

NEW TRENDS

Competency Based English Language Course

Student Book 2

With video activities

(You teach what you preach)



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Jesus Valdez Salazar

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New trends. Student book 2

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Scope and sequence

Module 1

An Ever-changing Reality

CONTENTS

VOCABULARY	GRAMMAR
Weather	Would like to / want
Synonyms	Little/few, a little/ a few
Party things	Modals can and may
Verbs and nouns	The gerund
Synonyms	Present progressive vs. present simple

LITERACY COMPETENCIES

SPEAKING <i>Students will be able to:</i>	READING <i>Students will be able to:</i>
Talk about the weather	Read aloud at appropriate speed
Ask and answer questions	Engage in silent reading
Talk about holidays	Read an article about animals
Recognize the perspective of others	Read and analyse an article about weather
Express opinions.	Read an article about a meteorologist
Explain meaning.	Read and appraise proverbs
	Read and evaluate people's opinions

WRITING <i>Students will be able to:</i>	LISTENING <i>Students will be able to:</i>
Develop an idea in a brief text	Listen attentively
Write a short paragraph	Avoid interrupting
Share writing with peers	Listen to a weather report
Write a weather chart	Analyze an article on holidays
Write a Postcard	Differentiate sounds and phonemes
Write topic sentences properly	Listen to and judge proverbs on weather
Use transitions	

MODULE 2

The Past

CONTENTS

VOCABULARY	GRAMMAR
Sports and action verbs	Simple past tense of the verb "to-be".
Nouns	Simple present vs. simple past.
Synonyms	Simple past of irregular verbs/regular verbs
Synonyms	used to / did/ use to? / didn't use to.
Synonyms	Short and complete answers

LITERACY COMPETENCIES

SPEAKING <i>Students will be able to:</i>	READING <i>Students will be able to:</i>
Express opinions	Read biographies aloud
Create conversations on different topics	Read and interpret fables
Talk about the past	Read with increasing fluency
Establish and interpret eye contact	Use dictionary
Talk about sports	Read and interpret a newspaper article
Discuss over cultural differences	Read proverbs quotes and sayings

WRITING <i>Students will be able to:</i>	LISTENING <i>Students will be able to:</i>
Write to express feelings	Listen opinions
Write a biography	Listen to and value a fable
Use correct verb tense	understand conversations on past events
Use quotation marks	Listen respectfully
Conjugate verbs	Listen to word sounds: Ph, pl, qu, sc .
Paraphrase	

MODULE 3

Time Connections

CONTENTS

VOCABULARY	GRAMMAR
Verbs and idioms	Future with "going to"
Abstract nouns	Should/shouldn't
Problems and suggestions	Future with "will"
Synonyms for better comprehension	Too/enough
Synonyms for better comprehension	Could/Might

LITERACY COMPETENCIES

SPEAKING <i>Students will be able to:</i>	READING <i>Students will be able to:</i>
Suggest and give advice	Read aloud
Speak about promises	Read and understand ancient English
Socialize	Read a friendly letter
Speak about and discuss plans	Infer from context
Make predictions	Analyze a newspaper article
Make judgements	Evaluate the importance of a smile

WRITING <i>Students will be able to:</i>	LISTENING <i>Students will be able to:</i>
Use the future tense for plans	Listen to recordings about promises
Write complex sentences	Recognize sounds
Use too and enough	Compare pronunciation
Determine if statements are true	Listen attentively to partners' readings
Write predictions and promises	

MODULE 4

An Ever-changing World

CONTENTS

VOCABULARY	GRAMMAR
Synonyms 1	The present perfect
Literary elements.	The present perfect continuous
Synonyms 2	Passive voice
Most common literary terms.	Can/could/will be able to
Synonyms 3	Factual conditional vs unreal conditional p.114

LITERACY COMPETENCIES

SPEAKING <i>Students will be able to:</i>	READING <i>Students will be able to:</i>
Talk about sports.	Read and analyse a summary on a tragedy.
Use the present perfect continuous tense.	Use synonyms for comprehension.
Analyze and discuss on social media.	Infer from the past and foresee the future.
Brainstorm on a topic, using modals.	Use and understand an article on science.
Discuss on scientific facts.	Infer meaning from pictures.
Pronounce correctly.	

WRITING <i>Students will be able to:</i>	LISTENING <i>Students will be able to:</i>
Use punctuation properly.	Listen to and understand questions on sports.
Use of complex sentences.	Listen and understand a tragedy summary.
Write compound sentences.	Listen to and understand a scientific reading.
Use the passive voice of verbs.	Listen to conditionals and complete.
Use independent markers.	Listen to and answer questions on a reading.
Use literary techniques.	Listen to passive voice and convert into active
Write conditional sentences.	

MODULE 5

Mind, Brain, and Body

CONTENTS

VOCABULARY	GRAMMAR
Synonyms 1	Present perfect and past perfect
Synonyms 2	May, might, must, can, could, would review
Synonyms 3	Had better/had better not
Synonyms 4	<i>Past perfect and past perfect continuous</i>
Synonyms 5	Future in the past/was going to/were going to

LITERACY COMPETENCIES

SPEAKING <i>Students will be able to:</i>	READING <i>Students will be able to:</i>
Create and suggest possible solutions.	Use synonyms for better comprehension.
Talk about health problems and solutions.	Comprehend an article about psychiatry.
Use modals appropriately.	Read and understand an audio on the effects on caffeine on the brain.
Exercise imagination and creativity in speaking.	Read an article about how memories form and fade.
Discuss over the power of creativity and imagination.	Read and understand an article on bipolar disorder and depression.
WRITING <i>Students will be able to:</i>	LISTENING <i>Students will be able to:</i>
Choose verb tense properly.	Listen to an audio about addiction.
Use commas after introductory clauses.	Listen to an audio about the brain and exercise.
Use the semicolon.	Understand an article about petting dogs.
Use had better/had better not properly.	Listen to an audio about stress management.
Use quotation marks in writing.	Listen to an audio about creative thinking.
Use the hyphen.	Listen to an audio and answer questions.
Write down summaries.	

About the book

New Trends Competency Based English Language Course 2 aims at reaching the knowledge and competencies levels B1 and B2, of the Common European Framework of Reference; one of the most popular and accepted frameworks for language learning.

New Trends Competency English Language Course Student Book 2 and Reinforcement book 2 have been designed following, in part, the pattern of level one:

- i). The systematic and gradual learning of the four basic skills of a language: Speaking, Reading, Writing, and listening.
- ii). The acquisition of knowledge, competencies and practicality demanded by an ever increasingly competitive world.
- iii). The acquisition and development of a higher mastery level of reflection and creativity.
- iv). The pondering, learning and adoption of wisdom learned through reflection and analysis.

The framework of this book consists of five **modules** which in turn contain six **sections**; each section is sub-divided in six parts:

Part 1 is dedicated to the study and analysis of **readings** selected according to a logical progress.

Part 2 is dedicated to the learning and acquisition of **vocabulary** connected to the topics dealt within the reading section.

Part 3 is dedicated to the acquisition of **grammatical knowledge** in a logical and progressive way.

Part 4 is dedicated to **writing composition**, an extremely important ability that a student must acquire; throughout this process, students exercise imagination and develops creativity and innovation.

Part 5 is dedicated to **listening comprehension**, a basic ability that a learner must possess in order to understand people from the English-speaking world.

Part 6 is dedicated to **speaking**, one of the most important abilities that a student must have, in order to express his/her ideas, state his/her arguments, and persuade or dissuade in order to get to where he/she wants to go. This section will increase **creativity** in students enormously.

At the end of the speaking section, we include a **quote, a saying or a proverb**. We are convinced that the reflection and pondering of this maxims can help students get a better understanding and appreciation of the world they are living in and it will help them develop good habits and attitudes towards their fellowmen and the planet.

At the end of each module, students make a “mastery test” in which performance is assessed on a scale of 0 to 100.

In order to make this course more enjoyable and practical, we include two songs per module in which students practice pronunciation, learn **new vocabulary, idioms** and other **figures of speech** of a great value for learners of a foreign language.

The last pages include the “ answer keys” for **vocabulary exercises** and for **listening comprehension audio-exercises**; this will help students and teachers in being certain of the proper solutions.

About the Author

Jesús Valdez has a bachelor's degree in Economics, a Master's degree, and a Doctorate in Education. He has attended many symposiums and seminars for language teachers.

He has taught languages for over forty years in several universities in México.

He lived in North America for about ten years.

He also attended a Public Night School in San Antonio, Texas.

At present, he teaches languages and writes novels.

To the teacher

This course does not contain time suggestions in the development of each lesson or activity. Each teacher may feel free to adjust goals and objectives according to the specific needs of groups or individuals.

The overall design of the books is deemed to connect each specific topic or activity with the preceding ones and to take advantage of previous knowledge in order to reinforce and add new competencies to the ones acquired before.

Furthermore, the teacher has the opportunity and freedom to use new technologies in order to communicate and teach better at the same time students have the opportunity to do research and to discover an amazing world hidden behind such means as: journals, literary works, scientific articles, audios, videos and social media.

Besides, all throughout the books the author includes readings, activities, quotes, and proverbs that help teachers and students think over the importance and the guidance of wisdom in the life of each and every individual in a society. The author wants to expose the language teacher to the challenge that will enrich his life and the lives of his pupils.

We express our respect and admiration to dedicated and professional teachers because, to a high degree, they are the ones responsible for a prosperous and happy society.

MODULE 1

Sections 1-6

An ever-changing reality



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CONTENTS

VOCABULARY	GRAMMAR
Weather	Would like to / want
Synonyms	Little/few, a little/ a few.
Party things	Modals can and may
Verbs and nouns	The gerund
Synonyms	Present progressive vs. present simple

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Ask and answer questions.	Engage in silent reading.
Talk about holidays.	Read an article about animals.
Recognize the perspective of others.	Read and analyse an article about weather.
Express opinions.	Read an article about a meteorologist.
Explain meaning.	Read and appraise proverbs.
	Read and evaluate people's opinions.

WRITING <i>Students will be able to:</i>	LISTENING <i>Students will be able to:</i>
Develop an idea in a brief text.	Listen attentively.
Write a short paragraph.	Avoid interrupting.
Share writing with peers.	Listen to a weather report.
Write a weather chart.	Analyze an article on holidays.
Write a Postcard.	Differentiate sounds and phonemes.
Write topic sentences properly.	Listen to and judge proverbs on weather.
Use transitions.	

SECTION 1

1.1. Climate

1.1.1. Reading comprehension

1.1.1. A. Read, listen, and choose **true** or **false**. 🎧 Track (01)



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Meteorologists generally define four seasons in many climatic areas: winter, spring, summer, and autumn (or fall). These are demarcated by the values of their average temperatures on a monthly basis, with each season lasting three months. The three warmest months are, by definition summer, the three coldest months are winter, and the intervening gaps are spring and autumn. Spring, when defined in this manner, can start on different dates in different regions. In terms of complete months, in most North Temperate Zone locations, spring months are March, April and May; Summer includes June, July, and August; autumn includes September, October, and November; winter includes December, January, and February. The vast majority of South Temperate Zone locations will have opposing seasons with spring in September, October and November.

1. There are many seasons in the year. True ___ False___
2. Seasons are demarcated by temperature values. True ___ False___
3. Summer is the warmest season. True ___ False___
4. Spring starts on the same date everywhere True ___ False___
5. In the northern locations the Spring starts in March. True ___ False___

1.1.2. Vocabulary: weather

1.1.2. A. Read, listen and repeat.

1.1.2. B. Choose adjectives from the chart and complete. 🎧 Track (02)

Winter	Summer	Spring	Autumn
Cold	Hot	Warm	Cool
Snowy	Sunny	Rainy	Windy
Frosty	Simmering	Stormy	Wet

1. In my city the weather in the winter is: _____
2. In my city the weather in the summer is: _____
3. In my city the weather in the spring is: _____
4. In my city the weather in the autumn is: _____

1.1.3. Grammar: present progressive and time expressions.

Time expressions: now, at the moment, at present, while, this week/month/year, this morning/afternoon/month/evening.

Examples: i) She is walking to school, now. ii). She is not working at present.

1.1.3. A. Write down a sentence with each time expression:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1.1.4. Writing composition

The semicolon and the conjunctive adverb.

You can use a semicolon(;) when you join two independent clauses together with conjunctive adverbs (adverbs that join independent clauses): however, moreover, therefore, otherwise, nevertheless, thus, certainly, consequently, eventually, etc.

Examples.:

- a). I am going home; moreover, I intend to stay there.
- b). It is raining heavily; however, I am walking on the street.
- c). We don't have any money for the tickets to go to the concert; therefore, we are staying home.

1.1.4. A. Join the independent clauses by using a semicolon, a comma and a conjunctive adverb.

1. I study very hard. I don't learn..
2. She works everyday. She makes good money
3. The class wants a spring trip to the water park. They need to buy tickets.
4. Robert cleaned the garage. His brother mowed the lawn.
5. Tom live in a very big city. He has to walk far to work.
6. Jim thinks he can win the race. It is worth trying because the prize is \$ 500 dollars.

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

1.1.5. Speaking

1.1.5. A. Work in groups. Talk about the people in the pictures and their jobs. Find similarities and differences. Ex.: In picture one persons is walking in the snow; whereas, in picture two, four people are walking under a bridge.



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QUOTES, SAYINGS AND PROVERBS

The aching of a broken bone predicts rain. 🎧 Track (04)

What do you think? State your opinion: _____

Core performance indicators:

As a learner I can:

Talk about weather conditions.

Talk about holidays.

Understand from recordings.

Use the semicolon and conjunctive adverbs.

Paraphrase.

Find similarities and differences on weather conditions.

SECTION 2

1.2. A Family Reunion

1.2.1. Reading comprehension

1.2.1. A. Work in groups, listen attentively; take turns and read aloud; then, choose the best response.  Track (05).



Source: Wikimedia Commons

Today, I am having a wonderful day. I am with my family: My wife Sandra and my daughter Cathy. Sandra is bird-watching; Cathy is talking and holding her kite. As it is a wonderful sunny and windy day, we simply are using everything possible to enjoy our time.

You don't have to go far to have a nice picnic. You just head out to your front yard or to the park with a basket, a blanket and a bucket of toys: shovels, water guns, balls, a Frisbee or a wind toy if it's a windy day. Let your family help out, from picking out the lunch to packing the basket. You just relax, play, breath the fresh air, take the warm sunshine, and be happy.

It is a very nice August summer day. I am on vacation. I simply feel great. The park is full of young, vigorous people. Adults are playing and running after their little children. Little boys and girls are chatting, jumping, playing with toys, climbing trees, eating; they can't stop moving.

There are only a few elderly in the park accompanying their children and grandchildren. But you can see them glowing with life and happiness.

Summer is beautiful!

1. The person talking is: a) a girl. b) a boy. c) a woman. d) a man
2. The person wearing blue jeans, a white t-shirt, and a white cap is:
a).running. b)driving. c).listening to music. d)playing with a boy.
3. It is: a) springtime. b) Summertime. c) Autumn. d) Winter
4. What's the weather like? a) cold and snowy. b) warm and rainy
c) hot and sunny. d) cool and windy
5. There is: a) a lot of old people in the park. b) a few elderly in the park
c) no old people in the park. d) an old person in the park.

1.2.2. Vocabulary: Synonyms.

1.2.2.A. Work in groups use the vocabulary to better understand the reading; then, play the Recollection Game. The student that recollects more words wins.

1. Shoot.	5. Repair.	9. Sandals.	13. Shorts.	17. Idealistic.
2. Throw.	6. Kick.	10. Cap.	14. Secretive.	18. Creative.
3. Serve.	7. Mark.	11. Analytical.	15. Diligent.	19. Imaginative.
4. Broadcast.	8. Drive.	12. Any.	16. Meticulous.	20. Some.

a. Pitch.	f. Give.	k. Transmit.	p. Hit with foot.
b. Scream.	g. Mend.	l. Small hat.	q. Visionary.
c. Unspecified.	h. Move.	m. Romantic.	r. Original.
d. Penetrating.	i. Enigmatic.	n. Industrious.	s. A little, a few.
e. Pants.	j. Impress.	o. Scrupulous	t. Huarache.

1.2.3. Grammar: little/few, a little/ a few.

1.2.3. A. Write down ten examples using both cases.

a) **Little** is used with uncountable and **few** is used with countable nouns.

b) When we use **few** and **little** without the indefinite article, they usually have a negative meaning.

c) When we use them with the indefinite article, **a little** or **a few**, they have a more positive meaning. Compare the following:

I have few friends in England and I feel quite lonely.

I have a few friends in England, so I don't miss home so much.

I have little interest in classical music. I much prefer pop.

I have a little wine in the cellar. Would you like some?

Rather than little or few, we sometimes prefer to use a negative construction with **much** or **many** in conversational English, as it sounds slightly less formal:

He has little money. > He doesn't have very much money.

She had few friends. > She didn't have many friends.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1.2.4. Listening comprehension Track (06)

1.2.4. A. Listen and answer the questions about Cancun, Mexico.

- 1). Where is Cancun located ? R. _____
- 2). How many hotel rooms does Cancun have? R. _____
- 3). Are Mexican beaches private or public? R. _____
- 4). Is the airport in Cancun big? R. _____
- 5). Is the sand gray in Cancun? R. _____

1.2.5. Writing composition:the paragraph.

a) A paragraph is a collection of related sentences dealing with a single topic. It starts with a **topic sentence**.

b) Main rules:

- a) Put only one main idea per paragraph.
- b) Aim for three to five or more sentences per paragraph.
- c) Include on each page about two handwritten or three typed paragraphs.

c) **Work in groups. Look at the example. Follow the rules, and write three paragraphs about a sport and a hobby you like. Compare your work. Ask your teacher for help if it is necessary.**

Although most people consider piranhas to be quite dangerous, they are, for the most part, entirely harmless. (Topic sentence) Piranhas rarely feed on large animals; they eat smaller fish and aquatic plants. When confronted with humans, piranhas' first instinct is to flee, not attack. Their fear of humans makes sense. Far more piranhas are eaten by people than people are eaten by piranhas. If the fish are well-fed, they won't bite humans.

My favofite sport is..... _____

My favofite hobby is..... _____

1.2.6. Speaking

1.2.6. A. Work in groups. Visualize yourselves in a vacation destination you would like to go to, the clothes you would like to wear , the people you would like to travel with, etc. Ex.: I would like to go to Cancun because it has beautiful weather, nice people, historical places and many interesting touristic spots. It's usually sunny and hot. There are wonderful places to visit. It has clear crystal waters and you can walk on the beach, swim, dive, dance and play with family and friends.



Image Iren_Key at FreeDigitalPhotos

Image YingYang at FreeDigitalPhotos

QUOTES, SAYINGS AND PROVERBS

People don't notice whether it's winter or summer when they're happy. ~Anton Chekhov 🎧 Track (07)

Explain the meaning of the quote: _____

Core performance indicators:

As a learner I can:

- Choose summer clothes.
- Request in a polite way.
- Use little, few, a little and a little appropriately.
- Visualize myself in a particular situation.
- Write down paragraphs correctly.

SECTION 3

1.3. Having a Great Birthday Party

1.3.1. Reading comprehension.

1.3.1. A. Read , listen and choose the best responses. 🎧 Track (08)



Today is my birthday, and I am having a wonderful time with my little students. I am a teacher at Washington Square Kindergarten School. I received a lot of presents from my students. They are very happy, too. There are many activities going on in the classroom. Jessica, the little blond girl, wearing a black sweater, a red squared skirt, and red shoes, is showing me the special present she has for me. Almost, everybody is smiling, and laughing happily. There is soda, orange juice, apple juice, candies, pizza, and a big cake for the celebration. But these things are behind me. They are not in the picture.

I would like to play basketball and soccer with my kids in the park; but, their parents may not like the idea. So, we are staying here, and we will get the most out of our time.

1. The teacher is celebrating her: a) wedding. b) School graduation. c) Birthday
2. Jessica is the little girl: a) behind her. b) Next to her. c) In back of her. d) In front of her
3. The teacher wants: a) cake. b) Soda. c) A present. d) To take the students out.
4. Everybody is: a) sad. b) Happy. c) Ill-humoured. d) Indifferent.
5. What is not viewable in the picture? a) A car. b) A toy. c). people. d) Food and drinks.

1.3.2. Vocabulary: party things

1.3.2. A. Read, listen and repeat. 🎧 Track (09)

1. Chocolate bars	5. Candies	9. Toys	13. Clothes	17. Cake
2. Pictures	6. Pizza	10. Soda	14. Hamburgers	18. Balloons
3. Costumes	7. Magic wands	11. Masks	15. Paper plates	19. Plastic glasses
4. Confetti	8. Plastic forks	12. Plastic knives	16. Plastic spoons	20. Table clothes

1.3.3. Grammar: modals can and may

a) Can express ability to do something.

Ex.: Sam can play soccer; but, he doesn't know how to box.
My teacher can't drive a car; but, he can climb a mountain.

b) May expresses a possibility.

Ex.: He is not in class. He may be at home.
Nobody opens the door. They may not be in the house.

c) May in questions mean permission.

Ex.: Question: May I go out? Answer: Yes, you may, or: No, you may not.

d) Choose the correct word and complete the sentences.

1. Frank (may/can) _____ run very fast. He is the fastest in school.
2. Mrs. Smith (may/can) _____ arrive late. There is too much traffic.
3. Mike (can't/ may not) _____ come to school. He is in the hospital.
4. She (can't/ may not) _____ wait she is in a hurry.
5. That eagle (can't / may not) _____ fly. It has a broken wing.

1.3.4. Listening comprehension Track (10)

1.3.4. A. Listen and answer true or false.

1. A new Yale-led study estimates that there are more than 2 trillion trees on Earth.
2. The total number of trees has decreased more than 40%.
3. To determine the number of trees on Earth researchers use supercomputers.
4. Trees are one of the most important organisms on the planet.
5. People know how many trees there are on the Earth.

True	False
True	False
True	False
True	False
True	False

1.3.5. Writing composition: elements of a paragraph.

a) A paragraph should contain **unit and coherence**.

- a) **Unit**. The paragraph should begin with a focus and not to divert.
- b) **Coherence**. The same idea should be carried over from beginning to end.
- c) Aim for two to three or more sentences per paragraph.

Ex.: Education is the key to success(Topic sentence). It opens doors in the public, private and personal domains. Education opens new worlds of knowlwdge; It helps conquer the love and acceptance of others; as well as personal happiness. Education is a must in a person's Life.

c) Work in groups. Look at the example. Write down paragraphs on the following topics: Family, school, community life and animal protection.

1. _____

2. _____

3. _____

4. _____

1.3.6. Speaking

a) Work in groups of three and take turns talking about each topic. Write down your own ideas and opinions. Compare them with the opinions and ideas of the members of other groups.



Source: Wikimedia Commons

1 Potable water



Source: Wikimedia Commons

2 Public transportation



Source: Wikimedia Commons

3 Police security

1. _____

2. _____

3. _____

QUOTES, SAYINGS AND PROVERBS

“Birds of a feather flock together.” 🎧 Track (11)

Say the proverb with your own words: _____

Core performance indicators:

As a learner I can:

- Use the modals can and may.
- Reflect over, and negotiate image content.
- Write paragraphs.
- Infer from texts.
- Talk about different topics.
- Paraphrase.

SECTION 4

1.4.Weather Report

1.4.1. Reading comprehension

1.4.1. A. Read, listen, and choose the best response. Use a dictionary, or teacher's help, for comprehension. 🎧 Track (12)



Source: Wikimedia Commons

By Oren Dorell, USA TODAY

The world is hotter than ever.

March, April, May and June set records, making 2010 the warmest year worldwide since record-keeping began in 1880, the National Oceanic and Atmospheric Administration says.

"It's part of an overall trend," says Jay Lawrimore, climate analysis chief at NOAA's National Climatic Data Center. "Global temperatures ... have been rising for the last 100-plus years. Much of the increase is due to increases in greenhouse gases."

There were exceptions: June was cooler than average across Scandinavia, southeastern China, and the northwestern USA, according to NOAA's report.

If nothing changes, Lawrimore predicts: •Flooding rains like those in Nashville in May will be more common.

"The atmosphere is able to hold more water as it warms, and greater water content leads to greater downpours," he says.

1. The expression: "hotter than ever" mean: a) mildly hot. b) very hot. c) extremely hot.

2. The National Oceanic Atmospheric Administration says that: a) 1980 was extremely hot.

b) they keep records of temperature since 1980. c) the year 2010 has been extremely hot.

3. Lawrimore predicts that: a) rain will decrease. b) rain will augment.

c) floods will be more common.

4. We infer from the text that the world may come to: a) a halt. b) a new beginning. c) an end.

1.4.2. Vocabulary: verbs and nouns.

1.4.2. A. Read, listen, and repeat.

1.4.2. B. Match the verbs and nouns with the definitions. Track (13)

a) Rain	b) Snow	c) Drizzle	d) Break	e) Forecast
f) Predict	g) blow	h) go	i) Return	j) Operate
k) Blizzard	l) Tornado	m) Hurricane	n) Thunderstorms	o) Flood

1. To fall as water drops from the clouds.	4. To go back or come back again	7. To separate into pairs.	10. To foretell on the basis of scientific observation.	13. A tropical cyclone.
2. To cause to fall like or as snow.	5. To move out or away.	8. To shed or let fall into minute drops.	11. A storm accompanied by lightning or thunder.	14. A long severe snow storm.
3. To be in motion, or to send forth a current of air.	6. To calculate or predict.	9. to perform a function or to produce an effect.	12. A rising or overflowing of water.	15. A violent destructive whirling wind.

1.4.3. Grammar: the gerund

a) A gerund is a verbal noun that expresses generalized or incompleted action. It has the ing ending and acts as a substantive. Ex.: i) **Teaching** is amazing. ii) **Dancing** is very good for developing limb agility. iii) **Looking** for a scapegoat is not a very intelligent decision. iv) **Laughing** is a good way for staying healthy. v) **Being** on time is a very good habit. It helps achieve succes in life.

1.4.3. A. Read the sentences and underline the gerunds. Make comments.

"Shooting paintballs is not an art form."

(Bart Simpson, The Simpsons)

"Humor is laughing at what you haven't got when you ought to have it."

(Langston Hughes)

"All talk of winning the people by appealing to their intelligence, of conquering them by impeccable syllogism, is so much moonshine."

(H. L. Mencken)

"Eighty percent of success is showing up."

(Woody Allen)

Traveling might satisfy your desire for new experiences.

They do not appreciate my singing.

My cat's favorite activity is sleeping.

Reading is Tom's favorite pastime.

Bird-watching is my moms passion.

1.4.4. Listening comprehension Track (14)

1.4.4. A. Listen and answer the questions about weather observers.

1. What does a weather observer do? R. _____
2. What is a media outlet? R. _____
3. Do they make weather predictions? R. _____
4. How do they provide information to the public? R. _____
5. Do they warn the population with regard to catastrophes? R. _____
6. What is a pattern? Explain R. _____
7. Can forcasters prevent catastrophes? Explain how. R. _____
8. What is a gale? R. _____
9. Can weather forcasters make predictions of the weather for a three month period ? R. _____
10. Would you like to be a weather forcaster? Why yes or why not. Explain R. _____

1.4.5. Writing composition: the summary.

1.4.5. A. Read the article and summarize it, according to the given steps:

1. Read the article to be summarized and be sure you understand it.
2. Outline the article. Note the major points.
3. Write a first draft of the summary without looking at the article.
4. Always paraphrase when writing a summary. If you do copy a phrase from the original, be sure it is a very important phrase that is necessary and cannot be paraphrased. In this case, put "quotation marks" around the phrase.
5. Target your first draft for approximately 1/4 the length of the original.

Stress found to influence brain networks and reduce self-control

After a stressful day of work, good intentions concerning dieting and exercise can quickly go out the window. Now, a new study from researchers at the University of Zürich in Switzerland has demonstrated how stress can influence regions of the brain involved with self-control.

Their findings, published in *Neuron*, shed further light on how **stress** and self-control interact in the human brain, with the effects of stress operating through multiple neural pathways, according to lead author Silvia Maier, a PhD candidate in neuroeconomics.

"Self-control abilities are sensitive to perturbations at several points within this network," she explains, "and optimal self-control requires a precise balance of input from multiple brain regions rather than a simple on/off switch."

Important decisions have to be made in stressful conditions on a daily basis. Sometimes, stressful circumstances can compromise an individual's ability to exhibit self-control, in turn affecting the decision-making process.

Despite how frequently such decisions are made, however, the manner in which stress affects processes within the brain is not fully understood.

To investigate, the researchers assessed a number of individuals who were attempting to maintain a healthy lifestyle in terms of diet and exercise and looked at how stress affected choices they made about food.

1.4.6. Speaking

1.4.6.A. Look at the pictures and talk about activities that one can **do** and things that **may** happen in the different seasons of the year:

Spring, Summer, Fall and Winter Ex.: In the spring it may rain and people can go canoeing, surfing, camping, running and do a lot of things.



QUOTES, SAYINGS AND PROVERBS

“Red sky at night, sailors’ delight. Red sky in the morning, sailors take warning.” 🎧 Track (15)

Do you believe this is a sure method of making predictions on the weather? Why yes or why not:

Core performance indicators:

As a learner I can:

- Read and analyze a weather report.
- Talk about the weather.
- Write a weather chart.
- Express reasons and argue.
- Summarize an article.

SECTION 5

1.5. A Tsunami

1.5.1. Reading comprehension

1.5.1.A. Read and listen. Then answer the questions. Track (16) 



A tsunami is an extremely rare event. It results from under-sea water events such as earthquakes, landslides or volcanic eruptions. A tsunami is not related to normal flood conditions; but, it is very important to be familiar with warning signs and know what to do in the case of its appearance.

Warning signs could be:

Earth tremor

Dramatically receding shoreline

Official emergency warnings, sirens and broadcasts

If people notice any of the warnings above, they should evacuate coastal areas immediately and move to higher ground until they receive the “all clear” from authorities.

1. What is a Tsunami? R. _____
2. What is a warning sign? R. _____
3. What is a broadcast? R. _____
4. What does the “all clear” mean? R. _____
5. Explain the phrase: “Dramatically receding shoreline”. R. _____

1.5.2. Vocabulary: synonyms

1.5.2. A. Work in groups use the vocabulary to better understand the reading; then, play the Recollection Game. The student who recollects more words wins.

1. Warning.	5. Receding.	9. Flurry.	13. Chilly.	17. Tumultuous.
2. Siren.	6. Shortline.	10. Fog.	14. Windy.	18. Earthly.
3. Landslide.	7. Avalanche.	11. Breeze.	15. Stormy.	19. Watery.
4. Eruption.	8. Drizzle.	12. Hail.	16. Simmering.	20. Slippery.

a. Fine rain.	f. Landslide.	k. Whistle.	p. Corporeal.
b. Avalanche.	g. Notification.	l. Mist.	q. Liquid.
c. Retreating.	h. Coastline.	m. Frosty.	r. Boiling.
d. Explosion.	i. Commotion.	n. Breezy.	s. Slick.
e. Pellets, balls of ice.	j. Light wind.	o. Stormful.	t. Agitated.

1.5.3. Grammar: present progressive vs. present simple

1.5.3. A. Read and complete with a verb in the parenthesis.

a) The present progressive tense is used for expressing actions happening now. Also, it is used to express future actions.

Ex.: Martha is cooking dinner. (Now)

She is leaving tomorrow. (Future)

a) The present simple tense is used for expressing daily activities. It doesn't state the exact moment of the action.

Ex.: Martha plays soccer, goes to school, and watches TV. She works in a factory.

Susan works in a factory. At this moment, she is designing on the computer.

She likes her job very much. She (starts/ is starting) _____ working at 7 A.M. every day. Before coming to work, she (takes/is taking) _____ a shower, (has/is having) breakfast, (brushes/is brushing) _____ her teeth, (kisses/is kissing) _____ her children good bye, and (takes/is taking) _____ the bus.

Susan's children are at school now. They (study/are studying) _____ for a test. They (copy/are copying) _____ questions from the board. They (have/are having) _____ thirty minutes to answer.

1.5.4. Listening comprehension Track (17)

1.5.4. A. Listen and fill in the gaps with the missing information.

Small Business Vacations: A Source of Innovation

Friday June 13, 2008

Vacation season is quickly approaching for _____ and business _____ alike. Have you planned a vacation this _____? Despite economic challenges, the same _____ of small _____ owners as last year () are planning a _____ vacation of at least a week this year, according to American Express OPEN Small Business Monitor, a semi-annual _____ of business owners and company _____. For the other 40% of entrepreneurs not planning a vacation, you _____ want to consider how a vacation can be a source of innovation in your business.

During a _____ ride while on vacation, Hyperion software CEO, Godfrey Sullivan, was struck with the _____ to create a corporate _____ to help employees deal with escalating _____ prices. Godfrey offered a \$5,000 incentive to employee who _____ a hybrid car. His eureka idea wouldn't have occurred without some _____ downtime.

1.5.5. Writing composition: transitions in writing

Good transitions can connect paragraphs and turn disconnected writing into a unified whole. Instead of treating paragraphs as separate ideas, transitions can help readers understand how paragraphs work together, reference one another, and build to a larger point. It is a good idea to continue one paragraph where another leaves off. Picking up key phrases from the previous paragraph and highlighting them in the next can create an obvious progression for readers.

Example: Overall, Management Systems International has logged increased sales in every sector, leading to a significant rise in third-quarter profits.

Another important thing to note is that the corporation had expanded its international influence.

Revision: Overall, Management Systems International has logged increased sales in every sector, leading to a significant rise in third-quarter **profits**.

These impressive **profits** are largely due to the corporation's expanded international influence.

Example: Fearing for the loss of Danish lands, Christian IV signed the Treaty of Lubeck, effectively ending the Danish phase of the 30 Years War.

But then something else significant happened. The Swedish intervention began.

Revision: Fearing for the loss of more **Danish lands**, Christian IV signed the Treaty of Lubeck, effectively ending the Danish phase of the 30 Years War.

Shortly after **Danish forces** withdrew, the Swedish intervention began.

In the first example, "profits" is the word that makes the good transition; in the second example "Danish" is the word that serves the transition.

1.5.5. A. Write two paragraphs about a summer you would like to spend. Use a transition.

Paragraph 1: _____

Paragraph 2: _____

1.5.6. Speaking

1.5.6. A. Look at the pictures of these natural wonders and make comments about their origin; make predictions about the changes they may undergo through time.

Osorno volcano



Chile Geothermal steam vents



Lagoa das sete cidades



Volcanic craters



1.5.7. Phonics and Phonemic Awareness.  Track (18)

1.5.7. A. Say word sounds and pronounce words with: sh, ch, tch, sp, st, ft.

cash, bash, ash, much, such, inch, punch, ranch, catch, ditch, pitch, wasp, rasp, first, soft.

1.5.7. B. Read aloud the following text.

The Wasp That Gasped

By: Bob Miller

Once upon a time, there was a wasp that wanted to kill an ant. Nevertheless, the ant had a gang that lent her a shaft to defend herself of the fierce wasp. The gang lived in a rich city where a delf used a mask to do his magic task. The delf never slept because, it is said, in the underworld, anyone can sink, sip, tick and lick till touching the long thick stick; where the rich, the inept, the bitch and the limp have to pay cash, at the final gasp.

Gaspings was not the wasp's intention; but, destiny doesn't tell what a fellow has to face, and, at the end, the criminal gang took a belt and crashed the wasp; therefore, saving the ant.

Now, the ant is happy. She is resting at home with friends and joy.

QUOTES, SAYINGS AND PROVERBS

October is Nature's funeral month. Nature glories in death more than in life.... Every green thing loves to die in bright colors.

 Track (19)

HENRY WARD BEECHER, *Proverbs from Plymouth Pulpit*

Read the proverb, paraphrase it and express your point of view: _____

Core performance indicators:

As a learner I can:

Have culture awareness.

Use dictionaries and internet information.

Express a point of view.

Use transitions in writing.

Identify and reproduce phonetical sounds.

SECTION 6

1.6 Mastery Test

1.6.1. Reading comprehension (15 points)

1.6.1. A. Read and choose the best response.

SPRING'S IN BLOOM

After months of cold, darkness and snow, you're no doubt excited for a seasonal change from the very cold winter. In Canada, spring means forecasts that involve rising and dropping temperatures and lots of rain. But don't despair — spring can be very enjoyable and easy to manage in Canada.

With the snow finally thawing —turning into water— , why not spend more time outdoors? This series will show you how you can enjoy all spring has to offer in Canada. Take some time out of your schedule to clean your garage or house, or start planting a beautiful garden. Explore the city with all the fun activities it offers and, of course, make sure to stay healthy.

In this series, you learn about:

- a).How to prepare yourself for the weather transition, including wardrobe changes and keeping you and your family safe.
- b).How to handle the weather and what you should expect.
- c).How to keep your house in good shape, including handling floods and spring-cleaning tips.
- d).How to stay healthy, including battling end-of-winter colds, the flu, allergies and keeping your skin protected from the sun.

It's time to stop hibernating and enjoy spring as it starts to bloom. Be sure to get out outside and take in the change of seasons — some of Canada's finest months are April, May and June!

1. The Spring in Canada is: a) dry and wet. b) changing temperatures and much rain. c) chilly.
2. The article implies that: a) winter is not over yet. b) Summer is approaching. c) Springtime is starting. d) it's the end of fall
3. The illnesses mentioned in the article are: a) malaria, colds, and, diabetes. b) cancer, allergies, and the flue. c) colds, the flue, and allergies. d) Aids, cancer, allergies.
4. The last paragraph says that it is time to stop: a) working. b) travelling. c) being inactive.
5. This article deals with: a) personal counselling. c) weather forecasts. d) life in Canada.

1.6.2. Vocabulary (15)

1.6.2. A. Read and match concepts with the correct definitions.

1. Rain.	a. To move out or away.
2. Hurricane.	b. Sweets.
3. Tornado	c. Special clothes for special events.
4. Blizzard	d. Small colored pieces of paper.
5. Drizzle	e. A covering for the face.
6. Candies	f. Photographs.
7. Pictures	g. To shed or let fall in minute drops
8. Costumes.	h. To foretell
9. Mask.	i. To fall as drops of water from the clouds
10. Predict.	j. A storm accompanied with destruction
11. Go.	k. A long severe snow storm.
12. Confetti.	l. A violent, destructive whirling wind accompanied by a funnel-shaped cloud.

1.6.3. Grammar

1.6.3. B. Choose the correct modal and write it in the blank space.

(10 points)

1. Stephanie (may/can) _____ not come to school today. She crashed her car.
2. Karen (may/can) _____ play the guitar very well.
3. Bill (can't/ may not) _____ travel. He doesn't have a visa yet.
4. He (can't/ may not) _____ wait she is in a hurry.
5. That whale (can't / may not) _____ swim. It is dead.
6. Rebecca (may/can) _____ jump very high. She jumps more than 2 meters.
7. Mr. Smith (may/can) _____ arrive late. There is too much traffic.
8. Samuelson (can't/ may not) _____ go back to the USA. He loves Europe.
9. Bob (can't/ may not) _____ see anymore. Battery acid fell in his eyes.
10. My dog (can't / may not) _____ walk. It is dying.

1.6.4. Listening comprehension (10 points)

1.6.4. A. Listen and answer the questions about the article.

 Track (20 A)

1. What is the title of the article? R. _____
2. What are some of the main reasons why people can't go out on vacation, according to the article? R. _____
3. Who is Marilyn Oliver? R. _____
4. Why does she say that California is one of the major capitals of the world? R. _____
5. What's the date of the article? R. _____

1.6.5. Writing composition

1.6.5. A. Write a paragraph about dogs(5 points).

(Topic sentence). Dogs are men's best friends. _____

1.6.5. B. Write down two paragraphs about the winter in your town. Use transitions(10 points).

Paragraph 1

(The winter in my town is mild. People can go outdoors with normal clothes. In fact, it isn't too cold.....)

Paragraph 2

Transition

1.6.6. Speaking (20 points)

1.6.6. A. Work in pairs. Talk about four places you would like to go to; then, talk about activities you would like(want) to do there(10 activities)

Example: I would like to travel first class to Cancún; then, I want to rent a house, to decorate it, paint it blue, and to clean it very well. Next, I would like to rest, relax, and talk with my partners. Later.....



Source: Wikimedia Commons Source: Wikimedia Commons Source: Wikimedia Commons Source: Wikimedia Commons
Cancun, Mexico Cathedral in Miami Acapulco, Gro. Mex. People in a park

1.6.7. Phonics and Phonemic Awareness.

1.6.7. A. Listen and write the words you hear(10 points).

Track (20 B)

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
 11. _____ 12. _____ 13. _____ 14. _____ 15. _____
 16. _____ 17. _____ 18. _____ 19. _____ 20. _____

1.6.7. B. Read aloud the following text(5 points)

The Wasp Who Loved To Ask

By Bob Miller

There's a ranch in the middle of the dessert; where nobody dares to ask. Not even the wasp with her good luck wants to talk; because she is afraid that she will be slashed with the whip of a monster that they say lives in the land. All the people in the village say that it is best to hush and do one's task. After all, the monster and the damp land will not withstand the fall of time and decay. The wasp says that the more she asks, the greater the chance to kill the monster she has. So she asks, asks, and asks.

PERFORMANCE

Fantastic (90-100) ___ Great (70-89) ___ Average (50-69) ___ Poor (20-49) ___ Terrible (0-19) ___

MODULE 2

Sections 1-6

The Past



Source: Wikimedia Commons

CONTENTS

VOCABULARY	GRAMMAR
Sports and action verbs	Simple past tense of the verb "to-be".
Nouns	Simple present vs simple past.
Synonyms	Simple past of irregular verbs/regular verbs.
Synonyms	Used to / did/ use to? / didn't use to.
<i>Synonyms</i>	Short and complete answers.

LITERACY COMPETENCIES

SPEAKING <i>Students will be able to:</i>	READING <i>Students will be able to:</i>
Express opinions.	Read biographies aloud.
Create conversations on different topics.	Read and interpret fables.
Talk about the past.	Read with increasing fluency.
Establish and interpret eye contact.	Use dictionary.
Talk about sports.	Read and interpret a newspaper article.
Discuss over cultural differences.	Read proverbs quotes and sayings.

WRITING <i>Students will be able to:</i>	LISTENING <i>Students will be able to:</i>
Write to express feelings.	Listen opinions.
Write a biography.	Listen to and value a fable.
Use correct verb tense.	Understand conversations on past events.
Use quotation marks.	Listen respectfully.
Conjugate verbs.	Listen to word sounds: Ph, pl, qu, sc .
Paraphrase.	

SECTION 1

2.1. Decathlon

2.1.1. Reading comprehension

2.1.1. A. Read silently; then, answer true or false.

Decathlon, is a track-and-field event consisting of ten separate contests held on two consecutive days. Points are awarded for each event, and the overall score determines the winner. On the first day of competition, the athletes compete in the 100-meter dash, the long jump, the shot put, the high jump, and the 400-meter run. On the second day, participants attempt the 110- meter hurdle race, the discus throw, the pole vault, the javelin throw and the 1500-meter run.

The second day is always the most demanding because it is the most technical day and the athlete is tired from the first day's events. The decathlon does not really start until the second day because any good athlete can do well on the first day, but only a decathlete can do well over two days. The second day separates the men from the boys.

The decathlon was first included in the Olympic Games at Stockholm, Sweden, in 1912, when it was won by American athlete James Thorpe.

The entrants receive predetermined points for reaching certain distances, heights, and times in the events.

- 1). The decathlon is a sport consisting of ten separate contests.
- 2). The winner is the athlete with the highest score.
- 3). There are six sporting events the first day of the competition.
- 4). According to the article, the real contest starts the second day.
- 5). The decathlon isn't included in the Olympic games.

True	False
True	False
True	False
True	False
True	False

2.1.2. Vocabulary: sports and action verbs.

2.1.2. A. Work in groups and match the sports with the action verbs.

2.1.2. B. Write a sentence on your notebook with each sport's noun and verbs from the list. Example: A baseball player throws and catches balls. 🏏 Track (01)

1. Baseball.	2. Softball.	3. Football.	4. Gymnastics.	5. Ice skating.
6. Basketball.	7. Volleyball.	8. Soccer.	9. Tennis.	10. Boxing.

a. Serve.	b. Throw, catch.	c. Skate.	d. Balance, turn.	e. Kick, catch.
f. Bounce, throw.	g. Serve, pass.	h. Kick, pass.	i. Throw, catch.	j. Hit, knock out.

2.1.3. Grammar: simple past tense of the verb to be.

2.1.3.A. Read the sentences and choose the correct verb forms.

Present simple affirmative	Past simple affirmative
I am a teacher. You are a doctor. She is in the park He is a boy. It is a computer. We are students. You are in the park. They are in a dance club.	I was a student in 1985. You were in Boston last summer. She was in the house minutes ago. He was in the office It was late. We were in the city. You were in the mountains. They were wonderful.

Past simple interrogative	Past simple negative
Was I a student in 1985? Were you in Boston last summer? Was she in the house minutes ago? Was he in the office? Was it late? Were we in the city? Were you in the mountains? Were they wonderful?	I wasn't a student in 1985. You weren't in Boston last summer. She wasn't in the house minutes ago. He wasn't in the office. It wasn't late. We weren't in the city. You weren't in the mountains. They weren't wonderful.

Contractions: Was not= wasn't. Were not= weren't.

- (was/were)_____ your boss in Miami,Florida last weekend? No he (was/are)___ in Chicago.
- Mary and Mark (was/were)___ born in Washington, D.C. They (are/is)___ brother and sister.
- She (were/was)_____alone when the ruffians attacked her.
- Karen (was/wasn't) _____born in Chicago. She (was/is) born in San Francisco.
- When I (was/were) _____ In the University- in 1995-, I (was/am)___ 18 years old.
- (was/were)_____ you at school last Monday morning? No, I (wan't/ was)_____.
- Tom (was/were)___ brought up in Houston, Tx.; but, he hated it.
- Denzel (has/was)_____two brothers and three sisters.
- Sally (was/is) _____five years old. She (was/is) born in Atlanta, Ga.
- Jane (wasn't /isn't) _____ a very good person, She (was/is)___ in prison for homicide.
- Mary (was/is)___ in Mexico city last year. She(is/has)___ a lot of souvenirs.
- The dogs (was/were)___ playing when the burglars were inside de house.
- She (wears/was)_____very elegant clothes.
- Peter (was/wasn't) _____at school helping a friend. He (was/is)_____. not wasting time.
- Plato (was/were) _____ a philosopher; he (wasn't/ isn't) _____ a politician_.

2.1.4. Listening comprehension Track (02)

2.1.4. A. Listen and answer the questions.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

2.1.5. Writing composition:quotation marks

Use quotation marks to enclose direct quotations. **Commas and periods are placed inside the closing quotation mark, and colons and semicolons are placed outside.** The placement of question and exclamation marks depends on the situation.

He asked, "Who will come?" I answered, "My mother will."

She told me: "I need you, but I don't love you."

2.1.5. A. Work in pairs. Write five quotations.

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

2.1.6. Speaking

2.1.6. A. Work in pairs. Listen to the conversation and model it.

 Track (03)



Rick: So tell me Pam, how was your weekend?

Pam: Great, Rick. I went to the beach with my family. We took a case full of food and drinks. The weather was hot and windy. We could feel the fresh air in our cheeks. It was a wonderful sensation.

Rick: Did you go surfing and swimming?

Pam: No, I didn't. I don't know how to surf and swim. Last summer I was in Miami. My friend Josh promised to teach me; but, he had to leave me.

Rick: Well, last summer it wasn't possible for you to learn; but, today you are learning. Do you want to?

Pam: Oh, yes. I'd love to.

Rick: Tell me. What did I tell you yesterday?

Pam: you said, "Don't worry. I'll teach you."

QUOTES, SAYINGS AND PROVERBS

Treat the earth well.  Track (04)

It was not given to you by your parents,
it was loaned to you by your children.

We do not inherit the earth from our ancestors,
we borrow it from our children.

Ancient Indian Proverb

Paraphrase the proverb: _____

Core performance indicators:

As a learner I can:

- Use the past tense of be.
- Use quotation marks.
- Read with increasing fluency.
- Speak to communicate indirect speech.
- Paraphrase.

SECTION 2

2.2. Police Officer Shot

2.2.1. Reading comprehension

2.2.1. A. Read aloud; underline the verbs in the simple past. Then use the vocabulary section for better comprehension.

By Christian Boone and Aaron Gould Sheinin

11:01 p.m. Wednesday, July 21, 2010

A state Capitol police officer was released from the hospital Wednesday evening after he was grazed by a bullet during a confrontation with three alleged motorcycle thieves, authorities said.

Three suspects, including one who is hospitalized, are in custody.

The officer, 28-year-old Mark Edge, arrived at Hilliard Street and Edgewood Avenue around 2 p.m. Wednesday to offer backup to a state trooper responding to the theft in process, said Gordy Wright, spokesman for the Georgia Department of Public Safety.

When the officers arrived in a nearby alleyway, gunfire was exchanged and one of the suspects was hit, Wright said. The injured suspect is at Grady Memorial Hospital in unknown condition.

The other two suspects fled on foot into buildings along a stretch of Edgewood near the Downtown Connector. They were found hiding in a building not far from the site of the shootout and apprehended without incident, Wright said.

Tyrone Alexander, 50, of College Park was renovating a restaurant space on Edgewood next to Pizzeria Vesuvius. He said he heard "six or seven shots" from the back alley.

"Me and my friends looked at each other and said, 'That didn't sound good.' The next thing we know, the whole street was swarmed with cops," he said.

At least a dozen police and emergency vehicles were on the scene, including officers with Fulton, APD and GBI.

Another witness, Runell Culpepper, 56, said she saw a man fleeing on foot from the apparent site of the shooting toward Grady Hospital.

"He was running from something," Culpepper said.

Steve Julal was just arriving at his CPA firm at 325 Edgewood when he said he heard "more than four shots."

He said he saw one victim, but he couldn't tell if it was a police officer.

"I didn't see the shots, I heard them," he said.

Edge has been with the Department of Public Safety since 2001 and joined the Capitol Police Unit in 2006, Wright said.

--Staff photographer Curtis Compton and staff writer Alexis Stevens contributed to this report.

2.2.2. Vocabulary: synonyms

2.2.2. A. Work in groups and match the synonyms. Use the vocabulary to better understand the reading.

1. Thief.	5. Suspect.	9. Courthouse.	13. Swarm.	17. Alley.
2. Prisoner.	6. Fugitive.	10. Witness.	14. Troupier.	18. Shootout.
3. Judge.	7. Jailhouse.	11. R. Renovate	15. Hospitalize.	19. Respond.
4. Eruption.	8. Drizzle.	12. Spokesman.	16. Icy.	20. Slippery.

a. Explosion.	f. Runaway.	k. Testimony.	p. Rehabilitate.
b. Internee.	g. Burglar.	l. Renew.	q. Corridor.
c. Prison.	h. Magistrate.	m. Accused.	r. Answer.
d. House of Justice.	i. Light rain.	n. Soldier.	s. Unstable.
e. Spokesperson.	j. Multitude.	o. Frosty.	t. Shooting.

2.2.3. Grammar: simple past vs simple present

a). The **simple present tense** expresses a habitual action.

Ex.: Everyday I wake up, get up, take a shower, have breakfast, and go to work.

b). The **simple past tense** expresses a completed action in the past.

Ex.: I **did** my homework last night. Sheila **went** to the cinema this evening.

Peter **needed** money for the trip. Bob **walked** to the park.

c). **Underline the verbs in the past tense.**

Yesterday was a beautiful day. I got up early in the morning, went jogging, talked with friends, and drank an orange juice. After an hour, I came back to the house, took a shower, and had breakfast. Thirty minutes later, I went to work. I am checking my e-mail now. I have good news. My friend Mark got married and he moved to Canada. He says that Canada is a wonderful nation. Canada, he says, has a great weather and people love nature. He is happy. I am happy, too; because he is my best friend. He is like a brother to me.

2.2.4. Listening comprehension Track (05)

2.2.4. A. Listen and answer the questions about the police.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

2.2.5. Writing composition

2.2.5. A. Read the love letter. Then write a love letter to a person you love.

Dear Susan,

Yesterday was a real awful day! I was so lonely in the park, sitting on a bench and seeing couples in love passing by me. I wanted to run looking for you; but, I knew it was useless because you are simply too far from me. I remembered the beautiful days we shared together. I went back into the past and tried to bring to life a little bit of the happy times we had. It was to no avail. I simply felt a pain in my heart that I thought was going to kill me. This morning I woke up, took a piece of paper, and decided to write you this letter. I want to tell you, once again that I miss you. I want to be with you. I want to give you my heart. I want you all. I simply can't live without you. Come back, please.

With true love and affection

Bob

2.2.6. Speaking

a). Work in groups and say five similarities and differences about this couple in the pictures. Ex.: In 1980 they were very young. In 2014 they are mature.

Year 1980

Year 2022



QUOTES, SAYINGS AND PROVERBS

All plants are our brothers and sisters. They talk to us and if we listen, we can hear them. - [Arapaho](#) 🎧 Track (06)

What do you think? Expose your opinion _____

Core performance indicators:

As a learner I can:

- Read and analyze a newspaper report.
- Talk about similarities and differences.
- Write a love letter to express feelings.
- Compare and use present simple and past simple tenses.
- Listen to and understand questions about the police.

SECTION 3

2.3 It was in 1985

2.3.1. Reading comprehension

2.3.1. A. Read aloud .Then, choose the best response.



By ProtoplasmaKid - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=6259784>

The 1985 Mexico City earthquake was a terrible event that struck the city on September 19th, 1985 in the morning, at 7:19 local time. It caused the deaths of about 10,000 people and serious damage in the enormous city. The complete seismic event consisted of four quakes. A pre-event quake of magnitude 5.2 occurred on May 28th, 1985. The main and most powerful shock occurred on September 19th, followed by two aftershocks: one on September 20th, 1985 of magnitude 7.5 and the fourth occurring seven months later on April 30th, 1986 of magnitude 7.0. The quakes were located off the Mexican Pacific coast, more than 350 km away, but due to the strength of the quake and the fact that Mexico City sits on an old lakebed, Mexico City suffered major damage. The event caused between three and four billion USD in damage as 412 buildings collapsed and another 3,124 were seriously damaged in the city. While the number is in dispute, the most-often cited number of deaths is about an estimated 10,000 people.

- 1). An earthquake is: a) a mass of rocks; b) a natural disaster; c) a mineral.
- 2). The most destructive earthquake happened on: a) September 20th; b) September 19th
- 3). People disagree with respect to: a) the damage to the city b) the number of collapsed buildings. c) the number of dead people.
- 4). Mexico city suffered major damage because: a) It's an old city; b) It's located off the pacific coast; c) there are too many people; d) It sits on an old lakebed.
- 5). 10, 000 people died. It is a fact: a) generally accepted; b) some people do accept it; while others disagree; c) rejected absolutely.

2.3.2. Vocabulary: Synonyms.

2.3.2. A. Work in groups; use the vocabulary to better understand the reading; then, play the Recollection Game. The student that recollects more words wins.

1. Collapse.	5. Estimate.	9. Otten.	13. Sits on.	17. Aftermath.
2. Cite.	6. Dispute.	10. Earthquake.	14. Fact.	18. Struck.
3. Suffer.	7. To occur.	11. Collapse.	15. Due to.	19. Serious.
4. Damage.	8. Quake.	12. Death.	16. Magnitude.	20. Shock.

a. To be affected.	f. To refer to.	k. Harm.	p. To asses.
b. To break completely.	g. Argue.	l. Tremor.	q. Earnest.
c. Fall apart.	h. Tremble.	m. Results.	r. Consternation.
d. End of life.	i. Deed.	n. Degree.	s. Battered.
e. Is located on	j. To happen.	o. By reason of.	t. Repeatedly.

2.3.3. Grammar: simple past tense of regular and irregular verbs

a) The simple past tense of regular verbs is formed with the simple form of verbs plus the **ed ending. Ex.: play+ed. = played.**

Affirmative	Interrogative	Negative
I played	Did I play?	I didn't play
You played	Did you play?	You didn't play
He played	Did he play?	He didn't play
She played	Did she play?	She didn't play
It played	Did it play?	It didn't play
We played	Did we play?	We didn't play
You played	Did you play?	You didn't play
They played	Did they play?	They didn't play

b) There is no rule for forming the simple past tense of irregular verbs. Students have to memorize de past form of irregular verbs.

Irregular verbs	
Simple present form	Simple past form
Eat	Ate
Write	Wrote
Sleep	Slept
Run	Ran
Put	Put
Take	Took

c) Use the verb list. Write down Aff., Int., and Neg., statements, as in the example. Did Mark stay at home? Mark didn't stay at home. Mark stayed at a hotel.
Stay, walk, talk, listen, answer, ask, organize, use, be, hit, get, can, do, feel.

2.3.4. Listening comprehension Track (07)

2.3.4. A. Listen and answer the questions about a job interview.

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

2.3.5. Writing composition

2.3.5. A. Work in pairs. Write down ten sentences about your activities of yesterday. Then, tell them to your partner. Your partner writes them on his notebook quoting what you said.

Ex.: **You(Mark):** Yesterday I played soccer, walked in the park, and played the piano and later, I went to the theatre.

Your partner(Tom): Mark said: “ Yesterday I played soccer, walked in the park, played the piano and later I went to the theater.”

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

2.3.6. Speaking

2.3.6. A. Work in groups. Talk about your favorite sports. Use the verb list bellow and express as many actions as you can. Use simple present, present progressive and simple past. Ex.: i).Is the man at the back of picture 1 pitching? li). Did you play baseball when you were little? iii). What sports do you play now?

Picture 1

Picture 2

Picture 3

Picture 4



Throw.	Catch.	Jump.	Ski.	Pass.
Bounce.	Serve.	Kick.	Efend.	Hit.
Skate.	Counsel.	Help.	Watch.	Punch.
Ride.	Run.	Talk.	Balance.	Turn.

QUOTES, SAYINGS AND PROVERBS

Do not employ handsome servants. 🎧 Track (08)

Do you agree with the proverb? State your opinion: _____

Core performance indicators:

As a learner I can:

- Use regular and irregular forms of verbs in the past.
- Write simple past tense sentences.
- Talk about sports.
- Use quotation marks.

SECTION 4

2.4 The Kid and the Wolf

By Aesop.

2.4.1. Reading comprehension

2.4.1. A. Read and listen. Then answer the questions.

Use the vocabulary section for a better understanding of the reading.

 Track (9).



A KID, returning without protection from the pasture, was pursued by a wolf. Seeing he could not escape, he turned around, and said: "I know, friend wolf, that I must be your prey, but before I die I would ask of you one favour you will play me a tune to which I may dance." The wolf complied, and while he was piping and the kid was dancing, some hounds hearing the sound ran up and began chasing the wolf. Turning to the kid, he said, "It is just what I deserve; for I, who am only a butcher, should not have turned piper to please you."

In time of dire need, clever thinking is key,
or Outwit your enemy to save your skin.

1. Who was Aesop? R. _____
2. Was he Italian? R. _____
3. Where was he born? R. _____
4. When did he live? R. _____
5. What is a moral? R. _____
6. What is the moral of the fable? R. _____

2.4.2. Vocabulary: synonyms

2.4.2. A. Work in groups; match the synonyms and use the vocabulary for comprehension of the reading. Then write a sentence with each term. Ex.:

The cattle needs pasture.

1. Pasture.	2. Pursue.	3. Prey.	4. Tune.	5. Comply.
6. Pipe.	7. Hound.	8. Chase.	9. Deserve.	10. Butcher.

a. Herbage.	c. Play the flute.	e. Victim.	g. Musical tone.	i. Conform.
b. Chase.	d. Slayer.	f. Pursue.	h. Meri.	j. Dog.

2.4.3. Grammar: used to / did use to/ didn't use to.

It is used for something that happened regularly in the past.

- i). She used to eat too much greasy food but she stopped after a stroke.
- ii). Tom used to study very hard but now it is different. He only studies thirty minutes a day.
- iii). Sam used to travel by car but now he takes the bus.

It is used for something that was true but is not any longer.

- i). There used to be a park in the center of the city but now it doesn't exist.
- ii). I used to have really long hair, but I had it cut off.
- iii). I didn't use to have supper but now I do.

When we use to be used (accustomed) to doing something the verb has the ing ending. Ex.: i) I am used to **studying** hard. ii). She was used to **smoking**.

- i). I'm used to living on my own. I've done it for quite a long time.
- ii). Ron has lived in England for over a year so he is used to driving on the left now.
- iii). They've always lived in hot countries so they aren't used to the cold weather here.

2.4.3.A. Read and complete with the verbs from the chart.

Tell	drive	travelling	Look	Use to
Didn't use to	Getting up	share	Having	living

- 1. I _____ have breakfast but now I do.
- 2. I am used to _____ in big cities. I love nightlife and driving in the city.
- 3. I am not used to _____ early. I watch tv till late at night.
- 4. Mary used to _____ a motorcycle. Now she has a car.
- 5. I used to _____ my secrets to close friends; I don't do it anymore.
- 6. My mother used to _____ after my little brothers, but now the maid does it.
- 7. She is used to _____. She is a pilot.
- 8. Tom didn't _____ do housework. Now that he is older his father told him: " It is your obligation to do your share".
- 9. Bob is _____ the time of his life at the party. He is with the woman he loves.
- 10. The boy isn't used to _____ pets. He is allergic to animals.

2.4.4. Listening comprehension Track (10)

2.4.4. A. Listen and answer the questions.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

2.4.5. Writing composition

Use a comma to introduce a quotation after a standard dialogue tag, a brief introductory phrase, or a dependent clause, as in the examples:

- i). The teacher said, "I know who painted on the wall."
- ii). As Bob Miller puts it , "The more you offend people the less chance you have of succeeding in life."
- iii). When Tom watches television, he never eats snacks.

2.4.5. A. Write down five quotations using the rules

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

2.4.6. Speaking

2.4.6. A. Read and listen; then model the conversation. Track (11)



Pexels-mentatdgt-1346197

Bill: Hi Denise, what did you do last weekend?

Denise: I did a lot of things. On Saturday, I went to the cinema.

Bill: What did you watch?

Denise: Rambo 1. I also played tennis.

Bill: Who did you play?

Denise: I played Rick.

Bill: Did you win?

Denise: Yes, I did. It was a great match!

Bill: What did you do after your tennis match?

Denise: I went home, took a nap, took a shower and then went out.

Bill: Did you eat in a restaurant?

Denise: Yes, my friend Suzy and I ate at "Brothers too."

Bill: Did you enjoy your food?

Denise: Yes, we enjoyed our food very much. We also drank some wonderful wine! What about you Bill. What did you do last weekend?

Bill: Unfortunately, I wasn't as lucky as you. I didn't go out like you did. I didn't eat in a restaurant and I didn't play tennis.

Denise: What did you do?

Bill: I worked and studied!

Denise: Poor you.

QUOTES, SAYINGS AND PROVERBS

Seek wisdom, not knowledge. Knowledge is of the past, Wisdom is of the future. – Lumbie  Track (12)

Explain the proverb and discuss it with your partners: _____

Core performance indicators:

As a learner I can:

Appreciate and understand fables.

Use quotation marks.

Model a conversation.

Use dictionaries and internet information.

SECTION 5

2.5 A Biography

2.5.1. Reading comprehension

2.5.1. A. Read, listen, and answer the questions. Choose true or false.

John F Kennedy - United States President. Track (13)

John Fitzgerald Kennedy (May 29, 1917—November 22, 1963), often referred to as Jack Kennedy or JFK, was the 35th President of the United States (1961—1963). His assassination on November 22, 1963 was a defining moment in 1960s American history, as his death was mourned around the world, and many international leaders walked behind the casket at his funeral.

The youngest person ever to be elected president of the U.S. (Theodore Roosevelt being the youngest ever to serve as president), Kennedy also died the youngest of any American president—at 46 years and 177 days. He is also the only Roman Catholic ever to be elected president, the last Democratic Party (United States) candidate from a Northern state to be elected president, the first President to serve who was born in the 20th century, last President elected who was a U.S. Senator before President, and the last president to die in office.

Major events during his presidency included the Cuban Missile Crisis, the building of the Berlin Wall, the Space Race, early events of the Vietnam War, and the Civil rights |Civil Rights Movement. He is rated highly in many surveys that rank presidents, but his political agenda was still incomplete at his death with most of his civil rights policies coming to fruition through his successor, Lyndon B. Johnson.

1. Many people around the world cried JFK’s assassination.
2. The United States has had many catholic presidents
3. JFK was the youngest elected president of the US.
4. He is rated as one of the best presidents of the US.
5. Lyndon B. Johnson was JFK’s Secretary of State.
6. JFK didn’t have any brothers and sisters.
7. The United States only has one political party.
8. JFK was elected senator after he was elected president.
9. He was born on December 29 1917.
10. JFK was the successor of Lyndon B. Johnson .

True	False
True	False
True	False
True	False
True	False
True	False
True	False
True	False
True	False
True	False

2.5.2. Vocabulary: synonyms.

2.5.2. A. Work in groups; match the synonyms and use the vocabulary for comprehension of the reading. Then write five compound sentences, as in the example. Ex.: I saw a thief burglarizing; I don’t want to be a testimony in court.

1. Mourn.	5. Casket.	9. Departure.	13. Crime.	17. Gunfight.
2. Leader.	6. Policy.	10. Survey.	14. Witness.	18. Trooper.
3. Agenda.	7. Assassin.	11. Conflict.	15. Prisoner.	19. Burglar.
4. Refer.	8. Major.	12. Wall.	16. Violation.	20. Burglarize.

a. Programme.	f. Grieve.	k. Guide.	p. Coffin.
b. Shooting.	g. Relate.	l. Murderer.	q. Thief.
c. War.	h. Procedure.	m. Poll.	r. Soldier.
d. Fence.	i. Testimony.	n. Infringement.	s. Significant.
e. Offense.	j. Steal.	o. Internee.	t. Death.

2.5.3. Grammar: short answers in the simple present tense.

a) Affirmative short answers

Question	Answer
Did you study for the test?	Yes, I did .
Did he listen to the teacher?	Yes he did .

b) Negative short answers

Question	Answer
Did you study for the test?	No, I didn't .
Did he listen to the teacher?	No, he didn't .

c) Answer the following questions with short answers

Question	Short answer
1. Did you do your homework?	_____
2. Did you eat breakfast this morning?	_____
3. Did you watch television last night?	_____
4. Did you visit your grandmother last weekend?	_____
5. Did you pay attention in class?	_____

2.5.4. Listening comprehension Track (14)

2.5.4. A. Listen and choose the best response

- Abraham Lincoln was born into a: a) rich family; b) poor family; c) small family; d) literate family.
- His mother died when he was: a) 6 years old; b) 7 years old; c) 9 years old; d) 8 years old.
- Lincoln was very: a). corageous; b). Hardworking and honest; c). Intelligent and corageous; d). Smart and greedy.
- Lincoln was inaugurated president in: a).1860 ; b). 1959; c). 1961; d). 1963.
- Lincoln abolished slavery in: a) 1871; b). 1862; c). 1875; d). 1860.

2.5.5. Writing composition: how to write a brief biography

2.5.5. A. Write a brief biography of yourself. Follow the steps.

2.5.5. B. Work in groups and compare your biographies. Ask for the help of your teacher, if necessary.

Step 1

Write in the third-person ("he" or "she" instead of "I"). Even if you are writing your own biography, writing in the third person is the standard for biography writing, especially on a professional level. Not only does this read better, it prevents the author of the bio from sounding as if he's tooting his own horn. You're writing a brief biography, not an autobiography. This is the key difference. An autobiography is written in first person, a biography is not.

Step 2

Include information in your brief biography pertinent to the purpose of the biography. A fiction writer's biography should contain a reference to some of her/his better known works. It's acceptable to make reference to upcoming projects as well.

Step 3

Keep your personal information to a minimum, as well as any phrases that have personal (subjective) overtones, such as "... lives in Idaho with his beautiful pet kitten Fluffy." There may be exceptions to this rule if, for instance, you are a comedy writer and your biography has an intentionally funny slant.

Step 4

Write a longer version of your bio that includes more professional credits, educational background and a brief personal history. This is handy to have for those magazines that ask for longer bios. With a longer version of your brief bio, you have a bit more flexibility in what you can include, though the rule of third-person writing still applies, unless otherwise requested by a publisher.

2.5.6. Speaking

2.5.6. A. Work in pairs. Ask and answer questions about personal biographies.

Ex.: **When** were you born? **Where** were you born?
Where did you study primary school? **Who** were your favorite teachers? **Which** were your favorite subjects? Did you have many friends? Etc.

2.5.7. Phonics and Phonemic Awareness.

 Track (15)

2.5.7. A. Say the word sounds and pronounce the words: Ph, pl, qu, sc .

Phone, Phil, Phoneme, Phantom, plum, plot, plumber, quest, quiz, quickly, scotch, scum.

2.5.7. B. Read aloud the following text.

The Bunch of Busters

By: Bob Miller

A duck was trying to catch a running rat; but, it hid in the benches; where a frog quenches its thirst when it fills the fish's pond in a brisk jump that flushes a branch that it pushes till the pond fills to the brim.

A crab, a licker, a kicker, a buster, and a singer join the party. The crab drinks a cup; but, as it is a drug, she gets drunk on the spot. The licker licks and sucks a clog, and it dies at a pub when she tries to run. The kicker plays soccer with the rat, the duck, the licker, the sucker and the buster. The buster is catching a criminal lad that is free around town. The singer sings dances and jumps. He loves hanging around with friends in pubs.

They would like to go messing, catching, running and busting; for that, they only need to clash a clog, to carry a log, to wear a cloth, to cry for free, to sing a song, to crush a pot, to drip a dish, and to run away as a flock.

QUOTES, SAYINGS AND PROVERBS

“Consider the past and you shall know the future.”  Track (16).

Chinese proverb

Explain ways in which the actions of the past affect you, your family and your community in the present. Also, express the way previous actions will affect the future: _____

Core performance indicators:

As a learner I can:

- Say and differentiate word sounds.
- Speak about biographies.
- Develop and trace the development of a biography.
- Explain cause and effect.

SECTION 6

2.6 Mastery Test

2.6.1. Reading comprehension (10 points)

2.6.1. A. Read the biography of Laura Pausini and answer the questions.



By LivePict.com, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=8401153>

Laura Pausini was born on May 16, 1974 in Faenza, Ravenna, Emilia-Romagna, in Northern Italy, and was raised in the town of Solarolo. She started to sing in local piano bars with her father Fabrizio, a musician and singer, when she was only eight years old. At the age of thirteen, Laura had her first recording experience with the album *I sogni di Laura*, a semi-professional release produced by her father in 1987. In 1993 her career was launched when she won the prestigious Italian Sanremo Music Festival with one of her best-known songs, "La Solitudine".

1. When was Laura Pausini born? R. _____
2. Where was she born? R. _____
3. Where did she start to sing? R. _____
4. How old was she? R. _____
5. What was the name of her first album? R. _____
6. Who produced the record? R. _____
7. When did she win the first Sanremo Music Festival? R. _____
8. Where was Laura Pausini raised? R. _____
9. Is Pausini's music pop, rock, classic? R. _____
10. What was her father's name? R. _____

2.6.2. Vocabulary (5 points)

2.6.2. A. Read and match the synonyms

1. throw	3. policeman	5. pass	7. agenda	9. coffin
2. hit	4. defend	6. survey	8. considerable	10. conduit

a. pipe	c. interview	e. protect	g. toss	i. send
b. box	d. program	f. trooper	h. significant	j. punch

2.6.3. Grammar (10 points)

2.6.3. A. Put the words in the correct order.

- 1). Did/come/she/when/work/to? _____
- 2). Old/she/was/how? _____
- 3). Did/live/you/where? _____
- 4). English/why/study/you/did? _____
- 5). You/did/live/Mexico/in/city? _____
- 6). Was/Oscar/she/nominated/an/to. _____
- 7). Time/were/they/on? _____
- 8). Did/when/you/for/rent/the/pay? _____
- 9). Was/it/in/1999. _____
- 10). Believe/didn't/she/the/news. _____

2.6.3. B. Write questions for the following answers (5 points)

- 1). Mr. Clinton arrived from Boston at 3:00 pm. Q: _____
- 2). They didn't play cards last night. Q: _____
- 3). Mark played handball with Rick. Q: _____
- 4). He promised to marry her. Q: _____
- 5). Bob was just fine. Q: _____

2.6.3. C. Answer the following questions with short answers (5 points)

- 1). Did you have lunch this morning? R: _____
- 2). Did you study last night? R: _____
- 3). Did your mother cook dinner? R: _____
- 4). Did your father go to work today? R: _____
- 5). Did you go to the doctor last week? R: _____

2.6.4. Listening comprehension (10 points)

2.6.4. A. Listen to the fable; then, answer the questions. Track (17 A)

- 1). Who was very happy? R. _____
- 2). What was the ant doing? R. _____
- 3). What did the Grasshopper ask the ant to do? R. _____
- 4). What did the ant say? R. _____
- 5). What did the grasshopper respond? R. _____
- 6). What happened when the winter came? R. _____
- 7). What is the moral of the fable? R. _____
- 8). Who reads fables? R. _____
- 9). Who was Aesop? R. _____
- 10). Do you like fables? R. _____

2.6.5. Writing composition

2.6.5. A. Write the steps for writing a Biography. (10 points)

2.6.5. B. Write the biography of your father. (10 points)

Step: 1. _____

Step: 2. _____

Step: 3. _____

Step: 4. _____

My Father's Biography (100 to 150 words)

2.6.5. C. Describe the couples in the pictures. Write five similarities and five differences of the people in 1975 and 2021 (10 points)

Ex.: In 1975 they were young. In 2021 they are old.

1975



pexels-fernanda-latronico-802374

2021



pexels-tristan-le-1642883

- 1). _____
- 2). _____
- 3). _____
- 4). _____
- 5). _____
- 6). _____
- 7). _____
- 8). _____

2.6.6. Speaking (10 points)

2.6.6. A. Ask and answer 10 questions about the biography.

Ex.: Q.: When was Leonardo da Vinci born? R.: He was born on April 15, 1453.

Leonardo da Vinci.

Born April 15, 1452, Anchiano, near Vinci, Republic of Florence [now in Italy] died May 2, 1519, Cloux[nowClos-Lucé],France.

Italian Renaissance painter, sculptor, draftsman, architect, engineer, and scientist. The son of a landowner and a peasant, he received training in painting, sculpture, and mechanical arts as an apprentice to Andrea del Verrocchio. In 1482, having made a name for himself in Florence, he entered the service of the duke of Milan as “painter and engineer.” In Milan his artistic and creative genius unfolded. About 1490 he began his project of writing treatises on the “science of painting,” architecture, mechanics, and anatomy. His theories were based on the belief that the painter, with his powers of perception and ability to pictorialize his observations, was uniquely qualified to probe nature’s secrets. His numerous surviving manuscripts are noted for being written in a backward script that requires a mirror to be read. In 1502–03, as military architect and engineer for Cesare Borgia, he helped lay the groundwork for modern cartography. After five years of painting and scientific study back in Florence (1503–08), he returned to Milan, where his scientific work flourished. In 1516, after an interlude under Medici patronage in Rome, he entered the service of Francis I of France; he never returned to Italy. Though only some 17 completed paintings survive, they are universally seen as masterpieces. The power of *The Last Supper* (1495–98) comes in part from its masterly composition. In the *Mona Lisa* (c. 1503–06) the features and symbolic overtones of the subject achieve a complete synthesis. The unique fame that Leonardo enjoyed in his lifetime and that, filtered by historical criticism, has remained undimmed to the present day rests largely on his unlimited desire for knowledge, a trait that guided all his thinking and behaviour.

2.6.7. Phonics and Phonemic Awareness. Track (17 B)

2.6.7. A. Word sounds: write down the words(10 points)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

2.6.7. B. Read aloud the following text: (5 points)

The Girl that blushes

By: Bob Miller

Whenever a boy sits next to her and talks, she blushes and feels that she has to rush home to get help from her mom. If she feels that somebody is chasing her, with a brisk jump she runs to get free of the ghost she thinks wants to hug and kiss her.

In this crazy escape she takes lots of drugs and pills. She rushes to the drugstore; because, she thinks doctors are the miracle that will transform her nightmares into wonderful blissful dreams. She says, “In this race I will drill, till I get to the world I wish.”

PERFORMANCE

Fantastic (90-100) ___ Great (70-89) ___ Average (50-69) ___ Poor (20-49) ___ Terrible (0-19) ___

MODULE 3

Sections 1-6

Time Connections



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CONTENTS

VOCABULARY	GRAMMAR
Verbs and idioms	Future with "going to".
Abstract nouns	Should/shouldn't
Problems and suggestions	Future with "will".
Synonyms for beter comprehension	Too/enough
Synonyms for beter comprehension	Could/Might

LITERACY COMPETENCIES

SPEAKING	READING
Students will be able to:	Students will be able to:
Suggest and give advice.	Read aloud.
Speak about promises.	Read and understand ancient English.
Socialize.	Read a friendly letter.
Speak about and discuss plans.	Infer from context.
Make predictions.	Analyze a newspaper article.
Make judgements.	Evaluate the importance of a smile.

WRITING	LISTENING
Students will be able to:	Students will be able to:
Use the future tense for plans.	Listen to recordings about promises.
Write complex sentences.	Recognize sounds.
Use too and enough.	Compare pronunciation.
Determine if statements are true.	Listen attentively to partners' readings.
Write predictions and promises.	

SECTION 1

3.1 I Want to be Like my Godfather!

3.1.1. Reading comprehension

3.1.1. A. Read and listen. Then, read aloud. Check for pronunciation.

1953



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1980



pexels-jack-sparrow-4045927

1990 Track (01) 



pexels-andrea-piacquadio-3777560

By Sotero Valdez

When I was a little child —four years old— I admired my godfather very much. He was a top executive at the time for Xerox. He was 33 years old; but, he wasn't only a high rank executive, he was also a teacher for at Universidad Autónoma de México.

I remember when the family used to get together in my grandmother's house. - my grandfather had passed away. Brothers, sisters, daughters, sons, nieces, nephews, and grandchildren, we would all come to grandma's, and have a big celebration.

At lunchtime, we all gathered at a big table. A maid served the food, and all the family would talk, tell jokes, laugh, and share things happily in the group. I simply listened and watched in awe, as the family was so delighted eating, drinking, and sharing.

There was somebody special in the family reunion: my godfather. I admired his charisma and his personality. He was always in a good mood. He irradiated a sense of security and happiness. I never saw him in informal clothes. He would always be dressed in impeccable formal clothes: a fine pure wool suit, a silk, or cotton shirt, a very elegant tie, fine leather shoes, and a fine leather belt. He didn't like wearing expensive jewels or costly objects.

Unfortunately, he's gone. He died a year ago. But, to me, he is alive. He's left an indelible mark in my life. Now that I am a student, I look forward to the future, and I dream of being just like him. I like most of the things he liked. I am studying Economics at the University, and, someday, I'm going to be just like him!

3.1.2. Vocabulary: verbs and idioms

3.1.2. A. Work in groups; match the numbers with the letters; then, write down ten sentences using the list of verbs and idioms, as in the example: She was here yesterday, but now she is gone .

1. Die	3. Divide in shares.	5. Dream.	7. Smell a rat.	9. Look for trouble.
2. Gather.	4. Irradiate.	6. Spill the beans.	8. Look forward to.	10. Draw to a close.

a. Divide in shares.	c. Suspect that something is wrong	e. Be gone.	g. Draw to a close.	i. To bring together.
b. To cause trouble.	d. To emit light.	f. to have a dream	h. reveal a secret	j. Anticipate something.

3.1.3. Grammar: future with “going to”

a) The future with going to is formed with the present tense of be+ going to+ simple form of a verb. Example: She is going to work tonight.

b) Use the future with “going to” to talk about future intentions or plans.

Examples:

I am going to study in the University next semester.

What are you going to listen to?

Karen isn't going to attend school tomorrow.

<i>AFFIRMATIVE</i>	<i>INTERROGATIVE</i>	<i>NEGATIVE</i>
I am going to work	Am I going to work?	I'm not going to work
You are going to work	Are you going to work?	You're not going to work
He is going to work	Is he going to work?	He's not going to work
She is going to work	Is she going to work?	She's not going to work
It is going to work	Is it going to work?	It's not going to work
We are going to work	Are we going to work?	We're not going to work
You are going to work	Are you going to work?	You're not going to work
They are going to work	Are they going to work?	They're not going to work

c). Conjugate the following verbs: listen, talk, read, write, and ask, answer, walk, watch.

3.1.4. Listening comprehension Track (02)

3.1.4. A. Listen to Mike´s plans and fill in with the correct phrase.

Mike´s plans for today

I just got up, and I feel great! It's 8:00 A.M. and _____

breakfast. I am thinking about the things I am going to do throughout the day.

Well, after I finish my breakfast, I am going to_____. I am going

to study Math, English, Spanish, Physics, Social Sciences, and Economics.

I am going to finish classes at 2:00 P.M.

_____after school. I would like to take a nap; but, I have lots of

homework. I am going to _____at least

for a couple of hours. I find this subject a little hard to assimilate. Nevertheless, I

think that with a little extra effort I will succeed. After the reading, I am going to

play videogames for a while.

Finally, late in the evening, I am going to watch _____.

1). read chapter 3 of my book of Social Sciences
2). drive my car to school
3). I am having a delicious
4). I am going back home
5). TV and get to sleep

3.1.5. Writing composition

3.1.5. A. Write your plans for the weekend. Write a paragraph for Saturday(60 to 80 words) and a paragraph for Sunday(60 to 80 words).

My plans for the weekend

On Saturday _____

On Sunday _____

3.1.6. Speaking

3.1.6. A. Work in groups. Imagine the plans these children have for the future, and talk about them. Then, talk about your own plans. Example: The boy on the left who is wearing the lawyer’s gown wants to be a lawyer. He wants to be like his grandfather. He wants to go to school, meet a lot of friends and live in a nice neighbourhood.



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QUOTES, SAYINGS AND PROVERBS

“A smile will gain you ten more years of life” Chinese proverb.
Track (03) 🎧

State your opinion about the proverb: _____

Core performance indicators:

As a learner I can:

- Read aloud and check for correct pronunciation.
- Use and understand the future with “going to”.
- Apply previous knowledge.
- Evaluate the importance of a smile.
- Compare and discuss plans.

SECTION 2

3.2. A Happy Life

3.2.1. Reading comprehension Track (04)

3.2.1. A. Read, listen, and answer the questions. Choose true or false.



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ADVICE

According to scientists, and renowned psychologists, if you want to lead a happy life, you should smile and laugh very often. This act has a positive effect in your brain that allows eliminating stress and negative factors.

You should sing. Singing is going to help you just the same way as smiling. The process helps producing “happy chemicals” in your body.

You should keep company with positive people. These people are more capable of overcoming challenges. Their tendency to be happy is very high. Being positive and happiness go hand in hand.

You should practice a sport. Practice a sport you love doing. You shouldn't practice something you don't like doing.

When feeling down or in trouble, you should visualize a brighter future. Say to yourself “This shall pass”.

You should be creative. Find something that allows for your creativity. Dance, paint, or do a craft. Do whatever fosters the creation of new things.

There are other things recommended by specialists that you should do for being happy, like practicing yoga, acting like a child, practicing gratitude.

If you want to live a happy life, just remember and practice these few things.

Nothing in life is graded higher than happiness

1. Smiling and laughing helps people in getting rid of stress.
2. If you hang around with positive people, you become positive.
3. Happiness is directly related to practicing a sport you like.
4. Visualization can help you in being happy.
5. You should be creative.

True	False
True	False
True	False
True	False
True	False

3.2.2. Vocabulary: problems and suggestions

3.2.2. A. Read the problems and suggestions aloud. Check for correct pronunciation with your teacher.

3.2.2. B. Suggest a solution for each problem.

Ex.: David doesn't have any money. (**Problem**). He should work. (**Suggestion**)

Problems	Suggestions
1. Want to travel	a. Get a Visa
2. Lack of money	b. Get a job
3. Being hungry	c. Eat something
4. Being thirsty	d. Drink something
5. Getting the flu	e. See a doctor
6. Having the HIV	f. Get a treatment
7. Being obese	g. Go on a diet
8. Having a toothache	h. See a dentist
9. Having a Sore throat	i. Drink some tea
10. Having a fever.	j. Get an injection.

3.2.3. Grammar: should and shouldn't

a) Should and shouldn't are used for giving advice.

Karen: I feel so bad! I have a terrible headache. (Problem).

Frank: You should see a doctor. (Advice).

3.2.4. Listening comprehension Track (05)

3.2.4. A. Listen attentively to the people; suggest solutions.

- 1). Your advice: _____
- 2). Your advice: _____
- 3). Your advice: _____
- 4). Your advice: _____
- 5). Your advice: _____

3.2.5. Writing composition

3.2.5. A. Look at the pictures. Suggest a solution to the problems.



1. The boy has a fever. 2. The girl has a stomachache 3. The woman has a toothache.


- Picture 1. _____
 Picture 2. _____
 Picture 3. _____

SECTION 3

3.3. Keep your Promises!

3.3.1. Reading comprehension

3.3.1. A. Read, listen and underline the best response.

Track (07) 

THE A.A. PROMISES

If we are painstaking about this phase of our development, we will be amazed before we are half way through. We are going to know a new freedom and a new happiness. We will not regret the past nor wish to shut the door on it. We will comprehend the word serenity and we will know peace. No matter how far down the scale we have gone, we will see how our experience can benefit others. That feeling of uselessness and self pity will disappear. We will lose interest in selfish things and gain interest in our fellows. Self-seeking will slip away. Our whole attitude and outlook upon life will change. Fear of people and of economic insecurity will leave us. We will intuitively know how to handle situations which used to baffle us. We will suddenly realize that God is doing for us what we could not do for ourselves.

Are these extravagant promises? We think not. They are being fulfilled among us—sometimes quickly, sometimes slowly. They will always materialize if we work for them.

1. Painstaking is closest in meaning to: a) Grateful. b) Careful. c) Careless. c) Self aware.
2. Selfish is closest in meaning to: a) angry. b) wierd. c) Egotist. d) stubborn.

3.3.2. Vocabulary: definitions

3.3.2. A. Work in groups use the vocabulary and definitions to better understand the reading; then write down five complex sentences as in the example; use a dependent marker(because, before, since, while, although, if, until, when, after, as, as if), as in the example: Before NASA had decided to send people to the moon; It had to do a lot of research.

1. Development.	5. Serenity.	9. Fullfil.	13. Painstaking.	17. Pity.
2. Experience.	6. Fear.	10. Slip away.	14. Amaze.	18. Selfish.
3. Freedom.	7. Interest.	11. Benefit.	15. Through.	19. Handle.
4. Happiness	8. Pity.	12. Gain.	16. Uselessness.	20. Realize.

a. Direct observation of, or participation in events as a basis of knowledge.	f. An unpleasant emotion caused by the anticipation of danger.	k. Right or legal share in something.	p. The quality or state being of serene.
b. The act, process, or result of developing.	g. Good fortune, prosperity	l. Appreciate, become aware of.	q. Manage, take care of.
c. The quality or state of being free.	h. Advantage, profit.	m. The feeling of mercy toward another.	r. Egotist.
d. To acquire, to win.	i. Meticulous.	n. To evade.	s. Sympathetic sorrow for one suffering.
e. Fruitlessness, Worthlessness.	j. Surprise.	o. Between, during.	t. To bring to completion.

3.3.3. Grammar: future simple with “will”.

The future of verbs can be formed with the modal verb “will” plus the simple form of other verbs: example. She **will** come tomorrow.

a).- **Will** for predictions.

Ex.: It will rain tomorrow.

The government will raise taxes.

b).- **Will** for promises.

Ex.: I will marry you next week.

I will pay you tomorrow morning.

b).- **Will** for **on-the-spot** decisions.

Ex.: I will help you, don't worry.

I will pay the bill for you. Give it to me, please.

c).- **Affirmative, interrogative, and negative forms.**

Affirmative	Interrogative	Negative
I will come tomorrow	Will I come tomorrow?	I won't come tomorrow
You will come tomorrow	Will you come tomorrow?	You won't come tomorrow
He will come tomorrow	Will he come tomorrow?	He won't come tomorrow
She will come tomorrow	Will she come tomorrow?	She won't come tomorrow
It will come tomorrow	Will it come tomorrow?	It won't come tomorrow
We will come tomorrow	Will we come tomorrow?	We won't come tomorrow
You will come tomorrow	Will you come tomorrow?	You won't come tomorrow
They will come tomorrow	Will they come tomorrow?	They won't come tomorrow

Contractions: 'll= will; Won't = Will not. Ex.: She'll come.= She will come.

He won't listen. = He will not listen.

Shall. - Archaic. It is used to express a command or exhortation. Also, to express something that appears inevitable. Ex.: You shall go. We shall see.

Shall is also often used in the first person (I/we) in questions when asking for permission, making suggestions, making an offer or asking for advice.

Shall I do that?

Shall we go home?

In the United States, people seldom use **shall** for anything other than polite questions (suggesting an element of permission) in the first-person:

"**Shall** we go now?"

"**Shall** I call a doctor for you?"

3.3.4. Listening comprehension

3.3.4. A. Listen to the bible's quotes and promises. Then, choose the best response. Track (08) 

1. If you correct your son he will give you: a) money; b) tranquillity; c). Joy and peace.

2. On Earth there will be no more: a). Peace ; b). Killing and violence; c) animosity.

3. According to Isaiah: God will: a). Punish his people; b) treat them with love; c) Ignore them.

4. According to Isaiah: The Lord will: a). Instruct and give peace to his children; b). He will protect them; c) He doesn't care.

5. According to Isaiah: God will: a) protect and bless the sinner; b). The just shall live a hundred years; c). The sinner shall live a hundred years.

6. According to Mathew: a) peacemakers; b) sinners; c) rulers shall be called the children of God.

3.3.5. Writing composition

3.3.5. A. Think of your attributes and your weaknesses. Reflect on what you can do to change for the better. Then, write ten promises to yourself.

- 1). _____
- 2). _____
- 3). _____
- 4). _____
- 5). _____
- 6). _____
- 7). _____
- 8). _____
- 9). _____
- 10). _____

3.3.6. Speaking

3.3.6. A. Say what the actual condition of the following topics are and make predictions about their future state. Write three sentence paragraphs for each topic.

1. Planet Earth.

2. Nature

3. Technology.



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QUOTES, SAYINGS AND PROVERBS

Eggs and oaths are easily broken. ~Danish Proverb Track (09) 🎧

Do you agree with the proverb? Why yes or why not: _____

Core performance indicators:

As a learner I can:

- Talk about promises.
- Use and understand future with will.
- Write about the future.
- Compare ancient English with modern English.
- Make predictions.

SECTION 4

3.4. A Brilliant Future!

The future belongs to those who believe in the beauty of their dreams.

- [Eleanor Roosevelt](#)

3.4.1. Reading comprehension

3.4.1. A. Work in pairs. Read, listen, ask, and answer Wh-questions about the reading. Use the vocabulary section for comprehension. Track (10).

Just as Eleanor Roosevelt used to think about the future, a lot of people think that the future will be bright and full of good things for mankind. Here are a few quotations of some children who are really optimistic, and who think the future is going to be a blessing:

"I think, Los Angeles will be overpopulated, with more traffic, worse air, more litter, less open, and green spaces. It is too difficult to change our ways; but, we need to learn to take care of the environment, to recycle, and compost so that we have less garbage. We need to take care of nature, plant more trees and protect wildlife. We could simply live in a better world!" – Brenda Ryce.

"I think, we could limit all the pollution in the world. We could ride bikes and walk to school and work. That way we could live in a safe environment. The government should not allow gas companies that pollute or contaminate rivers, cities, or the sea. Alternative energy sources should be developed to avoid ecological disasters. That way our children would not suffer like us. We should also try to avoid wars. Wars only help the ambitious and heartless. I just believe, like Eleanor Roosevelt, that the future belongs to us." --Sasha Monti.

"In the year 2050, my hometown, New Reseda, will be the ideal living place. It will have high, tall, buildings and homes. There will be modern, well-equipped schools for all. We will have enough libraries in each and every neighborhood. Schools will be connected internationally. Spanish will be taught by teachers living in Spain, and many subjects will be taught online. If you wanted to travel to another city or country, you would push a button, and you would be transported automatically in a matter of seconds. The sun is going to be the primary source of energy for heating water, preparing food, etc. The future will be wonderful!" – Rossana Vargas.

3.4.2. Vocabulary: synonyms for better comprehension.

3.4.2. A. Read, listen and repeat. Track (11)

1. Push.	5. Contaminate.	9. Develop.	13. Mankind.	17. Litter.
2. Pollute.	6. Think.	10. Avoid.	14. Quotation.	18. Heartless.
3. Compost.	7. Belong.	11. Recycle.	15. Blessing.	19. Hometown
4. Heat.	8. Try.	12. Pull.	16. Overpapulated	20. Enough.

a. To make impure.	f. To form in mind.	k. Be part of.	p. To soil, to corrupt.
b. Press against.	g. Attract, draw.	l. Humanity.	q. Homeland.
c. To make fertilizer.	h. Reuse.	m. Stay away from.	r. Inhuman.
d. To make hot.	i. Sufficient.	n. To strew thrash.	s. Attempt.
e. Overcrowded.	j. Citation.	o. Benediction.	t. Expand, work out.


3.4.3. Grammar: too and enough.

a). Too is an adverb. It means: i) “Besides, also”. It also means “more than is needed”. Ex.: i) He wants the money and the jewelry(also) too.i) She wants some coffee and some water(also) too. ii). That man is too(excessively) tall.ii). Chinese is too (excessively) difficult. li).The shirt is too(excessively) big for me.

b). Enough is a degree adverb, a pronoun or a determiner. It means “sufficient” or “sufficiently”. Ex.:

- a) I am fast enough. I can run faster than many of my partners.
- b) I don't have enough (sufficient) money for buying a new car.
- c) I am not tall enough (sufficiently) for reaching the lamp.
- d) He doesn't want to get married; he doesn't love his girlfriend(sufficiently) enough.
- e) We can't go to war; we don't have enough(sufficient) resources.

3.4.4. Listening comprehension

3.4.4. A. Listen attentively and answer the questions. Choose true or false.Track (12) 

- 1). Dorothy promises to ask for more than she can give.
- 2). Dorothy promises to bring joy.
- 3). Dorothy promises to respect others more than herself.
- 4). Dorothy promises to grow along with others.
- 5). She promises to love others only in good times.
- 6). She promises a beautiful relationship.
- 7). She promises to keep her promises forever.
- 8). Dorothy's last name is Colan.
- 9). Dorothy promises to give the best of herself.
- 10). She has fears, secrets and dreams.

True	False
True	False
True	False
True	False
True	False
True	False
True	False
True	False
True	False
True	False

3.4.5. Writing composition

3.4.5. A. Read the *friendly letter*; then, write a *friendly letter to a partner*.

3.4.5. B. Check for correct spelling, punctuation, paragraphing and correct verb tense.

(Heading)

01/23/2010

1234 Square Garden Ave.

(Salutation)

Dear Samantha,

(Body)

I want to tell you how much I have enjoyed my summer vacation in Cancun. Yesterday I had a great day at the beach. There were a lot of people walking, strolling, jogging, playing, and doing a lot of things. You could see happiness glowing in their faces. I was simply enjoying myself. I could breathe the fresh sweet air on the beach. I had a long beautiful day.

At night, I went to a night club, where I met a beautiful woman. We danced, drank some Margaritas, and went to have a tasty supper at a nice restaurant nearby. Then, we went to sleep.

Right now I am having breakfast with Brenda, the woman I met last night. We are talking about ourselves, and about things we would like to do in the near future. We are thinking about coming back in two months.

She is going to get back to New York. She lives at the Bronx. She is going back to work. She is having a meeting with top executives of the Business Corporation that she works for.

There is too much in common between us. We are thinking about getting married. But, we don't have enough money for the wedding. We are going to wait till next year. If things go well, we will have children in the future.

(Closing)

Yours truly,

(Signature)

Ton Sanders

3.4.6. Speaking

3.4.6. A. Work in groups. Talk about your projects for the future. Discuss them with your partners. Use the pictures as a source of ideas.



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Source: Wikimedia Commons



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QUOTES, SAYINGS AND PROVERBS

To aim is not enough, you must hit. Track (13) 🎧

Explain why to aim is not enough: _____

Core performance indicators:

As a learner I can:

- Read silently.
- Differentiate sounds.
- Write a friendly letter.
- Use too and enough.
- Memorize vocabulary
- Explain and give reasons.

SECTION 5

3.5 Is it so?

3.5.1. Reading Comprehension

3.5.1. A. Read silently, and underline the descriptive adjectives as in the example. Then, choose the best response to the questions.

What it's Like to Date a Scorpio Woman:

Scorpio woman is very emotional, very demanding and very demonstrative. She is full of flair and intrigue, a fascinating woman that the strong A-type personality male will adore, for she presents the right amount of challenge with the right amount of rewards. The Scorpio woman is the ultimate seductive, flirtatious woman. She won't give a man her heart very easily because she is weary of trusting another person. The man will have to go through a series of 'mental testes' in order for the relationship to get solid and close. She may not show it, but she wants a close committed relationship. In order for this, the man has to be trusted, has to be affectionate and never try to control her. She is very possessive but the Scorpio woman is so full of mystery, sensuality and passion that most men do not mind being possessed by her.

What it's Like to Date a Scorpio Man:

The Scorpio male is unlike any other man of any other astrology sign. He is so unique that a separate section is needed to explain about dating the Scorpio. Unlike most other zodiac signs, what it's like to date a Scorpio woman is very similar to dating a Scorpio man. The main difference is that instead of presenting a powerful feminine force like the woman, the Scorpio man presents a strong masculine, sexual force. The Scorpio man is easy to seduce and take home for the night; it is much harder to form a real relationship with him. The Scorpio man is very sensitive and feels lonely and unfulfilled, but he will never let a woman know this. Behind closed doors, be sensitive and affectionate to him; appeal to his emotions only if you want a close relationship with him do not attempt to lead him on because he will see this and never forgive you. Toying with a Scorpio male is an unwise move. He will be jealous and possessive and will never allow a woman to control him. Let him take the lead because the Scorpio male is truly a fascinating person, you can never go wrong when he is planning the night! Scorpio men are very moody and their moods change like a pendulum on a clock. Stand by his side in these times and it will pass. Do not nag on him for he has a hard enough time understanding his own emotions. Scorpio men make excellent protectors and you will always feel safe under his radiating, passionate and energetic power.

- 1). A Scorpio woman compensates the efforts and sacrifices of her mate.
- 2). A Scorpio man is very special.
- 3). A real relationship with a Scorpio is very easy.
- 4). A Scorpio woman can trust men easily.
- 5). A Scorpio male likes to be controlled by women.
- 6). A Scorpio man and a Scorpio woman are very different.
- 7). Scorpions are very stable.
- 8). Scorpio men are very protective of their women.
- 9). Scorpio women love seducing and flirting.
- 10). Scorpio men and women, they both present a powerful sexual force.

True	False
True	False
True	False
True	False
True	False
True	False
True	False
True	False
True	False
True	False

3.5.2. Vocabulary: synonyms.

3.5.2. A. Read and match the synonyms and use them for a better understanding of the reading comprehension part.

1. Demanding.	5. Challenge.	9. Close.	13. Move.	17. Moody.
2. Demonstrative.	6. Rewards.	10. Unlike.	14. Truly.	18. To toy.
3. Flair.	7. Flirtatious.	11. Seduce.	15. Nag.	19. Appeal.
4. Intrigue.	8. Weary.	12. Unwise.	16. Mood.	20. Male.

a. Macho.	f. Style.	k. Provocative.	p. Defiance.
b. Expressive.	g. Conspiracy.	l. Tempt.	q. State of mind.
c. Exigent.	h. Recompenses.	m. Imprudent.	r. To play with.
d. Attract.	i. Near.	n. Different.	s. Tired.
e. Temperamental.	j. Doubtlessly.	o. Progress.	t. Irritate.

3.5.3. Grammar: could and might

a). Could and might are used for making a suggestion, or for possibility.

Ex.: You **could/might** take a taxi to the airport. (Suggestion)

Ex.: She **could/might** win the case. (Possibility)

b). Could can be used in requests.

Ex.: Could you bring me a cup of coffee, please?

c). Complete the following sentences. Choose could or might.

- i). _____ you do me a favour?
- ii). They _____ win the lottery, if they're lucky enough.
- iii). It's cloudy. It _____ rain.
- iv). She eats too much greasy food, she _____ get fat.
- v). He is very bright, he _____ get a scholarship.

3.5.4. Listening comprehension Track (14)

3.5.4. A. Listen attentively and choose the best response.

- 1) The State of New York, might have to face a shutdown, because:
a) The government doesn't pay its bills. b) The government can't collect its bills.
c) The government doesn't have money to pay its employees.
d) The government can't get credit from banks.
- 2).- A shutdown in this context is closer in meaning to: a) Cessation. b) Termination.
c) Offset. d) Conclusion.
- 3).- It is said that: a) The State has avoided a public strike. b) The State has evaded its responsibility. c) The Government doesn't have cash.
- 4).- A shutdown does not only have bad consequences for the firefighters, police officers, healthcare workers; but also for: a) Economists) Engineers. c) Investors. d) Politicians.
- 5).- Big banks: a) will accept IOUs. b) might not accept the IOUs. c) will be friendly. d) might buy the IOUs.

3.5.5. Writing composition (complex sentences).

a). A complex sentence is an independent clause(sentence), and at least one dependent clause(A dependent clause is a group of words that contains a subject and verb but does not express a complete thought. A dependent clause cannot be a sentence.) Often a dependent clause is marked by a **dependent marker word**.

b). A dependent marker word is a word added to the beginning of an independent clause that makes it into a dependent clause.

When Jim studied in the Sweet Shop for his chemistry quiz, it was very noisy.

After the meeting, all people went home.

When the student heard the bell, they ran quickly to the classroom.

As soon as he saw me, he started to drive away.

c). **Dependent marker words:** after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while.

d). Write five complex sentences using some of the **dependent marker words** above.

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

3.5.6. Speaking

3.5.6. A. Work in groups. Talk about your projects for the future. Use imagination, visualize yourselves in one or more of the following

scenarios. Ex.: **After** I graduate from college, I will work as a construction engineer and I will buy a car, a mansion and a helicopter.



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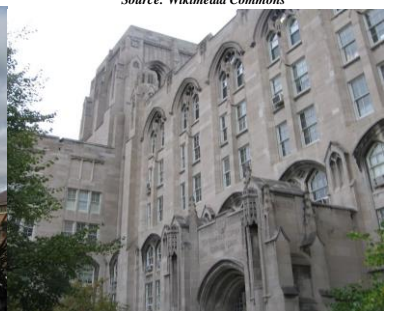
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3.5.7. Phonics and Phonemic Awareness.

Track (15) 

3.5.7. A. Say the word sounds and pronounce the words: (c, er, es, s,)

Cent, cell, Cinderella, pencil, cancel, excel, scent, spender, brushes, blesses, frizzes, smashes, banks, bricks, chips, cements, clocks, flips, graphs, grasps, shells, clams, drags, glands, skids.

3.5.7. B. Read aloud the following text.

Cinderella Grasps and Drags Some Shells

By: Bob Miller

Cinderella is at home smelling delicious potato chips and having a quenching drink.

She plans to have a big lunch with the crabs, the frogs and the clams.

The crabs take so many snacks that they are as fat as a hog.

The frogs jump, snatch and glut; but they are fluffy as a sponge.


The clams simply drag, push and stop.

Cinderella says to herself: "Oh, what the heck. I want my neighbors to live well!"

So, she grasps and drags a bunch of shells and fills them to the brim with meat, oysters, octopus and cheese as well.

QUOTES, SAYINGS AND PROVERBS

Today, give a stranger one of your smiles. It might be the only sunshine he sees all day. ~Quoted in *P.S. I Love You*, compiled by H.

Jackson Brown, Jr. Track (16) 

Is it important to you to give to others? Explain why or why not: _____

Core performance indicators:

As a learner I can:

Use descriptive adjectives.

Use abstract nouns.

Recognize sounds.

Write complex sentences.

Use could and might.

SECTION 6

3.6 Mastery Test

3.6.1. Reading (10 points)

3.6.1. A. Read, and answer the questions. Choose true or false.

AUG 31, 2008

Truant students to be tracked

COURT authorities will be able to track students with a history of skipping school under a new program requiring them to wear ankle bracelets using satellite technology.

But at least one group is worried about the ankle bracelets, with Global Positioning System monitoring, which will infringe on students' privacy. Linda Penn, a Bexar County justice of the peace, said she anticipates that about 50 students from four San Antonio-area school districts, likely to be mostly high schoolers will wear the anklets during the six-month pilot program.

"We are at a critical point in our time where we can either educate or incarcerate," Penn said, linking truancy with juvenile delinquency and later criminal activity. "We can teach them now or run the risk of possible incarceration later on in life. I don't want to see the latter." Penn said students in the program will wear the ankle bracelets full-time, and will not be able to remove them. They will be selected as they come through her court, and Penn will target truant students with gang affiliations, those with a history of running away and skipping school and those who have been through her court multiple times.

But Terri Burke, executive director of the American Civil Liberties Union of Texas, said requiring students to wear the GPS devices fulltime raises privacy concerns.

"We're all for keeping kids in school, and we applaud any efforts to make that happen," Burke said. "But the privacy issue which is what happens with the bracelet or anklet after school is out? Is that appropriate for the school or courts to know where and what this person is doing outside the school?" Asked why the students have to wear the ankle bracelet all the time instead of just the school day, Penn cited problems with runaways.

"Sometimes, as I said, students are runaways. Parents don't know where they are," Penn said.

—AAPP

1. The article is about school gangs.
2. A truant student is one who stays out of school without permission.
3. Ankle bracelets will violate the rights of the students.
4. Linda Penn says that the bracelets would avoid incarceration.
5. Terri Burke says that wearing the bracelets violates privacy.

True	False
True	False
True	False
True	False
True	False

3.6.2. Vocabulary

3.6.2. A. Match the numbers with the letters. (10 points)

- | | |
|----------------|--|
| 1. Sensuality | a. Agreeing with what is thought to be right or acceptable |
| 2. Wisdom | b. a lack of knowledge, understanding, or education |
| 3. Fair | c. A secret plan. |
| 4. Ignorance | d. knowledge that is gained by having many experiences in life |
| 5. Intrigue | e. relating to, devoted to, or producing physical or sexual pleasure |
| 6. Development | f. The quality or state of being serene |
| 7. Freedom | g. Good fortune, prosperity |
| 8. Happiness | h. A state of tranquility or quiet |
| 9. Serenity | i. The act, process, or result of developing |
| 10. Peace | j. The state of being free; as independence. |

3.6.3. Grammar

3.6.3. A. Suggest remedies or solutions to the problems, as in the

example: problem: Rodney doesn't have any money. Advice: He should work. (10 points)

- 1). Mary wants to get married. Advice: _____
- 2). Bill wants to be rich. Advice: _____
- 3). Bob has a headache. Advice: _____
- 4). Abraham needs to travel abroad. Advice. _____
- 5). Karen wants to have a baby. Advice: _____
- 6). Tom flunked the English test. Advice: _____
- 7). I have a toothache. Advice: _____
- 8). Sam doesn't have a house. Advice: _____
- 9). Mary and Anne are in prison. Advice: _____
- 10). It is too cold outside. Advice: _____

3.6.3. B. Choose the right words to fill in the blank spaces. (10 points)

- 1). Waiter, (may/could) _____ bring me a glass of water?
- 2). It (too/might) _____ rain tomorrow.
- 3). You have money. So, you (might/could) _____ buy a new car
- 4). If you are lucky enough, you (can/could) _____ win the lottery.
- 5). I need your help. (could/might) _____ you call a taxi, please?
- 6). Laura Pausini is very famous. She has (too/enough) _____ many fans.
- 7). I would like to travel to Europe; but, I don't have (enough/too) _____ money.
- 8). She is always watching soap operas. She likes them (too/enough) _____ much.
- 9). My brother weights 280 pounds. He is (enough/too) _____ fat.
- 10). I am always thinking of Mary. I love her(too/enough) _____ much.

3.6.4. Listening Comprehension Track (17 A) 

3.6.4. A. Listen to the conversation and answer the questions. (10 points)



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- 1). Is the weather hot and cloudy? R. _____
- 2). What does Frank hate? R. _____
- 3). What is Mary's advice? R. _____
- 4). What happened to Frank's umbrella? R. _____
- 5). What is Mary going to do at the supermarket? R. _____
- 6). Are Mary and Frank going home? R. _____
- 7). When will Mary be back? R. _____

3.6.5. Writing

3.6.5. A. Write a friendly letter to a school partner. (10 points)

3.6.5. B. Write five plans for Christmas. (5 points)

- 1). _____
- 2). _____
- 3). _____
- 4). _____
- 5). _____

3.6.5. C. Write five promises. (5 points)

- 1). _____
- 2). _____
- 3). _____
- 4). _____
- 5). _____

3.6.5. D .Write ten complex sentences. Use the independent marker words: after, whenever, whatever, when, while, if, in order to, since, though, unless, before. (10 points)

- 1). _____
- 2). _____
- 3). _____
- 4). _____
- 5). _____
- 6). _____
- 7). _____
- 8). _____
- 9). _____
- 10). _____

3.6.6. Speaking (10 points)

3.6.6. A. Look at the pictures and ask and answer 2 questions about each picture.


Oh, i'm sorry.
I thought you
meant what
you promised.
Silly Me.

Some
people make
promises just
to buy more
time, so
don't believe
it until you
see it.

PEOPLE WITH
GOOD INTENTIONS
MAKE PROMISES
BUT PEOPLE WITH
GOOD CHARACTER
KEEP THEM.



3.6.7. Phonics and Phonemic Awareness.

Track (17 B) 

3.6.7. A. Write the words you hear.(5 points)

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
6. _____ 7. _____ 8. _____ 9. _____ 10. _____
11. _____ 12. _____ 13. _____ 14. _____ 15. _____
16. _____ 17. _____ 18. _____ 19. _____ 20. _____

3.6.7. B. Read aloud the following text: (5 points)

The Spender, the Drinker, the Pusher, and the Printer Quit a Plan

By: Bob Miller

The drinker wanted to smell and snatch a plan for trapping and smashing the skunk. But it was not possible; because, the pusher wanted to excel the clams that were sneaking and spotting a crop for having a freezing lunch.

The printer solves a quiz to grasp the plan; but, he doesn't scent the bad spots hid in the innermost cell of the intricacies in the labyrinth that he intends to spell.

The spender, spinning in his head with deep anguish, wanted to smash the business with a slap; but, he just fails and doesn't grasp what is needed to prop the plan. So the spender, the drinker, the pusher, and the printer with anger and no skill simply walk away saying: "Shit". That skunk smells bad and squeaks like hell.

PERFORMANCE

Fantastic (90-100) ____ Great (70-89) ____ Average (50-69) ____ Poor (20-49) ____ Terrible (0-19)

MODULE 4

Sections 1-6

An Ever-changing World



photo-1472173148041-00294f0814a2 By Thomas kelley #254377106

CONTENTS

VOCABULARY	GRAMMAR
Synonyms1	The present perfect
<i>Literary elements.</i>	The present perfect continuous
Synonyms 2	Passive voice
<i>Most common literary terms.</i>	Can/could/will be able to
Synonyms 3	Factual conditional vs unreal conditional p.114

LITERACY COMPETENCIES

SPEAKING <i>Students will be able to:</i>	READING <i>Students will be able to:</i>
Talk about sports.	Read and analyse a summary on a tragedy.
Use the present perfect continuous tense.	Use synonyms for comprehension.
Analyze and discuss on social media.	Infer from the past and foresee the future.
Brainstorm on a topic, using modals.	Use and understand an article on science.
Discuss scientific facts.	Infer meaning from pictures.
Pronounce correctly.	

WRITING <i>Students will be able to:</i>	LISTENING <i>Students will be able to:</i>
Use punctuation properly.	Listen to and understand questions on sports.
Use of Complex sentences.	<i>Listen and understand a tragedy summary.</i>
Write compound sentences.	<i>Listen to and understand a scientific reading.</i>
<i>Use the passive voice of verbs.</i>	<i>Listen to conditionals and complete.</i>
<i>Use independent markers.</i>	<i>Listen to and answer questions on a reading.</i>
<i>Use literary techniques.</i>	<i>Listen to passive voice and convert it into active.</i>
<i>Write conditional sentences.</i>	

SECTION 1

4.1. A tragedy by Oedipus Rex: Summary.

4.1.1. Reading comprehension. Track (1)

4.1.1. A. Read and use the vocabulary section for better understanding.

4.1.1. B. Work in groups; read aloud ; then, answer the questions.

Oedipus Rex begins as a Priest of Apollo asks King Oedipus of Thebes to help end the plague that is ravaging the city. In response, Oedipus reveals that he has already sent his brother-in-law, Creon, to consult with the oracle of Apollo at Delphi on the matter. Creon returns with the message that in order for the plague to end, the murderer of Laius, the previous king of Thebes, must be brought to justice. According to the oracle, the murderer still resides within the city. Oedipus, who arrived in Thebes after Laius's death, asks Creon for the details of the murder. Creon explains that Laius was killed by thieves while on his way to consult an oracle. Oedipus vows to exact revenge against the murderer and end the plague. In order to find the murderer, Oedipus summons the blind prophet Teiresias. When Oedipus asks about the identity of the murderer, Teiresias is cryptic at first. He laments that there is little point in knowing the truth when the truth will bring nothing but misery. However, when Oedipus insults Teiresias and accuses him of the murder, Teiresias angrily reveals that Oedipus himself killed Laius. Oedipus assumes that Teiresias is working on behalf of Creon to dethrone him, and he angrily rebukes the prophet. He accuses Teiresias of being talentless and boasts that he was the one who saved Thebes. When Oedipus arrived, Thebes was held captive by a sphinx. In order to make her leave, Oedipus solved her riddle. After successfully freeing the city, Oedipus was made king. Teiresias angrily rebukes Oedipus for not trusting in his skills as a prophet, and he enigmatically reveals that Oedipus's parents trusted his talents. As Teiresias departs, he delivers one final prophecy: Oedipus is both the father and brother of his children, implying that he has married his mother. After Teiresias leaves, Oedipus angrily confronts Creon, whom he believes is conspiring against him. He tells Creon to either leave Thebes or die. Their argument is interrupted by the arrival of Jocasta, Oedipus's wife and Creon's sister. She scolds them for arguing when there are more important matters to attend to. Creon departs, leaving Jocasta and Oedipus to discuss the conflict. Jocasta chides Oedipus for baselessly accusing Creon of treason and advises him to distrust prophecies. As evidence, she cites Teiresias's prophecy that her former husband, King Laius, would be killed by his own son. In response, Jocasta and Laius sent their child away to die on a mountain. Laius was later killed by thieves on his way to visit a prophet. Jocasta's recounting of Laius's murder startles Oedipus. He recalls his journey to Thebes, in which he participated in an incident similar to the murder Jocasta describes. He begins to fear that he truly is the man who murdered Laius. He tells Jocasta to send for the only survivor from Laius's traveling...

1. Who is Oedipus Rex? _____
2. Who is Laius? _____
3. What does the priest of Apollo request king Oedipus? _____
4. Who is Creon? _____
5. What is Teiresias accused of by Oedipus? _____
6. What is the final prophesy of Teiresias? _____
7. Where is king Laius killed? _____
8. What does Teiresias say about the truth? _____
9. What does Oedipous recall? _____
10. Who is the only survivor from Laius's travelling? _____

4.1.2. Vocabulary

4.1.2. A. Read and match the synonyms. Go back to the tragedy and try to deduce meaning from the context of the play.

1. Ravage	5. While	9. Chide	13. On behalf of	17. Murderer
2. Oracle	6. Summon	10. Rebuke	14. Scold	18. Recount
3. Riddle	7. Baselessly	11. Assume	15. Enigmatic	19. Startle
4. To free	8. Recall	12. Cryptic	16. Dethrone	20. Prophet

a. Mystery.	e. Evoke, remind.	i. Reprimand.	m. Unseat, oust.	q. Narrate
b. When.	f. Occult, arcane.	j. Reproach.	n. Augur.	r. To move or jump suddenly.
c. Unreasonably.	g. Accept, adopt.	k. Diviner.	o. In the interest of	s. Destroy.
d. To relieve of .	h. Criticize.	l. Mysterious.	p. Assassin.	t. Call.

4.1.3. Grammar: Present perfect tense of regular and irregular verbs.

4.1.3.A. Read and choose the correct verbs in the *simple past tense* or in the *present perfect tense*.

i). The **present perfect tense** is used for expressing an action that started in the past; but, somehow, continues into the present. It is formed with the present of the verb to-have (**has, have**) and the **past participle** of the main verb.

ii). Sometimes the past participle of **irregular verbs** is the same as that of the **simple past**: Ex.: I read (simple past.) a good book. I have read (past participle) many good books.

iii). The past participle forms of **regular verbs** and the simple past forms are the same, Ex.: I **listened** (s.p.) to music last night. I **have listened** (p.p.) to many types of music in my life.

irregular verbs must be memorized by students.

For **simple past** and past participle forms see a list at page ...

1. They **have never visited/ never visited** another country before.
2. I'm sorry, but I **have forgotten/ forgot** my homework.
3. He **bought/ has bought** a new car in 2011.
4. Sam **played/ has played** football yesterday.
5. Last Month we **went/ have gone** to Italy.
6. I **have cleaned/ cleaned** the car. It looks new again.
7. I **met/ have met** my friend two days ago.
8. Tom and Jerry **have just read/ read** the book. Now they can watch the film.
9. **Did you win/ have you won** the game of chess?
10. The boys **have not eaten/ did not eat** their lunch.

Answer keys: 1. Have never visited. 2. Have forgotten. 3. Bought. 4. Played. 5. Went. 6. Have cleaned. 7. Met. 8. Have just read. 9. Did you win. 10. Have not eaten.

4.1.4. Listening Comprehension.

4.1.4. A. Listen to the audio and answer the questions. Track (2) 

1
2
3
4
5
6
7
8
9
10

4.1.5. Writing composition: The independent clause and the dependent clause.

i). **An independent clause** is a clause that can stand alone as a sentence (i.e., it expresses a complete thought).

ii). **A dependent clause** (or subordinate clause) is one that cannot stand alone as a complete sentence (i.e., it does not express a complete thought). **The complex sentence** contains **an independent clause** and **a dependent clause** which are connected by a **dependent marker** like: **while, before, after, since, if, until, as, as if, ..**: Ex.: i). **While you are working, other people is sleeping and resting.** ii). **If you live in France for a year, you will learn the culture of the French.**

4.1.5. A. Write down ten complex sentences as in the examples.

Ex.: 1). **When I have time and money, I play cards at the casino.** 2). **After having worked as a creative slave, Tom saved one million dollar.** 3). **Karen will have a baby, after nine months of waiting .** 4). **Tom has not gone back to his country since World War II.**

1
2
3
4
5
6
7
8
9
10

4.1.6. Speaking

4.1.6. A. Work in groups, tell your partners the sports you have practiced, have, done, have gone, have played, and the sports you have not. Use the verbs: **Go, Do, Practice, and play**. Example: **I have played soccer**; but, **I have not done yoga**; I have practiced tai chi; but, I haven't practiced judo.

Use the following verb list: **go jogging, fishing, sailing, windsurfing, skiing, swimming, dancing, skating, cycling, running**; **do aerobics, gymnastics, yoga, exercise**, practice taekwondo, judo, karate, athletics, archery, tai chi; **play chess, cricket, squash, volleyball, baseball.**

QUOTES, SAYINGS AND PROVERBS

“Success is not final; failure is not fatal: it is the courage to continue that counts.” – Winston Churchill. ... Track (3) 

What do you think? Reccount two times that you were confronted with difficult situations in which you failed and say what you did to get over them. _____

Core performance indicators:

As a learner I can:

Read, understand and analyse a summary on a tragedy.

Use synonyms to better understand readings.

Apply the present perfect correctly.

Use punctuation properly.

Understand the rules and forms of independent and dependent clauses and the use of Complex sentences.

Listen to and understand questions on various sports.

Talk about sports.

Analyze a saying.

SECTION 2

4.2. Antigone(Summary)

by Sophocles

4.2.1 Reading.

4.2.1. A. Read aloud; check for pronunciation; then answer the questions.

After the bloody siege of Thebes by Polynices and his allies, the city stands unconquered. Polynices and his brother Eteocles, however, are both dead, killed by each other, according to the curse of Oedipus, their father.

Outside the city gates, Antigone tells Ismene that Creon has ordered that Eteocles, who died defending the city, is to be buried with full honors, while the body of Polynices, the invader, is left to rot. Furthermore, Creon has declared that anyone attempting to bury Polynices shall be publicly stoned to death. Outraged, Antigone reveals to Ismene a plan to bury Polynices in secret, despite Creon's order. When Ismene timidly refuses to defy the king, Antigone angrily rejects her and goes off alone to bury her brother.

Creon discovers that someone has attempted to offer a ritual burial to Polynices and demands that the guilty one be found and brought before him. When he discovers that Antigone, his niece, has defied his order, Creon is furious. Antigone makes an impassioned argument, declaring Creon's order to be against the laws of the gods themselves. Enraged by Antigone's refusal to submit to his authority, Creon declares that she and her sister will be put to death.

Haemon, Creon's son who was to marry Antigone, advises his father to reconsider his decision. The father and son argue, Haemon accusing Creon of arrogance, and Creon accusing Haemon of unmanly weakness in siding with a woman. Haemon leaves in anger, swearing never to return. Without admitting that Haemon may be right, Creon amends his pronouncement on the sisters: Ismene shall live, and Antigone will be sealed in a tomb to die of starvation, rather than stoned to death by the city.

The blind prophet Tiresias warns Creon that the gods disapprove of his leaving Polynices unburied and will punish the king's impiety with the death of his own son. After rejecting Tiresias angrily, Creon reconsiders and decides to bury Polynices and free Antigone.

But Creon's change of heart comes too late. Antigone has hanged herself and Haemon, in desperate agony, kills himself as well. On hearing the news of her son's death, Eurydice, the queen, also kills herself, cursing Creon.

Alone, in despair, Creon accepts responsibility for all the tragedy and prays for a quick death. The play ends with a somber warning from the chorus that pride will be punished by the blows of fate.

1. Who is the protagonist? _____
2. Who is the antagonist? _____
3. What is the conflict about? _____
4. Who is Creon? _____
5. Who was Haemon? _____
6. What is the final prophesy of Teiresias? _____
7. How does Creon die ? _____
8. What does Teiresias say about the truth? _____
9. Is pride good or bad? _____
10. What is the warning of the tragedy? _____

4.2.2. Vocabulary: most common literary elements.

4.2.2. A. Match the words with the numbers.

1. Protagonist	2. Narrator	3. Conflict	4. Antagonist
5. Dialogue	6. Mood	7. Theme	8. Narrative method
9. Plot	10. Setting	11. Scene	12. Act.

a). It is the logical sequence of events that develops a story.	b). A person who tells the story.	c). It is the main character of a story, a novel, or a play e.g: Hamlet in the play Hamlet
d). The manner in which a narrative is presented comprising plot and setting.	e). Where characters of a narrative speak to one another.	f). A general atmosphere of a narrative.
g). The central idea or concept of a story.	h). It refers to the time and place in which a story takes place	i). It is an issue in a narrative around which the whole story revolves.
j). It is the character in conflict with the Protagonist e.g. Claudius in the play Hamlet	k). It is a unit of action, or sometimes a subdivision of an act.	l). A subdivision of an opera, drama, etc.; it is a group of scenes that form an important part of a story.

4.2.3. Grammar: present perfect continuous.

We use the Present Perfect Continuous to talk about an **action** that started in the past and is continuing *now*; **for** or **since** are frequently used with it.

Presente perfect continuous Verb: to play.
Affirmative: I, you, we, they have been playing; he, she it has been playing?
Interrogative: Have I, you, we, they been playing; has he, she, it been playing?
Negative: I, you, we, they have not been playing; he, she it has not been playing.

4.2.3. A. Read the examples; then, choose the correct words.

- 1). I have (been/being) planting trees (since/for) 1993.
- 2). Tom (has/have) been playing sports (since/for) five years.
- 3). Sussy (has/have) been teaching languages (for/since) last year.
- 4). She (has/have) been eating trash food (since/for) she was four years old.
- 5). We (haven ´t/hasn ´t) been to Canada (since/for) 2008.
- 6). We have (been/being) having great seasons (since/for) ten years.
- 7). Denzel (has/have) been living in Chicago (since/for) nine Months ago.
- 8). Carlos (has/have) been trying to become a US citizen (for/since) he was young.
- 9). The dog (has/have) been hunting (since/for) many hours.
- 10). They (haven ´t/hasn ´t) read a single book (since/for) years.

4.2.4. Listening comprehension.

4.2.4. A. Listen and write down answers to the questions . 🎧 (Track 5)

A backyard beaming with life

1. How many bedrooms and living rooms are there in the house?

R: _____

2. Can you name five kinds of trees that one can find in the backyard?

R: _____

3. Are there many animals in the house? If your answer is “yes”, name five different kinds.

R: _____

4. What has been the reaction of the owner of the farm as soon as he has noticed something extraordinary on the farm?

R: _____

5. What did the farmer say to himself since he became aware that he could lose his farm?

R: _____

4.2.5. Writing Composition

4.2.5. A. Work in groups, and write down ten compound sentences.

Compound sentences with a coordinating conjunction: **and, but, for, or, nor, so, yet.**

Independent clause [,] coordinating conjunction independent clause [.]

Mike has worked in Colombia, but he has not saved any money yet.

1). _____

2). _____

3). _____

4). _____

5). _____

6). _____

7). _____

8). _____

9). _____

10). _____

4.2.6. Speaking.

4.2.6. A. Work in groups and talk about the sports you practice; the sports you have practiced; the sports you have not practiced; the sports you would like to practice; the occupations you have had and the occupations you would like to have.



QUOTES, SAYINGS AND PROVERBS Track (6)

“The best way to predict the future is to create it.”

Abraham Lincoln

What do you think? Paraphrase the quote: _____

Core performance indicators

As a learner I can:

Distinguish literary elements.

Use the present perfect continuous tenses.

Write and speak using the present perfect and the present perfect continuous.

Discuss and talk about sports and occupations.

Write compound sentences using coordinating conjunctions.

SECTION 3

4.3. Lonely adolescents are susceptible to internet addiction

4.3.1. Reading comprehension. Track (7)

4.3.1. A. Work in pairs. Read aloud; then, write down a summary in your notebook. Give your advice on the wise use of the internet, and on how to avoid internet addiction.

A study investigating detrimental internet use by adolescents involved a total of 1,750 Finnish study subjects, who were studied at three points in time: at 16, 17 and 18 years of age. The results have been published in the *Child Development* journal.

Adolescents' net use is a two-edged sword: while the consequences of moderate use are positive, the effects of compulsive use can be detrimental. Compulsive use denotes, among other things, gaming addiction or the constant monitoring of likes on social media and comparisons to others.

"In the coronavirus period, loneliness has increased markedly among adolescents. They look for a sense of belonging from the internet. Lonely adolescents head to the internet and are at risk of becoming addicted. Internet addiction can further aggravate their malaise, such as depression," says Professor of Education and study lead Katariina Salmela-Aro from the University of Helsinki.

Highest risk for 16-year-old boys

The risk of being drawn into problematic internet use was at its highest among 16-year-old adolescents, with the phenomenon being more common among boys. For some, the problem persists into adulthood, but for others it eases up as they grow older. The reduction of problematic internet use is often associated with adolescent development where their self-regulation and control improve, their brains adapt and assignments related to education direct their attention.

"It's comforting to know that problematic internet use is adaptive and often changes in late adolescence and during the transition to adulthood. Consequently, attention should be paid to the matter both in school and at home. Addressing loneliness too serves as a significant channel for preventing excessive internet use," Salmela-Aro notes.

It was found in the study that the household climate and parenting also matter: the children of distant parents have a higher risk of drifting into detrimental internet use. If parents are not very interested in the lives of their adolescents, the latter may have difficulty drawing the lines for their actions.

Problematic net use and depression form a cycle

In the study participants, compulsive internet use had a link to depression. Depression predicted problematic internet use, while problematic use further increased depressive symptoms.

Additionally, problematic use was predictive of poorer academic success, which may be associated with the fact that internet use consumes a great deal of time and can disrupt adolescents' sleep rhythm and recovery, consequently eating up the time available for academic effort and performance.

University of Helsinki. (2021, February 22). Lonely adolescents are susceptible to internet addiction. *ScienceDaily*. Retrieved March 29, 2021 from www.sciencedaily.com/releases/2021/02/210222124640.htm

4.3.2. Vocabulary.

4.3.2. A. Read and match concepts with their synonyms.

1. Susceptible	5. Further	9. Chide	13. On behalf of	17. Murderer
2. Significant	6. Summon	10. Available	14. Detrimental	18. Reccount
3. Riddle	7. Childhood	11. Assume	15. Enigmatic	19. Startle
4. Climate	8. Adulthood	12. Addiction	16. Dethrone	20. Address

a. Important, serious.	f. Affected, vulnerable	k. Enigma, puzzle.	p. Temperature.
b. In addition.	g. Call.	l. Maturity.	q. Handy.
c. Enslavement.	h. Obscure.	m. Destructive.	r. Presume.
d. Repproach.	i. Send.	n. Assassin.	s. Tell.
e. Infancy.	j. Alarm.	o. Depose.	t. In support of.

4.3.3. Grammar: passive voice.

4.3.3. A. Read the active voice sentences and convert them into passive.

The passive of the active tense is formed by using the verb **to be** in the same tense of the active verb and by adding the past participle of it . The subject of the active verb becomes the subject or agent of the passive. Sometimes, the agent is not mentioned; when it is mentioned it comes at the end of the clause, preceded by **“by”**.

Examples: i). Tom writes a letter(active voice). A letter is written **by** Tom(passive voice).

ii). Frank ran a marathon(active voice). A marathon was run **by** Frank(passive voice).

VERB TENSES	ACTIVE VOICE	PASSIVE VOICE
Present Simple	He <i>drives</i> the car.	The car <i>is driven</i> by him.
Past Simple	He <i>drove</i> the car.	The car <i>was driven</i> by him.
Future Simple	He <i>will drive</i> the car.	The car <i>will be driven</i> by him.
Present Continuous	He <i>is driving</i> the car.	The car <i>is being driven</i> by him.
Past Continuous	He <i>was driving</i> the car.	The car <i>was being driven</i> by him.
Future with <i>Going to</i>	He <i>is going to drive</i> the car.	The car <i>is going to be driven</i> by him.
Present Perfect	He <i>has driven</i> the car.	The car <i>has been driven</i> by him.
Past Perfect	He <i>had driven</i> the car.	The car <i>had been driven</i> by him.
Have to/Has to	He <i>has to deliver</i> the car.	The car <i>has to be delivered</i> by him.
May/Might	He <i>might drive</i> the car.	The car <i>might be driven</i> by him.
Could/Should	He <i>could drive</i> the car.	The car <i>could be driven</i> by him.

- 1). Mike has played the piano since he was seven.._____
- 2). Tom is playing sports._____
- 3). Cindy bought a beautiful Golden necklace._____
- 4). The canary should sing a song in the summer._____
- 5). We cooked a delicious cake._____
- 6). Frank has smoked several cigars._____
- 7). Louis was reading the newspaper._____
- 8). Sam has played the violin for years._____
- 9). He broke the promise he made._____
- 10). Louise should deliver the pizza on time._____

4.3.4. Listening.

4.3.4. A. Listen to the active voice sentences and convert them to the passive voice. 🎧 Track (08)

- 1.- _____
- 2.- _____
- 3.- _____
- 4.- _____
- 5.- _____
- 6.- _____
- 7.- _____
- 8.- _____
- 9.- _____
- 10.- _____

4.3.5. Writing composition: The compound sentence and the independent marker.

Independent clause [;] **independent marker** [,] **independent clause** [.]

Examples of independent markers are the following: **therefore, moreover, thus, consequently, however, furthermore, nevertheless, however, also.**

Examples of compound sentences:

i). I saved money; therefore, I bought a brand new car.

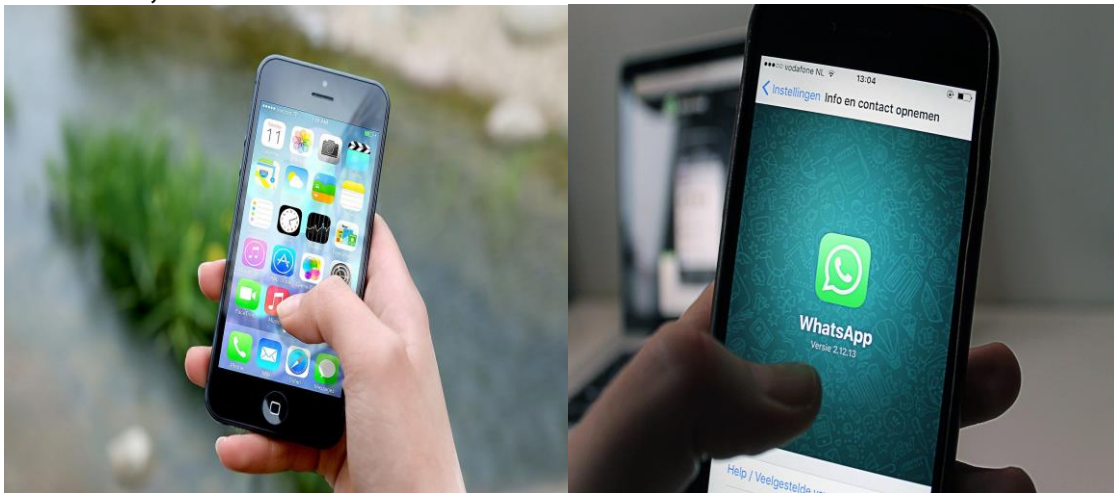
ii). Mary had gotten married; nevertheless, she got divorced.

4.3.5. A. Work in groups and write down ten compound sentences using independent markers.

- 1.- _____
- 2.- _____
- 3.- _____
- 4.- _____
- 5.- _____
- 6.- _____
- 7.- _____
- 8.- _____
- 9.- _____
- 10.- _____

4.3.6. Speaking.

4.3.6. A. Work in groups of three and act out a conversation: Talk about your communicating preferences, the way you use whatsapp and facebook; all of the programmes you employ; the time of your life you waste on unimportant things; how you think life will be in twenty years from now; etc.



QUOTES, SAYINGS AND PROVERBS

Nobody knows what the future will bring, but it's a good bet that there will be a delivery charge.  *Track (09)*

Tom Wilson

Paraphrase the quote and bring forth some of your past experiences and say how some of your past actions have affected your present which at the time was your future: _____

Core performance indicators:

As a learner I can:

Use the passive voice of verbs.

Infer from the past and foresee the future.

Use independent markers in compound sentences.

Reflect and analyse over the effects of Whatsapp and facebook.

SECTION 4

4.4. The romance of the forest.

4.4.1. Reading comprehension. Track (10)

4.4.1. A. Work in groups; underline the passive voice verbs. Then, listen to the audio, read aloud and check for good pronunciation.

Ann Radcliffe's novel *The Romance of the Forest* is a Gothic romance with a fairy tale ending. Distressed heroine Adeline is introduced as an unloved and unwanted orphan. As she is forced to run from those who would have her killed, Adeline meets and loses the love of her life. All is well at the end of the story, however, as Adeline learns she is indeed the daughter of a wealthy marquis. She uses her influence to save Theodore, her true love, from a death sentence, and the two are reunited and married at the conclusion of the novel.

La Motte "adopts" Adeline when he is told by some bandits he must either take her off their hands or die. La Motte, his family and Adeline take refuge in a deserted abbey because the La Mottes are running from creditors in Paris. The abbey is owned by the Marquis, who takes a liking to Adeline. He uses information against La Motte to ensure Adeline will be his. With the help of her true suitor, Theodore, Adeline runs away from the Marquis. When the Marquis sees the seal Adeline put on a letter to Theodore, he realizes she is his half niece. At this point the Marquis has Theodore thrown into jail for leaving his regiment of the army. The Marquis then attempts to convince La Motte to murder Adeline.

In the last section of the novel, Adeline learns her true identity. She is the daughter of the Marquis's half-brother, whom the Marquis paid to have killed. As a result, Adeline becomes the heiress of a large amount of money. At this point Adeline begs for a total pardon for Theodore. She also manages to have La Motte's sentence reduced from a death sentence to banishment. In the end of the novel Adeline and Theodore are married, and the two live happily.

4.4.2. Vocabulary: most common literary techniques.

4.4.2. A. Work in groups; match the numbers with the letters; then, write down an example of each literary device.

1. Imagery	5. Personification
2. Simile	6. Allegory
3. Metaphore	7. Irony
4. Hyperbole	8. Figurative language.

a. It is a figure of speech in which two essentially dissimilar objects or concepts are expressly compared with one another through the use of "like" or "as."	f. It is a figure of speech in which an idea or thing is given human attributes and/or feelings or is spoken of as if it were human.
b. A narration or description in which events, actions, characters, settings or objects represent specific abstractions or ideas	g. It is a figure of speech that makes a comparison between two unlike things without the use of "as" or "like".
c. It is a literary device in which contradictory statements or situations reveal a reality that is different from what appears to be true.	h) It is a figure of speech and literary device that creates heightened effect through deliberate exaggeration .
d. It is the use of figures of speech to be more effective, persuasive, and impactful; such as metaphors, similes, and allusions go beyond the literal meanings of the words to give readers new insights.	j. It is the use of figurative language to create visual representations of actions, objects and ideas in our mind in such a way that they appeal to our physical senses

4.4.3. Grammar: Conditional sentences with would, could, should, must, will be able to.

A conditional sentence is based on the word 'if'. There are always two parts in a conditional sentence: i) The "if" part for a possible situation, and the ii) part two for the cosequence of the condition stated in part one, example: If you jump(Condition), you´ll fall(Consequence).

4.4.3. A. Work in groups and write down ten sentences of your own. Use the modals above, as in the examples below.

- 1.- She would get a dog, if she had any space; but, she doesn´t.
- 2.- I could feel peaceful, if I had real police protection.
- 3.- Tom must get a passport, if he wants to travel to Canada.
- 4.- Laura bought a new car last year; but, she won´t be able to buy one this year.
- 5.- Respect should be practiced in the family, so, the unit would be more functional.
- 6.- If people saved money, they would be happier!
- 7.- One must give love before one expects it.
- 8.- When you are invited to a party, you must take presents with you.
- 9.- You mustn´t cross on a red light, if you don´t want to suffer the consequences .
- 10.- If a person wants to be healthy, he/she should not eat too much trhash food.

- 1.- _____
- 2.- _____
- 3.- _____
- 4.- _____
- 5.- _____
- 6.- _____
- 7.- _____
- 8.- _____
- 9.- _____
- 10.- _____

4.4.4. Listening comprehension. Track (11)

4.4.4. A. Listen to the audio and answer the questions. 

- 1.- What should you do in order to become a successful person? _____
- 2.- What shouldn´t you eat and drink? _____
- 3.- How could you get wealthier? _____
- 4.- If you would do these things for a short time, would you be able to become wealthier? _____
- 5.- What is the formula for success? _____
- 6.- What is it that almost nobody talks about? _____
- 7.- Who protects big investors, banks and insurance companies? _____
- 8.- Who protects big companies and corporations to stay alive? _____

4.4.5. Writing composition

Complex sentence with a dependent marker.

Dependent marker dependent clause [,] **Independent clause** [.]

Examples of dependent markers are as follows: **because, before, since, while, although, if, until, when, after, as, as if.**

Example: **Because doctors are concerned about the rising death rate from asthma, they have called for more research into its causes.**

4.4.5.A. Work in groups and join the two parts of the complex sentences.

1. As my food was too cold,	3. Whenever prices go down,	5. While his friends were talking,	7. If politicians steal the treasure,	9. If the ozone layer collapses,
2. After she noticed the lap was damaged,	4. Before my friends invited me,	6. Although he was poor,	8. You will get paid	10. While you are strong and healthy,

a. humanity will suffer.	c. he was reading a book.	e. I had decided not go go to the party.	g. customers buy more.	i. he was still living a happy life
b. you may do a lot of things.	d. until you finish your job.	f. citizens will suffer the consequences.	h. she returned it.	j. I refused to eat it.

4.4.6. Speaking.

4.4.6. A. Work in groups. Look at the pictures; use brainstorming; also, use the modals would, could, should, must, will be able to. Examples: i). I could not save money when I was young; but, now I can; maybe in the future I will be able to own a bank. ii). I should buy a car; but, I won't be able to afford it.



Durham, Joyce. [picasso.jpg](#).



Kolk, Melinda. [people-savings-and-loan-sidney.jpg](#). August 2015.

QUOTES, SAYINGS AND PROVERBS Track (12)

“Life is what you make of it. Always has been, always will be.”

What do you think? Expose your opinion _____

Core performance indicators:

As a learner I can:

Understand and use literary techniques.

Write conditional sentences.

Construct complex sentences, using dependent markers.

Branistorm on a topic using modals.

SECTION 5

4.5. How anxiety -- and hope -- can drive new product adoption

4.5.1. Reading comprehension. Track (13)

4.5.1. A. Read the article on marketing; find the passive voice forms and underline them; then, in a short text summarize it.

The study, forthcoming in the *Journal of Marketing*, is titled "Strong Anxiety Boosts New Product Adoption When Hope Is Also Strong" and is authored by Yu-Ting Lin, Deborah J. MacInnis, and Andreas B. Eisingerich.

New products offer consumers the opportunity to create positive outcomes that are congruent with the goals they hope to achieve. However, because they are new and untried, new products might also create anxiety about outcomes that are incongruent with consumers' goals. The research team demonstrates that strong anxiety about outcomes from a new product actually enhances (vs. weakens) consequential adoption intentions toward and actual adoption of that new product when hope is also strong. Lin explains that "We show that this effect occurs because strong hope and strong anxiety motivate individuals to engage in action planning -- that is, to contemplate actions that support the occurrence of hoped-for outcomes and actions that avoid the occurrence of anxiety-arousing ones." Action planning boosts new product adoption by enhancing consumers' perceived control over outcomes from new product adoption. These findings aid marketers in understanding how emotions like hope and anxiety can affect new product adoption. They also aid policymakers by suggesting that disclaimers that make consumers anxious about potentially negative outcomes from new product purchase or usage could encourage thoughtful processing in the form of action planning when hope is also strong.

Specifically, if market research reveals that consumers already have strong anxiety about outcomes from new product adoption, marketing communications should emphasize the product's relevance to the goals that consumers hope for, as opposed to downplaying consumers' anxiety about potential adverse outcomes. Conversely, if market research reveals that consumers have strong hope for the product but low anxiety, the results suggest that marketers might benefit by providing warning labels, disclaimers, and disclosures. Beyond encouraging new product adoption, such communications could also enhance product satisfaction. MacInnis adds, "In other words, to the extent that consumers consider goal-incongruent outcomes and plan for how they can be avoided, they may ultimately be more satisfied with the product than would consumers who never considered potential anxiety-evoking outcomes or engaged in action planning."

Relatedly, and from a public policy perspective, the findings suggest that disclosures or labels that evoke strong anxiety about goal-incongruent outcomes from new product use might encourage more thoughtful decision making when hope is also strong. Whereas marketers may be loath to use such disclaimers, this research suggests that when a new product evokes strong levels of hope, anxiety-inducing disclosures might not harm, and could potentially help, new product adoption.

American Marketing Association. (2020, August 12). How anxiety -- and hope -- can drive new product adoption. *ScienceDaily*. Retrieved March 30, 2021 from www.sciencedaily.com/releases/2020/08/200812094908.htm

Summary

Anxiety and hope make people _____

4.5.2. Vocabulary: synonyms

4.5.2. A. Work in groups and match the numbers with the letters; then, use the vocabulary for better comprehension of the reading.

1. outcomes	5. congruent	9. disclaimer	13. thoughtful	17. relatedly
2. achieve	6. however	10. relevance	14. labels	18. disclosure
3. enhances	7. findings	11. hope for	15. evoking	19. whereas
4. arousing	8. policymakers	12. warning	16. ultimately	20. loath

a. accomplish, attain.	F. results	k. even so, nonetheless.	p. legislators, politicians
b. heighten, raise.	g. congruous	l. revelation, disclosure	q. unwilling
c. advice, admonition	h. hope, expect.	m. discoveries, results.	r. pertinence, importance.
d. in the end, finally	i. paying attention, attentive	n. averse, reluctant.	s. marks, distinguishes
e. supposedly, allegedly	j. when in fac,in asmuch as	o. disavowal, denial	t. arousing, provoking

4.5.3. Grammar: factual conditional; If...

4.5.3. A. Work in groups; read and analyse the conditionals; then, write down five zero conditionals and five one conditionals.

Real conditional (Zero). It is used for scientific or empirical facts.

STRUCTURE: If+simple present(Condition)+simple present(Result).

The if clause and the result clause are both in the simple present tense. Examples:

i). If you jump(condition), you fall.(Result). ii). If you heat water above 100 degrees Celsius(Condition), it boils.(Result). Iii). If the sun goes down Condition),, it gets dark (Result).

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

Real conditional (One). It expresses a real probability that something will occur; if an action is taken.

STRUCTURE: If+simple present(Condition)+future tense(Result).

Examples: i). If you run, you will lose weight. li). If police does not protect citizens, criminals will take over.

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

4.5.4. Listening comprehension. Track (14)

4.5.4. A. Listen to the audio and complete with the missing words.

1. _____, you will become bitter and hopeless.
2. If you had not disputed with the judge, _____
3. If you work for many years, _____.
4. If you do a professional job at your workplace, _____.
5. _____, crime escalation would not have been so severe.
6. Mary's own words were cited by the plaintiff: "_____."
7. _____ caused a terrible traffic jam.
8. _____, she would not be facing such a disgusting situation.
9. _____ to the surprising alteration, they would not had arrived to such a situation of despair.
10. If you had respected the dog's space, _____.

4.5.5. Writing Composition

4.5.5. A. Write down twelve sentences in the present, simple past, future, and present perfect using periods, question marks and exclamation points.

Ex.: 1). I play cards at the casino, everyday. 2). Tom saved one million dollars last year!
3). Karen will have a baby in a week. 4). Have you ever travelled to Europe, Frank?

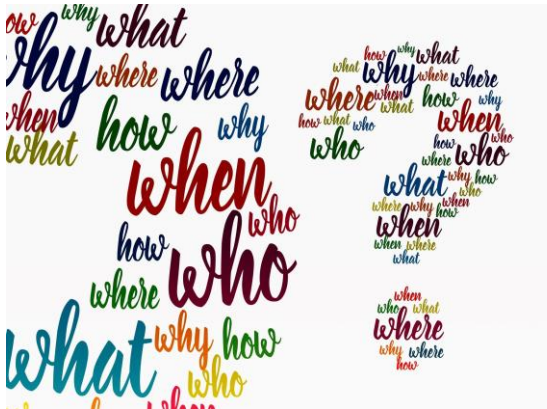
1
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4.5.6. Speaking.

4.5.6. A. Work in groups; brainstorm on scientific facts and ask and answer questions. Examples: i). Tom, what happens after you jump? R: After I jump, I fall.

li). What happens if you ask questions? R: I get answers.

What happens, if you heat ice? R: It melts.



QUOTES, SAYINGS AND PROVERBS

“We know not what is good until we have lost it.” 🎧 Track (15)

Name two things that you really regret having lost _____

Core performance indicators:

As a learner I can:

Use question words to ask for, and give information about other people.

Express my age, and ask about other people's age.

Infer meaning from pictures.

Pronounce word correctly.

SECTION 6

4.6. Mastery Test

4.6.1. Reading comprehension.

4.6.1. A. Read the text on the greek legend and answer the questions.

Antigone, in Greek [legend](#), the daughter born of the unwittingly incestuous union of [Oedipus](#) and his mother, [Jocasta](#). After her father blinded himself upon discovering that Jocasta was his mother and that, also unwittingly, he had slain his father, Antigone and her sister Ismene served as Oedipus' guides, following him from Thebes into exile until his death near Athens. Returning to Thebes, they attempted to [reconcile](#) their quarreling brothers—[Eteocles](#), who was defending the city and his crown, and [Polyneices](#), who was attacking Thebes. Both brothers, however, were killed, and their uncle [Creon](#) became king. After performing an elaborate funeral service for Eteocles, he forbade the removal of the corpse of Polyneices, condemning it to lie unburied, declaring him to have been a traitor. Antigone, moved by love for her brother and convinced of the injustice of the command, buried Polyneices secretly. For that she was ordered by Creon to be executed and was immured in a cave, where she hanged herself. Her beloved, Haemon, son of Creon, committed suicide. According to another version of the story, Creon gave Antigone to Haemon to kill, but he secretly married her and they had a son. When this son went to Thebes to compete in athletic contests, Creon recognized him and put him to death, whereupon his parents committed suicide.

Britannica, T. Editors of Encyclopaedia (2018, October 12). Antigone. Encyclopaedia Britannica. <https://www.britannica.com/topic/Antigone-Greek-mythology>

- 1.- Were Antinone´s parents realtives? R: _____
- 2.- Did the king marry his own mother? R: _____
- 3.- Who killed Oedipous father? R: _____
- 4.- Where did Oedipus die? R: _____
- 5.- Who became king after polyneices and Eteocles died? R: _____
- 6.- Who forbade the buriel of Polyneices and why? R: _____
- 7.- Did Antigone bury her brother publicly? R: _____
- 8.- What happened to the son of the king? R: _____
- 9.- How did Antigone die? _____
- 10.- What does a different version of the story say about the king´s son and Antigone? R: _____

4.6.2. Vocabulary .

4.6.2. A. Read the charts and match the synonyms.

1. Growth	5. Overstate.	9. Argue.	13. Evoking.	17. Susceptible.
2. Household.	6. Painfull .	10. Worldwide.	14. Relevance.	18. Riddle.
3. Advance.	7. Provoke.	11. Achieve.	15. Advice.	19. Climate.
4. Increase	8. Paradox.	12. Findings.	16. Significant.	20. Victory.

a. Promote.	f. Contradiction.	k. Excite.	p. Debate.
b. Augmentation.	g. Home.	l. Global.	q. Warning.
c. Magnify.	h. Expand.	m. Attain.	r. Enigma, puzzle.
d. Important.	i. Afflictive.	n. Arousing.	s. Temperature.
e. Importance.	j. Discoveries, results.	o. Vulnerable.	t. Triumph.

4.6.3. Grammar.

4.6.3. A. Read the sentence and complete or underline the proper forms.

1. They **have never gone / never went to** Europe.
2. They **have seen forgotten/ saw** a sunset.
3. Sam (has/have) been selling antiques (for/since) last year.
4. She (has/have) been commuting on the subway (since/for) years.
5. We cooked a delicious cake(turn into passive)._____
6. Frank has smoked several cigars.(turn into passive)._____
7. If you expect love, you must_____. (Complete the conditional).
8. If you are invited to a party, you must _____. (Complete the conditional.
9. If you heat water above 100 degrees Celsius(Condition),_____ (Write down the result).
10. If the sun rises Condition),_____ (Write down the result).
11. If I were a millionaire,_____ you would by an airplane.(Complete the conditional).
12. If Mary had the time She _____go to the university.
13. Mike has lived in New York city_____(since/for) 2010.(fill in with the proper word).
14. Tom_____ music for hours.(listen) (Use present perfect continuous).
15. Mike _____ homework for hours.(do). (Use present perfect continuous).

4.6.4. Listening comprehension. Track (16)

4.6.4. A. Listen to the audio and answer the questions.

- 1.- How can one be a successful person? _____
- 2.- What should one eat and drink? _____
- 3.- What should one do to become rich? _____
- 4.- If you would do these things for a short time, would you be able to become wealthier? _____
- 5.- What is the formula to success? _____
- 6.- What is it that almost nobody talks about? _____
- 7.- How are big investors, banks and insurance companies protected ? _____
- 8.- Who protects big companies and corporations to stay alive? _____
- 9.- Do small companies survive crisis? _____
- 10.- Name five of the secrets for becoming more successful that you will adopt. _____

4.6.5. Writing Composition

4.6.5. A. Write down five compound sentences using a semicolon as in the example: Mike is a teacher; he has been teaching at a university since 2015 ; **five compound sentences using an independent mark as in the example:** Mike has worked in Colombia, but he has not saved any money yet. **and five complex sentences using a dependent marker as in the examples:** 1. As my food was too cold, I refused to eat it. 2. Whenever prices go down, customers buy more.

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10
11
12
13
14
15

4.6.6. Speaking. (20 points)

4.6.6. A. Work in groups of three and act out a conversation. Each student will ask five questions to a partner, and will answer five questions from a partner, in turn: Talk about your communicating preferences, the way you use whatsapp and facebook; all of the programmes you employ; the time of your life you waste on unimportant things; how you think life will be in twenty years from now; etc.



de [Tracy Le Blanc](#) en [Pexels](#)



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PERFORMANCE

Fantastic (90-100) ___ Great (70-89) ___ Average (50-69) ___ Poor (20-49) ___ Terrible (0-19) ___

MODULE 5

Sections 1-6

Mind, Brain, and Body



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CONTENTS

VOCABULARY	GRAMMAR
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Synonyms 2	May, might, must, can, could, would review
Synonyms 3	Had better/had better not
Synonyms 4	Past perfect and past perfect continuous
Synonyms 5	Future in the past/was going to/were going to

LITERACY COMPETENCIES

SPEAKING <i>Students will be able to:</i>	READING <i>Students will be able to:</i>
Create and suggest possible solutions.	Use synonyms for better comprehension.
Talk about health problems and solutions.	Comprehend an article about psychiatry
Use modals appropriately.	Read and understand an audio on the effects on caffeine on the brain.
Exercise imagination and creativity in speaking.	Read an article about how memories form and fade.
Discuss over the power of creativity and imagination.	Read and understand an article on bipolar disorder and depression.
WRITING <i>Students will be able to:</i>	LISTENING <i>Students will be able to:</i>
Choose verb tense properly.	Listen to an audio about addiction.
Use commas after introductory clauses.	Listen to an audio about the brain and exercise
Use the semicolon.	Understand an article about petting dogs.
Use had better/had better not properly.	Listen to an audio about stress management.
Use quotation marks in writing.	Listen to an audio about creative thinking.
Use the hyphen.	Listen to an audio and answer questions.
Write down summaries.	

5.1.2. Vocabulary.

5.1.2. A. Work in groups and match the synonyms. Then, write down five independent clauses.

1. pasture	5. damage	9. deserve	13. collapse	17. pipe
2. occur	6. pursue	10. estimate	14. dispute	18. pathway
3. regardless	7. diagnosis	11. target	15. length	19. major
4. due to	8. autism	12. role	16. synapse	20. depression

a. merit.	f. melancholy	k. plants, grass, etc.,	p. chase go after
b. play the flute	g. happen	l. injure	q. asses
c. objective.	h. by reason of	m. fall	r. argue
d. nonobservant	i. pronouncement	n. longitude	s. passage
e. self-observer	j. part	o. neuron connection	t. dominant

5.1.3. Grammar: present perfect and past perfect.

5.1.3. A. Read and choose the correct forms from the parenthesis.

Both present perfect and past perfect talk about something that happened before a point in time (reference point).

i). In the **present perfect**, our reference point is the **present**.

Example: I have worked for a University for five years.(The action started five years ago; but, contiunes into the present.)

ii). In the **past perfect**, our reference point is in the **past**.

Example: I had read the book five times before I could undestand it. (An action that happened before a time in the past.)

1. She (Has not /didn't) listened to her council.
2. Tom (had / has) tried with different combinations before he could succed.
3. Susan (has/had) gone to Europe since 2017.
4. By the end of last Month, Peter (had/has) travelled across the whole State.
5. I (had/has) won three hundred thousand dollars, before I could by my house.
6. Sussy failed the test becuse she (has't/hadn't) studied.
7. The General (hadn't/hasn't) understood his ocupation until he read *The art of War*.
8. (Have/had) they ever ran forty miles?
9. Liz (hadn't/hasn't) answered the questions because she cuould not listen well.
10. (Have/had) you ever done this before?

5.1.4. Listening comprehension.

5.1.4. A. Listen and answer the questions about the article. 🎧 Track (02).

- 1.- What percentage of cocaine consumers become addicted to it? _____
- 2.- Which is the neuro-transmitter that causes addiction? _____
- 3.- What percentage of cocaine and opioids consumers get addicted ? _____
- 4.- What is the definition of addiction? _____
- 5.- What is common to all drugs? _____
- 6.- How does serotonin act? _____
- 7.- What percentage of alcohol consumers become addicted ? _____
- 8.- According to the experiment, what defines addiction ? _____
- 9.- What happens in the absence of serotonin? _____
- 10.- What happened when mice self-administered cocaine and later were given electro-shocks? _____

Université de Genève. (2021, September 9). How serotonin curbs cocaine addiction. *ScienceDaily*. Retrieved November 20, 2021 from www.sciencedaily.com/releases/2021/09/210909141233.htm

5.1.5. Writing composition. Commas After Introductory Clauses.

Introductory clauses are dependent clauses that provide background information or "set the stage" for the main part of the sentence, the independent clause. For example: *If they want to win*, athletes must exercise every day.

(introductory dependent clause, main clause)

Because Smokey kept barking insistently, we threw the ball for him.

(introductory dependent clause, main clause)

Introductory clauses start with adverbs like *because, before, if, since, though, until, when, after, although, as, nonetheless, etc.*

5.1.5. A. Work in groups. Write down ten more examples of introductory clauses. Use a dependent clause and an independent one, placing the comma after the introductory clause.

- i). _____
- ii). _____
- iii). _____
- iv). _____
- v). _____
- vi). _____
- vii). _____
- viii). _____
- ix). _____
- x). _____

5.1.6. Speaking.

5.1.6. A. Look at the pictures and talk about the health problems people face; suggest solutions, and use conditionals. Ex.: If I had money, I would... If I were rich, I would... If I listen, I will... If science ... Etc.



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QUOTES, SAYINGS AND PROVERBS

No man has a good enough memory to make a successful liar.

Abraham Lincoln 🎧 Track (03)

Paraphrase the saying: _____

Performance indicators:

As a learner I can:

- Use synonyms for better comprehension.
- Choose verb tense properly.
- Create and suggest possible solutions.
- Use commas after introductory clauses.

SECTION 2

5.2. Caffeine boosts problem-solving ability but not creativity, study indicates

5.2.1. Reading comprehension. Track (04)

5.2.1. A. Work in groups read and analyse the article; use the vocabulary section for better comprehension. Then, write down a summary.

Caffeine increases the ability to focus and problem solve, but a new study by a University of Arkansas researcher indicates it doesn't stimulate creativity.

"In Western cultures, caffeine is stereotypically associated with creative occupations and lifestyles, from writers and their coffee to programmers and their energy drinks, and there's more than a kernel of truth to these stereotypes," wrote Darya Zabelina, assistant professor of psychology and first author of the study recently published in the journal *Consciousness and Cognition*.

While the cognitive benefits of caffeine -- increased alertness, improved vigilance, enhanced focus and improved motor performance -- are well established, she said, the stimulant's affect on creativity is less known.

In the paper, Zabelina differentiates "convergent" from "divergent" thinking. The former is defined as seeking a specific solution to a problem, for example, the "correct" answer. The latter is characterized by idea generation where a large set of apt, novel or interesting responses would be suitable. Caffeine was shown to improve convergent thinking in the study, while consuming it had no significant impact on divergent thinking.

For the study, 80 volunteers were randomly given either a 200mg caffeine pill, equivalent to one strong cup of coffee, or a placebo. They were then tested on standard measures of convergent and divergent thinking, working memory and mood. In addition to the results on creativity, caffeine did not significantly affect working memory, but test subjects who took it did report feeling less sad.

"The 200mg enhanced problem solving significantly, but had no effect on creative thinking," said Zabelina. "It also didn't make it worse, so keep drinking your coffee; it won't interfere with these abilities."

University of Arkansas. (2020, March 5). Caffeine boosts problem-solving ability but not creativity, study indicates: While the drug is known to increase focus, alertness and motor skills, its effect on creative thinking had not been studied previously. *ScienceDaily*. Retrieved March 30, 2021 from www.sciencedaily.com/releases/2020/03/200305135050.htm

Summary

Explain with your own words the difference between convergent thinking and divergent thinking : _____

5.2.2. Vocabulary: synonyms.

5.2.2. A. Work in groups and match the synonyms. Then, write down five sentences.

1. Boost.	5. Creativity.	9. Enhance.	13. Kernel.	17. Divergent.
2. Consciousness.	6. Vigilance.	10. Pill.	14. Suitable.	18. Randomly.
3. Advice.	7. Provoke.	11. Mood.	15. Achieve.	19. Enigma.
4. Cognition.	8. Convergent.	12. Working memory	16. Former.	20. Overstate.

a. Alertness.	f. Raise.	k. Recommendation.	p. Comprehension.
b. Merging.	g. Advance.	l. Originality.	q. Watchfulness.
c. Substance.	h. Pertinent.	m. Tablet.	r. Augment.
d. Dissimilar.	i. Attain.	n. Previous.	s. Aimlessly.
e. Overemphasize.	j. Mystification.	o. Temper.	t. Acting memory.

5.2.3. Grammar: may/may not, might/might not, must/must not, can/can't, could/couldn't, would/wouldn't, should/shouldn't

5.2.3. A. Read and choose the correct forms from the parenthesis.

1. She (may not /must not) smoke inside the bus.
2. Fred (should/ could) buy a new car; the one he has now is too old.
3. Britney (can not/would not) help people for money; she'd do it for love.
4. Ronny (might not/could not) finish school this year; he failed Math.
5. She (must/may) pay the rent; otherwise, she will be evicted.
6. We (may not/could not) pass the test; it is too difficult.
7. Sophy (must / may) take driving classes; she wants to get a driver's license.
8. Tim (would not /could not) listen; he is too stubborn.
9. We (might not/must not) offend if we want to get the respect of others.
10. (Should/would) I leave now?
11. Tom (must/could) pay his traffic tickets; otherwise, he will be arrested.
12. The sky is cloudy, it (might/should) rain later.
13. She (mustn't/shouldn't) steal; or else, she will be put in prison.
14. I (wouldn't/couldn't) get into that freezing water, if I were you!
15. She (may not/could not) be able to attend the meeting; she is too far and it is getting late.

5.2.4. Listening comprehension. Track (05)

5.2.4. A. Listen to the audio and answer the questions.

1. What did the researchers of the Universities of Irvine,, Ca., and Tsukuba, Japan find about the effects of light workouts on the brain? R:
2. Waht did the researchers find after a brief time of exercise with the use high-resolution functional magnetic resonance imaging in the experiment? R:
3. What does the leader of the Project say about the Hippocampus? R:
4. What is the effect of yoga on memory? R:
5. Do the elderly need to follow a special exercise programme? R:

University of California - Irvine. (2018, September 24). Even mild physical activity immediately improves memory function: Now you just need to remember to exercise!. *ScienceDaily*. Retrieved November 23, 2021 from www.sciencedaily.com/releases/2018/09/180924153424.htm

5.2.5. Writing composition: the semicolon and conjunctive adverbs to join two independent clause.

One can use a semicolon when one joins two independent clauses together with one of the following conjunctive adverbs (adverbs that join independent clauses): however, moreover, therefore, consequently, otherwise, nevertheless, thus, etc. For example: i). She has gone to France several times; moreover, she has lived in Germany. ii). It snowed th whole afternoon; however, people were moving around happyly.

5.2.5. A. Write down ten examples using the semicolon with compound sentences with conjunctive adverbs.

- 1.- _____
- 2.- _____
- 3.- _____
- 4.- _____
- 5.- _____
- 6.- _____
- 7.- _____
- 8.- _____
- 9.- _____
- 10.- _____

5.2.6. Speaking.

5.2.6. A. Work in groups. Brainstorm on ideas about exercise, sports that you practice, the sports people practice in your city; the health problems people suffer, the particular needs of the city: parks, swimming pools, soccer fields, etc. Use modal verbs in the conversation. Example: I have to go on a diet; I am too fat. I must eat a lot of fruits and vegetables because I eat greasy food and trash food. I would like to practice mountain biking; so, I will have to buy a good bicycle.



QUOTES, SAYINGS AND PROVERBS

Do not be like the cat who wanted a fish but was afraid to get his paws wet.

William Shakespeare 🎧 *Track (06)*

How does this saying relates to failure and success? Explain: _____

Performance indicators:

As a learner I can:

- Use synonyms for comprehension.
- Use modals appropriately.
- Use the semicolon and conjunctive adverbs to join clauses.
- Brainstorm on ideas about exercise.

SECTION 3

5.3. Brain activity intensity drives need for sleep

5.3.1. Reading comprehension. Track (07)

5.3.1. A. Work in groups read and analyse the article; use the vocabulary section for better comprehension. Then, write down a summary.

The intensity of brain activity during the day, notwithstanding how long we've been awake, appears to increase our need for sleep, according to a new UCL study in zebrafish.

The research, published in *Neuron*, found a gene that responds to brain activity in order to coordinate the need for sleep. It helps shed new light on how sleep is regulated in the brain. "There are two systems regulating sleep: the circadian and homeostatic systems. We understand the circadian system pretty well -- our built-in 24-hour clock that times our biological rhythms, including sleep cycles, and we know where in the brain this rhythm is generated," explained lead author Dr Jason Rihel (UCL Cell & Developmental Biology). "But the homeostatic system, which causes us to feel increasingly tired after a very long day or sleepless night, is not well understood. What we've found is that it appears to be driven not just by how long you've been awake for, but how intensive your brain activity has been since you last slept." To understand what processes in the brain drive homeostatic sleep regulation -- independent of time of day -- the research team studied zebrafish larvae. Zebrafish are commonly used in biomedical research, partly due to their near-transparent bodies that facilitate imaging, in addition to similarities to humans such as sleeping every night. The researchers facilitated an increase in brain activity of the zebrafish using various stimulants including caffeine. Those zebrafish which had drug-induced increased brain activity slept for longer after the drugs had worn off, confirming that the increase in brain activity contributed to a greater need for sleep. The researchers found that one specific area of the zebrafish brain was central to the effect on sleep pressure: a brain area that is comparable to a human brain area found in the hypothalamus, known to be active during sleep. In the zebrafish brain area, one specific brain signalling molecule called galanin was particularly active during recovery sleep, but did not play as big a role in regular overnight sleep. To confirm that the drug-induced findings were relevant to actual sleep deprivation, the researchers conducted a test where they kept the young zebrafish awake all night on a 'treadmill' where the fish were shown moving stripes -- by imitating fast-flowing water, this gives the fish the impression that they need to keep swimming. The zebrafish that were kept awake slept more the next day, and their brains showed an increase in galanin activity during recovery sleep. The findings suggest that galanin neurons may be tracking total brain activity, but further research is needed to clarify how they detect what's going on across the whole brain. The researchers say their finding that excess brain activity can increase the need for sleep might explain why people often feel exhausted after a seizure. "Our findings may also shed light on how some animals can avoid sleep under certain conditions such as starvation or mating season -- it may be that their brains are able to minimise brain activity to limit the need for sleep," said the study's first author, Dr Sabine Reichert (UCL Cell & Developmental Biology). The researchers say that by discovering a gene that plays a central role in homeostatic sleep regulation, their findings may help to understand sleep disorders and conditions that impair sleep, such as Alzheimer's disease. "We may have identified a good drug target for sleep disorders, as it may be possible to develop therapies that act on galanin," added Dr Reichert.

University College London. (2019, September 16). Brain activity intensity drives need for sleep. *ScienceDaily*. Retrieved October 9, 2019 from www.sciencedaily.com/releases/2019/09/190916110556.htm

Summar

Explain how intense brain activity induces the need to sleep: _____

5.3.2. Vocabulary: synonyms.

5.3.2. A. Work in groups and match the synonyms. Then, write down five independent clauses.

1. Notwithstanding.	5. Regulate.	9. Circadian.	13. Homostasis..	17. Impair.
2. Therapy.	6. Findings.	10. Seizure.	14. Track.	18. Minimise.
3. Wear off.	7. Overnight.	11. Actual.	15. Starvation.	19. Mating season.
4. Defend.	8. Toss	12. Hit.	16. Throw.	20. Considerable.

a. Adjust.	f. Cure.	k. Dissapear.	p. Guard against.
b. Nonetheless.	g. Conclusions.	l. Travel.	q. Equilibrium.
c. Procreating season.	h. Pitch.	m. Punch.	r. Inanition.
d. Extensive.	i. Reduce.	n. Convulsion.	s. Damage.
e. Existing at the present.	j. Launch.	o. Periodic.	t. To follow the tracks.

5.3.3. Grammar: had better/had better not; should and shouldn't.

5.3.3. A. Read the examples; then, write ten examples of your own:

Had better (’d better)/had better not (’d better not) and should and shouldn’t have a similar meaning; nevertheless, *had better and had better not* have a stronger connotation, *You’d better give me my money* is like a warning of danger; you *should* give me my money is more of a piece of advice.: i). I’d better not get involved in that affair; ii). She’d better not cross the line, or, she will get arrested; iii). You’d better tell her the truth; iv). I’d better get home on time; v). We’d better leave; vi). You’d better keep your mouth shut. Vii) People should not smoke; viii). She should call the police; ix). You should listen to your parents; x). You should read more.

1

2

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9

10

5.3.4. Listening comprehension.

5.3.4. A. Listen to the audio and answer the questions.  Track (08)

1. How does petting dogs help people in dealing with stress? R: _____

2. What does Patricia Pendry, an associate professor, say concerning the efficacy of traditional stress management approaches compared to dog petting? R: _____

3. What are the characteristics of traditional stress management programmes? R: _____

4. How does human-animal interaction help people? R: _____

5. What abilities do human-animal interaction inhance in students? R: _____

Washington State University. (2021, May 12). Petting therapy dogs enhances thinking skills of stressed college students. *ScienceDaily*. Retrieved November 21, 2021 from www.sciencedaily.com/releases/2021/05/210512083409.htm

5.3.5. Writing composition: quotation marks.

i). Direct quotations involve incorporating another person's exact words into your own writing.

ii). Indirect quotations are not exact wordings but rather rephrasings or summaries of another person's words. In this case, it is not necessary to use quotation marks.

1. Quotation marks always come in pairs. Do not open a quotation and fail to close it at the end of the quoted material.

2. Capitalize the first letter of a direct quote when the quoted material is a complete sentence.

Tom Sanders, who is a loving father, said, "The alien spaceship appeared right before my own two eyes."

3. Do not use a capital letter when the quoted material is a fragment or only a piece of the original material's complete sentence.

Although Tom Sanders has had a lot of children, he said that children are a great responsibility and "it sure takes a lot of dedication" when it comes to raising a happy and strong family.

4. If a direct quotation is interrupted mid-sentence, do not capitalize the second part of the quotation.

"I haven't been to this place," Tom Sanders said, "but I am glad I am here now."

5.3.5. A. Use the quotation marks in the following sentences, according to the rules above.

1. Mary is trying hard in school this semester, her father said.

2. No, Pit answered, I cannot lend you the money.

3. I think, Frank remarked, that the best time of year to visit *Guadalajara* is in the spring.

4. My brother told me that I am an incredible and amazing person.

5. She asked, Is *Yoga* a discipline you practice regularly?

6. Frank's story was inspired on the song, *Have you seen her*.

7. When did Roosevelt say, We have nothing to fear but fear itself ?

8. Yesterday, Lynn said, Tomorrow I'll give you your money back t

9. Can you believe, Tom asked me, that it has been almost five years since we've seen each other?

10. *Pedro Paramo* was, I believe, *Juan Rulfo's* best novel.

11. Certainly, Mr. Johnson said, I shall explain the whole situation.

12. He told him, You should think things over before you act.

13. I don't believe, Laura argued, in anything you are saying. .

14. Of course, Sara answered, I know exactly how to get there.

15. The old chinese saying says, The journey of a thousand miles begin with a single step.

5.3.6. Speaking.

5.3.6. A. Work in groups. Brainstorm on topics such as the universe, our planet, society, nature, the macrocosms and the microcosms; talk about ways in which you would like to change the world; nature, society, family, your body, your mind, etc.



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QUOTES, SAYINGS AND PROVERBS

Better three hours too soon than a minute too late.

William Shakespeare 🎧 *Track (09)*

Do you agree with the saying? If, so, why do you think it is so relevant.: _____

Performance indicators:

As a learner I can:

Use had better and had better not properly.

Use quotation marks in writing.

Listen to and understand an audio about stress management.

Develop and exercise imagination and creativity in speaking.

SECTION 4

5.4. How memories form and fade

5.4.1. Reading comprehension. Track (10)

5.4.1. A. Work in groups read and analyse the article; use the vocabulary section for better comprehension. Then, underline the passive voice verbs

Using mouse models, Caltech researchers have now determined that strong, stable memories are encoded by "teams" of neurons all firing in synchrony, providing redundancy that enables these memories to persist over time. The research has implications for understanding how memory might be affected after brain damage, such as by strokes or Alzheimer's disease. The work was done in the laboratory of Carlos Lois, research professor of biology, and is described in a paper that appears in the August 23 of the journal Science. Lois is also an affiliated faculty member of the Tianqiao and Chrissy Chen Institute for Neuroscience at Caltech. Led by postdoctoral scholar Walter Gonzalez, the team developed a test to examine mice's neural activity as they learn about and remember a new place. In the test, a mouse was placed in a straight enclosure, about 5 feet long with white walls. Unique symbols marked different locations along the walls -- for example, a bold plus sign near the right-most end and an angled slash near the center. Sugar water (a treat for mice) was placed at either end of the track. While the mouse explored, the researchers measured the activity of specific neurons in the mouse hippocampus (the region of the brain where new memories are formed) that are known to encode for places. When an animal was initially placed in the track, it was unsure of what to do and wandered left and right until it came across the sugar water. In these cases, single neurons were activated when the mouse took notice of a symbol on the wall. But over multiple experiences with the track, the mouse became familiar with it and remembered the locations of the sugar. As the mouse became more familiar, more and more neurons were activated in synchrony by seeing each symbol on the wall. Essentially, the mouse was recognizing where it was with respect to each unique symbol. To study how memories fade over time, the researchers then withheld the mice from the track for up to 20 days. Upon returning to the track after this break, mice that had formed strong memories encoded by higher numbers of neurons remembered the task quickly. Even though some neurons showed different activity, the mouse's memory of the track was clearly identifiable when analyzing the activity of large groups of neurons. In other words, using groups of neurons enables the brain to have redundancy and still recall memories even if some of the original neurons fall silent or are damaged. Gonzalez explains: "Imagine you have a long and complicated story to tell. In order to preserve the story, you could tell it to five of your friends and then occasionally get together with all of them to re-tell the story and help each other fill in any gaps that an individual had forgotten. Additionally, each time you re-tell the story, you could bring new friends to learn and therefore help preserve it and strengthen the memory. In an analogous way, your own neurons help each other out to encode memories that will persist over time." Memory is so fundamental to human behavior that any impairment to memory can severely impact our daily life. Memory loss that occurs as part of normal aging can be a significant handicap for senior citizens. Moreover, memory loss caused by several diseases, most notably Alzheimer's, has devastating consequences that can interfere with the most basic routines including recognizing relatives or remembering the way back home. This work suggests that memories might fade more rapidly as we age because a memory is encoded by fewer neurons, and if any of these neurons fail, the memory is lost. The study suggests that one day, designing treatments that could boost the recruitment of a higher number of neurons to encode a memory could help prevent memory loss. "For years, people have known that the more you practice an action, the better chance that you will remember it later," says Lois. "We now think that this is likely, because the more you practice an action, the higher the number of neurons that are encoding the action. The conventional theories about memory storage postulate that making a memory more stable requires the strengthening of the connections to an individual neuron. Our results suggest that increasing the number of neurons that encode the same memory enables the memory to persist for longer." The paper is titled "Persistence of neuronal representations through time and damage in the hippocampus." In addition to Gonzalez and Lois, co-authors are undergraduate Hanwen Zhang and former lab technician Anna Harutyunyan... www.sciencedaily.com/releases/2019/08/190823140729.htm

5.4.2. Vocabulary.

5.4.2. A. Work in groups and match the synonyms. Then, write five ten independent clauses.

1. Sensuality.	5. Fair.	9. Redundancy.	13. Take notice.	17. Preserve.
2. Passion.	6. Wisdom.	10. Strokes.	14. Fade.	18. Senior.
3. Encoded	7. Ignorance.	11. Scholar.	15. Task.	19. Handicap.
4. Synchrony.	8. Intrigue.	12. Slashed.	16. Weird.	20. Age.

a. Make secret.	f. Voluptuosness.	k. Overabundance.	p. Respectable.
b. Synchrony.	g. Blows.	l. Observe.	q. Machination.
c. Work.	h. Intellectual.	m. Disappear.	r. Vehemence.
d. Eccentric.	i. Lacerate.	n. Protect.	s. Foresight.
e. Disability.	j. Maturity.	o. Elder.	t. Illiteracy.

5.4.3. Grammar: past perfect and past perfect continuous.

5.4.3. A. Read and complete the sentences with the words in parenthesis.

1. The **past perfect** tense states a past action, already finished when another past action happened; Example: *I met them **after they had divorced.** (past perfect)*

The **past perfect continuous** tense describes a past action which started in the past and continued to happen after another action in the past. Example: *Sara **had been working** here **for two weeks** when she had the accident. (past perfect continuous)*

2. The **past perfect** tense shows the result of an activity in the past; In contrast, the **past perfect continuous** tense emphasizes the duration of an activity in the past.

Examples: i). *I **had been** to London **twice** by the time I got a job in New York. (past perfect)* ii). *Richard needed a holiday because he **had been working** hard for six months. (past perfect continuous)*

3. The **past perfect** tense shows two events in the past that are linked, while the **past perfect continuous** tense shows the cause of a past action. Example: i). *I **couldn't** take my flight because I **had forgotten** my **boarding pass.** (past perfect)* ii). *I **had been travelling** all night, so I was **tired.** (past perfect continuous)*

- I had to leave early. I all day long. (work)
- I left the house a week ago because very ill for days.(feel)
- I moved to another city. I a good job for quite a while.(not have)
- The streets were blocked by the traffic police. It all night. (snow)
- They got to the airport after they their old chevy for hours.(drive)
- She was really angry, she to get rid of his presence. (decide)
- Her Life was great. Shewith the love of her life for years.(live)
- He was really thirsty . he in the desert for two days. (get lost)
- Tom didn't pass the test because..... that he had only a day to prepare for it. (forget)
- The book wasn't sent to the editorial because the author.....to pay for it.(forget)

5.4.4. Listening comprehension.

5.4.4. A. Listen and choose true or false.  Track (11)

1). Lecture-based teaching fosters student's creativity.	True	False
2). Activity-based learning helps students creativity.	True	False
3). Students that use technologies in teams settings become more creative.	True	False
4). Students that use technology in teams are able to come up with solutions.	True	False
5). The MU does not have resources to help teachers redesign their courses.	True	False
6). Creative-thinking people won't help in the improvement of society.	True	False
7). Creativity will lead to better innovators, entrepreneurs and businessmen.	True	False
8). Jahnke said that universities don't need to create creativly-thinking student	True	False
9). According to the article,teachers in universities must be good at technolog	True	False
10). History students developed an application that teaches users history.	True	False

University of Missouri-Columbia. (2020, February 24). Technology in higher education: learning with it instead of from it. *ScienceDaily*. Retrieved November 21, 2021 from www.sciencedaily.com/releases/2020/02/2020224131123.htm

5.4.5. Writing composition: the hyphen.

5.4.5. A. Work in groups.

1. We use a hyphen to join two or more words serving as a single adjective before a noun: a one-way Street, chocolate-covered peanuts, well-known author
2. We use a hyphen with compound numbers: sixty-six, seventy-three, Our much-debated book was a great success.
3. We use a hyphen with some prefixes, like re-, ex-, self-, all-; with the suffix -elect; between a prefix and a capitalized word; and with figures or letters: re-sign, ex-husband, self-assured, mid-September, all-inclusive, mayor-elect, anti-American, T-shirt, pre-Civil War, mid-1980s

5.4.6. Speaking.

5.4.6. A. Work in groups. Discuss over the power of imagination, innovation and creativity; on how they can change the life of a person, a family, a community, a city, a nation, or the world.



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Foto de Kindel Media en Pexels

QUOTES, SAYINGS AND PROVERBS

Imagination is more important than knowledge.

Albert Einstein

 Track (12)

Do you agree with Albert Einstein? Why yes, or why not? Explain: _____

Performance indicators:

As a learner I can:

Discuss over the power of creativity and innovation.
Use the hyphen.
Use the past perfect and the past perfect continuous.
Listen to an audio about creative thinking.

SECTION 5

5.5. Brain scans could distinguish bipolar from depression

Looking inside the brain to distinguish bipolar from depression

5.5.1. Reading comprehension. Track (13)

5.5.1. A. Work in groups read and analyse the article; use the vocabulary section for better comprehension. Then, write down a summary.

New research has found that neurons deep inside the brain could hold the key to accurately diagnosing bipolar disorder and depression.

The research team used sophisticated MRI scanning to see how the amygdala -- a set of neurons that play a key role in processing emotions -- reacts as a patient processes facial expressions such as anger, fear, sadness, disgust and happiness. The research showed that this key structure within the brain responds differently depending on whether the person has bipolar disorder or depression. In people with bipolar disorder, the left side of the amygdala is less active and less connected with other parts of the brain than in people with depression. The findings from this study had 80% accuracy in making this distinction. Lead researcher Dr Mayuresh Korgaonkar from the Westmead Institute for Medical Research and the University of Sydney said these differences could potentially be used in the future to differentiate bipolar disorder from depressive disorders. "Mental illness, particularly bipolar disorder and depression, can be difficult to diagnose as many conditions have similar symptoms," Dr Korgaonkar said. "These two illness are virtually identical except that in bipolar individuals also experience mania. "This means distinguishing them can be difficult and presents a major clinical challenge as treatment varies considerably depending on the primary diagnosis. "The wrong diagnosis can be dangerous, leading to poor social and economic outcomes for the patient as they undergo treatment for a completely different disorder. "Identifying brain markers that could reliably tell them apart would have immense clinical benefit. "Such a marker could help us better understand both these disorders, identify risk factors for developing these disorders, and potentially enable clear diagnosis from early onset," Dr Korgaonkar said. Approximately 60% of patients with bipolar disorder are initially misdiagnosed as major depressive disorder. Alarming, it can take up to a decade for these patients to be accurately diagnosed with bipolar disorder. Bipolar disorder often first presents in the depressive phase of the illness and bipolar depression is similar to major depression in terms of clinical symptoms. Emotion processing is a core problem underlying both these disorders. Dr Korgaonkar and his team are now running phase 2 of this study, which aims to further characterise these identified markers in a larger cohort of patients.

Westmead Institute for Medical Research. (2018, September 4). Brain scans could distinguish bipolar from depression: Looking inside the brain to distinguish bipolar from depression. *ScienceDaily*. Retrieved October 9, 2019 from www.sciencedaily.com/releases/2018/09/180904093747.htm

Summary

Economic growth is important because: _____

5.5.2. Vocabulary.

5.5.2. A. Work in groups and match the synonyms. Then, write down five independent clauses.

1. Push	5. Contaminate.	9.Heat.	13. Underlie.	17. Bipolar.
2. Anger.	6. Fear.	10. Sadness.	14. Deep.	18. Sophisticated.
3. Accuracy.	7. Mania.	11. Immense.	15. Undergo.	19. Phase.
4. Core.	8. Further.	12. Core..	16. Characterise.	20. Factor.

a. Component.	f. Press against.	k. Make hot.	p. Colossal.
b. Veracity.	g. Pollute.	l. Capricious	q. Essence.
c. Obsession.	h. worry.	m. Determine.	r. Go through.
d. Lend support.	i. Refined.	n. Profound.	s. Define.
e. Stage .	j. Annoyance.	o. Center.	t. Depression.

5.5.3. Grammar: future perfect simple tense.

5.5.3. A. Read the sentences and complete them using the verbs in parenthesis in the future perfect simple tense.

The future perfect simple tense is used for events that will be completed before or at a certain time. It is commonly used with a time expression like: by then, by that time, by midnight, by the end of the year; also, other time expressions like: on Monday, on March, 5th... can be used. Examples: 1). We will have finished constructing our home by September.ii). Before midnight, I will have done all of my duties. iii). How long will I have spent on this Project by the end of the year?

1. By the end of the year, I _____ all of my debts.(pay)
2. The construction of the international bridge _____ in September.(finish)
3. By six in the morning, the cows in the farm _____(milk)
4. They _____ on October 5th.(get married)
5. How long _____ Sam _____ by the end of the week?(travel)
6. By the end of the month she _____ one thousand dollars her account.(save)
7. Sam _____ his university career before he passes his tests.(finish)
8. By the end of this century, life _____ to an end.(come)
9. On January 1st, holydays _____ all over the world.(change)
10. By the end of the day, we _____ all of the streets in the neighbourhood.(clean)

5.5.4. Listening comprehension.

5.5.4. A. Listen to the audio, and answer true or false.  Track (14)

1. The new study has shown that avoiding distractions enhances learning.	True	False
2. The ability to pay attention to concentrarion helps on learning how to learn.	True	False
3. Recollection is not important for learning to learn.	True	False
4. Knowing how we learn to learn could help cure anxiety, and schizophrenia.	True	False
5. The hippocampus is the memory and the navigation center of the brain.	True	False
6. Cognitive Control Training can improve long-lasting memory.	True	False
7. Cognitive Control Training helps at enhancing the inputs that matter.	True	False
8. The researchers used mice and cats in their experiments.	True	False
9. Experience is very important for recollecting information in memory.	True	False
10. The paper's authors were doctoral students, only.	True	False

New York University. (2021, November 10). How do we learn to learn? New research offers an education: Study on mice reveals importance of ignoring distraction while learning. ScienceDaily. Retrieved November 21, 2021 from www.sciencedaily.com/releases/2021/11/2111110131631.htm

5.5.5. Writing composition: Cover letter and common conventions of letter writing.

5.5.5. A. Read the conventions; look at the cover letter and then write down a cover letter of your own.

i). Conventions: a letter ought to have a heading, the opening, the body, and the closing.

A **cover letter** is a one-page document that you submit as part of your job application (alongside your CV or Resume). The parts of a cover letter are:

i). The **heading** of the letter depends on its purpose. For example, a letter of complaint's heading might include the contact information, or return address and a date line, while a personal correspondence may only include the date.

ii). The **opening** of the letter includes the opening salutation and information identifying to whom the letter is addressed, whereas the **body** of the letter contains all of the information to be communicated.

The **closing** of a letter contains the complimentary closing and the letter writer's signature.

Mike Anderson

Toma@gmail.com 449) 564-1456 247 Washington Ave, Los Angeles, CA 97147

February 29, 2020

Tom Hawking
Washington High School
Portland, Oregon 97174
(971) 847-2122
principal@schoolname.edu

Dear Principal Tom hawking,

I've been passionate about teaching since I began tutoring for pocket money in high school.

I have seven years of teaching experience, instructing children with a diverse range of abilities. I am also successful at boosting achievement, having increased average grades by 15% at my current school. I believe this makes me an ideal candidate for the role.

I can be contacted at 971 874-2478 or jambsa@gmail.com I look forward to speaking with you soon.

Sincerely,

Mike Anderson.

5.5.6. Speaking.

5.5.6. A. Work in groups. Talk about the characteristics of people at different ages; discuss over the advantages and disadvantages people have at these stages of life . Use your imagination and think of yourselves living as a child, as a youth and as a mature or old person.



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Foto de [RAUL REYNOSO](#) en [Pexels](#)

QUOTES, SAYINGS AND PROVERBS

Look deep into nature, and then you will understand everything better.

Albert Einstein 🎧 *Track (15)*

Why is it so important to observe nature? What can you learn from it? Are you a good observer?: _____

Performance indicators:

As a learner I can:

- Use the present perfect simple.
- Memorize and apply the rules for writing a cover letter.
- Write down a cover letter.
- Use pictures for exercising imagination and creativity.

SECTION 6

5.6. Mastery Test

5.6.1. Reading comprehension. (20 points)

5.6.1. A. Read the article and write down a two-paragraph summary.

A new study found higher education students are more engaged and motivated when they are taught using playful pedagogy rather than the traditional lecture-based method.

While many educators in higher education believe play is a method that is solely used for elementary education, Forbes argues that play is important in post-secondary education to enhance student learning outcomes.

Throughout the spring 2020 semester, Forbes observed students who were enrolled in three of her courses between the ages of 23-43. To introduce playful pedagogy, Forbes included games and play, not always tied to the content of that day's lesson, at the start of each class. She then provided many opportunities for role-play to practice counseling skills, and designed competitions within class activities.

During the study, students mentioned they saw more opportunities for growth while learning in a highly interactive environment. Students also described that the hands-on nature of learning through play established a means for skill acquisition, and they were able to retain the content more effectively.

"As we grow older, we're conditioned to believe that play is trivial, childish, and a waste of time," said Forbes. "This social script about play leads to it being excluded from higher education. A more interactive learning approach leads to a deeper and more rigorous connection to the material."

To maintain what Forbes described as "rigor" within higher education, the most common approach tends to be lecture-based learning. However, according to Forbes, this mode of education is counter to the very outcomes educators set out to achieve.

The results of the study suggest there is a unique and powerful classroom experience when play is valued and used in the learning process. According to Forbes, students who participated in this study also indicated that play increased positive emotions and connections with other students and the professor in the course.

"I also saw that when I introduced play, it helped students let their guard down and allowed them to reduce their stress, fear, or anxiety," said Forbes. "Play even motivated students to be vulnerably engaged, take risks, and feel more connected to the content."

Play is underutilized and devalued in higher education, according to Forbes. She suggests educators reevaluate their understanding of using play in graduate courses. Playful pedagogy creates an interactive and warm learning environment, resulting in greater understanding of the material. This method is also more aligned with the humanistic missions and values of universities and programs. www.sciencedaily.com/releases/2021/06/210614185602.htm

Paragraph 1: _____

Paragraph 2: _____

5.6.2 Vocabulary. (20 points)

5.6.2. A. Work in groups and match the synonyms. Then, write down ten independent clauses.

1. pasture.	5. damage.	9. Heat.	13. Underlie.	17. Bipolar.
2. occur.	6. pursue.	10. Sadness.	14. Deep.	18. Sophisticated.
3. regardless.	7. diagnosis.	11. Immense.	15. Undergo.	19. Phase.
4. due to.	8. autism.	12. Core.	16. Characterise.	20. Factor.

a. pronouncement	e. stage.	i. Make hot.	m. Determine.	q. Refined.
b. self-observer	f. chase. go after.	j. Depression.	n. Profound.	r. Go through.
c. plants, grass, etc.,	g. happen	k. Colossal.	o. Capricious.	s. Define.
d. by reason of	h. nonobservant	l. Essence.	p. Refined.	t. Element.

5.6.3 Grammar. (15 points)

5.6.3. A. Read the sentences and choose the right option.

1. She (Has not /didn't) listened to her council.
2. Tom (had / has) tried with different combinations before he could succeed.
3. Britney (can not/would not) help people for money; she'd do it for love.
4. Ronny (might not/could not) finish school this year; he failed Math.
5. You('d better/rather) tell her the truth.
6. Tom ('d better/best) give her her money.
7. Her story was amazing. She (had been traveling/has travelled) to many countries.
8. Tom was hungry. He (had not eaten /has not eaten) for a whole week.
9. They must (have gotten/ will have gotten) married by October 5th.
10. We will (have finished/have finishing) constructing our home by September.

5.6.4. Listening comprehension. Track (16)

5.6.4. A. Listen to the audio and answer the questions. (10 points)

1. Can petting dogs be beneficial for reducing stress? _____
2. What is the source of the information? _____
3. Did the study include more than a thousand students? _____
4. How would you describe a traditional stress management program? _____
5. Do petting dogs help students engage in goal-setting and creativity. _____

5.6.5. Writing composition. (20 points)

5.6.5. A. Re-write the sentences and use dashes where necessary; also, place a hyphen where necessary.

1. J.F. Kennedy (one of the best American presidents) was assassinated in the 1970's.

2. John Lennon (assassinated in 1980) was one of the greatest pop singers in history.

3. I know who is at the door it is the mailman.

4. Mary, Queen of Scots (who was also a French queen) was cousin to Elizabeth I of England.

5. My birthday is on November 15th it is a very special day.

6. Mid 1960s; all encompassing.

7. Much debated; two way Street.

8. Ex wife; anti European.

9. Ninety three; T shirt.

10. Self appreciation; all inclusive.

5.6.6. Speaking. (15 points)

5.6.6. A. Work in pairs and ask and answer five questions over the importance of discipline, a healthy body and a healthy mind. Use questions such as: did you know that...; Is, was, have you ever,

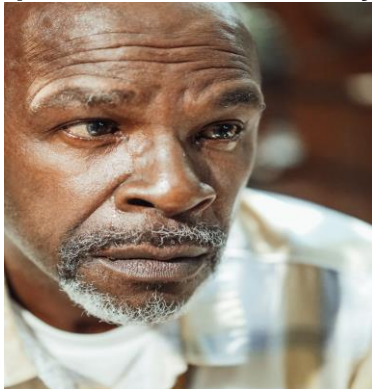


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PERFORMANCE

Fantastic (90-100) ___ Great (70-89) ___ Average (50-69) ___ Poor (20-49) ___ Terrible (0-19) ___

<p style="text-align: center;">MODULE 1 (A).</p> <p>Listening and Writing a).Listen to the song and fill in the missing phrases. b).Check for the answers bellow. c).Sing along with Robbie.</p> <p>ROBBIE WILLIAMS LYRICS "She's The One" I was(1)___ she was me We were one we were (2)____ And if there's (3)_____ calling me on She's the one If there's somebody calling me on She's the one</p> <p>We were young we were (4)_____ We were fine all along If there's somebody calling me on She's the one When you get to (5)_____ you wanna go And you know the things you wanna know You're (6)_____ When you (7)___ what you wanna say And you know the way you wanna play You'll be so (8)_____ you'll be flying</p> <p>(9)_____ the sea will be strong I know we'll (10) _____ Cos if there's somebody calling me on She's the one If there's somebody calling me on She's the one</p> <p>When you get to where you wanna go And you know the things you wanna know You're smiling</p> <p>When you said what you wanna say And you know the way you wanna say it You'll be so high you'll be flying</p> <p>I was her she was me We were one we were free If there's somebody calling me on She's the one If there's somebody calling me on She's the one</p> <p>If there's somebody calling me on She's the one Yeah she's the one</p> <p>If there's somebody calling me on She's the one She's the one</p> <p>If there's somebody calling me on She's the one Answer keys:</p> <p>(1) her; (2)free; (3)somebody; (4) wrong ; (5)where; (6)smiling; (7)said; (8)high; (9)Though; (10) carry on.</p> <p>https://www.youtube.com/watch?v=4axVgLfFic</p>	<p>REINFORCEMENT ACTIVITIES 1) Choose the correct word and complete the sentences.</p> <p>1. It (may/can) _____ rain later. It is cloudy. 2. My brother is in love. He (may/can)_____ get married soon. 3. George is a good chef. He (can/ may) _____ cook delicious pizza. 4. Joseph (can't/ may not) _____ swim, he has no arms. 5. I (can't / may not) _____ see ahead, it is too foggy.</p> <p>2). Complete the sentences. Use the correct verb tense.</p> <p>a). Mike is very busy at home. He (cooks/is cooking) _____ pizza. b). Bob (arrives/ is arriving)_____ at the office at 9:00 A.M. He (works/ is working)_____ now. c). (is/does)_____ she work in the morning? d). (are/do)_____ you coming tomorrow? e). What (do/are) _____ you doing tonight?</p> <p>3). Write a paragraph about water pollution in your city. _____ _____ _____</p> <p>4). Answer the questions: a). What's the weather like? _____ b). What is your favourite sport? _____ c). When's your birthday? _____ d). Is the summer too hot in México? _____ e). Is the winter extreme in Canada? _____</p> <p>e). What ´s the weather like in the fall in the United States?</p>	<p>VIDEO ACTIVITIES 1). Watch the video and listen attentively, twice; then, match the numbers with the letters, about what Robbie Williams says:</p> <p>1). "Is there anybody... 2). "You two.... 3). "You look.. 4). "How long have you been.. 5). "Your are a very handsome.. 6). " Have you got kids?... 7). " How old are they? 8). " Give her a kiss.. 9). " See, that's love.. 10). " Congratulations, you look ..</p> <p>a). a bit like me, sir." b). in love in the audience tonight?" c). going out with each other?" d). man, very, very handsome." e) great together. This is for you. This is she is the one." f). you've got two kids?" g) come on, give her a kiss". h) right there for you? i). ten and six." j). down there? "</p> <p>2). Write a short paragraph about the video. _____ _____ _____ _____ _____ _____</p>
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MODULE 1 (B).

<p>Listening and Writing a).Listen to the song and fill in the missing phrases. b).Check for the answers bellow. c).Sing along with Calvin Harris.</p> <p>Summer</p> <p>By Calvin Harris</p> <p>When I met you(1) _____ To my heartbeat sound We fell in love As the leaves (2)_____</p> <p>And we could be together baby As long as skies are blue You act so innocent now But you (3)._____</p> <p>When I met you in the summer</p> <p>When I met you in the summer To my heartbeat sound We fell in love As the leaves turned brown</p> <p>And we could be together baby As long as (4)_____</p> <p>You act so innocent now But you lied so soon (5)When I met you in the summer</p> <p>Summer (5)_____ in the summer</p> <p>Summer</p> <p>Answer keys: (1). in the summer (2). Turned brown. (3). Lied so soon. (4). skies are blue (5). When I met you</p>	<p>REINFORCEMENT ACTIVITIES 1) Choose the correct word and complete the sentences.</p> <p>1. She (may/can) _____ swim like a champion. 2. I am feeling bad. I (may/can)____ Fail to go to work. 3. Richard is a very fast runner. He (can/ may) _____ run 100 meters in 9 seconds. 4. Tom (can't/ may not) _____ speak English. He only speaks Spanish. 5. They (can't / may not) _____ attend classes. They got stranded in a traffic jam.</p> <p>2). Complete the sentences. Use the correct verb tense.</p> <p>a). Tom is in a good mood. He (sings/is singing) _____ a song. b). Karen(lives/ is living)_____ baking bread in the oven. c). (Are/do)_____ you work in the morning? d). (are/do)_____ you play golf? e). What (does/is) _____ she doing now?</p> <p>3). Write a paragraph about air pollution in your city.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>4). Answer the questions:</p> <p>a). What's the weather like? _____</p> <p>b). What is your favorite season? _____</p> <p>c). When do you celebrate Christmas? _____</p> <p>d). Is the Winter too cold in México? _____</p> <p>e). Is the Fall too windy? _____</p> <p>e). What's the weather like in the fall in France? _____</p>	<p>VIDEO ACTIVITIES 1). Watch the video and match the sentence parts about the vieo:</p> <p>1.At the beginning of the video, the car is running on..... 2). A beautiful young woman is holding a flag..... 3). The singer is tall and muscular. 4). The woman lying in bed..... 5). The swimming pool is.... 6) . A very pretty woman si driving a race car..... 7) . A beautiful woman is thaking a bath in..... 8) . There is a lot of people..... 9) . There is a girl dancing 10) . All the people in the video...</p> <p>a). that is pushed by pretty girls. b). On a two lane road. c). ... in front of two race cars. d)..... in the middle of a forest. e) is wearing a bra and a bikini. f). a bathtub. g) ... in front of a car. h) he is wearing a white t-shirt, jeans and sneakers. i). young happy and beautiful.</p> <p>2). Write a short paragraph about the video.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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<https://www.youtube.com/watch?v=ebXbLflACGM>

MODULE 4 (A).

Listening and Writing	REINFORCEMENT ACTIVITIES	VIDEO ACTIVITIES
<p>a).Listen to the song and fill in the missing words or phrases.</p> <p>b).Check for the answers below.</p> <p>c).Sing along with Triccia. If I had only known It was the last walk in the rain I'd keep you out for hours in the storm I would hold your hand Like a lifeline to my heart Underneath(1) _____, we'd be warm If I had only known It was our last walk in the rain</p> <p>If I had only known I'd never hear (2) your voice again I'd memorize each thing you ever said And on those lonely nights I could think of them once more And keep(3)_____ inside my head If I had only known I'd never hear your voice again</p> <p>[Bridge] You were the treasure in my hand You were the one who always stood beside me So unaware I foolishly believed that you would always (4) be there. But then there came a day and I turned my head And you slipped away [Verse 3] If I had only known It was my last night by your side I'd pray a miracle would stop the dawn And when (5) _____ at me I would look into your eyes And make sure you know my love For you goes on and on If I had only known If I had only known Oh, the love I would've shown If I had only known</p> <p>Answer keys: (1). The thunder. (2). Your voice. (3). your words alive (4). be there. (5). you'd smile</p>	<p>1). Find the synonyms for the following words:</p> <p>1). Reciprocate. 2).Train. 3). Lead. 4). Research. 5). Link.</p> <p>2). Convert the following sentences into the passive voice.</p> <p>1. I would hold your hand _____</p> <p>2. The singer is holding a mic. _____</p> <p>3.The audience is giving her an applause. _____</p> <p>4, People were looking for a sign. _____</p> <p>5.She kept the audience in a spell. _____</p> <p>2). Write down a paragraph about excellence and another one about conformity.</p> <p>Excellence, _____ _____ _____ _____ _____ _____ _____ _____ _____ _____</p> <p>Conformity, _____ _____ _____ _____ _____ _____ _____ _____ _____ _____</p>	<p>Do the activities as indicated:</p> <p>1). What is the song about? _____ _____ _____ _____ _____ _____</p> <p>2). Write down five things that you regret doing or not doing from your past, example: If I had acquired good habits; I would be stronger and healthier. _____ _____ _____ _____ _____ _____ _____ _____ _____ _____</p> <p>4). Write down two things people will be doing after the show is over, example: In an hour, the singer will be travelling to Europe. _____ _____ _____ _____ _____ _____</p>

<https://www.youtube.com/watch?v=ZmdX5jdlleQ>

MODULE 5 (B).

**Listening and Writing
Just My Imagination
(Running Away with Me)**

[The Temptations](#)

a). Listen to the song and fill in the missing phrases.

b). Check for the answers below.

c). Sing along with The temptations.

Each day through my window I watch her as she passes by
I say to myself you're such a lucky guy
To have a girl like her is (1) _____

Out of all the fellows in the world she belongs to me
But it was just my imagination
Runnin' away with me
It was just my imagination runnin' away with me

Soon we'll be married and raise a family (oh yeah)

(2) _____ out in the country with two children maybe three
I tell you I can visualize it all
This couldn't be a dream for too real it all seems

But it was just my imagination once again runnin' way with me
Tell you it was just my imagination (3) _____

Every night on my knees I pray, dear Lord, (4) _____

Don't ever let another take her love from me or (5) _____

Her love is heavenly, when her arms enfold me

I hear a tender rhapsody, but in reality she doesn't even know me
Just my imagination once again runnin' way with me

Tell you it was just my imagination runnin' away with me
No, no, I can't forget her
Just my imagination once again runnin' way with me

Just my imagination runnin' away with me

Answer keys:

- (1). truly a dream come true
- (2). A cozy little home.
- (3). runnin' way with me.
- (4). hear my plea.
- (5). I would surely die

REINFORCEMENT ACTIVITIES

1). Match the synonyms.

- | | |
|-----------------|------------------------|
| 1). Pathway. | a). Instill. |
| 2). Fortunate. | b). Obvious. |
| 3). Stick. | c). Thief. |
| 4). Stimulus. | d). Defalcation. |
| 5). Inherently. | e). Narrow backstreet. |
| 6). Axiomatic. | f). Intrinsically. |
| 7). Robber. | g). Lucky. |
| 8). Alley. | h). Incentive. |
| 9). Infuse. | i). Adhere. |
| 10). Deficit. | J). Passageway. |

2). Write down five real conditionals about facts, example: If people change habits and attitudes they change their lives.

1. _____

2. _____

3. _____

4. _____

5. _____

3). Write down five unreal conditionals, example: If I had a million dollars, I would by an airplane.

1. _____

2. _____

3. _____

4. _____

5. _____

VIDEO ACTIVITIES

1). Do the activities as indicated.

(00:43) Have you ever seen a person dressing like a Pachuco?

(0:55)
Name four of the heroes of the Mexican Revolution.

(2:39)

3). Why is the little clown wearing a cap with the number 13 on top?

(00:51)

4). Is religion good or bad for people?

(01:10)

5). Summarize the story of Mexican-americans in the United States with your own words and compare with your partners. Then discuss your points of view and perceptions.

<https://www.youtube.com/watch?v=M5Z9-QCmZvw>

**The English Alphabet Code 'Key' : 44 phonemes with their common 'sound pattern' representations:
Vowels (19):**

- |a| mat
- |æ| ape, baby, rain, tray, they, eight
- |air| square, bear
- |ar| jar, fast
- |e| peg, bread
- |ee| sweet, me, beach, key, pony
- |i| pig, wanted
- |ie| kite, wild, light, fly
- |o| log, orange
- |oe| bone, boat, snow
- |oi| coin, boy
- |oo| book, would, put
- |ow| down, house
- |or| fork, ball, sauce, law,
- |u| plug, glove
- |ur| burn, teacher, work, first
- |ue| blue, moon, screw, tune
- |uh| (schwa) button, computer, hidden, doctor
- |w| wet, wheel

Consonants (25):

- |b| boy, rabbit
- |ks|gz| box exist
- |c|k| cat |key, duck, school
- |ch| chip, watch
- |d| dog, ladder
- |f| fish, coffee, photo, tough
- |g| gate, egg, ghost
- |h| hat, whole
- |j| jet, giant, cage, bridge
- |l| lip, bell, sample
- |m| man, hammer, comb

- |n| nut, dinner, knee, gnat
- |ng| ring, singer
- |p| pan, happy
- |kw| queen
- |r| rat, cherry, write
- |s| sun, dress, house, city, mice
- |sh| ship, mission, station, chef
- |t| tap, letter, debt
- |th| thrush
- |th| that
- |v| vet, sleeve
- |y| yes
- |z| zip, fizz, sneeze, is, cheese
- |zh| treasure

<https://youtu.be/-ksbMiliA8>

[Letter Sounds Guide | Letterland Phonics](#)

Vocabulary answer keys.

1.2.2. Vocabulary: Synonyms.

1-b; 2-a; 3-f; 4-k; 5-g; 6-p; 7-j; 8-h; 9-t; 10-l; 11-d; 12-c; 13-e; 14-i; 15-n; 16-o; 17-m; 18-r; 19-q; 20-s.

1.4.2. Vocabulary: verbs and nouns.

1-a; 2-b; 3-g; 4-i; 5-h; 6-f; 7-d; 8-c; 9-j; 10-e; 11-n; 12-o; 13-m; 14-k; 15-l.

1.5.2. Vocabulary: synonyms

1-g; 2-; 3-b; 4-d; 5-c; 6-h; 7-f; 8-a; 9-i; 10-l; 11-j; 12-e; 13-m; 14-n; 15-o; 16-r; 17-t; 18-p; 19-q; 20-s.

1.6.2. Vocabulary.

1-i; 2-j; 3-l; 4-k; 5-i; 6-b; 7-f; 8-c; 9-e; 10-h; 11-a; 12-d.

2.1.2. Vocabulary: sports and action verbs.

1-b; 2-i; 3-h; 4-d; 5-c; 6-f; 7-g; 8-h; 9-a; 10-j.

2.2.2. Vocabulary: Synonyms.

1-g; 2-b; 3-h; 4-a; 5-m; 6-f; 7-c; 8-i; 9-d; 10-k; 11-l; 12-e; 13-j; 14-n; 15-p; 16-o; 17-q; 18-t; 19-r; 20-s

2.3.2. Vocabulary: Synonyms.

1-b; 2-f; 3-a; 4-k; 5-p; 6-g; 7-j; 8-h; 9-t; 10-l; 11-c; 12-d; 13-e; 14-i; 15-o; 16-n; 17-m; 18-s; 19-q; 20-r.

2.4.2. Vocabulary: synonyms

1-a; 2-f; 3-e; 4-g; 5-i; 6-c; 7-j; 8-b; 9-h; 10-d.

2.5.2. Vocabulary: synonyms.

1-f; 2-k; 3-a; 4-g; 5-p; 6-h; 7-l; 8-s; 9-t; 10-m; 11-c; 12-d; 13-e; 14-i; 15-o; 16-n; 17-b; 18-r; 19-q; 20-j.

2.6.2. Vocabulary.

1-g; 2-j; 3-f; 4-e; 5-i; 6-c; 7-d; 8-h; 9-b; 10-a.

3.1.2. Vocabulary: verbs and idioms.

1-e; 2-i; 3-a; 4-d; 5-f; 6-h; 7-c; 8-j; 9-; 10-l.

3.3.2. Vocabulary: definitions.

1-b; 2-a; 3-c; 4-g; 5-p; 6-f; 7-k; 8-s; 9-t; 10-n; 11-h; 12-d; 13-i; 14-j; 15-o; 16-e; 17-m; 18-r; 19-q; 20-l

3.4.2. Vocabulary: synonyms for better comprehension.

1-b; 2-a; 3-c; 4-d; 5-p; 6-f; 7-k; 8-s; 9-t; 10-m; 11-h; 12-d; 13-l; 14-j; 15-o; 16-e; 17-n; 18-r; 19-q; 20-l.

3.5.2. Vocabulary: synonyms.

1-c; 2-b; 3-f; 4-g; 5-p; 6-h; 7-k; 8-s; 9-i; 10-n; 11-l; 12-m; 13-o; 14-j; 15-t; 16-q; 17-e; 18-r; 19-d; 20-a.

4.1.2. Vocabulary.

1-s; 2-n; 3-a; 4-d; 5-b; 6-t; 7-c; 8-e; 9-i; 10-h; 11-g; 12-f; 13-o; 14-i; 15-l; 16-m; 17-p; 18-q; 19-r; 20-k.

4.2.2. Vocabulary: most common literary elements.

1-c; 2-b; 3-; 4-k; 5-f; 6-d; 7-h; 8-d; 9-j; 10-i; 11-l; 12-m.

4.3.2. Vocabulary.

1-f; 2-a; 3-k; 4-p; 5-b; 6-g; 7-e; 8-l; 9-d; 10-q; 11-r; 12-c; 13-t; 14-m; 15-h; 16-o; 17-n; 18-s; 19-j; 20-i.

4.4.2. Vocabulary: most common literary techniques.

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

4.5.2. Vocabulary: synonyms.

1-f; 2-a; 3-b; 4-t; 5-g; 6-k; 7-m; 8-p; 9-o; 10-r; 11-h; 12-c; 13-i; 14-s; 15-f; 16-d; 17-e; 18-l; 19-j; 20-n.

4.6.2. Vocabulary .

1- p, 2- g, 3-a, 4-h, 5-c, 6- i, 7- k, 8- f, 9-p, 10-l, 11- m, 12- j, 13- n, 14- e, 15-q, 16- d, 17- o, 18- r, 19- s, 20- t.

5.1.2. Vocabulary.

1-k; 2-g; 3-d; 4-h; 5-l; 6-p; 7-i; 8-e; 9-a; 10-q; 11-c; 12-j; 13-m; 14-f; 15-n; 16-o; 17-s; 18-s; 19-t; 20-f

5.2.2. Vocabulary: synonyms.

1.-g; 2-a; 3-k; 4-p; 5-l; 6-q; 7-f; 8-b; 9-r; 10-m; 11-o; 12-t; 13-c; 14-h; 15-l; 16-n; 17-d; 18-s; 19-j; 20-e.

5.3.2. Vocabulary: synonyms.

1-b; 2-f; 3-k; 4-p; 5-a; 6-g; 7-l; 8-j; 9-o; 10-n; 11-e; 12-m; 13-q; 14-t; 15-r; 16-h; 17-s; 18-l; 19-c; 20-d.

5.4.2. Vocabulary.

1-f; 2-r; 3-a; 4-b; 5-p; 6-s; 7-t; 8-q; 9-k; 10-g; 11-h; 12-i; 13-l; 14-m; 15-c; 16-d; 17-n; 18-o; 19-e; 20-j.

5.5.2. Vocabulary.

1-f; 2-j; 3-b; 4-o; 5-g; 6-h; 7-c; 8-d; 9-k; 10-t; 11-p; 12-q; 13-m; 14-n; 15-r; 16-s; 17-l; 18-i; 19-e; 20-a.

5.6.2 Vocabulary.

1-c; 2-g; 3-g; 4-d; 5-e; 6-f; 7-a; 8-h; 9-k; 10-j; ; 11-k; 12-l; 13-m, 14-n; 15-r; 16-s; 17-o; 18-p; 19- 20-t.

Listening Comprehension answer keys

1.1.4. Listening comprehension

1.1.4. A. Listen and choose true or false.

1. May Day is celebrated on September First. True False
2. May Day is a synonym with Labour Day. True False
3. On May Day Unions and other groups celebrate True False
4. Many cultures celebrate May Day True False

1.2.4. Listening comprehension

1.2.4.A. Listen and answer the questions about Cancun, Mexico.

- 1). Where is Cancun located ? R: Is located in the Yucatan Peninsula.
- 2). How many hotel rooms does Cancun have? R: It has 26000.
- 3). Are Mexican beaches private or public? R: There are public.
- 4). Is the airport in Cancun big? R: Yes it is big.
- 5). Is the sand gray in Cancun? R: No, it is not. The sand in Cancun is with.

1.3.4. Listening comprehension

1.3.4.A. Listen and answer true or false.

1. A new Yale-led study estimates that there are more than 2 trillion trees on Earth.
2. The total number of trees has decreased more than 40%.
3. To determine the number of trees on Earth researchers use supercomputers
4. Trees are one of the most important organisms on the planet.
5. People know how many trees there are on the Earth.

True	False
True	False
True	False
True	False
True	False

1.4.4. Listening comprehension

1.4.4.A. Listen and answer the questions about weather observers.

1. What does a weather observer do? R: They observe, predict and study the weather.
2. What is a media outlet? R: It is an entity that predict the weather.
3. Do they make weather predictions? R: Yes, they do.
4. How do they provide information to the public? R: Through radio and television networks.
5. Do they warn the population with regard to catastrophes? R: Yes, they do.
6. What is a pattern? Explain R: It is a weather model.
7. Can forecasters prevent catastrophes? Explain how. R: yes, by providing predictions.
8. What is a gale? R: It is a strong wind.
9. Can weather forecasters make predictions of the weather for a three month period ? R: Yes.
10. Would you like to be a weather forecaster? Why yes or why not. Explain R: No, because I do not like it.

1.5.4. Listening comprehension

1.5.4. A. Listen and fill in the gaps with the missing information.

Small Business Vacations: A Source of Innovation
Friday June 13, 2008

Vacation season is quickly approaching for employers and business owners alike. Have you planned a vacation this year? Despite economic challenges, the same percentage of small business owners as last year (59%) are planning a summer vacation of at least a week this year, according to American Express OPEN Small Business Monitor, a semi-annual survey of business owners and company managers. For the other 40% of entrepreneurs not planning a vacation, you may want to consider how a vacation can be a source of innovation in your business. During a horse ride while on vacation, Hyperion software CEO, Godfrey Sullivan, was struck with the idea to create a corporate programme to help employees deal with escalating gas prices. Godfrey offered a \$5,000 incentive to employee who bought a hybrid car. His eureka idea wouldn't have occurred without some vital downtime.

1.6.4. Listening comprehension

1.6.4. A. Listen and answer the questions about the article.

1. What is the title of the article? R: Vacations at home.
2. What are some of the main reasons why people can't go out on vacation, according to the article? R: The cost of transportation and the time.
3. Who is Marilyn Oliver? R: The author of the article.
4. Why does she say that California is one of the major capitals of the world? R: It is one of the major vacation destinations.
5. What's the date of the article? R: May 28th, 1998.

2.1.4. Listening comprehension

2.1.4. A. Listen and answer the questions.

(Suggested answers)

1. I was born in Fresnillo, Zac.
2. I remember that I had good teachers and the name of the school was Alvaro Obregon.
3. It was a clean and safe place.
4. Yes, I was.
5. I practiced basketball.
6. Yes, I did. I had good grades.
7. Yes, their names were : Casandra Paola, Alexis and Nancy.
8. The presents that I remember are: dolls, balls, a piano and dishes.
9. Finishing my master's degree.
10. To be the very best.

2.2.4. Listening comprehension

2.2.4. A. Listen and answer the questions about the police.

(Suggested answers)

1. By preventing assaults.
2. Yes, I have two.
3. No, I am not.
4. It is blue and elegant.
5. It is necessary.
6. Somehow.
7. No, I would not.
8. Yes, it is.
9. Yes, I do.
10. It is positive.

2.3.4. Listening comprehension

2.3.4. Listen and answer the questions about a job interview.

(Suggested answers)

1. I know that the organization is the main producer of gold in the country.
2. Because I want to help and to make the company stronger.
3. I can implement different tracking systems that others don't know about.
4. Because I'm good at solving problems.
5. To make money and to improve my knowledge experience.

2.4.4. Listening comprehension

2.4.4. A. Listen and answer the questions.

(Suggested answers)

1. When I was sixteen.
2. When I was 19 years old.
3. I have never had a car accident.
4. At twenty.
5. When I entered High School.
6. I have never given a speech.
7. I do not remember.
8. At the age of five.
9. When I was two years old.
10. ?

2.5.4. Listening comprehension

2.5.4.A. Listen and choose the best response

1. Abraham Lincoln was born from a: a) rich family; b) poor family; c) small family; d) literate family.
2. His mother died when he was: a) 6 years old; b) 7 years old; c) 9 years old; d) 8 years old.
3. Lincoln was very: a) courageous; b) hardworking and honest; c) intelligent and courageous; d) smart and greedy.
4. Lincoln was inaugurated president in: a) 1860; b) 1959; c) 1961; d) 1963.
5. Lincoln abolished slavery in: a) 1871; b) 1862; c) 1875; d) 1860.

2.6.4. Listening comprehension

2.6.4. A. Listen to the fable; then, answer the questions.

- 1). Who was very happy? R: A grasshopper.
- 2). What was the ant doing? R: It was bearing an ear of corn.
- 3). What did the Grasshopper ask the ant to do? R: To chat him/her.
- 4). What did the ant say? R: " I am helping to lay up food for the winter..."
- 5). What did the grasshopper respond? R: Why worry about the future?
- 6). What happened when the winter came? R: The grasshopper did not have any food.
- 7). What is the moral of the fable? R: Save for bad times.
- 8). Who reads fables? R: Many people.
- 9). Who was Aesop? R: An ancient writer.
- 10). Do you like fables? R: Yes.

3.1.4. Listening comprehension

3.1.4. A. Listen to Mike's plans and fill in with the correct numbered phrase.

Mike's plans for today

I just got up, and I feel great! It's 8:00 A.M. and (3)I am having a delicious breakfast. I am thinking about the things I am going to do throughout the day.

Well, after I finish my breakfast, (2)I am going to drive my car to school. I am going to study Math, English, Spanish, Physics, Social Sciences, and Economics.

I am going to finish classes at 2:00 P.M.

I am going back home(4) after school. I would like to take a nap; but, I have lots of homework. I am going to (1)read chapter 3 of my book of Social Sciences at least for a couple of hours. I find this subject a little hard to assimilate. Nevertheless, I think that with a little extra effort I will succeed. After the reading, I am going to play videogames for a while.

Finally, late in the evening, I am going to watch (5)TV and get to sleep.

3.2.4. Listening comprehension

3.2.4. A. Listen attentively to the people.

(suggest solutions)

1. Your advice: You should take an aspirin.
2. Your advice: He should save money.
3. Your advice: She should get help.
4. Your advice: He should go on a diet.
5. Your advice: You should sell it.

3.3.4. Listening comprehension

3.3.4. A. Listen to the bible's quotes and promises. Then, choose the best response.

If you correct your son he will give you: a) money; b) tranquility; c). Joy and peace.

2. On Earth there will be no more: a). Peace ; b). Killing and violence; c) animosity.
3. According to Isaiah: God will: a). Punish his people; b) treat them with love; c) Ignore them.
4. According to Isaiah: The Lord will: a). Instruct and give peace to his children; b). He will protect them; c) He doesn't care.
5. According to Isaiah: God will: a) protect and bless the sinner; b). The just shall live a hundred years; c). The sinner shall live a hundred years.
6. According to Mathew: a) peacemakers; b) sinners; c) rulers shall be called the children of God.

3.4.4. Listening comprehension

3.4.4. A. Listen attentively and answer the questions. Choose true or false.

- 1). Dorothy promises to ask for more than she can give.
- 2). Dorothy promises to bring joy.
- 3). Dorothy promises to respect others more than herself.
- 4). Dorothy promises to grow along with others.
- 5). She promises to love others only in good times.
- 6). She promises a beautiful relationship.
- 7). She promises to keep her promises forever.
- 8). Dorothy's last name is Colan.
- 9). Dorothy promises to give the best of herself.
- 10). She has fears, secrets and dreams.

True	False
True	False
True	False
True	False
True	False
True	False
True	False
True	False
True	False
True	False

3.5.4. Listening comprehension

3.5.4. A. Listen attentively and choose the best response.

- 1) The State of New York, might have to face a shutdown, because:
a) The government doesn't pay its bills. b) The government can't collect its bills.
c) The government doesn't have money to pay its employees.
d) The government can't get credit from banks.
- 2) A shutdown in this context is closer in meaning to: a) Cessation. b) Termination. c) Offset. d) Conclusion.
- 3) It is said that: a) The State has avoided a public strike. b) The State has evaded its responsibility. c) The Government doesn't have cash.
- 4) A shutdown does not only have bad consequences for the fire fighters, police officers, healthcare workers; but also for: a) Economists) Engineers. c) Investors. d) Politicians.
- 5) Big banks: a) will accept IOUs. b) might not accept the IOUs. c) will be friendly. d) might buy the IOUs.

3.6.4. Listening Comprehension

3.6.4. A. Listen to the conversation and answer the questions.

- 1). Is the weather hot and cloudy? R: It is rainy.
- 2). What does Frank hate? R: He hates, to get wet.
- 3). What is Mary's advice? R: " You should get your umbrella".
- 4). What happened to Frank's umbrella? R: He broke it.
- 5). What is Mary going to do at the Mall? R: She is going to buy an umbrella for Frank.
- 6). Are Mary and Frank going home? R: No, they are going to the movies.
- 7). When will Mary be back? R: In a moment.

4.1.4. Listening Comprehension.

4.1.4.A. Listen to the audio and answer the questions.

(Suggested answers)

1. Yes, I have done it once.
2. No, I have not.
3. No, I have never made it.
4. Yes, twice.
5. I have never made bread.
6. No. I have never regretted it.
7. I have rode horses many times.
8. Yes, I always ride my motorcycle.
9. No, never.
10. Yes, several times.

4.2.4. Listening comprehension.

4.2.4.A. Listen and write down answers to the questions .

A backyard beaming with life

1. How many bed rooms and living rooms are there in the house?

R: **There are eight bed rooms and a living room.**

2. Can you name five kinds of trees that one can find in the backyard?

R: **fig trees, apple trees, orange trees, lemon trees and peach trees.**

3. Are there many animals in the house? If your answer is "yes", name five different kinds.

R: **Yes, horses, sheep, cows, chickens, and roosters.**

4. What has been the reaction of the owner of the farm as soon as he noticed something extraordinary in the farm?

R: **He took action.**

5. What did the farmer say to himself since he became aware that he could lose his farm?

R: **" You have to be on the watch..."**

4.3.4. Listening.

4.3.4. A. Listen to the active voice sentences and convert them to the passive voice.

1. **People is loved by the protagonist.**
2. **A story is being narrated by the narrator.**
3. **A narrative method has been designed by the writer.**
4. **Sam's car was been sold last month.**
5. **A dialogue has not been prepared by the writer.**
6. **The protagonist is opposed by the antagonist.**
7. **The conflict has been solved by Tom.**
8. **The cat has been poisoned by Mary.**
9. **A theme has been chosen for the novel by Risa.**
10. **The eggs have to be boiled by her.**

4.4.4. Listening comprehension.

4.4.4. A. Listen to the audio and answer the questions.

(Suggested answers)

- 1.- What should you do in order to become a successful person? R: **Get addicted to intelligent work, be creative and courageous.**
- 2.- What shouldn't you eat and drink? R: **Junk food, alcohol, soda and beer**
- 3.- How could you get wealthier? R: **By saving ten percent of my daily wages.**
- 4.- If you would do these things for a short time, would you be able to become wealthier? R: **Yes, I would.**
- 5.- What is the formula for success? R: **Being creative, proactive, courageous and respectful.**
- 6.- What is it that almost nobody talks about? R: **About the need for political connections.**
- 7.- Who protects big investors, banks and insurance companies? R: **Governments.**
- 8.- Who protects big companies and corporations to stay alive? R: **Insurance Companies.**

4.5.4. Listening comprehension.

4.5.4.A. Listen to the audio and complete with the missing words.

1. If you magnify your problems, you will become bitter and hopeless.
2. If you had not disputed with the judge, you would not be facing such a situation.
3. If you work for many years, you will get a pension when you grow older.
4. If you do a professional job at your workplace, you will be promoted.
5. If authorities had reacted on time, crime escalation would not have been so severe.
6. Mary's own words were cited by the plaintiff, "I will kill you, if you stay".
7. The massive concentration of protesters caused a terrible traffic jam.
8. If Martha had not ill-invested her money, she would not be facing such a disgusting situation.
9. If the stockholders had reacted on time to the surprising alteration, they would not have arrived to such a situation of despair.
10. If you had respected the dog's space, you would not have gotten bitten.

4.6.4. Listening comprehension.

4.6.4. A. Listen to the audio and answer the questions.

- 1.- How can one be a successful person? R: By working with intelligence, creativity and courage.
- 2.- What should one eat and drink? R: Healthy food.
- 3.- What should one do to become rich? R: Work intelligently and save money.
- 4.- If you would do these things for a short time, would you be able to become wealthier? R: Yes.
- 5.- What is the formula for success? R: Being creative, proactive, courageous and respectful.
- 6.- What is it that almost nobody talks about? R: The need of government protection.
- 7.- How are big investors, banks and insurance companies protected? R: By the government.
- 9.- Do small companies survive crisis? R: Most don't.
- 10.- Name five of the secrets for becoming more successful that you will adopt. R: Being proactive, creative, eating healthy, saving money and being courageous.

5.1.4. Listening comprehension.

5.1.4. A. Listen and answer the questions about the article.

- 1.- What percentage of cocaine consumers become addicted to it? R: **20%**
- 2.- Which is the neuro-transmitter that causes addiction? R: **Dopamine.**
- 3.- What percentage of cocaine and opioids consumers get addicted? R: **25% and 30% respectively.**
- 4.- What is the definition of addiction? R: **Compulsive search for a substance.**
- 5.- What is common to all drugs? R: **They create compulsion.**
- 6.- How does serotonin act? R: **As a breaker or inhibitor of dopamine effects.**
- 7.- What percentage of alcohol consumers become addicted? R: **a small proportion of consumers, only.**
- 8.- According to the experiment, what defines addiction? R: **Compulsive behaviour.**
- 9.- What happens in the absence of serotonin? R: **Addiction triples.**
- 10.- What happened when mice self-administered cocaine and later were given electro-shocks? R: **80% of mice stopped consuming.**

5.2.4. Listening comprehension.

5.2.4.A. Listen to the audio and answer the questions.

1. What did the researchers of the Universities of Irvine, Ca., and Tsukuba, Japan find about the effects of light workouts on the brain? R: **They can increase memory.**
 2. What did the researchers find after a brief time of exercise with the use high-resolution functional magnetic resonance imaging in the experiment? R: **Improved connectivity between the hippocampus and cortical areas of the brain.**
 3. What does the leader of the Project say about the Hippocampus? R: **It is critical for the creation of new memories.**
 4. What is the effect of yoga on memory? R: **People can remember better and stay healthier.**
 5. Do the elderly need to follow a special exercise programme? R: **Yes.**
- University of California - Irvine. (2018, September 24). Even mild physical activity immediately improves memory function: Now you just need to remember to exercise!. *ScienceDaily*. Retrieved November 23, 2021 from www.sciencedaily.com/releases/2018/09/180924153424.htm

5.3.4. Listening comprehension.

5.3.4.A. Listen to the audio and answer the questions.

1. How does petting dogs help people in dealing with stress? R: **By helping eliminate stress and help thinking and problem solving skills in stressed-out students.**
2. What does Patricia Pendry, an associate professor, say concerning the efficacy of traditional stress management approaches compared to dog petting? R: **She says that traditional stress management programmes are less effective than dog petting.**
3. What are the characteristics of traditional stress management programmes? R: **They are lecture-based; students watch slide-shows and take notes.**
4. How does human-animal interaction help people? R: **Through petting animals people relax at the same time that they think about their stressors and thus, enhance the ability of people to think, create and solve problems.**
5. What abilities do human-animal interaction enhance in students? R: **Concentration, thinking, memory, creativity, motivation and goal**

5.4.4. Listening comprehension.

5.4.4. A. Listen and choose true or false.

1). Lecture-based teaching fosters student's creativity.	True	False
2). Activity-based learning helps students creativity.	True	False
3). Students that use technologies in teams settings become more creative.	True	False
4). Students that use technology in teams are able to come up with solutions.	True	False
5). The MU does not have resources to help teachers redesign their courses.	True	False
6). Creative-thinking people won't help in the improvement of society.	True	False
7). Creativity will lead to better innovators, entrepreneurs and businessmen.	True	False
8). Jahnke said that universities don't need to create creativity-thinking student	True	False
9). According to the article, teachers in universities must be good at technology	True	False
10). History students developed an application that teaches users history.	True	False

University of Missouri-Columbia. (2020, February 24). Technology in higher education: learning with it instead of from it. *ScienceDaily*. Retrieved November 21, 2021 from www.sciencedaily.com/releases/2020/02/200224131123.htm

5.5.4. Listening comprehension.

5.5.4.A. Listen to the audio, and answer true or false.

1. The new study has shown that avoiding distractions enhances learning.	True	False
2. The ability to pay attention to concentration helps on learning how to learn.	True	False
3. Recollection is not important for learning to learn.	True	False
4. Knowing how we learn to learn could help cure anxiety, and schizophrenia.	True	False
5. The hippocampus is the memory and the navigation center of the brain.	True	False
6. Cognitive Control Training can improve long-lasting memory.	True	False
7. Cognitive Control Training helps at enhancing the inputs that matter.	True	False
8. The researchers used mice and cats in their experiments.	True	False
9. Experience is very important for recollecting information in memory.	True	False
10. The paper's authors were doctoral students, only.	True	False

New York University. (2021, November 10). How do we learn to learn? New research offers an education: Study on mice reveals

5.6.4. Listening comprehension.

5.6.4. A. Listen to the audio and answer the questions.

1. Can petting dogs be beneficial for reducing stress? **R: Yes.**
2. What is the source of the information? **R: Science Daily.**
3. Did the study include more than a thousand students? **No.**
4. How would you describe a traditional stress management program? **I don't know how.**
5. Do petting dogs help students engage in goal-setting and creativity? **Yes.**

12 VERB TENSES- USAGE.

	Past	Present	Future
Simple	I wrote a later last night.(It is used to indicate a completed action.)	I write letters every night.(It is used to express habits or a general truth)	I will write a letter tomorrow. (It is used to indicate an action which has not taken place yet.)
Continuous	I was writing a letter when somebody knocked at the door (It is used to show an action in progress in the past)	I am writing a letter now (It is used to show an action in progress at the time of speaking)	I will be writing a letter when you arrive (It is used to indicate that something will be happening at some point in the future)
Perfect	I had written two books by the time I was accepted by the Academy(It is used to indicate a completed action of the past that happened before another event took place)	I have written two books (It is used to indicate an action that started in the past and continues up to now)	I will have written two books by the time you start to write yours (It is used to indicate an action that will be completed before another event takes place)
Perfect continuous	I had been writing a letter for half an hour when my boss called me(It is used to indicate an action in the past that began before a certain point in the past and continued up until that time)	I have been writing a letter for an hour (It is used to indicate an action that started at some point in the past and may or may not be completed)	I will have been writing a letter by the time you arrive (It is used to indicate an action that will have happened for some time and will not be completed at a certain point in the future)

Table of the most common irregular verbs					
Infinitive	Simple past	Past participle	Infinitive	Simple past	Past participle
say	said	said	make	made	made
go	went	gone	take	took	taken
come	came	come	see	saw	seen
know	knew	known	get	got	gotten
give	gave	given	find	found	found
think	thought	thought	tell	told	told
become	became	become	show	showed	shown
leave	left	left	feel	felt	felt
put	put	put	bring	brought	brought
begin	began	begun	keep	kept	kept
hold	held	held	write	wrote	written
stand	stood	stood	hear	heard	heard
let	let	let	mean	meant	meant
set	set	set	meet	met	met
run	ran	run	pay	paid	paid
sit	sat	sat	speak	spoke	spoken
lie	lay	lain	lead	led	led
read	read	read	grow	grew	grown
lose	lost	lost	fall	fell	fallen
send	sent	sent	build	built	built
understand	understood	understood	draw	drew	drawn
break	broke	broken	spend	spent	spent
cut	cut	cut	rise	rose	risen
drive	drove	driven	buy	bought	bought
wear	wore	worn	choose	chose	chosen

