A black and white photograph of a hand holding a pen over a piece of paper. The paper has a large, intricate scribble drawn on it. The background is a plain, light-colored surface.

Primeros pasos en Competencias Clave:

> Idioma (inglés)

ACTIVIDAD 1: SPEAKING

ARE YOU A HEALTHY CLASS?

The quiz you are going to answer is aimed to find out how healthy your diet and lifestyle are.



ARE YOU A HEALTHY CLASS?

1. For breakfast you usually have:

- A. Nothing.
- B. A bun or some biscuits on my way to school.
- C. A full breakfast including some fruit or juice, milk and cereals, toast or biscuits.

2. At break I usually eat:

- A. A snack from the bar -crisps or sweets.
- B. A sandwich or a bun from the bar.
- C. A piece of fruit or a fruit juice and a snack from home.

3. For lunch or dinner in your family, at least four out of seven days a week:

- A. Everyone eats what he or she likes when they like.
- B. Everyone eats the same thing, but usually in front of the TV.
- C. You eat together at the table, with the TV off.

4. How many servings of fruits and vegetables do you include in meals each day?

- A. Less than three.
- B. Three or four.
- C. Five or more.

5. When you're feeling upset or depressed you:

- A. Eat the first thing you find in the fridge.
- B. Indulge in a sweet treat, such as ice cream, biscuits or chocolate.
- C. Go for a long walk or bike ride, listen to music or talk to a friend.

6. How often do you drink fizzy drinks or sugary drinks?

- A. Whenever you want.
- B. With lunch or dinner most days and on special occasions, such as birthdays or at the cinema.
- C. Very rarely.

7. You usually spend the three hours right after school:

- A. Home alone, playing video games or watching TV.
- B. Busy with an organized activity.
- C. Most days you have an organized activity, or go out on your bike or to the park with your friends.

8. Which of the following most closely resembles a weekend with your family?

- A. Staying in, eating takeaways, watching DVDs and playing video games.
- B. Spending time working in the garden and doing household tasks or going shopping.
- C. Planning day trips, such as cycling, hill walking or a day of swimming and games on the beach.



INTERPRETING THE RESULTS

If most of your answers are As, you and your family are on target for weight problems. Substantial changes need to be made both to your leisure activities and your eating habits, which need to focus on balanced meals and snacks.

If most of your answers are Bs, you are halfway down the road to weight problems. Too much of your diet is centred on unhealthy food, or food for comfort, and leisure activities are not always healthy enough to keep overweight at bay. Make some simple changes to prevent weight from becoming a problem in your house.

If most of your answers are Cs, keep on doing what you've been doing. Your overall attitude to food and fitness indicates a reduced risk of becoming an overweight or obese child. Activity and exercise are an integral part of your life and you also have a clear understanding of the importance of balanced meals and snacks.

Adapted from www.youoverweightchild.org

Question 1

In small groups (3-4 students) read the quiz questions aloud in turns and note down the answers.

Try to read the questions slowly and clearly so that everybody understands them.

Question 2

When you finish, calculate the results, read out the interpretation and say if you agree with it or if you don't. Then explain why or why not.

Useful expressions:

I agree because it says that ...
I don't agree because it says that ...
I think it is right when it says that ...
I think it is wrong when it says that ...
It says that I ... and that's (not) true

Question 3

In turns, give advice to the student sitting on your right beginning like this:

I think you should eat more/less ...
I don't think you eat enough ...
In my opinion you should/shouldn't ...
You'd better ...

Each student makes notes of his/her classmate's comments.

Question 4

Now, all students in the group together try to reach a conclusion. Make an outline including your quiz results and your comments so that you can use it as a guide when you report your conclusion to the rest of the class.

E.g.:

OUTLINE: "Are you a healthy class?" quiz conclusion.

* Mostly As { Pedro, Marina → weight problems

↓ ↓
right wrong

↘ they have never had
weight problems in her
family

E.g.: In our group *Pedro* and *Marina* have mostly As so, according to the interpretation, they will have weight problems. *Pedro* thinks it is right but *Marina* doesn't agree because ...

Question 5

Choose a spokesperson in your group to report your conclusion. Listen to each spokesperson and note down the results and the comments. Use the table below to help you.

	Student	Result	Agree (Yes/No)	Comments
1				
2				
3				
...				

Question 6

Individually, use your notes to make a summary of the class results reflecting your classmates' opinions and decide whether you are a healthy class or not.

E.g.: *Eight people in my class have chosen mostly A answers and that means they will have weight problems in the future. Three of them agree with this interpretation, however five of them think that ...*

TIME TO THINK

88

Ingles

- Which part of this activity have you enjoyed more? Why?

Tick (4) your options.

- Answering the quiz
- Commenting the results
- Giving advise
- Reporting your conclusions to the class
- Summarizing the results and conclusions

- Could you speak in English during the whole activity?

If you couldn't, when did you have problems?

Tick (4) your options.

- Commenting the results
- Giving advise
- Reporting your conclusions to the class
- Summarizing the results and conclusions

- Have you enjoyed working in a group? Why (not)?

ADVANTAGES	DISADVANTAGES



ACTIVIDAD 2: SPEAKING

ROAD ACCIDENTS-ACCIDENT CASE STUDY



Yesterday, a car driving through the 30km limit outside the school hit a pupil who was leaving at the end of the day. The driver was going fast and the police have told later that he had drunk alcohol before. The pupil was walking across the road outside the school buildings with a group of friends when the accident happened. Buses and also cars were parked on both sides of the road as parents waited to pick up their children from school. Some cars were parked partly on the pavement. The pupil is now in hospital.

Activity adapted from www.databases.dft.gov.uk

Question 1

After reading this paragraph, could you identify the different problems that appear in the text? You can underline them or, better, write them down here. Things will be clearer for you if you make a sort of summary.

Problems	Speed

Question 2

Work in groups of four. Discuss with your group why you think this accident happened and how you feel about it. (It is easier if you think of your local area).

To start the discussion, the following issues can help you:

- Is there a road safety problem in our local area around our school? If so, what is it?
- What are the causes of the problem?
- What changes would improve the situation?
- Who needs to participate?

NOTE: at this stage communication is the most important thing . If English is too difficult now, you are allowed to

- use a dictionary to help with some words.
- use gestures (hand movements.....).
- ask the teacher for some help.

Now it's your turn to use your imagination and think of a project plan to solve problems, give solutions and propose changes. To help you, you may use the sheet below:

As you can see, the project is divided into different levels or "stages". With your group, try to fill in the gaps in each stage with the ideas you have discussed before; look at the title for each level and you'll see the rest is not so difficult. When you get to topic 5, the speech will be easier because you'll know what to talk about.

Question 3

TITLE OF PROJECT: _____

Question 4

STAGE 1

Identify the problem(s):

-
-
-

Question 5

STAGE 2

Identify possible solutions:

-
-
-

Question 6

STAGE 3

Plan how to make changes:

- The change(s) we want to bring about is/are...
- We believe this is important because...

Question 7

STAGE 4

Put the plans into action:

- The steps required are

-
-
-

- The people we need to consult are

-
-
-

Question 8

STAGE 5

Speech

- With the information your group has and the project you have planned, decide who is the leader in the group . He/She will present your plan to the rest of the class.Take your time and don't lose confidence. Everyone is very interested in what you're going to say.



STOP AND THINK!!

STAGE 6

Review:

Your project

- Things will be better because
- If the project works well
- We will take responsibility for

Your work

- Working in group helps if
- The speech is easier when



ACTIVIDAD 3: SPEAKING

TEENAGERS IN THE SPOTLIGHT

A FIRST APPROACH FOR A WIDER SURVEY ON TEENAGE WORLD

Teenage world is the focus of the class project we propose here. The starting point for our analysis will be to discover teenagers' main concerns and interests.

We have prepared a first draft with some suggestions to get started. We have divided teenagers' interests and concerns under the categories or "worlds" below and have included different questions for group discussion.

Here is the procedure we will follow at this first stage of our survey:

- Group discussion and proposals
- Whole class feedback
- Report of results

Are you ready to explore the world of teenagers? Then let's begin!

Question 1

Divide up the class into groups according to the total number of students (preferably groups of five people). Discuss the following matters in your group.



TIPS. Useful expressions

You are going to express your own opinion, so you will need expressions of the type:

- I personally think*
- My opinion/view is that*
- From my personal point of view*
- I believe*
- I (quite) agree with you*
- So do I*
- I don't agree with you*
- Nor do I*

HOW IMPORTANT IS IT FOR YOU?



QUESTIONS FOR DISCUSSION	Very important	Quite important	I don't care much	I don't care at all
Having a good relationship with my family				
Listening to my family's advice				
Sharing my problems with them				
Getting my family's support in what I do				
Sharing some quality time with them				
Sharing responsibilities				
Making decisions				
Negotiating pocket money, timetables...				
OTHER CONCERNS:				



QUESTIONS FOR DISCUSSION	Very important	Quite important	I don't care much	I don't care at all
Getting new knowledge				
Getting good marks				
Having a lot of fun in class				
Getting along well with your classmates				
Taking active part in school activities				
Being accepted by the other students				
Having your academic future clear				
Having a good relationship with your teachers				
OTHER CONCERNS:				



QUESTIONS FOR DISCUSSION	Very important	Quite important	I don't care much	I don't care at all
Friendship				
My friends' opinions				
What the rest think of me				
Being very popular				
Trusting my friends				
Spending time with them				
What my family think of my friends				
Sharing my problems with them				
OTHER CONCERNS:				



QUESTIONS FOR DISCUSSION	Very important	Quite important	I don't care much	I don't care at all
Sexual and emotional education				
Behaving according to a traditional gender role				
Being respectful with other people's feelings				
Tolerance and solidarity				
Being attractive				
Personal image				
OTHER CONCERNS:				



QUESTIONS FOR DISCUSSION	Very important	Quite important	I don't care much	I don't care at all
Having healthy leisure habits (practising sports, no drug or alcohol consumption...)				
Sharing free time with friends				
Sharing free time with family				
Having fun no matter the means and consequences				
Following the trends				
OTHER CONCERNS:				

Question 2

You have discussed all these things in your groups and now it is time to share with the rest of the class. Each person in the group will be in charge of reporting the class what you have been dealing with in your team. A good procedure, for a group of five members, would be to be in charge of one content field each.



TIPS. Useful expressions

Try expressions like:

In relation to Family / School / Friends..., the main concerns in our group were

We especially discussed about

Most of us agreed that

We had very different opinions/views on

The topics that arose more discussion were

These are some of the things we have added in the charts



Question 3

The final step for the moment is reporting the results and makes a statistical comparison of all the groups in the class. Again each member of the group will be responsible for a content field.



TIPS. Useful expressions

You will need to use expressions as the following:

Sixty per cent of the people in the group thought that

Three out of five people said

Comparing the results we can conclude that

Statistically speaking, most of our class think



STOP AND THINK!!

REFLECTING ON THE PROCESS

It's time to stop and think how you have done. While filling the chart below, comment the following statements with your partner.

Use the following indicators to check your progress:

-  *No problem*
-  *I had some difficulties*
-  *I definitely need to improve this*

I / MY PARTNER MANAGED TO...	MY NAME: _____	MY PARTNER'S NAME: _____
Ask several questions using different question words		
Ask my partner to repeat something or clear up some parts of his/her speech		
Be reasonably fluent in the speech		
Be careful with my pronunciation and intonation to enable comprehension		
Use suitable vocabulary		
Use suitable grammatical structures , with few systematic errors		
Use English all the time		
<p>According to the answers given, grade your performance and your partner's</p> <p>Use the following scale:</p> <ul style="list-style-type: none"> • <i>Very good</i> • <i>Quite good</i> • <i>OK</i> • <i>I need to improve quite a bit</i> 		



FOLLOW UP

All this feedback can help you build up a survey on teenage world. You can include some draft items in your teams, put them together with the rest of proposals from the other groups and write a final version.

It would be great if you could spread the project to the whole school. You could interview students from all classes and levels and make a comparative study of the results.

ACTIVIDAD 4: SPEAKING

PRODUCING AN EFFECTIVE GROUP PRESENTATION:

Presentations are a key point in the British education system. You can simply speak about a topic, and you can use OHP acetates or transparencies, handouts or a power point presentation.

British students start with presentations when they are at secondary schools and they improve them when they are at university. Presentations are very useful because they use them when they have an interview to get a job or promotion.

Question 1

Work with your partner and decide some key points to produce a presentation. Number the statements below according to the order you are going to follow.

Research the content of your presentation	
Preparing and using illustrations	
Decide a topic area	
Selecting the information you need	
Structure your presentation in three parts	

100

100

Inglés



HERE YOU HAVE SOME USEFUL INFORMATION TO HELP YOU STEP BY STEP:

Step 1. The planning stage : you must decide a topic area

Question 2

What is your topic? Tick your options

- | | | |
|--------------------------|--------------------------------|----------------------|
| <input type="checkbox"/> | Your town | |
| <input type="checkbox"/> | Your family | |
| <input type="checkbox"/> | Your hobbies | |
| <input type="checkbox"/> | Someone famous that you admire | |
| <input type="checkbox"/> | Your own option | <input type="text"/> |

Question 3

Choose a title:

TITLE OF PRESENTATION: _____

Step 2. Research : To research your content you can visit the library, get audiovisual materials, search on internet, ask your teachers...

Question 4

Where can you get information for your topic? Tick your options.

<input type="checkbox"/>	Visit the library
<input type="checkbox"/>	Get audiovisual materials
<input type="checkbox"/>	Search on internet
<input type="checkbox"/>	Your own options: <input type="text"/>

Step 3: Selecting and ordering the content of your presentation:

- You have to select the information you need.
- Structure your presentation in three parts: introduce your topic, in the main section present the information. Conclude by reminding the audience of what you said and the key points

Question 5

What are the main parts of your presentation?

Introduction	
Main section	
Conclusion	

Step 4. Preparing and using illustrations.

- **House style:** Decide on a single font style and no more than two text sizes; also avoid using colours which make text difficult to read.
- **OHP acetates/ handouts:** they must be clear and easy to read.
- **Power point:** Limit the number of slides.
- **Slides/video/DVD clips:** ensure that slides are in the correct order. Video or DVD must be in the correct starting place.
- **Whiteboard:** Write in large clear handwriting.
- **Posters/ objects:** Ensure that these are large enough to be seen by all the audience.

Question 6

What kind of house style will you choose?

Question 7

What will you need from this list? Tick your options

<input type="checkbox"/>

OHP acetates/ handouts

Power point

Slides/video/DVD clips

Whiteboard

Posters/ objects

Your own options:

Step 5. Addressing an audience:

- **It's important to speak loudly, clearly and not too fast.**
- **Maintain eye contact with all members of the audience**

Question 8

What kind of audience will you have ?

How will you keep their attention?

Step 6. Useful language for presentations.

- **Introduction:** The topic of my/our presentation will be
- **Steps:** First...,then/next..., finally...
- **Illustrations:** Do not bombard your audience with too much information and do not simply read: " this chart illustrates...", "this shows us that..." .

Question 9

Write the results below:

The topic of my presentation will beFirst
..... Then/next
.....
Finally we will

Step 7. Concluding and inviting questions from your audience

"I hope you have a clearer idea of..."

"Do you have any questions?"

"Thank you for your attention

Question 10

What will you use from this list? Tick your options

<input type="checkbox"/>	I hope you have a clearer idea of.....
<input type="checkbox"/>	Do you have any questions?
<input type="checkbox"/>	Thank you for your attention
<input type="checkbox"/>	Your own options: <input type="text"/>

Question 11

Now you are ready to produce your own presentation !...





NOW I CAN...

I can give a short prepared talk, on a topic of my choice, expressing opinions and answering simple questions about it.

Now you finish the following sentences:

I can understand...

I can write...

I can address an...

I can answer...

PLEASE LET US KNOW YOUR SUGGESTIONS:

Speaking is easier when...

Working in groups helps if...

Why don't you?

It would be a good idea to...

What were your main difficulties
in this activity?

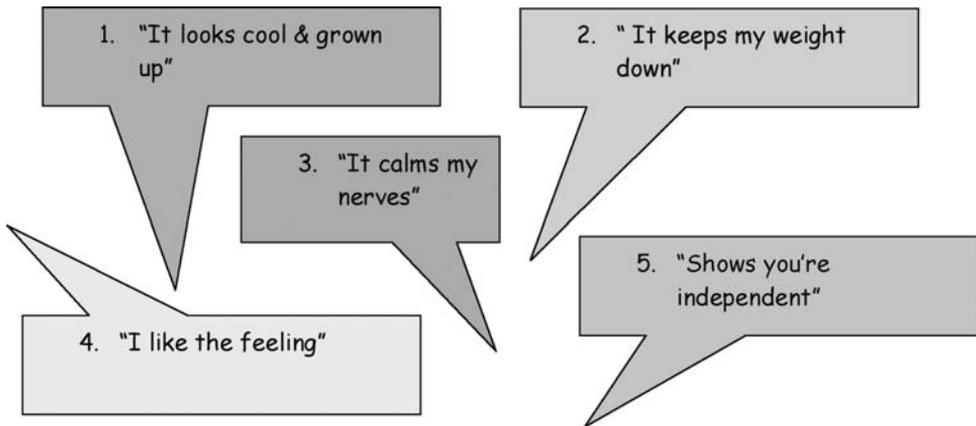
ACTIVIDAD 5: LISTENING

WHO NEEDS IT?



Image taken from www.fotosearch.com

The following are reasons that some young smokers all around the world give for smoking:



Now you'll hear the responses we have for each of the statements above. Some of them come from experts' studies and others are simply a question of common sense. Before you listen to them, it will be very useful if you have a previous look at part of the vocabulary that is going to appear (obviously, closely connected to the topic here).

- Smoke
- Cool
- Nicotine
- Smoker
- Withdrawal symptoms
- Relieve
- Cigarette
- Addict
- Hooked
 - Calming feeling
- Give up

As you can see, some of these words are easy and already known to you. But what happens with the others? List your "difficult" words in the post-it below.

My difficult words:

The activity will be a bit easier now. Here you have the responses. Listen to them:

Response a.

You may think it looks *cool*, but who wants to smell like an ashtray? Has anyone ever asked those cool-looking film stars if they are happy to smoke? Remember most people don't *smoke*. Hardly any sports personalities smoke because they know it affects their fitness.

You can be cool and a non-smoker.

Response b.

Many *smokers* say they enjoy smoking. This is partly because of the effects of *nicotine* on the central nervous system. Also part of the enjoyment is probably linked to relieving *withdrawal symptoms*. Smokers' bodies get used to nicotine and if they don't smoke they feel a hunger for it. Relieving that hunger by smoking feels good in the same way that drinking water feels good when you are thirsty.

Response c.

Smokers believe that smoking helps them deal with stress. In fact, research suggests that cigarettes just relieve the withdrawal symptoms- not the stress at all. Once you are an *addict* you'll find it hard not to have this same opinion and you may start smoking again even after the withdrawal symptoms have stopped.

The *calming feeling* is very short lived. As soon as the effects of nicotine start to disappear, you start to feel stressed again and begin to implore another *cigarette*. **Smoking makes you more stressed than not smoking.**

Response d.

Some people think smoking makes you look independent or even rebellious. But how independent will you look when you are *hooked* and can't face the day without cigarettes, or worse still you finish seriously ill?

Response e.

Smoking can diminish your appetite, but this doesn't mean you will lose weight if you start. Giving up smoking doesn't mean you automatically put on weight. People *giving up* often find they are tempted to run towards the fridge instead of a cigarette but choosing low fat healthy snacks, or finding something active to do instead, will help avoid any extra kilograms. If you are really worried about your look, remember that smoking can have unpleasant effects on your skin too, causing dryness, wrinkles and a dry complexion. It's true that some people put on weight when they first give up smoking but it's a myth that smoking will keep your weight down. **The best way to control weight is to exercise and eat a healthy balanced diet.**

The responses have been adapted from www.mindbodiesoul.gov.uk/smoking

We are sure you are prepared now to do some activities dealing with these texts. Let's start!!

Question 1

Take at least a pair of words or expressions in each response that you think are important and necessary to understand the listening better. There will be a short pause between responses to make things easier. Use the chart below to help you **(it is better organized and clearer for you in this way)**.

RESPONSE	MY KEY WORDS
A	Cool,
B	
C	Cigarette,
D	
E	

Question 2

The sentences numbered 1-5 above don't match exactly with the order of the responses in the listening. Can you please reorder them to simplify things? Here you have the sentences said by young people again. Use the chart below.

SENTENCE	RESPONSE
"It looks cool and grown up"	A
"It keeps my weight down"	
"It calms my nerves"	
"I like the feeling"	
"Shows you're independent"	

Question 3

Try to answer the following questions about the responses you hear again. They will be ordered as they appear in the listening.

1. Name the two professions mentioned in the first text.
 - a.
 - b.
2. Are the majority of people, according to the text, smokers? Underline the correct answer.

Yes, they are/ No, they aren't

3. The text says that when smokers don't smoke they feel very hungry. Do you agree? Why?

Answer

4. Between two cigarettes you feel very relaxed and satisfied for a long time. Is it true? Why?

Answer

5. What happens after you have smoked for a lot of time as months, years....?

Answer

6. What can you do to be fit and healthy if you stop smoking? The text gives advice on two important things. Can you identify them?

-
-

7. What happens to your look when you smoke?

- Dry skin
-



TIME TO THINK

In this activity there are different strategies to understand any listening better. Put them in the order that you think they help you more .

VERY IMPORTANT:

DON'T WORRY IF YOUR PARTNERS CHOOSE IN A DIFFERENT WAY. THERE IS NOT AN ONLY CORRECT ORDER. IT'S YOUR OWN WAY OF LEARNING BETTER.

STRATEGY	YOUR ORDER
Vocabulary before the activity starts	
Close look on difficult words or expressions	
Pauses between different parts of the listening	
Charts to organize information	
Questions in the same order as in the listening	
Different options to answer the questions	

Can you suggest any other tip or strategy?



ACTIVIDAD 6: READING/LISTENING

FOOD FORCE

You have just heard on the TV news that the UN's WFP has launched a video game. As you love playing video games you run to the Internet to get some more information about it and find this website: <http://www.wfp.org/index.asp?section=2>

The screenshot shows a web browser window with the URL <http://www.wfp.org/index.asp?section=2>. The page features a navigation menu on the left, a main content area with a headline and text, and several sidebars on the right. Numbered callouts (1-8) point to specific elements: 1. WFP logo; 2. Main headline; 3. 'Food Force info pack' link; 4. 'Acknowledgements' section; 5. 'Subscribe' button; 6. Browser address bar; 7. 'WFP Around the World' map; 8. WFP text in the top right corner.

1 WFP United Nations World Food Programme

2 WFP launches "Food Force" – the first humanitarian video game

3 Food Force info pack

For more information on Food Force click here to download our info pack

4 Acknowledgements

WFP would like to thank corporations who have generously supported this educational initiative. WFP especially acknowledges the support of Internet 2, Yahoo!, the Kaboose network and Kgroup who have generously offered hosting facilities for the website and downloading Food Force.

5 Help the Hungry Sign up for WFP news E-mail **Subscribe**

6 <http://www.wfp.org/index.asp?section=2>

7 Donate Online WFP Around the World

8 WFP

Food Force, the educational video game launched by WFP last April, continues to cause strong demand and positive feedback from both children and teachers. The game, which aims to teach kids about the issue of global hunger, has already been downloaded over a million times, and players around the world have been posting their comments at www.food-force.com "I love this game. Thanks," writes Woohtaro in Japan, while Jonathan in Australia comments that Food Force is "just amazing looking". Liam in the UK says simply: "The game was great."

VIRTUAL MISSIONS

The game is set on a fictitious island called Sheylan devastated by drought and war, Food Force invites children to complete six virtual missions that reflect real-life obstacles faced by WFP in its emergency responses to crises around the world.

"The game really makes you aware of some of the problems that come up during a real mission, and for that my congratulations to the game creators and of course to the real life heroes!" writes Josento in Portugal.

HIGH DEMAND

Unexpectedly the demand immediately after Food Force was launched was so high that Internet giant Yahoo! Decided to help, providing free downloads of the game. Food Force is currently available in English and WFP is seeking partners to assist with translation into other languages, given the strong interest from all over the world. The game is designed to run on a standard PC or Apple computer and features 3D animated movie sequences to ensure a rich multimedia experience that is attractive to children of 8 – 13 years of age.

Food Force is available as a free Internet download from www.food-force.com.

WFP –World Food Programme- is the world's largest humanitarian agency: each year, WFP provides food aid to an average of 90 million people, including 56 million hungry children, in more than 80 countries.

Question 1

Read all the information in the webpage carefully and try to identify each part of it. Then, **complete** the table below with the right numbers.

A	Here you can subscribe and get more news about WFP	
B	Organisation which is in charge of the website	E.g.: 1
C	Banner –title or announcement at the top of the page	
D	If you click here, you can watch a video clip of the game	
E	Bar –where you can go back and forward or close the page	
F	Address	
G	Here you can give money online	
H	WFP says “thank you” to the companies that have helped	

Question 2

Read the main text again and **write** *true* or *false* for the following sentences.

- A. Children are more interested in *Food Force* than teachers. false
- B. Jonathan from Australia is impressed by the game. _____
- C. The action takes place on the real island of Sheylan. _____
- D. You can free download the game in any language. _____
- E. You cannot run the game on an Apple computer, only on a PC. _____
- F. About 90 million people can eat thanks to WFP each year. _____

Question 3

Four of the six sentences in question 2 were false. **Underline** the wrong information in each sentence and **make them right**.

E.g.: A. Children are more interested in *Food Force* than teachers.
 Children are as interested in *Food Force* as teachers.

Question 4

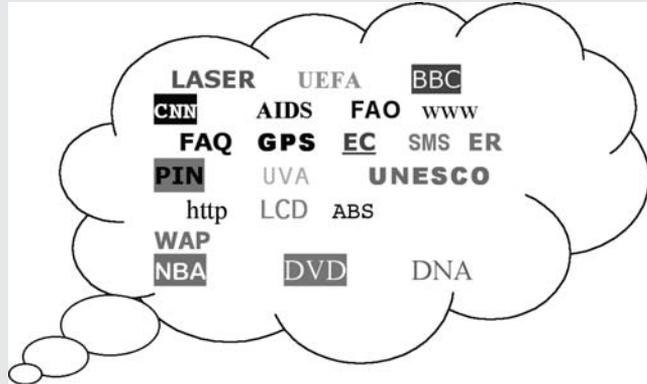
There are some abbreviations in the text; can you write the full words?

- UN
- WFP
- PC
- 3D



Question 5

Nowadays *abbreviations* are very common. Sometimes the initial letters are pronounced as a word, these words are called *acronyms* – e.g.: NASA/'næsəʃ/. Look at the abbreviations below and try to **match** them with the words they stand for. Then, **group** the abbreviations according to the field they are related to and try to **add** one more to each group.



EC	European Community
	Wireless Application Protocol
	Liquid Crystal Display
	Food and Agriculture Organization
	Hyper Text Transfer Protocol
	United Nations Educational, Scientific and Cultural Organisation
	Cable News Network
	Ultra Violet A (rays)
	Personal Identification Number
	Acquired Immune Deficiency Syndrome
	Emergency Room

	Frequently Asked Questions
	World Wide Web
	Deoxyribonucleic Acid
	Digital Video Disc
	Short Message Service
	Union of European Football Associations
	British Broadcasting Corporation
	National Basketball Association
	Antilock Breaking System
	Light Amplification by Stimulated Emission of Radiation
	Global Positioning System

International Organizations

E.g.: EC

Science and Medicine

Technology and Computing

Sport

Internet and Telecommunications



TIME TO THINK

After exploring this page you must be nearly an expert! Now, it is your turn. Give your opinion about "Food Force" ticking (Ö) the three adjectives that best describe it. Then use the adjectives to write a brief comment.

Interesting

Exciting

Boring

Amazing

Difficult

Humanitarian

Attractive

Educational

Violent

In my opinion "Food Force" ...

Reading a webpage in the Internet is a little different from reading an ordinary text. In what way is it different?

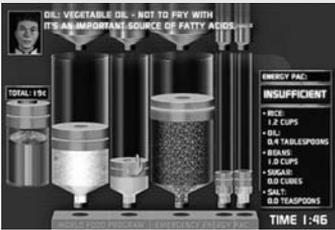
E.g.: The information is set in different sections, not in an only block.

FOOD FORCE - THE MISSIONS

The WFP game consists of six missions. Each mission begins with a briefing by one of the Food Force characters, who explains the challenge ahead. The player then has to complete the task.



MISSION ONE - AIR SURVEILLANCE Rapid response to an emergency often means the difference between life & death. A successful emergency operation requires locating the hungry and identifying the fastest route to get food to them. Mission one challenges you to do this. The island of Sheylan has suffered the damaging consequences of drought and civil conflict. People have had to abandon their homes looking for safety and food. Your task is to pilot a helicopter and survey the scene to locate and count how many people need feeding – all against the clock!



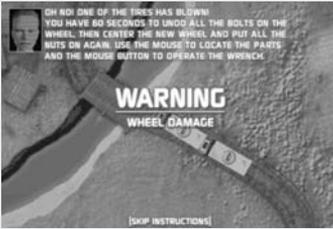
MISSION TWO – ENERGY PACS Getting food aid quickly to an emergency hunger zone is critical but so is understanding what kind of food aid is necessary – it’s all about nutrition. Enter Joe Zaki, the Food Force nutritional expert. He’ll talk you about the essential types of food that WFP supplies in emergency situations. It’s then your challenge to find the right combination of these food items (rice, beans, vegetable oil, sugar & iodised salt) to create a nutritious and balanced diet – all at a fixed cost of 30 US cents per person per meal!



MISSION THREE - AIRDROP In extreme emergencies and when there is no other way to reach the hungry by land or water, ‘airdrops’ are sometimes used to deliver food directly to people in need. Carlos Sanchez, pilot of WFP’s crack A.L.I.T.E. emergency team, will guide you in this third mission. Will you manage to make the drops precisely, without risking human lives? If you have what it takes you will proceed to the next level. If not, it’s back to the beginning of the mission!



MISSION FOUR - LOCATE AND DISPATCH WFP depends entirely on donations in order to acquire and deliver food to people in need. Food must be located and bought for the best value, considering both immediate and longer-term needs. This is your challenge in Mission Four, where you’ll meet Miles, Food Force’s director of food purchasing he’s on hand to help you with the task. The aim of the mission is to complete the logistics puzzle and fill up Sheylan’s food supply chain for the next 6 months.



MISSION FIVE – THE FOOD RUN When aid reaches its country of destination, land logistic experts make the final link in the food chain. Once the supply line is secure, food aid is loaded on trucks, trains and land transport, ready to be delivered to the hungry. In Mission Five, you’re responsible for making sure a convoy of WFP trucks arrive safely at the feeding centre. The trip won’t be easy, but Rachel Scott, the Food Force logistics officer is there to help. Together with her you’ll have to get over difficulties – from clearing land mines to rebuilding bridges and negotiating with local rebel forces!



MISSION SIX - FUTURE FARMING Food has arrived in Sheylan and the most difficult moments of the emergency response are behind you, but that’s just the start. Disaster-hit communities need support in order to get back on their feet - this is when WFP’s long-term development projects become important. Joe Zaki, originally from Sheylan, is once again with you for the final mission where you’re responsible for ‘investing’ food to ‘grow’ development projects in this Sim City style game. The projects you must manage are: ‘School Feeding’, ‘Food For Work’, ‘Food for Training’, ‘Nutritional Programs’ and ‘HIV/AIDS Prevention’. The aim is simple: To ensure Sheylan can provide enough food for itself, that the people are healthy, and the community has the infrastructure to grow.

Question 1

Listen to FoodForce Characters explaining each mission and label the screens.

~~MISSION ONE – AIR SURVEILLANCE~~

MISSION FOUR - LOCATE AND DISPATCH

MISSION TWO – ENERGY PACS

MISSION FIVE – THE FOOD RUN

MISSION THREE – AIRDROP

MISSION SIX- FUTURE FARMING



mission one
- air surveillance



Question 2

Each mission represents a key step of the food delivery process, which involves a complex series of tasks. Listen to the explanations one by one and decide which tasks are involved in each mission to complete the table below.

TASKS	MISSIONS
To evaluate needs	e.g.: mission 1
To airdrop food	
To take food to the feeding camp	
To create a balanced diet	
To help communities to get back to normal	
To calculate where to buy the food	

Question 3

Four members of the Food Force team have explained you the six missions. Could you guess their jobs as WFP agents? Match the names with the jobs.

Joe Zaki	<i>pilot</i>
Carlos Sánchez	<i>director of food purchasing</i>
Rachel Scott	<i>logistics officer</i>
Miles	<i>nutritionist</i>

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Inglés

Question 4

Now, fill in the gaps with a suitable word from the box.

food	support	loaded	donations
nutritionist	homes	deliver	drought

A	People have had to abandon their <u>homes</u> looking for safety and _____.
B	The _____ must create a nutritious and balanced diet.
C	"Airdrops" are sometimes used to _____ food to people in need.
D	WFP depends entirely on _____ in order acquire food.
E	Food aid is _____ on trucks and trains, ready to be delivered to the hungry.
F	Disaster-hit communities need _____ to get back on their feet.
G	The island has suffered the consequences of _____ and civil conflict.



TIME TO THINK

Order the steps followed by WFP in an emergency operation in field.

	STEPS	ORDER
A.	To locate and count hungry people rapidly.	E.g.: 1st
B.	To deliver food directly to people in need.	
C.	To help communities to grow by themselves	
D.	To design a balanced diet	
E.	To buy the food for the best value	

Make a list with the words that you have learnt in this activity and translate them into your own language

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

Could you guess the spelling or the meaning of any new word just by listening to it?

How did you do it? Tick (✓) your options.

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Relating it with a word in your language |
| <input type="checkbox"/> | Noticing that the sound was similar to another word you knew |
| <input type="checkbox"/> | By the context |
| <input type="checkbox"/> | (Your own tricks): |



ACTIVIDAD 7 READING

BODY ART (WHAT YOU HAVE TO KNOW)

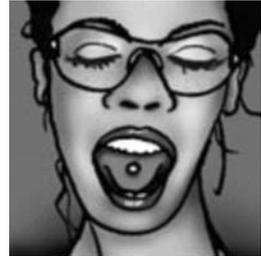


Image taken from www.fotosearch.com

Body art includes the use of tattoos and piercings. It's the modern day equivalent of the 60's when long hair was so popular. Nowadays, a high number of young people have tattoos and piercings on their bodies.

Popular piercing sites include the eyebrows, nose, lips, tongue, nipples, navel and genitals.

According to some studies, young people may have tattoos or piercings for different reasons:

Tattooing and piercing is a way to identify yourself as a non-conforming, a little outrageous and willing to take risks to obtain excitement. On the other hand, for some young people, tattoos or piercings may just be a way to show off their wild side. Body modification is a way to express individuality, and to explore and experiment with your own body.

Both tattoos and piercings can have a price: any time the needle comes through your skin, you face the risk of an infection. And the dyes or metals can cause skin reactions, too. Specific risks include:

- **allergic reactions** (even after years after you get the tattoo)
- **blood-borne diseases** (including hepatitis C, and HIV- the virus that causes AIDS, hepatitis B, tetanus and tuberculosis)
- **Oral complications** (cracking of teeth)
- **Regret** (you may not be happy with your tattoo or piercing appearance after a time)
- **Skin disorders.**
- **Skin infections** (the symptoms are redness, warmth, swelling and pus)

Skin infections are much more serious when we talk about piercings, especially those in the upper ear cartilage. They can lead to permanent ear deformity.

If you still want to modify your body with a tattoo or piercing, you must look for a professional who works in a clean, tidied and ordered establishment. He/she must also have the following:

- **an autoclave:** a heat sterilization machine.
- **fresh equipment:** new needles, tubes, pigments, trays and containers.
- **commercial disinfectant or bleach solution:** including pigment bottles, drawer handles, tables and sinks.
- **gloves:** new gloves always after washing hands properly.
- **no piercing gun:** it increases the risk of infection.
- **appropriate hypoallergenic jewelry:** titanium, 14-or 18 karat gold or a metal called niobium.

A good professional will answer any question you want to ask. If you see he/she does not give you "good" answers, take your health somewhere else. Check also in your local health department if there are complaints against the studio you have decided to go. Health departments often regulate these business.

It's your decision and your body, but don't hurry without thinking: body art is in fashion but fashions change all the time. Why don't you try with temporary tatoos (as henna) or jewellery first?

ACTIVITIES

Question 1

The text mentions the most usual sites for body art. Can you show them in the picture?

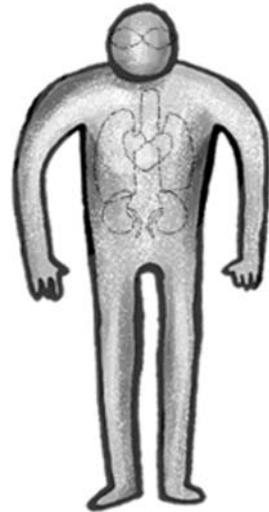


Image taken from www.educalia.org

Question 2

Which is, according to the text, the most damaged part of the body when you have a tatoo? Choose two and underline them:

mouth

skin

eyes

blood

nose

genitals

Question 3

Why does the text mention the long hair in the 60's? What kind of people does the text refer to?

Answer



Question 4

Can you get serious illnesses after you get a tattoo or a piercing? Name at least three:

Answer	•
	•
	•

Question 5

What is the most dangerous part, according to the text, to have a piercing and why?

Answer

Question 6

Which are the three basic conditions that a place where you get a tattoo or a piercing must have?

Answer	•
	•
	•

Question 7

Is body art a permanent art? Choose

YES/NO

Which two other possibilities does the text give for body art?

Answer	•
	•

Question 8

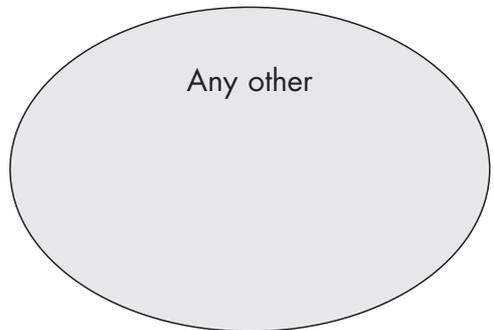
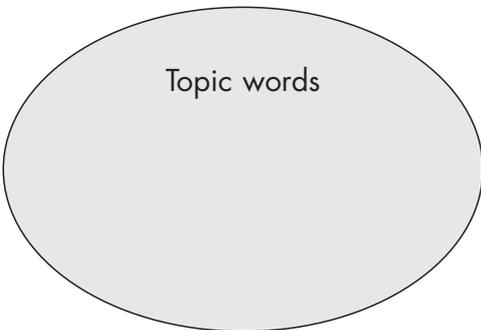
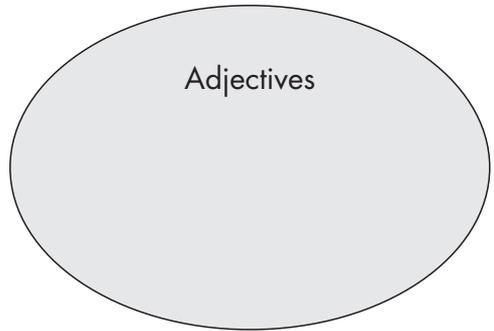
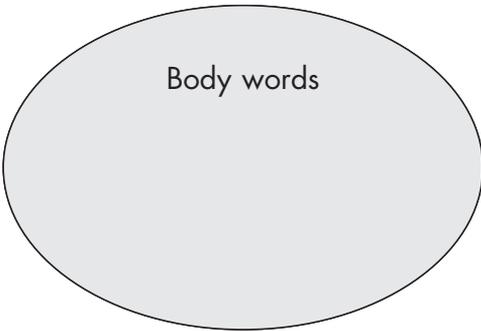
There is a list in the text of some essential things that a tattoo studio should have. Give them an order of importance from 1 to 6 (your order of importance)

FIRST	
SECOND	
THIRD	
FOURTH	
FIFTH	
SIXTH	

Question 9

Answer the following:

- Did you have to look for any word in the dictionary? Write them down, if you have any, into the correct bubble:





STOP AND THINK!!

Just think about the things that have helped you with this reading task. Tick your options:

Reading it several times	
Reading the questions first to pay attention to relevant parts	
New words: make predictions from the context	
New words: look for in the dictionary	
The fact that the reading is interesting for young people	
Your own option: _____	

ACTIVIDAD 8: READING

DISCOVERING YORK

You have been searching for several options for a summer English course in Great Britain. The strongest choice is York, but before making up your mind definitely you want to learn more about the city (location, history, attractions, traditions and culture...). You would like not only to improve your English but also to live an unforgettable intercultural experience.

Question 1

Stop and think about the benefits you will get from the experience. The next questionnaire may help you with your reflections.

I'LL TAKE GOOD PROFIT BECAUSE...	I totally agree	I partly agree
...I will use English in real life situations, which will be very helpful to improve my knowledge of the language		
...I will become more autonomous not only from the language improvement point of view but also on a personal basis		
...I will get the chance to learn about a new culture, understand it better and practise tolerance and respect habits		
...I will meet people from different countries at the language school. That will help me get a wider view of the cultural diversity of the world		
...I will be able to discover a city with a rich history and fascinating stories		
OTHER BENEFITS:		

Let's begin by finding out some useful information about location, how to get there, things to do... Here are a few websites that may be helpful for these purposes:

- www.totaltravel.co.uk. To learn about Great Britain bit by bit.
- <http://jonathan.rawle.org/hyperpedia/counties/index.php>. Information about counties in Great Britain is available at this link.
- www.york.gov.uk. Website of the City of York Council. Have a look at the section *Visiting York*. There's useful information on how to get to York by air, train, coach and road and also information on history, architecture, attractions...
- www.york-tourism.co.uk. The perfect website for the visitor of York. If you click on *Information for visitors* you'll have access to a great variety of sections. In *How to*

get here you will find a map of the city centre, together with some other useful information.

Do the following tasks with the help of these websites and some images from the Internet.

Question 2

Have a look at the map below and mark the city of York on it.



Image taken from Greenwich Mean time website

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Inglés

In which of these areas is the city of York situated? Have a look at the second link from the list above.



Source: Totaltravel website

Answer

You are planning to get to York by air. Here is the information available at the City of York Council website.



Leeds/Bradford airport is 45 minutes drive from York. Flights arrive from a variety of destinations and there's a 50 minute shuttle service to London's Heathrow airport.

Manchester airport is two hours drive from York. Flights arrive from hundreds of international destinations. There are also frequent direct trains to York.

Source: City of York Council website

Question 3

Which is the nearest airport?

Question 4

How long does it take to get from Manchester airport to York?

Question 5

How often are the flights from Leeds/Bradford airport to Heathrow?



Question 6

Find an expression in the text meaning regular flights between two places.

Answer

Now it is time for some history. Read the following text carefully and answer the questions.



The Minster



Micklegate Bar

HISTORIC YORK

The history of York, capital of the North and second city of the realm, is the history of England. It is one of the world's most fascinating cities.

It began as a **fortress**, built in AD71 by the Roman 9th Legion for a campaign against the Brigantes tribe. It grew into an important city, Eboracum by name. Here, Constantine the Great, who later founded Constantinople, was made Roman Emperor in AD306.

It was the Vikings who gave York its name, derived from Jorvik or Yorwik, their brief but **flourishing** kingdom. Norman rule was to last longer and it was the Normans who made the city a vital centre of government, commerce and religion for the north. Their work prepared it well for its important **role** in the reigns of the Plantagenet Kings and, in 1485 when this era ended and the Tudor age began, York was already **at its zenith**. The magnificent Minster had finally been completed, after 250 years of work.

In the 18th century it became a fashionable **resort** and centre. Georgian elegance added to its architectural attractions. In the following century, the coming of the railway marked the start of a new era of growth and prosperity. Today York houses Britain's National Railway Museum which is the largest railway museum in the world.

Question 7

Number the following according to chronological order.

Plantagenet Dynasty	
Roman dominion	
Normans	
Tudor Kings	
Georgian times	
Vikings	

Question 8

The building of the Minster, York's Cathedral, lasted

- A. Three centuries
- B. Two and a half centuries
- C. Several decades
- D. Two hundred years

Question 9

Pay attention to the words in bold type in the text. Write the correct one next to the corresponding definition.

DEFINITION	WORD
a large strong building or group of buildings which can be defended from attack	
a place where many people go for rest, sport or another stated purpose	
the best or most successful point or time	
growing or developing successfully	
the position or purpose that someone or something has in a situation, organization, society or relationship	

Question 10

What was the Roman name of the city?

Answer

Question 11

Where does York's present name come from?

Answer

Question 12

In which century did the railway appear?

Answer



HOW HAVE YOU DONE?

Now it's time to think about the whole process: what has helped you, which strategies you have used, which have been the main difficulties, how you can improve... This will be an excellent help for other reading activities in the future, so how about some reflection?

	😊	😐	😞
You managed to understand the information you needed from the text			
You found the texts easy			
You read the texts first and tried to get an overall view of the information			
You read the questions carefully in order to focus on the information you were asked about			
You went on with the task even though you came across some unknown vocabulary			
You used the context to guess the meaning of some words			
When you had doubts you went back to the text, read through the relevant information again and tried to figure out the answer			
Sometimes, in "desperate cases" you chose elimination as a strategy to provide an answer			
OTHER STRATEGIES YOU HAVE USED (or even though not having used them, you think they might help you):			
NEW WORDS AND EXPRESSIONS YOU HAVE LEARNT:			

ACTIVIDAD 9: WRITING

TEAM WORK: NEGOTIATION SKILLS AND DECISION MAKING

Your school is taking part in a European Project. The next meeting will be held in Spain and in a few weeks you will be hosting your partners. Everybody's involvement is absolutely essential. The coordinator at school is setting up several working teams in order to get everything ready. Your class will be in charge of designing several leaflets with some useful information for your guests. You'll be working in small groups. All your proposals will be put together and a school jury (formed by teachers, students and families) will decide on the best one to give to your European partners.

In your group you'll have to make some decisions concerning:

- Contents
- Structure
- Graphic design

You will have to reach certain agreements before getting down to work. Your strategies on group work and organization will be extremely useful. It may be a good idea to start up by reflecting on this.

Question 1

Getting ready for group work. Number the statements below according to the order you are going to follow in your group. This can help your team to start going.

Assign specific tasks to each group member	
Use brainstorming for ideas	
Set different steps for task organization	
Choose a team coordinator	
Decide on things that should be changed or improved	
Make a draft version first	
Appoint a spokesperson to represent your group and present your work	
Make your final version with everybody's contributions	
Set a deadline for the presentation of tasks	



Question 2

Once you have decided on the previous questions, it's time to get hands on. As a group you should agree on:

The order or steps you are going to follow. Discuss it in your group and write the result of your agreement below.

<p><i>This is what we have agreed in our group. We will start by</i></p> <p>_____ . Then</p> <p>we will _____.</p> <p>Finally we will _____.</p>
--

Question 3

Required tasks, people in charge and deadlines. Fill in the chart below with this information.

TASK	PEOPLE IN CHARGE	DEADLINE

Adjust the chart to your needs

Here is a table with some suggestions in case you need some "inspiration". Of course, this is just a guideline. You can take away or add any items you agree on.

CONTENTS	STRUCTURE	GRAPHIC DESIGN
<ul style="list-style-type: none">-School features-School life & activities-European school news-Culture & sightseeing in town-Useful information about transport (buses and trains schedules), recommended places to eat out...	<p>Basically, decisions on where different contents should be placed</p>	<ul style="list-style-type: none">-Two-page or three-page leaflet-Images and photographs to use (school, town, other important towns in your area, a map of the region...)-Template with specific spaces for texts and pictures

Question 4

If your group has followed all the steps above, you are ready to produce a draft. Use the template you have designed and **GO FOR IT!!**

Check the result within your group. Then, try and exchange drafts with two other groups and fill in the chart with your suggestions.

	OVERALL IMPRESSION		SUGGESTIONS
GROUP 1			
	THE BEST		
	WEAK PARTS		
GROUP 2			
	THE BEST		
	WEAK PARTS		

Question 5

This is the very last step. Ready for the final version? Get it ready and display the result in your classroom noticeboard.





STOP AND THINK!!

REFLECTING ON THE PROCESS

You have worked hard on this activity. But work needs to go hand in hand with reflection, so here is a quick questionnaire to make you aware of your progress and the different strategies you have been using. We encourage self-assessment through this activity. You will soon notice it makes a great difference in becoming both more responsible and autonomous regarding your own learning.

AS A GROUP WE MANAGED TO:		Totally fulfilled	Partly fulfilled
Reach certain agreements on what we wanted to include in our leaflet.			
Set criteria concerning both organisation and task assignment			
Exchange ideas and opinions and respect others' views			
Share information sources and linguistic knowledge and strategies			
Understand the spirit of team work and get involved in it through collaboration			
ON AN INDIVIDUAL BASIS, I MANAGED TO:		Totally fulfilled	Partly fulfilled
Use suitable words and phrases for the text type			
Use appropriate grammar			
Organize my ideas and writing properly, providing suitable sentence and paragraph structure			
Get help from different sources (dictionary, Internet, my group mates, the teacher...)			
Check for spelling, punctuation, synonyms, vocabulary suitability			

SOME EVIDENCE OF ALL THIS

EXAMPLES OF WORDS AND PHRASES I LEARNT

THINGS I MANAGED TO DO WELL

THINGS I STILL NEED TO WORK ON

ACTIVIDAD 10: READING/WRITING

THE WOODEN CAMERA

Our class has been invited to see a film at a very famous film festival. The film is in English, so our teacher has got some information about it from the Internet. We will work on it so that when we go to the cinema, it will be much easier for us to understand the story.



Kayelitsha, a town near Capetown, South Africa, after the end of the Apartheid. Two thirteen-year-old kids –Madiba and Siphophay along the railway line. A train passes by. A dead man is thrown from the train and falls down near their feet. The man has a case in his hands. Inside, the boys find a gun and a video camera. Siphophakes the gun and Madiba the camera.

Madiba makes a wooden box and hides the camera inside. He starts filming the township and its inhabitants. The town looks different, beautiful, through the camera.

Siphophfeels very important because he has a gun. He becomes a gang leader and commits crimes with some other kids. Madiba goes with him sometimes, but instead of crime, he is more interested in filming the luxurious life of the city that is so different from their lives.

In a bookstore, Madiba films a young white girl stealing a book. They look at each other. Going out of the store, she gives him the book with her name written inside it: Estelle.

Estelle’s father is a famous doctor. She lives in a traditional Capetownian white community. They still keep the old prejudices from the time of apartheid. Estelle wants to forget those prejudices and be a part of the new South Africa, but her family doesn’t like that.

She rebels and is helped by the non-racist views of Mr. Shawn, her music teacher who has taught music in the townships since before independence. Estelle often thinks of Madiba, the boy with his strange camera.

Question 1

What did the boys find near the railway line?

- A. A book and a gun
- B. A camera and a book
- C. A toy and a music box
- D. A camera and a gun
- E. I don’t know

Question 2

Where does Madiba meet Estelle?

- A. In a train
- B. In a music class
- C. In a bookshop
- D. At the cinema
- E. I don't know

Question 3

What is Mr. Shawn's job?

- A. He's a film director
- B. He's a teacher
- C. He's a doctor
- D. He's a book seller
- E. I don't know

Question 4

Match the characters on the left with the words on the right:

- | | |
|---------------------|-----------|
| A. Sipho | 1. Doctor |
| B. Madiba | 2. Book |
| C. Estelle | 3. Camera |
| D. Estelle's father | 4. Gun |
| E. Mr. Shawn | 5. Music |

Question 5

1. Where does Madiba hide the camera?

Answer

2. What does he film with it?

Answer

3. Does Sipho change after he gets the gun?

Answer

4. Do Sipho and Madiba still do things together?

Answer

Question 6

Complete the following sentences:

- A. In the case, there
- B. Madiba makes a wooden box because
- C. In the bookstore, Estelle
- D. With his camera, Madiba wants to
- E. Mr. Shawn helps Estelle to



TIME TO THINK

Now answer these questions about the activity:

How many times did you read the text?

Did you answer the questions in order?

Which was the easiest question?

Why?

Which was the most difficult question?

Why?





Now, you are going to write the end of the story. It is a good idea to divide the text into different paragraphs. Each paragraph may correspond to one of the main characters of the story: Siphiso, Madiba and Estelle.

To do this, you might find the following hints quite useful. You do not need to see the film, as you are going to create your own ending for the story.

Question 7

What happens to Siphiso?

- A. He gives the gun to the police. Why? When?
- B. He kills someone. Why? When?
- C. Someone kills him. Why? When?
- D. He becomes a criminal and
- E. He becomes famous because

Question 8

What happens to Madiba?

- A. He becomes a film director
- B. He meets Estelle again and
- C. He loses his camera. How?
- D. He becomes a member of Siphiso's gang and
- E. He learns to play a musical instrument. Which one? How?

Question 9

What happens to Estelle?

- A. She becomes a musician.
- B. She meets Madiba again and
- C. She leaves home. Why? Where does she go?
- D. She becomes a member of Siphiso's gang and
- E. She is caught shoplifting and

Question 10

The answers to the previous questions form the outlines of your story. With this information you can build up the end of the film, as you would like it. Remember to divide the text in different paragraphs, which will correspond to the different characters of the story. 60 or 70 words would be enough to explain what happens to the three characters. Now, it is your turn to write.

Paragraph 1 Sipho.....

Paragraph 2 Madiba.....

Paragraph 3 Estelle.....



TIME TO THINK

Now answer these questions about the activity:

Did you know that you could write the end of a story in English?

What steps did you take before writing the final text?

Have the steps helped you to organise your work?

Was it easier than trying to write the story straightaway?

Which parts of the writing have you found more difficult?
