3Q8 – TUTOR'S GUIDE

1. AIMS AND CONTENTS

In this unit students will work on some of the tenses used to talk about the future: simple future for predictions, '*going to*' for plans and intentions, and conditional sentences of the first type. They will also revise introductions and greetings in oral exchanges, and vocabulary related to fortune telling and palm reading.

Grammar: *Future Simple. Be going to + Infinitive. Conditional sentences - Type I.*
Functions: *Talking about the future: predictions, plans, intentions, etc. Expressing conditions*.
Vocabulary: *Greetings and expressions to start a conversation. Lexicon related to fortune telling and palm reading.*
Phonetics: *Stressed words in an English sentence*.
Skills:
Reading comprehension.
Listening comprehension.
Planning and taking part in an open oral conversation to talk about personal information.
Practising controlled oral production.
Writing short texts on given topics.
Resorting to reference material (dictionaries, a glossary) to look up new words and using available learning resources.
Applying theory to practice.
Attitudes:
Readiness to get new information through English.
Readiness to take an active part in learning.
Autonomous use of learning resources.

2. UNIT STRUCTURE

As in the previous units, here there is a combination of **static *web* pages**, on the one hand, with introductory information, menus and navigation buttons, and **popup windows**, on the other, which contain the active learning contents, exercises and tests. There are also some **external *web* pages** linked in them with study resources (online dictionary) and extra information.

The structure of this unit is as follows:

INTRODUCTION

Here the **general aims** of the unit are stated. Apart from that, the functions of the **icons and active buttons** used in the unit are made explicit by clicking on the picture in the first page. The students should become familiar with them.

The second page is used to store a reference in relation to the main grammatical points of the unit.

LESSONS

In all of the active pages the **task** in each case is always explicit upfront to make sure that the students will not miss it. Besides, in all main pages there is a link to a **glossary**. In some of the pages there is also a **help** button with relevant information to carry out the task. Finally, the link to the unit **index** should be used only for revision purposes.

PART 1 - Fortune teller

1. Read and listen: In this activity students have to read and listen to the conversation between two friends. They can read the meaning of the underlined words by running the mouse over them.

2. Exercises: This is followed by a multiple choice exercise intended to test if they have fully understood the conversation. Any wrong choice will take them back to the section of the conversation with the relevant information.

In the second exercise, the students must write down a few lines telling their predictions about their own future. They should make it simple, but use some of the words taken from the previous conversation. This must be sent in for correction and marking.

PART 2 - Your turn to speak

1. Role play: In this exercise the students must first click on the picture representing the character whose part they would like to play. This takes them to another screen where they must read their part and record it by using the "***record***" button. They can use the "***play***" button to listen to their recordings. They may also hide the text and repeat it after listening to the original sentences of the dialogue instead. They can do this by using the buttons "***hide text***" and "***play text***". Finally, they may listen to the whole dialogue (with their own recordings), clicking on the "***run dialogue***" button.

2. The **help button** leads to an explanation of the **stress scheme** in an English sentence. Together with this there is a practical exercise to illustrate the point.

The students should play both roles alternatively. Their recordings must also be sent in for marking.

PART 3 - Go

1. Predictions and plans: This little group of scenes is intended to train the students in the distinction between predictions and facts, on the one hand, and plan and intentions, on the other, with their associated verbal forms. This is explained in the help buttons. In each case there is an associated self-correcting exercise (two association and one gap-filling exercise). The final exercise is meant to be sent in for correction and marking.

2. What if...?: The point here is conditional sentences of the first type, as explained in the **help button**. This is practised through a *memory game*. In this memory game; the students must join the two halves of the conditional sentences to complete meaningful expressions. In order to do this, they must click on each square and try to remember where the other half of the sentence is. On the other hand, the final exercise is intended to be sent in for correction and marking.

3. Greetings: Here the central point deals with common expressions to start ordinary conversations with different registers. Apart from the brief explanation in the **help button**, this is taught in an interactive way in six scenes, where the students must drag the phrases used in the dialogue to the speech bubbles of the people in the pictures after listening to them speaking. They must check up their answers by clicking on the **verify button**. The final exercise is meant to be sent in for correction and marking.

4. Palm reader: This lesson deals with vocabulary and expressions related to the topic of palm reading. The students must click on the picture with the palm lines they think most similar to their own. When they do so, they will have the chance to read a specific description. Yet, after that, they should go on to read the remaining ones. This ought to provide them the linguistic tools to complete the final exercise: an oral description of their own palms, which must be sent in for marking. This also provides a good chance to practise many of the skills

that will be needed to hold a direct conversation with their tutor, basically around this same topic.

REVISION

This section comprises some worksheets and an exercise, both intended to help the students to revise the main contents of the unit. The **work sheets** do this by sampling exercises connected with each section. The students may go over these exercises as they progress in the unit or at the end. In either case they will have to send them in for correction and marking.

The second link in this section leads to a **self-correcting grammar exercise**, intended for the students to revise the different ways of talking about the future studied in the unit.

EXTRA ACTIVITIES

This section is intended for those students who want to go a little bit further and learn more facts about palm reading. The aim here is to expand the students' vocabulary on this topic by means of two short authentic texts. In the second case there is audio input, too. The didactic exploitation is done through a gap-filling exercise in the first place, and then through a couple of games: a *word search* and a *hangman* game. The students are also invited to use an online dictionary as a resource for autonomous work during the process.

SELF-ASSESSMENT

The three self-correcting tests in this section will help the students to revise the main contents of the unit and get an idea of how much they have learned. The crossword test provides extra help to be used only to the extent it is needed. As for the pronunciation test, it is up to you to decide whether you want the students' oral production to be sent in as well.

3. TEACHING TIPS

A full description of the activities in this unit and how to work with them is given in the **Guía del alumnado**. So we refer you to it for details. Yet, here we mention some specific points which may interest you, particularly those that depend on tutor's decisions.

There are two instances of this. The first one concerns the open conversation to be held with each student. We advise you to direct it to the topics of predictions and palm reading to see to what extent they are able to make use of the words and grammar they have learned while working on the lessons. And the ***Did you know…?*** section offers the second chance for you to decide to what extent you want the students (or some of them) to work on this source of authentic English. In that case, you are free to provide extra exercises.

4. EXERCISE ANSWER KEY

The expected answers (or similar ones) to the written exercises contemplated in the ***Send to your teacher*** section are stated below in **blue**.

WRITTEN WORK

LESSON 1: Write a few lines with predictions about your own future. Begin like this:

I think that in the future I will be a healthy person - I like sports a lot. I will be a loving person, too - I'm very social, I have lots of friends and I love my pets. I imagine I'll get married and have two children. My profession? I'm not sure now, but I suppose that in the future I'll be a vet, because I like animals. I'll be happy like that.

LESSON 3: Predictions and plans.

Write down two predictions you make and four plans your have.

Predictions:

1. I'll be a football player and play for a team in the first division.

2. I'll be a doctor when I finish my studies at university.

Plans:

1. I'm going to give a big party on my birthday next week.

2. I'm going to stop watching TV so much.

3. I'm not going to argue with my parents so much..

4. I'm going to buy some new shoes.

LESSON 4: Future conditions.

Write down five sentences expressing future conditions, including affirmative, interrogative and negative forms. Look at the example.

Example: ***If we play really well, we'll win the match tomorrow.***

1. If I win the football pools, I'll buy a good mountain bike.

2. If it snows at Christmas, we'll go skiing in Sierra Nevada.

3. If I don't pass all my exams this year, my parents will get quite angry.

4. Will you keep the secret if I tell you one?

5. Be careful if you go near those dogs!

LESSON 5: Greetings.

Write the beginning of the conversations in the following situations:

1. Introduce your new friend Martin to your friend Susan.

You: Look, Susan, this is my new friend, Martin.
Susan: Hiya, Martin.
Martin: Hiya, Susan.

2. Your friend Susan Evans introduces you to her mother.

Susan: Lucy, this is my mum.
You: Pleased to meet you, Mrs Evans.
Mother: Nice to meet you, Lucy.

3. Your school teacher introduces a new student to you.

Teacher: Listen, Tom. This is Leo, a new student in your class.
You: How are you, Leo. Welcome to the class.
Student: Nice to meet you, Tom. Thanks a lot.

UNIT WORK SHEETS

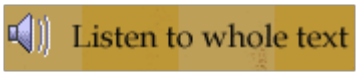
1. What is the function in the unit of the following buttons:



This offers help to do the exercises correctly.



This is for recording my voice.



With this I can listen to a complete dialogue.


With these little arrows I can go forth or back inside a page.

2. In your opinion, which is the main aim of this unit?
The answer in this case will be subjective. Some students may choose one or both of the topics in the unit (fortune telling and/or palm reading), others may select a grammatical point (eg. form and use of the simple future, or the use of stressed words…)

3. Mention four word categories which are stressed in an English sentence:
Nouns, lexical adjectives, main verbs, and adverbs.

4. Translate the following expressions into Spanish:
- *worried:* preocupado/a.
- *marry:* casarse
- *anymore*: nunca más
- *amazing*: sorprendente
- *give up:* abandonar, dejar (un hábito o costumbre)

5. What are the main work instruments that fortune tellers use?
A crystal ball; cards.

6. Write down three predictions about your own future for the time you are twenty-five years old:
I will have/buy/ride a motorbike. I will be an English teacher. I will marry my boy/girlfriend.

7. Underline the stressed words in this sentence:
- After visiting the fortune teller, Paul was quite happy about his future.

8. Underline the expressions below that are used for future time:
- *In half an hour*
- *Some time ago*
- *Soon*
- *The day before*
- *When you get there*

9. Underline the correct answers:
- *If I study hard, I'll get good marks.* (prediction / plan)
- *I'm going to give up smoking*. (prediction / plan)
- *My palm lines say I'll be a strong and sportive person.* (prediction / plan)

10. Complete these sentences:
- *What will you do if* you win the lottery/football pools?
- *If you tell me the truth,* I won't tell/inform your parents about this/it.

11. Write down three expressions used to start an ordinary conversation in English:
Hi, how are things? – Nice to meet you - How do you do.

12. What does the *heart line* of your left hand palm say about your life?:
My heart line is quite long and deep, so I will have a happy love life and probably will have some children, too.

13. Answer these questions:
- Where did the practice of palm reading start?
It probably started in India.
- What does the expression "*time immemorial*" mean?
It means a very long time ago.
- Mention two things an expert palm reader can see through your palm lines:

He/she can see things like my health and emotions, and even how long I'll live.

5. MARKING GUIDELINES

The following charts include suggested sets of criteria intended to help you when assigning marks to your students' performance.

A. Criteria for assessing oral communication:

Oral evaluation criteria	Never score 0	Sometimes score 0.25	Always score 0.5
Pronunciation			
You understand what the learner says in general.			
He/she pronounces the endings of the words (plurals, -ed endings, etc) correctly.			
He/she pronounces the words the unit has introduced correctly.			
Statements, exclamations and questions sound as such.			
The learner stresses the right words.			
Grammar			
The learner's grammar is good in general.			
The sentences are correctly ordered.			
He/she uses auxiliaries and subjects.			

He/she uses the structures in the unit well.			
Vocabulary			
The vocabulary is varied and appropriate.			
He/she uses the words he/she's learned in the lessons.			
He/she uses only English words (no words in Spanish or invented words).			
Comprehension			
The student understands your questions easily (or you don’t have to repeat them more than twice).			
He/she answers your questions (or he/she doesn’t talk about something else)			
Fluency			
He/she sounds comfortable in English.			
He/she gives complete answers or even adds extra comments or humour (not just in one or two words if possible).			
He/she uses linkers and conditional sentences.			
He/she can express his/her ideas in other words if he/she doesn't know a certain word or expression.			
The sequence of information and ideas can be easily followed when he/she speaks.			
Total score (max. 10 points)			

B. Criteria for assigning a final mark:

COMPONENTS:	%
- Work sheets	**15**
- Oral recordings	**15**
- Written work	**50**
- Direct conversation	**15**
- Extension work	**5**
TOTAL	**100**