

# Tourist information: Session 2- Theme parks



## Caso práctico

### [Script](#)

Florida is the Theme Park Capital of the World. Listen to Alan Bennet who, as you know, is on vacation in the USA asking for information about accommodation, tickets, prices, rides and attractions of some theme parks in Florida:



**Alan Bennet:** Good morning.

**Officer:** Good morning, Sir. How can I help you?

**Alan Bennet:** We'd like to visit the famous theme parks here in Florida.

**Officer:** What kind of information do you need exactly?

**Alan Bennet:** Well, everything. Where to stay, tickets and so on.

**Officer:** Of course, Sir. You can stay outside the parks if you are looking for the best price, but you should book one of the three on-site hotels, which have good offers for more than three-day stays.

**Alan Bennet:** Is that so? And have you got any brochures of those hotels?

**Officer:** Sure, here you are.

**Alan Bennet:** Thank you. And how long do you think we need to visit the whole thing?

**Officer:** Well, that depends, but it's really huge. There are hundreds of rides and attractions to visit. There are two main areas: Walt Disney World which is the king of Theme Parks, and Universal Studios. Walt Disney World allows you to escape to a fantasy world of animated characters come to life. Universal has two full-sized theme parks, Universal Studios and the new Islands of Adventure. So, you'll probably need a whole week in order to visit both of them.


**Alan Bennet:** And are there separate tickets for Universal Studios?

**Officer:** There are two options. Park-to-Park access tickets offer the flexibility to visit both parks each day, whereas Base Tickets only allow you to visit one park each day. I suggest that you take the first option so that you can move freely between the two parks. The fee for one day is 109 \$ for adults and 99 \$ for children.


**Alan Bennet:** And are there any discounts for longer visits?

**Officer:** Of course. You could buy the one week pass for only 50\$ more.

**Alan Bennet:** That sounds good. And are there any special attractions you would recommend?

**Officer:** Well, if you are looking for excitement you should try the  rollercoasters ; there are some really amazing ones.

**Alan Bennet:** Oh, really! Good. I think we'll try them.

**Officer:** And then there is a wide variety of restaurants and bars for all tastes. You could go to House of Blues, they serve southern inspired cuisine while you listen to good  live music.

**Alan Bennet:** That's fantastic. Thank you very much.

**Officer:** You're welcome.

# 1. What to say: Making suggestions

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## Think about it

Do you know how to make suggestions in English? Read the situation again and find examples of suggestions made by the tourist information officer.

Mostrar retroalimentación



## Quotes to make you think

*'It's so important to experience what your customers are experiencing and listen to their suggestions'.*

*David Neeleman*

When helping tourists at the tourist information office, most of the times they ask you to suggest places to visit and things to do. That's why it's important that you are aware of **different ways of making suggestions and giving advice**.



Here are some ways of making suggestions you should now by now:

[Text Summary](#)

Now we are going to learn other possibilities for making suggestions.

- ✓ One way of doing so is by means of conditional sentences that we have already studied in session 1:
  - ✦ If you like live music, go to House of Blues.
  - ✦ If I were you, I would try the rollercoasters.
  - ✦ If I were in your shoes/ If I were in your position, I wouldn't buy the tickets.
- ✓ There are certain expressions that you can use to make suggestions:
  - ✦ In Florida, Walt Disney World is a must.
  - ✦ I recommend that you leave all your valuables in your hotel.
  - ✦ It's best not to feed the animals at the zoo.
  - ✦ It's a good idea to go sightseeing in the morning; temperatures are milder.
  - ✦ Why don't you attend one of our wonderful open air concerts?
  - ✦ Let's go to the travel agent's this afternoon to book our ticket.
  - ✦ What about/ How about going to Florida on holidays?



## A piece of advice

- ✓ Remember to use -ing after the structure **What about** and **How about**.
- ✓ After **recommend** and **suggest** use either: + person + verb in infinitive, or + idea
  - ✦ *(I suggest you/they/he go)*
  - ✦ *I suggest/recommend a holiday/a rest*
  - ✦ *Not I-suggest you-to-go*

- ✓ You can also give advice by means of modal verbs: **SHOULD** and **OUGHT TO**
  - You **should** book one of the three on-site hotels.
  - You **ought to** visit the cathedral.

Their meaning is the same, but it is important to consider their differences in form:

As you can see from the examples the modal verb **should** is followed by an infinitive without **to** as any other modal verb.

- ✓ **Negative form: Should + not / Shouldn't.**
  - You **shouldn't** go without booking beforehand.
- ✓ **Interrogative form: Should + subject + infinitive without to**
  - **Should I book** beforehand?

On the contrary, **Ought to** is followed by an infinitive with **to**.

- ✓ **Negative form: Ought not to.**
  - You **ought not to miss** these views.
- ✓ **Interrogative form:** In interrogative sentences **should** is more common than **ought to**.



## Ejercicio Resuelto

Click to read the Spanish translation:

[Mostrar retroalimentación](#)

## 1.1. Now you put it into practice (I)

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# Self-evaluation

Match the following halves and form sentences to make suggestions.

## Matching exercise.

First half	Number	Second half
✓ If you want to visit the Alhambra,	<input type="radio"/>	1. buy a travel card?
✓ A visit to Edinburgh Castle	<input type="radio"/>	2. that you try one of the exclusive restaurants of the centre.
✓ As you are going to travel a lot, why don't you	<input type="radio"/>	3. go there early in the morning to avoid long queues.
✓ I recommend	<input type="radio"/>	4. going out for a meal?
✓ I would take a guided tour of the city	<input type="radio"/>	5. it's a good idea to buy the tickets beforehand on the Internet.
✓ What about	<input type="radio"/>	6. is a must.
✓ You ought to	<input type="radio"/>	7. miss the great concert.
✓ You shouldn't	<input type="radio"/>	8. if I were you.

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## You should know

Click on the following link and check your understanding on how to make suggestions.

[Making suggestions quiz](#)

## Self-evaluation

Imagine that you are a tourist information officer. Make a list of the things you suggest people should visit in your village, town or city. Tell someone on the forum your suggestions using the structures studied in the previous section so that he or she can comment on them.

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## A step ahead

For more formulas to give advice in English, click on the link below:

[Giving advice in English.](#)



## 2.- How to say it: Direct and indirect questions

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When asking someone something you can use:

- ✓ **A direct wh- question:**
  - *Where is the lift?*
- ✓ **An indirect question:**
  - *Could you tell me **where** the lift is?*



Direct questions are less polite than indirect ones on formal occasions, such as when you are attending a client or a tourist. That's why you must study them in order to make your speech more polite and appropriate.

As you can see, the indirect question has an introductory part and then the question itself:

- ✓ **Introductory part:** *Could you tell me* (Auxiliar + subject + verb)
- ✓ **Question:** ***where** the lift is?* (wh- + subject + verb)

***In the second part the subject comes in front of the verb. That's the reason why the following indirect question would be incorrect:***

- ✓
  - *\* Could you tell me where is the lift?*
- ✓ **A direct yes/no question:**
  - *Do you speak German?*
- ✓ **An indirect question:**
  - *Could you tell me **if/whether** you speak German?*

*As you can see from the example, now the second part of the indirect question is introduced by **if/whether** since there is no wh- item in the direct question. The auxiliaries do/does/did disappear from the indirect question.*



### Think about it

Is the following indirect question correct or not?

- ✓ *I'd like to know what time is it.*

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There are some other examples of indirect questions. Look at the table below to understand the relation between direct and indirect questions. All these indirect questions are more polite and more formal than their corresponding direct questions.

### Direct and indirect questions

Direct questions	Indirect questions
<i>Do you need anything else?</i>	<i>I wonder if you need anything else.</i>
<i>Does she live here?</i>	<i>I'm not sure whether/if she lives here.</i>
<i>Did Frank stay at Paradise Hotel?</i>	<i>I'd like to know if Frank stayed at Paradise Hotel.</i>
<i>Where were you born?</i>	<i>I can't remember where you were born.</i>
<i>Are you interested in our offer?</i>	<i>Could you tell me if/whether you are interested in our offer?</i>
<i>Can I use your telephone?</i>	<i>Do you think I could use your telephone?</i>
<i>Does the train leave at 10 o'clock?</i>	<i>Would you mind telling me if/whether the train leaves at 10 o'clock?</i>
<i>Can you fill in this form?</i>	<i>Would it be possible for you to fill in this form?</i>



## Ejercicio Resuelto

Click to read the Spanish translation:

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## 2.1. Now you put it into practice (II)

### Self-evaluation

Complete the following indirect questions so that they have the same meaning as the direct ones. Write one word in each gap.

Complete the following indirect questions so that they have the same meaning as the direct ones. Write one word in each gap.

1. Who called yesterday? I'd like to find out  called yesterday.
2. Did anyone phone while I was out? I wonder if anyone  while I was out.
3. What's your name? Could you tell me what your name  ?
4. Could you wait a minute? Would it be possible  you  wait a minute?
5. Is he all right? I'm not sure if  is all right.
6. What did he want? Could you tell me what he  ?
7. Why did she cry? I'm not sure  she cried.
8. Is this our train? Do you think   our train?



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# Self-evaluation

Choose the correct ending for each sentence:

**Would you mind telling me...**

- Which platform it is?
- Which platform is it?

**Would it be possible for you to tell me...**

- what time did it started?
- what time it started?

**I was wondering...**

- why you didn't book the tickets.
- why didn't you book the tickets.

**Could you tell me...**

- how much the ticket costs?
- how much costs the ticket?

**Would you mind telling me if...**

- The museum closes on Monday.
- Closes the museum on Monday.



**A step ahead**

To practice how to make indirect questions click on the following links and do the exercises.

[Indirect questions exercises I.](#)

[Indirect questions exercises II.](#)

## 2.2. Clauses of purpose

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You use a purpose clause when you want to state the purpose of the action in the independent clause, the reason why somebody does something.

got purpose?

- ✓ The most common type of purpose clause is a to-infinitive clause:

- *I went to the tourist office **to ask for information**.*
- *I need a tourist guide **to read about the city**.*

As you can see from the examples we are using **to+infinitive** to indicate the purpose. In more formal situations **in order to** and **so as to** can also be used with the same meaning.

- ✓ When the purpose is negative **in order not to** and **so as not to** are used:

- 1.- *Take a map **in order not to get lost**.*
- 2.- *Take a map **so as not to get lost**.*

**In order not to** and **so as not to** are followed by an infinitive verb.



### Think about it

Can you find any difference between these two sentences?

- ✓ *Alan Bennet went to Florida **for a holiday**.*
- ✓ *Alan Bennet went to Florida **to visit the famous theme parks**.*

Why are we using **for** to indicate the purpose in the first sentence and **to** in the second?

- ✓ As you can see in the first sentence **for** is followed by a noun; however, **to** is used when it is followed by an infinitive verb.

- 1.- *Why don't we go out **for dinner**?*
- 2.- *Why don't we go to the travel agent's **to book our tickets**?*

When you are asking for the general purpose of a thing, both **for** and **to** can be used:

1. *What is this knife **for**? It's **for cutting** bread.*
  2. *What is this knife **for**? It's **to cut** bread.*
-



## A piece of advice

Remember to use **-ing** after the preposition **for** when indicating purpose.

✓ **So that** can also be used to indicate purpose. But it must be followed by subject and verb unlike **to**:

1.- It is used when the purpose is **negative**:

1.1.- *Take a map **so that you don't get lost**.*

2.- And when **so that** is followed by a modal verb (**can/could/will/would/may/might**):

2.1.- *He bought a park-to-park access ticket **so that they could move freely between the two parks**.*

To summarize, in the table below you can see the different ways of expressing purpose in English:

### How to express purpose in English

How to express purpose in English	Examples
1. To/in order to/so as to + infinitive.	<i>I went to the tourist office <b>to ask for information</b>.</i>
2. In order not to /so as not to + infinitive.	<i>Take a map <b>in order not to get lost</b>.</i>
3. For + noun.	<i>Why don't we go out <b>for dinner</b>?</i>
4. For + -ing form.	<i>This knife is <b>for cutting</b> bread.</i>
5. So that + subject + negative verb.	<i>Take a map <b>so that you don't get lost</b>.</i>
6. So that + subject + modal verb.	<i>He bought a park-to-park access ticket <b>so that they could move freely between the two parks</b>.</i>



## Ejercicio Resuelto

Click to read the Spanish translation:

[Mostrar retroalimentación](#)



## 2.3. Now you put it into practice (III)

### Autoevaluación

Fill in the gaps using *for* or *to*.

- ✓ Alan Bennet is going to Florida  a holiday.
- ✓ You should study languages  this job.
- ✓ You ought to study languages  do this job.
- ✓ We'll need a map in order  find it.
- ✓ Do you use credit card  this?
- ✓ They went to the beach  a swim.
- ✓ They went to the tourist office so as  find out where to go.



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### Autoevaluación

Join the following sentences using the words in brackets. Do not use contractions.

1. I have a map because I don't want to get lost. (so that)  
 so that .
2. I am saving up. I want to go on holiday. (for).  
 for .
3. He is going to Florida. He wants to visit the theme parks. (so that).   
so that .
4. She studies English. She wants to be successful in the world of tourism. (in order to).  
 in order to .
5. They bought the one week pass. They didn't want to lose money. (so that).  
 so that .
6. She changed jobs. She wanted to work at the tourist information office. (to).   
.

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## You should know

Click on the link below to practise how to express purpose in English.

[Expressing purpose](#)



## A step ahead

If you want to consolidate what you have studied on clauses of purpose, click on the following link:

[How to express purpose in English](#)

## 3. Words you need: Words related to theme and amusement parks

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### Think about it

When you read the word theme park or amusement park, which words come to your mind? Are there any theme parks or amusement parks in your country? Would you like to go there on holiday like the Bennets?

First of all let's establish a distinction between:

- ✓ **Theme park:** It is a large park where people go to enjoy themselves, for example by riding on large machines such as roller coasters, merry-go-rounds and where much of the entertainment is connected with one subject or idea such as water, space, the West, etc.
- ✓ **Amusement park:** It is a large park which has a lot of things that you can ride and play on and many different activities to enjoy.



### Actividad desplegable

When working at the tourist information office you must be familiar with the following words related to theme and amusement parks since tourists can ask you for information.

**Theme and amusement parks.**

(go on) rides	<input type="text"/>
big wheel (GB)/ ferris wheel/big dipper (US)	<input type="text"/>
merry-go-round	<input type="text"/>
water slide	<input type="text"/>
bumper cars/dodgems	<input type="text"/>
swing	<input type="text"/>
roller coaster	<input type="text"/>
boating pond	<input type="text"/>
go- carts	<input type="text"/>
3-d cinema	<input type="text"/>
( puppet) show	<input type="text"/>
circus tent/big top	<input type="text"/>
get on/get off	<input type="text"/>
haunted house	<input type="text"/>
ghost train	<input type="text"/>
spin	<input type="text"/>
feel dizzy	<input type="text"/>
feel scared	<input type="text"/>
feel ill	<input type="text"/>
have fun	<input type="text"/>
candy floss (GB) cotton candy (US)	<input type="text"/>

Comprobar respuesta

## 3.1. Now you put it into practice (IV)

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### Self-evaluation

Match the following definitions to words from the previous section:

- ✓ It's a fairground attraction that goes up and down and people get on a small train for fun and excitement: [REDACTED] [REDACTED] .
- ✓ It's a fairground attraction that goes around and around and that children ride on: [REDACTED] .
- ✓ It's a type of sweet made from sugar and served on a stick: [REDACTED] (GB) / [REDACTED] (US).
- ✓ How do you feel when everything is spinning around you?: [REDACTED] .
- ✓ How do you feel when you want to vomit?: [REDACTED] .
- ✓ An adjective which describes a building believed to be visited by ghosts: [REDACTED] .

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### Self-evaluation

**Read the following information about two famous theme parks in the United States.**

### **1. Dinosaur World.**

This is an awesome place for kids with over 150 life sized dinosaurs! It is in Florida between Tampa and Orlando and it's a place where visitors can see the amazing creatures than once ruled the Earth.

Life sized models of dinosaurs welcome families and classes to learn, have fun, or just enjoy a quiet encounter with the lifelike animals. The dinosaur models, up to eighty feet in length and based on the latest scientific discoveries, are made of fiberglass, steel, and concrete.

A highlight of the park is the Fossil Dig. Here, children age 3-12 can enjoy in a paleontological setting in search of authentic fossils and may keep 3 fossils as a memento of their trip. Fossil Dig tickets are included in the child admission price for ages 3-12. Anyone over 12 or under 3 who wants to dig, the price is \$2. There is no food service at Dinosaur World, however, we have excellent picnic areas. Bring a picnic lunch or enjoy one of the local fast food restaurants.

Text adapted from: <http://www.dinosaurworld.com/>

### **2. Busch Gardens.**

Just over an hour west of Sea World Orlando and near Florida's beautiful Gulf Coast, you'll find yourself on the edge of Africa at Busch Gardens in Tampa Bay.

Experience up-close encounters with amazing animals, take an unforgettable safari across the Serengeti Plains, test your courage on roller coasters, take in a stage show, and colorful live entertainment all year long.

The fun begins at our all-new Sesame Street featuring kid sized rides, cool water fun and hugs from everybody's favourite furry friends.

You can also experience animal adventures with orangutans or you can see eye-to-eye with a tiger. Explore the layers of the jungle in an area of mazes, ropes and crawl tubes.

With our collection of roller coasters turn the adrenaline up and your world upside down.

You'll also find plenty of exotic shopping and delicious dining to enjoy together.

And right across the street from Busch Gardens you can enjoy waterfalls, a giant wave pool, a rambling river, slides and much more. At Adventure Island the fun never stops.

Text adapted from:

 <http://cms.worldsofdiscovery.com/AssetManagement/Assets/WIP/BGT/2010%20Final%20BGT%20Rack%20Brochure.pdf>

(2.00 MB)

**Read the texts again and match the following sentences to text 1, text 2 or both of them.**

## Matching exercise

Information	Number	Theme Parks
You can enjoy meals there.	<input type="radio"/>	1. Dinosaur
It's near a water park.	<input type="radio"/>	
It has an educative programme.	<input type="radio"/>	2. Busch
You can find animals made from different materials.	<input type="radio"/>	
You can take fossils as a memory of your trip.	<input type="radio"/>	
You can meet famous cartoon characters.	<input type="radio"/>	
You can enjoy a encounter with real animals.	<input type="radio"/>	

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## A step ahead

To review the vocabulary related to amusement parks you have studied in this unit, click on the following link to play a memory game and have fun.

[Amusement Park memory game](#)

## 3.2. Monuments, attractions and facilities in a town

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### Think about it

What places in your city are worth visiting?



### You should know

The sights

The word **monument** refers to buildings of historical interest but not everything you want to see is a monument (e.g. María Luisa Park in Seville; Niagara Falls; Mt Fuji in Japan; glaciers; the Floating Market in Bangkok, etc.). A more inclusive word is **the sights**, meaning all those things that are worth seeing. From that we get the word **sightseeing**.

The tables below show the vocabulary related to monuments, attractions and facilities in a town that you will probably need when giving information to tourists.







# Vocabulary

Monuments, museums and sights in the city

statue.	
fountain.	
cathedral	
church	
square	
art gallery	
museum	
memorial	
temple	
synagogue	
mosque	
palace	
Stately home (GB)	
castle	
Botanical gardens	
theatre	
Opera house	
bridge	
concert hall	

Comprobar respuesta

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## Vocabulary

Match the facilities with their translation.

1. Bus station	<input checked="" type="checkbox"/> Centro comercial.
2. Bus stop	<input type="checkbox"/> Centro ciudad.
3. City centre (GB) / Downtown(US)	<input type="checkbox"/> Palacio de Justicia
4. Convention centre/center.	<input type="checkbox"/> Estación de autobuses.
5. Courthouse	<input type="checkbox"/> Parada de autobús.
6. Chemist's (GB)/ Drugstore(US)	<input type="checkbox"/> Grandes almacenes
7. Department store.	<input type="checkbox"/> Farmacia.
8. Golf course.	<input type="checkbox"/> Palacio de congresos
9. Library.	<input checked="" type="checkbox"/> post office
10. Neighbourhood.	<input checked="" type="checkbox"/> librería
11. Outskirts.	<input type="checkbox"/> biblioteca
12. Police station.	<input checked="" type="checkbox"/> barrio
13. Port.	<input checked="" type="checkbox"/> Estación de metro.
14. Post office.	<input checked="" type="checkbox"/> Las afueras de la ciudad.
15. Shopping centre.	<input checked="" type="checkbox"/> Comisaría de policía.
16. Stadium.	<input checked="" type="checkbox"/> puerto
17. Subway( US)/ underground/tube (GB) station.	<input type="checkbox"/> Campo de golf.
18. bookshop	<input checked="" type="checkbox"/> estadio

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## A piece of advice

If you want to listen and practise the pronunciation of the vocabulary related to the parts of the city, click on the link below:

[Parts of the city](#)

And these are the questions that the tourists can ask you to be informed about the monuments, attractions and facilities in a city.

### At the tourist information office.

1. Do you have a map of the city?
2. Where's the main shopping area?
3. What's the best way of getting around the city?
4. Where can I hire a car?
5. Do you have a list of the best **B&B**?
6. Could you book accommodation for us?
7. Do we need to book in advance?
8. Are there any day trips?
9. Is there a city tour?
10. Could you tell us what's on at the concert hall?
11. Are there any sporting events on at the moment?
12. Do you have any leaflets on local attractions?
13. How long does it take to get to the airport?
14. Do you have any train timetables?



## Ejercicio Resuelto

Click to read the Spanish translation:

[Mostrar retroalimentación](#)



## You should know

Listen and repeat the following sentences to ask for and give information at the tourist office.

[At the tourist office – asking and giving information](#)



## A step ahead

If you want to listen and practise the pronunciation of typical sentences at the tourist information office, click on the link below:

[\*\*At the tourist information office\*\*](#)

## 3.3. Now you put it into practice (V)

### Self-evaluation

Write the appropriate words related to monuments, attractions and facilities in a town:



- ✓ the Golden Gate , San Francisco
- ✓ Edinburgh
- ✓ The  in Cordoba
- ✓ The  of Liberty, New York
- ✓ Falla , Cádiz
- ✓ St Peter's , the Vatican
- ✓ the Eiffel , Paris

Enviar

## Self-evaluation

Write a number next to each of the following sentences to form a correct dialogue taking place at the tourist information office between the tourist officer and the tourist.


- A. Officer: Sure. Here you are. From here you can visit the cathedral, the art gallery and the town hall.
- B. Officer: It's a pleasure, madam. I hope you enjoy your stay here.
- C. Officer: Good evening, what can I do for you, madam?
- D. Officer: Yes, they are over there and they tell you what's on each month.
- E. Officer: It takes about 10 minutes on foot.
- F. Officer: Well, if you go along this way, you'll find a sightseeing bus.
- G. Tourist: Uh, thank you very much! You've been really helpful.
- H. Tourist: I've just arrived here on holidays. Would you have a map of the town?
- I. Tourist: How long does it take to get there?
- J. Tourist: And do you have leaflets on local attractions?
- K. Tourist: Thanks. And, what's the best way of getting around the city?

Enviar



## You should know

Click on the links below to listen to a tourist asking for information at the tourist office.

 [Listening I – At the tourist information office.](#)

## Self-evaluation

Look for a partner in the forum to perform a dialogue at the tourist information office similar to the ones studied before. Student A will be the officer and Student B will be the tourist.

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## Self-evaluation



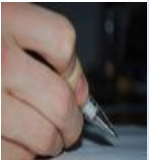


Listen to this conversation in a tourist information office and answer the questions.

1. How long would it take to walk to the old part of the town from the tourist information office?
2. Is there a bus station in the town?
3. Where is the train station located?
4. Name 2 tours that tourists can take in the town
5. What tour do tourists need to book at least a day in advance?

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# Appendix:- Licences of Resources

## Licences of Resources used in s

Resource (1)	Resource Information (1)	R
	<p>By: jwalsh. Licence: CC by. From: <a href="http://www.flickr.com/photos/jwalsh_/2536189506/">http://www.flickr.com/photos/jwalsh_/2536189506/</a></p>	
	<p>By: 416style. Licence: CC by. From: <a href="http://www.flickr.com/photos/sookie/1490738885/">http://www.flickr.com/photos/sookie/1490738885/</a></p>	
	<p>By: Eva the Weaver. Licence: CC by-nc-sa. From: <a href="http://www.flickr.com/photos/evaekeblad/3624528652/sizes/z/in/photostream/">http://www.flickr.com/photos/evaekeblad/3624528652/sizes/z/in/photostream/</a></p>	
	<p>By: Alex France. Licence: CC by-sa. From: <a href="http://www.flickr.com/photos/alexfrance/3194662301/sizes/t/in/photostream/">http://www.flickr.com/photos/alexfrance/3194662301/sizes/t/in/photostream/</a></p>	
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## Historial de actualizaciones

<b>Versión: 01.02.01</b>		<b>Fecha de actualización: 06/02/19</b>	
Actualización de materiales y correcciones menores.			
<b>Versión:</b> 01.02.00	<b>Fecha de actualización:</b> 07/03/18	<b>Autoría: Alistair James Alan Watson .</b>	
<b>Ubicación: 1</b> <b>Mejora (tipo 1):</b> pequeñas enlaces y enlaces rotos <b>Ubicación:</b> Comunicación <b>Mejora (tipo 2):</b> Añadir otro ejercicio de comprensión lectora			
<b>Versión:</b> 01.01.00	<b>Fecha de actualización:</b> 13/03/17	<b>Autoría: Alistair James Alan Watson .</b>	
<b>Ubicación:</b> Communication <b>Mejora (tipo 2):</b> 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. 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.			
<b>Versión: 01.00.00</b>		<b>Fecha de actualización: 04/02/14</b>	
Versión inicial de los materiales.			