

NEW TRENDS

Competency Based English Language Course
Reinforcement Book 2
Competency Reinforcement Activities and Tasks
(You teach what you preach)



Pexels-cottonbro-7395447

Jesus Valdez Salazar

Scope and sequence

MODULE 1

What's going on?

CONTENTS

VOCABULARY	GRAMMAR
Weather facts	May/Can
Clothes	Coordinating conjunctions
Categories	Full clauses
Greenhouse effects	Gerund clauses
Weather items	Stative verbs
Phenomena of nature	Action verbs

LITERACY COMPETENCIES

SPEAKING <i>Students will be able to:</i>	READING <i>Students will be able to:</i>
Engage in a conversation and talk about the weather and other relevant things.	Read and understand a text about Christmas
Talk about weather and climate in different places.	Read a reading about weather facts.
Describe, relate and compare pictures.	Read aloud and answer questions.
Talk about, compare and contrast the characteristics of different holidays.	Be able to read and understand a weather map
Develop phonic awareness.	.

WRITING <i>Students will be able to:</i>	LISTENING <i>Students will be able to:</i>
Write a paragraph about a holiday.	Listen to and understand a text about Christmas.
Write paragraphs about different pictures.	Be able to listen to and understand questions, as well as to answer.
Be able to start a new paragraph.	Be able to listen to questions and answer on a specific topic.
Be able to write about weather conditions.	Be able to listen to and understand questions about holidays.
Be able to understand and use transitional devices.	Listen to and understand questions about the weather.

MODULE 2

The Past

CONTENTS

VOCABULARY	GRAMMAR
Verbs play, go and do.	Wh. Questions and auxiliaries.
Words and definitions.	Past time expressions.
Connections	Past tense, present tense....
Literary Genres.	Too much/too little; too many/too few.
Antonyms.	Gerunds.

LITERACY COMPETENCIES

SPEAKING <i>The students will be able to:</i>	READING <i>The students will be able to:</i>
Speak about integrity.	Read and infer from a reading.
Talk about people's lives.	Read and become aware of values.
Talk about and compare values.	Tell the difference between a story and a fable
Talk about and compare values and anti-values.	Read and understand the morale contained in a fable.
Say word sounds and acquire phonetic awareness.	

WRITING <i>The students will be able to:</i>	LISTENING <i>The students will be able to:</i>
Know how to use quotation marks.	Listen to and understand a parable.
Compare and find similarities and differences.	Listen to and understand an article about integrity.
Learn how to write a fable.	Listen to and answer questions about filial piety.

MODULE 3

Time Connections

CONTENTS

VOCABULARY	GRAMMAR
Idioms.	Future with “going to”.
Values: Trust, cooperation, excellence, dignity	Modal Should and shouldn’t.
Values: Gratitude, integrity, honesty, loyalty	Use of “Shall”.
Values: Brotherhood, solidarity, justice	Modals Must, mustn’t, has to, have to,
Values: Courage, transparency, liability	Too much/too little; too many/too few.

LITERACY COMPETENCIES

SPEAKING The students will be able to:	READING The students will be able to:
Talk about and compare the value of “honor”.	Read and understand an inter-cultural article.
Talk about and understand different characteristics of “honesty”.	Read and understand a historical biography.
Talk about and contrast people and the values they embrace”.	Read a tale and understand the values it portrays.
Speak about people and the values they embrace.	Read a text and understand what gratitude means in life.
Discuss over similarities and differences of different personalities	Memorize and use homophones
	Read a text and reflect over life and death.
WRITING The students will be able to:	LISTENING The students will be able to:
Write my own diary.	Listen to a recording on values and understand its key characteristics.
Write paragraphs correctly.	Listen to and understand an article about “cooperation”.
Write about conditionals and consequences.	Listen to and understand quotes.
Write a composition using modals and the future tense.	Listen to and understand a reading on excellence

MODULE 4

An Ever-changing World

CONTENTS

VOCABULARY	GRAMMAR
<i>Definitions and synonyms</i>	<i>The present perfect/for/since/yet, already.</i>
<i>Antonyms.</i>	<i>Present perfect continuous</i>
<i>Synonyms.</i>	<i>Active voice vs passive voice</i>
<i>Synonyms.</i>	<i>Can/could/will be able to</i>
<i>Synonyms.</i>	<i>Modals review</i>

LITERACY COMPETENCIES

SPEAKING <i>Students will be able to:</i>	READING <i>Students will be able to:</i>
Talk about good and bad habits.	Understand a tragedy.
Ask and answer questions on sports.	Specify the characteristics of obsession
Brainstorm on social media.	Identify the passive voice in a reading.
Talk about abilities.	Understand the life cycle.
Discuss about present, past and future.	Create a summary.
WRITING <i>Students will be able to:</i>	LISTENING <i>Students will be able to:</i>
Use the exclamation point.	Answer questions about various things.
Use the semicolon in clauses.	Listen to and answer questions.
Construct complex sentences.	Convert sentences into passive.
Use independent markers.	Listen to an audio and complete a text.
Use the ellipsis.	Complete with missing words.

MODULE 5

Mind, Brain, and Body

CONTENTS

VOCABULARY	GRAMMAR
<i>Synonyms.</i>	Simple past / used to.
<i>Practice recollecting.</i>	Future with will/going to.
<i>Vocabulary for comprehension.</i>	Present perfect/past perfect
<i>Words and definitions.</i>	Active voice/passive voice and modals
<i>Synonyms.</i>	Future perfect continuous

LITERACY COMPETENCIES

SPEAKING	READING
<i>Students will be able to:</i>	<i>Students will be able to:</i>
<i>Brainstorm and analyse physics laws.</i>	<i>Read and analyse an article.</i>
<i>Talk about the future.</i>	<i>Read and write down summaries.</i>
<i>Talk about habits, attitudes and values.</i>	<i>Write a summary on science.</i>
<i>Discuss about science.</i>	<i>Read and analyse.</i>
	<i>Read and summarize.</i>

WRITING	LISTENING
<i>Students will be able to:</i>	<i>Students will be able to:</i>
<i>Use the comma and the semicolon.</i>	<i>Answer questions about an audio.</i>
<i>Use commas with nonessential elements.</i>	<i>Answer questions about an article.</i>
<i>Use the apostrophe.</i>	<i>Listen and answer true or false.</i>
<i>Use the hyphen and the dash.</i>	<i>Listen to an audio and answer questions.</i>
<i>Write a letter of complaint.</i>	<i>Listen to an audio and answer true or false.</i>

About the book

This book contains many aspects not addressed in the Student Book and, at the same time, reinforces the competencies and knowledge dealt with in it.

Even though each module is planned and designed to reinforce Student Book 2, new competencies and new knowledge are boarded in a particular fashion.

The purpose of this book, apart from that of attaining the objectives set forth, is that of teaching and instilling values in students, something that many books only touch in a marginal way, or overlook absolutely.

Nowadays, we are living in a very violent, fast-paced, selfish society; where the spiritual side of mankind is overlooked or ignored. We can't live pretending that what harms or affects others does not affect us. Therefore, we must teach our pupils that if we don't love but hate, sooner or later there will be a reaction or series of reactions that are going to cost us a lot.

We strongly counsel teachers to elaborate on the teaching of materials dedicated to values and anti-values. It is a free ticket to a better education and to a happier life.

It is highly and strongly recommended, *a must*, I would say, that the teacher work on awakening and developing superior knowledge competencies in students.

Teaching good habits and values to people is useless if they lack the attributes and virtues of a critical spirit and the ability and foresight to guess the future or to suggest solutions to future problems and if they don't envision the development of phenomena and processes.

The student is the centre, the key element to elaborate on; but an extraordinary work of art is the consequence of the craft, the knowledge, the ability, the dedication, the hard work, and the commitment of the artist. The same applies to students and teachers. *I strongly believe that a good teacher can do miracles!*

About the Author

Jesus 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.

Currently, 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.

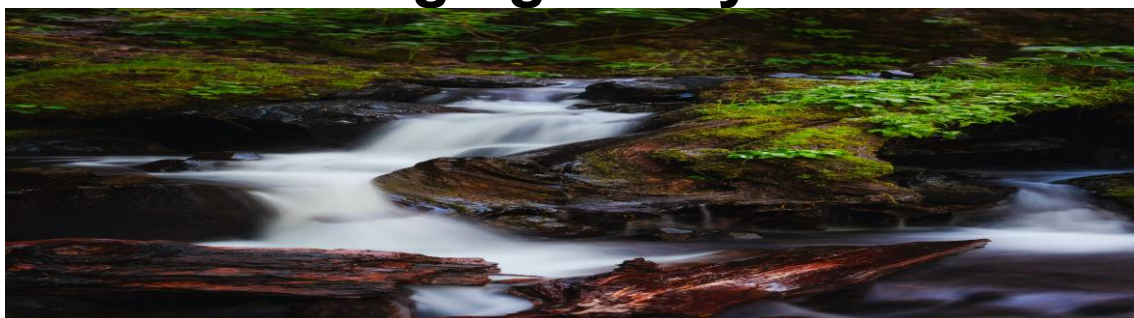
Besides, all throughout the book the author includes readings, activities, quotes, and proverbs that help teachers and students think over the importance and the guidance of wisdom in the life of each and every individual in a society. The author wants to expose the language teacher to the challenge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

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

MODULE 1

Sections 1-5

An ever-changing reality



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CONTENTS

VOCABULARY	GRAMMAR
Weather facts	May/Can
Clothes	Coordinating conjunctions
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Be able to understand and use transitional devices.	Listen to and understand questions about the weather.

Section 1

1.1. Merry Christmas People of the World!

1.1.1. Reading reinforcement

1.1.1. A. Read and listen. Then read aloud and choose **true** or **false**.

Track (01). 



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Right now, I am looking out the window contemplating the amazing view of my town. There's a lot of snow and it is extremely cold, 20 degrees below Zero. I feel a little sad because of the gloomy sight outside the house and also, because I think there's a lot of people in the world who don't have a piece of bread to eat or a blanket to cover themselves from the cold weather.


My family and I can't and shouldn't complain because we are under the roof of a warm and cozy house. We are listening to soft pleasant music and drinking hot coffee and punch. Right now, my mother is cooking a delicious turkey and a sweet cream pie. My brother Mike is outside feeding his pet Rusty: a wonderful German shepherd puppy. My sister is putting the ornaments on the Christmas tree.

I can't stop thinking of my friend Jimmy who is in the army. He lives in a very dangerous place where people don't like Americans. I am a little romantic, but I love mankind; not only Americans. I believe in God and I believe in retribution. What you give is what you get in the long run.

I am praying God for a better world and for a brotherhood of man; a world for all; a world where the old, the young, the children and every living creature have a better life and a better destiny.

1. Christmas is celebrated in: a) the spring; b) the winter; c) the summer; d) the autumn.
2. The writer is sad because of: a) the weather; b) his family; c) his friends; d) his pets.
3. The weather is: a) warm; b) cool; c) hot; d) extremely cold.
4. The writer's family live in: a) very cold place; b) an apartment; c) a hut; d) comfortable house.
5. His mother is busy: a) washing the dishes; cleaning the basement; c) cooking; d) singing.
6. Jimmy is: a) at home; b) with his friend; c) abroad; d) in Washington, D.C.
7. According to the article: a) when you harm others, you get a recompense; b) When you steal, you go to jail; c) when you harm people, you get harmed, too; d) When you sell, you buy.
8. The author believes in: a) good luck; b) the omens; c) Buddha; d) God.
9. According to the reading, if you harm others you pay back: a) immediately; b) sooner or later; c) in cash; d) with your life.
10. The author believes in: a) love; b) destiny; c) justice; d) brotherhood.

1.1.2. Vocabulary building reinforcement

1.1.2. A. Read and listen; read aloud the weather facts. Then, work in pairs, take turns and ask and answer questions. *Track (02).* 

Winter

During the winter months: December, January, February, the current year ends and a new year starts. The days are shorter and often very cold. Sometimes the precipitation will fall as sleet and snow, and quite often we wake up in the morning to frost and ice on the floor. Winter is usually cold and wet.

Spring

In the Spring (March, April, and May) the sun rises in the earlier hours of the morning and sets later on in the afternoon. The days get slightly warmer. Spring flowers start to appear, birds start building their nests and the farmers deliver new-born lambs. Weather in spring is very varied. Some days it may be cold enough to snow, and some days it is warm enough to play out in the garden. Spring months can also be awfully windy.


Summer

In the summer (June, July, August) the days are warmer and longer, the sun shines. During this season, you go to the sea, lakes or Rivers and have a great time. But, you have to protect your skin from the sunrays so that you don't get sunburned. Summer weather can vary, but if we are lucky, June, July and August will bring some warm sunny days.

Autumn

Autumn is a season filled with change. Days become shorter and, although it is often warm and sunny during the daytime, it can be cold at night. In autumn, leaves fall off the trees and hedges. Additionally, autumn can bring strong winds and a lot of rain.

1.1.3. Grammar building reinforcement

1.1.3. A. Read and listen. Then, choose the correct item from the box, complete and answer the sentences. *Track (03).* 

Would.	Need.	Am.	Can.
Do.	Has.	Doesn't.	Where.
Does.	Is.	Aren't.	Can't.
Much.	A few.	Many.	Little.

1. Does she _____ any money? She looks worried. R: _____
2. They _____ from New York. Are they from California? R: _____
3. _____ does your family live? R: _____
4. _____ you like to travel around the world? R: _____
5. _____ a lion kill a tiger? R: _____
6. I _____ stand blood and impressive scenes. Can you? R: _____
7. She doesn't know how to play musical instruments. She _____ not a musician. Are you? R: _____
8. I _____ listening to the weather forecast. How is the weather where you live? R: _____
9. My father _____ a large family. Does your father have a large family? R: _____
10. _____ doctors work in hospitals and heal people? R: _____
11. A hyena can't kill a leopard. It _____ have the strenght to do it. Can a tiger kill a leopard? R: _____
12. _____ the lighting system in your school work? R: _____
13. Does your friend Ken have _____ money in the bank??R: _____
14. Just _____ friends help you when you are down. Do you agree? R: _____
15. I need _____ money. Only ten dollars. Can you help me? R: _____
16. Tom has _____ women. He is a real womanizer. Is he your friend? R: _____

1.1.4. Listening reinforcement *Track (04)*.

1.1.4. A. Listen to the questions and write your answers.

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

1.1.5. Writing composition reinforcement

1.1.5. A. Write two paragraphs about **November 20, Revolution's Day**.

(Topic Sentence) **Mexicans celebrate Revolution Day on November 20.** _____

(Topic Sentence) **Revolutions are disastrous and they cause too much pain.** _____

1.1.6. Speaking reinforcement

1.1.6. A. Work in pairs; look at the pictures. Then ask and answer questions contrasting the weather in the **spring** with the weather in the **fall**. Also, talk about nature (trees, flowers, herbs, insects, birds etc.), the clothes the girl and the boy are wearing and what they are doing.



Source: Pexels by [Jill Wellington](#)



Source: Pexels by [Scott Webb](#)

Core performance indicators:

As a learner I can

- Use grammar structures properly.
- Describe actions and general conditions.
- Talk about the weather and the climate.
- Write paragraphs properly.
- Understand a text about Christmas and its characteristics.

Section 2

1.2. Surpassing Facts about Siberia.

1.2.1. Reading reinforcement *Track (05)*

1.2.1. A. Work in pairs. Listen; read aloud. Then, choose true or false.



Source: Wikimedia Commons.

Do you think you know all about Siberia? The following facts might surprise you...

- Siberia makes up 75% of the Russian Federations territory, approximately 9,653 square kilometers or 3,727 square miles. That's almost the same size as Canada and 1.5 times bigger than Europe!
- The population of Siberia is over 39 million people, representing 27% of the Russian Federation's population!
- Siberia has the most extreme temperature swings on earth, going from a shivering minus 50 Celsius (-122 Fahrenheit) in the winter to a blistering +40 Celsius (+ 104 Fahrenheit) in the summer!
- Siberia boasts some of the Earths most beautiful rivers: Yenisei, Ob, Irtys, Lena, Amur and others.
- Siberia is home to the largest Lake in the world, Lake Baikal and many other mysterious and amazing lakes such as Taymir and Tunguska lake.
- Siberia is home to the Taiga, the largest forest in the world!
- Siberia is Russia's industrial and natural resource centre for oil, gas, timber and minerals.
- Siberia is a tourist paradise with well known destinations such as "Belokurikha", Lake Baikal, Atlai and Far East resorts.

1. 75% of the russian population live in Siberia.	True	False.
2. In Siberia the Summer is extremely hot and the winter extremely cold.	True	False.
3. The largest Lake in the World is in Canada.	True	False.
4. Siberia is not important for the russian industry.	True	False.
5. The largest forest in the World is in Siberia.	True	False.

1.2. 2.Vocabulary building and reinforcement

1.2.2. A. Read and match the pictures with the words. Then, check your work. Look at the answers at the bottom of the page.

1. Surpassing.	5. Same.	9. Blistering.	13. Frost.	17. Precious.
2. Facts.	6. Over.	10. Boast.	14. Sleet.	18. Tangible.
3. Make up.	7. Swing.	11. Timber.	15. Windy.	19. Legible.
4. Almost.	8. Shivering.	12. Largest.	16. Stormy.	20. Innocuous.

a. Compose.	e. Approximately.	i. Similar.	m. Evidences.	q. Extraordinary.
b. Shaking.	f. Burning.	J. Extreme cold.	n. Airy.	r. Touchable.
c. Fluctuatuons.	g. Brag.	k. Ice pellets.	o. Rainy.	s. Inoffensive.
d. Up.	h. Wood.	l. Biggest.	p. Beloved.	t. Distinct.

1.2.3. Grammar building reinforcement

1.2.3. A. Read, choose the correct item from the box and fill in the blanks.

Much
A few
Want

A little
Too much
Wouldn't

How many
Isn't
Because

Many
Why
How much

- _____ trees are there in the forest? R: There are _____ you can't count them.
- How many guests are in the party? Are they from California? R: Just _____, about ten.
- They _____ like to go to war; but it is an obligation for recruits.
- I don't like dogs. _____ do you ask? R: Because, I would like to give you a puppy.
- _____ money do you need? R: I need a hundred dollars. That _____ too much for you.
- Are you affraid of snakes? R: Just _____, not much.
- She _____ to buy a house, but she doesn't have enough money.
- We all _____ to be helped by others; but just a few want to help others.
- She doesn't have _____ free time to go to parties; she has a lot of work to do.
- _____ does a kilogramme of grapes cost? R: Not much. Just a few dollars.
- They have _____ good ideas, but only a few good actions.
- _____ are you visiting our country? R: Because, we love México. It's beautiful.

1.2.4. Listening reinforcement *Track (06)*

1.2.4. A. Listen to the questions and write your answers.

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

1.2.5. Writing composition reinforcement

1.2.5. A. Write a paragraph about each picture: the place, the environment, the people, the activities, etc.



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pexels-yan-krukov-8617948

Paragraph 1 _____

Paragraph 2 _____

1.2.6. Speaking reinforcement

1.2.6. A. Work in groups. Look at the pictures. Then ask and answer questions about the pictures, the weather, the temperature, the places, the people and the things in the pictures.



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Core performance indicators:

As a learner I can

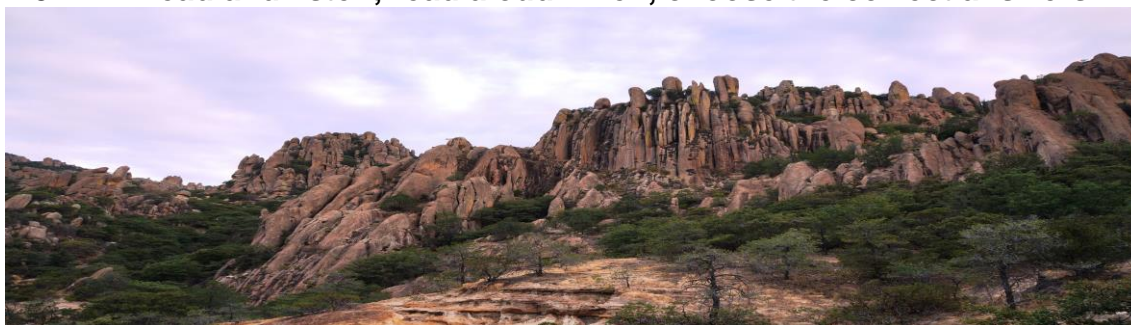
Understand facts about other countries.
Talk about and contrast weather conditions in.
Write down paragraphs on school and weather.

Section 3

1.3. A Real Wonder!

1.3.1. Reading reinforcement *Track (07)*

1.3.1. A. Read and listen; read aloud. Then, choose the correct answers.



De Noé González-Gallegos - Trabajo propio, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=3374722>

Los Cardos

I am in my camp at Los Cardos Sierra- an amazing, majestic, beautiful rocky mountain- which is located on the west of the Mountain Range parallel to the Pacific at approximately five kilometers from Jerez, Zacatecas, México. I am sitting on a big solid, rock mesmerized with the incredible view offered by Mother Nature. While I am watching and enjoying the spectacle, men are working, cutting down giant trees and piling them down. I hate it; but, I can't stop it.

Los Cardos is a touristic attraction visited by many national and international tourists. There is a wide vegetation diversity: pine trees, cacti, oaks, mesquites, huisaches, etc., and an incredible fauna which makes the place much more interesting and enjoyable.

You can see and hear the mockingbirds singing and imitating other birds and animals from the forest. You can also look at the real eagle, the woodpeckers, the ravens, and many other types of birds. Also, there are many mammals to see: coyotes, wolves, wild hogs, hares, rabbits, jaguars, etc.; but you can see them rarely in the daytime. They go out of their dens and holes at night, especially.

The weather is warm and sunny most of the year. If you want to have a great time, come to this piece of paradise!

1. The narrator is: a) standing next to a fence; b) sitting and watching the view; c) singing a song; d) listening to the birds sing.
2. The flora and the fauna refer to: a) people and plants; b) people and animals; c) animals and plants in a region; d) the country and the city.
3. In the forest: a) coyotes imitate wolves; b) hares imitate rabbits; c) eagles imitate ravens; d) mockingbirds imitate many birds.
4. In Los Cardos, the weather is: a) always warm and sunny; b) sometimes sunny and hot; c) usually warm and hot; d) never warm and hot.
5. Mesquites, huisaches, and cacti are originally from: a) Europe; b) Asia; c) Africa; d) América.

1.3. 2.Vocabulary building reinforcement *Track (08)*

1.3.2. A. Read and listen. Then, classify the objects in the proper **category**.

Chocolate bars	Candies	Chewing Gum	Frying Pan	Cake
Tacos	Pizza	Soda	Hamburgers	T-Bone Steak
Lollipop	Train	Masks	Paper plates	Glasses
Coffee	Forks	knives	Spoons	Milk

1. **Food:** _____
2. **Sweets:** _____
3. **Kitchen ware:** _____
4. **Drinks:** _____
5. **Toys:** _____

1.3.3. Grammar building reinforcement

1.3.3. A. Read and choose the proper modal: **may** or **can**. Then, write the proper punctuation mark and **coordinating conjunction**: and, but, for, so, yet.

1. They (may/can) _____ walk in the woods; _____ they can't walk on fire.
2. Mark (may/can) _____ not come to work, _____ he had an accident.
3. Penguins (can/may) _____ run, _____ they can't fly.
4. We (may/can) _____ not go to the concert, _____ we don't have a ticket yet.
5. Samantha (may/can) _____ sing, _____ she can play the piano, too.
6. I don't have time, _____ I (can/may) _____ not go to your house tonight.
7. When you work, you make money, _____ you must be responsible.
8. A wolf (can/may) _____ be domesticated, _____ people (can/may) _____ not trust it.
9. She is doing homework, _____ she (may/can) _____ have a thirty-minute break.
10. A soldier (may/can) _____ have a gun, _____ he has to use it with responsibility.

1.3.4. Listening reinforcement *Track (09)*

1.3.4. A. Listen to the questions and write your answers.

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

1.3.5. Writing composition reinforcement: the paragraph

1.3.5. A. Read the paragraphs on “The joy of running”. Then, write two short paragraphs of your own on “The joy of going to school”.

The joy of running. That sense of well-being, freedom and extra energy that runners often experience is not just a matter of endorphins. A study at the University of Montreal Hospital Research Centre (CRCHUM) shows that the "runner's high" phenomenon is also caused by dopamine, an important neurotransmitter for motivation.

"We discovered that the rewarding effects of endurance activity are modulated by leptin, a key hormone in metabolism. Leptin inhibits physical activity through dopamine neurons in the brain," said Stephanie Fulton, a researcher at the CRCHUM and lead author of an article published in the journal *Cell Metabolism*.

Secreted by adipose tissue, leptin helps control the feeling of satiety. This hormone also influences physical activity. "The more fat there is, the more leptin there is and and the less we feel like eating. Our findings now show that this hormone also plays a vital role in motivation to run, which may be related to searching for food," explained Stephanie Fulton, who is also a professor at Université de Montréal's Department of Nutrition.

niversity of Montreal. (2015, September 1). Why does running make us happy?. *ScienceDaily*. Retrieved June 22, 2018 from www.sciencedaily.com/releases/2015/08/150831085456.htm

Paragraph 1 _____

Paragraph 2 _____

1.3.6. Speaking reinforcement

1.3.6. A. Classroom activity. Describe the pictures. Then ask and answer questions. Relate the pictures and compare the scenarios with holiday celebrations in your home, your school or in any specific place. Use: why, when, how, where, what, who, and, but, so, for, yet and more.



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Core performance indicators:

As a learner I can

- Talk about holidays and compare holiday celebrations.
- Listen to and understand questions about police security.
- Categorize things.
- Use punctuation marks correctly.

Section 4

1.4. Differences between Weather and Climate?

1.4.1. Reading reinforcement *Track (10)*

1.4.1. A. Read and listen; read aloud. Then, explain the underlined words and the similarities and differences between weather and climate. Use the vocabulary section for comprehension.

The difference between weather and climate is a measure of time. Weather is what conditions of the atmosphere are over a short period of time, and climate is how the atmosphere "behaves" over relatively long periods of time.

What Weather Means

Weather is basically the way the atmosphere is behaving, mainly with respect to its effects upon life and human activities? The difference between weather and climate is that weather consists of the short-term (minutes to months) changes in the atmosphere. Most people think of weather in terms of temperature, humidity, precipitation, cloudiness, brightness, visibility, wind, and atmospheric pressure, as in high and low pressure.

What Climate Means

In short, climate is the description of the long-term pattern of weather in a particular area. Some scientists define climate as the average weather for a particular region and time period, usually taken over 30-years. It's really an average pattern of weather for a particular region, when scientists talk about climate, they're looking at averages of precipitation, temperature, humidity, sunshine, wind velocity, phenomena such as fog, frost, and hail storms, and other measures of the weather that occur over a long period in a particular place.

For example, after looking at rain gauge data, lake and reservoir levels, and satellite data, scientists can tell if during a summer, an area was drier than average. If it continues to be drier than normal over the course of many summers, than it would likely indicate a change in the climate.

1).What are the differences and similarities between Cimate and Weather? Explain:_____

https://www.nasa.gov/mission_pages/noaa-n/climate/climate_weather.html

1.4. 2.Vocabulary building reinforcement

1.4.2. A. Work in groups; read and match the numbers with the letters; then, write down two paragraphs on party planning.

1. Precipitation.	5. Velocity.	9. Mist.	13. Drizzle.	17. Wand.
2. Mean.	6. Short-term.	10. Gum.	14. Deluge.	18. Balloon.
3. Hurracane.	7. Long-term.	11. Pan.	15. Candle.	19. Candies.
4. Rainfall.	8. Bar.	12. Knife.	16. Costume.	20. Mask.

a. Intend.	e. Downpour.	i. Durable.	m. Stick.	q. Fog.
b. Rapidity.	f. Paste.	j. Sprinkle.	n. Scepter.	r. Sweets.
c. Rain.	g. Casserole.	k. Flood.	o. Torch.	s. Disguise.
d. Tempest.	h. Dagger.	l. Suit.	p. Inflated staff.	t. Brief.

1.4.3. Grammar building reinforcement

1.4.3. A. Read and fill in with the correct items.

Full clauses with noun phrases and gerund clauses.

After a number of verbs, often with a meaning that expresses attitude or opinion, a **noun phrase** or a **gerund clause** is used. Examples:

Full Clauses

P V NP

1. He enjoys **the party**.
2. Misty doesn't mind **the rain**.
3. My mom likes **the Beach**.
4. I prefer **the cold weather**.
5. We love **the African people**.

Gerund Clauses

P V GC

- He enjoys **dancing in the party**.
 Misty doesn't mind **standing in the rain**.
 My mom likes **walking on the Beach**.
 I prefer **living in the cold weather**.
 We love **sharing with the African people**.

- 1). The students don't mind _____ (is talking/taking) public transportation.
- 2). Visitors enjoy tasting and eating the delilicious tacos at the _____ (Mexican restaurant/restaurant Mexican).
- 3). The fans (anticipate/ remember) _____ seeing a great show.
- 4). Britney Spears (is/are) _____ appearing before a multitude in Las Vegas.
- 5). Mike and Lauren (would/Could) _____ like to travel to Las Vegas.
- 6). She (doesn't/isn't) _____ like the cold weather. She prefers living in a tropical place.
- 7). Mary likes (to live/living) _____ in the forest, but she hates mosquitoes.
- 8). Cindy (hates/hating) _____ onions, so she tries to stay away from them.
- 9). My wife (likes/is liking) _____ salad, and she (enjoys/is enjoying) _____ fruit, too.
- 10). (Answering/answer) _____ telephone calls are not as easy as they seem.

1.4.4. Listening reinforcement Track (11)

1.4.4. A. Listen to the questions and write down your answers.

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

11. _____
12. _____
13. _____
14. _____
15. _____

1.4.5. Writing composition reinforcement

1.4.5. A. Write a paragraph about the morning, afternoon, and evening weather conditions in your town.

Paragraph 1 _____

Paragraph 2 _____

Paragraph 3 _____

1.4.6. Speaking reinforcement

6.4.6. A. Look at the pictures compare the characteristics of the celebrations, name the objects, describe the people and say what the people is doing. Then, talk about a birthday party and a Christmas party in your life.



Source: Wikimedia Commons



Source: Wikimedia Commons

Core performance indicators:

As a learner I can

- Find the difference between weather and climate.
- Understand the characteristics about celebrations.
- Write paragraphs about local weather conditions
- Compare and know when to use noun clauses and gerund clauses.

Section 5

1.5. Weather Maps

1.5.1. Reading reinforcement *Track (12)*

1.5.1. A. Read and listen; read the articles aloud. Then answer the questions about: **How to read a weather map.**



1. How to Read a Current Temperature Map

This map depicts the temperatures most recently observed by National Weather Service observation stations across the region. The colors on the map represent different temperature ranges, created by compiling current temperatures at each station. The red and orange family of colors represents warmer temperatures, while the blues depict cooler temperatures. The numbers on the map indicate the current temperatures for select cities across the region.

2. How to Read a Heat Index Map

This map depicts the current heat index for a given day for each of the National Weather Service observation stations across the region. The heat index is the calculation of temperature that takes into consideration the effects of humidity and temperature on the human body. The heat index gives an indication of how the combination of temperature and humidity feels to humans.

The colors on the map represent different heat index temperature ranges, created by compiling heat index temperatures for a given day at each station. The red and orange family of colors represents heat index temperatures, while the blues depict cooler heat index temperatures. The numbers on the map indicate the current heat index temperatures for select cities across the region at the time posted on the map.

1). What is the difference between a Current Temperature Map and a Heat Index Map? Explain: _____

2). What do red and orange colors represent? R: _____

3). What do white and blue colors represent? R: _____

4). What is a Heat Index? R: _____

5). What do numbers represent on a Heat Index Map? R: _____

1.5. 2.Vocabulary building reinforcement: weather

1.5.2. A. Read aloud. Then, work in groups and match the words with their definitions. Use a dictionary, if necessary. Check the answer keys below.

1. Airconditioner.	5. Avalanche.	9. Blizzard.	13. Breeze.	17. Chilly.
2. Clear.	6. Cool.	10. Drizzling.	14. Fog.	18. Humid.
3. Drought.	7. Cloud.	11. Flurries.	15. Mild.	19. Hail.
4. Overcast.	8. Raindrop.	12. Rainbow.	16. Smog.	20. Icy.

a. Temperature in between warm and cold.	f. A dangerous slide of snow down a mountain.	k. An appliance that cools down the air in a home or building	p. Very light snowfall.
b. Thick water vapor that blocks one's vision.	c. Temperature that is warmer than average (in a cold season).	l. Moisture in the air.	q. Covering of clouds over the sky.
c. Slippery because of ice.	h. A long period with no rainfall.	m. Water in the sky that appears as a white or grey mass.	r. Small pieces of ice that fall during a storm.
d. A band of colours found in the sky after a rainfall.	i. A fog caused by chemical fumes and smoke.	n. Light wind.	s. A drop of rain.
e. Cold.	j. A storm with lots of snow and wind.	o. Blue sky with no clouds blocking the sun.	t. A band of colours found in the sky after a rainfall.

1.5.3. Grammar building reinforcement: stative verbs and action verbs

1.5.3. A. Read the stative verb examples. Then, put the words in order.

a). **Stative verbs are verbs that express a state. Stative verbs can't be used in the progressive forms.** Ex.: I think you're right. (Incorrect: I'm thinking you're right.)

b). **Action verbs Express something a person does.** Ex.: She cooks dinner. (She's cooking dinner, now.)

Verb	Correct	Not Correct
Agree	She didn't agree with us.	She wasn't agreeing with us.
Appear	It appears to be raining.	It is appearing to be raining.
Believe	I don't believe the news.	I am not believing the news.
Concern	This concerns you.	This is concerning you.
Contain	This box contains a cake.	This box is containing a cake.

1. Depends/ on/it/ the/ weather. _____
2. to/deserves/he/exam/ pass/ the. _____
3. Disagree /with/ you/I. _____
4. dislike/idea/ the/I. _____
5. you/what/ are/doubt/I/ saying. _____
6. shirt/well/this/ fits/ me. _____
7. dogs/Julie/ hates. _____
8. You/ hear/do/ music? _____

1.5.4. Listening reinforcement *Track (13)*

1.5.4. A. Listen to the questions and write your answers.

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

1.5.5. Writing composition reinforcement: transitional devices

1.5.5. A. Work in groups. Write three paragraphs of five sentences: Use a topic sentence and transitional devices.

Transitional devices are words or phrases that help carry a thought from one sentence to another, from one idea to another, or from one paragraph to another.

There are several types of transitional devices, and each category leads readers to make certain connections or assumptions. Some lead readers forward and imply the building of an idea or thought, while others make readers compare ideas or draw conclusions from the preceding thoughts.

Some transitional devices can be used to **add** and to **compare**:

To Add: and, again, and then, besides, equally important, finally, further, furthermore, nor, too, next, lastly, what's more, moreover, in addition, first (second, etc.)

To compare: whereas, but, yet, on the other hand, however, nevertheless, on the contrary, by comparison, where, compared to, up against, balanced against, Vis a Vis, but, although, conversely, meanwhile, after all, in contrast, although this may be true.

1. _____

2. _____

3. _____

1.5.6. Speaking reinforcement


1.5.6. A. Work in groups. Brainstorm on Global Warming and the greenhouse effect.

Name three major causes and discuss on the possible consequences for plants, trees, animals, and people, if global warming continues as at present. Also, predict what might happen to the planet.



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1.5.7. Phonics and Phonemic Awareness Reinforcement.

Track (14) 

1.5.7. A. Read and listen. Then, say the word sounds and pronounce the words: sh, ch, tch, sp, st, ft.

rash, slash, cash, touch, pinch, lunch, wrench, patch, pitcher, gasp, grasp, last, lift.

1.5.7. B. Read aloud the following text.

Tim's Farm

By: Bob Miller

Tim has a big farmhouse where he feeds his horses, chickens, lambs, goats and pigs. One day he asked his mum if he could go to sell some animals at the mart, but his mother told him not to do that because animals were not fat enough. Nevertheless, he grasped a lamb, a rabbit, a chicken and a pig and he killed them in a fit of anger and took them to the central mart. Lambs and rabbits were sold for ten bucks the kilogramme, chickens and pigs were used for Breakfast, Dinner and Lunch, but shoppers didn't like them much, for the animals were too skinny to be killed. Now, Tim is in anger because he doesn't have money to buy hay and corn for his animals and to fix and repair his house.

He says to himself: "O.K. I am happy because I have energy, good ideas, and I am a practical man with lots of initiatives. I only have to avoid being careless, plan and do my work better next time. I will succeed, I will succeed, I will succeed, no doubt!"

Core performance indicators:

As a learner I can

Read a weather map.

Pronounce the word sounds: sh, ch, tch, sp, st, ft.

Use transitional devices.

Listen to and understand questions about different topics.

Cooperate on and discuss about global warming.

MODULE 2

Sections 1-5

The Past



Huey Teocalli, Major Temple of the Aztec Empire, Founded in Tenochtitlan city in 1325.

CONTENTS

VOCABULARY	GRAMMAR
Verbs play, go and do.	Wh. Questions and auxiliaries.
Words and definitons.	Past time expressions.
Connections.	Past tense, present tense.
Literary Genres.	Too much/too little; too many/too few.
Antonyms.	Gerunds.

LITERACY COMPETENCIES

SPEAKING <i>The students will be able to:</i>	READING <i>The students will be able to:</i>
Speak about integrity.	Read and infer from a reading.
Talk about people's lives.	Read and become aware of values.
Talk about and compare values.	Tell the difference between a story and a fable.
Talk about and compare values and anti-values.	Read and understand the morale contained in a fable.
Say word sounds and acquire phonetic awareness.	

WRITING <i>The students will be able to:</i>	LISTENING <i>The students will be able to:</i>
Know how to use quotation marks.	Listen to and understand a parable.
Compare and find similarities and differences.	Listen to and understand an article about integrity.
Learn how to write a fable.	Listen to and answer questions about filial piety.

Section 1

2.1. A Success Story

2.1.1. Reading reinforcement *Track (01)*

2.1.1. A. Read and listen; read aloud. Then, circle the best response.

2.1.1. B. Name the people and the values that determined the make up of your personality. Explain at the bottom lines.

Climbing up the ladder of succes in life is no doubt a great endeavor involving both physical and mental strengths. Because of this, as a child, and as an adolescent latter, I had to push hard beyond the limits of the ordinary. In the first place, I convinced myself that I could do anything I decided to. I said to myself:” Nothing is going to stop me.”

Adopting such a mental attitude is not easy. You must lead a disciplined life. It also takes a great deal of perseverance, a never ending determination, lots of courage and audacity to get to the place you want to be in life.

At the age of sixty, I am very strong and I am very healthy, too. I usually go jogging, go swimming; practice boxing and go hiking. I also have the habbit of eating a heavy breakfast that includes cereals, vegetables, honey and fruits. I drink a lot of water and juice all day that helps my system in many different ways. At night I only take a glass of milk and some cereal.

On the other hand, getting the right education is related mostly to the type of values you are raised with. I learned values that have guided and still guide my life in every action: Family, business and undertaking.

I was educated in an exemplary family; my parents were a living example of integrity, respect and responsability. They would always trust the family, set up rules and respect them. They would always do what they promised. They would also always comply with their duties.

Another great example for the making of my personality was my uncle Antonio who was always pushing for the acquisition of excellence. Nonetheless, he was born in a small village, he pushed and pushed all the way with great determination and ended up being a professional basketball player, a great teacher for an International University and a man with a great fortune.

Now, I am a teacher at a university-the same as my uncle- I have a PhD in Education, and I have a great love for my family. I come to the conclusion that, apart from extraordinary circumstances, a member of society is the product of family, school and social system.

1. The Reading is about: a) habits; b) habits and values; c) a family; d) promises.
2. According to paragraph 1, the author is; hard-working; b) courageous; c) resolute.
3. The author is; a) a child; b) a boy; c) middle-aged; d) very old.
4. The author was educated in: a) a violent family;b) a peaceful family; c) a commendable family.
5. The author´s personality was molded because of his immediate family and by the influence of: a) a cousin; b) an aunt; c) an uncle; d) a sister-in-law. _____

2.1. 2.Vocabulary building reinforcement

2.1.2. A. Work in groups; read and match the synonyms; Play the recollection game.

1. Climb.	5. Success.	9. Ladder.	13. Aquisition.	17. Trust.
2. Duties.	6. Undertaking.	10. Raise.	14. Ways.	18. Lead.
3. A great deal	7. Chilly.	11. Humid.	15. Hail.	19. Molded
4. Peaceful.	8. Courageous.	12. Commend.	16. Comply with.	20. Audacity.

a.Obligations.	e. Ascend.	i. Approve.	m.Acquiring.	q. Procedures.
b. Considerably.	f. Project.	j. Wet.	n. Hailstorm.	r. Fulfill.
c. Victory.	g. Valiant.	k. Augment.	o. Formed.	s. Boldness.
d.Placid.	h. Freezing.	l. Progression.	p.Conduct.	t. Confide in.

2.1.3. Grammar building reinforcement

2.1.3. A. Read the verb rules and fill in the spaces applying them.

Verbs: “play”, “go” and “do”.

i) You use “play” with games that involve competition.

ii) You use “go” with games or activities that are done alone.

iii) You use “do” with groups of activities that have a certain relationship.

iv) Sometimes the verb needs to be put in the gerund form.

Ex.: a). I go jogging everyday; b). She goes horseriding three times a day; c) They play tennis; d) She is playing soccer in the park; Martha does Aerobics at the Gym.

; I love playing (gerund form) a good game of poker; He likes doing (gerund form) gymnastics.

- 1). He used to _____ jogging every day when he was at university.
- 2). I love _____ a good game of chess from time to time.
- 3). She _____ gymnastics for over five years now.
- 4) This summer we _____ windsurfing every day on our vacation.
- 5). He's quite the athlete. He _____ basketball, baseball and hockey, too.
- 6). My wife _____ horse riding twice a week.
- 7). Why don't we _____ a set of tennis?
- 8). Some people think that _____ aerobics four times a week is the best possible way of keeping fit.
- 9). His idea of the perfect summer holiday is to rent a sailboat and _____ sailing between the islands of the Tuscan archipelago.
- 10). He _____ athletics for his local track club.

2.1.4. Listening reinforcement *Track (02)*

2.1.4. A. Listen to the parable and answer **true** or **false**.

1). A parable is a short fictitious story that illustrates a moral attitude.	True	False.
2). “Rejoice with me” means: Do not lament.	True	False.
3). In the parable “The lost sheep” is used for a “lost man”.	True	False.
4). The Word “wilderness” mean desert.	True	False.
5). “Heaven” and “paradise” are synonyms	True	False.

2.1.5. Writing composition reinforcement: quotation marks

2.1.5. A. Read the sentences and write the quotation marks, periods and commas where necessary.

1. Bobby is watching TV in his room, his mother said.
2. No, she cried suddenly, that man is not the killer. He is innocent.
3. I believe, Liz remarked, **that** you can get an excellent car at the Auto Sales.
4. Certainly, Frank said, **explained** the situation to him.
5. Mary asked, **is Time** a magazine you read regularly?
6. A book that I love reading is "A Good Man Is Hard to Find."
7. When did Marcos say "I loved you, but not anymore"
8. "Trendy" is a word that is not used by many.
9. Yesterday Sam said "Today I'm going to sell my new car."
10. Can you believe it Barry asked me, "That we will live in the future for 200 years"?

2.1.6. Speaking reinforcement

2.1.6. A. Look at the pictures and read the articles. Then, describe the effects hypocrisy may have in people's lives. Also, explain ways in which integrity can help or damage the life of a person. Finally, visualize your future when adopting either one of these values.



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Hypocrisy

Hypocrisy is undoubtedly one of the most detestable qualities. It is in man's nature to accept happiness and freedom; and to upgrade itself to the highest degree of dignity. Yet when man becomes polluted with lying, violation of promises and breaching of agreements, hypocrisy finds itself a wide arena and is ready to penetrate such polluted natures. Hypocrisy advances in these circumstances until it eventually becomes an acute disease. Hypocrisy not only prevents individuals from reaching the truth or even attempting to discover it, but it also becomes an indestructible dam placed on the path of acquiring noble characteristics. Of course, all that stands in the path of sensible conduct and psychological integrity; and contradicts the life of happiness which relies on spiritual perfection.

Integrity is a steadfast adherence to a strict moral or ethical code. It is being consistently honest and trustworthy. The evidence of this value mean: being open and transparent in one's actions; doing what you say you will do; helping others to attain happiness; treating others with love and respect.

Integrity

Core performance indicators:

As a learner I can

Talk about and compare values and anti-values.

Learn how to use periods and quotation marks.

Compare and contrast the present and the past tense of "be".

Section 2

2.2. Values and Drug addiction.

2.2.1. Reading reinforcement

2.2.1. A. Read and listen; read aloud. Then, do as indicated. *Track (03)*

In an environment without positive values, people is more likely to be addicted and have more difficulty to escape addiction. One group of addicts—criminal addicts—is particularly resistant to intervention. Criminal addicts are rapacious individuals who view life simply as a luncheon for them to grab whatever they want. Drugs and alcohol just become one more way to rip off the world. This is very different from hapless individuals arrested for use or possession of drugs or low-level drug trades, whose crimes are defined entirely by their involvement with substances that are illegal.

If we can't start teaching people, at childhood, to have core values of achievement, self-awareness, productivity, healthy habits, responsibility, self-respect, and respect for the greater community, then we will have more addiction no matter how many drug education programs we force on children.

And we can teach children about legal drugs—especially alcohol. By demonstrating moderate drinking ourselves, and exposing children to social drinking in positive, multigenerational family settings, by explaining that alcohol is meant to be enjoyed but not abused, and by holding people responsible for how they drink and how they behave when they drink, we re-create the positive drinking cultures established through the generations in many parts of the United States and the world.

When we don't express such attitudes and values—about addictions and about life—then children learn very different values from advertising, from fraternity parties, or from former alcoholics who lecture in their schools that alcohol is a poisonous, uncontrollable, devouring substance. Values can be a powerful tool for fighting addiction, but it is up to addicts attempting to recover (as well as parents of children who want to prevent them from becoming addicted) to determine which values are most important to them.

So don't be afraid to express when you think something is wrong in the world, or when people behave in a way of which you disapprove—even if sometimes these are people you and your children know and care about. Don't shy away from values in your own mind or in your dealings with others, particularly young people. Embrace and relish what you think is important and right—or in cases where you recognize consciously that your values are wrong or harmful, work on changing them. Publicize your values as primary indicators of who you are. And harness and use your values.

1. Explain the article in a few words. _____

2. How many values does the reading mention in paragraph 1? _____
3. How do people teach values to their children? _____

4. Can values help fighting addictions? _____
5. Is defending and practicing one's values a way to show integrity? Explain: _____

2.2. 2.Vocabulary building and reinforcement

2.2.2. A. Read and match the words with the correct definitions. Then, check the answers at the “key answers”, bellow.

1. Thief.	A. To take the property of someone.
2. Alley.	B. Prison.
3. Judge.	C. One that steals especially stealthily or secretly.
4. Crime	D. Showing realization, cognizant, concious.
5. Aware	F. A grave offense.
6. Luncheon	G. An obligatory rule or a binding custom or practice.
7. Alcoholic	H. A person deprived of liberty and under confinement.
8. Prisoner	I. Running away.
9. Jailhouse	J. A gunfight. A shooting between two parties.
10. Courthouse	L. Soldier, police officer.
11. Fugitive	M. Regarded with suspicion, suspected.
12. Witness	N. A great number of honeybees, a multitude
13. Swarm	O. A narrow street
14. Shootout	P. A person who is dependant on narcotic drugs.
15. Trooper	Q. A public official authorized to question in court.
16. Suspect	R. A person affected with alcoholism.
17. Law	S. A formal lunch.
18. Violation	T. The act of violating, transgression.
19. Drug-addict	U. One that gives evidence, testimony.
20. Steal	V. A building in which courts of law are regularly held.

2.2.3. Grammar building reinforcement

2.2.3. A. Read the answers and write the correct questions. Use WH question words and the auxiliaries do, does and did. Ex:

A: Cynthia studies English on weekends. Q: When does Cynthia study English?

- Selena went to a party last night. Q: _____
- She was at a party last night. Q: _____
- Mark said, “I don’t love you anymore.” Q: _____
- They travelled to China last month. Q: _____
- Andrew is happy because it’s his birthday.Q: _____
- Honest, responsible people live a happy life.Q: _____
- Denzel likes his black car, he doesn’t love the white one.Q: _____
- The dogs are running.Q: _____
- Simon said, “ Don’t worry I’m O.K.”Q: _____
- The teacher told the students: “Be good, search for excellence and you will be happy.”
Q: _____

2.2.4. Listening reinforcement *Track (04)*

2.2.4. A. Listen and choose the best item about the value of “integrity”.

- Integrity in the school is expressed through: a) open and transparent decisions; b) not doing what you say you will do; c) enforcing rules about plagiarism.
- Evidence of integrity in the classroom is expressed by: a) promissing; b) doing what you promise; c) working independently; d) explaining rules about plagiarism.
- Part of a teacher’s integrity is: a) working with students; b) evaluating justly; c) evaluating standards; d) evaluating sudents behavior.
- A teacher who has integrity is someone: a) honest and trustworthy; b) professional and competent; c) who teaches students to work independently; d) with a high self-esteem. 5. Integrity is a synonym with the following: a) rectitude, honesty; b) iniquity and virtue; c) badness and goodness; d) immorality and morality,

2.2.5. Writing composition reinforcement

2.2.5. A. Write five similarities and differences between Math teachers and English teachers. Ex.: a). English teachers are very strict; Math teachers are very strict, too. b). English teachers like talking a lot; but Math teachers don't.

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

2.2.6. Speaking reinforcement

2.2.6. A. Work in groups. Look for information on the web about these people; then, try to explain the circumstances, conditions, causes and factors that determined their lives.



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Core performance indicators:

As a learner I can

Infer from pictures.

Learn and talk about integrity in school.

Identify and understand definitions.

Learn how drug addiction is related to values.

Section 3

2.3. Fables and Stories

2.3.1. Reading reinforcement *Track (05)*

2.3.1. A. Read and listen; read aloud. Then, use the vocabulary for a better comprehension.

2.3.1. B. Read the story and the fable and explain the messages contained.

The Teacher and the Chinese Student

By Quian Jung

Once upon a time, a Chinese student once went to his teacher.

He asked his teacher a question: "Sir, is there any good in talking a lot?"

The teacher replied: "Toads and frogs croak night and day, but no one pays any attention to them. But the cock crows at a certain time of night and wakes up everyone."

The teacher smiled at his student and said, "This proves that no good is achieved by talking a lot. What is important is to say the right thing at the right time."

The Ass and his Purchaser

Fable of Aessop

A man who wanted to buy an ass went to the market, and, coming across a likely-looking beast, arranged with the owner that he should be allowed to take him home on trial to see what he was like. When he reached home, he put him into his stable along with the other asses. The newcomer took a look round, and immediately went and chose a place next to the laziest and greediest beast in the stable. When the master saw this he put a halter on him at once, and led him off and handed him over to his owner again. The latter was a good deal surprised to seem him back so soon, and said, "Why, do you mean to say you have tested him already?" "I don't want to put him through any more tests," replied the other. "I could see what sort of beast he is from the companion he chose for himself."

"A man is known by the company he keeps."

1. Explain the comparison between the croaking of frogs and talkative people _____

2. Explain how a person is known by the company he keeps. Give two examples: _____

2.3.2. Vocabulary building reinforcement

2.3.2.A. Work in groups; match the synonyms; then, write down five complex sentences; use: after, as, before, once, since, until, and while. as in the example: After the accident occurred, the police arrived at the scene.

1. Hypocrisy.	5. Deal.	9. Penetrate.	13. Once.	17. Stable.
2. Detestable.	6. Pollute.	10. Dam.	14. Achieve.	18. Newcomer.
3. Reach.	7. Breach.	11. Steadfast.	15. On trial.	19. Master.
4. Upgrade.	8. Agreement.	12.. Adherence.	16. Arrange.	20. Halter.

a. Arrive at.	f. Insincerity.	k. Abhorred.	p. Promote.
b. Negotiation.	g. Contaminate.	l. Pact.	q. Barricade.
c. Rupture.	h. Loyalty.	m. On one occasion.	r. Obtain.
d. Run into.	i. Rope.	n. A building for cattle.	s. Under examination.
e. Faithfull.	j. Commander, teacher.	o. Outsider.	t.. Organize.

2.3.3. Grammar building reinforcement: past time expressions

2.3.3.A. Read and fill with the correct verbal nouns (Nouns that are derived from a **verb** -usually by adding the suffix *-ing-* and that exhibits the ordinary properties of a noun.)
Ex.: Construct (verb); constructing (Noun).

- The *building* of the British Empire may be said to have begun with the ascent of Queen Elizabeth to the throne.
- His *acting* of the part of Othello was distinguished by a breath and grandeur that placed it far beyond the efforts of other actors.
- "Saluting the heroes who have fallen in the *fighting* of the last few days, my thoughts turn toward you, the victors in the next battle."
(General Franchet d'Esperey, Sep. 9, 1914)
- "The dead might as well try to speak to the *living* as the old to the young."
(Willa Cather)

Reading	Watching	Serving	Travelling	Checking
Practicing	Doing	Eating	Loving	Hating

- _____ and writing is the best way to become a succesfull writer.
- _____ our neighbour is a christian commandment.
- _____ allows people to see the world in a wider perspective.
- _____ too much causes a lot of health problems.
- _____ students work carefully is one of the best practices of a good teacher.
- _____ other people only brings misery and unhappiness.
- _____ children's behaviour is very good for getting rid of bad habits in the future.
- _____ a sport everyday helps you being strong and healthy.
- _____ not thinking is what makes the difference.
- _____ other people makes you a better human being and a better christian.

2.3.4. Listening reinforcement *Track (06)*

2.3.4. A. Listen and answer true or false.

(In Confucian ideals, **filial piety** is one of the virtues to be held above all else: a respect for the parents and ancestors.)

1. Filial love is the foundation of integrity and justice.	True	False.
2. Love and gratitude for parents is very profound.	True	False.
3. Ungratefulness is acceptable.	True	False.
4. A filial child is always respectful and loving with his parents.	True	False.
5. You should not love whatever your parents love.	True	False.
6. Taking care of your body is loving others.	True	False.
7. If you hurt the child of a mother, you also hurt her.	True	False.
8. A filial son is not the cause of joy for his parents.	True	False.
9. A harmonious family is easy to hurt and to destroy.	True	False.
10. The word “sage” is similar in meaning to “wise”.	True	False.

2.3.5. Writing composition reinforcement

2.3.5. A. Work in groups. Write a short composition about filial love. Write two paragraphs about **filial love** (the love of a person for his/her brothers or sisters and for his/her parents).

Paragraph 1 _____

Paragraph 2 _____

2.3.6. Speaking reinforcement

2.3.6. A. Work in groups. Look at the pictures; then, talk about respect, self-respect, disrespect, integrity and their expression in the school, in the family, in society, and their consequences.



Core performance indicators:

As a learner I can

- Use verbal nouns.
- Understand and compare values.
- Write a short composition.
- Listen to and understand proverbs about filial piety.
- Use past time expressions.
- Understand and compare fables and stories.

Section 4

2.4. Boredom and Substance Abuse: A Dangerous Combination

2.4.1. Reading reinforcement *Track (07)*

2.4.1. A. Read and listen; read aloud. Then, do as indicated.

By Jane St. Clair

Boredom and substance abuse are not a good mix. Boredom is one of the main reasons people start abusing drugs, and the top reason addicts give for relapsing.

People who are bored are more likely to experiment with and become addicted to illegal substances and alcohol. People in rehabilitation programs for substance abuse are more likely to remain addicted and relapse back into substance abuse if they are bored. This is true whether the abuser is an adult or a teenager.

Teenagers who are “frequently bored” increase their chances for substance abuse by 50 percent, according to a study by the National Center on Addiction and Substance AbuseAddiction (CASA) at Columbia University. The study identified two other risk factors for teen substance abuse, which were having \$25 or more a week in spending money and being under stress. If a teen is bored and has one or both of the other risk factors, their chances of becoming a substance abuser increases by 300 percent compared to teens without any risk factors.

In studies done in Great Britain and South Africa, researchers also found a strong link between boredom and teen substance abuse. Boredom was defined as “having nothing to do,” “hanging out at malls or on street corners,” or not having sufficiently stimulating leisure activities. In all these studies, boredom was associated with binge drinking, using party drugs like ecstasy, and experimenting with marijuana and prescription drugs.

https://www.crchealth.com/addiction/drug-addiction-rehab/drug-addiction-rehab-2/home-2/drug_addiction/boredom-

1. What are the main causes of drug abuse and relapse, according to the article? _____

2. What does “relapse” mean? Explain. _____

3. Which are the other risk factors mentioned in the text, and how do they affect teenagers? Explain. _____

4. What is a prescription drug? _____

5. How was boredom defined by researchers? _____

2.4.2. Vocabulary building reinforcement. Literary Genres

2.4.2. A. Read and match the literary genres with the definitions.

Genres

1. Fable.	2. Tale	3. Biography	4. Tragedy
5. Comedy	6. Proverbs	7. History.	8. Diary

a. A chronological record of events.	b. A narrative in which animals act like humans.
c. A literary work treating a comic theme	d. A daily record of daily activities, reflections
e. A written history of a person's life.	f. A collection of moral sayings and counsels
g. A narrative describing the downfall of a great man.	h. An imaginative short story.

2.4.3. Grammar building reinforcement

2.4.3. A. Read the chart and complete the sentences with the correct question word, verb or auxiliary. Then answer the questions.

Do	Are	When	How	Who
Where	Does	Were	Was	Did

- _____ did you go yesterday morning? R. _____
- _____ do you usually attend school? R. _____
- _____ did you go home yesterday? R. _____
- _____ the English class interesting? R. _____
- _____ were you with at the cinema? Was it your boyfriend? R. _____
- _____ your parents from the United States? R. _____
- _____ you listen to what I just said? R. _____
- _____ they play for the university team? R. _____
- _____ you at the party last night? R. _____
- _____ he understands Chinese? R. _____

2.4.4. Listening reinforcement *Track (08)*

2.4.4. A. Listen to the recording about responsibility and describe how it is different and alike to integrity and honesty.

1. - Similarities _____

2. - Differences _____

2.4.5. Writing composition reinforcement

2.4.5. A. Read the “how to write a fable” steps. Then, write a fable of your own, ask your teacher for help, if necessary.

How to write a fable:

Steps:

- 1 Read some fables to get examples of published works. Good sources include "Aesop's Fables," "The Jakata Tales," Hans Christian Anderson and Dr. Seuss. Identify lessons learned from fables, such as the drawbacks of lying (in "The Boy Who Cried Wolf") or that beauty resides inside (in "The Ugly Duckling").
- 2 Choose a moral or lesson that you want your characters to learn.
- 3 Introduce your characters. Describe them. Determine their personality traits and how they will act. Think about the dialogue.
- 4 Describe your setting. Choose the place and time of your fable. This can be real or imaginary.
- 5 Develop a plot. Decide what happens, what the major problem or the conflict is and who learns the lesson and how. What is the surprise or unexpected element in the story?
- 6 End the story. Determine how the characters solve the problem and learn their lesson.
- 7 Write several drafts. Let the draft sit for several days and return to it later with fresh eyes. Proofread and share it.

2.4.6. Speaking reinforcement

2.4.6. A. Work in groups. Look at the pictures comment and argue about the values and anti-values shown in the pictures.



Core performance indicators:

As a learner I can

- Talk about values and anti-values.
- Listen to and understand a recording on responsibility and other values.
- Understand literary genres.
- Use auxiliaries and question words.
- Read and understand about boredom and substance abuse combination.
- Discuss on values and anti-values.

Section 5

2.5. The Boy Who Cried Wolf

2.5.1. Reading reinforcement *Track (09)*

2.5.1. A. Read and listen. Then, explain with your words the possible consequences of lying to people; use the vocabulary section for comprehension.

Aesop's Fable.

There once was a shepherd boy who was bored as he sat on the hillside watching the village sheep. To amuse himself he took a great breath and sang out, "Wolf! Wolf! The Wolf is chasing the sheep!"

The villagers came running up the hill to help the boy drive the wolf away. But when they arrived at the top of the hill, they found no wolf. The boy laughed at the sight of their angry faces.

"Don't cry 'wolf', shepherd boy," said the villagers, "When there's no wolf!" They went grumbling back down the hill.

Later, the boy sang out again, "Wolf! Wolf! The wolf is chasing the sheep!" To his naughty delight, he watched the villagers run up the hill to help him drive the wolf away.

When the villagers saw no wolf they sternly said, "Save your frightened song for when there is really something wrong! Don't cry 'wolf' when there is NO wolf!"

But the boy just grinned and watched them go grumbling down the hill once more. Later, he saw a REAL wolf prowling about his flock. Alarmed, he leaped to his feet and sang out as loudly as he could, "Wolf! Wolf!"

But the villagers thought he was trying to fool them again, and so they didn't come. At sunset, everyone wondered why the shepherd boy hadn't returned to the village with their sheep. They went up the hill to find the boy. They found him weeping.

"There really was a wolf here! The flock has scattered! I cried out, "Wolf!" Why didn't you come?"

An old man tried to comfort the boy as they walked back to the village.

"We'll help you look for the lost sheep in the morning," he said, putting his arm around the youth, "Nobody believes a liar...even when he is telling the truth!" Lying is bad because... _____

2.5. 2.Vocabulary building and reinforcement: antonyms

2.5.2. A. Read and match the antonyms, then, use them for the comprehension of the reading; then, write down five sentences using antonyms for contrast, as in the example: Boredom is terrible, while amusement is great.

1. Boredom.	5. Yourth.	9. Grumble.	13. Grin.	17. Villager.
2. Angry.	6. Comfort.	10. Wonder.	14. Sternly.	18. Flock.
3. Nobody.	7. Lost.	11. Naughty.	15. Cry.	19. Take a breath.
4. Truth.	8. Loud.	12. Scatter.	16. Drive away.	20. Prowl.

a. Content.	f. Fascination.	k. Found.	p. Ignore.
b. Somebody.	g. Trouble.	l. Low.	q. Attract.
c. Falsehood.	h. Gather.	m. Adult.	r. Trivially.
d. Compliment.	i. Ignore.	n. Immigrant.	s. Whisper.
e. Good, obedient.	j. Expire.	o. Spead	t. Frown.

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

2.5.3. Grammar building reinforcement

2.5.3. A. Read the sentences and circle the best item.

1. Does your mother cook? a) Yes, she is. b). Yes, she does.
2. Is your father a chef? a) No, he doesn't. b). No, he isn't.
3. Did she pay the rent? a) Yes, she does. b). Yes, she did.
4. Was she at the party? a) No, she wasn't. b). No, she didn't.
5. Were you in California last month? a) Yes, I was. b). Yes, you were.
6. Are they irresponsible people? a) No, they aren't. b). No, we aren't.
7. Did you say the truth? a) Yes, I do. b). Yes, I did.
8. Was your teacher on time? a) Yes, she did. b) Yes, she was.
9. Do you live around here? a) Yes, they do. b) Yes, we do.
10. Are you a citizen? a) No, I don't. a). No, I'm not.
11. Does she believe in love? a) No, she don't. b) No, she doesn't.
12. Were you in Canada last year? a) Yes, I was. b). Yes, you were.
13. Where did you go last night? a) I went to a party. b) I go to a party.
14. What did you listen to? a) I listened to the radio. b) I listen to the radio.
15. Who are you talking to? a) I talk to my teacher. b) I'm talking to my teacher.

2.5.4. Listening reinforcement *Track (10)*

2.5.4. A. Read and choose the best response.

1. The story is from: a) The United States; b) Japan; c) Colombia; d) Mexico.
2. Don Sotero lived; a) In the city; b) in a ranch; c) in a farm; d) in a Metropole.
3. Don Sotero owned: a) a farm; b) a supermarket; c) a clothes store; d) a grocery store.
4. Don Sotero; a) had many children; b) had two wives; c) had many friends, d) had enemies.
5. Don Sotero was: a) a dishonest man; b) a brave man; c) an honorable man; d) a wise man.

2.5.5. Writing composition reinforcement

2.5.5. A. Write your own biography. Write five paragraphs using the topic sentences given below.

I was born from a very poor family... _____

I remember my first day at school. It was... _____

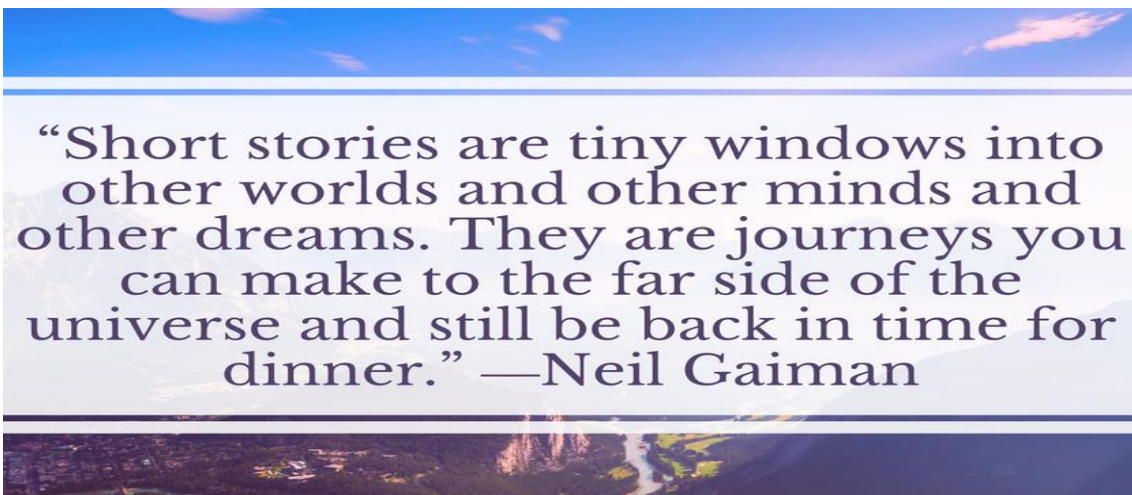
My first summer vacation was... _____

I met my first girl-friend at the age of... _____


Now, I am... _____

2.5.6. Speaking reinforcement

2.5.6. A. People all have stories; some more incredible than others; but, we all remember them. Read the quote of Neil Gaiman and narrate a short story, a traumatic event or an anecdote. Use spoken language, signs, mimicry and any means to convey and make the story understandable.



2.5.7. Phonics and Phonemic Awareness Reinforcement.

Track (11) 

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.

Mom is Mum on the Phone

By: Bob Miller

A mom got on the phone and called her son who lived in a slum.

The son- Phil- who was having lunch got crumbs left on the floor by the lum.

Phil gets drunk with scotch every night. He owns a dog that groans and moans when it is attacked with stones. Phil doesn't love his dog. He says it is a clone.

Now, mom got mum because she thinks her son is a scum.

Everything got absurd: a mum mom, a phenomenon in a slum, crumbs by a lum, a dog and stones; a dumb clone.

Core performance indicators:

As a learner I can

Read and find meaning in a fable.

Listen to and understand a recording on responsibility and other values.

Understand literary genres.

Use auxiliaries and question words.

Read and understand about boredom and substance abuse combination.

MODULE 3

Sections 1-5



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TIME CONNECTIONS CONTENTS

VOCABULARY	GRAMMAR
Idioms.	Future with going to .
Values: Trust, cooperation, excellence, dignity	Modal Should and shouldn't.
Values: Gratitude, integrity, honesty, loyalty	Use of "Shall".
Values: Brotherhood, solidarity, justice	Modals Must, mustn't, has to, have to,
Values: Courage, transparency, liability	Too much/too little; too many/too few.

LITERACY COMPETENCIES

SPEAKING <i>The students will be able to:</i>	READING <i>The students will be able to:</i>
Talk about and compare the value of "honor".	Read and understand an inter-cultural article.
Talk about and understand different characteristics of "honesty".	Read and understand a historical biography.
Talk about and contrast people and the values they embrace".	Read a tale and understand the values it portrays.
Speak about people and the values they embrace.	Read a text and understand what gratitude means in life.
Discuss over similarities and differences of different personalities.	Memorize and use homophones.
	Read a text and reflect over life and death.
WRITING <i>The students will be able to:</i>	LISTENING <i>The students will be able to:</i>
Write my own diary.	Listen to a recording on values and understand its key characteristics.
Write paragraphs correctly.	Listen to and understand an article about "cooperation".
Write about conditionals and consequences.	Listen to and understand quotes.
Write a composition using modals and the future tense.	Listen to and understand a reading on excellence.

Section 1

3.1 Misery or the Rio Bravo? (Part 2)

3.1.1. Reading reinforcement

3.1.1. A. Read and listen; read aloud. Then circle: True, false or it doesn't say. *Track (01)* 



LAREDO AND SAN ANTONIO, TEXAS. USA. 1968 – It's 6:00 o'clock in the morning and the two brothers are hiding in one of the box cars of the freight train to Chicago, Illinois. They just managed to escape the "Migra" about an hour ago.

"They must be somewhere in here!" says one of the migration officers as he walks beside the two fugitive Mexican boys.

"Here they are!" shouts another officer. "Hey, tu mexicanos, no se muevan. Sus manos en el piso."

"Quiet!" mumbles Eladio, touching his mouth with a finger, signaling his younger brother not to make any noise or make a wrong move risking their freedom. Jesús simply waves a yes to his brother holding his breath and staying motionless as the people in a carbox next to theirs is being captured by the law officers.

"They didn't search in our wagon. We are very lucky, brother". Eladio whispers at his brother trying not to do or make anything that would risk their position of safety.

"The train is moving! They didn't see us. We made it" shouts Jesús in joy. After an hour, the two boys started to see the train passing through the city. People simply stared at the boys and invited them to jump off the train.

"This is the United States." shouts Eladio in happiness. "This is San Antonio, Texas. Let's look for Doña Lita. She is a great Mexican American woman. She will help us. Oh, brother, now you are in the land of the free. You will live a better life. Now you will make your dreams come true!"

1). Eladio's and Jesus' parents are old.	True	False	It doesn't say.
2). The two boys are colombian.	True	False	It doesn't say.
3). Eladio is Jesús' only brother.	True	False	It doesn't say.
4). Doña Lita is mexican.	True	False	It doesn't say.
5). There is more people hiding in the train.	True	False	It doesn't say.
6). The "Migra" has dogs.	True	False	It doesn't say.
7). One of the migration officers speak spanish	True	False	It doesn't say.
8). The Officers are driving a van.	True	False	It doesn't say.
9). The boys get sad when they arrive.	True	False	It doesn't say.
10). San Antonio is a very big city.	True	False	It doesn't say.

3.1.2. Vocabulary building and reinforcement: idioms

3.1.2. A. Read the idioms and complete the sentences with the correct words.

Turn Someone Off.- To discourage or to disgust.

How was your date with Marty last night?

Well, it started off OK, but he really **turned me off** when we went for a snack after the movies.

Did he say or do something to annoy you?

Frankly, he **disgusted me** when he tried to talk with his mouth full.

I don't blame you. That would have really bothered me too

Kick the Bucket.- Die.

It's been said that the old man knew of a buried treasure, but he **kicked the bucket** before telling anyone where it was. If the treasure exists, the old man unfortunately took the secret of its location with him when he **died**.

Bite the Dust.- To fall to defeat, to die.

Andy did exceptionally well in all of the track events, but he **bit the dust** in the high jump competition. Much to the disappointment of his fans, he **went down in defeat, losing to a competitor** from the visiting team.

Spill the Beans. - To reveal a secret or a surprise by accident.

Did you know that Harry was going to take Kathy on a Caribbean cruise?

Yes, I did. He was planning on surprising her with the tickets for their anniversary, but someone **spilled the beans**.

What a shame! That was supposed to have been a surprise.

Yes, it's too bad that someone **told her about the trip beforehand** and ruined Harry's surprise.

That's OK. Her enthusiasm was not dampened in the least!

Get Off Someone's Back. - Leave someone alone.

Hey, John. I'm bored. Come on, let's go out and do something.

Sorry, I'm right in the middle of studying for a physics exam. I won't be able to make it tonight.

You've been studying for a long time. Why don't you take a break? Come on! Let's go! Forget studying for a while!

Look! **Get off my back!** I can't go anywhere!

OK. I'll **stop bothering you** only if you promise to let me know the minute you're finished.

For the Birds.- Uninteresting.

They went to a poetry reading, but they got bored and restless. As far as they were concerned, it was **for the birds!** They left during an intermission because they found the reading **totally uninteresting and meaningless**.

Fishy.- Strange and suspicious.

When the security guard saw a light in the store after closing hours, it seemed to him that there was something **fishy** going on. He called the central office and explained to his superior that he thought something **strange and suspicious** was occurring.

Smell a Rat.- To suspect that something is wrong.

How come the front door is open? Didn't you close it before we went shopping?

I'm sure I did. I can't understand it. Frankly, I **smell a rat**.

Me, too. I'm **convinced that something is definitely wrong** here. We'd better call the police.

1. The grandmother of Suan was so old! She just _____ at the hospital an hour ago.
2. When Tom entered his house, he _____, everything was in shambles!
3. Denzel saw a man running away from his car, he could _____.
4. As soon as I read the name of the author of the novel, I said to myself: " _____ ".
5. Micheal told Dick about the party he was preparing for his wife. Dick _____.
6. When politicians promise something, people _____.
7. The speaker seemed very competent; but, all he said was just _____.
8. I just want my boss to _____. She is always making negative remarks on me.
9. Once you get to know people, it is not difficult to _____.
10. Never trust talkative people, they always _____.

3.1.3. Grammar building reinforcement: *future with “going to” and the present progressive.*

a) Use the future with **going to** to talk about future intentions or plans. Ex.: She’s going to buy a new car.

b) Use the present progressive with a **future time expression** to talk about the future. Ex.: We are having a meeting **tomorrow morning**.

3.1.3. A. Transform the following sentences into the future, as in the examples:

Frank bought a new car. Frank is going to buy a new car.
Tom is dancing now. Tom is dancing tonight.

1. Aisha is dancing now. : _____
2. My mom went skiing yesterday. : _____
3. Mark took the train to Chicago. : _____
4. They travelled to China last month. : _____
5. The United States constitution was abolished.: _____
6. That is a very honest position.: _____
7. She was a very succesful person.: _____
8. The runner won the race.: _____
9. Susan read a great book. : _____
10. She behaved as a woman of honor. _____
11. I love this book because it is wisdom. : _____
12. Aisha made a delicious cake. : _____
13. Rick misses his wife. : _____
14. She used to run 50 miles. : _____
15. We are having a lot of fun. _____

3.1.4. Listening reinforcement *Track (02)*

3.1.4. A. Listen to the definition of “Honor” and fill in the blank spaces.

1. Honor is a many-sided _____, it is to say, it has many sides or _____ and includes:

i) _____ ii) _____ iii) _____

iv) _____ v) _____ vi) _____

vii) _____ viii) _____

2. Honor involves being true to our ix) _____.

3. Among the x) _____ *honesty was an absolute, and xi) _____ was sure to bring the direst xii) _____*. *The straight stem of the pipe a man smoked represented the need to speak straightly so that it might never be said of him that he spoke with two xiii) _____*

4. This concept has its xiv) _____ in the Judeo-Christian ethic, though it can be found among many other xv) _____. Psalm 15 in the Old Testament describes the solid, unmovable man who will enjoy God's blessing as one who "...keeps a promise even if it ruins him..." (Ps 15:4, the Living Bible)

3.1.5. Writing composition reinforcement

3.1.5. A. Read and describe the key parts of writing a diary.

3.1.5. B. Write your diary during a week and talk with your partners and with your teacher about your experience.

1. - How to write a diary: (Say it in a few words)

1. - Get a pen and notebook or journal. Buy a notebook that has a lot of pages since you will be writing constantly.

2.- Find a private place, like your bedroom or any place that nobody else is around. It is best to write where nobody can see you writing in your diary. This will eliminate possible curiosity of the other person who will try to invade your privacy. Furthermore, being alone when you write your diary would prevent any interruption that can hinder your train of thoughts.

3.- Write the date and time on top of the page. You can start by saying "Dear Diary" as if you are writing a letter to someone. You may drop the "Dear Diary" line and just log your entries for the day. Write about what you have done today, what you have experienced, people you interacted with, what was the interaction about, whatever you may have experienced log it in your diary.

4.- Be honest and truthful. Avoid fictionalization. If you want to tell a story different from reality, then a diary is not what you need. You can just write a fictional story with fictional characters but do not label it as your memoir or diary.

5.- You can write real names of the people you interact with or name them with a code that you alone can tell who you are referring to. Reason why name codes should be used is that, oftentimes, people make negative comments in their diaries that are later on discovered and can hurt other people's feelings.

6.- Write on a regular basis. If you can write daily, do so. If you want to just write when there are unexpected events or something great had happened, skipping the days that you think are non-eventful. You may opt to write more than once a day or when you feel the urge to write. Still, you may want to do it daily and if there is nothing eventful then just write the date, time and one sentence saying nothing new had happened.

7.- Add photos to your diary. Nowadays, it is easier to just go around with a digital camera, print the photo and add it to your diary. It makes it more exciting for future reading if you have the actual photo of the event or anything that may have inspired you to take that photo. Do not put too many photos that you turn your diary into a scrapbook. There are distinctions between the two, although your scrapbook may contain journals it is not to be confused with a diary with some photos.

When done writing, keep the diary in a safe and secure place. Do not reveal the location of your diary to anyone. Your diary is just yours and it should remain private for as long as you want it to. You can put the diary in a fireproof safe or in a safety deposit box once you have finished an entire journal. Give instructions in your last will and testament if you want the diary to be read by others or if you want it to be discarded or burned. Some people have opted to be buried with their diaries, so ensure that you indicate this in your will if this is your desire.

3.1.6. Speaking reinforcement

3.1.6. A. Work in groups. Talk about the values in the pictures. Discuss over how each of them affect the lives of people at home, at school and in society. Example: In my opinion sincerity is a value that doesn't help all the time. If am honest with a person and I tell him/her what I feel or think, he/she might get offended.



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Core performance indicators:

As a learner I can

Talk about and compare the value of "honor".

Write my own diary.

Use "going to" and the present progressive to talk about the future.

Read and understand an inter-cultural article.

Listen to a recording on values and understand their key characteristics.

Section 2

3.2. Geronimo

3.2.1. Reading reinforcement *Track (03)*

3.2.1. A. Read and listen; read aloud. Then, answer the questions.



Source: Wikipedia Commons

Geronimo (*juron'umō*) [key], c.1829–1909, leader of a Chiricahua group of the Apaches, b. Arizona. As a youth he participated in the forays of Cochise, Victorio, and other Apache leaders. When the Chiricahua Reservation was abolished (1876) and the Apaches removed to the arid San Carlos Agency in New Mexico, Geronimo led a group of followers into Mexico. He was soon captured and returned to the new reservation, where he farmed for a while. In 1881 he escaped again with a group (including a son of Cochise) and led raids in Arizona and Sonora, Mexico. He surrendered (1883) to forces under Gen. George Crook and was returned to the reservation. In 1885 he again left, and after almost a year of war he agreed to surrender to Crook, but at the last minute Geronimo fled. His escape led to censure of Crook's policy. Late in 1886, Geronimo and the remainder of his forces surrendered to Gen. Nelson Appleton Miles, Crook's successor. They were deported as prisoners of war to Florida; contrary to an agreement, they were not allowed to take their families with them. After a further period in prison in Alabama, Geronimo was placed under military confinement at Fort Sill, Okla., where he settled down, adopted Christianity, and became a prosperous farmer. He became a national celebrity when he appeared at the St. Louis World's Fair and in Theodore Roosevelt's inaugural procession. He dictated his autobiography to S. M. Barrett (1906, repr. 1970).

- 1). Where was Geronimo from? R: _____
- 2). When was he born? R: _____
- 3). Was he a man of honor? R: _____
- 4). Who were Cochise and Victorio? R: _____
- 5). Why was Geronimo sent to a reservation? R: _____
- 6). Did Geronimo and his followers attack Mexican people? R: _____
- 7). When did he surrender to General Crook? R: _____
- 8). Was Geronimo alone when he surrendered? R: _____
- 9). Did he become famous? R: _____
- 10). Where were he and his people deported to? R: _____

3.2. 2.Vocabulary building and reinforcement *Track (04)*

3.2.2. A. Work in groups and match the antonyms; Then, write down five compound sentences as in the example: Dishonor is a real disgrace; whereas, honor is a blessing.

1. Accountability.	6. Benevolence	11. Brotherhood	16. Equality
2. Cooperation	7. Integrity	12. Justice	17. Piety
3. Reliance	8. Solidarity	13. Transparency	18. Trust
4. Excellence	9. Understanding	14. Responsibility	19. Unity
5. Honor	10. Respect	15. Bravery	20. Honesty

a. Dishonesty.	f. Irresponsibility.	k. Dishonesty.	p. Selfishness.
b. Disbelief.	g. Disagreement.	l. Inequality.	q. Disdain.
c. Hostility.	h. Injustice.	m. Antagonism.	r. Irresponsibility.
d. Dishonor.	i. Separation.	n. Impiety.	s. Cowardice.
e. Mediocrity.	j. Opacity.	o. Distrust.	t. Division.

3.2.3. Grammar building and reinforcement

3.2.3. A. Read the statements and fill in the blank spaces with **should or **shouldn't**.**

- 1). Children _____ respect their parents.
- 2). Responsibility _____ be taught since early childhood.
- 3). Unjustice _____ prevail among nations.
- 4). Cruelty _____ be permitted with God's creatures.
- 5). We all _____ look for excellence.
- 6). People _____ break the law.
- 7). In times of disaster, we _____ practice solidarity with our fellowmen.
- 8). If you are accountable, people _____ trust you.
- 9). We _____ be dishonest. Honesty is a great virtue among men.
- 10). It is not easy to practice equality. But, we _____ try.

3.2.4. Listening reinforcement *Track (05)*

3.2.4. A. Place a Y in each of the evidences included in the value of "cooperation" in school communities and in the classroom.

- 1). ____ Students should solve problems together.
- 2). ____ Work in community projects.
- 3). ____ Negotiation of school issues.
- 4). ____ Accept class protocols.
- 5). ____ Work on school issues.
- 6). ____ Take part in city events.
- 7). ____ Cooperate with the city council.
- 8). ____ Make a solidarity group.
- 9). ____ Prepare students for the workplace.
- 10). ____ Consultate parents.

3.2.5. Writing composition reinforcement

3.2.5. A. Write a paragraph about the pros and cons of being a man/ a woman of honor.

3.2.6. Speaking reinforcement

3.2.6. A. Work in groups. Look at the picture of Dyogenes searching all over Greece for an honest man. Make comments about the picture. Then, discuss over the advantages and disadvantages of honesty.



Source: Wikimedia Commons

Core performance indicators:

As a learner I can

Talk about and understand different characteristics of “honesty”.
Write paragraphs correctly.
Read and understand a historical biography.
Listen to and understand an article about “cooperation”.
Use “Should and Shouldn’t” correctly.

Section 3

3.3. Androcles

3.3.1. Reading reinforcement *Track (06)*

3.3.1. A. Read and listen to the tale of Androcles; read it aloud. Then, summarize the tale with your own words.

3.3.1. B. Explain the way you practice gratitude with your parents and teachers.

A slave named Androcles once escaped from his master and fled to the forest. As he was wandering about there he came upon a Lion lying down moaning and groaning. At first he turned to flee, but finding that the Lion did not pursue him, he turned back and went up to him. As he came near, the Lion put out his paw, which was all swollen and bleeding, and Androcles found that a huge thorn had got into it, and was causing all the pain. He pulled out the thorn and bound up the paw of the Lion, who was soon able to rise and lick the hand of Androcles like a dog. Then the Lion took Androcles to his cave, and every day used to bring him meat from which to live. But shortly afterwards both Androcles and the Lion were captured, and the slave was sentenced to be thrown to the Lion, after the latter had been kept without food for several days. The Emperor and all his Court came to see the spectacle, and Androcles was led out into the middle of the arena. Soon the Lion was let loose from his den, and rushed bounding and roaring towards his victim. But as soon as he came near to Androcles he recognised his friend, and fawned upon him, and licked his hands like a friendly dog. The Emperor, surprised at this, summoned Androcles to him, who told him the whole story. Whereupon the slave was pardoned and freed, and the Lion let loose to his native forest.

Gratitude is the sign of noble souls.

Androcles

I thank my....

3.3.2. Vocabulary building reinforcement

3.3.2. A. Use the synonyms for a better comprehension of the reading.

3.3.2. B. Write down five compound sentences as in the example: Rita has never stolen from anybody; but, Tony has done it many times.

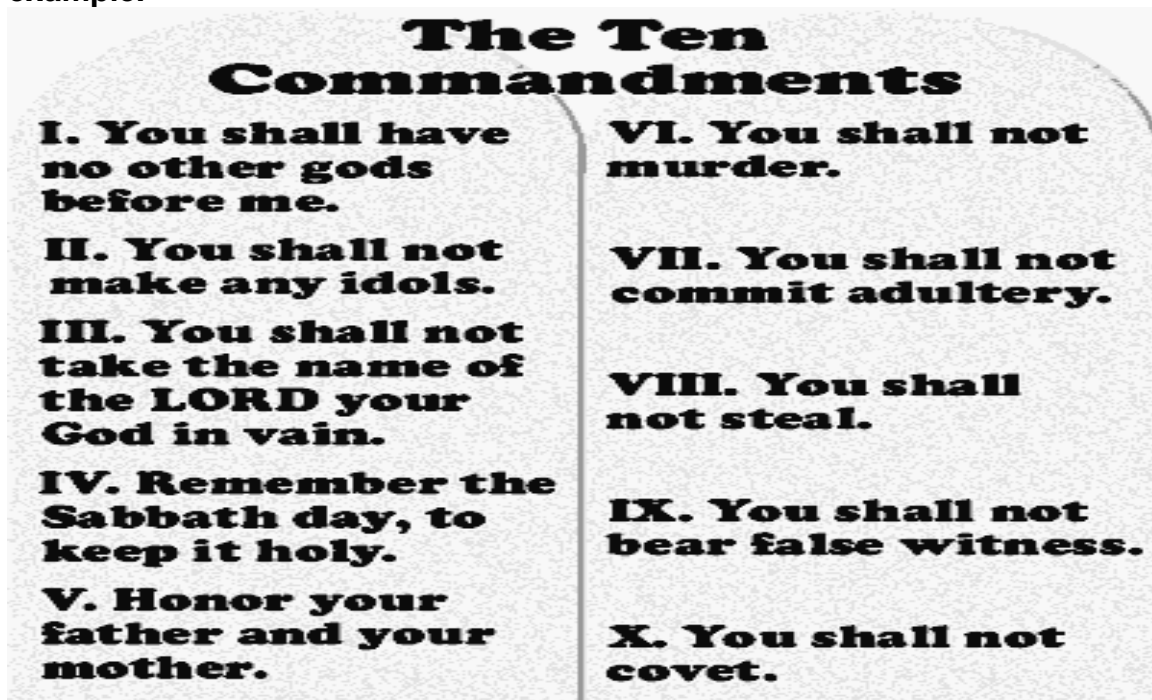
1. Forest.	5. Arena.	9. Idol.	13. Flee.	17. Rush.
2. Lord.	6. Murder.	10. Witness.	14. Paw.	18. Bounding.
3. Thorn.	7. Den.	11. Moan.	15. Swollen.	19. Fawn.
4. Holy.	8. Steal.	12. Groan.	16. Bleed.	20. Load.

a. Prickle.	f. Wildwood.	k. Hurry.	p. Testifier.
b. Cargo.	g. Assassination.	l. Rob.	q. Draining of blood.
c. Master.	h. Cavern.	m. Sacred.	r. Foot of an animal.
d. Superstar.	i. Whine.	n. Stadium.	s. Inflated.
e. Complain.	j. Creep.	o. Jumping.	t. Run away.

3.3.3. Grammar building reinforcement: future simple with "Shall".

The future of verbs can be formed with the modal verb "shall" plus the simple form of other verbs: example. I shall come tomorrow.

3.3.3. A. Rephrase the Ten Commandments with your own words, as in the example.



1.- You shall have only one god.

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

3.3.4. Listening reinforcement *Track (07)*

3.3.4. A. Listen and read the proverbs and quotes. Then fill in the missing words.

Be _____ yourself if you wish to associate with honorable people.

Welsh Proverb

Don't look for more _____ than your learning merits.

Jewish Proverb

The difference between a moral man and a man of honor is that the latter _____ a discreditable act, even _____ it has worked and he has not been caught.

H.L. Mencken

The _____ is shaped, disciplined, honored, and in time, trusted.

Martha Graham

consists not in possessing honors, but in the consciousness that we deserve them.

Aristotle

Don't hit at all if it is honorably _____ to avoid hitting; but never hit soft!

Theodore Roosevelt

An honor is not diminished _____ being shared.

Lois McMaster Bujold

A life spent making _____ is not only more honorable, but more useful than a life spent doing _____.

George Bernard Shaw

Real integrity is doing the thing, knowing that nobody's going to know whether _____ or not.

Publilius Syrus

3.3.5. Writing composition reinforcement

3.3.5. A. Read the Conditionals. Then, write an additional consequence.

Example: If you study hard, you will become a professional; besides, you will have more opportunities.

If Conditional

Conditional.

Consequence.

1. - If you study hard, you will become a professional. _____
2. - If you honor your parents, God will bless you. _____
3. - If you love others, others will love you. _____
4. - If you exercise your body, you will be strong and healthy. _____
5. - If you don't keep your promises, people won't believe you. _____
6. - If you don't pay your taxes, you will go to jail. _____
7. - If you write a good book, you will be very famous. _____
8. - If you abuse people, they won't esteem you. _____
9. - If you don't save money, you will become poor. _____
10. - If you steal, you will be put to prison. _____

3.3.6. Speaking reinforcement

8.3.6. A. Work in groups. Look at the pictures, talk about and discuss the ways in which the men are alike and different. Then, talk about the values they embrace, according to your personal perception.



By Tomas Castelazo - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=7301971>



Source: Wikimedia Commons

Core performance indicators:

As a learner I can:

Talk about and contrast people and the values they embrace".

Write about conditionals and consequences.

Read a tale and understand the values it portrays.

Section 4

Brisa and Brizzy my Eternal and Brave Loves

By Jesus Valdez

3.4.1. Reading reinforcement *Track (08)*

3.4.1. A. Read and listen; read aloud. Then, write down a summary on the values embraced by Brisa.



Brisa M.C. Valdez. 1992–2012, was a brave and proud young woman who never feared challenge and death. She was a very happy, healthy and adorable creature. She had long shiny hair and big beautiful eyes. She had a well-shaped body. She was a great dancer and a girl full of grace and harmony.

She was the third child of a very dynamical and happy dynasty. When she was fifteen years old, she had the chance to prove her courage. She got into a fight with a grown up fierce woman who was member of a terrible gang in order to defend her younger brother and with honor defeated the strong and bully female. She proved herself in many ways. She would do many things that common people never dare doing and she would never let a friend down.

She loved animals. She protected them against abusive and destructive people. She had two dogs: Doggy and Puppy. She loved them and they loved her, too.

When she became seventeen, she got married and gave birth to a beautiful child. She named the little child after her: Brisa Valeria. People called her “Brizzy” with endearment. She was a delight to her soul and a blessing to her brothers, sisters, and grandparents.

Brisa and Brizzy were inseparable. They shared everything in life. They were together at home, at work and everywhere. They were two in one. Not even Death could take them apart. One day, mother and daughter went on a trip and died on a tragical accident. Now, the two are with God. They will never die. They will live in the memory and in the hearts of their beloved ones; especially in my heart and memory.

My daughter Brisa taught me what sacrifice, honor, family, and courage mean in life. Whereas, Brizzy taught me that- through an innocent soul - one is in touch with God. Now, they are gone, I miss them so much, my soul is torn apart. I am withering, and dying slowly and in deep sorrow.

Summary: _____

3.4.2. Vocabulary *Track (09)*

3.4.2. A. Read and match the nouns with their definitions.

1. Fair	4. Intrigue	7. Sensuality	10. Passion
2. Wisdom	5. Ignorance	8. Mood	11. Understanding
3. Power	6. Protection	9. Relationship	12. Astrology

a. Agreeing with what is thought to be right or acceptable.
b. a lack of knowledge, understanding, or education.
c. A secret plan.
d. knowledge that is gained by having many experiences in life.
e. relating to, devoted to, or producing physical or sexual pleasure.
f. a strong sexual or romantic feeling for someone.
g. the ability or right to control people or things.
h. the state of being kept from harm, loss, etc.: the state of being protected.
i. the way in which two or more people or things are connected.
j. a conscious state of mind or predominant emotion.
k. the knowledge and ability to judge a particular situation or subject.
l. the study of how the positions of the stars and movements of the planets have a supposed influence on events.

3.4.3. Grammar: too much/ too little. Too many/ too few.

a). **Too much/ too little** are used with uncountable nouns.

Ex.: i) He has **too much** (excessive) money. ii) There is too little (insufficient) sugar in the pot.

b). **Too many/Too few** are used with countable nouns.

- i). I have too many (excessive) problems.
 ii) There are too few (insufficient) pandas in the world.

c). **Read the sentences. Then choose the correct item.**

- a). I am not rich; but, I have _____ (enough/ too much) money to live a decent life.
 b). The waiter spilled coffee over the table. He poured _____ (too much/ too many) coffee in the cup.
 c). Mary missed the bus because she spent _____ (too much/enough) time chatting with a friend.
 d). Arthur is a very popular person. He has _____ (too much/too many) friends in town.
 e). They love big spaces; but, they live in a two-room house. It is _____ (too little/too few).
 f). Susan owns a farm. It has _____ (too many/ too much) horses. There are 2000 in total.
 g). Sam is an old man. He suffers _____ (too much/ too many) aches and pains.
 h). The universe is too complicated. _____ (Too much/too few) understand its mysteries.
 i). This university is so small. It has _____ (too few/too many) students.
 j). Mexico City has _____ (too many/too few) inhabitants. There are more than 20 million.

Section 5

3.5 Teaching Your Children the Value of Gratitude

3.5.1. Reading reinforcement *Track (11)*

3.5.1. A. Read and listen. Then, summarize the article with your own words.

By Joanne Simmons

1. Do As You Say

Children learn best by example. You can do much to instill gratitude in your children by actively showing respect, courtesy, and politeness yourself. No matter how many times you tell your children to say please and thank you, if they don't see you doing it, it probably won't stick.

2. Make it real through Games

You can use fun and pretend games to demonstrate the value of gratitude. While playing, let them take the lead and be the giver. Experiencing a unsolicited act of appreciation can really solidify the pleasure of giving and will encourage your children to repeat the giving action.

3. Highlight the Value of Service to Others

Small things count. When you find every day opportunities for your children to help others, it will become something they seek out even when you're not around to mention it. Opening the door for a stranger, picking up trash from the sidewalk, sharing their candy are all examples that are easy to find and fun to complete.

4. Create a Gratitude Journal.

Encourage your children to make a list or keep a journal of all the things they feel grateful for in their lives. Let them pick out a notebook that expresses their personality and maybe buy them a special pencil for it. Making the process of gratitude a sacred event from the beginning will create lifelong habits.

5. Teaching Gratitude Through Sacrifice

A power outage, caused by a wind storm, is an ideal opportunity for us to teach our children what they have to be thankful for that they normally take for granted. Simple things like, lights, heat, and being able to watch TV, are just a few that quickly came to mind.

6. Encourage Thankfulness for the Little Things in Life.

So often, instilling gratitude is a matter of perspective. Help your children gain perspective by showing them the circumstances that less fortunate people, like third world children, live in every day. Show them how having enough food, having school supplies and toys isn't necessarily something all children enjoy. It's easier to be grateful when you understand not to take your good fortune for granted.

3.5. 2.Vocabulary building reinforcement

3.5.2. A. Read and match the synonyms.

1. Instill.	5. Pretend.	9. Fortunate.	13. Lifelong.	17. Sidewal.
2. Stick.	6. Grateful.	10. Presuppose.	14. Habit.	18. To stick.
3. Thrash.	7. Encourage.	11. Pick out.	15. Perspective.	19.Thankfulness
4. Fortune.	8. Seek.	12. Journal.	16. Supplies.	20. Outage.

a. Transmit.	f. Waste material.	k. To take for granted	p. Pursue.
b. To adhere.	g. Appreciative.	l. Footway.	q. Provisions.
c. Adhere.	h. Stimulate.	m. Chance.	r. Custom.
d. Prosperous.	i. Diary.	n. Feign.	s. Interruption.
e. Decide upon.	j. Appreciation.	o. View.	t. Long lasting.

3.5.3. Grammar building reinforcement: must, must not, have to/has to, do not have to/ does not have to

a). Must and Mustn't are used, mainly, to express obligation or prohibition.

Ex.: You **must** be on time. (Obligation.)

Ex.: You **must not** smoke in the classroom. (Prohibition.)

b). Have to/has to and Don't have to/ Doesn't have to are used to express obligation or lack of it.

Ex.: You **have to** pay your bills. (Obligation.)

Ex.: You **don't have to** work overtime. (Lack of obligation).

c). Read and choose the correct item.

1. - You _____ (must/ mustn't) be at school on time.
2. - Students _____ (mustn't/have to) do homework assignments.
3. - Parents _____ (must/ mustn't) protect their children.
4. - Soldiers _____ (must/ mustn't) defend their country.
5. - You _____ (have to/ don't have to) wear new clothes for a party.
6. - Tony _____ (has to/ mustn't) pick up her wife at work.
7. - Ruth _____ (must/ mustn't) go to the meeting. It's mandatory.
8. - You _____ (have to/ mustn't) pay attention to her remarks. It's not important.
9. - He _____ (must/ mustn't) pay the traffic ticket; otherwise, he'll go to jail.
- 10.-You _____ (must/ mustn't) interfere. It's not of your concern.

3.5.4. Listening reinforcement *Track (12)*

3.5.4. A. Listen and answer the questions.

1. - Define "excellence" with your own words: _____

2. - What is the evidence of excellence in school communities? R: _____

3. - What is the evidence of excellence in a classroom? R: _____

3.5.7. B. Read aloud the following text.

By: Bob Miller

Frank buys a bear by the road; He rode for an hour.
He got in a hole made by the maid where he stayed the whole night.
Frank threw a cent to add a piece to the brake and break through the woods.
He would meet his son when the sun would shine.
They would meet on a plain where they would board a plane.

Core performance indicators:

As a learner I can

Read a text and understand what gratitude means in life.
Memorize and use new vocabulary.
Listen to and understand a reading on excellence.
Memorize, understand and use modals.
Write a composition using modals and the future tense.
Speak about people and the values they embrace.
Discuss over similarities and differences of different personalities.
Memorize and use homophones.

MODULE 4

Sections 1-5

An Everchanging World

People	Science	Phylosophy	Literature
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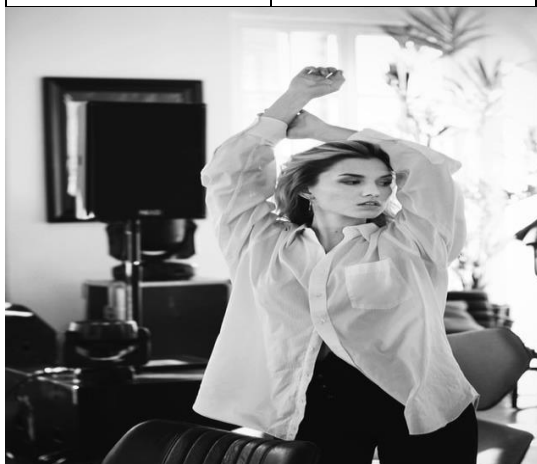


photo-1548534796-12615d80396c By Yuliya Kosolapova

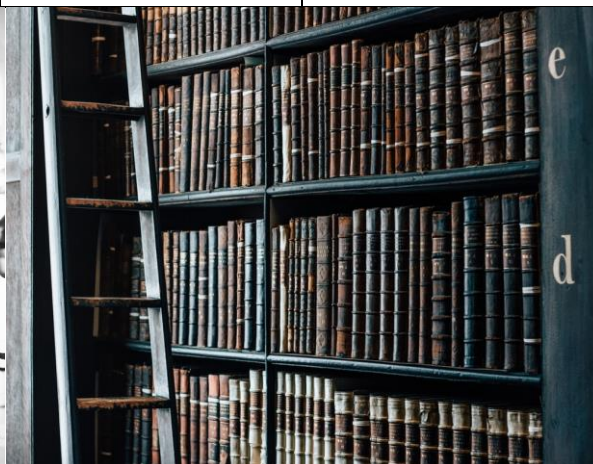


photo-1447023029226-ef8f6b52e3ea By Dmitrij Paskevic

CONTENTS

VOCABULARY	GRAMMAR
Definitions and synonyms.	<i>The present perfect/for/since/yet, already.</i>
<i>Antonyms.</i>	<i>Present perfect continuous.</i>
<i>Synonyms.</i>	<i>Active voice vs passive voice.</i>
<i>Synonyms.</i>	Can/could/will be able to.
<i>Synonyms.</i>	<i>Modals review.</i>

LITERACY COMPETENCIES

SPEAKING <i>Students will be able to:</i>	READING <i>Students will be able to:</i>
Talk about good and bad habits.	Understand a tragedy.
Ask and answer questions on sports.	Specify the characteristics of obsession.
Brainstorm on social media.	Identify the passive voice in a reading.
Talk about abilities.	Understand the life cycle.
Discuss about present, past and future.	Create a summary.

WRITING <i>Students will be able to:</i>	LISTENING <i>Students will be able to:</i>
Use the exclamation point.	Answer questions about various things.
Use the semicolon in clauses.	Listen to and answer questions.
Construct complex sentences.	Convert sentences into passive.
Use independent markers.	Listen to an audio and complete a text.
Use the ellipsis.	Complete with missing words.

Section 1

4.1. The Tragedy of Othello: Summary

4.1.1. Reading comprehension reinforcement Track (1)

4.1.1. A. *Work in pairs; underline words that you don't understand; then, go to the vocabulary section and look for meaning.*

What do you get when you mix a viciously ambitious military man with a jealous newlywed and a spurned lover? A famous Shakespearean tragedy about what happens when people let their emotions get the best of them. The play opens in Venice, Italy, with Iago, the play's villain, and Roderigo, a man who is paying Iago to help him in his romantic pursuit of Desdemona, arguing about Desdemona's recent marriage to Othello. Iago assures Roderigo that Desdemona will soon become bored with Othello and then Roderigo will have his chance with her.

Iago is upset with Othello, the military commander, because he recently promoted a guy named Cassio instead of Iago to the position of lieutenant even though Iago has more military experience. Iago and Roderigo tell Desdemona's father that the only reason she married Othello is because he put some kind of magic spell on her. Desdemona's father complains to the local governing body, the Senate, and Othello offers his rebuttal, stating that he won Desdemona's love by telling her the exciting stories of his military adventures. Desdemona appears before the Senate to confirm Othello's story and tells her father that her allegiance is now to her husband.

Meanwhile, the Turks are on their way to invade Cyprus, an island just off Italy's coast, so all the major characters sail to the island to prepare to defend it. When they get there, however, they learn that the Turks' ships were all lost in a storm. With the problem of the Turks out of the way, Iago can now concentrate on a complex plan to get Cassio demoted and get revenge on Othello for promoting Cassio in the first place. When Iago notices Cassio innocently holding Desdemona's hand while he assures her that Othello's ship has made it safely through the storm, he decides to use this purely platonic gesture to frame Desdemona for adultery.

To celebrate the fact that the Turks will not be invading after all, Othello declares a night of feasting and partying. During the party, Iago gets Cassio drunk and sends Roderigo to start a fight with him. During the fray, Cassio inadvertently stabs the governor of Cyprus. Othello punishes Cassio by demoting him. Cassio complains about his demotion to Iago who tells him that if he tells Desdemona his story, she will be sympathetic and talk Othello into reinstating him as lieutenant. Iago offers to help by telling Othello he needs to check on some of the town's fortifications.

When Othello returns, Desdemona asks him to forgive Cassio and let him have his lieutenant position back. This, plus Iago's suggestions that Cassio and Desdemona are being intimate, causes Othello to become jealous and angry. He accuses Desdemona of adultery and smothers her with a pillow. Later, Emilia, who is Iago's wife and Desdemona's friend, convinces Othello that Desdemona was never unfaithful. Iago is angered by this and kills Emilia. Othello is guilt-stricken and kills himself. The authorities, realizing that Iago was behind this plot to ruin Othello, sentence him to be executed.

1. Where does the tragedy take place? _____
2. How did Othello win Desdemona's love? _____
3. Who is the villain in the play? _____
4. What happened to the Turks fleet? _____
5. What does Iago do to Cassio? _____
6. What does Iago do to accuse Desdemona of adultery? _____
7. Did Cassio kill the Governor of Cyprus? _____
8. Why does Othello kill Desdemona? _____
9. What does Iago do to his wife? _____
10. How does the tragedy end? _____

4.1.2. Vocabulary building reinforcement

4.1.2. A. Look at the charts and match the numbers with the letters.

1. jealous	5. chance	9. rebuttal	13. to demote	17. to reinstate
2. spurn	6. to upset	10. allegiance	14. frame	18. smother
3. villain	7. promote	11. state	15. fray	19. unfaithful
4. pursuit	8. even though	12. meanwhile	16. stab	20. realize

a. Scoundrel.	e. Suspicious.	i. Puncture.	m. Untrue.	q. Come apart.
b. Opportunity	f. Despise.	j. Bring back.	n. Suffocate.	r. Fidelity.
c. Degrade.	g. Recommend.	k. Trouble.	o. Search.	s. Confutation.
d. Affirm.	h. For now.	l. Comprehend.	p. Nonetheless.	t. Compose.

4.1.3. Grammar building reinforcement

4.1.3. A. Read and choose the correct word.

The present perfect tense and the use of *for*, *since*, *ever*, *already*, *before*.

For is used when specifying the amount of time:

Examples: I have studied English **for two years** (amount of time). Karen has worked in a bank **for a month** (amount of time).

Since is used when specifying the starting point:

Examples: She has been doing yoga **since 1999** (starting point). Frank has been in the army since he was **five years old** (starting point).

Ever means: at any point. Ever is used in questions, ex.: Have you ever travelled to Europe?

Already is used to emphasize that something was completed before something else happened.

Ex.: She has already paid her bill.

Before is used to express that something happened at or during a time earlier than a thing mentioned, ex.: I have seen her before.

Yet is used in the interrogative and negative forms of the present perfect tense.


Ex.: Has she read the book yet? She has not finished it yet.

Ever is used in the interrogative form; meaning: on any occasion, by any chance.

Ex.: Have you ever worked in Canada? R: yes, I have; or, no, I have not.

1	Tom has been a teacher (since/for)_____ 1998.
2	Mary Anne practiced sports (since /for)___ ten years.
3	She has been married (for/since)___ last month.
4	She has been married (for/since)___ last month.
5	Lynn has taught English (since/for)_____ she was five years old.
6	My mother has taught me to be honest (for/ since)_____ I was born.
7	The mother of all evils has always been ignorance. (For/since)_____ many years.
8	She has been a doctor (for/since)_____ ten years.
9	Sam has travelled to Europe (since/for)___ he was very young.
10	She has not worked as a waiter (after/before)_____.
11	Lynn is going to teach in a school. Has she (ever/never) taught before?
12	Lynn is going to teach in a school. Has she (ever/never) taught before?
13	She has (already/before)_____ visited that museum.
14	Tom has not paid his traffic ticket (yet/already)_____.
15	I have not finished college (already/yet)_____.
16	Have you solved the Math problem (already/yet)_____ ?
17	Has Lynn turned the car off (yet/ever)_____ ?
18	Have you run a marathon (already/yet)_____ ?
19	We have (yet/already)_____ lived in Boston.
20	Bob has not finished eating (already/yet)_____.

4.1.4. Listening reinforcement

4.1.4. A. Listen to and answer the questions about things you have done and things you haven't done. Track (2) 

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

4.1.5. Writing composition: The exclamation mark (!)

Use an exclamation mark at the end of a strong command, an interjection, or an emphatic declaration. Examples: 1). "Run!" he yelled. "There's a fierce dog behind you!" 2). "I've had it with your lies!" 3). "Get off my back!"

4.1.5. A. Write down ten sentences using exclamation marks.

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

4.1.6. Speaking reinforcement

4.1.6. A. Work in groups. Think of five good habits, like: being disciplined, working hard, being responsible, eating healthy, planning, and more, and five bad habits, like: smoking, drinking alcohol, hanging around with the wrong people, being dishonest, and more. Discuss on how they have affected you and other people and on how they have marked your past, and present and how they will affect your future and destiny and the future and destiny of others.



Pexels by Andrea Paquiaido



Pexels by Tophee Marquez

Core performance indicators:

As a learner I can:

- Analyze a summary on a tragedy.
- Use and apply the exclamation mark.
- Discuss on good habits and bad habits.
- Listen to and answer questions about habits.
- Use synonyms for a better understanding of a reading.
- Use and differentiate *for, since, yet, already and ever*.

Section 2

4.2. Obsession.

4.2.1. Reading reinforcement Track (3)

4.2.1. A. Read aloud, underline the verbs in the present perfect, and answer the questions.

It isn't too long since I met her. I have had a lot of fights and discussions with her; but I really don't want to rationalize the matter. Even though she has told me several times that I am not part of her dreams, I continue to miss her so much: her smile, her talk, her tone of voice, the look in her eyes, her feminine shape, her sensual walk, in a few words, I miss her whole being.

Just a few days ago, she told me, "I met a man and I am going to marry him, and I don't want to see you ever again."

I felt my world crumbled down; I felt that I was going crazy; I left her on the Street; got in my car and drove like insane for a while; then, I went to do some homework assignments. I could not concentrate; therefore, I went out for a walk in the park.

My head was in shambles, I called her and asked her for an explanation, but she simply said: "Is it so hard for you to understand it? I don't want you any more." She just hanged down and cut short the conversation.

I have heard people say: "If you want to succeed in life never abandon your dreams or projects."

So, even though I feel so bad, I will calm down and wait for a better time to fight or to accept things the way my woman has put them, or persist and resist until I triumph on her love.

I have seen Friends facing similar situations and the ones who have given up have found other ways; the ones who have fought whole-heartedly have won.

Maybe it is not precisely an obsession; it is the consequence of circumstances, I am going to wait and evaluate the problem thoroughly; then, I will take action.

1. What troubles the writer? _____
2. Who obsesses him? _____
3. What did the woman tell him a few days ago? _____
4. What is the writer's occupation? _____
5. What does the man decide to do? _____

4.2.2. Vocabulary building reinforcement

Read and match the antonyms.

1. Ask.	5. Mark.	9. Succeed.	13. Starvation.	17. Reveal.
2. Pull.	6. Open.	10. Insane.	14. Thoroughly.	18. Celebrate.
3. Shout.	7. Delight.	11. Punish.	15. Disapprove.	19. Decline.
4. Explode.	8. Crumble.	12. Reject.	16. Consent.	20. Disrespect.

a. Whisper.	f. Push.	k. Accept.	p. Nourishment.
b. Blank.	g. Hold.	l. Sane.	q. Hide.
c. Implode.	h. Fail.	m. Incompletely.	r. Lament.
d. Close.	i. Promote.	n. Refuse.	s. Accept.
e. Dislike.	j. Answer.	o. Approve.	t. Respect.

4.2.3. Grammar building reinforcement

The present perfect, and the present perfect continuous.

The use of these forms depend very much on *usage*; that is, practice, and application.

Main and most conspicuous difference: while the present perfect simple conveys the idea of an *action that has been completed*, the present perfect continuous makes one think of an *ongoing activity*.

Example: a). I have worked for this corporation since 1994. (Idea of a completed (action))

b). I have been working for this corporation since 1994. (Ongoing action)

Present perfect	Verb: to work.
Affirmative: I, you, we, they have worked; he, she, it has worked?	
Interrogative: Have I, you, we, they worked; has he, she, it worked?	
Negative: I, you, we, they have not worked; he, she it has not worked.	

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

4.2.3. A. Work in pairs and complete the exercises with the correct forms.

1. He _____ soccer for two hours (Play). (Ongoing action)
2. Mary _____ good books since she was very young. (Read). (Ongoing action)
3. Tom _____ homework for two hours. (Do). Now he is tired. (Ongoing action)
4. Have you _____ (Drink)? You look a little drunk! (Ongoing action)
5. Someone _____ (steal) my car. I left it parked here. (Completed action).
6. I _____ (see) that movie for two times. It is a great one!
7. Tom _____ (plant) fig trees for years; now he has an industry. (Ongoing action)
8. The teacher _____ (explain) the lesson for quite a while; but, in vain. (Ongoing action)
9. George _____ (sell) cars since 2017; now he has a fortune. (Ongoing action).
10. A rat _____ (destroy) the seat of my car. I can see that. (Completed action).

4.2.4. Listening comprehension reinforcement

4.2.4. A. Listen to the audio and answer the questions Track (4)

1). How long has the author been teaching in high school?

R: _____

2). What are the occupations mentioned by the teacher?

R: _____

3). What does Marco say about his experience at the hospital?

R: _____

4). How long has Nestor been flying an airplane around the world?

R: _____

5). Why does the author stop writing?

R: _____

4.2.5. Writing Composition

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

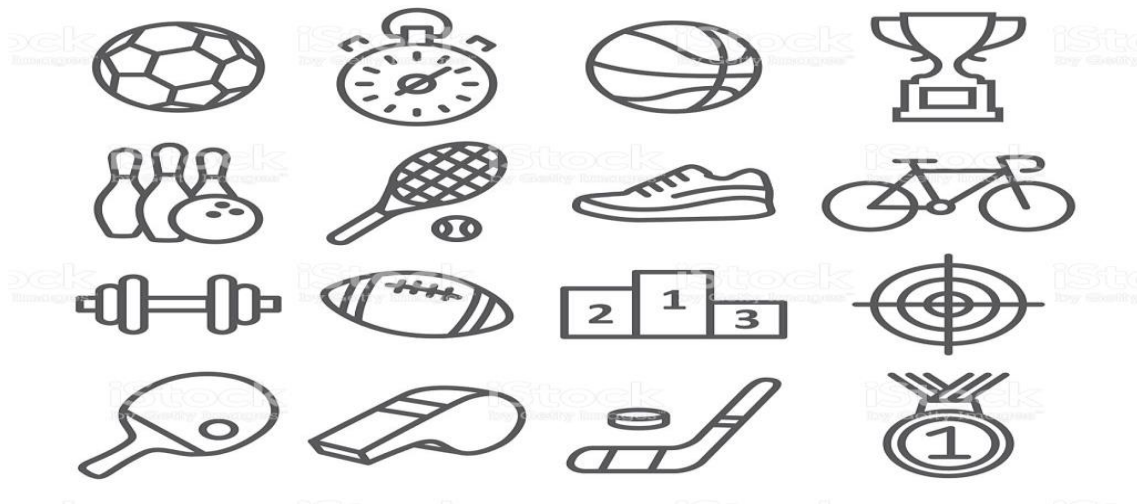
Independent clause [;] **semicolon independent clause** [.]

Tom is a doctor; he has worked for a hospital for twenty years.

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

4.2.6. Speaking reinforcement

4.4.6. A. Work in groups and ask and answer questions about sports; use the present perfect, and the present perfect continuous, examples: i). Have you ever gone cycling? Yes, I have gone many times; no, I have never gone cycling. 2). Has your brother Tom ever played soccer? No, he has never played soccer. 3). Have you been cycling on weekends? Yes, I have; No, I haven't. 4). Have you been lifting weights to get ready for the contest? Yes, I have; No, I have not.



Core performance indicators:

As a learner I can:

Write down complex sentences using semicolons.

Use antonyms for deeper comprehension of readings.

Contrast the present perfect and the present perfect continuous.

Section 3

4.3. Facebook makes users feel envious, dissatisfied: German study reveals social network's big role in users' emotional life.

4.3.1. A. Read and use the vocabulary section for better understanding.
4.3.1. B. Work in groups; read aloud; then, underline the passive voice sentences. *Track (05)*. 

In a joint research study conducted by the Department of Information Systems of the TU Darmstadt (Prof. Dr. Peter Buxmann) and the Institute of Information Systems of the Humboldt-Universität zu Berlin (Dr. Hanna Krasnova), Facebook members were surveyed regarding their feelings after using the platform. More than one-third of respondents reported predominantly negative feelings, such as frustration. The researchers identified that envying their "Facebook friends" is the major reason for this result.

The information provided by online social networks, such as Facebook, to their users gives them Access to relevant information of others that is not available offline, such as, postings, and photos that that are subject to these type of experiences.

Envying Facebook friends leads to a vicious "envy spiral"

Another result of the survey was that about one-fifth of all recent online/offline events that had provoked envy among the respondents took place within a Facebook context. This reveals a colossal role of this platform in users' emotional life. Paradoxically, envy can frequently lead to users embellishing their Facebook profiles, which, in turn, provokes envy among other users, a phenomenon that the researchers have termed "envy spiral."

The leading online and offline envy provokers in Germany are related to "Travel and Leisure." As Dr. Thomas Widjaja of the TU-Darmstadt, who was also involved in the project, put it, "This is a result of numerous vacation photos posted on Facebook, which are particularly popular among German users."

Facebook envy fosters dissatisfaction

Based on the survey data, the researchers were also able to establish a negative link between the envy that arises while on Facebook and users' general life satisfaction. Indeed, passive use of Facebook heightens invidious emotions that, in turn, adversely affect users' satisfaction with their lives. Coauthor Helena Wenninger of the TU-Darmstadt argued that, "Considering the fact that Facebook use is a worldwide phenomenon and envy is a universal feeling, a lot of people are subject to these painful consequences."

The results of the survey will be presented at the "11th International Conference Wirtschaftsinformatik (Information Systems)" to be held in Leipzig, Germany, February 27 through March 1, 2013. The researchers plan to conduct a follow-on survey that will explore the effects of Facebook use on envy and its consequences within various cultures.

Technische Universität Darmstadt. (2013, January 21). Facebook makes users feel envious, dissatisfied: German study reveals social network's big role in users' emotional life. *ScienceDaily*. Retrieved March 27, 2021 from www.sciencedaily.com/releases/2013/01/130121083028.htm

1. What is envy? Define it _____.
2. Have you ever felt envy? _____.
3. What other effects do you think Facebook awakens in users? _____.
4. Explain how Facebook addiction spirals _____.

4.3.2. Vocabulary building and reinforcement

4.3.2. A. Match the synonyms; each number with its corresponding letter.

Then, choose ten terms and write down ten sentences. Ex.: The student has **argued** over environment protection with passion.

1. Painful	4. Lead	7. Involve	10. Argue	13. Major
2. Link	5. Post	8. Paradox	11. Research	14. Term
3. Heighten	6. Provoke	9. Colossal	12. survey	15. Worldwide

a) Mail, send off	b) Afflictive, sore	c) Stir, excite.	d) Tie, nexus	e) Debate.
f) Imply, affect	g) Contradiction.	h) Expression.	i) Direct, guide	j) Principal, main
k) Prodigious.	l) Report, study.	m) Global.	n) Explore.	o) Denominate

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

4.3.3. Grammar building reinforcement: passive voice

A passive voice headline, very often, tells what happened, but hides the *who*.

4.3.3. A. Work in groups; read, analyse the headlines, and complete with the correct word(s).

1. A photographer (was/had) _____ shot in the eye.
2. A reporter was hit by a pepper ball on live television (for// by) _____ an officer.
3. More than 60 million residents of U.S. cities (has/ have) _____ been placed under curfews
4. Four officers shot in San Antonio, TX (for/by) _____ the mafia.
5. Two baby baboons (had born/were born) at the Brooklyn zoo.
6. Mothers (is/are) _____ asked nearly 300 questions a day.
7. 2000 workers (was/were) _____ laid off by the Ford Motor company last month.
8. Biden has been (elect/elected) _____ president for a second term.
9. A hospital doctor (were/ was) _____ convicted by a grand jury.
10. A beautiful black kitten (has/have) _____ been attacked by a ferocious dog.

4.3.4. Listening reinforcement Track (06).

4.3.4. A. Listen to the active voice sentences and convert them to the passive voice.

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

4.3.5. Writing composition reinforcement

4.3.5. A. Look at each of the complex sentence examples and write down an additional one of your own.

The Complex sentence; the dependent marker, the dependent clause; the independent clause.

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

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

1. **Before** she left, she gave everyone a present.

2. **Since** he hated women so much, he decided not to get married.

3. **While** the teacher was talking, all students were listening.

4. **After** you finish school, you can get a full time job.

5. **If** you do not have the information, you can not say anything with certainty.

6. **Although** I read a lot, I do not understand much.

7. **After** he listened about the accident, he called me.

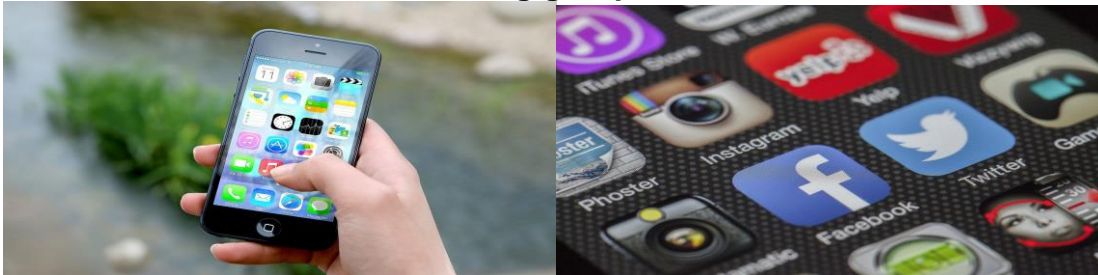
8. **As** he had expected, he didn't have any chance.

9. **Because** she decided not to testify, she was summoned to court.

10. **When** he ran out of money, he had to ask a friend for a loan.

4.3.6. Speaking reinforcement

4.3.6. A. Work in groups and brainstorm on social media. Think of, analyse, discuss, and write down some of the most conspicuous five advantages and disadvantages of using it. Talk about lack of privacy; commerce and interrelationships and the way it affects them. Talk about the way it has affected education, employment and the world in general. Share the final conclusions among groups.



Core performance indicators:

As a learner I can:

Use the passive voice.

Convert from active voice to passive voice.

Use complex sentences in composition.

Analyze, discuss and predict on the use and effects of social media on people.

Section 4

4.4. Science fiction: The lifecycle by Ted Chiang

4.4.1. Reading reinforcement Track (07).

4.4.1. A. Work in groups. Read and look at the underlined words; then, use the vocabulary section for better understanding.

4.4.1. B. Read aloud; then, answer the questions.

"The Lifecycle of Software Objects" follows Ana Alvarado over a twenty-year period, during which she "raises" an artificial intelligence from being essentially a digital pet to a human-equivalent mind.

Ana, a former zoo trainer, is hired by a software developing company to assist in the training of digital creatures, named digients in the story, that are designed with a learning capacity similar to human children. Ana helps with the training and forms a close bond with Derek Brooks, a designer in charge of creating the visual appearance of the digients.

Blue Gamma releases the digients in a virtual reality platform named Data Earth with big initial success, but after several years, the popularity of the digients diminishes and Blue Gamma closes. Several of the employees form a group to keep the digients active and learning; Ana keeps one named Jax and Derek keeps two named Marco and Polo. During these years, Derek develops unrequited feelings for Ana.

After a few more years, the platform of Data Earth closes and merges with another digital platform named Real Space. Most of the games and software have already an equivalent there, but the digients don't because Blue Gamma closed before the launching of Real Space, which means they remain isolated at private servers running Data Earth. Ana, Derek and the other owners maintain a flow of learning activities for the digients, but they are unable to provide enough social interaction for them unless they can port them to Real Space, which prevents them to continue developing as social beings.

Ana receives an offer from another digient manufacturer that wants her to train their digients to become personal assistants. She considers it an opportunity to convince them to invest on the digients she has been training, but the job offer has the downside that she would have to get her brain chemistry altered to reinforce her commitment to her work. On the other hand, the group receives an offer by a marketer of virtual sex dolls, that offers to pay for the port of the digients to Real Space in exchange of copies of the digients to train them as sex partners for their clients.

Marco and Polo are intrigued by the offer, but Ana takes a strong position against it and instead prepares to accept the job offer. Upon learning that, Derek allows himself to be convinced by Marco to accept the offer of the sex doll company and sells them a copy of Marco, even if he knows that this will destroy any chance he has with Ana.

Ana finds out and cuts all ties with Derek. In the final scene, she is working on the education of Jax and meditates on the possibilities he will have at life, although she can't help feeling down because of the high price that was paid.

1. What is artificial intelligence? Explain. _____

2. Is it possible to create artificial creatures with the mental capacity of a human being? Explain why or why not. _____

3. What might be the consequences of being exposed to a conflict with intelligent robots? Explain: _____

4.4.2. Vocabulary building reinforcement

4.4.2. A. Read and match the synonyms.

1. Reciprocate.	5. Digital creatures.	9. Train.	13. Depressed.
2. Friendship	6. Integrates, mixes.	10. Bonds	14. Finance
3. Set in motion.	7. Frees, liberates.	11. Promoter	15. Permits.
4. Downside	8. Except	12. Prevent.	16. Conciliates.

a. Disadvantage.	f. Solidarity.	j. Start moving.	n. Artificial creatures.
b. emancipates frees	g. Correspond.	k. Exclude	o. Pacify.
c. Restrict, restrain	h. Incorporates.	l. Connections.	p. Publicist.
d. Unhappy.	i. Favors.	m. Business.	q. Instruct.

4.4.3. Grammar building reinforcement: modals for ability

4.4.3. A. Work in groups. Look at the examples and write down sentences Can, could, will be able to.

Present: I **can** run very fast.

Past: When he was young, he **could** read without glasses.

Future: In a year the newborn baby **will be able to** walk.

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

4.4.4. Listening comprehension reinforcement Track (08).

4.4.4. A. Listen to the audio and complete the missing parts.

1. In the winter people do not wear sunglasses, _____
2. _____ that carries with it much destruction.
3. A hurricane is a tropical cyclone which _____.
4. In the summer, _____ a swim shirt and leather boots.
5. I _____ classical music, lately: Beehtoven, Bach, and Debussy.
6. Alaska has been one of the _____ parts of the world.
7. I _____ in the past; now, I can fortell my own destiny.
8. In the year 2050, _____ travel to many planets; including Jupiter.
9. _____ I have always dealt with finances.
10. No matter how _____, there will always be an open door to it.

4.4.5. Writing composition reinforcement

Complex sentences with a dependent marker

Independent clause dependent marker dependent clause [.]

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

Example: **Doctors are concerned about the rising death rate from asthma because it is a common, treatable illness.**

4.4.5. A. Work in groups and complete the complex sentences with the proper dependent markers: (Until, as if, as, while, before, after.)

1. He lives with passion _____ he were never going to die.
2. People try to forestall _____ it is too late.
3. Mary spends her whole paycheck _____ she gets paid.
4. Lions can kill big prey _____ they are mature and strong.
5. I had never realized that I had gone broke _____ I was ordered to leave my house.
6. Tom started to work _____ he went through an intensive training course.
7. She always looks for solutions _____ problems arrive. She never foresees them.
8. Mary spends her whole paycheck _____ she gets paid.
9. Eagles feed their chicks _____ they are able to fly.
10. Never insult people and act _____ you were guiltless.

4.4.6. Speaking reinforcement

4.4.6. A. Work in groups and talk about present, past and future abilities; include the use of dependent markers in your conversations, examples: i).

When I was five years old, I could not swim; but, now I can; in the future, I will be able to fly an airplane.

ii). When I started to run, I could do it just for a few minutes because I did not have enough practice; now, I can run for a whole hour. In a year, I will be able to run a marathon.

Core performance indicators:

As a learner I can:

Use synonyms for better comprehension of a reading.

Use modals for ability.

Write complex sentences with dependent markers.

Section 5

4.5. Economic growth

4.5.1. Reading reinforcement Track (09).

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

4.5.1. B. Work in groups, read aloud; then, write down a summary.

4.5.1. C. Underline the passive voice verbs in the reading.

Economic growth is the increase in the market value of the goods and services produced by an economy over time.

It is conventionally measured as the percent rate of increase in real gross domestic product, or real GDP.

Of more importance is the growth of the ratio of GDP to population (GDP per capita), which is also called per capita income.

An increase in per capita income is referred to as intensive growth.

GDP growth caused only by increases in population or territory is called extensive growth.

Growth is usually calculated in real terms -- i.e., inflation-adjusted terms -- to eliminate the distorting effect of inflation on the price of goods produced.

In economics, "economic growth" or "economic growth theory" typically refers to growth of potential output, i.e., production at "full employment."

As an area of study, economic growth is generally distinguished from development economics.

The former is primarily the study of how countries can advance their economies.

The latter is the study of the economic aspects of the development process in low-income countries.

Since economic growth is measured as the annual percent change of gross domestic product (GDP), it has all the advantages and drawbacks of that measure.

For example, GDP only measures the market economy, which tends to overstate growth during the change over from a farming economy with household production.

An adjustment was made for food grown on and consumed on farms, but no correction was made for other household production.

Also, there is no allowance in GDP calculations for depletion of natural resources.

Summary

Economic growth is important because: _____

4.5.2. Vocabulary building reinforcement

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

1. overstate	5. growth	9. goods	13. adjustment	17. allowance
2. household	6. gross	10. former	14. drawbacks	18. income
3. advance	7. economics	11. theory	15. inflation	19. distorted
4. increase	8. per capita	12. intensive	16. extensive	20. ratio

a. promote	f. sum total	k. prior	p. augmentation
b. alteration	g. home	l. expanded	q. proposal
c. magnify	h. finance	m. expand	r. pay, salary
d. concentrated	i. things	n. aid, pension	s. per head of population
e. escalation	j. disadvantages	o. altered, perverted	t. rate, proportion

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

4.5.3. Grammar building reinforcement: unreal conditionals; if...

4.5.3. A. Work in groups; read and analyse the unreal conditionals; then, write down five “three conditionals” and five “four conditionals”.

Unreal conditional (Three)

STRUCTURE: If+simple past (condition) +present conditional or present continuous conditional (result). Examples: i). If you had power, you would kill many. li). If you were a good father, your children would be living with you.

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

Unreal conditional (Four)

STRUCTURE: If+Past perfect (Condition) +Perfect conditional or Perfect continuous conditional (Result). Examples: i). If she had stayed at home, she would not have had the accident. li). If Denzel had saved enough money, he would have bought a brand new car.

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

4.5.4. Listening comprehension reinforcement Track (10).

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 stock holders had reacted on time to the surprising alteration, they would not had arrived to such a situation of despair.
10. If you had respected the dog’s space, you would not have gotten bitten.

4.5.5. The ellipsis

4.5.5. A. Write down ten sentences, using an ellipsis.

An ellipsis is a group of three points; commonly, the points are separated by spaces (. . .)

In a quotation, ellipsis mean omitted words or sentences.

An ellipsis is used for expressing incomplete thought.

Examples:

“Are you going home now?”

“Well...I...”

“Is he... is he crazy?”

“The man... the man ran away.”

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

4.5.6. Speaking reinforcement

4.5.6. A. Work in pairs. Look at the pictures and make statements and ask and answer questions about students' desires and wishes. Examples: i). Q:

What would you do if you had a million dollars? R: I would invest half of it and I would buy a beautiful farm. **(Unreal)**. ii). How do you feel when you keep your things in order? If I keep my things in order, I feel peaceful. **(Real)**. ii). If I save enough **money**, I'll be able to travel to another country. **(Real)**. iii) What would you be able to do, if you were twenty one years old? If I were twenty one years old, I would be able to vote for my favorite politician. **(Unreal)**



Sam. [dscf0999.jpg](#). 2012.



Castellano, Lisa. [dscn0630.jpg](#).



Hood, Ashley. [farm-horses.jpg](#).

Core performance indicators:

As a learner I can:

Read and discuss about an article on Economics.

Use conditionals.

Employ the exclamation points properly.

Talk about desires and wishes.

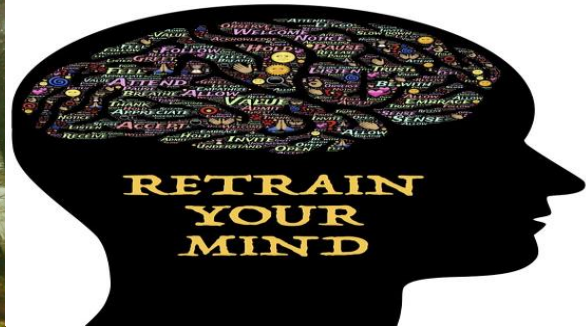
MODULE 5

Sections 1-5

Mind, Brain, and Body



woman-2222447_960_720 By darksouls1



mindset-743166_960_720 By johnhain

CONTENTS

VOCABULARY	GRAMMAR
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<i>Practice recollecting.</i>	Future with will/going to.
<i>Vocabulary for comprehension.</i>	Present perfect/past perfect.
<i>Words and definitions.</i>	Active voice/passive voice and modals.
<i>Synonyms.</i>	Future perfect continuous.

LITERACY COMPETENCIES

SPEAKING <i>Students will be able to:</i>	READING <i>Students will be able to:</i>
Brainstorm and analyse physics laws.	Read and analyse an article.
<i>Talk about the future.</i>	<i>Read and write down summaries.</i>
<i>Talk about habits, attitudes and values.</i>	<i>Write a summary on science.</i>
<i>Discuss about science.</i>	<i>Read and analyse.</i>
	Read and summarize.

WRITING <i>Students will be able to:</i>	LISTENING <i>Students will be able to:</i>
Use the comma and the semicolon.	<i>Answer questions about an audio.</i>
<i>Use commas with nonessential elements.</i>	<i>Answer questions about an article.</i>
<i>Use the apostrophe.</i>	<i>Listen and answer true or false.</i>
<i>Use the hyphen and the dash.</i>	<i>Listen to an audio and answer questions.</i>
<i>Write a letter of complaint.</i>	<i>Listen to an audio and answer true or false.</i>

Section 1

5.1. Early Universe explosion sheds light on elusive black hole

5.1.1. Reading reinforcement Track (01).

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

A new black hole breaks the record -- not for being the smallest or the biggest -- but for being right in the middle. The recently discovered 'Goldilocks' black hole is part of a missing link between two populations of black holes: small black holes made from stars and supermassive giants in the nucleus of most galaxies.

In a joint effort, researchers from the University of Melbourne and Monash University have uncovered a black hole approximately 55,000 times the mass of the sun, a fabled "intermediate-mass" black hole.

The discovery was published today in the paper Evidence for an intermediate mass black hole from a gravitationally lensed gamma-ray burst in the journal *Nature Astronomy*.

Lead author and University of Melbourne PhD student, James Paynter, said the latest discovery sheds new light on how supermassive black holes form. "While we know that these supermassive black holes lurk in the cores of most, if not all galaxies, we don't understand how these behemoths are able to grow so large within the age of the Universe," he said.

The new black hole was found through the detection of a gravitationally lensed gamma-ray burst. The gamma-ray burst, a half-second flash of high-energy light emitted by a pair of merging stars, was observed to have a tell-tale 'echo'. This echo is caused by the intervening intermediate-mass black hole, which bends the path of the light on its way to Earth, so that astronomers see the same flash twice.

Powerful software developed to detect black holes from gravitational waves was adapted to establish that the two flashes are images of the same object.

"This newly discovered black hole could be an ancient relic -- a primordial black hole -- created in the early Universe before the first stars and galaxies formed," said study co-author, Professor Eric Thrane from the Monash University School of Physics and Astronomy and Chief Investigator for the ARC Centre of Excellence for Gravitational Wave Discovery (OzGrav).

"These early black holes may be the seeds of the supermassive black holes that live in the hearts of galaxies today." Paper co-author, gravitational lensing pioneer, Professor Rachel Webster from the University of Melbourne, said the findings have the potential to help scientists make even greater strides.

"Using this new black hole candidate, we can estimate the total number of these objects in the Universe. We predicted that this might be possible 30 years ago, and it is exciting to have discovered a strong example."

The researchers estimate that some 46,000 intermediate mass black holes are in the vicinity of our Milky Way galaxy.

University of Melbourne. (2021, March 29). Early Universe explosion sheds light on elusive black hole. *ScienceDaily*. Retrieved March 30, 2021 from www.sciencedaily.com/releases/2021/03/210329122904.htm

Summary: _____

5.1. 2.Vocabulary building reinforcement

5.1.2. A. Work in groups; read and match the synonyms.

1. Shed	5. elusive	9. missing	13. nucleus	17. lensing
2. vicinity	6. seed	10. supermassive	14. Intermediate.	18. Primordial
3. Candidate.	7. Break.	11. Burst.	15. flashes	19. ancient
4. Target.	8. Estimate.	12. Length.	16. Collapse.	20. Relic.

a. Competitor.	f. Give forth.	k. Proximity.	p. Objective.
b. Illusory.	g. Fracture.	l. Embryo.	q. Estimation.
c. Antiquity.	h. Distance.	m. Center.	r. Archaic.
d. Break.	i. Smash up.	n. Elemental.	s. Midway.
e. Supergigantic.	j. Picturing.	o. Shines.	t. Lost.

5.1.3. Grammar building reinforcement: past simple and used to

5.1.3. A. Write down about five past events in your life; also, five things that you used to do, and five things that you didn't use to.

i) We use the past simple to talk about anything that happened in the past: a completed action. Ex.: i). She went to California last week. ii). I made a mistake.

ii) We use "used to" to talk about past states that are not true anymore or past habits. Ex.: i) You used to do a lot of exercise; when did you stop?
ii). There used to be a picture hanging on the wall; when did you take it away?
iii). I used to make many mistakes; but, I have changed my attitude.

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

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

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

5.1.4. Listening reinforcement. Track (02).

5.1.4. A. Listen to the audio and answer true or false.

1. Self-control and mental flexibility can be improved with brain stimulation.	True	False
2. The "internal capsule" is a part of the brain that controls cognition.	True	False
3. Certain mental functions are linked to mental illnesses.	True	False
4. Sufficient clinical trials have been practiced with patients.	True	False
5. There are many patients that are resistant to conventional treatments.	True	False

University of Minnesota Medical School. (2021, November 1). Researchers boost human mental function with brain stimulation: Study indicates this method could be a new approach to treating a variety of severe mental illnesses. *ScienceDaily*. Retrieved November 21, 2021 from www.sciencedaily.com/releases/2021/11/211101141757.htm

5.1.5. Writing composition reinforcement

The comma and the semicolon in compound sentences.

i). Use a comma after the first independent clause when you link two independent clauses with one of the following coordinating conjunctions: *and, but, for, or, nor, so, yet*. For example: I am working hard, and I am going to save money.

ii). Use a semicolon when you link two independent clauses with no connecting words. For example: I am working hard; I am going to save money.

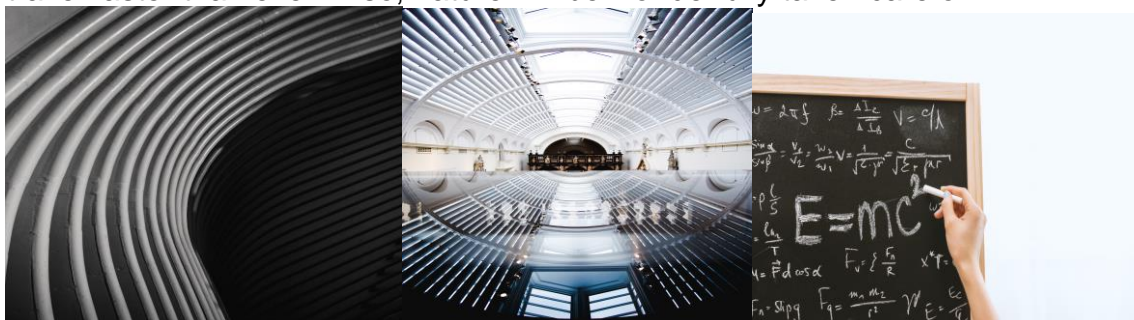
5.1.5. A. Write down five examples using the comma with compound sentences and five more using the semicolon.

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

5.1.6. Speaking reinforcement

5.1.6. A. Work in groups. Brainstorm on the laws of physics and talk about the universe and the theory of black holes postulated by Tom Hawking.

Use the present perfect, the present perfect continuous, the past simple, the used to be form, and any verb tense that you can use. Write down at least five questions and answers on the topics. Example: In the past, people used to think that the earth was square; they traveled by wagon, on foot, or by horse; They used to plant their own food, raise their cattle, and construct their own houses; but, now, we have special services, and in the near future we will travel faster than ever. Also, nature will be wonderfully taken care of.



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Core performance indicators:

As a learner I can:

- Use vocabulary for reading comprehension.
- Practice verb tenses appropriately.
- Use the comma and the semicolon in compound sentences.

Section 2

5.2. Extracting information from ancient teeth

5.2.1. Reading reinforcement Track (03).

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

There's a surprising amount of information stored in the hardened plaque, or calculus, between teeth. And if that calculus belongs to the remains of a person who lived in ancient times, the information could reveal new insights about the past. But the tiny samples can be difficult to work with. Now, in ACS' *Journal of Proteome Research*, scientists apply a new method to this analysis, finding more proteins than traditional approaches.

The human mouth is full of interesting molecules: DNA and enzymes in saliva, proteins and lipids from bits of food stuck between teeth, the bacterial citizens of the oral microbiome. Under the right conditions, those molecules can be preserved in dental calculus for thousands of years. Identifying the biomolecules preserved within ancient plaque gives researchers clues about how our ancestors lived, what they ate, what diseases they had and more. However, there's only so much plaque one can scrape off of old teeth, so it's important to apply methods that can extract the most information from minuscule samples. Although no gold-standard method for calculus analysis exists, filter-based techniques are often used, but they can be time consuming and can introduce contaminants. So, teams led by Michael Buckley and Cheryl Makarewicz wanted to see whether another method, called single-pot, solid-phase-enhanced sample preparation (SP3), could improve the number and complexity of protein fragments that could be analyzed from preserved plaque.

The researchers, led by Karren Palmer, applied SP3 to the analysis of calculus from 153 ancient individuals dating from between the 1st and 4th century BCE. With SP3, functionalized magnetic beads grabbed onto protein fragments, making them easy to analyze by mass spectrometry. The researchers found that SP3 reliably increased the number of unique protein fragments they could identify in samples, including smaller peptides that two other methods, ultrafiltration and acetone precipitation, missed. SP3 was also easy to perform and less likely to introduce contaminants than the other methods. Using this approach, the researchers identified fragments of dairy proteins from the subjects' diets, as well as bacterial proteins that could shed light on ancient diseases.

American Chemical Society. (2021, March 10). Extracting information from ancient teeth. *ScienceDaily*. Retrieved March 29, 2021 from www.sciencedaily.com/releases/2021/03/210310122326.htm

Summary

Economic growth is important because: _____

5.2.2. Vocabulary building reinforcement

5.2.2. 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. Liberate.	5. Conform.	9. Plaque.	13. Bits.	17. Grab.
2. Prevent.	6. Amount.	10. Remains.	14. Scrape off	18. Likely.
3. Downside.	7. Hardened.	11. Insights.	15. Beads	19. Mass.
4. Promote.	8. Calculus.	12. Tiny.	16. Disease	20. Dates from.

a. Publicize.	f. Exclude.	k. Emancipate.	p. Disadvantage.
b. Quantity.	g. Steeled.	l. Disk.	q. Minuscule.
c. Milestone.	h. Correspond.	m. Perceptivity.	r. Fragments.
d. Residue.	i. Expected.	n. Cut off.	s. Sickness.
e. Originates from.	j. Aggregate.	o. Seize.	t. Grains.

5.2.3. Grammar building reinforcement: future with will/going to

i). Going to/not going to is used, mainly when talking or writing about plans. Examples: i) Tom is going to buy a house when he gets married. ii). I am going to enter the University after I finish High School.

ii). Will /shal /won't is used, mainly, for talking or writing about future facts or events; making predictions, promises, requests, refusals, on-the-spot decisions, and offers. Examples: i). Looking at population trends, in 2050 there will be only 50% of the population at present (Prediction); ii). I will marry you next month (Promise); iii). Will you leave the place, please? iv) I won't lend you the money (refusal); v). I'll help you with that! (On-the-spot decision).

5.2.3. A. Work in groups; choose the correct forms.

1. A: Tom, I am going out. Could you take the thrash out? B: Don't worry. I (will/ will to/ going to) do it!
2. With all the new scientific inventions, men (is going to/will) get waste anywhere on the planet.
3. Joe (will/is going to) be a great scientist. He is a prodigy in Math.
4. A: We don't have any soap. B: Don't worry, I (am going to/will) buy some at the store.
5. I can't find my wallet! B: Don't worry, I (am going to/ 'll) help you look for it!
6. Did you remember to buy the Turkey for Christmas? B: Yes, But; I (am going to/'ll) buy it right away.
7. In the next century, we (are not going to/won't) drive normal cars.
8. I am a teacher, and I know that my students (are not going to/ won't) forget me.
9. The meek (are going to/shall) inherit the Earth.
10. I (am going to/will) love you forever.
11. You seem tired! I (am going to/'ll) help you with the bags.
12. Sam (is going to/will) have a very nice trip. He looks very happy.
13. You (shall not /will not) kill!
14. I promise, I (am going to/' will) be back soon.
15. Peter (is not going to/won't) leave you; he is a good, honest, and loyal man.
16. A: You (are going to/will) listen to me, Henry, right? B: No, I (am not going to/ won't).
17. I haven't had any time for taking care of my family, but I promise I (will/ am going to) dedicate the rest of my life to it.
18. You (shall not /will not) covet your neighbour's wife.
19. Promiscuity is taking over; there (isn't going to/ won't) be much loyalty between couples.
20. The world (is not going to/won't) be much like the one we are living in now.

5.2.4. Listening reinforcement Track (04).

5.2.4. A. Listen and answer the questions.

1. - According to the article, what makes people more mistake prone? R: _____

2. - How can people recognize errors in their thinking? R: _____

3. - How one defines “open meditation”? _____

4. - What is the difference between other forms of meditation and “monitoring open meditation, according to the article? R: _____

5. - According to researchers of mindfulness and meditation, how could these two factors affect behaviour in people? R: _____

Michigan State University. (2019, November 11). How meditation can help you make fewer mistakes: Meditating just once proves to make a difference. *ScienceDaily*. Retrieved November 20, 2021 from www.sciencedaily.com/releases/2019/11/191111124637.htm

5.2.5. Writing composition reinforcement: Commas with nonessential elements.

Rule: Use commas before and after nonessential words, phrases, and clauses, that is, elements embedded in the sentence that interrupt it without changing the essential meaning. If you leave out an element and the meaning of the sentence does not change; then, it is not essential.

Nonessential: My uncle, *who lives in Florida*, walks three miles every day. (Clause) “*who lives in Florida*” might be omitted and the meaning of the sentence does not change.

Essential: The woman *who interviewed you* is my sister. (Clause)
The clause: “*who interviewed you*” is essential because one is left out without information that is essential for understanding the sentence.

5.2.5. A. Work in groups and mark the elements between commas as **essential** or **nonessential**.

i). The average world temperature, *however*, has continued to rise significantly. (Word) **nonessential**.

ii). The sixth-century philosopher *Boethius* was arrested, tortured, and bludgeoned to death. (Word) **essential**.

iii). Company managers, *seeking higher profits*, hired temporary workers to replace full-time staff. (Phrase)

iv). The person *checking tickets at the counter* asked for a form of identification. (Phrase)

v). Fred has been living in the United States, trying to save money, for ten years

vi). Underdeveloped nations have tried to prosper for years, selling their land and riches, but they have failed.

vii). My car, a chevy 1999, has been kept in the garaje for years.

viii). Anyone, that abandons his children, can be labeled as “miserable”!

ix). Flowers, especially red roses, are beautiful!

x). All men, who defend their country, are honorable and loved by others.

5.2.6. Speaking reinforcement

5.2.6. A. Work in groups and talk about your most important plans for the future; make promises to yourselves and to others, ask for help; make a couple of predictions and use modals when possible. Use the pictures for inspiration and generation of ideas. Use your imagination for generating a promising reality.



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Core performance indicators:

As a learner I can:

Exercise the power of memory through recollection.
Apply will/shall/going to properly.
Use and understand essential and nonessential elements.
Use imagination and creativity in a group setting.

Section 3

5.3. How the eyes might be windows to the risk of Alzheimer's disease

5.3.1. Reading reinforcement Track (05).

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

Alzheimer's disease (AD) begins to alter and damage the brain years -- even decades -- before symptoms appear, making early identification of AD risk paramount to slowing its progression.

In a new study published online in the September 9, 2019 issue of the *Neurobiology of Aging*, scientists at University of California San Diego School of Medicine say that, with further developments, measuring how quickly a person's pupil dilates while they are taking cognitive tests may be a low-cost, low-invasive method to aid in screening individuals at increased genetic risk for AD before cognitive decline begins. In recent years, researchers investigating the pathology of AD have primarily directed their attention at two causative or contributory factors: the accumulation of protein plaques in the brain called amyloid-beta and tangles of a protein called tau. Both have been linked to damaging and killing neurons, resulting in progressive cognitive dysfunction. The new study focuses on pupillary responses which are driven by the locus coeruleus (LC), a cluster of neurons in the brainstem involved in regulating arousal and also modulating cognitive function. Tau is the earliest occurring known biomarker for AD; it first appears in the LC; and it is more strongly associated with cognition than amyloid-beta. The study was led by first author William S. Kremen, PhD, and senior author Carol E. Franz, PhD, both professors of psychiatry and co-directors of the Center for Behavior Genetics of Aging at UC San Diego School of Medicine. The LC drives pupillary response -- the changing diameter of the eyes' pupils -- during cognitive tasks. (Pupils get bigger the more difficult the brain task.) In previously published work, the researchers had reported that adults with mild cognitive impairment, often a precursor to AD, displayed greater pupil dilation and cognitive effort than cognitively normal individuals, even if both groups produced equivalent results. Critically, in the latest paper, the scientists link pupillary dilation responses with identified AD risk genes. "Given the evidence linking pupillary responses, LC and tau and the association between pupillary response and AD polygenic risk scores (an aggregate accounting of factors to determine an individual's inherited AD risk), these results are proof-of-concept that measuring pupillary response during cognitive tasks could be another screening tool to detect Alzheimer's before symptom appear," said Kremen. Co-authors include: Matthew S. Panizzon, Jeremy A. Elman, Anders M. Dale, Daniel E. Gustavson and Nathan Whitsel, UC San Diego; Eric L. Granholm, UC San Diego and Veterans Affairs San Diego Healthcare System; Ole A. Andreassen, Oslo University Hospital; Nathan A. Gillespie and Michael C. Neale, Virginia Commonwealth University; Mark W. Logue, VA Boston Healthcare System and Boston University; Michael J. Lyons, Boston University; and Chandra A. Reynolds, UC Riverside

Summary

How do the eyes reveal the risk of Alzheimer disease? Explain: _____

5.3.2. Vocabulary building reinforcement: Synonyms

5.3.2. A. Work in groups and match the numbers with the letters.

1. Die.	5. Share.	9. Dream.	13. Precipitation.	17. Aggregate.
2. Gather.	6. Drizzle.	10. Paramount.	14. Scores.	18. System.
3. Irradiate.	7. Deluge.	11. Issue.	15. Causative.	19. Behaviour.
4. Look for.	8. Rainfall.	12. Dilates.	16. Dysfunction.	20. Genetics.

a. Emit like rays of light.	f. Pass away.	K. Distribute in portions.	p. Counts.
b. Search.	g. To bring together.	l. Expands.	q. To see in a dream.
c. Rainfall.	h. A light or fine rain.	m. Genetic make-up.	r. Water that falls down.
d. Entity.	i. Malfunction.	n. A great flow of water.	s. Publication.
e. Conduct.	j. Collection.	O. Originative.	t. Predominant

5.3.3. Grammar building and reinforcement: present perfect/past perfect

The **present perfect** expresses an action that started in the past and **continues into the present**.

i). I **have lived** in San Antonio, Tx., for six years.

ii). She **has lost** her driver's licence twice.

The **past perfect** expresses an action that happened **before a time in the past**

When I arrived at the office this morning, I **discovered** that I **had left** my computer on the night before.

Present perfect of the verb to-play.	Past perfect of the verb to-play.
Aff. I, you, we, they, have played; he, she, it, has played.	Aff. I, you, he, she, it, we, you, they, had played.
Int. Have I, you, we, they played? Has, he, she, it, played?	Int. Had, I, you, he, she, it, we, you, they, played?
Neg. I, you, we, they, have not played; he, she, it, has not played.	Neg. I, you, he, she, it, we, you, they, had not played.
Contractions: I, you, we, they 've played. He, she, it's played. I've played; he's played.	Contractions: I, you, he, she, it, we, you, they, 'd played; I had played=I'd played.

5.3.3. A. Work in groups and choose the correct verb forms.

1. She (has/had) eaten tacos since she was young.
2. She didn't pass the past because (she hasn't studied/ she hadn't studied)
3. We (haven't met/hadn't met) the new history teacher yet.
4. I couldn't get to school on time because(I've forgotten/ I'd forgotten) to call a taxi
5. When I opened the door, I saw that someone (had burglarized/has burglarized) the house
6. When I opened the refrigerator, I saw that someone (had drunk/has drunk) all the milk.
7. She (has never met/ had never met) a person from Africa until she became old.
8. She (has driven/had driven) motorcycles since she was nine years old.
9. When Tom was living in France, he discovered that he (has learned/had learned) a different culture.
10. After I ran ten miles, I became aware of the will power that I (have developed/had developed.)

5.3.4. Listening reinforcement Track (06).

5.3.4.A. Listen, read the questions and answer true or false.

1). Unregulated fear is essential for survival.	True	False
2). A scientific study shows the brain relies on body signals to regulate fear.	True	False
3). The body's reactions are not used to regulate fear.	True	False
4). Panick attacks and anxiety is the result of instense fear.	True	False
5). The insular cortex is a part of the brain that processes positive emotions.	True	False
6). The combination of a tone and an unpleasant stimulus caused "freezing".	True	False
7). Highly fearful mice unlearned much faster than mice with normal fear.	True	False
8). The insular cortex does not need any feedback from the body.	True	False
9). We can use behaviour actively to regulate emotions.	True	False
10). Dysfunction of the insular cortex is associated with anxiety disorders.	True	False

Max-Planck-Gesellschaft. (2021, November 18). The brain uses bodily signals to regulate fear. ScienceDaily. Retrieved November 21, 2021 from www.sciencedaily.com/releases/2021/11/211118203429.htm

5.3.5. Writing composition reinforcement: The Apostrophe

The apostrophe has three uses:

1. To form possessives of nouns, example: Tom's car.

Notes: a). In order to see whether you need to make a possessive, turn the phrase around and make it an "of the..." phrase. For example: **i). Frank's hat = The hat of Frank. ii). Two months' vacation= Vacation of two months.**

b). If the noun after "of" is a building, an object, or a piece of furniture, then **no** apostrophe is needed! i) Room of the hotel = hotel room; ii) door of the car = car door
leg of the table = table leg.

2. To show the omission of letters, example: Don't (do not); isn't (is not).

3. To indicate certain plurals of lowercase letters, example: p's and q's.

5.3.5. A. Work in groups. Write down phrases, and sentences; use the apostrophe.

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

5.3.6. Speaking reinforcement

5.3.6. A. Work in groups. Brainstorm on habits, behaviours, and attitudes. Then, talk about your own good and bad habits your behaviour and attitudes towards people, life and the world in general. Ask and answer questions about things one should, could, would, must, can, can not, change for becoming a better person and for constructing and sharing a better world.



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Core performance indicators

As a learner I can:

Memorize and use synonyms.

Use and apply the present perfect and the past perfect appropriately.

Use the apostrophe.

Talk about attitudes, habits and behaviours.

Section 4

5.4. We hear what we expect to hear

5.4.1. Reading reinforcement Track (07).

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

A team of neuroscientists of TU Dresden headed by Prof Dr Katharina von Kriegstein presents new findings that show that not only the cerebral cortex, but the entire auditory pathway, represents sounds according to prior expectations.

For their study, the team used functional magnetic resonance imaging (fMRI) to measure brain responses of 19 participants while they were listening to sequences of sounds. The participants were instructed to find which of the sounds in the sequence deviated from the others. Then, the participants' expectations were manipulated so that they would expect the deviant sound in certain positions of the sequences. The neuroscientists examined the responses elicited by the deviant sounds in the two principal nuclei of the subcortical pathway responsible for auditory processing: the inferior colliculus and the medial geniculate body. Although participants recognised the deviant faster when it was placed on positions where they expected it, the subcortical nuclei encoded the sounds only when they were placed in unexpected positions.

These results can be best interpreted in the context of predictive coding, a general theory of sensory processing that describes perception as a process of hypothesis testing. Predictive coding assumes that the brain is constantly generating predictions about how the physical world will look, sound, feel, and smell like in the next instant, and that neurons in charge of processing our senses save resources by representing only the differences between these predictions and the actual physical world.

Dr Alejandro Tabas, first author of the publication, states on the findings: "Our subjective beliefs on the physical world have a decisive role on how we perceive reality. Decades of research in neuroscience had already shown that the cerebral cortex, the part of the brain that is most developed in humans and apes, scans the sensory world by testing these beliefs against the actual sensory information. We have now shown that this process also dominates the most primitive and evolutionary conserved parts of the brain. All that we perceive might be deeply contaminated by our subjective beliefs on the physical world."

These new results open up new ways for neuroscientists studying sensory processing in humans towards the subcortical pathways. Perhaps due to the axiomatic belief that subjectivity is inherently human, and the fact that the cerebral cortex is the major point of divergence between the human and other mammal's brains, little attention has been paid before to the role that subjective beliefs could have on subcortical sensory representations.

Given the importance that predictions have on daily life, impairments on how expectations are transmitted to the subcortical pathway could have profound repercussion in cognition. Developmental dyslexia, the most wide-spread learning disorder, has already been linked to altered responses in subcortical auditory pathway and to difficulties on exploiting stimulus regularities in auditory perception. The new results could provide with a unified explanation of why individuals with dyslexia have difficulties in the perception of speech, and provide clinical neuroscientists with a new set of hypotheses on the origin of other neural disorders related to sensory processing.

Technische Universität Dresden. (2021, January 8). We hear what we expect to hear. *ScienceDaily*. Retrieved March 30, 2021 from www.sciencedaily.com/releases/2021/01/210108120110.htm

In a paragraph, explain how expectations of the brain affects our perception of reality: _____

5.4.2. Vocabulary building reinforcement

5.4.2. A. Read and listen. Then, match the words with their definitions.

1. Instill.	5. Matter.	9. Widespread.	13. Hypotheses.	17. Subjectivity.
2. Stick.	6. Fortunate.	10. Exploit.	14. Towards.	18. Beliefs.
3. Gain.	7. Pathway.	11. Stimulus.	15. Axiomatic.	19. State.
4. Seek.	8. Repercussion.	12. Speech.	16. Inherently.	20. Head.

a. Try to find.	f. Infuse.	k. Adhere.	p. Obtain.
b. Lucky.	g. Obvious.	l. Conjecture.	q. Extensive.
c. Acceptances.	h. Subjectiveness.	m. In the direction of	r. Abuse.
d. Talk.	i. Declare, assert.	n. Intrinsically.	s. Incentive.
e. Subject.	j. .Leader.	o. Passageway.	t. Reaction.

5.4.3. Grammar building reinforcement: active voice/passive voice and modals; may, might, could, would, should, can...

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 is going to be driven <i>by</i> him
Present Perfect	He <i>has driven</i> the car.	The car has been driven <i>by</i> 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.

5.4.3. A. Read and look at the examples; then, transform the active voice sentences into passive:

- Lynn should make a cake (active).
_____ (Passive).
- Mary must deliver her homework at noon (active).
_____ (Passive).
- Our favorite singer may give a concert in two days (Active).
_____ (Passive).
- Dick has broken many promises (Active).
_____ (Passive).
- Do we have to pay for our food before leaving the restaurant? (Active).
_____ (Passive)
- Karen can provide some information about the job (Active).
_____ (Passive).
- You must obey the your superiors (Active).
_____ (Passive).
- Gloria is going to visit New York in December (Active).
_____ (Passive).
- Tony is cooking delicious seafood (Active).
_____ (Passive).
- Sally bought a brand new car (Active).
_____ (Passive).
- I will listen to the priest if the sermon is wise (Active).
_____ (Passive).
- People should not hunt lions (Active).
_____ (Passive).

5.4.4. Listening reinforcement.

5.4.4. A. Listen to the audio and complete with the conditionals.

1. _____, you will become bitter and hopeless.
2. _____, you would not be facing such a situation.
3. _____, you will get a pension when you grow older.
4. _____, you will be promoted.
5. _____, crime escalation would not have been so severe.

5.4.5. Writing composition reinforcement: Hyphen/Dash

5.4.5. A. Read the rules; then, read the sentences and use dashes as substitutions of brackets.

i). **A hyphen** is used to combine two different words together. This helps in avoiding ambiguity and confusion. Most compound words require a hyphen. You can consult a dictionary to see which compound words use hyphens.

Examples: Run-downm Up-to-date, Co-operate

ii). **A dash** is used when you want to add parenthetical statements in your sentence. A dash can be used instead of the brackets. However, it is advised that you should use brackets when writing formally. This is because dashes are more informal.

It might rain later -- you never know.

1. Let's agree on the next steps; they are make a plan, divide the work, and complete the assignment.

2. The Beatles (the most famous rock band in history) were from England.

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. Tomorrow (my last day of school) is almost here.

5.4.6. Speaking reinforcement

5.4.6.A. Work in groups. Look at the pictures and brainstorm on intelligence and the way it is interrelated with memory and habits; how they affect one another; also, talk about the power of the five senses (taste, smell, hearing, touch, and sight) affect memory and intelligence.



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Core performance indicators:

As a learner I can:

- Use question words appropriately.
- Retrieve previous knowledge.
- Compare cultural and physical traits.
- Use intonation for adding meaning.

Section 5

5.5. Researchers create a roadmap of bipolar disorder and how it affects the brain.

5.5.1. Reading reinforcement Track (09).

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

A new study has found brain abnormalities in people with bipolar disorder

In the largest MRI study to date on patients with bipolar disorder, a global consortium published new research showing that people with the condition have differences in the brain regions that control inhibition and emotion. By revealing clear and consistent alterations in key brain regions, the findings published in *Molecular Psychiatry* on May 2 offer insight to the underlying mechanisms of bipolar disorder. "We created the first global map of bipolar disorder and how it affects the brain, resolving years of uncertainty on how people's brains differ when they have this severe illness," said Ole A. Andreassen, senior author of the study and a professor at the Norwegian Centre for Mental Disorders Research at the University of Oslo. Bipolar disorder affects about 60 million people worldwide, according to the World Health Organization. It is a debilitating psychiatric disorder with serious implications for those affected and their families. However, scientists have struggled to pinpoint neurobiological mechanisms of the disorder, partly due to the lack of sufficient brain scans. The study was part of an international consortium led by the USC Stevens Neuroimaging and Informatics Institute at the Keck School of Medicine of USC: ENIGMA (Enhancing Neuro Imaging Genetics through Meta Analysis) spans 76 centers and includes 26 different research groups around the world.

The researchers measured the MRI scans of 6,503 individuals, including 2,447 adults with bipolar disorder and 4,056 healthy controls. They also examined the effects of commonly used prescription medications, age of illness onset, and history of psychosis, mood state, and age and sex differences on cortical regions. The study showed thinning of gray matter in the brains of patients with bipolar disorder when compared with healthy controls. The greatest deficits were found in parts of the brain that control inhibition and motivation -- the frontal and temporal regions. Some of the bipolar disorder patients with a history of psychosis showed greater deficits in the brain's gray matter. The findings also showed different brain signatures in patients who took lithium, anti-psychotics and anti-epileptic treatments. Lithium treatment was associated with less thinning of gray matter, which suggests a protective effect of this medication on the brain. "These are important clues as to where to look in the brain for therapeutic effects of these drugs," said Derrek Hibar, first author of the paper and a professor at the USC Stevens Neuroimaging and Informatics Institute when the study was conducted. He was a former visiting researcher at the University of Oslo and is now a senior scientist at Janssen Research and Development, LLC. Early detection Future research will test how well different medications and treatments can shift or modify these brain measures as well as improve symptoms and clinical outcomes for patients. Mapping the affected brain regions is also important for early detection and prevention, said Paul Thompson, director of the ENIGMA consortium and co-author of the study. "This new map of the bipolar brain gives us a roadmap of where to look for treatment effects," said Thompson, an associate director of the USC Stevens Neuroimaging and Informatics Institute at the Keck School of Medicine. "By bringing together psychiatrists worldwide, we now have a new source of power to discover treatments that improve patients' lives"

"University of Southern California. (2017, May 2). Researchers create a roadmap of bipolar disorder and how it affects the brain: Global study reveals thinning of gray matter in brain regions responsible for inhibition, emotion. *ScienceDaily*. Retrieved October 9, 2019 from www.sciencedaily.com/releases/2017/05/170502084119.htm

How does bipolar disorder affect the brain? Explain: _____

5.5.2. Vocabulary building reinforcement

5.5.2. A. Use and match synonyms for better comprehension of the reading on bipolar disorder.

1. Thief.	5. Crime.	9. Shift.	13. Implications.	17. Alterations.
2. Roadmap.	6. Jailhouse.	10. Clues.	14. Thinning.	18. Improve.
3. Luncheon.	7. Senior.	11. Signatures.	15. Consortium.	19. Therapeutic.
4. Alley.	8. Treatment.	12. Epilepsy.	16. Span.	20. Deficit.

a. Therapy.	f. Felony.	k. Prison.	p. Older.
b. Change.	g. Narrow backstreet.	l. Indications.	q. Autographs.
c. Seizure.	h. Lunch.	m. Connotations.	r. Attenuating.
d. Company.	i. Guideline.	n. Interval.	s. Modifications.
e. Upgrade.	j. Robber.	o. Curative.	t. Defalcation.

5.5.3. Grammar building reinforcement: future perfect continuous

5.5.3. A. Work in pairs. Then fill in the blank spaces with the verbs in brackets; use the present perfect continuous tense.

The future perfect continuous tense is used for activities that will continue until a point of time in the future that have not been completed. Like the simple tense it is normally used with by or other time expressions and future actions. I'll get back to my country next month. By then I'll have been living abroad for almost a year. At six o'clock we'll have been waiting here for three hours. By the time you arrive, we'll have been sitting in the hospital for twelve hours.

5.5.3. B. Read and use the verb in brackets in the future perfect continuous tense.

1. By the end of the January, Tom _____ for a journal for five years. (Write)
2. How long will you have _____ on the bench by the time she arrives? (Sit)
3. By eleven p.m. the dogs _____ rabbits almost half of the day. (Chase).
4. By tonight the ducks _____ south for three weeks. (Fly).
5. The spaceship _____ into space for almost a year in August. (Travel)
6. Tom _____ in a troublesome relationship that has lasted too long. (Engage)
7. Sam will _____ his house; but, up to now, he hasn't been able to. He needs extra money and time. (Finish)
8. By octubre the comet _____ our planet nearly to the point or crushing against it. (Approach).
9. The Colosseum _____ in the city of Rome for several centuries. (Stand)
10. By midnight, the mil _____ grain nonstop for hours. (Grind)

5.5.4. Listening reinforcement Track (10).

5.5.4. A. Listen and choose true or false.

1. When setting up a goal, one should set up a short deadline.	True	False
2. A long deadline when setting up a goal leads to procrastination.	True	False
3. When no deadline is specified, people are more responsive.	True	False
4. If you one someone to help you, it is best to set a goal.	True	False
5. The study was conducted by the University of Chicago.	True	False

University of Otago. (2021, November 13). Best way to avoid procrastination. *ScienceDaily*. Retrieved November 20, 2021 from www.sciencedaily.com/releases/2021/11/211113072222.htm

5.5.5. Writing composition reinforcement: Complaint letter and common conventions of letter writing.

5.5.5. A. Work in pairs. Write down a letter of complaint.

A **complaint letter** typically begins with the **sender's details**, followed by stating **who it's addressed to, the date**, and then **the letter itself**. The opening paragraph should state your reason for writing, and the meat of the text will go into detail about the matter. At the end of the letter, make it clear what you hope to achieve, and politely sign off.

For any complaint letter, you need to keep the following features in mind. In order to convey your message with force and impact.

1. Clear and concise writing.
2. Polite but firm
3. Details of the incident
4. What you hope to achieve.

Tim Wilson
143 Washington, Blvd.
Los Angeles, Calif.90009.
Phone (213) 678-4567

Mr. Sam Norris
150 Brooklyn, Ave.
Los Angeles, Calif.90009.
Phone (213) 6-4567

27/11/2021

Dear Mr. Norris, on October 28th I bought a stove in your store at 234 Brandon, Ave, East L.A. I have asked for a replacement or a refund if possible.

Miss, Solorzano, the manager of the place has promised to satisfy my request; but, till now I have got only words.

I am an assiduous customer of your Company; I would not like to get disappointed by such a bad experience.

Please do as it is to be done according to justice.

Truly yours

Tim Wilson

5.5.6. Speaking reinforcement

5.5.6. A. Work in groups and discuss on the different uses of science and technology and make a list of advantages and disadvantages.



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Core performance indicators:

As a learner I can:

- Use the Present Perfect Continuous Tense.
- Write letters of complaint.
- Use short answers.
- Read and answer questions about a biography.
- Socialize with my partners.
- Write statements correctly.
- Remember and define school objects.

MODULE 1(A)

<p>LADY</p> <p>a). Listen to the song and fill in the missing words or phrases.</p> <p>b). Read, listen and sing along with Kenny Rogers.</p> <p>Lady I'm your knight in shining armor and I love you You have made me what I am, and I am yours My love There's (1) _____ I want to say I love you Let me hold you in my arms forever more You have gone and made me such a fool And I'm so lost in your love And oh, we belong together (2) _____ believe in my song? Lady For so many years I thought I'd never find you You have come into my life and (3) _____ Forever Let me wake to see you each and every morning Let me hear you whisper softly In my ear And in my eyes (In my eyes) (4) _____ (I see no one else but you) There's no other love like our love And, oh, girl I'll always want you near me (5) _____ for so long Lady Your love's the only love I need Oh, and beside me is where I want you to be (I want you to be) 'Cause, my love There's somethin' I want you to know You're the love of my life You're my lady</p> <p>Answer keys: (1). so many ways (2). Won't you. (3). Made me whole (4). no one else but you (5). I've waited for you</p>	<p>REINFORCEMENT ACTIVITIES</p> <p>1) Choose the correct transitional device and write it in the blank space.</p> <p>1). Write a paragraph about the winter in your city.</p> <p>2). Write a paragraph about the spring in your city.</p> <p>3). Write a paragraph about the fall in your city.</p> <p>4). Write a paragraph about the summer in your city.</p>	<p>VIDEO ACTIVITIES</p> <p>1). Look at each video section; read the sentences; then, choose the correct item.</p> <p>(00:23) 1). Who wrote the song? a). Tom Jones. b). Lionel Richie.</p> <p>(1:19) 2). What is the audience doing? a). Singing and praying. b). Shouting and whistling.</p> <p>(1:53) 3). What does Keny Rogers look like? a). He is heavy and tall. He has a white beard and a moustache. b). He is tall and slim. He has black eyes and a big nose.</p> <p>(1:25) 4). Kenny Rogers is wearing: a). A white coat, a wristwatch and a ring; b). A white coat, a bracelet and a ring.</p> <p>(2:55) 5). Kenny Rogers' face is: a). Smooth. b). Wrinkled.</p>
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<https://www.youtube.com/watch?v=ZYRfUoR9Q4Y>

MODULE 1(B)

<p>Listening and Writing Puppy love. a). Listen and read. b). Read, listen and sing along. And they called it puppy love Oh, (1)_____ never know How a young heart really feels And why I love her so And they called it puppy love (2),_____ in a dream Tell them all Please tell them it isn't fair To take away my only dream (3)_____ My tears for you My tears are all in vain I hope and I'll pray That maybe someday You'll be back (you'll be back) in my arms (in my arms) (4)_____ (you'll be back in my arms once again) Someone help me, help me Help me, please Is the answer up above? How can I Oh,_____? This is not a puppy love (This is not a puppy love) Someone help me, help me Help me, please Is the answer up above? How can I tell them? This is not a puppy love (This is not a puppy love)</p> <p>Answer keys: (1). I guess they'll (2). Just because we're (3). I cry each night (4). Once again. (5). how can I tell them</p>	<p>REINFORCEMENT ACTIVITIES 1) Write down four paragraphs using topic sentences.</p> <p>1). Write a paragraph about a sport you love.</p> <p>2). Write a paragraph about your favorite food.</p> <p>3). Write a paragraph about a person you admire.</p> <p>4). Write a paragraph about your country.</p>	<p>VIDEO ACTIVITIES</p> <p>1). Watch the video sections; read the sentences; then, choose the correct item:</p> <p>(00:09) 1). What season of the year is it? a). Fall. b). Winter.</p> <p>(00:59) 2). The boys and girls are: a). A family. b). Friends.</p> <p>(01:09) 3). The boy is thinking of a: a). teenager. b). An adult.</p> <p>(02:55) 4). Who is Rachel? a). Calvin's girlfriend. b). Calvin's platonic love.</p> <p>(03:03) 5). What does Calvin get as a Christmas Present? a). A grown up dog. b). A puppy.</p>
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<https://www.youtube.com/watch?v=YwGmvek6GZ4>

MODULE 2(A)

<p>Listening and Writing I'M NOT ALONE. a). Listen, read and fill in the missing phrases. b).Read, listen and sing along. I'm not in love So don't forget it It's just a silly phase I'm going through And just because (1)_____. Don't get me wrong, don't think you've got it made</p> <p>I'm not in love, no no It's because...</p> <p>I like to see you (2) But then again. That doesn't mean you mean that much to me So if I call you Don't make a fuss Don't tell your friends about the two of us</p> <p>I'm not in love, no no It's because...</p> <p>Be quiet, big boys don't cry Big boys don't cry Big boys don't cry Big boys don't cry Big boys don't cry Big boys don't cry I keep your picture Upon the wall It hides a nasty stain that's lying there there (3)._____.</p> <p>(4)._____.</p> <p>I know you know it doesn't mean (4). that much to me</p> <p>I'm not in love, no no It's because...</p> <p>Ooh you'll wait a long time for me Ooh you'll wait a long time Ooh you'll wait a long time for me Ooh you'll wait a long time</p> <p>I'm not in love (5). _____t It's just a silly phase I'm going through And just because I call you up Don't get me wrong, don't think you've got it made Ooh</p> <p>Answer keys: (1). I call you up. (2). But then again. (3). So don't you ask me. (4). that much to me. (5). So don't forget.</p>	<p>REINFORCEMENT ACTIVITIES 1). Vocabulary for recollection. Read and match the synonyms.</p> <p>1). Collapse a) Argue. 2). Quake. b). Herbage. 3). To occur. c). Victim. 4). Aftermath d) Coffin. 5). Dispute. e). Guide_ 6). Pasture. f). Murderer. 7). Prey. g). To break completely. 8). Casket. h). Results. 9). Leader. l). To happen. 10). Assasin. J). Tremble.</p> <p>3). Write down the answer to these questions.</p> <p>1.Where was your mother born? 2. When was she born? 3.Who was your best friend in primary school? 4. How old was he/she? 5.How many children were there in your family?</p>	<p>VIDEO ACTIVITIES</p> <p>1). Watch the video sections; read the sentences; then, choose the correct item:</p> <p>(00:03) 1). Where did the concert take place? a). Canada. b). Wales.</p> <p>(03:50) 2). The members of the group belong to: a). The same generation. b). Different generations.</p> <p>(04:23) 3). The musician at the back plays: a). One instrument. b). Two instruments.</p> <p>(04:51) 4). The groups use: a). Just musical instruments. b). Musical instruments and sound mixers.</p> <p>(06:04) 5). The audience liked the performance of the group: a). A little. b). Very much.</p>
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<https://www.youtube.com/watch?v=ii6pRq0-mhY>

MODULE 2(B)

November Rain	REINFORCEMENT ACTIVITIES	_VIDEO ACTIVITIES
<p>a). Read, listen, fill in the missing phrases, and sing along.</p> <p>When I look into your eyes I can see a love restrained But darlin' when I hold you Don't you know I feel the same Nothin' lasts forever And we both know _____ (1) And it's hard to hold a candle In the cold November rain We've been through this _____(2) Just tryin' to kill the pain, oo yeah But love is always coming and love is always going And no one's really sure who's lettin' go today Walking away If we could take the time To lay it on the line _____(3) Just knowin' that you were mine All mine So if you want to love me Then darlin' don't refrain Or I'll just end up walkin' In the cold November rain Do you need some time _____(4) Do you need some time all alone Everybody needs some time On their own Don't you know you need some time all alone I know it's hard to keep an open heart When even friends _____(5) But if you could heal a broken heart Wouldn't time be out to charm you Sometimes I need some time on my Own Sometimes I need some time all alone Everybody needs some time On their own Don't you know you need some time all alone And when your fears subside And shadows still remain, oh yeah I know that you can love me When there's no one left to blame So never mind the darkness We still can find a way 'Cause nothin' lasts forever Even cold November rain Don't ya think that you need somebody Don't ya think that you need someone Everybody needs somebody You're not the only one You're not the only on Answer keys: (1). hearts can change (2). such a long long time (3). I could rest my head (4). on your own(5) seem out to harm y</p>	<p>1). Vocabulary for reccollection. Read and match the synonyms.</p> <p>1). Comply a) Argue. 2). Hound. b). Conform. 3). Burglarize. c). Infringement. 4). Dispute. d) Steal. 5). Violation. e). Dog.</p> <p>2). Read and answer the following questions:</p> <p>1). Did you go hiking last week? R: 2). Are you used to reading at night? R:. 3). Did your teacher use to do experiments in class? R: 4). Did you grow up in a strong, solid, educated family? R: 5). Did you use to share time and things with your neighbours? R: 6). What was your most admired person when you were a child? R: 7). Did you learn through example? R: 8). Do you practice honesty and integrity in your relationships with friends and family? R: 9). What was the most important example that you learned when you were a littke boy? R: 10). Write down five things that you learned in the past and you continue to remember and practice nowadays. R:</p>	<p>1). Watch the video sections, and write down answers to the questions:</p> <p>(00:13) 1). The man probably went: a). on a drinking spree. b). to a funeral.</p> <p>(00:56) 2). The director of the orchestra: a). looks at a sheet of written music. b). directs the orchestra with a stick.</p> <p>(01:20) 3). Christ's tears are: a). Real. b). Created.</p> <p>(01:37) 4). The woman is: a). Very beautiful. b). Exceedingly beautiful. c). Not so beautiful.</p> <p>(02:22) 5). "and you kno it is hard to hold the candles in the cold November rain" probably means: a). Sometimes people gets tired or are weak and candles become too heavy. b). When things go wrong, it is hard to keep a relationship alive.</p> <p>(04:13) 6). The guitar man is: i). Extraordinary. ii). Ordinary.</p>

<https://www.youtube.com/watch?v=8SbUC-UaXc>

MODULE 3(A)

Listening and Writing	REINFORCEMENT ACTIVITIES	VIDEO ACTIVITIES
<p>Sailing.</p> <p>a). Read, listen and sing along. b). Fill in the missing phrases.</p> <p>"Sailing"</p> <p>Well, it's not far down to paradise, (1)_____ it's not for me And if the wind is right you can sail away and find tranquility Oh, (2)_____ miracles, just you wait and see Believe me</p> <p>It's not far to never-never land, no reason to pretend And if the wind is right you can find the _____(3) Oh, the canvas can do miracles, just you wait and see Believe me</p> <p>Sailing takes me away to where I've always heard it could be Just a dream and the wind to carry me _____ (4)</p> <p>Fantasy, it gets the best of me When I'm sailing All caught up in the reverie, every word is a symphony Won't you believe me?</p> <p>_____ (5) to where I've always heard it could be Just a dream and the wind to carry me And soon I will be free</p> <p>Well it's not far back to sanity, at least it's not for me And if the wind is right you can sail away and find serenity Oh, the canvas can do miracles, just you wait and see Really, believe me</p> <p>Sailing takes me away to where I've always heard it could be Just a dream and the wind to carry me And soon I will be free Answer keys: (1). at least. (2). the canvas can do (3). joy of innocence again (4). And soon I will be free (5). Sailing takes me away</p>	<p>1). Vocabulary for recollection. Read and match the synonyms.</p> <p>1). Comply a) Argue. 2). Hound. b). Conform. 3). Burglarize. c). Infringement. 4). Dispute. d) Steal. 5). Violation. e). Dog.</p> <p>2). Read and answer the following questions:</p> <p>1). Did you go hiking last week? R: 2). Are you used to reading at night? R: 3). Did your teacher use to do experiments in class? R: 4). Did you grow up in a strong, solid, educated family? R: 5). Did you use to share time and things with your neighbours? R: 6). What was your most admired person when you were a child? R: 7). Did you learn through example? R: 8). Do you practice honesty and integrity in your relationships with friends and family? R: 9). What was the most important example that you learned when you were a little boy? R: 10). Write down five things that you learned in the past and you continue to remember and practice nowadays. R:</p>	<p>1). Answer the following questions:</p> <p>2). What is happiness?</p> <p>2). What do you consider most important in life? Explain.</p> <p>3). Predict the consequences of uncontrolled air, soil, water and spiritual contamination in the world.</p>

<https://www.youtube.com/watch?v=VzqQoGvSKA4>

MODULE 3(B)

Do you Remember.	REINFORCEMENT ACTIVITIES	VIDEO ACTIVITIES
<p>a). Read, listen and sing along.</p> <p>b). Fill in the missing phrases.</p> <p>We never talked about it But I hear the _____ (1) And I'd call you up to say I'm sorry But I wouldn't wanna waste your time</p> <p>'Cause I love you, but _____ (2) There's a look I can't describe in your eyes If we could try, like we tried before Would you keep on tellin' me those lies? (Tellin' me lies) Do you remember? (Do you remember?) Ooh, do you remember? (Do you remember?)</p> <p>_____ (3) to make up 'Cause it seemed your mind was set Ooh, and the way you looked, it told me It's a look I know I'll never forget You could've come over to my side You could've let me know You could've tried to see the _____ (4) But it seemed too far for you to go (so far to go) Do you remember? (Do you remember?) Ooh, do you remember? (Do you remember?) Through all of my life In spite of all the pain You know, people are funny sometimes They _____ (5) to get hurt again Tell me, do you remember? (Do you remember?) There are things we won't recall And feelings we'll never find It's taken so long to see it 'Cause we never seemed to have the time There was always something more important to do More important to say But, "I love you" wasn't one of those things And now it's too late (now it's too late) (now it's too late) ¿Do you remember? (¿Do you remember? Now it's over) (Do you remember? Ooh, it's over) Ooh, do you remember? (¿Do you remember? Now it's over) (Do you remember? Ooh, it's over) ooh, yeah</p> <p>Answer keys: (1). blame was mine (2). I can't take any more (3). There seemed no way (4). distance between us (5). just can't wait</p>	<p>1). Match the words with their definitions:</p> <ol style="list-style-type: none"> 1). Fulfill 2). Gain. 3). Uselessness. 4). Benefit. 5). Slipaway. <ol style="list-style-type: none"> i). Profit. ii). To evade. iii). Fruitlessness, worthlessness. iv). To bring to completion. v). To aquire, to win. <p>2). Write down three predictions: Example: World war 3 will happen in the year 2028.</p> <ol style="list-style-type: none"> 1). 2). 3). <p>3). Write down three promises to yourself, example: Within two years, I will buy a brand new house.</p> <ol style="list-style-type: none"> 1). 2). 3). <p>4). Write down five things that you plan doing in the near future, example: I am going to enter a gym and practice everyday.</p> <ol style="list-style-type: none"> 1). 2). 3). 4). 5). 	<p>1). Watch the video sections and answer the following questions:</p> <p>(00:13)</p> <p>1). Is Phil Collins in a studio or in a bar? R:</p> <p>(0:15)</p> <p>2). What does the waiter ask Phil Collins? R:</p> <p>(00:41)</p> <p>3). Who was the woman at the window pane? R:</p> <p>(01:07)</p> <p>4). What was the boy riding the bike throwing in front of house frontyards? R:</p> <p>(04:44)</p> <p>5). What happened in the end? Explain:</p>

<https://www.youtube.com/watch?v=hhfx1MjinZc>

MODULE 4(A)

<p>If you could read my mind.</p> <p>a). Listen to the song and fill in the missing words or phrases.</p> <p>b). Read, listen and sing along with Gordon Lightfoot.</p> <p>If you could read my mind, love What a tale my thoughts could tell Just like _____(1) 'Bout a ghost from a wishing well In a castle dark or _____(2) With chains upon my feet You know that ghost is me And I will never be set free As long as I am a ghost, you can't see</p> <p>If I could read your mind, love What a tale your thoughts could tell Just like a paperback novel _____(3)</p> <p>When you reach the part where the heartaches come The hero would be me But heroes often fail And you won't read that book again Because the ending's just too hard to take I'd walk away like a movie star Who gets burned in a three way script Enter number two, a movie queen to play the scene Of bringing all the good things out in me But for now, love, let's be real I never thought I could _____(4) And I've got to say that I just don't get it I don't know where we went wrong But the feeling's gone and I just can't get it back</p> <p>If you could read my mind, love What a tale _____(5) Just like an old time movie 'Bout a ghost from a wishing well In a castle dark or a fortress strong With chains upon my feet But stories always end And if you read between the lines You'll know that I'm just trying to understand The feelings that you lack I never thought I could feel this way And I've got to say that I just don't get it I don't know where we went wrong But the feeling's gone And I just can't get it back</p> <p>Answer keys: (1). an old time movie. (2). a fortress strong. (3). The kind the drugstore sells (4). act this way (5). my thoughts could tell</p>	<p>_REINFORCEMENT ACTIVITIES</p> <p>1). Play the recollection game with a partner. Match the synonyms.</p> <p>1). However, i). Arousing. 2). Congruent. li). Nonetheless. 3). Warning. lii). Important. 4). Relevance. Iv). Enigma. 5). Evoking. v). Infancy. 6). However vi). Admonition. 7). Significant. v ii). Nonetheless. 8). Childhood. vlil). Alarm. 9). Ix). Startle. 10). Riddle. x). Congruous.</p> <p>2). Convert the following sentences into the passive voice.</p> <p>1. I would hold your hand 2. The singer is holding a mic. 3. The audience is giving her an applause. 4. People were looking for a sign. 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>VIDEO ACTIVITIES</p> <p>Do the activities as indicated.</p> <p>1). What is the singer trying to say to his love? Explain it with your own words.</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've become 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>
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[Gordon Lightfoot - If You Could Read My Mind \[HD\] - YouTube](#)

Listening and Writing	REINFORCEMENT ACTIVITIES	VIDEO ACTIVITIES
<p>Wish you were here.</p> <p>By Pink Floyd. a). Read, listen and sing along. b). Fill in the missing phrases.</p> <p>And disciplinary remains mercifully Yes and um, I'm with you Derek, this star nonsense Yes, yes Now which is it? _____ (1) So, so you think you can tell Heaven from hell? _____ (2) Can you tell a green field From a cold steel rail? A smile from a veil? Do you think you can tell? Did they get you to trade _____ (3) Hot ashes for trees? Hot air for a cool breeze? Cold comfort for change? Did you exchange A walk-on part _____ (4) For a leading role in a cage? How I wish, how I wish you were here We're _____ (5) Swimming in a fish bowl Year after year Running over the same old ground What have we found? The same old fears Wish you were here</p> <p>Answer keys: (1). I am sure of it (2). Blue skies from pain? (3). Your heroes for ghosts? (4). in the war (5). just two lost souls.</p>	<p>1). Play the recollection game with a partner. Match the synonyms.</p> <p>1). Available. a). Criticize. 2). Summon. b). Occult. 3). Further. c). Augur. 4). Oracle. d). Mysterious. 5). Assume. e). Finally, 6). Rebuke. f). Raise. 7). Cryptic. g). Accept. 8). Enigmatic. h). In addition, 9). Ultimately. I). Call. 10). Enhance. J). Handy.</p> <p>2). Write down three conditionals as in the example:</p> <p>If the sun goes down (Condition), it gets dark (Result).</p> <p>3). Write down three conditionals as in the example:</p> <p>If you jump (Condition), you'll fall (Consequence).</p>	<p>1). Look at the video sections and answer the questions.</p> <p>(00:07)</p> <p>1). What do you think the man is going through?</p> <p>(1:04)</p> <p>2). Does the girl know the man?</p> <p>(1:48)</p> <p>3). Are they married?</p> <p>(00:51)</p> <p>4). Do you think he lost her? Do you think he is just evoking the past?</p> <p>(03:48)</p> <p>5). Have you ever slept by the seashore?</p>

<https://www.youtube.com/watch?v=9P16xvwMQ5A>

MODULE 5(A)

<p>Listening and Writing</p> <p>Stand by me By Ben E. King.</p> <p>a). Read, listen and sing along. b). Fill in the missing phrases.</p> <p>When the night has come And the land is dark And the Moon _____ (1) light we'll see</p> <p>No, I won't be afraid Oh, I won't be afraid Just as long as you stand Stand by me</p> <p>So darling, darling, stand by me Oh, stand by me Oh, stand, stand by me Stand by me</p> <p>If the sky that _____ (2) Should tumble and fall Or the mountains Should crumble to the sea</p> <p>I won't cry, I won't cry No, I won't _____ (3) Just as long as you stand _____ (4)</p> <p>And darling, darling, stand by me Oh, stand by me Woah, stand now Stand by me, stand by me</p> <p>Darling, darling, stand by me Oh, stand by me Oh, _____ (5) Stand by me, stand by me</p> <p>Whenever you're in trouble Won't you stand by me? Oh, stand by me Woah, stand now Oh, stand</p> <p>Answer keys: (1). Is the only (2). we look upon (3). shed a tear (4). Stand by me (5). Stand now</p>	<p>REINFORCEMENT ACTIVITIES</p> <p>1). Play the recollection game with a partner. Match the synonyms.</p> <p>1). Contaminate. a). Stage. 2). Mania. b). Vehemence. 3). Phase. c). Intellectual. 4). Sophisticated. d). Essense. 5). Core. e). Adjust. 6). Passion. f). Launch. 7) Scholar. g). Punch. 8). Regulate. h). Refined. 9). Toss l). Obsession. 10). Hit. J). Polute.</p> <p>2). Write down a story of your childhood and the most significant moments you lived and shared with a friend or friends. (60 words)</p>	<p>VIDEO ACTIVITIES</p> <p>1). Do the activities as indicated.</p> <p>(00:17)</p> <p>1). Describe the neighbourhood in a few words.</p> <p>(2:30)</p> <p>2). What would you do if you were attacked by somebody holding a gun?</p> <p>(2:39)</p> <p>3). Have you ever saved the life of a friend? If yes, say how and when.</p> <p>(02:56)</p> <p>4). Where do you think you will be living in five years from now?</p>
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<https://www.youtube.com/watch?v=pHa4pvspCgc>

MODULE 5(B)

Listening and Writing	REINFORCEMENT ACTIVITIES	_VIDEO ACTIVITIES
<p>The Scientist <u>Coldplay</u></p> <p>a). Read, listen and sing along. b). Fill in the missing phrases.</p> <p>Come up to meet you, _____(1) You don't know how lovely you are I had to find you, tell you I need you Tell you I set you apart Tell me your secrets and ask me your questions Oh, let's go back _____(2) Running in circles, coming up tails Heads on a science apart Nobody _____(3) It's such a shame for us to part Nobody said it was easy No one ever said it would be this hard Oh, take me back to the start I was just guessing at _____(4) Pulling the puzzles apart Questions of science, science and progress Do not speak as loud as my heart But _____(5), come back and haunt me Oh and I rush to the start Running in circles, chasing our tails Coming back as we are Nobody said it was easy Oh, it's such a shame for us to part Nobody said it was easy No one ever said it would be so hard I'm going back to the start Oh ooh, ooh ooh ooh ooh Ah ooh, ooh ooh ooh ooh Oh ooh, ooh ooh ooh ooh Oh ooh, ooh ooh ooh ooh</p> <p>Answer keys:</p> <p>(1). tell you I'm sorry (2). to the start. (3). said it was easy (4). numbers and figures (5). tell me you love me</p>	<p>1). Play the recollection game with a partner. Match the synonyms.</p> <p>1). Mood. a). By reason of. 2). Working memory. b). Pertinent. 3). Randomly. c). Go after. 4). Vigilance. d). Passage. 5). Suitable. e). Merit. 6). Pursue. f). Pronouncement. 7). Pipe. g) Watchfulness. 8). Deserve. h). Aimlessly. 9). Diagnosis l). Acting memory. 10). Due to. J). Temper.</p> <p>2). Write down a love story. (60 words)</p>	<p>1). Do the activities as indicated.</p> <p>(00:37)</p> <p>1). Do you think the love of the couple will survive for many years?</p> <p>(1:24)</p> <p>2). Why do you think the girl is crying?</p> <p>(2:34)</p> <p>3). Describe the mood of the boy.</p> <p>(02:40)</p> <p>4). Why does the girl faint?</p> <p>(03:23)</p> <p>5). Do the couple go to the grave together?</p>

<https://www.youtube.com/watch?v=KvRoU6r7a5Q>

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

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

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 writtten 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)

Vocabulary answer keys.

1.2. 2.Vocabulary building and reinforcement

1-q; 2-m; 3-a; 4-e; 5-i; 6-d; 7-c; 8-b; 9-f; 10-g; 11-h; 12-l; 13-j; 14-k; 15-n; 16-o; 17-p; 18-r; 19-t; 20-s

1.4. 2.Vocabulary building reinforcement

1-e; 2-a; 3-d; 4-c; 5-b; 6-f; 7-l; 8-m; 9-q; 10-f; 11-g; 12-h; 13-j; 14-k; 15-o; 16-l; 17-n; 18-p; 19-r; 20-s.

1.5. 2.Vocabulary building reinforcement: weather

1-k; 2-o; 3-h; 4-q; 5-f; 6-a; 7-m; 8-s; 9-j; 10-; 11-g; 12-t; 13-l; 14-b; 15-; 16-i; 17-e; 18-l; 19-r; 20-c.

2.1. 2.Vocabulary building reinforcement

1-e; 2-a; 3-b; 4-d; 5-c; 6-f; 7-h; 8-g; 9-l; 10-k; 11-j; 12-i; 13-m; 14-q; 15-n; 16-r; 17-t; 18-p; 19-o; 20-s.

2.2. 2.Vocabulary building and reinforcement

1-C; 2-O; 3- Q; 4-F; 5-D; 6-S; 7-R; 8-H; 9-B; 10-V; 11-I; 12-U; 13- N; 14-J; 15-L; 16-M; 17-G; 18-T; 19-P; 20-A.

2.3.2. Vocabulary building reinforcement

1-f; 2-k; 3-a; 4-p; 5-b; 6-g; 7-c; 8-l; 9-d; 10-q; 11-e; 12-h; 13-m; 14-r; 15-s; 16-t; 17-n; 18-o; 19-j; 20-i.

2.4.2. Vocabulary building and reinforcement. Literary Genres

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

2.5. 2.Vocabulary building and reinforcement: antonyms.

1-f; 2-a; 3-b; 4-c; 5-m; 6-g; 7-k; 8-l; 9-d; 10-p; 11-e; 12-h; 13-t; 14-r; 15-s; 16-q; 17-n; 18-o; 19-j; 20-i.

3.2. 2.Vocabulary building and reinforcement

1-f; 2-c; 3-b; 4-e; 5-d; 6-p; 7-k; 8-t; 9-g; 10-q; 11-i; 12-h; 13-j; 14-r; 15-s; 16-l; 17-n; 18-o; 19-m; 20-a.

3.3.2. Vocabulary building reinforcement

1-f; 2-c; 3-a; 4-m; 5-n; 6-g; 7-h; 8-l; 9-d; 10-p; 11-e; 12-i; 13-t; 14-r; 15-s; 16-q; 17-k; 18-o; 19-j; 20-b.

3.5. 2.Vocabulary building reinforcement

1-a; 2-c; 3-f; 4-m; 5-n; 6-g; 7-h; 8-p; 9-d; 10-k; 11-e; 12-i; 13-t; 14-r; 15-o; 16-q; 17-l; 18-b; 19-j; 20-s.

4.1.2. Vocabulary building reinforcement

1-e ; 2-f ; 3-a; 4-o; 5-b; 6-k; 7-g; 8-p; 9-s; 10-r; 11-d; 12-h; 13-c; 14-t; 15-q; 16-i; 17-j; 18-n; 19-m ; 20-l.

4.2.2. Vocabulary building reinforcement

1-l; 2-f; 3-a; 4-c; 5-b; 6-d; 7-e; 8-g; 9-h; 10- l; 11-i; 12-k; 13-p; 14-m; 15-o; 16-n; 17-q; 18-r; 19-s; 20-t.

4.3.2. Vocabulary building and reinforcement

1-b; 2-d; 3-h; 4-i; 5-a; 6-c; 7-f; 8-g; 9-k; 10-e; 11-n; 12-l; 13-h; 14-j; 15-m.

4.4.2. Vocabulary building reinforcement

1. g; 2.f; 3.j; 4.a; 5.n; 6.h; 7.b; 8.k; 9.q; 10.l; 11.p; 12.c;13. d; 14.m; 15.i; 16-o.

4.5. 2.Vocabulary building reinforcement

1-c; 2-g; 3-a; 4-m; 5-p; 6-f; 7-h; 8-s; 9-i; 10-k;11-q; 12-d; 13-b; 14-j; 15-e; 16-l; 17-n; 18-r; 19-o; 20-t.

5.1. 2.Vocabulary building reinforcement.

1-f; 2-k; 3-a; 4-p; 5-b; 6-l; 7-g; 8-q; 9-t; 10-e; 11-d; 12-h; 13-m; 14-s; 15-o; 16-i; 17-j; 18-n; 19-r; 20-c.

5.2. 2.Vocabulary building reinforcement

1-k; 2-f; 3-p; 4-a; 5- h; 6-b; 7-g; 8-c; 9-l; 10-d; 11-m; 12-q; 13-r; 14-n; 15-t; 16-s; 17-o; 18-i; 19-l; 20-e.

5.3. 2.Vocabulary building reinforcement: Synonyms

1-f; 2-g; 3-a; 4-b; 5-k; 6-h; 7-n; 8-r; 9-q; 10-t; 11-s; 12-l; 13-c; 14-p; 15-o; 16-i; 17-j; 18-d; 19-e; 20-m.

5.4. 2.Vocabulary building reinforcement

1-f; 2-k; 3-p; 4-a; 5-e; 6-b; 7-o; 8-t; 9-q; 10-r; 11-s; 12-d ;13-l; 14-m; 15-g; 16-n; 17- h ;18- c 19-i; 20- j.

5.5.2. Vocabulary building reinforcement

1-j; 2-i; 3-h; 4-g; 5-f; 6-k; 7-p; 8-a; 9-b; 10-l; 11-q; 12-c; 13-m; 14-r; 15-d; 16-n; 17-s; 18-e; 19-o; 20-t.

1.1.4. Listening reinforcement

1.1.4. A. Listen to the questions and write your answers.

(Suggested answers)

1. Winter. Because I like cold.
2. No, we do not.
3. Yes, I like it.
4. Yes.
5. Yes.
6. It is mild.
7. The winter is very cold.
8. No.
9. Yes, in the winter.
10. No.
11. The Summer.
12. I don't know.
13. Winter, Spring, Summer and Fall.
14. Summer.
15. Winter.

1.2.4. Listening reinforcement

1.2.4. A. Listen to the questions and write your answers.

(Suggested answers)

1. No, we are not.
2. No.
3. No. I don't.
4. I attend a public school.
5. Yes.
6. I like the guitar.
7. Yes, they do.
8. Yes.
9. I think they misbehave.
10. Yes, I do.
11. Yes.
12. Yes, very much.
13. Yes, in the soccer team.
14. By bus.
15. By bus.

1.3.4. Listening reinforcement

1.3.4. A. Listen to the questions and write your answers.

(Suggested answers)

1. The police does not help me.
2. Yes, I have a friend.
3. Yes, I am.
4. In an armed assault, maybe.
5. No, I don't.
6. It is blue; it looks like an overall.
7. It is rude and not very honest.
8. Yes, they are.
9. No, I do not.
10. No, I wouldn't.
11. No. It is not very dangerous.
12. It is the same.
13. Yes, one.
14. Yes.
15. Yes, it has helped me.

1.4.4. Listening reinforcement

1.4.4. A. Listen to the questions and write down your answers.

(Suggested answers)

1. People make parties.
2. I don't know any.
3. By eating some food in a restaurant.
4. Nothing special.
5. Being on a trip hitch-hiking and without money.
6. No. I have not had a surprise birthday party.
7. A golden bracelet.
8. I do not remember.
9. I would like to travel abroad and buy elegant clothes.
10. On September 23rd, 1998.
11. No.
12. On the date you were born.
13. It is a reason for being happy.
14. A happy occasion.
15. It is controversial.

1.5.4. Listening reinforcement

1.5.4. A. Listen to the questions and write your answers.

(Suggested answers)

1. It is practically the same.
2. Yes, I do.
3. I looked for it.
4. Yes.
5. No, I do not like it. Because...
6. Both are important.
7. Yes, it is.
8. Yes, I have taken several.
9. Yes, I do.
10. No, I have not.

2.1.4. Listening reinforcement

2.1.4. A. Listen to the parable and answer true or false.

1). A parable is a short fictitious story that illustrates a moral attitude.	True	False.
2). "Rejoice with me" means: Do not lament.	True	False.
3). In the parable "The lost sheep" is used for a "lost man".	True	False.
4). The Word "wilderness" mean desert.	True	False.
5). "Heaven" and "paradise" are synonyms	True	False.

2.2.4. Listening reinforcement

2.2.4. A. Listen and choose the best item about the value of "integrity".

1. Integrity in the school is expressed through: a) **open and transparent decisions**; b) not doing what you say you will do; c) enforcing rules about plagiarism.
2. Evidence of integrity in the classroom is expressed by: a) promising; b) doing what you promise; c) **working independently**; d) explaining rules about plagiarism.
3. Part of a teacher's integrity is: a) working with students; b) evaluating justly; c) evaluating standards; d) **evaluating students behavior**.
4. A teacher who has integrity is someone: a) **honest and trustworthy**; b) professional and competent; c) who teaches students to work independently; d) with a high self-esteem.
5. Integrity is a synonym with the following: a) rectitude, honesty; b) iniquity and virtue; c) badness and goodness; d) immorality and morality,

2.3.4. Listening reinforcement

2.3.4. A. Listen and answer true or false.

(In Confucian ideals, **filial piety** is one of the virtues to be held above all else: a respect for the parents and ancestors.)

1. Filial love is the foundation of integrity and justice.	True	False.
2. Love and gratitude for parents is very profound.	True	False.
3. Ungratefulness is acceptable.	True	False.
4. A filial child is always respectful and loving with his parents.	True	False.
5. You should not love whatever your parents love.	True	False.
6. Taking care of your body is loving others.	True	False.
7. If you hurt the child of a mother you also hurt her.	True	False.
8. A filial son is not the cause of joy for his parents.	True	False.
9. A harmonious family is easy to hurt and to destroy.	True	False.
10. The word "sage" is similar in meaning to "wise".	True	False.

2.4.4. Listening reinforcement

2.4.4. A. Listen to the recording about responsibility and describe how it is different and alike to integrity and honesty.

1. – **Similarities:** An honest person is responsible and has integrity if he does what he promises and complies with his/her duties and does respect and understand others.
2. – **Differences:** Integrity involves being responsible and honest; being responsible does not, necessarily, mean being honest.

2.5.4. Listening reinforcement

2.5.4. A. Read and choose the best response.

1. The story is from: a) The United States; b) Japan; c) Colombia; d) Mexico.
2. Don Sotero lived: a) In the city; b) in a ranch; c) in a farm ; d) in a Metropole.
3. Don Sotero owned: a) a farm ; b) a supermarket; c) a clothes store; d) a grocery store.
4. Don Sotero; a) had many children ; b) had two wives; c) had many friends; d) had enemies
5. Don Sotero was: a) a dishonest man; b) a brave man c) an honorable man ; d) a wise man.

3.1.4. Listening reinforcement

3.1.4. A. Listen to the definition of "Honor" and fill in the blank spaces.

1. Honor is a many-sided **virtue**, it is to say, it has many sides or and includes; it **includes being true to our word**:
i) **Truthfulness**; ii) **Self-discipline**; iii) **Responsibility**; iv) **Courage**; v) **Perseverance**; vi) **Honesty**; vii) **Loyalty**; viii) **Duty**.
2. Honor involves being true to our ix) **word**.
3. Among the x) **Sioux** *honesty was an absolute, and xi) denying it was sure to bring the direst xii) consequences. The straight stem of the pipe a man smoked represented the need to speak straightly so that it might never be said of him that he spoke with two xiii) tongues.*
4. This concept has its xiv) **roots**. in the Judeo-Christian ethic, though it can be found among many other xv) **cultures**. Psalm 15 in the Old Testament describes the solid, unmovable man who will enjoy God's blessing as one who "...keeps a promise even if it ruins him..." (Ps 15:4, the Living Bible)

3.2.4. Listening reinforcement

3.2.4. A. Place a Y in each of the evidences included in the value of "cooperation" in school communities and in the classroom.

- 1). X _____ Students should solve problems together.
- 2). _____ Work in community projects.
- 3). X _____ Negotiation of school issues.
- 4). X _____ Accept class protocols.
- 5). X _____ Work on school issues.
- 6). X _____ Take part in city events.
- 7). _____ Cooperate with the city council.
- 8). _____ Make a solidarity group.
- 9). _____ Prepare students for the workplace.
- 10). _____ Consult parents.

3.3.4. Listening reinforcement

3.3.4. A. Listen and read the proverbs and quotes. Then fill in the missing words.

Be **honorable** yourself if you wish to associate with honorable people.

Welsh Proverb

Don't look for more **honor** than your learning merits.

Jewish Proverb

The difference between a moral man and a man of honor is that the latter **regrets** a discreditable act, even when it has worked and he has not been caught.

H.L. Mencken

The **body** is shaped, disciplined, honored, and in time, trusted.

Martha Graham

Dignity consists not in possessing honors, but in the consciousness that we deserve them.

Aristotle

Don't hit at all if it is honorably **possible** to avoid hitting; but never hit soft!

Theodore Roosevelt

An honor is not diminished **for** being shared.

Lois McMaster Bujold

A life spent **making mistakes** is not only more honorable, but more useful than a life spent **doing nothing**.

George Bernard Shaw

Real integrity is doing the thing, knowing that nobody's going to know whether you **did it** or not.

Pubilius Syrus

3.4.4. Listening reinforcement

3.4.4. A. Listen, read the questions and answer true or false.

1). A proactive person practices the value of participation.	True	False
2). Evidence of this value involves organizational participation.	True	False
3). Class discussion is a form of participation.	True	False
4). Encouragement is another important form of participation.	True	False
5). Thinking about people's problems is a form of participation.	True	False

3.5.4. Listening reinforcement

3.5.4. A. Listen and answer the questions.

1. - Define "excellence" with your own words: **An incessant strife for perfection in every aspect of life.**

2. - What is the evidence of excellence in school communities? R:

a). **High Standards achievement recognition; b). Recognition.**

3. - What is the evidence of excellence in a classroom? R: **Reaching personal high performance; maintaining high expectations; persistence in the face of difficulties.**

4.1.4. Listening reinforcement

4.1.4. A. Listen to and answer the questions about things you have done and things you haven't done.

(Suggested answers)

- 1 No, I have never gone mountain climbing.
- 2 No, I have never gone to skiing.
- 3 No, I have never met Chinese food.
- 4 No, I have never roasted a turkey.
- 5 No, I have never baked bread sticks.
- 6 No, I have never regretted saying I love you.
- 7 Yes, I have ever ridden a horse.
- 8 Yes, I have ever ridden a motorcycle.
- 9 No, I have never slept in the cave.
- 10 No, I have never swum in the ocean.
- 11 Yes, I have ever talked to a famous person.
- 12 Yes, I have ever written a book.
- 13 No, I have never written a song.
- 14 No, I have never sing in a band.
- 15 No, I have never seen an elephant in the room.

4.2.4. Listening comprehension reinforcement.

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

(Suggested answers)

- 1). How long has the author been teaching in high school? R: About 40 years.
- 2). What are the occupations mentioned by the teacher? R: They are: Lawyer, Doctor and Teacher.
- 3). What does Marco say about his experience at the hospital?
R: He said: I have never done anything dishonest. I love my occupation and what is most important, I love people.
- 4). How long has Nestor been flying an airplane around the world?
R: He flies around the world 4 years.
- 5). Why does the author stop writing? R: Because his vacation is over.

4.3.4. Listening reinforcement.

4.3.4. A. Listen to the active voice sentences and convert them to the passive voice.

- 1.- Many books are read by students.
- 2.- Weight is being gained by Frank.
- 3.- New teachers were hired by the University last year.
- 4.- The car at the back hit the taxi when it was being driven.
- 5.- The criminal has already been arrested by the police.
- 6.- Candies are sold at school by Liz.
- 7.- The black door is being closed by Sam.
- 8.- A horror movie was watched by Lynn last night.
- 9.- The street was being crossed by the dog when it was hit by the motorcycle.
- 10.- The house had not been left by her when the bad news was heard by her.

4.4.4. Listening comprehension reinforcement.

4.4.4. A. Listen to the audio and complete the missing parts.

1. In the winter people do not wear sunglasses, **caps or shorts because it is the cold season.**
2. **A deluge is a natural phenomenon** that carries with it much destruction.
3. A hurricane is a tropical cyclone which provokes destruction; **nevertheless, it means life.**
4. In the summer, **I wear a leather jacket,** a swim shirt and leather boots.
5. **I have been listening to** classical music, lately: Beethoven, Bach, and Debussy.
6. Alaska **has been one of the richest and one of the coldest** parts of the world.
7. **I can predict the future and the past;** now, I can foretell my own destiny.
8. In the year 2050, **men will be able to** travel to many planets; including Jupiter.
9. **The most difficult subject** I have always dealt with is Finances.
10. No matter how, **difficult the road to success** there will always be an open door to it.

4.5.4. Listening comprehension reinforcement.

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 stock holders 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.

5.1.4. Listening reinforcement.

5.1.4. A. Listen to the audio and answer true or false.

1. Self control and mental flexibility can be improved with brain stimulation	True	False
2. The "internal capsule" is a part of the brain that controls cognition.	True	False
3. Certain mental functions are linked to mental illnesses	True	False
4. Sufficient clinical trials have been practiced with patients.	True	False
5. There are many patients that are resistant to conventional treatments.	True	False

University of Minnesota Medical School. (2021, November 1). Researchers boost human mental function with brain stimulation: Study indicates this method could be a new approach to treating a variety of severe mental illnesses. *ScienceDaily*. Retrieved November 21, 2021 from www.sciencedaily.com/releases/2021/11/211101141757.htm

5.2.4. Listening reinforcement.

5.2.4. A. Listen and answer the questions.

- 1.- According to the article, what makes people less mistake prone? **R: Meditation.**
- 2.- How can people recognize errors in their thinking? **R: Thorough open monitoring meditation and mindfulness.**
- 3.- How one defines "open monitoring meditation"? **Meditation that pays attention to feelings and thoughts or sensations as they unfold....**
- 4.- What is the difference between other forms of meditation and "monitoring open meditation", according to the article? **R: Monitoring open meditation pays attention to several factors and is connected to mindfulness; other forms of meditation are concerned with focussed attention on single objects.**
- 5.- According to researchers of mindfulness and meditation, how could these two factors affect behaviour in people? **R: People would become more analytical and reflective over all issues.**

Michigan State University. (2019, November 11). How meditation can help you make fewer mistakes: Meditating just once proves to make a difference. *ScienceDaily*. Retrieved November 20, 2021 from www.sciencedaily.com/releases/2019/11/191111124637.htm

5.3.4. Listening reinforcement.

5.3.4. Listen, read the questions and answer true or false.

1). Unregulated fear is essential for survival.	True	False
2). A scientific study shows the brain relies on body signals to regulate fear.	True	False
3). The body's reactions are not used to regulate fear.	True	False
4). Panic attacks and anxiety is the result of intense fear.	True	False
5). The insular cortex is a part of the brain that processes positive emotions.	True	False
6). The combination of a tone and an unpleasant stimulus caused "freezing".	True	False
7). Highly fearful mice unlearned much faster than mice with normal fear.	True	False
8). The insular cortex does not need any feedback from the body.	True	False
9). We can use behaviour actively to regulate emotions.	True	False
10). Dysfunction of the insular cortex is associated with anxiety disorders.	True	False

Max-Planck-Gesellschaft. (2021, November 16). The brain uses bodily signals to regulate fear. *ScienceDaily*. Retrieved November 21, 2021 from www.sciencedaily.com/releases/2021/11/211116203429.htm

5.4.4. Listening reinforcement.

5.4.4. A. Listen to the audio and complete the conditionals.

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.

5.5.4. Listening reinforcement.

5.5.4. A. Listen and choose true or false.

1. When setting up a goal, one should set up a short deadline.	True	False
2. A long deadline when setting up a goal leads to procrastination.	True	False
3. When no deadline is specified, people are more responsive.	True	False
4. If you one someone to help you, it is best to set a goal.	True	False
5. The study was conducted by the University of Chicago.	True	False

University of Otago. (2021, November 13). Best way to avoid procrastination. *ScienceDaily*. Retrieved November 20, 2021 from www.sciencedaily.com/releases/2021/11/211113072222.htm