



Unit 1 Information and communication technologies
Worksheet N°2

Student's name:	
Grade:	Date: 31/03/2020

(OA10) Demostrar comprensión de textos no literarios (como descripciones, artículos de revista, instrucciones, procedimientos, avisos publicitarios, emails, diálogos, páginas web, biografías, gráficos) al identificar: Propósito o finalidad del texto. Ideas generales, información específica y detalles. Palabras y frases clave, expresiones de uso frecuente y vocabulario temático.
(OA16) Demostrar conocimiento y uso del lenguaje en sus textos escritos por medio de las siguiente funciones: Expresar gustos, preferencias y opiniones; por ejemplo: I love/enjoy/ hate/don't mind playing the piano; I'd/would like...I know...; I find...Identificar y describir objetos, lugares y personas; por ejemplo: it's a big brown building; they are French; the man in...; the woman with...; the location/accommodation/ destination was great. Expresarse con claridad, usando palabras y expresiones de uso común, sinónimos y palabras compuestas; por ejemplo: I like/love swimming; arrive at the station; look at; get on/off the bus; let's...; go on holidays: download

- Instructions:**
1. Read carefully and complete each section according to what it is required.
 2. When you finish this worksheet, at the end of it, you have to answer a **self-evaluation** which will help you to see your performance during the development of this worksheet.
 3. If you want to see if your answers are correct, you can check them in the **answer key** which will be uploaded in the next worksheet.
 4. If you can't print this paper, you can write your answers on your copybook.
 5. Remember to do your **BEST!**

Answer key Worksheet N°1

Now check if your answers are correct! (Ahora verifica si tus respuestas están correctas!)

Activity I Listening
<ol style="list-style-type: none"> 1. Tidal wave 2. Volcanic eruption, submarine landslide, earthquake. 3. Japan, harbor wave. 4. Over 200.000 5. Sea walls, flood gates, channel to divert the water.
Activity I First conditional
<ol style="list-style-type: none"> 1. Wake up – am 2. Am – gets 3. Recycle – save 4. Is - develops 5. Cooks – burns 6. Smoke – get 7. Eat – get 8. Is – freezes 9. Mix – get
Activity II First conditional
<ol style="list-style-type: none"> 1. If I am late for class, my teacher gets angry. 2. People get hungry if they don't eat. 3. If I study hard, I get good grades in school. 4. You should eat less if you want to lose weight. 5. I can't do my homework if I don't have my glasses. 6. Tea tastes sweet if you add some sugar. 7. If I miss the bus, I take a taxi to work.
Activity III Modal verbs
<ol style="list-style-type: none"> 1. Should/could 2. Don't 3. Shouldn't /should not 4. Shouldn't/should not 5. Must 6. Shouldn't /should not 7. Shouldn't/should not

Do your best!

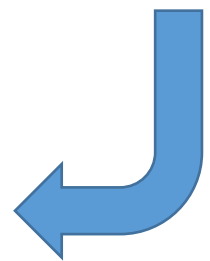
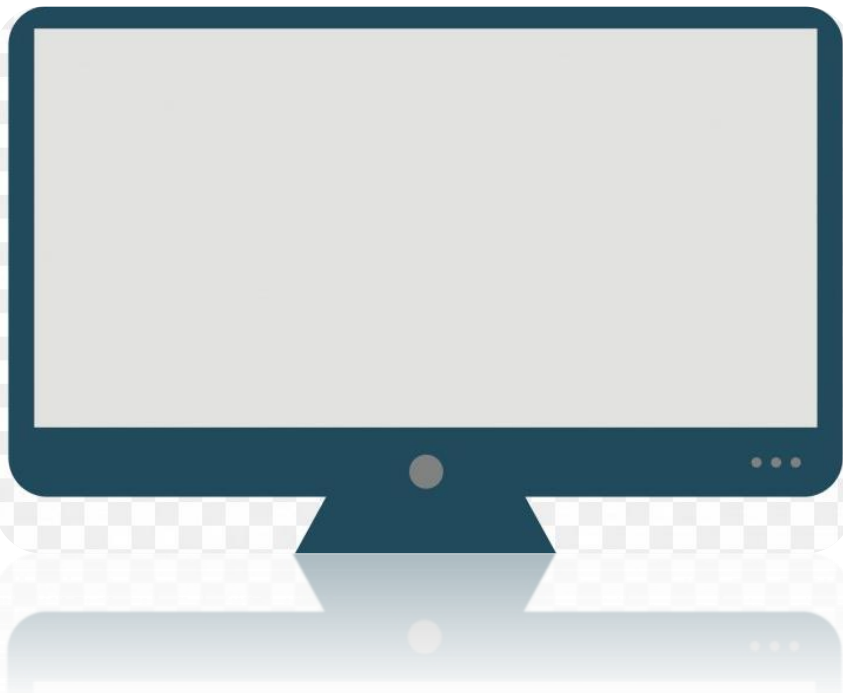


Item I. Before reading – What do you know about technological devices?

1. Look at the pictures and write the name of them. If you're not sure of the meaning, you can use your online dictionary www.linguee.com. (Observa las imágenes y escribe el nombre de los objetos. Si no estás seguro del significado de la palabra, puedes usar el diccionario en línea.)



2. Do you remember the names of other technological devices? Write it down! (¿Recuerdas algún otro dispositivo tecnológico? Escríbelo aquí!)



Do your best!



Item II. While reading.

1. Read the texts and underline the words you **don't** know. Then, write the words on your copybook and look for their meaning in the online dictionary www.linguee.com. (Lee los textos y subraya las palabras que **no** conozcas. Luego, escribe las palabras en tu cuaderno y busca su significado en el diccionario en línea.)

Chloe, 14

I used to spend like 3 hours every day using Messenger to speak with my friends on the Internet before I accepted the challenge. I also used to do all the research for any school project on the Internet and play virtual games. So, you can certainly say it has been extremely difficult for me to live without my laptop! It's been a week since the start challenge and I haven't talked to my friends in Australia and Canada. I haven't fed my virtual horses for a week. But there are three positive things: I've already read two books and I've found out that the school library is a great place to do research and be with friends. And of course, I've spent more time with my family.



David, 14

I wanted to show my parents that it was easy for me to forget about my iPad for a fortnight. Well... it hasn't been a piece of cake! I used to do everything while listening to music: homework, football practice, studying, going to school... I used to listen to singers and bands I like. Now it's impossible because we can't exactly choose the music on the radio or the TV channel! I'm going to give up the challenge, but I haven't called the magazine yet.



Amanda, 15

I've a mobile phone since I was 8 years old. I do lots of things with it: play games, listen to music and radio, take pictures and make videos... I also talk to my friends but mainly I send and receive messages! Texting friends is a lot cheaper than calling them. The first week of the challenge was hard! But I've just found the perfect way to win the challenge: I've told my friends to come to my house after school and for the weekend too. It's been great because now I know that being with my friends is a lot better than texting them!





2. Read the statements, think about who the sentence refers to and put a ✓ in the corresponding box. (Lee las oraciones, piensa a quién se refiere y pon un ✓ en la casilla correspondiente.)

	Chloe	David	Amanda
a. He/She accepted the challenge to prove his parents that he could live without his favorite electronic device.			
b. He/She used to spend a few hours a day chatting with his/her friends on Messenger.			
c. He/She has found out other good things to do.			
d. He/She no longer finds it difficult to be without his/her favorite gadget.			
e. He/She has friends abroad.			
f. He/She wants to be out of the challenge.			

Item III. After Reading.

1. Read the clues and find words in the word soup. (Lee las pistas y encuentra las palabras en la sopa de letras.)
- Connected to internet.
 - To do two or more thing at the same time.
 - Sending messages on the internet.
 - A device with a screen and a keyboard.
 - To send a message on your cellphone.
 - Young people who use a lot of technology.

E	R	T	Y	U	S	E	M	A	I	L	O	P	L
K	R	T	T	E	X	T	I	N	G	D	F	G	H
I	M	U	L	T	I	T	A	S	K	I	N	G	V
D	D	F	G	H	J	L	Ñ	O	N	L	I	N	E
S	V	B	N	M	K	J	E	T	U	O	S	G	K
E	E	C	O	M	P	U	T	E	R	E	V	I	C



Item IV. Personal opinion.

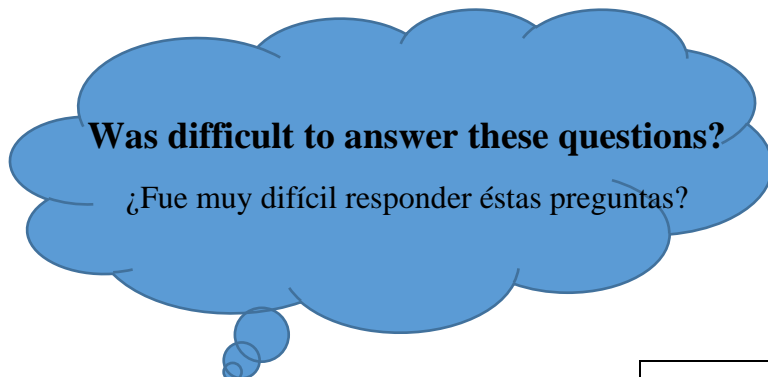
1. Answer the questions according what you think. Remember you can answer with short answers (**Yes, I do / No, I don't**) or long answers (**Yes, I like.../ No, I don't like because...**).

(Responde las preguntas de acuerdo a lo que tú piensas. Recuerda que puedes responder de manera corta **SI/NO** o de manera larga **si me gusta porque... / no me gusta porque...**)

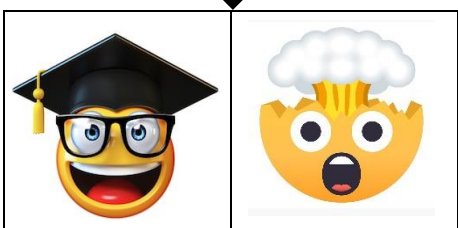
a. What is your favorite technological device?

b. Do you like to use technological devices?

c. Do you use your cellphone or computer to resolve this worksheet?



Circle here



Self-evaluation. Put a ✓ according to the criteria given and think about what you did with this worksheet.

*Pon un ✓ de acuerdo al criterio dado y piensa sobre que lograste hacer con ésta guía de trabajo.

Criteria	😊	😞
1. I learned new words. Aprendí nuevas palabras		
2. I was responsible doing this worksheet. Fui responsable resolviendo ésta guía.		
3. I improved my listening skill and increased my vocabulary. Mejoré mi comprensión lectora e incrementé mi vocabulario.		
4. I understood the content. Entendí el contenido.		
5. I can explain this content to other people. Puedo explicar éste contenido a otras personas.		