

**MINIUNITATS DIDÀCTIQUES DE
L'ÀREA DE LLENGÜES
ESTRANGERES: ANGLÈS**

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INTRODUCCIÓ

El Consell d'Europa considera que l'objectiu principal dels ensenyaments de llengües estrangeres és l'ús de la llengua com a instrument de comunicació. Aquesta consideració comporta canvis en el disseny de currículums, en les metodologies emprades en el món de la docència i en l'avaluació, sobretot, si tenim en compte la incorporació de les noves tecnologies com a eines vehiculars d'aprenentatge.

Segons la investigació científica actual, en tots els dissenys d'unitats o miniunitats, cal tenir present els factors que incideixen en l'aprenentatge de les llengües, els quals són de caràcter cognitiu, afectiu i sociològic. La dimensió cognitiva de l'aprenentatge inclou dos tipus de factors. Uns es relacionen amb les característiques que l'aprenent aporta a la situació d'aprenentatge, i els altres fan referència als processos implicats en el propi aprenentatge i l'ús de la llengua estrangera.

La influència del factor edat (Harley 1986; Singleton, 1980; Singleton i Lengyel, 1995), la influència de l'aptitud lingüística (Skehan, 1998), el component cognitiu del factor de la motivació (Dörnyei 1994; Oxford i Shearin 1994; William i Burden, 1997), la influència de la intel·ligència en el context de l'aula (Ellis 1994; Lightbown i Spada, 1993) la relació entre estils cognitius (Skehan, 1998) i la dimensió cognitiva del fenomen de transferència (Faerch i Kasper 1987; Gass i Sliunker 1993) són factors del primer tipus. Un altre tipus de factors cognitius que fan referència als processos implicats en l'aprenentatge i ús de la llengua estrangera estan representats per dues postures. Una, representada per Krashen (1982, 1985), qui defensa l'existència de dos processos diferents a l'hora d'aprendre una llengua estrangera: l'adquisició (procés no conscient d'interiorització lingüística que guarda un cert paral·lelisme amb la forma d'aprendre la primera llengua) i l'aprenentatge (procés conscient que implica el coneixement sobre la llengua estrangera i que té lloc quan les dades lingüístiques que rep l'aprenent poden ser processades per ell/a mateix/a). Segons aquesta teoria perquè es produeixi l'adquisició es necessita un temps durant el qual l'aprenent ha de rebre "inputs comprensibles" que potenciïn la reflexió sobre la llengua, que estiguin focalitzats sobre una informació o un punt concret i que possibilitin la participació de l'aprenent en la comunicació.

L'altra postura està representada per McLaughlin (1987, 1990) i Skehan (1998), i defensa l'existència de tres etapes a l'hora d'aprendre una llengua estrangera: l'etapa cognitiva (conèixer la informació necessària per executar una destresa), l'etapa associativa (executar la destresa en qüestió) i l'etapa autònoma (aplicar el coneixement procedimental de forma ràpida i eficaç).

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FOOD

ENTORN I

(Scanejar foto on aparèixen els aliments que s'indiquen a continuació. Quan es clica la foto apareix el nom en llengua anglesa i com es pronuncia.)

spaghetti rice macarroni pizza cannelloni bread cereals
steak chicken hamburger lamb chops sausage bacon pork chops
tuna fish cod salmon sardine squid octopus prawn
apple banana orange watermelon pineapple apricot grape peach
carrot lettuce tomatoes potatoes green beans beans peas artichoke
almonds peanuts hazelnuts sultanas crisps butter margarine yoghurt

PRÀCTICA. Reforç

1.-Completa aquesta taula agrupant els aliments següents per categories:

rice steak bread hamburger bacon tuna fish pizza salmon banana
cereals watermelon cod pineapple sausage apricot carrot crisps
lettuce chicken
potatoes beans sardine artichoke almonds squid peanuts orange
sultanas yoghurt margarine spaghetti

PASTA	MEAT	FISH	FRUITS	VEGETABLES	MILK	NUTS
OTHERS						

(Aquesta taula només permetrà l'entrada de totes les paraules que han sortit a la imatge principal agrupades de la forma següent:

PASTA

spaghetti rice pizza bread cereals

MEAT

steak chicken hamburger sausage bacon

FISH

tuna fish cod salmon sardine

FRUIT

apple banana orange watermelon pineapple apricot

VEGETABLES

carrot lettuce potatoes beans

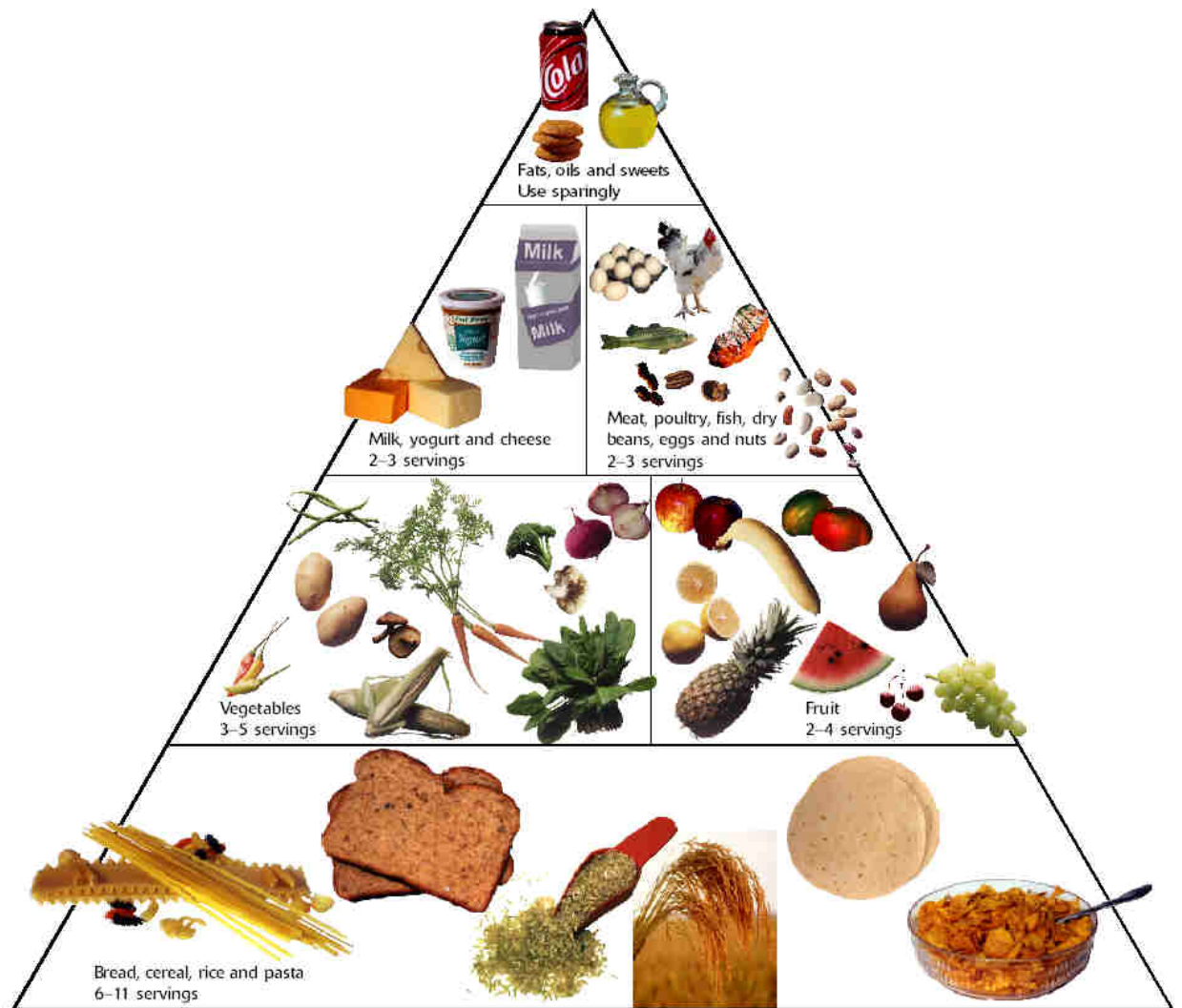
NUTS

almonds peanuts sultanas

OTHERS

crisps butter margarine yogurt

2.(a)-Observa aquesta piràmide que indica la quantitat setmana d'aliments que necessita el teu cos per mantenir la salut.



(la paraula **sparingly** ha de tenir un link al glossary que expliqui el seu significat de la forma següent: *sparingly* : in very small quantities
en poca quantitat, de forma moderada)

2.(b).-Dissenya't un menú per un dia seguint les indicacions anteriors.

BREAKFAST

LUNCH

SNACK

DINNER

3.(a).- Escolta i llegeix el següent text.

(S'ha d'escoltar el text que estarà escrit sobre el fons amb una foto d'un noi i una noia adolescents)

Hi, my name is Lola and this is my brother Xavier. I eat a lot of pasta, vegetables and fruit. I'm not vegetarian but I don't eat meat. I prefer fish. I like cereals and cheese. I drink a lot of water.

My brother Xavier eats burgers, pizzas and chocolate cakes. His diet is terrible. He doesn't like vegetables and he doesn't eat fruit!

3.(b).- Per què s'utilitza el Present tense per redactar aquest text?

- . Perquè explica coses que passen en aquest moment.
- . Perquè explica coses que passen normalment.
- . Perquè explica coses que han passat.

(La resposta correcta és la segona; si cliquen la resposta 1 i 3 ha de sortir l'oració "NO, repassa el Present Tense" i s'ha de fer un link al Present Tense que hi ha a l'annex 1)

3.(c).- Completa aquestes oracions amb les formes correctes del verb TO LIKE /TO EAT

- I pineapples.
- My mother..... oranges.
- My father..... apricots.
- My best friend..... bananas.
- I..... pizzas a lot.
- My mother..... green salads.
- My father..... chocolate.
- My best friend..... crisps.

4.(a).- Observa aquest menú per tres dies. Té en compte els principis nutricionals de la piràmide d'aliments?

.SI

(la resposta és si)

.NO

	1st DAY	2nd DAY	3rd DAY
Breakfast	Milk Cereals	Orange juice Bread Butter Apricot jam	Yoghurt Almonds
Lunch	Spaghetti Green salad Orange	Vegetable soup Steak Apple	Green salad Lamb chops Orange juice
Snack	Yoghurt	Milk Biscuits	Bananas Biscuits
Dinner	Boiled potatoes Boiled peas Salmon Apple	Green salad Omelette	Boiled artichokes Boiled potatoes Squid

4.(b).-Ara imagina't que vols seguir aquests menus la propera setmana. Mira el rebost i la nevera de casa teva i prepara un llistat en llengua anglesa de tot el que hauries d'anar a comprar.

SHOPPING LIST

(hi ha d'haver un full de llibreta per poder escriure la llista de productes que falten. Cal entrar totes les paraules q aparèixen en els menus i si l'alumne les escriu malament no es poden enregistrar.)

PRÀCTICA. Consolidació

1.-Agrupa les paraules que has escoltat i completa aquesta taula:

PASTA	MEAT	FISH	FRUITS	VEGETABLES	MILK	NUTS
OTHERS						

(Aquesta taula només permetrà l'entrada de totes les paraules que han sortit en la imatge principal agrupades de la forma següent:

PASTA

spaghetti rice macarroni pizza cannelloni bread cereals

MEAT

steak chicken hamburger lamb chops sausage bacon pork chops

FISH

tuna fish cod salmon sardine squid octopus prawn

FRUIT

apple banana orange watermelon pineapple apricot grape peach

VEGETABLES

carrot lettuce tomatoes potatoes green beans beans peas artichoke

NUTS

almonds peanuts hazelnuts sultanas

OTHERS

crisps butter margarine yoghurt

2.- Completa el text amb alguna de les formes conjugades dels verbs:

To be To eat To prefer To like To drink

Hi, my name Lola and this my brother Xavier. I a lot of pasta, vegetables and fruit. I not vegetarian but I don't meat. I fish. I cereals and cheese. I a lot of water.

My brother Xavier burgers, pizzas and chocolate cakes. His diet terrible. He doesn't vegetables and he doesn't fruit!

(El text ha d'aparèixer sobre una foto d'un noi i una noia adolescent i s'ha de poder escoltar un cop estigui completat correctament. La resposta correcta és la següent:

Hi, my name is Lola and this is my brother Xavier. I eat a lot of pasta, vegetables and fruit. I'm not vegetarian but I don't eat meat. I prefer fish. I like cereals and cheese. I drink a lot of water.

My brother Xavier eats burgers, pizzas and chocolate cakes. His diet is terrible. He doesn't like vegetables and he doesn't eat fruit!)

3.(a).-Per què s'utilitza el Present tense per redactar el text anterior?

- . Perquè explica coses que passen en aquest moment.
- . Perquè explica coses que passen normalment.
- . Perquè explica coses que han passat.

(La resposta correcta és la 2 si cliquen la resposta 1 i 3 ha de sortir l'oració "NO, repassa el Present Tense" i s'ha de fer un link al Present Tense que hi ha a l'annex 1)

3.(b).-Completa aquestes oracions amb les formes correctes del verb TO LIKE /TO EAT

I oranges.
My mother apricots.
My father apples.
My best friend pineapples.
I spaghetti.
My mother boiled potatoes.
My father hamburgers.
My best friend green salads.

4.- Llegeix aquesta recepta i fes un llistat en llengua anglesa dels ingredients necessaris.

Si t'animes prepara-la. Ja veuràs que és molt fàcil!

QUEEN MARY'S TART

- 1.-Preheat electric oven to hot 240°C (200°C gas oven).
- 2.-Brush a deep tin with butter.
- 3.-Put the pastry into the tin.
- 4.-Prick the pastry with a fork.
- 5.-Bake 10 minutes.Remove from oven.
- 6.-Spread apricot jam on the pastry.
- 7.-Beat 90g of butter and sugar in a bowl.
- 8.-Add 4 eggs gradually.
- 9.-Add sultanas, dried fruit and 3 teaspoons of flour.
- 10.-Beat on low speed until combined (for about 20 seconds).
- 11.-Pour the mixture into the cooled pastry case.
- 12.-Bake for 10 minutes.
- 13.-Reduce temperature to moderately hot (210°C electric oven,190°C gas oven)
- 14.-Bake the tart a further 25 minutes.
- 15.-Serve warm or cold.

INGREDIENTS

(Risposta: Pastry, apricot jam, 90g butter, 4 eggs, sultanas, 3 teaspoons of flour and dried fruit)

ENTORN II

(Aquest text es podrà escoltar)

Foods have nutrients that your body needs to stay healthy. The Food Guide Pyramid is your guide to a nutritious diet every day. Each group on the Food Guide Pyramid provides some of the nutrients you need for good health.

Grains

Rice, pasta, bread, and cereals make up the base of the Food Guide Pyramid. You should eat 6 to 11 servings of these foods every day to get the vitamins, minerals, fiber and carbohydrates needed for your brain and your body.

Vegetables

Vegetables like broccoli, carrots and potatoes provide you with many important vitamins -- such as vitamins A, C, and folate -- and minerals like magnesium and iron. They have got fiber. You should eat 3 to 5 servings of vegetables each day.

Fruits

Fruits are an important part of a healthy diet. By eating 2 to 4 servings of fruit each day, you get important vitamins like A and C, and minerals like potassium to stay healthy.[p](#)

Cheese, yogurt and milk

Dairy products like cheese, yogurt and milk are the best sources of calcium - essential for strong teeth and bones - and also provide protein, phosphorus and riboflavin. Try to get 2 to 3 servings from this food group every day.[p](#)

Meat, poultry, fish, dry beans, eggs, and nuts

This food group provides protein, iron, zinc and B vitamins - essential nutrients for building a healthy and strong body-. Get 2 to 3 servings from this group every day.

Oils, fats, and sweets

Candies, oils, butter, margarine and soft drinks are found at the top of the Food Guide Pyramid. These foods provide calories but less nutritional benefit than the other groups. They should be used sparingly.

PRÀCTICA. Ampliació

1.- Draw a Food Guide Pyramid according to the text.

(Espai per dibuixar una piràmide d'aliments. S'hauria de facilitar l'accés a fotos i/o dibuixos d'aliments)

2.-Plan a menu for one week. Be sure to provide the proper number of daily servings from each group food.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Sunday						
Breakfast						
Lunch						
Snack						
Dinner						

3.-Visit the website **www.rebost.com** .Click **English**.Go into “**our products**”, then go into “**artisanal sauces**” and click “**romesco sauce**”.Go into “**suggestions of use**”read the text and design an advert for a newspaper.

(hi ha d'haver la possibilitat de fer un anunci i per tant s'ha de poder escollir entre 5 imatges- la imatge de la botella de la salsa romesco feliubadaló i altres imatges de menjars- s'ha de poder escriure un text i s'ha de poder escollir una música)

4.-Visit the **encyclopedia Encarta**.Look for information about anorexia and bulimia and answer those questions.You can send it to a friend.

(han de poder escriure les respostes i enviar informació per correu)

REPORT

What is anorexia?
What causes anorexia?
How is anorexia diagnosed?
What effects can anorexia have?
How is anorexia treated?

What is bulimia?
What causes bulimia?
How is bulimia diagnosed?
What effects can bulimia have?
How is bulimia treated?

ANNEX 1

PRESENT TENSE

Ús

Utilitzem el present per explicar coses que fem habitualment.

ex. I play tennis every day.

Forma

Oracions Afirmatives

I, YOU, WE, THEY + VERB + COMPLEMENTS

ex. I play tennis

SHE, HE, IT + VERB acabat en -s + COMPLEMENTS

ex. She plays football

Normalment la tercera persona del singular afegeix una **-S** al final del verb

ex. play-plays eat-eats

però:

(a) quan el verb acaba en	-o	afegim -ES	ex. go-
goes			
	- ss		miss-
misses			
	- sh		fish-
fishes			
	- ch		watch-
watches			
	- x		box-
boxes			

(b) quan el verb acaba en CONSONANT+Y canviem la Y per I + **ES**

ex. cry-cries

Oracions negatives

I, YOU, WE, THEY + DON'T + VERB + COMPLEMENTS
DO NOT

ex. We don't go to school on Sundays.

SHE, HE, IT + DOESN'T + VERB + COMPLEMENTS
DOES NOT

ex. Cats doesn't eat apples.
Birds does not bark.

Oracions interrogatives

DO + I, YOU, WE, THEY + VERB + COMPLEMENTS ?

ex. Do they play basketball?

DOES + SHE, HE, IT + VERB + COMPLEMENTS ?

ex. Does she study on Sunday?

Respostes curtes (Short answers)

YES, I, YOU, WE, THEY DO
+ +
NO, DON'T

YES, SHE, HE, IT DOES
+ +
NO, DOESN'T

ex. Do they play basketball? No, they don't.
Does she study on Sunday? Yes, she does.

Errors més comuns

He like vegetables.x
He likes vegetables

Maite don't eat potatoes.x
Maite no eats potatoes.x
Maite doesn't eats potatoes.x
Maite doesn't eat potatoes

He likes chocolate? x
Do he like chocolate? x
Does he likes chocolate? x
Does he like chocolate?

AVALUA'T. Reforç.

1. Uneix les imatges amb el nom dels aliments:

rice bread cereals steak sausage bacon cod tuna fish
banana watermelon pineapple lettuce almonds peanuts sultanas

(fotos i/o dibuixos que s'hauran d'unir a les paraules anteriors)

2.- Indica si són o no correctes les següents oracions des del punt de vista gramatical:

David don't eat meat. (R:incorrecte David doesn't eat meat)

Maria eat vegetables. (R:incorrecte Maria eats vegetables)

You drink tea? (R:incorrecte. Do you drink tea?)

They likes rice. (R:incorrecte They like rice)

Their parents eat paella on Sunday. (R:correcte)

Marta and Clara not like Italian food. (R:incorrecte. Marta and Clara doesn't like Italian food)

Does vegetarians eat fish? (R:incorrecte. Do vegetarians eat fish?)

AVALUA'T. Consolidació

1. Uneix les imatges amb el nom dels aliments:

spaghetti rice cereals steak chicken hamburger sausage bacon
cod tuna fish salmon squid watermelon pineapple apricot carrot
lettuce potatoes beans artichoke almonds peanuts sultanas
crisps yoghurt

(apareixen les fotos i/o els dibuixos que s'hauran d'unir a les paraules anteriors)

2. Completa el text amb les formes conjugades dels següents verbs:

Have need contain eat work help use

Food nutrients that your body to stay healthy. If you all you need, your body won't work properly. Fruit and vegetables vitamins and minerals. Do you two or three fruits per day?

Milk vitamin D and calcium. These nutrients together. Vitamin D your body calcium. Both help build strong bones and teeth.

(R:

Food have nutrients that your body needs to stay healthy. If you don't eat all you need, your body won't work properly. Fruit and vegetables contain vitamins and minerals. Do you eat two or three fruits per day?

Milk contains vitamin D and calcium. These nutrients work together. Vitamin D helps your body use calcium. Both help build strong bones and teeth.)

AVALUA'T. Ampliació

1.-Complete the chart.

GRAINS	FRUITS	VEGETABLES	MEAT	POULTRY	FISH
MILK					

spaghetti	rice	carrot	steak	watermelon	sausage	tuna fish
pizza	bread	lettuce	cereals	chicken	hamburger	squid
bacon	cod	potatoes	almonds	salmon	sardine	banana
pineapple	apricot	beans	artichoke	peanuts	sultanas	orange

(la resposta és:

GRAINS	spaghetti	rice	pizza	bread	cereals
FRUITS	banana	orange	watermelon	pineapple	apricot
VEGETABLES	carrot	lettuce	potatoes	beans	artichoke
MEAT	steak	hamburger	sausage	bacon	
POULTRY	chicken				
FISH	cod	tuna fish	salmon	sardine	squid
NUTS	almonds	peanuts	sultanas		

2.-Answer those questions related to some eating disorders

What is anorexia?

What causes anorexia?

What effects can anorexia have?

What is bulimia?

How is bulimia diagnosed?

How is bulimia treated?

THE ANCIENT EGYPTIANS

ENTORN I

The Egyptians lived on the banks of the River Nile, surrounded by barren deserts. The country was ruled by kings called pharaohs. These all-powerful monarchs were worshipped as gods. They had different crowns but each one had the serpent (or snake) at the front because the serpent was the symbol of royalty. Some of the early pharaohs were buried in enormous stone tombs called pyramids. The Egyptians had hundred of different gods and goddesses. They had the body of a man or woman but the head of an animal.

The Egyptians enjoyed life and hoped it would carry on so they started to preserve the bodies of dead people. They dried them and washed them with aromatic oils and wrapped them in strips of linen. This is called embalming and the corpses mummies. The ancient Egyptians used pictures as letters. They are called hieroglyphics.

(Paraules q han d'aparèixer en el "glossary":

surrounded by : (English) situated all around.

(Catalan) envoltat per.

barren: (English) land where plants cannot grow on it.

(Catalan) estèril.

worshipped: (English) showed respect.

(Catalan) adorar.

crowns: (English) a circular ornament for the head usually made of gold and precious jewels.

(Catalan) corona.

to be buried: (English) when a dead person is buried their body is put into a hole and cover it.

(Catalan) rebre sepultura.

to preserve: (English) to save or protect something from damage.

(Catalan) conservar

wrapped: (English) they folded the bodies tightly round it.

(Catalan) embolicat

corpses: (English) dead bodies

(Catalan) cadàver

mummies: (English) dead bodies which were preserved long ago by being rubbed with special oils and wrapped in cloth.

(Catalan) cadàvers que, tractats amb substàncies, s'han dessecat i es poden conservar indefinidament.

(S'ha d'escoltar el text escrit damunt un fons on hi ha una imatge de piràmides)

PRÀCTICA. Reforç

1.-Escolta el text tantes vegades com vulguis, fixa't com es pronuncia la forma -ED del final dels verbs en passat i completa aquesta norma amb dos exemples extrets del text anterior:

Hi ha tres formes diferents de pronunciar -ED al final dels verbs en passat

sorda /t/-----, -----

sonora /d/-----, -----

/id/-----, -----

(respostes possibles: sorda /t/ worshipped, used, hoped, washed, wrapped.
sonora /d/ lived, ruled, buried, called, enjoyed, dried
/id/ surrounded, started

2.- Escolta com es pronuncien els verbs següents i enregistra't

/t/ worked, washed, watched, kissed, stopped.

/d/ lived, played, studied.

/ d/ hated, needed, waited, painted, wanted.

(incorporar la pronúncia dels verbs anteriors i la possibilitat d'enregistrar-se)

3.(a).- Llegeix les següents oracions afirmatives.

The Egyptians invented the hieroglyphic script.

(quan es clica el verb subratllat ha d'aparèixer: invent)

The River Nile flooded annually.

(ha d'aparèixer: flood)

Tutankhamen died aged about 19 years.

(ha d'aparèixer: die)

The Egyptians dressed in finer linen.

(ha d'aparèixer: dress)

Cleopatra committed suicide.

(ha d'aparèixer: comit)

Akhenaton was a pharaoh.

(ha d'aparèixer: be)

Ra and Horus were gods.

(ha d'aparèixer: be)

3.-(b).- En quin temps verbal estan escrites?

. Present

. Passat

. Futur

. Infinitiu

(Resposta: En passat. El passat és una paraula hipertext que explicarà els continguts de l'annex1)

4.(a).- Observa aquestes oracions i completa la graella per explicar com es formen les oracions negatives en passat.

He wasn't in class yesterday.

She was not a Liverpool fan.

They weren't at home last night.

We were not at the party.

I / he/ she/ it

at home yesterday.

We/ you/ they at home yesterday.

(Resposta: Wasn't / Was not/ Weren't/ Were not)

I didn't watch TV last Friday.
She didn't dance yesterday.
We did not play football last week.
They did not look at the shop.

SUBJECTE + + VERB EN INFINITIU+COMPLEMENTS

(Resposta: Did not/ Didn't)

4.(b).- Ara observa aquestes oracions interrogatives i completa la graella:

Was he in class yesterday? Yes, he was.
Were they at home last night? No, they weren't.
Did you watch TV last Friday? No, I didn't.
Did she dance yesterday? Yes, she did.

Les oracions interrogatives en passat es formen seguint aquest esquema:

+ I / he/ she/ it + at home yesterday ?

+ We/ you/ they + at home yesterday ?

(Resposta: Was / Were)

+SUBJECTE + VERB EN INFINITIU+COMPLEMENTS ?

(Resposta: Did)

4.(c).- Corregeix els errors d'aquestes oracions :

.The Egyptians lived not on the banks of the River Rhin.
(Resposta: The Egyptians didn't live on the banks of the River Rhin)
The Egyptians did not live on the banks of the River Rhin)

.We visitted Egypt.
(Resposta: We visited Egypt)

.The Egyptians not conquered Greece.
(Resposta: The Egyptians didn't conquer Greece.)

.The River Nile flooded annually?
(Resposta: Did the River Nile flood annually?)

.Dressed the Egyptians in finer linen?
(Resposta: Did the Egyptians dress in finer linen?)

PRÀCTICA. Consolidació

1.-Escolta el text tantes vegades com vulguis, fixa't com es pronuncia la forma -ED final i completa aquesta norma amb els verbs extrets del text anterior:

Hi ha tres formes diferents de pronunciar -ED al final dels verbs en passat

sorda /t/-----, -----, -----,-----,-----

sonora /d/-----, -----, -----,-----,-----,-----

/id/-----, -----

(respostes possibles: sorda /t/ worshipped,used,hoped,washed,wrapped.
sonora /d/ lived,ruled,buried,called,enjoyed,dried.
/id/ surrounded,started.

2.- Ara escolta com es pronuncien els verbs següents i enregistra't.

/t/ worked,washed,watched,kissed,stopped.

/d/ lived,played,studied.

/id/ hated,needed,waited,painted,wanted.

(incorporar la pronuncia dels verbs anteriors i la possibilitat d'enregistrar-se)

3.-Llegeix de forma comprensiva el text de l'inici d'aquesta miniunitat i completa les frases amb els verbs corresponents:

.The Egyptians.....on the mountains.

(Resposta: *didn't live/did not live*)

. The pharaohs.....the country.

(Resposta: *ruled*)

. The serpentthe symbol of life.

(Resposta : *wasn't / was not*)

. The Egyptiansdifferent gods.

(Resposta:*had*)

. The pharaohsworshipped as priests.

(Resposta:*weren't/were not*)

. The Egyptiansdead bodies in strips of linem.

(Resposta:*wrapped*)

.the Egyptianspyramids? Yes, they.....

(Resposta:*Did build did*)

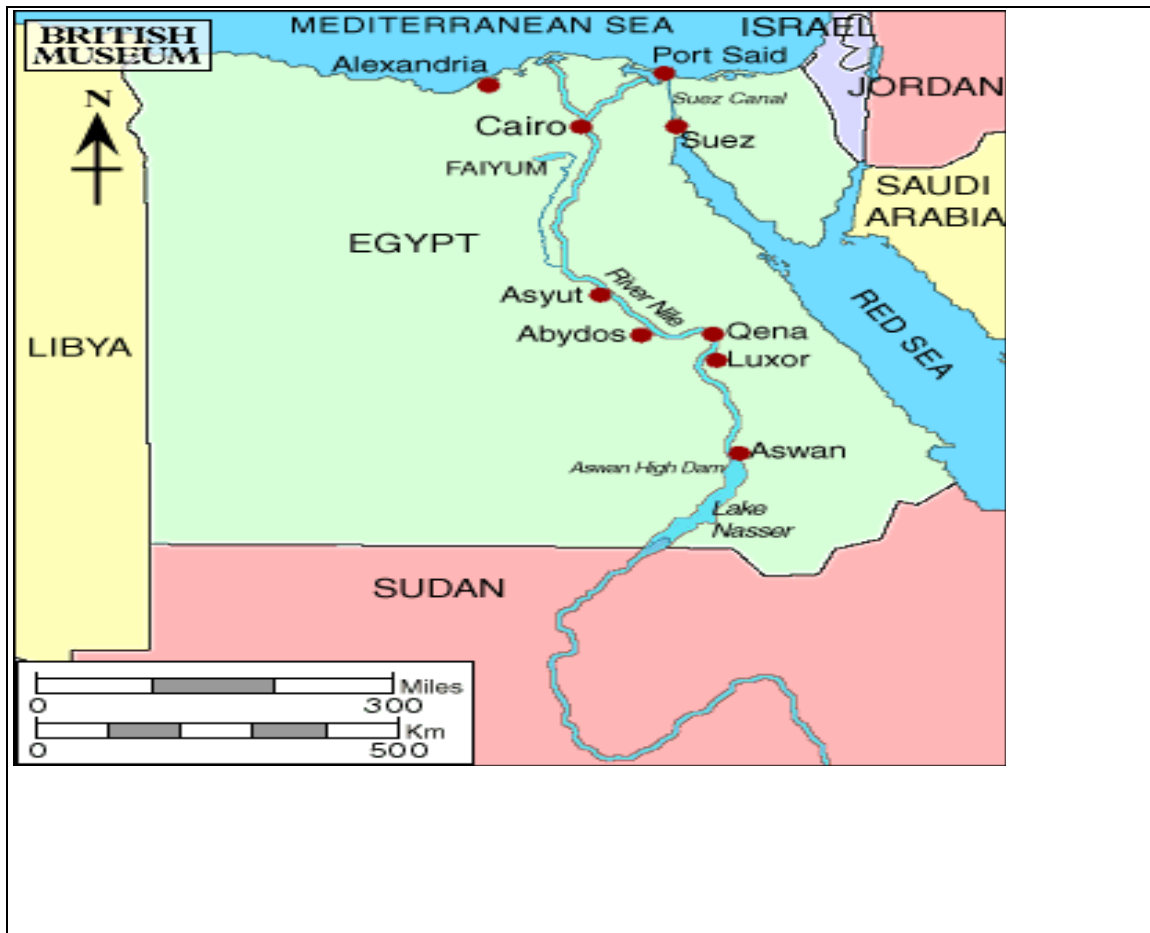
4.-Navega per la web www.ancientegypt.co.uk per contestar les preguntes següents:

Clica geography:

.Was the "black land"on the banks of the River Nile a fertile land?

(Resposta: *Yes,it was*)

.Look at the map and colour the area where Egytians lived on.



(incorporar programa perquè puguin pintar el mapa)

Clica gods and goddesses:

.Describe the appearance of Thoth.

(Resposta oberta. Possible resposta: a man with the head of an ibis holding a writing palette.)

.Who was Ra?

(Resposta: The sun god.)

Clica pyramids:

. How many years took to build a pyramid?

(Resposta: For about 20 years)

.What did they place on the top of the pyramid?

(Resposta: A special block covered in shining metal (either gold or electrum))

Clica writing:

.What is the Rosetta Stone?

(Resposta: The Rosetta Stone is a stone with writing on it in two languages Greek and Egyptian, using three scripts hieroglyphics, demotic and Greek .)

.Who deciphered hieroglyphics after studying the Rosetta Stone?

(Resposta: Jean-François Champollion deciphered hieroglyphics in 1822.)

ENTORN II

.Surf the CD **“Eyewitness history of the world”**
(hi ha un link al CD “Eyewitness history of the world”)

PRÀCTICA. Ampliació

1.-Listen carefully to “Life in Ancient Egypt”, read and record the following text:

(l'alumnat s'ha de poder enregistrar de forma que el programa reconegui els errors de pronuncia)

Although much of the land in ancient Egypt was desert, the Nile River flooded annually, bringing fertile silt to its banks. Here, and in fields irrigated by canals, the people grew crops and raised cattle. At harvest time, the area was alive with activity. Farmers cut the corn with stone-bladed sickles, and scribes recorded the size of the harvest using hieratic script. During the floods, the farmers were put to work building pyramids.

(Silt és una paraula que té un link al glossary silt: fine sand, soil or mud which is carried along by a river.

2.- Choose ten key words from the ancient Egypt to remember. Write the meaning in this dictionary.

(preparar un diccionari amb fulls ordenats alfabèticament perquè l'alumnat pugui escriure deu paraules i el seu significat. Cal fer un disseny atractiu. Posar el següent exemple:

pharaoh: title of the kings of ancient Egypt)

3.-(a).-Write the past tense of those verbs. Be carefull about the spelling!

arrive	claim	be	decide	give	tell	follow	face	take	name	bring
admit	go	pray	turn	inscribe	push	attack	agree	lay	say	

arrive
claim
be
decide
give
tell
follow
face
take
name
bring
admit
go
pray
turn
inscribe
push
attack
agree
say

(R:

arrive - arrived

claim - claimed

be - was

decide - decided

give - gave

tell - told

follow - followed

face - faced

take - took

name - named

bring - brought

admit - admitted

go - went

pray - prayed

turn - turned

inscribe - inscribed

push - pushed

attack - attacked

agree - agreed

say - said

3.(b).- Complete the story about the Battle of Kadesh. Use the verbs above.

THE BATTLE OF KADESH

In the fifth year of the reign of the pharaoh Ramses II the most famous battle in the history of Egyptplace: the Battle of Kadesh. The Egyptiansa great victory and.....their account of it on many temple walls.

The fortress of Kadesh in northern Syria.....in the hand of Muwatallis, King of the Hittites. The fortress was surrounded by two rivers. Ramsesat a hilltop south of Kadesh with three divisions of his army, eachlike a god: Amun, Re and Ptah. The soldierstwo Hittites whothat they had deserted from the army. They.....Ramses that Muwatallisaway in the north. So Ramsesforward,by the division of Amun. The division of Re.....a few miles behind, while the division of Ptahfurther away in the forest of Labwi.

Ramses' soldierstwo Hittite scouts, who.....that Muwatallis lay hidden with his entire army behind the fortress, waiting to ambush the Egyptians. A moment later the HittitesRamses.....his men to wait behind the palisades, and then he himself.....into action. With no-one at his side except his pet lion he.....the Hittites: 2500 chariots with three men in each.

As the battle raged, the men of the division of Amun fell like flies behind him. But the pharaoh.....to Amun and the godhim victory. At the very last minute troops that had been stationed in the land of Amurru turned up andthe Hittites from behind. The Hittites were driven into the river and many drowned. Muwatallis agreed to negotiate, and Ramses.....not to capture the land of the Hittites yet.

(Aquest text ha d'anar sobre les imatges de la batalla dels Hittites que s'adjunten a les fotocopies)

(Les respostes correctes són les següents:

took, claimed, inscribed, was, arrived, named, brought, said, told, was, pushed, followed, was, captured, admitted, attacked, told, went, faced, prayed, gave, attacked, decided.)

4.- Play a game. Surf the Internet. Visit the website **www.ancientegypt.co.uk** and go into "**challenge**". You will find plenty of funny games. Enjoy yourself!

ANNEX 1

PASSAT

Ús

Utilitzem el passat per parlar d'accions que han començat i han acabat en el passat. S'utilitza amb expressions de temps com ara: yesterday, last night, last week, last month, last year, in 1964, two years ago..

Forma dels verbs regulars

I worked for Gesgrup.

She lived in a small town.

Normalment afegim ED a l'infinitiu del verb però:

(a) quan el verb en infinitiu acaba en -E només afegim **D**

ex: arrive	arriveed (<i>taxar arriveed</i>)	arrived
love	loveed (<i>taxar arriveed</i>)	loved

(b) quan el verb en infinitiu acaba en CONSONANT + Y canviem la "y" per "i" + -ed - **IED**

ex: marry	married
study	studied

(c) quan el verb en infinitiu acaba en VOCAL + Y afegim **-ED**

ex: play	played
enjoy	enjoyed

(d) quan el verb en infinitiu acaba en VOCAL+CONSONANT i es troba en una síl.laba forta **es dobla la consonant.**

ex: stop	stopped
admit	admitted

(e) quan el verb en infinitiu acaba en VOCAL+L sempre **es dobla la L**

ex: travel	travelled
------------	-----------

AVALUA'T. Reforç

1.-Agrupa els verbs següents en tres grups diferents segons pronunciis la -ED del final.

worked	played	studied	kissed	called	booked	washed	wanted	lived	waited
--------	--------	---------	--------	--------	--------	--------	--------	-------	--------

(*resposta: sorda /t/* worked, kissed, booked, washed.
sonora /d/ played, studied, lived, called.
/id/ wanted, waited

2.-Forma el passat dels verbs següents:

admit	(<i>resposta:admitted</i>)
carry	(<i>resposta:carried</i>)
collect	(<i>resposta:collected</i>)
enjoy	(<i>resposta:enjoyed</i>)
stop	(<i>resposta:stopped</i>)
hurry	(<i>resposta: hurried</i>)
live	(<i>resposta:lived</i>)
measure	(<i>resposta:measured</i>)
move	(<i>resposta:moved</i>)
preserve	(<i>resposta:preserved</i>)
travel	(<i>resposta:travelled</i>)

AVALUA'T. Consolidació

1.- Esmena els errors que hi ha en cada frase

.The pharaoh carryed his royal crown.

(*R: .The pharaoh carried his royal crown.*)

.The Egyptians didn't studied Japanese.

(*R:The Egyptians didn't study Japanese.*)

.Did the Egyptians went to the Moon?

(*R:Did the Egyptians go to the Moon?*)

.The Egyptians colected the grain.

(*R:The Egyptians collected the grain.*)

.The Egyptians did preserve the bodies of dead people?

(*R:Did the Egyptians preserve the bodies of dead people?*)

.The pharaoh be the political and religious leader of the Egyptian people.

(*R:The pharaoh was the political and religious leader of the Egyptian people.*)

2.-Contesta les preguntes següents:

2.1.Where did the Egyptians live?

(*R: The Egyptians lived on the banks of River Nile.*)

2.2. Who was Ra?

(R: The sun god.)

2.3. How many years took to build a pyramid?

(R: For about 20 years.)

2.4. What is the Rosetta Stone?

(R: The Rosetta Stone is a stone with writing on it in two languages Greek and Egyptian with three scripts hieroglyphic, Demotic and Greek)

2.5. What did they place on the top of the pyramid?

(R: A special block covered in shining metal (either gold or electrum))

AVALUA'T. Ampliació

1.- Complete the text. Use the correct form of the verbs below.

be irrigate flood record raise

Although much of the land in ancient Egypt desert, the Nile River annually, bringing fertile silt to its banks. Here, and in fields by canals, the people grew crops and cattle. At harvest time, the area was alive with activity. Farmers cut the corn with stone-bladed sickles, and scribes the size of the harvest using hieratic script. During the floods, the farmers were put to work building pyramids.

(R: Although much of the land in ancient Egypt was desert, the Nile River flooded annually, bringing fertile silt to its banks. Here, and in fields irrigated by canals, the people grew crops and raised cattle. At harvest time, the area was alive with activity. Farmers cut the corn with stone-bladed sickles, and scribes recorded the size of the harvest using hieratic script. During the floods, the farmers were put to work building pyramids.)

2.- True or False

. Ancient Egypt was ruled by pharaohs.

(R: True)

. The River Nile flooded annually

(R: True)

. Ramses II was a famous Hittite king.

(R: False)

. Toth was the god of writing and knowledge.

(R: True)

. The Egyptians didn't make mummies.

(R: False)

BIOGRAPHY

ENTORN I

(a).-Entens el significat d'aquestes paraules?

was born
brought him up
killed
madman
met
fell in love with
split up
shot

(Aquestes paraules formen part del glossary i en clicar damunt apareix la definició i, en el cas dels verbs, la forma de l' infinitiu tal com s'indica seguidament:

*was born:(English) past tense of be born - to come into existence.
(Catalan) néixer.*

*brought him up:(English) past tense of bring up - look after a child
(Catalan) criar a algú.*

*killed:(English) past tense of kill - cause death.
(Catalan) matar.*

*madman:(English) a man who is mad.
(Catalan) boig, boja.*

*Met:(English) past tense of meet - to start talking to somebody.
(Catalan) conèixer persones.*

*fell in love with:(English) past tense of fall - start to be in love with
somebody.*

(Catalan) enamorar-se d'algú.

*split up:(English) past tense of split up - to end a relationship
(Catalan) separar-se d'algú.*

*shot:(English) past tense or past participle of shoot - an act of firing a
gun.*

(Catalan) disparar un tret.

(b).- Ara llegeix i escolta el text



John Lennon was born in Liverpool on 9th October 1940. His aunt Mimi brought him up. His mother died when he was 17 killed by a car outside his aunt's house.

He didn't like school. He founded a group of music called The Quarrymen with George Harrison. In 1957 he met Paul McCartney. The three travelled to Hamburg where they met Ringo Starr and the Beatles band was formed. During their short but prosperous career the Beatles became the most popular group in the world.

Lennon married Cynthia Powell in 1962 and their son Julian was born. In 1968, John fell in love with Yoko Ono. They had a son called Sean. Three years later the Beatles split up. Unfortunately, Lennon was shot by a madman at his house in New York in 1980.

(S'ha d'escoltar el text i un tros de la cançó Yesterday al final)

PRÀCTICA. Reforç

1.-Contesta les següents preguntes sobre el text

. Where was he born?

in Manchester

in London

in Cardiff

in Liverpool

(R: Liverpool)

.How old was he when his mother died?

16th years old

17th years old

18th years old

19th years old

(R: 17th)

.Who brought him up?

his father

his grandmother

his cousin

his aunt

(R: His aunt)

.When was John Lennon shot?
in 1980
in 1960
in 1940
in 1920

(R: in 1980)

2.-Fixa't com s'escriuen aquests verbs i contesta les següents preguntes

brought up
met
felt in love with
split up
shot

(a).-En quin temps verbal estan escrits?

Imperatiu
Present
Passat
Futur

(R:Passat)

(b).-Observa aquestes dues columnes

Infinitiu

Passat

bring up
meet
fall
split up
shoot

brought up
met
fell
split up
shot

Correspon el passat d'aquests verbs a l'infinitiu que s'indica al seu costat?

. Sí
. NO

(R:SI)

(c) Es podriem anomenar **irregular verbs**?Perquè?

. Sí, per què no segueixen cap regla per formar el passat.
. No, per què existeix una regla que explica com es forma el passat.

(R: Sí, per què no segueixen cap regla per formar el passat.)

(d) Escolta i repeteix com es pronuncien els següents verbs:

brought up	bring up
met	meet
fell in love with	fall in love with
split up	split up
shot	shoot

(s' escoltaran les dues formes del verb)

3.- Fixa't com s'escriuen els verbs que has utilitzat anteriorment i completa aquesta biografia.

Kurt Cobain in 1967. He an unhappy childhood. His parents were divorced when he only seven. He school .He a group of music called Nirvana. Their album Nevermind sold 11 million copies. However, Kurt never happy. He terrible stomach pains and took drugs to escape from problems but they increased with his addiction. Then Kurt's life seemed to change. He in love with the singer Courtney Love and they a daughter. He very happy. But Kurt's fan shocked when he himself in April 1994. He 27.

(R:

Kurt Cobain was born in 1967. He had an unhappy childhood. His parents were divorced when he was only seven. He didn't like school .He founded a group of music called Nirvana. Their album Nevermind sold 11 million copies. However, Kurt was never happy. He had terrible stomach pains and took drugs to escape from problems but they increased with his addiction. Then Kurt's life seemed to change. He felt in love with the singer Courtney Love and they had a daughter. He seemed very happy. But Kurt's fan were shocked when he shot himself in April 1994. He was 27.)

(surt la foto de Kurt Cobain que hi ha a l'annex de material. Els verbs s'han de poder escriure dins el text i a mesura que s'escriuen es confirmen les lletres, és a dir, si s'intenta escriure un lletra equivocada ja no li deixa escriure)

4.- Aquí tens la lletra de la cançó *Yesterday*. Clica damunt els verbs en passat.

Yesterday all my troubles seemed so far away
now it looks as though they are here to stay
Oh! I believe in yesterday.

Suddenly, I'm not half the man I used to be
there's a shadow hanging over me
Oh! yesterday came suddenly

Why she had to go I don't know
she wouldn't say
I said something wrong now I long for yesterday

Yesterday love was such an easy game to play
now I need a place to hide away
Oh! I believe in Yesterday

Why she had to go I don't know
she wouldn't say
I said something wrong now I long for yesterday

Yesterday love was such an easy game to play
now I need a place to hide away
Oh! I believe in Yesterday

(R: quan es clica damunt el verb en passat aquest es queda en cursiva. Són els verbs que aparèixen en negreta. Si es clica damunt una altra paraula ha d'aparèixer la icona de "wrong". D'altra banda, hi ha d'haver la possibilitat d'accedir al software KazaA i connectarse a audio/ música/ Yesterday/ Beatles per poder escoltar la música i lletra d'aquesta cançó durant una estona si s'ha fet tot l'exercici correctament)

Yesterday all my troubles **seemed** so far away
now it looks as **though** they are here to stay
Oh! I believe in yesterday.

Suddenly, I'm not half the man I **used** to be
there's a shadow handing over me
Oh! yesterday **came** suddenly

Why she **had** to go I don't know
she wouldn't say
I **said** something wrong now I long for yesterday

Yesterday love **was** such an easy game to play
now I need a place to hide away
Oh! I believe in Yesterday

Why she **had** to go I don't know
she wouldn't say
I **said** something wrong now I long for yesterday

Yesterday love **was** such an easy game to play
now I need a place to hide away
Oh! I believe in Yesterday

PRÀCTICA. Consolidació

1.-Completa aquesta aranya amb els fets de la biografia anterior:
(ha de sortir una aranya com a mapa conceptual amb aquestes paraules tal i com s'ensenya a l'annex de material)

Childhood (*hipertext.Ha d'aparèixer:Facts about when and where was he/she was born and about his/her family*)

Adolescence(*hipertext.Ha d'aparèixer: Interest and hobbies*)

Adult life (*hipertext..Ha d'aparèixer:Important events*)

Death(*hipertext.Ha d'aparèixer: the end of the life*)

(R: Childhood

John was born in Liverpool in 1940

His aunt Mimi brought him up

Adolescence

His mother died when he was 17

He didn't like school

He founded a group of music called The Quarrymen with George Harrison

Adult life

In 1957 he met Paul Mc.Carney

The three travelled to Hamburg where they met Ringo Star and the Beatles band was formed.

Lennon married Cynthia Powell in 1962 and their son Julian was born Lennon married.

Cynthia Powell in 1962 and their son Julian was born.

In 1967, John felt in love with Yoko Ono.

They had a son called Sean.

Three years later the Beatles split up.

Death

Unfortunately,Lennon was shot by a madman at his house in New York in1980.

2.(a).-Escolta i repeteix com es pronuncien els verbs següents en passat:

brought up	bring up
met	meet
felt in love with	feel
split up	split up
shot	shoot

(s'han d'escoltar les dues formes del verb)

2.(b).- Completa i ordena aquesta biografia.

But Kurt's fan were shocked when he himself in April 1994.

He..... 27.

He..... an unhappy childhood.

Kurt Cobain in 196.

His parents were divorced when he was only seven.

Their album Nevermind 11 million copies.

However, Kurt..... never happy.

He..... school.

He..... a group of music called Nirvana.

He..... terrible stomach pains and..... drugs to escape from problems but they increased with his addiction.

He.....in love with the singer Courtney Love and they..... a daughter.

He very happy.

Then Kurt's life..... to change.

(R:

Kurt Cobain was born in 1967. He had an unhappy childhood.His parents were divorced when he was only seven. He didn't like school .He founded a group of music called Nirvana.Their album Nevermind sold 11 million copies.However, Kurt was never happy. He had terrible stomach pains and took drugs to escape from problems but they increased with his addiction.Then Kurt's life seemed to change.He married the singer Courtney Love and they had a daughter.He seemed very happy.But Kurt's fan were shocked when he shot himself in April 1994.He was 27.)

3.- Contesta aquestes preguntes :

Why do you think Kurt Cobain was so unhappy?

Why did he take drugs ?

Why would you do if you find out that a friend is taking drugs?

Write down two anti-drug effective messages.

(Resposta oberta)

4.(a).-Busca dos personatges històrics en el **CD History of the world** o en el **CD The way things work**.

4.(b).-Llegeix de forma comprensiva la seva biografia i contesta aquestes preguntes:

.When was this person born?

.Where was he/she born?

.Did he/she go to school?

.Where did he/she go to school?

.Why was he/she famous?

.When did he/she die?

.Did he/she have a happy life?

(Resposta oberta.Hi ha un link a aquests CD que s'adjunten a l'annex de material)

ENTORN II

Surf the Internet. Visit the website

www.bbc.co.uk/history/programmes/greatbritons/gb_lennon_john_shtml

and read John Lennon biography.

(hi ha un link a aquesta web)

PRÀCTICA. Ampliació

1.-A biography is the story of a person's life. Complete the outline about John Lennon's life.

(sortirà una plana de llibreta amb aquests títols que seran paraules hipertext. S'ha de deixar espais en blanc perquè l'alumnat pugui omplir-lo amb oracions extretes del text de la web q han visitat)

Childhood (hipertext.Ha d'aparèixer:Facts about when and where was he/she was born and about his/her family)

Adolescence(hipertext.Ha d'aparèixer: Interest and hobbies)

Adult life (hipertext..Ha d'aparèixer:Important events)

Death(hipertext.Ha d'aparèixer: the end of the life)

(R: Possibles respostes

Childhood

John was born in Liverpool in 1940

His aunt Mimi brought him up

Adolescence

His mother died when he was 17

He didn't like school

He founded a group of music called The Quarrymen with George Harrison

Adult life

In 1957 he met Paul Mc.Carney

The three travelled to Hamburg where they met Ringo Star and the Beatles band was formed.

Lennon married Cynthia Powell in 1962 and their son Julian was born.

In 1967, John felt in love with Yoko Ono.

They had a son called Sean.

Three years later the Beatles split up.

He and Yoko played music together and campaigned against the war in Vietnam.

Imagine in 1971 was the last album made in UK.

Death

Unfortunately,Lennon was shot by a madman at his house in New York in1980.

In 1980 fanatic Mark Chapman shot Lennon.

2.(a).- Visit the website

www.bbc.co.uk/history/programmes/greatbritons/gb_lennon_john_shtml

2.(b).-Go into “Talks about writing with Paul in the early day” and listen very carefully.

2.(c).-Underline the sentences you have listened to.

We had a piano
We read poems
We went to school every day
Instead of going to school
We started helping each other song
You need a little touch
We phoned each other
We lived in attached houses
Any combination of two of us writing

(R

We had a piano

We read poems

We went to school every day

Instead of going to school

We started helping each other song

You need a little touch

We phoned each other

We lived in attached houses

Any combination of two of us writing

3.- Play a memory game to practise past tenses.

LEAVE

SHOOT

BECOME

BUY

CATCH

CHOOSE

DRINK

EAT

FALL

FORGET

GO

HAVE

KEEP

MEAN

RING

SAY

SEND

STAND

TAKE

MEET

FEEL

SPENT

FELT

SENT

RANG

TOOK

FORGOT

BECAME

BOUGHT

STOOD

SAID

KEPT

ATE

FELL

DRANK

CHOSE

WENT

HAD

MEANT

CAUGHT

MET

SHOT

SPEND

LEFT

(dissenyar un memory game. L'alumnat tindrà opció a escollir dues cartes que quedaran al descobert. Quan s'hagi clicat l'infinitiu i el passat corresponent aquestes cartes ja quedaran al descobert)

Les parelles correctes són les següents:

BECOME-BECAME

BUY-BOUGHT

CATCH-CAUGHT

CHOOSE-CHOSE

DRINK-DRANK

EAT-ATE

FALL-FELL

FEEL-FELT

FORGET-FORGOT

GO-WENT

HAVE-HAD

SHOOT-SHOT

KEEP-KEPT

LEAVE-LEFT

MEAN-MEANT

RING-RANG

SAY-SAID

SEND-SENT

SPEND-SPENT

STAND-STOOD

TAKE-TOOK

MEET-MET

4.(a).- Surf the Internet. Visit the website www.lyrics.com.

4.(b).- Search an artist.

4.(c).- Find a lyric with more than six verbs written in past tense.

(R: oberta)

AVALUA'T. Reforç

1.- Formula les preguntes per a les respostes següents:

..... was Marilyn Monroe?

She was an actress.

..... was Puyol born?

Puyol, the famous footballer, was born in Pobla de Segur.

..... was Jodie Foster a star?

She was a star at the age of 14.

..... languages did François Mitterrand speak?

He spoke four languages.

..... was the exam like?

It was very difficult.

..... was he late?

Because he missed the bus.

(R:

Who was Marilyn Monroe?

She was an actress.

Where was Puyol born?

Puyol, the famous footballer, was born in Pobla de Segur.

When was Jodie Foster a star?

She was a star at the age of 14.

How many languages did François Mitterrand speak?

He spoke four languages.

What was the exam like?

It was very difficult.

Why was he late?

Because he missed the bus

2.-Completa la lletra de la cançò utilitzant els verbs de la graella .

was born	sailed	lived	found	told
----------	--------	-------	-------	------

Yellow Submarine

The Beatles

In the town where I.....
..... a man who..... to sea
and he..... us of his life
in the land of submarines

so we up to the sun
till we..... the sea of green
and we..... beneath the waves
in our yellow submarine

We all live in a yellow submarine
yellow submarine, yellow submarine
We all live in a yellow submarine
yellow submarine, yellow submarine.

(R:

*In the town where I was born
lived a man who sailed to sea
and he told us of his life
in the land of submarines*

*so we sailed up to the sun
till we found the sea of green
and we lived beneath the waves
in our yellow submarine*

*We all live in a yellow submarine
yellow submarine, yellow submarine
We all live in a yellow submarine
yellow submarine, yellow submarine.*

*(Hi ha d'haver la possibilitat d'accedir al software KazaA i connectarse a audio/ música/
Yesterday/Beatles per poder escoltar la música i lletra d'aquesta cançó.)*

AVALUA'T. Consolidació

1.- Completa el fragment de la cançó. Quin temps verbal utilitzaràs?

- El present
- El passat
- El futur
- L'Imperatiu

(R: El passat)

Yellow Submarine

The Beatles

In the town where I.....
..... a man who..... to sea
and he..... us of his life
in the land of submarines

so we up to the sun
till we..... the sea of green
and we..... beneath the waves
in our yellow submarine

We all live in a yellow submarine
yellow submarine, yellow submarine
We all live in a yellow submarine
yellow submarine, yellow submarine.

*(R:
In the town where I was born
lived a man who sailed to sea
and he told us of his life
in the land of submarines*

*so we sailed up to the sun
till we found the sea of green
and we lived beneath the waves
in our yellow submarine*

*We all live in a yellow submarine
yellow submarine, yellow submarine
We all live in a yellow submarine
yellow submarine, yellow submarine.*

(Si s'escriu una lletra errònea ja no es pot continuar escrivint.Hi ha d'haver la possibilitat d'accedir al software KazaA i connectarse a audio/ música/ Yesterday/Beatles per poder escoltar la música i lletra d'aquesta cançó.)

2.- Completa el text possant la forma correcta del verb entre parèntesi.

The physicist Guglielmo Marconi.....(be born) in Bologna,Italy. In 1895 he.....
(begin) to experiment with the new electromagnetic waves that..... (have) recently
been demostrated by Heinrich Hertz, the German scientist.That year Marconi.....
(build) a telegraph that could receive and send radio messages over a mile. This....(be)
the first practical radio transmitter and receiver.However the Italian Ministry of Posts
and Telegraphs..... (feel) the system.....(be not) a big improvement on the existing
electric telegraph. The frustrated Marconi..... (move) to England where he.....(set) up
a company called the Wireless Telegraph and Signal Company Ltd. In 1901, he.....
(succeede) in transmitting a radio signal right accross the Atlantic.Three years later, he
.....(share) the Nobel Prize for physics with Karl Braun, who..... (have)
increased the range of Marconi's transmitter.

(Aquest text anirà sobre la foto de'n Marconi i del seu invent que s'adjunta a l'annex de material)

(R:

The physicist Guglielmo Marconi was born in Bologna, Italy. In 1895 he began to experiment with the new electromagnetic waves that had recently been demonstrated by Heinrich Hertz, the German scientist. That year Marconi built a telegraph that could receive and send radio messages over a mile. This was the first practical radio transmitter and receiver. However the Italian Ministry of Posts and Telegraphs felt the system was not a big improvement on the existing electric telegraph. The frustrated Marconi moved to England where he set up a company called the Wireless Telegraph and Signal Company Ltd. In 1901, he succeeded in transmitting a radio signal right across the Atlantic. Three years later, he shared the Nobel Prize for physics with Karl Braun, who had increased the range of Marconi's transmitter.

(quan l'alumnat escrigui una lletra incorrecta el programa ja no li deixa escriure)

AVALUA'T. Ampliació

1.- Use the correct form of verbs in the box to complete John Lennon's biography.

HAVE	FALL	BE BORN	MARRY	BE	MEET	FOUND
TRAVEL	SPEND	TRY	BECOME	KILL	DIE	DECLARE
WORSHIP	LEAVE	RETURN				

John Lenon..... in Liverpool on 9th October 1940. When he five years old his father from war and to take John away from his mother, Julia, who..... that the marriage was over.

His aunt Mimi brought him up. His mother..... when he was 17,..... by a car outside his aunt's house. He was devastated by her death because he..... her. He..... most of the time playing truant. He..... very interested in the rock music and he..... a group of music called The Quarrymen with George Harrison. In 1957 he..... Paul Mc.Cartney.

The three..... to Hamburg where they..... Ringo Star and the Beatles band was formed.

Lennon..... Cynthia Powell in 1962 and their son Julian In 196, John..... in love with Yoko Ono. They a son called Sean. Three years later the Beatles split up.

Their single *Give Peace a chance* the anthem of the peace movement. Shortly afterwards he for the USA. Unfortunately, Lennon was shot by a madman at his house in New York in 1980.

(R

John Lenon was born in Liverpool on 9th October 1940. When he was five years old his father returned from war and tried to take John away from his mother, Julia, who declared that the marriage was over. His aunt Mimi brought him up. His mother died when he was 17, killed by a car outside his aunt's house. He was devastated by her death because he worshipped her.. He spent most of the time playing truant. He became very interested in the rock music and he founded a group of music called The Quarrymen with George Harrison. In 1957 he met Paul Mc.Carney. The three travelled to Hamburg where they met Ringo Star and the Beatles band was formed.

Lennon married Cynthia Powell in 1962 and their son Julian was born. In 1967, John felt in love with Yoko Ono. They had a son called Sean. Three years later the Beatles split up.

Their single Give Peace a chance became the anthem of the peace movement.

Shortly afterwards he left for the USA. Unfortunately, Lennon was shot by a madman at his house in New York in 1980.

2.- Match the infinitives with the past tense

STAND	SAID
DRINK	FORGOT
EAT	FELL
FALL	HAD
FORGET	KEPT
GO	WENT
HAVE	RANG
KEEP	ATE
MEAN	MEANT
RING	DRANK
SAY	SENT
SEND	STOOD

(R:

INFINITIVE PAST

STAND	STOOD
DRINK	DRANK
EAT	ATE
FALL	FELL
FORGET	FORGOT
GO	WENT
HAVE	HAD
KEEP	KEPT
MEAN	MEANT
RING	RANG
SAY	SAID
SEND	SENT

THE EUROPEAN WEATHER

ENTORN I

Observa aquest mapa del temps atmosfèric:



(Introduir els símbols extrets de la web www.bbc.co.uk/weather i que hi ha fotocopiats a l'annex de material. Aquests símbols seran hipertextos i en clicar al damunt apareixerà el seu significat)

PRÀCTICA. Reforç

1.- Quin significat tenen aquests símbols en llengua anglesa?

(introduir només els símbols següents extrets de la fotocopia n.1 que hi ha a l'annex de material:

<i>sunny</i>	<i>thunderstorm</i>	<i>light snow</i>
<i>cloudy</i>	<i>light rain</i>	
<i>heavy showers</i>	<i>light shower</i>	

(R: <i>sunny</i>	<i>thunderstorm</i>	<i>light snow</i>
<i>cloudy</i>	<i>light rain</i>	
<i>heavy showers</i>	<i>light shower</i>	

2.- Completa el text amb l'ajuda del mapa del temps que has observat en iniciar aquesta miniunitat.

WEATHER FORECAST

Eastern Spain and Italy will be dry, hot and..... .Temperatures will rise..... °C.
Portugal and Great Britain will be..... with light rain all the day around.France and central Europe will be..... with..... intervals.Temperature will rise 8°C.Norway will be..... with periods ofThe rest of Scandinavia will be dry with..... periods but

very Temperatures will drop to minus 8°C. The Balcans and Greece will be..... and with..... showers .

(Eastern Spain and Italy will be dry, hot and sunny. Temperatures will rise 16°C. Portugal and Great Britain will be cloudy with light rain all the day around. France and central Europe will be cloudy with sunny intervals. Temperature will rise 8°C. Norway will be cloudy with periods of light rain. The rest of Scandinavia will be dry with sunny periods but very cold. Temperatures will drop to minus 8°C. The Balcans and Greece will be cold and wet with heavy showers .

3.(a).-Uneix els mapes del temps als textos que fan referència.





1.-Western France will have heavy showers.Britain will be wet and cloudy with light rain in the afternoon.Northern Spain and Portugal will be hot,dry and cloudy.Southern Spain will be sunny.Temperatures will rise to 15°C.Norway and Finland will be snowy but the rest of Scandinavia will be sunny.Central Europe will be cloudy.Greece and the Balcans will be cloudy too with some sunny intervals.Temperatures will rise to 9°C.
(la resposta correspon al mapa Saturday)

2.- France,Portugal and northern Spain will have showers .Southern Spain will be hot, dry and sunny.Denmark, Norway and Sweden will be cloudy and cold.Temperatures will drop to minus 7° C. Italy will be cloudy with sunny intervals.Temperatures will rise to 14°C.The Balcans will have heavy snow and Greece will be cloudy with light rain.
(la resposta correspon al mapa Monday)

3.- Portugal and Western Spain will be hot, dry and cloudy.Easter Spain will be cloudy with sunny intervals.Temperatures will rise to 17°C.France and Britain will be cold and cloudy with periods of light rain.Central Europe will be sunny and dry.Temperatures will rise to 10°C. The Balcans will be cold and cloudy. Greece will be cloudy with sunny intervals and temperatures will rise to 5°C. Italy will be dry and sunny.
(la resposta correspon al mapa Friday)

3.(b).-Quin temps verbal s'ha utilitzat en els textos anteriors?

- Present tense
- Past tense
- Future tense
- Imperative

(R:el futur. Hi ha d'haver un link amb l'apartat que explica el futur)

4.-Visita la web www.bbc.co.uk/weather/ukweather/index.shtml observa els mapes,

escolta el UK weather forecast i contesta les preguntes següents:

4.1-What is the weather like today in the United Kingdom?

4.2- Forecast the weather for tomorrow in the United Kingdom.

PRÀCTICA. Consolidació

1.- Quin significat tenen els següents símbols en llengua anglesa?
(introduir només els símbols següents extrets de la fotocopia n.1 que hi ha a l'annex de material:

<i>sunny</i>	<i>thunderstorm</i>	<i>light snow</i>
<i>cloudy</i>	<i>light rain</i>	
<i>heavy showers</i>	<i>light shower</i>	
<i>partly cloudy</i>	<i>sunny intervals</i>	<i>sleet shower</i>
<i>thunderly showers</i>	<i>hail shower</i>	<i>light snow shower</i>

(R:

<i>sunny</i>	<i>thunderstorm</i>	<i>light snow</i>
<i>cloudy</i>	<i>light rain</i>	
<i>heavy showers</i>	<i>light shower</i>	
<i>partly cloudy</i>	<i>sunny intervals</i>	<i>sleet shower</i>
<i>thunderly showers</i>	<i>hail shower</i>	<i>light snow shower</i>

2.-Completa el text amb l'ajuda del mapa del temps que has observat en iniciar aquesta miniunitat.

WEATHER FORECAST

Eastern Spain Italy will be, hot and..... .Temperatures will rise to..... °C. Portugal and Great Britain will be..... with..... all the day around.France and central Europe will be..... with..... intervals.Temperature will rise to.....Norway will be..... with periods ofThe rest of Scandinavia will be..... with..... periods but veryTemperatures will drop to minus 8°C.The Balcans and Greece will be..... and with..... showers .

(R: *Eastern Spain and Italy will be dry, hot and sunny.Temperatures will rise to 16°C. Portugal and Great Britain will be cloudy with light rain all the day around.France and central Europe will be cloudy with sunny intervals.Temperature will rise to 8°C.Norway will be cloudy with periods of light rain.The rest of Scandinavia will be dry with sunny periods but very cold.Temperatures will drop to 8°C.The Balcans and Greece will be cold and wet with heavy showers .*

3.(a).-Quin temps verbal s'ha utilitzat en el text anterior?

- Present tense
- Past tense
- Future tense
- Imperative

(R:*el futur. Hi ha d'haver un link amb l'apartat que explica el futur)*

3.(b).- Ara imagina't que ets un home o una dona del temps, completa el text per aquest mapa, prepara't la seva lectura i enregistra't.Pots introduir efectes especials per fer més real la gravació.



Northern Portugal..... heavy thunderstorm. Northern Spain, France and Central Europe will be..... and..... with intervals of light rain. Southern Spain..... hot but you must carry an umbrella because there will beTemperatures..... 18°C Britain will be cold and..... with..... intervals in the North. Norway, Sweden and Finland will be and veryTemperatures will drop to minus 12°C.

(L'alumnat s'ha d'enregistrar i ha de poder introduir diferents sons. La resposta correcta és :

Northern Portugal will have heavy thunderstorm. Northern Spain, France and Central Europe will be cold and cloudy with intervals of light rain. Southern Spain will be hot but you must carry an umbrella because it will have heavy showers. Temperatures will rise to 18°C . Britain will be cold and cloudy with sunny intervals in the North. Norway, Sweden and Finland will be cloudy and very cold. Temperatures will drop to minus 12°C.

(Text del grammar link:

WILL(Predictions)

Ús

Utilitzem el futur per fer prediccions. Normalment s'utilitza amb expressions com ara: *I think, probably*

Forma

Oracions afirmatives

SUBJECTE + WILL + VERB + COMPLEMENTS

Ex. She will study English.
We will come to your party.

Oracions negatives

SUBJECTE + WILL NOT + VERB + COMPLEMENTS WON'T

Ex. He will not work in an office.
They won't dance at the disco.

Oracions interrogatives

WILL + SUBJECT+ VERB + COMPLEMENTS ?

Ex. Will you play computer games tomorrow?
Will they move to Britain?

Respostes curtes.Short answers

YES, + I, YOU, HE, SHE, IT, WE, THEY + WIL

NO, + I, YOU, HE, SHE, IT, WE, THEY + WON'T

Ex. Will you play computer games tomorrow? Yes, I will.
Will they move to Britain? No, I won't

Errors més comuns

My brother will to use the computer. x
My brother will use the computer.

You will have a good job? x
Will you have a good job?

What Peter will study? x
What will Peter study?

4.-Visita la web **www.bbc.co.uk/weather/worldweather** i escull un país per anar de vacances.

4.1.-What is the weather like today in that country?

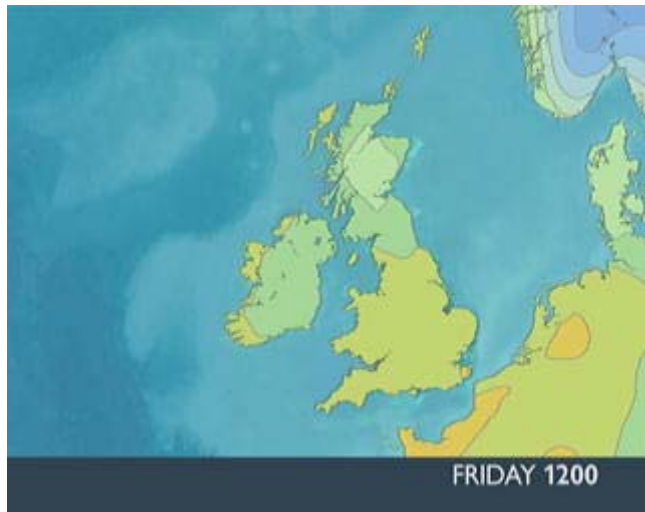
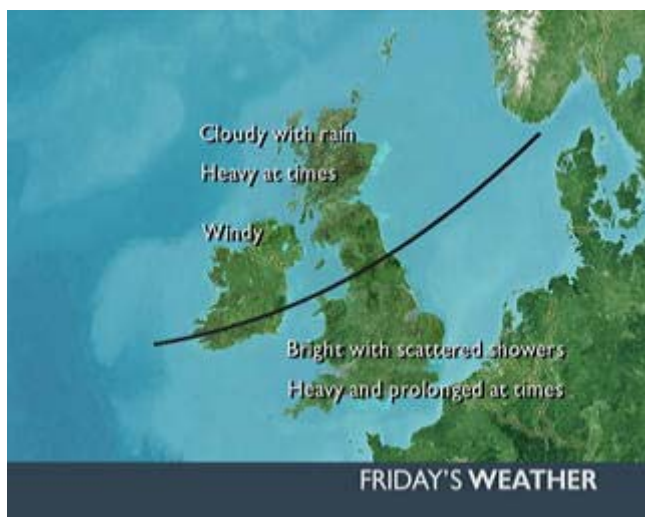
4.2.-Forecast the weather for two days in that country

ENTORN II

Surf the Internet, visit the website www.bbc.co.uk/weather/ukweather/index.shtml look at the maps, listen and read the UK weather forecast for today.

PRÀCTICA. Ampliació

1.-Look at the map and complete the Weather Forecast report.



WEATHER FORECAST REPORT

Scotland, Northern Ireland and Northern England will be..... with outbreaks ofElsewhere,..... or..... intervals andIt will be rather..... especially North.

(la resposta és:

Scotland, Northern Ireland and Northern England will be cloudy with outbreaks of rain. Elsewhere, bright or sunny intervals and heavy showers. It will be rather windy especially North.)

2.-Surf the Internet. Visit the website

www.bbc.co.uk/weather/weatherwise/diy/games.shtml. Go into "BBC weather quizz" and then try to answer those questions.

(Hi ha d'haver un link a la web

www.bbc.co.uk/weather/weatherwise/diy/games.shtml. Després l'alumnat haurà de contestar aquestes preguntes en forma de joc. Es presentaran una darrera l'altra sempre i quan l'alumne/a hagi encertat la resposta. Si es clica la resposta correcta surt la icona i la paraula "Correct". Al final s'indicaran el nºtotal de respostes correctes. Si la nota final és 5/5 apareixerà l'oració "You are bright as a sunny day" per als altres resultats apareixerà l'oració "You are thick as a fog")

2.1. Which gaz protect us from the sun's harmful?

- Ozone
- Neon
- Nitrogen

(R: Ozone)

2.2. How thick is the Earth's atmosphere?

- 500 km
- 800km
- 1200km

(R: 800 km)

2.3. The Earth atmosphere is a mixture of oxygen, nitrogen, plus other gases like carbon dioxide, ozone and water vapour. What oxygen percentage has it got?

- 5%
- 80%
- 21%

(R: 21%)

2.4. In an area of low pressure air has a tendency to.....?

- rise
- fall
- get polluted

(R: rise)

2.5. Which of the countries below has a continental weather?

- Russia
- Spain
- Mexico

(R: Russia)

3.(a).-Visit the website **www.bbc.co.uk/weather/index.shtml**

(b).- Go into “Painting the weather” and choose a picture from “today’s choice of pictures”. Read the text, listen to Bill Giles forecasting this picture and write a summary.

If you like, send this picture as an e-card to a friend.

*(hi d’haver un link a la web **www.bbc.co.uk/weather/index.shtml***

i un espai perquè l’alumnat escrigui el resum del text que ha escoltat)

4.-People have been forecasting the weather for centuries.Over the years, people began to notice other natural clues to upcoming weather and several weather proverbs grew up over the years. Visit the website **www.wxduke.com/proverb.html** and read the meaning of some proverbs. When looking at them, keep in mind they are usually based on someone’s observation and not on scientific studies.

How do you say these in your language ?

“A year of snow, a year of plenty”

R: Any de neu any de bens

Año de nieves, año de bienes

“Halo around the sun or moon,rain or snow soon”

R:Sol rojenc, pluja o neu

“Clear moon, frost soon”

R:Lluna clara, boira no amaga

AVALUA'T. Reforç

1.- Uneix les paraules amb els símbols

(Apareixen els símbols i les paraules següents extretes de la fotocopia n.1 de l'annex de material)

*sunny
cloudy*

*thunderstorm
light rain*

light snow

2.- Canvia el dibuix per la paraula adient

It will be.....in Vielha (dibuix: sol)

It will be.....in Barcelona (dibuix:pluja)

It will be.....in L'Ametlla del Mar (dibuix:núvol)

It will be.....in Reus (dibuix:núvol+llamps)

It will be.....in Bellver de Cerdanya (dibuix:neu)

It will be.....in Calella (dibuix:núvol amb intervals de sol)

(L'alumnat ha de poder escriure les paraules que s'indiquen en cada apartat de forma que cada lletra que marqui ha de ser la correcta)

It will be.....in Vielha (paraula:sunny)

It will be.....in Barcelona (paraula:rainy)

It will be.....in L'Ametlla del Mar (paraula:cloudy)

It will be.....in Reus (paraula: thunderstormy)

It will be.....in Bellver de Cerdanya (paraula:snowy)

It will be.....in Calella (paraula:partly cloudy with sunny intervals)

AVALUA'T. Consolidació

1.- Quin significat tenen els símbols següents en llengua anglesa?

(introduir els símbols extrets de la fotocopia n.1 de l'annex de material i que corresponen a aquestes paraules)

*sunny
cloudy
partly cloudy
thunderly showers*

*thunderstorm
light rain
sunny intervals
hail shower*

*light snow
sleet shower
light snow shower*

2.- Observa el mapa i completa el text



Spain and Portugal will be..... with..... turning to intervals. Temperatures will rise to.....°C. Britain will be..... and..... with outbreaks of..... rain. France and central Europe will be..... and..... with..... rain. Temperatures... .. 12°C. Norway, Sweden and Finland very and snowy. Temperatures will drop to 3°C. The Balcans..... cloudy. Italy and Greece will be..... too with sunny intervals.

(la resposta és:

Spain and Portugal will be cloudy with light rain turning to sunny intervals. Temperatures will rise to 16 °C. Britain will be cold and cloudy with outbreaks of heavy rain. France and central Europe will be cold and wet with light rain. Temperatures will rise to 12°C. Norway, Sweden and Finland will be very cold and snowy. Temperatures will drop to minus 3°C. The Balcans will be cloudy. Italy and Greece will be cloudy with sunny intervals.

AVALUA'T. Ampliació

1.- Write a weather forecast report for today in Catalonia in English.

Visit the website **www.meteocat.com**.

Click "previsió" and then go into "general de Catalunya".

Look at the maps, read the text in Catalan and then write an English weather forecast report.

WEATHER FORECAST REPORT

(Títol animat per Weather Forecast i espai perquè l'alumnat pugui escriure. Aquest espai estarà conectat al diccionari català-anglès)

2.-Write two proverbs related with the weather forecast.

(possibles respostes:

"Halo around the sun or moon, rain or snow soon"

"A year of snow, a year of plenty"

"Clear moon, frost soon")

TRAVELLING BY PLANE

ENTORN I

(Scanejar el bitllet d'avió buit que hi ha a l'annex de material. Totes les paraules que aparèixen en aquest bitllet buit han de tenir una connexió amb les mateixes paraules del bitllet ple -que hi ha a l'annex de material- perquè l'alumnat pugui deduir el significat de les paraules que no coneix.)

PASSENGER TICKET AND BAGGAGE CHECK						
ISSUED BY						
PASSENGER NAME			DATE OF ISSUE			
NOT GOOD FOR PASSENGER FROM	CARRIER	FLIGHT	DATE	TIME	STATUS	
FARE BASE...						
BARCELONA						
TO LONDON						
TO BARCELONA						
FARE						
TAX 20						
TAX 25						
TOTAL						
AGENT INFO 7805/0733						
CIF A27016483						

BOARDING PASS						
FLIGHT	CLASS	DATE	TIME	BOARDING GATE	BOARDING TIME	
SEAT						
BAGGAGE IDENTIFICATION TAG						

(ANNEX: en l'apartat Carrier han d'aparèixer les següents companyies:

BA-British Airways
CX-Catay PACIFIC
IB -Iberia
JL-Japan Air Lines
SR-Swissair
TW-Trans World Airlines

PRÀCTICA. Reforç

1.-Observa el bitllet d'avió i comprova que coneixes el significat de totes les paraules. T'agradaria fer un viatge en avió?. Tria uns dies per anar de viatge, una destinació i consulta el preu del bitllet a les pàgines web de les següents companyies

www.iberia.es
www.spainair.es
www.air-europa.es
www.fly.virgin.com
www.easyjet.com

possa molta atenció en la teva tasca perquè només és de consulta, després completa el bitllet.

(En el costat esquerre hi haurà un petit calendari del 2003. El bitllet d'avió buit presentarà els espais en blanc perquè l'alumnat els pugui completar amb el seu nom, cognom, dades de la companyia aèrea, preu, destinació i dates del viatge.)

2.- Observa aquestes tarjes d'embarcament i completa la taula. Posa una X on no sàpiguis la resposta.

(scanejar les quatre tarjes d'embarcament que hi ha a l'annex de material amb la referència: pràctica reforç)

AIRLINE	FLIGHT Nº	DESTINATION	BOARDING GATE	BOARDING TIME	DATE
---------	-----------	-------------	---------------	---------------	------

3.- Aquest és el plànol de la terminal A de l'aeroport de Barcelona. Indica on pots realitzar les següents accions:

(scanejar la terminal A del plànol de l'aeroport que hi ha a l'annex de material)

Have a meal.	(resposta:restaurant)
Have a sandwich.	(resposta:bar)
Buy a flight ticket.	(resposta:ticket sales)
Take a taxi.	(resposta:taxi)
Take the train.	(resposta:train)
Get a bus.	(resposta:bus)

4.(a)- Quin temps verbal s'ha utilitzat per indicar les accions anteriors?

Present tense
Past tense
Future tense
Imperative

(La resposta correcta és imperative. Quan es cliquin els altres temps verbals ha de sortir la icona "Wrong" i un link al següent text sobre l'imperatiu:')

IMPERATIVE

Ús

Utilitzem l'imperatiu per donar instruccions, ordres i consells.

Forma

Oracions afirmatives
Només el verb

Ex. Read the book!
Look out!
Sit down!

Oracions negatives
Don't or Do not + verb

Ex. Don't read the book!
Don't look out!
Don't sit down!

Errors més comuns

Play you football x
Play football

To be careful! x
Be careful

Not go so fast! x
Don't go so fast!

(les oracions en cursiva són incorrectes per això van marcades amb una x lateral)

4.(b).-Uneix les imatges amb les instruccions de seguretat que cal seguir en un avió

*(scanejar les imatges que aparèixen en l'annex de material amb la referència
Consignes de seguretat AIR FRANCE AIRBUS 321)*

Fasten your seat belt.
Don't smoke on board.
Leave your hand luggage under the seat.
Don't leave your hand luggage near the door exit.
Remove your shoes.

PRÀCTICA. Consolidació

1.(a).-Observa el bitllet d'avió i comprova que coneixes el significat de totes les paraules.

Si cliques damunt d'algunes paraules podràs deduir el seu significat.

(b).-T'agradaria fer un viatge en avió?. Tria uns dies per anar de viatge, una destinació i consulta el preu del bitllet a les pàgines web de les següents companyies :

www.iberia.es
www.spainair.es
www.air-europa.es
www.fly.virgin..com
www.easyjet.com

possa molta atenció en la teva tasca perquè només és de consulta.

(c).- Completa el bitllet per fer aquest viatge.

(En el costat esquerre hi haurà un petit calendari del 2003. El bitllet d'avió buit presentarà els espais en blanc perquè l'alumnat els pugui completar amb el seu nom, cognom, dades de la companyia aèrea, preu, destinació i dates del viatge.)

2.-Observa aquestes tarjes d'embarcament i completa la taula. Possa una X on no sàpiguis la resposta.

(Scanejar les diferents tarjes d'embarcament que hi ha a l'annex de material amb la referència: pràctiques consolidació)

AIRLINE	FLIGHT N°	DESTINATION	BOARDING GATE	BOARDING TIME	DATE
---------	-----------	-------------	---------------	---------------	------

3.- Aquest és el plànol de la terminal A de l'aeroport de Barcelona. Indica on pots realitzar les següents accions:

(scanejar la terminal A del plànol de l'aeroport que hi ha a l'annex de material)

Change some money	(resposta:bank cashiers)
Have a meal.	(resposta:restaurant)
Have a sandwich.	(resposta:bar)
Buy a flight ticket.	(resposta:ticket sales)
Buy some presents.	(resposta:shops)
Telephone your friends.	(resposta:telephone)
Take a taxi.	(resposta:taxi)
Take the train.	(resposta:train)
Get a bus.	(resposta:bus)

4.-Observa les consignes de seguretat de l'avió i redacta les instruccions emprant algunes de les paraules següents:

Seat belt	board	hand luggage	seat	remove	smoke	leave
-----------	-------	--------------	------	--------	-------	-------

(scanejar els símbols de les consignes de seguretat que hi ha a l'annex de material)

(les respostes correctes són les següents:

Fasten your seat belt.

Don't smoke on board.

Leave your hand luggage under the seat.

Don't leave your hand luggage near the door exit.

Remove your shoes.

ENTORN II

London is the biggest city in Britain. More than eight million people live and work there. London is also one of the most important cities in the world. It is a centre for business and for tourism.

Modern buildings, modern shops and stores, hotels, theatres, markets, parks and gardens make London a different city. You can see the Big Ben and the Houses of Parliament, you can visit Westminster Abbey, Buckingham Palace, Tower Bridge, Tate Gallery, Covent Garden and plenty of different things that make London a very special city.

Welcome to LONDON!

(El text ha d'estar sobre imatges de London i s'ha de poder escoltar)

PRÀCTICA. Ampliació

1.- You have got 800 euros to spend. Surf the Internet and plan out a package holiday to LONDON.

GOOD LUCK!

(package holiday és una paraula del "glossary" i que indica package holiday: (English) everything is included: flights, hotel, etc. (Catalan) viatge organitzat)

(a) Choose the dates and find out how to get there: flights, tickets fares, flying time..etc. You can visit these websites:

www.iberia.es
www.spanair.es
www.air-europa.es
www.fly.virgin.com
www.easyjet.com

(fer links a les websites q s'anomenen i recordar que el Departament d'Ensenyament no es fa càrrec dels continguts externs d'aquestes webs ni dels continguts que hi poden aparèixer més enllà del 2002. Ha d'aparèixer un calendari del 2003 i un conversor d'euros a lliures esterlines)

(b) Find out where to stay. Remember the money you have got and the different currency in Britain.

You can visit these websites:

www.londonhotels.ndirect.co.uk
www.britanniatravel.com
www.s-h-systems.co.uk/shs.html

(c) Find out what to visit : museums and monuments and how to get there.

You can visit these websites:

www.britain.com
www.touristguides.org.uk
www.travel.com
www.ukguide.org/london
www.londonwalks.com/guides
www.londonmap.com
www.londontransport.co.uk

www.lonelyplanet.com/destination/europe/london/attractions.htm

(d) Find out where and what to eat: typical food, restaurants
www.english-restaurants.com/english

(ha de sortir una agenda xq puguin apuntar que faran cada dia. Aquesta agenda porta la imatge del Big Ben que hi ha a l'annex de material)

2.- Write down all the things you will pack down in your suitcase for your holidays.

Remember your luggage is subject to some rules and limitations for example, you are only allow to carry 20 kilos if you travel at economy class.

Don't forget to take with you your passport, your tickets, currency, a camera, a phrase book!

(Scanejar el dibuix d'una maleta oberta xq l'alumnat pugui escriure a dins els items q s'emportarà pel viatge. Quedarà bloquejat si s'emporta + de 20 items. Cal scanejar els articles que no es poden portar com a equipatge i que hi ha a l'annex de material)

3.-This is the Barcelona Airport information map. You have to check in an hour before the plane takes off so, you have time to do different things. Where will you do the following?. Complete the chart.

(Scanejar el plànol de l'aeroport de Barcelona-terminal A i B que hi ha a l'annex de material)

Change some money	(resposta:currency exchange)
Have a meal	(resposta:restaurant)
Have a sandwich	(resposta:bar)
Buy a flight ticket	(resposta:ticket sales)
Buy some presents	(resposta:shops)
Declare taxable goods	(resposta:customs)
Telephone your friends	(resposta:telephone)
Take a taxi	(resposta:taxi)
Take the train	(resposta:train)
Get a bus	(resposta:bus)

4.-Write a postcard from London and send it to your friend.

(posar 3 models diferents de postals extrets de <http://img123greetings.com> o de www.lonelyplanet.com/destination/europe/london i connectar al correu electrònic perquè es pugui enviar la postal. D'altra banda, la paraula postcard és una paraula hipertext que mostra aquest model de postal:

Date	Stamp
Dear.....,	
.....	Name/Surname
.....	Adress
.....	Postcode/City
.....	Country
.....	
.....	
Love from, (Lots of love/Best wishes/Yours)	

AVALUA'T. Reforç

1.-Completa el bitllet d'avió i la tarja d'embarcament amb les dades que hi falten:

PASSENGER TICKET AND BAGGAGE CHECK						
ISSUED BY						
PASSENGER NAME	CARRIER	CLASS	FLIGHT	DATE	TIME	DATE OF ISSUE
STATUS	UX	C	2008			
OK						
FROM BARCELONA TO MADRID						
FARE EUR 39.00						
TAX EUR 4.06RS						
TAX EUR 1.15QV						
TOTAL EUR 44.21						
AGENT INFO 7805/0733						
CIF A27016483						

BOARDING PASS						
FLIGHT	CLASS	DATE	TIME	BOARDING GATE	BOARDING TIME	SEAT
BAGGAGE IDENTIFICATION TAG						

2.-Uneix les imatges amb les oracions corresponents:

(scanejar les imatges seleccionades del plànol de l'aeroport que es presenten en l'annex de material)

Have a meal.

Have a sandwich.

Buy a flight ticket.

Take a taxi.

Take a train.

AVALUA'T. Consolidació

1.-Completa el bitllet d'avió i la tarja d'embarcament amb les dades que hi falten:

PASSENGER TICKET AND BAGGAGE CHECK						
ISSUED BY						
PASSENGER NAME		DATE OF ISSUE				
STATUS	CARRIER	CLASS	FLIGHT	DATE	TIME	
OK						
FROM						
TO						
FARE EUR						
TAX EUR						
TAX EUR						
TOTAL EUR						
AGENT INFO 7805/0733						
CIF A27016483						

BOARDING PASS						
FLIGHT	CLASS	DATE	TIME	BOARDING GATE	BOARDING TIME	
SEAT						
BAGGAGE IDENTIFICATION TAG						

(En l'apartat de carrier han de poder escollir entre les següents companyies:

IB Iberia

BA British Airways

SR Swissair

TW Trans World Airlines

CX Cathay Pacific

UX Air Europa)

2.-Uneix les imatges amb les oracions corresponents:
(*scanejar les imatges seleccionades del plànol de l'aeroport que hi ha a l'annex de material*)

Fasten your seat belt.
Don't smoke on board.
Leave your hand luggage under the seat.
Don't leave your hand luggage near the door exit.

AVALUA'T. Ampliació

1.-Underline the sights you can visit in London.

La Pedrera	Tower Bridge	Big Ben	Chenonceau castle
Picadilly Circus	Buckingham Palace	Park Güell	The Madame Tussauds
Topkapi Palace	The British Museum	La Pedrera	The Tate Gallery
Hyde park	Eiffel Tower	Albert Hall	The Houses of Parliament

(són correctes les següents respostes

Tower Bridge

Big Ben

Picadilly Circus

Buckingham Palace

The Madame Tussauds

The British Museum

The Tate Gallery

Hyde park

Albert Hall

The Houses of Parliament

2.- Describe a London sight.

Where is it?

What is it interesting for?

etc.

(Hi haurà diferents imatges de London perquè l'alumnat en pugui escollir alguna i la pugui descriure.)

THE OLYMPIC GAMES

ENTORN I

THE OLYMPIC GAMES

It was the ancient Greeks who first invented the Olympic Games. They were held at a place called Olympia every four years in honour of the god Zeus.

In 1896 the Olympic Games were revived in Athens to bring people together in peace to respect more universal principles.

In 2004, the Olympic Games will return to their origins when Athens hosts the Games of the XXVIII Olympiad. From 13th to 29th August twenty-six different sports will take place in Greece.

(Aquest text s'ha de poder escoltar i la paraula "sports" és un hipertext que indica els 28 esports olímpics que tndran representació als Jocs Olímpics d'Atenes i que són els següents:

*Aquatics
Archery
Athletics
Badminton
Baseball
Basketball
Boxing
Canoeing
Cycling
Equestrian
Fencing
Football
Gymnastics
Handball
Hockey
Judo
Modern Pentathlon
Rowing
Sailing
Shooting
Softball
Table tennis
Taekwondo
Tennis
Triathlon
Volleyball
Weightlifting
Wrestling*

PRÀCTICA. Reforç

1.- Clica la resposta correcta

(les paraules who, where, when, why, how many són paraules del "glossary" que volen dir el següent:

who:(Catalan) qui

where:(Catalan) on(lloc)

why:(Catalan) per què

how many:(Catalan) quants (objectes que es poden comptar)

Who invented the Olympic Games?

The Egyptians

The Greeks

The English

The French

(R: The greeks)

Where were the first Olympic Games held?

At Athens

At Tesalònica

At Olympia

At Esparta

(R: At Olympia)

When were the Olympic Games revived again?

In 1896

In 1986

In 1698

In 1968

(R: in 1896)

Why were the Olympic Games revived for?

To commemorate god Zeus.

To make a deal.

To build a peaceful and better world with a spirit of friendship, solidarity and fair play.

To practise languages.

(R: To build a peaceful and better world with a spirit of friendship, solidarity and fair play.)

Where will the Games of the XXVIII Olympiad host?

In Barcelona

In Madrid

In Sevilla

In Athens

(R: In Athens)

When will the Games of the XXVIII Olympiad take place?

From 13th to 29th August.

From 29th to 13th September.

From 13th to 29th June.

From 29th to 13th May.

(R:From 13th to 29th August)

How many different sports will take place?

Thirteen different sports.

Twenty-eight different sports.

Thirty different sports.

Twenty-nine different sports.

(R:Twenty-eight different sports)

2.- Observa les preguntes anteriors i indica si és cert o no el contingut d'aquesta graella.

Question word	WHAT +	Verb	+ Subject	+ Complements?
	WHERE	Auxiliar +	Subject	+ Verb + Complements?
	WHEN			
	WHY			
Question word	HOW MANY +	Adjective	+ Noun	+Auxiliar+Verb?
	HOW MUCH			

. Cert

. Fals

(R:Cert)

3.-Ordena aquestes paraules per formar oracions interrogatives.

is/ favourite/what/your/sport?

(R:What is your favourite sport?)

favourite/is/sports/ person/who/your?

(R:Who is your favourite sports person?)

tennis/play/will/you/where?

(R:Where will you play tennis?)

many/sports/how/do/play/you/Physical/at/Education/classes?

(How many sports do you play at Physical Education classes?)

4.(a).-Observa les oracions següents i fixa't quan s'utilitza el verb "Go / Play/ Do"

I go running.

He goes climbing.

They play football.

She plays basketball.

We do gymnastics.

They do athletics.

4.(b).-Afegeix aquestes paraules a la graella.

cycling	golf	swimming	judo	table tennis	aerobics	horse riding	snooker
volleyball							
karate	yoga	skiing	skating				

GO	PLAY	DO

(R:

<i>GO</i>	<i>PLAY</i>	<i>DO</i>
<i>cycling</i>	<i>golf</i>	<i>judo</i>
<i>swimming</i>	<i>table tennis</i>	<i>aerobics</i>
<i>horse riding</i>	<i>snooker</i>	<i>karate</i>
<i>skiing</i>	<i>volleyball</i>	<i>yoga</i>
<i>skating</i>		

PRÀCTICA. Consolidació

1.-Llegeix i repeteix el text tantes vegades com vulguis. Fixa't en la seva pronúncia.

2.(a).-Observa el contingut d'aquesta graella

Question word	WHAT	+ Verb	+ Subject	+ Complements?
	WHERE	+ Auxiliar	+ Subject	+ Verb + Complements?
	WHEN			
	WHY			
Question word	HOW MANY	+ Adjective	+ Noun	+Auxiliar+Verb?
	HOW MUCH			

2.(b).-Ordena aquestes paraules per formar oracions interrogatives.

Games/Olympic/the/who/invented?

(R: *Who invented the Olympic Games?*)

held/were/the/where/Games/Olympic/first?

(R: *Where were the first Olympic Games held?*)

again/when/revived/the/Games/Olympic/were?

(R: *When were the Olympic Games revived again?*)

Olympic/Games/why/revived/were/for/the?
(R:Why were the Olympic Games revived for?)

many/sports/different/many/take/will/place/how?
(R:How many different sports will take place?)

(si l'alumnat ordena totes les oracions bé surt una icona que diu "Correct", si en falla una o més surt una altra icona que diu "Wrong" i remet l'alumne a la graella i a tornar a fer l'exercici)

3.(a).- Observa aquests exemple sobre l'ús dels verbs GO / PLAY/ DO

GO	PLAY	DO
swimming	football	athletics
running	basketball	karate
canoeing	volleyball	yoga
boxing	table-tennis	aerobics

3.(b).- Completa aquesta regla:

We usewith ball games.
(R:play)

We usewith activities that end in -ING.
(R: go)

We use.....with many other sports.
(R:do)

4.(a).- Visita la web **www.athens2004.com**. Clica "sports", selecciona "basketball", "baseball" i "football". Clica "rules" i després "equipment". Llegeix de forma comprensiva tota la informació.

4.(b).- Completa aquest mapa conceptual

BASKETBALL Place
 Equipment

BASEBALL Place
 Equipment

FOOTBALL Place
 Equipment

(s'ha de fer un mapa conceptual que l'alumnat haurà de completar)

(R:

BASKETBALL

Place : Basketball court.

Equipment: ball, shoes, uniform shirt and coloured shorts.

BASEBALL

Place: Baseball field.

Equipment: ball, gloves, bat, helmet, uniform and catcher's gear.

FOOTBALL

Place: Football pitch

gloves.

Equipment:ball, uniform, shinguards, shoes and goal keeper's

ENTORN II

Surf the Internet and visit the website **www.olympic.org**.

*(hi ha d'haver un link a la website **www.olympic.org**.)*

PRÀCTICA. Ampliació

1.(a)- Go into "Athletes" .Click "C". Go into "Fermin Cacho", read the article and answer the questions.

. Who is Fermin Cacho?

- A swimmer
- A runner
- A footballer
- A cyclist

(R: A runner)

.Where is he from?

- Cuba
- France
- Germany
- Spain

(R: Spain)

.When was he born?

- on 16th December 1964
- on 16th January 1966
- on 16th February 1969
- on 16th March 1968

(R: on 16th February 1969)

.How many Olympic medals has he won? (till 2002)

- One
- Two
- Three
- Four

(R: Two)

1.(b).- Go into "Athletes" .Click "B". Go into "Stefania Belmondo", read the article and answer the questions.

. Who is Stefania Belmondo?

- A skier
- A basketball player
- A tennis player
- A footballer

(R:A skier)

.Where is she from?

- Sweden
- Norway
- Switzerland
- Italy

(R:Italy)

.When is her birthday?

- on 13th June
- on 13th July
- on 13th January
- on 13th February

(R: on 13th January)

.How many Olympic medals has she won?(till 2002)

- One
- Four
- Nine
- Twelve

(R:Nine)

(si respon la pregunta correctament surt la icona que diu "Correct" si la respon malament surt una icona que diu "Wrong" i un link a www.olympic.org)

2.- Click "Olympic Games". Look at the answers and make the questions

-were the first summer Olympic Games held?
- . The first summer Olympic Games were held at Athens.

(R:Where)

- were the first summer Olympic Games held?
- . The first Olympic summer Games were held in 1896.

(R:When)

-will the next summer Olympic Games be held?
- .The next summer Olympic summer Games will be held at Athens.

(R:Where)

- sports are on the programme of the next summer Olympic Games?
- .There are twenty-eight sports on the programme of the next summer Olympic Games.

(R:How many)

-were the first winter Olympic Games held?
- . The first winter Olympic Games were held at Chamonix.

(R:Where)

. were the first winter Olympic Games held?
. The first winter Olympic Games were held in 1924.

(R:When)

.will the next winter Olympic Games be held?
.The next winter Olympic Games will be held at Torino.

(R:Where)

. sports are on the programme of the next winter Olympic Games?
.There are seven sports on the programme of the next winter Olympic Games.

(R:How many)

.is Pierre de Coubertin?
.Pierre de Coubertin is the promoter of the modern Olympic Games.

(R:Who)

.are the Olympic Games organised by ?
.The Olympic Games are organised by the International Olympic Committee (IOC).

(R:Who)

(si respon la pregunta correctament surt una icona que diu "Correct" si la respon malament surt una icona que diu "Wrong").Remember:

Question word	WHAT	+	Verb	+	Subject	+	Complements?
	WHERE	+	Auxiliar	+	Subject	+	Verb + Complements?
	WHEN						
	WHY						
Question word	HOW MANY	+	Adjective	+	Noun	+	Auxiliar+Verb?
	HOW MUCH						

3.(a).-Surf the Internet. Visit the website **www.athens2004.com**. Click "Sports", go into "archery", "hockey" and "tennis". Go into "rules" and "equipment". Read all the information.

3.(b).-Complete the word map

ARCHERY Place

 Equipment

HOCKEY Place

 Equipment

TENNIS Place

Equipment

(R: ARCHERY *Place:Ranking round*

*Equipment: the bow
the arrows
the target
a quiver
finger tabs
arm guard
chest guard*

HOCKEY *Place:Pitch*

*Equipment: ball
stick
upper goalkeeper body protectors:hand protectors,
kickers,headgear and leg guards*

TENNIS *Place:Tennis court*

*Equipment: ball
racket
shoes
cyclops devices
net devices*

4.- Order the text cut into pieces.You will read information about one Olympic sport.

(presentar els trossos del text damunt d'un paper de llibreta trencat a fi de que s'uneixin com si fos un puzzle)

Two assistant referees moving along the two touch lines of the field of play facilitate the referee's task.

A Football game is played by two teams of eleven players each including the goalkeeper.

The teams' aim is to score a goal.

A game's duration is 90 minutes. A referee presides over a game and is in charge of implementing the Football rules.

The winner is the team to score the most goals.

The goalkeeper is the only one who can touch the ball by hand without being penalized.

A goal is scored when the whole of the ball passes over the goal line between the opposite team's goalposts.

(R:A Football game is played by two teams of eleven players each including the goalkeeper. The goalkeeper is the only one who can touch the ball by hand without being penalized. The teams' aim is to score a goal. A goal is scored when the whole of the ball passes over the goal line between the opposite team's goalposts. The winner is the team to score the most goals. A game's duration is 90 minutes. A referee presides over a game and is in charge of implementing the Football rules. Two assistant referees moving along the two touch lines of the field of play facilitate the referee's task.)

AVALUA'T. Reforç

1.- Ordena aquestes paraules per formar oracions interrogatives.

.take place/will/Olympiad/XXVII/the/when/Games/the/of?
(R:When will the Games of the XXVIII Olympiad take place?)

.the/Games/held/first/were/where/Olympic?
(R:Where were the first Olympic Games held?)

.when/again/were/revived/the/Olympic/Games?
(R:When were the Olympic Games revived again?)

.host/will/the/where/Games/of/XXVII/the/Olympiad?
(R:Where will the Games of the XXVIII Olympiad host?)

.Games/invented/who/the/Olympic?
(R:Who invented the Olympic Games?)

2.- Completa les següents oracions emprant algun d'aquests verbs

PLAY	PLAYS	GO	GOES	DO	DOES
------	-------	----	------	----	------

She.....swimming every day.
(R:goes)

We.....athletics at the physical education classes.
(R:do)

They.....running on Monday.
(R:go)

He.....football.
(R:plays)

Maria.....yoga twice a week.
(R:does)

Webasketball at school.
(R: play)

AVALUA'T. Consolidació

1.Formula les preguntes d'aquestes respostes

.....were the last summer Olympic Games held?
The last summer Olympic Games were held at Sydney.
(R:Where)

..... invented the Olympic Games?)
(R: Who)

.....were the first Olympic Games held?)
(R:Where)

..... were the Olympic Games revived again?)
(R:When)

..... were the Olympic Games revived for?)
(R:Why)

.....different sports will take place at Athens?
(R:How many)

2.- Completa les següents oracions emprant algun d'aquests verbs

PLAY	PLAYS	GO	GOES	DO	DOES
------	-------	----	------	----	------

She.....karate at the school.
(R:does)

Do you.....tennis?
(R:play)

Heclimbing at the Pyrenees.
(R:goes)

Do you.....gymnastics?
(R:do)

Oriol.....volleyball.
(R:plays)

Do you.....skiing in winter?
(R:go)

AVALUA'T. Ampliació

1.-Turn into correct English these interrogative sentences.

.Jordan/Michael/is/Who?
(R:Who is Michael Jordan?)

.play/do/Where/basketball/you?
(R: Where do you play basketball?)

.will/play/you/When/basketball?
(R: When will you play basketball?)

the/of/basketball/What/is/aim/team/each?
(R: What is the aim of each basketball team?)

2.- Complete the word map

BASKETBALL Place
Equipment

HOCKEY Place
Equipment

FOOTBALL Place
Equipment

(s'ha de fer un mapa conceptual que es pugui completar. Les respostes completes són les següents:

*R: BASKETBALL Place : Basketball court.
Equipment: ball, shoes, uniform shirt and coloured shorts.*

*HOCKEY Place:Pitch
Equipment: ball
stick
upper goalkeeper body protectors:hand protectors,
kickers,headgear and leg guards*

*FOOTBALL Place: Football pitch
Equipment:ball, uniform, shinguards, shoes and goal keeper's
gloves.*

EUROPE

ENTORN I

Identifica la deessa Europa i clica al damunt

(Imatges de la deessa Europa, del deu Zeus, Mercuri i d' Afrodita. Només quan es clica la deessa Europa hi ha un link a <http://lib.utexas.edu/maps/europe>)

PRÀCTICA.Reforç

1.- Look at the map and write in which countries are these places:

.Mont Blanc
(R:France& Italy)

.Loira river
(R:France)

.Lake Ladoga
(R:Russia)

.Hardangerfjord fiord
(R:Norway)

.London city
(R:United Kingdom)

. A famous city with a sausage name
(R:Germany)

. Reykjavik city
(R: Iceland)

2. Compare the sentences and guess the meaning of the words in those different European languages.

English

German

French

Catalan

Trip

From

I

Where

you

A
Com et dius?
Em dic Maria.

D'on ets?
Jo sóc de Catalunya.
Österreich.

Bon viatge!

B
Comment tu t'appelles?
Je m'appelle François.

Où est-ce que tu habites?
J'habite en France.

Bon voyage!

C
Wie heißt du?
Ich heiße Elisabeth.

Woher kommst du?
Ich bin aus

Gute reise!

D
What's your name?
My name is David.

Where are you from?
I'm from United Kingdom

Enjoy your trip!

(R English	German	French	Catalan
Trip	reise	voyage	viatge
From	aus	en	de
I	ich	je	jo
Where you	Woher du	Où tu	on tu

3.- What time is it?

Eg: three o'clock

ten past seven

five to eleven
half past nine

Strasbourg

three o'clock
ten past six

five past eleven
twenty to nine

Barcelona

two o'clock

a quarter to seven

half past eleven

six o'clock

London

(hi ha d'haver les imatges dels rellotges marcant les hores que indiquen les oracions i rellotges buits on no hi ha oracions; quan s'escriu l'hora correcta surt la imatge del rellotge indicant l'hora.)

R

three o'clock

three o'clock

two o'clock

*ten past six
a quarter to six
ten past seven
five past eleven
twenty to nine
five to eleven
half past nine
half past twelve*

*ten past six
a quarter to six
ten past seven
five past eleven
twenty to nine
five to eleven
half past nine
half past twelve*

*five past six
a quarter to seven
five past seven
four past eleven
twenty to eight
five to ten
half past eight
half past eleven*

five o'clock

five o'clock

six o'clock

Strasbourg

Barcelona

London

4.- What are these?

A.-



(R: *The European flag*)

B.-



(*Quan es cliqui la imatge de Von Karajan s'ha d'escoltar l'himne de l'alegria de la novena simfonia de Beethoven*)

(R: *The European anthem*)

C.-



(R: Europe Day)

D.-



(R: European currency)

PRÀCTICA. Consolidació

1(a).-Read the grammar rule

GRAMMAR RULE

most country adjectives end in -(i)an	German, Catalan, Belgian, Italian, Austrian
many country adjectives end in -ish	Spanish, Finnish, British, Irish, English, Scottish, Polish, Swedish, Turkish, Danish
a few country adjectives end in -ese	Portuguese, Chinese, Japanese

Exceptions: French (from France)
Dutch (from the Netherlands)
Swiss (from Switzerland)
Greek (from Greece)
Luxembourger (from Luxembourg)
Thai (from Thailand)
Arab (from Arabia)
Israeli (from Israel)
Iraqi (from Irak)
Icelandic (from Iceland)

1(b).-Write down in English

.the name of your country.
(R: *Spain-Catalonia*)

.the names of the countries next to your country.
(R: *France & Portugal*)

.the word for your language
(R: *Spanish-Catalan*)

.the name for people from your country
(R: *Spanish-Catalan*)

.the name for people from the countries next to your country.
(R: *French & Portuguese*)

2.(a).- Every coin carries a common European face but on the reverse, each Member State decorates the coins with their own motifs. Surf the Internet. Visit the website <http://europa.eu.int/euro/html/dossiers/00209html/c1-1.html>

2.(b).-Match the coins with the name of the country.

A.-



Luxembourg

B.-



Spain

C.-



Belgium

D.-



Austria

E.-



Greece

F.-



The Netherlands

G.-

Italy



H.-

France



I.-

Ireland



J.-

Germany



K.-

Portugal



L.-

Finland



(R:

A.- Finland

B.- Germany

C.- Belgium

D.- Ireland

E.- Portugal

F.- France

G.- Greece

H.- Luxembourg

I.- Austria

J.-The Netherlands

K.-Italy

L.-Spain

3.- Do you know them? Match their names with their profession.

David Beckham

philosopher

François Mitterand

top model

Paul Klee

physicist

John Lennon

artist

William Shakespeare

footballer

Albert Einstein

fashion designer

Immanuel Kant

President of the government of Catalonia

Jordi Pujol Soley

singer

Claudia Shiffer

writer

Toni Miró

Politician

(R:

David Beckham - footballer

François Mitterand - politician

Paul Klee - artist

John Lennon - singer

William Shakespeare - writer

Albert Einstein - physicist

Immanuel Kant - philosopher

Jordi Pujol Soley- President of the government of Catalonia.

Claudia Shiffer- top model

Toni Miró - fashion designer

(hi haurà un link a <http://www.britannica.com/help/search> perquè puguin buscar informació sobre els personatges en qüestió)

4.- Surf the Internet. Visit the website **www.europa.eu.int/index_en.htm**. Click “UE at glance”. Go into “symbols”. Describe the symbols to identify the European Union as a political entity.

(R: the flag -it consists of a circle of twelve gold stars on a blue background

the anthem- the Ode to Joy from Beethoven's Ninth Symphony.

Europe day- 9th May

European currency-Euro

ENTORN II

Click on goddess Europe

(Imatges de la deessa Europa, del deu Zeus, Mercuri i d' Afrodita. Només quan es clica la deessa Europa hi ha un link a <http://lib.utexas.edu/maps/europe>)

PRÀCTICA. Ampliació

1.- Click the correct answer

.Two European countries where you would go to learn English.

- Switzerland
- France
- Ireland
- United Kingdom

(R:Ireland and United Kingdom)

.A European city where you would go to see the ruins of the most ancient empire in Europe.

- Rome
- Barcelona
- Munich
- Paris

(R:Rome)

.A region of Southern Spain where you could eat gazpacho.

- Catalunya
- Asturias
- Andalucia
- La Mancha

(R: Andalucia)

.An island in Southern Europe where you could see an active volcano.

- Greece
- Sicily
- Malta
- Ireland

(R:Sicily)

.A Central European city where you could dance a famous waltz about a blue river.

- Berna
- Oslo
- Vienna
- Paris

(R:Vienna)

.A German city where you can see the remains of a wall that once divided Europe.

Stuttgart
Nuremberg
Berlin
Hannover

(R:Berlin)

.A European country where you can see sunlight all day and night for three months a year.

Finland
Norway
Sweden
Switzerland

(R:Finland)

(hauran de clicar les respostes correctes)

2.(a).-Read that grammar rule

GRAMMAR RULE

most country adjectives end in German, Catalan, Belgian, Italian, Austrian
 -(i)an

many country adjectives end in Spanish, Finnish, British, Irish, English, Scottish,
 - ish Polish, Swedish, Turkish, Danish

a few country adjectives ens in Portuguese, Chinese, Japanese
 -ese

Exceptions: French (from France)
 Dutch (from the Netherlands)
 Swiss (from Switzerland)
 Greek (from Greece)
 Luxembourger (from Luxembourg)
 Thai (from Thailand)
 Arab (from Arabia)
 Israeli (from Israel)
 Iraqi (from Irak)
 Icelandic (from Iceland)

2.(b).- Complete

Countries

Nationalities

Belgium
Denmark
Germany
Spain
France
Ireland

Italy
Luxembourg

The Netherlands
Finland
Sweden
Greece
Austria
Portugal

(R:
Countries

Nationalities

<i>Belgium</i>	<i>Belgian</i>
<i>Denmark</i>	<i>Danish</i>
<i>Germany</i>	<i>German</i>
<i>Spain</i>	<i>Spanish</i>
<i>France</i>	<i>French</i>
<i>Ireland</i>	<i>Irish</i>
<i>Italy</i>	<i>Italian</i>
<i>Luxembourg</i>	<i>Luxemburger</i>
<i>The Netherlands</i>	<i>Dutch</i>
<i>Finland</i>	<i>Finnish</i>
<i>Sweden</i>	<i>Swedish</i>
<i>Greece</i>	<i>Greek</i>
<i>Austria</i>	<i>Austrian</i>
<i>Portugal</i>	<i>Portuguese</i>

3.- Answer those questions

(a) Which country has moussaka as a national dish?

France
Italy
Greece
Spain

(b) What is the principal ingredient in a paella?

Artichoke
Rice
Lemon
Tomato

(c) What cheese features most regularly on Greek salads?

Feta cheese
Camembert cheese
Roquefort cheese
Cheddar cheese

(d) Which country is world-renowned for its boullabaisse?

United Kingdom
Ireland
Finland
France

(e) What is the world's most extensively cultivated food?

- Rice
- Wheat
- Potatoes
- Lettuces

(R

- (a) Greece
- (b) Rice
- (c) Feta cheese
- (d) France
- (e) Wheat

4.- Surf the Internet. Visit the website www.europa.eu.int/abc-en.htm read the information and mark the correct answer to those questions

(a). What are the treaties on which the European Union is based?

- The Maastricht Treaty
- The Amsterdam Treaty
- The Brussels Treaty
- The Modena Treaty
- The Madrid Treaty
- The Nuremberg Treaty
- The Vienna Treaty

(b). What are the European Union's institutions today?

- The Champions League
- The European Council
- The European Parliament
- The Council of the European Union
- The European Commission
- The Court of Justice
- The Court of Auditors

(c). Who composes the European Council?

- 626 members elected every five years.
- The Heads of State or Government of the Member States of the Union.
- 15 judges and 9 advocates.
- The ministers responsible for the subject up for discussion.
- 222 members elected every four years.
- The Ministers for Economic Affairs.
- 333 European Commissioners.

(e). Where is the European Parliament seat?

- In Paris
- In Barcelona)
- In Strasbourg
- In Luxembourg
- In Hannover
- In Reykjavik
- In Copenhagen

(R:

*(a) The Maastricht Treaty
The Amsterdam Treaty*

*(b) The European Council
The European Parliament
The Council of the European Union
The European Commission
The Court of Justice
The Court of Auditors*

(c) The Heads of State or Government of the Member States of the Union.

*(d) In Strasbourg
(quan cliquin la resposta correcta sortirà la icona "Correct" i quan s'equivoquin sortirà
"Visit the website")*

AVALUA'T. Reforç

1.-Label the names on the European map

Hardangerfjord fiord
London
Frankfurt
Loira river
Reykjavik
Mont Blanc

(L'alumnat arrastrarà els noms anteriors i els localitzarà en el mapa d' Europa. Només es fixarà el nom quan se situi en el lloc adequat)

2.-What's the time?

Ten past five
A quarter past three
Half past six
A quarter to ten

Lleida

Cambridge

Brussels

(R:

*Ten past five
A quarter past three
Half past six
A quarter to ten*

*Ten past four
A quarter past two
Half past five
A quarter to nine*

*Ten past five
A quarter past three
Half past six
A quarter to ten*

Lleida

Cambridge

Brussels

AVALUA'T.Consolidació

1.- Click the correct answer

(a) How many stars are there on the flag of the European Union?

- 10
- 15
- 12
- 11
- 14

(b) Name the composer whose music is used in the European anthem.

Wolfgang Amadeus Mozart
Ludwig van Beethoven
Johann Sebastian Bach
Johann Straus
Herbert von Karajan

(c) On which day is Europe day celebrated?

- 9th April
- 9th May
- 9th June
- 9th July
- 9th August

(R

(a) 12

(b) Ludwig van Beethoven

(c) 9th May

2.- Match the character with their occupation and nationality

François Mitterand	President of the government of Catalonia	
John Lennon	Physicist	
William Shakespeare	Fashion designer	British
Albert Einstein	Writer	German
Jordi Pujol Soley	Top Model	Catalan
Claudia Shiffer	Politician	French
Toni Miró	Singer	

(R:

François Mitterand - politician - French

John Lennon - singer - British

William Shakespeare - writer - British

Albert Einstein - physicist - German

Jordi Pujol Soley - President of the government of Catalonia - Catalan

Claudia Shiffer- top model - German

Toni Miró - fashion designer - Catalan

AVALUA'T. Ampliació

1.- Write their nationality

David Beckham

Paul Klee

John Lennon

Immanuel Kant

Claudia Shiffer

Toni Miró

(R

David Beckham - British

Paul Klee - Swiss

John Lennon - British

Immanuel Kant - German

Claudia Shiffer- German

Toni Miró - Catalan

(si no escriuen bé la lletra de la resposta ja no els permet escriure més)

2.-Write the name of six European Union's institutions today.

(R:

The European Council

The European Parliament

The Council of the European Union

The European Commission

The Court of Justice

The Court of Auditors

GUIDES DIDACTIQUES

GUIES DIDÀCTIQUES

Introducció

El Departament d'Ensenyament ha creat el portal **edu365.com**, que és un nou servei d'Internet a través de la Xarxa Telemàtica Educativa de Catalunya per a l'alumnat de tots els centres docents no universitaris de Catalunya i les seves famílies.

Aquest portal ofereix un conjunt de materials didàctics, eines i serveis, amb l'objectiu d'ajudar l'alumnat en el seu procés d'aprenentatge. En aquest sentit, s'han creat, de forma innovadora, set miniunitats didàctiques per al primer cicle de l'etapa de secundària obligatòria en l'àrea de Llengües estrangeres: anglès.

Descripció de les miniunitats didàctiques

Les set miniunitats didàctiques que es presenten en aquesta guia pretenen facilitar l'adquisició i aprenentatge de la llengua anglesa des d'una concepció constructivista; és a dir, tenint en compte que quan l'alumnat inicia un aprenentatge, ho fa a partir de les seves idees i representacions prèvies.

Les miniunitats estan dissenyades per ajudar a desenvolupar alguns dels elements prescriptius del primer nivell de concreció, que marca la normativa vigent en l'etapa d'Educació Secundària Obligatòria, per a l'àrea de Llengües estrangeres: anglès.

L'estructura i els components d'aquestes set miniunitats didàctiques és la següent:

1. Avaluació inicial

L'alumnat en general ja té consciència del seu nivell d'aprenentatge, però per conèixer exactament la seva situació de partida en relació als continguts que es proposen en cada miniunitat didàctica, haurà de realitzar dues activitats d'avaluació inicial que es presenten per nivells (reforç, consolidació i ampliació) i que, segons els resultats obtinguts, indicaran a l'alumnat el tipus de pràctica que haurà de realitzar (reforç, consolidació o ampliació). Així per exemple, un/a alumne/a que superi correctament les activitats d'avaluació de reforç haurà de portar a terme la pràctica de consolidació. Un cop finalitzada la pràctica de consolidació i després de superar satisfactòriament les activitats d'avaluació per aquest nivell, podrà realitzar la pràctica d'ampliació i així successivament per a cadascun dels tres nivells.

Presentació

S'han dissenyat dos contextos significatius diferents i interessants per a l'alumnat, amb la finalitat d'introduir els continguts a tractar. Hi ha un mateix context per al nivell de reforç i consolidació que s'anomena "Entorn I" i un context diferent per al nivell d'ampliació que s'anomena "Entorn II". Aquests contextos també estan dissenyats per crear reptes cognitius a l'alumnat.

Pràctica

Es presenten quatre activitats contextualitzades per a cada nivell (quatre activitats de reforç, quatre activitats de consolidació i quatre activitats d'ampliació) que de forma variada i entenedora, treballen els continguts de cada miniunitat didàctica. Això permet que cada alumne/a pugui realitzar activitats diferents a mesura que varia el seu nivell d'aprenentatge. També permet un *feedback* i tornar enrera cada cop que surtin dubtes.

Al mateix temps, les noves tecnologies permeten que algunes activitats es modifiquin en la forma, però no en el contingut, depenent de la data que es realitzin. Així per exemple, en la miniunitat del Weather Forecast, l'alumnat d'ampliació observarà el mapa del temps europeu per a aquell dia concret.

Fora bo que es portessin a terme totes les activitats de forma estructurada i que es tingués en compte que per passar d'un nivell a un altre s'han de superar satisfactòriament les activitats d'avaluació del nivell anterior. Si això no es té en compte, poden sorgir problemes d'aprenentatge ja que, per exemple, els enunciats de les activitats d'ampliació estan redactats en llengua anglesa perquè, es dona per suposat, que en aquest nivell ja no hi ha cap problema per entendre instruccions d'aquest tipus.

En aquest apartat ens trobarem activitats de diferents tipus, des d'activitats autocorrectives a activitats més obertes sempre en relació als objectius i als nivells d'autonomia de l'aprenentatge que es pretenen aconseguir.

Avaluació sumativa

Es repeteixen les mateixes activitats que s'han proposat en l'avaluació inicial per tal de comprovar, de forma ràpida i precisa, si s'ha aconseguit una millora en l'aprenentatge i adquisició dels continguts proposats.

Autoavaluació

L'alumnat portarà a terme una activitat d'autoavaluació (self-assessment) al final de cada miniunitat didàctica, perquè s'habitui a controlar el seu procés d'aprenentatge i adquireixi criteris valoratius, tot desenvolupant un raonament crític.

Continguts de les miniunitats didàctiques

El currículum prescriptiu que marca el Departament d'Ensenyament presenta tres tipus de continguts: de procediments, de fets, conceptes i sistemes conceptuals, i de valors, normes i actituds. Així doncs, tenint en compte que aquestes miniunitats didàctiques són un suport per l'alumnat en el seu procés d'aprenentatge, aquí s'especifica cadascun dels continguts seleccionats que s'interrelacionen en les activitats d'ensenyament-aprenentatge proposades.

FOOD

Continguts de procediments

- Identificació dels elements coneguts
- Establiment de correspondències entre la llengua oral i la llengua escrita.
- Realització de llistats
- Disseny d'un menú equilibrat tenint en compte la piràmide d'aliments.
- Realització d'anuncis
- Lectura expressiva de textos
- Reflexió sobre la comunicació: raonaments referits als usos del present.
- Reflexió sobre la llengua estrangera, la comunicació i l'aprenentatge
- Establiment de correspondències lèxiques entre la llengua materna i l'anglesa.

Continguts de fets, conceptes i sistemes conceptuals

- Camp semàntic bàsic del menjar
- Classificació d'aliments per categories
- Expressió de la noció de present en afirmacions, negacions i interrogacions.
- Expressió dels verbs *To like* + Noun i *To eat* + Noun

Continguts de valors, normes i actituds

- Coneixement de les característiques i les diferències de l'anorexia i l'abulímia.
- Esforç per superar la por i la timidesa en la comunicació.
- Esforç per utilitzar l'anglès per a la comunicació dins de l'aula.
- Interès per expressar-se amb exactitud.
- Respecte per la pluralitat cultural i valoració de la pròpia identitat.
- Consciència i actitud de reflexió sobre els hàbits, costums i trets culturals propis, a partir del contrast amb la cultura anglòfona.
- Esforç per establir hipòtesis sobre el funcionament de la llengua.
- Hàbit de fixar-se objectius personals en l'aprenentatge de la llengua estrangera.
- Interès per ajudar els companys i les companyes i acceptació d'ajudes.

THE ANCIENT EGYPT

Continguts de procediments

- Lectura en veu alta.
- Establiment de correspondències entre la llengua oral i la llengua escrita.
- Realització de llistats
- Lectura expressiva de textos
- Reflexió sobre la comunicació: raonaments referits als usos del passat.
- Reflexió sobre la llengua estrangera, la comunicació i l'aprenentatge
- Establiment de correspondències lèxiques entre la llengua materna i l'anglesa.
- Detecció i correcció d'oracions amb errades.
- Atenció a les seqüències fòniques treballades.
- Autoavaluació del propi progrés i resultats en relació amb la llengua estrangera.

Continguts de fets, conceptes i sistemes conceptuals

- Vocabulari específic del món dels egipcis
- Expressió de la noció de passat en verbs regulars i en el verb *To be* en afirmacions, negacions i interrogacions.
- Pronúncia del fonema final anglès de passat en verbs regulars

Continguts de valors, normes i actituds

- Esforç per superar la por i la timidesa en la comunicació.
- Esforç per utilitzar l'anglès per a la comunicació dins de l'aula.
- Interès per expressar-se amb exactitud.
- Respecte per la pluralitat cultural i valoració de la pròpia identitat.
- Consciència i actitud de reflexió sobre els hàbits, costums i trets culturals propis, a partir del contrast amb la cultura anglòfona.
- Esforç per establir hipòtesis sobre el funcionament de la llengua.
- Hàbit de fixar-se objectius personals en l'aprenentatge de la llengua estrangera.

BIOGRAPHY

Continguts de procediments

- Identificació dels elements coneguts
- Establiment de correspondències entre la llengua oral i la llengua escrita.
- Realització de llistats
- Reconeixement dels aspectes icònics del text
- Utilització dels coneixements previs, el context lingüístic i els elements paralingüístics –icònics (imatges, il·lustracions, format i tipografia del text)- per a la comprensió global
- Lectura expressiva de textos
- Reflexió sobre la comunicació: raonaments referits als usos del present.
- Reflexió sobre la llengua estrangera, la comunicació i l'aprenentatge
- Establiment de correspondències lèxiques entre la llengua materna i l'anglesa.
- Comprensió essencial. Identificació de la informació essencial.
- Identificació de formes verbals.

Continguts de fets, conceptes i sistemes conceptuals

- Presentar algú o ser presentat.
- Identificació d'un mateix, d'altres persones.
- Parlar d'un mateix.
- Expressió de les formes de passat en verbs irregulars comuns.
- Textos i documents autèntics.

Continguts de valors, normes i actituds

- Esforç per superar la por i la timidesa en la comunicació.
- Esforç per utilitzar l'anglès per a la comunicació dins de l'aula.
- Interès per expressar-se amb exactitud.
- Respecte per la pluralitat cultural i valoració de la pròpia identitat.
- Consciència i actitud de reflexió sobre els hàbits, costums i trets culturals propis, a partir del contrast amb la cultura anglòfona.
- Esforç per establir hipòtesis sobre el funcionament de la llengua.
- Hàbit de fixar-se objectius personals en l'aprenentatge de la llengua estrangera.
- Interès per ajudar els companys i les companyes i acceptació d'ajudes.

WEATHER

Continguts de procediments

- Identificació dels elements coneguts
- Establiment de correspondències entre la llengua oral i la llengua escrita.
- Realització de llistats
- Lectura expressiva de textos
- Reflexió sobre la comunicació: raonaments referits als usos del present.
- Reflexió sobre la llengua estrangera, la comunicació i l'aprenentatge
- Establiment de correspondències lèxiques entre la llengua materna i l'anglesa.
- Identificació del tipus de text i la seva funció.
- Identificació d'informació concreta.
- Deducció del contingut del text

Continguts de fets, conceptes i sistemes conceptuals

- Descriure llocs
- Nom i situació en el mapa dels països de parla anglesa
- Expressió del temps verbal de futur.
- Identificació d'icones i el seu significat.
- Textos i documents autèntics escrits.
- Fer prediccions.

Continguts de valors, normes i actituds

- Esforç per superar la por i la timidesa en la comunicació.
- Interès i esforç per entendre els missatges en llengua anglesa.
- Esforç per utilitzar l'anglès per a la comunicació dins de l'aula.
- Interès per expressar-se amb exactitud.
- Respecte per la pluralitat cultural i valoració de la pròpia identitat.
- Consciència i actitud de reflexió sobre els hàbits, costums i trets culturals propis, a partir del contrast amb la cultura anglòfona.
- Esforç per establir hipòtesis sobre el funcionament de la llengua.
- Hàbit de fixar-se objectius personals en l'aprenentatge de la llengua estrangera.
- Interès per ajudar els companys i les companyes i acceptació d'ajudes.

TRAVELLING BY PLANE

Continguts de procediments

- Identificació dels elements coneguts.
- Establiment de correspondències entre la llengua oral i la llengua escrita.
- Realització de llistats.
- Identificació d'elements paralingüístics en documents reals.
- Lectura expressiva de textos.
- Reflexió sobre la comunicació: raonaments referits als usos del present.
- Reflexió sobre la llengua estrangera, la comunicació i l'aprenentatge
- Establiment de correspondències lèxiques entre la llengua materna i l'anglesa.
- Aprofitament de les pròpies aptituds en l'aprenentatge d'una llengua estrangera i, en concret, de la llengua anglesa.
- Manipulació de les diverses fonts d'informació.
- Organització del treball d'una manera sistemàtica i ordenada.

Continguts de fets, conceptes i sistemes conceptuals

- Demanar i explicar com arribar a un lloc.
- Lletrejar i demanar lletrejar.
- Recollida de dades provinents de fonts diverses.
- Demanar i donar explicacions sobre la composició d'elements reals.
- Localització de llocs.
- Identificació de documents reals.
- Vocabulari específic del transport aeri.
- Identificació d'icones
- Usos del mode verbal d'imperatiu.

Continguts de valors, normes i actituds

- Esforç per superar la por i la timidesa en la comunicació.
- Esforç per utilitzar l'anglès per a la comunicació dins de l'aula.
- Interès per expressar-se amb exactitud.
- Respecte per la pluralitat cultural i valoració de la pròpia identitat.
- Consciència i actitud de reflexió sobre els hàbits, costums i trets culturals propis, a partir del contrast amb la cultura anglòfona.
- Esforç per establir hipòtesis sobre el funcionament de la llengua.
- Hàbit de fixar-se objectius personals en l'aprenentatge de la llengua estrangera.
- Interès per ajudar els companys i les companyes i acceptació d'ajudes.
- Intertès i esforç per comunicar-se en anglès dins de l'aula.
- Valoració de la importància d'aprendre una llengua estrangera per al desenvolupament personal.

OLYMPIC GAMES

Continguts de procediments

- Identificació dels elements coneguts
- Establiment de correspondències entre la llengua oral i la llengua escrita.
- Realització de llistats
- Lectura expressiva de textos
- Reflexió sobre la comunicació: raonaments referits als usos del present.
- Reflexió sobre la llengua estrangera, la comunicació i l'aprenentatge
- Establiment de correspondències lèxiques entre la llengua materna i l'anglesa.
- Coneixements previs sobre el tema.
- Elements lingüístics: mots similars en la pròpia llengua, mots i expressions utilitzats internacionalment.
- Identificació de les idees principals.
- Autoavaluació del propi progrés i resultats en relació amb la llengua estrangera.
- Memorització comprensiva de paraules i expressions per la pertinença a un mateix camp semàntic.

Continguts de fets, conceptes i sistemes conceptuals

- Els pronoms interrogatius
- Expressar oracions interrogatives amb correcció.
- Demanar i donar informació sobre esdeveniments o fets: sobre causes, detalls, conseqüències..., del que ha succeït.
- Utilització dels verbs *to go*, *to play* i *to do*.
- Camp semàntic de l'esport.
- Neologismes i vocabulari específic.

Continguts de valors, normes i actituds

- Esforç per superar la por i la timidesa en la comunicació.
- Esforç per utilitzar l'anglès per a la comunicació dins de l'aula.
- Interès per expressar-se amb exactitud.
- Respecte per la pluralitat cultural i valoració de la pròpia identitat.
- Consciència i actitud de reflexió sobre els hàbits, costums i trets culturals propis, a partir del contrast amb la cultura anglòfona.
- Esforç per establir hipòtesis sobre el funcionament de la llengua.
- Hàbit de fixar-se objectius personals en l'aprenentatge de la llengua estrangera.
- Interès per ajudar els companys i les companyes i acceptació d'ajudes.

EUROPE

Continguts de procediments

- Identificació d'elements icònics.
- Establiment de correspondències entre la llengua oral i la llengua escrita d'elements bàsics de diferents llengües europees.
- Identificació de personatges europeus i la seva nacionalitat.
- Reflexió sobre la comunicació: raonaments referits als usos del present.
- Reflexió sobre la llengua estrangera, la comunicació i l'aprenentatge.
- Establiment de correspondències lèxiques entre la llengua materna i l'anglesa.
- Identificació d'informació concreta.
- Producció d'enunciats senzills en situacions quotidianes.
- Utilització de fonts informàtiques via Internet.
- Comprensió i extracció de la informació necessària.
- Elecció i utilització correcta de les diverses fonts d'informació.
- Identificació d'elements similars en diversos estats europeus.
- Identificació dels elements simbòlics de la Unió Europea.

Continguts de fets, conceptes i sistemes conceptuals

- Descriure llocs.
- Demanar l'hora
- Lletrejar i demanar lletrejar.
- Gentilicis europeus.
- El present.
- Personatges europeus d'especial rellevància.
- Adjectius amb funció específica.
- Dades geogràfiques, costums.
- Institucions i governs europeus.
- Nom i situació en el mapa de països de parla anglesa.

Continguts de valors, normes i actituds

- Esforç per superar la por i la timidesa en la comunicació.
- Esforç per utilitzar l'anglès per a la comunicació dins de l'aula.
- Interès per expressar-se amb exactitud.
- Respecte per la pluralitat cultural europea i valoració de la pròpia identitat.
- Consciència i actitud de reflexió sobre els hàbits, costums i trets culturals propis, a partir del contrast amb la cultura anglòfona.
- Esforç per establir hipòtesis sobre el funcionament de la llengua.
- Hàbit de fixar-se objectius personals en l'aprenentatge de la llengua estrangera.
- Interès per ajudar els companys i les companyes i acceptació d'ajudes.
- Obertura i curiositat intel·lectuals.
- Interès per utilitzar l'anglès de manera creativa.

Objectius generals de les miniunitats didàctiques

Els objectius generals que enmarquen aquestes miniunitats didàctiques són els següents:

1. Valorar l'aprenentatge i ús de la llengua estrangera com un mitjà de desenvolupament personal.
2. Demostrar una certa autonomia en el treball individual i un control gradual del propi procés d'aprenentatge.
3. Mostrar una certa consciència i comprensió de l'organització interna de la llengua estrangera: estructures lingüístiques, sistema fonològic i àmbit lexicosemàntic.
4. Demostrar que ha adquirit un conjunt d'estratègies lingüístiques com a base per a futurs aprenentatges.
5. Utilitzar la llengua estrangera com a mitjà de comunicació amb una actitud creativa i gaudir de l'ús de la llengua.
6. Reconèixer la importància que té el coneixement de la llengua estrangera com a mitjà de relació amb persones que parlen una altra llengua primera i, per tant, afavorir la mobilitat, la comprensió recíproca, la cooperació, i eliminar els prejudicis i la discriminació.

Orientacions metodològiques

L'alumne/a no és un ésser buit sinó que porta un bagatge de coneixements de l'entorn, del món i de l'àmbit de la cultura amb els quals ha adquirit uns esquemes de coneixement que haurà d'aprofitar a l'hora de realitzar les activitats que presenten aquestes miniunitats didàctiques.

Aquestes activitats estan dissenyades perquè l'alumnat les porti a terme de forma autònoma i relaxada ja que s'ha demostrat la importància que té l'absència d'ansietat per a l'adquisició d'una llengua estrangera.

S'han planificat activitats integradores que porten a l'alumnat a l'assoliment dels objectius establerts. Aquestes activitats s'engloben dins un context determinat on es treballen diverses tècniques i habilitats. En qualsevol cas, el marc d'aquestes activitats no oblidar cap d'aquests elements:

- .una màxima exposició a la llengua.
- .la presentació de materials autèntics i/o adaptats.
- .la selecció de materials d'acord amb el nivell lingüístic de l'alumnat i de l'interès del contingut.
- .la creació de microactivitats integradores.
- .la decisió de graduar les microactivitats.

Un cop endegades les activitats el paper dels pares, mares i el professorat que l'acompanyin ha de ser molt puntual, bàsicament ha d'animar a l'alumne/a a controlar el seu propi procés d'aprenentatge donant a l'error el seu just valor d'esglaió en el procés d'aprenentatge. L'error és un pas intermedi i un signe que indica que existeix aprenentatge.

En algun cas es pot planificar cadascuna de les miniunitats didàctiques perquè estan dissenyades de forma graduada ara bé també hi ha una vessant lúdica que cal tenir en compte i que li dona a cada miniunitat un elevat grau d'independència de la resta.

RESPOSTES

FOOD

Reforç

PASTA

spaghetti rice macarroni pizza cannelloni bread cereals

MEAT

steak chicken hamburger lamb chops sausage bacon pork chops

FISH

tuna fish cod salmon sardine squid octopus prawn

FRUIT

apple banana orange watermelon pineapple apricot grape peach

VEGETABLES

carrot lettuce tomatoes potatoes green beans beans peas artichoke

NUTS

almonds peanuts hazelnuts sultanas

OTHERS

crisps butter margarine yoghurt

Consolidació

PASTA

spaghetti rice macarroni pizza cannelloni bread cereals

MEAT

steak chicken hamburger lamb chops sausage bacon pork chops

FISH

tuna fish cod salmon sardine squid octopus prawn

FRUIT

apple banana orange watermelon pineapple apricot grape peach

VEGETABLES

carrot lettuce tomatoes potatoes green beans beans peas artichoke

NUTS

almonds peanuts hazelnuts sultanas

OTHERS

crisps butter margarine yoghurt

Ampliació

El camp semàntic del menjar que apareix a la unitat.

Classificació dels aliments per categories

Pasta	Vegetables
Meat	Milk
Fish	Nuts
Fruit	Others

THE ANCIENT EGYPT

Reforç

- 1.- Respostes possibles: sorda /t/ worshipped,used,hoped,washed,wrapped.
sonora /d/ lived,ruled,buried,called,enjoyed,dried
/ d/surrounded,started
- 2.- Incorporar la pronuncia dels verbs anteriors.
- 3.- En passat. (*El passat és una paraula hipertext que explicarà els continguts de l'annex1*)

The Egyptians invented the hieroglyphic script.
(*quan es clica el verb subratllat ha d'aparèixer: invent*)

The River Nile flooded annually.
(*ha d'aparèixer:flood*)

Tutankhamen died aged about 19 years.
(*ha d'aparèixer:die*)

The Egyptians dressed in finer linen.
(*ha d'aparèixer: dress*)

Cleopatra comitted suicide.
(*ha d'aparèixer:comit*)

Akhenaton was a pharaoh.
(*ha d'aparèixer: be*)
Ra and Horus were gods.
(*ha d'aparèixer:be*)

- 3.-(b) L'infinitiu
- 4.-(a) Wasn't / Was not/ Weren't/ Were not
- 4.-(b) Was / Were
Did /Didn't
- 4.(c).- The Egyptians didn't live on the banks of the River Rhin)
The Egyptians did not live on the banks of the River Rhin)
 - We visited Egypt.
 - The Egyptians didn't conquer Greece.
 - Did the River Nile flood annually?
 - Did the Egyptians dress in finer linen?

Consolidació

- 1.- Respostes possibles: sorda /t/ worshipped,used,hoped,washed,wrapped.
sonora /d/ lived,ruled,buried,called,enjoyed,dried.
/ d/ surrounded,started.
- 2.- Incorporar la pronuncia dels verbs anteriors.
- 3.- didn't live/did not live.
 - ruled
 - wasn't / was not

- had
 - weren't/were not
 - wrapped
 - Did build did
- 4.- Yes, it was
- The sun god
 - A special block covered in shining metal(either gold or electrum
 - The Rosetta Stone is a stone with writing on it in two languages Greek and Egyptian,using three scripts hieroglyphics,demotic and Greek .
 - *Jean-François Champollion* deciphered hieroglyphics in 1822.

Ampliació

1.- S'ha de posar un programa de reconeixement de veu per la lectura del text extret de l'apartat life in ancient Egypt del CD "Eyewitness history of the world".

2.- Preparar un diccionari amb fulls ordenats alfabèticament perquè l'alumnat pugui escriure deu paraules i el seu significat.Cal fer un disseny atractiu.Posar el següent exemple: scribes.

3.- Aquest text ha d'anar animat amb imatges scanejades i animades dels Hittites,de Ramses II,de soldats i de carros de dos cavalls de l'època dels egipcis-veure annex 2- Les respostes correctes són les següents:

took, claimed, inscribed, was, was, was surrounded, arrived, named, brought, said, told, was, pushed, followed,was, captured, admitted, lay,, attacked, told, went, faced, raged, fell, prayed, gave, turned, attacked, agreed, decided.

4.- Resposta oberta.

BIOGRAPHY

Reforç

1.- Liverpool

- 17th

- His aunt

- In 1980

2.- Passat

- Si

- Si

3.- Són els verbs que apareixen en negreta. Si es clica damunt una altra paraula ha d'aparèixer la icona de "wrong". Hi ha d'haver la possibilitat d'accedir al software KazaA i connectarse a audio/ música/ Yesterday/Beatles per poder escoltar la música i lletra d'aquesta cançó.

4.- Kurt Cobain was born in 1967. He had an unhappy childhood. His parents were divorced when he was only seven. He didn't like school. He founded a group of music called Nirvana. Their album Nevermind sold 11 million copies. However, Kurt was never happy. He had terrible stomach pains and took drugs to escape from problems but they increased with his addiction. Then Kurt's life seemed to change. He felt in love with the singer Courtney Love and they had a daughter. He seemed very happy. But Kurt's fan were shocked when he shot himself in April 1994. He was 27.

Consolidació

1.- Resposta oberta

2.- Resposta oberta

2.- Kurt Cobain was born in 1967. He had an unhappy childhood. His parents were divorced when he was only seven. He didn't like school. He founded a group of music called Nirvana. Their album Nevermind sold 11 million copies. However, Kurt was never happy. He had terrible stomach pains and took drugs to escape from problems but they increased with his addiction. Then Kurt's life seemed to change. He married the singer Courtney Love and they had a daughter. He seemed very happy. But Kurt's fan were shocked when he shot himself in April 1994. He was 27.

3.- Resposta oberta.

4.- Resposta oberta.

Ampliació

1.- Resposta oberta

2.- We had a piano

We read poems

We went to school every day

Instead of going to school

We started helping each other song

You need a little touch

We phoned each other

We lived in attached houses

Any combination of two of us writing

3.- BECOME-BECAME
BEGIN-BEGAN
BREAK-BROKE
BRING-BROUGHT
BUILD-BUILT
BUY-BOUGHT
CATCH-CAUGHT
CHOOSE-CHOSE
DRINK-DRANK
EAT-ATE
FALL-FELL
FORGET-FORGOT
GO-WENT
HAVE-HAD
KEEP-KEPT
RING-RANG
SAY-SAID
SEND-SENT
STAND-STOOD
TAKE-TOOK
MEET-MET

4.- Resposta oberta

AVALUA'T. Reforç

1.- Who was Marilyn Monroe?
She was an actress.

Where was Puyol born?
Puyol, the famous footballer, was born in Pobla de Segur.

When was Jodie Foster a star?
She was a star at the age of 14.

How many languages did François Mitterrand speak?
He spoke four languages.

What was the exam like?
It was very difficult.

Why was he late?
Because he missed the bus

2.- In the town where I was born
lived a man who sailed to sea
and he told us of his life
in the land of submarines

so we sailed up to the sun
till we found the sea of green
and we lived beneath the waves

in our yellow submarine

We all live in a yellow submarine
yellow submarine, yellow submarine
We all live in a yellow submarine
yellow submarine, yellow submarine.

AVALUA'T. Consolidació

1.- Passat

- In the town where I was born
lived a man who sailed to sea
and he told us of his life
in the land of submarines

so we sailed up to the sun
till we found the sea of green
and we lived beneath the waves
in our yellow submarine

We all live in a yellow submarine
yellow submarine, yellow submarine
We all live in a yellow submarine
yellow submarine, yellow submarine.

2.- The physicist Guglielmo Marconi was born in Bologna, Italy. In 1895 he began to experiment with the new electromagnetic waves that had recently been demonstrated by Heinrich Hertz, the German scientist. That year Marconi built a telegraph that could receive and send radio messages over a mile. This was the first practical radio transmitter and receiver. However the Italian Ministry of Posts and Telegraphs felt the system was not a big improvement on the existing electric telegraph. The frustrated Marconi moved to England where he set up a company called the Wireless Telegraph and Signal Company Ltd. In 1901, he succeeded in transmitting a radio signal right across the Atlantic. Three years later, he shared the Nobel Prize for physics with Karl Braun, who had increased the range of Marconi's transmitter.

AVALUA'T . Ampliació

1.- John Lennon was born in Liverpool on 9th October 1940. When he was five years old his father returned from war and tried to take John away from his mother, Julia, who declared that the marriage was over. His aunt Mimi brought him up. His mother died when he was 17, killed by a car outside his aunt's house. He was devastated by her death because he worshipped her. He spent most of the time playing truant. He became very interested in the rock music and he founded a group of music called The Quarrymen with George Harrison. In 1957 he met Paul McCartney. The three travelled to Hamburg where they met Ringo Starr and the Beatles band was formed. Lennon married Cynthia Powell in 1962 and their son Julian was born. In 1967, John fell in love with Yoko Ono. They had a son called Sean. Three years later the Beatles split up. Their single Give Peace a Chance became the anthem of the peace movement. Shortly afterwards he left for the USA. Unfortunately, Lennon was shot by a madman at his house in New York in 1980.

2.- CHOOSE

CHOSEN

DRINK
EAT
FALL
FORGET
GO
HAVE
KEEP
MEAN
RING
SAY
SEND
STAND

DRANK
ATE
FELL
FORGOT
WENT
HAD
KEPT
MEANT
RANG
SAID
SENT
STOOD

WEATHER

Reforç

- 1.- La resposta implica que les unions d'icona atmosfèrica i nom siguin correctes.
- 2.- Eastern Spain and Italy will be dry, hot and sunny. Temperatures will raise 16°C. Portugal and Great Britain will be cloudy with light rain all the day around. France and central Europe will be cloudy with sunny intervals. Temperature will raise 8°C. Norway will be cloudy with periods of light rain. The rest of Scandinavia will be dry with sunny periods but very cold. Temperatures will raise -8°C. The Balcans and Greece will be cold and wet with heavy showers.
- 3.1. Correspon al mapa de Saturday.
- 3.2 . Correspon al mapa Monday.
- 3.3. Correspon al mapa Friday.
- 3.4. El futur
- 4.- Dependrà del mapa trobat.

Consolidació

- 1.- La resposta implica que les unions d'icona atmosfèrica i nom siguin correctes.
- 2.- Eastern Spain and Italy will be dry, hot and sunny. Temperatures will raise 16°C. Portugal and Great Britain will be cloudy with light rain all the day around. France and central Europe will be cloudy with sunny intervals. Temperature will raise 8°C. Norway will be cloudy with periods of light rain. The rest of Scandinavia will be dry with sunny periods but very cold. Temperatures will raise -8°C. The Balcans and Greece will be cold and wet with heavy showers.
- 3.(a).-el futur
3. (b).- Northern Portugal will have heavy thunderstorm. Northern Spain, France and Central Europe will be cold and cloudy with intervals of light rain. Southern Spain will be hot but you must carry an umbrella because it will have heavy showers. Temperatures will raise 18°C . Britain will be cold and cloudy with sunny intervals in the North. Norway, Sweden and Finland will be cloudy and very cold. Temperatures will raise -12°C.
- 4.- 4.- Dependrà del mapa trobat.

Ampliació

- 1.- Scotland, Northern Ireland and Northern England will be cloudy with outbreaks of rain. Elsewhere, bright or sunny intervals and heavy showers. It will be rather windy especially South.
- 2.- Hi ha d'haver un link a aquesta web i després hauran de contestar aquestes preguntes en forma de joc. Es presenten una darrera l'altra sempre i quan l'alumne hagi encertat la resposta. Si es clica la resposta correcta surt la paraula "Correct". Al final surt el nº total de respostes correctes. Si la nota final és 5/5 surt "You are bright as a sunny day" per els altres resultats surt "You are thick as a fog".
- 2.1.- Ozone.
- 2.2.- 800 km.
- 2.3.- 21%
- 2.4.- rise
- 2.5.- Russia
- 3.- Hi d'haver un link a aquesta web i un espai perquè l'alumnat escrigui un resum del text que ha escoltat

4.- “Any de neu any de bens
Año de nieves, año de bienes”

- “Sol rojenc, pluja o neu”

- “Lluna clara, boira no amaga”

TRAVELLING BY PLANE

Reforç

- 3.- restaurant
 - bar
 - ticket sales
 - taxi
 - train
 - bus
- 4.- (a) Imperative
 - (b) lliure
 - (c) lliure

Consolidació

- 1.- (a)
 - (b) Lliure
 - (c) Lliure
- 2.- Lliure
- 3.- Bank cashiers
 - restaurant
 - bar
 - ticket sales
 - shops
 - telephone
 - taxi
 - train
 - bus
- 4.- Fasten your seat belt
Don't smoke on board
Leave your hand luggage under the seat
Don't leave your hand luggage near the door exit
Remove your shoes

Ampliació

- 3.-*currency exchange*
 - *restaurant*
 - *bar*
 - *ticket sales*
 - *shops*
 - *customs*
 - *telephone*
 - *taxi*
 - *train*
 - *bus*

OLYMPIC GAMES

Reforç

- 1.- who - qui
where - on(lloc)
why - per què
how many - quants (objectes que es poden comptar).
 - The greeks
 - At Olympia
 - In 1896
 - To build a peaceful and better world with a spirit of friendship,solidarity and fair play.
 - In Athens
 - From 13th to 29th August
 - Twenty-six different sports
- 2.- Cert
- 3.- What is your favourite sport?
 - Who is your favourite sports person?
 - Where will you play tennis?
 - How many sports do you play at Physical Education classes?
- 4.- Lliure

<i>GO</i>	<i>PLAY</i>	<i>DO</i>
<i>cycling</i>	<i>golf</i>	<i>judo</i>
<i>swimming</i>	<i>table tennis</i>	<i>aerobics</i>
<i>horse riding</i>	<i>snooker</i>	<i>karate</i>
<i>skiing</i>	<i>volleyball</i>	<i>yoga</i>
<i>skating</i>		

Consolidació

- 1.- Lliure
- 2.- (b) - Who invented the Olympic Games?
 - Where were the first Olympic Games held?
 - When were the Olympic Games revived again?
 - Why were the Olympic Games revived for?
 - How many different sports will take place?
- 3.(b).- play
 - go
 - do
- 4.- (b) BASKETBALL Place : Basketball court.

Equipment: ball, shoes, uniform shirt and coloured shorts.

BASEBALL

Place: Baseball field.

Equipment: ball, gloves, bat, helmet, uniform, and catcher's gear.

FOOTBALL Place: Football pitch

Equipment: ball, uniform, shinguards, shoes and goal keeper's gloves.

Ampliació

1.(a)- A runner

- Spain
- on 16th February 1969)
- Two

1.(b).- A skier

- Italy)
- on 13th January
- Nine

2.- Where

- When
- Where
- How many
- Where
- When
- Where
- How many
- Who
- Who

3 (b).- ARCHERY Place: Ranking round

Equipment: the bow
the arrows
the target
a quiver
finger tabs
arm guard
chest guard

HOCKEY Place: Pitch

Equipment: ball
stick
upper goalkeeper body protectors: hand protectors,
kickers, headgear and leg guards

TENNIS Place: Tennis court

Equipment: ball
racket
shoes
cyclops devices
net devices

4.- A Football game is played by two teams of eleven players each including the goalkeeper. The goalkeeper is the only one who can touch the ball by hand without being penalized. The teams' aim is to score a goal. A goal is scored when the whole of the ball passes over the goal line between the opposite team's goalposts. The winner is the team to score the most goals. A game's duration is 90 minutes. A referee presides over a game and is in charge of implementing the Football rules. Two assistant referees moving along the two touch lines of the field of play facilitate the referee's task.

AVALUA'T. Reforç

1.- When will the Games of the XXVIII Olympiad take place?

- Where were the first Olympic Games held?
- When were the Olympic Games revived again?
- Where will the Games of the XXVIII Olympiad host?
- Who invented the Olympic Games?

2.- goes

- do
- go
- plays
- does
- play

AVALUA'T. Consolidació

1. - Where

- Who
- Where
- When
- Why
- How many

2.- does

- play
- goes
- do
- plays
- plays
- go

AVALUA'T. Ampliació

1.- Who is Michael Jordan?

- Where do you play basketball?
- When will you play basketball?
- What is the aim of each basketball team?

2.- BASKETBALL Place : Basketball court.

Equipment: ball, shoes, uniform shirt and coloured shorts.

BASEBALL Place: Baseball field.

Equipment: ball, gloves, bat, helmet, uniform, and catcher's gear.

FOOTBALL Place: Football pitch

Equipment:ball, uniform, shinguards, shoes and goal keeper's gloves.

EUROPE

Reforç

1. - France & Italy
 - France
 - Russia
 - Norway
 - United Kingdom
 - Germany
 - Iceland

2.				
English	German	French	Catalan	
Trip	reise	voyage	viatge	
From	aus	en	de	
I	ich	je	jo	
Where	Woher	Où	on	
you	du	tu	tu	

3.			
<i>three o'clock</i>		<i>three o'clock</i>	<i>two o'clock</i>
<i>ten past six</i>		<i>ten past six</i>	<i>five past six</i>
<i>a quarter to six</i>		<i>a quarter to six</i>	<i>a quarter to seven</i>
<i>ten past seven</i>		<i>ten past seven</i>	<i>five past seven</i>
<i>five past eleven</i>		<i>five past eleven</i>	<i>four past eleven</i>
<i>twenty to nine</i>		<i>twenty to nine</i>	<i>twenty to eight</i>
<i>five to eleven</i>		<i>five to eleven</i>	<i>five to ten</i>
<i>half past nine</i>		<i>half past nine</i>	<i>half past eight</i>
<i>half past twelve</i>		<i>half past twelve</i>	<i>half past eleven</i>
<i>five o'clock</i>		<i>five o'clock</i>	<i>six o'clock</i>
Strasbourg		Barcelona	London

- 4.- A. The European flag
- B. The European anthem
- C. Europe Day
- D. European currency

Consolidació

1(a) German, Catalan, Belgian, Italian, Austrian

Spanish, Finnish, British, Irish, English, Scottish,
Polish, Swedish, Turkish, Danish
Portuguese, Chinese, Japanese

Exceptions: French (from France)
Dutch (from the Netherlands)
Swiss (from Switzerland)
Greek (from Greece)
Luxembourger (from Luxembourg)
Thai (from Thailand)

Arab (from Arabia)
Israeli (from Israel)
Iraqi (from Irak)
Icelandic (from Iceland)

1(b)

- Spain-Catalonia)
- France & Portugal)
- Spanish-Catalan)
- Spanish-Catalan)
- French & Portuguese)

2 (a) Resposta oberta

2(b)

- A.- Finland
- B.- Germany
- C.- Belgium
- D.- Ireland
- E.- Portugal
- F.- France
- G.- Greece
- H.- Luxembourg
- I.- Austria
- J.-The Netherlands
- K.-Italy
- L.-Spain

3.-

David Beckham - footballer
François Mitterand - politician
Paul Klee - artist
John Lennon - singer
William Shakespeare - writer
Albert Einstein - physicist
Immanuel Kant - philosopher
Jordi Pujol Soley- President of the government of Catalonia.
Claudia Shiffer- top model
Toni Miró - fashion designer

- 4.- the flag -it consists of a circle of twelve gold stars on a blue background
the anthem- the Ode to Joy from Beethoven's Ninth Symphony.
Europe day- 9th May
European currency-Euro

Ampliació

- 1.- Ireland and United Kingdom
- Rome
 - Andalucia
 - Sicily
 - Vienna
 - Berlin
 - Finland

2(a)

German, Catalan, Belgian, Italian, Austrian
Spanish, Finnish, British, Irish, English, Scottish,
Polish, Swedish, Turkish, Danish
Portuguese, Chinese, Japanese

Exceptions: French (from France)

Dutch (from the Netherlands)

Swiss (from Switzerland)

Greek (from Greece)

Luxembourger (from Luxembourg)

Thai (from Thailand)

Arab (from Arabia)

Israeli (from Israel)

Iraqi (from Irak)

Icelandic (from Iceland)

2(b)

Countries

Nationalities

Belgium

Belgian

Denmark

Danish

Germany

German

Spain

Spanish

France

French

Ireland

Irish

Italy

Italian

Luxembourg

Luxemburger

The Netherlands

Dutch

Finland

Finnish

Sweden

Swedish

Greece

Greek

Austria

Austrian

Portugal

Portuguese

3.-

(a)Greece

(b)Rice

(c)Feta cheese

(d)France

(e)Wheat

4.-

(a) *Maastricht Treaty*

Amsterdam Treaty

(b)The European Council

The European Parliament

The Council of the European Union

The European Commision

The Court of Justice

The Court of Auditors

(c)The Heads of State or Government of the Member States of the Union.

(d)In Strasbourg

(quan cliquin la resposta correcta sortirà la icona "Correct" i quan s'equivoquin sortirà "Visit the website")

AVALUA'T.Reforç

1.- (L'alumnat arrastrarà els noms anteriors i els localitzarà en el mapa d' Europa.

Només es fixarà el nom quan se situi en el lloc adequat).

2.-

Ten past five

A quarter past three

Half past six

A quarter to ten

Ten past four

A quarter past two

Half past five

A quarter to nine

Ten past five

A quarter past three

Half past six

A quarter to ten

Lleida

Cambridge

Brussels

AVALUA'T.Consolidació

1.-

(a)12

(b) Ludwig van Beethoven

(c)9th May

2.-

François Mitterand - politician - French

John Lennon - singer - British

William Shakespeare - writer - British

Albert Einstein - physicist - German

Jordi Pujol Soley - President of the government of Catalonia - Catalan

Claudia Shiffer- top model - German

Toni Miró - fashion designer - Catalan

AVALUA'T. Ampliació

1.-

David Beckham - British

Paul Klee - Swiss

John Lennon - British

Immanuel Kant - German

Claudia Shiffer- German

Toni Miró - Catalan

2.- The European Council

The European Parliament

The Council of the European Union

The European Commission

The Court of Justice
The Court of Auditors

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MAQUETA DE LES UNITATS