Quincena 6: Bertie. A life full of stories.

GUÍA PARA EL ALUMNADO

En esta **Guía** encontrarás:

1 Una descripción detallada de los contenidos y recursos didácticos de esta quincena. El trabajo sobre estos materiales es fundamentalmente de carácter **interactivo** y **autónomo**. Con esta descripción se pretende que no te pierdas nada que pueda ayudarte en el aprendizaje.

2 La **solución** a las actividades y a las pruebas de auto-evaluación. Como ya sabes, muchos de los ejercicios te muestran de modo inmediato tu nivel de acierto al realizarlos, pudiendo hacer nuevos intentos; pero aquí se incluyen también las soluciones completas.

3 Las **transcripciones** de las audiciones de la quincena.

1 Quincena 6: Contextualización

La quincena 6, con el título "***Bertie. A life full of stories",*** forma parte de este material didáctico dirigido a alumnos de 4º ESO. Esta quincena en cuestión se abordará durante el segundo trimestre del curso y, al igual que el resto de unidades, contiene gran variedad de ejercicios de carácter interactivo. Además, encontrarás explicaciones gramaticales y minidiccionarios bilingües que te servirán de ayuda para la realización de las actividades.

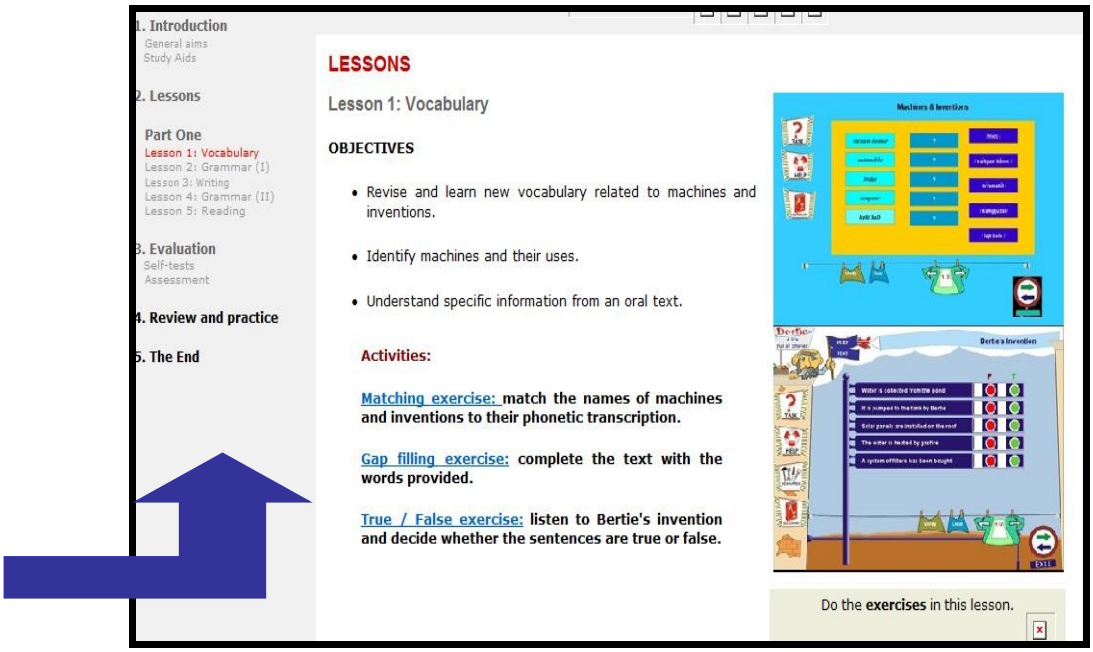
2 Quincena 6: Guía de acceso

Se puede acceder a la unidad "***Bertie. A life full of stories"*** pulsando sobre el nombre de la **quincena 6** en el ín**dice** de la portada de entrada al curso.



En la página introductoria puedes ver un menú lateral con enlaces a los distintos apartados ***(Lessons***) de la unidad. Este menú estará siempre presente y desde el mismo podrás moverte directamente a cualquier página de los principales contenidos didácticos.

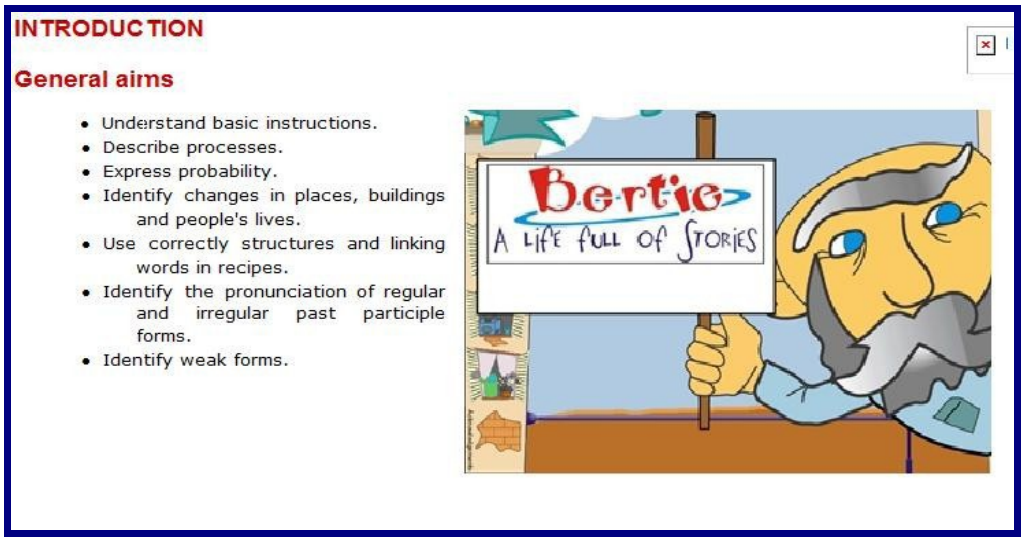
Menú lateral



En la zona superior, puedes ver las **pestañas** que te permiten desplazarte a cualquier **sección** de la unidad. Esta barra estará presente en todas las páginas principales.



Los objetivos generales de aprendizaje de esta quincena también los puedes leer en la **página introductoria.**



Es importante que notes que irán surgiendo **tres tipos de páginas** y que controles el desplazamiento por ellas:

1-Páginas estáticas tienen una función de presentación de los objetivos y contenidos de cada lección, y desde ellas se da acceso a las escenas con contenidos interactivos y ejercicios prácticos, pulsando sobre los puntos que se indican.
Los botones que se muestran en este tipo de páginas son los siguientes:

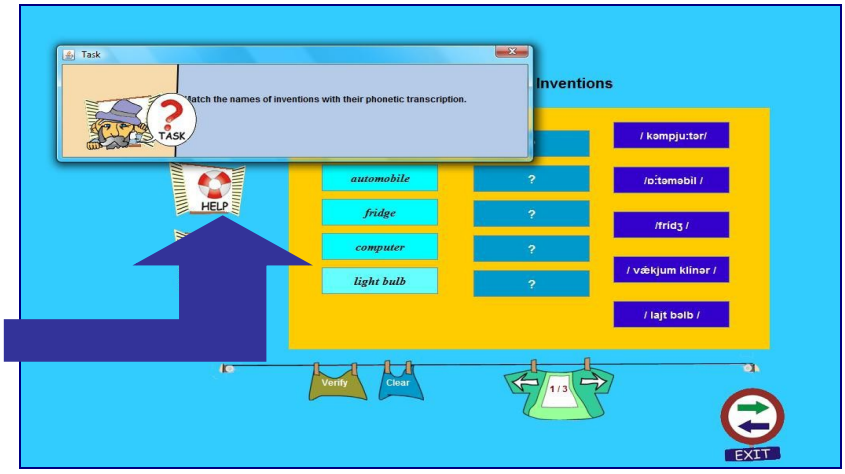
 un botón de **impresora** que hace que se muestre esta guía en formato PDF para que la puedas imprimir o consultar cuando la necesites.

 los botones de avance y retroceso, ya explicados en la Guía General que juegan papel similar a los de avance y retroceso del navegador.

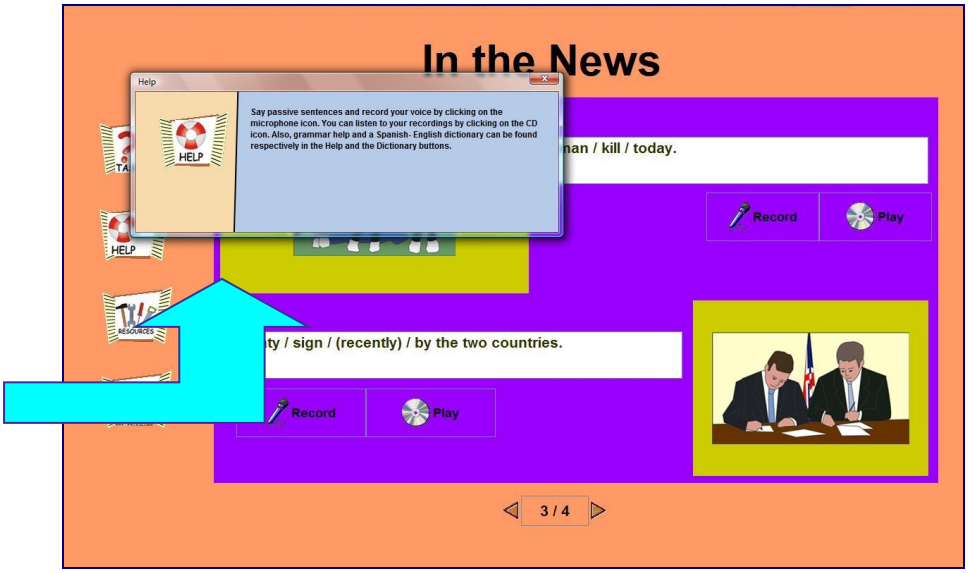
2-Escenas interactivas: son las portadoras de los contenidos de aprendizaje y sobre ellas deberá centrarse tu trabajo. Los iconos que se muestran dentro de unas ventanas abiertas en la parte izquierda de todas estas escenas te sirven de ayuda para saber qué debes hacer en cada actividad (***Task***). El icono ***Help*** te muestra las acciones (comprobar, borrar, empezar,…) que puedes realizar con los diferentes botones distribuidos por la pantalla. También puedes leer algunos apuntes gramaticales si pulsas sobre el icono ***Resources***, así como comprobar el significado de las palabras en el icono ***Dictionary.***



Así, por ejemplo, en la primera actividad de la primera lección deberás abrir el botón ***Task*** para saber exactamente lo que tienes que hacer en este ejercicio de vocabulario.



En el caso de la actividad de expresión oral de la lección cuatro, puedes abrir el botón ***Help,*** en el que encontrarás información sobre la función de los botones ***Record*** and ***Play***.



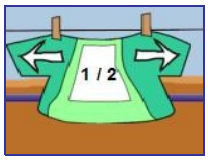
También en estas escenas, encontrarás los botones necesarios para realizar diferentes funciones como comprobar, reintentar, enseñar texto, etc. Estos botones tienen la siguiente apariencia y función:



Te permite comprobar los fallos y aciertos que has tenido.



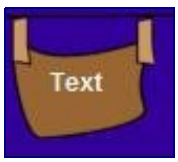
Con este botón puedes borrar las respuestas para empezar de nuevo.



Las flechas izquierda y derecha te permiten moverte por las actividades que tienen más de una escena.



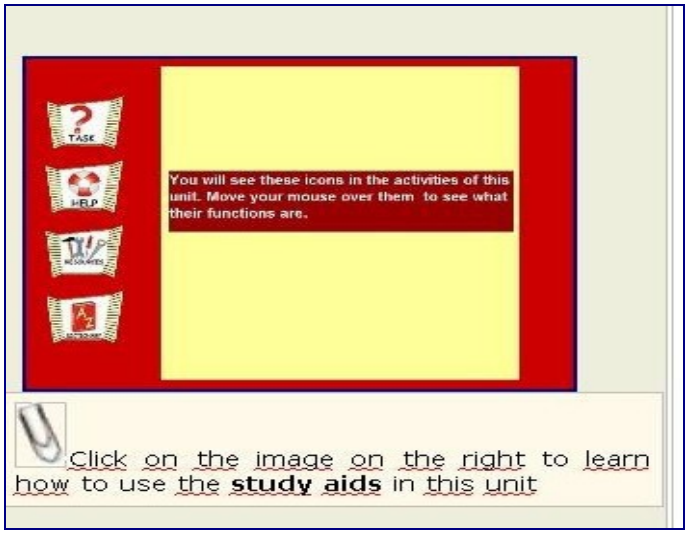
Pulsando ***Play*** puedes escuchar las grabaciones de la quincena.



Al abrir el botón ***Text*** accederás al texto escrito de cada una de las grabaciones de voz.

3-Páginas web ordinarias, a las que se accede pulsando sobre los puntos previstos en algunas páginas estáticas y escenas interactivas. En estos casos, para volver al lugar de partida, se ha de utilizar el botón de retorno del navegador de Internet (Internet Explorer, Firefox, etc.).

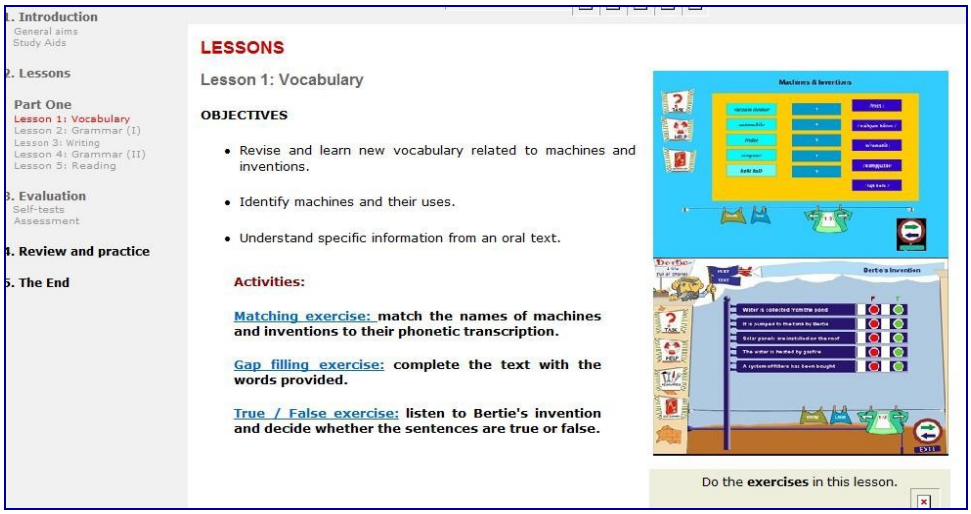
Antes de empezar con los contenidos didácticos, es aconsejable que consultes la sección **Parts of the Unit**, en la que se describe la estructura básica de la unidad y cómo trabajar con la misma. En esta página se describen los botones que integran la barra lateral de ayudas y recursos que se han mencionado antes.



Recuerda que el contenido detrás de algunos de estos botones (**task, dictionary, resources,** etc.) se muestra en **pequeñas ventanas** que se superponen a la escena principal. Una vez consultado dicho contenido, aquéllas deben ser cerradas para poder continuar.

Quincena 6: Contenidos

La unidad ***Bertie*** contiene cinco lecciones distribuidas en cuatro partes distintas. Pinchando sobre el botón ***Lessons***, podrás acceder a la primera de las cinco lecciones. Cada lección tiene su portada en la que se especifican los objetivos didácticos y un listado de actividades que te ayudarán a conseguir esos objetivos. Por ejemplo, la portada de la lección uno tiene la siguiente apariencia:



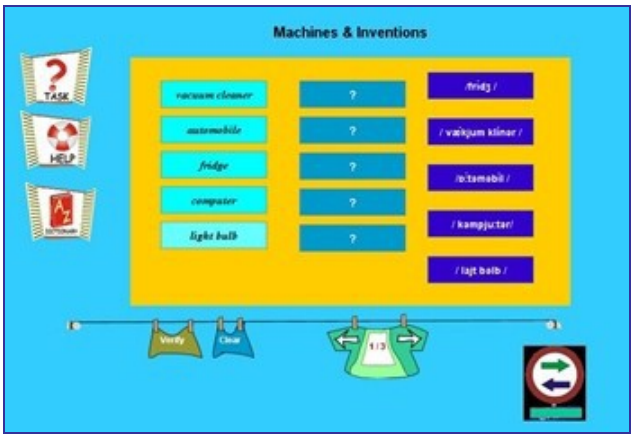
Aquí puedes ver los objetivos específicos para la lección y si pinchas sobre el nombre de las actividades, podrás acceder a ellas.

Cada una de las lecciones se centra en diferentes aspectos del lenguaje y todas ellas pretenden desarrollar las diferentes habilidades comunicativas imprescindibles para comunicarse en inglés.

A continuación te presentamos los contenidos que podrás trabajar en cada una de las lecciones.

LESSON 1

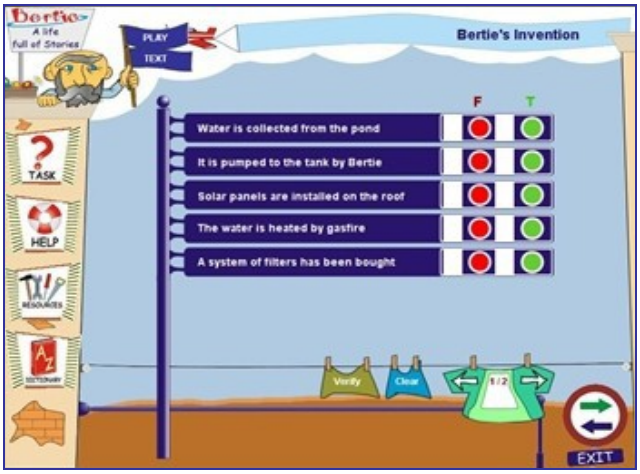
Esta primera lección se centra básicamente en la presentación de vocabulario relacionado con máquinas e inventos, más concretamente, en aparatos que hacen nuestra vida diaria más fácil y cómoda. Son tres los ejercicios propuestos en esta lección:



Ejercicio 1: Matching. Empareja los nombres de las máquinas con su transcripción fonética.



Ejercicio 2: Gap filling. Completa el texto con las palabras de la columna derecha.

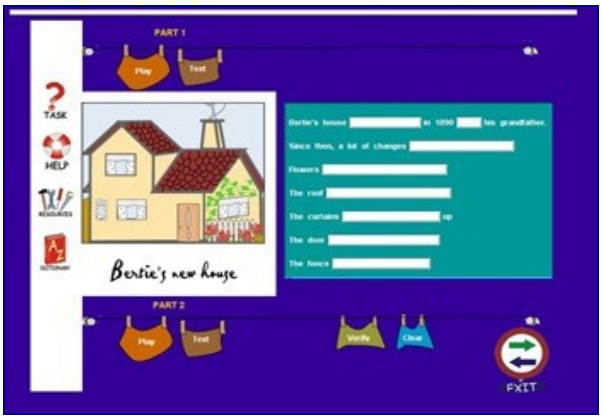


Ejercicio 3: Verdadero /Falso. Escucha la información acerca de un invento ideado por nuestro personaje Bertie y elige verdadero o falso para cada una de las oraciones.

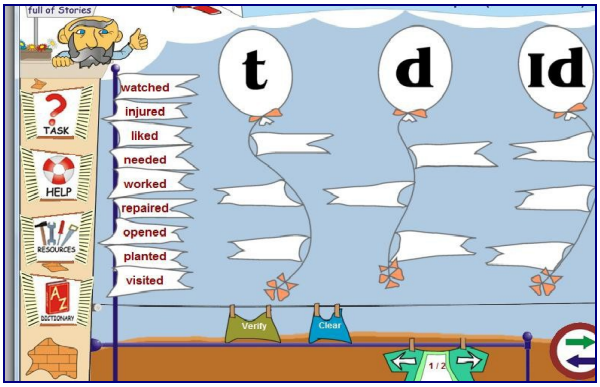
LESSON 2

En esta lección trabajarás principalmente el uso de la Voz Pasiva para expresar procesos, cambios y acciones en general en las que no es tan importante decir quién realiza la acción como la acción en sí misma.

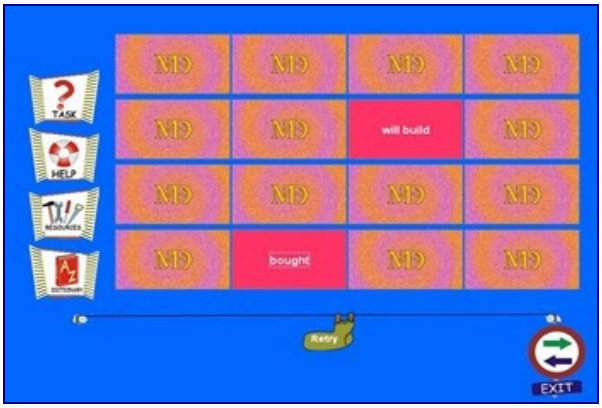
En esta lección, encontrarás los siguientes contenidos:



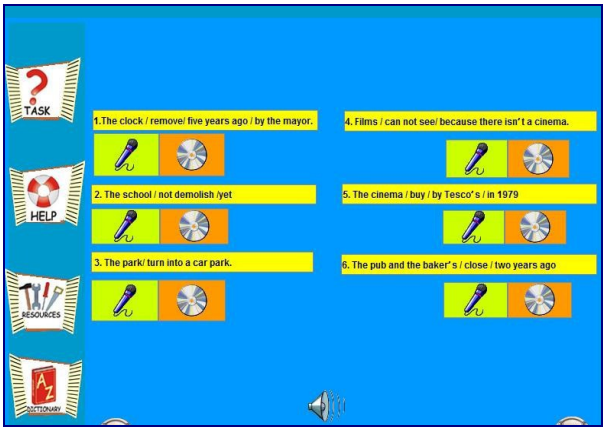
1 Listening. Ejercicio de comprensión oral en el que deberás completar los espacios en blanco con formas verbales en Voz Pasiva. En el botón ***Resources*** del menú lateral encontrarás una explicación gramatical referente a la forma y uso de la Voz Pasiva.



2. Pronunciación: escucha y clasifica según su pronunciación los participios regulares e irregulares.



3.Pair finding . Empareja la forma activa de algunos verbos con su correspondiente forma pasiva.

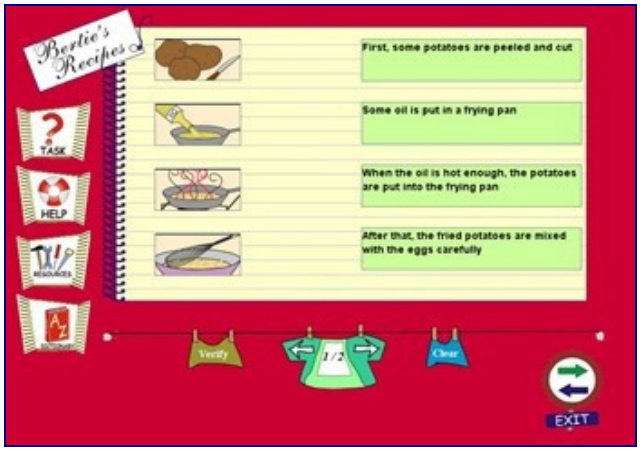


4 Speaking. Observa dos dibujos de una calle y encuentra las diferencias. En este ejercicio debes grabar tu voz y enviar las grabaciones a tu profesor.

LESSON 3

En los contenidos de la lección 3, podrás observar que el uso de la Voz Pasiva es frecuente cuando se trata de dar o recibir instrucciones para elaborar una receta. Además, aquí practicarás el uso de algunos conectores que te servirán para ordenar lógicamente el proceso de elaboración de los típicos Brownies.

En esta lección, harás dos ejercicios:



1 Recipe: observa las imágenes y ordena las instrucciones para hacer una tortilla española.

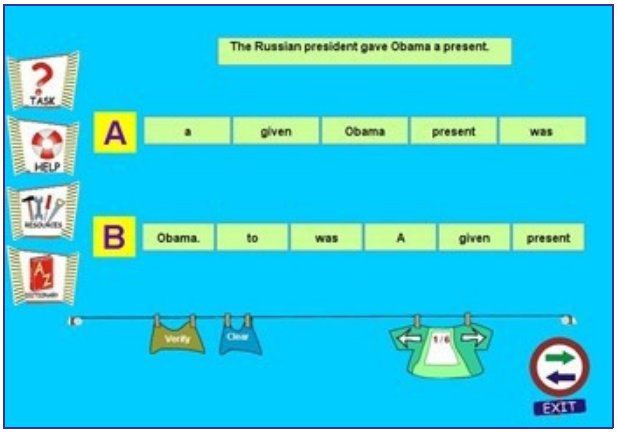


2 Writing: escribe una receta de cocina para elaborar un delicioso brownie.

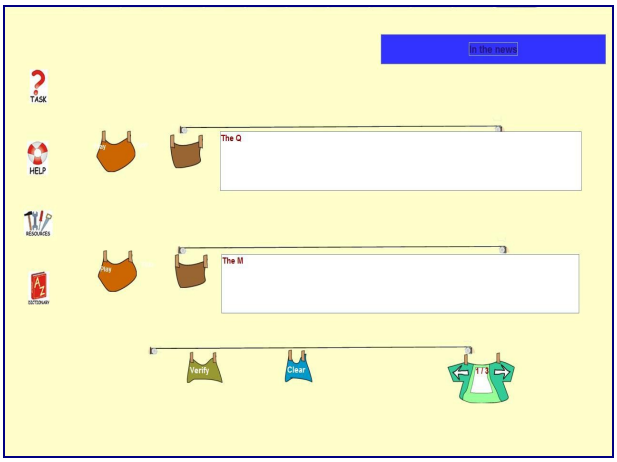
LESSON 4

Al igual que la lección 2, esta lección se centra en aspectos gramaticales. La Voz Pasiva se trabaja aquí con oraciones que contienen dos objetos y también con el uso del verbo GET + Participio. Además de los ejercicios de gramática y de comprensión oral, podrás realizar otro tipo de ejercicios que te ayudarán a comprobar tu nivel de cultura general.

EJERCICIOS



1 <u>Sentence order:</u> En este ejercicio tendrás que ordenar los elementos para hacer oraciones gramaticalmente correctas.



<u>2 Radio news</u> : escucha las noticias y escribe un titular para cada una utilizando el verbo Get.



<u>3 Speaking:</u> Observa las fotos referentes a diferentes hechos reales y da la noticia para cada uno de ellos con tu voz. Graba las oraciones y envíaselas a tu profesor.

LESSON 5

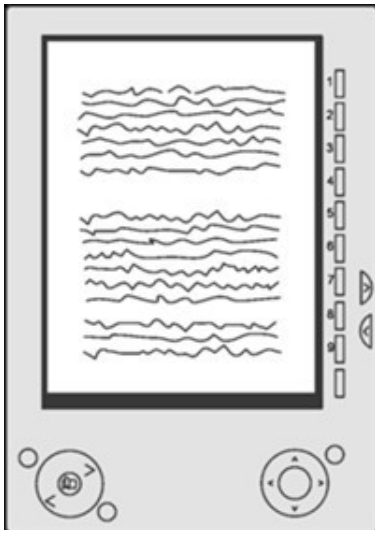
Esta es la última lección de la unidad 6 y aquí podrás leer un artículo de noticias sobre un hecho real. Después de la lectura te proponemos dos ejercicios para trabajar el vocabulario y para que compruebes tus habilidades de síntesis.

La primera tarea que debes realizar en la lección 5 es la de pulsar sobre la imagen del libro electrónico y leer el artículo de noticias. A continuación, podrás realizar los siguientes ejercicios.

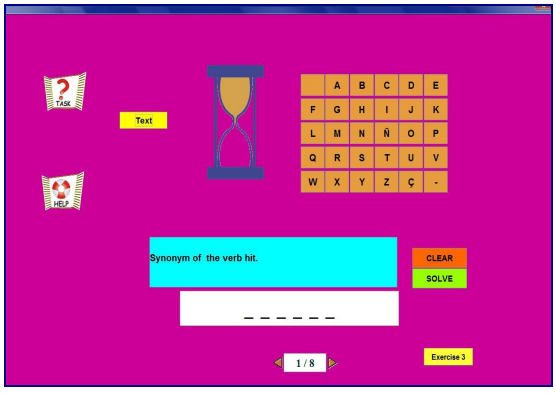
Ejercicio 1. Hangman. Encuentra en el texto una palabra para cada una de las definiciones y pulsa en el recuadro las letras que componen la palabra.

Ejercicio 2. To Sum up. En esta actividad, deberás ordenar los elementos de forma que resulte un resumen lógico y coherente del texto que acabas de leer.

1



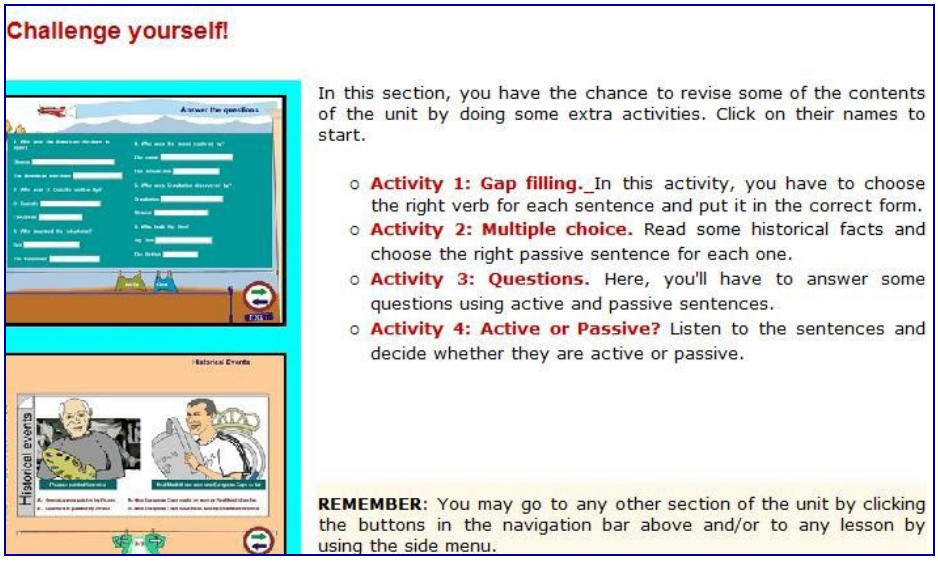
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3



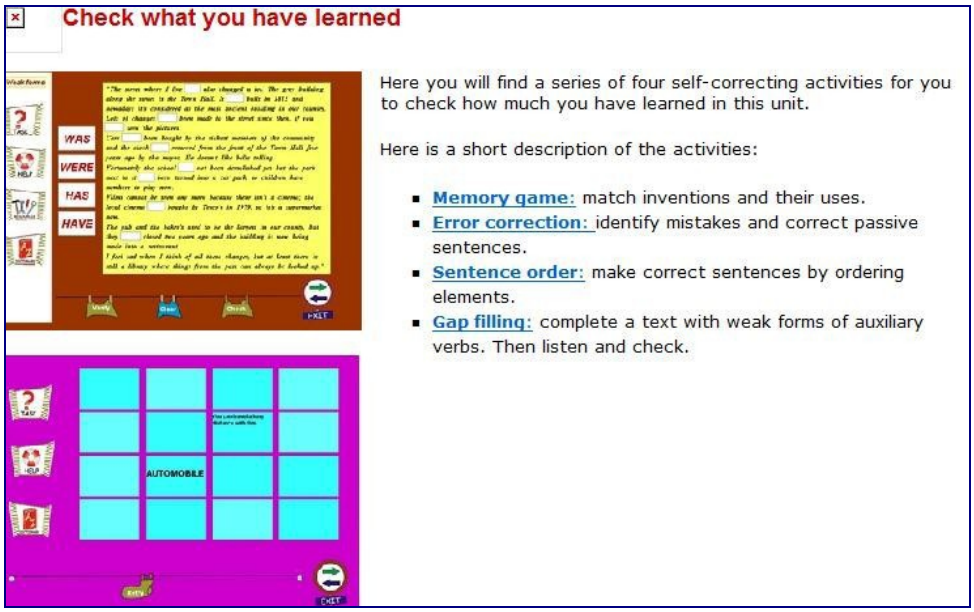
Las cinco lecciones se complementan con cuatro actividades extra que podrás encontrar en la sección ***Extra-Activities.*** Se trata de una actividad de completar oraciones con la forma verbal correcta, un ejercicio de opción múltiple, una actividad en la que deberás responder a preguntas de dos formas diferentes y un ejercicio de comprensión oral, en el que deberás clasificar las oraciones según se digan en voz Activa o voz Pasiva.



EVALUACIÓN

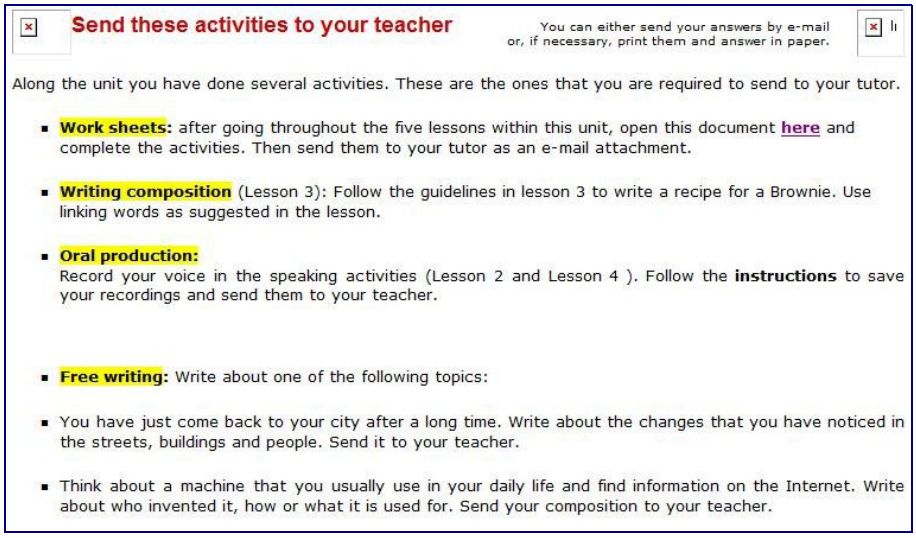
A. AUTO-EVALUACIÓN

Además de los contenidos de aprendizaje incluidos en las cinco lecciones, tienes la oportunidad de autoevaluarte realizando las actividades de la sección ***Self-assessment activities*** que encontrarás en la página siguiente:



B. EVALUACIÓN DEL TUTOR

Por otra parte, el trabajo realizado en las actividades dentro de la sección ***Send these activities to your teacher*** servirá para que tu tutor evalúe los conocimientos que has adquirido y tu progreso de trabajo. Estas actividades, que debes realizar obligatoriamente, están incluidas en las diferentes lecciones,a excepción de las ***Worksheets*** y la actividad de expresión escrita ***Free writing***, a las cuales podrás acceder si pulsas sobre el botón Send to your teacher. En la actividad de ***Free writing***, tendrás que redactar una composición sobre uno de los dos temas propuestos para, posteriormente, enviársela a tu tutor.



Send these activities to your teacher

You can either send your answers by e-mail or, if necessary, print them and answer in paper.

Along the unit you have done several activities. These are the ones that you are required to send to your tutor.

- **Work sheets:** after going throughout the five lessons within this unit, open this document **here** and complete the activities. Then send them to your tutor as an e-mail attachment.
- **Writing composition** (Lesson 3): Follow the guidelines in lesson 3 to write a recipe for a Brownie. Use linking words as suggested in the lesson.
- **Oral production:**
  Record your voice in the speaking activities (Lesson 2 and Lesson 4). Follow the **instructions** to save your recordings and send them to your teacher.
- **Free writing:** Write about one of the following topics:
- You have just come back to your city after a long time. Write about the changes that you have noticed in the streets, buildings and people. Send it to your teacher.
- Think about a machine that you usually use in your daily life and find information on the Internet. Write about who invented it, how or what it is used for. Send your composition to your teacher.

Por último, te proponemos que averigües más información acerca de los temas tratados en esta quincena. En la sección ***Did you know…?,*** puedes visitar las webs indicadas y descubrir cosas curiosas sobre el mundo de los inventos y los inventores. Además, puedes adentrarte en la cultura inglesa si pulsas en el enlace English recipes, en el que podrás conocer los platos más populares en Inglaterra.

SOLUCIONARIO

LESSON ONE

1 Matching exercise

vacuum cleaner / ‘vækjum klinər /
automobile /ɒ́:təməbil /
fridge /fríʤ /
computer / kəm’pju:tər/
light bulb / ‘lajt bəlb /
air conditioning /ɛr kəndɪʃənɪŋ /
mobile phone / məubail fəun /
dishwasher / ‘dɪʃwɑʃər /
washing machine /’wáʃɪŋ məʃ in /
microwave / majkrəuweiv /
ebook /i:buk/
printer / ‘príntər /
television /’teliviʒən/

2 GAP FILLING

People do not ask themselves about the origins of some [inventions]. They think about them as if they had always existed, but let me tell you about how some machines have changed our [lives].
At home, the [conveniences] were not the same as they are now. For example, clothes were washed by hand instead of using a [washing machine], which is much more comfortable. Also, the oven was used to cook food, but now people prefer to use the [microwave], which is much quicker. Also, cleaning the house is done very easily with the help of a [vacuum cleaner]. I've also seen changes in the way people communicate each other. E-mails are sent through personal [computers] and they are read instantly by the receiver. Computers are also used mainly by teenagers to have chat sessions with their friends. By the way, the language that is used is full of emoticons, which are small faces used to express feelings, and also of grammar incorrections. Also, millions of [text messages] are sent every day instead of using the traditional letter or the telephone [call]. By the way, do you know who invented the [mobile phone]? It was invented by Martin Cooper in 1973. All these inventions and many more make our daily lives easier and more comfortable, not only at home, but also in the field of work.

3. Listening: Bertie’s latest invention.

True / False:
Screen one: True / False / True / False / False
Screen two: True / False / True / True / False

LESSON 2

1 Gap filling exercise. (Bertie's house)

1. was built / by
2. have been made
3. have been planted
4. has been repaired
5. have been put up
6. has been placed
7. has been done

2 Phonetics:

Screen one: **/ t /** liked, watched, worked
/ d / injured, opened, repaired
/ id / needed, planted, visited

Screen two: built / put / done / stolen / flown / taken / had / broken / gone

3 Pair finding

Went – was gone
Will build – will be built
Has built – has been built
Bought – were bought
Are buying – are being bought
Are repairing – are being repaired
Can buy – can be bought
Removed – were removed

4 Speaking (I)

Students should produce sentences similar to the following ones:
1) The clock was removed two years ago by the major.
2) The school hasn't been demolished yet.
3) The park has been turned into a car park.
4) Films can not be seen because there isn't a cinema.
5) The cinema was bought by Tesco's in 1979.
6) The pub and the baker's were closed two years ago.

LESSON 3

1 Spanish omelette

1 First, some potatoes are peeled and cut.
2 Some oil is put in a frying pan.
3 When the oil is hot enough, the potatoes are put into the frying pan.
4 After that, the fried potatoes are mixed carefully with the eggs.
5 When the oil is heated again the mixture is put into the frying pan.
6 Next, the omelette is turned over and fried again.
7 Everything is fried for a few minutes.
8 Finally, the omelette is put onto a plate.
9 Now, it is ready to be eaten. Enjoy your meal!

2 WRITING. Students' own answer. They must stick to the points signalled in their writing guide.

Write your own recipe for a delicious brownie. You can use the following points for you writing. Don't forget to use connectors such as: *FIRST, NEXT, THEN, AFTER THAT*, etc.

-The microwave oven / preheat to 220ºC
-A bar of chocolate / split into eight squares
-Chocolate and butter / melt in a saucepan over low heat
-Eggs, sugar and vanilla / mix for ten minutes
-The egg mixture and the chocolate mixture / pour into a bowl
-Flour, salt and nuts / add
-The whole mixture / pour into a prepared pan
-The mixture / bake for 40 minutes. It / can eat when it is cold.

Example: First, the microwave oven is preheated to 220ºC. Then,…

LESSON 4

1 Sentence order. (Two object sentences)

1-The Russian president gave his wife a present.
-His wife was given a present.
-A present was given to his wife.

2-The president wished the people a happy new year.
-The people were wished a happy new year.
-A happy new year was wished to the people.

3-Scientists have suggested the government a reduction of pollution.
-The government has been suggested a reduction of pollution.
-A reduction of pollution has been suggested to the government.

4-Politicians will promise voters a peaceful country.
-A peaceful county will be promised to voters.
-Voters will be promised a peaceful country.

5-Developed countries can promise poor countries their collaboration.
-Poor countries can be promised their collaboration.
-Their collaboration can be promised to poor countries.

6-The robbers stole all the old woman's money.
-All the money was stolen from the old woman.
- All the old woman's money was stolen by the robbers.

2 Radio news (Listening):

Screen one:
The Queen's birthday present has got lost at the post office.
The Mona Lisa is getting paid to smile.
Screen two:
ADSL lines have got damaged.
More Oscar awards are getting stolen.
Screen three:
The moon is getting polluted by space rockets.
Buckingham Palace has got blown away.

3 Speaking (II)

1 A Spanish actress was awarded in 2009.
2 A bank was robbed last week.
3 Obama was elected President of the USA in 2008.
4 The Berlin wall was demolished in 1989.
5 A man has been killed today.
6 A treaty has been recently signed by the two countries.
7 The Olympic Games will be held in Rio de Janeiro in 2012.

LESSON 5

Reading
1 HANGMAN. The words for the definitions that are in the text are:

Synonym of the verb “hit” = STRIKE
An English city = MANCHESTER
A person who flies a plane = PILOT
An European country where you can visit the Parthenon = GREECE
Person travelling on a plane = PASSENGER
Money you have to pay for a penalty = FINE
Let somebody free= RELEASE
Opposite of get better= GET WORSE

2 SUMMARY
Two women were arrested and were taken to the police station where they were asked to pay a fine for their unacceptable behaviour. Finally, they were released.

CHALLENGE YOURSELF

1 GAP FILLING
1. was invented
2. was elected
3. was sent
4. was awarded
5. was demolished
6. were killed
7. was invented
8. will be held
9. was discovered

2 MULTIPLE CHOICE
Historical Events:
1) Imagine was sung by John Lennon.
2) The telephone was invented by Meucci.
3) America was discovered by Christopher Columbus.
4) Hamlet was written by Shakespeare.
5) Guernica was painted by Picasso.
6) Nine European Cups have been won by Real Madrid so far.

3 Answer the questions.

1. Who won the American elections in 2008?
Obama [won the American elections in 2008]
The American elections [were won by Obama]
2. Who was D. Quixote written by?
D. Quixote [was written by Cervantes]
Cervantes [wrote D. Quixote]
3. Who invented the telephone?
Meucci [invented the telephone]
The telephone [was invented by Meucci]
4. Who was the moon explored by?
The moon [was explored by the Americans]
The Americans [explored the moon]
5. Who was Gravitation discovered by?
Gravitation [was discovered by Newton]
Newton [discovered Gravitation]
6. Who built Big Ben?
Big Ben [was built by the British]
The British [built Big Ben]

4 Active or Passive?
1-passive
2-active
3-active
4-passive
5-active
6-passive

SELF-ASSESSMENT ACTIVITIES

1 MEMORY GAME



2 Correct mistakes.

1 The car has been repaired.
2 The message was sent last night.
3 The house is being cleaned.
4 The electronic mail was invented in by Raymond Tomlinson.
5 The house isn't heated by solar powered panels
6 The flour is poured into the bowl and then sugar is added.
7 Chocolate is made with cocoa, milk and sugar.
8 Babies are fed by their mothers.

3 Order the sentences:
1The church was built by the villagers in the 12th century.
2Thousands of trees are cut down every year.
3Was the party held at Anne's house?
4This book was left on the table by someone.
5That scarf is made of wool.
6Were your parents told about that?
7Rome wasn't built in a day.
8My friends weren't invited to their wedding.

4 Weak forms
HAS / WAS / HAVE / HAVE / HAVE / WAS / HAS / HAS / WAS / WERE

"The street where I live [**has**]also changed a lot. The grey building along the street is the Town Hall. It [**was**] built in 1815 and nowadays it's considered as the most ancient building in our country. Lots of changes[**have**] been made to the street since then, if you **[have**] seen the pictures. Cars [**have**] been bought by the richest members of the community and the clock [**was**] removed from the front of the Town Hall five years ago by the mayor. He doesn't like bells tolling. Fortunately the school **[has**] not been demolished yet but the park next to it [**has**] been turned into a car park, so children have nowhere to play now. Films cannot be seen any more because there isn't a cinema; the local cinema [**was**] bought by Tesco's in 1979, so it's a supermarket now. The pub and the baker's used to be the largest in our county, but they [**were**] closed two years ago and the building is now being made into a restaurant. I feel sad when I think of all these changes, but at least there is still a library where things from the past can always be looked up."

EXTENSION ACTIVITIES (Answer key to Worksheets)

VOCABULARY
1
PRINTER
MOBILE PHONE
AUTOMOBILE
DISHWASHER
EBOOK
WASHING MACHINE
COMPUTER
LIGHT BULB
AIR CONDITIONING

HIDDEN SENTENCE: ***MANY INVENTIONS WERE DISCOVERED BY MISTAKE.***

GRAMMAR

1 Chart

They discover new machines.	New machines are discovered.
They are discovering new machines.	New machines are being discovered.
They have discovered new machines.	New machines have been discovered.
They discovered new machines.	New machines were discovered.
They were discovering new machines.	New machines were being discovered.
They had discovered new machines.	New machines had been discovered.
They will discover new machines.	New machines will be discovered.
They can discover new machines.	New machines can be discovered.

2 Complete sentences with Past Participles.

1) Made
2) translated
3) built
4) changed
5) attacked / killed
6) cooked
7) robbed
8) offered

3 Change sentences into Passive.

1. Credit cards are not accepted in this restaurant.
2. Cars are repaired at that garage.
3. Fast food is served at that shop.
4. An aeroplane was flown by my grandfather twenty years ago.
5. An email has been sent by John.
6. I mustn't be invited to her party.

4 Write the sentences using the Active Voice.

1 He broke his leg in a car accident.
2 They built the new school last year.
3 They celebrated a great party.
4 They speak Spanish in a lot of countries.
5 They have invited you to lunch next week.
6 The children have broken two of my crystal glasses.
7 They used the bank as a prison in 1900.

5 Two object sentences.

1 My teacher was asked a question.
A question was put to my teacher.
2 We were brought an enormous salad.
An enormous salad was brought to us.
3 I can be given a surprise
A surprise can be given to me.
4 The students were given some photocopies.
Some photocopies were given to the students.
5 I haven't been sent a text message.
A text message hasn't been sent to me.

READING

A.
1 At Verrocchio's studio
2 Water wheels and Archimedes' screws
3 Yes, he was good at drawing because he was able to draw his ideas with exceptional clarity.
4 No, they weren't
5 Yes, he was, because he described a lot of ideas for inventions a lot of years ahead of their time.

B.
1 Boyhood
2 Apprentice
3 Sketch
4 Ancient
5 Wheel
6 Improve
7 Ahead

C.
Was shown
were being used
were put
can be (easily) used
is (also) known
were built and (were) tested
were hidden or (were) lost
were forgotten

Audio scripts

INTRO

1 Meet Bertie:
Hi, I am Bertie and I'm here to tell you everything I have seen throughout my life; I am very old now, so I can only remember things little by little; if you want to know more about me and my life you will have to do the activities. Have fun! I hope you like them!

LESSON 1

2 Bertie's latest invention:

Hi, it's me again, Bertie. I'd like to show you my latest invention for my new house: water. Water is collected from the pond, then it is pumped to the tank by a windmill. On the roof, solar panels are installed, the energy from the sun is captured with them and the water is heated by this energy. Clever, isn't it? But the water is dirty, you must be thinking, eh, am I right? Well, no, you are wrong, because I have also invented a system of filters and the water is purified by them. Then the water is stored until I need it at home or in the garden and if there is some extra water, it is used for the vegetables.

LESSON 2

3 Listening: Bertie's house
This is the house where I live. It was built in 1890; it was built by my grandfather and all my family have always lived here. Since 1890 a lot of changes have been made in the house. Click on my new house to learn about them! Do you like my new house? Nice, isn't it? Well, flowers have been planted. The roof has been repaired. The curtains have been put up. The door has been placed. The fence has been done.

4 Bertie's street:

The street where I live has also changed a lot. The grey building along the street is the Town Hall. It was built in 1815 and nowadays it is considered as the most ancient building in our country. Lots of changes have been made to the street since then, if you have seen the pictures. Cars have been bought by the richest members of the community and the clock was removed from the front of the Town Hall five years ago by the mayor. He doesn't like bells dolling. Fortunately the school has not been demolished yet but the park next to it has been turned into a car park, so children have nowhere to play now. Films cannot be seen any more because there isn't a cinema; the local cinema was bought by Tesco's in 1979, so it is a supermarket now. The pub and the baker's used to be the largest in our county, but they were closed two years ago and the building is now being made into a restaurant. I feel sad when I think of all these changes, but at least there is still a library where things from the past can always be looked up!

LESSON 4

5 Radio news:

1) Post Office loses Queen's birthday present.
2) Painter paying Mona Lisa to smile.
3) Graham Bell damages ADSL lines, says British Telecom.
4) Thieves stealing more Oscard Awards, say police.
5) Space rockets polluting moon.
6) Storm blows away Buckingham Palace

CHALLENGE YOURSELF!

Active or Passive?
-1 A peaceful country will be promised.
-2 Developed countries can promise their collaboration.
-3 The government has suggested a reduction of pollution.
-4 A reduction of pollution has been suggested by the government.
-5 The president wished the people a happy New Year.
-6 The Spanish president was given a present.