

## I. Approaching the text

It is important to make them reflect on the implications. If it is a commercial site, it is more likely that the information may be biased to increase sales, etc. After you have reflected on research and the domain of the URL, they can move on to A.2

**A-1. a)** Is this site a commercial site? Or is it a non-profit organization (NGO, university, non-governmental, charity organizations)?  
**b)** What is the difference with .com? What are the implications of this difference?

**2.** What is the main purpose/objective of this article? Circle the correct option.  
 a) inform  
 b) convince/persuade

 [pewresearch.org/internet/2022/08/10/teens-social-media-and-technology-2022/](https://pewresearch.org/internet/2022/08/10/teens-social-media-and-technology-2022/) 



This word cannot be inferred by students so it needs to be taught as it is unlikely that they will know this word.

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**B-1. a)** Look at the picture and the transparent words in the title.  
**b)** Are "teens" adolescents or adults?  
**2.** What country does this indicate?  
**3.** So, what is this article about?

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REPORT | AUGUST 10, 2022

SHARE 

# Teens, Social Media and Technology 2022

*TikTok has established itself as one of the top online platforms for U.S. teens, while the share of teens who use Facebook has fallen sharply*



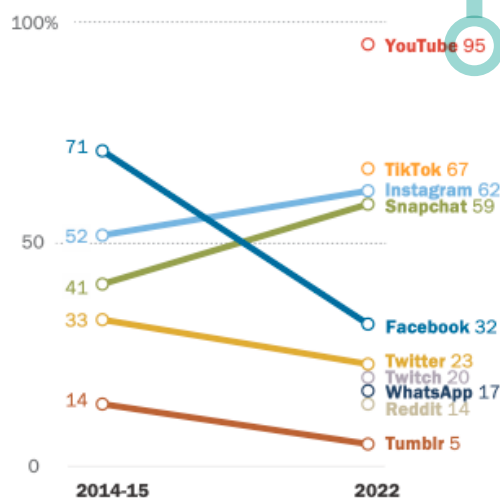
The idea here is for the students just to infer the topic or global idea – not the specific idea yet. This way they will get used to surveying and anticipating before they read the text more linearly. TIP: if students cannot access – in case they do not know- the meaning of “teens”, you can guide them to the caption below the diagram where the specific age group is identified.

For the latest survey data on social media and tech use among teens, see [“Teens, Social Media, and Technology 2023.”](#)

The landscape of social media is ever-changing, especially among teens who often are on [the leading edge](#) of this space. A new Pew Research Center survey of American teenagers ages 13 to 17 finds TikTok has rocketed in popularity since its [North American debut several years ago](#) and now is a top social media platform for teens among the platforms covered in this survey. Some 67% of teens say they ever use TikTok, with 16% of all teens saying they use it almost constantly. Meanwhile, the share of teens who say they use Facebook, a dominant social media platform among teens in the Center’s [2014-15 survey](#), has plummeted from 71% then to 32% today.

**Since 2014-15, TikTok has arisen; Facebook usage has dropped; Instagram, Snapchat have grown**

% of U.S. teens who say they ever use any of the following apps or sites



Note: Teens refer to those ages 13 to 17. Those who did not give an answer are not shown. The 2014-15 survey did not ask about YouTube, WhatsApp, Twitch and Reddit. TikTok debuted globally in 2018.

Source: Survey conducted April 14-May 4, 2022. “Teens, Social Media and Technology 2022”

PEW RESEARCH CENTER

C-1. a) Look at the percentages (%) next to the name of the social media networks (71, 95, 67, etc.)

b) What important differences can you see between 2014-15 and 2022?

2. This data is about the United States. Looking at the percentages for 2022, what social media use is very popular in Argentina and not so popular in the U.S.?

The objective of b) is not to get them into a detailed analysis of the differences, but rather to let them focus on what they can see to begin to approach the main idea (changes in the use of social media by US teens between 2014-5 and 2022)  
c) Is about connecting new knowledge to known to make it meaningful.

## II- Looking for ideas in the text

1. Circle the correct option for each sentence in the fragment below.

a) Read the first sentence and look at the diagram.

Is the use of TikTok going up or going down?

UP

DOWN

b) Read the second sentence and look at the diagram.

Is the use of Facebook going up or down?

UP

DOWN

CONTINUÁ ➡



Some 67% of teens say they ever use TikTok, with 16% of all teens saying they use it almost constantly. **Meanwhile**, the share of teens who say they use Facebook, a dominant social media platform among teens in the Center's 2014-15 survey, has **plummeted** from 71% then to 32% today.

2. What direction does the word "plummeted" indicate? Circle the correct option. **UP** **DOWN**

3. Now, find these verbs in the text. Read the sentences and place the verbs in the correct column.

**rocketed**      **plummeted**      **dropped**      **arisen**      **grown**      **fallen**

Increased/ Augmented ↑	Decreased/reduced ↓

4. Look at the connector/word "Meanwhile" in the second sentence. What does it indicate? Circle the correct option.

- a) The connector indicates addition (the 2 ideas are similar)
- b) The connector indicates contrast (the 2 ideas are different)

5. Find a connector/ word that indicates contrast in the sentence below.

*TikTok has established itself as one of the top online platforms for U.S. teens, while the share of teens who use Facebook has fallen sharply.*

6. What is the main/most important idea the authors want to transmit in this text? You can use the title and the diagram as a guide.

**Procesos lectores involucrados en las tareas que acompañan el texto.**  
**Para cada tarea (referirse al texto) hemos identificado la estrategia que subyace.**

I

A-

1.a) Identificar características/elementos del texto - Fuente:

Working with the URL helps them to become aware of the implications: more/ less reliable; more/ less biased. The word *research* appears here and it needs to be explained because there are no clues in the text to infer its meaning. The name of the organization is also in the URL.



**b) emisor/narrador/receptor/destinatario:**

The word *research* appears at the top of the page before the title (together with the name and the word center), so students can speculate about the most probable function of the text and thus decide that its main purpose is to give information. The name of the organization is also in the URL – this reinforces the idea that this is research, not opinion.

**2. Interpretación:** Inferir el propósito del autor/propósito comunicativo del texto/mensaje o moraleja. Inferir actos de habla.

Once the word *research* has been explained, students can speculate about the most probable function of the text and thus decide its main purpose is to give information.

**B-**

**1.a) Identificar información específica a partir de elementos en el paratexto.**

The transparencies in the title, subtitle and the picture will give them clues to infer.

**b) Inferir el significado de una palabra o frase no conocida (Teens) integrando el contenido de varios fragmentos del texto.**

To infer the word *teens* you can also refer them to the explanation below the diagram.

**2. Identificar información específica a partir de elementos en el paratexto.**

*U.S.* will add to the previous information and also lead them to solve criterion 3 written below.

**3. Inferir tema o idea global.**

**C-**

**1 a) y b) Identificar información específica a partir de elementos en el paratexto.**

They use that information (percentages and years) to solve the problem posed by the question.

**2. Identificar información específica a partir de elementos en el paratexto y del conocimiento del mundo.**

They need to identify the social network that is popular in Argentina and that has a low number there but would have a high number if the survey had taken place in Argentina.

**II**

**1. Identificar información específica y explícita en uno o más fragmentos de un texto relativamente breve y sencillo en el cual los contenidos pueden rivalizar o encontrarse en disputa (contrast) y cuyo contexto comunicativo y temática están relacionados con los intereses de los/las alumnos/as y con su universo más próximo (social media).**

**2. Inferir información a partir de elementos conocidos del texto y de sus conocimientos previos.**

In this case percentages and the transparent words *use*, *constantly* plus the word *today* next to 32% in contrast to *then* or *from*.

**3. Inferir el significado de una palabra o frase no conocida a partir del contenido de un fragmento del texto.**

Inferir información a partir de elementos que indican cohesión a lo largo del texto.

Identifying the verbs that mean either *rise* or *fall* helps students see that this is the central idea of the text.

**4. Inferir información a partir de elementos que indican cohesión en una oración o entre oraciones**

The word *meanwhile* is a cohesive indicator of the relation between the two parts of the sentence.



**5.** Identificar la palabra que cumple un determinado rol e inferir su significado a partir de elementos conocidos en una oración.

Students will need to use the idea of *top* and the previously-identified *fallen* as well as the information they got from the diagram and their knowledge of the world.

**6.** Inferir ideas principales.

The idea is that they can provide in their own words something similar to this: En el periodo entre 2014-5 y 2022 en los EEUU se observaron cambios en el uso de las redes sociales por parte de los adolescentes que dejaron de usar redes que usaban en el 2014-5 y comenzaron a usar otras nuevas o ya existentes con mayor frecuencia.

