By the end of this unit students will be able to:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Language | Grammar | Skills | Page |
| 3.1 La mujer en el mercado laboral | Discuss women in the world of workStudy the role of women at home | Use indefinite adjectives and pronouns | Improve your translation skills | 50 |
| 3.2 El machismo y el femenismo | Discuss male chauvinismLook at the role of feminism | Use the perfect tenseUse the pluperfect tense | Listen for gist and for detail | 54 |
| 3.3 Los derechos de los gays y las personas transgénero | Understand and talk about changes to LGBT rightsDiscuss gay marriage in Spain and in the Hispanic world | Use the future perfectUse the conditional perfect | Recognise words ending in -‘ity’Additional translation tips | 58 |
| Repaso |  | Tip: Gapfill tasks | 62 |

Introductory spread

This spread introduces students to basic information and vocabulary for dealing with the topic of the equality of the sexes as it is portrayed in contemporary Hispanic culture. An opening paragraph introduces the topics of this Unit.

|  |
| --- |
| 1 Estos son los nombres de cinco personas que han ejercido un gran impacto en la lucha por la igualdad.Navega por Internet para buscar más información sobre ellos. Después, empareja cada nombre con su perfil a‒e. |

Students are given the names of five people who have had a significant influence on the struggle for equality. They search the Internet for more information about each one. Then they match each name (1–5) with one of the profiles (a–e) given in the Student Book.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 e | 2 a | 3 d | 4 b | 5 c  |

Students could use their research to present their findings in groups or as a class. They could present basic facts about the figures, or perhaps take a particular angle with their research i.e. the person in their historical context, comparing them to other figures in the Hispanic world or figures from the UK. Analysing the figure through a theme or in a comparative context rather than giving a straight factual presentation, should also raise their language level and critical analysis. This could serve as practice for research skills that will be developed on the A Level Independent Research Project.

¿Lo sabías?

Introduce students to the traditional views of gender roles and characteristics that are still commonly held in Spanish society.

|  |
| --- |
| 2 Completa el texto, escogiendo la palabra más apropiada de la lista. |

Students read the text and fill in the gaps with the most appropriate word from the list below. There is a ‘Vocabulary’ box to help them with phrases in the text that may be new to them.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 aprobó | 2 protege | 3 agresores | 4 masculino | 5 maltrate |

|  |
| --- |
| 3 Completa los huecos con las letras que faltan. Traduce las palabras al inglés. Intenta añadir a la lista. |

Students read the text and fill in the missing letters in the words listed 1‒5. They translate the words into English and try to add further words relating to the topic of gender equality.

Answers

|  |  |  |
| --- | --- | --- |
| 1 | el orgullo gay  | = gay pride |
| 2 | el feminismo  | = feminism |
| 3 | la violencia de género  | = gender violence |
| 4 | la igualdad  | = equality |
| 5 | el machismo  | = male chauvinism |

Students’ own answers for additions to the list.

|  |
| --- |
| 4 Haz el cuestionario.  |

Students take the questionnaire: selecting from the alternative answers. This exercise gives students the opportunity to become familiar with simple statements about gender issues.

A self-marking interactive activity to introduce Unit 3 can be found on Kerboodle: **Unit 3 Introductory activity**.

3.1 A: La mujer en el mercado laboral

|  |  |
| --- | --- |
| Spread number  | 3.1 A (pages 50–51) |
| Language covered | Describing and discussing trends in women in the world of work |
| AQA Theme | Aspects of Hispanic society |
| Topic | La mujer en el mercado laboral |
| Grammar | Form and use indefinite adjectives and pronouns |
| Vocabulary | Page 66 |
| Audio files and transcripts | 3.1A Student Book audio: activity 33.1A Student Book transcript: activity 3Unit 3 Bilingual vocabulary listUnit 3 Bilingual vocabulary list audioUnit 3 Key expressions listUnit 3 Key expressions audio  |
|  | 3.1A Reading activity: La mujer en el mercado laboral3.1A Reading activity: En la Unión Europea 3.1A Grammar worksheet: Comparatives and superlatives 3.1A Grammar activity: Comparatives and superlatives3.1A Reading and writing worksheetUnit 3 Worksheet answers |

|  |
| --- |
| 1 Con un compañero/a, compara las diferentes imágenes de las mujeres sugeridas por las dos fotos. |

Speaking activity. Students look at the two photos and discuss the different concepts of women they suggest. Their discussion might include: the challenges women most often face in today’s world; whether women today face more difficulties than in the past; whether they are optimistic or pessimistic about women and the labour market in the future. For this introductory activity, students can look at these issues in a general context before they look at the Hispanic world in later activities.

They might discuss:

challenges of work commitments

juggling family commitments

achieving pay equality and promotion opportunities

more problems: more single-parent families, more demands at work, salary issues

less problems: more laws to protect women, domestic violence now recognised, more opportunities at work

optimistic: more women in high powered roles, more laws, more social recognition, more opportunities for women

pessimistic: salary gap will worsen, less women in CEO roles, increase in violence towards women

|  |
| --- |
| 2 Lee el artículo y explica lo que significan las siguientes estadísticas.  |

Reading activity. Students read the article on the comparative earning capacity of women and men. They note what each of the statistics 1–8 relates to. They should use their own words.

Answers

|  |  |  |
| --- | --- | --- |
| 1 | 37,4% | Los sueldos de las mujeres son el 37,4 por ciento menos que los varones. |
| 2 | 50% | Los sueldos de las mujeres son 50% menos de los hombres en el sector privado. |
| 3 | 10,7% | La desigualdad de los salarios en el sector público es el 10,7%. |
| 4 | 73% | El salario de un hombre con más de 29 años es el 73% más que una mujer. |
| 5 | 41% | En el sector público el porcentaje es la diferencia de salarios. |
| 6 | 87% | la diferencia de salarios en el sector privado |
| 7 | 130% | A partir de los 35 años de antigüedad los hombres ganan 130% más que las mujeres. |
| 8 | 55% | En las jornadas laborales de más de 45 horas, los hombres cobran el 55% más que las mujeres. |

A follow-on self-marking interactive activity can be found on Kerboodle: **3.1A Reading activity: La mujer en el mercado laboral**.

An accompanying self-marking interactive activity can be found on Kerboodle: **3.1A Reading activity: En la Unión Europea**.

|  |
| --- |
| 3a Escucha esta entrevista con Marta Fernández, sobre los retos de la mujer en el mercado laboral en Chile. Luego, contesta las preguntas en español.  |

Listening activity. Students listen to the interview with Marta Fernández, on the challenges facing women in the labour market in Chile. They answer questions 1–5 in Spanish. A transcript of the interview can be found on Kerboodle in the folder for 3.1.

Answers

|  |  |
| --- | --- |
| 1 | Se ha duplicado del 20 al 40 por ciento. |
| 2 | Dice que son el nuevo motor del mercado laboral. |
| 3 | Tienen mayor profundización educativa en Chile. |
| 4 | Los hombres. |
| 5 | Trascender profesionalmente, y conseguir en las principales industrias chilenas. |

|  |
| --- |
| 3b Ahora escribe un resumen de 70 palabras sobre la situación chilena según Marta Fernández en la entrevista. |

Writing activity. Students write a summary of 70 words on the situation in Chile. Students may need to revise what they learnt about writing a summary from a listening exercise: see the skills box on page 32 of the Student Book. If necessary they may use the transcript, but the emphasis is on listening for understanding and showing their grasp of the material and vocabulary.

|  |
| --- |
| 4 Mira esta viñeta y contesta las preguntas.  |

Reading activity. Students look at the scene in the picture and answer questions 1–3.

Answers

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | Tasks: |  |  |
|  |  | limpiar  | = clean |
|  |  | cocinar  | = cook |
|  |  | coser  | = sew |
|  |  | cuidar a los niños y mi marido  | = look after the children and my husband |
|  |  | planchar  | = iron |
|  |  | contester al telefono  | = answer the phone |
|  |  | pagar las facturas  | = pay the bills |
|  |  | hacer la compra  | = do the shopping / go shopping |
| 2 | Students could discuss: |  |
|  |  | the fact that a woman has to do so many jobs |
|  |  | she is not paid for most of them |
|  |  | men are not expected to do as many |
|  |  | the fact the male judge is not sympathetic, even sexist |
| 3 | Students could discuss: |  |
|  |  | differences for different women |
|  |  | depends on where you live in the world |
|  |  | some women are happy to do this role |

|  |
| --- |
| Indefinite adjectives and pronouns |
| The grammar box on page 51 identifies the indefinite adjectives and pronouns and describes their inflection.More detailed information can be found in the ‘Grammar’ section of the Student Book (page 146). Activity 5 on this spread provides immediate practice. For further practice, a worksheet and self-marking interactive activity are provided on Kerboodle: **3.1A Grammar worksheet: Comparatives and superlatives** and **3.1A Grammar activity: Comparatives and superlatives**. Answers to worksheets can be found in the Teacher Support folder.  |

|  |
| --- |
| 5 Traduce estas frases al español. |

Translation activity. Students translate sentences 1–7 into Spanish, indefinite adjectives and pronouns.

Suggested answers

|  |  |
| --- | --- |
| 1 | No hay ningún trabajo que las mujeres no puedan hacer. |
| 2 | Muchos hombres ganan más dinero que las mujeres. |
| 3 | Pocas mujeres trabajan en las empresas más grandes del mundo. |
| 4 | Muchas jóvenes tienen que encontrar el equilibrio entre su vida familiar y las exigencias de su trabajo. |
| 5 | Algunas de las diferencias entre salarios son enormes. |
| 6 | Varias compañías tratan de contratar a más mujeres. |
| 7 | Algún día no habrá desigualdad en el lugar de trabajo. |

|  |
| --- |
| 6 Haz una presentación de dos minutos sobre la situación de la mujer en el mercado laboral. Navega por Internet para buscar más estadísticas. Utiliza las Expresiones claves para ayudarte. |

Speaking and research activity. Students prepare a two-minute presentation on the situation of women in the workplace. They search the Internet for more statistical information. Point out that there are some ’Key expressions’ to help them on page 51 of the Student Book. Students could be encouraged to record the presentation as a podcast.

Students could include:

salary inequalities, mentioning statistics

the lack of promotion

strategies to improve the situation

the problems of juggling family commitments and work commitments.

An accompanying worksheet can be found on Kerboodle: **3.1A Reading and writing worksheet**.Answers for worksheets can be found in the Teacher Support folder.

3.1 B: La mujer en el mercado laboral

|  |  |
| --- | --- |
| Spread number  | 3.1 B (pages 52–53) |
| Language covered | Describing and discussing trends in women in the world of work |
| AQA Theme | Aspects of Hispanic society |
| Topic | La mujer en el mercado laboral |
| Skills | Translation tips |
| Vocabulary | Page 66 |
| Audio files and transcripts | 3.1B Student Book audio: activity 33.1B Student Book transcript: activity 3Unit 3 Bilingual vocabulary listUnit 3 Bilingual vocabulary list audioUnit 3 Key expressions listUnit 3 Key expressions audio |
|  | 3.1B Listening activity: Los hombres y las tareas domésticas 3.1B Listening activity: Los hombres y las tareas domésticas transcript3.1B Strategy worksheet: Translating into English 3.1B Reading activity: Los hombres y las tareas domésticas 3.1B Reading and writing worksheetUnit 3 Worksheet answers |

|  |
| --- |
| 1 Mira las estadísticas y discútelas con tu compañero/a. Utiliza las expresiones claves para ayudarte. |

Speaking activity. Students look at the statistics on who does the household chores in homes in the Canary Islands and discuss the questions with a partner.

Four questions are provided as pointers for discussion:

1 what is the most surprising statistic

2 how the percentages represented in the table compare with their own personal situation

3 whether they think some household chores are more or less ‘men’s jobs’ or’ women’s work’

4 whether they think such statistics will change in the future.

The ‘Key expressions’ box provides relevant phrases for making statistical statements. Students should look through these first and make sure they understand them.

Students might say:

|  |  |
| --- | --- |
|  | 1 more surprising – shopping, the fact men do not do more nowadays less surprising – care of the children, cooking, washing clothes 2 in the student’s family their father may do more or less the student may be in a single-parent family and as such it is the one parent who does everything 3 sexist, men pretend not to be good at these tasks, are men lazy?, some of the best men are chefs,  women have higher standards4 more equality, more sharing, things will stay the same |
|  |  |

|  |
| --- |
| 2 Haz un análisis de las estadísticas y escribe un reportaje de 150 palabras para el sitio web *Dinero*.  |

Writing activity. Students write a report of 150 words discussing the statistics in the table in Activity 1.

Students could use the ideas from the previous activity to explore the statistics. The Key Expressions box models language that students can use in their analysis.

|  |
| --- |
| 3 Escucha este reportaje sobre los hombres y las tareas domésticas. Para cada frase escribe el país apropiada. ¡Cuidado! Sobran dos países.  |

Listening activity. Students listen to the report on men and household chores. They then attribute the appropriate country from the box to the statements 1–5. Warn them that only three countries are needed.

A transcript of the report can be found on Kerboodle in the folder for 3.1.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 España | 2 España | 3 Japón | 4 Dinamarca | 5 Dinamarca; |



A follow-on self-marking activity can be found on Kerboodle: **3.1B Listening activity: Los hombres y las tareas domésticas**. A transcript is also provided.

|  |
| --- |
| 4a Lee el artículo y empareja las dos partes de las frases siguientes. ¡Cuidado! Sobran dos segundas partes.  |

Reading activity. Students read the article on domestic chores and then match phrases 1–5 with an appropriate phrase from the list a–g to complete a statement which reflects the facts presented in the article. There are more phrases than they will need in the list a–g: two should be left over. A ‘Vocabulary’ box provides help with unfamiliar terminology.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 e | 2 f | 3 c | 4 a | 5 d |

|  |
| --- |
| Translation tips |
| Take students through the tips in the skills box aimed at improving their translation work. Activity 4b on this spread provides immediate practice. For further practice, a worksheet is provided on Kerboodle: **3.1B Strategy worksheet: Translating into English**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 4b Traduce la segunda parte del texto.  |

Translation activity. Students use Translation tips from the skills box and translate the second half of the text from Activity 4a, under the heading ‘*Menos tiempo … nuevas technologías*’. Remind them that there is a ‘Vocabulary’ box to help them.

Suggested answer

|  |
| --- |
| There is something on which men and women agree: in the last seven years there has been a significant transfer from time spent on social life and fun to time spent on hobbies and computer use. While in 2002–2003, 66.8% of people aged 10 or over took part in social activities, by 2009–2010 this percentage had dropped by nine percentage points and in addition, less time is spent on them (25 minutes less each day). By contrast, activities related to hobbies and computers, where participation in 2002–2003 was around 18%, have increased by almost 12 percentage points: 29.7% of respondents devoted their time to new technologies and their hobbies on the designated day. |

An accompanying self-marking interactive activity can be found on Kerboodle: **3.1B Reading activity: Los hombres y las tareas domésticas**.

|  |
| --- |
| 5 Mira esta viñeta y discute con un(a) compañero/a. |

Speaking activity. Students look at the cartoon and discuss it with a companion. For the Digital Book, this may need be zoomed in on to read the words clearly. They consider:

‒ What is the object of the man’s behaviour?

‒ Does one meet men like this?

‒ Is the cartoon funny; why (not)?

Students could say or discuss:

|  |  |
| --- | --- |
| The man behaves like this |  |
|  | to show the woman all the jobs he will do |
|  | to impress the woman |
|  | to show he is a ‘modern’ man |
| Does one meet men like this? |  |
|  | lots of men do this already |
|  | the majority or a minority? |
| Is the cartoon funny? |  |
|  | funny that he has to do all these things to impress her |
|  | not funny as this is normal nowadays |
|  | sexist and old-fashioned – women have other expectations nowadays, the concept is outdated |

|  |
| --- |
| 6 Utiliza Internet para buscar más información sobre la situación en América Latina. Escribe un blog de 200 palabras comparando España a otros países hispanohablantes. |

Writing and research activity. Students prepare to write a blog of 200 words discussing the statistics regarding gender equality in Latin America. They use the Internet to find the information they need to compare the situation in Spain and other Latin American countries. Encourage students to use Spanish language newspapers for news articles and opinion pieces, government websites, and publicly available surveys. They should include:

‒ statistics for each country they discuss

‒ what the countries have in common

‒ and in what ways they differ.

Students might explore:

differences in Latin American countries with a few key examples

common areas (salary/childcare/sharing of house work, male chauvinism)

Latin America: more traditional/more advanced?



An accompanying worksheet can be found on Kerboodle: **3.1B Reading and writing worksheet**.Answers for worksheets can be found in the Teacher Support folder.

3.2 A: El machismo y el feminismo

|  |  |
| --- | --- |
| Spread number  | 3.2 A (pages 54–55) |
| Language covered | Describe male chauvinism and look at the role of feminism  |
| AQA Theme | Aspects of Hispanic Society |
| Topic | El machismo y el feminismo |
| Grammar | The perfect tense |
| Skills | Listening strategies |
| Vocabulary | Page 66 |
| Audio files and transcripts | 3.2A Student Book audio: activity 53.2A Student Book transcript: activity 5Unit 3 Bilingual vocabulary listUnit 3 Bilingual vocabulary list audioUnit 3 Key expressions listUnit 3 Key expressions audio |
|  | 3.2A Reading activity: La campaña HeForShe 3.2A Grammar worksheet: The perfect tense 3.2A Grammar activity: The perfect tense3.2A Reading activity: Día Internacional Contra la Violencia 3.2A Strategy worksheet: Listening strategies 3.2A Listening activity: Centro de acogida 3.2A Listening activity: Centro de acogida transcript3.2A Listening worksheet3.2A Listening worksheet audio3.2A Listening worksheet transcriptUnit 3 Worksheet answers |

|  |
| --- |
| 1 Lee la definición de ‘machismo’ y discute con tu compañero/a las siguientes preguntas.  |

Speaking activity. Students read the definition of male chauvinism and discuss in pairs (1) whether they think male chauvinism exists in British culture; (2) whether they know anyone who is a male chauvinist; and (3) give examples of chauvinist (macho) behaviour.

Students could say:

|  |  |
| --- | --- |
| 1 | Yes – domestic violence, discrimination |
|  | No – more rights, more sensitivity in society towards the role of women |
|  |  |
| 2 | students might cite friends/relatives/ acquaintances as sexist |
|  |  |
| 3 | inappropriate jokes |
|  | violent behaviour |
|  | lack of promotion at work for women |
|  | media stereotyping |

|  |
| --- |
| 2a Lee las opiniones de estos cinco jóvenes y busca la traducción de las frases o palabras. |

Reading and vocabulary activity. Students read the opinions of five young Spanish speakers and then find in their comments the phrases or words to match the English words listed 1–10. There is a ‘Vocabulary’ box to help them with new terminology.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 chistes machistas | 2 reírse | 3 desaparecido | 4 abusan | 5 parejas |
| 6 la lucha | 7 el movimiento feminista | 8 olvidar | 9 mundo laboral | 10 igualdad de derechos |

|  |
| --- |
| 2b Lee el texto otra vez. ¿Quién dice cada frase? Escribe los nombres correctos.  |

Reading activity. Students read the comments of the young Spanish-speakers again and then attribute the statements 1–5 to the appropriate person.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 Iñaki | 2 Pablo | 3 Manu | 4 Maria | 5 Teresa |

|  |
| --- |
| 2c Lee lo que dicen Pablo y María. ¿Estás de acuerdo con uno u otro? ¿Por que? Compara tu opinión con la de un compañero/a. |

Reading and speaking activity. Students read the comments of Pablo and Maria and consider whether they agree with them. They compare their own opinions with a partner.

They could say:

|  |  |
| --- | --- |
| I agree with Pablo |  |
|  | we live in a world where we can poke fun at everyone |
|  | lots of new laws to protect women |
|  | women are making ground in the world of work |
| I agree with María |  |
|  | increasing incidents of violence towards women |
|  | sexual harassment in the work place |
|  | society is still inherently sexist |

An accompanying self-marking interactive activity can be found on Kerboodle: **3.2A Reading activity: La campaña HeForShe**.

|  |
| --- |
| The perfect tense  |
| Take students through the grammar box on the formation and use of the perfect tense. Point out to students that there is more detail in the ‘Grammar’ section of the Student Book (page 155). Activity 3 provides some immediate practice.For further practice, a worksheet and self-marking interactive activity are provided on Kerboodle: **3.2A Grammar worksheet: The perfect tense** and **3.2A Grammar activity: The perfect tense**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 3 Traduce estas frases al español. Utiliza el perfecto. |

Translation activity. Students translate the sentences into Spanish, using the perfect tense.

Answers

|  |  |
| --- | --- |
| 1 | La falta de igualdad siempre ha existido en la sociedad española. |
| 2 | Muchas mujeres han luchado para mejorar la sensibilización sobre la diferencia de salarios. |
| 3 | Las mujeres han sufrido debido al sexismo/machismo de los hombres. |
| 4 | Hay mujeres que han abusado de sus maridos. |
| 5 | Han habido muchos cambios positivos pero todavía queda mucho por hacer |

|  |
| --- |
| 4a Utilizando la imagen, explica a tu compañero/a lo que significan estas estadísticas de la violencia machista en Argentina. |

Speaking activity. Using the illustration of the pie charts, students explain to a partner the statistics regarding gender violence in Argentina.

Answers

|  |  |
| --- | --- |
| 1 | 20% de los casos de violencia ocurre entre jóvenes de 19 a 25 años. |
| 2 | 50% de las parejas en relaciones violentas, tuvo relaciones abusivas en el pasado. |
| 3 | 186 – es el número de casos de violencia machista que fueron denunciados en Argentina. |
| 4 | 9,8% – es el porcentaje de casos de violencia machista contra mujeres de 15 a 19 años que fueron verbales o psicológicos.  |
| 5 | 42,5% – es el porcentaje de casos de abuso físico o verbal y psicológico.  |

|  |
| --- |
| 4b ¿Cómo han cambiado las cifras de víctimas con edades entre los 14 y 24 años? ¿Qué piensas de las estadísticas? ¿Hay algunas que te sorprenden? |

Speaking activity. Students answer the questions:

‒ How have the numbers of victims in the group of 14 to 24 year-olds changed?

‒ What do you think about the statistics?

‒ Do any of them surprise you?



An accompanying self-marking interactive activity can be found on Kerboodle: **3.2A Reading activity: Día Internacional Contra la Violencia**.

|  |
| --- |
| Listening strategies |
| The skills box provides an outline of strategies for listening to audio material and noting detail in order to answer questions.Students will have an opportunity to practise these skills in Activity 5 which follows.For further practice, a worksheet is provided on Kerboodle: **3.2A Strategy worksheet: Listening strategies**. An audio file and transcript are also available. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 5 Escucha este reportaje sobre un centro de acogida para hombres maltratados. Contesta las preguntas. |

Listening activity. Students listen to the recording about a refuge for abused men. Then they answer the questions 1‒5. A transcript of the recording can be found on Kerboodle in the folder for 3.2.

Students follow the advice from the skills box on listening strategies.

Answers

|  |  |
| --- | --- |
| 1 | Hay muchos; hasta ahora solo existieron para las mujeres. |
| 2 | no se atreven a denunciar los casos de violencia. |
| 3 | les da vergüenza tener que pedir ayuda |
| 4 | sus madres, sus hermanas o sus nuevas parejas |
| 5 | quiere que el gobierno abra centros de acogida para los hombres por toda España |



An accompanying self-marking activity can be found on Kerboodle: **3.2A Listening activity: Centro de acogida**. A transcript is also provided.

An accompanying worksheet can be found on Kerboodle: **3.2A Listening worksheet**. An audio file and transcript are also available. Answers to worksheets can be found in the Teacher Support folder.

|  |
| --- |
| 6 Escribe una redacción de 200 palabras contestando la pregunta: “¿Existe todavía el machismo?” |

Writing activity. Students write an essay of 200 words on the topic ‘Does male chauvinism still exist?’ They should include:

‒ current statistics regarding domestic violence in Spain or elsewhere

‒ examples of abuse

‒ men as victims

‒ feminism

‒ their own opinion

Students might explore.

statistics pertaining to Spain

articles taken from recent news articles about domestic violence

increase in male abuse

rise in feminism

conclusion summing up their own views taken from this unit and their research

3.2 B: El machismo y el femenismo

|  |  |
| --- | --- |
| Spread number  | 3.2 B (pages 56–57) |
| Language covered | Describe male chauvinism and look at the role of feminism  |
| AQA Theme | Aspects of Hispanic society |
| Topic | El machismo y el femenismo |
| Grammar | The pluperfect tense |
| Vocabulary | Page 66 |
| Audio files and transcripts | 3.2B Student Book audio: activity 43.2B Student Book transcript: activity 4Unit 3 Bilingual vocabulary listUnit 3 Bilingual vocabulary list audioUnit 3 Key expressions listUnit 3 Key expressions audio |
|  | 3.2B Reading activity: El femimismo 3.2B Grammar worksheet: The pluperfect tense 3.2B Grammar activity: The pluperfect tense3.2B Reading and writing worksheet3.2B Speaking worksheetUnit 3 Worksheet answers |

|  |
| --- |
| 1 Discute con un(a) compañero/a.  |

Speaking activity. Students discuss the following topics in pairs: (1) what they understand by the term ‘feminism’; (2) the characteristics of feminism; (3) do they consider themselves to be a feminist or do they know any (famous) feminists.

Students could discuss:

1 fighting for women’s rights, equality of rights and opportunities, against discrimination

2 strong, motivated, determined, brave

3 yes the desire for equal rights and a fairer society for women

 no not necessary in the world today, don’t have the right attributes

|  |
| --- |
| 2a Lee el texto y explica lo que significan las siguientes fechas.  |

Reading activity. Reading for detail (dates). Students read the text on the rise of feminism in modern Spain and match the dates 1–4 with significant events mentioned in the text.

Answers

|  |  |  |
| --- | --- | --- |
| 1 | 1939–1975 | Duración de la dictadura de Franco / no hubo ninguna reivindicación política, social o cultural a favor de las mujeres. |
| 2 | los años 60 | Se crearon algunos grupos feministas. |
| 3 | 1975 | Fue un año de celebración y alegría para el feminismo español porque las Naciones Unidas lo declaró el Año Internacional de la Mujer. |
| 4 | el 20 de noviembre | Murió Franco |

|  |
| --- |
| 2b Traduce el primer párrafo al inglés. |

Translation activity. Students translate the first paragraph of the text in Activity 2a into Spanish.

Suggested answer

The analysis of the feminist movement in Spain requires an understanding of the political and historical context in which it was born. The dictatorship of Franco (1939 to 1975) denied any political, social or cultural acceptance/recognition in whatever form. In this context, the creation of a feminist movement was unthinkable. Nevertheless, during the 1960s, some groups were created. There were three main areas/domains which brought about their appearance: the university world, the clandestine political parties of the left and the illegal neighbourhood associations.



A follow-on self-marking interactive activity can be found on Kerboodle: **3.2B Reading activity: El femimismo**.

|  |
| --- |
| 3a Lee este extracto de “Yerma” escrito por Federico García Lorca. Completa el texto escogiendo la palabra más apropiada. |

Reading activity. Students read the extract from *Yerma* by Federico García Lorca. They fill in the gaps 1‒5 with the appropriate word from box.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 verdad  | 2 mía | 3 parido | 4 gustar | 5 segura |

|  |
| --- |
| 3b Lee el extracto otra vez y discute con un compañero/a estas preguntas.  |

Reading and speaking activity. Students read the extract again and discuss whether: (1) Yerma is a feminist; (2) the Old Woman has modern or traditional ideas; (3) Lorca gives us a picture of modern men and women.

Students’ discussions could include:

|  |  |  |
| --- | --- | --- |
| 1 | No | obsessed with having a child and pleasing her husband. |
| 2 | traditional | notions of subservience to male |
|  | modern | wants to have a child like many modern women |
| 3 |  | Lorca shows us traditional concepts of feminism and the repressed female |

|  |
| --- |
| 4 Lee la introducción y escucha las respuestas de la feminista Patricia González en esta entrevista. Pon las preguntas en el orden correcto. |

Listening activity. After reading the introduction to an interview with the feminist Patricia González, students listen to the replies that she gives. They match each reply to one of the questions 1–5 listed in their Student Book. This activity allows them to practise the listening strategies they met in the previous spread.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 4 | 1 | 3 | 2 | 5 |

|  |
| --- |
| Form and use the pluperfect tense  |
| Students revise the formation and use of the pluperfect tense. More detail may be found in the ‘Grammar’ section (page 154) of the Student Book.Activity 5 provides immediate practice. For further practice, a worksheet and self-marking interactive activity are provided on Kerboodle: **3.2B Grammar worksheet: The pluperfect tense** and **3.2B Grammar activity: The pluperfect tense**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 5 Lee cada una de las frases y completa los huecos con la forma correcta del pluscuamperfecto.  |

Grammar activity. Students read the sentences and fill in the gaps with the correct form of the pluperfect tense of the verb given in parentheses.

Answers

|  |  |
| --- | --- |
| 1 | había comido |
| 2  | había hablado |
| 3  | se habían quejado |
| 4  | había conocido |
| 5  | había luchado |
| 6  | había visto |

|  |
| --- |
| 6 Escribe un artículo de 200 palabras sobre el feminismo en el mundo hispanohablante. |

Writing activity. Students write an article of 200 words on feminism in the Spanish-speaking world. The following points for inclusion are given as guidance: the history of feminism in Spain; examples of feminists in Spain; diverse opinions; their own opinion.

They could include:

historical facts and figures from the spread regarding feminism in Spain making reference to 1939‒1975, 1975, the 60s and the 20 November.

examples of feminists from Spain

contemporary views on feminism

a personal response to the situation in Spain whether it be positive or negative.

Two accompanying worksheets can be found on Kerboodle: **3.2B Reading and writing worksheet** and **3.2B Speaking worksheet**.Answers for worksheets can be found in the Teacher Support folder.

3.3 A: Los derechos de los gays y las personas transgénero

|  |  |
| --- | --- |
| Spread number  | 3.3 A (pages 58–59) |
| Language covered | Discussing gay marriage in Spain and the Hispanic world |
| AQA Theme | Aspects of Hispanic society |
| Topic | Los derechos de los gays y las personas transgénero |
| Grammar | The future perfect |
| Skills | Recognising words ending -ity |
| Vocabulary | Page 67 |
| Audio files and transcripts | 3.3A Student Book audio: activity 33.3A Student Book transcript: activity 3Unit 3 Bilingual vocabulary listUnit 3 Bilingual vocabulary list audioUnit 3 Key expressions listUnit 3 Key expressions audio |
|  | 3.3A Strategy worksheet: Recognising noun endings 3.3A Reading activity: La transfobia 3.3A Listening activity: Agresión homófoba 3.3A Listening activity: Agresión homófoba transcript3.3A Listening worksheet 3.3A Listening worksheet audio3.3A Listening worksheet transcript3.3A Grammar worksheet: The future perfect tense 3.3A Grammar activity: The future perfect tense 3.3A Writing activity: La transfobia Unit 3 Worksheet answers |

|  |
| --- |
| 1 Discute con tu compañero/a si crees que estas estadísticas son Verdaderas (V) o Falsas (F).  |

Speaking activity. Students read the statements 1‒4 and discuss whether they think the statistics are true or false. They give their own opinions and reasons. Then they have the option of searching online to confirm.

Answers

|  |  |  |  |
| --- | --- | --- | --- |
| 1 F (en siete países) | 2 F | 3 V | 4 V |

|  |
| --- |
| 2a Empareja cada palabra inglesa con su equivalente en español.  |

Vocabulary activity. Before reading the main text for this spread, students match each of the English words 1‒5 with its Spanish equivalent from the list a‒e.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 c | 2 e | 3 d | 4 b | 5 a |

|  |
| --- |
| 2b Lee el texto y decide si las frases son Verdaderas (V), Falsas (F) o No mencionadas (N). |

Reading activity. Students read the text on Gay Pride in Madrid. There is a ‘Vocabulary’ box to help them with new terminology. Then they decide whether the statements listed 1‒6 are true (V), false (F) or not mentioned (N).

Answers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 V | 2 F | 3 V | 4 F | 5 F | 6 V |

|  |
| --- |
| Recognising words ending –ity (bottom of page 59) |
| Words in Spanish ending -*dad* frequently have an English equivalent ending -ity. Students have met such abstract nouns in Activity 2a. There is an opportunity to identify them in the translation work in 2c. For further practice, a worksheet is provided on Kerboodle: **3.3A Strategy worksheet: Recognising noun endings**. An audio file and transcript are also available. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 2c Traduce el último párrafo del texto. |

Translation activity. Students translate the final paragraph of the text at 2a into English.

Suggested answer

|  |
| --- |
| LGTB Pride (Gay Pride) is a celebration open to everyone (children, young people, older people, locals and visitors from all over the world) with a multicultural and multi-ethnic character that reflects the diversity of contemporary society. From there, ‘Pride, an example of community’ arose. This initiative aims to promote the involvement and awareness of community groups, businesses, organisations and festival organisers in order to bring about the necessary acceptance of the impact that MADO has generated and the necessity of committing to respect and coexistence. |



An accompanying self-marking interactive activity can be found on Kerboodle: **3.3A Reading activity: La transfobia**.

|  |
| --- |
| 3 Escucha este reportaje sobre un crimen homófobo. Luego contesta las preguntas en español.  |

Listening activity. Students listen to the recording about a homophobic crime. Then they answer the questions 1‒5. A transcript of the recording can be found on Kerboodle in the folder for 3.3.

Suggested answers

|  |  |
| --- | --- |
| 1 | cinco jóvenes sevillanos de entre 21 y 26 años |
| 2 | cuatro veces |
| 3 | un golpe fuerte en el cuello con la mano abierta |
| 4 | su amigo estaba borracho |
| 5 | los dos chicos les estaban esperando |

A follow-on self-marking activity can be found on Kerboodle: **3.3A Listening activity: Agresión homófoba**. A transcript is also provided.

An accompanying worksheet can be found on Kerboodle: **3.3A Listening worksheet**. An audio file and transcript are also available. Answers to worksheets can be found in the Teacher Support folder.

|  |
| --- |
| 4 Discute con tu grupo lo que piensas de este anuncio chileno y después discute estas preguntas.  |

Speaking activity. Students look at the advertisement and students discuss in groups the four questions listed. They consider: (1) whether such advertisements are effective in the fight against discrimination; (2) what governments should do; (3) whether young people are more tolerant than their parents and why; (4) whether they are optimistic/pessimistic about LGBT rights in the future. The ‘Key expressions’ box will help them with this activity.

Students could discuss:

|  |  |  |
| --- | --- | --- |
| 1 | Yes |  raise awareness, challenge people to think |
|  | No | people don’t pay attention, difficult to change perception, inherent homophobic society |
| 2 |  | more laws, more discussion, change public opinion, more media representation. |
| 3 | Yes | more modern values, more gay friends, normaliisation of gays via the media |
|  | No | still homophobic attacks, religious views |
| 4 | Optimistic | more laws, normalisation, no one cares |
|  | Pessimistic | increasing homophobic attacks, religious persecution, banned in many countries. |

|  |
| --- |
| The future perfect tense |
| Introduce students to the form and use of the future perfect tense. More detail can be found in the ‘Grammar’ section of the Student Book at page 155.For further practice, a worksheet and self-marking interactive activity are provided on Kerboodle: **3.3A Grammar worksheet: The future perfect tense** and **3.3A Grammar activity: The future perfect tense**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 5 Lee las frases y complétalas con la forma correcta del futuro perfecto.  |

Grammar activity. Students read the sentences and fill the gaps with the correct form of the future perfect of the verbs given in parenthesis.

Answers

|  |  |
| --- | --- |
| 1 | habremos cambiado |
| 2 | se habrán casado  |
| 3 | habremos asistido |
| 4 | habrán organizado |
| 5 | habrá terminado |
| 6 | habrás volado  |

|  |
| --- |
| 6 Haz una presentación sobre los avances de los derechos LGTB y los retos para el futuro. Utiliza la información y ejemplos de estas páginas y busca en Internet más ejemplos si es necesario. |

Speaking and research activity. Students prepare a presentation of 2minutes duration on the advances in LGBT rights and the challenges for the future. The ‘Key expressions’ box may help them.

Students could include:

gay marriage

adoption of children

more ‘out’ celebrities

more laws to protect equality.

An accompanying self-marking interactive activity can be found on Kerboodle: **3.3A Writing activity: La transfobia**.

3.3 B: Los derechos de los gays y las personas transgénero

|  |  |
| --- | --- |
| Spread number  | 3.3 B (pages 60–61) |
| Language covered | Discussing gay marriage in Spain and the Hispanic world |
| AQA Theme | Aspects of Hispanic society |
| Topic | Los derechos de los gays y las personas transgénero |
| Grammar | The conditional perfect |
| Skills | Translation tips |
| Vocabulary | Page 67 |
| Audio files and transcripts | 3.3B Student Book audio: activity 23.3B Student Book transcript: activity 2Unit 3 Bilingual vocabulary listUnit 3 Bilingual vocabulary list audioUnit 3 Key expressions listUnit 3 Key expressions audio |
|  | 3.3B Reading activity: Ricky Martin promueve el matrimonio gay en Puerto Rico3.3B Reading activity: Un año de avances clave en los derechos civiles 3.3B Grammar worksheet: The conditional perfect 3.3B Grammar activity: The conditional perfect3.3B Speaking worksheetUnit 3 Worksheet answers |

|  |
| --- |
| 1 Lee el texto y busca la traducción de estas frases o palabras. |

Reading and vocabulary activity. Students read the article on Ricky Martin and gay marriage in Puerto Rico. Then they look for words in the text that translate the English expressions listed 1‒9.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 recordó | 2 compatriotas | 3 un asunto | 4 enlaces |  5 la Estrella |
| 6 se está replanteando | 7 polémico | 8 crecerse | 9 derechos |  |



A follow-on self-marking interactive activity can be found on Kerboodle: **3.3B Reading activity: Ricky Martin promueve el matrimonio gay en Puerto Rico**.

An accompanying self-marking interactive activity can be found on Kerboodle: **3.3B Reading activity: Un año de avances clave en los derechos civiles**.

|  |
| --- |
| 2a Escucha este el reportaje sobre la situación de los matrimonios gay en los países latinoamericanos y rellena el cuadro. |

Listening activity. Students listen to the recording on gay marriage in Latin American countries and fill out the chart. They are required to note whether gay marriage is legal or illegal and to give any further details they learn from the audio input. A transcript of the recording can be found on Kerboodle in the folder for 3.3.

Answers

|  |  |  |
| --- | --- | --- |
| País | ¿Legal o no? | Más detalles |
| Argentina |  Legal | en 2010 |
| Uruguay | Legal | en 2013 |
| México | No | Aunque en 2007 se hizo legal en el Distrito Federal y en el estado de Coahuila |
| Colombia | No | Las parejas del mismo sexo solo pueden documentar su unión ante un notario / no pueden adoptar |
| Chile | No | aún no reconoce ningún tipo de unión entre personas del mismo sexo |

|  |
| --- |
| 2b Escucha otra vez y utilizando el cuadro de arriba escribe un resumen de la situación de los matrimonios gay en cada uno de los países latinoamericanos. Escribe unas 70 palabras. |

Listening and writing activity. Students listen again to the recording and then using the details they have noted in the chart for 2a they write a summary of about 70 words on the situation regarding gay marriage in each of the seven countries mentioned.

They could include:

24 estados de Estados Unidos ya han legalizado el matrimonio entre los homosexuales.

Muchos países en Latinoamérica ya han legalizado el matrimonio entre los homosexuales también.

El primer país en Latinoamérica que aprobó el matrimonio entre los homosexuales fue Argentina en 2010.

Uruguay aprobó la ley en 2013. Sin embargo no es legal en ciertas regiones de México, y está prohibido en Colombia y también en Chile que sigue luchando por la igualdad.

|  |
| --- |
| Translation tips |
| The skills box introduces some more advice for translation work: breaking down tasks, false friends, checking.Activity 3 gives some immediate practice. There is a skills worksheet on Kerboodle for extra practice. |

|  |
| --- |
| 3 Utiliza el texto “Ricky Martin promueve el matrimonio gay en Puerto Rico” para ayudarte a traducir estas frases al español.  |

Translation activity. Students make use of the article ‘Ricky Martin promotes gay marriage in Puerto Rico’ to help them translate sentences 1‒5 into Spanish. They should refer to the skills box on the spread to help them improve their translation work.

Suggested answers

|  |  |
| --- | --- |
| 1 | Ricky Martin intenta promover el matrimonio gay en Puerto Rico. |
| 2 | Dijo que ya era hora de legalizar el matrimonio entre personas del mismo sexo. |
| 3 | El asunto es muy polémico entre los habitantes de la isla. |
| 4 | Mucha gente piensa que es una cuestión de igualdad para todos.  |
| 5 | La diversidad es muy importante en el mundo actual.  |
|  |  |
| 4 Discute con un compañero/a si piensas que los homosexuales deberían tener derecho a casarse. Pensad en los argumentos a favor y en contra del matrimonio gay. |

Speaking activity. Students discuss whether they think homosexuals ought to have the right to marry. They consider the arguments for and against gay marriage. Four points for consideration are provided: the role of the church and religion; taxation; death and inheritance; equality.

Students could include:

religious views ‒ against God

receive some tax breaks like heterosexuals

inheritance

equality with heterosexuals

goes against the natural order

all about love between two people

decrease in heterosexual marriages

|  |
| --- |
| The conditional perfect  |
| Introduce students to the conditional perfect tense. Further detail is available in the ‘Grammar’ section of the Student Book (page 155). Activity 5 on this spread provides immediate practice.For further practice, a worksheet and self-marking interactive activity are provided on Kerboodle: **3.3B Grammar worksheet: The conditional perfect** and **3.3B Grammar activity: The conditional perfect**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 5 Lee cada una de las frases y complelas con la forma corrrecta de la condicional perfecto. |

Grammar activity. Students read the sentences 1‒6 and fill the gaps with the appropriate form of the conditional perfect of the verbs given in parenthesis.

Answers

1 habría comprado

2 habría terminado

3 habíamos reservado

4 habrían sido

5 habría asistido

6 habrían ido

|  |
| --- |
| 6 Escribe unas 150 palabras con las opiniones en pro y en contra del matrimonio gay.  |

Writing activity. Students write a composition of about 150 words giving opinions both for and against gay marriage.

Students could include:

changes in perception over time, campaigns for equal marriage rights in the Hispanic world

definition of marriage as being between a man and woman / changes to include gay couples

religious acceptance by some religions / opposition to gay marriage by others

promotes equality and validity of a homosexual relationship.



An accompanying worksheet can be found on Kerboodle: **3.3B Speaking worksheet**.Answers for worksheets can be found in the Teacher Support folder.

Repaso ¡Demuestra los que has aprendido!

This page contains a range of activities revising the language, grammar and vocabulary related to ‘*La igualdad de los sexos*’.

|  |
| --- |
| 1 Estas palabras pertenecen al tema de “La igualdad de los sexos”. Empareja los sinónimos. |

The words listed 1‒14 have appeared in Unit 3. Students match each one with its synonym in the list a‒j.

Answers

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 g | 2 f | 3 n | 4 3 | 5 m | 6 d | 7 l | 8 c | 9 k | 10 b | 11 j | 12 a | 13 i | 14 h |

|  |
| --- |
| 2 Completa las frases, escogiendo la palabra más apropiada. |

Students read the sentences 1‒5 based on material from section 3.1. They select the most appropriate word from the box to complete the sentences.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 medida | 2 desempeñan  | 3 igualitaria | 4 influyen | 5 ocio |

|  |
| --- |
| 3 ¿Cuánto has aprendido? Elige la respuesta correcta. |

Students read the opening phrases 1‒5 and select the correct option (a/b/c) to complete the sentence. The content is based on material from section 3.2.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 b | 2 b | 3 b | 4 a | 5 b |

|  |
| --- |
| 4 Empareja las dos partes de las frases. |

Students match the opening phrases 1‒6 with the appropriate conclusion from the list (a‒f). The content is based on material in section 3.3.

Answers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 b | 2 e | 3 a | 4 f | 5 d | 6 c |



A self-marking interactive activity to accompany this page can be found on Kerboodle (in the Assessment tab): Unit 3 Test yourself.

Repaso ¡Haz la prueba!

These pages include a mixture of exam-style activities related to ‘*La igualdad de los sexos*’.

|  |  |
| --- | --- |
| AQA Theme | Aspects of Hispanic society |
| Topic | La igualdad de los sexos |
| Total score | 67 (excluding free writing and speaking activities) |
| Tip | Approaching gapfill tasks |
| Audio files and transcripts | Unit 3 Repaso, ¡Haz la prueba! Student Book audio: activity 3Unit 3 Repaso, ¡Haz la prueba!Student Book transcript: activity 3 |
|  | Unit 3 Discussion 1Unit 3 Discussion 1 transcriptUnit 3 Discussion 2 Unit 3 Discussion 2 transcriptUnit 3 Listening and writing assessment worksheetUnit 3 Listening and writing assessment audioUnit 3 Listening and writing assessment transcriptUnit 3 Reading and writing assessment worksheetUnit 3 Speaking assessment worksheetUnit 3 Translation assessment worksheetThe above assessment activities can be found on the Assessment tab. Answers to worksheets are provided in the Teacher Support folder. |

|  |
| --- |
| 1 Lee este artículo sobre el Cordobés. Selecciona las cuatro frases correctas según el texto. |

Reading activity. Students read the article on Cordoba and select from the statements 1‒8 the four that represent facts presented in the text.

Answers

|  |  |  |  |
| --- | --- | --- | --- |
| 2 | 4 | 5 | 7 |

[5 marks]

|  |
| --- |
| 2 Traduce este texto al inglés. |

Translation activity. Students translate into English the extract of an opinion piece on women’s rights.

Suggested answer

|  |
| --- |
| Currently, eight hundred women die every day from causes directly related to childbirth and pregnancy and forty-seven thousand die through unsafe abortions each year. In Spain, a reform of the Abortion Act was recently passed which requires minors to get permission from their parents to end a pregnancy, violating their right to decide. This is a brief summary of what it means for half of the world’s population not having access to (their) rights over their body, health, well-being and dignity |

[10 marks]

|  |
| --- |
| 3 Escucha el reportaje las palabras de Papa Francisco. Decide si los frases son Verdaderas (V), Falsas (F) o No mencionadas (N). |

Listening activity. Students listen to the report about what Pope Francis has said about gender relations. Then they decide whether the statements listed 1‒6 are true (V), false (F) o not mentioned (N). A transcript of the recording can be found on Kerboodle in the folder for Unit 3 Repaso: ¡Haz la prueba!

Answers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 V | 2 F | 3 N | 4 V | 5 F | 6 N |

[6 marks]

|  |
| --- |
| 4 Practica la gramática que has aprendido. Traduce estas frases al español. |

Translation activity. Students practice the grammar they have learnt in Unit 3. They translate the sentences 1‒8 into Spanish.

Suggested answers

|  |  |
| --- | --- |
| 1 | Muchas mujeres han muerto debido a la violencia doméstica. |
| 2 |  El Papa ha criticado a algunos hombres que se han comportado de una manera machista. |
| 3 | El gobiernohabíaprometido introducir una nueva ley. |
| 4 | Pablo había sido un buen padre y esposo. |
| 5 | A finales de año, muchos gays se habrán casado. |
| 6 |  Muchos transexuales habrán sufrido abusos antes de que finalice el año. |
| 7 | Sin el apoyo de la industria, las mujeres habrían ganado menos que los hombres. |
| 8 | Pocos homosexuales habrían soñado con la igualdad en los años setenta. |

[24 marks]

|  |
| --- |
| Approaching gapfill tasks |
| The Tip box introduces the skill of using knowledge of grammar and inflection to select the correct word to fill a gap in a text. Students practise these tips in Activity 5. |

|  |
| --- |
| 5 Completa el texto, escogiendo la palabra más apropiada de la lista. |

Reading activity. Students read the article on working women and mental health. They fill in the gaps 1‒6 with the most appropriate word from the list. They use the advice from the tipbox.

Answers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 propensas  | 2 malabares  | 3 carreras  | 4 supone  | 5 psicológicas | 6 duplicado |

[6 marks]

|  |
| --- |
| 6 Utilizando la información que has aprendido y las fotos, discute lo siguiente con tu compañero/a. |

Speaking activity. Using the information they have learnt in this unit and the two photos for Activity 6, students discuss the points listed: whether there is equality between the sexes; whether homosexuals enjoy more equality today; what needs to be done in the future to increase equality; and whether they are optimistic or pessimistic about the future. They give their own opinions and justify them.

Students could discuss:

improvements in laws/ domestic violence/machismo/ more perception of equality

continued salary differences/lack of promotion/ equality laws.

gay weddings/adoption/law/more media exposure

more awareness campaigns/ enforcement of laws/ reduction of homophobic attacks

optimistic – more equality/changes in perception/gay weddings/ salary equality

pessimistic – homophobic attacks/ domestic violence/ salary differences

This activity is designed to offer preparation for the AS and A Level oral exam. To reflect the marks available for each stimulus card discussion in the exam, the teacher might mark this task out of 30, evaluating students on fluency and conversation skills, quality of language, interpretation of the stimulus material and knowledge and understanding of the subtheme.

|  |
| --- |
| 7a Busca en el texto una palabra o expresión que tenga el mismo significado que las siguientes. |

Reading and vocabulary activity. Students read the article (on a feminist demonstration) and identify a word or phrase that means the same as each of the words listed 1‒5.

Answers

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | el lema | 2  | convocó | 3  | salir a la calle a protestar  | 4  | rabia | 5 | se pone el acento en |

[5 marks]

|  |
| --- |
| 7b Escribe un párrafo en español, usando un máximo de 70 palabras para resumir lo que has leído. Responde con frases completes. |

Writing activity. Students read the article (on a feminist demonstration) again and based on the information there write a summary of 70 words maximum. They should write in full sentences and include:

‒ what the feminist group did on that Monday; [2]

‒ what the collective did; [2]

‒ whether the rallies achieved anything. [3]

Five extra marks are awarded for the standard of the student’s Spanish. As far as possible, students should use their own words.

Students could include:

On Monday a feminist organisation called a rally via the Internet for Tuesday to protest against the murder of a woman the previous week.

The group brought together activists from different organisations in defence of the rights of women.

The numbers they managed to raise in response to the murder of a woman were quite small, because of the short notice, but they believe it is important to have a visible protest.

[12 marks]

|  |
| --- |
| 8 Elige uno de los siguientes temas y escribe unas 250 palabras. |

Writing activity. Students select one of the three topics listed and write a composition of about 250 words on

1 There will never be equality between men and women.

2 Today, being homosexual is considered normal and is accepted

3 All men are chauvinists.

Students might explore:

1 Nunca habrá igualdad entre los hombres y las mujeres .

FOR salary differences/ domestic violence/machismo/ lack of promotion/ women doing all the chores

 AGAINST more laws/rise of feminism/ society perceptions

2 Ser homosexual actualmente es normal y está aceptado.

 FOR gay weddings/ famous celebrities/ Friends and family who are gay/gay adoption

 AGAINST homophobic attacks/discrimination at work/ gay bullying at school

3 Todos los hombres son machistas.

 FOR sexist jokes/ domestic violence/ lack of shared roles in marriage

 AGAINST modern man changing attitudes/increased acceptance of equality/ new laws

This activity provides students with an opportunity to practise producing an extended piece of writing. This serves as valuable general preparation for the Paper 2 film and literature exam; as the activity does not directly correspond to the exam task, however, the teacher may wish to decide their own marking system here.