

- Con respecto al cuestionario 2 de autoevaluación proponemos su sustitución por el siguiente:

This is what I did best in this recording:

- I listened to my friend attentively.
- I asked questions when I didn't understand.
- I helped my friend when he had problems.
- We have solved the communication problems in English.
- I understood my friend's story.
- I could tell my story in English. My friend understood it.
- I said a lot of things in English.
- I used a lot of different words.
- I used long sentences.
- My pronunciation was good.

- Con respecto a la escala de evaluación analítica, proponemos la siguiente escala básica, de la que escoger para cada tarea los criterios que mejor reflejen las características de la producción que la tarea elicit. El valor otorgado a cada criterio se podría también ponderar según la relevancia que ese determinado criterio tenga en la tarea. Al presentar la escala de esta forma obtenemos el beneficio de contar con una escala unificada básica que refleja todos los objetivos del crédito. Por otro lado, la escala puede ser adaptada a los distintos requerimientos comunicativos que promueven tipos de tareas diferentes. Así en las tareas que promueven las habilidades de improvisación, podría omitirse el criterio "Relevancia y organización del contenido" y otorgar un peso mayor al criterio "Estrategias comunicativas."

<p>ATENCIÓN Y COOPERACIÓN</p> <ul style="list-style-type: none"> El alumno ha escuchado con atención las palabras de su compañero y le ha ayudado en los momentos de dificultad. El alumno no muestra signos de atención a las palabras de su compañero ni coopera con él para resolver los problemas. 	<p>5 4 3 2 1</p>
<p>RELEVANCIA Y ORGANIZACIÓN DEL CONTENIDO</p> <ul style="list-style-type: none"> Contenido relevante a la tarea. Presenta ideas diferentes y creativas. Bien organizadas. Interesante. Contenido poco relevante. Carece de organización. Carece de interés. 	<p>5 4 3 2 1</p>
<p>FLUIDEZ</p> <ul style="list-style-type: none"> Produce frases aceptablemente largas a una velocidad razonable. No titubea. Produce un texto o una conversación aceptablemente larga. Frases de una o dos palabras. Se para a menudo para buscar la palabra. Titubea mucho. Produce un texto o conversación muy breve. 	<p>5 4 3 2 1</p>
<p>ADECUACIÓN DEL VOCABULARIO A LA TAREA</p> <ul style="list-style-type: none"> Uso eficiente del vocabulario elemental requerido por la tarea. Utiliza un vocabulario relativamente variado. Uso de un vocabulario muy limitado. A menudo no recuerda o confunde las palabras. 	<p>5 4 3 2 1</p>
<p>CORRECCIÓN Y COMPLEJIDAD GRAMATICAL</p> <ul style="list-style-type: none"> Buen uso de la gramática elemental con errores ocasionales que no dificultan la comprensión. Utiliza de forma eficaz estructuras gramaticales diferentes. Dominio de la gramática elemental muy pobre. El alumno tiene muchos problemas con la estructura de frases ampliamente trabajadas en clase. A menudo hay problemas de comunicación debidos a la pobreza gramatical del alumno. 	<p>5 4 3 2 1</p>
<p>ESTRATEGIAS COMUNICATIVAS</p> <ul style="list-style-type: none"> Utiliza el inglés para negociar el significado en casos de dificultades de comprensión o producción manifestadas por parte del alumno o de su interlocutor. Muestra habilidad para gestionar los turnos. Hay adecuación entre la lengua que utiliza y el problema que quiere resolver. También utiliza estrategias no lingüísticas tales como gestos o dibujos para facilitar la comprensión. Al alumno le faltan todo tipo de estrategias lingüísticas y no lingüísticas. Los únicos recursos que utiliza son el silencio y el cambio de código a la L1. 	<p>5-10 4-8 3-6 2-4 1-2</p>
<p>INTELIGIBILIDAD Y PRONUNCIACIÓN</p> <ul style="list-style-type: none"> Muestra una buena pronunciación para un adolescente no nativo. Pronuncia adecuadamente las palabras de uso frecuente. Buena entonación. Perfectamente comprensible para un nativo con buena voluntad. Pronunciación muy defectuosa. Los errores y el fuerte acento hacen difícil la comprensión. Muy difícil de comprender para un hablante nativo con buena voluntad. 	<p>5 4 3 2 1</p>

3.2. Otros campos de investigación

A lo largo de este volumen se han ido perfilando otras áreas de trabajo que reclaman una investigación en profundidad. Nos limitaremos a esbozarlas con la esperanza de que otras personas sientan interés por explorarlas. Caben destacar como dignas de interés: la realización de estudios sobre el nivel de competencia organizativa en lengua extranjera de los estudiantes españoles de secundaria; la efectividad de la discusión por parejas simétricas y asimétricas con diversos grados de asimetría; la influencia de los factores de edad y sexo en la formulación de heterorreparaciones y en la cortesía que los aprendices muestran entre sí; la evaluación de la competencia comunicativa de los alumnos teniendo en cuenta los aspectos pragmáticos tales como la fluidez comunicativa y no simplemente los relacionados con la competencia organizativa; la exploración de tareas y tipos de tareas que promuevan una auténtica comunicación entre principiantes; la efectividad de diferentes estrategias para despertar la conciencia lingüística de los hablantes; la tensión sumativa-formativa o la exploración de formas de utilizar el portafolio en la clase de lengua extranjera en las áreas de comprensión oral y escrita .

Hemos intentado señalar las limitaciones de este trabajo, no obstante no quisiéramos concluir sin destacar que la investigación en acción ha demostrado ser un modelo de investigación válido al alcance del profesor que, ante los retos que el trabajo en el aula presenta cada día, le ayuda formular preguntas, encontrar respuestas y en definitiva a abrir nuevos caminos. En la investigación en acción la profundización teórica y el conocimiento práctico que emerge de la praxis cotidiana se iluminan mutuamente ayudando al profesor a adoptar decisiones sólidamente

fundamentadas. Esta interrelación entre teoría y práctica ha demostrado ser un poderoso instrumento de autoformación que convierte al propio profesor de aula en el motor de la renovación pedagógica.

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ANEXO 1

TRANSCRIPCIONES

Tarea : (1) Mapa
Pareja : (A) Laia y Anna
Participantes: Laia (La-)
Anna (An-)
Profesora (Pr)
Cinta/s: Laia y Anna
Fecha de la última revisión 17.12.1999

- 1 La- my name is Laia Bacarisas \ I'm student A \
- 2 An- my name is Anna Granados \ I student B \
- 3 La- where is the: restaurant \
- 4 An- it's in the park \ uh where is the school \
- 5 La- is- is-
- 6 An- come on \<0>
- 7 La- I don't know \
- 8 An- I don't know \
- 9 La- where is the: sport centre \
- 10 An- I don't know \ <1> where is the post office \
- 11 La- the post office / it's in er- in east east av- avenue- <1>
- 12 An- {(PP) XXX XXX} {(P)avenue \ {(P) avenue [/'abenor/]
- 13 La- east avenue [/'abenu/] street \
- 14 An- okay \
- 15 La- whe=re is =
- 16 An- =where is=
- 17 La> the skating \
- 18 An- skating/| er- I don't know \ where is the XXX theme park \
- 19 La- I don't know \
- 20 An- I don't know \ where is the museum \||
- 21 La- I don't know \ where is the:: bank \
- 22 An- it's in the street \ the right street \ the right street \||
- 23 where is the cinema\| <1>
- 24 La- I don't know \ I don't know \

- 25 An- where is the school \
- 26 La- I don't know \|\
- 27 Pr- you have to ask her =these things=
- 28 La- =where is= the—|
- 29 Pr- these are the things you have to ask\| skating rink sport centre—|
- 30 okay/|
- 31 La- where is the —| the:: the: theme park theme park\|
- 32 An- is the white re- white road and the east avenue \
- 33 where is the:: skating rink \
- 34 La- it's in white road street \| where is the: museum \
- 35 An- museum is in oxford road \| and white road\| where is the
- 36 supermarket\|
- 37 La- it's i:n oxford road street \| the next to the swimming pool \|\
- 38 An- yes\| where is the sports centre\|
- 39 La- it's in east avenue street \| where is the: cinema \
- 40 An- the cinema is at between the bank and police\|
- 41 the white street\|\| and—| where is the bolin [*bowling*]alley\|
- 42 La- it's i:n—| it's in east av avenue street \|\|
- 43 where is the park \
- 44 An- the park it's a—| it's in the east avenue [/iest 'aventure/]\|
- 45 {(PP)avenue\|} em—| where is the swimming pool \
- 46 La- the swimming pool is next to the supermarket \
- 47 it's in oxford road street\| where is the: school \
- 48 An- the school is at east avenue [/yest 'aventure/]\|
- 49 where is the—| the garage\|\|
- 50 La- it's the next the sport centre and east [/est/] avenue street \
- 51 where is the: church \
- 52 An- it's at oxford road \| the street oxford road \
- 53 La- {(PP) sorry \|\}
- 54 An- sorry \| on oxford road street \
- 55 La- where is the: restaurant \
- 56 An- the restaurant it's into the park \

57 La- where is the-
58 An- where is the: restaurant \\
59 La- it's in east avenue street \\
60 An- yes \\
61 La- where is the—| the—| mm—| por- police si-
62 [ríe] police —|
63 An- on white street and next to {(DC)the cinema \\
64 where is the bank\
65 La- mm—| in high street \\
66 An- ye:s \\
67 La- east avenue \\
68 An- in white road street and next to the oxford road street \\
69 [se para la grabadora]

Tarea: (1) Mapa
Pareja: (B) Janeiro y Boni
Participantes: Janeiro (Ja-)
Boni (Bo-)
Cinta/s: Janeiro y Boni
Fecha de la última revisión 17.12.99

- 1 Bo- where is- my name is Boni \ student [/'es'tuendyem/] B \ eh-|
2 where is sport centre \ please /|
3 Ja- mm be- between post office and garage \ hello\ my name is
4 Janeiro\ and I am student A where is the museum \|
5 Bo- an museum is -| { (cantando) mmmmmmmmm\|
6 *dónde está el museo/ dónde está el museo/*} {(P) no sé\|}
7 {(F) un moment sis plau\|} {(?)libray} and white- ay-| and theme
8 park \ \| {(PP) cómo se dice la calle\| } bueno\| white road \|\|
9 Ja- ara- ara pregunto jo\| where is the- [rie]
10 Bo- where is a:: bowling eight [*alley*] please \|\|
11 Ja- in the street east avenue [/'est abe'nu/] \|\|
12 where is the {@ cinema } \| [rie]
13 Bo- em-|an ait [*High*] street em- {(?)libray} and garage
14 [/'ga'ratge/]\|
15 em where is a:: sking- skating [/'es'katin/] rink\ please \|\|
16 Ja- next to carch- charch [*church*] \ \| where is the park\ [rie]
17 Bo- an - park/| park /|
18 Ja- yes park\|
19 Bo- em east [/'est/] av- avenue [/'abe'nue/] {(?)librach} and post
20 office\| office\|
21 Ja- {(PP) pregunta tu\|}
22 Bo- where is swimming – swimming pool [/'po:l/]\|
23 Ja- next to supermarket \ \| where is the park \|\|

- 24 Bo- {@ park *otra vez* \| *siempre park* \|}
- 25 Ja- school \| school sorry \| school \|
- 26 Bo- school \| and- and- and- and est avenue [/abe'nue/] \|
- 27 eh- {(?)libra- libray} and restaurant of- of post office \|
- 28 where is super market\ please \|
- 29 Ja- next to swimming pool \| where is - where is the theme park \|
- 30 Bo- dim [*theme*] park/| up eh- east [/est/] avenu- [/'abenu/] o
- 31 avenue [/a'benue/] o: white roa- road \| eh- {(?)libray} and
- 32 **garatge**\|
- 33 Ja- {(PP) *la última*}\|
- 34 Bo- {(P) *dónde queda- dónde queda* /|} where is - |
- 35 *ya te lo he preguntado*\| ah- goodbye \|

Tarea: (1) Mapa
Pareja: (C) Carles y Yhago
Participantes: Carles (Ca-)
Yhago (Yh-)
Profesora (Pr-)
Cinta/s: Carles y Yhago
Fecha de la última revisión: 17.12.99

-
- 1 Ca- XXX where's the museum \\
2 Yh- it's- it's the opposite the pa:rk \\
3 Ca- {(P) et toca a tu XXX\}
4 Yh- molt bé \\
et pregunto \ eh /|| uh- where—<0> where is the
5 skating\ rink \\
6 Ca- where is in wet [*white*] road \\
oppo- between the swimming-pool
7 and and pólce \\
and opposite the church \\
and where is the: the
8 cinema \\
9 Yh- it's- it's the:—| it's the: between the: bank and the police \\
10 Ca- where is the park \\
11 Yh- it's- it's the: opposite— | it's the next to the school \\
where is the
12 sport center \\
13 Ca- the sport center is in east avenue and- between the post office
14 and garage \\
where's- where's the school \\
15 Yh- it- it's the between the: post office in the ne- restaurant \\
where is
16 bowling alley\ \
17 Ca- it's in east avenue \\
op next to the restaurant \\
where's the:
18 theme park\ \
19 Yh- it's it's the- it's the: opposite: the garage \\
uh— |
20 tu m'has preguntat el park \ no/ oh— | jo pensava que era
21 aquest \\
uh\ where is the swimming-pool \\
|

22 Ca- swimming-pool is in oxford road — | opposite- uh: -| between the
23 museum and supermarket \ | and opposite the skating \ |
24 Pr- You have to draw it on the map Yhago \ |
25 Yh- ah \ |
26 Pr- he is giving you information and you are not drawing \ | what's your
27 question \ | repeat the question \ | |
28 Yh- uh — | where is the: swimming-pool \ |
29 Pr- right \ | and he's telling you where it is \ | draw \ | you draw- you drew
30 here the sports centre but the swimming pool \ |
31 Yh- where \ |
32 Pr- you have to draw it \ |
33 Yh- uh uh \ |
34 Pr- as that's the skating rink and the swimming pool \ | draw it \ |
35 Ca- *es que lo estoy localizando* \ |
36 Pr- *qué* \ | *ah— hola* \ |
37 Ca- *estoy mirando en wei* [*white"] road—| y XXX *aquí en* skating road
38 and **ja estem** \ |
39 Pr- don't stop it \ | did you stop it/||
40 ?- yes \ |
41 Pr- never stop the cassette \ | never stop the cassette \ | okay /|
42 Ca- **ah jo no l'he parat** \ | | <5'> **mira** \ | | **va —| torna a preguntar** \ | **va** \ |
43 Yh- where is the swimming- pool \ |
44 Ca- swimming-pool is opposite the museum and supermarket \ | in
45 oxford road \ | m: opposite the skating- the skating rink \ | |
46 Yh- where is the supermarket \ |
47 Ca- super- {(DC) where is the supermarket \ | } {(AC) **ah vale** \ | yes \ |
48 supermarket is in oxford road \ | mm- next to the swimming-pool
49 and opposite the church \ |

Tarea: (2) Quién es quién
 Pareja: (A) Laia y Anna
 Participantes: Laia (La-)
 Anna (An-)
 Profesora (Pr-)
 Cinta/s: Laia y Anna
 Fecha de la última revisión: 17.12.999

1 An- today is Thursday twelve the March the nineteen nineteen eight
 2 \\
 3 An- eh has she got the: the blonde \\
 4 the blonde/| is she's blonde \\
 5 La- **no m'entero**\| **mira**—| **si em dius** hair [/hai/]
 6 An- no\| **és** is she's blonde\
 7 La **i què és** blonde\
 8 An- **si té el cabell ros** \\
 9 La- no\| uh is she wearing [*wearing*] glasses /|
 10 An- uh no\ <3> uh—| has she got the: brown eye /| has she got the
 11 brown eyes /||
 12 La- uh—| yes \|| {(AC-F)it's my turn} \|| uh—|| has he got —| has he
 13 go:t curly: hair /|
 14 An- it's my turn \|| has she got the big nose /|
 15 La- uh: yes\
 16 An- yes /| |
 17 La- uh—<0>
 18 An- {(P)XXX}**és que no se sent** \\
 19 La- is she wearing em—|| uh: no\| has he got has he got uh a
 20 brown- brown- brown haich [*hair*]
 21 An- brown ar [*hair*] /| no \\
 22 La- it's my turn \<0>
 23 An- {(F)my }turn \\
 24 La- {(P)my}-
 25 An- my—|

26 La- ah yes\
 27 An- em—| has she got the: hh hat\| no\ |she/| it's she he hi:ring
 28 [*wearing*] a hat/
 29 La- {(P) uh/|} {(PP) wearing}
 30 An- wearing a hat/
 31 La- no\
 32 An- yes\
 33 La- it's my turn\
 34 An- ye:s\
 35 La- uh: is she wearni:ng hat/
 36 An- no\
 37 La- come on—!
 38 **què\| s'ha acabat\|** [Se ha acabado la cinta de Laia]
 39 An- I stopping please \\
 40 <3>
 41 it's my turn\
 42 em—| is brown\
 43 La- e: =h—=
 44 An- =is= she brown /|
 45 La- no \\
 46 An- no\
 47 La- it's my- my turn \\
 48 An- yes \\
 49 La- uh has she got- uh {(PP) **com es diu toronja\|**}
 50 An- {(PP)orange\|}
 51 La- orange hair [/hai/]/|
 52 An- no:: \\
 53 it's my turn \<0>
 54 La- no \\
 55 it's my =ah=
 56 An =ye:s= it's my turn
 57 An- em her is Robert/
 58 La- stop stop it \\
 59 one moment please \\
 60 An- yes\
 61 La- come on\

58 An- her is Robert/|

59 La- no\|

60 An- ay—|

61 La- uh

62 An- **és impossible**\|

63 Pr- finished/|

64 La- no \|

65 Pr no/|

66 La **he gue- he guanyat jo\| ha dit el nom XXX\|**

67 An- *no\| pero no me quedaban más para decir \|*

68 Pr- is he Robert /|

69 An- *sólo quedaba éste y dices que no \|*

70 Pr- no\ it's no Robert \| okay \| you won you won \| didn't you Laia \|

71 don't stop it \| you won/|

72 La- **què** \|

73 Pr- did you win/| who is the winner/|

74 La- **el meu**—<0>

75 An- XXX=XXX=

76 Pr- =who= is the winner /| you/| you are the winner /|

77 La- yes \|

78 Pr- she is the winner \| okay \| now you play another =game=

79 An- =pero= *es que no me quedaba \| éste no era \|*

80 Pr- but maybe you made a mistake \|<0>

81 La- *pero no era \|*

82 Pr- maybe you make a mistake \|

83 An- *y voy a quitar el mío ahora \|*

84 Pr- ah—| okay \| yeah \|<0>

85 La- **ja sé perquè l'has piciat\| perquè ha dit primer –**

86 An- **si portava res\| =XXX=**

87 Pr- =ah—= so you didn't win \| you didn't win \|

88 La- **què**/|

89 Pr- **no havies guanyat \| encara\|**

90 La- no\| però dic que ella –
 91 An- no \| jo havia dit que era Robert —|
 92 Pr- que era Robert\| =i no ho era=
 93 An- =no ho era\|=
 94 Pr> bueno \<0>
 95 La- però pri- ella =diu que- =
 96 Pr- allavors—| però tu havies guanyat o no havies guanyat/|
 97 An- no\| XXX<0>
 98 Pr- didn't win \<0>
 99 La- no ho sé \| perquè saps perquè\| diu—| té el cabell arrissat /|
 100 llavors tatxa els de cabell arrissat \| i el de arrissat després
 101 em pregunta té el cabell marró /| llavors ja havia tatxat el que
 102 era \|
 103 Pr- com com\| no t' entenc\| [a otros] okay \| turn turn the cassette
 104 over \|
 105 La- que primer havia dit que si tenia el cabell el arrissat \| no
 106 espera't \| em vaig fer jo un lio\|
 107 Pr- ah—| =①you made a mistake =
 108 An- =①si jo de cabell arrissat= =②XXX=
 109 La- =②sí= =③sí=
 110 Pr- =③you =made the mistake \| ok\| why don 't you play a different
 111 game\| start another game/|
 112 An- tornem a començar un altre cop/|
 113 Pr- yeah\|
 114 La- start a game \|
 115 An- a mi m'agrada \| vale\|
 116 La- es que m'he fet un lio\|
 117 An- qui \| la Maria /|
 118 La- si tu no m'has dit curly/|
 119 An- no: \| t'he dit si portava barret\| has dit que no \| i llavors t'he
 120 preguntat si portava el cabell marró i llavors m'has dit que
 121 sí\| {(?) llavorrens} he tatxat tots els demás i només em que

122 quedaven aquests quatre \ | bah quedaven aquests quatre — |
 123 i llavorens clar \ <0>
 124 La- no sé jo—
 125 An> he tatxat dos de barret i no hi havia més ja \ |
 126 La- no sabia més ja \ | ay— | tapa \ |
 127 [se escucha mucho ruido. Duración: 4'']
 128 An- si toca el mateix d'avans avisa \ | eh / |
 129 La- no \ | que asco \ |
 130 An- ja ja \ |
 131 La- XXX
 132 An- vale XXX \ | yes \ | it's my turn / |
 133 La- yes \ | come on \ |
 134 An- come on everybody come on \ | uh— has got the blue eyes
 135 [/eis / | |]
 136 La- can you repeat / |
 137 An- has has she got the blues eyes [/eis / | |]
 138 La- blues / |
 139 An- blue \ |
 140 La- eh— | no \ |
 141 An- no \ | [desilusionada]
 142 La- it's my turn \ |
 143 An- yes \ |
 144 La- is she weanring- is she wearning hat / |
 145 An- can you repeat / |
 146 La- is she wearning hat / |
 147 An- ha:t — | no \ |
 148 La- no \ | come on \ |
 149 An- it's my turn \ <0>
 150 La- yes \ |
 151 An- eh— | she has got the— | the— | yellow no no \ |
 152 La- {{PP}she has no \ | has she got \ | } = sorry =
 153 An- =has she= got- sorry \ | has she got the orange hair / |

154 La- orange/|
 155 An- hair [/air/]\|
 156 La- no \| it's my turn \|
 157 An- yes \|
 158 La- eh—| is she blond/| |
 159 An- no\|
 160 La- come on \||
 161 An- has she got a curly hair [/air/]/||
 162 La- yes \|
 163 An- yes/| oh—|
 164 La- eh—|| has she got curly hair /|
 165 An- oh no \|
 166 La- ah—| come on come on \| yes
 167 An- it's my turn\|
 168 La- yes\| come on \|
 169 An- has- has she got the big nose/|
 170 La- [tose. silencio: duración: 3"]
 171 An- come on\|
 172 La- ye::s\|
 173 An- uh— [sorpresa y alegría]
 174 La- {(F) a bi:g nose}\|
 175 um—|
 176 has- no\| is she wearing glasses/|
 177 An- yes\|
 178 La- ye:s/|
 179 An- yes \|
 180 La- come on \|
 181 An- my turn/|
 182 La- yes\|
 183 An- this is Max\|
 184 La- eh—| yes\|
 185 An- uuu—| is the winner \| you have my person/|

186 La- my: person is Max\| and you/
 187 An- my Richard \|
 188 La- Richard\
 189 An- {(F) ay no \|}<0> Tom \| Tom \
 190 La- ah—|
 191 An- Tom\| sorry \|
 192 La- you like XXX bueno\
 193 An- can you repeat the game/
 194 La- yes \
 195 [se escucha mucho ruido en el fondo. Duración: 1']
 196 An- are you start/
 197 La- yes \
 198 An- it's your turn\||
 199 La- it's my turn \|
 200 An- I can see- I can see the name of the person\| the name—|
 201 [silencio:3"]
 202 La- Ana \| eh—| it's my turn\ yes/
 203 An- yes\||
 204 La- has she got—|
 205 An- ah—| one moment please \| I don't see \| yes \|
 206 La- has she got curly hair [/hair/]/|
 207 An- uh—|
 208 La- curly\
 209 An- moment \| no\
 210 La- no/
 211 An- it's my turn\
 212 La- one moment\
 213 An- oh—|
 214 La- come on \|
 215 An- em—| has got- has she got the brown eyes /| ah—| yes no /|
 216 La- one moment \|
 217 An- come on \|

218 La- can you repeat that / please \\
 219 An- yes \\
 220 La- brown eyes \\
 221 An- yes/
 222 La- yes \\
 223 An- it's my turn \\
 224 La- it's my turn \\
 225 An- come on \ <0>
 226 La- eh—| is she wearing hat /\
 227 An- oh—| no \\
 228 La- no /\
 229 An- no \\
 230 I my turn \\
 231 this is my =turn \\
 232 La- =yes\= come on \\
 233 An- oh—| uh—| =it's=
 234 La- ={(F) come on \}=|
 235 An> she bald/\
 236 La- is she **què**/\
 237 An- bald/\
 238 La- is she bald/| sorry/\
 239 An- is she bald\
 240 La- bald/\
 241 An- hair [/**air**/]\
 242 La- what is the bald/\
 243 An- bald\| bald\| bald\| [SEÑALANDO A VARIAS CABEZAS
 244 CALVAS]
 245 La- ah—| no\
 246 An- no\| =no\|=
 247 La- =what= is bald\|

248 An- {(P)hair\| }
 249 La- =thanks=
 250 An- =it's you= turn—|
 251 La- it's my turn \|
 252 An- hey come on—|
 253 La- oh finished \| [desilusionada]
 254 An- no—|
 255 La- finished the game\
 256 An- oh\| [desilusionada]
 257 [se para la grabadora]
 258 ?- no era \| era bald \<0>
 259 Pr- bald \|
 260 An- **i llavorens {(?) l'he fet així \|}XXX l'he dit és aquest aquest i**
 261 **aquest \| [SEÑALANDO]**
 262 Pr- **molt bé \| i l'has dit aquest aquest o l'has dit =this this /=**
 263 La- =is blond = blond blond –
 264 Pr- bald\ blond/<0>
 265 La- ah_| bald \|
 266 An- bald \| =bald bald bald=
 267 La- =bald bald bald=
 268 Pr> excellent \| very good \| you didn't use Catalan \|
 269 you just point at the picture \| excellent \| very good \|
 270 [dicen algo en voz baja]
 271 [final de la grabación]

Tarea: (2) Quién es quién
Pareja: (B) Boni y Janeiro
Participantes: Boni (Bo-)
Janeiro (Ja-)
Cinta/s: Boni y Janeiro
Fecha de la última revisión: 17.12.1999

- 1 Bo- today is Tuesday the March the nineteen ninety eight \\
2 [Se para la grabadora]
3 Bo- hello\| has he's got a gleis/| [**glasses**]
4 Ja- no he isn't \| o she- she isn't \\
5 Bo- no/|
6 Ja- no\|
7 Bo- vale \\
8 Ja- **deixa'm un llapis** \<8>
9 Bo- **tu dius- tú preguntas** \\
10 Ja- mm—| has he got a moustache /|
11 Bo- moustache/| ye:s\<2>
12 Ja- yes: \\
13 Bo- { (P) *cómo se dice sombrero* \|}
14 =Has he's /= [se acerca la profesora]
15 Pr- =don't = don't write =here=
16 Bo- =has he's/=
17 Pr> because then we cannot use it again \| and this is too expensive\|
18 use little pieces of paper \| right / |
19 Bo- has he's got is a—| crack /| has he's got ca hack /|
20 {(PP)*dame un poco*\|} has he's got- has he got ca- a: hat/|
21 Ja- yes\|
22 Bo- ye:s—| ye:s—<6> {(P) *pregunta tú* \|}
23 Ja- eh—| em—| is- is he wearing—| no\| is he got a curly hair /<1>

24 Bo- eh—|| no: \ | no no no \ | has he's got is—| {(P) *si tiene el pelo*
25 *rizado*/}

26 Ja- no\|

27 Bo- no \ | *por qué pones esto aquí* / *ese no/ que hay ahí* /
28 no\| *no tiene pelo rizado* \ | | em—| *éste- éste lo tiene liso* \ | **es**
29 **que no lo veus**/| {(P) *quita este*\ | *que quites este*\ | *ese ese ese*
30 *ese*\}| stop \ | eh—| {(PP) *pregunta*\ | *para mi que has ganado tu*\ |
31 *di is* Alfred/| eh—|

32 Ja- is he Alfred/|

33 Bo- ye:s\|

34 Ja- **molt bé:** \ |
35 [rien]

36 Ja- *vale*\ <0>

37 Bo- stop stop stop \ |
38 [se para la grabadora]

39 Bo- hello::—| yes \ ou—| {(AC)stop stop \}|
40 [se para la grabadora]

41 Bo- hello\| eh—| has he's got this —| yellow hair [hai/] /|

42 Ja- yes\|

43 Bo- ye::s—| =eh=

44 Ja- =em= is he wearing a glasses/|

45 Bo- glasses /| no: \ |

46 Ja- no/|

47 Bo- no:\|eh—| has he's got this —| em—| bla- eh- blu:e eies-
48 eis [**eyes**]/|

49 Pr- eyes \ |

50 Bo- eyes\ eis \ <0>

51 Ja- blue eyes/| no\|

52 Bo- no: \ ||

53 Ja- is - has he got a— curly hair\|

54 Bo- {(DC) curly hair/|}

55 Ja- {(P)rissat \ |}

56 Bo- eh—| no \ | no no \ |

- 57 Ja- no/|
- 58 Bo- **no no** \ | {(PP) **no tinc res** \ | *tiene el ojo azul o no* \ |}eh—| has-
- 59 eh—| eh has- eh has he got is— moustache /|
- 60 Ja- no\| no no \ |
- 61 Bo- *esto es mostacho*/|
- 62 Ja- em/|
- 63 Bo- *esto cómo se llama*\ |
- 64 Ja- sh [pide silencio]
- 65 Bo- {(PP) *esto es mostacho*/|}
- 66 Ja- moustache \ | eh/|
- 67 Bo- *esto cómo se dice*\ |
- 68 Ja- *el qué*\ |
- 69 Bo- *esto* \ | [señala]
- 70 Ja- *no sé* \ |
- 71 [se escucha la voz de la profesora muy fuerte]
- 72 Ja- {(AC) (P) **em toca a mi** \ |} is he-no\ has he got a brown eyes /|
- 73 Bo- blown/|
- 74 Ja- brown eyes\ |
- 75 Bo- eies\ <0>
- 76 Ja- eyes eyes \ |
- 77 Bo- no:\ |
- 78 Ja- no/<1>
- 79 Bo- eh—| has he's got this glasses /|
- 80 Ja- *ch* [*no*] \ |
- 81 Bo- no\ <0>
- 82 Ja- **ah** — {(AC) *espera espera* \ |} **no no** \ |
- 83 Bo- no/|
- 84 Ja- *ch* [*no*] \ | {(AC) *cuál es*\ |}
- 85 Bo- *no lo partas tan grande* \ | eh—|
- 86 Ja- **em toca a mi** \ |
- 87 Bo- no\ | *éste va así*/|
- 88 Ja- *així*—| *doncs*—<2> has he got a black hair /|
- 89 Bo- black hair/| no:\ |

90 Ja- no \\|
 91 Bo- eh—| {(P) *cómo digo esto*/|} eh—| is David [/'dabid/]- David
 92 [da'bid/]/|
 93 Ja- {@@ yes\\}
 94 Bo- ye::s—| [aplaude]
 95 Ja- **doncs\ seguim **
 96 Bo- eh—| eh—|
 97 Ja- is he —|
 98 Bo- XXX *sigues*/|
 99 Ja- is he wearing- no \\ is he got bl white hair /|
 100 Bo- white/<0>
 101 Ja- white hair\ <0>
 102 Bo- no \\|
 103 Ja- is he bald /|
 104 Bo- bald/| {(PP) *qué es bald*\| *qué*\\}
 105 Ja: **calb**\ |
 106 Bo: *qué* \\|
 107 Ja- {(PP) *calvo*\\}
 108 Bo- ah: | *calvo*\\|
 109 *ah*\\ *no:* |
 110 Ja- **no**\\|
 111 Bo- *qué es esto* /|
 112 Ja- is he- no\\ has he got a hat /|
 113 Bo- a hat\\ a:h\\ yes\\|
 114 Ja- is he Eric/|
 115 Bo- ye:s —|| **ara-**
 116 Ja- **ho apagem**\\|
 117 [se para la grabadora. Duración: 1"]
 118 Bo- he-hello\\{(cantando) hello hello he=llo\\}=
 119 Ja- =has = she gots a black hair- no moustache /|
 120 Bo- moustache \\| no: —| no no\\ [a la profesora] eh Cristina/|
 121 Pr- yes\\|
 122 Bo- eh—| in English eh- *esto*\\ *cómo se llama*\\ [señala algo]

123 Pr- beard\
 124 Bo- beard\
 125 Pr- beard\| has he got a beard\
 126 Bo- beard\
 127 Pr- has he got a beard /\
 128 Bo- has he's got a beard /\
 129 Ja- no\
 130 Bo- no\<1>
 131 Ja- is he wearing a glasses/
 132 Bo- eh—| no\| no:\| has he's got i::s yellow hair/
 133 Ja- no\ <0>
 134 Bo- no\ <2>
 135 Ja- has he got- is he bald/
 136 Bo- eh/ <0>
 137 Ja- is he bald/
 138 Bo- is—|
 139 Ja- bald \
 140 Bo- eh—| calvo /| {(PP) calvo /| }
 141 Ja- calb\
 142 Bo- calvo/ ye:s\
 143 Ja- oh yes\
 144 Bo- eh—|| <3> *estas tachando los calvos\ no\ qué\|* has he's got
 145 his—| eh—| brown eis— ||
 146 Ja- no\
 147 Bo- no\ no/||
 148 Ja- ah—| a ver \<4>
 149 Bo- venga\
 150 Ja- is she:- no\ has she- has she got a- a beard /\
 151 Bo- beard /| beard/| yes\
 152 Ja- yes\||
 153 Bo- eh—| has he's got his moustache/||
 154 Ja- no \
 155 Bo- no moustache\

156 Ja eh—| has he got brown- no\| {(AC)espera \|}has he got a—<0>

157 Bo- *qué quieres preguntar\|*

158 Ja- un—|

159 Bo- {(burla) one moment \| \| }

160 Ja- has he got—| a moustache/ no\| he \| is he Bill/|

161 Bo- eh/|

162 Ja- is he Bill/|

163 Bo- *qué es eso\|*

164 Ja- is he Bill/|

165 Bo- *qué es eso\|* {(PP) *qué es eso\|*}

166 Ja- **espera\|** is he Bill/| {(impaciente) si es Bill\| \| }

167 Bo- Bill /| ah—| ye:s ye::s yes\| ah—| is Tom/|

168 Ja- no: —|

169 Bo- {(desilusionado) ah—| ha, ha, ha \|}

170 [se acerca la profesora]

171 Ja- **eh Cristina i si no si no l'encerta què/|**

172 Pr- ah— then he's lost \| if he =says the name= \|

173 Ja- =vale\| de acuerdo\|=

174 Pr- if he says for example it's Bernard and it's not Bernard he's

175 =lost\|

176 Ja- =**doncs** = =he's lost\|=

177 Pr- =then= you win \|

178 Bo- eh—| {@ ha ha ha \|}

179 Pr- so—| how- what is the score\| one one \|

180 Bo- no\| two one\|

181 Pr- sorry/|

182 Ja- no\| one one \| <0> one one\|

183 Pr- ah— | =one one/=

184 Bo- =ah one= one \|

185 Pr- one one \|

186 okay one more game \| play one more game \| play then

187 again\<0>

188 Bo- *otra vez/<0>*

189 Pr- again \

190 Bo- ah—| eh {@ hehehe \ }

191 Ja- Robert\ <0>

192 Bo- Robert/| *quién es Robert*\| {(desilusionado) oh—| } eh—|

193 {(cantando) *toma lacasitos*\| *pim pim*\| *pim pim pim* \| *verás que*

194 *buenos que están*\| }

195 Ja- start\

196 Bo- *esto ya está*\| <1> *el mío se para*\| {(FF) *eh Cristina*\|} *el mío se*

197 *para*\|

198 Ja- *se ha parado la cinta* \

199 Bo- XXX Yeah\| {(cantando) hello hello hello hello heello} eh\| *espera*

200 *espera*\| one moment one moment \| *vale*\| eh—| has finished/| *la*

201 *última*\| *la última* \| eh—| has has his got is broun eies/ [*eyes*]

202 Ja- yes \| yes \| em—| has he got has he got a- moustache/|

203 Bo- moustache/| no::\ <0>

204 Ja- no\|

205 Bo- has he's got this eh—| glei- gleis/| [*glasses*]

206 Ja- no \|

207 Bo- no:\| {(canta) eh eh eh eh eh —| le le lé \<0>}{(canta) lelelé\|} @

208 Ja- has he got —| a—| black hair /|

209 Bo- black/| black/| heir \| no: no no no \| has he got black hair /|

210 Ja- yes\|

211 Bo- ye::s \|

212 Ja- has he got a glasses/|

213 Bo- gleis—| yes \| yes \| no—| {(F)one moment one moment \|} has

214 he's got his—| his moustache /| has his got this moustache/|

215 Ja- moustache/| no \|

216 Bo {(F)no/|} [desagrado]oh—|}

217 Ja- has he gots- white hair \|

218 Bo- white/|

219 Ja- white hair\ <0>

220 Bo- yes \<2> has he's got this- this- *pendientes*\ *cómo se dice*\|

221 Pr- earrings \

222 Bo- drinks/|
223 Pr- rings\|
224 Ja- yes \|
225 Bo- {@ sí—}|
226 Ja- is he Paul /|
227 Bo- {(F) *que potra*}\ \|
228 Bo is—|
229 Ja { (P) =yes/=}
230 Bo = he= Annie /|
231 Ja- ye:s\ <0>
232 Bo- eh—|
233 Ja- you win \|
234 Bo- eh —|
235 Ja- win \|
236 Bo- *eh—| vale* \| very good \|
237 [paran la grabadora]

Tarea: (2) Quién es quién
 Pareja: (C) Carles y Yhago
 Participantes: Yhago (Yh-)
 Carles (Ca-)
 Profesora: (Pr-)
 Cinta/s: Carles y Yhago
 Fecha de la última revisión: 17.12.1999

- 1 Yh- has she got — | fair hair [/fair hair/] / to to/
 2 Ca- eh — | no \ no \|| has she got- a — | hat / |
 3 Yh- hat/
 4 Ca- {(P) she got a **barret** /|}
 5 Yh- no hat \\
 6 Ca- no / | it's your turn \|| [ruido]
 7 Yh- has she got —| a— | has she got a glasses / |
 8 Ca- no \\
 9 Yh- *vale vale* \\
 10 Ca- no she hasn't \ em— | has he got curly hair/
 11 Yh- mm— || no \\
 12 Ca- **has de dir** no/
 13 Yh- no I hasn't \\
 14 Al - no he ha=sn't \ =
 15 Yh- = no he= hasn't \\
 16 [risas]
 17 Ca- hasn't Yhago \ hasn't \\
 18 Yh- *bueno* XXX \\
 19 Ca- *vale* \ m— | has- {(P) **et toca a tu** \|}
 20 Yh- has he got a moustache / |
 21 Ca- no \ no \ he hasn't \ i- is she wearing glasses / |

- 22 Yh- no \ | no he he haven't \ |
- 23 Ca- {@ he hasn't Yhago \ | he hasn't \ | }
- 24 Yh- have she got — | a curly heir [*hair*] / |
- 25 Ca- no \ | he hasn't \ | uh— | is she brown / ||
- 26 Yh- {(PP) is he brown / |}
- 27 Ca- **ros** \ |
- 28 Yh- **vois dir** / || no \ |
- 29 Ca- no / | mm — |
- 30 Yh- has he got a — has she got a— has she got eh — | a: hat \ |
- 31 Ca- no \ | he's not he hasn't \ |
- 32 Yh- *vale vale* \ |
- 33 Ca- has got a- a black eyes / <2>
- 34 [Tal vez dicen algo en voz baja, o lejos de la grabadora. Se rien]
- 35 Yh- no \ | he hasn't \ | has she got — | has she got— | has she got— |
- 36 a: a big nose \ |
- 37 Ca- mm— | yes \ | he has \ | uh— | has she got uh— | blue eyes / |
- 38 Yh- no \ | he hasn't no he hasn't \ |
- 39 Ca- it's your turn \ | |
- 40 Yh- has she got — | has she got a- white- white cars- white kais \ | |
- 41 white hair [/hair/] \ |
- 42 Ca- no he hasn't \ | it's my turn \ | | uh has she got— | uh-
- 43 brown eyes \ | <1>
- 44 Yh- {(PP) brown/ XXX }
- 45 Ca- {(P) brown \ | brown \ <0>}
- 46 Yh- ah— | yes \ | he hasn't \ |
- 47 Ca- yes / |
- 48 Yh- mm— | XXX \ | *ahora que voy* \ | *que voy* \ |
- 49 Ca- it's your turn \ |
- 50 Yh- has she got a brown hair / |
- 51 Ca- {(P)brown \ | brown \ | }{(F)yes\} | he has \ |
- 52 Yh- {(FF) it's your turn \ | }

- 53 Ca- it's my turn /| uh— | has she got a: moustache /|
- 54 Yh- no he hasn't \| it's she Robert /|
- 55 Ca- yes \| he is \|
- 56 Yh- {(F) *he ganado* \|}
- 57 Pr- you won \| you have to say —| {(F) I won \| }
- 58 Ca- **hem d'apagar-ho** \ no /|
- 59 Pr- no \| don't stop it \| carry on\|
- 60 you play another game\| you never stop the cassette \|
- 61 Ca- no\| **un altre** {(?) **podem fer** /|} no /|}
- 62 Pr- you play an other game \| yes \| who won now \| he won \| right/|
- 63 so it's Yhago one Carles zero \|
- 64 Ca- *vale* \|
- 65 Pr- right \| so you play another game and may be it will be
- 66 Carles one Yhago one \| okay /|
- 67 Ca/Yh- yes \<2>
- 68 Ca- Yhago/| it's my turn \eh/|
- 69 Yh- yes yes \<10>
- 70 Ca- Yhago \| Yhago \| it's my turn \| | uh—| uh— |
- 71 he has got blue eyes/<3>
- 72 Yh- XXX
- 73 Ca- Yhago **has de dir** stop \| stop it \| stop it \|
- 74 Yh- stupid \|
- 75 Ca- {@ stupid no: \|}
- 76 Yh- [risas] stupid \| can you repeat that please \|
- 77 Ca- yes \| m— | has she- has she got the- blup- blue eyes/|
- 78 Yh- no \| no he hasn't \|
- 79 Ca- **s'ha acabat** \| **la-**
- 80 [a la profesora]{(F) Cristina \<2>}
- 81 Yh- eh— | {(?) X XX} **s'ha acabat** \|}
- 82 Ca- Cristina \| [hay muchos ruidos]
- 83 Pr- okay \| turn- turn the cassette over \|
- 84 Yh- {(?) XXX} \| it's your turn \|

- 85 Ca- has she got- hair- black hair /|
- 86 Yh- XXX
- 87 Ca- can you repeat it/|
- 88 Yh- can you repeat that please \|
- 89 Ca- can you repeat that please \|
- 90 Yh has she got —|
- 91 Ca- no no no \| mm— | **lo altre** \|
- 92 Yh- {(PP) XXX}
- 93 Ca- **la resposta** \| **que no m'he enterat** \|
- 94 Yh- ah— | yes\| yes he hasn't \|
- 95 Ca- ah— | no \| no \| **has de dir**—| {(DC) yes he has \| }
- 96 Yh- yes he has \| [risas]
- 97 {[cantando] has she got a: long hai [*hair*]\|}
- 98 Ca- long hair—| long hair—|
- 99 Yh- long hair \|
- 100 Ca- long /| long /|| mm— | yes \| she is- he has \| he has \| it's my
- 101 turn\| it's my turn \| he has got black- m:- brown eyes\|
- 102 brown eyes\||
- 103 Yh- yes \| he hasn't \|
- 104 Ca- he- he has \| no he hasn't \| he has \|
- 105 Yh- ah—| *vale vale* \| it's my turn \| has she got a: far-
- 106 a fair hair [/fair hair/] /||
- 107 Ca- fair hair /|
- 108 Yh- **cabell ros** \|
- 109 Ca- no \| no \| no he hasn't \|
- 110 Yh- it's your turn \|
- 111 Ca- yes yes \| has she got beard /| beard /|
- 112 Yh- yes\| she hasn't \|
- 113 Ca- uh—|
- 114 Yh- it's my turn \| has he got a white hai [*hair*] /|
- 115 Ca- no: no: \| he hasn't \| and—| it's Philip /||
- 116 Yh- yes\| {(F)yes \| }

- 117 Ca- {(FF) yes \} very good \}
- 118 Yh- it's your vic=tory=
- 119 Ca- =I fini=shed it \}
- 120 Pr- are you finished \} did you win /}
- 121 Ca- yes\}
- 122 Pr- you win \} so it's one one now \} excellent \} right \}
- 123 now you have to play one more to see who is the winner in the
- 124 end \} okay/}
- 125 Ca- =yes\}=
- 126 Yh- =vale\}=
- 127 [silencio. Duración:40"]
- 128 Ca- vas—\} XX\}
- 129 Yh- XXX **que no vegi** \}
- 130 Ca- Yhago\ Yhago\}
- 131 [hay mucho ruido y ellos hablan fuera de la grabadora. Duración: 1']
- 132 Ca- it's your turn \} <15"> Yhago\} Yhago \}
- 133 Yh- em— | XXX \} has- has- he has he got a fair hair [/fair hair/] /}
- 134 Ca- fair hair [/fair hair/]/<1">
- 135 Pr- we- we pronounce fair hair [/fea hea/] \} no fair hair [/fair hair/]\}
- 136 fair hair [/fea hea/] \}
- 137 Ca- fair hair [/fea hea/] \}
- 138 Pr- right \} excellent\}
- 139 Ca- yes \}\}
- 140 Yh- it's your turn \}
- 141 Ca- em— | em — | has she go:t— | uh— |brown hair /}
- 142 Yh- yes \} he hasn't \}
- 143 Ca- yes\} {(F) he has \}
- 144 Yh- has he got a: brown heis [*eyes*] \}
- 145 Ca- brown heis /}\} yes \} he has \} it's my turn \} has he got a—| uh—|}
- 146 she got — | a:— | Yhago \} has he got a— | moustache /}
- 147 Yh- yes\} he hasn't \}
- 148 Ca- yes \} it's your turn \}

149 Yh- it's my turn \<3> has she got a nou- a nou moustache/
 150 Ca- yes\| he has \|
 151 Yh- no- **no te bigoti** \| no/
 152 Ca- em— | he's- he's Richard /|{(FF)yes \|}It's very good player \|
 153 {(F) I finished \| }
 154 Yh- ere ere \| *otra otra* \| was good \| }
 155 Ca- I finished \|| Cristina \| I finished \| yes \| winner\
 156 Pr- XXX
 157 Yh- *otra otra otra*\|
 158 Pr- do you want to play again \| one more game /|
 159 [hay mucho ruido]
 160 Ca- yes \| Yhago/
 161 [hay mucho ruido] [duración: 15']
 162 Ca- I finished it \| Yhago/
 163 [dicen algo fuera de la grabadora]
 164 Yh- {(AC) I finished it \| I finished it \|}
 165 {(F) finished \| }
 166 [se para la grabadora]

Tarea : (3) Se busca
Pareja : (A) Laia y Anna
Participantes: Laia (La-)
Anna (An-)
Cinta/s: Laia
Fecha de la última revisión 17.12. 1999

1 La- today is Tuesday\| em—|
2 ten the March the ninety nineteen eight\
3 [para la grabadora]
4 An- come on Laia\
5 La- yes\| Nick Carter lives in America\
6 he is eighteen- mm—| eighteen years old\| and is-
7 pl- pleasant [/plisant/] and friendly gentle
8 happy and generous\
9 his father and his mother work in a spa\| in a—|
10 health resort\| he has got two sisters\
11 their names are XXX XXX and- uh—| and- Leslie\
12 and also two twins\| Aaron and Angel\
13 his favourite music is Nirvana\| mm—|
14 he has got a—| a cat called Maria\
15 and his best CD is Back Street Back\
16 An- yes\<2> are you finished/
17 La- yes\|

Tarea : (3) Se busca
Pareja : (A) Laia y Anna
Participantes: Laia (La-)
Anna (An-)
Cinta/s: Anna
Fecha de la última revisión 17.12.1999

1 An- today is- today is Tuesday\
2 ten the March the ninety nineteen eight \
3 [se para la grabadora]
4 La- come on Anna\
5 An- va- she is Demy Mol [*Moore*]
6 the films star \
7 she is the very {(?) pretty}\
8 her eyes [/eis/] is brown \
9 she has got a blo- brown hair [/air/]\
10 now [/nou/] \
11 she has got short hair [/air/]\
12 mmm <2>
13 she is tall [/tall/] and a medium built and smart\|\
14 she live in a flat\
15 in Manhatan\
16 American\
17 with her fa- family \
18 the Bruce Williams [*Willis*] her hus- husband [/'husbuand/]\
19 and she has got a three son \
20 their names are {(?) XX blen \
21 scot larrid\
22 XXXbel/}\ she has made a important [/'important/] films\
23 for example—| the {(?)gost} {(?) the cussie}
24 the jury and now—|XX| the made then twenty films\
25 she she is frendly kind [/ki:n/]and happy \|\
26 La- are you finish/ |
27 An- yes\
28

Tarea : (3) Se busca
Pareja : (B) Boni y Janeiro
Participantes: Janeiro (Ja-)
Cinta/s: Janeiro
Fecha de la última revisión: 17.12.1999

1 Ja- today is ten of March of ninety nineteen eight\
2 his names is Josep Guardiola \ his medium built\
3 the colour of his hair is dark and short\
4 his eyes [/eis/]are brown\
5 {(DC) he's serious touful [*thoughtful*] friendly pleasant and
6 gentle/}
7 an- he's Spanish and he lives in Barcelona\
8 he's a football player\
9 and he's favourite hobby is football \
10 he's mort [*most*] important activements [*achievements*]
11 are his fantastic pass and his comercial of ato milk\
12

Tarea : (3) Se busca
Pareja : (B) Boni y Janeiro
Participantes: Boni (Bo-)
Cinta/s: Boni
Fecha de la última revisión 17.12.1999

1 Bo- today is ten the March the nineteen ninety eigh\
2 his name Joaquin Cortés\
3 he's- he is twenty five years old \ | eh—\
4 he is Spanish\ | uh-|he is generous pleasant mm-
5 pleasant kind [/kin/]
6 gentle friendly full of fun [/fu/] —\
7 he's got brown eyes [/eis/]\ | he- he is tall \
8 most important achievement is an advisement
9 [*advetisement*] of a car \

Tarea : (3) Se busca
Pareja : (C) Carles y Yhago
Participantes: Carles (Ca-)
Cinta/s: Carles
Fecha de la última revisión 17.12.1999

1 Ca- the date is —| mm—| tu- Tuesday ten of Febreury ninety
2 nineteen eight \\
3 he's thirty six years ol- old\
4 he has got black uh- eyes {/eis/} mm —<2> has got-
5 has got a skin head and—|
6 he's noise is be- big- is big\ is big\||
7 he's very tall medium built \\
8 quick moving\| uh- and smart\
9 he is pleasant {/'plisant/} friendly kind and—|
10 gentle/| full of- full of fun {/fu/}-
11 full of fun {/fu/}—| and XXX ||
12 and thoughtful happy and selfish \\
13 he likes the USA \
14 he likes the basketball and golf \
15 he doesn't like football\
16 he's favourite- his favourite hobby is- ai \\
17 his best is basketball\
18 He like- he li- doe- doesn't like uh— football\
19 [se para la grabadora]
20 he is black\<

Tarea : (3) Se busca
Pareja : (C) Carles y Yhago
Participantes: Yhago (Yh-)
Carles (Ca-)
Cinta/s: Yhago
Fecha de la última revisión 17.12.1999

- 1 Yh- today is mm—| Tuesday mm—| ten of Ma-
2 March of nineteen ninety eight [/eik/]\|
3 he's nineteen years old \\
4 he's hair is straich straight [*straight*] and fair \\
5 he is a—<1>
6 Ca- XXX
7 Yh- *anda calla*\| he is tall\ no\| he's eyes [/heis/]
8 are blue and - and he's tall and-
9 Ca- **ja ho =has dit=**
10 Yh- =slim= and handsome—<1> he is- he is -
11 turless [*thoughtless*] friendly pleasant [/plisant/] serious
12 and —| and—||he live [/laiv/] in America\
13 and his hobby is to make films\|

ANEXO 2

CARTAS Y DIARIOS DE LOS ALUMNOS

Nota: En la transcripción de los textos escritos por los alumnos se ha respetado la forma de expresarse del alumno, tanto en los aspectos léxicos y gramaticales como en los de ortografía y puntuación. La excepción que hemos introducido ha consistido en comenzar todos los párrafos en mayúscula y acabarlos en punto.

LAS CARTAS

A) Cartas de los seis alumnos cuyas transcripciones han sido analizadas:

LAIA

El meu millor treball de dossier es el de My favourite character que es la fixa de "A favourite character" perquè crec que es la fixa que e fet frases més llargues sobre el personatge. La meva millor gravació crec que es la de la carta perquè vaig memoritzar frases molt llargues i també perquè després la Cristina em va preguntar sobre temes com els que havia escrit a la carta. I la meva segona gravació es la de "classroom language", magrada perquè crec que vaig pronunciar tal com són o com es diuen les frases que vaig dir i pertant crec que la nota que em mereixo es un bé (good). Me posat un bé perquè crec que al no entendre del tot quan explica la professora penso que no se Angles, però en canvi quan miro els treballs que e fet penso tot lo contrari; Per això en las autoevaluacions em posava bona nota.

ANNA

Soc l'Anna i t'escric aquesta carta perquè crec que la millor gravació a estat Wanted per les següents qüestions: la gravació es millor perquè en vaig enrecordar més i la pronunciació a estat bona en comparació a les altres, també perquè i vaig ficar més interès perquè m'agrada.

Els aspectes que es poden millorar són: la pronunciació sobretot perquè no tinc un bon accent anglès amb comparació amb alguns companys, i el vocabulari, en aquest curs he après molt de vocabulari però encara amb costa.

La segona grabació que crec que està bona és la de Quien es Quien, és més o menys el que he explicat abans però el que vull dir és que per culpa de les preguntes amb tenia de parar i mirar el personatges que havia a la il·lustració però en general m'ho vaig passar bé.

La nota que crec que amb mereixo és un bé o un notable.

BONI

Querida Cristina el millor treball de dossier, per mi a sigut el Wanted em va agradar perquè vaig treballar molt i agust i també perquè quan parlo de Joaquín Cortés magrada tot el que faig. El millor enregistrament a sigut Who is Who perquè he après a fer preguntes i perquè era molt divertit i també el de where is ... perquè vaig aprendre a dir carrers i preguntar on estava una cosa.

XXX Perquè he après coses i també perquè m'ho he passat bé.

Que tinc que millorar el meu accent la meua pronunciació també enrecordarme de les paraules difícils.

- La nota que crec que podria treure és un sis o un set.

Het deixo Cristina

¡Deu!

JANEIRO

El meu millor treball del dossier és el "wanted" És millor que els altres perquè vaig treballar bastant i a gust i perquè vaig aprendre paraules de la descripció física. Es podria millorar posant una mica més de text i fent-ho amb ordinador.

Una de les dues grabacions que m'han agradat més ha estat "my letter", perquè en general vaig parlar del que havia de parlar, i vaig parlar en anglès força estona.

L'altre grabació que m'ha agradat ha estat el "who is who?", perquè era molt divertit i vaig aprendre a fer preguntes.

Podria millorar una mica fent més preguntes en anglès, i també millorant l'accent.

Crec que la nota que em mereixo és un set, o com a molt un vuit.

CARLES

El que m'ha sortit millor ha estat el meu personatge preferit, perquè vaig fer frases llargues i no vaig parlar en català i també el who is who perquè vaig fer servir el classroom language i no vaig fallar molt i hagues pogut millorar el meu pronunciament. La nota que hem mereixo per les dues gravacions es un 6 perquè també m'he portat bastant malament i jugava a classe.

El meu millor treball es el WANTED perquè no vaig fer molts fallos i no vaig fer petites frases. Hagues pogut millorar la presentació. La nota que hem mereixo es un 7.

El meu millor treball fet per mi a hestat la canço dels heroes del silencio, perquè hem vaig estar un dia sencer fent i traduint la canço i hagues pogut millorar la meva presentació. Hem mereixo un 8.

P.D. M'he portat molt malament.

YHAGO

Dels treballs mes ben fets en les gravacions i dels treballs jo he elegit els següents:

De les gravacions mes ben fetes he elegit la gravacio de Who is Who feta a la entrevista, perque ha sigut divertida i emocionant encara que m'he estava morint dels nervis i a sigut en la que he anat mes decidit també i perque era una grabacio en que es tenia que pensa.

Dels treballs mes ben fets que he fet ha sigut la carta que em compostat perque teniem que explica fets de la nostra vida cotidiana en angles i perque ha sigut unes de les feines en que m'he esforçat mes i he utilitzat mes vocabulari en angles.

Posdata:

Aquesta assignatura m'ha agradat molt.

B) Cartas del resto de la clase, por orden alfabético

ALEX

M'agrada molt el treball del qui es qui per que es un treball on dius les descripcions del personatges. Tambe m'agrada molt els readers per que vas trobar paraules noves i despres el resum de el llibre en un full, m'ha agradat molt l'ho dels carrers.

I no m'ha agradat molt l'ho de les evaluacions.

El Credit d'angles esta be i els treballs tambe el que de vegadas ens posa massa d'eures. "El credit es divertit"

L'ho de gravar a la gravadora es molt divertit.

Creo que me merezco un "sufi" porque enpeze muy "Desfasado" y sin Hacer nada y poco a poco comence a hacer los trabajos.