

Lengua Adicional al Español IV



Cuarto semestre

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Cuarto semestre



EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA



**Telebachillerato Comunitario.
Cuarto Semestre. Lengua Adicional al Español IV**

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D.R. Secretaría de Educación Pública, 2015 ©
Argentina 28, Centro, 06020, Ciudad de México.
ISBN: 978-607-9463-11-3

Séptima reimpresión

Impreso en México

Prefacio

Estimado estudiante, el libro que tienes en tus manos fue elaborado pensando en ti, en tus necesidades e inquietudes, como un instrumento que te apoye ahora que estudias el bachillerato. En sus páginas encontrarás contenidos y actividades que son fundamentales para que, paso a paso, puedas alcanzar las metas que la asignatura te propone para este semestre.

A ti te toca, ahora, sacarle el mayor provecho a este libro, que es fruto del esfuerzo de un grupo de profesores y especialistas. Si lo haces tu amigo, lo aprovechas al máximo y lo combinas con el apoyo de tu maestro y de los demás recursos didácticos que están a tu alcance, seguramente ampliarás tus competencias y habilidades para construir un mejor futuro para ti, y contribuir al desarrollo de tu comunidad, de tu estado y de nuestro México.

Te deseamos éxito en esta importante etapa de tu formación, el bachillerato.

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¡Felicidades, estás en el cuarto semestre de tu bachillerato!

Actualmente la sociedad requiere de ciudadanos que cuenten con las competencias necesarias para insertarse en un mundo globalizado y en constante transformación. El aprendizaje de una lengua adicional al Español, es una herramienta que permite incrementar el desarrollo de tus competencias comunicativas, aprender Inglés te abre las posibilidades de entender mejor la información que recibes del mundo que te rodea, así como aquella que proviene de otros lugares a través de diferentes medios: internet, películas, música e información impresa.

Por lo anterior, este libro tiene como propósito contribuir a la enseñanza de una lengua adicional basada en un enfoque comunicativo que, favorezca tu aprendizaje individual, así como el desarrollo de actividades cooperativas que te permitan reforzar tu crecimiento personal y social. A lo largo del texto, encontrarás temas interesantes de estudio que podrás relacionar con experiencias personales, promoviendo siempre el uso del lenguaje de manera oral y escrita, fortaleciendo la comunicación y convivencia con tus compañeros de clase.

Como parte del campo disciplinar de Comunicación, la asignatura de Lengua Adicional al Español IV se ubica en el cuarto semestre del plan de estudios de nivel educativo del bachillerato general, que ha establecido la Secretaría de Educación Pública (SEP) y tiene como complemento las asignaturas Lengua Adicional al Español I, II y III; y promueve la práctica de las competencias adquiridas en Taller de Lectura y Redacción I, Ética y Valores I.



¿Qué es una competencia?

La educación basada en competencias pretende que adquieras los conocimientos, desarrolles las habilidades y muestres las actitudes necesarias para poder resolver y enfrentarte a situaciones de la vida diaria de una mejor manera.

Para el Telebachillerato, se consideran tres tipos de competencias: *genéricas*, *disciplinares* y *profesionales*. Para la asignatura de Lengua Adicional al Español IV, se refieren las dos primeras, en donde las competencias genéricas que se abordan se mencionan a continuación, y las disciplinares, las podrás observar al inicio de cada bloque.

Generic competencies	Characteristic
1. Knows and values herself/himself and deals with problems and challenges taking into consideration the goals she/he has.	<ul style="list-style-type: none">• Faces the difficulties and is conscious of her/his values, strengths and weakness.
4. Listens and expresses appropriate messages in different contexts, using adequate means, codes, and tools.	<ul style="list-style-type: none">• Expresses ideas and concepts using linguistic, graphic and mathematic representations.• Identifies the principal ideas in a text or speech and can make conclusions from them.• Speaks in a second language in daily situations.• Uses information and communication technologies in order to get and express her/his ideas.
7. Learns by personal initiative and interest through her/his life.	<ul style="list-style-type: none">• Defines goals and keeps monitoring her/his own process of knowledge construction.
8. Takes part and contributes effectively in different groups.	<ul style="list-style-type: none">• Expresses her/his points of view and take into account those of other persons.• Is responsible of a constructive attitude, coherent with her/his knowledge and abilities in different work groups.
10. Keeps a respectful attitude towards interculturality, and the diversity of values, beliefs, ideas, and social practices.	<ul style="list-style-type: none">• Assumes that respect of diversity is the principle of assimilation and social harmony in local, national, and international contexts.

¿Cómo está estructurado este libro?



Inicio de cada bloque

Cada bloque comienza con el título y una breve introducción donde se indica de qué trata y cómo lo vas a trabajar.

Posteriormente se enuncian las competencias genéricas a desarrollar con sus respectivos atributos y las competencias disciplinares básicas que se favorecerán en el bloque. Las competencias marcan el camino de lo que vas a aprender y los resultados a obtener.

Asimismo, se presenta el propósito del bloque, es decir, las metas y los desempeños que esperamos lograr.

Block I

What will I learn and how will I organize my study? Describe your behavior in hypothetical situations

Block I 12 HORAS

Objetos de aprendizaje que se abordan

- Adjectives to describe attitudes and moral values.
- Modals
Second conditional + modals of possibility
Second conditional + modals of preference.
- Second conditional
If + simple past + would
Even if + simple past + would
Unless + simple past + would
- Some connectors:
but, and, because, so

Recomendaciones para el aprendizaje (actividades)

Para el logro en el desarrollo de competencias, debes realizar en cada uno de los bloques actividades individuales y de trabajo colaborativo, que te permitirán la práctica en la escritura, el habla y la escucha del idioma inglés.

Competencias disciplinares que se desarrollan

- Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una lengua extranjera, sobre textos relacionados con diversas morales.
- Expresa ideas y conceptos en composiciones coherentes y creativas, con introducciones, desarrollo y conclusiones claras.
- Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, para expresar lo que haría en una situación hipotética.
- Empieza estrategias de aprendizaje autónomo, a través de las tecnologías de la información y comunicación para obtener información sobre el uso del segundo condicional, con el fin de expresar situaciones hipotéticas y utilizar adjetivos que describen actitudes y valores morales de las personas.
- Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa, así como elementos formales del lenguaje (puntuación, ortografía, sintaxis, coherencia y cohesión).
- Evalúa un texto mediante la comparación de un contenido con el de otros, en función de sus conocimientos previos y nuevos.

Evaluación del aprendizaje

- Evaluación diagnóstica para identificar competencias y conocimientos previos.
- Evaluación formativa basada en las actividades realizadas.
- Evaluación sumativa e integrada como portafolio de evidencias.
- Correlación y autoevaluación.

Introduction

In block I, you will be describing what you would do if you were in a hypothetical situation, you will have the opportunity to learn new vocabulary related to moral values and enjoy working with your pals. You will study the grammatical use of the second conditional, as well as the modals of possibility and advice. Using the connectors in a sentence will help you to organize your ideas in a logical order and you will be able to improve speaking and writing English skills.

Let's Begin

Moral Values


Values exist since human beings have to live in community, they had to establish **principles** to guide their **behavior** toward others. In this sense typical values such as honesty, responsibility, **truth**, solidarity, cooperation, tolerance and respect, are considered **universal** moral values.

What is a value? It is a **belief**, **principle**, or **standard** that influences your behavior. All people have their own beliefs, for example some people believe a lot in the unity of the family and in familiar traditions. Your beliefs, values and principles help you define who you are. The experiences you have had throughout the course of your life contribute how you view the world. Your family and school have given to you some values that help you to live in community.

Your personal values are the principles and standards you use to make decisions in your current life. By identifying your most important values, you will make better life decisions according to your way of thinking and feeling.

Your choices impact every aspect of your life including personal and interactions with the members of your community. Before making a decision it is so important you collect information and evaluate the way they could impact you.

As you can see moral values are standards of behavior that help you to realize what is most important in your life, and what to do in specific circumstances.





Desarrollo del bloque

En esta parte se desarrolla el contenido general y disciplinar que se pretende alcanzar en el bloque. Las actividades propuestas te permitirán acercarte activamente al uso del inglés como lengua adicional de una manera compartida. Los temas propuestos buscan ponerte en contacto con diferentes realidades de tu comunidad, de México y de otras partes del mundo.

A lo largo del bloque se intercalan estrategias de aprendizaje, ejercicios de aplicación y evaluación, como definición de conceptos, descripción de imágenes, lluvia de ideas, elaboración de ejemplos, sopa de letras, completar tablas gramaticales, lectura de textos y ejercicios de comprensión lectora, discusión dirigida, representaciones teatrales, entrevistas, conversación en pareja y en pequeños equipos, redacción de textos, reflexiones individuales y grupales, entre otras. Seguramente encontrarás nuevos términos y conceptos gramaticales que permitirán que sigas enriqueciendo y practicando tu nivel de inglés.

Para favorecer tu aprendizaje, encontrarás la sección *Did you know that*. Este apartado permitirá que tu conocimiento general se amplíe y que reflexiones sobre diferentes aspectos de tu vida personal.

Es importante mencionar que en el desarrollo de bloque encontrarás varios formatos de evaluación, entre ellos, las rúbricas y las listas de cotejo, que te permitirán reflexionar sobre tus avances y poner los medios necesarios para que tu aprendizaje y desarrollo de competencias, tanto genéricas, como disciplinares, no se vea truncado.

¿Cómo está estructurado este libro?



Cierre del bloque

Al terminar cada bloque, se presenta la evaluación final como una actividad integradora de las cuatro habilidades comunicativas (comprensión auditiva y de lectura, producción oral y escrita), donde vas a aplicar tus aprendizajes y pondrás en juego tus competencias. También encontrarás una rúbrica para que evalúes la actividad integradora y un formato para que hagas una autoevaluación de los desempeños esperados.

Finalmente, encontrarás una tabla para que registres el nivel de avance que lograste en el desarrollo de las competencias genéricas y disciplinares. Es importante que valores, junto con tu profesor, los avances que hayas registrado.

Describe your behavior in hypothetical situations

Closure activities

Reflect on what you have learned

In block I, you learned vocabulary related to moral values; you were able to describe what would you do in a hypothetical situation, using the grammar structure of the second conditional.


You used the different modals for the second conditional (would, should, could, might) to give advice and suggestions in hypothetical situations.

Also you identified and used connectors (and, because, but, so) that will help you to improve your grammatical, reading, speaking and writing skills.

Finally

Think about the next questions and write your conclusions:
What was the most significant learning that you achieved in block I?
How can you use the things you have learned in your current life?

My conclusions are:



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Describe your behavior in hypothetical situations

Block I

Self-evaluation

Mark the box that corresponds to your level with an X.

What I am capable of	I am completely capable of 4 points	I can do it, but I need help 3 points	I can't do it even with help 2 points	I am not capable of 1 point
Identify vocabulary related to moral values.				
Identify the grammar structure for modal verbs.				
Identify the grammar structure for second conditional sentences.				
Identify the grammar structure for connectors in oral and written sentences.				
Use the different forms (affirmative, negative and (semi) giving) for modal verbs in oral and written sentences.				
Use the different forms (affirmative, negative and interrogative), of the second conditional in oral and written sentences.				
Describe my behavior in oral and written sentences in hypothetical situations.				
Express my opinion; give advice or suggestions in specific circumstances.				
Ask for advice or suggestions in a moral dilemma.				
Total points				

30-36 points - your achievement was very good
25-29 points - your achievement was good
18-22 points - your achievement was regular
less than 18 points - your achievement wasn't satisfactory

When you finish answering it, show it to your teacher and talk about your progress and what do you need to improve.

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Los contenidos y las actividades se presentan de una manera atractiva y práctica y te ayudarán a practicar el idioma de forma individual, en parejas y en pequeños equipos. Aprovecha todas las actividades, contenidos y recursos, pues te permitirán usar el inglés cada vez mejor. Aprovecha a tu profesor y a tus compañeros; acércate a ellos, resuelvan dudas y aprendan juntos. Date la oportunidad de construir con ellos este viaje.



Simbología que facilitará tu proceso de aprendizaje

Diseño instruccional:



Learn more



Learning activity

Apoyos para reforzar el aprendizaje:



Glossary



Reflect on the previous activity



Did you know that...



Personal reflection



Optional activity


What do you know?

A. Using the present simple tense complete the chart. Look at the example.

He	go	He goes	He doesn't go	Does he go?
----	----	---------	---------------	-------------

Noun	Verb	Affirmative form	Negative form	Interrogative form
I	write			
You	like			
He	speak			
She	read			
It	look			
We	have			
They	do			

B. Read the short paragraph and answer the questions using complete sentences in the simple past tense.

	<p>In 15th Century a Prince called Dracula lived in a castle in Transylvania (now part of Romania). People thought that Prince Dracula was a vampire. They believed that the vampires attacked people at night and drank their blood. There were some stories about Dracula. In 1897 Bram Stoker wrote his famous story.</p>
--	--

1. Where did Dracula live?

2. What did people think about Dracula?

3. When did Bram Stoker write Dracula?

5. What did people believe Dracula drank?

What do you know?

C. In the following Zero conditional sentences choose the sentence with the correct use of the comma:

Number	Options
1	a) If I am cold, I wear a sweater. b) If I am cold I wear a sweater.
2	a) If I like sports, I play volleyball. b) If I like sports I play volleyball.
3	a) I ask for help, if I need it. b) I ask for help if I need it.
4	a) I listen to music to calm down if I feel angry. b) I listen to music to calm down, if I feel angry.

D. Match the sentences in part A with sentences in part B of the following First conditional sentences:

Part A	Part B
1. If the question is easy.	a) He will get sick.
2. If you do your homework early.	b) I will go in your car.
3. If he eats 15 pizzas.	c) I will be able to answer it.
4. If you drive carefully.	d) They will not wait for her.
5. If she comes too late.	e) You will have enough time to play.

Check your answers in the Answer Key

BLOCK I

Describe your behavior in hypothetical situations



Block I



Objetos de aprendizaje que se abordan

1. Adjectives to describe attitudes and moral values.
2. Modals
Second conditional + modals of possibility
Second conditional + modals of preference.
3. Second conditional
If + simple past + would
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Unless + simple past + would
4. Some connectors:
but, and, because, so

Recomendaciones para el aprendizaje (actividades)

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- Emplea estrategias de aprendizaje autónomo, a través de las tecnologías de la información y comunicación para obtener información sobre el uso del segundo condicional, con el fin de expresar situaciones hipotéticas y utilizar adjetivos que describen actitudes y valores morales de las personas.
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Evaluación del aprendizaje

- Evaluación diagnóstica para identificar competencias y conocimientos previos.
- Evaluación formativa basada en las actividades realizadas.
- Evaluación sumativa e integrada como portafolio de evidencias.
- Coevaluación y autoevaluación.

Introduction

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Let's Begin

Moral values

Values have existed since human began to live in community; they had to establish **principles** to guide their **behavior** towards others. In this sense typical values such as honesty, responsibility, **truth**, solidarity, cooperation, tolerance and respect, are considered **universal** moral values.

What is a value? It is a **belief**, principle, or **standard** that influences your behavior. All people have their own beliefs, for example some people believe a lot in the unity of the family and in familiar traditions. Your beliefs, values and principles help you define who you are. The experiences you have had throughout the course of your life contribute how you view the world. Your family and school have given you some values that help you to live in a community.

Your personal values are the principles and standards you use to make decisions in your current life. By identifying your most important values, you will make better life decisions according to your way of thinking and feeling.

Your choices impact every aspect of your life including personal and interactions with the members of your community. Before making a decision it's important that you collect information and evaluate the way they could impact you.

As you can see moral values are standards of behavior that help you to realize what is the most important in your life, and what to do in specific circumstances.





Belief: A strong feeling that something is true or real.

Behave: To do things in a particular way.

Behavior: The way that someone behaves.

Principle: A basic belief or rule that has a major influence on the way in which something is done.

Standard: A level of quality or achievement, especially one that people generally consider normal or acceptable.

Truth: The real facts about something. The things that are true.

Universal: Involving or affecting everyone in the world.

Values: The principles and beliefs that influence the behavior and way of life of a particular group.



Reflect on the following questions and think:

Trying to identify your personal values

What would you do if...?

- If you had only 24 hours to live, what would you do?
- If you didn't have enough money to get the bus home, what would you do?
- What would you do if you found a wallet full of money? Would you try to find the owner?
- If you had to choose between love and no money or money and no love for the rest of your life, which would you choose?
- If you saw a robbery, would you report it?
- If you could spend a day with a celebrity, who would it be and what questions would you ask that person?
- If you could change one thing in your community, what would it be and why? What about in the world in general?

Write your answers and share them with the rest of the class.

Reading comprehension

As you know, it is very important for you to understand what you are reading because it really helps you to learn English successfully. Learning new vocabulary and reading comprehension improve your spoken English. If you have doubt ask your teacher for help.



Learning activity 1.1

Read the text.

Look up in a dictionary the meaning of the words in bold. Write them in the Glossary that you will find at the end of this book.

There have been famous historical figures that have influenced people's way of thinking and feeling. Songs, poems, plays and books have been written about them.

One of these figures is Nelson Mandela, who is considered a highly respected figure. His personal values, principles and behavior made him an icon for human rights.

What do you know about Nelson Mandela?

Nelson Mandela (1918-2013)



He was born in Mvezo, South Africa. He fought against **racial inequality**, where **nonwhite** citizens were **segregated** from whites and didn't have equal rights.

He was arrested in 1962 for his protests, but he became a symbol for his people. He spent 27 years in prison, but because of worldwide pressure, he was **released** in 1990.

In 1994 Nelson Mandela won the President's election in South Africa, where his fair work allowed nonwhite citizen to vote. After he was elected, Nelson Mandela kept **striving** for a better cooperation between black and white citizens. His hard work prevented a civil war. He was a tolerant and responsible man.



Learning activity 1.2

According to the previous reading choose the correct answer.

1. Racial inequality is lack of:
a) time b) order c) fairness
2. Why did Nelson Mandela protest? Because of...
a) nonwhite citizen segregation b) honesty c) President's election
3. These are values involved in Nelson Mandela's attitude and behavior:
a) peace and love b) justice and respect c) peace and ambition.
4. Nelson Mandela had to make a choice:
a) Leave South Africa and accept racial inequality.
b) Prevent a Civil War and act according to his values.
c) Provoke a Civil War and act according to his values.

Check your answers in the Answer Key



Reflect on the previous activity

Does your community have any famous historical figures? What did they do?
Share your answer with your class.



Vocabulary



Learning activity 1.3

Look at the pictures and circle the name of the Universal Values that are familiar to you.



Cooperation



Fairness



Responsibility



Loyalty



Solidarity



Honesty



Truth



Tolerance



Justice



Respect



Acceptance



What value is it?

In a dictionary or encyclopedia, look up the meaning of the values you don't know. Write them in the Glossary that you will find at the end of this book.



Learning activity 1.4

Match the value with the correct description.

<i>Value</i>	<i>Description</i>
1. Honesty	a) Involves important decisions that you are trusted to do.
2. Loyalty	b) Integrity, no lying.
3. Faith	c) Devotion to a person, country, group or cause.
4. Responsibility	d) Belief that someone or something is honest.
5. Trust	e) Treating people in a way that doesn't favor some over others.
6. Fairness	f) Safe, sure, responsible.
7. Trustworthy	g) Belief that someone or something is good and can be trusted.
8. Tolerance	h) To accept feelings, habits, or belief that are different from you.
9. Justice	i) The act of accepting someone or something.
10. Respect	j) According to law, be impartial, fair.
11. Acceptance	k) Strong affection for someone. Enthusiasm or devotion.
12. Love	l) Admire or understand that someone or something is important, and should be treated in an appropriated way.

Check your answers in the Answer Key



Learning activity 1.5

Make a drawing or stick a picture of a value that has influenced your way of thinking and feeling in a specific circumstance and explain it shortly.

Think that you are an elder care volunteer in a hospital. From the values learning in activities 1.3 and 1.4, choose the ones you would apply to your role as care worker, write them down and answer the questions:

Your values:
Do you think all these values impact the way you work as elder care volunteer? Try to explain briefly: How will they impact your behavior?



Elder care volunteer: The person who cares for older people.



Learn more

Adjectives to describe personal behavior in relation to moral values

An adjective is a word that describes a noun, qualifying or giving more information about the noun.

Example:

- The boy is obedient.
- The man is kind.

You can use adjectives to describe your personal attitude and behavior in relation to moral values. Look at the following example:

The doctor is *respectful* of the people.
(Adjective)

Respect is a moral value, and respectful is an adjective that describes the way the doctor works.

An **attitude** is your opinion or feeling about something, especially as shown by your behavior. What qualities are important to you, or what qualities you admire in yourself and others?

These are some examples of adjectives to describe attitude and your personal behavior related to moral values:

Fair: to treated equally and in a reasonable way to everyone.

Faithful: being loyal to someone or something and can be trusted.

Honest: not telling lies.

Just: treating people morally right.

Loyal: someone who is faithful and stands by you.

Responsible: in charge of someone or something for what they do or what happens to them.

Tolerant: accepting someone else's belief, way of life, and so on.

Trustworthy: someone you can trust.


Learning activity 1.6

Read the text.

Look up in a dictionary the meaning of the words you don't know and write them in the Glossary that you will find at the end of this book.

What would you do in a moral dilemma?

A group of high school students wanted to know what people do in a *moral dilemma*. They surveyed 20 students.

The questions and results were as follows:

Suppose you found at the bus station a box full of non-authorized copies of films. What would you do?

- a) Give it to the police or keep it.
The 5% of the people give it to police, 95% keep it.
- b) Try to find the owner or leave it.
The 2% of the people try to find the owner, 98% leave it.
- c) Sell them or donate them to a charity institution.
Everybody sells them.

A friend gives you a non-authorized copy a music CD. Would you accept it?
The 100% of the people accept it.

You see some great content for a class presentation, but is copyright. Would you use it in your class presentation to impress your teacher?
The 73% uses the content and 27% thinks teacher would realize it.


Learning activity 1.7

After reading the above text, write an adjective to describe people's behavior in relation to moral values.

Honest	Responsible	Trustworthy
--------	-------------	-------------

People who give the box full of non-authorized copies of films to the police.	
People who try to find the owner of the box.	
People who think that the teacher would realize about it.	

Check your answers in the Answer Key



Did you know that...

In 2011 American Chamber of Commerce of Mexico implemented surveys about preferences of buying non-authorized copies of films. They concluded the following:

- 8 out of 10 people surveyed have bought non-authorized copies of films.
- Of this 80%, 47% was from 16 to 30 years old.
- 54% suggested buying non-authorized copies of films.

Available at: <http://www.forbes.com.mx/los-mexicanos-alimentan-a-la-pirateria/>



Learning activity 1.8

Answer the questions and express your own opinion.

Have you seen the significance and influence of moral values in life? Values help you to decide what to do in moral dilemmas? Do you realize how values help you to define your attitude and behavior?



“Once, there was a specific circumstance in which I had to decide what to do, because...”

“The values that helped you to make a decision were...”



Learning activity 1.9

Work in groups, and talk about how you act in a moral dilemma and make a list of the moral values that helped you to solve it. Write the name of the value and the meaning. Share them with the rest of the class.

Following these instructions will help you to organize the work in group and interact with the whole class.

- Work in groups of 3 or 4 members and discuss your answers.
- Based on classmates answers write the main ideas of your group.
- Choose the ones you have in common.
- To write value's meaning, use your notes and your dictionary.
- Enter the information in the chart below.
- Decide who will be the member of the group who express your group opinion.
- Share and compare your answers with other groups.



Make a list of the values shared in your groups.

Moral values	Their meaning

The following check list will give you some points to evaluate your previous activity. Mark with an ✕ the elements you observed.

	You did your work participating with respect.
	You expressed your opinion freely.
	You identified the vocabulary related to moral values.
	You could decide who read out aloud your work to the class.
	You could understand the meanings of the vocabulary registered in the Glossary.



Learn more

Modals

Modals or modal verbs are auxiliaries that help the main verb to express attitudes, suggestions and opinions.

You give suggestions or advice to people when they have problems or they don't know what to do in a moral dilemma.

Modals can be used to express that you think something is a possible, probable, or that it is a wish, preference or suggestion.

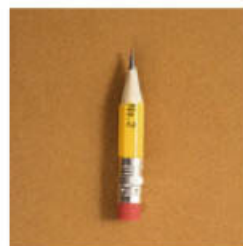
Look at these examples:



*I should be on time.
(advice)*



*I would eat an apple.
(preference)*



*You could use a new pencil.
(suggestion)*



*I might wash the dishes.
(strong grade of possibility)*



*It might rain later.
(probability or Possibility)*



*I would be a hero!.
(wish)*

In block I you will learn to use the following modals to express attitudes:

<i>Modals</i>	<i>Uses</i>
Should	Advice, suggestion
Could	Suggestion, possibility
Might	Possibility, probability
Would	Preference or wish

Modals are followed by the infinitive of another verb **without "to"**:



Uses and examples:

You use **should** to give advice or suggestions. You give advice or strong suggestions to someone in a specific circumstance or a moral dilemma. Notice that an advice or suggestions are not orders. For orders we use **must** or **have to**. Look at the example.

Affirmative form:

You should respect the authority.

Subject + modal + infinitive verb + complement
You should respect the authority.

Negative form:

You shouldn't park your car in this place.

Subject + modal in negative form + infinitive verb + complement
You shouldn't park your car in this place.

Interrogative form:

What should I do?

Question word + Modal + subject + infinitive verb + question mark
What should I do ?

The following pictures show you the affirmative, negative and question forms of *should*



You should respect authority.

Affirmative form



You shouldn't park your car in this place.

Negative form



What should I do?

Interrogative form

You use **could** to say that something is possible in the future.

Look at the example:

Affirmative form:

You could take the bus on time. (*suggestion*)

Subject + modal + infinitive verb + complement
You could take the bus on time

Negative form: You use to express impossibility. It's negative only.

You couldn't take the bus on time.

Subject + modal in negative form + infinitive verb + complement
You couldn't take the bus on time

Interrogative form: For a polite request.

Could you take the bus on time?

Modal + subject + infinitive verb + complement
Could you take the bus on time?

The following pictures show you the affirmative, negative and interrogative forms of *could*.



You could take the bus on time.

Affirmative form



You couldn't take the bus on time.

Negative form



Could you take the bus on time?

Interrogative form

Block I

Describe your behavior in hypothetical situations

You use **might** to show possibility or probability in the present and in the future. There isn't strong degree of certainty about the situation happen.

Look at the examples:

Affirmative form:

Her parents are very upset.

She **might** be honest with them and tell the truth.

Subject + modal + infinitive verb + complement

She might be honest with them...

Negative form:

Her parents are very upset.

She **might** not lie to them.

Subject + modal in negative form + infinitive verb + complement

She might not lie to them.

Interrogative form:

Might it be better to tell the truth?

Modal + subject + infinitive verb + complement

Might it be better to tell the truth?



Degree of certainty: Level of knowledge that something can be true or correct.

Look at the following examples using **might**:



She **might** be honest with them and tell the truth.

Affirmative form



She might not lie to them.

Negative form

**moral
dilemma**

Might it be better to tell the truth?

Interrogative form

You use **would** to express preferences, or wishes (in the future).

In a real situation:

I **would** go to cinema after lunch.

In a hypothetical situation: not a real situation, imagined as example.

I **would** be an astronaut and I would travel to the Moon.

Affirmative form:

I am really hungry; I **would** eat five hamburgers. (*hypothetical situation*)

Subject + modal + infinitive verb + complement
I would eat five hamburgers.

I **would** eat for lunch a sandwich and juice. (*real situation*)

Subject + modal + infinitive verb + complement
I would eat for lunch a sandwich and juice.

Negative form:

I **wouldn't** eat all these food! (*hypothetical situation*)

Subject + modal in negative form + infinitive verb + complement
I wouldn't eat all these food!

I **wouldn't** eat for lunch a sandwich and juice. (*real situation*)

Subject + modal in negative form + infinitive verb + complement
I wouldn't eat for lunch a sandwich and juice

Interrogative form:

Ask for/request: **Would** you eat all these food? (*hypothetical situation*)

Polite request: **Would** you prepare a coffee for me? (*real situation*)

Modal + subject + infinitive verb + complement
Would you prepare a coffee for me?

Look at the following examples using *would*:

Hypothetical situation



I would eat five hamburgers.

Affirmative form



I wouldn't eat all these food.

Negative form

Real situation



What would you eat?

Interrogative form



Learning activity 2.1

Read the questions and mark with an X the correct option.

1. *Should is used for:*

- a) Possibilities
- b) Orders
- c) Advice and suggestion

2. *After modals you use:*

- a) An article
- b) To + verb
- c) Infinitive verb without "to"

3. *Which is the most polite question?*

- a) Can you pass me the book?
- b) Could you pass me the book please?
- c) Will you pass me the book?

4. *Which sentence is a suggestion?*

- a) You should go to the doctor.
- b) Take some pills.
- c) Could you call to the doctor please?

5. *Might is used for:*

- a) Asking for help.
- b) Answering in past.
- c) Possibility in present or future.

Check your answers in the Answer Key



Learning activity 2.2

Match the pictures with the sentences below.



Sentences:

1. Could you please repeat the question?	<input type="checkbox"/>
2. I love machines, I would like to be an engineer.	<input type="checkbox"/>
3. I love to read, I would buy 100 books!	<input type="checkbox"/>
4. - What would your mother say? - She would tell me to clean my room.	<input type="checkbox"/>
5. He is really tired, he might be at home.	<input type="checkbox"/>
6. I don't have money, I should find a job.	<input type="checkbox"/>

Check your answers in the Answer Key



Learning activity 2.3

Choose the right word on the box, and write it in blanks next to the sentences according to the attitude they could express:



1. She would participate in an important human rights movement. _____
2. All of us should be honest. _____
3. You should tell the group everything about values. _____
4. I would teach children more good things. _____
5. Everybody could be trustworthy one day. _____
6. He might be honest. _____
7. The teacher might be patient. _____
8. They should know their responsibilities. _____
9. She could be loyal in her new relationship. _____
10. He should tolerate people who are different than he is. _____

Check your answers in the Answer Key

**Learning activity 2.4**

Complete the sentences with real or hypothetical information.
Use the correct modal.
Look the example.

1. It is cloudy. (might/rain). *It might rain.*
2. I love to travel (would/go/Chiapas)_____
3. It is hot (you/could/open the window/please?)_____
4. We have a lot of homework (should/do/now)_____
5. You have the hiccups (should/drink)_____
6. Nancy is having trouble in Math class (could/ask/help to)_____

7. Carlos is studying in this room (you/should-not/go/into)_____

8. It is a sunny day (we/could/go/to)_____

9. Why is Lily not attending on class? (might/be/sick)_____
10. She has eaten a lot of food (could-not be hungry!)_____

Check your answers in the Answer Key



Hiccup: A sound in your throat caused for an involuntary movement of in your chest: Hip!

**Learning activity 2.5****Grammar box**

Work in groups of 4 members and make a grammar box to summarize your knowledge of using modal verbs. Share the information with all class.

✓ The following checklist will help you to identify the modals you have learned to use for expressing advice, suggestions, possibility, probability and preference.

Checklist

	List the modals you have learned.
	Mention the uses of the modals.
	Show the modals' structure using affirmative, negative and interrogative forms.
	Make an example of each structure.
	Every one of you could collaborate making the uses, structure and examples of one modal: Member no. 1: Should, member no.2: could, member no. 3: might, and member no. 4: would.
	The grammar box refers to the modal's information included in this block.

Look at the example of grammar box of using **should**; it could help you to make your own grammar box:

Modal verbs grammar box example				
Modal Verbs	Uses/ Functions	Form	Structure	Example
Should	Advice	Aff.	Should + infinitive verb	You <i>should</i> pay attention
	Suggestion	Neg.	Should in negative form + infinitive verb	You <i>shouldn't</i> be talking in class.
	Asking for an advice or suggestion	Interrog.	Should + subject + infinitive verb + question mark	What <i>should</i> I do?

Rubric

Evaluate your group Modal Verbs Grammar Box using the following criteria.

Mark with an X the statements that manifest its characteristics and write observation if it is necessary.

When you finish, share and discuss the evaluation of your group with your teacher.

Share the information with all groups.

3	Excellent
2	Good
1	Needs improvement

Criteria	3	2	1	Observations
The content of the grammar box includes functions or mode of using the modal verb.				
The content of the grammar box includes the structure of using in affirmative, negative and interrogative forms.				
The content of the grammar box includes examples of structure and functions.				
The grammar box has included the opinion of all members.				
TOTAL POINTS				

10-more points	Excellent
6-9 points	Good
0-5 points	Needs improvement



Learning activity 2.6

Read and listen to the following short story.

Ask your teacher to read to you the short story. If it isn't possible. Work in pairs and read it aloud. Take turns reading and listening to the text. Practice your pronunciation and intonation; as well as improve your listening comprehension. Use your dictionary and write the new words in your Glossary at the end of your book.

Listen to your teacher reading the following text and underline all the words you don't know. Use your dictionary and write the new words in your Glossary.

What would you do?

Last night Luke went to his friend Wendy's house. She invited him to watch movies. When Luke arrived to Wendy's room, he noticed there was a new television set.

They were watching a movie, when she told him the new TV they were watching, was her new TV. It surprised Luke. Then, she brought a big box to the room. Inside the box there were a lot of movies.

Wendy found the big box at the bus station. Outside of the box there was a label with a name and an address. Wendy took and kept the box plenty of movies! She realized that they were non authorized copies of films. She made a decision: TO SELL THE ILLEGAL COPIES OF FILMS.

She earned a lot of money selling those movies. Luke couldn't believe it! She was keeping something property of someone else and selling illegal copies of films!

Wendy insisted Luke could be part of "HER GREAT BUSSINESS"... Now Luke has a moral dilemma! He could choose between two or more alternatives:

- a) Would he be involved on this? He could buy a TV too.
- b) Luke needs help Wendy. He could talk to her parents.
- c) He might denounce her. It is illegal.
- d) Luke should say nothing. Keeping it in silence is better.
- e) Luke might look for the owner of the box and tell the true.



Learning activity 2.7

Now work with a classmate and decide according to the previous reading, if the sentences are true or false. Discuss your choice.

1. To sell illegal copies of films is an honest activity.
2. Luke agrees to be part of the business.
3. To invite your friend to realize a dishonest act is a sign of friendship.
4. Wendy is selling drugs.
5. Wendy gives a new TV to Luke.
6. Wendy has a moral dilemma.
7. Luke doesn't have alternatives.
8. Moral values could help you to solve a dilemma.

TRUE	FALSE
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

**Learning activity 2.8**

✓ The following checklist will help you to evaluate your progress during the activity 2.7. Tick with an X the elements that helped you to recognize your progress.

Checklist

<input type="checkbox"/>	I could follow the reading easily.
<input type="checkbox"/>	I could identify the modal verbs and their function.
<input type="checkbox"/>	I could identify behavior in a moral dilemma.
<input type="checkbox"/>	I could identify the alternatives shown to solve a moral dilemma.
<input type="checkbox"/>	After reading I could decide if the sentences are true or false.
<input type="checkbox"/>	I was able to discuss my choice with my classmate.

Check the elements you didn't achieve and work on them. You could ask your teacher help if you need it.

**Learning activity 2.9**

Give some advice or suggestions to Luke. What would you do? Or what you wouldn't do in that situation?

Look at the examples:

- a) He would never be involved in this situation.
- b) He should try to convince her to stop selling illegal copies of films.

Write your advice or suggestions:

1.
2.
3.
4.



Learning activity 2.10

In a plenary session share and compare your answers of activities 2.7 and 2.9 with your classmates.

Listen to the suggestions and advice from your classmates about what they would do or they wouldn't do. Follow the next steps to complete the activity:

	Work in groups of 3 or 4 members.
	Identify the sentences that are similar to yours.
	Write the four sentences that express the advice and suggestions of your group.
	Choose a member who expresses and share your advice and suggestions to the rest of the class.
	Compare your work.



Learning activity 2.11

Checklist

✓ The following checklist will help you to evaluate your participation in the plenary. Remember this activity is made to help you to develop a better understanding of your classmates and grow as a group. Mark with an X the elements you observed.

	1. They listened to each other.
	2. They gave their opinion freely and respect other opinions.
	3. They felt comfortable with the point of view of their classmates.
	4. They were able to express themselves and fluently.
	5. They had enough time to talk and share.
	6. The listening activity helped me understand and identify main ideas.
	7. They could understand the uses of modal verbs to express their opinion in moral dilemmas.

Check the elements you didn't achieve and work on them. You could ask your teacher help if you need it.



Learn more

Second Conditional

The following sentences talk about “conditions” and “results”.

- If I had a calculator, I would do this Math homework.
- If I worked less, I would have more free time.
- If I had some money, I would buy a laptop.



Look at the “If-clauses”, they are improbable conditions:

- If I had a calculator → It means I don’t have a calculator at this moment. We are talking about a hypothetical situation.
- If I worked less → It means I work hard now. It’s a hypothetical situation.
- If I had some money → I don’t have money, and it’s a hypothetical situation too.

“Results-clauses” are probable results from the hypothetical situation. They express what you would do in a hypothetical situation.

Look at the structure. You form the second conditional with:

***If* + simple past** + ***would* + infinitive verb**

<i>If clause</i>	<i>Result clause</i>
Hypothetical situation	Probable result: What would I do?
If + subject + simple past+ complement	Subject + modal verb + infinitive verb + complement

If I had some money,

I would buy a laptop.

Forms of the second conditional:

Affirmative and Negative:

If	I had a calculator	I would	do this Math homework.
	I had a calculator	I wouldn't	have problems doing this Math homework.

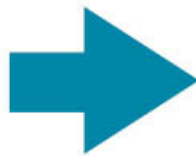
Interrogative:

What would you do if you had a calculator?

Question word + would + subject + infinitive verb + if + subject + simple past + complement?

It is very important you realize that there is a comma (,) between if-clause and result-clause:

If I had enough apples, I would bake an apple pie.



Reflect on the previous activities

Second conditional sentences help you to express what would you do in a hypothetical situation with improbable conditions.

Second conditional sentences help you to give advice or suggestions to people in a hypothetical situation.

**Learning activity 3.1**

Match the “if-clauses” with “result-clauses” to form conditional sentences.

1. If you drove a little faster,	a. I would be lonely.
2. If my dad had enough time,	b. her parent wouldn't be very upset.
3. If we were rich,	c. we would have respect for her.
4. If I hadn't friends,	d. I wouldn't make noise.
5. If he was trustworthy,	e. he would help me with the home work.
6. If she was honest,	f. you would be there on time.
7. If Jean told the true moral dilemmas,	g. he wouldn't lose my trust.
8. If I realized you were sleeping,	h. we would travel around the world.

Check your answers in the Answer Key

**Learning activity 3.2**

Write the sentences from activity 3.1. Don't forget that there is a comma between if clause and result clause:

1. If you drove a little faster, you would be there on time.

Check your answers in the Answer Key

Contracted forms of would

In spoken English you will find that would is often contracted. Look at the example:

Affirmative form:

- If Fred studied hard, he would become a good doctor.
Contracted form: If Fred studied hard, he'd become a good doctor.

Negative form:

- he would not
Contracted form: he wouldn't

Example	Contracted
I would work	I'd work hard
You would make	You'd make your homework
He would like	He'd like to be a musician
She would tell	She'd tell the truth
It would not be	It wouldn't be a funny day
We would not stay	We wouldn't stay at home
They would not consider	They wouldn't consider a second opinion



Learning activity 3.3

Complete the second conditional sentences using the simple past of the verb in the "if-clause" and contracted form of would in the "result-clause".

- If you stayed (stay) here, we'd play (play) soccer together.
- If we _____ (have) a car, we _____ (go) to Puebla.
- If you _____ (do not practice), you _____ (fail) again.
- If you _____ (have) an airplane, we _____ (fly) to Monterrey.
- If he _____ (be) a rich man, he _____ (buy) a castle.

Check your answers in the Answer Key

Using *could* or *might* in second conditional

Until now, you are using **would** in the “result-clause”, but it can be replaced by **could** or **might** to express possibility.

Look the example:

Could

- If all of you came to our party, we **would** have a great party time.

Replacing **would** for **could**. It expresses the possibility of having a great time:

- If all of you came to our party, we **could** have a great party time.

Might

- If it was a cloudy day, it **would** be raining.

Replacing **would** for **might**. It expresses the possibility of raining if the day was cloudy.

- If it was a cloudy day, it **might** be raining.



Learning activity 3.4

Complete the sentences with the words in parentheses.

1. Tomorrow is my best friend's birthday. If I had some money, (could/buy/gift)
I could buy him a gift.

2. If I didn't find it hard to say no, (might/do/want to do)

3. If you sent an e-mail tonight, (could/read/tomorrow)

4. If I found the TV's remote control, (would/change the channel)

5. If I was older, (would/see/things differently)

6. If teenagers wanted freedom, (would/give/to them?)

7. If a friend had a moral dilemma, (would/give/an advice/to help him?)

8. If you obeyed to your parents, (could/trust/you)

Check your answers in the Answer Key



Learn more

Even if and unless with second conditional

Even if emphasizes that something would happen, no matter what “if-clause” states or express.

Example:

- Even if we worked hard, we couldn't finish the work on time.

Unless states condition that it is an exception.

Example:

- Unless she hurried up, she wouldn't be on time.



Learning activity 3.5

Work in pairs. Read the following conversation.
Use your dictionary and write the new words in your Glossary.



Liz: Hello Andy?

Andy: Hi Liz, how are you?

Liz: I'm having a problem with Joseph.

Andy: What's wrong with him?

Liz: I love him, but...I saw him with another girl at the cyber coffee. I took a picture with my cell phone. She could be only a pal, but what if he was flirting, I would die!

What would you do if you were me?
Please give some advice!

Andy: If I were you, I would confront him.

Even if he denied the fact, you could show him the picture.

**Learning activity 3.6**

Look at the conversation in activity 3.5 again and underline all the second conditional sentences.

Check your answers in the Answer Key

Would you give a different advice to Liz?

What would you do if you were Liz? Write your answer and compare with a pal.

"If I were Liz..."

**Learning activity 3.7**

Summarize some of the important elements of the second conditional sentences that you have studied so far. For that purpose, work in small groups making an investigative work. It must include the following information:

1. Presentation page.
2. Explanation of the use of second conditional sentences.
3. The clauses that are used in sentences of second conditional.
4. Use of second conditional sentences in the affirmative, negative and interrogative forms.
5. Explanation of the use of comma in second conditional sentences.
6. Examples of second conditional sentences:
 - Two sentences using *would*
 - Two sentences using *could*
 - Two sentences using *might*
 - A sentence using *even if*
 - A sentence using *unless*
7. Write three "if-clauses" examples expressing improbable conditions, but don't write the "result-clauses".
8. Ask to another group to complete the second conditional sentences writing the "result-clauses", in order to express what they do in those hypothetical situations.
9. Share the answers with the rest of the class.

Hand in your investigative work to your teacher for evaluation and comments.

Rubric

Evaluate your investigative work using the following criteria. When you have finished, share and discuss the evaluation of your group with your teacher.

Coevaluation:

3	Excellent
2	Good
1	Needs improvement

Criteria	3	2	1	Observations
The use of the second conditional is explained				
The number and name of the clauses that are used in sentences of second conditional are been mentioned				
The structure of using affirmative, negative and interrogative forms in second conditional sentences is explained.				
Includes the correct punctuation in the second conditional sentences.				
The exercises of the other group participation has been included.				
Total points				

10-more points	Excellent
6-9 points	Good
0-5 points	Needs improvement



Learning activity 3.8



There are very interesting magazines for young people, and some of them include a special column, in which you can ask for advice to somebody.

Now read a letter from a problem page on a magazine.

Dear Friend,

My mother could decide to take away my privileges. I was very late yesterday. She spent all night worrying about me. I went in a friend's car to a party. At time to go back home, I couldn't find my friend. I tried to call my mother, but there wasn't signal. And I came back with another friend later. I arrived at home at 5:00 a.m. My mother was very upset. I wouldn't wish the punishment to be too severe. What would you do if you were me? Please give me an advice!

Atte, the very worried writer.



Learning activity 3.9

After reading the text work in small groups, discuss the problem and give some advice and suggestions. Show them to your classmates and elect the best advice or suggestion.

✓ The following checklist will help you to guide your participation in this activity, with your work group and the rest of the class.

Checklist

	Work in groups of 3 members.
	One of you read the text carefully to the other members and identify the problem.
	Write three sentences in which each one you could give your advice or suggestion.
	Your sentences have to include the grammar structure of the second conditional.
	Write your advice and suggestions in a cardboard and place them in the classroom.
	Read all of them to your classmates.
	In plenary vote to choose the best advice; it has to include the grammar structure for second conditional sentences.

Rubric

Evaluate your group participation and election of the best advice or suggestion. Use the following criteria. When you finish share and discuss the evaluation with your teacher.

3	Excellent
2	Good
1	Needs improvement

Criteria	3	2	1	Observations
All the members of your group worked together giving advice or suggestions.				
Your advice and suggestions had the grammatical structure of the second conditional sentences (2 clauses, comma, verb and modal verb in correct form).				
The cardboard with advice and suggestions was clear, you could read it easily.				
The group was respectful of all the cardboard presentation.				
All your classmates spoke in English for the plenary				
TOTAL POINTS				

10-more points	Excellent
6-9 points	Good
0-5 points	Needs improvement



Optional activity

If you have the opportunity to listen the song: "If I were a rich man". You will find the uses of second conditional.



“If I were a rich man” forms part of the famous theater play “Fiddler on the Roof”.

If I Were a Rich Man (Lyrics)

If I were a rich man, dadada dedle deedle dum.
All day long I'd biddy biddy bum.
If I were a wealthy man, I wouldn't have to work hard.
Dadada deedle...
If I were a biddy biddy rich...
Dadada deedle dum.
I'd build a big tall house with rooms by the dozen.
Right in the middle of the town.
A fine tin roof
with real wooden floors below.
There would be one long staircase.
Just going up.
And one even longer coming down.
And one more leading nowhere, just for show.

If I were a rich man, dadada dedle deedle dum.
All day long I'd biddy biddy bum.
If I were a wealthy man, I wouldn't have to work hard.
Dadada deedle...
If I were rich, I'd have the time that I lack to sit in the synagogue and pray.
And maybe have a seat by the Eastern wall.
And I'd discuss the holy books with the learned men.
Seven hours every day.
That would be the sweetest thing of all If I were a rich man, dadada dedle deedle dum.
All day long I'd biddy biddy bum.
If I were a wealthy man, I wouldn't have to work hard.
Dadada deedle...
If I were a biddy biddy rich...
Dadada deedle dum.
Lord, who made the lion and the lamb.
You decreed I should be what I am.
Would it spoil some vast, eternal plan!
If I were a wealthy man!



Wealthy: Characterized by abundance, a lot of money and possessions.

Staircase: Structure of stairs.

Spoil: Something stolen or taken by thieves.

Vast: A very great in size, amount or extent.

Synagogue: A building in which people of the Jewish religion worship and study.

Easter: A Christian religious holiday that celebrates Jesus Christ's return to life.



Learn more

Connectors

Connectors are auxiliaries that help to connect or contrast two ideas; they are words used to join sentences.

Look at the uses and some examples of sentences with connectors:

- Use **and** to add information:
I like rock **and** pop music.
- Use **because** to express reason:
We drank water **because** we were thirsty.
- Use **but** to contrast ideas:
He watched the soccer game, **but** he didn't play it.
- Use **so** to show a consequence:
The group's singer got flu **so** the concert will be canceled.



Learning activity 4.1

Read the following text and underline the connectors.

You like me, should be thinking that celebrities just want to be rich and enjoy themselves. But, some celebrities think about the responsibility of being famous, so they are involved in charity work.

For example: the Ricky Martin Foundation provides education for children and supports efforts against **human trafficking** with special emphasis on children. Also, people like Bono, Shakira and Juanes support several causes, because they want to show that all of us have a responsibility to help others in our society. But, what do you think? Would you work against a social problem?

With your group discuss these questions.



Human trafficking: The illegal practice of trading in human beings.



**Learning activity 4.2**

Make a report regarding to moral dilemmas in your community.

Now, you are able to identify a moral dilemma and you know that values help you to decide your behavior or attitude to solve it. You can describe your behavior in a hypothetical situation.

You could give advice or suggestions to someone in a specific circumstance.

It is time to conclude writing a report mentioned moral values that you could identify in your community. This report has to include the following information:

1. Presentation page.
2. Introduction.
3. Content
 - a) Mention and describe the Values.
 - b) Talk about personal or other people's experiences and decisions.
 - c) Mention how moral values influence the lifestyle of your community
 - d) Use modal verbs, second conditional sentences and connectors to describe what happened and how you feel about it. (At least five sentences).
 - e) Use pictures from a magazine or newspaper that represent some values in your community.
4. Conclusion.
Conclude giving your personal opinion about the impact of values in your behavior in specific circumstances. Write five sentences using modal verbs, second conditional sentences and connectors.

**Learning activity 4.3**

In a plenary tell your group about your experience. Ask questions about other people's experience.

- ✓ This short checklist will be useful preparing your participation for the plenary.

	Practice your pronunciation.
	Reporting your personal and other people experiences being sure to use the correct grammar structure.
	Describe your opinion using second conditional sentences and connectors.
	Respect the opinion from the other members of the group.

Rubric

Now, you have the opportunity to evaluate your last work in this block. It will help you to evaluate your own participation and the participation of the rest of the group. Celebrate your success, or take your time to review and evaluate some of your activities. Don't forget to ask your teacher for help.

Criteria	5	4	3	2	1
The topic of the report was about moral values in your community.					
Your report had the grammatical structure of the second conditional sentences. (2 clauses, comma, verb and modal verb in correct form).					
You could describe your experiences about moral values in your community.					
You could present your report with good pronunciation.					
The group was respectful of all the reports presentations.					
Total points					

5	Excellent
4	Very good
3	Good
2	Regular
1	Unsatisfactory

If your score was 1 or 2 for any of the statements, look again at the material in block I.

Closure activities

Reflect on what you have learned

In block I, you learned vocabulary related to moral values; you were able to describe what would you do in a hypothetical situation, using the grammar structure of the second conditional.

You used the different modals for the second conditional (would, should, could, might) to give advice and suggestions in hypothetical situations.

Also you identified and used connectors (and, because, but, so) that will help you to improve your grammatical, reading, speaking and writing skills.

Finally

Think about the next questions and write your conclusions:

What was the most significant learning that you achieved in block I?

How can you use the things you have learned in your current life?

My conclusions are:



Self-evaluation

Mark the box that corresponds to your level with an X.

What I am capable of	I am completely capable of 4 points	I can do it, but I need help 3 points	I can't do it even with help 2 points	I am not capable of 1 point
Identify vocabulary related to moral values.				
Identify the grammar structure for modal verbs.				
Identify the grammar structure for second conditional sentences.				
Identify the grammar structure for connectors in oral and written sentences.				
Use the different forms (affirmative, negative and interrogative) for modal verbs in oral and written sentences.				
Use the different forms (affirmative, negative and interrogative), of the second conditional in oral and written sentences.				
Describe my behavior in oral and written sentences in hypothetical situations				
Express my opinion: give advice or suggestions in specific circumstances.				
Ask for advice or suggestions in a moral dilemma.				
Total points				

30-36 points - your achievement was very good

23-29 points - your achievement was good

18-22 points.- your achievement was regular

less than 18 points - your achievement wasn't satisfactory

When you finish answering it, show it to your teacher and talk about your progress and what do you need to improve.

BLOCK II

Describing experiences



Block II



Objetos de aprendizaje que se abordan

1. Vocabulary:
Travel, vacation activities, food.
2. Simple past + present perfect.
3. Present perfect:
 - a) Forms: Affirmative, negative and interrogative sentences.
 - b) Uses: Present perfect + since, for, never, ever, yet, already.

Recomendaciones para el aprendizaje (actividades)

Para lograr un desarrollo de competencias pertinente y acorde con los distintos contextos sociales, debes realizar en cada uno de los bloques que conforman este programa: actividades de orden individual y de trabajo colaborativo, que te permitirán tener una mayor interacción y sentido comunicativo en la práctica de la escritura, el habla y la escucha del idioma inglés.

Competencias disciplinares que se desarrollan

- Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una lengua extranjera.
- Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, para solucionar e intercambiar información sobre las actividades que ha realizado en diferentes contextos.
- Emplea estrategias de aprendizaje autónomo, a través de las tecnologías de la información y comunicación para obtener información sobre el uso de la estructura gramatical de pretérito perfecto y el pasado simple para expresar sus diferencias.
- Mantiene una actitud respetuosa hacia la interculturalidad y la diversidad de creencias, valores, ideas y prácticas sociales, al momento de intercambiar experiencias personales con otras (os) compañeras (os).
- Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa, así como elementos formales del lenguaje (puntuación, ortografía, sintaxis, coherencia y cohesión).

Evaluación del aprendizaje

- Evaluación diagnóstica para identificar competencias y conocimientos previos.
- Evaluación formativa basada en las actividades realizadas.
- Evaluación sumativa e integrada como portafolio de evidencias.
- Coevaluación y autoevaluación.

Introduction

In block II you will learn to describe experiences putting in practice new vocabulary related to travel, vacation activities and some food around the world. Reading and writing exercises will help you learn the grammar structure of the present perfect tense and you will revise what you have learned about the simple past. Because practicing your speaking skills is an important step in learning a new language, you will practice role-playing dialogues applying what you have learned.



Let's begin

People travel for different purposes; some for business and as part of their job they spend a lot of time in airports or bus stations. Other people travel to go on vacations. Some like to relax and do nothing, while others prefer to be active and for instance swim, go to museums, and explore cities and towns. Also many people travel to visit their family who live in another place. Have you ever traveled?



Learning activity 1.1

Work in pairs. Ask and tell to your partner about your travel experiences
Answer the follow questions:

1. Have you ever gone to another city?

- a) visit your family b) go on vacation c) other experience

2. Did you stay in...?

- a) a hotel b) a camp c) a house

3. Have you traveled with...?

- a) friends b) family c) alone

4. Traveling has been...

- a) a good experience b) a bad experience

5. Where did you go? _____.

Traveling is a great opportunity to **gain** new experiences and do activities that we do not use to do.



Gain: Something that is helpful, an increase in advantages or benefits.
Sightseeing: To go about seeing places and things of interest.



Learning activity 1.2

If you went on vacation, what would you like to do? Number the following vacation activities from number 1 (the activity you would like to do most) to number 9 (the activity you would like to do least).

In a dictionary or encyclopedia, look up the meaning of the words you don't know. Write them in your Glossary at the end of this book.

<input type="checkbox"/>	Swim	<input type="checkbox"/>	Climb	<input type="checkbox"/>	Ride a bicycle
<input type="checkbox"/>	Ride a... camel, horse	<input type="checkbox"/>	Take a tour	<input type="checkbox"/>	Rest
<input type="checkbox"/>	Camping	<input type="checkbox"/>	Sightseeing	<input type="checkbox"/>	Go shopping

Talk with a partner why number 1 would be your favorite vacation activity and why number 9 is your least favorite.



Learning activity 1.3

Write the names of these vacation activities under the correct picture.



Check your answers in the Answer key



Learning activity 1.4

Work in pairs. Look at the following icons. Are they familiar to you? Have you ever seen them? Match the places with the icons.



a) Hotel

b) Restaurant

c) Shopping center

d) Ticket office

e) Museum

f) Archeological zone

g) Airport

h) Bus station



Check your answers in the Answer Key



Learning activity 1.5

Work in pairs. Look at the pictures of the places. Where do you think they are? Would you like to go there?

Fill the gaps with the name of the places and the name of the country where they are located in.



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



Learning activity 1.6

Work in small groups. Write a **brief** paragraph describing each of the places from the pictures above.

The following steps will help you to write your paragraph:

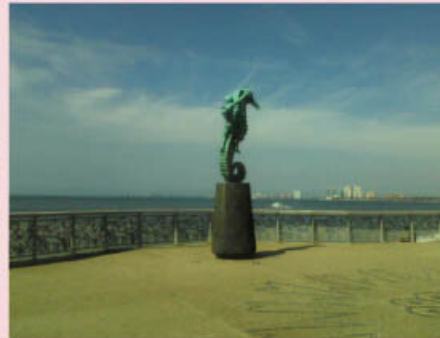
- Make group of 4 members.
- Make a list of the places mentioned above.
- Brainstorm with your group, what do you know about these places?
- Write a brief paragraph describing each of the places from the pictures.
- Include the name of the country, where it is located, and what vacation activities can you do? What type of food is popular in these places?
- Use vocabulary related to travel.
- Use information sources such as an encyclopedia.
- Present your work to the class.



Brief: Short.

Look at the example below describing a place; it could help you to make the description of the places mentioned above.

Puerto Vallarta, Jalisco México



Puerto Vallarta is on the western side of the state of Jalisco, in México.

Puerto Vallarta is located in one of the largest bays in the world: the Bay of Banderas: this place offers many aquatic and land activities. The main vacation activities are jungle tours, water sports, golf, jet ski, swimming with dolphins and horseback riding. You can take a tour to Islas Marietas. At night you can go to bars, clubs and restaurants that suit all tastes. It is the second "Gourmet Capital" of Mexico. Seafood could be an excellent choice.



Would you like to travel to Puerto Vallarta?



Learning activity 1.7

Present your list and descriptions to the class.

Checklist

✓ This check list will help you to prepare the presentation of your list and description of places to your class.

	Choose a spokesperson from each group.
	Read out aloud your list and descriptions to the class.
	Choose one place description from your list.
	Present your description with some pictures of the place.
	To encourage active listening by the whole class. Try not to repeat any information already presented by another group.
	Ask to the group: Would you like to travel to _____?



Vocabulary



Spokesperson: Person who represents the group.

Learning more vocabulary is important because it helps you to express your ideas. Let's continue learning new vocabulary related to travel, vacation activities and food.

Food around the world

People around the world have different ideas about eating. Traveling offers the opportunity to taste many different traditional **dishes** around your country, or around the world. Food preferences could be based on culture, taste or food available in each region.

Have you ever eaten some of the food and drinks that are shown below?

Dishes: Food prepared in a particular way.



Beans



Tacos



Pozole



Chiles en nogada



Tequila



Horchata's
water



Jamaica's
water



Chocolate

Common food and drinks from United States

Restaurant Menu

Drinks



COLA DIET COLA JUICE WATER TEA COFFEE

Main Dish



CHEESEBURGER HOTDOG PIZZA
SANDWICH SPAGHETTI FISH
CHICKEN

Sides



SALAD
SOUP
FRENCH FRIES
POTATO CHIPS

Deserts



CAKE COOKIE ICE CREAM

Traveling



CITY GUIDE





Learning activity 1.8

Can you identify the name of the dishes around the world in the pictures below?

In pairs discuss the answers and write the name of the dishes using the words from the green box.



Check your answers in the Answer Key



Pita Bread: This type of bread is used in many Middle Eastern cuisines such as Egyptian cuisine. The main ingredients are flour and water.

Noodles: Type of soup or pasta usually accompanying with a sauce. It was adopted in China in the 9th Century.



Learning activity 1.9

Do you know where they are from?

Match the name of the dishes with the icon of the country where they are originated.



1. Noodles 2. Hamburger 3. Pizza 4. Pita bread 5. Tacos 6. Sushi

Check your answers in the Answer Key



Reflect on the previous activity

- Have you ever tried dishes from other country?
- How common is eating food from other countries in the place where you live?
- Name some dishes eaten in your country that come from other countries.

Write your reflection:



Learn more

The simple past

You have already learned the simple past in your last English course. The simple past tense is used to express an action that started and finished at a specific time in the past.

Examples:

- I went to cinema yesterday.
- I traveled to Monterrey last week.
- She washed the dishes this morning.

As you know, the simple past is formed by adding *-ed* to the infinitive form of the *regular verbs*.

Infinitive form + *ed* = simple past

to walk	walked
to watch	watched
to climb	climbed
to work	worked
to enjoy	enjoyed
to cry	cried

For regular verbs ending in the vowel *-e*, you only add *-d*.

Infinitive form + *ed* = simple past.

to hate	hated
to like	liked
to assume	assumed

Remember that irregular verbs change their spelling.

Infinitive form	Simple past
to break	broke
to make	made
to find	found
to buy	bought
to go	went

Time expressions

Simple past use time expressions such as these:

- Yesterday
- This morning
- Last year
- Last weekend
- In 2010
- In the 1990s
- In the past
- The other day
- Last Friday
- Last month, etc.

Past participle

The main use for the past participle in English is forming the perfect tenses. In this block you will learn the past participle that will be important when forming the present perfect tense.

The past participle is mainly used to form the present perfect and past perfect tenses. Furthermore, it is used when speaking in passive voice.

The past participle similar to the simple past is formed by adding *ed* or *d* to regular verbs, for example: play-played, dance-danced. In the case of irregular verbs, the verb changes its spelling example: be-been, go-gone, do-done.

Look at the examples:

Regular verbs

Infinitive	Present simple	Simple past	Past participle
play	play	played	played
dance	dance	danced	danced

Irregular verbs

Infinitive	Present simple	Simple past	Past participle
write	write	wrote	written
understand	understand	understood	understood

For more reference, at the end of your book you will find a list with some regular and irregular verbs in present simple, simple past and past participle.

Present perfect

The present perfect is a compound tense, two verbs are required: the auxiliary verb **to have** in present simple tense and the main verb in past participle.

Subject + auxiliary verb (**to have**) + past participle + complement

I	have	understood	the lesson.
She	has	written	five letters.

Look at the following examples:

Subject	Auxiliary verb	Past participle
I	have	traveled
You	have	learned
He	has	gone
She	has	been
It	has	arrived
We	have	called
They	have	climbed

The present perfect is used to express a past event that has present consequences:

I have been married for 10 years.

I have been studying English for 2 years.

In both sentences the action started in the past and continues in the present.



Learning activity 2.1

Work in groups of 5 members. Look up 50 common regular and irregular verbs. Make a list and write them in your notebook in present simple tense, simple past tense and past participle.

Make a list

Use this checklist to guide your activity.

Ask each member of the group to look for 10 common verbs.

Use information sources such as English Grammar Dictionaries.

Identify the present tense, simple past tense and past participle for each verb you have found.

Share and compare your verbs with the other members of your group.

Make one list for your group.

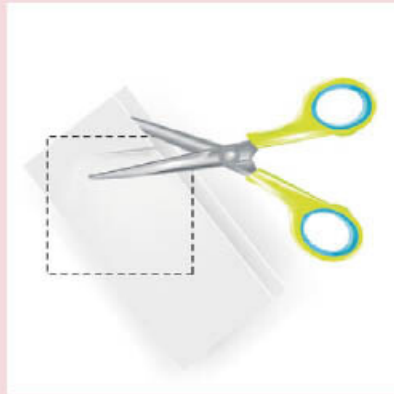


Learning activity 2.2

The following activities will help you to encourage your knowledge related to the present perfect structure.

Follow the instructions to make your *verb cards*.

1. Work with the same group as in activity 2.1
2. Divide the list of the verbs from activity 2.1 and give to each member 10 verbs.
3. Make cards *with each verb*: Write on one side of the card the verb in present tense, simple past and past participle. On the other side of the card include a picture which represents the action of the verb.
4. Cut and fold your verb card:



5. Paste it in the middle:



6. Let's play the board game!

Look at these verb cards examples:



Arrive
Arrived
Arrived



Ask
Asked
Asked



Buy
Bought
Bought



Climb
Climbed
Climbed



Drive
Drove
Driven



Eat
Ate
Eaten



Fly
Flew
Flown



Give
Gave
Given



Ride
Rode
Ridden



Dance
Danced
Danced



Learning activity 2.3



Play the game!

In groups, play the game *verb cards*. Follow the steps listed below.

Instructions

1. Bring the *verb cards* you have made in activity 2.2
2. Put your classmates in groups of five.
3. Copy the *verb cards' game board*.
4. Give to each group a game board, one dice, and five place markers.
5. Spread the cards on the table with the verbs downwards and the picture upwards.
6. The first student rolls the dice to move around the board. The student lands on a verb; he or she must find the picture from the *verb cards* and tell the verb in present tense, simple past tense and participle, without taking the card from the table.
7. If the student's answer is correct, he or she gets to stay on that square; if not, he or she goes back to square where she or he began the turn.
8. The first student to reach the **end** wins.

Verb cards' game board

Meet	Make	Live	Like	Leave	Have	Go UP 2 spaces	Eat
Need							Give
Pay		Enjoy	Explore	Call			Fly
Put				Visit			Find
Ride				Write			Explore
Return				Watch			Enjoy
Say				Wash		Go BACK to START	Drive
Sell				Want			Drink
See				Walk			Do
Speak				Wait			Dance
Spend				Go BACK to START			Cook
Go	Stay	Swim	Take	Travel	Think		Come
	Arrive	Ask	Be	Become	Buy	Go UP 2 spaces	Climb

Rubric

The statements from the rubric show the attitude and participation of each of the members of your working group.

3	Excellent
2	Good
1	Needs improvement

Criteria	3	2	1	Observations
I could match the verb with its picture.				
I could name the 3 forms of the verb: Present tense, simple past tense, and past participle.				
The members of the group participated with equality and respect.				
The members of the group correct each other's pronunciation and fluency.				
I could follow the instructions and take part of the game.				
I played the game treating my classmates with respect.				
TOTAL POINTS				

Share the results with your teacher. Ask your teacher for help if you need it.



Learn more

Present perfect forms and uses

Affirmative form:

I have traveled to Puerto Vallarta.

Subject + aux. verb + past participle + complement
I have traveled to Puerto Vallarta.

Short form: I've /She's + past participle

Negative form:

She has not been in Veracruz.

Subject + aux. verb (negative) + past participle + complement
She has not been in Veracruz.

Short form: Haven't / hasn't + past participle

Interrogative form:

Have we learned English?

Aux. verb + subject + past participle + complement + question mark
Have we learned English ?

Uses:

You use the present perfect with time expressions: *since, for, never, ever, already, yet.*

1. Activities that started in the past and continue in the present; *for* and *since* are common with this use.

Examples:

for: indicates a period of time.

- We have learned English *for* 3 years.

since: indicates a point in time when action started.

- We have learned English *since* 2011.

For A period of time (from start to end)	Since A point of time as reference (Up to now)
for 10 minutes for 5 hours for a day for 2 weeks for 3 years for a long time for ever	since 5 o'clock since Wednesday since April since 2006 since 2010 since I left Mexico since the beginning of the time
Use: in all tenses	Use: in present perfect tenses only

2. Describing experiences.

Ever and **never** are common with this use.

Examples:

Use **ever** in a question.

Have you **ever** been in Puerto Vallarta?

Use **never** in a negative response.

I **never** have been in Puerto Vallarta.

3. Saying that actions that we expected they happen didn't occur. We are still waiting for the action to happen.

Example:

James hasn't sold his car **yet**.

4. Expressing that an activity has happened sooner than expected.

Example:

I have **already** done my homework (earlier than expected).

5. Expressing that an activity has happened a few moments ago.

Example:

I **just** had dinner (I have dinner a few moments ago).



Learning activity 2.4

Use one of the verbs below to complete the questions beginning *Have you/they?* or *Has he/she?*

live travel do clean go watch forget be

1. Jennifer Has she lived in Paris for five months?
2. Tony _____ karate for many years?
3. Michael _____ to the library?
4. Rafael _____ the TV all morning?
5. You _____ your cell phone at home?
6. Your friend and you _____ at school today?
7. Linda _____ her room?
8. My parents _____ to Monterrey?

Check your answers in the Answer Key



Learning activity 2.5

Fill the blanks and complete the sentences with the time expressions below:

yet never already ever since for just

1. Have you _____ taken a ride horse tour?
No, I have _____ taken a ride horse tour.
2. Have you _____ eaten noodles?
No, I have _____ eaten noodles.
3. I haven't finished to read this book _____.
4. We have _____ arrived to school.
5. We have been in Queretaro _____ Monday.
6. We have waited for lunch _____ 20 minutes.
7. I have been at the museum _____ two hours.
8. We haven't decided where to travel _____.
9. We have _____ decided to travel to Guanajuato.

Check your answers in the Answer Key



Learning activity 2.6

The following conversation will show you how to talk about your travel experience with others. It provides you with at least one example of the grammar and vocabulary from block I and block II.

If it is possible, ask your teacher to read the conversation for you. If not, work in pairs and read it.

Listen and underline the words you don't understand. Write the words in the box and include them in your Glossary at the end of this book.

A travel experience: Holiday in Hawaii



Interviewer: Hi ,Trench. You're looking good. Did you go for a vacation somewhere?

Trench: Yes, I've just came back from Hawaii.

Interviewer: Hawaii! Wow, that sounds exotic! I have heard that Hawaii Volcanoes National Park and Na Pali Coast are amazing.

Trench: Yes, I agree. The islands are so green and the water's so blue. The beaches go on forever and the food is fantastic. I'll always remember this vacation.

Interviewer: Did you swim along the shore?

Trench: Yes, I went swimming every day. I had the time of my life.

Interviewer: How was the weather there?

Trench: It was nice... bright and sunny. You should go there when you can. It feels like paradise here on earth and I'm sure you'd have a great time.

Interviewer: Yes, I think I would.



Optional activity

You could listen to the script Holiday in Hawaii on the following web site:

<http://youtu.be/W-V0sdbQA-M>



Learning activity 2.7

Checklist

This checklist will help you to know if you are being able to easily understand the activity above.

Checklist

	1. You were able to follow the topic while your teacher was reading to all of you.
	2. You were able to identify most of the vocabulary.
	3. You could identify some grammar structures that you are learning: simple past and present perfect.
	4. You could notice that it is not necessary to know every word in a reading in order to understand it.
	5. You could understand the main ideas and details from the listening.

**Learning activity 2.8**

According to the script your teacher read, circle the correct answer.

1. Where has Trench come back from?
 - a. London
 - b. Spain
 - c. Hawaii

2. Has the interviewer been at Hawaii Volcanoes National Park?
 - a. No, he hasn't.
 - b. Yes, he has.

3. The food was.
 - a. Bad
 - b. Good
 - c. Trench doesn't like the food.

4. Where did Trench swim?
 - a. Along the island
 - b. Along the shore
 - c. In the river

5. What did Trench suggest to the interviewer?
 - a. He should go to Mexico.
 - b. He should go to Hawaii.
 - c. He shouldn't go to Hawaii.

Check your answers in the Answer Key



Did you know that...

Hawaii is the 50th and most recent US state to join the United States. It is located in the central Pacific Ocean and it is the only state made up entirely of islands. The eight Hawaiian Islands were formed from volcanic activity.

People love travel to Hawaii, because it is a warm place. Many visitors take a bus tour to explore the islands. Hawaii is home to eight national parks that celebrate and preserve Hawaii's unique beauty and native culture. Hawaii is world-renowned for its beautiful beaches. The islands have every type of beach imaginable: white, black, green and red sand beaches; romantic bays and beach parks for the family. The regional dishes are delicious, fruits and vegetables grown from volcanic soil, and fish from one of the best managed fisheries around.

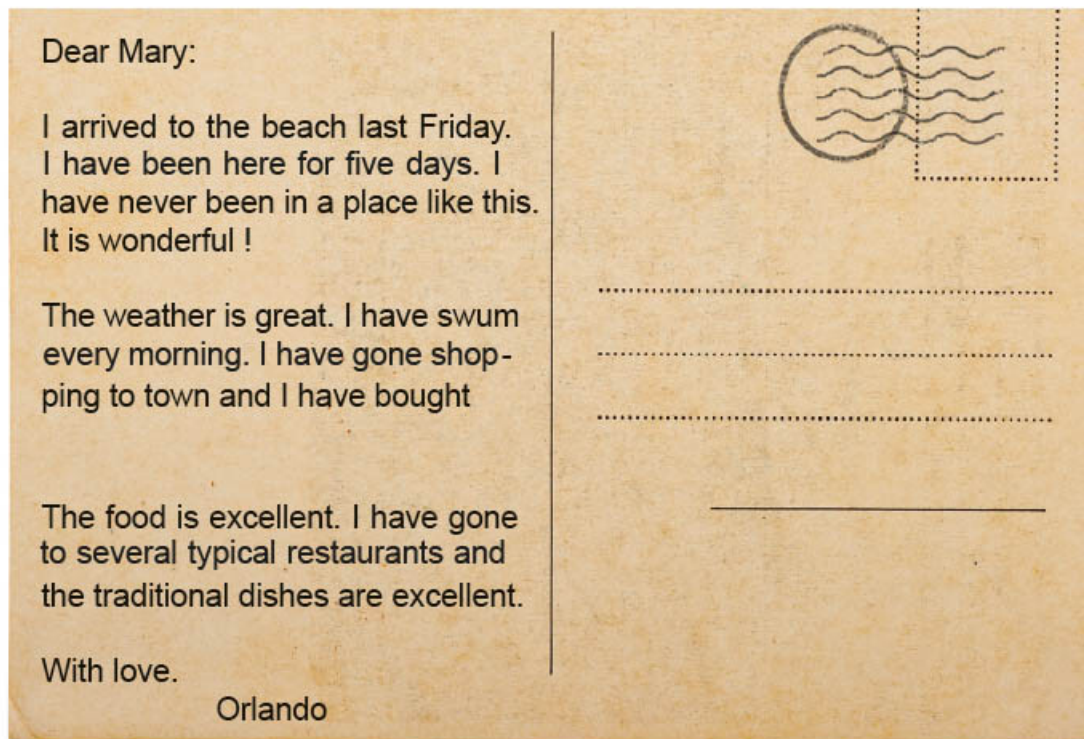
adapted from: <http://www.gohawaii.com/statewide/guidebook/hawaii-national-parks>



Learning activity 3.1

Read the post card and think about the simple past and present perfect structures, forms and uses that you have learned.

Using different color pencils, underline the simple past sentences, and circle the present perfect sentences.



In a dictionary, look up the words that you don't know. Write them in your Glossary at the end of this book.



Learning activity 3.2

Answer the questions according to information provided in activity 3.1. Use complete sentences.

Example: How long has Orlando been at the beach?
He has been at the beach for five days.

1. When did Orlando arrive to the beach?

2. Has Orlando been in a place like this before?

3. When has he swum?

4. Where has he gone shopping?

5. Has he eaten traditional dishes?



6. Has Orlando bought something for Mary?

Check your answers in the Answer key

Reflect on the difference of using simple past and present perfect:

I arrived to the beach last friday.	I have been here <i>for</i> five days.
<ul style="list-style-type: none"> • Simple past sentence. • Subject + simple past verb + complement. • Activity finished in the past. 	<ul style="list-style-type: none"> • Present perfect sentence. • Subject + aux. verb + past participle + complement. • Activity started in the past and continued in the present.

Observe another example:

<p>Before:</p> <ul style="list-style-type: none"> • The dishes were dirty this morning. • (Simple past) • Activity happened and finished in the past. 	<p>Now:</p> <ul style="list-style-type: none"> • I have already washed the dishes. • (Present perfect) • Activity happened in the past and has a relation with the present. (The dishes are still clean)
	



Learning activity 3.3

Work in small groups; summarize your knowledge of using the simple past and present perfect and make a comparative chart between both of the tenses, the simple past and present perfect.

✓ Use this checklist to incorporate the elements you have learned using the simple past tense and the present perfect tense.

Checklist

	Work in groups of 3 or 4 members
	Show the structure of the affirmative, negative, and interrogative forms for both of the tenses, the simple past and present perfect.
	Include at least one example of each one of the 3 forms (affirmative, negative, and interrogative)
	Write examples using: <i>for</i> , <i>since</i> , <i>already</i> and <i>yet</i> .
	Use your notes as a reference, and if you want to look for more references, you could refer to: http://www.perfect-english-grammar.com/present-perfect-or-past-simple.html http://ingles.wordpress.com/2007/03/06/simple-past-present-perfect/ http://www.englishpage.com/verbpage/presentperfect.html
	Enter the information in the following comparative chart.
	Include a picture for each example.

Comparative Chart

	Simple past	Present perfect
(Pictures)		
Used to talk about:		
Structure and forms:		
Affirmative		
Example:		
Negative		
Example:		
Interrogative		
Example:		
Write present perfect sentences using the following time expressions:		
<i>For</i>		
<i>Since</i>		
<i>Already</i>		
<i>Yet</i>		

Check your answers in the Answer key

Rubric

Evaluate your group comparative chart using the following criteria.

Mark with an X the statements that manifest its characteristics and write observations if it is necessary.

When you finish, share and discuss the evaluation of your group with your teacher.

3	Excellent
2	Good
1	Needs improvement

Criteria	3	2	1	Observations
The content of the comparative chart includes the structure of the affirmative, negative, and interrogative forms for the simple past and present perfect.				
The content of the comparative chart includes examples of the structure of the affirmative, negative, and interrogative forms for the simple past and present perfect.				
The content of the comparative chart includes examples of using: <i>for</i> , <i>since</i> , <i>already</i> and <i>yet</i> .				
All the members of the group have participated making the comparative chart.				
Total points				

10-more points	Excellent
6-9 points	Good
0-5 points	Needs improvement

If you had any difficulty doing your comparative chart, look back through block II. Ask for your teacher help.

**Learning activity 3.4**

Summarize some of the important elements of the present perfect you have studied so far. For that purpose work in individually making an investigation work including the following information:

1. Presentation page.
2. Explanation of the use of signal words of the present perfect: *for*, *since*, *already* and *yet* in present perfect.
3. Explain the usual position of the time expression in the present perfect sentences.
4. Examples describing travel experiences from you or from others using the signal words of the present perfect: *for*, *since*, *already* and *yet* in present perfect.
 - Two sentences using *for*
 - Two sentences using *since*
 - Two sentences using *already*
 - A sentence using *yet*.
5. Share your investigation work with the rest of the class.

Hand in your investigation work to your teacher for evaluation and comments.

**Learning activity 3.5**

✓ The following checklist will help you to identify some points to evaluate your progress during the activity 3.4. Mark with an X the elements that helped to see your progress.

Checklist

<input type="checkbox"/>	I have worked individually.
<input type="checkbox"/>	I could identify the use of the time expressions: <i>for</i> , <i>since</i> , <i>already</i> and <i>yet</i> in present perfect.
<input type="checkbox"/>	I could notice the usual position for the time expression at the present perfect sentences.
<input type="checkbox"/>	I could write examples describing travel experiences from me or from others using time expressions: <i>for</i> , <i>since</i> , <i>already</i> and <i>yet</i> .
<input type="checkbox"/>	I could participate showing my investigative work to the rest of the group.



Optional activity

If you have the opportunity to listen to the song “I still haven’t found what I’m looking for”. You will find the uses of the present perfect.

“I still haven’t found what I’m looking for”. It is the second song from the disk *The Joshua Tree* by U2. It is available on: <http://www.youtube.com/watch?v=fmxOUiddBm0>

I still haven’t found what I’m looking for

I have climbed the highest mountains
I have run through the fields

Only to be with you
Only to be with you.

I have run, I have crawled
I have scaled these city walls
These city walls
Only to be with you.

But I still haven’t found
What I’m looking for
But I still haven’t found
What I’m looking for.

I have kissed honey lips
Felt the healing in her finger tips
It burned like fire
(I was) burning desire.

I spoke with the tongue of angels
I have held the hand of a devil
It was warm in the night
I was cold as a stone.

But I still haven’t found
What I’m looking for
But I still haven’t found
What I’m looking for.

I believe in the Kingdom Come
Then all the colors will bleed into one
Bleed into one
But, yes, I’m still running.

You broke the bonds
And you loosed the chains
Carried the cross of my shame
Oh, my shame, you know I believe it.

But I still haven’t found
What I’m looking for
But I still haven’t found
What I’m looking for.

But I still haven’t found
What I’m looking for
But I still haven’t found
What I’m looking for.

In a dictionary, look up the words of which you don’t know the meaning. Write them in your Glossary at the end of this book.



Learn more

Present perfect with how long and *for/since*

Remember that the present perfect is used to talk about an action started in the past and continues in the present. You can use the present perfect to talk about your life experiences: *how long* have you (done something)?

Look at the structure: How long have you known your best friend?

How long + Aux. Verb + Subject + Past Participle + Complement?
How long have you known your best friend?

Look at the following examples:

- **How long** have you been in hospital?
I have been in hospital **since** Wednesday
- **How long** have you studied English?
I have been studied English **for** 2 years.
- **How long** have you had this car?
I have had the same car **for** 5 years.



Learning activity 4.1

Complete the sentences with how long *have/has* and *for/since*.

1. How long have you known your best friend? For five years.
2. _____ you lived in this place? _____ ten years.
3. _____ you been at the museum? _____ 3 hours.
4. _____ your grandmother lived with you? _____ last year.
5. _____ she traveled to Paris? _____ two weeks.

Check your answers in the Answer Key



Learning activity 4.2



When you are traveling and want to contact a friend or a family member, how do you contact them, by phone, e-mail, or text message?

Read the following e-mail from Chris to his friend Richard; identify the simple past sentences and present perfect sentences, and underline them.

Hi, Richard

I have traveled for a week. I am really enjoying "The Cristera Rail". It offers a wide range of cultural attractions. The Cristera Trail is located northeast of the state of Jalisco.

I visited Los Altos, Jalisco last Saturday. The place where the victims of this cruel war were many priests, they are important venerated Martyrs in this area. I have eaten the food of the region: it includes "birria" (spicy Mexican meat stew), white pozole and enchiladas, and of course I drank the famous tequila.

The region of Los Altos has a rich tradition in the cultivation of agave for the production of tequila. Because I wanted to visit the places where the agave is cultivated, I took a ride horse tour for 5 hours. It was fantastic! The agave landscape is great!

I went to Arandas two days ago, and I visited the Church of San Jose Obrero, also I have spent many hours visiting museums and rural houses of Jalisco, they are called Haciendas.

I have taken a lot of pictures. Tomorrow I'll continue my travel to another magical place!

See you soon,
Chris.

Agave landscape



Add new words to your Glossary and check the meaning in a dictionary.



Did you know that...

When you write an e-mail to a friend or to someone who is very familiar to you, you can use informal language for closing the text. As you can see at the end of Chris' e-mail:

- See you soon!
- Talk to you soon!
- Looking forward to hearing from you soon!
- See you.



Learning activity 4.3

After you read the e-mail and identified the simple past sentences and present perfect sentences, classify and write them in the following box:

Simple past sentences	Present perfect sentences

Check your answers in the Answer Key



Learning activity 4.4

✓ The following checklist will help you to identify some points to evaluate your progress during the activity 4.3 Mark with an X the elements that helped to see your progress.

Checklist

	I have worked individually.
	I could identify the following elements in a sentence in order to classify them in the simple past sentences box: <ul style="list-style-type: none"> - Activity happened and finished in the past. - Simple past sentence structure. - Past time expression.
	I could identify the following elements in a sentence in order to classify them in the present perfect box: <ul style="list-style-type: none"> - Activity began in the past and continued in the present. - Present perfect sentence structure. (Using aux verb have/has) - The usual position for the time expression at the present perfect sentences.
	I could notice the differences between the simple past and present perfect sentences.

Discuss the results with your teacher.



Learning activity 4.5

Interview questions

Work in pairs and make questions for an interview. Below you will find an interview questions guide. It will help you to interview your partner.

Use the structure, interrogative forms and uses of the simple past and perfect present tenses.

This is only a guide; you can include different questions that you consider important for your interview.

Interview questions

To prepare your interview you could make the following questions.

Questions

1. Have you ever traveled?

2. Have you ever gone on vacation or visited a family member?

3. Where have you gone?
4. How long have you been there?
5. Where is that place?
6. Why is this place famous?
7. Have you ever stayed in a hotel?
8. Have you practiced a vacation activity?
9. Have you eaten traditional dishes originated in this place?
10. Have you ever gone shopping in a place different from the place where you live?
11. Have you ever visited museums?
12. Have you ever taken a tour?
13. Have you ever seen someone famous in a trip?

To check your work read your questions with your partner; if you have any doubt, ask your teacher for help and correct any mistake you could have found.



Learning activity 4.6



Role-play.

Make the interview to your partner in order to obtain the answer from questions in activity 4.5

- ✓ Follow this check list that will help you to design your activity.

Work in pairs.
To create your interview, use the same questions you did in activity 4.5
You have to answer using the correct tense structure.
Make at least one complete sentence answering each question.

Write your conversation in dialogue form.
With your conversation, perform a Role-play; one student makes the questions and the other student answers the questions.
Change roles and repeat the role-play.
Practice your conversation in pairs.
Present your dialogue to the class.
If it is possible share your interview in social networks.

If you don't have a travel experience, you could talk about family member's experiences instead. Or you can use your imagination and look up information in a travel blog.

Rubric

Evaluate your oral expression doing activity 4.6. Mark with an X the statements that show its characteristics and write an observation if it is necessary.

When you finish, share and discuss your and your partner's evaluations with your teacher.

Criteria	4	3	2	1	Observations
You read out aloud.					
You articulated words clearly.					
You read with expression.					
You read with fluency.					
You used correct grammar.					
You used appropriated vocabulary.					
You and your classmates understood what you were talking about.					
You were relaxed and displayed self confidence.					
Total points					

4	Very good
3	Good
2	Fair
1	Weak (needs improvement)

24-more points	Excellent
15-23 points	Good
0-14 points	Needs improvement



Learning activity 4.7

Write an e-mail about travel experiences:



Think about one travel experience; for instance, a vacation or when you visited a member of your family, who could be living in a different place where you are living in. Write the travel experience in your own e-mail. Similar to activity 4.2

For that purpose work individually, and include the following information:

1. Use an informal greeting.
2. Write about a place you have visited several times. Where is it located?
3. Mention who traveled with you. Give the names.
4. Include examples describing vacation activities using *for*, *since*, *already* and *yet*.
5. Describe your experiences eating traditional dishes and drinks.
6. Use vocabulary and grammar details learned in block II.
7. Express logical sequence in your description.
8. Use informal language for closing the text.
9. You could include some photographs.
10. Share your e-mail with the rest of the class.

Give to your teacher you e-mail for evaluation and comments.

Rubric

Evaluate your e-mail using the following criteria.

Mark with an X the statements that shows its characteristics and write observations if it is necessary.

When you finish, share and discuss your evaluation with your teacher.

3	Excellent
2	Good
1	Needs improvement

Criteria	3	2	1	Observations
The e-mail included an opening and closing in informal language.				
The e-mail included the name and localization of the place visited.				
The e-mail mentioned who traveled with you.				
The e-mail included vacation activities using: <i>for, since, already and yet.</i>				
The e-mail described experiences eating traditional dishes and drinks.				
The e-mail was written using grammar and vocabulary learned in block II.				
The text was written in a logical sequence.				
Total points				

15-more points	Excellent
9-14 points	Good
0-8 points	Needs improvement

Discuss this evaluation with your teacher and ask for suggestions on how to improve.

Closure activities

Reflect on what you have learned

You have learned to describe the places where you and other people have traveled to, talk about vacation activities, and give simple information about places you have visited or you would like to visit.

You have studied the grammar structure of the present perfect tense using signal words as *since, for, never, ever, yet, already*.

At the end of this block you are able to describe your own or other people travel experiences.

Finally

Think about the next questions and write your conclusions:

Which are the most important things you have learned in block II?

How can you use the things you have learned in your current life?

How do you relate the things you have learned in benefit of your community?

My conclusions are:



Self-evaluation

Mark with an X the box that corresponds to your level.

What I am capable of	I am completely capable of 4 points	I can do it but, I need help 3 point	I can't do it even with help 2 points	I am not capable of 1 point
Identify the vocabulary related to travel.				
Identify and use the vocabulary referring to places, vacations activities, and food.				
Use the present perfect in affirmative, negative, and interrogative forms				
Use the signal words of the present perfect: <i>since, for, ever, never, already, yet.</i>				
Use the simple past and present perfect describing experiences.				
Describe in oral and written language your experiences.				
Share with your classmates information in English (written and oral).				
Total Points				

25-28 points - your achievement was very good

21-24 points - your achievement was good

17-20 points - your achievement was regular

less than 17 points - your achievement wasn't satisfactory

When you finish answering it, show it to your teacher and talk about your progress and what you need to improve.

BLOCK III

Talking about likes and dislikes



Block III



Objetos de aprendizaje que se abordan

1. Vocabulary:
Free time activities, hobbies & sports.
2. Phrases of preference:
Like/don't like + gerund
Like/don't like + infinitive
Prefer/hate + gerund
Would like
Would prefer
3. Adjectives of personality.

Recomendaciones para el aprendizaje (actividades)

Para lograr un desarrollo de competencias pertinente y acorde a los distintos contextos sociales debes realizar en cada uno de los bloques que conforman este programa: actividades de orden individual y de trabajo colaborativo que te permitirán tener una mayor interacción y sentido comunicativo en la práctica de la escritura, el habla y la escucha del idioma inglés.

Competencias disciplinares que se desarrollan

- Mantiene una actitud respetuosa hacia la interculturalidad y la diversidad de creencias, valores, ideas y prácticas sociales al momento de escribir las actividades de esparcimiento que realizan terceras personas.
- Participa y colabora de manera efectiva en equipos diversos.
- Identifica e interpreta la idea general y el posible desarrollo de un mensaje oral o escrito para describir sus gustos y preferencias
- Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, para expresar lo que haría en una situación hipotética.
- Emplea estrategias de aprendizaje autónomo, a través de las tecnologías de la información y comunicación para obtener información de las formas gramaticales referentes a gustos y preferencias.
- Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa, así como elementos formales del lenguaje (puntuación, ortografía, sintaxis, coherencia y cohesión).

Evaluación del aprendizaje

- Evaluación diagnóstica para identificar competencias y conocimientos previos.
- Evaluación formativa basada en las actividades realizadas.
- Evaluación sumativa e integrada como portafolio de evidencias.
- Coevaluación y autoevaluación.

Introduction

In block III, you will learn to express what you like and what you don't like, you will learn to express your personal interest about free time activities, hobbies and sports. You will be able to practice your English talking and asking other people about their preferences. You will learn to use preference expressions and describe personalities using adjectives of personality.



Let's Begin

Throughout the day you do a lot of activities, some of them require your individual work, but others are group activities. Going to school or living in a community allows you to stay in touch with people that could have similar interests, and most of the time take part of the same activities such as to participate in a school choir, in a folklore dance group or in a scholar sport team.



Another common activity is helping your family at home doing **household chores**.

Free time activities are chosen according to your interests and your **innate** abilities, so you are the one deciding on how to spend this time.

Young women and men's recreational activities are very similar. The following list shows some **leisure** activities that men and women have in common.

What youths really enjoy is spending time with friends. Boys prefer to go to sports events and go to parties, whereas girls prefer go to the movies and read magazines.

- Spending time with their boyfriend/girlfriend: Walk together and go to the cinema.

- Sport activities: Most of young women work out to stay healthy, whereas young men work out because of the influence of their friends. Men usually prefer soccer and basketball, whereas women usually prefer **jogging** and dancing.
- **Surfing on the internet** is one of the favorite activities for young people, both male and female. They use the Internet for meeting new friends, looking for information, on line video games, and chatting. This is a daily activity for youths.
- Watching TV.
- Activities related to traditional customs: local festivities.

As you can see, youths like to spend their free time in activities which probably are the same you do in your free time.

Read the text again and underline all the words you don't know. Use your dictionary and write them in your Glossary, at the end of this book.



Notes:

http://www.imjuventud.gob.mx/imgs/uploads/Encuesta_Nacional_de_Juventud_2010_-_Resultados_Generales_18nov11.pdf

<http://aamedios.com/radiografia-de-los-adolescentes-en-mexico/>

<http://www.eluniversal.com.mx/ciudad/117584.html#1>



Throughout: From the beginning to the end.

Innate: Existing from the time a person was born.

Leisure: Time when you are not working: when you can do whatever you want do.

Jogging: To run slowly.

Youth: Young man/young woman.

Household chores: Work at home.

Surfing on the Internet: The activity of looking for information or interesting things on the web.



Learning activity 1.1

After reading the previous text, work in groups and make a *comparative chart* related to free time activities of youths between 17 and 19 years old.

Following these steps will help you to make your comparative chart.

1. Work in groups of 3 or 4 members.
2. Identify free time activities from the rest of the activities showed in the text.
3. Classify young women and men's free time activities.
4. Enter the information you have chosen from the text.
5. Use a chart like the example below.

Free time activities of young women and men

Comparative chart

Activities	Male Preferences	Female Preferences
Spending time with friends	Going to sports events	Reading magazines

If you know an activity that is not mentioned in the text and you consider it important, please included it in your chart.

Share your chart with your teacher and then discuss it with the rest of the class.



Learning activity 1.2

Checklist

✓ This checklist will help you and your partners to identify the elements included in your comparative chart and to participate in your work group.

	You could identify free time activities from the rest of the activities showed in the text.
	You could classify young women and men's free time activities.
	You could brainstorm with the members of your group.
	You could participate with your classmates with respect and openness.
	You could collaborate with your classmates in order to fill the comparative box.

Check with your teacher the results of this checklist.



Reflect on the previous activities

What do you do during the day?

What do you like to do in your free time? Do you prefer individual or group activities?

Write your answer:

I like to _____





Learn more

Likes and dislikes

Like and dislike are two words that help you to express your preferences and interests. Often you like or dislike something because of the way it makes you feel when you do or look at it.

You can express what you like or don't like as follows:

The most common verbs you use to express preference

Like 	Dislike 
<ul style="list-style-type: none"> • Like : You enjoy something • Love: Strong affection for something. • Prefer: Like something better than something else. 	<ul style="list-style-type: none"> • Don't like: You don't enjoy something. • Hate: You feel an intense aversion of doing something.

You usually use the present simple describing preferences:

Example: I like doing aerobics
We don't like going shopping

Like can be followed by verb *-ing* or *to-infinitive verb*

When one verb is followed by another, the second verb can either be an *infinitive* or an *-ing form*. Some verbs can be followed by either an *infinitive*, or an *-ing form* but with a change in meaning. These are some of the most common ones.

For example:

I like watching TV every evening. ➔ This is an action that happens over a period of time. It expresses enjoying and liking if it is followed by a gerund.

- I don't *like* watching TV.
- I *hate* watching TV.
(You don't enjoy watching TV)

I like to be on time. ➔ If the verb is followed by a *to-infinitive*, they express habitual preference, something that we do not necessary enjoy but consider as useful or right to do.

- I don't *like* to walk to school.
- I *hate* to walk to school.
(You don't like or enjoy it, but it is necessary)

Prefer can also be followed by verb *-ing* or *to- infinitive verb*.

- I *prefer* taking the bus to walking to school (taking a bus is better for me than walking to school)
- If you *prefer* to walk to school, it will take an hour to be at school.

The following charts show you the structure and form of the verbs *like*, *love*, *prefer* and *hate* followed by verb *-ing* or *to- infinitive verb*.

Structure and forms: Verb that express preference + gerund (verb + ing)

Form	Subject	Verb that express preference	Verb + ing		Complement
Affirmative	I	like love prefer dislike hate	doing		aerobics
Negative	You	don't like don't love	doing		aerobics
Interrogative	Question word	Aux do/does	Subjet	Verb that express preference	Verb + ing
	What	do	you	like	doing?
		does	she	love	doing?

More examples:

- What do you *like* doing on weekends?
- I *like* going to the movies on weekends.
- I *don't like* going to the movies on weekends.
- Do you *like* going to the movies on weekends?
- What do you *love* doing on weekends?
- I *love* playing the guitar on weekends.

- I *don't love* playing the guitar on weekends.
- Do you *love* playing the guitar on weekends?
- What do you *prefer* doing on weekends?
- I *like* going to the movies, but I *prefer* playing the guitar on weekends.

Structure and forms: Verb that express preference + infinitive verb

Form	Subject	Verb that express preference	Infinitive verb form		Complement
Affirmative	I	like love prefer hate	to listen		music
Negative	I	don't like don't love prefer not	to listen		music
Interrogative	Question word	Aux do/does	Subject	Verb that express preference	Infinitive verb form
	What	does	he	prefer	to do?
		do	you	prefer	to do?

More examples:

- What do you *like* to do after in the afternoon?
- I *like* to watch TV in the afternoon.
- Do you *like* to watch TV in the afternoon?
- What do you *love* to do in the afternoon?
- I *love* to listen to music in the afternoon.
- Do you *love* to listen to music in the afternoon?
- What do you *prefer* to do in the afternoon?
- I *like* to watch TV but, I *prefer* to listen to the music in the afternoon.



Learning activity 1.3

Read and listen to the dialogue.

Ask to your teacher to read the following dialogue. If it isn't possible, work in pairs and read it out loud. Take turns reading the dialogue. Practice your pronunciation and intonation, as well as improve your listening comprehension.

DVD Movie Rentals

Man: Hey, Kathy! I'm thinking about renting a movie for tonight's party and I want to know what kind of movie you like.

Woman: Ok, what kind of movies did you have in mind?

Man: Well, what about action movies?

Woman: I don't really like action movies, too much violence.

Man: Ok, do you like comedies?

Woman: No, I don't enjoy comedies.

Man: Fine, well, what do you think of horror movies or love stories?

Woman: I'm not really crazy about horror movies, but love stories are often fine to watch, oh! I really like foreign films too.

Man: Ok...I will go to the video store and see what I can find, thanks.

Read the dialogue again and underline the words you don't know. Add the new words to your Glossary and check the meaning in your dictionary.



Optional activity

If you have the opportunity, listen to the above conversation, it is available on the following web site: <http://www.esl-lab.com/like1/like1.htm>

Learning activity 1.4

Checklist

✓ Using the checklist you will identify the aspects you and your classmates observed during the activity 1.3. According to your experience in that activity mark with an X the statement that applies and write your observations.

	You could understand most of the vocabulary when your teacher or classmate was reading out loud.	
	Your reading pronunciation was clear.	
	Your reading intonation was correct.	
	You listened to your classmates and treated them with respect.	

Comment with your teacher the results and observations.



Learning activity 1.5

Complete the sentences.

Think about the dialogue in activity 1.3 and complete the sentences with the correct answers (*likes/doesn't like*).

1. Kathy _____ action movies.
2. Kathy _____ comedies.
3. She _____ horror movies.
4. She _____ foreign movies.
5. She _____ love stories.

Check your answers in the Answer Key



Learning activity 1.6

In pairs, look at the pictures of **hobbies** and **free time** activities.

Mark with ✓ the things you like to do and with a ✗ the things you dislike.

Compare your answers with your partner.

		
Seeing friends or family	Listening to music	Using the Internet (texting or e-mail)
		
Being part of a group at school (dance or choir)	Going to a party	Going to cinema
		
Watching TV	Playing video games	Doing exercise



Hobby: To practice a regular activity for relaxation.

Free time: Time after obligations.

Paste a picture that represents your favorite freetime activity or hobby. Explain it shortly and share it with your classmates.



Vocabulary

The following charts will give you more vocabulary that you can use to express what you like to do in your free time.

When you talk about free time activities, hobbies and sports you need learn *collocations*.

A collocation is a combination of words that are commonly used together. Each verb goes with a word or phrase.

For example:

Go sailing

Go fishing

Go shopping

There are many different verb collocations, we will focus on the verbs: *go*, *play* and *do*. Take a look at the following verb collocations that you can use to express what you like to do in your free time.

Look at the verb on the top of the columns, you can use it with all the combinations below



Go	Play	Do	Other verbs
 <p>camping</p>	 <p>cards</p>	 <p>travelling</p>	 <p>collect jewelry</p>
 <p>fishing</p>	 <p>table tennis</p>	 <p>flower arranging</p>	 <p>watch tv</p>
 <p>to the cinema</p>	 <p>computer games</p>	 <p>cooking</p>	 <p>spend time with friends</p>
 <p>to the gym</p>	 <p>the guitar</p>	 <p>drawing/painting</p>	 <p>make my own clothes</p>

Sports:

Using the correct verb for sports:

Go	Play	Do
<ul style="list-style-type: none"> • running • dancing • cycling • jogging • camping • swimming 	<ul style="list-style-type: none"> • soccer • volleyball • basketball • baseball 	<ul style="list-style-type: none"> • professional wrestling • aerobics • boxing • yoga • judo • ballet



Learning activity 1.6

Look at the following pictures and write the name of the sports.

1. 	2. 	3. 	4. 
5. 	6. 	7. 	8. 
9. 	10. 	11. 	12. 
13. 	14. 	15. 	16. 

Check your answers in the Answer Key



Learning activity 2.1

What activities do you like to do in your free time? What activities you don't like to do? Use your notes to answer these questions and write four sentences with like and four sentences with don't like.

Examples: I like playing the guitar.

I don't like cooking.

1.
2.
3.
4.
5.
6.
7.
8.

Check your answers with your teacher.



Learning activity 2.2

Read the dialogue about two friends arriving to the gym.

Jaime: Hello, Omar. What are you doing here? I didn't know you like to go to gym...

Omar: Hi, Jaime. Yes, you're right. I am very sociable and I prefer team sports; and I really like to play soccer with my school's soccer team, but now we are on vacation.

Jaime: I am not an unsociable person, but I like to do individual sports.

Omar: What kind of individual activities do you like to do?

Jaime: I like cycling, but I love marathon running. What position do you play in your soccer team?

Omar: I am the **forward**. Would you like to play soccer with me?

Jaime: Oh no! I hate it!





Reflect on the previous activity



Do you like sports? What kind of sports do you practice?

What kind of sports do you dislike?

Write your answer and share it with the class.

Write two sentences expressing, what do you like and what do you dislike.

I like playing.../I like to play...

I don't like to play.../I hate playing.../ I dislike playing



Mixed. Including or involving people of both sexes.

Forward: A player whose position is nearer the opposing team's goal in team sports.



Learning activity 2.3

Dialogue

Work in mixed pairs. Ask your partner about his/her personal likes and dislikes, and write a dialogue.

Include the following elements in your dialogue:

1. Write your question in categories.
 - a) *Food*. What kind of food do you like?
 - b) *Sports*. What kind of sports do you like?
 - c) *Free time activities and hobbies*. Do you like...?
Include *don't like* and *hate* answers.
2. Use the correct grammar to express preferences (like and dislike).
3. Put together your answers and make a dialogue.
4. Use the dialogue in activity 2.2 as a model.

Look the example:

Talking about likes and dislikes

You: What kind of food do you like?
Your partner: I like mexican food, and I love enchiladas. What about you?
You: I don't like enchiladas, I prefer pozole.
 Do you like sports?
Your partner: No, I really don't like sports, I like to play guitar.



Learn more

Would like and would prefer

You can express preferences about something you would like to do in the future.

Examples:

- I **would like to** go out for dinner.
- I **would prefer to** stay at home.

Structure and forms: Would like/prefer + infinitive verb

Form	Subject	Verb that express preference	Infinitive verb form	Complement
Affirmative	I	would like would prefer	to play soccer	tomorrow
Negative	You	wouldn't like would prefer not	to play soccer	tomorrow

Interrogative form

You use *would* in the interrogative form for a polite request or inquire:

Examples:

What *would* you like to do?
I *would like* to go swimming.

What *would* you prefer to do?
I *would prefer* to play cards.

Structure

Form	Question word	Would	Subject	Verb that express preference	Infinitive verb form
Interrogative	What	would	he	like	to do?
	What	would	she	prefer	to do?

Would like examples:

Affirmative form

I *would like* to have a piece of cake.
She *would like* to visit her mother.

Negative form

He *wouldn't like* to climb a mountain.
You *wouldn't like* to stay here.

Interrogative

Would you like to go to the market with me?
Would they like to play baseball with us?

Would prefer examples:

Affirmative form

They *would prefer* you to start tomorrow.
Ana *would prefer* to eat Chinese food to Japanese.

Negative form

We *would prefer not* to go out this night and stay at home.
I *would prefer not* to drive this weekend.

Interrogative

What *would* you prefer to eat for lunch?



Learning activity 2.4

Work in pairs and read.
Take turns reading the examples.



Drinks:

Megan likes drinking milk, orange juice and coffee.
She loves seeing a good friend at the mall's cafeteria.
She hates red wine; she would prefer not to drink wine.



Food:

My family and I love eating healthy food.
We don't like going to restaurants; we prefer to cook our meals.
We hate crowdy places; we would prefer not to go out for dinner.



Sports:

Nancy likes doing outdoor activities. She likes to go hiking. She doesn't like to play volleyball.
She hates waking up late; she prefers doing exercise before school.



Free time activities:

Mary and Luis like to dance, but they really love dancing folkloric dances. They hate being spectators; they prefer to be part of the show!



Hobbies:

Peter likes all kinds of music. He likes listening to instrumental music.
He loves playing the guitar.
He hates dancing at parties. He would prefer to play music at the party.

After reading the examples above, make 2 questions sentences related to each one of them:

Megan:

1. What does Megan like to drink?
2. Where does she love seeing friends?

Nancy:

1. _____
2. _____

Mary and Luis:

1. _____
2. _____

Peter:

1. _____
2. _____

When you of have finished the exercise, share the answers with your partner. Use the grammar structure in this block to check your answers.



Learning activity 2.5

Solve the following word soup. The theme of the answers is: places where you do your free time activities.

1. The place where you eat and share with family or friends.
2. The place where you sit and relax for watching TV.
3. The place where you see a movie.
4. The place where you buy a video game.
5. The place where you dance and spend time with friends.
6. The place where you play basketball.
7. The place where you rent a computer.
8. The place where a lot of stores, cafeteria, restaurant are located.

H	A	G	T	E	R	B	J	M	K	L	I	N	M	P	Q	T	I
C	X	M	I	C	I	N	E	M	A	O	A	W	M	A	A	M	P
Y	H	I	C	R	O	F	O	A	R	L	M	Y	F	R	L	G	H
B	A	S	K	E	T	B	A	L	L	C	O	U	R	T	T	W	O
E	M	Y	O	P	J	V	A	L	J	U	P	S	R	Y	M	I	M
R	E	S	T	A	U	R	A	N	T	A	D	U	E	F	P	E	E
E	N	T	E	R	T	A	I	N	M	E	N	T	S	T	O	R	E

Check your answers in the Answer Key



Learning activity 2.6

Label the pictures using the names of places from the word soup..



1



2



3



4



5



6



7



8

Check your answers in the Answer Key



Learning activity 2.7

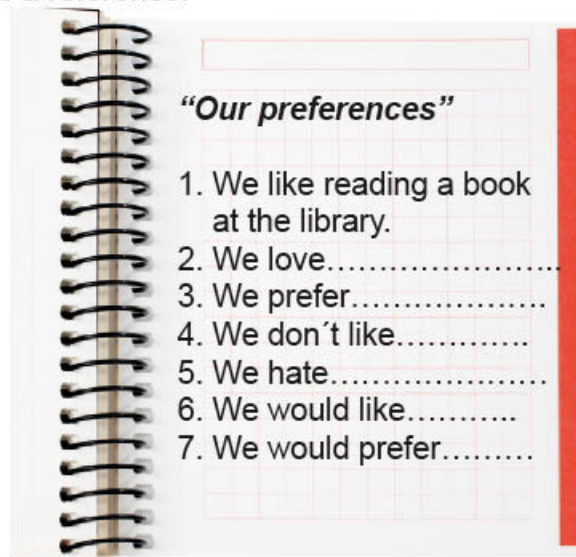
Our preferences

Work in mixed groups, talk about your group's preferences and make sentences using the correct grammar for phrases of preference.

To make this activity follow these instructions:

1. Work in mixed groups of 4 members.
2. Ask your groups members about what they like to do in their free time. Write down their answer.
3. You can use the questions from activities 2.4 and 2.5
4. Organize the information and write sentences. Choose seven activities which express your group's preferences.
5. Use the seven activities you have chosen and write seven sentences about things you love, like, prefer, don't like, hate, would like and would prefer. Each sentence must include a different phrase of preference.
4. Say where you like to do these activities.
5. Use the correct grammar for phrases of preference you have learned in this block III.
6. Share your sentences with the rest of the class.

Use this example as a reference:



**Learning activity 2.8****Checklist**

✓ This checklist will help you and your partners to identify the elements you had to include in activity 2.6 and your work group performance.

	You could ask for preferences.
	You could express likes and dislikes.
	You could write what your partners do in their free time.
	You used the correct grammar for phrases of preference you have learned in this block.
	You made a decision in group about the seven sentences expressing your group's preferences.
	You mentioned the place where you do your free time activities.
	You could participate with your classmates with respect and openness
	You could collaborate with your classmates in this activity.

Discuss with your teacher the results of this activity.

**Learning activity 2.9****Likes and dislikes poster**

Work with the same small group you worked in activity 2.6 and make a *poster* to illustrate your sentences.

Steps of making a poster:

1. Work with your work group of activity 2.6.
2. With your group design a *likes and dislikes poster*, showing the correct grammar structure of using: *love, like, prefer, don't like, hate, would like* and *would prefer*.
3. Use the same seven sentences you composed in activity 2.6.
4. Be sure each sentence includes a different phrase of preference.
5. Illustrate your sentences. You can include pictures, photos, postcards, etc.
6. Present the poster to the class as a group.
7. Be ready to answer questions.
8. Have the class vote on the best poster, which must include all the elements required.

In the following picture you will find an example of likes and dislikes poster, you can use it only as a reference. It is important to note that this poster does not include all the steps requested doing this activity.

Likes and Dislikes Poster



Learning activity 2.10

Checklist

✓ This checklist will help you and your partners to make observations about your work group performance doing activity 2.8

	You did your work and shared your ideas.
	You listened to your classmate's ideas and treated them with respect.
	You could participate with your classmates with respect and openness.
	.You could collaborate with your classmates in order to design and elaborate your <i>likes and dislikes poster</i> .

	The poster contained the required information.
	The poster was easy to understand.
	The sentences used in your poster were written correctly.
	You were able to answer to the class questions about your likes and dislikes.

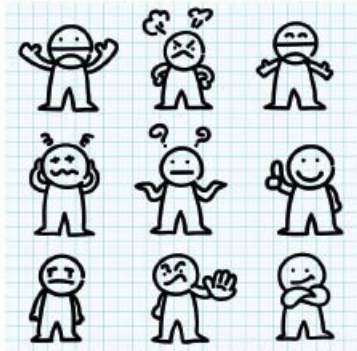
Share with your teacher the results of this activity.



Learn more

Adjectives of personality

People use adjectives to describe each other, and everybody has a combination of qualities or characteristics that form the **personality**.



Personality: The set of qualities or characteristics that makes a person different from other people.

Everybody is an individual so we all have different personalities. Personality adjectives answer the question: "What is he/she like?"

Look at the example:

			
Active	Friendly	Brave	Kind
			
Talkative	Lazy	Lonely	Shy

Personality adjectives can be divided into positive and negative, as show you the following chart:

Positive personality adjectives	Negative personality adjectives
Active	Abusive
Adaptable	Arrogant
Brave	Cowardly
Calm	Lazy
Cooperative	Lonely
Confident	Nervous
Dynamic	Rude
Friendly	Shy
Kind	Timid
Obedient	
Popular	
Responsible	
Respectful	
Sociable	
Talkative	

Note:

Adjectives that describe physical appearance like *tall* or *short* are not personality adjectives. For example:

- My sister's hair is long.
- Luis has short and brown hair.
- My grandmother has wrinkles in her hands.



Learning activity 3.1

Match the words with the meaning.

1. Kind	a. Being without company.
2. Rude	b. Feeling nervous about talking people.
3. Active	c. Having good manners.
4. Cowardly	d. Believing that you can do something.
5. Talkative	e. Not polite. Not having respect.
6. Lonely	f. Enjoying having conversations with people.
7. Shy	g. Not afraid.
8. Brave	h. Involving action or participation.
9. Nervous	i. Lacking courage.
10. Confident	j. Feeling excited and worried, or slightly afraid.

Check your answers in the Answer Key



Reflect on the previous activities

Take five minutes and think what personality type you are. Identify in the list above the adjectives that describe you in positive and negative form.

Share and compare your answers with your partners. Are you similar to them?

I am _____



Learning activity 3.2

Read the text and underline the adjectives of personality.



Twins

Our cousins Philip and Linda are 18 years old, and they are twins, but they are very different.

She is very friendly, sociable and popular. She loves going to parties on weekends. She hates drinking a cup of coffee alone.

Linda is very active and she likes sports. She really likes playing volleyball at the school team. She prefers to study in a study group.

Phillip likes being alone. He is a little timid and he has few good friends. He prefers to stay at home on weekends. He loves spending time completing crossword puzzles.



Twins. Two children who are born to the same mother at the same time.

He doesn't like to go to restaurants. He hates crowded places, since they make him feel nervous. He prefers cooking his meals. He loves eating spaghetti.

He likes to study alone. After homework, he loves listening to music.

He is a very loyal friend and respectful of others people's feelings and preferences. He is very kind.

Phillip and Linda are very responsible. They study hard. They would like to go to university next year. She would like to be a teacher and he would like to be a dentist.

Check your answers in the Answer Key



Learning activity 3.3

Comparative chart.

Make a *comparative chart* of the differences between Phillip and Linda related to their preferences:

1. In small groups, read the text *Twins* again.
2. Identify the differences between Phillip and Linda related to their preferences.
3. Draw a comparative chart.
4. Enter the information you have identified in the text.
5. Check your answers in the Answer Key.

Preferences (Likes and dislikes)	Phillip	Linda
Free time activities and hobbies		
Food		
Sports		
Adjectives of personality		

6. Present your comparative chart to the class.

**Learning activity 3.4****Checklist**

✓ This checklist will help you and your partners to make observations about your work group performance doing activity 2.8

	The comparative chart contained: Free time activities and hobbies, food and sports preferences.
	The comparative chart contained adjectives of personality describing to each person.
	You used the correct grammar writing likes and dislikes.
	All the members of your group had participated in this activity.
	All your classmates' ideas had been treated with respect.

Show and discuss the results with your teacher.

**Learning activity 3.5**

Writing a Letter.

Write a short informal letter. It should be exchanged with an opposite sex partner.

Your letter should include the following:

1. An informal greeting
2. The main body:
 - Describe your personality using adjectives of personality
 - Talk about your likes and dislikes: free time activities, hobbies, food and sports.
 - Mention places where you spend your time.
 - Be sure to include values you consider important.
3. An informal closing.

Rubric

Evaluate your letter using the following criteria.

Mark with an X the statements that applied to you and write down observations if it is necessary.

When you finish, share and discuss your evaluation with your teacher.

3	Excellent
2	Good
1	Needs improvement

Criteria	3	2	1	Observations
The letter included an opening and closing.				
The letter is written in an informal language.				
The letter mentioned where you spend your free time.				
The letter described your personality.				
The letter was written using grammar and vocabulary learned in block III.				
The text expressed logical sequence in the description.				
Total points				

13 or more points	Excellent
7- 12 points	Good
0-6 points	Needs improvement

Discuss this evaluation with your teacher and ask for help if you need to improve.

Closure activities

Reflect on what you have learned

In this block you have learned to express in an oral and written form likes and dislikes.

You used grammar and structure of the preferences phrases: like, I don't like, hate, I would like, and I would prefer to describe how you spend your free time, and which are your favorite hobbies and sports.

As well, the use of adjectives of personality in order to help you to describe what you like to do according to your preferences and personality.

Finally

Think about the next questions and write your conclusion:

What was the most significant learning that you achieve in block III?

How can you use the knowledge you have learned in your current life?

In your free time, could you do something in order to contribute to your community?

My conclusions are:

Self-evaluation

Mark with an X the box that corresponds to your level.

What I am capable of	I am completely capable of 4 points	I can do it, but I need help 3 points	I can't do it even with help 2 points	I am not capable of 1 point
Understanding new vocabulary related to free time activities, hobbies and sports.				
Using the verbs like, love, prefer, hate, would like and would prefer to express likes and dislikes.				
Using like, love, prefer, hate, would like and would prefer in affirmative, interrogative and question forms.				
Using the grammatical structures of phrases of preference.				
Making a dialogue about likes and dislikes.				
Identifying adjectives of personality.				
Making comparing like and dislikes structure.				
Writing a text talking about my personality, likes and dislikes and places where I do my free time activities and hobbies.				
Reading and listening to a dialogue and understanding most of the words.				
Total points				

30-36 points - your achievement was very good

23-29 points - your achievement was good

18-22 points.- your achievement was regular

less than 18 points - your achievement wasn't satisfactory

After filling out your self-evaluation, hand it in to your teacher and talk about your progress, as well as the knowledge you need to improve.

BLOCK IV

Describe jobs, professions and work places



Block IV



Objetos de aprendizaje que se abordan

1. Vocabulary:
Job, profession, work places and adjectives
2. Relative Pronouns and Relative clauses
3. Tools and jobs skills

Recomendaciones para el aprendizaje (actividades)

Para lograr un desarrollo de competencias pertinente y acorde a los distintos contextos sociales debes realizar en cada uno de los bloques que conforman este programa: actividades de orden individual y de trabajo colaborativo que te permitirán tener una mayor interacción y sentido comunicativo en la práctica de la escritura, el habla y la escucha del idioma inglés.

Competencias disciplinares que se desarrollan

- Mantiene una actitud respetuosa hacia la interculturalidad y la diversidad de creencias, valores, ideas y prácticas sociales al momento de escribir las actividades de esparcimiento que realizan terceras personas.
- Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito para describir sus gustos y preferencias
- Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, para expresar lo que haría en una situación hipotética.
- Emplea estrategias de aprendizaje autónomo, a través de las tecnologías de la información y comunicación para obtener información de las formas gramaticales referentes a gustos y preferencias.
- Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa, así como elementos formales del lenguaje (puntuación, ortografía, sintaxis, coherencia y cohesión).
- Aplica distintas estrategias comunicativas según quienes sean sus interlocutores, el contexto en el que se encuentra y los objetivos que persigue para solicitar y expresar información sobre personas, objetos y actividades.

Evaluación del aprendizaje

- Evaluación diagnóstica para identificar competencias y conocimientos previos.
- Evaluación formativa basada en las actividades realizadas.
- Evaluación sumativa e integrada como portafolio de evidencias.
- Coevaluación y autoevaluación.

Introduction

Asking for and exchanging information about what people are doing at their jobs or profession is the last block of your English course. For that reason you will have the opportunity to recall some of the knowledge you acquired before and gain new concepts through this block. The new vocabulary is related to jobs, professions, tools, and work places, as well as the use of relative pronouns and clauses will help you to describe what people do in their jobs and professions. It is a great opportunity to prepare yourself to decide what you want to be in the future and always be ready for new and better opportunities.



Let's Begin

In this block you will review some vocabulary and grammar structures from previous blocks. Now, block IV provides you with important and very useful vocabulary related to jobs, professions and work places.

There are two important terms you will be using frequently during this block: jobs and professions.

Jobs and professions

A **job** is an occupation or employment. It is an activity that requires a person's mental or physical effort.

If a person is **trained** for certain type of job, he has a **profession**.

Generally people get a job after they have received specialized training or a college degree. Some exception are the students who get a **part-time** job, where they can work fewer hours per week.



The constant changes in the world and advances in technology have made that **continuing education** or training will be essential for workers.

Some of the professionals that require continuing education are: teachers, engineers, doctors, accountants, etc. Having a job or profession is very important because you can contribute to the community. You help to make the economy and your community stronger. You are a productive citizen and a valuable community member. When you work, you develop new skills, learn new things and create a record of employment. Then when you want to get a job, your experiences can help to do that.

It is important to consider that when you have a job or profession, you have **self-respect**, **dignity** and **self-worth**. You are being responsible and making sure that you can take care of yourself.



Job: Occupation or employment.

Training: The process by which someone prepares for a profession or job.

Profession: A type of job that requires specialized education or training.

Employment: To get the services of someone to do a particular job.

Part time job: Done for only part of the time that an activity is usually performed.

Full time: The number of hours that people normally work in a complete week.

Continuing education: Formal studies for adults.

Dignity: Respect that other people have for you or that you have for yourself.

Self-worth: A feeling that you are a good person who deserves to be treated with respect.

Deserve: Merit.



Did you know that...

Temporary work or temporary employment is a situation where you could get a job for a certain period of time. Temporary workers may work full time or part time depending of the individual case.

Some students are employed during their period of vacation.





Learning activity 1.1

Vocabulary

Look at the pictures and recognize the jobs and professions. Are some of them familiar to you? Look up in the dictionary for any new word and write it in your Glossary at the end of this book.

			
Line Supervisor	Housekeeper	Bricklayer	Factory Worker
			
Baker	Stock clerk	Bellboy	Cashier
			
Packer	Front desk executive	Architect	Waiter-Waitress
			
Secretary	Surgeon	Manager	Teacher
			
Nurse	Engineer	Electronic engineer	Doctor
			
Accountant	Dishwasher	Laboratory Technician	Chef
			
Farmer	Construction worker	Rancher	Craftsman



Learning activity 1.2

Read the short text and look at the picture.
Work in pairs and answer the questions.

What's my job?

Hi! My name is Sergio, I love driving.
I have traveled very long distances. I am sociable and talkative person but, I spend a lot of time alone in my job.
When I am traveling, I like listening to my favorite music.

I prefer folk music. I hate the silence.

Bingo! You got it... I am a truck driver.

- What does he do? _____
- What does he like? _____
- What does he hate? _____



Learning activity 1.3

Work places

In pairs look at the pictures below, describe what you see. Where are they? What do they do? Is there a similar work place in your community? Label the pictures with the names from the word box.

Hotel

Restaurant

Factory

Market

Hospital

Construction



1.



2.



3.



4.



5.



6.

Check your answers in the Answer Key



Learning activity 1.4

Who works in these places?

Work in pairs and complete the chart with the job or profession from activity 1.1 Look the example:

Work places	Jobs and professions in these places
Hotel	
Restaurant	
Hospital	Doctor,
Construction	
Office	
Factory	

Check your answers in the Answer Key

If you know a job or profession that is not included in the pictures, please write it down in the chart.



Learning activity 1.5

Double entry chart

Work in groups. Make a double entry chart about jobs and professions in your community.

Follow the instructions in order to complete this activity correctly:

1. Work in groups of 4 members.
2. Brainstorm about what types of professions or jobs people in your community have:
 - Do you work?
 - What does your family do?
 - What do people do in your community?
 - Use the newspaper to find more jobs and professions in your community.
3. Identify where do they work. Use as a model the work places showed in activity 1.3
4. For every workplace you write six possible jobs or professions in this place.
5. Make notes and revise them in group.
6. Enter the information you have in the chart.
7. Include some pictures.
8. Use a chart like the example below.
9. Share your chart with the rest of the class. Compare and exchange information. about other group's presentations.

Double entry chart example

Work places in my Community:	Jobs and professions in these places:
<p>A child care center</p> 	<ul style="list-style-type: none"> • Childcare worker • Pediatrician • Dietician • Receptionist • Guard • Housekeeper
<p>Municipal Government</p> 	<ul style="list-style-type: none"> • Mayor • Secretary • Judge • Police officer • Computer programmers • Public server



Learning activity 1.6

Checklist

✓ This checklist will help you and your partners to identify the elements included in your Double entry chart and your participation in your work group.

	You could identify jobs and professions people do in your community
	You could identify work places in your community.
	You could brainstorm with the members of your group.
	You included at least six jobs or professions for each workplace mentioned in the chart.
	You could participate with your classmates with respect and openness.
	You could collaborate with your classmates in order to fill in the comparative box.
	You could describe to the rest of the class where people in your community work.

Review with your teacher the results of this checklist.



Did you know that...

The difference between a *job* vs *work*:

- Job is a noun and generally refers to an occupation or employment.

Example:

What is your job? My job is a police officer.

- Work is a verb and refers to an activity

Example:

I have worked at the factory for 3 years. I'm working hard.

In other sense work can mean the place where you work.

Example:

Where is my father? He is at work.

I finish work at 6:00 pm.

I have just arrived at work.



Learn more

Adjectives to describe a job

Adjectives are descriptive words. They help you to describe people or things (nouns). Adjectives also can be used to describe the characteristics of a job or profession.

What is the job like?

Examples:

Positive adjectives to describe a job	Negative adjectives to describe a job
Absorbing: is very interesting and claims all your attention.	Badly-paid: you receive less income than the average.
Casual: is not regular or permanent.	Boring: without interest.
Challenging: is very difficult and tests a person's ability.	Dangerous: a situation in which arm, death, damage or destruction is possible.
Collaborative: involves people working together to produce something.	Demanding: requires a lot of skill and have to work long hours, very high pressure.
Creative: involving imagination and new ideas.	Difficult: not easy.
Easy: not difficult to do, or not needing much work.	Stressful: involves or causes a lot of pressure or worry.
Exacting: requires a lot of care, effort and attention.	Tedious: everything takes a long time and it is boring.
Demanding: requires a lot of effort from you.	Unsociable: working long hours, so do not have much time to spend with family or friends.
Flexible: offers to employees a range of benefits, such as working from home or working hour that are different from the usual.	
Interesting: makes you want to know about it or take part in it.	
Safe: is safe from redundancy.	
Sociable: allows you to enjoy being with other people.	
Unusual: not common, normal, ordinary.	
Well paid: pays a lot of money.	

Look at the next short paragraph that shows you what the Patty's job like:

Patty's Job

Patty works as a receptionist for a Travel Service Company. Her job involves working with customers or clients, taking messages, and using a computer. It is boring for her. She is a very active person; she hates to be sitting behind a desk all day. She loves sports. She would like to leave and find another job, but her job is easy and well paid. Patty doesn't know what to do...



Learning activity 1.7

Talking about Patty's job.

Work with a partner. Read the short text *Patty's Job* and complete the sentences in this conversation:

A: Where does _____?

B: Patty works for a Travel Service Company.

A: _____?

B: She is a receptionist.

A: _____?

B: She hates to be sitting behind a desk all day.

A: Does she like her job?

B: _____

A: What is her job like?

B: _____

A: _____?

B: She would like to leave and find another job.

A: What would you do if you were Patty?

B: _____



Learning activity 1.8

Write some adjectives. Look the example.

What are these jobs like?

President	Stressful, well paid, demanding
Housekeeper	
Police officer	
Construction worker	
Farmer	
Rancher	
Lab technician	
Bellboy	



Learning activity 1.9

Work in small groups and read the text below. Take turns to read aloud.

Practice your pronunciation and intonation. In addition improve your listening comprehension. Underline the words you don't know. Look up at the dictionary for the meaning and write them in your Glossary.

The role of men and women in the world of work

During the last half of the nineteenth century, the role that was assigned to women was of wife and mother.

They were employed as maids, seamstresses, clerks at a store, and caretakers of sick persons.

The formal work and professions were considered a masculine activity.



In the twentieth century women were conquering several occupations that were once exclusive to men such as accountant, government employment, architect, computer programmer, dentist, doctor, engineer, lawyer, machine operator, police officer, etc...

There were women who were not content with their unschooled labour; they fought to be able to obtain a college degree.

Some other women had their own businesses or worked as administrative assistant, secretary, cashier, garment worker, hairdresser, nurse, receptionist, etc.

By the last half of the twentieth century, Mexican women were gaining social status, by means of their economic participation as **entrepreneurs**. The increase of women workforce depended on many factors, such as financial needs, and the desire to develop themselves.

Both men and women have had to adapt to economic, social and employment changes over the last years. They have had to change behaviors and share the housework.

More and more often we see prominent women leading business, political and social projects.



The number of women in charge of their family is increasing. 1 of 5 women supports their family financially (INEGI, 2010). Factors such as low **income** and limited **purchasing power** of households have pushed women to join the work force.

The migration of men to the United States is another factor pushing Mexican women to seek employment. In the United States, many men work as agricultural, construction, and factory workers, and only a very small percentage of Mexican immigrants work in executive, professional and technical jobs.

For Mexican immigrant women the most common occupations are maids, work in childcare and in factories.

It is a fact that job opportunities for women have increased everywhere in the world. Both men and women are now competing for jobs in new fields such as robotics and IT.



College degree: People receive a degree after years of study at university or professional school.

Entrepreneur: Person who starts a business.

Income: The money that is earned from work of business.

IT: Information technology: the use of computers and other electronic equipment.

Purchasing power: The ability of people to buy goods and services, usually based on how much they can earn and save.

References:

- <http://noticias.universia.net.mx/en-portada/noticia/2012/07/11/950083/migrantes-mexicanos-eeuu-trabajan-triple-mexico.html>
 - <http://www.conevyt.org.mx/cursos/cursos/oh/recursos/revista/rev14.htm>
 - <http://uia.mx/campus/publicaciones/IIDSES/pdf/investigacion/iidses15.pdf>
 - <http://accionciudadanatec.blogspot.mx/2011/12/el-papel-de-la-mujer-en-la-sociedad.html>
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- Secretaría de Salud de México, Universidad de California y la fundación The California Endowment,



Learning activity 1.10

Check your comprehension.

Answer these questions about the information in the text. Follow the instructions:

1. Work in groups of 4 members.
2. Look at the questions first, allows you to predict what you will find in the text.
3. Try to simply **scan** for the answer and not read the text again word by word.
4. Listen to your classmate's opinions and treat them with respect.
5. Write your answers and opinion.
6. Read your answers aloud and check the grammar and the use of correct vocabulary.
7. Together decide the answers that will be presented in plenary.
8. In plenary, compare and discuss your work.



Scan: To look over, quickly.

Group work:

1. What were the typical jobs for women during the nineteenth century?

2. Mention some examples of jobs for men in the 20th century.

3. What are the main factors that have pushed to Mexican women to seek employment?

4. What are the common jobs for Mexican men immigrants in the USA?

5. What do you think about the changes mentioned in the text?

6. Is there happening something similar in your community?

7. What kind of benefits and disadvantages are involved in these all changes?

Write your answer in the double entry chart below:

Benefits	Disadvantages

Check your answers in the Answer Key



Learning activity 1.11

Checklist

✓ This checklist will help you and your partners to identify the elements included in your last activity and your participation in your work group.

	You could understand phrases and vocabulary related to jobs, professions and work places.
	You could understand the main idea of the text in activity 1.9
	You did your work and shared your ideas.
	You helped your group to answer the questions.
	You could describe what people are doing.
	You listened to your classmate's answers and treated them with respect.
	You read aloud and clearly your answers to the rest of the class.
	You could understand the answers from your group and the other groups.
	You took turns expressing opinions and respected others while they were speaking.

Review with your teacher the results of this checklist.



Learn more

Relative pronouns and relative clauses

A relative pronoun is a word using to give more information about people, things or places.

Relative pronouns:

1. *That* for things and people.
2. *Who* for people.
3. *Where* for places and locations.
4. *Which* for things.

Look at the examples:

1. The book **that** is on the table is mine.
2. The President **who** is in this picture, is the President of the United States.
3. The city **where** I was born, is Salamanca, Gto.
4. The song **which** you are listening to, is my favorite song.

Analyze the examples above and note that the relative pronouns also join two sentences. The relative pronoun connect the main clause with the relative clause:

That's the hotel *where* I worked last summer.

Main clause: That's the hotel.

Relative clause: Where I worked last summer.

Types of relative clauses:

1. Defining relative clause

a) The relative pronoun is the subject. It tells exactly which person or thing you are talking about. Defining relative clauses are not put in commas.

Example:

The line supervisor is a person

who

supervises the assembly line.

Relative Clause

You could note that the relative pronoun is followed by a verb.

More examples:

- I am looking for a secretary **who** takes a message.
- An office is the place **where** works a secretary.
- Stapler and paper clip are items **which** keep things together.

b) Often when relative pronoun is the object of the relative clause, you can leave it out.

Example:

This is the message **that** I sent last night
or excluding the relative pronoun when is the object.
This is the message I sent last night.

You could note that the relative pronoun is followed by a pronoun.

More examples:

- What is the name of the place (where) you work?
What is the name of the place you work?
- What are the job skills (which) you have learned?
What are the job skill you have learned.
- This is the truck (that) you drive.
This is the truck you dirve.

2. Non-defining relative clauses

They are put in commas. You don't use *that* in non-defining relative clauses. You use *which* for things, *who* for people and *where* for places. Non- defining relative clauses provide more information about something or someone, but do not define it. If you remove it from the sentence, the sentence still being grammatically correct and the meaning don't change.

Example:

- The book, which is on the table, is mine.

If you remove the non- defining relative clause: which is on the table, the sentence is grammatically correct:

- The book is mine.



Learning activity 2.1

Complete the sentences with the relative pronouns: *that, who, which, where*.

1. The factory worker is a person _____ assembles components.
2. The doctor is a person _____ takes care of your health.
3. The hair salon is the place _____ a hair stylist works.
4. I recommend eating salads _____ are good for you.
5. The waiter is the man _____ works at the restaurant.
6. Hamburguers, french fries and nachos are food _____ you could order at fast food restaurant.
7. A garment worker is a person _____ works in a clothing factory.
8. A pediatrician is a person _____ takes care of children health.

**Learning activity 2.2**

Write the commas in the correct place in the following non-defining relative clauses.

1. Leon which is an important city in Guanajuato is recognized for its commercial center.
2. My father who is a very active person plays soccer on weekends.
3. I like my apartment which is in the first floor and has a pool and garage.
4. Sweeping the floor which is a housework is my favorite cleaning activity.
5. Broccoli, carrots and lettuce which are important vegetables for health must be included in your diet.
6. Jeans which are comfortable clothes are in fashion now.
7. Nelson Mandela who was born in South Africa won the President's election in 1994.
8. The lawyer who is a very honest person works for the legal system.

Check your answers in the Answer Key

**Learning activity 2.3****Investigative work**

Summarize some of the important elements of relative clauses you have studied so far. For that purpose work individually an investigation work including the following information:

1. Presentation page.
2. Use your notes making an explanation of the use of relative pronouns in relative clauses.
3. Use your notes making an explanation of the 2 types of relative clauses: defining relative clauses and non-defining relative clauses.
4. Examples describing using relatives clauses
 - Two sentences using *That*
 - Two sentences using *Who*
 - Two sentences using *Where*
 - Two sentences using *Which*
5. Check the structure of your sentences and correct any mistakes.
6. Use pictures to present each of the examples.
7. Share your investigation work with the rest of the group.

Rubric

Evaluate your investigation work using the following criteria.

Mark with an X the statements that applied and write down observations if it is necessary. When you finish, share and discuss the evaluation with your teacher.

3	Excellent
2	Good
1	Needs improvement

Criteria	3	2	1	Observations
The investigative work includes the use of relative pronouns in relative clauses.				
The investigative work includes the use of defining relative clauses and non-defining relative clauses.				
The investigative work includes the use of the comma in non-defining relative clauses.				
The investigative work includes examples of relative clauses that use different relative pronouns: that, who, where, which.				
The investigative work is expressed in a logical sequence in the description.				
The investigative work includes pictures to represent each one of the examples.				
The investigative work includes the grammar and vocabulary you have studied so far in block IV.				
Total points				

14 or more points	Excellent
6- 13 points	Good
0-5 points	Needs improvement

Discuss this evaluation with your teacher and ask for help if you need to improve.



Learn more

Tools and job skills

Job skills are personal abilities and talents that help employees and professionals to do their work. Depending on the sort of work at issue, skills can be different.

The following are some examples of job skills needed for a specific work.

- A chef needs to know how to cook and bake.
- A taxi driver needs to know how to drive and read road signals.
- A manager needs to know to organize a company and take decisions.

A tool is a physical item that can be used to do a specific work. Tools can be classified according to their application or use:

For example:

- Tools and building supplies:



- Tools and office supplies:



- Tools and medical supplies:





Learning activity 3.1

Work in pairs and write the name of the job or profession which requires the following job skills:

Use your notes and the dictionary to help you.

<i>Jobs skills</i>	<i>Job/ Profession</i>
1. Assemble components	
2. Assist medical patients	
3. Cook	
4. Drive a truck	
5. Operates heavy machinery	
6. Sell something	
7. Sew clothes	
8. Speak another language	
9. Supervise people	
10. Take care of children	
11. Type	
12. Use a cash register	
13. Work and repair computers	
14. Teach people	
15. Business management knowledge	
16. Public administration knowledge	
17. Financial accounts knowledge	
18. Play the guitar.	
19. Fly an airplane	
20. Use a sewing machine	



Learning activity 3.2

The following conversation will show you how to talk about jobs with others. It provides you with a lot of examples of the vocabulary you have learned in block IV.

Ask to your teacher to read the following dialogue. If it isn't possible, work in mixed pairs and read it aloud. Take turns in reading the dialogue. Practice your pronunciation and intonation; as well as improve your listening comprehension.

Listen to the conversation and underline the words you don't understand. Write the words in the box and include them in your Glossary at the end of this book.

What is your job?

PART I:

Ring, Ring...

Sally: Hello.

Plumber: Hi, is this Brenda?

Sally: No, this isn't Brenda.

Plumber: Well, who is this?

Sally: I'm Sally.

Plumber: Oh, I'm sorry. I got the wrong number.

Sally: That's ok.

Plumber: Excuse me Sally, do you know Brenda?

Sally: No, I don't know Brenda.

Plumber: Well anyway, what do you do Sally?

Sally: Me? I am a secretary.

Plumber: Mmm a secretary, I see...so what does the secretary do?

Sally: I do many things!

Plumber: Really?

Sally: Yes, I type letters.

Plumber: You type letters?

Sally: Yes and I answer the phone.

Plumber: Mmm so you type letters and answer the phone.

Sally: Mmmhu!! And I make photocopies.

Plumber: Oh! You are very busy, you type letters, answer the phone and you make photocopies.

Sally: I also make coffee and I do **filing**.

Plumber: You can do many things.



Plumber: someone whose job is repair pipes, water tanks, and other equipment used for supplying storing water.

Filing: to put documents into an ordered system so that you can easily find them.

Sally: Yes, I'm very busy. What do you do?

Plumber: I'm a plumber.

Sally: A plumber? Oh! What do you do?

Plumber: Well, I'm very busy also. I usually fix pipes.

Sally: Fix pipes? What kind of pipes?

Plumber: Well, water pipes and I fix bathroom pipes.

Sally: Oh! I see, you fix pipes in bathrooms.

Plumber: Yes and I fix kitchen pipes also.

Sally: Do you like your job?

Plumber: Yes I do, and do you like your job?

Sally: Some days I do, and some days I don't. Oh! I have to go now.

Plumber: Well, it was nice talking to you.

Sally: Ok, bye!

Plumber: Ok, bye, bye!

PART II:

Sally's boss: Sally, what are you doing?

Sally: I'm talking on the phone.

Sally's boss: Well, did you fix the coffee?

Sally: Yes! I made the coffee.

Sally's boss: Thank you! Did you do the typing?

Sally: Yes, I did the typing.

Sally's boss: and did you do the filling?

Sally: Yes, I did the filling.

Sally's boss: thank you, and did you do the photocopies?

Sally: Yes, I did the photocopies.

Sally's boss: Thank you... Oh Sally!

Sally: Yes?

Sally's boss: I called the plumber few minutes ago to fix the pipes in the bathroom.

Sally: You called the plumber?

Sally's boss: Yes to fix the pipes in the bathroom.

Sally: Oh! All right. Mmmmm...

PART III:

Toc, toc...

Sally: Come in.

Plumber: Hi, I am the plumber. I am here to fix the pipes in the bathroom.

Sally: Hello! And the bathroom is over there.

Plumber: OK thank you.



Optional activity

You could listen to the script What do you do? on the following web site:
<https://www.youtube.com/watch?v=1jaEEEnAA6Hg>



Learning activity 3.3

Make a list

Regarding to the above conversation work in mixed pairs and make a list with the following information:

1. Write a description of two activities that Sally does in her job.
2. Write a description of two activities that the plumber does in his job.
3. Describe what tools and supplies they need doing their job. Make a list for each activity.
4. Use an English dictionary to find the names and definitions of the tools and supplies.
5. Write sentences using relative clauses and vocabulary related to jobs and professions describing each activity. Mention the places where Sally and Plumber do their job.
6. Read your list out loud and compare it with the rest of the class.

Review your work with your teacher.



Learning activity 3.4

Checklist

✓ This checklist will help you to evaluate your performance writing the list and your pair work participation.

	You could identify the job activities mentioned in the conversation.
	You could describe two activities, tools and supplies for secretary and plumber jobs.
	You could mention the places where Sally and the plumber work.
	You used vocabulary learned in Block IV.
	You used the correct grammar structure for relative clauses.
	You did your work and shared your ideas.

You read your work out loud to the rest of the class.

You listened to your classmates with respect during their participation.

Share with your teacher the results of this activity.



Optional activity

If you have the opportunity listen to: "MY DREAM JOB". You will find an example of how to describe the job of your dreams.

It is available on: <http://www.ello.org/english/Points/PT03-Jobs.html>

If it's not possible for you to listen to the example online, you will find the transcript below.

My dream job

OK, if I could have any job in the world, I would be a professional baseball player.

I would play for the New York Yankees. I would want to be a position player, though.

Like, I would want to play in the outfield. I would not want to be a pitcher because a pitcher only pitches every five days, so he has to sit and watch a lot of games.

So, if I was a baseball player I would want to play every day.

I think the best thing about being a baseball player, would be you get to travel a lot, go to lots of different cities, and you have the fun of competition and playing a sport you love.

Actually, you would make a lot of money, but the money would not be very important to me.



Did you know that...

- Descriptive writing focuses on creating a single dominant impression of a person, place, event, feeling or idea.
- Descriptive writers choose words, images and details that appeal to more than one sense and that reinforce the dominant impression they want to give to their readers.
- Description may be organized in various ways: spatially, chronologically, thematically, or in whatever way best suits the topic and purpose.



Learning activity 3.5

Short paragraph: Your dream job



Individually work. Imagine you have a dream job. Describe it in a short paragraph.

1. Use your notes with the vocabulary and grammar you have learned from block I to Block IV.
2. Include the following information:

Your dream job

- Adjectives describing your personality: I am...person
- What do you like to do? : I like doing... I don't like...
- What would you like to study? If I went to the University, I would like to be a...
- What is your dream job? What do you do, exactly?
- What job skills do you require for your dream job?
- Where do you like to work? I would like working in a...
- What's the job like? Interesting, dangerous, etc...

3. Read your paragraph with a partner, is it clear? Correct any mistakes you find.
4. Decorate your description with photographs and illustrations.
5. Exchange your short paragraph with a classmate.
6. Present it to the rest of the class. Be ready to answer questions from your classmates.
7. If it is possible go up your work on a Web site.

Rubric

Evaluate your paragraph using the following criteria.

Mark with an X the statements that show the requirements of learn activity 3.5 and write observations if it is necessary.

When you finish, share and discuss the evaluation of your group with your teacher.

3	Excellent
2	Good
1	Needs improvement

Criteria	3	2	1	Observations
The paragraph includes the correct adjectives to describe your personality.				
The paragraph is written using the correct grammar and structure for phrases of preference: I like, I don't like, I prefer, would like to, etc.				
The paragraph describes your dream job using the vocabulary related to jobs, professions, job skills and workplaces.				
The paragraph includes a description what the job is like.				
The paragraph expresses logical sequence in the description.				
You can read your paragraph to your classmates and understand their paragraphs.				
You can take part in short social exchanges.				
Total points				

15 or more points	Excellent
8- 14 points	Good
0-7 points	Needs improvement

Discuss this evaluation with your teacher and ask for help if you need where you need to improve.

Closure activities

Reflect on what you have learned

In this block you were able to talk about and describe jobs, professions and work places.

You could ask for information about what people do in their jobs and you gave information about jobs in your community.

You used adjectives such as boring, exciting, interesting, etc. to describe a job. Furthermore you learned to use relative pronouns and relative clauses.

Finally

Think about the next questions and write your conclusion:

What was the most significant learning that you achieve in block IV?

Could the learning provide in this block be implemented currently and in your future life?

Your next job or profession, could be contribute in benefit of your community?

My conclusions are:



Self-evaluation

Mark the box that corresponds to your level with an X:

What I am capable of	I am completely capable of 4 points	I can do it but, but I need help 3 point	I can't do it even with help 2 point	I am not capable of 1 point
Understanding new vocabulary related to job, profession and workplaces.				
Using the relative pronouns in relative clauses: who, which, where, that.				
Using defining relative clauses and non-defining relative clauses.				
Describing job skills, tools and job supplies.				
Using adjectives to describe what job is like.				
Making a double entry chart about jobs and professions including workplaces.				
Writing a short paragraph describing likes and dislikes related to jobs and professions.				
Reading and listening to a conversation and understanding most of the words.				
Total Point				

24-32 points - your achievement was very good

17-23 points - your achievement was good

9-16 points.- your achievement was regular

less than 9 points - your achievement wasn't satisfactory

After filling your self-evaluation, hand it to your teacher and talk about your progress as well, the knowledge you need to improve.

Absentee: Person who is thinking in something else.

Appeal: A serious request for help, support.

Attitude: Someone's opinions or feelings about something, especially as shown by their behavior.

Behave: To do things in a particular way.

Behavior: The way that someone behaves.

Belief: To be sure something or someone exist or is true.

Brief: Short.

College degree: People receive a degree after years of study at university or professional school.

Continuing education: Forma courses of study for adults.

Cooperation: A situation in which people or organizations work together to achieve a result that will benefit all of them.

Degree of certain: An amount of level knowing something can be true or correct.

Deserve: Merit. For example: deserve admiration because the way you have behaved in a specific situation.

Dignity: Respect that other people have for you or that you have for yourself.

Dilemma: Situation in which you have to make a difficult decision.

Dishes: Food prepared in a particular way.

Ditsier: Person who tending to forget things.

Easter: A Christian religious holiday that celebrates Jesus Christ's return to life.

Easygoing: Relaxed and informal.

Employment: To get the services of someone to do a particular job.

Entrepreneur: Person who stars a business.

Free time: Time after obligations.

Full time: The number of hours that people normally work in a complete week.

Gain: Something that is helpful, an increase in advantage or benefit.

Hiccup: A sound in your throat causes for an involuntary movement of in your chest:
Hip!

Hobby: To practice a regular activity for relaxation.

Glossary

Household chores: Work at home.

Human Trafficking: The activity of buying and selling goods or people illegally.

Income: The money that is earned from work of business.

Innate: Existing from the time a person was born.

It: Information technology: the use of computers and other electronic equipment.

Job: Occupation or employment.

Jogging: To run at as slow trot.

Leisure: Time when you are not working, when you can do whatever you want do.

Mixed: including or involving people of both sexes.

Noodles: Type of soup or pasta usually accompanying with a sauce. It was adopted in China in the 9th Century.

Non-white: Used for describing people, who are no considered to be members of the race of people have pale skins. This word is usually considered offensive because it suggest that the white section of the population of the world is more important than any other.

Part time job: Done for only part of the time that an activity is usually performed.

Personality: The set of qualities or characteristics that makes a person different from other person.

Pita Bread: This type of bread is used in many Middle Eastern cousines such as Egyptian cousine. The main ingredients are flour and water.

Principle: A belief or standard that has a major influence on the way in which something is done.

Profession: A type of job that requires special education or training.

Purchasing power: The ability of people to buy goods and services usually based on how much they can earn and save.

Racial inequality: A situation in which people are not equal because some groups have more opportunities than others.

Release: To let someone leave a place where they have been kept.

Scan: To look over, quickly.

Segregated: Separated according to race, sex, or religion.

Self- worth: A feeling that you are a good person who deserves to be treated with respect.

Shier: People that feels nervous and uncomfortable.

Synagogue: A building in which people of the Jewish religion worship and study.

Skier: People who move in smooth way, easygoing.

Solidarity: The support that people in group give each other because they have the same opinions or aims.

Spoil: Something stolen or taken by thieves

Spokesperson: Person who represents the group.

Staircase: Structure of stairs.

Standard: A level of quality or achievement, especially one that people generally consider normal or acceptable.

Strive: To make a lot of effort to achieve something.

Surfing in internet: The activity of looking for information or interesting things on the internet

Throughout: From the beginning to the end.

Training: The process by which someone prepares for a profession or job.

Truth: The real facts about something. The things those are true.

Twins: Two babies that are born at the same time to the same mother.

Universal: Involving or affecting everyone in the world.

Values: The principles and beliefs that influence the behavior and way of life of a particular group or community.

Vast: Very great in size, amount or extent.

Wealthy: Characterized by abundance, a lot of money and possessions.

Youth: Young man / Young woman.

Answer Key

What do you know?

A

Noun	Verb	Affirmative form	Negative form	Interrogative
I	write	I write.	I don't write.	Do I write?
You	like	You like.	You don't like.	Do you like?
He	speak	He speaks.	He doesn't speak.	Does he speak?
She	read	She reads.	She doesn't read.	Does she read?
It	look	It looks.	It doesn't look.	Does it look?
We	have	We have.	We don't have.	Do we have?
They	do	They do.	They don't do	Do they do?

B.

1. Dracula lived in a castle in Transylvania.
2. People thought that Dracula was a vampire.
3. Bram Stoker wrote it in 1897.
4. People believed that Dracula drank their blood.

C.

Number	Options
1	a) If I am cold, I wear a sweater.
2	a) If I like volleyball, I play volleyball.
3	b) I ask for help if I need it.
4	b) I listen to music to calm down if I feel angry.

D.

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

Block I

Let's begin

Learning activity 1.2

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

Learning activity 1.4

1. b)
2. c)
3. g)
4. a)
5. d)
6. e)
7. f)
8. h)
9. j)
10. l)
11. i)
12. k)

Learning activity 1.7

People who give the box full of non-authorized copies of films to the police.	Honest
People who try to find the owner of the box.	Responsible
People who think teacher would realize it.	Trustworthy

Learning activity 2.1

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

Learning activity 2.2

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

Learning activity 2.3

1. She would participate in an important human right movement. PREFERENCE
2. All of us should practice honesty. SUGGESTION
3. You should tell the group everything about Values. ADVICE
4. I would teach children more good things. WISH
5. Everybody could be trustworthy one day. POSSIBILITY
6. He might be honest. POSSIBILITY
7. Teacher might be patient. POSSIBILITY
8. They should know their responsibilities. SUGGESTION
9. She could be loyal in her new relationship. SUGGESTION
10. He should tolerate who is different from him. SUGGESTION

Learning activity 2.4

1. It is cloudy. It might rain.
2. I love to travel. I would go to Chiapas.
3. It is hot. Could you please open the window?
4. We have a lot of homework. We should do it now.
5. You have the hiccups. You should drink water.
6. Nancy is having trouble in Math class. Could she ask for help to her teacher?
7. Carlos is studying in this room. You should not get in.
8. It is a sunny day. We could go to the park.
9. Why is Lily not attending class? She might be sick.
10. She has eaten a lot of food. She could not be hungry!

Learning activity 3.1

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

Learning activity 3.2

1. If you drove little faster, you would be there on time.
2. If my dad had enough time, he would help me with the house work.
3. If we were rich, we would travel around the world.
4. If I didn't have friends, I would be lonely.
5. If he was trustworthy, he wouldn't lose my trust.
6. If she was honest, her parent wouldn't be very upset.
7. If Jean told the truth, we would have respect for her.
8. If I realized you were sleeping, I wouldn't make noise.

Learning activity 3.3

1. If you stayed here, we'd play soccer together.
2. If we had a car, we'd go to Puebla.
3. If you did not practice, you'd fail again.
4. If you had an airplane, we'd fly to Monterrey.
5. If he was a rich man, he'd buy a castle.

Learning activity 3.4

1. Tomorrow it's my best friend's birthday. If I had some money, I could buy him a gift.
2. If I didn't find it hard to say no, I might do what I want to do.
3. If you sent an e-mail tonight, you could read it tomorrow.
4. If I found the TV's remote control, I would change the channel.
5. If I was older, I would see the things differently.
6. If teenagers wanted freedom, would we give it to them?
7. If a friend had a moral dilemma, would we give an advice to help him?
8. If you obey your parents, they could trust you.

Learning activity 3.6

<p><i>Liz:</i> Hello Andy? <i>Andy:</i> Hi Liz, how are you? <i>Liz:</i> I'm having a problem with Joseph. <i>Andy:</i> What's wrong with him? <i>Liz:</i> I love him, but...I saw him with another girl at the cyber coffee. I took a picture with my cell phone. She could be only a pal, but what <u>if he was flirting, I would die!</u></p>	<p><u>What would you do if you were me?</u> Please give some advice! <i>Andy:</i> <u>If I were you, I would confront him.</u> <u>Even if he denied the fact, you could show him the picture.</u></p>
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Block II

Block II

Learning activity 1.3

- a) Swim b) Climb c) Ride a bicycle d) Ride a...camel, horse
e) Take a tour f) Rest g) Camping h) Sightseeing i) Go shopping

Learning activity 1.4

	e) Museum
	g) Airport
	a) Hotel
	b) Restaurant
	h) Bus station
	c) Shopping center
	d) Ticket office
	f) Archeological zone

Learning activity 1.5

1. New York City United States of America	2. Roman Coliseum Italy	3. The Great Wall China
4. The Egyptian Pyramids Egypt	5. Tulum Ruins Mexico	6. Queretaro Aqueduct Mexico
7. San Miguel de Allende Church Mexico	8. Lake of Patzcuaro Mexico	9. Herve el Agua Oaxaca Mexico
10. San Cristobal de las Casas Mexico	11. Juarez Theatre Mexico	12. Xochimilco Mexico

Learning activity 1.8

1. Noodles
2. Hamburger
3. Pizza
4. Pita Bread
5. Tacos
6. Sushi

Learning activity 1.9

	6. Sushi
	4. Pita Bread
	5. Tacos
	1. Noodles
	2. Hamburger
	3. Pizza

Learning activity 2.4

2. Has he done karate for many years?
3. Has he gone to the library?
4. Has he watched the TV all morning?
5. Have you forgotten your cell phone at home?
6. Have you been at school today?
7. Has she cleaned her room?
8. Have they traveled to Monterrey?

Learning activity 2.5

1. Have you ever taken a ride horse tour?
No, I have never taken a ride horse tour.
2. Have you ever eaten noodles?
No, I have never eaten noodles.
3. I haven't finished to read this book yet.
4. We have just arrived to school.
5. We have been in Queretaro since Monday.
6. We have waited for lunch for 20 minutes.
7. I have been at the museum for two hours.
8. We haven't decided where to travel yet.
9. We have already decided to travel to Guanajuato.

Learning activity 2.8

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

Learning activity 3.2

1. He arrived to the beach last Friday.
2. No, he has never been in a place like this before.
3. He has swum every morning.
4. He has gone shopping to town.
5. Yes, he has eaten traditional dishes.
6. Yes, he has bought some souvenirs for Mary.

Learning activity 3.3 Comparative Chart

	Simple Past	Present Perfect
(Pictures)		
Used to talk about:	Finished actions in the past, by a defined time.	Situations that started in the past and continue in the present.

Structure and Forms:

Affirmative	Subject + simple past + complement	Subject + aux. verb to have + past participle + complement
Example:	We took a tour to Egypt yesterday	We have spent hours at Cairo's museums
Negative	Subject + aux. to do in simple past and in negative form + infinitive verb + complement	Subject + aux. verb negative form + past participle + complement
Example:	We didn't take a tour to Egypt yesterday	We haven't spent hours at Cairo's museums
Interrogative	Question word + aux to do in simple past + subject + infinitive verb + complement	Question word + aux verb + subject + past participle + complement
Example:	Where did you go yesterday?	Where have you spent hours?

Write present perfect sentences using the following time expressions:

For	We have been at the museum for 3 hours.
Since	We have spent hours at the museum since we arrived to Egypt.
Already	We have already arrived to the museum.
Yet	We haven't spent time at the museums yet.

Learning activity 4.1

2. How long have you lived in this place? For ten years.
3. How long have you been at the museum? For 3 hours.
4. How long has your grandmother lived with you? Since last year.
5. How long has she traveled to Paris? For two weeks.

Learning activity 4.3

Simple past sentences	Present perfect sentences
<ol style="list-style-type: none">1. I visited Los Altos, Jalisco last Saturday.2. The victims of this cruel war were many priests.3. I drank the famous tequila.4. I wanted to visit the places where the agave is cultivated.5. I took a riding horse tour for 5 hours.6. I went to Arandas two days ago.7. I visited the Church of San Jose Obrero.	<ol style="list-style-type: none">1. I have traveled for a week2. I have eaten the food of the region.3. I have spent many hours visiting museums and rural houses of Jalisco.4. I have taken a lot of pictures.

Regular and irregular verbs list.

Infinitive (present)	Simple past tense	Past participle
1. Arrive	Arrived	Arrived
2. Ask	Asked	Asked
3. Be (am, are, is)	Was, were	Been
4. Become	Became	Become
5. Buy	Bought	Bought
6. Call	Called	Called
7. Climb	Climbed	Climbed
8. Come	Came	Come
9. Cook	Cooked	Cooked
10. Dance	Danced	Danced
11. Do	Did	Done
12. Drink	Drank	Drunk
13. Drive	Drove	Driven
14. Eat	Ate	Eaten
15. Enjoy	Enjoyed	Enjoyed
16. Explore	Explored	Explored
17. Find	Found	Found
18. Fly	Flew	Flown
19. Give	Gave	Given
20. Go	Went	Gone
21. Have	Had	Had
22. Leave	Left	Left
23. Like	Liked	Liked
24. Live	Lived	Lived
25. Make	Made	Made
26. Meet	Met	Met
27. Need	Needed	Needed
28. Pay	Paid	Paid
29. Put	Put	Put
30. Ride	Rode	Ridden
31. Return	Returned	Returned
32. Say	Said	Said
33. Sell	Sold	Sold
34. See	Saw	Seen
35. Ski	Skied	Skied
36. Sleep	Slept	Slept
37. Speak	Spoke	Spoken
38. Spend	Spent	Spent

Block II

39. Stay	Stayed	Stayed
40. Swim	Swam	Swum
41. Take	Took	Taken
42. Travel	Traveled	Traveled
43. Think	Thought	Thought
44. Visit	Visited	Visited
45. Wait	Waited	Waited
46. Walk	Walked	Walked
47. Want	Wanted	Wanted
48. Wash	Washed	Washed
49. Watch	Watched	Watched
50. Write	Wrote	Written

Block III

Let's begin

Learning activity 1.5

1. Kathy doesn't like action movies.
2. Kathy doesn't like comedies.
3. She likes horror movies.
4. She likes foreign movies.
5. She likes love stories.

Learning activity 1.6

1. Swimming.
2. Jogging.
3. Running.
4. Dancing.
5. Cycling.
6. Camping.
7. Basketball.
8. Baseball.
9. Volleyball.
10. Soccer.
11. Judo.
12. Boxing.
13. Professional wrestling.
14. Aerobics.
15. Yoga.
16. Ballet.

Learning activity 2.5

H	A	G	T	E	R	B	J	M	K	L	I	N	M	P	Q	T	I
C	X	M	I	C	I	N	E	M	A	O	A	W	M	A	A	M	P
Y	H	I	C	R	O	F	O	A	R	L	M	Y	F	R	L	G	H
B	A	S	K	E	T	B	A	L	L	C	O	U	R	T	T	W	O
E	M	Y	O	P	J	V	A	L	J	U	P	S	R	Y	M	I	M
R	E	S	T	A	U	R	A	N	T	A	D	U	E	F	P	E	E
E	N	T	E	R	T	A	I	N	M	E	N	T	S	T	O	R	E

Learning activity 2.6

1. Basketball court
2. Entertainment stores
3. Home

4. Cyber
5. Party
6. Mall
7. Restaurant
8. Cinema

Learning activity 3.1

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

Learning activity 3.2

Our cousins Philip and Linda are 18 years old, they are twins, but they are very different.

She is very friendly, sociable and popular. She loves going to parties on weekends. She hates drinking a cup of coffee alone.

Linda is very active and she likes sports. She really likes playing volleyball at the school team. She prefers to study in a study group.

Phillip likes being alone. He is a little timid and he has few good friends. He prefers to stay at home on weekends. He loves spending time completing crossword puzzles.

He doesn't like to go to restaurants. He hates crowded places, they make him feel nervous. He prefers cooking his meals. He loves eating spaghetti.

He likes to study alone. After homework, he loves listening to music.

He is a very loyal friend and respectful of others' feelings and preferences.

He is very kind.

Philip and Linda are very responsible. They study hard. They would like to go to University next year. She would like to be a teacher and he would like to be a dentist.

Learning activity 3.3

Preferences (Likes and dislikes)	Phillip	Linda
Free time activities and Hobbies	Likes: Being alone. Stay at home on weekends. Spending time completing crossword puzzles. Cooking his meals. Study alone. Listening to music. Dislikes: Go to restaurants. Crowded places	Likes: Going to parties To study in a study group. Dislikes: Drinking a cup of coffee alone
Food	Likes: Spaghetti	Likes: Coffee
Sports		Likes: Playing volleyball
Adjectives of Personality	Timid Loyal Respectful Kind Nervous Responsible	Friendly Sociable Popular Active Responsible

Block IV

Block IV

Let's begin

Learning activity 1.3

1. Factory
2. Hotel
3. Construction
4. Restaurant
5. Market
6. Hospital

Learning activity 1.4

Work places	Jobs and professions in these places
Hotel	Housekeeper, Bellboy, Front desk executive
Restaurant	Waiter – Waitress, Dishwasher, Chef
Hospital	Doctor, Nurse, Laboratory Technician, Surgeon
Construction	Bricklayer, Engineer, Architect, Construction worker
Office	Secretary, Account, Manager
Factory	Line supervisor, Factory Worker, Stock clerk, Packer

Learning activity 1.7

A: Where does she work?

B: Patty works for a Travel Service Company.

A: What does she do?

B: She is a receptionist.

A: What does she hate?

B: She hates to be sitting behind a desk all day.

A: Does she like her job?

B: No, she does not.

A: What is her job like?

B: It involves working with customers or clients, taking messages and using a computer.

A: What would she like to do?

B: She would like to leave and find another job.

A: What would you do if you were patty?

B: _____

Learning activity 1.10

Group work:

1. Maids, Seam stresses, Clerks at a store and Care takers of sick persons.
2. Accountant, government employment, architect, computer programmer, dentist, doctor, engineer, lawyer, machine operator, police officer etc.
3. Low income, limited purchasing power of households, the migration of men to the United States.
4. Agricultural, construction and factory workers

Learning activity 2.1

1. The factory worker is a person who assembles component.
2. The doctor is who takes care of your health.
3. The hair salon is the place where a hair stylist works.
4. I recommend eating salads which is good for you.
5. The waiter is the man that works at the restaurant.
6. Hamburgers, french fries and nachos are food that you could order at fast food restaurant.
7. A garment worker is a person who works in a clothing factory.
8. A pediatrician is a person who takes care of children health.

Learning activity 2.2

1. Leon, which is an important city in Guanajuato, is recognized for its commercial center.
2. My father, who is a very active person, plays soccer on weekends.
3. I like my apartment, which is in first floor, has a pool and garage.
4. Sweep the floor, which is a housework, is my favorite cleaning activity.
5. Broccoli, carrots and lettuce, which are important meals for health, must be included in your diet.
6. Jeans, which are comfortable clothes, are in fashion now.
7. Nelson Mandela, who was born in South Africa, won the President's election in 1994.
8. The lawyer, who is a very honest person, works for the legal system.

Learning activity 3.1

Jobs skills	Job/Profession
Assemble components	Factory worker
Assist medical patients	Nurse
Cook	Chef – cooker
Drive a truck	Truck driver
Operates heavy machinery	Construction worker
Sell something	Seller
Sew clothes	Stream stress

Speak another language	Translator
Supervise people	Supervisor
Take care of children	Child care worker
Type	Secretary
Use a cash register	Cashier
Work and repair computers	Electronic engineer
Teach people	Teacher
Business management knowledge	Manager
Public administration knowledge	Public server
Financial accounts knowledge	Accountant
Play the guitar	Musician
Fly an airplane	Pilot
Use a sewing machine	Stream stress

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