



UNIVERSIDAD DE JAÉN
Centro de Estudios de Postgrado

Trabajo Fin de Máster

**ON YOUR OWN WITH
ENGLISH: FOLLOWING THE
PATH OF SELF-STUDY**

Alumno/a: Luna Guerrero, Eva María

Tutor/a: Dr. D. Antonio Vicente Casas Pedrosa
Dpto: Filología Inglesa

Noviembre, 2014

Table of contents

Abstract.....	4
Keywords.....	4
1. Introduction.....	5
2. Justifying the personal and academic interest of the topic	6
2.1. Motivation.....	6
2.2. Academic relevance	7
3. Objectives (statement of purpose).....	8
4. Theoretical background	9
4.1. Foreign Language Teaching	9
4.1.1. The Grammar Translation Method	9
4.1.2. The Direct Method	10
4.1.3. The Oral Approach and Situational Language Teaching.....	11
4.1.4. The Audiolingual Method	11
4.1.5. The Communicative Approach	12
4.2. Adults learning English as a Foreign Language (EFL)	12
4.2.1 Reasons for learning English.....	13
4.2.1.1. Professional reasons.....	13
4.2.1.2. Academic reasons	14
4.2.1.3. Personal reasons	14
4.2.2. Reasons for choosing a self-study English course	15
4.3. Learning strategies.....	16
5. Methodology	19
5.1. Justification of material selection	19
5.2. Description of the course.....	20
5.2.1. Description of the materials included in the course.....	20
5.2.1.1. <i>Student's book</i>	20
5.2.1.2. <i>Annex</i>	21
5.2.1.3. Audio CDs	21
5.2.1.4. DVD	21
5.2.2. Approach and syllabus model	21
5.3. Analysis criteria.....	23
5.4. Instruments for the analysis	24
6. Results and discussion.....	25
6.1. Syllabus type, selection and grading	25
6.1.1. Utility: frequency, range and coverage	25

6.1.1.1. Frequency	25
6.1.1.2. Range.....	27
6.1.1.3. Coverage	27
6.1.2. Learnability	28
6.2. Functions and notions	29
6.2.1. Functions	29
6.2.2. Notions	30
6.3. Grammar in Pons	31
6.3.1. Grammar in <i>Annex</i>	31
6.3.1.1. Content	32
6.3.1.2. Level of depth and difficulty	32
6.3.1.3. Organization.....	33
6.3.2. Grammar in <i>Student's Book</i>	34
6.3.2.1. Content	34
6.3.2.2. Organization.....	35
6.3.2.3. Exercises	35
6.4. Pronunciation and intonation	36
6.5. Vocabulary	36
6.6. The four skills: treatment and integration	37
6.6.1. Listening and reading	37
6.6.2. Writing	39
6.6.3. Speaking	40
6.7. Cultural notes.....	40
6.8. Learning process	41
7. Conclusion.....	41
8. Appendices	44
8.1. Appendix 1: Oxford's (1990: 17) taxonomy of language learning strategies.....	44
8.2. Appendix 2: Course box.....	46
A.2.1. Front cover of the box.....	46
A.2.2. Back cover of the box.	47
8.3. Appendix 3: Introduction, layout and index in the <i>Student's book</i>	48
A.3.1. Introduction to the course in the <i>Student's Book</i>	48
A.3.2. Example of page layout in the <i>Student's Book</i>	50
A.3.3. Example of the first page of the units in the <i>Student's Book</i>	51
A.3.4. Index in the <i>Student's Book</i>	52
8.4. Appendix 4: Sections in the <i>Annex</i>	54
A.4.1. Example of script and its translation. Track 24.....	54

A.4.2. Grammar section index in the <i>Annex</i>	55
A.4.3. Example of glossary in the <i>Annex</i>	56
A.4.4. Example of exercise key in the <i>Annex</i>	57
8.5. Appendix 5: Examples of activities proposed to practise language functions .	58
8.6. Appendix 6: Example of grammar unit in the <i>Annex</i>.....	63
8.7. Appendix 7: Models of grammar exercises in the <i>Student's Book</i>.....	67
8.8. Appendix 8: Examples of exercises proposed to practise pronunciation and intonation	72
8.9. Appendix 9: Examples of exercises proposed to practise vocabulary	77
8.10. Appendix 10: Examples of listening activities in the <i>Student's Book</i>.....	83
8.11. Appendix 11: Examples of writing activities in the <i>Student's Book</i>	99
8.12. Appendix 12: Example of speaking activity in the <i>Student's Book</i>.....	102
8.13. Appendix 13: Examples of cultural tips in the <i>Student's Book</i>.....	104
8.14. Appendix 14: Example of learner's self-assessment and diary in the <i>Student's Book</i>	107
9. Bibliography	108

Abstract

This project revolves around language self-study, focusing its attention on the English language self-study at very low levels. Nowadays, the variety regarding language self-study materials is more extensive than ever as well as the people who decide to choose this method when learning English. Thanks to the introduction of technology into the academic world in general and into the field of language learning in particular, infinite possibilities to practise and improve one's linguistic competence are offered. Not only specific materials designed with educational purposes but also the Internet seems to be an endless source of resources ranging from materials to practise grammar to the opportunity to practise speaking skills by using software such as Skype or Voipwise with either native speakers or other English language users.

This project provides a detailed analysis of an English self-study course in terms of the resources included in the course, the approach selected, the syllabus type, the presence and treatment of the four communicative skills and the importance given to grammar and vocabulary among some other aspects. The study and the results obtained after having analysed these materials pretend neither to equal the course under study to the rest of the English self-study materials and courses available nowadays nor to offer concluding data applicable to English language self-study methods in general.

Keywords

Self-study course, language learning, TEFL, materials, skills.

1. Introduction

English language self-study materials is the topic the present project is concerned with. The variety of materials, courses and methods published nowadays to learn this language seems to be infinite. The future learner can choose those which best fit his/her needs and objectives: textbooks focused only on the study of grammar at different levels, vocabulary books devoted to practising words and sentences related to the different semantic fields or courses designed to provide complete language instruction.

The first part of the project is made up of chapters two and three. It is aimed, on the one hand, at explaining the personal interest in the topic of English self-study materials since it seems to be the method chosen by a large number of people nowadays when deciding to take up the task of learning English or improving an already acquired level. Therefore, although it may not seem, at least initially, the most appropriate way of learning a language due to the own nature of the subject, it has become a reality which deserves a close study.

On the other hand, a description of the objectives to be reached in this project is supplied along with the steps that will be taken so as to attain them. These steps are mainly related to the study and detailed analysis of an English self-study course of my choice.

Chapter four is divided into three parts. The first part provides a theoretical frame related to the different and most relevant approaches adopted since modern languages entered the curriculum in the schools in the Western world. The second part revolves around, on the one hand, the reasons an individual may have to start studying English and, on the other hand, the reasons for learning it on his/her own. Finally, it is highlighted the importance of learning strategies when it comes to studying a foreign language autonomously is underlined.

Chapter five is divided into four subchapters focusing the attention on the materials under study. The first one offers an explanation of the reasons for choosing a course which aims at developing linguistic competence from a global perspective from a very low level. The second one provides a description of the course and the type of materials that make it up. This overview is provided from two perspectives: the format and the content included in each of the parts that comprise the course, and, on the other hand, the approach and method that the author pretends to ascribe this course to.

The third subchapter deals with the process followed in order to have both a general and a detailed vision of the course in order to proceed to the analysis of all those aspects covered in this course. Eventually, the fourth one names the resources employed so as to write this project.

Chapter six comprises a description of the syllabus type observed in this course as well as a detailed treatment of all the aspects of language dealt with in these materials. Functions, notions, grammar, pronunciation and intonation, vocabulary, the four skills and their integration, cultural tips and learning process are carefully analysed so as to find out what it offers and how effective it may be when it comes to achieving communicative competence in the target language.

Eventually, chapter seven supplies some conclusions related mainly to both the effectiveness and fulfilment of the expectations created by the course concerning communicative competence. A final opinion on the design and organization of the course and its subsequent practicality when it comes to using it by the learner is also provided.

Some appendices are supplied so that the reader can better understand the organization and the design of the course as well as the exercises and activities included to practise the different aspects covered.

2. Justifying the personal and academic interest of the topic

2.1. Motivation

Millions of people around the world are immersed in the intense, challenging and probably never-ending enterprise of learning a foreign language. The general tendency when deciding what language should be the one to be taught and used at an academic level and mastered by the society has varied according to political and economic reasons through the different periods of history.

At a private and personal level the individual may choose the language which exerts certain attraction over him/her, which is normally related to certain fascination for the culture that it is connected with this.

Our contemporary and globalised world needs, more than ever, a common instrument of communication which allows our global society to interact without the necessity of being able to master or simply to get by in the specific language of the occasional interlocutor. Thus, many people of all ages and from all countries are currently either learning English or improving their level as this language has become the communicative “tool” that connects society at a worldly level. The way this enterprise is tackled depends mainly, among others, on the age of the learner, the context in which this learner is placed and the objectives, if consciously known, the learner may have when learning a new language.

In many countries, students at primary and secondary schools study English as a compulsory subject, this being an extremely important part in the curriculum. They are

being prepared for a future in which their success or failure at a professional and social level will depend on their mastery of the English language. Furthermore, young and not so young adults enrol in English courses or attend one-to-one private lessons since their proficiency in English may determine their professional and social success.

Nevertheless, the adventure of learning English may be undertaken from another perspective, that of the self-study which appears to be the method chosen by a lot of people in order to learn this language. A wide variety of courses, materials and resources has been developed in recent years and is available nowadays for those who want to study English on their own: grammar books, highly specific vocabulary and context books, materials to prepare certain exams, etc. The reasons for choosing this method differ from one person to another, ranging from the lack of time, an arbitrariness regarding timetables, which prevent learners from attending formal classes, the impossibility of finding a course that fits very special objectives etc. to economic reasons. Obtaining satisfactory results studying through this method requires high doses of self-discipline, self-motivation, organization and clear objectives.

Since, on the one hand, English self-study has become an increasing trend at the present moment and, on the other hand, I have gone through the experience of improving my knowledge of English on my own, although concerning only very specific areas, I am especially interested in analysing self-study materials. Nonetheless, attention will be focused on courses targeted mainly at the adult learner with quite general purposes which pretend to offer a global vision of the language and aim at developing a competent and general use of English on the part of the learner.

2.2. Academic relevance

Although, at least initially, it could be argued that self-study does not seem the most appropriate way of learning or improving a foreign language, it can not be ignored that nowadays it is the method that thousands of people have chosen. A close study of this type of materials concerning the treatment of the four skills and their integration, the contextualization of the language into real situations and its possible effectiveness seems to be absolutely necessary since the learners who study English through this kind of materials and by themselves rely on this method as a means of achieving their linguistic goals.

3. Objectives (statement of purpose)

The general and main objective of this project is to find out to what extent self-study materials regarding the English language when there is none or little interaction with

either teachers or classmates during the learning process may be effective through the analysis of their design, the selected approach, the treatment and integration of the four skills and the contents covered.

In order to reach this objective, which requires a clear and defined perspective of the materials selected for this study, the following steps have been taken:

- To determine, after having read about the different methods and approaches used in foreign language teaching, and more specifically, TEFL, and having revised the contents of the materials chosen, what approach or approaches are the ones to which these materials could be ascribed.
- To determine the syllabus design of the materials selected.
- To analyse the topics, functions, situations and vocabulary included from the point of view of their utility and the learner's needs.
- To define what sort of learner the course is addressed to.
- To identify which skills have been dealt with in these materials.
- To investigate the frequency, that is, the number of exercises devoted to each skill so as to conclude which skills are enhanced and which ones are neglected, if any, in this type of courses.
- To analyse each skill separately as well as what kind of exercises are proposed in order to practise these skills.
- To analyse to what extent the skills are integrated.
- To appraise how grammar is treated and what kind of exercises are present.
- To find out to what extent skills and grammar are integrated.
- To discover, after having studied and analysed the materials in detail, the strong and weak points of English self-study.

4. Theoretical background

4.1. Foreign Language Teaching

The beginning of the teaching of English as a Foreign Language dates back from the eighteen century when English along with some other “modern” languages entered the curriculum of European schools. Until that period, classical Latin was the language taught in academic circles since it was the means of communication employed in education and religious, commercial and political circles.

Nonetheless, English teaching has not always been marked by the last decades' philosophies regarding not only education but also the nature of language and language learning. Neither all the aspects a language is made up concerning the four skills,

grammar and vocabulary among others have been equally highlighted through the centuries. The relevance conceded to them has depended on the approach adopted in every period. Actually, in the last three centuries, in order to equal the status of “modern” languages to that of precise and demanding discipline Latin enjoyed, English was taught following the same methods employed when teaching Latin.

The indefatigable search for discovering the key to learning a foreign or a second language has become one of the main lines of investigation on the part of disciplines such as linguistic and psychology. Research on the field of psychology tries to find out and explain how the different mechanisms programmed in our brain to deal with the exclusive human ability to communicate by means of language are triggered when learning a new language.

On the other hand, linguistic and linguists, based on the findings made by psychology and on their own beliefs regarding education, the nature of language and language learning, try to define the most appropriate approach and, consequently, method to make possible the objective of learning it. Finally, materials designers, the last link in this chain, are responsible for creating courses and books whose syllabuses are both the materialization and reflection of those ideas and beliefs an approach is related to.

A more clear perspective of the different stages foreign language teaching has gone through will be reached by means of a quick view at the main approaches adopted and applied through its history.

4.1.1. The Grammar Translation Method

As mentioned above, in the eighteenth, nineteenth and during an important part of the twentieth century, European modern languages have been taught following the same approach applied in the transmission of Latin. In fact, English textbooks in the nineteenth century reflected the symmetry between the teaching of both Latin and English concerning the type of texts, the theoretical expositions on language rules and the exercises proposed in order to develop linguistic knowledge. The attainment of certain proficiency depended on the memorization and the application of grammar rules when translating into and out of the target language.

The main characteristics of the Grammar Translation Method are:

- Reading and writing are the skills to be developed. Listening and speaking are nearly or completely neglected.
- Knowledge of grammar rules is one of the main objectives. The mastery of this aspect of language will be applied to the translation of texts into and out of the target language.

- Grammar is approached from a deductive perspective. Grammatical rules are presented, studied and memorized. They will be put into practice by means of translation exercises.
- The sentence is considered the main unit. The exercises proposed in textbooks reflecting this method revolve around the translation of sentences.
- Accuracy regarding the translation of sentences is an objective to be achieved.
- Vocabulary is presented through lists of words and their translation equivalents with the purpose of being memorized.
- The student's mother tongue will be the language used for instruction.

Although an important reform in the way foreign languages were taught took place in the mid-nineteenth century, the Grammar Translation Method continued exerting great influence in the way foreign languages were taught. Actually, traces of this traditional method are still clearly observed in textbooks and materials designed for the teaching and learning of the English language nowadays.

4.1.2. The Direct Method

As mentioned above, revolutionary changes were being carried out in the field of foreign language learning as the product of a new society which needed to cover other aspects of language rather than confining the learning process to the study of grammar and the translation of sentences and texts. Although the development of the four skills was emphasized, oral skills were paid special attention since spoken speech is the first form of language the individual is exposed to and learns to produce. The Direct Method turned up as the result of this new approaches and beliefs concerning the teaching and learning of languages. It was based on the belief that a second language must be learnt through a very similar process to the one that takes place when acquiring the mother tongue. Among its main characteristics, the following ones could be highlighted:

- Instruction was imparted through the target language. The student's mother tongue was completely excluded of the learning process.
- Grammar was taught inductively.
- Vocabulary was taught by means of objects, pictures and demonstration and always contextualized.
- Listening comprehension and speaking were specially emphasized.
- Oral skills were developed progressively. The student was invited to participate as much as possible.
- Accuracy regarding pronunciation and grammar was demanded.

4.1.3. The Oral Approach and Situational Language Teaching

Harold Palmer and A. S. Hornby were the main exponents of this approach which appeared between 1920 and 1930. Based on the principles and theories of the Direct Method, it had as main objective to select and organize the content the student was to be taught. Thus, it emerged as the result of some linguists' desire of providing the innovations brought about by the Direct Method a more defined form in terms of course design, which Situational Language Teaching was based on the belief that language structures and forms were the supporting net of oral speech, these having a close relationship with the situation in which these are applied and the meaning they convey.

This approach focused its attention on the following aspects:

- Vocabulary. Some linguists, Palmer amongst them, believed that vocabulary was an essential aspect of language to be taught. Reading competence could only be achieved by the acquisition of vocabulary. Their objective was that of selecting the appropriate vocabulary corpora for each course.
- Grammar, along with vocabulary, was also considered an aspect of paramount importance. Linguists supporting this approach classified English grammatical structures into sentence patterns since they believed that learners acquired a foreign language by means of inputs made up of meaningful sentences containing those grammatical forms.
- The language used in the classroom as the means of instruction is the target language.
- Listening and speaking skills must be developed before reading and writing are introduced to students.
- Selected and graded items covering the different aspects of language were presented and organized in the form of a structural syllabus.

4.1.4. The Audiolingual Method

As Richards and Rodgers (1986) point out, this approach emerged in the mid-twentieth century from the necessity of teaching foreign languages to American citizens so as to prevent the United States becoming isolated from the scientific advances that were being carried out in the rest of the world. The term Audiolingualism coined in 1964 by Professor Nelson Brooks boasted about having revolutionized foreign language teaching.

Among its main features, the following ones will provide a clearer vision about what this approach is about:

- Since it was based on behaviourist theories, its adepts believed that foreign language proficiency was only attained by means of mechanical habit formation which consisted on repeating and memorizing language patterns. Form was more important than meaning.
- Listening and speaking skills were developed before reading and writing skills.
- Grammar was taught inductively. Not until had the student practised a specific sentence pattern in different contexts grammar rules were presented.
- Vocabulary was taught not only under a linguistic point of view but also under a cultural one. Teaching a foreign language implied cultural knowledge about the society that used it as a mother tongue.
- Accuracy regarding pronunciation was of paramount importance.
- The student's native language was not used when instructing in the target language.

4.1.5. The Communicative Approach

The Communicative Approach, also known as Communicative Language Teaching and functional-notional approach or just functional approach, can be considered the result of the changes carried out in the existing foreign language learning methods in Great Britain in the 1960s. Its theories about learning, its principles, its methods and the type of syllabus proposed still exert an important influence on foreign language teaching nowadays.

As its main characteristics, the following seem to be the most significant ones:

- Language learning means learning to communicate.
- Opportunities for communication are to be sought from the beginning of the learning process.
- Promotion of pair and group work since these are situations which provoke communication.
- Communicative competence is the main goal of this approach.
- The student's mother tongue can be used if necessary when aiding the student.
- Translation can be resorted to when helping the student.
- Attention is paid to fluency rather than to accuracy.

4.2. Adults learning English as a Foreign Language (EFL)

As it has been briefly exposed in chapter 2, the reasons an adult learner may have to tackle the enterprise of learning a new language on his/her own can differ enormously from one individual to another. Nevertheless, "[...], they often have a clear understanding of why they are learning and what they want to get out of it." (Harmer 2001: 40). Before

analysing these reasons in more detail, it would be absolutely necessary for this study to make a distinction between those motivations that lead an individual to undertake the challenging project of either learning English or improving and widening an already acquired level and, once this decision has been made, the specific reasons that incite the future learner to choose the path of self-study when having these same objectives regarding his/her linguistic competence.

4.2.1 Reasons for learning English

Among the many causes that may urge an adult individual to start studying English, professional, academic and personal reasons seem to be the main inducements which encourage our society to take interest in this language.

4.2.1.1. Professional reasons

The globalization process that our modern society has gone through in the last few decades has brought about relevant consequences for the modern society. The changes caused and their effects are visible not only at economic and political levels but they have interfered with the ordinary life of the average citizen.

In order to implement this ambitious worldwide project successfully, a common vehicle which makes possible communication between economies whose social and cultural backgrounds are so extremely distant appears to be of paramount importance. Due to historical, political and economic reasons, the chosen “instrument” which allows international interaction is the English language. Nevertheless, since most of these encounters involve non-native English speakers, the dominant trend nowadays is not that of achieving a target model that imitates a native-like use of the language. The objective is that of using English as a *lingua franca* conceding more importance to both intelligibility and fluency rather than to accuracy.

Thus, consequences in the form of linguistic proficiency in English, among many others of different nature, have also directly reached and affected some professionals who are developing their careers in several and different contexts. Two main groups of professionals could be pointed at as the direct and obvious receptors of these consequences.

The first group comprises workforce working for multinational companies in need of communicating with foreign colleagues and travelling abroad. Their possibilities of being promoted or even being able to carry out daily routines depend largely on their capacity for managing themselves in English.

The second relevant group is made up of content teachers who due to the implementation of bilingual programs such as CLIL in primary and secondary schools are

compelled to attain certain linguistic competence so that they can teach their subjects through English so as to create a new generation of future bilingual workforce. In most cases, these adult professionals are the heirs of foreign language educational programs based on the Grammar-Translation Method. Therefore, their linguistic competence is limited to some grammatical rules to be applied when dealing with written sentences and an acceptable range of vocabulary, whereas oral skills are somehow neglected.

Thus, in order to either attain or demonstrate the required linguistic proficiency, they enrol in English courses with the objective of passing an exam and getting a certificate as proof of their English level. Nevertheless, factors such as the impossibility of devoting enough time to the study of English due to professional and personal duties condition the learning process and in most cases they feel completely overwhelmed by the demands the new situation has given rise to.

4.2.1.2. Academic reasons

The number of young adults engaged in the task of learning English has increased enormously in the last few decades all over the world. This group is made up of, on the one hand, teenagers finishing secondary education with a clear intention of enrolling at university and, on the other hand, young adults studying a degree. They are expected to have attained a B2 or even a C1 level of competence in a European language by the time they finish their degree depending on the decision made by each university. In both cases, English is the key element which will allow them to have access to a wide variety of articles and books written in English during their years at university, not to mention the opportunities that the mastery of this language may offer them in terms of either studying or developing a project at a foreign institution.

4.2.1.3. Personal reasons

However, not all the people who decide to tackle the enterprise of studying English are influenced by an external element which imposes the achievement of certain linguistic proficiency putting pressure on them to attain certain control of the language in a relative short period of time. Personal needs and likings are also powerful stimuli which may lead the individual to invest time, effort and dedication.

Travelling abroad could be considered one of the most compelling reasons that an individual may have when deciding to study English. Although it would be quite ingenuous to think that all the local people living in the country which an individual has chosen as his/her holiday destination are able to communicate in English, it is true that English will be the language through which any kind of communicative encounter will take place in settings such as airports, train stations, museums, historical sites, holiday resorts or

commercial establishments belonging to multinational companies. Since the average tourist will spend most of his/her holiday visiting this kind of places and engaged in this type of activity meeting other tourists from many different countries, English will be undoubtedly the essential “instrument” which will turn the experience into a completely satisfactory one.

Furthermore, the influence that North American culture, traditions and society has exerted by means of films, series and music, among some other more powerful but not so visible economic and political factors, on most citizens around the world, makes the English language an attractive matter to learn as an element which will bring us closer to that so advanced and powerful civilization.

Thus, in my experience, some people devote their free time to study English because of this attraction for everything that has to do with English-speaking societies, this being, at the same time, an extra skill which will socially and culturally difference the individual from the rest of the group.

4.2.2. Reasons for choosing a self-study English course

Once the purpose of learning English has become evident due to either a professional requirement or a personal decision, the future learner is offered a wide range of options to achieve this objective.

Perhaps, the most advisable choice seems to be that of enrolling on a course in which either an institution or a teacher or group of teachers set both the materials and the syllabus to be covered along with the objectives to be attained. At the same time, the support and guide a teacher can provide along with the interaction with classmates in order to develop and practise communicative and social skills and strategies appear to be also of paramount importance.

Nevertheless, some future students opt for going through the learning process on their own. They choose the path of self-study. Among the infinite causes that may lead an individual to choose this kind of method, the most obvious ones seem to be, on the one hand, the impossibility of attending regular classes subjected to inflexible schedules. This is the most common reason among adult people whose professional and personal obligations do not allow them to attend English lessons on a regular basis. Therefore, self-study appears to be the best option along with, in certain cases, some private lessons once or twice a week so as to clarify different concepts and practise the speaking skill. In my experience, this is the method followed by many students preparing for the Cambridge exams whose previously acquired linguistic level along with an adequate organization and use of learning strategies allow them to be almost completely autonomous.

On the other hand, economic motives may also move the future learner to choose self-study methods. The investment devoted to buying any kind of self-study course and materials which are available nowadays including dictionaries and extra resources is really far from the one needed when enrolling on a course, which means not only buying the student's own materials but paying a monthly or term fee depending on the institution.

Nevertheless, whatever the reason why people choose learning English through self-study methods, the level of responsibility, self motivation and effort is not comparable with the one required when learning through guided instruction. The student must be able to play the role of both the student and the objective examiner of his/her own work and progress at the same time in order to succeed. Last but not least, organization and learning strategies appear to be also key elements for the autonomous learner's success.

4.3. Learning strategies

Language teaching and learning in the last few decades has been characterised not only by changes concerning new theories and approaches when it comes to teaching and learning a second language but also by the shift in the roles of both teachers and students. Thus, the student is no longer a passive and completely receptive subject who is told what to learn, when that "what" is to be learnt and how that "what" will be learnt. On the contrary, the student has become the centre of the teaching-learning process, having been given the ultimate responsibility for learning to take place through consciousness of his/her own learning process and an active participation in it.

Thus, as Hockly & Madrid (n.d.: 18-19) state:

Taking part in the process of learning requires the activation and regulation of many additional factors such as:

- Motivation
- Beliefs about learning
- Previous knowledge
- Interaction
- New information
- Abilities and strategies

Therefore, it could be easily inferred that for any kind of learning to be accomplished, it is the learner the only element in the teaching-learning equation in charge of triggering the process by means of the use of certain structures or learning strategies. Among the many definitions that have been supplied of what a learning strategy is, the following one could be, in my opinion, the most illustrative and clarifying:

“[...] operations employed by the learner to aid the acquisition, storage, retrieval, and use of information” (Oxford 1990: 8).

The same author provides a list of general features of learning strategies (1990: 9-13):

1. Contribute to the main goal: communicative competence.
2. Allow learners to become more self-directed.
3. Expand the role of teachers.
4. Are problem oriented.
5. Are specific actions taken by the learner.
6. Involve many aspects of the learner, not just the cognitive.
7. Support learning both directly and indirectly.
8. Are not always observable. Some LS are not observable to the human eye.
9. Are often conscious.
10. Can be taught.
11. Are flexible.
12. Are influenced by a variety of factors.

The success or the failure of the learning process will depend largely on the application of these learning strategies. Nevertheless, not all the students apply these structures successfully or even apply them at all. Actually, Rubin (1982), in order to identify those special structures which made learning possible, focused her attention on those mental and cognitive strategies that were used by successful learners.

Attempts to classify into groups all the learning strategies that have been identified through observation of both teachers and students have given as a result many different, but at the same time quite similar, taxonomies. Some of the most influential learning strategies classifications are offered by authors such as Rubin (1975), Naiman *et al.* (1978), O'Malley and Chamot (1990) and Oxford (1990), whose division is probably the best known by language teachers in the last two decades since it provides a far clearer and detailed vision of the type of existent learning strategies due to the subdivisions and groupings of related strategies this author made. The two major divisions group them into direct and indirect strategies. The direct strategies division is made up of three groups: memory strategies, cognitive strategies and compensation strategies. The indirect strategies division also contains three groups: social strategies, affective strategies and metacognitive strategies. Oxford's (1990: 17) taxonomy of learning strategies is provided in **Appendix 1**.

All of them being equally important for the learning process to take place and playing each one a necessary and specific function, affective strategies along with metacognitive strategies are especially relevant in the particular case of language self-

study. According to O'Malley and Chamot (1990) affective strategies are those strategies which use "[...] affective control to assist a learning task" and according to Oxford (1990: 9-13) "[...] develop self-confidence and perseverance needed to become involved in language learning situations", whereas metacognitive strategies are those aiding the student to plan and organize tasks and monitor and evaluate his/her own learning process.

On the one hand, since the teacher figure does not exist or is rarely present when an individual decides to study English through self-study methods, it is the learner who must be responsible for those tasks that, up to a certain point, are the teacher's concern when studying through guided instruction. This involves setting objectives, organizing materials and activities, planning tasks regarding strategies to be used and main parts and ideas the task may be divided into, deciding which aspects will be paid general or specific attention, identifying the conditions which promote learning and, last but not least, monitoring and evaluating the learning process along with the products that process has produced.

On the other hand, affective strategies will supply a variety of techniques to promote and enhance the lonely learner's motivation and self-confidence. They will also allow the student to know about his/her mental and physical needs when being subjected to the emotional strain that any intellectual activity brings about.

As mentioned above when exposing the features of the learning strategies, these can be taught. Thus, a lot of relevance has been conceded to strategy instruction in recent years considering it as important as the content transmission. Nevertheless, the goal of strategy instruction is not that of providing all the students with a bunch of strategies without taking into account each individual's learning styles, cognitive capacity, age and personal needs. Strategy instruction has as its main goal to supply the individual student with those specific useful tools which help him/her to accomplish his/her particular learning objectives. Previous learning experience regarding language instruction is another essential factor to bear in mind when teaching learning strategies since effective application of new structures will help overcome possible emotional constraints and mistrust towards language learning.

Teaching learning strategies can be carried out implicitly or explicitly. Depending on the age and the teaching context, learning strategy instruction may be inserted implicitly when doing an exercise or may be taught explicitly and independently from content.

Both modalities of learning instruction are not only provided by the teacher; in fact, many English textbooks specially designed for primary and secondary education such as

You! (Palencia and Driscoll 1997) include sections whose function is that of making the students reflect on the way they learn.

Apart from the inclusion of these structures in materials specially designed for classroom use, a wide range of instruction books devoted to learning strategies is nowadays available. This type of resources along with the own learning strategies the self-taught student has developed previously as either the product of his/her own experience or the result of guided strategy instruction appear to be the tools this kind of learner will have to rely on to attain successfully his/her expected linguistic goals.

5. Methodology

5.1. Justification of material selection

As mentioned above, the study of a new language, in our specific case, English, can be tackled following several paths, being self-study one which is highly recognized nowadays and which captures courses designers' attention and takes up entire shelves at the bookshops. At the same time, English self-study can be tackled from different perspectives and with several objectives: grammar study, vocabulary extension, the improvement of one skill, specific English to answer possible questions in a job interview, quite special English related to certain professions, etc.

Nevertheless, more ambitious and innovative courses aim at developing all the aspects of the language from a global, practical and communicative point of view, providing the learner with the necessary instruments to attain his/her objectives. This is the type of materials I am interested in. I have chosen one of the courses offered by Pons Idiomas, a well-known and renowned brand in the field of language self-study with a huge availability and variety of courses in many different languages as well as a wide range of resources to practice the new language from all perspectives.

A1-A2 is the level, according to the CEFR, of the course subject to study and analysis. The choice of such a low level has been due to an interest in finding out the real possibilities an individual whose English knowledge and competence is quite limited and who is working on his/her own may have of achieving any kind of communicative competence. This course, as many others available in the market nowadays, makes the attractive "promise" of attaining the ability to interact orally in a quite short period of time as a strategy in order to call the future learner's attention.

5.2. Description of the course

This section is devoted to offering a description of the materials and resources the course under study comprises in terms of the physical elements it is made up of. On the other hand, an exposition of the approach followed in the course along with the syllabus model observed is also offered.

5.2.1. Description of the materials included in the course

Curso completo de autoaprendizaje Inglés by Pons Idiomas, comprises two books, four audio CDs and one DVD. It is presented in a very attractive format, a quite compact box, neither too large nor too thick which shows a nice picture of two people interacting while having a cup of tea in a cosy terrace. It is also described succinctly what the course includes, what every item included is about, the approach followed and the main objective to be achieved through the study of the course. The course is written in Spanish with the exception of the exercises and activities the student will work on. These friendly characteristics along with the information provided on the box are extremely important design features which aim at encouraging the future learner who wants to study through these kinds of methods. **Appendix 2** shows the front and the back covers of the box which contains the course.

5.2.1.1. *Student's Book*

The *Student's Book* appears to be the central element around which the four audio CDs, the DVD and the *Annex* revolve. Spanish is the language used in the introduction to explain the structure of the course and the meaning of the different symbols employed. Actually, the headings of all the activities and the description of the situations introduced to the student before the performance of an exercise are also written in Spanish. Although, it might be claimed that the reiterated use of the student's L1 does not seem beneficial when learning a new language, two facts justify this decision. On the one hand, the level is so low that the student does not possess the necessary control to deal with relevant instructions and explanations in English. On the other hand, since there is not any type of physical interaction either with classmates or a teacher, the possibilities of conveying meaning through gestures and mimic are discarded.

The *Student's Book* is made up of sixteen units. One revision lesson has been inserted every four units so as to revise and strengthen the contents covered in the four previous ones. The visual design pretends to offer a welcoming and easy view of the course: colour pictures and illustrations have been inserted into the exercises and a colour code indicates the different sections in the unit. The length and the structure of every

lesson is practically the same. The first page is always devoted to introducing the objectives to be attained. In order to reach these goals, an array of various exercises dealing with the different aspects of the language is presented through the lesson. The last page of each unit is divided into two parts: in the first one, the student is always asked to assess his/her degree of satisfaction and achievement of the objectives proposed at the beginning of the lesson. The second part is normally related to activities included in the DVD. **Appendix 3** illustrates the parts of the *Student's Book* described in this subsection.

5.2.1.2. Annex

This book could be considered as the necessary complement of the *Student's Book*. The layout present in the *Annex* is completely different from the one observed in the *Student's Book*. There are not either pictures or colours. Even the quality of the paper is clearly inferior. Therefore, it seems to have been thought and designed to be used as a reference manual. The key for the *Student's Book* exercises, the listening exercises transcripts along with their translation into Spanish, a grammar reference and all the vocabulary employed in the course with its equivalence in Spanish comprise the *Annex*.

Appendix 4 contains some pages from the annex showing a script along with its translation from a listening activity, the table of contents for the grammar section and a page extracted from the vocabulary section in order to make the reader have a clearer vision of this part of the course.

5.2.1.3. Audio CDs

There are four audio CDs which include all the listening exercises of the course.

5.2.1.4. DVD

There is one DVD which contains ten videos. Five of them are devoted to the explanation of relevant grammar points on the part of a native teacher. The other five videos include interviews and reports. The student has the option of watching them with the help of Spanish subtitles. A comprehension activity related to these videos can be found in the last section of some units in the *Student's Book*.

5.2.2. Approach and syllabus model

Generally speaking, an introductory section exposing the author's ideas and beliefs about the teaching and learning of a foreign language and, consequently, the approach to be followed according to those ideas, the type of syllabus adopted and the activities proposed in order to reach some objectives and a detailed description of both the materials included and extra resources is present in most language courses

nowadays. Nevertheless, apart from a brief explanation of the structure of the units in terms of content and activities in the *Student's Book* and the symbols employed next to some exercises, just a still briefer and superficial review of the method alongside quite optimistic expectations are observed on the box which contains the materials which comprise this course. Nonetheless, this fact does not imply that a closer study and analysis of these materials will not reveal both the approach and syllabus model which have been followed when designing them.

As stated on the cover, the purpose of the course is to make the learner communicate quickly in the target language through real and meaningful learning. Thus, it could be easily inferable that the intention of the author when designing and writing these materials is that of ascribing them to the Communicative Approach.

According to its American and British proponents, the main objectives of the Communicative Approach or Communicative Language Teaching (CLT) are to “a) make communicative competence the goal of language teaching and b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.” (Richards and Rodgers 1986: 66). Apart from many other features that define the Communicative Language Teaching and a wide variety of versions when applying it, ranging from the weak to the strong ones as distinguished by Howatt (1984: 279), the quotation above is, under my point of view, the most accurate definition of what a communicative approach is.

On the other hand, in order to achieve certain communicative competence, the interaction with either other learners or users of the target language while learning appears to be of paramount importance. Nevertheless, although to a greater or lesser degree, listening, reading and writing skills are dealt with in this course, since Pons's course is aimed at the self-study and no opportunities of interaction either with other students or teachers are offered, one of the central premises of CLT is not observable. Therefore, the possibilities of developing any kind of spoken communicative competence, at least through the study of this course, are nonexistent. A more detailed and extended analysis about the treatment of the four skills in Pons's materials will be exposed in the following sections.

Nonetheless, on the other hand, the syllabus is a clear example of one of the first syllabus models proposed by Wilkins in 1976: the notional syllabus, also known as notional-functional syllabus. As Thornbury (n.d.: 52) states: “Two kinds of meaning are implicated in this kind of description: functional meaning and notional meaning. [...], the function of a language item is what it does, its communicative force. The notion of an item is what it is about, the concept it convey.”

The sixteen units in the *Student's Book* revolve around a story which starts when a group of people arrives at a hotel and continues by setting the different characters in several scenes and situations that may be fairly common to people who travel. On the other hand, on the introductory page of each unit, there is a list which describes the content and the objectives in terms of functions, notions, topics, grammar and vocabulary. Nonetheless, although the organizing principle may seem to revolve around a succession of situations related to a trip, could be considered just a good literary device used for entertaining and engaging the lonely student. Actually, all of the functions, the grammar points and most of the vocabulary can be applied to very different situations from the ones present in the course; it is concerned with "preparing the learner for multi-purpose language used in a wide, but unspecified, range of contexts." (Thornbury n.d.: 52) and not with providing extremely specific structures and vocabulary with a very restrictive use.

Thus, this syllabus may be considered a reflect of that syllabus that, as exposed by Richard and Rodgers, The Council of Europe developed and whose result was *Threshold Level English* (van Ek and Alexander 1980). This syllabus pretended to describe the objectives to be included in the foreign language courses for European adults concerning the most common situations in which they would be involved, the most typical topics they would be exposed to when interacting in the target language, the functions that they may be required to use when communicating such as agreement, disagreement, greetings, asking for information or describing things, notions such as time, frequency and duration along with grammar and vocabulary.

5.3. Analysis criteria

In order to both have a clear perspective and be able to carry out a detailed analysis of the materials included in the course so as to achieve the stated objectives, the following steps have been taken:

The first step, although difficult and from an extremely different perspective, has been to establish a relationship with the course the same way any student would have done. Thus, each lesson and each exercise have been covered within every unit. I need hardly tell that my level of competence in English is far from the mastery of the language that a student taking this course would have. Therefore, although all kind of grammar explanations have been covered, every cultural tip read and every listen and repeat exercise practised, the time and effort employed in finishing the course has been significantly shorter than the time and dedication needed by the type of student the course is aimed at. This state of affairs has made possible to determine in this first step the linguistic content and the skills this future student will learn as the course advances. On

the other hand, it has also been possible to assess if the purpose of the course in terms of providing a real and meaningful learning of the language so that the learner can communicate in English is accomplished.

Secondly, after having covered all the contents and resources included in the course, a more detailed analysis has been carried out. It has been determined the approach the course could be ascribed to along with the syllabus type observable in these materials.

As a next step, the attention has been focused on those relevant aspects that must be taken into account when designing a syllabus such as utility and learnability and the presence of these factors in the course.

After this, it has been determined the role of both functions and notions in the course as an important part of a programme which pretends to supply the student with communicative competence.

Once all these steps have been carried out, all the exercises proposed in the course dealing with the four skills, grammar, pronunciation and intonation and vocabulary have been carefully classified into different groups. The process has been carried out employing that very traditional and old fashioned method of taking notes on a notebook. Actually, all the process of collecting information, doing the exercises, taking useful notes and writing down ideas for this project has been reflected on a notebook and some pieces of paper when this notebook was not at hand.

Sixthly, the type of exercises, the frequency of these exercises and number of activities proposed for each category in order to develop and practice the different aspects of the English language have been defined. In doing so, it has become obvious which aspects of language have been enhanced the most in the course and which ones have been neglected due to the limitations that the language self-study presents.

Finally, data concerning some other aspects covered in the course such as cultural tips, differences between American and British English and opportunities for self-assessment have been collected.

5.4. Instruments for the analysis

The study and analysis of the materials included in the course *Curso completo de autoaprendizaje* by Pons (2014) have been carried out working on a physical version of the course I have bought specially to develop this project. On the other hand, the development of the theoretical parts included in this project has been based on those materials provided for some of the subjects which comprise this master's degree along with some other references provided by friends and some others at home.

6. Results and discussion

6.1. Syllabus type, selection and grading

A student, whose level in the target language is quite low and whose knowledge about how to develop his/her linguistic competence is limited needs a syllabus of pre-selected and pre-arranged items which may guide and determine what language elements are to be covered and when these language elements are to be studied. This is the type of syllabus defined by White (1998) as Type A syllabus according to the distinction made by this author between Type A and Type B syllabuses, these last ones being characterized by a focus on the learning process carried out through meaningful tasks.

In the course under analysis, the learner is presented a programme whose organizing principle revolves around a mixture of functional, notional, grammatical and lexical categories in which decisions about items selection and grading have been already made by the author. At the same time, when choices of selection and grading regarding the elements to be included in this type of syllabuses are made two main factors are also taken into account: utility and learnability.

6.1.1. Utility: frequency, range and coverage

Utility could be defined as how useful an item might be. Decisions regarding what elements are to be included may depend on the degree of usefulness of these items. Bearing in mind that the course is targeted to a general English language learner with no specific needs, the choice of some items over others on the part of the author will have to do with the previously exposed when talking about the council of Europe: those common situations, functions, notions and topics that the learner would come across. Nevertheless, in order to determine and define such an abstract term as utility when referring to the items that general courses may contain, some more objective and measurable factors such as frequency, range and coverage must be taken into account.

6.1.1.1. Frequency

Frequency refers to the number of times an item is present in real language use. Since, on the one hand, the linguistic level this course is aimed to achieve on the part of the learner is quite basic and, on the other hand, these materials have been designed to fulfil the expectations of the general student, a high degree of occurrence of all of the items selected seems to be absolutely necessary.

Regarding vocabulary, the main function words have been incorporated:

- Articles and determiners: *a/an, the, this, that and these*.

- Auxiliary verbs: *be, do and have*.
- Conjunctions: *also, and, but, if, or and while*.
- Possessive adjectives: *my, your, his, her, its, our and their*.
- Prepositions: *about, after, at, before, below, by, for, from, in, like, of, off, on, since, through, till, to, until, up and with*.
- Pronouns: *I, you, he, she, it, we, they, me, him, her, us, them, myself, yourself, himself, herself, ourselves, yourselves, themselves, each, everybody and everyone*.

Concerning lexical words, the most common semantic fields containing either the most used items or all of them depending on the category are found in this course:

- Food: *breakfast, bacon, caramels, carrots, fruit and groceries* among many others.
- Hotels and travelling: *lift, luggage, reception, room, etc.*
- Jobs: *astronaut, boss, office, teacher, etc.*
- Months of the year and days of the week.
- Numbers: from one to six-figure numbers.
- Shopping: *dress, T-shirt, size, scarf, etc.*

Finally, a more than acceptable range of nouns, adjectives, adverbs and verbs is observable in this Pons's course taking into account that the level is an elementary one. Actually, the range of vocabulary included in this course is far more extensive than the one present in most courses aimed at developing the same level.

Since this course is concerned with providing the student with the necessary tools in order to attain certain communicative competence in the target language, functions along with the appropriate sentence patterns, explained grammatically or not, are of paramount importance. Those which could be considered the basic functions the student would need to put into practice in a hypothetical real situation such as greeting, describing people and places, complaining, talking about jobs and hobbies, giving and understanding directions and managing when buying in a shop among others are covered in the course.

Nevertheless, even when teaching a student without any specific needs and communicative goals when learning the foreign language, it is almost completely impossible to predict the situation and communicative demands the individual would come across in the real world, although some functions such as greeting are essential when interacting. In other words, the frequency of communicative functions in a real language use is quite an impossible aspect to measure. Bearing in mind that this type of syllabus is made up of pre-selected items, the author is compelled to choose just a very small amount of linguistic functions and predict possible future communicative needs among the almost infinite possibilities a syllabus may contain.

This is not the case with the grammatical content and notions included in these materials. An individual with an A1-A2 level, even students with higher proficiency, can cope with almost any communicative situation with the content covered in these two areas. Basic grammatical structures such as the present simple, the present continuous, the past simple, simple future, zero and first conditionals and the passive voice and notions such as present habit, past event, place, time, cause and consequence have a high degree of occurrence in real communicative situations.

6.1.1.2. Range

From a linguistic point of view, range can be defined as the probability an item has to be present in different contexts. It can be related to vocabulary items, grammatical elements or linguistic functions and notions.

Regarding vocabulary, the functions words present in the course are to be found in completely different situations and contexts, ranging from the most informal expressions of language to those academic texts dealing with science, medicine, law or linguistics. On the other hand, most of the lexical words are dependent on those communicative situations and topics contained in the course. Nonetheless, the course has as a main goal to supply the student with both quite general competences and proficiency for a basic and everyday use, therefore lexical words in Pons's are more likely to be found in ordinary and not specialized texts and conversations.

As in the case of frequency, grammar and notions seem to be present in nearly any kind of spoken or written texts. Obviously, depending on the kind of context, the variety of grammatical structures and notions will be a lot more extensive; however the ones included in this course are observable in any type of register or situation.

6.1.1.3. Coverage

Coverage is the other relevant and measurable parameter to be taken into account when deciding on the utility of the items to be included in a syllabus. It could be defined as the number of uses the same element has.

This is the case of some of the grammatical items and structures in these materials. Thus, three uses from the wide range of uses available for the modal verb *can* are presented to the student in this course: ability, capacity and request. Other modal verbs such as *would* and *will* are also applicable to express different notions being used to carry out different functions.

Another example is the word *like*. Not only makes its function as full verb and preposition but it is also an adverb, an adjective and a noun, not to mention the innumerable expressions and phrasal verbs in which *like* is present.

On the other hand, structures such as the present simple and the present continuous which express several notions, habit, general or scientific truths, permanent situation, future, action in progress, are studied in Pons.

6.1.2. Learnability

The concept of “learnability” is intimately related to the difficulty that either an item or a structure may imply when being learnt. The degree of difficulty of a structure is, at the same time, related to its complexity in terms of the number of elements involved in that structure. Therefore, it may seem obvious and sensible that a syllabus made up of pre-selected items as it is the case of Type A syllabuses and the case in the materials subject to this analysis start teaching extremely simple constructions adding more complex ones as the student progress and consolidate all the content previously covered. Nevertheless, if the main goal of a course is to supply the student with some of those so-considered essential or most common communicative functions, it will be completely necessary to teach, explicitly or implicitly, complex structures before more simple ones.

Just a superficial analysis regarding the grading of elements in Pons’s materials will show that the presentation of some structures in this course does not respond to the typical and “logical” order of elements in most Type A syllabuses. This phenomenon is observed both in the grammar section in the *Annex* and in the *Student’s Book*.

Thus, in the *Student’s Book*, the structure *Would you like...?*, used to make suggestions, is taught before the present simple of full verbs. Both in the *Annex* and in the *Student’s Book*, modality with *can* is introduced before both the present continuous. Another relevant example is supplied in the *Annex* where the past simple and the present perfect are presented after zero, first, second and third type conditionals.

It could be concluded that, although most of the times, the course agrees with an organization according to complexity, up to a certain point, sometimes, grammatical structures are both at the service and dependent on those possible communicative needs and not on the complexity of the construction. In fact, as Thornbury explains, when it comes to learning grammatical structures in a foreign language, the degree of simplicity or complexity, the degree of similarity with the mother tongue or the order in which these structures have been taught has nothing to do with acquisition as it has traditionally been suggested.

6.2. Functions and notions

For all the reasons that have been stated above when describing this course's approach and the type of syllabus ascribed to that approach observed in Pons's, this syllabus could be defined as a functional-notional one. The following is an exposition of the main functions and notions observed in the course.

6.2.1. Functions

Functions in this course are arranged according to a story which starts when a group of people arrives at a hotel with the intention of spending a weekend in which they will be involved in several activities related to Agatha Christie. During this weekend, the characters will go through different situations in which they will need to express their thoughts, needs and feelings using the English language. Thus, the different functions will be displayed depending on the context.

As it has been exposed in previous chapters and sections, the purpose of the course seems to be that of providing the student with the necessary tools to be competent when interacting in English. Among the huge number of sensations, feelings, intentions and thoughts that may be transmitted through language by means of functions, an important decision has to be made about what should be included in a course whose pretension is to achieve a quite elementary mastery of the target language. The ones these materials cover could be defined as the most essential ones, although the contexts in which each particular user can be involved are, as mentioned above, unpredictable in many cases.

Functions in Pons are, in most cases, introduced by means of listening activities. Since functions are pretended to be contextualized, these recordings present a situation in which a purpose on the part of the speaker must be conveyed using the appropriate function. After listening to and reading a specific conversation in which a specific function has been introduced in context, sentence patterns associated with this function are isolated in order to highlight the structure employed. Practice is mainly provided in the form of the following types of activities:

- Activities in which the learner is asked to match those sentence patterns associated with their specific function to their translation into Spanish.
- Activities in which the student is asked to match the sentence to be used with the situation in which its use would be appropriate. The situation is expressed in Spanish.
- Activities in which the student is required to listen and repeat sentence patterns that will be useful when interacting in the target language.

- Activities in which the learner is required to write the sentence pattern used when communicating something.
- Lists containing sentence patterns which the learner is asked to read and, up to a certain point, memorize.

The functions that can be observed in the *Student's Book* are:

- Unit 1: greeting people and apologizing.
- Unit 2: asking someone's origin, accepting and rejecting an offer and asking for a drink.
- Unit 3: describing people, expressing what you like and dislike and talking about your job.
- Unit 4: booking a room in a hotel.
- Unit 5: thanking and describing landscapes and places.
- Unit 6: making suggestions.
- Unit 7: giving directions and buying items.
- Unit 8: making decisions and telling the time.
- Unit 9: complaining and answering the phone.
- Unit 10: leaving messages on an answering machine.
- Unit 11: understanding commands and giving directions, congratulating and expressing wishes.
- Unit 12: expressing an opinion.
- Unit 13: Describing facts.
- Unit 14: expressing an opinion.
- Unit 15: paying compliments.
- Unit 16: saying goodbye and talking about the weather.

Appendix 5 shows some examples of the type of activities proposed in Pons so as to practise these functions.

6.2.2. Notions

Notions in the course go hand in hand with the grammatical items and structures included in these materials. According to the level of proficiency the course is aimed to attain, it could be concluded that the most elementary and necessary ones so as to be able to convey meaning are covered.

The notions present both in the *Student's Book* and the *Annex* are:

- Present habit and permanent situation

- Action in progress
- Value
- Quantity
- Position
- Modality: ability, possibility, permission, request, suggestion, hypothetical situation, advice, obligation and prohibition.
- Future reference
- Possession
- Time
- Past event
- Cause/effect
- Comparison

6.3. Grammar in Pons

Some references have been made to the grammatical elements and their organization in Pons's course in previous sections. A more detailed analysis of the items and structures as well as the order when presenting them along with the treatment of grammar and the exercises proposed in order to practice it will be dealt with in this subchapter.

As it has been mentioned above, the course contains two books: the *Student's Book*, which could be considered the central source of learning around which the rest of the materials included revolve, and an *Annex* which clarifies, extends and supports the content covered in the *Student's Book*.

Grammar is present in both of these books although the approach, the extension, the order followed and the content included differ from one book to another significantly. Whereas in the *Student's Book* the presence of grammar pretends to be a reinforcement of the structures functions are made of, in the *Annex*, grammar is exposed from an extremely theoretical point of view.

6.3.1. Grammar in Annex

Grammar is one of the three parts in which this book is divided into. Before exposing the analysis of the thirty-four grammatical units and the level of depth with which these elements are dealt with, I would like to point out that all the grammar is explained in Spanish. Actually, one of the main points that characterize the Communicative Approach as exposed by Richards and Rodgers is that "Judicious use of native language is accepted where feasible". (1986: 67). In this specific case, due to the extremely low level

of English the student is supposed to have when starting studying the course and the fact that the learner is facing these materials on his/her own, such an extensive use of the student's mother tongue may be justified. In fact, it should be born in mind that the level to be achieved is also quite low, A1-A2.

On the other hand, grammar is presented in an extremely traditional and theoretical way; thus, after having presented and explained an item, completely decontextualized examples are provided. Exercises to put into practice the newly-acquired element are not supplied in this book. After having analyzed all the units, the following are the most relevant aspects to be highlighted regarding grammar in the *Annex*.

6.3.1.1. Content

The grammatical content, regarding both items and structures, included in this book seems to be appropriate according to the level of linguistic competence to be achieved. It must be born in mind that the course does not pretend to be a grammar reference itself but an instrument to make the learner attain communicative competence. On the other hand, it is true that when comparing the grammatical content of the course with the grammatical content covered in grammar self-study books such as *Essential grammar in use* (Murphy 2008) some relevant and basic points are not covered in this book. Items such as *too* and *enough*, possessive pronouns, structures to indicate possession, countable and uncountable nouns, *already* with the present perfect, indefinite pronouns or modals such as *might* or *needn't* are not explained explicitly although the glossary contains some of these words.

6.3.1.2. Level of depth and difficulty

Concerning the level of depth and difficulty with which each point is dealt with in this book, this appears to be quite suitable for a course of this kind. Explanations are, in general, exposed in a very clear and accurate way. The most common uses of both each element and structure are normally included and well chosen examples are provided in order to illustrate them.

Nevertheless, under my point of view, a quite confusing explanation is provided when explaining how to form the comparative and superlative forms of adjectives containing three syllables or more. The author uses a not very common way of explaining the rule that it can be normally found in any grammar book to be applied to adjectives of two or more syllables. In the *Annex*, the following explanation is offered: "Los adjetivos de tres o más de tres sílabas que no terminan en -y, -er, -le u -ow forman el comparativo con more y el superlativo con most." (Pons, 2014: 37).

6.3.1.3. Organization

An atypical organization concerning grammatical items and structures when comparing this book with either some beginner grammar books or courses designed for teaching students at school will be observed through the *Annex* on many occasions. Perhaps the most significant examples of this original order correspond to the place that some verb tenses occupy in this section of the *Annex*.

Thus, more complex and less common verb tenses such as the present perfect continuous is introduced before the present simple and the past continuous. Regarding the present continuous, this is found even after the past simple and the modal verbs. In the same line, will indicating future along with some other uses as promise, intention and decision at the time of speaking is the content of the last unit of the grammar part. This order is not justified by an attempt to follow the same organization observable in the *Student's Book* since the grammatical items appear in a more logical order in that book.

The formation of comparative and superlative adjectives is also a good example to illustrate this point. This grammar point is covered in the second unit when describing the adjectives in English. Besides, the whole topic is not exposed in this unit. It is not until unit thirty-two that adjectives in their comparative and superlative forms are put into context by means of the explanation of the two main comparative structures and some sentences are provided in order to show how comparative and superlative forms work. Nevertheless, these structures have been included after having studied the passive voice, the relative sentences and the reported speech.

On the other hand, the most extended tendency is that of presenting conditional sentences not only after the so-considered most basic verb tenses have been studied but also after many other elements such as pronouns, possessive adjectives or countable and uncountable nouns have been presented. In Pons's course, unlike most of the existent elementary grammar references and books, conditional sentences are introduced before many other aspects such as the present simple, the present continuous, the past simple or the future with *will*.

Finally, another worth mentioning examples of this rather atypical organization would be the place that there is/there are and pronouns occupy in the grammar section of this book. Despite being extremely basic elements when it comes to learning a new language, these items are introduced after quite less common and far more difficult ones. In fact, they are found in units twenty-two and twenty-four respectively.

Appendix 6 contains one of the grammar lessons included in the *Annex*. On the other hand, the organization of the grammatical items in this part of the course can be observed in **Appendix 4**.

6.3.2. Grammar in the *Student's Book*

Since this part of the course is concerned with supplying the student not only with a theoretical and mechanic knowledge about the items and forms that govern the English language but with a wider, a richer and a global perspective, the treatment of grammar differs enormously from that found in the *Annex*. Thus, although it is true that grammar is still a quite relevant element and both explanations and exercises are provided in each lesson, it does not play that main and central role that it used to and that is still nowadays the case of some courses.

Actually, all the grammar points dealt with are contextualized and revolve around the functions which will allow the student to interact in the target language. Explanations seem to emerge as an analysis and dissection of those structures that have been previously introduced in the listening activities that open every lesson. This may seem the reason for including both grammatical information and exercises are observed not only in the specific sections devoted to grammar in the revision units but in almost every part each lesson is divided into. On the other hand, exercises are normally related to the functions and the topic covered in the units.

The following are the most relevant points to be highlighted regarding grammar in the *Student's Book*. They are related to the content included, the organization of the items and the type of exercises proposed.

6.3.2.1. Content

The grammatical content in the *Student's Book* appears to be slightly different from the one observed in the *Annex*. Explanations are reduced to a few guidelines and both examples and exercises are provided so as to practice and consolidate what has been presented in the theoretical section. A number and symbol beside each grammar section refers the student to a specific grammar section in the annex where a deeper exposition is provided. As in the *Annex*, these are written in Spanish.

Regarding the content, this is not an exact reflect of that included in the *Annex*, that is, not all the structures contained in the grammar section in the *Annex* are present in this part of the course. Thus, the passive voice, the conditional sentences and the reported speech are structures not studied in the *Student's Book*.

On the other hand, some grammar points which have not been included in the *Annex* are covered here. This is the case of some indefinite pronouns such as *everybody*, *everyone*, *everything*, *nothing* and *no-one*.

6.3.2.2. Organization

The order of the grammatical items in the *Student's Book* follows a more logical order in terms of simplicity and frequency, a more similar organization to the succession of items that governs most textbooks nowadays. Nonetheless, some quite essential items are dealt with at a quite advanced stage in the book. Thus, some and any turn up in unit twelve and the possessive adjectives in unit thirteen.

A copy of the index is provided in **Appendix 7** showing the order of the grammar elements in the *Student's Book*.

6.3.2.3. Exercises

The types of activities proposed in the *Student's Book* correspond to the classical model of exercises included in most grammar books and references. As mentioned above, opportunities to practise this aspect of language are provided throughout the *Student's Book*.

- “Fill in the gaps” exercises: the student is required to fill in gaps placed in a number of sentences which are not connected choosing an element among the several possibilities proposed in the heading. The element to be fitted may be the appropriate verb tense, an auxiliary verb, a preposition, a conjunction, a pronoun or the correct form of the adjectives when using them in the comparative and superlative.
- The student is presented the items a sentence is made of separated by slashes. The task is to put those elements in order to form a correct sentence. This model of exercise normally illustrates grammar points that have been already studied either in the same lesson or in previous ones.
- The student is introduced some sentences. After having read them, he/she is asked to fill out some gaps by adding some words that have been taken out of a grammar rule written in Spanish. The learner is expected to infer the missing words observing the common pattern that all the sentences seem to meet. A very similar exercise exposes the student to several sentences along with their translation into Spanish. At the end of the exercise, the learner must deduce how some words related to grammatical concepts would be “said” in English.
- The learner is required to match some sentences halves so that they make sense. This is the kind of exercise proposed to practice complex sentences joined by a conjunction.
- Questions must be related to the correct answer in order to practice short answers.

Appendix 7 contains some examples of the type of exercises proposed in Pons to practice grammar. In **Appendix 3**, organization regarding grammatical points is observed by means of the index.

6.4. Pronunciation and intonation

At a segmental level, specific pronunciation rules are not provided in the form of either phonetic symbols or transcriptions. Pronunciation is practiced by inviting the student to repeat both sentences and words after having listened to them through the recordings.

Regarding intonation, the difference between strong and weak words into the sentence is introduced and advice on how to make spoken language sound more natural is given by explaining how some words such as prepositions and connectors are not as emphasized as others in the sentence when pronouncing. It is also described how, depending on the idea the speaker wants to highlight subjectively, some words may be more strongly pronounced than others. The fact that words into the sentence are not independent units of pronunciation but a sort of chain of sound is also pointed out. Intonation patterns concerning rising and falling tones depending on the type of sentence are briefly covered and put into practice by listening to a recording.

On the other hand, the student is exposed to different varieties of English in order to make him/her aware of how pronunciation and intonation differ depending on either the country or the region. More traditional courses tend to present *received pronunciation* (RP) as the only option when it comes to performing the language orally.

Appendix 8 includes some pages which illustrate what has been exposed in this subchapter.

6.5. Vocabulary

Both the selection and range of vocabulary contained in this course covers the basic needs of a student whose purpose is to attain an A1-A2 level. It mainly revolves around the communicative functions and situations covered in the *Student's Book* that, as it has been mentioned previously in this project, are the ones that the creator/s of the course have considered to be the most probable functions and situations an individual may come across in a real communicative encounter. Nevertheless, semantic fields such as home, family, education or food are dealt with superficially.

Lexical information and exercises, as in the case of grammar, are provided in the different sections units are made up apart from the specific sections designed to practice vocabulary in the revision units. This aspect of language is put into practice by means of the following exercises:

- Vocabulary activities in which the student must unscramble the letters that a word is made up of.
- The student must match Spanish words with their translation into English.
- Some words in Spanish are presented to be translated into English. The student must infer the meaning of them after having been introduced in a listening and reading activity.
- Exercises in which the learner must classify some words into groups according to different criteria depending on the activity.
- “Cross the odd one out” exercises.
- “Listen and repeat” activities.
- “Fill in the gaps” exercises choosing from a list of words.

Appendix 9 includes some pages containing examples of the kind of activities proposed in Pons to practise this aspect of language.

6.6. The four skills: treatment and integration

6.6.1. Listening and reading

The reason why the treatment of these two receptive skills in the course will be exposed in the same section emerges from the fact that both of them appear to be intimately related in this course. Thus, opportunities for practising the reading skill are provided mostly by means of the scripts of the recordings that are supplied in the *Annex*.

In fact, most of the times, the learner is required to read the script while listening. These scripts are also translated into Spanish so that the student can compare both speeches and resolve any doubt that may arise. Listening and reading skills are also integrated in those sections in which useful sentences patterns are presented. In some of them, the student is invited to repeat them aloud. Actually, as it has been mentioned previously in this project when describing vocabulary in Pons, the student is also required to read and listen to some words at the same time or repeat aloud some words after having listened to them.

The listening skill is highly promoted in the course and it is of paramount importance. Every lesson begins with a listening activity. The most part of the content which will be studied in the unit concerning functions, grammar and vocabulary has been taken out from this initial spoken and written text. Since due to the nature and design of the course it would be impossible for the student to interact and be exposed to English spoken language, the large amount of this kind of activities tries to compensate this limitation.

Before exposing the type of activities proposed to practice the listening skill, some considerations regarding the nature of the texts when presenting these two skills must be taken into account. These have to do the special conditions under which the texts have been designed and the careful selection of the items included in these texts.

Since the linguistic level with which the student starts the course is obviously extremely low, the texts proposed have been specifically and carefully designed in order to try to include only those structures and items that either have already been dealt with or will be covered in the unit in progress. On the other hand, some of the features of the real spoken speech such as reduced or ungrammatical forms and pauses, false starts or hesitations have been suppressed so as to make the task easier and avoid frustration on the part of the lonely learner.

Regarding the veracity of texts and the expected reaction on the part of the listener/reader, Widdowson (1978: 80) makes a distinction between “genuineness” and authenticity. The first term makes reference to an intrinsic feature of the text itself. The second one refers to how the listener/reader reacts before the text. A text could be considered genuine when it has not been manipulated in order to adapt it to the level or the needs of the receptor. On the other hand, an authentic response would be that of a listener/reading when processing a spoken text in the real life. As it has been mentioned above, the texts included in Pons have been created to meet both the needs and the level of the learner. On the other hand, the tasks the student is required to do in order to develop and improve these two skills are not the ones an individual would carry out in the real life when facing any kind of spoken text.

Apart from the recordings collected in the audio CDs, more real examples of spoken production are offered in the interviews included in the DVD. Listening inputs along with video aids confer a high degree of realism to the text since, although the input level is still quite low, all those inner features of the spoken production itself such as pauses and hesitations alongside background noise are present. Nonetheless, exercises to check the level of comprehension are supplied after it. Videos offering grammar explanations by a native teacher are also provided in the DVD and followed by exercises which put into practice the item or structure.

Not all the recordings are followed by comprehension exercises. Some of them have been designed to make the student listen to and practice pronunciation and intonation. Examples of this kind of practice are provided in **Appendix 8**.

The following is a list of the type of listening activities included in this course according to the classification offered by Underwood (1989: 112-114):

- Pre-listening activities:

- Reading a text.
- Pre-viewing language.
- Looking at a list of items.
- Predicting/speculating.

Inferring the meaning of either sentences or words written in Spanish with their translation in English is an exercise which is not included in Underwood's list but observed in Pons. As it can be inferred from previous sections in this project, translation plays a relevant role in this course.

- While-listening activities:

- True/false.
- Multiple-choice questions: the exercise may be written either in English or Spanish in this course.
- Putting pictures/sentences in order.
- Text completion.
- Seeking specific items of information.
- Matching pictures with what is heard.
- Completing grids.

Post-listening activities included in Pons are not typified in Underwood's list. Thus, in some activities, the student is presented some sentences in Spanish. His/her task is to write a sentence in English whose meaning is the same as the one of the sentence in Spanish. A very similar activity in which translation is involved presents the student two lists of sentences. Both lists contain the same sentences written in English and in Spanish respectively. The student must match the English sentence with its translation in English.

Matching two halves of a sentence so that it makes sense is another type of activity present in the course although it is not reflected in Underwood's typology. Finally, some post-listening exercises ask the learner to put in order the elements of sentences that he/she has just listened to.

Appendix 10 contains some pages showing the type of listening activities included in Pons's course.

6.6.2. Writing

Apart from the words or sentences the student is demanded to write in order to complete the exercises, opportunities for writing are almost inexistent in this course. Since, on the one hand, the correctness of written production can not be checked objectively as the exercises that are presented to practice grammar or those designed to

develop listening comprehension and, on the other hand, the student is completely on his/her own facing the learning process, just a few extremely controlled writing exercises are provided.

Appendix 11 shows examples of writing activities included in this course. It must be pointed out that there are just three activities devoted to practising this skill in this course.

6.6.3. Speaking

Both the intrinsic nature of the language self-study method and the specific design of this course do not provide opportunities of an on-line spoken interaction with either other learners or teachers are not provided. There appears a tendency to invite the learner to memorize useful structures and sentence patterns which are likely to be needed in real communicative situations. Thus, repetition and memorization of useful sentences are the techniques employed in an attempt to diminish the negative effects that the lack of practice regarding the speaking skill may cause when learning a new language. An example of this type of exercise is provided in **Appendix 12**.

Nevertheless, the experienced student committed with his/her own learning process and progress will do everything possible to be involved in real spoken communication. The possibilities range from either taking part on those organized meetings in pubs in which people can practice a foreign language with native speakers to by enrolling in formal conversation classes as complementary instruction.

6.7. Cultural notes

As the main objective of this course seems to be the achievement of communicative competence on the part of the student, information regarding courtesy rules when using the English language orally is provided. Advice on how the behaviour of the student should be when interacting with native English and American people is also supplied in these materials.

Moreover, since both the cultural context in which the individual may be immersed and the interlocutors he/she may interact with in a future are completely unpredictable, examples of some of the differences in the use of language depending on these factors are provided. English and American native speakers are the two most significant groups the course refers to. **Appendix 13** contains some examples of these cultural notes that are present throughout the *Student's Book*.

6.8. Learning process

Self-teaching requires a high degree of both motivation and responsibility on the part of the student. Unlike the traditional learning process in which a close relationship between the figure of a teacher and their pupils is established, guidance, planning regarding content, goals to be attained in a period of time or an achievement record in the form of formative and summative assessment provided from an external and professional source is not available when deciding to study on one's own.

Actually, this course does not include any kind of test so that the student can assess his/her own progress. Revision units could be considered the only way the learner has to check his/her learning process.

In order to alleviate a possible feeling of discouragement and lack of objectives, the student is invited to reflect his/her degree of attainment in the form of a test which includes all the points dealt with at the end of each unit. Furthermore, every four lessons and coinciding with the revision units, a kind of diary in which the learner will write down all those aspects which have called his/her attention is supplied. This technique is very similar to that included in Valcárcel *et al.*'s (1996) detailed taxonomy of learning strategies. According to these authors, this technique is to be used as part of the self-responsibility strategy, this being included in the affective process the learner goes through. **Appendix 14** shows an example of this type of self-monitoring.

7. Conclusion

After having analysed the different aspects, resources and content included in this Pons's course, my conclusions are the following:

The design of the course in terms of organization and arrangement of the content and layout makes these materials extremely attractive and easy to use for a student that faces a course without any kind of support.

The approach adopted in this course along with the type of syllabus is the one which has been most commonly employed in the last few decades by materials' designers, although a same line is not observed when it comes to enhancing the various aspects that normally are covered in this types of syllabus such as the four skills, the different language functions or grammar, becoming this last aspect the real core in most of the courses, being communicative skills just an excuse.

In Pons, both grammar and functions have an essential role. Grammar treatment in terms of explanatory sections and exercises that put into practice what has just been exposed is obviously very traditional. Grammatical items are normally presented and practiced as discrete elements, that is, language is divided into elements to be dealt with

one at a time. On the other hand, functions are also given great importance in order to equip the student with communicative competence. Thus, the learner is presented useful sentence patterns to be used depending on the situation and the linguistic function to express even though these patterns have not been analysed and studied element by element in previous grammar sections.

It could be concluded that the type, the quantity and range of exercises proposed in this course in order to practice the listening and reading skills and grammar are appropriate. The student is presented an acceptable variety of activities with help develop a specific ability, that of understanding written and spoken texts or building correct grammar structures, from different perspectives.

Concerning the type of learner the course may be addressed to, I would venture to express that it is especially targeted at adult students in need of learning English due to either frequent trips abroad or frequent encounters with foreign people where the common language to be used is English. The reason to have come to that conclusion is mainly the background story around which the linguistic content of the sixteen units that comprise the student's book revolves: the different situations and settings a group of people who is staying at the same hotel will go through during a weekend. This frame helps this type of student identify with a probable future experience, which could boost the degree of involvement and motivation on the part of the student. Nevertheless, this fact does not mean that the course is not suitable for any kind of student as the functions, the topics and most the vocabulary included in the course could be applied to many other situations different from that of spending a weekend abroad.

Finally, concerning the four skills, an evident lack of equilibrium between the receptive, reading and listening, and the productive skills, writing and speaking, is observed since in the case of writing, a near control and guidance on the part of a teacher appears to be essential. Therefore, up to a certain point, it has been quite prudent on the part of this course's designer/s not to encourage the learner to undertake the arduous task of creating any kind of free written production except for those two extremely controlled examples that have been mentioned in the previous chapter when focusing on the writing skill.

Regarding the oral production, constant and supervised practice seems to be the only sensible method so as to attain an acceptable competence when communicating orally. In this specific course, neither the figure of a teacher nor classmates are available to develop the ability to communicate through spoken speech.

In light of this panorama, the student is provided with the ability to receive inputs in the target language but not to produce them. Thus, the course supplies the student with just the fifty per cent of linguistic competence, just with the capacity of only being a

passive subject in front of any future communicative encounter. Since he/she will be unable of producing any written or spoken discourse, a real communicative situation will be impossible.

Therefore, in this regard, it could be concluded that this course could be considered a very useful instrument to establish an initial contact with the target language, a tool to get acquainted with the most simple structures and elements the language is made up before immersing in a more formal and complete study of the English language taking into account all its aspects. On the other hand, being the purpose of the student to achieve communicative competence, these materials could also play the role of an individual type of instruction which deals with aspects for which guided teaching does not seem necessary but which is complemented by interacting with either other users or teachers in order to develop the productive aspects of the language since, all in all, the course does not fulfil by itself the main expectation created and expressed on its cover, that of *“aprender rápidamente a comunicarte en inglés”*. Thus, extreme language self-study as a method to learn a language from a global perspective appears to be ineffective.

As a future and further line of research on the present topic, it would be both interesting and extremely clarifying to study and analyse different English self-study courses dealing with the same proficiency level so as to carry out a comparative analysis regarding design, available materials and resources, content, functions, notions, grammar and the treatment of the four skills along with their effectiveness.

8. Appendices

8.1. Appendix 1: Oxford's (1990: 17) taxonomy of language learning strategies

- DIRECT STRATEGIES
 - I. Memory
 - A. Creating mental linkages
 - Grouping, Associating/elaborating, Contextualizing word
 - B. Applying images and sounds
 - Imagery, Semantic, Mapping, Keywords, Sounds in Memory
 - C. Reviewing well
 - Reviewing after increasingly longer intervals of time
 - D. Employing action
 - Physical response or sensation, Using mechanical techniques
 - II. Cognitive
 - A. Practising
 - Repeating, Formally practising, Formulaics, Recombining, Practising naturalistically
 - B. Receiving and sending messages
 - Getting the idea quickly, Using resources
 - C. Analyzing and reasoning
 - Deductive reasoning, Expressions analysis, Contrast across languages, Translating, Transferring
 - D. Creating structure for input and output
 - Taking notes, Summarizing, Highlighting
 - III. Compensation strategies
 - A. Guessing intelligently
 - Using linguistic and other clues
 - B. Overcoming limitations in speaking and writing
 - Mother tongue, Getting help, Gesture, Avoidance, Topic selection, Approximating the message, Coining words, Circumlocution
- INDIRECT STRATEGIES
 - I. Metacognitive strategies
 - A. Centring your learning
 - Overviewing and linking, Paying attention, Just listening
 - B. Arranging and planning your learning

Meta-linguistics, Organizing, Setting goals, Identifying purposes,
Planning for a task, Seeking times to practise

C. Evaluating your learning

Self-monitoring, Self-evaluating

II. Affective strategies

A. Lowering your anxiety

Relaxation/meditation, Music, Laughter

B. Encouraging yourself

Positive statements, Wise risk-taking, Rewarding yourself

C. Taking your emotional temperature

Body awareness, Emotion checklist, Diary, Sharing feelings

III. Social Strategies

A. Asking questions

Clarification/verification, Correction

B. Cooperating with others

Peer support, Interaction with native speakers

C. Empathizing with others

Developing cultural understanding, Becoming aware of others' thoughts
and feelings.

8.2. Appendix 2: Course box.

A.2.1. Front cover of the box.



Source: Pons, 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. (Front cover).

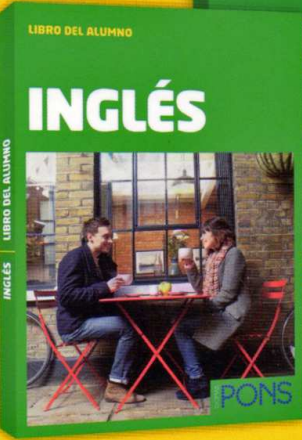
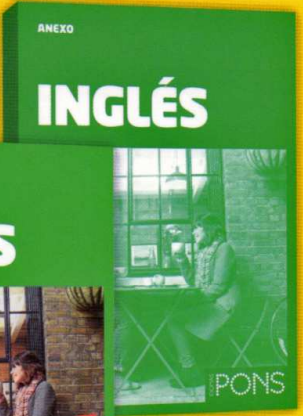
A.2.2. Back cover of the box.

INGLÉS

CURSO COMPLETO DE AUTOAPRENDIZAJE

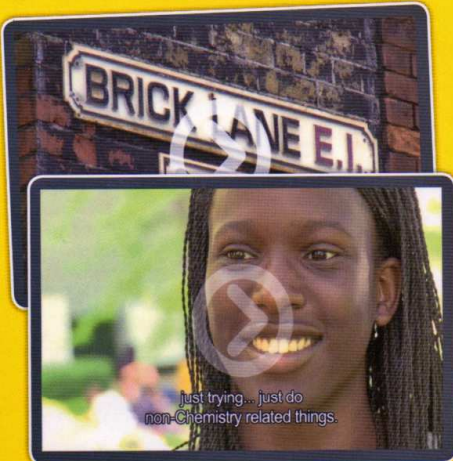


2 LIBROS

Basados en un enfoque moderno y 100% comunicativo, los **Cursos PONS** te ofrecen una propuesta integral y variada que proporciona un aprendizaje real y significativo de la lengua. ¡Para que puedas aprender rápidamente a comunicarte en inglés!

DVD



El **ANEXO** (de 112 páginas) incluye:

- las transcripciones de todas las grabaciones junto con su traducción al español
- las soluciones de los ejercicios
- un resumen gramatical
- un glosario inglés-español

El **LIBRO DEL ALUMNO** (de 176 páginas) contiene 16 unidades + 4 lecciones de repaso

4 CD



4 CD (en formato Audio + MP3) con todo el material auditivo del curso

El **DVD** contiene 5 vídeos con reportajes y entrevistas, y otros 5 vídeos en los que un profesor nativo explica algunos de los aspectos gramaticales más importantes de los niveles A1 y A2. Todos los vídeos culturales pueden visionarse con o sin subtítulos y llevan, en el Libro del alumno, actividades de comprensión.

difusión

Centro de Investigación y Publicaciones de Idiomas, S.L.



www.ponsidiomas.com

www.facebook.com/ponsidiomas

ISBN 978-84-10057-09-2



9 788416 057092

B-29675-2013

Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. (Back cover).

8.3. Appendix 3: Introduction, layout and index in the *Student's Book*

A.3.1. Introduction to the course in the *Student's Book*.

Extract 1.

PRESENTACIÓN

Welcome!

Estructura del curso

El **Curso completo de autoaprendizaje de inglés** consta de 16 unidades y 4 lecciones de repaso.

UNIDAD 1		UNIDAD 2		UNIDAD 3		UNIDAD 4	REVISIÓN
iEmpecemos!	▶	iEmpecemos!	▶	iEmpecemos!	▶	iEmpecemos!	▶
Comprender		Comprender		Comprender		Comprender	Comunicación
Practicar		Practicar		Practicar		Practicar	Gramática Vocabulario Pronunciación

Las unidades

En la primera página de cada unidad se enuncian todos los temas que se trabajarán a lo largo de su estudio. Cada unidad se estructura en tres fases:

iEmpecemos! Prepara para el diálogo y los contenidos que se tratarán en la unidad.

Comprender. Aquí se presentan y se explican sistemáticamente los contenidos, ya sean de gramática, comunicación o vocabulario.

Practicar. Una amplia variedad de ejercicios te ayudarán a consolidar lo aprendido.

 Este símbolo indica la **pista de audio** del CD1 o del CD2 que necesitas para poder realizar un ejercicio.

 Este símbolo indica la referencia al **vídeo** del DVD.

Al final de la mayoría de unidades tendrás la oportunidad de profundizar todavía más en el idioma mediante un vídeo. En total se incluyen diez vídeos, cinco de los cuales son de gramática y los cinco restantes, entrevistas a pie de calle, micrófono en mano. En los vídeos de gramática, un profesor nativo te explicará algunos aspectos gramaticales especialmente importantes para el dominio de la lengua. Los vídeos de entrevistas te mostrarán el lado más auténtico del idioma y del país a través de sus gentes.

Todos los vídeos incluyen actividades de comprensión que encontrarás al final de cada unidad. Además los vídeos de entrevistas se pueden visionar con o sin subtítulos en inglés.



3 three

Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. *Student's Book*, p.3.

Las unidades de repaso

Revisiones. Cada cuatro unidades podrás repasar todo lo aprendido mediante ejercicios adicionales.

Durante el aprendizaje también te serán muy útiles los siguientes apartados incluidos en el **Anexo**:

Gramática. Un compendio gramatical recoge todos los aspectos que se han tratado en cada unidad explicados de manera clara y completa.

 Este símbolo, que aparece a lo largo de las unidades, hace referencia a secciones concretas de la gramática del **Anexo**.

Glosario. Recoge todo el vocabulario del curso traducido al español y ordenado alfabéticamente. De este modo podrás consultar rápidamente cualquier duda de tipo léxico.

Soluciones. Aquí encontrarás las soluciones de todos los ejercicios para que puedas corregirlos con total autonomía y repasar esos aspectos que te resultan más difíciles.

Transcripciones. En este apartado encontrarás la transcripción de todas las pistas junto con la traducción correspondiente al español.

Los CD

Además del CD 1 y CD 2, que incluyen las pistas directamente relacionadas con los ejercicios de cada unidad, en el CD 3 encontrarás la audioguía **Inglés de cada día / English for everyday life**, que consta de 37 pistas bilingües español-inglés con las que podrás repasar desde la forma de saludar a desenvolverte con naturalidad en un restaurante. Se trata de un material ideal para memorizar estructuras y mejorar la pronunciación.

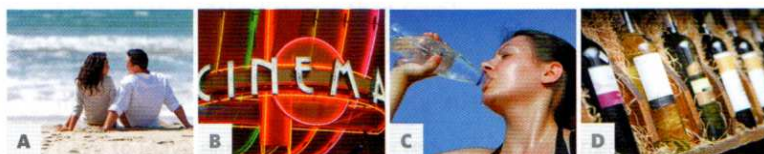
En el CD 4, y para tu comodidad, encontrarás todos los audios del curso en formato mp3 para que los puedas escuchar en cualquier lugar.

A.3.2. Example of page layout in the *Student's Book*.

¡EMPECEMOS!
COMPRENDER
PRACTICAR

11

Relaciona las frases con las fotografías.



- ___ 1. She bought the most expensive wine in the shop.
- ___ 2. It'll be the hottest day of the year.
- ___ 3. You're the nicest person I've ever met.
- ___ 4. It's one of the best films I've ever watched.

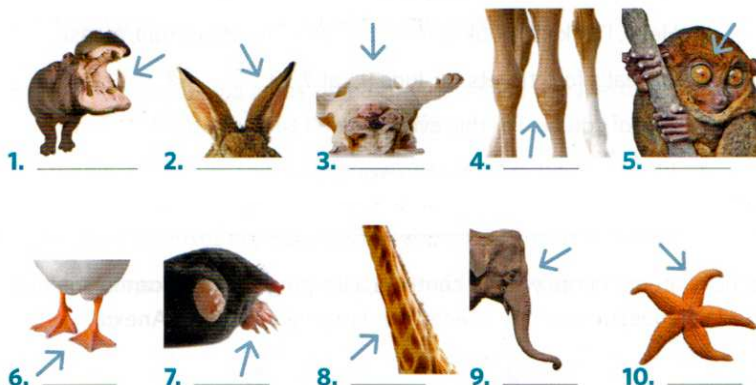
12

En la conversación has oído que Mary tenía dolor de cabeza. Aquí puedes ver otras partes del cuerpo. Escucha cómo se llaman y escribe las palabras del recuadro debajo de la imagen correspondiente.

CD 2. TR. 51



throat head ear knee hand arm tooth eyes stomach foot



13

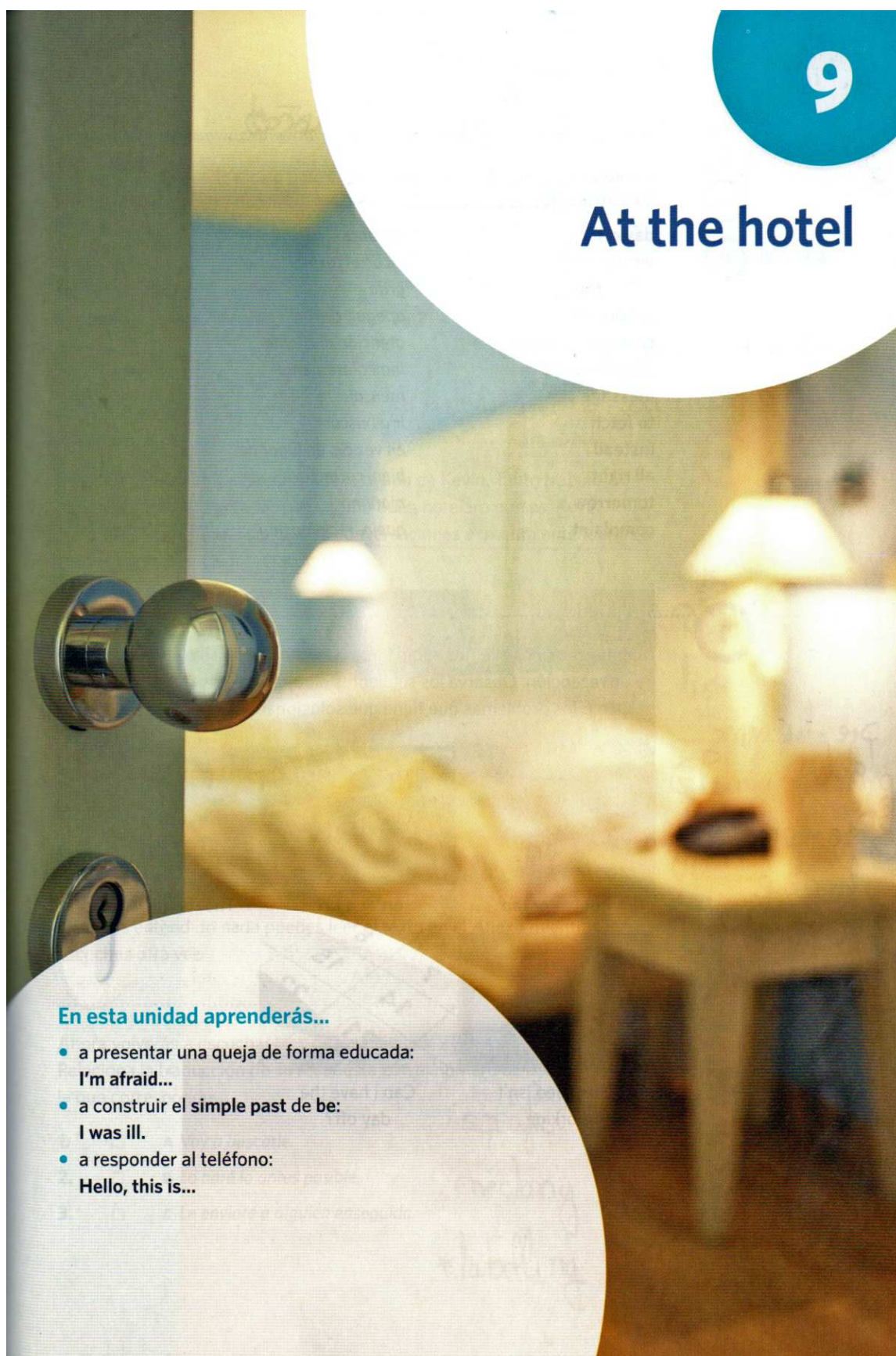
Hay muchas respuestas posibles a la pregunta **How are you?** Lee estos ejemplos.

Fine, thanks.
My knee hurts.
I'm happy.

I've got a headache.
I'm feeling better.
My feet are killing me.

I'm a bit tired.
I've got toothache.
My throat hurts.

A.3.3. Example of the first page of the units in the *Student's Book*.



Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. *Student's Book*, p.87.

A.3.4. Index in the *Student's Book*.

Extract 1.

		ÍNDICE
		
1	Hello and welcome!	7
Saludarse • Presentarse • El uso de excuse me/ sorry • El verbo be • Los números del 0 al 9		
2	Where do you come from?	15
Países, idiomas y procedencias • El simple present • las preposiciones at, from y with • Los números del 10 al 19		
3	Talking about people	23
La descripción de personas • La negación • El verbo like • Los números del 20 al 90 • Las profesiones		
4	Can I help you?	31
Dar y pedir información • Los decimales • Las frases interrogativas • El verbo do como auxiliar • El verbo can • El plural		
	Revisión 1	39
La descripción de personas y lugares • Dar información personal • El verbo have • Los verbos be, like y do • A o an • La familia		
5	Let's go sightseeing!	47
El entorno • There is y there are • Las partes del día • Los días de la semana • Los interrogativos where, what y when		
6	Hobbies and freetime	55
Actividades de ocio • Formular y responder a propuestas • El present progressive • El verbo go		
7	Let's go shopping	63
En el centro comercial • Preguntar y dar indicaciones • Los números ordinales • Hacer comparaciones • Los colores		
8	In the teashop	71
Pedir en la cafetería • Quedar con gente • El futuro con will • Las horas • Preposiciones • Los pronombres personales		
	Revisión 2	79
Situaciones: en la cafetería, ocio y tiempo libre, en el hotel, de compras • Preposiciones • El present progressive • El present simple • La negación • Los colores • Los meses		
9	At the hotel	87
Un día en el hotel • Peticiones y reclamaciones • El simple past del verbo be • Expresiones útiles al teléfono		
10	On the phone	95
Pedir y dar información • El simple past • Adverbios temporales • Preguntas indirectas		
		5 five

Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. *Student's Book*, p.5.

ÍNDICE



11 Wishes and requests	103	14 Expressing your opinion	135
Entender órdenes e instrucciones • Expresar deseos y felicitaciones • Like y would like • Preguntar por el pasado • Negar en simple past		La ropa • Expresar opiniones • Usos del simple past • El present perfect	
12 Talking about things	111	15 At the theatre	143
Pedir explicaciones • Disculparse • Expresiones de cantidad • Expresar opiniones • Some y any • Respuestas cortas • Deletrear		Respuestas cortas con el verbo auxiliar • El comparativo y el superlativo • Las partes del cuerpo • Las preposiciones from , for , of y about	
Revisión 3	119	16 Thank you and Goodbye	151
Reaccionar de forma adecuada • El simple past • Complementos temporales • Expresiones de cantidad • Las vacaciones • Hacer la compra • El trabajo		Despedirse • Expresar agradecimiento • For y since • Hablar del tiempo • Usos del present progressive • Conjunciones	
13 Things you have to do	127	Revisión 4	159
Describir hechos • Have to , must y must not • El condicional con if • Los posesivos • La casa		Situaciones cotidianas • El present progressive • Conjunciones • Complementos temporales • Simple past o Present perfect • Deberes y obligaciones • La ropa • El tiempo	

8.4. Appendix 4: Sections in the Annex

A.4.1. Example of script and its translation. Track 24.

TRANSCRIPCIONES
UNIDAD 2 - 4

UNIDAD 4

Track 24

1.

Kevin: Good evening. The Crooked House Hotel. Can I help you?

Caller: Good evening. This is David Jamieson. Do you have a double room free?

Kevin: No, I'm afraid not. I have a single room with shower.

Caller: Oh. Does it have television?

Kevin: Yes, a colour television and a telephone.

Caller: Fine. Do you have a garden?

Kevin: I'm afraid not. But we have a sunny terrace.

Caller: Can we hire a boat?

Kevin: Yes, in Torquay you can hire boats and bikes.

Caller: Can we get a taxi from the airport?

Kevin: Yes, you can get a taxi or a bus.

Caller: That's fine. Thank you.

Kevin: Thank you. Goodbye.

Kevin: Buenas tardes. Crooked House Hotel. ¿En qué puedo ayudarle?

Señor: Buenas tardes. Soy David Jamieson. ¿Tiene alguna habitación doble libre?

Kevin: No, lo siento. Tengo una habitación individual con ducha.

Señor: Ah. ¿Tiene televisor?

Kevin: Sí, televisor en color y teléfono.

Señor: Bien. ¿Tienen ustedes jardín?

Kevin: No, lo siento. Pero tenemos una terraza soleada.

Señor: ¿Podemos alquilar un barco?

Kevin: Sí, en Torquay pueden alquilar barcos y bicicletas.

Señor: ¿Podemos tomar un taxi desde el aeropuerto?

Kevin: Sí, pueden tomar un taxi o un autobús.

Señor: Muy bien. Gracias.

Kevin: Gracias. Adiós.

Dan: How interesting! Are you the murderer?

Stefanie: I think it's Chris. He's so quiet.

Mary: Vaya, soy Clarissa Brown. Ella es joven y elegante. Yo no soy ni joven ni elegante.

Stefanie: Bah, no se preocupe, Mary. Usted parece joven.

Dan: Oh, Mary. Soy su marido, Henry. Soy guapo, tengo unos cuarenta años y llevo gafas. Vaya, no me gustan las gafas.

Stefanie: Y a mí no me gusta la jardinería, pero soy la señorita Peake, la jardinera. También tengo unos cuarenta años y soy alta. Y a usted, Dan (o Henry), ¿le gusta la jardinería?

Dan: Ah, no. Yo soy diplomático. Un diplomático británico con acento americano. ¡Qué gracioso! ¿Y tú, Jessica? ¿A qué te dedicas?

Jessica: Soy narcotraficante.

Todos: ¿Cómo?

Jessica: Sí, y estoy casada con tu primera mujer, Henry.

Dan: ¿Qué interesante! ¿Eres tú la asesina?

Stefanie: Creo que es Chris. Está tan callado.

Track 18

1. He doesn't live in Paris. He doesn't speak German. He doesn't work in Barcelona, but he likes spaghetti.

2. She doesn't like spaghetti. She doesn't speak Spanish. She doesn't live in Italy, but she works in London.

3. They don't speak Italian. They don't work in London. They don't like spaghetti, but they live in Berlin.

Track 20

1. seventy; **2.** thirty-nine; **3.** twenty-five; **4.** fifty-five; **5.** fifty-two; **6.** forty-five

Track 22

1. I'm a musician. The saxophone is my instrument, but I play the piano and the guitar, too.

2. I'm a doctor. I work in a hospital, helping people.

3. I'm an architect. I design houses and buildings.

4. I work in a hotel - and organize everything.

5. I'm a motor mechanic. I repair cars.

2

TRANSCRIPCIONES

17 seventeen

Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. Annex, p.17.

A.4.2. Index for the grammar section in the *Annex*.

GRAMÁTICA

Gramática

- § 1 Los conceptos gramaticales más importantes
- § 2 El adjetivo
- § 3 El artículo
- § 4 El verbo "be"
- § 5 La hora y la fecha
- § 6 La formulación de preguntas
- § 7 El verbo "have"/"have got"
- § 8 La oración condicional
- § 9 El imperativo
- § 10 Las respuestas cortas
- § 11 Expresiones de cantidad
- § 12 Verbos modales
- § 13 "Have to" y "must"
- § 14 El *simple past*
- § 15 El plural
- § 16 Las preposiciones
- § 17 El *present progressive* o *continuous*
- § 18 El *present perfect*
- § 19 El *present perfect progressive*
- § 20 El *past progressive*
- § 21 El *simple present*
- § 22 Los pronombres
- § 23 "Since" o "for"
- § 24 "There is" y "there are"
- § 25 Los adverbios
- § 26 Las oraciones de relativo
- § 27 La formación de palabras
- § 28 *Question tags*
- § 29 La pasiva
- § 30 El estilo indirecto
- § 31 Verbos irregulares
- § 32 Las comparaciones
- § 33 Las negativas
- § 34 El *will future*

3

GRAMÁTICA

33 thirty-three

Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. *Annex*, p.33.

A.4.3. Example of glossary in the Annex.

Glosario

A

a	un, uno/a	amount	cantidad
a bit (of)	un poco (de)	amuse	divertir
a few	unos/as, algunos/as	an	un, uno/a
A levels	selectividad	and	y
a lot of	mucho/a, muchos/as	anger	enfado, rabia
a pair of	un par de	angry	enfadado/a, furioso/a
about	sobre, aproximadamente	ankle	tobillo
absolutely	totalmente, completamente, eso mismo	another	otro/a
accent	acento	answer	responder, contestar
accommodation	alojamiento	answering machine	contestador automático
according to	según	anthropology	antropología
aching	dolorido, que duele	antiques	antiquario
acting	actuación	anxiety	preocupación, ansiedad, nervios
active	activo/a	anxious	nervioso/a, inquieto/a
actively	activamente	anything	algo, alguna cosa
activity	actividad	anything else	algo más, alguna cosa más
activity weekend	fin de semana de actividades	apartment	piso, apartamento
add	añadir	aperitif	aperitivo
address	dirección	apparently	según parece
admire	admirar	apple	manzana
admission	entrada, acceso	apple pie	pastel de manzana
admit	admitir	April	abril
adult	adulto/a	architect	arquitecto/a
adventure	aventura	are	eres/estás, somos/estamos, sois/estáis, son/están
advise	aconsejar, asesorar	area	lugar, zona
adviser	asesor	area code	prefijo (de la provincia)
affordable	asequible	aren't	no eres/no estás, no somos/no estamos, no sois/no estáis, no son/no están
after	después	arm	brazo
after all	al fin y al cabo, después de todo	armchair	sillón
afternoon	mediodía, tarde	arrange	acordar, quedar de acuerdo
afterwards	más tarde, después	arrival	llegada
again	otra vez, de nuevo	arrive	llegar
Agatha Christie	(escritora de novelas de intriga)	art	arte
agenda	agenda	art museum	museo de arte
ago	antes	artist	artista
agree	estar de acuerdo	as... as...	tan... como
agreeable	agradable, aceptable	as a result	en consecuencia
air conditioning	aire acondicionado	as soon as	tan pronto como
airline	línea aérea	ask	preguntar, pedir
airplane	avión	assistant	dependiente/a, ayudante
airport	aeropuerto	astronaut	astronauta
alcoholic	alcohólico/a	at	a, en, de
alive	vivo/a	at home	en casa
all	todo/a, todos/as	at the moment	en este momento, ahora
all day	todo el día, el día entero	at the top	arriba
all right	muy bien, correcto	at work	en el trabajo
All right then.	De acuerdo.	ate	comí, comiste, comió, comimos, comisteis, comieron
All the best.	Que vaya bien.	ATM (automated teller machine)	cajero automático
all the time	todo el tiempo	atmosphere	atmósfera
already	ya	attraction	atracción
also	también	August	agosto
although	aunque	aunt	tía
always	siempre	autumn	otoño
a.m.	ante meridiem, de la mañana	away	lejos, más allá
am	soy, estoy	awfully	terriblemente
amateur	aficionado/a		
ambulance	ambulancia		
American	americano/a		

(BrE) British English (AmE) American English

1
SOLUCIONES

Soluciones

UNIDAD 1

1
a. 3; b. 4; c. 1; d. 2; e. 5; f. 6

Intenta entender el significado sin mirar la traducción. Puedes buscar la traducción de las palabras importantes en el vocabulario.

3
a. 4; b. 1; c. 5; d. 3; e. 2

4
Excuse me.

7
1. Excuse me; 2. Sorry; 3. Excuse me

8
1. b; 2. d; 3. a; 4. c

9
1. true; 2. true; 3. true; 4. false; 5. false; 6. true

11
1. 524; 2. 302; 3. 415; 4. 341; 5. 210

12
1. Stefanie, Chris; 2. Chris, Kevin; 3. Stefanie, Chris, Kevin (es quien les presenta)

13
1. you; 2. No; 3. I'm; 4. meet; 5. too; 6. is; this; 7. How; 8. do

14
1. where's; 2. it's

UNIDAD 2

2
1. Scotland; 2. London; 3. Germany

3
1. Mary; 2. Chris; 3. Stephanie

6
Ejemplos de posibles respuestas:
1. I'd like ..., please. Thank you.
2. Yes, please.
3. No, thank you.
4. Not for me, thank you.

En esta unidad vas a aprender palabras nuevas. No esperes poder recordarlas todas a la vez. Memoriza primero 4 o 5 que te parezcan importantes o interesantes por algún motivo, y cuando ya estés seguro apréndete las siguientes.

7
1. **alcoholic**: a bottle of beer, a glass of sherry, a glass of red wine, Irish coffee.
2. **non-alcoholic**: a cup of tea, a glass of water, a bottle of lemonade, a cup of coffee, a bottle of coke, a glass of orange juice.

En **simple present** se añade una **s** al verbo para la tercera persona del singular (**he, she e it**). Recuerda también que **he = él**, **she = ella**, y que los idiomas en inglés se escriben siempre con mayúscula inicial.

9
1. Where's Chris from? He's from London.
2. Where's Mary from? She's from Scotland.

12
1. e; 2. h; 3. j; 4. c; 5. a; 6. i; 7. f; 8. g; 9. b; 10. d

En **simple present** se añade una **s** al verbo para la tercera persona del singular (**he, she e it**). Recuerda también que **he = él**, **she = ella**, y que los idiomas en inglés se escriben siempre con mayúscula inicial.

13
1. with; 2. near; 3. in; 4. of; 5. from; 6. for; 7. to

14
1. I work in Glasgow.
2. Would you like a drink?
3. I'd like a glass of beer, please.
4. Nice to meet you.
5. Where are you from?

Vídeo
1. a. true, b. false, c. true, d. true; 2. a, c, d; 3. a

UNIDAD 3

1
1. a; 2. b; 3. c; 4. b; 5. c; 6. b

3
1. young; 2. worry; 3. husband; 4. good-looking; 5. gardener; 6. about; 7. tall

four 4

Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. *Annex*, p.4.

8.5. Appendix 5: Examples of activities proposed to practise language functions

Extract 1.

COMUNICACIÓN
GRAMÁTICA
VOCABULARIO
PRONUNCIACIÓN

3

¿Cuál es la reacción correcta? Relaciona las frases de la izquierda con las respuestas de la derecha.

1. How's your Irish coffee?	___ A That's a pity.
2. I'm sorry.	___ B It tastes good.
3. Did you have a nice holiday?	___ C Yes, it was wonderful. Thanks.
4. Chris says he can't come.	___ D That's all right.

4

Las frases de la izquierda cumplen determinadas funciones que aparecen en la columna de la derecha. Relaciónalas.

1. There's something wrong with my printer.	___ A <i>preguntar por alguien al teléfono</i>
2. That sounds interesting.	___ B <i>dar una respuesta negativa al teléfono</i>
3. I'm afraid she isn't here at the moment.	___ C <i>informar sobre un problema</i>
4. I'm so sorry, I forgot.	___ D <i>expresar una opinión</i>
5. I'd like to speak to the managing director, please.	___ E <i>disculparse, lamentar algo</i>

5

Estás hablando por teléfono. ¿Cómo reaccionas ante las situaciones siguientes? Elige la reacción más adecuada.

1. I'm afraid Mr Campbell isn't in at the moment.	
A Why not?	B Can I leave a message?
C Who's speaking, please?	
2. Good morning. Can I help you?	
A I'd like some information, please.	B Who's speaking, please?
C I'm afraid not.	
3. Can I speak to Kevin, please?	
A Can I leave a message?	B Yes, certainly. Goodbye.
C Yes, I'll put you through.	

one hundred and twenty 120

Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. *Student's Book*, p.120.

REVISIÓN 1

COMUNICACIÓN
GRAMÁTICA
VOCABULARIO
PRONUNCIACIÓN

1

Aquí tienes una lista de situaciones comunicativas que se han tratado en las unidades 1 – 4. A la izquierda, hay una lista de ejemplos de cada una de estas situaciones. Indica qué situación corresponde a cada ejemplo en inglés escribiendo el número junto a la letra correspondiente. Verás que ya sabes decir muchas cosas en inglés.

- | | |
|---|---|
| A — I don't like porridge very much. | 1. <u>presentarse</u> |
| B — Would you like a glass of juice? | 2. <u>ofrecer algo</u> |
| C — You can have lunch in the restaurant. | 3. <u>rechazar algo</u> |
| D — Not for me, thank you. | 4. <u>preguntar sobre la procedencia</u> |
| E — I'm Kevin Archbold. It's nice to meet you. | 5. <u>describir a alguien</u> |
| F — Where are you from? | 6. <u>pedir algo</u> |
| G — How much is it? | 7. <u>decir que algo te gusta o que no te gusta</u> |
| H — She looks young and she's a computer freak. | 8. <u>pedir información</u> |
| I — Do you have family rooms? | 9. <u>preguntar el precio</u> |
| J — I'd like a double room with shower. | 10. <u>hablar de posibilidades</u> |

2

¿Cómo puedes describir a alguien en inglés? Ya has aprendido algunas palabras que puedes usar para hacerlo. Te las recordamos a continuación.

She/he looks	intelligent.
They look	young.
	romantic.
	elegant.
	happy.
	nice.

En vez de **look** también se puede utilizar el verbo **be**.
Si quieres expresar lo contrario debes usar **not very**.

She isn't very happy.
They don't look very nice.

AT THE HOTEL 9

¡EMPECEMOS!
 COMPRENDER
 PRACTICAR

11

En inglés, igual que en español, existen unas expresiones fijas que se utilizan para hablar por teléfono. Es importante que te familiarices con estas expresiones para que sepas cómo actuar al otro lado del auricular.

Escucha y lee algunas de estas frases, que te serán muy útiles cuando tengas que hablar por teléfono en inglés:

Can I leave a message?
 (¿Puedo dejar un mensaje?)

Who's speaking, please?
 (¿Quién habla, por favor?)

Just a moment, please.
 (Un momento, por favor.)

Could you say that again, please?
 (¿Puede repetirlo, por favor?)

I'm afraid I don't understand.
 (Lo siento, pero no le entiendo.)

My English isn't very good.
 (Mi inglés no es muy bueno.)

I'll fetch Stefanie. She speaks good English.
 (Voy a buscar a Stefanie. Ella habla bien inglés.)

Can you call back later?
 (¿Puede volver a llamar más tarde?)

CD 2. TR. 06

i

En los países anglo-parlantes, cuando se contesta al teléfono, normalmente se dice **Hello**. En las casas particulares también es habitual contestar al teléfono diciendo el número de teléfono.

El que llama se presenta diciendo: **This is...** o **My name is...**

12

Ordena correctamente las frases de esta conversación telefónica. A continuación, escucha el CD para comprobar si tus respuestas son correctas.

☐ I'm afraid she isn't in today.
☐ Crooked House Hotel. Good morning.
☐ Yes, that's right. She'll be here tomorrow.
☐ Yes, certainly. Who's speaking, please?
☐ Oh. Has she got the day off?
☐ Good morning. Can I speak to Betty, please?
☐ Oh. Can I leave a message?
☐ It's her sister, Pauline.

CD 2. TR. 07

93 ninety-three

Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. *Student's Book*, p.93.

LET'S GO SHOPPING 7

EMPECEMOS!
COMPRENDER
PRACTICAR

10

Completa las frases con las palabras que faltan.

'm talking

're playing

's working

1. Where are Dan and Jessica? They _____ tennis.
2. Paul _____ today.
3. I _____ to my mother.

11

Estas estructuras te ayudarán a desenvolverte en un centro comercial.

I'm looking for ...	(Estoy buscando...)
Where can I find ...?	(¿Dónde puedo encontrar...?)
Where's the... department?	(¿Dónde está la sección de...?)
Do you have ...?	(¿Tienen...?)
Can I help you?	(¿Puedo ayudarle?)
No, thank you. I'm just looking.	(No, gracias, solo estoy mirando.)
Do you have this in a bigger / smaller size?	(¿Tienen esto en una talla más grande / más pequeña?)
Do you have this in a different colour?	(¿Lo tienen en otro color?)
Can I try it on, please?	(¿Puedo probármelo, por favor?)
How much is it?	(¿Cuánto cuesta?)
How much are they?	(¿Cuánto cuestan?)
I'll take this.	(Me lo llevo.)
I think I'll leave it.	(Creo que lo dejo.)

12

Escribe las palabras de las frases siguientes en el orden correcto.

1. just | No, | . | looking | thank | I'm | you | .

2. How | they | are | much | ?

EMPECEMOS!
COMPRENDER
PRACTICAR

10

CD 2. TR. 12



Cuando se habla del pasado se suele concretar el momento en el que se desarrolló la acción. Las siguientes expresiones temporales suelen acompañar al **simple past**.

I saw the film **last year**.
I went shopping **yesterday**.
She called **an hour ago**.
I worked in London **10 years ago**.
I met him a **while ago**.

La palabra **ago** corresponde en español a *hace*, pero se coloca después de la indicación temporal. La palabra **for**, sin embargo, hace referencia a un período de tiempo y puede traducirse por *durante* o *por*: **for a few minutes** (*durante unos minutos*).

En inglés, **for** y **ago** se confunden fácilmente. **For a while** no significa *hace un momento* sino *por un momento*. *Hace un momento* es **a while ago**.

11

Hablar por teléfono en otro idioma no es nada fácil, ya que entre los interlocutores no hay contacto visual. Por suerte, hay muchas expresiones fijas que nos pueden ayudar:

I'd like to speak to ...	Quisiera hablar con...
I'd like some information about ...	Quisiera información sobre...
I'd like to book a ...	Quisiera reservar...
Could you put me through to ...?	¿Podría pasarme con... ?
Can I speak to ... in the ... department?	¿Puedo hablar con... del departamento de... ?
Yes, certainly.	Sí, por supuesto.
I'll put you through.	Le paso.
We're in a meeting.	Estamos reunidos.
Please hold the line.	No cuelgue, por favor.
They're busy.	Están ocupados.
They're on holiday.	Están de vacaciones.
He's out.	Él no está, ha salido.
He's away.	Está fuera.
She's at lunch.	Ella está comiendo.

8.6. Appendix 6: Example of grammar unit in the *Annex*

Extract 1.

Si la acción del pasado ha finalizado, se usa el **simple past**.

What happened? The phone rang.
¿Qué pasó? Sonó el teléfono.

El **simple past** y el **past progressive** pueden combinarse formando oraciones compuestas:

The phone rang while Erin was reading.
Sonó el teléfono mientras Erin estaba leyendo.

Esta es la manera de expresar que, mientras transcurría una acción, sucedió algo.

3

GRAMÁTICA

§ 21 **EL SIMPLE PRESENT**

Formación

El **simple present** (presente de indicativo) de los verbos regulares tan solo tiene dos formas. Siempre se utiliza la forma básica del verbo, salvo la **tercera persona del singular** (**he/she/it**), que le añade una **-s**.

I	work	speak	live
you	work	speak	live
he/she/it	works	speaks	lives
we	work	speak	live
you	work	speak	live
they	work	speak	live

Cuando la **3ª persona del singular** no está representada por un pronombre, sino por un sustantivo, se aplica la misma regla de añadir **-s** al verbo:

Tom drinks a glass of wine.
Helen drinks a glass of wine.
pero: **Tom and Helen (they) drink wine.**

seventy 70

Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. *Annex*, p.70.

Negativas

Los verbos plenos, como **live** o **eat**, hacen la negación añadiendo el auxiliar **do not**/**don't** o **does not**/**doesn't** delante del verbo. En la 3ª persona del singular, como el auxiliar ya presenta la **-s**, el verbo principal permanece en su forma plena.

She lives in Mexico.
She doesn't live in Mexico.
We eat pizza.
We don't eat pizza.

Interrogativas

Para formar una pregunta se requiere, al igual que en las negativas, el uso de **do** o **does**.

He speaks Italian.
Does he speak Italian?
They work in a hotel.
Do they work in a hotel?

En las preguntas, el verbo principal sigue manteniendo su forma básica, sin la terminación **-s** para la tercera persona.

Uso

El **simple present** se utiliza, en especial, para enunciados genéricos o constataciones del presente.

He works in a hotel.
Trabaja en un hotel.

También se utiliza para describir hábitos o acciones que se repiten con cierta regularidad, en las que suelen aparecer indicadores como **usually** (*normalmente*), **always** (*siempre*) o **every day** (*todos los días*).

She always drinks coffee on Sundays.
Ella siempre toma café los domingos.

Verbos irregulares

Algunos verbos tienen una forma irregular en **simple present**. En su mayoría son verbos auxiliares, como **do**, **be**, **have**, o el verbo **go**.

	be	have	do	go
I	am	have	do	go
you	are	have	do	go
he/she/it	is	has	does	goes
we	are	have	do	go
you	are	have	do	go
they	are	have	do	go

Particularidades

En los verbos que terminan en consonante seguida de **-y**, dicha **-y** se convierte en **-ies** en la 3ª persona del singular (**he/she/it**):

try → **he/she/it tries**
fly → **he/she/it flies**

Pero si el verbo termina en vocal seguida de **-y**, solo se le añade una **-s**.

stay → **he/she/it stays**
say → **he/she/it says**

A los verbos que terminan en **-s** se les añade la terminación **-es**.

cross → **he/she/it crosses**
miss → **he/she/it misses**
guess → **he/she/it guesses**

§ 22 LOS PRONOMBRES

Los pronombres personales

Los **pronombres personales** sustituyen a personas o cosas, que ya son conocidas o que se han mencionado anteriormente. En las frases afirmativas siempre van antes del verbo. Se distingue entre **pronombres sujeto** y **pronombres de objeto**.

Los pronombres sujeto

I	<i>yo</i>	we	<i>nosotros/as</i>
you	<i>tú, usted</i>	you	<i>vosotros/as, ustedes</i>
he	<i>él</i>	they	<i>ellos/as</i>
she	<i>ella</i>		
it	<i>ello</i>		

Peter works in Germany. → **He works in Germany.**

The wine tastes very good. → **It tastes very good.**

Dan and Jessica live in Italy. → **They live in Italy.**

Particularidades

I siempre se escribe en mayúscula. Para *tú, usted, ustedes* y *vosotros* existe en inglés un solo pronombre: **you**.

8.7. Appendix 7: Models of grammar exercises in the *Student's Book*

Extract 1.

COMUNICACIÓN
GRAMÁTICA
VOCABULARIO
PRONUNCIACIÓN

13

Completa las frases con 'm, 's, o 're, según corresponda.

1. She ____ about 30.
2. I ____ married to an electrician.
3. They ____ from Italy.

14

En todas estas frases falta el verbo **like**. Escribe **like**, **likes** o **doesn't like**, para que las frases coincidan con lo que ves en las fotografías.



1. I ____ swimming.
2. Chris ____ hamburgers.
3. But he ____ shopping very much.

15

do / doesn't / can

Escribe la palabra correcta en el espacio correspondiente.

1. ____ I help you?
2. ____ you live near here?
3. He ____ like gardening.

16

Completa las frases con las palabras que faltan.

Do	does	speaks	don't	work
----	------	--------	-------	------

1. She ____ perfect English.
2. ____ you speak English, too?
3. They ____ in Italy.
4. Where ____ Chris work?
5. I ____ know.

REVISIÓN 2

COMUNICACIÓN
GRAMÁTICA
VOCABULARIO
PRONUNCIACIÓN

11

¿Cuál es la palabra más adecuada: **do**, **don't**, **'ll (will)** o **won't**? Completa las frases.

1. Does he speak English? - I _____ know.
2. It's nice. I _____ take it.
3. Don't worry, I _____ be all right.
4. I _____ drink another beer, I'll drink a glass of water.
5. _____ you like swimming?

12

Escribe en los espacios las preposiciones que faltan.

1. A las ocho menos cuarto. _____ quarter to eight.
2. A la izquierda. _____ the right.
3. En el segundo piso. _____ the second floor.
4. El martes por la tarde. _____ Tuesday afternoon.

13

Termina de escribir esta postal con las palabras que tienes abajo. ¿Puedes adivinar desde dónde la han enviado? Una pista: se trata de una isla.

Dear ...,

It's very (1) _____ here. We're on the (2) _____.

Everybody here has a lot of time - typical of the south of Europe.

They speak English (3) _____ a British accent. There are many students here who would like to (4) _____ better English.

(5) _____ we're taking a bus to Valetta, the capital. On the postcard you can see the Maltese cross.

Can you meet me at the airport on (6) _____ at 10.30 p.m.? Please! Love, Judie

(7) Isla: _____



caliente - mañana - viernes - hablar -
con - playa

REVISIÓN 3

COMUNICACIÓN
GRAMÁTICA
VOCABULARIO
PRONUNCIACIÓN

6

Completa las frases con los verbos correctos.

1. She didn't _____ yesterday.
2. Did you _____ her last week?
3. She _____ on Monday.
4. She _____ some postcards.

go

see

buy

work

7

Stefanie opina que Chris ha hecho demasiadas preguntas a los huéspedes del hotel. Aquí tienes algunas de sus preguntas y las respuestas correspondientes. Una pregunta puede empezar con una partícula interrogativa (**what/why/how many**) o con un verbo auxiliar (**can/did/are**). Ordena las palabras para obtener las preguntas y las respuestas correctamente.

1. weekend/?/book/you/this/When/did
2. weeks/About/ago/. /six
3. through/you/it/book/travel/Did/a/agent/?
4. it/on/No,/I/internet/. /found/the
5. with/satisfied/Are/food/?/you/the
6. good/. /I/tastes/it/very/think
7. the/you/Crooked/recommend/House/Can/Hotel/?
8. next/like/again/to/year/. /Yes,/I'd/come

8

Escucha cómo el Sr. Miller habla de su último fin de semana. ¿Cuál es el orden correcto de las imágenes?



1



2



3



4



5



6

Orden correcto: _ _ _ _ _



CD 2. TR. 30

THANK YOU AND GOODBYE 16

¡EMPECEMOS!
COMPRENDER
PRACTICAR

12

Cuando construimos frases largas necesitamos utilizar palabras para relacionar dos o más partes de una frase. Estas palabras se llaman conjunciones.

and	y	although	a pesar de que / aunque
but	pero	because	porque
so	así pues	if	si
when	cuando / cuándo		

Igual que en español, cuando en inglés se unen dos frases la posición de las palabras se mantiene como en las frases iniciales.

She stayed there. She was tired. (Ella se quedó allí. Ella estaba cansada.)

She stayed there because she was tired. (Ella se quedó allí porque (ella) estaba cansada.)

✱ Escribe las palabras de estas frases en el orden correcto.

1. London | when | phone | I'm | I'll | in | you | .

2. it | expensive | . | although | I | was | bought | it

3. stayed | in | tired | teashop | she | She | was | the | because

4. went | but | back | there | . | I | she | later | wasn't

13

Las siguientes frases están compuestas de dos partes unidas con una conjunción. ¿Cuál es la segunda parte correcta? Márcala con una cruz.

1. He had a lot of problems

- ☐ A if you're at home.
☐ B because of you.
☐ C when it's open.

2. I'll call you tomorrow

- ☐ A if you're at home.
☐ B although he's very busy.
☐ C because of you.

3. He has to work

- ☐ A so it's Sunday.
☐ B when he came.
☐ C although it's Sunday.

157 one hundred and fifty-seven

AT THE THEATRE 15

EMPECEMOS!
COMPRENDER
PRACTICAR

3

Como ya sabes, en inglés existen las llamadas "respuestas cortas" para no tener que responder a una pregunta con un simple *sí* o un *no*.

Are you really a detective? - **No, I'm not.**

Is that why you're here? - **Yes, it is.**

Does Kevin know about this? - **Yes, he does.**

El verbo auxiliar de la pregunta se incluye también en la respuesta, con la negación en caso de las respuestas negativas.

Do you... ?	Yes, I do. / No, I don't.
Does he... ?	Yes, he does. / No, he doesn't.
Are you... ?	Yes, I am. / No, I'm not.
Have they... ?	Yes, they have. / No, they haven't.
Did she... ?	Yes, she did. / No, she didn't.



10 Respuestas cortas



En los países de habla inglesa se considera una falta de cortesía responder simplemente con **yes** o **no** a una pregunta. Por ello, es importante que utilices las respuestas cortas, aunque al principio te parezca algo extraño.

4

Relaciona las preguntas con las respuestas cortas adecuadas. Después, escucha la grabación y comprueba tus respuestas.

- | | | |
|---|-----|-----------------|
| 1. Is Chris a detective? | ___ | A Yes, he has. |
| 2. Does Chris work for the tourist board? | ___ | B No, he isn't. |
| 3. Has Mary got a headache? | ___ | C Yes, she has. |
| 4. Will Chris be able to come? | ___ | D No, he won't. |
| 5. Has Chris told Kevin yet? | ___ | E Yes, he does. |



CD 2. TR. 48

5

Cuando estás en un país extranjero o hablas con personas procedentes de otros países es importante saber decir cosas positivas.

How wonderful!	(¡Es maravilloso / fantástico!)
That's interesting!	(¡Qué interesante!)
This wine is excellent.	(Este vino es excelente.)
What a lovely / wonderful / nice car.	(¡Qué coche más bonito / fantástico!)



A un cumplido se responde con **Thank you** o **I'm glad you like it / them.**

145 one hundred and forty-five

8.8. Appendix 8: Examples of exercises proposed to practise pronunciation and intonation

Extract 1.

WHERE DO YOU COME FROM? **2**

PERFECTMOST
COMPRENDER
PRACTICAR

3

Ahora lee la transcripción de las conversaciones en el **Anexo**. Como si de una novela de intriga de Agatha Christie se tratara, tendrás que descubrir información nueva. Estas tres palabras te ayudarán: live (*vivir*), work (*trabajar*), speak (*hablar*). Completa las frases con los nombres de las personas. Si quieres, puedes volver a escuchar la conversación.

1. _____ works in Glasgow.

2. _____ lives and works in London.

3. _____ speaks German and English.

4

Ahora practicaremos la pronunciación inglesa. Para que tu inglés se entienda bien y suene lo más natural posible nos centraremos en las palabras y en las sílabas átonas.

Escucha los ejemplos y fíjate en la palabra from. En la primera frase es tónica, mientras que en la segunda frase, no. Escucha ahora los demás ejemplos. Repítelos e intenta "enlazar" las palabras dentro de la frase.

1. Where are you from?

2. I'm from England.

3. Where's Chris from?

4. And you? Are you from England?

5. He's from London.



17 seventeen

Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. *Student's Book*, p.17.

EMPECEMOS!
COMPRENDER
PRATICAR

5

El plural, en la mayoría de los casos, se forma añadiendo una **-s** al sustantivo. En algunos sustantivos, esta **s** es sonora, es decir, suena como el zumbido de una abeja. Escucha los ejemplos y repítelos en las pausas

CD 1. TR. 36



- a. views
- b. days
- c. pubs

En otros sustantivos, cuando la **s** va después de una consonante sorda como, por ejemplo, **p, k o t**, la **s** se pronuncia como en español. Fíjate en la pronunciación de estas palabras y repítelas:

CD 1. TR. 37



- a. walks
- b. shops

Para facilitar la pronunciación del plural de algunos sustantivos terminados en consonante, como **beach**, se intercala una **e** entre la última letra de estos y la **s** del plural: **beaches**.

Ahora repite las frases que tienes a continuación. Fíjate en las diferentes pronunciaciones de la marca del plural a final de palabra.

CD 1. TR. 38



1. In Torquay there are sandy beaches.
2. The pubs are open on Saturdays.



TALKING ABOUT PEOPLE 3

TEMPECEDMOS!
COMPRENDER
PRACTICAR

2

Una de las actividades de este fin de semana consiste en representar escenas de una novela de intriga por grupos. Tras repartir los personajes al azar, los participantes se han puesto a hablar sobre ellos. Escucha las conversaciones a la vez que las lees en el **Anexo**. Verás que ya puedes entender bastantes cosas.





CD 1. TR. 16

good looking - atractivo/a
 husband - marido
 gardener - jardinero/a

3

Aquí tienes algunas frases de las conversaciones, aunque no están completas. Escribe las palabras que faltan.

husband
young
gardener
tall
good-looking
about
worry

Mary: Oh dear, I'm Clarissa Brown. She's _____ 1 and elegant. I'm not young and elegant.

Stefanie: Oh, don't _____ 2, Mary. You look young.

Dan: Oh, Mary. I'm your _____ 3, Henry. I'm _____ 4, about 40 and wear glasses. Oh, I don't like glasses.

Stefanie: And I don't like gardening, but I'm Miss Peake, the _____ 5. She's _____ 6 40, too and _____ 7.

funny - divertido
about forty - alrededor de los cuarenta
tall - alto/a
quiet - callado/a
drug dealer - narcotraficante
murderer - asesino/a
interesting - interesante

4

Si pronuncias bien la palabra **and** cuando es átona, tu inglés parecerá más natural. Repite las siguientes frases. Fíjate que **and** es **tónica** en 4 de las frases y **átona** en 2.

1. Good evening, ladies and gentlemen.
2. They're husband and wife.
3. Fish and chips is from England.
4. He likes whisky and water.
5. I live and work in London.
6. She's young and elegant.

CD 1. TR. 17

25 twenty-five

Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. *Student's Book*, p.25.



Al hablar solemos destacar las palabras que nos parecen más importantes, por lo que suele tratarse de una selección bastante subjetiva. En las frases que escucharás a continuación, en cambio, la entonación se ha hecho siguiendo el ritmo natural de la conversación. Señala en cada caso la frase que corresponda a la entonación que escuches.

1.

- ☐ A I'll take the **twin** room.
☐ B I'll **take** the twin **room**.
☐ C I'll take the twin room.

2.

- ☐ A That's a **good** idea.
☐ B **That's** a good **idea**.
☐ C That's a good **idea**.

3.

- ☐ A She's **got** a heart of gold.
☐ B She's got a **heart** of **gold**.
☐ C **She's** got a heart of gold.

4.

- ☐ A **Can** I help you?
☐ B Can I help **you**?
☐ C Can I **help** you?



Si bien el inglés se habla en muchos países del mundo, la pronunciación no es igual en todos los lugares. En este curso estás aprendiendo un inglés neutro que se entiende en todas partes, pero cuando oigas hablar en inglés te darás cuentas de que hay leves diferencias entre los acentos y las entonaciones de sus distintos hablantes. A continuación escucharás un breve texto leído por tres personas de procedencias distintas: una con acento americano, una con acento irlandés y una tercera con acento inglés. Fíjate en las diferentes pronunciaciones y entonaciones.

Come to the Crooked House Hotel - a beautiful old English house near Dartmoor National Park and the town of Torquay with its Agatha Christie trail, its museum and shops and sandy beaches. We offer you single, double or twin rooms, good food in our Detectives' Restaurant, and Agatha Christie activities. Hotel manager Sally Archbold and her husband Kevin are ready to welcome you now. The Crooked House Hotel in Torquay. Call us today on...

21

CD 2. TR. 35



Recuerda que en inglés las palabras se enlazan. Cuando una palabra termina con la misma letra con la que empieza la siguiente, esta letra solo se pronuncia una vez. Escucha las frases y repítelas. Fíjate dónde se enlazan las palabras. Delante de las palabras que empiezan por vocal no se hace ninguna pausa.

1. That's all right.
2. This isn't his sort of holiday.
3. You aren't interested in Agatha Christie.
4. I'm afraid Dan isn't in at the moment.
5. We'll arrange a meeting as soon as possible.
6. I was surprised.
7. Wait till tomorrow.
8. I like going on holiday.
9. We went to the airport.
10. Not too much sugar, please.

22

CD 2. TR. 36



La estructura de una frase no siempre nos permite identificar si estamos ante una pregunta o una afirmación. Esta información nos la proporciona la entonación. Cuando se trata de una pregunta, el tono sube al final de la frase, mientras que en una afirmación la voz no se modula. Escucha las frases y señala si se trata de una pregunta o de una afirmación.

	Pregunta	Afirmación
1.	☐	☐
2.	☐	☐
3.	☐	☐
4.	☐	☐
5.	☐	☐
6.	☐	☐
7.	☐	☐
8.	☐	☐

8.9. Appendix 9: Examples of exercises proposed to practise vocabulary

Extract 1.

COMUNICACIÓN
GRAMÁTICA
VOCABULARIO
PRONUNCIACIÓN

16

¿Recuerdas las palabras que has estudiado en estas últimas unidades? Relaciona las palabras en español de la izquierda con su traducción al inglés, a la derecha.

dinero	agenda	suitcase	flowers	keys
cámara de fotos	peine	money	diary	camera
paraguas	llaves	comb	towel	photo
tarjeta de crédito	periódico	credit card	handbag	
foto	maleta	bolso de mano	umbrella	screen
flores	cepillo de dientes	toothbrush	sunglasses	
pantalla	gafas de sol	guidebook	jewellery	
toalla	joyas	guía	newspaper	

17

Lee y escucha las palabras siguientes. ¿Qué palabra sobra en cada serie?

CD 2. TR. 34



1.	evening	keyboard	screen	printer
2.	came	went	bought	forget
3.	beach	detective	cliff	sea
4.	bed	press	click	enter
5.	bread	sugar	fruit	dictionary

18

Las siguientes palabras tienen todas que ver con el trabajo empresarial. Pon las letras en el orden correcto. La primera letra de cada palabra ya está en el lugar que le corresponde.

1. P D O U T C R _____
2. B S S O _____
3. M G K E I A R N T _____
4. C T M E R O U S _____
5. D P N E E T T M A R _____

IN THE TEASHOP 8

EMPECEMOS!
COMPRENDER
 PRACTICAR

2

¿Cómo se dicen estas palabras en inglés? Escríbelas en los espacios.

1. traer _____	6. venir _____
2. esperar _____	7. estar sentado _____
3. llamar (por teléfono) _____	8. invitar _____
4. ir (a pie) _____	9. venir / ir a buscar _____
5. dar _____	10. pagar _____

3

Vuelve a escuchar el diálogo. Si quieres puedes leer también el texto en el **Anexo**. Luego di si las siguientes frases son **true (t)** o **false (f)**?

	T	F
1. Piden a la camarera que les traiga algo más.	☐	☐
2. Mary le agradece a Stefanie que la haya acompañado.	☐	☐
3. Mary quiere volver a casa.	☐	☐
4. Mary se quedará un rato más en el salón de té.	☐	☐
5. Stefanie le da a Mary su número de móvil.	☐	☐
6. Stefanie le promete a Mary que volverá a buscarla a las seis.	☐	☐

4

Si traduces estas frases, fíjate en que **me** puede significar tanto **me** como **a mí**. **You**, como pronombre que desempeña la función de complemento, puede significar **te (a ti)**, **le (a usted)** y **os (a vosotros/as)**.

Can I bring you anything else?
It was kind of you to go out with me.
I'll pick you up again.
You can call me if there's a problem.

It también se mantiene invariable. Los demás pronombres personales, en cambio, adoptan distintas formas según si hacen de sujeto o de objeto:

I	→	me	me (a mí)	Can you help me ?
you	→	you	te (a ti), le (a usted)	I'll meet you at the station.
he	→	him	le (a él)	She's married to him .
she	→	her	la/le (a ella)	I'll call her later.
it	→	it	lo/la	I don't like it .
we	→	us	nos (a nosotros/as)	Would you like to come with us ?
you	→	you	os (a vosotros/as), les (a ustedes)	He'll buy you a gift.
they	→	them	les/las (a ellos/as)	Can you meet them in town?

73 seventy-three

Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. *Student's Book*, p.73.

Extract 3.

COMUNICACIÓN
GRAMÁTICA
VOCABULARIO
PRONUNCIACIÓN

14

Las siguientes palabras tienen algo que ver con los viajes. Escríbelas junto a su traducción al español.

village	harbour	town	station	hill
airport	river	museum	tourist information	

1. *información turística* _____
2. *puerto* _____
3. *pueblo* _____
4. *aeropuerto* _____
5. *colina* _____
6. *río* _____
7. *museo* _____
8. *estación* _____
9. *ciudad* _____

15

¿Dónde puedes encontrar estas cosas? Escríbelas en la columna correspondiente.

airport	waitress	tip	jewellery	size	spoon
beach	escalator	river	city centre	menu	sports

Mapa	Cafetería	Centro comercial

16

Subraya la palabra que sobra porque no corresponde al grupo.

1. him/help/them/her
2. bike/bigger/better/darker
3. red/yellow/tired/blue
4. today/Tuesday/Thursday/Wednesday

REVISIÓN 4

COMUNICACIÓN
GRAMÁTICA
VOCABULARIO
PRONUNCIACIÓN

19

¿Qué palabra sobra porque no guarda relación con las otras del grupo?

1. dining room - bed - kitchen - hall
2. towel - skirt - trousers - suit
3. slow - sunny - cloudy - misty
4. knee - arm - throat - shirt
5. dear - love - holiday - sincerely
6. decide - earn - collect - here
7. cold - friend - angry - difficult
8. tickets - seats - circle - tooth
9. angry - excellent - delicious - wonderful
10. summer - spring - rain - winter
11. better - easier - funny - cheaper
12. tomorrow - but - although - when
13. in - at - if - on
14. gone - seen - been - walk
15. yet - ever - never - more

20

¡Has recibido una postal! Complétala con las palabras que faltan. En el recuadro de abajo tienes las palabras en español. ¿De dónde es la postal?

Dear Stefanie,

Have you ever been here? We're having a lovely weekend and

the (1) _____ in the group are fantastic. There's a big

(2) _____ with a lot of boats and lovely gardens. Yesterday

we (3) _____ a car and went to Dartmoor. Everything is much

smaller and (4) _____ than at home. We're going on the trail

tomorrow even if it rains. We don't want to (5) _____ that.

See you (6) _____.

Love, Jessica and Dan

(La postal la envían desde (7) _____.)



alquilamos

perderse (algo)

pronto

gente

más bonito

puerto

Extract 5.

¡EMPECEMOS!
COMPRENDER
PRACTICAR

11

Escucha ahora algunos nombres de países y nacionalidades.
Léelos y repítelos.

CD 1. TR. 13



1. England,
English

2. Ireland,
Irish

3. Scotland,
Scottish

4. Italy,
Italian



5. Canada,
Canadian

6. the USA,
American

7. Japan,
Japanese

8. Switzerland,
Swiss



9. Germany,
German

10. Wales,
Welsh

12

¿Qué nacionalidad corresponde a cada país? Escribe en las casillas las letras correspondientes.



En inglés, los nombres de los países, las nacionalidades y las lenguas se escriben siempre con mayúscula inicial. En la mayoría de los casos la nacionalidad y la lengua son la misma palabra. También es importante saber que los americanos dicen **I'm American**, pero si se les pregunta de dónde son dicen **I'm from the States**.

- | | | | |
|--------------------------------------|--|-------------------|-------------------|
| ☐ 1. England | ☐ 6. Canada | A Italian | F American |
| ☐ 2. Ireland | ☐ 7. USA | B Japanese | G German |
| ☐ 3. Scotland | ☐ 8. Germany | C Welsh | H Irish |
| ☐ 4. Wales | ☐ 9. Japan | D Swiss | I Canadian |
| ☐ 5. Italy | ☐ 10. Switzerland | E English | J Scottish |

twenty 20

Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. *Student's Book*, p.20.

LET'S GO SHOPPING 7

¡EMPECEMOS!
COMPRENDER
PRACTICAR

15

CD 1. TR. 48

Lee y escucha los nombres de los colores en inglés.



blue



brown



pink



white



red



black



yellow



green



orange



grey

Para matizar la intensidad de un color se añade:

light (claro) dark (oscuro) bright (brillante)	light green (verde claro) dark blue (azul oscuro) bright yellow (amarillo luminoso)
--	---

69 sixty-nine



Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. *Student's Book*, p.69.

8.10. Appendix 10: Examples of listening activities in the *Student's Book*.

Extract 1.

¡EMPECEMOS!
COMPRENDER
PRÁCTICAR

ABC

Vocabulario

day off	día libre
wrong	incorrecto, mal, falso
water tap	grifo
to turn off	apagar, cerrar
customer service	atención al cliente
straight away	inmediatamente
message	mensaje
to fetch	ir a buscar
instead	en vez de, en lugar de
all right	bien, correcto/a
tomorrow	mañana
complaint	queja, reclamación

1

Mientras algunos clientes están fuera del hotel, Kevin sigue muy ocupado en recepción. Observa los siguientes dibujos y lee las frases antes de escuchar los problemas que tiene que solucionar Kevin.



hot water tap



order a taxi



The room was cold.



The video isn't working.



Can I have the day off?

eighty-eight

88

Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. *Student's Book*, p.88.

AT THE HOTEL **9**

EMPECEMOS!
COMPRENDER
PRACTICAR

11

En inglés, igual que en español, existen unas expresiones fijas que se utilizan para hablar por teléfono. Es importante que te familiarices con estas expresiones para que sepas cómo actuar al otro lado del auricular.

Escucha y lee algunas de estas frases, que te serán muy útiles cuando tengas que hablar por teléfono en inglés:

Can I leave a message?
(¿Puedo dejar un mensaje?)

Who's speaking, please?
(¿Quién habla, por favor?)

Just a moment, please.
(Un momento, por favor.)

Could you say that again, please?
(¿Puede repetirlo, por favor?)

I'm afraid I don't understand.
(Lo siento, pero no le entiendo.)

My English isn't very good.
(Mi inglés no es muy bueno.)

I'll fetch Stefanie. She speaks good English.
(Voy a buscar a Stefanie. Ella habla bien inglés.)

Can you call back later?
(¿Puede volver a llamar más tarde?)

CD 2. TR. 06

i

En los países anglo-parlantes, cuando se contesta al teléfono, normalmente se dice **Hello**. En las casas particulares también es habitual contestar al teléfono diciendo el número de teléfono.

El que llama se presenta diciendo: **This is...** o **My name is...**

12

Ordena correctamente las frases de esta conversación telefónica. A continuación, escucha el CD para comprobar si tus respuestas son correctas.

- ☐ I'm afraid she isn't in today.
- ☐ Crooked House Hotel. Good morning.
- ☐ Yes, that's right. She'll be here tomorrow.
- ☐ Yes, certainly. Who's speaking, please?
- ☐ Oh. Has she got the day off?
- ☐ Good morning. Can I speak to Betty, please?
- ☐ Oh. Can I leave a message?
- ☐ It's her sister, Pauline.

CD 2. TR. 07

93 ninety-three

Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. *Student's Book*, p.93.

Extract 3.

¡EMPECEMOS!
COMPRENDER
PRACTICAR

5

Vuelve a escuchar todas las conversaciones y señala si las siguientes frases son **true (t)** o **false (f)**. En el **Anexo** encontrarás la solución del ejercicio y la traducción de las conversaciones.

CD2 . TR. 02



- | | T | F |
|---|--------------------------|--------------------------|
| 1. Grant Foster tiene un problema con el grifo del agua. | ☐ | ☐ |
| 2. Chris Bentall llama por teléfono y quiere dejar un mensaje. | ☐ | ☐ |
| 3. El señor Jones quiere un taxi para mañana a las 8. | ☐ | ☐ |
| 4. El viernes la camarera celebra su cumpleaños. | ☐ | ☐ |
| 5. El vídeo tampoco funcionaba ayer. | ☐ | ☐ |
| 6. La habitación de la señora Weston está fría porque ha dejado la ventana abierta durante todo el día. | ☐ | ☐ |

6

Ahora lee estas frases de las conversaciones. ¿Puedes completarlas con las palabras que faltan? Si no estás seguro vuelve a escuchar los diálogos.

CD2 . TR. 02



- Kevin: Archbold, Crooked House Hotel.
- Grant Foster: This is Grant Foster in room 174. I'm afraid I've got a problem with the (1) _____ water tap. I can't (2) _____ it off.
- Kevin: OK. I'll send someone up straight away.
- Mr Baker: Kevin, we'd like to (3) _____ "Murder on the Orient Express", but the new video isn't (4) _____. It was all right yesterday.
- Kevin: Oh dear. I'll (5) _____ customer service straight away.
- Kevin: Kevin Archbold.
- Mr Jones: Could you (6) _____ a taxi for me for 8.30 tomorrow morning, please?
- Kevin: Yes, certainly. - Sorry, who's (7) _____, please?
- Mr Jones: Jones, room 207.
- Kevin: OK, Mr Jones. I'll do that for you as soon as possible.

¡EMPECEMOS!
COMPRENDER
PRACTICAR

ABC

Vocabulario

young	joven
elegant	elegante
to wear	llevar puesto
glasses	gafas
married	casado/a
to worry	preocuparse
what	qué
quiet	tranquilo/a, callado/a
but	pero
musician	músico/a
to play	jugar
to help	ayudar

1

Ahora querrás saber lo que significan estas frases. Vuelve a escucharlas y señala con una cruz cuál de las tres traducciones es la correcta. Solo hay una respuesta posible.

CD 1. TR. 15



1. ☐ A Ella es joven y elegante.
☐ B Ella es guapa y es inglesa.
☐ C A ella le gustan el yoga y los elefantes.
2. ☐ A Él lava los vasos.
☐ B Él lleva gafas.
☐ C A él le gusta andar.
3. ☐ A Soy un dictador.
☐ B Soy ingeniero diplomado.
☐ C Soy diplomático.
4. ☐ A americano excelente
☐ B acento americano
☐ C agente americano
5. ☐ A Soy feliz.
☐ B Soy madre.
☐ C Estoy casada.
6. ☐ A ¡Qué inteligente!
☐ B ¡Qué interesante!
☐ C ¡Qué estúpido!

Extract 5.

¡EMPECEMOS!
COMPRENDER
PRACTICAR

5

¿Cuándo nacieron estos personajes famosos? Escucha sus fechas de nacimiento y escríbelas con números:

CD 2. TR. 44



1. Agatha Christie _____
2. Elvis Presley _____
3. Christopher Columbus _____
4. William Shakespeare _____
5. George Washington _____

6

Escucha cómo Kevin habla de su vida y ordena las frases cronológicamente.

CD 2. TR. 45



- ☐ 1. I met Sally in 1987.
- ☐ 2. I worked in a hotel in Dublin from 1982 to 1984.
- ☐ 3. I was born in a small village in Ireland in 1966.
- ☐ 4. I left school in 1982.
- ☐ 5. Our son was born in 2001.
- ☐ 6. I found a job in England in 1985.
- ☐ 7. We bought the Crooked House Hotel in 1994.
- ☐ 8. I did a course in business management in Dublin from 1984 to 1985.
- ☐ 9. My parents moved to a bigger town in 1973.
- ☐ 10. We offered the first theme weekend in 1999.

7

Escribe en los espacios en blanco las formas del **simple past** de los verbos que están entre paréntesis.

1. Her family _____ there in 1950. (move)
2. Her father _____ the gardener then. (be)
3. _____ the house _____ to Mrs Simpson? (do, belong)

EXPRESSING YOUR OPINION 14

EMPECEMOS!
COMPRENDER
PRACTICAR

2

Vuelve a escuchar el diálogo y señala con una cruz las respuestas correctas. Si necesitas ayuda, puedes leer la traducción del diálogo en el **Anexo**.

1. Mrs Simpson's daughter

- ☐ A will inherit the house.
☐ B moved there in 1950.
☐ C hid her car.

2. Jeremy

- ☐ A was so angry he lost control.
☐ B earns money as a drug dealer.

3. Clarissa

- ☐ A looks different in a costume.
☐ B didn't intend to kill her.
☐ C often visited Sarah.

4. Henry

- ☐ A will inherit the house.
☐ B was jealous.
☐ C often visited Sarah.



CD 2. TR. 42

3

Escucha la descripción de la indumentaria de algunos de los personajes de la historia. Después, relaciona los nombres de la ropa con las personas que la llevan puesta.

1. Mary _____
2. Kevin _____
3. Dan _____
4. Lara _____
5. Stefanie _____

skirt	trousers
shirt	jacket
underwear	dress
blouse	suit
tie	shoes



CD 2. TR. 43

4

El **simple past** (*pasado simple*) se utiliza para referirse a acciones que se desarrollaron en el pasado y que ya finalizaron, por ejemplo, cuando se menciona la fecha de un año.

- Hasta 1999, los años se expresan oralmente con dos cifras: **nineteen forty-five** (1945), **eighteen seventy-six** (1876).
- A veces, también se intercala **hundred** (cien) and: **seventeen hundred and thirty-one** (1731).
- Si la tercera cifra del año es un cero se dice **ou**: **nineteen ou seven** (1907).
- Para los años a partir de 2000 se utilizan las palabras **two thousand** (dos mil) y and: **two thousand and two** (2002)

En una frase, para decir en se coloca **in** antes del año:

I was born in 1975. (Nací en 1975.)

We moved to Torquay in 1998. (Nos mudamos a Torquay en 1998.)



14 El simple past



Yo *nací* en inglés es **I was born**. Se utiliza el **simple past** porque el hecho de nacer ya ha concluido.

I was born in England. And you?

137 one hundred and thirty-seven

Extract 7.

¡EMPECEMOS!
COMPRENDER
PRACTICAR

ABC

Vocabulario

Good evening!

¡Buenas tardes!, ¡Buenas noches!

to help

ayudar

shower

ducha

television

televisor

garden

jardín

to be afraid

temer, sentir, lamentar

to hire

alquilar

airport

aeropuerto

to get

obtener, recibir

dog

perro

fridge

nevera, frigorífico

breakfast

desayuno

1

Aquí tienes algunos conceptos que podrías encontrar en el anuncio de un hotel. Relaciona los conceptos en inglés con su traducción al español.

1. special weekend price

A habitación doble

2. two nights

B precio especial de fin de semana

3. double (room)

C dos noches

4. single (room)

D almuerzo

5. twin (room)

E cena

6. including breakfast

F habitación con dos camas

7. lunch

G habitación individual

8. dinner

H desayuno incluido

2

Un huésped quiere saber si todavía quedan habitaciones libres en el hotel. Escucha el diálogo y marca las frases que oigas.

CD 1. TR. 23



- ☐ 1. Can I help you?
- ☐ 2. How are you?
- ☐ 3. Do you have a double room?
- ☐ 4. Do you have a room free?
- ☐ 5. Yes, a twin room.
- ☐ 6. Yes, a single room.

TALKING ABOUT PEOPLE 3

¡EMPECEMOS!
COMPRENDER
PRACTICAR

14

Escucha los siguientes ejemplos y repítelos.

I am the gardener. (Yo soy la jardinera.)

Are you the murderer? (¿Es usted el asesino?)

I'm a diplomat. (Yo soy diplomático.)

She's a drug dealer. (Ella es narcotraficante.)

She's an artist. (Ella es artista.)



CD 1. TR. 21



3 Los artículos

15

La pregunta **What do you do?** (literalmente: ¿Qué hace usted / Qué haces?) se refiere siempre a la profesión o actividad que uno ejerce y significa ¿A qué se dedica / A qué te dedicas?

→ **What do you do? I'm a taxi driver.** (Soy taxista.)

En los países de habla inglesa no se considera tan importante mencionar la profesión y es más habitual decir dónde uno trabaja:

I work for a software company.

I work in a hotel.

16

Escucha qué dicen estas personas y cómo describen su profesión. Después indica a qué profesión se refiere cada una de las intervenciones.



1



2



3



4



5



CD 1. TR. 22



En inglés solo existe un artículo definido, **the** (el/la), y un artículo indefinido, **a** (un/una). Delante de palabras que empiezan por vocal, el artículo **a** se convierte en **an**, a excepción de la **u** cuando se pronuncia [yu], como en **a university teacher**, **a usual situation**.

- A
- B
- C
- D
- E

LET'S GO SIGHTSEEING! 5

EMPECEMOS!
COMPRENDER
PRACTICAR

2

A la mañana siguiente, después de un agradable desayuno, muchos de los huéspedes quieren ir de excursión por la región. Escucha estas conversaciones con Kevin pidiéndole información. En la primera hablan de Torquay, el pueblo natal de Agatha Christie, y en la segunda, del parque nacional de Dartmoor. ¿Qué puedes encontrar en cada uno de estos sitios? Escribe las palabras de abajo en la columna correspondiente.



CD 1. TR. 35

pretty villages	a lot of shops	nice, old pubs
the river	the harbour	an interesting museum
good souvenir shops	a spectacular view	sandy beaches

Torquay	Dartmoor

3

Escucha los diálogos de nuevo y léelos en el **Anexo**. ¿Has averiguado cómo se dice *quizás* en inglés?

Escríbelo en el espacio: _____



CD 1. TR. 35

4

Ahora vuelve a escuchar la conversación entre Kevin y Dan y di si las siguientes afirmaciones son **true (t)** o **false (f)**:

T F

- | | | |
|---|--------------------------|--------------------------|
| 1. Kevin quiere tomar el autobús a Dartmoor. | ☐ | ☐ |
| 2. En el Parque Nacional de Dartmoor hay pueblos bonitos. | ☐ | ☐ |
| 3. Dan no quiere ningún mapa. | ☐ | ☐ |
| 4. Dan puede dar un paseo por la playa. | ☐ | ☐ |
| 5. Por la zona hay buenas tiendas de <i>souvenirs</i> . | ☐ | ☐ |
| 6. Los restaurantes Dartmoor son caros. | ☐ | ☐ |



CD 1. TR. 35

¡EMPECEMOS!
COMPRENDER
PRACTICAR

ABC

Vocabulario

pleasant	agradable
ready	preparado/a, listo/a
husband	marido, esposo
dead	muerto/a
kitchen	cocina
to visit	visitar
daughter	hija
to hear	oír
wife	esposa, mujer
Enjoy your meal!	¡Buen provecho!
Good luck!	¡Buena suerte!
to kill	matar

1

CD 2. TR. 37, 38



Durante la **mystery dinner** (*cena del misterio*), los comensales deben representar un juego de rol de intriga. Kevin explica un poco la situación para introducir el juego. Escucha las explicaciones que da Kevin y luego relaciona las frases en inglés con las traducciones al español.

1. ... dead in the kitchen.
2. ... visited her a few hours earlier.
3. ... heard angry voices.
4. ... my shares are still falling.
5. The police are interviewing ...

- A ... fue a visitarla unas horas antes.
- B La policía está interrogando ...
- C ... muerta en la cocina.
- D ... oyó voces de enfado.
- E ... mis acciones siguen cayendo.

¡EMPECEMOS!
COMPRENDER
PRACTICAR

ABC

Vocabulario

late	tarde
forget	olvidar
although	aunque
surprised	sorprendido/a
difficult	difícil
question	pregunta
holiday	festivo, vacaciones
to take part	participar
to follow	seguir
Thank goodness!	¡Gracias a Dios!
That's a pity.	Qué pena. / Es una lástima.
to spell	deletrear

1

Stefanie interroga a Chris porque su comportamiento le parece sospechoso. Él responde de mala gana y se alegra cuando por fin llega Kevin a buscarles. Escucha la conversación sin leer la transcripción del texto e intenta entender todo lo que puedas.

CD 2. TR. 19

2

Relaciona las dos partes de las frases que se correspondan. En el recuadro de la izquierda tienes algunas palabras que te ayudarán.

although - aunque

interested in -
interesarse, estar
interesado enmisunderstanding -
malentendido

sort of - tipo de

sound - sonar

suspicious -
sospechoso

- | | |
|--------------------------|------------------------------------|
| 1. Although I | — A suspicious. |
| 2. I asked a | — B in Agatha Christie. |
| 3. That sounds | — C the guests the same questions? |
| 4. I love | — D was worried. |
| 5. This isn't your | — E was a misunderstanding. |
| 6. You aren't interested | — F sort of holiday. |
| 7. Why do you ask all | — G few questions. |
| 8. I'm afraid there | — H travelling. |

¡EMPECEMOS!
COMPRENDER
PRACTICAR

ABC

Vocabulario

to look for	buscar
floor	piso, planta
escalator	escalera mecánica
to turn	girar
left	izquierda
right	derecha
to buy	comprar
gift	regalo
clothing	ropa
department	departamento, sección
size	talla
tired	cansado/a

1

Mary y Stefanie están en un centro comercial y quieren comprar unos regalos. Escucha las palabras y repítelas. Después, relaciónalas con su traducción correspondiente en la columna de la derecha:

CD 1. TR. 43



- | | |
|-----------------|-----------------------|
| 1. mug | — A caramelos |
| 2. scarf | — B bufanda |
| 3. pink T-shirt | — C escalera mecánica |
| 4. toffees | — D taza |
| 5. escalator | — E camiseta rosa |

2

Mary está hablando con una vendedora. Escucha lo que dicen y escribe luego las distintas intervenciones en inglés junto a su traducción al español. ¡Cuidado, que están desordenadas! Si es preciso, puedes leer el diálogo en el **Anexo**.

CD 1. TR. 44



1. Gire a la izquierda. _____
2. En la primera planta. _____
3. ¿Puedo ayudarle? _____
4. Suba por las escaleras mecánicas. _____
5. Busco una camiseta. _____
6. A su derecha. _____

sixty-four 64

HOBBIES AND FREE TIME

6

EMPECEMOS
COMPRENDER
 PRACTICAR

Como los huéspedes del Crooked House Hotel tienen la tarde libre hacen planes para irse de excursión. Escucha las conversaciones de Stefanie con los otros huéspedes.

En el diálogo has escuchado diferentes maneras de hacer propuestas u ofertas. Ordena las palabras de las siguientes frases y escríbelas correctamente en los espacios en blanco.

- go | Shall | together | ? | we

- to | Would | come | ? | you | like

- there | . | Let's | meet

- come, | Why | don't | too | ? | you

Has visto que podemos decir:

Shall we go Would you like to Why don't we ... Let's We could		shopping? meet in a pub? go shopping. meet in a pub.
---	--	---

Escucha las propuestas y las ofertas. Completa las frases con las palabras que faltan y pon mayúscula inicial cuando sea preciso. ¡Ten cuidado, que sobra una palabra!

meet
come
get
shall
go

- _____ we go to the cinema this afternoon?
- Would you like to _____ in a pub tonight?
- Let's _____ shopping.
- Can I _____ you a taxi?

2

CD 1. TR. 41

3

El verbo **meet** puede tener diferentes significados:

- **Nice to meet you.**
(conocer)
- **Shall we meet later?**
(encontrarse, quedar)
- **He's meeting me at the station.**
(ir a buscar)

4

CD 1. TR. 42

57 fifty-seven

¡EMPECEMOS!
COMPRENDER
PRACTICAR

ABC

Vocabulario

wonderful	maravilloso/a
to rain	llover
to write	escribir
to spend time	pasar tiempo
fun	diversión
to stay	permanecer, estar, quedarse
strange	extraño/a, raro/a
to select	seleccionar, escoger
to dial	marcar (un número)
to press	pulsar
button	botón
Christmas	Navidades

1

Unos cuantos huéspedes del hotel están reunidos en The Mousetrap, un pub que se llama igual que una famosa obra de Agatha Christie. Están explicando lo que han hecho por la tarde. Escucha el diálogo a la vez que lo lees.

CD 2. TR. 13



2

Ahora volverás a escuchar algunos fragmentos del diálogo. Indica qué fragmentos no oyes de los que tienes a continuación:

CD 2. TR. 14



- ☐ It didn't rain. ☐ her wedding day ☐ Press this button.
☐ We bought souvenirs. ☐ her favourite room
☐ We sat in the garden. ☐ We walked to the village.

3

Algunas de las palabras nuevas que has escuchado en la conversación son verbos en pasado. Lee la transcripción de la conversación en el **Anexo** y fíjate especialmente en los verbos que están en pasado. Después busca la traducción al español de estos verbos y escríbela en los espacios en blanco.

- | | | |
|--------------------|----------------|-----------------|
| 1. walked _____ | 2. wrote _____ | 3. bought _____ |
| 4. saw _____ | 5. spent _____ | 6. solved _____ |
| 7. wanted to _____ | 8. sat _____ | 9. read _____ |

one hundred
and four 104

5

Marca con una cruz tu grado de satisfacción acerca de los siguientes aspectos de esta unidad.

Ahora ya soy capaz de:	😊	😞
• describir el entorno	☐	☐
• formar el plural de los sustantivos	☐	☐
• utilizar correctamente there is / there are	☐	☐
• expresar la hora y los momentos del día	☐	☐
• recitar los días de la semana	☐	☐
• formular preguntas con where, what y when	☐	☐
• utilizar las preposiciones up, with e in	☐	☐

DVD. TR. 03
Video
Entrevista

En la pista 03 del DVD encontrarás una entrevista sobre la amistad.
Haz los ejercicios siguientes para comprobar que la has entendido bien.

- 1.** Según los entrevistados, ¿cuáles de las siguientes afirmaciones caracterizan a un mejor amigo o mejor amiga?

A best friend...

 - ☐ **A** ... listens to the same music.
 - ☐ **B** ... is caring.
 - ☐ **C** ... gives help.
 - ☐ **D** ... calls me three times a day.
 - ☐ **E** ... likes the same school subjects.
- 2.** Empareja los adjetivos con sus sinónimos:

1. upset	—	A kind, friendly
2. funny	—	B sad, unhappy
3. nice	—	C amusing

fifty-four
54

Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. *Student's Book*, p.54.

2

Marca con una cruz tu grado de satisfacción acerca de los siguientes aspectos de esta unidad.

Ahora ya soy capaz de:	😊	😞
• preguntar a alguien por su procedencia	☐	☐
• reconocer los países y las nacionalidades	☐	☐
• aceptar o rechazar una oferta	☐	☐
• pedir distintas bebidas	☐	☐
• usar los pronombres personales <u>he</u> y <u>she</u>	☐	☐
• conjugar los verbos en <u>simple present</u>	☐	☐
• conectar distintas partes de una frase con las preposiciones <u>at</u> , <u>from</u> y <u>with</u>	☐	☐
• decir los números del 10 al 19	☐	☐

DVD. TR. 01

Vídeo

Entrevista

▶

En la pista 01 del DVD encontrarás una entrevista. Haz los ejercicios siguientes para comprobar que la has entendido bien.

1. Indica si las afirmaciones siguientes son verdaderas o falsas.

	V	F
A This is Borough Market.	☐	☐
B Britain is not a multicultural society.	☐	☐
C London has a Chinatown.	☐	☐
D Brick Lane is the centre of London's Bangladeshi community.	☐	☐

2. ¿Qué indicadores nos muestran especialmente el carácter multicultural de la ciudad de Londres? Márcalos con una cruz.

☐ **A** language

☐ **B** cars

☐ **C** food

☐ **D** religion

3. ¿Qué es un **melting pot**?

☐ **A** un crisol de culturas

☐ **B** una cazuela

twenty-two
22

Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. *Student's Book*, p.22.

8.11. Appendix 11: Examples of writing activities in the *Student's Book*

Extract 1.

COMUNICACIÓN
GRAMÁTICA
VOCABULARIO
PRONUNCIACIÓN

3

¿Qué frase es la adecuada en cada una de estas situaciones? Escribe los números junto a las letras correspondientes.

1. indicar el día	—	A Why don't you come with us?
2. reaccionar a una propuesta u oferta	—	B On Sunday afternoon.
3. indicar una hora	—	C That's a good idea.
4. hablar sobre una cita	—	D At seven thirty.
5. indicar una dirección o un lugar	—	E We're meeting after lunch.
6. buscar algo	—	F I'll have another drink.
7. pedir información	—	G I'm watching a good film.
8. expresar una decisión espontánea	—	H Through the town
9. hacer propuestas	—	I I'm looking for a bookshop.
10. decir lo que se está haciendo	—	J Where can I find a newspaper?

4

Ahora tienes la oportunidad de expresarte libremente. Lee primero el ejemplo y completa a continuación las frases.

1. ¿Qué te gustaría hacer ahora? I'd like to _____.	Ejemplo: I'd like to meet friends in a Café. There's a river, a museum and a railway station. I'll have a cup of coffee and an apple pie with cream. My favourite colour is green.
2. ¿Qué hay en tu ciudad o en tu pueblo? There's a _____, a _____ and a _____.	
3. Estás en una cafetería. ¿Qué pides? I'll have _____ and _____.	
4. ¿Cuál es tu color favorito? My favourite colour is _____.	

eighty 80

Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. *Student's Book*, p.80.

REVISIÓN 1

COMUNICACIÓN
GRAMÁTICA
VOCABULARIO
PRONUNCIACIÓN

1

Aquí tienes una lista de situaciones comunicativas que se han tratado en las unidades 1 – 4. A la izquierda, hay una lista de ejemplos de cada una de estas situaciones. Indica qué situación corresponde a cada ejemplo en inglés escribiendo el número junto a la letra correspondiente. Verás que ya sabes decir muchas cosas en inglés.

- | | |
|---|---|
| A — I don't like porridge very much. | 1. <i>presentarse</i> |
| B — Would you like a glass of juice? | 2. <i>ofrecer algo</i> |
| C — You can have lunch in the restaurant. | 3. <i>rechazar algo</i> |
| D — Not for me, thank you. | 4. <i>preguntar sobre la procedencia</i> |
| E — I'm Kevin Archbold. It's nice to meet you. | 5. <i>describir a alguien</i> |
| F — Where are you from? | 6. <i>pedir algo</i> |
| G — How much is it? | 7. <i>decir que algo te gusta o que no te gusta</i> |
| H — She looks young and she's a computer freak. | 8. <i>pedir información</i> |
| I — Do you have family rooms? | 9. <i>preguntar el precio</i> |
| J — I'd like a double room with shower. | 10. <i>hablar de posibilidades</i> |

2

¿Cómo puedes describir a alguien en inglés? Ya has aprendido algunas palabras que puedes usar para hacerlo. Te las recordamos a continuación.

She/he looks	intelligent.
They look	young.
	romantic.
	elegant.
	happy.
	nice.

En vez de **look** también se puede utilizar el verbo **be**.
Si quieres expresar lo contrario debes usar **not very**.

She isn't very happy.
They don't look very nice.

Extract 3.

COMUNICACIÓN GRAMÁTICA VOCABULARIO PRONUNCIACIÓN

3

tired - cansado/a
hot - caliente
worried - preocupado/a
cold - frío/a
ill - enfermo/a
angry - enfadado/a

Relaciona las frases con las fotografías y escribe la letra correspondiente al lado de los números.

A The dog looks ill.

B She is cold.

C Chris looks angry.

D They're hot.

E Mary looks worried.



1



2



3



4



5

4

Ahora ya sabes expresar muchas cosas en inglés. Lee las siguientes preguntas y respuestas. A continuación escribe frases sobre ti, cambiando las palabras que están subrayadas por información tuya.

1. What's your name? I'm Anne.
2. How old are you? I'm 33 years old.
3. Are you married or single? I'm single.
4. Where do you live? I live in Hamburg.
5. Where do you work? I work in Hamburg.
6. Do you speak German? Yes, I do.
7. Do you have a family? Yes, I do. I have two children.
I have one brother/sister. / No, I don't.

8.12. Appendix 12: Example of speaking activity in the *Student's Book*

Extract 1.

THINGS YOU HAVE TO DO **13**

¿Recuerdas cómo saludó Kevin a sus clientes y cómo les dio la bienvenida? Vuelve a escucharlo.

Welcome to es un saludo más bien formal y se utiliza en los primeros encuentros para dar la bienvenida. En un tono menos formal se dice:
It's nice to meet you.

Y si uno ya se conoce: **It's nice to see you (again).**

¿Y qué se dice después?

Kevin dice: **I hope you had a pleasant afternoon.**

Esta frase también se puede variar:

I hope you had	a nice	day.
	a pleasant	flight.
	an interesting	holiday.

I hope you had ... se refiere al pasado.

Para expresar un deseo que se refiere al presente o al futuro se utiliza **I hope you have ...** (*espero que hayas/haya/hayan...*) **I hope** se puede combinar con muchos verbos, por ejemplo: **I hope you enjoyed the meal.**
I hope you can come.

Formula frases combinando las palabras de ambos lados. Después, escúchalas y repítelas en voz alta.

1. Enjoy	—	A regards
2. I hope	—	B for your message.
3. I hope you	—	C wishes
4. Thank you	—	D or Madam
5. I'm looking forward	—	E luck.
6. Best	—	F to your reply.
7. Kind	—	G your meal.
8. Yours	—	H like our traditional English breakfast.
9. Dear Sir	—	I you had a nice day.
10. Good	—	J sincerely

EMPECEMOS!
COMPRENDER
PRACTICAR

6

CD 2. TR. 39

i

En inglés no existe ninguna fórmula equivalente a *¡Que aproveche!* Normalmente no se dice nada. En los restaurantes a veces se dice: **Enjoy your meal.**

7

CD 2. TR. 40

131 one hundred and thirty-one

Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. *Student's Book*, p.131.

7

En inglés hay varias formas de expresar que algo no funciona bien. Los siguientes ejemplos se pueden utilizar en múltiples situaciones. Basta con que cambies el objeto del ejemplo por el que más te convenga. Lee las frases en voz alta mientras las escuchas.

- There's something wrong with my mobile.
- I've got a problem with my mobile.
- My mobile isn't working.

Si empiezas una frase negativa con I'm afraid le darás un tono más amable.

- **I'm afraid** the escalator isn't working.
- **I'm afraid** there's something wrong with my car.
- **I'm afraid** I've got a problem with the shower.



CD 2. TR. 04



El teléfono móvil se llama **mobile (phone)** en el Reino Unido, y **cellphone** en EE. UU, Australia y Nueva Zelanda.

Cuando se deletrea en inglés una dirección de correo electrónico se dice **dot** para **punto** y la **@** se llama **at**.

8

Las palabras de las frases siguientes están desordenadas. Escríbelas en el orden correcto.



1. isn't/telephone/the/working/.



2. my/wrong/something/car/there's/with/.



3. got/coffee/maker/with/I've/problem/a/the/.

8.13. Appendix 13: Examples of cultural tips in the *Student's Book*

Extract 1.

AT THE THEATRE 15

¡EMPECEMOS!
COMPRENDER
PRACTICAR

Como ya sabes, en inglés existen las llamadas "respuestas cortas" para no tener que responder a una pregunta con un simple *sí* o un *no*.

Are you really a detective? - No, I'm not.

Is that why you're here? - Yes, it is.

Does Kevin know about this? - Yes, he does.

El verbo auxiliar de la pregunta se incluye también en la respuesta, con la negación en caso de las respuestas negativas.

Do you... ?	Yes, I do. / No, I don't.
Does he... ?	Yes, he does. / No, he doesn't.
Are you... ?	Yes, I am. / No, I'm not.
Have they... ?	Yes, they have. / No, they haven't.
Did she... ?	Yes, she did. / No, she didn't.

3

§ 10 Respuestas cortas

i

En los países de habla inglesa se considera una falta de cortesía responder simplemente con **yes** o **no** a una pregunta. Por ello, es importante que utilices las respuestas cortas, aunque al principio te parezca algo extraño.

Relaciona las preguntas con las respuestas cortas adecuadas. Después, escucha la grabación y comprueba tus respuestas.

1. Is Chris a detective?	—	A Yes, he has.
2. Does Chris work for the tourist board?	—	B No, he isn't.
3. Has Mary got a headache?	—	C Yes, she has.
4. Will Chris be able to come?	—	D No, he won't.
5. Has Chris told Kevin yet?	—	E Yes, he does.

4

CD 2. TR. 48

Cuando estás en un país extranjero o hablas con personas procedentes de otros países es importante saber decir cosas positivas.

How wonderful!	(¡Es maravilloso / fantástico!)
That's interesting!	(¡Qué interesante!)
This wine is excellent.	(Este vino es excelente.)
What a lovely / wonderful / nice car.	(¡Qué coche más bonito / fantástico!)

5

i

A un cumplido se responde con **Thank you** o **I'm glad you like it / them.**

145 one hundred and forty-five

Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. *Student's Book*, p.145.

Extract 2.

EMPECEMOS!
COMPRENDER
PRACTICAR

8

Escribe las palabras siguientes en el orden correcto.

1. for | the | I'll | a | newspaper | while | read | .

2. at | you | to | pick | five | twenty | up | I'll | .

3. scarf | mother | I'll | my | this | take | for | .

4. to | later | go | I'll | museum | the | .

5. bring | of | you | another | wine | I'll | glass | .

6. now | walk | go | a | for | out | I'll | .

7. you | I'll | for | phone | airport | the | .

9

Escucha las horas siguientes:

1. quarter past four

2. twenty to eight

CD 1. TR. 50

5 La hora
y la fecha

En inglés americano
se dice **after** en lugar
de **past** y en lugar de
to se dice **of**.

twenty to four (GB)
twenty of four (US)
half past seven (GB)
half after seven (US)

Antes has visto que las horas
pueden decirse tal como las indi-
ca un reloj digital. En el lenguaje
coloquial, sin embargo, es más
habitual expresar las horas con
past (y), to (menos), half (media)
y **quarter (cuarto): ten to eleven**
(once menos diez), five past nine
(nueve y cinco), quarter to ten
(diez menos cuarto).

Half puede ir o no seguido de
past. Así, para decir **las nueve y**
media podemos decir **half nine** o
half past nine.



9
✓

Marca con una cruz tu grado de satisfacción acerca de los siguientes aspectos de esta unidad.

Ahora ya soy capaz de:	😊	😞
• presentar una queja de forma educada	☐	☐
• formar el simple past del verbo be	☐	☐
• llamar la atención sobre algo enfatizándolo correctamente en la frase	☐	☐
• presentarme en una conversación telefónica	☐	☐

Apuntes culturales

Cuando creemos que lo que vamos a decir no va a ser precisamente lo que a la otra persona le gustaría oír es habitual iniciar la frase con **I'm afraid...** que, literalmente, significa **Me temo...**. En español también solemos utilizar esta misma expresión para este mismo propósito.

Otras opciones para evitar decir **yes** o **no** directamente son:

I'm not sure / I don't think so. en vez de **no**

I think so. en vez de **sí**

También puedes usar este tipo de giros para declinar una propuesta:

That would be nice, but I'm afraid I can't.

ninety-four
94

Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. *Student's Book*, p.94.

8.14. Appendix 14: Example of learner's self-assessment and diary in the *Student's Book*

4

✓

Marca con una cruz tu grado de satisfacción acerca de los siguientes aspectos de esta unidad.

Ahora ya soy capaz de:

• reservar una habitación en un hotel	☐	☐
• pronunciar correctamente nineteen y ninety	☐	☐
• comprender los precios	☐	☐
• dar y recibir información	☐	☐
• formular preguntas y pronunciarlas con la entonación correcta	☐	☐
• reconocer los usos del verbo auxiliar can	☐	☐
• distinguir entre how much y how many	☐	☐

Ya has completado el primer bloque de unidades. Comprueba lo que has aprendido hasta ahora en la Revisión que encontrarás en las páginas siguientes.

Cuando hayas terminado, anota aquí los aspectos que más te hayan llamado la atención.

thirty-eight 38

Source: Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas. *Student's Book*, p.38.

9. Bibliography

- Brooks, N. 1964². *Language and Language Learning: Theory and Practice*. New York: Harcourt Brace.
- Council of Europe. 2001. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press.
- Harmer, J. 2001³. *The Practice of English Language Teaching*. Harlow: Longman.
- Hockly, N. and D. Madrid. n.d. *Observation and Research in the Classroom Context*. Barcelona: Fundación Universitaria Iberoamericana.
- Howatt, A. 1984. *A History of English Language Teaching*. Oxford: Oxford University Press.
- Murphy, R. 2013³. *Essential Grammar in Use*. Cambridge: Cambridge University Press.
- Naiman, N., M. Fröhlich, H. Stern and A. Todesco. 1978. *The Good Language Learner*. Toronto: Ontario Institute for Studies in Education.
- O'Malley, J. M. and A. U. Chamot. 1990. *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- Oxford, R. 1990. *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House.
- Palencia, R. and L. Driscoll. 1997. *You!. Student's Book*. Edinburgh: Addison Wesley Longman.
- Pons. 2014. *Curso completo de autoaprendizaje. Inglés*. Barcelona: Difusión, Centro de Investigación y Publicaciones de Idiomas.
- Richards, J. C. and T. S. Rodgers. 1986. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Rubin, J. 1975. "What the 'Good Language Learner' can teach us". *TESOL Quarterly*, 9/1: 41-51.
- Rubin, J. and I. Thompson. 1982. *How To Be a More Successful Language Learner*. Boston, Mass. Heinle & Heinle.
- Thornbury, S. n.d. *Curriculum and Course Design. Principles and Practice*. Barcelona: Fundación Universitaria Iberoamericana.
- Underwood, M. 1989. *Teaching Listening*. Madrid: Alhambra Longman.
- Valcárcel, M., Y. Coyle and M. Verdu. 1996. "Learning foreign languages: learner strategies" in N. McLaren and D. Madrid (eds.) *A handbook for TEFL*. Alicante: Marfil; 65-106.
- Van Ek, J. A. and L. G. Alexander. 1980. *Threshold Level English*. Oxford: Pergamon Press.
- White, R. 1988. *The ELT Curriculum*. Oxford: Basil Blackwell.

- Widdowson, H. G. 1978. *Teaching Language as Communication*. Oxford: Oxford University Press.
- Wilkins, D. 1976. *Notional Syllabuses*. London: Oxford University Press.