

Inglés módulo 1 – Teacher’s notes

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Resumen: *Teacher’s notes* para el curso semi-intensivo organizado en módulos cuatrimestrales con una carga horaria de 4 horas semanales, distribuidas en un encuentro semanal sincrónico de 1 hora y 30 minutos por videoconferencia, y trabajo asincrónico en la plataforma FaHCE Virtual (UNLP).

La clase sincrónica se focalizará en la oralidad respondiendo a consignas pautadas en la clase asincrónica. El trabajo asincrónico brindará un recorrido por los contenidos propuestos a través del desarrollo de tareas auténticas, recorriendo las habilidades de lectura, escucha y escritura. Los materiales utilizados fueron diseñados por el equipo de *Educación a distancia* de la Escuela de Lenguas, y serán variados y dinámicos. La evaluación será permanente y se realizará mediante la aprobación de las tareas pedidas en el aula virtual, en conjunto con la participación activa en la clase sincrónica.

El curso está a cargo de una profesora con quien es posible comunicarse en todo momento desde el aula virtual, y que orienta el aprendizaje y responde a las dudas y consultas de los participantes.

Módulo 1: Cubre el nivel A1 (inicial) y parte del nivel A2 del *Marco común europeo de referencia*. No se requieren conocimientos previos de inglés.

Palabras clave: Educación a distancia, Enseñanza de idiomas, Enseñanza de inglés, Material didáctico.



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Escuela
de Lenguas



FaHCE



UNIVERSIDAD
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**PROGRAMA
WEEK 1**

<p>Nice to meet you</p> <p>Presentación del curso y del entorno Moodle.</p> <p>Evaluación diagnóstica de los alumnos.</p>	<p>Saber saludar y presentarse. Preguntar la edad. Deletrear palabras. Contar. Preguntar por las distintas nacionalidades. Pedir y dar información personal.</p> <p><i>Los pronombres personales.</i> <i>El verbo "TO BE" en sus tres formas; afirmativa, negativa e interrogativa.</i> Los pronombres interrogativos. Estructuras de preguntas. Respuestas cortas. El orden de las palabras.</p> <p>Saludos. Miembros de la familia. <i>Los números.</i> Nacionalidades. Países. Profesiones. Entender instrucciones y órdenes.</p>	<p>You start planning a study trip to learn English abroad and learn vocabulary related to travelling around the world. You join a Facebook group of people who want to travel abroad to study English. You interact with the members.</p> <p>Final outcomes: short introduction and chat with new friend who's travelling to our same destination.</p>	<p>Presentar el curso, los contenidos y actividades. Presentar el EVEA seleccionado para el dictado del curso a distancia y la herramienta para las videoconferencias.</p> <p>Proveer un espacio de uso y comprensión de la oralidad en lengua inglesa.</p> <p>Tomar contacto con el entorno Moodle, familiarizarse con este y con la propuesta del curso.</p> <p>Práctica de estructuras gramaticales básicas de la lengua escrita para hablar de sí mismos.</p>
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Inglés módulo 1

Week 1

Silvia C. Enríquez
María Constanza Massano
Manuela Orbe

Teacher's notes

Task 1

Nice to meet you!

a

You are part of an international group of people who are going to travel to Cambridge, UK, to study English.

You start to plan your trip! You are part of a Facebook group now with other people who are going to study English at Cambridge with you. This is the welcome message you receive from the group admin.



Joseph

Admin · 2h · 🌐

Hi everyone!

I'm Joseph, the group moderator. I'm from Oxford, in the UK. I'm 25 years old. I'm happy to help people who want to learn English. What's your name? How old are you? Where are you from?

👍 Pedro and 5 others

6 Comments

👍 Like

💬 Comment

➦ Share

Other travellers start replying to Joseph! **Read their messages.**



Pedro

Hi! I'm Pedro. I'm from Oaxaca, Mexico. I'm 21 years old. I'm a student at University. I study architecture. What about you?



Like · Reply · Share · 1h



Anong

Hello everyone! How are you? I'm Anong and I'm happy to be here with you. I'm 18 years old and I live in Thailand with my family.

Like · Reply · Share · 1h



Lena

Hi! My name is Lena. I'm from Frankfurt, in Germany. It's a big city. I'm 29 and I'm a teacher.

Like · Reply · Share · 1h



Dina

Hi, :D I'm Dina and my brother is Mido. We're from Egypt. I'm 31 years old and Mido is 33. Nice to meet you!

Like · Reply · Share · 1h

b

*These people are really interesting! You want to check that you understand the most important information about them. **GOTO TASK 1b PERSONAL INFORMATION.***

EXTRA: GO TO TUTORIALES: GLOSARIO DE PALABRAS DE H5P (Ayuda para comprender las instrucciones en este y todos los ejercicios H5P).

Name?

Age?

Country?

Job?

Recurso: H5P → Task 1b Personal information. Drag the words to complete the sentences about your new friends.

Answers:

Joseph is...	from the UK.
Anong is...	from Thailand.
Anong is...	18 years old.
Pedro is...	a student.
Pedro is...	from Mexico.
Lena is...	29 years old.
Lena is...	a teacher.
Dina and Mido are...	from Egypt.

C

Dina replies to Pedro and her comment catches your attention.



Pedro

Hi! I'm Pedro. I'm from Oaxaca, Mexico. I'm 21 years old. I'm a student at University. I study architecture. What about you?



Like · Reply · Share · 1h



Dina

Hi, Pedro! We aren't students. I'm a nurse and my brother's a shop assistant. We live in Cairo, the capital city. Is Oaxaca big? Sorry my English isn't very good haha!

Like · Reply · Share · 1h

LOOK!

How do we ask and answer about age?

-How old **are** you?
-I'm 21 years old.

In English, we use the verb **to be** to talk about age. Do not use the verb "have".

She's 25 years old
NOT She ~~has~~ 25 years old.



You focus your attention on some of the verbs.

- I'm Joseph.
- We're from Egypt.
- We aren't students.
- How are you?
- Is Oaxaca big?

These are forms of the verb *be*. **GO TO TASK 1d VERB TO BE** and look at the conjugation chart. Can you complete it? Use the other comments to help you.

Present simple: verb to be - ANSWERS

Affirmative		
I	'm (am)	30 years old.
he/she/it	's (is)	from Argentina.
you/we/they	're (are)	students.

Negative		
I	'm not (am not)	a student.
he/she/it	isn't (is not)	from China.
you/we/they	aren't (are not)	teachers.

Yes/no questions				Short answer	
	Am	I	a teacher?	Yes, I am.	No, I'm not
	Is	he/she/it	from India?	Yes, he/she/it is.	No, he/she/it isn't.
	Are	you/we/they	okay?	Yes, you/we/they are.	No, you/we/they aren't.
WH-questions					
How	are	you?		I'm fine! And you?	
Where	are	you	from?	I'm from Chile.	
What	's	your name?		My name is August.	



To check your answers, GO TO GRAMMAR: PRESENT SIMPLE-VERB TO BE.
EXTRA: GO TO GRAMMAR. You find a video called VERB TO BE: HOW TO USE IT to remember this verb and hear its pronunciation.

Recurso: video con explicación gramatical.

URL Present simple - Verb to be: <https://www.youtube.com/watch?v=UrzYCiasOnl>
URL Verb to be: How to use it: <https://www.youtube.com/watch?v=c4oQGTNitZE>



Time to practise! GO TO TASK 1f TIME TO PRACTISE.

Recurso: H5P Drag the words to complete the sentences.

Answers

1. My friend ***is*** from Osaka.
2. Juan Pablo and María ***aren't*** from Argentina. They are from Brazil.
3. How old ***are*** you?
4. My name ***is*** Konrad.
5. They ***are*** Brazilian.
6. Where ***is*** Frankfurt?
7. She ***isn't*** Colombian.
8. I ***'m*** 45 years old.



You decide to send your message and introduce yourself in the group.
GO TO CAMBRIDGE GROUP. HELLO! and send your message there. Include your name, age, place of origin and destination!

Recurso: foro para uso general




Don't translate from Spanish! Pay attention to the order of words in the sentences in the texts you read in English and use them as models to write and speak.



The group creates this glossary to remember all the names of countries and nationalities. Add two more. Check that they are different! **GO TO TASK 1h COUNTRIES AND NATIONALITIES.**

EXTRA: GO TO TUTORIALES: GLOSARIO: CÓMO AGREGAR ENTRADAS.



Now you want to listen to the pronunciation of these words. You notice that you can listen to them in an online dictionary (you can find several dictionaries in the Reference tab). In the dictionary, look for the nationalities again and click on the loudspeaker icon  . Listen and repeat.



Oxford **Learner's Dictionaries**

Dictionaries ▾ Grammar ▾ Word Lists ▾ Resources ▾

English ▾ Search Oxford Ad

Australian *adjective*

 /b'streɪliən/

 /ɔ:'streɪliən/

★ of or connected with Australia



Do the same in the future with the words you learn in the rest of the course.



Inglés módulo 1

Week 1

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Teacher's notes

Task 2



You don't know much about Cambridge, so you google it and you find this Wikipedia article. You read the text and take down notes with the most important information!



Article Talk

Read Edit View history

Search Wikipedia



Cambridge

From Wikipedia, the free encyclopedia

Cambridge is a university city and the county town of Cambridgeshire, England, on the River Cam approximately 55 miles (89 km) north of London. The population (according to the 2011 census) is 158,434 including 29,327 students.

Some important buildings in the city are Our Lady and the English Martyrs Church and the chimney of Addenbrooke's Hospital.

Cambridge is famous for its cultural events, for example: the Strawberry Fair music and arts festival and Midsummer Fair, and the annual Cambridge Beer Festival. A lot of great bands and musicians, such as David Gilmour from Pink Floyd, are from Cambridge.

Its history is also rich. There is archaeological evidence of human habitation in the area during the Bronze Age (approximately 3300 BC to 1200 BC). The city was important in Roman times (I century to IV century AD approximately) and the Viking invasion of England (875 AD to 1068 AD approximately).

Cambridge University was founded in 1209 and it is one of the most prestigious universities in the world. Some important buildings in this university are King's College Chapel, Cavendish Laboratory, and the Cambridge University Library.



(Adapted from <https://en.wikipedia.org/wiki/Cambridge>).

(Image: <https://upload.wikimedia.org/wikipedia/commons/thumb/b/b4/KingsCollegeChapelWest.jpg/250px-KingsCollegeChapelWest.jpg>)

b

You have this worksheet to help you take notes about Cambridge. You first look at it to understand it.

My notes: Cambridge	
Where is it?	Cambridgeshire, England.
How many kms from London?	89 kms.
What can we see there?	Important buildings such as: Our Lady and the English Martyrs Church and the chimney of Addenbrooke's Hospital. Cultural events
When was the university founded?	Cambridge University was founded in 1209
Who is from Cambridge?	David Gilmour from Pink Floyd.
Why is it famous?	For its cultural events.

LOOK!

These questions are introduced by a WH-word. What do they refer to? You try to understand their meaning. Write: *thing, person, reason, quantity, time or place* next to the WH-words.

GO TO LOOK! WH- WORDS.

Recurso H5P

Answers:

Place → **Where**

Person → **Who**

Thing → **What**

Time → **When**

Quantity → **How much / How many**

Reason → **Why**

Now that everything is clear, complete your notes. **GO TO TASK 2b: CAMBRIDGE.**

c

You notice there are a lot of numbers and you don't know how to say them! **GO TO VOCABULARY: NUMBERS 1-100 IN ENGLISH** and practise.

You also find a website with a list of numbers: **GO TO VOCABULARY: CARDINAL NUMBERS.**

URL del video: <https://www.youtube.com/watch?v=dNP6L6y7ZEM>

URL Cardinal Numbers:

https://virtual.fahce.unlp.edu.ar/moodle/pluginfile.php/130889/mod_resource/content/1/A1%20Cardinal%20numbers.pdf



Joseph, the group moderator, shares a photo of his family and wants to know about other families around the world. They start talking about their families and sharing photos. What words are connected to family? E.g. *wife, children...* **GO TO TASK 2d FIND THE WORDS.**



Joseph

Admin · 3h ·

Hi, everyone!

How are you today? Let's get to know each other better. Can you share a picture of your family? I imagine they're all very different! In this picture I'm with my wife and our children: our son, Tony, and our daughter, Becca.



Dina and 3 others

3 Comments

Like

Comment

Share



Lena

This is a very special photo for me because all the men in my family are in it: my husband, my grandfather, my dad and my son.



Like · Reply · Share · 2h



Dina

This is my favourite photo. I'm with my mother,



Like · Reply · Share · 2h



Dina

This is my favourite photo. I'm with my mother, Zahra. She's 56 years old. My brother Mido isn't in the picture because he's behind the camera! haha



Like · Reply · Share · 2h



Anong

I love this photo. It's old, but I'm with all my siblings (I've got FOUR brothers). From left to right: Anurak, Chet, me, Klahan and Lek. Chet and Lek are twins, but their personalities are very different. We're really happy in the photo.



Like · Reply · Share · 1h

Recurso H5P: mark the words

Answers:

**Wife - Children - Son - Daughter - Husband - Grandfather - Dad - Son -
Mother -
Brother - Siblings - Brothers - Twins**



You notice there are a lot of words related to family and family members. Do you know them all? Check your knowledge with this activity. **GO TO TASK 2e FAMILY MEMBERS.**

Recurso H5P: matching words (masculine/feminine) Drag images from the left to match them with corresponding images on the right.

Answers:

brother	sister
father	mother
son	daughter
husband	wife
grandfather	grandmother



In English, there are gender-neutral plural nouns to talk about family members, especially in the plural.

- parents** = mother + father
- siblings** = brothers + sister
- grandparents**=grandfather+grandmother
- spouse** = husband or wife
- children** = sons + daughters



You post a picture of your family and describe it. Use the comments as models. **GO TO CAMBRIDGE GROUP, MY FAMILY .
EXTRA: GO TO TUTORIALES and read FOROS: CÓMO INSERTAR FOTOS.**

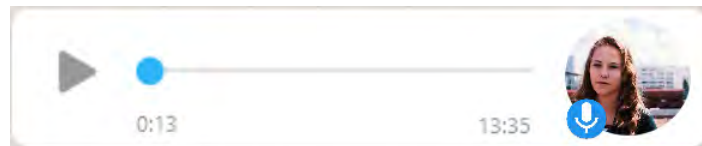
Recurso: Foro general Cambridge Group.

Instructivo para insertar foto:

https://virtual.fahce.unlp.edu.ar/moodle/pluginfile.php/131319/mod_resource/content/1/Foros%20c%C3%B3mo%20insertar%20fotos.pdf



Lena, one of the group members, sends you a private message and she wants to know more about you! Listen to her voice message and reply to her with a voice message too! **GO TO INSTANT MESSAGES, HELLO FROM GERMANY!**
EXTRA: GO TO TUTORIALES and read FOROS: CÓMO GRABAR Y ENVIAR AUDIO Y VIDEO.



Whatsapp voice message.

SCRIPT: Hi! How are you? I'm Lena, from Frankfurt, in Germany. I love the photo of you and your family. What country are you from? And what city? Is it big or small? Nice to meet you! Bye!!

Instructivo para grabar y enviar audio y video:

https://virtual.fahce.unlp.edu.ar/moodle/pluginfile.php/130882/mod_resource/content/1/Foros.%20C%C3%B3mo%20grabar%20y%20enviar%20audio%20y%20video.pdf

ENCUENTRO SINCRÓNICO (90 minutos)

OBJETIVOS

- Proveer un espacio de uso y comprensión de la oralidad en lengua inglesa.
- Tomar contacto con el entorno Moodle, familiarizarse con el mismo y con la propuesta del curso.
- Práctica de estructuras gramaticales básicas de la lengua escrita para hablar de sí mismos.
- Resolución de dudas planteadas por las tareas del trabajo asincrónico.

Contenidos a cubrir

Comprobar el grado de conocimiento de lo siguiente, presentando lo necesario:

- **saludar y presentarse**
- **comprender y dar instrucciones y órdenes.**
- **introductions and personal information:** chequear conocimiento previo de verb to be y palabras interrogativas: What's your name? Where are you from? How old are you?
- **Yes/no questions: verb to be incluyendo respuestas cortas.**
- **Profesiones** (I'm a...)
- **Spelling**
- El orden de las palabras (Solo si resulta necesario, dar una breve explicación de que las oraciones en inglés tienen un orden fijo).
- Dictionary skills (Looking up the pronunciation of words in online dictionaries)

Materiales

Materiales diseñados para la clase

Materiales con los que van a contar en Grammar and vocabulary

- Personal pronouns
- Question words
- Verb to be (chart)

**PROGRAMA
WEEK 1**

<p>This and that</p>	<p>Expresar posesión. Indicar cercanía o distancia. Hablar de uno mismo.</p> <p>El artículo indefinido “a/an”. El artículo definido “the”. Los adjetivos demostrativos “this/these”, “that/those”. Los plurales. Los adjetivos posesivos. Pronombres posesivos.</p> <p>Los colores. La ropa.</p>	<p>You start thinking about packing. You read some information online about the best way to pack for a long trip. You decide what things to take with you.</p> <p>You can share the info with your new friend(s) from the Facebook group and prepare a schedule for your trip.</p>	<p>Exposición a estructuras gramaticales básicas de la lengua oral para hablar de sí mismos. Práctica de estructuras gramaticales básicas de la lengua escrita para hablar de sí mismos. Encontrar un par o pares con quien trabajar el resto del curso. Práctica oral de revisión y ampliación de contenidos léxico-gramaticales. Preparación para el video essay de la semana 3.</p> <p>Disipar dudas de los alumnos.</p> <p>Presentación del tema.</p>
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Inglés módulo 1

Week 2

Silvia C. Enríquez
Manuela Orbe

Teacher's notes

Task 1

This and that

a

You're excited about your trip, so you start googling packing tips. You find an interesting article on a website called SmartTravel and decide to read it.

SMARTERTRAVEL

Expert Tips

Destinations

Latest News

Travel Gear

Hotels

SIMPLE PACKING TIPS FOR NEW TRAVELLERS

Is it your first long trip and you don't know what to take with you? Packing can be really difficult, but don't worry! We've got some simple tips for you:

Of course, clothes are essential: t-shirts, trousers, sweaters, socks and underwear. Check the weather before you travel, you might need an umbrella, too! If your trip is short, don't take too many pairs of shoes. They're heavy and take a lot of space in your suitcase.

Put all your cables and devices together. Have you got a laptop, a tablet, a smartwatch and a smartphone and they all have different chargers? Apart from these, remember to take an adaptor with you, especially if your destination is another country.

On the plane or train, you can carry a small bag. Remember to take your toiletries (especially your toothbrush!), tissues, hand sanitizer, earphones, a travel pillow (to be more comfortable!), a water bottle and some snacks. They are very important if you travel with children.

The perfect suitcase will depend on your destination, the weather, and...your hobbies and interests! Some people pack pencils and notebooks, some others sports clothes or a musical instrument. What about you? What's in your suitcase?

b

You decide to use a visual dictionary to find all the new words.
GO TO TASK 1b VISUAL DICTIONARY.

Recurso: URL (<https://app.memrise.com/course/54235/english-visual-dictionary/>)

Instrucciones: Find the words in the packing tips here. Look, in particular, at n°13, 14, 15 and 16.

c

GRAMMAR. There are a lot of objects mentioned in the article. You notice that some of them are singular and others plural. How do we make the plural form in English? Check the rules and find some examples in the text.

GO TO GRAMMAR: PLURAL NOUNS

(<https://www.youtube.com/watch?v=HBSf0Kboirc>)

GO TO TASK 1c: PLURAL NOUNS

Recurso: word sheet (módulo tareas)

Answers:

SPELLING RULES	EXAMPLES
Most singular words add [-s] for the plural	Sweater > [sweaters] Shoe > [shoes]
Most nouns that end in ch, sh, s, x, or z add [-es]	Toothbrush > [Toothbrushes]
Words that end in a [Consonant] + [y]: -y becomes [-ies]	Hobby > [hobbies]
Some plurals are irregular, i.e. the word changes in specific ways.	Person > [People] Child > [Children]

d

After you read the article, you find a useful video on YouTube that has more tips.
GO TO TASK 1d: MARIE KONDO'S VIDEO.



Recurso: URL <https://www.youtube.com/watch?v=NWCmekIWJug>

e

You wrote some ideas in your notebook. Are they mentioned in the video?
GO TO TASK 1e PACKING TIPS.



Recurso: H5P multiple choice

Instrucciones: After watching Marie Kondo's video, look at your notes. **Choose the ideas that are mentioned in the video.**

Answers:

- Collect all the clothes you'll take.
- Wash the clothes.
- Fold everything.
- Put shoes and toiletries in small bags.
- Prepare a small bag or backpack.
- Put everything in the suitcase.



Some people who saw this video leave comments about it:

A **AaronS89** 1 year ago
 Great video. I have 3 packing tips:
 -Choose a good suitcase
 -Pack only important items
 -Organize the situation to maximize space!

👍 🗨️ **REPLY**

W **Willy B** 2 years ago
 An interesting book, my passport and a plane ticket. That's all I need!

👍 🗨️ **REPLY**

GRAMMAR FOCUS

You notice that AaronS89 writes:

- Choose **a** good suitcase.
- Organize **the** suitcase to maximize space!
- An** interesting book.
- Pack only important items.

"A" and "the" are **articles**, and they are different. You decide to complete this chart to remember their uses:

<p>We use "a" or "an" to mention objects which are not specific:</p> <p>-If the next word begins with a consonant, we use "a"</p> <p>-If the next word begins with a vowel, we use "an"</p>	<p>a good suitcase = not one suitcase in particular</p> <p>"an interesting book".</p>
<p>We use "the" to mention one specific object or objects:</p>	<p>the suitcase = my suitcase, this suitcase in particular.</p>
<p>We use zero article (no article) in the plural to mention objects that are not specific:</p>	<p>Pack only important items.</p>

g

You decide to leave your comment, too. You use Willy's comment as a model and write (don't forget the articles!). **GOTO TASK 1g: THAT'S ALL I NEED.**

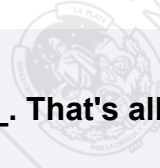
"_____, _____ and _____. That's all I need!"

Recurso: word sheet (módulo tareas)

Answers: student's own answers.

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Inglés módulo 1

Week 2

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Teacher's notes

Task 2

a

You send Marie Kondo's video to the group. Some students write comments about packing. What are they taking with them? **GO TO TASK 2a: PACKING.**

EXTRA: GO TO GRAMMAR: POSSESSIVE DETERMINERS.



Débora

Hello! My name is Débora and I'm from Curitiba in Brazil. This is my first post in this group! What's in my suitcase? Clothes, shoes and toiletries. But I'm in a band, so I'm taking my demos, too. I want to share our music with people from all around the world! What about you?

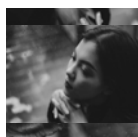
Like · Reply · Share · 1h



Mido

Hello! Photography is my hobby, so I'll pack my camera, filters, selfie stick, headphones and my laptop. Dina, my sister, is packing her swimming gear: her favourite swimsuit, goggles and her blue swimming cap.

Like · Reply · Share · 35min



Anong

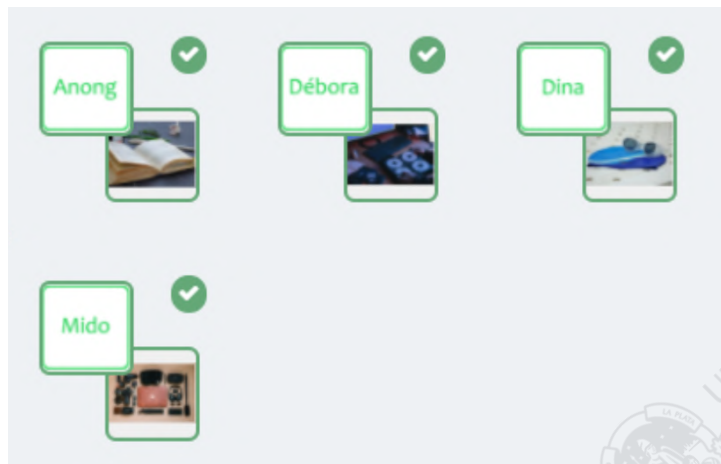
Hi! My hobby is cooking, so there's a Thai cookbook in my suitcase. Its pages are old and yellow, and I know you can find a lot of recipes online, but this book has a special value: it's a present from my grandparents. All their favourite recipes are in it!

Like · Reply · Share · 25min

Recurso: H5P drag and drop

Instrucciones: Some students write comments about packing. What are they taking with them? Drag names from the left to match them with the corresponding images on the right.

Answers:



**GRAMMAR
FOCUS**

POSSESSIVE ADJECTIVES (OR POSSESSIVE DETERMINERS)

b

You see that the comments in the Facebook group mention possessions:

My demos.

Her swimming gear.

Our traditional recipes.

You use this chart to remember these possessive adjectives or determiners:

This is **my** father.

That's **your** book.

You've got **his** keys.

This is **her** daughter.

The hotel's got nine rooms. **Its** rooms are big.

These are **our** children.

Those people are **their** friends.

Personal pronoun	I	you	he	she	it	we	they
Possessive determiner	my	your	his	her	its	our	their

We use possessive determiners...

-to talk about family and friends.

*This is **my** mother. That's **his** brother, Arthur.*

-to show that something belongs to somebody.

*She's got **my** bag.*

c

One of your friends is very interested in your preparations for the trip, and you send her a Whatsapp audio telling them about what everybody is packing.
GO TO TASK 2c PREPARATIONS.

Recurso: Foro

Instrucciones: Send an audio to your friend explaining what you and the other members of the group are packing.

Answers: Student's own answers.

d

VOCABULARY: COLOURS. GO TO TASK 2d COLOURS.

Recurso: URL (<https://www.youtube.com/watch?v=CbIYH9NITLI>)

Instrucciones: Read and listen to the names of different colours. After 1:00 listen and practise the pronunciation.

e

Lena shares her list with you to help you decide what clothes you want to take.
GO TO TASK 1e: COLOURS AND CLOTHES.

Recurso: H5P Drag and drop

Instrucciones: Drag the words on the left to match them to the corresponding picture on the right.

Answers:

	Red scarf		Light blue shirt
	Purple gloves		Blue and gray socks
	Black dress		Brown trousers
	Yellow raincoat		



You make a list of all the things that are important for your trip. Write your list and remember to add the colours of your clothes. Add the toiletries you use, too.

GOTOTASK 2f: MY LIST.



Recurso: word sheet (módulo tareas)

Answers: student's own answers.

Escuela
de Lenguas

ENCUENTRO SINCRÓNICO (90 minutos)

a) Presentar This, that, these, those. Practicar con possessive adjectives. En el primer encuentro la profesora muestra un objeto personal y les piden elegir alguno para presentarse en este segundo encuentro.

Repaso de this, that etc. + possessive adjectives seguida de presentación de possessive pronouns. Trabajo con imágenes para que produzcan frases tales como “This is my X” y “This X is mine”/“the red X is mine”, etc.

this/that/these/those; verb *be* (it/they)

	Near	Not near
Singular	this	that
Plural	these	those

We use...

this and *these* to talk about people or things near us.

This is a tablet.

that and *those* to talk about people or things that are not near us.

Those are my friends.

Wh- questions (?)				
What	's is	this that	in English?	It's a pen. It is an apple.
	are	these those		They're notepads. They are bags.

We use the verb *be* to ask and answer questions about people and things.

We often use *this/that* to introduce or talk about people.

This is my friend, Robert.

Who's **this/that**?

It's my friend, Sonny.

Who are **these/those** people?

They're my friends.

NOT Who are these/those?

b) Presentar Possessive pronouns. Idea: reformular las oraciones de a) usando estos pronombres.

number	person	gender (of "owner")	possessive pronouns
singular	1st	male/female	mine
	2nd	male/female	yours
	3rd	male	his
		female	hers
plural	1st	male/female	ours
	2nd	male/female	yours
	3rd	male/female/neuter	theirs

<https://www.englishclub.com/grammar/pronouns-possessive.htm>

Song: You're mine by Lola Marsh.

<https://www.youtube.com/watch?v=4kzhLgDmgzg>

Lyrics:

Sunday morning I wake up
 You're beside me, breathing so loud
 The wall is empty and so flat
 The world around me is too large, oh
 And I know that I'm slow in the morning
 As I fall into a hole without an end
 Until, suddenly, I look at you
 And all the mirrors
 Vanish from my mind
 Oh, oh, whoa oh-oh, uh-oh
 Oh, oh, whoa oh-oh, uh-oh
 You're mine
 Oh, oh, whoa oh-oh, uh-oh
 Oh, oh, whoa oh-oh, uh-oh
 You're mine

Sunday morning I wake up
You're beside me, breathing so loud
The wall is empty and so flat
The world around me is too large, oh
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Oh, oh, whoa oh-oh, uh-oh
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Suddenly, I look at you
And all the mirrors
Vanish from my mind
And I know that I'm slow in the morning
Suddenly, I look at you
And all the mirrors
Vanish from my mind



UNIVERSIDAD
NACIONAL
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Escuela de Lenguas
Fallice

**PROGRAMA
WEEK 3**

<p>Day after day</p>	<p>Hablar sobre la rutina. Expresar frecuencia.</p> <p>El presente simple en sus tres formas; afirmativa, negativa e interrogativa. Adverbios de frecuencia.</p> <p>Verbos relacionados con acciones habituales. Las partes de la casa. Los números ordinales. Los días de la semana. Fechas Profesiones Las partes del día</p>	<p>You are really excited about your trip, and you spend a lot of time thinking about it and planning everything. You talk to other people in your Facebook group about your everyday routine (each one in different parts of the world). “Many things change when we live in a different country. One of them is our routine. So, let’s talk about what we do every day! What’s your typical routine?”</p>	<p>Revisar países, números cardinales, partes de la casa.</p> <p>Síntesis de lo visto hasta el momento.</p> <p>Disipar dudas de los alumnos.</p>
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Inglés módulo 1

Week 3

Marianela B. Estévez
Gabriela Iacoboni

Teacher's notes

Task 1

Day after day

a

You are really excited about your trip, and you spend a lot of time thinking about it and planning everything.

Joseph, the group moderator on Facebook, posts the following:



Joseph

Admin · 2h · 🌐

Many things change when we live in a different country. One of them is our routine. So, let's talk about what we do every day! What's your typical routine?

👍 Dina and 2 others

3 Comments

👍 Like

💬 Comment

➦ Share

Soon, other members of the group start sharing their routines. **Read their comments.**

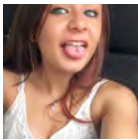


Dina

I usually get up really early, at about 5.30 am. I go running (I run 4 km a day) and then I have breakfast. I usually have some coffee and scrambled eggs, or an avocado toast. Then, I start work. I'm a nurse, so I work at a hospital. I have a light lunch at 1 pm and then I continue working until 4 or 5 pm. Sometimes, if I have a lot of work, I finish at 7pm.

In the evening, I usually have dinner with my brother (at about 8 pm) and, if we aren't too tired, we watch a series on Netflix. He likes comedies, but I like thrillers!

Like · Reply · Share · 1h



Emma

I wake up at about 10 o'clock and I have a quick breakfast: black coffee and some cookies. I leave home quickly and I go to university by bike. My classes start at 10.30am and end at 6pm. We have a break at 1pm and we have lunch at the campus cafeteria. After that, I usually go to the gym or study. I have dinner with my family at 7. I don't cook, but my mother cooks really well! She always prepares healthy meals. After that, I study for a couple of hours and finally I go to bed at about 12am.

Like · Reply · Share · 1h



Lena

I usually get up at 7, I do some yoga and I have a shower. Then, my husband and I have breakfast. I usually have some fruit, coffee and rye bread. My husband often eats a bread roll with salami and cheese, but I'm vegan so I don't eat any animal products.

I work at a girls' primary school. I finish my morning classes at 12, then I have some lunch and I start teaching again at 1.30pm. After work, I go home. We have dinner at 6.30pm and then we spend some time together. I go to bed at 9pm.

Like · Reply · Share · 1h

b

Pedro didn't read the comments very well, so he needs your help to remember who does each activity. **GO TO TASK 1b: TRUE OR FALSE.**

Recurso: actividad de H5P (True or False)

Instrucciones: Read the sentences and choose True or False.

Answers:

- Dina gets up really early. **(True)**
- Dina works at a hospital. **(True)**
- Emma cooks really well. **(False)**
- Lena does exercise in the morning. **(True)**
- Lena has cookies for breakfast. **(False)**
- Lena and Dina work. **(True)**
- Emma, Lena and Dina have coffee for breakfast. **(True)**

c

Who do you think wrote the following comments to the posts above? **GO TO TASK 1c: WHO WROTE IT?**

Recurso: actividad de H5P (Drag the words)

Instrucciones: Read and drag the names next to the corresponding comment.

Answers:

- ***LENA*** I get up early, too, and exercise!
- ***DINA*** I have lunch at 1, too, but at work.
- ***EMMA*** We have dinner at the same time here. I love having my meals with my family!

d

Mariana decided to record a video instead of writing about her routine. **GO TO TASK 1d: MARIANA'S ROUTINE.**

Recurso: actividad de H5P (Interactive video)

Instrucciones: Watch the video and do the activities in it.

URL: <https://www.youtube.com/watch?v=L31ExXwlsVc>

Answers:

- She gets up at 8 am **TRUE**
- What does she have for breakfast? **Avocado toast, coffee and milk**
- What time does she start work? **She starts at 9:30**
- She finished **classes** at 8pm. Then, she goes to the **gym**. But sometimes she goes out with her **friends**.

e

You notice that sometimes verbs have a final "s" and sometimes they don't. So you wonder why this happens and you find this video that explains it. **GO TO TASK 1e: PRESENT SIMPLE.**
EXTRA: GO TO GRAMMAR > PRESENT SIMPLE: FORM AND USE

Recurso: actividad de H5P (Mark the words)

Instrucciones: Mark the correct words to complete the rule.

URL: <https://www.youtube.com/watch?v=ZTwi-XA0AU&t=61s>

Answers:

We use the present simple to talk about **routines**, past actions, **habits** and **repeated actions**.

In Present Simple Tense, we add a final "s" or "es" to affirmative verbs when the subject is I / you / **he** / **she** / **it** / we / they.

f

You start talking to Lena about all the new people in your group. Answer her questions. **GO TO TASK 1f: TALKING TO LENA.**

Recurso: actividad de H5P (Drag the words)

Instrucciones: Drag the words into the correct boxes.

Answers:

LENA: All these people are so interesting! And our lives are very different... For example, Dina gets up at ***5.30***. And Emma?

YOU: She gets up ***at*** ***10*** o'clock.

LENA: That's a bit late, I think... And where does Dina work?

YOU: She works at a ***hospital***

LENA: Wow! Does Emma work, too?

YOU: ***No***, she doesn't. She ***studies*** at university.

LENA: What about Mariana?

YOU: She studies and ***works***!



Inglés módulo 1

Week 3

Marianela B. Estévez
Gabriela Iacoboni

Teacher's notes

Task 2



You want to tell your friends about your routine, but first you need to understand the grammar. Joseph posts the following comment:



Joseph

Admin · 1h ·

Hello everyone! I asked some friends in the UK about their routine, so you can start to imagine a typical day here :)
Enjoy!

Lena and 4 others

Like

Comment

Share

GO TO TASK 2a: WHAT IS A TYPICAL DAY FOR YOU.

a

You want to tell your friends about your routine, but first you need to understand the grammar. Joseph posts the following comment:

Recurso: actividad de H5P (interactive video)

Instrucciones: Do the activities as you watch the video.

Answers:

Isaure gets up at ***8.30***.

John gets the bus at about ***9*** o'clock.

John always has dinner with his family. **TRUE**

Sarah always goes ***jogging*** in the morning.

Sarah goes to bed at about 10. **FALSE**

In the evening, Stephanie usually listens to music. **FALSE**

Brook finishes work at ***5.00*** pm.

b

You notice that, when they talk about their routines, people say something like this:

"I get up at 8.30 a.m."

"I go to bed at 9 p.m."

LOOK!

a.m. is before noon, and p.m. is after noon.

What expressions can we use to talk about different parts of the day?

Let's explore some structures that we need to talk about times of the day, days of the week and dates in English. **GOTO VOCABULARY: PARTS OF THE DAY.** Watch the video.

URL: <https://www.youtube.com/watch?v=sQQzFYStPC0>

c

Now let's look at the words to mention typical daily activities. **GOTOTASK 2d: ACTIVITIES AND TIMES.** *When do you do these activities?* Match the activities with the time of the day when they usually happen.

Recurso: actividad de H5P (Drag the words)

Answers:

Morning	<ul style="list-style-type: none"> - Wake up. - Have breakfast. - Brush your teeth.
Afternoon	<ul style="list-style-type: none"> - Have lunch. - Go shopping. - Exercise.
Evening	<ul style="list-style-type: none"> - Study English. - Meet friends. - Make dinner.
Night	<ul style="list-style-type: none"> - Go to bed. - Sleep. - Go clubbing.



d

Do you remember the people in Joseph's video? What is a typical day for them?
GOTOTASK 2d: A TYPICAL DAY. Drag the words to complete the sentences.

Recurso: actividad de H5P (Drag the words)

Answers:

Isaure gets up at 8.30 ***am***

John gets the bus ***at about*** 9 o'clock.

Sarah goes jogging ***in the morning***.

Stephanie watches a film ***in the evening.***

Brook finishes work ***at 5 pm***.

e

GRAMMAR. You notice that there are some special prepositions connected with time.
 Read the chart. **EXTRA: GO TO GRAMMAR: PREPOSITIONS OF TIME.**

LOOK!

In English, we use different prepositions to talk about time: **IN - ON - AT**

- Sarah goes jogging **in** the morning.
- We don't have school **on** Sundays.
- Isaure gets up **at** 8.30 am.

AT (precise time)	<ul style="list-style-type: none"> - I get up at 7 am. - My classes start at 10 o'clock. - I sleep at night. - I'm busy at the moment.
IN (months, years, centuries, long periods)	<ul style="list-style-type: none"> - My birthday is in November. - I usually go to the beach in the summer. - Covid pandemic started in 2019.
ON (days and dates)	<ul style="list-style-type: none"> - I got to the gym on Tuesdays. - We always have a special dinner on Christmas day. - Shakespeare died on 23rd April 1616. - My birthday is on 7th November.



Here is Joseph's routine. **GO TO TASK 2f: JOSEPH'S ROUTINE.**

Recurso: actividad de H5P

Instrucciones: Read Joseph's routine and complete the text with AT, IN, ON.

Answers:

After that, I take the bus ***at*** about 9 am and I start work ***at*** 9.30. I'm a teacher, like Lena!

I have lunch ***at*** 12.30. I work ***in*** the afternoon, too, so it's usually a quick snack. I finish work ***at*** 5 pm. Sometimes, I meet my friends ***in*** the evening. But I usually meet my girlfriend. ***On*** Fridays, we often go to the cinema or to a pub. I go to bed ***at*** about 10 pm.



In English, you need ordinal numbers for different reasons. To find out what reasons, **GO TO TASK 2f: ORDINAL NUMBERS.** Watch the video and practise the pronunciation of the numbers.

EXTRA: GO TO VOCABULARY: ORDINAL NUMBERS.

URL: <https://www.youtube.com/watch?v=9KB7HB2IzAA>



After you watch the video, you take some notes about how to use ordinal numbers.
GO TO TASK 2h: NOTES ON ORDINAL NUMBERS.

Recurso: actividad de H5P (Question set)

Instrucciones: Complete your notes on ordinal numbers.

Answers:

1. In English, we use ordinal numbers for dates. **TRUE**/False
2. Complete this sequence: 1st = first, 2nd = second, 3rd = ? (**THIRD**)
3. What's the next number in this sequence? 48th =forty-eighth, 49th= forty-ninth, 50th = ? (**FIFTIETH**)
4. In English, we use ordinal numbers for centuries and order of events. **TRUE**/false



Now you are almost ready to send a post to the Cambridge group about your routine, so you try to remember the activities mentioned there. **GO TO TASK 2i: EVERYDAY ACTIVITIES.**

Recurso: actividad de H5P (Drag and drop)

Instrucciones: Drag words from the left to the right to match them to the corresponding images on the right.

Answers:





Now it's your turn! What's a typical day for you? Share it with us in our Cambridge group forum. Then, write a comment to other students' posts. **GO TO CAMBRIDGE GROUP: MY ROUTINE.**

Recurso: Foro.

Answers: Student's own answers.

Escuela
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FALICE

UNIVERSIDAD
NACIONAL
LA PLATA

ENCUENTRO SINCRÓNICO

Discutir foro de dudas

Revision: present simple. Presentation: jobs

Let's play! Match sentence halves to talk about very common jobs. Then describe your job to the class.

1. A cashier works in a shop. You pay them and they give you your food.
2. A bartender creates and serves alcoholic drinks to people at a bar or a restaurant.
3. A waiter or a waitress writes down food and drink orders and serves meals to customers.
4. Office clerks answer phone calls, write reports and welcome visitors.
5. A registered nurse coordinates with doctors to treat patients.
6. Marketing specialists develop a company's marketing campaigns.
7. Police officers investigate crime.
8. Software developers create apps.
9. A lawyer represents individuals and companies through the legal process.
10. Electricians fix electrical problems.

Problem-solving

In pairs or groups: students evaluate where to stay taking into account cost, distance to school, accommodation facilities and public transport.

Accommodation for international students in Cambridge

Students can look at the following websites in groups in order to find an option suitable for them. Teacher explores the sites with the students and may need to check/pre-teach certain vocabulary items such as "shared room" or "laundry".

In separate rooms, students set the search preferences and agree on one accommodation option among the ones available.

Each group shows where they have chosen to stay (by sharing their screen) and explain to other groups why they have decided on these places.

**PROGRAMA
WEEK 4**

<p>A piece of cake</p>	<p>Expresar la existencia de un objeto. Expresar cantidades imprecisas o incontables.</p> <p>“There is”, “there are” en sus tres formas: afirmativa, negativa e interrogativa. Respuestas cortas con “there is/ there are”: “Yes, there is”, “No, there aren’t”. Cuanticadores “some”, “any”.</p> <p>Countable and uncountable nouns. <i>Objetos</i> <i>Comidas, ingredientes</i> <i>Componentes de la casa.</i></p>	<p>Facebook group: each person shares local food. Video: breakfast around the world https://www.youtube.com/watch?v=ry1E1uzPSU0</p> <p>Vocabulary: match ingredients to names (matching H5P).</p> <p>Then you prepare a dinner party to say goodbye to your family. Find a recipe and talk about the ingredients you need / there are at home.</p>	<p>Disipar dudas de los alumnos.</p> <p>Presentación del tema.</p>
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Inglés módulo 1

Week 4

Marianela B. Estévez
Gabriela Iacoboni

Teacher's notes

Task 1

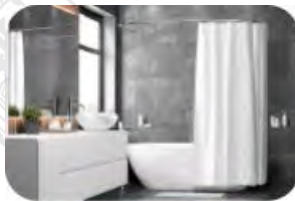
A piece of cake

a

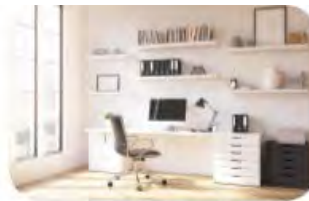
The conversation about daily lives in the Cambridge group is very interesting, because everybody talks about habits in a different country! Now somebody mentioned that they do yoga in their bedroom, so you read about the rooms in a house.

GO TO VOCABULARY: PARTS OF THE HOUSE.

Recurso: glosario en pestaña "Vocabulary"



BATHROOM



STUDY



BEDROOM



LIVING
ROOM



KITCHEN

b

We can do a lot of things at home! But where do you do each of them?

GO TO TASK 1b: WHERE DO YOU DO YOGA?

EXTRA: GO TO VOCABULARY: EVERYDAY ACTIVITIES

Recurso: H5P Drag and Drop

Instrucciones: Match each activity to a room in the house (there are 2 activities for each room).

Answers:



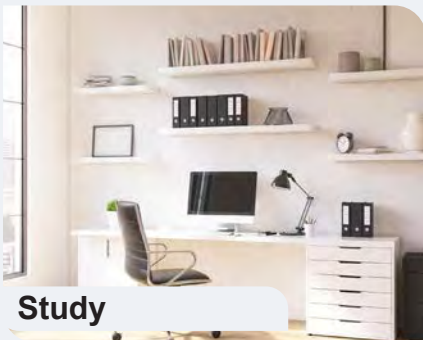
Bathroom



Brush your teeth



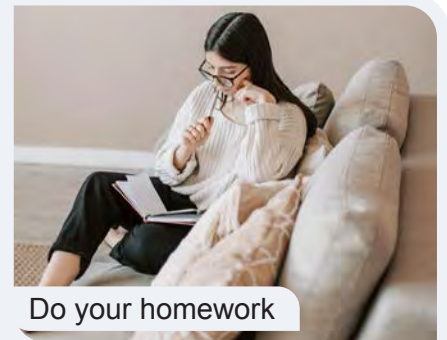
Have a shower



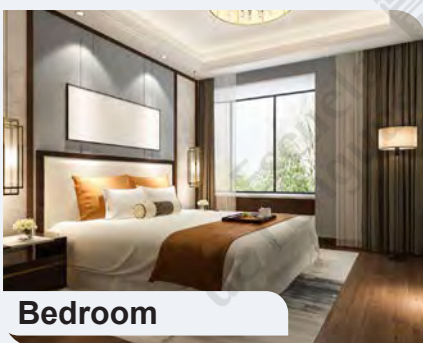
Study



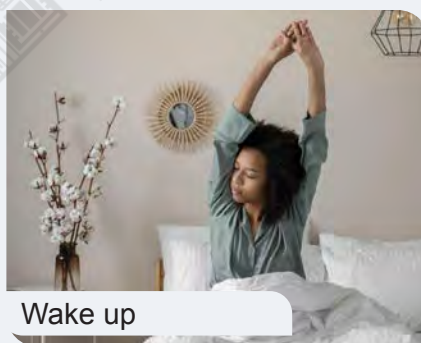
Surf the internet



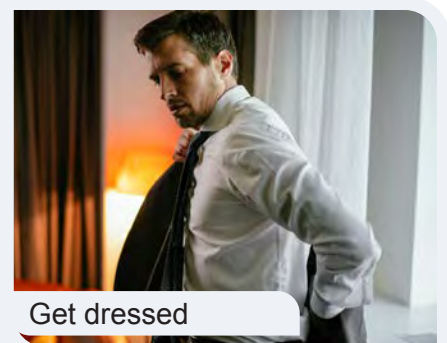
Do your homework



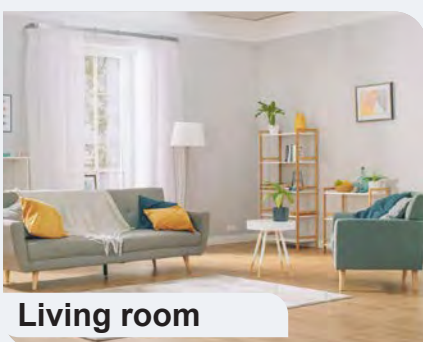
Bedroom



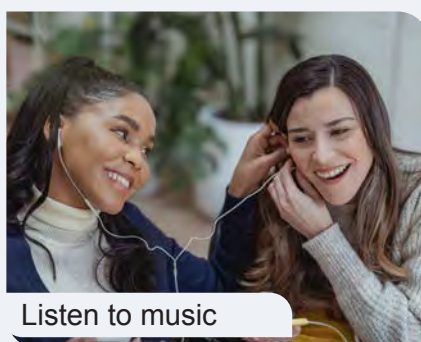
Wake up



Get dressed



Living room



Listen to music



Watch TV



Kitchen



Wash the dishes



Cook dinner

C

In the Facebook group, Joseph talks about another aspect of everyday life that will change when you get to your destination: food.

He posts the following comment:



Joseph

Admin · 1h · 🌐

Good morning, everyone! I am having a quick breakfast in the kitchen right now. That reminds me, there is something else that will change when you get to Cambridge: food. I'm a morning person and my favourite meal is breakfast. I usually have some bread and butter and a glass of milk. What about you? What's a typical breakfast in your country? Watch this video!



YOUTUBE.COM

What does the world eat for breakfast?



Dina and 3 others



Like



Comment



Share

GO TO TASK 1c: WHAT DOES THE WORLD EAT FOR BREAKFAST?

Recurso: Video

URL: <https://www.youtube.com/watch?v=ry1E1uzPSU0>

d

You watch Joseph's video again to see the different breakfasts.
GO TO TASK 1d: TYPICAL BREAKFAST.

Recurso: H5P Question Set

Instrucciones: Watch Joseph's video again and do the activities

Answers:

1) A typical breakfast in the USA includes...

pancakes

milk

eggs

bacon

ham

fruit

2) A typical breakfast in Germany includes...

eggs

a bread roll

cheese

bacon

sausages

3) In the UK, a typical breakfast includes eggs, sausages and bacon (**TRUE/** false)

4) A typical breakfast in Egypt includes fruit and ham (true/**FALSE**)

5) Tortillas, beans, eggs and salsa are part of a typical breakfast in...

Mexico

Russia

Iran

e

Your friends start talking about their typical breakfast compared to the video. What is YOUR typical breakfast?

GO TO CAMBRIDGE GROUP: My typical breakfast.

Recurso: Foro

Instrucciones: What is YOUR typical breakfast?

Answers: Student's own answers.



Inglés módulo 1

Week 4

Marianela B. Estévez
Gabriela Iacoboni

Teacher's notes

Task 2

a

You and your friends continue talking about food. Some of them have a very healthy diet, but some others don't! **Read their comments.**



Pedro

I never eat fruit for breakfast, I only like junk food. I'm happy to have some pizza and a soda at 8 a.m. :)

Like · Reply · Share · 1h



Lena

Oh, Pedro! That's not healthy! By the way, when we're in Cambridge, I can prepare something like this. You'll love vegetables!



Like · Reply · Share · 1h

GO TO 2a: LENA'S DINNER IDEA

Recurso: H5P Hotspot

Instrucciones: Find how to name this food in the picture.

Answers: (interactive picture)

tomato
cucumber
olive
avocado
radish
onion
egg
bread
ham
cheese
salami
nut
lettuce



b

Lena is a great cook! She has a great sandwich recipe to share with you.
GO TO TASK 2b: LENA'S SANDWICH INGREDIENTS.

Recurso: H5P Drag and drop

Instrucciones: These are some ingredients that you can use to make a healthy sandwich.

Read and match the ingredients to the pictures.

Answers:



c

Which ingredients do you need to make the sandwich?
GO TO TASK 2c: LENA'S RECIPE.

Recurso: H5P Dictation

Instrucciones: Listen to Lena and write down the list of ingredients.

Answers: (interactive picture)

brown bread
hummus
lettuce
tomato
carrot
red onion
apple
avocado
olive oil, salt, and pepper

Transcription: “To make this delicious healthy sandwich, you need:

brown bread - 200 gr, hummus - 100 gr, lettuce - 2 leaves, tomato - 1, carrot - 1 , red onion - 1, apple - 1, avocado - 1, olive oil, salt, and pepper”



Pedro finally prepared the sandwich. Which picture shows Lena's sandwich?
GO TO TASK 2e: THE SANDWICH.

Recurso: H5P Image choosing

Instrucciones: Which picture shows Lena's Sandwich?

Answers:





Inglés módulo 1

Week 4

Marianela B. Estévez
Gabriela Iacoboni

Teacher's notes

Task 3



You continue discussing food, and Joseph posts this comment:



Joseph

Admin · 1h · 🌐

Are you curious about British food? Have a look at this video that I recorded for you!

https://www.youtube.com/watch?v=AeDco_eYzyl

British Food



YOUTUBE.COM
British Food

👍 Pedro and 3 others

👍 Like

💬 Comment

➦ Share

You are really curious!

GOTO TASK 3a: BRITISH FOOD



Remember that when there are interactive videos, you DON'T have to do all the activities at once! It's a good idea to watch the complete video first for a general idea, and then watch it again to do the activities.

Recurso: Video

URL: https://www.youtube.com/watch?v=AeDco_eYzyl

b

You want to try Shepherd's Pie, so you write down the ingredients:

"To make a Shepherd's pie, you need some lamb, cheese and three big potatoes."

You notice that "potatoes" is in the plural form, but "lamb" and "cheese" are always singular. You wonder why this happens.

GOTO GRAMMAR: COUNTABLE AND UNCOUNTABLE NOUNS.

Recurso: Video con explicación gramatical

URL: <https://www.youtube.com/watch?v=HH8ms6DZePU>

c

You think that this can be really helpful, so you decide to classify all the ingredients of Shepherd's Pie into countable or uncountable nouns.

GOTO TASK 3c: COUNTABLE OR UNCOUNTABLE?

Recurso: Word Sheet / Módulo de tareas

Instrucciones: Look at the list of ingredients and classify them into countable or uncountable.

Answers:



To make Shepherd's Pie, you need:

- 3 large potatoes
- 8 tablespoons of butter
- 2 onions
- 1 carrot
- 1/2 cup of peas
- 1/2 cup of corn
- 1 kg of lamb
- 1/2 cup of beef broth
- 1 teaspoon salt
- Pepper and other seasonings of choice

Countable	Uncountable
- Potatoes	- Butter
- Onions	- Peas
- Carrot	- Corn
	- Lamb
	- Beef broth
	- Salt
	- Pepper

ENCUENTRO SINCRÓNICO

Topics:

Discusión del foro de dudas

Revision and drilling "there is/are" "some" y "any"

Sugiero esta secuencia para el encuentro sincrónico:

1. Revision: food. Show picture of a fridge, then stop sharing picture and play true/false e.g. "There is a bottle of water".

Suggested picture:



2. Matching sentence halves from previous activity.

3. Systematization + rules: there is/are, some/any

4. Guessing game. Show 3 or 4 pictures of fridges, T describes & SS guess which one it is. Then SS do it.

Suggested pictures:





5. T chooses one of the pictures of fridges and gives an easy recipe with the ingredients in it.

FOOD

COUNTABLES			UNCOUNTABLES		
Burgers	Sandwiches	Hot dogs	Bread	Fruit	Juice
Cherries	Apple	Grapes	Meat	Rice	Cereal
Oranges	Olives	Watermelons	Milk	Coffee	Tea
Carrots	Tomatoes	Peas	Soup	Salt	Flour
Salads	Vegetables	Pancakes	Sugar	Butter	Cheese
Sausages	Eggs	Potatoes	Honey	Water	Chocolate
Cookies	Fries	Candies	Jam	Seafood	Mustard

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PROGRAMA
WEEK 5

<p>Travel light</p>	<p>Expresar habilidad. Comparar cosas y lugares. Expresar una localización Expresar obligación. Pedir permiso. Expresar posibilidad. Expresar prohibición.</p> <p>El verbo modal “can” en sus tres formas; afirmativa, negativa e interrogativa. Adjetivos: grado positivo, comparativo y superlativo. <i>Preposiciones de lugar: in, on, at y to.</i></p> <p>Lugares. Acciones.</p>	<p>Idea: In this class you travel to your destination.</p> <p>You start exploring the new city and find a lot of differences with your hometown.</p> <p>You get to your Language School and learn about the things you can/can't do there. There are a lot of rules!</p>
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Inglés módulo 1

Week 5

Manuela Orbe
Silvia C. Enríquez

Teacher's notes

Task 1

Travel light

a

You are now at the airport, and you decide to text your Cambridge friends before you leave. This is your message:



Cambridge! ✈️

Joseph, Dina, Emma...



I just can't wait to be
there!

10:18 PM

Hi, everybody! I'm **at** the airport, **in** the waiting area for Gate 11. My flight leaves in an hour and a half! I have to wait, but there are many people, so I'm sitting **on** the floor! This is my plan: I'll go **to** the free shop and buy some chocolates. 5:20 AM ✓✓



In English, we use different prepositions to talk about places: in, on, at and to.

To remember this, you decide to complete a chart with examples from the message to make a summary.

GO TO TASK 1a: PREPOSITIONS OF PLACE.

Recurso: H5P Drag and Drop

Instrucciones: Drag the words to complete the examples.

Answers:

Prep.	Meaning	Example
In	Rooms, buildings, cities, countries.	I'm in the waiting area
On	Surfaces, large vehicles.	I'm sitting on the floor
At	Specific place.	I'm at the airport
To	Direction, movement.	Go to the freeshop

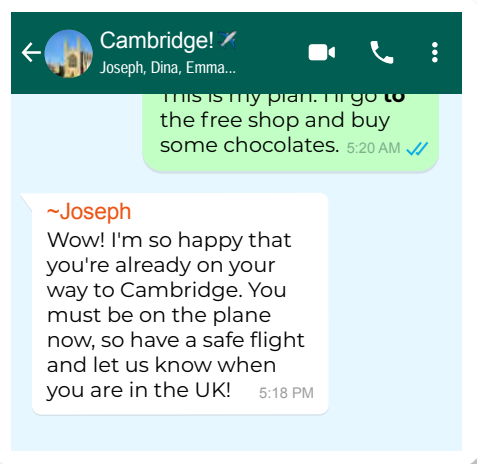
EXTRA: You find a video that can help you understand it better: **GO TO GRAMMAR: PREPOSITIONS OF PLACE IN ENGLISH.**

URL: https://www.youtube.com/watch?v=RE-w_tINyeM



Now you are already in the UK! You connect to the airport Wifi and see that Joseph has replied to your message! **Read his answer and send him your reply. Use the chart with the prepositions to help you!**

GO TO TASK 1b: AIRPORT CONVERSATION.



Recurso: H5P drag the words

Instrucciones: Drag the words to complete the text

Answers:

Hi, guys! Thanks Joseph. I'm already **in** London 🇬🇧, **at** the airport. Now I have to go through passport control.

My train **to** Cambridge leaves in two hours, so I think I'll wait **in** a café or I'll go **to** a fast-food restaurant and order some food. I'm very hungry 😞!

I can't wait to see you all **at/in** the English school 😊! See you soon.

c

You are waiting in line at migrations to do your passport check. You see some signs and wonder what they mean.

GOTO TASK 1c: AIRPORT SIGNS.

Recurso: H5P drag and drop

Instrucciones: drag the phrases and match them to the images

Answers:



You can't eat or drink



You can't smoke



You can't use your phone



You can't shout

d

GRAMMAR: You ask a security guard if you can use your phone. He answers:

You **can't** use it here in the immigration and passport control area, but you **can** use it in the rest of the airport, like the shops, cafés and waiting areas.

We use can and can't to talk about permission and prohibition. They are followed by infinitives:

- you **can't** smoke here
- you **can** use your phone in the rest of the airport

We use can/can't for all the persons: *he / she / we / they / I* can't smoke here.

e

You start thinking about other rules at the airport. What can or can't we do there?

GOTO TASK 1e: AIRPORT RULES

Recurso: H5P fill in the blanks

Instrucciones: Read the sentences and complete them with CAN or CAN'T

Answers:

- You **can** use wifi.
- You **can't** take off your face mask because of COVID-19 precautionary measures.
- You **can** ask for information at the information desk.
- You **can** charge your phone or electronic devices.
- You **can't** listen to really loud music on your phone

f

At the train station, there are no prohibition signs, so you decide to ask one of the staff what you can/can't do on the train.

GOTO TASK 1f: AT THE TRAIN STATION.

Recurso: H5P Question Set

Instrucciones: Put the words in order to make questions.

Answers:

1. Can I eat on the train?
2. Can I drink water on the train?
3. Can I put my feet on the seats?
4. Can I use my phone on the train?
5. Can I put my suitcase on an empty seat?
6. Can I change seats?



Inglés módulo 1

Week 5

Manuela Orbe
Silvia C. Enríquez

Teacher's notes

Task 2

a

You're now on the train to Cambridge so you look for videos of the city and find one that is interesting. You want to compare the list of things you would like to do with the things you can do in Cambridge, according to the video.

GO TO TASK 2a: MORE THAN A UNIVERSITY TOWN and watch the video.



Cambridge is More Than a University Town

2,46,174 views • 20-Jul-2018

3.6K DISLIKE SHARE SAVE ...

- Punt in the river.
- Ride a bike.
- Bungee jump.
- Visit old libraries.
- Go to concerts.
- Drink craft beer and gin.
- Go to the countryside.
- Take free seminars.

URL: https://www.youtube.com/watch?v=-y_NmpxZPjM

b

Now you are ready to compare the two lists.
GO TO TASK 2b: THINGS WE CAN DO IN CAMBRIDGE.

Recurso: H5P Question set (True or false questions)

Instrucciones: Watch the video again What can we do in Cambridge? Mark the statements True or False

Answers:

In Cambridge...

1. you can punt in the river. **(TRUE)**
2. you can ride a bike. **(TRUE)**
3. you can bungee jump. **(FALSE)**
4. you can visit old libraries. **(TRUE)**
5. you can go to concerts. **(FALSE)**
6. you can drink craft beer and gin. **(TRUE)**
7. you can go to the countryside. **(TRUE)**
8. you can take free seminars. **(FALSE)**

c

You share the video with your friends in the Cambridge group. Look what they say about it!

You Hi! Look at this video about attractions in Cambridge! What do you think of these places and activities? Why?

Mido Hey! Great video! I think punting looks fun because I love water sports. You can see all the city and it's more interesting than a walking tour. Do you like sports, guys? Maybe we can go running on weekends. That's an original way to get to know the place! :D

Lena Oh no, punting looks boring! I'm sorry, Mido, but I think I prefer to go to all the pubs in the city haha! I love craft beer. I think it's delicious! Do you like it guys? The beer in Germany is so good...Do you think British beer is better?

Anong I don't know if it's better, but it's definitely more expensive!! Here in Thailand everything is cheaper than in the UK. I prefer to walk around the city because it's free! And I can take a lot of photos...the place looks lovely!!

Pedro Hi, everyone! I want to see all the old libraries, the towers and colleges! They look like a Harry Potter movie and I'm a big fan! Then, I think restaurants and pubs are a great option to get to know the local culture. The British aren't famous for their food, but the restaurants in the video look really good! Do you think they are all expensive, Anong? Because I haven't got a looot of money haha!!

LOOK!

How do we ask and answer about reasons?

- **Why** do you like Cambridge?
- **Because** it has beautiful buildings.

Use **why** to ask questions about reasons, and **because** to begin your answer.

d

Read your friends' comments again. You think about the words they use to express their feelings and opinions. Are their opinions positive or negative?

GOTO TASK 2d: FEELINGS AND OPINIONS.

Recurso: H5P single choice set

Instrucciones: Read and choose the correct option.

Answers: (in bold)

"I think punting looks fun" (Mido)

- **positive**
- negative

"Running is an original way to get to know the place!! (Mido)

- **positive**
- negative

"Punting looks boring" (Lena)

- positive
- **negative**

"I don't know if it's better, but it's definitely more expensive!" (Anong)

- positive
- **negative**

"The place looks lovely!" (Anong)

- **positive**
- negative

e

GRAMMAR. When you read the comments you realise that Mido, Lena and Anong compare different things. You decide to mark the comparative form of the adjectives in the text to discover the rule!

GOTO TASK 2e: COMPARATIVE FORM.

Adjective	Comparative form
Interesting	-----
Good	-----
Expensive	-----
Cheap	-----

Recurso: H5P Mark the words

Instrucciones: Read the comments and mark the comparative form of the adjectives in the text

Answers:

You: Hi! Look at this video about attractions in Cambridge! What do you think of these places and activities? Why?

Mido: Hey! Great video! I think punting looks fun because I love water sports.

You can see all the city and it's **more** ⁺¹ **interesting** ⁺¹ than a walking tour. Do you like sports, guys? Maybe we can go running on weekends. That's an original way to get to know the place! :D

Lena: Oh no, punting looks boring! I'm sorry, Mido, but I think I prefer to go to all the pubs in the city haha! I love craft beer. I think it's delicious! Do you like it guys? The beer in Germany is so good...Do you think British beer is **better** ⁺¹?

Anong: I don't know if it's better, but it's definitely **more** ⁺¹ **expensive** ⁺¹!! Here in Thailand everything is **cheaper** ⁺¹ than in the UK. I prefer to walk around the city because it's free! And I can take a lot of photos...the place looks lovely!!

Pedro: Hi, everyone! I want to see all the old libraries, the towers and colleges! They look like a Harry Potter movie and I'm a big fan! Then, I think restaurants and pubs are a great option to get to know the local culture. The British aren't famous for their food, but the restaurants in the video look really good! Do you think they are all expensive, Anong? Because I haven't got a looooot of money haha!!

To compare a person, thing, group or situation with another that has the same quality in a different degree, we use comparative adjectives + *than*. There are some rules to use them!

Rule	Example
For the majority of one-syllable adjectives and some two-syllable adjectives we add -er	cheap - cheaper small - smaller
If the adjective has got one syllable and it ends with -e, we add -r	large - larger nice - nicer
If the short adjective ends in one vowel + one consonant, we double the consonant and add -er	hot - hotter big - bigger
If the short adjective ends in -y, we delete the -y and add -ier	sunny - sunnier healthy - healthier
For adjectives with two or more syllables (that don't end in -y) we add more before the adjective. The adjective does not change!	interesting - more interesting boring - more boring

Don't forget to use **than** after the adjective!

- My car is older than yours.
- Australia is bigger than Japan.



You can use "more than" with nouns, too. For example, look at the name of the video in this task:

- More **than** a university **town**.

f

You decide to practise this new topic and compare your hometown/city with Cambridge and some activities you can do there.

GO TO TASK 2f: COMPARING PLACES AND ACTIVITIES.

Recurso: H5P fill in the blanks

Instrucciones: Read the information in Task 2f and compare Cambridge to your own city. For each sentence, choose one of the adjectives in brackets and put it in the comparative form.

Answers:

1. The weather in Cambridge is ***hotter/colder*** than in my city. (cold/hot)
2. A bus ticket is ***more expensive/cheaper*** in Cambridge than in my city. (expensive/cheap)
3. Riding a bike in Cambridge is ***funnier/more interesting/safer*** than in my city. (fun/interesting/safe)
4. Punting in the river looks ***more boring/more exciting/more popular*** than walking around Cambridge. (boring/exciting/popular)
5. Cambridge is ***more famous/more unknown*** than my city. (famous/unknown)

g

Now write a comment in the post from Task 2a and answer: **What do you think of the places and activities in the video? Why?** You can use the ideas below or your own ideas.

GO TO CAMBRIDGE GROUP: FREE TIME IN CAMBRIDGE.

- Riding a bike
- Punting
- Walking around the city
- Going to a library
- Eating at a restaurant
- Drinking beer in a pub

"I think going to a library is more boring than punting because I don't like reading"

Recurso: Foro

Answers: Student's own answers.



Inglés módulo 1

Week 5

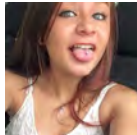
Mariela B. Estévez
Gabriela Iacoboni

Teacher's notes

Task 3

a

There is a new comment in your post: Emma's! You want to write a comment about your country too, but first you need to make sure that you understand some of the language that Emma uses. **Read her comment.**



Emma

Lovely video!! The UK has a lot of great places to visit, but I want to know about your countries! Thailand, Egypt, Germany, Argentina...Can you tell me more about them? What are the best places to visit?

I can tell you about my country. In France, the largest city is, of course, Paris. But there are many other cool destinations!!

🍷 The best wine is in Bordeaux. It's incredible!!

🏖️ The most amazing beaches are in Corsica. The south is beautiful, but it's also the hottest region! The coldest temperatures are in the Alps.

🥞 The most delicious food is in Bretagne. They have crepes and "galettes", a traditional dish.

🏰 The most famous castle is in Versailles, but the oldest one, the Château de Thil, is in Burgundy.

And there are more!!! love travelling so I can't wait to read YOUR comments!! 🥰🥰🥰

Like · Reply · Share · 1h

b

GRAMMAR. Before you answer Emma’s comment, you stop for a minute because you notice that it has a new type of adjective. **Look!**

- The **largest** city is Paris.
- The **most delicious** food is in Bretagne.
- It’s the **hottest** region!

These are called **superlative adjectives**. We use them to compare a person or thing to the group or category it belongs to.

- The most famous castle is in Versailles (i.e. other castles in France are famous but everybody knows Versailles).

LOOK!

We don’t need “than” when we use superlative adjectives because we are **not** comparing two things.

c

You decide to make a summary with the rules and some of the adjectives you’ve learned. **Complete the chart with examples from the previous activities.**
GO TO TASK 3c: ADJECTIVE CHART.

Recurso: Word sheet
Answers:

The spelling rules are similar to the comparative adjectives, but now we add:

- “**the**” before all the adjectives,
- **-est** and **-iest** to short adjectives and adjectives ending in consonant+y, and
- “**most**” before longer adjectives.

Type of adjective	Adjective	Comparative	Superlative
One syllable	old cold	older colder	oldest coldest
One syllable ending with -e	large	larger	largest

	Ss's answers	Ss's answers	Ss's answers
Adjectives ending with one vowel and one consonant	hot	hotter	the hottest
One or two syllables ending in -y	dry early	drier earlier	the driest the earliest
Three or more syllables	famous	more famous	the most famous
Irregular adjectives	good bad	better worse	the best the worst

d

Now you're ready to talk about your country. Reply to Emma's message talking about the best places to visit, the hottest and coldest regions, the most delicious food, etc. You can also compare different things, places and activities! Use the adjectives in this unit and your own ideas.

GOTO TASK 3d: DESCRIBING MY COUNTRY.

Recurso: Word sheet

Answers: Student's own answer

ENCUENTRO SINCRÓNICO

- **Comparatives and superlatives (ya presentado):** Where are you from? Describe your city/town and compare it with the places your classmates come from. (in pairs?)? armar una lista/tabla de características para comparar, por referencia a la info de wikipedia. How do the following compare?: buildings, streets, universities, churches, market, pubs, cafés, restaurants, number of inhabitants, age, temperature. Remember the words you learnt in Interesting facts about Cambridge in the asynchronous work.

- Corregir el ejercicio en Task 3c

Ideas para reemplazar esto:

Este video sobre pueblos de España que se están despoblando.

<https://www.youtube.com/watch?v=AJXdwriLwk0> A lo mejor es un poco difícil pero tiene subtítulos en inglés. Permitiría comparar ciudades grandes con pueblos, lugares antiguos y nuevos.

O bien:

What do you think about what they explain in this video? What do you think of people who want to repair a house and live in one of these towns? Do you prefer to live in old or new cities? How do you think (or know) that they compare?

- **Window shopping in Cambridge:** you want to see the commercial district of Cambridge, so you invite a couple of classmates to go with you. Repasar clothes, other items (semana 2) colores y agregar precios, como repaso de los números. Usar la información que tienen de los videos sobre lugares para ir de compras en Cambridge. Role play?

Sugerencia: enseñar/repasar "It looks more expensive/etc than..."

Algunas imagenes libres de derechos:



<https://pixabay.com/es/photos/negocio-ventana-de-la-tienda-tienda-4235556/>



<https://pixabay.com/es/photos/ventana-de-la-tienda-grupo-te%3%b1ir-213496/>



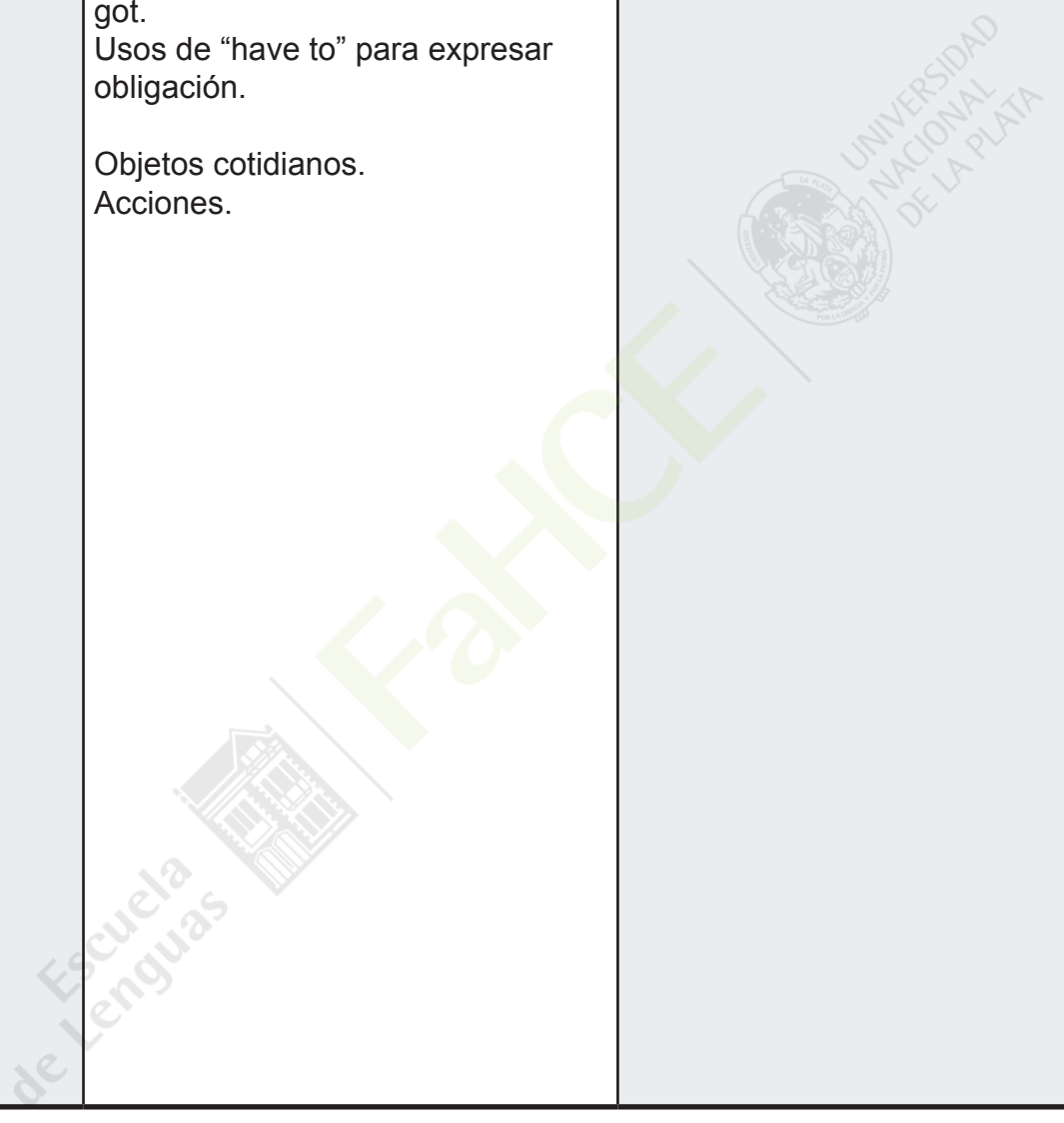
<https://pixabay.com/es/photos/centro-comercial-escapate-1316787/>

Shop vintage

<https://www.pexels.com/photo/shop-in-classic-building-with-bright-exterior-5747031/>



<p>Home away from home</p>	<p>Expresar posesión: El caso genitivo: 's. El verbo “have (got)” en sus tres formas: afirmativa, negativa e interrogativa. Respuestas cortas con have / have got. Usos de “have to” para expresar obligación.</p> <p>Objetos cotidianos. Acciones.</p>	<p>New home in your destination. Meet roommate/host.</p>
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Inglés módulo 1

Week 6

Manuela Orbe
Silvia C. Enríquez

Teacher's notes

Task 1

Home away from home

a

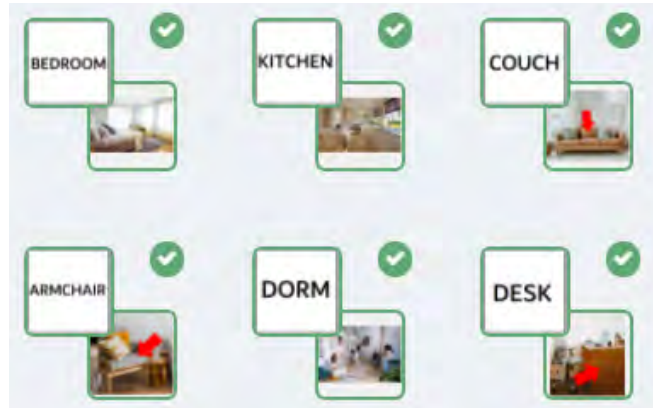
Today is your first day in the house where you are staying in Cambridge. As you need to know the names of the rooms in a house and of some everyday objects, you decide to play a game to learn them.
GO TO TASK 1a: HOME VOCABULARY.

Recurso: H5P Image pairing

Instrucciones: Drag images from the left to match them with corresponding images on the right.

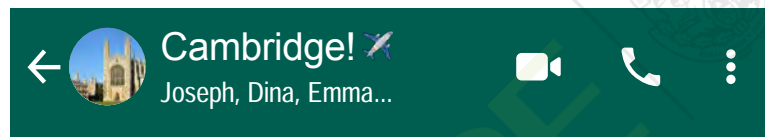
Answers:





b

All the students are arriving in Cambridge, and Débora sends a Whatsapp message describing her airbnb and asking everybody where they are staying. **Read their comments.**



~Débora

Hello, everybody! Are you already in your lodgings? I'm in my airbnb and it's a real home away from home! It's got a big bedroom with a balcony, and look at my beautiful modern bathtub! I've also got an espresso machine. What have your places got? Please describe them and send photos!

1:17 PM



~Anong

Hi! I'm staying in a dorm. My room isn't so small and it

places got? Please describe them and send photos!

1:17 PM



~Anong

Hi! I'm staying in a dorm. My room isn't so small and it hasn't got a beautiful bathtub but it's got a big window with a view of a square (I don't know its name). Have you got nice views, guys?

1:32 PM



~Pedro

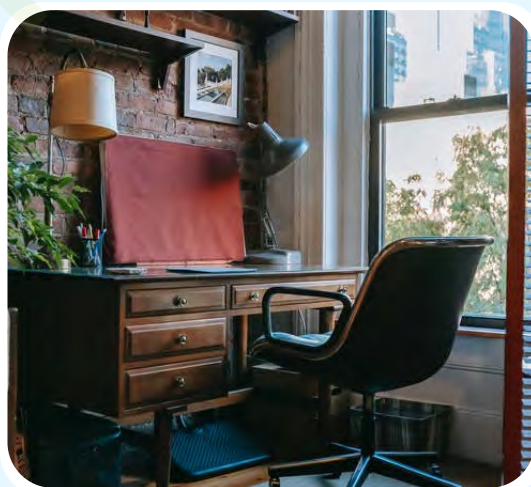
Hey! I've got a room in a house and yes, there's a nice



~Pedro

Hey! I've got a room in a house and yes, there's a nice view of the garden. I've got a bedroom, with an armchair and a desk. I've also got my own bathroom. Oh, and I've got a housemate. She's got a dog! We've got a kitchen to share, and also a living room with a TV - but I can't understand shows in English very well now, haha!

1:35 PM



~Ahmad

Hello! I'm in a flat, it's not very big but it's beautiful! I can send a photo later, now I'm at a supermarket because I need some things. And wait, now that I think of it: have I got a cleaning service? I don't know, I forgot to ask!!!

1:47 PM



C

GRAMMAR. You see that your friends use a specific verb form to talk about possession using the verb **have**:

- I've got a room in a house.
- I haven't got my own kitchen.
- Have I got a cleaning service?
- It's got a big bedroom with a balcony.
- She's got a dog.
- We've got a kitchen.

So, you decide to complete this chart to remember it.

GO TOTASK 1c: GRAMMAR CHART.

EXTRA: GO TO GRAMMAR: HAVE GOT

Recurso: Word sheet

Instrucciones: Complete the chart

Answers:

Affirmative		
I	have got 've got	an espresso machine.
You	have got 've got	nice views.
She / he / it	has got 's got	central heating.
We / you / they	have got 've got	a wardrobe.

Negative		
I	have not (haven't) got	my own kitchen.
She / he / it	has not (hasn't) got	a cupboard.
We / you / they	have not (haven't) got	blankets.

Yes / no questions			
Have	I	got	room service?
Have	you	got	a lot of windows?
Has	she / he / it	got	a big bed?
Have	we / you / they	got	air conditioning?

d

You're in your house and decide to take a picture of your room and send your answer to the group, describing it.

GO TO TASK 1d: MY PLACE IN CAMBRIDGE.

Recurso: Word sheet

Instrucciones: Look at the photo and write a comment. What have you got?

Answers: Student's own answer



Inglés módulo 1

Week 6

Manuela Orbe
Silvia C. Enríquez

Teacher's notes

Task 2



You are staying at a stranger's house for the first time in your life, so you read an article to help you learn how to behave.

9 things you should **never** touch in someone else's house

Hands off!

Coronavirus and other germs and bacteria spread easily. So you have to remember not to touch things. It's also a question of good manners!

The door

Of course, you can touch the door, but you cannot go in alone, or without an invitation. Always knock or ring the bell. And please, don't arrive early—it could be an inconvenience to your host.

Their bedroom

Never go in, except if they invite you, and resist the temptation to have a

look after you go to the bathroom. Of course, there are exceptions, for example if you know the person very well, or if you live in a shared living space, a studio, or a flat with limited space. You cannot sit on the bed without permission, or use it to store coats and bags if there are guests coming.

The floor—with your shoes on

Depending on personal preferences or cultural norms, many households have a no-shoes-inside policy. Look at your host—if they're wearing shoes in their house, you can probably assume it's OK for you. Another place

you shouldn't be putting your feet? On the couch or coffee table.

The fridge and cupboards

This seems evident, but remember: it is rude to eat someone else's food without permission. If you're staying for a long time, you have to bring or buy some food yourself. Offer to help cook, or with the dishes and cleanup.

The windows or thermostat

Your hosts set the thermostat number—it's their house, after all, and they have to pay the bill. In extreme situations, ask for a sweater or extra blanket, or suggest some activity to cool you off.

Drawers and cabinets

This one is definitely invasive of your host's privacy. Don't open drawers, cabinets or rooms. The medicine

cabinet is certainly off-limits.

Workspaces, mail, or bills

You never have permission to touch these things: they are off limits!

Cigarettes or e-cigarettes

Except when your host is doing the same and gives you permission, never, ever smoke a cigarette or e-cigarette in someone's home. This rule is especially inflexible if there are children in the house. You have to protect them from dangerous chemicals and the smell.

The Wi-Fi

Do not ask for the Wi-Fi password, except if you're a long-term guest or a very frequent visitor.

Adapted from <https://www.rd.com/list/things-never-touch-someone-elses-house/>

LOOK!

Cannot = can't

But look at the spelling:

cannot,
NOT can-not

b

GRAMMAR. You know we use "can" for permission and "can't" for prohibition, but what is "have to" used for? Look at the examples from the text:

- You **have to** remember not to touch anything.
- You **have to** bring or buy some food yourself.
- They **have to** pay the bills.
- You **have to** protect them from dangerous chemicals and the smell.

We use **have to** or **has to + a verb in the infinitive** to talk about obligation.

GOTO TASK 2b: OBLIGATIONS.

Recurso: H5P fill in the blanks

Instrucciones: Fill in the gaps using "HAVE TO" or "HAS TO".

Answers:

I **have to** ✓ be polite.

He/She/It **has to** ✓ say thank you.

You **have to** ✓ eat what they give you.

We/You/They **have to** ✓ ask for permission.

LOOK!

1. **Where is the negative?** The negative form of "have to" isn't here because it has a different meaning. We will study it later.

2. The conjugation of "have" has two possibilities:

For possession, it's similar to verb to be:

- She's got a new ipad.
- **Has he got one too?**
- **No, he hasn't got one.**

But for **obligation**, "have" is conjugated like the other verbs in the **simple present**:

- **I have** to tell my host when I arrive.
- **Do you have** to wash the dishes after you eat?

c

You decide to make a chart to remember how to form questions with "have to" for obligation in your notebook.

GO TO TASK 2c: OBLIGATION (QUESTIONS)

Recurso: H5P fill in the blanks

Instrucciones: Complete with DO or DOES.

Answers:

- Do ✓ I have to be polite?
- Do ✓ you have to eat what they give you?
- Does ✓ she/he/it have to say thank you?
- Do ✓ we/you/they have to ask for permission?

d

What other rules do you (think you have to) follow in someone else's house? Do you follow any of these rules?

GO TO TASK 2d: HOUSE RULES. Complete with your opinion.

EXTRA: GO TO GRAMMAR: CAN/CAN'T, HAVE TO/DON'T HAVE TO

Recurso: H5P fill in the blanks

Instrucciones: Complete the following rules using "have to" / "can" / "can't".

Answers:

- You **have to** ✓ announce your visit to your host.
- You **can** ✓ bring your own toiletries.
- You **can** ✓ bring a gift/present (for example wine, flowers, chocolates).
- You **have to** ✓ leave everything clean.
- You **can't** ✓ use your phone at the table.
- You **have to** ✓ say thank you.
- You **have to** ✓ be very polite.
- You **can't** ✓ invite other people without the host's permission.
- You **can** ✓ offer to help.



Your classmate Ahmad writes in the Facebook group. Read his post and GOTO TASK 2e: BE CAREFUL OF AN ARAB'S HOME to watch the video.



Ahmad

Hi! The information about good manners in someone else's house that you shared reminded me of a video I made some time ago. I'm a bedouin, you know, and I made this video about hospitality in my culture. It's really different! The video is called "Be careful of an Arab's home"

<https://www.youtube.com/watch?v=W86yS4Lw7Ls>



YOUTUBE.COM

Be Careful Of An Arab's Home



Like · Reply · Share · 1h



You watch the video and think it's quite surprising. You decide to leave a comment on Ahmad's video.

GOTO TASK 2f: YOUTUBE COMMENT.

Recurso: foro

Instrucciones:

1. Give your opinion about Bedouin hospitality and
2. Ask Ahmad two questions to understand better. For example:

- Can they...?
- Do they have to...?
- Are they...?
- Do they...?
- Are there...?
- Have they got...?
- Why...?

Read the other comments and try not to repeat the questions!

Answers: Student's own answer



Inglés módulo 1

Week 6

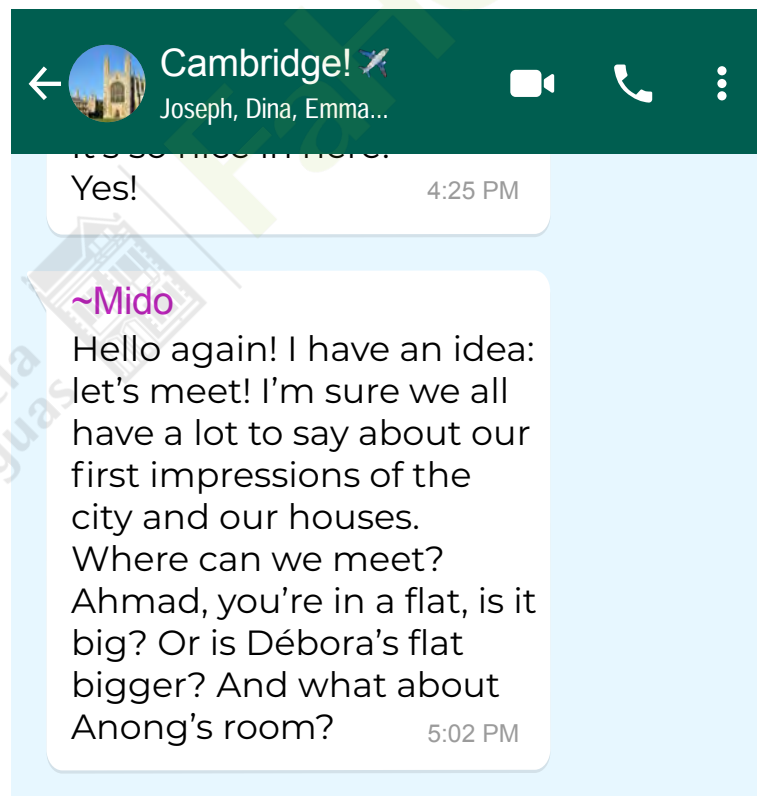
Manuela Orbe
Silvia C. Enríquez

Teacher's notes

Task 3



Mido sends a message to the WhatsApp group chat.
Read his comment.



b

GRAMMAR: Before you reply, you pay attention to the last questions Mido asks. Here, he uses a different form of the possessive:

- Débora's flat.
- Anong's room.

This is called **possessive 's** and we use it to specify **who** possesses **what**. We indicate possession for **persons in this order: the person + 's + the possession**.

Example: Debora has got a bathtub. It is modern. = Débora's bathtub is modern.

Do **NOT** say "the bathtub of Débora". This is incorrect in English.

Here are some spelling rules:

1) Singular adds -'s:

Mido is Dina's **brother**. (= Dina has got a brother, his name is Mido).

2) Singular nouns ending in -s can add only ' after the s:

Charles' house.

Or 's:

Charles's house.

3) Plural nouns add only ' after the s:

The students' names.

LOOK!

Here, 's **IS NOT** a contraction of "is" or "has". It is an ending for possessives and this is the full form.

EXTRA: You find a video that can help you understand it better: **GO TO GRAMMAR: POSSESSIVE 'S**.

URL: <https://youtu.be/pSd7DDvYM10>

c

You want to make sure that you know exactly where your friends live in Cambridge, so you find their lodgings in a map.

GOTOTASK 3c: MAP.

To complete this task, go to task 1b and read your friends' messages again.

Recurso: H5P

Instrucciones: Read your friends' messages from Task 1b again and tag the places in this map of Cambridge.

Answers:

Débora's airbnb.

Anong's dorm.

Pedro's room in a house.

Ahmad's flat.



Escuela
de Lenguas



FALCE

ENCUENTRO SINCRÓNICO

Retomar have for obligation

a) Retomar 's for possession y practicar la pronunciación de los casos presentados en Task 2 grammar.

Idea: pedirles en el encuentro sincrónico anterior que tomen fotos de sus casas y de objetos/lugares de distintas personas en esa casa, para que puedan decir cosas como "this is my sister's guitar/my dad's armchair/my son's bedroom, our kitchen...."

* Ver si hay dudas sobre la diferencia entre la s de verb to be, la del plural y la del posesivo. Tal vez no esté de más sacar el tema para constatar si está todo claro.

b) Retomar Have got for possession e introducir short answers.

* **Task 1 Grammar:** la tarea no tiene autocorrección, por lo tanto decidir si se chequean las respuestas en este encuentro o si se envía la key por el aula virtual 24 hs. antes de este encuentro.

Ideas: usar la idea de las fotos de sus casas para preguntarles/que se pregunten entre sí por cosas que no se ven en las fotos y que contesten con short answers: have you got a garden/a pet/a swimming pool...

c)

1. Survey about possessions.

a. Each student thinks of two questions to ask the rest of the class about their possessions for these kinds of activities:

- everyday life
- fun
- sport
- free time
- hobbies

b. In small groups, they ask and answer the questions (Breakout rooms).

c. Then, they report to the rest of the class: "Pedro has got a tablet, but he hasn't got a laptop".

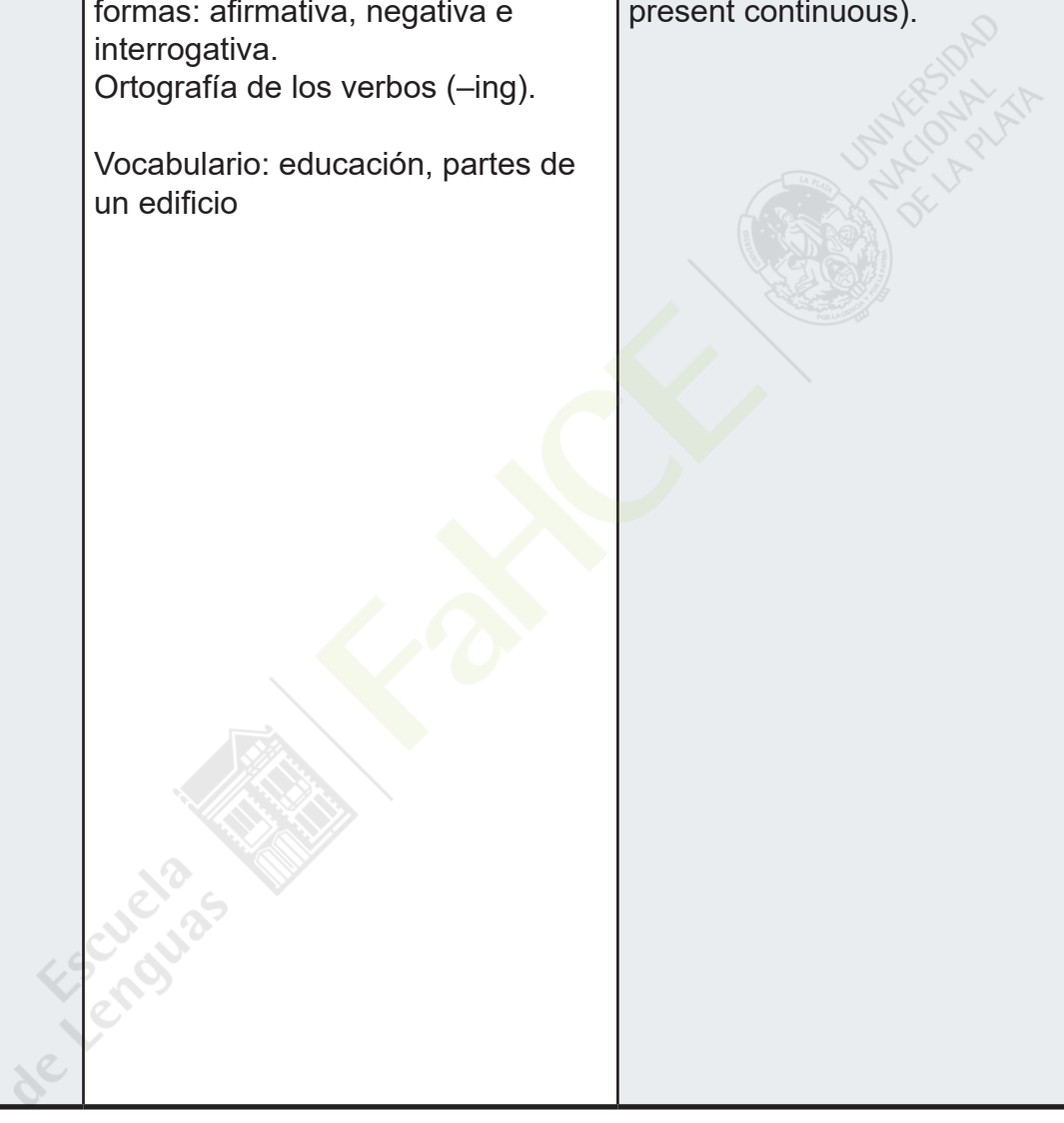
2. from the objects your classmates have, which two don't you have and which two would you like to have? (to elicit answers of the type "I'd like to have XX's hockey stick".

3. Talking about your activities in the course: have you done all your tasks? is there anything you have to do or finish? (to elicit sentences like "I have to finish task 3", etc).

a. Opcional: survey II (obligations): In groups, students ask each other questions about their obligations and things they like to do at the weekend. They can talk about work, housework, studies or leisure activities. "Do you have to study this weekend?"

**PROGRAMA
WEEK 7**

<p>First day of class</p>	<p>Expresar acciones que están sucediendo. Expresar acciones habituales o en curso.</p> <p>Presente continuo en sus tres formas: afirmativa, negativa e interrogativa. Ortografía de los verbos (-ing).</p> <p>Vocabulario: educación, partes de un edificio</p>	<p>First day in your new school. Meet classmates and teachers. Introduce yourself, talk about your interests and your qualifications. A student ambassador shows you around campus, describes different areas (passive intro. present continuous).</p>
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Inglés módulo 1

Week 7

Mariela B. Estévez
Gabriela Iacoboni

Teacher's notes

Task 1

First day of class

a

A fellow student welcomes you and gives you a tour of Pembroke College.

GO TO TASK 1a: VIDEO TOUR OF PEMBROKE COLLEGE.



Recurso: H5P Video interactivo

URL: <https://www.youtube.com/watch?v=eR1BSR2gX9Q>

Instrucciones: Watch the video and answer the questions.

Answers: (in bold)

1. Which of the following do the porters do? (1'38'')

- They keep campus safe for students.
- They are available 24 hours.
- They receive and organize students' posts.
- They do tours of the college campus.

2. What is true about the Hall? (2'15'')

- It's only open for formal dinners.
- They serve breakfast, lunch and dinner.
- It's not very popular among students.
- The food is really good.

3. You can buy books at the library. (False)

4. The Chapel is open for religious ceremonies and concerts. (True) (3'37'')

5. Choose all the true sentences: (5'03'')

- Rooms include a private toilet.
- You share a kitchen and toilet.
- You can use a gym.

6. Students can play games at the Junior Parlour or JP. (True) (5'48'')

b

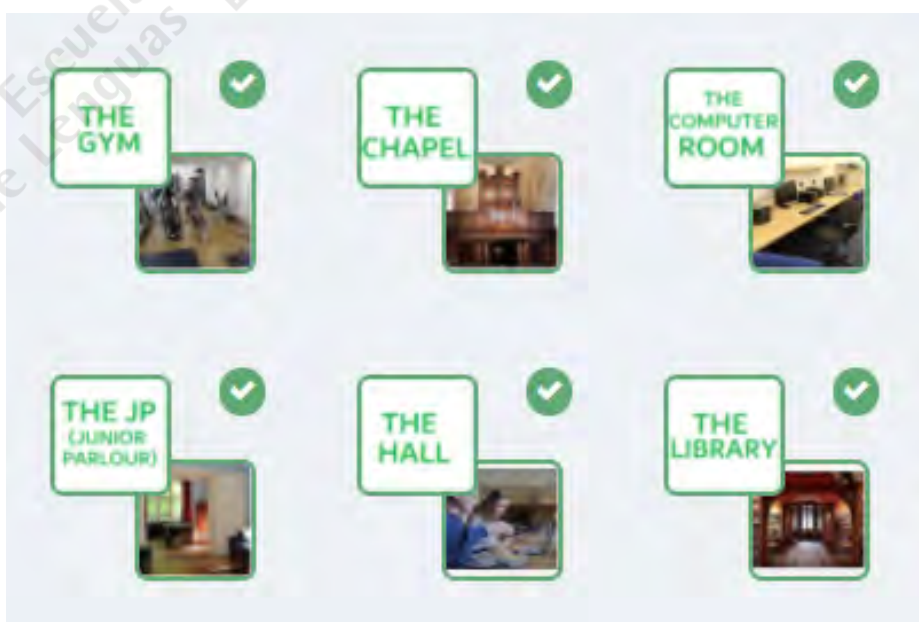
You took some photos of places around College during the tour to share with your family and friends back home. Now you want to label each picture.

GOTO TASK 1b: AROUND CAMPUS.

Recurso: H5P Image Pairing

Instrucciones: Drag images from the left to match them with the corresponding images on the right.

Answers:





After the tour, your friends are discussing on WhatsApp the places you saw around Pembroke College. **Read the conversation.**



~Dina
Oh Mido...
7:15 PM

~Mido
I'm so sorry! Please tell me about it! But first, look at my pictures! In the first, some birds are flying over the building. In the next, some students are walking in the college gardens. And the last one is from yesterday. Can you see it? A man is working on his laptop...
7:21 PM



~Joseph
Hey, that me!
7:25 PM

d

GRAMMAR: You notice that your friends use the same structure when they talk about what is happening:

I **am getting** hungry.
A band **is playing** right now.
Some birds **are flying** over the building.
Some students **are walking** in the college garden.
The porters **are saying** hello.
A man **is talking** on his cellphone.

This is a verb tense called **Present Continuous**. We use it to talk about events that are happening **at the moment of speaking**.

e

You want to upload Mido's photos to your Instagram Stories, but you feel that you need a little more language practice to describe them.
GO TO GRAMMAR: PRESENT CONTINUOUS.

URL: <https://www.youtube.com/watch?v=z7xA8V5JtbQ&t=31s>

f

Now you are ready! You choose some of your favourite pictures to share on Instagram together with a short sentence that describes them.
GO TO TASK 1f: WHAT ARE THEY DOING?

Recurso: Word sheet

Instrucciones: Look at Mido's photos and complete the sentences. What are these people doing?

Answers:

This teacher (talk)

This teacher is talking.



These students (walk)

These students are walking.



This girl (write)

This girl is writing.



They (study)

They are studying.



These men (take) a selfie

These men are taking a selfie.



He (read)

He is reading.





Inglés módulo 1

Week 7

Marianela B. Estévez
Gabriela Iacoboni

Teacher's notes

Task 2

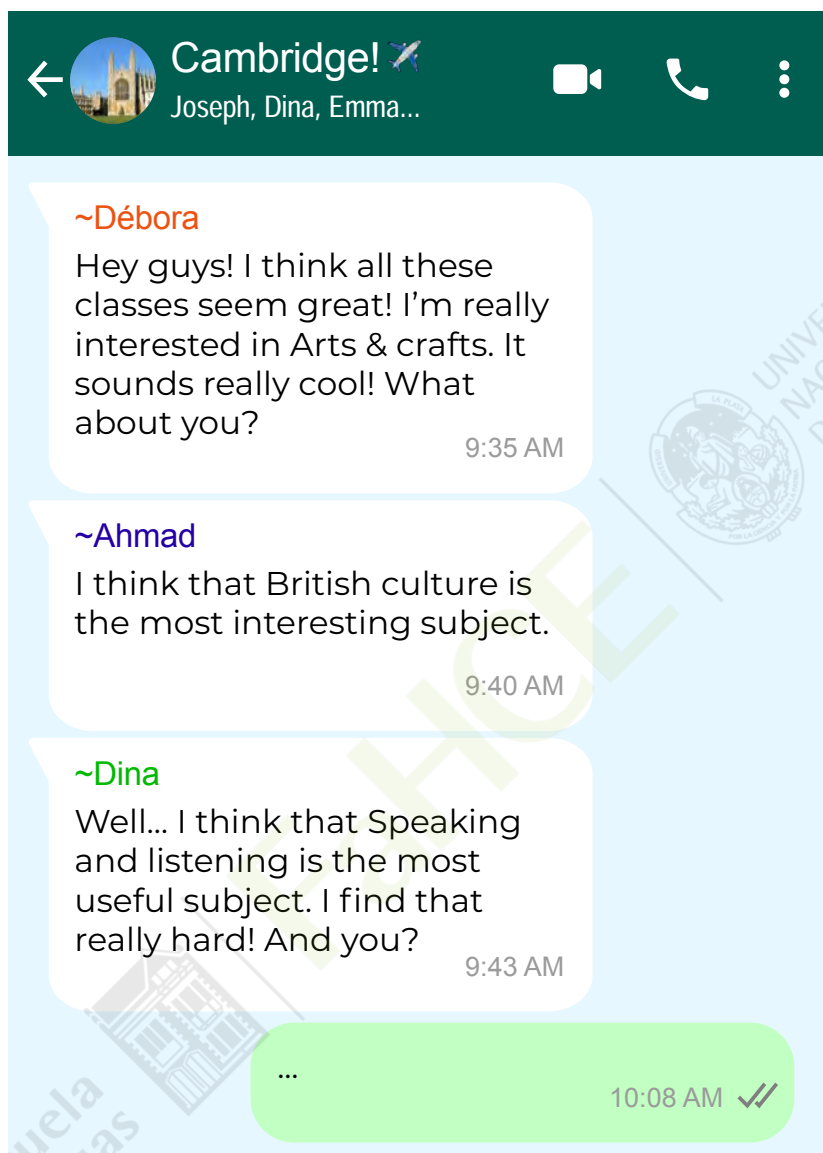
a

This is a special week, because you and your group are starting your first lessons in Cambridge. Before the first class, you receive a weekly schedule to help you organise. These are your classes for the first term. **Have a look at the schedule.**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
MORNING	British culture	Language: reading and writing	British culture	Literature	Local sports	Cooking	FREE
AFTERNOON	Language: speaking and listening	Drama	Language: speaking and listening	Arts & crafts	FREE	FREE	FREE

b

Débora sends a message to the Whatsapp group. **Read the conversation.**



c

You answer this message with your opinion.
GOTO TASK 2c: THE MOST INTERESTING SUBJECT.

Recurso: Foro de debate simple

Instrucciones: Have a look at the weekly schedule and answer Débora's question: what subject is the most interesting, in your opinion? Why?

Answers: Student's own answer

d

You start feeling anxious... How can you keep up with all these different classes in your schedule? So you find an article about time management and you share it with your group. **Read the article.**

Are you using your time effectively?

Learn about time management

Working Smarter to Enhance Productivity



Improve the way that you use your time.

Do you sometimes feel like there's not enough time in the day?

We all get the same 24 hours – so why do some people seem to achieve more with their time than others? The answer: good time management.

Time management is the process of organizing and planning how to divide your time between different activities. Get it right, and you'll end up working smarter, not harder, to get more done in less time – even when time is tight and pressures are high.

The highest achievers manage their time exceptionally well. And by using time-management resources, you can make the most of your time, too – you can start right now!

The Benefits of Good Time Management

When you know how to manage your time effectively, you have many benefits. These include:

- Greater productivity and efficiency.
- Less stress.
- A better professional reputation.
- Increased chances of advancement.
- More opportunities to achieve your life and career goals.

Overall, you start feeling more in control, with the confidence to choose the best way to use your time.

Finally, when you are happier, more relaxed, and you can think better, you can help others, too.

e

Your friends are really interested! They talk about the article on your WhatsApp group. **GO TO TASK 2e: TALKING ABOUT TIME MANAGEMENT.**

Recurso: Word Sheet

Instrucciones: Read the conversation and answer Pedro's questions.

Answers: (these are only possible answers, but other options may also be OK)

Lena: This is a very interesting article! Thank you

Pedro: What is it about?

Dina: It's about time management. It's so important!

Pedro: Why?

YOU: [Because you can become a higher achiever - Because you can make the most of your time]

Dina: And it's got a lot of benefits! For example, when you manage time correctly, you stress less.

Lena: And you are more productive.

YOU: Also, [you'll have increased chances of advancement] and [more opportunities to achieve your life and career goals]

Pedro: I see. I think I have to read it! :D

Joseph: I think it's really important, if you want to keep up with all your classes!



Joseph shares this quiz with you, and you decide to do it and see if you have good time management skills.

GOTO TASK 2e: TIME MANAGEMENT QUIZ.



Recurso: H5P Quiz

Instrucciones: Have you got good time management skills? Choose NEVER-SOMETIMES-OFTEN for each question.

Answers: Student's own answer.

EXTRA: You find this graph that helps you understand the meaning of "never", "sometimes" and "often".



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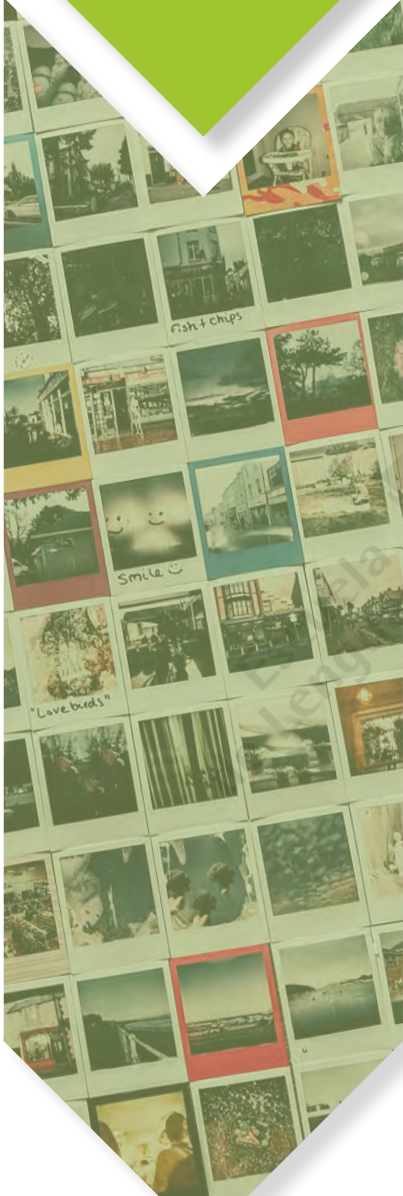


Inglés módulo 1
Week 7

Marianela B. Estévez
Gabriela Iacoboni



Task 3



a

You have a lot of different classes! You want to create a nice weekly schedule to remember all your classes.
GO TO TASK 3a: DIFFERENT CLASSES.

Recurso: H5P drag and drop
Instrucciones: What's the best picture to represent each class? Drag images from the left to match them with corresponding images on the right.
Answers:

LOCAL SPORTS ✓ 	DRAMA ✓ 	LANGUAGE READING AND WRITING ✓
BRITISH CULTURE ✓ 	LANGUAGE SPEAKING AND LISTENING ✓ 	LITERATURE ✓
COOKING ✓ 	ARTS AND CRAFTS ✓ 	

b

You and your friends think that all your classes must be fantastic. So you decide to visit one of the classes before it's your turn, and talk to the teacher.

GOTO TASK 3b: A CLASS VISIT.

URL: <https://www.youtube.com/watch?v=x4J487QtUIM>

c

You are visiting a drama class at the moment. The teacher describes what they usually do and what they are doing right now.

LOOK!

You notice that the teacher says this:

- We usually work on improvisation and other techniques.
- We are working with an impro game called "Spaghetti" right now.

What is the difference between these two sentences? You find a video that explains the difference between present simple and continuous.

GOTO TASK 3c: PRESENT SIMPLE AND CONTINUOUS.

Recurso: H5P Video interactivo

Instrucciones:

Answers:

0:23 Peter works in the office every day. **TRUE** / False

0:40 He is working now. True/**FALSE**

0:58 He is **SINGING**/listening to/writing songs right now.

1:15 To talk about actions that we are doing right now, we use present simple/**PRESENT CONTINUOUS.**

d

This class seems fascinating! You want to ask more questions to the teacher. But first you want to be sure that you know how to ask questions properly. So you watch a video and make a chart.

GO TO TASK 3d: ASKING QUESTIONS.

Recurso: Word sheet

Instrucciones: Watch the video and complete the chart.

URL: https://youtu.be/4WJcLtjaA_I

Answers:

PRESENT CONTINUOUS: QUESTIONS		
Am	I	saying it correctly?
Is	she	crying?
Are	you	preparing anything special?

e

This class seems so interesting! You have a lot of questions for the Drama teacher, so you write them down.

GO TO TASK 3e: ASK THE DRAMA TEACHER.



Recurso: H5P question set

Instrucciones: Use the words to complete your questions

Answers:

Do you always ***wear*** fancy costumes?

When ***do*** you usually ***meet***?

Are you ***preparing*** a special play at the moment?

What game ***are*** ***you*** ***playing***?

Why ***is*** everyone ***wearing*** black clothes?

Why ***are*** ***you*** ***sitting*** in a circle?

ENCUENTRO SINCRÓNICO

1. Follow-up task 3d: Proponemos dos opciones para revisar question formation:
2. a. Los alumnos hacen preguntas a su profesora acerca de en qué consiste la tarea de enseñar inglés
3. o
4. b. Los alumnos pueden trabajar con sus profesiones o si no se les asigna una (e.g. doctor) y hacen preguntas
- 1.

TASK: First day of class audio + activities

Today is your first class in the UK! Your teacher gives you some instructions. Listen once and answer: Is this a language class? YES / NO

*Se puede aprovechar que hacemos el listening en el encuentro sincrónico para repasar estrategias de comprensión.

Audio en archivo que tiene Silvia

Versión completa del Audio first day of class:

<https://www.google.com/url?q=https://learnenglish.britishcouncil.org/skills/listening/beginner-a1/the-first-english-class&sa=D&source=docs&ust=163828602165600&usg=AOvVaw1g60sCyU9VCQdbduVJF196>

Activities, audio transcript and key

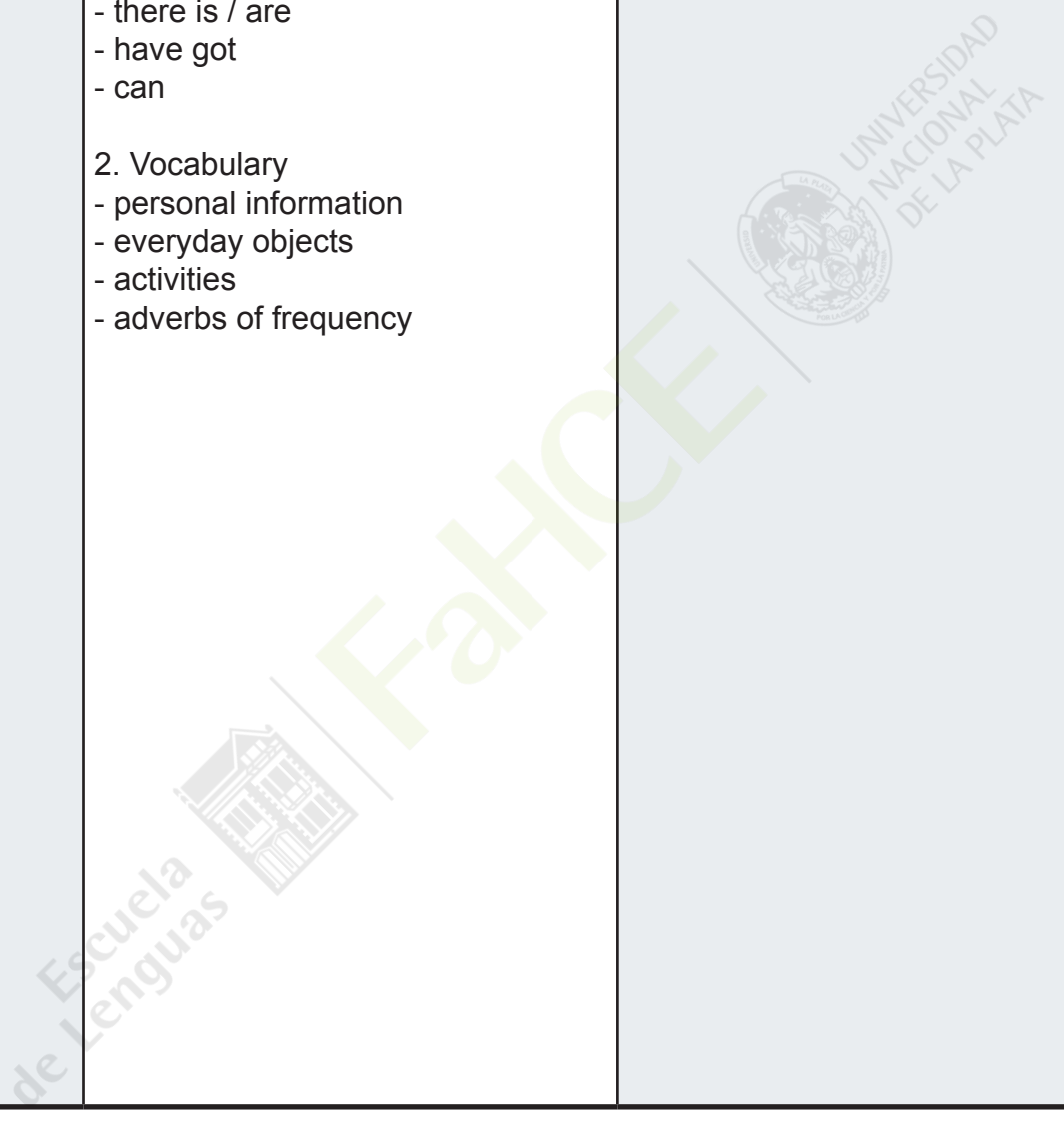
<https://learnenglish.britishcouncil.org/sites/podcasts/files/LearnEnglish-Listening-A1-The-first-English-class.pdf>

5. Vocabulary: education + memory/matching game

Ideas: nombrar una actividad que se puede hacer en un lugar y ellos responden qué lugar es. O mostrar parte de una imagen y que digan de qué lugar se trata, y luego digan qué se puede hacer allí, si hay en su lugar de estudio actual, etc.

PROGRAMA
WEEK 8

<p>CONSOLIDACIÓN So far, so good</p>	<p>Revision:</p> <ol style="list-style-type: none">1. Grammar<ul style="list-style-type: none">- verb "to be"- present simple- present continuous- there is / are- have got- can2. Vocabulary<ul style="list-style-type: none">- personal information- everyday objects- activities- adverbs of frequency	<p>After two weeks at your new home, you send an email to your family. You describe your new apartment and your school. Example: the email that your friend sent to her family.</p>
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Inglés módulo 1

Week 8

Marianela B. Estevez
Silvia C. Enríquez
Gabriela Iacoboni

Teacher's notes

Task 1

So far, so good

This is the second week of your English course in the UK. You are having a very busy week! Now that you have some new friends, you go to class and then out with them.

a

In your language class, the teacher asked you to read some tips for learning English more effectively. Now you have to answer the teacher's questions in preparation for the next class. Read the text. Then, **GO TO TASK 1a: LEARNING TO LEARN ENGLISH.**



10 Tips To Learn Any Language From An Expert

Matthew Youlden speaks nine languages, including Italian, Greek, Spanish and Russian! He changes from language to language like a chameleon changes colors. He has some great tips for anyone trying to learn a new language. Get ready to take some notes!

Know Your Motivation

1 This can sound obvious, but if you have a good reason to learn a language, you are more motivated. Then, once you decide on a language, it's crucial to commit. According to Matthew, this means "OK, I want to learn this so I'm going to do as much as I can in this language, with this language and for this language."

2 Find A Partner

Matthew learned several languages together with his twin brother, Michael. They learnt Greek when they were only eight years old! "We were very motivated, and we still are," Matthew said.

3 Talk To Yourself

If the previous suggestion on our list of language-learning tips isn't possible because you haven't got a partner, you can talk to yourself in a foreign language. "It can sound really strange, but it is a great way to practise!"

4 Keep It Relevant

It's better if conversation is your goal from the beginning. Talking to people is one of the best ways to learn a language. "You learn a language because you want to use it. The creative side is when you really use that language: reading, writing songs, speaking to people or using it when you travel."

5 Have Fun With It

Using your new language is a creative act. You can think of some fun ways to practice your new language: make a radio play with a friend, draw a comic, write a poem or simply talk to as many people as you can.

6 Act Like A Child

With this language-learning tip, we mean trying to learn the way kids do: don't be shy, play in the language and don't worry about mistakes. Humans learn by making mistakes. As

kids, it's ok to make mistakes, but for some adults, mistakes are taboo. Forget your adult inhibitions!

7 Leave Your Comfort Zone

This is the only way to develop and improve. No matter how much you learn, to speak a language you have to do new things: talk to strangers in the language, ask for directions, order food, try to tell a joke. This way, your comfort zone can become bigger and you can feel better in new situations.

8 Listen

This one is very important: You need to learn to listen before you can learn to speak. Every language sounds strange the first time you hear it. When you expose yourself to it, it becomes more familiar, making it easier to speak and understand. "Our body can pronounce all sounds, but we never do it."

9 Watch Others Talk

Pronunciation is physical and also mental. Try to imitate native speakers of the language. If you can't watch and imitate a native-speaker in person, you can watch foreign-language films and TV.

10 Practice, practice, practice

This is essential: immerse yourself and practice your new language every day. Even a short, simple conversation can help you make great progress!

Adapted from <https://www.babbel.com/en/magazine/10-tips-from-an-expert>

Recurso: Word sheet

Instrucciones: Read the text and answer the following questions.

Answers:

a- How many languages does Matthew speak?

He speaks nine languages.

b- Can he speak Greek?

Yes, he can.

c- What is special about Matthew and his brother Michael?

They are twins. They learn languages together.

d- Why is it a good idea to "act like a child"?

Because acting like a child allows adults to make mistakes.

e- According to Matthew, how often should you practice?

You should practice every day.

In this article, the author uses verbs in the infinitive to give instructions. So remember:

LOOK!

In English, the infinitive is also used to give instructions or orders. For example:

"Talk to yourself".

"Listen".

This is called **imperative mood**.

b

In your experience, what can help you learn English? Can you add one or two tips to this list?

GOTO TASK 1b: LANGUAGE-LEARNING FORUM

Recurso: Foro de preguntas y respuestas.

Instrucciones: What can help you learn English? Can you add one or two tips to this list?

Answers: Student's own answers.

c

Your teacher also asks you to participate in a forum about these tips.

GOTO TASK 1c: LANGUAGE-LEARNING TIPS

Recurso: Foro de debate sencillo.

Instrucciones: Which of these things are you already doing right now? For each of them, say how often you do them. Looking at the things you don't do, which do you think are good ideas?

Answers: Student's own answers.



Inglés módulo 1

Week 8

Marianela B. Estevez
Silvia C. Enríquez
Gabriela Iacoboni

Teacher's notes

Task 2

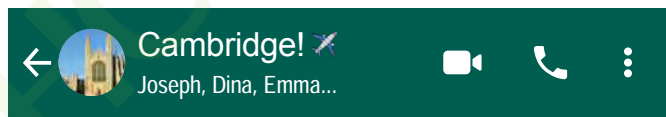
Remember that you can explain why you can't go out using, for example:

- can/can't
- have got
- there is/are
- I'm/we are, etc -ing
- a description of how you feel: tired, homesick, bored...

a

Joseph thinks it's a good idea to plan some outdoor activity. But you are too busy. Read the conversation and then, write your answer.

GO TO TASK 2a: NO PLANS FOR THE WEEKEND.



~Joseph

So, how are you? What are you doing these days? Are you enjoying your stay in Cambridge? What if we go out for dinner tonight? Or do you prefer to go for a walk downtown?

9:35 AM

~Pedro

I'm great! I love your ideas. But I've got to stay in and do my homework, I'm going really slowly! Sorry!

9:40 AM

~Lena

I prefer indoor activities! I like reading and going to the cinema. Anyway, I have the same problem: lots of homework to do! How about next week?

9:43 AM

Recurso: Foro abierto.

Instrucciones: Read the conversation and write your answer.

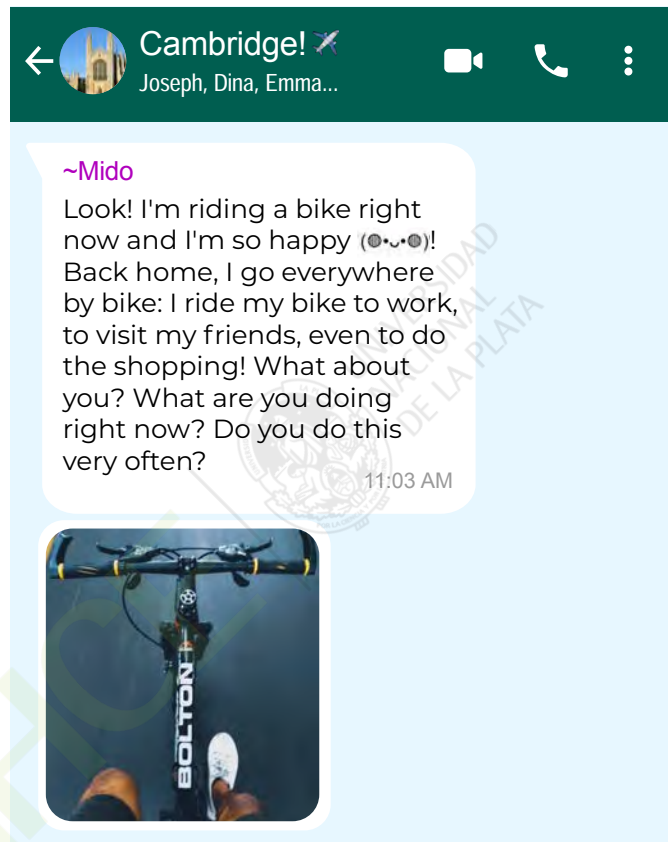
Answers: Student's own answers.

b

Mido has some free time at the weekend and decides to go out alone, because the rest of the group is busy. He shares this picture on your WhatsApp group:

You decide to send your own picture to the group.

GO TO TASK 2b: AT THE MOMENT



Recurso: Foro de debate sencillo.

Instrucciones: Upload a picture of you doing something you enjoy. Explain what you are doing in the photo and include other relevant information.

Answers: Student's own answers.

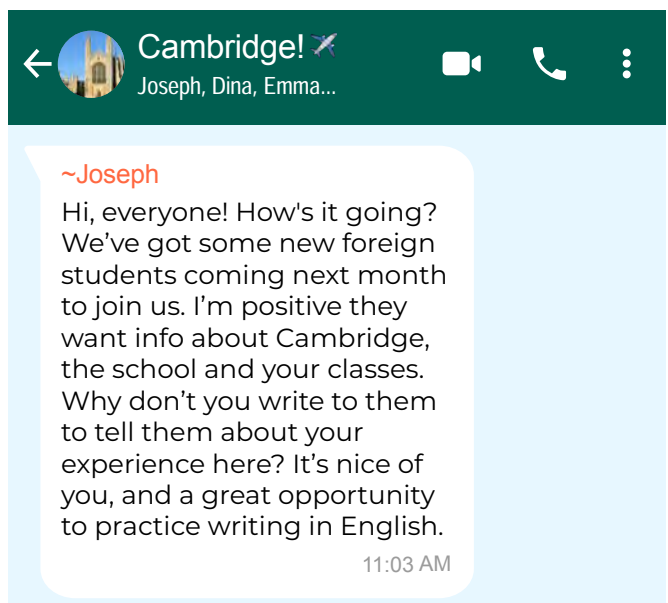
c

Joseph tells you that some students from different countries are joining your course next month, and they want some information about the city, the school and your classes. So he asks you to write them an email.

This is your first e-mail in English, so Lena does you a favour: she shows you her e-mail to help you write yours.

Now it's your turn to write your email to "ilovemylife"!

GO TO TASK 2c: MY E-MAIL.



From < lena.schuler@gmail.com >

To ilovemylife@gmail.com.it

Subject HI!

Dear friend,

Hi! My name is Lena. I'm 29 and I'm a teacher. I live in Frankfurt, a big city in Germany. What about you?

I really like Cambridge. There are lots of things to do and places to visit in and around the city. You can do a walking tour of Cambridge University or cycle around town, or even row a boat down the Cam river. Rowing and football are very popular sports to do and watch here. Can you row? What's your favourite sport?

Cambridge has many important music and arts festivals and there's also a beer festival in May! There are lots of shops and pubs with great food and better drinks :) I usually go bar-hopping with my friends (but only on the weekend!). My favourite pub is The Eagle, and it's also the oldest in Cambridge. They offer a wide variety of beers and ciders, they have the best fish and chips in the world, and it's famous because scientists Francis Crick and James Watson announced in the pub their discovery of the double helix structure of DNA. What do you like doing on weekends?

Hope to meet you soon! I promise to show you around campus and the city ;)

Best wishes,

Lena



These are some useful expressions for writing informal emails:

Greeting

To start an informal email, we write

Dear (first name), / Hi (first name), / Hello (first name)

Conclusion

In the Conclusion we write our closing remarks; for example:

'Keep in touch.' 'Write soon.' 'I hope to hear from you soon.'

Signature

You can use the following expressions and then simply write your name.

'Lots of love' 'Best wishes' 'All the best'

(taken from: <https://tegenish.com/news/how-to-write-an-email-to-a-friend-in-english/>)

LOOK!

Recurso: Foro de debate sencillo.

Instrucciones: Now it's your turn to write your email to "ilovemylife"! Tell him or her about Cambridge, college, the language course you're doing and other things you enjoy doing in Cambridge. Use the information you already have about Cambridge, Lena's email and the expressions above to help you..

Answers: Student's own answers.



Inglés módulo 1

Week 8

Marianela B. Estevez
Silvia C. Enríquez
Gabriela Iacoboni

Teacher's notes

Task 3

a

Your British Culture teacher has suggested a recipe challenge: you and some Argentine friends have to post a recipe of a typical Argentine dish. **What Argentinian food can you prepare with a minimum quantity of ingredients?**

You are happy with your recipe but you don't know many verbs for cooking, so you watch the video "Cooking verbs" and take note of the cooking verbs you need for your dish.



Remember to take notes as you watch the video because you'll need them later!

GO TO TASK 3a: COOKING VERBS

Recurso: Video.

Instrucciones: Watch this video and make notes of some cooking verbs.

URL: https://www.youtube.com/watch?v=jY_IV-ARuMw

b

Now you're ready to write a recipe of some traditional local dish including ingredients and cooking process (using the imperative form). Don't forget to include a picture of your dish.

GOTOTASK 3b: MY RECIPE.

Recurso: Foro de debate sencillo.

Instrucciones: What Argentinian food can you prepare with a minimum quantity of ingredients? Write a list of ingredients, the instructions and take a photo to post in this forum.

Answers: Student's own answers.

ENCUENTRO SINCRÓNICO

1. Revision of other topics not covered in the asynchronous materials that the teacher considers necessary for each group.
2. Song “**Colors**” by Black Pumas (Revise imperative, present simple, work with vocabulary) <https://www.youtube.com/watch?v=2EntxPIULUI>

You really liked the pub last week, so you decide to go again with some of your new friends. You are having a beer and listening to music.

Tonight, they aren't playing music from the 80s! One of the songs calls your attention and then you look for it on YouTube. You also read the lyrics to understand it better.

GO TO TASK 1c COLORS and TASK 1c COLORS LYRICS.

Lyrics. Si queda esta canción podemos armar un archivo con la letra, está en esta URL junto con varias letras más.

<https://www.pollstar.com/Image/Photos/3dede390-166b-4cfd-9853-7fc0b4fe40e3-p.slick.png>



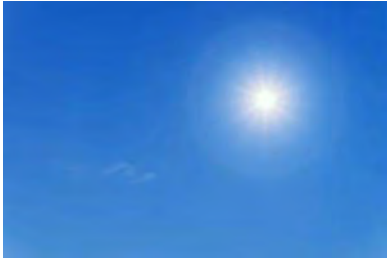
Colors

I woke up to the morning sky first
Baby blue just like we rehearsed
When I get up off this ground
I shake leaves back down to the brown brown brown till I'm clean
Then I walked where I'd be shaded by the trees by a meadow of green
For about a mile I'm headed to town town town in style
With all my favorite colors
All my favorite colors
My sisters and my brothers see them like no other
All my favorite colors
It's good day to be a good day for me a good day to see my favorite colors
My sisters and my brothers they see them like no other
All my favorite colors
Now take me to the otherside
Where the baby blues birds fly
In grey clouds, or white walls, or blue skies we gon' fly feel alright
Now we gon' woo oo woo oo woo oo ya
They sound like woo oo woo oo woo oo ya
The least I can say I anticipate a homecome parade as we renegade in the morning
All my favorite colors
All my favorite colors
My sisters and my brothers see them like no other
All my favorite colors
It's good day to be, a good day for me, a good day to see my favorite colors
My sisters and my brothers they see them like no other
All my favorite colors

<https://www.theblackpumas.com/lyrics>

3. You find pictures of all the new words to describe places that you find in this song.

Palabras a incluir



sky



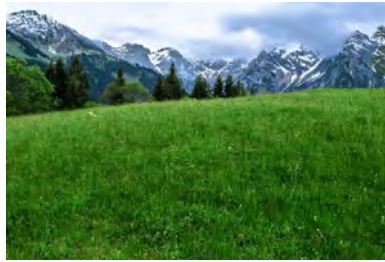
ground



leaves



trees



meadow



town



birds



clouds



wall

4. You find that “renegade” is the name of a dance.

<https://www.youtube.com/watch?v=p2tZemLoVFM>

Video para que las profes muestren en clase.

5. What feelings does this song inspire in you? What do you think it means? What is it about? Do you know this band? Find out about them. Acá la profesora a cargo del curso puede armar una webquest sobre la banda (previo búsqueda de website apropiada al nivel de lengua de los alumnos y diseño de la actividad de búsqueda guiada) o enviarlos a **wikidata** para que en pares, preparen un pequeño speech sobre la banda a partir de la información provista en este sitio.

wikidata sobre black pumas <https://www.wikidata.org/wiki/Q76668702>

Do you like them? Why/why not?



Inglés módulo 1

Week 9

Manuela Orbe
Silvia C. Enríquez
Marianela B. Estévez

Teacher's notes

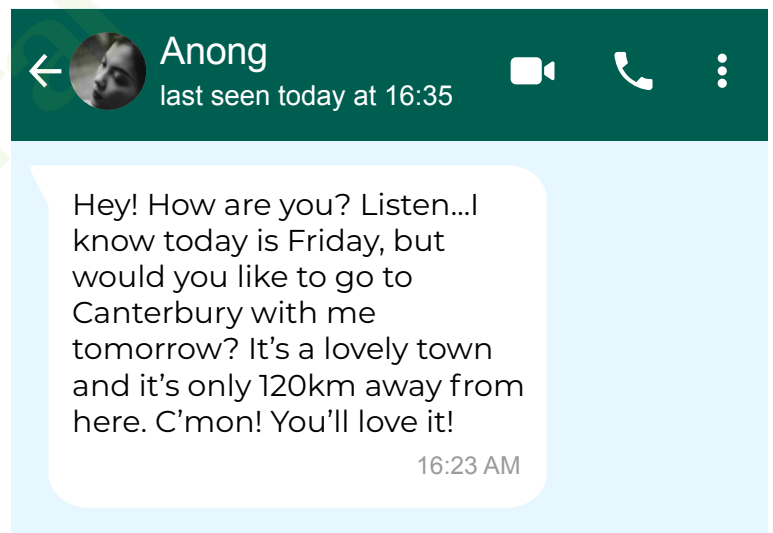
Task 1

A weekend getaway!

a

Your friend Anong sends you a text message, inviting you to a short trip. Read her message and accept her invitation.

GO TO TASK 1a: ANONG'S INVITATION



Recurso: Word sheet.

Instrucciones: Read Anong's message and accept her invitation.

Answers: Student's own answers.

b

Anong is happy to hear you accept and sends you a video. **GO TO TASK 1b: TOP THINGS TO DO IN CANTERBURY.**

Amazing! The forecast says the weather will be lovely so don't pack too many clothes (you won't need them!). I might see Debora tonight, I'll invite her too.
We'll have lots of fun!! See you tomorrow! Our bus leaves at 8:45 am.
PS Watch this video to see some of the things we'll do tomorrow 😊

16:43 AM



The Ultimate Guide to Canterbury in England!

Canterbury is just 90 minutes outside of...
www.youtube.com

<https://youtu.be/2p7PQkK7S50>

16:43 AM

Recurso: Video

Instrucciones: Watch this video about things you can do in Canterbury.

URL: <https://www.youtube.com/watch?v=2p7PQkK7S50>

c

According to the video, there are 7 top things to do in Canterbury. **GO TO TASK 1c: EXPLORING CANTERBURY.**

Recurso: H5P Drag the words

Instrucciones: Watch the video and drag the words into the correct boxes to complete the activities.

Answers:

You can do a lot of things in Canterbury! This is the top 7:

1. First, you can grab a meal and a at a local .
2. Then, take a of the Canterbury Tales.
3. Later, you can the Wall of Canterbury.
4. After that, you visit Canterbury .
5. Then, you can see the of St Augustin's Abbey.
6. You can also to St Martin's church, the church in England.
7. Finally, must visit Cathedral.

d

GRAMMAR. You reread Anong's message and you realise she uses a new verb to talk about the future.

- You'll love it!
- The weather **will be** lovely
- We'll have lots of fun
- You **won't need** them.

We use "will" and "won't" to make predictions about the future when we're sure about something.

- Read this book. You'll like it! (I am sure because you like this type of book)
- I'm sure she won't come. (It's late and she's not there)

When we want to make predictions but we're not sure, we can use "might" or "might not". Look at the example in Anong's message:

- I **might see** Debora tonight. (=it's possible, but I'm not sure)

Compare:

- I'll see Debora tonight at the party. (= I'm sure I will see her)

EXTRA: GO TO GRAMMAR: WILL/MIGHT (NOT)/WON'T

e

You and your friends are thinking about your activities on the trip to Canterbury. Are these things that you will, won't or might do?

GO TO TASK 1e: PLANS FOR THE TRIP.

Recurso: H5P Fill in the gaps

Instrucciones: Read the sentences and complete them with **will / won't / might**.

Answers:

1. If we walk to St Mary's church we'll/will have to take some water with us.
2. I might explore the Wall of Canterbury but I'm not sure.
3. I won't/will/'ll/might need to read the Canterbury tales before we take the tour of the Canterbury Tales.
4. The visit to the oldest church in England will/'ll/won't/might be interesting.
5. I'm sure the pubs in Cambridge will/'ll be good.
6. Will the weather be good next weekend?

f

Your German friend, Lena, asks you what you'll do in Canterbury. Send her an audio message telling her the things you might or will do/see.

GO TO TASK 1f: PLANS FOR CANTERBURY.

Recurso: Foro de debate sencillo

Instrucciones: Send Lena an audio message telling her the things you might or will do/see in Canterbury.

Answers: Student's own answers.



Inglés módulo 1

Week 9

Manuela Orbe
Silvia C. Enríquez
Marianela B. Estévez

Teacher's notes

Task 2



a

After your trip to Canterbury, everyone wants to travel around the UK! Joseph sends a whatsapp message and everyone starts to plan. **Read the conversation.**

~Joseph

Hi, everyone! Your trip to Canterbury sounds great!! Why don't we plan another trip together? What about Scotland? Perhaps we can go to Edinburgh and then to Glasgow.

11:03 AM

~Lena

Absolutely yes! I'll check booking.com to see if there are cheap hotels or hostels in the city.

11:07 AM

~Joseph

So, if Lena checks the hostels I'll buy the train tickets. Pedro, are you busy next weekend?

11:16 AM

~Pedro

Well, I was invited to a party but I won't go! Traveling with you sounds more fun. Scotland, here we go!! 🇬🇧

11:18 AM

b

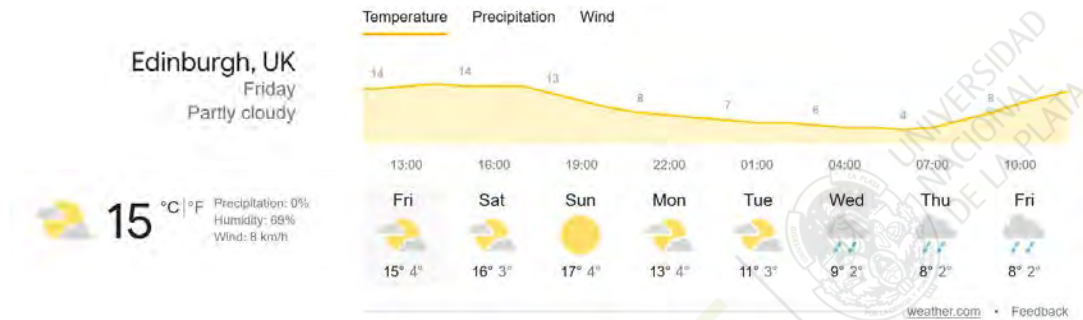
GRAMMAR. You notice that “will” is not used for predictions, but for instant **decisions** (decisions you take at the moment of speaking). This is another use for this modal verb:

- I'll check this website.
- I'll buy the train tickets.
- I won't go.

c

After your conversation, you check Scotland's weather forecast for the weekend and you share it with your friends. Read their comments and choose the best reply.

GOTOTASK 2c: DECISIONS



Recurso: H5P Single choice test.

Instrucciones: Read the statements and choose the best reply.

Answers:

STATEMENT 1: Lena: It'll rain on Wednesday!

- I'll take an umbrella.
- I'll go for a walk in the park.
- I won't need my raincoat.

STATEMENT 2: Pedro: The weather will be nice on Sunday :)

- I won't take my winter coat, because I won't need it.
- I'll check the forecast again.
- I'll take a scarf and gloves, just in case.

STATEMENT 3: Anong: It'll be quite cold during the week.

- I'll take my wool hat. It's really warm!
- I'll take my sunglasses and sun cream.
- I won't take socks because I won't need them!

STATEMENT 4: Joseph: The weather changes fast in Scotland.

- I'll always carry a sweater in my backpack, just in case.
- I won't go out at the weekend.
- I'll wear some nice shoes.

STATEMENT 5: Mido: Look, Dina! The hotel has a big swimming pool!

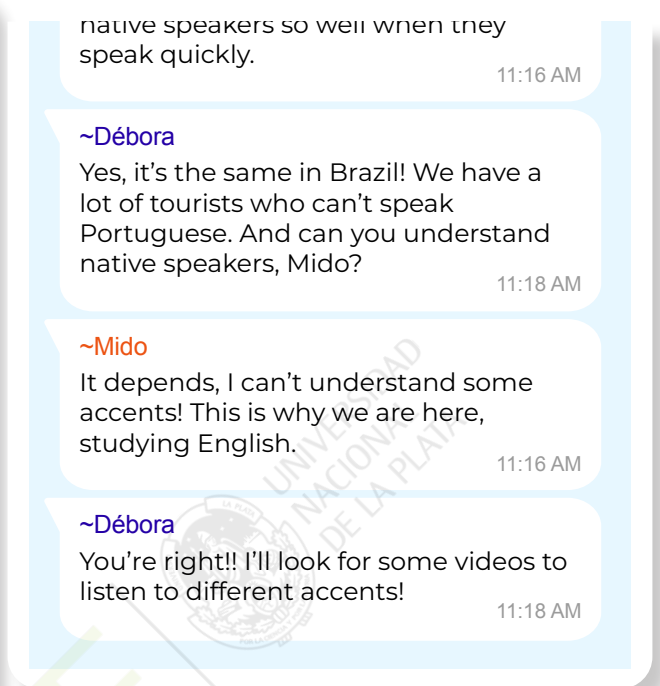
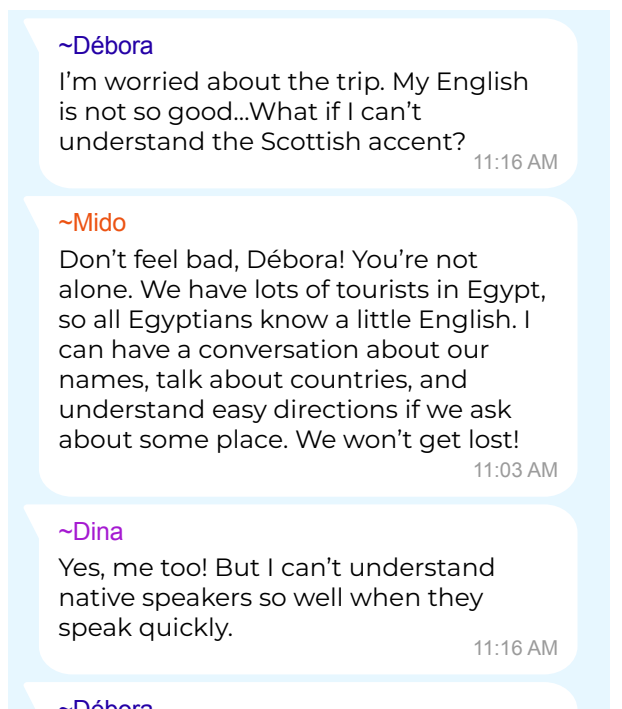
- I'll take my swimsuit and goggles.
- I won't take my flip-flops.
- I'll take my camera and my headphones.

STATEMENT 6: If it rains, we can go to the Scottish National Gallery, but you can't take pictures of the art!! That's for you, Mido ;)

- I won't take my camera there.
- I won't take my umbrella.
- I'll use my phone.

d

You and your friends keep talking about this trip on WhatsApp. Débora, Dina and Mido talk about what they can already say or understand in English. **Read the conversation.**



e

GRAMMAR. You notice that your friends are using "can", but not to talk about permission. You ask them about it and they explain. These are your notes about using can for ability:

We use **can** to talk about **ability**, i.e to mention the things that we know or don't know how to do. For example:

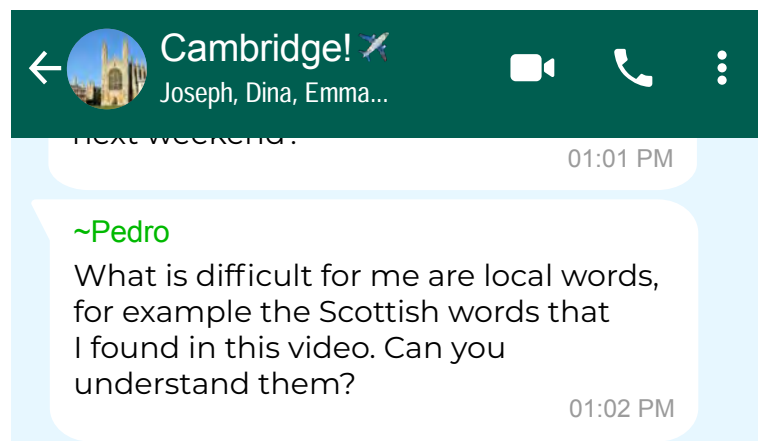
- "I can have a conversation about our countries" means "I know how to have a conversation about our countries".

And

- "I can't understand some accents" means "I have difficulty understanding some accents".

f

Later in the same conversation, Pedro says:



GO TO TASK 2f: BONNIE LASSIE.

Recurso: URL

Instrucciones: Watch the video. Can you understand these Scottish words?

URL: <https://youtu.be/As-tlGZI8T0>

g

You write down the meaning of the new words that you find in this video.

GO TO TASK 2g: SCOTTISH WORDS.

Recurso: Foro de preguntas y respuestas

Instrucciones: Can you find the meaning of these words in the video?: wee - bonnie - lassie. What do they mean in English?

Answers: Student's own answers.

h

The conversation about Scotland continues on Whatsapp. Everybody is interested!

Read the conversation.

~Ahmad

I found some funny tweets written by Scottish people. In one of them they use the word "wee". Look!

11:16 AM



~Dina

Haha! Lightning McQueen is the car in Cars, the movie! And "canny"? Is it "cannot"?

11:16 AM

~Ahmad

Yes, it is! Apparently that represents the Scottish pronunciation. And here are some other tweets that I think are funny. At least they are easy to understand!

11:18 AM



Ross Whiteheeed
@_rosswhitehead

Still canny believe the queen won that marathon, wee lightning mcqueen



ryan
@beak97

See how Scottish people wear tops that say 'New York' or 'LA' do people from America wear tops saying 'Arbroath' or 'East Kilbride'

3

ryan
See how Scottish people wear tops that say 'New York' or 'LA' do people from America wear tops saying 'Aberdeen' or 'East Kilbride'?

Scottish
Say something nice about the UK
Show this thread



jam
do american mcdonalds have bouncers too or are we just animals

~Dina

Oh, they don't use punctuation in some of them. But I can understand them anyway. **Can you understand the jokes? Is there any you can't understand? Which is the funniest?**

11:16 AM

Dylan Ramage
@DylanRamage1

Scotland

Pari @Paricyte · 1d

Say something nice about the UK

Show this thread



jam
@JamieClay

do american mcdonalds have bouncers too or are we just animals

4

i

You answer Dina's questions about the jokes.
GO TO TASK 2i: UNDERSTANDING JOKES.

j

After the meeting, you decide to make a list of the things you can and can't do in English. Here are some ideas and you want to add two more:

- Greet people
- Say numbers
- Understand numbers when people speak
- Order food
- Read a long novel
- Send a text message
- Introduce yourself
- Tell the time
- Ask questions
- Understand films or series without reading the subtitles
- Have a conversation with a stranger

GO TO TASK 2j: WHAT I CAN AND CAN'T DO IN ENGLISH

Recurso: Word sheet

Instrucciones: Look at the list and sort the phrases out. Then, add two more things you can or can't do in English

Answers: Student's own answers.

Things I can do in English	Things I can't do in English

ENCUENTRO SINCRÓNICO

a) Notion of modal verbs: note that CAN and MIGHT (the only two that have been introduced so far) are conjugated in the same way.

The modal verbs we study in this Module are 'can', 'might' and 'will'.

Modal verbs have only one form. They have no -ing or -ed forms and do not add -s to the 3rd person singular form:

He **can** speak three languages.

She **will** try and visit tomorrow.

Modal verbs are followed by the infinitive of another verb without to.

I **might** buy some souvenirs in Canterbury.

Questions are formed without do/does in the present, or did in the past:

Can I invite Mary?

Negative sentences are formed with not or the short form -n't and do not use do/does or did.

You **can't** smoke in class.

Adaptado de:

<https://www.oxfordlearnersdictionaries.com/definition/english/have-to>

Al repasar 'will', se puede aprovechar para enseñar la expresión "on the spot", como equivalente a "instant" del modo en que lo usamos en "instant decisions" en el trabajo asincrónico.

b) Speaking. A trip to...(https://docs.google.com/presentation/d/1eYC3hwSXJ1bQPyL9OpUV6s_TTPp8Wp8wnqC4BpUTKMU/edit?usp=sharing)

PPT:

https://docs.google.com/presentation/d/1eYC3hwSXJ1bQPyL9OpUV6s_TTPp8Wp8wnqC4BpUTKMU/edit?slide=id.g4c68a97855_0_302

c) Will you still love me tomorrow? with lyrics. Amy Winehouse:

<https://www.youtube.com/watch?v=O0jYMMTb0XU>

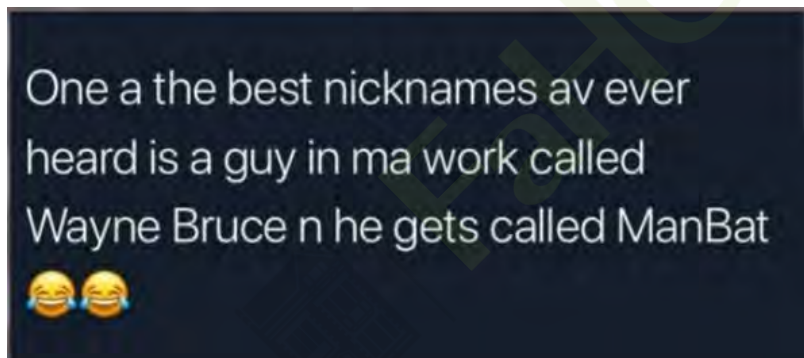
O bien cantada por Carole King, que es la autora.

<https://www.youtube.com/watch?v=Dfmn9M6hXVI>

Lyrics:

Tonight you're mine completely
You give your love so sweetly
Tonight the light of love is in your eyes
Will you still love me tomorrow?
Is this a lasting treasure
or just a moment pleasure?
Can I believe the magic of your sight?
Will you still love me tomorrow?
Tonight with words unspoken
You said that I'm the only one
But will my heart be broken
When the night meets the morning star?
I like to know that your love
Is love I can be sure of
So tell me now cause I won't ask again
Will you still love me tomorrow?
Will you still love me tomorrow?
Will you still love me tomorrow?

Funny tweets by Scottish people



PROGRAMA
WEEK 10

<p>My inspiration / They went the extra mile</p>	<p>Hablar sobre el pasado. Preguntar sobre el pasado.</p> <p>El pasado del verbo “to be” en sus tres formas; afirmativa, negativa e interrogativa.</p> <p>El pasado simple de los verbos regulares en sus tres formas; afirmativa, negativa e interrogativa. El pasado de los verbos irregulares en sus tres formas; afirmativa, negativa e interrogativa.</p> <p>Verbos irregulares.</p>	<p>You talk about the people who inspire you. Input: biographies.</p>
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Inglés módulo 1

Week 10

Manuela Orbe
Silvia C. Enríquez
Marianela B. Estévez
Gabriela Iacoboni

Teacher's notes

Task 1

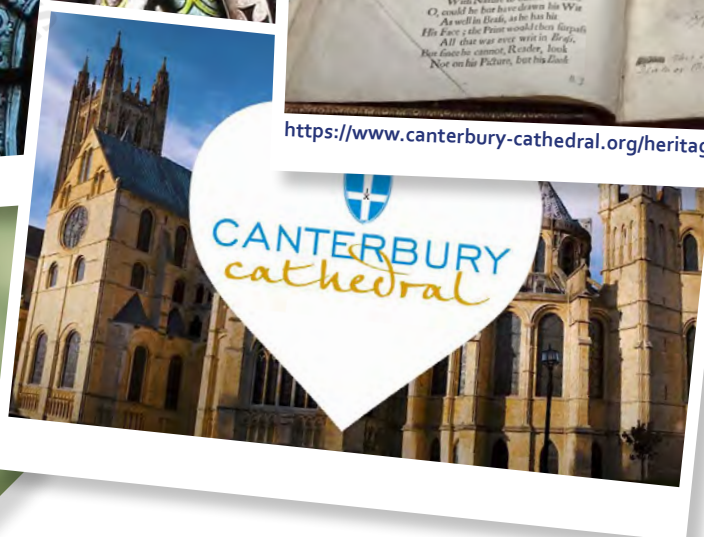
My inspiration

a

You're looking at the pictures of your trip to Canterbury and find this one from Canterbury's Cathedral. It's Shakespeare. You want to know more about him, so you look for information online. **Read the text.**



<https://www.canterbury-cathedral.org/heritage/history/shakespeare-400/>



William Shakespeare (1564 - † 1616) was a poet and a playwright. He was born in Stratford-upon-Avon, England, and people around the world consider him the greatest writer in the English language. His plays, sonnets and poems were very popular and still are! You can find his work translated into every major language and his plays in theatres all over the world.



William Shakespeare married Anne Hathaway when he was 18 and they had three children. They were in London when the Globe Theatre was under construction in London, and it was the home of

Shakespeare's first plays. There is a reconstruction of the theatre (a fire destroyed the original!) so you can go to the Globe to see one of Shakespeare's plays today!

Why do we like these old plays? Perhaps it is because they all contain fantastic stories. His characters suffer bloody battles, deaths by poison, huge family fights, problems between brothers and sisters, problems between parents and children... The plays are also full of parties, weddings and funerals. They are quite simply action-packed.

b

Below the article, you find a quiz. You do it to test your knowledge!
GOTO TASK 1b: SHAKESPEARE QUIZ.

Recurso: H5P Quiz

Instrucciones: Take the quiz about Shakespeare. Choose the correct option.

Answers:

1. When was Shakespeare born?
OPTIONS: in 1616, in 1645, **in 1564**
2. What was his wife's name?
OPTIONS: Hannah, **Anna**, Ana
3. When Shakespeare was in London...
OPTIONS: he wasn't married / **the Globe Theatre was under construction** / his plays weren't popular
4. Why are his plays popular?
OPTIONS: They are short / they are easy to read / **they are full of action**

c

GRAMMAR: You notice that this text and the quiz have some verbs in the present, but some others are used to talk about the past. You focus on these sentences:

- William Shakespeare **was** a poet and playwright.
- His plays, sonnets and poems **were** very popular.
- What **was** his wife's name?
- He **wasn't** married.
- His plays **weren't** popular.



The order of words in the conjugation of verb to be is the same in the present and past in all cases: for the affirmative, negative and interrogative. Check the chart below to compare.

Present	Past
Paul Auster is an American novelist. What is his wife's name? He isn't Australian.	William Shakespeare was a British poet and playwright. He wasn't American.
What are Auster's most famous novels? His most famous books are MoonPalace and The New York Trilogy. The Spanish versions aren't very good.	His plays, sonnets and poems were very popular. Shakespeare and Ann Hathaway weren't married.

d

You decide to find the chart that you had for the present and complete it with the past. **GOTO TASK 1d: WAS/WERE.**

Recurso: Word sheet.

Instrucciones: Complete the chart with the past.

Answers:

Verb to be: PRESENT	Verb to be: PAST
Affirmative	
I am 30 years old.	I was 30 years old.
He / she / it is from Argentina.	He / she / it [was] from Argentina.
You / we / they are students.	You / we / they were students.

Verb to be: PRESENT	Verb to be: PAST
Negative	
I am not 30 years old.	I was not (wasn't) 30 years old.
He / she / it is not from Argentina.	He / she / it [was not] (wasn't) from Argentina.
You / we / they are not students.	You / we / they were not (weren't) students.

Questions			
Yes / no questions (present)		Short answer (present)	
Am I a teacher?	Yes, I am.	No, I'm not.	
Is he /she / it from India?	Yes, he /she / it is.	No, he /she / it isn't.	
Are you / we / they okay?	Yes, you / we /they are.	No, you / we /they aren't.	
Yes / no questions (past)		Short answer (past)	
[Was] I a teacher?	Yes, I [was] .	No, I [was not] wasn't .	
[Was] he /she /it from India?	Yes, he /she / it [was] .	No, he /she / it [was not] (wasn't) .	
[Were] you / we / they okay?	Yes, you / we /they [were] .	No, you / we /they [were not] (weren't) .	
WH- questions (present)		WH- questions (past)	
How are you ?	I'm fine! And you?	How [was] she?	She [was] fine.
Where are you from?	I'm from Chile.	Where [was] Atahualpa Yupanqui from?	He [was] from Argentina
What's your name?	My name is August.	What [was] his real name?	His real name [was] Héctor Chavero.

e

You also find a funny YouTube video with a song to practise conjugations! Go to **TASK 1e: I WAS, YOU WERE** and sing along.

Recurso: Video with song.

URL: <https://www.youtube.com/watch?v=KAsacxmPh1Q>

f

You like to learn about historical characters and important people, and you come across this quiz on the same website. You want to solve it.

GOTO TASK 1f: IMPORTANT PEOPLE.

Recurso: H5P Matching.

Instrucciones: Match the sentences with the corresponding pictures.

Answers:



Emmeline Pankhurst

She was the leader of the Suffragettes.



Benazir Bhutto

She was a politician.



Greta Garbo

She was an actress.



Malcolm X

He was an African-American Muslim minister and human rights activist.



Rudolf Nuréyev

He was a dancer.



Akira Kurosawa

He was a filmmaker.



Alexander Fleming

He was a scientist.



Chabuca Granda

She was a composer and singer.

g

The website above offers you the chance to post a quiz of your own. Using the fact file on William Shakespeare below as a model, find information about three famous people to make your own quiz. Include three options and highlight the right answer **in bold**.
GOTO TASK 1g: YOUR QUIZ.

This man was a poet and a playwright. He was born in 1564, in England, and died in 1616.

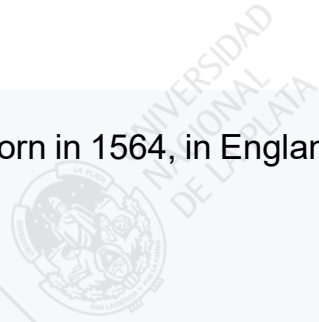
- A. **William Shakespeare**
- B. Geoffrey Chaucer
- C. John Milton

Recurso: Word sheet.

Answers: Student's own answers.

Escuela
de Lenguas

FALICE





Inglés módulo 1

Week 10

Manuela Orbe
Silvia C. Enríquez
Marianela B. Estévez
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Teacher's notes

Task 2

a

You keep looking for important people on the internet, and find a video of Malala Yousafzai, a Pakistani activist for female education.

GO TO TASK 2a: MALALA'S SPEECH.



Recurso: Video.

URL: <https://www.youtube.com/watch?v=ey5wuRxCZfw>

b

The video has a lot of new vocabulary! You share it with your friends to see if they can help you understand it better, but they also have questions. Go to **TASK 2b: CONVERSATION ABOUT MALALA'S SPEECH** and decide which would be the best answer for your friend.

~Pedro

Malala says: "I am not a lone voice. I am many. I am Malala, but I'm also Shazya. I'm Kinad. I'm Kinad Sonro. I'm Mozune. I am Aminah. I am those 66 million girls who are deprived of education." What does "deprived of education" mean??

04:15 PM

Recurso: H5P single choice set.

Instrucciones: Decide which would be the best answer for your friend.

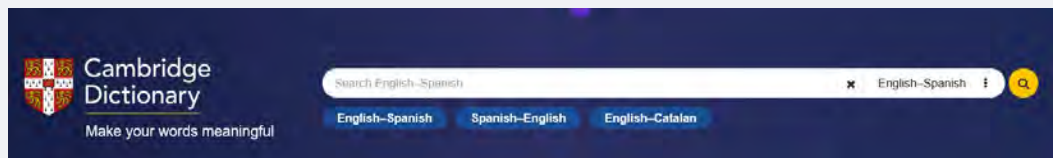
Answers:

- Hi, Mido! I think it means that education is not private.
- **Hi, Mido! I think it means that girls can't access education.**
- Hi, Mido! I think it means that girls have to pay for education.

study tip

When we find a new word we don't understand, there are different strategies that we can use:

- Try to deduce the meaning of the word from the context.
- If you need to know the name of an object, use a visual dictionary. Remember that there are some in the "Reference" tab in the virtual classroom.
- Try to think of other similar words you know, but be careful! Sometimes words that are similar to Spanish words can have different meanings in English.
- Use a monolingual dictionary and read the definition. The dictionary might give you a synonym you already know. You can find some for beginners in the "Reference" tab in the virtual classroom.
- Don't use Google Translate for single words, what you can find there isn't always correct. Instead, you can use a Spanish-English dictionary **if the previous tips didn't work**. Go to the Cambridge Dictionary and check the English-Spanish option: <https://dictionary.cambridge.org/>. But always remember that translation is not the best option to learn a language.



c

After you watch the video, you scroll down to read some of the comments. People are talking about Malala's life. **Try to put the tips for understanding new words into practice.**

B

Bhairab Gogoi 10 months ago

I think this video motivated all the girls... Thanks for the video!!!

👍 👎 REPLY

W

Walter T 9 months ago

Why was Malala so important? What did she do?

👍 👎 REPLY

B

Bhairab Gogoi 9 months ago

Malala lives in Pakistan and believes that girls have to receive equal education, but the situation in her country is very complicated. In 2012, Malala was on a school bus when a Pakistani Taliban tried to kill her for her activism! She received a bullet in her head and the man escaped. She was unconscious and after some time they transferred her to a British hospital. A lot of people around the world supported her. Luckily, Malala's health improved and she continued speaking up for the right of education!! She co-founded the Malala Fund, a non-profit organisation and in 2014, she received a Nobel Peace Prize!! She was the youngest person to do it! She's amazing!!

👍 👎 REPLY

W

Walter T 9 months ago

Wow! I didn't know that! Now I understand the video better. Thanks for the information.

👍 👎 REPLY

d

You decide to do your own research and find a photostory about Malala, but the pictures aren't in chronological order.

GOTOTASK 2d: PHOTOSTORY.

Recurso: H5P Image sequencing.

Instrucciones: Put the photostory in order so that it tells Malala's story.

Answers:

Malala Yousafzai was born in Pakistan, the world's fifth-most populous country, with a population of almost 227 million. Pakistan is in South East Asia and has the world's second-largest Muslim population.



Malala was shot in the head by Taliban terrorists in Pakistan for her campaign for the education of girls. She was fifteen years old. "In October 2012, a member of the Pakistani Taliban boarded my school bus and shot one bullet into my left temple."



While Malala was in hospital in Britain, her supporters in Karachi showed pictures of her at a ceremony marking "Malala Day" on Nov. 10, 2012.



In 2014, Malala received the Nobel Peace Prize in Oslo, Norway. She was the youngest-ever Nobel Prize winner: she was only seven-teen years old.



At present, Malala still fights for the right of every child to receive an education.



GRAMMAR. You notice that there are many other verbs that appear in the past, but they are not like the verb to be. You write down some examples from the video and the comments:

- The man **escaped**.
- Malala's health **improved**.
- I **decided** to speak up.
- Terrorists **tried** to stop us.
- We **survived**.

These are called **regular verbs** because the majority of the verbs in English have this form in the past. They are simple: we add -ed to the end of the infinitive verb to make the past form, e.g. escape - escaped, decide - decided

There are some spelling rules that we have to consider:

- If the verb ends in "e", we only add -d: e.g. improve - improved, survive-survived decide-decidedd.
- If the verb ends in consonant+y, we delete -y and add -ied : e.g. try-tried.
- Some verbs double consonant when we add -ed: stop-stopped, transfer-transferred.

EXTRA: GO TO GRAMMAR: PAST SIMPLE REGULAR VERBS



You go back to the YouTube comments to see if you can find more regular verbs.
GO TO TASK 2f: FIND THE VERBS.

Recurso: H5P Mark the words.

Instrucciones: Click on the regular verbs that you find.

Answers:

B **Bhairab Gogoi** 9 months ago

Malala lives in Pakistan and believes that girls have to receive equal education, but the situation in her country is very complicated. In 2012, Malala was on a school bus when a Pakistani Taliban **tried** to kill her for her activism! She **received** a bullet in her head and the man **escaped**. She was unconscious and after some time they **transferred** her to a British hospital. A lot of people around the world **supported** her. Luckily, Malala's health **improved** and she **continued** speaking up for the right of education!! She **co-founded** the Malala Fund, a non-profit organisation and in 2014, she **received** a Nobel Peace Prize!! She was the youngest person to do it! She's amazing!!

👍 🗨️ REPLY

g

GRAMMAR: As you read the comments again, you find a question and a negative sentence:

- What did she do?
- I didn't know that.

LOOK!

The order of words in the conjugation of the past simple is the same as in the present simple.

Simple present	Simple past
My friend John is a scientist. He works in a lab.	Alexander Fleming was a scientist. He worked in a lab.
Where does he live?	Where did he live?
He doesn't like art.	He didn't like art.



You look for a more complete chart to study the conjugation of the simple past. It's easy!

Simple present			Simple past		
Affirmative					
I / you / we / they	like music.		I / you / we / they	liked music.	
He / she / it	like music.		He / she / it	liked music.	
Interrogative					
Do	I / you / we / they	like music?	Did	I / you / we / they	like music?
Does	he / she / it	like music?	Did	he / she / it	like music?
Negative					
I / you / we / they	do not (don't)	like music.	I / you / we / they	did not (didn't)	like music.
He / she / it	does not (don't)	like music.	He / she / it	did not (didn't)	like music.

We use the past simple to talk about **finished actions** and **states** in the past.

- Shakespeare was a poet.
- Malala was unconscious and they transferred her to a British hospital.



When we use the past simple, we often say **when** the action happened. We use expressions like: *last year, in 1998, two days ago, yesterday*, etc.

- William Shakespeare married Anne Hathaway *when he was 18*.
- Malala received the Nobel Peace Prize *in 2014*.



Inglés módulo 1

Week 10

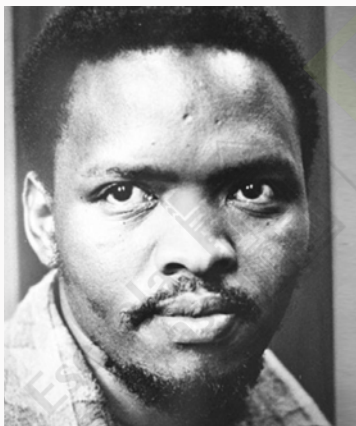
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Teacher's notes

Task 3

a

You keep looking for information about human rights activists. Who was Steve Biko? **Read the biography about him below.**



Steve Biko (18 December 1946 – 12 September 1977) was a South African anti-apartheid activist. He **had** African nationalist and African socialist ideas, and he was the founder of the Black Consciousness Movement.

Biko **grew up** in a poor Xhosa family in the Eastern Cape. In 1966, he **began** studying medicine at the University of Natal and he joined the National Union of South African Students (NUSAS). He **thought** that black people had to organise independently to stop white domination, and so he **became** a leader in the creation of the South African Students' Organisation (SASO) in 1968. SASO was open only to "blacks", a term that Biko used for Africans, Coloureds and Indians. He opposed anti-white hatred and had white friends.

Biko and his compatriots developed Black Consciousness as SASO's

official ideology. The movement campaigned for an end to apartheid and the transition of South Africa toward universal vote and a socialist economy. It organised Black Community Programmes (BCPs) and focused on the psychological empowerment of black people. In 1972, he founded the Black People's Convention to promote Black Consciousness ideas among the wider population. The government started to see Biko as a subversive threat and censored him in 1973. During this censorship the state security services detained him on many occasions. After his arrest in Port Elizabeth on August 18 1977, doctors **found** Biko outside a hospital in Pretoria, almost 1,200 km away, on September 11. He had serious injuries and died the next day of a massive brain haemorrhage. Over 20,000 people attended his funeral.

Adapted from https://en.wikipedia.org/wiki/Steve_Biko

b

The biography is long and has a lot of information. You share it with your friends to see if they can help you understand it better, but they also have questions. Decide which would be the best answer for Lena: Anong's or Dina's?

GOTO TASK 3a: WHAT IS BLACK CONSCIOUSNESS?

Recurso: H5P

Instrucciones: Read and choose the best answer for Lena's question.

Answers: Dina's answer

Lena: Biko's life is impressive! But what is Black Consciousness?? I don't understand!

Anong: I believe it was a movement integrating black and white people all over the world for the protections of the rights of the black population.

Dina: I think the objective of the Black Consciousness was to organise black people independently from whites to stop Apartheid and get the same civil rights as whites.

c

GRAMMAR: irregular verbs. You notice that there are many other verbs that appear in the past, but they are not like the verb to be and they don't end in "-ed".

You write down some examples from the biography:

- Biko **had** African nationalist ideas.
- Biko **grew up** in the Eastern Cape.
- He **began** studying medicine at the University of Natal.
- He **thought** that black people had to organise independently.
- He **became** a leader in the creation of SASO in 1968.
- Doctors **found** Biko outside a hospital in Pretoria.

These are called **irregular verbs**. The past forms for irregular verbs are different for each verb, there isn't a rule you can follow. You just have to learn them! There are tables that list them together with their infinitive form. You need to use these tables until you memorise the irregular past forms.

GO TO GRAMMAR: IRREGULAR VERB LIST

d

Just for fun and to help you with irregular verbs, Lena prepared a wordsquare for you to find the infinitive forms of the verbs in the biography. After all, she's a language teacher, right?

GO TO TASK 3d: LENA'S WORDSQUARE.

Recurso: H5P wordsquare.

Instrucciones: Complete the crossword with the past form of the verbs.

Answers:

Clues	Words to complete with	Clues	Words to complete with
HAVE	HAD	BE	WAS
GROW UP	GREW UP	JOIN	JOINED
BEGIN	BEGAN	OPPOSE	OPPOSED
THINK	THOUGHT	DEVELOP	DEVELOPED
BECOME	BECAME	CAMPAIGN	CAMPAIGNED
FIND	FOUND	ORGANISE	ORGANISED

e

Lena also wrote a quiz about the people you read about in class to practise the simple past. What did these people do? Can you solve it?

GO TO TASK 3e: LENA'S QUIZ.

Recurso: H5P fill in the gaps.

Instrucciones: Fill in the missing words.

Answers:

Emmeline Pankhurst **didn't have** (not have) the right to vote.

Stephen Biko **wasn't** (not be) violent.

William Shakespeare **wrote** (write) outstanding plays.

Malala Yousafzaia **didn't stop** (not stop) speaking for the right to education.

Chabuca Granda **composed** (compose) "Gracias a la vida".

Both Greta Garbo and Akira Kurosawa **won** (win) Oscars.



Apart from the biography, you also found a video of a song about Steven Biko: "Biko", by Peter Gabriel and a fun version of the lyrics with words and pictures.

GOTO TASK 3f: SONG "BIKO".

Recurso: Word sheet.

Instrucciones: Replace the pictures in the song with words. Do as much as you can before you listen to the song. Listen to the song and check or complete.

Lyrics: <https://bit.ly/3LgMhPW>

Video: <https://youtu.be/luVpsM3YAgw>

Answers:

September '77

Port Elizabeth **weather fine**

It was business as usual

In **police** room 619

Oh Biko, Biko, because Biko

Oh Biko, Biko, because Biko

Yihla Moja, Yihla Moja

The **man** is dead

When I try to **sleep at night**

I can only **dream in red**

The outside **world** is **black** and **white**

With only **one** color dead

Oh Biko, Biko, because Biko

Oh Biko, Biko, because Biko

Yihla Moja, Yihla Moja

The **man** is dead

You can blow out a **candle**

But you can't blow out a **fire**

Once the flames begin to catch

The **wind** will blow it higher

Oh Biko, Biko, because Biko

Yihla Moja, Yihla Moja

The **man** is dead

And the **eyes** of the **world** are

Watching now



You are curious about the meaning of some lines in the song:

"The man is dead"

"With only one colour dead"

"You can blow out a candle / But you can't blow out a fire"

"And the eyes of the world are / Watching now"

You read Biko's biography again to help you understand and discuss your ideas with your friends. Decide who is probably right and tick their answer.

GOTOTASK 3g: SONG MEANINGS.

Recurso: H5P single choice set.

Instrucciones: Choose the correct option.

Answers:

You: Something is strange about the line “the man is dead”...

Pedro: Maybe the speaker didn't know him.

Anong: It's ironic, because the police killed him!

Dina: I don't think this line is about Biko but about some other man.

Dina: And what about “with only one colour dead”...?

You: I think it is about Black Africans killed by whites.

Anong: For me, it's just a reference to black, the colour of death.

Pedro: I think it refers to the way people look when they die.

You: I like these lines: “You can blow out a candle / But you can't blow out a fire”. What do you think they mean?

Dina: Maybe they can kill Biko but not his fight...

Pedro: Mmm... it's impossible to stop a fire!?

Anong: You can stop a movement by killing its leaders.

You: The last lines are very powerful! “And the eyes of the world are / Watching now”.

Pedro: People around the world organized demonstrations to support Biko, I think.

Dina: It probably was all over the news in the USA.

Anong: I don't think people really cared about Biko's death.



You decide to write a post on Instagram about someone who inspires you. It can be anyone you want: a historical figure or someone close to you (a friend or family member, for example). Choose a picture and write about their life. Why do you admire them? You can use Biko's and Malala's biographies as a model.

GOTOTASK 3g: MY HERO.

Recurso: Foro de debate sencillo.

Answers: Student's own answers.

ENCUENTRO SINCRÓNICO

a) Videos sobre el pasado. Sugerencia: jigsaw viewing. Dividir la clase en dos grupos, cada uno mira uno de los videos y luego le cuenta al otro grupo, que además hace preguntas.

O bien: la profe decide usar uno de los dos videos.

Victorian women/Life in Victorian times

<https://www.youtube.com/watch?v=e4FZkXvAY94>

How old was Florence at the time of the video?

Where did she live?

What was her job?

What jobs were common for women?

In your opinion, did women have a happy life at that time?

O bien: Man born in 1853 talks about childhood in the 1860s

https://www.youtube.com/watch?v=_oqbLSisnME

Where was the man from?

Where did he live?

What was his job?

What did his father think of his son's invention?

In your opinion, did he have a happy childhood?

Pregunta para ambos videos: Did they say anything that called your attention? What?

b) Sugerencia por si hace falta más práctica del pasado: what did you do last weekend? (pedir que digan qué hicieron y también qué planearon hacer pero no lo hicieron: práctica de negativo e interrogativo).

PROGRAMA
WEEK 11

<p>Eating out</p>	<p>Pedir y dar la hora. Hablar sobre precios. Ir de compras. Pedir comida en un restaurante. indicaciones sobre lugares.</p> <p>Los cuantificadores. How much/How many. Números (100-1.000-10.000). Precios. Colores. Tamaños. Verbos relacionados: to try on, to cost. Comidas locales y lugares de interés.</p>	<p>You and your friends decide to go shopping and have dinner at a nearby restaurant.</p>
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Inglés módulo 1

Week 11

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Teacher's notes

Task 1

Eating out

a

You and your friends want to eat out tomorrow, and Lena finds this interesting article with different restaurant recommendations. **Read the text.**

THE 6 BEST RESTAURANTS IN CAMBRIDGE, ENGLAND ★★★★★

In a city as diverse as Cambridge, it's only natural that there are great places to eat and drink. From elegant restaurants to fresh modern cafés and local pubs, Cambridge has something for everyone. From student snacks to extravagant meals, these six restaurants represent the best of Cambridge dining.

MICHAELHOUSE CAFÉ

Cafe, European

The menus at Michaelhouse Café change every day and the meals are fresh, tasty and reasonably priced. The menus include delicious cooked breakfasts, as well as yummy lunches. Apart from the lovely food, the Michaelhouse Café is wonderful for its setting. If you can grab one of the upstairs sofas, it is the perfect place to relax and enjoy a tea and scone with its interesting collection of books and paintings.



THE EAGLE

Pub, Restaurant, European, Pub Grub, \$



The Eagle sits at the heart of the town, and is one of the oldest inns in Cambridge, dating back to the early 14th century. This place is famous for

being the place where Watson and Crick announced to the world they had discovered 'the secret of life', that is DNA. Look up and you will see the notorious RAF ceiling which has the signatures of RAF pilots from all over the world who signed their names on the ceiling using only cigarette lighters, candle smoke and lipstick. The pub serves traditional pub meals and beers, this pub has a truly British homely atmosphere. In the summer you can sit outside and watch the busy people of Cambridge go by.

CAFÉ MILANO

Restaurant, Cafe, European, Italian, Tea, \$

If you need a break from the multitude of shops in The Grand Arcade, go outside onto the main street for a cheap and cheerful Italian. Café Milano



offers a great selection in the best part of town. From ham and brie paninis, to goat cheese salads, and traditional pizzas, Milano is sure to satisfy your appetite. For a quick meal at a very good price and with generous portions this is a great place to relax after shopping and sightseeing.

AROMI

Restaurant, European, Italian, \$



This independent Sicilian café made a massive impact on the city. Aromi is right in the city centre, a short walk from Kings College. It is small with a few tables on the ground floor and downstairs and it provides a real Italian

experience. Cozy and stylish tables contrast with modern art on the shelves. You can see the pizza being prepared and cooked at the shop window, and the staff are really friendly. Aromi offers fresh and fragrant food at relatively cheap prices so it is often very busy. Choose from a delicious range of fresh handmade pizza slices (one portion is two slices and you can mix and match toppings) before moving on to the Sicilian profiteroles.

FITZBILLIES

Cafe, Restaurant, European, Tea, \$

This bakery-cafe is famous for its giant, sticky Chelsea buns. Fitzbillies is situated at the busy crossing outside Pembroke College. But Fitzbillies is not



only a restaurant serving high-quality food: there is also a corner coffee bar, with an expansive range of cakes and teas. You'll have to be quick to get a table as Fitzbillies is often completely packed during the day.

CAMBRIDGE CHOP HOUSE

Restaurant, British, \$\$



This restaurant is a bit pricier than other establishments in Cambridge. It produces classic British dishes, has Cambridge real ale, and is a perfect

place for a fancy meal. It sits at the heart of the city centre, 50 yards from Kings College Chapel and only a short distance from the Arts Theatre. The ground floor has wide windows, providing incredible views of Kings Parade and Kings Chapel. The speciality here is the meat. Steaks are cooked to your preference, and the pig fritter starter is divine. The wine menu is expansive, and the desert menu delicious, if you can find space after the generous main course!

b

After reading Lena's article, you exchange messages to decide where to go. You also want to give your opinion about where to go.
GO TO TASK 1b: CHOOSING A RESTAURANT.

Recurso: Foro de debate sencillo.
Answers: Student's own answers.

~Ahmad

I liked Michaelhouse café and Fitzbillies, and they're open for lunch. Cambridge Chop House looks nice but it's more expensive. What do you think?

09:05 AM

~Débora

If you want a café, there's also Café Milano. It's not expensive and it has a good menu. It's got fastfast food and I like it!

09:07 AM

~Emma

Aromi has the same kind of food but apparently it can be quite busy and we're a lot of people! Who knows if we can make a reservation.

09:16 AM

~Anong

What do you think of the others? Which one do you like, everybody?

09:18 AM

c

When everybody has given their opinion, the group decides. Read the conversation. Then, tell the group what kind of food you like.
GO TO TASK 1c: MY DIET.

~Dina

Honestly, I like all of them! But what about The Eagle? I think it's perfect: it's a historical place and a typical English inn. It's got traditional pub food and beer too! What do you think? Shall we go to a real English pub for the first time?

11:05 AM

~Mido

Yes, good idea! And apparently it's not expensive either!

11:12 AM



~Pedro

Ok, The Eagle it is, then.

11:15 AM

~Emma

But wait, where's Joseph? There's no answer from him!

11:15 AM

~Joseph

Hi, there! Sorry, I was busy. Thanks for the invitation! I'll check if there are any vegan or vegetarian options in this restaurant. Remember I don't eat meat



11:18 AM

~Lena

I don't eat meat, either! So I checked yesterday, Joseph, don't worry! There are vegan options.

11:26 AM

~Joseph

Oh, great!

11:27 AM

~Pedro

Haha! That's funny! You're vegans and I absolutely love eating meat! I can't imagine a meal without it! Did you know that there's an Argentinean chef called Mauro Colagreco who has a restaurant chain called "Carne"? That means "meat" in Spanish! That's my kind of restaurant.

11:28 AM

~Mido

Interesting! I had no idea! Me, I'm just omnivorous, haha! What about you, guys? What kinds of food do you like to eat? Are you vegan? Do you eat macrobiotic or gluten-free food...? Or do you have any dietary restrictions? Dina can't eat fish because she's allergic to it, for example. Doctor's orders!

11:28 AM

~Pedro

What about the rest of you?

11:30 AM

Recurso: Foro de debate sencillo.
Answers: Student's own answers.

d

Lena offers to make the reservation, so she asks you when you should all meet. Oh no! You realise you can't tell the time in English! You look it up and find this:

There are two ways of telling the time in English:

1. using the traditional clock with two hands, or
2. using a digital clock.

There is a difference:

- When we speak, we usually tell the time in the first way: using the traditional clock.
- In more formal situations or when we write, the digital clock is preferred.



- | | |
|--|--|
| 2:00 - It's two o'clock . | 2:30 - It's half past two. |
| 2:05 - It's five past two. | 2:35 - It's twenty-five to three. |
| 2:10 - It's ten past two. | 2:40 - It's twenty to three. |
| 2:15 - It's quarter past two. | 2:45 - It's quarter to three. |
| 2:20 - It's twenty past two. | 2:50 - It's ten to three. |
| 2:25 - It's twenty-five past two. | 2:55 - It's five to three. |

Telling the time in digital clocks

When we use digital clocks, we say both numbers in succession.

For example:

- 10:15** It's ten fifteen
- 06:47** It's six forty-seven

But we still say "o'clock":

- 09:00** It's nine o'clock

We use **AT + TIME** when giving the time of a specific event.

- The class starts **at** nine o'clock.
- The flight leaves **at** ten to three.

We use **IT IS** or **IT'S** to answer a question that asks for the time right now.

- | | |
|------------------|--------------------------------|
| What time is it? | - It is half past four. |
| What's the time? | - It's twenty to five. |

e

After you read this chart, you decide to look for a video to hear how to say the time and practise. You watch the video, focusing on pronunciation.

GO TO GRAMMAR: TELLING THE TIME IN ENGLISH.

Recurso: Video con explicación gramatical.

URL: <https://www.youtube.com/watch?v=AyAQfTxGyqI>



After class, you decide what time you are having lunch tomorrow, so that Lena can make the reservation. This is the conversation.

GOTO TASK 1f: RESERVATION.

Recurso: H5P Drag the words.

Instrucciones: Drag the words/phrases to the right blanks to write the times as suggested. The times are written as in a digital clock to help you.

Answers:

Mido: So, do you think tomorrow at 12 o' clock is a good time for lunch?

Pedro: Oh that's too early, at least in my country. I suggest meeting later, at (1:00) one o'clock ✓ for example?

Anong: I can't! I have a class at 2:00 and I want to have lunch in peace. Can it be 20 minutes earlier, at (12:40) twenty to one ✓

Emma: What about 20 minutes before Anong's suggestion, at (12:20) twenty past twelve ✓ ?

Anong: Yep, fine by me.

(The rest also agree)

Pedro: That's almost (12:00) twelve o'clock ✓, but no problem! Majority decision! Haha!

Lena: Great, I can make the reservation now!



Inglés módulo 1

Week 11

Manuela Orbe
Silvia C. Enríquez
Marianela B. Estévez
Gabriela Iacoboni

Teacher's notes

Task 2



a

After deciding to eat out, all the group was interested in learning how to order food at a restaurant. You watch this video to help you with the phrases you need to order food.

GO TO 2a: HOW TO ORDER FOOD.

Recurso: H5P Video interactivo.

URL: <https://www.youtube.com/watch?v=3OXBqIGJzkg>

Answers:

1) What does the girl finally decide to have? (tick all the right options):

*Green salad

*Fish

*water

Lamb

Tomato salad

Sauce

Wine

2) True/False

All the other friends want to have the special. **TRUE**
The waitress brings the check very quickly. **FALSE**

b

Your friends think that this video is very useful! It can really help you to remember how to order food at a restaurant, so you decide to take notes of the phrases they use.
GOTO TASK 2b: PHRASES TO ORDER FOOD.

Recurso: H5P Drag the words.

Instrucciones: Complete the notes by dragging the expressions into the correct box.

Answers:

1. I'd like to order... ✓ lamb without the sauce, please.
2. Could I ✓ have a grilled vegetable?
3. I'll have ✓ a mixed green salad.
4. Anything to drink?
Just water, please ✓.
5. I'll have the ✓ special.
6. Excuse me ✓, can I have ✓ the check, please?

LOOK!

In all languages there are typical phrases to use in specific situations. For example, the phrases in **Task 2a** are the ones that people always use to order food.

We have to learn them exactly as they are, and remember that using them makes the idea clear to the people who listen. It's easier to understand because it's familiar and acceptable.

For this reason, it is not adequate to say, for example, "**Please bring me a house burger**", because nobody uses this phrase to order food.

c

You googled The Eagle and found the menu online, and now the group is looking at it. You and your friends decide to record an audio yourselves ordering food to practice before you go out to lunch.
GOTO TASK 2c: ORDERING FOOD.

Starters

Roasted Tomato Soup Bread & butter (v) 4.99
Vegan option available (ve)

Cumberland Scotch Egg Brown sauce 4.99

Sticky Pickle Sausage Roll Apple & date chutney 5.99

Chicken Wings Tossed in your choice of sauce:

Hot | East Coast IPA BBQ | Korean
5 for 5.99 | 10 for 8.99 | 20 for 12.79

Beer-battered Fish Goujons† Tartare sauce 5.79

Spicy Fried Halloumi Jerk gravy, red chilli, spring onion, coriander 5.99

Beyond Meat® Burger Sliders

Plant-based patties, brioche buns, melting vegan slice, vegan mayo, BBQ roasted red onion, baby gem, tomato, red onion (v) 5.99

Sweet Potato Kofta Cups Baby gem cups, sweet potato & red pepper koftas, Caribbean dressing (ve) 6.49

Sandwiches & Toasties

Chicken & Bacon Sandwich Ayrshire dry-cured bacon, mayo, rocket, Pico de Gallo, bloomer or ciabatta 6.99
Under 500 calories

Fish Finger Sandwich† Beer-battered fish goujons, tartare sauce, bloomer or ciabatta 6.49

Philly Steak Ciabatta Sliced 5oz* rump steak, melted mature Cheddar, roasted red onion 9.49 Under 650 calories

Sweet Potato Kofta Open Sandwich
Sweet potato & red pepper kofta, houmous, rocket, tomato (ve) 6.49 Under 650 calories

Grilled Cheese Toastie Toasted sourdough, béchamel, caramelised red onion (v) 7.49

Grilled Cheese & Ham Toastie Toasted sourdough, béchamel, Bearfields of London ham 8.49

Hunter's Chicken Toastie Toasted sourdough, béchamel, Ayrshire dry-cured bacon, grilled cheese, East Coast IPA BBQ sauce 8.49

Tuna Mayo Toastie† Toasted sourdough, tuna mayo, grilled cheese 7.99

Sides

Beer-battered Onion Rings (v) 2.99

Triple-cooked Chips (v) 2.99

Rosemary-salted Fries (v) 2.99

Garlic Ciabatta (v) 3.49

Garlic Ciabatta with Cheddar (v) 3.99

Slaw (v) 1.99

Seasoned Greens (v) 2.49

Dressed Garden Salad (v) 1.99

Sharers

ADD FIVE CHICKEN WINGS TO ANY SHARER FOR 3.99

Our Team's Favourites Platter† Two beef burger sliders, four chicken wings, four beer-battered fish goujons, rosemary-salted fries, East Coast IPA BBQ sauce, tartare sauce 14.99

Veggie Platter Two Beyond Meat® Burger sliders, battered halloumi, two sweet potato koftas, sweet chilli sauce, rosemary-roasted new potatoes (v) 13.99

Chicken Platter Four chicken wings, four chicken bites, four Louisiana chicken strips, four beer-battered onion rings, dressed salad, rosemary-salted fries, piri piri sauce, East Coast IPA BBQ sauce 14.29

Loaded Nachos Nacho cheese sauce, Cheddar, salsa, sour cream, guacamole, red chilli, jalapeños, spring onion, coriander (v) 10.99 Add East Coast IPA BBQ pulled pork for £2

Pub Classics

Fish & Chips† Ice Breaker Pale Ale battered Atlantic cod, crushed peas, tartare sauce, triple-cooked chips 13.99

Big Fish & Chips† Ice Breaker Pale Ale battered Atlantic cod, Whitby scampi, crushed peas, pickled onion, bread & butter, tartare sauce, curry sauce, triple-cooked chips 15.99

Whitby Scampi & Chips† Garden peas, tartare sauce, triple-cooked chips 11.49

Battered Halloumi & Chips Crushed peas, tartare sauce, triple-cooked chips (v) 10.99

Soz' Sirloin Beer-battered onion rings, cherry tomatoes, watercress, triple-cooked chips, with beef dripping gravy, peppercorn sauce or Béarnaise sauce 15.99

Soz' Rump Steak Skewer Red onion, beer-battered onion rings, cherry tomatoes, garden peas, triple-cooked chips, with beef dripping gravy, peppercorn sauce or Béarnaise sauce 14.79

Roast Half Chicken Dressed salad, rosemary & garlic mayo, rosemary-salted fries 12.79

Hunter's Chicken Ayrshire dry-cured bacon wrapped chicken breast, East Coast IPA BBQ onion chutney, beer cheese, crispy prosciutto, slaw, triple-cooked chips 12.79

Gammon, Egg & Chips Fried free-range eggs or pineapple, garden peas, triple-cooked chips 10.49

Sausage & Mash Trio of Old Epping sausages, seasoned greens, beef dripping gravy 10.79

Beef Lasagne Watercress, triple-cooked chips or garlic ciabatta 10.99

Macaroni Cheese Crispy onions, spinach, garlic ciabatta (v) 9.99 Add bacon for £1

Super Green Salad Grains, cucumber, carrot, roasted red onion, avocado, minted lemon oil (ve) 9.99 Under 650 calories
Add sweet potato & red pepper koftas (ve), grilled halloumi (v) or grilled chicken for £2

Traditional Pies

British Steak & Ale Pie Beef dripping gravy, seasoned greens, mash or triple-cooked chips 12.99

Pulled Lamb Shoulder Hot Pot Seasoned greens, rosemary-roasted new potatoes, sourdough pea crostini 13.99

British Steak & Kidney Pudding Slow-cooked steak, beef dripping gravy, seasoned greens, mash or triple-cooked chips 12.99

British Chicken & Woodland Mushroom Pie Beef dripping gravy, seasoned greens, mash or triple-cooked chips 12.99

Woodland Mushroom & Ale Pie Garden peas, triple-cooked chips (ve) 11.99

Burgers

OUR BEEF & CHICKEN BURGERS ARE SERVED IN A BRIOCHE BUN WITH RED ONION, BABY GEM, TOMATO, SMOKY MAYO, BEER-BATTERED ONION RINGS, EAST COAST IPA BBQ RELISH & ROSEMARY-SALTED FRIES

Beef Burger 6oz* aged shin and rib beef burger, Ayrshire dry-cured bacon, Cheddar 12.99

BBQ Beef Burger 6oz* aged shin and rib beef burger, East Coast IPA BBQ sauce, Monterey Jack cheese, BBQ roasted red onion 13.49

Fried Chicken & Bacon Burger Ayrshire dry cured bacon, Cheddar 12.49

Beyond Meat® Burger Plant-based patty, poppy seed bun, melting vegan slice, vegan mayo, BBQ roasted red onion, baby gem, tomato, red onion, rosemary-salted fries (ve) 10.99



Traditional Sunday Roast From 13.99

Sunday roast with goose fat roast potatoes, Yorkshire pudding, seasoned greens, roasted carrots, cauliflower cheese, beef dripping gravy

Vegetarian option available (v)(n)

SEE OUR BLACKBOARD
ONLY AVAILABLE ON SUNDAYS

We're doing takeaway

Visit our website for more information at greeneking-pubs.co.uk or give us a call

Takeaway and feast on the finest British pub food and a selection of delectable drinks

Desserts ALL 5.99

Chocolate Fudge Cake Custard or clotted cream ice cream (v) Served warm

Sticky Toffee & Date Pudding Custard (v) Served hot

Apple Pie Vegan vanilla ice cream (ve) Served hot

Afternoon Tea Cheesecake

Clotted cream cheesecake, strawberry jam, scone pieces, strawberries (v)

WE WILL DONATE 20P TO MACMILLAN CANCER SUPPORT FOR EVERY CHEESECAKE SOLD

Drinks & Snacks

BAR SNACKS

Biltong 2.99 **Pork Crackling** 2.49
Spicy Biltong 2.99 **Olives** (ve) 2.99

ON TAP

Speak to one of our team or take a look at our pumps for our full selection of beer and cider.

CASK & CRAFT

Ice Breaker Pale Ale
Greene King IPA

LAGER	STOUT	CIDER
Amstel	Guinness	Aspall
Peroni		

~Joseph

I'm sure you'll be ok, guys! I found the menu online and I already know what I want. I'll have a Beyond meat burger with onion rings, and a chocolate fudge cake, too! A Greene King IPA. What about you? Have a look!

03:05 PM

~Lena

I'd like a Beyond meat burger, too! And there's a whole section of dishes that we can share. What if we get a veggie platter?

03:06 PM

~Joseph

Great!

03:06 PM

study
tip

When you hear phrases or expressions that are common in some situations, you can practice the pronunciation and intonation if you record your voice.

Recurso: Foro de debate sencillo.

Instrucciones: Look at the menu, choose a dish, a dessert and a drink you'd like to have and send it to your friends on WhatsApp. You can check the phrases from your notes.

Answers: Student's own answers.



d

You notice that some of your friends can talk about prices:

~Pedro

I'll have a Hunter's chicken! Oh... it's a bit expensive, **it costs** £12.79!

03:15 PM

~Dina

What about a chicken platter? **How much is it?**

03:15 PM

~Pedro

It's £14.49 and we can share it. Good idea! And I'll have a Guinness beer, too.

03:16 PM

~Anong

I have a sweet tooth, you know. So I'll only have a garden salad, and then I'll have a chocolate fudge cake. **How much is this altogether?**

03:16 PM

You don't know them very well, so you need to practise the numbers because you will have to pay! So you look at this list of numbers to learn how to say them.

GO TO VOCABULARY: NUMBERS AFTER 100.

e

You also found this video to hear and practice pronunciation.
GO TO TASK 2e: LISTENING TO NUMBERS.

Recurso: Video.

URL: <https://www.youtube.com/watch?v=mj5psnil8wo>

f

You notice the words and phrases that Pedro, Dina and Anong use to talk about prices:



To ask for the price of something say...

How much is it? OR

How much does it cost?

£ is "pound"

p is "penny" or "pence" in the plural.

To say the price, the symbol goes before the amount but you say it after:

"It's £14" or "It costs £14", you say "fourteen pounds".

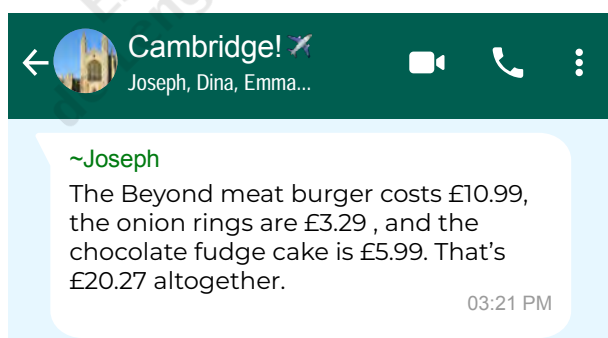
"It's £2.99", you say "two pounds ninety-nine" or "two ninety-nine".

"It costs 25p", you say "twenty-five p" or "twenty-five pence".

g

You decide to record yourself again, now saying numbers and prices. So you make the calculation of how much money you need to pay for the food and drinks that you ordered for practice.

For example, Joseph says:



GO TO TASK 2g: SAYING PRICES.

Recurso: Foro de debate sencillo.

URL: Student's own answers.



Inglés módulo 1

Week 11

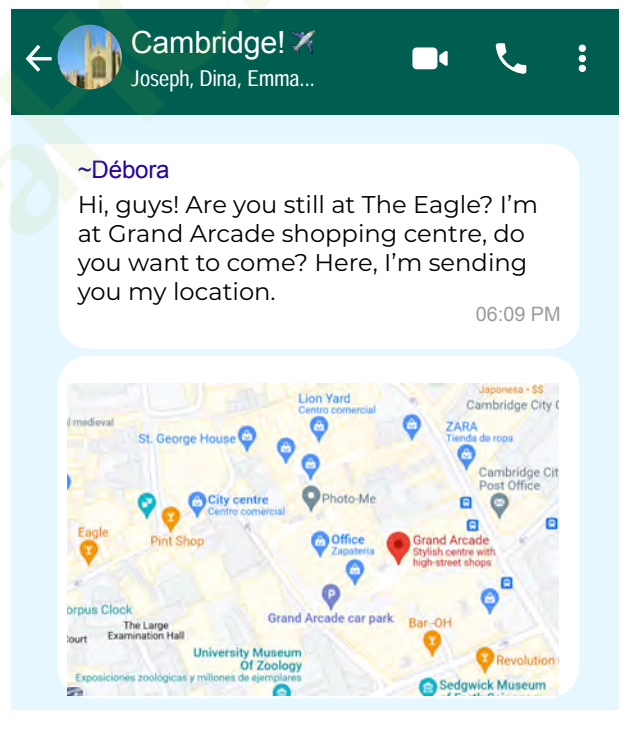
Manuela Orbe
Silvia C. Enríquez
Marianela B. Estévez
Gabriela Iacoboni

Teacher's notes

Task 3

a

After your lunch at The Eagle, you receive a WhatsApp message from Debora, who wasn't with you.



You check on Google Maps and it's 10 minutes away on foot. You think of a good way to reply to Deborah.
GO TO TASK 3a: MEETING WITH DEBORA.

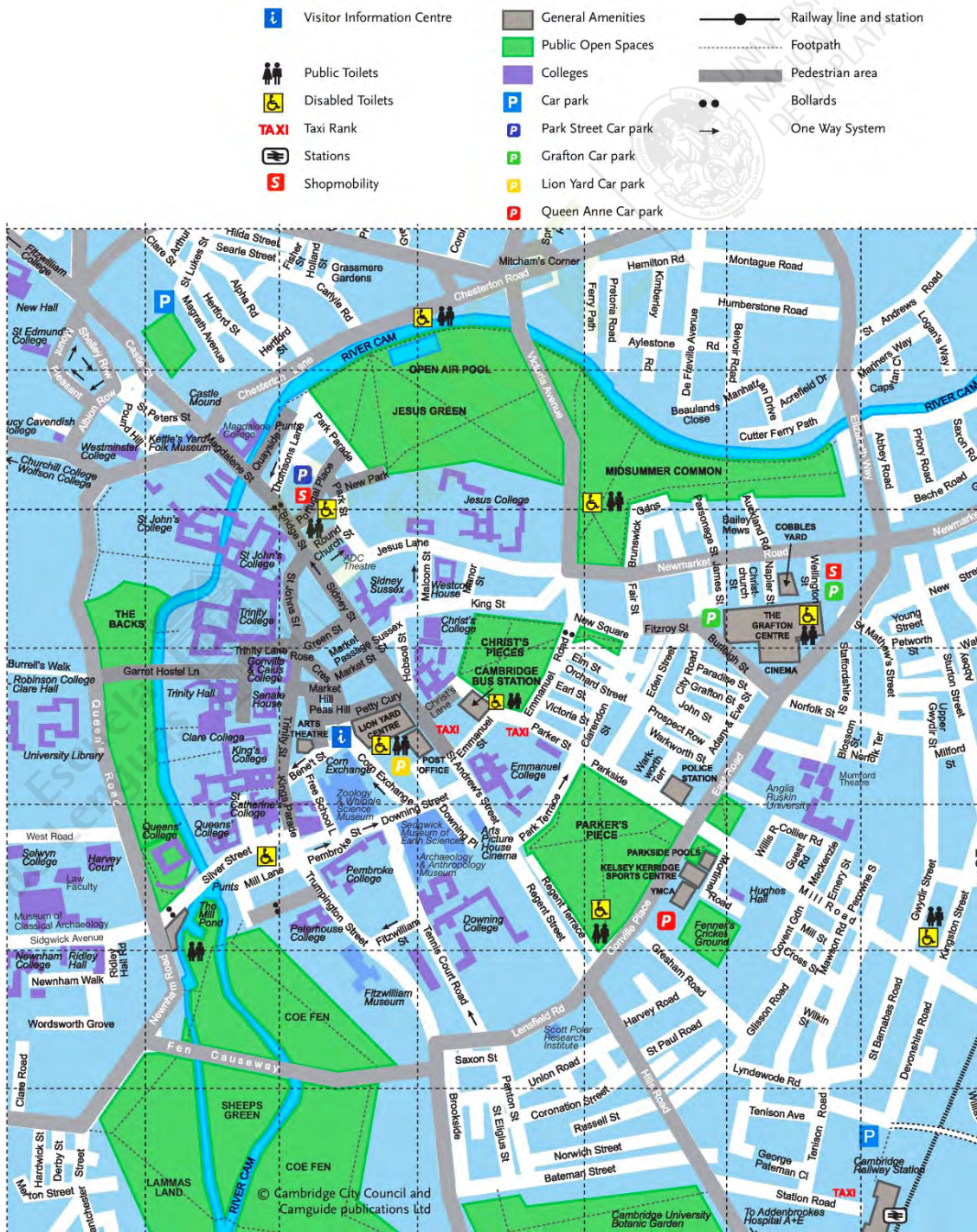
Recurso: H5P Single choice set.

Answers:

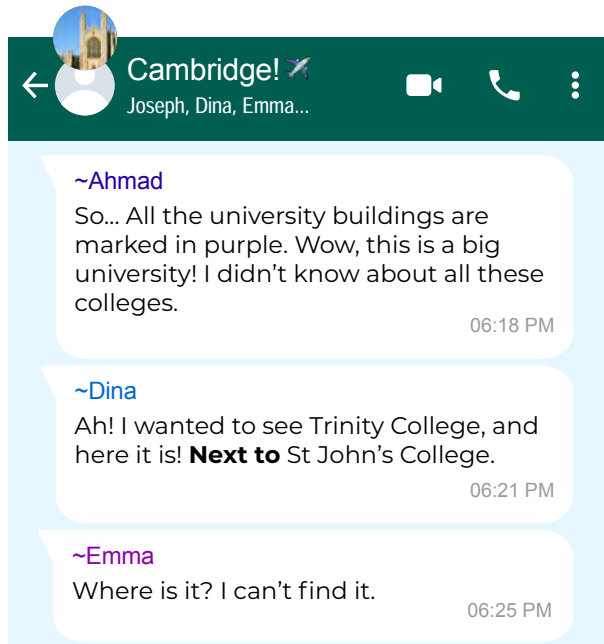
- Great idea! It's really close so we'll walk. See you soon!
- Great idea! It's really far so we'll take a taxi. See you soon!
- Great idea! We'll meet at the Eagle. See you soon!

b

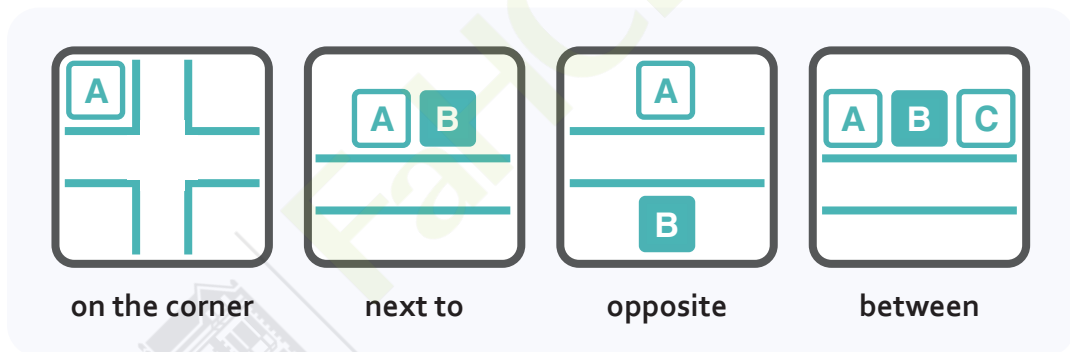
On the way to the meeting point, Ahmad looked for an online tourist map to find the way to the shopping mall. It's very good, so he showed it to all the group. They used it to see where the university buildings are.



<https://ontheworldmap.com/uk/city/cambridge/cambridge-tourist-map.html>



You also find this image to help you remember how to talk about where everything is in the city:



C

Oh no! You arrive at your destination but can't find Débora. You decide to send her a message so you can meet up. You open Google Maps and check your exact location to tell her where you are.

GO TO TASK 3c: FINDING DEBORA.



Recurso: H5P Drag the words.

Instrucciones: Drag the words into the correct boxes.

Answers:

You: Hi, Débora! Where are you? We're **on the corner of** ✓ Guildhall street and Corn Exchange street (**next to** ✓ Honest Burgers, **opposite** ✓ the Guildhall).

Débora: Oh! I'm inside! I'm in a big café.

You: A café? Where is it? **On** ✓ the ground floor or **on** ✓ the first floor?

Débora: On the first floor!!

You: Ok. Wait **in** ✓ the café. We're on our way!

d

You start walking around the shopping centre together. There are so many shops! Before you go in one, you open your Lonely Planet guide that has some great tips for travellers. You go to the "shopping" section and find these useful expressions:

Shopping for clothes

Travel Phrase book

- I'm just looking, thanks.
- Could you help me, please?
- Can I try it on?
- Where are the fitting rooms?
- Do you have this in a bigger / smaller size?
- Do you have this in black / in a different colour?
- How much are these?
- I'll take it.
- Can I pay by credit card?

Customer

Shop assistant

- Can I help you?
- Do you need the receipt?
- How many items have you got? You can only take 5 into the fitting room.
- This (jacket) suits you / looks good on you.
- What size do you need?
- Would you like a bag for that?

- You pay a lot more in other places.
- it was quite cheap / wasn't very expensive.
- I'm happy with the price.
- It was quite reasonable, actually.
- It was good value for money.

You also listen to two recordings with conversations in a clothes shop. **GO TO TASK 3d: SHOPPING FOR CLOTHES** and listen.

Recurso: Archivo de audio.

URLs: <https://learnenglish.britishcouncil.org/skills/listening/a1-listening/shopping-for-clothes>
<https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/shopping-clothes>

e

You decide to make a list of the meanings of some of these phrases or the moment when they are used, to be sure that you understand.

GO TO TASK 3e: USEFUL SHOPPING PHRASES.

Recurso: H5P Drag and drop.

Instrucciones: Match the phrases to their meanings.

Answers:

Useful shopping phrases	PHRASE	MEANING
	Can I help you?	• The first phrase the assistant says when you arrive.
	Can I try it on?	• When you need to see if the clothes are your size and if they look good on you.
	I'm just looking, thanks.	• When you aren't planning to buy anything.
	Fitting rooms.	• The place where you go to try on your clothes. People can't see you there.
	Receipt.	• Piece of paper saying how much money you paid, and for what.
	Would you like...?	• Polite form of "do you want".
By credit card.	• Using a credit card.	

f

You get home and realise you forgot to get a Cambridge University T-shirt for yourself! You decide to buy it online. A "virtual" assistant is trying to help you via chat. Put the conversation in the correct order.

GO TO TASK 3f: ONLINE SHOPPING.

Recurso: H5P Sort the paragraphs.

Answers:

Virtual assistant: Hi! How can I help you?

You: I'd like / I want to buy a Cambridge University T-shirt.

Virtual assistant: Sure. What size do you need?

You: S/M/L/XL.

Virtual assistant: In your size we have the T-shirt in blue, red or gray.

You: (I'll have / I'll take) the blue / red / gray one.

Virtual assistant: How many T-shirts are you buying?

You: One.

Virtual assistant: That's £14.99 plus £9.99 delivery in the UK. Or no delivery costs if you pick it up from one of our shops.

You: I'm in Cambridge, so no delivery / I don't need delivery.

Virtual assistant: That's £14.99. How would you like to pay? We accept major credit cards and PayPal.

You: I'll pay by credit card / PayPal / with my credit card / with Visa.

Virtual assistant: Please, click on this link to access your order form and provide payment details. Thanks for shopping with us.

9

You decide to share your experience with friends and family and decide to post some pictures of your day on Facebook. You write a comment about your lunch at the Eagle and at the Grand Arcade. You include details about the food you ate, funny things that happened, the clothes you bought, etc!

GO TO TASK 3g: A DAY OUT IN CAMBRIDGE.



You

Now



Write something here...



Post

Recurso: Foro de debate sencillo.

Answers: Student's own answers.

ENCUENTRO SINCRÓNICO

Objetivo: usar el vocabulario aprendido para eating out y shopping de modo oral. Pedirles por anticipado que se preparen para esta tarea, si les parece necesario.

1) Roleplay: at the restaurant

Refer students back to the image in **Task 2b** to revise expressions for buying food at the restaurant

Audios del British Council de Task 3

<https://learnenglish.britishcouncil.org/skills/listening/a1-listening/shopping-for-clothes>

y <https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/shopping-clothes>

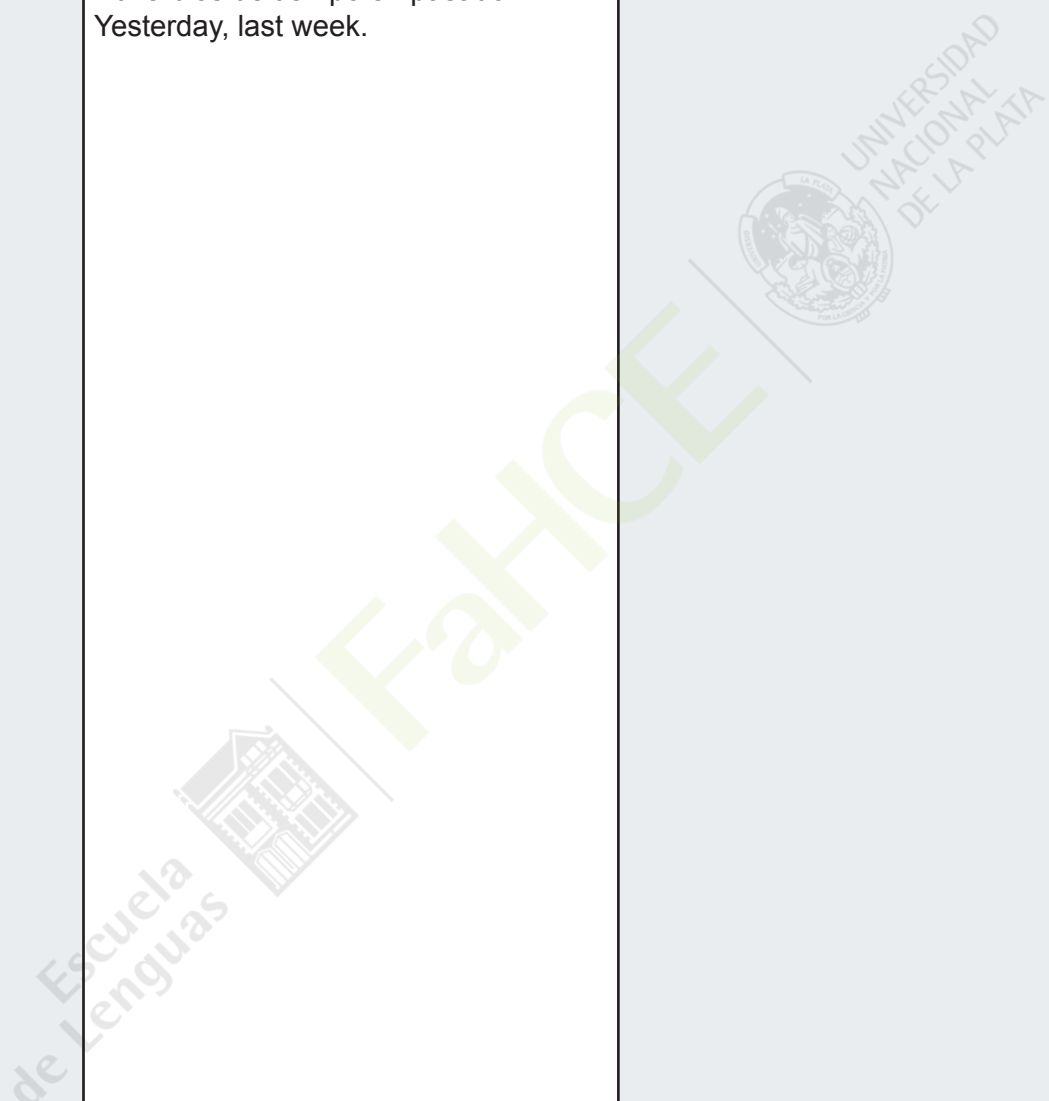
2) Clothes: Ask ss in advance to browse through some British online shopping websites such as <https://www.harrods.com/> or Stylight (<https://www.stylight.co.uk>) and to look at prices of items of all prices: from accessible (see for example <https://www.missrebel.co.uk/>, <https://www.peacocks.co.uk/>) to brands such as Chanel, Manolo Blahnik, Aston Martin, so that they can tell what they found and practise all numbers. Useful expressions: It costs a fortune/it costs an arm and a leg/it's a rip-off.

Clothes vocabulary: recordarles en qué semana lo vieron y que pueden buscar nombres de otras prendas en los visual dictionaries.

Pound-peso exchange rate: £1 = \$144

PROGRAMA
WEEK 12

<p>It's a long story</p>	<p>Narrar eventos personales pasados.</p> <p>Repaso y extensión del pasado simple. "Ago"</p> <p>Variedad de verbos en pasado. Adverbios de tiempo en pasado. Yesterday, last week.</p>	<p>Historical events. Pensar en algún lugar que visiten o algo que haya pasado en Cambridge.</p>
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Inglés módulo 1

Week 12

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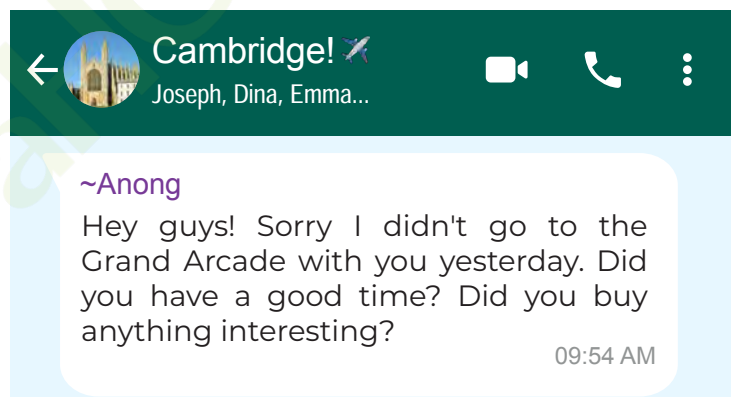
Teacher's notes

Task 1

It's a long story

a

The day after your day out in Cambridge, you receive a message from Anong.



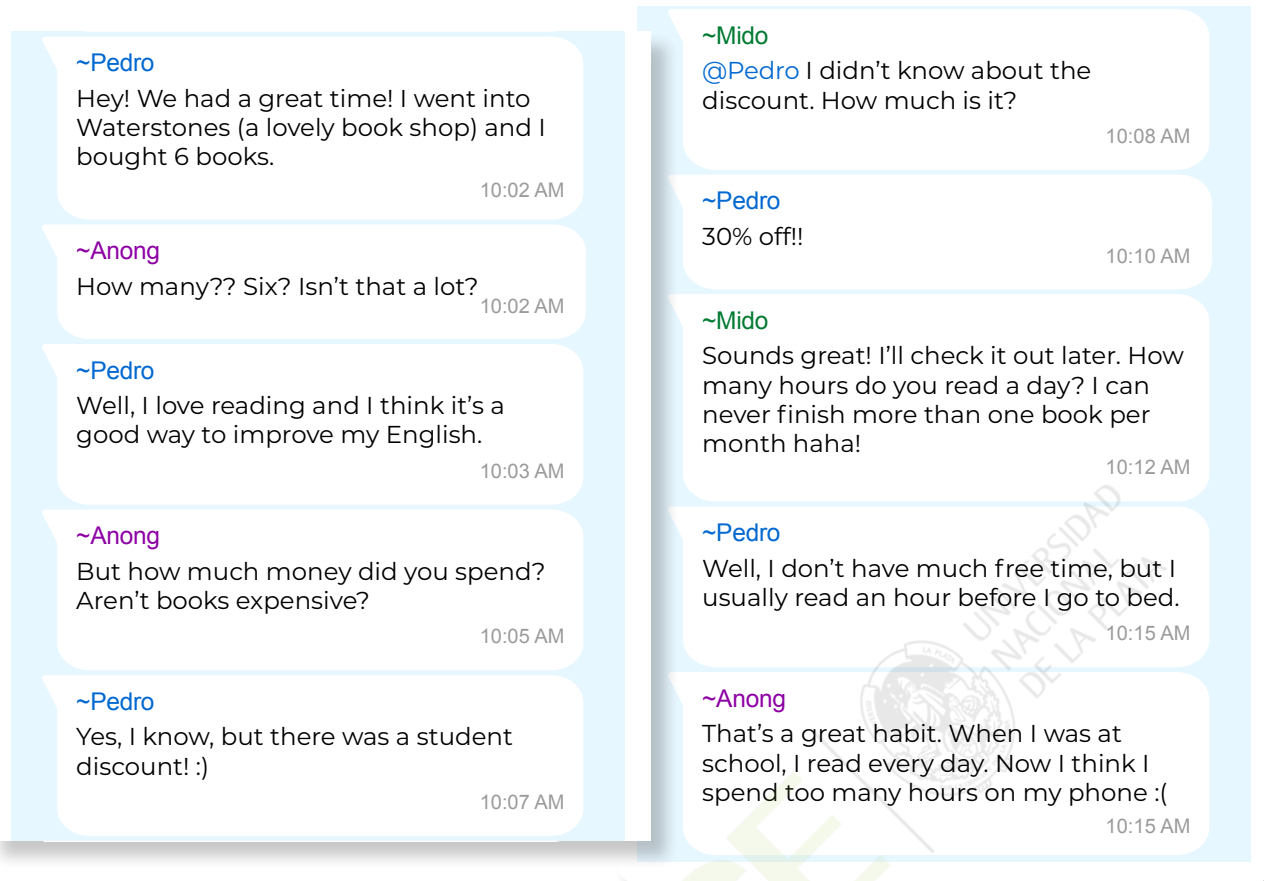
Everyone starts sharing what they bought. You **read the conversation and pay attention to some expressions** your friends use.

~Mido

I didn't go shopping either, Anong (I had a lot of homework :()...But I want to know too!!
10:01 AM

~Pedro

Hey! We had a great time! I went into



GRAMMAR: You notice that there are different words to talk about quantity.

- I had **a lot of** homework.
- How **much** money did you spend?
- How **many** hours do you read a day?
- I don't have **much** free time!

There are two types of nouns in English: **countable** and **uncountable** nouns.

- Countable nouns are things you can count, so they can be singular or plural. We use a or an with them: "a lovely bookshop" "an hour"
- Uncountable nouns are things you usually can't count. We don't use a or an with them and they are never plural. "Homework" NOT "a homework"

We usually use:

- In positive sentences, we usually use a lot of/lots of for both countable and uncountable nouns to talk about a big quantity. "A lot of homework" "lots of friends"
- In negative sentences we usually use *much* with uncountable nouns and *many* with plural countable nouns. I don't have much free time. (=I only have a small quantity)
We can also use a lot of or lots of in negative sentences for both countable and uncountable nouns: "I don't have a lot of/lots of time"
- To ask questions about quantity, we use **how many** with plural countable nouns and **how much** with uncountable nouns.

b

Write a reply to Anong's question. Tell her about what you did with your friends in The Eagle and what you bought in The Grand Arcade.

GO TO TASK 1b: ANONG'S MESSAGE

~Anong

Hey guys! Sorry I didn't go to the Grand Arcade with you yesterday. Did you have a good time? Did you buy anything interesting?

09:54 AM

Recurso: Foro de debate sencillo.

Answers: Student's own answers.

c

Being in a city with so many historical places made you realise you have a lot more free time than people in the past, thanks to technology (e.g. online shopping) and transport (e.g. planes) etc. You compare how easy life is now, in some respects, and how different it was in the past.

LOOK!

'e.g.' is an abbreviation for 'exempli gratia', a Latin phrase that means "for example". It can be pronounced as "e.g." or "for example".

"The Summer Olympics is composed of a variety of sports (e.g., gymnastics, swimming and tennis)."

~Ahmad

Yesterday at The Eagle I started thinking about how different life was when it opened in the 14th Century. Can you imagine? To begin with, I suppose Cambridge was very small at that time. How many people lived here, I wonder?

11:05 AM

~Dina

It's not necessary to go so far into the past! Life was also very different for our grandparents and parents.

11:12 AM

~Anong

Yes, very! For example, cell phones didn't exist and not everybody had a telephone. And they didn't have the Internet, can you imagine?

11:12 AM

~Mido

They ate completely different food, too. And no delivery either, probably! They needed to cook everyday! No junk food, and I eat a lot of it now!

11:13 AM

~Lena

Shame on you, Mido! That's not healthy! Wow, many things were more complicated! Many people didn't have a car, and travelling by plane wasn't very common. I suppose they travelled less.

11:13 AM

~Anong

But it's not just that. A lot of things were different in the world. What about historical events that they saw? Changes in society, culture, our mentality...

11:18 AM

You start thinking about some changes in people's habits. Connect the expressions that come to mind with the corresponding images.

GOTO TASK 1c: CHANGES.

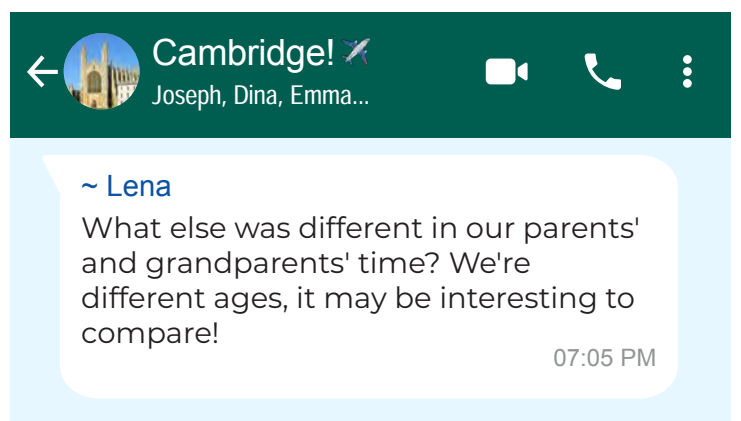
Recurso: H5P Drag and Drop.

Answers:

d

The conversation about the past continues.

Before you answer, you realise you'll need some time expressions to talk about the past and compare it to the present. You find this chart online, which will be useful, so you read it!



PAST TIME EXPRESSIONS

yesterday - ago - last

We use **yesterday** or **yesterday + morning / afternoon / evening** to talk about **the day before today**:

- Charles wore a suit to work **yesterday**.
- We got up early **yesterday morning**.
- She left the hospital **yesterday afternoon**.
- **Yesterday evening** Joel called me.

NOTE: We use **'last night'** **NOT yesterday night**.

We also use the expression **'the day before yesterday'** to mean **"two days ago"**.

- I played soccer **the day before yesterday**.

We use **time reference + ago** to show **how far back in the past something happened**.

- The movie ended **five minutes ago**.
- The plane landed **two hours ago**.
- My son was born **six months ago**.
- Her husband died **ten years ago**.
- I took that photo **many years ago**.
- I came to this city **a long time ago**.

We use **last + time reference** to mean **the most recent or nearest to the present day time**.

- I saw a game on TV **last night**.
- My parents traveled to Japan **last month**.
- Michael arrived in Mexico **last January**.
- **Last Christmas** I got a lot of presents.
- My girlfriend and I met at the beach **last summer**.
- **Last year** Jake and Jill got married.

BONUS: 'HOW LONG AGO...?'

We can use questions beginning with **'How long ago...'** to ask **how many months/years in the past an event happened**.

If you ask **'how long ago...'**, you will probably get an answer with **a number and a time unit + 'ago'**, such as **'one year ago'** or **'three weeks ago'**:

- **How long ago** did you move here?
- **Fifteen years ago**.



Now you're ready! You contribute to the conversation some changes your parents or grandparents experienced in their daily life. Consider transportation, free time, responsibilities, or more important and global events in their life or in history.
GO TO TASK 1e: CHANGES IN THE XX CENTURY.

study tip

You can use our question and answer forum to ask about vocabulary that is not clear or to ask for help if you need an extra explanation. You can also help your classmates with their questions and doubts.



Inglés módulo 1

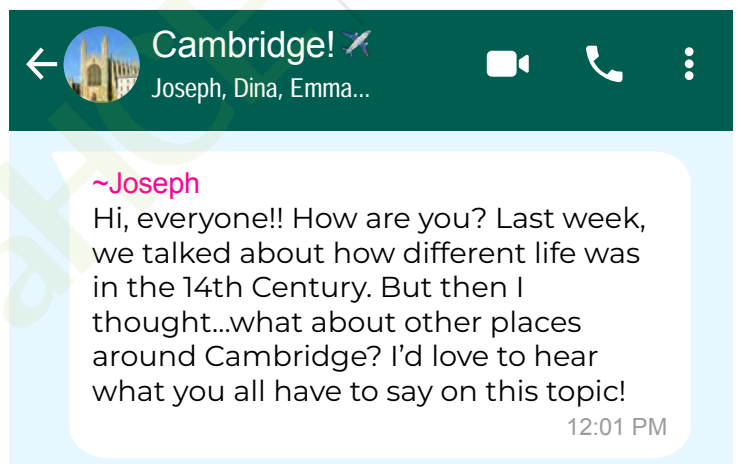
Week 12

Manuela Orbe
Silvia C. Enríquez
Marianela B. Estévez
Gabriela Iacoboni

Teacher's notes

Task 2

You receive the following message from Joseph.



a

Joseph's message and your experience visiting The Eagle and learning about its long history made you curious about other historical events in Cambridge. You remember one that really surprised you: the discovery of DNA. You found a video online about it.

GO TO TASK 2a: THE DISCOVERY OF DNA.

Recurso: H5P Video interactivo.

URL: <https://youtu.be/8AGIOjL2MFY>

Answers:

1. Who discovered the structure of DNA? Tick all the correct names.

*James Watson

*Francis Crick

John Dewey

2. When did they announce the Discovery of DNA?

*23rd February 1953

30th January 1983

20th December 1903

3. What name did Watson and Crick give to their discovery?

*The Secret of Life

The Mystery of Man

The Truth of Biology

4. True or false?

Many soldiers left messages in the pub as a memory of their presence there. **TRUE**

5. Choose the correct statement

*The Eagle is an interesting place if you like History.

The discovery of DNA is only useful for people who study Biology.

The Eagle pub is only interesting if you want to have a beer.

b

After watching it, you decide to share the video with your friends. In your message, you tell them what it is about and why it is interesting!

GO TO TASK 2b: SHARING THE VIDEO.

Recurso: H5P Single choice set.

Answers:

You: Hey guys, I found this video about the invention of DNA. I think it's interesting because...

- It happened in the Eagle!! The pub where we met last week.
- It talks about different scientists who went to pubs in Cambridge. Just like us!
- It explains why we are all different and have different eye colours.

c

All the group starts looking for information and sharing texts about amazing people from Cambridge. Mido shares a great blog post called "Four Cambridge alumni who shook the world" You read the text and remember all the past expressions you learned in Task 1.

GO TO TASK 2c: CAMBRIDGE ALUMNI.

Recurso: Mark the words.

Answers:

Charles Darwin, Christ's College, Cambridge

Charles Darwin is considered the father of evolutionary biology and his theory based on natural selection became famous with the publication of his book, 'On the Origin of Species', **in 1859**. Yes, over **150 years ago!** Darwin proposed that all species evolved from very simple forms of life over billions of years.



Sir Antony Gormley, Trinity College, Cambridge

One of the UK's foremost sculptors, Gormley studied art history, archaeology and anthropology at Trinity College.

Gormley won the prestigious Turner Prize **in 1994**. **In 1998** his vast, iconic installation, the Angel of The North, was completed.

A 20 meter high sculpture of an angel, it is seen by 33 million people every year, according to Gateshead Council. **Last year**, I was lucky to see the sculpture myself. Absolutely amazing!

Jennifer Anne MacKinnon, Jesus College, Cambridge

"Jenni" Sidey-Gibbons is a Canadian astronaut, engineer, and academic. She was one of the two members of the 2017 Canadian Space Agency Group together with Joshua Kutryk. **Some years ago** she moved to the USA and is now training at NASA. **Last month** I started following her on social media.



Stephen Fry, Queen's College, Cambridge



Stephen John Fry is an English actor, broadcaster, comedian, director and writer. He was famous **in the 1980s** for his role in A Bit of Fry & Laurie (1989–1995) and Jeeves and Wooster (1990–1993). **In the last decades** of the 20th century he worked with Hugh Laurie, Emma Thompson and Rowan Atkinson. **About ten years ago** he became president of the mental health charity Mind.

d

After sharing the blog with your friends, Anong says: "I had no idea Stephen Fry came to Cambridge. I'm sure there are a lot of famous people that were students here like him."

You find a list of Cambridge alumni on Wikipedia and look at it with your group. Choose two or three that you're curious about, look for some information about their achievements and tell your friends about them. Remember to use the past time expressions chart if you need help!

GO TO TASK 2d: OTHER CAMBRIDGE ALUMNI.

https://en.wikipedia.org/wiki/List_of_University_of_Cambridge_people

LOOK!

Don't worry if you don't know all the words in a long text online. It's not a good idea to look up every word in a dictionary: you'll forget them. You can select sections that you can understand easily to do this activity.

Recurso: Foro de preguntas y respuestas.

Instrucciones: Look for information about other cambridge alumni and record an audio telling your friends about them.

Answers: Student's own answers.



Inglés módulo 1

Week 12

Manuela Orbe
Silvia C. Enríquez
Marianela B. Estévez
Gabriela Iacoboni

Teacher's notes

Task 3

*Last week you talked about the past with your group of friends from the course, and now the teacher asked you to read this poem, titled **Green Memory**. This is your first poem in English! Langston Hughes, the author, was capable of transforming his memories of a difficult historical event into art.*

a

First, your teacher asked you to read about the author of the poem: Langston Hughes. You find this:



LANGSTON HUGHES
1901–1967

James Mercer Langston Hughes was born February 1, 1901, in Joplin, Missouri. He wrote his first poem when he was 13. He studied at Columbia University in New York City and finished his college education at Lincoln University in Pennsylvania three years later. In 1930 his first novel, *Not Without Laughter* (Knopf, 1930), won the Harmon gold medal for literature.

Hughes is particularly famous for his descriptions of black life in America from the twenties through the sixties. He wrote novels, short stories, plays, and poetry, and is also known for his interest in the world of jazz. He always used language and themes that were easy to read. He communicated his message humorously—though always seriously—to audiences all over the USA.

Langston Hughes died on May 22, 1967, in New York City. In his memory, his street has a new name: "Langston Hughes Place."

Your teacher asked you to reflect after you read his biography, what war do you think he wrote about? She gives you some options.

GO TO TASK 3a: WHICH WAR?

Recurso: H5P Multiple choice.

Answer: World War II.

Your teacher asked you to reflect after you read his biography, **what war do you think Langston Hughes wrote about?** She gives you some options.

World War II

World War I

The Cold War

b

You read the poem and see if you need to check any words in the dictionary.

A WONDERFUL TIME – THE WAR:
WHEN MONEY ROLLED IN
AND BLOOD ROLLED OUT.
BUT BLOOD
WAS FAR AWAY
FROM HERE –
MONEY WAS NEAR.
- LANGSTON HUGHES -

<https://libquotes.com/langston-hughes/quote/lbv3gou>

c

You also find a video in which somebody reads this poem.

GO TO TASK 2c: RECORDING OF GREEN MEMORY.

Recurso: Video.

URL: <https://www.youtube.com/watch?v=ohI9rPbp6Oc>

d

Your teacher gave you a short explanation of the historical context, and asked some questions about the meaning of this poem. Write your personal interpretation.

World War 2 was a global war. The invasions and battles took place in Europe, parts of Africa, Asia and the Pacific. There was no war in America, and the USA sold the majority of the arms, transportation, ammunition, artillery, tanks, etc. This is how they made a lot of money during the war.

1. This poem is called "Green memory". Why is this memory green? What does green represent in this poem?
2. This poem is ironic. Where is the irony?

GOTO TASK 3d: INTERPRETING GREEN MEMORY.

Recurso: Foro de preguntas y respuestas.

Answers: Student's own answers.

e

After giving your opinion, your teacher gave you this list of possibilities to check your interpretation.

GOTO TASK 3e: WAS MY INTERPRETATION CORRECT?

Recurso: H5P single choice set.

Answers:

1. The memory is green because...

- a) Green represents something fresh and new, an image of a country that was free from war.
- b) Green is the colour of American dollars, and the USA was making a lot of money and this is what they remember.
- c) The USA didn't have any ecological problems at that time because the war was in other continents.

2. This poem is ironic because...

- a) It describes how the USA made money from the war and didn't care about dead people because they didn't die in their country.
- b) It says that wars are wonderful.
- c) It shows that Americans were happy because the war wasn't happening in their country.

LOOK!

You notice that what you read about Langston Hughes has more expressions that help you talk about the past, and you decide to make a note about how to use them:

When: you can use it with expressions that indicate moments in the past.

Example: He wrote his first poem **when he was 13**.

In: You can use it to mention years.

Example: **In 1930** his first novel, Not Without Laughter (Knopf, 1930), won the Harmon gold medal for literature.

LOOK!

At that time: To refer to the moment in the past that you mentioned before.

Example: The USA didn't have any ecological problems **at that time**.

During: For periods in the past.

Example: This is how they made a lot of money **during the war**.

f

You learn that Langston Hughes's work about complex topics, like the war and other types of injustice, had a huge impact on American society. Your teacher asks you to choose one of these people who changed or influenced society through art or science, then write a short biography with the help of the information and the useful phrases below.

GO TO TASK 3f: IMPORTANT PEOPLE OF THE XX CENTURY.

LOOK!

Useful phrases to write about somebody's life and their work:

She/he was a singer/painter/astronomer...

XX wrote/invented/created/painted/composed...

XX is the author/creator/inventor of...

Recurso: Word sheet.

Answers: Student's own answers. Make sure they use the past simple.



Frida Kahlo

<https://theculturetrip.com/north-america/usa/articles/10-artists-who-changed-the-course-of-20th-century-art/>

Mexico, 1907-1954
Painted the complexity of women's experience
Traffic accident: chronic pain and bad health
Husband: Diego Rivera (muralist).



Annemarie Heinrich

https://en.wikipedia.org/wiki/Annemarie_Heinrich

Germany, 1912; Argentina, 2005
Photographer



John Lennon

https://en.wikipedia.org/wiki/John_Lennon

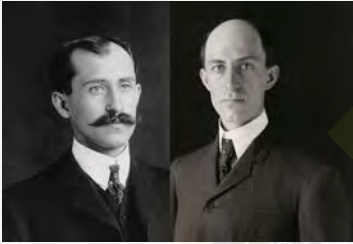
England, 1940-1980
Member of the Beatles (revolutionary band), composer
Peace activist
Wife: Yoko Ono (multimedia artist, musician, peace activist)



Tim Berners-Lee (Internet)

https://en.wikipedia.org/wiki/Tim_Berners-Lee

England, 1955
Inventor of the World Wide Web
Thanks to him, everybody has access to the internet.



Orville and Wilbur Wright (aeroplanes)

https://en.wikipedia.org/wiki/Wright_brothers

USA, Orville: 1871-1948; Wilbur: 1867-1912
Possible inventors of the first motor-operated aeroplane
Not good businessmen: they didn't have an aviation industry.

ENCUENTRO SINCRÓNICO

Teacher presents the students with this flash card for students to guess the sport



Answer: basketball

Teacher asks students what they know about basketball and whether they're fans. Students watch a video on the invention of the sport and answer the following questions.

1. Who created the sport and when?
2. How did he come up with the idea?
3. When did people play the first ever basketball game?

4. What rules are different now?

Suggested video: https://www.youtube.com/watch?v=ds_r0cf0PeM&t=42s

**PROGRAMA
WEEK 13**

<p>Those were the days</p>	<p>Expresar acciones con continuidad en pasado.</p> <p>Pasado Continuo El pasado continuo en sus tres formas, afirmativo, negativo e interrogativo.</p> <p>Combinación past simple + past continuous para hablar de eventos en el pasado.</p> <p>Acciones.</p>	<p>You and your friends share funny stories about your childhood.</p> <p>Reading a short story</p>
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Inglés módulo 1

Week 13

Manuela Orbe
Silvia C. Enríquez
Marianela B. Estévez
Gabriela Iacoboni

Teacher's notes

Task 1

Those were the days

a

Débora gets some unexpected news from home and is sharing it with you on WhatsApp.



Cambridge! ✈
Joseph, Dina, Emma...



~Débora

Guess what! I'm a proud aunt again!
My sister had a baby girl last night! I'm
absolutely thrilled!

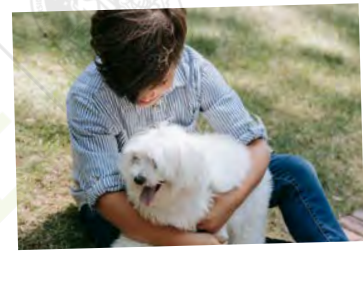
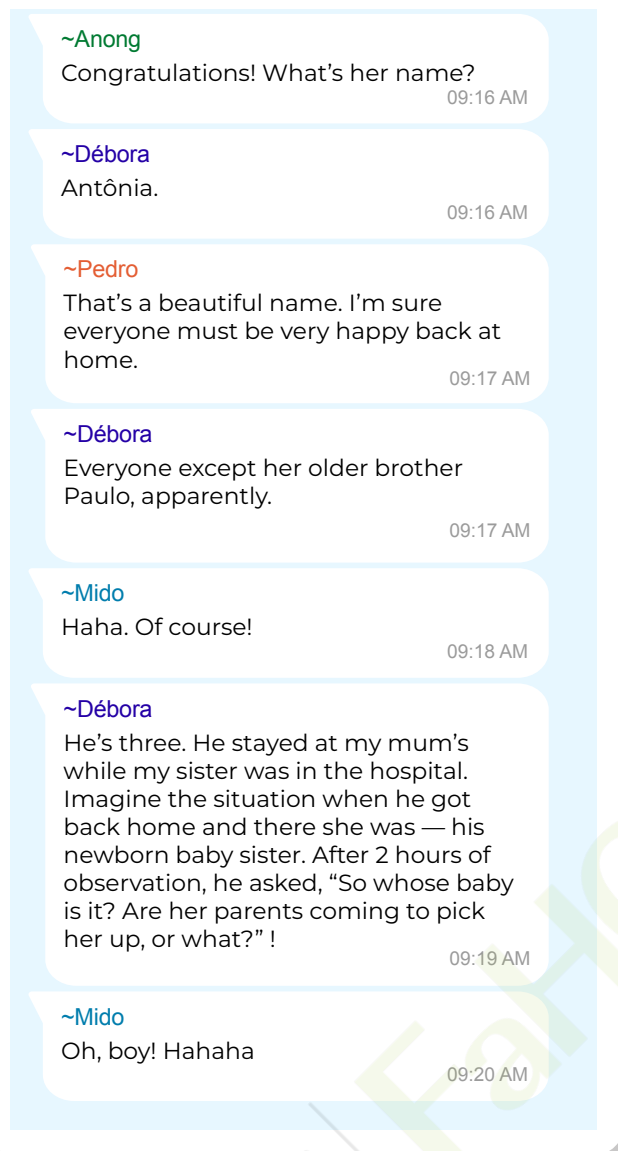
09:16 AM



"One of the luckiest things
that can happen to you in
life is, I think, to have a
happy childhood."



AGATHA
CHRISTIE



Story adapted from <https://brightside.me/inspiration-family-and-kids/16-funny-stories-that-prove-life-is-never-dull-when-you-have-children-565560/>

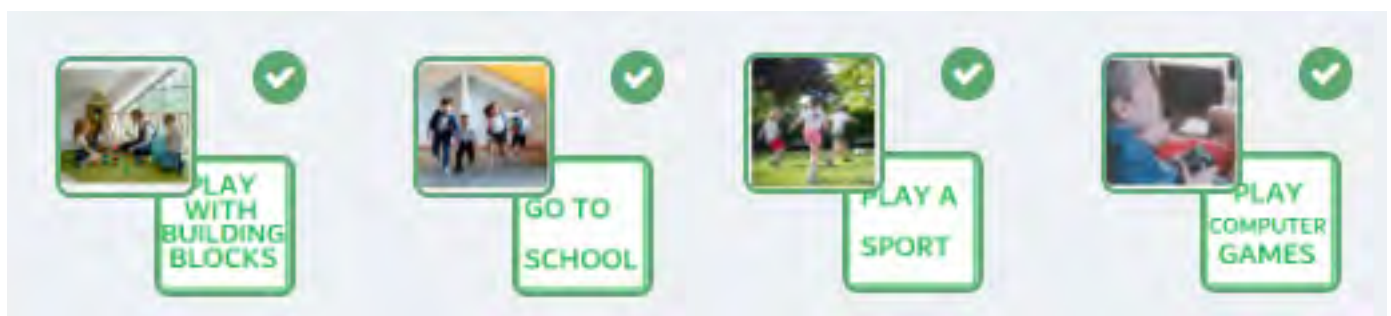
You start talking about your childhood and discover that in general, people around the world do the same things.

GOTO TASK 1a: THINGS ALL CHILDREN DO.

Recurso: H5P Image pairing.

Instrucciones: Drag the images from the left to match them with corresponding images on the right.

Answers:





b

The conversation now covers stories that you liked when you were little. You remember you liked “the lion and the mouse” and found this video online. You want to share it with your friends so you watch the video first.

GO TO TASK 1b: THE LION AND THE MOUSE VIDEO.

Recurso: Video.

URL: <https://learnenglishkids.britishcouncil.org/short-stories/the-lion-and-the-mouse>

c

After watching the video, you get ready to tell the story to your friends but you cannot get the sequence of events right. Put the sequence in chronological order.

GO TO TASK 1c: THE LION AND THE MOUSE STORY.

Recurso: H5P Sort the paragraphs.

Instrucciones: Put the sequence in chronological order.

Answers:

A lion was asleep in the sun one day.

+1

A little mouse ran up the lion's neck.

+1

The lion caught him with a great big smack!

+1

'Be kind to me and one day I'll help you.' The mouse said.

+1

The very next day, the mouse was out walking.

+1

He saw the king of the jungle tied to a tree.

+1

The mouse worked quickly and chewed through the rope.

+1

'You were right, little mouse –said the lion-. Thank you, I'm free.'

d

You finally tell the story to your friends and they find a message in the story. Who got the message right? Choose the correct message.

GO TO TASK 1d: THE LION AND THE MOUSE MESSAGE.

Activities c) and d) adapted from <https://learnenglishkids.britishcouncil.org/short-stories/the-lion-and-the-mouse>

Recurso: H5P Multiple choice.

Instrucciones: Choose the correct message.

Answers:

Mido: Don't go to sleep in the sun or you'll be in trouble.

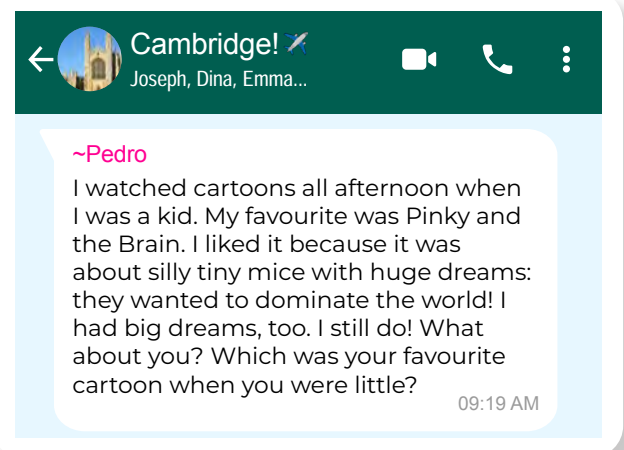
Débora: Remember that everyone has different talents and abilities.

Pedro: Everyone will help you even if you are not nice.

e

Pedro shows the group a poster from a blog about cartoons. Have a look at the cartoons in the poster, choose your favourite and answer Pedro's question.

GO TO TASK 2e: MY FAVOURITE CARTOON.



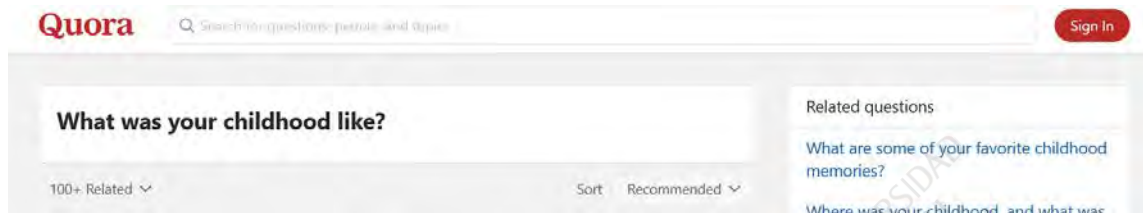
Recurso: Foro de debate sencillo.

Instrucciones: Which was your favourite cartoon when you were little?

Answers: Student's own answer.



Later in the evening, you're checking out Quora and find this question:



You decide to write an answer to it. Consider the following questions: how many people were there in your family? Where did you live and go to school? Who were your best friends and what did you like doing together? Did you go on holiday with your family? If so, where?

GO TO TASK 1f: WHAT WAS YOUR CHILDHOOD LIKE?

Recurso: Foro de debate sencillo.

Answers: Student's own answer.



Inglés módulo 1

Week 13

Manuela Orbe
Silvia C. Enríquez
Marianela B. Estévez
Gabriela Iacoboni

Teacher's notes

Task 2

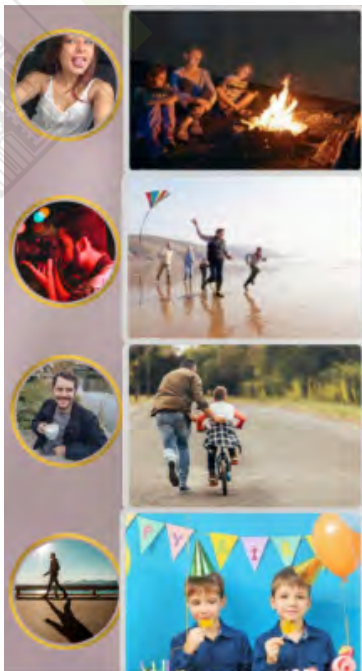
a

In your friends' whatsapp group everyone starts sharing old photos. You start reading their messages but you get lost as the photos and the chats are not in order. Match the chats with the photos.

GO TO TASK 2a: CHILDHOOD PICTURES.

Recurso: H5P Image pairing.

Answers:



EMMA: In this photo my sister and I were in my grandfather's farm with our cousins. They were telling us scary stories. We weren't having fun. We were scared!

MIDO: In this picture we were on the beach with my family. My dad was flying a kite. That was fun!

JOSEPH: Here I was learning how to ride a bike. You can imagine how the story continues! I ended up on the floor!

PEDRO: I remember that day clearly! My twin brother and I were celebrating our 8th birthday. Can you see me? I wasn't looking at the camera.

b

GRAMMAR. You notice that the whatsapp messages have some verbs that describe actions in progress in the past. You focus on these sentences:

- They were telling us scary stories.
- We weren't having fun.
- My dad was flying a kite.
- I was learning how to ride a bike.
- I wasn't looking at the camera.

We use the Past continuous to describe actions in progress in the past or unfinished actions.



The order of words in the conjugation of the verb to be is the same in the present continuous and past continuous. Look at the chart below and compare both tenses.

Present continuous	Past continuous
I'm skating. I'm not looking at the camera.	I was running next to him. I wasn't looking at the camera.
They are reading a story. We aren't running in the park.	They were telling us scary stories. We weren't having fun.

c

You think it is a good idea to find the chart that you had for the Present continuous and complete it with the Past continuous. You notice that you just need to change the verb be and use it in the Past.

GOTO TASK 2c: PRESENT/PAST CONTINUOUS CHART.

Recurso: Word sheet.

Instrucciones: Look at the conjugation of the verb to be in the past continuous and complete the chart.

Answers:

Present continuous	Past continuous
Affirmative	
I am skating	I was skating.
He / she / it is flying a kite.	He / she / it was flying a kite.
You / we / they are telling stories.	You / we / they were telling stories.
Negative	
I am not riding a bike.	I was not (wasn't) riding a bike.
He / she / it is not looking at the camera.	He / she / it was not (wasn't) looking at the camera.
You / we / they are not having fun.	You / we / they were not (weren't) having fun.
Yes / No questions	
Is she/he/it skateboarding? Yes, she/he/ is No, she/he/it isn't	Was she skateboarding? Yes, she/he/it was No, she/he/it wasn't
Are you/we/they playing a sport? Yes, you/we/they are No, you/we/they aren't	Were you/we/they running in the park? Yes, you/we/they were No, you/we/they weren't
WH- questions	
Where is he/she/it going? He/she/it is going to the park.	Where was he/she/it going? He/she/it was going to the park.
What are you/we/they doing? You/we/they are watching a film.	What were you/we/they doing? You/we/they were watching a film.

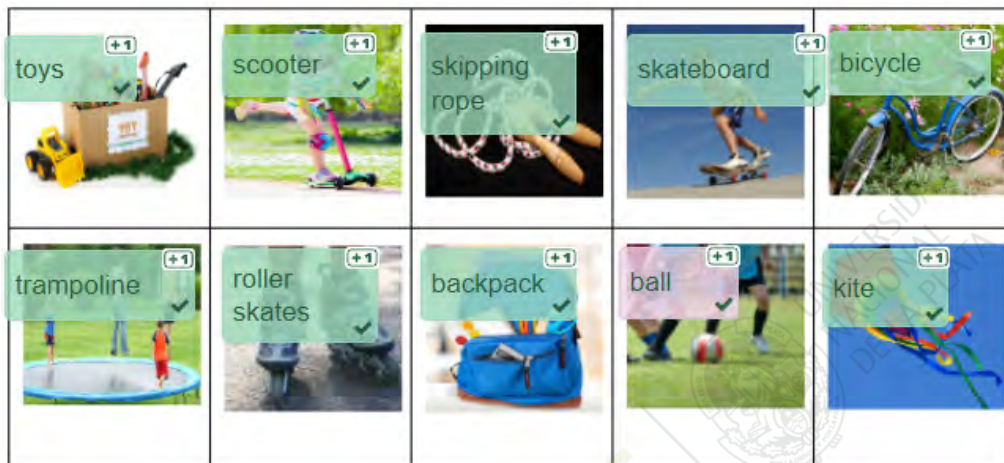
d

You want to describe your photo but first you need to revise some words. Connect the words with the pictures.

GO TO TASK 2d: CHILDHOOD ACTIVITIES.

Recurso: H5P Drag the words.

Answers:



e

You are now ready to share your picture and describe what was happening. Send it to your WhatsApp group.

GO TO TASK 2e: CHILDHOOD PICTURES.

Recurso: Foro de debate sencillo.

Instrucciones: Upload a photo and describe what you were doing and when.

Answers: Student's own answers.

f

Lena finds a picture that evokes a special memory from her childhood and shares it with the group. React to Lena's anecdote. Write a comment to it.

GO TO TASK 2f: LENA'S MEMORY.

~Lena

Oh, look at this! When I was 8, our cat gave birth to these five kittens. I remember one particularly cold winter's day I was having a hard time getting out of bed. It was snowing heavily outside and I just couldn't get up. Mum was making breakfast and my dad was telling me to go downstairs to eat. But I just couldn't move. So my mom came up to my bedroom, caught all the kittens and placed them on my bed. They started walking all over me. I just had to get up to let them down on the floor so they didn't fall and hurt themselves (or so I thought). One of the warmest memories from my childhood.

12:19 AM



~Mido

Aw, that 's sweet!

12:21 AM

~Pedro

I love cats!

12:21 AM

Anecdote adapted from <https://brightside.me/inspiration-relationships/11-warm-stories-from-childhood-that-will-melt-your-heart-359360/>

Recurso: Foro de debate sencillo.

Instrucciones: React to Lena's anecdote. Write a comment.

Answers: Student's own answers.

g

GRAMMAR: Look at the following sentences from Lena's anecdote to see how the Past continuous and Past Simple are used.

Past simple	Past continuous
When I was 8, our cat gave birth to these five kittens. My mom came up to my bedroom, caught all the kittens and placed them on my bed.	I was having a hard time getting out of bed. It was snowing heavily outside. Mum was making breakfast. Dad was telling me to go downstairs to eat.

You notice that in the anecdote:

- The **Past continuous** is used to describe the **background** of the story. It describes actions that are already in progress at a certain time in the past.
- The **Past Simple** is used to **describe the main events**. They are complete actions (You can imagine the beginning and the end of those actions)

h

You decide to write a short anecdote with these two forms of the past to practise how to use them together.

GO TO TASK 2h: ANECDOTE.

Recurso: H5P fill in the blanks.

Answers:

It was my 10th birthday. My parents and I went to my grandparents' house in the afternoon to pick up the cake for my birthday party in the evening. When we **were opening** ✓ (open) the door, I **heard** ✓ (hear) someone laughing. Or did I imagine it? The house was empty, that was strange. Where **were** ✓ (be) my grandparents? Suddenly, all my family and friends **appeared** ✓ (appear). It **was** ✓ (be) a surprise party!



After all your friends' anecdotes you decide to share your own. Send a funny anecdote to the group and insert a photo if you have one.

GO TO TASK 21: MY ANECDOTE.

Recurso: Foro de debate sencillo.

Answers: Student's own answers.

Escuela
de Lenguas



FALICE



UNIVERSIDAD
NACIONAL
DE LA PLATA

ENCUENTRO SINCRÓNICO

a) Video que no tiene una sola palabra pero por algo fue premiado y puede servir para que produzcan algo:

Mother <https://www.youtube.com/watch?v=CjQkleDSW6I>

Para comentar en clase como le parezca mejor a cada profe.

b) Sugerencia: dividir a la clase en grupos y que escuchen estas canciones y las comenten. O bien que la profe elija la que le parece mejor y se use en clase.

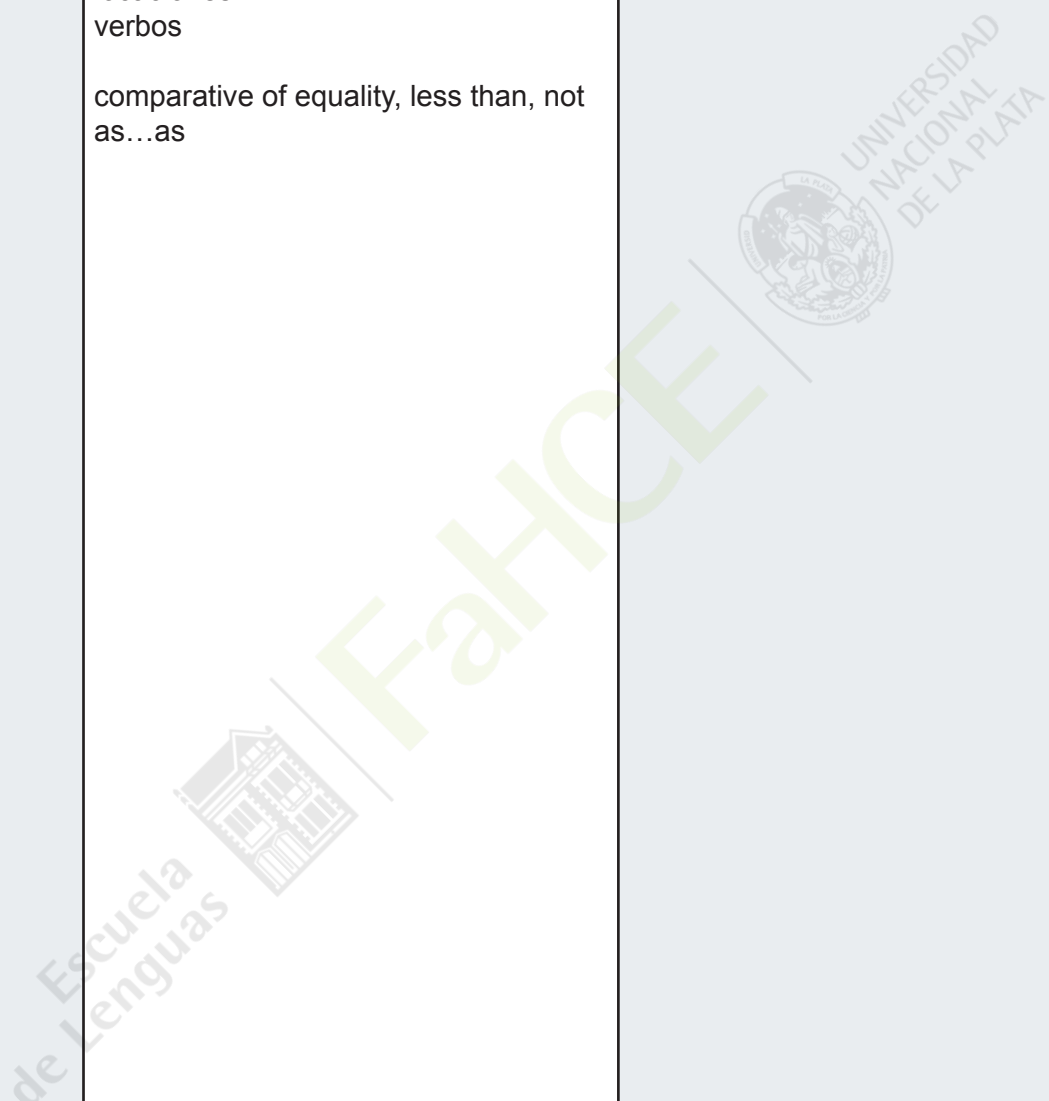
Sweet child o' mine (Guns N' Roses), sobre la hija bebé de Axl Rose. Song with lyrics <https://www.youtube.com/watch?v=pbLjthjKfmQ>

Beautiful boy de John Lennon <https://www.youtube.com/watch?v=nijk5gmRFS0> sobre Sean Lennon

I don't wanna miss a thing by Aerosmith <https://www.youtube.com/watch?v=wHylQRVN2Qs>

PROGRAMA
WEEK 14

<p>That sounds like a plan</p>	<p>Hablar sobre planes futuros</p> <p>Presente Continuo Futuro "Going to"</p> <p>destinos/lugares locaciones verbos</p> <p>comparative of equality, less than, not as...as</p>	<p>Your study programme is coming to an end soon. What are you going to do next? Your friends discuss their plans.</p>
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Inglés módulo 1

Week 14

Manuela Orbe
Silvia C. Enríquez
Marianela B. Estévez
Gabriela Iacoboni

Teacher's notes

Task 1

That sounds like a plan

a

The course is finishing soon and everybody starts to tell what they are planning to do when they go back home. Anong has great news! **Read the conversation.**

~Anong

I have an announcement to make, guys: I'm getting married! I'm so happy! Before the course began, my fiancé and I decided to talk about the wedding when I came back home, but last week it just came up in the conversation, so now we have a date! It's in December.

08:35 AM

~Emma

Congratulations! What are your plans? Where are you getting married? Are you having a reception?

08:35 AM

~Anong

In my city, Bangkok. And we're not having a big reception, just a small one for close friends and family.

08:36 AM

~Pedro

Great news, Anong! Are you inviting your friends from Cambridge? XD haha!

08:36 AM

"The future belongs to those who believe in the beauty of their dreams."

ELEANOR ROOSEVELT

b

GRAMMAR. You notice that some of your friends use the present continuous, but when they are talking about the future:

- I'm getting married in December.
- We're not having a big reception.

We use the Present continuous to talk about arrangements. They are plans which are confirmed and we know the time and place.

To remember the rule you decide to complete this chart with examples from the dialogue.
GO TO TASK 1b: PRESENT CONTINUOUS FOR FUTURE ARRANGEMENTS.

Recurso: Word sheet.

Answers:

Affirmative	Negative	Interrogative
I'm getting married in December.	I'm not getting married in August.	Am I inviting my friends from Cambridge?
He/she/it is getting married in Bangkok.	He/she/it isn't getting married in August.	Is he/she/it inviting a lot of people?
You/we/they are having a big reception.	You/we/they aren't having a big reception.	Are you/we/they having a reception? Where are you/we/they getting married ?

c

After all the congratulations, the rest of the group begins to say what their plans are. **Read the conversation.**



~Dina

Does anybody else have such important news to share? My plans aren't so big, but I'm moving into a new flat! I mean, I have to look for one **when I arrive**, but I'm moving **in a few months**.

08:41 AM

~Pedro

I have more immediate plans: I'm visiting my family in Italy **in two weeks**, **after the course finishes** and **before going back home**.

08:41 AM

~Débora

Oh, I envy you! **After this course** I'm just going back to work **next month**, my holiday is over!

08:41 AM

(acá se presentan las expresiones de futuro, y luego breve ejercicio para identificarlas, unirlas con explicación de su significado o algo así. Usar las que aparecen en el video)

d

GRAMMAR. In the dialogue you can also see time expressions which are frequently used to refer to future plans:

- I have to look for a flat **when I arrive**.
- I'm moving **in a few months**.
- I'm visiting my family in Italy **in two weeks, after the course finishes** and **before going back home**.
- I'm just going back to work **next month**.



What do these expressions mean?

Expression	Meaning	Grammar
I'm moving in a few months . I'm visiting my family in Italy in two weeks .	= a few months/two weeks into the future.	IN + a period of time.
I'm just going back to work next month .	= the month after this one.	NEXT + a moment in the future.
I have to look for a flat when I arrive .		WHEN + subject + verb in the present.
I'm visiting my family in Italy after the course finishes .	= first the course finishes and then I visit my family.	BEFORE/AFTER + subject + verb in the present.
I'm visiting my family in Italy before going back home .	= first I visit my family and then I go back home.	OR BEFORE/AFTER + -ing.
After this course I'm just going back to work.	= first I finish the course and then I go back to work.	OR BEFORE/AFTER + moment in time.

e

Debora shares her diary for the next few months. Look at it and complete the sentences about her arrangements using the time expressions in the box.
GO TO TASK 1e: DEBORA'S DIARY.

Recurso: H5P Drag the words.

Instrucciones: Drag the words into the correct boxes.

Answers:

- 1- It's August 6th today. Debora is **going back to wor...** ✓ weeks.
- 2- She's **visiting her cous...** ✓ . It's their birthday!
- 3- She's **going to a concert** ✓ with some friends **in two** ✓ months.
- 4- **Before going skiing** ✓ she's starting a skiing course.

f

The conversation goes on, now everybody talks about what they are doing after the course.



<https://www.flickr.com/photos/youngshanahan/10645166864>



https://commons.wikimedia.org/wiki/File:Newgrange_entrance_stone.jpg

~Ahmad

So you're going to Italy, Pedro? I'm travelling around Europe myself! But I'm still deciding where to go. This isn't my first visit, and I'd like to go to places that are less famous than the big cities, but also interesting. For example, some megalithic monuments, because I like that, but not Stonehenge because everybody goes there.

08:43 AM

~Débora

You can visit a neolithic complex called Brú na Bóinne, which is older than the Egyptian pyramids! It's in Ireland. Newgrange is the most famous monument there.

08:44 AM

~Ahmad

Sounds interesting, thanks a lot! And it's near Cambridge, so it won't be as expensive as going to other places. I'll find out.

08:44 AM

g

GRAMMAR. This conversation has some comparative forms that are new to you, so you decide to study them.

"I'd like to go to places that are **less famous than** the big cities, but also interesting."
 "It won't be **as expensive as** going to other places."

We can compare people, things or places using different forms of the comparative:

Comparative Forms		
Comparative of equality	(not) as + short or long adjective + as	Brú na Bóinne is as interesting as Stonehenge. Some monuments in Brú na Bóinne are not as famous as Newgrange.
Comparative of inferiority	less + short or long adjective + than	Many small cities in Europe are less famous than the capital cities.
Comparative of superiority	short adjective + -er + than OR more + long adjective + than	Ireland is smaller than England. Stonehenge is more famous than Newgrange.

h

After hearing about Newgrange, you look for some more information about Ireland and you want to compare these two important cities.
GO TO TASK 1h: DUBLIN AND GALWAY.

Recurso: Word sheet.

Instrucciones: Look at the following information about two cities in Ireland and complete the gaps.

Answers:

	Dublin	Galway	
			
Size	117,800 km ²	6,151 km ²	Galway is not as big as Dublin . (big).
Number of visitors a year	6,6 million	1,7 million	Galway is less popular than Dublin . (popular).
Average rain	732mm	2,800 mm	Dublin is less rainy than Galway . (rainy).

i

Everybody is interested in giving Ahmad more ideas for his trip. You start looking for information about different places he can visit. This is what you found. You would like to make some notes comparing the countries for Ahmad to decide where to go.

GO TO TASK 1i: ORIGINAL PLACES TO VISIT.

Recurso: Word sheet.

Answers:



Monaco

Beautiful: ***
Expensive: ***
Small: *



Andorra

Beautiful: ***
Expensive: **
Small: ***



Iceland

Cold: ***
Popular: *
Cheap: ***



Slovenia

Cold: **
Popular: ***
Cheap: *

Monaco is as ***beautiful as*** Andorra
Andorra ***is less*** expensive than Monaco
Andorra isn't ***as small as Monaco***

Slovenia isn't ***as cold as*** Iceland
Iceland is ***less popular*** than Slovenia
Iceland ***isn't as cheap*** as Slovenia

j

Anong isn't the only one who has a celebration. The rest of the group doesn't have such a big party ahead, but they want to share some personal events. Send a message to the WhatsApp group telling about your plans for the future.

GO TO TASK 1j: PERSONAL PLANS.

~Pedro

Did I tell you that we're celebrating my mom's birthday when I arrive? It's next week, but she'll wait for me.

09:01 AM

~Emtma

And I'm meeting my sister's new boyfriend! They met after we arrived here.

09:01 AM

~Débora

In my case, we're playing with my band next month, so when I arrive we have to prepare for the gig. ASAP!!! Guys, do the rest of you have something nice to do when you arrive?

09:02 AM

Recurso: Foro de debate sencillo.

Instrucciones: Send a message to the WhatsApp group telling about your plans for the future.

Answers: Student's own answers.



Inglés módulo 1

Week 14

Manuela Orbe
Silvia C. Enríquez
Marianela B. Estévez
Gabriela Iacoboni

Teacher's notes

a

Everybody is excited about Anong's wedding, but nobody knows what traditional Thai weddings are like, so you look for information and find this video.

GO TO TASK 2a: TRADITIONAL THAI WEDDING.

Recurso: H5P Video interactivo.

URL: <https://www.youtube.com/watch?v=hdSiYQwgPL0>.

Answers:

1:10 The first thing they do at a Thai wedding is...

***they offer food to the Monks**

they have breakfast together

they visit the bride

2:00 The procession includes elements that can give prosperity. **TRUE**

2:29 The man is shouting because he needs help. **FALSE**

4:00 When they meet "the gates", the groom has to...

***prove his love for the bride.**

***give them money.**

***answer questions.**

cook.

6:00 The "connector" is a person that talks to the bride and groom's families

Wrong answer: go back 10 seconds.

Right answer: **Jump to 10:40**

The rest of the celebration can happen

***at lunch**

***in the evening**

late at night

11:37 It's very rude to give money as a present. **FALSE**

13:25 Choose the right statement.

***Parents and friends can give a speech and say something nice to the bride and groom**

The bride doesn't throw the bouquet

Thai weddings are always full of foreign guests

b

You decide to go to Thailand in November, a few weeks before the wedding. You tell Anong the good news and this is her reply.

From Anong

Subject Trip to Thailand!!

Attachments *Photo_1, Photo_2*

Hi, there! What's up? I was really happy to get your email saying that you're coming to Thailand a few weeks before my wedding! It's great news, and you're going to be here at just the right time.

In November, there are two very special festivals: **Yi Peng** and **Loy Krathong**. We celebrate them across the country and there are a lot of activities! You can't miss them.

It all starts on Tuesday, 8th November. We're going to see a sky lantern festival called Yi Peng. During this magical night, the city is full of lights, candles and floating lanterns. Looks lovely, right? (I've attached a photo!) The problem is that the place is also quite crowded, so we're not going to stay there. We're going to watch everything from a rooftop bar called Full Moon. There we're going to meet with some friends, eat traditional food and have some drinks. And guess what? A local band is playing later that night at the bar, so we're going to see them too. Sounds fun, right?

Loy Krathong is on Wednesday. We're going to walk along the river to see all the beautifully decorated rafts and baskets (I'm sending you a picture so that you can see them!). People make them and then release them into rivers and lakes to thank the goddess of water. My fiancé is going to make his own basket to float down the river. Would you like to make one too? I'm not very crafty, so I'm going to buy one! Haha

So, we're looking forward to seeing you here. Oh, I almost forgot. On Saturday evening we're having a party at our house for my brother's birthday. He's turning 18, so we're going to make it a very special party!

Anyway, tell me more about your plans after you finish the course. What are you doing then? Are you visiting your family before coming to Thailand? Are you going to start any other course?

See you soon!

Anong

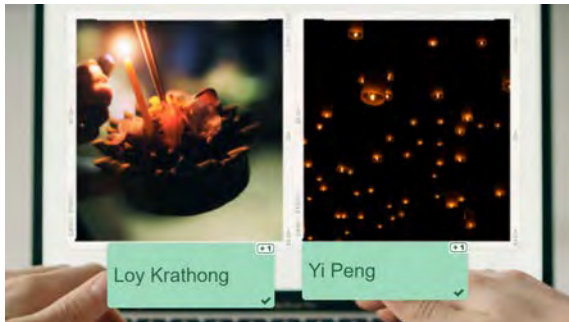
c

Anong sent some photos in her email and you download them. You want to rename the files with the name of each festival. What festival does each picture correspond to?
GO TO TASK 2c: THAI FESTIVITIES.

Recurso: H5P Drag and drop.

Instrucciones: Label the pictures with the name of the festival.

Answers:



d

GRAMMAR. As you reread Anong's email, you notice that now she uses another expression to talk about the future:

- You're **going to be** here at just the right time.
- We're **going to see** a sky lantern festival.
- We're **not going to** stay there.
- My fiancé **is going to make** his own basket.
- **Are you going to start** any other course?

We use **Be going to** to talk about intentions and plans decided before the moment of speaking. It is also called "the future of intention". We use the present tense of *be + going to + verb*.

EXTRA > GO TO GRAMMAR: BE GOING TO

e

You look at the Grammar explanation and decide to complete the table below with examples from the e-mail.

GO TO TASK 2e: GOING TO FUTURE.

Recurso: Word sheet.

Answers:

Affirmative	Negative
I am going to buy one!	I'm not going to travel.
We are going to meet with some friends.	We aren't going to stay there.
My fiance is going to make his own basket.	He/she/it isn't (is not) going to travel.
Questions	
Are you going to do any other course? Is she going to travel?	



You want to practise future forms so you look for a video online. You find this one and decide to watch it.

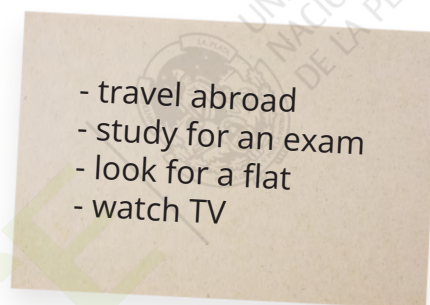
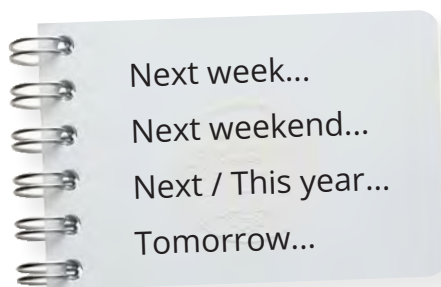
GOTO TASK 2f: FUTURE FORMS.

URL: <https://www.youtube.com/watch?v=lpmmTWcjVbM>



The video talks about future plans and intentions, so to make sure you know how to use these forms, you write some examples in your notebook. You have some verbs and time expressions in your notes already, so you use them to write about things you're going and you're not going to do.

GOTO TASK 2g: FUTURE PLANS.



Recurso: H5P Fill in the blanks.

Instrucciones: Fill in the missing words.

Answers:

I travel abroad next year.

I look for a flat next month.

This weekend, I study for an exam.

I watch TV all weekend.

Recurso: Video.

URL: <https://www.youtube.com/watch?v=gN3dTEJqO44>



Two details about "going to":

1. When the main verb is GO, native speakers do not use "going to go"; instead, they just use "going to". For example: I'm going to France.
2. In informal communication, English native speakers often say 'gonna' instead of "going to". For example: We're gonna take a walk after class.

h

You decide to watch another video and see how to use **going to, gonna and gonna go**.
GO TO TASK 2h: GONNA.

After watching the video you realize that you can't say: **I'm gonna** New York next Saturday.
You have to say : **I'm going to New York next Saturday.**

LOOK!

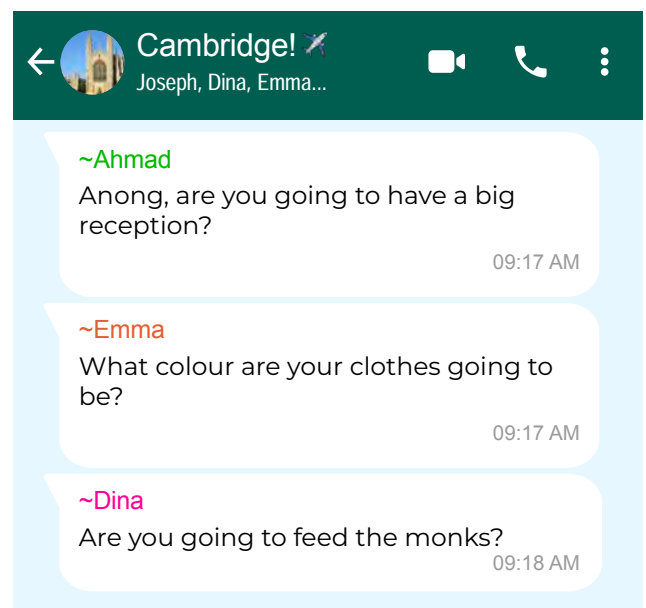
We can talk about future plans using different verb forms: going to, present continuous and will. As we learnt in Week 9, we use will + verb to talk about predictions and decisions taken at the moment of speaking. Compare:

- "I'm **staying** in a hostel called "Backpackers." The room was quite cheap!" (this is an arrangement: you already have a reservation, you know the name of the hostel and the days you're staying there).
- When I travel to Thailand, I'm **going to stay** in a hostel because I love meeting people!" (this is a plan or intention: you want to do it, but you might not have the reservations yet).
- "Oh, no! All the hotels are booked! I think I'll **stay** in a hostel." (this is a decision taken at the moment of speaking: you decide to stay in a hostel when you realise all the hotels are booked).

i

Everybody is also curious about Anong's celebration. Is it like the one in the video? You start to ask her questions about that. She's not reading the messages, so the number of questions grows! Add your own question. Can you find a different one?

GO TO TASK 2i: QUESTIONS ABOUT THE WEDDING.



Recurso: Foro de debate sencillo.

Instrucciones: Everybody is also curious about Anong's celebration. You start to ask her questions about that. Add your own question.

Answers: Student's own answers.



Inglés módulo 1

Week 14

Manuela Orbe
Silvia C. Enríquez
Marianela B. Estévez
Gabriela Iacoboni

Teacher's notes

Task 3

a

The end of the course and Anong's engagement make you and your friends think about your plans for the immediate future. More of your classmates say what their plans are.



Cambridge!

Joseph, Dina, Emma...



~Emma

Did I tell you that I'm going to apply for a scholarship? I study design at university, so I'd like to take some courses at the Politecnico di Milano, in Italy.

09:40 AM

~Mido

Terrific! I hope you get it! As for me, I'm going to continue studying English in Egypt. I'm thinking of becoming a professional photographer, and English is always good for that.

09:44 AM

~Ahmad

Hey, that's great!

09:45 AM

~Mido

Yes, I have opportunities at home, with all the travel industry, and also if I want to travel with my job.

09:45 AM

~Dina

You're so good at photography, Mido. That's a great plan. Me, I'm moving in with a friend, so when I arrive we're going to look for an apartment. Oh, and I'm going to adopt a pet, too! And I'm going back to work the day after we arrive.

09:46 AM

b

You revise your friends' conversation and realise that there are some words you don't know. You decide to check the vocabulary online.

GO TO TASK 3b: WORDS TO TALK ABOUT PLANS.

Recurso: H5P Drag and drop.

Answers: Student's own answers.

NOTES

- ✓ *apply for a scholarship* ask for money in some institution to study in a different university or country ✓
- ✓ *design* make a plan to create or construct something ✓
- ✓ *move in with someone* go to live with someone in a new house, apartment, etc. ✓
- ✓ *become a photographer* study to be a photographer ✓
- ✓ *to be good at something* to have the ability to do something well ✓
- ✓ *look for* look at different places when you need something but you can't see it ✓
- ✓ *(adopt) a pet* a domestic animal ✓

c

Later that day, you receive a message from your English teacher. She asks all of you to answer a question in the language school's forum now that the course is almost finished. You go to the forum and leave your reply.

GO TO TASK 3c: TEACHER'S MESSAGE.

Recurso: Word sheet.

Instrucciones: Write a reply. Talk about your plans and intentions for the future.

Answers: Student's own answers.

ENCUENTRO SINCRÓNICO

Before you return home, your teacher invites the whole class to spend a day at her house in Foxton, a small village near Cambridge. There are some other villages near Foxton, which you can visit. Here is some info about the area:

Ely: <https://www.cambridgesciencepark.co.uk/community/lifestyle/ely/>



Ely is famed for its splendid 11th century cathedral and Oliver Cromwell's House and unsurprisingly has over 1.5 million tourist visits annually. There is an interesting blend of both national and independent shops and eateries in the historic centre.

Foxton: <https://www.cambridgesciencepark.co.uk/foxton/>



Foxton is a small village with a number of well-preserved fifteenth and sixteenth century houses and a thirteenth century church dedicated to St Lawrence.

Girton: <https://www.cambridgesciencepark.co.uk/girton/>



Girton College



Girton is a village and is the home of Cambridge University's Girton College, a pioneer in women's education, which was moved there from a previous site in Hertfordshire in 1872.

Haverhill: <https://www.cambridgesciencepark.co.uk/community/lifestyle/haverhill/>



Haverhill is a market town and civil parish in the county of Suffolk next to the borders of Essex and Cambridgeshire and 14 miles from Cambridge.

Saffron Walden Haverhill: <https://www.cambridgesciencepark.co.uk/saffron-walden/>



Saffron Walden museum

Saffron Walden is a medium-sized market town in the Uttlesford district of Essex. The town retains a rural appearance and many very old buildings dating from the medieval period onwards. Situated 18 miles south of Cambridge.

<https://www.cambridgesciencepark.co.uk/community/lifestyle/housing/cambridge-villages/>

(Hay más información en este sitio sobre cada lugar, por si la profe quiere buscarla).

As a class, decide what you want to visit that day. Complete this chart.

Traveling Plans

Date :

 Destination


Transportation 

 Things To Do

Things to Buy 

-
-
-
-
-
-
-
-

-
-
-

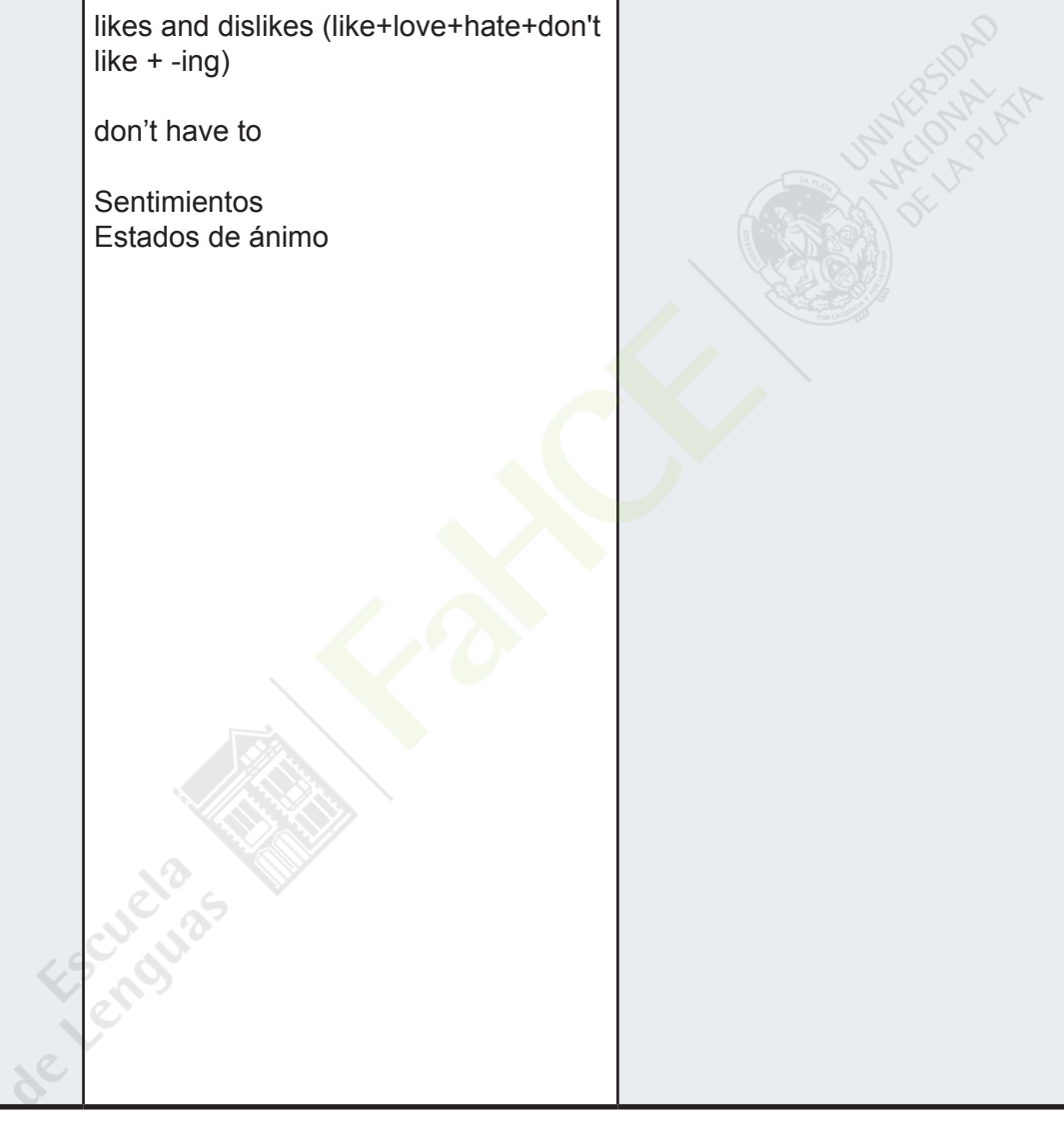
Budget Estimation 

Notes 

Time of day	Destination	Activities
Arrival		
Departure		

PROGRAMA
WEEK 15

<p>See you later!</p>	<p>Expresar sentimientos en presente y pasado.</p> <p>Verbos estáticos Revisión del tiempo pasado Revisión del tiempo presente</p> <p>likes and dislikes (like+love+hate+don't like + -ing)</p> <p>don't have to</p> <p>Sentimientos Estados de ánimo</p>	<p>Your graduation ceremony is coming. Your friends talk about their feelings about this upcoming end and you discuss what it means to feel at home.</p>
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Inglés módulo 1

Week 15

Manuela Orbe
Silvia C. Enríquez
Marianela B. Estévez
Gabriela Iacoboni

Teacher's notes

Task 1

See you later!

a

The course finishes next week, and everybody is thinking about their home. Some people miss it a lot! Joseph shares this article on your Facebook group. **Read the text.**



Cambridge! ✈️

Joseph, Dina, Emma...



~Joseph

Hi, everyone! I've found this article that explains why home is so important for us. Since we're going home in a few weeks, I wanted to share it with you :)

08:44 AM

"Home is
where the
heart is."

Why we need to create a home

One of the most meaningful activities is the creation of a home. Over a number of years, typically with a lot of dedication, we collect furniture, pictures, rugs, cushions, vases and other objects into a constellation we call "home". When we create our rooms, we think about the colours on a wall, and ask with care what books we really want.

Our homes will not necessarily be the most attractive or luxurious places. There are always hotels or public spaces that will be more impressive. But after travelling for a long time, after too many nights in hotel rooms or on the beds of friends, we typically feel a powerful desire to return to our own things. We need to arrive home to remember who we are.

Creating a home is usually a demanding process because we need to find objects that can communicate our identities.

An object feels 'right' when it speaks about qualities that we think are positive.

We all want and need different things, so we will all be attracted to very different



kinds of objects. The feeling of beauty is very subjective.

The need to build a home is connected with a need to stabilise and organise our complex personalities. It's not enough to know who we are in our own minds. We need something more tangible, material for the diverse and intermittent aspects of our identities. We are trying to collect our identities in one place.

Home means the place where our soul feels that it has its proper physical container, where, everyday, the objects around us quietly remind us of our most authentic commitments and loves.

Adapted from <https://www.theschooloflife.com/thebookoflife/why-we-need-to-create-a-home/>

b

When you read the text for the first time, you took some notes, but now that you re-read them, you realise some of them are wrong!

GOTO TASK 1b: YOUR NOTES

- People usually think a lot about the objects they bring into their homes.
- When we travel, we want to come back home because it is more attractive than a hotel.

- We are all different, but we all like the same things.
- Organisation is important in any home.
- When we build our homes, we express our identities.

Recurso: H5P Drag and drop.

Instrucciones: Revise these notes and say if they are true or false.

Answers:

True People usually think a lot about the objects they bring into their homes.

False - When we travel, we want to come back home because it is more attractive than a hotel.

- We are all different, but we all like the same things. **False**

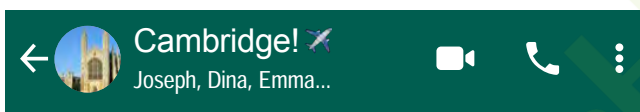
- Organisation is important in any home. **False**

- When we build our homes, we express our identities. **True**



After you share your opinion, Joseph posts another comment about your going back home. You read the conversation and decide to participate.

GO TO TASK 1c: MY FAVOURITE ROOM IN MY HOUSE.



~Joseph

Hi, again! Did you like the text? I'm sure you're getting ready to go back home. How are you feeling about heading back to your normal lives? Are you home sick or do you feel ready to go home?

08:47 AM

~Pedro

To be honest, I miss my stuff. I like Cambridge but I love my time with my friends at home, and I can't do that here. We usually play video games in my living room all through the weekend. I think that's my favourite room at home. I guess I'm happy to head back soon.

08:47 AM

~Débora

I miss home, too but not work, to be honest, hahaha. I'm a little sad that this will be over soon, but I want to get back to my bed. I love my bed! And my bedroom. I miss falling asleep in my own bed watching something on Netflix.

08:48 AM

~Joseph

haha @Pedro @Debora . What about the others? What do you miss most from home? Do you have a favourite room in your house too? I'd love to hear what you do there!

08:48 AM

Recurso: Foro de debate sencillo.

Instrucciones: Post a comment with your contribution to the conversation.

Answers: Student's own answers.

d

After your comment, Lena sends this message with a link to her blog. You're really curious about her experience, so you click on the link and read about her trip to find out where she went.

GOTO TASK 1d: LENA'S BLOG.

~Lena

Just like Débora, I miss my bed haha. But it's the price you pay when you're exploring a different country. This is not my first time away from home, so I know the feeling! I wrote about my first solo travel experience in my blog. If you want, check it out!

08:51 AM



The first time I travelled abroad I was a teen. I was an exchange student in Lund, Sweden. Everything was new to me since it was my first time abroad. Soon after I arrived, I was like "Why not go on a trip! It's Europe, baby!" My English is poor and I had never travelled alone before, but I was so excited by the idea of being "on the road".

Convincing myself that I'm brave and confident, I chose Trolltunga (Norway) as my destination. I ordered everything ahead of time online, so I was pleased to have everything ready in advance.

I was afraid of flying all alone at first but finally I took a flight from Copenhagen to Bergen, and then a bus from Bergen to Odda. The whole bus route was so beautiful. I was fascinated by the sight of those gorgeous fjords. But the best part of this trip was yet to come.

While I was waiting outside my hotel in Odda, I saw two Taiwanese and a South Korean. We are from different continents and have very different cultures, but we had a pleasant conversation and decided to go to Trolltunga together the next day.

We were total strangers to each other, but I was amazed to see that people can be very kind no matter where they are from.

The next day, we shared food, took photos and helped each other along the 11km hike. That night we were exhausted after the long walk. It was tiring but totally worth it! And we shared a big tent camping by the side of a small mountain lake.

The next morning, we finally arrived at Trolltunga.

The view was spectacular! I felt on top of the world standing on that rock!

We were a bit sad to say goodbye to each other after we arrived back in Odda. I thanked them a lot. Without them, it would be a completely different story. But I like this one now most.

I can still feel emotional about this trip, even now. It makes me think over and over again that the world is so amazing and we should seize the day and live life to the fullest.

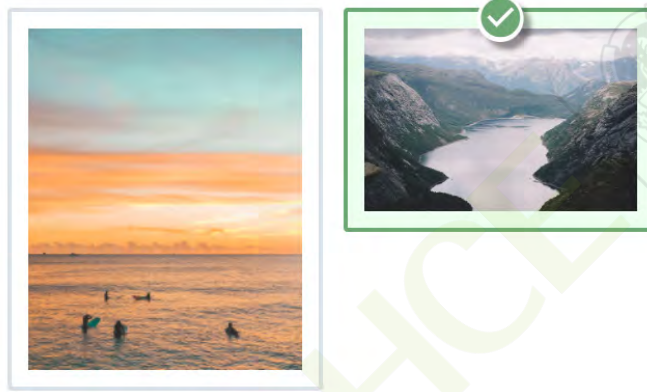
—Lena

Adapted from <https://www.quora.com/What-do-you-feel-when-you-travel>

Recurso: Image choice.

Instrucciones: Where did Lena go? Choose the right picture.

Answers:



e

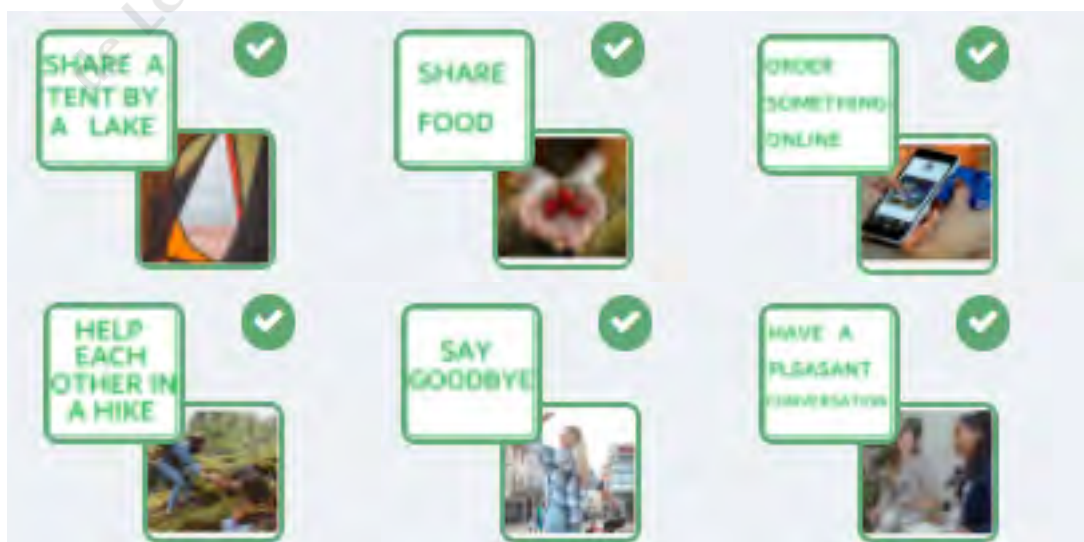
After reading about Lena's trip, you decide to write down some expressions that she uses.

GO TO TASK 1e: LENA'S TRIP TO TROLLTUNGA.

Recurso: Drag and drop.

Instrucciones: Read the blog and match the pictures to the expressions in the story.

Answers:



VOCABULARY: FEELINGS AND EMOTIONS. There are many words and constructions to describe feelings and emotions in English. For example:

Positive emotions:

I was so **excited** by the idea of being “on the road”.

I was **fascinated** by the sight of those gorgeous fjords.

I was **amazed** to see that people can be very kind.

Negative emotions:

I was **afraid** of flying all alone at first.

That night we were **exhausted** after the long walk.

We were a bit **sad** to say goodbye to each other.



You find in the text words that express feelings. You invite your friends to make a list of these words in a class glossary. Each of you contributes two new words. You can use your own words or choose some from this picture dictionary <https://app.memrise.com/course/54235/english-visual-dictionary/3/>

For each contribution, include the name and definition of the feeling or emotion, a picture to describe it and a model sentence. Do not repeat!

GO TO TASK 1f: EMOTIONS GLOSSARY.

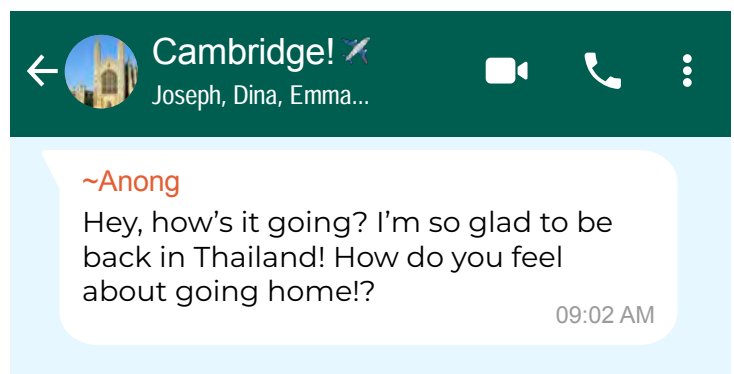
Recurso: Glosario de Moodlet.

Instrucciones: Student's own answer.



Anong is back home and she sends the group the whatsapp message below. Write a short answer to it.

GO TO TASK 1g: MESSAGE TO ANONG.



Recurso: Foro de preguntas y respuestas.

Instrucciones: Student's own answer.



Inglés módulo 1

Week 15

Manuela Orbe
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Marianela B. Estévez
Gabriela Iacoboni

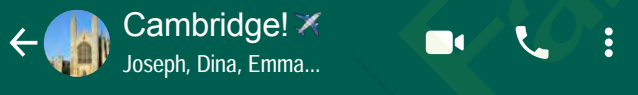
Teacher's notes

Task 2



Everybody in the group is happy to go back to their places, but they also agree that the experience in Cambridge was very positive. They talk about it.

Read the conversation.



~Joseph

I feel like we've been friends for a long time: we met on Facebook before you arrived, so now that the end of the course is near I'd like to know: what do you think about your stay in Cambridge? Is there anything that you particularly like or dislike?

09:46 AM

~Emma

Well, in the first place, I love studying English here! It's the perfect experience: English in class and also before and after class. That helps you to learn a lot!

09:48 AM

~Ahmad

Very intellectual of you, Emma! I was thinking of something completely different: I discovered that I don't like punting lol!

09:48 AM

~Mido

Well, I agree with both of you: I hate punting, but I like speaking to the locals. I always learn something new about English thanks to them!

09:50 AM

~Pedro

Me, I love cycling and here I cycled everywhere because the city isn't so big. And I also liked making friends with you guys!

09:51 AM

b

GRAMMAR: You notice that your friends use verbs to express likes and dislikes, but this time with other verbs:

- I love **studying** English here.
- I like **speaking** to the locals.
- I **don't like** punting
- I **hate** punting.

We use the **-ING** form of the verb after verbs which express likes and dislikes, e.g. like, love, hate, don't like.

c

Now Joseph wants to know about you. You start thinking about things that you like, love, don't like and hate about the course and your stay in Cambridge.

GO TO TASK 2c: HOW I LIKED CAMBRIDGE.

WhatsApp chat interface with 'Cambridge!' (Joseph, Dina, Emma...).

~Joseph: What about you? Is there anything that you particularly like about this course? (09:53 AM)

Response box (09:54 AM) ✓

~Joseph: That's great! And what about the things you don't like so much? Are there any class activities that you don't like doing? (09:55 AM)

Response box (09:57 AM) ✓

Recurso: Word sheet.

Instrucciones: Reply to Joseph's messages. Complete your conversation.

Answers: Student's own answers.

d

The conversation goes on. **Read it.**

WhatsApp chat interface with 'Cambridge!' (Joseph, Dina, Emma...)

~Dina
You're right, Pedro! Meeting you guys was one of the best things on this trip. I love hanging out with you, and doing the things I do with my friends back in Egypt.
10:11 AM

~Débora
Oh yes, meeting you was great! @Dina, do you go on tours with your friends like we did here?
10:12 AM

~Dina
Well, sometimes. We have all these fantastic ancient monuments, there's always some place you can visit for the first time. But the rest of the time we do more everyday things: getting together at some friend's house, going out to bars or restaurants...
10:12 AM

~Ahmad
Yes, my friends and I do the same. And we go to discos and play sports, too.
10:13 AM

~Dina
Yes, I have different groups of friends so it depends: I do different things with my school friends, my swimming pool training friends, my childhood friends...
10:14 AM

~Mido
Well, luckily, you don't have to play sports if you don't like it. My friends and I aren't very active, so we don't play sports: we watch them!
10:16 AM

~Dina
Are you sure? You have to exercise, it's good for your health!
10:17 AM

~Mido
Naah, I don't think so. Maybe I'll exercise when I'm older...
10:17 AM

~Débora
I also make plans with my friends, but the best part of having them is that I can stay at home when I don't feel like going out, and if I'm sad or tired they will support and help me. I don't have to laugh all the time when I'm with my friends.
10:18 AM

e

GRAMMAR. You notice that your friends say:

You **don't have to** exercise if you don't like it.

I **don't have to** be happy all the time when I'm with my friends.

You **have to** exercise.

You see that "have to" does not mean the same when it is in the affirmative or negative. When we say, for example:

You **have to** exercise.

It means that exercising is **necessary or an obligation**.

When you say

You **don't have to** do sports if you don't like it.

I **don't have to be** happy all the time when I'm with my friends.

This does not mean that you have an obligation or a necessity, but the opposite: it means that **it is not obligatory or necessary to do something**:

You **don't have to** exercise if you don't like it = it's OK if you don't exercise.

I **don't have to laugh** all the time when I'm with my friends. = It's OK if I don't laugh all the time when I'm with my friends.

f

Débora's comment about feeling comfortable with your friends makes you think, and you decide to answer it.

GO TO TASK 2f: WHAT I DON'T HAVE TO DO WHEN I'M WITH MY FRIENDS.

Recurso: Foro de debate sencillo.

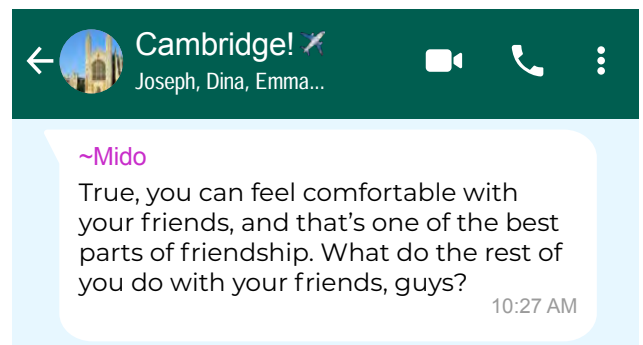
Instrucciones: Think of two more things it's not obligatory or necessary to do when you are with your friends.

Answers: Student's own answers.

g

Mido also answers Débora's comment, and he asks a new question. You answer Mido's question.

GO TO TASK 2g: WHAT I DO WITH MY FRIENDS.



Recurso: Foro de debate sencillo.

Answers: Student's own answers.



Inglés módulo 1

Week 15

Manuela Orbe
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Marianela B. Estévez
Gabriela Iacoboni

Teacher's notes

Task 3

a

Emma finds a video that has to do with their conversation about home, and she wants to share with the group.

GO TO TASK 3a: LIFE IN A DAY.

~Emma

Hi guys! After so much talking about home, I found a fantastic video that I want to share with you. It's called Life in a Day 2020, and it is a collection of videos from people around the world who film their life simultaneously, on a specific day. It made me see that what we call "home" can be very different things. And that our lives are so different depending on where we live! It's a long film, but watch at least "Good morning" if you don't want to see it all. You'll see what I mean!

11:02 AM

Recurso: Video.

Instrucciones: Watch "Good morning" (3:57 to 15:50)

URL: <https://www.youtube.com/watch?v=vcsSc2iksC0>

b

Several people in the group watch the video and they make comments about it. Everybody seems to like it!

~Pedro
Wow, that was an interesting film. I loved the variety of people and places.
11:11 AM

~Débora
Terrific! An excellent idea for a film.
11:12 AM

~Ahmad
Yes, and it was moving to see so many people living in a way that's so different and at the same time so similar to our lives.
11:14 AM

~Lena
Yes, this film is awesome. Especially if you compare it to all the awful, boring films I find when I want to watch something online.
11:15 AM

~Mido
Well, I also liked it, but not as much as you. I think it's just acceptable, but I have to admit that seeing those people's lives is quite attractive.
11:17 AM

You see that your friends use many adjectives to express that they liked the film. You look them up in a dictionary and organise them in groups to remember their meanings. Besides, you look these words up in a dictionary to hear their pronunciation.

GO TO TASK 3b: HOW MUCH DID YOU LIKE IT?

Recurso: H5P Drag and drop.

Answers:

EXCELLENT
TERRIFIC ✓
Fantastic
AWESOME ✓

MOVING ✓
It makes you cry, but because it's very good

ATTRACTIVE ✓
Good but less than fantastic
INTERESTING ✓

BORING ✓
Not interesting

Nothing special
ACCEPTABLE ✓

AWFUL ✓
Very bad

c

You want to give your opinion about the film, too.
GO TO TASK 3c: HOW I LIKED THE FILM.

Recurso: Foro de debate sencillo.

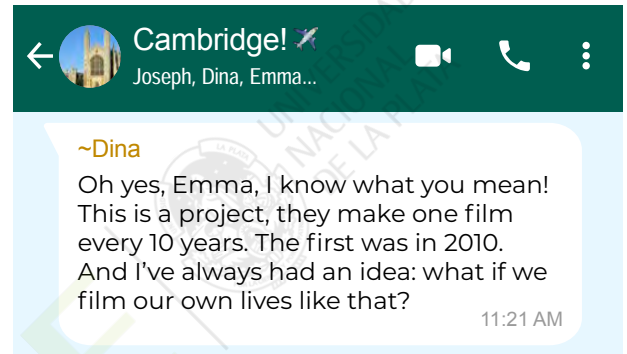
Instrucciones: Give your opinion about “Good morning” (3:57 to 15:50).

Answers: Student's own answers.

d

Dina answers some hours after this exchange. She has a great idea and you feel motivated to record a video of what you do in a day.

GO TO TASK 3d MY OWN LIFE IN A DAY.



Recurso: Foro de debate sencillo.

Instrucciones: Record a video of what you do in a day. Upload it to your YouTube channel or drive and share the link here.

Answers: Student's own answers.

ENCUENTRO SINCRÓNICO

a) Talk about your friends: what are their names, what do they do, when/where did you meet them, what do you do with them?

b) We suggest using the following song in any way the teacher sees fit.

You've got a friend in me. Randy Newman

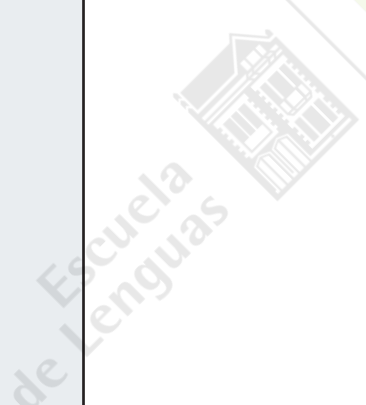
(Toy story song)

https://www.youtube.com/watch?v=cNlg45GZ_ts

You've got a friend in me
You've got a friend in me
When the road looks rough ahead
And you're miles and miles
From your nice warm bed
You just remember what your old pal said
Boy, you've got a friend in me
Yeah, you've got a friend in me
You've got a friend in me
You've got a friend in me
You got troubles, I've got 'em too
There isn't anything I wouldn't do for you
We stick together and see it through
'Cause you've got a friend in me
You've got a friend in me
Some other folks might be
A little bit smarter than I am
Bigger and stronger too
Maybe
But none of them will ever love you
The way I do
It's me and you, boy
And as the years go by
Our friendship will never die
You're gonna see it's our destiny
You've got a friend in me
You've got a friend in me
You've got a friend in me

PROGRAMA
WEEK 16

<p>CONSOLIDACIÓN All's well that ends well</p>	<p>Repaso final.</p>	<p>Quiz show.</p>
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FalCE





Inglés módulo 1

Week 16

Manuela Orbe
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Marianela B. Estévez
Gabriela Iacoboni

Teacher's notes

Task 1

All's well that ends well

a

FINAL REVISION. The course is finishing, and the school has organized an online quiz show to revise what you learnt during the course.

PART 1: Have you got any questions?

In this section of the quiz, you'll try your knowledge of question words, and questions in the past. If you feel this was too easy, work on this dialogue!

Recurso: Juegos WordWall.

URLs:

<https://wordwall.net/es/resource/23909668/english/wh-questions>

<https://wordwall.net/resource/25256413>

<https://wordwall.net/resource/20162978/english-file-elementary-4th-edition/past-simple>

PART 2: Description frenzy!

Now, it's your chance to revise structures for description and this activity and this one too about adjectives to describe people and things. Are you ready? GO!

*"It's time to say goodbye, but
I think goodbyes are sad and
I'd much rather say hello.
Hello to a new adventure."*

Recurso: Juegos WordWall.

URLs:

<https://wordwall.net/es/resource/1874773/english/there-is-there-are>

<https://wordwall.net/es/resource/798910/english/adjectives>

<https://wordwall.net/es/resource/515322/english/people-adjectives>

PART 3: Home is...

What makes a house a home? The house and the people in it, right?! Try your hand at this activity about rooms in the house and this one about family relations.

Recurso: Juegos WordWall.

URLs:

<https://wordwall.net/es/resource/16490945/english/house-rooms>

<https://wordwall.net/es/resource/17156302/english/family-tree>

PART 4: It's my life!

Life can be full of adventure, but it's mainly about everyday things. These activities test the use of the present simple and adverbs of frequency to talk about daily routines, the use of possessive adjectives and telling the time.

Recurso: Juegos WordWall.

URLs:

<https://wordwall.net/es/resource/3353681/adverbs-of-frequency>

<https://wordwall.net/es/resource/515266/english/possessive-adjectives-2>

<https://wordwall.net/es/resource/2477365/telling-the-time>

PART 5: A,B,C and 1,2,3

Last section! Numbers eleven to twenty and letters! Piece of cake!

Recurso: Juegos WordWall.

URLs:

<https://wordwall.net/es/resource/24706090/english/numbers-11-20>

<https://wordwall.net/es/resource/3424763/english/letters>

b

Now it's your chance to create your own quiz. Choose TWO of these topics and make TWO "odd one out" activities (one for each topic) to test your friends. In an "odd one out" activity, you need to find a word in a group of four words that is wrong in that group (this is the odd one out), and say why it is wrong. There's an example below.

GO TO TASK 1b: MY QUIZ QUESTIONS.

Recurso: Worksheet.

Answers: Student's own answers.

TOPICS

- Countable and uncountable nouns
- Countries and nationalities
- Jobs and places of work
- Adjectives describing feelings
- Days and months
- Parts of the day
- Comparative and superlative adjectives

ODD ONE OUT

EXAMPLE

TEACHER	STUDENT
PORTER	COLLEGE

COLLEGE is the odd one out because **TEACHER, STUDENT** and **PORTER** are *people* and **COLLEGE** is the *place* where you find them.



c

Now that you have solved the quiz, you talk about how well you did with the rest of the group.

DÉBORA'S LIST

After this course, I can use English for these things:

- Say my name, talk to people about me and ask them about them.
- Buy things.
- Spell words.
- Use adjectives to talk about people, things and about my feelings.
- Order and buy food and drinks.
- Talk about clothes.
- Talk about the past.
- Talk about what I am doing now.
- Talk about the future and future plans and intentions.

~Lena
Hi! Did you get a good score in the quiz?
11:11 AM

~Mido
Yeah, I was in the top 10! And I found it interesting, because it made me think that I can do a lot of new things with English now.
11:12 AM

~Débora
Exactly, I was thinking about that, too. And I was planning to make a list of those things because it's useful and encouraging. Here, I'll share with you the list I began so you can add more ideas if you want.
11:12 AM

Everybody wants to complete this list, and you decide to do that, too. Considering what you learnt in this course, add two things that you can do in English.

GO TO TASK 1c: WHAT DID I LEARN?

Recurso: Foro de preguntas y respuestas.

Instrucciones: Make a list of the things you learned during the course.

Answers: Student's own answers.

d

Ahmad found online an interview with Fanny, an English teacher who teaches courses like this one. He shares it with the group because he thinks it's an interesting opportunity to see what a teacher thinks about how to teach and learn English.

GO TO TASK 1d: INTERVIEW WITH A TEACHER.

Recurso: Video.

URL: <https://www.youtube.com/watch?v=D-gfA2Wa5nl>

e

You decide to leave a Youtube comment explaining why you decided to study English and giving your opinion about the interview.

GO TO TASK 1e: MY COMMENTS ON THE INTERVIEW.

Recurso: Foro de debate sencillo.

Instrucciones: Leave a comment explaining why you decided to study English and giving your opinion about the interview. Also include some tips for learning and studying English..

Answers: Student's own answers.





Inglés módulo 1

Week 16

Manuela Orbe
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Gabriela Iacoboni

Task 2



a

Joseph also writes to ask how you feel about the course and to say goodbye. You answer his message and say goodbye to the group.

GO TO TASK 2a: GOODBYE.



Recurso: Foro de debate sencillo.

Instrucciones: Answer Joseph's message.

Answers: Student's own answers.

ENCUENTRO SINCRÓNICO

a) Quiz made up of the contributions made by students in task 1b. Feel free to edit this template:

<https://docs.google.com/presentation/d/1ue1fYip4OK0Y9bIn4KT9KnDDr6Z0Rg3HfrwsC7o4gQQ/edit?usp=sharing>

b) Some more info about how SS felt during the course.

- Did you feel comfortable and accompanied during the course?
- What helped you to learn English?
- What tips can you give your classmates? Think of what helped you learn more about:

listening
speaking
reading
writing

- Did Fanny, the teacher in the interview, say anything that helped you to learn something else?