Teacher’s notes and answers

Unit 12: Movimientos sociales

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| **Dynamic Learning resources:**Theme 4 Scheme of workUnit 12 TranscriptsUnit 12 End of unit test transcriptUnit 12 Vocabulary listsUnit 12 Translation test (easy): The importance of trade unionsUnit 12 Translation test (medium): Calling a general strikeUnit 12 Translation test (hard): Popular movementsUnit 12 Video test (a): *La independencia de Cataluña*Unit 12 Video test (b): *Los granjeros se manifiestan por la bajada del precio de la leche*Unit 12 End of unit test (with audio) |

12.1 El poder de los sindicatos

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| **Pages:** 230–233**Stage of Learning:** A-level**Objectives:** * Find out more about trade unions in Spain and direct action in the Hispanic world.
* Learn about word order in Spanish.
* Infer information from listening material such as interviews or reports.

**Audio files needed:** **12.1.4 Audio****Dynamic Learning resources:**12.1 Vocabulary test English to Spanish12.1 Vocabulary test Spanish to English (with audio) |

Starter

1

Students compile a list of six rights for workers, and discuss it in class until they can all agree on a joint list. As an introduction you could ask them how many UK trade unions they can name, and what type of workers these represent.

Answers

Open ended

Reading text and exercises

Reading text describing three of the main Spanish unions. How do these differ from UK trade unions?

2a

Exam-style comprehension exercise where students choose the correct ending for each sentence.

Answers

**1** A

**2** B

**3** B

**4** C

**5** A

**6** B

2b

Exam-style comprehension exercise where students match up the beginning and ending of each sentence.

Answers

**1** D

**2** G

**3** H

**4** C

**5** A

**6** F

**7** B

**8** E

Grammar box

Word order (L)

Refer students to grammar section L. Ask them to explain in their own words the similarities and differences in Spanish and English word order. Students identify examples in the texts.

Answers

**a** existían organizaciones (*organisations existed*), existe un pacto de no-agresión (*a non-aggression pact exists*)

**b** Any three of: la edad moderna (*the modern age*), condiciones laborales dignas (*decent working conditions*), de manera minoritaria (*as a minority*), sindicato moderno (*modern trade union*), partido comunista español (*Spanish Communist party*), de forma pasiva (*in a passive way*), un sindicato mucho más activo (*a much more active union*), la organización sindical española (*the Spanish trade union organisation*), de tendencia cristiana (*of a Christian tendency*), el mundo laboral (*the world of work*), personal más cualificado (*better qualified staff*)

Grammar exercise

3

Students write questions for the statements, paying particular attention to word order.

Possible answers

**1** ¿Cómo está organizada la UGT?

**2** ¿A ti te gusta/interesa estudiar la historia de los sindicatos?

**3** ¿Por qué te acuerdas de la huelga nacional (de diciembre de 1988)?

**4** ¿A qué sindicato pertenece Vicente?

**5** ¿Cuándo van a reunirse/se van a reunir (los representantes de los sindicatos)?

**6** ¿Hay un sindicato que representa a los trabajadores más jóvenes?

**7** ¿Desde cuándo están reconocidos los sindicatos en España?

**8** ¿CC.OO. existía en la era de Franco?

Listening passage and exercises

Radio discussion between academics on the effectiveness of strikes. Before beginning, you could ask students what they think unions do. You could also ask them to define *huelga* in Spanish and say what their opinion is of strikes in general terms.

**Audio files needed:**

**12.1.4 Audio**

4a

Exam-style comprehension exercise where students listen and write brief summaries in correct Spanish on the given points.

Possible answer

* Según ella, la huelga tuvo mucho éxito. Fue convocada por la necesidad de resistir una importante reforma laboral. A causa de la acción, el país fue paralizado y el gobierno decidió acceder a ciertas demandas.
* Principalmente, una huelga exitosa puede contribuir a un sentimiento de solidaridad e identidad social. Mejora la confianza de los trabajadores. Aumenta su percepción de la realidad y de la capacidad para cambiar directamente la sociedad con la ayuda de sus compañeros.
* Debe mantener un diálogo con el gobierno y la patronal antes de tomar acción directa como una huelga.
* Debido a la huelga en el sector educativo, los estudiantes argentinos no asistieron a clase durante los primeros días del nuevo trimestre.

4b

Exam-style comprehension exercise where students decide if each sentence *expresses something said by Bibiana Medialdea (B), Joaquín Arriola (J) or Álvaro* de la Cruz (A). Refer them to the strategy box before they begin.

Answers

**1** A

**2** B

**3** A

**4** J

**5** J

**6** B

**7** A

**8** A

Strategy box

Inferring information from listening material such as interviews or reports

Ensure students fully understand what is being asked of them. It may be worthwhile practising this strategy on a simpler passage first (such as one from earlier in the book, with some alternative statements for them to work with) as a way in to this. Additionally, you could ask students to write statements that require “listening between the lines” on earlier texts in the book for their classmates to work on.

Translation

5

Translation exercise, from Spanish into English. Highlight phrases such as *robustecerse*, *tasa* *de afiliación*, *una lista elaborada*, *protestar sobre* and ask students why these are potentially false friends.

Suggested answers

**Sample translation**

**The Argentinian trade unions won’t give in until their demands are met**In recent years, the Argentinian workers’ movement has strengthened once more. Only Cuba has a higher rate of union membership, and Argentina is also ranked second in the world in terms of most strikes per year, with an average of 1,206 stoppages. Spain remains in third place and Chile seventh, according to a list produced in 2013. Not all strikes have the same impact, but it is clear that they always have the same objective: to protest about a particular workplace injustice and make a change for the better. The more visible the effects of a strike are, the more attention it will get from the media, and the greater possibility there will be of the government or management reconsidering the conditions that require change.

Research

6a

Students research the Argentinian general strike of June 2015, covering the points given.

Answers

Open ended

Speaking

6b

Presentation and class debate. Each student presents their findings, and then the class discusses if the strike was successful or not, and if they would have taken part and why (not).

Answers

Open ended

Writing

6c

Students write an opinion piece paragraph on the positive and negative aspects of strikes, using the Argentinian one, or any other they are familiar with, as an example.

Answers

Open ended

12.2 Las protestas sociales en profundidad

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| **Pages:** 234–237**Stage of Learning:** A-level**Objectives:** * Analyse two examples of social protests in Argentina and Chile respectively.
* Learn about comparative and superlative constructions.
* Use new techniques in A-level reading tasks.

**Audio files needed:** **12.2.4 Audio****Dynamic Learning resources:**12.2 Vocabulary test English to Spanish12.2 Vocabulary test Spanish to English (with audio) |

Starter

1

Students consider protests and write a slogan, to be shared in class and the best one voted for. A way in to the topic could be for students to carry out some research beforehand on recent major protests (in Spain or elsewhere), what they were about, and how effective they were.

Answers

Open ended

Reading text and exercises

Article about the *Abuelas de Plaza de Mayo* protest movement in Argentina. It is helpful for students to know a little about the history of Argentina at this time as background to this article. Ask students to note the date the movement started, and the date the leader of the movement met her long-lost grandson for the first time. The events that prompted the formation of the *Abuelas* may be in the past but the fight to find out what happened to their children is still ongoing today.

Refer students to the strategy box before they begin the exercise.

2a

Exam-style comprehension exercise where students answer the questions in Spanish.

Suggested answers

**1** Para borrar la existencia de su familia nuclear y además para que los niños nunca pudieran volver a vivir con su familia disidente/para castigar a los padres que resistieron la dictadura militar.

**2** Primero, localizar a los niños desaparecidos y restituirlos a sus legítimas familias. Segundo, establecer condiciones que impidan violaciones terribles como estas en el futuro. Finalmente, castigar a los individuos culpables.

**3** Estaban muy cansadas.

**4** Una vez a la semana alrededor de la pirámide de la Plaza de Mayo, solían desfilar en silencio, con la cabeza cubierta por un pañuelo blanco.

**5** Habían descubierto a su nieto después de una búsqueda de casi cuarenta años.

**6** Porque pertenecía a la organización guerrillera de Los Montoneros.

**7** Desafortunadamente, fueron muriendo muchas de sus compañeras de lucha.

**8** Es músico profesional.

Translation

2b

Exam-style translation exercise where students use the text to help them translate the para-graph into Spanish. Remind them they will need to adapt the language, not just lift phrases from the text.

Suggested answers

**Sample translation**

**Las madres de la Plaza de Mayo**¿Cuántos niños robados de sus padres han podido descubrir su verdadera identidad? Durante la Copa Mundial de fútbol de 1978 en Argentina, las manifestaciones en la Plaza de Mayo fueron transmitidas por el mundo. Mucha gente continuó buscando a sus parientes pero sin ningún éxito. De hecho, algunas de las madres que protestaron fueron secuestradas y torturadas. Las acciones de estas mujeres nos recuerdan la necesidad de la protesta social. Las organizaciones guerrilleras resistieron la dictadura militar, pero se estima que más de diez mil miembros de Montoneros fueron asesinados, a menudo en ‘vuelos de la muerte’. Para muchos argentinos, habría sido aconsejable huir del país.

Strategy box

Using new techniques for AQA A-level reading tasks

Further advice for dealing with reading tasks. Refer them back also to the strategies in sub-units 2.1, 3.1 and 5.3. Remind them that this is where the lists of synonyms that they have been keeping really come into their own.

Grammar box

Comparative and superlative constructions (C9)

Refer students to grammar section C9. They also looked at this area of grammar in sub-unit 2.2. You could ask students to each write a comparative and a superlative sentence, then share them with the rest of the class, who have to explain what type of sentence it is and why.

Answers

**a** quizás aun más importante (*perhaps even more important*), no piden ni más ni menos de lo que merecen (*they do not ask for any more or less than they deserve*), era más de lo que esperaba (*it was more than she was hoping for*)

**b** exigiendo castigo a los más responsables (*demanding punishment of those responsible*), esta es una de las grandísimas noticias (*this is one of the biggest news items*)

**c** The superlative can be formed by placing the definite article before the comparative form, as in *los más* *responsables* or by adding the suffix –*ísimo*/*a*(*s*) to an adjective, as in *grandísimas*.

Grammar exercise

3

Students complete the sentences using the best word from the box. Each word can only be used once.

Answers

**1** de

**2** menos

**3** mayor

**4** menor

**5** más

**6** las que

**7** peores

**8** que

Listening passage and exercises

Report about the student protest in Chile in 2011. Tell them that the protests were to do with education, and ask them to predict what the Chilean students’ grievances were.

**Audio files needed:**

**12.2.4 Audio**

4a

Exam-style comprehension exercise where students match the statements to the correct figure.

Answers

**1** C

**2** I

**3** J

**4** B

**5** D

**6** G

**7** H

**8** F

4b

Exam-style comprehension exercise where students choose the five correct statements from the list. Ensure they fully understand the statements before beginning to listen, and ask them to predict which ones they think will be true.

Answers

1, 2, 4, 7, 8 (in any order)

Research

5a

Students choose one of the four listed protest movements and research the reason for the protest, what action was taken, the confrontations and other incidents that took place, the consequences, and if the protest was successful.

Answers

Open ended

Speaking

5b

Students question a partner about the protest movement the other student researched. Ask them to formulate questions about the reason for the protest, who carried it out, how long it lasted, if there was any violence, what the outcome was etc.

Answers

Open ended

Writing

5c

Students use their notes to write a paragraph about what they think about social protest movements. They use the examples they have researched to back up what they say, but this should be primarily an opinion piece.

Answers

Open ended

12.3 La efectividad de las manifestaciones

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| **Pages:** 238–241**Stage of Learning:** AS**Objectives:** * Analyse and learn about the 15-M protests in Spain and similar ones in Argentina.
* Use subordinating conjunctions.
* Use a variety of techniques to hold the interest of your audience when speaking.

**Audio files needed:** **12.3.4 Audio****Dynamic Learning resources:**12.3 Vocabulary test English to Spanish12.3 Vocabulary test Spanish to English (with audio) |

Starter

1

Students look at the list of hashtags and translate them into English. Emphasise the use of *etiqueta* and *retuiteado*, and ask them to explain how tweet has become *tuitear* (because Spanish is pronounced as it is written).

Suggested answers

#wearenotafraid

#takethestreet

#Madridcamp

#yeswecan

#ofcoursewecan

#werenotleaving

#realdemocracynow

#dontvoteforthem

Reading text and exercises

Article explaining the history and outcome of the 15-M protest movement in Spain. As an introduction to this, students could look up the Occupy movement that was the equivalent in London and New York.

2a

Students use the text to write summaries based on the bullet points given. Remind them to write in full sentences and check their work carefully. Encourage them to note down new and useful words and phrases.

Possible answers

* El número de acampados en pleno centro de Madrid aumentó paulatinamente hasta llegar a tomar la plaza por completo. El fenómeno inspiró a mucha gente en otras ciudades y pueblos, y empezaron sus propias acampadas.
* Los participantes usaron las redes sociales para organizar reuniones, asambleas y puntos de encuentro. Debido a este medio de comunicación, su acción dio la vuelta al mundo rápida-mente y otros indignados se manifestaron también en muchos países.
* La acampada había servido de inspiración y algunos crearon un nuevo partido político: Po-demos. Se estima que entre 6,5 y 8 millones de españoles participaron en el movimiento
15-M.

2b

Students look for synonyms in the text to extend their language.

Answers

**1** surgió del enfado

**2** para sorpresa de muchos

**3** desahucios

**4** se organizaban reuniones

**5** opción real

**6** agrupaciones cercanas

**7** han participado

**8** asistiendo

Translation

2c

Students translate the text *Nace Podemos* into English, from the beginning of the paragraph until ‘*Barcelona en Comú*’.

Suggested answers

**Sample translation**

**Podemos is born**This new organization was founded in January 2014, with the charismatic Pablo Iglesias as its general secretary. It continues to campaign electorally, on condition that it does not have too pronounced an ideological identity. It seeks to be a real alternative to the traditional parties since they look more and more like one another. It has been accused by many parts of the media of being populist and not at all realistic. It has topped a number of polls which asked about voting intentions and, although its popularity has dropped recently, several Spanish towns have been under the control of administrative teams from Podemos, or groups that are close to the party like Ahora Madrid and Barcelona en comú.

Grammar box

Subordinating conjunctions (I2)

Draw students’ attention to grammar section I2 and ask them to explain in their own words what subordinating conjunctions are. They identify examples in the passage and describe the rule for using the indicative or the subjunctive with them.

Answers

**a** Indicative:
hasta que llegaron a tomar la plaza (*until they took over the square*), mientras que muchos grupos de indignados similares se manifestaban (*while many groups of like-minded* indignados *protested*), puesto que estos parecen ser cada vez más similares (*since they seem to be ever more similar*), aunque su popularidad ha bajado (*although its popularity has fallen*)
Subjunctive:
sirvió de inspiración para que la creación, en cierta medida, de un nuevo partido político fuera posible (*it inspired the creation, to a certain extent, of a new political party*), a condición de que no se le señale demasiado ideológicamente (*as long as it does not distinguish itself too ideologically*)

**b** Subordinating conjunctions taking the indicative tend to contain statements of fact; those taking the subjunctive are used for hypothesis, unreality and after conjunctions of purpose (*para que*) and condition (*a condición de que*).

Grammar exercise

3

Students choose the correct form of the verb to complete each sentence.

Answers

**1** entendía

**2** tuviera

**3** ponga

**4** pueda

**5** podían

**6** sea

**7** salga

**8** sean

Listening passage and exercises

Interview comparing two similar protest movements in Spain and Argentina, and their relative effectiveness. As an introduction, students could discuss what makes a “good” protest, and what makes a “bad” one. What makes a protest effective? Is it possible to ensure a positive outcome?

**Audio files needed:**

**12.3.4 Audio**

4a

Exam-style comprehension exercise where students listen and decide if each statement refers to Argentina (A), Spain (E) or neither (N). Warn them that both speakers talk about both countries, so they need to listen very carefully.

Answers

**1** N

**2** A

**3** E

**4** A

**5** N

**6** A

**7** A

**8** E

4b

Exam-style comprehension exercise where students listen and answer the questions in Spanish. They could correct their own or a partner’s work by looking at the transcript.

Suggested answers

**1** A causa de los brutales recortes que inició el gobierno argentino.

**2** Vivieron las protestas de ambos países así que pueden compararlas.

**3** Los de Madrid eran mas pacíficos y organizados. No destruyeron su entorno.

**4** Había más corrupción política y económica, y creciente pobreza.

**5** A causa de la violencia y la reacción de la policía.

**6** Porque aun existen e influyen hoy en día. El trabajo de los manifestantes continúa.

Speaking

5

Students choose one of the two opinions and defend it to their partner, who defends the opposite point of view. Advise them to think of three to four reasons for supporting the opinion they have chosen.

Answers

Open ended

Research

6a

Students research one of the list of off-shoot organisations from the 15-M protest movement, and find out how they have developed and what influence they still have.

Answers

Open ended

Speaking / Strategy

6b

Class debate activity. Students prepare a brief speech on what they have found out, and then take part in a class debate on the subject. Refer them to the strategy box before they begin to prepare their speech.

Encourage them to take notes while others are giving their speeches so they can ask pertinent questions as suggested on the effectiveness of these organisations and if the class would vote for them or not (and why).

Answers

Open ended

Writing

6c

Students write a profile on the political group they researched, including information on their electoral programme, their initiatives and proposals and how effective they have been in their first years of operation.

Answers

Open ended

Strategy box

Using a variety of techniques to hold the interest of your audience when speaking

Advice on how to give a good presentation or speech. Students use these tips when preparing their speech for exercise 6b. Remind them always to draw up a clear plan before beginning to write their speech so they know exactly what the main points of their argument are and how they are going to tackle them.