

GUÍA PARA EL ALUMNADO

En esta **Guía** encontrarás:

- La descripción de los **contenidos didácticos** de esta quincena. El material es **interactivo** y **autónomo**, de manera que sea posible trabajar por cuenta propia utilizando una variedad de actividades y materiales muchos de los cuales son auto-correctivos y pueden volver a realizarse cuantas veces se quiera.
- La **solución a las actividades** y a las **pruebas de auto-evaluación**. Ya has visto en otras unidades que muchos de los ejercicios te muestran de modo inmediato tu nivel de acierto al realizarlos, pudiendo hacer nuevos intentos.
- El **solucionario completo** de todas las actividades y de los ejercicios de autoevaluación.

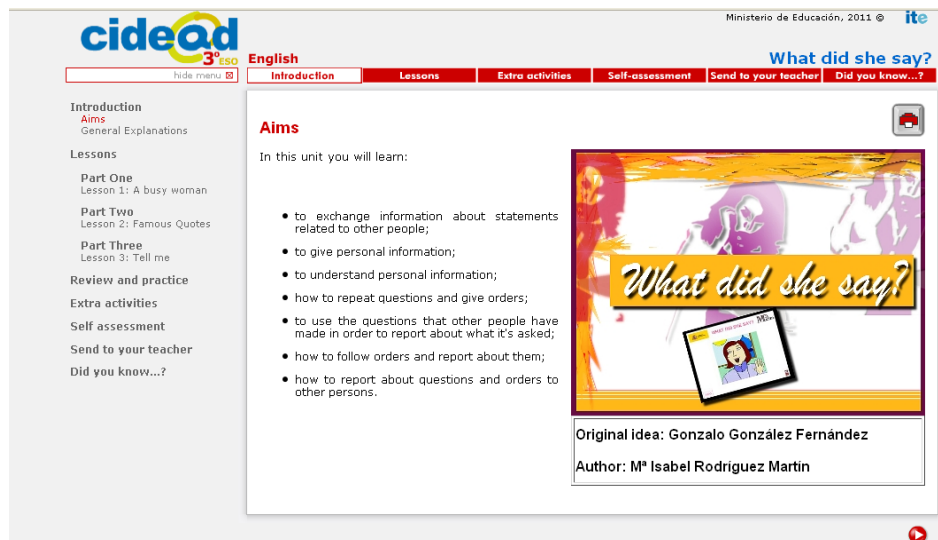
1. CONTENIDOS DIDÁCTICOS Y NAVEGACIÓN.

A la unidad **"What did she say?"** accedes pulsando sobre la **quincena 12** en el **índice** de la portada de entrada al curso de Inglés para 3º de la ESO.



INTRODUCTION

En la primera pantalla de la introducción se describen los objetivos de la unidad (**Aims**):



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.

Pulsando la flecha de avance  pasamos a la segunda pantalla en la que se describen las partes en que se divide la unidad, que se denomina como **General Explanations**:

Lessons: Las lecciones giran en torno a situaciones explicadas por personajes haciendo referencia a lo que otros han dicho. Se usa como elemento de cohesión de toda la quincena el estilo indirecto.

1. A busy woman

Esta la lección consta de cinco partes unidas de forma lineal. Te introduce en el estilo directo del discurso y en el indirecto de forma coloquial. También te aproxima a la entonación y el ritmo en inglés en el discurso.

2. Famous quotes

En estas otras cinco partes se exponen famosas citas que son conocidas por asociarse a personajes famosos de la historia, literatura, arte, ciencia, etc. En ellas, se trabaja el estilo directo e indirecto, utilizando los verbos **say** y **tell**, y se profundiza en la pronunciación, ritmo y entonación de las frases.

3. Tell me

Las otras cinco partes de que consta esta lección, también profundizan en el estilo en que los mensajes son producidos y cómo el hablante los transforma para ser interpretados. La entonación, el ritmo y el acento de las formas débiles y fuertes se vuelven a trabajar en esta parte.

Extra activities: Dan la oportunidad de realizar práctica extra por medio de actividades variadas.

Self-assessment: Son ejercicios de autoevaluación destinados a preparar la evaluación que realizará tu tutor.

Send to your teacher: Da una relación de actividades que tendrás que enviar al tutor y que formarán parte de la evaluación. Es obligatoria su realización y envío al tutor.

Did you know...?: ofrece información complementaria y vínculos a páginas donde se puede aprender más sobre el tema de la unidad, de forma libre y según el gusto o preferencias del alumno.

En las pantallas interactivas vas a encontrar iconos, en los que pulsando vas a obtener distintas ayudas:



1. El botón **Task** abre una pantalla con las instrucciones de lo que debes hacer en cada actividad. Es importante que no comiences a hacer nada hasta que no leas las instrucciones.



2. El botón **Help** está disponible sólo en alguna de las actividades, y abre una pantalla con explicaciones teóricas sobre el tema que estés estudiando en ese momento.



3. El botón **Glossary** permite acceder a un glosario donde aparece vocabulario nuevo de los textos y ejercicios por orden alfabético. Debes trabajar también con un diccionario para poder seguir la historia. Esto es sólo una pequeña ayuda.

4. Con el botón **Verify** podrás comprobar si tus respuestas son correctas:



5. El botón **Clear** sirve para eliminar las respuestas de un ejercicio y poder hacerlo de nuevo. Pero si pulsas sobre **Clear All** se eliminarán todas las respuestas de distintas tarjetas.

Este tipo de flechas  se encuentran en las actividades que incluyen varias páginas. Indican el número de página en la que te encuentras sobre el total de las existentes. Pulsando sobre ellas podrás avanzar o retroceder.

6. El icono de audio  permite escuchar las partes sonoras de la unidad.

7. Estos botones   se usan en las actividades que incluyen grabación. El primero abre la grabadora de sonidos y el segundo te permite escuchar lo que has grabado.

Antes de comenzar, te recomendamos que hagas las actividades de manera lineal, aunque siempre puedes repasar o ir a algún ejercicio concreto mediante la barra de navegación superior y el menú de la parte izquierda de la pantalla.

LESSONS

Lesson 1: A busy woman

La pantalla introductoria presenta los objetivos de la lección y ofrece una pequeña explicación de las actividades que componen la lección.



Indica que los Objetivos son:

1. Obtener información global y específica.
2. Comprender información oral y escrita.
3. Usar el estilo indirecto
4. Aprender a pronunciar diferentes textos utilizando el acento adecuado, ritmo y entonación.



La primera actividad consiste en leer el texto mientras se puede escuchar.



En la siguiente, se han de seleccionar las respuestas correctas a preguntas, con opción múltiple.

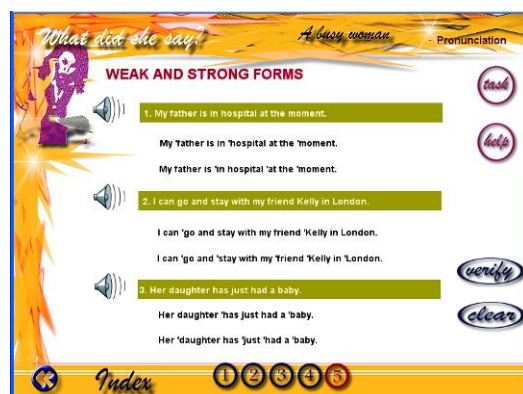


La tercera actividad consiste en determinar si la afirmación presentada es verdadera o falsa.



La siguiente actividad consiste en escuchar las distintas afirmaciones y buscar el texto en que se explica lo escuchado.

Por último, tienes que observar, escuchando las audiciones, cuáles son las palabras que se pronuncian con más fuerza y cuáles apenas se escuchan en el discurso.



Lesson 2: Famous quotes

La estructura de esta lección es similar a la anterior, de nuevo se presentan los objetivos de la lección y se explican las actividades que hay que realizar para lograrlos.

Objetivos:

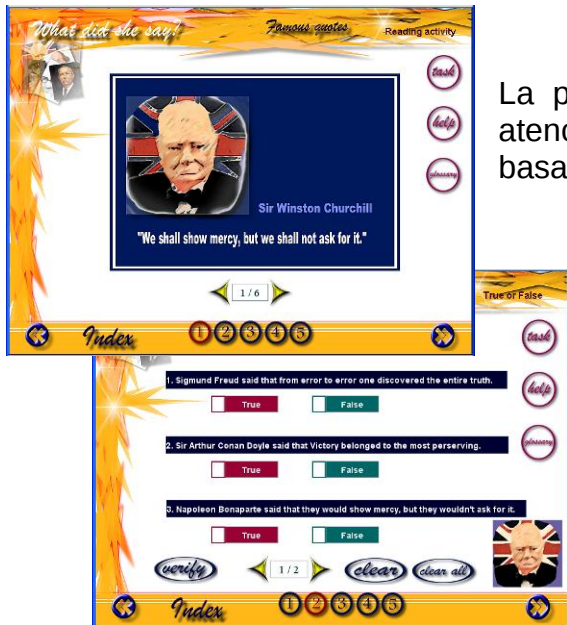


1. Obtener información global y específica utilizando citas.
2. Comprender textos orales y escritos sobre citas y afirmaciones en general.
3. Utilizar el estilo indirecto, empleando los verbos SAY y TELL.
4. Utilizar el estilo indirecto empleando adverbios y locuciones temporales.

5. Comprender el uso del acento, ritmo y entonación de distintas afirmaciones.

Actividades en esta lección:

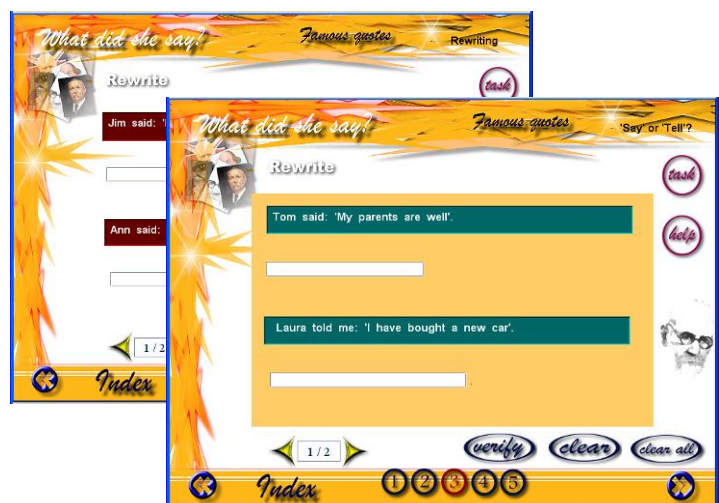
Recuerda pulsar sobre la imagen de la pantalla para comenzar a realizar las distintas actividades.



La primera actividad ha de ser leída con atención para realizar la segunda, que se basa en la información leída previamente.

Ha de indicarse si la afirmación propuesta es verdadera o falsa.

Las dos actividades siguientes consisten en escribir en estilo indirecto las oraciones propuestas. En el segundo caso, se introducen elementos temporales.





La última actividad consiste en determinar si es correcta o incorrecta la acentuación y ritmo de las oraciones presentadas.

Lesson 3: Tell me

En esta lección, los objetivos previstos son:



acentuación y el ritmo de distintas fuertes y débiles en la oración.

1. Obtener información global y específica.
2. Comprender información oral y escrita.
3. Reescribir afirmaciones utilizando el estilo indirecto.
4. Escuchar, repetir y comprobar la pronunciación de algunas oraciones.
5. Usar el estilo indirecto para formar frases que han de ser grabadas posteriormente.
6. Consolidar el aprendizaje de la afirmaciones y distinguir las formas



En la primera actividad tiene que discriminarse la auténtica audición que se escucha.



La siguiente actividad consiste en utilizar el estilo indirecto sobre las afirmaciones escuchadas por cada personaje.

En las dos actividades siguientes se tiene que escuchar la afirmación y después realizar dos acciones diferentes:

1. Grabar y reproducir lo que se escucha
2. Grabar lo que se ha escuchado empleando el estilo indirecto.





En esta actividad ha de leerse el texto y completar la información que se solicita.

Finalmente hay que determinar si las palabras subrayadas se están empleando de forma fuerte o débil.



Review and practice

En esta parte de la unidad vas a poder revisar y practicar tu inglés, dependiendo de tus propios intereses.

Se te ofrece de nuevo la posibilidad de realizar las actividades que ya has realizado, con el fin de volver a repetir aquellas que creas necesarias para poder afianzar lo aprendido hasta el momento.

 **Challenge yourself!**

En esta sección vas a encontrar más actividades que puedes realizar para afianzar todo lo trabajado anteriormente. Sigues disponiendo de ayudas en todas las pantallas y de la autocorrección.

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What did she say?

hide menu ☐ Introduction Lessons Extra activities Self-assessment Send to your teacher Did you know...?

Introduction

- Aims
- General Explanations

Lessons

- Part One**
Lesson 1: A busy woman
- Part Two**
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- Part Three**
Lesson 3: Tell me

Review and practice

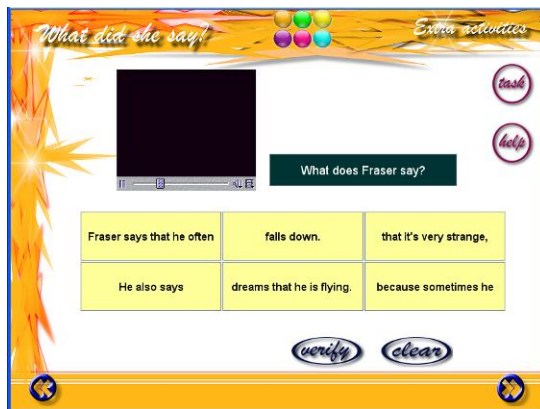
- Extra activities**
- Self assessment
- Send to your teacher
- Did you know...?

Challenge yourself!

In this section you will have the chance to practise a little bit more with the following activities:

- Listening to and watching videos:** so you'll have to use the information to put in order some sentences. Also you'll have to put some words in the right order to form a new sentence. In the same way you will use the information to complete gaps and to rewrite the speech;
- Rewriting jokes:** this activity will give you the opportunity to rephrase a story using aids as the words from a box;
- Complete the information:** using statements that some people tell about their childhood memories.

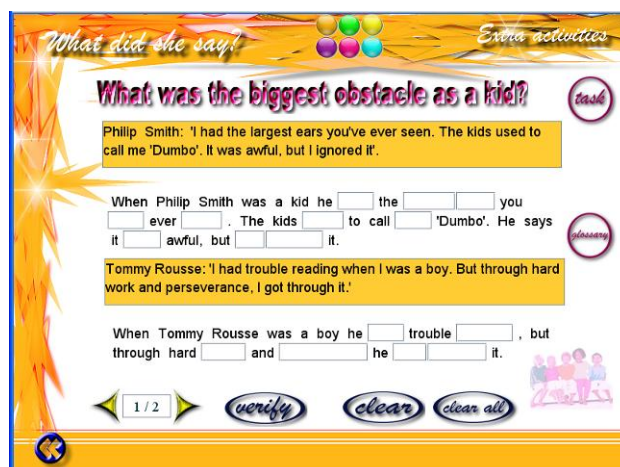
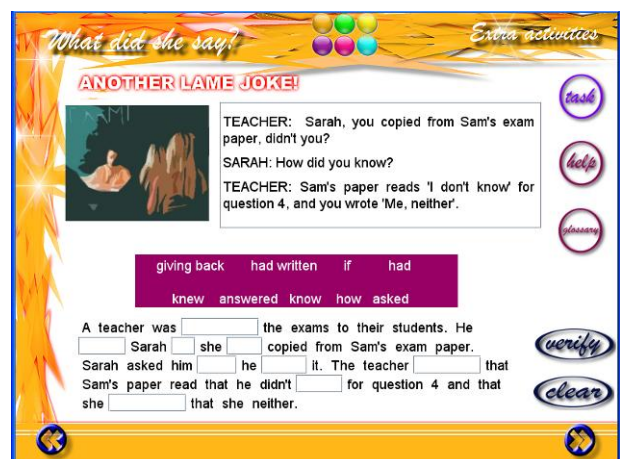
Click on the screen to start the **Extra activities**.



Listening to and watching videos:

Esta actividad tiene como finalidad escuchar lo que cada personaje dice en cada video sobre los sueños y resolver distintas actividades: ordenar las afirmaciones, completar la información que falta con palabras sueltas o con respuesta larga.

El chiste que se presenta pretende ser contado nuevamente, pero en este caso a otra persona y con la ayuda de las palabras de la caja.



En esta actividad se deben leer las siguientes declaraciones de personajes y completar los espacios con el mismo mensaje, empleando el estilo indirecto.



Check what you have learned

En esta parte de la unidad tendrás la oportunidad de demostrarte a ti mismo/a lo que sabes y lo que has mejorado con las distintas actividades.

Se presentan tres actividades con las que podrás autoevaluarte y que deberás saber realizar después del trabajo desarrollado hasta el momento. Estas actividades son:

1ª Dictado:

Tendrás que completar la información que falta después de escuchar el texto, para finalmente escribir la misma oración en estilo indirecto.

2º Lectura y grabación:

What did she say? *Self-assessment*

FAMOUS ACTORS AND ACTRESSES IN HOLLYWOOD!

EMBARRASING MOMENTS

BAD PIT: "When I first got to Hollywood, I dressed in a chicken suit and some people tried to pluck my feathers".

TOMMY DIP: "When I moved to Los Angeles, I took a job selling pens on the phone. I couldn't sell any pen. I guess I was a terrible salesman".

JENNIFER MILESTONE: "When I was younger, I worked as a waitress. One day I knocked a huge plate of meatloaf over a customer. I thought to myself "I need to get a new job".

Record Play

Record Play

Record Play

task

Esta actividad consiste en realizar la lectura de los textos propuestos y grabar el estilo indirecto a continuación.

3º Ahorcado:

What did she say? *Self-assessment*

1. A baked loaf of ground meat.

1 / 7

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y
z	-			

SOLVE

task

Revisarás vocabulario jugando al ahorcado en esta actividad.



Send these activities to your teacher

Las siguientes actividades son obligatorias y tienes que enviárselas a tu tutor:

The screenshot shows the 'cideon' website interface for the 'What did she say?' unit. The page has a sidebar on the left with navigation links: 'Introduction', 'Lessons', 'Extra activities', 'Self-assessment', 'Send to your teacher', and 'Did you know...?'. The main content area has a header 'Send these activities to your teacher' and a list of materials for evaluation: 'Final Test', 'Writing', 'Oral production', and 'Oral interaction'. It also includes instructions on how to send answers to the teacher via email or paper.

Final Test: podrás descargarlo y rellenarlo. Una vez completado, envíaselo a tu tutor.

Contiene distintos ejercicios:

Read the text

Make a description of the picture above using Reported Speech: sobre el texto que acabas de leer.

Rewrite these sentences in reported speech: reescribe las oraciones propuestas, utilizando el estilo indirecto.

Read this conversation and write these questions and answers using reported speech: a partir de la conversación, utilizar cada intervención para reescribirla empleando el estilo indirecto.

Listen to the Dictation: Tendrás que escribir las audiciones.

Listen to the text and underline the strong forms in the next questions and statements: Consiste en subrayar las formas Fuertes del discurso, utilizando las audiciones que se ofrecen.

Writing: Se presenta un texto, que consiste en una conversación que tendrás que transcribir utilizando el estilo indirecto.

Oral production: Recoge todas tus grabaciones de esta unidad, tal y como se explica en las instrucciones al respecto y envíaselo a tu tutor mediante correo electrónico.

Instrucciones:

Para recopilar las grabaciones de los ejercicios anteriores tienes que saber cómo localizarlas. Las instrucciones se encuentran en la guía general; no obstante, aquí te recordamos que tengas muy en cuenta que las grabaciones se sobrescriben (es decir, se renuevan) cada vez que pulsas el botón de grabación. Por lo tanto, asegúrate de protegerlas (guardarlas en otro lugar, por ejemplo) cuando creas que has hecho la versión definitiva (ya sabes que puedes hacer todas las pruebas que estimes oportunas, pero sólo la última quedará grabada en tu disco duro).

La ruta sería más o menos ésta, dependiendo del nombre del usuario que tengas en tu equipo: **C:\Documents and Settings\Usuario\Malted_cache**. Los audios que encuentres corresponden a las grabaciones que has realizado.

Oral interaction: en esta actividad se presenta una imagen que dará pie a la conversación entre tú y tu tutor. También hay unas sugerencias que puedes realizar.



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hide menu

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Send to your teacher

Did you know...?

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What did she say?

Introduction Lessons Extra activities Self-assessment Send to your teacher Did you know...?

Did you know ...?

THE CHURCHILL CENTRE AND MUSEUM
AT THE CHURCHILL WAR ROOMS, LONDON

Sir Winston Leonard Spencer-Churchill (1874-1965) described himself as "an English-Speaking Union".

He was very famous for his quotes.

If you want to know more about what he said, click on the image.

Quotes like: **'A fool thinks himself to be wise, but a wise man knows himself to be a fool.'** are famous by writers like William Shakespeare.

If you are interested in other different quotes by Shakespeare, click on the picture.

But if you want to know more details about his life and his work, click [here](#).

CELEBRITY TEEN CONFESSIONS

If you like to know what celebrities say, you can also read online magazines. Maybe you can find an interesting piece of gossip.

Hay muchos sitios en la web en los que puedes profundizar en el tema principal de esta unidad y practicar tanto como desees, pero se han seleccionado varias páginas que te van a introducir en la biografía de dos personajes famosos que nos dejaron múltiples citas.

Para aproximarte a lo que se puede o no decir sobre personajes famosos, se presenta una publicación de "cotilleos" como muestra de uso del estilo directo, usándolo como medio de expresión de declaraciones.

SOLUCIONES

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

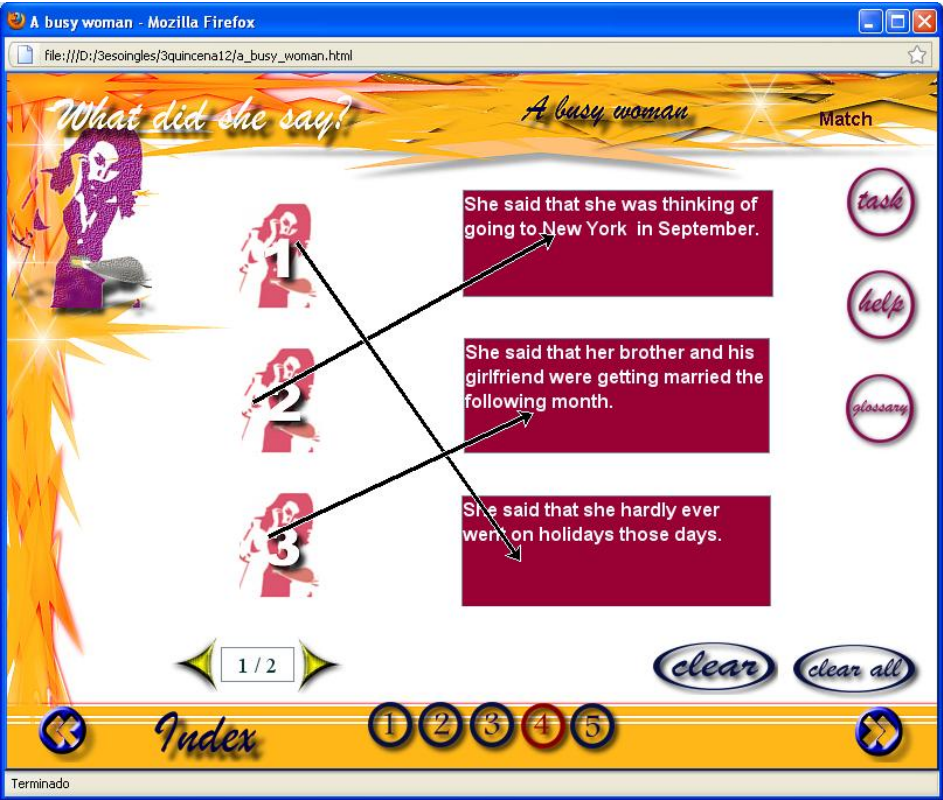
She'll look after her father in hospital

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



A busy woman - Mozilla Firefox

file:///D:/3esoingles/3quincena12/a_busy_woman.html

What did she say? *A busy woman* Match

4 She said that her father was in hospital at the moment.

5 She said that she could go and stay with her friend Kelly in London.

6 She said that she worked 12 hours a day.

task help glossary

2 / 2 clear clear all

Index 1 2 3 4 5

Terminado

A busy woman - Mozilla Firefox

file:///D:/3esoingles/3quincena12/a_busy_woman.html

What did she say? *A busy woman* Pronunciation

WEAK AND STRONG FORMS

1. My father is in hospital at the moment.

✓ My 'father is in 'hospital at the 'moment.

My father is 'in hospital 'at the 'moment.

2. I can go and stay with my friend Kelly in London.

I can 'go and stay with my friend 'Kelly in London.

✓ I can 'go and 'stay with my 'friend 'Kelly in 'London.

3. Her daughter has just had a baby.

Her daughter 'has just had a 'baby.

✓ Her 'daughter has 'just 'had a 'baby.

task help verify clear

Index 1 2 3 4 5

Terminado

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.

Were 'they?

We 'don't study at 'home.

She 'can play the 'violin (not the viola).

'Yes, I **am**.

'Don't do that!

You 'mustn't answer the
phone.

I 'do like chocolate.

We **were** 'surprised when she 'told us her 'secret.

'I **really think** we ought to 'do 'something about **all this**.

RIGHT

WRONG

RIGHT

RIGHT

WRONG

RIGHT

RIGHT

RIGHT

WRONG

WRONG

Lesson 3: Tell me

LISTENING COMPREHENSION

The screenshot shows a web browser window titled 'Tell me - Mozilla Firefox'. The address bar shows the file path: file:///D:/3esoingles/3quincena12/tell_me.html. The main content area has a yellow background with a stylized sunburst pattern. At the top, it says 'What did she say?' in a cursive font, followed by 'Tell me' and 'Listening comprehension'. On the left, there is a small image of a person thinking. In the center, there is a video player showing a woman speaking. To the right of the video player, there are two checkboxes with text: ☒ She has said that she hasn't done her homework yet. and ☐ She has said that she hasn't gone to New York yet. Below the video player, there is a speaker icon and two more checkboxes: ☐ The taxi driver says that we were eight. and ☒ The taxi driver says that we are late. To the right of these checkboxes is a small image of a yellow taxi. At the bottom of the page, there are buttons for 'verify', 'clear', and 'clear all', followed by a progress indicator '1 / 5'. The bottom navigation bar includes an 'Index' button and a series of numbered buttons (1, 2, 3, 4, 5). The status bar at the very bottom says 'Terminado'.

ESO3-Quincena 12: What did she say?

Guía del alumno

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.

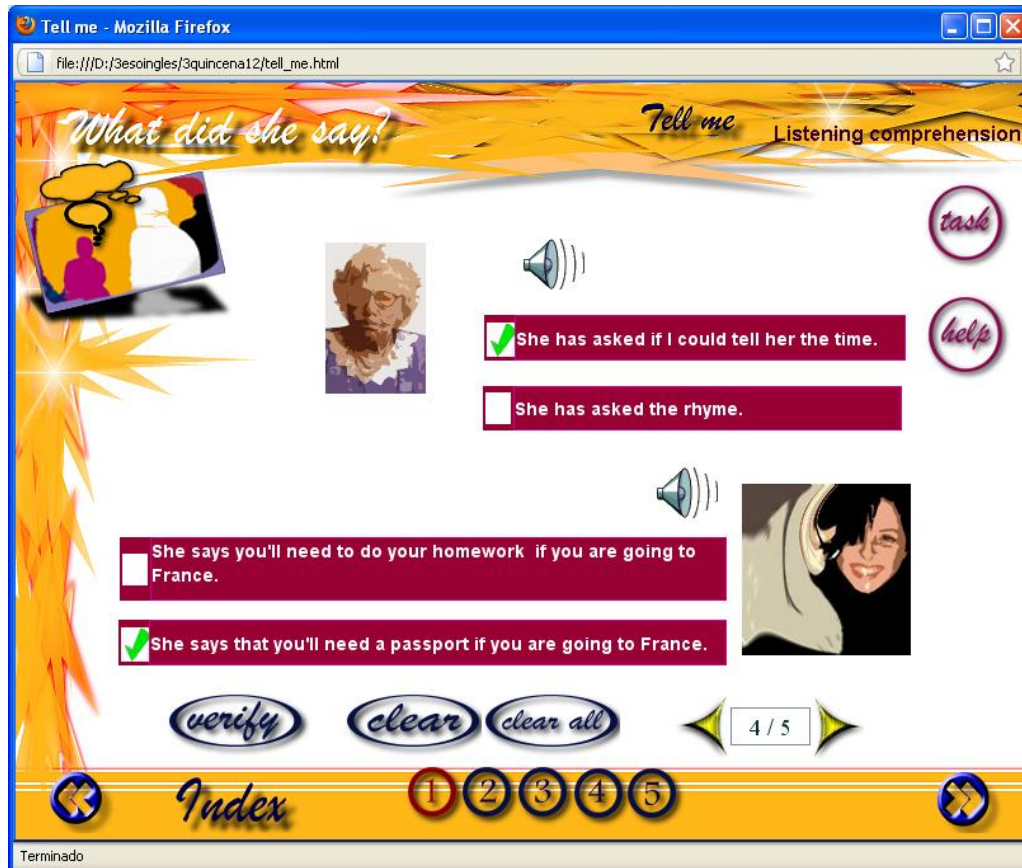
☒ The teacher has told them not to forget to bring their homework the next day.

☐ The teacher has said not to forget to ring the bell.

[verify](#) [clear](#) [clear all](#) 3 / 5

[Index](#) 1 2 3 4 5

Terminado



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? No, I haven't.	WEAK
She drove to Las Vegas, not from Las Vegas.	STRONG
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 Rouse was a boy he **had** trouble **reading**, but through hard **work** and **perseverance** he **got through** it.

Jake Jackman **was** so skinny that other guys **teased him** and **called him** 'The Bone'.

Lucy Barmence **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