Teacher’s notes and answers

Unit 13: Profundicemos en los temas 1 y 2

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| **Dynamic Learning resources:**Revision Scheme of workUnit 13 TranscriptsUnit 13 Vocabulary lists |

13.1 Las corrientes pictóricas del último siglo en España y su legado

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| **Pages:** 244–247**Stage of Learning:** A-level**Objectives:** * Analyse the social impact of the most representative artistic movements and styles of the last 100 years.
* Use cleft sentences.
* Plan and carry out effective A-level revision.

**Audio files needed:** **13.1.4 Audio**  |

Starter

1

Students discuss the questions on the Picasso picture, and then talk about it in class. A way in to the topic could be some pre-research on artistic movements. The title of the work is *Los Tres Músicos*.

Answers

Open ended

Reading text and exercises

Gap-fill article about the work of Antonio Saura and its importance. You could ask the students what they think of abstract art, or to give their impressions of the photo of *El Grito*. What is the most important piece of art that they know about?

2a

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

Answers

**1** K

**2** C

**3** A

**4** G

**5** M

**6** J

**7** B

**8** F

2b

Exam-style comprehension exercise asking students summarise the given points. They need to write in full, correct sentences.

Suggested answers

* En Paris, Saura dejó de ser un pintor surrealista e intentó pintar con trazos intensos y de manera más abstracta. Creció la importancia de los gestos en sus obras.
* Saura pintó una figura con piernas abiertas y brazos levantados. La cabeza entera de la figura parece ser una boca enorme que emite un grito. Hay trazos más gruesos y contundentes. La ausencia de color, aparte de blanco y gris, acentúa el dolor.
* En su última etapa, Saura quería crear composiciones enormes con más colores. Además, decidió concentrarse en la figura femenina.

Grammar box

Cleft sentences (M)

Refer students to grammar section M. After they have read the section you could ask them to write, in Spanish, a brief explanation of what a cleft sentence is, and give it to a partner to see if they agree with their understanding of this grammar point. Emphasise point b – it is as important to note the similarities between English and Spanish as the differences. Remind them that the use of more sophisticated structures like these will be very beneficial to the quality of their written work.

Answers

**a** Es su trazo lo que evoluciona (*it is his brushstroke which evolved*), lo que adquirió también una relevante importancia en su obra tardía fue la figura femenina (*What also acquired great importance in his later work was the female form*), fue a Goya a quien analizó obsesivamente (*it was Goya who he analysed obsessively*)

**b** The cleft sentence structure follows a similar pattern in both languages.

Grammar exercise

3

Students convert the cleft sentences into simple ones.

Answers

**1** En París, la obra de Saura evolucionó hacia un arte más abstracto.

**2** Ella copia obras de arte famosas.

**3** La crítica sigue analizando a Velázquez con ahínco.

**4** La obra de Pablo Picasso cambió el arte moderno del siglo XX.

**5** Quiero buscar una pintura de Saura en esta galería.

**6** Las pinturas de Dalí me interesan.

**7** Joan Miró estaba casado con Pilar Juncosa.

**8** Investigamos el movimiento francés llamado el fovismo.

Listening passage and exercises

Discussion about artistic styles. If they have done any pre-research on artistic styles, as suggested for exercise 1, here is the place to discuss it.

**Audio files needed:**

**13.1.4 Audio**

4a

Exam-style comprehension exercise where students match the definitions to the artistic movement. It is almost impossible to visualise these from words alone, so a useful follow-up would be to look for examples of these styles online. Students could discuss if they think the definitions are accurate.

Answers

**1** B

**2** E

**3** F

**4** A

**5** D

**6** C

4b

Exam-style comprehension exercise where students decide if the statements are true (V), false (F) or not mentioned (N).

Answers

**1** N

**2** F

**3** V

**4** V

**5** V

**6** V

**7** F

**8** F

Translation

5

Students translate the paragraph into English. Remind them of the importance of conducting a native speaker check on their finished work.

Suggested answer

**Sample translation**

**Art and posterity**It is possible that the art of a country is one of the most important social indicators that exist. It is this that not only describes people, their feelings and attitudes, but that is also considered an enduring postcard with an eternal lifespan. In spite of the fact that it can be demanding to visit an art gallery or museum to analyse the works, it is useful to explain art from a more social and urban perspective, because in the world of visual arts, paintings are what speak about us, about where we live, about our customs. Don’t be afraid and stop by the museum!

Research

6a

Students choose one of the famous artists on the list and carry out research. They need to cover the points in the questions – where they were from and where they studied, what their style was, if they were linked to a particular artistic movement, what some of their most famous pieces were, what the social impact of their works were and what students think of them.

Answers

Open ended

Speaking

6b

Presentation and discussion activity. Students give a presentation to the group about their chosen artist, and then discuss the the points from 6a with the class. Remind students to give reasons for their opinion, and back it up with examples drawn from the artist’s work.

Answers

Open ended

Writing

6c

Students write a paragraph explaining how their chosen artist influenced society. Encourage them to consider if the influence was of its time, or more long-lasting, and why.

Answers

Open ended

Strategy box

Planning and carrying out effective A-level revision

Advice for revision. Refer students also back to the previous revision strategy in sub-unit 6.3. Encourage them to share any ideas that they have found particularly useful.

13.2 La seguridad y los hackers

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| **Pages:** 248–251**Stage of Learning:** A-level**Objectives:** * Explore the risks and dangers of the internet and ways of protecting ourselves.
* Use indirect speech.
* Appreciate different registers and when to use them.

**Audio files needed:** **13.2.5 Audio** |

Starter

1

Students discuss the meanings of the dangers of the internet, and their experiences of them. Teachers should be aware that it is almost certain that they will have someone in their group who has experienced online bullying to a greater or lesser degree and be aware of the need to treat this topic sensitively.

Answers

junk mail

inappropriate content

school bullying

sexual harassment

trolls and abusive use

lack of privacy

economic crimes and fraud

technical risks

Reading text and exercises

Article about different dangers of the internet as discussed by a group of young people. Before they begin, you could ask students to rate the dangers discussed in exercise 1 in order of importance to them.

2a

Exam-style comprehension exercise where students match each statements to a person, Petra (P), Brígida (B), Juanjo (J), Selena (S) or Néstor (N).

Answers

**1** B

**2** N

**3** P

**4** S

**5** J

**6** B

**7** P

**8** J

2b

Students find synonyms in the text for the words given. As an extension they could use these words to make up sentences of their own, or find antonyms.

Answers

**1** el código secreto

**2** espiar

**3** espeluznante

**4** a su alcance

**5** hacer clic

**6** estrés

**7** potentes

**8** herramientas

Grammar box

Indirect speech (O)

Refer students to grammar section O. Ask them to write a definition of indirect speech, and discuss it in class. They find examples in the text and translate them.

Answers

Any five of the following:

siempre dice que lo más preocupante… es (*she always says the most worrying thing … is*), cuenta que hoy en día están tan a su alcance (*she says that nowadays they are so accessible*), recientemente ella afirmó que había temido que no fueran adecuados (*recently she affirmed that she had feared that they were not adequate*), mi primo proclama que no puede creer (*my cousin proclaims that he cannot believe*), añade que no sabe quién nos protege de ellos (*he adds that he does not know who protects us from them*), dijo que había visto que abría una aplicación (*he said that he had seen that it opened an application*), mi primo dice que es de la opinión que... (*my cousin says that he is of the opinion that*...)

Grammar exercise

3

Students change the sentences into indirect speech.

Suggested answers

**1** Dijo que su mayor preocupación en Internet era insertar sus datos personales y bancarios.

**2** Contó que el día anterior alguien había intentado clonar sus tarjetas de crédito.

**3** Le dijo que esa tarde iría a su casa para arreglar su ordenador.

**4** Añadió que estaba harta de recibir tantos anuncios fraudulentos para ganar premios.

**5** Pidió que le mandase un mensaje para decirle cómo solucionar el problema.

**6** Dijeron que al día siguiente verían si iba a responder a su invitación por correo electrónico.

**7** Contó que cuando volviera su amigo en junio él habría terminado su curso de informática básica.

**8** Dijo que quería que viniera el técnico para revisar los ajustes de privacidad de su acceso a Internet.

Reading text and exercises

Students read the opinions about whether people feel safe online. Before they begin they could discuss the dangers on the internet.

4

Students read the opinions and discuss in groups if they agree or disagree. They need to provide reasons to justify their answers.

Answers

Open ended

Listening passage and exercises

Radio phone-in discussing how to stay safe online. Before listening you could ask students to share how they stay safe online, and what advice they would give others.

**Audio files needed:**

**13.2.5 Audio**

5a

Exam-style comprehension exercise where students listen and choose the correct ending to each statement.

Answers

**1** B

**2** A

**3** A

**4** C

**5** B

**6** C

5b

Exam-style comprehension exercise where students listen and write brief summaries, in full sentences and correct Spanish, on the points given. Remind them to include all the necessary information.

Possible answers

* Recibió muchos comentarios de gente que no son sus amigos en una foto que subió a Facebook y no sabe por qué. Quiere evitarlo.
* Tiene que revisar los ajustes de privacidad y deshabilitar la localización. También debería borrar las cookies del historial.
* Es víctima de un fraude bancario. Recibió un correo para verificar su cuenta de ahorros. Aceptó las instrucciones y puso su número de tarjeta y número secreto. Tiene cargos por valor de 650 euros.
* Tiene que llamar al número de la Oficina de la Seguridad del Internauta 902 284 4569 y denunciar el fraude. Después, es importante contactar con el banco y cancelar la tarjeta. Finalmente, la GDT, el Grupo de Delitos Telemáticos de la Policía Nacional puede investigar también.
* Esta ley fue aprobada en las Cortes españolas en 1999. Afirma que los usuarios de Internet son los responsables de sus propios datos, cómo los usan y dónde los escriben.

Strategy box

Appreciating different registers and when to use them

Advice on the use of register. Have them listen to the passage for exercise 4 again and note down the uses of the *usted* forms. You could give students access to the transcript and ask them to change the register to an informal one. Students could also find a more conversational piece in the book and adapt it to be more formal.

Translation

6

Students translate the paragraph about online piracy from Spanish into English.

Highlight useful phrases such as *la marea* = tidal wave and *un lucro cesante* = a loss of potential earnings.

Suggested answer

**Sample translation**

**In Spain nearly 90% of online cultural consumption is illegal**According to data from the industry, 87.94% of cultural content consumed online in Spain in 2014 was illegal. With these numbers, the Spanish cultural industry, which also battles against a 21% cultural VAT rate and the economic crisis, again reiterated that piracy is its public enemy number one. Among the tidal wave of numbers in the 2014 study, produced by the consultancy GfK, two stand out in particular: over the year, 4,455 million items of digital content were illegally accessed and above all, there was a loss of potential earnings of 1,700 million euros for the industry, money which would have helped to create more than 29,000 jobs.

Research

7a

Students read the opinions on the future of internet security and threats to it, then choose one and research the technology it describes, paying particular attention to the potential dangers that will go with it.

Answers

Open ended

Speaking

7b

Class discussion activity. Students discuss the technology they investigated in class and debate its advantages and disadvantages. When they are doing their research, they should be prepared for the opposite point of view and consider how they will answer it.

Answers

Open ended

Writing

7c

Students write a paragraph about their chosen technology, describing its dangers and possible solutions to them. They should give their personal opinion, and say if they would use that type of technology or not and why. What measures would they take to avoid the dangers?

Answers

Open ended

13.3 La influencia de la iglesia católica en Latinoamérica

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| **Pages:** 252–255**Stage of Learning:** Extension**Objectives:** * Learn about the Catholic Church in Latin America and Pope Francis.
* Use the subjunctive, including the indefinite antecedent.
* Know how to manage time when completing exam tasks.

**Audio files needed:** **13.3.4 Audio** |

Starter

1

Students translate the 10 Commandments into English and compare them to the major tenets of other religions they are familiar with. It is important for students to be aware that although the Catholic church is the most pre-eminent in Latin America, the practices of the people there are often influenced by other traditions and religions that were common to the region before the introduction of Christianity, or arrived in the region later. A good way in to this topic would be to research this.

Suggested answers

**1** Love God above all other things

**2** Do not take the name of the Lord in vain

**3** Keep the Sabbath holy

**4** Honour your father and your mother

**5** Do not kill

**6** Do not commit adultery

**7** Do not steal

**8** Do not bear false witness or lie

**9** Do not have impure thoughts or desires

**10** Do not covet the goods of others

Reading text and exercises

Article about Pope Francis and his outlook. A brief outline of Pope Francis’ personal background would be helpful to students here.

2a

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

Possible answers

**1** Al recibir un crucifijo con forma de hoz y martillo - el símbolo del comunismo - no dijo que no le gustó, sino que lo aceptó con resignación.

**2** Porque la mitad de los católicos del mundo se encuentran en el hemisferio occidental.

**3** Pretende promediar en el centro político.

**4** La Doctrina Social de la Iglesia denuncia el capitalismo y la idolatría del dinero es una característica fundamental de este sistema económico.

**5** Afirma que si un divorciado forma una nuevas pareja y familia, la iglesia lo aceptará.

**6** El Papa sugiere que la explotación de los recursos naturales del planeta ha ocurrido a causa del modelo socioeconómico que predomina.

Translation

2b

Exam-style question where students translate the paragraph into Spanish.

Suggested answers

**Sample translation**

**La importancia de las opiniones del Papa Francisco**Cuando el Papa Francisco era arzobispo de Buenos Aires, de vez en cuando expresaba opiniones radicales. Rechazó la desigualdad extrema de su país natal y luchó en contra del sufrimiento. ¿Podrá seguir expresándose de esta manera? ¿Quiere que la Iglesia Católica sea más progresista? No hay nadie que pueda contestar estas preguntas sino él. No obstante, mientras que en Europa el catolicismo es más conservador, en Latinoamérica es verdad que ha desarrollado un papel social. Quizás el Papa Francisco se ha dado cuenta de que a menos que actuemos ahora, las divisiones nocivas en el mundo, tanto las políticas como las económicas, crecerán.

Grammar box

The subjunctive and the indefinite antecedent (G14.5)

Refer students to grammar section G14.5. As ever, when dealing with the subjunctive, it is worth spending some time to ensure that students are comfortable with this grammar point. If they can explain it and give an example to a partner, they are more likely to be able to remember it and use it.

Answers

**a** Any six of the following:
no esperaba ningún regalo que pudiese sorprenderle (*he was not expecting any gift which could surprise him*), antes de que llegara a Roma (*before he reached Rome*), buscaban un Papa que les representara (*they were looking for a Pope who would represent them*), el hecho de que la mitad de los católicos del mundo se encuentren en el hemisferio occidental (*the fact that half of the world’s Catholics are in the Western hemisphere*), y que en Estados Unidos el catolicismo sea cada vez menos irlandés (*and that in the United States Catholicism is less and less Irish*), no hay nada que no haya mencionado (*there’s nothing he hasn’t mentioned*), no quiere que las personas divorciadas ... estén fuera de la iglesia (*he does not want divorced people ...to be left outside of the church*)

**b** (with indefinite antecedents ) no esperaba ningún regalo que pudiese sorprenderle, buscaban un Papa que les representara, no hay nada que no haya mencionado

Grammar exercise

3

Students complete the sentences by choosing the most appropriate form of the verb. You could also ask them to explain why each form has been used.

Answers

**1** dejen ; vayan

**2** esté

**3** tiene

**4** perdonasen

**5** desempeñó

**6** dejase

**7** está ; sea

**8** reciba ; huye

Listening passage and exercises

A discussion piece on a radio programme about the importance of the Catholic church in Latin America, its decreasing influence, the rise of evangelical Christian groups, and some of the influences driving these changes.

**Audio files needed:**

**13.3.4 Audio**

4a

Exam-style comprehension exercise where students listen and decide which five statements are correct.

Answers

2, 4, 6, 7, 8

4b

Exam-style comprehension exercise where students listen and choose the correct answer to complete each sentence. Encourage them to read through the questions first and predict which the correct answers are.

Answers

**1** B

**2** C

**3** C

**4** A

**5** A

**6** B

Research

5a

Students research Liberation Theology. They make notes to cover the given points; what the principal ideas of this theology are, what the Catholic church thinks of it, the key role played by Gustavo Gutiérrez Merino, guerrilla conflicts in the area and their influence.

Answers

Open ended

Speaking

5b

Class discussion activity. Students discuss the ideas of Liberation Theology and what they think of them. They could discuss how it differs from more traditional Christianity, and what if anything it has in common with other major world religions.

Answers

Open ended

Writing

5c

Students write a paragraph outlining the pros and cons of Liberation Theology and giving their personal opinion.

Answers

Open ended

Strategy box

Knowing how to manage time when completing exam tasks

Advice for time keeping in exam conditions. Above all, keep calm.