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## Eighth Session

**Temporization:** 55'

**Methodology:** group and individual work

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

**Development of the lesson:**

Activities	Materials	Competences	Objectives	Homework
We will talk about the different medical discoveries they know and how they affected or affect in our society.		1, 4, 5, 6, 7, 8	<ul style="list-style-type: none"> <li>To practise the vocabulary.</li> <li>To practise oral skill.</li> </ul>	
We will check how to write an informative essay, and the steps to follow from the MiniQuest.	MiniQuest <a href="http://www.webquestcreator2.com/majwg/ver/miniver/1075">http://www.webquestcreator2.com/majwg/ver/miniver/1075</a>	1, 4, 7		
We will write an informative essay about a medical discovery.	Notebook	1, 4, 7, 8	<ul style="list-style-type: none"> <li>To practice the writing skill.</li> <li>To use all the vocabulary, expressions and grammar learned during the whole unit.</li> </ul>	

**Ninth Session****Temporization:** 55'**Methodology:** group and individual work**Competences:** 1, 4, 5, 6, 7, 8**Development of the lesson:**

Activities	Materials	Competences	Objectives	Homework
We will go to the computer's room. We will dedicate this lesson to solve doubts for the exam.	Digital Book Power Point WebQuests <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>	1, 4, 5, 6, 7, 8	<ul style="list-style-type: none"> <li>To remember what we have learned during this unit.</li> <li>To solve doubts</li> </ul>	
We will practice what we have learned doing the activities proposed by Burlington's web.	Computers.	1, 4, 7, 8	<ul style="list-style-type: none"> <li>To practice what they have learned during this sessions.</li> </ul>	To do the progress check at home and to bring a screenshot to class or sent it by email.
We will watch a movie segment from the movies "Hotel Transylvania" and "Mr. Poppers and the penguins". After that we will complete a worksheet about	Youtube: <a href="https://www.youtube.com/watch?v=dFtUf8Ve0OY">https://www.youtube.com/watch?v=dFtUf8Ve0OY</a> <a href="https://www.youtube.com/watch?v=yw5qhy2lzy">https://www.youtube.com/watch?v=yw5qhy2lzy</a>	1, 4, 8	<ul style="list-style-type: none"> <li>To apply the grammatical point.</li> <li>To practice the listening skill.</li> </ul>	We will watch a movie segment from the TV series "Under the Dome". After that we will complete a worksheet about the video.

the video.	<u>U</u> Worksheet (annex 9)			
We will do a word search worksheet to review the vocabulary learned.	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>	1, 4, 8	<ul style="list-style-type: none"> <li>To review the vocabulary.</li> </ul>	
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.	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>	1, 4, 7, 8	<ul style="list-style-type: none"> <li>To practice the grammar point.</li> </ul>	

## Tenth Session

**Temporization:** 55'

**Methodology:** individual work

**Competences:**

**Development of the lesson:**

Activities	Materials	Competences	Objectives	Homework
We will do an Exam. (annex 11)		1, 8	<ul style="list-style-type: none"> <li>To check the concepts we have learned during the whole unit.</li> <li>To evaluate student's progress</li> </ul>	

### 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 4<sup>th</sup> year of ESO. As we can observe in the tables I have used in class for 4<sup>th</sup> A (annex 12), 4<sup>th</sup> B (annex 13), 4<sup>th</sup> C (annex 14) and 4<sup>th</sup> 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 4<sup>th</sup> A and 4<sup>th</sup> 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 4<sup>th</sup> B and 4<sup>th</sup> 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.

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## 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?

Si, porque usando el ordenador es más  
amenso.

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

Escuchar más audios y música y usarlos para aprender  
de una forma más divertida.

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

Si, el progress. Preferiría hacer dos ejercicios de internet  
y también poder mandarlo de deber.

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

Que no se hagan tan pesadas, acaban aburriendo  
a veces.

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

Hay clases que acaban siendo muy pesadas, pero  
tiene una forma de enseñar muy buena.

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

No, porque no es nada divertida y es demasiado  
de memorizar.

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

Podría ver algún video/película en inglés, porque no  
es lo mismo escuchar un "listening" del libro adaptado  
al su nivel que escuchar un video/película que no tiene  
nada que ver con el libro.

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

Hacer las clases más aburridas, incluyendo canciones o películas.

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  
tiene 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?

El libro, es muy aburrido.

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

Me gustaría dar otros tipos de gramática y no siempre  
los típicos present<sup>past</sup> simple, continuous and perfect o future, etc.

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

A veces las clases se hacen algo pesadas, quizá porque  
no hacemos muchas cosas distintas.

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

Me gustaría mejorar el tema ~~de~~ del ordenador  
y ver más cosas en internet o ver alguna película.

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

Que fueran más interactivas.



4. ¿Te gusta la metodología utilizada para impartir las clases?  
 Hasta hoy en día ello ha sido la profesora de inglés con lo que más he aprendido porque sus formas de impartir sus clases es muy buena.
7. ¿Hay algo que te gustaría cambiar de la asignatura o de las clases?  
 Podrían poner concisiones y películas para introducir y hacer resúmenes.
4. ¿Te gusta la metodología utilizada para impartir las clases?  
 Si, gracias a otros páginas web y el libro digital de aprender vocablo y de nuevas palabras.

Annex 3 : Activities from the Book

**7 Health Matters**

**In this unit you will:**

- learn vocabulary related to health and keeping fit
- practise using modals

**This will help you to:**

- read a web forum and a scientific article
- listen to and understand a radio programme and a conversation
- discuss health and practise agreeing and disagreeing
- write an informative essay

**Quotes:**

- "It is health that is real health and not pieces of gold and silver." *Mahatma Gandhi*
- "The only way to keep your health is to eat what you don't like, and do what you don't like, and do what you'd rather not." *Mark Twain*
- "Early to bed, early to rise, makes a man healthy, wealthy and wise." *Benjamin Franklin*
- "Every human being is the author of his own health or disease." *Buddha*

**Real Health**

Read the quotes about health. What does each one mean? Which do you agree with?

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**Real World**

**Vocabulary >> Health**

1. Look at the doctor's reports and the diagnoses below. Listen and repeat the words in blue. Then match a diagnosis to each report.

<b>1</b> Doctor's Report Patient: Sue Brown Symptoms: rash, itchy skin, runny nose, can't breathe easily Treatment: monthly injections, antihistamine pills Diagnosis: ...	<b>2</b> Doctor's Report Patient: Mike Mills Symptoms: temperature, sore throat, cough, stomach ache, headache Treatment: bed rest, aspirin Diagnosis: ...	<b>3</b> Doctor's Report Patient: Kay Reeves Symptoms: swollen foot, severe pain Treatment: referred patient to emergency room Diagnosis: ...
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diagnoses:  
 flu • broken bone • allergic reaction

2. Copy and complete the sentences with words in blue from the reports above.

- I need a tissue all the time. I've got a .....
- My back is very red. I've got a .....
- I probably ate something bad. I've got a .....
- I've been in an accident. I must go to the .....
- I've hurt my wrist and it's bigger than usual. It's very .....

3. What parts of the body do you know in English? Which can you break?

**Listening and Speaking**

4. Listen to a radio programme about allergies. What is Glen allergic to?

5. Listen again. Are the sentences true or false? Correct the false sentences.

- About 45% of British people have got real food allergies.
- Most foods that cause allergies are exotic.
- Food allergies cause many different symptoms.
- Injections can help people who are allergic to cats.
- It's possible to cure a food allergy.

6. Tell your partner about the last time you had the following:

flu • a broken bone • an allergic reaction  
 a sore throat • an injection • a headache

The last time I had flu, I didn't go to school for two weeks.

**Reading >> A Web Forum**

7. Read the web forum and answer the questions.

- Why can it be difficult to find the real cause of an exercise allergy?
- Why don't doctors always believe people with water allergies?
- What items should someone with a nickel allergy be careful of?

8. Copy and complete the chart for each of the allergies in the forum.

Allergy	Symptoms	Treatments

9. Answer the questions.

- Which allergy can you solve without seeing a doctor?
- Which allergy is the most dangerous?
- Which allergies have the greatest effect on a person's life?

10. Copy and complete the sentences.

- Exercise allergies can occur during various ...
- Lea22 should never go jogging ...
- Sunshine is not the only person who ...
- It's possible that sunshine's allergy ...
- Tucker might have to get a less ...

11. Find words or phrases in the web forum to match the definitions below.

- happy (lines 5-27)
- disappear (lines 33-40)
- continue (lines 5-27)
- particularly (lines 44-51)
- be certain (lines 33-40)
- ordinary (lines 44-51)

12. Over to you: Would you ever ask for advice about your medical or personal problems on the Internet? Why or why not?

www.allergy-forum.com

## MedWeb Allergy Forum – Get answers from health experts!

**Dr David Mellman, Allergist**  
Liverpool Allergy Clinic

**MedWeb Member's Question**  
lea22, 27/01, 06:33 pm

I love jogging, but for the past month, every time I go jogging I get an itchy rash. Then, my face and eyes become swollen and it's difficult to breathe.

**Doctor's Answer**  
-> lea22

You are probably allergic to exercise. Be careful: the swelling might affect your throat so that you can't breathe. This can be fatal, so it's very important to see your doctor! Believe it or not, any kind of exercise can cause allergies – jogging, tennis, dancing or even walking. However, you'll be glad to know that with a little detective work, you may be able to carry on jogging. That's because this reaction is often really caused by something you've eaten before exercising. You have to identify the food, which might not be easy. In most cases, it won't cause an allergic reaction unless you exercise. When you find out what it is, remember you mustn't eat it for 24 hours before you jog. To be safe, you should always have allergy medicine with you, and you must always jog with a partner. Good luck.

**MedWeb Member's Question**  
sunshine3, 29/01, 10:40 am

Help! I get a terrible, painful itchy feeling all over my body every time I touch water. I can't have a shower or bath, and swimming is impossible. I'm even afraid to go out in the rain! The worst thing is that because there's no rash, my doctor thinks I'm imagining it. What's happening to me?

**Doctor's Answer**  
-> sunshine3

Don't worry – you're not going mad. It sounds like you are allergic to water. You may be surprised to know that you're not alone – a lot of people suffer from this condition. It's very difficult to treat a water allergy, so you should find a doctor who knows what treatments to try. Take very quick showers and make sure the water isn't too hot or too cold. By the way, water allergies sometimes vanish after a few years, so there's hope!

**MedWeb Member's Question**  
tucker, 30/01, 11:28 pm

I'm 16 years old, and I often get a rash on my cheek and ear. My doctor says I might be allergic to my mobile phone! Do I have to stop using it?

**Doctor's Answer**  
-> tucker

This problem is caused by a metal called nickel, which a lot of people are allergic to. Many of today's mobile phones contain nickel, especially the more fashionable ones. It's also in a lot of other everyday objects, such as jewellery, coins and watches. All you have to do is get another phone, although it may not be as trendy as the one you've got now. Just make sure that your new phone hasn't got nickel in it. Good luck.



## Grammar

### Modals

1. Read the examples. Then complete the rules.

<b>can</b>	Daniel <b>can</b> jog for an hour without stopping. The doctor is busy and <b>can't</b> see you now. <b>Can</b> she drink water?
<b>could</b>	She <b>could</b> dance well when she was younger. I <b>couldn't</b> see the doctor because the clinic was closed. <b>Could</b> you please answer my question, doctor?
<b>should</b>	You <b>should</b> get some medicine. They <b>shouldn't</b> serve nuts on planes. <b>Should</b> I go to a different doctor?
<b>must</b>	You <b>must</b> always jog with a partner.
<b>mustn't</b>	You <b>mustn't</b> jog alone.
<b>have to</b>	You <b>have to</b> buy another phone. You <b>don't have to</b> stop using your phone. <b>Does</b> Tony <b>have to</b> get a new phone?
<b>may</b>	You <b>may</b> eat these biscuits. I <b>may</b> go to the doctor later. <b>May</b> I please come in?
<b>might</b>	Your allergy <b>might</b> improve with this medicine.

**Complete the rules with the correct modals.**

- We use ... to express ability in the present, possibility and permission.
- We use ... and ... to express obligation.
- We use ... to give advice.
- We use ... to ask permission.
- We use ... to express ability in the past, possibility and to make requests.
- We use ... to express prohibition.
- We use ... in formal speech to make requests and give or deny permission.
- We use ... and ... to show possibility in the future.
- We use the negative form of ... to express lack of obligation.

Grammar Appendix, Workbook, page 97

2. Choose the correct answers.

### What to Do at the Doctor's

- You might / could / must wait until your name is called.
- You can / can't / shouldn't ask questions.
- You should / mustn't / don't have to talk on your mobile phone.
- You can't / mustn't / may bring your mother.
- You should / mustn't / can't follow the doctor's advice.
- You have to / shouldn't / can leave until you understand everything.

3. Copy and complete the sentences with the modals below. Use each modal once.

doesn't have to • mustn't • can't • could  
should • may • must • might

- He's lost a lot of blood. We ... take him to hospital immediately.
- You've got a rash. You ... put cream on it.
- I feel sick. ... I leave the classroom?
- These pills are bad for you. You ... take them.
- I'm allergic to pollen. ... you put those flowers in another room?
- My leg is broken. I ... play football.
- Your daughter isn't allergic to milk. She ... avoid it.
- I'm not sure what's wrong. I ... be allergic to my cat.

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

<b>A</b> = past ability	<b>E</b> = obligation
<b>B</b> = possibility	<b>F</b> = lack of obligation
<b>C</b> = formal request	<b>G</b> = prohibition
<b>D</b> = advice	<b>H</b> = future possibility

- You ... talk to your doctor. **D**
- Are you allergic to peanuts? Then you ... touch them! **G**
- Injections ... cure some allergies. **B**
- When I was younger, I ... see without glasses. **A**
- People with food allergies ... be very careful. **E**
- ... I see what the doctor wrote? **C**
- Try these pills. They ... help you. **H**
- I feel better. You ... take me to the doctor. **F**

Unit **7**

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

**GYM RULES**

- 1 No sandals or flip-flops are allowed in the gym.
- 2 Always use a towel when you exercise.
- 3 It is important to drink lots of water.
- 4 Feel free to ask our trainers for help.
- 5 No children or pets are allowed in the gym.
- 6 It's not a good idea to leave expensive things in your bag.
- 7 Try not to lift weights that are too heavy for you.
- 8 We provide bottled water. It's not 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.

**Illegal Sweets for Sale**

In the past, students <sup>1</sup> could / can / may buy junk food and sweets at school. But today, many UK schools have got a rule: school canteens <sup>2</sup> shouldn't / mustn't / couldn't sell sweets, crisps and other unhealthy snacks, and students <sup>3</sup> don't have to / may not / might not bring them. Any student who wants something sweet <sup>4</sup> could / has to / might wait until after school. However, some students bring sweets to school and sell them to children who <sup>5</sup> can't / don't have to / shouldn't wait so long. They know they <sup>6</sup> don't have to / mustn't / shouldn't let anyone see them, so they sell the sweets in the toilets or in the playground. Headteachers are furious; they feel that students <sup>7</sup> should / may / couldn't understand that sweets are unhealthy, and they <sup>8</sup> couldn't / shouldn't / have to make money by breaking school rules. Although we <sup>9</sup> might not / can't / couldn't admire the sweet-sellers, they <sup>10</sup> must / might / can be the successful business people of the future.

8. Listen and check your answers to Exercise 7.

9. Write at least one sentence about each of the following situations. Use *may*, *may not*, *might* and *might not*.

1. It's your best friend's party, but you've got flu.
2. Your grandmother is coming to stay for a week.
3. You and your friends are planning to go to the beach, but the sky is cloudy.  
*I might take a pill and then go to the party.*

10. What would you say? Copy and complete the sentences in the speech bubbles.

1. Donna is the fastest runner in the school.  
*She can ...*
2. Someone is smoking, and it's bothering you.  
*Could you ...?*
3. Dave's room is very messy.  
*He should ...*
4. It's a secret.  
*You mustn't ...*
5. It's warm outside.  
*I don't have to ...*
6. You'd like to make a phone call, but you forgot your phone.  
*May I ...?*

11. Copy and complete the sentences so they are true for you.

1. When I was in primary school, I couldn't ...
2. After school today, I might ...
3. In my family, the children have to ...
4. Our teachers say we mustn't ...
5. When I'm on holiday, I don't have to ...

12. Ask your partner about his / her answers in Exercise 11.

What couldn't you do in primary school?  
*When I was in primary school, I couldn't ride a bike.*

Workbook, page 58 59

**Real World**

Reading >> A Scientific Article

1. Read the title and the first paragraph of the scientific article. Then complete the sentence.  
AICAR makes the muscles think ... even when they haven't.

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

1. The mice in the study became healthier after taking the new drug.
2. AICAR affects muscles in the same way as aerobic exercise.
3. Researchers know exactly how AICAR works.
4. Laurie Goodyear recommends using AICAR.
5. The writer of the article advises readers to exercise.

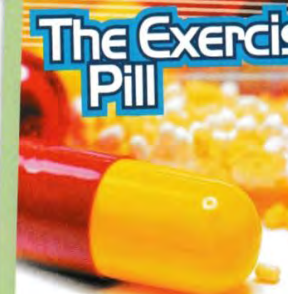
3. Choose the correct answers.

1. Researchers know that AICAR ...
  - a. has good effects on mice
  - b. has good effects on people
  - c. has bad effects on people
2. Doctors say that AICAR ...
  - a. might prevent people from exercising
  - b. is useful for people without medical problems
  - c. may help people who can't exercise
3. The International Olympic Committee test will identify ...
  - a. athletes that are using AICAR
  - b. how AICAR improves strength and endurance
  - c. health problems caused by AICAR

4. In addition to safety reasons, what are two reasons NOT to use AICAR?

5. Find words or phrases in the scientific article to match the definitions below.

1. a lazy person who does no exercise (lines 1-5)
2. more time (lines 6-10)
3. exercise session (lines 11-17)
4. in better physical condition (lines 27-33)
5. safe (lines 34-45)



**The Exercise Pill**


Here's a couch potato's dream: a pill that tricks inactive muscles by making them think they've done exercise. It sounds too good to be true, but scientists report that there really is such a drug, AICAR – and it works if you're a mouse.

In a recent study, the drug was given to mice that did no exercise. After four weeks, they could run on a treadmill 44% farther and 23% longer than mice that did not take the drug. In addition, these super-mice burned more calories and had less fat.

What does AICAR do? It imitates the effects of exercise on the body. Just like an aerobic workout, it improves metabolism and increases the muscles' endurance and ability to burn fat. How exactly does it work? Ron Ewart, the author of the study, admits that we need more research to understand this. "I think it's a small miracle happened at all," he says. "We have exercise in a pill."

But don't throw out your trainers yet – scientists aren't sure if AICAR will work on people in the same way that it has worked on mice. In fact, it might have bad effects as well as good. But if it turns out to be both effective and safe, AICAR will have very important medical uses. According to doctors, it might help treat people with conditions that prevent them from exercising. In addition

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It could be useful for people who suffer from obesity, diabetes and heart problems.

But what about people who exercise anyway? It's not yet clear if AICAR can help them become even fitter. If it can, professional athletes might use it illegally to help them win competitions. Therefore, Evans and his team are working with the International Olympic Committee to develop tests that will detect it in athletes' blood.

Even if they prove that AICAR is harmless, most of us won't hurry out to buy it. It's a very expensive drug that would cost thousands of dollars a day to use. But don't be too disappointed. According to researcher Laurie Goodyear, exercise has got so many different benefits that we'll never get all of them from one pill. "For the majority of people" she claims, "it would be better to do exercise than to take a pill." So for now, the best advice is to get back on the treadmill and keep walking.

**False friends**  
conditions prevent



Putting It Together


6. Choose the correct answers to complete the text.

**The Girl Who Doesn't Feel Pain**

What is life like without pain? It <sup>1</sup> sound / will sound sounds wonderful, but ten-year-old Gabby Gingras <sup>2</sup> can / has to / can't tell you that it isn't. One morning when she was a baby, her father saw that she <sup>3</sup> bit / had bitten / has bitten her fingers almost to the bone but she didn't seem to notice. After several incidents like this, her parents <sup>4</sup> told / were told / were telling by a doctor that Gabby <sup>5</sup> had / has / was having a rare condition. He said that she <sup>6</sup> couldn't / mustn't / didn't have to feel pain, and warned them that she would be in danger all her life. Unfortunately, the doctor was right. Gabby <sup>7</sup> hurt / has hurt / will hurt herself many times since then, breaking bones and damaging her own eyes. Even now, her parents <sup>8</sup> have to / should / may watch her all the time, but they still <sup>9</sup> couldn't / can't / mustn't prevent her injuries. Gabby's story shows us that pain <sup>10</sup> needs / was needed / is needed for survival. If we <sup>11</sup> don't / didn't / doesn't have it, life would be very difficult.

7. Rewrite the sentences starting with the words given. Then decide if the sentences are true or false according to the text in Exercise 6.

- It's a bad idea for us to wish for a world without pain.  
We shouldn't ...
- Pain is a signal. It tells us that there is something wrong.  
Pain is a signal ...
- The doctor said, "There are many people with this condition."  
The doctor said ...
- Maybe Gabby will get better soon.  
Gabby might ...
- Gabby doesn't feel pain. She hurts herself.  
If Gabby could ...



Workbook page 59





## Real English Agreeing and Disagreeing

**Vocabulary >> Keeping Fit**

1. Look at the advert below. Listen and repeat the words and expressions in blue. Which words 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 everybody!

-  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, stretching, kick-boxing and yoga are just a few of the classes we offer.
-  Have you put on weight? Sign up for our nutrition programme and you'll lose weight in no time.
-  Try our sauna, jacuzzi and health food bar – the perfect way to relax after your workout!

2. Choose the correct answers.

- I work out at the health club every day.
  - I work there.
  - I exercise there.
- He has achieved his goal.
  - He knows what he wants to do.
  - He has done what he wanted to do.
- Dave is a personal trainer.
  - He works at the gym.
  - He works at the shoe shop.
- I'd like a class where I can relax.
  - I'll try kick-boxing.
  - I'll try yoga.
- You should put on weight.
  - You're too thin.
  - You're too fat.

3. **Word Builder** There are many collocations formed with the verbs *get* and *lose*. Look at the collocations below. Do you know what each one means?

get  
get fit • get in shape • get lost • get well  
get ready • get upset

lose  
lose weight • lose control • lose your mind  
lose your patience • lose your balance

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

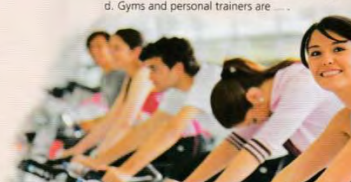
- He lost ... of the car and crashed into a tree.
- Why do we have to wait so long? I'm losing my ...
- Let's get ... to leave soon.
- We were late because we got ... on the way.
- I think you look fine. You don't need to lose ...
- Wendy is ill. I hope she gets ... soon.

**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.

- Reasons to exercise (according to Lynn):
  - You burn more ...
  - You lose weight ...
  - Even if you eat more, you won't ...
  - Muscles are important because they ...
- Reasons not to exercise (according to Alan):
  - He hasn't got ...
  - He doesn't like jogging because ...
  - He doesn't know how to use the ... in the gym.
  - Gyms and personal trainers are ...



unit **7**

**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.

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

Vote for **JACK RI!**

**2** A gym for all students! Let's get in shape!

**LUCY** for the Students' Council

**3** We want a computer for EVERY STUDENT!

Vote for **CLAIRE**

**4** Start and finish school an hour later!

Vote for **Tom!**

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

1. That's true, but ...      5. Exactly!

2. I suppose you're right.    6. I'm sorry, but I disagree.

3. That's not how I see it.    7. You're wrong.

4. You've got a point.        8. I agree with you.

**Say It Right!**

1. Listen and repeat.

1. gym • Jack / dʒ /  
2. hamburger • great / g /

A: I won't vote for Lucy. I don't think we need a gym at school.  
B: ... I like Lucy's idea. The school should help us get fit.  
A: ... In my opinion, that's not the school's responsibility.

A: I want to vote for Jack. Junk food is so unhealthy!  
B: ... most kids like it better than healthy food.  
A: ... A lot of kids like hamburgers and chips.  
B: ...! So let's vote for Tom – he's got a great 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.

▶ Workbook, page 61    93

**Writing >> An 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 Wilhelm Roentgen, a German physicist. While Roentgen 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 – they look white because they absorb most of the radiation, but fat and muscles look grey. X-rays are still used today to find broken bones and tumours. 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.

Name of discovery:  
Who discovered it:  
How and when it was discovered:  
Why the discovery is important:  
The dangers of using it:

**Task**

**Write an informative essay about a medical discovery.**

- Before you write:** Decide what discovery you want to write about. Then complete the chart about the discovery you chose. ▶ Writing Plan, Workbook, page 118
- Write your essay.**
  - Organise your ideas into paragraphs according to the plan below.**

Paragraph 1: Introduce the discovery. Write what it is and why it is important.

Paragraphs 2-3: Give facts and information about the discovery.

Paragraph 4: Sum up and repeat the main ideas.
  - Use referencing to avoid repetition.**
- Check your writing:**

**Checklist:**

- Gives information about the discovery
- Does not include opinions or personal experiences
- Uses pronouns and possessive adjectives to avoid repetition

**Improve Your Writing >> Referencing**

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

2. Improve the dialogues by using pronouns or possessive adjectives to replace the nouns in bold.

- "Did Jim go to hospital after falling off Jim's motorcycle?"  
"Yes. The doctor told Jim that Jim was fine."
- "Is Lucy home?"  
"No. Lucy is at the doctor's."  
"Thanks. I'll call Lucy again later."
- "What is insulin used for?"  
"People use insulin to reduce people's blood sugar."

▶ Writing Guide, Workbook, page 108    ▶ Workbook, page 62

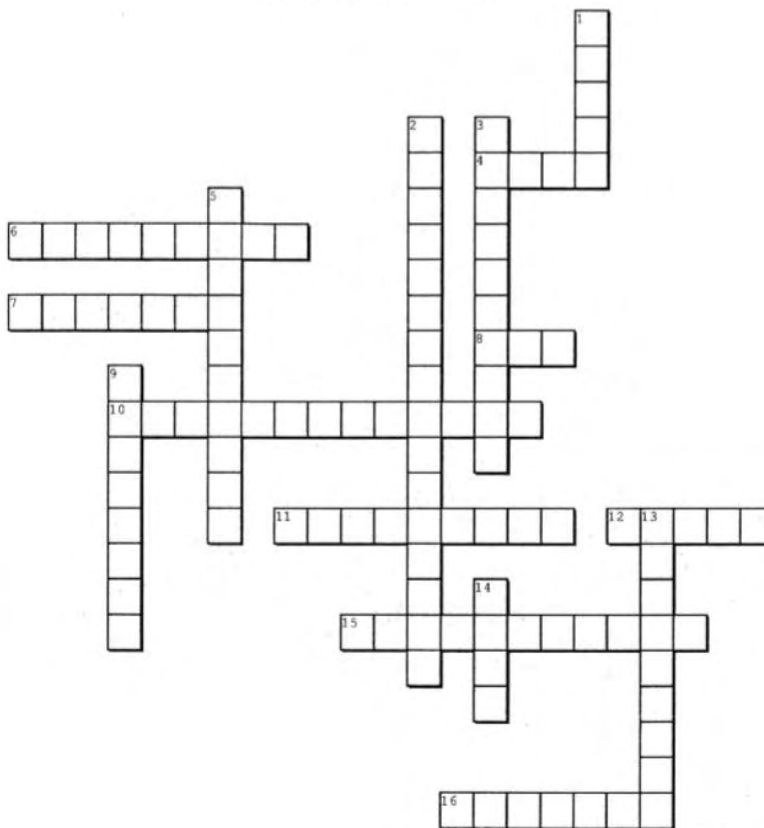
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**Annex 4: A crossword about health**

Name: \_\_\_\_\_

**Vocabulary: Health**

Complete the following cross



Created on [TheTeachersCorner.net](http://TheTeachersCorner.net) Crossword Maker

**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

MODAL VERBS				
MODAL VERBS	USE	MEANING	Synonym expressions	Examples
<p><b>can</b> (present)  <b>could</b> (past)  <b>be able to</b> (other tenses)</p>	A.....	.....	I know how to ..	<p>I ..... speak Valencian                      I ..... speak when I was 2 years old                      I will ..... speak English fluently in a few years</p>
<p><b>should</b>  <b>ought to</b></p>	A.....	.....	- It's a good idea to... - If I were you... - I suggest that ...	<p>If I were you, I'd go to the doctor                      You ..... / ..... go to the doctor</p> <p>Perhaps she <u>is</u> at home                      She ..... } <b>b</b>..... at home.</p>
<p><b>may</b>  <b>might</b>  <b>could</b></p>	P.....	.....	-...probably... -perhaps /maybe	<p>Perhaps she <u>is</u> at home                      She ..... } <b>b</b>..... at home.</p>
<p><b>must</b>  <b>have to</b> (has)</p>	O.....	.....	-It's necessary to... -It is compulsory to .. - It's obligatory to...	<p>It <u>is</u> necessary that you tidy your room                      You ..... /..... tidy your room</p>
<p><b>mustn't</b></p>	P.....	.....	- It isn't allowed to ... - It's forbidden to...	<p>You <u>aren't</u> allowed to use the phone at school                      You ..... use the phone at school</p>
<p><b>don't</b>  <b>doesn't</b> } <b>have to</b></p>	N O.....	.....	-It isn't necessary to	<p>It <u>isn't</u> necessary to bring a present to my party                      You ..... bring a present.</p>


## Annex 6: Worksheet - Charlie and the Chocolate Factory

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MOVIE SEGMENTS TO ASSESS GRAMMAR GOALS  
ACTIVITY 230 – CHARLIE & THE CHOCOLATE FACTORY  
MODALS FOR ADVICE

- 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 MODALS 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' S MOTHER. ROLE PLAY A SITUATION, GIVING EACH OTHER ADVICE FOR BETTER BEHAVIOR.



<http://www.englishresources.com/grammar/230acced0d>

Claudio Izquierdo

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Annex 7: Worksheet – Under the Dome

ACTIVITY 297 – UNDER THE DOME  
MODALS FOR SPECULATION

I. WATCH THE SEGMENT. THEN CHECK THE ALTERNATIVES THAT YOU BELIEVE ARE POSSIBLE EXPLANATIONS FOR THE "DOME".

<input type="checkbox"/>	1. IT IS A FORCE FIELD.
<input type="checkbox"/>	2. EXTRA TERRESTRIALS WANT TO ISOLATE HUMAN BEINGS FOR EXPERIMENTS.
<input type="checkbox"/>	3. IT IS A MILITARY OPERATION.
<input type="checkbox"/>	4. IT IS A NATURAL PHENOMENON.
<input type="checkbox"/>	5. IT IS THEIR IMAGINATION.
<input type="checkbox"/>	6. IT IS A NUCLEAR SHELTER.
<input type="checkbox"/>	7. WRITE YOUR OWN GUESS HERE:



II. CHECK YOUR GUESSES WITH A PARTNER. THEN WRITE SENTENCES SPECULATING ABOUT WHAT THE DOME IS.

EX: THE DOME (MIGHT / MUST / CAN'T) BE A FORCE FIELD.

2.
3.
4.
5.
6.
7.

III. LOOK AT THE PICTURE BELOW. CHESTER'S MILL, A SMALL TOWN IN MAINE - USA, WAS ISOLATED FROM THE REST OF THE WORLD BY THIS MYSTERIOUS DOME. NO ONE GOES OUT; NO ONE COMES IN. THINK ABOUT POSSIBLE CONSEQUENCES OF SUCH A HAPPENING. THINK ABOUT THE CLIMATE, WATER RESOURCES, FOOD SUPPLIES, FAMILY MEMBERS, POLITICS, SECURITY, HOSPITALS, ETC. THEN WRITE DOWN AT LEAST 5 SENTENCES SPECULATING ABOUT WHAT MIGHT HAPPEN TO CHESTER'S MILL'S POPULATION OR WHAT THEY MIGHT HAVE TO DO TO SURVIVE.



<http://www.underthedome.com>  
Claudio (2014)do

CLIMATE	
WATER RESOURCES	
FOOD SUPPLIES	
FAMILY MEMBERS AND FRIENDS	
POLITICS	
SECURITY	
HOSPITALS AND HEALTH WELFARE	

IV. CHECK YOUR IDEAS WITH THE STUDENTS FROM THE OTHER GROUPS.



<http://www.underthedome.com>  
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### Annex 8: Scrabble about Keeping fit

Name: \_\_\_\_\_

Please unscramble the words below

1. orkw otu \_\_\_\_\_
2. ceeihdav ish loag \_\_\_\_\_
3. myg \_\_\_\_\_
4. rneolspa arrtein \_\_\_\_\_
5. lezar \_\_\_\_\_
6. efllestyi \_\_\_\_\_
7. gte tif \_\_\_\_\_
8. utp no ehitwg \_\_\_\_\_
9. icthrnsgt \_\_\_\_\_
10. lseo wgthei \_\_\_\_\_
11. get in aseph \_\_\_\_\_

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

MOVIE SEGMENTS TO ASSESS GRAMMAR GOALS  
ACTIVITY 248 – HOTEL TRANSYLVANIA & MR. POPPER'S PENGUINS  
MODAL FOR ABILITY & PERMISSION CAN

I. WATCH THE MOVIE SEGMENT FROM THE MOVIE HOTEL TRANSYLVANIA ABOUT DRACULA AND HIS DAUGHTER, MAVIS, AND COMPLETE THE BLANKS WITH CAN/CAN'T AND THE VERBS IN PARENTHESES.

1. MAVIS _____ (CRAWL) UP THE WALLS.
2. MAVIS _____ (GO) OUTSIDE.
3. DRACULA _____ (PLAY) THE GUITAR.
4. MAVIS AND DRACULA _____ (FLY).
5. DRACULA AND MAVIS _____ (BE) HUMANS AND BATS.
6. MAVIS _____ (READ).
7. DRACULA _____ (SING)



II. WHICH ITEM IN I CAN IS NOT USED FOR PERMISSION, NOT ABILITY?

III. GUESS WHAT PENGUINS CAN DO. CHECK THE ITEMS YOU THINK THEY CAN.

1	SPEAK ENGLISH
2	WALK
3	RUN
4	FLY
5	WALK IN LINE
6	DANCE
7	CROSS STREETS
8	JUMP

IV. WATCH THE SEGMENT FROM THE MOVIE MR. POPPER'S PENGUINS AND CHECK YOUR ANSWERS.

V. WRITE 3 SENTENCES SAYING WHAT PENGUINS CAN DO AND CAN'T DO.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



<http://www.englishgrammar.com/grammar/grammar-worksheets/grammar-worksheets-248.html>

Claudio Izavedo

## Annex 10: Word Search about Vocabulary

Name: \_\_\_\_\_  
Created with The Teachers' Corner.net Word Search Maker

### Vocabulary

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

K D I  
 L S A E A U N M A  
 P S H P E R A L X J U M R  
 F O I N R F S V R V Q A E S D E E  
 H Z I L G A O G C F H U F C C H F L E  
 S D L C L Y S T R E T C H I N G T W K A G  
 F F L Z S M H I P S J A B V W E Y I F Q X  
 O V G P I L P O N O O T F O Q K G  
 B B O F K F M K R S P R I N N J R  
 C X F O P J Y E I X C E S H Q P J A X W N C S H U  
 L V N V D W V S S D A Z Y E P G N L P U I V G F R  
 Z O A A Q U K J S T Z M W Y P U Y U H J D U Q Y H  
 I M W L Q B R A Y Q B Y I P Z A O H G S M O X L S O Y  
 T T J C X J N U Y T B R L B S O V E F B C D E D P F Z  
 J Q C Z W Q H E A D A C H E R E Q O Q F B Q Q H J M F  
 A N H U T L E R I A Z E E Z X K A Z F Y N E K  
 H C P Y B O U R O Z B O W U M N J P H I K  
 J E U D X C O W G U Q C B G C M C F P X J  
 I A Z K G H Q Q W M  
 E W L Z O J M Y J O U K  
 L J T I I Z O H H B R E A T H E O F H M T  
 I S G H N C M V W U G W X Q J C G S Z C D  
 P W A Y K Q U G Y U K O N S J Q P O O  
 D X K W U Z B F N Z P N O Z K I K  
 J L Y X O Y T R G M B H C  
 D W K M U I E P A  
 Q V C

GYM	RELAX	LIFESTYLE
STRETCHING	HEALTH	AEROBICS
SAUNA	JACUZZI	RASH
ITCHY	PILLS	INJECTIONS
COUGH	HEADACHE	BREATHE

Annex 11: Final Exam

NAME: .....

4<sup>th</sup> .....

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. I..... : 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

4° A

→ trip.

	27-04	29-04	30-04	Mar. crossborder	04-05	06-05	07-05	11-05	13-05	14-05 Test
AE,L										
AC,E										
BS,R						+	+	+	+	
CG,M						+	+		+	
CH,M								+		
CL,A					+	+	+		+	
DdIFA		F	+	-	+	+	+		+	
GH,N		F	F	-	+	+	+		+	
JC,V		F	F	-	-	+	+	F		
ML,M					+	+	+	+		
MS,N	F	F	+	-	+	+	+	+	+	
NG,J					+	+	+	+	+	
NPN		F	+	-	+	+	+	F	+	
SJ,L		F	+	-	+	+	+	+	+	
SE,C	F	+	-	+	F	+	+	+		

Abandonó

Annex 13: Participation Table- 4th B

4° B

	27-04	28-04	30-04	30-04 crossborder	04-05	05-05	07-05	Mar. Madrid	11-05	14-05 Test
AG,V										
BG,S										
CJM		+	+	-	+	+		+		
CEN										
CS,A						+		+		
CMA						+		+		
FAM						+		+		
GN,P			F		F					F
GG,A										
JPL								+		
JG,S										
LJA	+		+		+	+		+		
MRA				-	+	+		+		
MR,M					+	+		+		
MR,V	+	+	+		+	+	UB	+		
MM,A					+	+		+		
NS,AM		+			+	+		+		
NVA	+	+			+	+		+		
PP,C	F	F	-	+	+	+		F		

Abandonó

PGA										
PM,G			+							
RG,M			+							
SC,I										
SJ,G										
SE,T										
SC,LS										
VA,J										
VC,AA										
VE,I										

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Annex 14: Participation Table – 4th C

4° C	28-04	29-04	01-05	05-05 till crossword	06-05	08-05	12-05	13-05	15-05 T-est										
AM,A		+	+		+	+	+	+											
AS,J																			
BE,J							+	+											
CS,P	+	+	+	-	+	+	+	+											
CA,M																			
CG,C				!		+	+	+											
DICF,IS			+	!			+	+											
FG,V				!															Abandono
GC,Y				!															
GF,J							+												
GR,S				-	+	+	+	+											
MM,M	+	+			+	+	+	+											
MG,H			+		+	+	+	+											
MM,A				!															
MP,S						+	+	+											
MS,P																			
MS,J																			
ON,S					+	+	+	+											
OB,B					+	+	+	+											

OS,A				-															
PC,M	+		+			+	+	+	+										
RA,P				-															
RR,H			+			+			+										
TG,P						+	+	+	+	+									
TA,J									+										
TB,J																			
VA,P																			



Annex 15: Participation Table – 4th D

4° D	27-04	30-04	01-05	4th crossword	04-05	07-05	4th reading	4th Modelly	08-05	14-05	15-05 TEST								
ATM,S																			
AF,M		+	+		+	+		R	+	+									
AG,M									+	+									
BG,DY				1		3	1	R											Abandon
BB,S																			
BR,F	+	+	+		+	+			+	+									
CG-C,J								R											
DE,P								R	+	+									
FV,I																			
GJ,A								R											
GA,E				1			4		+	+									
GS,M								R											
HA,I			+	1			1	R	+	+									
HG,F	+	+	+		+	3		R	+	+									
HR,C						+		R	+	+									
JR,L					+	+		R	+	+									
LM,A				1	+	3		R	+	+									
MC,J					+	+		R	+	+									
MM-L,A								R	+	+									

MM,S				1		2	PP	+	+										
MC,P							PP	+	+										
NC,N		+				+		+	+	π									
PL,A				1		1	1												
PA,M																			
RC,M					+	+	1	R	+										
RG,M				1				R											
SC,I	+	+	+	1	+	3	R	+	+										
TE,M				1	+	3	R	+	+										
TM,A					+	3	R	+	+										
VFM							PP	+	+										