Teacher’s notes and answers

Unit 10: Jóvenes de hoy, ciudadanos de mañana

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| **Dynamic Learning resources:**  Theme 4 Scheme of work  Unit 10 Transcripts  Unit 10 End of unit test transcript  Unit 10 Vocabulary lists  Unit 10 Translation test (easy): The political landscape in Spain  Unit 10 Translation test (medium): Youth unemployment  Unit 10 Translation test (hard): Citizens of tomorrow  Unit 10 Video test (a): *Jóvenes de hoy, ciudadanos de mañana*  Unit 10 Video test (b): *Los indignados*  Unit 10 End of unit test (with audio) |

10.1 Los jóvenes y la política: ¿activismo o apatía?

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| **Pages:** 202–205  **Stage of Learning:** AS  **Objectives:**   * Analyse the political orientation of young people in Spain and Latin America. * Use compound tenses. * Learn how to react to the unpredictable in conversation.   **Audio files needed:**  **10.1.4 Audio**  **Dynamic Learning resources:**  10.1 Vocabulary test English to Spanish  10.1 Vocabulary test Spanish to English (with audio) |

Starter

1

Students write a few lines answering the questions about their political ideas and attitudes. They share their ideas with the class. They could prepare this in advance as homework.

Answers

Open ended

Reading text and exercises

Article about the rise in interest in politics among young people in Spain. To start this topic, you could ask students if they think interest in politics is rising or falling in this country, and what they mean by politics; it can be a lot broader than the traditional political parties. Ask if there have been any recent events that have made them more or less interested in politics.

2a

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

Answers

**1** B

**2** A

**3** A

**4** B

**5** A

**6** C

2b

Exam-style comprehension exercise asking students to decide which of the three youth profiles described in the text matches each statement. Before they begin make sure they can explain what is meant by “*activistas politizados*”; “*conservadores institucionalistas*” and “*individualistas pasivos*”.

Answers

**1** CI

**2** AP

**3** IP

**4** AP

**5** AP

**6** IP

**7** AP

**8** CI

Grammar box

Compound tenses (G6, G7, G8, G9, G14.2 and G14.4)

Refer students to the relevant grammar sections. Make sure they can explain what a com-pound tense is and give some examples.

Students identify examples of compound tenses in the texts.

Answers

**a** había aumentado al 41% (*had increased to 41%*), había descubierto (*had discovered*)

**b** habrían detectado un aumento (*would have detected an increase*)

**c** habrá subido más (*will have risen more*)

**d** si hubieran tomado (*if they had taken*)

**e** ...habrían detectado un aumento más elevado si hubieran tomado una muestra más grande. – The conditional perfect tense is in the main clause and the pluperfect subjunctive in the *si* clause.

Grammar exercise

3

Students complete the sentences with the correct form of the given verb. Tell them to keep a look out for any other examples they come across, and add a list of compound tense examples to their grammar notes.

Answers

**1** habría

**2** habíamos

**3** Habrían

**4** habrá

**5** habían

**6** hubieran ; habría

**7** habrá

**8** Habíais

Listening passage and exercises

Discussion about influential young Latin American politicians. You could ask them who they think the most influential political figures are in the world today.

**Audio files needed:**

**10.1.4 Audio**

4a

Exam-style comprehension exercise where students decide if each of the statements is true (V), false (F) or not mentioned (N). Remind them to pay careful attention to the tenses.

Answers

**1** V

**2** F

**3** V

**4** V

**5** N

**6** F

**7** V

**8** V

4b

Exam-style comprehension exercise where students write brief summaries about each of the people on the list. Remind them to cover all the necessary points. Access to the text after listening would be useful to check their own or each other’s work.

Suggested answers

* Es gobernador de Chiapas. Fue el primer miembro del Partido Verde Ecologista de México en ganar una gubernatura. Antes trabajaba como diputado local por el estado de Chiapas.
* Llegó a ser senador en México y tiene mucha influencia allí. Es titulado en Administración de Empresas.
* Atrajo protagonismo cuando encabezó las protestas estudiantiles para una educación pública gratuita y de calidad.
* Fue líder del movimiento estudiantil chileno, está muy bien considerado por los otros estudiantes.
* Fue uno de los dirigentes del Movimiento Estudiantil Venezolano que tuvo un papel importante en la reforma constitucional.

Translation

5

Translation exercise, from Spanish into English. Look out for the use of *señores continuistas* and encourage them to discuss the best way of translating this.

Highlight useful phrases such as *como* = as a, and *no obstante* = nevertheless.

Suggested answers

**Sample translation**

**Young people and politics**As a 26-year-old young man, I had been worried about what was happening in my country: unemployment, inequality, racism, failings in working conditions and justice. However, I soon realised that the only way of being able to actively change society is via politics. The problem is that politicians, for the most part, are men in suits and ties who wish to maintain the status quo. Nevertheless, there are more and more young people who are motivated to take part in political meetings and I see my generation as eager for change.

Research

6a

Students choose a Latin American country and research youth politics, making careful notes to answer the questions. Encourage them to note down anything surprising they find.

Answers

Open ended

Speaking / Strategy

6b

Class discussion activity. Refer students to the strategy box before they begin. Students discuss what they have found out about their country of choice. Encourage them also to have prepared a few questions they can ask the others.

Answers

Open ended

Writing

6c

Drawing on their research and their discussions, students write a brief report on young people today and their attitude to politics. Remind them to include their own opinion also.

Answers

Open ended

Strategy box

Learning how to react to the unpredictable in conversation

Tips and advice on dealing with the unexpected in conversations. Ask students if they have any additional ideas that help them. It is particularly important to practice predicting questions; you could give students a list of topic titles and ask them to come up with possible questions that could be asked about them.

10.2 El paro entre los jóvenes

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| **Pages:** 206–209  **Stage of Learning:** A-level  **Objectives:**   * Learn about the problem of youth unemployment in Spain and Latin America. * Use adverbs. * Develop arguments from different angles.   **Audio files needed:**  **10.2.4 Audio**  **Dynamic Learning resources:**  10.2 Vocabulary test English to Spanish  10.2 Vocabulary test Spanish to English (with audio) |

Starter

1

Students choose three of the ideas on how to deal with the problem of unemployment, and write a few lines about the good and bad points of each idea. They discuss these ideas in class. You could vote on which one the class thinks is the best idea, and which is the worst.

Answers

Open ended

Reading text and exercises

Article about the problems of unemployment in Spain. As an introduction to the topic you could ask students if they are confident they will get a job when they leave education, and how good a job they think it will be. How secure do they think they will be in any future job?

2a

Exam-style comprehension exercise where students read the text and write brief summaries of the points given. Remind them to write in full sentences and check their work thoroughly. Refer them back to the strategy in sub-unit 9.3 on drafting and redrafting work.

Answers

* Después de tres años, Chema perdió su trabajo a causa de la crisis económica. Como consecuencia, no podía pagar el piso.
* Pinta fachadas con su padre por la mañana. Trabaja de diseñador gráfico por la tarde.
* Vivir con los padres hasta los treinta años es una tradición que se remonta a los años ochenta para muchos jóvenes españoles. Además, la crisis económica y la falta de trabajo han empeorado la situación.
* La tasa de paro es un poco más baja ahora. El gobierno español ha propuesto una inversión de más de 3.500 millones de euros para mejorar las oportunidades de acceso y permanencia de los menores de 30 años al mundo laboral.

Translation

2b

Exam-style comprehension exercise where students translate the paragraph into Spanish using language from the text to help them. Remind them to look out for compound tenses. Ask them how they will translate *fly the nest* (sometimes literal translation does work) and *let us hope that* (sometimes a less direct translation works best).

Suggested answers

**Sample translation**

**Los jóvenes y el mundo laboral**¿Hay indicios de mejora en la tasa de paro en España? Según las cifras más recientes, parece que sí. No obstante, algunos expertos creen que si el gobierno español hubiera invertido en el mercado laboral hace cinco años, el problema del paro juvenil podría haber desaparecido. Hay millones de jóvenes en el mundo occidental que quieren volar del nido, pero desafortunadamente, es cada vez más evidente que no es posible conseguir un buen trabajo rápida y fácilmente. Ojalá que este nuevo plan ofrezca un futuro más optimista.

Grammar box

Adverbs (E)

Refer students to grammar section E. It might sound basic, but it is always worthwhile asking them to define an adjective and an adverb. They find examples of different types of adverbs in the text. Encourage them to keep notes of groups of adverbs that are formed in a similar way.

Answers

**a** ha retrocedido paulatinamente (*she has slowly gone backwards*), desafortunadamente, tuvo que volver (*unfortunately, she had to return*), actualmente, el gobierno ha presentado (*right now, the government has presented*), para mejorar mayormente las oportunidades (*to greatly improve opportunities*)

**b Casi siempre** siente frustración (*he almost always feels frustration*), **ya** lleva seis años (*he has now spent six years*), no ha logrado emanciparse **todavía** (*he has still not been able to* *become independent*), **ahora** trabaja como (*he now works as*), asegura **con franqueza** (*he* *frankly claims*), ha aumentado **mucho** (*has increased considerably*), **hoy**, los jóvenes tienen (*today, young people have*), son **incluso más** devastadoras (*are even more devastating*), **aún** queda mucho por hacer (*there is still a lot to be done*), problema **tan** urgente (*such an* *urgent problem*)

**c** Many of the adverbs in these examples are formed by adding -*mente* to the feminine singular form of the adjective. This ending corresponds to -ly in English.

Adverbs are often phrases of more than one word, as in ‘con franqueza’, which is made up of a preposition and a noun.

Grammar exercise

3

Students complete the sentences by choosing the most appropriate adverb.

Answers

**1** nunca

**2** sencillamente

**3** a menudo

**4** después

**5** tanto

**6** temprano

**7** activamente

**8** mal

Listening passage and exercises

Discussion about the increasingly insecure work situation for young people in Latin America, covering both the issues of high levels of unemployment and the instability of the jobs that are available. Ask students what the English equivalent of “*ninis*” is.

**Audio files needed:**

**10.2.4 Audio**

4a

Exam-style comprehension exercise where students listen and choose the five sentences that are correct according to the text. They could also rewrite the incorrect sentences correctly.

Answers

2, 3, 5, 6, 8

4b

Exam-style comprehension exercise where students complete the text using the words from the box. There are more words than they need.

Answers

**1** H

**2** J

**3** D

**4** F

**5** G

**6** E

Research

5a

Students examine the graphic depicting the high level of unemployment in Spain compared to other European countries, and research more on this topic. Ask them to look especially for personal stories about how this affects people’s lives.

Answers

Open ended

Speaking / Strategy

5b

Class discussion. Refer them to the strategy box before they begin this activity. Students use their research to prepare and participate in a debate about the subject, covering the three points given. Encourage them to take note of any useful and interesting ideas and language the other students produce.

Answers

Open ended

Writing

5c

Students use their research and material from their discussion to write a paragraph about the problems of unemployment for Spanish young people.

Answers

Open ended

Strategy box

Developing arguments from different angles

Advice for developing arguments. Whenever presenting an argument, in written or spoken form, students should decide what the main points are and be prepared to justify them and back them up with examples. They should also think about what the counterargument to their points would be, and how they could answer it. It is useful to practice taking positions that you do not believe in and finding suitable arguments and evidence for them to extend your knowledge.

10.3 Su sociedad ideal: ¿una quimera?

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| **Pages:** 210–213  **Stage of Learning:** A-level  **Objectives:**   * Learn about the aspirations of young people and how they see their ideal society. * Use impersonal verbs. * Translate from Spanish into authentic English.   **Audio files needed:**  **10.3.4 Audio**  **Dynamic Learning resources:**  10.3 Vocabulary test English to Spanish  10.3 Vocabulary test Spanish to English (with audio) |

Starter

1a

Students consider what aspects of society they would like to change and how. This could be prepared as homework and then discussed in class. Ask them what *una quimera* is.

Answers

Open ended

Reading text and exercises

Gap-fill internet forum discussion about how young people would like to change and improve their society. You could ask them if they agree with the priorities expressed by the people in the forum.

2a

Exam-style comprehension question where students complete the text with the words from the box. There are more words than they need.

Answers

**1** C

**2** H

**3** E

**4** J

**5** B

**6** F

**7** K

**8** D

2b

Exam-style comprehension question. Students write short answers in Spanish to the questions about the texts. Remind them to check the accuracy of their language.

Suggested answers

**1** Puede vivir con dignidad.

**2** Las casas habrían sido vendidas a fondos de inversión.

**3** No puede manifestarse ante edificios públicos o negarse a disolver reuniones en la calle.

**4** Sugiere que la intención es de controlar y tapar la boca de las personas que se manifiestan en contra de las medidas de austeridad o la corrupción de los políticos.

**5** Porque hay menos de trescientos ejemplares en libertad.

**6** Podría tener más presencia en los medios de comunicación.

**7** De manera positiva porque piensa que hay esperanza de un futuro mejor.

**8** Que es mejor actuar, aunque no sea de manera inmediata, que no actuar en absoluto.

Grammar box

Impersonal verbs (G24)

Refer students to Grammar Section G24. They find examples in the text and explain what they are and how they are used.

Answers

**a** Any five of: hace un mes (*a month ago*), se puede decir que (*it can be said that*), basta de tanta negatividad (*enough of so much negativity*), se habla últimamente sobre (*recently* *there’s been talk of*), se la conoce con el nombre (*it is known by the name*), hay cada vez menos linces ibéricos (*there are fewer and fewer Iberian lynx*), ¡más vale tarde que nunca! (*better late than never*!)

**b** Impersonal verbs are verbs for which the subject is not known. They are normally used in the third person singular. Occasionally they are found in the plural, e.g. *Dicen que*… (They say that…)

Grammar exercise

3

Students complete the sentences by using an appropriate impersonal form of the verb given.

Answers

**1** hará

**2** dice

**3** Hacía

**4**  sería/será

**5** habrá/habría

**6** nieva

**7** vivía ; vive

**8** Basta

Listening passage and exercises

Discussion on the preferred place to live for young Argentinians. An introduction to the topic could be to ask students where in the world they think is the best country to live and why.

**Audio files needed:**

**10.3.4 Audio**

4a

Exam-style comprehension exercise where students listen and decide if the statements are true (V), false (F) or not mentioned (N). They could also correct the false statements. Encourage them to note down any useful language.

Answers

**1** N

**2** V

**3** F

**4** V

**5** V

**6** F

**7** V

**8** F

4b

Exam-style comprehension exercise where students write summaries of the points given. Encourage them to look back at the answers to 4a to see if there is anything to give them some clues on how to answer the bullet points.

Suggested answers

* La organización preguntó a los jóvenes argentinos sobre su destino ideal para vivir en el mundo. Su propio país, Argentina, ocupó el primer puesto por tercer año consecutivo, con Australia en segundo lugar.
* Muchos jóvenes votaron por Argentina a causa de sus fuertes sentimientos nacionalistas. Otras razones importantes fueron el estilo de vida que ofrece el país; un desarrollo económico en años recientes; la calidad de su gastronomía y la diversidad de sus ciudadanos. Además, están orgullosos del estatus del país como el país más moderno de América Latina.
* Quieren que se combatan los problemas del medio ambiente y la falta de igualdad social. Con respecto a la economía, desean un mercado laboral más dinámico.

Strategy box

Translating Spanish into authentic English

Strategies for producing better translations from Spanish into English. Highlight the point about reading widely in English to have better language at your command.

Translation / Strategy

5

Students apply the strategies and translate the paragraph about the commitment of young people to NGOs.

Suggested answers

**Sample translation**

**Selfless collaboration**16 is the minimum average age for a young person to start getting involved with an NGO. According to the conclusions of the Young Persons’ Observatory, they do so to feel able to help others, to change the world for the better or to mature on a personal and professional level.  
It is widely known that NGOs promote the benefits of voluntary aid, especially in order to defend the rights of the most vulnerable people in society. Similarly, it is suggested that in the long term, a caring attitude in young people at present will build a better society in the future.

Research

6a

Students choose a Latin American country and research what aspects of that society young people may want to improve.

Answers

Open ended

Speaking

6b

Pair or group speaking activity. Students discuss the situation for young people in various Latin American countries, sharing the information they have found and questioning the others on the country they have chosen.

Answers

Open ended

Writing

6c

Students write a paragraph about the current situation and future aspirations of young people in one or two Latin American countries.

Answers

Open ended