



Colegio de Estudios Científicos y Tecnológicos
del Estado de Guanajuato.



INGLÉS IV

CUADERNO DE TRABAJO
CUARTO SEMESTRE

CÁLCULO DIFERENCIAL

INGLÉS IV

FÍSICA I

ECOLOGÍA

EMPREENDEDURISMO



Secretaría
de Educación
de Guanajuato

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EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA

Mensaje de la Directora General



Joven Estudiante:

En todo este proceso de incorporación al mundo profesional, el español, así como una lengua adicional tienen una importancia decisiva, por lo que su aprendizaje en la preparatoria es de la mayor importancia. Veamos por qué.

La comprensión de lectura, la capacidad de escuchar; la expresión oral clara y la redacción lógica de una lengua que no sea la materna, nos permiten incorporar información nueva y transmitirla en cualquier situación, sea escolar o laboral. Estas habilidades son, por lo tanto, la puerta de entrada para conocer todo lo que nos rodea (incluso las demás disciplinas) y para darnos a conocer a quienes nos rodean. Sin estas habilidades básicas no podemos tener éxito en la vida social adulta.

La reflexión sobre nuestra lengua y su mejor conocimiento conducen a un pensamiento más ordenado, por lo que el aprendizaje del inglés en la preparatoria permite a los alumnos tener un instrumento para clasificar mejor sus ideas.

En todo acto de comunicación, ya sea oral o escrito, intervienen una serie de elementos necesarios para que dicho acto sea eficaz. O lo que es lo mismo, sin estos componentes el proceso comunicativo no sería posible.



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COMPETENCIAS EN INGLÉS

1. Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiadas.
2. Propone maneras de solucionar un problema o desarrollar un proyecto en equipo definiendo un curso de acción con pasos específicos.

PURPOSE OF ENGLISH IV

By the end of the forth semester, the students build descriptions using syntatic and gramatical elements in an extensive way, they make comparisons of two or more objects that have common or contrasting elements; they can express using intensifiers in different contexts; they use tag questions to conform suppositions and connect sentences and ideas using specific vocabulary, all of this considering communication as the main idea of the speech development.



Fuente: imagen recuperada de www.pixabay.com junio 2020



Aprendiendo a usar el cuaderno:

Símbolos de Identificación



Rescatando mis Aprendizaje.



Para aprender



Ejercitando mi habilidad.



¿Qué Aprendí?









Rescatando mis Aprendizaje



Actividad Transversal

INTRODUCCIÓN

Este cuaderno de trabajo busca favorecer la capacidad de resolver problemas dentro del contexto social de nuestros estudiantes, para ello es importante seguir pasos en dicha solución:

-  Identificar el conocimiento necesario para resolver el problema.
-  Extraer información de fuentes pertinentes.
-  Tomar decisiones lógicas y justificables.
-  Combinar en una solución coherente información parcial recibida de distintas personas.
-  Aplicar soluciones antiguas a soluciones nuevas.
-  Aplicar soluciones nuevas a situaciones antiguas.

El resultado de este proceso conduce a destrezas que son valiosas más allá de cualquier clase: serán útiles para los estudiantes que busquen un mayor nivel de formación; son destrezas invaluable en los sitios de trabajo que cualquier empresa reconocerá en un empleado.

El enfoque por competencias requiere que los estudiantes sepan trabajar también en equipo, que en el proceso de resolver situaciones problemáticas sean eficaces, veraces y solidarias. Lo ideal es integrar equipos de estudiantes con diferentes capacidades y talentos para que resuelvan las actividades de enseñanza-aprendizaje definidas por el profesor. Con ello, los jóvenes no solo demuestran la comprensión que han adquirido de conceptos, propiedades y fórmulas, sino que también desarrollan su capacidad para escuchar a sus compañeros, aprender de lo que dicen y confrontar sus respuestas con ellos, porque esto los lleva a aumentar sus conocimientos y a manejar las habilidades socioemocionales.

CONTENTS TABLE OF ENGLISH IV

English IV					
Guiding Axis	Component	Content	Specific content	Expected learning outcome	Evidence of learning
Reading, writing, speaking & listening.	Reading, writing and oral production as learning sources and abilities practice. The importance of reading to writing production. The importance of learning to write on a based argument.	Choose what spare time activities, students can do on a week. Design a survey to develop accurate vocabulary Read, exchanges experiences, and analyze similarities about their answers.	Describe actions with the use of adverbs.	Communicate with others using certain expressions and adverbs of manner to describe actions are in a particular context or situation.	Create a text which describes actions Read and act out the written descriptions to identify the adverbs used.
Reading, writing, speaking & listening.	Reading, writing and oral production as learning sources and abilities practice. The importance of reading to writing production. The importance of learning to write in a based argument.	Choose spare time activities, students can do on a week. Design a survey to develop accurate vocabulary Read, exchanges experiences, and analyze similarities about their answers.	Compare the characteristics of two objects, people, or situations using correlative words. (both, either and neither)	Make descriptions of objects using correlative words to point out similarities and differences.	A comparative chart of objects, people or places of similar characteristics and Observe a set of sentences describing the common features using correlative words.



INGLÉS IV
Cuaderno de Trabajo Cuarto Semestre

English IV					
Guiding Axis	Component	Content	Specific content	Expected learning outcome	Evidence of learning
Reading, writing, speaking & listening.	Reading, writing and oral production as learning sources and abilities practice. The importance of reading to writing production. The importance of learning to write on a based argument	Choose spare time activities, students can do on a week. Design a survey to develop accurate vocabulary Read, exchanges experiences, and analyze similarities about their answers.	Use of intensifiers in speech.	Use intensifiers to express levels of intensity in sentences.	Presentation of a case using intensifiers.



INGLÉS IV

Cuaderno de Trabajo Cuarto Semestre

English IV					
Guiding Axis	Component	Content	Specific content	Expected learning outcome	Evidence of learning
Communicating, implicating and collaborating with others (transversal axis for all subjects in the subject discipline of communication as well as social sciences).	Communication and interpersonal relationships. Integration of learning communities. Contextualization of learning communities through students' interests and academic experiences.	Identified multiples use of verbs ending with <i>ing</i> and be able to elaborate a survey deducing the differences among verb in gerund and infinitive.	Use of comparatives and superlatives in different contexts.	Express similarities or differentiations about prices and personal interests.	Write commercial ads comparing objects, people, places or situations to present it.



INGLÉS IV

Cuaderno de Trabajo Cuarto Semestre

English IV					
Guiding Axis	Component	Content	Specific content	Expected learning outcome	Evidence of learning
Communicating, implicating and collaborating with others (transversal axis for all subjects in the subject discipline of communication as well as social sciences).	Communication and interpersonal relationships. Integration of learning communities Contextualization of learning communities through students' interests and Academic experiences	Identified multiples uses of verbs ending with ing and be able to elaborate a survey deducing the differences among verb in gerund and infinitive.	Questions to get information previously supposed.	Use tag questions.	Make a dialogue which includes "tag questions" to confirm assumptions and then present it.
The creation of a reasoning opinion starting with a text elaboration	The justification of the students' opinion with an argument. The solid construction of one's original perspective.	The argumentative writing. The original argumentative writing.	Using linking words to complement ideas.	Communicate ideas and opinions giving additional information using words which indicate cause, effect or contrast.	An essay or oral presentation making use of linking words to support information, ideas or arguments.

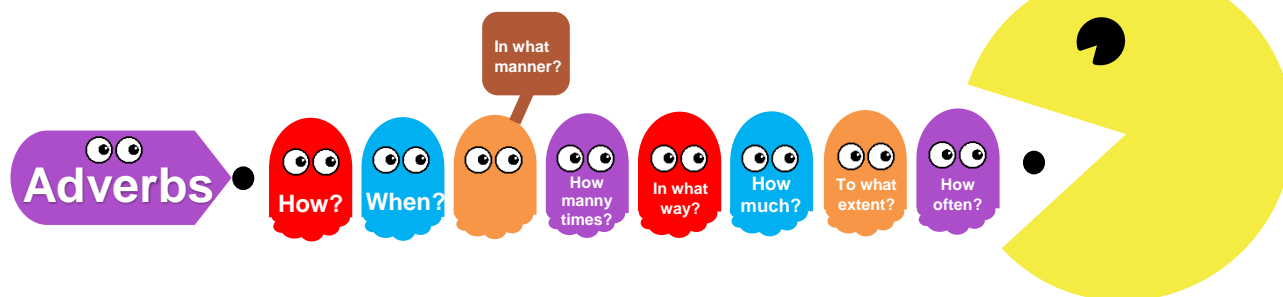


UNIDAD I

UNIT I. ADVERBS AND CORRELATIVE WORDS.



Para aprender más



What is an adverb?

For teacher's consideration. Explain as far as you need to.

An adverb is a word that modifies (describes) a verb (he sings loudly), an adjective (very tall), another adverb (ended too quickly), or even a whole sentence (Fortunately, I had brought an umbrella). Adverbs often end in -ly, but some (such as fast) look exactly the same as their adjective counterparts.

Tom Longboat did not run **badly**.

Tom is **very** tall.

The race finished **too** quickly.

Fortunately, Lucy recorded Tom's win.

It's easy to identify adverbs in these sentences.

Adverbs and verbs.

Adverbs often modify verbs. This means that they describe the way an action is happening.

Phillip sings **loudly** in the shower.

My cat waits **impatiently** for his food.

I will **seriously** consider your suggestion.



The adverbs in each of the sentences above answer the question *in what manner*? How does Phillip sing? Loudly. How does my cat wait? Impatiently. How will I consider your suggestion? Seriously. Adverbs can answer other types of questions about how an action was performed. They can also tell you *when* (We arrived *early*) and *where* (Turn *here*).

However, there is one type of verb that doesn't mix well with adverbs. **Linking verbs**, such as *feel*, *smell*, *sound*, *seem*, and *appear*, typically need adjectives, not adverbs. A very common example of this type of mixup is

I feel **badly** about what happened.

Because “feel” is a verb, it seems to call for an adverb rather than an adjective. But “feel” isn't just any verb; it's a linking verb. An adverb would describe *how* you perform the action of feeling—an adjective describes *what* you feel. “I feel badly” means that you are bad at feeling things. If you're trying to read Braille through thick leather gloves, then it might make sense for you to say “I feel badly.” But if you're trying to say that you are experiencing negative emotions, “I feel bad” is the phrase you want.

Adverbs and adjectives

Adverbs can also modify adjectives and other adverbs. Often, the purpose of the adverb is to add a degree of intensity to the adjective.



The woman is **quite** pretty.



This book is **more** interesting than the last one.



The weather report is **almost always** right.



Adverbs and sentences.

Some adverbs can modify entire sentences—unsurprisingly, these are called **sentence adverbs**.

Common ones include *generally*, *fortunately*, *interestingly*, and *accordingly*. Sentence adverbs

don't describe one particular thing in the sentence—instead, they describe a general feeling about all of the information in the sentence.

happily **carefully** **very**
sadly **loudly** **joyfully**
angrily **quietly** **carelessly**
energetically **nervously**

Fortunately, we got there in time.

Interestingly, no one at the auction seemed interested in bidding on the antique spoon collection.

At one time, the use of the word *hopefully* as a sentence adverb (e.g., *Hopefully, I'll get this job*) was condemned. People continued to use it though, and many style guides and dictionaries now accept it. There are still plenty of readers out there who hate it though, so it's a good idea to avoid using it in formal writing.

Degrees of comparison.

Like adjectives, adverbs can show degrees of comparison, although it's slightly less common to use them this way. With certain "flat adverbs" (adverbs that look exactly the same as their adjective counterparts), the comparative and superlative forms look the same as the [adjective comparative and superlative forms](#). It's usually better to use stronger adverbs (or stronger adjectives and verbs) rather than relying on comparative and superlative adverbs.

An absolute adverb describes something in its own right:

He smiled **warmly**

A **hastily** written note

To make the comparative form of an adverb that ends in -ly, add the word *more*:

He smiled **more warmly** than the others.



The **more hastily** written note contained the clue.

To make the superlative form of an adverb that ends in -ly, add the word *most*.

He smiled **most warmly** of them all.

The **most hastily** written note on the desk was overlooked.

Placement of adverbs.

Place adverbs as close as possible to the words they are supposed to modify. Putting the adverb in the wrong spot can produce an awkward sentence at best and completely change the meaning at worst. Be especially careful about the word *only*, which is one of the most often misplaced modifiers. Consider the difference between these two sentences:

Phillip only fed the cat.

Phillip fed only the cat.

The first sentence means that all Phillip feed the cat. He didn't pet the cat or pick it up or anything else. The second sentence means that Phillip fed the cat, but he didn't feed the dog, the bird, or anyone else who might have been around.

When an adverb is modifying a verb phrase, the most natural place for the adverb is usually the middle of the phrase.

We are **quickly** approaching the deadline.

Phillip has **always** loved singing.

I will **happily** assist you.

When to avoid adverbs.

Ernest Hemingway is often held up as an example of a great writer who detested adverbs and advised other writers to avoid them. In reality, it's impossible to avoid adverbs altogether. Sometimes we need them, and all writers (even Hemingway) use them occasionally. The trick is to avoid *unnecessary* adverbs. When your verb or adjective doesn't seem powerful or precise enough, instead of reaching for an adverb to add more color, try reaching for a stronger verb or adjective instead. Most of the time, you'll come up with a better word and your writing will be stronger for it.



Activity 1. Complete the exercises.

1. Joanne is happy. She smiles happily.
2. The boy is loud. He shouts _____.
3. Her English is fluent. She speaks English _____.
4. Our mum was angry. She spoke to us _____.
5. My neighbour is a careless driver. He drives _____.
6. The painter is awful. He paints _____.
7. Jim is a wonderful piano player. He plays the piano _____.
8. This girl is very quiet. She often sneaks out of the house _____.
9. She is a good dancer. She dances really _____.
10. This exercise is simple. You _____ have to put one word in each space.





Activity 2. Write down the correct form of the word in brackets (adjective or adverb).

1. Tom is **(slow)** slow. He works slowly
2. Sue is a **(careful)** _____ girl. She climbed up the ladder _____.
3. The dog is **(angry)** _____. It barks _____.
4. He acted **(excellent)** _____. He's an _____ actor.
5. They learn English **(easy)** _____. They think English is an _____ language.
6. Max is a **(good)** _____ singer. He sings _____.
7. It's **(awful)** _____ cold today. The cold wind is _____.
8. Dogs rely on their noses as they can smell **(extreme / good)** _____. If that is true, why does dog food smell so **(terrible)** _____?
9. The little boy looked **(sad)** _____. I went over to comfort him and he looked at me _____.
10. I tasted the soup **(careful)** _____ but it tasted **(wonderful)** _____.



Activity 3. Is the adverb in the right or wrong location?

1. I saw him yesterday.
 - right
 - wrong
2. The teacher speaks slowly.
 - right
 - wrong
3. We go never swimming.
 - right
 - wrong



4. You cannot go there.
 - right
 - wrong
5. They inside are waiting.
 - right
 - wrong
6. I didn't then have time.
 - right
 - wrong
7. The children don't come usually home from school before five pm.
 - right
 - wrong
8. The dog quickly ran to the gate.
 - right
 - wrong
9. We often think about you.
 - right
 - wrong
10. She drank hastily the water.
 - right
 - wrong



Activity. Re-write the sentences, adding the adverb in the correct location.

1. She is at home. (rarely)
2. He opened the door. (quietly)
3. Can I sit down? (here)
4. The students listened (attentively)
5. We live in Glasgow (now)



Para aprender más

CORRELATIVE CONJUNCTIONS DEFINITION.

Correlative Conjunctions are simply pairs of conjunctions used in a sentence to join different words or groups of words in a sentence together. Correlative Conjunctions are generally not used to link sentences themselves, instead, they link two or more words of equal importance within the sentence itself.

- Both / and
- Either / or
- Just as / so
- Neither / nor
- Not only / but also
- Whether / or
- Hardly / when
- If / then
- Rather / or
- No sooner...than

Examples:

This is an example of using the correlative conjunctions '**both/and**' in a sentence. As you can see in this sentence, the 'shoes' and the 'dress' were equally important elements that needed to be given the same importance.



- We'll have **both** the cheesecake **and** the chocolate cake.
- This house is **both** large **and** cozy.
- **Both** my sister **and** I are bookworms.

Either...or...

They should **either** change their strategy **or** just forfeit the game.

The **either/or** conjunctions are used to suggest a choice between two options. Here the choice being suggested is between – 'change their strategy' or 'forfeit the game'.

Examples:

- **Either** John **or** David must have done this mischief.
- **Either** you will eat your dinner **or** you will go to bed.

Just as...so...

Just as she loves hiking **so** she enjoys travelling as well.

The correlative conjunctions '**just as/so**' are used to link two phrases that have a similar theme or are referring to a similar thing together. This conjunction is used to show the correspondence between two phrases or words.

Examples:

- **Just as** I love films, **so** does my brother love sports.
- **Just as** French is spoken in France, **so** is English spoken in England.

Neither...nor...

He **neither** helps around the house **nor** does he look for a job.

'**Neither/nor**' are conjunctions that are used to deny or negate words and phrases. In the case of '**neither**', it gives two options that are both negated. '**Nor**' is the negative form of 'or'.

Examples:

- He is **neither** employed **nor** looking for a job.
- **Neither** to **nor** Anna has passed the test.

NOT ONLY...BUT ALSO...

Not only does he play the lead guitar **but** he is **also** the band's songwriter



Activity. Complete the sentences with the correct conjunctions.

Conjunctions	Exercises
WhetherOr	This house is_____large_____cozy.
Hardly.... When....	_____you will eat your dinner_____you will go to bed.
Neither.... Nor	_____I love films, _____my brother love sports.
No sooner Than....	He is_____employed_____looking for a job.
If Then	_____will I see your \$20, _____raise your \$30.
Both And	I'm going to help you _____you like it_____not.
Rather Than	I'd_____lie to you_____strangle a puppy.
Either Or	I had_____sat down for dinner, _____the phone rang.
Not only But also	_____that it the case,_____I'm not surprised about what's happening.
Just as So	She'd_____play the drums_____sing.



Activity. Write a short text using correlative conjunctions



Activity. Underline the correlative conjunctions of the following sentences.

1. Neither Simon nor this large crowd truly understands the nature of power.
2. At the antique store I found not only George Washington's first sword, but also the uniform he wore while in the Virginia militia.
3. Reading either Melville or Orwell would be better than reading that pulp fiction you have been buying
4. Both The Lord of the Rings and The Chronicles of Narnia were written decades ago.
5. Not only did your cousin burn down the barn, but he also wrecked the car.
6. Those representatives attended both Grinnell College and Yale Law School.
7. I can see neither the mountains nor the foothills from my vantage point.



8. If you must go, either ride the bus or take the taxi to reach your destination.
9. Both softball and fishing are popular summer activities in this area.
10. If you buy now, you get not only the JuiceMaster 9000 but also a set of six juice glasses.



Activity. The following exercises will help you gain greater understanding about how correlative conjunctions work. Choose the best answer to complete each sentence.

1. She is neither polite _____ funny.
 - a. Or
 - b. Nor
 - c. Not
 - d. Yet
2. _____ that is the case, _____ I'm not surprised about what's happening.
 - a. If / then
 - b. No sooner / than
 - c. Scarcely / when
 - d. Whether / or
3. Have you made a decision about _____ to go to the movies _____ not?
 - a. If / then
 - b. Either / or
 - c. Whether / or
 - d. What with / and

4. _____ had I put my umbrella away, _____ it started raining.

- a. No sooner / than
- b. If / then
- c. What with / and
- d. Neither / nor

5. This salad is _____ delicious _____ healthy.

- a. Whether / or
- b. Both / and
- c. Scarcely / when
- d. Rather / than



Reading. Complete the text with **and, but, or**.

I get up at half past eight in the morning. I'm hungry _____ there isn't any food in the kitchen. I want milk, cereals _____ orange juice. Then, I go to the shop _____ when I get there it's still closed. I go back home and into the kitchen. There's some grapefruit juice and brown bread _____ I don't like grapefruit juice _____ brown bread! This is not a good morning, so I go back to bed until the shop opens.

Review end practice the correlative conjunctions world with the following link:



https://www.youtube.com/watch?v=R_1xmDJ



UNIDAD II

UNIT II. INTENSIFIERS, COMPARATIVES AND SUPERLATIVES.

INTENSIFIERS.



Rescatando mis aprendizajes

What do you like to do in your spare time?

Vocabulary

Exercise 1: Translate the following vocabulary words about spare time activities.

Play an instrument	Go to the movies	Do exercise
Be on social media	Relax	Spend time with family
Read	Go out with friends	Play a sport
Play videogames	Listen to music	Watch movies at home



Para aprender más

Grammar: Intensifiers

Intensifiers are **adverbs** that make the meaning of another word stronger.

Intensity	Example
<p>More intense, more powerful</p> <ul style="list-style-type: none"> • Completely / Extremely / Totally / incredibly • Very / Really / So 	<ul style="list-style-type: none"> ✓ Playing videogames is extremely fun. ✓ Learning to play the guitar is really difficult.

Strong <ul style="list-style-type: none"> • Rather • Quite • Kind of 	<ul style="list-style-type: none"> ✓ Tennis is rather easy. ✓ This book is quite boring.
To a limited extent <ul style="list-style-type: none"> • A little • Not really • Somewhat • Not at all 	<ul style="list-style-type: none"> ✓ That movie is not really funny.



Ejercitando mi habilidad.

Reading

Exercise 2: Read the following text about extreme sports and underline the intensifiers you find.

Some people like to practice extreme sports on their spare time. Extreme sports are different from average sports because they are extremely risky. Either you perform the sport at a really fast pace or its location is totally dangerous. In order to do an extreme sport completely safely, you should be really experienced at it. Free solo climbing is an example of a dangerous extreme sport.



It involves climbing incredibly steep cliffs that can be thousands of feet high. The most terrifying thing about this sport is that you climb without any equipment. That's totally crazy, right? Those who have done this sport have said that the only way to do it successfully is by climbing very slowly and remaining totally focused on every move you make.

For the adrenaline junkies, extreme sports are very attractive and intriguing, But, if you're thinking about taking up an extreme sport, think really hard about the challenges involved.



Ejercitando mi habilidad.

Exercise 3: Complete the following sentence with an intensifier and an adjective.

1. Starting a new sport can be _____
2. Doing an extreme sport without any experience is _____
3. Extreme sports are more attractive than regular sports because _____
4. While doing an extreme sport you should be _____
5. If I did an extreme sport, I would feel _____



Ejercitando mi habilidad.

Speaking

Exercise 4: answer the following questions in the survey and then ask them to your classmates.

What is.....	My answer	My classmates' name	My classmates' answer
1. A sport you really like?			
2. A really funny movie?			
3. Something you're not really good at?			
4. Something you are extremely good at?			



5. A dessert you somewhat like?			
6. A place you so recommend to have fun?			
7. A restaurant you not at all recommend?			
8. _____ ? _____ ?			
9. _____ ? _____ ?			
10. _____ ? _____ ?			



¿Qué Aprendí?

Self Assesment

I can...	Yes ☺	No ☹
Identify the different intensifiers.		
Write accurate sentences using intensifiers.		
Answer questions with intensifiers.		



Para aprender más

COMPARATIVES – SUPERLATIVES.

Contraste de comparativos de igualdad, superioridad e inferioridad; así como de superlativos.

These years of constant development have changed the way we live. People produce and consume **more** things and services. We travel **more** and live **longer**. However, the impact of all this on the environment is **bigger** and **more visible**. Environmental regulations are trying to reduce this impact, but it has to be **more efficient**. Consumers have become **more critical** about what they buy and, in a world of choices, only **the best** beats up. The statement of consumerism is: “the more we have the **happier** we become”, but this is not always true. In this accelerated rhythm of growing, our **best** tool is having **more intelligent** choices about what we consume, but ... How can we manage this? That’s right... checking and comparing the characteristics of what we are buying.

And these are exactly our key points of this lesson: **comparing** (comparatives) and **maximizing** (superlatives) the characteristics of something or someone. Did you guess the topic from highlighted words?... well done!

In this lesson you will practice the contrast between comparatives and superlatives in a context where you will reflect on consumer societies. This will help you to use structures in a real frame of reference

SECTION 1.

In the first section you will analyze the contrast between comparatives and superlatives, emphasizing relations of comparative equality, superiority and inferiority and maximization of objects and people’s characteristics (adjectives). At the same time, as you analyze the topic in context, you will have the space to answer some practice exercises to master the comparative and superlative structure.



All this, as mentioned before, in a context that will make you reflect on the role we are playing as a consumer society.

SECTION 2.

In the second section you will work on your reading, listening, writing and speaking abilities of language. Here, you will have different tasks to use what you reviewed in the previous part.

At the end of this segment you will find a self-evaluation to check out how much you have learned in this lesson.

COMPLEMENTS.

Now that you have reviewed the rules and had some practice, in this part you are going to check how you can form the complements of the comparatives. Look at some patterns in the following chart:

Pattern 1: As we mentioned at the beginning, development has changed the way we live. Definitely, people live **longer**, produce and consume **more** things and services

Pattern 2: Use an auxiliary verb after 'than'. Do not repeat the main verb:

- (✓) *Buying on line has more advantages than buying in store **does**.*
- (X) *Buying on line has more advantages than buying in store **has**.*

Pattern 3: A possessive noun or possessive pronoun can be used after 'than':

- *My car was cheaper than **Susan's**.*
- *My car was cheaper than **hers**.*

Pattern 4: Sometimes, if the comparison is clear or obvious, 'than' and the second part of the comparison are not necessary.

- *Nowadays cell phones **are cheaper and more accessible**.*

Pattern 5: Be careful! Don't use 'that' or 'then' in a comparison, because these words have different meaning:

- (✓) *Distributors are more efficient **than** they used to.*
- (X) *Distributors are more efficient **that** they used to.*
- (X) *Distributors are more efficient **then** they used to*

You can use object pronouns to complete a comparison sentence:

When buying electronics, Rick is smart, but Nick is smarter than him (object pronoun)

But in more formal writing and speaking, use a subject pronoun + auxiliary verb:

When buying electronics, Rick is smart, but Nick is smarter than he is (subject pronoun + auxiliary)



Activity. Watch the following picture and read the information.



Red-English Wikipedia. (2007). Mobile phone timeline. Retrieved 18/04/18 from https://commons.wikimedia.org/wiki/File:Mobile_phone_timeline.png

Once upon a time...

Many years ago, products such as TV's, cell phones, cars, and computers were only luxury, only for wealthy people. Today, it is easier to buy this kind of things because they are **more accessible** for everybody.



Pixma (2016). Inside mall. Retrieved 18/04/18 from <https://pixma.com/interiors-and-exterior-design/inside-the-mall>

A better life

Some people think a consumer society provides people a better life because they are more comfortable, they have a wider variety of food and, maybe, they go to restaurants more often. But it is true that in this perspective, they also buy more than they need.



BaselActionNetwork. (2013). Imported laptop fixings pile, Guiyu, China. Retrieved 18/04/18 from <https://www.flickr.com/photos/basel-action-network/9283493998>

Environmental impact

It is obvious that this has a bigger impact on the environment, for this reason we must be more serious and more responsible consumers.



Pixelate. (2017). Technology. Retrieved 18/04/18 from <https://pixare.com/en/photo/1097014>

The expansion

The offer to buy these products is growing **faster** and consumer societies motivate people to buy **bigger** and **better** products. For example, smart phones become 'smarter' every year and people always want to buy **newer** and **more advanced** products.

What do you think about it?

When we are exposed to different products, the only way we can make an informed decision about what to buy, we need to compare them. This is to see if they are different or the same, as part of being a responsible consumer. We need to use comparative adjectives to express such difference.

Did you notice the use of comparatives in the text? We are sure you did! Because this is not the first time you see comparative



Activity. Base on what you read about the consumer society, choose the correct comparative to complete the sentences.

Short easier bigger long better more accesible

(b)_____for everybody...consumer societies motivate people to buy (c)
_____and (d)_____products.

Now complete the rule:

1. For_____adjectives, add **-er** to the end of the adjective to form the comparative.
2. For_____adjectives, add **more** before the adjective to form the comparative.

Superlatives: The+ adjective+ est; The most/least + adjective. Regular and irregular adjectives (good, bad, far)



We use the superlatives to compare three or more things, places or people.

Most 1 syllable adjectives + est	1 syllable adjective ending in -e add -st	1 syllable adjectives ending in consonant+vowel+consonant: double the last consonant + est	1 or 2 syllable(s) ending in -y y changes to -i + est
Tall The tallest	Safe The safest	Big The biggest	Early The earliest
Cheap The cheapest	Wide The widest	Hot The hottest	Happy The happiest
Fast The fastest	Nice The nicest	Wet The wettest	Crazy The craziest
Cold The coldest	Late The latest	New The newest	Dry The driest

Not ending in -y , 3 or more syllables adjectives: the most	
boring	The most boring
Common	The most common
Comfortable	The most comfortable
Beautiful	The most beautiful
Nervous	The most nervous
Interesting	The most interesting

Irregular Adjectives	
Good	The best
Bad	The worst
Far	The furthest /the farthest
Much	The most



Activity. Now read the following examples. It will help you to understand superlatives better.

- This is the oldest building in Mexico.
- She likes the cheapest cafeteria around here.
- It's the nicest gift I've ever received.
- This bank is the safest place to keep your money.

- It's the hottest country in the world.
- Jupiter is the biggest planet in our Solar System.
- This is the funniest joke I've heard.
- It is the happiest day of my life.
- The most dangerous time in winter.
- I can't find the most comfortable Jeans.
- The best place in the world.
- That's the worst film I have seen this year.
- This is the least expensive sweater in the store.

The opposite of the most is the least:

- This is the least expensive phone in the store. (All the other phones cost a lot more).
- This is the least popular park in Toluca. (This park is not popular. The other parks are much more popular).

It is important you can form the correct comparative form of the adjectives. Check the next adjectives and classify them according to their superlative form. Remember the rules you have just checked.



Activity. Check the following adjectives and change them in their superlative form.

Big	
Easy	
Fast	
Comfortable	
Modern	
Small	
Cheap	

Now complete the sentences using the correct form of the adjective (comparative or superlative)

1. New cars are _____ than new cars (fast)
2. My new handbag is _____ than my old one (big)
3. Mexican food is _____ than Italian food (delicious)
4. Apple computers are _____ than Samsung computers (good)
5. I prefer _____ shoes than traditional ones (modern)
6. Buying online is _____ than buying at the store (easy), but at the store is _____ (safe)
7. This shirt is _____ than that one (nice)



Activity. Imagine you are thinking about buying a car. Think about the characteristics you are looking for in a car.





Para aprender más

COMPARATIVE ADJECTIVES. Equality and Inferiority: (Not) AS... AS & LESS

Read the next passage about consumer behavior and pay special attention in the expressions in bold:

Consumer Behavior: **The Psychology of Marketing**

The study of consumers helps companies and organizations improve their marketing strategies. This is **as important as** having a good product because if you have a good product but your marketing strategy **is not as good as** the product, it will cause that its impact on the market could be **less effective**.

To do this, it is fundamental to consider some issues: the psychology of how consumers think, feel, reason, and select between different alternatives and how the consumer is influenced by his or her environment (culture, family, signs, media). For example, people want to look **as cool as** famous people; however, this might be **not as positive as** you may think. Consumer behavior involves ideas as well as tangible products.

Activity 3. Let's find out grammar!

Look at each phrase from the previous passage. Does the phrase mean **equal** or **not equal**? Choose the correct answer.

	Equal	Not equal
As important as		
Is not as good as		
Less effective		
As cool as		
Not as positive as		

As you could see this kind of comparatives show comparison relations, but not as superiority: AS...AS show equal relation and NOT AS...AS and LESS show inferiority.

	As/less	Adjective	As/than	Complement	Relation
My car is	as	Big comfortable	as	yours	Equal
This phone is	Not as	Expensive Good	As	That one	Inferior
Vodka is	Less	Popular	Than	Beer	inferior

Use as+adjective to compare two people, places, things or animals that are the same or equal in some way: ***your car is as old as mine***

Be careful when you use as ---as the adjective is in simple form not in the comparative form

- Laptos are **as convenient as** PC's computers
- Laptos are **as fast as** PC's computers
- **XX** Laptos are **as faster as** PC's computers **XX**



Para aprender más

SUPERLATIVE ADJECTIVES.

The Mount Everest: a beautiful garbage dump

Everybody knows that the Mount Everest is the highest Mount in Earth. A lot of people have wanted to climb this mount, but unfortunately they have also leave a lot of trash. Take a look at the following information:

- Most people know that Mount Everest is the highest mountain in the world, but not many people know it has become the dirtiest mountain on Earth.

- Mount Everest is one of **the toughest** and **most exciting** mountains to climb on Earth.
- Trash is now one of **the biggest** threats to the environment on Mount Everest.

In the sentences above we find out a lot of things about the Mount Everest. It's really sad that it is **the dirtiest mountain** right?

Well, let's focus now on the grammar part ok? Did you notice the bold phrases? Those show the superlative adjectives!

Look at the chart below:

The est	The most	Two syllable adjectives	Irregular superlatives	Least	In /of	One of	Remember!



Activity. Complete the following sentences using superlatives.

1. The _____(big) problem in the Everest is trash.
2. Traffic is one of _____(bad) problems in cities now.
3. Many people consider Mathematics the _____(difficult) subject in school.
4. Ted was the _____(experienced) driver in the competition.
5. Which town is the _____(far) from our city; Tallahassee or Orlando?



Ejercitando mi habilidad

PRACTICING WITH SUPERLATIVES.

Texas is a state (large/in North America)

Mexico City has a population (big/in Mexico)

This is a house (not expensive/in the street)

Alan is tall (tall/of my three brothers)

Kate is a student (one of the /intelligent/in her class)

Felicity has a car (one of the/not expensive/in her family)

READING.

Why is Everest so dirty?

Everest has gone from being the ultimate challenge for the most-skilled mountaineers to a bucket list item for adventure seekers. Every year hundreds of climbers try to scale the 29,029-foot peak, and this huge influx of climbers has left its once pristine slopes covered in garbage, discarded equipment, and human waste. A recent report by Grinnell College estimated that 12 tons of feces are left on the mountain each year, either buried in the snow around the four camps near the peak or deposited in rudimentary toilets that are emptied near water supplies further down. An estimated 50 tons of garbage — from broken tent frames to used oxygen canisters to food wrappers — are strewn along the route up the mountain, along with many of the frozen, half-buried corpses of the more than 200 climbers who have perished attempting the ascent. Little wonder the mountain has earned the nickname World's Highest Garbage Dump.



Is anyone trying to clean it up?

Last year, the Nepali government began requiring each climber to bring back at least 17.6 pounds of trash or lose his or her \$4,000 deposit — although there are questions about how strictly that rule is enforced. Several expedition companies organize voluntary cleanup trips and offer Sherpas, the local mountain guides, cash rewards for bringing down extra rubbish. In 2013, a joint Indo-Nepali army expedition collected an impressive 4.4 tons of trash in just six weeks; more than half was classified as "biohazardous waste." Sherpas are now finding less trash to bring back, which suggests cleanup efforts are working. But "there is no way to say how much garbage is still left," says veteran guide Dawa Steven Sherpa. "It is impossible to say what is under the ice."

How many people climb Everest?

More than 4,400 climbers have reached the peak since Edmund Hillary and his Sherpa, Tenzing Norgay, first "summitted" it in 1953 — most of them very recently. In 2013 alone, Everest was climbed by 658 people during the yearly two-month climbing window in spring. The previous year, 234 climbers reached the peak on a single day. As a result, the top of the world has a serious overcrowding problem. Long lines form below the toughest climbing spots, and Sherpas have even considered erecting a ladder to ease congestion at the Hillary Step, the iconic final obstacle before the summit. Climbing Everest, says mountaineer and author Graham Hoyland, "isn't a wilderness experience. It's a McDonald's experience."

Who are all these climbers?

Many of them are tourists, not true mountaineers. Sherpas spend weeks before each climbing season setting up ropes, ladders, and other equipment along the route to make it easier to ascend. As a result, anyone with a bit of training and in decent shape can climb Everest — provided, of course, they pay from \$30,000 to \$100,000 per person to an expedition company. Advances in equipment and weather forecasting have also significantly improved success rates: In 1990, only 18 percent of climbers made it to the top; by 2012, it was 56 percent. While the Nepali government has encouraged this



dramatic influx — it makes more than \$3 million a year from the \$11,000-a-head climbing permits — overcrowding on steep slopes 20,000 or 25,000 feet high carries very real dangers.

What sort of dangers?

When climbers have to stand in line for as long as two hours, they waste precious body heat and valuable oxygen supplies. Larger groups usually have to be roped together — meaning if one person falls, and the safety ropes fail, everyone else goes down, too. For Sherpas, who spend so much time on the mountain preparing the routes, the risk is heightened. Last year, an avalanche on the notoriously dangerous Khumbu Icefall killed 16 Sherpas — the deadliest accident in Everest's history. The Nepali government's underwhelming response to the tragedy — offering the victims' families just \$400 each in compensation — prompted the Sherpas to end the climbing season early and sparked a debate on their pay and working conditions. But in a region where the only real alternative to mountaineering work is subsistence farming, the stakes are high. "No mountaineering means no tourists," Nima Doma Sherpa, the wife of one of the victims, told *The Wall Street Journal*. "No tourists means no jobs."

How can Everest be made safer?

Nepali officials have changed the route up the mountain this season to avoid the treacherous Khumbu Icefall. There have been calls for all Sherpas to be given an avalanche beacon, a \$300 device that helps rescuers find buried climbers. Ultimately, climbing the world's highest peak — with its deep crevasses and fragile ice towers — will always be a dangerous pursuit. But despite the risk, not to mention the garbage, there will never be a shortage of willing adventurers. "I don't think Everest has that sense of the unknown anymore," says British climber Adele Pennington. "But it still has that majesty. There is still something about standing on top of the world."



Sushi and white wine, please.

During their historic ascent of Everest, Edmund Hillary and Tenzing Norgay survived on sardines, dates, and tinned apricots. Today's climbers can pay to enjoy a much higher degree of luxury while conquering nature. At base camp, 17,598 feet up the mountain, high-end expeditions offer yoga classes, sushi, and bars fully stocked with wine, beer, and liquor. On the peak, there is even enough cell reception for climbers to send a celebratory tweet. When last year's tragic Khumbu Icefall avalanche left a section of the mountain all but impassable, a wealthy Chinese businesswoman provoked uproar by paying for a helicopter to ferry her and her team of Sherpas above the accident site. Before his death in 2008, Hillary himself lamented the commercialization of Everest. "Having people pay \$65,000 and then be led up the mountain by a couple of experienced guides," he said in 2003, "isn't really mountaineering at all."

READING COMPREHENSION.

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4. How can Everest be made safer?

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5. Sushi and white wine please. During their historic ascent of Everest, Edmund Hillary and Tenzing Norgay survived on sardines, dates, and tinned apricots. Today's climbers



can pay to enjoy a much higher degree of luxury while conquering nature. At base camp, 17,598 feet up the mountain, high-end expeditions offer yoga classes, sushi, and bars fully stocked with wine, beer, and liquor. On the peak, there is even enough cell reception for climbers to send a celebratory tweet. When last year's tragic Khumbu Icefall avalanche left a section of the mountain all but impassable, a wealthy Chinese businesswoman provoked uproar by paying for a helicopter to ferry her and her team of Sherpas above the accident site. (e)_____ "Having people pay \$65,000 and then be led up the mountain by a couple of experienced guides," he said in 2003, "isn't really mountaineering at all."

OPTIONS;

A recent report by Grinnell College estimated that 12 tons of feces are left on the mountain each year

Before his death in 2008, Hillary himself lamented the commercialization of Everest.

Last year, an avalanche on the notoriously dangerous Khumbu Icefall killed 16 Sherpas

In 2013, a joint Indo-Nepali army expedition collected an impressive 4.4 tons of trash in just six weeks

But despite the risk, not to mention the garbage, there will never be a shortage of willing adventurers

WRITING.

Best place to go on vacation.

Going on vacation is always relaxing, isn't it? What do you prefer? A beach resort? A cottage in the forest? Camping? Sightseeing in old towns?

Imagine that you're going on vacation. You have three places in mind. Think of as many adjectives as you can for each one, observe the example:



Camping	Resort	Sightseeing
Cheap	Expensive	Cultural
Funny	Relaxing	interesting
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Now write 10 sentences using comparative and superlative adjectives. For example:

- Camping is cheaper than the resort.
- Sightseeing is the most interesting of the three options.

- _____.
- _____.
- _____.
- _____.
- _____.
- _____.
- _____.
- _____.
- _____.
- _____.

Finally write a short text between 100 and 120 words where you can use your sentences from the previous exercise.



In your text you need to respond:

- What kind of vacations do you prefer and why?
- In what occasions you would go camping.
- In what occasions you would go to a resort.
- In what occasions you would go sightseeing.

You will be evaluated considering:

- Appropriate use of comparative and superlative adjectives.
- Appropriate use of grammar.
- Organization of the text.

SPEAKING.

Look at the items in the box. Then rank them from 1 to 8 (1 = the least important and 8 = the most important).

a. a big car → → b. stylish clothing → → c. a computer → d. a TV e. a smart phone f. plastic bags g. meals in restaurants → h. a gold watch

Do you think we have the same ideas as people from other countries?

Now rank the items from the chart above according to what you think American people would rank them.

Once you've ranked them as you think American people would rank them, write some sentences you can follow to make your recording. Follow the example:

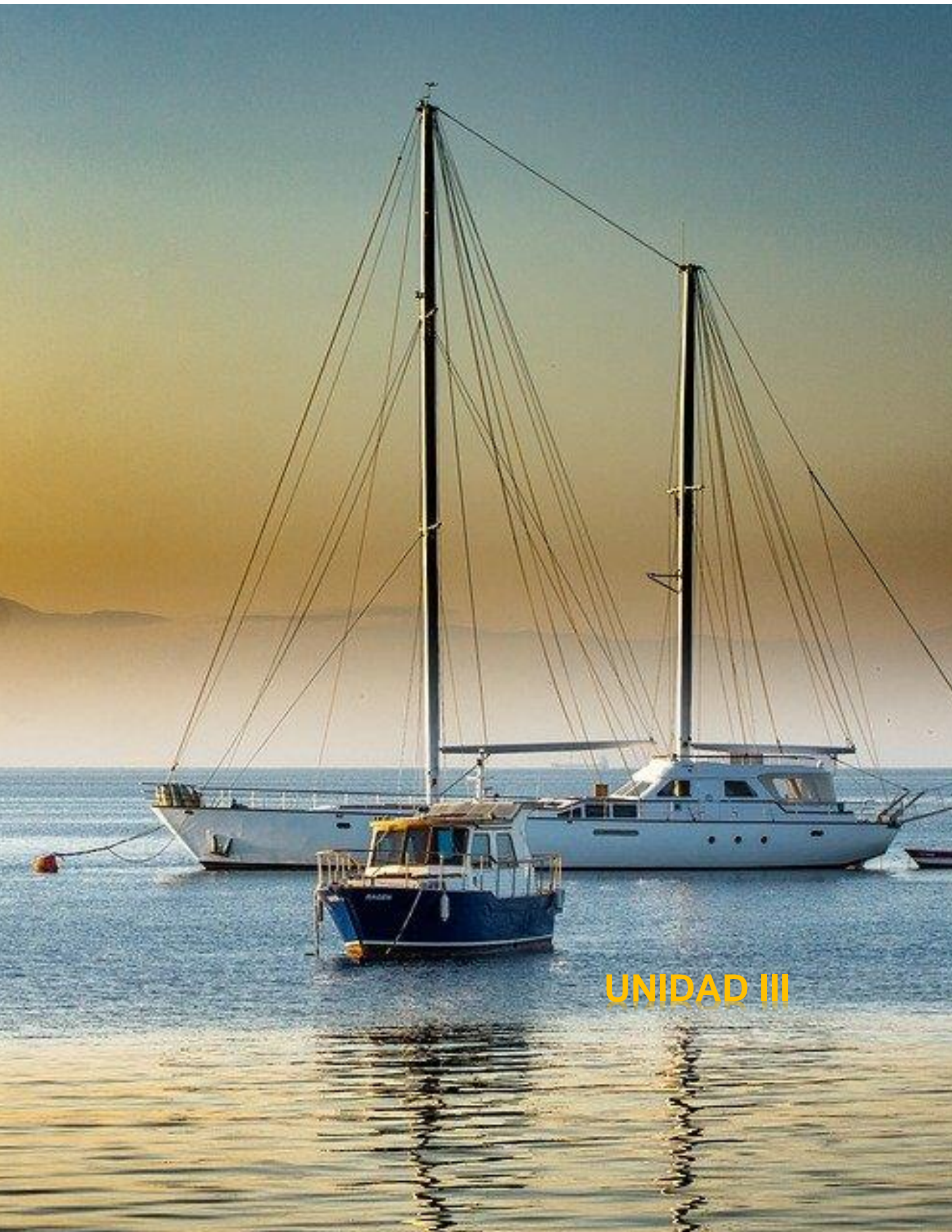
- I think using plastic bags is not as efficient.
- American people think plastic bags are better for food.
- I think, a gold watch is not as important as a computer
- American people think a gold watch is as important as a big car.

Make a recording of yourself where you can compare your culture to the American culture according to the items and sentences you have. You will be evaluated considering:

- Use of English;
- Task accomplishment;
- Fluency;
- Pronunciation.



Fuente: imagen recuperada de www.pixabay.com junio 2020



UNIDAD III

UNIT III. QUESTION TAGS AND LINKING WORDS.



Para aprender más

QUESTION TAGS.

In English is common to end the sentences with another short phrase, with the opposite sign, which has the intention of asking for the opinion or seeking the approval: they are called **question tags**. These phrases are equivalent in Spanish to: ¿verdad? ¿no es verdad? ¿no? ¿no es así? ¿En serio?

Example: Do you like cats, don't you?

Rules.

To form this short question, we will use the auxiliary of the main phrase and its subject but with the opposite sign. If it had no auxiliary, then we would use the auxiliary "to do".

If the sentence is affirmative, the question tag is negative.

affirmative sentence + negative tag

My mom will be here soon, won't she?

Fer and Hugo were very angry, weren't they?

If the sentence is negative, the question tag is positive.

negative sentence + positive tag

David won't be here today, will he?

They don't like us, do they?

How do we form the question tags?

- Auxiliaries like *be, have, can, may, must, should*, etc. used in the statement are reported at the end followed by the subject (always a pronoun):

Example: Axel was annoyed, wasn't he?

- With all other verbs, tag questions are formed with *do/don't* and *does/doesn't* (Present Simple) and *did/didn't* (Past Simple):

Example (Present): You like to eat cake, don't you?

Example (Past): Paola liked fish, didn't she?

Exception!!!

With the verb "to be" in the first person of negative sentences, we use "aren't".

Example: I am wrong, aren't I?



Activity. Complete the sentences using the words from the box.

auxiliary	positive	negative	be	do
-----------	----------	----------	----	----

1. If the main part of the sentence is positive, we add a _____ question tag.
2. If the main part of the sentence is negative, we add a _____ question tag.
3. If the sentence contains an _____ verb or modal verb, we use that for the question tag.
4. The other exception is the verb _____ – we use that for the question tag if it appears in the main part of the sentence.
5. If the main part of the sentence contains a different verb, we make the question tag using _____, in the correct form.



Activity. From the two options circle the correct question tag to complete the sentences.

1. It's next to the supermarket, don't it / isn't it ?
2. You've met my brother before, don't you / haven't you ?
3. He was born in 1970, didn't he / wasn't he ?
4. Bela can help, can't she / doesn't she ?
5. I'm right, aren't I / am I ?
6. You can't drive down your road, can't you / can you ?
7. They won't be late, will they / are they ?
8. You're coming tomorrow, aren't you / do you ?



Activity. Complete the sentences by writing the correct form of the question tag.

1. She is from a small town in Russia, _____?
2. They aren't on their way already, _____?
3. We're late again, _____?
4. I'm not the person with the tickets, _____?
5. Lucy isn't an accountant, _____?
6. The weather is really bad today, _____?
7. He's very handsome, _____?
8. They aren't in Mexico at the moment, _____?
9. You aren't from Brazil, _____?
10. Hugo's a very good student, _____?



Activity. Read the lyrics of the song "A little Time" by The beautiful South and identify the question tags.

You can find the lyrics here:



<https://www.youtube.com/watch?v=o9dfbLIMHZY>

Funny how quick the milk turns sour, isn't it, isn't it?
Your face has been looking like that for hours, hasn't it, hasn't it?
Promises, promises turn to dust
Wedding bells just turn to rust
Trust into mistrust
I need a little room to find myself
I need a little space to work it out
I need a little room all alone
I need a little
You need a little room for your big head, don't you, don't you?
You need a little space for a thousand beds, won't you, won't you?
Lips that promise, fear the worst
Tongue so sharp, the bubble burst



Para aprender más

LINKING WORDS.

The function of conjunctions is to bring ideas in a text together, either oral or written. The function is the same, but the type of relation is different in nature.

In this topic you will be able to discriminate three of them: **and**, **but** and **then**. You will also use them to relate ideas coherently.

Linkers are words or phrases to bring ideas together. In terms of grammar they connect words and sentences. These cohesion devices link in different ways, so in this set of activities you will practice with three of them.

AND **BUT** **THEN**

And is a linker of addition to sum one concept, idea, phrase or sentence to another

But used to introduce a phrase or clause contrasting with what has already been mentioned.

Then: (at) that time (in the past or in the future)

As it has been seen, linkers are relevant to bring cohesion to elements of a text. Without them comprehension is not possible.



Activity. Complete the text with one single linker (and, but or then).

Is punctuality always possible?

Punctuality is not an ability. Believe it or not, it's an attitude trait that needs to be trained (1)_____ automated every single day. The following tips will help you identify what's in your hands to become a punctual person:

1. Take it easy: Many things do not happen the way we want them to occur, (2)_____ it does not mean they have no solution. Relax, and take a deep breathe (3)_____ think positively. Be early: the earlier you go to bed, the earlier you will wake up the next day. This phrase applied to your routines will give you time to do what you have to do. (4)_____, be early today. Presee: in a huge city like this it's advisable to bear in mind problems on the way to your destination so that you can be punctual; this can range from simple holes on the streets to huge protests made up by thousands (5)_____ accidents.

then

but

and



Activity. Answer true or false with a (X).

	True	False
Punctuality is an ability you can apply any time.		
The first tip is the most important.		
Presee means to consider possible problems.		
The earlier you do things, the sooner you can finish them.		
Many problems can also occur in a small town.		



WRITING.

Your best link.

Linkers are necessary in the production of speech either written or oral. In this case, you'll use them to produce more complex sentences.

Read each pair of sentences, identify the proper type of relation and connect them correctly.

Look at the example:

Fukushima's disaster has consequences for the Japanese. Fukushima's disaster has consequences for the rest of us.

Your sentence: Fukushima's disaster has consequences for the Japanese **and** for the rest of us.

That event is incredible. It's so expensive.

Your answer: _____

Write three more on your own.

1. _____

2. _____

3. _____



Activity. Linkers for a particular speech

To connect ideas in the oral speech it's recommended to practice pronunciation. The following activity will consist of sentence formation.

Look at the following pronunciations.

Then: like the Spanish
conjugation of dar: "den"



But: It's a vowel sound a bit weaker than bar.

And: This vowel sound has no equivalence in Spanish. It's similar to the English word cat.

Type in total six sentences using at least two times each linker: **and** (2), **but** (2) and **then** (2). They have to show the corresponding kind of relation.

Addition

1. _____

2. _____

Contrast

1. _____

2. _____

Sequence

1. _____

2. _____



Para aprender más

USES

We use **BECAUSE** to explain the reasons of something

For example:

- I go to the supermarket
- Why?
- **BECAUSE** I need groceries.

We use **BECAUSE** to connect ideas

For example:

I go to the supermarket **BECAUSE** I need groceries.

Places I like

Traveling is one of the most amazing experiences to live, specially, if you find the reasons to explain the others why.

In the next activity, you will read about one of my favorite places to go on holiday and practice your reading comprehension using the information in this lesson.

Choose the best answer for the following questions.

READING.



Activity. Merida

One of my favorite places in Mexico is Merida. It is a beautiful place to have a holiday because the food, the people and the touristic places are amazing. The weather is very hot because it is a beach on the Caribbean. I love the downtown of Merida because it has incredible constructions. It is very important you visit the local markets because they sell delicious traditional food, for example “panucho”, “cochinita pibil”, “papatzules” and

“relleno negro”. I prefer the “cochinita” because I like to eat meat. When you go to Merida you cannot leave without eating a “marquesita” because it is a traditional snack from the place. Near Merida, there is a beach called Progreso. Local people go there because they like to eat seafood. There are so many things about Merida but there is not enough time.

Why do I like Merida?

- a) Because I love the food, people and touristic places.
- b) Because I like the local markets.
- c) Because I like downtown



Activity. Why do you like your favorite holiday destination?

You have read and listened to people explaining why they like places, now it is your turn.

Example:

I like to go to Las Vegas because I can go to concerts and see my favorite singers and bands. I always stay in a hotel on the Strip because I can walk everywhere nearby. It's always very fun to go with my friends because we have a great time together and we go dancing all night.



Activity. Why do you study English?

We have expressed our reasons about many aspects; so, through this activity you will practice fluency, pronunciation and the uses of “because” ... using everything we have checked about it.

More linking words: first, then, when, while, and, after that, later, afterwards, finally.

Throughout this topic you are going to practice how to use “connectors of sequence” in order to express, in a coherent way, the correct order of stories.

In order to do that, you are going to use linking words like: first, then, when, while, and, after that, later, afterwards, finally.



Activity. Anthropology Museum.

Yesterday evening my friends and I went to the anthropology museum to do some homework f_____ we met at the Chapultepec subway and t_____we went to the museum. It's a huge place so w_____some of us were visiting the Maya room some others were visiting the Aztec one.

W_____ we finished our homework we all were starving so we went to have a snack.
F_____we all had our homework and we had a good time!



Activity. A birthday party.

Last week was my best friend's birthday so I decided to organize a surprise party for her. F_____ I invited all her family and friends a _____ I bought a cake, a _____. A_____ I was kind of nervous because I didn't know if all guests would arrive but e_____ all of them could make it a _____ they even brought nice presents. I _____ it was a great party and my friend was delighted.

Video:



https://www.youtube.com/watch?v=xd08Hcgs74A&feature=emb_logo



Ejercitando mi habilidad.

1. I was studying for my math exam _____ my neighbors were having a party! That's why I learned nothing!
2. Everybody was waiting for me for 20 minutes _____ I arrived, all of them complained!
3. I really had a busy morning _____. I made breakfast for all my family _____. I took my brother to school and _____ I went shopping.
4. _____ I wanted to buy a car, but _____ I decided to continue using public transportation.
5. _____ our professor arrived, we handed in the homework.
6. I went to the doctor because I felt sick, but _____ I didn't buy the medicine.
7. We had dinner together and _____ we went to watch a movie.

Activity: Underline the linking words.

READING. ROSA PARKS

Rosa Parks is one of the most important women who participated in the civil right



movement which took place in The United States. One day she decided to break the law. At first she was sent to prison, but later she became an example which many people followed and in the end, she could change the law of Alabama regarding to racial segregation. She was born on February 4th 1913 in Alabama, and she lived in a time when racial segregation was important, not only in the society where she lived but also in the laws of some southern states of the US. In that time, there were some restaurants, cinemas and other public places where black people weren't allowed to get in. Somehow, white people were considered more important or better than black people, so they had more benefits than black people. The worst thing is that racial segregation was validated by the state, which means that everything was in the law. For example, public buses had this segregation rule in which only white people were allowed to get on the front part of the bus and black people had to go to the back part. One of the problems with that segregation is that black people had to pay for their transportation in the front part of the bus and afterwards they had to get off the bus and then get on again in the back part. Many times they missed their bus when getting off. Black people were only allowed to sit in the back seats of the bus, so that means that even if there were available seats, they had to travel standing up all the time. When all the seats for white people were in use and a white person got on the bus, a black person had to give up their seat to the new white person.

One day, Rosa Parks decided to break that rule. While she was sitting on the bus, the bus became crowded and then a white person got on it. There were no available seats so the bus driver asked Rosa Parks to give up her seat to the white person. Rosa refused to do it so the bus driver threatened to report her to the police. Rosa Parks was determined to remain sitting, as she disapproved all that segregation law which she considered unfair. She didn't give up her seat so the bus driver called the police who got on the bus and arrested Parks for having broken the law. Rosa Parks wasn't the first person who was sent to jail for the same reason, but she was the most famous one. After she was arrested, everybody started talking about the incident. The news talked about it and many black people were quite angry about the situation. After the arrest, the black community started complaining about the racial segregation and they organized a boycott against the bus company. They asked all the black persons not to use any bus in protest of the arrest.

The black community represented 75% of the bus passengers so it was a huge problem for the company. Rosa Parks became an icon of the civil right movement but even when she had a very hard time because of that, in the end the movement managed to change the law and so racial segregation in buses was over. Rosa Parks died in 2005 but she will be always remembered.



Activity.

WRITING.

In this topic you are working with connectors of sequence. Remember that they are those words which link our ideas so that our stories have coherence, and so people can understand them easier. In this exercise, imagine you work for a touristic magazine and your job is to write a short review about a nice place to visit. You have to say that you went to that place and you need to explain everything you did, so that people get that you really had a good time. Include a picture of the place in order to make the activity more realistic. You have to include the following information:

- Where did you go?
- Where did you stay?
- How did you travel?
- How long did you stay?
- What did you do as soon as you got there?



- What did you most like about it?
- What did you dislike about the trip?
- Where did you eat?
- What did you eat? How was it?
- How much did you spend in all the trip?
- Connectors: while, when, first, next, finally, At first, later, when, in the end, afterwards.

Your text should be between 250-300 word

Activity. Writing and speaking

You need to imagine that you are talking to your group of friends and you are remembering anecdotes. It's your turn to talk and you have decided to talk about a special birthday. Consider the following questions when you record your audio.

1. Whose birthday was it?
2. What did first do when you got to the party?
3. Who went to the party?
4. What was funny about it?
5. Where was the party?



6. When was the party?

7. How did you arrive to the party?

8. How long did the party last?

9. What happened in general?

10. When did the party finish?

Don't forget to use connectors of sequence when talking about your anecdote:

while, when, first, next, finally, At first, later, When, in the end, afterwards.

If you need to look up any word in a dictionary, we suggest you visit Cambridge Dictionary. You can see the definition and also the pronunciation of any word, in case you need it.

Prepare what you are going to say before you record, but DO NOT read while recording. The idea is that you try to speak, but this is not a reading activity. Your audio should last between 1-2 minutes.

Activity. Complete the text ***"My grandma"*** using the following linking words:

At first later while and When after that after

My grandmother is a quiet and peaceful person, but she can be totally different when someone gets on her nerves. _____she was young, she worked in a market where there was a woman who always said bad words to my grandma for any reason. _____my grandma just ignored her because she didn't want to get troubles but_____she started getting tired of the situation. One day, the woman was staring at my grandmother_____she was selling something and_____my grandmother

finished selling that product, the woman approached my grandma_____told her something rude_____she slapped my grandmother's face. In that moment, my grandma got furious _____took out a knife which she used to threaten that woman. Fortunately, nothing else happened, the woman got scared and that was the last time she bothered my grandmother.















Activity. Complete the text ***"Mischievous cousins"*** using the following linking words:

At first later In the end and after that afterwards first

My cousin and I were very close when we were children. It was a great and funny time. I remember that one day on Christmas we decided to climb on the roof of his house in order to play_____have some fun. His house is next to a church and there is no separation between that church and my cousin's house so it was easy to jump from roof to roof.

_____,I was afraid because I didn't want to get into troubles but_____I decided to enjoy the moment. We jumped on the church roof and _____we rang the bell of the church. _____we ran as fast as we could but unfortunately my cousin fell down _____the priest showed up. _____, we had to go back to my cousin's place _____of course our parents got angry.

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INGLÉS IV