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Comunidad de Madrid
CONSEJERÍA DE EDUCACIÓN



TENSE BUSTER ONLINE

Proyecto Piloto.

Contenidos pedagógicos





Tense Buster COM

Contenidos pedagógicos de Tense Buster Online:

PROYECTO PILOTO PARA LA COMUNIDAD DE MADRID - 2004

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Tablas de contenidos por nivel

A continuación, podrá ver los contenidos pedagógicos detallados de cada ejercicio que podrán ser ampliados, modificados o reordenados según las necesidades de cada Institución Educativa, así como incorporar las ayudas en otros idiomas particulares de algunas Comunidades Autónomas.

Nivel Elemental

Unidad	Ejercicio	Objetivos
Am, is, are	Introduction	Presentation of the verb <i>to be</i> in the context of functional language of meeting people (eg <i>How are you? My name is...</i>)
	Rule	The grammar rule focuses on the verb <i>to be</i> in statements questions, negatives, short forms. This is done in language appropriate to the level, mainly by the use of examples.
	Practice 1	Practice in using <i>am, is, are</i> with adjectives. Vocabulary of adjectives.
	Practice 2	Contractions. Learners are given the long form and have to form the short form.
	Test 1	Choosing the right form of <i>to be</i> in a dialogue: statements, questions and negatives.
	Vocab	Equipping students with strategies for learning new words. This focuses on associating words such as <i>black-white, big-elephant, drink-coca cola</i> .
	On your own	Extra ideas for learning vocabulary
Simple present	Introduction	Presentation of when we use the simple present (with adverbs of frequency) and how to form the third person singular. A short dialogue + newspaper article.
	Rule	The grammar rule focuses on function and form. It also looks at adverbs of frequency.
	Practice 1	Enabling learners to understand the concept of regular or constant activities. This activity also presents verbs in the 1 st and 3 rd persons singular.
	Practice 2	Forming the third person singular, regular and irregular.
	Practice 3	A fun reading activity focusing on the third person singular. Students see all the ways of forming the third person singular in context.
	Test 1	Proofreading. Learners have to spot key areas of difficulty (such as omitting the <i>s</i> in the 3 rd person singular).
	Test 2	Learners are shown the errors in context and then have to correct them.
	Vocab	Students relate the grammar area to their own lives by building up a list of things that they do every day.
	On your own	A free practice activity that learners do in their Scratch Pad. Extra ideas for practising the simple present away from the computer.
	Negatives	Introduction
Rule		The rule focuses on when we use negatives and how to form them with <i>do/does</i> . It also looks at contractions, short answers and typical mistakes.
Practice 1		Practice on using short answers, in the 1 st and 3 rd persons.

	Practice 2	Practice in making negatives with the verb <i>to be</i> , and with other verbs using <i>do</i> and <i>does</i> .
	Test	The test focuses on the student's ability to make negatives with in the 3 rd person (using <i>does</i>).
	Vocab	Ideas on how to learn vocab: in this case by using the target words.
	On your own	Some ideas from learners around the world on how they improve their English.
Questions	Introduction	The presentation of the new language focuses on selecting <i>do</i> or <i>does</i> according to the person. A variety of <i>wh-</i> question words are also presented.
	Rule	The rule focuses on how to form questions with <i>do</i> and <i>does</i> . It also illustrates the distinction between <i>wh-</i> questions and <i>yes/no</i> questions and shows how we make short answers.
	Practice 1	This activity enables students to use different question words with confidence.
	Practice 2	Students are given answers and have to write questions. they can compare what they have written with a variety of model questions provided.
	Practice 3	This activity gives students practice in using short answers accurately.
	Test 1	This exercise tests students' ability to make questions and short answers with <i>do/does</i> and the verb <i>to be</i> .
	Vocab	Collocations. This activity suggests that learners should learn collocating words together (eg <i>watch tv, listen to the radio</i>). The topic is communications.
	On your own	Ideas on how to practise speaking.
I, my, me	Introduction	Presentation of subject and object pronouns and possessive adjectives in the context of a description of a family.
	Rule	The rule both tabulates and exemplifies subject and object pronouns and possessive adjectives.
	Practice 1	This activity gives practice in forming object pronouns in context.
	Practice 2	This activity gives practice in forming possessive adjectives in context.
	Test 1	Testing the ability of students to choose the correct pronoun/adjective form in the context of a monologue.
	Vocab	Vocabulary of the family.
	On your own	Ideas for practising writing. This activity gives students ideas about how they can improve their writing by finding a penfriend or an e-friend.
A, an, the	Introduction	Inductive presentation of the basic principles of article use.
	Rule	The underlying principles of <i>a</i> vs <i>the</i> , and <i>a</i> vs <i>an</i> .
	Practice 1	Practice in choosing between <i>a</i> and <i>an</i> . The objective of this exercise is to enable learners to understand that it is the initial sound that is important rather than the initial letter. It also reinforces the use of <i>a</i> with jobs.
	Practice 2	A reading activity which clearly shows the principle of when to use <i>a</i> and when to use <i>the</i> , ie the question of whether both speaker and listener know which object is being referred to.
	Test 1	This gapfill activity tests whether students understand when to use <i>a, an</i> and <i>the</i> .
	Vocab 1	Vocab of jobs. The activity presents 14 jobs and encourages the

		learner to relate these jobs to his/her own family and friends.
	Vocab 2	Gives learners ideas for learning vocabulary, in this case by grouping words together according to meaning.
	On your own	Gives learner awareness of the tools they can use to help them improve their English (eg vocab book, dictionary, computer, internet connection etc.)
Countable	Introduction	A presentation of the concept of countable/uncountable. Learners have to decide whether they can count particular items.
	Rule	The rule looks at the concept of countable/uncountable, <i>a/some, much/many</i> . It also looks at how to form plurals of countable nouns.
	Practice 1	A concept checking activity focusing on the key areas of the grammar, eg do we use <i>a/some, much/many</i> , can we use a plural?
	Practice 2	Practice in choosing much or many for different foods or drinks.
	Test 1	This activity tests learners' ability to decide whether a noun is countable or uncountable, whether to use <i>much</i> or <i>many</i> and how to make plurals.
	Vocab	a litre, a slice, a cup, a kilo, a piece...
	On your own	Ideas for skills work: reading, speaking, listening, writing both on and off the computer.
Some, any	Introduction	Presentation of the different uses of <i>some/any</i> in contexts. learners then have to identify each use (eg questions, negatives, offers...)
	Rule	Which words we use <i>some/any</i> with (eg uncountable and countable plural nouns). Also when we use <i>some/any</i> (eg statements, offers, when we expect the answer Yes).
	Practice 1	Helping learners to understand that we use <i>a</i> with countable singular and <i>some</i> with countable plural and uncountable.
	Practice 2	Practice in using <i>some</i> and <i>any</i> in context.
	Test 1	A test to show whether learners understand when we use <i>some</i> and when we use <i>any</i> .
	Vocab	Helping students to learn vocabulary of food (which they might classify into groups). They then relate this to their daily lives.
	On your own	An extra activity to give learners free practice in <i>some</i> and <i>any</i> .
Have got	Introduction	Presentation of <i>have got</i> in context: statements, negatives and questions.
	Rule	When we use <i>have got</i> , contractions, short answers, negatives, questions
	Practice 1	Practice in using <i>have got</i> in 1 st and 3 rd persons with contractions.
	Practice 2	Practice in producing <i>have got</i> in statements, questions and negatives.
	Practice 3	Practice in answering questions with <i>have got</i> .
	Test 1	This activity tests learners' ability to use <i>have got</i> accurately in the context of a dialogue.
	Vocab	Enabling students to use a dictionary effectively. This activity builds awareness of what students can learn from the dictionary.
	On your own	Free practice extension activity for <i>have got</i> .

Nivel Intermedio Bajo

Unidad	Ejercicio	Objetivo
Comparisons	Introduction	Presentation of comparatives and superlatives in context.
	Do you understand?	Concept checking of the key areas of difficulty (form and function).
	Rule	A grammar rule expressed at an appropriate language level. The objective is to confirm of correct theories made by the students in the first two activities.
	Practice 1	Forming comparatives and superlatives.
	Practice 2	Identifying common mistakes.
	Practice 3	Error correction to enable students to focus on key areas of difficulty.
	Test 1	Testing whether students can form comparatives and superlatives and place them in appropriate contexts.
	Test 2	A multiple choice test of key areas of difficulty.
	Vocab	Equipping students with the ability to group words in different ways to make learning them easier.
	On your own	Extra ideas for practising comparisons away from the computer.
Simple present	Introduction	Presenting the language in context, including examples of form and function.
	Do you understand?	Concept checking of the key areas of difficulty (form and function).
	Rule	A grammar rule expressed at an appropriate language level. The objective is to confirm of correct theories made by the students in the first two activities.
	Practice 1	Practising the different ways of forming the simple present for statements and negatives (with particular reference to the third person).
	Practice 2	Identifying the most common simple present mistakes made by learners at this level.
	Practice 3	Error correction to enable students to focus on key areas of difficulty.
	Test 1	Enabling students to understand the concept of when to use the simple present, and contrasting this with the present continuous.
	Test 2	Enabling students to form do/does questions in the simple present.
	Vocab	Enabling students to understand the use of referencing words.
	On your own	Extra ideas for practising comparisons away from the computer.
Present continuous	Introduction	Recognition of the simple past. Presentation of when it is used and how it is formed. This presentation is looking at the structure in the context of a dialogue.
	Do you understand?	Concept checking of the key areas of difficulty (form and function).
	Rule	A grammar rule expressed at an appropriate language level. The objective is to confirm of correct theories made by the students in the first two activities.
	Practice 1	Practice in transforming the simple present to the present continuous. This activity also clearly shows the difference in usage.
	Practice 2	Identifying the most common simple present mistakes made by

		learners at this level.
	Practice 3	Error correction to enable students to focus on key areas of difficulty.
	Test 1	Enabling students to distinguish between the functions of the simple present and the present continuous. Recognition.
	Test 2	Enabling students to distinguish between the functions of the simple present and the present continuous. Production.
	Vocab	Helping students to understand what it means to "know" a word (eg pronunciation, spelling, meaning, grammar...)
	On your own	Extra ideas for practising comparisons away from the computer.
Simple past	Introduction	Enabling students to understand when we use the simple past. Time markers.
	Introduction 2	Recognising the simple past and simple present.
	Do you understand?	Concept checking of the key areas of difficulty (form and function).
	Rule	A grammar rule expressed at an appropriate language level. The objective is to confirm of correct theories made by the students in the first two activities.
	Practice 1	Practising the form of the simple past.
	Practice 2	A presentation of how to form questions in the simple past.
	Test 1	Testing students' ability to make questions in the simple past.
	Test 2	Testing students' ability to form the simple past in the context of a newspaper article.
	Vocab	Helping students to learn new words in the context of an example sentence.
	On your own	Extra ideas for practising comparisons away from the computer.
Prepositions of time	Time: Introduction	A presentation of the most common uses of prepositions of time
	Rule	A grammar rule expressed at an appropriate language level. The objective is to confirm of correct theories made by the students in the first activity.
	Practice 1	Practice in using prepositions of time accurately.
	Test 1	Testing students' ability to use prepositions of time accurately.
	Test 2	As above except in the context of a full sentence.
Prepositions of place	Place: Introduction	A presentation of the most common uses of prepositions of place in the contexts of mini-dialogues.
	Rule	A grammar rule expressed at an appropriate language level. The objective is to confirm of correct theories made by the students in the first activity.
	Practice 1	Practice in using prepositions of place accurately.
	Test 1	Testing students' ability to use prepositions of place accurately at sentence level.
	Test 2	Another test of student accuracy in the use of prepositions of place.

Nivel Intermedio

Unidad	Ejercicio	Objetivo
Equality	Introduction	Presentation of <i>as...as...</i> in context with adjectives, adverbs, countable & uncountable nouns, modifiers.
	Do you understand?	Concept checking of the key areas of difficulty (form and function).
	Rule	A grammar rule expressed at an appropriate language level. The objective is to confirm of correct theories made by the students in the first two activities.
	Practice 1	Reading comprehension of expressions of equality with a task.
	Practice 2	Production exercise where students have to compare two recipes.
	Practice 3	Common English expressions: <i>as hard as a rock, as white as a sheet, etc.</i>
	Test 1	A multiple choice test of areas where students typically make mistakes with <i>as... as...</i>
	Test 2	An error correction exercise focusing students on the key areas of the grammar.
	Vocab	Looking at linking words in context: linking by time.
	On your own	Extra ideas for practising comparisons away from the computer.
The passive	Introduction	Presentation of the target language areas: ⇒ when do we use the passive ⇒ how do we form the passive ⇒ use of <i>by</i> to introduce the agent.
	Do you understand?	Concept checking of the key areas of difficulty (form and function).
	Rule	A grammar rule expressed at an appropriate language level. The objective is to confirm of correct theories made by the students in the first two activities.
	Practice 1	Practice in forming the past participle in irregular verbs
	Practice 2	Word order in the passive: practice in forming sentences.
	Practice 3	Practice in forming the passive in different tenses. Students have to determine the tense from the context and then form the passive.
	Test 1	A proofreading exercise that focuses on the key problem areas in the passive for learners at this level.
	Test 2	Correcting the mistakes found in the last activity in a multiple choice exercise.
	Vocabulary	phrasal verbs with <i>get</i>
	On your own	Extra ideas for practising comparisons away from the computer.
Relative clauses	Introduction	Presentation of the <i>wh-</i> words introducing the relative clause: <i>which, when, who, whom, where, that</i>
	Introduction 2	Enabling students to understand how the relative clause relates to the main clause.
	Do you understand?	Concept checking of the key areas of difficulty (form and function).
	Rule	A grammar rule expressed at an appropriate language level. The objective is to confirm of correct theories made by the students in the first two activities.
	Practice 1	Practice in building relative clauses with a focus on the relative

		pronoun
	Practice 2	Practice in writing relative clauses. Learners are given two sentences and they have to join them.
	Test 1	Learners have to complete sentences from which the relative clauses are omitted, testing their understanding of the relative pronoun.
	Test 2	Error correction. Learners focus on key areas of difficulty and are tested on their understanding of these areas.
	Test 3	A multiple choice activity. The distractors are designed to present common mistakes made with relative clauses.
	Vocab	Phrasal verbs, focusing on the particle <i>out</i> .
	On your own	Extra ideas for practising comparisons away from the computer.
Will and going to	Introduction	Presentation of <i>will</i> and <i>going to</i> in context clearly illustrating when each is used.
	Do you understand?	Concept checking of the key areas of difficulty (form and function).
	Rule	A grammar rule expressed at an appropriate language level. The objective is to confirm of correct theories made by the students in the first two activities. The Rule focuses on the use of <i>will</i> and <i>going to</i> for intentions and predictions.
	Practice 1	Short forms: use of contractions with <i>will</i> and <i>going to</i> .
	Practice 2	Multiple choice activity where students complete sentences. These clearly bring out the difference in usage between <i>will</i> and <i>going to</i> for predictions.
	Practice 3	Completing two texts, enabling students to understand that we use <i>will</i> for spontaneous decisions and <i>going to</i> for decisions that have already been taken.
	Test 1	Reading activity to give students practice in reading. This is followed by a proofreading activity where learners have to identify the most common errors made by learners in this area.
	Test 2	Error correction. Learners have to show their understanding of the use of <i>will</i> and <i>going to</i> by correcting the errors they found in the previous activity.
	Vocab	Choosing the right dictionary
	On your own	Extra ideas for practising comparisons away from the computer.
Conditionals	Introduction	Presentation of first and second conditionals. Learners read a text and then have to join clauses to form first and second conditionals. The completed sentences focus on target areas (eg <i>will</i> and <i>would</i>).
	Do you understand?	Concept checking of the key areas of difficulty (form and function).
	Rule	A grammar rule expressed at an appropriate language level. The objective is to confirm of correct theories made by the students in the first two activities.
	Practice 1	Enabling students to understand the concept of a speaker's perception of whether an event is likely or unlikely/impossible.
	Practice 2	Learners complete a sentence by dragging up the missing words. The activity focuses on the key areas: <i>If, will, would</i> , use of simple present/simple past.
	Practice 3	How conditionals are used in functional language. (eg to interest, to persuade, to ask for reassurance).
	Test 1	Proofreading. Learners practise finding key areas of difficulty in a

		semi-authentic text.
	Test 2	Learners have to show their understanding of the key grammar areas (eg use of simple past and <i>would</i> ; simple present and <i>will</i>)
	Vocab	Synonyms and words with similar meanings. Learners examine how synonyms and virtual synonyms are used in an authentic text.
	On your own	Extra ideas for practising comparisons away from the computer.

Nivel Intermedio alto

Unidad	Ejercicio	Objetivo	
Present perfect	Introduction	Presentation of the present perfect simple and continuous in the context of a BBC broadcast. This is followed by a multiple choice activity that pinpoints for the learners the key grammar areas (eg present perfect vs simple past).	
	Do you understand?	Concept checking of the key areas of difficulty (form and function).	
	Rule	A grammar rule expressed at an appropriate language level. The objective is to confirm of correct theories made by the students in the first two activities.	
	Practice 1	Learners look at words we commonly use with the present perfect (<i>for, since, yet, so far</i>) in the context of an authentic newspaper article. They can click on each of these words for more information.	
	Practice 2	Learners then practice using the words they looked at in Practice 1.	
	Practice 3	In this activity learners have to show that they understand the different use of the simple and continuous. They then have to show they can form both structures.	
	Test 1	Proofreading. Learners have to spot typical mistakes in the present perfect (such as word order, incorrect use of the simple past).	
	Test 2	They then have to correct the mistakes they discovered in the previous activity.	
	Vocab	Raising student awareness of learning words in lexical groups and giving practice in this.	
	On your own	Extra ideas for practising the present perfect away from the computer.	
	Must, might, can't	Introduction	Presentation of modals of deduction <i>must, might and can't</i> in the context of an authentic newspaper article.
		Do you understand?	Concept checking of the key areas of difficulty (form and function).
		Rule	A grammar rule expressed at an appropriate language level. The objective is to confirm of correct theories made by the students in the first two activities.
Practice 1		Learners practice choosing the right modal. In doing this they are presented with present and past, simple and continuous structures.	
Practice 2		Practice in using modals in the present and the past.	
Test 1		A free practice activity where learners make deductions about a situation.	
Test 2		Learners read a student essay on the situation they have just written about themselves. They have to spot the typical errors made in this grammar area (eg using <i>mustn't</i> instead of <i>can't</i>)	
Test 3		Students correct the errors they found in the previous activity, and finally read the real situation.	
Vocab		Word building with prefixes and suffixes: a presentation, followed by an activity where students actually build words in a drag and drop exercise.	

	On your own	Extra ideas for practising using modals away from the computer.
Past continuous	Introduction	Presentation of form and function of the past continuous. Learners click on examples of the past continuous in context and the use is explained (eg to set the scene in the story).
	Do you understand?	Concept checking of the key areas of difficulty (form and function).
	Rule	A grammar rule expressed at an appropriate language level. The objective is to confirm of correct theories made by the students in the first two activities.
	Practice 1	Practice in forming the past continuous. Different ways of forming the gerund (eg <i>put - putting, argue - arguing</i>)
	Practice 2	Practice in discriminating between the simple past and past continuous. The examples bring out the difference in the functions of the two structures.
	Practice 3	The past continuous with verbs of sensory perception (eg <i>She was feeling excited vs She could feel the wind</i>)
	Test 1	Proofreading. Learners identify the errors most commonly made with the past continuous.
	Test 2	Learners then have to show their ability to correct the errors they identified in the previous exercise.
	Vocab	Helping learners to choose the words they need to learn (eg for their hobbies, work, holiday, etc.)
	On your own	Extra ideas for practising the past continuous away from the computer.
Conditionals	Introduction	Presentation of the third conditional and <i>I wish</i> and <i>If only</i> structures. This is through authentic newspaper articles and an activity where learners drag clauses together to make sentences.
	Do you understand?	Concept checking of the key areas of difficulty (form and function).
	Rule	A grammar rule expressed at an appropriate language level. The objective is to confirm of correct theories made by the students in the first two activities.
	Practice 1	Helping students to understand when to use <i>had</i> and when to use <i>would</i> . They click on examples of 'd in the context of a story and are shown why each one is used.
	Practice 2	Following on from the last activity, learners decide whether third conditional/ <i>I wish</i> / <i>If only</i> sentences are grammatically correct and receive feedback.
	Practice 3	Production activity. Students practice forming the structure.
	Test 1	Proofreading activity. learners show their ability to recognise the most common errors made with the target structures.
	Test 2	In this activity students test their ability to produce the correct form of the errors detected in the previous exercise.
	Vocab	Helping learners understand the concept of referencing words. There is a presentation followed by an activity where learners click on referencing words in context to find which other words they refer to.
	On your own	Extra ideas for practising conditionals away from the computer.
Future	Introduction	A deductive presentation of the future/future continuous and future perfect structures.
	Do you understand?	Concept checking of the key areas of difficulty (form and function).

	Rule	A grammar rule expressed at an appropriate language level. The objective is to confirm of correct theories made by the students in the first two activities.
	Practice 1	Practice in choosing and forming the correct structure. Students have a timetable and have to relate events to particular times according to whether they will happen, will be happening, or will have happened.
	Practice 2	Future continuous for making requests polite.
	Test 1	Using <i>yet</i> , <i>just</i> and <i>already</i> with the future. In this test learners show their ability to produce the correct word order.
	Test 2	Testing students' ability to choose the correct form in a given context.
	Vocab	Raising learner awareness of what they need to know to "know" a word (spelling, meaning, pronunciation, grammar...)
	On your own	Extra ideas for practising the future away from the computer.

Nivel Avanzado

Unidad	Ejercicio	Objetivo	
Past perfect	Introduction	Presentation of the past perfect simple and continuous as "the past in the past" in the context of a ghost story. This is followed by a questions focusing on the key concepts for the use the past perfect in narratives.	
	Do you understand?	Concept checking of the key areas of difficulty (form and function).	
	Rule	A grammar rule expressed at an appropriate language level. The objective is to confirm of correct theories made by the students in the first two activities.	
	Practice 1	Practice in choosing and forming the correct structure: past perfect simple and past perfect continuous. This is done using contrasting sentences that clearly bring out the use of the different structures	
	Practice 2	Practice in discriminating between the past perfect and the simple past in narratives. Students have to complete a narrative by forming the correct structures.	
	Practice 3	Sequencers used with the past perfect: <i>after, before, as soon as, when, hardly, etc</i>	
	Test 1	Testing students' ability to choose between the simple past and past perfect in a story.	
	Test 2	This activity tests students' ability to recognise errors typically made with the past perfect.	
	Test 3	In this activity learners demonstrate their understanding of the past perfect (form and function) by correcting the errors they found in the previous exercise.	
	Vocab	Presentation and practice of idioms found in this unit.	
	On your own	Extra ideas for practising the past perfect away from the computer.	
	Articles	Introduction	Presentation of articles in context. Learners click on <i>a, an</i> and <i>the</i> and are asked questions which provoke them to form theories about article usage.
		Do you understand?	Concept checking of the key areas of difficulty (form and function).
		Rule	A grammar rule expressed at an appropriate language level. The objective is to confirm of correct theories made by the students in the first two activities.
Practice 1		This activity helps learners understand the underlying concepts of the usage of <i>a</i> and <i>the</i> , ie whether speaker and listener both know which item is being referred to.	
Practice 2		This activity presents learners with typical errors made in the use of articles. They can use hints to check their understanding and correct the errors.	
Practice 3		Production exercise: practice in using articles correctly.	
Practice 4		Presentation of the use of articles with places and geographical features, followed by a practice exercise.	
Test 1		Proofreading. Learners have to spot typical mistakes with articles (such as <i>the Japan, having a dinner...</i>).	
Test 2	They then have to correct the mistakes they discovered in the		

		previous activity.
	Vocab	Lots more guidelines on using articles with particular words in particular categories (eg nationalities, relative time, abstracts, substances etc)
	On your own	Extra ideas for practising articles away from the computer.
Reported speech	Introduction	Introduction to the concept of reported speech in the context of a dialogue. Learners have to spot the occurrences of reported speech and are asked questions to prompt them to form theories about use and form. The presentation is followed by a practice activity.
	Do you understand?	Concept checking of the key areas of difficulty (form and function).
	Rule	A grammar rule expressed at an appropriate language level. The objective is to confirm of correct theories made by the students in the first two activities.
	Practice 1	Practice in changing pronouns in reported speech. This unit also enables students to understand the importance of the speaker/writer's perspective in reported speech.
	Practice 2	Practising the <i>tell, persuade, advise someone to do something</i> structure.
	Practice 3	Practice in converting reported speech to direct speech: statements, questions, imperatives
	Test 1	This activity tests learners' knowledge of key areas of reported speech (eg tense, word order in reported questions, etc)
	Test 2	Tests students' ability to correct reported speech errors in context.
	Vocab	Other words for <i>say</i> : <i>observe, point out, stress, enquire, etc.</i>
	On your own	Extra ideas for practising reported speech away from the computer.
Passives	Introduction	A presentation of lots of examples of the passive in the context of a newspaper article. In each case the learner has to decide why the passive is used.
	Introduction 2	An activity which brings out the difference in use between the active and the passive.
	Do you understand?	Concept checking of the key areas of difficulty (form and function).
	Rule	A grammar rule expressed at an appropriate language level. The objective is to confirm of correct theories made by the students in the first two activities.
	Practice 1	Practice in using the passive in different tenses and aspects: present continuous, simple past, infinitive, etc
	Practice 2	Looking at how the passive is used in signs (<i>English spoken here</i>) and how this can be rendered informally in the active.
	Practice 3	Using the passive in academic writing to remove the actor from the picture and to avoid assigning responsibility.
	Test 1	Learners are shown a newspaper article written entirely in the active. They rewrite it, using the passive where appropriate.
	Test 2	A test of learners' ability to use functional language in the passive to be tactful and avoid direct accusations
	Vocab	Lots of ideas from around the world on how people learn new words
	Vocab 2	An awareness raising activity on "international words", ie words

		that are similar in English and the learner's own language.
	On your own	Extra ideas for practising the passive away from the computer.
Phrasal verbs	Introduction	Presentation of phrasal verbs in context. Learners have to distinguish between phrasal verbs and verb + preposition/adverb. The objective is to heighten awareness of the concept of phrasal verbs. this is followed by a quiz in which students have to produce phrasal verbs.
	Do you understand?	Concept checking of the key areas of difficulty (form and function).
	Rule	A grammar rule expressed at an appropriate language level. The objective is to confirm of correct theories made by the students in the first two activities.
	Practice 1	Practice in word order with object pronouns and (a) prepositional phrasal verbs and (b) adverbial phrasal verbs.
	Practice 2	More practice in word order, this time with full verbs
	Test 1	In this activity learners are given phrasal verb vocabulary for telephoning. They then have to rewrite formal instructions informally using phrasal verbs.
	Vocab	Learners are presented with more groups of phrasal verbs categorised (health, behaviour, machines etc). This is followed by an activity in which they have to use the phrasal verbs. It is suggested that they learn phrasal verbs and phrasal verb grammar in the context of sentences.