Escuela Oficial de Idiomas de Murcia
Contenidos Digitales para las EOI

Curso MTO

Pilar Castro
- Discover Murcia
- I Live in Spain and you?
- Telling the way

Antonio Grau
- J'habite en Espagne
- Pardon, madame...
- Ce que j'ai fait hier?

Carmelo
- Index
- Diving
- Mobile
- Food Eating

Julia
- Meteo
- Santé
- Cinéma

Pilar Candel
- Work! Work! Work!

CPR1 de Murcia
CURSO MTO - 2007 / 2008
CPR Molina de Segura - Escuela Oficial de Idiomas - Murcia

Carmelo Martínez - Units:

UNIT 1. DRIVING
UNIT 2. MOBILE PHONES
UNIT 3. FOOD AND EATING
Text: Cars
Vocabulary 1: Travel, journey or trip
Vocabulary 2: Car parts
Vocabulary 3: Car parts
Pronunciation: Car parts
Listening: School of motoring
Text: Driving Test
Listening: Fill it up!
Text: Road safety tips
MOBILE PHONES / TEXTING

- Mobile phones. Reading comprehension.
- Dialogue.
- Radiation. Listening comprehension.
- Texting. Reading comprehension.
- Mobile phone abuse. Reading comprehension.
- Texting and driving. Listening comprehension.
FOOD & EATING

- Reading comprehension: High-tech trolleys
- Food & eating. Vocabulary I: utensils
- Food & eating. Vocabulary II: actions
- Food & eating. Vocabulary III: vegetables
- Dieting 1: Getting started. Listening comprehension
- Dieting 2: Getting started. Listening comprehension
- Homework
Discover Murcia

Mountains, beaches, orchards, fiestas and food
ACTIVITIES

- A POSTCARD FROM MURCIA. The student reads, listens and does a reading-comprehension activity based on a postcard where he learns some vocabulary to talk about the past.
- A BIT OF GRAMMAR. Some grammar tips and hints together with exercises to master the use of this past tense.
- GETTING THE RIGHT PRONUNCIATION. A series of activities where the student listens, repeats and distinguishes between present and past pronunciations of regular verbs.
- LET'S LISTEN. The student has the opportunity of listening and speaking in order to practise the past.

SELF-CHECK

- THREE COLUMNS. The student distributes several regular past tenses into three columns according to their pronunciation.
- RIGHT OR WRONG? An activity to correct the wrong sentences and so check the use of the auxiliary verb in past sentences.
- A JUMBLED STORY. The student organises the jumbled sentences of a story and then listens to them in order to check whether he/she was right.
- WRITE YOUR OWN GUIDED STORY. A text for students to participate in the making of a text by putting the verbs into the right tense.
Last year thousands of tourists visited the region of Murcia. With temperatures of up to 20°C in winter and 25°C in spring, the weather makes it an ideal place for a holiday. Of course, it has famous attractions like its cathedral, its orchards, the "La Manga" course, the Archena and Fortuna Spas, not to mention the Sierra Espuña Natural Park and golden sand "Costa Cálida" beaches. ➔ click on this symbol and listen!

Dear Sue,
The weather here in Murcia is marvellous. Last week we went to La Azohía. We spent three days there and we swam and sunbathed during the day. At night we danced and listened to flamenco music in the beach bars. It was wonderful. The children liked the submarine in Cartagena best. Yesterday we visited the Lorca castle and in the evening we had some delicious tapas in the typical Spanish mesones.

Love,
Amy. Lee and the children.

Mrs. Sue Miller
15 Cromwell Rd.
Sheffield, Yorkshire
S12 8JP - Reino Unido

READING
Read the post card, say which statements are true and check by moving your pointer over the ☐.

1-Sue and her family are on holiday in Murcia. ☐
2-They went to La Azohía last week. ☐
3-They spent two days there. ☐
4-The children didn't like the submarine. ☐
5-In the evening they had tapas to eat. ☐
Find the past tense forms of the following verbs in the postcard. Then run your mouse over the red words and check.

visit spend swim dance go sunbathe listen have is like

- What is the ending of the regular past tense? (?)
- Which verbs are regular? (?)
- Which ones are irregular? (?)

**GRAMMAR POINT:** 

**Past Simple**

<table>
<thead>
<tr>
<th>Question</th>
<th>Positive/Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who <strong>did</strong> you visit?</td>
<td>We <strong>visited</strong> our friends.</td>
</tr>
<tr>
<td>Where <strong>did</strong> you go?</td>
<td>We <strong>went</strong> to Murcia.</td>
</tr>
<tr>
<td></td>
<td>We didn't go to Madrid.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did you go to Murcia?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, we <strong>did</strong></td>
</tr>
<tr>
<td>Did you go to Madrid?</td>
</tr>
<tr>
<td>No, we didn't</td>
</tr>
</tbody>
</table>

- What **word** comes before **you** in all the questions? Run your mouse over **word** and find out.

- Now transform the following sentences into **interrogative (i)** or **negative (n)** and then check you were right.
  - Sue and her family visited some friends in Murcia. *i*
  - They went to La Azohia last week. *n*
  - They spent two days there. *n*
  - The children didn't like the submarine. *i*
  - In the evening they had tapas to eat. *i*
UNIQUE PAST TENSE PRONUNCIATION: TIPS AND HINTS

When the infinitive of a verb ends in a voiceless consonant the -ed- of the past tense will sound as /t/

When the infinitive of a verb ends in a voiced consonant or a vowel the -ed- of the past tense is pronounced as /d/

When the infinitive of a verb ends in -t- or -d-, the -ed- of the past tense is pronounced as /tid/ /did/ respectively.

RACTICE: Listen and repeat the regular past tenses you hear.

unbathed  danced  listened  liked  visited

*Click on the blue symbols to listen!*

You hear a past (PA) or a present (PR) verb in the following sentences? Your mouse over the verbs in orange and check. Then click on the blue symbols to listen!

*We* **stay(ed)** in a camping site in Caravaca.  
*They* **visit (ed)** the cathedral.  
*My* friend Amy **sunbath(ed)** in Mazarrón.  
*He* like **(d)** the caldero in Cabo de Palos.  
*We* **dance (d)** on the beach at night.  
*The* tourists **listen (ed)** to a live flamenco contest in La Unión.  

*Click on the blue symbols to listen!*
WHAT WAS YOUR HOLIDAY LIKE?

<table>
<thead>
<tr>
<th>Place</th>
<th>Length of stay</th>
<th>The weather</th>
<th>The hotel</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ulea</td>
<td>a week-end</td>
<td>not very good</td>
<td>good</td>
<td>went rafting down the Segura</td>
</tr>
</tbody>
</table>

IMAGINE that you are just back from a holiday in Ulea. Use the information above to answer the following questions. Then listen by clicking on the blue symbols and check whether your answers are correct.

1. Where did you go for your holiday?
2. How long did you stay?
3. What did you do there?
4. What was the weather like?
5. And how was the hotel?

WHAT did these people do at the weekend. Listen, choose the correct answer and finally check.

1. He __________
   a-went dancing
   b-watched tv

2. He __________
   a-met a girl
   b-went to his brother's house

3. He __________
   a-went to the gym
   b-entered a competition

4. He __________
   a-played with his nephews
   b-went out with a friend

5. She __________
   a-went to a party
   b-went to a movie

6. She __________
   a-rented a video
   b-watched a baseball match

Key (Please, make sure to check your answers.)
THREE COLUMNS. Put the following regular past tenses in the correct column according to their pronunciation.

loved, visited, finished, stayed, wanted, liked, opened, danced, decided

/t/
/d/
/tid/ /did/

Please click this button to check your score!

key

max. 10 points

key

key
A JUMBLED STORY. The following sentences are not in the correct order. Please organise them from 1 to 4. Then listen and check whether you are right.

1. First we went to the barraca next to their flat.
2. Then we went for a walk along El Malecón and saw a lot of people jogging.
3. Last Tuesday my Murcian friends invited me to eat at a Barraca.
4. Finally, we decided to have a little nap and went back home.

Max. 10 points - please click this button to check your score!

Key

WRITE YOUR OWN GUIDED STORY. In the following text the verbs in brackets need to be put into the right tense. Then run the mouse over the bold verbs to check your answer.

Last Saturday my boyfriend (go) shopping. He (need) a new “huertano” costume for the Bando de Is Huerta day. He (not want) to spend a lot of money and everything (expensive) that, in the end, he (borrow) his father’s old costume. He (look) really...
I LIVE IN SPAIN. AND YOU? WHERE DO YOU LIVE?
ACTIVITIES

- THE EUROPEAN UNION. Get to know the name of a country, the adjective, the singular noun used for a person from the country and the plural expression *the*... used for the population as a whole.
- THREE GROUPS. A phonetics exercise used to consolidate the pronunciation of the main three nationality groups.
- SOME QUESTIONS. The student answers the questions asked by the computer.
- THREE CHARACTERS. The student listens to the description of three characters. It's a listening comprehension where the student should understand the nationality and the description of the character.

EVALUACION

- HOW WELL DO YOU KNOW OUR WORLD? The student matches the picture of a country or city with a monument.
- A BIT OF GEOGRAPHY. The student answers yes/no and wh-questions concerning nationality.
- ENGLISH IN THE WORLD. The student finds out in which countries is the English language spoken.
DO YOU KNOW WHICH COUNTRIES BELONG TO THE EUROPEAN COMMUNITY?

IF YOU CLICK ON THE NAME OF THE COUNTRY, YOU'LL SEE THE NATIONALITY ADJECTIVE, THE WORD USED FOR A PERSON FROM THAT COUNTRY AND ALSO FOR THE PEOPLE. NOTICE THAT SOMETIMES ONE FORM SERVES FOR THE THREE, WHEREAS THERE ARE CASES WHERE WE NEED UP TO THREE DIFFERENT WORDS.
PHONETICS.

YOU ARE GOING TO LISTEN TO WORDS BELONGING TO THE MAIN THREE DIFFERENT GROUPS OF NATIONALITIES IN TERMS OF PRONUNCIATION (ENDING IN -AN/ISH/ES). THEN YOU WILL TRY AND REPEAT THEM.

EXAMPLE:

LISTEN . REPEAT

1. LISTEN . REPEAT.
2. LISTEN . REPEAT.
3. LISTEN . REPEAT.
4. LISTEN . REPEAT.
5. LISTEN . REPEAT.
6. LISTEN . REPEAT.
7. LISTEN . REPEAT.
8. LISTEN . REPEAT.
9. LISTEN . REPEAT.
10. LISTEN . REPEAT.
11. LISTEN . REPEAT.
12. LISTEN . REPEAT.
TWO TYPES OF QUESTIONS: YES/NO AND WH-QUESTIONS. CAN YOU DISTINGUISH AND ANSWER THEM? THEN RUN YOUR MOUSE OVER THE WORDS IN GREEN TO SEE THE SCRIPTS OF THE ANSWERS.

**EXAMPLE:**

- WHERE DO YOU LIVE?
  - (AUSTRALIA)  ANSWER: I LIVE IN AUSTRALIA

- DO YOU LIVE IN GERMANY?
  - NO, (MEXICO)  ANSWER: NO, I DON'T LIVE IN GERMANY. I LIVE IN MEXICO

**YOUR TURN NOW!**

1. WHERE DOES SHE LIVE?
   - (CANADA)

2. DO YOU LIVE IN THE U.S.A.?
   - NO, (SLOVENIA)

3. WHERE DO YOUR PARENTS LIVE?
   - (CHINA)

4. DOES YOUR WIFE LIVE IN FRANCE?
   - NO, (LUXEMBOURG)

5. DO WE LIVE IN INDIA?
   - NO, (MADAGASCAR)

6. WHERE DO YOU LIVE?
   - (CUBA)
THREE CHARACTERS

YOU ARE GOING TO LISTEN TO THE DESCRIPTION OF THREE CHARACTERS. MATCH THEIR DESCRIPTIONS WITH A FLAG (ACCORDING TO THE NATIONALITY OF THE CHARACTER) AND A PICTURE.

CAREFUL! THERE ARE MORE FLAGS AND PICTURES THAN CHARACTERS! OFF YOU GO!

CHARACTER DESCRIPTIONS:

1.-

2.-

3.-

NATIONALITY OF THE CHARACTERS.

CHOOSE A FLAG.

A
B
C
D
E
F
G
MATCH THE MONUMENTS WITH A COUNTRY OR CITY.

WATCH OUT: THERE ARE MORE COUNTRIES AND CITIES THAN MONUMENTS!

IN BELGIUM

IN SAN FRANCISCO - THE USA

IN PERU

IN LONDON - THE U.K.

IN PARIS - FRANCE

IN BURGOS - SPAIN

IN SEGESTE - ITALY
ANSWER THE FOLLOWING QUESTIONS:

EXAMPLE:

- Where do the Swiss live?
  - IN SWITZERLAND
- Who lives in Stockholm?
  - THE SWEDISH

YOUR TURN NOW!

1. Who lives in New York?
2. Where do the Mexicans live?
3. Where do the Danes live?
4. Who lives in Paris?
5. Who lives in Beijing?
6. Where do the Lithuanians live?
7. Where do the Maltese live?
8. Who lives in Rome?
9. Who lives in Brussels?
10. Where do the Russians live?

PLEASE CLICK ON THE BOX BELOW TO FIND OUT YOUR SCORE.
THE ENGLISH LANGUAGE AROUND THE WORLD: COULD YOU SAY IN WHICH COUNTRIES IS ENGLISH NOT SPOKEN? CHOOSE ONE COUNTRY IN THE GROUPS OF THREE YOU CAN SEE BELOW.
GOOD LUCK!
ACTIVITIES

- DO YOU KNOW THE PLACE YOU LIVE IN? The student learns some vocabulary, with the help of pictures, that will come in handy for future activities.

- TELLING THE WAY. Five listening activities where the student starts to use all the new vocabulary and finds out about the imperative.

- THE IMPERATIVE. Starting from the new verb forms they've just learnt, students work out the construction of imperative forms.

EVALUATION

- TRAFFIC LIGHTS AND ROAD SIGNS. The student associates some pictures with verbs in the imperative.

- WHERE CAN YOU FIND THIS? Revision of the vocabulary for shops.

- A LITTLE DICTATION. The student writes some verbs in the imperative.
DO YOU REALLY KNOW THE CITY WHERE YOU LIVE? LISTEN TO THE FOLLOWING SENTENCES AND LOOK AT THE PICTURES TO HELP YOU. CLICK ON THE BLUE SIGNS FOR THE SOUND AND IMAGES.

1- The traffic lights are red. Please, stop!

2- There are a lot of coffee shops with terraces in the Cathedral Square.

3- You'll find the tourist information office on the corner of the street.

4- Lots of people cross over the avenue.

5- Don't turn right.

6- Go straight ahead.

7- There are a lot of taxis waiting outside the bus station.

8- Turn right.

9- There are a lot of people walking along a city centre shopping area.

10- Next to the tobacconist's there's a shoe shop.

11- Behind the statue there's a lovely fountain.

12- I'm a bit far away, so I can see the statue at the end of the avenue.

13- Turn left.

14- In front of the Town Hall there are lovely gardens.

15- You'll see a kiosk opposite the Casino.

16- You can see an Arabian wall between the market and the “Almudi” Palace.
TELLING THE WAY.

HERE'S THE MAP OF SOME STREETS IN THE CITY CENTRE. THERE ARE FIVE NUMBERS THAT CORRESPOND TO FIVE PLACES WHERE FIVE PEOPLE WANT TO GO. EACH PLACE CORRESPONDS TO ONE OF THE FIVE DIALOGUES YOU ARE GOING TO LISTEN TO. WHO GOES WHERE?
THE IMPERATIVE

WE USE THE IMPERATIVE TO GIVE AN ORDER OR TO EXPRESS A DESIRE:

COME HERE!

IN AFFIRMATIVE SENTENCES WE USE THE INFINITIVE WITHOUT TO.

SIT DOWN!

FOR THE NEGATIVE FORMS WE USE DON'T FOLLOWED BY THE VERB IN INFINITIVE:

DON'T SIT DOWN!

REMEMBER THAT WE USE LET'S (LET US) TO INDICATE THAT THE SPEAKER AND THE LISTENER CAN DO TWO THINGS TOGETHER. LET'S IS FOLLOWED BY THE INFINITIVE WITHOUT TO:

LET'S GO TO THE BEACH

THE NEGATIVE IS LET'S NOT:

LET'S NOT GO TO THE BEACH

DON'T FORGET THAT IN ORDER TO SMOOTH AN ORDER WE USE WILL YOU AND WOULD/DO YOU MIND?

PASS ME THE BREAD, WILL YOU?

WILL YOU PASS ME THE BREAD?

WOULD YOU MIND PASSING ME THE BREAD?
THE TRAFFIC LIGHTS AND ROAD SIGNS help us on the road and city. In order to see whether you can find your way, match the instructions with the pictures.

- Go straight ahead
- Cross over
- Slow down
- Don't walk here
- Don't cross the avenue
- Turn right
- Don't take the first on the left

[Diagram with images of traffic signs]

Antonio Grau
Julia
Pilar Candel
Belén Alcalde
Óscar de Jódar
Tutorial del Usuario
WHERE CAN YOU FIND THE FOLLOWING THINGS?

COULD YOU INDICATE THE PLACE WHERE YOU CAN FIND THESE PRODUCTS OR MACHINES?

1.  

2.  

3.  

4.  

5.  
A LITTLE DICTATION GAME: YOU'RE GOING TO HEAR 10 INSTRUCTIONS. DON'T WRITE THE ONES BEGINNING WITH "YOUR TEACHER SAYS". THIS TEST IS WORTH 6 POINTS.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

IF YOU WANT TO KNOW YOUR SCORE, CLICK ON THE SQUARE.

CLICK
J'HABITE EN ESPAGNE. ET VOUS, OÙ HABITEZ-VOUS?
PARDON, MADAME, OÙ SE TROUVE L'ÉCOLE DE LANGUES, S'IL VOUS PLAÎT?
CE QUE J'AI FAIT HIER?
LA SANTÉ
1. COMPRÉHENSION ÉCRITE: Lisez ces critiques et classez-les en indiquant s'il s'agit de critiques positives ou négatives.
Unit 1 Work, work, work!

1. What jobs do you know?

Bus driver, doctor, firefighter, ski instructor, PA, Travel courier, interpreter, economist, DJ, computer programmer, car park assistant, gardener, Surgeon, sales representative, journalist, producer.

2. Choose two jobs you know. Tell your partner three things they have to do/be and three things they don’t have to do/be. Use expressions from below.

My father is a sales representative. He has to travel places. Really?

work long hours, do shifts, travel places, wear a uniform, use a computer, interview people, be imaginative, work at the weekend, invest money, know the names of the streets, do training courses.
TV or not TV?

Vocabulary
TV nouns and verbs

1. Put these words into three groups.
cable or satellite TV the news turn on chat shows
documentaries reality shows a DVD player game shows
record a programme dramas the remote control turn off
a video recorder soaps

TV equipment {
TV programmes {
TV verbs {

Are you a telly addict?
1. Do you watch TV for more than 20 hours a week?
2. Have you ever watched TV all night?
3. Do you ever work or study with the TV on?
4. Have you got a TV in your bedroom?
5. Do you always have to have the remote control?
6. Do you sometimes have dinner in front of the TV?
7. Do you know exactly when all your favourite programmes are on?
8. Have you ever missed something important because you wanted to watch TV?

YES V or NO X ? And Toby?
1. 5.
2. 6.
3. 7.
4. 8.

Reading and Listening

2. Work in groups. Ask and answer these questions. Use the
Unit 3

Going Places

1. Work with a partner. Look at the four photos. Discuss the questions.
   - What do you think it’s like to live in each of these places?
   - Which of these places would you most like to live in?
   - Which of these places would you least like to live in?

Vocabulary: adjectives to describe cities
Grammar: What’s it like?
Reading, Listening, Speaking & Writing
LISTENING COMPREHENSION

PART A

Texto

Listen to Daniel Ash talking about his new book, *What do you do?* Say if these sentences are T (true) or F (false) and correct the FALSE ones. To get the mark for the FALSE sentences you have to correct them.

(8 items x 1.5 = 12 points)

<table>
<thead>
<tr>
<th>SENTENCE</th>
<th>T/F</th>
<th>CORRECT SENTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The jobs in the book are from different countries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Brad Fields’s company only cleans gum from the Statue of Liberty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Americans chew 56 million pieces of gum a year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Food stylists take photos of food.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Companies need food stylists to advertise their products.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Food stylists paint sausages with washing-up liquid and coffee.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Worm farmers also have cows and sheep on their farms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Worm farmers use worms to eat rubbish.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Do you use a computer everyday?
What for?
Computer literacy

CONVERSATION:

Talking about computers. Use the questions below to get into a conversation about computers. (Pair work)

1. How many computers have you got & how long have you owned it/them?
2. How proficient would you say you are with your computer?
3. Have you had problems with your computer? What kinds of problems?
4. Have you ever lost any data? What happened?
5. Do you take any precautions so that you don't lose data?

PRACTISE YOUR LISTENING SKILLS

Listen to this young man speaking about computers and complete the task. Click the picture of the @ symbol to listen.

The man says you can access...

- Photos
- Libraries of information
- Up-to-date news

He likes the internet for communication because

- You can do it at any time
- You can communicate with people far away.
- Both

It seems that computers are...
The Machine That Changed The World
by Beatrice Garcia

In the summer of 1980, IBM gathered 12 of its top engineers and sent them to Boca Raton, Fla., with a mandate: Build a personal computer that’s faster and cheaper than anything on the market and, oh yes, have it ready for sale in one year.

At the time, the personal computer was a fledgling product in an industry dominated by Silicon Valley start-ups such as Apple Computer, Osborne, Commodore and Tandy’s Radio Shack unit. Together, they had sold 327,000 PCs in 1980.

But IBM -- a company unaccustomed to moving quickly -- saw great potential in the personal computer. So its group of 12 -- nicknamed the Dirty Dozen -- embarked on Project Chess. And 20 years ago -- Aug. 12, 1981 -- IBM unveiled its creation: a PC that sold for $2,665 with a black-and-white monitor and 64 kilobytes of memory.

It was a machine that changed the world.

"Nobody had a clue that it would be so successful," said Mark Dean, who developed the color graphics card for the PC.

With billions sold since 1981, the personal computer has had a profound effect on modern life -- from work to school to play. It also has created tremendous gains in productivity and unfathomable corporate and personal wealth. The IBM team also created computing standards still in use today, allowing some young firms to flourish and dominate their fields.

"We built a machine that was acceptable for use by business ... better than what was on the market then. It could also be used at home, and that turned the PC into a very popular machine," said David Bradley, a member of that original team.
Do computers help in our classes?

After you listen to the recording twice or three times, write TRUE or FALSE for each question.

Listen to Martin and Tom

1.- Martin has computers in the classroom and says they help both, teachers and students, to have more interactive experiences.

2.- Tom considers nonsensical the present drive to get computers everywhere.

3.- Martin's opinion about computers is that they help giving students practical experience.

4.- Hands-on experience in computers is specially helpful with accounting and business related applications.

5.- Tom believes computers are appropriate for a classroom as they help in group work.
How did everything start?
## AUTOEVALUACIÓN PARA LOS ALUMNOS: CAN DO's

<table>
<thead>
<tr>
<th>4º CURSO</th>
<th>YES</th>
<th>NO</th>
<th>PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can talk about computers and new technologies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can report somebody’s words</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I can write formal and informal e-mails.</td>
<td></td>
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<tr>
<td>I can use short questions to keep the conversation going, as well as agree and disagree, show surprise and express an opinion (INTERACTION)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can ask questions in conversation to show interest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can express my feelings and opinions about new technologies and devices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can understand articles that deal with these issues of computers, the Internet, etc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can infer the meaning of some words unknown for me within a text and understand details</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can understand other people speaking about these issues.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The best way to learn how to ride a bike is to "get on your bike" and ride. The best way to learn to write is by writing. We hope you can improve your writing by following this e-book. Writing can be a lonely, solitary work. Editing...
Tip # 1
Planning is the name of the game

Nobody’s perfect (at least not for the first time). That means you have to draft. What is a draft? According to Mr Webster, a draft is “a …..” There is no single way to devise a perfect draft: it depends so much on the topic but at least ideally, it should include the following for an argumentative essay:

a. Thesis statement
b. General ideas
c. Support details.

Working on a concept map is a good idea, it will help you and your readers clarify your ideas.
Plan of Attack

READ THE QUESTION CAREFULLY. Be sure you understand exactly what's being asked, and prepare to answer it.

ORGANIZE YOUR THOUGHTS in an outline or other logical way.

ADD sufficient DETAILS OR EXAMPLES in the plan for each major topic.

PAY ATTENTION TO GRAMMAR. Do not try to make it complicated. Just make sure every sentence is complete and logical.

PAY ATTENTION TO VOCABULARY. Do not try to use words if you are not absolutely certain how they should be used. Big words are not necessary to achieve a better score.

WRITE CAREFULLY, following the organization of your outline and watching the grammar and vocabulary.

PROOFREAD. MAKE CHANGES AS NECESSARY.
Components of an Essay

In general, an essay is made up of three basic components:

- An introduction
- A body
- A conclusion

The length of an essay may vary greatly, but because you have a limited time to prepare, write and proofread your essay, you should aim for a composition containing a maximum of 9 to 10 paragraphs. Your first paragraph, the introduction, will introduce the main topic of your essay to your reader.
10 Topics and not one more!

This is taken from "TOEFL writing topics and model essays". This book includes a long, long list of 185 topics for the Test Of English As a Foreign Language (TOEFL). This examination evaluates the potential success of an individual to use and understand standard American English at university level. It is required for non-native applicants at many US and other English-speaking colleges and universities.

1. People study in college or university for many different reasons (for example, new experiences, career preparation, increased knowledge). Why do you think people attend college or university? Use specific reasons to support your answer.

2. Do you agree or disagree with the following statement? Parents are the best teachers. Use specific reasons and examples to support your answer.

3. Nowadays, food has become easier to prepare. Has this change improved the way people live? Use specific reasons and examples to support your answer.

4. It has been said, "Not everything that is learned is contained in books." Compare and contrast knowledge gained from experience with knowledge gained from books. In your opinion, which source is more important? Why?

5. A company has announced that it wishes to build a large factory near your community. Discuss the advantages and disadvantages of this new influence in your community. Do you support or oppose...
Practice One: What Is a Thesis

Which of the following sentences is a thesis? If the sentence is a thesis, put a "T" in the space provided next to it. If it is not a thesis, put in "NT" in the space provided.

1. □ Washington, D.C., is the capital of the United States.
2. □ There are two basic reasons for the rise of divorce: the lack of communication skills and financial problems.
3. □ Divorce is not legal in my country. Some people think it should be, some don't.
4. □ Walking is the best exercise: it is great for one's health, and it doesn't cost anything!
5. □ Traveling is good for fun and education.
6. □ Because I wanted to learn how to speak English fluently, it was essential that I move to an English-speaking country.
7. □ Financial woes and lack of free time are the major causes of stress today.
8. □ The Beatles sold over a million records in the 1960s.
9. □ The Beatles and the Rolling Stones were far more talented than the popular rock bands of today.
Nuestro libro electrónico es una herramienta que facilita enormemente la comprensión de conceptos, sistemas, esquemas, etc. gracias a la integración de los elementos tradicionales de un libro, tales como texto, gráficas, dibujos e imágenes, con otros recursos multimedia como videos, sonidos, animaciones 3D, animaciones interactivas, elementos de corrección y muchos otros que iremos viendo.

Tómate unos minutos para seguir este pequeño tutorial página a página. Te será de gran ayuda para ponerte a disfrutar del libro MTO.

En la imagen que aparece a continuación se puede observar la funcionalidad de cada botón.
Escoge la opción que le parezca más acertada. Sólo una es correcta. No debe marcar más de una.

1. __________ are you Mrs. Ford?

2. __________

3. __________ Mrs. Johnson?

4. A: 'How much is this book, please?'
   B: '_________ eight pounds.'

5. A: "Where _________ you from?
   B: "From Bristol. Bristol, in _______ England."
AN ACTOR’S LIFE STYLE

Steve Thompson, a 30-year-old TV actor, lives in Hampstead with his wife Jenny. They don't have any children, and they have a perfect life style. Every day Steve gets up at 7.30. He puts on his trainers and goes jogging for one hour in the park. Then he goes back home for breakfast. He has orange juice, cereals, and fruit. He never drinks tea or coffee. He never uses public transport in London and he walks to meetings, to the studio, to the doctor’s, everywhere. When he is not working he stays at home and he usually reads and studies the scripts for new films. He never reads a newspaper or listens to the radio, because it is always bad news.

He usually has a salad and cheese or fruit for lunch. He thinks eating too much is not good for you. After lunch he has a 15-minute sleep and starts his afternoon activities. He sometimes does some shopping. He has a car but he prefers walking, he likes buying clothes, especially suits.

His wife Jenny cooks the evening meal, just a light dinner. They go out a lot in the evening. They sometimes meet friends or go to the cinema. They also like the theatre. They don't usually watch TV, only the series where he acts. When they don't go out he plays the piano or checks his e-mails.

They go to bed at about 10.30 p.m. and go to sleep quickly.

Are the following sentences true or false?

1. Steve Thompson is single.  
   - True  
   - False

2. He does some exercise before breakfast.  
   - True  
   - False

3. He doesn't usually work in the morning.  
   - True  
   - False

4. He eats a lot.  
   - True  
   - False

5. He likes walking.  
   - True  
   - False

6. He's always interested in the news.  
   - True  
   - False
En el siguiente diálogo, marque la respuesta que le parezca más acertada de las que se ofrecen para cada hueco.

A: There......16........bread in the house. You must ......17..... to the shops.
B: Give me .....18.....money, please, Mum. How much bread .....19.......?
A: Hum, I don't know. I...20..... buy bread on Mondays. Buy one large loaf.

● isn't any  ● aren't any  ● isn't some  ● aren't some
● to get  ● to go  ● get  ● go
● a  ● some  ● any  ● many
● want you  ● you want  ● are you want  ● do you want
● usually not  ● no usually  ● don't usually  ● usually don't
Escribe una carta al Apple Tree Hotel reservando una habitación para el fin de semana. Especifica el tipo de habitación que quieres, pregunta por los servicios que tiene la habitación y por el precio.

**Complete el siguiente diálogo.**

**Llega a un hotel donde ha hecho una reserva. Complete el diálogo de acuerdo a las instrucciones entre paréntesis.**

**Receptionist:**

**Good evening. Can I help you?**

**You:** (Diga que ha hecho una reserva e indique su nombre)

**Hello. I've got a reservation. My name is Isabel Moncayo**

**Rece:**

**Just a moment. Can you spell your name? please.**

**You:** (Delete su nombre)


**Right sir. What type of room do you want?**

**I'd like a single room with bathroom for three nights, please.**

**Receptionist:** (Pide al cliente su pasaporte y que llene un impresó)

**Can you give me your passport and complete this form, please?**

**You:** (le pide al recepcionista una pluma/bolígrafo/ lápiz)
This video segment describes a typical business introduction. Mr. _____ from _____ is meeting Ms. _____ of _____ for the first time. When you introduce yourself to members of other companies, you state your company name, division name, and your name while you hand them in your business card (with both hands if possible).

1. What’s the name of the man on the right?
   - Tanaka  - Honda  - Han

2. Where does he work?
   - Robotics Japan  - Japan Electronics  - Honda
Presenter 1
This beautiful building, on the bank of the river Thames, is the British Parliament. It’s called the Houses of Parliament.

Presenter 2
Inside the building, we can find the House of Commons, whose members are democratically elected by the people, ... and the House of Lords. The members of this house are people with titles, some of which are hereditary.

Presenter 1
The United Kingdom of Great Britain and Northern Ireland is a parliamentary monarchy. The Queen is the Head of State and the Prime Minister is the head of government.

Presenter 2
The British political system has some peculiarities. One of the most important is that there isn’t a written constitution, and Parliament can pass or abolish any law.
Decide which consonants are not pronounced in each word. Click on each sentence to listen.

There's a nice castler on top of the hill.
- l  t  s  c

I can’t drive. I’ve got a broken wrist
- w  r  s  t

Look at my face! I’ve got another wrinkle. I’m getting old!
- w  r  n  k  l

I love knitting. It’s so relaxing!
- k  n  t  g

Oh dear! We need a plumber. Look at these pipes!
- p  l  m  b

Answers

There’s a nice castle on top of the hill.
- c  s  t  l

I can’t drive. I’ve got a broken wrist.
- w  r  s  t

Look at my face! I’ve got another wrinkle. I’m getting old!
Describe la ropa que normalmente (usually) te pones

1.- Para ir a trabajar (go to work)
2.- Para estar en casa (when I´m at home)
3.- Para salir (when I go out)

Sigue este esquema para las tres frases:
I usually wear ________, (....), _________ and __________ when / to __________.

I usually wear is blue trousers, blue t-shirt, and security shoes when I´m at work.
I usually wear is trousers, sweater and slippers when I´m at home.
I usually wear is a dress, tights and a nice shoes when I go out.

writing

Has entrevistado a una persona. Aquí tienes las respuestas que te ha dado. Escribe las preguntas.

1.- Very well, thank you

2.- My name is Dyanne Court

3.- I´m American

4.- No, I´m not from New York. I´m from Texas
reading

Lee el diálogo y contesta las preguntas

A: Excuse me, are you Rose Archer?
B: No, I’m not. I am Rose Rochard
A: Is your surname Rocher?
B: No, my surname is R-O-C-H-A-R-D
A: Good afternoon Mrs. Rochard. My name’s Steve Evans.
B: Good afternoon Mr. Evans.

¿Se conocen las dos personas?  ● Sí  ● No

¿Está la mujer casada?  ● Sí  ● No

¿Es por la mañana?  ● sí  ● No
### listening

Escucha cómo deletrean los nombres e intenta escribirlos completos.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Escucha las presentaciones y transcribe lo que dice cada persona:

1. Lesley
   - [Audio Button]
   - [Transcribe Button]

2. Trevor
   - [Audio Button]
   - [Transcribe Button]

3. Mathew
   - [Audio Button]
   - [Transcribe Button]

4. Gillian
   - [Audio Button]
   - [Transcribe Button]

5. Jerry
   - [Audio Button]
   - [Transcribe Button]
Lee las siguientes respuestas. Después escucha las preguntas.
Están desordenadas. Escribe el número de la pregunta que corresponde a cada respuesta.

**RESPUESTAS**

- In Cambridge
- I'm fine. And you?
- I am an actor
- I am English
- Yes I do

**PREGUNTAS**

- 
- 
- 
- 
-
Reading

Lee las siguientes frases y ordénalas para formar una conversación con el recepcionista de un hotel.

a. Good morning. Have you got a single room, please?
b. Just for tonight, please. How much is it?
c. My name is Sarah Brownlee.
d. Yes, we have. How many nights, madam?
e. Thank you. And how much is the evening meal?
f. Good morning, madam.
g. It's £70 a night, madam. Breakfast is included.
h. Room 121
i. That's fine. Thank you.
j. What's your name, please?
k. It's £20.
Escribe una carta al Apple Tree Hotel reservando una habitación para el fin de semana. Especifica el tipo de habitación que quieres, pregunta por los servicios que tiene la habitación y por el precio.
Puedes usar la siguiente plantilla como modelo.

The Manager
Apple Tree Hotel
University Lane
Oxford

Dear Sir/ Madam

I am writing to you to make a reservation.

I want*..............
Lee la siguiente información que da una academia de idiomas del sur de Inglaterra.

Luego CONTESTA a las preguntas que se formulan a continuación.

---

**RIVIERA ENGLISH SCHOOL**

- Small school by the sea in England's most beautiful resort, Torquay -home town™ of Agatha Christie
- Small classes and high quality teaching mean will get lots of speaking practice.

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Torquay TQ1 1EG
Tel: +44 (0)1803 212132
Fax: +44 (0)1803 212139

- All levels from Elementary to advanced
- Minimum age 17 We have a wide variety of ages at the school
- 20 lessons per week Monday - Friday 9.00-12.30
- Afternoons free for private study or sightseeing/activities
- Small class sizes (maximum 12 -average 10 in summer, 6 outside summer) - lots of opportunity to speak
- Very experienced and friendly teachers.
- Very wide range of nationalities in the classes (during the past 12 months we have had over 30 different nationalities at the school)
- Only modern books are used
- Certificate on course completion
- Teacher’s Report on course completion

**Cost £116 per week**
**Summer supplement £20 per week in July/August**

E-mail: enquiries@Riviera-English-School.com
Web: http://www.Riviera-English-School.com

"home town = ciudad natal"
Escucha la información que se da en una estación sobre las llegadas y salidas de diferentes trenes y completa el siguiente cuadro. En las casillas para las que no se da información escribe un símbolo de interrogación (?)

<table>
<thead>
<tr>
<th>Destinatión</th>
<th>Llegada</th>
<th>Salida</th>
<th>Plateau</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bournemouth</td>
<td>?</td>
<td>11.04</td>
<td>2</td>
</tr>
<tr>
<td>Birmingham</td>
<td>11.10</td>
<td>11.15</td>
<td>4</td>
</tr>
<tr>
<td>Plymouth</td>
<td>11.46</td>
<td>11.50</td>
<td>1</td>
</tr>
<tr>
<td>Newcastle</td>
<td>11.40</td>
<td>11.50</td>
<td>6</td>
</tr>
</tbody>
</table>
Hábitos y adverbios de frecuencia

Lee las siguientes frases y modificalas de acuerdo con tus hábitos utilizando el adverbio de frecuencia que sea necesario.

*often*  *never*  *sometimes*  *usually*  *always*

<table>
<thead>
<tr>
<th>Ejemplo</th>
<th>I get up at seven</th>
</tr>
</thead>
<tbody>
<tr>
<td>I always/ never / sometimes get up at seven</td>
<td></td>
</tr>
</tbody>
</table>

1. I have breakfast at home

2. I go to work by car

3. I have lunch at the office

4. I have dinner at ten

5. I go to bed at 11'30
**Giving Directions - How to Find The Globe.**

Relaciona los distintos medios de llegar a este teatro (a-f) con sus correspondientes descripciones (1-6).

No te preocupes si hay muchas palabras que no entiendes, no las necesitas para llevar a cabo la tarea.

---

**Medios de transporte:**

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>on foot</td>
<td>by car and taxi</td>
<td>by train</td>
<td>by underground</td>
<td>by bus</td>
<td>by boat</td>
</tr>
</tbody>
</table>

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1. The local stations are Mansion House (a 10 minute walk), Blackfriars and Cannon Street on the District and Circle

2. Where possible, visitors are advised to arrive by public transport or by taxi.

3. The nearest stop is Bankside Pier.

There is an NCP car park on Upper...