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PROGRAMACIÓN GENERAL

PROGRAMACIÓN GENERAL

JUSTIFICACIÓN

El proyecto y el correspondiente material didáctico digital se enmarca en las directrices legislativas del Área de Lenguas extranjeras cuyo objetivo curricular no es enseñar una lengua en sí misma, sino enseñar a comunicarse con ella mediante su uso, así como en lo establecido en el Consejo de Europa en el *Marco de referencia común europeo para el aprendizaje de lenguas extranjeras*, según el cual los alumnos y alumnas deberán ser capaces de efectuar progresivas tareas de comunicación para desarrollar gradualmente la competencia comunicativa en dichas lenguas.

Objetivos del área de lengua extranjera

El objeto de la materia en la etapa de ESO es el aprendizaje de las destrezas discursivas que pueden tener lugar en ámbitos diversos. Al finalizar la Educación Primaria, los alumnos y las alumnas han de ser capaces de utilizar la lengua extranjera para expresarse e interactuar oralmente y por escrito en situaciones sencillas y habituales. En Educación secundaria obligatoria se continúa el proceso de aprendizaje de la Lengua Extranjera, con el objetivo de que al finalizar esta etapa hayan consolidado las destrezas productivas y sean capaces de mantener una interacción y hacerse entender en un conjunto de situaciones, como ofrecer y pedir explicaciones personales, expresar de forma comprensible la idea que se quiere dar a entender, utilizar un lenguaje amplio y sencillo para explicar lo que se quiere, comprender las ideas principales de textos en lengua estándar, aun con pausas evidentes para realizar cierta planificación gramatical y léxica. Asimismo, al finalizar la etapa, deberán saber enfrentarse de forma flexible a problemas cotidianos de comunicación oral y escrita, como participar en conversaciones habituales, plantear quejas, relatar experiencias o planes, explicar algo o pedir aclaraciones.

Por otra parte, el aprendizaje de una lengua extranjera va más allá de aprender a utilizarla en contextos comunicativos. Su conocimiento contribuye a la formación del alumnado desde una perspectiva integral en tanto que favorece el respeto, el interés y la comunicación con hablantes de otras lenguas, desarrolla la consciencia intercultural, es un vehículo para comprender temas y problemas globales y para la adquisición de diversas estrategias de aprendizaje. El proceso de enseñanza y aprendizaje de una lengua extranjera en esta etapa educativa conlleva un claro componente actitudinal, en la medida en que contribuye a desarrollar actitudes positivas y receptivas hacia otras lenguas y culturas y, al mismo tiempo, a comprender y valorar la lengua o lenguas propias.

El proyecto tiene como objetivo desarrollar la competencia comunicativa de los alumnos, garantizando que estos asimilen las reglas gramaticales de la lengua inglesa y adquieran el vocabulario básico necesario para comunicarse. El desarrollo de la competencia comunicativa de los alumnos se logra fomentando la adquisición de las siguientes capacidades:

1. Escuchar y comprender información general y específica de textos orales en situaciones comunicativas variadas, adoptando una actitud respetuosa y de cooperación.
2. Expresarse e interactuar oralmente en situaciones habituales de comunicación de forma comprensible, adecuada y con cierto nivel de autonomía.

3. Leer y comprender textos diversos de un nivel adecuado a las capacidades e intereses del alumnado con el fin de extraer información general y específica, y utilizar la lectura como fuente de placer y de enriquecimiento personal.
4. Escribir textos sencillos con finalidades diversas sobre distintos temas utilizando recursos adecuados de cohesión y coherencia.
5. Utilizar con corrección los componentes fonéticos, léxicos, estructurales y funcionales básicos de la lengua extranjera en contextos reales de comunicación.
6. Desarrollar la autonomía en el aprendizaje, reflexionar sobre los propios procesos de aprendizaje, y transferir a la lengua extranjera conocimientos y estrategias de comunicación adquiridas en otras lenguas.
7. Utilizar estrategias de aprendizaje y todos los medios a su alcance, incluidas las tecnologías de la información y la comunicación, para obtener, seleccionar y presentar información oralmente y por escrito.
8. Apreciar la lengua extranjera como instrumento de acceso a la información y como herramienta de aprendizaje de contenidos diversos.
9. Valorar la lengua extranjera y las lenguas en general, como medio de comunicación y entendimiento entre personas de procedencias, lenguas y culturas diversas evitando cualquier tipo de discriminación y de estereotipos lingüísticos y culturales.
10. Manifestar una actitud receptiva y de auto-confianza en la capacidad de aprendizaje y uso de la lengua extranjera.

CONTENIDOS

Los contenidos se presentan agrupados en cuatro bloques que se corresponden a las características y necesidades específicas del proceso de enseñanza y aprendizaje: las habilidades lingüísticas; los elementos constitutivos del sistema lingüístico, su funcionamiento y relaciones; y la dimensión social y cultural de la lengua extranjera.

Bloque 1. Escuchar, hablar y conversar

Bloque 2. Leer y escribir

Bloque 3. Conocimiento de la lengua

Bloque 4. Aspectos socioculturales y consciencia intercultural

Los dos primeros bloques incluyen los procedimientos, entendidos como operaciones que permiten relacionar los conceptos adquiridos con su realización en actividades de comunicación, que desarrollan el saber hacer.

Las habilidades orales y escritas se presentan por separado ya que cada una de ellas exige diferentes habilidades y conocimientos.

Bloque 1. En esta etapa se da mucha importancia a la comunicación oral, por lo que el primer bloque se centra en desarrollar la capacidad para interactuar en determinadas situaciones, y se incide en la importancia de que el modelo lingüístico de referencia oral provenga de un amplio número de hablantes con el fin de recoger las variaciones y los matices.

Bloque 2. El segundo bloque incorpora los procedimientos necesarios para desarrollar la competencia discursiva en el uso escrito. En lengua extranjera los textos escritos son también modelo de composición textual y de práctica y adquisición de elementos lingüísticos.

Bloque 3. La observación y el uso de las manifestaciones orales y escritas de la lengua que se está aprendiendo permiten elaborar un sistema conceptual acerca de su funcionamiento. Dicho de otro modo, el punto de partida serán las situaciones de uso que fomenten la inferencia de reglas de funcionamiento de la lengua para que los alumnos/as adquieran confianza en sus propias capacidades.

Este bloque está dividido en conocimientos lingüísticos y reflexión sobre el aprendizaje.

Bloque 4. Los contenidos de este bloque contribuyen a que el alumnado conozca costumbres, formas de relación social, rasgos y particularidades de los países en los que se habla la lengua extranjera. Este conocimiento promoverá la tolerancia y aceptación, acrecentará el interés por el conocimiento de las diferentes realidades sociales y culturales y facilitará la comunicación intercultural.

CONTRIBUCIÓN DEL PROYECTO AL ÁREA DE LENGUA EXTRANJERA PARA EL DESARROLLO DE LAS COMPETENCIAS BÁSICAS

Las competencias básicas son aquellas que debe desarrollar un alumno o una alumna a lo largo de toda la enseñanza obligatoria para poder lograr su realización personal, ejercer la ciudadanía activa, y ser capaz de desarrollar un aprendizaje permanente a lo largo de la vida.

Las competencias básicas son:

Competencia en comunicación lingüística.

Competencia matemática.

Competencia en el conocimiento y la interacción con el mundo físico.

Competencia digital.

Competencia social y ciudadana.

Competencia cultural y artística.

Competencia para aprender a aprender.

Autonomía e iniciativa personal.

El proyecto contribuye a la adquisición de dichas competencias y en especial, a la competencia en comunicación lingüística.

La competencia en comunicación lingüística se refiere a la utilización del lenguaje como instrumento de comunicación oral y escrita, de representación, interpretación y comprensión de la realidad, de construcción y comunicación del conocimiento y de organización y autorregulación del pensamiento, las emociones y la conducta.

Los conocimientos, destrezas y actitudes propios de esta competencia permiten expresar pensamientos, emociones, vivencias y opiniones, así como dialogar, formarse un juicio crítico y ético, generar ideas, estructurar el conocimiento, dar coherencia y cohesión al discurso y a las propias acciones y tareas, adoptar decisiones, y disfrutar escuchando, leyendo o expresándose de forma oral y escrita, todo lo cual contribuye además al desarrollo de la autoestima y de la confianza en uno mismo.

El aprendizaje de una lengua extranjera contribuye directamente a la adquisición de esta competencia en la medida en que el alumnado adquiere y desarrolla las habilidades de escuchar, hablar y conversar. Además, mejora la competencia en comunicación lingüística al desarrollar la habilidad para expresarse, oralmente y por escrito, utilizando y comprendiendo las convenciones y el lenguaje apropiado a cada situación. Por otra parte, el reconocimiento y el aprendizaje progresivo de reglas de funcionamiento del sistema de la lengua extranjera, mejora la adquisición de esta competencia.

La competencia matemática se refiere a la habilidad para utilizar números y sus operaciones básicas, los símbolos y las formas de expresión y razonamiento matemático para producir e interpretar informaciones, para conocer más sobre aspectos cuantitativos y espaciales de la realidad y para resolver problemas relacionados con la vida diaria.

La lengua extranjera no está implicada en el desarrollo de la competencia matemática. Sin embargo, la competencia en comunicación lingüística permite razonar, argumentar, formular hipótesis, deducir, inducir, etc., De manera indirecta, estamos favoreciendo que el alumnado aprenda a interpretar correctamente los enunciados de los problemas matemáticos. En cualquier unidad encontramos actividades que hacen referencia a la comprensión, tanto global como específica, de enunciados o textos, orales o escritos. Y por supuesto, se presenta, trabaja y recicla constantemente la numeración en inglés (las fechas, sistemas métricos, los números ordinales y cardinales, etc.)

La competencia en el conocimiento y la interacción con el mundo físico es la habilidad para interactuar con el mundo físico, tanto en sus aspectos naturales como en los generados por la acción humana, de modo que facilite la comprensión de sucesos, la predicción de consecuencias y la actividad dirigida a la mejora y preservación de las condiciones de vida propia, de los demás hombres y mujeres y del resto de los seres vivos. En este caso, la lengua extranjera interviene en la adquisición de la competencia en el conocimiento y la interacción con el mundo físico en la misma medida que en la competencia matemática. Es decir, si el alumno tiene la capacidad de entender un mensaje, escuchar, leer, escribir, etc. será capaz de comprender esos sucesos, de expresar las consecuencias, de entender las opiniones de los demás sobre una acción… De manera más directa, existen artículos, canciones, cuentos,

textos, audiciones relacionados con buenos hábitos alimenticios y de salud, con el medio ambiente y con el consumo responsable.

La competencia digital consiste en disponer de habilidades para buscar, obtener, procesar y comunicar información, y para transformarla en conocimiento. Tener acceso a la información ni significa aprendizaje ni conocimiento. Transformar la información en conocimiento significa comprenderla e integrarla en los esquemas previos de conocimiento y saber comunicar la información y los conocimientos adquiridos. Es obvio que la lengua extranjera contribuye al desarrollo de la competencia digital en la medida en que el alumnado está aprendiendo en un entorno digital, aprende a comprender un texto (oral o escrito y en cualquier formato), a discriminar el contenido más relevante, a organizar en párrafos, a producir textos siguiendo un modelo pero con distinta información, a resumir, rebatir, discutir, compartir esa información, etc.

Además de ser vehículos de transmisión de conocimiento, las lenguas forman parte de una cultura y sirven para comunicarse en el entorno social. El aprendizaje de la lengua inglesa permite conocer nuevas culturas, favorece el respeto, el interés y la comunicación con otros aprendices de lengua extranjera o con hablantes de lenguas extranjeras. Y todo ello conlleva el reconocimiento y la aceptación de diferencias culturales y de comportamiento. En consecuencia, el aprendizaje de la lengua inglesa contribuye al desarrollo y adquisición de la competencia social y ciudadana. Existen en el proyecto secciones de cultura, textos relacionados con países en los que se habla la lengua inglesa, referencias culturales, etc.

La competencia cultural y artística supone conocer, comprender, apreciar y valorar críticamente diferentes manifestaciones culturales y artísticas, utilizarlas como fuente de enriquecimiento y disfrute y considerarlas como parte del patrimonio de los pueblos.

El proyecto incluye secciones o apartados que hacen referencia a la cultura de países de habla inglesa (ciudades, escritores, canciones, ocio, festividades, etc., todas ellas manifestaciones culturales propias de los países cuya lengua estamos aprendiendo) y, por tanto, contribuyen a adquirir la competencia cultural y artística al facilitar la expresión de opiniones, gustos y emociones que producen esas manifestaciones culturales.

La competencia para aprender a aprender supone disponer de habilidades para iniciarse en el aprendizaje y ser capaz de continuar aprendiendo de manera cada vez más eficaz y autónoma y comporta tener conciencia de las capacidades que entran en juego en el aprendizaje, como la atención, la concentración, la memoria, la comprensión y la expresión lingüística. Como el lenguaje es el medio de transmisión del pensamiento y la herramienta de aprendizaje por excelencia, la lengua extranjera contribuye de manera fundamental al desarrollo de la competencia para aprender a aprender porque ofrece más posibilidades y recursos diferentes para comprender, interpretar, expresar opiniones o sentimientos y emociones y formular hipótesis de funcionamiento de la lengua.

La autonomía e iniciativa personal se refiere, por una parte, a la adquisición de la conciencia y aplicación de un conjunto de valores y actitudes personales y por otra parte, a la capacidad de elegir con criterio propio, de imaginar proyectos, y de llevar adelante las acciones necesarias para desarrollar las opciones y planes personales -en el marco de proyectos individuales o colectivos- responsabilizándose de ellos. El conocimiento de una lengua extranjera contribuye a la adquisición de autonomía e iniciativa personal porque fomenta el trabajo cooperativo y las habilidades sociales y porque permite el desarrollo de iniciativas sobre la planificación, organización y gestión del trabajo, propiciando de esta manera la autonomía e iniciativa personal.

ATENCIÓN A LA DIVERSIDAD

El proyecto proporciona actividades de refuerzo y ampliación para el alumnado que permiten dar una atención individualizada a los alumnos, según sus necesidades y su ritmo de aprendizaje.

OBJETIVOS GENERALES DE CONTENIDO

BLOQUE 1. Escuchar, hablar y conversar

- Comprensión de las ideas principales en contextos reales y simulados cuando el discurso es claro y la producción es relativamente lenta y adecuada a sus conocimientos previos.
- Comprensión de instrucciones en contextos reales y simulados.
- Comprensión de información general y específica de mensajes cara a cara y por medios audiovisuales sobre temas conocidos y pronunciados con lentitud y claridad.
- Uso de estrategias de comprensión de mensajes orales utilizando tanto el contexto verbal como el no verbal, para identificar los aspectos más relevantes de la información y conseguir una interacción fluida.
- Producción oral de descripciones, narraciones y explicaciones breves sobre acontecimientos, experiencias y conocimientos diversos.
- Participación en conversaciones y simulaciones sobre temas cotidianos y de interés personal con diversos fines comunicativos.
- Empleo de respuestas espontáneas a situaciones de comunicación.
- Uso progresivamente autónomo de estrategias de comunicación para resolver las dificultades que puedan surgir durante la interacción.

BLOQUE 2. Leer y escribir

- Identificación del contenido general de un texto escrito con el apoyo de elementos textuales y no textuales.
- Comprensión de textos relacionados con contextos cotidianos, adecuados a sus intereses y necesidades.
- Comprensión de información específica en textos referidos a situaciones de la vida cotidiana.
- Uso de distintas fuentes, en soporte papel, digital o multimedia, para obtener información con el fin de realizar actividades individuales o en grupo.
- Uso de diferentes estrategias de lectura, con ayuda de elementos textuales y no textuales, uso del contexto, de aplicación de reglas de formación de palabras para inferir significados, así como de diccionarios para comprender el texto de manera más autónoma.
- Redacción de mensajes breves y sencillos relativos a las necesidades cotidianas.
- Producción guiada de textos sencillos y estructurados empleando expresiones y estructuras conocidas, así como algunos elementos básicos de cohesión poniendo en práctica las estrategias básicas en el proceso de composición escrita (planificación, edición y revisión)
- Uso adecuado de la ortografía y de los diferentes signos de puntuación.
- Interés por la presentación cuidada de los textos escritos, en soporte papel y digital.

BLOQUE 3. Conocimiento de la lengua

Conocimientos lingüísticos

- Uso progresivamente autónomo de expresiones comunes y léxico sobre temas de interés personal y general, temas cotidianos y temas relacionados con contenidos de otras materias del currículo.
- Identificación y uso funcional de prefijos y sufijos más habituales.
- Identificación de antónimos y «falsos amigos».
- Uso de estructuras y funciones asociadas a diferentes situaciones de comunicación más frecuentes
- Reconocimiento y producción de diferentes patrones de ritmo, entonación y acentuación de palabras y frases.

Reflexión sobre el aprendizaje

- Ampliación de estrategias para organizar, adquirir, recordar y utilizar léxico, incorporando los nuevos conocimientos adquiridos.
- Organización y uso cada vez más autónomo de recursos para el aprendizaje como diccionarios, libros de consulta, revistas o las diferentes posibilidades que ofrecen las tecnologías de la comunicación y la información.
- Análisis y reflexión sobre el uso y el significado de diferentes formas gramaticales mediante comparación y contraste con las lenguas que conoce.
- Participación activa en la evaluación de su propio aprendizaje e incorporación de estrategias de auto-corrección como herramienta de auto-aprendizaje.

- Organización del trabajo personal como estrategia para conseguir un aprendizaje más significativo.
- Interés por aprovechar las oportunidades de aprendizaje creadas en el contexto del aula y fuera de ella e incorporarlas a su rutina de aprendizaje.
- Participación en actividades y trabajos de grupo que contribuyan a desarrollar contextos orales y escritos en los que se creen situaciones reales de aprendizaje.

BLOQUE 4. Aspectos socioculturales y conciencia intercultural

- Valoración del uso de la lengua extranjera como medio para comunicarse con personas de procedencias diversas que tienen en común el conocimiento de esta lengua extranjera
- Identificación de los rasgos comunes y diferentes más significativos que encuentren entre las costumbres actitudes y valores de la sociedad cuya lengua se estudia y la propia, observando una actitud de respeto hacia los mismos.
- Uso apropiado de formulas lingüísticas asociadas a situaciones concretas de comunicación (cortesía, acuerdo, discrepancia…), entendiendo su valor dentro del proceso comunicativo.
- Conocimiento de los elementos culturales más significativos de los países donde se habla la lengua extranjera: literatura, arte, música, cine…; obteniendo la información por diferentes medios, entre ellos Internet y otras tecnologías de la información y comunicación.
- Interés e iniciativa en la realización de intercambios comunicativos con hablantes o aprendices de la lengua extranjera, utilizando soporte papel o medios digitales.
- Valoración del enriquecimiento personal que supone la relación con personas pertenecientes a otras culturas.

CRITERIOS DE EVALUACIÓN

- Comprender la información general y los detalles más relevantes de textos orales emitidos en situaciones de comunicación interpersonal o por los medios audiovisuales, sobre temas que no exijan conocimientos especializados.
- Participar en conversaciones y simulaciones breves, relativas a situaciones habituales o de interés personal y con diversos fines comunicativos, utilizando las convenciones propias de la conversación y las estrategias necesarias para resolver las dificultades durante la interacción.
- Comprender la información general y los datos más relevantes de textos escritos auténticos y adaptados, de su interés, diferenciando hechos y opiniones e identificando, en su caso, la intención comunicativa del autor.
- Redactar con cierta autonomía textos breves en diferentes soportes, cuidando el léxico, las estructuras, así como elementos básicos de cohesión y coherencia. para hacerlos comprensibles al lector.
- Utilizar de forma consciente los conocimientos adquiridos sobre el sistema lingüístico de la lengua extranjera como instrumento de auto-corrección y de autoevaluación de las producciones propias orales y escritas y para comprender las producciones ajenas.
- Identificar y utilizar de manera eficaz los recursos lingüísticos adecuados a la situación de comunicación.

- Usar las tecnologías de la información y la comunicación con cierta autonomía para buscar información, producir textos a partir de modelos, enviar y recibir mensajes de correo electrónico y para establecer relaciones personales orales y escritas, mostrando interés por su uso.
- Identificar los aspectos culturales más relevantes de los países donde se habla la lengua extranjera y establecer relaciones entre las diferencias más significativas de las costumbres, usos, actitudes y valores de la sociedad cuya lengua se estudia y la propia mostrando respeto hacia los mismos.
- Identificar y utilizar diferentes estrategias para progresar en el aprendizaje, tales como el uso autónomo de diccionarios y otros materiales de referencia, estrategias para adquirir y almacenar léxico, estrategias para analizar y comparar formas gramaticales con las lenguas que conoce, etc.

UNIT 1 PENFRIENDS

OBJETIVOS

- Pedir y dar información personal
- Hablar sobre hábitos y rutinas
- Hablar sobre gustos y preferencias
- Describir trabajos
- Escribir correos electrónicos
- Utilizar las mayúsculas y los signos de puntuación correctamente al escribir

CONTENIDOS

1. Escuchar, hablar y conversar

Listening

- Identificación de personajes a partir de una descripción oral.
- Organización de una secuencia de información a partir de la escucha atenta.
- Identificación de trabajos de varias personas a partir de la comprensión de sus descripciones.

Speaking

- Elaboración de un diálogo en el que se pregunte y hable sobre gustos personales a partir de las pautas dadas.

2. Leer y escribir

Reading

- Familiarización con diversos tipos de texto como los correos electrónicos.
- Lectura de un texto para completar las tareas.

Writing

- Reflexión sobre las normas de uso de las mayúsculas y de puntuación en lengua inglesa
- Producción de una descripción siguiendo las pautas dadas.

3. Conocimiento de la lengua

Conocimientos lingüísticos

Funciones del lenguaje y gramática	
• Expresar hábitos y rutinas: *Present simple;* Adverbios y expresiones de frecuencia • Hablar sobre acciones en curso: *Present continuous* • Expresar gustos y preferencias: *Like, love, hate +* nombre / forma *ing* • El caso posesivo	
Léxico	**Fonética**
• Los trabajos • Las mascotas • La familia • Los deportes	• Pronunciación de las terminaciones –s/-es en el presente simple. • Pronunciación de ‘s en el Caso Posesivo.

Reflexión sobre el aprendizaje

- Aplicación de estrategias para organizar, adquirir, recordar y utilizar léxico.
- Uso, cada vez más autónomo, de recursos para el aprendizaje, como diccionarios, libros de consulta, bibliotecas o tecnologías de la información y la comunicación.
- Análisis y reflexión sobre el uso y significado de diferentes formas gramaticales mediante comparación y contraste con las lenguas que conoce.

4. Aspectos socioculturales y consciencia intercultural

- La relación con los otros a través de herramientas de comunicación como el correo electrónico

EVALUACIÓN

Auto-evaluación

- Ver sección de autoevaluación en la quincena
- Continua en diversas actividades de la unidad

Evaluación formativa

- Ejercicios a enviar al tutor/a

CRITERIOS DE EVALUACIÓN

- Comprender la información general y específica, la idea principal y algunos detalles relevantes de textos orales sobre temas concretos y conocidos, y de mensajes sencillos emitidos con claridad por los medios audiovisuales.
- Participar en conversaciones y simulaciones breves, relativas a situaciones habituales o de interés personal y con diversos fines comunicativos, utilizando las convenciones propias de la conversación y las estrategias necesarias para resolver las dificultades durante la interacción.
- Comprender la información general y todos los datos relevantes de textos escritos.
- Redactar de forma guiada textos diversos, cuidando el léxico, las estructuras, y algunos elementos de cohesión y coherencia para marcar la relación entre ideas y utilizando ortografía y puntuación adecuadas.
- Web: Usar las TIC de forma progresivamente autónoma para buscar información, producir textos a partir de modelos, enviar y recibir mensajes de correo electrónico y establecer relaciones personales orales y escritas, mostrando interés por su uso.
- Identificar y valorar de manera crítica los aspectos culturales, sociales, históricos, geográficos y literarios más relevantes de los países donde se habla la lengua extranjera, señalar las características más significativas de las costumbres, normas, actitudes y valores de la sociedad cuya lengua se estudia y mostrar una valoración positiva de patrones culturales distintos a los propios.

UNIT 2 PIRATES

OBJETIVOS

- Intercambiar opiniones y datos sobre el tema de los piratas.
- Expresar frecuencia.
- Expresar hábitos y rutinas.
- Dar y pedir información personal.
- Hablar sobre situaciones y hechos del pasado.
- Identificar y utilizar correctamente las horas.
- Utilizar preposiciones adecuadamente.
- Discriminar y practicar la terminación *–ed* en el pasado simple.
- Repasar la pronunciación de las terminaciones –s, -es

CONTENIDOS

1. Escuchar, hablar y conversar

Listening

- Identificación de estrategias que ayuden a discriminar la información relevante en un texto oral.
- Extracción de información específica de textos orales aplicando las estrategias auditivas aprendidas.
- Escucha atenta de los textos para completar las tareas.

Speaking

- Interacción oral sobre los temas principales de la unidad poniendo en práctica el lenguaje aprendido.
- Personalización de un diálogo en el que se hable y se pregunte sobre el presente y el pasado.

2. Leer y escribir

Reading

- Lectura general e intensiva de un texto sobre acontecimientos relevantes en la historia de los piratas para contestar preguntas.
- Identificación de información relevante en varios extractos relacionados con el mundo de los piratas.

Writing

- Identificación de la estructura principal en una biografía, prestando atención a las expresiones de tiempo y secuenciación.
- Producción de una composición guiada sobre el tema de la unidad a partir de las pistas dadas y utilizando el modelo y las estrategias presentadas.

3. Conocimiento de la lengua

Conocimientos lingüísticos

Funciones del lenguaje y gramática	
• Pedir y dar información sobre el pasado: *Past simple* (regular e irregular) • Hacer preguntas usando el orden adecuado de los elementos: Pronombres interrogativos • Narrar: sentence linkers	
Léxico	**Fonética**
• Piratas • Verbos que expresan preferencias: like, love, hate. • Preposiciones: at, in, on	• *Pronunciación de –ed en pasados regulares*

Reflexión sobre el aprendizaje

- Aplicación de estrategias para organizar, adquirir, recordar y utilizar léxico.
- Uso, cada vez más autónomo, de recursos para el aprendizaje, como diccionarios, libros de consulta, bibliotecas o tecnologías de la información y la comunicación.
- Análisis y reflexión sobre el uso y significado de diferentes formas gramaticales mediante comparación y contraste con las lenguas que conoce.

4. Aspectos socioculturales y consciencia intercultural

- La historia en la sociedad actual.
- Valoración positiva de la historia como vehículo de acercamiento entre culturas.

EVALUACIÓN

Auto-evaluación

- Ver sección de autoevaluación en la quincena
- Continua en diversas actividades de la unidad

Evaluación formativa

- Ejercicios a enviar al tutor/a

CRITERIOS DE EVALUACIÓN

- Comprender la información general y específica, la idea principal y algunos detalles relevantes de textos orales sobre temas concretos y conocidos, y de mensajes sencillos emitidos con claridad por los medios audiovisuales.
- Participar en conversaciones y simulaciones breves, relativas a situaciones habituales o de interés personal y con diversos fines comunicativos, utilizando las convenciones propias de la conversación y las estrategias necesarias para resolver las dificultades durante la interacción.
- Comprender la información general y todos los datos relevantes de textos escritos auténticos y adaptados.
- Redactar de forma guiada textos diversos, cuidando el léxico, las estructuras, y algunos elementos de cohesión y coherencia para marcar la relación entre ideas y hacerlos comprensibles al lector, utilizando ortografía y puntuación adecuadas.
- Utilizar de forma consciente los conocimientos adquiridos sobre el sistema lingüístico de la lengua extranjera como instrumento de autocorrección y de autoevaluación de las producciones propias y para comprender las producciones ajenas.
- Usar las TIC de forma progresivamente autónoma para buscar información, producir textos a partir de modelos, enviar y recibir mensajes de correo electrónico y establecer relaciones personales orales y escritas, mostrando interés por su uso.
- Identificar y valorar de manera crítica los aspectos culturales, sociales, históricos, geográficos y literarios más relevantes de los países donde se habla la lengua extranjera, señalar las características más significativas de las costumbres, normas, actitudes y valores de la sociedad cuya lengua se estudia y mostrar una valoración positiva de patrones culturales distintos a los propios.

UNIT 3 FASHION

OBJETIVOS

- Hablar e intercambiar información sobre ropa y moda.
- Hacer descripciones
- Narrar eventos
- Expresar ideas de forma conectada
- Identificar y practicar pronunciación de las grafías sh y ch.

CONTENIDOS

1. Escuchar, hablar y conversar

Listening

- Escuchar un artículo de una revista de moda e identificar su contenido
- Identificar información mediante la comprensión de una descripción de un personaje.

Speaking

- Interacción controlada poniendo en práctica el lenguaje y estructuras aprendidas en la unidad
- Producción de un diálogo en el que se describen escenas en el pasado con ayuda de las pistas y el modelo presentado
- Identificación de estrategias que ayuden a mejorar la producción oral

2. Leer y escribir

Reading

- Activación de conocimientos previos ante la lectura de un texto sobre los estilos de moda de los jóvenes.
- Identificación de diversos tipos textuales.
- Lectura global e intensiva de un texto en el que se describe lo acontecido en un robo para contestar preguntas

Writing

- Identificación de la secuenciación de contenidos en un texto narrativo
- Producción de un artículo para una revista de moda a partir de un modelo presentado t respetando las normas estudiadas.

3. Conocimiento de la lengua

Conocimientos lingüísticos

Funciones del lenguaje y gramática	
• Narrar hechos del pasado: *Past continuous; Past continuous vs. Pasado simple* • Realizar descripciones usando los elementos de las oraciones en el orden correcto.	
Léxico	**Fonética**
• Moda • Ropa • Adjetivos relacionados con el estilo y la ropa de los jóvenes	• Pronunciación de las grafías sh y ch.

Reflexión sobre el aprendizaje

- Aplicación de estrategias para organizar, adquirir, recordar y utilizar léxico.
- Uso, cada vez más autónomo, de recursos para el aprendizaje, como diccionarios, libros de consulta, bibliotecas o tecnologías de la información y la comunicación.
- Análisis y reflexión sobre el uso y significado de diferentes formas gramaticales mediante comparación y contraste con las lenguas que conoce.

4. Aspectos socioculturales y consciencia intercultural

- La moda y el estilo de vestir de los jóvenes.
- Interés por conocer hábitos de vida de jóvenes de otros países.

EVALUACIÓN

Auto-evaluación

- Ver sección de autoevaluación en la quincena
- Continua en diversas actividades de la unidad

Evaluación formativa

- Ejercicios a enviar al tutor/a

CRITERIOS DE EVALUACIÓN

- Comprender la información general y específica, la idea principal y algunos detalles relevantes de textos orales sobre temas concretos y conocidos.
- Participar en conversaciones relativas a situaciones habituales o de interés personal utilizando las convenciones propias de la conversación.
- Comprender la información general y todos los datos relevantes de textos escritos auténticos y adaptados, de extensión variada diferenciando hechos y opiniones e identificando, en su caso, la intención comunicativa del autor.
- Redactar de forma guiada textos diversos, utilizando las TIC y otros soportes, cuidando el léxico, las estructuras, y algunos elementos de cohesión y coherencia para marcar la relación entre ideas y hacerlos comprensibles al lector, utilizando ortografía y puntuación adecuadas.
- Utilizar los conocimientos adquiridos sobre el sistema lingüístico de la lengua extranjera como instrumento de autocorrección y de autoevaluación de las producciones orales y escritas.
- Identificar y explicar oralmente diferentes estrategias utilizadas para progresar en el aprendizaje.
- Usar las TIC de forma progresivamente autónoma para buscar información, producir textos a partir de modelos, enviar y recibir mensajes de correo electrónico y establecer relaciones personales orales y escritas, mostrando interés por su uso.
- Identificar y valorar de manera crítica los aspectos culturales, sociales, históricos, geográficos y literarios más relevantes de los países donde se habla la lengua extranjera, señalar las características más significativas de las costumbres, normas, actitudes y valores de la sociedad cuya lengua se estudia y mostrar una valoración positiva de patrones culturales distintos a los propios.

UNIT 4 MARIE CURIE

OBJETIVOS

- Hablar sobre experiencias propias y de otros
- Expresar acontecimientos en el pasado
- Escribir sobre la vida de un personaje.
- Reconocer y practicar las terminaciones del pasado y el participio de los verbos.

CONTENIDOS

1. Escuchar, hablar y conversar

Listening

- Obtención de información global y específica en textos sobre la vida de otros.
- Identificar formas verbales pasadas

Speaking

- Interacción controlada poniendo en práctica el lenguaje y estructuras aprendidos en la unidad.
- Producción de preguntas acerca de las acciones de un personaje, basándose en un modelo de respuesta previa.

2. Leer y escribir

Reading

- Uso de estrategias para predecir el contenido de un texto y la activación de conocimientos previos sobre el tema.
- Lectura global e intensiva de textos con el tema principal de la vida del personaje.

Writing

- Identificación de las fórmulas comunes para la narración y producción de textos escritos incorporando éstas.
- Producción de un relato.

3. Conocimiento de la lengua

Conocimientos lingüísticos

Funciones del lenguaje y gramática	
• Describir y narrar experiencias: *Present Perfect*, *Simple past*. Repaso del presente simple. • Uso de *for*, *since*, *already*, *yet*, *just*, *how long?*, *never* y *ever* con el pretérito perfecto simple y *ago* con el pasado simple.	
Léxico	**Fonética**
• Ocio • Tiempo Libre • Biografías	• Pronunciación de la terminación –ed en la forma del pasado simple y participio pretérito de los verbos. • Patrones de ritmo, acentuación y entonación en preguntas y respuestas.

Reflexión sobre el aprendizaje

- Aplicación de estrategias para organizar, adquirir, recordar y utilizar léxico.
- Uso, cada vez más autónomo, de recursos para el aprendizaje, como diccionarios, libros de consulta, bibliotecas o tecnologías de la información y la comunicación.
- Análisis y reflexión sobre el uso y significado de diferentes formas gramaticales mediante comparación y contraste con las lenguas que conoce.

4. Aspectos socioculturales y consciencia intercultural

- Interés por conocer modos de vida distintos a los propios.

EVALUACIÓN

Auto-evaluación

- Ver sección de autoevaluación en la quincena
- Continua en diversas actividades de la unidad

Evaluación formativa

- Ejercicios a enviar al tutor/a

CRITERIOS DE EVALUACIÓN

- Comprender la información general y específica, la idea principal y algunos detalles relevantes de textos orales sobre temas concretos y conocidos.
- Participar en conversaciones y simulaciones breves, relativas a situaciones habituales o de interés personal y con diversos fines comunicativos, utilizando las convenciones propias de la conversación y las estrategias necesarias para resolver las dificultades durante la interacción.
- Comprender la información general y todos los datos relevantes de textos escritos auténticos y adaptados, de extensión variada diferenciando hechos y opiniones e identificando, en su caso, la intención comunicativa del autor.
- Redactar de forma guiada textos diversos, cuidando el léxico, las estructuras, y algunos elementos de cohesión y coherencia para marcar la relación entre ideas y hacerlos comprensibles al lector, utilizando ortografía y puntuación adecuadas.
- Utilizar los conocimientos adquiridos sobre el sistema lingüístico de la lengua extranjera como instrumento de autocorrección y de autoevaluación de las producciones orales y escritas.
- Identificar y explicar oralmente diferentes estrategias utilizadas para progresar en el aprendizaje.
- Usar las TIC de forma progresivamente autónoma para buscar información, producir textos a partir de modelos, enviar y recibir mensajes de correo electrónico y establecer relaciones personales orales y escritas, mostrando interés por su uso.
- Identificar y valorar de manera crítica los aspectos culturales más relevantes de los países donde se habla la lengua extranjera, señalar las características más significativas de las costumbres, normas, actitudes y valores de la sociedad cuya lengua se estudia y mostrar una valoración positiva de patrones culturales distintos a los propios.

UNIT 5 THINGS ARE DIFFERENT

OBJETIVOS

- Hacer comparaciones
- Aceptar y rechazar sugerencias
- Tomar decisiones
- Pedir y dar consejos
- Expresar opiniones
- Reconocer y practicar la terminación *–er* de los comparativos y la partícula *than*, así como la terminación –est de los superlativos

CONTENIDOS

1. Escuchar, hablar y conversar

Listening

- Obtención de información global y específica en un diálogo
- Identificación del interlocutor en una conversación.

Speaking

- Interacción controlada poniendo en práctica el lenguaje y estructuras aprendidos en la unidad.
- Personalización de un diálogo en el que se intercambia información en un establecimiento, con la ayuda del modelo y las estrategias presentadas

2. Leer y escribir

Reading

- Uso de estrategias para predecir el contenido de un texto, como la interpretación del título y la activación de conocimientos previos sobre el tema.
- Lectura global e intensiva de textos con el tema principal de descripción de objetos.

Writing

- Identificación de las fórmulas comunes para la expresión de opinión y producción de textos escritos incorporando éstas.
- Producción de una postal.

3. Conocimiento de la lengua

Conocimientos lingüísticos

Funciones del lenguaje y gramática	
• Describir y comparar objetos: Forma comparativa de los adjetivos; Forma superlativa de los adjetivos; *Too, not enough.* • Realizar descripciones: el orden de los adjetivos en la oración.	
Léxico	**Fonética**
• Diseños • Telas • Tamaño • Forma, dimensiones.	• Pronunciación de *schwa* • Pronunciación de la terminación –er en la forma comparativa de los adjetivos y de la terminación –est en la forma superlativa.

Reflexión sobre el aprendizaje

- Aplicación de estrategias para organizar, adquirir, recordar y utilizar léxico.
- Uso, cada vez más autónomo, de recursos para el aprendizaje, como diccionarios, libros de consulta, bibliotecas o tecnologías de la información y la comunicación.
- Análisis y reflexión sobre el uso y significado de diferentes formas gramaticales mediante comparación y contraste con las lenguas que conoce.

4. Aspectos socioculturales y consciencia intercultural

- Fomento de las relaciones personales entre las personas de distinto sexo u origen.
- Interés por conocer modos de vida distintos a los propios.

EVALUACIÓN

Auto-evaluación

- Ver sección de autoevaluación en la quincena
- Continua en diversas actividades de la unidad

Evaluación formativa

- Ejercicios a enviar al tutor/a

CRITERIOS DE EVALUACIÓN

- Comprender la información general y específica, la idea principal y algunos detalles relevantes de textos orales sobre temas concretos y conocidos.
- Participar en conversaciones y simulaciones breves, relativas a situaciones habituales o de interés personal y con diversos fines comunicativos, utilizando las convenciones propias de la conversación y las estrategias necesarias para resolver las dificultades durante la interacción.
- Comprender la información general y todos los datos relevantes de textos escritos auténticos y adaptados, de extensión variada diferenciando hechos y opiniones e identificando, en su caso, la intención comunicativa del autor.
- Redactar de forma guiada textos diversos, cuidando el léxico, las estructuras, y algunos elementos de cohesión y coherencia para marcar la relación entre ideas y hacerlos comprensibles al lector, utilizando ortografía y puntuación adecuadas.
- Utilizar los conocimientos adquiridos sobre el sistema lingüístico de la lengua extranjera como instrumento de autocorrección y de autoevaluación de las producciones orales y escritas.
- Identificar y explicar oralmente diferentes estrategias utilizadas para progresar en el aprendizaje.
- Usar las TIC de forma progresivamente autónoma para buscar información, producir textos a partir de modelos, enviar y recibir mensajes de correo electrónico y establecer relaciones personales orales y escritas, mostrando interés por su uso.
- Identificar y valorar de manera crítica los aspectos culturales más relevantes de los países donde se habla la lengua extranjera, señalar las características más significativas de las costumbres, normas, actitudes y valores de la sociedad cuya lengua se estudia y mostrar una valoración positiva de patrones culturales distintos a los propios.

UNIT 6 SHOPPING

OBJETIVOS

- Desenvolverse en la compra a diario
- Expresar cantidad
- Pedir un favor
- Reconocer y practicar la pronunciación del diptongo en ***pear***.

CONTENIDOS

1. Escuchar, hablar y conversar

Listening

- Familiarización con estrategias que faciliten la comprensión general de diálogos y puesta en práctica de las mismas.
- Escucha de conversaciones referente a temas cotidianos en un entorno comercial y en uno familiar.
- Identificación de información referente a léxico comercial en los diálogos.

Speaking

- Interacción oral poniendo en práctica el lenguaje y estructuras aprendidos en la unidad.
- Personalización de un diálogo en el que se hable de la compra diaria y de ropa.
- Repetir trabalenguas que fomenten la práctica de los fonemas presentados en la unidad.

2. Leer y escribir

Reading

- Activación de conocimientos ante la lectura de un texto para identificar oraciones de relativo
- Lectura general, global e intensiva de un texto para contestar preguntas

Writing

- Identificación de aspectos básicos para la elaboración de oraciones que expresen cantidad.
- Adquisición de vocabulario mediante diversos ejercicios.
- Producción guiada de una redacción utilizando las estrategias proporcionadas.

3. Conocimiento de la lengua

Conocimientos lingüísticos

Funciones del lenguaje y gramática	
Preguntar y responder en situaciones comerciales: *cuantificadores*	
Léxico	**Fonética**
• Tiendas • Comida • Ropa	Pronunciación del dipotongo en *p**ea**r* Patrones de entonación, acentuación y ritmo.

Reflexión sobre el aprendizaje

- Aplicación de estrategias para organizar, adquirir, recordar y utilizar léxico.
- Uso, cada vez más autónomo, de recursos para el aprendizaje, como diccionarios, libros de consulta, bibliotecas o tecnologías de la información y la comunicación.
- Análisis y reflexión sobre el uso y significado de diferentes formas gramaticales mediante comparación y contraste con las lenguas que conoce.

4. Aspectos socioculturales y consciencia intercultural

- El comercio en el mundo actual

EVALUACIÓN

Auto-evaluación

- Ver sección de autoevaluación en la quincena
- Continua en diversas actividades de la unidad

Evaluación formativa

- Ejercicios a enviar al tutor/a

CRITERIOS DE EVALUACIÓN

- Comprender la información general y específica, la idea principal y los detalles más relevantes de textos orales emitidos en situaciones de comunicación interpersonal o por los medios audiovisuales, sobre temas que no exijan conocimientos especializados.
- Participar en conversaciones y simulaciones utilizando produciendo un discurso comprensible y adaptado a las características de la situación y a la intención comunicativa.
- Comprender la información general y específica de diversos textos escritos auténticos y adaptados, y de extensión variada, identificando datos, opiniones, argumentos, informaciones implícitas e intención comunicativa del autor.
- Redactar textos diversos con una estructura lógica, utilizando las convenciones básicas de cada género, el léxico apropiado y los elementos necesarios de cohesión y coherencia.
- Utilizar conscientemente los conocimientos adquiridos sobre el sistema lingüístico de la lengua extranjera en diferentes contextos de comunicación, como instrumento de auto-corrección y de autoevaluación de las producciones propias orales y escritas y para comprender las producciones ajenas.
- Identificar, utilizar y explicar estrategias de aprendizaje utilizadas, poner ejemplos de otras posibles y decidir sobre las más adecuadas al objetivo de aprendizaje.
- Usar las tecnologías de la información y la comunicación con cierta autonomía para buscar información, producir textos a partir de modelos, enviar y recibir mensajes de correo electrónico y para establecer relaciones personales orales y escritas, mostrando interés por su uso.

UNIT 7 THE HOUSE

OBJETIVOS

- Describir actividades, personas e ilustraciones.
- Identificar cambios en la vida de las personas, en lugares y edificios.
- Identificar, comprender y expresar actividades familiares.
- Utilizar correctamente estructuras y conectores en textos referentes a descripciones.
- Identificar la pronunciación de los participios de presente.

CONTENIDOS

1. Escuchar, hablar y conversar

Listening

- Activación de conocimientos previos ante la escucha de un texto dividido en partes sobre los protagonistas de la unidad
- Comprender descripciones de edificios y sus partes, así como el mobiliario
- Identificación de información general y específica en los textos para completar las tareas de comprensión oral.

Speaking

- Identificación y pronunciación adecuada de oraciones y palabras.
- Identificación del valor de la entonación y el ritmo en la expresión oral.
- Uso de estrategias que faciliten la comunicación en una conversación espontánea.

2. Leer y escribir

Reading

- Identificación de información general y específica en un texto sobre una casa para realizar las tareas de comprensión lectora.
- Utilización de estrategias de memoria para la comprensión lectora del léxico.

Writing

- Producir una descripción de una ilustración.
- Uso adecuado de reglas de ortografía y puntuación.

3. Conocimiento de la lengua

Conocimientos lingüísticos

Funciones del lenguaje y gramática	
• Describir actividades en el presente: repaso del presente continuo y en contraste con el presente simple. • Describir ilustraciones: repaso de preposiciones de lugar • Hablar sobre lugares ubicando cada elemento correctamente: repaso de *there is* y *there are*.	
Léxico	**Fonética**
• Partes de la casa • Mobiliario • Miembros de la familia	• Entonación, ritmo y acentuación. • Repaso de la pronunciación de la forma *–ing*.

Reflexión sobre el aprendizaje

- Aplicación de estrategias para organizar, adquirir, recordar y utilizar léxico.
- Uso, cada vez más autónomo, de recursos para el aprendizaje, como diccionarios, libros de consulta, bibliotecas o tecnologías de la información y la comunicación.
- Análisis y reflexión sobre el uso y significado de diferentes formas gramaticales mediante comparación y contraste con las lenguas que conoce.

4. Aspectos socioculturales y consciencia intercultural

- Evolución de las personas, objetos y lugares.
- Información general sobre estilos de vida diversos.

EVALUACIÓN

Auto-evaluación

- Ver sección de autoevaluación en la quincena
- Continua en diversas actividades de la unidad

Evaluación formativa

- Ejercicios a enviar al tutor/a

CRITERIOS DE EVALUACIÓN

- Comprender la información general y específica, la idea principal y los detalles más relevantes de textos orales emitidos en situaciones de comunicación interpersonal o por los medios audiovisuales, sobre temas que no exijan conocimientos especializados.
- Participar en simulaciones utilizando estrategias adecuadas para iniciar, mantener y terminar la comunicación, produciendo un discurso comprensible y adaptado a las características de la situación y a la intención comunicativa.
- Comprender la información general y específica de diversos textos escritos auténticos y adaptados, y de extensión variada, identificando datos, opiniones, argumentos, informaciones implícitas e intención comunicativa del autor.
- Redactar con cierta autonomía textos diversos con una estructura lógica, utilizando las convenciones básicas propias de cada género, el léxico apropiado al contexto y los elementos necesarios de cohesión y coherencia, de manera que sean fácilmente comprensibles para el lector.
- Utilizar conscientemente los conocimientos adquiridos sobre el sistema lingüístico de la lengua extranjera en diferentes contextos de comunicación, como instrumento de auto-corrección y de autoevaluación de las producciones propias orales y escritas y para comprender las producciones ajenas.
- Usar las tecnologías de la información y la comunicación con cierta autonomía para buscar información, producir textos a partir de modelos, …
- Identificar y describir los aspectos culturales más relevantes de los países donde se habla la lengua extranjera y establecer algunas relaciones entre las características más significativas de las costumbres, usos, actitudes y valores de la sociedad cuya lengua se estudia y la propia y mostrar respeto hacia los mismos.

UNIT 8 FORTUNE TELLER

OBJETIVOS

- Hablar sobre el futuro
- Hablar y preguntar sobre planes futuros, intenciones.
- Expresar condiciones
- Hacer predicciones
- Identificar y practicar la pronunciación de las palabras acentuadas en la oración

CONTENIDOS

1. Escuchar, hablar y conversar

Listening

- Aplicación de estrategias auditivas que faciliten la comprensión de un texto oral, como la activación de conocimientos previos
- Obtención de información general y específica en una charla entre dos amigos sobre el futuro
- Comprender opiniones e hipótesis en una conversación

Speaking

- Interacción oral en torno al tema de la unidad donde se ponga en práctica el lenguaje y estructuras aprendidos
- Reproducir una conversación en la que se hable de predicciones e hipótesis

2. Leer y escribir

Reading

- Activación de conocimientos previos ante la lectura de los textos de la unidad.
- Aplicación de estrategias lectoras que faciliten la comprensión.
- Identificación de información específica en un texto para completar tareas.
- Asociar la ortografía de las palabras con su pronunciación.

Writing

- Discriminación del uso del lenguaje formal e informal en los textos escritos.
- Inferencia de las convenciones propias en la producción de textos escritos.

3. Conocimiento de la lengua

Conocimientos lingüísticos

Funciones del lenguaje y gramática	
• Hablar sobre el futuro. • Expresar planes e intenciones: *Going to; Present continuos.* • Hacer predicciones: *will.* • Expresar condiciones: conditional sentences – type I.	
Léxico	**Fonética**
• Saludos • Expresiones de interés • Lectura de la palma de la mano	• Pronunciación de palabras acentuadas dentro de una oración

Reflexión sobre el aprendizaje

- Aplicación de estrategias para organizar, adquirir, recordar y utilizar léxico.
- Uso, cada vez más autónomo, de recursos para el aprendizaje, como diccionarios, libros de consulta, bibliotecas o tecnologías de la información y la comunicación.
- Análisis y reflexión sobre el uso y significado de diferentes formas gramaticales mediante comparación y contraste con las lenguas que conoce.

4. Aspectos socioculturales y consciencia intercultural

- Curiosidades acerca de aspectos culturales como la lectura de la palma de la mano.
- Reconocer convenciones sociales en la lengua extranjera objeto de aprendizaje.

EVALUACIÓN

Auto-evaluación

- Ver sección de autoevaluación en la quincena
- Continua en diversas actividades de la unidad

Evaluación formativa

- Ejercicios a enviar al tutor/a

CRITERIOS DE EVALUACIÓN

- Comprender la información general y específica, la idea principal y los detalles más relevantes de textos orales sobre temas que no exijan conocimientos especializados.
- Participar en conversaciones y simulaciones utilizando estrategias para iniciar, mantener y terminar la comunicación, produciendo un discurso comprensible y adaptado a las características de la situación y a la intención comunicativa.
- Comprender la información general y específica de diversos textos identificando datos, opiniones, argumentos, informaciones implícitas e intención comunicativa del autor.
- Redactar con cierta autonomía textos diversos con una estructura lógica, utilizando las convenciones básicas propias de cada género, el léxico apropiado al contexto y los elementos necesarios de cohesión y coherencia, de manera que sean fácilmente comprensibles para el lector.
- Utilizar los conocimientos adquiridos sobre el sistema lingüístico de la lengua extranjera como instrumento de auto-corrección y de autoevaluación de las producciones propias orales y escritas y para comprender las ajenas.
- Identificar, utilizar y explicar estrategias de aprendizaje utilizadas, poner ejemplos de otras posibles y decidir sobre las más adecuadas al objetivo de aprendizaje.
- Usar las tecnologías de la información y la comunicación con cierta autonomía para buscar información, producir textos a partir de modelos, enviar y recibir mensajes de correo electrónico y para establecer relaciones personales orales y escritas, mostrando interés por su uso.

UNIT 9 TRENDS

OBJETIVOS

- Hablar sobre hábitos pasados
- Hacer perfiles personales
- Comprender artículos de prensa
- Aprender estrategias para planificar y organizar la producción escrita
- Identificar y practicar la pronunciación de *used to*
- Identificar formas débiles

CONTENIDOS

1. Escuchar, hablar y conversar

Listening

- Identificación y uso de estrategias para la identificación de información específica en textos orales
- Escucha atenta y discriminación de información relevante en un artículo de prensa para realizar las tareas de comprensión oral

Speaking

- Intercambios orales en torno al tema principal de la unidad en los que se practique el lenguaje y estructuras aprendidas
- Personalización de un diálogo entre los personajes de la unidad, con ayuda de un modelo y las estrategias aprendidas
- Repetición de palabras que fomenten la correcta pronunciación de los fonemas objeto de estudio en la unidad
- Fomento de un ritmo y entonación correctos.

2. Leer y escribir

Reading

- Familiarización con diversos tipos de texto como los procedentes de la prensa
- Comprender textos sobre diversas tendencias.
- Lectura de textos para completar las tareas, discriminando la información del mismo como verdadera o falsa, adquiriendo léxico relevante.

Writing

- Estrategias para la planificación previa a la escritura y la organización del contenido.
- Producción de oraciones en voz pasiva a partir de pautas dadas y de ayudas visuales.
- Producción de un perfil personal

3. Conocimiento de la lengua

Conocimientos lingüísticos

Funciones del lenguaje y gramática	
• Producir oraciones en voz pasiva • Utilizar los elementos de la oración adecuadamente: *uso y omisión de artículos* • Hablar sobre hábitos en el pasado: *used to, simple past*. • Collocations • Expresar evolución en costumbres sociales	
Léxico	**Fonética**
• Verbos pasivos comunes • Tendencias • Compuestos some, any, no	• Pronunciación de formas débiles *was*, *were*, *a* • Pronunciación de *used to* • Pronunciación de *th*.

Reflexión sobre el aprendizaje

- Aplicación de estrategias para organizar, adquirir, recordar y utilizar léxico.
- Uso, cada vez más autónomo, de recursos para el aprendizaje, como diccionarios, libros de consulta, bibliotecas o tecnologías de la información y la comunicación.
- Análisis y reflexión sobre el uso y significado de diferentes formas gramaticales mediante comparación y contraste con las lenguas que conoce.

4. Aspectos socioculturales y consciencia intercultural

- Tendencias
- Prensa

EVALUACIÓN

Auto-evaluación

- Ver sección de autoevaluación en la quincena
- Continua en diversas actividades de la unidad

Evaluación formativa

- Ejercicios a enviar al tutor/a

CRITERIOS DE EVALUACIÓN

- Comprender la información general y específica, la idea principal y los detalles más relevantes de textos orales, sobre temas que no exijan conocimientos especializados.
- Participar en conversaciones y simulaciones utilizando estrategias para iniciar, mantener y terminar la comunicación, produciendo un discurso comprensible y adaptado a las características de la situación y a la intención comunicativa.
- Comprender la información general y específica de diversos textos escritos auténticos y adaptados, y de extensión variada, identificando datos, opiniones, argumentos, informaciones implícitas e intención comunicativa del autor.
- Redactar con cierta autonomía textos diversos con una estructura lógica, utilizando las convenciones básicas propias de cada género, el léxico apropiado al contexto y los elementos necesarios de cohesión y coherencia, de manera que sean fácilmente comprensibles para el lector.
- Utilizar conscientemente los conocimientos adquiridos sobre el sistema lingüístico de la lengua extranjera en diferentes contextos de comunicación, como instrumento de auto-corrección y de autoevaluación de las producciones propias orales y escritas y para comprender las producciones ajenas.
- Usar las tecnologías de la información y la comunicación con cierta autonomía para buscar información, producir textos a partir de modelos, enviar y recibir mensajes de correo electrónico y para establecer relaciones personales orales y escritas, mostrando interés por su uso.
- Identificar y describir los aspectos culturales más relevantes de los países donde se habla la lengua extranjera y establecer algunas relaciones entre las características más significativas de las costumbres, usos, actitudes y valores de la sociedad cuya lengua se estudia y la propia y mostrar respeto hacia los mismos.

UNIT 10 DIRECTIONS

OBJETIVOS

- Hacer deducciones.
- Expresar capacidad y ausencia de capacidad.
- Pedir y dar direcciones.
- Seguir instrucciones en un plano.
- Describir un viaje.
- Identificar y describir lugares de la ciudad

CONTENIDOS

1. Escuchar, hablar y conversar

Listening

- Aplicación de estrategias auditivas en la escucha de un diálogo, como la activación de conocimientos previos
- Escucha atenta a diálogos para completar diversas tareas, como el reconocimiento de información verdadera o falsa, rellenar huecos con léxico procedente de la misma.
- Identificar distintos tipos de hablantes y su intención comunicativa

Speaking

- Intercambios comunicativos en torno al tema principal de la unidad en las que se ponga en práctica el lenguaje aprendido
- Identificación de estrategias que favorezcan la comunicación, como las convenciones para pedir una aclaración si algo no se ha entendido
- Producción de un diálogo a partir de un modelo dado y utilizando las estrategias presentadas
- Practicar la pronunciación de formas modales.

2. Leer y escribir

Reading

- Familiarización con diversos tipos textuales como aquellos referidos a lugares conocidos de una ciudad, a planos o a descripciones de carácter general.
- Lectura global para consolidar su vocabulario en las tareas de comprensión lectora.
- Búsqueda de información específica en un texto para completar las tareas
- Ordenar adecuadamente textos teniendo en cuenta sus convenciones lingüísticas.

Writing

- Familiarización con diversos tipos textuales.

- Uso de estrategias para la mejora de la presentación de trabajos escritos.

3. Conocimiento de la lengua

Conocimientos lingüísticos

Funciones del lenguaje y gramática	
• Hacer deducciones: modales, oraciones condicionales. • Comprender y dar direcciones ubicando elementos en un plano de forma adecuada: repaso de preposiciones de lugar. • Describir un viaje: presente perfecto para relatar experiencias. • Identificar elementos en un plano.	
Léxico	**Fonética**
• Lugares a visitar en Londres • De compras por Londres	• Pronunciación de modales. • Pronunciación de formas débiles • Patrones de ritmo, acentuación y entonación

Reflexión sobre el aprendizaje

- Aplicación de estrategias para organizar, adquirir, recordar y utilizar léxico.
- Uso, cada vez más autónomo, de recursos para el aprendizaje, como diccionarios, libros de consulta, bibliotecas o tecnologías de la información y la comunicación.
- Análisis y reflexión sobre el uso y significado de diferentes formas gramaticales mediante comparación y contraste con las lenguas que conoce.

4. Aspectos socioculturales y consciencia intercultural

- Conocer lugares donde se habla la lengua extranjera, como por ejemplo, Londres.

EVALUACIÓN

Auto-evaluación

- Ver sección de autoevaluación en la quincena
- Continua en diversas actividades de la unidad

Evaluación formativa

- Ejercicios a enviar al tutor/a

CRITERIOS DE EVALUACIÓN

- Comprender la información general y específica, la idea principal y los detalles más relevantes de textos orales emitidos en situaciones de comunicación interpersonal o por los medios audiovisuales, sobre temas que no exijan conocimientos especializados.
- Participar en conversaciones y simulaciones utilizando estrategias adecuadas para iniciar, mantener y terminar la comunicación, produciendo un discurso comprensible y adaptado a las características de la situación y a la intención comunicativa.
- Comprender la información general y específica de diversos textos escritos auténticos y adaptados, y de extensión variada, identificando datos, opiniones, argumentos, informaciones implícitas e intención comunicativa del autor.
- Redactar con cierta autonomía textos diversos con una estructura lógica, utilizando las convenciones básicas propias de cada género, el léxico apropiado al contexto y los elementos necesarios de cohesión y coherencia, de manera que sean fácilmente comprensibles para el lector.
- Utilizar conscientemente los conocimientos adquiridos sobre el sistema lingüístico de la lengua extranjera en diferentes contextos de comunicación, como instrumento de auto-corrección y de autoevaluación de las producciones propias orales y escritas y para comprender las producciones ajenas.
- Identificar, utilizar y explicar estrategias de aprendizaje utilizadas, poner ejemplos de otras posibles y decidir sobre las más adecuadas al objetivo de aprendizaje.
- Usar las tecnologías de la información y la comunicación con cierta autonomía para buscar información, producir textos a partir de modelos, enviar y recibir mensajes de correo electrónico y para establecer relaciones personales orales y escritas, mostrando interés por su uso.

UNIDAD 11. THE IDEAL SCHOOL

OBJETIVOS

- Intercambiar información sobre sistemas educativos.
- Identificar aspectos culturales de países donde se habla la lengua extranjera.
- Identificar y realizar descripciones usando oraciones de relativo.
- Conocer formas de vida y costumbres de hablantes de la lengua extranjera.
- Realizar una correcta presentación del trabajo escrito.
- Reconocer patrones de entonación, ritmo y acentuación.

CONTENIDOS

1. Escuchar, hablar y conversar

Listening

- Aplicación de estrategias auditivas previas a la escucha de textos, como identificación de vocabulario a discriminar posteriormente.
- Escucha atenta a diferentes tipos de textos, como programas de radio, para completar diversas tareas, como el reconocimiento de información verdadera o falsa, o la respuesta a tareas de comprensión oral.
- Identificar distintos tipos de hablantes y su intención comunicativa

Speaking

- Intercambios comunicativos en torno al tema principal de la unidad en las que se ponga en práctica el lenguaje aprendido
- Identificación de estrategias que favorezcan la comunicación, como las convenciones para pedir una aclaración si algo no se ha entendido
- Producción de oraciones a partir de un modelo dado y utilizando las estrategias presentadas.

2. Leer y escribir

Reading

- Familiarización con diversos tipos textuales.
- Lectura global de textos para consolidar su vocabulario en las tareas de comprensión lectora
- Búsqueda de información específica en un texto para completar las tareas.
- Reconocer adecuadamente textos teniendo en cuenta sus convenciones lingüísticas.

Writing

- Familiarización con diversos tipos textuales.
- Uso de estrategias para la mejora de la presentación de trabajos escritos

3. Conocimiento de la lengua

Conocimientos lingüísticos

Funciones del lenguaje y gramática	
• Describir usando oraciones de relativo: uso y omisión de los pronombres de relativo. • Collocations	
Léxico	**Fonética**
• La radio • La educación • Vida profesional • Árboles genealógicos	• Patrones de acentuación, ritmo y entonación. • Repaso de la diferencia de pronunciación entre los fonemas correspondientes a las grafías t, d, th.

Reflexión sobre el aprendizaje

- Aplicación de estrategias para organizar, adquirir, recordar y utilizar léxico.
- Uso, cada vez más autónomo, de recursos para el aprendizaje, como diccionarios, libros de consulta, bibliotecas o tecnologías de la información y la comunicación.
- Análisis y reflexión sobre el uso y significado de diferentes formas gramaticales mediante comparación y contraste con las lenguas que conoce.

4. Aspectos socioculturales y consciencia intercultural

- La educación como vehículo globalizador.

EVALUACIÓN

Auto-evaluación

- Ver sección de autoevaluación en la quincena
- Continua en diversas actividades de la unidad

Evaluación formativa

- Ejercicios a enviar al tutor/a

CRITERIOS DE EVALUACIÓN

- Comprender la información general y específica, la idea principal y los detalles más relevantes de textos orales emitidos en situaciones de comunicación interpersonal o por los medios audiovisuales, sobre temas que no exijan conocimientos especializados.
- Participar en conversaciones y simulaciones utilizando estrategias adecuadas para iniciar, mantener y terminar la comunicación, produciendo un discurso comprensible y adaptado a las características de la situación y a la intención comunicativa.
- Comprender la información general y específica de diversos textos escritos auténticos y adaptados, y de extensión variada, identificando datos, opiniones, argumentos, informaciones implícitas e intención comunicativa del autor.
- Redactar con cierta autonomía textos diversos con una estructura lógica, utilizando las convenciones básicas propias de cada género, el léxico apropiado al contexto y los elementos necesarios de cohesión y coherencia, de manera que sean fácilmente comprensibles para el lector.
- Utilizar conscientemente los conocimientos adquiridos sobre el sistema lingüístico de la lengua extranjera en diferentes contextos de comunicación, como instrumento de auto-corrección y de autoevaluación de las producciones propias orales y escritas y para comprender las producciones ajenas.
- Identificar, utilizar y explicar estrategias de aprendizaje utilizadas, poner ejemplos de otras posibles y decidir sobre las más adecuadas al objetivo de aprendizaje.
- Usar las tecnologías de la información y la comunicación con cierta autonomía para buscar información, producir textos a partir de modelos, enviar y recibir mensajes de correo electrónico y para establecer relaciones personales orales y escritas, mostrando interés por su uso.

UNIDAD 12. WHAT DID SHE SAY?

OBJETIVOS

- Intercambiar información sobre afirmaciones de otras personas.
- Comprender y dar información personal.
- Ser capaz de repetir preguntas y órdenes que otros han hecho o dado e informar de ello a terceros.

CONTENIDOS

1. Escuchar, hablar y conversar

Listening

- Escucha atenta a diferentes tipos de textos, como narraciones de otras personas para completar diversas tareas, como el reconocimiento de información verdadera o falsa, o la respuesta a tareas de comprensión oral.

Speaking

- Intercambios comunicativos en torno al tema principal de la unidad en las que se ponga en práctica el lenguaje aprendido.
- Ser capaz de expresarse en estilo indirecto a partir de un modelo pautado.

2. Leer y escribir

Reading

- Familiarización con diversos tipos textuales.
- Lectura global de textos para consolidar su vocabulario y estructuras en las tareas de comprensión lectora
- Búsqueda de información específica en un texto para completar las tareas.
- Reconocer adecuadamente textos teniendo en cuenta sus convenciones lingüísticas.

Writing

- Producción escrita de oraciones en estilo indirecto.
- Uso de estrategias para la mejora de la presentación de trabajos escritos

3. Conocimiento de la lengua

Conocimientos lingüísticos

Funciones del lenguaje y gramática	
• Informar sobre afirmaciones preguntas y órdenes de otros: introducción al estilo indirecto. • Collocations	
Léxico	**Fonética**
• Vida cotidiana • Vacaciones	• Patrones de acentuación, ritmo y entonación. • Pronunciación de formas débiles.

Reflexión sobre el aprendizaje

- Aplicación de estrategias para organizar, adquirir, recordar y utilizar léxico.
- Uso, cada vez más autónomo, de recursos para el aprendizaje, como diccionarios, libros de consulta, bibliotecas o tecnologías de la información y la comunicación.
- Análisis y reflexión sobre el uso y significado de diferentes formas gramaticales mediante comparación y contraste con las lenguas que conoce.

4. Aspectos socioculturales y consciencia intercultural

- Reconocimiento de la importancia de la lengua extranjera como vehículo de comunicación.

EVALUACIÓN

Auto-evaluación

- Ver sección de autoevaluación en la quincena
- Continua en diversas actividades de la unidad

Evaluación formativa

- Ejercicios a enviar al tutor/a

CRITERIOS DE EVALUACIÓN

- Comprender la información general y específica, la idea principal y los detalles más relevantes de textos orales emitidos en situaciones de comunicación interpersonal o por los medios audiovisuales, sobre temas que no exijan conocimientos especializados.
- Participar en conversaciones y simulaciones utilizando estrategias adecuadas para iniciar, mantener y terminar la comunicación, produciendo un discurso comprensible y adaptado a las características de la situación y a la intención comunicativa.
- Comprender la información general y específica de diversos textos escritos auténticos y adaptados, y de extensión variada, identificando datos, opiniones, argumentos, informaciones implícitas e intención comunicativa del autor.
- Redactar con cierta autonomía textos diversos con una estructura lógica, utilizando las convenciones básicas propias de cada género, el léxico apropiado al contexto y los elementos necesarios de cohesión y coherencia, de manera que sean fácilmente comprensibles para el lector.
- Utilizar conscientemente los conocimientos adquiridos sobre el sistema lingüístico de la lengua extranjera en diferentes contextos de comunicación, como instrumento de auto-corrección y de autoevaluación de las producciones propias orales y escritas y para comprender las producciones ajenas.
- Identificar, utilizar y explicar estrategias de aprendizaje utilizadas, poner ejemplos de otras posibles y decidir sobre las más adecuadas al objetivo de aprendizaje.
- Usar las tecnologías de la información y la comunicación con cierta autonomía para buscar información, producir textos a partir de modelos, enviar y recibir mensajes de correo electrónico y para establecer relaciones personales orales y escritas, mostrando interés por su uso.

EL LIBRO DIGITAL

EL LIBRO DIGITAL

PASEO POR EL LIBRO

Cuando entras por primera vez en los contenidos digitales de Inglés para 3º ESO, verás una página como ésta:



Esta es la portada del libro digital del alumno. En la parte superior de la portada puedes ver a la izquierda , el logotipo del Centro para la Innovación y Desarrollo de la Educación a Distancia del Ministerio de Educación; y a la derecha de tu pantalla verás , que indica la materia objeto de estudio.

El contenido central de esta portada contiene por una parte, a la izquierda, la relación de unidades incluidas en el libro digital; se trata de un menú que te da acceso directo a cualquiera de ellas.



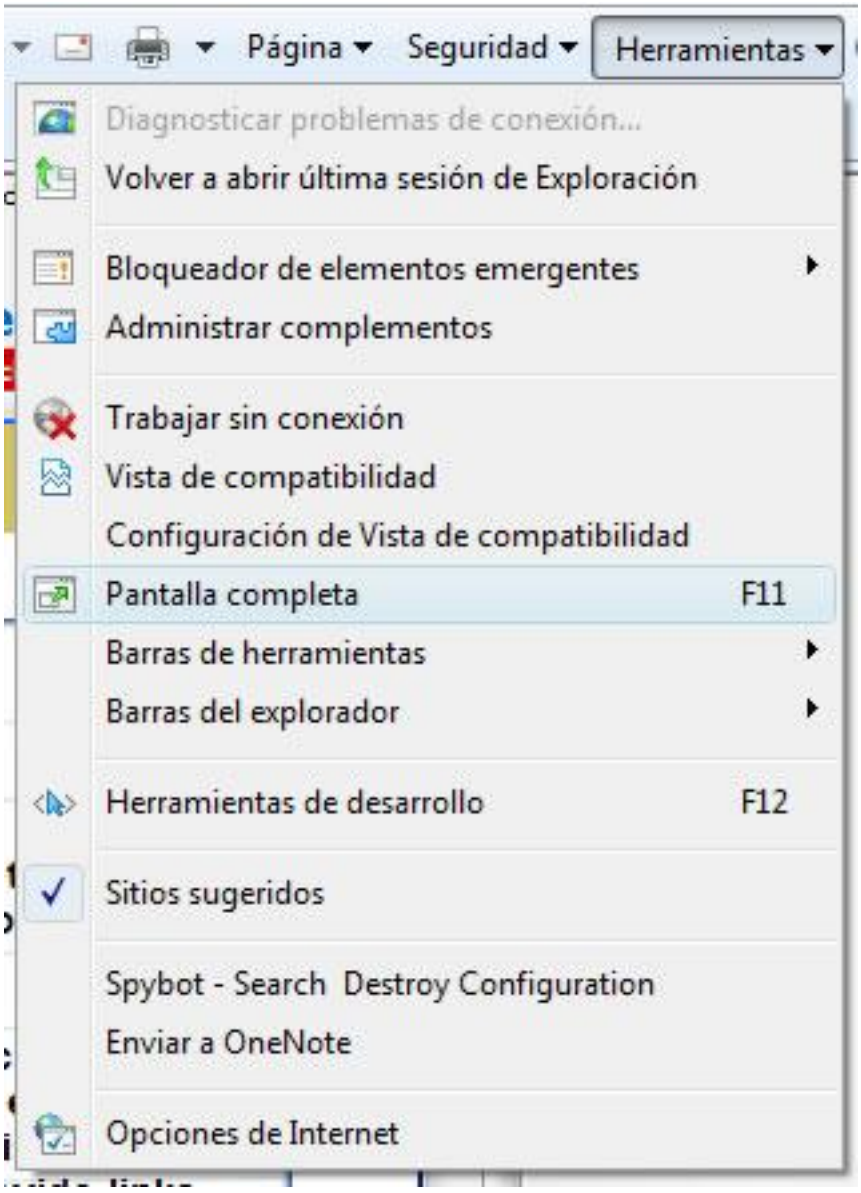
Si pasas el ratón por encima de cualquiera de estas unidades, verás cómo cambian de color, y si pulsas sobre una en concreto, podrás acceder a su página inicial.



Justo debajo del listado de unidades que van a estudiar, puedes encontrar una breve descripción de los requisitos que necesitas en tu equipo para poder visualizar estas unidades de una manera óptima.

Resolución de pantalla recomendada: 1024x768 y Pantalla Completa.
Navegadores: Internet Explorer, Mozilla/Firefox y otros compatibles
Hay que tener instalada la máquina virtual de JAVA
Otros requisitos: Flash Player 7, Acrobat Reader

Como puedes observar, la mejor resolución de la pantalla para visualizar las unidades correctamente es **1024x768** o **Pantalla Completa**. Si deseas verlas a **Pantalla Completa** y el navegador que usas es ***Internet Explorer***, puedes ir a **Herramientas** en dicho navegador y seleccionar **Pantalla completa**, o simplemente pulsar **F11**.

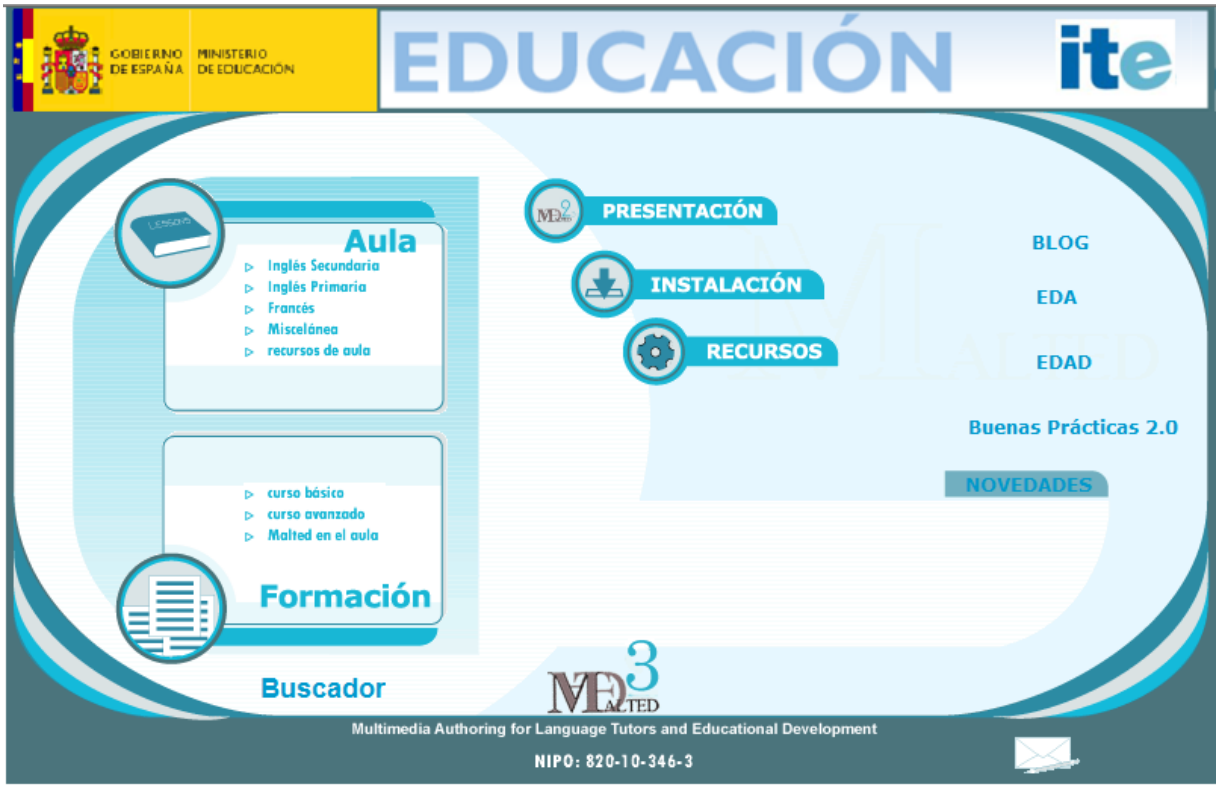


Si el navegador que usas es ***Mozilla Firefox*** puedes igualmente pulsar **F11** o desplegar su menú **Ver** y seleccionar **Pantalla completa**.



La parte izquierda de la portada se completa con un enlace a **Malted**, representado por el icono .

Si pulsas sobre esta imagen accederás a la web http://recursostic.educacion.es/malted/web/ que contiene diversos recursos multimedia para el aprendizaje de idiomas.



Si pasamos ahora a la parte derecha de la portada, verás el equipo humano responsable de estos materiales digitales:

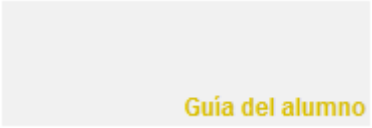
Dirección y coordinación general:
Instituto de Tecnologías Educativas del Ministerio de Educación.

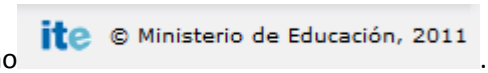
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Debajo, encontrarás un botón de acceso a la guía del alumno.



La portada se completa con un acceso al **Instituto de Tecnologías Educativas** del **Ministerio de Educación**, cuya página web se abrirá si pulsas sobre el icono 

. En esta web también podrás encontrar diversos recursos educativos de interés.



Contenidos del libro digital.

El libro digital consta de doce unidades. Al principio de cada unidad encontrarás un botón  **"Imprimir"** que da acceso a la versión .pdf (formato imprimible) de la guía del alumno de cada quincena.

Estructura de una unidad.

Cada unidad del libro digital consta de las siguientes partes:



: Introducción y objetivos de la unidad. Incluye ayudas de navegación por cada una de ellas.

Lessons: son las partes en las que se dividen los contenidos centrales de cada unidad. Se incluyen una serie de ejercicios de comprensión oral y lectora, expresión oral y escrita, además de vocabulario, pronunciación y ayudas de gramática, que están relacionadas con el tema de la unidad.

Extra activities: Los ejercicios de esta sección pretenden consolidar y repasar los contenidos que han aprendido en **Lessons**. También contextualizan el vocabulario y la gramática de la sección anterior.

Self-assessment: contiene ejercicios de autoevaluación para que el alumno vaya comprobando su progreso en su aprendizaje.

Send to your teacher: es la sección dedicada a la evaluación obligatoria y directa contigo como tutor/a. Incluye todos los ejercicios que obligatoriamente deberán enviar al tutor para que evalúe su aprendizaje.

Did you know...?: diferentes recursos que fijan la atención sobre aspectos curiosos y contenidos de ampliación relacionados con el tema de la unidad o sobre aspectos de la lengua.

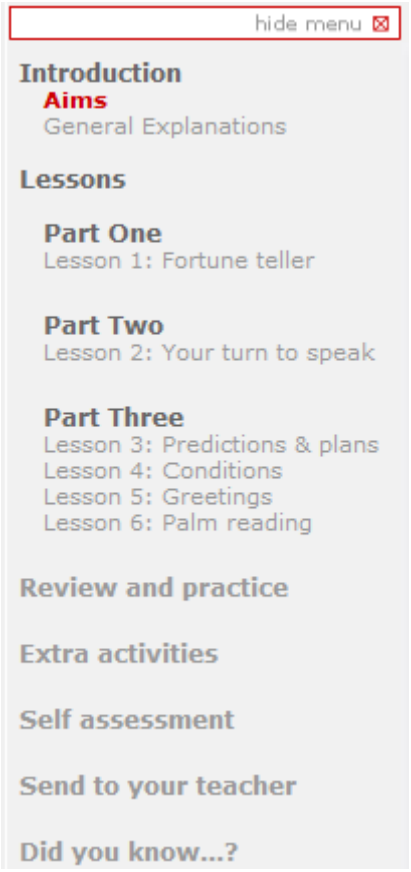
A estas partes puedes acceder en cualquier momento desde el menú superior que verás siempre en todas las unidades.



Si pasas el ratón por encima de cualquier botón de este menú, observarás que se ilumina: Introduction.

Sabrás en todo momento en qué parte de la unidad te encuentras, ya que el botón que representa la parte activa de la unidad cambiará de color para mostrarte que estás trabajando en una u otra sección de cada unidad: Extra activities.

A la izquierda de tu pantalla encontrarás un menú con las partes en las que están divididas las unidades, similar a éste:



Si deseas ocultarlo sólo tienes que pulsar sobre 

y desaparecerá. Para volver a verlo pulsa sobre 

y aparecerá de nuevo a la izquierda de tu pantalla.

Si en algún momento deseas volver a la portada inicial, sólo tienes que pulsar sobre el botón 

situado sobre la botonera superior.

Navegación por las unidades

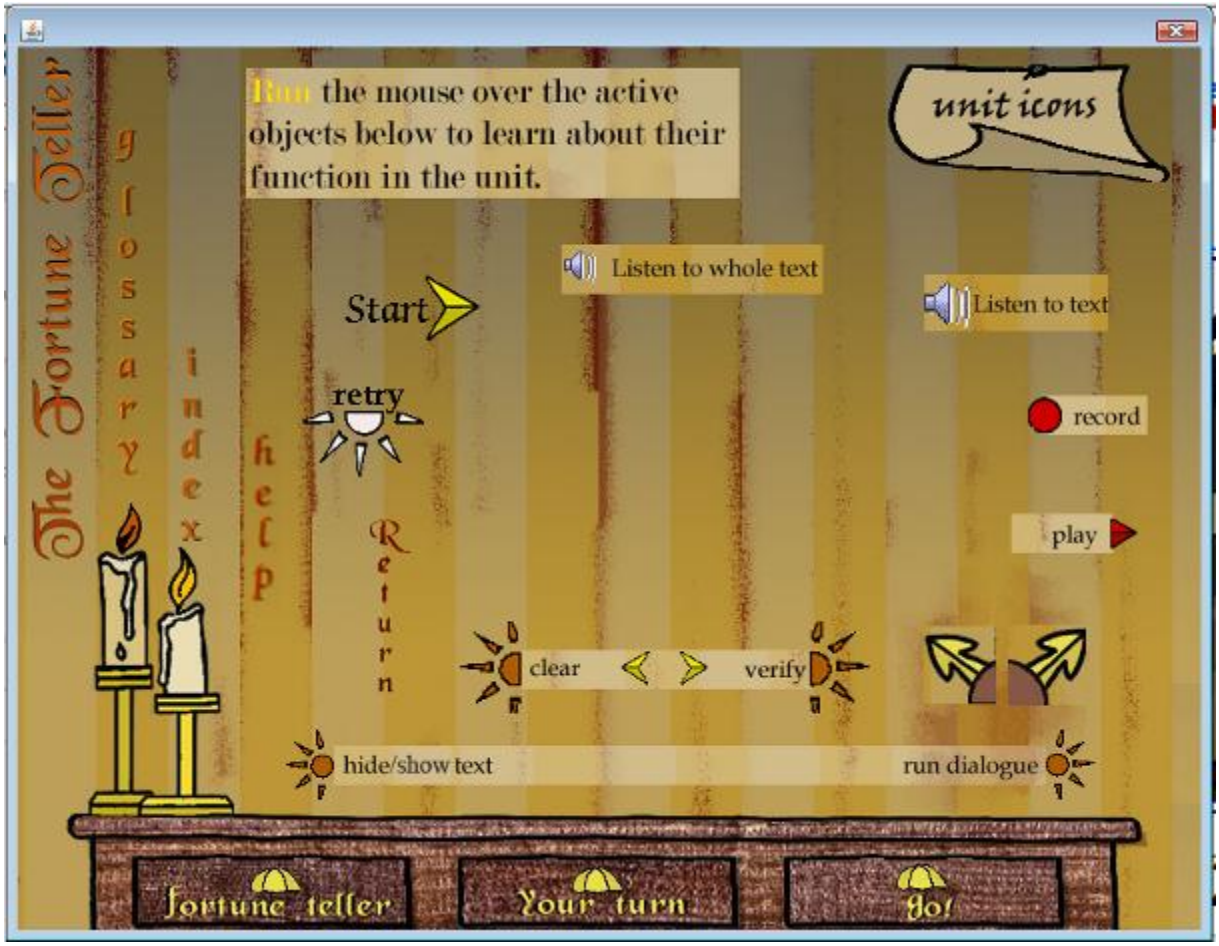
Para navegar dentro de una unidad puedes usar la botonera superior, como hemos mencionado antes, que te llevará al principio de cada parte de la unidad en la que estés trabajando.



Además, para avanzar y retroceder entre las diversas partes de cada unidad dispones de las flechas 
. Estas flechas **NO** se deben confundir con otras flechas de avance y

retroceso que vas a ver en los diversos contenidos multimedia incluidos en cada unidad. Cada contenido multimedia tiene su propio sistema de navegación interna, y sus propios iconos, cuyas funcionalidades podrás encontrar explicadas en la guía específica para cada unidad. Además, verás siempre una explicación de los iconos propios de los contenidos multimedia presentados en pantalla.

Así, si tomamos **8. Fortune Teller** como ejemplo, puedes observar que en su **Introducción** tiene acceso a la explicación de para qué sirve cada botón propio de esa unidad.



Otros botones e iconos de las unidades

En general, como botones comunes a todas las unidades te podrás encontrar los siguientes:


Botón que te indica que, si lo pulsas, accederás a ejercicios relacionados con la unidad en la que el alumno esté trabajando.


Icono que representa actividades de consolidación relacionadas con la unidad de trabajo y algunos ejercicios extra, a veces de carácter lúdico.


Esta imagen indica que van a realizar actividades de autoevaluación, cuyos resultados sabrán de forma inmediata, y que les ayudarán en el progreso de su aprendizaje.


Las actividades pertenecientes a la parte de la unidad en la que verán esta ilustración son actividades de evaluación, que tendrán que enviar obligatoriamente al tutor/a para que las evalúe.


Este icono representa actividades adicionales, relacionadas con el tema central de la unidad, que en muchos casos implicarán que naveguen por la red y realicen más ejercicios online, con lo cual necesitarán estar conectado a Internet para realizarlas.

GUÍA DEL PROFESOR POR QUINCENAS

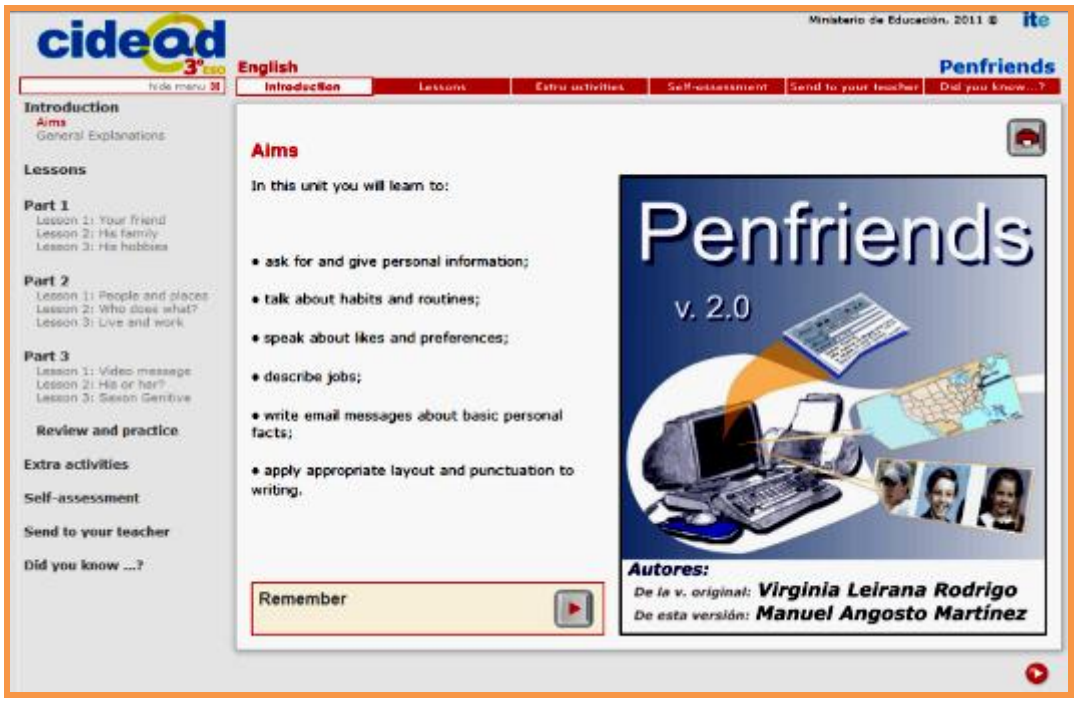
PENFRIENDS

PENFRIENDS

This guide must be used and understood **in conjunction with the student's guide** and tutors are strongly recommended to go through and try to solve themselves all the exercises of the whole unit in order to assist students with their work.

1. AIMS AND CONTENTS

AIMS:



To develop students' knowledge in relation to some information and situations connected with lifestyles, personal basic information and habits in the context of penfriending. There is, inevitably, a direct link with verbs of liking and possessive adjectives. The vocabulary is connected to everyday routines (verbs like "live", "work", "want", "travel", etc.), jobs and family relations; and it is presented in a grammatical context that enables the unit to escalate from a basic mechanical reading comprehension task to a series of increasingly demanding exercises that include two self-recording sessions and some email-writing. This lexis-grammar axis is presented through an array of listening, reading, writing and speaking tasks.

CONTENTS:

PART I: Lessons 1, 2 and 3.

Concepts:

· Vocabulary related to basic everyday facts.

· Structure of the course.

· Routines, lifestyles and personal info.

· Awareness of the importance of meeting new people.

· Grammar: Present Simple, to be, to have.

Skills:

· Reading: identifying key words, using context, etc.

· Resorting to reference material (dictionaries, a glossary)

· Extensive reading.

· Activating known vocabulary by using visual and textual clues.

Attitudes:

· Readiness to learn English autonomously.

· Readiness to take an active part in learning.

· Keen interaction with the tutor.

PART II: Lessons 1, 2 and 3.

Concepts:

· Vocabulary related to jobs and buildings.

· Language functions: talking about one's town and professions.

· Reading and listening about jobs and everyday facts.

· Grammar: Use of the Present Simple.

Skills:

· Listening strategies: intensive listening.

· Reading strategies: intensive reading.

Attitudes:

· Readiness to follow instructions and use help for learning purposes.

· Readiness to use technologies to improve learning opportunities and produce better work.

· Curiosity for other people's jobs.

· Readiness to share one's attitudes with others.

PART III: Lessons 1, 2 and 3.

Concepts:

· Vocabulary related to basic personal information and family relations.

· Language functions: improving, talking about possession.

· Grammar: Possession: Possessive adjectives; the Saxon Genitive.

Skills:

· Listening strategies: intensive listening through a video message.

· Reading strategies: detecting word order and lexical coherence.

Attitudes:

· Readiness to improve one's grammar

· Readiness to use technologies as a feasible form of training.

· Curiosity for other people's friendship.

2. STRUCTURE



As seen above there are nine lessons divided into three parts. Procedures within this framework evolve from basic reading-listening tasks to recording-speaking tasks that present the Present Simple, possessive adjectives and the Saxon Genitive. These contents (=lessons) are embedded in a larger scheme divided into **six sections**:

Introduction: a brief presentation of the "*Quincena*".

Lessons: The teaching unit divided into nine lessons plus a **Review and Practice** section.

Extra Activities: Three informal exercises to reinforce some aspects of the previous lessons.

Self-Assessment: Four *mock* tests that will help the students measure their progress before entering the real testing sections.

Send to your teacher: The evaluation section with instructions on how to perform all the assessment tasks.

Did you know…?: A special section where the students can enlarge their scope on the themes covered by the unit. It contains links to Internet websites where students can improve their English and learn more about the theme of *Penfriending* and social interaction.

Among all the aspects of the unit, the tutor must remind the students of these most **relevant features** regarding the structure:

- The structure has been designed to give its best results if **all** contents are worked upon and thoroughly understood.

- The structure works best if followed **in order**.

- Evaluation tasks must not be left till the last minute.

- It is a good idea for the students to know what is required in the "**send to your teacher**" section as they proceed through the lessons.

- Students must be warned about the tasks they have to perform well in advance so that nothing is neglected. Especially, they should be told about deadlines for sending their written **Worksheets** and **tests**.

- Students should realize that there is a ***Review and Practice*** section after the nine lessons which should be treated as yet another lesson itself.

- The "**Did you know…?"** section can be used by the tutors as a source for creating new tasks if need arises for highly motivated students.

3. SPECIFICATIONS

The whole array is clear and highly intuitive, and all efforts have been made to provide the students with plenty of visual hints to navigate and enjoy the learning experience. The main character is an American teenager who is engaged in a pen-pal relation with a student. In spite of presenting a series of fictional characters, the unit is highly realistic and tries to portray a familiar and credible atmosphere of events and situations.

As a general rule, all the lessons have an end-screen that resembles this first one:



IMPORTANT:

The students must be told to reach this screen and not leave the lessons and exercises until they have done so.

Although the student's guide presents the structure and contents of all the sections in depth and almost no detail has been left aside; we will review here some of its most relevant pedagogical features and provide the tutor with some ideas for further exploitation:

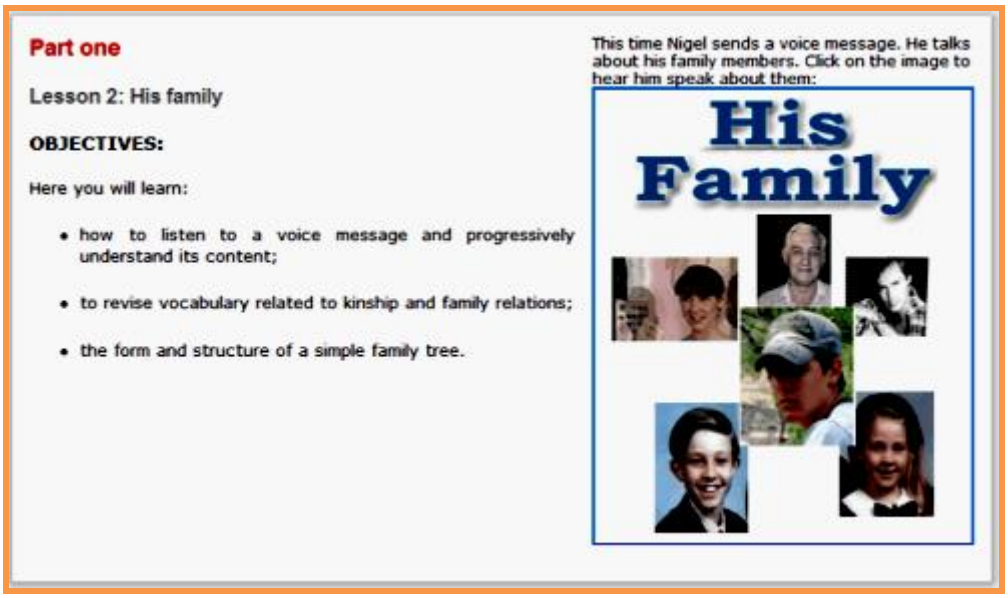
PART 1. Lesson 1:

There is a sub-task after the reading text: it is a matching exercise that must not be left undone. The students must be reminded to go through it.



PART 1. Lesson 2:

Again, the students must be reminded of the fact that there is a subtask to perform after the first screen of the lesson. However, they should be encouraged to read everything carefully before attempting to go any further.



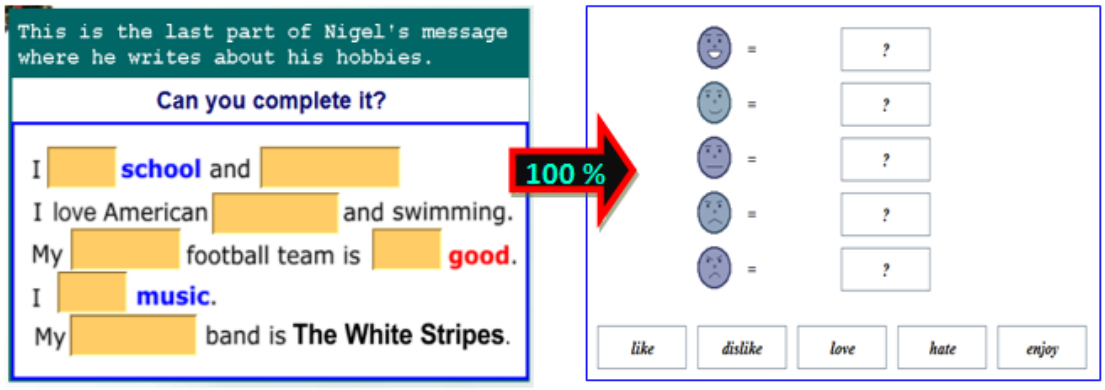
The main task here is a listening comprehension activity; tutors must therefore remind the students of preparing their computer's sound devices. It could also be a good moment to ask students to check for microphones as they will soon be asked to record themselves and also maintain a live online conversation.



PART 1. Lesson 3:

This exercise presents a fragment of the text from the first lesson where some words have disappeared, the aim is to ask the students to try and guess the words they do not remember at first by logic and only after all the correct possibilities have been established, refer to the original text from lesson 1 and complete it.

After the usual front page with the aims and objectives, there are two consecutive screens here. Students must do both of them:



PART 2. Lesson 1:

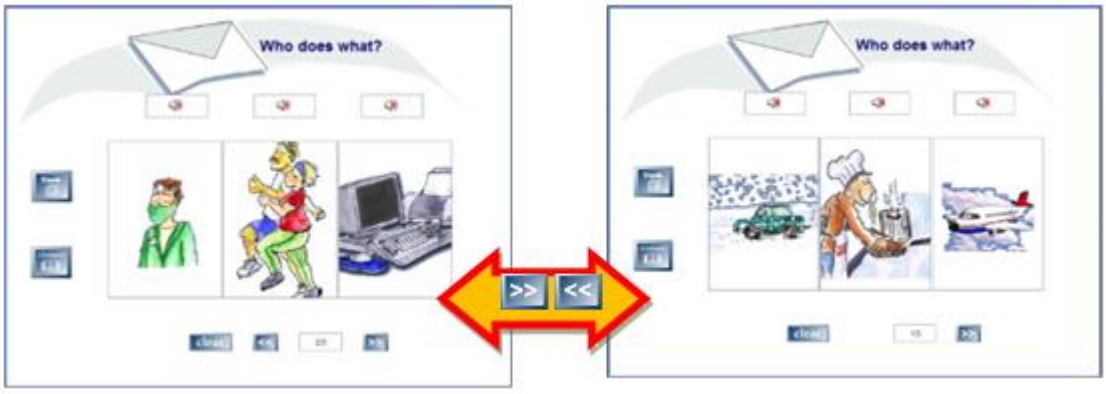
This apparently simple exercise will be the basis for a later composition. So students should be asked to read it in depth and make the best of the text provided.

In a classroom situation it would be a good idea also to check good comprehension by some sort of feedback interaction.



PART 2. Lesson 2:

Again, there are two screens and this time the students must make use of the navigation buttons >> and << in order to move between them. In case they do not realise it, the students should be warned of the fact that the aim of the task is not just to make wild guesses, their aim is to listen carefully and understand all the sentences and then match them with the correct picture.



PART 2. Lesson 3:

This is a basic matching exercise done by dragging the options back in position. The idea is to find the names for the buildings on the list. The most important thing about this lesson is to warn the students not to try to solve this exercise by just attempting to match and study the result; and that means they must read and understand the task, and try to solve the whole exercise at first attempt only.



PART 3. Lesson 1:

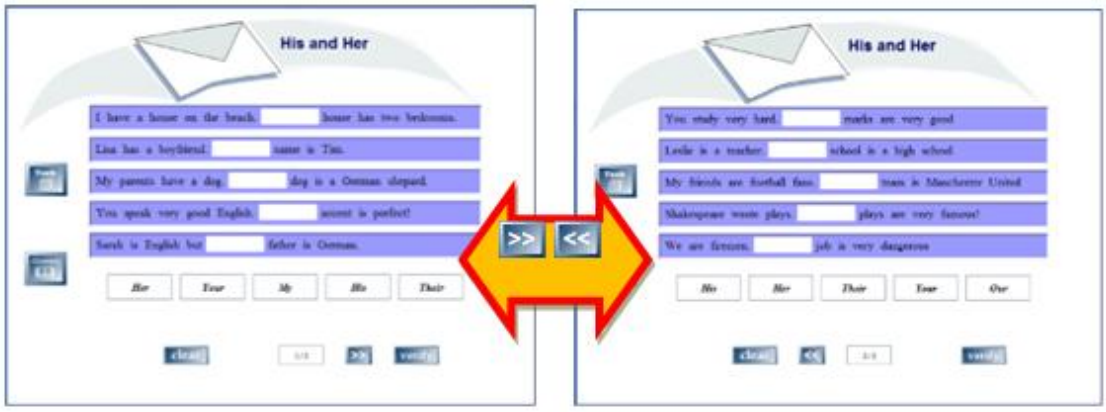
This is a typical listening exercise with the advantage of the video image that accompanies the voices. The task is simple: put the sentences in the order they are spoken.



Students should be warned about the first sentence "*who's that*": it is already in position. But later in the conversation they hear the same words again; it is this second instance of the question that they must place in the correct position.

PART 3. Lesson 2:

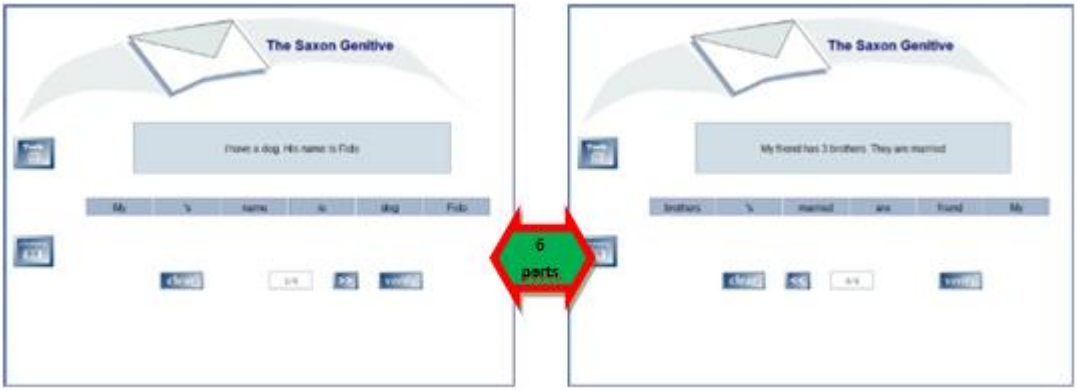
This lesson has two parts preceded by an introduction; it is very important to remind the students of the fact that they will be better off reading everything in detail even if they feel the urge to go directly to the tasks or the evaluation exercises. Students must be conscious of the fact that the aim in all this process is to learn the contents and that can only be achieved through continuous and constant effort.



PART 3. Lesson 3:

This lesson completes the previous one and adds the topic of the Saxon Genitive to the grammatical theme of Possession.

There are six parts and the task is always the same: put the words in order so that the new sentence means the same as the model above:



It would be a good idea to make students aware of the fact that contractions are not at stake here and that they should view the Saxon Genitive as a new suffix rather than trying to guess where it comes from.

PART 4. Review and Practice:



After the nine lessons, students must undertake a series of tasks that take them deeper into the contents of the unit:

1 **Recording a voice reply.**
This is a three-phase interaction. Students must review the first message from Part 1, use it as a model for composing their replies, and they must record their voices in reply to it. This practice forms part of the evaluation materials and students must be told so.
The file that this activity generates is called: **pen4t1void.wav**



2 **Sending a written reply.**
This practice forms part of the evaluation materials and students must be told so.



3 **Meeting a new friend from the UK.**
This is a basic dictation exercise with a video message as its source. The video message is divided into six short clips and students must fill gaps instead of copying the whole speech.

Students are expected to go through all six fragments by clicking on the six numbered links provided.



EXTRA ACTIVITIES



USA Quiz: Students must type their answers and the new question will automatically appear. They will need one word only for all the answers except on the New York question, of course. There is no other way to move forward but to type the correct word and there are 9 questions.

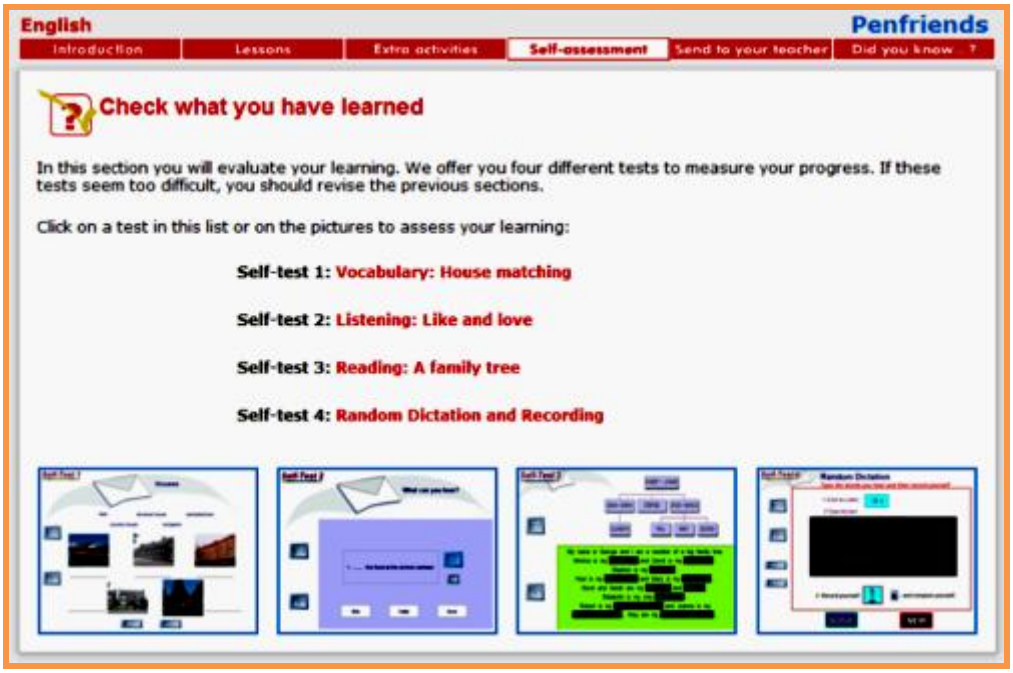
Crossword: Students must be warned about the fact that if they click on the **check** button, it will simply erase the wrong letters and leave the correct ones in blue.

Pets Hangman: This is a hangman game that moves on automatically if the correct word is supplied. Only five names are required but if the student makes six mistakes it will show the answer which must be erased with the **Clear** button and typed in to proceed.

Worksheet reminder:

By the end of this series of exercises students should have already completed and sent all three Worksheets.

SELF-ASSESSMENT



The most important aspect about this section is that it gives further learning opportunities for the students so they should be strongly recommended to go through these tasks and for this purpose it could be a good idea to interact with the students in some way so as to make sure they have actually evaluated themselves.

Self-test 1: This test is a classical matching exercise whose aim is simply to revise the names of several types of dwellings.

Self-test 2: This is a short listening test which revises verb forms: **love**, **like**, **hate**, **enjoy**.

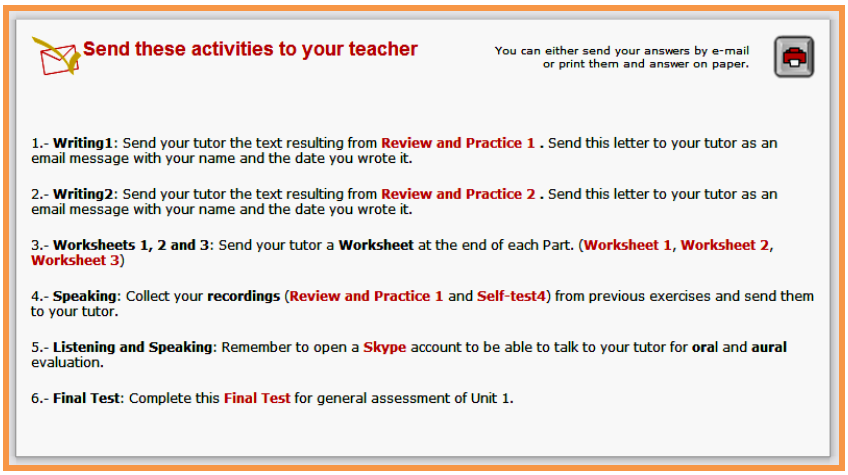
Self-test 3: This is a typical vocabulary test that revises the most common kinship terminology. Students must be warned about the fact that they must choose which term to use from a pop-out menu; i.e. they must not type the words, they must double click on the blanks and pick.



Self-test 4: This is a complex test that also trains the students for listening and recording their own voices and comparing them to a model.
This test generates only one final sound file called **pen6t4void.wav** which corresponds only to the last recording session in the test.

It is very important to remind students that the test does not end until they have recorded the text and compared their output to the model.

SEND TO YOUR TEACHER



The most relevant aspects of this section are obvious or have already been stated above; however, it is important to bear in mind the following**:**

- General: All tasks must be evaluated as standalone tests but tutors should also value as a positive asset those aspects of the student's performance that show a deeper connection with the vocabulary and syntax referred to inside the unit. In other words, those students whose activities are visibly linked to the contents of the teaching modules of the unit should get better marks than those who have tackled the assessment tests without going through the lessons.

- **Schedule**: The students should be reminded to send all the documents in time, but also to consult with their tutor all doubts about completion and delivery dates. Tutors should make sure all students know when to send in each item of their expected outcome.

- **Oral evaluation**: Some students can live in areas or countries in a different **time zone**. It is strongly advised to get in touch with all the students and ask them to make sure they know how to calculate their time difference with their tutor so as to synchronize their appointments. Using Skype is the recommended procedure.

DID YOU KNOW…?



This miscellaneous section has nothing in particular to comment upon but it can also be a source of new interactions between tutors and students as they can have a source for oral interaction during Skype sessions.

5. SOLUTIONS TO EVALUATION TASKS

What follows is the key to all evaluation exercises (those that for obvious reasons are not included in the student's guide)

- **Writings 1 and 2**:
There is no solution here as each student will provide his or her own compositions. However, as stated before, in principle, those students whose texts show greater consonance with the contents of the unit should be awarded better marks.

- **Worksheets:**
Some of these answers are simple guidelines, where the answer is fixed a **blue colour typeface** has been used; where there are more than one option a **green colour typeface** has been used.

Part I

1. **Talk about habits and routines, speak about likes and preferences.**
2. **You get information about lesson contents in the *student's guide*.**
3. **There are nine lessons.**
4. **Nigel says he has *cows and horses*. He doesn't mention rabbits.**
5. **Nigel's grandfather is English.**
6. **The black ball should be number 8. It appears on Part 1, lesson 3 on the top left corner of the scene.**
7. ***Frontera* means *Frontier* in English. You can look up this word with help of the *Glossary* buttons.**

8. You can get this piece of information on the TASK button for Part 1, Lesson 2.
9. This button gives part of the solution for Part 1, Lesson 3.
10. (Student's own free answers)

Part II

1. This text appears when you click on the *Verify* button on Lesson 1.
2. Nigel's brother wants to be a vet and his sister, Sarah, is not sure about being a nurse or a biologist.
3. The fitness instructor on the second screen for lesson 2 (part 2) says so.
4. There are cows on the picture of the farmhouse for Lesson 3 (Live and Work).
5. This image appears when you complete Lesson 1 (Part 2). It means you have click on the 14 names of jobs.
6. cook, sailor, doctor, dentist, (taxi) driver, (dance) teacher, farmer, (computer) programmer, (fitness) instructor, chemist, vet, nurse, biologist, lawyer, (football) coach, fireman, singer, police(wo)man, architect, baker, pilot.
7. These words mean you have dragged a name and matched it to the wrong building on Lesson 3.
8. Nigel Calls it the *State Line*.
9. The dentist on Lesson 2 has his own clinic.
10. A semidetached house is attached to another house on only one side; a house with four walls has three free walls and one common wall with another house.

Part III

1. Nigel's mother and a friend of Nigel's mother's are having a rest.
2. You move automatically to the end of the lesson.
3. This image refers to the *Saxon Genitive* ending.
4. - My father's car is very old.
   - Yesterday we found my neighbour's cat.
   - I don't like my friend's behaviour.
   - That room is the teachers' room.
5. In review and practice 1 you can here yourself if you record yourself first and then click on the loudspeaker button under the heading "*Hear yourself*".
6. You must include:
   - Your town and its people
   - Your parent's jobs and lives
   - Your plans for a future job.
7. He is closing his DVD/CD-player.
8. The exercise ends and the final screen appears automatically.
9. Students' own answers. The description must match this picture:



10. Sam's hobbies are: football, golf, tennis, swimming, the cinema.

Final test:

Final Test. *Penfriends*

1. Computer programmer, teacher, chemist, lawyer, nurse, vet.
2. - Cows and horses
   - Mountaineering, sports, American football, swimming, music.
   - In town (Hicksville)
   - There is a sound, the name of the job shows on the right hand side, the counter increases.
   - A new screen shows with a warning.
   - English.
   - Sam is an English teenager. He writes because he is interested in finding a Spanish Penfriend.
   - Students' own answers.
   - It has 7 sentences. The last one is "I love my mother's cooking"
   - There are more than 15000 possible combinations.

3. 1 *His name is Martin. He comes from Spain but he works in Chicago*.
   2 *He loves playing with his nephew, he hates talking ob his mobile phone.*
   3 *My town is not very big. People live in houses and flats. There are shops, schools, banks, cinemas, restaurants, hotels, parks, etc*.
   4 *I'm Christine, I'm a teacher and I like going shopping*.
   5 *This is my daughter, she's twelve and she likes swimming*.
   6 *This is Peter. He's from London. He's a doctor. He likes cooking ...*
4. *1 his 2 her 3 their 4 our 5 your 6 her 7 its*

PIRATES

PIRATES

This teacher's guide contains the following parts:

1. Aims
2. Contents
3. Methodology
4. Structure of the unit and specific instructions
5. Elements, instruments and evaluation criteria
5.1. Final test
5.2. Written production exercise
5.3. Recorded oral productions
5.4. Evaluation and guide for the oral interview with the student
5.5. Suggested criteria for the final summative assessment

1. Aims: This unit is intended to develop students' communicative skills in relation to different topics such as history and describing past events.

In order to do this, students will learn specific vocabulary, read a variety of texts and listen to some texts and dialogues. The four major skills of listening, reading, writing and speaking are dealt in the different parts and activities, paying special attention to the use of verbs in the past tense.

The unit *Pirates* is designed for 3º ESO students. The general aims of this lesson are the following ones:

- to form and use the past simple of verbs, regular and irregular forms;
- to describe past events and narrate a story;
- to use linkers to give coherence to texts;
- to express feelings using positive and negative expressions;
- to recognise and pronounce **-ed** endings.

2. Contents

Concepts:

- vocabulary related to piracy, biography, criminals and history;
- language functions: describing past events;
- cultural background related to the world of pirates;
- main linkers in English and their use;
- use and distinction of the sounds -ed at the end of past verb forms;
- describe scenes and tell the stories of people, both real and fictional.

Skills:

- reading strategies, extensive reading, deducing meaning from context, pictures and sounds;

- using a glossary;
- listening to sounds and practising their pronunciation;
- using a variety of sources of information such as the Internet;
- using the structures and words learnt: describing people and scenes, past events, specific vocabulary, etc.;
- revising and improving reading and listening comprehension skills;
- revising and improving writing and listening skills in topics related to the unit.

Attitudes:

- readiness to learn about a story;
- interest in learning more about the main topics;
- readiness to use technology to improve their English;
- development of creativeness and imagination to describe fictional situations using English as an instrument to express those ideas.

3. Methodology

The unit Pirates unit is based on methodological principles which can be summarized as follows:

Interactivity: the exercises and scenes are meant for students to work independently (except for the final evaluation) since the exercises are mostly interactive and self-correcting.

Motivation: using a visually appealing presentation and a variety of activities, some of which are games, the unit is designed as a motivational tool for students to acquire the abilities and skills in a pleasant way.

Treatment of all communication skills: We have sought a variety of activities and content so that all communication skills are used, creating situations that encourage communication in English and contextualize the grammar and vocabulary or pronunciation.

Emphasis on reading skills: the unit focuses on a story about characters and their adventures. While this story is told, the student learns functions and communication skills related to history.

4. Structure of the unit and specific instructions

The learning content is organized around a story. Using this as a starting point, we will introduce a variety of activities which include understanding, oral and written expression in a balanced way. As the main story links the phases of the narrative as a particular logical sequence, it is advisable that students do the activities and readings of the Lessons section in the order they are arranged, as otherwise they may find it difficult to spin the main ideas. However, some of the sections (for example, grammar and pronunciation), can be addressed independently and practised later in the corresponding exercises.

The students can find extra help regarding vocabulary, explanations on what to do and examples of the grammar and pronunciation contents by pressing the Help, Glossary and Task buttons. We must insist on the need to read the instructions on the exercises by using the Task button since students often tend to forget to do so.

A detailed description of all the content, activities and solutions to the exercises in the unit is included in the **student's guide**. Teachers should read it to check these aspects.

5. Elements, tools and evaluation criteria

Unlike the rest of the exercises and activities in the unit, which are self-correcting and do not require intervention by the teacher, the assessment of productive skills is a major issue in this unit. Here are suggestions for the evaluation criteria of these productions using evaluation charts as an instrument to facilitate the process and make more objective assessments of each item.

5.1. Final Test.

The ***Send to your teacher*** part includes a test for the student, which must be completed and returned to the teacher. The maximum test score is 50 points. These are the correct answers:

READING

A. (Score 10) (*suggested answers*)

1. Because they thought that they were unlucky.
2. They are usually 17th century ships and they usually appear when there is a storm.
3. They think it is the result of bad food and stress.
4. St Elmo's fire, an electrical phenomenon that makes objects glow.
5. Yes, there is. Real pirates attacked ships in the Caribbean and Atlantic ocean and those stories have survived.

B. (Score 5)

1. report 2. crew 3. proof 4.delusion 5. cruel

VOCABULARY

C. (Score 5)

1. ship 2. skeleton 3. flag 4.seagull 5. sword

D. (Score 5)

1. booty 2. curse 3.lawyer 4.friendly 5. scoundrel

STRUCTURES

E. (Score 10)

1.because / but / so 2. was / attacked / had 3. did / wear 4. was / wasn't

F. (Score 5)

1. c) then 2. b) during 3. c) didn't see 4.d) broke 5.a) what happened?

LISTENING

G. (Score 5)

1. sailor 2. slipped 3. beard 4. island 5. talked

H. Fill in the gaps: (Score 5)

stories treasure wanted hanged centuries

5.2. Written production exercise.

Also in the ***Send to your teacher*** section you can access the sheet with the specific written task the student must do.

Correction suggestions: We recommend a first fast reading, without correcting or annotating, to get a general impression. After that a more detailed correction paying attention to specific mistakes or good points.

Other considerations:

- The same mistake (for example, a spelling one or grammar) will be considered only once if repeated in the same text.
- Correction and errors in the structures studied in the unit will be considered more important than others.

Correction criteria	**0**	**0.25**	**0.5**	**0.75**	**1**	**1.25**	**1.5**	**1.75**	**2**
1. Sentence structure and order									
2. Structure and length									
3. Spelling and punctuation									
4. Interesting / creative									
5. Grammar									
6. Vocabulary									
7. Coherence									
Total points:									

Teachers can use this table by marking with a cross each box depending on how they value each item. Criteria 1, 2, 3 and 4 have a maximum of one point each (that is why the rest of the squares is shaded), and criteria 5, 6 and 7 up to two points. The final score will be comprised between 0 and 10.

Interpretation of the parameters of the table:

1. **Sentence structure and order:** it evaluates the order of elements within phrases and if the sentence structure and its extension are appropriate, without resorting to overly complex or inappropriate phrases in English.
2. **Structure and length:** it evaluates the ordering of ideas and clarity in the writing, so that there is a structure with introduction, plot and conclusion. It also takes into account the extent of the text (for example, a text which is too short will not allow a high score in any of the other parameters).
3. **Spelling and Punctuation:** it evaluates if the spelling and punctuation are correct and facilitate the understanding of the text.
4. **Interesting / creative:** it evaluates the content, if the ideas are interesting, creative or funny and if the topic is enjoyable to read.

5. **Grammar:** it evaluates grammar correction, with special emphasis on the structures reviewed and worked on the unit.
6. **Vocabulary:** it evaluates the selection of vocabulary, that the student does not confuse one word with another and shows he can handle a dictionary, that there is a sufficient variety of words and he/she does not use *false friends*.
7. **Coherence:** it evaluates that the text is comprehensible as a whole and the ideas can be understood despite the mistakes made, and that the students shows "comfort" in the use of the English language.

5.3. Recorded oral productions.

At the end of the unit, students will collect and send their recordings to the teacher, who will evaluate them.

The recordings correspond to the following activities of the unit:

A) Lesson 3 - Record the dialogue: The student had to record the four questions of the dialogue (***q2_roleplay_1.wav***, ***q2_roleplay_2.wav***, ***q2_roleplay_3.wav*** and ***q2_roleplay_4.wav***).

B) Lesson 4 - Pronunciation practice: After listening to some regular past forms students had to record them trying to get the correct pronunciation. There are a total of nine recordings, from ***q2_pronunciation_1.wav*** to ***q2_pronunciation_9.wav***).

Being so isolated recordings, only some aspects of pronunciation can be assessed. We suggest using this chart:

Evaluation criteria	0	1	2	3	4
Pronunciation of the ***-ed*** endings.					
Pronunciation of words (differentiation of vowels, consonant clusters, etc.).					
Intonation (only for the questions).					

Rate these descriptors from 0 to 4 points (maximum 2 in the case of intonation, as it only applies to questions) up to a maximum score of 10.

5.4. Evaluation and guide for the oral interview with the student.

As for the oral interview with the student, we suggest you follow the sequence described below, using the images below. Once the student is prepared and know the images well (for this purpose there is an activity in the *Self-assessment* section of the unit), you can facilitate the conversation with the student through some guiding questions listed under the images.

The sheet with full size images (and support for the story) that the student has to download is accessible in the ***Send to your teacher*** section.

Sheet 1



For its preparation, the student has the following support vocabulary:

Key words: ***anchor***, ***barrels***, ***hook***, ***guns***, ***roof***, ***seagull***, ***shell***, ***stall***, ***tavern***, ***wooden leg.***

Suggested guiding questions:

1. Which place do you think this was? Which part of the harbour was it?
2. How many people were there in the picture?
3. What can you guess about the people in the picture (age, occupation, etc)?
4. What were they doing?
5. How can you describe the place in general?
6. How can you describe the objects in the pictures?
7. What are those objects, what were/are they used for?
8. Which country and century could this be?
9. Can you describe the animals in the picture? What were they doing?
10. Does it remind you of a similar place in the story or in real life?

Sheet 2



For its preparation, students have a script with a possible sequence of events, but they are encouraged to develop their own ideas.

Remember that the questions are a guide only in case the student does not know what to say, but he/she should be encouraged to participate creatively in the narrative. They should also be reminded that it is important to narrate events, not only describe places and things in the pictures.

Suggested guiding questions:

1. When was Robert Kitch born? How many people were there in the family?
2. Was he rich? Can you guess what his father's job was?
3. How did he become a pirate?
4. What happened when he became the captain? How did this happen?
5. Was he a successful pirate? Explain your answer.
6. Why did he spend two years in prison?
7. How did he meet his wife?
8. What happened after that?
9. Continue the story a little longer, say what happened next.
10. Choose one of the pictures and talk about it in a more detailed way.

It is advisable to make brief notes during the interview, but it is not essential, because sometimes it is difficult to do it during a spoken conversation. After the conversation (immediately, as it is easy to forget nuances and specific points), we suggest using the following chart:

Evaluation criteria	Never score 0	Sometimes score 0.25	Always score 0.5
Pronunciation			
You understand what the student says in general.			
He/she pronounces the endings of the words (plurals, -ed endings, etc).			
He/she pronounces the words the unit has introduced properly.			
Intonation			
Statements, exclamations and questions sound as such.			
The student's intonation helps understanding.			
Grammar			
The student'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 (past simple and linkers) well.			
Vocabulary			
The vocabulary is varied, appropriate.			
He/she uses the words he/she's learned in the lesson.			
He/she uses only English words (or he/she includes words in Spanish or invented words).			
Comprehension			
The student understands your questions easily (or you have to repeat them more than twice).			
The student requests information from you, when he/she needs it.			
He/she answers your questions (or he/she talks about something else).			
Fluency			
He/she sounds comfortable in English.			
He/she gives complete answers or even adds extra comments or humour (or he/she answers in one or two words if possible).			
He/she uses linkers and complex sentences.			
He/she can express his/her ideas in other words if he/she doesn't know a word or expression.			
The sequence of information and ideas can be easily followed when he/she speaks.			

Total score (max. 10 points)			

Rate ***never=0***, ***sometimes=0.25***, ***always=0.5***, up to a maximum of 10 points.

5.5. Suggested criteria for the final summative assessment.

The following are suggested numerical criteria for the final evaluation of students based on data collected.

MATERIALES:	**%**
- Final test	**35**
- Writing	**20**
- Recordings	**10**
- Oral interview with the tutor	**35**
TOTAL	**100**

FASHION

FASHION

Objectives

- Talking and exchanging information about clothes and fashion.
- Making descriptions.
- Narrating past events.
- Identifying and practising the pronunciation of the sounds ʃ and tʃ.

Unit Contents

The contents in this unit are divided into 4 blocks:

Block 1: listening and speaking

- Understand global and specific information from a piece of news about fashion.
- Identify information from descriptions.
- Reproduce oral messages to make descriptions,
- Produce information from a model using the strategies given.
- Identify strategies to help oral production.

Block 2: reading and writing

- Activate previous knowledge.
- Understand global and specific information from different texts.
- Obtain information from different sources for the carrying out of specific tasks.
- Become familiar with different types of texts to obtain cultural information.

Block 3: knowledge of the language

A. Language Functions and Grammar.

Grammar

- Narrate past events: past continuous tense; past continuous in combination with the past simple.

- Adjectives for making descriptions**:** *It's a colourful cardigan, They are flared trousers.*

- Revision of some irregular past tense forms

Vocabulary

- Vocabulary related to clothes and some styles

- Adjectives related to young people's clothes.

Pronunciation

- Sounds ʃ / tʃ

B. Reflection on the learning process.

- Organisation and autonomous use of learning resources such as dictionaries, reference books or ICT resources.
- Analysis and reflection on the use of different ways to make descriptions by means of comparison and contrast with students' own language.
- Participation in the evaluation of their own learning and use of self-correction strategies.

Block 4: Socio-Cultural Aspects and Intercultural Conscience.

- Fashion and young people's styles.

- The importance of dress in social context.

Structure and sequence of contents

This unit is divided into two main lessons. Within each lesson, the students will find some specific objectives and the activities that are necessary to achieve them.

- **Lesson 1. The look.**

Specific objectives:

-to revise and learn some vocabulary related to clothes and styles.

-to listen and recognise words related to fashion.

-to learn about the past continuous.

This lesson is mainly focused on the revision and practice of vocabulary. It also introduces the use of the past continuous tense at a definite time in the past.

Exercises

- **Click and learn**. Students click on the words for different clothes and they get the picture at the same time that they listen to the pronunciation. The aim of this exercise is that students become familiar with the vocabulary used in the next activity.

- **Listening**. Students listen to a piece of news about fashion. They can read at the same time.

- **Classify**. They listen again and classify the different looks. The aim of this exercise is that students consolidate their vocabulary.

- **Fill the gaps**. The aim of this exercise is that students write the words correctly.

- **Writing**. In this activity students have to produce their own piece of news. They are given some pictures and they have to write about what girls and boys were wearing last year.

- **Lesson 2. The robbery**

Specific objectives:

- listen to some descriptions.
- practice of the past continuous tense in combination with the simple past.
- revise some irregular past tense forms.

Exercises

-**Making pairs**. Students play the memory game at the same time that they revise the past of some irregular verbs.

-**Identify**. Students listen to a dialogue and they have to label the pictures and decide who the real robbers are.

-**Order words**. In this activity, students have to order the words to make correct sentences. The aim of this exercise is that students get familiarised with the use of the past continuous tense v the simple past, so that they prepare for the next two activities.

-**Writing**. **Reporting the robbery**. They have to complete the dialogue at the police station filling the gaps.

-**Make sentences**. They are given the prompts and they write sentences combining the simple past and the past continuous tenses.

Review and practice

Activities

- **Memory**. Students play the classic game at the same time that they revise the vocabulary used in the lesson.

- **Logic game**. They are given some clues about the clothes the models are wearing, so that they guess who they are.

- **Dressing the model**. In this activity students have to dress the model. They listen and read about the trends for each season and they have to choose the clothes that correspond to the descriptions. This exercise is made easier as the media objects come back to their place if the answer is not correct.

- **Crossword**. Students have to complete the definitions in the correct squares.

They can also do some extra activities within the section **Challenge Yourself!**

Activities

- **Label the clothes**. Students click and drag the names of the items next to the corresponding picture. This exercise is made easier as the media objects come back to their place if the answer is not correct.

- **Phonetics**. Students listen to some sample words that contain the sounds ***sh*** and ***ch***. The aim of this exercise is to prepare the students for the next activity.

- **Practise phonetics**. Students have to classify the words according to their sounds.

- **Culture**. They read and listen to an article about hip hop style. They have to order the headings for each paragraph.

Students can also access some self-assessment activities aimed at revising the vocabulary and grammar they have studied throughout the unit. It will help them check what they have learned. These activities can be found in the section **Check what you have learned**.

Activities

- **Missing words**. Students have to fill the gaps with the help of the pictures.
- **Broken sentences**. They have to drag the end of the sentences next to the corresponding beginnings.
- **Write sentences**. They have to complete the sentences in the past continuous tense using the correct verb.
- **Dictation**. Students listen and have to fill the gaps.

EVALUATION

The teacher will carry out the students' evaluation by checking their work in the activities that are described in the section **Send to your teacher**.

In this section, students can read the instructions about the activities inside the lesson that they must send to their teacher. And a link to a word document containing the **final test**.

Finally, at the end of the unit and within the section **Did you know…?,** students can access some interesting web sites. Encourage them to visit them and/or the ones that you consider interesting to gain more knowledge about the main topic of the unit.

ANSWER KEY

LESSON 1

Exercise 3

The Zenny Hedron look: floral dresses, colourful cardigans, baggy shorts

This summer look: red flared jeans striped t-shirts, black sandals

The hip hop look: sports gear, jogging bottoms, trainers

Fashion for boys: deck shoes, chinos, denim shirts

Exercise 4

baggy, cardigans, sandals

chinos, denim, deck

flared, striped

Exercise 5 (suggested)

Last summer boys were wearing hip hop trousers, t-shirts, jogging clothes/sweatshirts, denim shirts, caps and sports shoes/trainers.

For girls, they were wearing denim skirts, floral/flowered skirts, striped tops, colourful (striped) cardigans, plain flared trousers and sandals.

LESSON 2

Exercise 1

Memory (self correction)

Exercise 2

True. Picture number 3

Exercise 3

What were you doing at five o'clock yesterday?

They were wearing baggy trousers when I saw them.

The post woman came while he was reading the newspaper.

She fell down her bicycle when she was riding.

He had the accident when he was driving home.

The children were playing when it started to rain.

Exercise 4

What time **was** it?

It was quarter **to four**.

Where **were** you going when you **saw** them?

I **was going** to the bank

What **were** the robbers **wearing**?

They **were wearing** grey **flared** trousers, **striped** sweatshirts and red **masks**.

What **were** they **doing**?

They **were running** out of the bank.

Exercise 5

She **saw the robbers** when they **were running out of the bank**.

While they **were walking home**, it **started** to rain.

The **door bell rang** when he **was sleeping**.

When she **woke** up, her father **was having breakfast**.

Laura **arrived home** while they **were having dinner**.

When **the postman came** she **was having a bath**.

When he **met** Sharon she **was wearing a summer hat**.

While he **was reading the newspaper**, the telephone **rang**.

REVIEW AND PRACTICE

Exercise 1

Memory. Self correction

Exercise 2

1. Sally Shoren

2.Norma Fields

3. Linda Besing

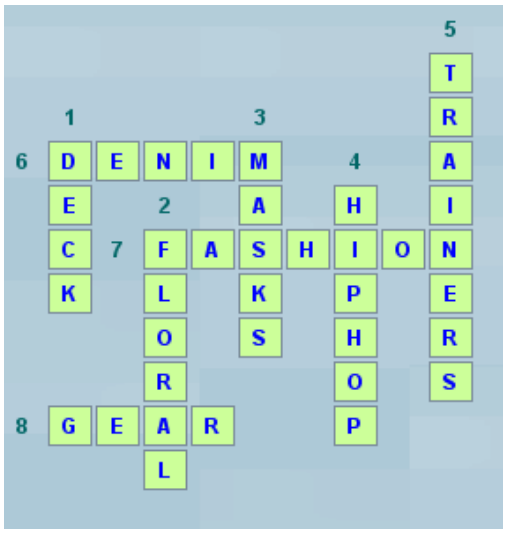
4. Gwen Carlisle

5. Patty Larson

Exercise 3

The exercise

Exercise 4



EXTRA ACTIVITIES

Exercise 1

Cards:

1. a summer hat and a beautiful floral dress
2. a colourful cardigan and flared trousers
3. a striped t-shirt and baggy shorts
4. jogging bottoms and trainers
5. a dark blue denim shirt and beige chinos
6. sandals and trousers with a floral pattern
7. a denim shirt and deck shoes

Exercise 3

ʃ. shoes, shorts, patient, station, magician, receptionist.

tʃ. teacher, beach, picture, butcher, church, departure.

Exercise 4

Paragraph 1. What is fashion?

Paragraph 2. Who dictates fashion?

Paragraph 2. Fashion changes

Paragraph 2. Clothes separate people

SELF-ASSESSMENT

Exercise 1

Words to be completed:

cap

skirt

trousers

top

shoes

cardigan

sweatshirt

sandals

handbag

dress

pullover

t-shirt

Exercise 2

1. … she was wearing flared jeans

2. … when he was riding a bike

3. … a thief stole her purse

4. ….when he was going to bed.

5. ….when she fell off

6. ….I heard the news on the radio

7. ….he cut his finger

8. … when it started to rain

Exercise 3

Dave was riding a bike

Richard was driving home

Keith was playing the guitar

Brenda was rollerskating

Ben was studying at home

Richard was painting posters

Sarah was climbing a wall

They were fishing

Exercise 4

Dictation:

1. [girls] [look] [dresses], [handbags], [hats] [was] [floral], [baggy] [cardigans] [all] [rage]

2. [out] [red] [flared] [jeans], [striped] [t-shirts] [sandals]

3 [sports] [bottoms] [trainers] [hip hop]

4. [chinos] [denim] [deck]

Audio scripts

Lesson 1

Welcome to The Look, your guide to modern style! On today's programme, we're looking at what's in and what's out this summer!

For girls, last year the Zenny Hedron look was in -dresses, sandals, summer hats. Everyone was wearing floral patterns, baggy shorts, and colourful cardigans - they were all the rage. But this year that look is out!

Instead, cool kids today are wearing red flared jeans, striped tee-shirts and black sandals.

For boys, you were wearing sports gear, jogging bottoms and trainers - the hip hop look. This summer is different, beige chinos, denim shirts and deck shoes are in - for a more sophisticated look.

Lesson 2

Did you see the robbers?

Yes, I did. I saw them when they were running out of the bank

What did they look like?

I couldn't see their faces because they were wearing masks.

What kind of clothes were they wearing?

They were wearing sweatshirts, jogging bottoms and trainers.

Anything else you remember?

Yes, they had numbers on their shirts.

FINAL TEST

Exercise 1

a. **T**

b. **T**

c. **F**

d. **F**

e. **T**

f. **F**

Exercise 2 (suggested answers)

a. Last summer Lucy was wearing baggy shorts, a summer/blue top, a red cap, a plain handbag and sandals.

b. Lucy was wearing a long, flowery/patterned/skirt, high heeled boots, a nice scarf, and a green hat.

Exercise 3 (suggested answers)

a. Ben was cooking/making dinner in the kitchen.

b. They were painting their house/the walls.

c. The students were studying/doing their homework in the library

d. Sarah was watching TV in the sitting/living room

Exercise 4

a. He was climbing a mountain **when he fell off**.

b. I was making a piece of toast **when I got an electric shock**.

c. While she was eating the cake **a rash appeared on her face**.

d. The branch broke **while he was climbing the tree**.

e. They were driving through the green light **when the other car hit them**.

Exercise 5

a. When I **got** home last night, the baby **was crying**.

b. While she **was waiting** to pay, a thief **stole** her purse.

c. When I **was walking** into the office, the secretary **was talking** on the phone.

d. I **was watching** a mystery movie on TV, when the electricity **went** out.

e. He **was swimming** when he **saw** a shark.

Exercise 6

You: Someone **took** my rucksack when I **was talking** to a friend in the park. I **left** it on a bench.

Woman: What was inside?

You: All my clothes. I **was going** to the gym when it **happened.**

Woman: Can you describe them?

You: Yes, **a blue top (with a logo on it), sport shoes/trainers, a colourful striped cardigan and red flared trousers**

Woman: Is this your rucksack?

You: Yes, it is.

Woman: A woman **saw** it when she **was feeding** the birds in the park.

Exercise 7

tʃ: furniture, chair, picture, beach, departure, butcher

ʃ : fashion, sheet, station, shower, optician, patient

Exercise 8

Free answers

MARIE CURIE

MARIE CURIE

1. General aims

• Listening and understanding general and specific information about different types of tales directly related to situations from the past and the present.

• Reading and understanding the proposed text and being able to obtain general and specific information from them, using reading as a source of pleasure.

• Writing easy texts using the appropriate resources so as to link and provide them with coherence, especially regarding time expressions. Describing habits that used to take place in the past.

• Developing learning autonomy, allowing for reflection about one's own learning process, using prior knowledge and skills learned in other languages.

• Using ICT so as to select and present information both in an oral and written way.

• Valuing the second language as a tool that gives access to information and as a means of communication and understanding among different people with different cultures.

2. Specific aims in this unit

- to exchange information about statements related to other people;
- to understand personal information;
- to give personal information;
- to talk about a character's life;
- to recognize and practise the endings of the simple past tense;
- to recognize the past participle of the verbs.

3. Contents

Listening

- Identifying and using prior strategies that enable the listening comprehension of the text and its simultaneous reading as well as the use of visual aids or questions about the text.
- Understanding general and specific information about others.

Speaking

• Oral interaction about the main topics of the unit so as to practise the language learned in it.

• Roleplaying a dialogue following provided guidelines.

Reading

• Activating prior knowledge to increase understanding a text about past or historical events, habits and customs.

• Identifying the main framework of a tale, paying attention to time expressions.

Writing

• Building sentences regarding the main topic of the unit, in the correct order.

• Producing correct sentences about facts and actions in the past with a present reference.

• Producing a story from clues, using the provided sample and strategies.

Language knowledge

<table>
<tr><th colspan="2">Grammar and language functions</th></tr>
<tr><td colspan="2">• Information about the past: Past simple; Past continuous; Present perfect; Used to.</td></tr>
<tr><th>Vocabulary</th><th>Phonetics</th></tr>
<tr><td>• Myths and legends;
• False friends;
• Time expressions: ago, when and while.</td><td>• Used to;
• Pronunciation of –ed regular past endings.</td></tr>
</table>

The integration of mechanisms for students to be in control of the variables that occur while studying, encourages autonomous learning, setting up the basis for lifelong learning.
Interactivity: the exercises and scenarios mean that as the students work, they receive constant feedback, excepting final assessment.
The work system allows for finding out immediately the answer to any task and the likelihood of infinite repetition, depending on each student's criteria.
Motivation: it increases when the student is aware of the sense of what he/she is doing. Each part of the unit clearly introduces the aims to be achieved and this principle is attained through the attractive presentation and the wide variety of activities, many of which are of a ludic nature.
Development of skills for revising the learning achieved: this learning is associated with the self-assessment tasks or those with shared assessment, which allows for learning from mistakes and avoiding the risk of consolidating those mistakes.

4. Structure and specific use of the unit

The **learning contents** are organized around the meeting of some friends, which evolves into the narration of a myth or legend with various origins. From such basis, the myths or legends are presented within their context and, as regards vocabulary, structures and other items, they are displayed within the framework of various contents whose scope encompasses listening comprehension, speaking and writing, all dealt with in a balanced way.

Browsing the unit activities does not necessarily have to be linear, although it is recommended sometimes. Students can easily return to the various sections so as to revise or consolidate.
Students are also provided with **Help**, **Glossary** and **Task** buttons, with which they can find vocabulary help, explanations and examples of grammar and pronunciation contents. Regarding this, it is necessary to insist on students reading the instructions for exercises by using the **Task** button, since they frequently forget to do so.
The detailed description of all the unit contents and activities, as well as the answers to certain exercises of the unit, is also available from the **Students' Guide**, which can be also scanned by the teachers at any time.

5. Assessment tools and criteria

Assessment is especially relevant in the teaching – learning process.
This kind of units offers self-assessment materials and do not need the teacher's role. However, the information obtained from such materials will also allow for the introduction of more items regarding students' assessment.
In the answer key of this unit teachers are provided with some suggestions and criteria so as to carry out assessment.

ANSWER KEY

Part 1

Lesson 1: Marie Curie

Choose the right answer.

1. Where was Marie Curie born?

She was born in Warsaw, Poland
She was born in Paris, France
She was born in Russia

2. How many times did she win the Nobel Prize?

None
Once
Twice

3. When did she win the Nobel Prize for the first time?

In 1900
In 1902
In 1903

4. Did Pierre Curie win the Nobel Prize with Henri Becquerel?

Yes, he did
No, he didn't
No, he never won the Nobel Prize

Lesson 2: Nobel Prize Family

The Nobel Prize for a whole family.

When did Eve Curie win the Nobel Prize? **She never won the Nobel Prize.**

Who did Marie and her husband win the Nobel Prize with? **They won the Nobel Prize with Henri Becquerel.**

When did Irene Curie receive the Nobel Prize in Chemistry? **She won the Nobel Prize together with her husband in 1935.**

When did Marie Curie discover the elements Radium and Polonium? **In 1911.**

Lesson 3: What happened…?

Put the verbs in the following sentences into the simple past tense.

We drink water. We **drunk** water.
I know what she wants. I **knew** what she wanted
I eat too much. I **ate** too much.
She buys a picture for her sister. She **bought** a picture for her sister.
I send it to the laundry. I **sent** it to the laundry.
He sells the car. I **sold** the car.

Change the verbs into the past simple, keeping them as positives, negatives or Questions.

They work in the factory. **They worked in the factory.**
Does your wife study here?. **Did your wife study here?**
Does she play the violin?. **Did she play the violin?**
I love Paris. **I loved Paris.**
She plays golf every weekend. **She played golf every weekend.**
We don´t like English. **We didn't like English.**

Part 2

Lesson 4: Prodigious memory

Choose the right answer for the questions.

1. What kind of prize did she get on the completion of her secondary education?
a gold metal
a gold medal
a certificate

2. Where did she study?
In Russia
In Poland
In France

3. What did her father do?
He was a physicist
He was a teacher
He was a mathematician

4. Which was Marie Curie first Curtisb?
She was a physicist
She was a mathematician

She was a teacher

Lesson 5: Revise your verbs

Write the correct form of the present perfect to complete these sentences.

I have never been in an aeroplane.
Have you ever lived in a foreign country?
I have read this new book.
Has she met his parents?
He has left the country?
Have you ever been to Paris?
I have never been to Italy
Have you heard their new record?

Fill in the gaps with the verbs in brackets in the right form: simple present, simple past or present perfect.

1. Miss Simons **has lost** her bag. She can't do anything but get ready for buying a new one.
2. **Did** you **see** the football match on television last night?.
3. She **bought** a new pair of scissors two months ago.
4. Her hair is very short now. She **has had** a haircut.
5. She **trains** four hours a day and goes swimming once a week.
6. Last night, Lisa **arrived** home very tired. She **had** a relaxing bath and **went** to bed.
7. Jame **hasn't been** to new business meeting for a week, but he's going soon.
8. David **hasn't eaten** meet since 2001 and most days he **doesn't feel** hungry.
9. Susan **looks** very healthy, and she **has lost** weight recently.
10. Two weeks ago she **applied** for a new Curtisb again, because she doesn't like what she does now.

Lesson 6: For, since or ago?

Join these time expressions with For or Since.

For a month
For two years
For a week
Since March
Since September
Since 1983

Write in order these sentences.

I studied French for five years.
I haven’t seen him since he left the country.

I've lived in Germany since 1985.
We saw them four days ago.
I caught this cold two weeks ago.
I haven't been well since the summer.
I once studied the flute for three years.

Part 3

Lesson 7: Marie's life

Write the short answers for these questions.

Was Maria Sklodowska born in Russia? **No, she wasn't.**
Was Marie Curie awarded Nobel Prize in Physics? **No, she wasn't.**
Did Marie Curie die in 1934? **Yes, she did.**
Has Marie Curie ever been awarded Nobel Prize in Chemistry? **Yes, she has.**
Did Marie Curie study in Paris at Sorbonne? **Yes, she did.**

Lesson 8: Just, already or yet

Choose the right sentence.

Have you finished yet? It's time to go.
Have you yet finished yet? It's time to go.

I've told him already several times that I couldn't go.
I've already told him several times that I couldn't go.

She has just painted the fence red.
She just has painted the fence red.

I've already said that I'm going to read the book.
I've said that I'm going to read the book already.

She has come just out. If you want to tell her something, call her.
She has just come out. If you want to tell her something, call her.



Review and practice

Fill in the gaps using Already or Yet.

1. Have you heard from Mary's future plans yet?
2. I haven't heard from her yet

3. She has already started to play the violin, but she hasn't applied for a Conservatory yet
4. Has she been to the concert yet?
5. No, she hasn't been yet, but she has already buy the tickets for next week

Order these words to make sentences containing Ever and/or Never.

Have you ever been in a concert?
No, I have never been in an auditorium
I've never listened to live music
Has your brother ever played an instrument?

Complete with since, for or during.

I lived here **since** I was a little boy.
I live in Germany **since** 1984.
There was a storm **during** the afternoon.
Curtishn was in London **during** the summer.
My father was in hospital **for** six weeks.
It was raining **for** two hours.
I studied the violin **for** seven years, but finally I quitted.
I know her **since** 1999.
The library closed **during** July.

Complete the text using the verbs in the right tense.

I **have just read** the biography of Marie Curie. Now I **know** many facts of her private life and the book **has been** very interesting. I**'ve/have learnt** she **was born** in Varsaw. When **she was** a little child, her mum **died** and **she was** very depressed. Besides I **have read** her daughter Irene **was awarded** Nobel Prize as well.

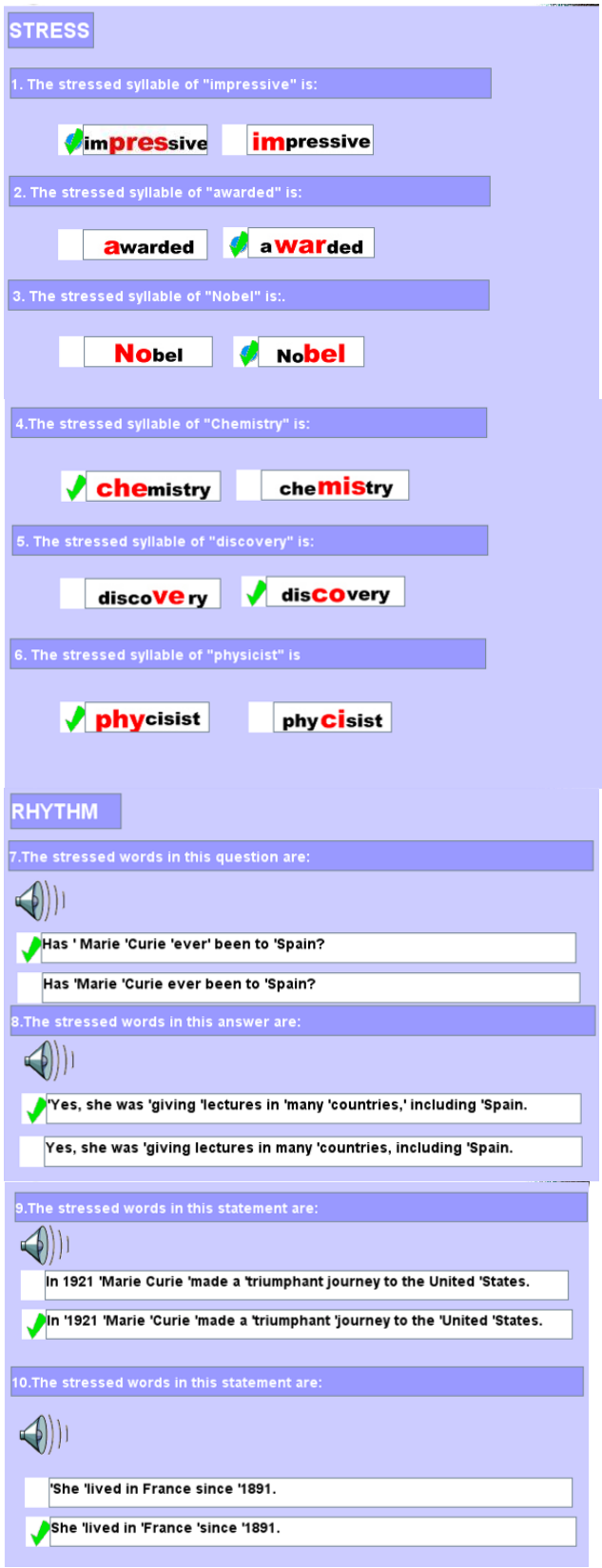


Challenge yourself!

Drag the verbs to the right box.

/d/	/t/	/id/
receive-received	finish finished	want-wanted
reign-reigned	watch-watched	count-counted

Stress, rhythm and intonation.





Check what you have learned

Write the part of the verb which is missing.

To become **became** become
To swim swam **swum**
To **speak** spoke spoken
To write wrote **written**
To do did **done**
To see **saw** seen
To go went **gone**
To **lose** lost lost

Read the text and write the verbs to the right place.

Marie **graduated** from high school at 15 with the highest honors, but it was not possible that women **studied** at the University of Warsaw, so Maria and her older sister Bronya attended classes at night, at a "floating university". Maria and Bronya **knew** that to get a true professional education, they **had** to go to a maCurtisr university in Western Europe. The sisters **made** a pact, so Maria **worked** as a governess to help pay for Bronya's medical studies in Paris. As soon as Bronya **was** trained and **began** to earn money, she **helped** cover the costs of Maria's university training.

Put these sentences into the correct order.

Have you ever been to Australia? Yes, I have.
She studied German for two years.
There was a storm during the weekend.
My father has just finished his work.

Listen and complete.

From childhood Marie Curie **was** remarkable for her prodigious memory, and at the age of 16 she **won** a gold medal on completion of her secondary education at the Russian lycée in Warsaw, Poland. Her father, who **was** a teacher of mathematics and physics, **lost** his savings through bad investment, she **had** to **take work** as a teacher.

Final test

1. **Read the text.**

ALFRED NOBEL AND THE NOBEL PRIZES

Alfred Nobel was a Swedish chemist who invented dynamite. However, he was a pacifist at heart and he had thought that his invention could end all wars.

He was born in 1833 in Stockholm and didn't go to school because he was tutored at home until the age of 16.

Alfred's brother died, and a French newspaper mistakenly published that the "merchant of death" had died, and he noticed he didn't want to go down in history with such a horrible epitaph, so Nobel created a will that shocked his relatives and established the now famous Nobel Prizes.

Nobel's will left almost most of his worth to the establishment of five prizes (physics, chemistry, physiology or medicine, literature, and peace) to "those who, during the preceding year, shall have conferred the greatest benefit on mankind."

2. **Now, answer the questions.**

2.1. What did Alfred Nobel do?
He was a chemist.

2.2. Where was he from?
He was from Sweden.

2.3. What did Alfred Nobel invent?
He invented dynamite.

2.4. Could he end all wars?
No, he couldn't.

2.5. Why didn't he go to school?
Because he was tutored at home until the age of 16.

2.6. What was Alfred Nobel's epitaph written by a French newspaper?
It was the "merchant of death".

2.7. How many prizes did he establish?
He established five prizes: physics, chemistry, physiology or medicine, literature, and peace.

3. Rewrite.
Read again the prompts about Mary Curie and then write your own account about it.

For example:

- Maria Sklodowska, was born in Warsaw on November 7, 1867
- In 1891, she went to Paris to continue her studies at the Sorbonne
- Pierre & Marie Curie were married in 1895
- They were awarded, together,with Henri Becquerel, the Nobel Prize in Physics in 1903 for their Curtisint research on radiation
- She gained her Doctor of Science degree in 1903
- The tragic death of Pierre Curie in 1906
- In 1911 Marie Curie was awarded another Nobel Prize, this time in Chemistry, for her discovery of radium and polonium
- In 1932 Marie Curie founded the 'Radium Institute' in Warsaw, Poland
- Marie Curie died in 1934 due to an over exposure of radiation over a long period of time

4. Rewrite.

Complete the following sentences using the meaning of the original ones.

Madame Curie became the first woman to win the Nobel Prize a hundred years ago.

My mum has told me that she has been the first woman who won a Nobel Prize for a hundred years.

1. She went to Paris in 1891.
My teacher has told me that she [went to Paris in 1891].

2. It is ages since she wore her green trousers.
She hasn't worn [her green trousers for ages].

3. She hasn't had a holiday for five years.
   It's five years [since she had a holiday].

4. How long has she been a doctor?
   When did she [become a doctor]?

5. Speak.

Record questions using either Present Perfect Simple or Simple Past for the answers on the screen. Use the interrogative pronouns given as prompts. Send it to your teacher.

Sarah has done aerobics since 1990. How long?

How long has Sarah done since 1990?

She started playing the piano in 1995. When?

When did she start playing the piano?

She has gone to the Conservatory once a week for the last three years. How often?

How often has she gone to the Conservatory?

She has taken part in a jury twice. How many times?

How many times has she taken part in a jury?

She won the Nobel Prize a hundred years ago. When?

When did she win the Nobel Prize?

6. Listen to the dictation.

Click on the loudspeaker to listen to the text. Write what you hear.

In 1891 Marie Curie went to Paris.
She came first in the degree of physical sciences in 1893.
In 1903 Marie and Pierre Curie shared the Nobel Prize for Physics for the discovery of radioactivity with Becquerel.
In 1911 she was awarded the Nobel Prize for Chemistry, for the isolation of pure radium.

Dictation.

Listen prodigious1.mp3 **(Click on the loudspeaker to listen to the text)**

From childhood Marie Curie was remarkable for her prodigious memory, and at the age of sixteen she won a gold medal on completion of her Secondary Education at the Russian Lycée in Warsaw, Poland. Because her father, a teacher of mathematics and physics, lost his savings through bad investment, she had to take work as a teacher.

EVALUATION CRITERIA 3th Course COMPULSARY SECONDARY SCHOOL		0	0,02	0,35	0,5
1. He/she understands the general and specific information, the main idea and the most relevant details in both oral and written texts.		**NEVER DOES**	**SELDOM DOES**	**DONE CORRECTLY**	**DONE IN A VERY GOOD WAY**
1.1	He/she understands the general information.				
1.2	He/she understands the specific information and can detail the requested descriptions.				
2. He/she takes part in conversations and simulations, being able to use strategies to start, maintain and end the communication, producing an understandable discourse and adjusting to the situation and the communicative intention.		**NEVER DOES**	**SELDOM DOES**	**DONE CORRECTLY**	**DONE IN A VERY GOOD WAY**
2.1	He/she can play the role in the recorded simulations by means of understandable speech and with a communicative intention.				
2.2	He/she can interact in the conversation with the tutor: guaranteeing communication by means of presenting, debating and describing.				
2.3	His/her speech is fluent, with adequate pronunciation, which favours communication.				
2.4	He/she uses connectors which do not make communication difficult, although he/she makes some mistakes.				
3. He/she understands the general and specific information in various texts, identifying data, opinions, arguments, implicit information and the author's communicative intention.		**NEVER DOES**	**SELDOM DOES**	**DONE CORRECTLY**	**DONE IN A VERY GOOD WAY**
3.1	He/she understands the text proposed about the topic (myths and legends), applying the acquired strategies and				

	understanding from context.				
3.2	He/she reads texts in an autonomous way so as to search for information, using various sources of information.				
4. He/she writes various texts using the basic appropriate conventions for each genre, adequate vocabulary according to the context and the necessary linking and coherence elements, so as they are easily understood by the reader.		**NEVER DOES**	**SELDOM DOES**	**DONE CORRECTLY**	**DONE IN A VERY GOOD WAY**
4.1	He/she develops texts following the suggested guidelines and/or completing such texts with coherence.				
4.2	He/she develops texts in an autonomous way, using linguistic elements with linking and coherence, trying to start producing free texts.				
5. He/she consciously uses the acquired knowledge about the linguistic system of the foreign language as a self-assessment tool for his/her own production and those by others.		**NEVER DOES**	**SELDOM DOES**	**DONE CORRECTLY**	**DONE IN A VERY GOOD WAY**
5.1	He/she correctly applies the acquired knowledge about the linguistic system regarding the unit vocabulary.				
5.2	He/she correctly applies the acquired knowledge about the linguistic system regarding the pronunciation aspects dealt with.				
5.3	He/she correctly applies the acquired knowledge about the linguistic system regarding functional aspects.				
5.4	He/she correctly applies the acquired knowledge about the linguistic system regarding grammar aspects.				
5.5	He/she values the formal correctness that enables the understanding of his/her				

	productions as well as those by others.				
6. He/she identifies, uses and explains learning strategies used, can provide examples of other likely ones and decide on the most adequate ones for the learning objective.		**NEVER DOES**	**SELDOM DOES**	**DONE CORRECTLY**	**DONE IN A VERY GOOD WAY**
6.1	He/she applies in an autonomous way various formats to save, memorise and revise vocabulary (didactic use of dictionaries, bibliographic resources, computer ones …)				
6.2	He /she analyses and reflects on the use and meaning of various grammar forms by comparing and contrasting with known languages.				
6.3	He/she takes part in the assessment of his/her own learning and uses self-assessment tools.				
7. He/she uses ICT with certain autonomy so as to search for information, produce texts from models, send and receive email messages…		**NEVER DOES**	**SELDOM DOES**	**DONE CORRECTLY**	**DONE IN A VERY GOOD WAY**
7.1	He/she uses ICT as a communication and learning tool.				
8. He/she identifies and describes the most relevant cultural aspects from the countries where the foreign language is spoken and establishes some relationships between the most significant features of the cusSams, uses and values of the society whose language is being studied and his/her own, as well as showing respect to them.		**NEVER DOES**	**SELDOM DOES**	**DONE CORRECTLY**	**DONE IN A VERY GOOD WAY**
8.1	He/she knows and recognises significant and characteristic features of the general culture from the countries where the foreign language is spoken.				

	TOTAL AMOUNT PER CRITERIA				
	TOTAL AMOUNT				

Once the unit has been completed and all the tasks done by the students have been revised, a score can be obtained according to the assessment criteria set up in the syllabus.

AUDIOSCRIPTS

Part 1

Lesson 1: Marie Curie

Marie Curie was born in Nov. 7th, 1867, in Warsaw, Poland, and died on July 4th, 1934. She was a Polish-born French physicist, famous for her work on radioactivity. She won the Nobel Prize twice. She was awarded the 1903 Nobel Prize for Physics, with Henri Becquerel and her husband, Pierre Curie. She was the sole winner of the 1911 Nobel Prize for Chemistry. She was the first woman to win a Nobel Prize, and she is the only woman to win the award in two different fields.

Part 2

Lesson 4: Prodigious memory

From childhood Marie Curie was remarkable for her prodigious memory, and at the age of 16 she won a gold medal on completion of her Secondary Education at the Russian lycée in Warsaw, Poland. Because her father, a teacher of Mathematics and Physics, lost his savings through bad investment, she had to take work as a teacher.

Part 3

Lesson 7: Marie's life

Maria Sklodowska, was born in Warsaw on November 7, 1867.

In 1891, she went to Paris to continue her studies at the Sorbonne.

Pierre & Marie Curie were married in 1895.

They were awarded, together, with Henri Becquerel, the Nobel Prize in Physics in 1903 for their Curtisint research on radiation.

She gained her Doctor of Science degree in 1903.

The tragic death of Pierre Curie in 1906.

In 1911 Marie Curie was awarded another Nobel Prize, this time in Chemistry, for her discovery of radium and polonium.

In 1932 Marie Curie founded the 'Radium Institute' in Warsaw, Poland.

Marie Curie died in 1934 due to an over exposure of radiation over a long period of time.

Extra activities

Finish finished watch-watched

Receive-received reign-reigned

Want-wanted count-counted

Stress, Rhythm and Intonation

RHYTHM

Has Marie ever been to Spain?

Yes, she was giving lectures in many countries, including Spain.

In 1921 Marie Curie made a triumphant Curtisurney to the United States.

She lived in France since 1891.

Has Marie ever been to Spain?

Sometimes she arrived home exhausted.

When did she win her First Nobel Prize?

She lived in France since 1891.

DIALOGUE 1

Host: Hello, Susan. Are you ready to answer my questions?
Contestant: Well, I'm not sure. Fire away.
Host: Who did Marie Curie get married to?
Contestant: oh, I know the answer. She got married to Pierre Curie.
Host: Well, done. (applause) and, have you ever read a book by this famous physicist?
Contestant: Well, actually I don't like physics, but I lived in Paris for ten years and I visited her Panthéon once.
Host: Oh, that's impressive. Thank you very much, Susan.
Contestant: You're welcome.

DIALOGUE 2

Character 1: Hello, Charles.
Character 2: Hello, Alan.

Character 1: It's a long time we didn't meet us. Where have you been?
Character 2: Well, I've been living in London for six years, since 2004.
Character 1: I was visiting London a long time ago. Nice city, isn't it?
Character 2: Yes, it is. Well, let's have a cup of coffee.
Character1: O.K. Let's go.

SELF-ASSESSMENT

DICTATION

From childhood Marie Curie **[was]** remarkable for her prodigious memory, and at the age of 16 she **[won]** a gold medal on completion of her secondary education at the Russian lycée in Warsaw, Poland. Her father, who **[was]** a teacher of mathematics and physics, **[lost]** his savings through bad investment, she **[had]** to **[take] [work]** as a teacher.

SEND TO YOUR TEACHER

DICTATION

In 1891 Marie Curie went to Paris.

She came first in the licence of physical sciences in 1893.

In 1903 Marie and Pierre Curie shared the Nobel Prize for Physics for the discovery of radioactivity with Becquerel.

In 1911 she was awarded the Nobel Prize for Chemistry, for the isolation of pure radium.

FINAL TEST

DICTATION

- In 1891 Marie Curie went to Paris.
- She came first in the degree of physical sciences in 1893.
- In 1903 Marie and Pierre Curie shared the Nobel Prize for Physics for the discovery of radioactivity with Becquerel.
- In 1911 she was awarded the Nobel Prize for Chemistry, for the isolation of pure radium.

WRITING

From childhood Marie Curie was remarkable for her prodigious memory, and at the age of 16 she won a gold medal on completion of her Secondary Education at the Russian Lycée in

Warsaw, Poland. Because her father, a teacher of Mathematics and Physics, lost his savings through bad investment, she had to take work as a teacher.

THINGS ARE DIFFERENT

THINGS ARE DIFFERENT

Objectives

- Making descriptions;
- Accepting and refusing offers;
- Asking for opinions;
- Expressing opinions;
- Identifying and practising the pronunciation of the comparative forms.

Unit Contents

The contents in this unit are divided into 4 blocks:

Block 1: listening and speaking

- Understand global and specific information from some dialogues;
- Identify information from descriptions;
- Reproduce oral messages to make suggestions;
- Produce information from a model using the strategies given;
- Identify strategies to help oral production.

Block 2: reading and writing

- Understand global and specific information from different texts;
- Obtain information from different sources for the carrying out of specific tasks;
- Familiarise with different types of texts to obtain cultural information;
- Produce different types of texts, using the appropriate vocabulary according to the topic and the context.

Block 3: Knowledge of the language

Language Functions and Grammar

Grammar

Order of adjectives for making descriptions**:** *It's a beautiful red flowery dress*

Comparative and superlative forms. Comparative and superlative sentences

Talking about quantity: *much, many, a lot of*., too, not enough

Vocabulary

Vocabulary related to clothes, patterns and materials

Adjectives related to size, quality, dimensions, etc

Personal features

Pronunciation

Pronunciation of the phoneme "schwa"

Reflection on the learning process

- Organisation and autonomous use of learning resources such as dictionaries, reference books or ICT resources;
- Analysis and reflection on the use of different ways to make descriptions by means of comparison and contrast with students' own language;
- Participation in the evaluation of their own learning and use of self-correction strategies.

Block 4: Socio-Cultural Aspects and Intercultural Conscience

- Appreciation of the personal enrichment caused by the relationship with people from other cultures;
- Importance of the foreign language in international relationships.

STRUCTURE AND SEQUENCE OF CONTENTS

This unit is divided into five lessons. Within each lesson, the students will find some specific objectives and the activities that are necessary to achieve them.

LESSON 1. Patterns and clothes

SPECIFIC OBJECTIVES:

- Revising and learning vocabulary related to patterns, materials and different items of clothing;
- Learning the order of adjectives before nouns;
- Learning vocabulary related to size, width, etc.

This lesson is mainly focused on the revision and practice of vocabulary.

Exercises

Matching pictures with words. Students have to match the words for patterns with the corresponding pictures. The aim of this exercise is that students get familiarised with the vocabulary used in the next activity.

Click and learn. Students click on each description, listen to it, and see the picture at the same time.

Adjectives order. This is an explanation of the order of adjectives. Students read and see some examples of use. The aim of this exercise is that students consolidate their learning.

Order words. The aim of this exercise is that students practise descriptions using various adjectives.

LESSON 2. Clothes are different

SPECIFIC OBJECTIVES:

- Revising vocabulary corresponding to clothes, parts of clothes, size, width, etc;
- Learning the comparative form of adjectives and adverbs;
- Being able to describe differences using comparative sentences.

Exercises

Label parts. Students have to fill the question marks with the words for the parts of a jacket. The aim of this exercise is that students get familiarised with the vocabulary necessary for the following activities.

Click and learn. Students learn how the comparative is used in sentences.

Write comparatives. In this activity, students have to fill the spaces with the comparative form of the words given. The aim of this exercise is that students practise the comparative form.

Find the differences. Writing. Students find the differences between the two guards and write it in a document to be sent to the tutor.

LESSON 3. At a clothes shop

SPECIFIC OBJECTIVES:

- Learning and practising the pronunciation of the comparative form;
- Listening to conversational exchanges about differences in patterns and materials;

- Being able to produce a dialogue describing differences.

Exercises

Listen and record. The aim of this exercise is to practise the pronunciation of the comparative forms ending in -er. Students must click on the word to listen to it, click on the microphone to record it. They can listen to their recording and compare it to the original. The help icon opens a screen on the pronunciation of the vowel sound *schwa*.

Listen and read. Students learn how the comparative is used in sentences. Here students click on the picture and listen to a dialogue. They can see the text if they click on the key icon. It is important that they pay attention to this activity because they will have to record one of the parts later.

Roleplay. Now students must play the part of the customer in a dialogue at a clothes shop. They will have to record the answers to the assistant's questions, but first, they have to complete them with the help of the images. When they have finished all the recordings, they can play the whole conversation by clicking the "Run" button.

LESSON 4

SPECIFIC OBJECTIVES:

- Practising listening comprehension skills;
- Practising reading comprehension skills;
- Using previous learning to make comparative sentences.

Exercises

True-False reading. In this exercise students must read the conversation and listen to it at the same time. Then they must decide if the eight sentences are true or false according to the text. The aim of this exercise is that students practise the use of quantifiers with comparative sentences.

Complete comparative sentences. Writing. Here students must look at the photographs and complete the comparative sentences using the adjectives given.

Match sentences with pictures. Listening. The students watch a video and match the sentences with the people who said them.

LESSON 5

SPECIFIC OBJECTIVES:

- Being able to recognise and produce superlative sentences;
- Producing a piece of writing using previous knowledge.

Exercises

Logic problem. Who is who? Students have to guess the names of the people in the picture. They are given some clues comparing some features. The aim of this exercise is that students get familiar with the use of superlative sentences.

Comparing people. Students are given the prompts and the pictures and they have to write superlative sentences. They are advised to use the button help so that they can get information about the use of the superlative form in sentences.

A postcard. Students have to complete the gaps with the correct form, comparative or superlative, of the words in brackets.

Review and practice

Activities

Matching. Students have a picture and they fill the spaces underneath with the correct descriptions. They have 9 scenes and they can check each one. The aim of this activity is the revision of vocabulary related to materials.

Curious facts. Here students must drag or write the appropriate superlative expression into the matching box to make correct sentences.

My family. In this activity students listen to a boy talking about his family. They have to guess their relationship based on the descriptions they hear. Students must drag the names under the pictures according to the description. Remember that there is an "intruder", a person who does not belong to the family.

They can also do some extra activities within the section **Challenge Yourself!**

Activities

Memory game. Students play the classic game at the same time that they revise the vocabulary used in the lesson.

Hangman. They must click on the sound icon and listen to a word related to patterns or parts of clothes. Then they have to click on the letters that form the word. They're allowed six mistakes before the word finally appears on the screen.

World records quiz. Students must click on the pictures about the different subjects and answer the questions that will appear on the screen. When they choose an answer they will be given feedback.

Students can also access some **self-assessment activities** aiming at revising the vocabulary and grammar they have studied throughout the unit. It will help them check what they have learned. These activities can be found in the section **Check what you have learned**.

Activities

Describing clothes. In this activity students must complete the description of the picture using the words they are given. Students must fill all the gaps in all the sentences before they can verify their answers, so they will have to go back frame by frame to see where the mistakes are.

Dictation. Comparing cities. Here students must write the sentence they hear when they click on the sound icon. They can verify their answers when they have finished.

Write sentences. They have to complete the comparative or superlative sentences using the correct form of the words given. This exercise has 4 scenes. They must do all them before checking. At the end of these exercises the student is congratulated is he/she gets a 100% score.

SEND TO YOUR TEACHER

EVALUATION

The teacher will carry out the students' evaluation by checking their work in the activities that are described in the section **Send these activities to your teacher.**

In this section, students can read the instructions about the activities inside the lesson that they must send to their teacher. And a link to a word document containing the **final test.**

DID YOU KNOW?

Finally, at the end of the unit and within the section **Did you know…?**, students can access some interesting web sites. Encourage them to visit them and/or the ones that you consider interesting to gain more knowledge about the main topic of the unit.

ANSWER KEY

LESSON ONE

Exercise 4. Order words

Card 1

A nice red plastic boot

Card 2

A practical blue nylon hood

Card 3

A beautiful pink satin ribbon

Card 4

A smart red leather coat

Card 5

A warm red padded jacket

Card 6

A coloured patterned silk scarf

Card 7

A pair of blue denim trousers

Card 8

Two pairs of elegant brown leather gloves

LESSON 2

Exercise 1



Exercise 3

lighter / shorter / fewer / more natural / smaller / cheaper / more

nicer / warmer / bigger / better / more expensive / fatter / darker

Exercise 4. Solving a problem

Suggested answers:

1. The guard on the left is wearing shorter trousers.

2. The guard on the left has got shorter sleeves.

3. The guard on the right is wearing a smaller hat.

4. The guard on the left has got a broader/bigger collar.

5. The guard on the left is wearing a broader/bigger belt.

6. The guard on the left has got longer arms/sleeves.

LESSON 3

Exercise 3. Roleplay

Suggested answers:

Screen 1 …… have you got one with less buttons?

Screen 2 …… have you got one with a (much) lighter colour?/a lighter grey?

Screen 3 …… have you got one with a checked pattern?(and a lighter colour/grey)?

Screen 4 ……. I haven't got any money

LESSON 4

Exercise 1

1. true 2. false 3. false 4. true 5. true 6. true 7. false 8. true

Exercise 2

Screen 1
The green car is older than the white one.
The white car is more expensive than the green one.
The red car is smaller than the green one.

Screen 2

Travelling by car is more comfortable than travelling by bus.
Travelling by bus is slower than travelling by car.
Travelling by coach is faster/more comfortable than travelling by bus.

Screen 3
London is noisier than Shoreham.
Shoreham is quieter than London.
London is more crowded than Shoreham.

Screen 4

London is more dangerous than Shoreham.
Shoreham is safer than London.
London has higher buildings than Shoreham.

Exercise 3

Alice:

Seville is the most beautiful city in Spain.

It's more beautiful than that hotel in Paris.

Jeff:

Seville is more beautiful than Barcelona.

It's not as beautiful as our hotel in Scotland

Claire:

and Barcelona is the most exciting.

Scotland is cold in spring. I don't like it.

LESSON 5

Exercise 1. **Logic problem**

(left to right)
Peter / Sarah / Betty / Brian / David / Sally

Exercise 2

1. (model) Sarah is the shortest..
2. Lucy is the tallest.
3. Sarah has the longest hair.
4. Anne is the most modern.
5. Lucy is the fattest
6. Lucy has the shortest hair.
7. Sarah is the youngest.
8. Lucy is the oldest.

Exercise 3

smaller / quieter / less / less / nicer / more / most boring

REVIEW AND PRACTICE

Exercise 1

Screen 1. A pink satin ribbon
Screen 2. A black leather belt
Screen 3. A red plastic boot
Screen 4. A coloured silk scarf
Screen 5. Blue denim trousers
Screen 6. A light blue wool hat
Screen 7. A red padded jacket
Screen 8. A dark blue nylon hood
Screen 9. A black and white canvas cap

Exercise 2

Jupiter is the largest planet in the solar system.
The giraffe is the tallest of all animals.
A plane is the fastest way of travelling.
Pluto is the smallest planet in the Universe.
Alaska is one of the coldest places in the world.
Tokio is the most populated city in the world.

Exercise 3

(left to right)

father / sister / intruder / brother / myself / mother

EXTRA ACTIVITIES

Exercise 2. Hangman

1. button 2. patterned 3. flowery 4. checked 5. lapel 6. pocket 7. striped 8. dress 9. collar

Exercise 3

Soccer: Real Madrid / Rivers: The Nile / Pollution: Mexico DF
Cinema: Ben Hur / Birds: The ostrich / Mountains: The Everest.

SELF-ASSESSMENT

Exercise 1

1. That's a nice blue patterned satin dress

2. It's a coloured striped wool scarf.

3. He is wearing yellow and black cotton socks.

4. Young people wear blue denim dungarees.

5. I like these purple patterned nylon tights.

6. This is a pink flowery plastic apron

7. It's a crimson checked wool jacket

8. That's an expensive black leather jacket

9. It's an elegant white satin blouse.

Exercise 2. Write comparative sentences

1. London is a lot bigger than Shoreham.

2. It is a lot noisier than Shoreham.

3. It is more crowded, more polluted, more dangerous too.

4. And it is a lot busier than Shoreham.

Exercise 3

Screen 1

The red shirt is smaller than the blue one.

The grey shirt is the smallest of all.

The red shirt has more pockets than the blue one.

The grey striped shirt has the most pockets of all.

Screen 2

Lucy is shorter than Anne.

Sarah's hair is longer than Lucy's.

Sarah is the youngest of all.

Anne is the thinnest of all them.

Screen 3

The Eiffel Tower is taller than the Big Ben.

The Statue of Liberty is nearly as tall as the Big Ben.

The Empire State is the tallest of all.

The Eiffel Tower is not as tall as the Empire State.

Screen 4

The green card is the most modern of all.

The white card is newer than the red one.

The red car is older than the white one.

The white car is the most expensive one.

AUDIOSCRIPTS

Lesson 1

Exercise 2

a black leather belt / a red plastic boot / blue denim trousers /

a black and white canvas cap / a pink satin ribbon / a light blue wool hat /

a dark blue nylon hood / a red padded jacket / a coloured silk scarf

Lesson 3

Exercise 3

Shop assistant: How about this shirt?

Man: Mmmm, it's ok, but the sleeves are too long. Have you got one with slightly shorter sleeves and a slightly bigger collar?

Shop assistant: Err, yes, what about his one?

Man: That's better. But the colour's wrong. Have you got one with a much lighter colour - a lighter blue?

Shop assistant: What about this?

Man: Yes, that's cool. I like the colour. I'm not sure about the pattern. Have you got one with fewer stripes and a lot more pockets?

Shop assistant: Er, let me see. How's this?

Man: Yes, it's OK. But have you got one with nicer material - something more natural.

Shop assistant: One moment. Here you are. It's got shorter sleeves, a bigger collar, a lighter colour, fewer stripes, more pockets and nicer material.

Man: Hmm, it looks nice

Shop assistant: Would you like to take it?

Man: No, I'm only window shopping.

Lesson 4

Exercise 1. True-False reading

Mike: What do you think of London, Julia?

Julia: Well, London is a lot bigger than Shoreham. It has higher buildings, more shops, larger parks, more interesting places…

Mike: And it's a lot busier than Shoreham.

Julia: Yes, it's more crowded, more polluted, more dangerous too, with so much traffic.

Mike: I agree.

Julia: It is a lot more expensive than Shoreham.

Mike: It is a lot noisier than Shoreham

Julia: But it is a mot more fun than Shoreham

Mike and Julia: It's a lot more exhausting than Shoreham.

Exercise 3. Video

Alice: We went on holiday here three years ago.

Jeff: No, it was two years ago.

Claire: Did you like Spain?

Alice: I loved it.

Claire: Did you visit Seville?

Alice: Oh, yes. Seville is the most beautiful city in Spain.

Jeff: Mmm

Alice: He hated Seville.

Jeff: I didn't hate Seville. Seville is more beautiful than Barcelona.

Alice: Barcelona? It's the most exciting city in Spain.

Jeff: It's the noisiest.

Claire: I agree with Alice. I think Seville is the most beautiful city and Barcelona is the most exciting.

Alice: Jeff, do you want to go on holiday to Spain with Hugh and Claire?

Jeff: Yes!

Alice: Do you like this hotel in Seville?

Claire: I love it!

Alice: So do I. It's more beautiful than that hotel in Paris.

Jeff: It's not as beautiful as our hotel in Scotland, is it? I liked our holiday in Scotland last year.

Alice: So did I. But it was too cold.

Jeff: I disagree. The hotel was very good.

Alice: I agree. But it was too quiet.

Claire: Scotland is cold in spring. I don't like it.

Alice: Neither do I.

Review and Practice

Exercise 3

Girl: Have you got a photograph of your family?

Boy: No, not here, but I can tell you about them if you like

Girl: Yes, please

Boy: Well, my brother's got brown hair and he's thin, he is thinner than I am, and he is shorter than I am. But he's got longer hair than I have. My sister is shorter than my brother. She is the shortest in my family and she's got the longest hair.

Girl: Is her hair longer than your mother's hair?

Boy: Oh, yes. My mother's got short hair. Shorter than my sister's. My father's the tallest. He's taller than everyone.

Extra activities

Exercise 2. The hangman game

1. button 2. patterned 3. flowery 4. checked 5. lapel 6. pocket 7. striped 8. dress 9. collar

Self assessment

Exercise 2

1. London is a lot bigger than Shoreham.

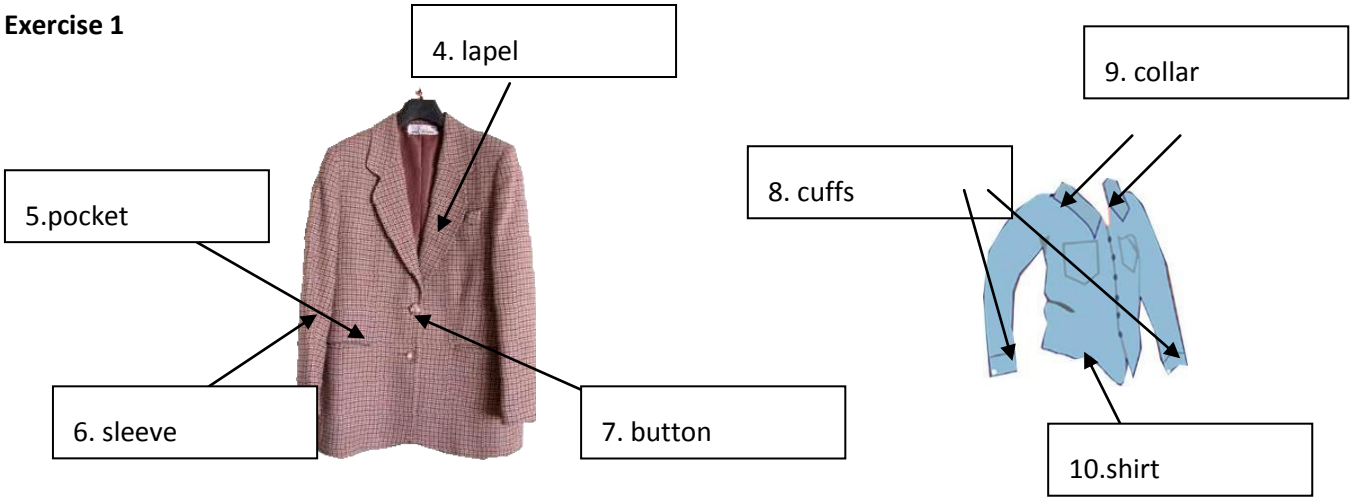
2. It is a lot noisier than Shoreham.

3. It is more crowded, more polluted, more dangerous too.

4. And it is a lot busier than Shoreham.

FINAL TEST SOLUTIONS

Exercise 1



Exercise 2

a. it is a short pink flowery skirt

b. a pair of smart red plastic boots

c. a beautiful crimson silk blouse

d. a smart short green leather jacket

Exercise 3

a. The car on the left is better than the red car/the car on the right

b. The red car is worse than the white car/the car on the left

c. The red coat is more expensive than the green (spotted) one/coat

d. The green coat is more expensive than the red (plain) one/coat

Exercise 4

Suggested answers

a. The violet striped suit has the most buttons

b. The grey checked suit is not as small as the pink one

c. The grey plain suit is the largest one

d. The (light) grey (checked) suit is not as large as the one on the left

Exercise 5

a. John is the less intelligent boy in the class

b. The Atacama Dessert id the driest place in the world

c. June 21st is the longest day of the year

d. Chinese is the most difficult language in the world

Exercise 6

a. longest

b. noisier

c. coldest

d. shorter

e. more polluted

f. fastest

Exercise 7

T

F

F

T

F

Exercise 8

sister, ruler, rubber, actor

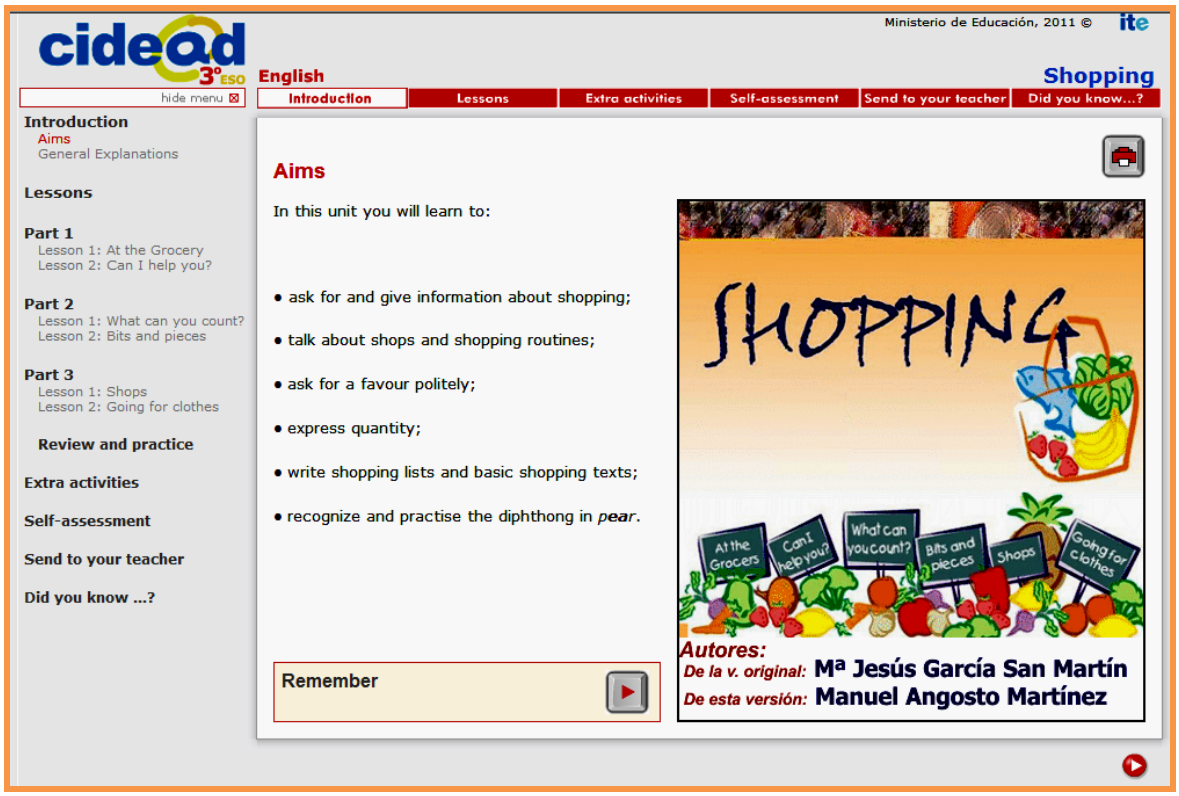
SHOPPING

SHOPPING

This guide must be used and understood **in conjunction with the student's guide** and tutors are strongly recommended to go through and try to solve themselves all the exercises of the whole unit in order to assist students with their work.

1. AIMS AND CONTENTS

AIMS



To develop students' knowledge in relation to some information and situations connected with shopping, personal basic information and colloquial speech. There is, inevitably, a direct link with everyday expressions and common vocabulary related to clothes and groceries. The grammar is connected to expressing quantity (count and mass concepts) and comparison. Unit contents are presented in a situational context that enables the unit to escalate from a basic mechanical reading comprehension task to a series of increasingly demanding exercises that include two self-recording sessions and some dialogue writing. This lexis-grammar axis is presented through an array of listening, reading, writing and speaking tasks.

CONTENTS:

PART I: Lessons 1, 2 and 3

Concepts:

· Vocabulary related to shops and shopping routines;

· Structure of the course;

· Routines, wishes, colloquialisms, and politeness;

· Awareness of the importance of money and trade in our world;

· Grammar: Present Simple, to be, to have.

Skills:

· Reading: identifying key words, using context, etc;

· Resorting to reference material (dictionaries, a glossary);

· Intensive listening;

· Activating known vocabulary by using visual and textual clues.

Attitudes:

· Readiness to learn English autonomously;

· Readiness to take an active part in learning;

· Keen interaction with the tutor.

PART II: Lessons 1, 2 and 3

Concepts:

· Vocabulary related count and mass nouns;

· Language functions: talking about quantity;

· Matching nouns and quantifiers;

· Grammar: Use of quantifiers.

Skills:

· Writing: guided grammatical tasks;

· Reading strategies: intensive reading.

Attitudes:

· Readiness to follow instructions and use help for learning purposes;

· Readiness to use technologies to improve learning opportunities and produce better work;

· Curiosity for new vocabulary;

· Readiness to learn from deduction.

PART III: Lessons 1, 2 and 3

Concepts:

· Vocabulary related to shops and clothing;

· Language functions: expressing preference and comparison;

· Grammar: Comparatives.

Skills:

· Listening strategies: intensive listening through a recorded dialogue;

· Reading strategies: interpreting a summary.

Attitudes:

· Readiness to improve one's pronunciation;

· Readiness to use technologies as a feasible form of training;

· Curiosity for the preferences and likes of others.

2. STRUCTURE



As seen above there are six lessons divided into three parts. Procedures within this framework evolve from basic reading-listening tasks to recording-speaking tasks that present countable and uncountable nouns and comparative adjectives as the main grammar points. These contents (=lessons) are embedded in a larger scheme divided into **six sections**:

Introduction: a brief presentation of the "*Quincena*".

Lessons: The teaching unit divided into six lessons plus a **Review and Practice** section.

Extra Activities: Three informal exercises to reinforce some aspects of the previous lessons.

Self-Assessment: Four *mock* tests that will help the students measure their progress before entering the real testing sections.

Send to your teacher: The evaluation section with instructions on how to perform all the assessment tasks.

Did you know…? A special section where the students can enlarge their scope on the themes covered by the unit. It contains links to Internet websites where students can improve their English and learn more about the theme of *Shopping, the use of money and online trading*.

Among all the aspects of the unit, the tutor must remind the students of these most **relevant features** regarding the structure:

- The structure has been designed to give its best results if **all** contents are worked upon and thoroughly understood.

- The structure works best if followed **in order**.

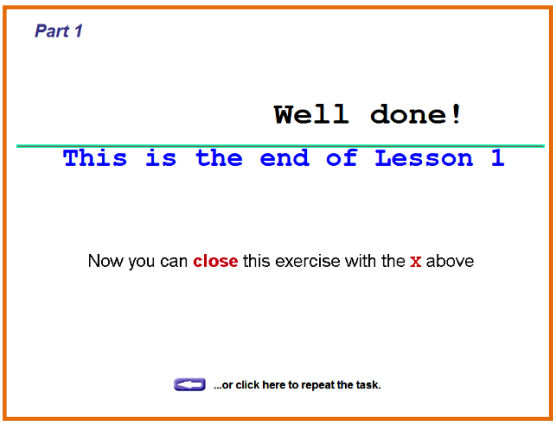
- Evaluation tasks must not be left till the last minute.

- It is a good idea for the students to know what is required in the "**send to your teacher**" section as they proceed through the lessons.

- Students must be warned about the tasks they have to perform well in advance so that nothing is neglected. Especially, they should be told about deadlines for sending their written **Worksheets** and **tests**.

- Students should realize that there is a ***Review and Practice*** section after the six lessons which should be treated as yet another lesson itself.

- The "**Did you know…?"** section can be used by the tutors as a source for creating new tasks if need arises for highly motivated students.



3. SPECIFICATIONS

The whole array is clear and highly intuitive, and all efforts have been made to provide the students with plenty of visual hints to navigate and enjoy the learning experience. There are no main characters as there is not a story in this unit but there are a series of

characters that appear in the different sections of the unit. These fictional characters are necessarily some shop assistant and some customers that engage in conversations in the inevitable act of buying and selling. The unit is highly realistic and tries to portray an everyday atmosphere of events and situations.

As a general rule, all the lessons have an end-screen that resembles this first one:

IMPORTANT:

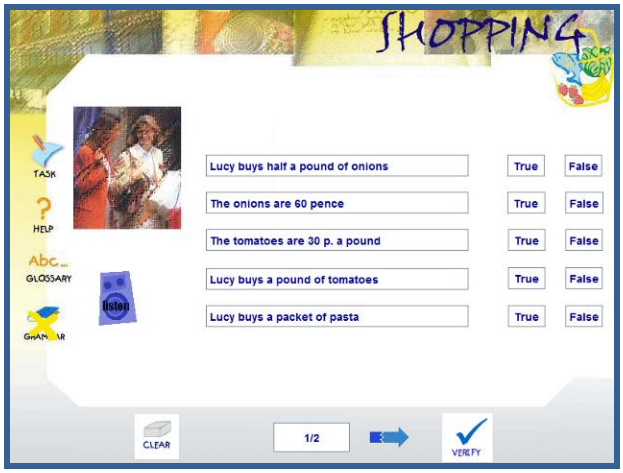
The students must be told to reach this screen and not leave the lessons and exercises until they have done so.

Although the student's guide presents the structure and contents of all the sections in depth and almost no detail has been left aside; we will review here some of its most relevant pedagogical features and provide the tutor with some ideas for further exploitation:

PART 1. Lesson 1:

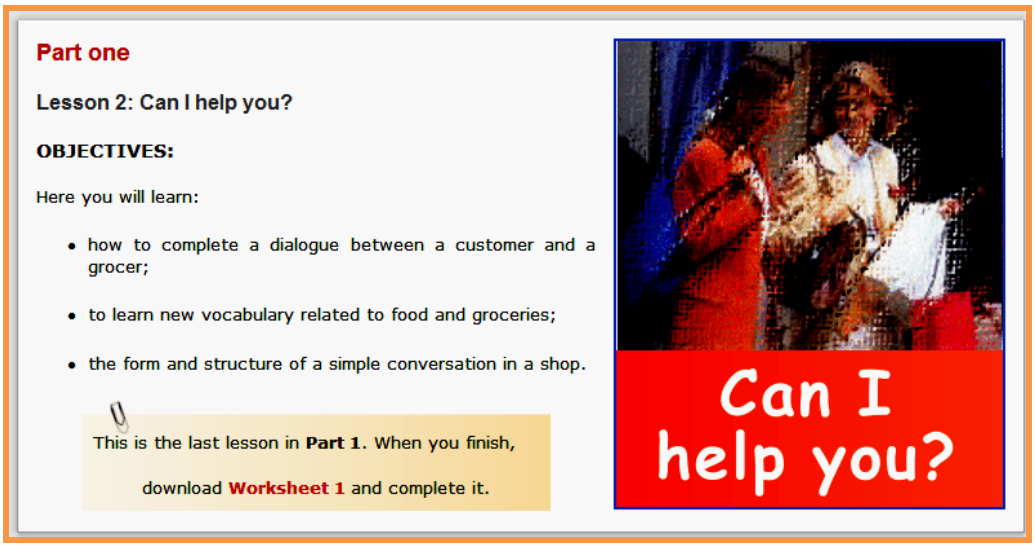
There is a true-false task after the listening-reading text: it is an exercise that must not be left undone. The students must be reminded to go through it.





PART 1. Lesson 2:

Again, the students must be reminded of the fact that there is a subtask to perform after the first screen of the lesson. However, they should be encouraged to read everything carefully before attempting to go any further.



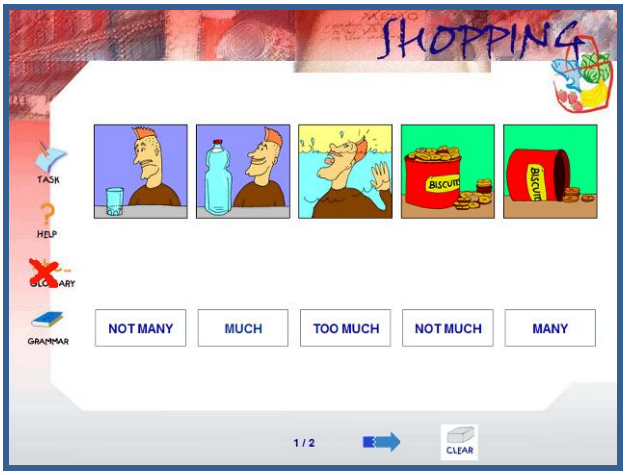
The main task here is a listening comprehension activity (in lesson 1.1) followed by a gap-filling exercise; tutors must therefore remind the students of preparing their computer's sound devices. It could also be a good moment to ask students to check for microphones as they will soon be asked to record themselves and also maintain a live online conversation.



PART 2. Lesson 1:

There is not a lot to explain about this task, perhaps only the advice that the best way of learning hw to use countable and uncountable nouns is by practicing and getting used to their *feeling*. So students should be asked to engage in as many activities or exercises that give them the chance of using them.

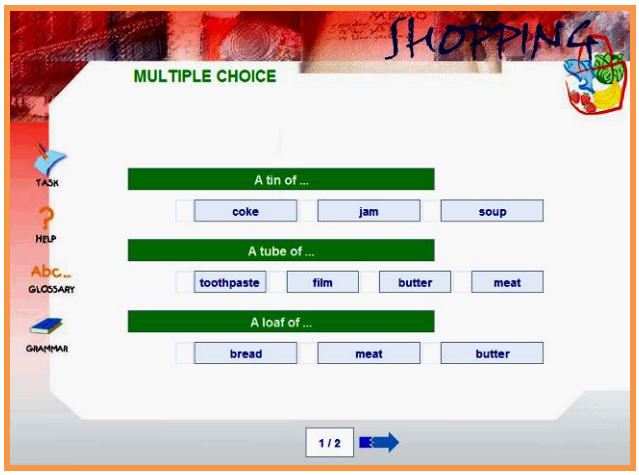
In a classroom situation it would be a good idea also to reinforce this activity with some sort of classroom interaction or game.



PART 2. Lesson 2:

There is a direct link to the previous lesson here: the theme now is how make uncountable nouns countable by using such expressions as “a loaf of….”, “a tube of….” etc.

Again, there are two screens and this time the students must make use of the navigation buttons in order to move between them. In case they do not realise it, the students should be warned of the fact that the aim of the task is not just to make wild guesses, their aim is to think carefully and understand all the sentences, study the glossary and then match the options to their gaps.



PART 3. Lesson 1:

This is a listening exercise in two parts; the first part is a simple discriminating task where students match the sound icons to texts and in the second part students listen to these sentences, try to understand them and record them in order to improve their pronunciation habits.



Students should be warned about the fact that if they make a mistake in the first part, they will have to start again.

In the second part they can make as many mistakes as they want and they can record themselves as many times as they wish; all they have to bear in mind is the fact that it is always the latest recorded version that remains.

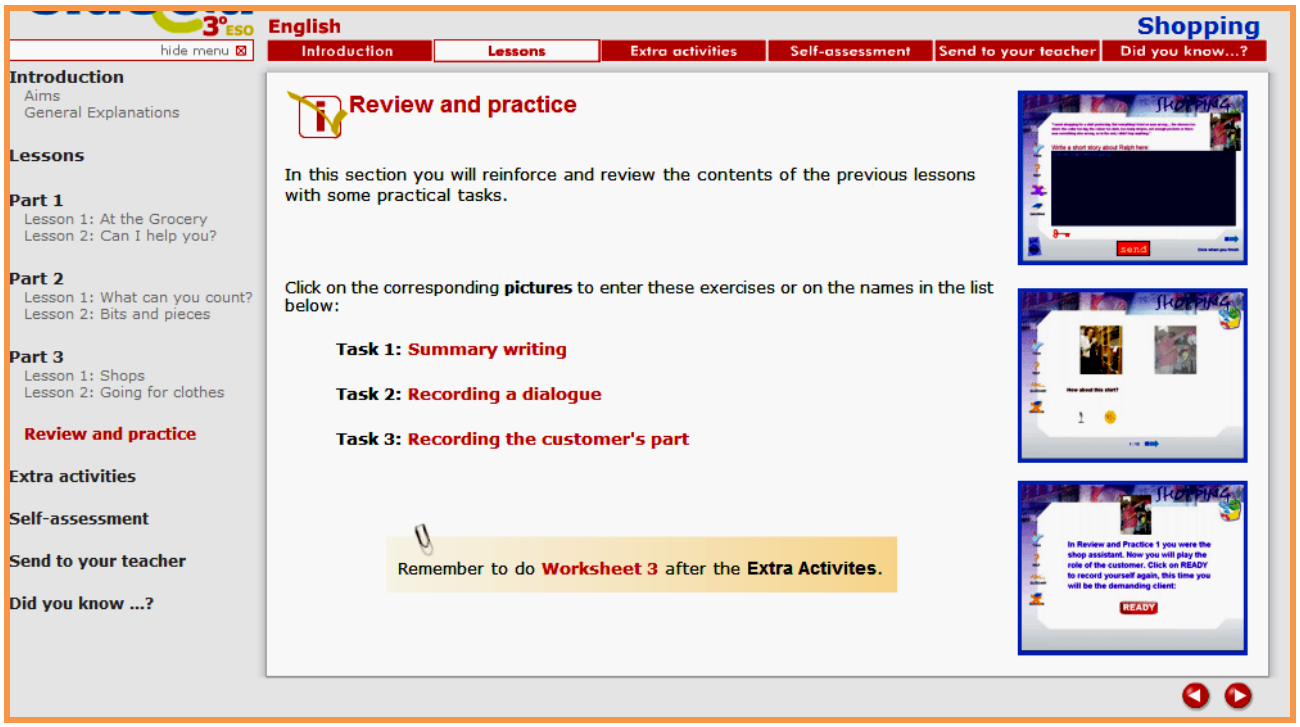
PART 3. Lesson 2:

This lesson has two parts; first, the students listen to a dialogue (they can read the transcription if they need it) and then they have to put the parts of its summary in order.

IMPORTANT: The lines of the summary are cut in halves and it is a summary not a transcription.



PART 4. Review and Practice:



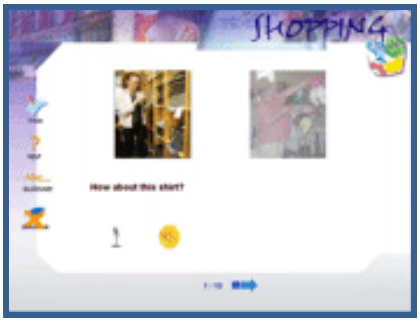
These three exercises make up a three-phase interaction which presents a model conversation (review 1) and exploits it by having the students record themselves twice: the first time (review 2) in the role of the shop assistant and a second time impersonating the indecisive customer.

The same conversation was first seen in ***Part 3, Lesson 2*** and now it is a summary the students are asked to write as a way of practising what they have learned and of being prepared to handle the subtleties and small details of the conversation before engaging in the recording sessions.

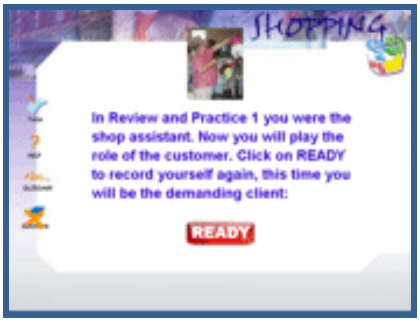
Phase 1
Summary writing



Phase 2
Being the assistant



Phase 3
Being the customer

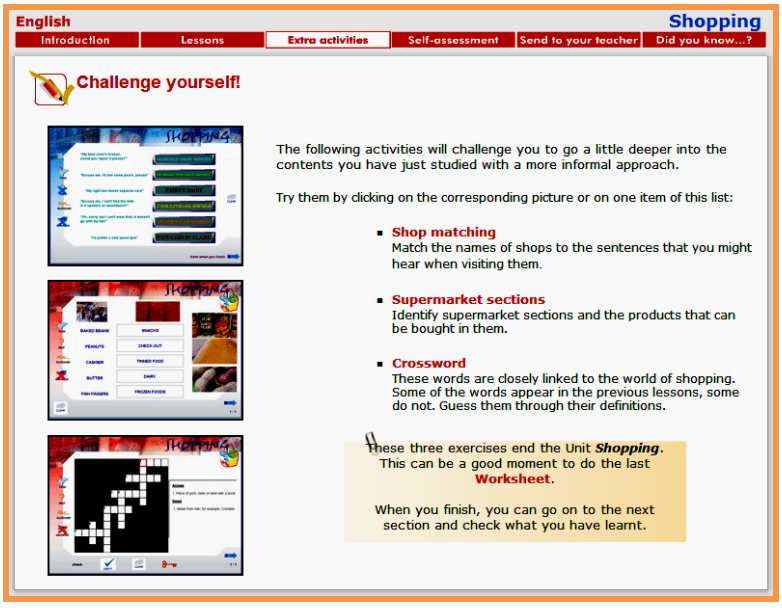


This interaction creates a series of files the student must retrieve and send to the tutor when required; these are:

For review 2: shp4r2_1.wav shp4r2_3.wav shp4r2_5.wav shp4r2_7.wav shp4r2_9.wav shp4r2_11.wav

For review 3: shp4r2_2.wav shp4r2_4.wav shp4r2_6.wav shp4r2_8.wav shp4r2_10.wav shp4r2_12.wav

PART 5. Extra activities:



These extra activities review some of the previous contents mainly through vocabulary and listening comprehension activities.







ACTIVITY 1: **Shop matching**

The idea is to match the names of the shops with the sentences that are most likely to be heard in them.

This can be a good moment to tell the students to improve their vocabulary by studying the unit's glossary.

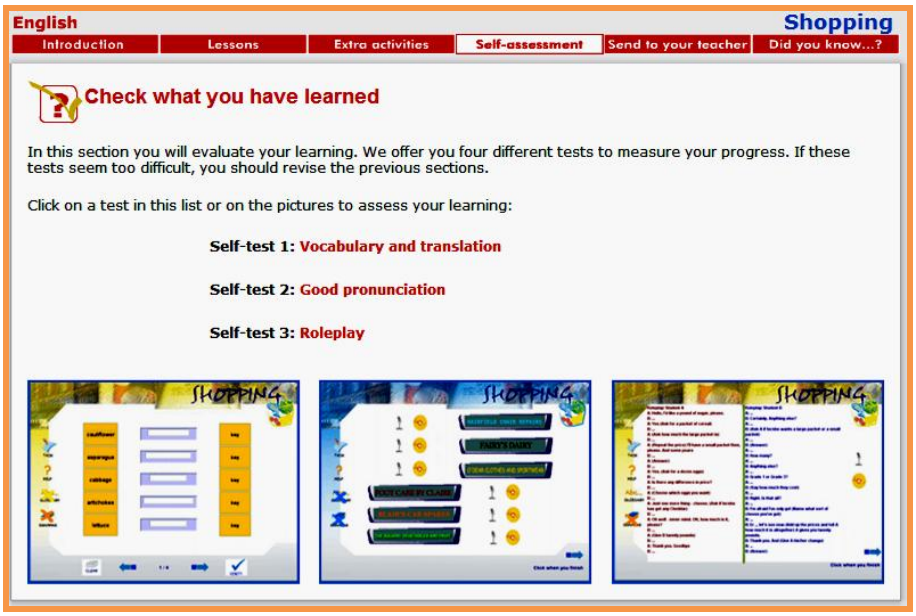
ACTIVITY 2: **Supermarket sections**

This is a typical vocabulary matching activity but it hides an important aspect that might go unnoticed: if the students click on the pictures, they will hear the hints they need to fulfill the task more easily.

ACTIVITY 3: **Crossword**

Nothing to comment upon here except for the fact that, this being the last extra activity, it would be a good idea to tell the students to have their worksheets ready for delivery.

SELF-ASSESSMENT



The most important aspect about this section is that it gives further learning opportunities for the students so they should be strongly recommended to go through these tasks and for this purpose it could be a good idea to interact with the students in some way so as to make sure they have actually evaluated themselves.

Self-test 1: This test is a classical translation exercise in the form of a gap filling interaction. The students must be aware of the fact that there are several screens here and they must not underestimate the test.

Self-test 2: This is a short recording test which revises the pronunciation of the diphthong in ***pear***. It would be advisable to tell the students to bear that in mind.

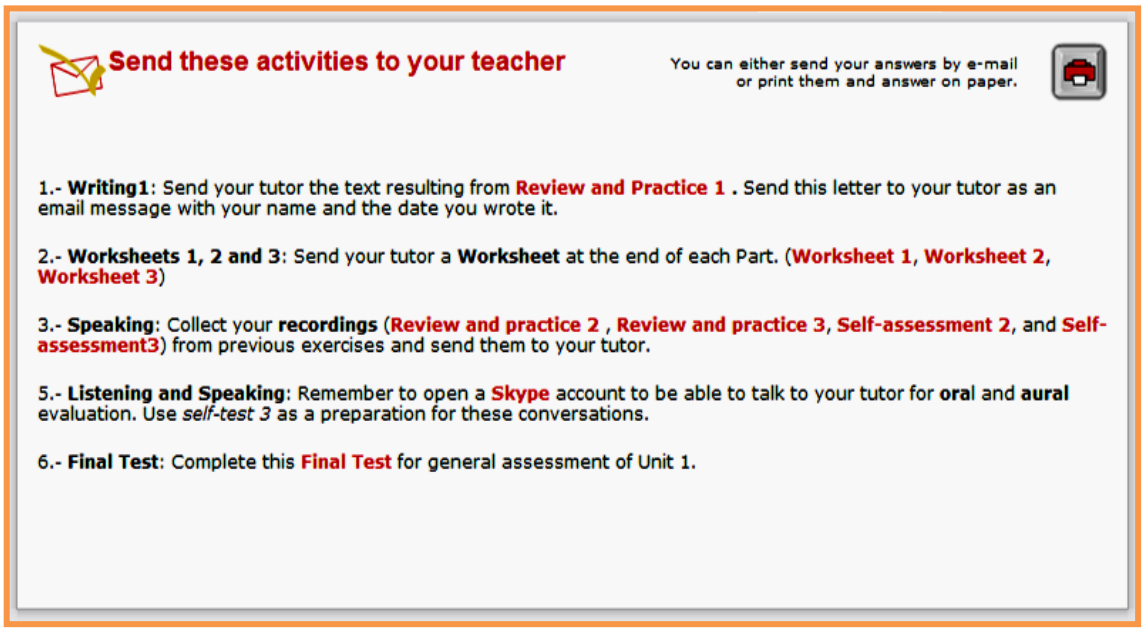
Self-test 3: This is yet another recording test with a text writing side that should be exploited. First the students must write a dialogue and then the students must record it. The idea is to follow the same script at least once for one of the Skype sessions with the students

Students must be warned about the fact that even though it is a guided composition they have all the freedom to create their own context or situation provided they include notorious evidence of their having read and understood the previous lessons as well.

This last test creates one file only that the students must retrieve and send:

roleplay1.wav

SEND TO YOUR TEACHER



The most relevant aspects of this section are obvious or have already been stated above; however, it is important to bear in mind the following**:**

General: All tasks must be evaluated as standalone tests but tutors should also value as a positive asset those aspects of the student's performance that show a deeper connection with the vocabulary and syntax referred to inside the unit. In other words, those students whose activities are visibly linked to the contents of the teaching modules of the unit should get better marks than those who have tackled the assessment tests without going through the lessons.

Schedule: The students should be reminded to send all the documents in time, but also to consult with their tutor all doubts about completion and delivery dates. Tutors should make sure all students know when to send in each item of their expected outcome.

Oral evaluation: Some students can live in areas or countries in a different **time zone**. It is strongly advised to get in touch with all the students and ask them to make sure they know how to calculate their time difference with their tutor so as to synchronize their appointments. Using Skype is the recommended procedure.

DID YOU KNOW…?



This miscellaneous section has nothing in particular to comment upon but it can also be a source of new interactions between tutors and students as they can have a source for oral interaction during Skype sessions.

SOLUTIONS TO EVALUATION TASKS

What follows is the key to all evaluation exercises (those that for obvious reasons are not included in the student's guide)

Writings 1:
There is no solution here as each student will provide his or her own compositions. However, as stated before, in principle, those students whose texts show greater consonance with the contents of the unit should be awarded better marks.

Worksheets and final test:
Most of these answers are simple guidelines.

Part I

1. Express quantity; write shopping lists and basic shopping texts.
2. You get information about lesson contents in the *student's guide*.
3. There are six lessons.
4. She buys: half a pound of onions, two pounds of tomatoes, 2 packets of pasta, half a litre of olive oil.
5. p=pence. 1 pound = 100 pence.
6. I need half a pound of cheese, three packets of coffee and two litres of milk.
7. Lucy says *"cheers"*.
8. This is the pop out in the grammar help for lesson two.
9. This button erases the gaps in gap filling tasks. You can see it lesson two for example.
10. (Students' own free answers)

Part II

1. This text appears as a pop-out when you click on the *Help button* on Lesson 2.
2. Toothpaste and bread.
3. Meat.
4. In the *normal* screens: coke, jam toothpaste, meat, film, bread, soup, lemonade

   In the grammar pop-ups: milk, water, money, cheese, cake
5. This image means there is too much water for the man to breathe properly. It appears on lesson 1.
6. On the grammar help pop-out for lesson 1.
7. (Student's own free answers)

Part III

1. There are two people in lesson 1 who visit a list of shops and make a series of commentaries.

   And there are two people in lesson 2: a customer who is window shopping and a shop assistant trying to sell a shirt.

2. You move automatically to the end of the lesson.
3. This key shows the solution to an exercise or the text the dialogue is about.
4. Yes, you can hear yourself by first recording your voice (microphone icon) and then clicking on the CD button.
5. There are 5 shirts:

   Shirt #1: too long sleeves.
   Shirt #2: too small collar.
   Shirt #3: too dark colour.
   Shirt #4: it had too many stripes and few pockets.
   Shirt #5: the material was too unnatural.
6. She says: how about this shirt?
7. The activity is the same: you have to record the voice of a character in a situation. But on one occasion you are the customer and on the other, you are the shop-assistant.
8. (Student's own free answers)
9. This picture is in Extra activity 2. The voice says: *You can buy baked beans in the tinned food section.*
10. (Student's own free answers)

Final test solutions:

1. a tin of (baked) beans, a pound of cheese, a spoonful of salt, a drop of olive oil, a packet of pasta, a pair of boots.

2.

- Mainly food and edibles, groceries.

- Half a pound of onions, two pounds of tomatoes, 2 packets of pasta, half a litre of olive oil.

- She pays 3 pounds and 50 pence.

- You have to start again.

- You go to the end of the unit.

- He doesn't like the pattern.

- *Students' own answers*.

- It mentions nine products from two types of shops: a clothes shop and a grocery.

3. - *Students' own answers*.

4.

Buy baked beans in the tinned food section

Go to the dairy section if you need some butter

At the supermarket you pay the cashier at the check-out

In the frozen food section you'll find fish fingers

You can find peanuts in the snack section

Yes, it's ok. But have you got one with nicer material? Something more natural?

THE HOUSE

THE HOUSE

This teacher's guide contains the following parts:

1. Aims
2. Contents
3. Methodology
4. Structure of the unit and specific instructions
5. Elements, instruments and evaluation criteria
5.1. Final test
5.2. Written production exercise
5.3. Recorded oral productions
5.4. Evaluation and guide for the oral interview with the student
5.5. Suggested criteria for the final summative assessment

1. Aims: This unit is designed to develop students' communicative skills which are needed to describe a house, places in general and the activities of people.

In order to do this, students will learn specific vocabulary, read a variety of texts and listen to some texts and dialogues. The four major skills of listening, reading, writing and speaking are used in the different parts and activities, paying special attention to verbs in the present continuous and the gerunds.

The unit *The House* is designed for 3º ESO students. The general aims of this lesson are the following ones:

- To form and use the present continuous;
- To form and use the forms there is /there are;
- To use prepositions to describe places and actions;
- To use the present continuous in contrast with the present simple.;
- To recognize and pronounce **-ing** endings.

2. Contents

Concepts:

- Vocabulary related to houses, parts of houses, ghosts, haunted houses, mysteries, etc.;
- Language functions: describing actions and hobbies;
- Cultural background related to mysteries and ghost stories;
- Use and distinction of the sounds -ng/nk at the end of gerunds.

Skills:

- Reading strategies, extensive reading, deducing meaning from context, pictures and sounds;
- Using a glossary;

- Listening to sounds and trying to practise their pronunciation;
- Using a variety of sources of information which include the Internet, newspaper texts, etc;
- Using the structures and words learnt: describing people, houses and scenes, current events, etc;
- Revising and improving reading and listening comprehension skills;
- Revising and improving writing and listening skills in topics related to the unit.

Attitudes:

- Readiness to learn about a story;
- Interest in learning more about the main topics; haunted houses and mysteries, parts of houses and things in a house;
- Readiness to use technology to improve their English and to get further information about events;
- Development of creativeness and imagination to describe fictional situations using English as an instrument to express those ideas.

3. Methodology

The ***The House*** unit is based on methodological principles which can be summarized as follows:

Interactivity: the exercises and scenes are meant for students to work independently (except for the final evaluation) since the exercises are mostly interactive and self-correcting.

Motivation: using a visually appealing presentation and a variety of activities, some of which are games, the unit is designed as a motivational tool for students to acquire the abilities and skills in a pleasant way.

Treatment of all communication skills: We have sought a variety of activities and content so that all communication skills are used, creating situations that encourage communication in English and contextualize the grammar and vocabulary or pronunciation.

Emphasis on reading skills: the unit focuses on the description of some characters and their background. While this is told, the student learns functions and communication skills.

4. Structure of the unit and specific instructions

The learning content is organized around a story. Using this as a starting point, we will introduce a variety of activities which include understanding, oral and written expression in a balanced way. It is advisable that students do the activities and readings of the Lessons section in the order they are arranged. However, some of the sections (for example, grammar and pronunciation), can be addressed independently and practised later in the corresponding exercises.

The students can find extra help regarding vocabulary, explanations on what to do and examples of the grammar and pronunciation contents by pressing the Help, Glossary and Task buttons. We must insist on the need to read the instructions on the exercises by using the Task button since students often tend to forget to do so.

A detailed description of all the content, activities and solutions to the exercises in the unit is included in the **student's guide**. Teachers should read it to check these aspects.

5. Elements, tools and evaluation criteria

Unlike the rest of the exercises and activities in the unit, which are self-correcting and do not require intervention by the teacher, the assessment of productive skills is a major issue in this unit. Here are suggestions for the evaluation criteria of these productions using evaluation charts as an instrument to facilitate the process and make more objective assessments of each item.

5.1. Final Test.

The ***Send to your teacher*** part includes a test for the student, which must be completed and returned to the teacher. The maximum test score is 50 points. These are the correct answers:

READING

A. (Score 10) Sugerencia de respuestas:

1. It was built 300 years ago.
2. The theatre is full of ghosts/ it is a haunted theatre.
3. The Man in Grey.
4. The Man in Grey is a daytime ghost. He appears only in the morning.
5. Because she was wearing a grey dress when she died.

B. (Score 5)

1. a play 2. to expect 3. refuse 4. daytime 5. actress

VOCABULARY

C. (Score 5)

1. scientist 2. armchair 3. vulture 4. fireplace 5. spider

D. (Score 5)

1. become 2.fireplace 3. moon 4.ugly 5.painter

STRUCTURES

E. (Score 10)

1.plays/composes 2. is /live 3. is cleaning 4. is playing/ plays 5. are/in/between

F. (Score 5)

1. b) on 2. c) usually 3. c) are watching/are enjoying
4. c) lying 5.d) what are you doing?

LISTENING

G. (Score 5)

1. roof 2. are 3.sin 4. garden 5. isn't

H. Fill in the gaps: (Score 5)

people fangs bats dangerous medicine

5.2. Written production exercise.

Also in the ***Send to your teacher*** section you can access the sheet with the specific written task the student must do.

Correction suggestions: We recommend a first fast reading, without correcting or annotating, to get a general impression. After that a more detailed correction paying attention to specific mistakes or good points.

Other considerations:

- The same mistake (for example, a spelling one or grammar) will be considered only once if repeated in the same text;
- Correction and errors in the structures studied in the unit will be considered more important than others.

Correction criteria	0	0.25	0.5	0.75	1	1.25	1.5	1.75	2
1. Sentence structure and order									
2. Structure and length									
3. Spelling and punctuation									
4. Interesting / creative									
5. Grammar									
6. Vocabulary									
7. Coherence									
Total points:									

Teachers can use this table by marking with a cross each box depending on how they value each item. Criteria 1, 2, 3 and 4 have a maximum of one point each (that is why the rest of the squares is shaded), and criteria 5, 6 and 7 up to two points. The final score will be comprised between 0 and 10.

Interpretation of the parameters of the table:

1. **Sentence structure and order:** it evaluates the order of elements within phrases and if the sentence structure and its extension are appropriate, without resorting to overly complex or inappropriate phrases in English.
2. **Structure and length:** it evaluates the ordering of ideas and clarity in the writing, so that there is a structure with introduction, plot and conclusion. It also takes into account the extent of the text (for example, a text which is too short will not allow a high score in any of the other parameters).
3. **Spelling and Punctuation:** it evaluates if the spelling and punctuation are correct and facilitate the understanding of the text.
4. **Interesting / creative:** it evaluates the content, if the ideas are interesting, creative or funny and if the topic is enjoyable to read.

5. **Grammar:** it evaluates grammar correction, with special emphasis on the structures reviewed and worked on the unit.
6. **Vocabulary:** it evaluates the selection of vocabulary, that the student does not confuse one word with another and shows he can handle a dictionary, that there is a sufficient variety of words and he/she does not use false friends.
7. **Coherence:** it evaluates that the text is comprehensible as a whole and the ideas can be understood despite the mistakes made, and that the students shows "comfort" in the use of the English language.

5.3. Recorded oral productions.

At the end of the unit, students will collect and send their recordings to the teacher, who will evaluate them.

The recordings correspond to the following activity:

Lesson 4 - Record sentences: The files are named: ***q7_pronunciation_1.wav***, ***q7_pronunciation_2.wav***, ***q7_pronunciation_3.wav***, ***q7_pronunciation_4.wav***, ***q7_pronunciation_5.wav*** y ***q7_pronunciation_6.wav***.

Suggested evaluation chart:

Evaluation criteria	Never score 0	Sometimes score 1	Always score 2
Pronunciation and intonation			
You understand what the student says in general.			
The student's pronunciation is good in general.			
He/she pronounces the ***-ing*** endings correctly.			
The intonation is good, questions sound like questions and negatives sound as such.			
The words **are /aren't / is / isn't** are pronounced well			
Total score (max. 10 points)			

Rate these descriptors from 0 to 2 points up to a maximum score of 10.

5.4. Evaluation and guide for the oral interview with the student.

As for the oral interview with the student, we suggest you follow the sequence described below, using the images below. Once the student is prepared and know the images well (for this purpose there is an activity in the *Self-assessment* section of the unit), you can facilitate the conversation with the student through some guiding questions listed under the images.

The sheet with full size images that the student has to download is accessible in the ***Send to your teacher*** section.

Sheet 1

For its preparation, the student has the following support vocabulary:

Key words: **branch, to dance, path, railings, to rise, skeleton, tomb, watchman, wreath, zombie**



Suggested questions

1. Which place do you think this is? What time do you think it is?
2. How many "people" are there in the picture?
3. Are all the characters ghostly creatures?
4. What were they doing?
5. How can you describe the place in general?
6. Where are the skeletons situated?
7. Which objects can you see, what are they used for?
8. What is the watchman doing?
9. Can you describe the animals? What are they doing?
10. Does it remind you of a film / book? Can you describe it / them?

Sheet 2

For its preparation, the student has the following support vocabulary:

Key words: ***armour, chest, fireplace, to glow, headless, to hoover, hunchback, lightning, two-headed, rug.***



Remember that the questions are a guide only in case the student does not know what to say, but he/she should be encouraged to participate creatively in the narrative.

Suggested questions:

1. Which place do you think this is? Which part of the building is it?
2. What is the weather like? What time is it?
3. How many characters are there in the picture?
4. What are they doing? Where are they?
5. How can you describe the place in general?
6. How many ghosts are there? What are they doing?
7. Which objects can you see? Where are they? What are they used for?
8. What is Frankenstein doing?
9. What is the vampire doing?
10. Choose one of the characters and talk about it in a more detailed way.

It is advisable to make brief notes during the interview, but it is not essential, because sometimes it is difficult to do it during a spoken conversation. After the conversation (immediately, as it is easy to forget nuances and specific points), we suggest using the following chart:

Evaluation criteria	Never score 0	Sometimes score 0.25	Always score 0.5
Pronunciation			
You understand what the student says in general.			
He/she pronounces the endings of the words (plurals, -ing endings, etc).			
He/she pronounces the words the unit has introduced properly.			
Intonation			
Statements, exclamations and questions sound as such.			

The student's intonation helps understanding.			
Grammar			
The student'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 (present continuous and prepositions) well.			
Vocabulary			
The vocabulary is varied, appropriate.			
He/she uses the words he/she's learned in the lesson.			
He/she uses only English words (or he/she includes words in Spanish or invented words).			
Comprehension			
The student understands your questions easily (or you have to repeat them more than twice).			
The student requests information from you, when he/she needs it.			
He/she answers your questions (or he/she talks about something else).			
Fluency			
He/she sounds comfortable in English.			
He/she gives complete answers or even adds extra comments or humour (or he/she answers in one or two words if possible).			
He/she uses linkers and complex sentences.			
He/she can express his/her ideas in other words if he/she doesn't know a word or expression.			
The sequence of information and ideas can be easily followed when he/she speaks.			
Total score (max. 10 points)			

Rate ***never=0***, ***sometimes=0,25***, ***always=0,5***, up to a maximum of 10 points.

5.5. Suggested criteria for the final summative assessment.

The following are suggested numerical criteria for the final evaluation of students based on data collected.

MATERIALES:	%
- Final test	**30**
- Writing	**25**
- Recordings	**15**
- Oral test	**30**
TOTAL	**100**

FORTUNE TELLER

FORTUNE TELLER

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

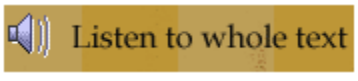
1. What is the function in the unit of the following buttons:



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	Sometimes	Always
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**

TRENDS

TRENDS

This unit introduces the topic of changing trends and online sales. Remind your students to use the grammar and the glossary buttons if necessary.

If you would like to assess the unit itself, you can use the ***class_assessment*** form you will also find in the ***impresos*** directory of the unit.

The structure of the unit is as follows:

PART A – Ready to shop?

1. Reading text: In this exercise, students must read an article about auctions and online sales, in which they will find some anecdotes about several curious facts regarding the topic.

2. Reading Comprehension Questions: In this exercise, students must complete a multiple choice activity to check their understanding of the previous article. They can click on the TEXT button if they need to read the article again without going back to the previous exercise. The activity is divided into two screens.

3. Active or Passive form: Now, students find a fill-in-the-gaps exercise so as to practise present simple and past simple passive. If they need any help, they can click on the Help button and read some grammar explanations.

4. Verbs often used in the passive: this activity consists of matching nouns and verbs that often go together and build the correct collocations. The exercise is divided into two screens.

Use the passive: now they can practise the passive form of the verbs they have just learned in the previous activity, by dragging the correct passive verb onto the appropriate gap and make correct sentences.

5. Speaking: record passive questions. Students are now faced with several questions in the passive. They can read them and listen to their pronunciation. Then, they can repeat them recording them and finally, they should listen to them and compare their pronunciation with the sample question. They can repeat this process as often as they like until they feel sure about the pronunciation of the weak forms of *was* and *were*.

PART B – Do men shop?

1. Listening to an interview: In this exercise, students must listen to the dialogue that takes place in a radio programme. It deals with the topic of how trends and fashion have changed over the years, especially regarding men's attitude towards shopping. They can read the text as well if they need to, just clicking on the TEXT button, although it is advisable for them to listen first.

2. Listening comprehension: Next, students must complete some sentences so as to check that they have understood the previous interview. They can listen to the dialogue again and they can also read it, as both the audio file and the text file are available on their screen; in this way they don't have to go back to the previous one.

3. Help with pronunciation: Students read and listen to sample sentences containing *used to*, both positive and negative sentences, as well as questions. Then, they must repeat them and record their pronunciation so as to compare it with the sample sentences.

On the next screen, they have a **follow-up activity** consisting of completing some sentences with the correct verbs and *used to*.

The second **follow-up activity** is for students to consolidate the pronunciation of *used to*, now using the correct sentences they have built in the previous activity. This exercise is divided into three screens.

4. Help with vocabulary: Students are now presented with a multiple choice activity for them to practise *anything, no one, everywhere, etc.* The activity is divided into two screens.

5. Writing: Now students have to write about what they used to do when they were younger. They can use the prompts that appear on the screen and their own ideas to produce a brief paragraph about their own changing trends. When they finish, they can send their piece of writing to their teacher by e-mail.

PART C - Fashion

1. Reading text: In this exercise, students must read an article about the profile of a design company. The article is divided into two screens.

2. Reading and vocabulary comprehension: Next, students must complete a True/False activity regarding the understanding of the previous profile. The activity is divided into two screens.

3. Help with vocabulary. The use of articles: Now, students must complete the rules regarding the use of *a*, *an*, *the*, or *no* article by matching when to use each article.

4. Reading and Listening: Now, students listen to a new profile and they must fill in the gaps in the profile they have on their screen. They can also read the transcript, although it would be advisable that they tried to complete the profile just by listening first.

PART D - Review

1. Fill in the gaps: With this activity students can consolidate the use of present and past simple passive, by filling in the gaps with the correct form of *was* and *were*.

2. Choose the correct words: Now students must decide if the sentences on their screen should be passive or active ones.

3. Complete the text: Students now read a new profile about a person in charge of online businesses and must complete it with the correct passive or active forms of the verbs provided.

4. Write sentences: In this exercise students must produce their own passive sentences, by rewriting the active ones provided. The activity is divided into two screens.

5. A, an, the, no article?: Now students revise the use of articles by inserting the correct ones in a new article about modern trends.

6. True or False?: In this final activity, students read about how life has changed for some people, and they consolidate the correct form of *used to*. Then, they must answer several simple comprehension questions about the article. The activity is divided into three screens.

Answer Key

A. Ready to Shop?

2. Reading Comprehension Questions:

1. In Boston, 2. In 2008, 3. By his tailor, 4. By Frank Sonata, 5. Guitars, 6. At a ceremony

3. Active or Passive Form:

Ebuy was started in a flat in 1995. At that time, the website was called Auctionweb, but its owner changed the name to eBuy in 1997. On its first day, the site wasn't visited by anybody, but now it has become one of the most successful online businesses in the world. It has over 3,000,000 categories and it is used by over a hundred million people, who all make their living by selling things on eBuy. Lots of people go to eBuy to buy and sell unusual things. One person bought a piece of cake half eaten by a famous actress, for a thousand pounds, and a pair of trainers with the face of a tennis player on them were bought by a fan for five hundred thousand pounds. Once, someone even tried to sell a yellow balloon to fly to Jupiter and he got a pound for it!

4. Verbs often used in passive:

Grow crops, make shoes, build houses, direct films, publish magazines, manufacture cars, invent machines, paint pictures, write plays.

Use the passive:

1. My favourite play was written by Shakespeare. 2. My mobile phone was made in Japan. 3. My favourite film was directed by Spielberg. 4. My house was built about ten years ago. 5. My robot cleaner was invented in Germany.

B. Do Men shop?

1. Listening Comprehension

1. Department stores used to have a special place only for men.
2. Thirty years ago, men didn't use to do anything at all.
3. They didn't even use to buy their clothes!
4. Men's clothes shops used to have a special shopping service.
5. Shop assistants helped them buy the most suitable clothes.
6. Thirty years ago, there didn't use to be cosmetics for men.

2. Help with pronunciation

1. People used to drink tea more often than coffee.
2. Department stores never used to open on Sundays.
3. Children used to eat less sugar.
4. Local shops didn't use to sell frozen food.
5. There didn't use to be any shopping centres.
6. People didn't use to pay with credit cards.
7. Shops never used to give plastic bags to customers.
8. People used to buy food every day.

3. Help with Vocabulary

1. No one used to buy food in shopping centres.
2. You could buy fresh vegetables everywhere.
3. Everything used to be cheaper than it is now.
4. There didn't use to be anything to do on Saturday night.
5. You couldn't fly anywhere.
6. Everyone used to pay with the same currency as they do nowadays.

C. Fashion

1. Reading Comprehension

1. F, 2. F, 3. T, 4. T, 5. F, 6.F

2. Help with Vocabulary

We don't use an article: to talk about people in general, for most cities and countries.

We use *a* or *an*: with jobs, to talk about a person for the first time.

We use *the*: to talk about a person for the second time, with superlatives.

3. Reading and Listening

G. A. was born in 1945 in a village called Taormina. When he was a kid, he already loved fashion. When he was 20, he decided to go to Paris and become a fashion designer, and in 1985 he won an award for being the best designer of men's clothes in France. He brought to the market a new perfume for men called *'My pleasure'* in 1986.

In 1996 he held a big party with several famous singers to raise money for cancer patients. At the party, he sold copies of his weekly magazine, *Men in Fashion*, and gave all the money from the sales to charity.

On July 10th 1997, G. A. was murdered in the USA. Nobody really knows the reason.

D. Review

1. Fill in the Gaps

1. 90% of the world's rice is grown in India.
2. Chinese is spoken by lots of people.
3. We are always paid on Fridays.
4. Your credit cards were found on the 6.30 train.
5. In 996, a thousand T-shirts were sold in eBuy.
6. The award was won by a group of students from Manchester.
7. That blouse was worn by Amy Whitehouse last month.
8. I am taught at school everyday.

2. Choose the correct word

1. Is used, 2. Were bought, 3. Buys, 4. Bought, 5. Tried, 6. Were published.

3. Complete the text. The guy behind eBuy

One Sunday back in the 90s, this guy created the fantastic online auction website called eBuy. But who's this guy and what does he do now?

His parents met in France in the 60s. They got married and had a son in 1966. Five years later, they moved to the USA. From a young age, their son loved computers, but this subject was not taught at school, so he taught himself on a tiny computer. Two years later he got his first job working with computers at the school library. He was paid five dollars an hour!

Now, he is the owner of eBuy, but the firm is not run by him. He now works for other websites, where people join others with the same hobbies and their meetings are organized in virtual places all over the world. Several million people use these social websites to meet regularly!

4. Write in the passive

1. Every year ten million cars are manufactured by BMW.
2. This magazine was first published in 2004.
3. Most of the world's sugar is grown in Brazil.
4. The Around the Moon books were written by a ten year old boy.
5. The Star Wars films were directed by G. L.
6. Were online auctions invented by eBuy?

5. *A*, *an*, *the*, or *no* article?

Every day Suzie Dolittle and Scarlet Wild give advice about fashion on their TV spot called *What You Should Wear*. Suzie began her career working as a lawyer in Oxford. Scarlet worked for fashion designers like G. A. and then became a paparazzi. In 1987 Suzie met Scarlet and they came up with an idea: they thought people needed real pieces of advice about fashion and trends. Every month they wrote an article in a local newspaper. The articles became so popular that they published a book called *Ready 2 Wear*. After that, they started the TV spot named *What You Should Wear*.

Not everybody is fond of Suzie and Scarlet. One lady who was on the spot said that they were the rudest girls she had ever met. But Suzie and Scarlet claim they are just being true!

6. True or False? Read and answer

1. T, 2. T, 3. T

TRANSCRIPTS

B. Do Men Shop?

1. Listen to the interview. A Radio Programme

INTERVIEWER: And now my guest, Simon Trendy, whose programme about men and shopping is on Radio 4 on Mondays at ten.

Simon, why is a programme about men and shopping made every week?

SIMON: Well, the attitude of men towards shopping has changed quite a lot over the last ten years in the UK. Just think of department stores. They used to have a special place for men. Men used to go there, relax in big comfortable armchairs and read a book while their wives were doing their shopping. It used to be an extremely popular place.

INTERVIEWER: No wonder why! And, did they use to do food shopping at all?

SIMON: Oh, no, men didn't use to do anything at all. Only women used to do that, and they still do, but it's not as bad as it used to be thirty years ago. Most single men didn't even go shopping for their own clothes!

INTERVIEWER: Oh, dear! And, how did they use to manage?

SIMON: Well, men's clothes shops used to have a special shopping service for single men. They used to have shop assistants that went around the shop with the customer and helped him buy the most suitable clothes.

INTERVIEWER: Really?

SIMON: Nowadays, that has changed and shopping is also done by men, both for clothes and for food, although they carry a shopping list around, of course!

INTERVIEWER: Yes, a shopping list written down by their wives!

SIMON: Most probably! And the available products for men have also changed. Thirty years ago one didn't use to see cosmetics for men, but now they are very popular, so trends have really changed.

INTERVIEWER: Well, our time is coming to its end, I'm afraid. Thank you very much for coming, Simon, and good luck with your programme.

C. Fashion

4. Reading and Listening

G. A. was born in 1945 in a village called Taormina. When he was a kid, he already loved fashion. When he was 20, he decided to go to Paris and become a fashion designer, and in 1985 he won an award for being the best designer of men's clothes in France. He brought to the market a new perfume for men called *'My pleasure'* in 1986.

In 1996 he held a big party with several famous singers to raise money for cancer patients. At the party, he sold copies of his weekly magazine, *Men in Fashion*, and gave all the money from the sales to charity.

On July 10th 1997, G. A. was murdered in the USA. Nobody really knows the reason.

WORK SHEETS

Complete these sheets as you work your way through the different sections of the unit.

INTRODUCTION

1. Which of these contents will you find in this unit? (underline the correct items)

- the use of the articles
- the use of the infinitive
- the use of time adverbs
- the use of the passive voice

2. Which of these topics are described in this unit? (underline the correct items)

- online shopping
- online games
- fashion design
- sports

LESSON 1

3. Mention three items that have been auctioned. a) the typewriter of a famous author; b) the dress of a famous singer; c) some buttons from the shirt of a rock star

4. What is eBuy? A company the sells/auctions goods online.

5. Write the equivalent passive forms of these verbs and tenses:

- sells is sold
- wrote was/were written
- make am/are made

LESSON 2

6. Did men use to do the shopping in the old days? Explain. No, they didn't. They simply waited for their wives at the stores.

LESSON 3

7. What does the Cookie Company do? They design fashion clothes.

How did the founder of the company die? He was killed.

8. Mention four new words that you have learned in this lesson: business, label, get on (with), forbid, taxes, trouble, hire, guilty, nowadays, successfully

9. Do we use '*the*' when we talk about '*people*' in general? No, we don't.

10. Who edited the magazine "*Men in Fashion*"? Giorgio Armani did.

REVISION

11. Mention the topic of one of the texts in this section: Online auctioning / Advice on fashion and trends

12. Do you know the name of the founder of eBuy? No, it is not mentioned in the text.

13. Give the title of a book published by Suzie Dolittle & Scarlet Wild: "*Ready 2 wear*".

14. Where is Sally's office now? At her home.

15. What is '*cyberbullying*'? It is a form of harassment that uses new technologies (the Internet and cell phones).

FINAL ASSESSMENT TEST – TRENDS

STUDENT'S NAME: …… **SCORE**: ……..

1. Decide if the following sentences are active or passive ones. Write **P** next to the passive sentences and **A**, next to the active ones.

a. Bernie and Thomas are well known for selling famous objects.
b. They also make business selling famous belongings.
c. Some guitars are extremely valuable.
d. They are collected by music fans.
e. One guitar was once sold by Thomas for a large sum of money.

2. Write the following words next to their corresponding definitions.

auctioneer award belongings charity currency forbid give the sack label moody spot

a. Prohibit, not allow:
b. A short section between TV or radio programmes often used for advertising:
c. Money used in a particular country:
d. A foundation created to provide help to the needy:
e. Something own, possessed:
f. Trade name of a company/ an identifying marker attached to an object:
g. An agent who conducts an auction:
h. Something given for winning a contest:
i. Dismiss somebody from his/her job:
j. A temperamental person:

3. Choose the correct words to fill in these sentences.

a. Fifty years ago … used to go to big shopping centres
   A. Nobody
   B. Nothing
   C. Nowhere

b. … used to buy fresh food at the local market
   A. Everywhere
   B. Everything
   C. Everybody

c. There didn't use to be … to go on Friday night
   A. Anyone

B. Anything
C. Anywhere

d. … used to be the same as it is nowadays
A. Anywhere
B. Nothing
C. Anything

4. Fill in the gaps with the correct article: a/an, the, or blank.

a. He was born in …… village called Taormina

b. He loved …… fashion from childhood

c. At the age of 20, he decided to move to …… Paris

d. In the 80s, he won lots of awards for being …… best designer in Europe

e. He now holds …… parties to raise money for …… needy

5. Complete these sentences using the verbs in brackets in the correct active or passive tense.

a. eBuy …… (create) back in the 90s

b. Its owner still …….. (love) computers nowadays

c. He …….. (learn) how to use a computer when he was a teenager

d. He …… (give) his first computing job at the age of 19

e. At present, his websites …….. (visit) by thousands of people everyday

6. Write these sentences into passive.

a. Mercedes manufactures fifty million cars a year

……..

b. He first published this book in 1996

……..

c. Valencia grows a lot of rice

…….

d. Tolkien wrote The Lord of the Rings

……..

e. Did Bernie sell Elvis Presley's shirt buttons?

……

ANSWER KEY

1.

a. Bernie and Thomas are well known for selling famous objects. p
b. They also make business selling famous belongings. A
c. Some guitars are extremely valuable. A
d. They are collected by music fans. P
e. One guitar was once sold by Thomas for a large sum of money. P

2.

a. Prohibit, not allow: forbid
b. A short section between TV or radio programmes often used for advertising: spot
c. Money used in a particular country: currency
d. A foundation created to provide help to the needy: charity
e. Something own, possessed: belongings
f. Trade name of a company/ an identifying marker attached to an object: label
g. An agent who conducts an auction: auctioneer
h. Something given for winning a contest: award
i. Dismiss somebody from his/her job: give the sack
j. A temperamental person: moody

3.

e. Fifty years ago … used to go to big shopping centres
   D. Nobody
   E. Nothing
   F. Nowhere

f. … used to buy fresh food at the local market
   D. Everywhere
   E. Everything
   F. Everybody

g. There didn't use to be … to go on Friday night
   D. Anyone
   E. Anything
   F. Anywhere

h. … used to be the same as it is nowadays
   D. Anywhere
   E. Nothing
   F. Anything

4.

a. He was born in a village called Taormina

b. He loved …… fashion from childhood

c. At the age of 20, he decided to move to …… Paris

d. In the 80s, he won lots of awards for being the best designer in Europe

e. He now holds …… parties to raise money for the needy

5.

a. eBuy was created (create) back in the 90s

b. Its owner still loves (love) computers nowadays

c. He learned (learn) how to use a computer when he was a teenager

d. He was given (give) his first computing job at the age of 19

e. At present, his websites are visited (visit) by thousands of people everyday

6.

a. Mercedes manufactures fifty million cars a year

Fifty million cars a year are manufactured by Mercedes

b. He first published this book in 1996

This book was first published in 1996

c. Valencia grows a lot of rice

A lot of rice is grown in Valencia

d. Tolkien wrote The Lord of the Rings

The Lord of the Rings was written by Tolkien

e. Did Bernie sell Elvis Presley's shirt buttons?

Were Elvis Presley's shirt buttons sold by Bernie?

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**	**Sometimes**	**Always**
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	**20**
- Oral recordings	**20**
- Written work	**15**
- Direct conversation	**25**
- Final test	**20**
TOTAL	**100**

DIRECTIONS

DIRECTIONS

1. AIMS AND CONTENTS

When travelling to a foreign country, people may feel the need to ask for and understand directions to get to a certain place. In this unit, students will learn about how to follow maps and how to ask for and give directions when they get lost. Not only that, the unit Directions will enable students to learn about the most famous tourist sites in London.

Grammar: *Present Perfect sentences; Conditional sentences (3rd type); imperatives to give directions; modals to express deduction.*

Functions: asking for and giving directions; expressing past situations that cannot be changed; finding locations; following maps; arguing about directions; describing a trip around a city.

Vocabulary: *street vocabulary; famous sites in London; adverbs of manner, degree and certainty; prepositions of place.*

Phonetics: recognition of words such as *turn, first, turning, might, direction, ahead, straight*, etc.; intonation when asking for directions; sentence stress.

Skills:

Reading comprehension.

Listening comprehension.

Practising controlled oral production.

Writing a short text about a trip to a city..

Attitudes:

Positive attitude towards new information through English.

Respect towards other cultures.

Develop autonomous learning.

2.UNIT STRUCTURE

The structure of the unit Directions is divided into three parts and each part includes three lessons. The specific objectives for each lesson can be seen in the **static *web* pages**. In each of these pages, there is an image which students will have to click on to open a **popup window** containing the activities. From these pages, students can also go to any other section of the unit if they click on the navigation buttons at the top or on the side menu of each page.

The unit starts with the section Aims, in which the general objectives for the unit are stated. The following page, General Explanations, provides students with information on the various

sections they will find within the unit. Also, if they click on the image here, they will learn about the functioning of the buttons and icons used throughout the unit. Recommend your students to look carefully at this section before they start the unit contents.

LESSONS

Remind your students to read the instructions for each activity which they can find by clicking on the **Task** button. In all of these active pages, they can also find some vocabulary help and grammar help in the **Glossary** and **Help** buttons respectively.

PART 1 – Lesson 1 – Lost in London

Students have to listen to a conversation between two people who are lost in London. In case they don't understand very well, they can follow the conversation by clicking on the Text button. After listening, they will have to do a True / False exercise.

PART 1 – Lesson 2 – Are you sure?

In this lesson, students will revise and identify different types of adverbs. Remind them to click on the Help icon to obtain useful information to solve the activity. In a second exercise, students will have to listen to several sentences and complete them with the right adverbs.

PART 1 – Lesson 3 – How do I pronounce?

After having listened to the conversation in lesson 1, students must play Anna's role in her conversation with Mike. They should pay particular attention to intonation and stress in sentences. After recording their voices, they must save the audio clips and send them to their tutor.

In this lesson, students are also required to complete Worksheet 1 and send it to their tutor.

PART 2 – Lesson 1 – What's the way?

This lesson starts with a revision of prepositions of place. Students can click on the link indicated to revise prepositions. After revising, they can do the exercises consisting of filling in the gaps in two texts about asking for and giving directions.

PART 2 – Lesson 2 – Again in London

Students have to listen to a text and fill in the gaps with the words provided. When they have completed the text, they have to do a multiple choice exercise to check that they have understood correctly the story.

PART 2 – Lesson 3 – How did you say?

Students look at a city map and try to say the right directions to get to three different places. They must record their voices and send their tutor the audio clips. In this lesson, students will have to complete worksheet 2 and send it to their teacher.

PART 3 – Lesson 1 – Around London

With this activity, students will practise their reading comprehension. They will have to read different routes to get to a destination and choose the best way according to the maps shown.

PART 3 – Lesson 2 – Don't miss it!

Students will have the chance to learn about the most popular sites in London with this activities. First, students are introduced to London's most famous tourist sites and, in a second exercise, they will have to match the names with the pictures.

PART 3 – Lesson 3 – It's been great!

In this lesson, students are presented a text distributed in paragraphs as a sample for their writing task. By clicking on the image of lesson 3, they will access an active page where they can write about a trip around a city. In order to send their tutor their writing composition via email, they must click on the envelop icon.

Students must complete worksheet 3 and send it to their tutor for their assessment.

There are other sections in this unit that need to be explained:

REVIEW AND PRACTICE

This section comprises the three worksheets that students must complete and a set of four activities to practise and review the unit contents,

NOTE: It is up to the teacher that students complete the worksheets after finishing each Part of the unit, or they can send the three of them in one go after completing the unit lessons.

EXTRA ACTIVITIES

This section offers students some amplification activities related to the unit contents. Students must click on the activity names to access them.

For a more detailed explanation of these activities, we refer you to the student's guide.

SELF-ASSESSMENT

In this section, students can find four self-correcting tests that will help them check how much they have learned.

SEND TO YOUR TEACHER

Here, the activities that must be sent to the teacher are comprised. Remind your students that they must complete the three worksheets (available by clicking on the printer icon) and do the rest of the activities and send them to their teacher for their marking.

DID YOU KNOW…?

A final section is Did you know?, where students can implement what they already know about the unit contents, but in a freer way. Invite them to visit different websites with relevant information and encourage them to practise English at the same time as they have fun.

3. ANSWER KEY

PART 1 LESSON 1

True or False?

They have been there before. true

They are not lost. false

They are not going to take a taxi. false

Mike is very sure that they have been there before. true

PART 1. LESSON 2

Adverbs

-Pretty rather quite fairly

-Really absolutely just completely

Gap filling

1 Quite

2 Quickly / cheaply

3 Often

4 Very

5 Definitely

PART 1. LESSON 3

Students must listen and record Anna's role.

PART 2. LESSON 1

Directions

1 Excuse me, how can I get to the cinema?

Go [**straight**] on.

Turn [**left**] at the corner.

Then take the [**second**] road on your right.

Continue to the [**end**] of the road.

Turn left [**there**].

The cinema is on your left, [**opposite**] the toy shop.

Thank you very much.

You're welcome.

2 A: Excuse me, can you tell me the [**way**] to Oxford street?

B: Sure. Go straight [**on**]. Then turn [**left**].

-Keep walking and turn [**right**] at the first street.

-Walk up the street and you will [**get**] to Berkerley Street.

-Turn [**left**] and keep walking.

-Turn right at the [**corner**].

-Walk up New Bond street and [**take**] the first right.

-You will get to Oxford street in ten minutes.

PART 2. LESSON 2

Last year, Anna and Mike [went] to London for the weekend. It was a wonderful [trip]. They arrived at half past seven in the morning at Heathrow [airport].

At eight o'clock they were in the hotel [room].

They had been in [London] three years before, visiting London Bridge, the Tower of London, and St. Paul's Cathedral.

This time they wanted to buy [clothes] because they knew that there were fantastic [shops] - London is one of the Top [fashion] Centres. Anna also wanted to visit the most important tourist [sites], so Mike [asked for] a map at reception:

"Excuse me, have you got a [map]?"

"Yes sir, this map has the most important places."

Looking at the map they defined the route to follow. It was difficult to establish an easy [way] to visit Westminster Abbey, Big Ben, Piccadilly Circus, and Buckingham [Palace]. To go shopping, they selected Oxford [Street] and Regent Street, because this is the main area in which to find High Street [stores].

Their [journey] started by visiting the Houses of Parliament and Big Ben. From there, they [walked] to Buckingham Palace through St. James's Park. They saw the changing of the guard - it took place at half past [eleven] that morning

At twelve o'clock, Mike and Anna wanted to go to Oxford Street; then they had a [look] at the map and tried to decide how to [get] there:

"If we take Piccadilly near Wellington Museum, then [turn left] into Berkeley Street following New Bond Street, we will be [there] in ten minutes."

"All right."

They were shopping in many stores for hours, enjoying it a lot. They walked through small streets, too, buying some [souvenirs] in small shops.

Suddenly, Anna did not recognise where she was- she thought they were [lost]. Mike took the map trying to explain to Anna how they could [find] their way again.

"Let me see where we are - I think we [walked] from Oxford Street, then we turned [second right] by Regent Street... OK, no problem. Just follow me."

Anna followed Mike, but ten minutes later, they were still lost - they had been [walking] in a circle, so they decided to ask somebody.

"Excuse me. Could you tell us how [we can get] to Trafalgar Square, please?"

"Yes, let me think - all right, pay attention. We're in Carnaby Street, right? Take the [first right] into Wardour Street, the [second left] and the first right down Cross Road, you will be [there] in ten minutes"

They arrived at [Trafalgar Square] in ten minutes. It was a fantastic day walking around the city.

MULTIPLE CHOICE

1 They wanted to buy... 

2 They had already visited... London Bridge

3 Where did they get the map from? They asked for a map at the reception.

4 The first thing they visited was…



5 The changing of the guard takes place every day at 11:30

PART 2. LESSON 3

Student's own answers.

PART 3. LESSON 1

The best way for each route is:



from Picadilly Circus to Buckingham Palace

Go down Piccadilly until you get to the end of the street. Then turn left and you'll see Constitution Hill. Walk straight through it. You'll see Buckingham Palace on your right.



from Westminster Bridge to Oxford Street

Cross Westminster Bridge and walk up Whitehall Street. You'll now be in Trafalgar Square. Go through it and continue along Charing Cross Road. Oxford Street is at the end of it.

Route 3:

from Oxford Street to Westminster Abbey

From Oxford, walk along Regent Street and then keep straight on through Waterloo Place. Then turn left. Walk around Trafalgar Square until you find Whitehall. If you go down this street, you'll get to Westminster Abbey easily.

PART 3. LESSON 2



BIG BEN



WESTMINSTER ABBEY



ST PAUL'S CATHEDRAL



TOWER OF LONDON



TRAFALGAR SQUARE



HOUSES OF PARLIAMENT



TOWER BRIDGE



REGENT STREET



LONDON EYE



OXFORD STREET



BUCKINGHAM PALACE



PICCADILLY CIRCUS

PART 3. LESSON 3

Students' own answers.

REVIEW AND PRACTICE

MEMORY GAME

Houses of	Tower	Ben	Trafalgar
Regent	Westminster	Buckingham	St Paul's
Parliament	Bridge	Big	Square
Street	Abbey	Palace	Cathedral

WHAT'S IN THE MESSAGE?

GOSTRAIGHTONANDTURNRIGHTLOOKMYHOUSEISNEXTTOTHELIBRARY

GO / LOOK / TURN / IS

GOPASTTHEBANKANDTURNLEFTATTHETRAFFICLIGHT

Go past the bank and turn left at the traffic light.

EXCUSEMECANYOUTELLMETHEWAYTOTHETRAINSTATION

Excuse me, can you tell me the way to the train station?

THEPOSTOFFICEISBETWEENTHEBOOKSHOPANDTHESCHOOL

between

ABOUT ADVERBS

ADVERBS OF CERTAINTY: absolutely, completely, perhaps.

ADVERBS OF MANNER: cheaply, quickly

ADVERBS OF DEGREE: quite, rather, very

WHICH IS THE RIGHT DIRECTION?

1 Go down

2 Go ahead

3 Go straight on

4 Turn right

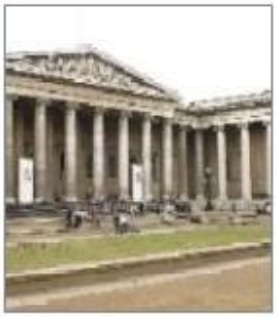
5 Turn left

6 Walk through

7 Walk down

EXTRA ACTIVITIES

WHERE HAVE THEY BEEN?



British Museum



Buckingham Palace



Tower of London



Piccadilly Circus



The London Eye



Trafalgar Square

LANGUAGE USES

1	*A past situation that cannot be changed.*
2	*Giving directions to get to a place.*
3	*Referring to a nice experience.*
4	*Expressing a high degree of certainty.*
5	*Asking for a direction.*
6	*Realize a mistake.*
7	*Locate a place on the map.*

SENTENCE ORDER

I have got wet.

We have missed the train.

We have turned right there.

I haven't bought a map.

You haven't gone straight on.

WRITE IT CORRECTLY!

Turn right at the second street.

Turn left at the park.

Go straight on along Princess' Street and turn right at the library.

Take the first turning on the left.

SELF-ASSESSMENT

TEXT COMPLETION

Last summer, Pete and I went on a trip to Rome, the capital city of Italy. The first thing we did when we arrived in Rome was to [ask for a map at the tourist office]. With the map in my hand, we took the street opposite the train station and went [straight on up to the third turning on the right]. I thought this was the right direction, but my friend Pete told me we might have taken the wrong way. We stopped at a corner to decide [which way we should follow next].

After a while, we went ahead up the street and got to the Colosseum by chance! This building is [one of the most fantastic sites you can visit] in Rome! We spent some time walking around these magnificent ruins and then we started our way back to the hotel which seemed to be quite far away. We walked along an enormous park and passed several hotels, but there was [no sign of the Piccolino Hotel, which was ours].

Finally, we sat on a bench and Pete told me we were definitely lost! In the end, as it was getting dark and we were very tired, we [decided to take a taxi]. We asked the taxi driver to take us to the Piccolino Hotel, but he told us that that hotel didn't exist. I showed him a piece of paper [with the name and the address] of the hotel and the taxi driver started to laugh. That was the Pinochio Hotel! –He told us. He took us there and we were finally able to have [a rest and get ready for our walking tour] around the city the following the day.

CROSSWORD



WORD SERIES

AHEAD / ALONG / FIRST / FOLLOW

SITES / THIRD / DIRECTION / TURN / TURNING

STRAIGHT / STREET / MIGHT / DEFINITELY

LISTEN AND WRITE

[Mike asked for a map at reception]

[Excuse me. We're visiting London. Have you got a map?]

[Yes sir, this map has the most important places].

[Excuse me. Could you tell us how we can get to Trafalgar Square, please]?

[All right, pay attention. We're in Carnaby Street, right]?

[Take the first right into Wardour Street, the second left]

and [the first right down Cross Road. You'll be there in ten minutes].

WORKSHEET ANSWER KEY

WORKSHEET 1

1 Which button do you have to click on to know what to do in the activities of this unit? Choose the right option.









2 Mike and Anna were walking around the city and got lost. What did they finally decide to do? **They decided to take a taxi.**

3 Which conditional sentence does Anna use during the conversation?

If we hadn't taken a right there, we would have reached the station.

4 What words do Anna and Mike use to express a high degree of certainty?

Absolutely, completely, definitely

5 Write three adverbs of degree which can be translated into Spanish as “bastante”.

Rather, quite, fairly

6 Which adverb is missing in the sentence “***People _____complain about the weather***”? What type of adverb is it? **Often. It’s an adverb of frequency.**

7 What role do you have to play in the conversation in Lesson 3?

Anna’s role

8 What is the function of the ***Play*** button in Lesson 3?

It plays the audio recordings.

WORKSHEET 2

1 You are lost in a foreign city and you want to go to the museum of Modern Art. What question/s can you use to ask for the direction to the museum?

Students should answer with questions similar to the following ones:

Excuse me, can you tell me the way to the museum of Modern Art?

How can I get to the museum of Modern Art?

Can you tell me how to get to the museum of Modern Art?

2 In lesson 1, you must complete the directions to get to Oxford Street. Write the names of two streets which you can see on your way to Oxford Street.

Berkerley Street.

New Bond Street.

3 Look at the city map from lesson 1 and complete the sentences with prepositions of place.



1The cinema is **next to** the restaurant.

2 The car park is **in front of** the park.

3 The pub is **on / at** the corner.

4 The clothes shop is **between** the park and the bank.

5 We are at the supermarket. The bank is **across** the street.

6 What street did Anna and Mike choose to go shopping? **Oxford Street**

7 What are the instructions according to these signs?



Turn right



Turn left



Go straight on

6 What happens when you click on the Clear button?

You must start the activity again.

7 How long did Anna and Mike spend in London?

Two days / a weekend

8 Have Anna and Mike been to London before?

Yes, they have.

9 What did Mike ask for at the hotel reception?

He asked for a map.

10 What time does the Changing of the Guard take place every day?

At half past eleven.

11 Complete the sentence with a famous place in London.

Anna and Mike got lost trying to get to ***Trafalgar square.***

12 In the speaking activity, you must give directions to get to three different places. Which are these places?

Trafalgar Square

Hospital

Restaurant

WORKSHEET 3

1 Complete with these names the three routes that you have to follow in your tour around London.

Oxford Street ***Westminster Abbey*** ***Piccadilly Circus***

Route 1: From ***Piccadilly Circus*** to Buckingham Palace

Route 2: From Westminster Bridge to ***Oxford Street.***

Route 3: From Oxford Street to ***Westminster Abbey.***

2 Unscramble the letters and you will obtain the names of some popular sites in London.

BBAYE EERSTMNTIWR	***Westminster Abbey***
EEY OONLD	***London Eye***
CPCIADYLL IURSC	***Piccadilly circus***
HET UOHESS FO RLIENMAAPT	***The Houses of Parliament***
TEH WRTOE OF NNOOND	***The Tower of London***

3 What are the names of these places?



Buckingham Palace



Big Ben



St. Paul's Cathedral

4 Read the postcard in Lesson 3 of Part three and answer the questions below.

Dear Sonia,

How are things? We arrived in London yesterday and, I must tell you, this is a really nice city.

We have already visited Buckingham Palace, an amazing building where you can also see the

changing of the guard. It's very funny to watch those serious guards wearing black and red uniforms!

After lunch, we went to the London Eye, which is an enormous fairground attraction. We rode on it and enjoyed a magnificent view of the whole city.

Yesterday night, we went out for a walk after having a rest at the hotel. Piccadilly Circus was such a lively place!

There are a lot of places which we haven't seen yet, but we've still got three days to walk around the city!

Best wishes,

John

Where did John arrive yesterday? **He arrived in London.**

Does John like this city? **Yes, he does.**

What places has John already visited? **Buckingham Palace, The London Eye and Piccadilly Circus.**

Where could he see the changing of the guard? **At Buckingham Palace.**

What do guards usually wear? **Black and red uniforms.**

Now, read the text again and find the following information.

Find two verbs in the Present Perfect tense.

Have (already) visited; haven't seen.

Find two connectors.

Yesterday night, but, after lunch.

Find the opposite of serious.

Funny

Find a synonym of site.

Place(s).

4. AUDIO SCRIPTS

PART 1. LESSON 1

-We are lost!

-No we aren't. I am absolutely sure we've been here before

-We are still lost, Mike

-No! We are not lost. I think I know where we are. We've been here before!

-Please, look at the map again. I´m tired of walking around!

-I've got no idea where we are.

-No, we're completely lost. Where did we go wrong?

-Well, we might have taken a wrong turning at Mill Street.

-No, we took the right turning - I can remember. We could have taken the wrong turning at Priory Road.

-I don't think so - I remember walking past the church that is on the map there. We must have taken a wrong turn after that. We must have taken the wrong turning here, at Denmark Avenue.

-Mmmm, yes. If we hadn't taken a right there, we would have reached the station.

-We are definitely lost Anna!

-Yes, Let's take a taxi.

PART 1. LESSON 2

1.- I had no breakfast and now I feel [quite] hungry.

2.- Tube or bus will get you there [quickly] and [cheaply].

3.- People [often]complain about the weather.

4.- The city where I live is [very] beautiful.

5.- We are [definitely]lost Anna!

PART 2. LESSON 2

Last year, Anna and Mike [went] to London for the weekend. It was a wonderful [trip]. They arrived at half past seven in the morning at Heathrow [airport].

At eight o'clock they were in the hotel [room].

They had been in [London] three years before, visiting London Bridge, the Tower of London, and St. Paul's Cathedral.

This time they wanted to buy [clothes] because they knew that there were fantastic [shops] - London is one of the Top [fashion] Centres. Anna also wanted to visit the most important tourist [sites], so Mike [asked for] a map at reception:

"Excuse me, have you got a [map]?"

"Yes sir, this map has the most important places."

Looking at the map they defined the route to follow. It was difficult to establish an easy [way] to visit Westminster Abbey, Big Ben, Piccadilly Circus, and Buckingham [Palace]. To go shopping, they selected Oxford [Street] and Regent Street, because this is the main area in which to find High Street [stores].

Their [journey] started by visiting the Houses of Parliament and Big Ben. From there, they [walked] to Buckingham Palace through St. James's Park. They saw the changing of the guard - it took place at half past [eleven] that morning

At twelve o'clock, Mike and Anna wanted to go to Oxford Street; then they had a [look] at the map and tried to decide how to [get] there:

"If we take Piccadilly near Wellington Museum, then [turn left] into Berkeley Street following New Bond Street, we will be [there] in ten minutes."

"All right."

They were shopping in many stores for hours, enjoying it a lot. They walked through small streets, too, buying some [souvenirs] in small shops.

Suddenly, Anna did not recognise where she was- she thought they were [lost]. Mike took the map trying to explain to Anna how they could [find] their way again.

"Let me see where we are - I think we [walked] from Oxford Street, then we turned [second right] by Regent Street... OK, no problem. Just follow me."

Anna followed Mike, but ten minutes later, they were still lost - they had been [walking] in a circle, so they decided to ask somebody.

"Excuse me. Could you tell us how [we can get] to Trafalgar Square, please?"

"Yes, let me think - all right, pay attention. We're in Carnaby Street, right? Take the [first right] into Wardour Street, the [second left] and the first right down Cross Road, you will be [there] in ten minutes"

They arrived at [Trafalgar Square] in ten minutes. It was a fantastic day walking around the city.

PART 3. LESSON 2

The houses of Parliament

Oxford Street

Piccadilly Circus

Westminster Abbey

Big Ben

St Paul's Cathedral

The London Eye

The Tower of London

Trafalgar Square

Tower Bridge

Buckingham Palace

Regent Street

REVIEW AND PRACTICE

WHICH IS THE RIGHT DIRECTION?

Go down New Bond St. Then, take your first right and go ahead until you get to Berkeley St. Go straight on and you'll be in Piccadilly. Turn right and walk down Piccadilly. At the end of the street, turn left into Constitution Hill. Walk down until you get to Birdcage walk and walk through it. Westminster Abbey is in front of you.

EXTRA ACTIVITIES

WHERE HAVE THEY BEEN?

We have visited this wonderful museum with Egyptian mummies.

Here, we saw the Changing of the Guard at half past eleven.

In this place, we have seen the Crown Jewels.

We've met our friends at this lively place full of adverts.

We have really enjoyed the London sights from this place.

We have seen Nelson's Column.

LANGUAGE USES

1 If we had taken the map with us we wouldn't have got lost.

2 Take the first street on the right and you will see the cinema next to the book shop.

3 They have enjoyed their walking tour around London.

4 I am completely sure this is the right way.

5 How can I get to the British Museum?

6 No, this is not our bus number! We should have taken number 80!

7 The cathedral is in front of the square.

WRITE IT CORRECTLY!

Turn right at the second street.

Turn left at the park.

Go straight on along Princess' street and turn right at the library.

Take the first turning on the left.

WORD SERIES

AHEAD / ALONG / FIRST / FOLLOW

SITES / THIRD / DIRECTION / TURN / TURNING

STRAIGHT / STREET / MIGHT / DEFINITELY

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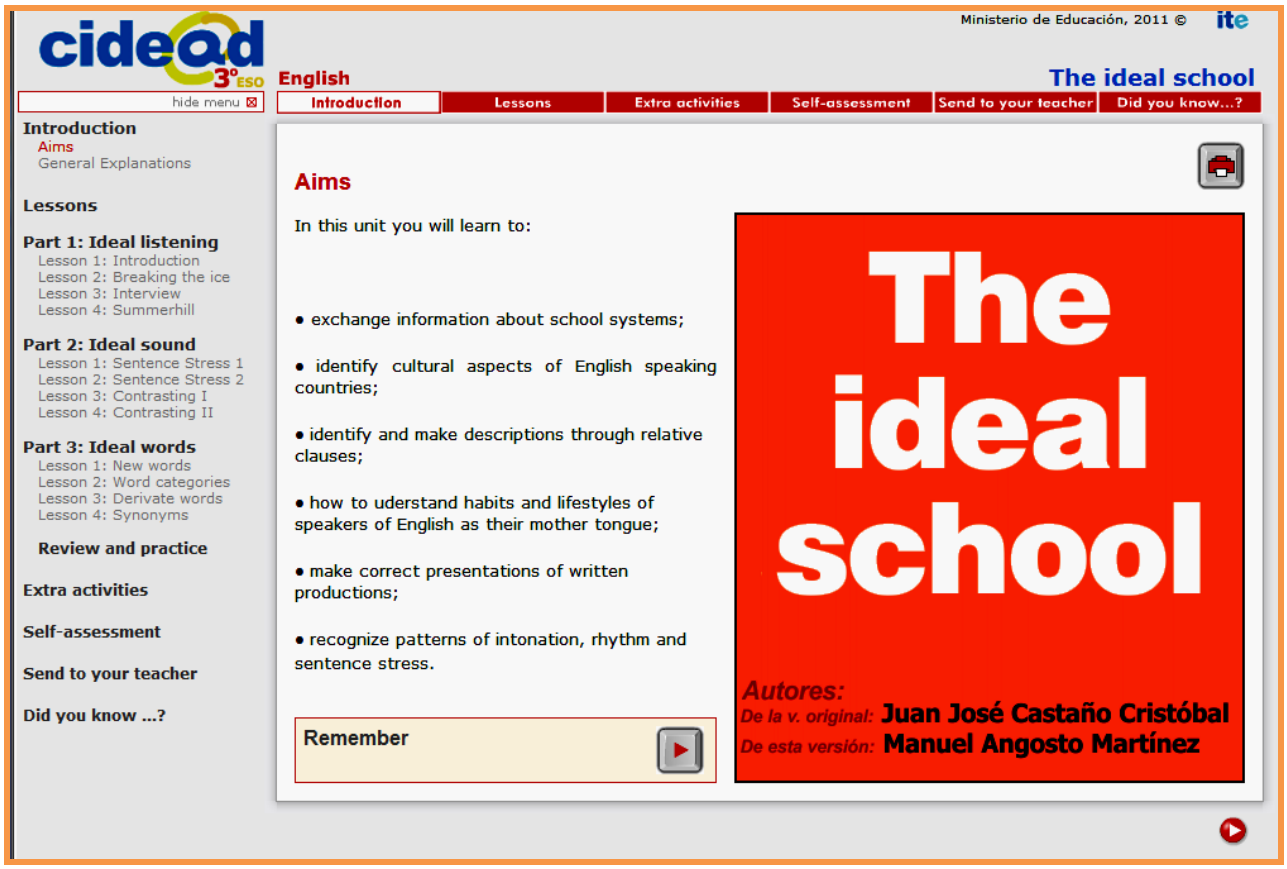
THE IDEAL SCHOOL

THE IDEAL SCHOOL

This guide must be used and understood **in conjunction with the student's guide** and tutors are strongly recommended to go through and try to solve themselves all the exercises of the whole unit in order to assist students with their work.

1. AIMS AND CONTENTS

AIMS:



To develop students' knowledge in relation to some information and situations connected with school life and the culture of English speaking countries.

The **vocabulary** is, of course, connected to basic terminology in reference to the world or learning and of everyday life. The **grammar** covers a wide range of topics but is specifically directed towards the training of relative clauses and, in concrete, it centres itself upon the omission of the pronoun. Unit contents are presented in a situational context that enables the unit to escalate from very primitive mechanical reading comprehension tasks to a series of increasingly demanding exercises that include self-recording sessions, phonetic drilling, and intensive dialogue writing.

This lexis-grammar axis is presented through an array of **listening, reading, writing and speaking** tasks and all efforts have been made to create an attractive and appealing layout of colours and shapes.

Teacher's Notes

CONTENTS:

PART I: Lessons 1, 2, 3 and 4.

Concepts:

· Vocabulary related to schools and school routines;

· Structure of the course;

· Routines, likes, rules, and British culture;

· Awareness of the importance of education and learning from each other in our world;

· Grammar: Present Simple, Present Continuous, to be, to have.

Skills:

· Reading: identifying key words, using context, etc;

· Resorting to reference material (dictionaries, a glossary);

· Intensive listening;

· Activating known vocabulary by using visual and textual clues;

Attitudes:

· Readiness to learn English autonomously;

· Readiness to take an active part in learning;

· Keen interaction with the tutor.

PART II: Lessons 1, 2 and 3.

Concepts:

· Vocabulary related pronunciation and articulation;

· Language functions: improving pronunciation;

· Stress practice and phonetic drilling;

· Grammar: Overall review with emphasis on how stress sentence can have an impact on meaning.

Skills:

· Speaking: guided phonetic drills;

· Pronunciation strategies: controlling the position of articulation organs.

Attitudes:

· Readiness to follow instructions and use help for learning purposes;

· Readiness to use technologies to improve learning opportunities and produce better work;

· Curiosity for phonology;

· Readiness to hear meticulously.

PART III: Lessons 1, 2, 3 and 4.

Concepts:

· Vocabulary related to schooling and life in towns;

· Language functions: expressing preference and comparison;

· Grammar: Present Simple, Present Continuous, to be, to have.

Skills:

· Reading strategies: intensive reading with emphasis on how words can be grouped by families;

· Writing strategies: Knowing synonymy: avoiding both redundancy and ambiguity.

Attitudes:

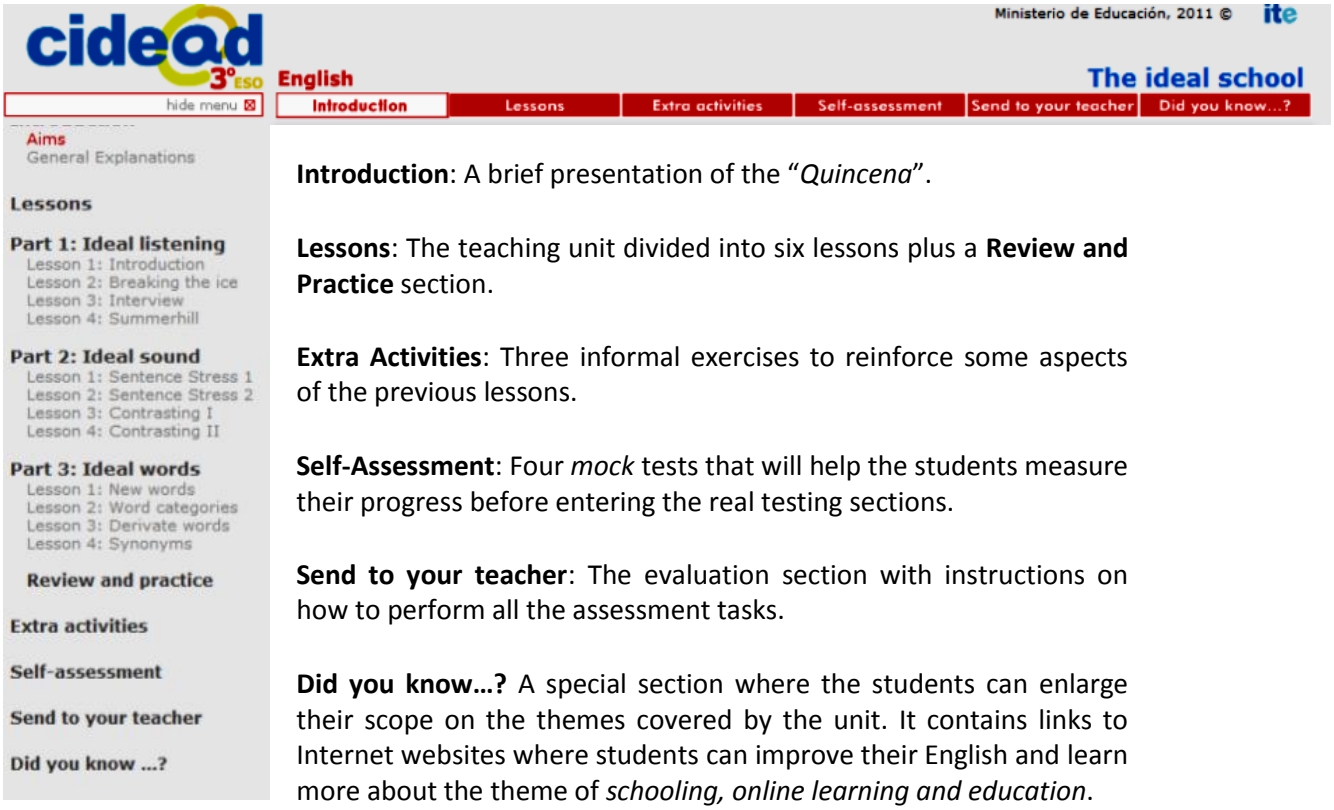
· Readiness to enrich one's vocabulary;

· Readiness to use technologies as a feasible form of training;

· Curiosity for the shades of meaning that word choice can afford to speech.

2. STRUCTURE

As seen above there are twelve lessons divided into three parts. Procedures within this framework evolve from basic reading-listening tasks to recording-speaking tasks that present stress sentence, articulation of /t/ and /d/ phonemes and relative clauses as the main content inputs. These contents (=lessons) are embedded in a larger scheme divided into **six sections**:



Introduction: A brief presentation of the "*Quincena*".

Lessons: The teaching unit divided into six lessons plus a **Review and Practice** section.

Extra Activities: Three informal exercises to reinforce some aspects of the previous lessons.

Self-Assessment: Four *mock* tests that will help the students measure their progress before entering the real testing sections.

Send to your teacher: The evaluation section with instructions on how to perform all the assessment tasks.

Did you know…? A special section where the students can enlarge their scope on the themes covered by the unit. It contains links to Internet websites where students can improve their English and learn more about the theme of *schooling, online learning and education*.

Among all the aspects of the unit, the tutor must remind the students of these most **relevant features** regarding the structure:

- The structure has been designed to give its best results if **all** contents are worked upon and thoroughly understood;

- The structure works best if followed **in order**;

- Evaluation tasks must not be left till the last minute;

- It is a good idea for the students to know what is required in the "**send to your teacher**" section as they proceed through the lessons;

- Students must be warned about the tasks they have to perform well in advance so that nothing is neglected. They should be told about deadlines for sending their written **Worksheets** and **tests**;

- There is a ***Review and Practice*** section after the six lessons which should be treated as yet another lesson itself;

- The "**Did you know…?**" section can be used by the tutors as a source for creating new tasks if need arises for highly motivated students.

3. SPECIFICATIONS

The whole array is clear and highly intuitive, and all efforts have been made to provide the students with plenty of visual hints to navigate and enjoy the learning experience. The whole unit revolves around an interview with a student from the Summerhill school in the UK. There is an interviewer whose name is unknown and Jason, the interviewee who is the above mentioned student. The unit is highly realistic and tries to portray an everyday atmosphere of events and situations. In fact, the Summerhill school exists and the characteristics and features of this school are all the same as we portray here.

As a general rule, all the lessons have an end-screen that resembles this first one:



IMPORTANT:

The students must be told to reach this screen and not leave the lessons and exercises until they have done so.

Although the student's guide presents the structure and contents of all the sections in depth and almost no detail has been left aside; we will review here some of its most relevant pedagogical features and provide the tutor with some ideas for further exploitation:

Support buttons reminder:



At the beginning of the unit, the students can access this **buttons screen**, the fact is that these support buttons will play a very important role during the lessons; so students must be strongly encouraged to enter this page and learn about it so as not to forget to use the buttons for learning and revising in all tasks and activities**:**



PART 1. Ideal Listening

Lessons 1, 2, 3 and 4:

These first four lessons make up a group of tasks where the pupils work upon an interview to a student form the Summerhill school:



All four lessons contain a listening task on a different part of a **radio programme** where the main feature is an interview about the Summerhill school (hence the title "*the ideal school*") and the same school serves as a basis for almost all of the rest of the unit.

The only differences among these first four units themselves are:

- whereas the first three listening sessions contain a multiple choice procedure the fourth lesson contains a true-false comprehension test;

- the first three lessons contain more than one card so students must proceed by clicking the advance arrows and the fourth lesson has only one activity page plus the end scene.

Being the first part of the unit it would be advisable to insist on the following three aspects that will condition all present and future work with this unit:

- use the support contents from the support buttons;



- explore every corner of the activities and learn, do not just take things for granted;
- fulfill your assessment tasks in due time and form.

1 Worksheets (one per part)
2 Skype conversations
3 Writing tasks
4 Recordings
5 Final test

Once the students have finished these four lessons they must send the first worksheet which they will download from the fourth lesson of the unit.

End of the listening part.



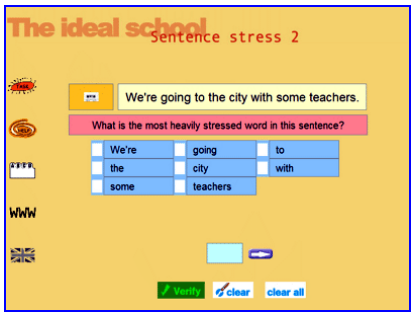
PART 2. Ideal sound

This part is devoted to explore pronunciation and phonetics and has two sub-sections,

a. The first two lessons are devoted to training students on the use and detection of sentence stress;
b. Lessons 3 and 4 concentrate on articulation of dental and alveolar sounds /t/, /d/ and /□/

Lessons 1 and 2:



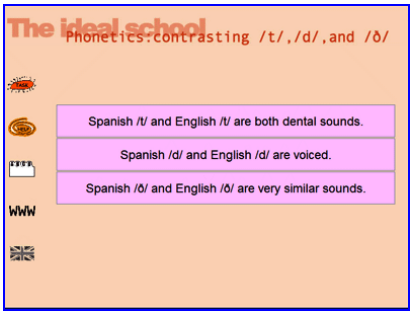


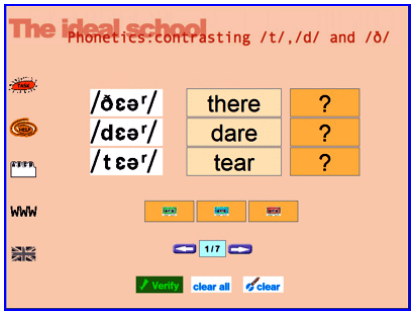
Sentence stress is worked upon here on the assumption that it works with similar characteristics in both languages, English and Spanish, so we must take advantage of this similarity and study it from the simple point of departure of listening, drilling and imitating.

These two lessons share contents, layout and all their characteristics the only difference being the fact that the first row of sentences (lesson 1) is extracted from the first part of the interview (Part 1) and the second set in lesson 2 derives from the second part of the interview.

Both interactions contain several consecutive scenes and students must be told to exercise in all of them by moving around with the movement arrows.

Lessons 3 and 4:





These lessons cover the training on dental and alveolar articulations regarding the difference in pronunciation of the letters ***t*** and ***d*** that exists between English (alveolar) and Spanish (dental).

The sound /ð/ is included as it occurs in Spanish as an intervocalic variant of /d/ (= an allophone) whereas in English it only occurs as one of the possible pronunciations of ***th*** (= a phoneme).

The first set of cards (lesson 1) teaches the theory that lies beneath those two problems. And asks to mark only the wrong statement, but here it is really crucial to demand that students read and understand the theory before attempting to respond to the questionnaire.

The second set (lesson 2) is a practical discrimination task based upon the detection of minimal pairs. The students must be told not only to detect the difference but also to make all efforts to apply it to their speech

The phonetics part ends here.



PART 3. Ideal words:

Lesson 1:

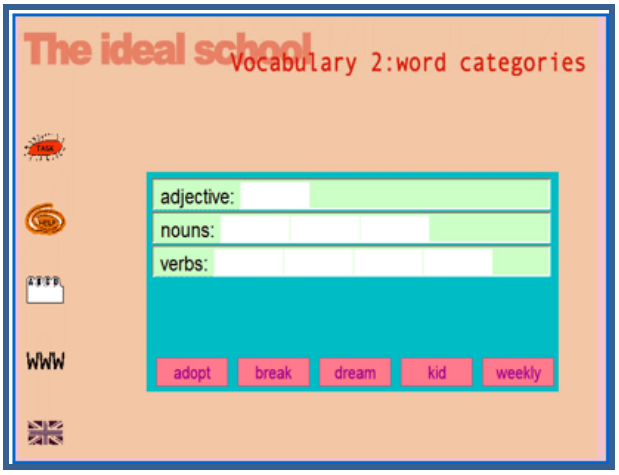


There are more than one screen here and this time each screen holds two different windows to consider:

- The examples where the students must find the options to fill in the incomplete sentences;
- The series of incomplete sentences which must be filled in with the words the examples provide.

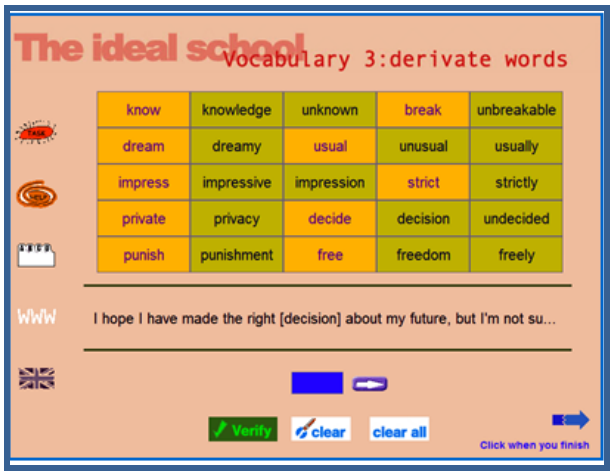
This is however a basic gap filling exercise with nothing further to comment except for the above mentioned double input screen.

Lesson 2:
This is a matching exercise done by dragging the options back in position. The idea is to find the category each word belongs to, bearing in mind the fact that some words can actually fit into two or more categories. The most important thing about this lesson is to warn the students not to try to solve this exercise by just attempting to match and study the result; and that means they must read and understand the task, and try to solve the whole exercise at first attempt only.



Lesson 3:

Another typical matching exercise with the advantage that the words are already in the grid and the students will just drag them in place. The task is simple: put the words in the blanks that make sense.



Students should be warned about the fact that only words on a green rectangle must be used, the yellow ones are there just to show them the connection between a lexical item and its possible derivates and let them have examples as for spelling and category changes.

Lesson 4:
The matching here is done by arrows and if there is a mistake, the arrow bounces back to the word it came from if it is not a synonym.

It is then very important to remind the students of the fact that they will be better off reading everything in detail even if they feel the urge to go directly to perform the trick of attempting wild shots. Students must be conscious of the fact that the aim in all this process is to learn the contents and that can only be achieved through continuous and constant effort.



End of the vocabulary part.



PART 4. Review and Practice:

After the twelve lessons, students must undertake a series of tasks that reinforce the contents of the unit with a practical focus:

1, 2 and 3: **Listening and reading comprehension**

This is a three-phase interaction. Students must review the first part of the radio programme from Part 1 and use it as a reference to improve their listening skills.

This time the tasks is to reproduce the words of the dialogue by filling gaps in the first two tasks (the options are provided in the second task while in the first one they must be typed in as in dictation) and matching adjectives and nouns in the third:



There is only one scene in each of them and they all jump automatically to the end scene when the verify button scores 100%.

4: Sentence stress practice

This practice forms part of the evaluation materials and students must be told so. This will create five files called:



is23_card1.wav is23_card2.wav
is23_card3.wav is23_card4.wav is23_card5.wav

This exercise drills sentence rhythm with an emphasis on relevance by stress. Both languages, English and Spanish, share this feature of prosody so perhaps the focus for more enthusiastic students could be letting them discover the connection with weak forms that this rhythmic modification of sentences should also have.

5, 6, and 7: **Grammar practice**

5



6



7



This practical block of exercises will teach the students to use a syntactic resource called "omission of the relative pronoun".

It begins by presenting the theme and all the theory is given through examples in the **WWW** support button for Review 5. This theory must then be applied in a series of tasks provided by this three-stage set.

Once the students have learnt how to create this type of new structure in Review 5 they are asked to apply it and **record themselves** (so as to let them incorporate it to their speech through drilling) on the following two tasks.

These two tasks (Review 6 and Review 7) will give birth to **eleven recordings** which must be sent for evaluation purposes:

Review 6 **is44_drill1.wav** **is44_drill2.wav** **is44_drill3.wav**
is44_drill4.wav **is44_drill5.wav**

Review 7 **is45_drill1.wav** **is45_drill2.wav** **is45_drill3.wav**
is45_drill4.wav **is45_drill5.wav** **is45_drill6.wav**

8: **Writing practice**

This final practice should be a compendium where students show how much they have learnt. It is not possible to include phonetics in a composition but, the outcome being a dialogue, then it is easy to ask the students (at least those which show a greater eagerness to excel) to incorporate some kind of **sentence stress marks** on this particular occasion and for this specific dialogue.



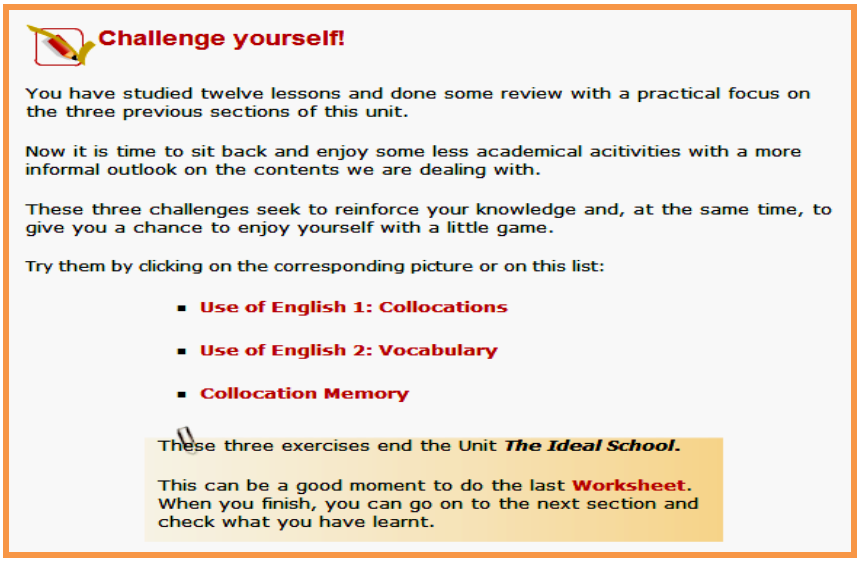
There is, however, one demand the students must fulfil and that is to include as many relative clauses in their texts as possible. That is mandatory for this task and they must also be told to make good use of all the specific vocabulary shown along the preceding tasks.

On the other hand, this exercise also forms part of the evaluation materials and should be treated as such.

End of the review section.



EXTRA ACTIVITIES









ACTIVITY 1: **collocation**

This is a revision of passive vocabulary done through a gap filling activity where the students must drag the options in place.

Very important: this exercise works in alphabetical order.

ACTIVITY 2: **vocabulary practice**

Once again, the students must drag the options in place and this time all they need is deduction through context. The **WWW** button is active here. It could be a good moment for reminding the students about this type of support resources that the unit offers.

ACTIVITY 3: **collocation memory**

This is a memory game and the solution appears behind the options when all the couplings have been discovered.

This is the time when students must send in their ***Worksheets***.

End of Extra activities section.



SELF-ASSESSMENT



The most important aspect about this section is that it gives further learning opportunities for the students so they should be strongly recommended to go through these tasks and for this purpose it could be a good idea to interact with the students in some way so as to make sure they have actually evaluated themselves.

Self-test 1: This test is a listening exercise that exploits the last part of the interview from Part 1. The aim is simply to revise the transcription and correct the mistakes.
The students must be warned about the fact that there are no punctuation mistakes; they only have to seek errors in the words (whole words or part of them).The only punctuation errors they will find will be those they can create when editing the text.

Self-test 2: This activity is the same as the one in Review 4. The names of the new files to be retrieved for tutoring are:

is25_card1.wav is25_card2.wav is25_card3.wav

is25_card4.wav is25_card5.wav is25_card6.wav

Self-test 3: This activity has already been seen in ***lesson 4***, this time only two sounds are discriminated through a *drag and drop* listening task.

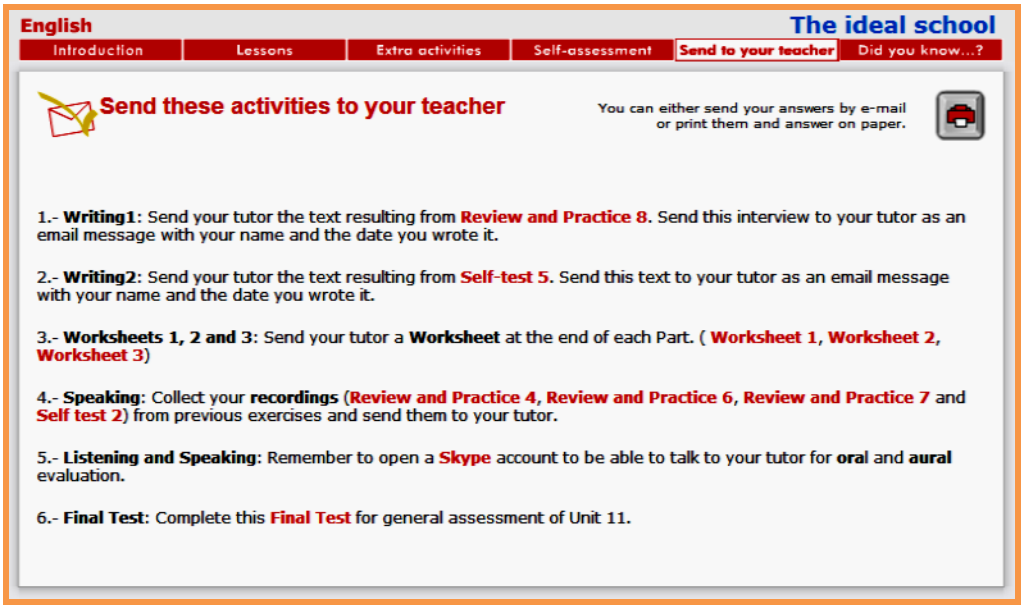
Self-test 4: Vocabulary testing through a gap filling exercise. The students must also study the rules that derive from the evidence of the sample texts. This complements the notion of synonymy with the concept of usage and collocation.

Self-test 5: The student can work on this interaction as a dictation type of task (by aiding themselves with the sound prop provided) or as a rephrasing exercise (by not using the audio and referring exclusively to the text). In both cases, the aim is for them to use relative clauses and omit the relative pronoun.

End of self-tests.



SEND TO YOUR TEACHER



The most relevant aspects of this section are obvious or have already been stated above; however, it is important to bear in mind the following**:**

- General: All tasks must be evaluated as standalone tests but tutors should also value as a positive asset those aspects of the student's performance that show a deeper connection with the vocabulary and syntax referred to inside the unit. In other words, those students whose activities are visibly linked to the contents of the teaching modules of the unit should get better marks than those who have tackled the assessment tests without going through the lessons.

- **Schedule**: The students should be reminded to send all the documents in time, but also to consult with their tutor all doubts about completion and delivery dates. Tutors should make sure all students know when to send in each item of their expected outcome.

- **Oral evaluation**: Some students can live in areas or countries in a different **time zone**. It is strongly advised to get in touch with all the students and ask them to make sure they know how to calculate their time difference with their tutor so as to synchronize their appointments. Using Skype is the recommended procedure.

Recordings to be retrieved:

REVIEW AND PRACTICE 4:

is23_card1.wav is23_card2.wav is23_card3.wav

is23_card4.wav is23_card5.wav

REVIEW AND PRACTICE 6:

is44_drill1.wav is44_drill2.wav is44_drill3.wav

is44_drill4.wav is44_drill5.wav

REVIEW AND PRACTICE 7:

is45_drill1.wav is45_drill2.wav is45_drill3.wav

is45_drill4.wav is45_drill5.wav is45_drill6.wav

SELF-TEST 2:

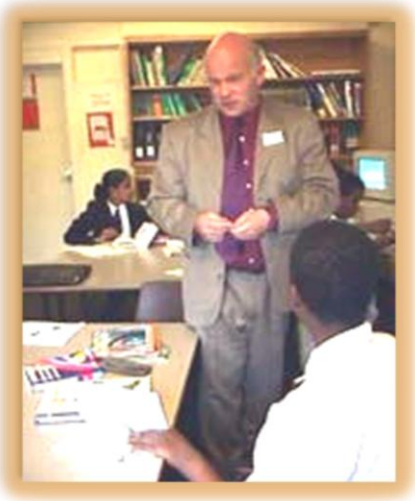
is25_card1.wav is25_card2.wav is25_card3.wav

is25_card4.wav is25_card5.wav is25_card6.wav

DID YOU KNOW…?



This miscellaneous section has nothing in particular to comment upon but it can also be a source of new interactions between tutors and students as they can have a source for oral interaction during Skype sessions.



5. SOLUTIONS TO EVALUATION TASKS

What follows is the key to all evaluation exercises (those that for obvious reasons are not included in the student's guide).

Writings 1:

There is no solution here as each student will provide his or her own compositions. However, as stated before, in principle, those students whose texts show greater consonance with the contents of the unit should be awarded better marks.

Writing 2: see transcripts below.

Worksheets:

Part I

1. **The support buttons are located on the left side of the buttons screen which can be reached from the General Explanations screen. The Union Jack button shows the culture of the Britons.**
2. **In part 1, lesson 1, only the presenter speaks.**
3. **(Students' own answers)**
4. **Jason is a student at the Summerhill school. He likes the place because he feels free there.**
5. **It is a school where people pay for tuition.**
6. **Students are not punished here.**
7. **That's the freedom I like.**
8. **This text appears in the culture button for lesson 3.**
9. **This button contains lists of words and it appears in all lessons on the left hand side of the screen as part of the help buttons.**
10. **(Student's own free answers)**

Part II

1. **This icon means you can go to the end of the lesson. It is in lessons 1 and 2.**
2. **There are 12 cards but only three different sentences for all.**
3. **Yes, the th in English *breathe* and the d in Spanish *nadar* are the same sound.**
4. **There are six cards with three words in each; that creates 18 minimal pairs.**
5. **This image exemplifies the way the sounds /t/ and /d/ are articulated in English. It appears as a support scene for lessons three and four.**
6. **Sentence stress makes meaning clearer by enhancing the most important piece of information in the sentence (the key words).**
7. **(Students own free answers). As a reference this might help a bit:**
   - **Not you.**
   - **Not Barcelona.**
   - **Not by bus.**
   - **As I said before.**
8. **In Spanish we pronounce the *d* as the *th* in English "that". In English the same letter sounds /d/.**

Part III

1. **(Students' own free answers)**
2. **You move automatically to the end of the lesson.**
3. **This image means you turn a page*. It is situated on the lower part of the screen in lesson 1, part 3.***
4. **You can hear yourself on review four. To do that you must have a microphone; click on the microphone button and the press the tape button.**
5. **Review and practice 1, 2 and 3 match with Part 1**
6. **Review and practice 4 matches lessons 1 and 2 in Part 2**
7. **Review and practice 5,6 and 7 have no resemblance to previous tasks contents**
8. **Review and practice 8 suggests some of the aspects of vocabulary presented in Part3 and refers back to Review and Practice 5,6 and 7.**
9. **(Students' own free answers)**
10. **The difference is that in RP6 you fill in some gaps and the answer is fixed; in RP7 the gaps are editable and you check with the recording.**
11. **(Students' own free answers)**
12. **A job is a profession and a collocation is a group of words that normally go together as in "take an picture".**
13. **(Students' own free answers)**

Final Test. *The ideal school*

1. **(Students' own free answers)**

2.

(Students 'own free answers)

She says: hi, Jason, how are you?

Considering "how are you?" as a question, he answers exactly 5 questions.

A new screen shows with a warning.

You move automatically to the end of the lesson.

Jason is a student at the Summerhill school. He is being interviewed because he likes the school.

It should be: *that is the house we live in*.

It appears with the glossary button for lesson 5 in part 3, it says "new word" because the aim of the exercise is to infer its meaning by reading the sentences provided in the task.

Self-test 1 corresponds to lesson 4 in part 1.

Self-test 2 refers to review 4

Self-test 3 comes from lesson 4 in part 2

Self-test 4 revises the contents in lesson 4 part 3

Self-test 5 is directly linked to the grammar section in Review 5, 6 and 7

3. **(Students' own free answers)**

4. **bait, do, these, dry, there, time**

WHAT DID SHE SAY?

WHAT DID SHE SAY?

1. General aims

• Listening and understanding general and specific information about different types of tales directly related to situations from the past and the present;

• Reading and understanding the proposed text and being able to obtain general and specific information from them, using reading as a source of pleasure;

• Writing easy texts using the appropriate resources so as to link and provide them with coherence, especially regarding time expressions. Describing habits that used to take place in the past;

• Developing learning autonomy, allowing for reflection about one's own learning process, using prior knowledge and skills learned in other languages;

• Using ICT so as to select and present information both in an oral and written way;

• Valuing the second language as a tool that gives access to information and as a means of communication and understanding among different people with different cultures;

2. Specific aims in this unit

- to exchange information about statements related to other people;
- to give personal information;
- to understand personal information;
- how to repeat questions and give orders;
- to use the questions that other people have made in order to report about what it's asked;
- how to follow orders and report about them;
- how to report questions and orders to other people.

3. Contents

Listening

• Listening and understanding oral messages related to facts occurred in the past and reported in the present.

Speaking

• Oral interaction about the main topics of the unit so as to practise the language learned in it;

• Role playing a dialogue following provided guidelines.

Reading

• Activating prior knowledge to increase understanding a text about past facts;

• Identifying the main framework of a tale, using reported speech and paying attention to time expressions.

Writing

• Building sentences regarding the main topic of the unit, in the correct order;

• Producing correct sentences about facts and actions in the past with a present reference;

• Producing a story from clues, using the provided sample and strategies.

A. Language knowledge

Linguistic knowledge

Grammar and language functions	
• Reported Speech	
Vocabulary	**Phonetics**
• Facts occurred in any moments and experiences; • Time expressions: ago, when and while.	• Weak and strong forms in the sentence.

The integration of mechanisms for students to be in control of the variables that occur while studying, encourages autonomous learning, setting up the basis for lifelong learning.

Interactivity: the exercises and scenarios mean that as the students work, they receive constant feedback, excepting final assessment.
The work system allows for finding out immediately the answer to any task and the likelihood of infinite repetition, depending on each student's criteria.

Motivation: it increases when the student is aware of the sense of what he/she is doing. Each part of the unit clearly introduces the aims to be achieved and this principle is attained through the attractive presentation and the wide variety of activities, many of which are of a

play-oriented nature.

Development of skills for revising the learning achieved: this learning is associated with the self-assessment tasks or those with shared assessment, which allows for learning from mistakes and avoiding the risk of consolidating those mistakes.

5. Structure and specific use of the unit

The **learning contents** are organized around the meeting of some friends, which evolves into the narration of a myth or legend with various origins. From such basis, the myths or legends are presented within their context and, as regards vocabulary, structures and other items, they are displayed within the framework of various contents whose scope encompasses listening comprehension, speaking and writing, all dealt with in a balanced way.

Browsing the unit activities does not necessarily have to be linear, although it is recommended sometimes. Students can easily return to the various sections so as to revise or consolidate.
Students are also provided with **Help**, **Glossary** and **Task** buttons, with which they can find vocabulary help, explanations and examples of grammar and pronunciation contents. Regarding this, it is necessary to insist on students reading the instructions for exercises by using the **Task** button, since they frequently forget to do so.

The detailed description of all the unit contents and activities, as well as the answers to certain exercises of the unit, is also available from the **Students' Guide**, which can be also scanned by the teachers at any time.

6. Assessment tools and criteria

Assessment is especially relevant in the teaching – learning process.
This kind of units offers self-assessment materials and do not need the teacher's role. However, the information obtained from such materials will also allow for the introduction of more items regarding students' assessment.
In the answer key of this unit teachers are provided with some suggestions and criteria so as to carry out assessment.

ANSWER KEY

Lesson 1: What did she say?

LISTENING ACTIVITY

Why doesn't she hardly ever go on holiday?

Because she works 12 hours a day

Because she likes playing tennis

Because her father is always in hospital

Because her friend's daughter has had a baby

When is she thinking of going to New York?

In September

In winter

Next month

On Saturday

Who is getting married next month?

Her brother Jim

Her sister Kelly

Her friend Judy

Her sister Judy

What's the matter with Kelly's husband?

He had an accident last week

He broke a leg last week

He is ill in hospital at the moment

He doesn't like having visitors at home

What will she probably do in the end?

She'll stay and play tennis

She'll go to London with her friend

She'll look after her father in hospital

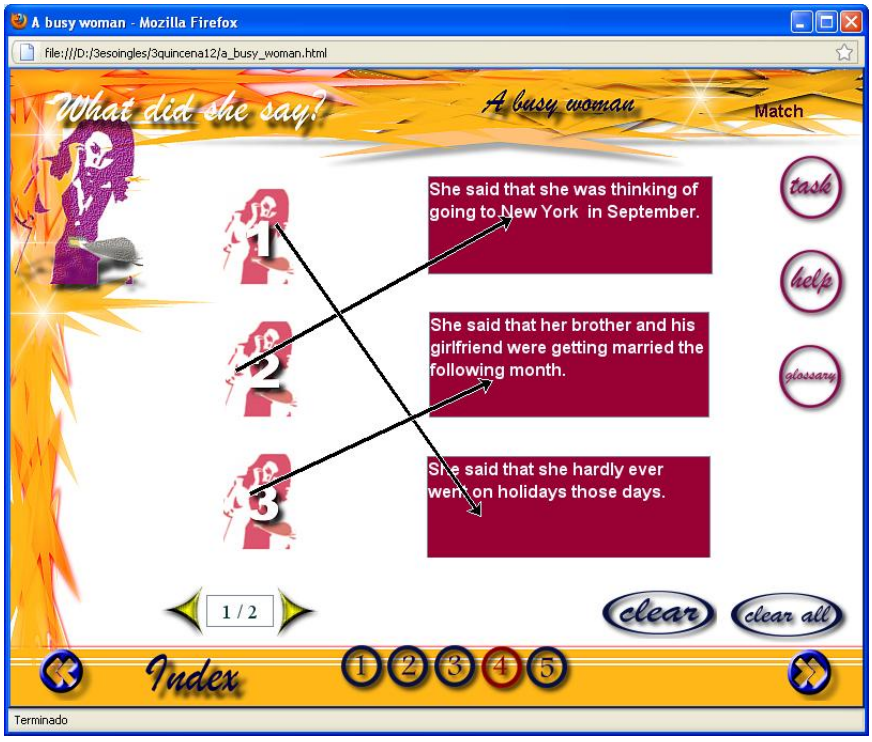
She'll help her brother with the wedding

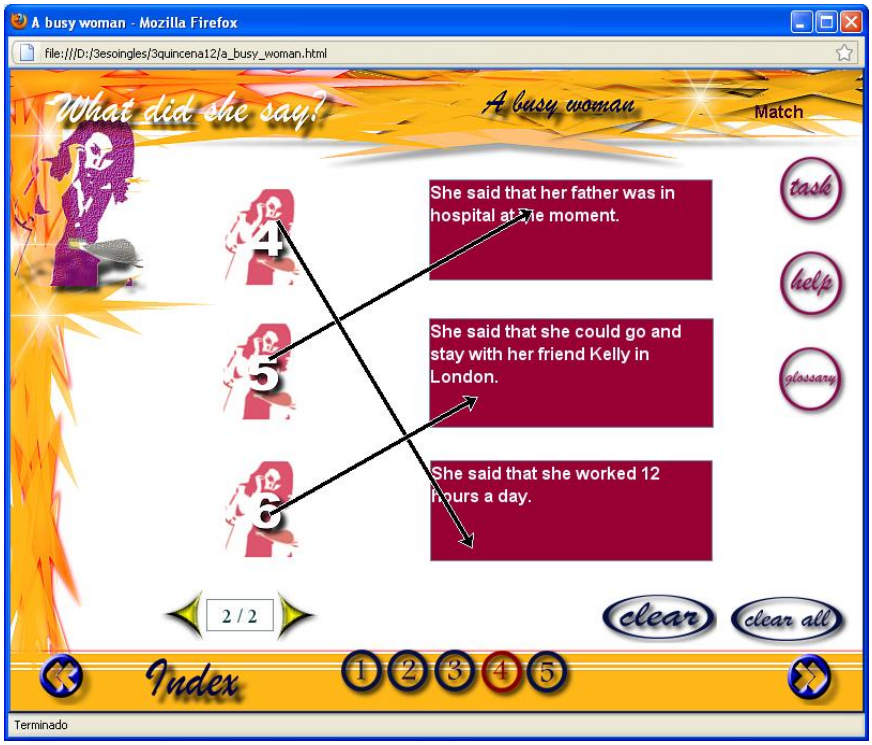
TRUE OR FALSE

She said she hardly ever went on holiday	**TRUE**
She said she worked 10 hours a day	FALSE
She said her father was in hospital	**TRUE**
She said her brother was getting married the following day	FALSE
She said she could go and stay with her friend Kelly in Paris	FALSE
She said Kelly's husband had had an accident the previous week	**TRUE**
She said Kelly's daughter had just had twins	FALSE
She said she'd probably stay there and play golf	FALSE
She said she hadn't been playing tennis recently	**TRUE**

She said she liked playing tennis **TRUE**

MATCH







Lesson 2: Famous quotes

TRUE OR FALSE

Sigmund Freud said that from error to error one discovered the entire truth.	**TRUE**
Sir Arthur Conan Doyle said that Victory belonged to the most perserving	FALSE
Napoleon Bonaparte said that they would show mercy, but they wouldn't ask for it.	FALSE
William Shakespeare said that we hated that which we often feared.	**TRUE**
Sir Francis Bacon said that Knowlege was power.	**TRUE**
Sir Winston Churchill said that the best way to keep one's word was not to give it.	FALSE

SAY AND TELL

Tom said: 'My parents are well'.

Tom said that his parents were well |Tom said his parents were well.

Laura told me: 'I have bought a new car'.

Laura told me that she had bought a new car|Laura told me she had bought a new car.

Martin said to Ann: 'I'll phone you when I get back'.

Martin said to Ann that he would phone her when he had got back | Martin said to Ann he would phone her when he had got back | Martin said to Ann that he'd phone her when he had got back | Martin said to Ann he'd phone her when he had got back.

She told me: 'It's too late'.

She told me that it was too late|She told me it was too late.

REWRITING

Jim said: 'I'm going to give my job tomorrow'.

Jim said that he was going to give up his job the following day|Jim said he was going to give up his job the following day.

Ann said: 'I can't come to the party next week'.

Ann said that she couldn't come to the party the following week|Ann said she couldn't come to the party the following week.

Robert said: 'I didn't go to work yesterday'.

Robert said that he hadn't gone to work the day before|Robert said that he hadn't gone to work the previous day|Robert said he hadn't gone to work the day before|Robert said he hadn't gone to work the previous day

Bill told Peter: 'I'm playing football today'.

Bill told Peter that he was playing football that day|Bill told Peter he was playing football that day.

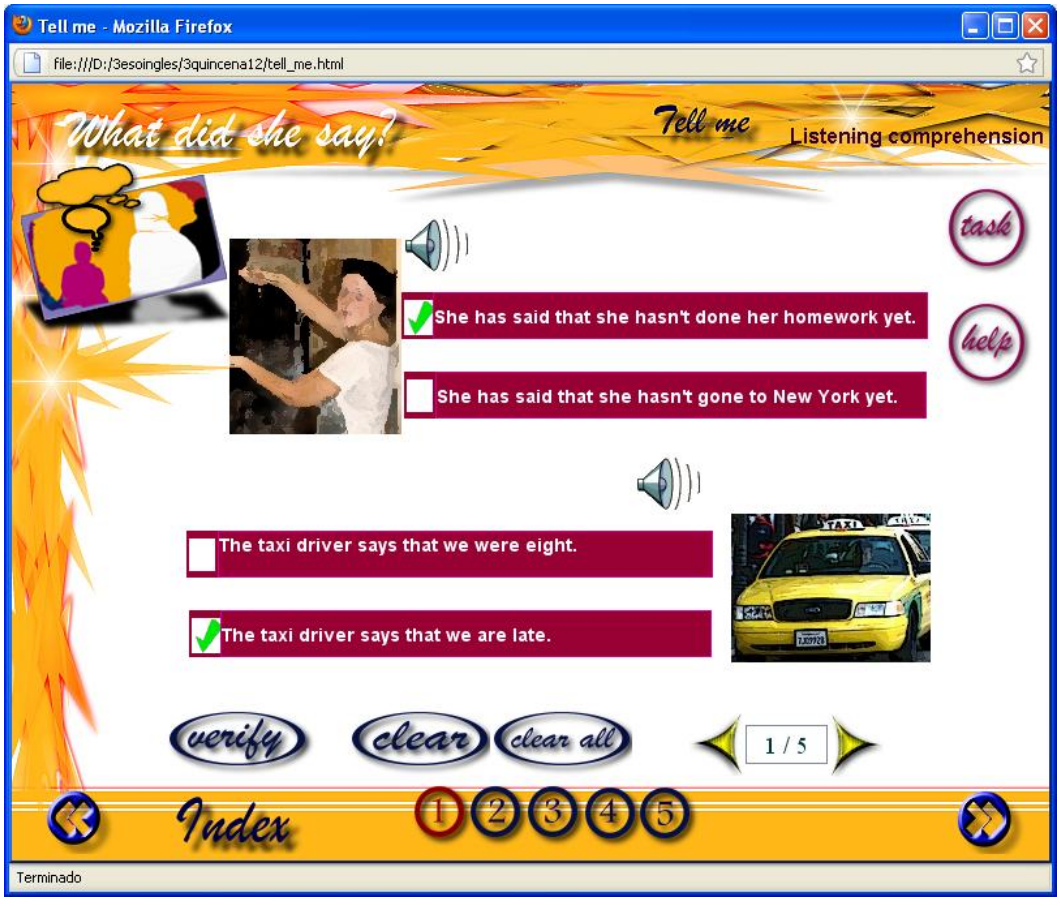
PRONUNCIATION II

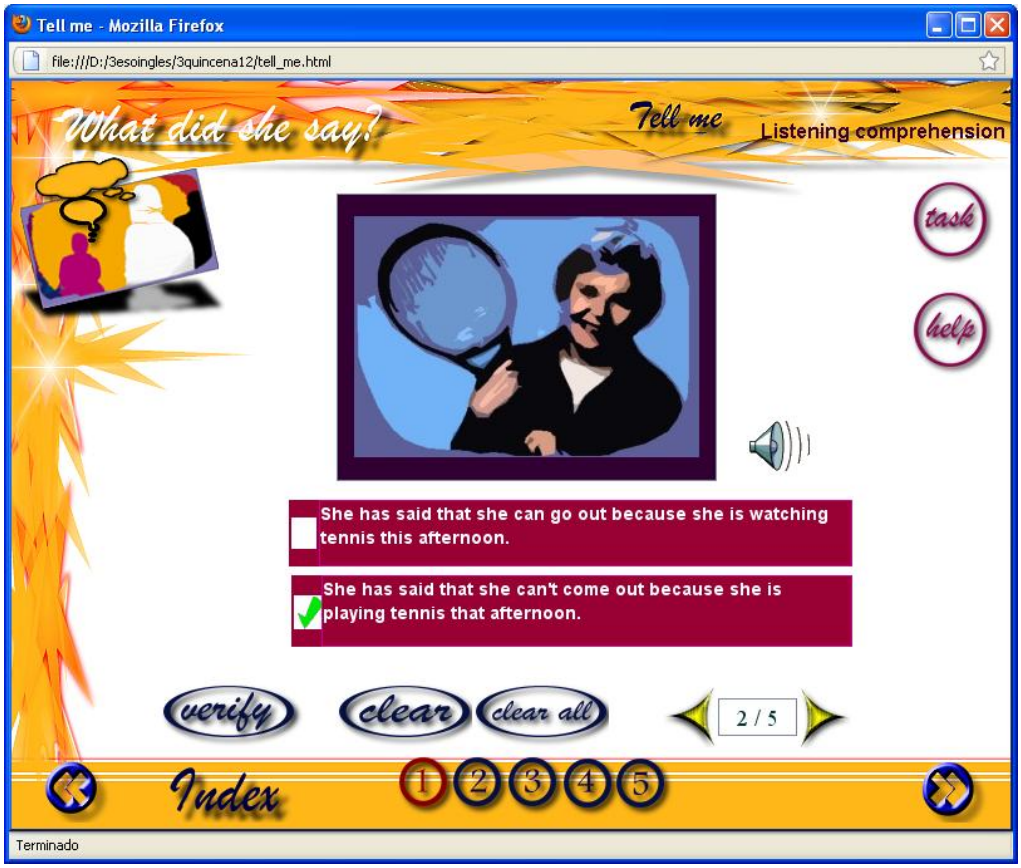
They aren't 'coming.	**RIGHT**
Were 'they?	WRONG
We 'don´t study at 'home.	**RIGHT**
She 'can play the 'violin (not the viola).	**RIGHT**
'Yes, I **am**.	WRONG

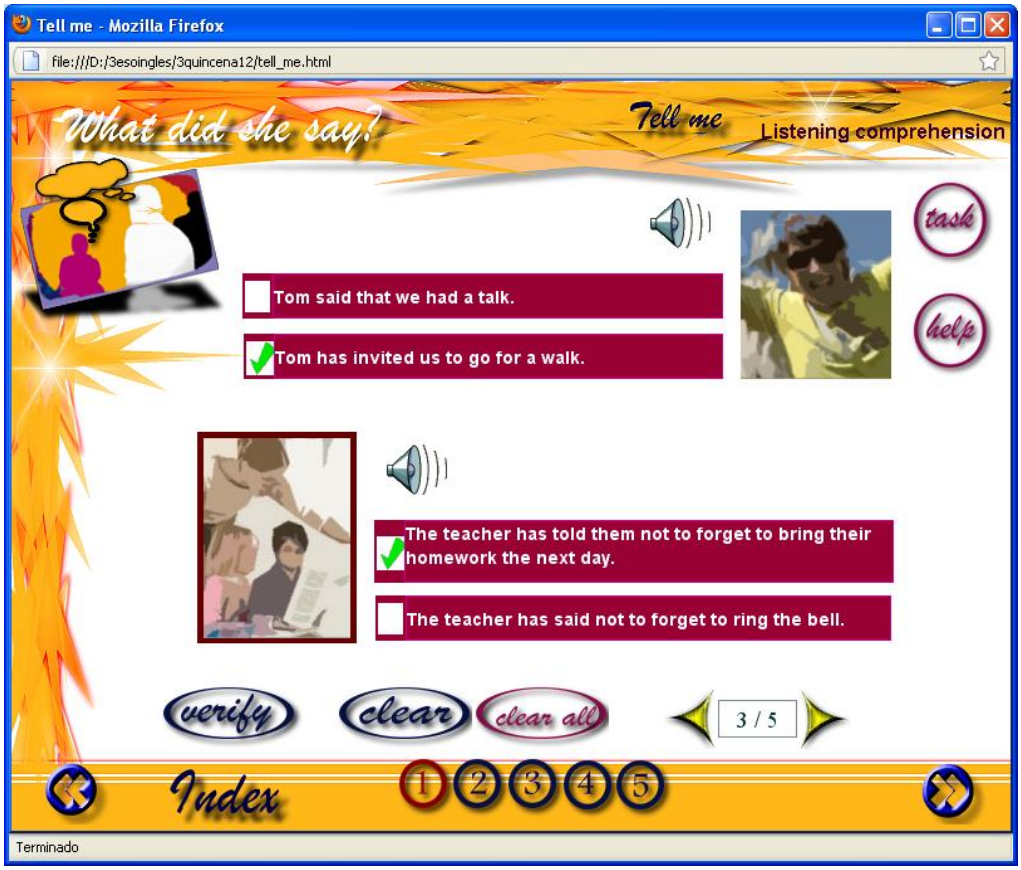
'Don't do that!	**RIGHT**
You 'mustn't answer the phone.	**RIGHT**
I 'do like chocolate.	**RIGHT**
We **were** 'surprised when she 'told us her 'secret.	WRONG
'I **really think** we ought to '**do** 'something about **all this.**	WRONG

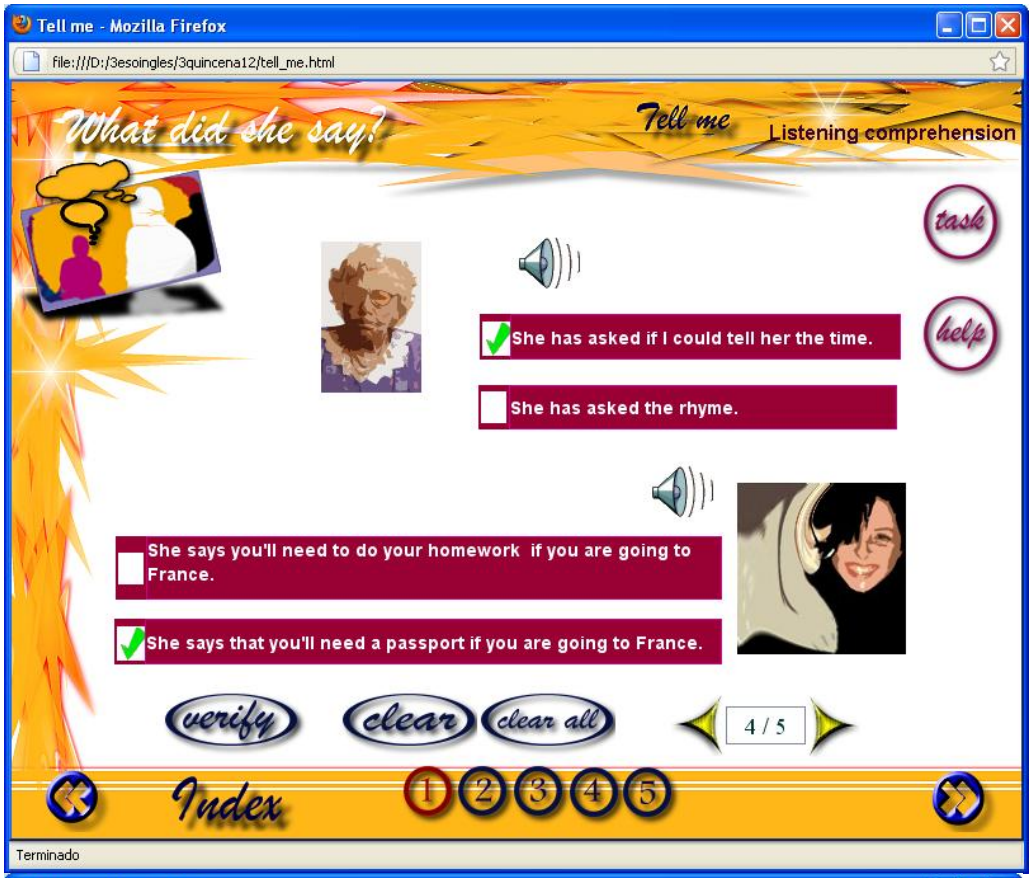
Lesson 3: Tell me

LISTENING COMPREHENSION




Tell me - Mozilla Firefox
file:///D:/3esoingles/3quincena12/tell_me.html
What did she say?
Tell me
Listening comprehension
task
help
She has said that she can go out because she is watching tennis this afternoon.
She has said that she can't come out because she is playing tennis that afternoon.
verify
clear
clear all
2 / 5
Index
1 2 3 4 5
Terminado


Tell me - Mozilla Firefox
file:///D:/3esoingles/3quincena12/tell_me.html
What did she say?
Tell me
Listening comprehension
task
help
Tom said that we had a talk.
Tom has invited us to go for a walk.
The teacher has told them not to forget to bring their homework the next day.
The teacher has said not to forget to ring the bell.
verify
clear
clear all
3 / 5
Index
1 2 3 4 5
Terminado


Tell me - Mozilla Firefox
file:///D:/3esoingles/3quincena12/tell_me.html
What did she say?
Tell me
Listening comprehension
task
help
She has asked if I could tell her the time.
She has asked the rhyme.
She says you'll need to do your homework if you are going to France.
She says that you'll need a passport if you are going to France.
verify
clear
clear all
4 / 5
Index
1 2 3 4 5
Terminado


Tell me - Mozilla Firefox
file:///D:/3esoingles/3quincena12/tell_me.html
What did she say?
Tell me
Listening comprehension
task
help
He has asked for the tickets.
He has asked for the stickers.
She has said that she is old.
She has said that she is cold.
verify
clear
clear all
5 / 5
Index
1 2 3 4 5
Terminado

REWRITE

What has the student said?

She has said that... **she hasn't done her homework yet.**

What has Tom said to us?

Tom has invited us... **to go for a walk.**

What has the student said?

She says that you will ... **need a passport if you are going to France.**

What has the young woman said?

She has said that ... **she is cold.**

What has the woman said?

She has said that she can't... **come out because she is playing tennis that afternoon | come out because she's playing tennis that afternoon.**

READ AND WRITE

Susan was so sick that … The doctor told her: 'Stay in bed for a week'.

The doctor told her **to stay in bed for a week**.

It was too noisy and… I told Tom: 'Don't shout!'

I told Tom **not to shout**.

Nobody knew that Mary was at home. She didn't want anybody to notice she was there, so…

Mary asked Peter: 'Don't tell anybody that I'm here'

Mary asked Peter **not to tell anybody that she was there.**

It was too hot and … Pam asked John: 'Open the window for me, please'

Pam asked John **to open the window|to open the window for her**.

PRONUNCIATION III

Who are you talking **to**?	STRONG
Give me **some**.	STRONG
I'm looking **at** her sister.	WEAK
Where are you **from**?	STRONG
Have you found a **good** job yet?	WEAK
No, I haven't.	
She drove **to** Las Vegas,	STRONG
not from Las Vegas.	
Who's **the** cake for?	WEAK



Review and practice

REWRITE

(Tom /say/she) : 'My parents are well'.

Tom said to her that his parents were well|Tom said to her his parents were well.

(Laura /tell/me): 'I have bought a new car'.

Laura told me that she had bought a new car|Laura told me she had bought a new car|Laura told me that she'd bought a new car|Laura told me she'd bought a new car.

(Jim /say): 'I'm going to give my job tomorrow'.

Jim said that he was going to give up his job the following day|Jim said he was going to give up his job the following day.

(Ann/say/ he): 'I can't come to the party next week' .

Ann said to him that she couldn't come to the party the following week|Ann said to him she couldn't come to the party the following week|Ann said to him that she could not come to the party the following week|Ann said to him she could not come to the party the following week.

PUT THE SENTENCES IN ORDER

She told me that Kelly's husband had had an accident the previous week.

She told him that Kelly's daughter had just had a baby.

She said to them that she didn't know what she was doing.

She told us that she would probably stay there and play tennis.

She said to her that she hadn't been playing tennis a lot recently.

Choose the sentence that best completes the statement.

'My parents are arriving tomorrow', he said.

He said that his parents will arrive the next day.

He said that his parents were arriving the next day.

'I'll see Jane on Monday', the boy said.

The boy said that he would see Jane on Monday.

The boy said that he saw Jane on Monday.

'I don't like going to parties', she has told me

She has told me not to like going to parties.

She has told me that she didn't like going to parties.

' You'll need a passport if you're going to Italy' he told me.

He told me I will need a passport if I am going to Italy.

He told me I would need a passport if I was going to Italy.

DICTATION

The doctor told her: 'Stay in bed for a week'.

I told Tom: 'Don't shout!'

Mary asked Peter: 'Don't tell anybody that I'm ill'

Pam asked John: 'Open the window for me, please'

PRONUNCIATION

She's from **Scotland** and **he's** from **Wales.**

Let's **go** for a **walk.**

What do you **do** on **Sundays**?

I **went** to the **hotel** and **booked** a **room** for **two nights** for my **sister** and her **best friend**.

My **father** is in **hospital** at the **moment**.



Challenge yourself!

LISTENING TO AND WATCHING VIDEOS

I often dream that I'm flying. It's a very strange dream, because sometimes I fall down.

Robie often has dreams about making lots of money, but he wakes up and he sees it's not true.

Joni says that she had the **strangest dream** in a lift, with **Prince Charles** and the Queen. She didn't even **like** them. Joni was **talking** to them and saying that their **new** job should be very, very **difficult**. She was **feeling** sorry for them.

Mark says that he never remembers his dreams.

ANOTHER LAME JOKE!!

A teacher was **giving back** the exams to their students. He **asked** Sarah **if** she **had** copied from Sam's exam paper. Sarah asked him **how** he **knew** it. The teacher **answered** that Sam's paper read that he didn't **know** for question 4 and that she **had written** that she neither.

WHAT WAS THE BIGGEST OBSTACLE AS A KID?

When Philip Smith was a kid he **had** the **largest ears** you **had** ever **seen**. The kids **used** to call **him** 'Dumbo'. He says it **was** awful, but **he ignored** it.

When Tommy Rousse was a boy he **had** trouble **reading**, but through hard **work** and **perseverance** he **got through** it.

Jake Jackmen **was** so skinny that other guys **teased him** and **called him** 'The Bone'.

Lucy Bermence **wasn't|was not** the most popular girl at school and she **should sit|sat** alone at lunch or **go|went** on the swings by **herself**. But as she **got** older, she **found** a few good friends, and that **made** all the difference.



Check what you have learned

LISTENING- DICTATION

1. The doctor told me: 'Eat more fruit'.
The doctor told me to eat more fruit

2. Lisa asked her mum: 'Do you like rock music?'.
Lisa asked her mum if she liked rock music.

3. Kelly said: 'I'll be here next week'.
Kelly said that she would be there|Kelly said she would be there|Kelly said that she'd be there|Kelly said she'd be there the following week.

4. John asked Fred: 'Help me with my homework, please'.

John asked Fred to help him with his homework.

5. Mary asked Ann: 'When will you listen to me?'.

Mary asked Ann when she would listen to her|Mary asked Ann when she'd listen to her.

6. Bob said: 'My mother had a car accident last month'.

Bob said that his mother had had a car accident|Bob said his mother had had a car accident the previous month**.**

7. My father told me: 'Don't answer me back'.

My father told me not to answer him back.

HANGMAN

Meatloaf

Twin

Wedding

To knock over

Lame joke

Mistake

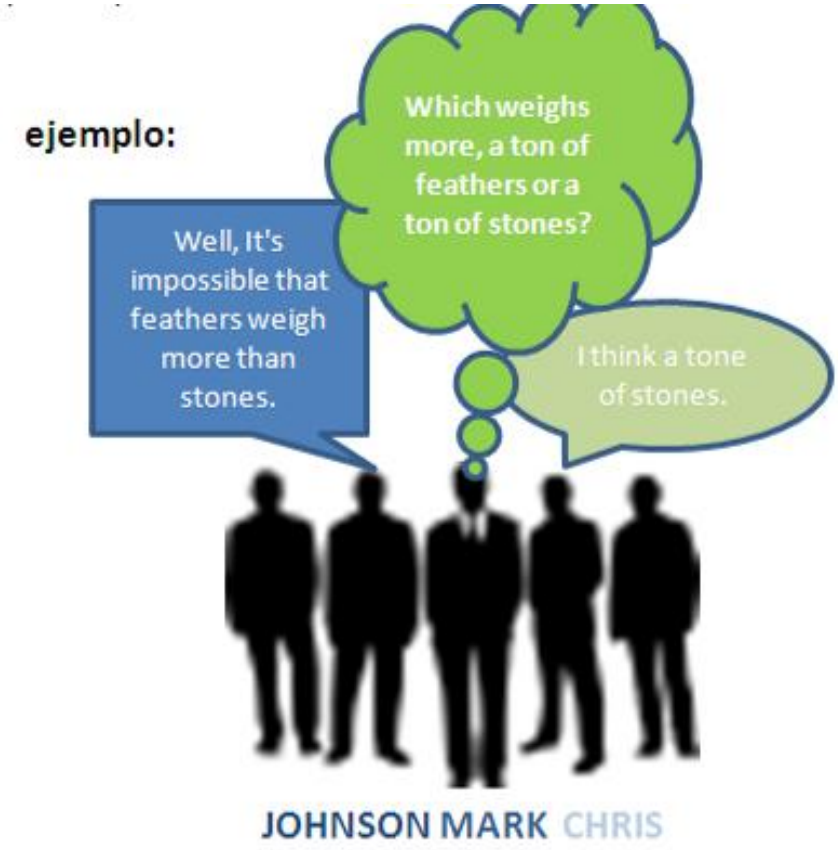
Waitress

Final test

The ***Send to your teacher*** section includes access to a learner test, which they have to complete and send to the teacher.

READING AND WRITING

1. **Read the text:**
2. **Write the description:**



Students' own answers

3. **Rewrite these sentences in reported speech:**

Martin told Ann: 'I'll phone you when I get back'

[Martin told Ann that he would phone her when he got back].

Robert said: 'I didn't go to work yesterday'

[Robert said that he hadn't gone to work the day before].

Helen told us: 'Don't use the telephone after midnight'.

[Helen told us not to use the telephone after midnight].

Bill told Peter: 'I'm playing football today'

[Bill told Peter that he was playing football that day].

Sit down, Sandra. (He told)

[He told Sandra to sit down].

4. **Read this conversation and write these questions and answers using the reported speech:**

Anny : Who are those people?

[Anny asked who those people were].

Susan : They are my friends.

[Susan answered they were her friends].

Anny : What are their names?

[Anny asked what their names were].

Susan: Their names are Sally and Helen

[Susan answered that their names were Sally and Helen|Susan answered their names were Sally and Helen].

Anny: Where are they from?

[Anny asked where they were from].

Susan: They were from Ireland.

[Susan answered they were from Ireland].

5. **Listen to the DICTATION**

Bob said: 'My mother had a car accident last month'.

Mary asked Peter: 'Don't tell anybody that I'm ill'

Judy asked me: 'Who is coming to your birthday party?'

I told Tom: 'Don't shout!'

6. **Listen to the text and underline the strong forms in the next questions and statement:**

Could you tell me the time, please?

The doctor told her: 'Stay in bed for a week'.

I haven't done my homework yet

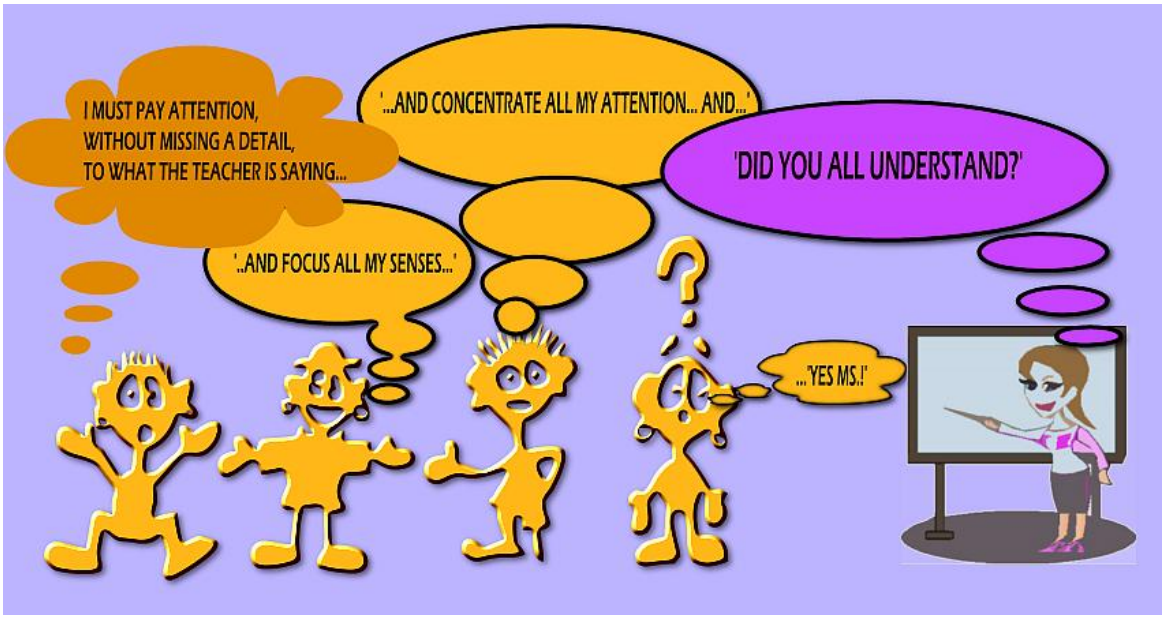
I'll probably stay here and play tennis.

But I'm thinking of going to New York in September.

WRITING

Students' own answers

ORAL INTERACTION



MORE SUGGESTIONS:

- Choose two or three quotes from the text in Lesson 2. First of all, tell your teacher what each character said. Then try to explain the meaning of the selected statements and compare them with your own experience.
- Read again the texts of EXTRA ACTIVITIES: 'What was the biggest obstacle as a kid?'

  Tell your teacher which one you have chosen and tell him if you had a similar experience when you were a child. If not, if you know somebody with any kind of trouble like this.

EVALUATION CRITERIA 3th Course COMPULSARY SECONDARY SCHOOL		0	0,02	0,35	0,5
1. He/she understands the general and specific information, the main idea and the most relevant details in both oral and written texts.		**NEVER DOES**	**SELDOM DOES**	**DONE CORRECTLY**	**DONE IN A VERY GOOD WAY**
1.1	He/she understands the general information.				
1.2	He/she understands the specific information and can detail the requested descriptions.				
2. He/she takes part in conversations and simulations, being able to use strategies to start, maintain and end the communication, producing an understandable discourse and adjusting to the situation and the communicative intention.		**NEVER DOES**	**SELDOM DOES**	**DONE CORRECTLY**	**DONE IN A VERY GOOD WAY**
2.1	He/she can play the role in the recorded simulations by means of understandable speech and with a communicative intention.				
2.2	He/she can interact in the conversation with the tutor: guaranteeing communication by means of presenting, debating and describing.				
2.3	His/her speech is fluent, with adequate pronunciation, which favours communication.				
2.4	He/she uses connectors which do not make communication difficult, although he/she makes some mistakes.				
3. He/she understands the general and specific information in various texts, identifying data, opinions, arguments, implicit information and the author's communicative intention.		**NEVER DOES**	**SELDOM DOES**	**DONE CORRECTLY**	**DONE IN A VERY GOOD WAY**
3.1	He/she understands the text proposed about the topic (myths and legends), applying the acquired strategies and understanding from context.				

3.2	He/she reads texts in an autonomous way so as to search for information, using various sources of information.				
4. He/she writes various texts using the basic appropriate conventions for each genre, adequate vocabulary according to the context and the necessary linking and coherence elements, so as they are easily understood by the reader.		**NEVER DOES**	**SELDOM DOES**	**DONE CORRECTLY**	**DONE IN A VERY GOOD WAY**
4.1	He/she develops texts following the suggested guidelines and/or completing such texts with coherence.				
4.2	He/she develops texts in an autonomous way, using linguistic elements with linking and coherence, trying to start producing free texts.				
5. He/she consciously uses the acquired knowledge about the linguistic system of the foreign language as a self-assessment tool for his/her own production and those by others.		**NEVER DOES**	**SELDOM DOES**	**DONE CORRECTLY**	**DONE IN A VERY GOOD WAY**
5.1	He/she correctly applies the acquired knowledge about the linguistic system regarding the unit vocabulary.				
5.2	He/she correctly applies the acquired knowledge about the linguistic system regarding the pronunciation aspects dealt with.				
5.3	He/she correctly applies the acquired knowledge about the linguistic system regarding functional aspects.				
5.4	He/she correctly applies the acquired knowledge about the linguistic system regarding grammar aspects.				
5.5	He/she values the formal correctness that enables the understanding of his/her productions as well as those by others.				
6. He/she identifies, uses and explains learning strategies used, can provide examples of other likely ones and decide on the most adequate ones for the		**NEVER DOES**	**SELDOM DOES**	**DONE CORRECTLY**	**DONE IN A VERY GOOD**

learning objective.					**WAY**
6.1	He/she applies in an autonomous way various formats to save, memorise and revise vocabulary (didactic use of dictionaries, bibliographic resources, computer ones …)				
6.2	He /she analyses and reflects on the use and meaning of various grammar forms by comparing and contrasting with known languages.				
6.3	He/she takes part in the assessment of his/her own learning and uses self-assessment tools.				
7. He/she uses ICT with certain autonomy so as to search for information, produce texts from models, send and receive email messages…		**NEVER DOES**	**SELDOM DOES**	**DONE CORRECTLY**	**DONE IN A VERY GOOD WAY**
7.1	He/she uses ICT as a communication and learning tool.				
8. He/she identifies and describes the most relevant cultural aspects from the countries where the foreign language is spoken and establishes some relationships between the most significant features of the customs, uses and values of the society whose language is being studied and his/her own, as well as showing respect to them.		**NEVER DOES**	**SELDOM DOES**	**DONE CORRECTLY**	**DONE IN A VERY GOOD WAY**
8.1	He/she knows and recognises significant and characteristic features of the general culture from the countries where the foreign language is spoken.				
	TOTAL AMOUNT PER CRITERIA				
	TOTAL AMOUNT				

Once the unit has been completed and all the tasks done by the students have been revised, a score can be obtained according to the assessment criteria set up in the syllabus.

AUDIOSCRIPTS

Lesson 1: A busy woman

LISTENING ACTIVITY

I hardly ever go on holidays these days, you see, because I work twelve hours a day. But I'm thinking of going to New York in September. The problem is that my father is in the hospital at the moment. And my brother Jim and his girlfriend Judy are getting married next month.
I can go and stay with my friend Kelly in London but her husband had an accident last week and her daughter has just had a baby so I don't know what I'm doing. I'll probably stay here and play tennis. I haven't been playing tennis a lot recently and I like playing tennis.

MATCH

She said that she was thinking of going to New York in September.
She said that her brother and his girlfriend were getting married the following month.
She said that she hardly ever went on holidays those days.
She said that she worked 12 hours a day.
She said that she could go and stay with her friend Kelly in London.
She said that her father was in hospital at the moment.

PRONUNCIATION

My father is in the hospital at the moment.
I can go and stay with my friend Kelly in London.
Her daughter has just had a baby.

Lesson 3: Tell me

Listening comprehension

Student: I haven't done my homework yet.
Taxi driver: We're late.
She: I'm sorry I can't come out. I'm playing tennis this afternoon.
Tom: Let's go for a walk.
The teacher: Don't forget to bring your homework tomorrow.
The old woman: could you tell me the time, please?
She: You'll need a passport if you're going to France.
The guard: Tickets, please.
Young lady: I'm cold.

Rewrite

She has said that... she hasn't done her homework yet.
Tom has invited us... to go for a walk.
She says that you will ... need a passport if you are going to France.
She has said that ... she is cold.

Listen, repeat and say

The old woman: could you tell me the time, please?
The teacher: Don't forget to bring your homework tomorrow.
Tom: Let's go for a walk.
The guard: Tickets, please.
Young lady: I'm cold.

Review and practice

DICTATION

The doctor told her: 'Stay in bed for a week'.

I told Tom: 'Don't shout!'

Mary asked Peter: 'Don't tell anybody that I'm ill'

Pam asked John: 'Open the window for me, please'

Extra activities

Fraser: I often dream that I'm flying. It's a very strange dream, because sometimes I fall down.

Joni: The strangest dream I had was that I was in a lift, with Prince Charles and the Queen. And I don't even like them, but I was talking to them and saying to their new job must be very, very difficult. And feeling sorry for them. In the morning I thought. Why did I talk to them?

Robie: I often have dreams about making lots of money. But I wake up and I see it's not true.

Mark: I never remember my dreams.

Self-assessment

DICTATION

1. The doctor told me: 'Eat more fruit'.
2. Lisa asked her mum: 'Do you like rock music?'
3. Kelly said: 'I'll be here next week'.
4. John asked Fred: 'Help me with my homework, please'.
5. Mary asked Ann: 'When will you listen to me?'
6. Bob said: 'My mother had a car accident last month'.
7. My father told me: 'Don't answer me back'.

ACTIVIDADES DE CONSOLIDACIÓN

ACTIVIDADES DE CONSOLIDACIÓN (RESOURCE PACK)

PENFRIENDS

Optional activity one

Join the following definitions with the correct type of building.

1. A small house or cottage usually having a single floor
2. A row of identical houses that share side walls
3. Pairs of houses built side by side sharing a party wall
4. A residence on a country estate

a. Country house

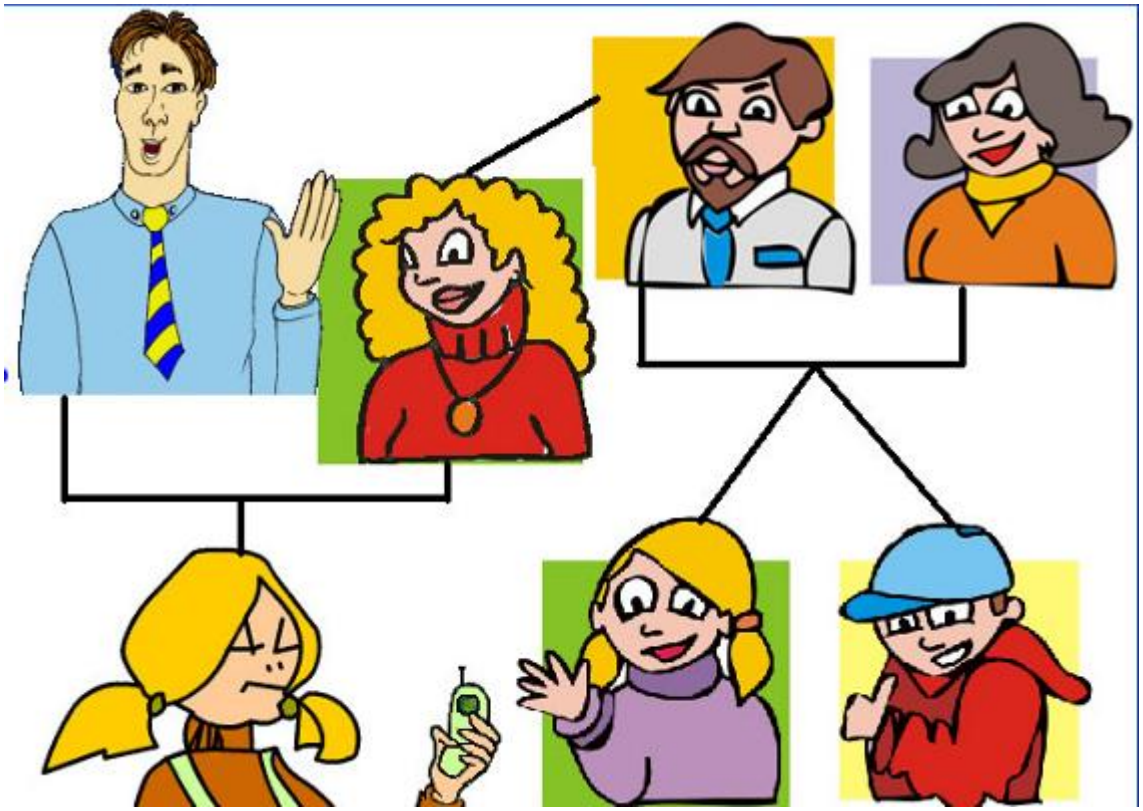
b. Terraced houses

c. Bungalow

d. Semi-detached houses

Optional activity two

Look at the family tree below and then fill in the gaps with the correct members of the family.



This is Peter's family. His _____'s name is Alison. His _____'s name is Rachel; she's fifteen years old. His _____'s name is Chris; he's thirteen years old. Sylvie is Peter's _____. Her _____'s name is Len. Her _____'s name is Lisa. Lisa is Chris and Rachel's _____.

Optional activity three

Write the correct job next to each corresponding picture.



1. _____



2. _____



3. _____



4. _____



5. _____

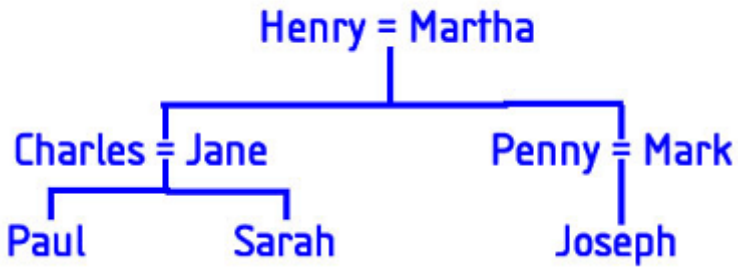
Optional activity four

P for possession or IS for to be. Write P or IS next to each sentence.

1. It's cold today. _____
2. Mary's a vet. _____
3. Alison's husband is thirty eight. _____
4. My daughter's school is good. _____
5. My father's in London today. _____

Optional activity five

Look at the family tree below and write a paragraph about it.



Start your paragraph like this:

This is Henry's family. _____

Optional activity six

Write the corresponding feminine noun for these members of the family.

1. Son
2. Father
3. Husband
4. Brother
5. Uncle
6. nephew

PIRATES

Optional activity one

Put the following sentences into the negative and interrogative form.

1. She was a pirate for many years
   Neg.:
   Q.:

2. They saw her at the pirate party last week
   Neg.:
   Q.:

3. Fiction pirates buried their treasure on islands
   Neg.:
   Q.:

4. Kidd's treasure is now a legend
   Neg.:
   Q.:

5. Frolick attacked the ship during the night
   Neg.:
   Q.:

Optional activity two

Write definitions for the following words.

1. Outlaw:
2. Retreat:
3. Booty:
4. Treacherous:
5. Galleon:

Optional activity three

Fill the gaps in these sentences using the appropriate word from the box below.

danced	but	died	then	because

1. Most historical pirates _____ young
2. I went to the theatre with my boyfriend, _____ he didn't like the play
3. She couldn't finish the novel _____ it was boring
4. Who _____ with you at the party?

5. I waited for her at the station for three hours. _____, I went home

Optional activity four

Write R for regular or I for irregular next to the infinitive of the verbs below.

1. Fight:
2. Attack:
3. Send:
4. Escape:
5. Hide:
6. Forgive:
7. Kill:
8. Become:
9. Die:
10. Travel:

Optional activity five

Write questions for the following underlined answers.

1. The pirate captured a Spanish galleon
   Q.:
2. She travelled to England because she wanted to see the king
   Q.:
3. The Queen arrested ten enemies
   Q.:
4. They went to the treasure island in August
   Q.:
5. Lord pirate died in 1710
   Q.:

Optional activity six

Fill in the gaps with the correct linker.

My friend Sue called me _____ she wanted me to see the new Pirates at Sea film. It was pouring _____ I arrived at the cinema, and my friend was late, _____ I had to wait for half an hour. _____, we queued for thirty more minutes _____ there were lots of people that wanted to get tickets for the film. The pavement was slippery, _____ I fell on the ground. _____ I recovered, I started screaming _____ an ugly guy dressed like a pirate was looking at me. _____ I realized that he was just an actor, not a real pirate.

FASHION

Optional activity one

What are they wearing? Write a paragraph describing their look.





The girls on the left …

Optional activity two

Complete the sentences using the verbs in brackets either in past continuous or simple past.

Policeman: What time _____ (be) it?

You: It _____ (be) a quarter to ten.

Policeman: Where _____ you _____ (go) when they _____ (rob) you?

You: I _____ (go) to the market

Policeman: I see. And, what _____ they _____ (wear)?

You: They _____ (wear) red tracksuits and black trainers

Optional activity three

Write sentences using the prompts below.

1. He / see / the famous models / when / they / walk into the gym
   He …
2. They / fly / Athens / when / it / begin / to snow
   They …
3. The phone / ring / while / she / sleep
   The …
4. My girlfriend / wake up / while / I / have breakfast
   My …

5. When / she / meet / Paul / he / wear / dark sunglasses
   When…

Optional activity four

Write the correct word for each definition below.

1. Material for making jeans:
2. Shoes worn to practice Physical Education:
3. A knitted sweater that buttons down the front:
4. Leather shoes with rubber soles:
5. Protective eyewear:

Optional activity five

Join the following 1 - 8 beginnings with their corresponding a – h endings.

1. When I saw the famous actress
2. My son broke his knee
3. While she was buying fruit in the local street market
4. They heard a noise in the basement
5. Jim was jogging
6. While he was driving back home
7. While my aunt was making supper
8. We were in the open air

a. When it began to hail
b. While he was skiing
c. She cut herself
d. She was wearing baggy jeans
e. When he slipped off
f. He heard about the award on the news
g. She was mugged
h. When they were leaving

Optional activity six

Read the following prompts and learn to dress like a hippie. Then answer the questions.

Hippie Fashion

Seven tips to dress like a hippie

1. Wear a flower in your hair; try and get it to stay fixed.
2. If you are not into flowers, then wear a headband.
3. Let your hair grow long and messy, but keep it clean.
4. If you are a girl, mini and micro skirts are in. A chain belt is groovy. Do not forget go-go boots.

5. If you are a boy, then you are in for grungy jeans and gorgeous leather vests.
6. Fringe on everything, vests, jackets, pants, shirts …
7. At least one peace symbol, peace symbols are a must

Comprehension questions

a. Why is it difficult to wear a flower in your hair?
b. Around which part of your body can you wear a headband?
c. Should your hair look neat?
d. Go-go boots are boots for: (choose one option)
    a. Walking
    b. Dancing
    c. Hiking
e. Are boys' jeans fashionable if they are clean?
f. Write the correct word for this definition: a row of threads used to border clothing
g. What is the most characteristic feature of the hippie look?

MARIE CURIE

Optional activity one

Write the following verbs into their corresponding box, according to the pronunciation of their –ed ending.

Count travel jump work visit want open close discover

/d/	/t/	/id/

Optional activity two

Write the following sentences into the negative and interrogative form:

1. Marie Curie has been a remarkable scientist

Neg:

Int:

2. She was awarded the Nobel Prize in 1903

Neg:

Int:

3. She died on July 4th

Neg.:

Int.:

4. She won the Nobel Prize twice

Neg.:

Int.:

5. She was the first woman to win the Nobel Prize

Neg.:

Int.:

Optional activity three

Make questions for the following underlined answers:

1. They received the Nobel Prize in Physics <u>in 1903</u>

Q.:

2. Henry Labouisse was an executive director of UNICEF

Q.:

3. Eve Curie was Marie Curie's youngest daughter

Q.:

4. They won the Nobel Prize with Henri Becquerel

Q.:

5. They discovered radioactivity

Q.:

Optional activity four

Fill in the gaps using the verbs in brackets in the correct present perfect form. Make any other changes necessary.

1. I … … … to Warwaw (never/be)
2. … you … … Marie Curie's autobiography? (ever/read)
3. She … … her boyfriend's parents … (not meet/yet)
4. He … … … the hospital (already/leave)
5. She looks very nice now. She … … … a haircut (just/have)

Optional activity five

Simple present, simple past, present perfect? Choose the most appropriate tense to complete these sentences.

Last week I … (see) an article about Marie Curie on a science blog, so I … (read) it and … (learn) lots of new things about this remarkable lady.
I … usually … (not surf) science blogs; in fact I … … a computer for a month (not use), but I think it … (be) a very interesting posting and it really … (catch) my attention.
Besides, lots of other readers … already … (comment) on the same article, so it … … (become) very popular. Actually, the blog … just … awarded (be) a science national prize and I am thinking of becoming a fan of it so as to get its regular updates.

Optional activity six

For, since or ago? Use the most appropriate word to fill in each of the gaps in the sentences below.

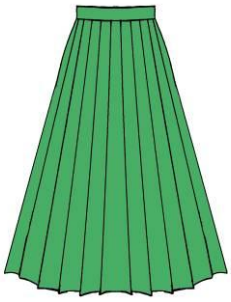
1. They haven't seen each other … nine years
2. I saw a film about the Curies three months …
3. She hasn't made a new discovery … 1907
4. It's three years … I last went to the cinema
5. Thirty years … scientists had a harder life

THINGS ARE DIFFERENT

Optional activity one

Write sentences to describe the pieces of clothing below. Look at the example first.

Example:



A nice long green pleated skirt.

1.  A pair of …



2. An expensive …



3. A light…



4. _____ An elegant …



5. _____ A red and …

Optional activity two

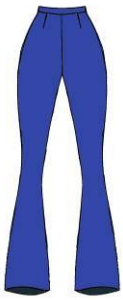
Write sentences comparing each pair of pictures. Look at the example first. You can use the hints provided.

Example:





The suit on the left is more flowery than the suit on the right

1.   Hint: short

The orange …

2.   Hint: checked

The shirt …

3. Hint: long

The green …

4.   Hint: stripes

The scarf on the left …

Optional activity four

Fill in the gaps in the sentences below using the comparative and superlative form of the adjectives between brackets.



small

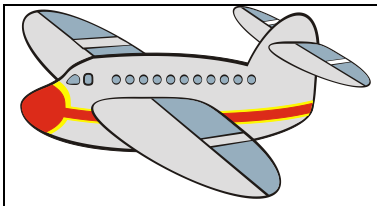


fast



old

The blue car is … than the other two
The F1 car is the … of the three
The white car is … than the blue and the F1 cars

		
comfortable	slow	big

Plane is the … means of transport
Travelling by car is … than travelling by plane
This coach is … than the white car

Optional activity five

Read the following text and answer the questions below. Use full sentences in your answers

My family

I have one brother and one sister and we all live together with our parents and our grandfather. Our grandfather is eighty four years old and our sister is still a baby, actually she is only one year old, but they have the same hobby: watching television.

Our mum is tall, dark haired and has bright blue eyes; our father is totally different, he is blonde, with brown eyes and he is not very tall.

I like my elder brother, he is fourteen years old and plays Pokemon all the time; he always wears checked shirts and jeans. I hate checked shirts, my favourite shirts are spotted ones, but I can't wear them at school because I have to wear my light blue plain school uniform, I'm still eight. By the way, my name is Peter.

Questions

1. Who's the youngest in the family?
2. Who is taller, mum or dad?
3. Does dad have lighter eyes than mum?
4. Are Peter's usual clothes more patterned than his brother's?
5. Who is older, Peter or his brother?

Optional activity six

Put the words provided in the correct order so as to make a definition for each picture below.



Cheap

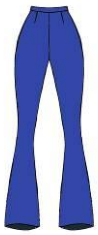
Scarf

Long

Wool

striped

1. A …



Fashionable

Long

Blue

Plain

Cotton

trousers

2. A pair of …

SHOPPING

Optional activity one

Fill in the gaps in the conversation below using some, any, many, much.

Lucy: Hello, I'd like … onions.
Shop assistant: Ok, how … do you need?
Lucy: A pound, please.
Shop assistant: there you are. Anything else?
Lucy: yes, please. Have you got … butter?
Shop assistant: I think so, how … would you like?
Lucy: Oh, half a pound should be OK.
Shop assistant: right, there you are. Anything else?
Lucy: no, thank you, that's all. How … is it?
Shop assistant: That'll be three pounds, please.

Optional activity two

Use the words below to complete the following sentences.

jar can loaf tube roll joint

1. A … of coke
2. A … of meat
3. A … of jam
4. A … of film
5. A … of bread
6. A … of toothpaste

Optional activity three

What section of a supermarket do you go to find the following items?

1. Butter
2. Fish fingers
3. Baked beans
4. Crisps
5. Buns

Optional activity four

Write **U** for uncountable nouns and **C** for countable nouns next the words below.

1. Oil
2. Tomato
3. Cabbage

4. Rice
5. Aubergine
6. Coke
7. Flour
8. Water
9. Toothpaste
10. Bread

Optional activity five

Complete the sentences using too much or too many.

1. … sugar
2. … cucumbers
3. … milk
4. … biscuits
5. … chips
6. … wine

Optional activity six

Write the products from the table below next to their corresponding store.

Yoghourt Grapes Pasties Chicken Nail polish

1. Grocer's
2. Butcher's
3. Bakery
4. Hairdresser's
5. Dairy

THE HOUSE

Optional activity one

Choose the correct option to complete the sentences and questions below.

1. What … Georgina doing? She … … off her dolls' heads
    a. is / is cut
    b. does / is cutting
    c. is / is cutting
2. … you often … haunted houses? No, I …
    a. Does visit / don't
    b. Do visit / don't
    c. Do visit /'m not
3. There … a spider hanging from the shower
    a. is
    b. are
    c. has
4. At the moment, we … … at our grandfather's portrait
    a. are look
    b. is looking
    c. are looking
5. How do you spell the gerund of die?
    a. dying
    b. dieing
    c. diing

Optional activity two

Put the following sentences into the negative and interrogative form.

1. The MacFears live in a house on the hill

Neg:

Q:

2. Mr MacFear always plays the organ in the evenings

Neg:

Q:

3. Archibald likes experiments a lot

Neg:

Q:

4. Edwina is frightening the neighbours all the time

Neg:

Q:

5. Theodore is nearly a member of the family

Neg:

Q:

Optional activity three

Write the appropriate words from the box below next their corresponding definition or synonym.

fang	portrait	funerary	blood	servant

1. Related to the commemoration of the dead:
2. An artistic representation of a person:
3. A person employed in a house to carry out domestic tasks:
4. A large sharp tooth:
5. The red liquid that circulates in the arteries and veins:

Optional activity four

Read the following text and then answer the questions below.

Why are vampires so popular nowadays?

Nowadays vampires are very popular creatures thanks to literature and the cinema. There are lots of films and books about vampires. The *Twilight Saga* is one of the latest reasons why lots of boys and girls in the world are learning about vampires at the moment.

This series by Stephenie Meyer sells thousands of books all over the world and lots and lots of people queue at cinemas for hours when a new film about the saga comes out.

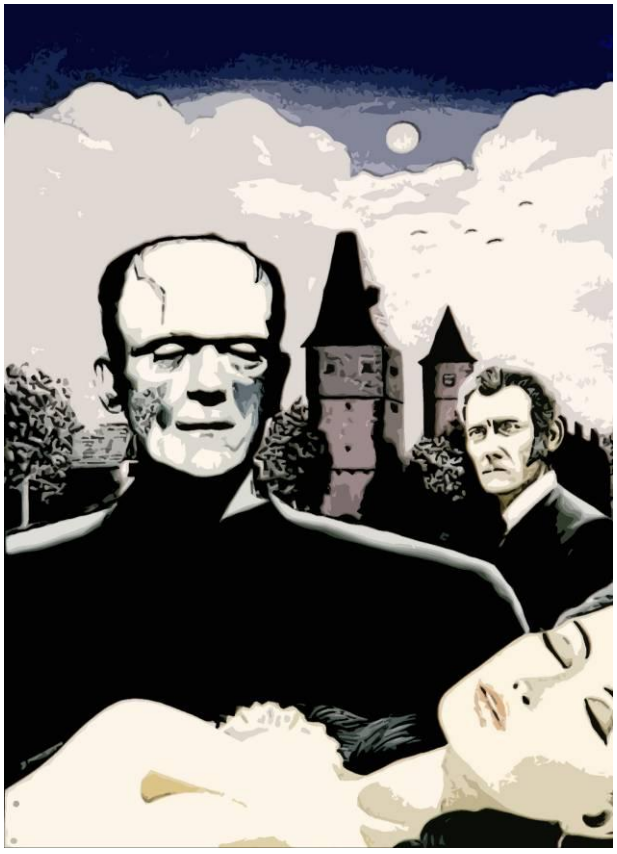
Stephenie Meyer also writes children's books and apparently, she is writing very successful stories for them; actually she is entering this year's Children's Choice Book Awards as Author of the Year, but we hope she continues with her books about vampires too.

Bram Stoker, the Irish author of *Dracula*, also helps with the popularity of vampires. Lots of teenagers read his book every year, and the sales of the film about Dracula are still rising. Everybody wants to see Coppola's film, where the actor Gary Oldman plays the role of the Count.

1. Why are people interested in vampires nowadays?
2. Who is the author of the Twilight Saga? And of *Dracula*?
3. How many books does Ms Meyer sell?
4. What do people do when a new Twilight film comes out?
5. What is Ms Meyer writing at the moment?
6. How does Bram Stoker help make vampires popular?
7. Is the film about Dracula successful?
8. What does Gary Oldman do in Coppola's film?

Optional activity five

Have a look at the photograph below and write a text describing it (100 – 150 words). Do not forget to use the vocabulary and structures that you have learned throughout the unit.



Start like this:

The picture shows …

Optional activity six

Now, write the words from the box below under the correct phonetic symbol, according to the pronunciation of their n consonant or their <ng> consonant cluster.

sun sang fang fun sing lying thin ban wrong ton

/n/	/ŋ/

FORTUNE TELLER

Optional activity one

Complete the following sentences using the verb in brackets into the appropriate tense, either simple future or going to.

1. He … (study) hard because he wants to pass his exams
2. My horoscope says I … (meet) a stranger at the airport this week
3. … you … (go) and visit a fortune teller with me?
4. She's got lots of plans for her summer holiday. She … (practise) yoga and she … also … (redecorate) her room
5. They … you up (pick) at the airport as soon as you arrive

Optional activity two

Fill in the gaps with the correct words from the box below.

ago	in	from	at	next	now	soon

1. Bye, see you …
2. Ten years … fortune tellers were very popular
3. Four weeks … now she'll be lying in the sun
4. I can't help you … but I'll phone you tomorrow
5. … five years every student will have an e-book
6. He's not coming to class … week
7. Sorry, my boss is very busy … the moment

Optional activity three

Write PL for plans and PR for predictions next to the sentences below.

1. I will travel around the world
2. I'm going to give up smoking
3. I'm going to join Tuenti
4. You will work for a multinational company in Hong Kong
5. She's going to do sports twice a week

Optional activity four

Join the 1 – 6 beginnings of these sentences with their corresponding a – e endings.

1. If you don't study hard
2. You will miss the bus
3. If they eat all that pizza
4. We'll be in trouble

5. If he doesn't phone me soon
6. You'll be extremely rich

a. If you don't hurry up
b. If you happen to win the lottery
c. You'll fail and won't be able to go on holiday
d. They'll become ill
e. I'll be very worried
f. If we don't finish our project by tomorrow

Optional activity five

Greetings. Write the beginning of the conversations in the following situations:

1. Introduce your new friend John to your friend Alice.

You: ……

Alice: ……

John: ……

2. Your friend Molly Davies introduces you to her father.

Molly: ……

You: ……

Father: ……

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

Teacher: ……

You: ……

Student: ……

Optional activity six

Read the following extract from The 3 Major Lines of the Palm and answer the questions below.

The 3 Major Lines of the Palm

The lines of the palm vary among individuals. Some individuals have deeper palm lines while others' palm lines are relatively shallow. The directions, length and position of the palm lines determine something about a person in certain aspects. There are three major lines in the palm of the hand; the Life Line, Head Line and Heart Line. These lines can easily be identified

in the palms because they are the most prominent. More often than not, these are the deepest lines in the palm of one's hand. In seeing a person's hand, these three lines can easily be seen and noticed and they identify the three most important aspects of a person's life.

Extract from http://readingpalm.org/major-palm-lines.html

1. Everybody's got the same lines of the palm
    a. True
    b. False
    c. Not mentioned
2. Some palm lines are … than others
    a. Longer
    b. Wider
    c. Flatter
3. There are certain … of the palm lines that suggest characteristics of people's personalities
    a. Features
    b. Lengths
    c. Locations
4. The three major palm lines in one's hand are … than the rest
    a. Shallower
    b. Deeper
    c. Easier
5. These three lines … to three aspects of people's life
    a. Are according
    b. Pay attention
    c. correspond

TRENDS

Optional activity one

Write the past participle of the following verbs:

a. buy
b. sell
c. invent
d. discover
e. murder
f. give
g. become
h. get
i. sit
j. send

Optional activity two

Fill in the gaps in the following sentences using the correct form of the verb to be: present or past.

1. Those trousers … sold for millions of pounds at yesterday's auction
2. Coffee … drunk by lots of Spaniards every morning
3. Fashion … invented a long time ago
4. Children … usually sent to school when they are three
5. G. A. … still considered a good designer nowadays

Optional activity three

Complete these sentences with the right form of used to: affirmative, negative or interrogative.

1. When I was 12 years old I … … play in the street every afternoon
2. In my town there … … … big department stores, but now there are three
3. … your parents … … surf the net when they were young children?
4. It … … … rain a lot where I lived in the summer, it was always sunny
5. Every day when she was a little girl, she … … spend two hours with her grandmother

Optional activity four

Write the following active sentences into the passive form:

1. They sold Marilyn Monroe's dress for a thousand pounds
   M ……
2. Some children eat a lot of peanut butter for breakfast
   A ……

3. They sent thousands of love letters last week
   T ……
4. They produce trendy coats every winter
   T ……
5. New customers buy fashion year after year
   F …….

Optional activity five

Complete the paragraph below with the correct articles a, an, the where necessary. When not necessary, write -.

… week ago I met … fashion designer. He introduced me to … most famous models in … UK catwalks. They were all very nice to me, so I decided to write … article for … fashion magazine my father has in … Paris. After finishing it, … magazine went online and all … other magazine writers in … business could also read it; it became so popular that now I have to write … articles every month about … different catwalks in … Europe.

Optional activity six

Fill in the gaps using some, any, and no compounds.

1. This is a secret. You can't tell …
2. … you tell me will make me change my mind.
3. He's lost … in the middle of the Pacific
4. … has sent me flowers, but I don't know who they are from
5. Is there … you'd like to tell me, son? Your teacher has just given me a ring about you.

DIRECTIONS

Optional activity one

Read the dialogue below and then answer the questions.

Claire: Excuse me, please! How could I get to a chemist's, please?
Mark: Go along the street and it's next to the cinema.
Claire: Thank you. And where's the cinema, please?
Mark: Oh, it's opposite the bank.
Claire: Right. How could I go to the bank, please?
Mark: Turn left, and it's near the park.
Claire: Oh dear! And, where's the park?
Mark: Mmm, I think you should take a bus. The park is in front of the chemist's, but it's far. Take bus 55, you can't miss it!

1. Where is the chemist's?
2. Where is the cinema?
3. Where is the bank?
4. Where is the park?

Optional activity two

Name the places pictured below.



_____



_____



_____

Optional activity three

Read the letter below and then write an answer to it.

Dear Sonia,

How are things? We arrived in London yesterday and, I must tell you, this is a really nice city.

We have already visited Buckingham Palace, an amazing building where you can also see the changing of the guard. It's very funny to watch those serious guards wearing black and red uniforms!

After lunch, we have been to the London Eye, which is an enormous fair attraction. We have ridden on it and have enjoyed a magnificent view of the whole city.

Yesterday night, we went out for a walk after having a rest at the hotel. Piccadilly Circus was such a lively place!

There are a lot of places which we haven't seen yet, but we've still got three days to walk around the city!

Best wishes,

John

Write your answer here:

Dear John,

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

_____

Optional activity four

Fill in the gaps in the dialogue below with the appropriate words from the box.

turning take completely absolutely wrong

-We are lost!

-No we aren't. I am … sure we've been here before

-We are still lost, Mike

-No! We are not lost. I think I know where we are. We've been here before!

-Please, look at the map again. I´m tired of walking around!

-I've got no idea where we are.

-No, we're … lost. Where did we go wrong?

-Well, we might have taken a wrong … at Mill Street.

-No, we took the right turning - I can remember. We could have taken the … turning at Priory Road.

-I don't think so - I remember walking past the church that is on the map there. We must have taken a wrong turn after that. We must have taken the wrong turning here, at Denmark Avenue.

-Mmmm, yes. If we hadn't taken a right there, we would have reached the station.

-We are definitely lost Anna!

-Yes, Let's … a taxi.

Optional activity five

Complete the following sentences with the correct words.

left straight there opposite turn

1. A: Excuse me, please, how can I get to the post office?
   B: Go … on, it's at the end of this road
2. Take the first … and then keep walking

3. It's … the hairdresser's
4. You'll be … in five minutes
5. You don't have to … left or right, just keep going

Optional activity six

Translate the following phrases into Spanish.

1. Go straight on:
2. Take the second on the right:
3. It's behind the park:
4. You can't miss it!:
5. Why don't you take a taxi?:

THE IDEAL SCHOOL

Optional activity one

Join the pairs of sentences below into relative clauses; omit the relative pronouns when possible.

1. This is an old part of the city. The children play there

This is the …

2. That is the gold watch. My brother gave it to his girlfriend

That is …

3. Iniesta is a famous Spanish football player. We are very proud of him

Iniesta is …

4. It's four. We have a break at that time

Four is the …

5. Those are the students. They usually were school uniforms

Those …

Optional activity two

Use the words from the box below to fill in the gaps in the following sentences.

break speak problems talk rest

1. My Mp4 player has been giving me lots of … lately, I must have it repaired
2. Everybody … German in Berlin
3. Why don't you have a good night's …? You look very tired
4. If you are worried, the best is to … to your parents
5. A five minute … every two hours is good for you when you are studying

Optional activity three

Word building. Complete the following sentences building up words from the ones in capital letters.

1. IMPRESS

When I saw him for the first time, I didn't like him, I got a poor first …

2. BREAK

The windows in my living room are …

3. KNOW

There are not many people with … about nuclear energy in my country

4. PRIVATE

It is essential to keep your own … when joining a social network

5. DREAM

When I was a teenager, my … eyes were only for Hollywood stars

Optional activity four

Write synonyms for the words below.

1. Opportunity
2. Regulation
3. Because of
4. Begin
5. Exam

Optional activity five

Write the words from the box below under their corresponding category. Some may belong to more than one category.

monthly kid break rest good daily cool talk impress decision

ADJECTIVE	NOUN	VERB

Optional activity six

Opposites. Write the opposites for the words below.

1. Safe
2. Interesting
3. Expensive
4. Easy
5. Right

WHAT DID SHE SAY?

Optional activity one

Put the following sentences into Reported Speech. Make all necessary changes.

1. Pat told me: 'I hardly ever go out for dinner these days'

Pat told me that …

2. Then she said: ' I work from eight in the morning until nine in the evening'

Then she said …

3. She also explained to me: ' My husband was in hospital for a week'

She also …

4. And she said: 'I have been really very busy lately'

And she …

5. But she told me: 'I'm going to have a break next month'

But …

6. And, finally she said: 'I will finally go on holidays and visit Paris'

And, finally …

Optional activity two

Now, do the opposite, change the sentences below back into Direct Speech.

1. Ellie told me that she had been to London three times

Ellie told me: '…

2. Then she said that she liked visiting European capitals a lot

Then, she said: '…

3. She also explained to me that her favourite city was Paris

She also …

4. And she said that her father was living there at the moment

And she …

5. But she told me that she couldn't go and see him because she had lots of work

But she …

6. And, finally she said that she would go on another tour around Europe the follwowing summer

And, finally, …

Optional activity three

When using Reported Speech you have to change words and phrases from Direct Speech. Below there are some of these expressions; write the corresponding reported word or phrase next to each one.

1. Today
2. Can
3. Next year

4. Will
5. Yesterday
6. Is
7. Has done
8. Now
9. Here
10. Come

Optional activity four

Fill in the gaps with SAY or TELL in the correct form and tense.

1. Yesterday, Margie … that she was going away for the weekend
2. They have … me to be careful lots of times
3. Will you … your daughter to be quiet, please?
4. When did he … that he was not coming to work today?
5. Are you … me that you don't like that picture?

Optional activity five

Write the following instructions and orders into Reported Speech.

1. Teacher to students: 'Do your homework at home'

The teacher told the students …

2. Mum to son: 'Don't play football inside your bedroom'

The mother told her son …

3. Bus conductor to passenger: 'Ticket, please'

The bus conductor …

4. Police officer to pedestrian: 'Watch out when crossing the road'

The police …

5. Driving instructor to learner: 'Stop at the red traffic lights'

The driving …

SOLUCIONARIOS ACTIVIDADES DE CONSOLIDACIÓN

PENFRIENDS

ANSWER KEY

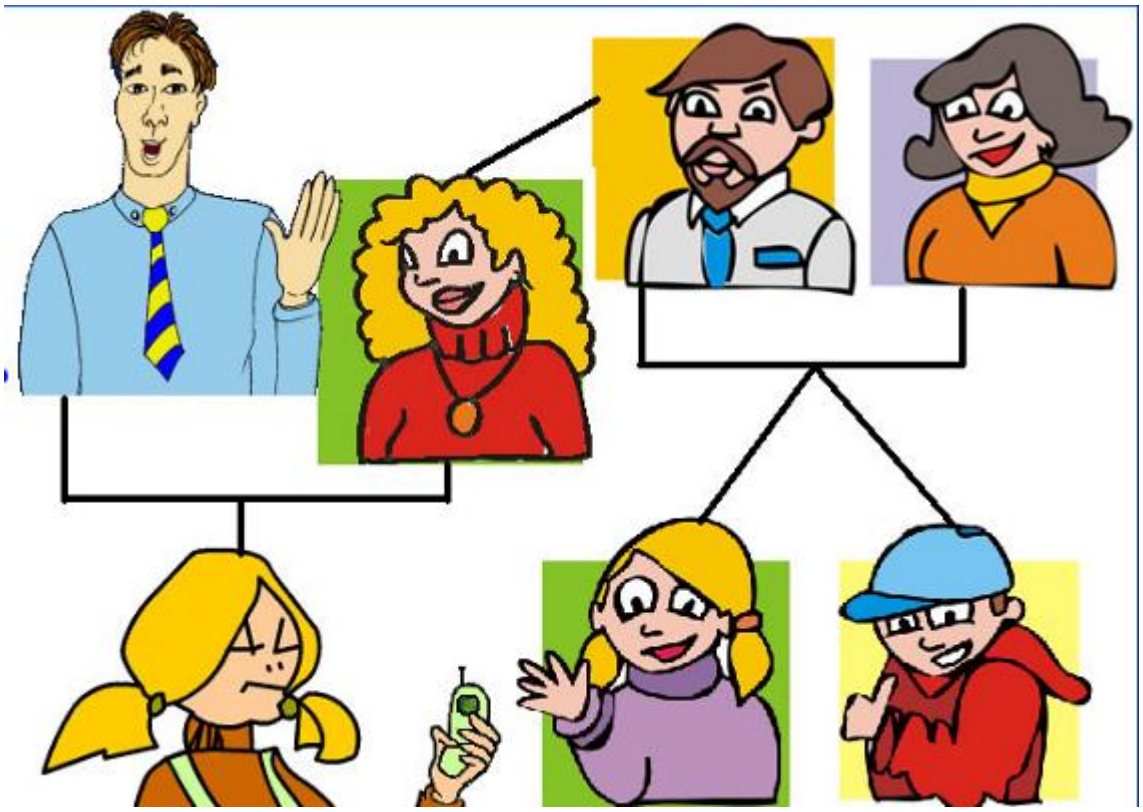
Optional activity one

Join the following definitions with the correct type of building.

1. Bungalow 2. Terraced houses. 3. Semi-detached houses 4. Country house

Optional activity two

Look at the family tree below and then fill in the gaps with the correct members of the family.



This is Peter's family. His **wife**'s name is Alison. His **daughter**'s name is Rachel; she's fifteen years old. His **son**'s name is Chris; he's thirteen years old. Sylvie is Peter's **sister**. Her **husband**'s name is Len. Her **daughter**'s name is Lisa. Lisa is Chris and Rachel's **cousin**.

Optional activity three

Write the correct job next to each corresponding picture.



1. **dance teacher**



2. **farmer**



3. **taxi driver**



4. **dentist**



5. **fireman/firemen**

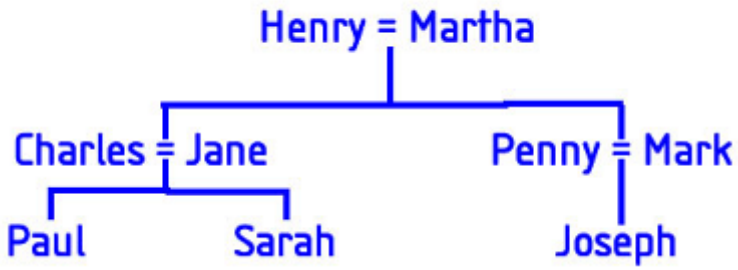
Optional activity four

P for possession or IS for to be. Write P or IS next to each sentence.

6. It's cold today. **IS**
7. Mary's a vet. **IS**
8. Alison's husband is thirty eight. **P**
9. My daughter's school is good. **P**
10. My father's in London today. **IS**

Optional activity five

Look at the family tree below and write a paragraph about it.



Start your paragraph like this:

This is Henry's family. **Students' own answers**

Optional activity six

Write the corresponding feminine noun for these members of the family.

6. Son **daughter**
7. Father **mother**
8. Husband **wife**
9. Brother **sister**
10. Uncle **aunt**
11. Nephew **niece**

PIRATES
ANSWER KEY

Optional activity one
Put the following sentences into the negative and interrogative form.

6. She was a pirate for many years
   Neg.: **She wasn't a pirate for many years**
   Q.: **Was she a pirate for many years?**

7. They saw her at the pirate party last week
   Neg.: **They didn't see her at the pirate party last week**
   Q.: **Did they see her at the pirate party last week?**

8. Fiction pirates buried their treasure on islands
   Neg.: **Fiction pirates didn't bury their treasure on islands**
   Q.: **Did fiction pirates bury their treasure on islands?**

9. Kidd's treasure is now a legend
   Neg.: **Kidd's treasure isn't a legend now**
   Q.: **Is Kidd's treasure a legend now?**

10. Frolick attacked the ship during the night
    Neg.: **Frolick didn't attack the ship during the night**
    Q.: **Did Frolick attack the ship during the night?**

Optional activity two
Write definitions for the following words.

1. **Person who robs and attacks at sea**
2. **Go back escaping from the enemy**
3. **Valuable things taken by robbers**
4. **False, disloyal to a friend**
5. **Big Spanish sailing ship**

Optional activity three
Fill the gaps in these sentences using the appropriate word from the box below.

danced	but	died	then	because

6. Most historical pirates **died** young
7. I went to the theatre with my boyfriend, **but** he didn't like the play

8. She couldn't finish the novel **because** it was boring
9. Who **danced** with you at the party?
10. I waited for her at the station for three hours. **Then**, I went home

Optional activity four

Write R for regular or I for irregular next to the infinitive of the verbs below.

11. Fight: **I**
12. Attack: **R**
13. Send: **I**
14. Escape: **R**
15. Hide: **I**
16. Forgive: **I**
17. Kill: **R**
18. Become: **I**
19. Die: **R**
20. Travel: **R**

Optional activity five

Write questions for the following underlined answers.

6. The pirate captured a Spanish galleon
   Q.: **What did the pirate capture?**
7. She travelled to England because she wanted to see the king
   Q.: **Why did she travel to England?**
8. The Queen arrested ten enemies
   Q.: **Who did the Queen arrest?**
9. They went to the treasure island in August
   Q.: **Where did they go in August?**
10. Lord pirate died in 1710
    Q.: **When did Lord pirate die?**

Optional activity six

Fill in the gaps with the correct linker.

My friend Sue called me **because** she wanted me to see the new Pirates at Sea film. It was pouring **when** I arrived at the cinema, and my friend was late, **so** I had to wait for half an hour. **After that**, we queued for thirty more minutes **because** there were lots of people that wanted to get tickets for the film. The pavement was slippery, **and** I fell on the ground. **When** I recovered, I started screaming **because** an ugly guy dressed like a pirate was looking at me. **Then** I realized that he was just an actor, not a real pirate.

FASHION
ANSWER KEY

Optional activity one
What are they wearing? Write a paragraph describing their look.





Students' own answers

Optional activity two
Complete the sentences using the verbs in brackets either in past continuous or simple past.
Policeman: What time **was** it?
You: It **was** a quarter to ten.
Policeman: Where **were** you **going** when they **robbed** you?
You: I **was going** to the market
Policeman: I see. And, what **were** they **wearing**?
You: They **were wearing** red tracksuits and black trainers

Optional activity three
Write sentences using the prompts below.

1. He / see / the famous models / when / they / walk into the gym
   He **saw the famous models when they were walking into the gym**
2. They / fly / Athens / when / it / begin / to snow
   They **were flying to Athens when it began to snow**
3. The phone / ring / while / she / sleep
   The **phone rang while she was sleeping**
4. My girlfriend / wake up / while / I / have breakfast
   My **girlfriend woke up while I was having breakfast**
5. When / she / meet / Paul / he / wear / dark sunglasses
   When **she met Paul he was wearing dark sunglasses**

Optional activity four

Write the correct word for each definition below.

1. Material for making jeans: **denim**
2. Shoes worn to practice Physical Education: **trainers**
3. A knitted sweater that buttons down the front: **cardigan**
4. Leather shoes with rubber soles: **deck shoes**
5. Protective eyewear: **sunglasses**

Optional activity five

Join the following 1 - 8 beginnings with their corresponding a – h endings.

1. When I saw the famous actress **she was wearing baggy jeans**
2. My son broke his knee **while he was skiing**
3. While she was buying fruit in the local street market **she was mugged**
4. They heard a noise in the basement **when they were leaving**
5. Jim was jogging **when he slipped off**
6. While he was driving back home **he heard about the award on the news**
7. While my aunt was making supper **she cut herself**
8. We were in the open air **when it began to hail**

Optional activity six

Read the following prompts and learn to dress like a hippie. Then answer the questions.

Hippie Fashion

Seven tips to dress like a hippie

1. Wear a flower in your hair; try and get it to stay fixed.
2. If you are not into flowers, then wear a headband.
3. Let your hair grow long and messy, but keep it clean.
4. If you are a girl, mini and micro skirts are in. A chain belt is groovy. Do not forget go-go boots.
5. If you are a boy, then you are in for grungy jeans and gorgeous leather vests.
6. Fringe on everything, vests, jackets, pants, shirts …
7. At least one peace symbol, peace symbols are a must

Comprehension questions

a. Why is it difficult to wear a flower in your hair? **Because it doesn't usually stay put easily**
b. Around which part of your body can you wear a headband? **Around your forehead**
c. Should your hair look neat? **No, it shouldn't**
d. Go-go boots are boots for: (choose one option)
    a. Walking
    b. Dancing

c. Hiking

e. Are boys' jeans fashionable if they are clean? **No they aren't**

f. Write the correct word for this definition: a row of threads used to border clothing **fringe**

g. What is the most characteristic feature of the hippie look? **The peace symbol**

MARIE CURIE
ANSWER KEY

Optional activity one
Write the following verbs into their corresponding box, according to the pronunciation of their –ed ending.

Count travel jump work visit want open close discover

/d/	/t/	/id/
Travelled	**Jumped**	**Counted**
Opened	**worked**	**Visited**
Closed		**wanted**
discovered		

Optional activity two
Write the following sentences into the negative and interrogative form:

6. Marie Curie has been a remarkable scientist
Neg: **Marie Curie hasn't been a remarkable scientist**
Int: **Has Marie Curie been a remarkable scientist?**
7. She was awarded the Nobel Prize in 1903
Neg: **She wasn't awarded the Nobel Prize in 1903**
Int: **Was she awarded the Nobel Prize in 1903?**
8. She died on July 4th
Neg.: **She didn't die on July 4th**
Int.: **Did she die on July 4th?**
9. She won the Nobel Prize twice
Neg.: **She didn't win the Nobel Prize twice**
Int.: **Did she win the Nobel Prize twice?**
10. She was the first woman to win the Nobel Prize
Neg.: **She wasn't the first woman to win the Nobel Prize**
Int.: **Was she the first woman to win the Nobel Prize?**

Optional activity three

Make questions for the following underlined answers:

6. They received the Nobel Prize in Physics in 1903

Q.: **When did they receive the Nobel Prize in Physics?**

7. Henry Labouisse was an executive director of UNICEF

Q.: **Who was an executive director of UNICEF?**

8. Eve Curie was Marie Curie's youngest daughter

Q.: **Whose youngest daughter was Eve Curie?**

9. They won the Nobel Prize with Henri Becquerel

Q.: **Who did they win the Nobel Prize with?**

10. They discovered radioactivity

Q.: **What did they discover?**

Optional activity four

Fill in the gaps using the verbs in brackets in the correct present perfect form. Make any other changes necessary.

6. I **have never been** to Warwaw (never/be)
7. **Have you ever** Marie Curie's autobiography? (ever/read)
8. She **hasn't met** her boyfriend's parents **yet** (not meet/yet)
9. He **has already left** the hospital (already/leave)
10. She looks very nice now. She **has just had** a haircut (just/have)

Optional activity five

Simple present, simple past, present perfect? Choose the most appropriate tense to complete these sentences.

Last week I **saw** (see) an article about Marie Curie on a science blog, so I **read** (read) it and **learned** (learn) lots of new things about this remarkable lady.
I **don't** usually **surf** (not surf) science blogs; in fact I **haven't used** a computer for a month (not use), but I think it **was** (be) a very interesting posting and it really **caught** (catch) my attention. Besides, lots of other readers **have** already **commented** (comment) on the same article, so it **has become** (become) very popular. Actually, the blog **has** just **been** awarded (be) a science national prize and I am thinking of becoming a fan of it so as to get its regular updates.

Optional activity six

For, since or ago? Use the most appropriate word to fill in each of the gaps in the sentences below.

6. They haven't seen each other **for** nine years
7. I saw a film about the Curies three months **ago**
8. She hasn't made a new discovery **since** 1907

9. It's three years **since** I last went to the cinema
10. Thirty years **ago** scientists had a harder life

THINGS ARE DIFFERENT

ANSWER KEY

Optional activity one

Write sentences to describe the pieces of clothing below. Look at the example first.

Suggested answers

1.  A pair of **short white trousers.**



2. An expensive **green plain dress**



3. A light **brown cotton sweatshirt**



4. An elegant **blue flowery dress**

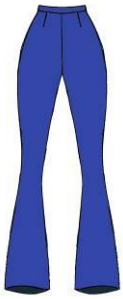


5. A red and **black jacket**

Optional activity two

Write sentences comparing each pair of pictures. Look at the example first. You can use the hints provided.

Suggested answers




1. Hint: short

The orange **trousers are shorter than the blue ones.**




2. Hint: checked

The shirt **on the right is more checked than the one on the left.**




3. Hint: long

The green **jacket is longer than the red one.**

4. 

Hint: stripes

The scarf on the left **has fewer stripes than the one on the right.**

Optional activity four

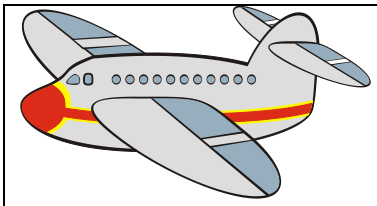
Fill in the gaps in the sentences below using the comparative and superlative form of the adjectives between brackets.






small fast old

The blue car is **smaller** than the other two
The F1 car is the **fastest** of the three
The white car is **older** than the blue and the F1 cars

		
comfortable	slow	big

Plane is the **most comfortable** means of transport
Travelling by car is **slower** than travelling by plane
This coach is **bigger** than the white car

Optional activity five
Read the following text and answer the questions below. Use full sentences in your answers

My family
I have one brother and one sister and we all live together with our parents and our grandfather. Our grandfather is eighty four years old and our sister is still a baby, actually she is only one year old, but they have the same hobby: watching television.
Our mum is tall, dark haired and has bright blue eyes; our father is totally different, he is blonde, with brown eyes and he is not very tall.
I like my elder brother, he is fourteen years old and plays Pokemon all the time; he always wears checked shirts and jeans. I hate checked shirts, my favourite shirts are spotted ones, but I can't wear them at school because I have to wear my light blue plain school uniform, I'm still eight. By the way, my name is Peter.

Questions
1. Who's the youngest in the family? **His sister is the youngest in the family**
2. Who is taller, mum or dad? **Mum is taller than dad**
3. Does dad have lighter eyes than mum? **No, he doesn't. He has darker eyes.**
4. Are Peter's usual clothes more patterned than his brother's? **No, they aren't. They are more plain,**
5. Who is older, Peter or his brother? **Peter's brother is older than him.**

Optional activity six
Put the words provided in the correct order so as to make a definition for each picture below.



Cheap

Scarf

Long

Wool

striped

1. A **cheap long striped wool scarf**



Fashionable

Long

Blue

Plain

Cotton

trousers

2. A pair of **fashionable long blue plain cotton trousers**

SHOPPING
ANSWER KEY

Optional activity one
Fill in the gaps in the conversation below using some, any, many, much.

Lucy: Hello, I'd like **some** onions.
Shop assistant: Ok, how **many** do you need?
Lucy: A pound, please.
Shop assistant: there you are. Anything else?
Lucy: yes, please. Have you got **any** butter?
Shop assistant: I think so, how **much** would you like?
Lucy: Oh, half a pound should be OK.
Shop assistant: right, there you are. Anything else?
Lucy: no, thank you, that's all. How **much** is it?
Shop assistant: That'll be three pounds, please.

Optional activity two
Use the words below to complete the following sentences.

jar can loaf tube roll joint

1. A **can** of coke
2. A **joint** of meat
3. A **jar** of jam
4. A **roll** of film
5. A **loaf** of bread
6. A **tube** of toothpaste

Optional activity three
What section of a supermarket do you go to find the following items?

1. Butter **Dairy**
2. Fish fingers **Frozen foods**
3. Baked beans **Tinned food**
4. Crisps **Snacks**
5. Buns **Bakery**

Optional activity four
Write **U** for uncountable nouns and **C** for countable nouns next the words below.

1. Oil **U**

2. Tomato **C**
3. Cabbage **C**
4. Rice **U**
5. Aubergine **C**
6. Coke **U**
7. Flour **U**
8. Water **U**
9. Toothpaste **U**
10. Bread **U**

Optional activity five

Complete the sentences using too much or too many.

1. **Too much** sugar
2. **Too many** cucumbers
3. **Too much** milk
4. **Too many** biscuits
5. **Too many** chips
6. **Too much** wine

Optional activity six

Write the products from the table below next to their corresponding store.

Yoghourt Grapes Pasties Chicken Nail polish

6. Grocer's **Grapes**
7. Butcher's **Chicken**
8. Bakery **Pasties**
9. Hairdresser's **Nail polish**
10. Dairy **Yoghourt**

THE HOUSE
ANSWER KEY

Optional activity one
Choose the correct option to complete the sentences and questions below.

1. What … Georgina doing? She … … off her dolls' heads
    a. is / is cut
    b. does / is cutting
    c. is / is cutting
2. … you often … haunted houses? No, I …
    a. Does visit / don't
    b. Do visit / don't
    c. Do visit /'m not
3. There … a spider hanging from the shower
    a. is
    b. are
    c. has
4. At the moment, we … … at our grandfather's portrait
    a. are look
    b. is looking
    c. are looking
5. How do you spell the gerund of die?
    a. dying
    b. dieing
    c. diing

Optional activity two
Put the following sentences into the negative and interrogative form.

1. The MacFears live in a house on the hill

Neg: **The MacFears don't live in a house on the hill**
Q: **Do the MacFears live in a house on the hill?**

2. Mr MacFear always plays the organ in the evenings

Neg: **Mr MacFear doesn't always play the organ in the evenings**
Q: **Does Mr MacFear always play the organ in the evenings?**

3. Archibald likes experiments a lot

Neg: **Archibald doesn't like experiments a lot**
Q: **Does Archibald like experiments a lot**

4. Edwina is frightening the neighbours all the time

Neg: **Edwina isn't frightening the neighbours all the time**
Q: **Is Edwina frightening the neighbours all the time?**

5. Theodore is nearly a member of the family

Neg: **Theodore isn't nearly a member of the family**
Q: **Is Theodore nearly a member of the family?**

Optional activity three
Write the appropriate words from the box below next their corresponding definition or synonym.

fang portrait funerary blood servant

1. Related to the commemoration of the dead: **funerary**
2. An artistic representation of a person: **portrait**
3. A person employed in a house to carry out domestic tasks: **servant**
4. A large sharp tooth: **fang**
5. The red liquid that circulates in the arteries and veins: **blood**

Optional activity four
Read the following text and then answer the questions below.

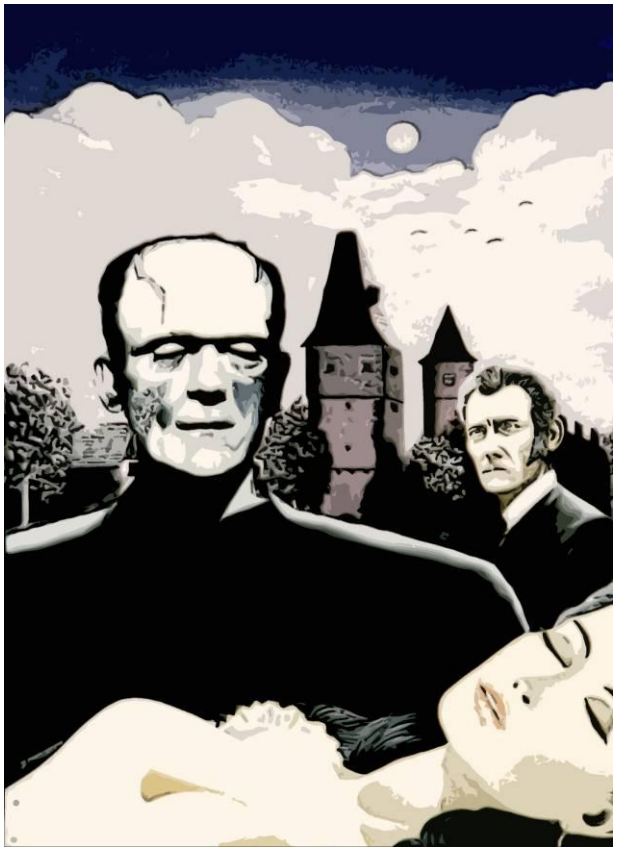
Why are vampires so popular nowadays?
Nowadays vampires are very popular creatures thanks to literature and the cinema. There are lots of films and books about vampires. The *Twilight Saga* is one of the latest reasons why lots of boys and girls in the world are learning about vampires at the moment.
This series by Stephenie Meyer sells thousands of books all over the world and lots and lots of people queue at cinemas for hours when a new film about the saga comes out.
Stephenie Meyer also writes children's books and apparently, she is writing very successful stories for them; actually she is entering this year's Children's Choice Book Awards as Author of the Year, but we hope she continues with her books about vampires too.
Bram Stoker, the Irish author of *Dracula*, also helps with the popularity of vampires. Lots of teenagers read his book every year, and the sales of the film about Dracula are still rising. Everybody wants to see Coppola's film, where the actor Gary Oldman plays the role of the Count.

1. Why are people interested in vampires nowadays? **Thanks to literature and the cinema**
2. Who is the author of the Twilight Saga? **Stephenie Meyer** And of *Dracula*? **Bram Stoker**
3. How many books does Ms Meyer sell? **She sells thousands of books**
4. What do people do when a new Twilight film comes out? **They queue at cinemas for hours**
5. What is Ms Meyer writing at the moment? **She is writing children's books**
6. How does Bram Stoker help make vampires popular? **With his book about Dracula**
7. Is the film about Dracula successful? **Yes, it is**

8. What does Gary Oldman do in Coppola's film? **He plays the role of the count.**

Optional activity five

Have a look at the photograph below and write a text describing it (100 – 150 words). Do not forget to use the vocabulary and structures that you have learned throughout the unit.



Start like this:

The picture shows …

Students' own answers

Optional activity six

Now, write the words from the box below under the correct phonetic symbol, according to the pronunciation of their n consonant or their <ng> consonant cluster.

sun sang fang fun sing lying thin ban wrong ton

/n/	/ŋ/
Sun, fun, thin, ban, ton	**Sang, fang, sing, lying, wrong**

FORTUNE TELLER
ANSWER KEY

Optional activity one
Complete the following sentences using the verb in brackets into the appropriate tense, either simple future or going to.

1. He **is going to study** hard because he wants to pass his exams
2. My horoscope says I **will meet** a stranger at the airport this week
3. **Will** you **go** and visit a fortune teller with me?
4. She's got lots of plans for her summer holiday. She **is going to practise** yoga and she **is** also **going to redecorate** her room
5. They **will pick** you up at the airport as soon as you arrive

Optional activity two
Fill in the gaps with the correct words from the box below.

ago	in	from	at	next	now	soon

1. Bye, see you **soon**
2. Ten years **ago** fortune tellers were very popular
3. Four weeks **from** now she'll be lying in the sun
4. I can't help you **now** but I'll phone you tomorrow
5. **In** five years every student will have an e-book
6. He's not coming to class **next** week
7. Sorry, my boss is very busy **at** the moment

Optional activity three
Write PL for plans and PR for predictions next to the sentences below.

1. I will travel around the world **PR**
2. I'm going to give up smoking **PL**
3. I'm going to join Tuenti **PL**
4. You will work for a multinational company in Hong Kong **PR**
5. She's going to do sports twice a week **PL**

Optional activity four
Join the 1 – 6 beginnings of these sentences with their corresponding a – e endings

1. **c**
2. **a**
3. **d**

4. **f**
5. **e**
6. **b**

Optional activity five

Greetings. Write the beginning of the conversations in the following situations:

Students' own answers

Optional activity six

Read the following extract from The 3 Major Lines of the Palm and answer the questions below.

The 3 Major Lines of the Palm

The lines of the palm vary among individuals. Some individuals have deeper palm lines while others' palm lines are relatively shallow. The directions, length and position of the palm lines determine something about a person in certain aspects. There are three major lines in the palm of the hand; the Life Line, Head Line and Heart Line. These lines can easily be identified in the palms because they are the most prominent. More often than not, these are the deepest lines in the palm of one's hand. In seeing a person's hand, these three lines can easily be seen and noticed and they identify the three most important aspects of a person's life.

Extract from http://readingpalm.org/major-palm-lines.html

6. Everybody's got the same lines of the palm
   a. True
   b. False
   c. Not mentioned
7. Some palm lines are … than others
   a. Longer
   b. Wider
   c. Flatter
8. There are certain … of the palm lines that suggest characteristics of people's personalities
   a. Features
   b. Lengths
   c. Locations
9. The three major palm lines in one's hand are … than the rest
   a. Shallower
   b. Deeper
   c. Easier
10. These three lines … to three aspects of people's life
    a. are according

b. pay attention
c. correspond

TRENDS
ANSWER KEY

Optional activity one
Write the past participle of the following verbs:

a. buy: **bought**
b. sell: **sold**
c. invent: **invented**
d. discover: **discovered**
e. murder: **murdered**
f. give: **given**
g. become: **become**
h. get: **got**
i. sit: **sat**
j. send: **sent**

Optional activity two
Fill in the gaps in the following sentences using the correct form of the verb to be: present or past.

1. Those trousers **were** sold for millions of pounds at yesterday's auction
2. Coffee **is** drunk by lots of Spaniards every morning
3. Fashion **was** invented a long time ago
4. Children **are** usually sent to school when they are three
5. G. A. **is** still considered a good designer nowadays

Optional activity three
Complete these sentences with the right form of used to: affirmative, negative or interrogative.

6. When I was 12 years old I **used to** play in the street every afternoon
7. In my town there **didn't use to be** big department stores, but now there are three
8. **Did** your parents **use to** surf the net when they were young children?
9. It **didn't use to** rain a lot where I lived in the summer, it was always sunny
10. Every day when she was a little girl, she **used to** spend two hours with her grandmother

Optional activity four
Write the following active sentences into the passive form:

6. They sold Marilyn Monroe's dress for a thousand pounds
   Marilyn Monroe's dress was sold for a thousand pounds

7. Some children eat a lot of peanut butter for breakfast
   A lot of peanut butter is eaten for breakfast by some children
8. They sent thousands of love letters last week
   Thousands of love letters were sent last week
9. They produce trendy coats every winter
   Trendy coats are produced every winter
10. New customers buy fashion year after year
    Fashion is bought by new customers year after year

Optional activity five

Complete the paragraph below with the correct articles a, an, the where necessary. When not necessary, write -.

A week ago I met **a** fashion designer. He introduced me to **the** most famous models in **-** UK catwalks. They were all very nice to me, so I decided to write **an** article for **the** fashion magazine my father has in **-** Paris. After finishing it, **the** magazine went online and all **the** other magazine writers in **the** business could also read it; it became so popular that now I have to write **-** articles every month about **the** different catwalks in **-** Europe.

Optional activity six

Fill in the gaps using some, any, and no compounds.

6. This is a secret. You can't tell **anybody/anyone**
7. **Nothing** you tell me will make me change my mind.
8. He's lost **somehwere** in the middle of the Pacific
9. **Somebody/someone** has sent me flowers, but I don't know who they are from
10. Is there **anything** you'd like to tell me, son? Your teacher has just given me a ring about you.

DIRECTIONS
ANSWER KEY

Optional activity one
Read the dialogue below and then answer the questions.

Claire: Excuse me, please! How could I get to a chemist's, please?
Mark: Go along the street and it's next to the cinema.
Claire: Thank you. And where's the cinema, please?
Mark: Oh, it's opposite the bank.
Claire: Right. How could I go to the bank, please?
Mark: Turn left, and it's near the park.
Claire: Oh dear! And, where's the park?
Mark: Mmm, I think you should take a bus. The park is in front of the chemist's, but it's far. Take bus 55, you can't miss it!

1. Where is the chemist's? **It's next to the cinema**
2. Where is the cinema? **It's opposite the bank**
3. Where is the bank? **It's near the park**
4. Where is the park? **It's in front of the chemist's**

Optional activity two
Name the places pictured below.



Houses of Parliament



Trafalgar Square



Piccadilly Circus

Optional activity three

Read the letter below and then write an answer to it.

Students' own answers

Optional activity four

Fill in the gaps in the dialogue below with the appropriate words from the box.

turning take completely absolutely wrong

-We are lost!

-No we aren't. I am **absolutely** sure we've been here before

-We are still lost, Mike

-No! We are not lost. I think I know where we are. We've been here before!

-Please, look at the map again. I´m tired of walking around!

-I've got no idea where we are.

-No, we're **completely** lost. Where did we go wrong?

-Well, we might have taken a wrong **turning** at Mill Street.

-No, we took the right turning - I can remember. We could have taken the **wrong** turning at Priory Road.

-I don't think so - I remember walking past the church that is on the map there. We must have taken a wrong turn after that. We must have taken the wrong turning here, at Denmark Avenue.

-Mmmm, yes. If we hadn't taken a right there, we would have reached the station.

-We are definitely lost Anna!

-Yes, Let's **take** a taxi.

Optional activity five

Complete the following sentences with the correct words.

left straight there opposite turn

1. A: Excuse me, please, how can I get to the post office?
   B: Go **straight** on, it's at the end of this road
2. Take the first **left** and then keep walking
3. It's **opposite** the hairdresser's
4. You'll be **there** in five minutes
5. You don't have to **turn** left or right, just keep going

Optional activity six

Translate the following phrases into Spanish.

1. Go straight on: **Sigue recto**
2. Take the second on the right: **Coge la segunda a la derecha**
3. It's behind the park: **Está detrás del parque**
4. You can't miss it!: **¡No tiene pérdida!**
5. Why don't you take a taxi?: **¿Por qué no coges un taxi?**

THE IDEAL SCHOOL
ANSWER KEY

Optional activity one
Join the pairs of sentences below into relative clauses; omit the relative pronouns when possible.

1. This is an old part of the city. The children play there
This is the **old part of the city where the children play**
2. That is the gold watch. My brother gave it to his girlfriend
That is **the gold watch my brother gave to his girlfriend**
3. Iniesta is a famous Spanish football player. We are very proud of him
Iniesta is **the famous Spanish football player we are very proud of**
4. It's four. We have a break at that time
Four is the **time when we have a break**
5. Those are the students. They usually were school uniforms
Those **are the students who/that usually were school uniforms**

Optional activity two
Use the words from the box below to fill in the gaps in the following sentences.

break speak problems talk rest

1. My Mp4 player has been giving me lots of **problems** lately, I must have it repaired
2. Everybody **speaks** German in Berlin
3. Why don't you have a good night's **rest**? You look very tired
4. If you are worried, the best is to **talk** to your parents
5. A five minute **break** every two hours is good for you when you are studying

Optional activity three
Word building. Complete the following sentences building up words from the ones in capital letters.

1. IMPRESS
When I saw him for the first time, I didn't like him, I got a poor first **impression**
2. BREAK
The windows in my living room are **unbreakable**
3. KNOW
There are not many people with **knowledge** about nuclear energy in my country
4. PRIVATE
It is essential to keep your own **privacy** when joining a social network

5. DREAM

When I was a teenager, my **dreamy** eyes were only for Hollywood stars

Optional activity four

Write synonyms for the words below.

1. Opportunity **chance**
2. Regulation **rule**
3. Because of **owing to**
4. Begin **start**
5. Exam **test**

Optional activity five

Write the words from the box below under their corresponding category. Some may belong to more than one category.

monthly kid break rest good daily cool talk impress decision

ADJECTIVE	NOUN	VERB
Monthly	**Kid**	**Kid**
Good	**Break**	**Break**
Daily	**Rest**	**Rest**
Cool	**Good**	**Cool**
	Decision	**Talk**
		Impress

Optional activity six

Opposites. Write the opposites for the words below.

1. Safe **dangerous**
2. Interesting **boring**
3. Expensive **cheap**
4. Easy **difficult, complicated**
5. Right **wrong**

WHAT DID SHE SAY?
ANSWER KEY

Optional activity one
Put the following sentences into Reported Speech. Make all necessary changes.

7. Pat told me: 'I hardly ever go out for dinner these days'
Pat told me that **she hardly ever went out for dinner those days**
8. Then she said: ' I work from eight in the morning until nine in the evening'
Then she said **that she worked from eight in the morning until nine in the evening**
9. She also explained to me: ' My husband was in hospital for a week'
She also **explained to me that her husband had been in hospital for a week**
10. And she said: 'I have been really very busy lately'
And she **said that she had been really very busy lately**
11. But she told me: 'I'm going to have a break next month'
But **she told me she was going to have a break the following month**
12. And, finally she said: 'I will finally go on holidays and visit Paris'
And, finally **she said that she would finally go on holidays and visit Paris**

Optional activity two
Now, do the opposite, change the sentences below back into Direct Speech.

7. Ellie told me that she had been to London three times
Ellie told me: **'I have been to London three times'**
8. Then she said that she liked visiting European capitals a lot
Then, she said: **'I like visiting European capitals a lot'**
9. She also explained to me that her favourite city was Paris
She also **explained to me: 'My favourite city is Paris'**
10. And she said that her father was living there at the moment
And she **said: 'My father is living there at the moment'**
11. But she told me that she couldn't go and see him because she had lots of work
But she **told me: 'I can't go and see him because I have lots of work'**
12. And, finally she said that she would go on another tour around Europe the following summer
And, finally, **she said: 'I will go on another tour around Europe next summer'**

Optional activity three
When using Reported Speech you have to change words and phrases from Direct Speech. Below there are some of these expressions; write the corresponding reported word or phrase next to each one.

11. Today **That day**
12. Can **could**

13. Next year **the following year**
14. Will **would**
15. Yesterday **the day before / the previous day**
16. Is **was**
17. Has done **had done**
18. Now **then**
19. Here **there**
20. Come **go**

Optional activity four

Fill in the gaps with SAY or TELL in the correct form and tense.

6. Yesterday, Margie **said** that she was going away for the weekend
7. They have **told** me to be careful lots of times
8. Will you **tell** your daughter to be quiet, please?
9. When did he **say** that he was not coming to work today?
10. Are you **telling** me that you don't like that picture?

Optional activity five

Write the following instructions and orders into Reported Speech.

6. Teacher to students: 'Do your homework at home'

The teacher told the students **to do their homework at home**

7. Mum to son: 'Don't play football inside your bedroom'

The mother told her son **not to play football inside his bedroom**

8. Bus conductor to passenger: 'Ticket, please'

The bus conductor **told the passenger to show the ticket**

9. Police officer to pedestrian: 'Watch out when crossing the road'

The police **officer told the pedestrian to watch out when crossing the road**

10. Driving instructor to learner: 'Stop at the red traffic lights'

The driving **instructor told the learner to stop at the red traffic lights**

TUTORIALES

INSTALACIÓN Y USO DE SKYPE COMO SISTEMA DE COMUNICACIÓN DE VOZ CON EL TUTOR

Descarga e instala Skype en tu ordenador

Lo primero será visitar la página oficial de Skype: http://www.skype.com/es

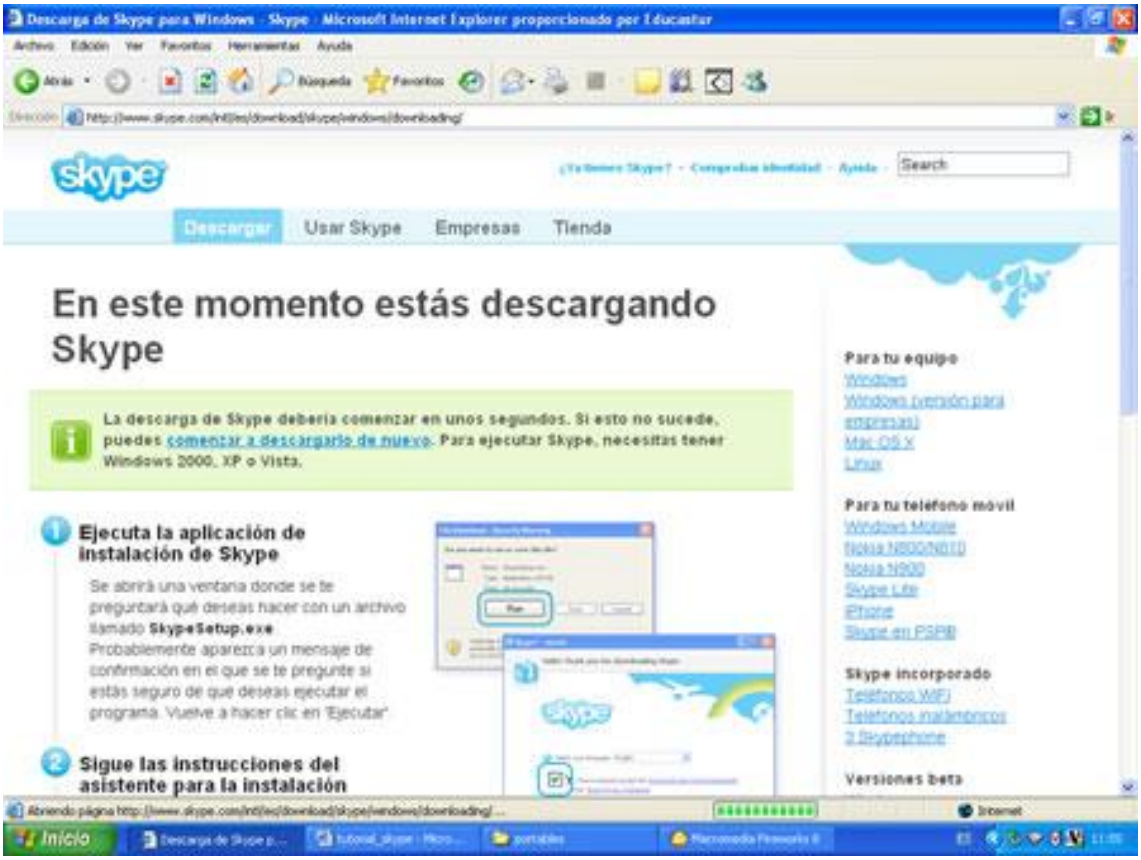


En el momento en el que se redacta el presente tutorial, la versión más reciente de Skype para Windows, y en la cual se basan estos apuntes, es Skype 4.1.

En la portada de la página web de Skype encontramos un botón de acceso directo a la Descarga; sólo tenemos que pulsar sobre él para comenzar.

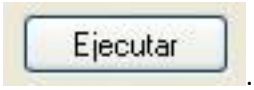


Una vez pulsado, probablemente verás una página que te indica que la descarga está a punto de comenzar, similar a ésta:



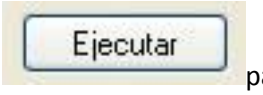
En breves segundos, comenzará la descarga a tu equipo y verás en pantalla el cuadro de diálogo que te pedirá si deseas guardar en tu equipo el instalador de Skype o ejecutarlo directamente.



Para nuestros propósitos, nosotros pulsaremos en el botón **Ejecutar** 

. Seguramente, si tu navegador es ***Internet Explorer***, puede que te aparezca una advertencia de seguridad como la que mostramos aquí abajo, preguntándote si realmente deseas ejecutar el software.

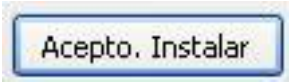


Sólo tienes que pulsar de nuevo **Ejecutar** 

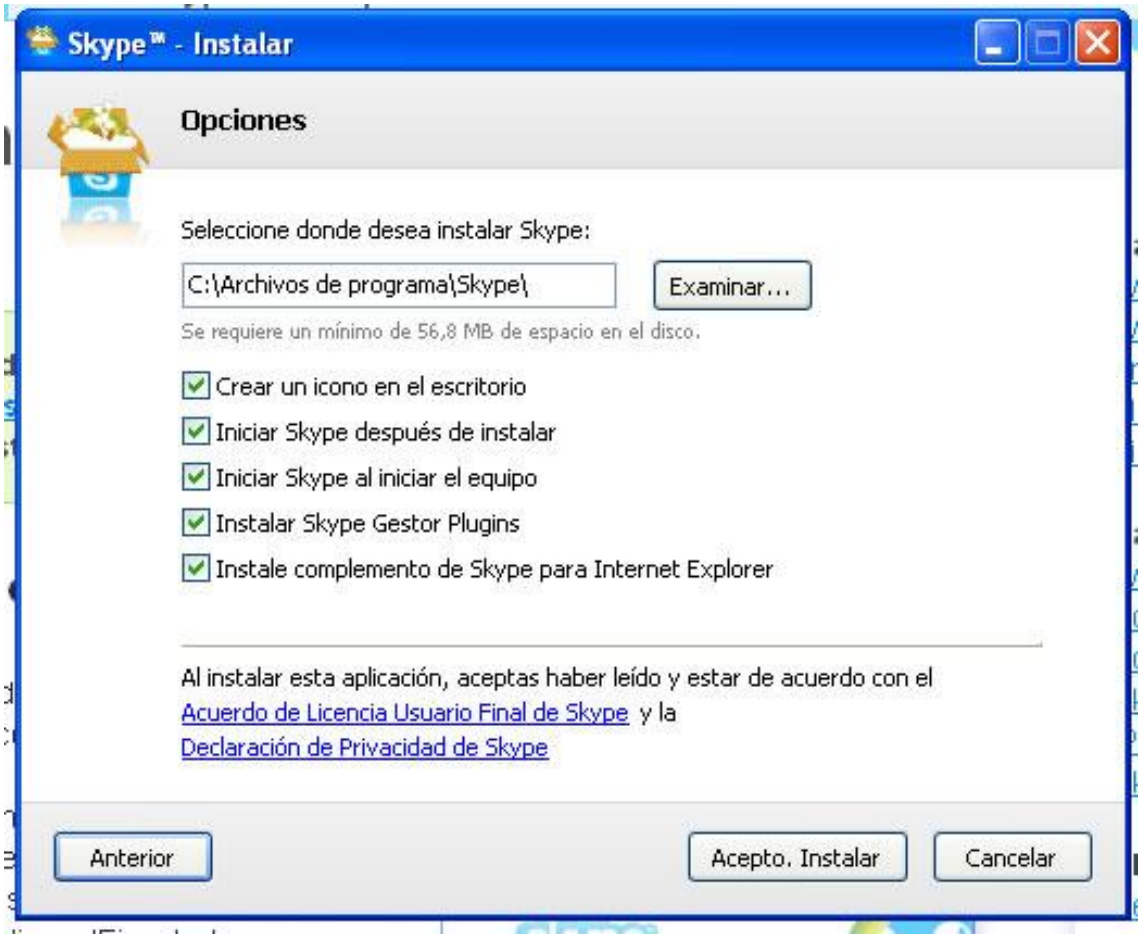
para que comience la instalación.

Aparecerá a continuación la primera pantalla del proceso de instalación; se trata de una pantalla de bienvenida en la que además puedes empezar por seleccionar tu idioma de instalación. En nuestro ejemplo, nosotros hemos escogido el idioma español.



En este ejemplo, vamos a dejar todas las opciones tal y como vienen por defecto, de forma que ya sólo nos queda pulsar en el botón **Acepto. Instalar** 

.



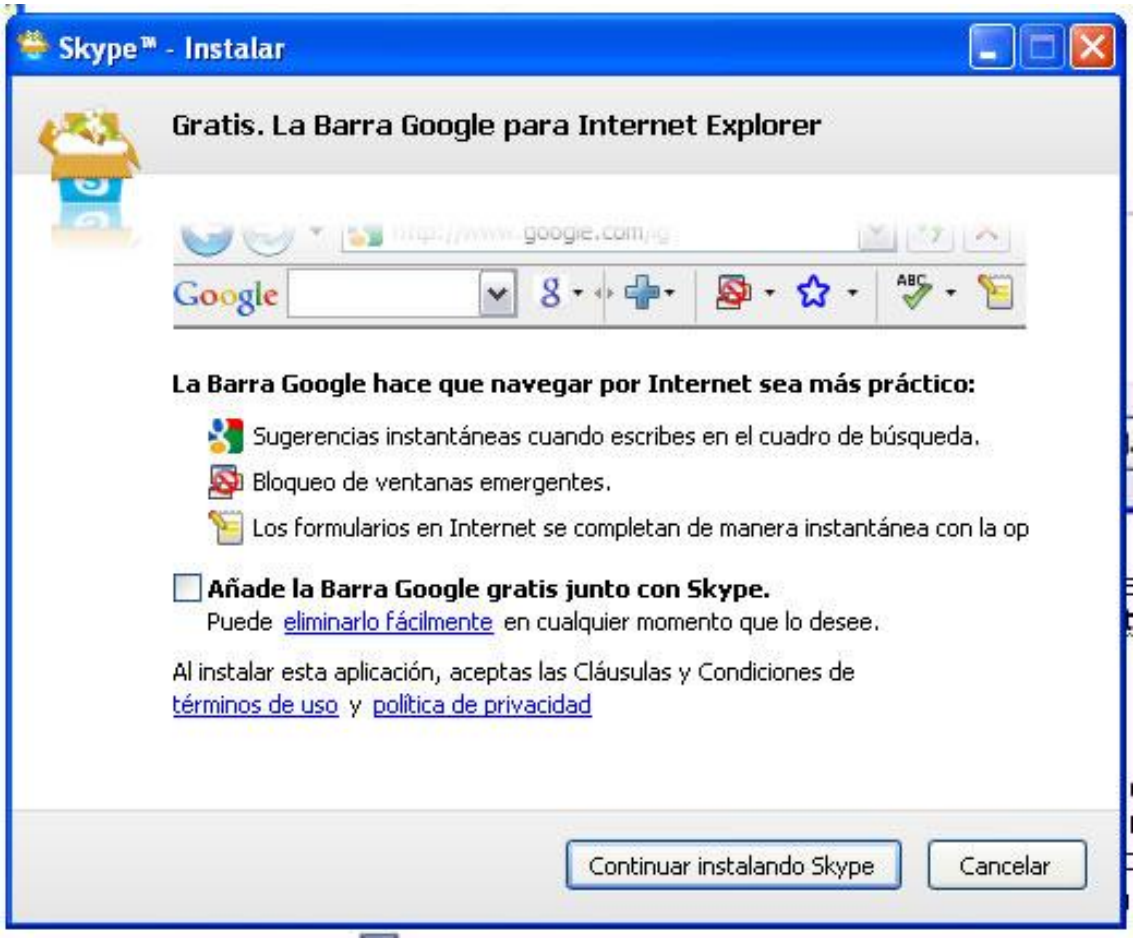
La segunda pantalla que veremos en el proceso de instalación nos ofrece la posibilidad de agregar diferentes cosas, desde la barra de ***Google*** a nuestro explorador junto con la instalación de **Skype**, hasta ***Google Chrome***, el explorador de ***Google***. Por defecto, viene seleccionada la casilla de agregar estas funcionalidades, pero nosotros vamos a desactivarla en nuestro proceso de instalación. Para ello, simplemente desactivamos la casilla



o



, como se puede ver en la imagen de abajo.



A continuación pulsamos el botón 

para comenzar ya definitivamente la descarga, como podemos ver en la siguiente imagen:



La barra de progreso irá adquiriendo color verde a medida que progresa la descarga y podremos ver en todo momento el % que llevamos descargado y el tiempo de descarga que falta



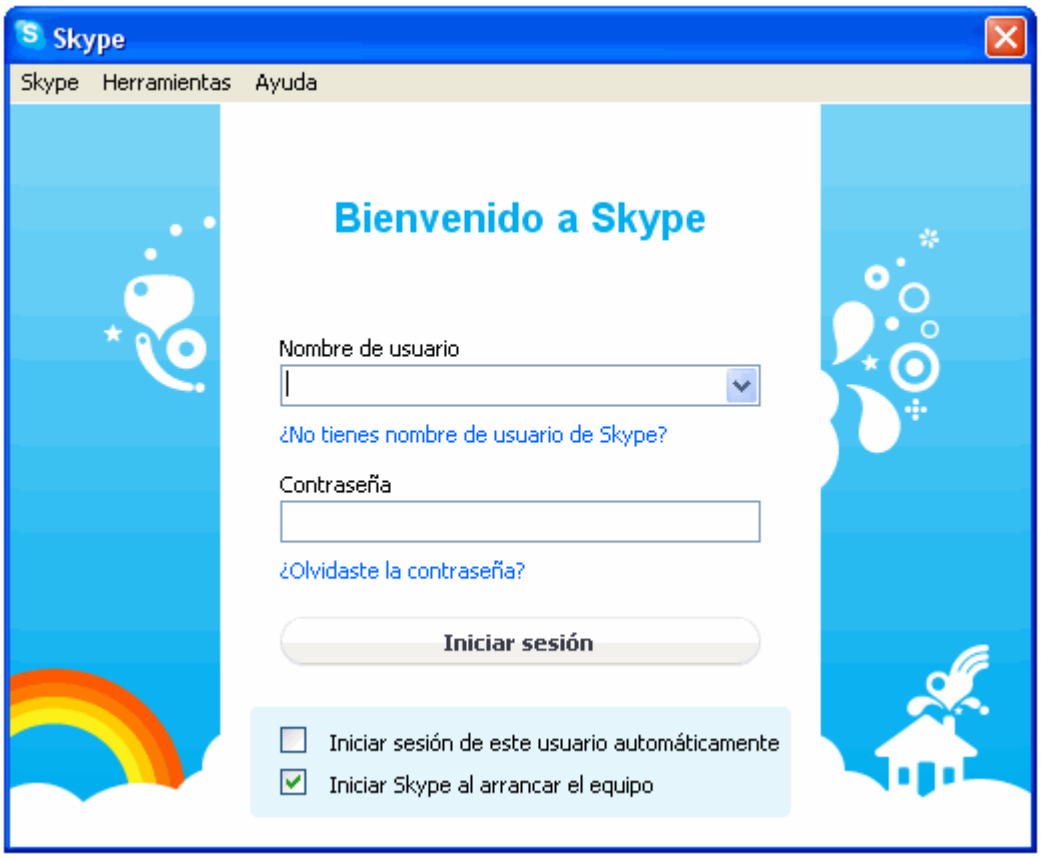
Una vez completado el 100% de la descarga, verás la última pantalla de la instalación y si pulsas en el botón Inicia **Skype** 

podrás empezar a utilizar este software.



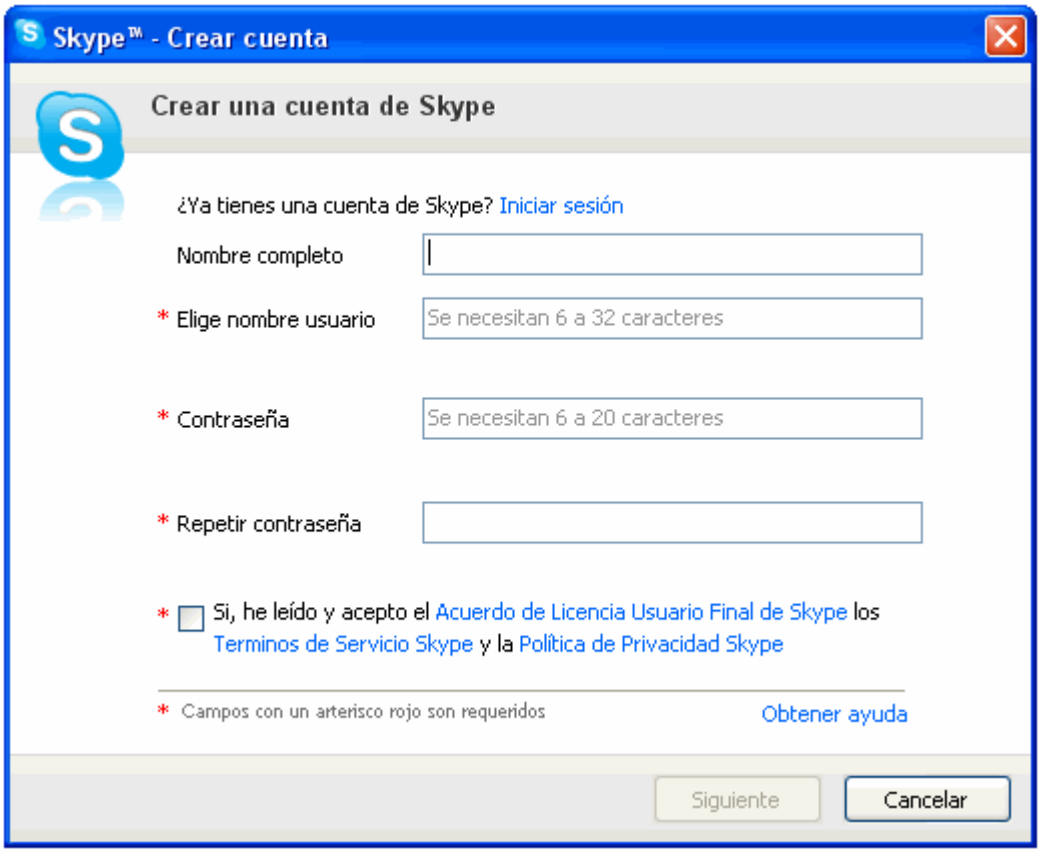
Conviértete en usuario de Skype

A continuación verás la pantalla de bienvenida en la que puedes introducir tus datos como usuario de **Skype**.



Si ya has usado alguna vez **Skype**, entonces seguramente ya tendrás un nombre de usuario y una contraseña propias, así que sólo tendrás que introducirlas en los campos de texto **Nombre de usuario** y **Contraseña** respectivamente, y después pulsar el botón **Iniciar sesión** Iniciar sesión .

Por el contrario, si es la primera vez que instalas y utilizas **Skype**, seguramente no tendrás un nombre de usuario. Entonces deberás pulsar sobre la pregunta ¿No tienes nombre de usuario de Skype? para crear tu cuenta. Al pulsar sobre la pregunta verás una pantalla como ésta:

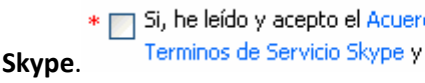


Deberás teclear tu **nombre completo**; intenta escribir un nombre que te identifique como alumno para facilitar la comunicación de voz con tu tutor/a.

A continuación, en el campo **Elige nombre usuario**, puedes teclear el nombre que desees que aparezca en la lista de usuarios de **Skype**, y con el cual otros alumnos, tus amigos y tu tutor/a puedan localizarte fácilmente. Fíjate que es necesario que dicho nombre incluya entre **6 y 32 caracteres**; de otro modo, no será válido.

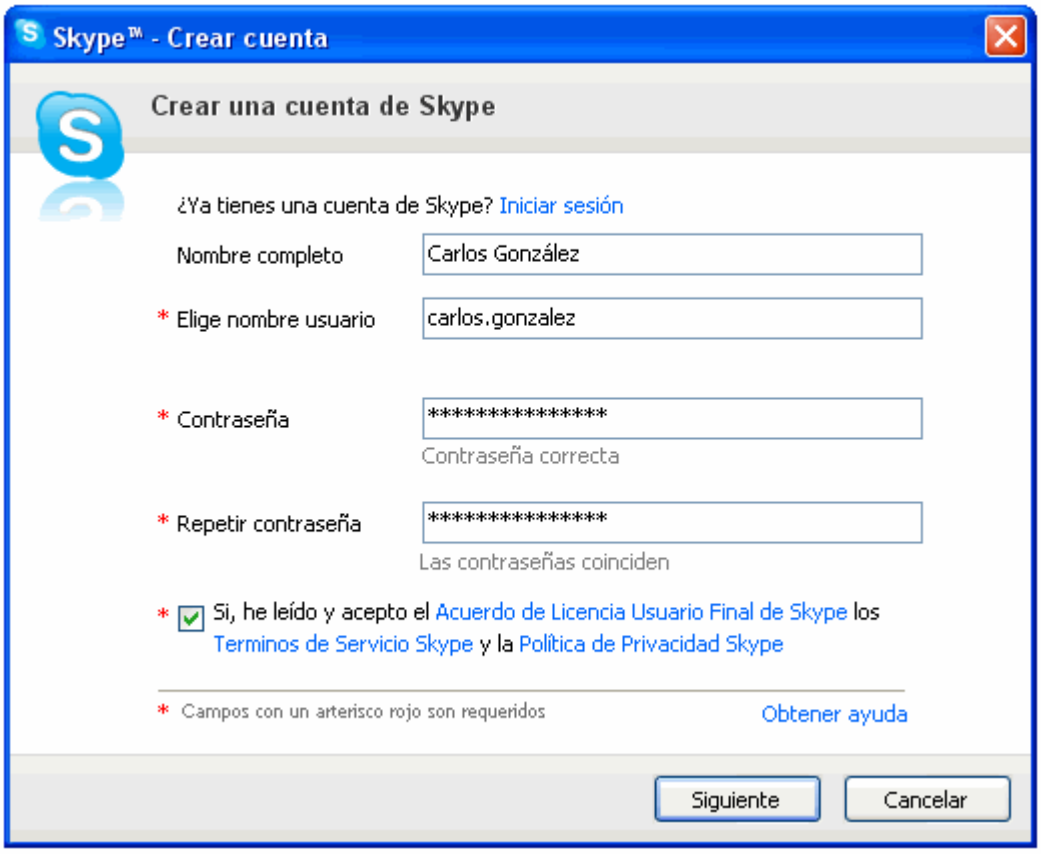
Después, en el campo de texto **Contraseña**, deberás teclear una contraseña de **entre 6 a 20 caracteres** y repetirla.

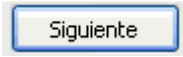
El último paso será leer y aceptar el **Acuerdo de Licencia Usuario Final de Skype**, así como los **Términos de Servicio Skype** y la **Política de Privacidad Skype**.



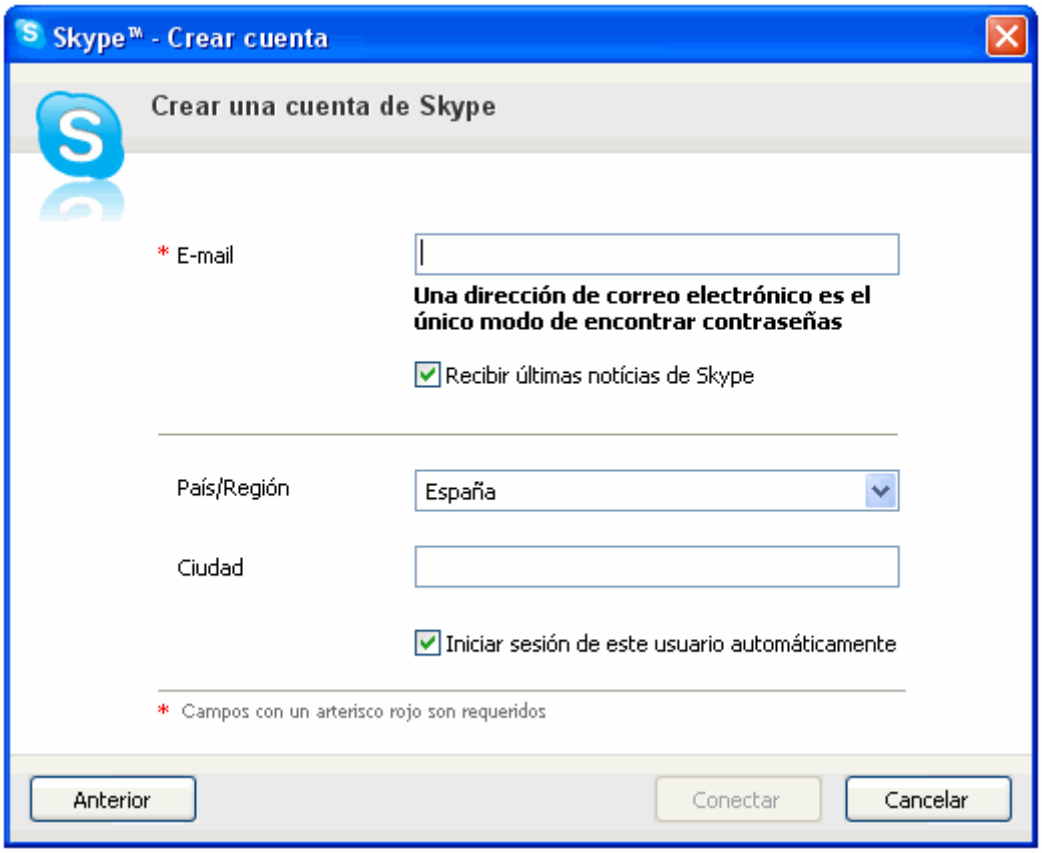
Si te fijas delante de la mayoría de los campos puedes ver un asterisco rojo * [; esto indica que es obligatorio rellenar esos campos.

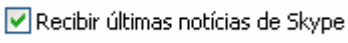
A modo de ejemplo, hemos creado una cuenta imaginaria, con un nombre de un alumno imaginario, rellenando todos los campos requeridos y aceptando los términos y condiciones de **Skype**.



Una vez que todos nuestros nuevos datos están listos, sólo tenemos que teclear en el botón **Siguiente** 

y veremos esta pantalla:



Es hora de introducir obligatoriamente nuestra dirección de correo electrónico en el campo obligatorio denominado **E-mail** y de decidir si queremos o no recibir noticias de **Skype**. Por defecto la casilla  viene activada. Si estamos interesados en que nos envíen a nuestro buzón de correo las últimas novedades relacionadas con el software, la dejaremos activada; en caso contrario, sólo tenemos que pulsar sobre la casilla para desactivarla.

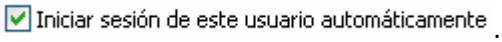
A continuación desplegamos **País/Región** y seleccionamos el país en el que nos encontremos, en el que vivamos, en el que vayamos a estar residiendo mientras usemos **Skype**



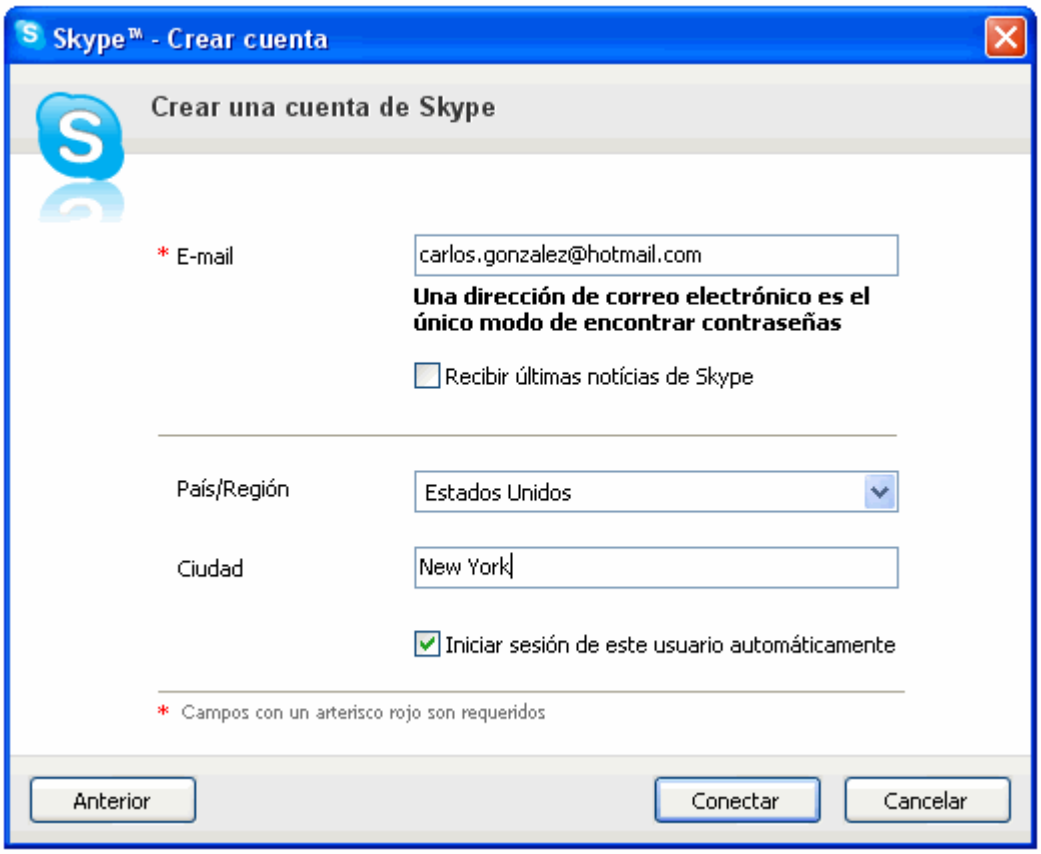
. Por defecto aparece seleccionado el país cuyo idioma de instalación hubiésemos escogido al comienzo de la instalación, pero el software nos permite seleccionar aquél que necesitemos de entre los listados en el desplegable.

El último campo de texto a rellenar es **Ciudad**, donde deberemos teclear el nombre de la ciudad en la que vivamos.

Por último, si queremos que cada vez que se abra **Skype** en nuestro ordenador la sesión a iniciar sea la del usuario que acabamos de teclear, entonces, simplemente tendremos que dejar activada la casilla

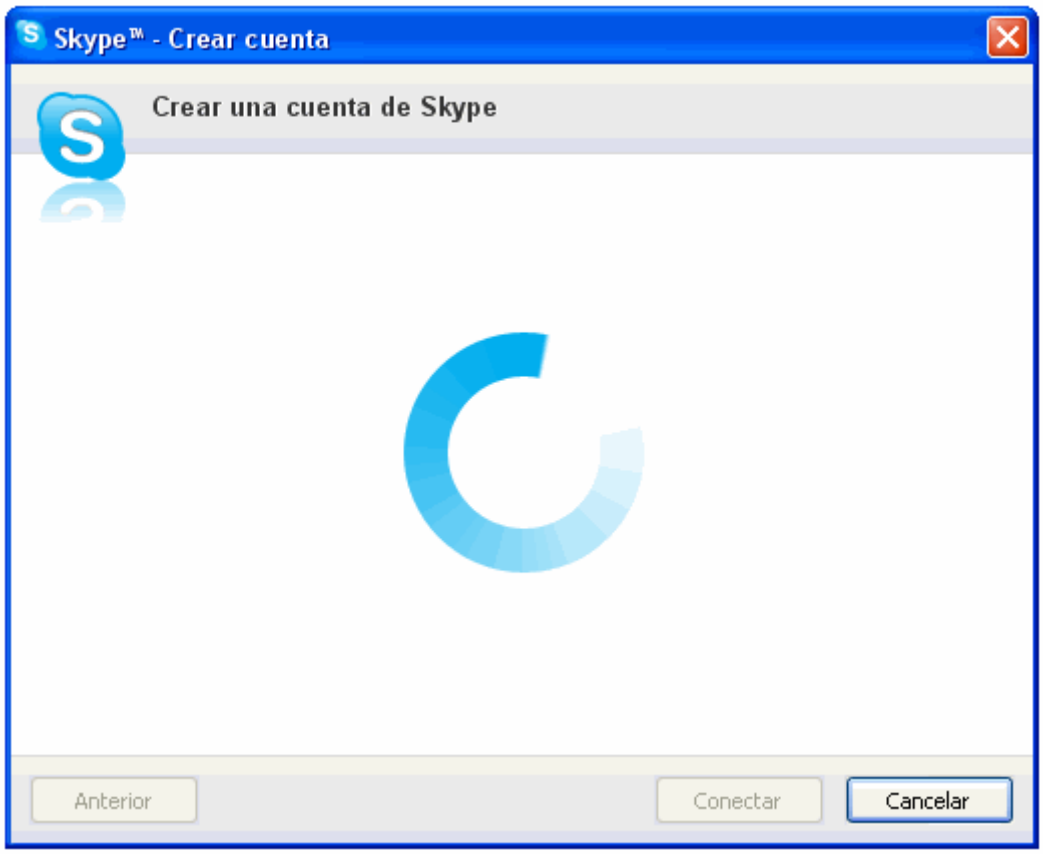


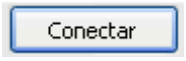
A modo de ejemplo, hemos rellenado los datos de nuestro alumno imaginario para que veas un aspecto similar al que te encontrarás en tu propio proceso.



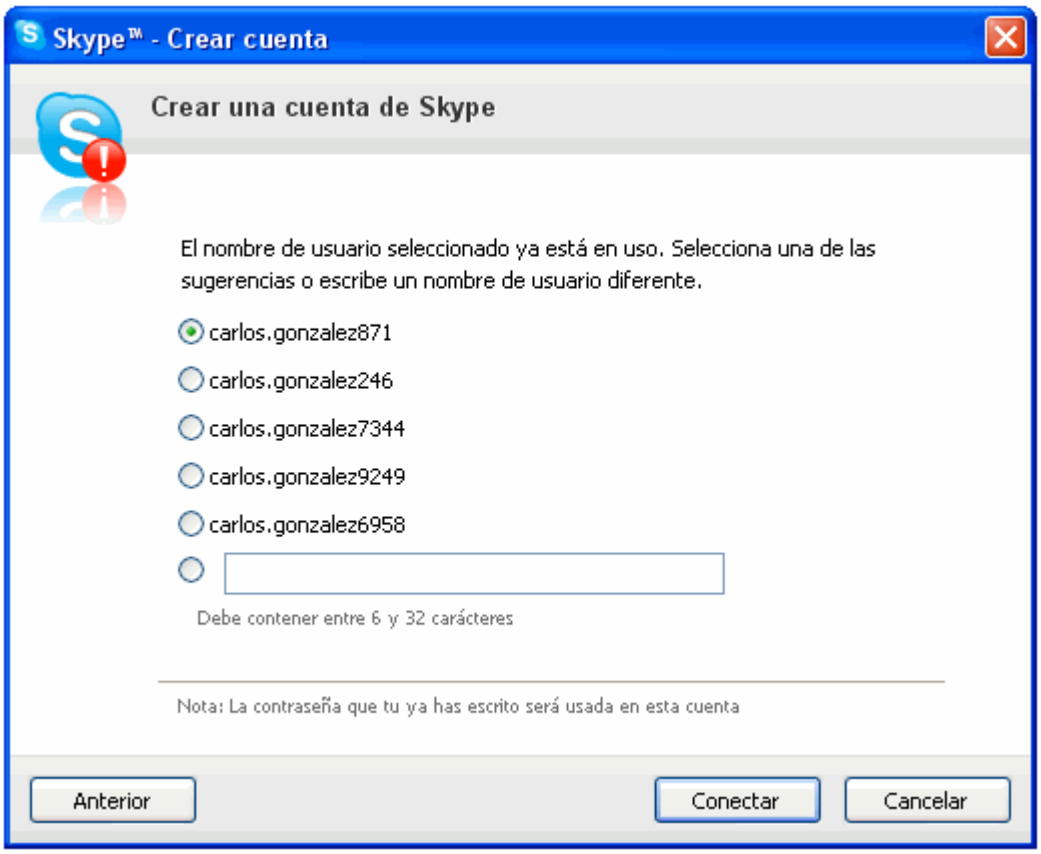
A continuación pulsamos 

y **Skype** comienza a crear nuestra cuenta:



Pudiera ocurrir, que el nombre de usuario que hemos elegido ya exista; en ese caso, **Skype** nos dará a elegir nombres alternativos, como por ejemplo los siguientes, siempre aplicados a los datos de nuestro alumno imaginario. Podemos seleccionar uno de los nombres que nos ofrece **Skype** a modo de sugerencia, o intentar escribir otro nombre diferente. Para nuestro ejemplo, vamos a seleccionar la primera sugerencia de la lista, que además viene activada por defecto. Una vez hecho, esto debemos pulsar 

de nuevo.



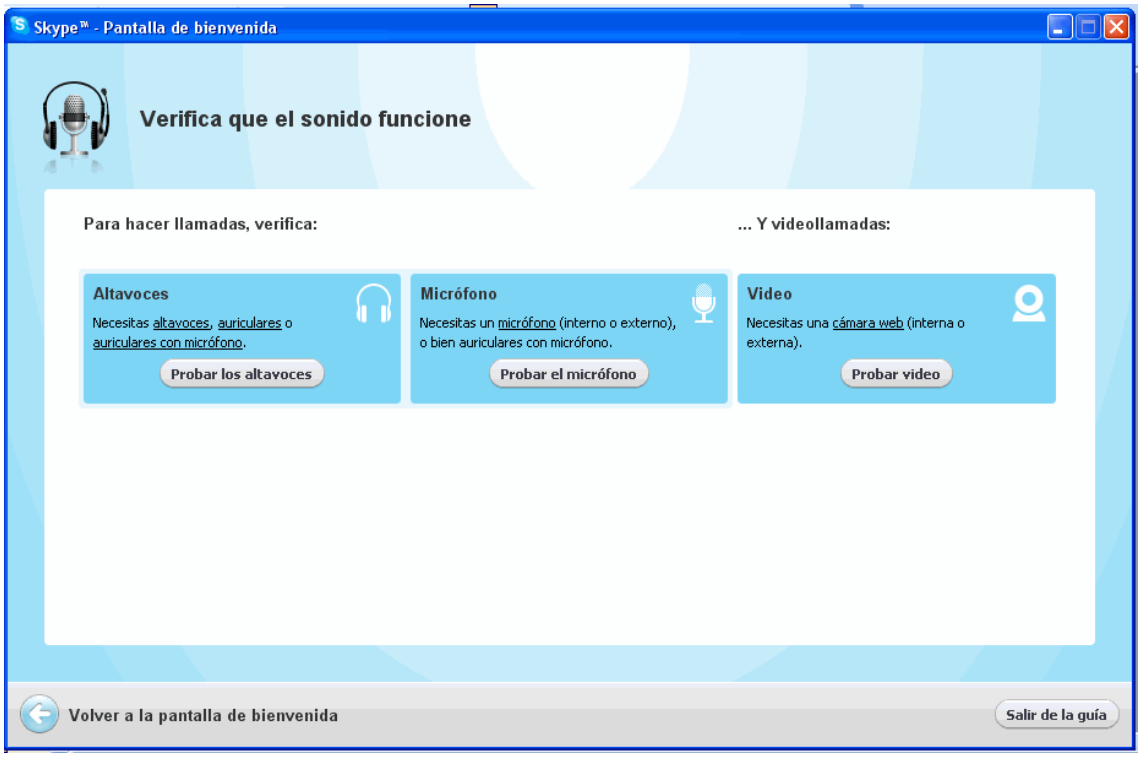
Comprueba que tus altavoces y tu micrófono funcionan

Desde la propia pantalla de bienvenida puedes comprobar si el funcionamiento de tus auriculares y de tu micrófono es el correcto para recibir y realizar llamadas de voz.

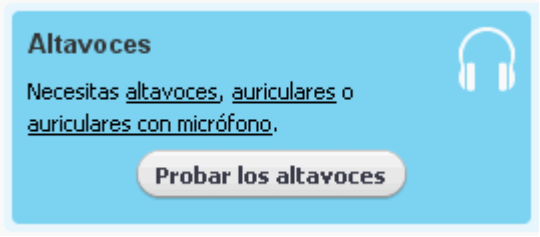
Pulsa sobre el botón que verifica si el sonido funciona.



Se abrirá la ventana de verificación de sonido, dividida en varios recuadros.



Comencemos de izquierda a derecha; vamos al primer recuadro, **Altavoces**,

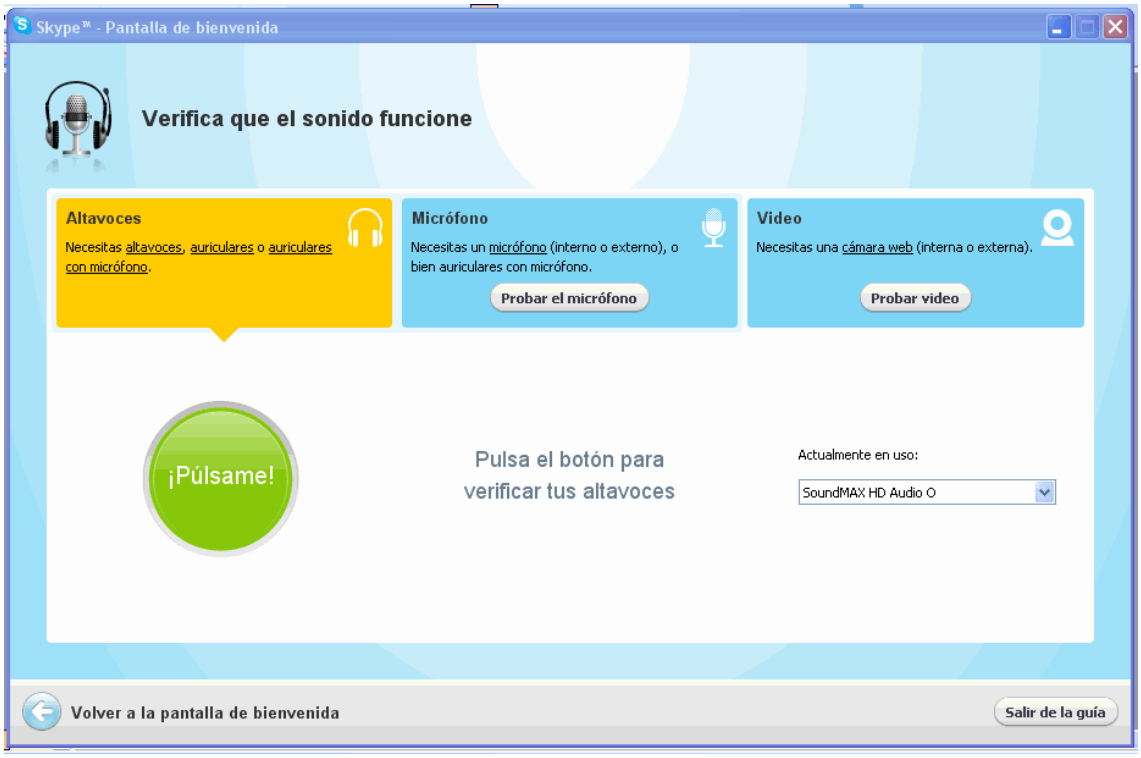


y pulsamos el botón **Probar los altavoces** 

.

Necesitarás tener conectados a tu ordenador unos altavoces, unos auriculares, o unos auriculares con micrófono para poder realizar tu comunicación de voz con tu interlocutor, para poder escucharlo y que te escuchen también a ti cuando hables.

Al pulsar sobre el botón, se abrirá una ventana similar a la de la imagen de abajo, que te muestra qué altavoces/auriculares/auriculares con micrófono, tienes instalados y en uso en tu ordenador.



En nuestro ejemplo, tenemos unos auriculares del tipo de los que ves en dicha imagen. Sólo tienes que pulsar el botón 

y verificarás tus altavoces.

Si oyes un sonido al pulsar sobre el botón verde y ves la animación de dicho botón, entonces deberás pulsar sobre el botón **Sí** a la pregunta **¿Oíste algo?**

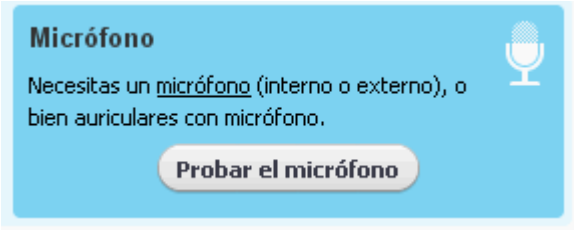


Y, directamente **Skype** te llevará al siguiente paso, probar tu micrófono.

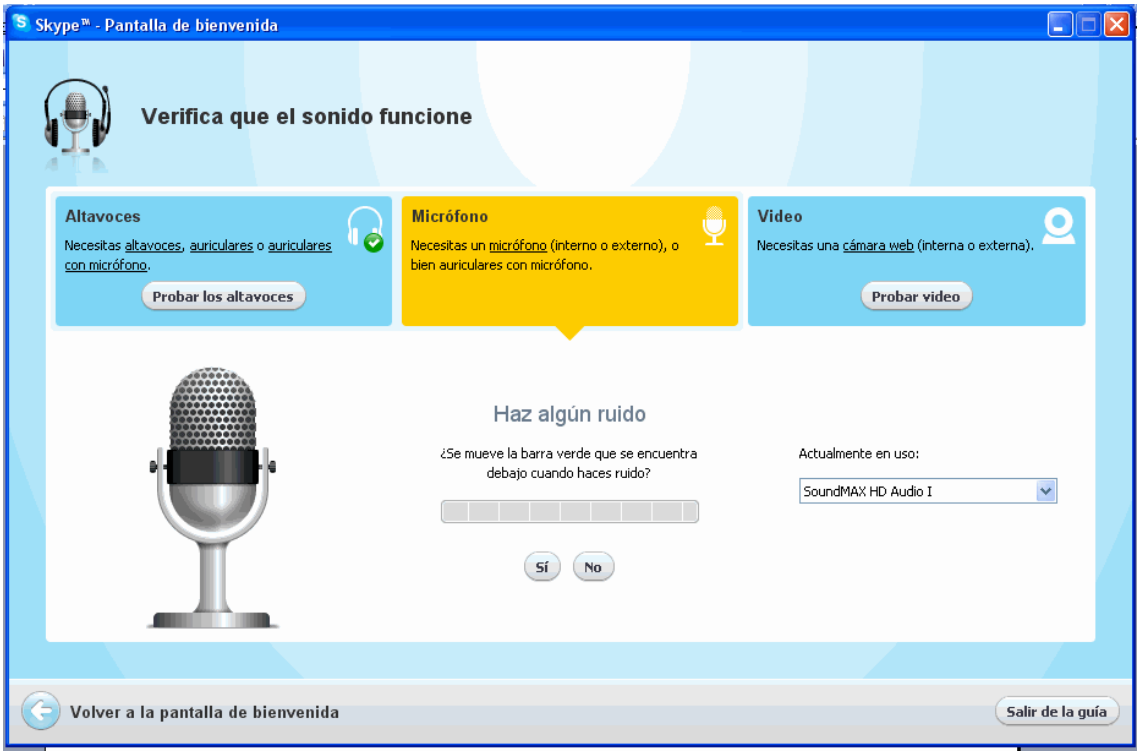


Pulsa el botón 

directamente desde aquí o desde el recuadro azul



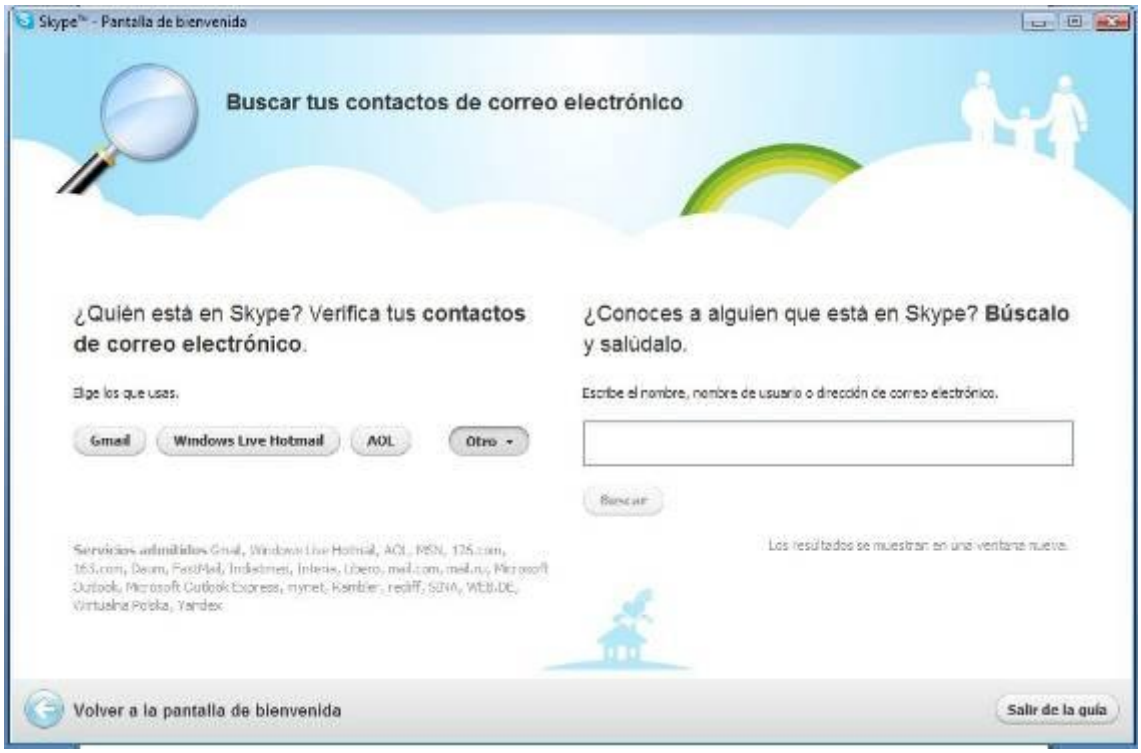
. Verás la pantalla de verificación del micrófono, similar a ésta de abajo, que te indica que micrófono tienes instalado y en uso en tu equipo. Para probarlo debes hablar por el micrófono, hacer algún ruido, decir alguna cosa.



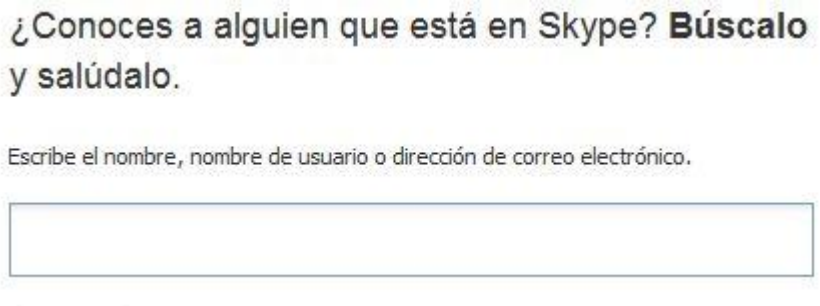
Si, mientras hablabas, la barra  va adquiriendo color verde, entonces todo va bien, y deberás pulsar el botón.

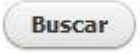
Busca contactos Skype

Vamos ahora a buscar amigos en la **Pantalla de bienvenida**. Si pulsas el botón **Buscar amigos** automáticamente se abre una pantalla en la que podemos simplemente teclear el nombre de un usuario de **Skype** cuya dirección o nombre de usuario ya conozcamos, o bien, seleccionar nuestros contactos de acuerdo con el correo electrónico usado, ya sea *Gmail*, *Hotmail*, *AOL* o cualquier otro.

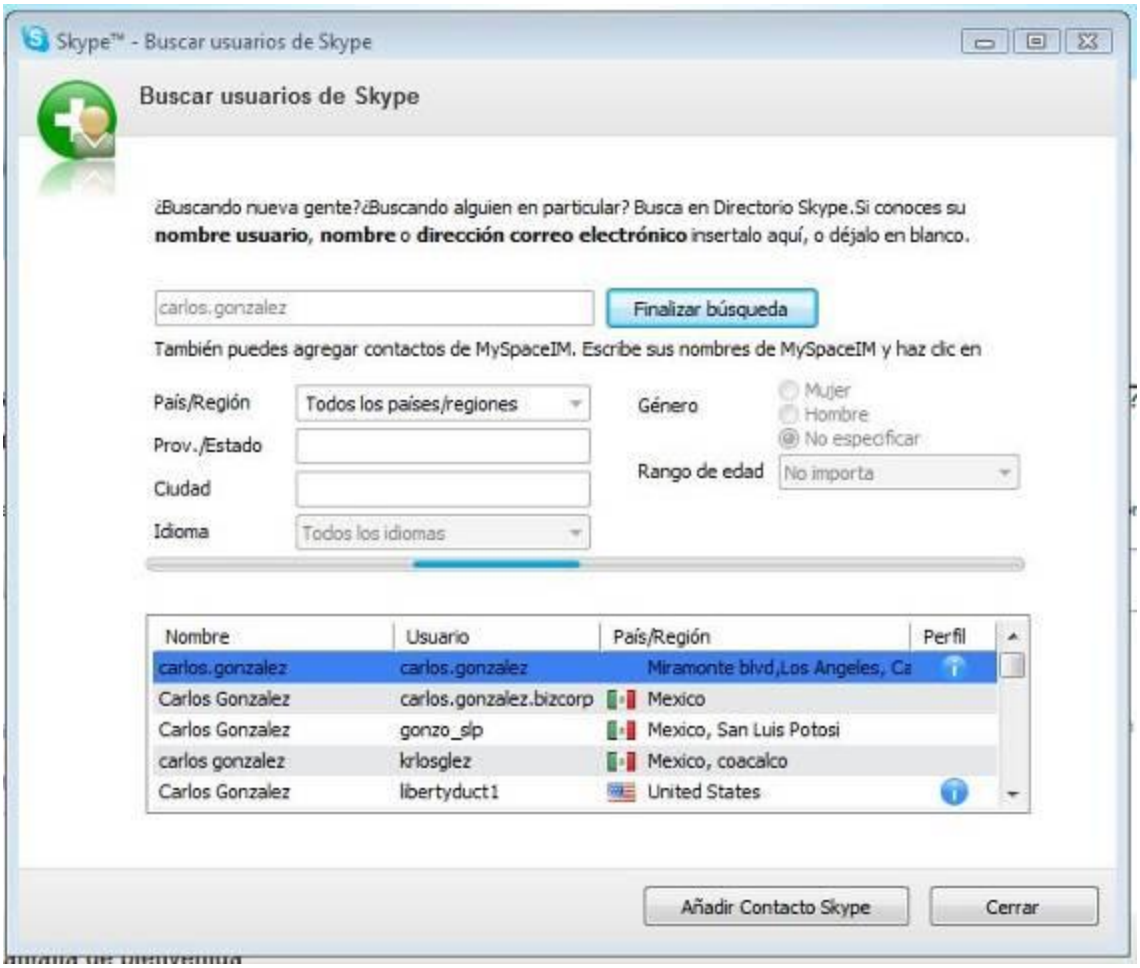


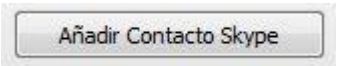
Si conoces el nombre de usuario de tu tutor/a, o de otros alumnos que estén realizando este curso, puedes teclear sus datos directamente en el campo de texto

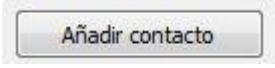


y luego pulsar el botón 

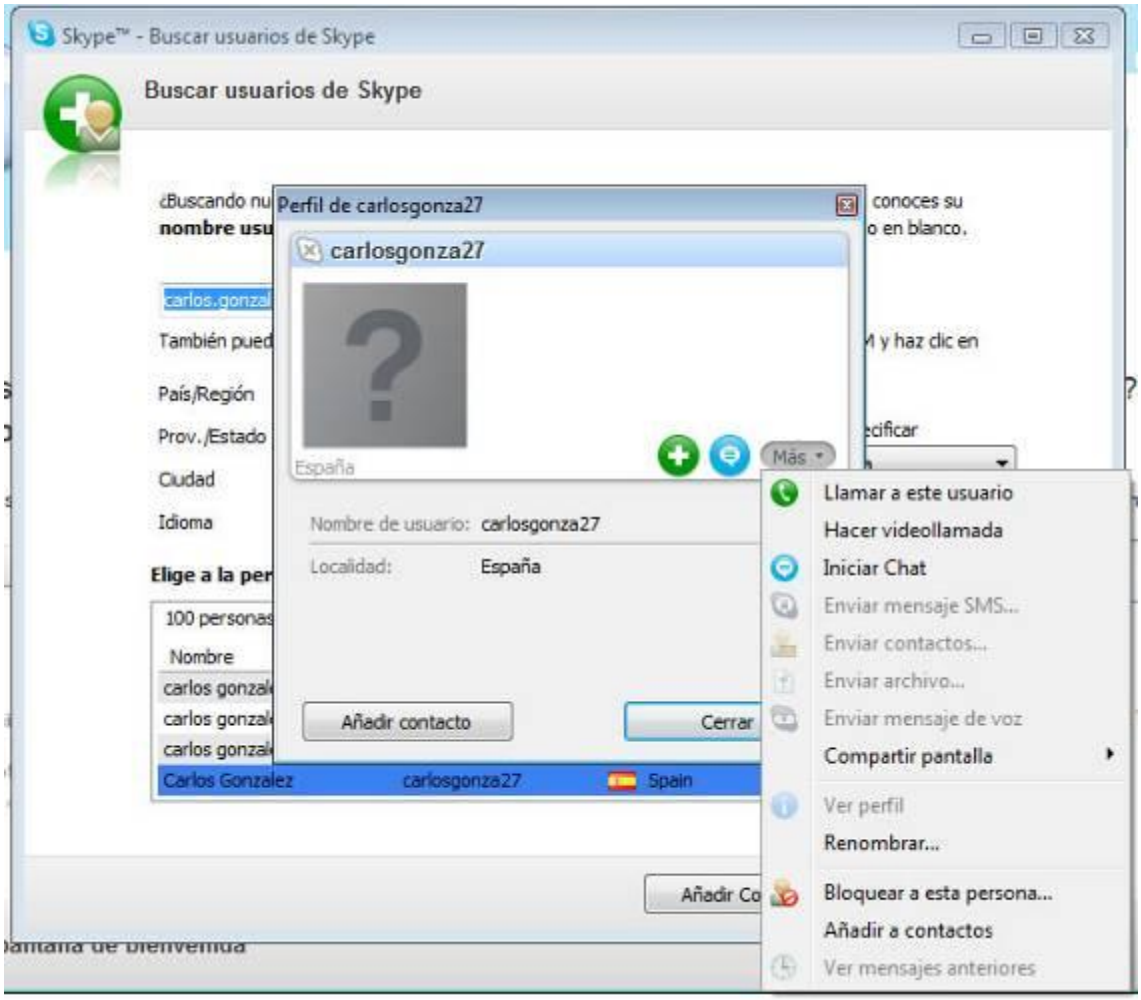
. Se abre la ventana **Buscar usuarios de Skype** en la que verás todos los usuarios con nombres similares al que hayas tecleado. Por ejemplo, a modo de ejemplo, nosotros hemos tecleado ***carlos.gonzalez*** para comenzar nuestra búsqueda y **Skype** nos muestra la lista de usuarios con dicho nombre.

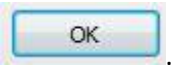


Si entre estos usuarios, encuentras el que buscas, sólo tienes que seleccionarlo, se sobrescribirá en azul, y luego pulsar el botón 

. Si quieres estar seguro de que el contacto que vas a añadir es el correcto, siempre puedes hacer clic sobre **Perfil**  y se abrirá una ventana con la información del perfil de ese usuario. Desde esa misma ventana, pulsando en Más, podrás ya directamente llamar al usuario, hacer una vídeo llamada, iniciar un chat, etc.; o simplemente, agregarlo a tus contactos si pulsas en el botón **Añadir contacto** 

.

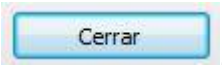


Al pulsar sobre **Añadir contacto**, se abrirá una ventana que nos permitirá enviarle un mensaje al usuario que acabamos de agregar, como la que puedes ver abajo, y que nos permite pedirle a nuestro nuevo contacto más detalles. Sólo tenemos que escribir un primer mensaje y pulsar el botón **OK** 

.

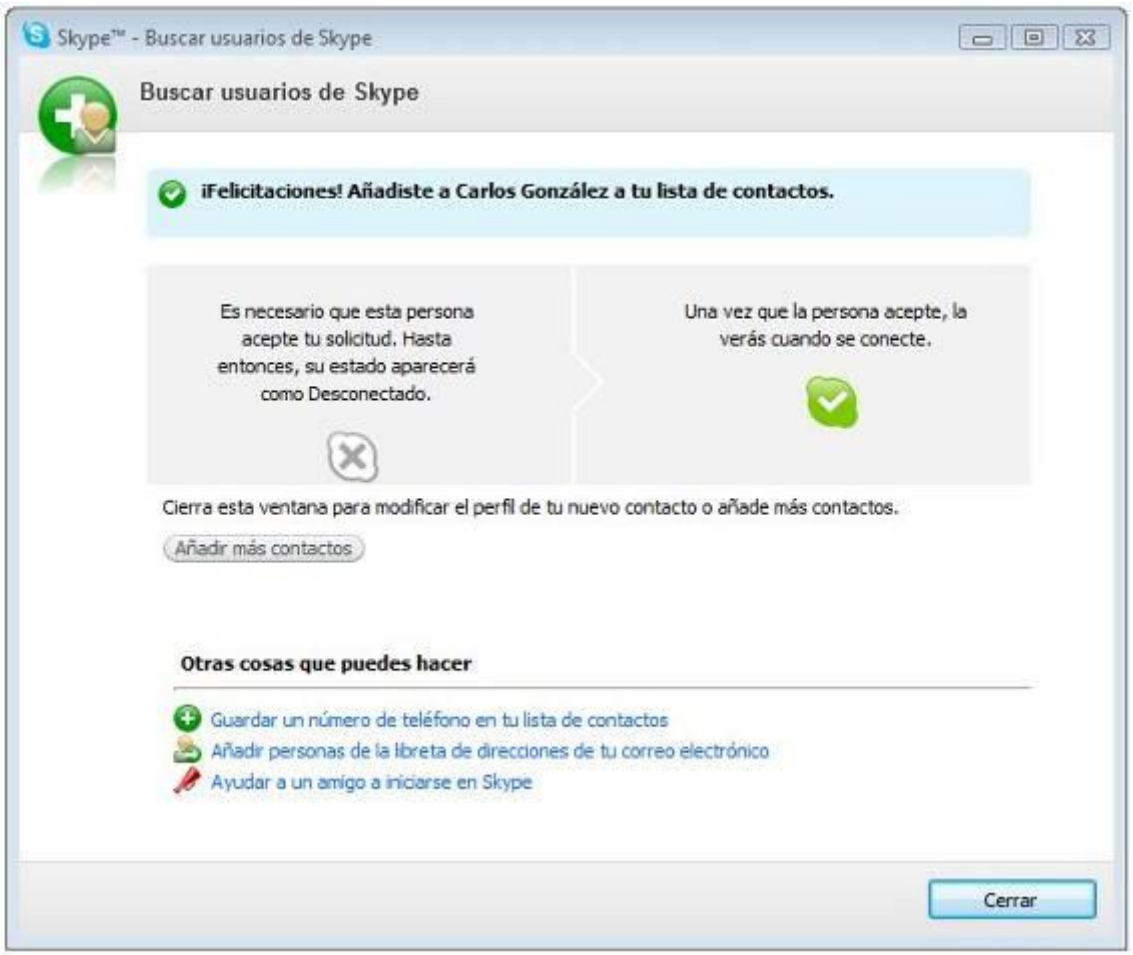


Una vez hecho esto, tu nuevo contacto quedará agregado a tu lista y verás la siguiente pantalla, que te indica que se ha añadido con éxito y que deberás esperar a que ese usuario acepte tu solicitud para verlo conectado y comenzar vuestra comunicación.

Ahora puedes cerrar la ventana pulsando en el botón **Cerrar** 

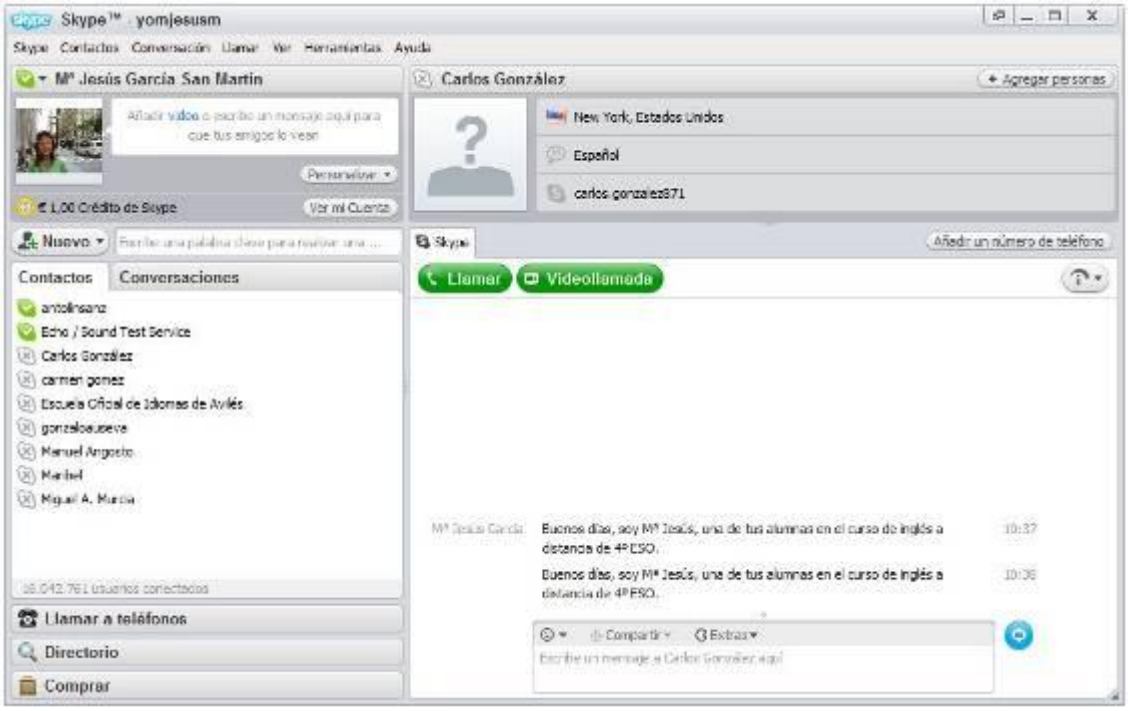
, o continuar añadiendo contactos 

.



Usa Skype

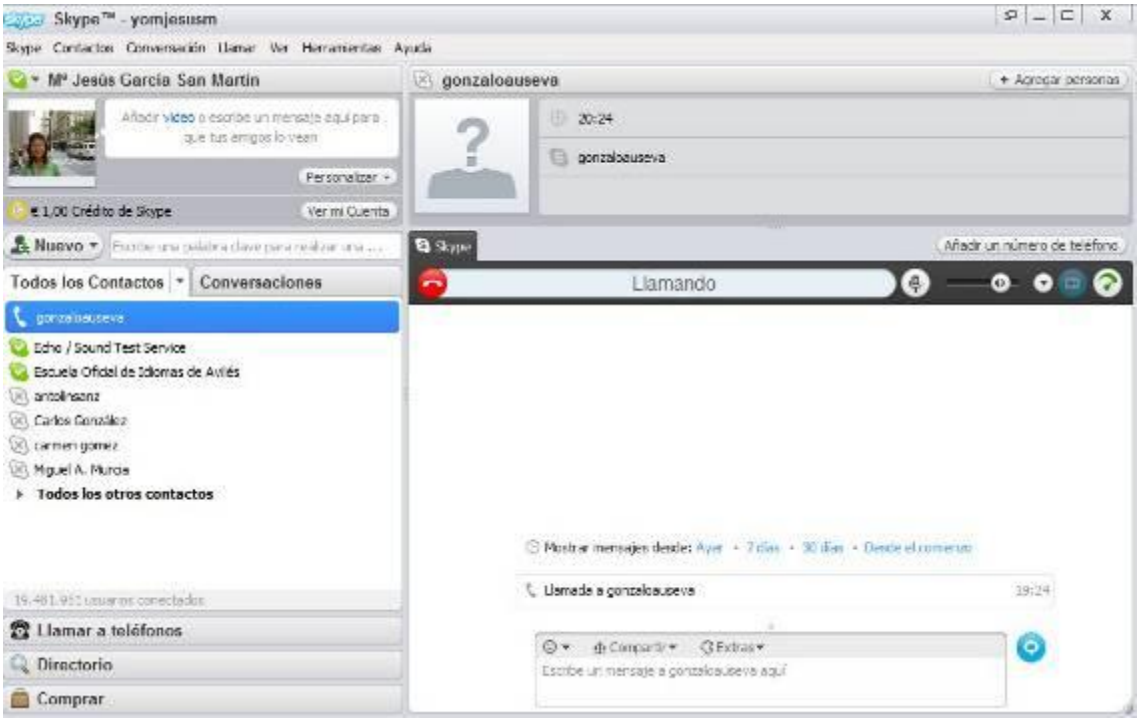
Esta es la ventana de uso de **Skype.**



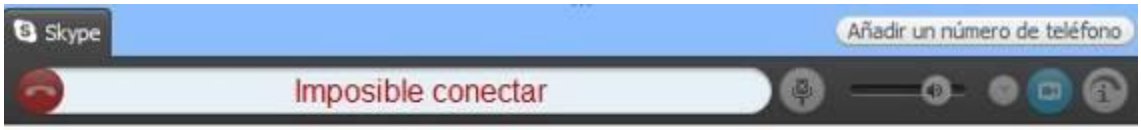
Para llamar a tu tutor/a, a otros alumnos y alumnas de tu curso, o a tus amigos, sólo tienes que seleccionar el contacto en la pestaña **Contactos** y pulsar el botón 

. Veremos en pantalla cómo **Skype** trata de conectar con ese usuario. El usuario seleccionado tiene el icono  junto a su nombre y en la parte derecha observamos el mensaje de Skype explicando que está llamando: 

.

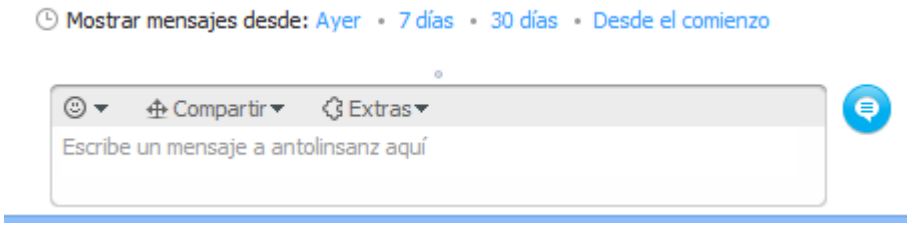


Si nuestro contacto responde, podréis empezar a hablar. Si nuestro contacto no responde, **Skype** nos avisará en pantalla de que no es posible contactar y el contacto seleccionado tendrá junto a su nombre el icono .





Si, en vez de hablar, deseas mandar mensajes, entonces sólo será necesario que selecciones tu contacto en la pestaña **Contactos** de la izquierda de la ventana **Skype** y que teclees tus mensajes en la parte inferior derecha de la misma ventana.


Mostrar mensajes desde: Ayer • 7 días • 30 días • Desde el comienzo
Compartir
Extras
Escribe un mensaje a antolinsanz aquí

LOCALIZACIÓN DE GRABACIONES PARA ENVIAR AL TUTOR

¿DÓNDE ESTÁN LAS GRABACIONES PERSONALES DEL ALUMNADO?

Independientemente del Sistema Operativo que se utilice, el Applet MALTED crea una carpeta llamada Malted_recordingshttp en la carpeta del usuario activo. En esta carpeta almacena temporalmente los archivos de sonido generados en la realización de los ejercicios correspondientes.

Los nuevos archivos de sonido que el alumno genera en las grabaciones correspondientes a cada unidad se alojan en la subcarpeta con el nombre de esa quincena determinada.

El nombre del archivo generado con la voz del usuario está predeterminado y no deberá modificarse mientras deba ser ejecutado desde la aplicación. La extensión, también predeterminada, es .*wav* y tampoco debe ser modificada.

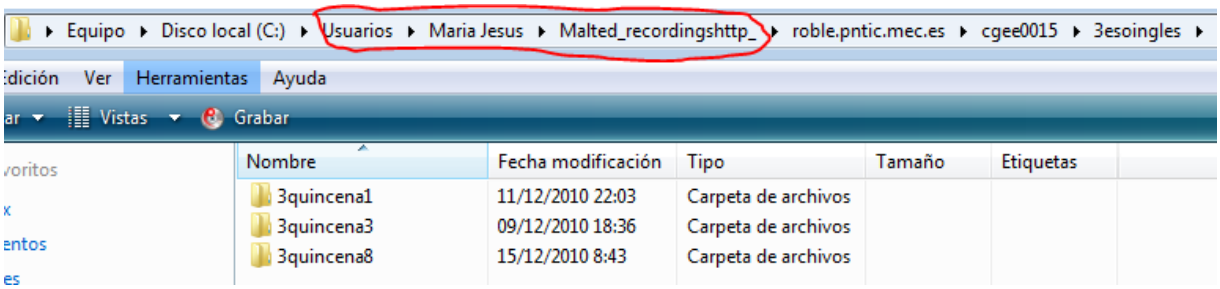
Cuando el usuario entra en una unidad por segunda vez o sucesivas, y realiza de nuevo los ejercicios de grabación, los archivos resultantes sobrescriben a los que habían sido producidos anteriormente.

Atención: *la carpeta* Malted_recordingshttp*/3esoingles puede contener algunas grabaciones que por razones técnicas no se hayan guardado en la carpeta* Malted_recordingshttp*/3esoingles/3quincena--/projects/nombreunidad/audio correspondiente.*

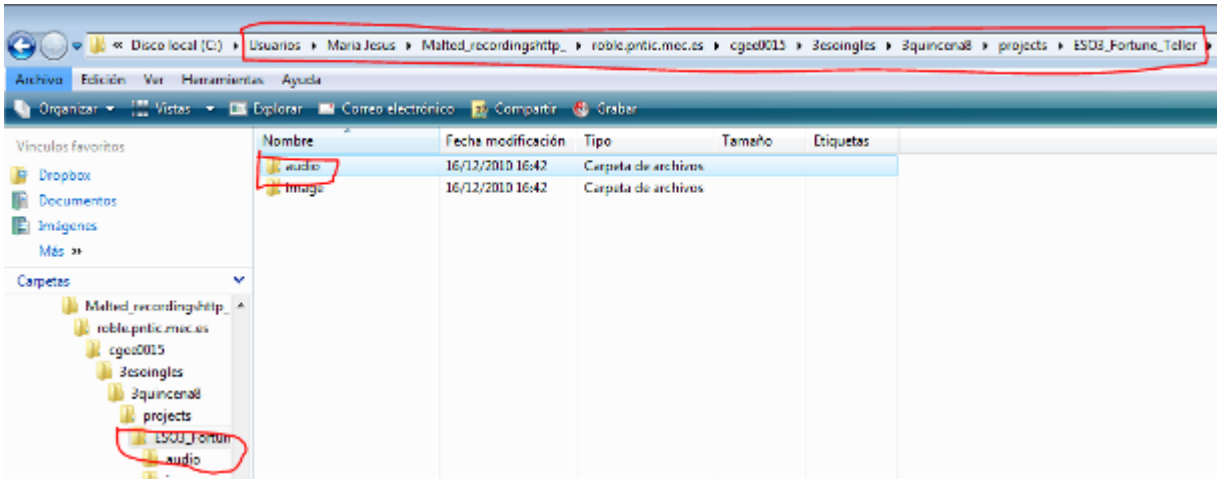
A continuación se muestra la localización de los archivos de algunas unidades desarrolladas con la aplicación en distintos Sistemas Operativos.

Windows Vista

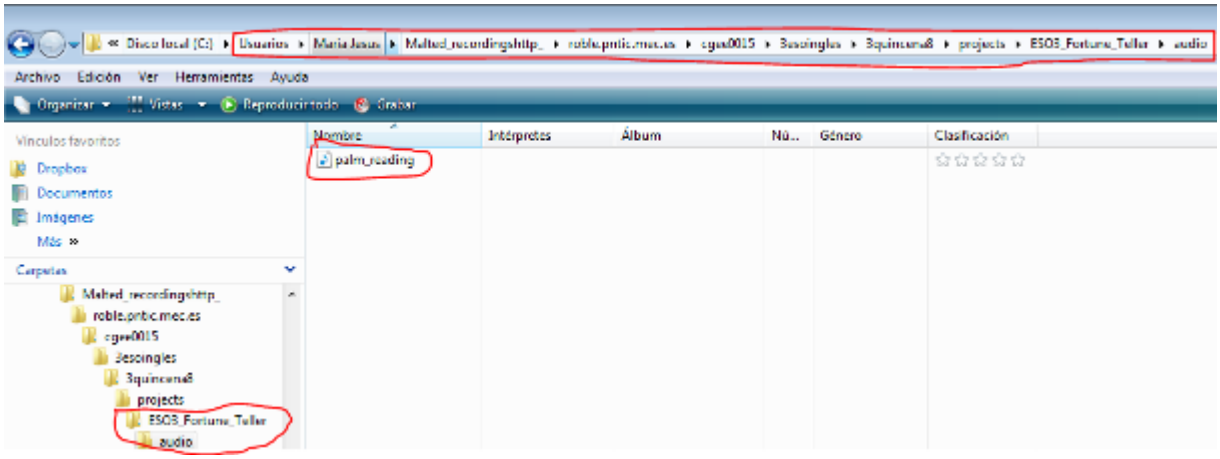
Directamente desde la carpeta del usuario activo se creará la subcarpeta Malted_recordingshttp (*paralela a otras carpetas como* **Escritorio**, **Documentos**, **Imágenes**...), y dentro de ésta irán apareciendo carpetas con los nombres de las quincenas a medida que el alumno las vaya desarrollando.



Cada una de estas subcarpetas con el nombre de la quincena correspondiente contiene a su vez otra subcarpeta llamada **audio**.



Como ha quedado dicho anteriormente, la carpeta audio contiene los nombres de los archivos que el alumno ha grabado durante la realización de la quincena.



Los nombres de estos archivos han sido dados por el diseñador de la unidad, y el formato de éstos es .**wav**. Modificar cualquiera de estos parámetros, nombre o extensión, resultaría en la imposibilidad de reutilizarlos dentro de la unidad correspondiente.

¿DÓNDE ESTÁ LA CARPETA DE USUARIO?

Windows Vista/7

Aunque pueda haber otras formas de acceso (como abrir el icono de **Equipo** existente en el escritorio), éstas dependerán de la configuración. De forma general, hacer clic con el botón derecho del ratón sobre el icono de inicio de Windows (esquina inferior izquierda de la pantalla), seleccionar la opción **Explorar**, y buscar la parte más alta de árbol de carpetas

(izquierda de la pantalla). Debajo de la carpeta **Escritorio** está la carpeta del usuario. Ésta - cuyo nombre corresponderá con el que se haya utilizado para acceder a Vista - contendrá la subcarpeta ***Malted_recordingshttp***.

Windows XP

Para saber el nombre del usuario activo, abrir el menú **Inicio** (esquina inferior izquierda de la pantalla) y sobre la opción **Apagar equipo** aparece **Cerrar sesión de...** El nombre que aparece al final de esta línea es el usario activo.

De forma general, hacer click con el botón derecho del ratón sobre el icono **Inicio** de Windows (esquina inferior izquierda de la pantalla), y seleccionar la opción **Explorar**. En el árbol de carpetas a la izquierda aparecerá el nombre del usuario, y la carpeta ***Malted_recordingshttp*** un poco más abajo.

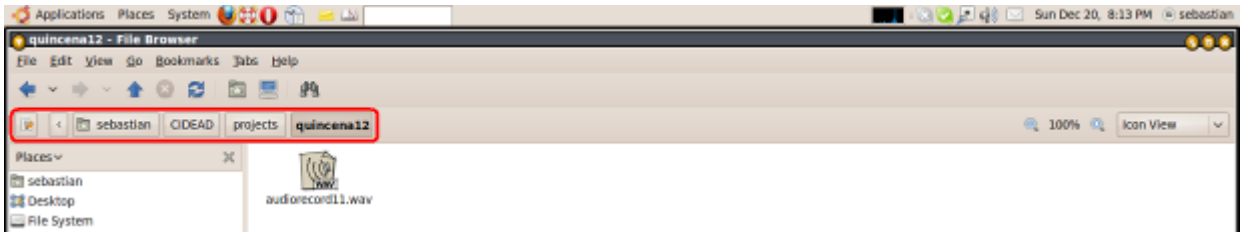
Linux (Ubuntu)

En el sistema operativo Linux la aplicación crea una carpeta en el espacio del usuario activo llamada **Malted_recordingshttp** (debajo de la carpeta Home; en las versiones en castellano, se accede desde *Lugares/Carpeta personal*). Dentro de esta subcarpeta se crean las carpetas con los nombres de las quincenas a medida que se van desarrollando.

Los archivos que contiene cada quincena se encuentran dentro de la carpeta audio. Cuando se realicen los ejercicios de *speaking* de la quincena correspondiente, dentro de esta carpeta se generarán los archivos con los nombres predeterminados y con la extensión.**wav**.



Para el resto de particularidades, en Linux se aplican las mismas que en Windows (nombre y formatos de archivos prefijados y sobreescritura de los mismos cuando se ejecuta una



quincena en veces sucesivas).

¿DÓNDE ESTÁ LA CARPETA DE USUARIO?

En inglés llamada ***Home folder*** *(en castellano traducida por* ***Carpeta personal****)* se corresponde habitualmente con el nombre del usuario del equipo.

Existen unos menús en la parte superior izquierda de la pantalla *(****Aplicaciones, Lugares, Sistema****).* Cuando se accede al menú ***Lugares,*** aparecen en este orden ***Carpeta personal, Escritorio, Documentos, Música,*** etc. Si se abre la primera de ellas *(****Carpeta personal****)* se encontrará el directorio ***Malted_recordingshttp****.*