

COCKLES AND MUSSELS



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- Ireland
- Molly Malone

UNIDAD PARA ALUMNOS DE 2º DE LA ESO CON
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1.-INTRODUCTION

Antes de leer los textos, el profesor/ -ora introduce los textos a los alumnos. Después de leer los textos los alumnos realizarán unas tareas relacionadas con los textos leídos.

Warm up: Pre Reading

- Where is Ireland?
- Do you know why Ireland is called the Emerald Island?
- Have you ever been in Ireland?
- Have you ever heard about Molly Malone? Do you know who she was?

Reading

Read the following texts. Then answer the questions.



A).- Ireland is the third largest island in Europe, and the 20th largest island in the world. It lies on the north – west of continental Europe and it is surrounded by hundreds of islands and islets.

The population of the island is over six million.

The name of Ireland derives from Ériu (in modern English, Eire) with the addition of the Germanic word land.

The island of Ireland has two distinct jurisdictions:

Ireland (political description for the Republic of Ireland), a sovereign state with Dublin as its capital.

Northern Ireland, part of the United Kingdom of Great Britain. Its capital is Belfast.



B).- The Strange legend of Molly Malone.

Everyone agrees that Molly Malone is one of the most famous people in the history of Dublin.

She is certainly one of the strangest icons ever commemorated officially by a city government. According to the legend she was a fishmonger. The old song “Cockles and Mussels” is related to Molly Malone. It is a sort of official anthem of Dublin, sung regularly by fans of soccer and hurling matches. How this young woman who allegedly sold fish by day, sold her body by night and died young of an undefined fever, is a long and twisted tale indeed.

Post Reading

Answer the questions:

- a. Where is Ireland?

- b. How many inhabitants has Ireland got?
- c. Which is the origin of the word "Ireland"?
- d. Which are the 2 jurisdictions of Ireland?
- e. Who was Molly Malone?
- f. What is "Cockles and Mussels"?

2.- PRESENTING THE SONG

El profesor presenta la canción. Antes de entregar la letra de la canción, los alumnos la escucharán primero. Luego, la escucharán y rellenarán los espacios en blanco. Finalmente, se proponen unos ejercicios para la comprensión de la canción.

Listen to the song and fill in the blanks.

Cockles and mussels

In Dublin's fair city,

Where the girls are so 1-----

I first set my 2----- on sweet Molly

Malone

As she wheeled her wheelbarrow

Through 3----- broad and narrow

Crying "cockles and mussels, alive, alive-o!"

Chorus

Alive, alive-o! Alive, alive-o!

Crying, " 4----- and mussels,
alive, alive-o!"

She was a 5-----
But sure it was nonwonder,
For so were her father and 6----- before,
And they each wheeled their 7-----
Through streets broad and 8-----
Crying, "cockles and mussels, alive, alive-o!"

She died of a 9-----,
And no one could save her
And that was the 10----- of sweet Molly
Malone,

But her 11----- wheels her barrow,
Through streets 12----- and narrow
Crying "cockles and mussels, alive, alive-o!"

Listen again the song. Do this multiple choice.

- 1.- Molly was ...
 - A. English
 - B. American
 - C. Spanish

2.- She was a ...

- A. Nurse
- B. Fishmonger
- C. Singer

3.- The girls in Dublin are...

- A. Awful
- B. Beautiful
- C. Sad

4.- Molly died of ...

- A. Fever
- B. Pneumonia
- C. Cold

2.- Molly Malone sold cockles and mussels. Do you know any other types of shellfish?





3.- GRAMMAR FOCUS

Explicación gramática y posteriores ejercicios para practicar.

THE PAST SIMPLE OF THE VERB TO BE

STATEMENTS:

EX: At 8.00 last night I was at home.

- + I was
- + You were
- + He was
- + She was
- + It was
- + We were
- + You were
- + They were

NEGATIVES

EX: I wasn't here yesterday = I was not here yesterday

- + I was not = I wasn't
- + You were not = You weren't
- + He was not = He wasn't
- + She was not = She wasn't
- + He was not = He wasn't
- + It was not = It wasn't
- + We were not = We weren't
- + You were not = You weren't
- + They were not = They weren't

QUESTIONS

EX: Was it cold yesterday?

- + Was I?
- + Were you?
- + Was he?
- + Was she?
- + Was it?
- + Were we?
- + Were you?
- + Were they?

We use past tense for actions which happened at a definite time in the past.

Past tense with time expressions:

- Yesterday
- Last week
- Last month
- Last year
- Two weeks ago
- Then
- Etc...

Practice: Search in the song the verbal form of the past simple of the verb to be and underline them.

More practice: Do the following exercises.

1.- Match and write:

A	B
1. It was	a. Wasn` t hungry
2. Was Chris	b. Peter and Dave sad?
3. The clowns	c. At school last Monday.
4. Were	d. Cold last Sunday.
5. They weren` t	e. At home yeaterday?
6. I	f. Were funny.

2.- Write.

PRESENT	PAST
Jane is pretty.	<i>Jane was pretty.</i>
He is not thirsty.	
Peter is in Paris.	
Anne and Sarah are at the cinema.	
I` m not hungry.	
We are at the seaside.	

3.- Form the negative of the following sentences.

- ❖ She was ill.
- ❖ They were at home.
- ❖ I was pretty.
- ❖ We were thirsty.

- ❖ He was my best friend.
- ❖ She was happy.

4.- Form the interrogative form of the following sentences.

- ❖ She was ugly.
- ❖ They were hungry.
- ❖ We were sad.
- ❖ He was a singer.
- ❖ You were in New York.
- ❖ It was nice film.

THE POSSESSIVES

Repaso de los determinantes posesivos.

PRONOUNS	POSSESSIVES
I	my
You	your
He	his
She	her
It	its
We	our
You	your
They	their

Practice: Underline the possessive determiners in the song.

More practice: Write 5 sentences in which you use possessives.

- 1.- _____
- 2.- _____
- 3.- _____
- 4.- _____
- 5.- _____

4.- PHONETICS

LOS ALUMNOS HAN DE CONOCER LAS DOS FORMAS DE PRONUNCIAR LAS FORMAS DE PASADO DEL VERBO TO BE SEGÚN EL CONTEXTO.

Weak and strong forms: Was and were.

Listen to the song again and underline in blue the weak forms of the past simple of the verb to be and the strong forms in red.

5.- VOCABULARY

PART 1: COUNTRIES AND NATIONALITIES

1.- Find the names of 20 countries in the grid. Then write the words in the correct group:

P	O	R	T	U	G	A	L	D	F	P	J	B
A	S	O	U	T	H	A	F	R	I	C	A	X
Y	I	A	R	G	E	N	T	I	N	A	P	R
A	N	I	K	G	E	R	M	A	N	Y	A	S
U	D	T	E	C	E	K	P	O	L	A	N	D
S	I	L	Y	B	Z	C	H	I	N	A	G	R
T	A	S	P	A	I	N	G	J	P	C	R	U
R	V	C	E	F	R	A	N	C	E	J	E	S
A	U	N	I	T	E	D	S	T	A	T	E	S
L	R	I	T	A	L	Y	L	X	N	F	C	I
I	V	C	A	N	A	D	A	O	Q	U	E	A
A	S	W	F	L	N	C	B	R	A	Z	I	L
U	N	I	T	E	D	K	I	N	G	D	O	M

- Africa: S---- A-----
- Asia: C----, I----, J----
- Australasia: A-----
- Europe: F-----, G-----, G-----, I-----, I----, P-----, P-----, R-----, S----, T----, U-----
- North America: C----, U-----
- South America: A-----, B-----

2.- Complete each word in the nationalities column with one of the endings in the box.

an ian ese ench ish k

COUNTRIES	NATIONALITIES
Argentina	
Australia	
Brazil	

Canada	
China	
France	
Germany	
Greece	
India	
Ireland	
Italy	
Japan	
Poland	
Portugal	
Russia	
South Africa	
Spain	
Turkey	
England	
America	

PART 2: JOBS

1.- Find the words for twelve jobs in the grid. Then, complete the words in the list below.

F	I	R	E	F	I	G	H	T	E	R	H	B
A	G	L	D	O	C	T	O	R	N	E	A	R
R	X	L	M	Q	N	P	W	D	G	N	I	I
M	W	A	P	S	U	J	A	N	I	N	R	L
E	V	W	O	K	R	O	I	A	N	I	D	W
R	U	Y	Y	G	S	R	T	L	E	S	R	E
T	W	E	V	F	E	O	E	Y	E	E	E	C
Q	C	R	R	Z	T	B	R	H	R	R	S	V
P	S	E	C	R	E	T	A	R	Y	I	S	B
P	O	L	I	C	E	O	F	F	I	C	E	R
M	E	C	H	A	N	I	C	H	A	I	R	M
O	K	G	R	Y	T	E	A	C	H	E	R	P

1. D-----
2. E-----

3. F-----
4. F-----
5. H-----
6. L-----
7. M-----
8. N-----
9. P-----
- 10.S-----
- 11.T-----
- 12.W-----

2.- Complete the sentences with the words from 1.

- a. I work in a hospital. I look after people who are ill. I'm a _____.
- b. I give lessons in a school. I'm a _____.
- c. I design roads, bridges, machines etc. I'm an _____.
- d. I serve people in a restaurant. I'm a _____.
- e. I advise people about the law. I'm a _____.
- f. I work in an office, typing letters, etc. I'm a _____.
- g. I keep animals and grow food in the countryside. I'm a _____.
- h. I cut people's hair. I'm a _____.
- i. I treat people who are ill. I'm a _____.
- j. I fix cars. I'm a _____.
- k. I try to stop people doing bad things. I'm a _____.
- l. I put out fires. I'm a _____.

6.- CULTURAL BACKGROUND

EL PROFESOR HA DE PROPORCIONAR UNA SERIE DE VOCABULARIO PARA QUE LOS ALUMNOS PUEDAN REALIZAR DESCRIPCIONES FÍSICAS Y AL MISMO TIEMPO ESTRUCTURAS GRAMATICALES .

Describing people: Describe a classmate. The rest have to guess who or she is.

Adjectives to describe personality:

English	Spanish
ambitious	ambicioso
annoying	pesado
argumentative, quarrelsome	discutidor
bad-tempered	malhumorado
big-headed	creído, engreído
bitchy	de mala leche, venenoso;
brave	valiente
cantankerous	cascarrabias
carefree	despreocupado
careless	descuidado, poco cuidadoso
cautious	prudente, cauteloso, cauto;
charming	encantador
cheerful	alegre, jovial;
conceited, full of oneself	presumido
conservative	conservador
conventional	convencional
cowardly	cobarde
crazy, nuts	loco, chiflado
cruel	Cruel
dull, boring	soso, aburrido
flirtatious	coqueta
friendly	amigable, simpático, agradable
generous	generoso
hard-working	trabajador
honest	honesto
kind	amable
laid-back	tranquilo, relajado
lazy	perezoso, vago
loyal	Fiel
mean	tacaño
modest	modesto
moody	de humor cambiante
naive	ingenuo, inocentón
naughty (children)	malo, travieso (niños)
open-minded:	de actitud abierta, sin prejuicios
narrow-minded:	de mentalidad cerrada, intolerante;
pious	piadoso
polite	cortés, educado
proud	orgullosa
reliable: he's a very reliable person	fiable, confiable: es una persona en la que se puede confiar
self-confident: to be self-confident	seguro de sí mismo: tener confianza en sí mismo
selfish	egoísta
sensible	sensato, prudente;
sensitive	sensible

shy - introverted	tímido, vergonzoso - introvertido
strict	estricto, severo, riguroso
stubborn	Terco, testarudo, tozudo
sympathetic (understanding)	comprensivo
talkative	conversador, hablador
trustworthy	Digno de confianza
two-faced	Falso
weird	Raro

Physical description:

Order of adjectives

- (1) Determiner: a, an, the, some, his, those
- (2) Sequence words: first, second, hundredth, next, last
- (3) Quantifiers: one, two, many, much, few, little, some
- (4) Impression: beautiful, awful, amazing, stupid
- (5) Physical Description:
 - Size: big, little, small, huge
 - Age: old, young, middle-aged, twenty-year-old
 - Shape: oblong, round, tall, rotund
 - Color: red, black, yellow, pumpkin, avocado
- (6) Origin: French, Italian, Japanese, pre-Colombian
- (7) Material: gold, silver, silk, copper, steel, plastic
- (8) Qualifier: (Noun used as adjective): book, clothes, family, tennis
- (Finally!)
- (9) The noun itself: book, clothes, family, box, cars, hair, eyes, game

Practice:

- ✚ First practice by describing famous people in magazines.

A.- Complete the sentences with the words in the box.

*Boring clever friendly funny lazy naughty shy
stupid unkind*

- Alsana says: "I can speak six languages". So she is a _____ person.
- Richard says: "I like relaxing all day and watching TV". So he is a _____ person.
- Terry says: "2 + 2 = 5, I think". So he is a _____ person.
- Jan says: "I'm not very good at talking to new people". So he is a _____ person.
- Ben says: "I'm not helping her!". So he is a _____ person.
- Neil says: "I laugh a lot when I'm with Jan". So he is a _____ person.
- Betty says: " People say I'm not very interesting". So she is a _____ person.
- Mike says: "Hi! My name is Mike?. What's your name?". So he is a _____ person.
- Gemma says: "Look! I'm drawing on the wall!". So she is a _____ person.

B.- Join the words with opposite meanings:

Clever	good
Friendly	kind
Naughty	stupid
Unkind	unfriendly
Beautiful	tall

Fat	thin
Handsome	ugly
Old	ugly
Short	young

C.- Complete the sentences with words from B.

- **He's and _____ man. He's 92.**
- **He eats too much. That's why he's _____.**
- **She's only ten years old. She's too _____ to buy cigarettes.**
- **She's very _____. All men love her.**
- **She wants to be a model but at 1m 50 she's too _____.**
- **All my friends have his picture on their walls. They think he's so _____.**

7.- FINAL TASK

Search information on the internet about Molly Malone. Find too a picture and describe her.

MICB