

**INGLÉS 3º ESO A Y 3º ESO B**

**TAREAS DEL 14 AL 30 DE ABRIL**

(Profesora: Lucía Filloy Martínez)

- 1) Contenido: Práctica de vocabulario y de la destreza de escuchar. Ejercicios: *Student's Book* – página 64, ejercicios 1, 2, 4 y 5.
  - En el primer ejercicio tienen que unir las fotos con el tipo de crimen; después escuchar el audio y comprobar. En el segundo, escuchar las historias y nombrar los crímenes. En el cuarto, escuchar y completar la frase y, por último, en la actividad 5 tienen que volver a escuchar y completar ‘*The men who stole identities*’.
- 2) Contenido: Introducción mediante un vídeo de animación a la segunda parte de la gramática de la Unidad 5 (*Relative pronouns*). Ejercicio: Visionado del video titulado “*Grammar Animation – Relative pronouns*” disponible en la Mediateca y enviado por correo electrónico.
- 3) 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. Ejercicios: *Student's Book* – página 65, ejercicios 7, 8 y 9.
- 4) Contenido: Práctica gramatical. Ejercicios: *Workbook* – página 103, ejercicios 3 y 4.
- 5) Contenido: Práctica gramatical y de la destreza de escuchar. Ejercicio: *Student's Book* – página 65, ejercicio 10. Completar el texto con el correcto pronombre relativo. Escuchar y corregir.
- 6) Contenido: Práctica de la destreza de leer y preparación a la escritura. Ejercicios: *Student's Book* – página 70, ejercicio 1. Leer el texto y responder a las preguntas.
- 7) Contenido: Práctica de la destreza de escribir. Ejercicio: Tarea de escribir: artículo de periódico. Siguiendo el texto modelo, elegir una foto de las páginas 68 y 69 y escribir un artículo sobre un crimen (puede ser inventado). Utilizar el *Writing Plan* como guía.

## FUNCIONAMIENTO

- ❖ **FECHA LÍMITE DE ENTREGA.** Los estudiantes tienen **hasta las 12 de la noche del miércoles 6 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. El ejercicio 1 de la página 64 y el 10 de la 65 del *Student's Book* podrán corregirlos escuchando el audio. 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.**

## 5.3 Famous impostors

### Vocabulary and Listening

- 1 2.14 Match the pictures (1-7) to the crimes. Then listen and check.

arson burglary mugging pickpocketing  
shoplifting speeding vandalism



#### Vocabulary practice

#### Listening preparation

- 2 2.15 Listen to the news stories and name the crimes.

credit card fraud drug-dealing  
forgery identity theft

- 3 In your opinion, which of the crimes in exercises 1 and 2 are the most serious? Why?

- 4 2.16 Listen to the radio programme and complete the sentence in your notebook.

An impostor is a person who ...

- steals secrets from big companies.
- gets information for the police.
- pretends to be a different person.

- 5 2.16 Listen again and complete the fact files in your notebook.

- 6 Read the *Learn it!* box and complete the sentence with the correct form of the verbs.

#### Learn it! used to + infinitive

We use **used to + infinitive** to talk about past habits that are now finished.

- 1 Frank Abagnale (be) a criminal, but now he (fight) crime.

## Relative pronouns

#### Grammar animation

He created false identities which were very realistic.  
He lived in New York City, where he started his career.  
Impostors are criminals who pretend to be other people.  
That is the fashion designer whose clothes are very famous.

#### Grammar practice

- 7 Study the table. Then copy and complete the rules in your notebook with the correct relative pronoun.

We use:

- (...) to talk about people,
- (...) to talk about things.
- (...) to talk about possessions.
- (...) to talk about places.

- 8 Choose the correct relative pronoun.

- They're the thieves *who / whose* stole my car.
- A jeweller's is *who / where* they sell rings and necklaces.
- The burglars stole the money *where / which* I'd left on the table.
- Do you know *who / whose* money this is?
- He's the impostor *who / which* is in prison for credit card fraud.

- 9 Match the two halves of the sentences. Then write them in your notebook with the correct relative pronoun.

1 D Banks are where most people put their money.

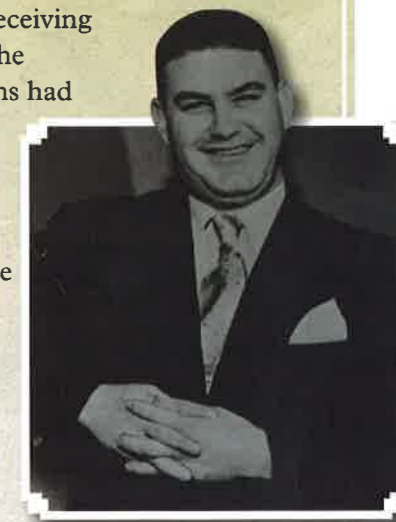
- Banks are ...
- The police want to talk to people ...
- Katie Frye was investigating a crime ...
- She's the woman ...
- That is the metro station ...

- had happened in a clothes company.
- daughter is a famous lawyer.
- live in the area.
- most people put their money.
- there is a lot of pickpocketing.

- 10 2.17 Complete the text in your notebook with the correct relative pronouns. Then listen and check.

### The Great Impostor

People called Ferdinand Waldo Demara 'The Great Impostor'. Demara was friends with Joseph Cyr, a doctor (1) worked in a hospital. Demara stole Cyr's identity, (2) he used to get a job as a doctor on a military ship. He had to help soldiers (3) had serious injuries. Before the operations, Demara went to his room, (4) he read medical books. He saved many lives. However, the real Doctor Cyr started receiving letters from the families (5) sons had survived thanks to 'his' work. Then people discovered the truth about Demara.



#### Research it!

What are the English titles of the three films about Frank Abagnale, David Hampton and Ferdinand Waldo Demara?

### Your turn

- 11 Which impostor do you think committed the worst crimes? Why? Discuss with other students.

#### Useful language

The crimes which ... committed were the most / least serious because ...  
He used to steal ..., but now he ...

## The men who stole identities

Saturday 4th March, 8.30 p.m. This is a fascinating documentary about two famous impostors.

#### Fact file: Frank Abagnale

He became an impostor because he'd discovered that he could (1). He created these false identities: security guard, pilot, university teacher, (2) and (3). He used to be a fraudster, but after prison he started (4) to catch other fraudsters.



#### Fact file: David Hampton

He became an impostor because he wanted (5). He created this false identity: (6). After prison he tried (7), but failed. His other crimes included (8).



# Supergran to the rescue!



5 March

Seventy-one-year-old Ann Timson was shopping in Northampton, England, when two men ran past her chasing another young man. At first, she thought it was a mugging, so she decided to protect the young man.

Then she realized the men were planning a burglary, and there were three more burglars already at work. While the burglars

were breaking the windows of a jewellery shop, Ann hit them with her handbag. After that, a man who had tried to escape fell off his scooter. People immediately helped Ann to catch him.

In the end, police arrested four members of the gang and thanked Ann for her help. Later, she got an award for being so brave. She said, 'Someone had to do something.'



## Writing preparation

- 1 Read the newspaper article and answer the questions in your own words in your notebook.

- 1 What was Ann Timson doing before the burglary?
- 2 Why did Ann decide to protect the young man?
- 3 Why did a gang member get on his scooter?
- 4 What did Ann receive later?

### Look at language: ordering events

- 2 Find these words in the text. Then put them in the correct place in the table.

after that at first in the end later then when while

beginning	first of all, (1)
ordering events	before, next, (2), (3), (4)
describing events that happen at the same time	(5), (6)
ending	finally, (7)

- 3 Choose the correct option.

- 1 We were walking past a bank *when* / *later* a man ran out.
- 2 *In the end* / *At first*, I didn't understand what was happening. I thought it was all part of a film!
- 3 *While* / *Then* they were robbing the bank, a camera was filming them.
- 4 *Later* / *Before*, Sam explained what had happened.
- 5 I phoned for an ambulance. *After that* / *When*, I tried to speak to the injured man.

## Writing task

### i Writing preparation

- 4 Write a newspaper article. Choose a photo from pages 68 and 69 and write an article about the crime. You can invent the facts.

### Writing plan

**Paragraph 1:** Set the scene. What was happening before the crime? Who was there? What were they doing?

*... was shopping when ... At first, ...*

**Paragraph 2:** Describe the crime. What type of crime was it? Who did it? What did they do? What did other people do while it was happening?

*When ... , she realized ... After that, ...*

**Paragraph 3:** Write about what happened in the end. What did people do after the crime happened?

*In the end, ... Later, ...*

# 5.5 Practical English: describing a photo

## Listening

- 1 Look at photos 1-4. Which crimes are taking place?
- 2 2.19 Listen and match the descriptions to photos 1-2.
- 3 2.19 Listen again and complete the sentences with the correct preposition.
  - 1 (...) the foreground there's a woman with long blond hair.
  - 2 (...) the woman I can see a person's arm.
  - 3 (...) the left and right of the man there are lots of objects.
  - 4 (...) the top I can see some paintings.
- 4 2.20 Listen and repeat the sentences.

### SAY IT! Linking

There's a young boy on the left.

There's a man who is riding a bicycle.

- 5 2.21 DICTATION Listen and write the sentences you hear in your notebook. Then draw the linking sounds.

## Modals of deduction

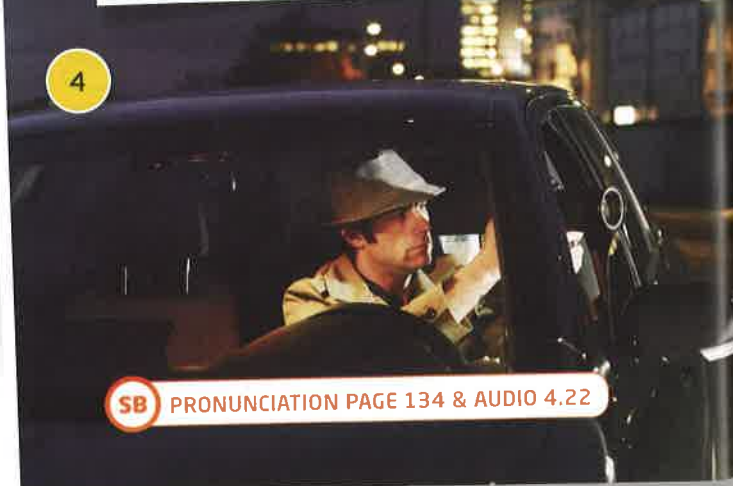
- 6 Study the table. Copy and complete the sentences in your notebook with the modals of deduction.

True	He must be a thief.
False	He can't be her friend.
True or false	He could be in an art gallery. It may be his house. Perhaps he forgot his key. He might be a fraudster.

- 1 When we think that something is definitely true, we use (...).
- 2 We use (...) when we think that something is definitely false.
- 3 When something is possibly true, we use (...), (...) and (...).

### Grammar practice

- 7 Look at the picture in exercise 8. What do you think **must / may / might / could / can't** be happening?

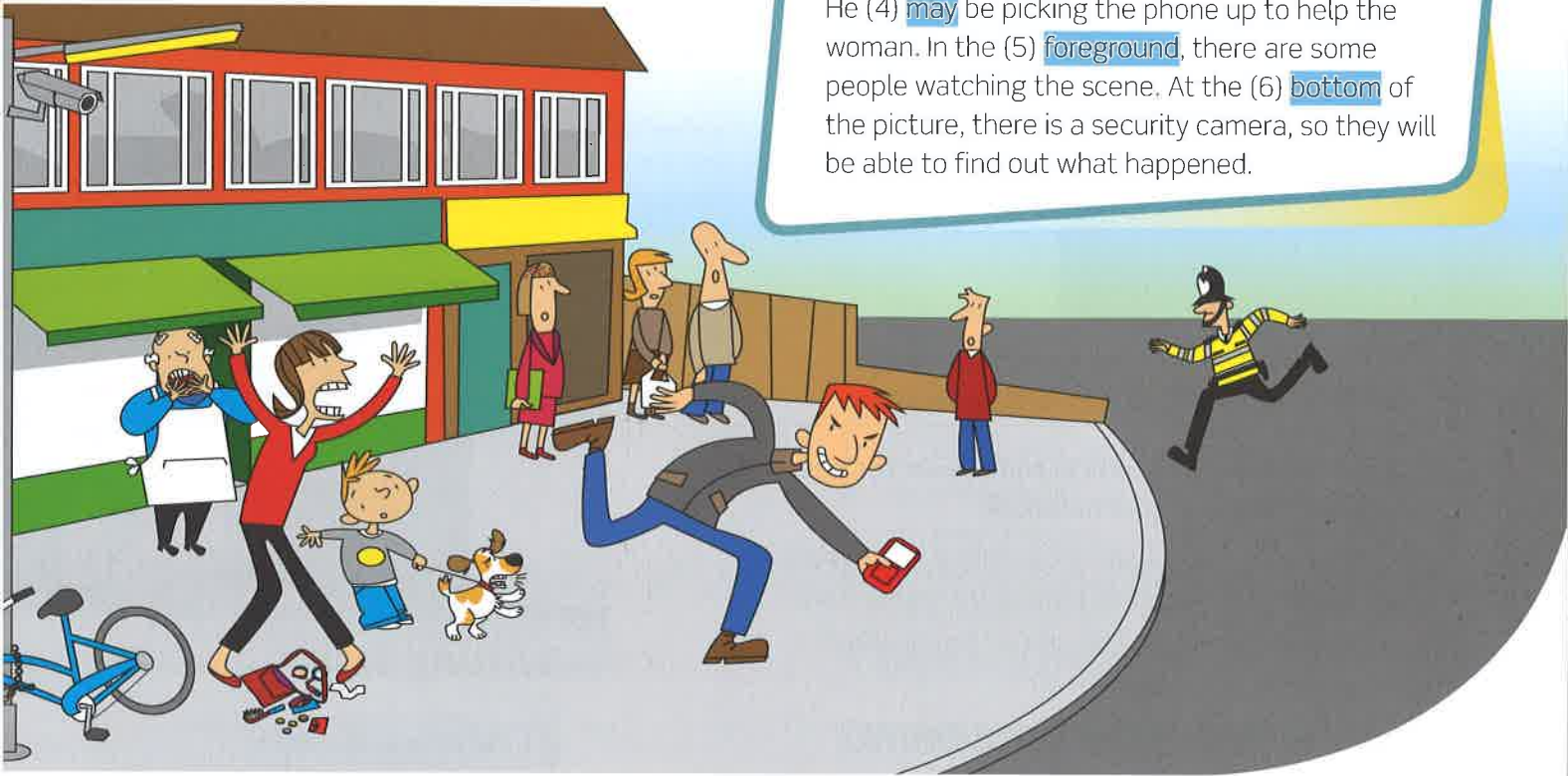


## Speaking

### **i** Speaking preparation

- 8 Look at the picture below. Correct mistakes 1-6 in the description.

On the (1) **right** there's a woman who is shouting. She has got a young child with her, who (2) **can't** be her son. The boy's dog is barking at the man in the (3) **background**. The man is running away and holding a mobile phone. Perhaps he is a thief. He (4) **may** be picking the phone up to help the woman. In the (5) **foreground**, there are some people watching the scene. At the (6) **bottom** of the picture, there is a security camera, so they will be able to find out what happened.



- 9 2.22 Listen and check your answers to exercise 8.

- 10 Describe photos 3 or 4 to other students. Talk about the following:

- What / who you can see in the photo
- Where the people / things are
- What you think must / may / might / could / can't be happening
- Your opinion of the photo.

### Functional language

#### Describing photos

at the bottom / top	He / She can't be ...
behind	He / She could be ...
in the background / foreground	He / She may be ...
in the corner / middle	He / She might be ...
on the left / right	He / She must be ...
Perhaps	

## Your turn

- 11 Now watch and listen to the video.

### **i** Interactive video



Round **Up**

## RELATIVE PRONOUNS

### WORKBOOK THEORY

#### Relative pronouns

	Used for ...
who	people
which	things / ideas
where	places
whose	possession

**Use**  
The relative pronouns *who* and *which* show which person or thing / idea we are referring to.  
He's the man **who** the police arrested.  
The sandwich **which** I made wasn't very nice.

We use the relative adverb *where* to show which place we are referring to.  
This is the office **where** she works.

We use the pronoun *whose* to refer to the person who possesses or owns something.

He's	<b>the boy</b>	<b>whose</b>	<b>bag</b>	she took.
	(owner)		(possession)	

## RELATIVE PRONOUNS

### WORKBOOK PRACTICE

#### 5 Grammar practice

##### Relative pronouns Exercise 3

Choose the correct option.

It's a story  is about a detective.

- 1 That's the police station  they filmed the crime series.
- 2 She's the woman  husband is a traffic warden.
- 3 Brighton is the town  Tom lives.
- 4 That's the thief  stole our car!
- 5 He's the boy  wants to be a lawyer.

#### 5 Grammar practice

##### Relative pronouns Exercise 4

Complete with *who*, *which*, *where* and *whose*.

### **WANTED**

A man who has escaped from prison.

He is a dangerous man (1)  crimes include mugging and armed robbery.

The man is tall with brown hair (2)  is very long and curly. He has got lots of tattoos (3)  include flowers and birds.

If you see a person (4)  corresponds to this description, please contact us immediately. Please give details of the place (5)  you saw the man.

Detective P. Marlowe 496 0567