

English in Use

MANUAL DE USO

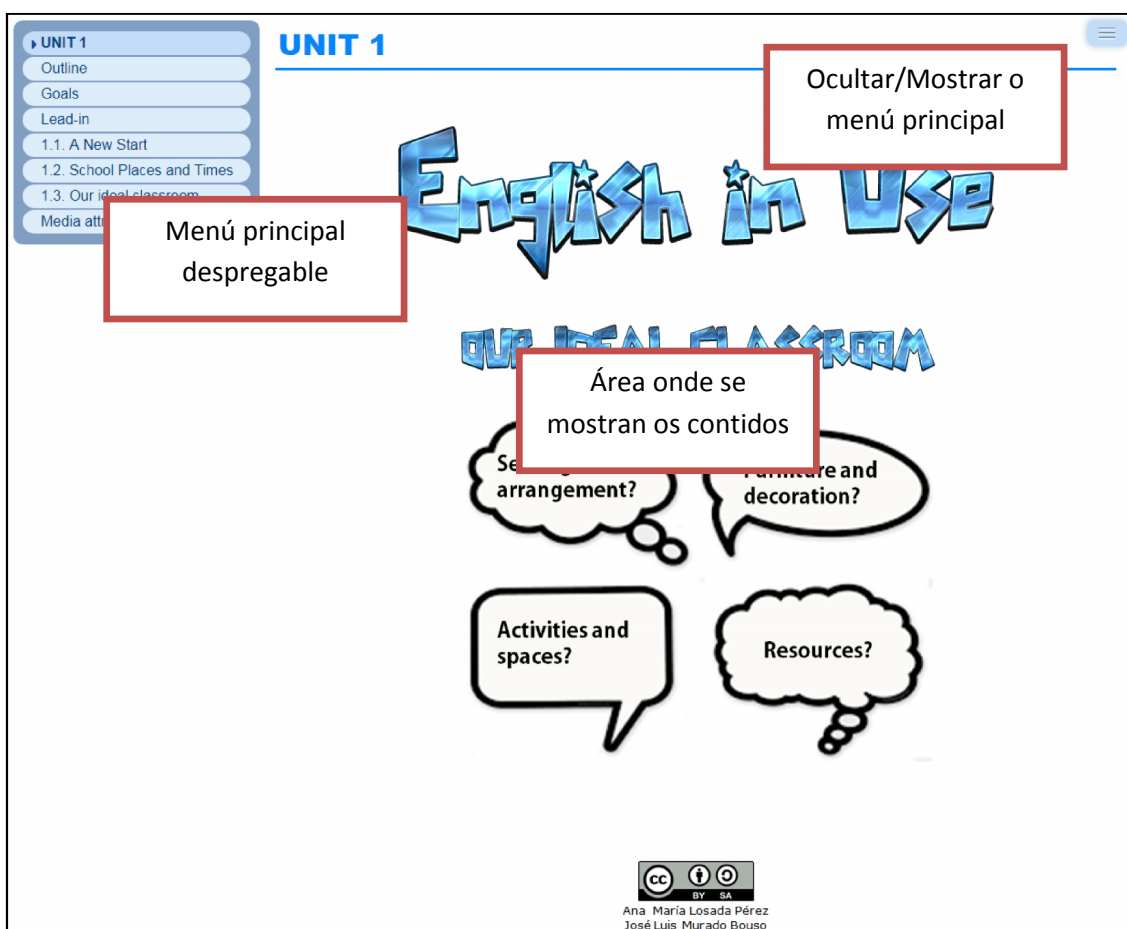


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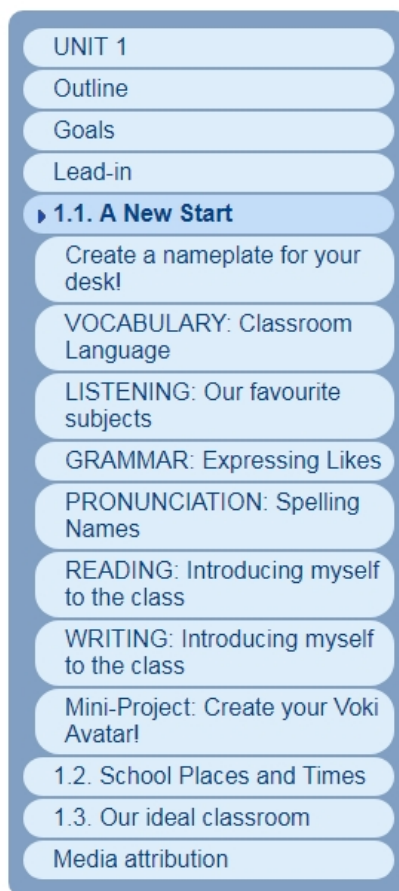
Este recurso contén un total de 8 unidades didácticas en inglés que proporcionan as ferramentas dixitais necesarias para a realización de actividades, tarefas e proxectos da área de inglés como primeira lingua estranxeira en 2º da ESO. Os títulos das unidades incluídas son:

- **Unit 1: *Our Ideal Classroom***
- **Unit 2: *It's an English-speaking world***
- **Unit 3: *Enjoy your meal!***
- **Unit 4: *We are digital natives!***
- **Unit 5: *It's time to have fun!***
- **Unit 6: *A Healthy Body has a Healthy Mind***
- **Unit 7: *Are you a bookworm?***
- **Unit 8: *Earth Calling!***

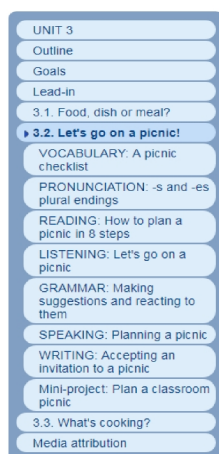
Cada unha destas unidades segue estruturas e formatos semellantes para facilitar o seu desenvolvemento.



Pode **navegarse** polos contidos pulsando nas etiquetas do menú principal:



Ou ben a pulsando nas etiquetas **PREVIOUS – NEXT** que hai en cada páxina.



3.2. Let's go on a picnic!



Think about it!

In pairs, ask and answer the questions below

1. When is the best time of the year to have a picnic? Why?
2. Where is the best place to do it?
3. How often do you have a picnic?



Vintage Picnic Basket. Imaxe de Wicker Paradise en [Flickr](#). Licenza [CC BY](#)

Show Feedback



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Todas as unidades comezan con **tres bloques** que as contextualizan.

Esquema de contidos

UNIT 1

► Outline

Goals

Lead-in

1.1. A New Start

1.2. School Places and Times

1.3. Our ideal classroom

Media attribution

Outline

1.1. A New Start 1.2. School Places and Times 1.3. Our Ideal Classroom

- VOCABULARY: Classroom language
- LISTENING: Our favourite subjects
- GRAMMAR: Expressing likes and dislikes
- PRONUNCIATION: Spelling names
- READING: Introducing myself
- WRITING: Introducing myself to the class
- Mini project: Create your Voki avatar!

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Obxectivos

UNIT 1

Outline

► Goals

Lead-in

1.1. A New Start

1.2. School Places and Times

1.3. Our ideal classroom

Media attribution

Goals

- Make a nameplate for your desk
- Spell names and words
- Pronounce /h/ and /θ/
- Introduce yourself to the class by creating an Avatar
- Express likes and dislikes
- Use Wordreference to look up words and check their pronunciation
- Use Learning Chocolate to expand vocabulary
- Talk and write about school subjects, places and times
- Create a classroom schedule in English
- Talk and write about your ideal classroom
- Design and choose a floor plan for your classroom

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Introdución xeral

UNIT 1

Outline

Goals

► Lead-in

1.1. A New Start

1.2. School Places and Times

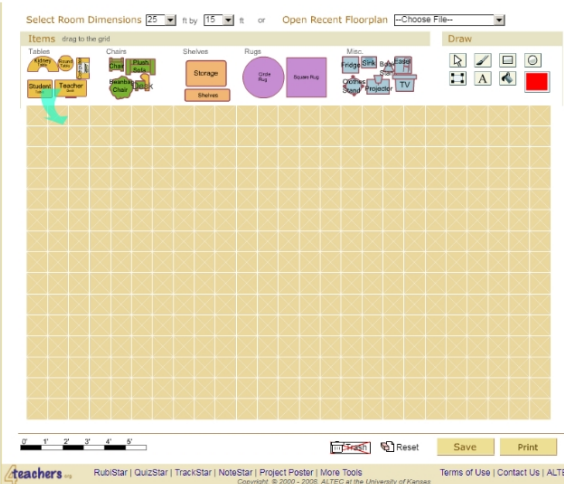
1.3. Our ideal classroom

Media attribution

Lead-in

Welcome to a new school year!

This unit is about your classroom and yourself as a learner of English. If you take a look at the navigation sidebar you will see that it is divided into 3 parts, each including reading, listening, writing and speaking tasks that will help you complete an inspiring collaborative project: **design and share an ideal floor plan for your classroom!**



Snapshot of an empty floor plan with Classroom Architect. Ana Losada e José Luis Murado. CC BY-SA

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Cada unha das unidades está dividida en tres bloques temáticos que conteñen os seguintes elementos (non necesariamente nesta orde):

- Presentación e práctica do **vocabulario** básico relacionado co contido a traballar

VOCABULARY: Sending postcards

Exercise 1

Look at the image below. Match each of the elements of the postcard with a word from the box.

message - sender - recipient - street - postcode - town - stamp - message - country

Elements in a postcard: Ana Losada e José Luis Murado. CC BY-SA

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Get score Show/Clear Answers

- Desenvolvemento de contidos relacionados coa **pronunciación**.

PRONUNCIATION: verb endings -s and -es

The 3rd person singular present simple -S and -ES have 3 pronunciations: /z/, /s/ and /ɪz/. Listen and repeat the names. Pay attention to the /z/, /s/ and /ɪz/ sounds.

0:00 / 0:12

Ana Losada e José Luis Murado CC BY-SA

Charles /z/



Chris /s/



Mercedes /ɪz/



Exercise 1

Listen to the sentences. Who is the subject? Pay attention to the sound of the -s and -es verb endings. Is it Charles /z/, Chris /s/ or Mercedes /ɪz/?

0:00 / 1:27

Ana Losada e José Luis Murado CC BY-SA

Example: Chris sometimes drinks /s/ cola.

- _____ often eats healthy food.
- _____ goes to the supermarket once a week.
- _____ never drinks milk.
- _____ loves sweets.
- _____ washes the dishes after lunch.
- _____ teaches Chris how to cook.
- _____ cooks for his family.
- _____ prepares delicious dishes.
- _____ works in a restaurant.
- _____ watches cooking shows on TV.
- _____ takes a coffee before lunch.
- _____ hates fast food.

Get score Show Feedback Show/Clear Answers

- Unha **lectura** acompañada de actividades sobre a súa comprensión.

READING: What is an Anglicism?

What is an Anglicism?

Read the text below and find out the meaning of Anglicism and examples of words that are considered to be Anglicisms. When you finish reading, match the statements below A-F with the corresponding paragraph (1-5). There is 1 statement that does not go with any of the paragraphs.

Statements

- A. Areas in which we can find Anglicisms
- B. Reasons why Anglicisms are used in Spanish and in Galician
- C. Definition of Anglicism
- D. Words with different meaning that are not Anglicisms
- E. Some Anglicisms that have changed their meaning
- F. Types of Anglicisms

Paragraph 1
An Anglicism, simply put, is an English word borrowed by another language. Each language has its own particular Anglicisms, and the words often change from country to country, even if they speak the same language. This is often the case with Spanish-speaking countries - some may use the English word "bacon", for example, while others prefer the equivalent in Spanish (panceta or tocino).

Paragraph 2
Anglicisms are more commonly found in some fields in which English has a strong influence, for example business (marketing, cash, holding), information and communication technologies (web, software, hardware, pendrive, messenger, chat, etc.) and entertainment (reality show, thriller, hostage, hip hop).

Paragraph 3
There are different kinds of Anglicisms: those that keep the same spelling as in the English word and the same pronunciation (e.g. email) and others that have been adapted to Spanish a bit (e.g. fichol, tenis).

Paragraph 4
Some English words are used in Spanish differently from its original meaning. For example, sometimes we use "fashion" to mean "stylish" or "cool". You are so "fashion". But fashion is not an adjective in English!

Paragraph 5
Be specially careful with false friends, these are words that have a similar form but different meaning, for example "actual" in English meaning "real" in Spanish or "embarrassed" meaning "avergonzado" not "embarazada". False friends are not Anglicisms; they are words that existed in Latin but their meaning changed with the time.

Ana Losada e José Luis Murado. CC BY-SA

☐ Paragraph 1 - Statement ☐
☐ Paragraph 2 - Statement ☐
☐ Paragraph 3 - Statement ☐
☐ Paragraph 4 - Statement ☐
☐ Paragraph 5 - Statement ☐

Statement ☐ does not go with any of the paragraphs.

[Get score](#) [Show/Hide Answers](#)

- Contidos relacionados con aspectos **gramaticais** concretos.

GRAMMAR: The imperative

To explain to a person how to cook it is necessary to know the **IMPERATIVE** form of the verb. As seen on the previous exercise, we use the imperative to **give instructions** but also to **give advice**.

Its form is very easy!

Form	Affirmative	Negative
	Bare infinitive	Don't + bare infinitive
	Make your bed!	Don't make so much noise!

- The **affirmative** equals the infinitive with no subject.
- The **negative** is formed with Don't before the infinitive.

Examples:

Use	Instructions	Advice	Invitations
Orders	First peel the apples, then slice them.	Do not go out at night alone. It's too risky!	Eat a piece of the cake. It's delicious!

Exercise 1

Fill in the gaps with the imperative form of the verbs in brackets.

- so loud! The baby is sleeping! (speak)
- me the salt, please (pass)
- Please, aside. I can't see through you! (step)
- to what your parents say. They give good advice (do)
- so nasty! the others! (be/ respect)
- your name at the bottom (write)
- to take your umbrella. It's raining! (forget)
- to me when I'm talking to you! (listen)
- Please, too fast (drive)
- on the grass! (walk)

[Get score](#) [Show/Hide Answers](#)

- Unha actividade de **escoita** con tarefas para traballara a súa comprensión.

LISTENING: The timetable for today

The timetable for today!

You are going to listen to Ms Smith, a secondary school teacher, welcoming her students to a new school year and telling them the timetable for the first day. Draw this chart on your notebook and complete it with the information you can hear or complete this listening exercise here.

0:00 / 1:16

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Time	Words	Teacher	Place
09:00	Introduction	Ms Smith	Classroom
A	Science	B	C
10:40	D	Ms White	Gym
E	BREAK		Playground
12:00	Maths	F	Classroom
G	Music	H	Music room
I	LUNCH		Canteen
15:00	J	Mr Brown	K
L	END OF THE SCHOOL DAY AND GOING HOME		

A
B
C
D
E
F
G
H
I
J
K
L

Get score Show Feedback Show/Hide Answers

- Un proposta para desenvolver a través de linguaxe **escrita** os contidos traballados.

WRITING: A Galician recipe

A Galician recipe

You have received the following e-mail from an English friend. Reply to him in 110-140 words writing the recipe of a typical dish from your country.

peter@nomail.com

A Galician recipe

Hi!

Hope everything's fine.

I need your help!! My teacher has asked us to write a foreign recipe, and also to prepare and bring it to class!

Can you tell me how to prepare a nice Galician dish? Thanks in advance.

Bye for now. Hugs,

Peter

Ana Losada e José Luis Murado. CC BY-SA

Follow these steps:

1. Think of a Galician dish you like. Ask somebody who likes cooking for help or look for information about the recipe on the web.
2. Write the recipe using verbs in the imperative form to give instructions. Use sequencers first, then, after this.. to sequence actions.
3. Share your text with the teacher to get feedback.

Below to have a model text that includes a very typical Galician dessert!

Click and download ...

- [GALICIAN_PANCAKES_FILLOAS.pdf \(New Window\)](#)

- Unha proposta para o desenvolvemento unha interacción **oral**.

SPEAKING: Questions and answers



Questions and answers



Question words. Imaxe de Gerald en [Pixabay](#). Licenza [CC 0](#)

Now that you are familiar with question words, in pairs ask your partner about the prompts in column A. Then, make him/her questions about the prompts in column B.

Student A asks student B about ...	Student B asks student A about ...
<ul style="list-style-type: none"> • Favourite subject • Birthday • Birthplace • The price of his/her shoes • Favourite singer • Number of siblings 	<ul style="list-style-type: none"> • Mother's birthday • Father's birthplace • Favourite song • A sportsperson he/she admires • Number of subjects he/she has • The price of his/her coat

- Un proxecto ou mini-proxecto no que traballar todos os contidos de cada bloque.

Mini-project: Create a map of English-speaking countries with Zeemaps

Now that you have completed the chart with information about an English-speaking country, you are ready to create with your classmates a map of English-speaking places.

We map your lists

My Maps
Gallery
Blog
Pricing
Tweets
Testimonials
Help

Create and publish interactive maps

Use maps for analysis and presentations

- Unlimited markers per map
- 3-level access control for each map: Viewer, Member and Admin
- Input from: Location/Address, Crowds Source, Google Spreadsheets, Microsoft Excel, CSV, XML, GeoRSS feed or Copy and Paste

Create a Map
Map my Spreadsheet

Key Features

Watch this video >>

Sign-Up Not Required

You do not need to create an account to make maps

Custom Fields

Add searchable custom fields for map entries

Map Images

PDF or PNG map images for presentations or brochures

Multimedia

Add video, photo, or audio with your markers

Mobile Friendly

Maps work in all smart phones and tablets

Customizable Icons

Customize marker icons with your own images

Color Regions

Highlight countries, states, cities, zip codes, counties, or hand-drawn regions

Marker Groups

Up to 31 marker groups and sub-groups with clickable map legend

Entry List

Show clickable list of entries to the left or right of your map

Heat Maps

For both interactive maps and map images

Unlimited Additions

Create Source marker additions to unlimited marker groups

Private Mapping

Keep maps data private: HTML compliant infrastructure and HTTPS

Geosearch

Search for entries matching field values, with distance

Full Grids

Manage your map entries with powerful editing grid

Map Planner

Multi-point route optimizer for distance or time

Zeemaps. Ana Losada e José Luis Murado. [CC BY-SA](#)

It's very easy! Go to the website "Zeemaps" and follow these steps:

Step 1

Step 2

Step 3


Step 4

Step 5

8

Otras actividades ou tarefas que se poden atopar son:


- Proposta de **reflexión** sobre os diferentes contidos a traballar.



Think about it!


HOW BIG IS YOUR SCHOOL? In pairs, ask and answer the questions below. Then write down your answers. HOW BIG IS YOUR SCHOOL? In pairs, ask and answer the questions below. Then write down your answers.

1. How many floors does your school have? Which floor is your classroom on?
2. What time do you start? What time do they finish?
3. Have you got any break(s)? When? How often?



Ana Losada e José Luis Murado. [CC BY-SA](#)

- Actividades de **refuerzo e ampliación**.




Bonus Task

To learn more classroom expressions, click the links below:

- [Classroom language](#).
- [Classroom instructions](#).
- [Common teacher expressions](#).
- [Directions for doing a task](#).

You will be taken to Learning Chocolate, a very useful website to learn vocabulary as it includes words organised into categories and plenty of exercises to revise their spelling and pronunciation.

Watch the following tutorial to learn how to use the site:



How to use Learning Chocolate to Improve Your English. Vídeo de [Curso Tic Oral Skills](#) en [YouTube](#). Licencia [CC BY](#)

Entre os diversos contidos atópanse **audios** que poden ser escoitados en liña ou descargados para o seu uso posterior.

You will hear Lisa answering the following questions:

1. What's your favourite food? And your favourite dish?
2. Is there any type of food you don't like?
3. How many meals do you eat a day?

Read the text below. Then, listen to the recording **twice** and choose the correct answer for each gap.

Ana Losada e José Luis Murado. [CC BY-SA](#)

My favourite food is . Yes, I love ! And, of course, my favourite dish is spaghetti bolognaise, it's spaghetti (pasta) with sauce and , minced .

Food that I don't like is cheese and . I eat five meals a day. I eat lunch. I eat evening I eat sandwich or .

You will hear Lisa answering the following questions:

1. What's your favourite food? And your favourite dish?
2. Is there any type of food you don't like?
3. How many meals do you eat a day?

Read the text below. Then, listen to the recording **twice** and choose the correct answer for each gap.

Ana Losada e José Luis Murado. [CC BY-SA](#)

0:00 / 1:21

Descargar

Outros elementos que acompañan ás diferentes tarefas ou actividades son (cómpre pulsar neles para activalos):



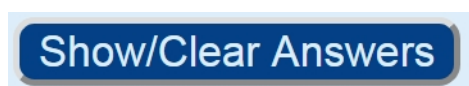
Mostra á solución



Fai visible algún aspecto importante relacionado coa tarefa/actividade



Obtense a puntuación final despois de rematar



Mostra ou limpa todas as respostas