DIDACTIC UNIT

“KNOWING ENGLISH LANDS”

Carmen Marote Ssanchis
Facultad de Filosofía y Letras (Universitat d’Alacant)
Lingüística Aplicada a la Enseñanza del Inglés
Curso 2011/2012
1. Justification

This didactic unit is based on the knowledge of the different English-speaking countries as well as their most typical customs or important figures. The didactic unit is thought and created for the second cycle of Secondary Education, nevertheless can be used as well in upper levels by adapting the themes in order to reach a higher level of difficulty. The unit covers a great amount of areas (vocabulary, some curiosities about the places, grammar related to the unit, listening and readings…) that make the students be interested in it and will consist in six lessons. The idea of this plan is making the students know the different places all over the world in which the English language is spoken besides the already known areas as the British or American ones.

The school in which the didactic unit would take place is in an urban high-school. The class will be about twenty-five students and will be sited during the last weeks of the third term.

Therefore, the unit starts with a low-medium level taking in account the previous knowledge and increases by the way that the lesson goes on. That makes the teacher to be able to build a way in which the students can feel comfortable to do on their own the last activities. The visual materials as the listening, reading and writing tasks are focused on the learning about the theme and on the fluency of the students in the carrying out of the exercises. Motivation is also an important part of the task.

2. Final Task of the unit

This didactic unit will help students and teacher to feel comfortable in class creating an appropriate atmosphere. The clear aims of the unit will guide to the final task. Afterwards the activities done in class, students are supposed to do in groups of at least five a research of a chosen theme made in class and an oral exposition. This final work will mark the 20% of the total grade of the unit (10% the work of research and 10% of the oral exposition).
3. Communicative Objectives

- To make students understand and being familiar with other cultures in a foreign language.
- To pronounce words of the vocabulary related to the theme properly.
- To improve the fluency in the oral language and the reading in class.
- To be able to work and interact in groups in a dynamic and non competitive way.
- To be able to carry out descriptions of unknown customs.
- To acquire oral, writing and listening skills and be comfortable with the usage.
- To construct grammatical structures correctly.
- To learn to write their own compositions with cohesion and coherence.
- To be autonomous and organized to make a more complex homework in groups.
- To be able to understand a more specific and technical language used by the teacher in class.

4. Table of Contents

The Spanish system of teaching English is based on the Basic Curricular Design (BCD) that contains the bases of the guideline that will serve to the teaching of the language. To teach properly the students I will follow the appropriate procedures of the Spanish curriculum specifically the one published by the Generalitat Valenciana in order to teach in a school belonging to the community.

The contents of my didactic unit will based on the skills and objectives that I want to obtain. The contents must be valid and useful, significant (with a logical internal structure) and adapted to the cognitive competence of the students.

The contents will be varied according to the procedure. The main contents that the students will practice are the following:
Language contents:

- Grammar
  - Use of the past simple and past continuous (as well as present tenses simple and continuous).
  - Particles of time (then, later, after, before, while...)
  - Use the verbs related to pass time (born, spend, pass...)
  - The verb use to and the difference with its past tense.
  - Expressions of time.

- Vocabulary
  - Customs, traditions...
  - Vocabulary related to the different English-speaking countries.
  - Vocabulary of life (of somebody important)
  - Pass time (holidays, travel, outside sports)
  - Difference between the different ways to name “fiesta” in English.

- Phonology
  - Pronunciation of past endings /-t/, /-d/, /-əd/ or /-d/.
  - Pronunciation of words ending in –tion.
  - Intonation and accentuation of words
  - Difference between /ʃ/ and /ʒ/ sounds

Oral skills and contents:

- Speaking:
  - Speaking with partners about what students think of a determinate theme (important person, a tradition of a country…)
  - Talk about a chosen theme in order to be able to give an oral presentation.
  - To give a speaking using the rules learned about pronunciation (past endings, phonological sounds, etc.)
  - Make questions to other students about the previous exercise.
- **Listening:**
  
  - To be able to listen and understand what the teacher says.
  - To make a listening from a CD at least three times and be able to complete the belonging exercises.
  - Listening “My holidays in Australia” and be prepared to find the missing words.
  - Listening “When I was young” and complete exercises with “use to” forms.
  - Listening to a conversation about other English-speaking countries.

**Writing skills and competences:**

- **Reading:**
  
  - Reading words about the different ways to name “fiesta” to be able to fill the gaps of the next exercises.
  - Reading a text about some important figures of America and Britain and talk about how many of those figures the students knew.
  - Reading sentences with past tenses and particles of time.
  - Read a text “Somebody important” and complete the exercises.
  - Reading words aloud and pronouncing it properly.

- **Writing:**
  
  - Writing words and phrases using the past tenses learned and the expressions of time.
  - Writing sentences with the “used to” form.
  - Writing a composition of about 130 words.
  - Writing a paragraph about a festivity or festival of your town/city/country and the comparison with one of the English ones.
  - Make sentences about your free time, holidays, likes and dislikes.
  - Make sentences: “I was born…”
**Socio-cultural acquisitions:**

- **Concepts:**
  - Information about other English-speaking countries.
  - Customs of those different countries.
  - Knowledge of important English-native figures.

- **Scheme:**
  - To be able to talk about a recent known character.
  - To write properly and in a politeness manner.
  - To speak fluently about a prepared theme.

- **Student’s attitudes:**
  - To awake the curiosity of other countries and customs.
  - To have an active participation in class.
  - Not to be worried about the mistakes, but to give importance to the participation.

---

**5. Methodology**

My pedagogic methodology in this didactic unit is going to be this one that could be the best to make the students enjoy and like the subject, apart from acquiring the knowledge that the level require and be able to work as a group.

Methodological objectives:

- Teaching in secondary level should be adapted to different rhythms of acquisition and learning.

- The communicative approach will be the most employed in class. This approach will make the students feel more comfortable and see the language not as an obligation but as something useful.

- Contents will be organized and made to increase the level lesson by lesson being separated in: reading, listening, writing and speaking.

- Language is above all a tool of communication, for that reason is necessary to learn how to write and how to speak properly.
6. Resources

The resources employed in class will be those adequate to make the students find the lessons close to the reality.

- Audiovisual supports: recordings, photographs, projected videos, blackboard and other materials of this style that favor the acquisition of the language to the students.
- Student’s and work book, photocopies with exercises and dictionary.

Having a diversity of resources helps the students to be more interested and motivated with the classes and the process of learning. Different kinds of materials and aids are good for students in order to learn in a dynamic way.

7. Assumed knowledge of the students

Since the didactic unit will be taken place in the last weeks of the year, the assumed knowledge will be related to the previous didactic units, taking into account that they have already learned themes such as sports, some entertainment, vocabulary related to food and cooking, and animals. For that reason the students should be comfortable in the previous lessons. In the ambit of grammar, they should be used to:

- Sentences with present tenses (simple and continuous).
- Introduced to modals such as can, may, should, could, must and their negative form.
- “Wh” questions.
- Expressions of opinion.
- Basic connectors: however, nevertheless...
- Pronunciation of vowels and consonants which are not difficult for the Spanish learner.
- Countable and non-countable nouns.

Despite that the students should be already introduced in those themes, is important the constant review in order to establish a solid base of knowledge.
8. Anticipated problems

The problems that may appear in this didactic unit are:

- Difficulty in the phonemes.
- Problems at the time to understand the audios made by natives.
- Troubles to speak in public.
- Difficulty in the correct pronunciation of past endings.

9. Planning of pedagogical task for each lesson

1ST LESSON

<table>
<thead>
<tr>
<th>TYPE</th>
<th>PURPOSE</th>
<th>BASED ON</th>
<th>TIMING</th>
<th>INTERACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOCABULARY</td>
<td>To give a list of vocabulary related to customs and traditions.</td>
<td>1. The teacher will explain the vocabulary that will be given in class.</td>
<td>5’</td>
<td>TEACHER AND STUDENTS</td>
</tr>
<tr>
<td>PRESENTATION</td>
<td></td>
<td>2. Learners have to match the definition with the words given in the exercise.</td>
<td>5’</td>
<td>STUDENTS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Students have to listen a recording and select the word related to what are talking about in the audio.</td>
<td>5’ approx.</td>
<td>STUDENTS</td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>To listen “My holidays in Australia” three times.</td>
<td>1. On the first play, students have to fill the gaps with the words of the vocabulary learned.</td>
<td>5’</td>
<td>STUDENTS</td>
</tr>
<tr>
<td>LISTENING</td>
<td></td>
<td>2. The second play students will have to</td>
<td>5’</td>
<td>STUDENTS</td>
</tr>
</tbody>
</table>
answer an “a, b or c” test.

3. The last time of the listening will consist in answering some questions about the audio.

| CONTROLLED WRITING | To write a short composition with student’s own knowledge of English. | Students have to write a short essay about a festivity in their town with the vocabulary given in class. | 10’ | STUDENTS (work in pairs) |

| SPEAKING/READING | To read what students have written. | Learners have to read their own composition aloud and discuss it in class with the classmates. | 10’ | STUDENTS (teacher as a moderator) |

2ND LESSON

<table>
<thead>
<tr>
<th>TYPE</th>
<th>PURPOSE</th>
<th>BASED ON</th>
<th>TIMING</th>
<th>INTERACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOCABULARY PRESENTATION</td>
<td>To give a list of other countries with English as an official or second language.</td>
<td>Students will read and pronounce the names of those English-speaking countries.</td>
<td>5’</td>
<td>TEACHER AND STUDENTS</td>
</tr>
</tbody>
</table>

| CONTROLLED LISTENING | To listen an audio about the English-speaking zones. The audio will be played three times. | 1. Students have to settle in the map the countries that people of the listening are talking about. | 5’ | STUDENTS |
|                       |                                                           | 2. Learners have to answer some short questions about the |         |             |
3. Learners have to complete a questionnaire. 5’ STUDENTS

| GRAMMAR/WRITING | To explain the past tenses simple and continuous. | Learners will complete a list of exercises about the past tenses: 1. Students have to write 10 sentences. 2. Learners have to fill in the gaps the verbs given with the past form. | 5’ TEACHER STUDENTS |
| PHONETICS | To explain the rules of the past tense’s pronunciation. | 1. Students have to repeat and pronounce aloud the words properly. 2. Students have to fill in the gaps the sound that correspond to each word in past. | 5’ TEACHER AND STUDENTS |
| FREE PRACTICE WRITING | To write a short composition with the rules learned in class | Students have to write about what they prefer with their own knowledge. | 5’ STUDENTS |
3<sup>rd</sup> Lesson

<table>
<thead>
<tr>
<th>TYPE</th>
<th>PURPOSE</th>
<th>BASED ON</th>
<th>TIMING</th>
<th>INTERACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOCABULARY</td>
<td>To explain some verbs related to “pass time” and “free time”.</td>
<td>Students will have to complete some exercises filling the gaps with the verbs.</td>
<td>8’</td>
<td>TEACHER AND STUDENTS</td>
</tr>
<tr>
<td>GRAMMAR /WRITING</td>
<td>To explain the expression “use to” and “used to”.</td>
<td>1. Learners have to complete some exercises with those expressions.</td>
<td>5’</td>
<td>TEACHER AND STUDENTS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Students have to write about 10 sentences with “use/used to”</td>
<td>7’</td>
<td>STUDENTS (work in pairs)</td>
</tr>
<tr>
<td>LISTENING</td>
<td>To listen the audio “When I was young”.</td>
<td>1. Students have to complete the exercise filling the gaps.</td>
<td>5’</td>
<td>STUDENTS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Learners have to complete the sentences about the listening.</td>
<td>5’</td>
<td>STUDENTS</td>
</tr>
<tr>
<td>READING</td>
<td>To read the text “Somebody important”</td>
<td>After the reading the students have to complete some exercises related to the text.</td>
<td>10’</td>
<td>STUDENTS</td>
</tr>
<tr>
<td>CONTROLLED WRITING</td>
<td>To write a short composition (three paragraphs, about 130 words)</td>
<td>Write about “What you used to do when…?”</td>
<td>10’</td>
<td>STUDENTS</td>
</tr>
<tr>
<td>TYPE</td>
<td>PURPOSE</td>
<td>BASED ON</td>
<td>TIMING</td>
<td>INTERACTION</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>VOCABULARY</td>
<td>To learn vocabulary about somebody’s life</td>
<td>Learners have to complete some exercises with the vocabulary given.</td>
<td>5’</td>
<td>STUDENTS</td>
</tr>
<tr>
<td>READING</td>
<td>To read about somebody important life.</td>
<td>Students have to read a text and complete some exercises.</td>
<td>10’</td>
<td>STUDENTS</td>
</tr>
<tr>
<td>PHONETICS / SPEAKING</td>
<td>To learn how to pronounce /ʃ/ and /ʒ/ sounds.</td>
<td>Students have to listen and repeat the words given.</td>
<td>8’</td>
<td>STUDENTS</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>To learn particles of time (then, later, while…)</td>
<td>Students have to complete the sentences with the words learned.</td>
<td>7’</td>
<td>STUDENTS</td>
</tr>
<tr>
<td>WRITING</td>
<td>To write about student’s likes and dislikes.</td>
<td>Learners have to write from 10 to 15 lines about holidays, likes and dislikes, free time…</td>
<td>10’</td>
<td>STUDENTS</td>
</tr>
<tr>
<td>VOCABULARY</td>
<td>To learn vocabulary about “fiesta”.</td>
<td>Students have to complete the exercises</td>
<td>5’</td>
<td>STUDENTS</td>
</tr>
<tr>
<td>WRITING / HOMEWORK</td>
<td>To write a short composition.</td>
<td>Students have to write more or less a paragraph about a festivity. (explanation)</td>
<td>5’</td>
<td>STUDENTS</td>
</tr>
</tbody>
</table>
### 5th Lesson

<table>
<thead>
<tr>
<th>Type</th>
<th>Purpose</th>
<th>Based On</th>
<th>Timing</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar / Vocabulary</td>
<td>To learn verbs related with the pass of the time.</td>
<td>Complete the exercises with the words learned.</td>
<td>5’</td>
<td>Students</td>
</tr>
<tr>
<td>Speaking</td>
<td>To talk with partners about the previous exercise and their own experience of life.</td>
<td>Students have to talk about themselves.</td>
<td>15’</td>
<td>Students (in groups of three)</td>
</tr>
<tr>
<td>Reading</td>
<td>To read their compositions.</td>
<td>Read the compositions of homework.</td>
<td>10’</td>
<td>Students</td>
</tr>
<tr>
<td>Writing</td>
<td>To fill the gaps with the expressions learned the day before.</td>
<td>Fill the gaps with the vocabulary of festivities.</td>
<td>5’</td>
<td>Students</td>
</tr>
<tr>
<td>Grammar</td>
<td>To learn the adverbs of frequency (sometimes, hardly ever…)</td>
<td>Students have to complete the exercises with the words learned.</td>
<td>5’</td>
<td>Students</td>
</tr>
<tr>
<td>Writing / Vocabulary</td>
<td>Review of vocabulary</td>
<td>Students have to write sentences with the vocabulary learned.</td>
<td>10’</td>
<td>Students (in pairs)</td>
</tr>
</tbody>
</table>
6\textsuperscript{TH} LESSON

<table>
<thead>
<tr>
<th>TYPE</th>
<th>PURPOSE</th>
<th>BASED ON</th>
<th>TIMING</th>
<th>INTERACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORAL PRESENTATION</td>
<td>Students have to demonstrate their oral competences learned using the vocabulary and verbs used in class apart from those that they already knew.</td>
<td>The oral presentation consists of the talk of a chosen theme by the learners. They have 10 minutes per group to talk about what they have researched.</td>
<td>50’</td>
<td>STUDENTS (groups of at least 5)</td>
</tr>
</tbody>
</table>

10. Evaluation criteria

The evaluation will consist in the whole didactic unit but taking into account some aspects as the presentation of exercises, the attitude of students, the interest showed with the learning of the themes presented in class. In order to get a more precise knowledge of the level that the students present, I will give him a kind of evaluation about the previous knowledge and, in this way, I will be able to observe the student’s evolution on the process of learning. The activities and exercises presented in the didactic unit allow me to know, not only the level of knowledge of the students, but also the next points important in the evaluation of these unit:

- The capacity of students to read aloud and the comprehension of texts.

- The quality of their pronunciation and their capacity to imitate the sounds properly.

- The level of oral production and comprehension.

- Their attitudes with their partners and the capacity to work in group and individually.

Daily work will be pointed and evaluated in order to have a monitoring of the individual evolution. I am going to evaluate the work of students in class but also the homework and the capacity to work on their own, if they use English to communicate between them in class or if, as the contrary, they use their mother tongue. The percentage of the mark that I am going to give to this kind of evaluation will be the
20%. The final oral presentation will count a total of another 10% of the final mark and the final exam of this didactic unit will mark the 70% of the total.

11. Attention to students with specific educational needs.

Learners have a different level of knowledge and different styles of learning. The most important is convincing, make them know and understand that this is not a punishment, but a help, a manner to improve their knowledge of the language. In order to help students to raise the level required, those are the activities proposed:

Reinforcement activities:

Some additional activities related with the theme given in class like writing some vocabulary, to make a list, a kind of dictionary of their common mistakes to allow them not to commit it again. To write some compositions telling their preferences, activities that they like, affinities, hobbies in order to make them write English in a comfortable and enjoyable environment.

Extra material:

The students that finish their exercises and demonstrate to have a superior level or a easily and fast way to learn will have the opportunity to complete some extra material. The material will consist in a review of vocabulary and some synonyms related to this vocabulary raising the level of difficulty. Another kind of activity will consist in complete text with words missing, soup of letters, inventing stories etc.


http://www.myenglishpages.com

http://www.english-at-home.com/grammar/time-expressions-in-english/


**DIDACTIC UNIT: KNOWING ENGLISH LANDS.**

LESSON 1

1) **Match the words given below with their meaning.**

1. Holiday  
2. Festival  
3. Festivity  
4. Vacation  
5. Parade

A. A public march, especially one celebrating a special day or event.  
B. A holiday period between terms in schools or work.  
C. A day of festivity or recreation when no work is done.  
D. A day or period of celebration, typically for religious reasons.  
E. Celebratory activities or events.

2) **What are talking about those speakers? Listen and match.**

<table>
<thead>
<tr>
<th>Parade</th>
<th>Vacation</th>
<th>Festival</th>
<th>Holiday</th>
<th>Festivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1:</td>
<td>Speaker 3:</td>
<td>Speaker 5:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker 2:</td>
<td>Speaker 4:</td>
<td>Speaker 6:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3) “My holidays in Australia”. Listen and complete the exercises:

A) **Fill the gaps with the vocabulary of the lesson. What the speaker says?**

- It’s amazing to see those people walking on the _________.  
- My mother is on her work’s _________.  
- I have three months of _________ at school.  
- There is an annual _________ in that place.

B) **Complete the test:**

- **Emily is in:** a) Sydney  b) Melbourne  c) Canberra
- **She’s going to spend:** a) a week  b) a month  c) a weekend
- **Her mother likes:** a) the parades  b) shopping  c) the food
- **Emily’s brother is lost in:** a) the street  b) the parade  c) the airport
C) Answer those questions about the text:

- What happens in the airport when she arrives to Australia?
- What is the first thing that she sees in the hotel?
- How many bands participate in the parade?
- Is she happy to be in Australia? Why?

4) Write a short composition about a festivity in your town. You can use the dictionary.

5) After writing, share with your classmates your festivity.

LESSON 2

1) Listening. Listen the audio and complete the exercises.
   A) Set on the map the countries:

   B) Complete some questions about the listening:

   - Why people speak English in South-Africa?
   - Who sent prisoners to Australia?
   - Which is the other language spoken in Canada?

   C) Complete the questionnaire:

   - How many of these places do you know?
   - Do you think that English is a useful language? Why?
   - Why in Europe English is so important?

2) Write a list of ten sentences using the past simple and continuous.
3) Fill the gaps of the sentences using the past tense that corresponds.
   - We_____ (drive) down the motorway when _____ (see) the accident.
   - My granddad_____ (go) to sleep while he _____ (watch) TV.
   - It ___(rain) when we ____(leave) school.
   - While she _____(wait) for the bus, somebody ____ (steal) her mobile.
   - Where ____ (John/be) while you ____ (tidy) his room?
   - Where ____ (you/go) when I ____(see) you in town?

4) Fill in the gaps the sound that corresponds to the past ending of these verbs:
   Worked__  Advised__  Played__  Liked__
   Watched__ Answered__ Learned__ Shopped__
   Accepted__ Joined__ Studied__ Snowed__

5) Write a composition about your own affinities. (About 100 words).

LESSON 3

1) Complete the sentences with the verbs given in the correct tense.
   Spend              Enjoy              Relax              Prefer              Waste
   - I hate _____ my time doing anything.
   - She _____ a lot when she rides a bike.
   - My brother _____ football than basketball.
   - I _____ more than two hours practicing sports.
   - It’s very _____ a shower after an effort.

2) Complete the sentences with the expression use/used to in affirmative or negative.
   - My dad ____ (work) in a factory, but now he ____ (be) a fire-fighter.
   - There ____ (be) a train station in our town, but there ____ (not be) one anymore.
   - We ____ (live) in block of flats, but we ____ (live) in a house now.
   - There ____ (not be) a motorway near our village, but there ____ (be) one now.
- When he was little he ____ (love) sweets, but now he ____ (hate) them.
- Mandy ____ (not like) reading, but now she ____ (read) all the time.

3) Write about Mike’s childhood using use or used to affirmative or negative.

1. Have a cat
2. Have fair hair
3. Wear classes
4. Have long hair
5. Play football
6. Wear short trousers
7. Play computer games
8. Don’t go out with friends
9. Argue a lot with his mother
10. Be bad student.

4) Listen “When I was young” and complete the exercises.

A) Fill the gaps.
- I ______ play computer games with my brother
- My mother ______ sing while she was cooking.
- I ______ swimming.
- I never _____ my homework.
- Sometimes I ______ tidy my bedroom.

B) Complete the sentences.
Mark used to go…
Lucy never used to …
Carol used to … but now she never…
Paul used to… and now he wants to….
5) Read the text “Somebody important” and complete the exercises.

**William Shakespeare**: he was born in Stratford-upon-Avon, in England in 1564. At 18 years of age, Shakespeare married Anne Hathaway, a lady seven or eight years older than he. After that, Shakespeare was an established playwright in London, where he wrote his poems and sonnets. His fame was well-known and helped to build The Globe Theatre, which was burned down, but Shakespeare remained wealthy and contributed to the building of the new Globe Theatre. Shakespeare died on April 23, 1616, day which is commemorated.

**Jack Kerouac**: he was born in 1922, Massachusetts, USA, and he was a poet and novelist. He’s considered one of the most important writers of US in the XX century. The most important work of Kerouac is *On the road*, regarded as the manifesto of the beat generation and tells the story of the author’s travels by the United States. He died in 1969, early, but his influence remained in the hippie movement.

**Thomas Alva Edison**: he was an inventor from the United States. He was born in 1847. Despite the fact that he was considered an inefficient student, it is true that he made more than a thousand inventions. He was the responsible of the creation of the phonograph, one of his most important creations. He also contributed a lot to the industry of the cinema and his creations are really important for the evolution of Europe and US in the XIX century.

A) Who was William Shakespeare?  
B) What did he founded?  
C) What was the influence of Jack Kerouac?  
D) In what consisted his book *On the road*?  
E) Who was Edison?  
F) What is the most important invent of Edison?  
G) In what contributed Thomas Edison?

6) Write a short composition (130 words). What you used to do when…?

**LESSON 4**

1) Complete the exercise with the words of the vocabulary.
   2. Edison _______ to the industry of cinema.  
   3. Jack Kerouac ______ most of the time traveling.  
   4. Johanna _______ to Mexico when she was 12.  
   5. Shakespeare _______ Anne Hathaway at 18.  
7. Edison _____ lots of things that are useful nowadays.
8. Kerouac _____ to the *Beat Generation*.

2) **Read the text and complete the exercises.**

*Henry VIII:* he was a monarch, king of England in the XVI century and belonged to the Tudor Dynasty. He had a lot of marriages and he was the responsible of the separation of the Church of England to the Roman Catholic Church. He established himself as the Head of the Church and ordered to dissolve monasteries. Henry VIII had an absolute power and is famous apart from his numerous marriages, for his huge political influence with France and the country of England.

*Guy Fawkes:* he was British, born in York, 1606. He travelled to Spain in order to support to the Catholic rebellion. He’s famous for his intent of destroying the Parliament and killing the king James I with barrels of gunpowder. Nowadays, every 5th of November, his death and his failure is commemorated in England with lots of fireworks and rag dolls simulating him. We can see a great relation in the film *V for Vendetta*.

*William Caxton:* he was an English diplomatic, writer and printer that brought the first printer press to Britain. He contributed a lot to the diffusion of the literature. He printed English book as well as French ones, the most important are *The Canterbury Tales* and *Le morte d’Arthur*.

*Margaret Thatcher:* she was a British politician and Prime Minister of the United Kingdom in 1979, the first female British Prime Minister and the longest of the XX century. Thatcher had strict conservative policies and earned his name of “Iron Lady”.

A) What did Henry VIII in his time of king?
B) Of which dynasty belonged the king?
C) What is celebrated the 5th of November?
D) Why is so important William Caxton in England?
E) Who was Margaret Thatcher?

3) **Complete the sentences with the words given.**

Nowadays – At the time – After – Before – Then –

By the time – Ago – While – Later.

1. I went to the shower _____ I run an hour.
2. _____ you called me, I was thinking about calling you.
3. _____ she was having breakfast, the postman arrived.
4. Mary went to Ireland five years ____.
5. She went to do the washing, ______ she tidied her room.
6. ______ nurses are well regarded.
7. ______ I live in a small town.

4) Write about your likes and dislikes. 10 to 15 sentences

5) Observe the different ways to name “fiesta” in English and complete the sentences with the new and the already learned vocabulary.
   Party – Holiday – Carnival – Rite –
   Banquet – Festival – Masquerade – Parade

   - A ______ is a party where people dress as different characters.
   - A ______ is an annual period of public processions, music, dancing, etc.
   - A ______ is a day of festivity when no work is done.
   - A ______ is an elaborate and formal meal for many people.
   - A ______ is a period of celebrations, specially religious.
   - A ______ is a public procession celebrating a special event or day.
   - A ______ is a religious or other ceremony or act.
   - A ______ is a social gathering inviting guests.

6) Write a composition about an English festivity.

LESSON 5

1) Complete the exercises with the proper verbs.

   - She _____ part of his live in a small town.
   - My cousin _____ in Manhattan.
   - My mother _____ my father when she was 19.
   - John was _____ in 1991.
   - Sophia _____ to London and stayed there 5 years.

2) Speak with your partner about your own experience of time.

3) Fill the gaps with the expressions learned on the previous lesson.

   - I was sleeping _____ a noise awoke me.
   - My sister went to France one month ______
   - I went to a boring ______, people did anything.
- The _____ in my town are full of funny dresses.
- She went to a public _____ but she didn’t know and went without custom.

4) **Rewrite the sentences and put them in the correct order.**

1. to the mountains / never / we / go

   *We never go to the mountains*

2. often / she / write to me / doesn’t

3. play football / on Saturday afternoons / the boys / always.

4. usually / arrives late / the bus

5. go to bed before 11 / hardly ever / I

6. never / drinks coffee in the evening / she

7. rarely / read books / she

8. never / John / do his homework

5) **Write at least 10 sentences with all the vocabulary learned.**

   LESSON 6

   1) Expose a chosen theme of an important character to the class. Do it in groups and not last more than 10 minutes.