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LENGUA EXTRANJERA INGLÉS V

Guía cuaderno de trabajo académico

Programa actualizado
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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 V tiene como propósito fundamental que el alumno continúe el aprendizaje del inglés utilizando, además de las nociones temáticas contenidas en el programa de Lengua Extranjera Inglés IV y revisadas en la *Guía Cuaderno de Trabajo Académico para Inglés IV* - estado, posesión, tiempo, cantidad, espacio y modo-, funciones con las cuales seguirá desarrollando no solo habilidades comunicativas en situaciones contextualizadas, sino también 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 V* tiene la finalidad de acompañar al alumno en el estudio del idioma inglés en el segundo 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 V* refuerza los contenidos integrales contemplados en el Programa Actualizado de Lengua Extranjera Inglés V, 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 V* está dirigida tanto a estudiantes como a profesores y asesores de lengua extranjera inglés V 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 V 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 V* permite al docente identificar el abordaje de los contenidos conceptuales que comprende el Programa Actualizado de Lengua Extranjera Inglés V, 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 V por medio de esta *Guía Cuaderno de Trabajo Académico para Inglés V*, 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 V impartidos por asesores de inglés del área de Mediateca y Laboratorios Multimedia de cada plantel.

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UNIT 1

“THE OPEN EXCHANGE INFORMATION CAN HAVE A POSITIVE GLOBAL IMPACT.”

[LA INFORMACIÓN DE INTERCAMBIO ABIERTO PUEDE TENER UN IMPACTO GLOBAL POSITIVO]



Mobile Phone. Pixabay. (2018). Mobile Phone. [foto]. Recuperado de <https://pixabay.com/es/tel%C3%A9fono-m%C3%B3vil-smartphone-teclado-1917737/>

(Biz Stone)

Biz Stone is an American entrepreneur who co-founded Twitter, among other Internet-based service.

Introduction

In this unit, you will work with a series of activities that will guide you to the exchange of information about leaders, their characteristics, lifestyle and present projects or activities.

To achieve this goal, you need to become involved with the meaning and use of the simple present and the present progressive.

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

1.1. Intercambiar información personal y profesional sobre terceras personas

Notion: Simple aspect

We use the simple present to describe actions and states that happen at the time and do not have a *visible ending*.

Try: Ask yourself if you can identify when a state or an action ends.

Use phrases like:

- *She is original from Scandinavia.* When will she stop being from Scandinavia?
- *He earns his living as a Pediatrician.* When will she stop earning his living as a Pediatrician?
- *She works for ...?* When will she stop working for...?

The answer to all these questions is that we don't know when these actions or states will end. Not showing a visible ending is the characteristic of the simple aspect.

Identify Simple Present

You can express simple present by forming sentences containing a subject, a verb in the present and a complement. Look at this chart!

He	works	for a university
They	do	research.
He	earns	his living as a Pediatrician.

Remember: In the simple present, you should observe a final **-s** when the subject refers to he, she or it.

➔ **Identify simple present negative form**

The negative form of the simple present requires the use of an auxiliary. **Do** is the auxiliary used with the simple present.

He	doesn't	work	for a university
They	don't	do	research.
She	doesn't	earn	his living as a Pediatrician.



➔ **Identify simple present questions**


Remember a question in English follows a universal formula.

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

The auxiliary for the simple present is **do/does**. Use **does** when the subject is he, she or it.



Wh (optional, only if necessary)	auxiliary	person	verb	?
Who What	does do		verb	

 Practice Simple Present. Rearrange these sentences.

1. in / in / U.K. / work / an / office / They

2. She / home. / works / at

3. with / lives / his / grandparents. / He

4. work / in / don't / school. / I / a

5. goes / Minnesota. / He / in / university / to

6. in / live / near / a / They / town / London.



1. They work in an office in U.K. 2. She works at home. 3. He lives with his parent. 4. I don't work in a school. 5. He goes to university in Minnesota. 6. They live near a town in London.

 Practice simple present questions. Form questions in the simple present form.

1. I like grey.

?

2. The window is open.

?

3. Sam is happy.

?

4. Mother likes butterflies.

?

5. The children stand up.

?

6. I get up early.

?



1. Do you like grey? 2. Is the window open? 3. Is Sam happy? 4. Does Mother like butterflies? 5. Do the children stand up? 6. Do you get up early?

Notion: continuous aspect




We use the present continuous to describe action that happen around this time and have a visible ending.

Try: Ask yourself if you can localize when an action ends.

Use phrases like:

- He's doing a bit of exercise these days. When will he stop doing a bit of exercise?
- The answer to this question is that in a short period he will change his rhythm and might exercise more.

Remember: it is impossible to visualize the ending of a state.

<i>I am being...</i>		you will never stop "being".
<i>I am loving...</i>		it is impossible to know when you will stop "loving"
<i>I am liking...</i>		what you like is part of your personality. It is impossible to know when you will stop "liking"

1.2 Describir la frecuencia en que se realizan actividades cotidianas

⇒ Identify Frequency Adverbs

Frequency adverbs are useful to describe how often an activity happens. They are usually localized before the verbs.

⇒ Identify time expressions

Time expressions indicate when activities happen. They usually appear at the end of the sentence.


	Frequency Adverbs		Time expressions
We	never	arrive	in time.
I	sometimes	call	at night.
They		travel	once in a while.

1.3. Describir el espacio y tiempo en el que se realizan actividades cotidianas

➔ Use prepositions of place to describe where activities happen

Prepositions of place			
He	lives	in	Toronto.
They	works	for	a big company.
I	travel	to	different countries.

ACTIVITY 1

 Watch “Biz Stone on “Pivoting and Relaunching Jelly” and take note of the characteristics of this leader and describe his present activities.



Biz Stone on Pivoting and Relaunching Jelly

Tech Crunch. (28 de abril de 2016) Biz Stone on Pivoting and Relaunching Jelly. [video] Recuperado de <https://www.youtube.com/watch?v=wGAjlk-Z788&t=178s>

Write sentences describing Biz Stone's life style.	Write sentences describing what Biz Stone is doing to relaunch Jelly

1.4. Opinar sobre las acciones que se llevan a cabo en torno a una profesión o puesto de trabajo

Opinions, beliefs and thoughts (what you think) are part of our personality, they are characteristics that rarely change. We always use simple present to express opinion.



Read five of the “*Ten of the most powerful beliefs*” at <http://paidtoexist.com/10-powerful-beliefs/> and give your opinion on these beliefs as shown in the example. Attend your Media Lab Self-Access Center and have your answers checked by a language assessor.

Belief #1 My life is an incredible gift.

<i>I think</i>	<i>this is true</i>
<i>In my opinion</i>	<i>love is an incredible gift</i>
<i>I believe</i>	<i>there are more other gifts.</i>

Belief #2 Everyone I meet is a best friend I don't know yet.

<i>I think</i>	
<i>In my opinion</i>	
<i>I believe</i>	

Belief #3 Every 24 hours is the most important of my life.

<i>I think</i>	
<i>In my opinion</i>	
<i>I believe</i>	

Belief #4 Everything will turn out all right.

<i>I think</i>	
<i>In my opinion</i>	
<i>I believe</i>	

Belief #5 Life is a game to be played, not a problem to be fixed.

<i>I think</i>	
<i>In my opinion</i>	
<i>I believe</i>	

1.5. Textos informativos /1.6 Hechos y opiniones

An informational text is nonfictional one, its primary purpose is to inform about the natural or social world. Informational texts include facts and opinions.

- A **fact** is something that can be checked and backed up with evidence.
- An **opinion** is information that is not based on evidence that can be checked

Writers **often mix fact and opinion**. It is not always easy to tell whether something is a fact or an opinion. For this reason, it is important to be critical. Just because someone says something is true – it doesn't mean it is true! What is your opinion?

ACTIVITY 1



Search *Fast Facts on Justin Trudeau!* on this link:

<https://edition.cnn.com/2015/11/03/americas/justin-trudeau-fast-facts/index.html>



Now read the following statements and decide whether they state a fact (**F**) or an opinion (**O**) about Canadian Prime Minister, Justin Trudeau.

_____ He is the first child of a Canadian prime minister to become prime minister himself.

_____ He clearly prefers the "ceremonial" aspects of his job to the actual exercise of power.

_____ He has worked as a snowboarding instructor, nightclub bouncer and camp counselor.

_____ He attends meetings that are not business meetings as Prime Minister.

_____ In March 31, 2012, he participates in a charity boxing match against Patrick Brazeau, a senator from Canada's Conservative Party. Trudeau is declared the winner.

_____ His managerial style suggests a leader somewhat disengaged from the job he was elected to perform.



1. F 2. O 3. F 4. O 5. F 6. O



Self-Evaluation

Choose the options that completes best each statement.

1. Where is she from?

- A) She's originally from Cartagena.
- B) She originally is from Cartagena.
- C) She is from Cartagena originally.
- D) She is from origin Cartagena.

2. He earns his living as ...

- A) an economist.
- B) working in a hospital.
- C) everyday activities.
- D) a hard-working person.

3. She works for...

- A) a manager position.
- B) seven to six.
- C) everyday.
- D) a big company.

4. He's doing a bit of _____ these days.

- A) food
- B) exercising
- C) exercise
- D) space

5. Where does she _____?

- A) come from
- B) live on
- C) study with
- D) work in

6. How often do you travel?

- A) I every year travel abroad.
- B) I travel abroad every year.
- C) Every year I travel abroad.
- D) I 'm traveling abroad every year.

7. What does he do for a living?

- A) He is working in a restaurant
- B) He working in a restaurant.
- C) He is work for a restaurant
- D) He works in a restaurant.

8. She's currently...

- A) takes a language course.
- B) take a language course.
- C) is taking a language course.
- D) taking a language course.

9. What is your opinion?

- A) I am thinking what you say is ok
- B) I believe what your say is ok.
- C) I believe what you are saying is ok.
- D) I am believing what you say is ok.

10. She _____ disco music, only tango.

- A) don't dance
- B) no dances
- C) doesn't dance
- D) not dances

11. How often _____ you play tennis?

- A) is
- B) are
- C) have
- D) do

12. I am busy right now. I _____ dinner.

- A) am have
- B) have
- C) having
- D) am having

13. My daughter _____ studying Literature at UCLA.

- A) does
- B) is
- C) do
- D) not

14. Mr. and Mrs. Peterson _____ to work together every day.

- A) drive
- B) drives
- C) are driving
- D) is driving

15. Today Mr. and Mrs. Peterson _____ to work separately because Mr. Parsons must go to a meeting at another branch.

- A) drive
- B) drives
- C) are driving
- D) is driving

UNIT 2

**“THOSE WHO DON’T REMEMBER THE PAST ARE CONDEMNED
TO REPEAT IT.”**

**[AQUELLOS QUE NO RECUERDAN EL PASADO ESTÁN
CONDENADOS A REPETIRLO]**

(GEORGE SANTAYANA)



Image 1. Carmona, D. (2018). Memoria Política de México. [foto]. Recuperado de http://www.memoriapoliticademexico.org/Biografias/Im/1861-PD-mexico_2.jpg

Introduction

In this unit, you will check events in the past that were important in the history. The events occurred in a certain place during a specific interval of time. In this unit is relevant to learn simple past and the verbs to understand history. There are interesting topics that are appropriate to understand the sequence of events during the past.

2.1 Relatar eventos pasados (Noción de tiempo pasado) (Expresiones: In a time when.../ By the end of the 19th century.../ During the early.../ The morning of 18 August 1590...)

Narrate Past Events and Expressions

ACTIVITY 1



 Watch the following video about the Mexican history. The video has subtitles to help you understand better.



Image 2. A&E Television Networks. (2018). Porfirio Díaz. [foto]. Recuperado de <https://www.biography.com/people/porfirio-d%C3%A1z-40907>

The video describes the most important events that happened in Mexico during the transition between Porfirio Díaz and the Mexican Revolution.

 Watch the video again and make a list of five things that Porfirio did during his government (try to identify the verbs in simple past).

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



Possible Answers: 1. Industrialized Mexico. 2. Made foreign investments 3. Enforced the construction of railroads, etc. 4. Created the Mexico's Hacienda system 5. Took the lands from the workers.

After watching the video, let's start reviewing past simple. There are two types of past simple verbs.

1. Regular. Past simple verbs are those that add a *-d* or *-ed* to the present tense form to create the past tense form.
2. Irregular. Past simple verbs are those that don't add *-d* or *-ed* to the present tense form to create the past tense form.

Check the following links.



Regular verbs

<https://goo.gl/THd8QV>



Irregular verbs

<https://goo.gl/ly66R8>

USE

We use the past tense to talk about:

- To describe finished actions and events in the past
Porfirio Díaz was a dictator.
He industrialized Mexico.
Madero won the elections.
- Something that happened again and again in the past:
Porfirio Díaz was a Mexican president.
Workers paid a lot of money to Mexico's Hacienda System.
Workers extracted a lot of oil.

Questions and negatives

- We use **did** to make questions with the past tense:
When *did* Madero win the elections?
Where *did* workers extract oil?
Did workers pay a lot of money to Mexico's Hacienda System?
Did Díaz industrialize Mexico?

- We use **didn't (did not)** to make negatives with the past tense:
Pancho Villa *didn't* agree with Madero's government.
Workers *didn't* have enough money to eat.
Madero *didn't* like Díaz' ideas

Expressions in Past simple

- We use expression to emphasize the importance and the order of the events in the past. For example:
In a time when Porfirio Díaz won the elections, people ...
By the end of the 19th century, Mexico's economy was better...
During the early July, 1872, Benito Juárez died.
The morning of 24 November 1876, Díaz became a president of Mexico

ACTIVITY 2



Fill the gaps with the correct word from the box. Use each word only once.

was organized admired believed died fought made could became rose

Porfirio Díaz

(Adapted from A Brief Story of Mexico)

The Mexican people lost one of their greatest heroes when Benito Juárez **(1)** in his second term in office. His vice president, Sebastian Lerdo replaced him and was later to his own four-year term.



Porfirio Díaz, the hero at Puebla on Cinco de Mayo, **(2)** during the civil wars and the French Intervention. He felt that the presidency should be his. He had lost two elections to Benito Juárez. Díaz knew Lerdo **(3)** afraid of building railroads to the U.S. border Díaz approached some U.S. investors from South Texas and with the help of their money he **(4)** another coup under the Plan of Tuxtepec. Under this plan, Díaz argued that Lerdo had committed widespread voter fraud and that Lerdo was seeking yet another term as president despite a rule in the Constitution that forbade reelection. Díaz **(5)** to power and went on to rule Mexico for the next 35 years. Porfirio Díaz gained power in 1876. We didn't lose control of Mexico until 1911. The 35 years that Díaz was dictator of Mexico **(6)** known as the Porfiriato. The catch phrase for the Porfiriato was the positivist phrase "Order and Progress." The positivists **(7)** U.S. technology and French Culture. Díaz even **(8)** himself look like a French General. They **(9)** that Mexico **(10)** contribute to the world.

Image 3. Media San Marcos LLC. (2014). Porfirio Díaz. [foto]. Recuperado de <http://smmercury.com/2014/03/25/bartee-haile-dictator-diaz-ruled-over-mexico-for-35-years/>



1. died 2. fought 3. was 4. organized 5. rose 6. became 7. admired 8. made 9. believed 10. could

1. What did Sebastian Lerdo do when Benito Juarez died?

2. What war did Porfirio Díaz win?

3. When did Porfirio Díaz start his government?

4. What was the Positivist phrase?

5. What did Positivists believe?



1. He became president of Mexico 2. Cinco the Mayo war. 3. In 1876 4. "Order and Progress." 5. Mexico could contribute to the world.

2.2. Describir el tiempo y la secuencia en los que sucedieron eventos pasados (Preposiciones de tiempo in/on/at) (Expresiones: ...in the beginning.../ at first.../ at the end...)



Prepositions of time in/on/at / Expressions ...in the beginning.../ at first.../ at the end...

Important Dates in Mexican History

There are many important days in the Mexican history. Some of them aren't commemorated because are forgotten. But all of them are important. There is a list of some past events that are relevant to remember.

- On March 9, 1916: Pancho Villa Attacks the USA
- In April 1919: Zapata was assassinated
- In 1923 the assassination of Pancho Villa
- October 30th, 1810 The Battle of Monte de las Cruces
- November 20th, 1910: The Mexican Revolution

A preposition of time is a preposition that allows you to discuss a specific period such as a date on the calendar, one of the days of the week, or the actual time something takes place.

At		
	Pattern	Example
Clock Time	at + clock time	<ul style="list-style-type: none"> The meeting starts at 9:00. Come to my house at 7:30 pm.
	at + noon	<ul style="list-style-type: none"> We eat lunch at noon.
	at + midnight	<ul style="list-style-type: none"> I am usually asleep at midnight.
Other Times	at + night	<ul style="list-style-type: none"> We watch TV at night.
	at + dinnertime / lunchtime	<ul style="list-style-type: none"> Take off your hat at dinnertime. She wants pizza at lunchtime.

Image 4. ESL Library. (2016). Prepositions of time. Red River Press (p. 2) Recuperado de: <http://www.educando.edu.do/portal/wp-content/uploads/2016/02/Prepositions-of-Time-Teacher-Copy.pdf>

On		
	Pattern	Example
Days	on + day	<ul style="list-style-type: none"> We have free time on Monday. I play baseball on Thursdays. They unwrap presents on Christmas Day. My son always eats chocolate cake on his birthday.
	on + the weekend / weekends	<ul style="list-style-type: none"> He has hockey practice on the weekend. I study English on (the) weekends.
Dates	on + date	<ul style="list-style-type: none"> She has class on September 10. I am going to a party on the first of July. He has a doctor's appointment on Monday, December 2. They got a new car on January 10, 2014.

Image 5. ESL Library. (2016). Prepositions of time. Red River Press (p. 2). Recuperado de <http://www.educando.edu.do/portal/wp-content/uploads/2016/02/Prepositions-of-Time-Teacher-Copy.pdf>

In		
	Pattern	Example
Time of Day	in + the morning	• I take a shower in the morning.
	in + the afternoon	• You have English class in the afternoon.
	in + the evening	• We study in the evening.
Months and Years	in + month	• My birthday is in June.
	in + year	• She went to Europe in 2015.
Seasons	in + season	<ul style="list-style-type: none"> • We go camping in the summer. • They like to ski in the wintertime.

Image 6. ESL Library. (2016). Prepositions of place. Red River Press (p. 3). Recuperado de <http://www.educando.edu.do/portal/wp-content/uploads/2016/02/Prepositions-of-Place-Teacher-Copy.pdf>

We use the expressions **...in the beginning.../ at first.../ at the end...** to connect ideas and clarify which action comes first. They make your discourse easier to understand the sequence of the actions in past.

E.g. **In the beginning**, I thought English was difficult to learn.

At first, I thought English was difficult to learn.

At the end, I realized English was not difficult to learn at all.

In the beginning, before human kind people Earth, there were only spores.

At first, before human kind people Earth, there were only spores.

At the end, life evolved and human kind appeared and began to people Earth.

Look the following example!

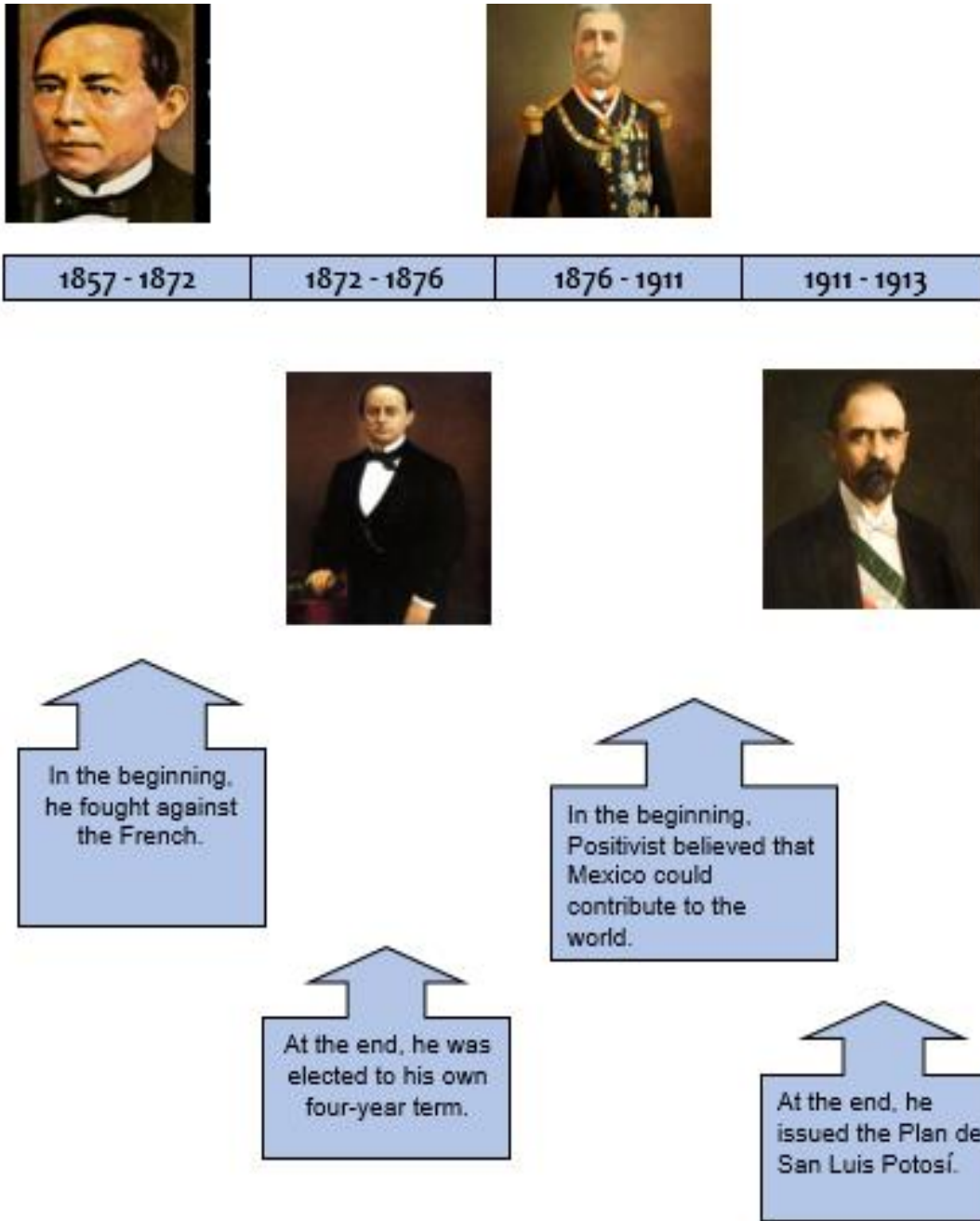



Image 7. Rincón imágenes. (2018). Benito Juárez. [foto]. Recuperado de: <http://www.rinconimagenes.com/wp-content/uploads/2013/05/BENITO-JUAREZ-fechas.jpg> Image 8. Media San Marcos LLC. (2014). Porfirio Díaz. [foto]. Recuperado de: <http://smmercury.com/2014/03/25/bartee-haile-dictator-diaz-ruled-over-mexico-for-35-years/> Image 9. Biografías y Vidas. (2018). Francisco I Madero. [foto]. Recuperado de <https://www.biografiasyvidas.com/biografia/m/madero.htm> Image 10. Biografías y Vidas. (2018). Francisco I Madero. [foto]. Recuperado de <https://www.biografiasyvidas.com/biografia/m/madero.htm>

ACTIVITY 3

@ Do the following online activity to practice prepositions.



English-Hilfen. (2018). Prepositions of time. Recuperado de https://www.englischhilfen.de/en/exercises/structures/prepositions_at_in_on_time.htm

 **M** Write sentences using a preposition of time and the following entry words. Then, go to the Media Lab Self-Access Center to check your answers with an assessor.

1. 1910. _____.
2. 18th Century. _____.
3. Winter. _____.
4. Tuesday. _____.
5. November. _____.

2.3 Hablar sobre personajes y elementos destacados en una narración (Voz pasiva en pasado) (Expresiones: By 1823, Mexicans of all classes were fed up with emperor Agustín de Iturbide.../ History is written by...)

 **Passive Voice and Expressions**

Dictatorship

When Porfirio Díaz was in the Mexican government, he made a big change to the whole country. The Porfiriato was an example of the rich getting richer and the poor getting poorer. By 1910, half the Mexican population lived and worked on a hacienda as peons.

Check the following example:

Tienda de Raya paid the **peons** in coined metal.
subject object

Passive voice

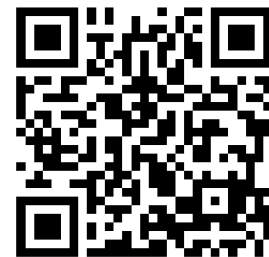
Peons were paid in coined metal.

The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. In other words, the most important thing or person becomes the subject of the sentence.


ACTIVITY 4




Watch the following video. Make notes about the passive voice.



Daniel Byrnes [Free English Lessons]. (2014). English Grammar: Past Simple Passive [Archivo de video]. Recuperado de: <https://www.youtube.com/watch?v=zodGXBfYKs&app=desktop>

 After watching the video, answer the following questions.
Are the sentences written in Active or Passive voice?

1. They often read e-mails.
a. Active voice b. Passive voice
2. The bus driver was hurt.
a. Active voice b. Passive voice
3. Lots of houses were destroyed.
a. Active voice b. Passive voice
4. They are listening to their music.
a. Active voice b. Passive voice
5. French is spoken in Niger.
a. Active voice b. Passive voice

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

 Fill in the correct passive voice in past form of the verb in parentheses.

1. Penicillin _____ by Alexander Fleming in 1928. (discover)
2. Statements _____ from all the witnesses at this moment. (take)
3. Whales _____ by an international ban on whaling.
(protect)
4. A Picasso _____ from the Metropolitan Museum of Art.(steal)
5. When we reached the airport, we found that all the flights _____
due to the storm. (cancel)

 1. was discovered 2. were taken 3. were protected 4. was stolen 5. were cancelled

ACTIVITY 5



Read the following text about the 'Pan o Palo' philosophy. Identify and underlined six sentences in passive voice in past within the text.

Pan or Palo

Díaz could maintain his power through his 'Pan o Palo' (Bread or Stick) philosophy. The "bread" was given to the elite as Díaz sought to keep them happy and loyal by buying their support to create political stability to prevent foreign intervention. The elite could maximize their wealth through the control of the poor working class.

The "stick" was the brute force Díaz used against his political enemies and the masses. The Rurales were used as an intimidation force. In fact, a quarter of the Mexican budget was spent on the military and the Rurales. "Forced peace" was needed for modernization according to Díaz. The Rurales were feared by marauders, political opponents, and villagers alike.

As dictator, Díaz used other methods to maintain his power as well. Elections were rigged by him, freedom wasn't allowed and the church was supported.



1. The 'bread' was given 2. The elite was allowed 3. The Rurales were used 4. The Mexican budget was spent 5. 'Forced peace' was needed 6. Elections were rigged 7. Freedom wasn't allowed 8. Church was supported

2.4 Compartir información de diversas fuentes históricas (Expresiones: On this day in 1977.../ The history of... is a history of.../ Our history is set in.../ For decades, archaeologists and historians...)



To share information from different historical sources and expressions



Image 11. Pixabay. (2018). World map [foto]. Recuperado de <https://pixabay.com/es/mapa-papel-madera-informaci%C3%B3n-2153535/>

Mexico and the United States (Adapted from The Labyrinth of Solitude 1)

The history of our country has been studied by many historians. They studied differences between the U.S. and Mexico. These studies go back long before Europe discovered North America. Our history is set with the Aztecs and Mayan civilization. They were economically richer than the Apache and the Cherokee. Spain and England were also different, though not as different as the Aztecs and the Cherokees. The south, Mexico, had different natural resources than the north did. For decades historians compared the backgrounds of the USA and Mexico. Another example is that English colonization was different because it was not quite important. Mexico was conquered by people who were orthodox, inflexible, dogmatic, and authoritarian about their faith, and extremely violent. The United States was conquered by people who were also very religious, but who were largely dissidents and who felt that religion should be read and understood by everyone, not just by a priestly class.

The previous paragraph is a study of Mexico and the United States and it's a historical source. A historical source is something that tells us about History. Examples of it are:

- a document,
- a picture,
- a sound recording,
- a book,
- a cinema film,
- a television programme
- an object.

The expressions in blue color in the paragraph, are expressions to share information about specific history aspects, studies and opinions.

- The history of... is a history of.../
- Our history is set in...
- For decades, archaeologists and historians...
- It is generally said that history has two eyes
- It was considered for historians / archaeologists that...

There are two main types of historical source: Primary Sources and Secondary Sources. A Primary source is something that originates from the past. A Secondary source is something that has been made recently about the past, for example:

- A Roman coin that was made by the Romans is a Primary Source, but a drawing of a Roman coin made in 2003 is a Secondary Source.

ACTIVITY 6


 **M** Write a paragraph about the good things and bad things that happened during Benito Juárez' and Porfirio Díaz' government. Use the different expressions in past and what historians say. When you finish your writing, go to your Media Lab Self- Access Center to check your paragraph with one assessor.



Image 12. America's best history. (2017). French Military intervention. [foto]. Recuperado de <http://americasbesthistory.com/timelinemexicanwar1848.html>

2.5 Textos de difusión histórica



Read the following text.

Ten Tragic Days (Decena Trágica)

Francisco I. Madero was the president of Mexico from 1911 to 1913. Generals Felix Díaz and Bernardo Reyes had been imprisoned by Madero's army after leading their own revolts. General Mondragón took his cadets and demanded the release of the two generals. When the guy in charge of the prison resisted, he was shot, and the generals were freed.

The next part of the plan was to attack the National Palace. General Reyes was shot and killed during the assault on the National Palace. By the end of the fighting there were about 400 dead and 1000 wounded.



Image 13. Carmona, D. (2018). Decena Trágica. [foto]. Recuperado de http://www.memoriapoliticademexico.org/Efemerides/2/Img/1913-Feb9-DecenaTragica_2.jpg

Victoriano Huerta swore loyalty to the President. Madero made him Commander of the Army of the Capital. Huerta's new role would put him in charge of defending the government and the president.


Huerta began bombarding the rebels, who responded in kind. Both sides began tearing the city apart. During the 10 days, Huerta conspired with Felix Diaz and Ambassador Wilson. They struck a deal. The deal was that Huerta would switch sides and become interim president, then Diaz would become the next president. Huerta worked from then on as a double agent, conducting battles against Felix Diaz and meeting with him in secret to plan their counterrevolution.

On February 17, 1913 President Madero was sitting in his office when the door opened. His brother Gustavo walked in. Behind him, holding a gun, was General Huerta. Gustavo said he found out that Huerta had made a pact with Felix Diaz, the leader of the army rebellion. Madero considered the situation. He gave Huerta the chance to defend himself against the accusation. On 21 February, close to the hour of midnight Francisco I. Madero and José María Pino Suárez were killed.



ACTIVITY 7

1. Complete the following chart with 3 important actions that these characters did during the Ten Tragic Days

Francisco I. Madero	Victoriano Huerta	Generals Felix Diaz & Bernardo Reyes

 Madero: was a president of Mexico, made Huerta a commander, gave Huerta the chance to defend.
Huerta: swore loyalty to Madero, began bombarding the rebels, worked as a double agent, held a gun in Madero's office.
Generals: were imprisoned, took his cadets, were freed, attacked the National Palace.

ACTIVITY 8

  Reflect on the following topics about the History of Mexico. Talk about these issues with an assessor at your local Media Lab Self-Access Center.

- The participation of Benito Juarez in The Reform Laws
- The industrialization with Porfirio Díaz
- Francisco Madero's most important contribution to Mexico.

Self-evaluation

Part 1. Complete the following text with an appropriate word given.

Foreign Investment in Mexico

Díaz wanted to improve the railroads in Mexico. In 1876, Mexico **(1)** ___ 400 miles of railroad track. By 1911, it would have 15,000 miles of track. Díaz also improved the mining and oil business **(2)** ___ Mexico. However, these improvements **(3)** ___ at a cost. Below there **(4)** ___ some statistics dealing with foreign investment during the Porfiriato

- 80% of the money for the railroad came from the U.S.
- U.S. invested \$12 million in mining
- U.S. and Great Britain controlled 96% of the mining
- 22% of Mexico's land surface was controlled by the U.S.
- **(5)** ___ the end of 1911, there was a total of \$1 billion invested in Mexico total- 40% of that investment was foreign

- | | | | |
|-------------------|--------------------|-------------------|-----------------|
| 1. A) was | B) improved | C) had | D) built |
| 2. A) in | B) of | C) during | D) over |
| 3. A) were | B) went | C) brought | D) came |
| 4. A) had | B) are | C) were | D) is |
| 5. A) At | B) For | C) By | D) Until |

Part 2. Choose the correct answer

6. Positivism _____ the economic development of a nation and the building of a strong nation.

- A)** did emphasized
- B)** was emphasized
- C)** emphasized
- D)** wasn't emphasized

7. Many Mexicans _____ guerrilleros. Guerrilleros had no uniforms, no military discipline.

- A)** were
- B)** became
- C)** become
- D)** are

8. _____ Madero have enemies?

- A)** Did
- B)** Are
- C)** Does
- D)** Was

9. 500 people _____ during the Ten Tragic days.

- A) killed
- B) did killed
- C) kill
- D) were killed

10. The Ten Traffic Days started _____ the afternoon.

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

11. _____ February 17, 1913 President Madero started a conversation with Huerta.

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

12. Santa Anna was born _____ 1794.

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

13. He was a creole and joined the army _____ the age of 16.

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

14. There are no newspapers left. The last one _____ five minutes ago.

- A) was sold
- B) sold
- C) is sold
- D) was selling

15. Penicillin ... by Sir Alexander Fleming.

- A) is discovered
- B) was discovered
- C) discovered
- D) was discovering

UNIT 3

**“FOR THE WORLD HAS CHANGED
AND WE MUST CHANGE WITH IT.”**

[EL MUNDO HA CAMBIADO Y DEBEMOS CAMBIAR CON ÉL]

(BARACK OBAMA)



Image 1 Pixabay. (2018). DNA. [foto]. Recuperado de: <https://pixabay.com/es/adn-cadena-la-biolog%C3%ADa-3d-1811955/>

Introduction

In this unit, you will answer a series of exercises that will help you understand and express changes in animals and other events using the present perfect tense. You will also learn to compare differences among species and other aspects of life. As for the reading comprehension aspect, this unit contains information about finding main ideas and supporting details in texts. Acquiring this ability will help you understand texts better not only in sixth grade but also through all your academic life.

To achieve the goals proposed, you need to use these structures or you will forget them very easily. It is important that you follow the recommendations and answer the exercises of the unit if you want to get the most of this unit.

ACTIVITY 1

Answer the following questions.

1. Tick the factors that, in your opinion, cause changes in animal characteristics and behavior.

- Climate Change
- Meteorites
- Atmospheric changes
- Breeding¹
- Volcanic eruptions
- Mutation
- Global warming
- Natural selection


2. Which of these factors are man-controlled and which are natural?

Man—controlled	Natural

¹ Breeding: the activity of keeping animals to produce young animals in a controlled way.

3. How do you think man-controlled factors affect animals?

4. How do man-controlled and natural factors affect biodiversity?

 4. Both can cause extinction or birth of species directly or indirectly.
warming may cause changes in natural habitats, thus the extinction of some species.
physical characteristics may disappear because they are not necessary for animals. Global
3. Student's answers. Suggested: Bred animals may not develop their natural instincts. Some
and natural selection. Man-controlled: breeding, global warming.
2. Natural: meteorites, atmospheric changes, mutation, volcanic eruptions, climate change
1. All of them may cause direct or indirect changes in the animal kingdom.

3.1 Describir cambios con respecto a características físicas y de comportamiento (Noción de tiempo presente y pasado, aspecto perfecto) (Expresiones: Reptiles have been on this planet for an estimated.../ Whales haven't always had.../ Turtles prehistoric morphology has changed little in the last...)

ACTIVITY 2

When you watch a video, it is a good idea to think about what you are going to watch (Just like when you go to the movies and watch the trailers!)

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

A) Do you have a dog? Yes, I do. / No, I don't

B) When you choose a dog, what aspects are important for you?
Number them from 1 to 6 in order of importance.

- _____ Fur color
- _____ Health
- _____ Behavior
- _____ breeds²
- _____ Price
- _____ Size³



Image 2. Chavarria, M. (2018). Scott [fotografia]

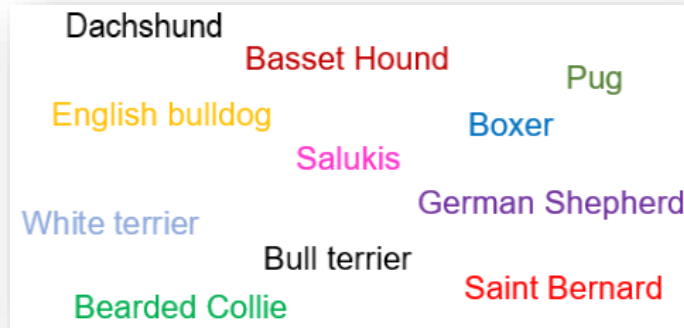
² Breeds: a type of animal, e.g. Bull terrier, Labrador and Fox terrier are dog breeds.

³ Size: how big or small something is.

C) Do you agree with the following idea?
"It is ok to modify dogs so that they look better."
Yes, I do. / No, I don't.

D) Why?

E) Do you know these dog breeds? Circle the ones you recognize. Take a minute!



2. Watch the video and choose the correct answers to the questions below.



Fact verse. (15 de diciembre de 2016). How 100 Years of Breeding Changed These Popular Dog Breeds [Archivo de video]. Recuperado de <https://www.youtube.com/watch?v=tgpBwnMBfBw>

A) What dog is known as the "hot dog" dog?

1. The Boxer
2. The Basset Hound
3. The Dachshund

B) Which dog is now a large dog but used to be a medium-sized dog?

1. The German Shepherd
2. The Salukis
3. The Pug



A. The Dachshund B. The German shepherd



3. Listen to the video again and complete the extracts about some dogs in the video.

The Bull terrier

- A) The bull terrier _____ a lot over the years due to seriously impaired breeding.
 B) Improper breathing _____ also _____ mental deficiencies.

The German Shepherd


- C) Over the years breeding _____ this dog a complete distortion of what he used to look like.
 D) These changes _____ a variety of problems for many German Shepherds as they age.

The Pug

- E) This dog _____ bred to exaggerate some of its traits, especially hid curled tail.
 F) These tweaks in their breeding _____ these dogs very susceptible to high-blood pressure.

The boxer

- G) The boxer naturally has a pushed-in face. Over the years, breeders _____ to make their snouts even more pushed-in.

 *A. has changed B. has caused C. has made D. have caused E. has been F. have made G. have tried*

Notice that the answers in the previous exercise are formed by two words. Read the information about this structure.



The notion on Present Perfect

STRUCTURE: You can form the **present perfect** by using the auxiliary verb **HAVE** or **HAS** (third person: he, she, it, singular nouns) and any verb in **past participle**.

USAGE: Present perfect is used to show an existing connection between the past and the present.

A) For experiences in your life.


- ❖ I **have been** to Disneyland.
- ❖ I **have** never **had** a pet dog.
- ❖ **Have** you ever **eaten** insects?
- ❖ We **haven't been** able to live in space so far.

B) Something that started in the past and continues up the present.

- ❖ You **have studied** in Prep 4 for two years.
- ❖ You've **learned** lots of new thing recently.
- ❖ Over the years, breeders **have tried** to make their snouts even more pushed-in

C) Actions in the past that imply an immediate response.

- ❖ "Where is your pencil" "I don't know! I **have lost** it!" (= I don't have it now).
- ❖ "Is your teacher here?" "No, she **has gone** out!" (= She is out now)
- ❖ The bull terrier **has changed** a lot over the years due to seriously impaired breeding.

 5. Complete the following exercises using *present perfect*.


The Earth is estimated to be about 4.6 billion years old, so it **A)** _____
_____ (undergo) some drastic changes. This means that the life on Earth
B) _____ (have) to accumulate adaptations as well to survive.
(Adapted from Scoville, s/f)


Sharks are 450 million years old and **C)** _____ (be) on this planet
longer than almost any other animal. They **D)** _____ (live) through
every major mass extinction event and **E)** _____ (survive) long past
many of their competitors.

(Adapted from <https://goo.gl/u7ma6D>)

Scientists **F)** _____ (track) changes in skull size and shape, limb
length, etc. In fact, researchers' use of the fossil record **G)** _____ (lead)
them to believe that North American wolves crossed the land bridge to Eurasia and
established themselves there 130 to 300 million years ago.


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


 *A. has undergone B. has had C. have been D. have lived E. have survived F. have tracked G. has led*

 6. You can also use this structure for questions. Make questions regarding experiences using the following prompts.

E.g. (ride / motorcycle) Have you ever ridden a motorcycle?

- A) (be / London) _____ ?
- B) (see / shark) _____ ?
- C) (speak / politician) _____ ?
- D) (dial / wrong number) _____ ?

 *A. Have you ever been to London? B. Have you ever seen a shark? C. Have you ever spoken to a politician? D. Have you ever dialed a wrong number?*

 7. Complete the answers. Some sentences are positive and some negative. Use these verbs.

be be eat happen ~~have~~ have meet play read see

E.g. What's Mark's sister like?
I have no idea. I've never met her.

- A) Is everything going well?
Yes, we _____ any problems so far.
- B) Are you hungry?
Yes, I _____ much today.
- C) Can you play chess?
Yes, but _____ for ages.
- D) Are you enjoying your holiday?
Yes, it's the best holiday _____ for a long time.
- E) What's the book like?
I don't know. I _____ it.
- F) Is Brussels an interesting place?
I have no idea. _____ there.
- G) I heard your car broke down again yesterday.
Yes, it's the second time _____ this month.
- H) Do you like caviar?
I don't know. I _____ it.
- I) Mike was late for work again today.
Again? He _____ late every day this week.
- J) Who's the woman by the door?
I don't know, _____ her before.



B. haven't had C. Haven't eaten D. I haven't played (it) E. I have had / I've had F. I haven't read
 G. I have never been / I haven't been H. It has happened / it's happened / that has happened /
 that's happened I. I've never tried / I have never tried or I've never eaten / I have never eaten J.
 's been / has been K. I've never seen / I haven't seen. (Taken from Murphy, 2015, p.)



You can find more information and exercises in the following web sites:

<https://goo.gl/dQCUca>

<https://goo.gl/cKDvAz>

3.2 Comparatives and superlatives: Compare physical and behavioral characteristics

ACTIVITY 3

Reading tip: t's always good to think about what you're going to read or watch.



1. Before you read the text. Discuss the answers to the next questions with a language assessor at the Media Lab Self-Access Center.

- A) As you previously saw in the video, pet dogs have been modified to please owners' demands. Do you think that's fair? Why?
- B) Are there any other effects of human activity on the animal kingdom? Which one(s)?
- C) Can animals and plant evolve to survive climate change?
- D) Do plants and animals need us to survive or vice versa?



2. Read the following text and change your answers in the previous exercise if you consider it necessary.

Can wildlife adapt to climate change?



Rising temperatures and seas, massive droughts, changing landscapes. Adapting to climate change is increasingly important. For humans, this means using our technological advancement to find solutions, like **smarter** cities and **better** water management. But for some plants and animals adapting to these global changes involves the most ancient solution of all. Evolution.

Image 3. Leaf outline. Recuperado el 21 de enero de 2018 de <https://png.icons8.com/color/50/000000/oak-leaf.png>



Evolutionary adaptation usually occurs along time scales of thousands to hundreds of thousands of years. However, under rapidly changing climate conditions, adaptive evolution can happen more quickly. In recent decades we've seen many plants, animals, and insects adapt by relocating themselves and undergoing changes to their bodies or parts of their bodies: they have become **bigger** or **smaller**, **shorter** or **taller**, **darker** or **lighter**. Also, the dates they flower or breed may change. Unfortunately, many of these are non-heritable changes. That's why scientists are seeking examples of evolutionary changes coded in species DNA that are heritable, long-lasting, and may provide a key to their future.

Image 4. Earth element. Recuperado el 21 de enero de 2018 de <https://png.icons8.com/color/50/000000/earth-element.png>


Some mosquitoes have rapidly evolved to take advantage of the **warmer** temperatures entering dormancy later and later in the year. Meanwhile, pink salmon have adapted to **warmer** waters by spawning earlier in the season to protect their sensitive eggs. And wild thyme plants in Europe are producing **more repellent** oils to protect themselves against herbivores that become **more common** when it's warm.

For most of our planet's astounding and precious biodiversity evolution won't be the answer. Instead, many of those species will have to rely on us to help them survive a changing world or face extinction. Fortunately, we are already making decisions that will help entire ecosystems adapt: refuges, projects, and constant check-ups on existing parks and protected areas. It's still within our power to preserve much of the biodiversity of this planet which sustains us in so many ways.



Image 5. Tail of whale. Recuperado el 21 de enero de 2018 de: <https://png.icons8.com/color/50/000000/tail-of-whale.png>

(Transcript from "Can wildlife adapt to climate change?" <https://goo.gl/iw56fT>)

 3. Pay attention to the words in bold in the text and complete or choose the correct option.


1. Make a list of the words in bold. Organize them in two columns.

adjective -er	more + adjective


2. What are the words in **bold** called?
- Quantifiers
 - Comparatives
 - Superlatives
 - Verbs
3. What do you use them for?
- To express an action.
 - To substitute a noun.
 - To compare two things.
 - To qualify a verb.
4. Spelling. Add *-er* to those adjectives with one syllable like long, fast and cold.
- True
 - False
5. For adjectives ending with consonant + vowel + consonant, the final consonant is doubled. Like hot - hotter and thinner.
- True
 - False
6. For adjectives with _____ or more syllables, you usually add *more*.
- one
 - two
 - three
 - four
7. Some adjectives can be formed with *-ed* or *more*. For example: common-
commoner or more common or clever- cleverer or more clever.
- True
 - False
8. The underlined expression *most ancient* is a:
- Comparative
 - Superlative
 - Quantifier
 - Verb
9. _____ compare one thing with all the others.
- Comparatives
 - Superlatives



Adjective+ -er: smarter, better, bigger, smaller, shorter, taller, darker, lighter, warmer. More + adjective: more repellent, more common. 2. B. 3. C. 4. A. 5. A. 6. B. 7. A. 8. B. 9. B

 4. Complete the chart. To check your answers, ask a language assessor for help at the Media Lab Self-Access Center.

Adjective	Comparative	Superlative	Your own example
	more dangerous		
strong			
	more important		
		the smartest	
pretty			
bad			
		the most crowded	
near			
		the best	
bad			
	happier		
interesting			

 5. Complete each sentence with a comparative or superlative form of the adjective in bold. Include any necessary words.

1. The Río Bravo is _____ river in the Mexico.
long

2. Planes go a lot _____ trains.
fast

3. Today has been one of _____ days of the year.
hot

4. Reading a book is much _____ watching the film version.
good

5. This exercise is difficult. The first was _____.
easy

6. The Mediterranean is not _____ the Atlantic Ocean.
large

7. That was _____ movie I've ever watched.
bad



1. the longest 2. faster than 3. the hottest 4. better than 5. easier than 6. larger than 7. the worst.

@ Do you still have questions? You can find more activities in the following web pages:

<https://goo.gl/mDSkaV>

<https://goo.gl/RR7EP1>

3.1 Present perfect with for and since: Talk about changes in different species.



Since and for

In this section, you will learn some of the common time expressions used with the PRESENT PERFECT tense.

ACTIVITY 4



1. Tick ✓ the correct examples.

- A) _____ I have studied in Prep 1 **since** two years.
- B) _____ Species have evolved **since** they existed.
- C) _____ I have studied in Prep 1 **for** 2015.
- D) _____ Climate change has affected biodiversity **for** a long time.



Correct sentences: B and D

FOR describes how long an event has lasted.

E.g. Mexico has been an independent country **for 197 years**.

SINCE points at the starting point when something started.

E.g. Mexico has been an independent country **since 1821**.

⇒ **Other ADVERBS are: ever, never, yet, already, just.**

Ever: at any time in your life.

E.g. *Have you **ever** been to Africa?*
*Have you **ever** been in love?*

Never: opposite of always.

E.g. *I **never** eaten snails. Ugh!*
*My mother has **never** had to come to talk to my teachers, fortunately.*

Just: very recently.

E.g. *We've **just** finished our homework! What a relief!*
*Oh, I'm sorry! The director has **just** left. He was here a minute ago.*

Yet: still, until now (negatives and questions)

E.g. *"Ready?" "No, I'm sorry. I **haven't finished yet**. Give me 5 minutes."*
*"Has your sister sent those mails **yet**?"*

Already: before now (finished actions)

E.g. *"Would you like to have lunch with us?" "No, thanks! I **have already had lunch at home**"*

The football match has **already** started. Hurry up, I don't want to miss a bit!

 2. Write *for* or *since*.

- A) My dad has lived in The US _____ 15 years.
- B) The principal is in his office. He has been there _____ 7 o'clock.
- C) India has been an independent country _____ 1776.
- D) Nobody has been to the haunted house _____ ages.
- E) My boyfriend has been in hospital _____ last month.
- F) My parents have been married _____ a long time.
- G) I haven't slept very well _____ I study high school.



A. for B. since C. since D. for E. since F. for G. since

 3. Write the appropriate connector.


- A) I've been in New York _____ a month but I haven't visited the Museum of Natural History _____. I want to go before I leave.
- B) I've _____ read that novel. It's wonderful.
- C) Have you _____ got a tattoo?
- D) Where are my keys? I _____ had them right here.
- E) I've _____ read this novel. I know it's highly recommended though.
- F) I've loved chocolate _____ I was a kid.



A. for / yet B. already C. ever D. just E. never F. since

3.2 Main ideas and supporting details: draw a mind map

This section is divided into two parts: in the first one will focus on helping you identify main ideas and supporting details. The second contains information about mind mapping.

 **Main ideas and supporting details.**

The **main idea** is the most important idea in a paragraph or text.

- a) To find the main idea, you must determine the topic first.
- b) Once you know the topic, ask yourself: What is the point the author makes about the topic?
- c) You can also try to summarize the paragraph in your own words to make sure you have understood the passage.
- d) Main ideas are usually at the beginning or at the end of a paragraph. However, sometimes the main idea may be implied. In this case, you can look for repeated vocabulary: words, phrases or ideas.

Supporting details help explain or support the main idea. In other words, they help you make sense of the main idea.



1. Read the paragraphs and underline the main ideas.

- A) Experts often influence our actions and purchases. For example, a doctor on a TV health show may recommend a medication. Because the doctor is an expert in healthcare, we expect her to be very knowledgeable about what medicines are best. We are more likely to follow her advice.
- B) Other consumers also influence our purchases. When a consumer uses a product, we listen to his or her opinion. On the internet, consumers can write their opinions about products. For example, on some travel websites people write reviews of hotels and restaurants. Online bookstores share reviews from ordinary people. These websites are very popular because they show that people are interested in consumers' opinions.

(Joe McVeigh and Jennifer Bixby. *Skills for success. Reading and writing 2*. Oxford University Press. 2nd Ed.)



A) Experts often influence our purchases.
B) Other consumers also influence our purchases.



Practice online <https://goo.gl/Vp8uca>



Mind Maps

A mind map is a technique you can use to display information in a visual, easy and attractive way. You can organize your ideas using your imagination.

How can you draw a mind map?

1st Start in the center of a blank sheet. This way you can spread out in all directions.

2nd Use an image as your central idea. Remember an image is worth a thousand words. An image is more interesting, it catches the attention of the viewer and it helps you concentrate.

3rd Use lots of colors, they add vibrancy and life to your mind map. It also adds tremendous energy to your creative thinking, and is fun!

4th Connect your main branches to the central image and connect your second- and third-level branches to the first and second levels, etc. Remember that your brain works by association, you need to establish connections among concepts and information to ease your understanding.

5th Make your branches curved. Straight lines are boring.

6th Use only one key word per line. This will help you recall information with one single glance. It is also an evidence of the good understanding you have of a topic.

7th Use images in all your mind map.

@ Free online course on mind maps.



<https://goo.gl/SCBpaE>

M ACTIVITY 5

Choose one of the topics seen in this unit and draw a mind map. Consider that you may have to do some research on the topic. You can go to your Media Lab Self - Access Center to have it checked.

Self-evaluation

Choose the option that best completes each sentence.

1. Soccer is the _____ sport in the world.

- A) most
- B) more
- C) less
- D) so

2. It's the _____ day of the year.

- A) most hot
- B) hotter
- C) more hot
- D) hottest

3. The _____ problem in our city is pollution.
A) most big
B) biggest
C) more big
D) bigger
4. This is one of the _____ cities in the world.
A) most beautiful
B) beautiful
C) more beautiful
D) beautifully
5. I haven't seen my mom _____ two years. She's working as a researcher.
A) since
B) for
C) yet
D) already
6. Have you studied here _____ a long time?
A) for
B) since
C) ago
D) ever
7. I like your idea but his is _____.
A) good
B) best
C) better
D) worst
8. I have a _____ sister. I'm just a bit _____ her.
A) youngest, old than
B) younger, older
C) younger, older than
D) younger, oldest than
9. This is _____ exercise I _____.
A) the easiest, 've ever answer
B) the most difficult, 've never answered
C) the easiest, 've ever answered
D) the most difficult, answered.
10. _____ a "coming of age party"?
A) Have you ever go to
B) Have you ever been
C) Have you ever gone
D) Have you ever been to

11. I _____ that my English is bad. I can't help you.

- A) have already said
- B) have yet said
- C) have already say
- D) have never said

Read the following texts and choose the correct word that completes them.

Text 1: I love spending my vacation visiting other countries. I (12) _____ stay at home so I (13) _____ to five or six countries. However, I (14) _____ to Asia. I'm really excited about this trip.

12.

- A) never
- B) always
- C) ever
- D) just

13.

- A) went
- B) have been
- C) has been
- D) 've went

14.

- A) 've never been
- B) 've always been
- C) wasn't
- D) didn't go

Text 2: Cheese-rolling (15) _____ a tradition in Brockworth (16) _____ the early 1800s. People wait for someone to push a large wheel of cheese down the hill. The competitors run very quickly after it. It's fun. However, A lot of people (17) _____ serious injuries.

15.

- A) have been
- B) has been
- C) was
- D) hasn't been

16.

- A) ever
- B) never
- C) for
- D) since

17.

- A) has gotten
- B) have gotten
- C) have been
- D) has been

Text 3: The (18) _____ turtles known date to 220 million years ago. The (19) _____ and (20) _____, *Odontochelys semitestacea*, a fossil species, possesses a complete plastron, broad dorsal ribs, and a series of neural plates; however, it lacks a fully developed carapace.

18.

- A) early
- B) earliest
- C) earlier
- D) earlier than

19.

- A) old
- B) older
- C) oldest
- D) older than

20.

- A) most primitive
- B) the most primitive
- C) the more primitive
- D) more primitive

UNIT 4

**ONE GOOD ANECDOTE IS WORTH A VOLUME OF BIOGRAPHY
[UNA ANÉCDOTA BIEN VALE EL CAPÍTULO DE UNA BIOGRAFÍA]**

(WILLIAM ELLERY CHANNING)



Image 1. Story to tell (2011). We all have a story to tell por M. Rose. [Photo] Retrieved from: <https://goo.gl/images/4a3UDX>

Introduction

Storytelling is an inherent function in daily life communication; there are always anecdotes to tell as a need to express our emotions, feelings and experiences. Therefore, the goal is to learn to tell an anecdote using past continuous and passive voice form to describe accidental amazing discoveries that have changed the world.

4.1 Telling an anecdote

ACTIVITY 1





Read the next unfortunate anecdote.

I think most of us have experienced terrible things at least once in our lifetime. Well! This is what recently has happened to me. I was going back home when a homeless came in to me and begged for some money. He was in such dreadful conditions that I opened my purse to give him some money immediately. Since, I had only a few coins, I also offered him some food I had for lunch. I confess that it was only the leftovers of a small sandwich. As I noticed the guy's disappointment reflected on his face, I looked again inside my purse to see if I had extra money to give him, and when I was giving him the last few coins I had, he unexpectedly grabbed my purse and ran away. All people and even friends around were looking but they could do nothing to stop him. Was it bad luck? I don't know, but that was definitely something!



Image 2. Stories clipart anecdote (sf.) En Funny story royalty free. Stock photography Retrieved from: <https://goo.gl/images/CHpX1r>

 Discussion questions: Has something similar ever happened to you? Where were you? And what were you doing in that moment? Share your anecdote with your partners.

 Match the pictures according to the story sequence and complete each idea.

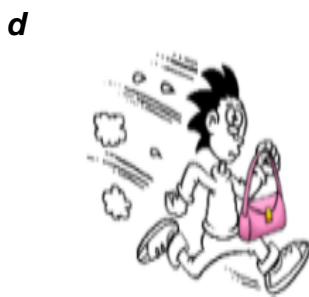


Image 3. Hands giving and receiving money. <https://goo.gl/images/udnNYg>. Image4. Joey Is Walking Home From School When He Gets A Text Message From His (2007). In Going home from school. Retrieved from <https://goo.gl/images/5fZZdt> Image 5. Deal With Beggars Asking You for Money Step 4(sf.). In Offer food. How to Deal With Beggars Asking You for Money. Wiki How to do anything. Retrieved from: <https://goo.gl/images/USjgVz> Image 6. Meaning of dream «run»(2014).Photo Gallery of «Run» Retrieved from: <http://dreamatico.com/run.html> Image 7. A homeless man seated on the street to beg money (2018). In VectorToon. Cartoons for commercial and personal use. Retrieved from: <https://goo.gl/images/zSCWYD> Image 8. A Frustrated and Broke Woman (2018). In Vector Toon. Cartoons for commercial and personal use. Retrieved from <https://goo.gl/images/UfPxUw>

() **First, I** _____


() **When a** _____

() **Then, I** _____

() **and also** _____

() **When I,** _____

() **Unexpectedly,** _____

 *(b) First, I was going back home; (e) when a homeless came in to me; (a) then I opened my purse to give him some money; (c) and also offered him some food; (f) When I was giving him the last coins I had; (d) Unexpectedly, he grabbed my purse and ran away*

⇒ Use of past continuous

Microwave oven invention




Image 9.

In 1945, Percy Spencer **was experimenting** with a new vacuum tube called a magnetron when he realized that the candy bar in his pocket began to melt during his experiments. He then put popcorn into the machine, and when it started to pop, he knew he had a revolutionary device on his hands.

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




Image 10




Image 11




Image 12

In 1945, Spencer was in the middle of doing a research.


He was experimenting with a new vacuum tube.

Accidentally something happened during his experiments:

When he realized a candy bar began to melt in his pocket.

Then he put popcorn into the machine, and when it started to pop, he knew he had a revolutionary device, **the microwave oven.**


Form: I/he/she was + experimenting
We/you/they were

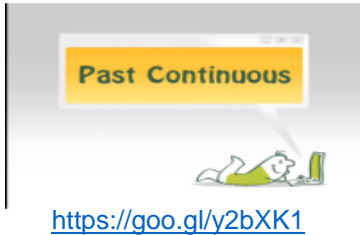


We use **past continuous** to refer that we **were in the middle of doing something** at a certain time in the past.

Image 9. Microwave oven (2018). In Who invented the microwave oven? Percy Spencer. In BT Quiz: Can you guess who invented these groundbreaking pieces of technology? Retrieved from: <https://goo.gl/images/BBtKBV> Image 10. One cannot observe without changing how the observed reacts, and few parents perfectly follow one (sf.). In Rejoinder to Lewis's Reinterpretation of Parental Firm Control. Effects: Are Authoritative Families Really Harmonious? Retrieved from: <https://goo.gl/images/pdRZpo> Image 11. Chocolate bar with melted chocolate(sf.). In Royalty Free Illustration. Retrieved from: <https://goo.gl/images/uhFAs6> Image 12. Butter And Salt Popcorn (sf.). In 8 Foods To Satisfy Your Carb Cravings [Photo] Retrieved from: <https://goo.gl/images/WoxRiH>


ACTIVITY 2

@  For further comprehension of the uses of past continuous watch the video on the link below.




M To get the video go to the Media Lab Self-Access Center

ACTIVITY 3

 M Put the words in the correct order to make questions and then answer them. When you finish, you can check your exercise with a language assessor at your Media Lab Self-Access Center.

- Lucy: _____?
yesterday evening / were/ What/doing / you
Sue: _____.
- Mark: Hey! You Steven! Pssss! _____
you / What / about / thinking / were
Steven: Oh, Sorry! I was _____.
- Leo: I'm sorry! The traffic was dreadful! _____
Were / a / you / time / long / waiting
Betty: Yes, I was. I thought you wouldn't make it. In fact, I _____.

 1. What were you doing yesterday evening? 2. What were you thinking about? 3. Were you waiting a long time?

✍️ Complete the passage using past continuous or past simple with the verbs in parentheses. The first has already been done.

I **was having** (have) a tutoring class with a new but very nice teacher I had just met.

The most embarrassing moment that it has ever happened to me was when I was seven years old. I _____ (study) in primary school and once, I called the teacher "mom", I _____ (give) the answer of a question she had made when it occurred, all my classmates _____ (laugh) at me for long time. The worst thing was, several days after that, they continued making fun of me.

🔑 I was studying / I was giving / all my classmates laughed

➡ Differences between past simple and past progressive

Connectors to use in past continuous expressions


When: introduces a completed action ○

While: introduces an action in progress or during that time or two parallel actions ~~~~~

I was crossing the street **when** a car drove over me ←

Students were cheating on the exam **when** the teacher caught them up. ○

There was a lot of action in the supermarket last weekend **while** I was doing my shopping, some women were arguing about the high cost of some supplies, especially food, and **while** the security guard was holding a suspicious woman, some guys were stealing some household appliances, good news, some customers warned the guards at the exit, bad news, the burglars could get out of the supermarket.




01-05-2014 Sun 10:40:55 (M)

Image 13. Man caught on camera stealing entire scratch lottery ticket dispenser (2017). In AOL.com. Tribune News. "Man caught on camera stealing entire scratch lottery ticket dispenser" [Photo]. Retrieved from: <https://goo.gl/Imaqes/ATGokV>

Uses of past continuous with connectors.	
Specific past action in progress (Past continuous) ~~~~~	Yesterday at 12 o'clock, I was having lunch
Interrupted action (Past continuous ~~~~~ vs. past simple ○)	Lena was working <u>when</u> I asked her to make some copies.
Two or more parallel actions (Past continuous ~~~~~)	People were watching <u>while</u> actors were playing

ACTIVITY 4

 Complete the next passages using the verbs in parenthesis whether in past simple or past continuous.

1. An embarrassing stumble



Image 14

It happened **when** was in elementary school, I used to stumble in front of crowds; and one day, I _____ (walk) in the school yard when I _____ **(trip)** and _____ **(hit)** the principal of the school who stumbled and ended up on the floor. In that time, I felt like the land just wanted to eat me.

Image 14. Stumble clipart image #6(sf.). In Free Clipart images. Retrieved from: <https://goo.gl/images/XKeMmB>

2. Cereal invention



Image 15

In 1894, Dr. John Harvey Kellogg and his brother Will Keith Kellogg _____(**search**) for wholesome foods to feed patients. **When** Will accidentally _____(**leave**) some boiled wheat sitting out, it _____(**go**) stale (rancid) by the time he returned. The brothers _____(**send**) it through rollers, hoping to make long sheets of dough, but they _____(**get**) flakes instead. They _____(**toast**) the flakes, which were a big hit with patients, and patented them under the name Granose. The brothers _____(**experiment**) with other grains, including corn, and in 1906, Will _____(**create**) the Kellogg's company to sell the corn flakes.

Image 15. Kellogg's Corn Flakes (2018). In Kellogg's corn flakes @ safeway! yum! How to shop for free [Photo] Retrieved from: <https://goo.gl/images/kbdgpA>

3. Band-Aids



Image 16

The first adhesive bandage was invented in 1920 by Earle Dickson, a cotton buyer for the Johnson & Johnson Company in New Jersey. He noticed that his wife, Josephine always _____(**burn**)and _____(**cut**) herself **while** she _____(**cook**). He _____(**make**) the Band-Aid prototype for her by placing a small piece of gauze on top of a strip of tape. Then, he _____(**cover**) the surrounding sticky parts with crinoline, a stiff fabric. This _____(**keep**) the gauze sterile and _____(**prevent**) the adhesive from sticking to itself. His wife could unroll the tape and tear off a length of it as needed. Josephine liked the invention, and she found it offered excellent mobility and staying power.

Image 16. Bandaid (2017). In 53 images for Bandaid Clipart. Retrieved from: <https://goo.gl/images/3zty5W>

4. Fireworks



Image 17

According to legend, an unknown cook in China _____
(experiment) in the kitchen **when** he accidentally _____ **(mix)** together charcoal,
sulfur, and salt pepper - common kitchen items 2000 years ago. **When** he
_____ **(compress)** the mixture in a bamboo tube (why the cook did that we
have no idea), it _____ **(explode)**.

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

Image 17. Fireworks (sf.). In Over 100 FREE Fireworks Pictures. [Photo] Retrieved from: <https://goo.gl/images/XNtZmw>



1. was walking/ tripped/hit, 2. Was searching/left/sent/got/toasted/experimented/created, 3. burnt/cut/was cooking/made/covered/kept/prevented, 4. Was experimenting/mixed/compressed/exploded



ACTIVITY 5

Describe an anecdote using past continuous (~~~~~) and simple past (○). Attend your Media Lab Self-Access Center to check your anecdote with a language assessor.

E.g. Go down stairs/slip/fall down



Image 18

Yesterday evening, I was listening to music in my bedroom when my mom called us for supper, while I was going down the stairs, I slipped and fell off. It really hurt!



Image 18. Safety A person falling off stairs (sf.). In Classroom Clipart. Retrieved from: <http://clipground.com/a>

Last night, I _____

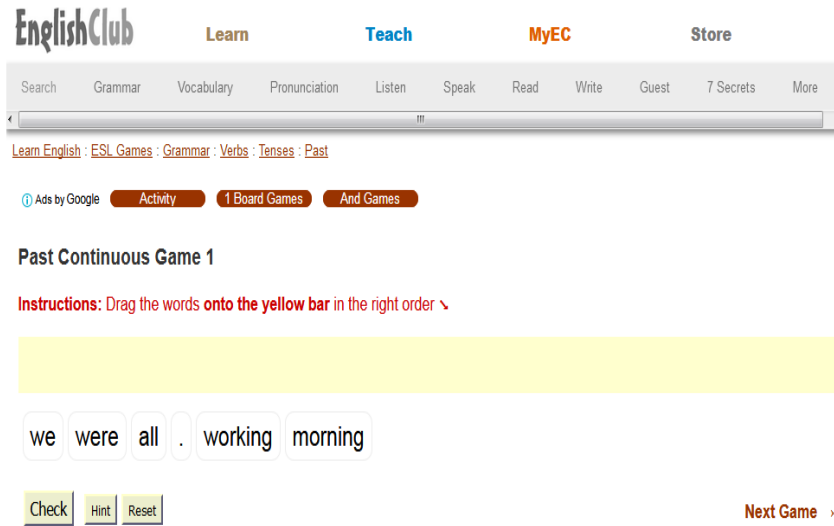
_____.



Answers will vary.

@ ACTIVITY 6

For further practice of the uses of past continuous check these links:



The screenshot shows the EnglishClub website interface. At the top, there are navigation tabs: Learn, Teach, MyEC, and Store. Below these are search and category links: Search, Grammar, Vocabulary, Pronunciation, Listen, Speak, Read, Write, Guest, 7 Secrets, and More. A breadcrumb trail reads: Learn English > ESL Games > Grammar > Verbs > Tenses > Past. There are buttons for 'Ads by Google', 'Activity', '1 Board Games', and 'And Games'. The main heading is 'Past Continuous Game 1'. The instructions state: 'Instructions: Drag the words onto the yellow bar in the right order'. Below the instructions is a yellow bar. Underneath the bar are word boxes containing 'we', 'were', 'all', '.', 'working', and 'morning'. At the bottom left are buttons for 'Check', 'Hint', and 'Reset'. At the bottom right is a 'Next Game' link with a right-pointing arrow.



Next Game > <https://goo.gl/slYJ2G>

 Test yourself: <https://goo.gl/esbF1B>



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

4.2 Describing relevant people and events within an anecdote



Image 19. Action research: mere anecdote or rigorous research? (2016). In Researcher Cliparts. Retrieved from: <https://goo.gl/images/qw93AJ>


ACTIVITY 7


Read the next text about the invention of bubble gum.

Bubble gum was first invented by the American businessman and candy maker Frank H. Fleeer in 1906. He created a recipe for chewing gum that could be blown in to a bubble, and called the product "Blibbler-Blubber". However, the mixture was too breakable and sticky to be sold. It wasn't until 1928 that an employee of Fleeer's company discovered a way to improve the product. Walter Diemer added latex to the bubble gum recipe, and the new mixture was named "Dubble Bubble".



Bubble gum clipart (2016). In Clipart Library. Recuperado de: <https://goo.gl/images/h8pPkz>

 Discussion questions: Who was Bubble gum invented by? How was it created? Do you chew gum? What kind of bubble gum have you tried?

 Match the facts with the corresponding explanation about Bubble gum.

Important facts about Bubble gum

- a. Walter Diemer's original Dubble Bubble formulation was dyed pink because that was the only food coloring available at the Fler Company factory. Since then, pink has been the most popular bubble gum color.
- b. Before putting bubble gum into production in 1928, Diemer wrapped 100 pieces of Dubble Bubble, and tested selling it at a local candy shop. The shop sold out in the first day.
- c. Dubble Bubble was packaged with a color comic strip since it was first released. Bazooka bubble gum introduced a comic strip starting in 1953.
- d. Bubble gum may be a 20th century invention, but chewing gum has existed for thousands of years. The ancient Greeks, Mayans, and North American native peoples chewed different kinds of gum made from tree sap.
- e. The first commercial chewing gum was sold by John Curtis in 1848. His product was called the State of Maine Pure Spruce Gum. He later developed flavored gums that included paraffin wax.

[Retrieved from: <https://goo.gl/dY6So3>]

Explanations about Bubble gum

- () 1. He sold the first chewing gum and created a new flavor made of wax.
- () 2. At the beginning, pink was the most popular color in chewing gum.
- () 3. In its origins chewing gum was made from sap tree.
- () 4. First production of Bubble gum was rapidly sold. It was a big success.
- () 5. Since the very beginning, Bubble gum was introduced to market with a comic band.



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

⇒ Use of passive voice



Image 21. Coca cola Cliparts (2016). In Clipart Library. Retrieved from: <https://goo.gl/imag es/pmqYXF>

Coke **was invented** by a pharmacist named John Stith Pemberton in Atlanta, GA in 1886. Coke **was first sold** in pharmacies. Coca-Cola **was just marketed** as a drink to **be enjoyed** at social events.

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

Compare these sentences:

John Stith Pemberton **invented** the Coca-Cola (*active*)

Coke **was invented** by a pharmacist named John Stith Pemberton (*passive*)

People first **sold** coke in pharmacies (*active*)

Coke **was first sold** in pharmacies (*passive*)

People **marketed** Coca-Cola as a drink to enjoy it at social events (*active*)

Coca-Cola **was just marketed** as a drink to **be enjoyed** at social events.



Form: **be** + **verb past participle** —————> a drink to **be enjoyed**

Past tense: **was/ were** —————> Coke **was invented** by a pharmacist.

In this situation, we often use **passive voice** because **it is not so important who or what did the action.**

@ ACTIVITY 8

For further comprehension of the uses of passive voice go to the websites below.



Watch the following videos on these links:



The Passive Voice: When, why, and how to use it - Part 1. Understand more about the use of passive voice and practice doing an exercise

<https://goo.gl/KtVtQu>



Practice structure of the passive form, go to Learn English Teens. Watch this video and do activities

<https://goo.gl/atXtR9>

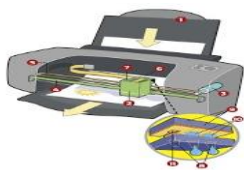


To get the video go to the Media Lab Self-Access Center



ACTIVITY 9

Identify passive sentences in the paragraphs below and change them to its active form.



1. Ink-Jet printers

A [Canon](#) engineer, [after resting his hot](#) iron on his pen by accident, noticed ink was ejected from the pen point a few minutes later. This principle led to the creation of the inkjet printer.

[Retrieved from: <https://goo.gl/mPDc2g>]

Image 22. The thermal printers (2015). In Inkjet printers. Recuperado de: <https://goo.gl/images/1E8srp>

Passive: _____

Active: _____



2. Antiseptics

They were used for the first time by Doctor Joseph Lister, at the time a surgeon at the Royal Infirmary in Glasgow, Scotland. In 1867, he began to clean his surgical tools with carbolic acid, which is now phenol. He also soaked bandages in it and placed it directly on wounds.

[Retrieved from: <https://goo.gl/JF4sZk>]

Image 23. Applying ointment to wound (2017). In Pictures of How Does My Wound Heal, and How Do I Treat It? [Photo]. Recuperado de : <https://goo.gl/images/C16HoR>

Passive: _____

Active: _____



3. Comics

Rodolphe Topffer was a teacher, but he also developed several comic strips which were published in 1827 in a variety of places. These were all drawn carefully by hand. He is the creator of the comic strip, or strip of pictures used to tell a story. Topffer wrote in horizontal blocks in his own handwriting. This became the standard.

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

Image 24. The Feud Between Batman and Superman (2016). In World's Finest Comics #197 "An amazing adventure in Kandor" Superman vs Batman! Retrieved from: <https://goo.gl/images/Yi2p87>

Passive: _____

Active: _____

1. Ink was ejected from the pens point/it ejected ink from the pens point, 2. Antiseptics were used for the first time by Doctor Joseph Lister/ Doctor Joseph Lister used antiseptics for the first time, 3. Several comic strips were published in 1827 in a variety of places / Rodolphe Topffer published comic strips in 1827 in a variety of places

➔ Active or passive voice

Active and passive voice



Compare the following examples and decide which is more interesting.

Examples:

Active: William Cullen **created** the first refrigeration machine.

Passive: The first refrigeration machine **was created** by William Cullen

Active: This machine **did not use** or **create** ice

Passive: Ice **was not used** or **created** by this machine

Image 25. Refrigerator with meals (sf.). In Whirlpool Energy Star 3.1 cu. ft. Compact 2-Door [Photo]. Retrieved from: <https://goo.gl/images/d5KVzh>



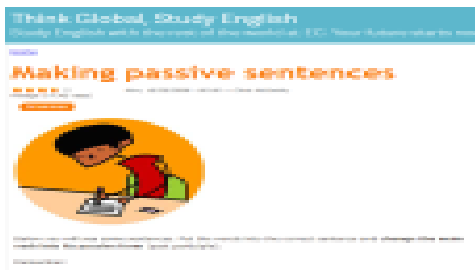
In a sentence, verbs are stronger and more interesting if they are in active voice. For this reason, try to keep most of your writing in active rather than in passive, voice

We use **active voice** when **the subject** (In these cases: William Cullen/ This machine) **is doing the acting**.

We use **passive voice** when **the subject is being acted upon** (In these cases: by William Cullen / by this machine)

@ ACTIVITY 10

For further practice on active to passive sentences check out some more exercises at these websites:



<https://goo.gl/5K799J>




@ Practice more passive sentences in these websites.



<https://goo.gl/Xi3W7v>



<https://goo.gl/YTsw6h>

 @ Test yourself on passive voice at <https://goo.gl/1eUh1A>



M Get tutoring or assistance with an assessor at your local Media Lab Self-Access Center while doing these exercises.

ACTIVITY 11

 Complete the paragraphs with the verbs in boxes using passive or active voice.

1. Saccharin (an artificial sweetener)



Image 26. Sweet'N Low Sachets - Sugar Free Sweeteners(sf.). Sweet'N Low. Al Maha General Trading Co. Retrieved from: <https://goo.gl/images/tko2Dj>

[Photo]

Constantine Fahlberg, a researcher at Johns Hopkins University, _____ this artificial sweetener. He was **investigating the oxidation of o-toluene sulfonamide, whatever that means!** Fahlberg's discovery happened because he _____ to wash his hands. He had spilled a chemical on his hands in the lab that caused his bread to taste very sweet. The researcher immediately _____ a patent and mass-produced his product.

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

forget request discover



2. Potato Chips

The chef George Crum _____ the salty snack in 1853 at Moon's Lake House near Saratoga Springs, New York. One day a customer _____ back his plate of potatoes many times and kept asking for them to _____ more _____ and thinner. Crum lost his temper, _____ the potatoes insanely thin and fried them until they were hard as a rock. To the chef's surprise, the customer loved them and wanted more!

[Adapted from: <https://goo.gl/9UaAc8>]

Image 27. Potato chips in a bowl (sf.). In Potato chips in glass bowl isolated isolated on white background [Photo.123RF] Retrieved from: <https://goo.gl/images/UsRYHX>

send create slice be fry



3. Computers

Even after computers _____ they were not small and they _____ by everyone. It wasn't until the mid-1980s that children _____ to have computers to use in elementary schools. In 1822, Charles Babbage invented a calculating machine that could perform mathematical calculations using steam power. He also had the idea that one day a machine could _____ that performed other types of calculations as well. While his calculating machine is sometimes called a "failure," the idea of having a machine perform calculations took hold.

[Adapted from: <https://goo.gl/v779qG>]

invent not own begin invent



1. Discovered/forgot/requested, 2. Created/sent/be (more) fried/sliced, 3. were invented/

ACTIVITY 12

Read the passages and decide which underlined expressions can be changed into passive voice.

1. Play-Doh



One smell most people remember from childhood is the odor of Play-Dough, the brightly-colored, nontoxic modeling clay. Joseph and Noah McVicker accidentally invented Play-Doh in 1955 while trying to make a wallpaper cleaner. A toy manufacturer Rainbow Crafts marketed it a year later. More than 700 million pounds of Play-Doh have sold since then, but the recipe remains a secret.

[Retrieved from: <https://goo.gl/9AdR2Q>]

Image 29. Play Doh (2007). In What do wallpaper and Play-Doh have in common? 9 Things Invented or Discovered by Accident.1. Play Doh. HowStuffWorks? Retrieved from: <https://goo.gl/9AdR2Q>

Passive sentences:



2. Chocolate-chip cookies

Ruth Wakefield, owner of the Toll House Inn, **was trying to make** regular chocolate cookies. While mixing a batch of cookies, Wakefield discovered she was out of baker's chocolate. As a substitute, she broke sweetened chocolate into small pieces and added them to the cookie dough. She expected the chocolate to melt, making chocolate cookies, but the little bits stuck.

[Retrieved from: <https://goo.gl/Daj6mB>]

Image 30. Gluten free chocolate chip cookies (sf.). In The cents' able shopping. [Photo] Retrieved from: <https://goo.gl/images/jN3Ba2>

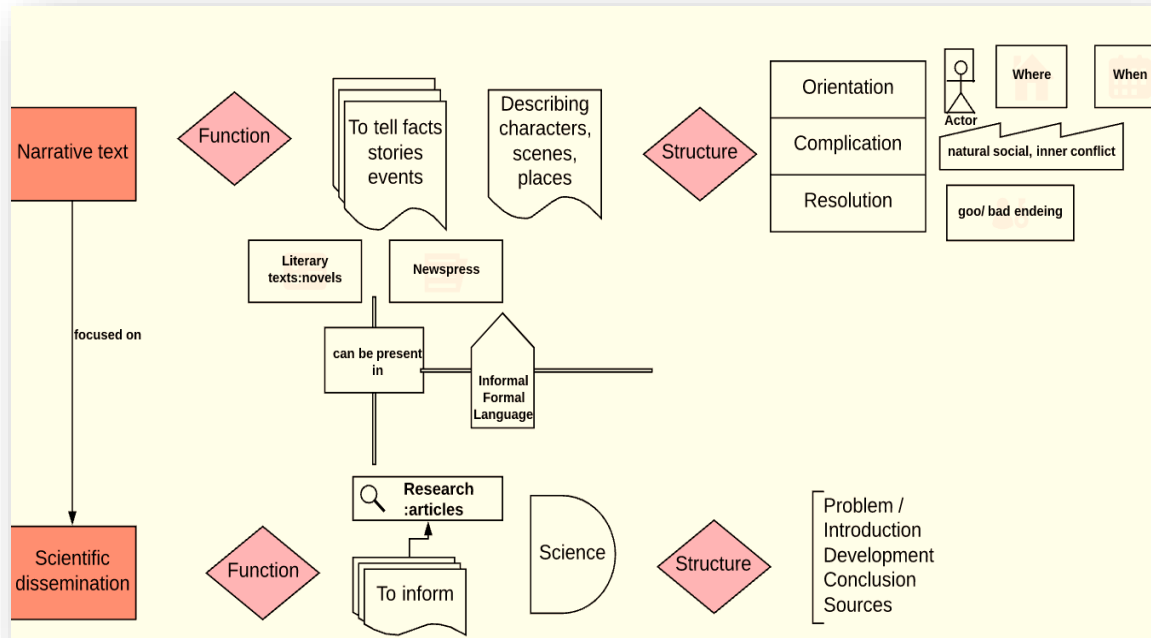
Passive sentences:



1. Play-Doh was (accidentally) invented by Joseph and Noah McVicker in 1955. 2. Sweetened chocolate was broken into small pieces and added to the cookie dough.

4.3 Narrative text

Analyze this diagram to understand what a narrative of a scientific dissemination is.



ACTIVITY 13

Read the next article about antibiotics and retell the sequence of events to represent its invention.

Antibiotics

Doctor Alexander Fleming made the discovery that led to antibiotics in 1928. He was studying bacteria at his laboratory at St. Mary's Hospital, in London, England. He went away for vacation and left bacteria growing in sample dishes. Another lab was studying mold, and some blew in through the window. The mold killed the bacteria where it landed. He called the bacteria-killing substance the mold was making "penicillin".

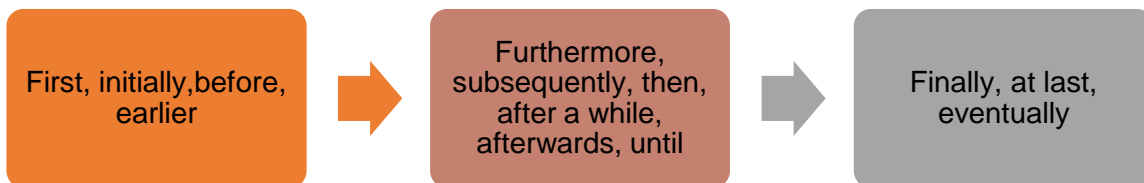
In 1939, Howard Florey and Earnest Chain at Oxford University started developing penicillin into a drug. At the time, bacteria caused many diseases and infections that had no cure. World War II had started, and many soldiers were dying from infected wounds. By 1944, they had found a way to produce large amounts of penicillin. The first large batch was supplied to British troops and their allies. In March 1945, the first doses were available to the public. Since then, many new antibiotics have been created, and have saved countless lives by curing a wide range of diseases and infections.


- In 1943, there was a worldwide search to find a strain of mold that produced a high amount of penicillin. A lab worker named Mary Hunt found a golden-colored mold on a cantaloupe in a fruit market in Peoria, Illinois. "Mary's moldy melon" yielded 200 times more penicillin than Alexander Fleming's mold. Howard Florey mutated the cantaloupe mold with x rays to increase the yield even more.
- The company Pfizer grew the first large batch of mold for penicillin in Brooklyn, New York, in March 1944. They bubbled oxygen into a tank of thick corn syrup. This meant the mold could grow throughout the entire volume of the tank.
- The same antibiotic can treat very different illnesses. The terrible disease cholera can be cured with tetracycline, an antibiotic that is often prescribed for acne.

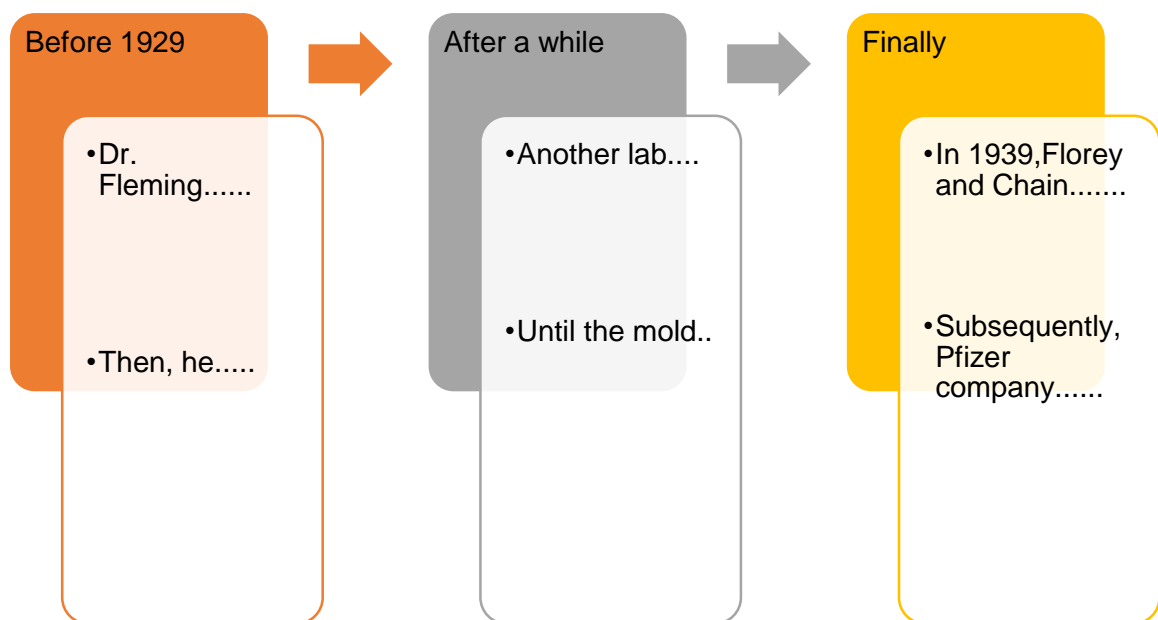
[Retrieved from <https://goo.gl/gugZkN>]

⇒ Time expressions

First, check this list to help identify the sequence of events.



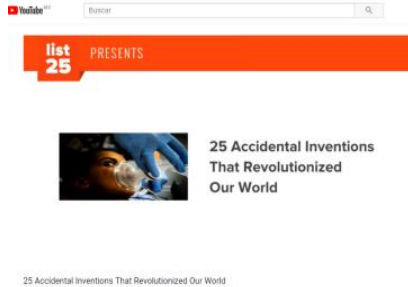
 Write the sequence of event to tell the anecdote of antibiotics invention.





ACTIVITY 14

Watch the video “Accidental inventions that revolutionized our world”. Write about two inventions that mostly got your attention.



<p><i>Invention 1:</i></p> <p>_____</p> <p><i>Inventor:</i></p> <p>_____</p> <p><i>What was he/she trying to do?</i></p> <p>_____</p> <p><i>How was it created?</i></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><i>Invention 2:</i></p> <p>_____</p> <p><i>Inventor:</i></p> <p>_____</p> <p><i>What was he/she trying to do?</i></p> <p>_____</p> <p><i>How was it created?</i></p> <p>_____</p> <p>_____</p> <p>_____</p>
--	--



Share your findings with a partner or go to your Media Lab Self-Access Center and ask a language assessor for help.



Model activity: Penicillin, Alexander Fleming. He was searching for a drug when he found that mold was preventing bacteria from encroaching (invading) on the petri dish. The mold was isolated and grown, and the powerful antibiotic was created.



Self-evaluation

1. Complete this passage with the correct form of the verbs in parentheses.

Arthur Fry conceived the idea for the Post-it note in 1974. While he _____ (sing) in the church choir, he _____(hold) bookmarks in his hymnal, when he _____(become) aware of an adhesive accidentally developed in 1968 by fellow 3M employee Spencer Silver. This way, he could get his notes attached to his documents.

- A) sings/ held / becomes /
- B) sang / was holding / became
- C) was singing / held / became
- D) was singing / was holding / became

2. Arthur Fry conceived the idea for the Post-it note in 1974

- A) The idea for the Post-it note was conceived by Arthur Fry in 1974.
- B) In 1974, the Post-it note was created by Arthur Fry.
- C) The Post-it note was invented by Arthur Fry.
- D) All the options above are correct.

3. In 1980, they introduced the Post-It Note around the world.

- A) The world showed the Post-it note in 1980.
- B) The Post-it note appeared in 1980.
- C) In 1980, they invented the Post-it note.
- D) None of the options above is correct.

4. They sold Post-it notes in more than 100 countries.

- A) 100 countries sold Post-it notes
- B) In more than 100 countries, stores sold Post-it notes.
- C) Post-it notes were sold in more than 100 countries.
- D) All the options are correct.

5. Identify and underline an expression that can be transformed into passive voice correctly within this text:

The use of saccharin did not become widespread until they rationed sugar during World War I, and its popularity increased during the 1960s and 1970s with the manufacture of Sweet'N Low and diet soft drinks.

- A) The use of saccharin did not become widespread
- B) Its popularity increased during the 1960s and 1970s
- C) None of the sentences
- D) They rationed sugar during World War I

6. Transform this sentence into passive voice:

They rationed sugar during World War I

7. Complete this passage with the correct form of the verbs in parentheses.

Constantine Fehlberg, who _____(work) at Johns Hopkins University in the laboratory of professor Ira Remsen. Fehlberg's discovery came after he _____(forget) to wash his hands before lunch. He had spilled a chemical on his hands and it, in turn, caused the bread he ate to taste unusually sweet.

- A) worked / forgetting
- B) was working / was forgetting
- C) working / forgot
- D) was working / forgot

8. Correct the mistakes underlined in this sentence.

Wilhelm Roentgen, an eccentric physicist investigating the properties of cathodic ray tubes when a shining light come through the tubes, then he noted that fluorescent papers in his lab were illuminated even though his machine had an opaque cover.

- A) were investigating / came
- B) was investigating / came
- C) was investigated / was coming
- D) were investigating / were coming

Complete these passages with the correct tense of the verbs in parentheses.

9. Heart Pace-maker invention. John Hopps, an electrical engineer _____(conduct) research on hypothermia and _____(try) to use radio frequency heating to restore body temperature. He _____(realize) if a heart stopped beating due to cooling, it could be started again by artificial stimulation.

- A) was conducting / was trying / realized
- B) conducting / was trying / realized
- C) was conducting / was trying / was realizing
- D) conducted / tried / was realizing

10. Penicillin invention. Ironically, Fleming was searching for a "wonder drug" that could cure diseases. However, it wasn't until Fleming threw away his experiments that he found what he was looking for. What happened first?

- A) He found what he was looking for: Penicillin
- B) Fleming threw away his experiments
- C) Fleming was searching for a "wonder drug"
- D) A "wonder drug" that could cure diseases

Complete these passages with the respective form of the verb and with the correct connector: while / when

11. Fleming _____ (search) for a new drug _____ he _____ (notice) that a contaminated Petri dish he had discarded contained a mold that _____ (dissolve) all the bacteria around it. _____ he _____ (grow) the mold by itself, he _____ (learn) that it _____ (contain) a powerful antibiotic, penicillin.
12. Richard Jones, a naval engineer, _____ (work) with tension springs _____ one of them _____ (fall) to the ground. The spring kept bouncing from place to place after it hit the ground, and the slinky was born.

Order the sequence of the events

13. One day a customer sent back his plate of potatoes many times and kept asking for them to be more fried and thinner. Crum lost his temper, sliced the potatoes insanely thin and fried them until they were hard as a rock. George Crum, a chef at the Carey Moon Lake House in Saratoga Springs was trying to make a plate of fried potato.

A)

1. Crum lost his temper, sliced the potatoes insanely thin and fried them until they were hard as a rock.
2. George Crum, a chef at the Carey Moon Lake House in Saratoga Springs was trying to make a plate of fried potato.
3. One day a customer sent back his plate of potatoes many times and kept asking for them to be more fried and thinner.

B)

1. George Crum, a chef at the Carey Moon Lake House in Saratoga Springs was trying to make a plate of fried potato.
2. Crum lost his temper, sliced the potatoes insanely thin and fried them until they were hard as a rock.
3. One day a customer sent back his plate of potatoes many times and kept asking for them to be more fried and thinner

C)

1. George Crum, a chef at the Carey Moon Lake House in Saratoga Springs was trying to make a plate of fried potato.
2. One day a customer sent back his plate of potatoes many times and kept asking for them to be more fried and thinner.
3. Crum lost his temper, sliced the potatoes insanely thin and fried them until they were hard as a rock.

D) None is correct

14. When the mixture was compressed in a bamboo tube (why the cook did that we have no idea) When he accidentally mixed together charcoal, sulfur, and saltpeter – common kitchen items 2000 years ago. It exploded. An unknown cook in China was simply experimenting in the kitchen

A)

1. When the mixture was compressed in a bamboo tube (why the cook did that we have no idea)
2. It exploded
3. When he accidentally mixed together charcoal, sulfur, and saltpeter - common kitchen items 2000 years ago.
4. An unknown cook in China was simply experimenting in the kitchen

B)

1. An unknown cook in China was simply experimenting in the kitchen
2. When he accidentally mixed together charcoal, sulfur, and saltpeter - common kitchen items 2000 years ago.
3. It exploded
4. When the mixture was compressed in a bamboo tube (why the cook did that we have no idea)

C)

1. An unknown cook in China was simply experimenting in the kitchen
2. When he accidentally mixed together charcoal, sulfur, and saltpeter - common kitchen items 2000 years ago.
3. When the mixture was compressed in a bamboo tube (why the cook did that we have no idea)
4. It exploded

D) None is correct

15. Scotch Gard invention. While the while the rest of her shoe became dirty and stained, one spot remained bright and clean.

This sentence means that: just after her shoe got dirty, one part of her dirty shoe was clean.

A) True

B) False

C) Partially true

D) Not enough information.

UNIT 5

**“IN GIVING ADVICE SEEK TO HELP,
NOT TO PLEASE, YOUR FRIEND.”**

**[AL DAR CONSEJOS, PROCURA AYUDAR, NO COMPLACER A
TU AMIGO]**

(SOLÓN)

Engineering Flowchart

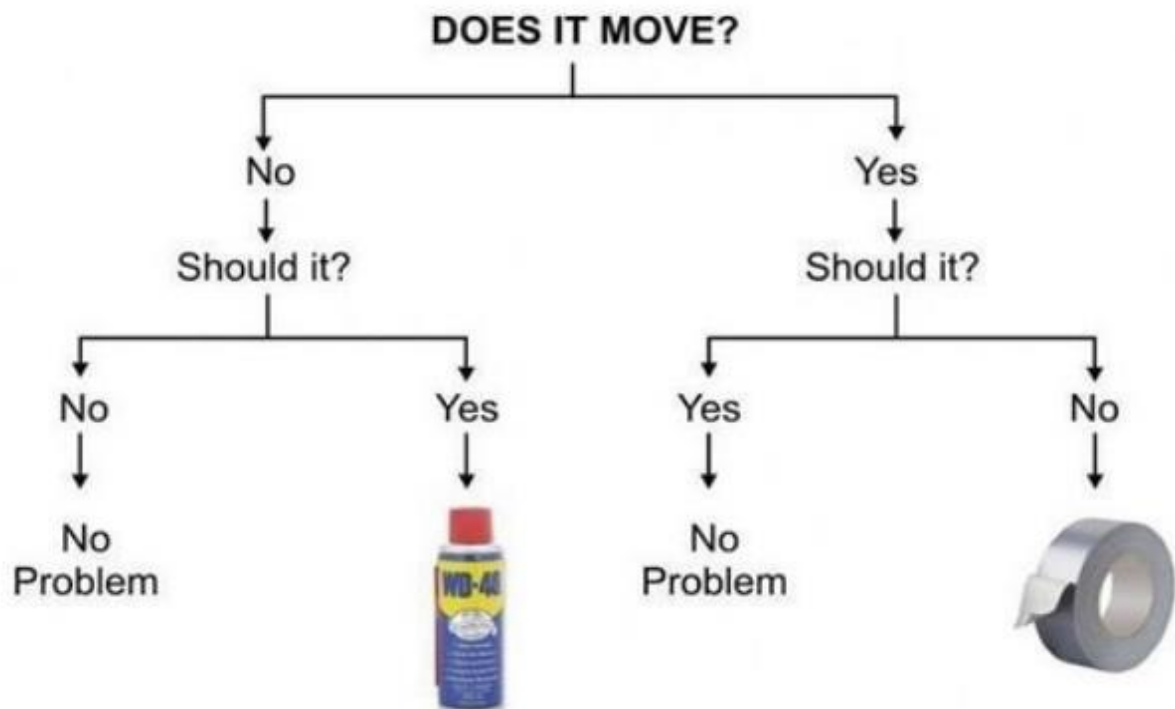


Image 1 Engineering flowchart: Does it Move? Should it? Flickr (2011). Recuperado de <https://www.flickr.com/photos/dullhunk/7214525854>

Introduction

In this unit, we will review those that refer to express advice and possibility. They help us express possibility that something happens or our attitude towards certain fact.

5.1 Dar consejos y sugerencias (Noción de modo: must/should/could) (Expresiones: My belief is that you should/must.../ If I were.../ I don't recommend that.../ I advise you.../ My advice is.../ How about...?)

Modal verbs (**can, could, must, should, ought to, may, might, will, would, shall**) are modal auxiliary verbs that express ability, necessity, obligation, duty, request, permission, advice, desire, probability, possibility, etc. Modal verbs express the speaker's attitude to the action indicated by the main verb.

Should: used to issue advice, suggestions and recommendations.

Must: used to show necessity or strong opinion.

Could: used to express an uncertain possibility.

May and **Might:** used to express the possibility of something happening or occurring.

Remember that when using a modal verb, the main verb must always appear in simple form:

I **should** go now.

They **must** know the answer.

My cousin **could** start doing more physical exercise.

Smoking **may** cause severe health problems in the short term too.

5.2 Hablar sobre posibilidades (Expresiones: I think we could.../ What if we.../ Here is something we can/could try.../ It is a good idea to...)

Check the following examples:

You should do all exercises in this booklet. → It means we think it is a good idea to do so.

You must bring your ID. → There is no option. If you don't, you won't be able to sit the test!

You may use bring a pen to class. → This is a possibility. But if you only bring a pen, there is no problem.

It might rain today. → Then you should have your umbrella at hand!

It could happen to you. → If it is a good thing, we certainly hope so!

ACTIVITY 1




Watch the following video: <https://goo.gl/rrm5ZR>



Image 2. YouTube (2015). Healthy Habits You Need in Your Life. BuzzFeedBlue. Retrieved from <https://www.youtube.com/watch?v=XxB7M9aw1HQ>

In the video, there are suggestions about things we should do to become healthier. Based on that list, can you tell us what we **should NOT** do and why? For example, one of the recommendations is that we should not sit for long periods of time. The reason is because our blood pressure may increase.

 **M** Write what we **should or shouldn't** do to stay healthy. Go to your Media Lab Self-Access Center and ask an assessor to help you to check your answers.

We should... _____
_____.

We shouldn't... _____
_____.

We should... _____
_____.

We shouldn't... _____
_____.

 **ACTIVITY 2**

What may happen in the following situations? Write your ideas within the boxes in front of each picture.



Image 3



Image 4



Image 5

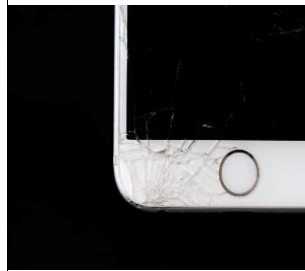


Image 6

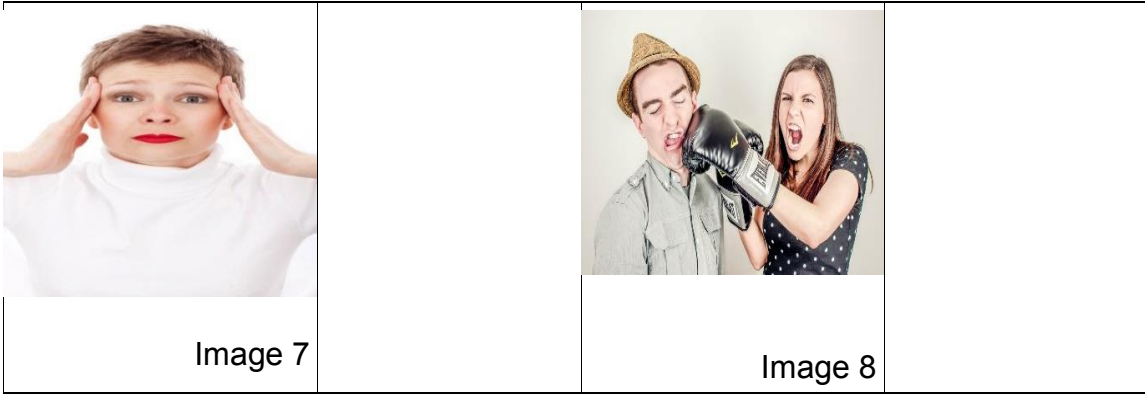



Image 3. Pexels (2018) Recuperado de <https://www.pexels.com/photo/slippery-foot-dangerous-fall-36763/> Image 4. Pexels (2018) Recuperado de <https://www.pexels.com/photo/road-people-street-smartphone-2224/> Image 5. Pexels (2018) Recuperado de <https://www.pexels.com/photo/man-wearing-polo-shirt-holding-left-chest-128597/> Image 6. Pexels (2018) Recuperado de <https://www.pexels.com/photo/apple-apple-device-black-black-and-white-288479/> Image 7. Pexels (2018) Recuperado de <https://www.pexels.com/photo/person-people-woman-hand-41253/> & Image 8. Pexels (2018) Recuperado de <https://www.pexels.com/photo/man-couple-people-woman-343/>


1. He may fall down. 2. They may have a headache. They may (have a) fight. 3. She may have a heart attack. 4. The phone screen may crack.

Could you give some advice to the people from the chart? What should they do?

5.3 Opinar acerca de alternativas para llevar un estilo de vida saludable (Expresiones: Based on the evidence, I believe that.../ It is vital to consider that.../ These (facts/reasons/data) strongly suggest that...)

We have several alternatives to voice our advice for those who may find trouble in the future:

You **should** quit smoking.

When giving advice, we could imagine what we would do if we were in somebody else's shoes (position):

If I were you, I **would** quit smoking.

Or we can openly say what we think:

My belief is that you **should** quit smoking.

My belief is that you **must** quit smoking.

ACTIVITY 3



Can you tell the difference between the two sentences above?

M Go to your Media Lab Self-Access Center and ask an English language assessor for a further explanation on this subject.

5.4 Textos persuasivos

A persuasive text by definition refers to a constructed argument to convince us to believe or do something. Some examples of these are found in newspapers, magazines, TV ads, etc.

ACTIVITY 4



Read the following text and explain what may happen when you use a shisha.

What should someone using a shisha do?

Although smoking tobacco is considered an anti-social and unhealthy habit almost worldwide, there are still countless smokers who continue believing there is nothing bad in inhaling smoke that contains nicotine and carcinogenic tars. Many of them to mask their addiction to nicotine, or to quit smoking cigarettes, switch to other forms of nicotine consumption—in particular, shisha smoking. They claim shisha to be less harmful for health, and more acceptable from the social point of view, because shisha smoke often has a fruit flavor, unlike cigarettes. However, there is strong evidence that smoking shisha is much more harmful for a smoker's health than regular cigarettes or pipes.



Image 9. Pexels (2018) Recuperado de <https://www.goodfreephotos.com/vector-images/mansmokinghookah-vector-clipart.png.php>

According to numerous research studies, the smoke one inhales through a shisha pipe contains high levels of health-damaging substances. Surprisingly, a shisha smoker inhales a cocktail of tar, carbon monoxide, carcinogens, some heavy metals, and other highly-toxic compounds. In this aspect, shisha is not too different from a cigarette; prolonged smoking of it leads to lung cancer, oral cancer, heart and vascular diseases, emphysema, and other typical illnesses all smokers develop sooner or later (Mayo Clinic).

What is more disturbing, however, is that a regular shisha smoker makes much deeper inhales, which automatically increases the amount of these substances in his or her body. To be precise, shisha is usually being smoked for about one hour and more, and during this period, a regular smoker does approximately 200 puffs; at the same time, smoking a cigarette takes about five minutes and 20 puffs; mathematically, the volume of harmful smoke inhaled by a shisha smoker during one session is around ten times larger. One Shisha smoker inhales 90,000 milliliters of smoke during one session, compared to only 500 milliliters inhaled by a cigarette smoker. This allows to assume that one session of smoking shisha is about as harmful as smoking a pack of cigarettes (CDC).

Among the immediate health effects that a shisha smoker—especially an inexperienced one—**may** feel after one session are severe headaches, dizziness and nausea, the lack of coordination of movements, pain in the chest, and increased heartbeat and breath. There is also no guarantee that pipes are properly disinfected after previous smokers; although in many shisha bars, customers use special mouthpieces, it does not prevent saliva infiltrating into the pipe. Shisha can form a strong addiction—much stronger than cigarettes—due to increased doses of nicotine a smoker consumes. Besides, shisha smoke is not so bad-smelling and choke-inducing as the smoke of regular cigarettes (on the contrary, it is smooth and smells like mint or fruit), so it is easier to develop a habit of smoking shisha regularly.

All these facts prove the statement that shisha is in fact a more dangerous habit than regular tobacco smoking. It does not mean it is better to smoke cigarettes, but rather that one should not smoke at all. Shisha smoke contains a vast number of carcinogens, heavy metals, carbon dioxide, and tar, and during one smoking session, a shisha smoker consumes huge amounts of smoke containing these poisons. Smoking shisha can lead to severe headaches, nausea, problems with heartbeat, and so on. Besides, no one can guarantee that shisha pipes are properly sanitized after the use of previous smokers. All this makes shisha a bad choice for those seeking to substitute regular cigarettes.



Share your findings with a partner or go to your Media Lab Self-Access Center and ask a language assessor to listen to your opinion on this matter.

Is smoking shisha good for your health?
What are the side effects from smoking shisha?
Could smoking shisha be compared to tobacco?

5.5 Conectores de razón (since, because, because of, as) y de propósito (so that, so)

A connector is a word that is used to join words or sentences. There are different types of connectors. But for the purpose of this unit, we will focus only on connectors of reason and purpose.

Look at these examples:

Smoking cigarettes is prohibited in closed areas **since** there may be some side effects for second-hand smokers.

Because of alcohol consumption has been regulated in many countries, there are less car accidents.

Obesity has become a major epidemic all over the world **because** our bad eating habits.

A healthy diet should be considered **as** to avoid smoking or drinking alcohol.

Healthy programs should be implemented in every single school **so** people at early stages in life realize the importance of taking good care of their body.

More effective social programs must be carried out by governments **so that** adolescents consume less alcohol and tobacco, and even prohibited substances.



After reading the text, search in the web for further information on the effects of tobacco consumption in adolescence. Write a short paragraph to offer your position in favor or against. Use these expressions and some connectors of reason and purpose to help you out:

Based on the evidence..._____

I believe that..._____

It is vital to consider that..._____

These (facts/reasons/data) strongly suggest that..._____

Remember you can go to your Media Lab Self-Access Center and have your answers checked by a language assessor. Ask him or her for any questions you may have.

ACTIVITY 5

M Go to your Media Lab Self- Access Center to find more exercises on this subject matter in these books:

- Essential grammar in use, by Raymond Murphy Units 29 to 32
- Skillful reading & writing 2, by Louis Rogers and Jennifer Wilkin Unit 1
- Sparkle Green by H. Goodman Unit 1 lessons 1 to 5.
- Reading keys, by Miles Craven Unit 3.
- World English 1, by Martin Milner Unit 10
- World English 2, by Kristin Johannsen and Rebecca Tarver Chase Units 11 and 12

If you do not happen to find them available at your Media Lab Self-Access Center, ask a language assessor to suggest other options either printed or online.

@ You can also find more online exercises on these web links:

- <https://goo.gl/bKACyb>
- <https://goo.gl/A7QBZg>
- <https://goo.gl/MNrs9p>
- <https://goo.gl/gPMJkk>
- <https://goo.gl/hmM8Lz>
- <https://goo.gl/mHSME9>
- <https://goo.gl/6HpF8u>
- <https://goo.gl/L4kREL>
- <https://goo.gl/WfJ5hg>
- <https://goo.gl/1V8REU>

Self-evaluation

Choose the best option to complete the sentences.

1. You _____ do more sport if you want to lose weight.

- A) can
- B) must
- C) should
- D) could

2. You _____ do your homework first if you want me to let you go out with your friends.

- A) must
- B) mustn't
- C) should
- D) shouldn't

3. He just broke his leg so he _____ play football yesterday.

- A) must
- B) mustn't
- C) couldn't
- D) shouldn't

4. Drivers _____ drive over the speed limit.

- A) must
- B) mustn't
- C) should
- D) shouldn't

5. I _____ speak Chinese, but I went to live to China and it was not that difficult.

- A) couldn't
- B) must
- C) mustn't
- D) should

6. She _____ take an umbrella: it's going to rain!

- A) could
- B) can
- C) must
- D) should

7. We were at the museum and we _____ take photos inside: it was not forbidden.

- A) couldn't
- B) mustn't
- C) shouldn't
- D) could

8. I think we _____ take this road: it's not on my map!

- A) could
- B) must
- C) mustn't
- D) shouldn't

9. You look pale! You _____ sit down and have a glass of water.

- A) can
- B) must
- C) mustn't
- D) should

10. We _____ stop when the traffic light is red.

- A) must
- B) mustn't
- C) should
- D) shouldn't

11. How _____ you say such a thing?

- A) could
- B) can't
- C) must
- D) shouldn't

12. You _____ take the blue one: it suits you!

- A) can't
- B) couldn't
- C) mustn't
- D) should

13. You _____ smoke so much: it's bad for health.

- A) couldn't
- B) must
- C) mustn't
- D) shouldn't

14. They _____ study for the exams otherwise they will fail.

- A) should
- B) shouldn't
- C) must
- D) mustn't

15. My mother _____ attend the show, she had to work.

- A) couldn't
- B) mustn't
- C) shouldn't
- D) can't

UNIT 6

**“PREDICTION IS VERY DIFFICULT,
ESPECIALLY IF IT’S ABOUT THE FUTURE.”**

**[LA PREDICCIÓN ES MUY DIFÍCIL,
ESPECIALMENTE SI SE TRATA DEL FUTURO]**



(NIELS BOHR)

Image 1. Caricatura Niels Bohr. Recuperado de:
<https://qumica16.wordpress.com/primer-bimestre/revista-teoria-atmica-moderna/caricatura-niels-bohr-p/>

Niels Bohr was a Danish physicist who won the Nobel Prize in Physics in 1922. He made foundational contributions to understanding atomic structure and quantum.

Introduction

In this unit, you will focus your attention on the future time. The functions: expressing predictions, expressing plans and expressing spontaneous decisions are introduced, explained and practiced. Science fiction texts are used to show the cause-effect relation between present and future.

Observe that, differently from present and past events, future events cannot be described. When using the future, you can; predict an event (will), express a spontaneous decision (will), make a promise (will), make an offer (will) or express a plan (going to).

Read the chart to check the differences when using **will** and **going to**

Will	Going to
RAPID DECISION I will have the red wine.	PRIOR PLAN Everything is ready! We are going to Paris for our honeymoon!
OFFER That's too heavy. I will help you.	
PROMISE I will always love you.	
PREDICTION	
I think it will rain tomorrow.	BASED ON AN EVIDENT FACT The traffic is terrible. I'm going to be late!

6.1 Hacer predicciones

To remember (or learn) the structure of **will**, visit this site:

The screenshot shows the Woodward English website. At the top, there is a search bar and navigation links for Grammar Fill-ins, Grammar Camps, Students, Teachers, and English Vocabulary. The main heading is 'Future - Will' under 'English Grammar Notes'. Below this, there are colorful buttons for different grade levels: Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, Algebra 1 & 2, and Precalculus. A 'Try 10 FREE practice problems!' button is also visible. The text explains that 'will' is used to speak about the future and is a modal verb. It lists three characteristics: 1. It does not change in the third person. 2. It is always combined with another verb in the base form. 3. We don't use it with 'Do' in questions or negatives. Examples of 'will' are provided: 'I will go to the cinema tonight.', 'He will play tennis tomorrow.', 'She will be happy with her exam results.', and 'They will take the bus to the South next week.'



Future will. English Grammar Notes. Recuperado de: http://www.grammar.cl/Notes/Future_Will.htm

ACTIVITY 1

@ Download the following exercise and answer it.



The screenshot shows a worksheet titled 'Unit 4 Worksheet 3' with the heading 'will - future simple, making predictions'. It contains three exercises: 1. Put the words in the correct order. 2. Circle the correct answer. 3. Write sentences about what Jay will do when he goes back to the USA.



Will – future simple, making predictions. Recuperado de: <http://www.macmillaninspiration.com/new/files/2010/12/N12-Grammar-worksheet-3.pdf>

Exercise 1. 1 What will Emma do? 2 Will Emma go shopping? 3 Leyla won't like the T-shirt. 4 I think she will. 5 What will replace MP3 players? 6 Alexey won't take any photos. Exercise 2. 1 will 2 won't 3 will 4 will 5 will 6 won't 7 won't 8 will 9 will 10 won't Exercise 3. 1 He will go back to school. 2 He won't take a holiday. 3 He will send lots of emails. 4. I think he will write to Emma 5 I'm sure he won't forget his time in London.



Attend the Media Lab Self-Access Center to check how you did on this task. Ask a Language assessor to help you out.

When making predictions we use **adverbs of certainty** such as *certainly, definitely, clearly, obviously, probably, etc.*

Adverbs of certainty express how certain we feel about an action or event.

Adverbs of certainty go before the main verb.

I will **possibly/probably** have the essay written by tomorrow.



Order the sentences.

win the election. She certainly win

1. _____.

definitely attend He says he will the meeting.

2. _____.

will the award. refuse possibly I

3. _____.

I probably will the scholarship. refuse

4. _____.

obviously will an A+ in Maths. get We

5. _____.

1. She will certainly win the election. 2. He says he will definitely attend the meeting. 3. I will possibly refuse the award. 4. I will probably earn the scholarship. 5. We will obviously get an A+ in Maths.

6.2. Expresar planes

You use **am/is/are going to** to express plans.

Review the structure of **going to**

Woodward
Learn English Notes

Be going to
English Grammar Notes

Lipo Sin Cirugia
Nucvo Tratamiento Seguro. No Invasivo en Santa Fe, CDMX
2017 Enealipodiseo.com.mx

Positive & Negative Sentences
The positive and negative structures for Be going to are as follows:

Positive	Negative
I am going to	I am not going to
You are going to	You are not going to
He is going to	He is not going to
She is going to	She is not going to
It is going to	It is not going to
We are going to	We are not going to



Be going to. English grammar Notes. http://www.grammar.cl/Notes/Going_To.htm

ACTIVITY 2

@ Practice the use and structure of **going to**.

BRITISH COUNCIL
LearnEnglish Kids

Grammar test – 'Going to' for plans

Do the test then write down your score.

1. Choose the correct sentence!

Read the sentences and underline the correct one.

I'm going to stay with my friend at the weekend.
a. I'm go to stay with my friend at the weekend. _____
I'm to going to stay with my friend at the weekend. _____

I'm going to buy a nice present for my friend's birthday.
b. I'm going to buy a nice present for my friend's birthday. _____
I going to buy a nice present for my friend's birthday. _____

My sister is go to be a police officer when she grows up.
c. My sister going to be a police officer when she grows up. _____
My sister is going to be a police officer when she grows up. _____

Are you going to play tennis tomorrow?
d. Are you to go to play tennis tomorrow? _____



Grammar test. "Going to" for plans. Recuperado de:

<https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/grammar-practice-going-to-for-plans.pdf>

1. A. I'm going to stay with my friend at the weekend. B. I'm going to buy a nice present for my friend's birthday. C. My sister is going to be a police officer when she grows up. D. Are you going to play tennis tomorrow? E. Where are you going to go for your next holiday?
2. a. I'm going TO watch TV tonight. b. My brother IS going to read a book. c. I'm not GOING to play a game. d. They AREN'T going to come to school. e. What are you going

6.3 Expresar toma espontánea de decisiones (Expresiones: I think I will.../ I'll do it right away.../ Perhaps, I will.../ I know, I will...)

We use **will** to express a decision that we make spontaneously in the present moment.



Write sentences using will.

1. A: Your bedroom is a mess!
B: I know, _____ (clean) it now.
2. A: The phone is ringing!
B: _____ (answer)
3. A: Oh no! It's raining! _____ (take) my umbrella.
4. A: Aren't you hungry?
B: Yes, I am. _____ (prepare) some food. Would you like some?
5. A: It's really late!
B: I know. _____ (try) to drive faster.
6. A: I feel really bad! Would you take me to the hospital?
B: Yeah! and _____ (call) the doctor, too.



1. I'll clean, 2. I'll answer, 3. I'll, 4. I'll prepare, 5. I'll try, 5. I'll call

6.4 Intercambiar información sobre planes de vida

When wondering about the future we can always restate our present life in order to make a better future. Use phrases like: ***I think I need to.../ Well, certainly I won't.../ In the near future, I will definitely...*** to exchange information about your life plans.

Remember all these phrases are followed by the base form of a verb.

Phrase	Verb in simple form	Phrase
I think I need to	be	more organized in class.
Well, certainly I won't	go	to college if I fail English.
In the near future, I will definitely	stop	neglecting my duties.

ACTIVITY 3



Think about the impact of plastic bottles in our planet in terms of *what you need to do, certainly won't do, or will definitely do* to stop an environmental crisis.

Go to your Media Lab-Self-Access Center and discuss your thoughts with an English assessor.

Did you know that a million plastic bottles are bought around the world every minute? and that, the number will jump another 20% by 2021?


Campaigners predict this will be an environmental crisis as serious as climate change.



Watch the video “We need to talk about plastic bottles”. Make conclusions and write sentences to express life plans.



We need to talk about plastic bottles. Recuperado de: <https://www.theguardian.com/environment/video/2017/jun/29/we-need-to-talk-about-plastic-bottles>

 Write your life plans

I think I need to _____

Well, certainly I won't _____

In the near future, I will definitely _____



Answers will definitely vary.



Exchange your plans with a partner or attend your local Media Lab Self-Access Center to get assistance from an English assessor.

6.5. Science fiction texts

Science fiction is often based on scientific principles and technology. A science fiction story may offer predictions about life in the future, and it often deals with aliens or life in outer space.

ACTIVITY 4



Sci-fi can be fun! Read the following story and find out on your own.

“Please,” the robot begged.

“Please kill me.” The robot began to weep.

“Please kill me,” it pleaded. “And use my parts to make yourself a proper reading lamp. It just tears me up inside to see you trying to read by the insufficient light of that dim lamp next to the toilet.”

I tried to ignore its pleas, but in my heart, I knew it was right.

From: The New Yorker.

<https://www.newyorker.com/magazine/2015/09/14/eight-short-science-fiction-stories>

weep (vb): llorar / plead -ed (vb): rogar / tear (vb): desgarrar / dim (adj): sin brillo /



Image 2


Light bulb. Recuperado de <https://pixabay.com/es/bombilla-idea-3104355/>

6.5 Relaciones de causa efecto en un texto

Nobody ever did, or ever will, escape the consequences of his choices. – Alfred A. Montapert

When we talk about the future, we cannot avoid thinking of the present as the immediate cause of it.

We can use conjunctions such as: **so, as a result (of), consequently, because of** to express the connection between present and future.

 Complete the following phrases using either a cause or a consequence from the list below.

- a) the robot offered its parts (life).
- b) it can be classified as a science fiction story
- c) the robot
- d) he took a dim lamp

1. The narrator needed a lamp, so _____.
2. Because of _____, we can classify this story as science fiction.
3. This story makes predictions about future life, as a result _____.
4. There was only a dim lamp, consequently _____.



1. he took a dim lamp 2. the robot, 3. it can be classified as a science fiction story, 4. the robot offered its parts (life).



Go to your Media Lab Self-Access Center and read more science fiction stories. You'll certainly get fascinated by this genre!



Self-evaluation

Choose the options that best completes each statement.

1. **UFOs _____ us.**

- A) won't visit definitely
- B) won't definitely visit
- C) going to visit definitely
- D) will definitely visit

2. **I _____ a car. I can't drive.**

- A) probably will buy
- B) will buy probably
- C) not probably buy
- D) probably won't buy

3. **A: There no vacancy, except for the presidential suite.**

B: I _____ it! It's too expensive

- A) won't certainly take
- B) certainly will take
- C) certainly won't take
- D) will take certainly

4. **I think I _____ go back to college this year. I hope so.**

- A) get back
- B) going to get back
- C) will get back
- D) won't get back

5. **According to this book, children _____ a longer thumb in the future.**

- A) is going to develop
- B) are going develop
- C) are going to develop
- D) is going to develop

6. **Perhaps you _____ to check your backbone.**










- A) no need to x-ray
- B) need to x-ray
- C) to x-ray
- D) x-ray

7. **If we don't take care for water, we _____ it soon.**

- A) will probably lack
- B) probably lack
- C) won't lack
- D) won't probably lack

8. **Hypothetically, I _____ this course next June.**
A) will probably
B) will finish probably
C) will
D) will finish
9. **They _____ late. They got lost.**
A) 'll arrive probably
B) 'll probably arrive
C) will arrive probably
D) won't probably arrive
10. **They _____ to the Antarctic to complete their research. It's necessary.**
A) won't definitely go
B) will definitely go
C) will go definitely
D) definitely go
11. **According to the studies scientists are sure that they _____ a picture of a black hole next year.**
A) going to get
B) are go to
C) are going get
D) are going to get
12. **The doctor _____ the liver. The donor is not compatible.**
A) isn't going to transplant
B) is going to transplant
C) is going transplant
D) going to transplant
13. **Teachers are prepared for the meeting so they _____ any problem.**
A) aren't go to have
B) aren't going to having
C) aren't going to have
D) are going to have
14. **I love science fiction books. They tell us what we _____ in the future.**
A) will possibly see
B) will see never
C) will possibly
D) will see possibly
15. **A: My favorite writer is Isaac Asimov.
B: I haven't read him.
A: I _____ you one of his books.**
A) lend
B) going to lend
C) will lend
D) 'm going to lend

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. A, 2. A, 3. D, 4. C, 5. A, 6. B, 7. D, 8. D, 9. C, 10. C, 11. D, 12. D, 13. B, 14. A, 15. C


UNIT 2

 1. C, 2. A, 3. D, 4. B, 5. C, 6. C, 7. B, 8. A, 9. D, 10. C, 11. D, 12. B, 13. C, 14. A, 15. B


UNIT 3

 1. A, 2. D, 3. B, 4. A, 5. B, 6. A, 7. C, 8. C, 9. C, 10. D, 11. A, 12. A, 13. B, 14. A, 15. B, 16. D, 17. B, 18. B, 19. C, 20. A


UNIT 4

 1. D, 2. D, 3. D, 4. C, 5. D, 6. Sugar was rationed during World War I, 7. D, 8. B, 9. A, 10. C, 11. was searching / when / noticed / was dissolving / when / grew / learnt / contained, 12. Was working / when / fell, 13. (A:2) (B:3) (C:3) 14. (A:4) (B:2) (C:3) 15. True

UNIT 5

 1. B, 2. A, 3. B, 4. B, 5. A, 6. D, 7. D, 8. D, 9. B, 10. A, 11. A, 12. D, 13. C, 14. C, 15. A

UNIT 6

 1. B, 2. D, 3. C, 4. C, 5. C, 6. B, 7. A, 8. D, 9. B, 10. B, 11. D, 12. A, 13. C, 14. A, 15. C

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Image 3

Leaf outline. Recuperado el 21 de enero de 2018 de <https://png.icons8.com/color/50/000000/oak-leaf.png>

Image 4

Earth element. Recuperado el 21 de enero de 2018 de <https://png.icons8.com/color/50/000000/earth-element.png>

Image 5

Tail of whale. Recuperado el 21 de enero de 2018 de <https://png.icons8.com/color/50/000000/tail-of-whale.png>

**UNIT 4 “One good anecdote is worth a volume of biography.”
(William Ellery Channing)**

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