

GUÍA-CUADERNO DE TRABAJO  
**INGLES VI**  
BACHILLERATO



GUÍA DE ESTUDIO DE INGLÉ VI  
BACHILLERATO



UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO  
Dirección General de la Escuela Nacional Preparatoria  
Colegio de Inglés  
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**Guía de Estudio de Lengua Extranjera Inglés VI**  
**Bachillerato**



UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO

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## **PRESENTACIÓN**





## INTRODUCCIÓN

El programa de estudios de la asignatura Lengua Extranjera Inglés VI tiene como propósito fundamental que los alumnos desarrollen competencia gramatical (también llamada competencia lingüística) por medio del involucramiento en diversas situaciones comunicativas para propiciar la reflexión crítica hacia aspectos tanto de la vida personal como del ámbito global y así crear una postura crítica propia, utilizando el inglés como herramienta de comunicación.

Los programas de estudio actualizados de las materias de inglés, a diferencia de otros cuyo modelo de enseñanza procura que los estudiantes conozcan modelos gramaticales y sus usos, busca enfocar la atención de los alumnos en el significado, uso y forma de los diversos elementos del lenguaje.

La Guía Cuaderno de Trabajo Inglés VI tiene la finalidad de acompañar tanto al alumno como al profesor en la apropiación de los contenidos sugeridos para el curso Inglés VI, además de servir como herramienta de apoyo en los procesos de enseñanza y aprendizaje de la materia. Sus contenidos refuerzan los contenidos integrales de cada una de las unidades del Programa, a través de explicaciones y ejercicios contextualizados, retomados de fuentes confiables y auténticas. Además, provee el acceso a un repositorio de materiales y actividades que permiten la profundización del aprendizaje de cada una de las unidades temáticas del programa de estudios.

Se sugiere que los contenidos presentados en la presente obra, sean enriquecidos 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, se considera que todas las propuestas colectivas o individuales servirán para fortalecerla, siempre en beneficio del Colegio de Inglés y, sobre todo, de esta Institución.

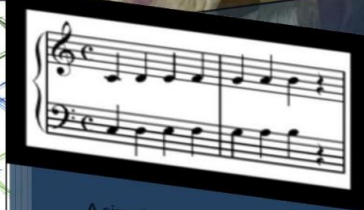
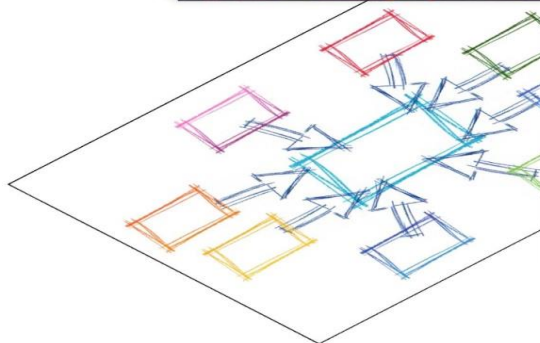
Se invita a reforzar los aprendizajes adquiridos en la asignatura de Lengua Extranjera Inglés VI por medio de esta Guía-cuaderno de trabajo para Inglés VI, así como de los distintos programas institucionales, espacios académicos y recursos didácticos y pedagógicos enfocados a la enseñanza del idioma 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 VI impartidos por asesores de inglés del área de Mediateca y Laboratorios Multimedia de cada plantel.

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# Unit.1

'LANGUAGE SERVES NOT ONLY TO EXPRESS THOUGHTS BUT TO MAKE POSSIBLE THOUGHTS.'



A simple grand staff

(Bertrand Russe!)

[La lengua no solo expresa el pensamiento, sino que lo transforma en realidad]

## Introduction

In this unit you will learn how to:

- identify different simple sentences structure and parts of speech.
- use determiners to build simple sentences.
- use conjunctions to join simple sentences.
- identify expository texts structure.
- organize main and second ideas in an infographic.
- make a reflection about accepting others' opinions.

To achieve these objectives, you will read some short texts about music notation, the reggae, how to choose an instrument and you will listen to a song

### Further information



Contents Unit 1

## 1.1. Simple Sentences.

Identify the structure of a simple sentence

### ❖ MEANING

A simple sentence is a group of words that makes complete sense.

### ❖ USE:

Use simple sentences to make a statement (affirmative or negative), a question or a command.

#### Example:

Ed Sheeran plays several instruments.	(Affirmative statement)
He doesn't work as a manager.	(Negative statement)
What's the pronunciation of " <u>music</u> "?	(Question)
Put the instruments in their cases, please.	(Command)



### ❖ FORM:

#### What makes up a simple sentence?

- A sentence starts with a capital letter.
- It ends with punctuation (. ? !)
- It has a subject.
- It has a verb.
- It has to make sense as a complete idea.



Imagen 2. Elaboración propia

The word or group of words we speak about is the subject. The **subject** names someone or something. It can be a noun or a pronoun or more than one word.

The **predicate** tells what the subject is or does. It can be a verb or a verb and some other words. Look at the following table:

SIMPLE SENTENCE	
SUBJECT	PREDICATE
An interpreter	rehearses. <b>verb</b>
The first two singles	broke records. <b>verb    direct object</b>
The Academy	gives them awards. <b>verb    indirect object    direct object.</b>

Tabla 2. Subject and Predicate. Elaboración propia.

### Direct Object

The **direct object** receives the action of the verb. It answers the question **whom** or **what**.

#### Example:

Elton will call a friend for the lyrics.

**Question:** Who will Elton call? **Answer:** a friend

**Direct Object** = a friend

Each singer must learn a new song.

**Question:** What must each singer learn? **Answer:** a new song

**Direct Object** = a new song

### Indirect Object

The **indirect object** is the person or thing that **receives the effect of the action** of a verb that has two objects:

#### Example:

He sings his friends special songs.

**Question:** Who receives the special songs **Answer:** his friends

**Indirect Object** = his friends

Joshua bought his daughter a new guitar.

**Question:** Who received the new guitar? **Answer:** his daughter

**Indirect Object** = his daughter

### Activity 1.1.

**Answer in your notebook: What is a sentence?**


### Activity 1.2.

**Find some examples of simple sentences in the following reading and write them down. The first one is done for you.**



A simple grand staff

## READING

**Guido d'Arezzo (c.990–1050) was an Italian Benedictine monk.** He contributed to musical notation and theory. He added two lines (one red, one yellow) to the *staff*. He included the use of both the lines and the spaces. Guido invented a system of naming scale degrees. He used the initial syllables of the lines of a Latin hymn (ut, re, mi, fa, sol, la). The syllables are the names for the six tones, C to A. Musicians call them the hexachord. Later, someone added an additional syllable *si* or *ti* to form the octave. Finally, the more singable DO replaced *ut*.

Texto 1 Adaptado de "Guido d'Arezzo." The Columbia Encyclopedia, 6th ed.


### Activity 1.3.

Mark a slash “ / “ between the subject and the predicate in the following sentences and underline the verb as in the example:

Example: Musicians / call the six tones the *hexachord*.

1. He invented a new musical notation.
2. Guido placed certain letters.
3. These letters indicate a pitch.
4. The five-line staff became the standard in the 16th century.
5. Lines and spaces in the staff show successive scale degrees.

### Activity 1.4.

Write DO (Direct Object) or ID (Indirect Object) for each underlined phrase in the following sentences.

1. American ballads often glorify cowboys.\_\_\_\_
2. Elton John wrote Princess Diana a song.\_\_\_\_



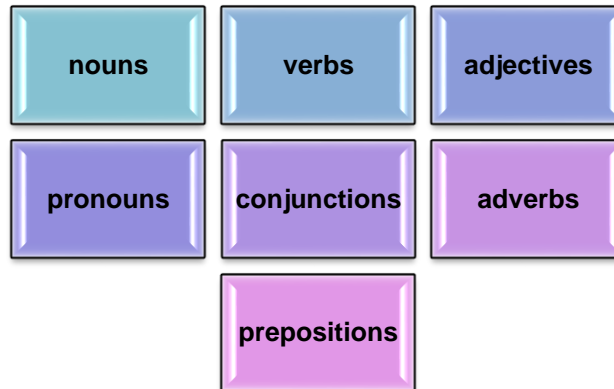
3. The Beatles set the standard for pop music. \_\_\_\_
4. “Tommy opened up the door”. \_\_\_\_
5. “Hollywood created us a superstar.” \_\_\_\_

## 1.2 Parts of speech.

Identify parts of speech in a short paragraph

### ★ What are parts of speech?

Grammar is the art of putting the right words in the right places. All words in English can be classified according to the work they do. In this unit you will get to observe seven of them and a group of language elements (auxiliaries).



### ★ MEANING:

**Parts of speech** are grammatical groups into which words are divided depending on their use. When you put parts of speech in the correct order, you get sentences.

In this unit you will study nouns, verbs, adjectives, pronouns, conjunctions, adverbs, prepositions and auxiliaries.

	MEANING	USE	FORM
NOUN	A noun is the name of a person, a place, a thing or an idea.	to indicate only one.	piano child
		To indicate more than one.	piano <b>s</b>
			<b>irregular</b> children

**Examples:**

musician, music, theater  
musicians  
ladies, lives, echoes  
woman, child, person, series  
headphones, jeans

<b>ADJECTIVE</b>	An adjective expresses opinion about a noun or a pronoun to add details.	to indicate: kind, quantity and quality  to describe: size, shape or color.	Before nouns and have no plural form.
------------------	--	---	--

**Examples:**

The drums are **percussion** instruments.  
A **popular** song.  
There is a mixture between **short** and **long** notes.  
**Seven** notes are in the scale.

<b>VERB</b>	Action verbs express what someone or something does.  Linking verbs: express a state of being.	to show time of the action  to indicate the state or condition of the subject.	There must be one in every simple sentence.  The verb form agrees with the subject.  They usually change to form present or past time.
-------------	--	--	--

<b>Auxiliaries</b>	Help the main verbs.	to indicate tense, mood and voice	Are placed before the main verb in a statement. Are followed by NOT in negative. Are placed before the subject in interrogative.
--------------------	----------------------	-----------------------------------	--

**Examples:**

**Action:**

Singers **drink** tea with no honey and lemon

**Linking**

Honey **is** good for singing voice

**Auxiliaries**

I **do** not get the tone.;  
He **will** record a new CD  
Has he **practiced** the concert?

**Pronouns**

<b>Subject</b>	A pronoun takes the place of a noun or nouns or it may replace a person's name.	to indicate who performs the action.	singular: <i>I</i> (always with capital letter), you, he, she, it, plural: we, you, they
<b>Object</b>		to indicate who receives the action.	me, you, him, her, it, us, them.
<b>Possessive</b>		to indicate whose is the possession.	mine, yours, his, hers, its, ours, theirs.

**Examples:**

"**You** are always on my mind."  
"And **they** say: she's in the class A team."  
Ska is characterised by **its** uptempo, danceable sound.  
It is not my guitar. I must be **his**."

<b>CONJUNCTION</b>	A conjunction joins words and groups of words within a simple sentence.	to connect words, phrases or sentences	COORDINATING
		to add information.	and
		to show contrast.	but
		to indicate a	so

		result.	
		to show an option.	or
<p><b>Examples:</b>          “A crowd of people stood <b>and</b> stared.”          “<b>But</b> my words fell like raindrops.”          “<b>So</b>, baby, can’t you see I’ve got to break free?.”          “With <b>or</b> without you.”</p>			
<b>ADVERB</b>	An adjective expresses opinion about a verb or an action to add details	to tell... <ul style="list-style-type: none"> <li>• when</li> <li>• where</li> <li>• how</li> <li>• how often</li> <li>• to what extent</li> </ul>	early, now, today here, there, inside, carefully, fast always, sometimes completely.
<p><b>Examples:</b>          “I read the news <b>today</b>, oh boy.”          “And I will <b>always</b> love you.”</p>			
<b>PREPOSITION</b>	Prepositions show a relationship in space or time or a logical relationship between two or more people, places or things.	to relate a noun or pronoun to another word in the sentence.	Usually precedes a noun or pronoun to form a phrase in, by, for.
<p><b>Examples:</b>          “She’s stuck <b>in</b> her daydream.”          “It was written <b>by</b> Paul McCartney.”          “We made these memories <b>for</b> ourselves”</p>			

Tabla 4. Elaboración propia. Ejemplos inspirados en letras de canciones y cultura musical.

### Activity 1.5.

Watch the video and complete the poem in the chart.



Video 1.1.

	<p><b>THE PARTS OF SPEECH POEM</b></p> <p>Every name is called a <b>noun</b> as ... and ..., ... and ...</p> <p>In place of noun the <b>pronoun</b> stands, as ... and ... can clap their hands, The <b>adjective</b> describes a thing, as ... wand or ... ring.</p> <p>The <b>verb</b> means action, sometimes done, as ... and ... and ... and ...</p> <p>How things are done the <b>adverbs</b> tell, as ..., ..., ..., ...</p> <p>The <b>preposition</b> shows relation, as ... the street or ... the station.</p> <p><b>Conjunctions</b> join in many ways, sentences, words, ... phrase ... phrase.</p> <p>The interjection cries out: "Hark!" I need an exclamation mark.</p>
--	---

Tabla 5. Imagen 3 de elaboración propia. Texto 1 adaptado de <https://www.youtube.com/watch?v=LUa3TbGl6fc>

### 1.3 Determiners . Use determiners to structure simple sentences.

#### ★ What are determiners?

#### ❖ MEANING:

A **determiner** is a modifying word that introduces a noun.

DETERMINERS	MEANING	USE	FORM
<b>ARTICLES</b>			
<b>indefinite</b>	<b>Indefinite articles</b> are used when you are talking about a general version of the noun.	to refer to any noun in general.  Omit 'the' when the plural	Before a noun or noun phrase  <i>a + consonant sound</i> beginning noun.  <i>an + vowel sound</i> beginning noun
<b>definite</b>	<b>Definite articles</b> are used when speaker is referring to a localized noun	to refer to a particular noun, before singular or plural noun.	the + noun
<b>No article</b>  ∅		to refer to <i>all</i> members of the class, instead of just a specified subset.	∅ noun

**Examples:**

The electric bass in a rock band typically plays **the** root of the chord.

You can get **an** electric bass almost anywhere along Bolivar Street.

It is possible to combine  $\emptyset$  chord progressions and  $\emptyset$  melodies.

<b>DEMONSTRATIVE ADJECTIVE</b>	They are modifiers that show proximity or distance.	to indicate distance between the speaker, addressed person and objects referred.	Before a noun or noun phrase <b>singular:</b> this, that <b>plural:</b> these, those
--------------------------------	---	--	--

**Examples:**

**This** example is in the key of C minor.

**That** microphone is called a “dynamic mic.”

**These** pianos are electronic and imitate the acoustic pianos.

**Those** songs were the first Red Hot Chili Peppers’ hits.

<b>POSSESSIVE ADJECTIVES</b>	They are determiners that modify a noun.	To show a form of possession or a sense of belonging to a particular person or thing.	Before a noun or noun phrase <i>my, your, his, her, its, our, your, their</i>
------------------------------	--	---	--

**Examples:**

Understanding how **your** equipment works is part of the job of being a musician.

Manufacturers continually come up with new variations on **their** designs.

<b>QUANTIFIERS ADJECTIVES</b>	They are modifiers that answer the questions: how much or how many.	To give information about the number of something.	Before a noun or noun phrase <i>a lot, many, not much, few, little, no.</i>
-------------------------------	--	--	--

**Examples:**

“But take your time, think **a lot**, think of everything you’ve got.”

There were “**no** friends or relations on weekend vacations.”

We'd like to know **a little bit** about you.”

Tabla 7 1.3 Determiners 2. Elaboración propia.

**Activity 1.6. Complete the text with the missing determiners.**

**READING**

Reggae MUSIC

WRITTEN (1)...: Carolyn

J. Cooper

Reggae, style of popular music originated in Jamaica (2) ... the late 1960s and quickly emerged as the country’s dominant music. By the 1970s it had become (3)... international style that was particularly popular in Britain,



(4) ... United States, and Africa. It was widely perceived as a voice of oppressed.

According to an early definition in *The Dictionary of Jamaican English* (1980), reggae is based on ska, an earlier form (5)... Jamaican popular music, and employs a heavy four-beat rhythm driven by drums, bass guitar, electric guitar, (6) ... the “scraper,” a corrugated stick that is rubbed by a plain stick. (The drum and bass became the foundation of a new instrumental music, dub.) The dictionary further states that the chunking sound of (7) ... rhythm guitar that comes (8)... the end of measures acts as an “accompaniment to emotional songs often expressing rejection of established ‘white-man’ culture.” Another term for (9) ... distinctive guitar-playing effect, *skengay*, is identified with the sound of gunshots ricocheting in the streets of Kingston’s ghettos;



tellingly, *skeng* is defined as “gun” (10) ...“ratchet knife.” Thus reggae expressed the sounds and pressures of ghetto life. It was the music of the emergent “rude boy” (would-be gangster) culture.

Texto 2 Imagen 4 tomada de <https://peru21.pe/espectaculos/bob-marley-quince-datos-leyenda-reggae-144014>

## 1.4 Conjunctions.

Use conjunctions to join simple sentences.

★ What are conjunctions?

### ❖ MEANING:



Remember that **conjunctions** are the parts of speech that join words or sentences and establish the relationship between them. (see 1.2 above). The most common conjunctions are: and, but, so, or.

### Examples:

“You can start from A **and** move down a semitone to Ab.”

“It is not common, **but** some musicians do it very well.”

“The solution is to sharpen the F# again **so** it becomes ‘F double sharp’.”

“You can start in C Major **or** get to C Major after playing the intro.”

### Activity 1.7.

Join each pair of sentences using the appropriate conjunction in parenthesis as in the example.

#### Example.

“Many people hate reggaeton. You can listen to this kind of songs all around the world.” (**but**)

**Answer:** Many people hate reggaeton, **but** you can listen to this kind of songs all around the world.

1. Jazz has always created artistic subcultures. / It has always sustained artistic subcultures. (**and**)

2. No one had the magnificent gospel style of Aretha Franklin. / Some others imitate her. (but)
3. Some people relax with Jazz music. / They speed up their heart beats with Heavy Metal music. (or)
4. Composers can read notes on a staff. / They also write notes on a staff. (and)
5. Music is an international language. / It is constantly evolving. (so)

## 1.5. Expository text.

Identify the structure of expository texts.

### ★ What are expository texts?

Expository texts try to **educate** readers guiding them to the point quickly and efficiently. They are used to provide facts in a way that is educational and purposeful.

When expository texts present a sequence of subtopics they include:

- a title
- an introduction
- subheadings
- a summary or conclusion.

**Look at the following example of an expository text:**

### Choosing a musical instrument

Many people would like to learn how to play a musical instrument, but they are put off by one big problem: what to play? Here are a few questions to help you decide.



*What kind of music do you like?*

Many instruments are versatile, but some are more suited to certain types of music. Some instruments may lend themselves better than others to the music you like, so consider this before you start.

### *Do you want to play with other people?*

Think about your long-term future as a musician. If you want to play with other people, what sort of instrument would be most practical? If you want to play rock music, there will always be a demand for bass players or drummers, and if you fancy being part of an orchestra, the bassoon is a great bet to make sure you are always needed.

### *Where are you going to practise?*

Think about where and when you are going to practise, as well as the patience of the people you live with or near. Electric versions of instruments like the piano, drums, guitar and even violin give you the option of playing into the night using headphones, while your housemates sleep in peace. Alternatively, you may need to consider going to a school or a community centre to practise.

### *How much money can you spend?*

This is quite a big factor. A lot of instruments can be purchased in different price ranges, for example, guitars. But this doesn't alter the fact that many, such as the piano, are always pretty expensive. If you can't afford your chosen instrument, will you be able to borrow someone else's or hire one?

### *Are there any physical limitations?*

If you're small and don't like lifting heavy objects, you won't want to carry around a double bass. Apart from that, use your common sense, and don't let your perceived physical shortcomings put you off. It's true that some wind instruments require a lot of lung power but with the right coaching, everyone can develop the right technique.

### *Still not sure?*

Talk to people you know who already play instruments. They might even let you try theirs. It's also a good idea to find an experienced music teacher, preferably one who plays a few different instruments, who can give you some advice and push you in the right direction.

If you find an instrument you love and that suits your needs, you'll find the time spent choosing was well worth it. Good luck with making your choice!

Texto 3, Imagen 4 Adapted from a British Council

### Activity 1.8.

Answer the following questions about the previous text:

1. What is the title?
2. Where is the introduction?
3. How many subheadings are there in the text?
4. What is the conclusion?

Expository texts include:

- a main idea
- supporting details.
- 

### 1.6. Main idea and supporting details.

Organize main idea and supporting details in an infographic

#### ★ What are main ideas and supporting details?

**A main idea** is the the most important part of the text. Sometimes by looking at the title we can have the main idea of what the text will be about. “It can also be the lesson learned or moral of the story.” (mrscodispoti: 2013).

Every paragraph should have a **main idea** in a topic sentence, usually in the first sentence. The rest of the given information are the **supporting details**. They describe the main idea and add details to make it stronger.

### Activity 1.9.

Watch the video to learn more about main ideas and supporting details. Then, complete the sentence:

To get the main ideas we need to find \_\_\_\_\_ and \_\_\_\_\_ of the topic.



Video 1.2.

### Activity 1.10.

Read the text “Choosing a musical instrument” and answer the following questions about the same expository text above:

1. What’s the main idea of the text?
2. What supporting details can you name from the first three paragraphs?

### ★ What is an infographic?

An **infographic** (in·fo·graph·ic. /,infō'grafik/) is a visual image such as a chart or diagram used to represent information or data that can be easily understood. We can use an infographic as an expository text that contains main ideas and supporting details.

### Activity 1.11.

Match the heading and subheadings in the following infographic according to the main ideas and supporting details of each paragraph.







 <i>Your ears</i>	A)	<p>1. Music is an art, entertainment, pleasure, meditation and a medicine for the soul and the body. All the cultures and the people have universal responses to it.</p> <p>2. <i>New neurons' connections are established when you play a musical instrument and this improves human communication aspects.</i></p> <p>3. <b>It improves memory, attention, physical coordination and mental development. The classical music stimulates the regeneration of brain cells.</b></p> <p>4. It benefits your cardiovascular system as doing exercise. Arteries wide 26%.</p> <p>5. The right one detects the speaking sounds better, while the left one responds to music.</p> <p>6. <i>When you close them while you listen, it rises the emotional effect of music.</i></p>
 <i>Your eyes</i>	B)	
 <i>Your blood</i>	C)	
 <i>Music Effects</i>	D)	
 <i>Your Brain</i>	E)	
 <i>Vocabulary</i>	F)	

Imagen 5 Elaboración propia. Imágenes tomadas de Google images con fines educativos.

## 1.13 Disposition and open mind to research and share information

### Accepting others' opinions.

Empathy is *“the ability to understand and share the feelings of another.”* Not everybody is and thinks like you. Everyone is different and we should all accept these differences and be empathetic to others.

### Activity 1.12.

Watch the video and listen to the song about acceptance. Why is it important to be empathetic to others?



Video 1.3.

**Activity 1.13.**

Choose a music genre and ask five people if they like it and why or why not. Complete the chart.

<b>music genre:</b> .....	<b>like</b> 	<b>don't like.</b> 	<b>reason</b>
Example: <i>Classical</i>			<i>"It is relaxing and I feel calm."</i>
1			
2			
3			
4			
5			

Tabla 11. Final Activity. Elaboración propia

## Self-evaluation

### SELF EVALUATION. Tik the contents you have achieved.

Now I can...

• identify the structure of simple sentences: subject + verb; subject + verb + direct object; subject + verb + indirect object + direct object.	
• identify the different parts of speech; noun, adjective, verb, pronoun, conjunction, adverb and preposition.	
• use determiners to build up simple sentences.	
• use conjunctions to join simple sentences.	
• identify the structure of expository texts.	
• organize main ideas and supporting details in an infographic.	
• accept and respect others' opinions.	

Table 12. Self-evaluation. Elaboración propia



## Further Practice



Further Practice Unit 1

## Test yourself!



Tests Unit 1

## Answer Key

**Activity 1.1.:** A sentence is a group of words that expresses a complete idea.

**Activity 1.2.:** Students should have written at list two of any of these:

- He contributed to musical notation and theory.
- He added two lines (one red, one yellow) to the *staff*.
- He included the use of both the lines and the spaces.
- Guido invented a system of naming scale degrees.
- He used the initial syllables of the lines of a Latin hymn (ut, re, mi, fa, sol, la).
- The syllables are the names for the six tones, C to A.
- Musicians call them the hexachord.
- Later, someone added an additional syllable *si* or *ti* to form the octave.
- Finally, the more singable DO replaced *ut*.

**Activity 1.3.**

1.He / invented new musical notation. 2. Guido / placed certain letters.3. These letters / indicate a pitch. 4. The five-line staff / became the standard in the 16th century. 5. Lines and spaces in the staff / show successive scale degrees.

**Activity 1.4.:** 1. DO, 2. ID, 3. DO, 4. DO, 5. IO.

**Activity 1.5.:** Noun: field, fountain, street, town, pronoun: he, she; adjective: magic, bridal; verb: read, ride, jump, run; adverbs: quickly, slowly, badly, well; prepositions: in, at; conjunctions: or, and.

**Activity 1.6.:** 1. by, 2. in, 3. an, 4. the, 5. of, 6. and, 7. the, 8. at, 9. this, 10. or

**Activity 1.7.:** 1. Jazz has always created and sustained artistic subcultures. 2. No one had the magnificent gospel style of Aretha Franklin, but some others imitate her very well. 3. Some people relax with Jazz music, or speed up their heart beats with Heavy Metal music. 4. Composers can read and write notes on a staff. 5. Music is an international language so it is constantly evolving.

**Activity 1.8.:** 1. Choosing a Musical instrument. 2. In the first paragraph. 3. Six. 4. If you find an instrument you love and that suits your needs, you'll find the time spent choosing was well worth it. Good luck with making your choice!

**Activity 1.9.:** the main topic / the most important point about the topic.

**Activity 1.10.:** 1. how to choose a musical instrument. 2. Instruments are suited to some kind of music; playing with others; where to practice.

**Activity 1.11.:** 1. (D) Music Effects; 2. (F) Vocabulary; 3. (E) Your brain; 4. (C) Your blood; 5. (A) Your ears; 6. (B) Your eyes.

# Music

## D) Effects



2. New neurons' connections are established when you play a musical instrument and this improves human communication aspects.

## Your Brain

E)



4. It benefits your cardiovascular system as doing exercise. Arteries wide 26%.

A)



## Your ears



B)

6. When you close them while you listen, it rises the emotional effect of music.

1. Music is an art, entertainment, pleasure, meditation and a medicine for the soul and the body. All the cultures and the people have universal responses to it.

## Vocabulary



F)

3. It improves memory, attention, physical coordination and mental development. The classical music stimulates the regeneration of brain cells.

## Your blood

C)



5. The right one detects the speaking sounds better, while the left one responds to music.

## Your eyes



Activity 1.12.: Students' own answers

Activity 1.13. Students should indicate a music genre and complete five sections in the chart either like or do not like and all five reasons.

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# Unit 2.

'LIVE TODAY, FOR TOMORROW WE DIE.'



(Alan Furst)

[Vive hoy, que mañana morimos]

## INTRODUCTION

This unit is about astronomical, meteorological and seasonal phenomena. You will learn and practice linguistic aspects and grammar structures related to the meaning, use and form of simple present and present continuous to express future. Furthermore, you will learn...

- how to use simple present for future
- how to use present continuous for future
- how to identify scientific argumentative texts
- how to identify descriptive texts
- how to develop detailed reading

To achieve this you will

### Further information



Contents Unit 2

## Activate Shemata



### Natural Phenomenon



Foto 2. Paisaje.

Nowadays natural phenomena are appreciated and considered important in some cultures around the world. Every year many tourist people go to some places and festivals to experience and see some natural phenomena. Natural phenomena occur or manifest without human input. The phenomena are wonderful and interesting to see.

There are different natural phenomena such as volcanic lightning,

fire rainbows, waterspouts, thunder, etc.

#### Activity 2.1.

Watch the following video and complete the box with your observations, you might have some inquires about the following phenomenon that took place in Scotland. Watch the phenomenon carefully.



Video 2.1.



Questions	Observations
What colors can you see?	
What is happening in the sky?	
Do you like the scene? Why?	

## 2.1. Simple present for future. Description of astronomical, meteorological and seasonal events

### Notion: Future time

Time is a concept which is related to our perception of reality. There are three times: past, present and future.

The future is uncertain. It is possible to describe the past and the present, but not the future.



Foto 4. Tiempo cronometro.

### ❖ MEANING

The present simple is used to refer to events in the future which are certain because they are facts, or because there is a clear or fixed schedule or timetable

### ❖ Use

**A.** We use the simple present to describe actions related to timetables of programs.

The secret solstice festival starts at 5:00 pm

What time does the rain festival start?

**B.** We use the simple present to talk about future when we are discussing a fix plan.

He goes to the Popocatepetl volcano tomorrow morning  
 He visits the Monarch butterfly migration tomorrow

C. We use the simple present to talk about future when we are discussing a fact.

The Spring Equinox starts at 12:00 tomorrow  
 Sun rises in the east and sets in the west

❖ **FORM:**

AFFIRMATIVE FORM			
Subject		Verb	Time expression
He she + It		starts	at 5:00 tomorrow. at 18.30 tonight.
I You We + They		start	at 7.00 pm in ten minutes.
<i>The Spring Equinox starts at 12:00 tomorrow</i>			
NEGATIVE FORM			
Subject	does / do	Verb	Time expression

He she + does not It doesn't	start	at 7.00 pm in ten minutes.
I You We + do not They don't	start	at 5:00 tomorrow. at 18.30 tonight.

*The Spring Equinox doesn't start at 12:00 tomorrow*

QUESTION FORM			
Wh question	does/do	Subject	Verb Question mark
What time When	does +	he she It	start ?
What time When	do +	I you we they	start ?

*What time does the Spring Equinox start?*

## Activity 2.2.

Read the following dialogue and identify the present simple for future. After that, classify the sentences in the following chart.

**Sharon:** What do you think about going to Northern Lights in Scotland?

**Yunuem:** Sounds great! We can leave the Saturday morning spring break starts. Ok...it looks like a flight from Manchester departs for Scotland at 10:20am.

**Sharon:** So that means we'd have to take a bus to Manchester early that morning. Hmm...a Greyhound bus leaves Lansing at 7:00 am. That should give us enough time, right?

**Yunuem:** Yes, I think so. If we take the 10:20 am flight, it arrives in Scotland at 12:30pm. We could take a taxi to the hotel

**Sharon:** It looks like the hotel restaurant opens for lunch at 12:00 pm and stays open until 5:00 pm, so we should be able to get lunch before we see the Northern Lights!

**Yunuem:** The Northern Lights appear at about 7:00 pm.

**Sharon:** Great!

USES	EXAMPLES
Timetable	
Fixed plan	
Facts	

### Activity 2.3.

**Complete the sentences with the correct form of the verbs in simple present for future.**

1. The train \_\_\_\_\_ (arrive) in Manchester at 5:45 pm.
2. The swimming class \_\_\_\_\_ (start) in five minutes.
3. The show \_\_\_\_\_ (not begin) at 3 o'clock.
4. My mother's birthday \_\_\_\_\_ (be) on Thursday.
5. The train for Madrid and the train for Berlin both \_\_\_\_\_ (leave) at 7:30 am.
6. The music festival \_\_\_\_\_ (not end) on Monday.
7. The next bus \_\_\_\_\_ (come) in 25 minutes.
8. The exhibition on 18th century art \_\_\_\_\_ (open) next weekend.
9. What time \_\_\_\_\_ the film \_\_\_\_\_ (start) ?
10. What time \_\_\_\_\_ you \_\_\_\_\_ (go) to the museum on Wednesday?

### Activity 2.4.

**Read the following paragraph and then answer the following questions about your culture.**

#### **Culture**

Culture has many definitions but according to a Sociology dictionary, culture means the ideas and self-concepts of a group or society (e.g., artifacts, attitudes, beliefs, customs, norms, symbols, and values) in a particular place and time, passing from one generation to the next. The Sociologist Kendall (2006:42) says "Whereas a society is composed of people, a culture is composed of ideas, behavior, and material possessions. Society and culture are independent; neither could exist without the other" .



Foto 5. Pequeña escena de la calle.

1 How old do you think your culture is? Is it ancient, old or new?

---

---

2 What festivals are parts of your country's traditions?

---

---

3 Are there any festivals related to natural phenomenon? Which ones?

---

---

4 What do you think is at heart of your culture?

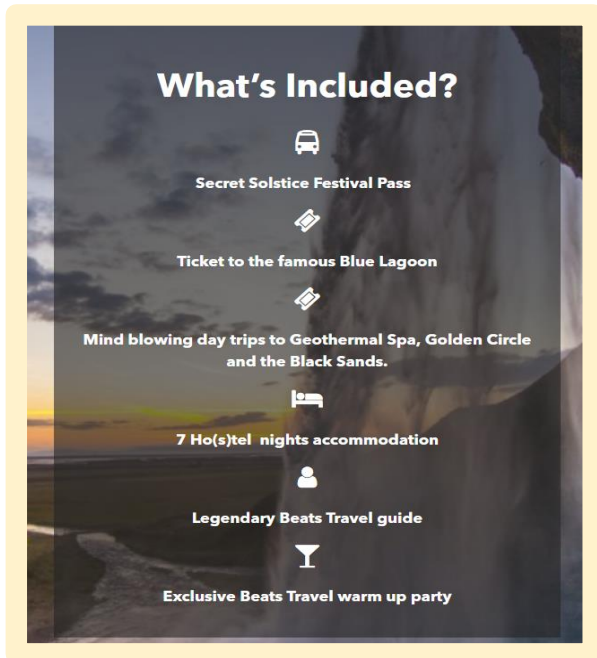
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## Activity 2.5.

Read the text about the Secret Solstice festival and write True (T) or False (F) next to the statements below.

### Secret Solstice Festival



Secret Solstice festival takes place on the outskirts of Reykjavík in summer. The event is because the sun doesn't set in the middle of summer in Iceland. This phenomenon exists because of some astronomical trickery due to Iceland being so close to the Arctic Circle, the sun never sets over the festival weekend, meaning 72 hrs of never-ending daylight. The festival enjoys the midnight sun, making it a unique experience. It is the number one festival in Iceland, presenting every year a poster with the best artists in the world. Organizers are not happy just to offer an impressive poster full of top-level talents and a rare natural phenomenon, so they organize performances every year

inside glaciers, volcanoes and in the ocean. There are different itineraries to go, eat and accom

Iceland looks like something out of a fantasy movie. Screw watching *Lord Of The Rings*' and all its tricky CGI, all you need to do is go for a short drive from Reykjavík while you're here for Secret Solstice, and you'll be able to wander around amongst a landscape that doesn't even look like it should be real.



Foto 6. Icelandic beats.

Hot spas are all well and good, but they don't compare to hot spas in Iceland. Literally powered by the fires of a volcano, imagine taking a trip for a couple of hours and soaking in Iceland's famed Blue Lagoon while you're here for the event. Secret Solstice is the only place on Earth where you can attend a party inside a glacier. Without a doubt, something to make your friends completely jealous of when you upload shots to your Instagram feed.



Foto 7. The midnight sun.

Secret Solstice is themed around Viking mythology, meaning it's the only place you can actually party in Valhalla, without having your life ended in this realm first.

If you're thinking about taking the cheapest accommodation option while you're here for Secret Solstice, you'll be stoked to find out we have on-site camping, only a couple of minutes walk right next to the event site. You'll never have to leave the action if you don't want to. Seriously, when was the last time you skipped your home country to party with some Vikings in a place where the sun doesn't set with some of the world's best music, and parties in glaciers, geothermal pools, in a land that looks like it's been pulled from *Star Wars*? Never? We thought so. And we think you should do it.

1. The festival takes place in the Arctic circle \_\_\_\_\_
2. There are four days to appreciate the phenomenon \_\_\_\_\_
3. Many famous artists perform during the festival \_\_\_\_\_
4. You can get inside a glacier when you are in the festival \_\_\_\_\_
5. Viking customs are not allowed to wear \_\_\_\_\_
6. It's not necessary to book in a hotel \_\_\_\_\_



## Activity 2.6.

**Make a list of festivals in your country that are related to astronomical, meteorological and seasonal phenomena. Be sure to write the most impressive festivals.**

There are other festivals around the world that are related to natural phenomena. Some examples are:

- ★ Santorini Island Greece, Volcano festival
- ★ Seoul Korea, Rain festival
- ★ Australia, Field of light Festival
- ★ Norway, Northern lights
- ★ Diwali, India

There are other natural phenomena that are not related to festivals but are relevant to know about them because they are considered to be extraordinary.

- ★ Monarch butterfly migration, Mexico
- ★ Caño cristales, Colombia
- ★ Flowering desert, Chile
- ★ Coral spawning, Australia
- ★ Glowing squid of Toyama bay, Japan



Foto 8. Mariposa monarca

It's time to start planning your next holidays, what are your plans for next summer, winter, spring, fall? What are you doing next month? It would be good idea to start planning and deciding where to go and what to do. Why don't you visit some places where you can admire some natural phenomena o some festivals in your country?



Foto 9. Planeación.

## 2.2. Present Continuous for Future. Description of scheduled activities

### Notion: time

When we are talking about the notion of time, it refers to periods of time. These are permanent or temporary.



Foto 10. Calendario

### ❖ Meaning

The Present Continuous for future describes an arrangement, a plan that you have decided or organized and has a visible ending.

### ❖ Use

We can use the present continuous to talk about arrangements (plans which you have organised) in the future.

My brother is visiting the Northern lights in Norway tonight.  
 I'm going to the Rain Festival at the weekend.  
 Are you camping near the Iztaccihuatl volcano?

❖ **Form**

<b>AFFIRMATIVE FORM</b>			
<b>Subject</b>	<b>Verb Be</b>	<b>ING verb</b>	<b>Time expression</b>
He she + It	is +	observing the monarch butterflies in Mexico	at 5:00 tomorrow. at 18.30 tonight.
I You We + They	am  are	observing the monarch butterflies in Mexico	at 7.00 pm in ten minutes.

*They are watching the Northern lights at 7.00 tonight.*

<b>NEGATIVE FORM</b>			
<b>Subject</b>	<b>Verb Be</b>	<b>ING verb</b>	<b>Time expression</b>
He she + It	is not + isn't	observing the monarch butterflies in Mexico	at 5:00 tomorrow. at 18.30 tonight.

I You We + They	am not + 'm not  are not + aren't	observing the monarch butterflies in Mexico	at 7.00 pm in ten minutes.
--------------------------	---	--	-------------------------------

*They are watching the Northern lights at 7.00 tonight.*

QUESTION FORM				
Wh question	Verb Be	Subject	ING Verb	Question mark
What time When where etc	is +	he she It	observing the monarch butterflies in Mexico	?
What time When where etc	are +	I you we they	observing the monarch butterflies in Mexico	?

*What time are you watching the Northern lights?*

# Oral and Written Texts

## 2.3. Scientific argumentative text.

### Difference between argumentative and descriptive text

An argumentative text discusses a subject or a problem. This type of text discusses the topic from different angles: compares, contrasts, and gives opinions. When the argumentative text is scientific, its structure is different. It generally has a title, abstract, introduction, materials and methods, results, discussion, summary, and reference sections. The purpose of writing the title at an early stage is to clarify the author's aim and intentions. A Scientific Argumentative Text is concise, accurate, factual, logical and well-organised. This logical way of thinking is reflected in the use of language.

**Case study: Reading a Primary Research Article from *Plant Physiology***

This case study examines a recent article published in the journal *Plant Physiology*. The full article is appended to this PDF. Because of space constraints, only the major points from the paper are covered in the case study, and the biochemical pathway is presented in simplified form.

**Title** → **The *b* Gene of Pea Encodes a Defective Flavonoid 3',5'-Hydroxylase, and Confers Pink Flower Color**<sup>1|W|ROA|</sup> ← **Indicates footnotes**

**Authors and author information** → Carol Mennis, Mike J. Ambrose, Lynda Turner, Lionel Hill, T.H. Noel Ellis, and Julia M.A. Baker\* ← **Indicates footnotes**

**Abstract: A summary written by the authors** → The inheritance of flower color in pea (*Pisum sativum*) has been studied for more than a century, but many of the genes corresponding to these classical loci remain unidentified. Anthocyanins are the main flower pigments in peas. These are produced via the flavonoid biosynthetic pathway, which has been studied in detail and is well conserved among higher plants. A previous proposal that the *Clavata* (*cl*) gene of pea controls hydroxylation at the 3' position of the B ring of flavonoid precursors of the anthocyanins suggested to us that the gene encoding flavonoid 3',5'-hydroxylase (F3'H) the enzyme that hydroxylates the 3' position of the B ring, was a good candidate for *cl*. In order to test this hypothesis, we cloned cDNAs generated for *cl* and transformed it into pea. We found that the *cl* gene encodes a protein that confers a shift of locus in an F3'H gene, including complete gene deletions. The F3' enzyme labeled glycosylated delphinidin and cyanidin, the major pigments present in the pigmented purple-flowered wild-type peas. These results, combined with the finding that the F3'H gene co-segregates with *cl* in a genetic mapping population, strongly support our hypothesis that the *cl* gene of pea corresponds to a F3'H gene. The molecular characterization of genes involved in pigmentation in pea provides valuable insights into the complex flavonoid genetics and will help to identify differences in anthocyanin biosynthesis that lead to variation in pigmentation among legume species.

**Introduction: Not all journals mark it with a subheading** → Flavonoids are a large class of polyphenolic secondary metabolites that are involved in pigmentation, defense, fertility, and signaling in plants (Crozier et al., 2006). Their basic skeleton consists of two six-carbon aromatic rings, A and B, connected by ring C, a three-carbon oxygenated heterocycle. Flavonoids are divided into different subclasses according to the oxidation state of the C ring and compounds within each subclass are characterized by modifications such as hydroxylation, methylation, glycosylation, and acylation. Anthocyanins, for example, the major water-soluble pigments in flowers, have a fully unsaturated C ring and are usually glycosylated at position 3. Two important determinants of flower color are the cytochrome P450 enzymes

**Footnotes, including contact information for corresponding author and funding sources** → <sup>1</sup> This work was supported by the European Union FP6 Grant Legume-Inspired Plant Pigment (EV4V-CV-2004-00227) and the Department of Environment, Food and Rural Affairs (Defra) Legume Research Network (grant no. 00011) to C.M., L.T., T.H.N.E., and J.M.A.B. \*Corresponding author: e-mail: jmbaker@psu.edu. The authors request that identification of materials conveyed to the public be limited to the Institute for Genomics and Biotechnology in July 2014. Under publication no. 014 and Mike J. Ambrose (mike.ambrose@psu.edu). <sup>2</sup> The online version of this article contains supplementary data. <sup>3</sup> www.plantphysiol.org/cgi/doi/10.1104/pp.112.107577

**Citation for this paper** → *Plant Physiology*, June 2012, Vol. 158, pp. 1069-1076. www.plantphysiol.org © 2012 American Society of Plant Biologists. All Rights Reserved.

**In-text citation:** Full citation is found at the end of the article

(1321) and flavonols (1320). These main precursors generate flavonoid glycosides (see text in a 2006).

Floral pigmentation has a long history, beginning with crosses made between white and purple-flowered varieties of garden pea (*Pisum sativum*; Knight, 1799; Mendel, 1866). Later crosses made between white-flowered F<sub>1</sub> anthocyanin- and rose-pink-flowered *Pisum sativum* defined two factors conferring flower color in A and B, respectively (Dehner, 1913). The white flowers of pea anthocyanin-deficient (*cl*) mutants lack anthocyanins and flavonols (Shaffner et al., 1972), in accordance with the role of A as a functional factor for pigmentation (Teichmann, 1911; De Haan, 1930). Another locus in pea, *cl*, similarly confers a white-flowered phenotype lacking anthocyanins and other flavonoid compounds (Mey et al., 1989). It was shown that *cl* and *cl2* regulate the expression of genes encoding flavonoid biosynthetic enzymes (Barker et al., 1998; Elliot and Stevenson, 1998), and recently they were identified as a homeobox-like helix-loop-helix (HLH) transcription factor and a MYB repeat protein, respectively (Hallen et al., 2010). They are likely to be components of the MYB-HLH-MYB transcription factor complex that regulates flavonoid biosynthesis in all plant species studied so far (Koes et al., 2005; Ramsey and

Imagen 1. Trabajo de investigación

## Activity 2.7.

Identify and write the parts of a scientific argumentative research. Choose the correct option from the box.

Reference, Abstract, Title, Discussion, Method, Introduction, Key words

1 \_\_\_\_\_

### MAKING SENSE OF THE AURORA: A RESEARCH PROJECT

Robert Marc Friedman

2 \_\_\_\_\_

The article provides an introduction to a on-going research project based at University of Tromsø that seeks to analyze the history of efforts to make sense of the aurora borealis from the early 1700s through to the Cold War. Following brilliant displays of the northern lights in the early eighteenth century, natural philosophers strove to explain this phenomenon that evoked widespread fear and superstition...

3 \_\_\_\_\_: Aurora bore alis, science in the far north, polar research, history of science

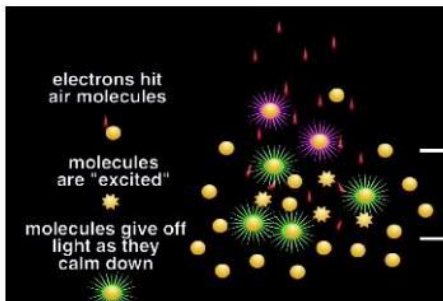


Noel Bauza. Auroras. Retrieved from: <https://pixabay.com/es/auroras-campamento-tienda-de-campa%C3%B1a-1203288/>

#### 4 \_\_\_\_\_

What is the aurora? Named for the Roman goddess of dawn, the aurora is a mysterious and unpredictable display of light in the night sky. The aurora borealis and aurora australis – often called the northern lights and southern lights – are common occurrences at high northern and southern latitudes, less frequent at mid-latitudes, and seldom seen near the equator. While usually a milky greenish color, auroras can also show red, blue, violet, pink, and white. These colors appear in a variety of continuously changing shapes. Sometimes the aurora is so dim and scattered as to be mistaken for clouds or the Milky Way; sometimes it is bright enough to read by. Auroras

are a spectacular sign that our planet is electrically connected to the Sun. These light shows are provoked by energy from the Sun and fueled by electrically charged particles trapped in Earth's magnetic field.



**While beautiful to behold, they can be a nuisance to those who depend on modern technology.**

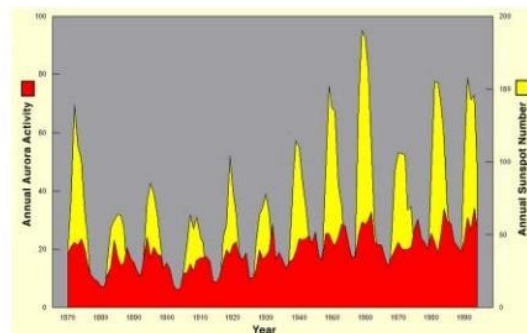
What causes the aurora?

The typical aurora is caused by collisions between fast-moving electrons from space

with the oxygen and nitrogen in Earth's upper atmosphere. The electrons—which come from the Earth's magnetosphere, the region of space controlled by Earth's magnetic field—transfer their energy to the oxygen and nitrogen atoms and molecules, making them "excited". As the gases return to their normal state, they emit photons, small bursts of energy in the form of light. When a large number of electrons come from the magnetosphere to bombard the atmosphere, the oxygen and nitrogen can emit enough light for the eye to detect, giving us beautiful auroral displays. This ghostly light originates at altitudes of 100 to more than 400 km (60 to more than 250 miles).

#### 5 \_\_\_\_\_

How is the aurora related to the Sun? Auroras are a sign that Sun and Earth are connected by more than sunlight. They indicate that something electric is happening in space. The Sun provides the energy for the aurora, but particles in the aurora come from Earth's own neighborhood in space.



*Historical record of linkage between sunspots and auroral activity*

The Sun's energy is carried toward the Earth in the solar wind, a stream of electrically charged particles (mostly

protons and electrons) owing out from the Sun in all directions. As these particles approach Earth, they interact with our planet's magnetic field. This field deflects most of the particles, creating a huge cavity in the solar wind—the magnetosphere. This region stretches about 60,000 km (40,000 miles) toward the Sun and several hundred thousand kilometers in a long tail on the night side, away from the Sun.

Variations in the properties of the solar wind control the amount of energy that can leak into the magnetosphere. Here the energy is converted into electric currents and electromagnetic energy and temporarily stored in the magnetosphere, especially in its tail. When this influx of energy is relatively large, the magnetosphere loses its equilibrium, or balance. To become stable again, the excess energy is released suddenly, with much of the energy going into the acceleration of electrons.

## 6 \_\_\_\_\_

Auroras usually occur in ring-shaped areas about 4,000 km (2,500 miles) in diameter around the magnetic poles of the Earth. These rings are known as auroral ovals. The northern oval traces a path across central Alaska and Canada, Greenland, and northern Scandinavia and Russia. In the southern hemisphere, the auroral oval hovers mostly over the oceans circling Antarctica, but it can occasionally reach the far edges of New Zealand, Chile, and Australia. There is a common misconception that auroras can only be seen near the poles of the Earth, but auroras are actually quite rare at the geographic and geomagnetic poles. In

fact, if you made an expedition to the north coast of Alaska, you would usually have to look south to see an aurora. The auroral ovals expand and contract with the level of auroral activity, sometimes extending to lower latitudes to cover much of North America or Europe when the space around Earth is most disturbed. The complete auroral ovals in the north and south are nearly mirror reflections of each other, or conjugate. But it wasn't until the Space Age, when satellites could gather images of the entire Earth, that scientists were able to see the large-scale auroras around both poles at the same time.

## 7 \_\_\_\_\_

Alfred Angot, *The Aurora Borealis*. London: Kegan Paul, Trench, Trübner & Co. 1896.

Asgeir Brekke and Alv Egeland, *The Northern Lights: The Heritage and Science*, trans. James Anderson. Oslo, Gyldendal 1994.

Aspaas, P.P. and T.L. Hansen, "Geomagnetism by the North Pole, anno 1769: The Magnetic Observations of Maximilian Hell during his Venus Transit Expedition", *i: Centaurus*, 49, 2 (2007), 138-164.

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## Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing or an object either abstract or concrete. Descriptive is related to sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Descriptive text explains about whether a person or an object is like, whether its form, its properties, its amount and others.

### Activity 2.8.

Read the following descriptive text and identify 5 or more phrases that describe the places.

## Exploring Other Areas of Glacier

### MANY GLACIER

Renovations on the Many Glacier Hotel will take place this summer. The park is expecting significant congestion in the Many Glacier area due to the construction. Please plan accordingly.

This area in the northeastern corner of the park is often referred to as the heart of Glacier. Boat rides, horseback riding, and great hiking are all found here.

Three excellent all-day hikes are the Iceberg Lake, Cracker Lake, and Grinnell Glacier trails. Roughly 10–12 miles round-trip, these moderately strenuous hikes bring visitors to unmatched subalpine scenery. Grinnell Lake, Red Rock Falls, and the Swiftcurrent Nature Trail are good choices for shorter hikes.



Grinnell Glacier Trail

NPS / DOUG MCMAINS

### TWO MEDICINE

Before the Going-to-the-Sun Road was constructed, Two Medicine was a primary destination for travelers arriving by train in East Glacier. As in the past, those who visit today are rewarded with spectacular scenic hiking.

Trails to Scenic Point, Cobalt Lake, Aster Park, and Old Man Lake are all popular day hikes. Guided boat trips across Two Medicine Lake make No Name Lake, Upper Two Medicine Lake, and Twin Falls easy family trips.

Running Eagle Falls is site of a wheelchair-accessible nature trail, which highlights traditional use of plants and the spiritual importance of this site to the neighboring Blackfeet Tribe.



Running Eagle Falls

NPS / TIM RAINS

### THE NORTH FORK

The North Fork is one of the least visited sections of Glacier National Park and can only be reached by private vehicle. If you don't mind traveling over rough dirt roads, then you might enjoy a trip to the North Fork.

The area offers views of forest succession in recently burned areas, views of Bowman and Kintla Lakes, a homesteading site, and chances to see and hear rare park wildlife.

Allow all day for the round-trip drive to Kintla and Bowman Lakes from West Glacier along the Camas Road. Be sure to bring supplies for the day or prepare to stop in the town of Polebridge before you begin your drive.



Numa Fire Lookout Trail

NPS / JACOB W. FRANK

### AREA INFORMATION

Travel Montana  
VisitMT.com / (800) 847-4868

Glacier Country  
GlacierMT.com / (800) 338-5072

Blackfeet Indian Reservation  
BlackfeetCountry.com / (406) 338-7406

Waterton Lakes National Park, Alberta  
MyWaterton.ca / (403) 859-2224

Flathead National Forest  
(406) 758-5200

Kootenai National Forest  
(406) 293-6211

Lewis & Clark National Forest  
(406) 791-7700

Flathead Convention & Visitor Bureau  
FCVB.org / (800) 543-3105

Bigfork, MT  
BigFork.org / (406) 837-5888

Columbia Falls, MT  
ColumbiaFallsChamber.org / (406) 892-2072

Cut Bank, MT  
(406) 873-4041

Kalispell, MT  
KalispellChamber.com / (406) 758-2800

Whitefish, MT  
WhitefishChamber.com / (406) 862-3501

Imagen 2. Descripción de las áreas de un glaciar.

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

### Activity 2.9.

Let's check what the difference is between a descriptive text and a scientific argumentative text. Complete the chart with the elements provided.

Elements	Descriptive text	Scientific argumentative text
Object	Talk about one specific thing	
Resources		Based on the careful observation
Examples		

### 2.4 Detailed reading

Reading for detail means checking that you understand a text. Details are important and are identified by doing these steps:

- Ask a question ( T or F)
- Scan the text to find the key words and sentences
- Read sentences to find the correct answer.

**Conscious learning:**  
Description of programmed socio cultural activities related to natural phenomena

**Activity 2.10.**

Read the following text and answer the questions below with True (T) or False (F).

**Visitor Guide**  
**Celebrating 100 Years**

Imagine it is the late 1800s. As you slowly, slowly make your way through the Great Plains you look west and see a wall of mountains in the distance. As you approach they get taller and taller, their white summits gleaming in the sunlight. This year we look back and celebrate the last 100 years of the National Park Service, but we also look forward to the future. Parks across the country are proving to have more relevance today than our forefathers ever knew. Historic sites, often established to commemorate a great battle, also challenge us to reexamine our Nation’s history of the treatment of minority populations. Science is being advanced in unforeseen ways through the study of anaerobic microorganisms in the thermal pools of Yellowstone. You are invited to celebrate!

**Glacier National Park – Summer Agenda**

Lake McDonald		Glacier		Rising Sun	
May 27 .....Sept. 18	Lodging Call (855) 733-4522 for advance reservations	June 14 ..... Sept. 19 Call (855) 733-4522 for advance reservations	Many Glacier Lodging Many Glacier Hotel	June 17 ..... Sept. 11	Lodging Rising Sun Motor Inn
May 25 .....Oct. 2	Food service Breakfast, lunch, and dinner from 7:00 am to 8:00 pm	June 14 ..... Sept. 18	Food Service Ptarmigan Dining Room Many Glacier Hotel - lunch, and dinner	June 17 .... Sept. 11	Food Service Two Dog Flats Grill  Breakfast and lunch

May 21 ..... Sept. 5	Horseback Rides Call local (406) 387-4405 or toll free (877) 888- 5557 for schedule and information.	June 13 ..... Sept. 18	Campstore/Gift Shops Groceries, fishing and camping supplies	June 18 ..... Sept. 5	Scenic Boat Tours Glacier Park Boat Co
May 28 ..... Sept. 5	Boat Rentals Glacier Park Boat Co. Small boat rentals	June 13 ..... Sept. 18 Daily tours at 9 am, 11 am,	Narrated tours of Swiftcurrent Lake and Lake Josephine - 1 hour and 30 minutes.	June 17 ..... Sept. 11	Showers Rising Sun Motor Inn
May 29 ..... Sept. 5	Groceries, fishing and camping supplies	June 13 ..... Sept.	Horseback Rides Many Glacier Corral	June 17 ..... Sept. 11	Campstore/Gift Shops Rising Sun Motor Inn

Tabla 2. Agenda de actividades.

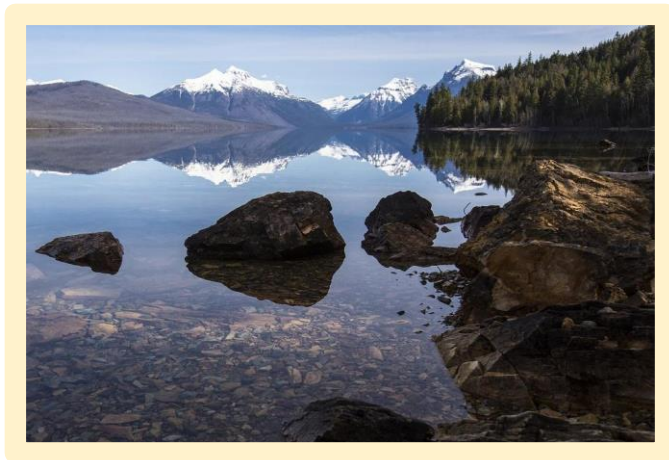
**VISITOR CONTACT STATIONS** The park is open year-round, 24 hours a day.

**IN AN EMERGENCY** Dial 911 and contact a ranger or other park employee.

**ACCESSIBILITY** Glacier National Park is a spectacular mountain landscape that can present difficult challenges for visitors with special needs. Improvements in accessibility are being made each year, and with a bit of pre-planning, all visitors can find Glacier to be a rewarding experience. A listing of the park's accessible facilities and programs is available online at: [go.nps.gov/accessibility](http://go.nps.gov/accessibility)

**FIREARMS** The possession of loaded firearms in Glacier National Park is legal, however firearms are prohibited in federal facilities. Check with the state of Montana for specifics at: [doj.mt.gov/enforcement/concealed-weapon](http://doj.mt.gov/enforcement/concealed-weapon)

**CAMPING** Camping is permitted only in designated campgrounds. Most sites operate on a first-come, first-served basis. Primitive campsites do not have water available. Fires are permitted only in campgrounds and picnic areas where grates are provided. Utility hook-ups are not provided. Hiker/biker sites hold up to eight people and the fee is \$5 per person, night.



per

Foto

12. Lago McDonald

If you plan to visit the Glacier National Park ...

1. The celebration starts with visits \_\_\_\_\_
2. The visits start from April to September \_\_\_\_\_
3. There are boat tours \_\_\_\_\_
4. You are lodging in campsites \_\_\_\_\_
5. It is necessary to book in advanced \_\_\_\_\_
6. The food is included \_\_\_\_\_
7. Breakfast is not included in one of the visits \_\_\_\_\_
8. There are contact information numbers \_\_\_\_\_
9. You are allowed to use firearms \_\_\_\_\_
10. Fires are not allowed \_\_\_\_\_

**Activity 2.15.**

Imagine you are going to Glacier National Park next July this year. Organize your own activities based on the summer Agenda. Choose the activities you would like to do. Complete the chart.

<b>July</b>							
<b>Sun</b>	<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>	<b>Sat</b>	
30	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31	1	2	3	

### Activity 2.16.

Complete the following paragraph by using present continuous to express future.

I'm so excited about going to the Volcano Festival in Greece with my sister, Jane, in September! We 1\_\_\_\_\_ (fly) out on September 15th and we 2\_\_\_\_\_ (return) on September 22th . We 3\_\_\_\_\_ (go) to three Volcanoes shows that week and we 4\_\_\_\_\_ (have lunch) at Nea Kameni island on Wednesday.



Foto 11. Festival del volcana

We 5\_\_\_\_\_ (visit) the Black Mountain and we 6\_\_\_\_\_ (take) a cruise . On our last day, Jane 7\_\_\_\_\_ (meet) a friend for lunch but I 8\_\_\_\_\_ (visit) Palea and Nea Kameni islands by boat because Jane doesn't care if she sees those amusement islands or not.

### Activity 2.17.

Match the following sentences to get complete arrangements.

- |  |  |
|--|--|
| 1. I'm flying to Los Cabos for a holiday.        | a) I'm going by coach.                 |
| 2. I'm eating with my friend tomorrow.           | b) We've invited lots of people.       |
| 3. I'm going to Oaxaca next week.                | c) I've got the plane tickets!         |
| 4. I'm meeting my friend after school.           | d) We agreed to meet at the Italiannis |
| 5. We're having a barbecue at the weekend.       | e) We've bought the ingredients.       |
| 6. We're watching the new Superman film tonight. | f) Our teacher has booked a bus!       |
| 7. My mum is helping me make a cake tomorrow.    | g) We agreed to meet at 16:00.         |
| 8. My class is visiting a museum next week.      | h) We have tickets for 19:30           |

## Further Practice



Further Practice Unit 2

## Test yourself!



Tests Unit 1

## Self-evaluation

Use the following checklist to revise your progress.

I can...

TASKS		Very well	Not very well
<input type="checkbox"/>	Use simple present to express future		
<input type="checkbox"/>	Use present continuous to express future		
<input type="checkbox"/>	Identify characteristics of a scientific text		
<input type="checkbox"/>	Read for specific details		
<input type="checkbox"/>	Identify the difference between scientific and argumentative texts		
<input type="checkbox"/>	Organize detailed information in programs or agendas		
<input type="checkbox"/>			
<input type="checkbox"/>			



## Answer Key Unit 2

**Activity 1** Students' own answers

**Activity 2**

USES	EXAMPLES
<b>Timetable</b>	a flight from Manchester departs for Scotland at 10:20am a Greyhound bus leaves Lansing at 7:00 am it arrives in Scotland at 12:30pm the hotel restaurant opens for lunch at 12:00 pm and stays open until 5:00 pm
<b>Fixed plan</b>	we see the Northern Lights!
<b>Facts</b>	The Northern Lights appear at about 7:00 pm

**Activity 3**

1. arrives 2. starts 3. begins 4. is 5. leave 6. ends 7. comes 8. opens  
9. does / start 10. do / go

**Activity 4**

Students' own answers

**Activity 5**

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

**Activity 6**

Students' own answers

**Activity 7**

1. are flying 2. are returning 3. are going 4. are having 5. are visiting 6. are taking  
7. is meeting 8. am visiting

### Activity 8

1. c 2. d 3. a 4. g 5. b 6. h 7. e 8. f

### Activity 9

1. starts 2. am not doing 3. are you meeting 4. ends 5. opens 6. am watching 7. are going  
8. lands 9. doesn't start 10. Are you having

### Activity 10

Students' own answers

### Activity 11

1. Title 2. Abstract 3. Key words 4. Introduction 5. Method 6. Discussion 7. Reference

### Activity 12

Suggested answers

1. three excellent-day hikes
2. moderately strenuous hikes
3. unmatched subalpine scenery
4. primary destination
5. rough dirty roads

### Activity 13

Elements	Descriptive text	Scientific argumentative text
<b>Object</b>	Talks about one specific thing	Discusses a subject or a problem
<b>Resources</b>	Based on the objective fact of the thing	Based on the careful observation
<b>Examples</b>	Students' own answers	Students' own answers

### Activity 14

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

### Activity 15

Students' own answers

## Fotos, Imágenes, Tablas y Referencias Inglés VI Unidad 2

### Tabla 1.

López, A. (2018). Elementos de la unidad de aprendizaje 2. Elaboración propia

### Foto 1 Portada

Pixabay. (2018). Aurora boreal en Alaska. [foto]. Retrieved from <https://pixabay.com/es/aurora-boreal-alaska-espacio-1181004/>

### Foto 2

Pixabay. (2018). Paisaje. [foto]. Retrieved from <https://pixabay.com/es/paisaje-la-luz-cielo-el-clima-3292289/>

### Foto 3

National Geographic. (2018). Spectacular Norway Northern Lights [foto]. Retrieve from: <https://www.youtube.com/watch?v=izYiDDt6d8s>

### Foto 4

Pixabay. (2018). Tiempo cronometro. [foto]. Retrieve from: <https://pixabay.com/es/tiempo-gesti%C3%B3n-del-tiempo-cron%C3%B3metro-3222267/>

### Foto 5

Pixabay. (2018). Pequeña escena de la calle. <https://pixabay.com/es/par%C3%ADs-peque%C3%B1a-escena-de-la-calle-3702615/>

### Foto 6

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**Foto 9.**

Pixabay. (2018). Planeación. Negocio de Papel oficina. [foto]. Retrieve from: <https://pixabay.com/es/negocio-de-papel-oficina-aire-3190209/>

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**Imagen 1**

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**Imagen 2**

National Park Service. (2016). Descripción de las áreas de un glacier. Retrieve from: <http://glacier.org/wp/wp-content/uploads/2015/06/Glacier-2016-Summer-Newspaper.pdf>

**Tabla 2**

National Park Service. (2016). Agenda de actividades. Retrieve from: <http://glacier.org/wp/wp-content/uploads/2015/06/Glacier-2016-Summer-Newspaper.pdf>

**Foto 12**

Pixabay. (2018). Lago McDonald. [foto]. Retrieve from: <https://pixabay.com/es/lago-mcdonald-rocas-reflexi%C3%B3n-948853/>

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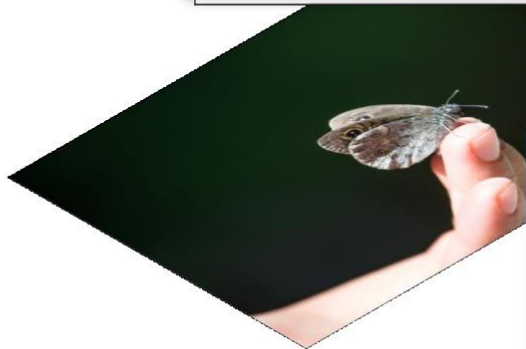
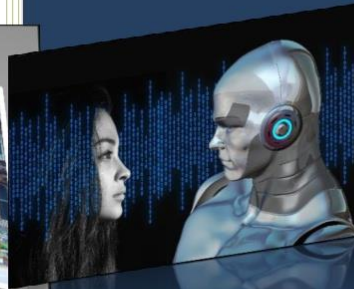
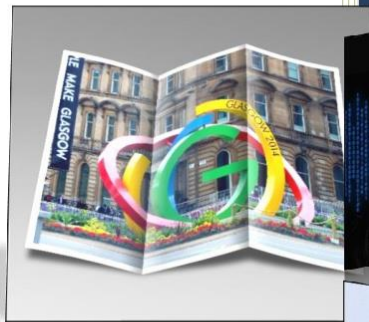
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# Unit 3.

**'EVERYTHING HAS CHANGED AND YET,  
I AM MORE ME THAN I'VE EVER BEEN.'**



(Iain Thomas)

[Todo ha cambiado y, sin embargo,  
soy más yo mismo que nunca]

## INTRODUCTION

We all know that technology has influenced human life in many different ways. In this Unit 3, you will be able to describe the impact of technological advances in relation to science. You will also:

- Describe achievements, changes and results.
- Describe events with a still valid past, identifying the starting moment and duration of the event.
- Identify the structure of a descriptive text, specifically a popularization of science text.
- Create an informative brochure organizing main ideas and supporting details.

### Further information



Contents Unit 3

### 3.1 Present Perfect

Description of achievements, changes and results.

#### ❖ Meaning

##### Perfect Aspect

**Aspect** refers to how an event or action is to be viewed with respect to time. The **perfect aspect** shows the effect of the past time in the referred time.

The **present perfect** is a tense that helps us to link the past to the present time. With the present perfect tense there is always a connection with now. The action in the past has a result, and the result is what we can see now. (Murphy, 1994)

Psychologists **have written** several books *about*

##### Example:



##### Analysis

When did psychologists write the books? **In the past**

When can we see the result? **Now**

So, this sentence is in *present perfect tense* because there is a connection between a completed, finished, ended, concluded action in the past and we can see the **result** now.

Activate  
Schemata



Let's read the text and then, answer the questions.



### 3 WAYS TECHNOLOGY HAS AFFECTED THE FIELD OF PSYCHOLOGY

It would be safe to say there isn't a professional field in existence which has not been greatly affected by the advent and advancement of technology. Careers arising from the discipline of psychology are no exception. Technology has changed the acquisition and implementation of the principles and knowledge of psychology forever.

#### 3 Examples of Change

Three of the ever-evolving ways technology has changed the field of psychology are: Educational Changes; Diagnostic Equipment Specialization; Technology-Based Therapy. (Adapted from Careers in Psychology, n.d.)

### QUESTIONS

❖ Which professional field has been affected by technology.

\_\_\_\_\_

❖ According to the text, how long will the changes last?

\_\_\_\_\_

❖ In which ways has technology changed the field of psychology?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

In the text above we can observe that an action in the past has a result, and the result is what we can see now. The present perfect is used to make the connection between the past and now.

### ❖ Use

We use the **present perfect tense** for:

#### Personal experiences or changes.

I have been to the NASA. It was an awesome experience.



An action or experience that happened at an unstated past.

Scientists have found a new treatment for border personality disorder.



**An action that happened in the past and the result is visible in the present.**

She has broken her arm, and she is in hospital at the moment.



**An action which has recently finished.**

I have just handed in my essay.



## ❖ Form

The *present perfect* is structured like this:

**subject+ has or have + the past participle.**



Image taken from (Macaulay, 2005, p. 24)

	Subject	Auxiliary	Past participle
<b>Affirmative</b>	I, you, we, they	have	spoken
	he, she, it	has	studied
Example:	<b>He has spoken about recent technological advances.</b>		
1. Complete:	_____ have _____ the brain.		

	Subject	Auxiliary	Past participle
<b>NEGATIVE</b>	I, you, we, they	have not / haven't	finished
	he, she, it	has not / hasn't	analyzed
Example:	<b>We haven't finished the electronic presentation.</b>		
2. Complete:	She _____ analyzed the results of her patient's personality type yet.		

QUESTIONS	Auxiliary	Subject	Past participle	Question mark
	have	I, you, we, they	decided studied	?
	has	he, she, it		
Example:				
Have you decided what to study after High School?				
3. Complete:				
_____ a vocational consultant _____ you?				

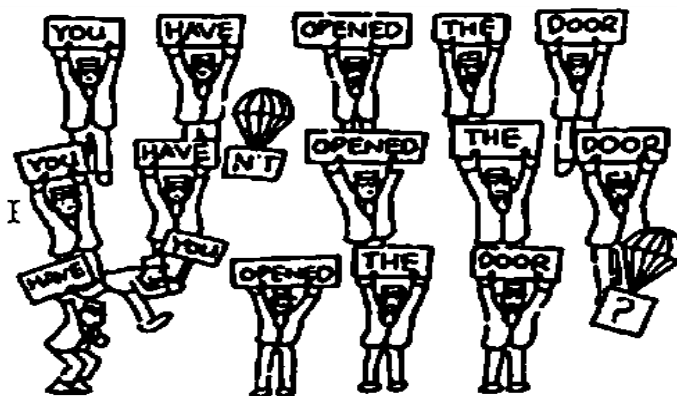


Image taken from (Macaulay, 2005, p. 26)

<b>NOTE:</b>	The past participle often ends in -ed. However, many different important verbs are irregular and then, we have to check lists of irregular verbs. In the Appendix of this text, you will find one.
--------------	--

### 3.2. Adverbs for Present Perfect

**Yet** means “until now”. It shows that the speaker is expecting something to happen. Use yet only in questions and in negative sentences.

Example:	<b>Have you finished your research yet?</b> <b>No, I haven't made my conclusion yet.</b>
1. Complete:	_____ you chosen a major _____? No, I _____ taken a decision _____.
1. Complete:	We have to place <b>yet</b> at the end of the sentence.

#### ALREADY

We use **already** to say that something happened sooner than expected. We can use **already** in affirmative sentences and in questions

Example:	Don't forget to e-mail me the file, will you? I've already sent it.
	Please, remind her to include examples in her paper. She has _____ included them.
	We place <b>already</b> between the auxiliary verb, have/has, and the main verb.

## JUST

Just means a short time ago. You can use just to say that something has recently finished

Example:	Would you like something to drink? No, thanks. I've just had a coffee.
3. Complete:	Would you like something to _____. No, thanks. I've _____eaten a sandwich.
	We place <b>just</b> between the auxiliary verb, have/has, and the main verb.

### 3.5. Description of achievements, changes and results

Activate  
Shemata



Fill in the gaps on the left using the possible answers on the right.

Personal experiences or changes.				
1	I have _____ to the American Psychological Association. It was an extraordinary experience.	infinitive	past simple	past participle
		am/are	was/were	been
An action or experience that happened at an unstated past.				
2	The kids _____ received therapy to overcome the loss of their mother.	have	has	hasn't

An action that happened in the past and the result is visible in the present.				
3	She _____ recovered her health, and now she's back to school.	has	hasn't	have

An action which has recently finished.				
4	I have _____ talked to my advisor.	just	yet	since

### 3.5.2 QUIZZ: ACHIEVEMENTS, CHANGES AND RESULTS

HIGH SCHOOL ACHIEVEMENTS, CHANGES AND RESULTS				
Considering your experiences during High School, tick YES or NO			YES	NO
Achievements				
1	I have learnt how to manage my freedom to be a better person.			
2	I have decided what to study after High School.			
3	I have understood that knowing people's personality allows me have healthy human relations.			
4	I have won academic, cultural or sports competitions.			

Changes			
5	I have modified my attitude towards my compromises. Now, I'm more responsible.		
6	I have changed my mind about what to consider when choosing a profession.		
Results			
7	I have acquired the average that my Faculty demands.		
8	I have appreciated the value of technological advances in my everyday life.		

### 3.5.3 Writing: Achievements, Changes and Results

- With your answers in the Quizz above (3.5.2), write two paragraphs and a brief reflection about what you have or haven't done yet during your studies in High School.
- Use already, just and yet, as much as you can.



### MY HIGH SCHOOL ACHIEVEMENTS, CHANGES AND RESULTS

During my High School studies I have already achieved




I have also changed


Besides, I have gotten these results:


However, I haven't


My reflection about my achievements, changes and results in High School is


### 3.3. Present Perfect Continuous


#### ❖ Meaning

Remember, in 3.1, we defined the present perfect tense as a tense that helps us to link the present and the past. With the present perfect tense there is always a connection with now. The action in the past has a result now.

Present perfect continuous is a tense that expresses the importance of the process of the action rather than the result of the action. The process that started in the past may or may not be finished now. The narrator pays attention to the process and its duration. (Murphy, 1994) (REI, 1991) (ENP, 2007).

To emphasize duration of an action that started in the past and continues up to the present.

#### Let's analyze these texts.

Present Perfect	
<b>DIGITAL GAMES.</b> Educational <b>psychologists have studied</b> the cognitive, social, and emotional impacts of game playing under various conditions. <b>They have found positive and negative results.</b> <b>Adapted from Handbook of Educational Psychology. (APA, 2015)</b>	
	<b>RESULT</b> They have found positive and negative results.

## Present Perfect Continuous

### HELPING OTHERS

In social psychology, the everyday concept of helpfulness is defined as the property of providing useful assistance. **For many years, social psychologists have been searching for answers to these questions:** Why and when, will people help? What can be done to lessen indifference and increase helping?

Adapted from Myers, 2017.



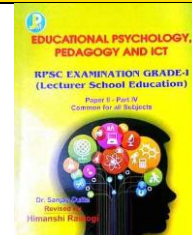
### PROCESS

For many years social psychologists have been searching for answers...

### ❖ Use

To emphasize the duration of an action that started in the past and continues up to the present.

Psychologists have been using technology in their treatments.



To emphasize the process of an action that started in the past and that has already finished, but the result of the action is visible in the present.

Jenny is tired because she has been typing for hours.



For actions repeated over a period of time.

Every month, he goes to therapy. He has been going there for two years.



### ❖ Form

**The *present perfect continuous* is structured like this:**

**Subject + has or have + been + verb+ing**



Image taken from (Macaulay, 2005, p. 30)

Affirmative	Subject	Auxiliary	Past participle of be	Gerund
	I, you, we, they	have	been	study <b>ing</b>
	He, she, it	has		develop <b>ing</b>

**Example:** He has been studying for his professional exam all week long.

1. Complete: Experts in technology \_\_\_\_\_ been \_\_\_\_\_ devices to control stress.

NEGATIVE	Subject	Auxiliary	Past participle of be	Gerund
	I, you, we, they	have not / haven't	been	thinking
	He, she, it	has not / hasn't		going

Example: She hasn't **been** paying attention to her responsibilities since she started drinking.

2. Complete: The therapists \_\_\_\_\_ **been** \_\_\_\_\_ to their clinic because there was a problem.

QUESTIONS	Auxiliary	Subject	Past participle of be	Gerund	?
	Have	I, you, we, they	been	travelling	
	Has	He, she, it		sending	

Example: Has Doctor Williams **been** travelling this month?

3. Complete: \_\_\_\_\_ you \_\_\_\_\_ sending information for the article?

### 3.2.4 Adverbs for Present Perfect Continuous

<b>FOR</b>	
We use <b>for</b> when we say a period of time (three hours, seven weeks, etc.)	
Example:	Theorists and researchers have been studying temperament and personality for decades.
1. Complete:	_____ nearly 30 years, volunteers have _____ collaborating on an investigation.
	We place <b>for</b> before a period of time.
<b>SINCE</b>	
We use <b>since</b> when we say the start of a period (9 o'clock, Wednesday, 2002, etc.)	
Example:	The therapist has been working in this clinic since 2010.
2. Complete:	In this research, scientists have _____ studying willpower _____ 2011.
	We place <b>since</b> before the start of a period.

### 3.6. Description of present events with a still valid past

Fill in the gaps on the left using the possible answers on the right.

	To <b>emphasize duration</b> of an action that started in the past and continues up to the present.
--	---

1	Psychologists _____ been using Donald Trump as an example of narcissism _____ 1988.  (The Week, 2015)	has / for	have / since	have / yet
---	---	--------------	-----------------	---------------

To **emphasize actions in progress** that started in the past and that have already finished, but the result of the action is visible in the present.

2	Apple has _____ new sensors for monitoring health.  (CNBC, 2018)	be / designing	being / creating	been / devel oping
---	--	-------------------	---------------------	--------------------------

**Actions that were repeated over a period of time.**

3	John M. Grohol, Psy.D. has been _____ about online behavior, mental health and psychology issues _____ more than 25 years.  (Psych Central)	writing / for	talking / since	listeni ng / yet
---	---	------------------	--------------------	------------------------

### 3.6.2 YOUR TURN

**In your everyday life, what actions have been taking place.**

To emphasize on the duration of an action that started in the past and continues up to the present.

1	Students _____ been using _____ since _____.
---	--



	To emphasize on the process of an action that started in the past and that has already finished, but the result of the action is visible in the present.
2	_____ have _____ thinking about _____
	For actions repeated over a period of time.
3	Psychologist have been _____ ing for _____

## Written and oral texts

### .3. Descriptive text. Scientific texts

Identify the structure of a descriptive text

#### ❖ Meaning

A descriptive text is a text that wants you to create a picture about what is being described. (BBC) Descriptions can be subjective or objective. A subjective description is when you give an opinion and someone may agree or disagree. For example: *Technology is always helpful*. On the other hand, an objective idea is a fact, a reality. For example: *The rate of bipolar disorder is increasing among the society*.

In this Unit 3, we will focus on objective descriptions, which are the type of ideas that are written in scientific texts. Scientific texts are applied to the study of science and research and they can have different formats. In this section, we'll study **Popularization of science texts**. Popularization of science is an attempt to describe scientific ideas in such a way that

everyone (especially non-scientists) can understand the fundamental concepts and have an idea of what science in essence is. (UNESCO, 2017)

By building a bridge between science and society the benefits of scientific knowledge can be used to improve daily lives, empower people and find solutions to global, regional and local challenges. (Vrije Universiteit Brussel)

The structure of a descriptive scientific text is precise and systematic: **introduction, development and conclusion** (EcuRed, 2018). Talking specifically about Popularization of science texts, the main characteristic is that they describe scientific ideas in such a way that everyone (especially non-scientists) can understand the fundamental concepts and have an idea of what science in essence is. (UNESCO, 2017)

**According to the text above, complete these sentences:**

1. Descriptions can be \_\_\_\_\_ or objective.
2. Descriptive scientific texts are written with this type of descriptions:  
\_\_\_\_\_.
3. Scientific texts are applied to the study of \_\_\_\_\_ and research.
4. Popularization of science texts try to connect science and \_\_\_\_\_.
5. Mention two benefits of popularization of science texts:  
\_\_\_\_\_
6. The structure of a descriptive scientific text is: \_\_\_\_\_, development,  
\_\_\_\_\_

**Example of Descriptive text: Popularization of science.**

**The Psychological Science of Self-Control**

In 2011, 27 percent of respondents reported that lack of willpower was the most significant barrier to change. Recent research suggests some ways in which willpower can in fact be strengthened with practice. In recent years, scientists have made some compelling discoveries about the ways that willpower works.

Lack of willpower isn't the only reason you might fail to reach your goals. Willpower researcher Roy Baumeister, PhD, a psychologist at Florida State University, describes three necessary components for achieving objectives: First, he says, you need to establish the motivation for change and set a clear goal. Second, you need to monitor your behavior toward that goal. The third component is willpower.

At its essence, willpower is the ability to resist short-term temptations in order to meet long-term goals. Researchers explored self-control in eighth-graders over the course of the school year. They found students who ranked high on self-discipline had better grades, better school attendance, and higher standardized-test scores, and were more likely to be admitted to a competitive high school program. Self-discipline, the researchers found, was more important than IQ in predicting academic success.

The benefits of willpower seem to extend well beyond the college years. Scientists found that individuals with high self-control in childhood grew into adults with greater physical and mental health, fewer substance-abuse problems and criminal convictions, and better savings behavior and financial security.

**Defining Willpower** According to most psychological scientists, willpower can be defined as:

- The ability to delay gratification, resisting short-term temptations in order to meet long-term goals.
- The capacity to override an unwanted thought, feeling or impulse.
- The ability to employ a “cool” cognitive system of behavior rather than a “hot” emotional system.
- Conscious, effortful regulation of the self by the self.
- A limited resource capable of being depleted.

**Adapted from (American Psychological Association, 2018)**

### 3.4. Main ideas and supporting details

Create an informative brochure organizing main ideas and supporting details

#### Main Idea

**Remember.** In UNIT 1, you studied main ideas and supporting details. The main idea is the point that the author wants to make about the topic. The main idea is located in three different places in a paragraph: beginning, middle, end. However, sometimes it is not stated, it is Implied (you have to infer what the author wants to say). (Pavlik, 2004)

#### **SUPPORTING DETAILS**

Supporting details make ideas understandable. They try to prove a point. They should answer questions posed by the main idea, such as: “Why? What do you mean? Can you prove it? Supporting details describe,

illustrate, or explain a point with: Descriptions, Examples; Statistics; Experts; or (Written) Facts

### Activity 3.1.

Using the text *The Psychological Science of Self-Control* follow these instructions:

1. Highlight in green the main ideas in each paragraph.
2. Highlight in yellow one supporting detail for that main idea.
3. Identify the type of the supporting details.

### 3.8 MAKING A TRI-FOLD BROCHURE



### Activity 3.2.

Using the text *The Psychological Science of Self-Control* make a brochure following these guides:

1. Read the following text:

Do

- Do write in short sentences. The format of a brochure doesn't allow you to be verbose.
- Do use bulleted lists when possible.
- Do try to make your brochure as helpful as possible.

- Do leave some space, free from any text or graphics in your brochure.
- Do only use quality paper.
- Do keep it relatively simple. Using too many fonts and bold lettering, tilt, and color will make your brochure look unprofessional.

### Don't

- Don't create a complicated design. Include only graphical and textual information that directly refers to what you are telling.
- Don't combine colors just because you like them. They can be bright and rich but totally inappropriate together.
- Don't try to cram all the information you can onto a single sheet of paper.
- Don't make your brochure too thick.
- Don't forget to add contact information at the end of the brochure.

Adapted from (Academic Help, 2018)

### 2 Watch the video How to make a Brochure using Word?

This video is just an example. You can watch as many as you want to.



Video 3.1.

3. Create a tri-fold brochure using the main ideas and supporting details that you highlighted in **3-1-**

4. Use Present Perfect, Present Perfect Continuous, yet, already, just, since, for (that you studied throughout Unit 3)

5. Check your tri-fold brochure with the rubric included on the next page.

### TRI-FOLD BROCHURE RUBRIC

	CONCEPT	BAND (0-1)
1	Do write in short sentences.	
2	Do use bulleted lists when possible.	
3	Do try to make your brochure as helpful as possible.	
4	Do leave some space, free from any text or graphics in your brochure.	
5	Do only use quality paper.	
6	Do keep it relatively simple. Using too many fonts and bold lettering, tilt, and color will make your brochure look unprofessional.	
7	Don't create a complicated design. Include only graphical and textual information that directly refers to what you are telling.	
8	Don't combine colors just because you like them.	
9	Don't try to cram all the information.	
10	Don't forget to add contact information at the end of the brochure.	

### Structure Practice

11	Include sentences in present perfect.	
12	Include adverbs just, already, yet.	
13	Include sentences in present perfect continuous.	

14	Include adverbs for, since.	
----	-----------------------------	--

**Self Evaluation**

**SELF EVALUATION**

After studying Unit 3, NOW I CAN

	YES	NO
<ul style="list-style-type: none"> <li>Describe achievements, changes and results.</li> </ul>		
<ul style="list-style-type: none"> <li>Describe events with a still valid past, identifying the starting moment and duration of the event.</li> </ul>		
<ul style="list-style-type: none"> <li>Identify the structure of a descriptive text, specifically a popularization of science text.</li> </ul>		
<ul style="list-style-type: none"> <li>Create an informative brochure organizing main ideas and supporting details.</li> </ul>		

## Further Practice



Unit 3

## Test yourself!



Testsx Unit 3



## ANSWER KEY

### 3.1 PRESENT PERFECT

#### 3.1.2 READING COMPREHENSION

1	Every professional field in existence has been affected by technology.
2	The changes will last forever.
3	Three ways technology has changed the field of psychology are: Educational Changes, Diagnostic Equipment Specialization, Technology-Based Therapy.

#### 3.1.4 FORM

1	Four different answers I / studied You / studied We / studied They / studied
2	Two different answers has not hasn't
3	Has / guided

#### 3.1.5 ADVERBS

1	Have / yet haven't / yet
2	already
3	eat / just

### 3.5.1 DESCRIPTION OF ACHIEVEMENTS, CHANGES AND RESULTS

1	been
2	have
3	has
4	just

### 3.2 PRESENT PERFECT CONTINUOUS

#### 3.2.3 FORM

1	have / developing
2	haven't / going
3	Have / been

#### 3.2.4 ADVERBS

1	For / been
2	been / since

### 3.6.1 DESCRIPTION OF PRESENT EVENTS WITH A STILL VALID PAST

1	have / since
2	been / developing
3	writing / for

### 3.7.1 IDENTIFY THE STRUCTURE OF A DESCRIPTIVE SCIENTIFIC TEXTS

1	subjective
2	objective
3	science
4	society
5	Popularization of science texts can be used to improve daily lives, empower people and find solutions to global, regional and local challenges.
6	Introduction / conclusion

### 3.4.3 PRACTICE OF MAIN IDEAS AND SUPPORTING DETAILS

	<b>The Psychological Science of Self-Control</b>	TYPE OF SUPPORTING DETAIL
1	In 2011, 27 percent of respondents reported that lack of willpower was the most significant barrier to change. Recent research suggests some ways in which willpower can in fact be strengthened with practice. In recent years, scientists have made some compelling discoveries about the ways that willpower works.	EXPERTS
2	Lack of willpower isn't the only reason you might fail to reach your goals. Willpower researcher Roy Baumeister, PhD, a psychologist at Florida State University, describes three necessary components for achieving objectives: First, he says, you need to establish the motivation for change and set a clear goal. Second, you need to monitor your behavior toward that goal. The third component is willpower.	EXPERTS

3	At its essence, willpower is the ability to resist short-term temptations in order to meet long-term goals. Researchers explored self-control in eighth-graders over the course of the school year. They found students who ranked high on self-discipline had better grades, better school attendance, and higher standardized-test scores, and were more likely to be admitted to a competitive high school program. Self-discipline, the researchers found, was more important than IQ in predicting academic success.	EXAMPLE
4	The benefits of willpower seem to extend well beyond the college years. Scientists found that individuals with high self-control in childhood grew into adults with greater physical and mental health, fewer substance-abuse problems and criminal convictions, and better savings behavior and financial security.	EXAMPLE
5	<p><b>Defining Willpower</b> According to most psychological scientists, willpower can be defined as:</p> <ul style="list-style-type: none"> <li>• The ability to delay gratification, resisting short-term temptations in order to meet long-term goals.</li> <li>• The capacity to override an unwanted thought, feeling or impulse.</li> <li>• The ability to employ a “cool” cognitive system of behavior rather than a “hot” emotional system.</li> <li>• Conscious, effortful regulation of the self by the self.</li> <li>• A limited resource capable of being depleted.</li> </ul>	WRITTEN FACTS

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# Unit 4.

' I COULD BE WRONG. NOT BEING CERTAIN IS WHAT BEING A PHILOSOPHER IS ALL ABOUT. '



(Terry Pratchett)

[Pudiera error, no estar seguro es filosofar]

## INTRODUCTION

### *General Objective (Goal)*

This unit is about mystery stories and making inferences about it. You will learn about inferences of certainty and probability, characteristics and stages of the short story as well as reading for specific information.

To achieve this goal you will...

- activate your previous knowledge about the topic.
- solve different grammatical exercises to practice.
- analyse grammatical information, diagrams and charts.
- watch a video about a detective riddle.
- read an extract from a magazine article about forensics and two different short stories.
- complete a comic strip to finish the mystery story.

### Further information



Contents Unit 4



## 4.1 Inference of Certainty. Must/Can't

### Activate Shemata



Image 2. Pencil on White Smartcase Near Eyeglasses. (2016). Pexels. Retrieved: <https://www.pexels.com/photo/yellow-pencil-on-white-book-near-camera-163182/>

#### I. Circle the options you prefer.

##### 1. What is a detective like?

- curious
- attentive to detail
- hard-working
- calm
- perseverant
- patient
- organized
- others: \_\_\_\_\_

##### 2. Which detective skills do you have?

- Critical thinking
- Problem solving
- Good observer
- Technology
- Chemistry
- Math
- Critical thinking
- Biology
- Written and Oral Communication
- Others: \_\_\_\_\_

#### II. Watch the riddle “The case of the broken vase” on you tube and try to discover who the guilty boy is, then answer the questions below.



Video 1 Unit 4

Image 3. 2 Detective Riddles Will Reveal If You're a Psychopath (2018). Retrieved from: <https://www.youtube.com/watch?v=OMcXWPSkz84>

## Questions

1. At the beginning, who did you think the guilty boy was?


2. What elements made you think so?




Imagen 4. Niño ejecución feliz jugar-activos. (2018). Pixabay Retrieved from:

<https://pixabay.com/es/ni%C3%B1o-ejecuci%C3%B3n-feliz-jugar-activos->

## ❖ MEANING

The Collins dictionary defines an ***inference*** as a conclusion that you draw about something by using information that you already have about it.

On the previous video some inferences were expressed:

### EXAMPLES

- “Peter and Paul ***can’t*** both ***be*** telling the truth”
- “That’s why Patrick and Paul ***can’t be*** lying”.

The previous examples are called ***INFERENCES OF CERTAINTY*** and mean that you are 100% certain that a situation is possible or impossible.



Image 5. Perfect. The noun Project. (n/d) Retrieved from: <https://thenounproject.com/search/?q=perfect&i=1221120>

## ❖ USE

**MODALS** are words that refer to ability, necessity, permission, request, advice, probability, certainty etc. There are specific modals for each case, but to express inferences of certainty you use modals **CAN'T** and **MUST**.

MODAL	USE	INFERENCE OF CERTAINTY
<b>MUST</b>	100% Possible situation	"Peter <u>must be</u> the one who broke the vase"
<b>CAN'T</b>	100% Impossible situation	"That's why Patrick and Paul <u>can't be</u> lying"

Chart 2. Inferences of Certainty Use. Reyes, (2018).

For example with the inference "That's why Patrick and Paul can't be lying", the modal "can't" is used because the evidence given on the video helps you be 100% certain that it was impossible for them to be guilty.

On the other hand, you can also express another inference by saying that "Peter must be the one who broke the vase" because the evidence helps you be 100% sure that is a possible situation.

## ❖ FORM

In the chart below notice that for expressing inferences of certainty you need the following elements: subject, modal, infinitive verb (without "to") and complement.

FORM	MEANING
<p style="text-align: center;"><b>MUST</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;"><b>Subject + modal + infinitive + complement</b></p> </div> <p style="text-align: center;">Someone    must            be            at home</p>	<p style="text-align: center;"><b>CERTAINTY</b></p> <p>You are 100% sure that is possible.</p>
<p style="text-align: center;"><b>CAN'T</b></p>	<p style="text-align: center;"><b>CERTAINTY</b></p> <p>You are 100% sure that is impossible.</p>

<b>Subject + modal + infinitive + complement</b>	
My sister can't be here	

Chart 3. Inferences of Certainty Form-Meaning Connection. Reyes, (2018).

### Activity 4.1.

**Complete the inference of certainty by using the correct modal.**

1. As a detective, Susan is very professional and serious. She \_\_\_\_\_ be joking about the case.
2. I haven't finished the story but Jack was found on the crime scene so he \_\_\_\_\_ be guilty.
3. The missing girl \_\_\_\_\_ be with her boyfriend. The detective's report confirms it.
4. The Sherlock Holmes's mystery story I'm reading is turning out very interesting, I'm sure who the Killer is. The killer \_\_\_\_\_ be George.
5. Xavier studied Law in Harvard, did a PhD in Forensic Science and has solved the most difficult cases. He \_\_\_\_\_ be our detective for this case.
6. Albert has photos from the first and Second World War. He \_\_\_\_\_ be the oldest man in the village.
7. Carl's mother told me that he didn't take the car that night. He \_\_\_\_\_ be responsible for the accident.

### Activity 4.2.

**Write "C" if the sentence refers to an inference of certainty and "O" for other type of inference.**

1. (    ) Susan must be mistaken. I read the chemistry research and he is not the suspect.
2. (    ) Paola has pictures as a baby at the time of the 68 Olympic Games. She must be older than her brother the lawyer.

3. (    ) Somebody is knocking at the door and it's midnight. That might be the thief from the news.
4. (    ) Camila should be 5 years in jail. She's a difficult and problematic girl.
5. (    ) Jonathan can't be the man who yelled at you at the police station. He is in Europe.
6. (    ) Erika should go to the psychologist; she has a lot of family issues.
7. (    ) Somebody moved my favorite doll from my bed and nobody was at home. That might be a ghost.

#### 4.2 Inference of probability might/could

Activate  
Shemata



**Complete the diagram with words related to the center idea.**

crime	victim	evidence	jail	footprints	prosecutor	DNA
	crime scene	investigator	blood	tissues	fingerprints	
guilty	attorney	murder	likeness	suspect		

### ACTIVITY 4.3

Read the following extract from a magazine article about forensic science and answer the questions according to the magazine extract.

## How Science Is Putting a New Face on Crime Solving



Image 6.

On September 1, 2015, the Calcasieu Parish Sheriff's Office in Lake Charles, Louisiana, released to the media a likeness of the white male suspected in the killing of Sierra Bouzigard. The image produced by Parabon Nano Labs expresses both how much of a person's appearance can be coaxed from DNA and how much cannot. The face is eerily devoid of personality or affect. Nothing lurking in the eyes suggests a troubled childhood; there's no sneer on the full lips that might betray a penchant for evil or contempt for the law. It could be your second cousin, or the guy who served you at the deli yesterday, or the fellow you have a crush on in your graduate economics seminar. Or it could be the man who in 2009 battered a young woman to death.

#### Just in case...

##### Glossary

**Likeness:** image, portrait.  
**Coax:** influence, persuade.  
**Eerily:** strangely, bizarrely  
**Devoid:** Lacking of, deficient  
**Lurk:** hide  
**Sneer:** condemn  
**Bat:** hit with a solid object.

Image 6. Policía escena del crimen asesinato. (2018). Pixabay. Retrieved from: <https://pixabay.com/es/polic%C3%ADa-escena-del-crimen-asesinato-3284258/>

Retrieved from: <https://www.nationalgeographic.com/magazine/2016/07/forensic-science-justice-crime-evidence/?user.testname=none>

1. What are the characteristics of the likeness of the suspect produced by Parabon Nano Labs?

2. Who could be the person that the likeness refers to?

3. With the information on the article, are you certain of who the killer of Sierra Bouzigard is? Yes/ No

## ❖ Meaning

Remember that...

An inference is a conclusion that you draw about something by using information that you already have about it.

We often make ***inferences*** like the author of the previous article. On that magazine article, there are examples of inferences of **PROBABILITY** which mean the writer is ***not 100% certain*** of the situation.



Image 7. Probability. (n/d). The noun Project. Retrieved from: <https://thenounproject.com/search/?q=probability&i=224105>

### EXAMPLES OF INFERENCE OF PROBABILITY

### MEANING

- No sneer on the full lips that might betray a penchant for evil. ***Not 100% sure or certain*** of the situation
- It could be your second cousin. It could be the man who in 2009 battered a young woman to death

In other words, there are ***not enough elements to conclude something***.

## ❖ Use

You use inferences of ***probability*** when you do ***not have enough evidence to be certain about a situation*** so the person guesses or speculates. For expressing inferences of PROBABILITY, modals MIGHT and COULD are used.

MEANING	USE	EXAMPLES
NOT 100% SURE of a situation.	INFERENCES OF PROBABILITY	<ul style="list-style-type: none"> <li>No sneer on the full lips that <u>might</u> betray a penchant for evil.</li> <li>It <u>could</u> be your second cousin.</li> <li>It <u>could</u> be the man who in 2009 battered a young woman to death.</li> </ul>

On the first example above you don't have enough evidences to be certain that the portrait is 100% accurate, however there is a probability.

On the second and third example, it is not known who the killer is, so we can only make inferences of probability about it using the modal verbs MIGHT AND COULD.

❖ **Form**

To express inferences of probability you need the following grammatical elements:

FORM ELEMENTS				MEANING
<b>Subject + Modal for probability + Infinitive + Complement</b>				Probability (Not 100% sure of a situation).
Sara party.	might	go	to the	
Peter	could	have	a car.	

Chart 4. Inferences of Probability Form-Meaning Connection. Reyes, (2018).

As you can see on the chart, you need a **subject**, the modal word that refers to probability (**might or could**) , the **infinitive form of a verb** without "to" (Sara **might to go** to the party) and the **complement**.



### Activity 3.4.

**Make inferences using the modals for probability.**

1. Judging by the victim's accent, she \_\_\_\_\_ be from Colombia.
2. Claudia has been watching the crime scene for 5 hours. She \_\_\_\_\_ be hungry or tired.
3. Nobody's answering the phone at the sheriff's office. He \_\_\_\_\_ be on duty or eating lunch, I don't know.
4. Robert has good skills with weapons. He \_\_\_\_\_ be a policeman.
5. Amanda was invited to a party at night. But it's rainy outside, She \_\_\_\_\_ be at home instead of the party, I'm not sure.

### Activity 4.5.

**Write "C" if it is an inference of certainty or "P" if it is an inference of probability.**

1. (    ) I might watch a mystery movie on the weekend.
2. (    ) He could be the owner of the haunted house downtown.
3. (    ) That man can't be Peter. He is in London studying abroad.
4. (    ) Don't worry. Luis was obviously joking. He can't be serious about the ghost story.
5. (    ) The mystery girl from the news might be alive. I saw her photos at the beach on Facebook.

### 4.3 Narrative text: Short story

**What is a short story?**

According to the encyclopedia Britannica a **Short story** is a brief fictional prose narrative that is shorter than a novel and that usually deals with only a few characters.

Short Stories come from oral storytelling tradition, which included anecdotes, fables, fairy tales, and parables as well as the ancient Mediterranean epics like 'The Epic of Gilgamesh' and Homer's 'Iliad.'

You can check some of the most important characteristics of a short story in the diagram below. For example it is concise compared to a novel and you can find only one or two characters in a single setting which is “in medias res” or in the middle of things. That’s why the most popular topics are daily life, mystery suspense among others.

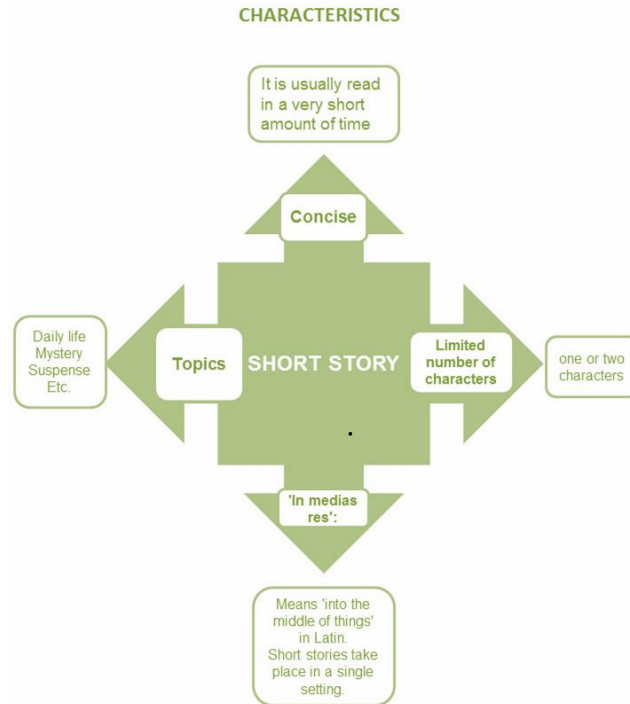


Diagram 1 Short Story Characteristics. Reyes, 2018.

#### Activity 4.6.

Read the following summary about a famous short story by Edgar Allan Poe called “The golden bug”, and then complete the chart about the characteristics of a short story.



**The Gold Bug** is a mystery story by Edgar Allan Poe, published in 1843 in the Philadelphia *Dollar Magazine*; it was later published in the collection *Tales* (1845). The central character, William Legrand, has sequestered himself on Sullivan’s Island, South Carolina, after a series of economic setbacks. With his servant Jupiter he finds a golden beetle. The parchment in which he captures it is later revealed to be inscribed with cryptic writing and an emblem similar to the death’s-head marking on the insect. Legrand deciphers the message and follows its strange instructions, which lead him to uncover the buried treasure of Captain Kidd.

Retrieved from: <https://www.britannica.com/topic/The-Gold-Bug>

Image 8. Gold icon bug. (n/d). Icons place. Retrieved from: <https://iconsplace.com/gold-icons/bug-icon-6/>

Characteristics	Short Story Name:
Length	70 pages approx. Shorter than a novel.
Number of characters	
Setting/ place	
Topic	



Image 9. Leather bound Dickens. Foto. (2005). Retrieved from: <https://es.freeimages.com/photo/leather-bound-dickens-1425758>

#### 4.4 Detailed Reading



You studied this reading strategy in Unit 2. So just remember that...

*Detailed reading refers to finding specific details or information in a text.*

*It is used when we answer activities that include detailed reading questions in exams or similar exercises.*

Let us practice this strategy with the next activity.

#### Activity 4.7.

**Read the following short story carefully and then answer the questions.**

#### *A Strange Story*

By O. Henry

In the northern part of Austin there once dwelt an honest family by the name of Smothers. The family consisted of John Smothers, his wife, himself, their little daughter, five years of age, and her parents, making six people toward the population of the city when counted for a special write-up, but only three by actual count.

One night after supper the little girl was seized with a severe colic, and John Smothers hurried down town to get some medicine.

He never came back.

The little girl recovered and in time grew up to womanhood.

The mother grieved very much over her husband's disappearance, and it was nearly three months before she married again, and moved to San Antonio.

The little girl also married in time, and after a few years had rolled around, she also had a little girl five years of age.

She still lived in the same house where they dwelt when her father had left and never returned.

One night by a remarkable coincidence her little girl was taken with cramp colic on the anniversary of the disappearance of John Smothers, who would now have been her grandfather if he had been alive and had a steady job.

"I will go downtown and get some medicine for her," said John Smith (for it was none other than he whom she had married).

"No, no, dear John," cried his wife. "You, too, might disappear forever, and then forget to come back."

So John Smith did not go, and together they sat by the bedside of little Pansy (for that was Pansy's name).

After a little Pansy seemed to grow worse, and John Smith again attempted to go for medicine, but his wife would not let him.

Suddenly the door opened, and an old man, stooped and bent, with long white hair, entered the room.



Image 10. Padre e Hija.Foto. 2014.  
Retrieved from:  
<https://pixabay.com/es/padre-hija-el-amor-beso-enmarcado-445096/>

"Hello, here is grandpa," said Pansy. She had recognized him before any of the others.

The old man drew a bottle of medicine from his pocket and gave Pansy a spoonful.

She got well immediately.

"I was a little late," said John Smothers, "as I waited for a street car."

## The end

Story retrieved from: <https://americanliterature.com/author/o-henry/short-story/a-strange-story>

### Choose the correct answer

1. How many members conformed The Smother's family?

- a) 3
- b) 6
- c) 7
- d) 4

2. What was the problem with the 5 year old girls mentioned on the text?

- a) They disappeared.
- b) They had a severe colic.
- c) They left with their father.
- d) They got married years later.

3. What happened to John Smith?

- a) He never returned.
- b) He found John Smother.
- c) He died when he went out.
- d) He decided to stay at home.

4. Who was Pansy?

- a) John Smith's daughter.
- b) John Smothers' daughter.
- c) John Smith's wife.
- d) John Smothers' wife.

5. What happened to John Smothers?

- a) He had an accident
- b) He decided to never come back.
- c) He suddenly appeared
- d) He appeared but then left again.

#### 4.5 Express inferences of certainty

#### Activity 4.8.

**Be a detective, check the clues and write inferences of certainty for each situation.**



Image 11. Helpful hints. (n/d). Retrieved from: <http://clipart-library.com/clipart/1117624.htm>

Clues/ Evidence	Inference of certainty.
-7:00 pm. The burglar is inside the house. -7:01 pm. The police officers are waiting outside the house to catch the burglar.	1. The burglar _____ in jail by now.
-The Sheriff's wife is from France. -He has a picture of a French woman on his office.	2. The woman _____ his wife.
-The teenage suspect reads the final verdict. - After reading the document, he feels happy and relieved.	3. The young boy _____ in jail again.
-A small size jacket was found on the crime scene. - Officer Johnson lost his jacket. -The officer is very tall and heavy.	4. That _____ Johnson's jacket.
-The accused is waiting for his lawyer. -A friendly and well-dressed woman is approaching. -She is carrying a leather portfolio.	5. She _____ my lawyer.

## 4.6 Express inferences of probability

### Activity 4.9.

Give an inference of probability according to each situation or story.

#### Situation 1



Mandy bought a lottery ticket.  
What is her economic position?

\_\_\_\_\_.

Image 12

#### Situation 2



I couldn't get to work. My keys are not in my pocket or on my desk.  
Where are the keys?

\_\_\_\_\_.

Image 13

#### Situation 3



**The Knock**  
By: NT FRANKLIN

Image 14

The knock at the door came sooner than she expected.  
Two police officers looking concerned.  
Seems her boyfriend Tommy was found dead in a ditch. With damage to her car and blood on the hood, they wanted to know her whereabouts last night.  
"I wasn't cheating" was all she said.

Retrieved from: <https://fiftywordstories.com/tag/crime/>

Why did she say that?

\_\_\_\_\_.

#### Situation 4



**Inquiring Minds**  
By. PONTIUS PAIVA

"Again with the sacrificial cults?" the editor shouted, tossing her draft in the trash. "We're not a tabloid."

"But people need to know-"

"That you have an axe to grind?" he interrupted. "Bring me a real story, or you're fired!"

And that's when she noticed the blood on his shoe.

Image 15

Retrieved from: <https://fiftywordstories.com/tag/mystery/>

Who killed the man?

---

Image 12 Lottery. (n/d). Foto. Pixabay.. Retrieved from: <https://pixabay.com/es/loteria-sorteo-bingo-bombo-suerte-174132/>

Image 13. Keys. (n/d). Clipart library. Retrieved from: <http://clipart-library.com/clipart/rcnAGddcR.htm>

Image 14 The knock. 2006. Foto. Freeimages. Retrieved from: <https://es.freeimages.com/photo/knock-1175643>

Image 15. Axe. (s/n). Clipart Library Retrieved from: <http://clipart-library.com/clipart/n427158.htm>

## 4.7 Short story structure

Throughout the unit you have learned about the basic characteristics of a short story such as length, number of characters, setting and topics. But in this part of the unit will learn about the stages of a short story.

The following diagram shows the short story structure.

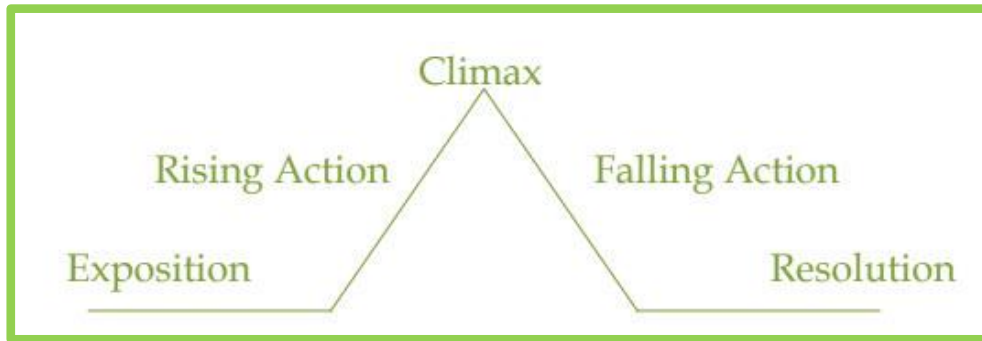


Diagram 2. Short Story Stages. (n/d). Retrieved from: <http://jfmuller.faculty.noctrl.edu/toolbox/examples/cihock10/narrative.pdf>

**Stage 1. Exposition.** The author introduces the story, characters, setting, and main conflicts.

**Stage 2. Rising Action.** The conflicts start to evolve and complications may occur.

**Stage 3. Climax.** The highest point of the story.

**Stage 4. Falling Action.** Problems are being solved.

**Stage 5. Resolution.** Ending of the story. Problems solved.



Analyse the stages in this famous short story example so you can understand it better.

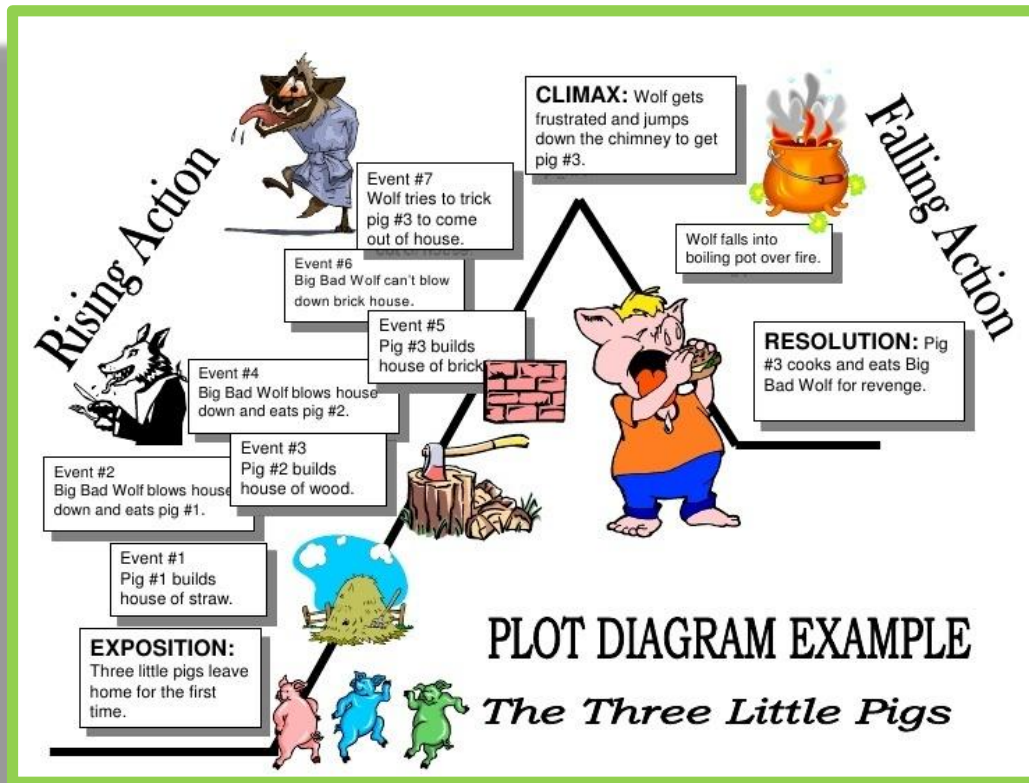


Diagram 3. Plot Diagram Example. The Three Little Pigs. 2017. Retrieved from: <https://www.quora.com/What-is-an-exposition-rising-action-climax-falling-action-and-resolution>

## Activity 4.10.

Read the following story then complete the stages on the diagram.

### **The Night Of 22Nd November**

By Mohammad Ali Khan

#### CHAPTER 1

As a rainstorm blew outside, Ali Khan sat watching TV in his apartment. It was one o'clock in the night

when someone rang his apartment's bell.

Ali was wondering as to who it might be at that hour. He looked through the peephole, but couldn't see anyone. He then opened the front door of his apartment, but no one was there. While closing the door though, he heard a boy's voice.

"Help me! Help me, Sir!"

Ali opened his door again, but there was no one. As Ali settled on his couch to focus on the TV again, he heard something knock against his window. He rushed forward with more curiosity. What he saw through his window was a boy, about 10 years old, standing next to the bushes with an innocent expression on his face calling for help.

"Help me, Sir!"

Ali hurriedly picked up his umbrella from beside the door and rushed out, but by the time he reached out, the boy had disappeared.

#### CHAPTER 2

Fear started building up inside Ali Khan and adrenaline rushed through his body. The rainstorm was stronger now accompanied by lightning. Before he could get back inside, he heard the same voice again.

"Help me! Help me, Sir!"

Only this time, it was coming from the 8th floor of the apartment. Ali saw the same boy standing on the ledge of apartment's balcony & before Ali could do anything, the boy jumped.

The boy came crashing down, hitting the ground in a matter of seconds and there was no chance for Ali to save him. Blood oozing out from his head, the boy lay motionless.

Ali slowly started to head toward the boy's body, with dangling footsteps and fear holding him tight as he reached the spot. He thought of picking up the boy's body, but before he

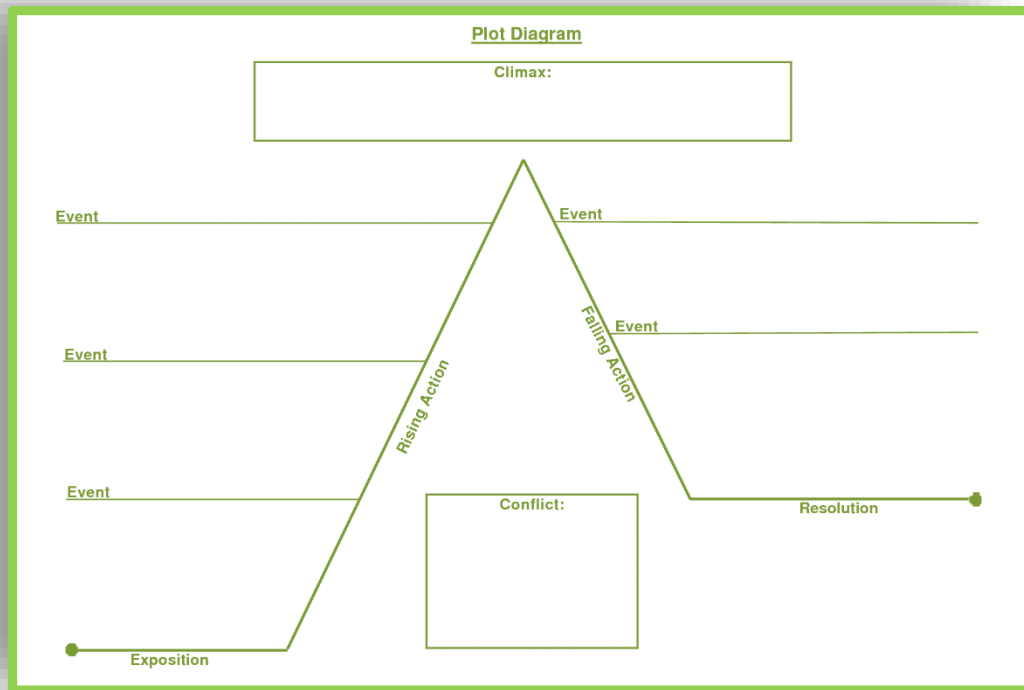


Image16. Ball fun game ball. Foto. (n/d). Retrieved from:<https://www.pexels.com/photo/ball-fun-game-goal-364308/>

could reach out for it, the body disappeared from the spot and there was no sign of blood left either. Lightning struck in the sky and Ali Khan fainted on the spot.

### CHAPTER 3

Next day Ali Googled for any mishaps in that area and came to know that a boy named Sahir, about 10 years old, had died last year, having fallen from the 8th floor of his apartment. The boy had fallen while trying to catch his football when it had fallen from the 8th floor into the bushes beneath Ali Khan's apartment, on the night of 22nd November.



Retrieved from: <https://storymirror.com/read/story/english/24tzpvhf/the-night-of-22nd-november>

## 4.8 Short story description to solve mysteries on a comic strip

### Activity 4.10.

**Read the following story and write a possible ending according to the comic strip and solve the mystery.**

To the Terminus  
By Bill Cox

The buildings outside look bizarre, different. The people we pass look... odd. Whose idea was this?

"Let's take the bus to the terminus. See where it goes!"

We've been driving for hours now. It's dark outside, but there are two moons in the sky. I just want to go home!



## Self-evaluation

Put a checkmark if your story includes the last two Short Story Stages.

Short Story Stage	Comic Strip Includes:
<b>Stage 1. Exposition.</b> The author introduces the story, characters, setting, and main conflicts.	<input checked="" type="checkbox"/>
<b>Stage 2. Rising Action.</b> The conflicts start to evolve and complications may occur.	<input checked="" type="checkbox"/>
<b>Stage 3. Climax.</b> The highest point of the story.	<input checked="" type="checkbox"/>
<b>Stage 4. Falling action.</b> Problems are being solved.	<input type="checkbox"/>
<b>Stage 5. Resolution.</b> Ending of the story. Problems solved.	<input type="checkbox"/>

## Self-evaluation

### Self-Evaluation UNIT 4

You reached to the end of unit 4. It is very important that you solve the following activity and analyse the information to see if you have achieved the objective.

**Instructions: Put a checkmark ✓ on the statement that is true for you.**

I can...	
<ul style="list-style-type: none"> <li>identify and express inferences of certainty from a situation.</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>identify and express inferences of probability from a situation.</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>identify characteristics and the structure of a short story.</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>identify specific details or information on a text.</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>read a mystery story and solve the case.</li> </ul>	<input type="checkbox"/>

## Further practice



Unit 3

## Test yourself!



Test yourself Unit 4

## Answer Key

ACTIVITY 1: Answers may vary.

ACTIVITY 2: Answers may vary.

ACTIVITY 3: 1. Can't, 2. Must, 3. Must, 4. Must, 5. Must, 6. Must, 7. Can't

ACTIVITY 4: 1.C, 2. C, 3. O, 4. O, 5. C, 6. O, 7. O

ACTIVITY 5:



ACTIVITY 6: 1. Devoids of personality or affect. 2. It could be anyone, your second cousin, the guy who served you at the deli yesterday, the fellow you have a crush on your economics seminar, or it could be the man who battered a young woman to death. 3. No. We aren't certain because not enough evidence exists.

ACTIVITY 7: 1. might/could, 2. might/could, 3. might/could, 4. might/could, 5. might/could.

ACTIVITY 8: 1. P; 2. P; 3. C; 4. C; 5. P

ACTIVITY 9: Length: 70 pages approx.; Number of Characters: 2; Setting/ Place: Sullivan's Island, South Carolina; Topic: Mystery

ACTIVITY 10: 1. A; 2. B; 3. D; 4. A; 5. c

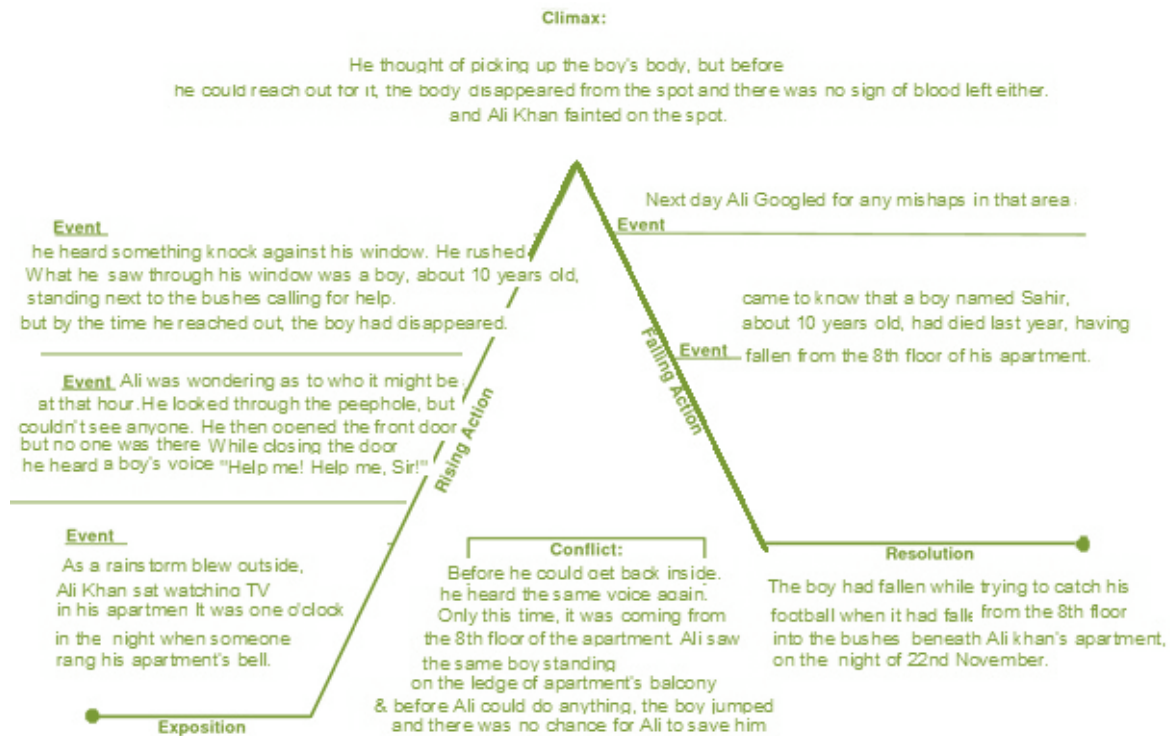
ACTIVITY 11: 1. must be; 2. must be; 3. can't be; 4. can't be; 5. must be

ACTIVITY 12; Answers may vary, here are some possible answers:

1. She might/ could be a millionaire; 2. They might/ could be anywhere (options might vary); 3. The girl might/ could be guilty; 4. The axe might be enchanted; 5. The man might/ could be perfect for the job because of his condition and honesty.

ACTIVITY 13.

Your answers might be simplified or described with your own words, but check that has the central idea on each stage.



#### ACTIVITY 14 Answers may vary

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## Images

Image 1

The great detective. Foto. (2005).Retrieved from:

<https://es.freeimages.com/photo/the-great-detective-1425530>

Imagen 2

Pencil on White Smartcase Near Eyeglasses. Foto. (2016). Pexels.  
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Image 3

2 Detective Riddles Will Reveal If You're a Psychopath (2018). Retrieved from:  
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Imagen 4

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Image 9

Leather bound Dickens. Foto. (2005). Freeimages Retrieved from:  
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Image 10

Padre e Hija.. Foto (2014). Pixabay. Retrieved from:  
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Image 11

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Image 12

Lottery. Foto. (n/d). Pixabay. Retrieved from:  
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Image 13

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Image 14

The knock. 2006. Foto. Freeimages. Retrieved from:  
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Image 15

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Image 17

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Diagram 2

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Diagram 3  
Plot Diagram Example. The Three Little Pigs. 2017. Retrieved from:  
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Chart 1.  
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Chart 2.  
Inferences of Certainty Use. Reyes, (2018).

Chart 3.  
Inferences of Certainty Form-Meaning Connection. Reyes, (2018).

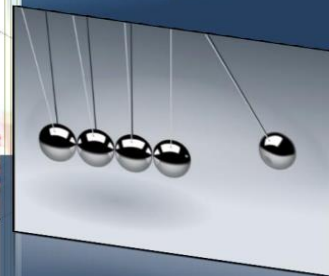
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# Unit 5.

IN LAW, A MAN IS GUILTY WHEN HE VIOLATES THE RIGHT OF OTHERS. IN ETHICS HE IS GUILTY IF HE ONLY THINKS OF DOING SO



(Immanuel Kant)

[Ante la ley, un hombre es culpable cuando viola los derechos de otros. Ante la ética, de sólo pensarlo]

## INTRODUCTION

This unit is about moral and legal matters. You will read texts in which you will see topics about our rights and reflections regarding moral and legal issues. To reflect on these, you will need to use the conditional structures.

With these structures you will learn:

- How to describe situations that have a permanent consequence.
- How to describe an action in the present with consequences in the future.
- How to describe a hypothetical action with its correspondent result in the present.
- How to identify expositive texts.

### Further information



Contents Unit 5

## Activate Schemata



For conditional sentences in general, we can say that they consist of two clauses, or sentences: one describing the condition or action, and the other describing the reaction regarding that condition.

The actions can be done in a real situation or in a hypothetical situation, whether the results can be seen in the present or in the future.

Here there are a few concepts from the Merriam Webster Dictionary that will be useful for you to understand these structures:

**Condition:** A condition is 'something essential to the appearance or occurrence of something else'.

**Reaction:** 'A response to some treatment, situation, or stimulus.'

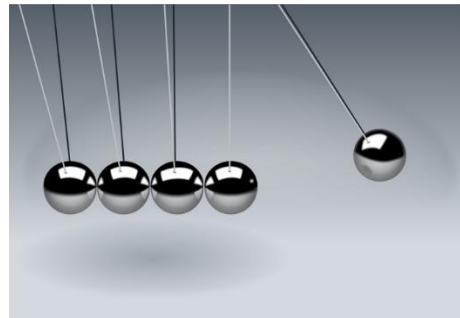
**Hypothetical:** 'Involving or being based on a suggested idea or theory.'

**Real:** 'Ocurring or existing in actuality.'

### 5.1. Zero Conditional. Description of Universal Laws

#### NOTION

Remember that we use the Present Simple to talk about permanent and repetitive situations, such as universal laws which are defined below.



Pixabay. (2018). Newton's cradle  
<https://pixabay.com/photo-256213/>

## ❖ MEANING

Zero Conditional is used to describe **universal laws**, that ‘refers to concepts of legal legitimacy actions whereby those principles and rules for governing human beings’ conduct which are the most the most universal in their acceptability, translation, and philosophical basis, are therefore considered to be most legitimate’. (Definitions, <https://www.definitions.net/definition/universal+law>). In more simple words, universal laws refer to the ideas used to lead a society because they are accepted as legal by most people.

The Zero Conditional describes **things we generally do in specific situations**: “*If I have a headache, I take an aspirin*”. *When I arrive home, I prepare lunch*”.

## ❖ FORM

Zero Conditional consists of two clauses or sentences, one describing the situation, and the other the result. Both clauses are in Present Simple. When we start describing the situation and then the result, we separate the clauses with a comma.



Pixabay.( 2018).Personas-mujer-ejercicio-gimnasio.  
<https://pixabay.com/photo-2592247/>

In the clause that describes the situation, we usually use the word ***If*** to indicate condition, but we can also use ***When*** if the condition is generally certain.

	Specific Situation		Result
<b>Affirmative</b>	If/ When + Present Simple <i>If I feel stressed</i>	,	Present Simple <i>I do some exercise.</i>
<b>Negative</b>	<i>When I drink coffee in the afternoon</i>		<i>I can't sleep at night.</i>



	<i>When I don't pay attention in class</i>	<i>I can't understand anything.</i>
<b>Interrogative</b>	<p><i>If you have a problem, do you call your best friend, or your mom?</i></p> <p>Often for the questions we include a question word at the beginning, so the answer completes the conditional sentence structure:</p> <p><b><u>What do you do</u> when you forget your keys at home?</b>  <b><u>When I forget the keys at home, I wait for my parents to arrive.</u></b></p>	

**ACTIVITY 5.1.**

**Read the definition below. Write with your own words what you understood.**

**right**

1) n. an entitlement to something, whether to concepts like justice and due process, or to ownership of property or some interest in property, real or personal. These rights include various freedoms, protection against interference with enjoyment of life and property, civil rights enjoyed by citizens such as voting and access to the courts, natural rights accepted by civilized societies, human rights to protect people throughout the world from terror, torture, barbaric practices and deprivation of civil rights and profit from their labor, and such American constitutional guarantees as the right to freedoms of speech, press, religion, assembly and petition. 2) adj. just, fair, correct. (See: [civil rights](#), [marital rights](#))


"CITE"  Copyright © 1981-2005 by Gerald N. Hill and Kathleen T. Hill. All Right reserved.

Image recovered from <https://legal-dictionary.thefreedictionary.com/right> on October 10th, 2018.

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## EXPOSITORY TEXTS:

- give us a tone of authority, since the authors possess authentic and accurate information on the subjects they write about.
- use clear, focused language and move from facts that are general to specific and abstract to concrete.
- utilize specific structures to present and explain information.

Retrieved on December 15th, 2018 from: Segnost, Roberta. **Readig (and Scaffolding) Expository Texts.**  
<http://www.readingrockets.org/article/reading-and-scaffolding-expository-texts>



The Literacy Store (2019). **Expository Essentials.**  
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<http://www.theliteracystore.com/SPD/expository-essentials-poster---7149259276463210239.jsp>

**Which of the characteristics above could you find in the texts from this unit?**

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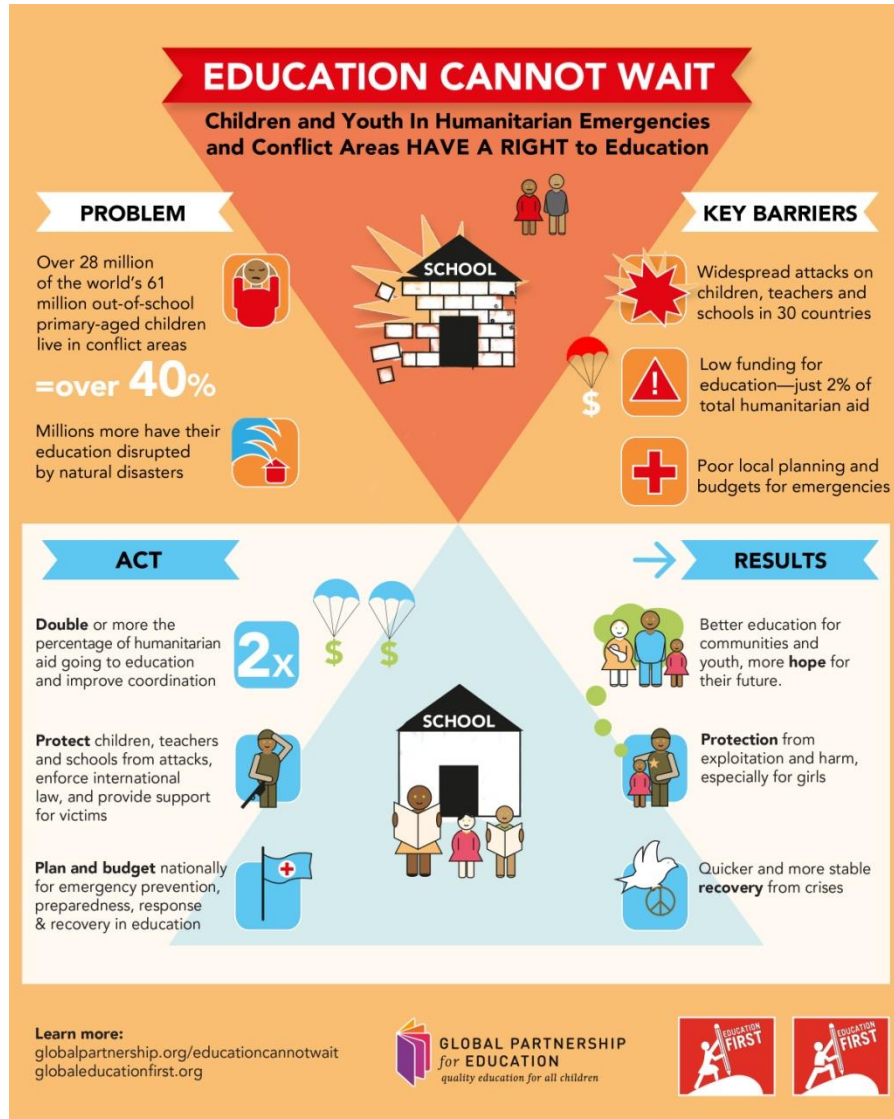
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## ACTIVITY 5.2.

Read the following infographic and complete the sentences by using the Zero Conditional



Alicemforsythe. (2012). *Education cannot wait –a call to Action*. Retrieved on January 11<sup>th</sup>, 2019 from: <https://hrecollaborative.files.wordpress.com/2012/10/infographic.jpg>

1. If there is an earthquake in a conflicted area, schools \_\_\_\_\_
2. If there are attacks on schools, children \_\_\_\_\_
3. If nobody funds these schools, \_\_\_\_\_
4. If there is more humanitarian aid to education, \_\_\_\_\_
5. If government makes a better prevention plan for these emergencies,  
\_\_\_\_\_

### ACTIVITY 5.3.

Write the appropriate forms of the verbs in brackets:

1. If it \_\_\_\_\_ (not/ rain), plants can't grow.
2. If I \_\_\_\_\_ (try) to cook, I ruin the food.
3. If you smoke, your skin \_\_\_\_\_ (age) more quickly.
4. If you heat ice, it \_\_\_\_\_ (melt).

### ACTIVITY 5.4.

What do you do in the following situations?

1. Headache  
\_\_\_\_\_
2. Stress  
\_\_\_\_\_
3. A difficult exam  
\_\_\_\_\_
4. A long project  
\_\_\_\_\_
5. A problem with a teacher  
\_\_\_\_\_

## 5.2. First Conditional.

Description of probable consequences regarding present situations.

### NOTION

First Conditional is used to describe real actions or conditions in the present and their reactions or consequences in the future.

### ❖ USE

We practice the first conditional when we think about the reactions in the future of something we do in the present.

Regarding legal documents, it is important to apply the first conditional to reflect on the consequences of our actions.

## ❖ FORM

As in the Zero Conditional, the First Conditional also consists on two clauses or sentences.

The first one describes the condition in the present. We also can use **If** or **When**, depending on the certainty of the action.

The second clause describes the consequence or result in the future.



Pixabay. (2018). Ordenador. portatil. mujer. <https://pixabay.com/es/ordenador-port%C3%A1til-mujer-3087585/>

	Condition/ action	Consequence
<b>Affirmative</b>	Present Simple  <i>If I study for the exam</i>	Future tense with 'will'  <i>I will pass it.</i>
<b>Negative</b>	If I don't clean my room	I won't have permission to go to the party.
<b>Interrogative</b>	<i>Will you call me if you need anything?</i>  <i>If you see someone cheating on the exam, will you tell the teacher?</i>	

### ACTIVITY 5.5.

Read the following text about exchange students' rights at UNAM and answer the questions below by using the first conditional:

## EXCHANGE STUDENT'S RIGHTS AND OBLIGATIONS

### RIGHTS

- ▶ Students enrolled under an academic exchange agreement must cover their enrollment at their home University
- ▶ Exchange students will receive the same benefits as any UNAM student
- ▶ The Academic Exchange Office will provide a student ID for:
  - Access to any UNAM library
  - Access to the UNAM sports and recreational facilities
  - Discounts for the UNAM cultural activities
  - Discounts at the UNAM bookstores
- ▶ The School for Foreign Students (CEPE) will provide overseas students with all the required guidance to find housing. (the University does not provide student housing).
- ▶ UNAM's Medical Center will provide medical attention, but is not responsible for any hospitalization surgery, etc. That should be covered by the International Medical Insurance the student must have.
- ▶ The grades for student receive in each of the registered subjects will be mailed to the home university through the Academic Exchange Office.

Facultad de Arquitectura. **Guide for Overseas Students**. Recovered on October 25th, from: <http://arquitectura.unam.mx/uploads/8/1/1/0/8110907/extraniingl.pdf>

What will happen...

1. if they are enrolled in any university in their hometown?

---

2. they need to go to the library?

---

3. if they need to find an apartment to live near the University?

---

4. if they are sick?

\_\_\_\_\_

5. when they get their grades?

\_\_\_\_\_

### ACTIVITY 5.6.

**Underline the correct answer:**

**0. I CALL / 'LL CALL you if the train ARRIVES / WILL ARRIVE late.**

1. Dr. Lee *DOESN'T* / *CAN'T* see you today if you *DON'T* / *WON'T* have an appointment.
2. If we *WALK* / *'LL WALK* faster, we *GET* / *'LL GET* to the cinema on time.
3. If you *GO* / *WILL GO* to the supermarket, *BUY* / *YOU BUY* some milk.
4. They *GET* / *WON'T GET* lost if they *TAKE* / *WILL TAKE* a map with them.
5. If you *SEE* / *WILL SEE* a snake, you *DON'T* / *MUSTN'T* touch it!

### ACTIVITY 5.7.

**Use your own ideas to complete these sentences:**

1. I'm going to the concert if... \_\_\_\_\_
2. If you don't hurry... \_\_\_\_\_
3. I don't want to disturb you if... \_\_\_\_\_
4. If you go to bed early tonight, \_\_\_\_\_
5. Turn the television off if ... \_\_\_\_\_

### ACTIVITY 5.8.

Make sentences beginning with *if* to form conditionals. Choose from the boxes.

If +	we don't worry I can't get a flight you come home late tonight I don't feel well tomorrow you don't have any problems	+	please come in quietly I'm not going to work we'll be late I'll try to help you I'll fly home on Sunday
------	---	---	---

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

### 5.3. Second Conditional.

Description of probable consequences regarding hypothetical situations in the present.

#### NOTION

When we make second conditional sentences we are expressing a hypothetical or unreal situation. It is not really happening, but we imagine the possible outcomes.

#### ❖ MEANING

We use the second conditional to describe a hypothetical or unreal situation in the present and its possible outcome. Regarding legal context, it might be useful for reflecting about the consequences of our actions in a hypothetical way.



## ❖ FORM

As well as the other conditionals, the second is formed by two clauses. In the “if” clause, we use the verb in past simple to give an idea of a hypothetical situation, and in the second clause we describe the possible result of that situation by using a modal and the verb in base form. The modal can be: *would*, *could*, *might*, depending on the idea you want to give or how possible the result is.



Pixabay. (2018). Superman. elpoderrojo.  
<https://pixabay.com/es/superman-el-poder-rojo-superh%C3%A9roe-2345419/>

	Condition/ action	Consequence
Affirmative	Past Simple <i>If I had a superpower</i>	Modal verb + verb base form. <i>I would fly.</i>
Negative	<i>If I didn't respect the streetlight</i>	<i>I would get a ticket from the police.</i>
Interrogative	<i>If you found a credit card on the ATM</i>	<i>would you look for the owner?</i>

## ACTIVITY 5.8.

### CIRCLE THE CORRECT ANSWER:

- A: I've got a problem. David let me his video game and I've lost it. What (1) **DID / WOULD** you do if you (2) **WERE / 'D BE** me?  
 B: I (3) **BOUGHT / 'D BUY** him a new one.  
 A: What about you, Mark? (4) **WOULD / DID** you buy him a new one?  
 C: No, I (5) **DIDN'T / WOULDN'T**. I (6) **TOLD / 'D TELL** him what happened and wait to see what he said first.
- A: If you (7) **FOUND / 'D FIND** a wallet in the street, what (8) **DID / WOULD** you do?

B: If it (9) **HAD / WOULD HAVE** identification in it, I (10) **TOOK / 'D TAKE** it to the police.

A: And if it (11) **DIDN'T / WOULDN'T** have any, (12) **DID / WOULD** you keep the money?

B: Yes, I (13) **DID / WOULD**. Why do you ask?  
I've just found one and I don't know what to do.

Retrieved from Anderson, Vicki. (2009). **Grammar Practice for Pre-Intermediate Students**. Pearson. UK.

## ACTIVITY 5.9.

Look at the picture. Do you know what happened? Write your prediction on the lines below:

"All the News That's Fit to Print"

# The New York Times

Late Edition  
New York: Today, sunshiny, yielding to clouds. High 66. Tonight, cloudy, patchy rain. Low 61. Tomorrow, early showers, then sun. High 65. Yesterday, high 50, low 41. Details, page 15.

VOL. CXLVIII, No. 51,499 Copyright © 1999 The New York Times NEW YORK, WEDNESDAY, APRIL 21, 1999 \$1 (except the greater New York metropolitan area) 60 CENTS

## Whitman Says Troopers Used Racial Profiling

Minority Groups Faced Bias on the Turnpike

By IYER PETERSON

TRIBUTON, April 20 — Gov. Christine Todd Whitman and her Attorney General conceded today for the first time that some state troopers stopped not black and Hispanic drivers on the highway, and that once they were pulled over, they were more than three times as likely as whites to be subjected to searches.

Mrs. Whitman and Attorney General Peter G. Verozani made the acknowledgment, after years of denials from state officials, as Mr. Verozani released the results of a two-month study of selected motor vehicle stops by state troopers. The study concluded that racial profiling had been conducted by some troopers in their zeal to stop drug trafficking.

The Governor said that while an official policy prohibiting such racial profiling existed, management styles, coaching of state troopers by supervisors and a system that rewarded both aggressive ticket-writing and drug seizures had combined to create an atmosphere that went beyond simple racism to "a problem that is more complex and subtle than we

## SERBS REPORTED TO PUSH ALBANIANS FROM 2D REPUBLIC

NATO FEARS A WIDER WAR

Kosovars Seeking a Refuge in Montenegro Under Pursuit — Allies Press Attacks

By ERIC SCHMITZ

WASHINGTON, April 20 — NATO and Pentagon officials said today that Serbian forces had begun driving ethnic Albanians from Montenegro, signaling a widening of the Balkan conflict.

The Serbs' action appeared to be focused on Albanians who had fled to Montenegro, Serbia and Macedonia since what remains of the former Yugoslav federation.

But initial reports were sketchy and could not be confirmed as the ground, or by other agencies monitoring developments in Yugoslavia.

Describing the reports at his briefing in Brussels, NATO's civilian spokesman, Jamie P. Shea, said: "This is something rather new and dangerous if this pattern is now spreading over elsewhere into Yugoslavia. It can only exacerbate the problem,

## 2 STUDENTS IN COLORADO SCHOOL SAID TO GUN DOWN AS MANY AS 23 AND KILL THEMSELVES IN A SIEGE



## A 'SUICIDE MISSION'

Authorities Say Killers Also Used Bombs — at Least 20 Injured

By JAMES BROOKE

LITTLETON, Colo., April 20 — In the deadliest school massacre in the nation's history, two young men stormed into a suburban high school here at lunch time today with guns and explosives, killing or wounding at least 20 in a one-hour siege, the authorities said.

The two students who are believed to have been the gunmen were identified as Eric Harris and Dylan Klebold, students at Columbine High School. They were found dead of self-inflicted gunshot wounds in the kitchen and from poison the students

Scoopnest. (2015) Today in 1999: the columbine High School massacre. <https://pbs.twimg.com/media/CDCS0hyWAAAXN93.jpg>

### ACTIVITY 5.10.

Watch the video [My son was a columbine shooter](#) and answer the questions:

1. Who is the speaker?

---

2. When did the incident take place?

---

3. How did her son's beloved feel?

---

4. Mention the three challenges she presents in her speech:

---

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### ACTIVITY 5.11.

What would you do? Describe a hypothetical situation for each person:

1. If I was the mom,

---

2. If I was a teacher from the school

---

3. If I was the shooter's friend,

---

4. If I was the shooter,

---

## Further practice



Unit 5

## Test yourself



Test yourself Unit 5

## ANSWER KEY

**ACTIVITY 1:** Answers may vary.

**ACTIVITY 2:**

**ACTIVITY 3:** Possible answers:

1. close
2. are scared
3. they can't work
4. there is better education for communities.
5. Society recovers faster.
- 6.

**ACTIVITY 4:** Possible answers:

1. When I have a headache, I take an aspirin.
2. When I feel stressed, I listen to music.
3. If I have a difficult exam, I study with my friends.
4. If I have a long project, I divide the work in a calendar.
5. If I have a problem with a teacher, I talk to him.

**ACTIVITY 5:** Possible answers:

1. They will have the opportunity to enroll under an academic exchange.
2. The Academic Exchange office will provide a student ID.
3. The School for Foreign Students will provide guidance to find housing.
4. UNAM'S Medical Center will provide medical attention.
5. They will be mailed through Academic Exchange Office.

**ACTIVITY 6:**

1. can't/ don't
2. walk/ 'll get
3. go/ buy
4. won't get/ take
5. see/ mustn't

**ACTIVITY 7:** Possible answers:

1. I have permission.
2. we won't be on time.
3. you are studying.
4. you will wake up early tomorrow.
5. you are not watching it.

**ACTIVITY 8:**

1. would
2. were
3. 'd buy
4. would
5. wouldn't
6. 'd tell
7. found
8. would

9. had
10. 'd take
11. didn't have
12. would
13. would

**ACTIVITY 9:** Possible answer: Students killed people in a school in Colorado.

**ACTIVITY 10:**

1. She is the mother of a boy who killed his classmates in his school.
2. April 20th 1999.
3. traumatized
4. a) To say sorry for his son. b) To ask for understanding. c) To talk about mental health.

**ACTIVITY 11:** Possible answers:

1. I would take some therapy.
2. I would find a way to help my students.
3. I would be very sad.
4. I would feel guilty.

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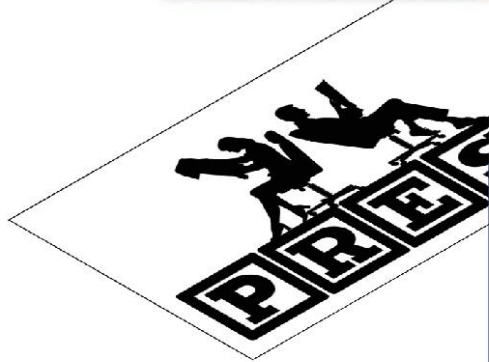
Pixabay. (2018). Superman. elpoderrojo. <https://pixabay.com/es/superman-el-poder-rojo-superh%C3%A9roe-2345419/>

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<https://pbs.twimg.com/media/CDCS0hyWAAAXN93.jpg>

# Unit 6.

' THE MOST IMPORTANT THING IN  
COMMUNICATION IS HEARING WHAT  
ISN'T SAID.'



(Peter F. Drucker)

[Lo más importante en la comunicación  
es saber escuchar]



## Introduction

General objective.

This unit is about news, you will read this and watch videos where you see examples of news and fake news using passive voice which you can use to describe news by yourself. You will learn.

- How to identify news headlines in passive voice in past and present.
- How to describe events in the present and past using passive voice.
- How to identify the structure of news.
- How to write a piece of news with the correct structure and style

## Further information



Contents Unit 6

## The Phenomenon of Fake News:

What do you know of Fake News? Can you identify Fake news?

### 6.1 Activity

Read the text and answer the questions below.



*El poder de las fake news 1*

magazines and newspapers. In order to be informed citizens, students need to know how to find the trustworthy sources in a sea of information, and how to weed out the ones that are fake.

Use these 5 guiding questions provided by American Press Institute to analyze any article.

- Source: **Are the sources cited correctly? Who and what are the sources cited**, and why should I believe them?
- Evidence: **What's the evidence and how was it vetted?** (Investigated)
- Interpretation: **Is the main point of the piece proven by the evidence?**
- Completeness: What's missing? **Sometimes the articles and the facts are not written completely.**
- Knowledge: Is there an issue here that I want to learn more about and where could I do that?

I. **Answer the questions.**

A. Where were the Fake News shared?

B. Did people realize they were fake?

C. What are the formats of news nowadays?

Newsela | No Legs, No Problem for Alabama Teenage Wrestler Who Went 37-0, Newsela, newsela.com/text-sets/157107/fake-news.

## 6.2 Activity

6. Watch the video of **How to spot Fake News**, and tell us what of the following reasons are not mentioned by the presenter.



How to spot Fake News	Yes		No
the source see an article with an absolutely crazy			
2. Double check the spelling of the site and the domain, sometimes extra words are included or misspelled.			
3. You shouldn't trust strange URLs claiming to have exclusive stories or breaking news if it looks legit.			
4. Visit other websites to know if news outlets are running the same story			

5. Verify if there are references given to learn more about it

6. Read if the cities of the source are written correctly

**Are you a fake news detector? Take the quiz.**



**Match the headlines and decide if they are true (✓) or fake (X) news.**

6.3 Activity Match the headlines and decide if the are Fake News		Fake?
1. Atheist doctors	was removed from the Oval Office	
2. The Big Mac	was accepted in Florida	
3. A law legalizing Marijuana	was permanently removed from Mcdonald's the menu	
4. Pluto	was bought by Mark Zuckerberg for \$150 million	
5. A Greenpeace activist	was bitten off after hugging a shark	
6. A new yatch	is reclassified as a planet.	
7. The bust of Martin Luther King Jr.	are allowed to refuse care religious patients	

Mark, Jeannie. "Take the BuzzFeed Quiz and Test Your Fake News Detecting Skills!" *PSafe Blog*, 28 Oct. 2018, [www.psafe.com/en/blog/take-buzzfeed-quiz-test-your-fake-news-knowledge-skills/](http://www.psafe.com/en/blog/take-buzzfeed-quiz-test-your-fake-news-knowledge-skills/).

As you can see on the left side we have the **RECEIVERS** of each action, and the **DOERS** on the right side of the sentence, this is very important when we use **Passive Voice** instead of **Active Voice**.

## ❖ Meaning

Analyse the following examples

Active Voice	Passive Voice
<p><b>"Gaceta UNAM"</b> publishes doer verb</p> <p>scientific news. receiver</p>	<p>Scientific news are published receiver verb</p> <p>in <b>"Gaceta UNAM"</b> doer</p>
<p><b>Reporters</b> watched doer verb</p> <p>the event. receiver</p>	<p>The event was watched receiver verb</p> <p>by <b>the reporters.</b> doer</p>
<p><b>The photographer</b> (Doer) takes doer verb</p> <p>beautiful pictures. receiver</p>	<p>Beautiful pictures were taken receiver verb</p> <p>by <b>the photographer</b> doer</p>

- When we use Active Voice , we make emphasis on the person who does the action, the **DOER**.

**"Gaceta UNAM"** publishes scientific news

*Subject+ verb in present simple + idea*

- In this example **the important** part of the sentence is who publishes scientific news = **"Gaceta UNAM"** = **(DOER)**

Passive voice is used to make emphasis on the person who received the action, the **RECEIVER** for example:

- **Scientific news** **are published** in "**Gaceta UNAM**".  
           **reciever**                      **verb**                      **doer**
- Subject +verb to be (past)+past participle+ idea
- In this example the most **important** thing is not the subject nor the action, it is the **RECEIVER** = **Scientific news**

❖ Use

6.4 Activity: use the subject + past participle to form PASSIVE VOICE

**Instructions:** Go back to the introduction The phenomenon of fake news and classify the highlighted examples in the following list.

## The Phenomenon of Fake News:

Eg	fake news stories were shared millions of times	
1+	+	
2+	+	
3?		?
4?		?
5	-	-

Sometimes the **Passive Voice** does a better job of presenting an idea, especially in certain formal, professional, and legal discussions. Here are three common uses of the passive voice:

## 1. Reports of crimes or incidents with unknown perpetrators

### My car was stolen yesterday.

If you knew who stole the car, it probably wouldn't be a big problem. The passive voice emphasizes the stolen item and the action of theft.

## 2. Scientific contexts

### The rat was placed into a T-shaped maze.

Who places the rat into the maze? Scientists, duh. But that's less important than the experiment they're conducting. Therefore, passive voice.

## 3. When you want to emphasize an action itself and the doer of the action is irrelevant or distracting:

### The president was sworn in on a cold January morning

#### ❖ Form

Present Passive				
	Subject	be	past participle	
+	I/you/he/she/it/we/the y	am/are/is	told	about fake news
-	fake news	aren't	read	in schools
?	Are fake news	-----	written	in newspapers?

#### Past Passive

	Subject	be	past participle	
--	---------	----	-----------------	--

+	I/you/he/she/it/we/the y	was /were	accused	by the reporter
-	fake news	weren't	read	in schools
?	Were	fake news	written	written in newspapers?



Remember that we need to use the past participle from the verb list

Verb	Simple past	Past Participle
take	took	<b>taken</b>
wash	washed	<b>washed</b>
write	wrote	<b>written</b>

**6.5 Activity: Read the following article and choose the correct option to complete the text**

### News Stories as Narratives

Journalists do not write articles. Differently from an article, a story has structure, direction, point, viewpoint.

Stories come in many kinds and **1**\_\_\_ in all cultures of the world. They include fairytales, fables, parable, gospels, legends, epics and sagas. **2**\_\_\_ in all sorts of language use, from face-to-face conversation to public addresses. The role of the storyteller is a significant one, both in language



behavior and in society at large. Much of humanity's most important experience has been embodied in stories.

Journalists are professional storytellers of our age. The fairy tale starts: 'Once upon a time.' The news story begins: 'Fifteen 3\_\_\_\_ today when a bus plunged...' The journalist's work 4\_\_\_\_ on the getting and writing of stories. This 5\_\_\_\_ in the snatches of phrases in which newsroom business 6\_\_\_\_. A good journalist 'gets good stories' or 'knows a good story'. A critical new editor asks: 'Is this really a story?' 'Where is the story in this?'



1. a are known  
b. is known  
c. knows  
d. is knows

2. a Stories happen  
b. Stories are happened  
c. Stories is happen  
d. Stories are

3. a people were injured  
b. people was injured  
c. people injured  
d. people is

4. a is focused  
b. are focused  
c. focuses  
d. is focus

5. a is reflected  
b. reflects  
c. are reflected  
d. is reflect

6. a is conducted  
b. are conducted  
c. is conduct  
d. conducts

Retrieved from: Bell, Allan. *News Stories as Narratives*. 2005.

## 6.6 Write the headlines using passive voice with the correct DOER and RECEIVER

### Eg. 1. A psychiatric evaluation is received by Trump.

1. **Trump / a psychiatric evaluation** is received by,
2. is ignored **Police /Indian woman's story** of assault.
3. Another '**Havana syndrome.**' / **diplomat** was diagnosed with.
4. **George H.W. Bush/ the United States** is pushed to embrace free trade by.
5. **Mexico's president / presidential mansion** was turned into a museum by
6. **Trump /French protests** were criticized for not focusing on his priorities by.
7. **Taiwan / gay marriage** was supposed to be the first place in Asia to legalize

"WorldViews." *The Washington Post*, WP Company,  
[www.washingtonpost.com/news/worldviews/?utm\\_term=.db7b24baad67](http://www.washingtonpost.com/news/worldviews/?utm_term=.db7b24baad67).

## 6.7 Writing a newspaper article

Most newspaper articles break down into two categories:

- News articles
- Feature articles

You will also find opinion pieces, like editorials and book and movie reviews. But this lesson deals strictly with news and feature articles.

Here's how you can tell the difference between a news story and a feature story.

- **News articles** cover the basics of current events. They answer the questions: who, what, where, how, and when?
- **Feature articles are** longer and more in depth than regular news articles. They cover one subject from multiple angles and are written in a more creative, entertaining format. Although a news story can be creative and entertaining, too. Check out the examples below.

It is important to remember that both news and features demand the same level of research and reporting

### The Basic Story Outline

The best way to structure a newspaper article is to first write an outline. Review your research and notes. Then jot down ideas for the following six sections. Remember, this is just a foundation upon which to build your story.

#### I. Lead sentence

Grab and hook your reader right away.

#### II. Introduction

Which facts and figures will ground your story? You have to tell your readers where and when this story is happening.

#### III. Opening quotation

What will give the reader a sense of the people involved and what they are thinking?

#### IV. Main body

What is at the heart of your story?

#### V. Closing quotation

Find something that sums the article up in a few words.

**VI. Conclusion** (optional—the closing quote may do the job)

What is a memorable way to end your story? The end quote is a good way to sum things up. That doesn't always work. If you are quoting more than one person with different points of view in your story, you cannot end with a quote from just one of them. Giving one of your interviewees the last word can tilt the story in their favor. In this age of the Internet, you can also end your story with a link to more information or even your own behind-the-scenes blog post.

Writing a Newspaper Article. (n.d.). Retrieved from <https://www.scholastic.com/teachers/articles/teaching-content/writing-newspaper-article/>

**6.8 Activity: take a look at the following piece of news about driverless cars and label the parts of the story according to the basic outline .**

**Lead sentence** —  
**Closing quotation**

**Opening quotation**  
**Conclusion**

**Main body**  
**Introduction**

## Tech Trends a bus that drives itself Free driverless shuttle revs up in Calgary

Lead sentence



Kids in Calgary will be some of the first people in Western Canada to get to ride on a driverless vehicle.

Beginning this month, a 12-passenger vehicle — with no human driver — will start shuttling between the Calgary Zoo and the Telus Spark science centre. It's free to ride. The shuttle moves slowly and there won't be any other vehicles, people or bikes using the same road.

The navigation system works by receiving signals from satellites in space. The vehicle also uses pulses of laser light to make sure it won't bump into anything. The vehicle uses satellite signals and lasers to navigate. (Colin Hall/CBC) The



pilot project will run for a month, alongside a similar project in Quebec. The idea is to test a type of technology that will likely become more popular in the future.

“Canada is somewhat trailing behind when it comes to tests like these,” said Andrew Sedor with Calgary’s transportation department. Taxpayers are helping to pay for the project, alongside some private sponsors.

A similar project in Quebec will test this driverless vehicle in all weather conditions. (CBC)

Tech trends: A bus that drives itself | CBC Kids News. (n.d.). Retrieved from <https://www.cbc.ca/kidsnews/post/tech-trends-a-bus-that-drives-itself>

### 6.9 Activity: Here you have a story about immigration. Organize the paragraphs in the correct order.

## No One Arrested in U.S.-Mexico Border Clash Will be Prosecuted.



(SAN DIEGO) — No criminal charges will be filed against any of the 42 people associated with a caravan of Central American migrants who were arrested in a clash that ended with U.S. authorities firing tear gas into Mexico to counter rock throwers, The Associated Press has learned.

**A**\_\_\_ Charges were not filed because the administration generally doesn’t separate families and because Customs and Border Protection didn’t collect enough evidence needed to build cases, including the names of arresting officers, according to a U.S. official familiar with the matter who was not authorized to discuss the matter publicly and spoke on condition of anonymity.

**B**\_\_\_ The decision not to prosecute came despite President Donald Trump’s vow that the U.S. will not tolerate lawlessness and after extensive preparations were made for the caravan, including deployment of thousands of active-duty troops to the border.

**C**\_\_\_ The fate of the 42 immigrants remains unclear but Customs and Border Protection said they will face deportation.

**D**\_\_\_ Customs and Border Protection acknowledged that no charges were filed but declined to say why.

Central Americans are typically turned over to ICE, which flies them back home. Asylum seekers are often released in the U.S. pending the outcome of their cases in immigration court.

Spagat, E. (2018, November 30). Official: No Migrants Arrested in Border Clash Prosecuted.

Retrieved from <http://time.com/5467570/migrant-caravan-border-clash-prosecution/>

Picture retrieved from:

[https://cdni.rt.com/actualidad/public\\_images/2018.11/article/5c00492808f3d983168b4567.jpg?v=2](https://cdni.rt.com/actualidad/public_images/2018.11/article/5c00492808f3d983168b4567.jpg?v=2)

**6.10 Activity : Now choose a piece of news and try to write it using the proper style, don't forget to write the heading using passive voice, good luck.**

### **6.11 Critical-Thinking**

Take a look to the following examples.

**Charges were not filed because administration doesn't separate families.**

**(Passive)**

**The administration did not file charges because they don't separate families.**

**(Active)**

Both state the same action but one is in passive voice and one is in active voice.

Why did the author decide to use the passive voice?


## 6.12 Self-evaluation

Read each point and decide if you understand the exercises.

	Yes	No
<b>Passive voice</b> is used to emphasize the doer in a sentence		
<b>Passive voice</b> is used when you want to omit the doer		
We use <b>passive voice</b> only in past tenses.		
We always use verbs in past participle when we use <b>passive voice</b>		
The following headline is an example of passive voice.  <b>A military base was hidden in an isolated island.</b>		

## Answer key

How to spot Fake news

1.Y 2.Y 3.N 4.Y 5.N 6.Y

Match the headlines and decide if they are Fake News

The bust of Martin Luther King Jr. was removed from the Oval Office

A law legalizing Marijuana was accepted in Florida

The Big Mac was permanently removed from McDonald's menu

A new yacht was bought by Mark Zuckerberg for \$150 million

A Greenpeace activist was bitten off after hugging a shark

Pluto is reclassified as a planet.

Atheist doctors are allowed to refuse care religious patients

Is the past held by Proteins?

1. a are known
2. a Stories happen
3. a people were injured
4. a is focused
5. a is reflected
6. a is conducted

6.2 Now use the prompts to write the headlines using passive voice with the correct noun, be careful with the order.

Eg. 1. A psychiatric evaluation is received by Trump.

2. Indian woman's story of assault is ignored by Police.
3. Another diplomat was diagnosed with 'Havana syndrome.'
4. The United States is pushed to embrace free trade by George H.W. Bush.
5. Presidential mansion was turned into a museum by Mexico's president.
6. French protests were criticized for not focusing on his priorities by Trump .
7. Taiwan was supposed to be the first place in Asia to legalize gay marriage.

6.3/ 6.7 Practice: Take a look at the following news about driverless car and label the parts of the story according with the basic story outline.

1. Lead sentence
2. Introduction
3. Opening quotation
3. Main body
4. Closing quotation
5. Conclusion

6.3/6.7 Here you have a story of immigration. Organize the paragraphs in the correct order.

A. 2    B. 1    C.3    D.5    E.4    F.6

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