

Task Ing. 1



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Selva BELTRAMONE

[2011] LIBROS DE TEXTO PARA ESTUDIANTES UNIVERSITARIOS

TASKIng. 1

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con la colaboración de María J. FORTE

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Prólogo



TASKIng. 1 es el resultado del proyecto de investigación “Diseño de módulos de trabajo para el aprendizaje significativo de inglés según el método basado en tareas” llevado a cabo por las Mgs. Selva Beltramone, Raquel Ramos y la Prof. María Julia Forte, con la colaboración de la Mg. M. Ema Martín como asesora pedagógica. El proyecto tuvo como objetivo el desarrollo de material de trabajo para los alumnos de la cátedra de Inglés, Nivel I en la Facultad de Ingeniería de la UNLPam.

La actualización metodológica, nuevas demandas sociales, renovadas corrientes y paradigmas sobre los procesos de enseñanza-aprendizaje y el constante cambio tecnológico que determina los temas de enseñanza, hacen de la renovación curricular un tema indiscutible. Además, significan cambios en las necesidades de los alumnos con respecto al aprendizaje del idioma Inglés. Así, se ha percibido en los estudiantes, una evolución desde el interés en leer material bibliográfico específico hacia el desarrollo de las habilidades audio- orales que les permitan, por ejemplo, participar en una entrevista de trabajo, presentar un producto o un avance de investigación, etc.

En este sentido, la Metodología Basada en Las Tareas (Task-Based Approach) surge como un renovado marco teórico para el desarrollo de módulos de trabajo educativos con tareas meta relevantes a las necesidades comunicativas específicas de los estudiantes según cambiantes contextos y demandas.

Agradecemos la colaboración del profesor Gregg Sawyer, director del equipo de teatro de la Academy of Holy Angels, en Richfield, Minnesota, Estados Unidos, para la grabación de los audios.

Agradecemos también la participación de la Analista en Sistemas Alejandra Mansilla y la Ingeniera en Sistemas María Belén Rivera en el diseño de este libro.



A los Estudiantes

Bienvenido a TASKIng. 1, libro de texto destinado para uso de los estudiantes de las carreras de Ingenierías de la Facultad de Ingeniería, Universidad Nacional de La Pampa que cursen el Nivel I del idioma o que aspiren a rendir el Nivel I de acreditación en inglés sin cursar la materia.

TASKIng. es un libro que sigue la metodología basada en la realización de tareas en el aula, tareas que se asemejan a aquéllas que como egresado/a llevarás a cabo en la vida profesional. Tiene como meta el desarrollo de estrategias lingüísticas y actitudinales que utilizarás siempre para avanzar en tus estudios de inglés.

Todas las actividades intentan brindarte una oportunidad de experimentar con el idioma explorando formas del lenguaje en contexto y recuperando tus conocimientos previos: lingüísticos y conceptuales. La gramática se presentará como medio para transmitir el mensaje y tendrás siempre la oportunidad de profundizar individualmente en aquellos temas que consideres necesarios para la realización de las tareas ya sea a través de material adicional en papel o en el aula virtual. El libro y el aula del campus virtual de la Facultad de Ingeniería interactúan en forma conjunta en este proceso pedagógico utilizando las nuevas tecnologías de la información y de la comunicación.

La serie se completará con TASKIng. 2, libro de texto que ampliará contenidos y estrategias, y te prepararán para el uso del inglés en el ámbito del trabajo, por ejemplo, una entrevista laboral.

Diferentes íconos te orientarán en el uso del libro señalando si la actividad será de escuchar, de ver un video a través del campus virtual, de escribir, etc.

Muchas actividades serán evaluadas por tus pares con criterios que se propondrán en el grupo.

Los textos de lectura cubren temáticas relacionadas con el uso real del idioma en contextos de la vida diaria, trabajo, estudio o técnicos. Serás incentivado a que busques textos similares relacionados con tu carrera o de tu interés en libros o páginas Web y apliques en ellos las estrategias practicadas.

La tarea final, última actividad de cada unidad de trabajo será tu oportunidad para demostrar tus conocimientos solo y en grupo haciendo uso de la medios lingüísticos que consideres los apropiados. Será tu oportunidad de profundizar en aquéllos que crees no haber aprendido en su momento.

En el campus virtual encontrarás oportunidades de expresar tus opiniones sobre el material y tus propuestas de mejora.

Esperamos incentivarte para que te involucres en el aprendizaje, disfrutes, aproveches el trabajo en grupos y conozcas tus potencialidades como estudiante a través de la realización de estas tareas.

A los Docentes



Si bien este libro ha sido diseñado como material de aula para la cátedra de Inglés I de las carreras de la Facultad de Ingeniería, Universidad Nacional de La Pampa, también se ha tenido en mente su uso en otros contextos similares. En caso de que fuera de utilidad para otros docentes, se hace necesario algunas palabras referidas a la metodología de trabajo que sustenta este libro.

El enfoque por tareas es un método de enseñanza-aprendizaje que se inserta dentro de la corriente metodológica comunicativa para el aprendizaje de lenguas y sostiene, básicamente, que el estudiante, a medida que va realizando una serie de actividades, va adquiriendo las habilidades y las capacidades necesarias para resolver una tarea final.

Desde otra perspectiva, un concepto base en este enfoque es aquél que sustenta que una gramática no se internaliza a través de generalizaciones sobre su estructura sino de manera inconsciente, como resultado de un proceso interior desencadenado al querer resolver una necesidad de comunicación. Y esta necesidad de comunicación es creada por la propia estructura de la tarea que el alumno debe resolver. En consecuencia, este programa de enseñanza de inglés prescinde de una especificación lingüística y, en su lugar, presenta 4 tareas finales a resolver y alrededor de las cuales se generan todas las actividades pedagógicas.

La necesidad de resolver la tarea despertará en el estudiante como individuo o en el grupo una serie de dudas lingüísticas que deberán ser abordadas por el profesor, de manera que ese aprendizaje será significativo pues tendrá aplicación inmediata. En otras palabras, el estudiante precisará expresarse para resolver la tarea y recurrirá espontáneamente a la pregunta: “¿cómo se dice?”, y el profesor trabajará a partir de

esa necesidad o interés. Es necesaria esta aclaración porque a primera vista, el libro puede parecer débil en cuanto a información gramatical o tareas comunicativas, de soporte o de desarrollo de estrategias. En el campus virtual siempre habrá un documento con actividades lingüísticas correspondientes a cada tarea, o sugeridas por los estudiantes a partir de sus dudas, y páginas Web que complementan esas necesidades.

El libro consta de 4 tareas para ser desarrolladas en un cuatrimestre de aproximadamente 70 horas reloj de clase. Las unidades se organizan partiendo de la definición de una tarea final u objetivo último del espacio. Cada tarea o unidad de trabajo comienza con una estimulación, a través de gráficos y fotos, de conocimientos previos de los estudiantes: conceptuales, lingüísticos, estratégicos y de registros del idioma. Lo que proponemos, a través de TASKIng. 1, es integrar ese conocimiento formal previo de la lengua con el uso concreto del lenguaje en discursos o géneros pertinentes a sus intereses y/o áreas de estudio. Recordemos que los estudiantes que cursen o rindan Inglés Nivel 1 están en los primeros estadios de la carrera.

Las 4 unidades de trabajo están divididas en 3 partes que reflejan aspectos discursivos de la tarea y culminan con una tarea final que se presenta como una oportunidad para que los estudiantes expongan o desarrollen un tema o actividad libremente y evalúen su performance y la de sus compañeros. El objetivo principal de estas tareas es que los estudiantes actúen y se comuniquen de forma real en la lengua meta, según la definición que de tarea hace Nunan: "... una unidad de trabajo en el aula que implique a los aprendices en la comprensión, manipulación, producción e interacción en la L2 mientras su atención se halla concentrada prioritariamente en el significado más que en la forma"¹.

Además de las tareas comunicativas, aquéllas centradas en el intercambio de significados —a través del medio oral y escrito y de la tarea meta—, se incluyen las denominadas pedagógicas o posibilitadoras, cuyo objetivo es la exploración de aspectos concretos del sistema lingüístico como determinada

1 Nunan, D. 1989: *Designing Tasks for the Communicative Classroom*. CUP:10

regla gramatical, ciertos aspectos del vocabulario, etc, en relación a la demanda de las primeras.

También se incluyen tareas socioculturales y de desarrollo de estrategias cognitivas, metacognitivas y afectivas.

Las tareas denominadas YOUR TURN son semi-estructuradas y predecibles a diferencia de las TAREAS FINALES que son libres e impredecibles en cuanto al uso formal del idioma, es decir que no se espera que a través de ellas se reproduzca el modelo del profesor.

Estamos convencidos que este enfoque lleva al estudiante a explorar y desarrollar estrategias propias, estimulando su creatividad y raciocinio, lo que le será muy útil tanto para estudiar una lengua extranjera como para enfrentar otros desafíos en la vida.



Tabla de contenidos

1	Meeting People
Tasks	Introduce yourself and others in formal and informal situations. Engage in small talk. Exchange personal information in oral and written form. Look for specific information in texts from different registers.
Objectives	Build sociolinguistic awareness of registers and cross-cultural differences. Brainstorm previous cultural and linguistic knowledge. Develop skills to start a conversation and keep it going. Use appropriate strategies to acquire information about people from recordings, readings, web pages, blogs, cards, etc. Associate jobs and responsibilities they involve.
Useful language	I'm... Nice to meet you! How do you do? My (email) is... What do you do? Do you (live) in...? She's a CEO in Siemens/Systems Analyst. How was your flight? I'd like to... Can I.....? Where exactly do you work?

<p>Useful language</p>	<p>I'm doing research in..... How about you? Nice party, isn't it? An engineer usually works with.....</p>
------------------------	---

2	Talking about routines and lifestyles
<p>Tasks</p>	<p>Discuss personal habits and routines in different contexts. Show understanding of descriptive paragraphs. Write about jobs and routines. Describe ideal jobs. Design a survey to choose the right candidate for a job.</p>
<p>Objectives</p>	<p>Develop skills to describe and compare lifestyles, personal interests and routines. Use appropriate strategies to get specific information from recordings, web pages, readings, etc. Build awareness of writing conventions. Build skills to prepare oral reports. Develop awareness of personal learning processes.</p>
<p>Useful language</p>	<p>I/she always/ often/ sometimes..... How often do/ does Phil.....? What time..? How do you spend your time on/at weekends? I usually play tennis on weekends. In my country people work from.....to.....in the morning. A system engineer usually... He spends 3 hours commuting... I like hanging out with friends. I'd like to be a chef because... Sorry, but I don't see what you mean.</p>

3	Making arrangement
Tasks	<p>Make, accept and refuse formal and informal invitations.</p> <p>Ask for directions and describe locations.</p> <p>Read and understand reviews of movies, places, events, objects.</p> <p>Give oral and written opinions on events, gadgets, etc.</p> <p>Suggest directions to help students adapt to university life.</p>
Objectives	<p>Develop awareness of social conventions when inviting people.</p> <p>Build strategies to understand coherence in descriptive and instructional paragraphs.</p> <p>Understand paralinguistic features of language.</p> <p>Think of resources to justify opinions.</p> <p>Make decisions when choosing places.</p> <p>Develop skills to agree, disagree and state opinions.</p>
Useful language	<p>I usually play tennis on weekends.</p> <p>I'm going to the cinema tonight.</p> <p>Would you like to see a movie this evening?</p> <p>How about going for a drink?</p> <p>That would be very nice.</p> <p>I'm afraid I can't go.</p> <p>My house is across from the station</p> <p>Could you tell me how to get there?</p> <p>Do you know when the next bus comes?</p> <p>Turn left at the traffic lights.</p> <p>I think you're right /wrong about that.</p> <p>I don't like it. It's boring.</p> <p>I love it!!! So interesting and well done.</p>

4	Then, now and tomorrow
Task	<p>Get information about the history of people and objects from oral and written sources. Talk and write about personal histories and experiences in the past. Give opinions about future events and concerns. Get ready for a basic job interview.</p>
Objectives	<p>Understand cohesion and coherence in paragraphs containing chronological facts. Develop skills to recognize and use reference to future activities and predictions. Find coherence and cohesion in paragraphs. Build awareness of oral convention to give opinions. Develop strategies to understand tone of messages.</p>
Useful language	<p>I played basketball yesterday. After that, I had dinner with friends I used to be a sales representative. When did you graduate? You had a busy day, didn't you? How long did you work there? I think that in the future..... In the next five years, more than half of all bills will be sent by e-mail She was born..... When was it created?</p>

Target TASK **1**

MEETING PEOPLE

PART A. Look at these photographs. All involve introductions.





Discuss the following questions about each picture with your partner:

1. Does the picture show a formal or an informal situation?
2. How do you know?
3. What are the people saying?

PART B. Read these expressions and determine if they are formal (F) or informal (I).

1. How do you do, Mr. Smith?
2. How do you do? My name is Ann Clark. I'm here for the job interview.
3. Lisa, meet my boss, Mr Smith.
4. Pleased to meet you, Ms.Clark. Mr Wright is waiting for you.
5. Hello everybody. First, let me introduce myself. I'm Professor Sturn.
6. Hi, John, nice to meet you!
7. I'm Tina. Are you in Professor Clark's class?
8. Hi, George. Meet John, my husband. John, this is my friend George, a new engineer in the company.
9. Hi, my name is Tom. How about you?

Go back to the pictures in Part A.
Which phrase or phrases correspond to each picture?

1. NICE TO MEET YOU!

1.1. Mr. Rodriguez works in a big company.
He is visiting the company's headquarters in the USA.



Listen to the conversation.

- a. Answer the following questions:
1. How does Mr. Rodriguez introduce himself?
 2. What does he talk about?
- b. Check your answers with a partner.
- c. Listen again and say if these sentences are true (T) or false (F).
1. The company's headquarters are in New York.
 2. Mr. Rodriguez is a Head of Sales.
 3. Ms. Brown has never met Mr. Rodriguez.
 4. Ms. Brown is too busy to speak to Mr. Rodriguez.
 5. The receptionist takes Mr. Rodriguez into Ms. Brown's office.
 6. Mr. Rodriguez is from China.
 7. Ms. Brown offers Mr. Rodriguez something to drink.
 8. Mr. Rodriguez did not fly directly to Boston from Buenos Aires.
 9. Mr. Rodriguez likes his hotel.
- d. Here's the script of the conversation. Fill in the blanks using the words in the word bank. Listen again to check.

WORD BANK:

How was your flight? - I'm sure I will!
Ah, yes - Would you like something to drink?
It's nice to meet you, too - I see!
I hope you enjoy your visit - How is your hotel?
How do you do! - When did you arrive?
Fine, thanks

Mr. Rodriguez: Good morning. My name is Armando Rodriguez. I'm the head of sales from the Buenos Aires office. I have an appointment with Ms. Brown.

Receptionist: Oh, yes, Mr. Rodriguez. Good morning. Ms. Brown is expecting you. Please go right in.

Mr. Rodriguez: Thank you. Good morning, Ms. Brown. I'm Armando Rodriguez from Buenos Aires.

Ms. Brown:, please come in, Mr. Rodriguez.

Mr. Rodriguez: Ms. Brown. It's nice to meet you.

Ms. Brown: How do you do, Mr. Rodriguez.
Welcome to Boston.

Mr. Rodriguez: Thank you.

Ms. Brown: Please, have a seat.

Mr. Rodriguez: Thank you. I'd like some black coffee, please. Black with no sugar.

Ms. Brown: Susan, could we have two coffees, please?
One black, and one white with cream and sugar.
Well, Mr. Rodriguez

Mr. Rodriguez: Last night.

Ms. Brown: So,.....?

Mr. Rodriguez: I had to stop in Miami to get my plane here. I couldn't get a non-stop flight to Boston.

Ms. Brown:And.....

Mr. Rodriguez: It's very comfortable and not far from here. It's next to a subway station.

Ms. Brown: Ah, that's very convenient in Boston!

e. Practice reading the conversation.



CULTURAL TIP

Most western countries have similar greeting protocols: solid eye contact and a firm handshake. It is a sign of respect to use a person's last name with his or her social title: Mr., Ms., Mrs. or Miss.

In Asian cultures, people bow their heads to show humility. Handshakes are lighter and less firm.

In Latin American cultures introductions tend to be warm with a simple handshake, a pat on the shoulder or even a kiss.



LANGUAGE NOTE

Authentic speech makes use of features such as:

- a) Pauses: *er, um, erm*
 - b) Fillers: *"well....", "you know....", "I mean....", "I see.. "*
 - c) Repetitions: *"My name?", "You mean my profession?"*
 - d) Formulaic words and expressions: *"Doctor A, allow me to introduce you my friend....", "How's it going?", "Not (too) bad", "What's new?"*
 - e) Tag questions: *"Beautiful day, isn't it?", "You like your job, don't you?"*
-

1.2. Introductions.



Let's watch video 1 in the virtual campus.

a. Write expressions used:

- To introduce a friend.....
- To introduce a father.....
- To introduce a sister.....
- To ask about professions.....
- To ask about nationalities.....

2. WHAT'S YOUR JOB? WHAT DO YOU DO FOR A LIVING?

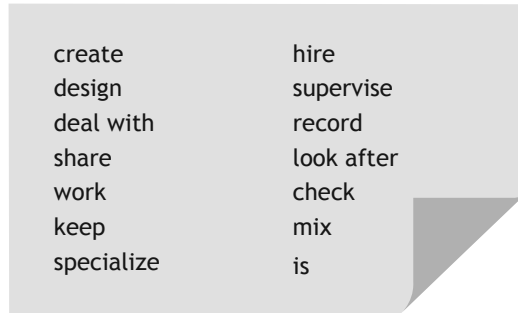
2.1. These cards belong to people with different jobs, professions, activities.



Work with your partner.

- a. Talk about the information the cards include.

b. Do you know what those professionals do? Choose an action word to complete the following statements. Make necessary changes.



1. A Photographer life and events in pictures.
2. A CEO responsible for operations, marketing strategy, financing, creation of company culture, etc.
3. A Zoo veterinarian the medical needs of the animals in a zoo.
4. An architect and sometimesthe construction of buildings or other large structures.

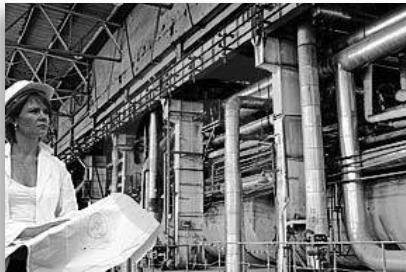
c. And these professionals?

1. An accountant tracks of the money in a business.
2. An auditor accountant's work.
3. Designers products and in different areas like furniture, clothing, etc.
4. Civil engineers the design and construction of buildings, bridges and highways.
5. Landscape designers art, science and environmentalism.
6. A computer engineer in the design and analysis of computer systems.

- 7. Researchers their findings with colleagues, and members of the scientific community.
- 8. HR managers.....employees.

2.2. Different people, different jobs.

What do you think these people do?



Listen to four people describing their jobs.

a. What do they do? Identify their profession. Choose from:

Marian	accountant ceo architect
Richard 1	commercial and industrial designer teacher
Richard 2	systems engineer human resource manager electromechanical engineer
Sarah	secretary auditor

b. Listen again and find who....

1. is responsible for the style and function of cars, appliances, etc.
2. has a fast growing profession.
3. knows a lot about electricity and computer science.
4. draws plans of skyscrapers, houses and churches.
5. supervises companies.
6. keeps track of his/her boss's schedule.
7. routes phone calls.



Complete the following statements.

a. What do these professionals do?

1. Electromechanical engineers
2. A systems engineer
3. An industrial engineer
4. Systems Analysts.....

ABC LANGUAGE NOTE _____

Simple Present

The simple present is used to express general truths, to indicate a habitual action, event, or condition and sometimes to refer to a future event.

- *The machine holds three peripherals.*
 - *The Stephens sisters are both very talented; Virginia writes and Vanessa paints.*
 - *John works full time doing research at the university.*
 - *The doors open in 10 minutes.*
 - *Classes end next week.*
 - *Professionals in this field solve problems quickly.*
-

YOUR TURN _____


Visiting Window Co.



Student A: You are a professional visiting a CEO in a branch of a company where you work.

Student B: You are a CEO working for an international company. You are waiting for a professional from another country. Ask him/her about his trip, his job, what he does, etc.

Student C: You are a receptionist at an international company. Show in the professional coming to visit one of the CEOs.

 Computer World Congress Keynote Speakers.

- a. Where can you find personal information on the Web?
Make a list.

blogs

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

- b. Look at this text from a web page. Who would read it?



c. Scan the text and complete this table.

Name		
Profession		
Name of presentation		
Nationality		
Expertise		

d. In the text some abbreviations from the academic and professional world are used. Can you write which one corresponds to the following definitions?

1. Research and Development
2. Doctor of Science.....
3. Professional engineer.....
4. Bachelor of Science with honours degree.....
5. Doctor of Philosophy.....

ABC LANGUAGE NOTE _____

Inference of unknown vocabulary

To understand vocabulary we make use of different resources like:

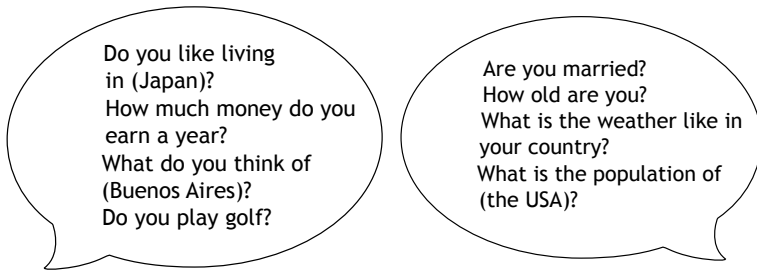
- Structural Analysis:
 - prefixes: *uncomfortable*
 - suffixes: *development*
 - compounds: *Multy-Physics, Keynote*
- Use of context clues:
 - *Physiology is a branch of biology that deals with the functions and activities of life or of living matter (as organs, tissues, or cells).*
 - *At night the street was calm, unlike the noisy chaos it was during the day.*
 - *The presentation surpassed, exceeded the attendees' expectations*

Visit this webpage for practice on inference:
<http://flang1.kendall.mdc.edu/cpt/R04/index.htm>

3. LET'S KEEP A CONVERSATION GOING

3.1. What are typical topics of conversation that come up when meeting someone for the first time?

a. What topics are appropriate? Tick your choices and share with a partner.



b. Add more topics of conversation and write a question for each:

Example: Sports: *"Do you like any sports?"*

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

3.2. Where are you from?



Listen to a conversation of two people at a party.

a. Notice how they introduce themselves and keep a conversation going.

b. Listen and answer:

1. Where is the woman from originally?
 - Uruguay
 - The United States
 - Chile
 2. Where do her parents live?
 - Argentina
 - Chile
 - The United States
 3. When did the man return to the United States?
 - 10 years ago
 - 3 years ago
 - 7 years ago
 4. What is the man studying?
 - Physics
 - Biology
 - Psychology
 5. What is the woman's job?
 - sales representative
 - computer programmer
 - receptionist
 6. Which of these countries does he mention?
 - Argentina, The United States, Chile
 - Korea, Germany, Japan, The States
 - The States, Korea, Germany
 7. Where does his brother work?
 - at Dell Computers
 - at Mega Computers
 - at Sega Computers
- c. Now complete the dialogue with the following words and expressions:

Wow!	well,
so,	How about you, John?
what do you do?	No kidding!
so, what do you do now?	I see!
everybody calls me Jenny	Really?
Oh, really?	

- John: Hi. I don't think we've met. My name's John.
 Jenny: Hi, John. Nice to meet you. My name is Jennifer, but
- John: Nice to meet you, Jennifer, where are you from?
 Jenny: Well, originally I'm from Uruguay, but we moved to the United States when I was about four years old. My parents now live in Argentina. That's where they first met
- John: I was born in San Francisco, California, and we lived there until I was seven. Then, since my father worked as an ambassador, we moved all over the place.
 Jenny: Where are some of the places you've lived?
 John: We spent ten years in Korea, Germany, and Japan. He was transferred back to the States three years ago.
 Jenny: It sounds like you've had an interesting life.
 John: I'm a student at Purdue University.
 Jenny: What are you studying?
 John: I'm majoring in psychology. How about you?
- Jenny: I'm working as a sales representative for Mega Computers downtown.
 John: My brother works there too.



Scrambled dialogues.

- a. There are three speakers in this conversation. Unscramble the conversation and rewrite it.

.... *Hi, Ana. How are you doing?*
 *Brazil. And you?*
 *Hi, Paulo. Nice to meet you.*
 *No. I studied for three months when I first arrived. But now I need more English. I want to get a better job.*

- *Fine, thanks. And you?*
- *Where are you from?*
- *Nice meeting you, too.*
- *Great. Ana, I'd like you to meet Paulo. He just registered for class.*
- *Chile. Is this your first English class?*

b. Practice the dialogue aloud with your partner.

3.2. Opening comments in different situations.



Read the situations on the left in the table.

- a. Match them with suitable opening comments on the right.
- b. Provide the missing expressions.

Situation	Opening Comment
1. At the beginning of a site tour of a factory	a. What do you think of the new recruiting policy?
2. During a break the first day of classes at the university.	b. Is this your first visit to this site?
3. At a dinner celebrating the 10th anniversary of a multinational company.	c. The opening speech was very long, wasn't it?
4. At a meeting of company representatives from overseas branches to discuss how to attract new staff.
5. At the coffee break during an intensive seminar.
6. During a friend's graduation ceremony.

4. ATTENDING AN INTERNATIONAL CONFERENCE



Listen to two conversations.

- a. Decide which conversation is more appropriate.
- b. Give reasons for your choice.

YOUR TURN

You are at a party at a university abroad. Introduce yourself to student B. Follow these guidelines:



Student A:

- Name: Erich
- Nationality: German
- Majoring in: Linguistics
- Brother: John
- Brother's profession: computer programmer at L&D
- Family: Lives in Berlin

Student B: Go to page 119.




I want to make friends.

- a. Have a look at these texts from web pages. Notice their sources and the language used.

Text 1:

NEW TOPIC POST REPLY Page 1 of 1 [1 post]

Print view Student Discussion Forums

AUTHOR	MESSAGE
brad	Post subject: Joomla 1.5.8 Released
 Joomla! Exemplar ★★★★★ OFFLINE	<p>Hi guys, my name is Brad and i'm a new member here. i'm grateful if anybody willing to become my pen-pal..</p> <p>Anyway, i'm from Malaysia in Asia.. i don't know if anybody know where my country is... i like to read books and play basketball and also play chess.</p> <p>i hope anyone would be willing to be my pen-pal as i want to improve my english as next year i will be facing a big exam..</p> <p>this is my Yahoo messeneger ID cad_7horn@yahoo.com</p> <p>thank you</p>

Text 2:

Home Sign Up Features Blog Story Advanced

Featured Blog

 Karin is a 20-year-old Serbian girl who has an interest in Japanese culture, especially in manga and in the influence of Western culture on Japanese society. She wants to be a writer. She runs a blog and an online photo gallery. Please pay Karin a visit and say hello.

Have Start
See our f
Sign

Related Tags

Text 3:

Home Study Centers Products/ Services Resources Blogs/ Forums

My name is Kim. I am a senior student. One reason for me to take this course is that my classmate tells me it is a very interesting class. I think this course can help me to communicate with foreigners better. I want to go abroad for further study. I expect I can work in a international business company as well. I hope I can earn a fortune by it.
posted by Kim Ou : 9/15/2007 4:41 PM

RSS Feeds
Latest Posts/ Entries
Latest Comments

Email Feeds
Please enter your email address to receive email updates of our latest posts.
Delivered by FeedBurner

Text 4:

Friends Reunited

Posted On: July 01, 2008 10:41:04 AM
 Name: Ray Benab
 E-mail: raybenab@yahoo.com
 Age: 25
 From: Philippines
 Seeking: New Friends
 Hobbies: Traveling and meeting new friends
 Comments / Remarks: I want to meet friends in Spain most especially those from Madrid and Ibiza as I plan to visit Spain early next year. I want to exchange some letters in Spanish and English to enhance my knowledge in Spanish. I know a little in Spanish as I had some units in Spanish while I was in college.

Already a member?
 Email address
 Password
 Remember me

[Forgotten your password?](#)

New to Friends?

b. Read the texts and identify the information they have in common.

- c. Find who...
- is Asian.
 - is 20.
 - is not a junior student.
 - is travelling to Europe.
 - is interested in foreign languages.
 - sounds ambitious.
 - likes writing.



Write a posting to be placed on a website. You can include info on:

- Sex (F/M):
- Age:
- Occupation:
- Favorite Music:
- Hobbies:
- Favorite Movie:
- Education:

Suggested verbs:

Prefer....

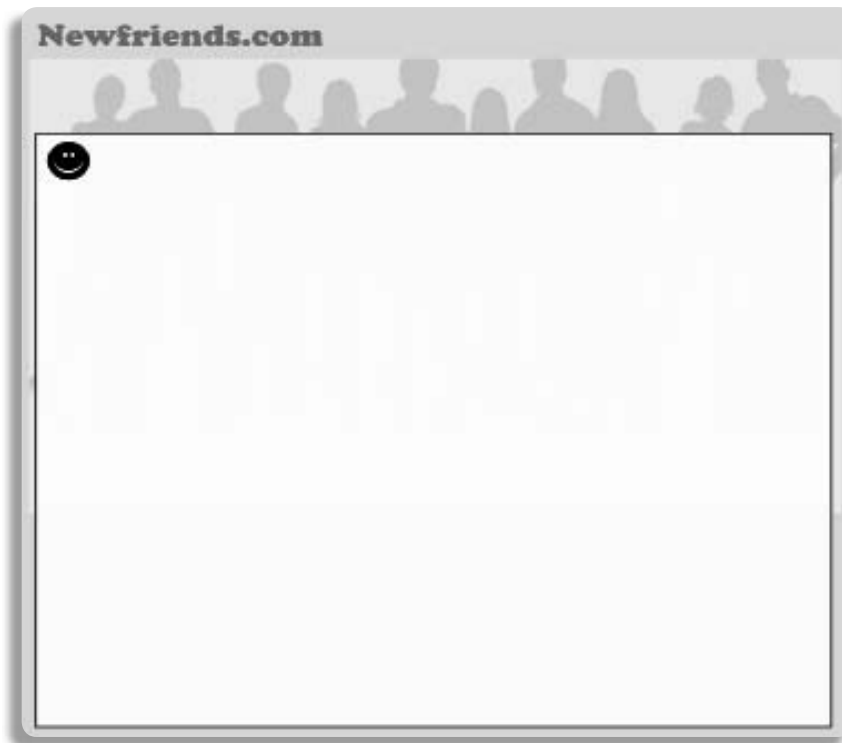
Searching for.....

Looking for....

Love...

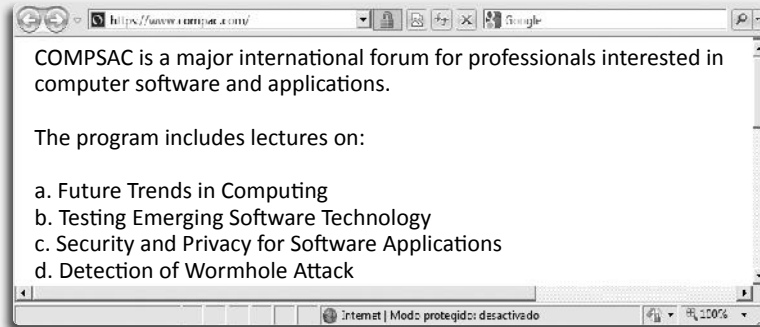
Enjoy...

Would like...



In groups of four, read the texts you've written. Choose the one that sounds most convincing.

FINAL TASK



Preparation

You are professionals attending COMPSAC 2011 in Germany.

- a. Design your business card.
- b. Read the program. Choose a lecture.

Presentation

During one of the coffee breaks at the forum, you meet a colleague from another place and have a short talk.

Evaluation

Listen to other pairs and evaluate which pair performed better on the following criteria:

They

- Provided a good context
- Spoke clearly
- Spoke at a good pace
- Made eye contact
- Appeared relaxed
- Used appropriate grammar and vocabulary
- Kept the conversation going
- Comprehended, and used fillers, expressions and hedges

Target TASK **2**

ROUTINES AND LIFESTYLE

PART A. Look at these photographs. All involve different ways people start their days.





Discuss the following questions with your partner:

1. What do the pictures show?
2. How do you start your day?

PART B. Common collocations for routines.

a. Match the verbs in A with a suitable collocation.

take	running
listen to	TV
read	cds
make	a shower
go	the radio
play	exercises
do	the weather report
download	coffee
watch	for a walk
burn	tennis
flick through	the violin
	pages of newspaper
	yoga
	a book
	photos
	nothing
	programs
	the cooking
	surfing

b. Look at these pictures. Which collocation corresponds to them?



1. I ALWAYS CHECK MY E-MAIL FIRST THING IN THE MORNING

1.1. Phil, a university teacher from Beijing is visiting our School of Engineering.



Listen how he talks about his routines.

- a. Check the activities he does in the morning. Then put them in order.
- Phil makes coffee.
 - He goes to the bathroom.
 - He goes to work.
 - He cleans the house.
 - He checks his e mail.
 - He washes his cup of coffee.
 - He takes a shower.
 - He puts fruit in a blender.
 - He drinks coffee and smoothie.
 - He brushes his teeth.
- b. Listen again and tick the right option.
1. How many days a week does Phil eat at the office?
 - twice a week
 - three times a week
 - never
 2. Why does Phil take a yoga class?
 - Because it's good for his health
 - Because he wants to get away from the office.
 - Because the class is close from home.
 3. On Tuesday and Thursday afternoon Phil works...
 - more than six hours
 - two hours
 - about four and a half hours
 4. When Phil gets home in the evening...
 - his girlfriend is still out
 - he eats very simple food
 - he always cooks
- c. Listen again and follow the script.



CULTURAL TIP

The concept of time

Not everyone in the world views the concept of time in the same way.

Some cultures don't even make time a part of their lives.

Some people run their lives by the clock. In some occidental countries time is in control of the everyday lives of most people.

But...did you know that there are tribes like The Pirahã Tribe in the Amazon rainforest or The Hopi Tribe in the USA whose languages do not even have a reference to time?

They live and enjoy only the present!!!



LANGUAGE NOTE _____

Frequency Adverbs

Read the following expressions of frequency. Then, rank them from more frequent to less frequent.

generally - every day - once a year - seldom - never
 occasionally - three times a week - usually
 always - hardly - ever - often

Examples:

- Do you always carry a briefcase?
- They are seldom home when we call.
- He's usually eating breakfast at this time.



Discuss with your partner:

- a. What is your daily schedule? Do you have a routine?
- b. What time do you usually wake up and go to work or school?

c. What do you do when you get home? What time do you go to bed?

1.2. Victoria's routine.



Let's watch video 2 in the virtual campus.

a. Complete these sentences about Victoria:

1. She wakes up.....
2. She says the most important activity in her day is...
.....
3. She has coffee and.....
4. She also feeds.....
5. At 8.30 she.....
6. She Madrid in her
7. She.....has lunch
8. At 1 she.....
9. Her favourite restaurant is
10. Her own classes include.....
11. After that she does

b. In what way is her day different from yours?

1.3. Sarah's daily schedule.

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:00					
10:45-12:15					
Lunch break					
1:30-3:00					
3:15-4:45					
5:00-6:30					

Complete Sarah's schedule according to these clues:

*She almost always studies in the library first thing in the morning.
 She always has History.
 On days starting with T, and from 10:45 to 12:15, she has Language.
 Same time, on Wednesdays, she has Physics.
 Everyday, except Tuesdays, she has gym at 1:30.
 What she loves to do is Drama! She goes to a Drama Workshop first and last day in the week, from 5:00 to 6:30.
 From 3:15 to 4:45, every 2 days, she has Math.
 The other two days, at the same time, she has Geography.
 Tuesdays and Wednesdays, from 5:00 to 6:30 she has Spanish.*



Now design your own schedule and with a partner practice asking and answering questions.

Suggested language:

- *Do you have*?
- *What do you usually do after*?
- *How often do you*?
- *Why do you*?

2. HOW DO YOU SPEND YOUR TIME ON.../WHEN...



2.1. How do you like to spend idle time?



Discuss with your partner.

How do you like to spend your time...

- in a consulting room?
- on a bus?
- waiting for a test?
- in a queue?
-



Complete these sentences. Use the verbs in the word bank.

reads *hanging*
chatting *to sleep*
listens *playing*
doodling

1. I like out with friends.
2. He enjoys in English.
3. They try on long flights.
4. She to her iPod when she travels home.
5. I don't like cards.
6. She usually on her way to work.
7. When bored in class or attending an uninteresting meeting, I often find myself on a piece of paper.

2.2. Different people, different routines.



Let's watch video 3 in the virtual campus.

- a. Find who...

1. doesn't like to drink on flights.
2. likes to play cards, backgammon, and other games with his wife.
3. can't concentrate on a movie or on a book.
4. brings his iPod with him all the time, to listen to podcasts and music.
5. sometimes talks to the passenger next to him.
6. watches only one movie, no matter how good the rest are.



LANGUAGE NOTE _____

Prepositions of Time

On is used with days:

- *I will see you on Monday.*
- *The week begins on Sunday.*

At is used with noon, night, midnight, and with the time of day:

- *My plane leaves at noon.*
- *The class starts at 6 p.m.*

In is used with other parts of the day, with months, with years, with seasons:

- *He likes to read in the afternoon.*
- *The days are long in August.*
- *The book was published in 1999.*
- *The semester starts in winter.*

Extended time

- *She has been here since yesterday.*
- *I'm going for two weeks.*
- *The movie will be from August to October.*
- *I usually do my homework during the evening.*
- *We have to finish the project within a year. (No longer than a year).*

YOUR TURN

Student A: Read the following information on Mark's typical day at a university in Germany. Exchange information with student B. He or she has information about another student. Discuss similarities and differences. You may need to take notes.

I usually wake up at 6, check my mail, have breakfast, etc. Get to my classes at 8.30 (I usually take morning classes). Then I have a break in between classes which I use to prepare for my next class, or I eat or read through supplementary readings/academic journals.

My classes are usually over by three. Then, I usually walk downtown for about an hour/work out/go home and watch TV before heading back to the library. Then I work until 8 pm, after which I go home to eat, do some recreational reading, hang out with friends, etc.

Student B: Go to page 119.

2.3. Prepare an oral report about a typical day at the university in your place.



A typical day in the life of...

- How do you think an engineer spends his/her day? And a manager?

Claire, an Industrial Engineer

Most industrial engineers work at manufacturing companies, and many have specific areas of specialization, such as assembly, raw-product processing, or administrative (paperwork) practices.

Some engineers are consultants or internal managers in the manufacturing and administrative industries. I work in the production section. I have good working conditions, intellectually challenging work, and a high level of satisfaction. I work long hours. However, this

tends to be outweighed by the satisfaction derived from what I do.

Well, during a typical day I generally analyze and evaluate methods of production and figure out ways to improve them.

I'm starting this year but fortunately I'm working with an engineer who is an expert not only in the manufacturing and production processes of the industry, but also in the specific culture, problems, and challenges that the company faces.

Our work means face-to-face meetings with executives, extensive stays on manufacturing floors, and review of historical production data.

Our work involves lots of observation, we walk a thin line between being an analyst and being a detective!!!

Rick, a Systems Engineer

A typical day? Well, difficult to say....In Carmnet, we do a lot of different stuff. A typical day usually involves doing technical work. That's always part of a day. Writing software, debugging problems and things like that. But that doesn't necessarily mean that you sit in your office and you stare at a computer screen all day.

In addition to doing technical work, we do documentation trying to make sure that we can convey to people how to use our products. We work with the marketing department making sure they're giving the right message to customers about what our products are and what they do. We also work with customers, with support staff, with our sales folks to try to solve problems. So we do a lot of different stuff.

Stefan, a Business Development Manager

I work in Globalnet.com. It is an international recruitment consultancy specialising in recruitment services. As the Business Development Manager (BDM), I am responsible for attracting candidates and matching them to temporary or permanent jobs with client companies.

My day involves calling and face to face meetings with professionals, identifying opportunities for them, and proposing good opportunities for them.

I also contact firms to suggest candidates, explore their recruitment needs and sell them our most appropriate services.

Sometimes, I provide advice to both clients and candidates on salary levels, training requirements and career opportunities. I like my job a lot!! It's challenging and rewarding!!

b. Skim the texts and complete this chart.

Name	Profession	Place of work	People they work with	3 Important activities

c. Find who...

1.compensates lots of work with high satisfaction.
2.helps people find jobs.
3.analyses things like a detective.
4.does different things.
5.sells products.
6.works with a senior.
7.is not an expert yet.
8.does not work with computers all day long.

d. What do you understand by the words in italics?
Consider the context where they appear.

Paragraph 1

stare at

- a. to look with fixed eyes
- b. to work
- c. download data

convey

- a. talk
- b. agree
- c. explain

support staff

- a. employees who help others
- b. ceos
- c. technicians

stuff

- a. things
- b. paperwork
- c. orders

Paragraph 2

raw-product

- a. manufactured
- b. not processed
- c. new

outweighed

- a. compensated
- b. levelled
- c. paid



LANGUAGE NOTE _____

A connector is a word that is used to join words or sentences.

And, as well as, but, or, yet, nevertheless, however, so that, as long as, while, until, as if, because, when, after, though, before, etc.

- Find connectors in the text and notice ideas they join.
- Find more about recognizing relationships between sentences on:
<http://flang1.kendall.mdc.edu/cpt/R05/index.htm>

3. DIFFERENT JOBS... DIFFERENT ROUTINES

3.1. More collocations for routines.



Match the following actions with a corresponding noun.
More than one option is possible.

- | | |
|--------|--------------|
| meet | messages |
| design | dot coms |
| attend | conclusions |
| assess | meetings |
| run | programs |
| draw | systems |
| make | projects |
| leave | people |
| take | products |
| enter | machines |
| | decisions |
| | appointments |
| | data |
| | courses |
| | lectures |
| | students |



Where do people typically carry out the activities on the list?

a. Complete the table:

In class	In a meeting	On the phone	In an office	At a computer

b. Can you add other activities to the list?

3.2. Dream jobs.



Discuss these questions with your partner. Give reasons for your choice.

- Would you like to be a.....?
- What would you like to be?
- Why?
- What does ado?



Let's watch video 4 in the virtual campus about people describing their dream job.

a. Listen and complete the chart.

Name	Ideal job/work place	Reasons

3.3. Scrambled dialogues.



There are 3 dialogues here, but they are not in order. Can you unscramble them?

Guest: What do you do?

Staff: At the Hilton Arcadia Spa and Resort.

Staff: I'm an events coordinator for a hotel, a job I've always wanted to have.

Guest: What's your job?

Guest: Are you a head chef?

Guest: Sounds sweet. Where do you work?
Staff: I'm employed at a hotel as a bell man. But I would like to work as a receptionist.
Guest: So you take people's luggage to their rooms.
Guest: What exactly does an events coordinator do?
Staff: Well, I'm the head pastry chef.
Guest: What do you do for a living?
Staff: Yes, that, but I also arrange things like taxis for guests.
Staff: Well, we arrange and set up all the things needed for conventions and conferences (such as audio-visual equipment, microphones, etc.)
Staff: I'm a chef.

3.4. An ideal job.



Complete this letter applying for one of your "ideal" jobs.

*1600 Main Street
Springfield, Kansas 12345
15 January 2008*

Dear Mr Thompson,

I recently saw an ad you published in the university newsletter. I would like to apply for the post of ...

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

Sincerely,

3.5. Jobs descriptions.



Let's watch video 5 in the virtual campus. We will listen to different people tell us what kind of work they do, what they like about it and how they got their jobs.

a. Find the following information:

1. what jobs the people have
2. how they got the job
3. what their qualifications are
4. what questions are asked in job interviews



LANGUAGE NOTE _____

Read carefully:

I also enjoy working outdoors.

I'm going snowboarding.

I would like to do a very creative job.

He doesn't like to drink on flights.

She spends her free time hanging out with good friends.

I like working in an office.

Complete this rule:

Some verbs like are followed by another verb with *-ing*.

Some verbs like are followed by another verb with *to*.

Some verbs like are followed by another verb with *to* or *-ing*.

More examples:

- *I admit telling her.*
- *We can't afford to take a long holiday.*
- *Mary needs to leave early.*
- *She always avoids speaking to him.*

- *I enjoy dancing.*
 - *They feel like having a party.*
 - *I love to go shopping.*
-

YOUR TURN

Read these people's profiles.

In pairs chose a suitable job or profession for each of them and account for your choice.

Aaron

- Likes exotic food and enjoys cooking.
- Doesn't like traveling.
- Loves learning about new technologies.
- Spends lots of time burning CDs.

Stephen

- Has a very busy work life.
- Never makes time for coffee with friends or going for a walk.
- Spends most of his time flicking through newspaper pages.

Jane

- Likes nature and sports.
- Doesn't like reading or studying.
- Spends lots of time chatting and downloading music.
- Enjoys partying.

Aileen

- Loves traveling.
- Is interested in different cultures.
- Enjoys taking pictures.
- Doesn't like exercising or being with lots of people.

Now, change pairs and discuss your choices.



Informative Texts.

- a. What information would you include in a description of a device? of a career?
- b. Read the texts and identify their sources. Where do the texts come from?
- c. Write a suitable title for each text. Give reasons for your choice.

.....

Come and study with us!!!! As a systems analyst you will learn not only how to analyze and design a system but also how to identify which parts of the system can be automatized. You will develop abilities to assess the hardware required to implement the system (speed, cost, memory size, etc) and to make decisions as to the changes to be made if the system is found inadequate during testing.

Or you can go to Mechanical Engineering, a profession that will allow you to build ventilation and air-conditioning systems, to run engine test to check out some new settings, to attend in-company meetings about future projects, among other jobs. We can help you develop skills to write reports and make oral presentations about ongoing projects.

Visit our web page and send us your application form.

.....

We are a German company that sells audio equipment all over Europe. Our head office is in Born, and altogether we have five offices and 15 showrooms in Europe, with 90 employees. Three of our showrooms are in Italy- in Rome, Pisa and Torino. We have an office in London and Boston. If you want to contact us, click here tecnoin@germanet.com

.....

The BlackBerry® 7251 is a wireless handheld device that gives you a quick access to all your wireless communication needs.

You'll get a superior wireless email and application experience, combined with built-in phone features, in a single, integrated handheld.

With Ev-DO technology, the BlackBerry® 7251 provides fast email application and browser speeds. It even lets you connect your laptop or PC to the Internet, using the handheld as a tethered modem—so you don't need to carry a wireless PC card. The BlackBerry phone has become increasingly popular in the last few years.

Most of the phone's popularity stems from its ability to send and receive email from anywhere wireless service is available - even when roaming on another carrier's network.

Another notable selling point is the phone's Qwerty keyboard, which allows the phone's operator to use their thumbs to type emails and text messages.

d. Read again and determine if these statements are True or False (Find reasons for your choice).

1. A mechanical engineer develops technical and interpersonal abilities.
2. Finding out solutions to systems problems is the main goal for a systems analyst.
3. The German company's headquarter is in London.
4. The BlackBerry handheld requires a cord.
5. It functions as a modem.
6. Its fame comes mainly from its use as a telephone.

Write a short description of your career for your university.



FINAL TASK

You work at the HR Department of Soft-Hard Tech. The company is offering internship programs to outstanding engineering students in their final year of undergraduate studies in engineering (or computer science).

They will be working in the design department and will be required...

- to send e-mails to customers and supplies
- to help his supervisor organise meetings
- to draft letters
- to welcome visitors
- to help develop and evaluate next-generation anti-virus software
- to help build integrated circuits for new clients

They should...

- be below the age of 30
- be in student status
- have an excellent command of English
- have excellent computer and communication skills
- have independent spirit and great sense of responsibility
- be highly motivated by the idea of doing an internship
- be hard working

Preparation

Your boss wants you and your partner to develop a set of 10 survey questions to ask prospective candidates.

Design the questionnaire according to the requested profile.

Presentation

Other group members will be the boss.
Hand in your survey to him/her.

Evaluation

You will be reading another classmate's survey.

See if they comply with the instructions.



Soft-Hard Tech HR Department

386 New York
278 Westside Av

The company is offering internship programs to outstanding engineering students in their final year of undergraduate studies in engineering (or computer science). If you are interested in applying, please complete the following questionnaire before the interview:

Target TASK **3**

MAKING ARRANGEMENTS

3

PART A. Look at these photographs. All involve people enjoying their free time.



Share information with your partner.

1. What do you like to do when you are not working or studying?
2. What are the most popular free time activities in your town?
3. Are there interesting tourist attractions in your place?

PART B. More collocations. Read, match and check the activities you usually do in your free time. Add more if necessary.

<i>read</i>	<i>a DVD</i>
<i>surf</i>	<i>with a keypal</i>
<i>chat</i>	<i>in the garden</i>
<i>check</i>	<i>fishing</i>
<i>play</i>	<i>out</i>
<i>eat</i>	<i>the web</i>
<i>work</i>	<i>a magazine</i>
<i>watch</i>	<i>video games</i>
<i>go</i>	<i>for a walk</i>
<i>hang out</i>	<i>your emails</i>
<i>meet</i>	
.....	
.....	
.....	



With your partner, talk about your plans for the weekend.

1. PLANS FOR THE NIGHT

1.1. Mark and Ben are making plans for the night.



Listen to their conversation.

a. Answer the following questions:

1. What is Ben doing this weekend? Check the correct option.
 - Meeting a friend for lunch.
 - Nothing special.
 - Working in the morning.
2. What does Mark invite Ben to do?

- Go to a concert.
- Go see a movie.
- Go out to eat.

3. How does Adam invite Mark?
.....
4. How would you accept the invitation?
.....
5. How would you decline the invitation?
.....

b. Now listen to another conversation. In what way is it similar and/or different from the other one?

c. Listen again and complete the dialogue:

Victor: Well, it's been good to meet you Sam, and very interesting to hear about your business.

Sam: Look, we are a small dinner for some of our clients and friends after this. Why don't you us?

Victor: That's very kind of you. I'll..... check with my associate whether they have other..... for us.

Sam: Your associate is most..... to join us too.

Victor: Thank you - excuse me. Walter, this is Sam Eriks from Eriks imports. He has very invited us to a dinner.

Sam: Yes,..... you like to join us?

Walter:I have another engagement, but thank you for the.....

Sam: Well, perhaps you could us after that for a drink?

Walter: great. I'd be happy to..... shall we meet?

Sam: How the lounge bar here, at ten?

Walter: I'll see you then.



CULTURAL TIP

When friends get together, they usually do so by an invitation from one person to another. An invitation may be very casual, such as asking a friend to go out for a drink or dinner after work or more formal.

*More formal invitations are usually written and may require an RSVP (French abbreviation of: *répondez s'il vous plaît*, meaning "Please, reply").*



LANGUAGE NOTE

Spoken semi-formal invitations are usually more like a suggestion than a formal invitation:

- *Why don't you join us?*
- *It would be great if you could join us.*
- *Would you like to join us?*

When replying to an invitation, people generally thank the other person for the invitation first, then give an answer, accepting or rejecting the invitation or asking for more information.

- *Thanks, I'd love to*
 - *It's very kind of you, but...*
 - *That sounds great. I'd be happy to. Where shall we meet?*
 - *Excellent! How about 10?*
-

1.2. Planning a football match.



Let's watch video 6 in the virtual campus.

a. Answer these questions:

1. What do the boys organize?
2. In what order do they talk about...
 - How to get to place
 - Number of people
 - Time
 - Meeting place
 - Activities of the day

b. Now write a question for each option.
Example: *Are you doing anything today?*

1.3. Extending invitations.



YOUR TURN

Student A: A friend from another city is coming to visit.
Choose two or three activities to do on the weekend:

- a visit to the Maracó museum
- a lecture about new trends in technologies at the University
- watching a DVD in your home
- tango lessons in the City Cultural Center
- a dinner at your boyfriend's/girlfriend's home
- an " asado" in the University student lounge
- a friend's birthday party
- a horror movie
- a drink at a bar

She/he will accept some of the invitations, but decline others.

If she/he accepts the invitation, talk about:

- the day and time
- where to meet
- how much money it costs
- if he/she can invite somebody else

Student B: Go to page 120.

2. CAN YOU TELL ME WHERE IT IS?

2.1. Giving directions.



Find the prepositions and expressions showing direction in the statements.

a. Circle them

1. Take a turn down the bridge and stay on for 10 km.
2. Take the Green Line to Central Station. Get off at Market Station.
3. Get on the subway at Notting Hill Station.
4. The church is at the end of the driveway.
5. Cross on the zebra crossing at the intersection of Baker and Oxford.
6. Drive into the tunnel and go on for 10 minutes more.
7. Drive past the corner, the high-rise building will be on your right. You can't miss it!
8. Go down that street until you find a bakery.
9. My office is on the 3rd floor of the building next to the Grand Central Cafe.
10. Drive round the roundabout to the next road sign.

b. Write a correct one under each of the following pictures. More than one option is possible.

TASKing. 1

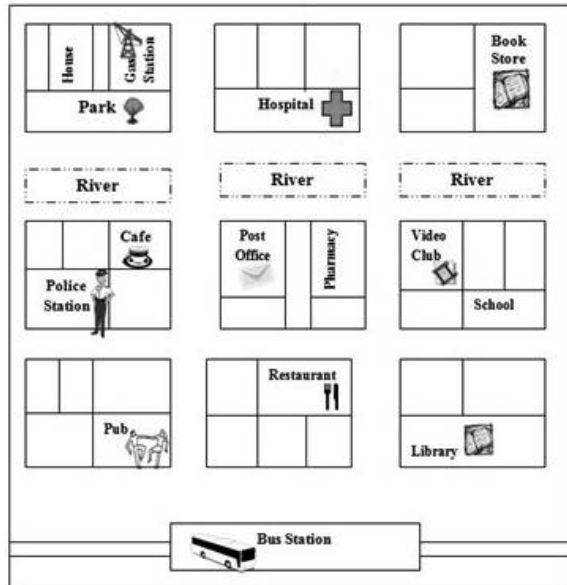


2.2. A friend is giving you instructions to go to his house from the train station.



Listen and:

a. Mark his house on the map.



b. Now read another instruction in his message and complete the text.

OK, if I'm not home, then just go to my friend John's house. From my house right down the street and go the gas station and keep going straight you get to a bookstore.
*At the bookstore, right and ...
 down the street until you get to the river. Go the river and right across the river, my friend's house will be on the right-hand side.
 It is the first house across the river and it's right next to the school.*

c. Finally, put these sentences from the rest of the instructions in order.

- OK, if my friend's not home then just go and wait for me at Miki's Tavern.
- Walk 1 block. You'll see a police station on the corner.
- So, from my friend's house, turn left.
- Miki's tavern is on the opposite corner. You can't miss it.
- Walk one more block and again make a left.
- Get to the post office and turn left.

ABC LANGUAGE NOTE _____

Embedded Questions.

Study these sentences. What do you notice?

- Where is the post office?
- Could you tell me where the post office is?
- When does the next bus come?
- Do you know when the next bus comes?
- How much are the tickets?
- Can you tell me how much the tickets are?

Combine the two clauses into one sentence.

Where is the bank? Can you tell me?
?
 What time does the museum open? Do you know?
?
 Where do you live? Could you tell me.....?
?

YOUR TURN _____

Student A: Look at the entertainment section of the newspaper.

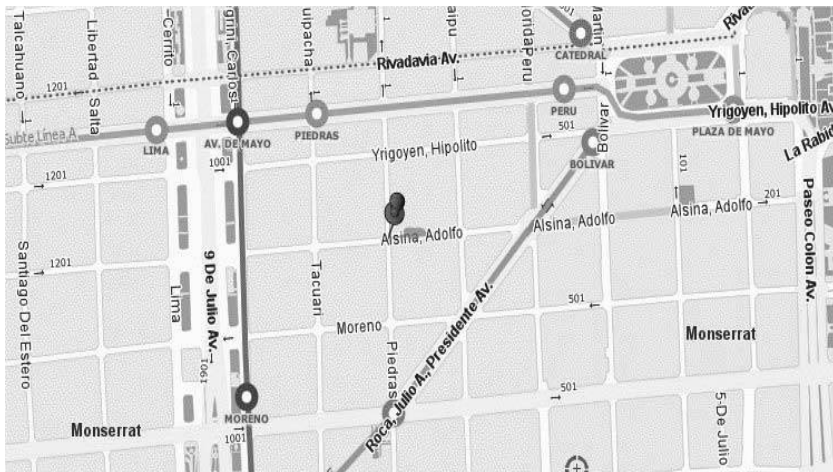
4 | Entertainment

International Jazz Festival in Buenos Aires

The concerts sponsored by BankBoston Foundation and Intercontinental Hotel will be held at San Juan Bautista Church, Alsina and Piedras, Saturday at 8pm.

José Aquino and oboe player Alexandre Ficrelli from Brazil will be playing. Free admission. For information, phone 4306-5205.

Read the posting from a local newspaper from Buenos Aires, and have a look at the map. Call a friend to invite him/her to the event and give instructions to go to the place from the Lima subway station.



Student B: Go to page 120.



Reading Instructions.

- a. How do you upload music files to your MP3 player?
- b. Exchange instructions with your partner
- c. Have a look at this text. What is it about?



DVD, or Digital Versatile Disc, is a compact disc that holds movies instead of music.

Because the format is digital, the picture and sound are extraordinary and rival that of a movie theater. A movie can be stored on just one side of the disc, so there is no need to turn the disc over as with the earlier laser discs. DVD also offers scanning, pausing and chapter access, which VHS cannot. Moreover, DVD can be loaded with a foreign language track, subtitles and other material. When buying one...

- 1. Consider your budget. A DVD can cost as much and possibly more than \$1,000. But units can be found in the \$500 range as well. Yet like all new technology, prices are dropping continually.*
- 2. Read audio-video magazines to investigate reviews and features.*
- 3. Check your television to determine what kind of video and audio inputs it has so that you can choose a DVD player that is compatible.*
- 4. Choose a player that has a minimal number of controls on its face. A few players have a lot of buttons, switches and dials, which can make things confusing. All you really need are the open/close button and the play button. You can do the rest with the remote control.*
- 5. Consider what features you want on the player. Most players support these standard features: language choice for automatic selection of video scenes, audio tracks, subtitle tracks and menus; special effects playback, including freeze, stop, slow, fast and scan; playback of selected sections in a desired sequence; random play and repeat play; digital audio output; and compatibility with audio CDs.*
- 6. Choose a DVD player that has an A/V receiver with a built-in Dolby digital decoder to take full advantage of the digital sound. It will also allow you to upgrade your sound system to surround sound later.*
- 7. Choose the best of a variety of audio outputs that are compatible with your TV. Most lower-end models support analog stereo surround sound or Dolby Pro Logic surround sound only. Higher-end players can be connected to a Dolby digital receiver to produce multichannel surround sound using five or more speakers.*

d. Now read the text more carefully and...

1. Identify a definition. Notice its organization: *term+ class+ characteristics*.
2. Identify the description and use of the product. Does it include size, use, shape, uses, etc?
3. Underline instructions included in the text.
4. Find the justification of the imperative. Example: *Why should we consider the budget?*
5. Infer the meaning of underlined words. How can you guess them?
6. Go to the virtual campus to find further practice on reading instructions.
7. Give a title to the text.



LANGUAGE NOTE _____

The language of instructions.

Instructions can be given in many ways. Using the imperative form of the verb and words such as “first, “then, “next” is one common way. Using the present tense form of the verb with you and should is another common way. Sometimes, the instruction is followed by a recommendation, a condition, an explanation, etc. Look at the following example and notice how each instruction is given and expanded.

Creating a new Web page.

You don't need any special tools to create a Web page. You can use any word processor, even WordPad or SimpleText, which are included with the basic Windows and Macintosh system software.

To create a new Web page:

- First, open a text editor or word processor.
- Then choose File > New to create a new, blank document.
- Next create the HTML content as explained in the rest of this book.
- When you've done that, choose File > Save As.

- In the dialog box that appears, choose Text Only (or ASCII) for the format.
- Next, give the document the .htm or .html extension.
- Then. Choose the folder in which to save the Web page.
- Finally. Click Save.

3. WHAT IS IT LIKE?

3.1. Working with adjectives.

<i>frightening</i>	<i>expensive</i>
<i>highly</i>	<i>disappointing</i>
<i>recommended</i>	<i>amusing</i>
<i>generous</i>	<i>disgusting</i>
<i>ambitious</i>	<i>satisfying</i>
<i>surprising</i>	<i>annoying</i>
<i>well-known</i>	<i>depressing</i>
<i>amazing</i>	<i>enchanting</i>
<i>warm-hearted</i>	<i>terrifying</i>
<i>exciting</i>	<i>moving</i>
<i>user-friendly</i>	<i>boring</i>
<i>interesting</i>	



Read the adjectives above.

- Where would you use them: to describe a person, a movie, a gadget?
- Use an adjective from the box to complete the statements.
 - The restaurant offers very good meals. It's
 - My opinion about the shop? If you have a problem, they never answer the phone.

3. The music is very beautiful and makes you feel magical
4. That place is dirty and makes you feel sick
5. The story is very funny and makes you laugh
6. The news today is very sad.....
7. It is very long, slow and uninteresting
8. It makes you cry
9. For me, it´s the best cellphone in the market today, never breaks, easy to use and it has a very convenient price

3.2.The best I've seen!



Put the following lines in order to make two dialogues. Practice them with your partner.

- What do you think of the new software exhibition?
- Actually I don't, I think it is too long and so sad!
- Something you didn't like?
- It's amazing how a movie provokes so different reactions.
- It's a very good place to see latest versions and meet people from different countries
- Do you agree that Slumdog millionarie is the best movie?
- In my opinion, too crowded. Too many people talking and walking around.
- Well, I personally think it's interesting, thought-provoking. And for me, time flies when seeing it.



Listen to a man talking about the best movie he's seen.

Answer these questions:

1. What genre is it?
2. What is it about?
3. Why does he like it?

3.3. Scrambled paragraphs.

These paragraphs belong to different opinions about movies.



Unscramble them and write the correct paragraphs.

1. My favorite comedy is Kingpin. Kingpin is a great story. It's about a guy that wants to win money in a bowling tournament.
2. The best action movie I've ever seen has to be Raider's of the Lost Arc. My mom took me to see this movie when I was about twelve, and I was just amazed.
3. He finds a very religious man who can bowl very well and so he enters him into the bowling tournament.
4. OK, the best science fiction movie is still probably the original Star Wars.
5. I think this movie was very influential for many, many people.
6. The story also has a beautiful woman and they drive across the country with the tournamnet. It's a fantastic story. I laughed so hard when I saw it. I recommend it to anybody.
7. It has everthing. It has not only a great action, but also a love story, great suspense. It's one of the best movies ever.
8. My mother took me to see this movie and I remember driving home at night, looking up at the stars and thinking, "Wow, there's people out there that's just like in the movie.
9. It was the coolest movie ever. I was so excited; I asked my mom if we would see it again!!!!

10. Many men my age saw this movie when we were young boys, and we were just blown away by the special effects in the story.

3.4. My favourite movie, book or gadget.



Prepare notes to describe something you like to your partner. Think of: reasons why you like it, characteristics, people you would recommend it to, etc. Now exchange information with your partner.

3.5. Some students are describing their favourite gadgets.



Let's watch video 7 in the virtual campus.

a. Write their favourite gadget

1. Aki
2. Lindsay
3. Shalini
4. Lori
5. Tom
6. Jeff

b. Answer these questions:

1. Who explains the uses of his/her favourite gadget?
2. Who gives a physical description of the gadget?
3. Who is not really fond of electronic gadgets?
4. Who has similar feelings about gadgets?
5. How many people mention contacting friends?
6. Who compares countries?



LANGUAGE NOTE

Adjectives

What is she like? She is (very) *kind*.

Match adjectives and their origin. Notice their ending

- | | |
|--------------|--------------|
| • depressing | • friend |
| • atomic | • grace |
| • western | • child |
| • golden | • hope |
| • childish | • rain |
| • depressed | • gold |
| • rainy | • west |
| • friendly | • atom |
| • hopeless | • work |
| • graceful | • to act |
| • working | • to depress |
| • active | • action |

Adjectives (Cont.)

Use adjectives to complete the sentences:

What's your PC like?

What are her parents like?

Did you enjoy the concert?

What do you think of Campanella's new movie?

Rewrite your answers adding an adverb:

really / extremely / very / kind of

Read more about adjectives on:

<http://www.ucl.ac.uk/internet-grammar/adjectiv/endings.htm>

YOUR TURN

Student A: Phone a friend to invite him/her to go to a karaoke bar, B does not want to go.

Use the following notes:

- Call a friend.
- Invitation to karaoke bar.
- Not important whether good/bad at singing; we all have to sing.
- 8pm.
- Does not have to pay; free.
- Drinks very cheap.
- Describe the place.

Student B : Go to page 121.



Reading reviews.

- a. What information does a review usually include?
- b. Read the following reviews and identify the items being reviewed.

CANON Pixma MP800 (*est. \$250)

The Canon Pixma MP800 prints, copies and scans, but does not include fax capability. It gets good reviews from experts for its photo-centric features, including a 3.5-inch LCD, memory card readers, a PictBridge port and an adapter for scanning slides and negatives. The Canon Pixma MP800 doesn't have an automatic document feeder (ADF) - it's definitely more of a home photo machine than an office machine. Text and color-graphics quality aren't the best, according to reviews. Photos are excellent, however.



By Roger Ebert

“Elizabeth, the Golden Age”

is a bit boring. There are scenes where the costumes are too sumptuous, the sets vast, the music too insistent. We sometimes forget about the humans behind the dazzle of



the production. Unlike “Elizabeth” (1998) by the same director, Shekhar Kapur, this film, for its cargo of opulence, does not fulfill expectations.



KASPERSKY:
ANTIVIRUS

On balance, Kaspersky Anti-Virus 6.0 is the best all-around antivirus program. It excels at its primary task of preventing viruses. Reviews agree that Kaspersky is better than bestsellers Norton AntiVirus 2007 and McAfee VirusScan Plus 2007 in all aspects. Kaspersky is fast and light; it won't slow your computer as much as the bestsellers. Although we still found some complaints about Kaspersky conflicting with some other software, program users express a much higher level of satisfaction than with Norton or McAfee.

- c. List items and opinions about them.
Example: music...insistent
- d. Identify comparisons given.
- e. Infer the meaning of underlined words.



Prepare a short review for your local newspaper about a favourite movie, book or gadget.

A rectangular area with horizontal lines for writing. The background of this area is a grayscale image of a newspaper stack. Visible text in the background includes "BUSINESS" and "Wide net cast in".

FINAL TASK

The university has asked you to organize a program to welcome 1st year students from other cities and to help them be acquainted with the city and the university campus.

Preparation

In pairs, think of three or four suggestions. List the advantages and disadvantages of each alternative.

Presentation (groups of 6)

Explain your ideas in the group. Then decide which alternatives would be the best and why:

- Is it the most innovative?
- The easiest to carry out?
- The less demanding in terms of time?
- Other reasons

Illustrate your decisions and show it to the class.

The class will vote for the best solution to put forward to the university.

Target TASK **4**

THEN, NOW AND TOMORROW

4

PART A. Look at these photographs. They show things vanishing from the modern world and new devices/services.

If I still use audio cassettes? I used to but I don't anymore. Now I use audio CDs. They sound better!



Talk with a partner about each picture. Is it new? old? Being replaced today? What is/was its use? Who used/uses it?



Read the following sentences and underline the things that are “vanishing”. Find a correct picture.

1. Today people use e-mail, Blackberries, texting and other technologies to communicate. Some years ago, they used fax machines.
2. In the next five years, more than half of all bills will be sent by e-mail as more and more companies move towards paperless systems.
3. Dial-up connections fell from 40% in 2001 to 10% in 2010. People have high speed internet connections now.
4. The first cell phones were mono-color. I remember my first fluorescent green Nokia with a huge antenna!
5. And tomorrow ... we will have a phone with alternative energy sources!
6. Today people use GPS devices to find places when travelling.
7. Thirty years ago, the VCR was a best-seller but now everybody has a Digital Video Recorder (DVR).



Can you think of other items or services that have changed? Talk with a partner.

Part B. How did you spend your weekend? What did you do? Did you do something different?



Tick the things you did/didn't do or happened/didn't happen to you. Share with a partner.

- stayed home
- watched tv
- saw a movie
- read a book
- studied for a test
- saw a horrible movie
- walked in the park



- cooked something special for someone special
- hung out with friends
- spent 2 hours playing a sport
- bought some groceries
- tried a new activity, example: bowling
- went out for dinner
- checked e-mails
- went sightseeing

1. DID YOU DO SOMETHING INTERESTING?

1.1. What did Lily do?



Listen to Lily telling what she did.

a. Answer the following questions:

1. Lily says that shedoing exercise.
 - loves
 - does not like
 - rarely enjoys
2. How long did it take to clean?
 - over a week
 - about 20 minutes
 - just a couple of hours
3. She says she breakfast.
 - eats burgers for
 - had just coffee for
 - does not eat
4. What is NOT true about her job?
 - she does not have a fixed time
 - she can work at home
 - she sends articles about politics
5. Lily says she the latest Lost series.
 - liked
 - hates
 - didn't see
6. She saw the movie

- by herself
- with her girlfriend
- with friends

b. Complete these statements about Lily.

1. She really doesn't like working out, but this morning she went to the gymnasium because
2. She knows junk food is not great, but
3. She doesn't like to clean, but
4. She generally doesn't like series, but



CULTURAL TIP

Amazing facts about technology

It took the radio 38 years to reach 50 million users, television 13 years, internet 4 years, iPod 3 years!

Facebook added 100 million users in less than 9 months.

80% of companies today are using LinkedIn as their primary tool to find employees.

YouTube is the 2nd largest search engine in the world.

There are 200,000,000 blogs.

Word of mouth has changed to world of mouth in advertising.

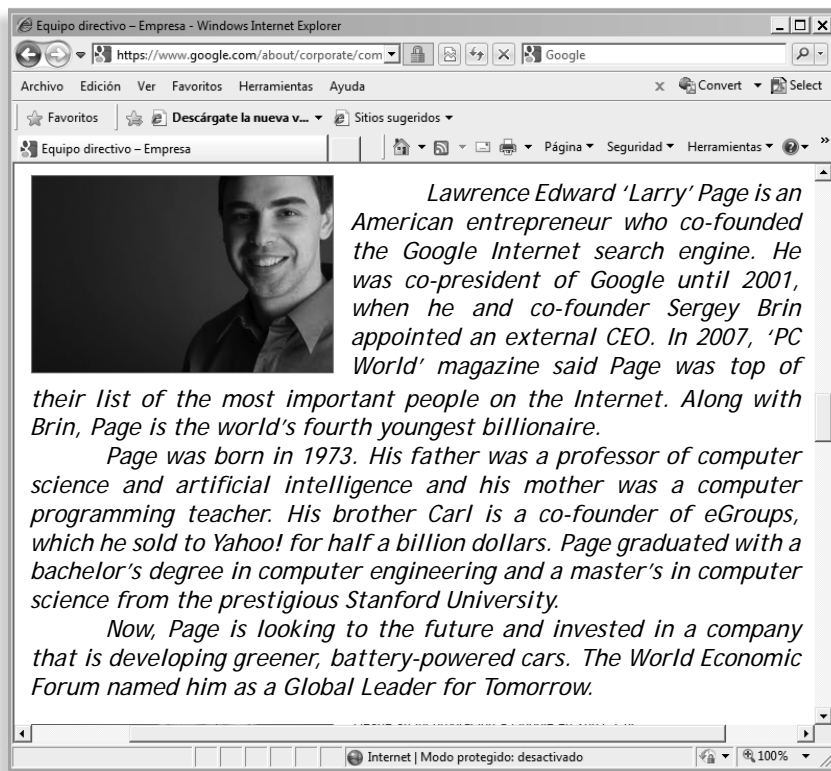
We no longer search for the news, the news search us.



LANGUAGE NOTE _____

The simple past.

Read the following lines from Larry' Page biography and underline the verbs.



The Past tense is used to describe events that happened over a period of time in the past.

For regular verbs, we add an -ed to the base form of the verb. Irregular verbs have a different form. We use the same form for all pronouns.

Complete these examples from the text:

Larry Sergey Brin and a search engine system they called Google.

Page the best advice he ever was from his Ph.D. supervisor

More examples:

Did he investigate how different web pages were linked to each other?

He didn't found eGroups

Practice asking a partner questions about Larry Page
For irregular verbs see appendix 4

2. A SHERLOCK HOLMES STORY



Group Work.

a. Discuss these questions in a group:

1. Sherlock Holmes is
 - a writer
 - a fictional character
 - a medical doctor
2. He is famous for
 - writing mysteries
 - deducing mysteries
 - reading mysteries
3. His friend is
 - Dowson
 - Warson
 - Watson
4. His famous phrase is
 - Bingo
 - Eureka
 - Elementary



b. Match the word with the definition:

- | | | |
|------------|--------------------------|--|
| 1. clever | <input type="checkbox"/> | To reach a conclusion by logically considering the facts |
| 2. illness | <input type="checkbox"/> | Something that is wrong with the body |
| 3. train | <input type="checkbox"/> | To learn to do something correctly |
| 4. deduce | <input type="checkbox"/> | To be very skilled at something |

- | | | |
|----------------|--------------------------|---|
| 5. tiny | <input type="checkbox"/> | Very small |
| 6. notice | <input type="checkbox"/> | A small part of the whole picture |
| 7. detail | <input type="checkbox"/> | Great skill and knowledge of something |
| 8. mastery | <input type="checkbox"/> | Pay attention to something |
| 9. literary | <input type="checkbox"/> | A vivid red colour |
| 10. diganostic | <input type="checkbox"/> | Concerned with identifying illness |
| 11. scarlet | <input type="checkbox"/> | Relating to works of literature |
| 12. publish | <input type="checkbox"/> | To print something in a newspaper, magazine or books, etc |



Let's watch video 8 which tells about Sherlock Holmes.

2.1. What did you learn about him?



Listen to one of his stories.

a. Put these events in order. Be sure you understand the vocabulary first.

1. They began their journey.
2. They went to bed.
3. They pitched their tent.
4. Holmes and Watson woke up.
5. Sherlock Holmes found a suitable camping site.
6. Sherlock Holmes and Dr. Watson decided to go on a hiking trip.
7. They prepared thir rucksacks, sleeping bags, tent, camping stove and provisions.
8. Somebody stole thir tent.
9. Sherlock Holmes told Watson what had happened.

b. How much do you know about Stephen Hawking?

YOUR TURN

Student A: Ask student B questions to complete this paragraph about Stephen Hawking

Stephen Hawking was born in on January 8, 1942. he attended St. Albans School. He was not an exceptional student. He studied Physics in Oxford. During this time he was interested in In 1962 he went to Cambridge and started doing research in Cosmology. In 1963 he discovered he suffered from ALS, a motor neuron disease. In 1965 he

Student B: Go to page 121.


3. WHAT A STORY!

3.1. New Clips.




Read the following clips.


Something happened in Phoenix, Arizona on March 13, 1997. Many people saw lights moving in the sky that night. The people did not know what the lights were. What the lights were is a mystery. Steve Lantz is a film producer. He met with someone who saw the lights in Phoenix. Her name is Dr. Lynn Kitei. Not only did she see the lights but she took pictures and videotaped them. Together they decided to make a documentary about the strange lights. The movie was played at a film festival in New York. Steve Lantz won an award for the film.



The pioneer of the compact disc (CD) Norio Ohga has died aged 81 of multiple organ failure in the Japanese capital Tokyo. Mr Ohga was president and chairman of Sony between 1982 and 1995. He is credited with pioneering the use of the CD. Sony sold the world's first CD in 1982. Mr Ohga was responsible for its size. He recommended a disc should be 12 cm in diameter because it contained enough space to store Beethoven's Ninth Symphony, which is 75 minutes long.



Time magazine has named Mark Zuckerberg, the founder of Facebook, Person of the Year 2010. He won the award for connecting 12 percent of the planet on his social networking site. Mr Zuckerberg said on Wednesday, naturally on his Facebook page: "Being named as Time Person of the Year is a real honor and recognition of how our little team is building something that hundreds of millions of people want to use to make the world more open and connected. I'm happy to be a part of that."



All thirty-three miners trapped underground in Chile for 69 days have been rescued. One by one, over a tense 22 hours, the men emerged into freedom after spending over two months 700 metres underground. The men were met with wild applause and hugs from rescuers and family before being put on a stretcher and taken to hospital for two days of medical checks. They were all in surprisingly good health, although one had pneumonia and several had dental problems.

- a. Find the important event in each.
- b. Write a title for each.

- c. Which clip/ has a chronological series of events?
- d. Which clip includes a quotation?
- e. Which information was new to you?

Check the original titles on page 140.

3.2. Technology to Help Drivers Avoid Accidents.



Let's watch video 9 in the campus.

a. Answer these questions:

1. Who is Wayne Irving?
2. What did he do?
3. Why is 2008 specially mentioned?
4. What did he create?
5. How did he call his creation?
6. How does it work?

b. Listen again and read along the lines.



LANGUAGE NOTE _____

The past continuous.

Study these sentences. What do you notice?

- I was driving home from a party about three hours ago, so it was about 2:00 AM, when I saw this bright light overhead.
- They were doing their homework when she arrived.
- Jack was studying while Dave was cooking dinner.
- I was attending a lecture at 2.30 yesterday afternoon.
- Alice was reading a book at six yesterday evening.

YOUR TURN

In pairs, complete this story. You have the beginning and the end. Then share your version orally with another pair.

Chance meeting in Córdoba.

Last year my friend and I were travelling to a Congress in Tucumán by bus. We got off at the bus station in Córdoba because we had to change buses. We had about four hours to spend in that city because our bus was delayed. My friend and I decided to go to a cafeteria nearby. As we were ordering some coffee, a girl walked up and said: ".....

.....

Of course we missed the bus to Tucumán that day. But we were so happy! We had a wonderful time in Córdoba.



A brief history of computers.

- a. What do you know about the main events leading to the modern computer?
- b. Read the text and illustrate main events in a time line

Abacus-----1st mechanical calculating device

The word 'computer' originally implied a person who performed mechanical calculations. Mechanical calculating devices such as the abacus were often put to use to help this process.

The period between the early 19th century and early 20th century saw the development of a number of technologies vital for the development of the digital computer later on. Some examples are the punched card and the valve. Charles Babbage was the first person to design a fully programmable computer as early as 1837. However, he was unable to actually construct his computer due to a variety of reasons.

Analog computers were increasingly used in the first half of the 20th century for a number of scientific computing needs. However, they became obsolete after the development of the digital computer.

The first digital computer was the Atanasoff Berry Computer. It used a binary system of arithmetic, parallel processing, a separation of memory and computing functions and regenerative memory. Binary math and electronic circuits - both of which are used in today's computers - were first used in the Atanasoff Berry Computer.

In the 1930's and 1940's, newer and more efficient computers were continuously developed. Gradually, they came to possess the key features which are present in modern day computers - digital electronics and flexibility of programming.

Among the more important machines to be developed during these decades, the American ENIAC was prominent. It was a general purpose machine, but had an inflexible architecture. Later a far superior technique known as the stored program architecture was developed. It is the foundation from which all modern computers are derived.

Throughout the 1950's, computer design [<http://www.on-line-computers.info>] was primarily valve driven. This was later replaced by transistor-driven design in the 1960's. Transistor-based computers were smaller, faster and cheaper, and hence commercially viable. Integrated circuit technology, adopted in the 1970's enabled computer production costs to hit a new low, so that even individuals could afford them. That was the birth of the personal computer, as it is known today.

- c. Find the connection between the 3rd and 4th paragraphs and between the 5th and 6th paragraphs.
- d. Find the contextual references of:
 1. Some examples...in paragraph 2
 2. they..... in paragraph 3
 3. it... and ...which... in paragraph 4
 4. digital electronics and flexibility of programming in paragraph 5
 5. a far superior technique in paragraph 6

6. this.... andtransistor-based computers..... in paragraph 7
7. thatin paragraph 8
- e. Indicate ideas the following connectors connect
 1. such as
 2. however
 3. hence
 4. so that
- f. Indicate the main noun in the following noun phrases:
 1. fully programmable computer
 2. general purpose machine
 3. scientific computing needs
 4. transistor-driven design
 5. stored program architecture
 6. integrated circuit technology
- g. Answer this:
 1. Which was the implication of.....
 - the punched card and the valve?
 - The Atanasoff Berry Computer?
 - digital electronics and flexibility of programming?
 - ENIAC?
 - transistor-driven design?
- h. Underline words you don't know and discuss possible meanings with a partner.
- i. Write here something you already knew about the history of computers.
- j. Write here something you learnt after the reading.

ABC LANGUAGE NOTE _____

To improve our reading comprehension it's important to understand...

- those words and expressions used to express relationships between ideas and to combine sentences.
 - and words that refer the reader to something earlier in the text, for example, pronouns.
-

4. WHAT WILL THE FUTURE BE LIKE?

4.1. The future of cars.



Read the following statements about. Tick the sentences you agree with.

1. They will be run on hydrogen or electricity.
2. Public transport and mass transit systems will be the same.
3. Cars are gonna be very expensive.
4. Technology will be much more efficient.
5. Solar powered cars will be part of the distant future.
6. Cars are not going to last much longer. We'll either be flying or we'll be riding on trains or boats.
7. Cars will be more environmentally friendly.

4.2. Will we stop using cars?



Watch video 10 about cars and the future.

a. Answer these questions:

1. Who hopes we don't use gasoline anymore?

2. Who believes in public transport?
3. Who thinks people will stop using cars?
4. Who thinks technology will be much more efficient?
5. Who claims we'll either be flying or we'll be riding on trains or boats?
6. Who is sure we'll have a gas shortage and an oil shortage?

4.3. Predictions.



Complete the questions in this dialogue with a scientist who talks about how the world will look like in the next 50 years.

1
.....?

I think that to understand the future, we have to know the past. The world has changed a lot in the last 150 years.

2
.....?

The inventions that have affected people around the world are the telephone, electricity, radio, television, computer, the car and the ability to communicate through Internet.

3
.....?

Oh yes, there are other inventions that are making life easier, like new medicine, faster transports etc.

4
.....?

Flying cars is a great and exciting concept, but is it realistic? Is there a basic need for it? What are the pros and cons? I'm sorry, but I think there will be no road network for flying cars in the next 50 years.

5
.....?

I think the virtual worlds will help us “see and experience” things like a tour to the pyramids in Egypt, but it will never replace the true feeling of being there.

6
.....?

What we will see in the next 50 years is the end of an oil-dependent society, new medicine, the development of artificial intelligence, continued exploration of space, challenges in the climate change.

7
.....?

I don't think so.

a. Now discuss these questions with a partner:

1. Does the scientist have a positive or negative position?
2. What prediction do you agree/disagree with?

4.4. The future of our kids.



Let's watch video 10 in the virtual campus.

a. What are the speakers worried about? Tick the correct option

1. Playgames
2. Education
3. Sports
4. Free time
5. Social life
6. Technology
7. Free time

b. Write what they think about the correct option

ABC LANGUAGE NOTE _____

The future (will)

Look at this statement:

- *The virtual worlds will help us “see and experience” things.*

When we want to talk about future facts or things we believe to be true about the future, we use ‘will’.

- *The boss won’t be very happy.*
- *I’m sure it’ll be a success.*
- *I’m certain he’ll do a good job.*

It is also used to make strong claims or predictions

- *As a result of these findings we will now be able to better understand the fluctuations in the orbit of this star*
- *The weather channel said it will rain tomorrow*

YOUR TURN

The experts don’t always make right predictions!

Student A: Here you have some “wrong” predictions.

First complete the predictions with the verbs given. Then ask your partner if he or she can guess who said.

1. “It years -not in my time- before a woman Prime Minister”. (be- become)
2. “There is not the slightest indication that nuclear energy ever obtainable”. (be)
3. “A jet engine, you say? Very interesting, my boy, but it never”. (happen)
4. “We don’t like their sound and guitar musicsoon out’. (be)

Your answers:

1. *Margaret Thatcher, 1974*
2. *Albert Einstein, 1932*
3. *Professor of Aeronautical Engineering at Cambridge, when Frank Whittle showed him his plan for the jet engine.*
4. *Decca Records rejecting the Beatles, 1962*

Student B: Go to page 122.



World's first flying car makes its debut.



a. What do you think are the advantages of a flying car? Rank the following in order of importance:

- Flying cars will reduce traffic jams on roads
- be fun
- good as ambulances
- reduce travelling time
- reduce need for airplanes
- be good for people in rural areas
- help revive the car industry

b. Now read the article and complete the chart with information from the text.

Name of project	
Reason of name	
Name of author of the project	
Why he made it	
Government's reaction	
Car's features	
Dietrich's expectations	

The world's first flying car took off to the skies on March 18. Its name is the Transition, because it can switch between the road and the sky. The car that looks like a plane and looks like a car took off from a small airport in New York. The "roadable aircraft" is from a Boston based company called Terrafugia, which means "escape from land" in Latin. The designer and Terrafugia CEO Carl Dietrich has spent the past decade working on the project. In 2006 he won a \$30,000 design award from the Massachusetts Institute of Technology. He said his inspiration was to do something about America's crowded highways and airports. Dietrich said: "This flight is a symbol of a new freedom in aviation. It's what enthusiasts have been striving for since 1918." The two-seater Transition can take off and land at airports and drive on any road. The US government said it is officially a light sport aircraft and not a car. The flying car has wings that fold up for use on The road. It is around 5.8 metres long and 2 metres wide. Terrafugia hopes to start selling the Transition in 2011. The selling price will be between \$150,000 and \$200,000. There are already more than forty orders for it. Dietrich is excited about the Transition's future. He told reporters: "This breakthrough changes the world of personal mobility. Travel now becomes a hassle-free integrated land-air experience." It is not yet clear whether traffic police or air traffic control will handle the dozens, perhaps hundreds or thousands, of flying cars.

c. Are these sentences true or false?

1. The world's first flying car will soon make its debut flight.
2. "Striving for" means "fighting for".
3. The name of the company that made the car means "free in the sky".
4. The designer has spent 10 years developing the flying car.
5. The designer wanted to end congestion on roads and in airports.
6. "Breakthrough" is a synonym of "car".
7. The flying car can accommodate two pilots and four passengers.

8. America's government classified the flying car as a small aircraft.
9. There are 40,000 orders for the flying car.
10. "Wings that fold up" are planes' wings that can be removed.
11. Air traffic controllers will be responsible for regulating the flying cars.
12. "Hassle-free" means "free of smoke".

d. Match the following phrases from the article (sometimes more than one combination is possible):

1.	The world's first flying car took	a.	for since 1918
2.	it can switch between the road	b.	of personal mobility
3.	Dietrich has spent the past decade	c.	crowded highways
4.	do something about America's	d.	and not a car
5.	It's what enthusiasts have been striving	e.	and the sky
6.	The two-seater Transition can	f.	to the skies
7.	it is officially a light sport aircraft	g.	air experience
8.	There are already more than forty	h.	take off and land
9.	This breakthrough changes the world	i.	working on the project
10.	a hassle-free integrated land-	j.	orders for it



Write a paragraph about the future of a gadget important for you. Will it change in measures, uses, applications, etc?

FINAL TASK

IMM, a company devoted to design software for the new automobile industry is hiring software engineers with the following profile:

- A sound academic background
- Ambitions to grow professionally
- Interpersonal skills
- Abilities to speak foreign languages

Preparation

Students A: You work in the HR department of IMM, a company devoted to design software for the new automobile industry. You have to interview 2 engineers. With your partner decide on the questions to ask them.

Students B: You are applying for a job in IMM. With your partner think of possible questions you might be asked in the interview. Prepare good answers.

Presentation

Students A: Interview students B, choose one and account for your choice.

Students B: Evaluate the interview. Were you asked the questions you expected? Are you satisfied with the final decision?

APPENDIX **1**

STUDENT B'S PART

(From page 39)

You are at a party at a university abroad.
Introduce yourself to student A. Follow these guidelines:

Student B:

- Name: Franco Giuliani
- Nationality: Italian
- Majoring in: Computer programming
- Sister: Alicia
- Sister's profession: teacher
- Family: Lives in Pisa

Student A: Go to page 39.

(From page 56)

Student B: Read the following information on Julia's typical day at a university in England. Exchange information with student A. He or she has information about another student. Discuss similarities and differences. You may need to take notes.

Actually, I don't have much of a pattern, my days vary from day to day. Um... I only go to school twice a week, Tuesday and Thursday. If I go to school, then I wake up at 7:30 am because it takes 30 mins for me to get prepared (I don't eat breakfast) and I get on the 8am bus to school. It takes 1 hour bus to school.

I have my first class 9:30-11, then super long break, and then 3:30-5 another class. Immediately after class, I rush to catch the bus back. I usually get home at 6pm. Go out for grocery shopping, and cook for myself. After eating, I go to sleep and wake up at 6 am to study.

Wednesday and Friday is for lab meetings and volunteer work.

Student A: Go to page 56.

(From page 77)



Student B: Your partner will invite you to different events. You decide to accept some of the invitations, and decline others. If you decline, remember to offer polite reasons! If you accept the invitation get more information about the event, such as:

- the day and time
- where to meet
- how much money it will cost
- if you can invite somebody else

Student A: Go to page 77.

(From page 81)

Student B: Your friend will invite you to a musical event in Buenos Aires. Ask him/her for details:

1. how to go from Lima subway station
2. who is playing

3. Finally, accept or reject the invitation.
4. You will have to take notes.

Student A: Go to page 81.

(From page 89)

Student B: Somebody calls you up. You can't recognize his/her voice. Don't know who is calling.

Use the following notes:

- ask who is calling.
- give excuse; not good at singing.
- what time?
- exhausted; have to go to bed early; expensive?
- does not have money; drinks free?
- ask for information about the place.
- make up more excuses!
- finally accept or refuse the invitation.

Student A: Go to page 89.

(From page 104)

Student B:

*Stephen Hawking was born in London on
From 1950 to 1953 he attended St. Albans School. He was
not an exceptional student. He studied Physics in*

*.....
During this time he was interested in Thermodynamics,
Relativity, and Quantum Mechanics. In 1962 he
..... and started doing research in Cosmology.*

*In 1963 he discovered
In 1965 he gained his PhD and married Jane Wilde*

Student A: Go to page 104.

(From page 113)

The experts don't always make right predictions!

Student B: Here you have some "wrong" predictions. First complete the predictions with the verbs given. Then ask your partner if he or she can guess who said.

1. "The atom bombneveroff - and I speak as an expert in explosives." (go)
2. "Brain work women to go bald." (cause)
3. "Television in your lifetime or mine." (not matter)
4. "There is no reason anyone a computer in their home." (want)

Your answers:

1. U.S. Admiral William Leahy in 1945.
2. Berlin professor, 1914.
3. Radio Times editor Rex Lambert, 1936.
4. Ken Olson, president of Digital Equipment Corp. 1977

Student A: Go to page 113.

APPENDIX **2**

Tapescripts

Track 1

Mr. Rodriguez: Good morning. My name is Armando Rodriguez. I'm the head of sales from the Buenos Aires office. I have an appointment with Ms. Brown.

Receptionist: Oh, yes, Mr. Rodriguez. Good morning. Ms. Brown is expecting you. Please go right in.

Mr. Rodriguez: Thank you. (knocks at the door) Good morning, Ms. Brown. I'm Armando Rodriguez from Buenos Aires.

Ms. Brown: Ah, yes, please come in, Mr. Rodriguez.

Mr. Rodriguez: How do you do, Ms. Brown? It's nice to meet you.

Ms. Brown: How do you do, Mr. Rodriguez? It's nice to meet you, too. Welcome to Boston. I hope you enjoy your visit.

Mr. Rodriguez: Thank you. I'm sure I will.

Ms. Brown: Please, have a seat. Would you like something to drink?

Mr. Rodriguez: Thank you. I'd like some black coffee, please.

Ms. Brown: (Speaks into intercom) Susan, could we have two coffees, please? One black, and one with cream and sugar. Well, Mr. Rodriguez, when did you arrive?

Mr. Rodriguez: Last night.

- Ms. Brown: So, how was your flight?
Mr. Rodriguez: Fine, thanks. I had to stop in Miami to get my plane here. I couldn't get a non-stop flight to Boston.
Ms. Brown: I see. And how is your hotel?
Mr. Rodriguez: It's very comfortable and not far from here. It's next to a subway Station.
Ms. Brown: Ah, that's very convenient in Boston!

Track 2

I'm Marian, I will talk about a profession devoted to the design of all kinds of buildings whether they be schools, skyscrapers, hospitals and hotels, churches, train stations, regular houses, etc. Before constructing a building, we draw a plan of the building. Sometimes we will make a cardboard or plastic model of the building. The building is then built by a construction company which follows the directions of the plans for the building. We supervise the construction company to make sure that the building is built according to the plans.

I'm Richard and I will talk about a fast growing profession. It deals with the relationship and interactions between software and hardware in solving engineering problems.

We work in different areas such as: biomedical devices, home automation, automobile control systems, industrial robotics, etc.

We get an important training in electricity and in computer science. This combination gives us a set of skills that are very attractive in the business world today.

I've been working in this profession for many years.... Sorry, I forgot to introduce myself, I'm Richard and my work involves handling correspondence, keeping track of my boss's schedule, managing a filing system, and operating office equipment like phones, fax machines, and copiers.

I also answer phones and route phone calls to the appropriate people. Sometimes I even handle ordering supply for offices in the company. In this job you are expected to have experience with computers and other electronics.

Good professionals in this field should have ability to solve problems quickly, to relate well with people and handle confidential material, among other things.

Hi!!! My name is Sarah and I will talk about a career related to the fields of art, business, and engineering. I'm involved in the design of products people use every day. In fact, where I work, I'm responsible for the style, function, quality, and safety of some of the products we consume every day. Professionals can specialize in one particular product category, such as cars, appliances, technology goods, medical equipment, furniture, toys, tools and construction equipment.

Track 3

- John: Hi. I don't think we've met. My name's John
- Jenny: Hi, John. Nice to meet you. My name is Jennifer, but everybody calls me Jenny.
- John: Nice to meet you, Jenny. So, where are you from?
- Jenny: Well, originally I'm from Uruguay, but we moved to the United States when I was about four years old. My parents now live in Argentina. That's where they first met. How about you, John?
- John: I was born in San Francisco, California, and we lived there until I was seven. Then, since my father worked as an ambassador, we moved all over the world.
- Jenny: Really? Where are some of the places you've lived?
- John: We spent ten years in Korea, Germany, and Japan. He was transferred back to the States three years ago.
- Jenny: Wow. It sounds like you've had an interesting life. So, what do you do now?
- John: I'm a student at Purdue University.
- Jenny: Oh really? What are you studying?
- John: I'm majoring in psychology. How about you? What do you do?

Jenny: Well, I'm working as a sales representative for Mega Computers downtown.

John: No kidding! My brother works there too.

Track 4

Conversation 1

Well, I thought the talk was excellent!!! What do you think?

Yes, the presentation was very interesting and innovating. I'm surprised at the presenter's knowledge

Where are you from, Mr James?

I'm from Tokyo, but I work here in Boston

Oh, I see. What do you do?

I'm a research engineer with GK Electronics. We have a plant here. What about you?

Well, I'm.....

Conversation 2

Well, I thought the talk was good. Do you agree?

Yes

Hmmm. Are you from here?

No

A. Oh Where are you from?

B. Tokyo

Oh! What do you do?

B. I'm a research engineer

A. I see

Track 5

Ok, well. I'm gonna talk about my routine a little bit... Everyday I get up in the morning and ... what I do.. I have coffee, I make coffee, so I start the coffee and then I start making some breakfast. And I usually cut up about three or four pieces of fruit and put it in a blender, and I turn the blender on, I put some water in, and (blender sound) and that's my breakfast, it's like a smoothie with fruit and water. And so I sit there and

drink my coffee and my smoothie and I turn on my computer and check my e mail, and that takes about an hour. I usually have about thirty e mails in the morning, that's real emails not just the junk mail. In a Tuesday probably 75% work and 25% personal e mails. So that takes an hour or so, and after I finish my two cups of coffee, that helps me to go to the bathroom. So I go to the bathroom and then I change into my workout clothes and I exercise. That usually takes about maybe half an hour to forty five minutes and then I take a shower and go to work. And... let's see, so I ride my bike to work every day, and that's ... it's a very short ride, maybe 2km something like that.

Track 6

So I arrive to work, I work for two or three hours and then on Tuesdays and Thursdays at lunch time I go to a yoga class, and ... because I exercise a lot do a lot of running and cycling and stuff like that, so the yoga is really good because it stretches all of my muscles. So that's really good for me and helps my back, I've a bad back. So I do that Tuesdays and Thursdays and then after my yoga class on Tuesdays and Thursdays I go home for lunch because my home is very close to my yoga class, which is very close to my work... so it's all the same place. And then ... let's see...on Monday, Wednesday and Friday I usually stay at the office, I have lunch there so I bring my lunch to work sometimes... maybe some soup, some leftover food, or something like that from home. And I just continue working through the day... let's see.. on Tuesdays and Thursdays after I have lunch at home I arrive back to work, and I don't usually get back to work until two or something like that. And then.. everyday during the week I usually quit around six thirty or seven. And then, for dinner I go home and usually my girlfriend is there and we have dinner together and maybe she got home earlier than me, usually does get home earlier than me and makes soup or something very simple, not very complicated. I usually eat very simple food at home, but then when we go out, which is quite a bit... I probably go out to eat maybe three to four days a week, usually with friends something like that, maybe stay out with her friends till nine or so and...

Track 7

Voice: Hello?

Adine: Hello, this is Adam Backster. Can I speak to Mark, please?

Voice: Just a moment, please.

Adine: Sure, thanks.

Mark: Hello?

Adine: Hi, Mark.

Mark: Hi Adam, How are you doing?

Adine: Fine, thanks... What are you doing this weekend?

Mark: Let me see... I'm working on Saturday morning, then I'm having lunch with Todd. That's about it.

Adine: Are you doing anything on Sunday?

Mark: No, nothing special.

Adine: How about going to see a movie?

Mark: Sure, sounds great.

Adine: Good. Do you like comedies? There's a Woody Allen movie playing in Studio City

Track 8

OK, here is how to get to my house from the bus station. Go out of the bus station and turn left. Go about half a block and you will see a pub. At that intersection, turn right and go down that street for about three and a half blocks. Go past the post office, the river and the hospital. On the first road past the hospital, you want to turn left. Go down that block two houses and you'll see my house on the left. It's the second house on the left and it's right next to the gas station.

OK, if I'm not home, then just go to my friend John's house. From my house turn right down the street and go past the gas station and keep going straight until you get to a bookstore. At the bookstore, make a right and go down the street until you get to the river. Go across the river and right across the river, my friend's house will be on the right-hand side. It is the first house across the river and it's right next to the school.

Track 9

OK, the best documentary I've ever seen is Hoop Dreams. Hoop Dreams is a real story, a documentary about two basketball players. And, it's just like a movie. It has drama and it has a great story line, and the people in the documentary, particularly the two guys, are fantastic. The story is about, or the documentary mainly is about one player, basketball player who goes to a poor inner city school in Chicago, and one basketball player who goes to a rich school in the suburbs and the pressures they face to perform for their team.

Track 10

My favorite comedy is Kingpin. Kingpin is a great story. It's about a guy that wants to win Money in a bowling tournament and he finds a very religious man who can bowl very well and so he enters him into the bowling tournament. The story also has a beautiful woman and they drive across the country. It's a fantastic story. I laughed so hard when I saw it. I recommend it to anyone.

The best action movie I've ever seen has to be Raider's of the Lost Arc. My mom took me to see this movie when I was about twelve, and I was just amazed. It was the coolest movie ever. After we finished, I was so excited, I asked my mom if we would see it again!!!! . It has everthing. It has a love story, great action, great suspense. It's one of the best movies ever.

OK, the best science fiction movie is still probably the original Star Wars. Many men my age saw this movie when we were young, and we were just blown away by the special effects in the story. Also my mother took me to see this movie as well and I remember driving home at night, looking up at the stars and thinking, "Wow, there's people out there that's just like Star wars" so I think this movie was very influential for many, many people.

Track 11

This morning I got up really early. I went to the gym. I really don't like doing exercise, but your health is really important so I try to work out three or four times every week.

After that, I went home, I took a shower, and had a cup of hot coffee. Then, I cleaned my apartment. Not fun either, but, what with work and studies, it gets very messy, so today, I decided to clean and it took me about two hours!!!. I studied for some time and at 1 p.m; I met some friends for lunch.

We went to the cafeteria. I was really hungry. We each ate double cheeseburgers and fries. I know junk food is not that great, but I love it.

In the afternoon, we went to school and, in the evening, I worked for 2 hours. I have a freelance job so, I can manage my time. I sent 2 articles about late movie reviews to our local newspaper.

Later that evening, I saw a movie with my girlfriend. I saw the latest *Lost* series. I didn't like it at first but this one was great. The acting, amazing, and the story was much more interesting than the others.

It was a long day!

APPENDIX **3**

Irregular Verbs

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
thrown	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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APPENDIX

1. Videos in campus

TASK 1

Video 1

<http://www.youtube.com/watch?v=iQSObrt5t2k>

TASK 2

Video 2

<http://www.ello.org/video/0801/V817ArayLiveMusic.htm>

<http://www.ello.org/video/0951/V973GeorgeEmail.htm>

<http://www.ello.org/video/0951/V963AisteHair.htm>

Video 3

<http://www.ello.org/english/MX/T080A-Flight.htm>

Video 4

<http://listen2english.blogspot.com/search/label/Videos>

Task 3

Video 5

<http://www.ello.org/english/Mixer/62-Plans.html#TextPage>

TASK 4

Video 6

<http://www.youtube.com/watch?v=9hIQjrMHTv4>

Video 7

<http://www.youtube.com/watch?v=JcnXOhrmDB8>

Video 8

<http://www.ello.org/july/jess/jspa.htm>

Video 9

<http://www.ello.org/english/MX/T082-MXR-Cars.htm>

Video 10

<http://www.ello.org/english/0601/T645-Simon-Future.htm>

Reading in task 4 adapted from:

<http://ezinearticles.com/?A-Brief-History-of-Computers&id=115329>

2. Photos from:

<http://www.imagenes-gratis.net>

<http://www.freejpg.com.ar>

<http://www.freephotosbank.com>

<http://bancoimagenes.isftic.mepsyd.es/>

<http://www.morguefile.com/>

<http://www.pixelperfectdigital.com>

<http://www.public-domain-photos.com>

<http://www.photorack.net>

3. Original texts titles on page 106:

“The Phoenix lights”

“Father of the CD dies”

“Person of the Year 2010”

“All 33 Chilean miners rescued”



Santa Rosa, La Pampa, marzo de 2012