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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Language | Grammar | Skills | Page |
| 2.1 La influencia de Internet | Discuss the positive and/or negative influence of the Internet  | Use the present and present continuous | Write a summary based on a listening extract | 28 |
| 2.2 Los móviles inteligentes en nuestra sociedad | Discuss the positive and/or negative effect of smartphones | Use comparatives and superlativesSer and estar | Use expressions giving pros and cons | 32 |
| 2.3 Las redes sociales: beneficios y peligros | Consider the type of influence social networks have on society | Use the future and conditional | Use idiomatic expressions with impersonal verbs | 36 |
| Repaso |  | Tip: Reading a text for comprehension | 42 |

Introductory spread

The introductory paragraph introduces the subject and the terminology of modern technology and electronic media. The actvities which follow familiarise students with vocabulary, facts, and differing aspects of the Internet.

|  |
| --- |
| 1 ¿Qué es el ciberespacio? Descifre las palabras para crear una definición. |

Students re-order the words to produce a definition of cyberspace. Remind students that inflection (the endings of words) in Spanish can help them match words that belong together.

Answers

|  |
| --- |
| Es el ámbito artificial creado por medios informáticos.  |

|  |
| --- |
| 2 ¿Sabes las partes de un ordenador? Empareja cada nombre con un objeto. |

Students look at the image of a desktop computer and match each of the captions (1‒11) with an object (a‒k)

Answers

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

|  |
| --- |
| 3 Lee las definiciones y decide qué parte del ordennador describe cada una. |

Students read the definitions 1–5 and decide which part of the computer they describe.

Answers

|  |  |
| --- | --- |
| 1 | el ratón |
| 2 | los altavoces |
| 3 | la impresora |
| 4 | el teclado |
| 5 | el micrófono |

|  |
| --- |
| 4 Sin usar un diccionario, ¿cuántas de estas palabras reconoces? Compara tus respuestas con las de un(a) compañero/a. |

Students see how many of the words listed they understand without recourse to a dictionary. They discuss their answers with a partner.

Answers

The translations are:

|  |
| --- |
| bandwith |
| to type your password [literally, write your password] |
| to check your email |
| cyberspace |
| Internet user/ web surfer |
| laptop |
| to connect/ go online |
| wireless |

|  |
| --- |
| 5a ¿Positivo o negativo? Decide si los siguientes usos son una influencia P (positivo) o N (negativo) para la persona. Algunas pueden ser ambos (P+N). |

Students read the list of 10 ways that the Internet can be used and rate them as having a positive (P) or negative (N) influence on people. Advise the students that some uses may have both positive and negative aspects (P+N), and these may be subjective!

Answers

|  |  |
| --- | --- |
| 1 | P+N |
| 2 | N |
| 3 | P (para estudiar/hacer tareas) + N (si no se controla bien) |
| 4 | P+N |
| 5 | N |
| 6 | N |
| 7 | P+N |
| 8 | P (para las familias muy ocupadas, los discapacitados) + N (puede causar adicción) |
| 9 | P |
| 10 | P |

|  |
| --- |
| 5b Luego, compara tus respuestas con las de un compañero/a. ¿Qué influencias tiene la tecnologia en nuestras vidas? Usa las fotos al lado para ayudar. |

In pairs, students compare their answers for 5a. If they have differing views they should try to justify their opinion. They read the fact box ¿*Lo sabías?* and use the information there to discuss the influence of technology on our lives. The photos on page 29 also provide topics for discussion.

¿Lo sabías?

Students read the fact file on the use of the Internet and social networks in Hispanic countries. Encourage students to find out their own facts about the use of modern technologies in other Spanish-speaking nations.



A self-marking interactive activity to introduce Unit 2 can be found on Kerboodle: **Unit 2 Introductory activity**.

2.1 A: La influencia de Internet

|  |  |
| --- | --- |
| Spread number  | 2.1 A (pages 30–31) |
| Language covered | Describing and discussing the influence of the Internet |
| AQA Theme | Aspects of Hispanic society |
| Topic | La influencia de Internet |
| Grammar | Use the present and present continuous tenses |
| Vocabulary | Pages 46–47 |
| Audio files and transcripts | 2.1A Student Book audio: activity 22.1A Student Book transcript: activity 2Unit 2 Bilingual vocabulary listUnit 2 Bilingual vocabulary list audioUnit 2 Key expressions listUnit 2 Key expressions audio |
|  | 2.1A Reading activity: Las personas mayores y el uso de Internet. 2.1A Reading activity: Lo bueno y el malo de Internet 2.1A Grammar worksheet: The present tense2.1A Grammar worksheet: The present continuous tense2.1A Grammar activity: The present tense2.1A Grammar activity: The present continuous tenseUnit 2 Worksheet answers |

|  |
| --- |
| 1a Antes de leer el artículo, empareja cada palabra española con su equivalente en inglés. |

Vocabulary activity. Students match each of the Spanish words 1–6 with its English equivalent a–f. In this way they are given confidence in their ability to understand and work out meanings and are better equipped for reading the text.

Answers

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

|  |
| --- |
| 1b Lee el artículo y contesta las preguntas. |

Reading activity. Students read the article ‘*Las personas mayores y el uso de Internet*’ and answer the questions.

Suggested answers

|  |  |
| --- | --- |
| 1 | la compañía Simple Lógica |
| 2 | para analizar el uso digital de los españoles mayores de 75 años |
| 3 | informarse |
| 4 | prefieren la atención personal |
| 5 | Students’ own answers |
| 6 | la ausencia de medios para hacerlo, les resulta muy complicado y la falta de garantías de seguridad |
| 7 | Students’ own answers |

|  |
| --- |
| 1c Lee otra vez el artículo y explica, usando tus propias palabras, qué se refieren las siguientes cifras. |

Reading activity. Students read the article again and explain in their own words what the numbers 1–6 refer to.

Remind them that they will need to use the facts and therefore the vocabulary of the article they read, but they need to rephrase the sentence structure. Remind them that they can use synonyms, simpler vocabulary that is more familiar to them, nouns instead of verbs and vice versa (see the skills box in unit 1.3 B on page 20 of Student Book).

Suggested answers

|  |  |
| --- | --- |
| 1 | El porcentaje de personas mayores que usa Internet para informarse. |
| 2 | El porcentaje que realiza por Internet gestiones bancarias. |
| 3 | El porcentaje que realiza por Internet gestiones administrativas. |
| 4 | El porcentaje de los que les resulta muy complicado usar Internet. |
| 5 | El porcentaje que no navega por Internet en el ámbito rural. |
| 6 | El porcentaje que no navega por Internet en las grandes ciudades |

|  |
| --- |
| 1d Traduce los dos últimos párrafos al inglés. |

Translation activity. Students translate the last two paragraphs of the article into English.

Suggested answer

|  |
| --- |
| If the profile of Internet users among the elderly is analysed, men are the predominant users. Among older people who do not use the Internet, the most common reasons for not doing so are linked to a lack of resources to do so. 13% say it is very complicated and only a minority refer to security issues. |
| Finally, it appears that ‘not surfing the Internet’ is a reason for not being Internet users that is mentioned by a significantly greater proportion of older people in rural areas (28.0 %) and in small cities (24.3%) than in big cities like Madrid and Barcelona (13.9%). |



A follow-on self-marking interactive activity can be found on Kerboodle: **2.1A Reading activity: Las personas mayores y el uso de Internet**.



An accompanying self-marking interactive activity can be found on Kerboodle: **2.1A Reading activity: Lo bueno y el malo de Internet**.

|  |
| --- |
| 2 Escucha este reportaje y contesta las preguntas en español. |

Listening activity. Students listen to the recording about Internet usage in Latin America. They then answer the questions 1‒6 in Spanish.A transcript of the recording can be found on Kerboodle in the folder for 2.1.

Suggested answers

|  |  |
| --- | --- |
| 1 | Porque crece a un ritmo galopante. |
| 2 | eMarketeer dice que el número de latinoamericanos que usa Internet ha crecido. |
| 3 | El usuario promedio pasa, en un mes, 24 horas conectado, visita 1.795 sitios y entra a Internet 50 veces. |
| 4 | Es el país con mayor penetración de la región. |
| 5 | los móviles y las tabletas |
| 6 | Se realiza menos compras en línea en América Latina que en Europa. |

|  |
| --- |
| Form and use of the present and present continuous tenses |
| The grammar box on page 31 provides a sinopsis of how to form the simple present tense of regular verbs and gives indications of how some common verbs change their stems. The form and meaning of the continuous present (*estar* + gerund) is then explained.Students should consult the’ Grammar’ section (pages 150–151) of the Student Book for more detail. Activity 3 provides immediate practice. You could also challenge students to identify the verbs whose stems have changed in the text at Activity 1a on this spread, as well as in Activity 3. Students might be encouraged to listen out for the continuous present in conversation both in English and Spanish.For further practice, two worksheets and two self-marking interactive activities are provided on Kerboodle: **2.1A Grammar worksheet: The present tense**, **2.1A Grammar worksheet: The present continuous tense**, **2.1A Grammar activity: The present tense** and **2.1A Grammar activity: The present continuous tense**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 3 Completa las frases con la forma adecuada del presente o del presente continuo de los verbos entre paréntesis |

Grammar activity. Students practise forming the present and present continuous tenses, inserting the correct form and tense of the verbs given in parentheses to complete sentences 1–7.

Answers

|  |  |
| --- | --- |
| 1 | navega |
| 2 | ayuda; busco / estoy buscando |
| 3 | suele |
| 4 | descargan |
| 5 | subimos / estamos subiendo |
| 6 | preferís |
| 7 | es; puede |

|  |
| --- |
| 4 Escribe un ensayo de 200 palabras con el título ¿Qué ventajas tiene el uso de Internet para los mayores? |

Writing activity. Students write an essay of 200 words with the title ’What advantages has the Internet for older people?‘

Students could consider the following uses and possible benefits:

online shopping

meeting people

managing bank accounts

improving sense of self worth / independence

keeping mentally alert

keeping in touch with family and friends

|  |
| --- |
| 5 Con tu compañero/a, discute las siguientes preguntas. |

Speaking activity. Students consider (a) whether technology increases the risk of cyber bullying and (b) what parents can do about this. They discuss their opnions with a partner. There is a ‘Key expressions’ box to provide some useful vocabulary.

Students might like to think about the risks that cyberspace can bring to bullying focusing on:

who the person at the other end of the device really is

sexual predators

uploading of inappropriate images

harassment

online publication of personal information.

2.1 B: La influencia de Internet

|  |  |
| --- | --- |
| Spread number  | 2.1 B (pages 32–33) |
| Language covered | Describing and discussing the influence of the Internet |
| AQA Theme | Aspects of Hispanic society |
| Topic | La influencia de Internet |
| Skills | Writing a summary based on a listening extract |
| Vocabulary | Pages 46–47 |
| Audio files and transcripts | 2.1B Student Book audio: activity 22.1B Student Book transcript: activity 2Unit 2 Bilingual vocabulary listUnit 2 Bilingual vocabulary list audioUnit 2 Key expressions listUnit 2 Key expressions audio |
|  | 2.1B Reading activity: Los peligros de Internet 2.1B Strategy worksheet: Summarising a listening extract 2.1B Strategy worksheet: Summarising a listening extract audio2.1B Strategy worksheet: Summarising a listening extract transcript2.1B Listening activity: Como escuchan música los españoles 2.1B Listening activity: Como escuchan música los españoles transcript2.1B Listening worksheet 2.1B Listening worksheet audio2.1B Listening worksheet transcript Unit 2 Worksheet answers |

|  |
| --- |
| 1a Lee este artículo sobre la piratería y contesta las preguntas usando tus propias palabras. |

Reading activity. Students read the article on [Internet] piracy and answer the questions. The ‘Vocabulary’ box on page 32 provides some help for interpreting the text.

In answering the questions, students should avoid lifting answers from the text. They must at least make small changes to content they find in the text to show they can manipulate language and understand its meaning. For example:

Question 1 *ir* could be used instead of *acudir*.

Question 2 a un precio razonable instead of a precios populares.

Question 4 en otros lugares de Latinoamérica instead of ciudades latinoamericanas.

Question 6 donde se produce muchos discos ilegales instead of los principales sitios de

producción de discos pirata.

A tip could be to see if a verb or noun can be made from the word in the text.

Suggested answers

|  |  |
| --- | --- |
| 1 | a la entrada de cualquier estación de metro, en un mercado o el centro de la ciudad |
| 2 | Planea instalar kioscos digitales donde comprar descargas legalmente. |
| 3 | para romper el círculo vicioso que hace posible la venta ilegal de contenidos |
| 4 | No, también se ofrecerá en otras ciudades latinoamericanas |
| 5 | para hacer accesibles los productos |
| 6 | porque Tepito es uno de los principales sitios de producción de discos piratas  |



An accompanying self-marking interactive activity can be found on Kerboodle: **2.1B Reading activity: Los peligros de Internet**.

|  |
| --- |
| Writing a summary based on a listening extract |
| Direct students’ attention to the skills box on page 32 and take them through the points: listening; noting main facts; vocabulary; relevance; own words; select material; aims of exercise.In approaching Activity 2 on this spread and all other activities requiring listening and writing summaries, students should take into account the points listed here. Many points will also be valid for reading and summarising activities.In summarising, the word count must be adhered to.For further practice, a worksheet is provided on Kerboodle: **2.1B Strategy worksheet: Summarising a listening extract**. An audio file and transcript are also available. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 2 Escucha este reportaje sobre la música en forma digital y haz un resumen de 70 palabras en español usando tus propias palabras. |

Listening and writing activity. Students listen to the report on on digital music and write a summary of 70 words in Spanish using their own words. A transcript of the recording can be found on Kerboodle in the folder for 2.1. Students should use the guidelines in the skills box on page 32 of the Student Book to help them complete the task. Note the the anglicisms in this passage such as *streaming, on line* and *off line*. It would be good for students to learn the Spanish equilvalents but to also acknowledgement the influence and increasing use of English language terms in Spanish when talking about the internet.

They are asked to include: the current situation regarding digital music in Spain; the sale of music in the past in Spain; what is being done to stop piracy; why is Placido Domingo mentioned; what does this mean for those who like Spanish music.

Their summary could mention:

Downloading digital music is more popular than buying music traditionally, especially since the start of streaming music.

Piracy is still common but it is hoped that streaming will stop this problem.

Plácido Domingo has been chosen by the Government to help stop piracy since he is a famous name on the music scene.

Streaming allows people to access all types of music: e.g. Spanish music from past decades.



An accompanying self-marking activity can be found on Kerboodle: **2.1B Listening activity: Como escuchan música los españoles**. A transcript is also provided.

An accompanying worksheet can be found on Kerboodle: **2.1B Listening worksheet**. An audio file and transcript are also available. Answers to worksheets can be found in the Teacher Support folder.

|  |
| --- |
| 3 Traduce este texto al inglés. |

Translation activity. Students translate the paragraph on preventing piracy into English.

Suggested answer

|  |
| --- |
| The most effective measures against piracy according to Internet users are to block access to the website that offers the content and develop social awareness campaigns. Other measures, in the opinion of consumers, are to sanction the operators and Internet access providers as much as the offending users, either with fines or byrestricting their use of the Internet. |

|  |
| --- |
| 4a Completa el texto sobre el consumo televisivo por Internet en España, escogiendo de la lista la palabra más apropiada. ¡Cuidado! Hay más palabras que huecos. |

Reading activity. Students read the text and fill in the gaps with the most appropriate word from the list provided. The task has been made more challenging by having more words to choose from than there are gaps in the text, so not every word in the list will be needed. Remind students not to jump to what looks like the right word: they could ask themselves does the context need a verb or a noun, for example.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 identifica | 2 consumidores  | 3 gana | 4 programación | 5 da  |
| 6 televisiva  | 7 necesidades  | 8 reducido | 9 programa | 10 aparato |

|  |
| --- |
| 4b Traduce estas frases al español. |

Translation activity. Students translate the sentences 1‒5 into Spanish. The content of the text at 4a will be useful here.

Suggested answers

|  |  |
| --- | --- |
| 1 | Cada vez más personas usan (el)\* Internet para ver sus programas favoritos. |
| 2 | Prefiero ver películas en el cine ya que (porque) la pantalla es más grande. |
| 3 | Mi dispositivo preferido es el portátil. |
| 4 | A los tele espectadores les gusta cambiar la manera en que ven los programas. |
| 5 | A mi hermano le interesa la televisión bajo demanda. |

\*In this book, Internet has been used without an article, in line with the AQA specification. However, using an article is still widely used in Spanish.

|  |
| --- |
| 5 Escribe un blog de unas 200 palabras sobre la importancia de Internet en nuestra sociedad. |

Writing activity. Students write a blog of about 200 words on the importance of the Internet in our society. They are asked to include: the advantages/disadvantages of the Internet; its affect on the way we access music and TV, the future of the Internet.

The ‘Key expressions’ box on page 31 of the Students Book as well as vocabulary from other activities on the spread should help them.

Their summary could mention:

Advantages:

faster communication

good for information

good for entertainment

Disadvantages:

susceptible to hackers and viruses

theft of personal information

disconnected from society.

People download music and TV more nowadays to watch later. Increase of sites like Netflix and Apple Music.

The Internet will continue to be important in people’s lives as we have become too dependent on it.

2.2 A: Los móviles inteligentes en nuestra sociedad

|  |  |
| --- | --- |
| Spread number  | 2.2 A (pages 34–35) |
| Language covered | Describing and discussing smartphones |
| AQA Theme | Aspects of Hispanic society |
| Topic | Los móviles inteligentes en nuestra sociedad |
| Grammar | Comparatives and superlatives |
| Skill | Giving pros and cons |
| Vocabulary | Pages 46–47 |
| Audio files and transcripts | 2.2A Student Book audio: activity 32.2A Student Book transcript: activity 3Unit 2 Bilingual vocabulary listUnit 2 Bilingual vocabulary list audioUnit 2 Key expressions listUnit 2 Key expressions audio |
|  | 2.2A Reading activity: La evolución de las comunicaciones 2.2A Listening activity: Los teléfonos inteligentes 2.2A Grammar worksheet: Comparatives and superlatives 2.2A Grammar activity: Comparatives and superlatives2.2A Speaking worksheet 2.2A Strategy worksheet: Giving pros and consUnit 2 Worksheet answers |

|  |
| --- |
| 1 Con tu compañero/a, contesta las preguntas. |

Speaking activity. Students work with a partner and answer the questions about their use of mobile phones/smartphones. For the third question, draw attention to the accompanying photo to illustrate the changing role of mobile phones in our society.

They could say:

Yes, I have a mobile/smart phone/basic phone or No, I don’t have a mobile but I’d like to have one soon/I have a phone but want to upgrade

I use it to make calls to my parents and friends and to connect to the Internet, Facebook or Instagram. I think I spend too much time on my mobile, or I only use my phone to call and text

I think mobiles have changed a lot over the last thirty years. For example, now they are much lighter than they used to be. In addition, they can do much more than they used to.

|  |
| --- |
| 2a Lee este artículo sobre los peligros que traen los móviles. Haz un resumen usando tus propias palabras. Escribe tu respuesta en un máximo de 70 palabras.  |

Reading and writing activity. Students read the article on protecting younger adolescents from the dangers of mobile phones. There is a ‘Vocabulary’ box related to the text.

Students write a summary of the text (maximum 70 words). Remind students that there is some advice on preparing to write a summary in the skills box on the previous spread (page 32 of the Student Book). Although that related to a listening and summarising activity, much of the advice is relevant here. They should use their own words.

They should include: the opinion of Esther Arén; problems of mobiles for children; a recent event in Málaga; the programme instituted at Parque de Goya school.

They could say:

if children have mobiles they should be taught what they can do and how to keep safe using them.

Schools are against messaging apps because they cxan lead to sexting and bullying

In Malaga a young girl posted compromising photos of herself on WhatsApp which led to blackmail

Student ‘cyber-helpers’ are trained to help students keep safe and resolve situations of cyberbullying.

|  |
| --- |
| 2b Lee otra vez el artículo y traduce el último párrafo al inglés. |

Translation activity. Students read the article again and translate the final paragraph into English.

Suggested answer

|  |
| --- |
| Antonio Ramos, Head teacher of the Parque de Goya school in Zaragoza, one of the pioneers in the development of intervention programs for improving community life in schools says that social networks allow students to be part of the group, interact and control their own image, but you have to make them aware of the risks social networking represents. Therefore, in his school they have created a team of 'cyber helpers'; a group of students who give specific training on digital privacy and good practices so that they are the ones who help other students. This system also helps identify and prevent situations of bullying that occur on the net, and even solves them. ‘They are not the police or snitches, but they can act to solve all sorts of issues’, added Ramos.An accompanying self-marking interactive activity can be found on Kerboodle: **2.2A Reading activity: La evolución de las comunicaciones**.  |
| 3 Escucha esta conversación entre Jorge y Adela. Contesta las preguntas en español usando tus propias palabras. |

Listening activity. Students listen to the conversation between Jorge and Adela. Then they answer the questions 1‒12.

A transcript of the recording can be found on Kerboodle in the folder for 2.2.

Answers

|  |  |
| --- | --- |
| 1 | Está comprando un móvil para su hijo porque es su cumpleaños pronto. |
| 2 | El 30% |
| 3 | Deben enseñarles cómo utilizar un móvil de forma responsable. |
| 4 | Le daría más tranquilidad. |
| 5 | No se les tendría que dar barra libre para hacer lo que quieran con un móvil. |
| 6 | Dice cómo se tienen que usar las nuevas tecnologías. |
| 7 | Porque pensaba que no sabría aprovecharlo. / No quería darle algo tan costoso. |
| 8 | Unos 100 euros. |
| 9 | Temía que si su hijo perdiera su móvil alguien lo encontraría con toda su información personal. |
| 10 | Los mejores móviles para menores deberían ser resistentes a los golpes y al agua, con control parental o con GPS para localizar al móvil o al niño, en caso de pérdida. |
| 11 | Si descargan aplicaciones, tienen que tener el permiso de los adultos para abrirlas. |
| 12 | No, porque los padres pueden establecer un límite de minutos en el móvil de sus hijos. |

An accompanying self-marking activity can be found on Kerboodle: **2.2A Listening activity: Los teléfonos inteligentes**. A transcript is also provided.

|  |
| --- |
| Comparatives and superlatives  |
| Students revise the forms of the comparative and superlative. There is more information in the ‘Grammar’ section of the Student Book on page 145.Activity 4 on page 35 of the Student Book provides immediate practice.For further practice, a worksheet and self-marking interactive activity are provided on Kerboodle: **2.2A Grammar worksheet: Indefinite adjectives and pronouns** and **2.2A Grammar activity: Indefinite adjectives and pronouns**. Answers to worksheets can be found in the Teacher Support folder.  |

|  |
| --- |
| 4 Traduce al español las siguientes frases usando el comparativo o el superlativo. |

Translation activity. Students translate the sentences 1‒6 into Spanish using the correct form of the comparative or superlative.

Suggested answers

|  |  |
| --- | --- |
| 1 |  Ana pasa más tiempo en el móvil que Sara. |
| 2 |  Mi teléfono es más fácil de usar que tú teléfono/ el tuyo. |
| 3 |  El móvil de mi hermano tiene tantas aplicaciones como el móvil de mi padre. |
| 4 |  Gasto/ Me gasto menos de 10 euros al día en mi móvil. |
| 5 |  Usamos nuestros móviles más ahora que en el pasado.  |
| 6 |  WhatsApp es la mejor aplicación para comunicarse. |

|  |
| --- |
| 5a ¿Conoces el lenguaje SMS español? Empareja cada abreviatura con la palabra o frase más apropiada. |

Reading activity. Students look at the list of Spanish SMS abbreviations 1–6and match each one with its correct meaning from the list a–f

Answers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 a | 2 b | 3 k | 4 c | 5 j | 6 g |

|  |
| --- |
| 5b Con tu compañero/a, discute estas preguntas. |

Speaking activity. Students discuss the question whether SMS is undermining spelling. Are they for or against the use of SMS when they chat with friends?



An accompanying worksheet can be found on Kerboodle: **2.2A Speaking worksheet**.Answers for worksheets can be found in the Teacher Support folder.

|  |
| --- |
| Giving pros and cons |
| Introduce students to phrases that can help them produce a balanced argument on any issue, giving views for and against. Activity 6 provides practice.For further practice, a worksheet is provided on Kerboodle: **2.2A Strategy worksheet: Giving pros and cons**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 6 Lee los dos opiniones. Luego escribe unas 200 palabras contestando la pregunta: ¿Qué es lo bueno y lo malo de los móviles? |

Writing activity. Students read the opinions in the two speech bubbles. Then they write about 200 words answering the question what are the good and bad points about mobile phones.

Students could mention:

|  |  |
| --- | --- |
| Advantages of mobile phones: |  |
|  | They can be used in an emergency. |
|  | They can be used to surf the net without logging onto a PC. |
|  | They have multiple functions e.g. camera, calendar etc. |
| Disadvantages: |  |
|  | They can be a cause of danger, e.g. if drivers text as they are driving. |
|  | They can be costly, e.g. people want to have the latest model. |
|  | People can spend too long on their phone/obsessed with technology. |

2.2 B: Los móviles inteligentes en nuestra sociedad

|  |  |
| --- | --- |
| Spread number  | 2.2 B (pages 36–37) |
| Language covered | Describing and discussing smartphones |
| AQA Theme | Aspects of Hispanic society |
| Topic | Los móviles inteligentes en nuestra sociedad |
| Grammar | Comparatives and superlatives |
| Skill | Giving pros and cons |
| Vocabulary | Pages 46–47 |
| Audio files and transcripts | 2.2B Student Book audio: activity 42.2B Student Book transcript: activity 4Unit 2 Bilingual vocabulary listUnit 2 Bilingual vocabulary list audioUnit 2 Key expressions listUnit 2 Key expressions audio |
|  | 2.2B Reading activity: El nuevo ‘smartphone’2.2B Listening activity: Los teléfonos inteligentes 2.2B Listening activity: Los teléfonos inteligentes transcript2.2B Grammar worksheet: *Ser* and *estar* 2.2B Grammar activity: *Ser* and *estar*Unit 2 Worksheet answers |

|  |
| --- |
| 1a Empareja cada palabra inglesa con su equivalente en español. |

Vocabulary activity. Students match the English words 1–8 with their Spanish equivalents a–h.

Answers

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 f | 2 a | 3 e | 4 b | 5 h | 6 c | 7 d | 8 g |

|  |
| --- |
| 1b Con tu compañero/a, traduce al español este texto. Utiliza las palabras de la actividad 1a. |

Translation activity. Following on from Activity 1a, students translate the text into Spanish using the words they have seen in the previous activity.

Suggested answer

|  |
| --- |
| España está lanzando una campaña para reciclar millones de teléfonos móviles viejos. Está liderada por una mascota conocida como ‘Tragamóviles’, un móvil gigante que pone otros móviles en una bolsa. La campaña está visitando ciudades de más de 50.000 habitantes. El Gobierno dice que el objetivo es recoger 100 toneladas de teléfonos móviles el primer año. La batería, que es la parte más peligrosa, se separa para darle un tratamiento especial. El resto se pulveriza y es reutilizado en la fabricación de la próxima generación de teléfonos móviles. |

|  |
| --- |
| 2 Con tu compañero/a, discute esta pregunta. ¿Crees que estamos obsesionados con nuestros móviles? |

Speaking activity. Students discuss whether we are addicted to our mobiles.

They could include:

the obsession with owning the latest technology

the pressure we feel if we do not have the latest model of smartphone

the increasing environmental problem of how to deal with so many old mobiles that are no longer in use

the fact that we are always connected by mobile

how people feel when they lose a mobile/smartphone.

|  |
| --- |
| 3 Lee estos problemas (1–6) y emparéjalos con los consejos (a–l). ¡Cuidado! Sobran consejos. |

Reading activity. Students match the list of problems (1–6) with solutions from the list (a–l). Warn them that there are more solutions than problems; some will not be required.

It would be possible to extend this activity for quicker students by inviting them to create problems which the unused solutions (b, f, h) would deal with.

Answers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 e | 2 i | 3 a | 4 c | 5 g | 6 d |



An accompanying self-marking interactive activity can be found on Kerboodle: **2.2B Reading activity: El nuevo ‘smartphone’**.

|  |
| --- |
| 4 Escucha a cinco estudiantes hablar de sus móviles. Decide quién dice qué. Apunta (M) María, (A) Antonio, (N) Natalia, (C) Cristóbal o (J) Julia. |

Listening activity. Students listen to the recording of five students talking about their mobile phones. Then they should read the ideas listed 1–7 and identify which speaker expresses each idea.

This activity could also be extended to demonstrate how to manipulate wording for written activities. The words used in the list of ideas 1–7 are not exactly the same as the words spoken on the recording: they are summaries or rewordings. Using the transcript students could be encouraged to look at the vocabulary or techniques used to change words from the transcript into the summaries in 1–7 (synonyms: 1); using simpler vocabulary (2: one’s own words) etc. This enhances students’ vocabulary and addresses aspects of writing skills.

A transcript of the recording can be found on Kerboodle in the folder for 2.2.

Answers

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 A | 2 M | 3 C | 4 M | 5 C | 6 N | 7 J |



A follow-on self-marking activity can be found on Kerboodle: **2.2B Listening activity: Los teléfonos inteligentes**. A transcript is also provided.

|  |
| --- |
| Ser and estar  |
| Take students through the different linguistic contexts requiring the use of the verbs *ser* and *estar.* This should be revision from GCSE, but often simple mistakes are still made.There is more detail in the ‘Grammar’ section of the Student Book on page 161.Activity 5 on this spread provides some immediate practice.For further practice, a worksheet and self-marking interactive activity are provided on Kerboodle: **2.2B Grammar worksheet: *Ser* and *estar*** and **2.2B Grammar activity: *Ser* and *estar***. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 5 Elige el verbo más apropiado. |

Grammar activity. Students choose the appropriate verb from the alternatives presented in bold in the sentences 1–10.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 está | 2 están | 3 estoy | 4 está | 5 es |
| 6 estamos | 7 es | 8 estoy | 9 son | 10 eres |

|  |
| --- |
| 6 Discute la siguiente pregunta con tu compañero/a. ¿Crees que los móviles causan aislamento social en nuestra sociedad? |

Speaking activity. Students discuss whether mobile phones cause social isolation in modern society.

There are some useful phrases to help discussion in the ‘Key expressions’ box on page 37. Advise students that they might find the ‘Pros and cons’ skills box on page 35 useful.

There are some pointers in the Student Book to focus the discussion.

Students could mention that:

people spend too long on their mobile phones;

they can be obsessed with their devices;

do not learn to communicate face-to-face;

virtual ‘friends’ are made, which can be problematic.

2.3 A: Las redes sociales: los beneficios y peligros

|  |  |
| --- | --- |
| Spread number  | 2.3 A (pages 38–39) |
| Language covered | Describing and discussing the pros and cons of social networks |
| AQA Theme | Aspects of Hispanic society |
| Topic | Las redes sociales: los beneficios y peligros |
| Grammar | The future tense |
| Vocabulary | Pages 46–47 |
| Audio files and transcripts | 2.3A Student Book audio: activity 32.3A Student Book transcript: activity 3Unit 2 Bilingual vocabulary listUnit 2 Bilingual vocabulary list audioUnit 2 Key expressions listUnit 2 Key expressions audio |
|  | 2.3A Reading activity: Consejos básicos sobre las redes sociales 2.3A Reading worksheet 2.3A Grammar worksheet: The future tense 2.3A Grammar activity: The future tense2.3A Listening activity: El uso de las redes sociales2.3A Listening activity: El uso de las redes sociales transcript2.3A Reading activity: Las redes sociales en el futuro2.3A Writing worksheetUnit 2 Worksheet answers |

|  |
| --- |
| 1 Con tu compañero/a, pregunta las preguntas. |

Speaking activity. Students answer the questions on their use (or not) of social newtworks; on what they use them for; and the advantages and disadvantages of social networking.

Students could mention:

that they use the following websites; Facebook, Instagram etc. (E.g.*Uso Facebook, Instagram etc para comunicarme con mis amigos y subir fotos =* I use Facebook, Instagram etc to keep in touch with my friends and to upload photos)

why they use them (*Las uso para descargar …*= I use them to download … )

and the advantages/disadvantages (En mi opinión hay muchas ventajas por ejemplo puedes conectarte con otras personas y usarlas para buscar trabajo. Las desventajas son que hay riesgo de hablar con desconocidos y las personas pueden robar tus datos personales = In my opinion there are many advantages. For example you can contact people and us ethem to find jobs. The disadvantages are that you can talk with people you do not know and people can steal your personal details).

|  |
| --- |
| 2a Lee este artículo y contesta las preguntas. |

Reading activity. Students read the article on social networking in Spain. There is a ‘Vocabulary’ box on page 38 providing some essential terminology to aid compprehension. They then answer questions 1‒6.

Suggested answers

|  |  |
| --- | --- |
| 1 | El mayor problema es que aunque mucha gente usa Facebook, el 14 % de usuarios que tiene cuenta no usa esta red social. |
| 2 | Uno de cada diez deja de usar Twitter porque no entiende cómo usarlo. |
| 3 |  En muy poco tiempo, el número de españoles que usa Facebook ha incrementado del 20% al 78%. Esto demuestra que es muy popular. |
| 4 | En el pasado, Tuenti era usada en su mayoría por los internautas españoles mientras que ahora, su uso se ha extendido a toda Europa y América. |
| 5 | El problema es que, aunque casi un cuarto de usuarios tiene cuenta, Twitter es una red social que se usa más para dar información que para comunicarse socialmente. |
| 6 | Myspace era más popular en el pasado, pero ahora solo un 2% la usa, ha perdido usuarios. |

|  |
| --- |
| 2b Traduce estas frases al español. |

Translation activity. Students use phrases from the article in 2a to translate sentences 1–5 into Spanish.

Suggested answers

|  |  |
| --- | --- |
| 1 | Mi red social favorita es la red española Tuenti. |
| 2 | Mi problema es que no entiendo/comprendo cómo usar Twitter. |
| 3 | Tengo cuenta en Facebook donde subo fotos. |
| 4 | Chateo con mis amigos en el extranjero en las redes sociales. |
| 5 | Myspace no es tan popular como antes. |



An accompanying self-marking interactive activity can be found on Kerboodle: **2.3A Reading activity: Consejos básicos sobre las redes sociales**.



An accompanying worksheet can be found on Kerboodle: **2.3A Reading worksheet**. Answers to worksheets can be found in the Teacher Support folder.

|  |
| --- |
| 3 Escucha a seis personas que hablan de las ventajas y desvantajas de las redes sociales. Decide si cada opinión es positiva (P), negativa (N) o las dos (P+N). |

Listening activity. Students listen to six people who are discussing the advantages and disadvantages of social networks. They decide whether each of the opinions (1–6) are positive (P) or negative (N) or both (P+N). There is a Vocabulary box alongside the activity to help them. A transcript of the recording can be found on Kerboodle in the folder for 2.3.

Answers

|  |  |
| --- | --- |
| 1 | P + N |
| 2 | P |
| 3 | P + N |
| 4 | N |
| 5 | N |
| 6 | P |



A follow-on self-marking activity can be found on Kerboodle: **2.3A Listening activity: El uso de las redes sociales**. A transcript is also provided.

|  |
| --- |
| Form and use the future tense  |
| Take students through the points in the grammar box on page 39 of the Student Book regarding the inflection and uses of the future tense.There is further detail on the future tense in the ‘Grammar’ section of the Student Book (page 154)Activities 4, 5a and 5b of the current spread provide practice in recognising and translating the future tense.For further practice, a worksheet and self-marking interactive activity are provided on Kerboodle: **2.3A Grammar worksheet: The future tense** and **2.3A Grammar activity: The future tense**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 4 Traduce al español este texto. Ojo con el uso del futuro. |

Translation activity. Students translate the text into Spanish. Advise them to take care with the future tense, particularly with irregular verbs. There is a ‘Vocabulary’ box alongside this activity to help them.

Suggested answer

|  |
| --- |
| Las redes sociales han invadido todos los rincones de nuestras vidas a lo largo de la última década.Han desempeñado un papel importante en la amistad, los negocios, las noticias de última hora e incluso en la ruptura de relaciones. Pero, ¿cómo será el futuro? Nuevos sitios como Fashism, dan una idea. La gente publicará fotos de sí misma y le pedirá a otros que les aconseje sobre su aspecto. Los consumidores podrán colgar la ropa que se están probando en una tienda y si les queda bien, irán y lo comprarán. Sin embargo, una cosa no cambiará; la necesidad de tener cuidado cuando se está en línea. |

|  |
| --- |
| 5a Lee este artículo y busca ejemplos de verbos en el futuro. |

Reading and grammar activity. Students read the article on the future of social networks and identify the verbs in the future tense.

Answers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| buscarán | podrá | recuperarán | será | se articularán | lograremos |
| tendrán | caminarán | aspirará | compartirá | seguirán  |  |

|  |
| --- |
| 5b Traduce los dos últimos párrafos al inglés. |

Translation activity. Students translate the last two paragraphs of the text at 5a into English.

Suggested answer

|  |
| --- |
| What is certain is that social networks will develop at the same rate as technological advances. The most active users of the Internet will aspire to be connected at all times and to share their experiences, thoughts, photos, from wherever they happen to be. |
| And what about (internet) security? Will government organisations continue having the capability to spy on all our networking activity? Without a doubt. It is the one thing we can be sure of regarding the future of social networks. |

An accompanying self-marking interactive activity can be found on Kerboodle: **2.3A Reading activity: Las redes sociales en el futuro**.

|  |
| --- |
| 6 Discute con tu compañero/a esta pregunta. ¿Cómo se pueden usar las redes sociales para cometer un crimen? |

Speaking activity. Students discuss in pairs how social networks can be used with criminal intent.

Students could explore the points that people can use social networks to rob people’s identity, personal information and bank details.



An accompanying worksheet can be found on Kerboodle: **2.3A Writing worksheet**.Answers for worksheets can be found in the Teacher Support folder.

2.3 B: Las redes sociales: los beneficios y peligros

|  |  |
| --- | --- |
| Spread number  | 2.3 B (pages 40–41) |
| Language covered | Describing and discussing the pros and cons of social networks |
| AQA Theme | Aspects of Hispanic society |
| Topic | Las redes sociales: los beneficios y peligros |
| Grammar | The conditional tense |
| Skill | Using idiomatic expressions with impersonal verbs |
| Vocabulary | Pages 46–47 |
| Audio files and transcripts | 2.3B Student Book audio: activity 12.3B Student Book transcript: activity 1Unit 2 Bilingual vocabulary listUnit 2 Bilingual vocabulary list audioUnit 2 Key expressions listUnit 2 Key expressions audio |
|  | 2.3B Strategy worksheet: Impersonal verbs2.3B Reading activity: Cameron Dallas 2.3B Reading activity: Fiesta de cumpleaños por Facebook (1)2.3B Reading activity: Fiesta de cumpleaños por Facebook (2)2.3B Grammar worksheet: The conditional 2.3B Grammar activity: The conditional2.3B Speaking worksheet Unit 2 Worksheet answers |

|  |
| --- |
| 1a Escucha a Sabrina hablar con su amigo Francisco sobre las redes sociales. Luego, haz un resumen en español de unas 70 palabras. |

Listening and writing activity. Students listen to Sabrina and Francisco talking about social networks. Then they write a brief summary (70 words) in Spanish. They should mention the good things about social media and the bad things. A transcript of the recording can be found on Kerboodle in the folder for 2.3 B.

They could say:

The good thing about social networks:

‒‒ Francisco likes to know what people are saying about Sabrina’s blog.

‒‒ can chat to friends she made.

The bad thing about social networks:

‒‒ youngsters spend too much time on sites

‒‒ they do not get good grades because they spend too long online

‒‒ chatting too much

‒‒ stealing personal information

‒‒passwords not good enough

‒‒people tell lies online.

‒life would be better without social networks.

Given the word limit of the summary required, students could be encouraged to write one or two pros or cons and then this could become a class or group oral activity where students pool their answers. The skills box on idiomatic expressions could be useful in providing an expression that indicates essential material (for a summary).

|  |
| --- |
| Using idiomatic expressions with impersonal verbs |
| Take students through the points in the skills box on idiomatic epxressions with impersonal verbs to improve the fluency of their language.Students can listen for the examples in the recording or seek them in the transcript for Activity 1.For further practice, a worksheet is provided on Kerboodle: **2.3B Strategy worksheet: Impersonal verbs**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 1b Escucha otra vez la conversación de la actividad 1a y apunta todos los verbos en el condicional que oigas. |

Listening and grammar activity. Students listen again to the conversation from activity 1a and note down all the verbs in the conditional tense which they hear. Advise students that both to understand and to respond appropriately to spoken Spanish they need to grasp not only the root meaning of words (dictionary equivalent) but the form of the words, as inflection changes the meaning.

Answers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| sobreviviría | recomendaría | podrían | harías | haría | sería |

|  |
| --- |
| 2a Antes de leer el artículo, empareja cade de estas palabras españoles con su equivalente en inglés. |

Vocabulary activity. Before they read the article on the Internet’s contribution to food culture, students match each of the Spanish words 1‒8 with their English equivalent a‒h.

Answers

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 f | 2 a | 3 h | 4 c | 5 b | 6 e | 7 d | 8 g |

|  |
| --- |
| 2b Ahora lee el artículo. En cada una de las frases siguientes hay un error. Corrígelos. |

Reading activity. Students read the article on the Internet and food culture. Once they have read the article they turn to sentences 1–8 and correct the errors.

Answers

|  |  |
| --- | --- |
| 1 | más→ menos |
| 2 | mejorado→ revolucionado  |
| 3 | expertos → estrellas |
| 4 | bajas → cuantiosas  |
| 5 | bajan → sacan  |
| 6 | quejarse→ compartir |
| 7 | lee→busca |
| 8 | críticas→opiniones |

Three accompanying self-marking interactive activities can be found on Kerboodle: **2.3B Reading activity: Cameron Dallas**, **2.3B Reading activity: Fiesta de cumpleaños por Facebook** **(1)** and **2.3B Reading activity: Fiesta de cumpleaños por Facebook (2)**.

|  |
| --- |
| The conditional  |
| Introduce students to the conditional: its form and use. There is more detail in the ‘Grammar’ section of the Students Book (pages 154–155).Activity 1b provides practice in listening for and Acitivity 3 in forming the conditional tense.For further practice, a worksheet and self-marking interactive activity are provided on Kerboodle: **2.3B Grammar worksheet: The conditional** and **2.3B Grammar activity: The conditional**. Answers to worksheets can be found in the Teacher Support folder.  |

|  |
| --- |
| 3 Completa las frases con la forma adecuada del condicional de los verbos entre paréntesis |

Grammar activity. Students practise forming and using the conditional tense by filling in the gaps in sentences 1–10 with the appropriate form of the conditional tense of the verbs in parentheses. You could extend this exercise by asking students to translate the sentences into English as you go through the answers.

Answers

|  |  |
| --- | --- |
| 1 | vería |
| 2 | haríais |
| 3 | escucharíamos |
| 4 | usaría |
| 5 | subiría |
| 6 | moriría |
| 7 | leerían |
| 8 | viviría |
| 9 | pedirías |
| 10 | sería |

|  |
| --- |
| 4 Lee la introducción y el extracto del libro *El Juego de Ripper* de Isabel Allende y completa el texto, escogiendo la palabra más apropiada de la lista. |

Reading activity. Students read the introduction and extract from the book *El Juego de Ripper* by Isabel Allende. They fill in the gaps in the text with the appropriate word from the list. The book is a thriller set in San Francisco.

Answers

|  |  |
| --- | --- |
| 1 | reputada |
| 2 | sacudir |
| 3 | asesinatos |
| 4 | internautas |
| 5 | está |
| 6 | medianoche |
| 7 | había |
| 8 | dieciocho |
| 9 | vida |
| 10 | a |

|  |
| --- |
| 5 Discute con tu compañero/a. Toma apuntes y después escribe 150 palabras sobre este tema.  |

Speaking and writing activity. Students discuss with a classmate how social networks have changed our lives. Then they write 150 words on the subject.

There is a ‘Key expressions’ box to help the students develop their composition.

Students could include the following effects of technology:

It is easier to research projects.

You can learn a language through apps.

It is easier to shop from home.

They have changed the way me meet people / date.

We can become isolated.

We can easily lose the habit of social contact with people.

An accompanying worksheet can be found on Kerboodle: **2.3B Speaking worksheet**.Answers for worksheets can be found in the Teacher Support folder.

Repaso ¡Demuestra lo que has aprendido!

This page provides activities revising the language, grammar and vocabulary related to ‘*El ciberespacio*'.

|  |
| --- |
| 1 Estas palabras han aparecido en esta unidad sobre “El ciberespacio”. Empareja los sinónimos. |

The words listed 1–10 have appeared in Unit 3. Students match each one with its synonym in the list a–j.

Answers

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 h | 2 e | 3 a | 4 j | 5 b | 6 i | 7 c | 8 f | 9 d | 10 g |

|  |
| --- |
| 2 Completa las siguientes frases con la palabra apropiada de la lista. ¡Cuidado! Sobran tres palabras. |

The phrases listed 1–10 relate to material from spreads 2.1 A and B on the influence of the Internet. Students fill in the gaps with a word selected from the word box. This tests comprehension and reinforces new vocabulary. There are more words in the word box than there are gaps in the definitions. There will be words left over.

Answers

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 económico | 2 adictos | 3 trae | 4 dolores  | 5 jóvenes | 6 aislados | 7 compra | 8 familiares | 9 navega | 10 ha  |

|  |
| --- |
| 3 Empareja las palabras y frases con su definición. |

The definitions 1–10 relate to material from the spreads 2.2 on the use of smartphones in our society. Students match a word or phrase from the list a–j with its definition.

Answers

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 g | 2 j | 3 a | 4 e | 5 b | 6 d | 7 i | 8 c | 9 f | 10 h |

|  |
| --- |
| 4 Empareja las preguntas (1–6) con las respuestas (a–h). ¡Cuidado! Sobran dos respuestas. |

The questions listed 1–10 relate to topics covered in spreads 2.3 A and B on the pros and cons of social networking. Students match each one with an appropriate answer from the list a–j. Care is needed as there are 2 more answers than questions.

Answers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 g | 2 d | 3 a | 4 f | 5 h | 6 b |



A self-marking interactive activity to accompany this page can be found on Kerboodle (in the Assessment tab): Unit 2 Test yourself.

Repaso ¡Haz la prueba!

These pages include a mixture of exam-style activities related to material from Unit 2: ‘*El ciberespacio*’.

|  |  |
| --- | --- |
| AQA Theme | Aspects of Hispanic society |
| Topic | El ciberespacio |
| Total score | 96 (excluding free writing and speaking activities) |
| Tip | Reading a text for comprehension |
| Audio files and transcripts | Unit 2 Repaso, ¡Haz la prueba! Student Book audio: activity 1a and 1bUnit 2 Repaso, ¡Haz la prueba!Student Book transcript: activity 1a and 1b |
|  | Unit 2 Discussion 1Unit 2 Discussion 1 transcriptUnit 2 Discussion 2 Unit 2 Discussion 2 transcriptUnit 2 Listening and writing assessment worksheetUnit 2 Listening and writing assessment audioUnit 2 Listening and writing assessment transcriptUnit 2 Reading and writing assessment worksheetUnit 2 Speaking assessment worksheetUnit 2 Translation assessment worksheetThe above assessment activities can be found on the Assessment tab. Answers to worksheets are provided in the Teacher Support folder. |

|  |
| --- |
| 1a Escucha la primera parte de este reportaje sobre el uso de los smartphones entre los jóvenes españoles y apunta la cifra apropiada. |

Listening activity. Students listen to the first part of the recording on the use of smartphones by young Spaniards and make a note of the figures that relate to the statements 1–10. A transcript of the recording can be found on Kerboodle in the folder for Unit 2: *Repaso*. Students could check their own answers from the transcript, but the skill they need here is oral recognition of numbers.

Answers

|  |  |
| --- | --- |
| 1 | 2,5% |
| 2 | 8–12 años |
| 3 | 31% |
| 4 | 82,3% |
| 5 | 4,8% |
| 6 | 3,8% |
| 7 | 23,6% |

[7 marks]

|  |
| --- |
| 1b Escucha la segunda parte de este reportaje y haz un resumen en un máximo de 70 palabras en español de las recomendaciones que se ofrecen a los menores cuando se usa un smartphone. Responde con frases completas. |

Listening and writing activity. Students listen to the second part of the report and then summarise in 70 words the recommendations given to children (minors) on the use of smartphones. They should write complete sentences.

A transcript of the report can be found on Kerboodle in the folder for Unit 2 *Repaso*.

There are 7 marks to the initial summary:

For recommendations 1, 3, and 4 there is 1 mark, and for recommendations 2 and 5 there are 2 marks available for both parts in each question.

An additional five marks may be rewarded for the standard of their written Spanish. As far as possible students should write in their own words.

Students could say:

Children should not use smartphones too much as they can become addicted.

Parents need to lay down rules, because their children spend too much time on their phones, waste a lot of money on them or download inappropriate material.

Mobiles should not be used at meal times.

Children should not take mobiles to school.

It is important to explain to young people the dangers of sharing personal information with strangers.

|  |
| --- |
| 2 Traduce al inglés este artículo sobre cómo las redes sociales mantienen a esta cantante viva. |

Translation activity. Students translate the article on how social networks are keeping the music of a singer alive.

Suggested answer

|  |
| --- |
| US-born Latin singer Selena Quintanilla was known as the ‘Queen of Tex-Mex music’. Twenty years ago, she was shot dead by her fan club manager Yolanda Saldívar. |
| Back then Facebook, Instagram and Twitter did not exist, but now millions of followers keep her memory alive on social media. On the anniversary of her death, many users are remembering the singerby using the hashtags #Selena20 and #SelenaQuintanilla. ‘It's crazy,’ says Selena’s father. ‘Her fame keeps growing due to the power of the social networks.’ |

[10 marks]

|  |
| --- |
| Reading a text for comprehension |
| Take students through the points in the skills box on reading a text for comprehension on page 43 of the Student Book.Activity 3 which follows provides an opportunity to practise these skills.There is an interactive activity on Kerboodle for further practice. |

|  |
| --- |
| 3 Lee este artículo sobre la telemedicina. Decide si las frases siguientes son Verdaderas (V), Falsas (F) o No mencionadas (N). |

Reading activity. Students read the article on telemedicine and then decide whether the statements 1–6 are true (V), false (F) or not mentioned (N).

Answers

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

[6 marks]

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| 4 Utiliza el vocabulario para traducir este artículo al español. |

Translation activity. Students use the vocabulary listed to help them translate the article on the Ley Mordaza, regarding the legal position of those who use social media to advertise public demonstrations. They may need to check abbreviations in dictionaries.

Suggested answer

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| La polémica ley española, Ley Mordaza, ha sido criticada por los partidos de la oposición, jueces, abogados, ONGs y expertos en derechos humanos de la ONU y la UE. |
| La nueva ley va más allá de las calles y pone límites a lo que se permite en las redes sociales, uno de los principales canales para el movimiento de protesta social. A la gente que escribe en su cuenta de Twitter o Facebook que ″habrá una manifestación hoy en la Puerta del Sol a las 7 de la tarde″ se le puede considerar responsable de esa misma manifestación. |
| Además, van a ser introducidas penas de prisión para aquellos que difundan contenidos en las redes sociales que puedan afectar al orden público. |

[10 marks]

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| 5 Practica la gramática que has aprendido. Traduce estas frases al español. |

Translation activity. Students translate the sentences into Spanish, practising the grammar they have learnt in this unit.

Suggested answers

|  |  |
| --- | --- |
| 1 | Los teléfonos inteligentes están cambiando nuestras rutinas diarias. |
| 2 | Algunas personas encuentran difícil no comprobar sus emails hasta cuando están de vacaciones. |
| 3 | El gobierno español acaba de introducir una ley para evitar las manifestaciones en las redes sociales. |
| 4 | Ana pasa todo el día chateando por internet. |
| 5 | La piratería está matando la industria de la música. |
| 6 | Muchos dicen que hoy en día la tecnología nos hace más perezosos. |
| 7 | Mi vida es más fácil con Internet. |
| 8 | Pido un libro por internet y llega al día siguiente. |

[24 marks]

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| 6 Lee este artículo y luego haz un resumen en español. Escribe un máximo de 70 palabras. Responde con frases completas.  |

Reading and writing activity. Students write a short summary of the article on ‘Booktubers’ (70 words máximum). They should write in full sentences and cover the following points:

‒ what is a booktuber and what do they do [3]

‒ the situation with booktubers in Spain and the significance of Javier Ruescas [2]

‒the situation regarding booktubers in Latin America [2]

An additional five marks may be rewarded for the standard of their written Spanish. As far as possible students should write in their own words.

They could include sentences such as:

A booktuber is a person, almost always Young, who anaylses and criticises books and dedciateds his/her vdeos to children’s lierature.

Usually, they meet, have conferences and talk about books which they must or must not read.

In Spain, it isa new phenomenon, but little by little, it is gaining momentum. One of the most famous booktubers is Javier Ruescas who has many followers/subscribers and his own channel where he shows how to become a writer like him.

In Latin America, booktubers are also taking off and they are invited to literary festivals and book launches.

[12 marks]

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| 7a Lee el texto y las frases siguientes y decide si son Verdaderas (V), Falsas (F) o No mencionadas (N). Luego corrige las frases falsas. |

Reading activity. Students read the text and the statements 1–5. They note whether the statements are true (V), false (F) or not mentioned (N). Then they correct the false statements.

Answers

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| --- | --- |
| 1 |  F (Facebook acaba de poner/está poniendo en marcha el sitio web “Pon fin al acoso”) |
| 2 |  V |
| 3 |  F (Está dirigido a todos) |
| 4 |  N |
| 5 |  V |

[5 marks]

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| 7b Traduce al inglés el último párrafo (desde ‘Además … ‘hasta ‘ … atacados’). |

Translation activity. Students translate the last paragraph of the text at 7a (from ‘*Ademas* …’ to ‘… *atacada’*) into English.

Suggested answer

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| Besides remembering the existing/current tools on the social network, such as privacy settings, the possibility of reporting contents, blocking or getting rid of users, the website also suggests ways of tackling conversations face to face with teenagers who can feel (as though they are being) attacked. |

[10 marks]

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| 8 Utilizando la información que has aprendido en esta unidad y las fotos siguientes, discute con tu compañero/a las preguntas. |

Speaking activity. Students use the information which they have learnt in Unit 2 and the photos on page 45, to discuss whether changes in technology over the last 40 years have always been for the best; whetehr we are more at risk today because of technological advances; how the world will be in the future.

Students could mention:

Changes aren’t always for the best. We spend too long online.

Our human rights can be infringed as Governments can spy on what we do

We might have become lazier by spending too much sitting in front of the screen but we can download apps that tell us how many calories we are consuming

Technology is helping our language learning through apps as well as chatting to people we meet from other countries.

Technology will continue to change with devices being potentially quicker and smaller. Also appliances will continue to make our lives easier.

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.

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| 9 Escribe unas 250 words contestando la siguiente pregunta. |

Writing activity. Students write a composition of about 250 words on what the world of the future will be like, given so many advances in technology.

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.