

LISTENING CORNER

Remember to write all your answers in your notebook with the title of the activity

1.- What do you like watching on TV? **Don't listen to it more than twice!!!!**
<http://www.esl-lab.com/tvguide/tvguiderd1.htm>

Pre-reading. Answer these questions.

1) Look at the list of TV programs below. Which shows interest you most? Underline them and translate them.



nature, documentary, news, game, home improvement, reality, cartoon, fitness or exercise, soap opera or drama, talk, sitcom, cooking

while-listening. Answer these questions.

Who is always asking the questions in the conversation? _____

Does the man like watching action movies? _____

Where are the things he has to fix and repair in the house? _____

What are they watching at the end? _____

Post-listening

Was it enough to listen to it twice for you? Yes NO
 Did I understand 50% of it the first time? YES NO
 Is it useful for my listening comprehension these kind of activities? YES NO
 Number of mistakes in the on-line version: _____

2. - **Is TV a bad or good influence?** Listen to these people's opinions and then, choose three of them. Write a summary of what they say.

Summary of the three peoples' opinion

How many times have you listened to it? _____
 Did I understand 50% of it the first time? YES NO
 Is it useful for my listening comprehension these kind of activities? YES NO

READING CORNER

1.- United States.

1a. Read the text online and answer the questions online.

1b. Now, look up a map of united states of America and write the name of the four biggest states.

1c. Self –evaluation.

Did I understand 50% of it the first time? **YES** **NO**
Is it useful for my reading comprehension these kind of activities? **YES** **NO**
Number of mistakes in the on-line version: _____

2.- International festivals.

Visit the page and click the button: DETAILS, you will find some text and online questions about some international festivals. Complete the activity online.

Did I understand 50% of it the first time? **YES** **NO**
Is it useful for my reading comprehension these kind of activities? **YES** **NO**
Number of mistakes in the on-line version: _____

ENGLISH USAGE CORNER

1.- Grammar rules. Watch the video and complete.

When do we use the present progressive or continuous?

How do we form the present progressive or continuous?

Write two sentences as examples IN YOUR NOTEBOOK

2.- Grammar 2. Present continuous-1. Complete on-line then, write down the sentences where you had a mistake and your result from the activity.

My mistakes

My results: /10

3.- Grammar 3. Present continuous-2. Complete on-line then, write down the result from the activity.

My results:

Activity 01: I made mistakes

Activity 02: I made mistakes.

Activity 03: I made mistakes.

Activity 04: I made mistakes.

Activity 05: I made mistakes.

Activity 06: I made mistakes.

WRITING CORNER - PROJECT*Let's write a newspaper story!*

During this project you are going to become a real newspaper writer. Your teacher is going to offer you three story ideas (in your dossier) to choose from, or you can pick your own story.

You've just been assigned to write a story for your newspaper. Here are some tips to help you write a good one.

Who – What – When – Where – Why – How. Almost all newspaper stories start off by answering most of these questions. Try to answer these questions in your story. For example: "Sherry Smith won first place in the Cutest Pet contest yesterday at Columbia Mall." Check your local newspaper for more examples.

Accuracy. Your writing might be wonderful, but if you don't get the facts right, people won't believe what you write the next time.

What makes a good story? Anything that could interest or affect your classmates, teachers, school or family will make a good story.

Interviews. You may want to interview someone to get the facts. Here's what to do:

- Prepare questions. Write down the questions you want to ask. For example, "How long have you been working here?" "What do you like most about your job?" and "Is there anything you would like to tell our readers?"
- Take tools. Take a small notebook and two pens or pencils to the interview.
- Write it down. Take notes as the person answers your questions — you want to be sure to quote the person accurately in your story. It's OK to ask the person to repeat what they said or ask them what they mean if you don't understand them the first time. The main thing is to get it right.

Writing the story. Start with a good lead — a sentence that grabs your reader and makes her want to read more: For example, "The fourth grade class painted one wall of their classroom with a picture so strange that their teacher immediately sent for the principal." Write your story plainly so that everyone can understand it. If possible, use quotes in your story to make it more interesting — for example, "The flames were so hot I thought my helmet would melt," the firefighter said. And remember to answer the questions Who – What – When – Where – Why – How.