Colegio de Estudios Científicos y Tecnológicos del Estado de Guanajuato.

CUADERNO DE TRABAJO OUINTO SEMESTRE CÁLCULO INTEGRAL INGLÉS V FÍSICA II CIENCIA, TECNOLOGÍA, SOCIEDAD Y VALORES



Número de registro: 03-2021-121413170500-01





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 oralclara y la redacción lógica de una lengua que no sea la materna, nos permiten incorporar información nueva ytransmitirla en cualquier situación, sea escolar o laboral. Estas habilidades son, por lo tanto, la puerta de entrada para conocer todo loque 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 quees lo mismo, sin estos componentes el proceso comunicativo no sería posible.



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Aprendiendo a usar el cuaderno:

Símbolos de Identificación



Rescatando mis Aprendizaje.



Para aprender





¿Qué Aprendí?



Rescatando mis Aprendizaje



Actividad Transversal





UNIT I.

EXPRESSING PROBABILITY, REGRETS, OBLIGATIONS AND PROHIBITIONS.

Expected learning outcome:

• Recognize and produce sentences about obligations, piece of advice, predictions and concerns in both oral and written forms, based on informative texts such as newspapers and science books.

"EXPRESSING PROBABILITY, REGRETS, OBLIGATIONS AND PROHIBITIONS". In English there are lots of modal verbs and they allow us to express things like **possibility**, **obligation**, **permission**, **necessity and ability**.

Modal verbs.

- You **should** eat your vegetables (advice)
- You shouldn't treat people like that.(obligation, recommendation of what is correct)
- Should I wait here? (ask opinion)
- I may come to the cinema tonight (possibility)
- Can you ski? No I Can't (possibility or ability)
- **Could** you help me do this? (request, ability or possibility in past tense)
- My mom **could** never ride a bike (ability)
- When I was younger, I **could** stay up all night studying (ability in past tense)
- Mary **ought to** go to the police after what happened (advice)
- All drivers **must** use their seatbelts, even for short distances.(obligation)
- You **must** watch the movie, it is awesome. (obligation, necessity) might
- The teacher **migh**t get mad.(possibility)
- Will you be here tomorrow? (possibility)
- Shall I heat up some water? (ask opinion)



What are modal verbs?

Modals (also called modal verbs, modal auxiliary verbs, modal auxiliaries) are special verbs which behave irregularly in English. They are different from normal verbs like "work, play, visit..." They give additional information about the function of the main verb that follows it. They have a great variety of communicative functions.

Here are some characteristics of modal verbs:

- They never change their form. You can't add "s", "ed", "ing"...
- They are always followed by an infinitive without "to" (e.i. the bare infinitive.)
- They are used to indicate modality allow speakers to express certainty, possibility, willingness, obligation, necessity, ability

Activity. Modals of Obligation. Fill in the blanks with the correct forms of must, mustn't, have to, or don't have to.

- 1. Look at the sign! You <u>**MUSTN'T**</u> jump into that forbidden area.
- 2.You_____ call him tonight. You can speak to him face to face tomorrow.
- 3.You ______ submit your application on time.
- 4. Mary ______ go to the dentist immediately. She's in great pain.
- 5. You ______ buy a ticket there to get into the beach. It's a historical site.
- 6. Gerry _____ get a visa to go to Nepal. He can't go there in another way.
- 7. She ______ buy another kettle. I've just repaired the old one.

8. My dentist says to our daughter that she _____ brush her teeth twice a day.

9. You _____ cut your hair. It's very long.

10. You ______ cheat in the exam.



Activity. Work with a partner reading this conversation. You must switch roles with your partner. After reading the dialogue, answer the questions.

The deadline

Maggie: Hi Tom, have you finished your homework?

Tom: Oh hi Maggie. No, I haven't.

Maggie: The deadline is tomorrow you know so you have to submit it tomorrow.

Tom: I can't make it. I haven't even started it yet. Can we hand it in next week?

Maggie: I don't know. You'll have to ask Mrs. Robinson about that. I think you must finish it by tomorrow. She probably won't accept projects after tomorrow.



Tom: I've had so many other things to do. I couldn't even start it. I don't know what to do.

Maggie: Don't worry. I'll help you. It's not very difficult. I finished it in one day.

Tom: Really? Great!

Maggie: First, you should read the article that Mrs. Robinson gave us. It's about the Mohican Civilization. Then, you have to design a poster for a play about them – the Mohicans – for the theatre.



Tom: Yeah I know but it looks a bit difficult...

Maggie: Not at all. You don't have to make the poster from scratch and it doesn't have to be a work of art. There are lots of templates on the internet. You can just use one of those designs to make your own poster.

Tom: Well, I think I can do it. What title shall I use? Can you help me?

Maggie: Yeah, I can give you some suggestions but you

mustn't use the same title as anyone else in our class. You have to create your own



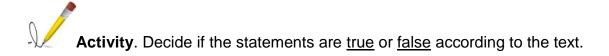
title.

Tom: Okay, I can come up with something I guess.

Maggie: Alright?

Tom: Yeah, I've got to go now and make a start on it. I'll follow the project guidelines like you said. Thanks, Maggie.

Maggie: No problem. Good luck!



- 1. Maggie has completed her project. _____.
- 2. Tom has submitted his project._____.
- 3. Tom must ask Mrs. Robinson if he can hand in the project after the deadline.

4. The poster must look great when it's finished. _____.

- 5. Tom must design the entire poster by himself. ______.
- 6. Maggie can't help Tom with the poster in any way._____.

0		
Activity. Choos	se the correct answer abou	t the meaning of the modal forms in
the following sentence	es	
1 May I use your mo	bile phone?	
a) Asking for advice	b) Asking for permission	c) Making a suggestion
2. May I help you?		
a) Asking for advice	b) Asking for permission	c) Making an offer
3 You mustn't walk	on grass.	
a) Expressing prohibition	on b) Expressing obligation	on c) Expressing lack of necessity
4 What do you think	I should do?	
a) Asking for advice	b) Asking for permission	c) Making an offer
5 Can you help me v	with this exercise?	
a) Asking for advice	b) Asking for permission	c) Making a request
6 I can speak Arabic		



a) Expressing possibility b) Expressing obligation c) Expressing ability

- 7.- I think you should see a doctor.
- a) Express probability b) Giving advice c) Making request
- 8.- You must stop when the traffic lights are red.
- a) Expressing prohibition b) Expressing obligation c) Expressing ability
- 9.- You needn't take your umbrella. It isn't raining.
- a) Expressing prohibition b) Expressing obligation c) Expressing lack of necessity

10.- You may pass the exam. It is not very difficult. You only have to work harder.

a) Expressing prohibition b) Expressing obligation c) Expressing possibility

Activity. Let's Sing Along. Find the modal verbs in the song.

You Can't Hurry Love Phil Collins

I need love, love

Oh, ease my mind

And I need to find timeSomeone to call mine.

My mama said, "you can't hurry love No, you'll just have to wait" She said, "love don't come easy

You can't hurry love No, you'll just have to wait Just trust in a good time No matter how long it takes How many heart aches mus I stand Before I find the love to let me live again Right now the only thing that keeps me hanging on



When I feel my strength, ooh, it's almost gone I remember mama said, "you can't hurry love No, you'll just have to wait" She said, "love don't come easy It's a game of give and take" How long must I wait? How much more must I take Before loneliness Will cause my heart, heart to break No, I can't bear to live my life alone I grow...

Activity. Speaking: Answer the following questions and then compare with a partner your answers.

1.- Have you ever heard the song before? _____

2.- What do you think of this song? _____

3.- What is the song about? _____

4.- Did you learn new words? _____

5.- Write the new words you learn:

NEW WORD	MEANING	NEW WORD	MEANING





First paragraph: Listen to the song and write the missing verbs in the blanks.Second paragraph: Write the missing Modal VerbsThird paragraph: Complete the phrases with the missing words.

Treat You Better

Shawn Mendes

First paragraph.

I won't to you.			
I he's just not right for you.			
And you me if I'm off			
But I it on your face			
When you that he's the one that you			
And you'reall your time			
In this wrong situation			
And anytime you it to			
Second paragraph.			
I know I treat you better.			
Than he			
And any girl like you deserves a gentleman.			
Tell me why are we wasting time.			
On all your wasted cryin'			
When you be with me instead.			
I know I treat you better.			
Better than he			



Third paragraph.

I'II	for you.	
The second you say		to
l just wanna	the loving that	t you're missing.
Baby, just	with yo	DU.
	lr	need and this could be so different.
Tell me		to do.

'Because I know I can treat you better.

Than he can

And any girl like you...

Activity. Find the mistakes and correct them.

1. You mustn't to be extravagant.

2. I can't play tennis very well.

3. My granddad can use the internet very easily. It's difficult for him.

4. He can do very difficult sums in his head.

5. She can play three instruments when she was ten.

6. I think everyone should 24 years old for getting married.

7. I could learning grow plants.



8. You musn't eat something in class.

9. If you want to have a better life; you haven't to be rich.

10. You dont have to get rich right now.

11. You shouldnt be so selfish.

12. We have exams next week. We mustn't start studying now.

Speculation vs Supposition – What's the difference?

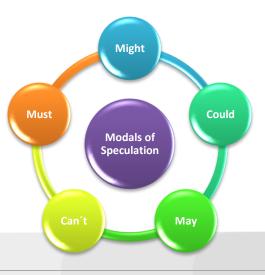
As nouns the difference between speculation and supposition is that:



Speculation is the process of thinking or meditating on a subject.
Supposition is something that is supposed; an assumption made to account for known facts, conjecture.



MODALS OF SPECULATION.



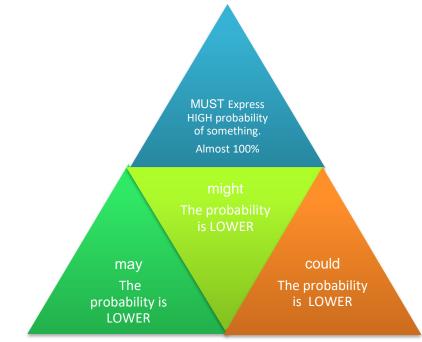


We use them to make guesses about the present or the future. Structure:

MODAL VERB + MAIN VERB IN INFINITIVE

She COULD BE from England

These modal verbs express how possible or certain something is.



Jane: I need to talk to Brenda; *can* you give me her number?

Gina: Just a second. Where is it? I <u>must</u> have it somewhere. She gave it to me yesterday. Oh, here it is!

MAY, MIGHT, COULD. - We use them to say that there is a chance, that something is true or that there is a possibility that something will happen.

All of them are used to talk about the present or future.

MAY: The possibility is 50%

MIGHT and COULD are weaker

• I may go to Paris next week. (50%) Nick might come with me (30%).



I don't know where Ali is from. He <u>could</u> be from India (less than 30% chance).

MODAL VERBS OF SUGGESTIONS.

SHOULD / SHOULDN T HAD BETTER/HAD BETTER NOT (stronger suggestions) MUST/ HAVE/HAS/HAD

STRUCTURE.

When talking in Present or Future:

Subject + modal verb + verb (infinitive)+Complement				
She	should	take	this bus.	

When talking in Past:

Subject + modal verb + HAVE + verb (past participle)

Exercise instructions.

Fill in each gap using must, can't, could, may or might. There is a grammar explanation at the bottom of the page.

Example

Someone is knocking on the door. I'm sure it's my brother – he promised to come today. Someone is knocking on the door. <u>It must</u> be my brother – he promised to come today.

Practice using modal verbs to express present probability: must, can't, could, may, might.

1. I'm sure he is here - I can see his car in front of the building.



2. I'm sure he is here - I can see his car in front of the building.

2. He_____be here. I can see his car in front of the building.

They_____be coming tomorrow.

3. I'm not sure I'm going to pass the exam. I don't feel very confident.

I_____pass the exam. I don't feel very confident.

4. I've bought a lottery ticket. There's a chance I'll become a millionaire!I______become a millionaire!

5. I'm sure she doesn't speak French very well - she's only lived in Paris for a few weeks.

She_____speak French very well. She's only lived in Paris for a few weeks.

6. My key's not in my pocket or on my desk so I'm sure it's in the drawer.My key's not in my pocket or on my desk so it ______be in the drawer.

7. Someone told me that Mark was in Mexico but I saw him yesterday so I'm sure he's not abroad.

Mark_____be abroad.

8. You got the job? That's great. I'm sure you're delighted.You got the job? That's great. You_____be delighted.

9. They told me to prepare the project by tomorrow but it's alomost impossible to have it done so fast.

I______finish it by tomorrow if I stay at work all night, but I'm not sure.



10. I asked them to send the goods as soon as possible; we_____receive them by the end of the week if the post is fast.

Must have, can't have, couldn't have: expressing past probability

Structure: modal verb + have + past participle must have been, can't have gone, couldn't have gone, etc.

We use **must have** to express that we feel sure that something was true in the past.

We use **can't have** or **couldn't have** to say that we believe something was impossible in the past.



Activity. Write must have / can't have / couldn't have:

- 1. They _____ left early.
- 2. He ______ already gone.
- 3. He ______ escaped through this
 - window it's too small.
- 4. She ______ said that.
- 5. She ______ said that.

May / might / could have: expressing past probability

Structure: modal + have + past participle may have been, could have gone, might have lost, etc.

- We use may have, could have, might have to say that it was possible that something happened in the past (but we are not 100% sure).
- The negatives are may not have and might not have. We don't use couldn't have in the same way.

Complete with affirmative or negative



А. Не	missed the bus.
B. The road	been blocked.
C. (= 'I think the roa	d was blocked, but I'm not 100% sure.')
ວ I	have left yet. given her the money; I'm

GLOSARIO.

CAN	Su significado dependerá de lo que quieras decir. Puedes usarlo para expresar alguna posibilidad o petición, o para decir que estás habilitado o capacitado para algo.
COULD	Este modal verb viene a ser la forma en pasado de "can". Su significado es el mismo, pero el tiempo verbal expresa algo que ya sucedió, o también es utilizado para brindar alternativas.
MAY	Es una variación del verbo "can", pero es un verbo modal más formal. Si quieres pedir permiso, esta es una buena forma. Con él puedes contar o establecer una posibilidad.
MIGHT	Para sugerencias o posibilidades, este verbo lo expresa claramente. Su uso depende del contexto, siendo mucho más flexible que "may".
WILL	Este es un verbo que habla sobre el futuro. Predicción, pregunta o inquietud, establece que es posible o ya es factible que algo suceda después.
WOULD	Habla de hábitos que realizabas antes. También puede utilizarse en tiempo futuro si tu intención es mostrar que estás dispuesto a hacer algo o establecer condiciones.
MUST	Expresa necesidad o una sugerencia contundente. Además, implica que puedes llegar a suponer referente a algo.
SHALL	Este es un verbo no muy común por ser formal. Su significado es como el del verbo "will", expresa algo en relación a lo que puede llegar a suceder.
SHOULD	Se utiliza más a la hora de dar consejos, hacer o pedir sugerencias, opiniones y acciones, o para generar cierto nivel de expectativa ante algo futuro.
OUGHT TO	No es muy frecuente que te encuentres con este verbo. Sin embargo, su significado es parecido al de "should".



TALKING ABOUT THE CHRONOLOGY OF PAST EVENTS.



Review of simple past tense

Use: actions that happened in the past once, never or several times.

Form

Ammauve			
Subject	Complement		
My brother	stayed	home last vacations.	

Affirmativa

Negative

Subject	Auxiliary didn´t (did not)	Verb in base form	Complement
My brother	didn´t	go	on vacations last year.

Simple question form

Auxiliary Did	subject	Verb in base form	Complement ?
Did	you	go	on vacations last year?
Possible Answers	S: Yes, I did	. OR	No, I didn´t.

Wh questions form

Wh-Question	Auxiliary Did	subject	verb in base form	Complement ?
Where	did	your family	go	on vacations last year?
Possible Answer: We went to Puerto Vallarta.				

* List of pronouns in appendix

* List of verbs in appendix





Vacations vocabulary

A. Write the correct word from the box under each picture.

picnic	tent	campsite	hotel	ticket	airport
baggage	suitcase	caravan	map	passport	tourist

POPULATE POPULA	



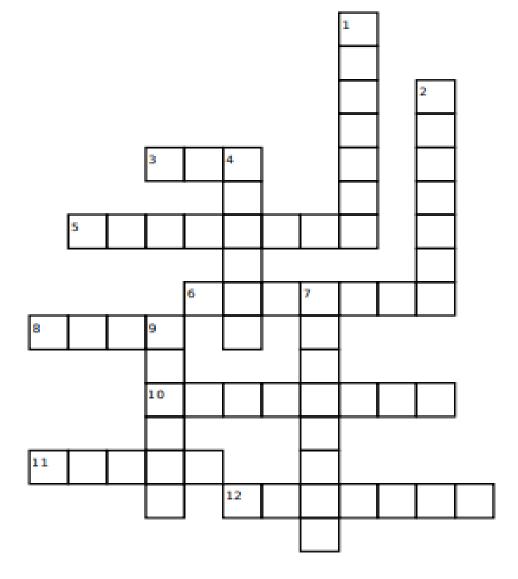
B. Complete the crossword with the vocabulary words.

Down:

- suitcases or bags that you carry when you're travelling.
- 2. a person who is on vacations.
- when you eat outside, normally sitting on a blanket on the floor.
- an official document with your photo and you need it to go to a different country.
- you need this paper to enter a museum or to the movies.

Across:

- 3. look at this to help you find places.
- you put your clothes and things here when you go on vacations.
- 6. the place you go to take a plane.
- when you go camping you need this to sleep inside.
- 10. a place to go with your tent.
- 11. a place to stay with lots of rooms.
- 12. a house with wheels.





Ejercitando mi habilidad.

A: Choose the correct sentence according the rules of simple past and compare with a partner.

1. a. Did he talked to you? b. Did he talk to you? 2. a. They no liked the film. b. They didn't like the film. a. We planed to go on a trip round the US. b. We planned to go on a trip round the US. 3. 4. a. I tryed to help her. b. I tried to help her. a. The door opened and we went in. b. The door openned and we went in. 5. a. Played you tennis last year? 6. b. Did you play tennis last year? 7. a. We decideed to go home. b. We decided to go home. 8. a. They stopped working and went for lunch. b. They stoped working and went for lunch.

B: Choose the correct option.

- 1. He_____ swim in the lake.it _____ too cold.
- a. didn't/was b. was/didn't c. didn't/didn't
- 2. We_____ at the cinema yesterday. The movie _____ exciting.
 - a. was / were b. were / were c. were / was.
- 3. Where _____ you born? I _____ born in Celaya.
 - a. did / were b. were / was c. was / did
- 4. _____ you finish the book? No, it _____ boring.
 - a. did / did b. was / did c. did / was
- 5. Diana ______feel well because she ______ have breakfast.
 - a. did / didn't b. didn't / didn't c. didn't / did



C. Read about my last vacations.

Last Summer Vacations

Last Summer I went to Nice. It's a great place to go on vacations. People are very friendly and hospitable. Especially, the port of Nice is a fantastic place to visit. On the first day, we went to a restaurant with a terrace. It had a wonderful view of the sea. Also the dishes were absolutely delicious. On the second day, we went to two

museums. First we went to an art museum. There weren't many pictures, but there were many contemporary art productions. I didn't like them a lot. Second we went to a very unusual museum of bric-à-brac. There was a lot of old bric-à-brac from different



places of the World. It was really interesting to see. After visiting the museums, we returned to our hotel room as we were really tired. At last, we spent a whole day at the great beaches of Nice. We swam, sunbathed and had great time on the beach of Nice. It was a short but very entertaining and relaxing holiday. I definitely want to go to Nice again.

According to the text are the following statements True or False?

- 1. The author liked the food in the restaurant_____
- 2. He went to an art museum after the bric-à-brac's museum_____
- 3. He had a long holiday there_____
- 4. He spent the last day at the beach_____
- 5. He only went to two museums on the second day_____



D. Write a short paragraph about what you did on your las vacations. Use the vocabulary given and verbs in past. After share your paragraph with a partner.

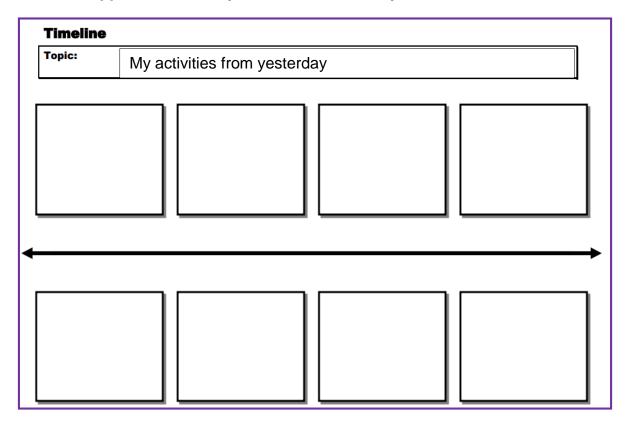


E. In the following chart make a list of events you did yesterday. Write three events in each column.

Yesterday Morning	Yesterday Afternoon	Yesterday Night.
Example: I got up at 6:00 a.m.		



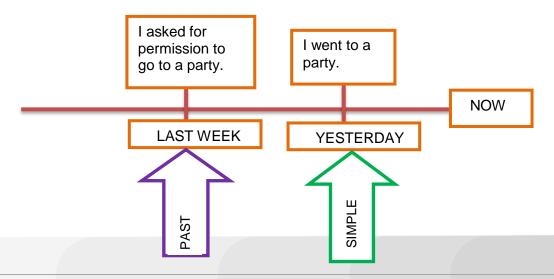
F: Write the events you have in the previous chart in the following timeline and write the approximate time you did the activities you mentioned.



PAST PERFECT

When do we use past perfect?

Use the past perfect to talk about things that happened before an event in the past.





I had asked for permission before I went to the party.

Form

Affirmative

Subject	Auxiliary HAD	Verb in past participle	Complement.
My mom	had	cooked	chicken when I arrived home.

First my mom cooked chicken. Then I arrived home.

Negative

Subject	hadn´t (had not)	verb in past participle	Complement.
My brother	hadn't	cleaned	our room before we went to school.

My brother didn't clean the room and we went to school.

Simple question form

Auxiliary Had	subject	verb in past participle	Complement?
Had	you	watched	this bike tricks before?
Possible answers. Yes, I had. / No, I hadn't.			



Wh. question form

Wh question	Auxiliary had	subject	verb in past participle	Complement?
Where	had	you	worked	before?
Possible answers. I had worked for a university.				

Contractions

l had	ľd
You had	You´d
We had	We´d
They had	They´d
He had	He´d
She had	She´d
It had	lťd

Some words and expressions used in past perfect

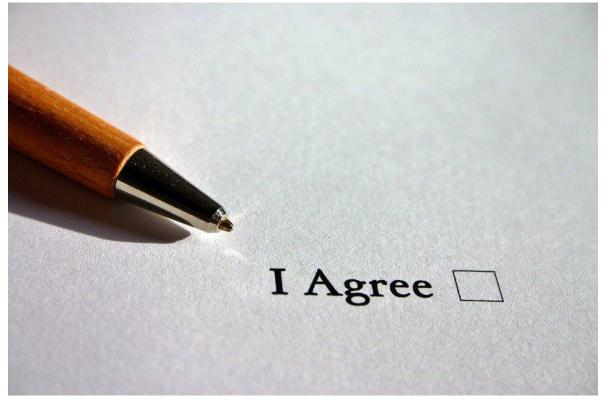


Examples:

- 1. I had lost my wallet **by the time** I arrived home.
- 2. My mother had **already** finished her studies **when** she got married.



- 3. The thief had left **when** the police arrived. *OR* **When** the police arrived, the thief had left.
- 4. **Before** I went to school, I had taken a shower. *OR* I had taken a shower **before** I went to school.
- 5. After my friend had finished the exam, the teacher gave us permission to use the calculator. *OR* The teacher gave us permission to use the calculator after my friend had finished the exam.
- 6. My brother had **just** arrived when my mother opened the door.
- 7. **Until** I went to the university, I hadn't gone to the beach. *OR* I hadn't gone to the beach **until** I went to the University.
- 8. When we were in fifth semester, we hadn't finished our thesis yet.



Fuente: imagen recuperada de <u>www.pixabay.com</u> junio 2020



📈 Ejercitando mi habilidad

A. In the following activity underline the sentences you see with past perfect.

Have you ever experiences an amazing coincidence?

"Actually, yeah. One thing that sticks in my mind is... years ago I was out in the Australian outback, driving through the desert. One night, I had set up camp and was cooking, and this van appeared out of nowhere with two guys in it. I was nice to have company because I hadn't spoken to anyone in days- I'd gone on this trip by myself, you see. Well, it turned out one of them had graduated from the same college I did. Small world, huh?" -Glen Hutt "Oh, yeah, I think life is full of coincidences. I remember one time- I had just met my husband-to-be, and we hadn't known each other long. Well, he was showing me photos of an old friend that he hadn't seen or spoken to in years, a college friend who'd moved to Spain. Gerry. Anyways, there we were, looking at these photos when the phone rang, and- you'll never believe it- it was his friend Gerry! He just called out of the blue" -Emma Rivers.

B. Complete the answers. Look at the anecdotes to help you.

1. Why was Glen happy to have company?

Because he ______ to anyone in days.

2. Why wasn't Glen with his friends?

Because he ______ to the trip by himself.

3. Were Emma's husband and Gerry close?

Yes, but they _____to each other in years.

4. What did Emma found out about Gerry?

He _____to Spain years ago.



C. Complete the story. Use past simple or past perfect. Sometimes more than one answer is possible.

One night about a year ago. I went out with some friends. I didn't really wanted to go out because I <u>had broken</u> (break up) with my girlfriend a week or so earlier. Anyway, I met this great girl, and we <u>(start)</u> (start) talking. We had a great time and danced all night. So we <u>(decide)</u> to meet the next day, and to make a long story short, we started dating.

We_____(date) for about four months when she ______ (invite) me to a party at her apartment. I was looking at the pictures of her college friends around her apartment, and I ______(notice) that my cousin Clara from Chicago was in one of her photos. It turns out that my girlfriend and my cousin ______(be) roommates for over three years in college, but they ______(not see) each other for about a year. What a coincidence!

D. Read the story. Then answer the questions below using past perfect.

A mystery ride

Last Tuesday, peter got ready for his interview with a company called Compu.com. He left class and went to an ATM to get cash, but he didn't have time to get gas. He decided to get it early Wednesday morning. That night, he read over his cove letter and resume. He felt confident. He always wrote good letters and he had a great résumé with a nice photo. He had paid a professional to help him put it together.

Before going to bed, he got his things ready; his suit, shirt, tie and his best shoes. He set his alarm for 7:00 and went to sleep. But his alarm clock stopped in the middle of the night and didn't go off. Peter woke up at 8:30, but he left the house in 2 minutes flat! He didn't have enough gas to drive to Compu.com, so he decides to take a taxi. Of course, they were all occupied. After 15 minutes, a taxi stopped. There was a



woman in the backseat. She asked, "Do you want a ride to Compu.com?" Peter didn't know her but she obviously recognized him.

- 1. Why was Peter feeling confident? <u>He had written a good cover letter and résumé</u>.
- 2. Why was his résumé very strong?
- 3. Why did he sleep late on Wednesday morning?
- 4. Why was he able to leave home so quickly?
- 5. Why didn't he has enough gas to drive to the interview?
- 6. Why did he have enough money for the taxi?
- 7. Had Peter met the woman before?
- 8. How do you think the woman recognize Peter?

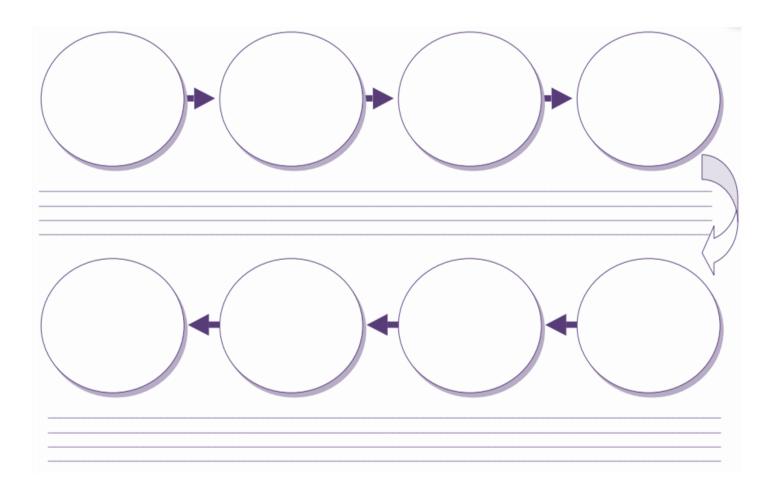


Rescatando mis Aprendizaje

A.Write about a strange experience or coincidence that happened to you or someone you know. Use simple past or past perfect.



B. Make a timeline with sentences effectively in past perfect. Use the information from activity E.





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





¿Qué Aprendí?

Self Assesment

I can	Yes 😊	No 🛞
Identify verbs in past.		
Use the simple past tense.		
Identify actions that happened before another action in past.		
Write accurate sentences using past perfect.		

SUPPOSITIONS AND SPECULATIONS.

Expected Learning Outcome

Read narrative texts to identify and express what they would generally do in hypothetical situations in present and past. They can describe what they would have done or could have happened differently depending on the circumstances.





Rescatando mis Aprendizaje.

Review of second conditional

Use: The second conditional is used for describing imaginary situations and their unreal results.

Example: If I won the lottery, I would buy a new house.

Form

Affirmative

IF	Subject	Verb in past	Complement	Comma ,	Subject	WOULD COULD MIGHT	Verb in present	Complement		
l wo	If I had a million dollars, I would help the poor. <i>OR</i> I would help the poor if I had a million dollars. If I could go anywhere, I would go to the beach tomorrow. <i>OR</i>									
l wo		beach to	morrow if I could	go anywher	е.					

*In this structure the verb "to be" in past is WERE with all the pronouns.

If I were older, I could live in my own house.

Negative

IF	Subject	didn´t	Verb in present	Complement	Comma ,	Subject	WOULD COULD MIGHT	Verb in present	Complement.
				ave to do homew o out with my frie					

Simple question form

Would	Subject	Verb in present	complement	IF	Subject	Verb in past	Complement?			
	Example: Would you study in a private school if you had the money?									
		Possible a	I nswers : Yes, Iw	vould. OR	No, I would	n't.				

Wh...questions form

Wh question	would	Subject	Verb in present	IF	Subject	Verb in past	Complement?		
	Example: What would you buy if you were rich?								



Possible answers: I would buy an AUDI RS3.

Ejercitando mi habilidad.

- A. Complete the following sentences with the correct structure of second conditional and the verbs given.
 - 1. If you _____(work) harder, you would pass all your classes.
 - 2. You could get better grades if you _____(study) more.
 - 3. If your mom _____(be) here, you would behave better.
 - 4. If I got the scholarship, I _____(go) to Canada.
 - 5. My brother could change jobs if he _____(finish) his career next year.
 - 6. I _____(throw) a party if I won the student's council.
 - 7. If I had money, I _____(buy) new shoes.

B. Use the following sentences to fill in the blanks.

- a) I would take him for a walk every day. f) If I got good grades,
- b) If we met Javier Hernandez "El Chicharito", g) If I had a boyfriend,
- c) I would swim in the beach every day. h) She would be really strict.
- d) I could raise the salary to my employees.i) They could call our parents.
- e) I would prepare healthier food.J) Students wouldn't have homework

Example: If I lived in Cancún, I would swim in the beach every day.

- 1. If my mom were a teacher,
- 2. If I were the principal,



- 3. If I had dog,
- 4. We would play soccer with him
- 5. I might invite him to the movies
- 6. If I were the boss,
- 7. My parents might buy me a new bike
- 8. If the police caught us doing something illegal,
- 9. If I sold in the cafeteria,

C) If you could change something from your past, what would you change? Complete the following sentences with your own information and then share with a partner.

- 1. A person you'd spend more time with.
- 2. A person you'd spend less time

with_____

- 3. Something you'd take more seriously.
- 4. A sport you'd try.
- 5. A place you'd spend more often.



6. Something you'd spend more time

	doing
7.	Something you'd spend less money
	in
8.	
9.	
10.	

D) Write true sentences about your wishes. Then share your wish list in groups.

My Wish List	
Example: I wish I had more free time during the day. If I had more free time, I could w	watch
Netflix more often.	
1. I wish I	
If I	
2. I wish I	
If I	
3. I wish I	
lf I	
4. I wish I	
5. I wish I	
lf I	
6. I wish I	
If I	
7. I wish I	
If I	





Third Conditional

Use: The Third conditional to talk about something in the past that did not happen.

Example: If I had the known about the party, I would have bought a gift.

Form

Affirmative

IF	PAST PERFECT (in affirmative or negative)	WOULD HAVE COULD HAVE	PAST PARTICIPLE					
If I had studied harder, I would have gotten a better grade.								

Negative

IF	PAST PERFECT (in affirmative or negative)	WOULDN'T HAVE COULDN'T HAVE	PAST PARTICIPLE
• • •		wouldn´t have let me c hool if I had brought the	

Simple question form

WOULD	SUBJECT	HAVE	PAST PARTICIPLE			PERFECT ?			
Would	you	have		class	if	it had			
	rained?								
	Possible answers: Yes, I would have. OR No, I wouldn't have.								

Wh...questions form

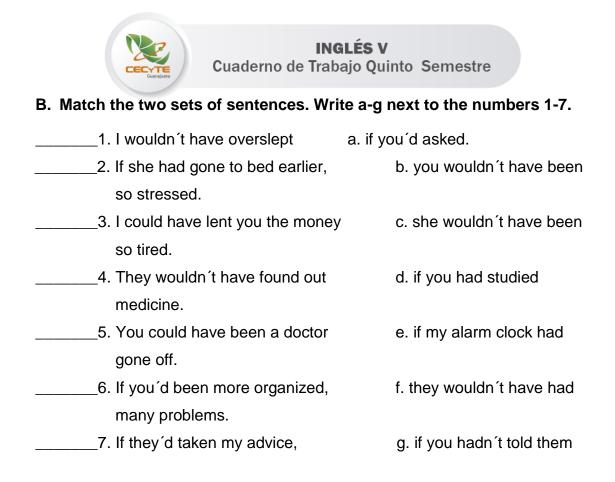
WH	WOULD	SUBJECT	HAVE	PAST PARTICIPLE	IF	PAST PERFECT ?				
Whe	ere would	ус	bu	have	gone	if				
	you had had money?									
	Possible answers: I would have gone to Huatulco.									



Ejercitando mi habilidad.

A. Choose the correct letter to complete the sentences.

- 1. If I _______ you before, I would ve invited you first.
 - a. had knew b. has known c. had known
- 2. I ______brought more money if I had known there was a kermes.
 - a. would have b. would c. would had
- 3. If he _____, we could have celebrated Valentine's day together.
 - a. had cheated b. hadn't cheated c. had cheat
- 4. I _____ my shoes in this store if I had compared the prices first.
 - a. would've bought b. would've buy c. wouldn't had buy
- 5. If the teacher wouldn't have seen me, I ______ used the calculator.
 - a. could had b. couldn't had c. could have
- 6. I could have entered the laboratory if I _____ my lab coat.
 - a. had brought b. has brought c. had bring
- 7. If I _____ my social service last semester, I would've finished by now.
 - a. have starded b. has start c. had started



C. Unscramble the words to make sentences.

1. have / told / me. / would / if / remembered / I / you'd

- would / had / have studied / more. / passed the exam. / she / If / she
- 3. the train / If we / have / hadn't missed / we would / arrived on time.
- 4. If / been there / have / met him. / you'd / could / you
- 5. I / if / could / have / I'd known / helped.
- 6. if / could / have / gone / wanted to. / You / you'd



D. Read the prompts and write an accurate sentence using third conditional.

Example: Last week you lost your passport and couldn't board the plane to go on vacations. <u>If I hadn't lost my passport, I would've gone on vacations.</u>

- **1.** Last week you parked your car in a street but didn't see the "No parking" sign and got a ticket.
- 2. Last week you injured your neck in a car accident because you weren't wearing your seatbelt.
- **3.** Last week you bought a new jacket, but later you discovered that the store had overcharged you.
- 4. Last week you forgot to feed your fish and it died._____
- 5. Last week you argued with a teacher and got suspended from school.
- 6. Last week you became sick because you didn't take an umbrella when it was raining outside.
- **7.** Last week you were invited to a party and you didn't go. Later you discovered that your crush was at the party.
- **8.** Last week you ate a bad "torta" and you got food poisoning.
- 9. Last week you forgot your money and had to walk to school.
- **10.**Last week you didn't help your mom in the house and she didn't give you permission to go to a concert.



1._____

E. Write 3 sentences similar to the previous activity but now using your real information.

Example: Yesterday I forgot to put gas to my car and I had to take a taxi to work. If I hadn't forgotten to put gas, I wouldn't have taken my car to work.

•	 	 	
•	 	 	



F. Read the following story and highlight new vocabulary words you may not know.

A trip to the beach

Last year Ana, Paco, Alex, Maria and Jorge had planned a trip to go to Ixtapa. The plan was to go on Saturday morning at 4:00 a.m. from Acambaro so they could arrive to Ixtapa at around noon and get settled in Jorge's beach house. Jorge's friends got together on Friday to get things ready and at the same time they were having some drinks. They were really happy that they'd be on the beach having fun the next day. When they finished preparing their things, Paco had the idea of going that Friday night so they could see the sunrise on Saturday morning, why not? And because everyone was already "happy" they took the worst decision of their lives and decided to go to Ixtapa on Friday night. Everything was going well until they were driving alone in the middle of the road around 2:00 a.m. past "La presa del Infiernillo" in Michoacán, which is a very dangerous highway because of its curves and *muggings*. Paco was driving and in one of the curves, he couldn't see that there were cars parked in front due to a *check point*. Since Paco was driving too fast he crashed a car before he could **hit the brakes** causing a **pile-up**. Five cars were *damaged*. Paco's friends were sleeping and they woke up as soon as they felt the crash. Everyone was scared and they got off the car to check if anyone was injured. Minutes later the police arrived. They **towed** Paco's car and took everyone to the nearest police station. They called Ana's family to go and **bailed** them **out** and the money that they had saved to go to the beach was used to pay all the damages caused by the accident. They bail out of jail was very expensive because everyone was under the influence of alcohol and apart from that, Paco didn't have a driver's license and the car wasn't under his name nor they had car's *insurance*. The only good thing was that this accident didn't take any human lives, apart from that it was a big lesson to learn for these fellows.

Based on a true story, some names were changed to protect the original character's identity.



G. Match the vocabulary words with their definition.

1.	Sunrise	(n)	a.to push a device to stop a vehicle or moving		
	mechanism.				
2.	Fellows	(n)	b. robbery		
3.	Mugging (n)		c. friends		
4.	Check point ((n)	d. to pull a truck or car.		
5.	5. Hit the brakes (v) e. an inspection point				
6.	Pile-up (n)		f. to give money to a court of law to release a		
			person.		
7.	Damage (v)		g. to cause destruction		
8.	Tow (v)		h. the rise of the sun in the morning.		
9.	Bail out	(v)	i. multiple collisions of vehicles		
10.	Insurance (n)		j. a compensation for a loss.		

H. Answer the following question using your personal opinion

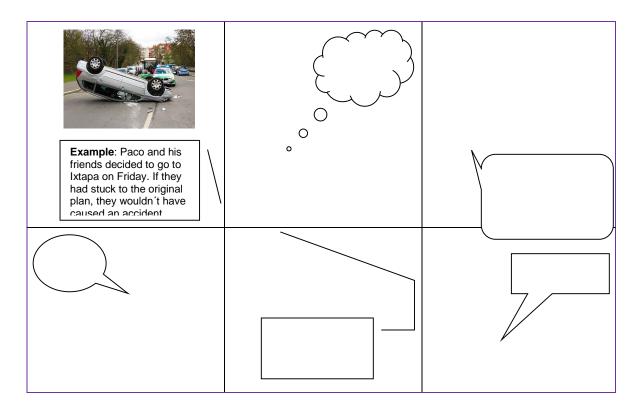
What would you have done differently if you had been part of this group of friends? Write 3 to 5 decisions.

Example: <u>I wouldn't have decided to go on Friday to Ixtapa.</u>



INGLÉS V Cuaderno de Trabajo Quinto Semestre

I. Complete the following comic strip using the previous story and the second and third conditional. Make Drawings.





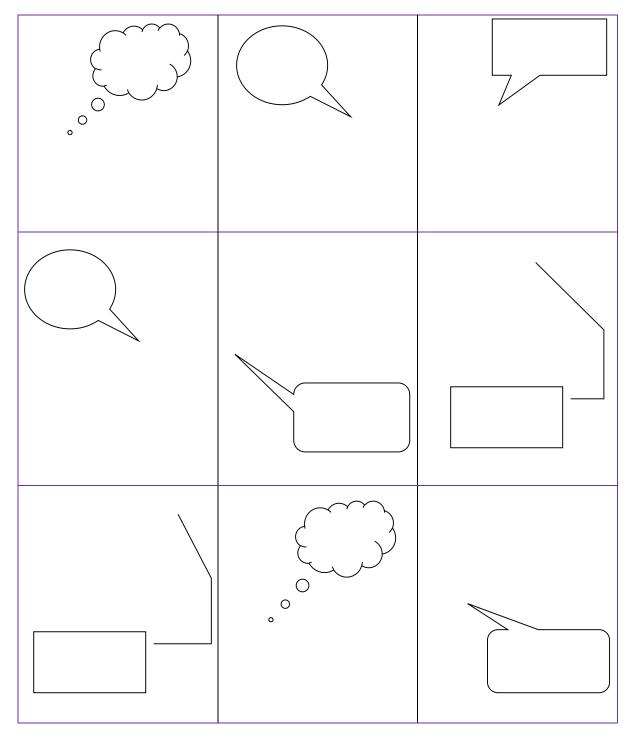


INGLÉS V Cuaderno de Trabajo Quinto Semestre



Rescatando mi Aprendizaje

A. Write a short comic strip using the second and third conditional. You can invent your story or have it based on a true event. Draw pictures.







¿Qué Aprendí?

Self Assesment

I can	Yes ©	No ®
Identify verbs in past participle.		
Describe imaginary situations and unreal results.		
Talk about something in the past that did not happen.		
Identify second and third conditionals.		



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





UNIT II. THE FORMAL AND INFORMAL USE OF ENGLISH.



Phrasal verbs

Phrasal verbs are verbs with two or three words:

main verb + particle (preposition or adverb)

Phrasal verbs can be transitive or intransitive.

Transitive phrasal verbs **need an object or** the sentence can not be completed. The object can be a noun or a pronoun.

The order is

Subject + transitive phrasal verb + object

Example:

You <u>Turn on</u> the lights. Transitive direct object Phrasal verb

Turn on = iniciate, get start

If you just write turn on you need to specify what would you like to initiate?

Sometimes the object goes in the middle of a transitive phrasal verb

You <u>turn</u> the lights <u>on</u>



These phrasal verbs are called **separable**, it means you can separate the two words and put the direct object in the middle.

When the direct object is the specific name of a thing or person, it can be located after the phrasal verb or in the middle:

Example:

turn off the lights turn the lights off

However, when the direct object is a **pronoun (me, you, him, her, us, them, it),** then it **MUST** go in the middle:

The lights = **them**

Turn off the lights *Turn* the lights *off Turn them off* Turn off them

correct correct correct incorrect

INTRANSITIVE PHRASAL VERBS.

Intransitive phrasal verbs have no direct object, the subject is doing the action of the verb and nothing receives the action. An intransitive verb does not pass the action to an object.

Examples of intransitive phrasal verbs:

I woke up at 6:30 a.m.

I grew up in Apaseo el Alto.



Common phrasal verbs: https://www.eslbuzz.com/commonly-used-phrasal-verbs-

PHRASAL VERBS WITH GET						
TO GET						
down (to) To give one's attention. To exhaust, discourage, or depress. To describe in writing.						
To enter, arrive. To become or cause to become involved. To become						

in	To enter, arrive. To become or cause to become involved. To become accepted. To become involved in. To be interest in.			
into				
off	To start, as on a trip; leave. To escape, as from punishment or danger.			
on	To be or continue on harmonious terms. To manage or fare with reasonable success. To make progress; continue. To advance in years. To acquire understanding or knowledge.			
out	To leave or escape. To cause to leave or escape. To become known. To publish, as a newspaper.			
over	To prevail against; overcome. To recover from. To get across.			
through	To arrive at the end of; finish or complete.			
together	To bring together; gather. To come together. To arrive at an agreement.			
up	To arise from bed or rise to one's feet. To climb. To act as the creator or organizer.			

Phrasal Verbs with COME

Come about	occur / happen How did you idea for the new movie come about.
Come back	return What time are you coming back?
Come along	accompany someone If you want, they can come along.
Come away	leave a place with a particular feeling or impression I had to come away from the party early.
Come across	discover by accident I came across a car I'd never seen before.
Come by	visit a person at their house I'll come by later this afternoon.
Come out	appear I didn't see the bicycle at first. It came out of nowhere.
Come to	regain consciousness He always comes to after a few minutes. Don't worry.



PHRASAL VERBS WITH "GO"



Activity. Make a circle in the correct answer, then decide if the phrasal verb is separable or non-separable.

1. a. I <i>turned</i> the light <i>off.</i>	Turn on: 🔲 separable 🦳 non separable
b. I turned off the light.	
2. a. I <i>ran into</i> Juan.	Run into: 🖂 separable 🧖 non separable
b. I ran Juan into.	
3. a. Joe <i>looked up</i> the definition.	Look up: 🗔 separable 🗔 non- separable
b. Joe <i>looked</i> the definition <i>up.</i>	
4. a. <i>I got off</i> the bus.	Got off: Separable non- separable
b. <i>got</i> the bus off	
5. a. <i>I take off</i> my sweater.	take off: 🗖 separable 🗖 non- separable
b. I <i>take</i> my sweater off.	
6. a. I <i>get in</i> the car.	Get in: separable non- separable



b. get the car in

Activity. Circle the correct form of the phrasal verb.

1. turn on \rightarrow

- a. He turned on the light.
- **b.** He turned the light on.
- 2. get on \rightarrow
- a. They got on the bus.
- **b.** They got the bus on.
- 3. look up \rightarrow
- **a.** Look up the words in a dictionary.
- **b.** Look the words up in a dictionary.
- 4. grow up \rightarrow
- a. He grew up in North Carolina.
- **b.** He grew in North Carolina up.
- 5. check in \rightarrow
- a. We checked in at our hotel.
- **b.** We checked at our hotel in.
- 6.give up \rightarrow
- a. They gave up smoking.
- **b.** They gave smoking up.
- 7. ask out \rightarrow
- a. Henry asked Jenny out.
- **b.** Henry asked out Jenny.
- 8. mix up \rightarrow
- a. We mixed up the numbers.
- **b.** We mixed the numbers up.
- 9. look after \rightarrow
- a. Dennis looked after his brother.
- b. Dennis looked his brother after.



Activity. Complete the sentences with pronouns and particles.

1. A: Did you postpone your trip to Cancun?

B: Yes, we did. We put it off until next Christmas.

2. A: What's the meaning of make up a story?

B: I don't know, why don't you look ______ in a dictionary.

3. A: Is Juan asleep?

B: Yes. I'd better wake______. He has a match.

4. A: Do you want to keep all these notebooks?

B: No. Throw ______.

5. **A:** I'm cold.

B: Why don't you put a sweater _____?

6. A: Is that story true?

B: No. I made ______.

7. A: When does the teacher want our project?

B: We have to hand _____ next Thursday.

8. A: Do you know the solution to this problem?

B: No. I can't figure ______.

9. A: Oh, dear. I dropped my pen. Could you pick ______ for me?B: Sure.



Activity. Read a blogpost about being innovative in business to practise and improve your reading skills. From https://learnenglish.britishcouncil.org/sites/podcasts/files/LearnEnglish-Reading-B1-Innovation-in-business.pdf Before reading: Do the preparation task first? Then read the text and do the exercises. A. Preparation task Match the definitions (a–h) with the vocabulary (1–8). Vocabulary Definition 1. profits a. Using new ideas or ways of doing things. 2. innovative b. To look at something again to change it if necessary. 3. a demand c. Research and development, the part of a business that develops or 4. to review improves its products. d. Money that is made by a business 5. feedback after all the costs are paid. e. A need for something to be sold or 6. R&D provided. f. To direct a product at a particular 7. to target person or group. g. To know that something exists. 8. to be aware of h. Information about people's opinions of something that can be used to improve it.



Reading text:

What does it mean to be innovative in business?

In order for a business to survive in today's world, it is important that we regularly review what we are doing and how we are doing it. By considering new ideas and new ways of doing things, and trying to innovate, we can improve on our products/services, increase sales, reduce costs and make our processes more effective and efficient. Innovation is key to increasing profits. There are several ways a company can be innovative with their products and services. Today we will look at four of them.

1. Using the latest technology to improve your product/service

When we think of innovation, we often think of new technologies. While they might be impressive, we should not use new technologies just because they are available. It is important to consider how the technology can improve our product/service and make a difference to our customer. Companies that produce cars, toiletries, household appliances, etc. often have a large R&D department to work on making their products better.

2. Responding to customer demands by changing what is on offer

By listening to customer feedback, we can get their opinions on how we are doing and find out about what it is that they want. We also need to be aware of changes in customer demands and keep up with the times. When fast-food restaurant McDonald's realised that the market wanted healthier choices, they introduced fruit and salads, while removing the 'supersize' option from their menus.

3. Offering a new product/service to reach new customers

Your business might be doing well, but there is no growth or development and there is a risk that your competitors might take away some of your customers. Innovation sometimes means developing a new product that targets a different market. Although video games were often played by boys, in 2006, video games giant Nintendo introduced the game console Nintendo Wii, successfully targeting girls and older customers with games like Cooking Mama and Brain Training. 4. Changing the way you provide a service by looking at the changes to the customer's lifestyle and needs, we sometimes realise that there might be better ways to serve them.



Customers who do not have a lot of time might prefer to have their food or their shopping delivered to their homes, or they might like to do their banking online rather than in an actual bank. Not all innovation will bring success to our businesses, but it can give us the opportunity to grow and learn more about what we do and what our customers might want.

B. Complete the text with words from the box.

Aware recent innovative customers convenient development better demands

We need to introduce (1) this ideas and ways of doing things
so that we can improve and grow. One way of doing this is to look at the most
(2) technologies and see how they can make our
products or services (3) avec a
research and (4) this.
Another way is to be (5)our of changes in what our
customers want and make sure we offer products or services that meet their
(6) A third way of introducing innovation is to develop
new products that can help you target new (7)
also change the way your service is offered to make it more
(8) for your customers.

C. Are the sentences true or false?

1. We innovate because we want to increase the amount	True	False
of money our businesses make.		
2. Being innovative is all about using the newest	True	False
technologies in your business.		
3. Customers often don't know what they want.	True	False
4. McDonald's have not changed their menu since they started.	True	False
5. If you always target the same customers, you might lose them	True	False
to your competitors.		



6. Nintendo understood that only boys will play computer games. True False

D. Discussion

What are some of the latest innovations in the products/services that you use?

Activity. Go the next website and practice phrasal verbs on line. When you finish click on "Terminado" to know your score. https://es.liveworksheets.com/rn373575uu https://es.liveworksheets.com/ki132gu

Activity. Practice phrasal verbs using the next websites: https://en.islcollective.com/video-lessons/phrasal-verbs-english-songs

Activity. Choose a song in the next website: <u>www.lyricstraining.com</u>, then click on the level: beginners, intermediated, advanced, expert, and start filling in the blank, to keep listening to the song it is necessary to fill all the spaces in blank. suggested songs:

I gotta feeling, The Black Eyed Peas Shape of you, Ed Sheeran Fly away, Lenny Kravitz Flames. David Guetta and Sia



TALKING ABOUT ACTIVITIES IN PROGRESS UNTIL NOW

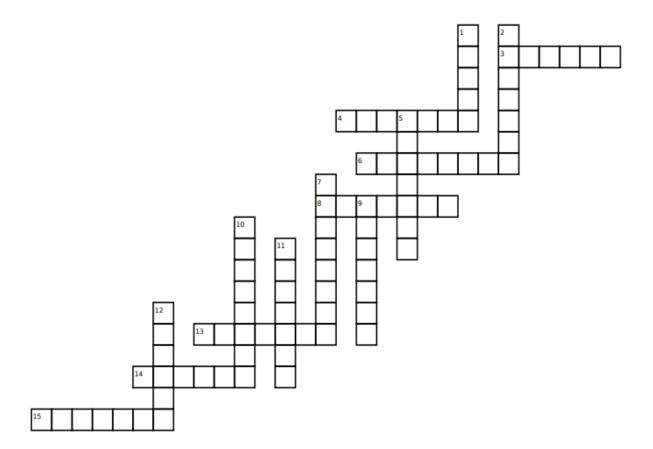
-Rescatando mis Aprendizaje.

A. Write the following verbs in gerund correctly in the crossword.



12. buy

- 3. eat
- 4. dance
- 6. watch
- 8. walk
- 13. drive
- 14. fix
- 15. help







Para aprender más

Present Perfect Continuous.

Use: The present perfect continuous tense (also known as the present perfect progressive tense) shows that something started in the past and is continuing at the present time

Form

Affirmative							
Subject	have or has	been	verb in gerund	complement			
I	ha	ave	been	doing			
exercise for two My sister tennis since 20	ha	S	been	playing			

Negative						
Subject	haven´t or hasn´t	been	verb in gerund	complement		
My dad hasn		΄t	been	working		
for three months.						
We	have	enít	been	going		
to school since March.						

Simple question form

haven´t or hasn´t	subject	been	verb in gerund	Complement?
Have you money for your books?			been	saving
Possible Ans	wers: Yes, I	have OR N	o, I haven't.	



Wh. questions form

Wh.	haven´t or hasn´t	subject	been	verb in gerund	Complement?
What doing		have arantine?	you		been
Possible / books.	Answers:	I have been	cleaning my	house and re	eading new



- A. Complete the following sentences using the correct form of the verb in parenthesis.
- Alma ______(work) in the hospital for 5 years.
 I_______(study) all day.
 You_______(not eat) a lot recently.
 My friends _______(live) in Celaya since 2010.
 My mother _______(cook) a lot so she's tired.
 You_______(not sleep) well recently.
 She _______(not study) enough.
 I _______(not read) because I've been busy.
 We _______(go) out since 2010.
 Daniel _______(cheat) in all the exams.



B. Match the sentences form column A to Column B then practice with a partner, one being A and the other B.

Α	В		
 Paola´s eyes are very red. Why? 	a. They´ve been fighting.		
2. My shoes are all wet. Why?	b. They have been playing all day.		
Your brothers have black eyes. Why?	c. She's been working out.		
4. Alejandra looks great. Why?	 I've doing homework since the morning. 		
5. You look tired. Why?	e. She's been crying all night.		
The children are so dirty. Why?	f. I haven´t been sleeping well lately.		
7. You seem angry. Why?	 g. It has been raining and you left them outside. 		

C. Listen to the following song and complete the lyrics.

https://www.youtube.com/watch?v=_ao2u7F_Qzg

In the Shadows.

 No sleep

 No sleep until I'm done with finding the answer

 Won't stop

 Won't stop before I find a cure for this cancer

 Sometimes I feel like going down I'm so disconnected

 Somehow I know that I am haunted to be wanted

 I've been 1. ______, I've been 2. ______

 In the shadows for my time

 I've been 3. ______, I've been 4. _______

 For tomorrow's all my life



In the shadows

In the shadows They say that I must learn to kill before I can feel safe But I, I'd rather kill myself than turn into their slave Sometimes I feel that I should go and play with the thunder Somehow I just don't want to stay and wait for a wonder I've 5. ______watching, I' 6. _____ been waiting In the shadows for my time I've been searching, I've been living For tomorrow all my life Lately, I've been walking, 7. _____ in circles Watching, waiting for something Feel me, touch me, heal me Come take me higher I've been watching, I've been waiting In the shadows for my time I've been searching, I've been living For tomorrow all my life I've been watching, I've been waiting I've been searching, I've been living For tomorrow Oh oh Oh oh In the shadows Oh oh Oh oh In the shadows l've been 8.



D. Complete the sentences with true information about yourself. Write the names of other 3 classmates on top of the three columns and make a guess of what they wrote. You win a point if you guessed correctly.

	Names		
My information			
1. I've had my mobile phone for			
2. I've lived in my house/apartment since			
3. I've studied English for			
4. I haven't done any exercise since			
5. I haven't been to the cinema for			
6. I've been able to ride a bike since I was			
7. I've known my best friend for			
8. I've been awake since			
9. I've lived in this town/city since			
10. I haven't had my hair cut for			



E. In pairs mime up the following activities so your partner guesses what you've been doing. Change roles each time one guesses correctly.





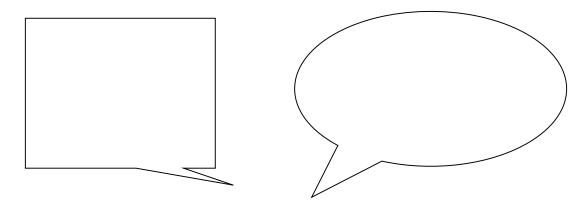


Rescatando mis Aprendizaje

A. Write a paragraph about the activities you've been doing for the last months. Then read the paragraph in groups.



B. Make a conversation with a partner about your written paragraph.







¿Qué Aprendí?

Self Assesment

I can	Yes ©	No 🕅
Identify verbs in gerund.		
Identify actions that started in the past and are continuing at the present.		
Write accurate sentences using present perfect continuous.		
Ask and answer questions using present perfect continuous.		





TENSE CONTRAST.

Present Simple vs. Present Continuous

- I speak English.
- I am speaking English.

What is the difference?

I speak English - is in the Present Simple tense

I am speaking English - is in the Present Continuous tense

When do we use the *Present Simple* and when do we use the *Present Continuous*? Let's look at each one...

PRESENT SIMPLE TENSE.

We use the **present simple tense**:

1. For facts or things that are always true or generally true.

- Whales live in the ocean.
- (This is a fact; this is always true)
- 🔉 A dog **has**N four legs.
- (This is generally true, unfortunately some dogs have three legs or less)
- It rains a lot in winter. (Yes, this is generally true)
- Sector Water boils at 100 Celsius
- (This is a fact, just like the fact that water freezes at 0° Celsius)
 The present simple tense is also used...

2. For regular habits or repeated actions

These are often daily routines and they happen always, often, generally, every week, etc.

- I brush my teeth three times a day.
- I **read** in bed every night.
- He **walks** to school every day.



- She **goes** to the gym after work.
- I study for two hours every evening.

Common time expressions used with the present simple tense are:

- 🔌 always, often, generally, normally, usually, sometimes, never ...
- every day, every week, every year... (note the time word is in single form, day, not days.)
- once a day, twice a week, three times a month... (then the rest are four times, five times etc. then A and the time period, a month, a year, a century)
- in the morning, in the afternoon, in the evening, at night (we don't say in the night)
- on Mondays, on Fridays... (when the day is in plural it refers to all Mondays, all Fridays)

PRESENT CONTINUOUS TENSE.

We use the present continuous tense:

1. An action happening right now at the moment of speaking.

When somebody is doing something right now or something is happening right now.

- I am teaching an English lesson. (Yes, that is what is happening right now)
- You **are watching** a video.
- Steve is washing his hair.
- She **is taking** her dog for a walk.
- Please be quiet, the baby **is sleeping**.
- Lt is snowing right now.
- Listen! The birds **are singing**.

You can see that these actions are happening right now and they are temporary actions, normally for a short period of time.

2. To talk about something that is happening AROUND the time of speaking but not necessarily at that exact moment.

This action is in progress and hasn't finished.

I am reading a great book.



(It doesn't necessarily mean that I am reading a book right at this moment. It refers to this moment of my life. I have started reading this book and I haven't finished it)

They are staying at a local hotel because the roof of their house was damaged during the storm.

(It doesn't necessarily mean they are at the hotel right at this moment. Maybe they are at work right now or somewhere else. This situation is temporary.)

Jack is learning Italian.

(It doesn't necessarily mean he is learning the language right now at a desk with all of his language books. It refers to this moment of his life.)

Common time expressions used with the present continuous are:

Solution Now, right now, at the moment, still

NOTE: Sometimes the **present continuous** is called the **present progressive** in some workbooks or lessons.

Now let's compare the two tenses together

Present Simple vs. Present Continuous (Exercise 1).

This is Mrs White. She (be) a primary school teacher. She		
(teach) English, I	Maths and Geography.	
At the moment, she	(teach) Maths. She	
(live) in London a	and (be) married to	
Georges, who is French. They	(have) three children.	
They all (love) ar	nimals, but they	
(not have) any pets because they	(live) in an apartment.	
Mrs White (speak) Fr	ench as well as English, but she	
(not teach) it.		

Mrs White's niece Sophie	(s	tay) with the	e Whites for a few
days. Sophie	(live) and		(study) in



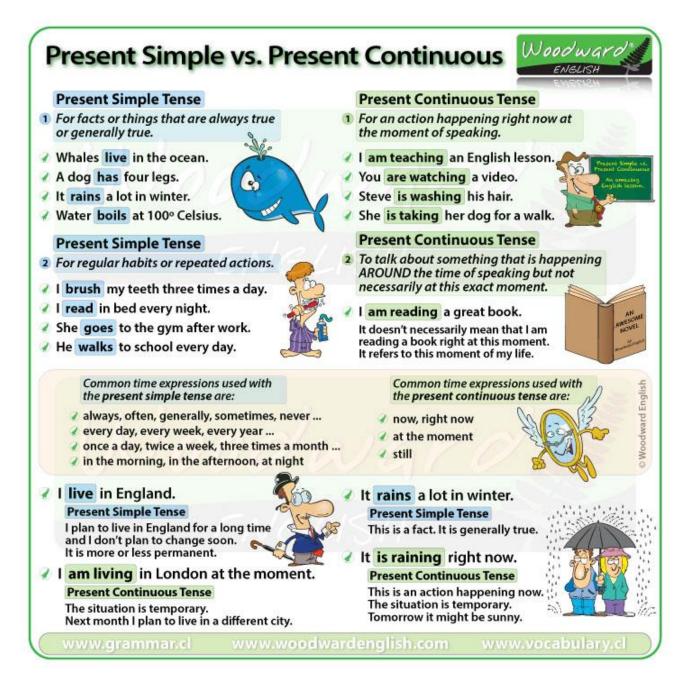
Mrs White's son Arnold (not like) shopping, but he (love) hanging out with friends. They usually (go) to the local park where they (play) football or basketball. Today, however, Arnold (skateboard).

Mr White	(work) for a multinational company. He
	(not work) today, however, because he
	(not feel) well. He phoned in sick.





COMPARISON IN ONE PICTURE





PAST SIMPLE OR PRESENT PERFECT? PAST SIMPLE = I WORKED PRESENT PERFECT = I HAVE WORKED

Definite time in the past.

We use the past simple to refer to definite time in the past (when we specify the time or how long) and usually with past time expressions such as yesterday, two weeks ago, last year, in 1995:

We met in January 1975. We went to America together in 1978.

Not: We have met in January 1975. We have gone to America together in 1978.

Time up to now.

We use the present perfect to talk about time up to now, that is, events that took place in the past but which connect with the present. The present perfect is often used with time expressions which indicate time up to now, for example *today, this year, in the last six months*:

I haven't seen her since January 1995. Not: I didn't see her since January 1995.

Compare

I haven't seen her for over 20 years.	The last time I saw her was over 20 years ago.
I didn't see her for over 20 years and then I bumped into her last week.	I saw her last week but the last time I saw her before last week was over 20 years ago.



Past simple or present perfect?

<u>Grammar</u> > Verbs > Tenses and time > Past > Past simple or present perfect? de English Grammar Today

Past simple = I worked Present perfect = I have worked

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Not: I didn't see her since January 1995.

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I haven't seen her for over 20 years.	The last time I saw her was over 20 years ago.	
I didn't see her for over 20 years and	I saw her last week but the last time	

I didn't see her for over 20 years and then I bumped into her last week.	I saw her last week but the last time I saw her before last week was over 20 years ago.
--	---



Compare

l finished my homework an hour ago .	Definite time in the past. I finished my homework at a time in the past (one hour ago).
l haven't finished my homework yet .	From a time in the past up to now. I started my homework at a time in the past and it is not finished yet (yet means 'up to now').
We had a good day yesterday .	Definite time in the past. We had a good day in the past (yesterday).
We have had a good day so far .	From a time in the past up to now.



Actividad. Complete the sentences using the correct form of the verbs

- 1. I _____ (see) the twins in town last week.
- 2. _____(you/ever/meet) her brother?
- 3. Where _____(you/be) last weekend?
- 4. _____ (you/see) Kathleen?
- 5. We _____ (not/go) on holiday last year.
- 6. I love clothes. I _____ (buy) a lot this year.
- 7. What _____ (you/do) last weekend?
- 8. Dad _____ (repair) the car, you can use it now.
- 9. Agatha Christie _____ (live) from 1890 to 1976.
- 10. Granny still _____ (not/find) her glasses.
- 11. Where _____ (you/buy) your laptop?
- 12. Oh! You _____ (paint) the kitchen, I like the colour.
- 13. What time _____ (you/get) home last night?
- 14. Emma! Your letter _____ (arrive) at last!



- 15. The weather _____ (be) good all week.
- 16. I ______ (finish) work early yesterday.
- 17. Sue's not here, she _____ (go) out.
- 18. The weather _____ (not/be) very good last week.
- 19. We _____ (be) to the cinema twice this month.
- 20. Brian _____ (live) in England until the age of 14.



A. Underline the correct verb form:

- 1. Paul wrote/ has written some letters since this morning.
- 2. Were you ever / Have you ever been to Holland?
- 3. The light just went/ has just gone off.
- 4. Mel gave/ has given me a nice birthday present last year.
- 5. I can see Pam. She just parked/has just parked in front of the supermarket.
- 6. My sister was born/ has been born in 2009.
- 7. My brother **didn't write/ hasn't written** to us since he moved/has moved to Italy last month.
- 8. Did you meet/Have you met Dan yesterday?
- 9. The headmaster just complained/ has just complained about Ted's behaviour.
- 10. I broke/have broken my arm last summer when I fell/have fallen down the stairs.

B. Fill in the email with the correct past simple or present perfect:

Dear Mandy,

Luckily I'm writing this email to you, the technician (just/ fix) my			
computer! He	(try) yesterday, but he .	(not/can) because	
he (need) some spare parts. My PC (break) down some			
days ago and I (feel) desperate. I	(have) to borrow my	
boyfriend's laptop this wee	k. Thanks to it I	(already/write) the	



literature essay.

...... your brother (apply) for the job he (tell) me last week? He really (want) to make a good impression at the interview.

I (meet) some nice people at university this year. They (study) different subjects last year, but they (choose) some subjects I'm studying, so we (share) some seminars together so far and they are really nice.

Love,

Molly

C. Rewrite the wrong sentences:

1. The Prime Minister has visited our town in 2010.

.....

2. "Did you read the book I've lent you yet?" "No, I haven't."

.....

3. Peter has returned from London ago one week.

.....

4. Has Pete ever riden a horse? No, never.

.....

5. Has Pam been at home yesterday night?

.....

6. The cat has caught a mouse a few minutes ago.

.....

7. The postman didn't bring your parcel last week.

.....

8. My father hasn't used to drink coffee, but he does now.



9. There have been a lot of people at Paul's party last week.

.....

10. Tim finally fell in love with Sue. He's so happy! He's daydreaming all day long!

.....

D. Answer these questions.

1. Peter says: "I've lived in London for five years".

Is Peter still living in London?

2. Laura says: "I studied at Oxford University"

Is she at University now?

3. Tom's parents have gone on holiday.

Are they at work now?

4. Linda worked for the same company for twenty years.

Does she still work there?

5. My brother has been to England twice.

Is he in England now?

6. The Blacks lived here for ten years.

Do they live here now?

7. Jill and Patrick have been married since 2002.

Are they still married?





UNIT 3.

REPORTING WHAT OTHER PEOPLE SAY.

Component: Reading, writing and oral production as learning sources and abilities practice. The importance of reading for the writing production. The importance of reading to word with coherent arguments.

Content:

- The use of language and grammar role in it.
- Argumentative text.
- The text as resource information and new ideas.

Expected Learning Outcome: Express and report what others people said.

Evidence of learning: Exposition of the answers gotten during the interview to a person.

Student.

Reported speech is how we represent the speech of other people or what we ourselves say. There are two main types of reported speech: direct speech and indirect speech.

Direct speech repeats the exact words the person used, or how we remember their words:

Barbara said, "I didn't realise it was midnight."

In indirect speech, the original speaker's words are changed.

Barbara said she hadn't realised it was midnight.

In this example, I become she and the verb tense reflects the fact that time has passed since the words were spoken: didn't realise becomes hadn't realised.



Indirect speech focuses more on the content of what someone said rather than their exact words:

"I'm sorry," said Mark. (direct)

Mark **apologised**. (indirect: report of a speech act)

In a similar way, we can report what people wrote or thought:

'I will love you forever,' he wrote, and then posted the note through Alice's door. (direct report of what someone wrote)

He wrote **that he would love her forever**, and then posted the note through Alice's door. (indirect report of what someone wrote)

I need a new direction in life, she thought. (direct report of someone's thoughts)

She thought **that she needed a new direction in life**. (indirect report of someone's thoughts.

Teacher and student.

Direct speech is a representation of the actual words someone said. A direct speech report usually has a reporting verb in the past simple. The most common reporting verb is *said*. The reporting clause may come first or second.

Reporting clause first	reported clause	reporting clause second
Jimmy said,	'Let me have a look.'	
Then the child asked,	'Are there any toys?'	
	'Hand it over at once!'	He demanded.
	'I believe that too,'	She added.

The reporting clause may sometimes come in the middle of the reported clause, especially in literary styles:



"No," **she said**, "I've never seen it before."

'Was it,' he asked, 'the first time you had spoken to Mrs Dalton?'

We can use adverbs with the reporting verb to describe the way someone said something. This is more common when the reporting clause comes second:

"I will not accept it!" he said **angrily**.

'Can I speak to the doctor?' she asked rather nervously

Reported speech: reporting and reported clauses

Speech reports consist of two parts: the reporting clause and the reported clause. The reporting clause includes a verb such as *say, tell, ask, reply, shout*, usually in the past simple, and the reported clause includes what the original speaker said.

reporting clause	reported clause	
William said ,	"I need your help."	
Then a man shouted ,	"Get out of there, fast!"	
The postman said	he had a package for us.	
Clarissa told me	she's thinking of moving to Canada.	

Reported speech: indirect speech

Indirect speech focuses more on the content of what someone said rather than their exact words. In indirect speech, the structure of the reported clause depends on whether the speaker is reporting a statement, a question or a command.

DIRECT	INDIRECT	REPORTED CLAUSE	
STATEMENT	ʻl'm tired,' I said.	l told them (that) l was tired.	that-clause
question	'Are you ready?' the nurse asked Joel.	The nurse asked Joel if/whether he was ready .	<i>if-</i> clause <i>/whether-</i> clause



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	'Who are you?' she asked.	She asked me who l was.	wh-clause
command	'Leave at once!' they ordered.	They ordered us to leave at once.	to-infinitive clause

Indirect speech: reporting statements.

Indirect reports of statements consist of a reporting clause and a *that*-clause. We often omit *that*, especially in informal situations:

The pilot commented **that** the weather had been extremely bad as the plane came in to land. (The pilot's words were: 'The weather was extremely bad as the plane came in to land.')

I told my wife I didn't want a party on my 50th birthday. (that-clause without that) (or I told my wife that I didn't want a party on my 50th birthday.)

Indirect speech: reporting questions.

Reporting yes-no questions and alternative questions.

Indirect reports of *yes-no* questions and questions with *or* consist of a reporting clause and a reported clause introduced by or *whether*. *If* is more common than *whether*. The reported clause is in statement form (subject + verb), not question form:

She asked if [S] [V] / was Scottish. (original yes-no question: 'Are you Scottish?')

The waiter asked **whether** [S]we [V]wanted a table near the window. (original yesno question: 'Do you want a table near the window?)

[S] [V]*I had come by train or by bus.* (original alternative question: '*Did you come by train or by bus?*')

See also:



- <u>https://dictionary.cambridge.org/es/gramatica/gramatica-britanica/questions-yes-</u> <u>no-questions-are-you-feeling-cold</u>
- https://dictionary.cambridge.org/es/gramatica/gramatica-britanica/whether

Reporting *wh*-questions.

Indirect reports of *wh*-questions consist of a reporting clause, and a reported clause beginning with a *wh*-word (*who, what, when, where, why, how*). We don't use a question mark:

He asked me what I wanted.

Not: He asked me what I wanted?

The reported clause is in statement form (subject + verb), not question form:

She wanted to know who [S]we [V]had invited to the party.

Not: ... who had we invited ...

Who, whom and what

In indirect questions with *who, whom* and *what*, the *wh*-word may be the subject or the object of the reported clause:

I asked them **who** *came to meet them at the airport.* (*who* is the subject of *came*; original question: **Who came to meet you at the airport?**)

He wondered what the repairs would cost. (what is the object of cost; original question: What will the repairs cost?')

The reported clause is in statement form (subject + verb), not question form:

She asked us what [S]we [V]were doing. (original question: What are you doing?')

Not: She asked us what were we doing?



When, where, why and how.

We also use statement word order (subject + verb) with when, where, why and how:

I asked her when [S]it [V]had happened (original question: 'When did it happen?').

Not: I asked her when had it happened?

I asked her **where** [S]**the bus station** [V]**was**. (original question: *'Where is the bus station?'*)

Not: I asked her where was the bus station?

The teacher asked them how [S]the [V]wanted to do the activity. (original question: How do you want to do the activity?')

Not: The teacher asked them how did they want to do the activity?

Indirect speech: reporting commands

Indirect reports of commands consist of a reporting clause, and a reported clause beginning with a *to*-infinitive:

The General ordered the troops to advance. (original command: 'Advance!')

The chairperson told him **to sit down** *and* **to stop interrupting**. (original command: *'Sit down and stop interrupting!'*)

We also use a *to*-infinitive clause in indirect reports with other verbs that mean wanting or getting people to do something, for example, *advise, encourage, warn*:

They advised me to wait till the following day. (original statement: 'You should wait till the following day.')

The guard warned us **not to enter** the area. (original statement: 'You must not enter the area.')



Indirect speech: present simple reporting verb.

We can use the reporting verb in the present simple in indirect speech if the original words are still true or relevant at the time of reporting, or if the report is of something someone often says or repeats:

Sheila **says** they're closing the motorway tomorrow for repairs.

Henry tells me he's thinking of getting married next year.

Rupert **says** dogs shouldn't be allowed on the beach. (Rupert probably often repeats this statement.)

Newspaper headlines.

We often use the present simple in newspaper headlines. It makes the reported speech more dramatic:

JUDGE TELLS REPORTER TO LEAVE COURTROOM

PRIME MINISTER SAYS FAMILIES ARE TOP PRIORITY IN TAX REFORM

Indirect speech: past continuous reporting verb.

In indirect speech, we can use the past continuous form of the reporting verb (usually *say* or *tell*). This happens mostly in conversation, when the speaker wants to focus on the content of the report, usually because it is interesting news or important information, or because it is a new topic in the conversation:

Rory **was telling** *me the big cinema in James Street is going to close down. Is that true?*

Alex was saying that book sales have gone up a lot this year thanks to the Internet.



Backshift.

'Backshift' refers to the changes we make to the original verbs in indirect speech because time has passed between the moment of speaking and the time of the report.

Compare

Direct speech	Indirect speech
l said, 'l'm not very happy at work.'	I told her I was not very happy at work.
They said: 'We 're going home.'	They told us they were going home.
He said, 'Jane will be late.'	He said that Jane would be late.
'l' ve been working ,' she said.	She said she had been working.
'What happened to make her so angry?' he asked.	He asked what had happened to make her so angry.

In these examples, the present (*am*) has become the past (*was*), the future (*will*) has become the future-in-the-past (*would*) and the past (*happened*) has become the past perfect (*had happened*). The tenses have 'shifted' or 'moved back' in time.



Backshift changes.

Direct		Indirect
present simple	\rightarrow	past simple
present continuous	\rightarrow	past continuous
present perfect simple	\rightarrow	past perfect simple
present perfect continuous	\rightarrow	past perfect continuous
past simple	\rightarrow	past perfect simple
past continuous	\rightarrow	past perfect continuous
future (will)	\rightarrow	future-in-the-past (would)
past perfect	\leftrightarrow	past perfect (no change)

The past perfect does not shift back; it stays the same:

Direct speech	Indirect speech
He asked: ' Had the girls already left ?'	He asked if the girls had already left.

Modal verbs.

Some, but not all, modal verbs 'shift back' in time and change in indirect speech.

DIREC	INDIRECT SPEECH	CHANGE
Т		



SPEEC			
н			
will	'We will be there,' he promised.	He promised they would be there.	Will becomes would
shall	She said, 'I shall need more money.' ' Shall I open it?' she asked.	She said she would need more money. She asked if she should open it.	Shall usually becomes would in reported questions, shall becomes should
can	'I can see you at 2.30,' he added.	He added that he could see me at 2.30.	Can becomes could
may	'l may be back later,' she said. 'You may wait in the hallway,' he said.	She said sh might be back later. He said we could wait in the hallway.	May (possibility) becomes <i>might</i> May (permission) becomes <i>could</i>
must	She said, 'You must pay by 30th April.' 'It must be awful to live in such a noisy place,' she said.	She said we had to pay by 30th April. She said it must be awful to live in such a noisy place.	Must (obligation) usually becomes had to Must (speculation) does not change
could	'We could sell it for about 2,000 euros,' he said.	He said they could sell it for about 2,000 euros.	no change
should	'You should go there immediately,' she said.	She said I should go there immediately.	no change
would	'I would buy it if I had the money,' he said.	He said he would buy it if he had the money.	no change
might	'It might snow tonight,' he warned.	He warned that it might snow that night.	no change
need	'You needn't come till six o'clock,' he said.	He said we needn't come till six o'clock.	no change

We can use a perfect form with have + -ed form after modal verbs, especially where the report looks back to a hypothetical event in the past:

He said the noise **might have been** the postman delivering letters. (original statement: 'The noise might be the postman delivering letters.')



He said he **would have helped** us if we'd needed a volunteer. (original statement: 'I'll help you if you need a volunteer' or I'd help you if you needed a volunteer.')

Used to and ought to do not change in indirect speech:

She said she used to live in Oxford. (original statement: I used to live in Oxford.')

The guard warned us that we ought to leave immediately. (original statement: You ought to leave immediately.')

No backshift.

We don't need to change the tense in indirect speech if what a person said is still true or relevant or has not happened yet. This often happens when someone talks about the future, or when someone uses the present simple, present continuous or present perfect in their original words:

He **told** me his brother **works** for an Italian company. (It is still true that his brother works for an Italian company.)

She **said** she's getting married next year. (For the speakers, the time at the moment of speaking is 'this year'.)

He said he's finished painting the door. (He probably said it just a short time ago.)

She promised she'll help us. (The promise applies to the future.)



Indirect speech: changes to pronouns.

Changes to personal pronouns in indirect reports depend on whether the person reporting the speech and the person(s) who said the original words are the same or different.

Direct	Indirect	
' I don't want to shock people, Tom said.	Tom said he didn't want to shock people.	different speakers (I changes to he)
ʻI'll look after Toby,' I said.	I said I would look after Toby.	same speaker (no change)
'You need to be here at nine o'clock,' George told Beatrice.	George told Beatrice she needed to be there at nine o'clock.	different speakers (you changes to she)
'I hope you will join us tonight,' I said to James.	I told James I hoped he would join us that night.	same speaker (no change to I; you changes to he)



Indirect speech: changes to adverbs and demonstratives

We often change demonstratives (*this, that*) and adverbs of time and place (*now, here, today*, etc.) because indirect speech happens at a later time than the original speech, and perhaps in a different place.

Typical changes to demonstratives, adverbs and adverbial expressions

direct		indirect
this	\rightarrow	that
these	\rightarrow	those
now	\rightarrow	then
yesterday	\rightarrow	the day before
tomorrow	\rightarrow	the next/following day
two weeks ago	\rightarrow	two weeks before
here	\rightarrow	there



Indirect speech: typical errors

 The word order in indirect reports of wh-questions is the same as statement word order (subject + verb), not question word order:

She always asks me where [S] [V]I am going.

Not: She always asks me where am I going.

• We don't use a question mark when reporting wh-questions:

I asked him what he was doing.

Not: I asked him what he was doing?



Activity. Report the following statements

- 1. "I read a book per month".
 - James said _____
- 2. "I go to the cinema on Saturdays."

Peter said _____

3. "Teachers don't like noise."

Maria said _____

4. "We are very calm."

They said _____

5. "We don't want to watch TV."

The children said ____

6. "I don't like horror films."

Charles said _____

7. "I don't like TV. I prefer cinema."

Joshua said _____

8. "The church is just around the corner."

Mrs. Robins said _____

9. "This is my favourite film."

Barbara said _____



10. "Sara likes to chew gum when she is at the cinema."

Peter said _____

11. "Girls prefer fashion magazines."

He said _____

12. "Boys like to buy car magazines. They don't like girlish magazines."

Tom said _____

13. "I buy this magazine every weekend."

Brenda said _____

14. "We enjoy our classes."

They said _____

15. "This place is absolutely fabulous."

Samantha said _____

16. "These cars don't work."

Daniel said _____

17. "Today is my birthday."

Carl said _____



Passive Voice

There are two main "voices" in English writing: the active voice and the passive voice. The active voice is more direct and vigorous than the passive.

With the active voice, you learn 'who' or 'what' is responsible for the action at the beginning of the sentence. In other words, when the subject acts, the verb is active. Example

Children eat a pizza (Active voice)

With the passive voice, you either learn at the end of the clause or sentence who is responsible for the action or you aren't told at all.

Example:

A pizza is eaten by children (passive voice)

Use of the passive voice.

The Passive is used:

1. when the agent (=the person who does the action) is not important to know or it is obvious from the context.

My car was fixed *by a mechanic* (Obviously by the mechanic).

2. to make more polite or formal statements.

Example:

Your room hasn't been cleaned. (more polite)

(You haven't cleaned your room. – less polite)

3. when the material of a product or an action is more important than the agent, as in processes, instructions, events, reports, headlines, new items, and advertisements.

Example:

10 people were injured in the bus accident.

Coca Cola was invented in 1886.

4. to put emphasis on the agent.

The new hospital will be opened by the **President.**



To identify the passive voice:

Find the verb and ask 'who or what performed the action? – if the 'who or what that performed the action' is at the beginning of the sentence, the sentence is active Example: **Mary** wrote a letter.

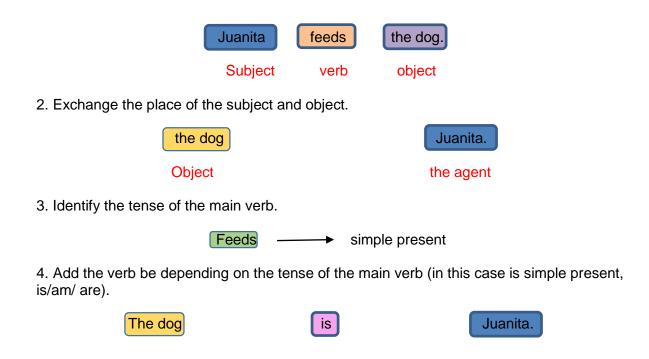
Look for the word **by**, which is often an indication of the passive. Example: My car was fixed **by** Mr. Smith.

Look for *extra verbs* in the sentence structure, if you find them, the sentence is in passive

Example:Rice is grown,Shoes are madeThis won't always work as the verb may be part of a verb tense.

Steps for making passive voice.

1. Identify the subject, the verb, and the object in an active sentence.





5. Turn the main verb of the active into the past participle and add it after the verb be.



fed

Juanita.

6. Finally add the preposition "by" before the new object (the agent).

The dog	is	fed	by	Juanita.

Active Voice	Passive Voice
Juanita feeds the dog.	The dog is fed by Juanita

Tense	Active voice	Passive voice
Simple present tense	Subject pronoun+ verb (present) + object	Object+ am/ is / are + verb (past participle)+ by + object pronoun (agent)
Simple past	Subject pronoun+ verb (past) + object	Object+ was/ were + verb (past participle)+ by + object pronoun (agent)
Simple future	Subject pronoun+ will verb (simple form) + object	Object+ will be + verb (past participle)+ by + object pronoun (agent)

Q

Activity. Choose if the sentence is written in active (A) or passive (P)

- 1. The doctor talked to Pedro.
- 2. My friends gave me a present. _
- 3. The fire was put out.
- 4. Spanish is spoken in Mexico.
- 5. My car was repaired.
- 6. A cake was made by my mom.
- 7. I studied English at CECYTE.
- 8. Eight people were injured.
- 9. Homework is made.



10. Covit-19 was discovered in 2019

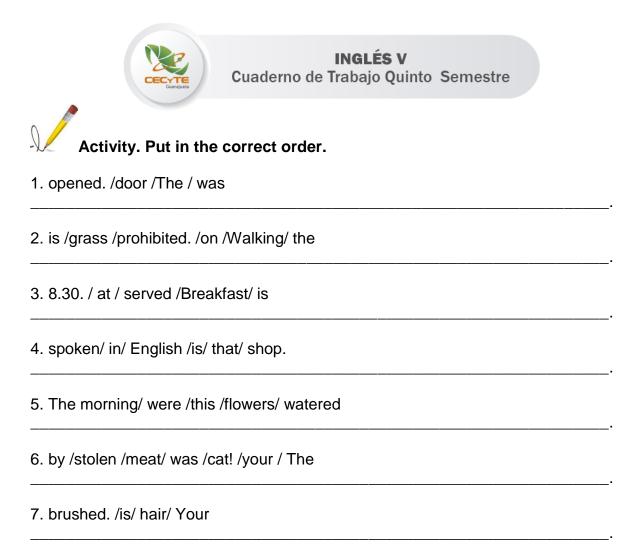


Activity. Change the sentence from active to passive voice.

.1. An old woman feeds a cat.

2. A burglar broke the window.

- 3. Someone made a mistake.
- 4. Everybody loves her.
- 5. Shakespeare wrote "Romeo and Juliet."
- 6. Peter will help Susy.
- 7. Mr Martinez drove the bus.
- 8. She waters the plants.
- 9. People make shoes in Leon.
- 10. People make cajeta in Celaya.
- 11. Students learn passive voice.
- 12. Waitresses and waiters serve customers.



8. naughty. / punished /be /children /will /The /they /if /are

9. yet. / repaired/ Your/ is /not/ car

10. am /because/ was /that/ happy/ cake/ I /awful/ eaten!



Activity. SIMPLE PRESENT SIMPLE PAST

A. Complete the blanks with is/ar	
1) Computers	
different stores.	
	(speak)
almost everywhere.	
3) these shoes	(design) in
Portugal?	, .,
4) Less ice-cream	(eat) in the
winter.	
5) Spanish	(teach) in my
school too.	
6) Fashionable clothes	
(wear) both by boys and girls.	
7) Many people	(influence)
by the media.	
8) Lots of TV	(watch)
nowadays.	



- 6) Richard broke the window.
- 7) The detective solved the case.
- 8) I didn't make my bed this morning.
- 9) They bought the tickets yesterday.

10) The Smith drove the children to school.

- 11) Someone stole his wallet.
- 12) Slaves built these pyramids.

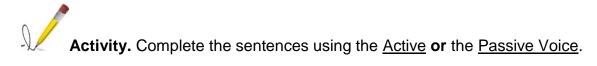
B. Rewrite the sentences in the passive – use the "by"

1) He takes Linda to school every day.

agent only when necessary.

- 2) They don't close the shops on Saturdays.
- 3) When does Mike feed the dog?
- 4) Michael wins every competition.
- 5) People invent new things all the time.
- 6) Does your mother always prepare your breakfast?
- 7) We don't wear school uniforms in this school.
- 8) He keeps his money in a safe place.
- 9) My mother buys all my clothes.
- 10) Do you sell safety-pins in your store?





The Statue of Liberty

You must either use Simple Present or Simple Past.

1. The Statue of Liberty (give)..... to the United States

by France.

2. It (be) a present on the 100th anniversary of the

United States.

3. The Statue of Liberty (design) by Frederic Auguste Bartholdi.



4. It (complete)..... in France in July 1884.

5. In 350 pieces, the statue then (ship) to New York, where it (arrive) on 17 June 1885.

6. The pieces (put)..... together and the opening ceremony (take)..... place on 28 October 1886.

7. The Statue of Liberty (be) 46 metres high (93 metres including the base).

8. The statue (represent) the goddess of liberty.

9. She (hold) a torch in her right hand and a tablet in her left hand.

10. On the tablet you can (see) the date of the Declaration of Independence: July 4, 1776.

11. During the restoration completed in 1986, the new torch carefully (cover) with thin sheets of 24k gold.

12. Every year, the Statue of Liberty (visit)..... by thousands of people from all over the world.



Activity. Seven Wonders of the World

1. Can you tell the names of the Seven Wonders?

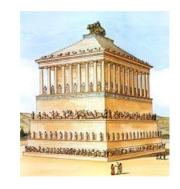
















Activity. For each Wonder, choose a verb from the box and complete the information. Use Active and Passive verbs in Simple Past Tense.

make be locate build destroy

 1. The Temple of Artemis ________ a Greek temple for Goddess

 Artemis. It _______ around 323 BC and it _______ in Ephesus

 (near the modern town of Selçuk in present-day Turkey). It _______ of

 marble mostly. It ______ by Goths in 262.

build (2) destroy miss

The Hanging Gardens of Babylon ______ in Babil province, Iraq by Nebuchadnezzar II for his wife because she ______ the green hills and valleys of her homeland. They ______ around 600 BC. However, they _____ by an earthquake in the second century.

damage build become be (3)

3. The Lighthouse of Alexandria ______by the Ptolemaic Kingdom between 280 and 247 BC in Alexandria, Egypt and it ______between 120 m and 137 m tall. It ______one of the tallest man-made structures on Earth for many centuries. It ______badly ______by three earthquakes between 956 and 1323. It then ______ an abandoned ruin.

destroy build construct be (2)



4. The **Colossus of Rhodes** ______ a statue of the Greek - god of the sun Helios. It ______ in the city of <u>Rhodes</u>, on the Greek island of the same name, by <u>Chares of Lindos</u> in 280 BC. It ______ to celebrate Rhodes' victory over the ruler of Cyprus. It ______ in <u>the earthquake of 226 BC</u> and it ______ one of the tallest statues of the ancient world.

make destruct find be represent put

5. The **Statue of Zeus at Olympia** ______ a giant seated figure, about 42 ft (13 m) tall. It ______ by the Greek sculptor Phidias around 435 BC

in Olympia, Greece, and _____ in the Temple of Zeus there. It

______ the god <u>Zeus</u> sitting on a throne ornamented with precious stones. It ______ during the 5th century.¹ No copy of the statue

_____, and details of its form are known only from ancient Greek descriptions and representations on coins.

survive be complete build

6. The **Great Pyramid of Giza** is the oldest and largest of the three <u>pyramids</u> in <u>Egypt</u> and the only wonder that _______. It _______ as a tomb in 20 years and _______ around 2560 BC. It is 146.5 metres (481 feet), which is equal to a modern 48-story building. It _______ the tallest man-made structure in the world for over 3,800 years. It is composed of over 2 ½ million blocks of limestone, which weigh from 2 to 70 tons each.

build destroy be (2) design

7. The Mausoleum at Halicarnassus _______ a tomb and it ______ between 353 and 350 BC at Halicarnassus, (present Bodrum, Turkey) for Mausolus, a leader in the Persian Empire, and Artemisia II of Caria. The structure ______ by the <u>Greek architects</u>. The Mausoleum ______ approximately 45 m (148 ft) tall. It ______ by earthquakes from the 12th to the 15th century. The site of the Mausoleum lies in ruins today.



Para aprender más

PREDICTING THE FUTURE.

Expected learning outcome: make predictions which maight be certain or a possibility

Auxiliary	Certainty or possibility	Example
Мау	Less than 50 % sure	Mary may do well on her test tomorrow. (guessing)
Might	Less than 50 % sure	Mary might do well on her test tomorrow. (guessing)
Could	Less than 50 % sure	Mary could do well on her test tomorrow. (guessing)
Should	90%	Mary should do well on her test tomorrow. (almost sure)
Will	100%	Mary will do well on her test tomorrow. (sure)

Certainty and Possibility in future

We use **will** and **won't** when we are sure of something, we can use 'will' or ''ll' to talk about the future and make future predictions. For the negative, we can say 'will not' or 'won't'. I'll live in a big house when I'm older. I won't go to school.

Example: She'll be at work now.

We use *may*, *might* and *could* to say that something is **possible**, but not certain:

They may come by car. (= Maybe they will come by car.)

They **might be** at home. (= Maybe they are at home.)

If we don't hurry, we **could be** late. (= Maybe we will be late.)

Activity. Write 'will' or 'won't' in the sentences to make predictions.

- a. Children ______ go to school in the future.
- b. I _____ go to university.
- c. In the future, people ______ grow and make all their own food.
- d. I ______ live in a different country one day.
- e. We ______ have a robot to do all the household jobs in the

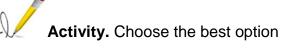


future.

f. I ______ have the same friends in 10 years' time.

g. In the future, computer games ______ be downloaded into our heads!

h. When I grow up, I _____ be famous.



1. Pablo (might/ should) ______ be out on this Saturday but I'm not sure.

2. The exam (might/will) _____ be easy, who knows.

3. I (may, will) ______ go to the party, I'll bring some snacks.

4. You (will, might) ______ be right - but I'm going to check to make sure.

5. I (will, might) ______ not be able to go to the football game tomorrow. It depends on the weather conditions.

Activity. Read the passage, then answer the questions below.

Hello Friends,

My name is Susan. I'm twelve years old and I live in London. I would like to talk about my future ideas. When I grow up, I want to be a vet, because I like animals. My favourite subject is Biology and I often go to Natural Museum and the zoo near my home.

When I leave school, I think I'll go to university and I'll learn how to cure animals. Later I think I'll work at London Zoo.

I don't want to get married too soon, so I think I'll wait until I'm thirty. I hope my partner will be a kind, friendly and handsome man. I don't want to be rich or famous, but I want to be important and happy. I think I'll live in a big city.

I don't think that the world will change very much. We'll probably have electric cars and very clever computers.

I hope we won't have wars and diseases. Life will be easier and people will live



longer. We'll take care nature and animals.

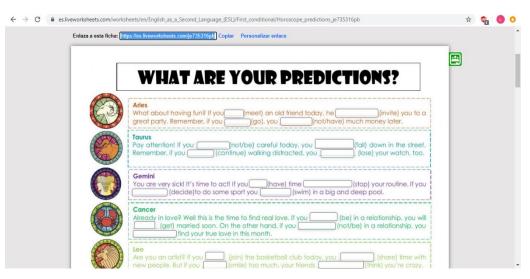
What about you? What are your plans for future?

Circle the correct answers.

Susan ...

- 1 ... wants to be a teacher / a nurse / a vet.
- 2 ... thinks she'll go to Natural Museum / a hospital / university.
- 3 ... wants to get married when she's thirty / three / thirteen.
- 4 ... hopes her partner will be kind / rich / famous.
- 5 ... wants to be important / handsome / unfriendly.
- 6 ... wants to live in a village / small town / big city.
- 7 ... thinks she'll work at Natural Museum / London Zoo / university.
- 8 ... thinks people will have wars / electric cars / diseases.
- 9 ... hopes people won't have diseases / electric cars / clever computers.
- 10 ... thinks that life in the future will be difficult / worse / easier.

Activity. Answer the activity on line, make predictions. https://es.liveworksheets.com/je735316pb



Activity. Answer the activity on line, choose the best option <u>https://es.liveworksheets.com/fo787234sz</u>





Fuente: imagen recuperada de <u>www.pixabay.com</u> junio 2020



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