

HOLDING AN EVENT: Session 2.

Complaints



Caso práctico

As we already know, this weekend is very busy at Alan Bennet's hotel since it is hosting a medical conference with 300 guests. Now, it's time to check out, but due to the amount of work the staff has, people may complain about some services. Let's listen to the receptionist talking to a guest who is checking out.



[Script](#)

Receptionist: Good morning. May I help you?

Daniel Adams: Yes, I'd like to check out now. My name's Adams, room 312. Here's the key.

Receptionist: One moment, please, sir. Here's your bill. Would you like to check and see if the amount is correct?

Daniel Adams: Well. It seems too much. Perhaps there's a mistake. Could you go through it with me?

Receptionist: Yes, of course. It's an itemised bill, as you can see. If there is a mistake, we'll soon discover it. This is the basic room rate. You've been here since Sunday. That makes five nights and the charge is repeated five times. So that's okay. These charges here are for meals and drinks you signed for.

Daniel Adams: Yes, they look all right. I ate in the restaurant four times in all and I had a few drinks from the poolside bar. But, what's the 44 pounds for?

Receptionist: That's for the phone calls you made from your room.

Daniel Adams: Yes, but I've only spent a little time on the phone.

Receptionist: Have you made any international calls, Mr Adams? They're rather expensive.

Daniel Adams: Well, yes. I phoned Seattle twice and phoned a friend in Paris the day before yesterday. But they were all short calls, two or three minutes at the most.

Receptionist: Well. I can check the 👉 meter reading for you, if you like.

Daniel Adams: Yes. That's a good idea. Anyway, I didn't know it was so expensive to make calls from here. I wanted to pay the bill in cash but I haven't got enough on me. Can I pay with traveller's cheques?

Receptionist: Certainly. May I have your passport, please?

Daniel Adams: Here you are.

Receptionist: Could you sign each cheque here for me?

Daniel Adams: Sure.

Receptionist: Here is your 👉 receipt and your change, sir. Thank you.

Daniel Adams: Thank you. Goodbye.

1. What to say: Writing letters of complaint



Quotes to make you think

Constant complaint is the poorest sort of pay for all the comforts we enjoy.
Benjamin Franklin



Think about it

Think about the situations when you have complained and answer the following questions:

- ✓ How did the person you spoke to react to your comments?
- ✓ What action was taken to solve your problem?
- ✓ How satisfied were you with the result?



Caso práctico

As you can see from the dialogue, Mr Adams is complaining about the bill because he thinks it is too much. But he was not the only one who complained that weekend, Mr Sorensen wrote a letter to complain about the disgraceful service provided by the hotel.



This is the letter of complaint that he wrote:

Dear Sir,

I am writing to complain about the service I was offered at your hotel last week. I stayed there for three days (March 25th - March 28th), but it was not as expected.

To begin with the hotel did not offer what was advertised in your brochure. You advertised a top-quality room, helpful staff and an excellent restaurant serving international food. As for the hotel staff, whenever we called down to the reception there was simply no one around. In addition, there did not even seem to be enough cleaning staff since our beds were made once during the whole of our stay. In relation to the restaurant service, I must say that it was always crowded and I had to queue for a long time to get some food.

I would like an apology in view of the disgraceful service provided by your hotel.

I look forward to hearing from you as soon as possible.

Yours faithfully,

J. Sorensen.

When writing a letter of complaint there are some useful tips to consider:

- ✓ State what went wrong exactly, when, where, who was involved, what was said or done. Provide some evidence if possible.
- ✓ Explain what you expect from your complaint.
- ✓ State a time limit for when you expect a reply.
- ✓ Be assertive.
- ✓ Make sure you address the complaint to the relevant person.



Self-evaluation

Look at another example of a letter of complaint and match each part with its purpose

Dear Sir / Madam

I am writing in connection with my recent stay at the Four Seasons in London, England. Unfortunately, due to a malfunctioning heater in my room, I spent three miserable nights at your hotel from April 26 – 29, 2010.

When I arrived in London, there was an unexpected snowstorm. I understand it does not usually snow in April; however, when I got to my room, there was no heat. After complaining
 a technician was sent up, who informed me they had to install a new heating unit. When I asked to be moved to another room, I was told the hotel was completely booked.
 Unfortunately, each night after work I returned to discover the problem had not been rectified. Eventually, I spent three very uncomfortable nights, wearing my coat to bed, wearing socks around the room and ending up with a bad cold from the unheated room. I had no time to complain as I had to catch a flight home right after my conference.

I am shocked by this terrible service. This is not what anyone expects for \$400 a night To compensate me for this tremendous inconvenience, I ask that you refund my money right away and offer me a free, more comfortable stay in one of your finer suites in the future. If not, I am prepared to take my complaint to a higher authority.

I look forward to hearing from you at the earliest,
Yours faithfully,
Mr John McFee

Check



A step ahead

If you want to know more about the organization of letters of complaint click on the following link:

[How to write complaint letters.](#)

2.- How to say it: Reported speech- Statements

When we want to report what someone else said, we can use **direct speech** or **reported speech**.

In **direct speech**, we repeat the exact words someone said and we use quotation marks:

- ✓ *The receptionist said: 'The international calls are rather expensive'.*



In **reported speech**, we do not repeat the exact words someone said and we don't use quotation marks. We make some changes in the original message, although the meaning of the sentence remains the same.

- ✓ *The receptionist said **that** the international calls **were** rather expensive.*



Think about it

What changes can you find between the first and the second example?

Show Feedback

As you can see from the examples above, in direct speech the verb tense is in simple present. However, in reported speech it is in simple past. In the table below, you will see how tenses change from direct to reported speech. It is called **tense shift**:

Tense shift

Direct speech.	Reported speech.
<ul style="list-style-type: none"> ✔ Simple present. <i>'I go on holidays every year.'</i> 	<ul style="list-style-type: none"> ✔ Simple past. <i>He said that he went on holidays every year.</i>
<ul style="list-style-type: none"> ✔ Present continuous. <i>'I'm booking the hotel on the Internet.'</i> 	<ul style="list-style-type: none"> ✔ Past continuous. <i>He said that he was booking the hotel on the Internet.</i>
<ul style="list-style-type: none"> ✔ Present perfect. <i>'I have called reception.'</i> 	<ul style="list-style-type: none"> ✔ Past perfect. <i>He said he had called reception.</i>
<ul style="list-style-type: none"> ✔ Past simple. <i>'I signed for some meals and drinks.'</i> 	<ul style="list-style-type: none"> ✔ Past simple / Past perfect. <i>He said he signed / had signed for some meals and drinks.</i>
<ul style="list-style-type: none"> ✔ Past continuous <i>'I was complaining about the bill.'</i> 	<ul style="list-style-type: none"> ✔ Past continuous / Past perfect continuous. <i>He said he was complaining / had been complaining about the bill.</i>
<ul style="list-style-type: none"> ✔ Future (will). <i>'I will pay with traveller's cheques.'</i> 	<ul style="list-style-type: none"> ✔ Conditional. <i>He said he would pay with traveller's cheques.</i>
<ul style="list-style-type: none"> ✔ Must. <i>'I must phone Seattle.'</i> 	<ul style="list-style-type: none"> ✔ Had to. <i>He said he had to phone Seattle.</i>

When the introductory verb is in present, future or present perfect, the verb tenses do not change from direct speech to reported speech:

- ✔ *The receptionist **says/has said / will say**: 'The International calls are rather expensive'.*
- ✔ *The receptionist **says/has said / will say** that the international calls are rather expensive.*

There is no verb tenses change from direct speech to reported speech if we are reporting a general truth:

- ✔ *He said: 'the Hilton is a hotel'*
- ✔ *He said that the Hilton is a hotel.*

Apart from changing the verb tenses, there are some words and time expressions which also change from direct to reported speech:

Changes in time expressions from direct to reported speech

Direct speech	Reported speech
Now	Then
Today	That day.
Yesterday.	The day before / the previous day.
Tomorrow	The next day / the following day.
This week.	That week.
Last week.	The week before / the previous week.
Next week.	The week after / the following week.
Here.	There



Translation

Click to read the Spanish translation:

[Show Feedback](#)

2.1. Reported speech: Questions and orders

Now that you know how to report statements, let's have a look at how to report questions and orders.



- ✓ **Reporting questions:**
- ✓ We can also report what another person has asked:
- ✓ **Direct speech.**
 - *Mr. Adams asked: Can I pay with traveller's cheque?*
- ✓ **Reported speech.**
 - *Mr. Adams asked if / whether he could pay with traveller's cheque.*

The question in the direct speech is a **yes/no question**. When in direct speech we have a yes/no question in reported speech we need **if or whether** after the introductory verb.

- ✓
 - **"Did you enjoy your stay?" He asked me if I had enjoyed my stay**

Let's consider now **wh-questions**:

- ✓ **Direct speech:** *Mr. Adams asked: What time does the poolside bar close?*
- ✓ **Reported speech:** *Mr. Adams asked what time the poolside closed.*

As you can see from the examples when in direct speech we have a wh- question,

i) the reported speech is introduced with the same **wh- word** and we change the tense as with statements.

ii) if there is an auxiliary verb (*do/does/did*), that verb is omitted in reported speech.

- ✓ **Reported speech:** *Mr. Adams asked what time ~~does~~ the poolside closed.*

iii) if there is an auxiliary verb for the tense (present/past perfect and continuous) or a modal verb (can, will, must, etc.), the verb follows the subject as in a normal affirmative statement:

- ✓ **Direct speech:** **Mr Brown asked, "Where have you been?"**
- ✓ **Reported speech:** **Mr. Brown asked me where I had been.**
- ✓ **Direct speech:** **Mr Brown asked me "What can I do to help?"**
- ✓ **Reported speech:** **Mr Brown asked me what he could do to help**

iv) as this is no longer a direct question, there is no question mark.



A piece of advice

When reporting questions it is very important to consider the order after the **wh-word** or **if/whether** in reported speech. It must follow the structure **Subject + Verb**:

- ✓ *Mr. Adams asked what time the poolside closed.* (Underlined words: Subject + Verb).

This sentence is incorrect in English:

- ✓ *Mr. Adams asked what time closed the poolside.* (Underlined words: Verb + Subject)

- **Reporting orders:**

When reporting orders there are three introductory verbs which can be used in reported speech:

Direct speech:

'Open your suitcase'. " Can you help me, please?"

- **Reported speech:**

*The policeman **told / ordered** me to open my suitcase.*

- The man **asked** me to help him
What is the difference? We use:

ask if it is a polite request and **tell/order** for orders.

As you can see from the example we are using the verbs **ask/ tell/order** with the following structure:

ASK/TELL / ORDER SOMEBODY TO DO SOMETHING.

If the sentence is negative the structure is the following one:

ASK/TELL / ORDER SOMEBODY NOT TO DO SOMETHING.

- **Direct speech:** *Don't do that!*
 - **Reported speech:** *He told me not to do that*
-



Translation

Click to read the Spanish translation:

Show Feedback

2.2. Now you put it into practice (I)



You should know

Why don't we revise some of the main grammar points we've seen in this session?

Take a look at the following presentation. You might find it interesting.

[Text summary](#)

Self-evaluacion

Last week you met a friend of yours, Kate. She told you a lot of news. Report all these sentences to another friend:

1. 'My boyfriend is on holiday now'.

Kate told me that [redacted] on holiday [redacted].



2. 'My parents are visiting some friends in France'.

He [redacted] told [redacted] me [redacted] that [redacted] some friends in France.

3. 'My father took his car and drove for 20 hours last week'.

She said that [redacted] his car and [redacted] for 20 [redacted] hours [redacted].

4. 'My mum must fly to London'.

She said that [redacted] to London.

5. 'You can come to my house tomorrow'.

She told me that [redacted] to her house [redacted].

6. 'I will be at home all day'.

She said that [redacted] all day.

7. 'I haven't been to the cinema for ages'.

She said that [redacted] to the cinema for ages.

8. 'We ate here yesterday'.

She said that [redacted] yesterday.

Self-evaluation

Report the following questions:

1. "Are your parents from this town?" she said to me.

She _____ asked _____ me

2. "Do you go out often?" he said to her.

He asked her _____ .

3. "Are they repairing a car now?" she said to him.

She _____ asked _____ him

4. "When will you move from this town?" I said to her.

I asked her _____ .

5. "Why did you leave your computer on yesterday, Mary?" He said.

He _____ asked _____ Mary

6. "Where is she from?" he said to me.

He asked me _____ .

7. "Do you usually study with your dictionary, Paula?" I said.

I _____ asked _____ Paula

Submit



You should know

Click on the following links to finish the imperative sentences using reported speech:

[Reported speech - Orders.](#)

[Reported speech - Negative commands.](#)

On the following link you will find a reported speech quiz. Do it to review what you have studied.

[Reported speech quiz.](#)



A step ahead

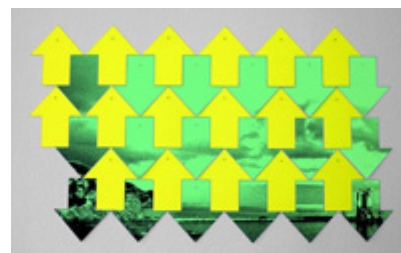
You will find more exercises on reported speech if you click on the following links:

[Mixed reported speech 1.](#)

[Mixed reported speech 2.](#)

2.3. Emphatic stress

If you want to put emphasis on some words when you are speaking you can pronounce it louder, longer and / or higher than the rest of words. In conversation we normally do this when we want to make a contrast with what the other person says or correct the other person's information.



In the following sentence Daniel Adams wants to emphasize that the hotel bill was expensive, so he uses an intensifier adverb which receives emphatic stress:

- ✓ *The bill was **extremely** expensive.*

The underlined word is the one which is pronounced louder, longer and/or higher than the rest of words in the sentence.

- ✓ **Emphasizing added details.**

When you are involved in a conversation and you add new details to the given information, these new details are emphasized:

- ✦ *A: I've heard you are going on holiday.*
- ✦ *B: Yes, I'm going to **India** on holiday.*

- ✓ **Emphasizing important words.**

You can also emphasize the most important words in you conversation:

*Excuse me, I told you I wanted my steak **well done**.*

- ✓ **Emphasizing contrasting alternatives.**

When we present alternatives, we must emphasize the contrast between them:

*Would you like **black** coffee or **white** (coffee)?*

*Would you like **red** wine or **rosé** (wine)?*

- ✓ **Emphasizing corrections.**

When we are talking to a person and we hear wrong information, we correct it by emphasizing the correct information:

*Excuse me Mr. Adams, I didn't say forty. I said **fourteen**.*



Translation

Click to read the Spanish translation:

[Show Feedback](#)

2.4. Now you put it into practice (II)

Self-Autoevaluation

Read the following short conversations and write in the space provided the word or words which receive emphatic stress:

Conversation a.

- ✓ A: Did you order fries, sir?
- ✓ B: Yes, French fries: .

Conversation b.

- ✓ A: Did you book a table by the exit door?
- ✓ B: No, I booked a table by the window: .

Conversation c.

- ✓ A: Are you ready to order?
- ✓ B: Yes, Sir.

A: Would you prefer spinach or pumpkin soup?: .

Conversation d.

- ✓ A: Here is your white coffee, ma'am.
- ✓ B: Excuse me, I ordered black coffee: .

Submit

3. Words you need: Adjectives to describe food

Now that you are familiar with the vocabulary related to food and drink, let's study adjectives to describe them:



Think about it

How would you describe Spanish cuisine? **Tasty, spicy, plain, traditional, etc?**

And what about British and American cuisine?



Vocabulary

Match the adjective and its translation

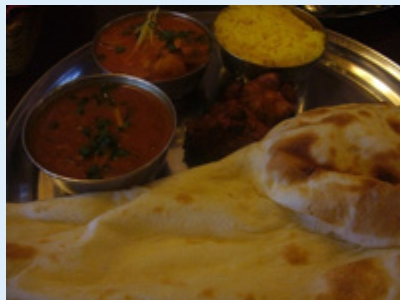
sweet	<input type="text"/>	crunchy	<input type="text"/>
bitter	<input type="text"/>	plain /tasteless	<input type="text"/>
sour	<input type="text"/>	sugary	<input type="text"/>
hot/spicy	<input type="text"/>	overcooked/overdone	<input type="text"/>
mild	<input type="text"/>	undercooked/underdone	<input type="text"/>
salty	<input type="text"/>	rich/stodgy	<input type="text"/>
tasty	<input type="text"/>	creamy	<input type="text"/>
raw	<input type="text"/>	frozen	<input type="text"/>
greasy	<input type="text"/>	fresh	<input type="text"/>

Check [Show Feedback](#)

3.1. Now you put it into practice (III)

Autoevaluación

Match the following types of food with one of the adjectives which is suitable for them:



Matching exercise

Food	Number	Adjective
✓ Indian curry.	<input type="radio"/>	1. Bitter.
✓ Lettuce	<input type="radio"/>	2. Overdone.
✓ Lemon.	<input type="radio"/>	3. Sugary.
✓ Strong black coffee.	<input type="radio"/>	4. Tasteless.
✓ Roasted chicken.	<input type="radio"/>	5. Hot.
✓ Sea water.	<input type="radio"/>	6. Fresh.
✓ Honey.	<input type="radio"/>	7. Sour.
✓ Tap water.	<input type="radio"/>	8. Salty.

Submit



You should know

Click on the following link for a list of adjectives and choose one of them for the correct sentence:

[Food adjectives](#)

Click on the link below and read the dialogue between two people who are describing the different tastes and textures of the dishes on a menu. Do the quiz provided:

[Food tastes and textures](#)

Watch the following video about tastes and textures:

Vídeo de Single Step English alojado en [Youtube](#)



A step ahead

For a complete list of adjectives to describe food and wine click on the following link:

[List of adjectives to describe food and wine.](#)

3.2. Food and cooking collocations

Do you remember the meaning of **collocations**? In Unit 4 we defined collocations as:

A combination of words that co-occur together:

- ✓ **Verb + noun:** *make arrangements, ride a bike, get sick, go bald, do aerobics.*
- ✓ **Adjective + adjective:** *black and white, safe and sound*
- ✓ **Adjective + noun:** *strong tea, powerful computer, beautiful woman, handsome man, tall man, high mountain, rancid butter, rotten eggs.*
- ✓ **Noun + noun:** *pen and paper, tennis court, football pitch, golf course.*



In this unit we are going to focus on collocations used to describe food:

FOOD AND COOKING COLLOCATIONS:

1. Crispy lettuce.
2. Crunchy biscuits / bread / French fries.
3. Home-cooked/home-made food.
4. Iced tea.
5. Junk food.
6. Mashed potatoes.
7. Organic food.
8. Perishable food.
9. Processed food.
10. Rare steak.
11. Raw fish / meat.
12. Ready meal.
13. Sour orange / lemon / milk / cream / wine.



Translation

Click to read the Spanish translation:

Show Feedback



Vocabulary

Problems with food

Look at the sentences and guess the meaning of the words in bold.

1. We've had this bread for a week- of course it's **stale**.
2. Ooh, smell that! Those eggs are **rotten**- don't use them.
3. This wine has **corked**. Can we have another bottle please?
4. The milk has **gone off**- you shouldn't leave it out of the fridge all night.
5. You see these blue bits on the bread? That's where it's gone **mouldy**.
6. We had to change our suppliers 'cause we kept getting **rancid** meat.
7. This banana is **underripe**. It's still green.
8. I shouldn't have eaten that hamburger- I was off work for a week with **food poisoning**.

Show Feedback

3.3. Now you put it into practice (IV)

Autoevaluación

Match the words on the left with their collocations on the right.



Matching exercise

Adjectives	Relación	Nouns
Rancid	<input type="radio"/>	1. Egg
Rotten	<input type="radio"/>	2. Lettuce
Sour	<input type="radio"/>	3. Fish
Crunchy	<input type="radio"/>	4. Poisoning
Crispy	<input type="radio"/>	5. Food
Raw	<input type="radio"/>	6. Butter
Junk	<input type="radio"/>	7. biscuit
Food	<input type="radio"/>	8. Meals
Ready	<input type="radio"/>	9. Milk

Submit

Now it's your turn

Which is the correct collocation for the following definitions?

- ✓ Food which is easy to prepare but it is thought to be bad for your health:
- ✓ Food which is bought already prepared and you only have to heat up:
- ✓ Food made at home rather than bought in a shop:
- ✓ Illness caused by eating food which contains bacteria or other toxins:
- ✓ Adjective used to describe butter which tastes or smells unpleasant:
- ✓ Adjective used to describe eggs which have decayed and cannot be eaten:
- ✓ Adjective used to describe food which goes bad quickly:

3.4. False friends



Think about it

How do you translate into Spanish the following words?

Carpet, diversion, actually, library.



Show Feedback

In English there is a group of words which are called **false friends** because they deceive the English learner. They are similar to Spanish words, but they mean something completely different. Students are likely to misidentify these words.

Here is a list of false friends for you to compare their forms and meaning:

False friends

False friend	Translation	We think it is the Spanish word...
Actual.	Real.	Actual.
Actually.	Realmente.	Actualmente.
Advertise.	Anunciar.	Advertir.
Advice.	Consejo.	Aviso.
Argument.	Discusión.	Argumento.
Assist.	Ayudar.	Asistir a un sitio.

Attend.	Asistir.	Atender.
Balloon.	Globo.	Balón, pelota.
Brave.	Valiente.	Bravo.
Carpet.	Alfombra.	Carpeta.
Cartoon.	Dibujos animados.	Cartón.
Casualty.	Víctima, herido.	Casualidad.
Cigar.	Puro.	Cigarro.
Conductor.	Director de orquesta, cobrador en un autobús.	Conductor.
Conference.	Reunión, congreso.	Conferencia.
Constipated.	Estreñido	Gripado
Discussion.	Debate.	Discusión.
Disgust.	Asco.	Disgusto.
Diversion.	Desvío.	Diversión.
Educated.	Con estudios.	Educado.
Embarrassed.	Avergonzado.	Embarazada.
Eventually.	Finalmente.	Eventualmente.
Exit.	Salida.	Éxito.
Fabric.	Tela.	Fábrica.
Fume.	Humo, gas.	Fumar.
Grocery.	Tienda de comestibles.	Grosería.
Idiom.	Frase hecha, modismo.	Idioma.
Inhabitant.	Habitante.	Deshabitado.
Involve.	Suponer, implicar.	Envolver.
Large.	Grande.	Largo.
Lecture.	Conferencia.	Lectura.

Library.	Biblioteca.	Librería.
Media.	Medios de comunicación.	Media.
Molest.	Abusar sexualmente.	Molestar.
Motorist.	conductor de cualquier vehículo	motorista.
Note.	Nota, apunte.	Nota académica.
Notice.	Nota, anuncio.	Noticia.
Parents.	Padres.	Parientes.
Policy.	Política (las actividades, no de parlamentarios) Example: The government's fiscal policy.	Policía.
Pretend.	Fingir.	Pretender.
Quiet.	Tranquilo, callado.	Quieto.
Quit.	Abandonar, renunciar a.	Quitar.
Rare.	Poco hecho, escaso.	Raro.
Realise.	Darse cuenta.	Realizar.
Sane	Cuerdo.	Sano.
Sensible.	Sensato.	Sensible.
Suburb	Barrio periférico	Suburbio
Success.	Éxito.	Suceso.
Support.	Apoyar.	Soportar.
Tramp.	Vagabundo.	Trampa.
Vicious.	Malicioso.	Vicioso.

3.5. Now you put it into practice (V)

Now it's your turn

There are false friends in the following sentences. Change the false friend into the correct word:



1. A colleague of mine can speak three idioms.
A colleague of mine can speak three [redacted] .
2. That guy looks very sane; he must have a good diet.
That guy looks very [redacted] he must have a good diet.
3. That man who works with me is very rare.
That man who works with me is very [redacted] .
4. The manager keeps all the important documents in his black carpet.
The manager keeps all the important documents in his black [redacted] .
5. Stop molesting me. I cannot concentrate.
Stop [redacted] [redacted] me. I cannot concentrate.
6. Students should assist all their classes.
Students should [redacted] all their classes.
7. Did you get good notes in the February exams?
Did you get good [redacted] in the February exams?
8. I have got some good notices for you; we will have a week off next month.
I have got some good [redacted] for you; we will have a week off next month.

Submit

Self-evaluation

Choose the appropriate word for each definition:
To feel ashamed.

- Embarrassed.
- Pregnant.

What do you call a person who drives a car?

- Conductor.
- Driver.

When two people do not agree with their opinions and they talk about it angrily, what are they doing?

- Discussing.
- Arguing.

Where do poor people live?

- In the suburbs.
- In the slums.

What do you call a person who is respectful and considerate of other people?

- Polite.
- Educated.



You should know

Do the following activity to consolidate your knowledge on false friends:

 [False friend activity.](#) (0.04 MB)







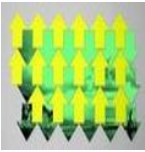







A step ahead

For a complete list of false friends, click on the link below:

[False friends list.](#)

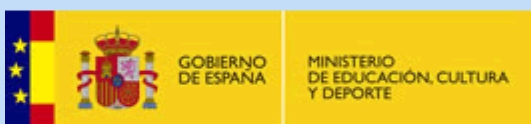
Appendix: Licences of Resources.

Licences of Resources used in session 2. Hold

Resource (1)	Resource information (1)	Resource (2)	
	By: dcmaster. Licence: CC by-nc. From: http://www.flickr.com/photos/dcmaster/3751453199/		By: avlxyz Licence: (C) From: http://www.flickr.com/photos/avlxyz/3751453199/
	By: Valerie Everett. Licence: CC by-sa. From: http://www.flickr.com/photos/valeriebb/3006348550/		By: zaloul Licence: (C) From: http://www.flickr.com/photos/zaloul/3006348550/
	By: Robert Ostmann. Licence: CC by-nc-sa. From: http://www.flickr.com/photos/jetbronze/124331834/		By: library Licence: (C) From: http://www.flickr.com/photos/library/124331834/
	By: Vincent Ma. Licence: CC by-nc-sa. From: http://www.flickr.com/photos/thevince/90180512/		By: shinya Licence: (C) From: http://www.flickr.com/photos/shinya/90180512/
	By: Food Thinkers. Licence: CC by-nc-sa. From: http://www.flickr.com/photos/foodthinkers/4414017625/		By: Scott Licence: (C) From: http://www.flickr.com/photos/scott/4414017625/
	By: Sebastiá Giralt. Licence: CC by-nc-sa. From: http://www.flickr.com/photos/sebastiagiralt/5337505284/		By: Alex F Licence: (C) From: http://www.flickr.com/photos/alex-f/5337505284/

Condiciones y términos de uso de los materiales

Materiales desarrollados inicialmente por el Ministerio de Educación, Cultura y Deporte y actualizados por el profesorado de la Junta de Andalucía bajo licencia Creative Commons **BY-NC-SA**.



Antes de cualquier uso leer detenidamente el siguiente [Aviso legal](#)

Historial de actualizaciones

Versión: 01.02.01		Fecha de actualización: 15/01/19
Actualización de materiales y correcciones menores.		
Versión: 01.02.00	Fecha de actualización: 09/02/18	Autoría: Alistair James Alan Watson .
Ubicación: Tema 1 y 2 Mejora (tipo 1): 1:pequeñas erratas y enlaces rotos Ubicación: Comunicación Mejora (tipo 2): Añadir otro ejercicio de comprensión lectora		
Versión: 01.01.00	Fecha de actualización: 27/01/17	Autoría: Alistair James Alan Watson .
Ubicación: Sesión 1 y 3 Mejora (tipo 1): Añadido imagenes para el vocabulario en sesión 1 y convertido un texto de comprensión lectora a comprensión oral. Actualizado glosario en toda la unidad Ubicación: Communication Mejora (tipo 2): En las sesiones de la unidad no hay comprensión auditiva y solamente un ejercicio de audio en el apartado de comunicación. Propongo incluir un mínimo de 2 audios más (relevantes para el tema) para que el alumnado pueda mejorar su comprensión auditiva.		
Versión: 01.00.00		Fecha de actualización: 04/02/14
Versión inicial de los materiales.		