Teacher’s notes and answers

Unit 2: El ciberespacio

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| **Dynamic Learning resources:**  Theme 1 Scheme of work  Unit 2 Transcripts  Unit 2 End of unit test transcript  Unit 2 Vocabulary lists  Unit 2 Translation test (easy): Computers have changed our lives  Unit 2 Translation test (medium): The dangers of the internet  Unit 2 Translation test (hard): Inequalities in technology  Unit 2 Video test (a): *La feria EXPO INTERNET LA en Argentina*  Unit 2 Video test (b): *Las redes sociales en Argentina*  Unit 2 End of unit test (with audio) |

2.1 Las diferentes caras de Internet

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| **Pages:** 32–35  **Stage of Learning:** Transition  **Objectives:**   * Analyse the uses of the internet and its positive and negative features. * Use definite and indefinite articles. * Find effective reading strategies.   **Audio files needed:**  **2.1.4 Audio**  **Dynamic Learning resources:**  2.1 Vocabulary test English to Spanish  2.1 Vocabulary test Spanish to English (with audio) |

Starter

1a

Students match the English and Spanish internet terms. They can work with a partner. They could also see how many other internet terms they can think of and practice their dictionary skills to find out what they are in Spanish.

Answers

**1** H

**2** D

**3** B

**4** J

**5** E

**6** C

**7** G

**8** A

**9** I

**10** F

1b

Students compare their internet experience with a partner. This could also be done as a whole-class discussion.

Answers

Open ended

1c

Students write down a few sentences about how they use the internet. This could be used as a homework exercise prior to starting the sub-unit, as preparation.

Answers

Open ended

Reading text and exercises

Interview with an internet expert, describing how the internet is used in Spain.

2a

Exam-style comprehension exercise where students choose the correct answer to complete each sentence. Students should read the strategy box before attempting the exercise, and complete the strategy task. This should help with completing exercise 2a.

Answers

**1** B

**2** A

**3** C

**4** A

**5** C

**6** B

2b

Students find the word in the text that corresponds to the definition given. As extension, they could choose three more words from the text and write definitions for them. They could then give the definitions to a partner who has to identify the chosen word.

Answers

**1** banda ancha

**2** dispositivo de mano

**3** red social

**4** perfil

Strategy box

Finding effective reading strategies

Ask students to define “gist”. Encourage students to approach texts in Spanish as they would ones in English. What’s the title? What’s the subject of the piece? Given the title what kind of information would they expect to find? Does the title give a clue as to any opinions that might be expressed?

Grammar box

Definite and indefinite articles (B1 and B2)

Direct students to grammar sections B1 and B2. Ask them to explain the differences between English and Spanish in how articles are used; this will help them remember how to apply the rules in Spanish.

Answers

**a** Definite articles in the singular form (*el* / *la*): *la red* (the net), *el porcentaje* (the percentage), *la casa* (the house), *la conexión* (the connection), *la banda ancha* (broadband), *la gente* (people), *la población* (the population)  
Definite articles in the plural form (*los* / *las*): *los hogares* (the households), *los españoles* (the Spanish), *los usos* (the uses), *los últimos tres meses* (the last three months), *los* *estudiantes* (the students), *los hombres* (the men), *las compras* (the shopping), *las tiendas* (the shops), *las mujeres* (the women)

**b** Indefinite articles in the singular form (*un* / *una*): *un dispositivo* (a device), *un móvil* (a mobile), *un perfil* (a profile), *una encuesta* (a survey), *una tableta* (a tablet computer), *una* *subida* (a rise), *una red social* (a social network)

**c** Indefinite article in the plural form (*unos* / u*n*as): *unas redes sociales* (social networks)

Grammar exercise

3

Students complete the sentences. They have to decide if each sentence needs a definite, in-definite or no article at all, and insert the correct form as required.

Answers

**1** -- ; una

**2** la; los

**3** un; --

**4** El; los; las; la

**5** las; -- ; -- ; --

**6** La; una; las

**7** el; un; unas

**8** un/el; los; la; los; -- ; una

Listening passage and exercises

Four young people discuss the good and bad aspects of internet use. Highlight the word *autofoto* – selfie. Discuss briefly in class what these good and bad aspects might be, or ask students to write a brief list of a few points they expect to hear mentioned, and see if these are covered when they listen to the passage.

**Audio files needed:**

**2.1.4 Audio**

4a

Exam-style comprehension exercise where students choose the five correct sentences out of the nine given. They could read the sentences before listening and predict which ones they think are correct. Exploring the sentences like this will aid understanding of the listening passage as it will increase familiarity with the language.

Answers

1, 2, 4, 6, 8

4b

Students listen again and correct the four statements that did not agree with the passage originally. They could re-write the statements to make them correct, then listen to see if there is any alternative language they could use. A transcript of the passage may be helpful at this point. They could also use the transcript to find and note internet-specific vocabulary, and examples of how it is used.

Suggested answers

**3** Ver series en Internet es (sale) caro. (hay que pagar una subscripción al mes)

**5** El ciberacoso es un problema muy preocupante.

**7** Es posible escuchar treinta segundos de una canción, y si no te gusta, no la compras.

**9** Puede ser muy peligroso apostar en línea- es una adicción terrible.

Translation

5

Translation exercise, from Spanish into English. Remind students to look out for different tenses. Highlight useful phrases such as *desde la mañana* – non-stop, the use of *hacer* with *foto* for take a picture, and the use of *soler* – to usually do something. Encourage students to self-check their work to make sure it sounds English.

Answers

**Sample translation**

Diary of an internet addict

Tuesday 9th October

Today I used the internet non-stop. I cannot live without it!

First, I used the weather app on my mobile to see if it was cold in my area. Afterwards on Facebook, I looked at my best friend’s birthday party photos and I wrote a private message to my boyfriend. I also took a photo of my breakfast and put it on Instagram. It already has 94 likes! At school, I also usually send messages to my friends and look up information about celebrities on Twitter. I think I am obsessed! Lorena

Research

6a

Students make notes, as preparation for a class debate, on the pros and cons of using the internet. They look for evidence of other people’s experiences online to help them formulate their arguments. They will probably have plenty of their own opinions on this subject, but encourage them to look for other people’s points of view as well.

Answers

Open ended

Speaking

6b

Students decide which side of the debate they are going to be on – are there more advantages to internet use, or more disadvantages? It may be helpful to allocate positions to encourage students to think from another point of view than their own. They then take part in a class debate.

Answers

Open ended

Writing

6c

Students use all the information gathered over the spread to write a paragraph outlining their views on internet use. Encourage them to back up their arguments with evidence and give reasons for their opinions from their own or others’ experience. The completed and corrected work can be used for revision purposes. Encourage them particularly to check their use of articles as described in the grammar section.

Answers

Open ended

2.2 ¿Han cambiado las nuevas tecnologías nuestra vida a mejor o a peor?

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| --- |
| **Pages:** 36–39  **Stage of Learning:** AS  **Objectives:**   * Understand how new technologies change our lives. * Learn comparative constructions. * Translate Spanish to English accurately.   **Audio files needed:**  **2.2.4 Audio**  **Dynamic Learning resources:**  2.2 Vocabulary test English to Spanish  2.2 Vocabulary test Spanish to English (with audio) |

Starter

1

Students describe how our relationship with various items of technology has changed over 25 years. They choose three items from the list. This could be a mini-research homework, where students either look up or ask older members of their families how the use of certain items has changed.

Answers

Open ended

Reading text and exercises

Gap-fill article about how new technology changes us.

2a

Exam-style comprehension exercise where students choose the correct word to fill each gap. There are more words than necessary.

Answers

**1** J

**2** I

**3** A

**4** F

**5** C

**6** H

**7** D

**8** E

2b

Exam-style comprehension exercise where students write answers in Spanish to the questions. Remind students they do not have to write complete sentences, but should ensure that they write correct Spanish.

Answers

**1** El terreno laboral, económico, social y personal

**2** Desde hace dos décadas

**3** Estar conectado a la red, poder almacenar datos en la nube

**4** Velocidad ultrasónica / no tienes que esperar para ver un video, etc.

**5** El acceso tecnológico

**6** El coste / Es costoso

Writing

2c

Students write a paragraph summarising what they have understood about the points given. They need to write in full sentence and check their work for correctness.

Possible answers

* Nuestro estilo de vida ha cambiado tanto en el mundo del trabajo como en los aspectos económicos, sociales y personales. Hoy en día Internet es imprescindible; no podemos trabajar sin estar conectados a la red.
* Hace que Internet funcione más rápidamente, y no necesitamos esperar para encontrar la información que buscamos.
* El acceso a la tecnología en las zonas rurales no es bueno. Cuesta más dinero acceder a Internet que en otros países latinoamericanos.

Grammar box

Comparative constructions (C9)

Draw students’ attention to the grammar sections on comparative and superlative adjectives. Highlight the few common irregular comparatives and remind them it is essential to know these. They find five comparative or superlative expressions in the reading text, and translate them into English.

Answers

desde los más pequeños a los más mayores (*from the youngest to the most elderly*)

el avance más importante (*the most important advance*)

uno de los problemas más grandes (*one of the biggest problems*)

no son tan grandes como en una ciudad cosmopolita (*are not as great as in a cosmopolitan city*)

más costoso que en cualquier otro país latinoamericano (*more expensive than in any other Latin American country*)

Grammar exercise

3

Students complete the sentences by choosing the correct word from the box to fill the gap. Each word is only used once.

Answers

**1** más

**2** menos

**3** peores

**4** tan

**5** mayores

**6** que

**7** como

**8** cuanto

Listening passage and exercises

Interview with two young people about how the internet affects their lives. As a way in, ask students to work together to list all the things they would have to do differently if they didn’t have access to internet.

**Audio files needed:**

**2.2.4 Audio**

4a

Exam-style comprehension exercise where students listen and decide if the statements are *verdaderos* (V), *falsos* (F) or *no* *mencionados* (N).

Answers

**1** F

**2** V

**3** N

**4** V

**5** F

**6** N

**7** F

**8** V

4b

Exam-style comprehension exercise where students listen and match the beginnings and endings of the sentences. There are more endings than are required.

Answers

**1** F

**2** H

**3** G

**4** A

**5** B

**6** E

Translation

5

Students translate the article about technology in Costa Rica into English. It would be useful to use the strategy box and do the activities that follow it before carrying out this exercise.

Highlight the use of *realizar* and *abusivo*.

Suggested answer

**Sample translation**

Costa Rica is the third most technological country in Latin America

After Chile and Uruguay, Costa Rica has the most competitive and dynamic technological system on the subcontinent. This sends an important signal to the worldwide technological community about the efforts that the country is making to improve. Costa Rica wants to establish itself as a global centre for the digital sector and project a positive image of the competitiveness of the country. The impact on society is very significant. It will be able to reduce illiteracy thanks to more schools with IT classrooms, and more families will have the opportunity to use the internet without prohibitive prices.

Strategy box

Translating from Spanish into English accurately

Emphasise the first point on the list of strategy tips and ask students if they can think of any examples. Encourage them to keep a list of false friends, and another one of cognates.

Strategy task

6

Students look back at their translation and answer the questions.

Answers

Open ended

Research

7a

Students look at the graphic and make notes to answer the questions. They will need to carry out some online research to provide full answers.

Answers

**1** Chile, Cuba

**2 - 4** Own answers

Speaking

7b

Students share their findings with a partner. To reinforce this work, they could write up their findings, and compare what they both think about how the internet affects their lives. Remind them to check the correct use of comparatives as set out in the grammar section.

Answers

Open ended

2.3 Los teléfonos... ¿inteligentes?

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| --- |
| **Pages:** 40–43  **Stage of Learning:** AS  **Objectives:**   * Explore the different uses of smartphones and their influence today. * Use direct and indirect object pronouns. * Translate accurately from English into Spanish.   **Audio files needed:**  **2.3.5 Audio**  **Dynamic Learning resources:**  2.3 Vocabulary test English to Spanish  2.3 Vocabulary test Spanish to English (with audio) |

Starter

1a

Students make a list of five different things smartphones can be used for. This could be done as homework in preparation for the topic. Alternatively, they could work with a partner. Their findings can be discussed in class to see how many different ideas they have come up with. It would be helpful to direct them to the online vocabulary list at this point.

Possible answers

* Escuchar música en la radio o comprada en una plataforma en línea
* Usar los mapas para obtener direcciones o localización
* Usar un traductor o diccionario para traducir menús de restaurantes, señales, etc.
* Hacer fotos con la cámara del móvil y mandarlas a otras personas
* Jugar a videojuegos y entrar en competiciones en línea con otros jugadores de otros países

1b

Students ask each other the questions given. A mini-survey could be carried out to find out what the most popular app in the class is. Be sensitive to the possibility that not every student may have a smartphone, and be prepared to use additional questions such as:

* ¿Te gustaría tener un teléfono inteligente?
* ¿Cómo es vivir sin él?
* ¿Cómo sería tu vida con un teléfono inteligente?
* ¿Hay ventajas de no tener uno?

Answers

Open ended

Reading text and exercises

Four young people discuss how they use their smartphones in their every-day lives. Refer them back to the reading strategies they looked at in the previous sub-unit before they tackle the text. You could also ask them how they would answer the question posed by the title, as this will give them some ideas as to what the four people might mention.

2a

Exam-style comprehension where students decide which person from the text each statement refers to, and write down the correct letter for each person. Point out that the language of the statements is not a mirror copy of the text, and this will help them build up different ways of saying the same thing, and extend their language.

Answers

**1** C

**2** M

**3** L

**4** B

**5** L

**6** B

**7** C

**8** M

2b

Students find in the text the Spanish versions of the given phrases. Ask them what clues they could look for to help them locate the phrases e.g. Who is likely to be out of touch? (Parents). Ask them to translate certain words back into English in a literal manner e.g. *alcance* – reach. Remembering the different way it is expressed in Spanish will help them assimilate the vocabulary.

Answers

**1** están fuera de onda

**2** realmente te salva la vida

**3** la sobreexposición a la pantalla

**4** esto me agiliza el proceso mucho

**5** a mi alcance

**6** estamos todos enganchados

Translation

2c

Students translate the five sentences into Spanish using and adapting the language of the text to help them. Direct them to the strategy box first before they begin the translation.

Suggested answers

**1** Nuestra obsesión con los teléfonos inteligentes va a continuar.

**2** Su popularidad ha aumentado con rapidez en los últimos años.

**3** Según los expertos, la próxima generación tendrá pantallas flexibles.

**4** Los teléfonos inteligentes jugarán un papel más importante en la educación y la salud.

**5** ¿Podrán evitar los muchos peligros que existen actualmente, como la sobreexposición a la luz artificial?

Strategy box

Translating from English into Spanish accurately

Ask students, in pairs or small groups, to come up with some ideas of what NOT to do when translating e.g. trying to translate word for word. Then ask them to look at exercise 2c and ask them to list what verb tenses they will need to use. Can they spot any pitfalls e.g. word order that will change in Spanish?

Grammar box

Direct and indirect object pronouns (F2)

Draw students’ attention to the grammar section on direct and indirect object pronouns. Ask them to point out which pronouns take a different form as direct or indirect objects. They could also produce a simple example of their own before embarking on the activities in the grammar box. Discussion of the third point in the grammar section is very important as this will help embed how the pronouns are used. Students find examples from exercise 2.

Possible answers

Si me lo quitan (*If they take it from me*)

lo miro unas cien veces al día (*I look at it a hundred times a day*)

me da consejos (*it advises me / it gives me advice*)

me he vuelto loca (*I’ve gone crazy*)

yo les digo (*I tell them*)

lo uso a todas horas (*I use it all the time*)

te salva la vida (*it saves your life*)

te indica el recorrido (*it shows you the route*)

me preocupa la sobreexposición (*I am worried about overexposure*)

¿Podría dañarlos? (*Could it damage them*?)

esto me agiliza el proceso (*this speeds the process up for me*)

Me parece un milagro (*it seems a miracle to me*)

verles mientras hablamos (*to see them while we talk*)

Grammar exercise

3

Students complete the sentences by choosing the correct pronoun.

Answers

**1** me

**2** lo

**3** la

**4** los

**5** les

**6** Se

**7** me/nos; la

**8** las

Speaking

4

Students discuss the bar chart with their partner. First, direct them back to previous sub-units’ work on comparatives and interrogatives. Encourage them to work out how to formulate the necessary questions, and how to make comparisons between instant messaging usage in 2013 and 2014.

Answers

Open ended

Listening passage and exercises

A discussion piece on a radio programme about the use of WhatsApp in Spain. Before they listen you could have a brief class discussion on if they use WhatsApp, why / why not and what the advantages are. Ask them if they think it is possible to be addicted to an app.

**Audio files needed:**

**2.3.5 Audio**

5a

Exam-style listening exercise where students listen and note down the correct figure for each statement. Ensure they understand *usuarios* = users, *diariamente* = daily, *se lanzó* = was launched and *hace unos años* = a few years ago, before you start.

Answers

**1** 98%

**2** 51,5%

**3** 83%

**4** 2010

**5** 21

**6** 12,76

5b

Exam-style comprehension exercise where students listen and write brief summaries explaining the points given. Summarising from a listening passage is an advanced skill, and students may need to listen to the passage several times, and / or have access to the transcript. It may be helpful to do exercise 5b first to get them used to the language.

Suggested answers

* Concluye que los españoles usan aplicaciones como WhatsApp mucho más que los otros europeos. Afirma que el 98% de sus teléfonos inteligentes lo tienen instalado.
* En 2010, WhatsApp llegó a España y se expandió con rapidez porque es un servicio gratuito y los mensajes de texto en aquel entonces eran excepcionalmente caros.
* Hay casos de adicción y como consecuencia del uso compulsivo, hay ejemplos de una falta de habilidades sociales, de problemas de concentración y de dormir por la noche.

Research

6a

Students carry out online research to find out different opinions about smartphones and their use. They need to end up with a list of pros and cons. Remind them to include their opinions, but also those of other people they find.

Answers

Open ended

Speaking

6b

Students compare their lists with a partner. As above, ask them to think about how they will formulate the questions. They can also discuss whether they agree or disagree with the opinions expressed by others about the usefulness or otherwise of smart phones.

Answers

Open ended

Writing

6c

Students write a paragraph summarising the advantages and disadvantages they have found out about. Encourage them to express their opinion as to whether they agree if these things are advantages / disadvantages or not. Remind them to watch out for the use of pronouns and check they are correct.

Answers

Open ended