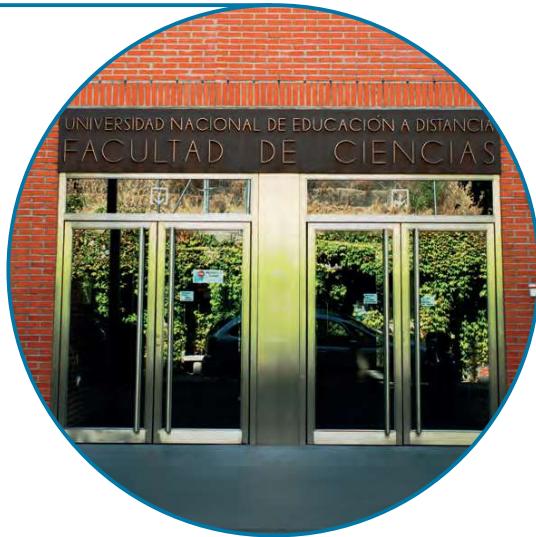


Reading Comprehension



MATHEMATICS: WHAT ARE THE ODDS?



The world is full of odd coincidences: apparently impossible or very unlikely situations like the one I am going to tell you about.

There is a ten-year-old girl named Laura Buxton who lives in England. She is holding a red balloon with her name and address written on it. She goes out to the yard and lets the balloon go. The wind quickly blows it away and takes it 140 miles south of where Laura Buxton lives. The balloon eventually begins to descend and lands on another yard where there is a girl who picks it up off the ground. This girl is also named Laura Buxton and she is ten years old as well. This is a remarkable and true story that fits in nicely with the expression: "What are the odds!", or putting it simply: "That's incredible". But what can mathematics tell us about this apparently odd situation? To answer this question, I am going to tell you another real story that I heard on a radio show called RadioLab. RadioLab is available at <http://www.radiolab.org/>.

A professor of mathematics wants her students to experience how things that may be believed to be very improbable are actually not that improbable. At least, they are not so when you do the math. To prove this point, she divides her students into two groups. Group A has to flip a coin one hundred times. Group B has to pretend to flip a coin one hundred times. Both teams have to write down their results on a blackboard. Obviously, the first group will write down the real results of flipping a coin, while group B will produce one hundred fake or unreal results. The teacher leaves the room not knowing which group is the one that is actually going to flip the coin and which one is not.

Both groups get down to work and start writing their results. Group B begins to record their imaginary results: heads, tails, tails, heads, tails, heads, and so on. Group A does the same thing. The difference is that group A is actually flipping the coin one hundred times. Throughout the tossing of the coin, group A gets seven tails in a row, that is: heads, tails, tails, tails, tails, tails, tails, tails, heads... This seems very unlikely! Seven tails in a row!

When both groups are done, the teacher is allowed into the room again. She looks at each board: the real list and the fake list. Right away, she points at the real list and says: "Group A was the one that actually flipped the coin". She was right! But how did she know?

The key to the answer lies precisely in those "weird" little details: seven tails in a row. This is what let the professor know that Group A were the real flippers. Group B, by contrast, had no more than four consecutive heads or four consecutive tails written on their blackboard. That is, Group B tried to avoid repeating the same result on more than four occasions because they thought it would appear as if they were doing it on purpose. However, what they thought would be considered as random or odd, is really not so strange. Actually, when you do the math, the chances of getting seven tails in a row in a set of one hundred flips is about one in six. That is not that improbable! What happens is that we often focus our attention on these apparently strange things and forget about the rest of the context. Math can make us see the big picture, although, truth be told, sometimes it's more fun to pay attention to the strangeness of things.



Notes



Exercise (see answers on page 265)

Exercise 1:

After carefully reading the above text, answer the following questions.

1) Which of these options is incorrect?

- a) Laura Buxton sends a red balloon with her name and address written on it.
- b) Both the Laura who sends the balloon and the Laura who receives the balloon are ten years old.
- c) The Laura Buxton who finds the balloon in her yard lives 140 miles away from the other Laura Buxton.
- d) The Laura Buxton in whose yard the balloon lands does not know who sent the balloon because there is nothing written on it.

2) Which of these is wrong? In the experiment...

- a) Group A are the actual flippers.
- b) Group A has to pretend to flip a coin.
- c) Group B are the fakers.
- d) Group A gets seven consecutive tails.

3) Which of these options is incorrect?

- a) In English, one side of a coin is called "heads" and the other side is called "tails".
- b) If something is *false* it means that it is not real.
- c) *To flip* a coin and *to toss* a coin means the same.
- d) If something is *unlikely* it means that it is very possible that it will happen.

4) How did the professor know which group were the actual flippers?

- a) Because she saw that both groups had seven tails in a row.
- b) Because she saw that both groups had seven heads in a row.
- c) Because she saw that one group had seven tails in a row while the other did not.
- d) Because she saw that one group had a coin and the other didn't.

5) Which of these words do not mean something similar?

- a) *Odd* and *weird*.
- b) *Unlikely* and *improbable*.
- c) *Odd* and *strange*.
- d) *Fake* and *real*.



Glossary

odd	adj.	raro, -a
apparently	adv.	aparentemente
remarkable	adj.	extraordinario, -a
to fit in with (sth.)	vtr phrasal.	encajar, cuadrar
what are the odds	idiom.	qué casualidad, increíble
actually	adv.	en realidad, realmente
at least	adv.	al menos
to do the math	idiom.	calcular, echar cuentas
to prove	v.	demostrar
to flip	v.	lanzar, tirar
to pretend	v.	simular, fingir
obviously	adv.	obviamente
fake	adj.	falso, -a
to get down to work (informal)	idiom.	ponerse manos a la obra
heads	n.	cara (de una moneda)
tails	n.	cruz (de una moneda)
to toss	v.	lanzar, tirar
in a row	adv.	seguido, -a
to seem	v.	parecer
unlikely	adj.	improbable
weird (informal)	adj.	raro, -a; extraño, -a
by contrast	adv.	por el contrario
consecutive	adj.	consecutivo, -a
to avoid	v.	evitar
(to do sth.) on purpose	v expr.	hacer algo a propósito
random	adj.	aleatorio
chance	n.	probabilidad
to focus (sb.'s attention) on	v.	centrarse en, centrar la atención en
truth be told	idiom.	a decir verdad, la verdad sea dicha
to pay attention to	v expr.	prestar atención a
strangeness	n.	rareza



Use of English

Language Point A

1. WORD ORDER: ACTIVE SENTENCES

Word order in English has different forms in each type of sentence:

- Commands.
- Main clause in the present tense.
- Questions: Yes/No Questions; wh-questions; short questions.

• Commands

We use an imperative in commands for instructions:

- Affirmative: *Be quiet! Come soon! Stop moving! Hurry up! Have a seat! Help yourself!*
- Negative form (An auxiliary verb is required): **Don't** smoke here! **Don't** feed the animals! **Don't** shout at me!

• Main Clause in the Present Tense

All English clauses have an obligatory subject and the verb agrees with it in the present form. Note that the verb has the same base form for all persons except for the third person (*he, she, it*), when, exceptionally, the verb takes an "s":

Personal sentences

I live in Madrid.

You live in Barcelona.

He lives in London. / **She** lives in New York.

We live in the European Union.

You live in a big city.

They live in a village.

Impersonal sentences (in the third person)

It rains (Subject → *It*)

This is very important (Subject → *this*)

NOTE: There are three ways to make the "s form" in the third person:

- by adding "s" to the end of a verb (run >runs, sit >sits, see >sees, play > plays).
- by adding "es" to the end of the verb that has a **sibilant sound** (watch > watches, guess > guesses, mix > mixes), or a **vowel** (do > does, go > goes).
- by changing final "y" to "ies" after a consonant+y (study > studies, imply > implies, fly > flies).

• Questions in the Present Tense

In **Yes/No questions**, auxiliary verbs are required:

Auxiliary "Be".

Are you a student? [auxiliary (present)- *are* + subject + complement].

Auxiliary "Do".

Do you live in Madrid? [auxiliary (present)- *do* + subject + main verb (infinitive)].

In **Wh-questions**, auxiliary verbs are also required:

Auxiliary "Be":

Who *are* you?

What *is* your name?

Auxiliary "Do" (all persons) / "Does" (third person):

What *do* you do?

Where *does* your friend live?

Note that no auxiliary is needed in wh-questions about the subject:

Who wants this book? (question about a human subject).

What makes you laugh? (question about an inanimate subject).

• Short questions

A short question emphasizes a point or reinforces an idea or statement. It includes a pronoun (*I, you, he/she/it, we, they*) and the verb *be*, or other auxiliary verb:

Dialogues (Affirmative):

A: *I'm learning Russian.*

B: **Are** you?

A: *My friend works in a university.*

B: **Does** he?

A: *My friends work in a library.*

B: **Do** they?

Dialogues (Negative): Use a contraction with the auxiliary verb.

A: *I'm not learning English.*

B: **Aren't** you?

A: *My friend doesn't work in a school.*

B: **Doesn't** he?

A: *My friends don't work in a book store.*

B: **Don't** they?

• Present Simple and Present Continuous

We use the **Present Simple** for:

a) Repeated actions or habits:

I work as an English teacher.

She studies English.

b) Something we see as permanent:

He speaks four languages.

He doesn't live in Israel.

Present Simple (full and contracted forms in brackets)

Affirmative	Negative	Interrogative
<i>I speak American English.</i>	<i>I do not (don't) speak German.</i>	<i>Do you speak any language?</i>
<i>You speak British English.</i>	<i>You do not (don't) speak Russian.</i>	<i>Do you speak Catalan?</i>
<i>He speaks four languages.</i>	<i>He does not (doesn't) live in Israel.</i>	<i>Does he speak any dialect?</i>
<i>She is my English teacher.</i>	<i>She is not (isn't) Australian.</i>	<i>Is she American?</i>

We use the **Present Continuous** for:

a) Events in progress and at the moment of speaking:

Great! He's organising a trip.

We are going to the movies in less than an hour. Do you want to come?

b) Temporary situations that are happening "around now," or for a limited period:

She is having a baby.

Present Continuous (full and contracted forms)

Affirmative	Negative	Interrogative
<i>I am writing a story.</i>	<i>I am not writing a book.</i>	<i>Am I making any mistake?</i>
<i>You are having lunch.</i>	<i>You are not (aren't) working at the moment.</i>	<i>Are you using your phone?</i>
<i>She is working a lot.</i>	<i>She is not (isn't) having a shower.</i>	<i>Is she living abroad?</i>
<i>He is organising a trip.</i>	<i>He is not (isn't) using the Web.</i>	<i>Is he going to the movies alone?</i>

• Present Simple *versus* Present Continuous

In many cases, either verb form is possible. The one we choose depends on how we see the state or action. We use present simple for a situation that we think is more or less permanent or we usually do. However, we use present continuous for temporary actions, which take place at the moment of speaking, and are not expected to continue for a long time. Compare the following pairs of sentences:

Blanca is the instructor who teaches English in Madrid.

(=Blanca lives in Madrid.) → Present Simple

Susana is attending her lessons while living in Madrid.

(=Susana is living in Madrid at the moment) → Present Continuous

Remember: We use the present simple with stative verbs (*be, have*). We can't use the present continuous tense with stative verbs (e.g. *be, like, love, etc.*):

Susana is a student. Not: **Susana is being a student.*

Blanca has a house in Madrid. Not: **Blanca is having a house in Madrid.*

• Verb **Have** and **Have got** (Possession)

The verbs *have got* ('ve got) and *have* mean the same. *Have got* is more commonly used in British English and *have* in American English.

Affirmative

I've got a terrible pain in my neck.

I have a terrible pain in my neck.

Negative

They haven't got a car.

They don't have a car.

Questions

Have you got a skateboard?

Do you have a bicycle?

Comment: We use *have got* to talk about possession, relationships, characteristics and illnesses. In these contexts, it is not used in the continuous or progressive form:

She's got two cars and a motorbike. Not: **She is having got two cars and a motorbike.*

The verb "have" has several meanings for actions and experiences:

have an experience/an accident/a dream.

have breakfast/lunch/dinner/a snack/a drink.

have a bath/a shower/a swim/a break/a party/a holiday.

have a conversation/discussion/argument.

have trouble/fun/a good time.

In these uses, "have" can be in the progressive form:

She is having lunch with her friend now.

She is having a conversation with her daughter at the moment.

She is having trouble with her dog.

Pay attention: How to spell out numbers.

21 → Twenty-one.

99 → Ninety-nine.

100 → One hundred.

150 → One hundred and fifty.

1,000 → One thousand.

2,267.20 → Two thousand two hundred sixty-seven point twenty.

Remember: Hyphenate all compound numbers from twenty-one through ninety-nine.

2. AGE AND NUMBERS

Remember: Verb to be (Present Tense).

I am.

You are.

He/She/ It is.

We are.

You are.

They are.

• Questions and Short Answers

How old are you?	I am 40.
Is 5 a prime number?	Yes, it is.
How many people are there in their family?	There are five.

• Negations

Are you a teacher?	No, I am not.
Is he a student?	No, he isn't.
Are there six people in your family?	No, there aren't.

• Questions and Long Answers

How old are you?	I am 40 years old.
How old am I?	You are 23 years old.
How old is he?	He is 19 years old.
What is a prime number?	5 is a prime number.
How many neighbors are there?	There are six neighbors.
Who are they?	They are new students.
How many people are there in their family?	There are five people in their family.

NOTE: Time hours

- Use numerals for the time of day followed by "a.m." before 12 noon in the morning and "p.m." after 12 noon in the evening:

Examples:

The flight leaves at 7:30 a.m.

Please arrive by 8:00 p.m.

- Spell out the time when using *o'clock*.

Examples:

I take the seven-thirty train.

I arrive at eight o'clock.

3. EXISTENTIAL "THERE"

Remember: There is / There are

There is (Singular) / There are (Plural)

Examples:

There is a new student in my class.

There are thirty students in your class.

• Questions and Long Answers

- Is there a computer on the table?
- Are there any new students in your class?

Yes, there is a computer on the table.

Yes, there are nine new students.

• Learn: how to make negative sentences

There is no light in the room.
There isn't any sugar in the coffee.
There are no new students in the class.
There aren't any pencils on the table.



Exercises (see answers on page 265)

Exercise 1:

Choose the correct option.

- | | |
|-------------------------------------------|-------------------------------------------|
| 1) How old are you? | a) I'm fine, thanks. b) I'm 20 years old. |
| 2) Who are you? | a) I'm Peter. b) I am fine. |
| 3) Are you a student? | a) No, I'm not. b) No, I am. |
| 4) Are there many students in your class? | a) Yes, there is. b) No, there aren't. |

Exercise 2:

Choose the correct option for each question.

- | | |
|-------------------------------|------------------------------------|
| 1) How much is it? | a) It's ten o'clock. |
| 2) How many people are there? | b) It's thirty euros. |
| 3) What time is it? | c) Yes, it is my six-thirty train. |
| 4) Is this your train? | d) There are twenty-five. |

Exercise 3:

Match the questions and answers.

I) Questions

- 1) What's your telephone number?
- 2) How many questions are there?
- 3) Are there any apples?
- 4) Is there any butter in the fridge?
- 5) Are you a teacher?

II) Answers

- a) No, I am not.
- b) No, there aren't any.
- c) Yes, there is some.
- d) It's 915776543.
- e) There are six questions.



Notes

Language Point B

Remember: Countable nouns are things that we can count. They usually take "s" in the plural.

1. COUNTABLE NOUNS

Examples:

Pen: n. Count.

We can count pens, i.e. one pen, two pens, three pens...

More examples:

Dog, cat, sheep, man, woman, person, bottle, box, coin, note, cup, plate, fork, table, chair, suitcase.

Be careful: Regular / Irregular plurals

Regular plurals:

- + "s" : dogs, cats, persons, bottles, litters, coins, notes, cups, plates, forks, tables, chairs, suitcases.
- + "es": boxes.

Irregular plurals: sheep, men, women, children, people.

Pay attention: Countable nouns go with: a lot of, few, a few, some, and many.

• Questions and Negation: many, any.

2. UNCOUNTABLE NOUNS

Remember: Uncountable nouns are substances or concepts that cannot be divided into separate elements. They never take "s" in the plural.

Examples:

Litter, oxygen, oil, milk, water, rice, sugar, etc. Or concepts: love, happiness, freedom, money, music, advice.

We can only count bottles of oxygen, oil, milk, or cans of beer. We can also count concepts by inserting a word like "a piece of"; i.e. we can count two pieces of advice.

Pay attention: Uncountable nouns go with: a lot of, a little, much and some.

- Questions and Negation: much, any.



Exercise (see answers on page 266)

Exercise 4:

A Choose *some* or *any* to correctly complete the answer to the question.

- 1) Have you got any money in the bank?
No, I haven't got (some/any) money in the bank.
 - 2) Have you got many friends in the city?
Yes, I have (some, any) friends in the city.
 - 3) Have you got coffee in the pot?
No, I haven't got (any, some) coffee in the pot.
 - 4) Have you got a spare pencil?
Yes, I have (some, much) spare pencils in my office.
 - 5) Have you got any books here?
Yes, I have (a little, a few) books here.

B Complete the sentences by choosing one of these words.

bread	burgers	chicken	chips	eggs
ice	cream	pizza	rice	tomatoes

- 1) People eat a lot of _____ in Asia.
 - 2) To make a sandwich you always need some _____.
 - 3) Omelets are made from a few _____.
 - 4) You get eggs from a _____.

C Fill in the blanks with the correct option in brackets.

- 1) There is not _____ money in the wallet. (any/some)
 - 2) There are _____ pens in the basket. (a lot of/little)
 - 3) There is _____ milk in this tiny plate. (a little/few)
 - 4) There are _____ animals on the farm. (a few/ much)
 - 5) There are not _____ oranges in the bowl. (some/any)
 - 6) There is not _____ information in the news. (much/many)



Notes



Oral Skills

LANGUAGE POINT

Prepositions of time

I usually work **from** eight o'clock **to** half-past three.

I was born **on** the 27th (twenty-seventh) of August.

It happened **in** 2016 (twenty sixteen/two thousand sixteen).

He departed **on** the flight at 10:15 (ten fifteen).

My cousins lived there **in** June.

He does it once/twice/three times **a/per** week.

Prepositions of place

John lives **at** 24 (twenty-four) King's Road.

Mary lives **on** Oxford Street.

The little boy was **on** the fifth (5th) floor.

Figures

It is two **pounds** fifty **pence**=It is two fifty (£2.50).

It is two hundred ninety-five **dollars** and thirty **cents**=It is two ninety-five thirty (\$295.30).

His cellphone number is two seven five eight eight (or **double** eight) nine (275889).

Her mobile phone number is two four five seven seven seven one (2457771).

My phone number is eight six seven five three o nine (8675309).

Percentages

Thirty percent (30%) of the population supported the politician.

Temperatures

It is two degrees Celsius **below zero**./It is **minus** two (-2°).

It is three degrees Celsius **above zero**./It is two **above** (+2°).



Exercises (see answers on pages 266-267)

Exercise 1:

A businesswoman is trying to buy a train ticket over the phone. Fill in the blanks by writing the complete form of the numbers and figures in brackets.

BUSINESSWOMAN: Could I have a return ticket to Edinburgh tomorrow, please?

CLERK: Certainly. Where are you travelling from?

BUSINESSWOMAN: From York.

CLERK: And when do you want to arrive?

BUSINESSWOMAN: I've got a meeting at (1) _____ (12:20). Will the (2) _____ (6:45) train get me there in time?

CLERK: Yes, madam, but unfortunately there are no seats left on that train. I can book you on the (3) _____ (9:15) train, but I think you'll be late for your meeting.

BUSINESSWOMAN: Oh, I really can't miss it. What about the sleeper train at (4) _____ (11:30) tonight?

CLERK: Hold, please. I'll check. Yes, you are in luck. There are four seats left. According to the company's policies, I can offer you a (5) _____ (50%) discount if you book two seats.

BUSINESSWOMAN: Superb! How much is it?

CLERK: It's (6) _____ (£50) each.

BUSINESSWOMAN: OK. Can you reserve one for my husband as well? What time do we have to be at the station this evening?

CLERK: Of course, I can reserve two tickets. It's (7) _____ (50) pounds per person. You have to be at the station at (8) _____ (11:10). You'll arrive in Edinburgh at (9) _____ (7:00) tomorrow morning. Can I have your credit card number?

BUSINESSWOMAN: Sure. My VISA number is (10) _____ (2087 2777 2599 2354).

CLERK: Thanks. And your security code?

BUSINESSWOMAN: It's (11) _____ (235).

CLERK: Thanks, madam. Finally, can I have your email address to send the tickets?

Exercise 2:

Mary and Phillipa are having a cup of tea in a teashop after work. Fill in the blanks with the numbers and figures in brackets. Please, use letters.

MARY: What date is it today?

PHILLIPPA: It's the (1) _____ (21), I believe.

MARY: The (2) _____ (21)? Isn't it the (3) _____ (23)?

PHILLIPA: No, it's definitely the (4) _____ (21).

MARY: Oh no! It's my husband's birthday! What time is it?



PHILLIPPA: It's too late to go shopping and buy a present. It's (5) _____ (5:00/17:00)!

MARY: Oh, my! What can I do?

PHILLIPPA: Why don't you try King George (6) _____ (VI) Shopping Mall? It's open late today.

MARY: You mean the one on the (7) _____ (2nd) turning on the right?

PHILLIPPA: Yes, the (8) _____ (1st) building just around the corner, the one that looks so (9) _____ (19th) century. Just (10) _____ (700) metres from here.

MARY: You must be kidding! It's freezing cold out there. It's (11) _____ (-2°)!

PHILLIPPA: Come on! Shoes are on sale. A nice pair for only (12) _____ (£59.35).

Exercise 3:

Candidate is having a job interview. Fill in the blanks with the appropriate answers.

INTERVIEWER: Good morning! What is your name?

CANDIDATE: John Mellow.

INTERVIEWER: What is your date of birth?

CANDIDATE: (1) _____ (Day/Month/Year).

INTERVIEWER: Where do you live?

CANDIDATE: I live at (2) _____ (number/street/city/postcode).

INTERVIEWER: Which floor do you live on?

CANDIDATE: I live on the (3) _____ (4th) floor.

INTERVIEWER: What is your cellphone number?

CANDIDATE: My cell number is (4) _____ (+/country code/number).

INTERVIEWER: Are you married?

CANDIDATE: Yes, sir, I am.

INTERVIEWER: How many sons and daughters do you have?

CANDIDATE: I've got (5) _____ (4 daughters and 4 sons).

INTERVIEWER: How much would you like to earn per month?

CANDIDATE: (6) _____ (£3000) plus (7) _____ (2) extra bonuses, (8) _____ (30%) of every transaction and (9) _____ (0.5) of the annual benefits would be fine.

INTERVIEWER: And finally, can you convert that into dollars and then into Euros?

CANDIDATE: Yes, it's exactly (10) _____ dollars (\$ 3,900) and (11) _____ Euros (£ 3,580).

INTERVIEWER: What is your ideal timetable?

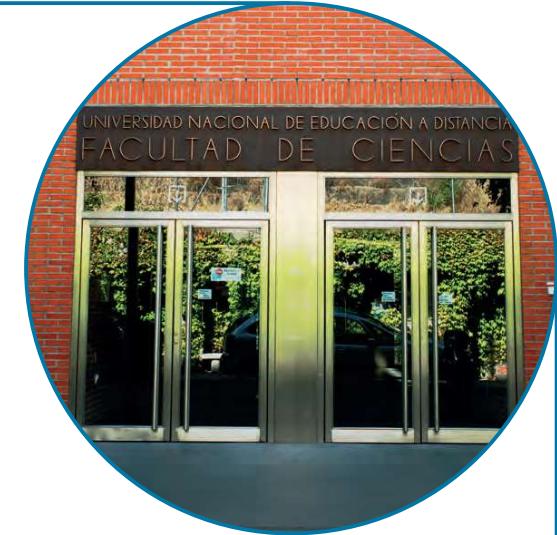
CANDIDATE: As I don't live near the office, my ideal timetable is from (12) _____ (10:30) to (13) _____ (16:00) from Monday to Friday.

INTERVIEWER: Alright, thanks for your time, Mr. Mellow. We'll be in touch.



Glossary

businesswoman	n.	mujer de negocios, ejecutiva
clerk	n.	oficinista
discount	n.	descuento
sleeper train	n.	tren nocturno
company's policies	n.	políticas de la compañía
security code	adj.	código de seguridad
superb	v.	fenomenal
to book	v.	reservar
tea shop	n.	salón de té
to be kidding	v.	bromear
freezing	adj.	helador, -a
building	n.	edificio
pair	n.	par
sale	n.	rebajas
timetable	n.	horario
to be in touch	v.	estar en contacto



Notes

Writing Skills

Writing: Coherence and Cohesion (SEQUENCE)

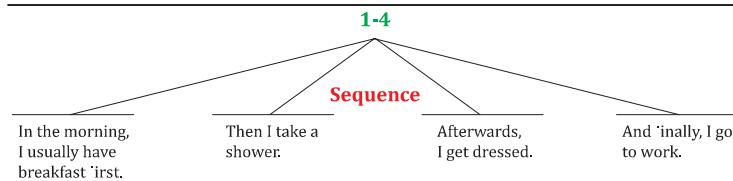
All texts have discourse relations. They are necessary to provide coherence. Discourse relations usually include connectors. These connectors give cohesion to the text. When we write a text, both coherence and cohesion are important in order to create an effective text that is understandable for the reader.

One of these discourse relations is SEQUENCE. SEQUENCE includes a succession of situations, facts, states, etc. For example:

"In the morning, I usually have breakfast **first**. **Then** I take a shower.

Afterwards, I get dressed. **And finally**, I go to work."

These four sentences are in a chronological order. They could be represented in this way:



With connectors, we can understand the different elements of a SEQUENCE relation. There has to be a correlation among these connectors. See for example the items in bold in the previous passage.

More connectors of SEQUENCE:

1	in the first place,	first,	firstly,	first of all, / first,
2	in the second place,	second,	secondly,	then / after that, / next / afterwards,
3	in the third place,	third,	thirdly,	last of all, / lastly, / last, / finally,
4	etc.	etc.	etc.	

Pay attention: To conclude the succession of a SEQUENCE, you can use the connectors "last of all", "last", "lastly" or "finally".

Examples:

"At primary school, **first**, children learn to add. **Second**, they learn to subtract. **Third**, they learn to multiply. **And finally**, they learn to divide."

"At primary school, **first of all**, teachers explain cardinal numbers, **then** they refer to ordinal numbers and **lastly**, they teach prime numbers."



Glossary

discourse relation	n.	relación discursiva
to provide	v.	aportar
coherence	n.	coherencia
connector	n.	conector
cohesion	n.	cohesión
effective	adj.	eficaz
understandable	adj.	comprendible
reader	n.	lector, -a
sequence	n.	secuencia
situation	n.	situación
fact	n.	hecho
state	n.	estado
first	adv.	primero
then	adv.	después, entonces
afterwards	adv.	después
lastly	adv.	por último
chronological	adj.	cronológico, -a
correlation	n.	correlación
passage	n.	fragmento
in the first place	adv.	en primer lugar
firstly	adv.	en primer lugar
first of all	adv.	en primer lugar
in the second place	adv.	en segundo lugar
second	adv.	segundo
secondly	adv.	en segundo lugar
after that	adv.	después de eso
next	adv.	después
in the third place	adv.	en tercer lugar
third	adv.	tercero
thirdly	adv.	en tercer lugar
last of all	adv.	finalmente
last	adv.	por fin
finally	adv.	finalmente
to add	v.	sumar
to subtract	v.	restar
to multiply	v.	multiplicar
to divide	v.	dividir
ordinal number	n.	número ordinal
cardinal number	n.	número cardinal
prime number	n.	número primo



Exercises (see answers on page 268)

Exercise 1:

Fill in the blanks in the following fragments by using adequate SEQUENCE connectors.

- 1) In Maths, different prizes exist. For example, _____, the *Wolf Prize in Mathematics* was established in 1978. **Secondly**, the *Abel Prize* was created in 2003. _____, the *Chern Medal* was introduced in 2010.
- 2) _____, pure mathematics was proposed and **second**, applied mathematics was developed.
- 3) Mathematics has been studied by many cultures and this field has passed through several stages: _____, a prehistoric stage; _____, a Babylonian stage; _____, an Egyptian stage; **fourth**, a Greek stage, and so on.
- 4) Modern mathematics can be divided into three consecutive periods: **first**, the 19th century; _____, the 20th century, and **third**, the 21st century.

Exercise 2:

Among the options a, b, c and d, select the adequate connector that should be inserted in the blank. Only one option is correct.

- 1) When she discovered she was pregnant, **first**, she told her husband; **second**, she told her parents; _____, she phoned all her friends, and, **finally**, she informed her boss.
 - a) second
 - b) third
 - c) lastly
 - d) after
- 2) **First of all**, she decided that she wanted to get her job back, **then** she spoke with her boss and _____ she started working again.
 - a) in the third place
 - b) thirdly
 - c) finally
 - d) second



- 3) When the baby was six months old, his mother's daily routine was as follows: **firstly**, she fed the baby; _____, she dressed him, and **thirdly**, she took him to day care.
 - a) then
 - b) in the second place
 - c) secondly
 - d) lastly

Exercise 3:

In the following fragments, mark the connector that is NOT adequate in that specific context. Only one option is correct.

- 1) In order to insert page numbers in a document, **first of all** you should open the document with a text editor; **then** you should go to the tools menu; **in the second place**, you should select the option "page number" and **lastly**, you should decide the format that you prefer.
- 2) If you have to prepare an oral presentation you need to make some decisions beforehand: **firstly**, you have to decide which program you will use; **secondly**, you have to select the font, and **in the third place**, you have to choose a range of colors for the slides.
- 3) It is possible to create a photo collage by using different on-line software. To make a photo collage, **first of all**, you must choose the software that best fits your purpose. **Then**, the photos have to be uploaded to the software. **Third**, the collage format has to be selected. **Finally**, the collage will be created automatically.



Notes
