

# ESCUELA NACIONAL PREPARATORIA COLEGIO DE LENGUA EXTRANJERA INGLÉS

ÁREA IV HUMANIDADES Y ARTES  
Grado: 4° Clave: 1407 Plan: 1996

## LENGUA EXTRANJERA INGLÉS IV

Guía cuaderno de trabajo académico

Programa actualizado  
Aprobado por H. Consejo Técnico el 17 de noviembre de 2016

### **Coordinación**

José Luis Castillo Jordan

### **Autores**

Tanya Julieta Capulín Pozos  
José Luis Castillo Jordan  
Erika Rocío Ceballos Salazar  
Myrna Olivia Chavarría Mendoza  
Zatinda Granados González  
Arely Ivonne López Soto  
Enriqueta Ramírez Romero  
Javier Marcelo Vásquez Ochoa

UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO

Escuela Nacional Preparatoria  
Dirección General: Biól. María Dolores Valle Martínez  
Secretaría Académica: Dra. Virginia Hernández Ricárdez  
Departamento de Producción Editorial: Lic. María Elena Jurado Alonso

Imagen de portada: José Luis Castillo Jordan  
Diseño de portada: DCG Edgar Rafael Franco Rodríguez  
Diseño editorial y corrección de estilo: José Luis Castillo Jordan

Queda prohibida la reproducción parcial o total del contenido de la presente obra, sin la previa autorización expresa y por escrito de su titular, en términos de la Ley Federal de Derecho de Autor, y en su caso de los tratados internacionales aplicables. La persona que infrinja esta disposición se hará acreedora a las sanciones legales correspondientes.

Segunda edición: abril, 2019.  
Derechos reservados por  
© Universidad Nacional Autónoma de México  
Escuela Nacional Preparatoria  
Dirección General  
Adolfo Prieto 722, Col. Del Valle.  
C.P. 03100, Ciudad de México.  
Impreso en México.

## **PRESENTACIÓN**

La Escuela Nacional Preparatoria, institución educativa con más de 150 años de experiencia formando jóvenes en el nivel medio superior, culmina en este ciclo escolar 2018-2019, la colección de **Guías de Estudio** correspondientes a los programas actualizados de nuestro Plan de Estudios vigente.

Después de varios años de trabajo, reflexión y discusión, se lograron dar dos grandes pasos: la actualización e implementación de los programas de estudios de bachillerato y la publicación de la nueva colección de **Guías de Estudio**.

Ciertamente, nuestra Escuela Nacional Preparatoria es una institución que no se detiene, que avanza con paso firme y constante hacia su excelencia académica, así como preocupada y ocupada por la formación integral, crítica y con valores de nuestros estudiantes, lo que siempre ha caracterizado a nuestra Universidad Nacional.

Aún nos falta más por hacer, por mejorarnos cada día, para que tanto nuestros jóvenes estudiantes como nuestros profesores seamos capaces de responder a esta sociedad en constante cambio y a la Universidad Nacional Autónoma de México, la Universidad de la Nación.

**“POR MI RAZA HABLARÁ EL ESPÍRITU”**  
**BIÓL. MARÍA DOLORES VALLE MARTÍNEZ**  
**DIRECTORA GENERAL**  
**ESCUELA NACIONAL PREPARATORIA**



## INTRODUCCIÓN

El programa de estudio de la asignatura de Lengua Extranjera Inglés IV tiene como propósito fundamental que el alumno utilice nociones temáticas (concepciones o impresiones de un individuo como resultado de algo conocido, imaginado o experimentado) tales como la noción de estado, posesión, tiempo, cantidad, espacio y modo, dentro de situaciones comunicativas para desarrollar habilidades de comunicación en inglés en situaciones contextualizadas, así como la competencia lingüística que propicie el aprendizaje del inglés a partir del significado, uso y forma de la lengua.

En el marco de la implementación de los programas de estudio actualizados mismos que abordan tanto contenidos lingüísticos como temáticos, la *Guía Cuaderno de Trabajo Académico para Inglés IV* tiene la finalidad de acompañar al alumno en el estudio del idioma inglés en el primer año de bachillerato, fomentando el trabajo áulico y extra clase, las asesorías permanentes, así como la preparación de exámenes extraordinarios.

La *Guía Cuaderno de Trabajo Académico para Inglés IV* refuerza los contenidos integrales contemplados en el Programa Actualizado de Lengua Extranjera Inglés IV, a través de explicaciones concisas con ejemplos y ejercicios contextualizados, mayoritariamente retomados de fuentes confiables y auténticas. También provee un repositorio de sitios en internet y bibliografía básica que permiten la profundización del aprendizaje de cada una de las unidades temáticas del programa de estudios.

Cabe destacar el hecho de que la *Guía Cuaderno de Trabajo Académico para Inglés IV* está dirigida tanto a estudiantes como a profesores y asesores de lengua extranjera inglés IV de la Escuela Nacional Preparatoria y su propósito fundamental es servir como herramienta de apoyo en los procesos de enseñanza y aprendizaje del idioma inglés.

*La Guía Cuaderno de Trabajo Académico para Inglés IV* consta de:

- Índice por unidad temática
- Introducción a cada unidad temática
- Explicaciones concisas y precisas de las unidades temáticas y sus respectivos componentes lingüísticos.
- Ejemplos y ejercicios contextualizados con los que se propicia no solo el desarrollo de las cuatro macro habilidades lingüísticas: comprensión y producción oral y escrita, sino la apropiación del idioma inglés de manera consciente, eficiente y progresiva.

- Actividades y ejercicios acordes a las temáticas revisadas que favorecen, de manera implícita, el desarrollo de nociones y funciones del idioma inglés, abordados mediante distintas estrategias didácticas y recursos digitales seleccionados de varios sitios en internet.
- Pruebas de autoevaluación al final de cada unidad temática con su respectiva sección de clave de respuestas, para medir el grado de avance alcanzado bajo un esquema de aprendizaje autorregulado.
- Repositorio de fuentes tanto bibliográficas como cibergráficas para la profundización en los contenidos integrales de cada unidad temática.

La *Guía Cuaderno de Trabajo Académico para Inglés IV* permite al docente identificar el abordaje de los contenidos conceptuales que comprende el Programa Actualizado de Lengua Extranjera Inglés IV, con la finalidad de que pueda revisarlos a profundidad con sus estudiantes, mediante el desarrollo de actividades integradoras que incluyan aspectos procedimentales y actitudinales que juzgue pertinente. Asimismo, la intención en la conformación de las actividades y ejercicios responde a las necesidades y características propias de los estudiantes de inglés IV del bachillerato, donde se busca su orientación hacia el autoaprendizaje.

Es menester señalar que la presente obra podrá ser enriquecida tanto por los docentes en sus clases frente a grupo como por los asesores de mediateca con fines propedéuticos, de nivelación o de preparación para examen extraordinario. En este sentido, consideramos que todas las propuestas colectivas o individuales servirán para fortalecerla, siempre en beneficio del Colegio de Inglés y, sobre todo, de esta Institución.

La Escuela Nacional Preparatoria invita a reforzar los aprendizajes adquiridos en la asignatura de Lengua Extranjera Inglés IV por medio de esta *Guía Cuaderno de Trabajo Académico para Inglés IV*, así como de los distintos programas institucionales, espacios académicos y recursos didácticos y pedagógicos enfocados a la enseñanza del idioma inglés tales como el Programa Institucional de Talleres en Habilidades Lingüísticas Comunicativas *HABLE* y el Programa Institucional de Mejoramiento en Idiomas para el Desempeño Académico del Subsistema del Bachillerato *MIDAS*, que ofrecen cursos-talleres preventivos y remediales para Lengua Extranjera Inglés IV impartidos por asesores de inglés del área de Mediateca y Laboratorios Multimedia de cada plantel.

## INDEX

UNIT 1	...9
<i>"To be or not to be, that is the question."</i> (William Shakespeare)	
UNIT 2	... 27
<i>"It is quality rather than quantity that matters."</i> (Seneca)	
UNIT 3	... 49
<i>"Who controls the past controls the future. Who controls the present controls the past"</i> (George Orwell)	
UNIT 4	... 69
<i>"Nobody can hurt me without my permission"</i> (Mahatma Gandhi)	
UNIT 5	... 91
<i>"Pain is temporary. Quitting lasts forever"</i> (Lance Armstrong)	
UNIT 6	...107
<i>"It is always wise to look ahead, but difficult to look further than you can see."</i> (Winston Churchill)	
Glossary	...122
Self-evaluation answer key	...123
Bibliographic references	...124



## UNIT 1

### TO BE OR NOT TO BE, THAT IS THE QUESTION [SER O NO SER...] (WILLIAM SHAKESPEARE)



Hamlet. Pixabay. (2018). Hamlet. [foto]. Recuperado de <https://pixabay.com/es/aldea-jorick-shakespeare-jugar-3013170/>

***To be or not to be*** is probably the best-known line from all drama or literature. It is, of course, from Shakespeare's play *Hamlet*, 1602. The "To Be or Not To Be" speech shows Hamlet as a very confused man. In the monologue, he contemplates whether he should continue with his life, or commit suicide.

## Introduction

In this unit, you will work with a series of activities that will help you observe the concepts of **state** and **possession**. You will also answer many exercises that will help you understand, describe and ask about the characteristics of people and countries.

To achieve these goals, you need to become involved with the meaning of **be** (to describe what someone or something is) and **have** (to describe what someone or something possesses) to use your English to describe your characteristics and possessions or the characteristics and possessions of a country.

It is important that you read, reflect on your learning and answer the exercises of the unit if you want to really learn.

### Notion: State

When we talk about a state we refer to the language concept that is used to identify the characteristics of a person, different from his/her possessions or his/her activities.

State			Possession			Actions		
I	am	a student	I	have	a car		study	chemistry
		short			long hair	I	run	every day
		Mexican			friends		swim	very fast

You can identify the concept of state when you find it difficult to graphically represent it.

A person **is** many things. For example:



He is ...                      ...Krtin Nithyanandam.

- ...a high school student.
- ...English.
- ...from U.K.
- ...17 years old.
- ...interested in science.
- ... a researcher.
- ...the discoverer of an antibody that helps detect early signs of Alzheimer’s disease.
- ...the winner of a \$25,000 award at the Google Science Fair.
- ...the creator of a bioplastic that clears wastewater of toxins

Krtin Nithyanandam. Time. (2018). Krtin Nithyanandam. [foto]. Recuperado de <http://time.com/5003930/most-influential-teens-2017/>

## ACTIVITY 1



Read the following text and learn who **Han Hyun Min** is.

### Who is Han Hyun Min, 16?

Growing up in a largely homogeneous society, Han, who is half Nigerian, half Korean, was often made to feel ashamed of his appearance. “There are so many prejudices about darker skinned people in South Korea,” he tells TIME. “When I was in kindergarten, some of the mothers in the playground would tell my friends, ‘Don’t play with him. If you play with him, you will become darker too.’” But Han, who was discovered on Instagram, is now one of the country’s most sought-after fashion models; he’s a fixture in local magazines and walked in 20 shows during the recent Seoul Fashion Week. Although he has faced discrimination— he was denied several early castings because of his skin color—Han says he hopes his rising profile will help make South Korea’s beauty standards more inclusive. “My dream is now a reality,” he tells TIME, “and I want those like me to feel they can achieve the same.” —*Suyin Haynes*



Hyun Min Han. Stargist. (2018). Hyun Min Han. [foto]. Recuperado de [http://stargist.com/life/people\\_news/han-hyun-min-as-south-koreas-first-black-model-han-hyun-min-photos-han-hyun-min-profile/](http://stargist.com/life/people_news/han-hyun-min-as-south-koreas-first-black-model-han-hyun-min-photos-han-hyun-min-profile/)

 Write sentences using “is” to describe Hyun Min Han.

E.g. He is half Nigerian.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



He is Hyun Min. He is 16 (years old). He is half Nigerian. He is half Korean. He is dark skinned. He is from South Korea. He is South Korean. He is one of the country's most sought-after fashion models-. He is a fixture in local magazines. He is discriminated

### 1.1. Verbo to be/ Frases y expresiones idiomáticas: *This is...*, *I'd like you to meet...*, *Let me introduce myself...*

We use the different forms of **be** (am, is, are) to introduce people and give details of what this person is or is not.

We use the expressions ***This is...***, ***I'd like you to meet...***, ***Let me introduce myself...*** to introduce a person to someone else.



Image 4

*This is...*



Image 5

*Let me introduce...  
I'd like you to meet...*



Image 6

*Let me introduce myself ...*

Image 4. Pixabay. (2018). Workplace. [foto]. Recuperado de <https://pixabay.com/es/hombres-empleados-traie-trabajo-1979261/> Image 5. Pixabay. (2018). Men. [foto]. Recuperado de <https://pixabay.com/es/lugar-de-trabajo-equipo-1245776/> Image 6. Pixabay. (2018). Man. [foto]. Recuperado de <https://pixabay.com/es/hombre-micr%C3%B3fono-l%C3%ADder-tipo-1392049/>

➔ Identifying the forms of BE

**Remember:** **Be** (am, is, are) is a verb and an auxiliary. This means you can express the negative just by adding **not** to **am**, **is** or **are**.

Pronoun	Affirmative	Negative	Contraction
I	am	am not	am not no contraction 
You	are	are not	aren't
He	is	is not	isn't
She	is	is not	isn't
It	is	is not	isn't
We	are	are not	aren't
You	are	are not	aren't
They	are	are not	aren't

**ACTIVITY 2**

 Use **am**, **is** or **are** to complete the following introductions and descriptions

- Look at this picture! He \_\_\_\_\_ is my favorite writer.
- My cousins \_\_\_\_\_ from Germany.
- This \_\_\_\_\_ my best friend, Tamiko.
- Good news! You \_\_\_\_\_ the new boss.
- I think she \_\_\_\_\_ very friendly.
- Where are you from? We \_\_\_\_\_ Colombian.
- Let me introduce myself. I \_\_\_\_\_ Professor Parker.
- Canada \_\_\_\_\_ a big country.



1. is, 2. are, 3. is, 4. are, 5. is, 6. are, 7. am, 8. is

## 1.2 WH- questions/ Verbo to be

It is possible to use **Wh questions** to find information about a person, an object or a place. These words ask about specific information.

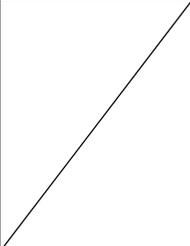
Word	Refers to...	Example	Information
who	people	Who is she? Who is your best friend?	She is <b><u>Sarah</u></b> <b><u>Bruno</u></b> is my best friend.
what	facts	What is his name? What is your age?	His name is <b><u>Dante</u></b> I am <b><u>17 years old.</u></b>
when	moment in time	When is your birthday?	My birthday is <b><u>in January</u></b>

**Remember:** Questions in English follow a **Universal Formula**. Notice we ONLY use a question mark at the end of the sentence NOT two as in Spanish.

Wh (optional)	auxiliary	person	verb	?
------------------	-----------	--------	------	---

**Be is a verb** and **an auxiliary**, you don't need an extra verb!



Wh (optional, only if necessary)	Auxiliary verb	subject	verb	?
Who Where	Am Is Are			

### ACTIVITY 3

Choose the **wh- word** that matches the answer.

E.g. Q: Who are those boys?

A: They are **my brother and my cousin**.

1. \_\_\_\_\_ is the name of the movie? Game of Thrones
2. \_\_\_\_\_ is your brother's age? She is 18 years old.
3. \_\_\_\_\_ is at home? My parents.
4. \_\_\_\_\_ color is your new laptop? It is red.
5. \_\_\_\_\_ is your graduation party? The party is next week.



What 2. What 3. Who 4. What 5. When

### 1.3 Preposiciones de lugar: in, on, at

When you describe or ask about the characteristics of a person, an object or a place, you sometimes need to describe his/her or its location. Describing a location requires of the use of prepositions.

Prepositions are words that express the position of an object, a person or an event. There exist prepositions of time and prepositions of place. In this lesson, we will focus only on three prepositions of place.

#### Identifying prepositions *in, on and at*

Use preposition **in** to describe a location where the referred object is smaller than its reference, and it is inside a bigger one.



Image 7

The flowers are **in** the box

Bouquet Pixabay. (2018). Bouquet. [foto]. Recuperado de <https://pixabay.com/es/ramo-ramo-de-tulip%C3%A1n-tulipanes-3158358/>

Use preposition **on** when you describe a location where the referred object is in contact with a surface.



Image 8

The cat is **on** the sofa.

Image 8. Sofa Pixabay. (2018). Sofa. [foto]. Recuperado de <https://pixabay.com/es/sof%C3%A1-gato-british-shorthair-788537/>



Image 9

The gecko is **on** the tree.



Image 10

She is **on** the ceiling

Image 9. Malagasy taggecko Pixabay. (2018). Malagasy taggecko. [foto]. Recuperado de <https://pixabay.com/es/madagascar-taggecko-gecko-653653/> Image 10. Creep Pixabay. (2018). Creep. [foto]. Recuperado de <https://pixabay.com/es/la-fluencia-en-el-techo-caminar-1712725/>

Use preposition **at** to describe two objects in a parallel position.



He is **at** the bus stop.

Image 11. Bus stop Pixabay. (2018). Bus stop. [foto]. Recuperado de <https://pixabay.com/es/parada-de-autob%C3%BA-hombre-a-la-espera-2027036/>

#### **ACTIVITY 4**

Use preposition **in - or - at** to complete the following sentences.

1. The wine is \_\_\_\_\_ the bottle.
2. Pass me the dictionary, it's \_\_\_\_\_ the bookshelf.
3. Jennifer is \_\_\_\_\_ work.
4. Berlin is \_\_\_\_\_ Germany.
5. You have something \_\_\_\_\_ your face.
6. Turn right \_\_\_\_\_ the traffic lights.
7. John is \_\_\_\_\_ the garden.
8. He has a house \_\_\_\_\_ the river.



1. in, 2. on, 3. at, 4. in, 5. on, 6. at, 7. in, 8. at

## Notion: possession

When we talk about a possession we refer to the language concept that is used to identify the what a person, object or country possesses, but is not part of its essence. Many of the times you can change the things you possess (but you could never change what you are).

She has...



...long black hair.  
...a bicycle  
...a t-shirt  
...dark eyes  
... a watch

Image 12. Woman Pixabay. (2018). Woman. [foto]. Recuperado de <https://pixabay.com/es/mujer-personas-ni%C3%B1a-blanco-3185351/>

You can identify the concept of possession when you find the possessed object is something that can or cannot exist and does not affect the possessor.



Ask yourself if a person can exist without identity, features or belongings. Then share your thoughts with a partner or go to your local Media Lab Self-Access Center and discuss it with an assessor.

### 1.4. Verbo have/ Adjetivos posesivos / Pronombres posesivos / Caso genitivo ('s)

To express possession, we can use possessive adjectives or 's. Can you tell the difference?

- Possessive adjectives** (my, your, his, her, its, our, their) describe an object.
- Possessive case ('s)** signals that what comes next belongs to that person. It is a type of determiner.



Image 13. Baby Pixabay. (2018). Baby. [foto]. Recuperado de <https://pixabay.com/es/beb%C3%A9-ni%C3%B1o-la-infancia-equipo-84626/>

**Remember:** only living things can possess something.

			<b>Adjectives</b>	
This	is	a		computer.
It	is	an	expensive	computer.
It	is	a	beautiful	computer.
It	is		<b>his</b>	computer.
		<b>Possessive case (')</b>		
It	is	<b>Samuel's</b>		computer.

## ➔ Identifying possessive adjectives

Possessive adjectives follow a paradigm, they take the gender, number, and case of the noun to which they belong.

		Possessive Adjectives	
I	live with	my	parents.
You		your	
He		his	
She		her	
It		its	
We		our	
You		your	
They		their	

### ACTIVITY 5

Choose a possessive adjective to complete the sentence.

- The boy likes \_\_\_\_\_ town.
- Paula talks to \_\_\_\_\_ mother every day.
- My friends bring \_\_\_\_\_ children to our place on Saturdays.
- The monkey eats \_\_\_\_\_ food quickly.
- I often forget \_\_\_\_\_ key.
- You take notes in \_\_\_\_\_ book in class.
- We bring \_\_\_\_\_ pencils to class.
- Employees always bring \_\_\_\_\_ husbands and wives to parties.



1. His, 2. Her, 3. Their, 4. Its, 5. My, 6. Your, 7. Our, 8. their

➔ **Identifying possessive case.**

When we refer to the possessive case, we refer to the use of 's to show possession. When the noun includes a final **s**, you should only use ('). Look at this chart!

<b>Rule 1</b> Singular nouns, add 's	The leaf's colors. The cat's eyes.
<b>Rule 2</b> Plural nouns not ending in s, add 's	The children's toys. The men's coats.
<b>Rule 3</b> Plural nouns ending in s, add only (')	The boys' band. The spiders' webs.

 **ACTIVITY 6**

Choose the correct form of the possessive case ('s / s') in each sentence.

1. Petra is \_\_\_\_\_ aunt. (Emily)
2. These are our \_\_\_\_\_ cars. (friends)
3. Let's meet at \_\_\_\_\_ apartment for lunch. (Giovanni)
4. Where is the \_\_\_\_\_ room? (ladies)
5. This is our \_\_\_\_\_ van. (mother)
6. My dad is my \_\_\_\_\_ uncle. (cousin)
7. The \_\_\_\_\_ body has stripes. (tiger)
8. \_\_\_\_\_ and bag packs are black. (Jack – Joe)



1. Emily's, 2. friends', 3. Giovanni's, 4. ladies', 5. mother's, 6. cousin's, 7. tiger's, 8. Jack and Joe's

 **ACTIVITY 7**

Learn about Australia. Listen and watch the “Australia Facts For Kids” and describe Australia and its people.

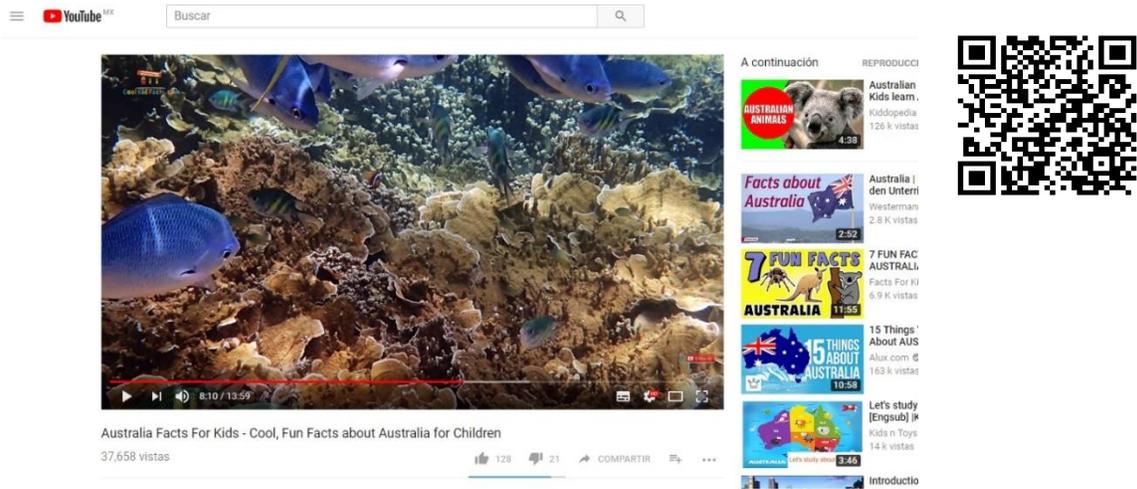


Image 14. Australia Facts For Kids - Cool, Fun Facts about Australia for Children. (2017). [foto]. Recuperado de <https://www.youtube.com/watch?v=hJm7kLzEmdE&t=482s>

 Write about Australia

Australia <b>is...</b>	Australia <b>has...</b>

## 1.4 Descriptive texts

A **descriptive text** is a window into another world. It says what a person or a thing is like. Its purpose is to describe and reveal a specific person, place, or thing.

When we want to travel we are exposed to multiple descriptive texts referred to countries. Visit Discover Japan at <https://www.into.go.jp/eng/> and collect vocabulary referred to the following topics.

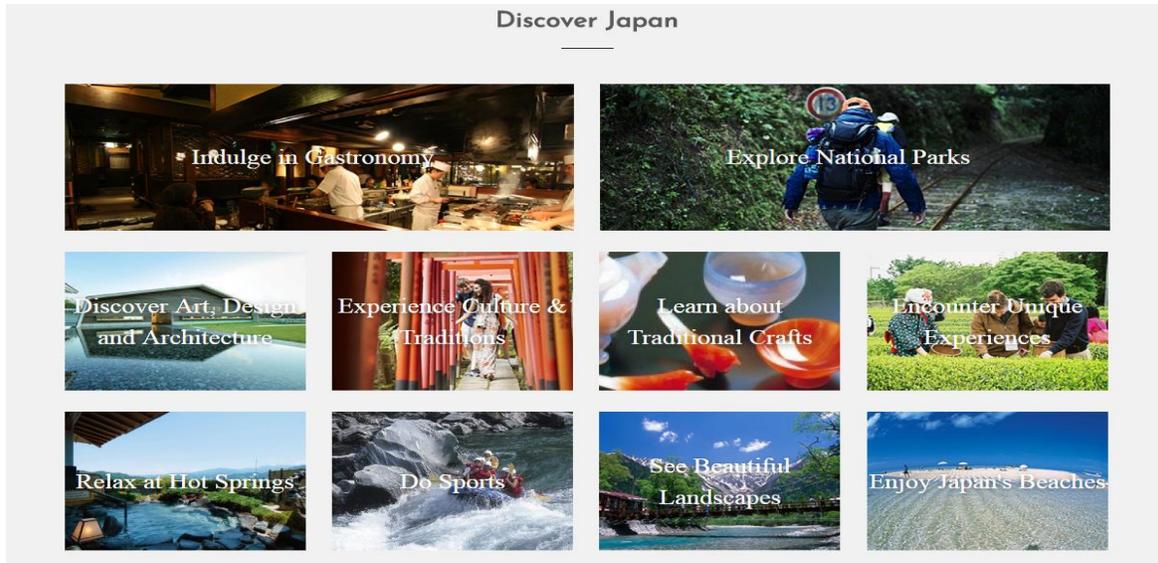


Image 15. Discover Japan. Pixabay. (2018). Discover Japan. [foto]. Recuperado de <https://www.into.go.jp/eng/>

Sports	Food	Activities
Places to visit	Traditions	Art design and Architecture
Nature	Gastronomy	Traditional Crafts



## Self-evaluation

Choose the correct option that best completes each sentence.

**1. Introduce Joseph to a friend.**

- A) Let's introduce Joseph.
- B) It is Joseph.
- C) I'd like you to meet Joseph.
- D) This is Joseph

**2. Q: \_\_\_\_\_ do Johnny and Sue live?**

**A: Chicago**

- A) What
- B) Where
- C) Who
- D) What

**3. Q: \_\_\_\_\_ will Lorena celebrate her birthday?**

**A: This weekend**

- A) What
- B) Where
- C) When
- D) Who

**4. Q: \_\_\_\_\_ is your age?**

**A: 17 years old.**

- A) When
- B) What
- C) Who
- D) Where

**5. She \_\_\_ from Nigeria. She studies with me.**

- A) are
- B) aren't
- C) is
- D) am

**6. He \_\_\_ a high school student. He just started College.**

- A) is
- B) aren't
- C) isn't
- D) are

7. \_\_\_\_\_ in South America?

- A) Is The Amazon River
- B) Does the Amazon River
- C) The Amazon River is
- D) The Amazon River is

8. Are tomatoes from Spain?

- A) No, they aren't.
- B) Yes, it is.
- C) Yes, she is.
- D) Yes, it are.

9. Is Paris a European city?

- A) No, he isn't.
- B) Yes, it is.
- C) Yes, she is.
- D) No, she isn't.

10. I always keep some extra money \_\_\_\_\_ my bag in case of an emergency.

- A) on
- B) to
- C) at
- D) in

11. I read about it \_\_\_\_\_ the newspaper.

- A) on
- B) in
- C) at
- D) to

12. Is that a spider \_\_\_\_\_ the wall?

- A) in
- B) on
- C) at
- D) to

13. Meet Simon \_\_\_\_\_ the end of the road

- A) at
- B) on
- C) in
- D) to

14. Mary \_\_\_\_\_ a lot of homework.

- A) her
- B) 's
- C) is
- D) has

15. India \_\_\_\_\_ culture is very interesting.

- A) her
- B) has
- C) 's
- D) Is

16. They are \_\_\_\_\_ sisters. I love them!

- A) her
- B) their
- C) my
- D) hers

17. Sam \_\_\_\_\_ a taxi driver.

- A) has
- B) have
- C) her
- D) is

18. They \_\_\_\_\_ a new house.

- A) are
- B) her
- C) has
- D) have

19. That's \_\_\_\_\_ new house.

- A) Bob's
- B) Bobs
- C) Bobs'
- D) Bob

20. I cannot remember \_\_\_\_\_.

- A) The name film
- B) The name of the film
- C) The film of the name
- D) The film's name

“To have another language is to possess a second soul.” – Charlemagne

## UNIT 2

IT IS QUALITY RATHER THAN QUANTITY THAT MATTERS

[LO QUE IMPORTA ES LA CALIDAD, NO LA CANTIDAD]

(SÉNECA)

### Quality vs. Quantity



Image 1. The struggle between Quantity and Quality AJ Bubb. (2018). The struggle between Quantity and Quality. [foto]. Recuperado de <http://www.ajbubb.com/the-struggle-between-quantity-and-quality/>

## Introduction

In this unit, you will check three notions: existential, space and quantity. There are concepts and ideas about the adjectives to talk about people, objects, animals, situations or places. This information is elementary to understand how to express your ideas about someone or something. Space refers mainly to an area that is available to be used and quantity refers to the amount or number of something. These notions are relevant in this unit to talk about existence and numbers. You will check concepts about space, how people, objects or animals can be located. The prepositions demonstrate the position or location.

### 2.1 Adjetivos cualitativos/Adjetivos demostrativos/ Expresiones idiomáticas: What is he like...? What does he look like...?

People do things. They feel things. They hear things. They say things. They think things. They go places. They can walk, run, leap, and jump. They may sit and rock in a rocking chair. Everybody has a personality/character but also appearance



Image 2. Personales. Pixabay. (2018). Personales. [foto]. Recuperado de <https://pixabay.com/es/personales-red-3108155/>



Read the following abstract description about a mom.



My mum is 41 years old. She is very nice and active. She is very honest with people. She is small and slim. She has brown eyes and long hair. Her favorite clothes are skirts, blouses and dresses. Her favorite colors are green and yellow. Her favorite food is salad and all kinds of vegetables.

Image 3. Mom and son. Pixabay. (2018). Madre e hijo. [foto]. Recuperado de <https://pixabay.com/es/sonrisa-amor-madre-madre-e-hijo-2933293/>

## ➡ Qualitative adjectives and idiomatic expressions

When we want to know about someone's personality/character, we usually use the question *'What's is she/he like?'* The answer to this question is *'She is optimistic and bright'*.

Look at these two questions that look similar, but have very different meanings:

- ***What is she like?*** This question asks about personality and can be answered with: 'She is sensible and imaginative.'
- ***What does she look like?*** This question asks about appearance and can be answered: 'She is tall, slim and she has big blue eyes.'

Here is a list of adjectives we can use to answer, *'What's is she/he like?'*

1. Cunning: she uses her intelligence secretly/mysteriously to get what she wants
2. Active: she likes to play sport or do physical things.
3. Bright: she is intelligent.
4. Rude: offensively impolite or ill-mannered.
5. Funny: she makes people laugh.
6. Lazy: she doesn't like to work or exercise. She's happy doing nothing.
7. Generous: she likes to 'give' to help others.
8. Pessimistic: tending to see the worst aspect of things or believe that the worst will happen.
9. Honest: she tells the truth.
10. Jealous: feeling or showing envy of someone or their achievements and advantages.

### ACTIVITY 1



Classify the previous adjectives in the following box.

Positive Adjectives	Negative Adjectives



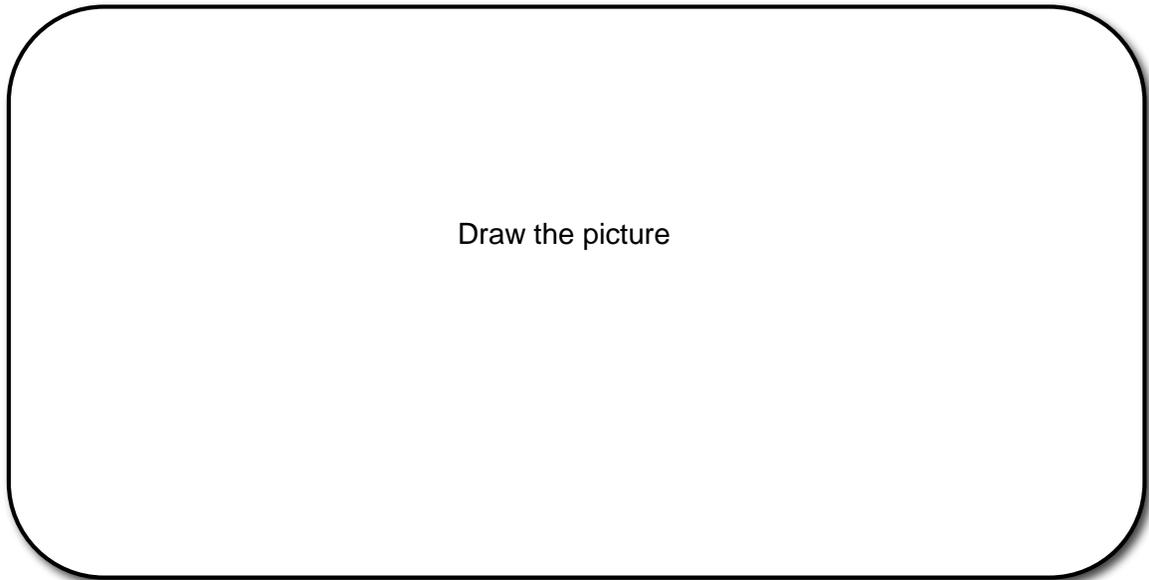
Positive adjectives: active, bright, funny, generous, and honest.  
Negative adjectives: cunning, lazy, jealous, rude, and pessimistic.



Watch the following video and then make a description about yourself. After finishing go to Media Lab Self-Access Center to check your bried paragraph.



Image 4. Youtube. (9 de junio de 2017). Describe your appearance in English. [foto]. Recuperado de <https://www.youtube.com/watch?v=XGdKDemKF30>

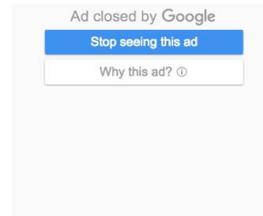


Draw the picture

Hello! This is me \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## ACTIVITY 2

@ Watch the following video and answer the quiz.



### Quiz

Answer these questions about the video.  
1) He is \_\_\_\_ than average.

- a) shorter  
 b) taller

2) He weighs \_\_\_\_ than 150 pounds.

Image 5. Ello productions (2016). How would you describe yourself? [foto]. Recuperado de <http://www.ello.org/video/1351/1397-Marcel-Personality.htm>

## ➔ Demonstrative adjectives

Read the following conversation and observe the blue words.

Lizzy: So, this is a wonderful art museum. Do you like it?

Grace: Yes! It's beautiful. I like the museum's collection.

Lizzy: There are many paintings to see.

Grace: Look! That is an amazing painting. There, in that corner

Lizzy: Yes, it's the "The Night Watch" by Rembrandt.

Grace: Great! And is that the "Mona Lisa"?

Lizzy: Yes, it is. This is the "Mona Lisa"?

Grace: Listen Lizzy! Are those Monet's paintings?

Lizzy: Which paintings? Let's see

Grace: Oh sorry! These are Picasso's paintings

Lizzy: These paintings are wonderful!



Image 6

Image 6. The Louvre Museum. Pixabay. (2018). Museo de Louvre. [foto]. Recuperado de <https://pixabay.com/es/museo-del-louvre-museo-pensamiento-1296474/>

We use demonstrative adjectives when we want to point out specific people, places, animals or things.

A. To describe a noun that is not very close to the speaker.

**This** is my favorite painting. (singular)

**These** are my favorite colors. (plural)

B. To describe a noun that is far away from the speaker.

**That** is the “Mona Lisa”. (singular)

**Those** paintings are cute. (plural)

### ACTIVITY 3

 Complete the sentences with this, that, these or those.

1. \_\_\_\_\_ glass here is mine, but \_\_\_\_\_ one over there is his.
2. \_\_\_\_\_ books here are hers, but \_\_\_\_\_ over there are mine.
3. She can't eat all of \_\_\_\_\_ apples.
4. I found \_\_\_\_\_ book in the bedroom. Is it yours?
5. \_\_\_\_\_ pancakes are delicious, Shawn. May I have another?
6. \_\_\_\_\_ picture here was taken in Spain. \_\_\_\_\_ mountains back there are the Andes.
7. Cathy, could you please make \_\_\_\_\_ delicious brownies again? You know, the ones you brought to my birthday party.



1. This/that 2. These/those 3. These 4. This 5. Those 6. This/these 7. Those



Do the following online activity to help you practice a little more on this topic.



Image 7. Englisch-hilfen.de, (2018). this, that-these, those-Exercise. [foto]. Recuperado de [https://www.englisch-hilfen.de/en/exercises/various/this\\_that.htm](https://www.englisch-hilfen.de/en/exercises/various/this_that.htm)

## 2.2 There is, there are/ Artículos: a, an, the, zero/ Cuantificadores: números, many, a lot, some, any

➔ There is / There are

🎬 There is a woman in Spain that writes about the local fiestas. Watch the video and answer the exercises online.

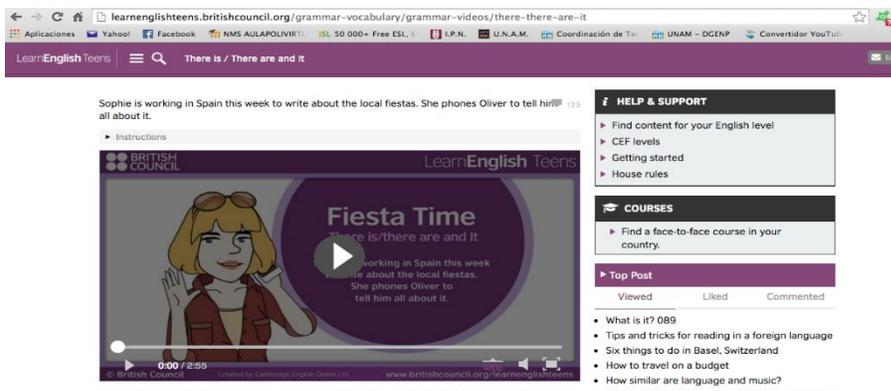


Image 8. ©British Council. (2018). There is/ There are and it. [foto]. Recuperado de <http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/there-there-are-it>

We use **there is** and **there are** when we first refer to the existence or presence of someone or something:

There's a book on your desk. Andres brought it from the bookstore.

Not: ~~It's a book on your desk.~~

There are three Korean students in my class.

### ACTIVITY 4



Read the following abstracts about a gallery and museums around the world.

#### National Gallery of Canada (Ottawa)

This museum has a great collection of art spanning the Middle Ages to the present day. There are American, Indian, European, Inuit and Canadian works. It offers a unique, near-complete overview of Canadian art -- from early Quebec.

### Museum of Modern Art (New York)

Known the world over as MoMA, the glassy Yoshio Taniguchi-designed Midtown building houses one of the most influential collections of modern art in the world. There are masterpieces of Van Gogh, Cézanne, Matisse, Magritte, Picasso, Pollock and Warhol area. There is also performance art, architecture, and design and there is a collection of 22,000 films, with frequent screenings and retrospectives.

### Musée du Louvre (Paris)

There is a collection of art and a royal palace, including parts of the medieval castle concealed in the basement. There are treasures: from Classical sculpture, Egyptian relics and Mesopotamian antiquities to the unmissable galleries of Italian Renaissance paintings, Rembrandts and Rubens, medieval art facts and French neoclassical and Romantic painting.

### The Victoria & Albert Museum (London)

The V&A is the world's leading museum of art and design, there is a permanent collection of over 2.3 million objects. There are UK's national collections and houses some of the greatest resources for the study of architecture, furniture, fashion, textiles, photography, sculpture, painting, jewelry, glass, ceramics, book arts, Asian art and design, theatre and performance.

## ACTIVITY 5

 Think of your city/town and answer the questions

1. What are the most interesting museums for you and why?

---

---

---

---

---

---

---

---

---

---

---

---

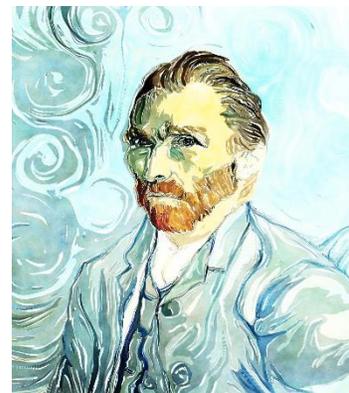


Image 9

Image 9. Watercolor, art and painting. Pixabay. (2018). Acuarela, Arte y Pintura. [foto]. Recuperado de <https://pixabay.com/es/acuarela-arte-pintura-tinta-2168706/>

2. Which other museums are interesting for visitors?

---

---

---

3. Which museum would you recommend to foreign people when visiting Mexico? Why?

---

---

---



Watch the following video about Vincent van Gogh's bedroom. Pay attention and describe what you can see on the video.



Image 10. The Art Institute of Chicago. (2018). Van Gogh's Bedrooms at the Art Institute of Chicago. [foto]. Recuperado de <https://www.youtube.com/watch?v=NKhMhklSi3g>

There is \_\_\_\_\_ . There are \_\_\_\_\_ .  
There is \_\_\_\_\_ . There are \_\_\_\_\_ .  
There is \_\_\_\_\_ . There are \_\_\_\_\_ .  
There is \_\_\_\_\_ . There are \_\_\_\_\_ .

### ➡ Articles: A / AN / THE / ZERO

An art museum or an art gallery is a building or space for the exhibition of art, usually visual art. Museums can be public or private. Paintings are the most commonly displayed art objects, but also sculptures, decorative arts, furniture, textiles, costumes, drawings, pastels, watercolors, collages, prints, artist's books, photographs, and installation art.

#### a /an

When we talk about people's jobs or the things they do we use 'a/an'.

E.g. He's a painter.

She's a scientist.

He was an artist.

When we talk about a/an or the with singular countable nouns.

E.g. This a painting

Do you want to visit a museum?

I'm reading a great book.

## the

We use the definite article when we talk about something specific or that we know.

E.g. Have you seen the movie I was watching yesterday? – Both the speaker and listener know which movie they are referring to.

E.g. I've just placed the new painting. -Both the speaker and listener know which painting they are talking about.

## zero

When we talk about general things we usually use plural or uncountable nouns with no article.

E.g. Museums can be public or private

Paintings are the most commonly displayed art objects

## ACTIVITY 6



Choose the correct answer

1. Could I borrow \_\_\_ car?

- a. zero article                      b. the                      c. a/an

2. She's \_\_\_ woman I met yesterday.

- a. a                      b. zero article                      c. the

3. I need to buy \_\_\_ new phone.

- a. a                      b. zero article                      c. the

4. \_\_\_ cars are more environmentally friendly than before.

- a. zero article                      b. a/an                      c. the

5. I love listening to \_\_\_ music.

- a. zero article                      b. the                      c. a/an

6. You can only find \_\_\_ polar bears in the north not in the south.

- a. a/an                      b. the                      c. zero article



1.b.2.c.3.a.4.a.5.a.6.b

## ACTIVITY 7

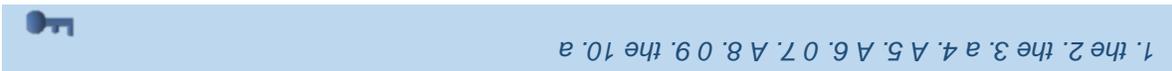
 Complete the following exercise using a/an/the/0 (no article) in the underlined spaces where appropriate.

Frida Kahlo, one of (1) \_\_\_\_\_ most famous painters around (2) \_\_\_\_\_ world. She was (3) \_\_\_\_\_ Mexican painter, known for mixing traditional Mexican folk art with surrealism. Surrealism is (4) \_\_\_\_\_ form of painting that is inspired by dreams. When Frida was young, she was enrolled in (5) \_\_\_\_\_ prestigious school where she was studying (6) \_\_\_\_\_ medicine. At (7) \_\_\_\_\_ young age she married the already (8) \_\_\_\_\_ famous painter Diego Rivera. She painted many self-portraits, and many works about time in (9) \_\_\_\_\_ U.S. She valued the traditional Mexican way of life, but was living in (10) \_\_\_\_\_ heavily industrialized country.



Image 11

Image 11. Thoughtful Frida. A&E Television Networks (2018). Getty Images: Thoughtful Frida. [foto]. Recuperado de <https://www.biography.com/people/frida-kahlo-9359496#&qid=ci01a8bfd611df860b&pid=thoughtful-frida>



## Quantifiers

How many times have you looked at an abstract painting and heard someone say, "I could do that!"? Painting is an art and you need the right material to create your own masterpiece. How many colors do you need? How many canvas are necessary to use? How much gel do you need?



Quantifiers are determiners that denote imprecise quantity and give approximate or specific answers to the questions "How much?" and "How many?" They differ from numbers or numerals that indicate precise quantity.

If you want to create a painting, you need the following material. Pay attention to numbers and quantities.

Image 12. How to create an abstract. WikiVisual. (2018). How to create an abstract painting. [foto]. Recuperado de <https://www.wikihow.com/Create-an-Abstract-Painting#/Image:Create-an-Abstract-Painting-Step-2-Version-5.jpg>



Here is the list of materials you need to create your masterpiece. You may even join one of the creative workshops offered at the Media Lab Self-Access Center.

<ul style="list-style-type: none"> <li>• <u>8-10</u> pieces of white mat board 9"x12"</li> <li>• Scissors or paper cutter</li> <li>• Roll of paper towels</li> <li>• Some brushes (bristle various sizes)</li> <li>• Water</li> </ul>	<ul style="list-style-type: none"> <li>• Apron or smock</li> <li>• Roll of paper towels</li> <li>• Scotch tape</li> <li>• 2-3 plastic palette knives</li> <li>• Styrofoam paper plates or</li> <li>• Disposable acrylic palette pad</li> <li>• Oil pastels and glue</li> </ul>
---	--

These are the most common quantifiers used in English:

	Countable	Uncountable	Positive (+)	Negative (-)	Questions (?)	Exceptions *
some	✓	✓	✓		*	Requests Offers
any	✓	✓		✓	✓	
many	✓		*	✓	✓	(+) Formal
much		✓	*	✓	✓	(+) Formal
few * a few	✓		✓			Few (not enough) A few (enough)
little * a little		✓	✓			Little (not enough) A little (enough)
a lot of lots of	✓	✓	✓	✓	✓	Informal Spoken English
a number of	✓		✓			Formal
a great deal of		✓	✓			Formal
plenty of	✓	✓	✓			Informal Spoken English

Image 13. Quantifiers. Own creation. López, Arely. (2018).

## ACTIVITY 8



Complete the sentences with a suitable *quantifier*.

1. Is there \_\_\_\_\_ water left? – No, there's \_\_\_\_\_ oil.
3. How \_\_\_\_\_ rolls of paper towels are there? I think two.
4. There aren't \_\_\_\_\_ palette pads. Do you want me to buy \_\_\_\_\_ more?
5. Oh no! There isn't \_\_\_\_\_ glue.
6. There are \_\_\_\_\_ brushes but only \_\_\_\_\_ knives.
7. There is only \_\_\_\_\_ roll of masking tape, right? – No, there are plenty.
8. We need \_\_\_\_\_ pieces of white mat board. There aren't \_\_\_\_\_ left.
9. There aren't \_\_\_\_\_ plastic palette knives.
10. There is \_\_\_\_\_ masking tape on the desk.
10. How \_\_\_\_\_ aprons are there? There is only \_\_\_\_\_ apron.



1. any/some 2. many 3. any/some 4. Any 5. some/a 6. a 7. some 8. any 9. some 10. many/an

## ACTIVITY 9



Listening comprehension. Do the following online activity to continue practicing quantifiers!

The screenshot shows a webpage with a sidebar on the left containing navigation menus for Grammar Guide, Grammar Exercises, Reading Exercises, and Listening Exercises, each with sub-levels from Beginner to Advanced. The main content area is titled 'Two friends talk about what they need to make apple pie.' and includes instructions to listen to an mp3 file and complete two parts of a listening exercise. A speaker icon and a link to the mp3 file are present. Below this, 'Part One' asks for two ingredients, and 'Part Two' provides a box with the words 'some - any - few - a little - much - many - a lot' and five numbered questions for completion.



Image 14. EsL-lounge. (2018). Making apple pie. [foto]. Recuperado de <http://www.esl-lounge.com/student/listening/1L4-applepie.php>

### 2.3 Prepositions of place: next to, behind, across from, in front of, on the left, on the right, in the corner, in, on at, above, below, at the top, at the bottom, at the back, in the front. Adjective phrases with preposition: the girl next to the house/ the lake in the middle of the village/ the trees along the river

#### ➡ Prepositions of place and Adjective phrases with preposition

There are many painters around the world, but some of them died many years ago. Cezanne was born in the southern French town of Aix-en-Provence, January 19, 1839, the son of a wealthy banker. He is considered nowadays as one of the greatest pioneers of modern art and painting. With Still Life with Apples, Cézanne demonstrates that still life and that it could be a vehicle for faithfully representing the appearance of light and space. (Adapted from Paul Cezanne's Biography).



Read the following description and observe the painting

#### *Still life apples and a glass - by Paul Cezanne*

There is a plate **on** the table.

The apples are **on** the plate.

The glass of wine is **behind** the apples

The knife is **next to** the plate.

The plate is **between** the glass of wine and the knife.

The apples are **in the middle** of the table.

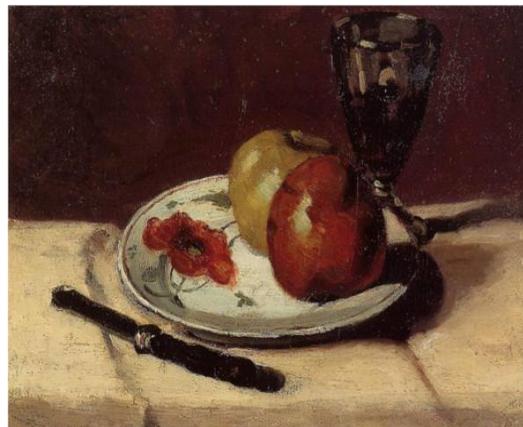


Image 15. Still life apples and a glass. Paul Cezanne. Org. (2010). Still life apples and a glass. [foto]. Recuperado de <http://www.paulcezanne.org/still-life-apples-and-a-glass.jsp#prettyPhoto>

The previous short description emphasizes the position of the things on the painting. In other words, a preposition of place is a preposition that is used to refer to a place where something or someone is located. On the other hand, the adjective phrases with preposition are also formed with preposition but emphasize the position (e.g. the lake in the middle of the village). They answer the question **'Where?'**.

Observe the following examples.

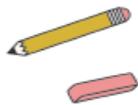
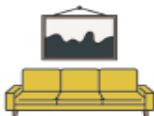
 <p><b>in</b> The fruit is <b>in</b> the bowl.</p>	 <p><b>on</b> The owl is <b>on</b> the branch.</p>
 <p><b>next to / beside</b> The movie tickets are <b>next to</b> the popcorn.</p>	 <p><b>near</b> The pencil is <b>near</b> the eraser.</p>
 <p><b>above</b> The painting is <b>above</b> the sofa.</p>	 <p><b>under</b> The shoes are <b>under</b> the table.</p>
 <p><b>across from</b> The fridge is <b>across from</b> the stove.</p>	 <p><b>between</b> The apple is <b>between</b> the strawberry and the banana.</p>
 <p><b>in front of</b> The girl is <b>in front of</b> the boy.</p>	 <p><b>behind</b> The teacher is <b>behind</b> the desk.</p>

Image 16. ESL Library. (2016). Prepositions of place. Red River Press. Recuperado de Prepositions of place <http://www.educando.edu.do/portal/wp-content/uploads/2016/02/Prepositions-of-Place-Teacher-Copy.pdf>

Some prepositions have similar meaning.

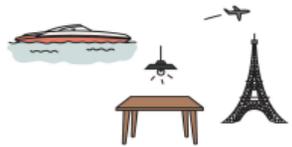
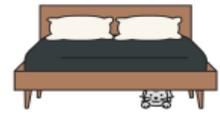
 <p><b>1. Next to and beside have the same meaning.</b></p> <ul style="list-style-type: none"> <li>The sunglasses are <b>next to</b> the sunscreen.</li> <li>The sunglasses are <b>beside</b> the sunscreen.</li> </ul>	 <p><b>2. On, above, and over have similar meanings.</b></p> <p>Use <i>on</i> when the two nouns are touching and <i>above</i> when they aren't. Use <i>over</i> when there is movement.</p> <ul style="list-style-type: none"> <li>The boat is <b>on</b> the water.</li> <li>The light is <b>above</b> the table.</li> <li>The plane flew <b>over</b> the Eiffel Tower.</li> </ul>	 <p><b>3. Under, beneath, and below have similar meanings.</b></p> <ul style="list-style-type: none"> <li>The cat is <b>under</b> the bed.</li> <li>The cat is <b>beneath</b> the bed.</li> <li>The cat is <b>below</b> the bed.</li> </ul>
--	--	--

Image 17. ESL Library.com. (2016). Prepositions of place. Red River Press. Recuperado de <http://www.educando.edu.do/portal/wp-content/uploads/2016/02/Prepositions-of-Place-Teacher-Copy.pdf>

 **ACTIVITY 10**

There are three paintings by famous painters. Describe the following pictures and use the correct prepositions. When you finish go to the Media Lab Self-Access Center to check with an assessor if your sentences are correct.

**Luncheon of the Boating Party by Pierre-Auguste Renoir**



---

---

---

---

---

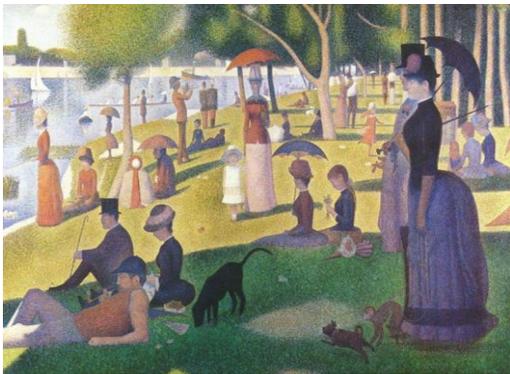
---

---

---

Image 18. Luncheon of the Boating Party. Artble. (2018). Luncheon of the Boating Party by Pierre-Auguste Renoir. [foto]. Recuperado de [https://www.artble.com/imgs/e/3/f/97210/luncheon\\_of\\_the\\_boating\\_party.jpg](https://www.artble.com/imgs/e/3/f/97210/luncheon_of_the_boating_party.jpg)

**Sunday Afternoon On The Island Of La Grande by Georges Seurat**



---

---

---

---

---

---

---

---

Image 19. Sunday Afternoon On The Island Of La Grande. Artble. (2018). Georges Seurat: Sunday Afternoon On The Island Of La Grande [foto]. Recuperado de [https://www.artble.com/imgs/3/d/1/98600/a\\_sunday\\_afternoon\\_on\\_the\\_island\\_of\\_la\\_grande\\_jatte.jpg](https://www.artble.com/imgs/3/d/1/98600/a_sunday_afternoon_on_the_island_of_la_grande_jatte.jpg)

## Still Life with Three Puppies by Paul Gauguin



---

---

---

---

---

---

---

Image 20. Still Life with Three Puppies. Gauguin.org. (2011). Still Life with Three Puppies by Paul Gauguin [foto]. Recuperado de <http://www.gauguin.org/still-life-with-three-puppies.jsp#prettyPhoto>



### ACTIVITY 11

*The Bedroom* is one of many iconic paintings produced by Vincent van Gogh, as he paints his room in Arles.

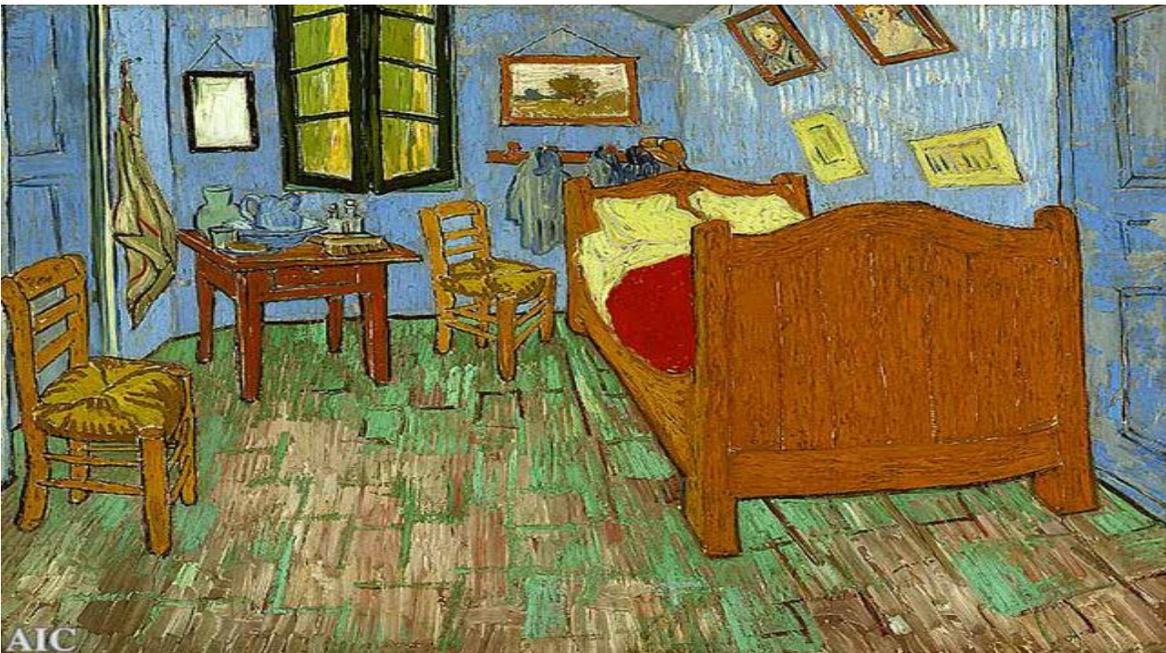


Image 21. Bed in Arles. Artble. (2018). Vincent van Gogh: Bed in Arles. [foto]. Recuperado de [https://www.artble.com/imgs/c/b/f/65993/bedroom\\_in\\_arles.jpg](https://www.artble.com/imgs/c/b/f/65993/bedroom_in_arles.jpg)

Observe the painting *Bed in Arles* and circle the sentences whether they are True (T) or False (F).

- |  |   |   |
|--|---|---|
| 1. The table is next to bed.                 | T | F |
| 2. The mirror is across from the window.     | T | F |
| 3. The portraits are on the wall.            | T | F |
| 4. The clothes are below the bed.            | T | F |
| 5. The bed is beside the door.               | T | F |
| 6. The painting is above the bed.            | T | F |
| 7. The chairs are in the middle of the room. | T | F |
| 8. The blanket is next to the table.         | T | F |
| 9. The jar is in front of the glass.         | T | F |
| 10. The flower pot is near the window.       | T | F |



1.F.2. F.3.T.4. F.5.T.6. T.7.F.8. T.9. F.10.T

## 2.4 Expository texts

Expository text exposes you to facts: plain and simple. This type of text tells a story and generally uses a lot of emotion. The purpose of narrative text is to entertain, to gain and hold a readers' interest. Narratives also teach, inform, and sometimes change attitudes or social opinions. For example, T.V. dramas and soap operas raise topical issues. There are many types of narrative. They can be imaginary, factual or a combination of both. They are fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

### ACTIVITY 12



Read the following text and answer the questions below according what you think of it.

#### **Nighthawks by Edward Hopper** (Adapted from History List)

Hopper's *Nighthawks* is another of the most famous American paintings of the Twentieth Century, depicting a snapshot of 1940s American culture. It is a picture that speaks of the alienating presence of the modern city. Several individuals are gathered together in the brightly lit window of a downtown diner or cafe that spills its pale bluish light out into the street, casting a shadow on the pavement, yet barely holding a threatening inrush of darkness at bay. Beyond its reach, anything might be happening in the darkness. Psychologically speaking, these people are isolates,

thrown together as a group, but also locked within themselves, prey to their own fears and fancies.

It is a picture of city life in the small hours when an unnatural silence and an uncanny stillness take hold, tugging suggestively at the senses of hearing and vision. It depicts a quiet night scene, which some believe may have referenced Van Gogh's Terrace Café at Night. Like many of Hopper's works Nighthawks conveys the feeling of isolation, particularly in a crowd or a large city. For example, there is no door to the outer world of the big city, heightening a sense of isolation within the frame. The difference between the warm colored interior and the cooler exterior highlight the sense of loneliness. The quiet conversation that the characters might be engaged in leaves us outside looking in. There is no sign of life in the buildings across the road.

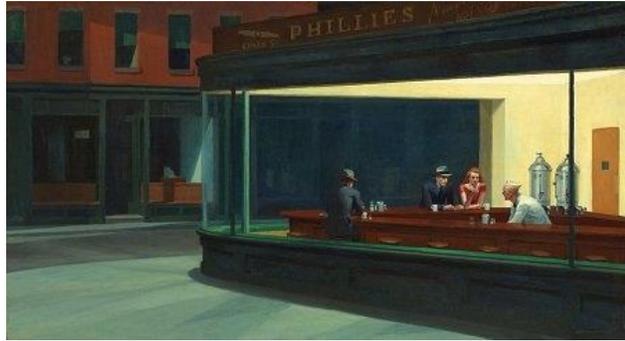


Image 22. Nighthawks by Edward Hopper. History List. (2016). 20 of the World's Most Famous Art Pieces: Nighthawks by Edward Hopper. [foto]. Recuperado de <http://historylists.org/art/20-of-the-world%E2%80%99s-most-famous-art-pieces.html>

1. What's the main idea of the text?

---

2. Where are the people?

---

3. How many people are there?

---

4. Are they friends?

---

5. Do you like the painting? Why?

---

“Learning a language helps you understand your own culture better.”



## Self-evaluation

Test yourself. Choose the correct answer A, B, C or D.

**1. A: What is your best friend like? B: She is serious and \_\_\_\_\_.**

- A) curly
- B) bright
- C) slim
- D) late

**2. I'm feeling really \_\_\_\_\_ today.**

- A) late
- B) long
- C) happy
- D) round

**3. A: What does your mother look like? B: She is medium height and \_\_\_\_\_.**

- A) funny
- B) intelligent
- C) generous
- D) thin

**4. \_\_\_\_\_ book is expensive.**

- A) Is
- B) These
- C) Those
- D) This

**5. Look! \_\_\_\_\_ cats are small.**

- A) This
- B) That
- C) Those
- D) are

**6. This is a nice fruit painting. \_\_\_\_\_ there any apples in there?**

- A) Is
- B) Are
- C) Much
- D) Many

**7. I'm painting and I don't have \_\_\_\_\_ oil pastel left!**

- A) some
- B) a lot of
- C) any
- D) a few

8. I'm going to the stationary, \_\_\_\_\_ black do you need?

- A) how much
- B) how many
- C) Any
- D) Some

9. There aren't \_\_\_\_\_ palette pads. Do you want me to buy \_\_\_\_\_ more?

- A) any/some
- B) some/any
- C) many/ any
- D) any/ much

10. Cezanne was \_\_\_\_ amazing artist, I really love his \_\_\_\_ paintings.

- A) a/-
- B) --/---
- C) an/--
- D) an/the

11. The picture is hanging ..... the wall.

- A) on
- B) at
- C) through
- D) under

12. In England you shouldn't rest your elbows ..... the table.

- A) on
- B) to
- C) in
- D) under

13. In a thunderstorm you should never stand ..... a tree.

- A) on
- B) under
- C) to
- D) between

14. Your glasses are \_\_\_\_\_ you.

- A) in front of
- B) on top of
- C) in behind
- D) below

15. There's a helicopter hovering \_\_\_\_\_ our house.

- A) under
- B) on
- C) up
- D) above

## NOTE-TAKING SECTION

A large, empty rectangular box with a thin black border, intended for students to take notes. It occupies the central portion of the page.

## UNIT 3

**“WHO CONTROLS THE PAST CONTROLS THE FUTURE. WHO  
CONTROLS THE PRESENT CONTROLS THE PAST.”**

**[QUIEN CONTROLA EL PASADO, CONTROLA EL FUTURO. QUIEN  
CONTROLA EL PRESENTE, CONTROLA EL PASADO.]**

**(GEORGE ORWELL)**



Image 1. Chess Pixabay. (2018). Chess Black White. [foto]. Recuperado de <https://pixabay.com/en/chess-black-white-chess-pieces-king-2727443/>

## Introduction

In this unit, you will answer a series of exercises that will help you understand and express daily routines, preferences, and facts. You will also learn to communicate ideas in the past simple tense so that you can narrate events and organize them in a chronological order (timeline). This unit contains several reading comprehension exercises in which you will read short narrative texts, these will prepare you to understand longer texts in fifth grade.

To achieve the goals proposed, you need to use these structures or you will forget them very easily. That is why we have decided to present to you the topic of human rights and the life of famous people. As you learn about these topics, you will be using English, and the probabilities that you forget important information will be lower. It is important that you follow the recommendations and answer the exercises of the unit if you want to really learn.

### ACTIVITY 1

Read the questions and circle the answer you consider correct.

- 1) Do you know the following expression: *“Those who don't know history are doomed<sup>1</sup> to repeat it”* (Edmund Burke)? Yes, I do. / No, I don't.
- 2) What does it mean for you? \_\_\_\_\_.
- 3) Do you agree with what the sentence mean? Why?  
\_\_\_\_\_.
- 4) Why is it important to study History? If you have no idea, watch the next video.  
<https://goo.gl/6UgKok>
- 5) After watching the video, mention 2 reasons you consider important for studying History.  
A) \_\_\_\_\_.  
B) \_\_\_\_\_.

 of different people and cultures. It challenges to think differently and to be creative. information from the past to analyze and solve problems in the present. It gives us understanding interpretations. Analyzing history strengthens our critical thinking skills. You can apply is key to understanding the present. It helps us appreciate different perspectives and the past, you will repeat them. 3 and 4. Your own answer. 5. Your answer. Suggested: History 1. your own answer. 2. Suggested: It means that if you don't know the mistakes committed in

---

<sup>1</sup>doomed: condemned

As you can see, History helps us understand the present. In this unit, you will learn how to express past (historical) events and some of their consequences in our times. Let's look at the **PRESENT** first.

### 3.1 Simple present / adverbs of frequency and time expressions: Personal and social routines

#### ⇒ Simple present

The simple present refers to routines, permanent states and facts. A routine is something you do frequently or something that happens repeatedly: *I go to school five days a week* or *I never have breakfast*. A fact is something you know is true because you have evidence: *Money doesn't grow on trees*. (Everybody knows that!).

AFFIRMATIVE					
Examples		Structure			
Routines	Permanent states / Facts	Subj.	Aux.	Verb	Complement
1. You <b>go</b> to school <i>from Monday to Friday</i> .	5. Bees <b>make</b> honey.	I You They	-	(base form) love go	...to school from Monday to Friday. ...exercise in the afternoon.
2. My family and I <b>do</b> exercise <i>in the afternoon</i> .	6. I <b>love</b> chocolate.	We Plural nouns	-	do make study	...honey. ...chocolate.
3. The Maths teacher rarely <b>gives</b> us homework.	7. Water <b>boils</b> at 100 °C at sea level.	He She It	-	(base form + -s or -es) gives visits boils lives	...us homework twice a week. Us every year.
4. My grandma <b>visits</b> us <i>every year</i> .	8. My father <b>lives</b> in a small apartment.	Singular nouns	-		

NEGATIVE					
Examples		Structure			
Routines	Permanent states / Facts	Subj.	Aux.	Verb	Complement
9. We <b>don't</b> usually <b>do</b> my homework.  10. I <b>don't</b> often <b>drink</b> soda. It's bad for my health.	12. Vegetarians <b>don't eat</b> meat.  13. Animals <b>don't speak</b> .	I You They We Plural nouns	do (not)	(base form) do drink eat speak go love	...usually...my homework. ...soda. ...meat.
11. My mom <b>doesn't</b> <b>cook</b> on weekends.	14. An atheist <b>doesn't believe</b> in God.  15. The sun <b>doesn't go</b> around the Earth.	He She It Singular nouns	does (not)	(base form) love go do make study go around	...on weekends. ...in god. ...the sun.

(Chart 3.1)

INTERROGATIVE						
Examples		Structure				
Routines	Permanent states / Facts	Question (optional)	Aux.	Subj.	Verb	Complement
16. Do your friends <b>go</b> to school every day?  17. What <u>time</u> do you regularly <b>have</b> breakfast?	20. Do dogs <b>live</b> a lot?	What... When... Who... How often... Where...	do	I you they we plural nouns	(base form) do drink eat speak go love	...to school every day. ...a lot.
18. Does your teacher <b>give</b> you homework frequently?	21. Does it <b>snow</b> in your town? What <b>does</b> your mother <b>do</b> for a living?	What... When... Who... How often... Where...	does	he she it singular nouns	(base form) give love go	...your homework frequently? ...in your town?

19. How often <b>does</b> your pet dog <b>get</b> a shower?					do mak e study	
---	--	--	--	--	-------------------------	--

(Chart 3.2)

## ACTIVITY 2

Complete each sentence with the present simple tense. Use the words in **bold** to help you. Make the necessary changes.

1. Do you like English?  
**you like**
2. What time \_\_\_\_\_ on the weekend?  
**you wake up**
3. She \_\_\_\_\_ go to school from Monday to Friday.  
**have to**
4. My best friend \_\_\_\_\_ school by car every day.  
**go**
5. I \_\_\_\_\_ Japanese food.  
**not like**
6. It \_\_\_\_\_ in Mexico City.  
**(never, snow)**



2. do you wake up 3. has to 4. goes to 5. don't like 6. never snows

## Adverbs of frequency and time expressions

As you can see in the previous chart, routines usually have other words such as *sometimes*, *often*, *frequently* and so on. These words are *adverbs of frequency* and they help us know how frequent one activity is.

Other phrases like *in the afternoon*, *from Monday to Friday*, *on weekends*, etc. are time expressions, they help us know when something happens.

### ACTIVITY 3

Look at the examples in the charts 3.1 and 3.2 and answer the following questions.

1. Where are time expressions located in sentences 1, 2, 4 and 11?
  - A) at the beginning of the sentence.
  - B) in the middle of the sentence
  - C) at the end of the sentence
2. What about sentences 3, 9 and 17?
  - A) at the beginning of the sentence.
  - B) in the middle of the sentence
  - C) at the end of the sentence



*1. C, time expressions regularly come at the end or sometimes at the beginning. 2. B, adverbs of frequency are usually used in the middle of the sentence.*

Adverbs of frequency come before the verb just as in examples 3, 9 and 17, but sometimes they can go in the complement as in example 18.

If verb "to be" (am, is, are) is the main verb of the sentence, the adverb of frequency comes after it.

For example: My teacher is always happy.

### ACTIVITY 4

Complete the sentences with the correct adverb.

1. I \_\_\_\_\_ my English class. (skip, sometimes)
2. My sister \_\_\_\_\_ before 5 o'clock. (never, get up)
3. I \_\_\_\_\_ to the movies. (never, go)
4. I \_\_\_\_\_ in the shower. (always, sing)
5. I have a little brother who \_\_\_\_\_ football. (play, often)
6. My family and I \_\_\_\_\_ at home. (be, usually)
7. "You \_\_\_\_\_ your homework", my teacher shouted at me. (finish, never)



*1. sometimes skip 2. never gets up 3. never go 4. always sing 5. often plays 6. are usually 7. never finish.*



## Reading comprehension

Before you read a text, it is always better to look at the title and pictures (if there are any) and make predictions of what you are about to read. By doing this, you may understand a text better because you activate your previous knowledge.

### **The Universal Declaration of Human Rights turns 70**

We celebrate Human Rights Day every year on 10 December – the day the United Nations General Assembly adopted the Universal Declaration of Human Rights. This historical document proclaims the rights that every human has. Race, color, religion, sex, language, political or other opinion, national or social origin, property, birth or other status do not matter. This document is available in more than 500 languages.

The Declaration explains universal values for all peoples and all nations. It establishes the equal dignity and worth<sup>2</sup> of every person. The Universal Declaration of Human Rights empowers us all. We need to stand up for our own rights and those of others and take action every day, we need to defend the rights that protect us. We can promote the relationship of all human beings. Do you want to participate?

(Adapted from <https://goo.gl/7g9J8N>)



## **M**ACTIVITY 5

Read the text on Human Rights and talk to someone about the answers to the next questions. Talk to a language assessor at the Media Lab Self-Access Center to get help.

1. Are there any Human Rights organizations in Mexico?
2. Where are they located?
3. Can you mention at least three human rights you have?
4. Why is the Declaration of Human Rights important for you?

---

<sup>2</sup>Worth: virtue, value.

 **ACTIVITY 6**

Read the text again and underline sentences that use the present simple structure. Are they routines or facts?

Routines	Facts



<p><i>*We need to defend the rights that protect us.</i></p> <p><i>empowers us all.</i></p> <p><i>*The Universal Declaration of Human Rights person.</i></p> <p><i>*It establishes the equal dignity and worth of every peoples and all nations.</i></p> <p><i>*The Declaration explains universal values for all</i></p> <p><i>*Race, color, religion ... do not matter.</i></p> <p><i>every human has.</i></p> <p><i>*This historical document proclaims the rights that</i></p>	<p><i>The actions we do every day.</i></p> <p><i>We celebrate Human Rights Day every year on 10 December.</i></p>
Facts	Routines

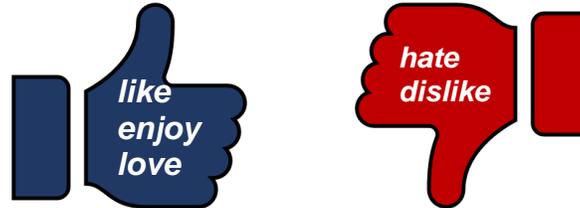
As you can see, you can find a lot simple present structures in a short text. Make sure you understand this structure since a lot of the texts you will read in your academic life, will contain this structure for sure.

**3.2 Gustos y preferencias: love, like, hate + gerundio (-ing): Expresar personal and social likes and preferences**

In this section, you will revise the topic of preferences. Do you *like reading* about Human Rights?

 **Love, like, hate + -ing**

To express what you like and what you don't like, you must use the present simple structure plus the verb in *-ing*. Read the following explanation. When you talk about something you like or dislike something, you can use the next words.



E.g. I **like** chocolate.  
 My mom **loves** chocolate. She **eats** it every day.  
 But my boyfriend **hates** chocolate.

If you talk about **ACTIVITIES** such as: watch TV, do homework, speak English, and clean the house, you can express like this:

E.g. Everybody **loves watching** TV.  
 I **hate doing** homework.  
 I **don't like speaking** English very much  
 Who **likes cleaning** the house?

### Structure



@ You can find more exercises at <https://goo.gl/n7Y2fg>

### 3.3 Zero Conditional: Universal truths

#### ➡ Zero conditional

The zero conditional is used when something always happens if a condition is given. We regularly express universal truths with the zero conditional.

E.g. If water reaches 100 Celsius degrees, it boils. ("If" at the beginning)  
 Water turns into ice if you freeze it. ("if" at the end)

Both conditions always occur given the appropriate circumstances, this is, *you freeze water and water reaches 100 C.*

Look at the verbs in the following sentences, what tense is it?

If I **eat** shrimp, I *get* sick because I'm allergic to seafood.

If we **respect** each other's rights, harmony *is* possible.

You are right! Both sentences are in simple present tense.

## **ACTIVITY 7**

Write sentences using the zero conditional.

1. (you feel pain / take the medicine)     If you feel pain, take the medicine    .
2. (people eat too much sugar / get fat) \_\_\_\_\_.
3. (student work hard / have good marks) \_\_\_\_\_.
4. (she have a headache / go to the doctor) \_\_\_\_\_.
5. (teacher get angry/use mobiles in class) \_\_\_\_\_.
6. (I not know a word / look for it the dictionary) \_\_\_\_\_.



*class. 6. If I don't know a word, I look for it in the dictionary. 2. If people eat too much sugar, they get fat. 3. If a student works hard, he has good marks. 4. If she has a headache, she goes to the doctor. 5. The teacher gets angry if we use our mobiles in*

### **3.4 Simple past and time expressions: Description of historical events**

When there are elections, all people no matter their race, sex, status or religion can vote. You know that! But some decades ago this was just a dream. In this unit, you will learn about something called segregation<sup>3</sup> and how people fought against it. As you go through the unit, think about how past events affected your present.

## **Simple past**

### **ACTIVITY 8**

Remember that before you watch a video, it is always good to look at the title and make predictions of what you are about to watch.

---

<sup>3</sup> segregation: system that consists in keeping one group of people apart from another and treat them differently, especially because of race or sex.

 1. Before you watch the video, answer these questions:

1.1 Who was Martin Luther King Jr.?

- A) a super hero
- B) a teacher
- C) an activist
- D) a politician

1.2 What did he do in favor of Civil Rights?

- A) He just wrote letters to the government.
- B) He organized boycotts, protests and sit-ins.
- C) He vandalized white people's properties.
- D) He proposed new laws in the congress.

1.3 He won the Nobel \_\_\_\_\_ Prize.

- A) Civil
- B) Peace
- C) Literature
- D) American



2. Watch the video and correct your answers.



Image 2. Youtube. (15 de enero de 2017). The Life of Dr. Martin Luther King, Jr. - MLK Day! (Animated). [foto]. Recuperado de <https://www.youtube.com/watch?v=PyurjhRNOmw>



1.1.C 1.2. B 1.3.B

 3. After watching the video, think about this:

Do you think he was a hero? Why? \_\_\_\_\_.



4. Listen to the video again and complete these paragraphs about King's life.

Martin Luther King Jr. (1) \_\_\_\_\_ born *on Tuesday, January 15th, 1929* in Atlanta at 12 PM.

Martin Jr. was a middle child. He (2) \_\_\_\_\_ an older sister named Willie Christine King. Martin Jr. (3) \_\_\_\_\_ Booker T. Washington High school and (4) \_\_\_\_\_ so smart he (5) \_\_\_\_\_ both the 9th and 12th grades. He (6) \_\_\_\_\_ in Morehouse College **at age fifteen** without formally graduating from high school.

While in Boston Martin (7) \_\_\_\_\_ and (8) \_\_\_\_\_ Coretta Scott, who (10) \_\_\_\_\_ a student at the New England Conservatory of Music. **On June 18** of 1953, they got married in Alabama where Coretta's family (11) \_\_\_\_\_.

**On August 28, 1963**, over 250,000 people of all ethnicities (12) \_\_\_\_\_ at the National Mall in Washington, D.C. to demand justice and equality for all people. It was here that Martin (13) \_\_\_\_\_ his famous "I have a dream" speech delivered from the steps of the Lincoln Memorial, this speech (14) \_\_\_\_\_ the nation and is now considered one of the greatest in American History.

**In 1964**, at 35 years old, Martin (15) \_\_\_\_\_ the youngest person ever to win the Noble Peace Prize.

[1965] **That same year**, Congress (16) \_\_\_\_\_ on to pass the Voting Rights Act that (17) \_\_\_\_\_ the remaining barriers to voting for African-Americans. Prior to this legislation there (18) \_\_\_\_\_ still areas in which African-Americans were completely disenfranchised meaning they (19) \_\_\_\_\_ have the right to vote.

 *1. was 2. had 3. attended, 4. was, 5. skipped 6. enrolled 7. met 8. dated 9. was 10. was 11. lived 12. gathered 13. made 14. inspired 15. became 16. went 17. eliminated 18. were 19. did not have*



5. Think about the answers from the previous exercise and do this check-up exercise to monitor your progress.

1. Martin Luther king Jr. did many good things in the \_\_\_\_\_.

- A) present
- B) past
- C) future

2. When we want to talk about the past, we use the **Past Simple tense**. Can you write the positive structure for this tense?

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

3. Choose the option that forms the negative structure.

- A) Subject + verb (in past) + NOT + complement
- B) Did + subject + verb (in past) + complement?
- C) Subject + did + not + verb (simple form) + complement
- D) Did + subject + verb (simple form) + complement?

4. Choose the option that forms the INTERROGATIVE structure.

- A) Subject + verb (in past) + NOT + complement
- B) Did + subject + verb (in past) + complement?
- C) Subject + did + not + verb (simple form) + complement
- D) Did + subject + verb (simple form) + complement?



1. B 2. Subject + Verb (in past) + complement 3. C 4. D



6. Rewrite each sentence according to the instructions in parentheses.

- 1. I didn't feel well yesterday (affirmative) \_\_\_\_\_
- 2. He was born in Atlanta (negative) \_\_\_\_\_
- 3. People didn't have the right to vote (affirmative) \_\_\_\_\_
- 4. His speech inspired the nation (question) \_\_\_\_\_
- 5. Martin becomes the youngest winner (affirmative) \_\_\_\_\_
- 6. You like the video (question) \_\_\_\_\_



1. I felt well yesterday 2. He wasn't born in Atlanta 3. People had the right to vote 4. Did his speech inspire the nation? 5. Martin became the youngest winner 6. Did you like the video?

## @ ACTIVITY 9

When you use the PAST SIMPLE TENSE, you need two kinds of verbs: Regular and irregular. Check the following links for more information about these verbs. You can also answer the exercises from these sites.

Regular verbs

<https://shar.es/1NYKQ2>

Irregular verbs

<https://shar.es/1NYKcp>



## Time expressions

As you can see, there are some time expressions which are useful when narrating something about the past. These expressions help us say when something happens.

E.g. At age fifteen = Martin Luther King was 15.

For specific dates and days, you use **ON**

On June 18  
On August 28, 1963  
On Monday

For months and years, you use **IN**

In 1964  
In August

You can also use

Yesterday  
Last week / year / month / night  
That same year  
Ago

E.g. Martin was born in 1929 = Martin was born 89 years ago.



## ACTIVITY 10

Complete each sentence with a time expression from the box.

In      on      last      in      yesterday      ago      ago

1. I was born more than 10 years \_\_\_\_\_.
2. I started elementary school \_\_\_\_\_ 2008.
3. I didn't sleep \_\_\_\_\_. That's why today I need an expresso.
4. The teacher gave us lots of homework \_\_\_\_\_ class.
5. We celebrated Martin Luther king Jr's day \_\_\_\_\_ January 15<sup>th</sup>.
6. Forty years \_\_\_\_\_ people did not use cellphones.
7. \_\_\_\_\_ 1964, Martin won a noble prize.



1. ago 2. in 3. yesterday 4. last 5. on 6. ago 7. in

## **M** ACTIVITY 11

Write a short autobiography using the past simple tense. If you don't know what to write, think about the answers to the questions below.

1. Where and when were you born?
2. Do you have siblings<sup>4</sup>?
3. What primary school did you attend?
4. Were you a good student?

## **M** ACTIVITY 12

Now write your answers. To have your task corrected and your pronunciation checked, you can go to your local Media Lab Self-Access Center and ask an assessor to help you.

---

---

---

---

## **3.5 Chronological order. (Timeline)**

When you read a text or narrate an event, it is easier to appreciate it if you have a representative chart or picture. For narrative events, timelines are useful.

## **ACTIVITY 13**

For this activity, you need to watch a video about the story of Malala Yousafzai.



Image 3. Youtube. (12 de julio de 2013). The story of Malala Yousafzai. [foto]. Recuperado de <https://www.youtube.com/watch?v=NlqOhxQ0-H8>

---

<sup>4</sup> Siblings: brothers and sisters

@ How do I organize a timeline?

Check these sites to help you: <https://goo.gl/j7z3F2> or <https://goo.gl/uM7Dxd>

## ACTIVITY 14

Make a timeline about the video. Draw a timeline in which you highlight at least 7 important dates. A language assessor at the Media Lab Self-Access Center can help you check your timeline.

## 3.6 Evaluate historical events to understand the present social-cultural context

## ACTIVITY 15

Talk to a teacher or a language assessor at the Media Lab Self-Access Center and answer some of these two questions regarding the information reviewed on Martin Luther King and Malala Yousafzai in this unit:

1. How did Martin Luther King Jr's affect history of civil rights in the US?
2. How did the American Civil Rights Movement affected Mexico?
3. Do you think we live in a country where sex, race and religion don't affect our civil rights?
4. What can we do to change the status of civil rights in Mexico?
5. Do you agree with the author of this quote "One child, one teacher, one book and one pen can change the world" Malala?
7. What do Malala and Martin Luther King have in common?



## Self-evaluation

Choose the correct answer.

1. **What time \_\_\_\_\_ you \_\_\_\_\_ to bed?**

- A) do, goes
- B) do, go
- C) does, go
- D) does goes

2. **Excuse me. \_\_\_\_\_ where I can find the principal's office?**

- A) Do you know
- B) Are you knowing
- C) Do you can tell me
- D) Does she knows

3. **My best friend \_\_\_\_\_ English very well! I wish I could do it too.**

- A) speak
- B) speaks
- C) speaking
- D) spoke

4. **If it rains, \_\_\_\_\_ an umbrella?**

- A) does she carries
- B) does he carries
- C) do you carry
- D) do she carry

5. **How \_\_\_\_\_ to school?**

- A) you come
- B) do usually you come
- C) you do come
- D) do you usually come

6. **I \_\_\_\_\_ fun on Saturdays.**

- A) always have
- B) have always
- C) do always
- D) always do

7. **Which of these sentences is incorrect?**

- A) I don't like driving.
- B) I enjoy to read about social problems.
- C) Do you like doing homework?
- D) I hate human right violation.

**8. Choose the sentence that best completes the next idea. I get angry...**

- A) if people respect others
- B) if I arrive on time
- C) if I don't wake up on time
- D) I don't get angry

**9. Which of the next sentences is incorrect?**

- A) There's peace if we treat each other fairly.
- B) We don't have to do a final test if work hard during the school cycle
- C) If you wake up late, you don't have breakfast.
- D) If you finish early, you would go wherever you want.

In the next exercise, choose the option that correctly completes the text.

I **(10)** \_\_\_\_\_ born **(11)** \_\_\_\_\_ September 15, 1830. I was a general and politician. I was the president of Mexico from 1876 to 1880 and from 1884 to 1911. I **(12)** \_\_\_\_\_ the French during in the French intervention in Mexico.

I was born in Oaxaca but my father **(13)** \_\_\_\_\_ in 1833. I don't **(14)** \_\_\_\_\_ him. When I was 15, I began training for the priesthood since my mom was religious, I didn't like **(15)** \_\_\_\_\_ it. Then, I met Benito Juarez and two years later I happily abandoned my ecclesiastical career to enter the Instituto de Ciencias and studied law.

However, my experience in war started when I joined liberal's guerrillas to fight Santa Anna's government. After my military career, I realized I was interested in politics as well, and **(16)** \_\_\_\_\_ president.

I know I stayed in the presidency for a long time, but it **(17)** \_\_\_\_\_ necessary. I was brave enough to impose discipline in the country and a peaceful environment. Unfortunately, I ended up as an expatriate in France. My life ended in Paris **(18)** \_\_\_\_\_ 1915, far away from my land. Do you **(19)** \_\_\_\_\_ who I am?

**(20)** \_\_\_\_\_

**10.**

- A) be
- B) am
- C) was
- D) were

**14.**

- A) remember
- B) remembers
- C) didn't remember
- D) remembered

**18.**

- A) on
- B) in
- C) at
- D) of

**11.**

- A) on
- B) in
- C) at
- D) of

**15.**

- A) studying
- B) studing
- C) to studying
- D) study

**19.**

- A) Know
- B) knew
- C) did know
- D) did knew

- 12.**  
**A)** fight  
**B)** foght  
**C)** didn't foght  
**D)** fought

- 13.**  
**A)** dyed  
**B)** died  
**C)** didn't die  
**D)** die

- 16.**  
**A)** becomes  
**B)** become  
**C)** became  
**D)** becames

- 17.**  
**A)** did  
**B)** did was  
**C)** were  
**D)** was

- 20.**  
**A)** Sebastian Lerdo de Tejada y Corral  
**B)** Francisco Ignacio Madero González  
**C)** Manuel González Flores  
**D)** José de la Cruz Porfirio Díaz Mori

“Bilinguals find it easier to focus on tasks and control their attention than monolinguals.” – Mia Nacamulli.

## NOTE-TAKING SECTION

A large, empty rectangular box with a thin black border, occupying most of the page below the header. It is intended for students to take notes during a lecture or presentation.

## UNIT 4

**NOBODY CAN HURT ME WITHOUT MY PERMISSION  
[NADIE PUEDE HERIRME SIN MI PERMISO]**

**(MAHATMA GANDHI)**



Image 1. Let's get colorful (2014). In Colour genie blog. Retrieved from: <https://goo.gl/images/frKrZ9>

## Introduction

In communication, people express an attitude in relation to a situation (illness, trouble, social concession, discussion, etc.) by suggesting, offering possibilities or referring abilities. Therefore, the main goal in this unit is to learn to exchange information towards adolescence using modal verbs to refer abilities, permission; suggest and offer possibilities for a healthy teenage lifestyle.

### 4.1 Abilities (Can)

### 4.2 Permission (Can/May)

### 4.3 Possibility (Can/Could/May)



## ACTIVITY 1

Read this excerpt from the article “From the desk of Dr. Kutcher”.

Adolescence is an exciting time of life. There is so much to do, so much to explore, so much to learn. All of this can be at times exhilarating, challenging, scary, painful or whatever. There will be successes and there will be failures. We can look at this time of life as an opportunity for emotional, social and thinking growth and see many positives. Part of growing through the teen years is learning how to successfully overcome life’s challenges. Woven into these joys and sorrows of adolescence is the reality that some of the most concerning illnesses arise during that time. They include such things as: Depression; Panic Disorder; Schizophrenia; etc. Drug misuse and even drug abuse are other challenges that arise. Unrecognized and untreated they can have negative impacts during teenager-hood and for adulthood to come. The good news is, we have lots of effective and positive ways to help teens and families who are facing the challenges of mental disorders. This does not mean that the usual ups and downs of teen life will go away.



[Adapted from: <https://goo.gl/a8CWR4>]

Image 2. Teenagers walking. Teenagers walking (2014). In Transitions. Social anxiety disorder. Teen Mental Health Magazine. Retrieved from: <https://goo.gl/a8CWR4>



Discussion. Do you agree or disagree with Dr. Kutcher about teenagers? What is a teenager like? How does it feel being a teen?

⇒ Use of modal verbs: Abilities, permission, possibilities and suggestions



Image 3. Equipo Retroalimentación Confirmando Globos. Equipo Retroalimentación Confirmando Globos (sf.). In Pixabay. Retrieved from: <https://goo.gl/images/W4Fn92>

These are different voices. All express an attitude towards teenagers' actions.

Compare these situations:

- They **can learn** fast (**ability**)
- We **can go** anywhere (**permission**)
- We **can have** fun all the time (**possibility**)
- We **could change** the world (**possibility**)
- They **should be** more responsible (**suggestion**)

**Form:**

**Affirmative:** subject + modal verb + verb in base form + complement

Teens            **can**                    **be**                    whatever they want.

**Negative:** cannot / can't    may not    couldn't    shouldn't



Teens **can't drink** alcohol  
Parents **shouldn't allow** teens to stay up late

We use **modal verbs** when we express an attitude towards an action. In this case, teens and adults express their **attitude towards** teenagers' lifestyle in terms of **abilities, possibilities, permissions and suggestions**.

 Mark what it is True (T)/ partially true (PT)/ False (F) for you about tanagers from the desk of Dr. Kutcher.

	<b>True/ Partially true/ False</b>		
1. Adolescence can be the best time of life.	( )	( )	( )
2. Teens could look this time of life as an opportunity to learn and grow.	( )	( )	( )
3. Concerning illnesses may arise such as: depression, panic Disorder.	( )	( )	( )
4. Families should help teens to face mental illnesses.	( )	( )	( )
5. Teens can make mistakes; it is part of growing.	( )	( )	( )

## ACTIVITY 2

 Think about the use of modal verbs(Ability/Permission/Suggestion/Possibility) for each of the following sentences. Write it down next to each statement.

E.g. Teens can drink alcohol until they are 18.                      Permission

1. Adolescence can be challenging, scary, painful.
2. Teens could have more opportunities to study and work.
3. Teens should think before making a decision.
4. Teenagers can learn faster than adults because they are more receptive.
5. School may be hard and demanding because of the overloaded work.
6. Teenagers can eat whatever they want because of their incredible metabolism.
7. Teens may feel disoriented because of their changing state of mood.
8. Parents may allow teenagers to take risks and make mistakes.
9. Teens should exercise more and use their cellphones less.
10. Teenagers could be more responsible if they had more guidance at home.

 1. Possibility 2. Possibility 3. Suggestion 4. Ability 5. Possibility 6. Ability 7. Possibility 8. Permission 9. Suggestion 10. Possibility

 **M** Answer these questions using **can or can't**. You can have your answers checked by an assessor from the Media Lab Self-Access Center.

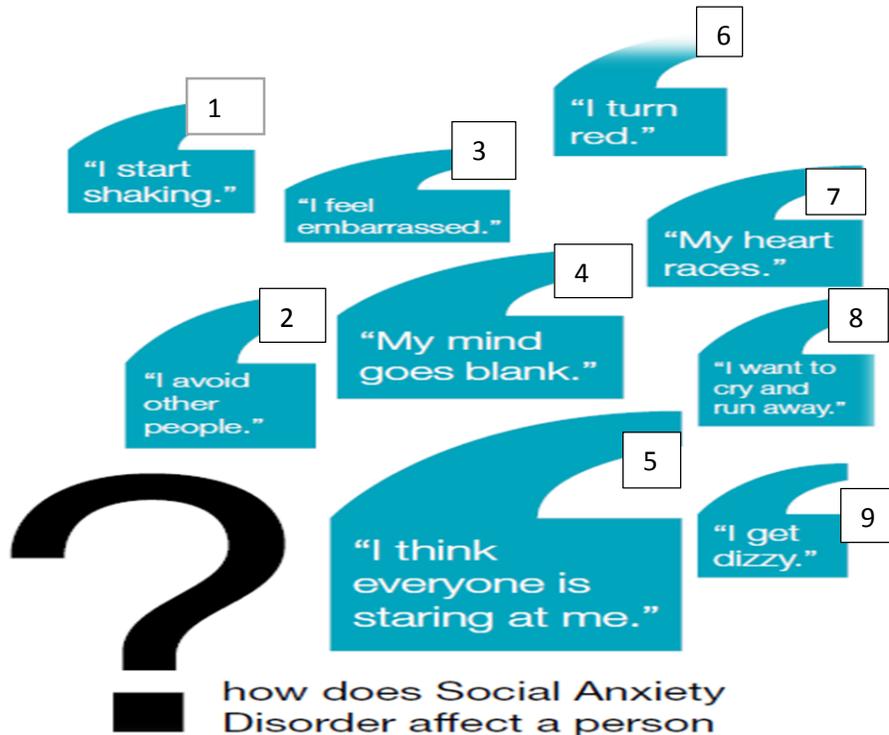
1. What languages can you speak? \_\_\_\_\_
2. Can you play any musical instrument? \_\_\_\_\_
3. Can you drive? \_\_\_\_\_
4. Where can you wear a costume? \_\_\_\_\_
5. Where can you buy nice trendy clothes? \_\_\_\_\_
6. When can you go out with your friends? \_\_\_\_\_
7. Can you get a part-time job after school? \_\_\_\_\_
8. Can you study with background music? \_\_\_\_\_
9. What can you do in your free time? \_\_\_\_\_
10. Can you count on a friend in case you are in trouble? \_\_\_\_\_

#### 4.4 Suggestion (Should). Idiomatic expressions: Let's.../Why don't we...?

#### ACTIVITY 3



Read the following chart on advice to some teenagers who suffer from social anxiety disorder.



Teen Mental Health (2014). Social Anxiety Disorder. Recuperado el 25 de enero de 2014 de [https://issuu.com/weusthem/docs/magazine\\_social\\_anxiety/14](https://issuu.com/weusthem/docs/magazine_social_anxiety/14)

 Match the ailments referred by these teens with the corresponding picture considering the clues in parentheses. Then write a piece of advice using *should* or *shouldn't*.

( 1 )  E.g. "I start shaking". Dear anonymous, you should relax  
(agitating, moving)

Image 4. Scared Clipart. Person Scared and Shaking Clipart (sf.). In Free Clip Art. Retrieved from: <https://goo.gl/images/zEx3R4>

( )  a. Dear anonymous, you \_\_\_\_\_  
(escape from, abstain)

Image 5. Avoid Clipart. Avoid Clipart (sf.). In Royalty Free Vector Illustration por J. Retrieved from: <https://goo.gl/images/mUhhyc>

( )  b. Dear anonymous, \_\_\_\_\_  
(confused, white)

Image 6. Man doubting design (sf.). In Thinking vectors and photos - free graphic resources for designers. Retrieved from: <https://goo.gl/images/E5PU91>

( )  c. Dear anonymous, \_\_\_\_\_  
(red-faced, blush)

Image 7. Woman blushing (2013). In Why do we blush? [Photo] Retrieved from: <https://goo.gl/images/CJv8xR>



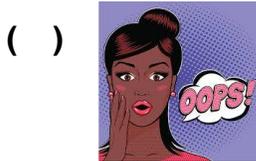
d. Dear anonymous, \_\_\_\_\_  
**(vertiginous, unstable)**

Image 8. Person fainting cliparts (sf.). In free download clip art. Retrieved from: <https://goo.gl/images/ryDBiA>



e. Dear anonymous, \_\_\_\_\_  
**(abandon, get away)**

Image 9. A Scared Man Running Away (sf.). En Cartoon Stock Clip Art. Vector Toons. Retrieved from: <https://goo.gl/images/p72hKT>



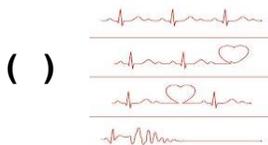
f. Dear anonymous, \_\_\_\_\_  
**(ashamed, disconcerted)**

Image 10. Pop-art Confused African-american woman face, OOPS bubble comics style (sf.). In Vector Art. Retrieved from: <https://goo.gl/images/fnKxEm>



g. Dear anonymous, \_\_\_\_\_  
**(looking intently)**

Image 11. Boy with Wide Open Eyes Staring at the Camera (2013). In Dreamstime. Royalty Free Stock Photo. [Photo]. Retrieved from: <https://goo.gl/images/Mz6KLF>



h. Dear anonymous, \_\_\_\_\_  
**(run, speed)**

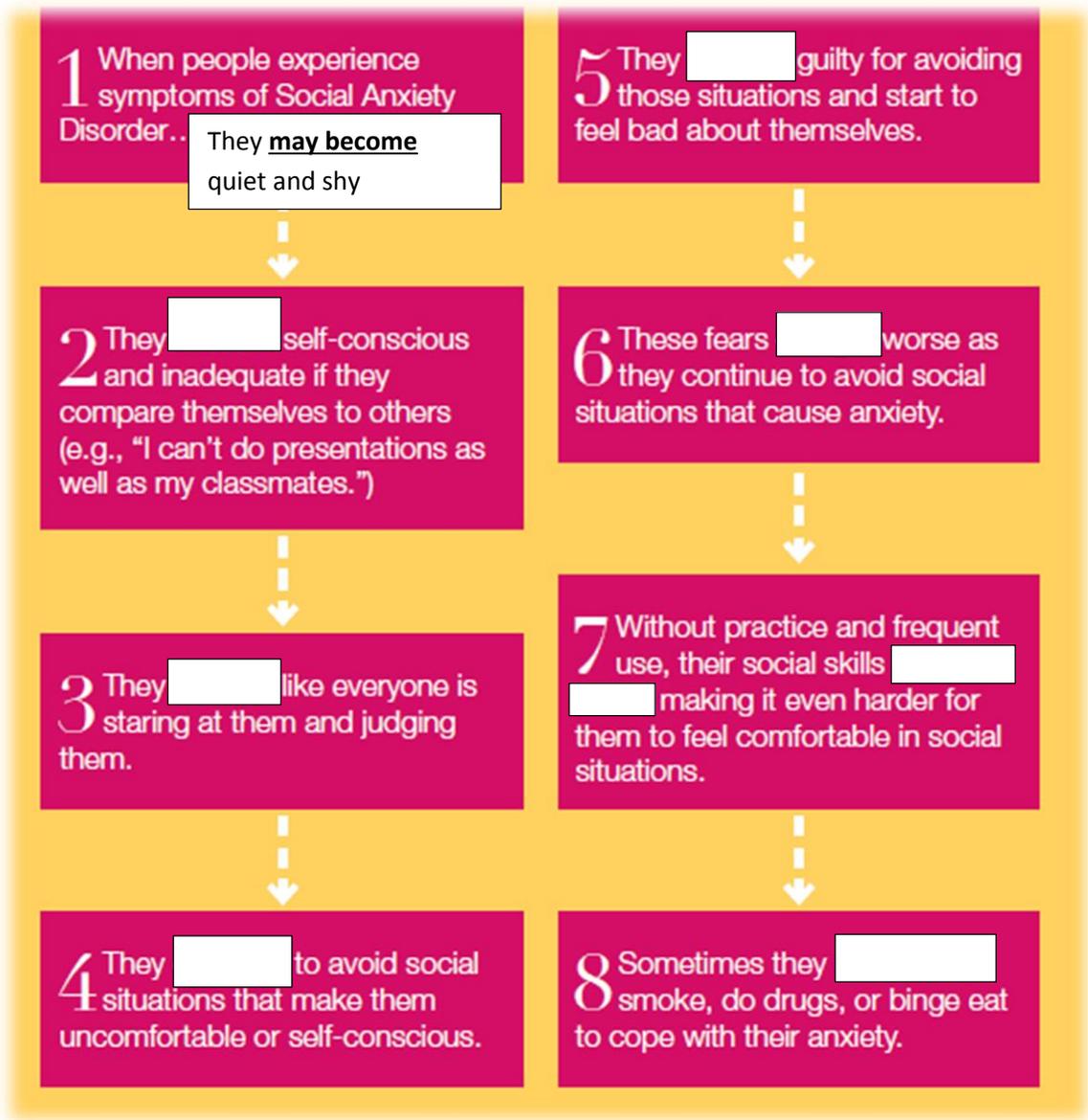
Image 12. Heartbeat (sf.) In Transparent Heartbeat PNG gratis. Retrieved from: <https://pngtree.com/free-png-vectors/fig-heartbeat>



2.a, 3.f, 4.B, 5.g, 6.c, 7.h, 8.e, 9.d

 Complete these eight possible situations that could affect a teen's life with social anxiety disorder using the words from the box.

**may become** / can feel (2) / can get / could perceive / could suffer / may drink / can start



Teen Mental Health (2014). Social Anxiety Disorder. Recuperado el 25 de enero de 2014 de [https://issuu.com/weusthem/docs/magazine\\_social\\_anxiety/14](https://issuu.com/weusthem/docs/magazine_social_anxiety/14)

 2. can feel 3. could perceive 4. can start 5. can feel 6. could suffer 8. may drink

 Imagine you suffer from social anxiety disorder, what can /may / could you do about it? Write three possibilities.

 Share your answers with a partner.

---

---

---

---



Model activity: I could investigate about social anxiety disorder / I can ask a psychologist for more information / I may go to a psychologist / I could talk to a friend or my parents /

## @ ACTIVITY 4

For further practice with modal verbs, click on the links below.

 For a complete practice on the four communicative abilities: reading, listening, writing, speaking on this topic check this website:



- Content A1 “**Can and adverbs to describe abilities**”.
  - Content A2 “**Can. Ask for and give permission**”.
  - Content A2 “**Should for advice**”
- [Retrieved from: <https://goo.gl/SLCAsv>]



Watch “A day in the digital life of a teenager”. Nowadays, adolescents spend hours on social media (Facebook, twitter, Instagram...).



- Do the tasks from the website. Check your level of understanding.
  - While watching, try to answer this question: What do you think about Alexandra’s and Sasha’s digital lives?
- [Retrieved from: <https://goo.gl/4szF5f>]



 How many hours of screen-time do you spend each day? What possible activities can you do during your online free time?

---

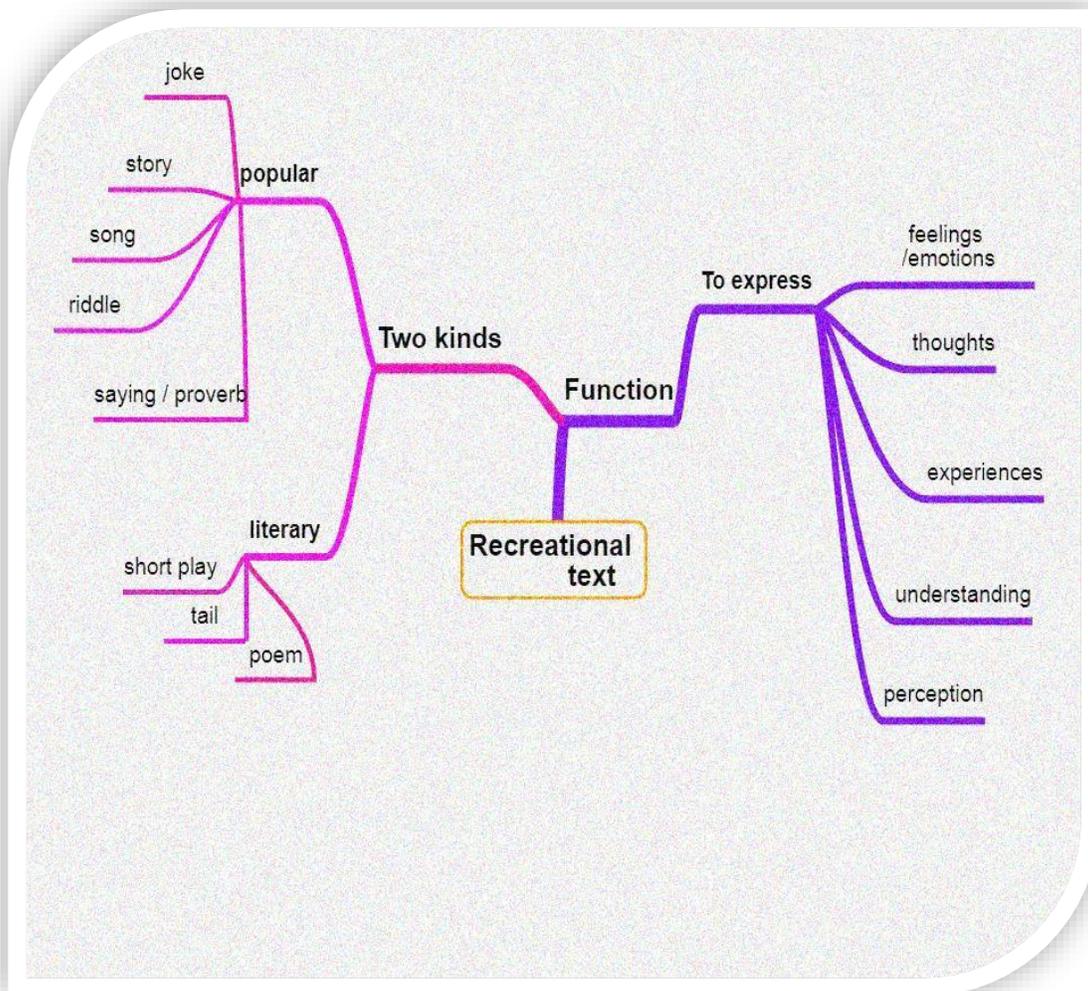
---

---

 I can have four hours of screen-time each day. I can play video games, check messages in WhatsApp. I could watch videos or films in YouTube. I may watch tutorials to do homework

#### 4.5 Recreational text

Analyze this mind map to understand what a recreational text is.



**M**

Can we use a recreational text for academic purposes? Can you make a mind map including the contents of each unit from this study workbook guide? Try it out and share it with a language assessor from the Media Lab Self-Access Center. This should help you organized your concepts in a better way as well as identify what aspects you still need to consolidate.

## ACTIVITY 5



Read the next cover of a song that some teenagers wrote, and identify what emotions they are expressing.

### **Yesterday - The Beatles** (Cover) - TEENAGERS

I don't know  
why teenagers have problems  
you should be more confident  
and keep calm, everyday  
you have friends  
and you can speak with all of them  
you should not feel alone  
oh teenager! Trust yourself  
you have to be strong  
because you can, and you should  
you have to carry on  
because you can, and you should  
oh dear teenager, be so strong  
If you only knew how worthy you are,  
believe me you will never feel apart  
Oh teenager!  
You have to be strong  
because you can, and you should  
you have to be strong  
because you can, and you'll be  
you'll be able to laugh  
at yourself  
and overcome despair  
you'll be happier once again  
I believe in you  
but now love,  
love yourself.

[Pérez, G., Figueroa, Brisa, N., Martínez, G. ENP 2]

 The song refers suggestions to face this difficult and challenging stage of life.

1. Identify the feelings or emotions that the teenagers try to express by completing this chart.

Emotion	Feeling
E.g. happiness	happy
confidence	
loneliness	
	trusty
strength	
goodness (worth)	
I	caring (feeling affection)
	hopeless (in despair)
Separation	

2. In case of a difficult situation, what should teenagers do? \_\_\_\_\_

\_\_\_\_\_

3. According to the song, **what can teenagers do** when they have problems?

E.g. Teenagers can overcome despair.

\_\_\_\_\_

\_\_\_\_\_

 *1. Confident, alone, trust, strong, worthy, love, despair, apart, 2. You should be more confident and keep calm / You should be strong / you should carry on / You should love yourself, 3. You can speak with all your friends / you can laugh again*

## @ ACTIVITY 6

 Watch these two videos and write about the advantages and disadvantages of being a teenager.

 To get the videos go to the go to the Media Lab Self-Access Center



 Use modal verbs (can, could, may) to help you make your statements.

<p style="text-align: center;"><b>ADVANTAGES</b></p> <p style="text-align: center;"><b>“Top things why being a teenager can be awesome”</b></p> <p>[Retrieved from: <a href="https://goo.gl/ipsp2M">https://goo.gl/ipsp2M</a>]</p>	<p style="text-align: center;"><b>DISADVANTAGES</b></p> <p style="text-align: center;"><b>“Top things teenagers could struggle with”</b></p> <p>[Retrieved from: <a href="https://goo.gl/jx2YXz">https://goo.gl/jx2YXz</a>]</p>

 Share your statements with a partner.

 Model activity: Advantages: Teens can have a lot of free time/ They may go everywhere/ They can make mistakes without consequences/ Teens could have their own car. Disadvantages: Teens cannot vote / They may feel depressed / They could suffer from bullying/ They may have school problems

## 4.6 Logical Connectors

 **Connecting ideas with and, or, but**

### AND

Connecting two sentences:

Daily physical activity improves your health and mood, and helps you get rid of stress.



Image 13. Physical Activity Art Print - Fitness Class and Instructor Doing Stretching Pilate Exercises (sf). In Free Physical Activity Art Prints and Wall Art. [Photo] Retrieved from: <https://www.freeart.com/art/prints/physical-activity/all/>

Connecting two items:

Adolescence can be challenging, scary and painful.



Image 14. Woman walking a dog Free Photo (2012). En Free graphic resources for designers. [Foto]. Recuperado de <https://goo.gl/images/Wisguh> Copyright (2010-2018) por Graphic Resources S.L.

## OR

Connecting two or more possibilities within a sentence:

Start with basic daily activities like showering, walking the dog, or making lunch.



Image 15. Friend Clip Art. Friend Clip Art #13607 (sf.) In WikiClipArt. Retrieved from: <https://goo.gl/images/Y84BiZ>

## BUT

Connecting contrasting ideas:

It can be difficult when you have Social Anxiety Disorder, but try to make friends with one or two people.



**And, but,** and **or** are called "conjunctions".

**And, but** and **or** can connect items within a sentence.

A comma is normally used when **but** or **or** combines two complete (independent) sentences into one sentence.

E.g. I cannot make up my mind at this moment, **but** I trust your decision.

Teens may prefer to spend their free time surfing on the web, **or** they simply want to avoid their responsibilities.

## ACTIVITY 7



Add **and**, **but**, or **or**. Add commas if necessary.

E.g. I washed my shirt, **but** it didn't get clean.

1. Would you like some water \_\_\_\_\_ some fruit juice?
2. I bought some paper, a greeting card \_\_\_\_\_ some envelopes.
3. The flight attendants served dinner \_\_\_\_\_ I didn't eat.
4. I was hungry \_\_\_\_\_ didn't eat on the plane. The food didn't look appetizing.

5. I washed my face, brushed my teeth \_\_\_\_\_ combed my hair.
6. Golf \_\_\_\_\_ tennis are popular sports.
7. Sara is a good tennis player \_\_\_\_\_ she's never played golf.
8. Which would you prefer? Would you like to play tennis \_\_\_\_\_ golf Saturday morning?
9. Who called whom? Did Bob call you \_\_\_\_\_ did you call Bob?



1. or, 2. and, 3. but, 4. but, 5. and, 6. and, 7. but, 8. or, 9. or

## ACTIVITY 8

 Complete these paragraphs about *Things you should know about Puberty* with: or, but, and. Use commas if necessary. [Retrieved from <http://bit.ly/2FprtYH>]

### 1. Endocrine System

The endocrine system influences almost every cell, organ \_\_\_\_\_ function of our bodies. It is instrumental in regulating mood, growth \_\_\_\_\_ development, metabolism \_\_\_\_\_ sexual function, among other things. Puberty can be a confusing time \_\_\_\_\_ learning about it doesn't have to be.

### 2. Should I Gain Weight?

People want to gain weight for all sorts of reasons like playing their favorite sports \_\_\_\_\_ keeping up with friends who are filling out. So, what's the skinny on weight gain?

### 3. Figuring Out Fat and Calories

From all you hear, you'd think fat and calories are bad for you \_\_\_\_\_ we all need a certain amount of them in our diets.



1. and/and/but 2. and 3. but

## ACTIVITY 9



Read the article *3 Ways to increase positive emotions in teens*, and identify possibilities for you to have positive emotions every time you feel sad.



Listen to the podcast to follow the audio-information *3 Ways to increase positive emotions in teens* on this link: <https://goo.gl/rursVy>. To get the podcast go to the Media Lab Self-Access Center.



### 3 Ways to increase positive emotions

Positive emotions don't just feel good — they're good for you. Research shows that people feel and do their best when they experience at least three times as many positive emotions as negative ones.

Ready to boost your positivity ratio?" Here are 3 ways to increase positive emotions in everyday life:

#### 1. Track Your Positive Emotions

Name the positive emotions you're already familiar with, the ones you've experienced in your daily life. Make a list. Add new emotions as you notice them. Now look at your list. Think about (and write down) which activities, situations, or people are involved when you tend to feel each emotion.

You also can look over your list of emotions at the end of the day and write down when you felt different positive emotions. Did you feel proud after playing well on the soccer field? Happy when your friends remembered your birthday? Amused when your history teacher channeled his inner comedian during that day's lesson?

## **2. Increase a Specific Positive Emotion**

Identify a positive emotion you want to increase. Let's say you want to feel more joy. Think of situations or activities you've experienced that made you aware of your joy. Focus on small, simple things, like a song that makes you feel joyful whenever you hear it. Any time you notice you're feeling joy, consider adding that situation or activity to your list.

After you know what prompts the emotion you want to increase, decide how to fit those activities or others like them into your everyday life. Pick things that are realistic enough to do every day. You may not be able to walk on the beach, but you could still feel joy by listening to a song that reminds you of vacation.

Commit to one or more daily actions that will increase the feeling you want more of in your life. Make time for these experiences. Think of them as the emotional equivalent of your "5 a day" fruits and vegetables — they're good for your emotional health!

## **3. Create a Positivity Treasure Chest**

Sometimes we forget the way back to feeling positive. We might need a reminder that can lead us back to a happier emotional place. That's when a positivity box (or folder) is helpful.

A positivity box is a collection of reminders of positive experiences we've had. These reminders bring back the feelings associated with the good moments in our lives, our strengths, joys, and accomplishments, the fun we've had, the books or music that have meaning for us, the people who are important to us. It's a positivity "treasure chest."

Collect things that remind you of positive emotional moments in your life. For example:

- photos or other souvenirs of great times
- awards that remind you of an accomplishment
- cards or notes from special people in your life
- favorite inspirational quotes or song lyrics
- childhood mementos
- something you made or drew
- a gift someone gave you
- a photo of someone you look up to

Put everything in a folder, binder, or special box where you can easily find it. Or make a collage, poster, or mobile of the items. The most important thing is to choose only items that trigger a positive emotion for you. You can add, subtract, and rearrange them any time.

[Adapted from: <https://goo.gl/rursVy>]

 After reading, complete the passage according to the information of the article. "Ready to boost your positivity ratio?" Here are 3 ways to increase positive emotions in everyday life:

1. Identify and track your positive emotions:

---

---

---

2. Focus on a specific positive emotion and how you can increase it:

---

---

---

3. Think of things you could you save in a treasure chest (box) to boost your positive emotions:

---

---

---

 *1. Name positive emotions that you experience in your daily life. Make a list. Add new emotions. 2. Identify a positive emotion you want to increase, for example feel more joy. 3. We can feel happy again with things that remind you of positive emotional moments. For example: photos, cards, gifts, etc.*

 List your positive emotions and write down activities, situations, or people you can/ may could involve when you feel such emotions.

<b>Positive emotions</b>	<b>Activities</b>	<b>situations</b>	<b>people</b>
E.g. <u>Hope</u>	<u>I could study more to pass school subjects.</u>		
1. _____	_____		
2. _____	_____		
3. _____	_____		

 *1. Proud-I can play football with my friend well 2. Happy- I could remember my last birthday 3. Amused -I may watch a favorite film*

## Self-evaluation

### Ways to Deal with Anxiety

Everyone has feelings of anxiety, nervousness, tension, and stress from time to time. Here are 5 ways to help manage them:

1. Become a relaxation expert. We all think we know how to relax. But chilling out in front of the TV or computer isn't true relaxation. They may seem to relieve anxiety or stress, but it's a false state of relaxation that's only temporary. What the body really needs is daily practice of a relaxation technique — like deep breathing, tai chi, or yoga— that has a physical effect on the mind.

2. Get enough sleep, nourishment, and exercise. Get the right amount of sleep for your needs. Choose fruit, vegetables, lean proteins, and whole grains for long-term energy. And exercise to send oxygen to every cell in the body so your brain and body can operate at their best.

3. Connect with others. Spend time with friends or family. Organized activities are great, but just hanging out works too.

4. Connect with nature. Heading out for a walk in the park or a hike in the woods can help anyone feel peaceful and grounded. Walking, hiking, trail biking, or snowshoeing offer the additional benefit of exercise. Invite a friend or two — or a family member — along and enjoy feeling connected to people as well.

5. Pay attention to the good things. A great way to keep our minds off the worry track is to focus our thoughts on things that are good, beautiful, and positive. Appreciate the small, everyday blessings. Allow yourself to dream, wish, and imagine the best that could happen.

[Retrieved from: <https://goo.gl/aDgAWT>]

### Choose the correct option

#### 1. What could people do to deal with anxiety?

- A) We may do exercise.
- B) We can sleep well.
- C) We may eat properly
- D) All answers are correct.

**2. Outdoor activities in the park or in the woods could make people feel peaceful and grounded.**

- A) True
- B) False
- C) Partially true
- D) Not enough information

**3. Why may watching TV be false relaxation?**

- A) Because it can relieve stress and anxiety
- B) Because it may be a good technique
- C) Because it could provide a temporary state of relaxation
- D) None is correct

**4. What can people do to get enough nourishment?**

- A) People could choose to eat healthy food.
- B) People may consume a lot of protein.
- C) Whole-grain foods could give us a lot of energy
- D) A and B are correct

**5. We \_\_\_\_\_ pay appreciate good, beautiful and positive things.**

**Are the modal verbs -should/ could/ can / may- correct to complete this sentence?**

- A) True
- B) False
- C) Partially true
- D) Not enough information

**Complete these sentences with the correct connector: but / and / or**

6. Organized activities are great, \_\_\_\_\_ just hanging out works too.

7. Choose fruit, vegetables, lean proteins, \_\_\_\_\_ whole grains for long-term energy.

8. Heading out for a walk in the park \_\_\_\_\_ a hike in the woods can help anyone feel peaceful and grounded.

9. Invite a friend \_\_\_\_\_ two — \_\_\_\_\_ a family member — along \_\_\_\_\_ enjoy feeling connected to people as well.

**10. What sentence has the same meaning as this:**

**Heading out for a walk in the park or a hike in the woods can help anyone feel peaceful and grounded.**

- A) Heading out for a walk in the park or a hike in the woods should help anyone feel peaceful and grounded
- B) Heading out for a walk in the park or a hike in the woods could help anyone feel peaceful and grounded
- C) Heading out for a walk in the park or a hike in the woods may help anyone feel peaceful and grounded
- D) All are correct except B

**11. What does this sentence express?**

*The best could happen*

- A) Suggestion
- B) Possibility
- C) Permission
- D) Ability

**12. "Become a relaxation expert"**

This sentence also means that:

- A) We can become a relaxation expert
- B) We should be a relaxation expert
- C) We could be a relaxation expert
- D) We may become a relaxation expert

**Complete this sentence with the correct modal verb: should/shouldn't/ can**

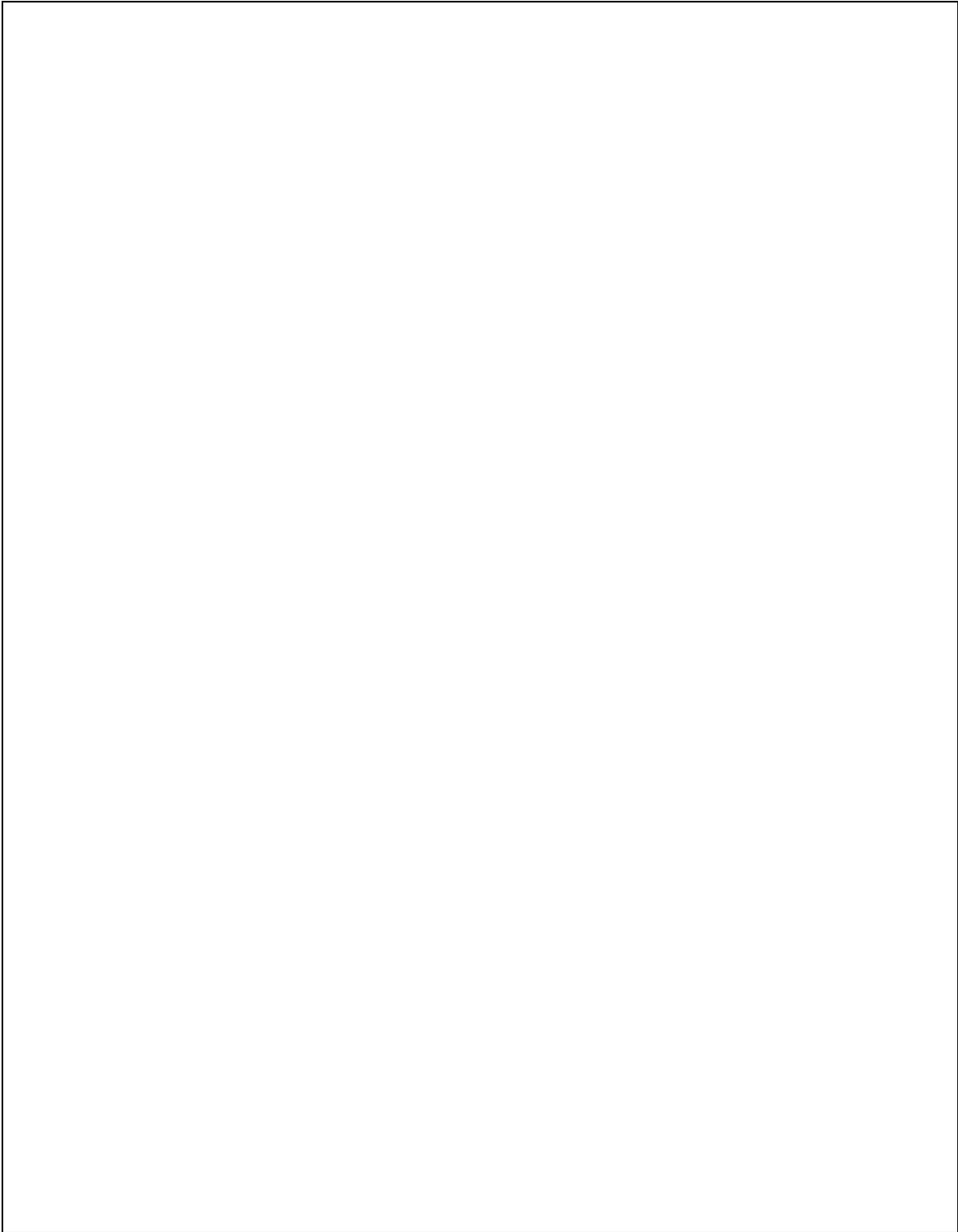
13. How many languages \_\_\_\_\_ you speak?

14. \_\_\_\_\_ I go out with my friends, Mom?

15. We \_\_\_\_\_ worry. On the contrary, focus our thoughts on things that are good, beautiful, and positive.

“One language sets you in a corridor for life. Two languages open every door along the way.” - Frank Smith.

## NOTE-TAKING SECTION

A large, empty rectangular box with a thin black border, intended for students to take notes. It occupies the majority of the page's vertical space.

## UNIT 5

**PAIN IS TEMPORARY. QUITTING LASTS FOREVER**

**[EL DOLOR ES TEMPORAL. EL FRACASO ES ETERNO]**

**(LANCE ARMSTRONG)**



Image 1. In this picture, Lance Armstrong is cycling during a race in 2009. Retrieved from <http://achhikhabre.com/lance-armstrong-cyclist-inspiring-survival-story/>

## Introduction

In this unit, we will review two very important tenses the present and the past continuous also known as progressive to exchange information about actions with a limited duration of time. The present and the past continuous tenses are similar in form: they use the auxiliary verb **be** and the **-ing** form (present participle) of a main action verb.

During vacation



Image 2

After vacation



Image 3

Last Summer Solovino was having lots of fun. Nowadays, Solovino is studying hard.

Image 2. Pixabay. (2018). Recuperado de <https://pixabay.com/en/dog-garden-terrier-fun-1310545/> e Image 3. Pixabay. (2018). Bus stop. [foto]. Recuperado de <https://pixabay.com/en/dog-pet-dressed-point-papers-1773712/>

It is the form of the auxiliary verb **be** that indicates the tense:

I **am** watching T.V.

She **was** walking last night

**present continuous**

**past continuous**

**5.1 The present continuous or progressive expresses temporary, non-permanent situations not just around this time, but also in a close specific period: *this week/month*, or even longer, *this year*, etc.**

What is important is that the action or situation is not expected to be permanent but temporary.

Example:

John **is driving** his father's car because his is in the workshop.

My parents **aren't coming** this weekend, but they promise to visit me soon.

 **ACTIVITY 1**

Watch the following video (<https://goo.gl/KbgicU>) to see what Mr. Bean is doing.

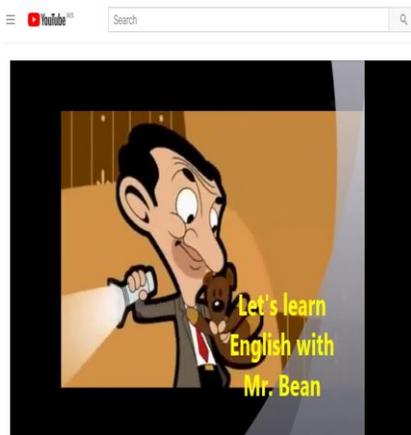


Image 4. Present Progressive with Mr. Bean. Youtube (2012). Recuperado de <https://www.youtube.com/watch?v=nTeGorY3rq4>

Then watch this other video and answer the questions included in the online activity:

<https://goo.gl/YMXA7L>



## ⇒ Present continuous

To form verb endings with **-ing (present participle)** for all continuous tenses, you should pay attention to these statements.

Present participle forms are created by adding **-ing** to the verb:

work → <b>working</b>	sing → <b>singing</b>	read → <b>reading</b>
play → <b>playing</b>	study → <b>studying</b>	build → <b>building</b>

But if the verb ends in silent **-e**, we first drop it and then add **-ing**:

complete → <b>completing</b>	write → <b>writing</b>	make → <b>making</b>
------------------------------	------------------------	----------------------

**Note:** There are some exceptions for silent **-e**:

be → <b>being</b>	see → <b>seeing</b>
-------------------	---------------------

If the verb ends in **-ie**, we replace it with **-y**:

lie → <b>lying</b>	die → <b>dying</b>
--------------------	--------------------

If in the three final letters of a verb there is a vowel between two consonants (CVC) and it is the stressed syllable, then we duplicate the last consonant:

run → <b>running</b>	rob → <b>robbing</b>	stop → <b>stopping</b>
swim → <b>swimming</b>	forget → <b>forgetting</b>	begin → <b>beginning</b>

But if the final syllable is not stressed, we only add **-ing**

listen → **listening**

Verbs ending in **-y**, **-w**, and **-x** only add **-ing**:

buy → <b>buying</b>	fix → <b>fixing</b>	grow → <b>growing</b>
---------------------	---------------------	-----------------------



## ACTIVITY 2

Now try to write the **-ing** form of these verbs:

go \_\_\_\_\_

type \_\_\_\_\_

escape \_\_\_\_\_

understand \_\_\_\_\_

tie \_\_\_\_\_

bring \_\_\_\_\_

cry \_\_\_\_\_

hear \_\_\_\_\_

plan \_\_\_\_\_

be \_\_\_\_\_



*going, typing, escaping, understanding, trying, bringing, crying, hearing, planning*



## ACTIVITY 3

Find and highlight the present participle in the following reading. Sarah Miller is in New York. She is writing a letter to her best friend.

Dear Sophia,

How are you? How is London? I am having a very good time in New York.

It's Sunday and it's sunny and warm. Now it's ten in the morning and we are in Central Park. I am sitting under a tree, I am listening to my radio... and I am writing to you, of course.

My Canadian cousin Rosemary is here with us, she is reading a comic. She's very pretty. She's tall and slim and she has got long wavy brown hair. Her parents are in Toronto.

My father is reading The New York Times, an American newspaper. My mother is playing with my little brother Jimmy on the grass and they are eating popcorn.

There are many people in the park. Some men are jogging, two girls are walking their dogs, and an old man is skating! And he can do that quiet well.

We often come to this fantastic park, in this wonderful city because we are relaxing here. But sometimes we visit other interesting places: museums, shops, galleries, etc...

New York is great! There are many fantastic skyscrapers, great shops and there are people everywhere!

Love, Sara

## ACTIVITY 4

Answer the following questions:

1. Where is Sophia?

---

2. What is Sara's father doing?

---

3. Who is Jimmy?

---

4. What are some people in the park doing?

---

5. What is Sara doing?

---



*1. She is in New York City. 2. He is reading an American Newspaper. 3. Jimmy is Sophia's little brother. 4. Some men are jogging, two girls are walking their dogs, and an old man is skating. 5. She is sitting under a tree, listening to her radio and writing to her friend.*

## 5.2 Past Continuous

### Present and past progressive

When we talk about actions that are still in progress, we use the present progressive also known as **present continuous**:

I	am	learning	English.
subject +	verb <i>be</i> in present +	Present participle +	complement

If the action we are talking about happened in the past, then we use the **past progressive**, which is formed in the same way we created the present progressive, but the verb **be** is used in past:

I	was	studying	for my exam.
subject +	verb <i>be</i> in past +	present participle +	complement

## ACTIVITY 5

What are these people doing now?



Image 4



Image 5



Image 6

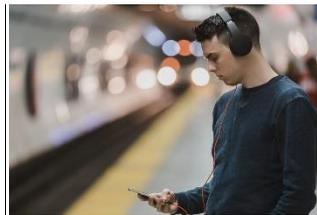


Image 7



Image 8



Image 9

Image 4. Pexels (2018) Recuperado de <https://www.pexels.com/photo/action-beach-fun-leisure-416676/> Image 5. Pexels (2018) Recuperado de <https://www.pexels.com/photo/people-brasil-guys-avpaulista-109919/> Image 6. (2018) Recuperado de <https://www.pexels.com/photo/man-dunking-the-ball-163452/> Image 7. (Pexels (2018) Recuperado de <https://www.pexels.com/photo/action-adult-blur-bokeh-374912/> Image 8. Pexels (2018) Recuperado de <https://www.pexels.com/photo/adult-agreement-beard-beverage-541523/> Image 9. Pexels (2018) Recuperado de <https://www.pexels.com/photo/people-running-during-daytime-33703/>



1. The man is surfing. 2. Some people are crossing the Street. 3. The boy is playing basketball. 4. The guy is listening to some music. 5. They are shaking hands. 6. The women are running.

## ACTIVITY 6

What were these people doing yesterday?



Image 10



Image 11



Image 12



Image 13



Image 14



Image 15

Image 10. Pexels (2018) Retrieved from <https://www.pexels.com/photo/action-active-athletes-ball-264312/> Image 11. Pexels (2018) Retrieved from <https://www.pexels.com/photo/action-exercise-fun-goggles-260598/> Image 12. Pexels (2018) Retrieved from <https://www.pexels.com/photo/action-adult-blur-commuter-360535/> Image 13. Pexels (2018) Retrieved from <https://www.pexels.com/photo/writing-notes-idea-class-7103/> Image 14. Pexels (2018) Retrieved from <https://www.pexels.com/photo/silhouette-of-man-247899/> Image 15. Pexels (2018) Retrieved from <https://www.pexels.com/photo/gray-scale-photo-of-crying-topless-boy-679438/>



1. They were playing soccer. 2. He was swimming. 3. He was waiting for the train. 4. The man was writing a note. 5. The student is reading a book. 6. The little boy is crying.

### 5.3 Time adverbial clauses with *before*, *after*, *when* & *while*

Read the following examples:

My mother **was cooking** dinner.  
Cynthia and her friend **were watching** TV.

We can talk about two actions happening at the same time by joining them with the word **while**:

My mother **was cooking** dinner **while** Cynthia and her friend **were watching** TV.  
Cynthia and her friend **were watching** TV **while** my mother **was cooking** dinner.

Sometimes something happened in the middle of the activity. In that case, we can use the word **when** to join the two sentences:

I hurt my leg **when** I **was playing** football.  
My teacher **was calling** the roll **when** Ruben arrived.

I **was taking** my driving test last weekend.  
My mother **called** me by telephone and got distracted.

**Before** my mother **called** me on the phone and got me distracted, I **was taking** my driving test.

The teacher **said** the school year **was** over.  
All my classmates were jumping out and throwing away their notebooks.

After the teacher **said** the school year **was** over, all my classmates **were jumping** out and **throwing** their notebooks **away**.

So, the notion we should get from these examples can be structured as follows:

<p><b>Before</b></p> <p><b>After</b> + subject + past simple + c</p> <p><b>When</b></p>	,	<p>subject + aux-verb BE + present + c. participle</p>
<p><b>While</b> + s + aux-verb + present + c BE            participle</p>	,	<p>subject + aux-verb BE + present + c. participle</p>

In either case, the time adverbial clauses can be exchangeable and used as connectors instead where no comma is needed.

## **M** ACTIVITY 7

Think about these three questions, write down your answers, and share them with a partner. You may want to have them checked by an assessor from your local Media Lab Self-Access Center.

What were you doing yesterday while your parents were having breakfast? Do you remember?

Do you know what your friends were doing last Sunday? You can ask them to find out.

Do you remember what you were doing on September 19<sup>th</sup>, 2017?

Sometimes we talk about events that happened in a specific order. In this case, we can also use *when*:

The exam started **when** our teacher told us to open the booklet.

**When** the teacher told us to open the booklet, the exam started.

Say, what happened **when** you met your teacher for the first time?

@ You can also find more exercises online at these websites:

- <https://goo.gl/xywzNs>
- <https://goo.gl/tdrFmb>
- <https://goo.gl/aGrMtD>
- <https://goo.gl/zPdsKo>
- <https://goo.gl/cq6HuC>
- <https://goo.gl/pAhfE6>
- <https://goo.gl/XnLzG4>
- <https://goo.gl/L8vsnz>
- <https://goo.gl/byrMXS>
- <https://goo.gl/sWnZ6s>
- <https://goo.gl/wDvZwx>
- <https://goo.gl/SZxuNZ>

### 5.3. Literary texts

A piece of written material -a book or a poem- with the purpose of narrating a story or entertaining an audience, as in a fictional novel. The primary function of a literary text is mainly aesthetic, but it may also include either political messages or beliefs.



## ACTIVITY 8

Read the following passage, taken from Mark Twain's *Tom Sawyer*, and write a little summary. You can read out loud your summary and record yourself.

Saturday morning came. All the summer world was bright and fresh and full of life. Tom appeared in front of the house with paint and a big brush. He looked at the fence, and all joy left him. A deep sadness settled upon his heart. The fence was long and high. He wet the brush and moved it along the top board. He did it again, and did it again. He looked at what he had done. The painted part was very, very small. The whole fence was very large. He sat down. He felt that he could not continue. Jim, a boy who worked for the family, came through the gate. He was going to get water, and he was singing happily.



Image 16. Wikimedia Commons (2018) Recuperado de [https://commons.wikimedia.org/wiki/File:Adventures\\_of\\_Tom\\_Sawyer-pg040.png](https://commons.wikimedia.org/wiki/File:Adventures_of_Tom_Sawyer-pg040.png)

Tom said, "Jim, I will get the water, if you will paint."

Jim said, "No. I must get the water."

"Are you afraid of Aunt Polly? She won't hurt you. She talks about it, but talk never hurts. It never hurts except when she weeps, also. You should not be afraid of her. Jim, I will give you one of my playthings. And I will show you my foot. I will show you where I hurt it."

Jim was only human. He took the plaything and he put his head down to look at the foot.

In another moment, he was running down the street. Tom was painting as fast as possible. And Aunt Polly was returning to the house. But Tom began to think of the pleasure planned for this day. His hands moved more slowly. Soon the other boys would come and laugh at him for working. From his pocket, he took everything that he owned. He looked at it. There was nothing of real value. It was not enough to buy another boy's help.

At this dark moment, a wonderful idea came to him. It was like a great, bright light. He took his brush and went quietly to work.

Ben Rogers appeared soon. Tom had been especially afraid of Ben's laugh.

Ben was eating an apple. Also, as he walked, he was making noises like those of a big riverboat. He would shout loudly. Then he would say, "Ding-dong-dong," like a bell. Then he would shout again, and say, "Ding-dong-dong," again, and make other strange noises. He was the boat, and he was the captain of the boat, and the boat bell.

(source: <https://www.gutenberg.org/files/74/74-h/74-h.htm>)



Remember you can go to your Media Lab Center to get some feedback by any English assessor. Ask any questions you may have regarding this task. Do not forget to check all the literary text books either in printed or digital

"Knowing more than one language keeps your brain healthy, complex and actively engaged."



## Self-evaluation.

Select the option that best completes each statement.

**1. I was studying all night for the history test.**

- A) Past progressive
- B) Present progressive
- C) Present simple
- D) Past Simple

**2. The doctor is examining the patient.**

- A) Past progressive
- B) Present progressive
- C) Present simple
- D) Past Simple

**3. I am having a great vacation here in Hawaii.**

- A) Past progressive
- B) Present progressive
- C) Present simple
- D) Past Simple

**4. My sister is watching TV right now.**

- A) Past progressive
- B) Present progressive
- C) Present simple
- D) Past Simple

**5. Sorry, I am working till 5 p.m.**

- A) Past progressive
- B) Present progressive
- C) Present simple
- D) Past Simple

**6. By midnight, we were still driving through the desert.**

- A) Past progressive
- B) Present progressive
- C) Present simple
- D) Past Simple

**7. He was constantly talking.**

- A) Past progressive
- B) Present progressive
- C) Present simple
- D) Past Simple

**8. Yes, we are eating dinner.**

- A) Past progressive
- B) Present progressive
- C) Present simple
- D) Past Simple

**9. The students are reading their books.**

- A) Past progressive
- B) Present progressive
- C) Present simple
- D) Past Simple

**10. He is doing homework.**

- A) Past progressive
- B) Present progressive
- C) Present simple
- D) Past Simple

**11. Are you reading that book?**

- A) Past progressive
- B) Present progressive
- C) Present simple
- D) Past Simple

**12. Were you waiting for her when the plane arrived?**

- A) Past progressive
- B) Present progressive
- C) Present simple
- D) Past Simple

**13. Were you listening to me?**

- A) Past progressive
- B) Present progressive
- C) Present simple
- D) Past Simple

**14. Are you still walking home after school?**

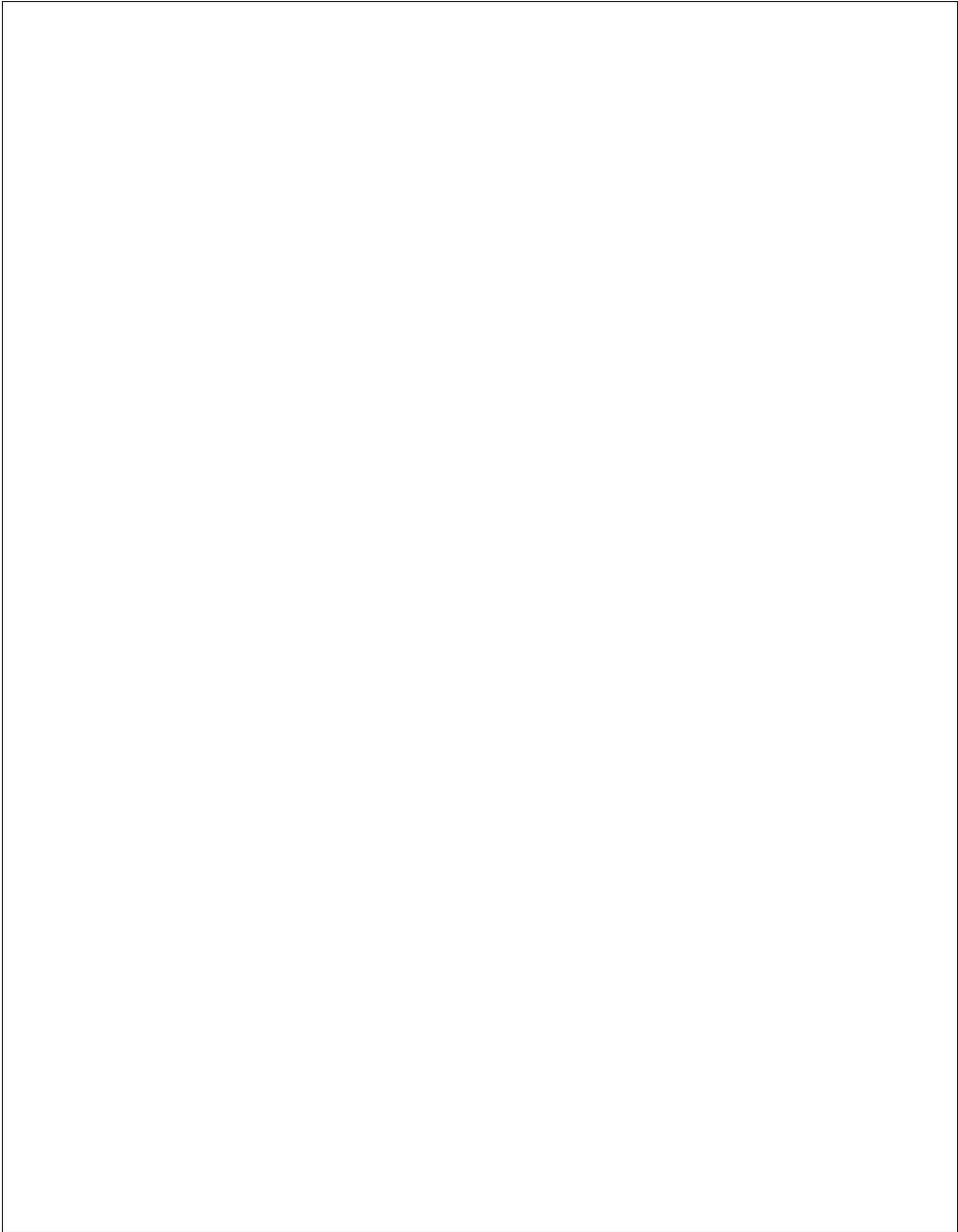
- A) Past progressive
- B) Present progressive
- C) Present simple
- D) Past Simple

**15. What are you doing?**

- A) Past progressive
- B) Present progressive
- C) Present simple
- D) Past Simple

“Learning a language makes a person more open-minded and tolerant of other cultures.” – Mia Nacamulli.

## NOTE-TAKING SECTION

A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for students to take notes during a lecture or presentation.

## UNIT 6

**IT IS ALWAYS WISE TO LOOK AHEAD, BUT DIFFICULT TO LOOK FURTHER THAN YOU CAN SEE**

**[ES SABIO PLANEAR EL FUTURO, PERO DIFÍCIL VER MÁS ALLÁ DE NUESTRA PROPIA MIRADA]**

**(WINSTON CHURCHILL)**



Image 1. Pixabay (2018). Éxito. Recuperado de <https://pixabay.com/es/empresario-flecha-beneficio-lugar-3189814/>

Winston Churchill was a politician and wartime prime minister who led Britain to victory during World War II.

## Introduction

In Unit 1 you focused your attention on the present time, then, in Unit 2 you worked with the past time. Now it is the moment to pay attention to the Future time.

Differently from the present and the past events, a future event is impossible to describe.

You can describe present activities because they are there at sight, you can also describe past events because there are documents and evidence that keep a historical record. But, when working with the future, you can, among other functions of language; predict, promise or plan.

In this lesson you will work with predictions, promises and spontaneous decisions as well as with the characteristics of scientific texts and cause-effect relations within a text.

### Notion: Future time

Watch



Do you agree with this statement?  
Can you predict the future? Why? Why not?

---

---

---

---

Image 2. One does not simply predict the future Recuperado de: <http://cf.chucklesnetwork.com/items/5/8/1/3/3/original/one-does-not-simply-predict-the-future.jpg>

Do you know this character?

What's is it like?

---

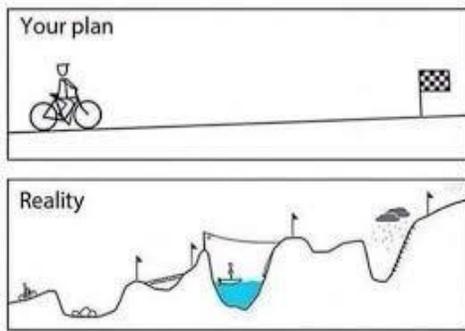
---

---

---



Image 3. I promise I will text you oh look a squirrel. Recuperado de: <https://memegenerator.net/img/instances/500x/58157930/i-promise-i-will-text-you-oh-look-a-squirrel.jpg>



Analyze this picture? What is the message?

---



---



---



---



---

Image 4. Plan reality. Retomado de: [https://www.google.com.mx/search?q=plan+reality&client=firefox-b-ab&dc=0&t=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjS\\_5OZ4NbZAhUxVd8KHxtkAXcQsAQIjg&biw=1600&bih=763#imgrc=kOAPJ1azc3-7CM](https://www.google.com.mx/search?q=plan+reality&client=firefox-b-ab&dc=0&t=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjS_5OZ4NbZAhUxVd8KHxtkAXcQsAQIjg&biw=1600&bih=763#imgrc=kOAPJ1azc3-7CM):

When we talk about the future, it is not possible to be **describe** events, but we express our plans and make predictions, promises or decisions.

### ACTIVITY 1



Watch this video

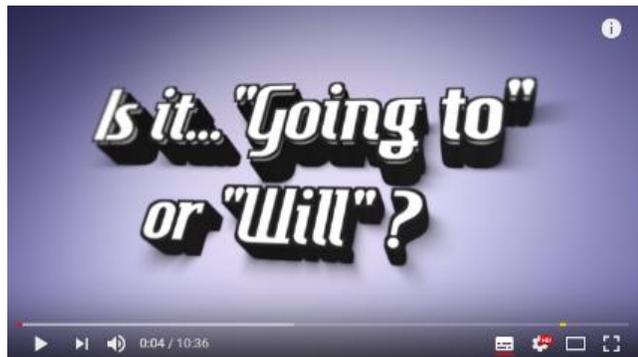


Image 5. Is it "going to" or will"? Recuperado de: <https://www.youtube.com/watch?v=begKNGxcjdk&feature=youtu.be>



Tick (✓) the correct structure according to the information from the video

		going to	will
1	Plans made in the past with effect in the future		
2	Predictions based on evidence		
3	Future action decided at the moment		
4	Promises		
5	Predictions NOT based on evidence		



### 6. 1 Idiomatic future.

We use **am/is/are + going to + verb**:

➔ To talk about **plans** and **intentions** previously thought:  
**I'm going to drive** to work today.  
**They are going to move** to Manchester.

➔ When we make predictions **based on an evident fact**:

Look at those black clouds! I think **it's going to rain**.



AFFIRMATIVE					
I	am	<b>going to</b>	base form of a verb	complement.	
He, She, It	is				
We, You, They	are				

NEGATIVE					
I	am	<b>not</b>	<b>going to</b>	base form of a verb	complement.
He, She, It	is				
We, You, They	are				

INTERROGATIVE					
Am	I	<b>going to</b>	base form of a verb	complement	?
Is	he, she, it				
Are	we, you, they				

## ACTIVITY 2

@  To check the structure and use of **going to** visit this site



Image 6. Exercise on Future 1 Simple (going to) Recuperado de: <https://www.ego4u.com/en/cram-up/grammar/future-1-going-to/exercises>

## ACTIVITY 3

 Match the pictures with people's plans after college.



- My son is going to study a master degree.
- We're going to get married.
- I'm going to travel all over the world.
- I'm going to get a good job.



1. c) 2. d) 3. a) 4. b)

 Read and complete the predictions.

1. He didn't study. He \_\_\_\_\_ (pass) the exam.
2. Our team has the best record this season. We \_\_\_\_\_ (be) the champions.
3. Her car is in the garage. She \_\_\_\_\_ (take) the train.
4. The traffic is terrible! I \_\_\_\_\_ (be) late for class.
5. Greenhouse effect is severe. Pollution \_\_\_\_\_ (rise).



*1. isn't going to pass 2. are going to be 3. is going to be 4. 'm going to take 5. is going to rise*

## 6.2 Simple future

We use **will** when we make **predictions**

**It will be** a nice day tomorrow.

I think **Brazil will win** the World Cup.

I'm sure **you will enjoy** the film.

Also, when we mean **want to** or **need to**; that is, to express intention

**I will study** Biology because I love nature and science.

When we make **offers** and **promises**

**I'll see** you tomorrow.

**We'll send** you an email.

## STRUCTURE

AFFIRMATIVE			
I You He She It We They	will	simple form of verb	COMPLEMENT

NEGATIVE			
I You He She It We They	will + NOT  <b>WON'T</b>	simple form of verb	COMPLEMENT

INTERROGATIVE				
Will	I you he she it we they	simple form of verb	COMPLEMENT	?

### ACTIVITY 4

@ At this site there is an exercise about the structure and use of **will**. Check it out.



Image 7. Future Simple 1 will. Recuperado de: <https://www.ego4u.com/en/cram-up/grammar/future-1-will>

@ At this site, you can check the lesson on future simple (**will**), follow this route:



Image 8. CUAED UNAM. Recuperado de: [http://www.cuaed.unam.mx/english\\_media/](http://www.cuaed.unam.mx/english_media/)

   Follow this route:  
Content ↓  
A2 ↓  
Future Simple ↓

  To get feedback on your speaking exercise, go to your Media Lab Self-Access Center.

## ACTIVITY 5

  Complete the sentences using future and the appropriate verb from the box

marry phone do get be

1. \_\_\_\_\_ you \_\_\_\_\_ me tonight?
2. I think the exam \_\_\_\_\_ difficult.
3. The bus \_\_\_\_\_ on time. There's no traffic.
4. I love you, \_\_\_\_\_ you \_\_\_\_\_ me?
5. Oh no! I forgot the homework! I \_\_\_\_\_ it before class.



1. Will... call 2. will be 3 will be 4. will get 4. will... marry 5. will do

## ACTIVITY 6



Match a situation from speaker A with an appropriate offer from speaker B

- |                                |                                   |
|--------------------------------|-----------------------------------|
| 1. It's so cold!               | a) I'll make you a sandwich.      |
| 2. I'm really hungry.          | b) Don't worry. I'll explain you. |
| 3. These bags are quite heavy. | c) I'll close the window.         |
| 4. I can't understand this!    | d) I'll get it.                   |
| 5. The bell is ringing.        | e) I'll carry them.               |



1. c) 2. a) 3. e) 4. b) 5. d)



For further practice, join the conversational clubs and workshops offered by the Media Lab Self-Access Center.

### 6.3 First conditional: If...will/going to...

If we talk about a present condition with a result in the **future**, we use **will** or **going to**. This structure is called **first conditional**

We **won't** be able to go out **if it rains**.

**If** Barcelona **wins** tomorrow, they **will** be champions.

We aren't **going to** pass English IV **if** we **don't study** hard.

**If** Mexico **wins** a gold medal in the Olympics, everyone is **going to** be happy.

There are two parts (**clauses**) in the sentence.

The conditional clause takes the present form and includes the word **if**.

The result clause includes **will/going to**

Result	Condition
We <b>won't be</b> able to go out	<b>if it rains</b> .
Condition	Result

If Barcelona **win** tomorrow,



they **will be** champions.

**Result**

**Condition**

We aren't **going to** pass English IV



**if we don't study** hard.

If Mexico **wins** a gold medal in the Olympics,



everyone is **going to** be happy.

## ACTIVITY 7



Complete the following online activity.



Image 9. First Conditional. Recuperado de:

[https://elt.oup.com/student/headway/preint4/grammar/unit12/hwy\\_preint\\_unit12\\_1?cc=us&sellLanguage=en](https://elt.oup.com/student/headway/preint4/grammar/unit12/hwy_preint_unit12_1?cc=us&sellLanguage=en)



Complete these consequences with **will** the verbs in parentheses.

1. If we don't save enough money, we \_\_\_\_\_ (travel) next year.
2. We \_\_\_\_\_ (gain) weight if we don't slow down sugar consume.
3. If people do research on candidates, they \_\_\_\_\_ (make) better decisions.
4. If deforestation continues, there \_\_\_\_\_ (be) alterations in climate.
5. According to some people, you \_\_\_\_\_ (become) healthier if you stop eating meat.



1. won't travel 2. will gain 3. will make 4. will be 5. will become

## 6.4 Scientific texts



### ACTIVITY 8

Here you can read what a scientist predicts about the future of science.

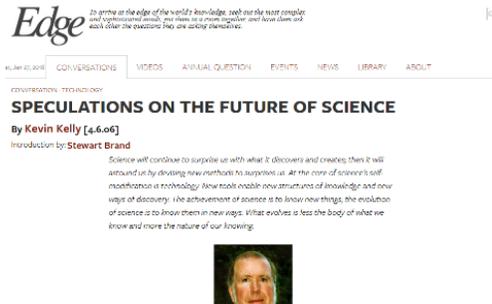


Image 10. Speculations on the future of science. Recuperado de: [https://www.edge.org/conversation/kevin\\_kelly-speculations-on-the-future-of-science](https://www.edge.org/conversation/kevin_kelly-speculations-on-the-future-of-science)



Critical thinking: What is the most interesting prediction for you?

---

---

---

---

---



Complete the sentences according to the text.

1. \_\_\_\_\_ will continue to surprise us with what it discovers and creates...
2. Algorithmic discovery of patterns \_\_\_\_\_.
3. \_\_\_\_\_ will often be the first word on a new area.
4. Zillionics – Ubiquitous always- on sensors in bodies and environment \_\_\_\_\_.



1. Science 2. will become necessary and common 3. Wiki-science 4. will transform medical, environmental, and space sciences.

@ ✎ Do some research and write YOUR predictions for the future of science.

E.g. \_\_\_\_\_ Scientists will discover a vaccine for diabetes. \_\_\_\_\_

---

---

---

M Visit the Media Lab Center to have your work corrected.

### 6.5 Cause-effect relationship

Cause-effect relationship gives reasons and explanations for events, conditions, or behavior.

Analyze these situations:

(1) In most countries, people vote to elect a president. **(Cause)**

However, a president **won't be** elected **if** people **don't** vote for him or her. **(Effect)**

(2) Earthquakes and tsunamis happen all over the world. **(Cause)**

**If** there **is** an earthquake or a tsunami, alarms **will** alert people **(Effect)**

(3) Some British don't want to be part of the European Union anymore. **(Cause)**

England is **going to** leave the Brexit **if** they there **is** no agreement. **(Effect)**

In all cases, it is possible to establish a **cause-effect relationship** by using **will** or **going to**.

M Can you think of any other situations where a cause-effect relationship takes place? Go to the Media Lab Center for extra assessment on this subject.

**Self-evaluation**

Choose the option that best completes each statement.

**1. I don't have any money. \_\_\_\_\_ you \_\_\_\_\_ me some?**

- A) Will... to lend
- B) Going... to lend
- C) Are... going
- D) Will... lend

**2. If it rains, I \_\_\_\_\_ home.**

- A) 'll stay
- B) stay
- C) will to stay
- D) Will

**3. A: I don't have a nanny and I have an important meeting.**

**B: I \_\_\_\_\_ babysit.**

- A) will
- B) am going to
- C) going to
- D) will to

**4. A: Would you like some soda?**

**B: No, thanks. I \_\_\_\_\_ have some tea.**

- A) am going to
- B) going to
- C) will
- D) will to

**5. I \_\_\_\_\_ to the movies. I bought the tickets online.**

- A) am going to
- B) will
- C) going to
- D) am going

**6. A: If you have problems with your car, I \_\_\_\_\_ a ride.**

**B: Thanks, you saved me!**

- A) will give
- B) am going to give
- C) won't give
- D) give

**7. With this beautiful weather, the plane \_\_\_\_\_ on time!**

- A) will be
- B) won't be
- C) isn't going to be
- D) is going to be

**8. I think cars \_\_\_\_\_ in the future.**

- A) are going
- B) will fly
- C) are going to
- D) fly

**9. I booked the hotel online. We \_\_\_\_\_ a lot of money.**

- A) 're going to save
- B) going to save
- C) will save
- D) won't save

**10. If geneticists continue working at this pace, they \_\_\_\_\_ the cure for cancer.**

- A) going to create
- B) are going to
- C) create
- D) will create

**11. Considering the amount of traffic these days, I \_\_\_\_\_ a bicycle.**

- A) will buy
- B) buy
- C) 'm going to buy
- D) going to buy

**12. Tomorrow is my birthday. I \_\_\_\_\_ 21!**

- A) will turn
- B) turn
- C) am going to turn
- D) going to turn

**13. We'll run out of water if we \_\_\_\_\_ of it.**

- A) won't take care
- B) take care
- C) will take care
- D) don't take care

**14. I \_\_\_\_\_ to Paris tomorrow. Here's my ticket!**

- A) will fly
- B) am going to fly
- C) fly
- D) going to fly

**15. A: My tire is flat.**

**B: No problem. I \_\_\_\_\_ it.**

- A) 'll fix
- B) 'm going to fix
- C) fix
- D) won't fix

“Learning another language is like becoming another person.”- Haruki Murakami

## GLOSSARY

	Bullet point	It introduces a new content
	Listening	It invites students to work out an online listening activity or exercise.
	Speaking	It promotes discussion among students about different subject matters.
	Reading	It provides a reading activity or exercise to perform individually.
	Writing	It indicates a writing activity or exercise to develop individually or with the help of an assessor.
	Internet search	It makes students search for specific information in the web.
	Video	It provides students with some video activities to reinforce both language and culture.
	Media Lab Self-Access Center	It encourages students to attend their local Media Lab Self-Access Center for assessment.
	Self-evaluation	It offers students the possibility to evaluate their own knowledge on the language acquired throughout this study workbook guide.

# SELF-EVALUATION ANSWER KEY

## UNIT 1

 1. D, 2. B, 3. C, 4. B, 5. C, 6. C, 7. A, 8. A, 9. B, 10. D, 11. A, 12. B, 13. A, 14. D, 15. C, 16. C, 17. D, 18. D, 19. A, 20. B

## UNIT 2

 1. B, 2. C, 3. D, 4. D, 5. C, 6. B, 7. C, 8. A, 9. A, 10. C, 11. A, 12. A, 13. B, 14. A, 15. D

## UNIT 3

 1. B, 2. A, 3. B, 4. C, 5. D, 6. B, 7. C, 8. C, 9. D, 10. C, 11. A, 12. D, 13. B, 14. A, 15. A, 16. C, 17. D, 18. B, 19. A, 20. D

## UNIT 4

 1. A, 2. A, 3. C, 4. D, 5. A, 6. but 7. And 8. Or 9. Or / or / and 10. D, 11. B, 12. B, 13. can 14. May 15. shouldn't

## UNIT 5

 1. A, 2. B, 3. B, 4. B, 5. B, 6. A, 7. A, 8. B, 9. B, 10. B, 11. B, 12. A, 13. A, 14. B, 15. B

## UNIT 6

 1. D, 2. A, 3. B, 4. C, 5. A, 6. A, 7. D, 8. B, 9. A, 10. D, 11. C, 12. A, 13. D, 14. B, 15. A

## BIBLIOGRAPHIC REFERENCES

### UNIT 1 “To be or not to be, that is the question.” (William Shakespeare)

Images (in order of appearance)

Image 1

Pixabay. (2018). Hamlet. [foto]. Recuperado de <https://pixabay.com/es/aldea-jorick-shakespeare-jugar-3013170/>

Image 2

Time. (2018). Krtin Nithiyanandam. [foto]. Recuperado de <http://time.com/5003930/most-influential-teens-2017/>

Image 3

Stargist. (2018). Hyun Min Han. [foto]. Recuperado de [http://stargist.com/life/people\\_news/han-hyun-min-as-south-koreas-first-black-model-han-hyun-min-photos-han-hyun-min-profile/](http://stargist.com/life/people_news/han-hyun-min-as-south-koreas-first-black-model-han-hyun-min-photos-han-hyun-min-profile/)

Image 4

Pixabay. (2018). Workplace. [foto]. Recuperado de <https://pixabay.com/es/hombres-empleados-traje-trabajo-1979261/>

Image 5

Pixabay. (2018). Men. [foto]. Recuperado de <https://pixabay.com/es/lugar-de-trabajo-equipo-1245776/>

Image 6

Pixabay. (2018). Man. [foto]. Recuperado de <https://pixabay.com/es/hombre-micr%C3%B3fono-l%C3%ADder-tipo-1392049/>

Image 7

Pixabay. (2018). Bouquet. [foto]. Recuperado de <https://pixabay.com/es/ramo-ramo-de-tulip%C3%A1n-tulipanes-3158358/>

Image 8

Pixabay. (2018). Malagasy taggecko. [foto]. Recuperado de <https://pixabay.com/es/madagascar-taggecko-gecko-653653/>

Image 9

Pixabay. (2018). Creep. [foto]. Recuperado de <https://pixabay.com/es/la-fluencia-en-el-techo-caminar-1712725/>

Image 10

Pixabay. (2018). Sofa. [foto]. Recuperado de <https://pixabay.com/es/sof%C3%A1-gato-british-shorthair-788537/>

Image 11

Pixabay. (2018). Bus stop. [foto]. Recuperado de <https://pixabay.com/es/parada-de-autob%C3%BAs-hombre-a-la-espera-2027036/>

Image 12

Pixabay. (2018). Woman. [foto]. Recuperado de <https://pixabay.com/es/mujer-personas-ni%C3%B1a-blanco-3185351/>

Image 13

Pixabay. (2018). Baby. [foto]. Recuperado de <https://pixabay.com/es/beb%C3%A9-ni%C3%B1o-la-infancia-equipo-84626/>

Image 14

Pixabay. (2018). Australia Facts For Kids - Cool, Fun Facts about Australia for Children. [foto]. Recuperado de <https://www.youtube.com/watch?v=hJm7kLzEmdE&t=482s>

Image 15

Pixabay. (2018). Baby. [foto]. Recuperado de <https://pixabay.com/es/beb%C3%A9-ni%C3%B1o-la-infancia-equipo-84626/>

Image 16

Pixabay. (2018). Discover Japan. [foto]. Recuperado de <https://www.jnto.go.jp/eng/>

## Videos

Cool Kid Facts. (10 de enero de 2017). *Australia Facts For Kids - Cool, Fun Facts about Australia for Children* [Archivo de video]. Recuperado de <https://www.youtube.com/watch?v=hJm7kLzEmdE&t=482s>

## Websites

*The 30 Most Influential Teen of 2017. Krtin Nithiyanandam, 17.* Time. (2 de noviembre de 2017). Recuperado de <http://time.com/5003930/most-influential-teens-2017/>

*The 30 Most Influential Teen of 2017. Han Hyun Min, 16.* Time. (2 de noviembre de 2017). Recuperado de <http://time.com/5003930/most-influential-teens-2017/>

## UNIT 2 “It is quality rather than quantity that matters.” (Seneca)

British Council. (2018). (sin fecha). There is / There are and It. [Archivo de video]. Recuperado de <http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/there-there-are-it>

Ello. [Marcel/Uruguay]. 2016. (sin fecha). How would you describe yourself? [Archivo de video]. Recuperado de <http://www.ello.org/video/1351/1397-Marcel-Personality.htm>

English-Hilfen. (2018). (sin fecha). This, that – these, those. [Archivo de video]. Recuperado de [https://www.englisch-hilfen.de/en/exercises/various/this\\_that.htm](https://www.englisch-hilfen.de/en/exercises/various/this_that.htm)

EsL-lounge.com. (2018). Making Apple Pie. Recuperado de <http://www.esl-lounge.com/student/listening/1L4-applepie.php>

History List. (2016). 20 of the World's Most Famous Art Pieces: Nighthawks by Edward Hopper. Recuperado de <http://historylists.org/art/20-of-the-world%E2%80%99s-most-famous-artpieces.html>

New Model for Learning English. (junio 9 de 2017). Describe Your Appearance in English [Archivo de video]. Recuperado de <https://www.youtube.com/watch?v=XGdKDemKF30>

Paul Cezanne. org. (2010). Paul Cezanne Biography. Recuperado de <http://www.paulcezanne.org/biography.jsp>

Telegraph Media Group. (2018). 42 incredible museums to visit in your lifetime. Recuperado de <http://www.telegraph.co.uk/travel/lists/worlds-best-museums-to-visit-before-you-die-bucket-list/>

The Art Institute of Chicago. (Febrero 11 de 2016). Van Gogh's Bedrooms at the Art Institute of Chicago. [Archivo de video]. Recuperado de <https://www.youtube.com/watch?v=NKhMhkISi3g>

Image credits (in order of appearance)

Image 1

AJ Bubb. (2018). The struggle between Quantity and Quality. [foto]. Recuperado de <http://www.ajbubb.com/the-struggle-between-quantity-and-quality/>

Image 2

Pixabay. (2018). Personales. [foto]. Recuperado de <https://pixabay.com/es/personales-red-3108155/>

Image 3

Pixabay. (2018). Madre e hijo. [foto]. Recuperado de <https://pixabay.com/es/sonrisa-amor-madre-madre-e-hijo-2933293/>

Image 4

Pixabay. (2018). Museo de Louvre. [foto]. Recuperado de <https://pixabay.com/es/museo-del-louvre-museo-pensamiento-1296474/>

Image 5

Pixabay. (2018). Acuarela, Arte y Pintura. [foto]. Recuperado de <https://pixabay.com/es/acuarela-arte-pintura-tinta-2168706/>

Image 6

A&E Television Networks (2018). Getty Images: Thoughtful Frida. [foto]. Recuperado de <https://www.biography.com/people/frida-kahlo-9359496#&qid=ci01a8bfd611df860b&pid=thoughtful-frida>

Image 7

WikiVisual. (2018). How to create an abstract painting. [foto]. Recuperado de <https://www.wikihow.com/Create-an-Abstract-Painting#/Image:Create-an-Abstract-Painting-Step-2-Version-5.jpg>

Image 8

López, A. (2018). Quantifiers.

Image 9

Paul Cezanne. Org. (2010). Still life apples and a glass. [foto]. Recuperado de <http://www.paulcezanne.org/still-life-apples-and-a-glass.jsp#prettyPhoto>

Image 10

ESL Library. (2016). Prepositions of place. Red River Press. Recuperado de Prepositions of place <http://www.educando.edu.do/portal/wp-content/uploads/2016/02/Prepositions-of-Place-Teacher-Copy.pdf>

Image 11

ESL Library.com. (2016). Prepositions of place. Red River Press. Recuperado de <http://www.educando.edu.do/portal/wp-content/uploads/2016/02/Prepositions-of-Place-Teacher-Copy.pdf>

Image 12

Artble. (2018). Luncheon of the Boating Party by Pierre-Auguste Renoir. [foto]. Recuperado de [https://www.artble.com/imgs/e/3/f/97210/luncheon\\_of\\_the\\_boating\\_party.jpg](https://www.artble.com/imgs/e/3/f/97210/luncheon_of_the_boating_party.jpg)

Image 13

Artble. (2018). Georges Seurat: Sunday Afternoon On The Island Of La Grande [foto]. Recuperado de [https://www.artble.com/imgs/3/d/1/98600/a\\_sunday\\_afternoon\\_on\\_the\\_island\\_of\\_la\\_grande\\_jatte.jpg](https://www.artble.com/imgs/3/d/1/98600/a_sunday_afternoon_on_the_island_of_la_grande_jatte.jpg)

Image 14

Gauguin.org. (2011). Still Life with Three Puppies by Paul Gauguin [foto]. Recuperado de <http://www.gauguin.org/still-life-with-three-puppies.jsp#prettyPhoto>

Image 15

Artble. (2018). Vincent Van Gogh: Bed in Arles. [foto]. Recuperado de [https://www.artble.com/imgs/c/b/f/65993/bedroom\\_in\\_arles.jpg](https://www.artble.com/imgs/c/b/f/65993/bedroom_in_arles.jpg)

Image16

History List. (2016). 20 of the World's Most Famous Art Pieces: Nighthawks by Edward Hopper. [foto]. Recuperado de <http://historylists.org/art/20-of-the-world%E2%80%99s-most-famous-art-pieces.html>

### **UNIT 3 “Who controls the past controls the future. Who controls the present controls the past” (George Orwell)**

Murphy, R. (2015). *Essential grammar in use: a self-study reference and practice book for elementary learners of English; with answers and eBook*. Cambridge: Cambridge University Press.

Vince, M., & Tennant, A. (2012). *Elementary language practice: English grammar and vocabulary*: Oxford: Macmillan Education.

Vince, M., & Tennant, A. (2014). *Intermediate language practice: English grammar and vocabulary*: Oxford: Macmillan Education.

Image 1

Pixabay. (2018). Chess Black White. [foto]. Recuperado de <https://pixabay.com/en/chess-black-white-chess-pieces-king-2727443/>

Videos

Canal 88 Brains. (15 de enero de 2017). *The Life of Dr. Martin Luther King, Jr. - MLK Day! (Animated)* [Archivo de video]. Recuperado de <https://www.youtube.com/watch?v=PyurjhRNOmw>

Canal CNN. (12 de julio de 2013). *The story of Malala Yousafzai* [Archivo de video]. Recuperado de <https://www.youtube.com/watch?v=NIqOhxQ0-H8>

Canal Judith Areli Pérez Garza. (16 de agosto de 2015). *Why Study History subtítulos en español* [Archivo de video]. Recuperado de [https://www.youtube.com/watch?v=YOeGDCQ\\_1ro](https://www.youtube.com/watch?v=YOeGDCQ_1ro)

#### Websites

*Create a timeline.* (s/f). n.a. Recuperado de <https://goo.gl/ws1yMr>

*Human rights, rights, international day, universal declaration of human rights, international bill of rights, International Covenant on Economic, Social and Cultural Rights, International Covenant on Civil and Political Rights, freedom.* (s/f.). n.a. Recuperado de <https://goo.gl/HpLhE5>

*The Efficient Writer: Using Timelines to Organize Story Details. Writers Helping Writers®.* (23 de enero de 2018). Recuperado de <https://goo.gl/ttunhg>

### **UNIT 4 “Nobody can hurt me without my permission” (Mahatma Gandhi)**

#### Basic reference

Murphy, R. (2001). *Essential Grammar in Use. A self-study reference and practice book for elementary students of English.* Cambridge: Cambridge University Press

#### Complementary references

British Council. (2017). *Learn English Teens.* Reino Unido. Recuperado el 9 de abril de 2017, de <http://learnenglishteens.britishcouncil.org>

Teen Mental Health (2014). *Social Anxiety Disorder.* Recuperado el 25 de enero de 2018, de <https://goo.gl/a8CWR4> ]

Teens Health (2018). *Three ways to increase positive emotions.* Recuperado el 25 de enero, de 2018, de [https://teenshealth.org/en/teens/?search=y&getfields=subject.description&q=puberty&site=kh&client=ms\\_t\\_en&output=xml\\_no\\_dtd&gsaRequestId=7457070404200936186&filter=0&WT.ac=msh-t-dtop-en-search](https://teenshealth.org/en/teens/?search=y&getfields=subject.description&q=puberty&site=kh&client=ms_t_en&output=xml_no_dtd&gsaRequestId=7457070404200936186&filter=0&WT.ac=msh-t-dtop-en-search)

UNAM. *Coordinación de Universidad Abierta y Educación a Distancia.* (2011). *English Media.* Recuperado el 9 de abril de 2017, de [http://www.cuaed.unam.mx/english\\_media/](http://www.cuaed.unam.mx/english_media/)

## Videos

Top 10 conflicts of being adolescent. [MsMojo] (12 de abril de 2017) Top 10 conflicts of being adolescent. Recuperado de <https://goo.gl/jx2YXz>

The benefits of being a teenager! [Thetalko] (27 de febrero, 2017) Ten reasons why being a teenager can be awesome. Recuperado de <https://goo.gl/ipsp2M>

## Image credits (In order of appearance)

### Image 1

Let's get colorful (2014). In Colour genie blog. Retrieved from: <https://goo.gl/images/frKrZ9>

### Image 2

Teenagers walking (2014). In Transitions. Social anxiety disorder. Teen Mental Health Magazine. Retrieved from: <https://goo.gl/a8CWR4>

### Image 3

Equipo Retroalimentación Confirmando Globos (sf.). In Pixabay. Retrieved from: <https://goo.gl/images/W4Fn92>

### Image 4

Person Scared and Shaking Clipart (sf.). In Free Clip Art. Retrieved from: <https://goo.gl/images/zEx3R4>

### Image 5

Avoid Clipart (sf.). In Royalty Free Vector Illustration por J. Retrieved from: <https://goo.gl/images/mUhhyc>

### Image 6

Man doubting design (sf.). In Thinking vectors and photos - free graphic resources for designers. Retrieved from: <https://goo.gl/images/E5PU91>

Image 7

Woman blushing (2013). In Why do we blush? [Photo] Retrieved from:  
<https://goo.gl/images/CJv8xR>

Image 8

Person fainting cliparts (sf.). In free download clip art free clip art. Retrieved from:  
<https://goo.gl/images/ryDBiA>

Image 9

A Scared Man Running Away (sf.). En Cartoon Stock Clip Art. Vector Toons.  
Retrieved from: <https://goo.gl/images/p72hKT>

Image 10

Pop-art Confused African-american woman face, OOPS bubble comics style (sf.).  
In Vector Art. Retrieved from: <https://goo.gl/images/fnKxEm>

Image 11

Boy with Wide Open Eyes Staring at the Camera (2013). In Dreamstime. Royalty  
Free Stock Photo. [Photo]. Retrieved from: <https://goo.gl/images/Mz6KLF>

Image 12

Heartbeat (sf.) In Transparent Heartbeat PNG gratis. Retrieved  
from: <https://pngtree.com/free-png-vectors/fig-heartbeat>

Image 13

Physical Activity Art Print - Fitness Class and Instructor Doing Stretching Pilate  
Exercises (sf). In Free Physical Activity Art Prints and Wall Art. [Photo]  
Retrieved from: <https://www.freeart.com/art/prints/physical-activity/all/>

Image 14

Woman walking a dog Free Photo (2012). En Free graphic resources for  
designers. [Foto]. Recuperado de  
<https://goo.gl/images/Wisguh> Copyright (2010-2018) por Graphic  
Resources S.L.

Image 15

Friend Clip Art #13607 (sf.) In WikiClipArt. Retrieved from:  
<https://goo.gl/images/Y84BjZ>

## UNIT 5 “*Pain is temporary. Quitting lasts forever*” (Lance Armstrong)

### Basic references

Murphy, R. (2007). *Essential grammar in use*. Italy: Cambridge University Press.

Crave, M. (2009). *Reading keys: Student book 1*. London: Macmillan Education.

Goodman, H. (2014). *Sparkle yellow*. México: Ediciones Anglo.

Johannsen, K. L. y Chase, T. (2015). *World English 2*. United States of America: National Geographic Learning.

### Image credits (In order of appearance)

#### Image 1

Lance Armstrong cycling. Foto (2009). Recuperado de <http://achhikhabre.com/lance-armstrong-cyclist-inspiring-survival-story/>

#### Image 2

Pixabay. (2018). Recuperado de <https://pixabay.com/en/dog-garden-terrier-fun-1310545/>

#### Image 3

Pixabay. (2018). Bus stop. [foto]. Recuperado de <https://pixabay.com/en/dog-pet-dressed-point-papers-1773712/>

#### Image 4

Pexels (2018). Recuperado de <https://www.pexels.com/photo/action-beach-fun-leisure-416676/>

#### Image 5

Pexels (2018). Recuperado de <https://www.pexels.com/photo/people-brasil-guys-avpaulista-109919/>

Image 6

Pexels (2018). Recuperado de <https://www.pexels.com/photo/man-dunking-the-ball-163452/>

Image 7

Pexels (2018). Recuperado de <https://www.pexels.com/photo/action-adult-blur-bokeh-374912/>

Image 8

Pexels (2018). Recuperado de <https://www.pexels.com/photo/adult-agreement-beard-beverage-541523/>

Image 9

Pexels (2018). Recuperado <https://www.pexels.com/photo/people-running-during-daytime-33703/>

Image 10

Pexels (2018). Recuperado de <https://www.pexels.com/photo/action-active-athletes-ball-264312/>

Image 11

Pexels (2018). Recuperado de <https://www.pexels.com/photo/action-exercise-fun-goggles-260598/>

Image 12

Pexels (2018). Recuperado de <https://www.pexels.com/photo/action-adult-blur-commuter-360535/>

Image 13

Pexels (2018). Recuperado de <https://www.pexels.com/photo/writing-notes-idea-class-7103/>

Image 14

Pexels (2018). Recuperado de <https://www.pexels.com/photo/silhouette-of-man-247899/>

Image 15

Pexels (2018). Recuperado de <https://www.pexels.com/photo/gray-scale-photo-of-crying-topless-boy-679438/>

Image 16

Wikimedia Commons (2016). Recuperado de [https://commons.wikimedia.org/wiki/File:Adventures\\_of\\_Tom\\_Sawyer-pg040.png](https://commons.wikimedia.org/wiki/File:Adventures_of_Tom_Sawyer-pg040.png)

**UNIT 6 “*It is always wise to look ahead, but difficult to look further than you can see.*” (Winston Churchill)**

Basic references

CUAED-UNAM (2011) English Media. Retrieved from [http://www.cuaed.unam.mx/english\\_media/index.php](http://www.cuaed.unam.mx/english_media/index.php)

English Grammar Online (n.d.) Exercise on Future I Simple (going to). Retrieved from <https://www.ego4u.com/en/cram-up/grammar/future-1-going-to/exercises>

English Grammar Online (n.d.) Future I Simple will. Retrieved from <https://www.ego4u.com/en/cram-up/grammar/future-1-will>

Englising (2017, July 3) Is it GOING TO or WILL? Retrieved from <https://youtu.be/begKNGxcjdk>

Kelly, K. (2006, April 6) Speculations on the future of science. Retrieved from [https://www.edge.org/conversation/kevin\\_kelly-speculations-on-the-future-of-science](https://www.edge.org/conversation/kevin_kelly-speculations-on-the-future-of-science)

OUP (2018) First conditional. Retrieved from [https://elt.oup.com/student/headway/preint4/grammar/unit12/hwy\\_preint\\_unit12\\_1?cc=us&selLanguage=en](https://elt.oup.com/student/headway/preint4/grammar/unit12/hwy_preint_unit12_1?cc=us&selLanguage=en)

Image credits (In order of appearance)

Image 1

Pixabay (2018). Éxito. Recuperado de <https://pixabay.com/es/empresario-flecha-beneficio-lugar-3189814/>

Image 2

Retrieved from <http://cf.chucklesnetwork.com/items/5/8/1/3/3/original/one-does-not-simply-predict-the-future.jpg>

Image 3

Google images (2018) Retrieved from <https://goo.gl/MVhbk8>

Image 4

Retrieved from <https://memegenerator.net/img/instances/500x/58157930/i-promise-i-will-text-you-oh-look-a-squirrel.jpg>

Image 5

Is it “going to” or will”? Recuperado de: <https://www.youtube.com/watch?v=begKNGxcjdk&feature=youtu.be>

Image 6

Exercise on Future 1 Simple (going to) Recuperado de: <https://www.ego4u.com/en/cram-up/grammar/future-1-going-to/exercises>

Image 7

Future Simple 1 will. Recuperado de: <https://www.ego4u.com/en/cram-up/grammar/future-1-will>

Image 8

CUAED UNAM. Recuperado de: [http://www.cuaed.unam.mx/english\\_media/](http://www.cuaed.unam.mx/english_media/)

Image 9

First Conditional. Recuperado de: [https://elt.oup.com/student/headway/preint4/grammar/unit12/hwy\\_preint\\_unit12\\_1?cc=us&selLanguage=en](https://elt.oup.com/student/headway/preint4/grammar/unit12/hwy_preint_unit12_1?cc=us&selLanguage=en)

Image 10

Speculations on the future of science. Recuperado de: [https://www.edge.org/conversation/kevin\\_kelly-speculations-on-the-future-of-science](https://www.edge.org/conversation/kevin_kelly-speculations-on-the-future-of-science)