

**INGLÉS 3º ESO A Y 3º ESO B**

**TAREAS MAYO**

(Profesora: Lucía)

**UNIDAD 7: THE FUTURE**

1) Contenido: Adquisición de vocabulario de la unidad 7.

Ejercicio: *Workbook* – vocabulary page 108, translation of sections “*Sports qualities*”, “*Household jobs*”, “*Social networks*” and “*False friends*”. Students can use a printed version of a dictionary or an electronic one, which contributes to the promotion of ICT’s: <https://www.wordreference.com/> (Vocabulario página 108 del *Workbook*, traducción de las secciones mencionadas. Los estudiantes pueden utilizar diccionario en papel o electrónico).

2) Contenido: Práctica de vocabulario de la unidad 7.

Ejercicios: *Workbook* – página 109, ejercicios 1, 2 y 3.

3) Contenido: Práctica de las destrezas de leer y escuchar.

Ejercicio: *Student’s Book* – página 88, ejercicios 1 y 2. Antes de la realización de los ejercicios, los estudiantes tienen que leer y escuchar el texto.

4) Contenido: Introducción mediante un vídeo de animación a la gramática de la Unidad 7 (*The future: will and be going to*).

Ejercicio: Visionado del video titulado “Grammar Animation – Will/To be going to” disponible en la Mediateca y enviado por correo electrónico. También pueden consultar las tablas con la explicación gramatical en la página 110 del *Workbook*.

5) Contenido: Enfoque gramatical inductivo. Se ponen ejemplos y, a partir de su análisis y observación, se trata que el alumno deduzca la regla mediante la realización de ejercicios.

Ejercicio: *Student’s Book* – página 89, ejercicio 3.

6) Contenido: Práctica gramatical.

Ejercicios: *Student's Book* – página 89, ejercicios 4, 5 y 6. Este último incluye un audio que tiene una doble función; por un lado ayuda a practicar la destreza de escuchar y, por otro, a corregir el ejercicio.

7) Contenido: Práctica de las destrezas de leer y escuchar.

Ejercicios: *Student's Book* – página 92, ejercicios 1, 2 y 3. En el primero tienen que escuchar y completar las frases. En el segundo tienen que leer y escuchar el texto y elegir el título adecuado. En el tercero, decir si las frases son verdaderas o falsas y transformar las falsas de forma que se conviertan en verdaderas.

8) Contenido: Enfoque gramatical inductivo de la segunda parte de la gramática relacionada con el futuro (*present continuous and present simple for future arrangements and future continuous*). Se ponen ejemplos y, a partir de su análisis y observación, se trata que el alumno deduzca la regla mediante la realización de ejercicios.

Ejercicio: *Student's Book* – página 95, ejercicios 4, 5 y 6.

9) Contenido: Práctica de la destreza de escribir (*a blog entry*).

Ejercicios: *Student's Book* – página 96, ejercicios 1, 2, 3 y 4. Siguiendo el texto modelo y utilizando el *Writing Plan* como guía, tienen que escribir un texto.

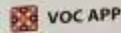
## FUNCIONAMIENTO

- ❖ **FECHA LÍMITE DE ENTREGA.** Los estudiantes tienen dos semanas, **hasta las 12 de la noche del viernes 29 de mayo de 2020**, para entregar estos ejercicios.
- ❖ **FORMA DE ENTREGA.** Foto de los ejercicios realizados en el cuaderno y/o libro o documento Word como justificante de que el alumno/a ha trabajado los contenidos. **Envío en un único correo electrónico** a la siguiente dirección: [luciaingles.mateoaleman@gmail.com](mailto:luciaingles.mateoaleman@gmail.com). Si las fotos pesan mucho y no es posible entregarlas en un único correo electrónico será necesario comprimirlas.

- ❖ **CORRECCIÓN.** Transcurrido el plazo de entrega, anotaré quién ha trabajado y subiré los ejercicios resueltos a la Mediateca para que los alumnos puedan autocorregirse. En el proceso de autocorrección, aprenden a gestionarse y a controlar su propio proceso de aprendizaje, tal y como recoge una de las competencias clave de la LOMCE: **la competencia para aprender a aprender (CPAA)**. Ésta desemboca en un aprendizaje cada vez más eficaz y autónomo.
  
- ❖ **RESOLUCIÓN DE DUDAS.** Cuando los alumnos corrijan los ejercicios, pueden ponerse en contacto conmigo por correo electrónico para consultar las dudas que tengan.
  
- ❖ **EVALUACIÓN.** No recibirán una nota numérica por la correcta realización de estas tareas. **Se tiene en cuenta quién las hace y las entrega en tiempo y forma.**

**WORKBOOK**

**7 Vocabulary reference**



**Sports qualities**

- accuracy (n) /'ækjərəsi/
- balance (n) /'bæləns/
- coordination (n) /kəʊ,ɔ:di'neɪʃn/
- flexibility (n) /,fleksə'bɪləti/
- resistance (n) /rɪ'zɪstəns/
- speed (n) /spi:d/
- strength (n) /streŋθ/
  
- beat (v) /bi:t/
- compete (v) /kəm'pi:t/
- draw (v) /drɔ:/
- improve (v) /ɪm'pru:v/
- take the lead (v) /,teɪk ðə 'li:d/

**Household jobs**

- change the sheets (v) /tʃeɪndʒ ðə 'ʃi:ts/
- clean the worktop (v) /,kli:n ðə 'wɜ:k'tɒp/
- close the blinds (v) /,kləʊz ðə 'blaɪndz/
- cut the grass (v) /,kʌt ðə 'grɑ:s/
- do the washing (v) /,du: ðə 'wɒʃɪŋ/
- empty the bin (v) /,empti ðə 'bɪn/
- mop the floor (v) /,mɒp ðə 'flɔ:(r)/
- set the table (v) /,set ðə 'teɪbl/
- vacuum the carpet (v) /,vækjuəm ðə 'kɑ:pɪt/
- wash the dishes (v) /,wɒʃ ðə 'dɪʃɪz/

**Social networks**

- cutting-edge (adj) /,kʌtɪŋ 'edʒ/
- post (v) /pəʊst/
- profile picture (n) /'prəʊfaɪl ,pɪktʃə(r)/
- share (v) /ʃeə(r)/
- status update (n) /'stetəs ,ʌpdeɪt/
- upload (v) /,ʌp'ləʊd/

**Word builder: -ing form as a subject**

- find out (v) - finding out (n) /,faɪnd 'aʊt/ / /,faɪndɪŋ 'aʊt/
- get up (v) - getting up (n) /,get 'ʌp/ / /,getɪŋ 'ʌp/
- set up (v) - setting up (n) /,set 'ʌp/ / /,setɪŋ 'ʌp/
- work (v) - working (n) /wɜ:k/ / /'wɜ:kɪŋ/

**Learn it!**

**False friends**

- carpet (n) /'kɑ:pɪt/
- folder (n) /'fəʊldə/

**Functional language**

**Preparing for travel**

- Where are you flying to?
- Would you like a window or an aisle seat?
- Has anyone interfered with your bags since you packed them?
- Do you have any hand luggage?
- How many stops is that?
- Which ... does the ... leave from?
- Is the ... on time?

VOCABULARY PRACTICE (página 109)

Spectrum Workbook 3 - Teacher

marupia@blinklearning.com/useruploads/r/c/2646450/imported/book/reader.html#/item/ITEM-80-119-REGULAR-80-119\_Spectrum\_WB3\_109-0

Grammar and Vocabulary reference and practice

7 Vocabulary practice Exercise 1

Find the words to complete the sentences.

We were winning for the first 80 minutes. Then the other team scored and took the lead \_\_\_\_\_.

1 If we don't \_\_\_\_\_, we won't be in the first division next season.

2 You need amazing \_\_\_\_\_ to be good at salsa dancing.

3 I'm \_\_\_\_\_ in a national athletics competition.

4 We haven't got the \_\_\_\_\_ to lift 20 kg. Can we start with 10 kg?

5 What's more important for Tour de France cyclists: resistance or \_\_\_\_\_?

b h k e a d h i p t w c o o r d i n a t i o n b s a d i m p t o v e m e k k p p e s t r e n g t h n k p v s a d e e d e g b s c o m p e t i n g y h k

Spectrum Workbook 3 - Teacher

marupia@blinklearning.com/useruploads/r/c/2646450/imported/book/reader.html#/item/ITEM-80-119-REGULAR-80-119\_Spectrum\_WB3\_109-1


Grammar and Vocabulary reference and practice


7 Vocabulary practice Exercise 2


Match the verbs to the pictures.


change close empty


set vacuum wash


 cut the grass


1  the table

2  the carpet

3  the dishes

4 

5 

6 

Spectrum Workbook 1 - Teacher

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## Grammar and Vocabulary reference and practice

7 Vocabulary practice Exercise 3

Complete the words.

**Social networking**  
for technophobes

So you want to keep in touch with your friends and family, but you think cutting-edge (6 + 3 letters) technology is frightening ... Don't worry! Just follow these simple instructions and you'll soon be online.

- 1 Choose a social network and create your account.  
You'll need a digital photo to use as your (1) p \_\_\_\_\_ p \_\_\_\_\_ (6 + 6 letters)
- 2 Find other people that you know and ask them to be your friend.
- 3 Write a sentence to say hello and (2) p \_\_\_\_\_ (3 letters) it.  
You've created your first (3) s \_\_\_\_\_ u \_\_\_\_\_ (5 + 5 letters)!
- 4 Now you're ready to start enjoying your social network. Why not (4) u \_\_\_\_\_ (5 letters)

## GRAMMAR THEORY (página 110)

7 Grammar reference

### Future with will

<b>Affirmative</b>	He <b>will</b> go.
<b>Negative</b>	They <b>won't</b> go.
<b>Questions</b>	<b>Will</b> you go?

Will is used with the infinitive of the verb without to. The form is the same for all subject pronouns.  
He **will play** in the match.  
The negative form is will not. Will not is often contracted to won't.  
I **will not arrive** on time. = I **won't arrive** on time.

**Uses**  
We use will and won't to give our opinion about the future and make predictions. These predictions are based on what we believe, not on external evidence (see be going to).  
We'll **have** a good time at the weekend.  
We also use will when we make spontaneous decisions.  
It's hot. I'll **open** the window.

### Future continuous

<b>Affirmative</b>	Tomorrow at this time I'll <b>be relaxing</b> on the beach. I really need a holiday!
<b>Negative</b>	They <b>won't be waiting</b> for me at the airport when I arrive.
<b>Questions</b>	<b>Will you be staying</b> with your aunt in Rome?

**Use**  
We use the future continuous to describe an event that will be in progress at a particular time in the future.

### Indefinite pronouns

	Affirmative	Negative and questions
<b>Things</b>	something everything nothing	anything
<b>Places</b>	somewhere everywhere nowhere	anywhere

### Future with be going to

<b>Affirmative</b>	I'm <b>going to</b> stay here. He / She / It's <b>going to</b> stay here. We / You / They're <b>going to</b> stay here.
<b>Negative</b>	I'm <b>not going to</b> stay here. He / She / It <b>isn't going to</b> stay here. We / You / They <b>aren't going to</b> stay here.
<b>Questions</b>	<b>Am I going to</b> stay here? <b>Is he / she / it going to</b> stay here? <b>Are we / you / they going to</b> stay here?

**Use**  
We use be going to / not going to to talk about plans and decisions for the future.  
We're **going to** go rock climbing at the weekend.  
We use be going to to make predictions based on external evidence that we can see or know about now.  
He's diving too fast. He's **going to** have an accident!

	Affirmative	Negative and questions
<b>Things</b>	something everything nothing	anything
<b>Places</b>	somewhere everywhere nowhere	anywhere
<b>People</b>	someone / somebody everyone / everybody no one / nobody	anyone / anybody

**Uses**  
Indefinite pronouns with some- and any- refer to things, people and places without saying exactly what or who they are.  
There's **someone** in the kitchen.  
Is there **anything** in the fridge?  
Everything, everyone / everybody and everywhere mean 'all things', 'all people' and '(in) all places'.  
She's already been **everywhere** in Europe!  
We use nothing, no one / nobody and nowhere with an affirmative verb form to refer to 'no things', 'no people' or 'no places'. We can also use anything, anyone / anybody and anywhere and a negative verb. The meaning is the same.  
There's **nobody** here. = There **isn't anybody** here.

110 Unit 7 A top improvement

## The sports stars of the future?

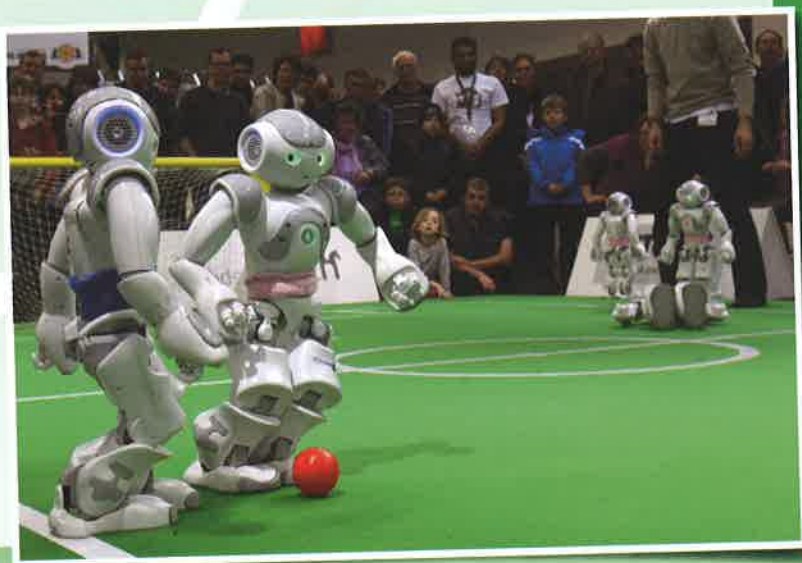
Israel and Australia are drawing 1–1 in a football match. The referee gives Israel a penalty. The Australian fans complain about the decision, but the players don't. The Israeli player shoots and scores to take the lead. The Israeli fans celebrate, but the players don't. That's because all the players are robots.

The robots are competing in RoboCup, an international tournament with 2,500 participants. RoboCup is the world championship of robot football. It takes place in a different country every year and attracts over 40,000 spectators. There are different matches for small, large and humanoid robots.

10 The organizers of RoboCup think that in 2050 robots will beat humans in football tournaments. But how realistic is their prediction? One expert thinks that a three-year-old child could beat the robot footballers at the moment because robots often lose their balance and fall over. Also, they don't have good coordination and they don't always control the ball very well.

The first RoboCup was in 1997.

- 15 Since then, the robots have improved a lot and after every competition the scientists make more improvements. 'We're going to make a few technical
- 20 improvements for next year,' says one of the scientists. 'We're also going to focus on teamwork and decision-making. Then the robots will be able to compete with
- 25 humans.' Will robots really beat the James and Messi of the future? Only time will tell ...



### Comments



**StanB** 20 minutes ago

I won't waste my time watching robots fall over.



**TinaM** 2 hours ago

I'm going to tell my club to buy some robots! The human players are useless!



**UnitedFan** 1 day ago

Robots will never beat United!

### Reading

#### **i** Reading preparation

- 3.04 Read and listen to the article. What do robots find difficult about playing football?
- Read the article again. Complete the sentences in your notebook in your own words.
  - The fans are different from the players because ...
  - The organizers of the competition think that ...
  - In an expert's opinion ...
  - After every RoboCup competition, the scientists ...
  - The article finishes by asking if ...



**Will and be going to**

**Grammar animation**

Will	It's really hot. I'll open the window.	We won't beat robots.	Will Sally win the match?	I'm going to play tennis at the weekend.	She isn't going to clean the house tomorrow.	Are we going to compete next year?
<b>be going to</b>						

**Grammar practice**

3 Study the table. Then choose the correct option to complete the rules.

We use:

- 1 will / be going to for predictions.
- 2 will / be going to for spontaneous decisions.
- 3 will / be going to to talk about future plans and intentions.

4 Complete the sentences in your notebook with will or won't and these verbs. Which are spontaneous decisions (S) and which are predictions (P)? Write S or P after each sentence.

beat do improve lend not compete score

- Experts believe robots will beat human players. P
- 1 Sam thinks robots (...) more goals than humans.
- 2 Jack: I can't find my wallet.
- Louise: I (...) you £5.
- 3 Robots (...) against humans until the year 3000.
- 4 Scientists think that the robots' coordination (...).
- 5 Sarah: I haven't got time to call Vicky.
- Marie: I (...) it.

5 Write sentences and questions with **be going to**.

- 1 They / show / a robot marathon on TV next week.
- 2 they / use / robot referees at the next cup final?
- 3 We / not make / our model robot until next week.
- 4 he / upload / the video of his robot to the internet?
- 5 They / not compete / in next year's RoboCup.

6 3.05 Complete the text in your notebook with the correct will or be going to form of the verbs. Then listen and check.

**My predictions for sport and technology**



**Plans I know of:**

My prediction is that robots (1 not compete) against humans in the future. It's possible that scientists (2 create) better robots for the next RoboCup tournament, but I don't think robots (3 improve) enough to win. However, I believe that technology (4 change) the way we watch sport. Perhaps we (5 not go) to stadiums to see real players in the future.

Robotics companies have plans to make robots for the home, so they (6 not focus) on sports. However, some TV companies (7 show) international sports events at local stadiums. Instead of watching your local team in a stadium, you (8 see) holograms of big international stars on the pitch.

7 Write a short text with predictions and any plans you know of for one of the following topics:

- how my favourite sport will change in the future
- my predictions for sport in 2050

**Useful language**

My prediction is that ...

It's possible that ...

I believe that ...

... has / have plans / intentions to ...

## 7.4 Culture

### Reading and Vocabulary



#### 3.08 Listen and complete the sentences.

- 1 India has a population of around (...) billion people.
- 2 It has the second largest population in the world after (...).
- 3 Hindi and English are two of the (...) official languages.
- 4 Manufacturing and software are some of the biggest (...).

#### 2 3.09 Read and listen to the web page. Choose the correct title.

- 1 How to improve your social network site
- 2 Networking to feed the nation
- 3 Making friends on social networks

#### 3 Read the web page again. Are these sentences true or false? Rewrite the false sentences in your notebook so that they are true.

- 1 India has the biggest population in the world.
- 2 The Indian authorities want to attract young people to farming.
- 3 Social networks for special groups are rare.
- 4 Farmers can communicate with each other on Farmerbook.
- 5 Farmerbook works in a different way to other social networks.

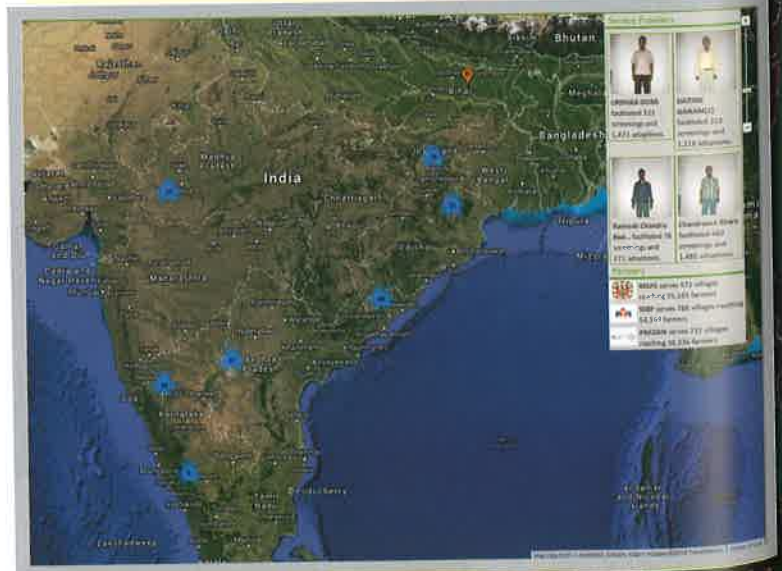
Are you going to update the profile picture on your social network site soon? Perhaps you're going to upload some photos to share with friends. Maybe you'll improve the design of your homepage. But why not post a cool video or a status update about ... farming?

Most young people use social network sites to keep in touch with their friends. But in some parts of the world, social network sites are important survival tools.

India will soon have the biggest population on the planet and it will need young farmers to grow food. Farming is a hard job and getting up early 365 days a year is difficult. How can the Indian government attract young people to the profession? The answer is Farmerbook.

Social network sites for specific groups are common, and Farmerbook is a social network which gives farmers support and information. There are 2,500 videos on the site which explain local farming techniques and how to use cutting-edge technology. In very rural areas, farmers who are connected to Farmerbook organize meetings and tell other farmers what they have learned. There is even a game, Wonder Village, to attract more farmers to the site.

Farmers



## Tenses for future arrangements

Present continuous	Present simple	Future continuous
Where are you travelling to this evening?	Your train leaves from platform 2 at 5 p.m.	Tomorrow at this time, you'll be enjoying your holiday in India.

### Grammar practice

4 Read the examples in the box above and identify the tenses in your notebook.

1 To form this tense we use *will + be + -ing* form of a verb.

2 This tense is used for future events that are part of a timetable.

3 We use this tense to describe an event that will be in progress at a particular time in the future.

4 This tense is used for fixed future plans.

5 Complete the text in your notebook with the correct future tense.

We (1 take) the ferry from Southampton to the Isle of Wight tomorrow. Our ferry (2 leave) at 9.00 a.m. It (3 arrive) an hour later. Then we (4 drive) to the beach. At this time tomorrow we (5 explore) the caves on a kayak. I can't wait!

6 You need to get to Gatwick airport by 11:50. Read the train timetable and answer the questions in your notebook.

- How often do the trains go?
- What platform are you travelling from?
- What time will you be boarding the train?

Trains to Gatwick Airport: platform 11		Trains to Heathrow Airport: platform 12	
Departs:	11.20	11.35	11.50
Arrives:	11.42	11.57	12.12
	12.20	12.05	12.26
			12.42

## Speaking

### Speaking preparation

#### Departures

Arrive at least two hours before scheduled departure.

Time	To	Boarding time	Gate	Remarks
13.50	Brisbane	13.00	12	On time
14.35	Cape Town	13.55	23	Delayed

7 You are going to be a sports coach at the Fairy Glen Safari Park in Cape Town. Check in for your flight with a classmate. Use the dialogue in exercise 3 and the *functional language*.

8 Your classmate is going to an outdoor camp in Brisbane. Change roles and assist him/her to check in for his/her flight.

### Functional language

#### Preparing for travel

Where are you flying to?  
 Would you like a window or an aisle seat?  
 Has anyone interfered with your bags since you packed them?  
 Do you have any hand luggage?  
 Which ... does the ... leave from?  
 What time will we be boarding?  
 Is the ... on time?

## Your turn

9 Now watch and listen to the video.

### Interactive video



**LATEST POST** Posted by Alison, 15th August, 18.04

It's nearly September and I've decided to improve some things in my life before school starts.

I promise to be more helpful! When my mum asks me to help, I won't complain. The next time she asks me to set the table or mop the floor, I'll do it. We'll probably still argue, but the arguments will be about more important things!

I'm good at volleyball, but the coach says I've got a bad attitude, so I promise to train harder. As soon as I finish my homework, I'll go to the gym. I need to improve my coordination, speed and strength in my arms (you need it for volleyball!). When the next season starts, I'll be stronger, fitter and faster – and the coach will select me for the team (I hope!).



## Writing preparation

- 1 Read the blog and choose the correct option.

Alice's blog:

- 1 uses a *formal* / *an informal* style.
- 2 talks about *problems* / *problems and solutions*.

**Look at language: *as soon as*, *the next time* and *when***

- 2 Find sentences in the blog with *as soon as*, *the next time* and *when*. Then copy and complete the rule in your notebook.

After *as soon as* / *the next time* / *when*, we often use the (...) tense to talk about the future.

- 3 In your notebook, write one sentence using the words in brackets and the correct tenses.

I get up. My parents are at work. (when)

**When I get up, my parents will be at work.**

- 1 I finish my homework. I text my friends. (as soon as)
- 2 We arrive at school. We have PE. (when)
- 3 My sister asks for help with her homework. I say yes. (the next time)
- 4 I'm 16. I have a moped. (as soon as)

## Writing task

### **i** Writing preparation

- 4 Write a blog entry with resolutions for things you want to improve. Include two of the following topics:

- home life
- school life
- hobbies / interests
- friendship

### **Writing plan**

**Paragraph 1:** Give the date and explain that you want to make some resolutions. Say why.

**It's nearly ... I've decided to ...**

**Paragraph 2:** Write about your first resolution.

Explain what you are going to improve and how you are going to do it.

**I promise to ... The next time ... , I'll ...**

**Paragraph 3:** Write about your second resolution.

Explain what you are going to improve and how you are going to do it.

**I'm good at ... , but ... As soon as I ... , I'll ...**

**I'm going to ... When I ... , I'll ...**