

INFORME FINAL

Mi nombre es Manuel Ponferrada. Trabajo en el I.E.S.Blas Infante de Córdoba. He utilizado un Aula TIC y, otras veces, unos ordenadores portátiles complementando esto con el uso del Aula Multimedia donde he empleado un Retroproyector y quince monitores para corregir y afianzar, a nivel colectivo, lo que ya se había trabajado a nivel individual y en pareja.

La experimentación la he realizado principalmente con un grupo 2ºF y ocasional y parcialmente con otros cuatro grupos del mismo nivel.

2ºF es un grupo de 26 alumnos, una agrupación muy uniforme, no hay repetidores ni chic@s con Necesidades Educativas Especiales, no presentan problemas de disciplina, son alumn@s con un buen nivel académico, por encima de la media de los otros grupos.

He llevado a cabo con ellos el Programa de su nivel. He desarrollado la unidad tercera de su libro de texto Macmillan Secondary Course cuyos objetivos son los siguientes:

- . Expresar cantidades diferentes
- . Decir dónde están las cosas
- . Dar y entender direcciones
- . Usar comas, puntos e interrogantes correctamente
- . Usar un diccionario

Todo eso a través de unos contenidos de vocabulario y unas estructuras gramaticales específicas, tales como *there is, there are, expressions of quantity (some, any, a, an, much, many, a lot of)*.

Como he dicho anteriormente he utilizado las Aulas TICS según su disponibilidad. Una con 10 ordenadores, he tenido que agrupar a los chic@s de tres en tres, otra con quince ordenadores donde se han colocado libremente en parejas. Cuando he empleado el carrito con los portátiles – también quince – han vuelto a ponerse de dos en dos.

Todo el material utilizado se encuentra en la página web de la Editorial Macmillan cuya dirección es la siguiente:

www.mac-english.com/msc

cada estudiante necesita una clave y una contraseña, las mías son

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Han entrado en el nivel 2, han seleccionado la unidad tercera, han realizado tanto los ejercicios de Grammar, Vocabulary, Reading, Listening y finalmente han hecho un QUIZ de evaluación.

Eso lo han complementado con las actividades del libro de texto, en casa, y finalmente en el Aula de Clase les he pasado una Evaluación para ver su aprendizaje individual.

Esta experimentación se ha llevado a cabo en las tres últimas semanas del primer trimestre del Curso Escolar, aproximadamente en unas 8 sesiones de clase, entre ordenadores, Aula multimedia – para aclaraciones de todo tipo de dudas - Evaluación y vuelta al Aula Multimedia para la corrección de la Evaluación y explicación de los posibles errores.

Los resultados académicos de la evaluación han sido muy similares a los anteriores, pero evidentemente el trabajo del alumno ha sido más motivador y por tanto más grato.

Para mí, al principio, ha sido más estresante, pues supone un cambio radical: Ordenadores, fotocopias, cambio de aula por parte de los alumnos etc. Paulatinamente, y contando en todo momento con la comprensión y colaboración de los alumn@s, todo se ido normalizando y , al final, ha resultado gratificante.

Creo que una combinación entre la enseñanza tradicional y la complementación con las actividades de las aulas TICs podría ser más fructífera. Es lo que me propongo hacer en la siguiente unidad a desarrollar. Explicaría primero los objetivos y contenidos de la unidad, les pediría que los realizaran en casa, les aclararía las posibles dudas y como complemento, refuerzo y premio de quienes hubiesen hecho lo anterior usaría las actividades del Aula TIC.

Estas son las fichas que he utilizado:

Grammar

There is + there are

Choose the correct answer.

Click [here](#) for help.

1. three eggs in the fridge.
2. an apple in my bag.
3. some milk in the carton.
4. any crisps in the packet.

Complete the sentences with *is*, *are*, *isn't* or *aren't*.

5. there 52 weeks in a year?
6. Yes, there .
7. there 60 seconds in an hour?

8. No, there .

9. there a police station here?

10. No, there .

There is, there are, some, any + a/an

Look at the picture and complete the sentences with *there is, there are, some, any* and *a/an*.



Click [here](#) for help.

1. cheese.

2. crisps.

3. carrots.

4. carton of milk.

5. orange juice.

6. tomatoes.

7. fish.

8. water.

9. meat.
10. sausages.

A lot (of), much, many 1

Click [here](#) for help.

Choose the correct answer.

1. Do you buy CDs?
2. I haven't got tomatoes.
3. How milk do you drink?
4. You don't have water.
5. We've got cheese.

Look at the picture and complete the sentences with *much*, *many* and *a lot of*.

6. There are sweets.
7. There aren't apples.
8. There isn't coke.
9. There is milk.
10. There aren't biscuits.

A lot (of), much, many 2

Complete the dialogue with *much*, *many* and *a lot of*.

Click [here](#) for help.

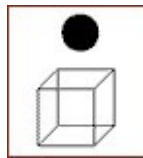
1-10

MARTINA: How eggs do we have?
ROBERTA: Twelve. How butter do we need?
MARTINA: One packet. Is there sugar?
ROBERTA: There isn't sugar.
MARTINA: How lemons are there?
ROBERTA: There aren't lemons but we've got oranges.
MARTINA: OK. We also have milk.
ROBERTA: How apples are there?
MARTINA: There are apples. We can make the cake now.

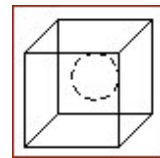
Prepositions of place 1

Match the prepositions of place with the diagrams.

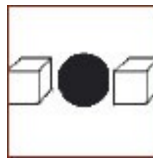
1. between	
picture a	
2. behind	picture b
3. in	picture h
4. above	picture e
5. on the left	picture g
6. in front of	picture d
7. in the corner	picture c
8. under	picture f



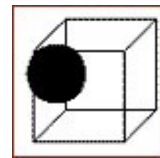
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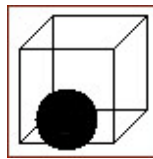
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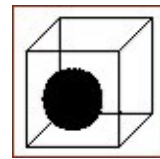
c



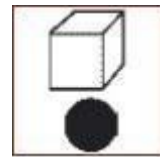
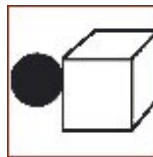
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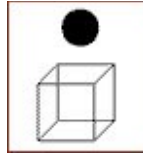
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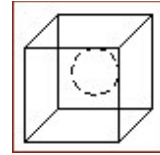
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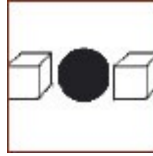
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7. in the corner	picture c
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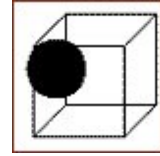
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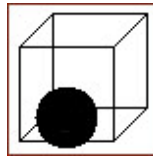
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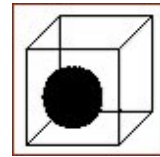
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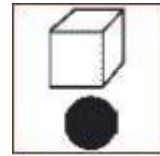
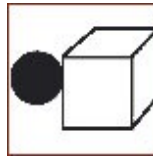
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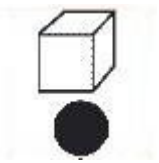

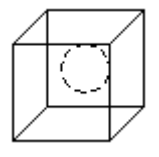
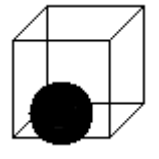
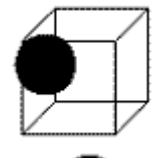
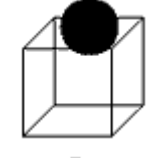
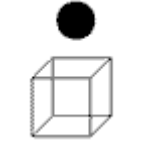
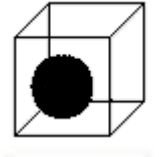
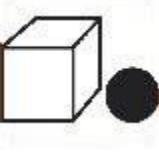



F



Prepositions of place 2

Complete the sentences with the correct preposition of place.

1.  The ball is the box.
2.  The ball is of the box.
3.  The ball is the box.
4.  The ball is the box.
5.  The ball is of the box.
6.  The ball is the box.
7.  The ball is the box.
8.  The ball is the box.
9.  The ball is of the box.
10.  The ball is the boxes.

Vocabulary

Supermarket products

Match the supermarket products with the pictures.

1. sweets	picture 1
2. rice	picture 2
3. pasta	picture 10
4. bread	picture 5
5. toilet paper	picture 4
6. shampoo	picture 8
7. cheese	picture 9
8. soap	picture 3
9. meat	picture 7
10. carrots	picture 6



1



2



3



4



5



6



7



8



9



10

Look at the pictures and complete the words.



11.



12.



13.



14.



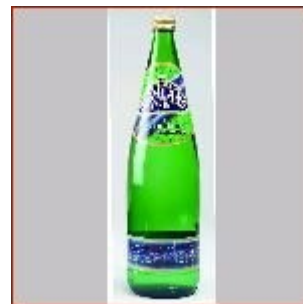
15.



16.



17.



18.



19.



20.

Materials and containers

Look at the pictures and choose the correct answers.



1. This is a of orange juice.



2. This is a of Coke.



3. This is a of water.



4. This is a of chocolates.

Look at the pictures and complete the sentences.



5.

A newspaper is made of .

6.



A tin is made of .

7.



A window is made of .

8.



A tube of toothpaste is made of .

Listening

Going shopping

Listen and choose the correct answers.

1. They haven't got any meat.

2. They've got some sausages.

3. They've got lots of hamburgers.

4. They've got four tomatoes.

5. They've got lots of carrots.

6. They haven't got any soap.

Listen and choose the correct answers.

7. The can of coke is the bananas.
8. The tin of tomatoes is the eggs and the rice.
9. The box of chocolates is the crisps.
10. The packet of biscuits is the sweets.

Vocabulary

Food in England

Read the text and choose the correct answers.

My name is Antonia Lopez and I am from Guadalajara. I live in Manchester in England. Many people say that English food is terrible but it's not true. I don't like all English food but there are a lot of good things to eat. There are many different types of biscuits and cakes. They are very good. I love a cake called 'lemon meringue pie'.

Breakfast in England is often important. A traditional breakfast is big. There are eggs, bacon, sausages and sometimes black pudding. This is a sausage made with pig's blood. It is similar to *morcilla*, but it is horrible. Many people just have toast and jam or cereals. People drink a lot of tea and coffee for breakfast.

Lunch isn't usually very big during the week. Many people just have a sandwich. The biggest meal is often dinner. Most people eat between seven and eight o'clock. Traditionally the most important meal is Sunday lunch. My favourite is roast beef and potatoes. It's great. The best English food is made at home. It is difficult to find traditional English food in restaurants, but there are lots of international restaurants. Indian, Chinese, Italian, Japanese and Spanish food is very popular. English people like food from other countries. I like English food a lot but I miss the food from my village.

1. Antonia lives in Spain.
2. Antonia likes English food.
3. Lemon meringue pie is a biscuit.
4. People eat bacon for breakfast.

5. Antonia likes black pudding.
6. Sunday lunch is not very important.
7. Antonia likes roast beef.
8. The best place to eat English food is at home.
9. There are a lot of traditional English restaurants.
10. English people don't like Spanish food.

Quiz

Vocabulary

Look at the pictures and write the supermarket products.



1.



2.



3.

Grammar

Choose the correct answer.

4. any tomatoes in the fridge.

5. any cheese?

6. We don't have rice.

7. We've got milk.

Look at the picture and complete the sentence.



8. The ball is the boxes.

Listening

Listen. What have they got in their kitchen?

9-10.
bread

rice