**Eighth Session**

**Temporization:** 55'

**Methodology:** group and individual work

**Competences:** 1, 4, 5, 6, 7, 8

**Development of the lesson:**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Materials</th>
<th>Competences</th>
<th>Objectives</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will talk about the different medical discoveries they know and how they affected or affect in our society.</td>
<td></td>
<td>1, 4, 5, 6, 7, 8</td>
<td>● To practise the vocabulary.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● To practise oral skill.</td>
<td></td>
</tr>
<tr>
<td>We will check how to write an informative essay, and the steps to follow from the MiniQquest.</td>
<td>MiniQuest <a href="http://www.webquestcreator2.com/majwg/ver/miniwer/1075">http://www.webquestcreator2.com/majwg/ver/miniwer/1075</a></td>
<td>1, 4, 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We will write an informative essay about a medical discovery.</td>
<td>Notebook</td>
<td>1, 4, 7</td>
<td>● To practice the writing skill.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● To use all the vocabulary, expressions and grammar learned during the whole unit.</td>
<td></td>
</tr>
</tbody>
</table>
**Ninth Session**

**Temporization:** 55'

**Methodology:** group and individual work

**Competences:** 1, 4, 5, 6, 7, 8

**Development of the lesson:**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Materials</th>
<th>Competences</th>
<th>Objectives</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will go to the computer’s room. We will dedicate this lesson to solve</td>
<td>Digital Book, Power Point, WebQuests</td>
<td>1, 4, 5, 6, 7, 8</td>
<td>• To remember what we have learned during this unit.</td>
<td></td>
</tr>
<tr>
<td>doubts for the exam.</td>
<td><a href="http://www.webquestcreator2.com/majwq/ver/ver/6771">http://www.webquestcreator2.com/majwq/ver/ver/6771</a></td>
<td></td>
<td>• To solve doubts</td>
<td></td>
</tr>
<tr>
<td>We will practice what we have learned doing the activities proposed by</td>
<td>Computers.</td>
<td>1, 4, 7, 8</td>
<td>• To practice what they have learned during this sessions.</td>
<td>To do the progress check at home and to bring a screenshot to class or sent it by email.</td>
</tr>
<tr>
<td>Burlington’s web.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We will watch a movie segment from the movies “Hotel Transylvania” and</td>
<td>Youtube: <a href="https://www.youtube.com/watch?v=dFtUf8Ve0OY">https://www.youtube.com/watch?v=dFtUf8Ve0OY</a></td>
<td>1, 4, 8</td>
<td>• To apply the grammatical point.</td>
<td>We will watch a movie segment from the TV series “Under the Dome”.</td>
</tr>
<tr>
<td>“Mr. Poppers and the penguins”. After that we will complete a worksheet</td>
<td><a href="https://www.youtube.com/watch?v=yw5qhy2Izv">https://www.youtube.com/watch?v=yw5qhy2Izv</a></td>
<td></td>
<td>• To practice the listening skill.</td>
<td>After that we will complete a worksheet about the video.</td>
</tr>
<tr>
<td>about</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We will do a word search worksheet to review the vocabulary learned.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Worksheet Resources</th>
<th>Modality</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>Worksheet (annex 9)</td>
<td>Online</td>
<td>To review the vocabulary.</td>
</tr>
<tr>
<td>We will play a Kahoot game-based digital learning platform about modals using our phones. First, we will play a game created by the teacher and after if there is enough time, we will play other games.</td>
<td>Worksheet (annex 10) Power Point WebQuest <a href="http://www.webquestcreator2.com/majwg/ver/ver/6771">http://www.webquestcreator2.com/majwg/ver/ver/6771</a> <a href="http://www.webquestcreator2.com/majwg/ver/ver/6832">http://www.webquestcreator2.com/majwg/ver/ver/6832</a> Mobile Phones Kahoot! <a href="https://create.kahoot.it/?_ga=1.242565762.1808630025.1435586442#quiz/7589d291-b28a-4cab-b212-35a6b3bc44ce">https://create.kahoot.it/?_ga=1.242565762.1808630025.1435586442#quiz/7589d291-b28a-4cab-b212-35a6b3bc44ce</a></td>
<td>Mobile</td>
<td>To practice the grammar point.</td>
</tr>
<tr>
<td></td>
<td>1, 4, 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1, 4, 7, 8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tenth Session

Temporization: 55'

Methodology: individual work

Competences:

Development of the lesson:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Materials</th>
<th>Competences</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will do an Exam. (annex 11)</td>
<td>1, 8</td>
<td></td>
<td>● To check the concepts we have learned during the whole unit.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● To evaluate student's progress</td>
</tr>
</tbody>
</table>

10. Student’s assessment

Apart from the written exam at the end of the unit, students will be assessed according to their attendance, participation and homework. The exam is 7 points out of 10 but it will not be their final evaluation mark. This exam plus the participation and homework will help them to round their mark of the final evaluation. So, if a student has a 6.8 point in the evaluation, the teacher will round the final mark depending on the mark of this exam and his or her attitude during this teaching lesson to 7.

11. General Conclusions

I have implemented this Teaching Unit for 10 sessions, to all the groups of 4th year of ESO. As we can observe in the tables I have used in class for 4th A (annex 12), 4th B (annex 13), 4th C (annex 14) and 4th D (annex 15), only there were few students who volunteered to correct the activities or to try to ask something in English. As the lessons progress and we use digital resources, as WebQuests, there were more students decided to participate more actively in class. We can see that during the last sessions, the number of participants has been increased outstandingly, coinciding with the use of extra worksheets, which are not from the book, and the use of videos to practice the Modals.
During the Kahoot game session, the level of participation was massive. All of them could not wait to participate.

The high level of participation has been reflected too, in those lower groups, as 4th A and 4th C. These were the most unmotivated groups and they have taken part on each activity proposed as well as the attitude of those passive students from 4th B and 4th D.

For these reasons, this Teaching Unit has achieved the wished objectives, not only the linguistic ones, but keeping in mind the competences we wanted to develop. The most important and essential was to motivate them feeling themselves comfortably in class and the wish of coming back the following day. The motivation would trigger the improvement of their efficiency and their autonomy as “the ability to take charge of one’s learning” (Holec, 1981: 3). I could observe during the fulfilment of the activities that they were quicker than previous lessons and they did not need the help of the teacher or their classmates as before.

Finally, I would like to emphasize that while we were doing the exercises about the movies and the game Kahoot!, none of them complained about the fact that the activities were related to grammar aspects. That means a lot for a teacher.

I would like to finish my work remarking that “the basis of learner autonomy is that the learner accepts responsibility for his or her learning” (Little. 1995: 175) and in my opinion most of the students I taught during my internship accepted that responsibility.

12. References


http://www.burlingtonbooks.com/Spain/ [last access 01/07/2015]

http://www.webquestcreator2.com/majwq/ver/ver/6771  [last access 30/06/2015]

http://www.webquestcreator2.com/majwq/ver/ver/6832  [last access 30/06/2015]

http://www.webquestcreator2.com/majwq/ver/miniver/1075  [last access 30/06/2015]

http://www.theteacherscorner.net/  [last access 30/05/2015]

http://www.agendaweb.org/  [last access 02/06/2015]

http://www.saberingles.com.ar/  [last access 02/06/2015]

http://www.isabelperez.com/  [last access 02/06/2016]
13. Annexes

Annex 1: Students' reflections about the subject

REFLEXIÓN SOBRE LA ASIGNATURA

1- ¿Qué es lo que más te gusta de la asignatura?

2- ¿Qué es lo que menos te gusta de la asignatura?

3- ¿Crees que aprovechas las clases?

4- ¿Te gusta la metodología utilizada para impartir las clases?

5- ¿Participas activamente en las clases preguntando dudas, leyendo en voz alta o corrigiendo ejercicios voluntariamente? En caso de responder No, razona tu respuesta.

6- ¿Crees que estás aprendiendo y progresando en tu nivel de inglés?

7- ¿Hay algo que te gustaría cambiar de la asignatura o de las clases?
Annex 2: Some students’s reflections

4. ¿Te gusta la metodología utilizada para impartir las clases?

   Sí, porque usando el ordenador es más
   entretenido.

7. ¿Hay algo que te gustaría cambiar de la asignatura o de las clases?

   Podríamos haber más videos/actividades en el aula, porque no
   en el aula no se ve el trabajo de los demás. Además
   me hubiese gustado tener más actividades en el aula.

4. ¿Te gusta la metodología utilizada para impartir las clases?

   Sí, porque se ve más divertido y se pueden
   aprender cosas de forma más clara.

7. ¿Hay algo que te gustaría cambiar de la asignatura o de las clases?

   No, porque me gusta mucho y no me parece necesario
   cambiar nada que veo en el aula.

7. ¿Hay algo que te gustaría cambiar de la asignatura o de las clases?

   Me hubiese gustado tener más actividades interactivas en el aula.

7. ¿Hay algo que te gustaría cambiar de la asignatura o de las clases?

   No, en general creo que está bien pero lo único es que
   no tienen interés.

7. ¿Hay algo que te gustaría cambiar de la asignatura o de las clases?

   El libro.

7. ¿Hay algo que te gustaría cambiar de la asignatura o de las clases?

   Sí, es muy aburrido.

7. ¿Hay algo que te gustaría cambiar de la asignatura o de las clases?

   A veces las clases son algo pesadas, porque
   no hacen muchas cosas distintas.

7. ¿Hay algo que te gustaría cambiar de la asignatura o de las clases?

   Me gustaría mejorar el tema del ordenador
   y ver más cosas en internet o ver algunas películas.

7. ¿Hay algo que te gustaría cambiar de la asignatura o de las clases?

   Que fueran más interactivas.
Annex 3 : Activities from the Book
MedWeb Allergy Forum –
Get answers from health experts!

Verónica Nebot Costa
MASTER’S THESIS
2015

Grammar

1. Read the examples. Then complete the rules.

2. Choose the correct answers.

What to do at the Doctor’s

You might say:

1. I’ve been feeling a bit run down.
2. I’ve been feeling the need to go for a walk.
3. I’ve been feeling a bit of stress.
4. I’ve been feeling a bit of anxiety.

You should say:

5. I’ve been feeling a bit run down.
6. I’ve been feeling the need to go for a walk.
7. I’ve been feeling a bit of stress.
8. I’ve been feeling a bit of anxiety.

Copy and complete the sentences with the modal verbs. Use each modal once.

You should:

9. You should do their laundry.
10. You should do your homework.
11. You should do your homework everyday.
12. You should do your homework after school.

Copy and complete the sentences with suitable words. Use the key to help you.

You need to:

13. You need to talk to your doctor.
14. You need to talk to your doctor about your stomatitis.
15. You need to talk to your doctor about your stomatitis and your diet.
16. You need to talk to your doctor about your stomatitis, your diet, and your exercise.

31
5. Write one sentence for each rule below. Use a modal. There may be more than one correct answer.

**GYM RULES**
1. No sandals or flip-flops are allowed in the gym.
2. Elevators are for store. When you exercise.
3. A new client will drink lots of water.
4. Feel free to exit our trains. Help.
5. No children or pets are allowed in the gym.
6. It is not a good idea to wear expensive things in the bag.
7. Do not lift weights that are too heavy for you.
8. We provide bottled waters as necessary to bring your own.

1. You mustn’t wear sandals or flip-flops.

6. Write two more rules for a gym.

7. Choose the correct answers to complete the text.

**Real World**

1. Read the title and the first paragraph of the scientific article. Then complete the sentence.

ACAC makes the muscles fresh – even when they’re tired.

2. Read the whole article. Are the following true or false? The sentences helped you decide.

a. The researcher in the study became healthier after taking the new drug.
   - True
b. ACAC affects muscles in the same way as aerobic exercise.
   - False
c. Researchers have tested how ACAC works.
   - True
   - Use to find your recommendations using ACAC.
   - The writer of the article advises readers to exercise.

3. Choose the correct answers.

- Researchers know that ACAC.
  a. Has good effects on race
b. Has good effects on people
c. Has not effects on people

- Doctors say that ACAC.
  a. Helps prevent people from exercising
b. Is useful for people with medical problems
c. Helps people who can’t exercise

- The International Olympic Committee (IOC) will identify.
  a. Athletes who are using ACAC
b. How ACAC improves strength and endurance
c. Health problems caused by ACAC

4. In addition to safety reasons, what are two reasons why we use ACAC?

a. Exercise
b. A new person who does not exercise (less 1-8)
c. More time (less 6-10)
d. More effort (less 15-17)
e. Better physical condition (less 20-40)
f. May be (less 34-45)

6. Write two more rules for a gym.

7. Choose the correct answers to complete the text.

**The Exercise Pill**

Here’s a research patent is a pill that takes about 30 minutes for making things that it has to do. But does it work? Just think of the whole process.

- A new person who does not need to be given ACAC.
- A new person who does not need to be given ACAC.
- A new person who does not need to be given ACAC.
- A new person who does not need to be given ACAC.
- A new person who does not need to be given ACAC.
- A new person who does not need to be given ACAC.
- A new person who does not need to be given ACAC.
- A new person who does not need to be given ACAC.
6. Choose the correct answers to complete the text

The Girl Who Doesn’t Feel Pain

What is life like without pain? It sounds wonderful, but ten-year-old Gabby Griffin can’t have it. Her father said that she can’t feel hurt. Sometimes when she was a baby, her father saw that she fell and bled. He has bled from almost the day she was born. He didn’t seem to notice. After several incidents like this, her parents told her to be careful. She was having a condition. He said that she couldn’t hurt her was having a condition. He said that she couldn’t hurt her.

4. Choose the correct answers to complete the text

The Girl Who Doesn’t Feel Pain

What is life like without pain? It sounds wonderful, but ten-year-old Gabby Griffin can’t have it. Her father said that she can’t feel hurt. Sometimes when she was a baby, her father saw that she fell and bled. He has bled from almost the day she was born. He didn’t seem to notice. After several incidents like this, her parents told her to be careful. She was having a condition. He said that she couldn’t hurt her.

3. Choose the correct answers to complete the text

Vocabulary >> Keeping Fit

1. Look at the advert below. Listen and repeat the words and expressions in blue. Which sounds and expressions describe what you do at a health club?

ENERGY CLUB

It’s time to change your lifestyle and get in shape. At Energy Club, we’ve got something for everyone!

- Come and work out in our gym. A personal trainer will help you create the right programme to achieve your goals.
- Join our exercise classes to get fit and have fun. Aerobics, swimming, kickboxing and yoga are just a few of the classes we offer.
- Have you got your weight? Sign up for our nutrition programme and you’ll lose weight in no time.
- Try our sauna, hydro massage and health food bar—the perfect way to relax after your workout!

2. Choose the correct answers

1. Work out at the health club every day.
   a. True
   b. False
   c. I don’t know

2. Exercise twice.
   a. True
   b. False
   c. I don’t know

3. Hemorrhage his goal.
   a. True
   b. False
   c. I don’t know

4. Does a personal trainer.
   a. True
   b. False
   c. I don’t know

5. Works at the gym.
   a. True
   b. False
   c. I don’t know

6. Works at the shoe shop.
   a. True
   b. False
   c. I don’t know

7. A class where you can relax.
   a. Yoga
   b. Toning
   c. Plumbing

8. You should put on weight.
   a. You’re too thin.
   b. You’re too fat.
   c. You’re just right.

3. VOCABULARY

There are many situations formed with the words put and lose. Look at the collocations below. Do you know what each one means?

- Get a job
- Get a car
- Get a grade
- Get a pet
- Get a gun
- Get a bank account
- Get a letter
- Get a divorce
- Get a kiss
- Get a round

4. Copy and complete the sentences using collocations from Exercise 3.

1. He lost his car and crashed into a tree.
2. Why do we have to walk so long? I’m losing my patience.
3. She lost her job, so she’s visiting us now.
4. You lose weight because we do the exercise.
5. I think you will lose. You don’t need to do this.
6. I’m losing. I hope she gets up soon.

5. LISTENING

5. Listen to a conversation between Alan and Lynn about keeping fit. What does Alan want to do? How does Lynn offer to help?

6. Listen again and complete the sentences below.

1. Reasons to exercise according to Lynn.
   a. You burn more.
   b. You lose weight.
   c. Even if you eat more, you won’t.
   d. Meals are important because they are

2. Reasons not to exercise according to Alan.
   a. He hasn’t got the time.
   b. He doesn’t like jogging because
   c. He doesn’t know how to do the exercises in the gym.
   d. Gym and personal trainers are
Speaking

7. Look at the posters for the student elections. In your notebook, write one sentence supporting each issue in the posters and one sentence opposing each issue.

Healthy meals in the school canteen!
No more junk food!

Vote for JACK!

Healthy meals in the school canteen!
No more junk food!

Vote for JACK!

We want a computer for every student!

Vote for CLAIRE!

A gym for all students!

Vote for LUCY for the Students Council!

Start and finish on time later!

Vote for Tom!

8. Complete the mini dialogues with the expressions below. There may be more than one correct answer.

A: I won’t vote for Lucy. I don’t think she needs a gym at school.
B: I don’t think so either.
A: I agree with you.

1. That’s true, but…
2. I suppose you’re right.
3. That’s not true.
4. You’re not right.
5. Exactly.
6. I’m sorry but I disagree.
7. You’re wrong.
8. I agree with you.

A: I want to vote for Lucy. Lucy looks so unhealthy!
B: I think she’s a bit better than healthy food.
A: What a lot of kids like hamburgers and chips.
B. So let’s vote for Lucy. It’s a good idea.

A: I don’t want to vote for Jack. Jack looks so unhealthy!
B: Most kids like hamburger and chips.
A: I agree with you.
B: So let’s vote for Jack. It’s a good idea.

9. With a partner, discuss each candidate’s idea in Exercise 7. Then try to agree on which candidate to vote for. Use the expressions in Exercise 8.

10. Explain your decision to the class. Have a class vote for the best candidate.

Writing >> Informative Essay

When we write an informative essay, we give objective information about a topic. We include names, dates, and other factual information. We do not include opinions or personal stories.

1. Read the informative essay. Then copy and complete the chart below.

X-rays

Doctors use X-rays to see inside the human body. This helps them diagnose many medical problems.

X-rays were discovered by accident in 1895 by William Konig, a German physicist. While Konig was doing experiments with electron rays, he put his hand in front of the rays and saw his own bones.

X-rays are a type of radiation. It’s easy to see bones in an X-ray because they absorb most of the radiation. But fat and muscle absorb less. X-rays are still used today to find broken bones and tumors. However, doctors must be careful not to use them too much, because radiation can cause cancer.

To sum up, X-rays are one of the most useful discoveries of all time. It’s difficult to imagine modern medicine without them.

<table>
<thead>
<tr>
<th>Name of discovery:</th>
<th>X-rays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who discovered it?</td>
<td>William Konig, a German physicist</td>
</tr>
<tr>
<td>When and where it was discovered?</td>
<td>1895</td>
</tr>
<tr>
<td>Why the discovery is important</td>
<td>Helps diagnose many medical problems</td>
</tr>
<tr>
<td>The dangers of using it</td>
<td>Radiation can cause cancer</td>
</tr>
</tbody>
</table>

Improve your writing >> Referencing

An informative essay presents factual information clearly, without unnecessary repetition. We use precise and possessive adjectives to avoid repeating the same words too many times. What do the words in bold in the model essay refer to?

Before you write:

- Decide what discovery you want to write about. Then complete the chart about the discovery you chose.

Write your essay:

- Organize your ideas into paragraphs according to the plan below.
- Paragraph 1: Introduce the discovery. Write what it is and why it is important.
- Paragraph 2-3: Use facts and information about the discovery.
- Paragraph 4: Sum up and repeat the main ideas.
- 2. Use referencing to avoid repetition.

Check your writing:

- Does it give information about the discovery?
- Does it include opinions or personal experiences?
- Does it use pronouns and possessive adjectives to avoid repetition?
Annex 4: A crossword about health

Name: _______________________

Vocabulary: Health
Complete the following cross

**Horizontal**
4. a lot of small red spots on the skin
6. you are producing more mucus than usual
7. to move air into and out of the lungs
8. a common infectious illness that causes fever and headache
10. the part of a hospital where people go when they are ill or injured and need treatment quickly
11. the act of putting a liquid, especially a drug, into a person’s body using a needle and a syringe
12. a small solid piece of medicine that a person swallows without chewing
15. pain in your stomach
16. larger than usual

**Vertical**
1. to force air out of your lungs through your throat with a short, loud sound
2. caused by an allergy
3. a part of the body damaged
5. a condition in which your throat is red and feels painful
9. a pain you feel inside your head
13. having or causing an itch
14. a feeling of physical suffering caused by injury or illness
Annex 5: Modal Verbs Worksheet

<table>
<thead>
<tr>
<th>MODAL VERBS</th>
<th>MEANING</th>
<th>USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>can</td>
<td>A</td>
<td>O</td>
</tr>
<tr>
<td>could</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>should</td>
<td>N</td>
<td>O</td>
</tr>
<tr>
<td>ought to</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>must</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mustn't</td>
<td></td>
<td></td>
</tr>
<tr>
<td>have to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>doesn't have to</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Examples**

<table>
<thead>
<tr>
<th>Subject</th>
<th>modal + v (see minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>speak Valencian</td>
</tr>
<tr>
<td>I will</td>
<td>speak English fluently in a few years</td>
</tr>
<tr>
<td>You</td>
<td>perhaps she is at home</td>
</tr>
<tr>
<td>I</td>
<td>probably...</td>
</tr>
<tr>
<td>You</td>
<td>It is necessary that you tidy your room</td>
</tr>
<tr>
<td>You</td>
<td>It isn't necessary to...</td>
</tr>
</tbody>
</table>

**Synonym expressions**

- It's a good idea to...
- If I were you...
- I suggest that...
- probably...
- perhaps / maybe
- It is compulsory to...
- It is obligatory to...
- It isn't allowed to...
- It's forbidden to...
- It isn't necessary
Annex 6: Worksheet - Charlie and the Chocolate Factory

I. Watch the movie segment and make a list of 4 inappropriate behaviors these children have. Observe both Veruka and Augustus to come up with sentences.

VERUCA
1. ..........................................................
2. ..........................................................
3. ..........................................................
4. ..........................................................

AUGUSTUS
1. ..........................................................
2. ..........................................................
3. ..........................................................
4. ..........................................................

II. Rewrite your sentences above, using modal for advice.

III. Imagine you are supposed to give these children’s parents advice. Pair up with a partner. One of you is Veruka’s mother and the other one is Augustus’ mother. Role play a situation, giving each other advice for better behavior.

http://learnenglishespanol.com/movies-blockbusters/charlie-chocolate-factory
Annex 7: Worksheet – Under the Dome

Activity 28: Under the Dome

1. Watch the video. Then check the alternatives that you believe are possible implications for the “Dome.”

1. The economy becomes more self-sufficient.
2. More important goods can be stored for emergencies.
3. The population contraction.
4. The costs of living are increased.
5. The space is used for leisure.
6. It is a tourist attraction.
7. Write your own answer here.

2. Check your answers with a partner. Then write sentences speculating about what the Dome is:

1. The Dome (night / day / light)...
2. ...
3. ...
4. ...

3. Look at the picture below. Cheyenne’s Mall, a mall town in Wyoming, USA, was deserted because the rest of the world was in an apocalyptic state. We can imagine how one town in the USA might feel in response to such a scenario. Think about the effects on the economy, food supplies, family members, political stability, hospitals, etc. Then write down at least five economic, social, and political changes that might happen to Cheyenne’s Mall’s population or what they might have to do to survive.

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<tr>
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4. Check your ideas with the students from other groups.
Annex 8: Scrabble about Keeping fit

Name:
Please unscramble the words below

1. orkw otu
2. ceelhdav ish losg
3. myg
4. meolspa artein
5. lexar
6. eflestyl
7. gte tif
8. utp no ehitwg
9. icthnsget
10. leso wgteli
11. get in aseph

Annex 9: Worksheet – Hotel Transylvania and Mr. Popper and the penguins

Movie References to Annex 9 Graham Golle
Activity D1E – Hotel Transylvania & Mr. Popper's Penguins
Local Copyright & Permission CAN

1. Watch the movie segments from the movie Hotel Transylvania about Dracula and his daughter, Max, and complete the blanks with Gerunds and the verbs in parentheses.

1. Max runs ______ (away) up the wall.
2. Max runs ______ (to) OUTSIDE.
3. Dracula ______ (play) THE guitar.
4. Max and Dracula ______ (fly)
5. Dracula and Max ______ (be) hammers and bats.
6. Max ______ (read)
7. Dracula ______ (arrive)

II. Which item in CAN is not used for permission, not about?

III. Guess what penguins can do. Check the items you think they can.

1. SPEAK, SING
2. Walk
3. Run
4. Fly
5. Walk in line
6. Swim
7. Cross streets
8. Jump

IV. Watch the segment from the movie Mr. Popper's Penguins and answer your questions.

V. Write 3 sentences saying what penguins can do and can't do.

1. ____________________________
2. ____________________________
3. ____________________________

Claudio Cosmao
**Annex 10: Word Search about Vocabulary**

<table>
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<tr>
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**Vocabulary**

Search for some vocabulary words that we have learned during this unit:


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<tr>
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Annex 11: Final Exam

NAME: ................................................................. 4th ........

Reading >> 20 points

1. Read the text. Then complete the sentences. (4 x 2 = 8 points)

In 2001, Cameron Clapp was a typical 15 year old from California. Then, one night he was hit by a train. Cameron doesn’t remember the accident, but he’ll never forget waking up in the emergency room. His injuries were extensive. The surgeons had to amputate one of his arms and both of his legs. At first, the doctors said Cameron might not live, but Cameron survived. Then, they told his parents that their son probably wouldn’t walk, but Cameron was determined to show them that they were wrong.

Cameron left the hospital after three weeks, and months later he was given his first simple artificial legs. In the beginning, he was in terrible pain when he tried to use his new legs. Cameron found that swimming helped him with the pain. Later, he had to learn to walk and then to run. If he fell down, he would get up again. Before the accident, Cameron had loved sport, so as soon as he could, he started working out regularly, so he could get in shape again. His determination helped him and he eventually became as active as he was before the accident.

Today, Cameron has got special computer-controlled legs that use very advanced technology. He runs, swims and plays golf using different artificial legs for each sport. He has also won many gold medals at the Endeavour Games, a US competition for athletes with special physical problems like his.

Cameron’s life has changed since the accident. Cameron feels that fighting for what he wants has made him both a stronger athlete and a better person. Because people are interested in his story, Cameron has also been on television and he has travelled to many places. In addition, he works with other people who have lost their arms or legs. He understands their difficulties. He’s an inspiration to them and he helps them to achieve their goals. Cameron said, “Impossible is an opinion, not a fact” — and he should know.

1. In contrast to his doctors’ predictions, Cameron ................................... and .....................................

2. To get in shape, Cameron ...........................................................

3. Cameron wouldn’t have been successful if he hadn’t had ..................................................

4. Cameron can help other people because he .................................................................

2. Answer the questions. (3 x 2 = 6 points)

1. What happened to Cameron in 2001 that changed his life?

..................................................................................................................................................

2. How long was he in hospital?

..................................................................................................................................................

3. Who can compete in the Endeavour Games?

..................................................................................................................................................

3. What are three extraordinary things that Cameron has done? (3 x 2 = 6 points)

1. ..............................................................................................................................................

2. ..............................................................................................................................................

3. ..............................................................................................................................................
Vocabulary >> 20 points

4- Write the correct words about Health for these definitions. (8 points)

1. S.........................: a condition in which your throat is red and feels painful.
2. P.........................: a feeling of physical suffering caused by injury or illness.
3. B.........................: to move air into and out of the lungs.
4. E.........................: the part of the hospital where people go when they are ill or injured and need treatment quickly.
5. L.........................: having or causing an itch.
6. S.........................: larger than usual.
7. I.........................: the act of putting a liquid into a person's body using a needle and a syringe.
8. R.........................: a lot of small spots on the skin.

5- Complete the sentences with the correct answers. (6 x 2 = 12 points)

1. I'm going to hire a ________________ to help me train for the marathon.
2. You will ________________ if you eat too much.
3. ________________ is good for your muscles.
4. John should ________________. He works all the time.
5. I hope to ________________ before the race.
6. I ________________ at the new sports club in my neighbourhood.

Grammar >> 30 points

6- Choose the correct answer. (7 points)

1. Sally wants to learn to swim. May / Can / Should you please teach her?
2. When I was younger, I might / shouldn't / could run long distances but now I haven't got the strength.
3. I'm not sure but I might / should / have to go to the concert tonight.
4. They don't have to / shouldn't / couldn't have dinner so late. It's not healthy.
5. You mustn't / can't / might smoke in a hospital.
6. You may / couldn't / don't have to help me. I don't need any help.
7. He must / have to / may study harder if he wants to pass his exams.

7- Complete the sentences for each of the signs below. Use modals. (5 points)

You ___________ feed the animals.

You ___________ park here.
It _________ rain tomorrow. You _________ wear a seatbelt.

You _________ wear a jacket.

8- What would you say in the following situations? Use a suitable modal in each sentence. (6 x 3 = 18 points)

1. You ask your teacher permission to leave the room.

2. You tell your friend that you need to leave the party or you will miss the bus home.

3. Your sister asks permission to use your camera and you agree.

4. Your sister is playing her music very loudly and it is bothering you.

5. You think your best friend is too thin.

6. You are invited to a swimming party, but you don't know how to swim.
Annex 12: Participation Table – 4th A

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| MMS  |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| MCP  |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| NGN  |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| PL, A |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| PAM, M |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| RCM, M |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| RGM  |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| SCI  | +     | +     | +     | +     | +     |       |       |       |       |       |       |       |       |       |       |       |       |       |
| TFM, M |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| TM, A |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| VIM  |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |