

1st term activity
(PEL 2009 - 2010)

READING, LISTENING AND COMPREHENSION

- **"TEXT YOU HEAR, TEXT YOU SEE"**, adaptation from "Humanising your coursebook" (page 76) by Mario Rinvolucrí

Preparation: photocopy the transcript for the listening text in the unit. Make a copy of the first half of the transcript for each student. Do the same with the second half. I'll divide it in four parts in order that all the students in the group have to read a part. I'll use the text of Student's Book (Burlington Passport ESO 2) page 36 activity 1.

1.- Give the first part of the transcript to a student of each team and send them to the corridor to read it. Play this part twice to the students left in the classroom.

2.- Call the group of "readers" back into the class. Group the students in fours, so that one "reader" now works with three "listeners" and they use the transcript to puzzle out the meaning. The "listeners" must try to correct the pronunciation and the intonation of the "reader".

3.- Play the listening a third time.

4.- Repeat steps 1 to 3 again, this time sending out a different group of "readers" with the second part of the transcript.

5.- Repeat steps 1 to 3 again, this time sending out a different group of "readers" with the third part of the transcript.

6.- Repeat steps 1 to 3 again, this time sending out a different group of "readers" with the fourth part of the transcript.

7.- Open the Student's Book on page 52. Ask the students to read silently as you play the whole text.

8.- Tell the students to turn over their transcripts and listen to the whole text without reading.

9.- At home, **they must tape the four parts of the transcript and send me them by e-mail.**

10.- **Student's Book page 36 activities 2 and 3 to end the reading and comprehension.**

1.-

ARIES

21st March - 19th April

You like practical clothes. You sometimes wear formal things, but they must be comfortable.

**TAURUS**

20th April - 20th May

You wear the best clothing. You only buy expensive and fashionable clothes.

**GEMINI**

21st May - 20th June

You are the most original kid in the class and you always have the latest fashions.



2.-

CANCER

21st June - 22nd July

You always keep your old clothes and you like dark colours. Jeans and the colour green are great for you.

**LEO**

23rd July - 22nd August

You like the craziest clothes. You wear old and new clothing and you try to look good.

**VIRGO**

23rd August - 22nd September

You are very careful with your clothes. Belts and scarves are fantastic for you.



3.-

LIBRA

23rd September - 22nd October

Your style is balanced. Your clothes aren't the most formal or the most casual.

**SCORPIO**

23rd October - 21st November

Black is your favourite look – black clothes, black hair and black accessories.

**SAGITTARIUS**

22nd November - 21st December

You travel a lot, so you need practical clothes. You like many different clothing styles.



4.-

CAPRICORN

22nd December - 19th January

You love military clothes and you look best in them.

**AQUARIUS**

20th January - 18th February

You like old clothes – especially from the 60s. You're a hippie at heart.

**PISCES**

19th February - 20th March

You are luckier than the rest of us. You look good in anything. Your style changes with your mood.



SPEAKING, TALKING, LISTENING AND HAVING FUN

- GAME: CHINESE CHEQUERS. It's an adaptation of this game from *Pronunciation Games* by Mark Hancock, Cambridge University Press 1995.

Chinese chequers

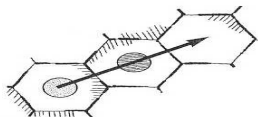
A

Point:
Minimum level:
Game type:
Approximate time:

when and when not to add a syllable in *ed* and *s/es* inflections
intermediate
a racing game with board and dice for three players
40 minutes

Rules

- 1 Players each take a letter, A, B or C. They place their three counters on the three corresponding circles, at the bottom of the board.
- 2 The aim of the game is to move these three counters across the board to the three circles in the box opposite marked *home*. The first player to do this is the winner.
- 3 Players take turns to throw the dice and move. For each number on the dice there is a stress pattern indicated above and below the board. After throwing the dice, players can move one of their counters to a neighbouring hexagon if it contains the stress pattern indicated on the dice. If there isn't a neighbouring hexagon with the stress pattern indicated, players miss a turn.
- 4 Players may choose not to move if it is not to their advantage.
- 5 Only one counter can occupy a hexagon at a time.
- 6 Players can throw any number to enter the home box.
- 7 Players can jump straight across a hexagon occupied by another player's counter, like this:



Preparation

Make a copy of the board and provide a dice for each group of three students in the class. Provide three counters for each student.

Presentation

Note that there is too much material here to cover in one lesson. You might like to use this game when the class is already familiar with the rule for the past tense inflection *ed*. The rule is that if a verb ends with the sounds /t/ or /d/, then a vowel sound, and therefore a syllable, is added to the past tense inflection. (See **Inflections** in the glossary for more information.)

- 1 Remind the class of the past tense inflection rule as stated above.
- 2 Explain that sometimes a syllable is added to words with *s* and *es* endings (as in plurals, 3rd person present simple verbs and possessives). Illustrate this point with these examples:

a apples /'æpəlz/ b hates /'heɪts/ c Smith's /smt̩θs/
oranges /'ɒrɪndʒɪz/ watches /'wɒtʃɪz/ Jones's /'dʒəʊnzɪz/

For each pair of words, adding the *s* or *es* adds a syllable only in the second word.

- 3 Write these words on the board:

wash drive exercise scientist fax Alice John

Ask students to decide if a syllable is or is not added to these words.

- 4 Ask students to suggest the rule for the addition of syllables. An acceptable answer could be that you add a syllable if the last sound in the word is *s* or something similar. (The actual rule is that if the word ends with /s/, /z/, /ʃ/, /ʒ/, /tʃ/ or /dʒ/, another syllable is added. Note that the sound /ʒ/ is rare at the end of English words, so it may be best not to mention it in the rule.)

Conducting the game

- 1 Divide the class into groups of three students and give each group a board, a dice and counters. (The game could also be played by students in pairs if necessary.)
- 2 Explain and/or give out the rules.
- 3 During the game, move around the class helping students to resolve any disputes. You can also encourage them to look up stress patterns in the dictionary.

Key

1 ●	2 ●●	3 ●●●	4 ●●●●	5 ●●●●●	6 ●●●●●●
called	believed	answered	arranges	hospitals	ambulances
drives	depressed	frightened	completed	oranges	compensated
hates	describes	hated	delighted	scientists	estimated
Smith's	machines	needed	demand	separates	exercises
talked	receives	wanted	invented	telephoned	Macintosh's
watched	returned	watches	relaxes	visited	realizes
					separated

Making your own versions

A blank version of the board is provided so that you can make your own version of the game using vocabulary from your course. You will need to make a list of six words for five stress patterns and seven words for one stress pattern. Write these words into the hexagons on the board. Make sure that you distribute the words in random order so that the words with the same stress pattern are not all clustered together.

Rules:

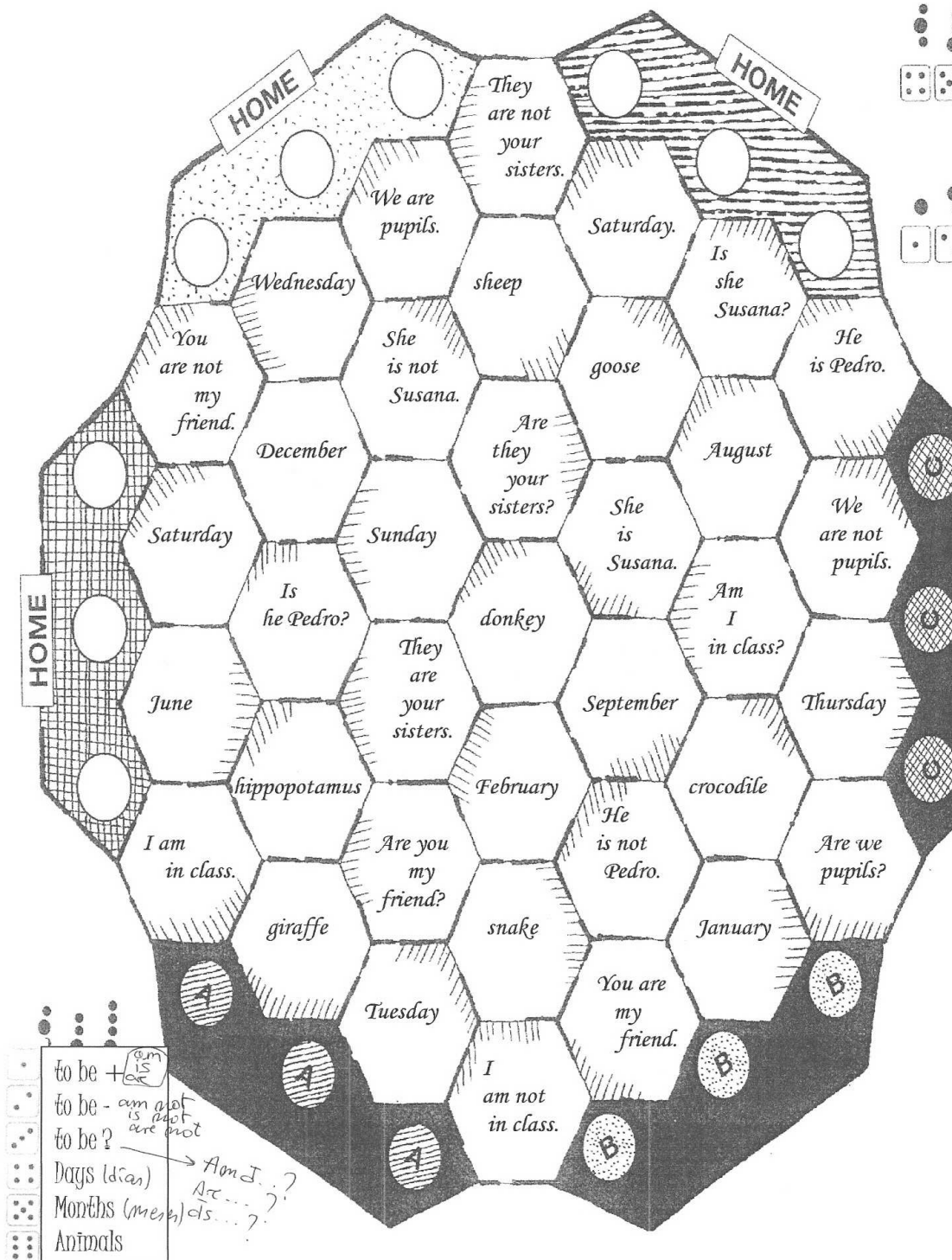
- 1.- The same.
- 2.- The same.
- 3.- Players take turns to throw the dice and move. For each number on the dice there is a grammatical point indicate above the board. After throwing the dice players can move one of their counters to a neighbouring hexagon if it contains the grammatical point indicated on the dice. If there isn't a neighbouring hexagon with the grammatical point indicated, players missed a turn.
- 4.- Players must write on their notebooks the items that appear on the hexagon they are.
- 5.- The same.
- 6.- The same.
- 7.- The same.
- 8.- Using the grammatical point they have written in their notebooks they must write a dialogue.

9.- *I'll correct the dialogues.*

10.- *They have to tape the dialogues, first reading them and then without reading them.*



This is for my two pupils of "Adaptación Curricular". Then they have to write a dialogue using the questions and answers they know (what's your name?, how are you? and so on)



These are the dialogues of ESO 2.

Cristina, Isabel, Manuel.

9/12/09

- | | |
|-------------|--------------------------|
| 1 Why | 5 My friends don't go to |
| 2 In my car | 6 Helena isn't wearing? |
| 3 By car | 7 At two o'clock |
| 4 Because | 8 the best |
| | 9 as good as |
| | 10 What...? |

Dialogue

Nano: Hello!

Ysa: Hello!

Gris: Where are Susana's best friends?

Ysa: In my car.

Nano: When do you go to the cinema?

Gris: At two o'clock.

Ysa: What film? *are you going to see?*

Nano: The best film *in* the world.

Gris: *What* Are you going to wear?

Ysa: ~~The t-shirt more beautiful than.~~ *The most beautiful T-shirt.*

Nano: O.K.!

Gris: Good Bye!

Ysa: Bye.

Nano: *See you later.*

Rubén Fdez Díaz 9/12/09
Jesus caserio leyes
Borja Díaz Bermúdez

- | | | |
|----------------|----------------|----------------|
| 1. When ...? | 2. What ...? | 3. How ...? |
| 4. In my car | 5. The tallest | 6. Susana's |
| 7. the best | 8. as good as | 9. darker than |
| 10. Where ...? | | |

R: Hi!

J y B: Hello!

R: How are you?

J: I'm fine, thanks. And you, Borja?

B: Very good well. When is the football match?

R: At 2 o'clock. What is your favourite team, Jesús?

J: My favourite team is R.C. Deportivo, and yours, Borja?

B: My favourite team is F.C. Barcelona.

R: In which car ~~3~~ do we go?

¿y el tuyo, Borja?

J: In my car, because ~~is the tallest~~ it is the biggest.

B: What team will win?

J y B: The R.C. Deportivo. ~~it~~ is the best!

B: Sure the Barcelona, because his T-shirt is darker than ~~of the~~ Deportivo's

J y B: But, that ~~no have got see~~ doesn't mind.

B: OK! See you later!

J: Bye!

R: Goodbye!

- * Andrea yanes Rico
- * Elisa Expósito García
- * Lía Rego Castrillón.

Susana's

Does she usually wear...?

When ...?

What ...?

By car

My favourite colour is...

The most formal

What is she doing?

In my car

Why...?

Dialogue

Elisa: Hello friends! → *¡Hola, Andrea: Hi!*

Lia: Who is this girl?

Andrea: She is Susana's mother.

Elisa: When *do* you go to the cinema?

Lia: ~~Where~~ *We* today go to the cinema.

Andrea: We go by car.

Elisa: ~~What~~ in which car do we go?

Lia: In my car

Andrea: What is she doing?

Elisa: ~~Go in the house one moment.~~ *She is going to her house.*

Lia: ~~The~~ *She is the* most formal friend

Andrea: ~~Does you she~~ *What you* usually wear to the cinema?

Elisa: I wear a dress.

Lia: Why?

Andrea: Because ~~my favourite colour is~~ *the dress is my favourite clothes* the dress.

Lia: What is your favourite colour?

Elisa: My favourite colour is orange.

Andrea: What cool *it is!*

Pada Olivero Orosa N° 17

9/12/9

Mikel

Julia

When...? / What...? / Who...? / Why...? / because... /
Whose...? / by car / How? / In my car / Susana's.

~~Why~~ ^{are} Pedro and Juan ~~are~~ washing by car?

Pedro: Why are Pedro and Juan washing ~~the~~ car?

Juana: Because ~~it~~ ^{is} very dirty.

Pedro: ~~How~~ ^{Is it} that ~~was~~ Susana's car?

Juana: yes, ~~because~~ ^{but} ~~the~~ ^{they} are helping. ~~because~~ are friends.

Pedro: My friends don't go to help, aren't going to help.

Pedro: When ~~starting~~ ^{did} you start?

Juana: At two o'clock

Pedro: Because ~~but~~ he,

- OK!

- You're finishing.

- Bye, Bye!

- Bye

- See you later.

Iago Méndez Barrios
Ángel Taboada Gil
Daniel Méndez Rocha

9-12-09

The tallest	more comfortable than
The ugliest	more beautiful than
Darker than	the Worst
The most fashionable	cutlier than
less expensive than	as good as.

Dialogue

- Hello
- You are the tallest person ⁱⁿ the class.
- Yes, and he is the ugliest
- He is darker than you
- No, he is the most fashionable person in your family
- I less expensive than you.
- And he is more comfortable ~~than~~ and more ^{beautiful} ~~beautiful~~ than you
- You are the worst person in the city.
- And I am cutlier than you
- Yes, and he ^{is} as good as you.
- OK, good bye, thank for your information
- Good bye!
- See you later.

Iago Andina Vior

Oscar Bermúdez López 9/12/69

My favourite color is...

I have got the latest fashion

The best

In my car

The tallest

Because...

Why...?

When...?

Who is Sheila describing.

I- When do you ^{come} come?

O- Sheila is describing ^{someone} to ~~do~~ ^{miss} homework, so you have to wait a minute.

I- Who is Sheila describing?

O- One friend

I- I want to meet him

O- Sheila ^{did it} ~~do~~ go on car to the park

I- OK, goodbye

O- See you in the park.

Nazareth, Sofia, Noemi.

9/12/09

- 1.- less expensive than
- 2.- When...?
- 3.- My friends don't go to...
- 4.- I have got the latest fashions.
- 5.- as good as
- 6.- By car.
- 7.- the ugliest
- 8.- Your sister and hers
- 9.- curlier than
- 10.- What is she going?

-
- Hi, Noemi.
 - Hi, Sofia.
 - Hello Noemi and Sofia. This afternoon, you are busy?
 - I am not busy, but I am punished.
 - But I, ~~yes~~, have got the Maths work.
 - Why? You are punished?
 - Because ~~suspender~~ ~~one control~~ I failed our exam.
 - What is she going to do?
 - She is going to study.
 - My friends don't go to the cinema, I have ~~got~~ ^{to} go ~~only~~ ^{alone} by car.
 - Bye, bye!
 - Good bye!
 - See you later.

This is the dialogue of the pupils with "Adaptación Curricular".

Marcos - Pablo.

M: Hello! Good morning!

X: Hi! How are you?

M: I am fine. And you?

X: Not very good. What's your name?

M: My name is Marcos. And ~~you~~ yours?

X: My name is Pablo. How old are you?

M: I am sixteen years old. And you?

I am ~~sixteen~~ ^{seventeen} years old.

X: When's your ~~birthday~~ birthday?

M: My birthday is ^{the} ~~sixth~~ ^{seventh} and ~~november~~ ^{october}. And yours?

X: ~~My~~ ^{mine is the} ~~twentieth~~ ^{seventh} ~~of~~ June.

M: bye bye!!

X: Good bye!!

Time = el mro

Yours = el tuyo

What's your name?
My name is Alexander
How old are you?
I am sixteen years old.