

LENGUA ADICIONAL AL ESPAÑOL III

COLEGIO DE BACHILLERES DEL ESTADO DE BAJA CALIFORNIA



COLEGIO DE
BACHILLERES
DEL ESTADO DE
BAJA CALIFORNIA
MR.

Guía de Actividades del Alumno para el Desarrollo de Competencias

Tercer Semestre



COLEGIO DE BACHILLERES DEL ESTADO DE BAJA CALIFORNIA

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PRESENTACIÓN

En el Marco de la Reforma Integral de la Educación Media Superior, Colegio de Bachilleres del Estado de Baja California (CBBC), se ha propuesto la meta de formar y consolidar el perfil de egreso en el bachiller, poniendo a disposición del alumno los elementos necesarios que le permitan crecer y desarrollar conocimientos, habilidades, actitudes y valores para poder enfrentar los retos de un mundo globalizado, vertiginoso, competitivo y complejo. Por tanto, es importante que el proceso educativo implemente estrategias que contemplen actividades de aprendizaje en diversos contextos y escenarios reales, donde el estudiante con creatividad, habilidad y destreza sepa desarrollar, movilizar y transferir las competencias adquiridas.

En virtud de lograr lo anterior y consciente de la dificultad para que el alumnado tenga acceso a una bibliografía adecuada, pertinente y eficaz con el entorno socio-económico actual, el CBBC brinda la oportunidad a los estudiantes de contar con materiales didácticos para el óptimo desarrollo de los programas de estudio de las asignaturas que comprende el Plan de Estudios Vigente. Cabe subrayar que, dichos materiales son producto de la participación de docentes de la Institución, en los cuales han manifestado su experiencia, conocimientos y compromiso en pro de la formación de los jóvenes bachilleres.

Cabe señalar que, los materiales se encuentran en un proceso permanente de revisión y actualización por parte de los diferentes equipos docentes así como del equipo editorial. Las guías se pueden consultar en la página Web del CBBC: www.cobachbc.edu.mx en la sección alumnos / material didáctico.

Es necesario, hacer énfasis que esta guía no debe ser tomada como la única herramienta de trabajo y fuente de investigación, ya que es imprescindible que los estudiantes lleven a cabo investigaciones de consulta en otras fuentes bibliográficas impresas y electrónicas, material audiovisual, páginas Web, bases de datos, entre otros recursos didácticos que apoyen su formación y aprendizaje.

La guía de actividades en la presente edición, está organizado con la intención de desarrollar las cuatro habilidades necesarias para el dominio de un idioma. Primero busca fortalecer las habilidades de lectura y escritura para después desarrollar las auditivas y orales. Cabe señalar que este proceso es indispensable para lograr la producción oral. El alumno produce únicamente cuando ha integrado a sus procesos cognitivos nuevas formas estructurales, de manera sistemática y cíclica así como vocabulario de nuevo uso.

Así mismo, esta edición pretende integrar las explicaciones de las formas gramaticales para facilitar al docente su trabajo dentro del aula. Cuenta con ejercicios suficientes que buscan integrar de manera progresiva las formas gramaticales. La repetición en distintos esquemas permite aprender de una manera más efectiva (Bob Bjork y John Dunlosky; *The Science of Daily Thinking*, 2014). El contar con la edición impresa te ahorrará tiempo y te permitirá enfocarte en la explicación y monitoreo del profesor así como la coordinación de las actividades sugeridas que deberás realizar y para ello, debes usar el idioma en contextos comunicativos y así mejorarás tu dominio de manera efectiva.



COMPETENCIAS GENÉRICAS QUE EXPRESAN EL PERFIL DEL EGRESADO

Se autodetermina y cuida de sí:

1. Se conoce y valora a sí mismo y aborda problemas y retos teniendo en cuenta los objetivos que persigue
2. Es sensible al arte y participa en la apreciación e interpretación de sus expresiones en distintos géneros
3. Elige y practica estilos de vida saludables

Se expresa y se comunica

4. Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiados

Piensa crítica y reflexivamente

5. Desarrolla innovaciones y propone soluciones a problemas a partir de métodos establecidos
6. Sustenta una postura personal sobre temas de interés y relevancia general, considerando otros puntos de vista de manera crítica y reflexiva

Aprende de forma autónoma

7. Aprende por iniciativa e interés propio a lo largo de la vida

Trabaja en forma colaborativa

8. Participa y colabora de manera efectiva en equipos diversos

Participa con responsabilidad en la sociedad

9. Participa con una conciencia cívica y ética en la vida de su comunidad, región, México y el mundo
10. Mantiene una actitud respetuosa hacia la interculturalidad y la diversidad de creencias, valores, ideas y prácticas sociales
11. Contribuye al desarrollo sustentable de manera crítica, con acciones responsables.

Nota: Al final del material didáctico encontrarás las Competencias Genéricas con sus respectivos atributos, los cuales desarrollarás durante el bachillerato.

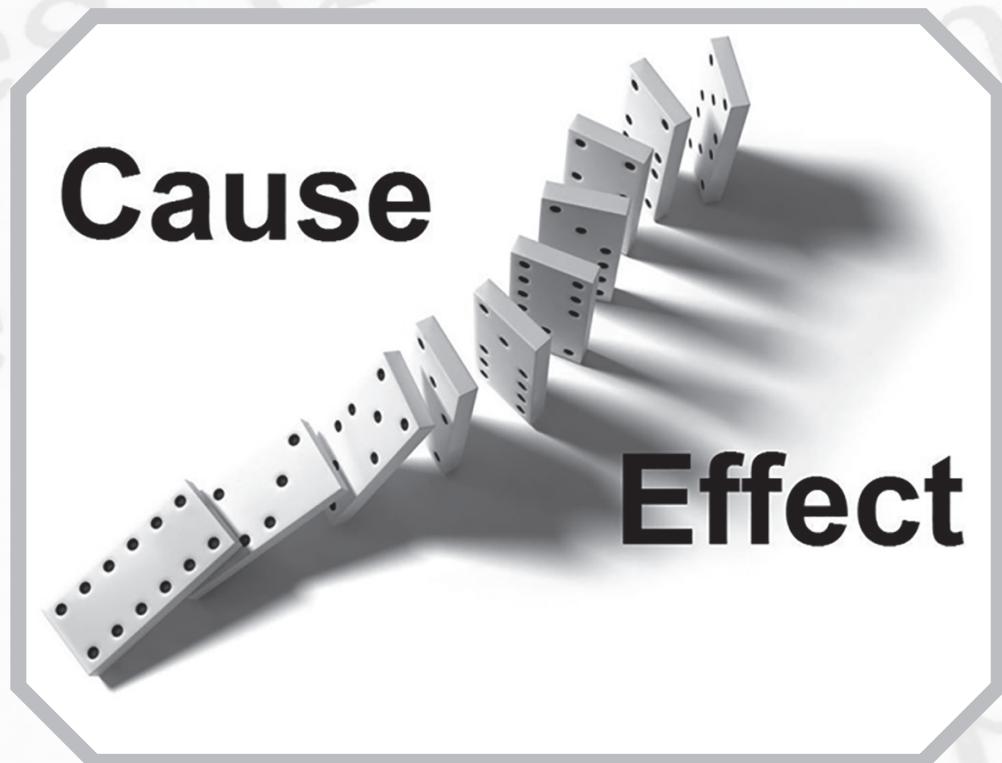


COMPETENCIAS DISCIPLINARES BÁSICAS DEL CAMPO DE COMUNICACIÓN

1. Identifica, ordena e interpreta las ideas, datos y conceptos explícitos e implícitos en un texto, considerando el contexto en el que se generó y en el que se recibe.
2. Evalúa un texto mediante la comparación de un contenido con el de otros, en función de sus conocimientos previos y nuevos. Interpreta su realidad social a partir de los procesos históricos locales, nacionales e internacionales que la han configurado.
3. Plantea supuestos sobre los fenómenos naturales y culturales de su entorno con base en la consulta de diversas fuentes. Establece la relación entre las dimensiones políticas, económicas, culturales y geográficas de un acontecimiento.
4. Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa.
5. Expresa ideas y conceptos en composiciones coherentes y creativas, con introducciones, desarrollo y conclusiones claras. Compara las características democráticas y autoritarias de diversos sistemas sociopolíticos.
6. Argumenta un punto de vista en público de manera precisa, coherente y creativa.
7. Valora y describe el papel del arte, la literatura y los medios de comunicación en la recreación o la transformación de una cultura, teniendo en cuenta los propósitos comunicativos de distintos géneros.
8. Valora el pensamiento lógico en el proceso comunicativo en su vida cotidiana y académica.
9. Analiza y compara el origen, desarrollo y diversidad de los sistemas y medios de comunicación.
10. Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.
11. Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.
12. Utiliza las Tecnologías de la Información y Comunicación para investigar, resolver problemas, producir materiales y transmitir información.

Block I

**TO DESCRIBE SITUATIONS
THAT INVOLVE**





Block I

TO DESCRIBE SITUATIONS THAT INVOLVE CAUSE-EFFECT

Student's performances to be demonstrated upon completion:

The student must:

- Be able to identify the differences between zero and first conditional in an oral or written text.

Generic Competences:

CG4 Listen, interpret and develop proper messages in different contexts using appropriate tools, codes, and media.

CG8 Participate and collaborate in an effective way in different teams.

Disciplinary Competences:

CD1 Identify and interpret the general idea and possible development of an oral or written message in a foreign language, about causes and effects in situations.

CD2 Be able to evaluate a text comparing its content against others, using their previous knowledge.

CD4 Produce texts based on the normative use of language, considering the situation and communicative intention and formal language elements such as punctuation, spelling, syntax, coherence and cohesion.

CD11 Communicate in a foreign language using a logical, oral or written form, identifying in oral and writing communicates the causes and effects of environmental events.

Learning objects:

- Zero Conditional
- IF + present simple
- First Conditional
- IF + will
- IF + Manners possibility
- Manners
- Chance (may, might, would)
- Advice (should)



Learning Activity

This is your third semester in high school; you're now with new classmates. Do you already know them? Recalling what you learned last semester: do you remember the topics from the previous semester? Do you remember the test at the beginning? Discuss with your classmates and teacher the different kinds of evaluations that you remember.

FRAME / DIAGNOSTIC TEST:

One.Ice breaker dynamic:

Two.Introduce yourself with a partner and then to the group.

Three.Your teacher must describe the main contents of the subject and then you have to establish the classroom rules.

Four.Answer the diagnostic exam.

Five.Calculate your test results and analyze them according with the group average results.

Skills to demonstrate:

- The student must identify the main ideas of an oral or written text.
- The student must identify in oral and writing communicates the causes and effects of events.
- The student must use the grammatical structures of first conditional and zero conditional to exchange information about cause and effect.

Learning Activities:

Perhaps you've already heard about the cause- effect; what do you think it means? This relationship means that everything we do sets in motion a cause and it brings a positive or negative result that will depend on the cause set in motion; what would happen if you eat too much junk food? What are the consequences, if you stay up late every night?

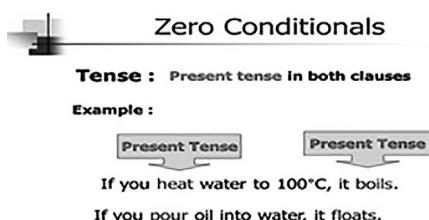
1. Think about the cause-effect relationship: Every or each act do we make, it has consequences: what do you think would happen if you overeat, or you drop your studies, or waste too much time in front of the TV or in Facebook?

Zero Conditional

The **0 (zero) conditional** is the easiest to understand! It is also called the **real or factual conditional** because it is used to talk about facts, or something that is always true.

If I eat too much, I get sick.

FORM



**EXAMPLES:**

If I go to a friend's house for dinner, I usually take a bottle of wine or some flowers.

When I have a day off from work, I often go to the beach.

If the weather is nice, she walks to work.

Jerry helps me with my homework when he has time.

I read if there is nothing on TV.

What do you do when it rains? I stay at home.

Where do you stay if you go to Sydney?

IMPORTANT If / When

Both "if" and "when" are used in the Present Real Conditional. Using "if" suggests that something happens less frequently. Using "when" suggests that something happens regularly.

EXAMPLES:

When can be used instead of **if**:

When I cook fish, the house always smells.

I always smoke **when** I drink.

When I go to the movies, I eat a bag of popcorn.

Zero Conditional

☺ **Skill:** To apply time expressions use in present through different situations.

☺ **Informative objective:** Zero conditional form

☺ **Formative:** Every even in our life is conditioned

ACTIVITY 1: Complete the sentences with cause or action. Each sentence is conditioned by the first one.

- 1) If you _____ (press) this button the machine _____ (start).
- 2) If he _____ (press) this button the machine _____ (stop).
- 3) If I _____ (not practice) the piano every evening I _____ (forget) how to play it.
- 4) If we _____ (take) our dog to the park she _____ (run) away.
- 5) If you _____ (heat) ice it _____ (melt).
- 6) If/When I _____ (miss) the 8 o'clock train I _____ (be) late for work.
- 7) If/When I _____ (be) late for work my boss _____ (get) angry.
- 8) If/When people _____ (not eat) they _____ (get) hungry.
- 9) When you _____ (fly) budget airline you _____ (have to) pay for your drinks and snacks.
- 10) When you _____ (go) on holiday _____ (take) plenty of sun cream.
It'll be very hot.

**ACTIVITY 2: Rewrite each pair of sentences to make one sentence with the zero conditional.**

1) You heat water to 100 degrees. It boils.	
2) You cross an international date line. The time changes.	
3) It rains. The grass gets wet.	
4) Wood doesn't burn. There is no air.	
5) Ice floats. You drop it in water.	
6) There is no rain. The grass doesn't grow.	
7) Iron rusts. It gets wet.	
8) People eat too much. They get fat.	
9) Babies are hungry. They cry.	
10) The river freezes. It's very cold.	

ACTIVITY 3: Write the sentence with the zero conditional.

(I / wake up late / I / be late for school)		(people / eat / too many sweets / they / get fat)	
(my husband / cook / he / burn the food)		(I / feel good the next day / I / go to bed early)	
(you / mix water and electricity / you / get a shock)		(she / buy expensive clothes / she / go shopping)	
(I / cycle to work / the weather / be fine)		(I / study hard / I / pass my exams)	

MissTN. (2012). Zero Conditional. Abril 5, de SLCOLLECTIVE Sitio web: <https://en.islcollective.com/>

EXAMPLES OF SIMPLE AND REAL CONDITIONALS IN LIFE:

- ✓ If you don't work hard, you won't be a leader.
- ✓ If you don't work, you won't have money or success.
- ✓ If you don't have money, you won't buy clothes.
- ✓ If you don't have money, you won't risk asking out a girl.
- ✓ If you are a bad person, you won't get loved.
- ✓ If you are a good person, you'll get goodness in life.
- ✓ If you do wrong, you'll receive wrong in return.
- ✓ If you buy a lottery ticket, you may get lucky



- ✓ If you win the lottery, you might make your dreams true
- ✓ If you make your dreams true, you might forget me

Do you agree with the sentences or the clauses?
Are all of them real? Are they always true?
Do you have your own principles or rules to believe?

Write them:

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

The first Conditional

It's used to talk about things which **might** happen in the future. Of course, we can't know what will happen in the future, but this describes **possible** things, which could easily come true.



Examples:

- If I **study**, I will **pass** the test.
- If I **don't** study I won't pass the test.
- If my sister **studies**, she will pass the test,
- If she **doesn't** study, she won't pass
- If you **don't work** hard, you **won't get** what you desire most.
- You **won't get** what you desire most if you don't work hard.
- If we, Mexicans **don't care** about our culture, it **will disappear**.

◊ Notice that when the consequence appears at the beginning, the comma is not added.
Solve the exercises in pairs of conditional zero and one.

PAIR PRACTICE

ACTIVITY 4: Work with a classmate and complete the following sentences using the first conditional.



If he gives her a present, she _____ (thank) him with a kiss.

If you lend me some money, I _____ (buy) us food.

If we _____ (go) the show, we _____ (have) a lot of fun!

You _____ (love) this sing, if you _____ (listen) to it again.

I _____ (be) mad at you, if you _____ (lie) to me.

If she _____ (talk) about him one more time, I _____ (have) to make her stop.

They _____ (travel) to Europe, if they _____ (win) that contest.

Complete the sentences with your own ideas. Be creative:

1. Our teacher will be happy _____
2. I'll be very sad _____
3. If I get good grades _____
4. I'll feel very tired _____
5. If I learn to speak English well _____
6. I won't have any money _____
7. I go to college _____
8. My parents will be angry _____

Write about a member of your family.

1. If my sister wakes up early, she will be in a bad mood.
2. If my father _____
3. If my brother _____
4. My mom will be very mad if _____
5. My best friend will feel very disappointed if _____
6. My best friend will feel very happy if _____

Match the two parts of the sentences.

1. _____ If I stay at home,
2. _____ If I don't go to the party
3. _____ If I don't dance with Stuart.
4. _____ If he asks Irma to dance with him
5. _____ If he falls in love with her.
6. _____ If they get married.

- | |
|---------------------------------------|
| a) He will ask her to marry him |
| b) He will ask Irma to dance with him |
| c) I won't go to the party |
| d) I'll be very unhappy |
| e) He will fall in love with her |
| f) I won't dance with Stuart |



ACTIVITY 5:

1. Didactic situation: What kind of parents do you have? Are they strict or flexible? What would happen if you asked permission to go to a party, would they let you go? What conditions would they establish?
2. Guess and discuss your parent's conditions that they would negotiate to let you go to a party.
3. Read the following conversation, then answer the questions.
4. Discuss the answers with your class.
5. Practice the conversation



CONVERSATION:

A: Good afternoon.

B: Good afternoon. May I help you?

A: It's my wedding anniversary next month. I want to surprise my husband with a wonderful vacation plan. Would you recommend some interesting places?

B: Of course. If you go to Europe, you'll have a wonderful time for your wedding anniversary. If you go to London, you can go to Buckingham Palace and you might even see the Queen's guards there. If you go to France, you can go to the sidewalk I and drink a margarita with your husband. And...

A: Well, it's outside the U. S.

B: Oh. You want to stay in the U. S. If you go to California, you might go to Yosemite National Park or Disneyland.

A: Yosemite National Park? What will I see if I go to Yosemite Park?

B: If you go to Yosemite Park, you'll see giant trees, mountains, bears ...

A: But, I don't like bears.

B: If you go to Disneyland, you won't see any bears. You'll see Mickey Mouse. Isn't that interesting? Well, if you have children...

A: Well, it's interesting, but....

B: O.K. What do you like to do in your free time?

A: Well, I like skiing.

B: If you like skiing, you can go to Colorado.

A: But my husband doesn't like skiing.

B: If your husband doesn't like skiing, probably he won't like to go there. What does he like?

A: He likes fishing.

B: Oh, you can still enjoy fishing at many beautiful lakes if you go to Colorado.

A: But I don't like fishing. And if it rains, we can't go fishing.

B: Then, how about Hawaii? Hawaii is really great. If you go to Hawaii, you can go to Waikiki Beach, you can take a romantic cruise for two, you can see beautiful sunset at the beach, you can see palm trees, beautiful flowers, and pretty girls wearing leis.

A: It's gorgeous. But we went there on our honeymoon just after we got married.

B: Well, this is your wedding anniversary. You can relive your romantic honeymoon if you go there again.

A: Oh, that sounds good. I just love hula dancers, and we can go surfing. We'll go to Hawaii!



QUESTIONS ABOUT THE DIALOGUE:

1. What kind of trip will it be?

2. If you go to London, what places can you go to?

3. If you go to California, what famous places might you go to?

4. If you go to Disneyland, what will you see?

5. What would you enjoy if you go to Colorado?

6. If you go to Hawaii, which place can you go to?

7. What places would you see, if you go to Hawaii?

8. Which place finally did the woman decide for her wedding anniversary?

Jungok Bae. (2000). The Travel Agency. 09 de abril, de Grammar Teaching Plan Sitio web:
<http://iteslj.org/Lessons/Bae-Grammar/>

First Conditional

☺ **Skill:** To apply the first conditional form use in different situations.

☺ **Informative Objective:** First conditional form

☺ **Formative:** Everything in our life is conditioned

ACTIVITY 6

LBP (Learning base in projects)



In teams: You will do a research on internet about superstitions in Britain to complete the activities.

TASK ONE: In teams, decide whether the following statements bring GOOD or BAD luck in Britain.

Friday thirteen – Touch wood – Spill salt – Find a cover plant with four leaves – A black cat – Walk underneath a ladder - See a magpie – Put new shoes on the table - Break a mirror – A horseshoe – Open an umbrella indoors – Catch falling leaves in autumn

GOOD LUCK:

BAD LUCK:

TASK TWO: Put the beginnings and the ends together, using the expressions from the box.



the sky – angry - left hand - get married – good luck – at the corner – seven years – a black cat – nose – some money – a mirror – the weather

1. If you see _____, a. _____ will be fine tomorrow.
2. If you are _____ of a table, b. you'll get _____ soon.
3. If _____ is red this evening, c. you'll have _____.
4. If your _____ itches, d. you'll not _____.
5. If you break _____, e. you'll get _____.
6. If your _____ itches, f. you'll have _____ of bad luck.

TASK THREE: Discuss the following questions.

1. Which British superstitions are similar to those in your country? Which are different?
2. Can you give a definition of 'superstition'?
3. Do you believe that they can influence our lives?

ElisendaAf . (2013). What do you know about Superstitions in Britain?. 16 de marzo, de SLCOLLECTIVE
Sitio web: <https://en.islcollective.com/>

MODAL VERBS: ADVICE AND OBLIGATION

- ◊ The word modal comes from the word mood, (disposition, humor). The use of the modal next to a verb gives certain sense or intention; it changes the meaning of the verb. The modals that are we going to learn are: MUST, SHOULD, MAY, HAVE TO, COULD, WOULD
- ◊ You will never see a modal next to a verb that has a –ing termination, or in past tense, or in 3rd. person form (-s,-es,-ies). The verb has to be in the main, simple or basic form.

Examples:

- You must remember this.
- You should practice them whenever you can.
- You have to use this information.
- You may need it someday.

MODAL VERBS and HAVE TO
Basic meanings

CAN	Ability Permission Possibility Request	Pat CAN ride a horse CAN I come tomorrow? It CAN be possible CAN I have a coke, please?
COULD	Past Ability Permission Possibility Polite Request	Pat COULD come yesterday COULD I open the door? It COULD be Peter COULD I borrow your car?



MUST MUSTN'T	Obligation Prohibition	You MUST be here at 7 You MUSTN'T play with fire
SHOULD	Advice or Recommendation	You SHOULD eat more fruit
MAY	Permission Possibility	MAY I come in? She MAY come with us
MIGHT	Permission Little Possibility	MIGHT I talk to you? I MIGHT go
HAVE TO DO NOT HAVE TO	Obligation Lack of obligation	You HAVE TO finish it now You DON'T HAVE TO do it

Taken from: <https://es.pinterest.com/pin/258112622369979146/>

◊ We can use modals other than **will** in the main clause of a sentence in the first conditional:

If you ask George, he **may/might** be able to help you. (**Possibility**)

You **can/may** leave the room if you've finished the test. (**Permission**)

If he doesn't come soon, we **must / will** have to leave without him. (**Obligation**)

If you ever go to Chicago, you **should** take a boat trip on the river. (**Suggestion**)

If you don't watch your steps, you **are going to** fall over. (**Prediction**)

Writing Activity:

- Imagine that you are going to go on a long holiday. Write sentences with must/ mustn't or should / shouldn't.
- Use the following expressions:

-write to my parents every week

-lose my passport

-look after my money

-phone every day

-talk to strangers

-go out alone when it is dark

-drink too much alcoholic drinks

-have a bath/ shower every day

-go dangerous place

-swim far into the sea

Playing a game to practice modals

Speaking Activity: In pairs take turns to give advice to your classmate

How to play

- Players give advice using appropriate language.
- The number of pieces of advice needed to continue until they read all of them.

Moving

- Players go from top to bottom choosing their own path starting from Go. They can roll a die and follow the numbered squares, losing a turn on the Danger squares.



Problems...

Home

Advice needed

Go

63. I get homesick when I'm away on holiday.	64. I want to help fight against climate change.	65. I want to marry a millionaire.
62. I got detention because I was late.	61. I've got only six months to live.	60. I got fired
51. I often get carsick and seasick.	52. Someone stole my wallet.	53. I'm feeling lonely.
50. I got into a fight at school yesterday.	49.  48. I had a car accident.	54. 
57. The weather is hot and sunny.	38. I'm always late.	39. I'm worried that I'm HIV positive.
36. I got hit by a car.	35. I'm	34. I want to be rich.
23. I don't know what to do after secondary school.	24.  25. I think my girlfriend is cheating me.	26. An alien spaceship landed in my garden.
22. My girlfriend dumped me.	21. I'm fat.	20. I've got a bad case of claustrophobia
9. I've booked a trip to Egypt.	10. I'm allergic to cats and dogs.	11. There's no water or electricity in the house.
8. My father's in a hospital.	7. A dog bites me.	12. 
1. My car broke down on the motorway.	2. I have a headache.	6. I failed my English exam.
		13. It's my mother's birthday
		14. I got lost in the desert.
		15. My left eye hurts
		16. My landlord kicked me out.
		17. I think I'm ugly.
		18. I've got a bad case
		19. I can't swim.
		27. I think my boyfriend is cheating on me.
		28.  I stepped on a rusty nail.
		31. I'm bored when I have a lot of free time.
		32. I got bitten
		33. 
		34. I'm worried that I'm HIV positive.
		35. I'm
		36. I got hit by a car.
		37. The weather is hot and sunny.
		38. I'm always late.
		39. I'm worried that I'm HIV positive.
		40. I'm in love with my BFF.
		41. I lost my keys.
		42. A bully stole my lunch money.
		43. I shot a burglar in my house last night.
		44. The weather is cold and rainy.
		45.  I'm depressed.
		46. I want to lose weight.
		47. The weather is hot and sunny.
		48. I had a car accident.
		49. 
		50. I got into a fight at school yesterday.
		51. I often get carsick and seasick.
		52. Someone stole my wallet.
		53. I'm feeling lonely.
		54. 
		55. I'm depressed.
		56. I have chest pains.
		57. I'm broke.
		58. I'm thirsty and
		59. My English isn't very good.
		60. I got fired
		61. I've got only six months to live.
		62. I got detention because I was late.
		63. I get homesick when I'm away on holiday.



Reading Activity

SPRING BREAK TRIP



Join us for next year's spring break. A week at Wellington Beach: March 17-21.

When the sun goes down, the neon lights go on and Wellington Beach heats up! You'll have wild nights in all the hottest clubs, discos, pool parties, and bars on the island! (check out the night life in our site)

We're cutting costs by camping. Tents provided, but you will need your own sleeping bag.

Cost: \$ 80 per person (plus 20 insurance)

Activities will include golf tournaments, sightseeing tours and more. Motocross and windsurfing also available (\$30 extra for each activity)

Reading Comprehension Activity: Find this information in the ad as fast as you can.

1. What type of accommodations will there be?
2. What outdoor activities are available?
3. How much will the trip cost if you want to do motocross?
4. What can you do at night?
5. Where can you ask for more information?

Listening Activity: Listen to a conversation. What are Michelle's plans for spring break? What are Keith's plans?

1. Michelle knows exactly what she is going to do for spring break.
2. Keith has enough money to go to the beach.
3. Michelle's parents don't give her money when she needs it.
4. Keith is going to ask his parents to lend him some money.
5. Michelle really wants Keith to go to the Wellington Beach with her.
6. Keith wants to save money to buy a car.
7. He says he always achieves his objectives.

T	F
T	F
T	F
T	F
T	F
T	F
T	F



OPTION PROJECT No. 1

1.- Make a power point presentation, a poster or any other material that you prefer in which you describe your future plans, using conditionals sentences.

How is your future life shaped for the decisions that you take today?

Are small decisions important? What big decisions you have to confront in order to have your dreamt life?

How would you get your dreamt house? Car? Wife? Husband? Children? Travel? Job? Degree?

Would you believe that doing sacrifices would get you what you want?

For example: Exercising regularly, not drinking, and saying no when is necessary? Avoiding conflicts? Working late doing homework, etc.

Do you know what is to procrastinate? Do you do it? Does it help you or cost you important things?

Using the prior questions and reflecting about them, make your presentation, you can use a time line format: your future's time line.

What steps or events are conditioned to get what is important to you in life?

Write a brief essay or script. Read the rubric in order to improve it. Practice in front of a classmate. Then Present it to the class.

You should be ready for your classmate's questions

OPTION PROJECT No. 2

1.- Make 3-4 people teams. You would research about one environmental problem that affects your community.

2.- Research and choose one of the many problems that your community has to face or solve.

3.- Discuss with your classmates the solutions that you could propose, using conditional sentences.

4.- Make a power point presentation or a poster in which you describe the situation and the possible solutions. Urge your classmates to change some habits or propose actions to improve our planet's environment.

5.- Include photos and describe the problem enough.

6.- Make sure of writing several conditional sentences that urge to act or change a behavior.

Write a brief essay or script. Read the rubric before in order to improve the presentation.

Practice it in front of your classmates.

Then Present it to the class.

You should be ready for your classmate's questions

Please visit the following articles:

http://en.wikipedia.org/wiki/List_of_environmental_issues

Choose an issue and tell your teacher. Each team has to present a different environmental concern.



Team Work Self and Peer Assessment Sheet

Group projects are sometimes looked upon as being "unfair". Through the use of this self and peer assessment sheet your perception of quantity of work that you performed and that of your partners is analyzed against the perceptions of your partner. Through this process, hopefully equity is achieved. In order for this process to work effectively there is the need for you to be honest and objective.

NAME: _____

Reflection questions

1. What problems did you encounter and how where they solved?
-

2. What would you do differently next time?
-

3. What skill would you like to improve next time?
-

I PERFORMED:

1	2	3	4	5	6	7	8	9
None of the work				fair share of the work				All of the work

PARTNER 1's NAME: _____

This partner performed:

1	2	3	4	5	6	7	8	9
None of the work				fair share of the work				All of the work

PARTNER 2's NAME: _____

This partner performed:

1	2	3	4	5	6	7	8	9
None of the work				fair share of the work				All of the work

PARTNER 3's NAME: _____

This partner performed:

1	2	3	4	5	6	7	8	9
None of the work				fair share of the work				All of the work

PARTNER 4's NAME: _____

This partner performed:

1	2	3	4	5	6	7	8	9
None of the work				fair share of the work				All of the work

**RUBRIC TO EVALUATE PROJECTS BLOCK 1**

NAME _____ DATE _____ GROUP _____

CATEGORY	EXCELLENT	GOOD	FAIR	NEEDS IMPROVEMENT	NON INCLUDED
VISUAL AIDS	Visual aids support the theme and have proper size and color for the audience.	Visual aids have little support for the theme. Have proper size and color for the audience.	Visual aids are little related to the theme, have no proper size and color for the audience.	Visual aids are hard to understand and/or are not related to the theme; size and color have difficult comprehension.	Non Included
GRAMMAR	Uses appropriate vocabulary without any grammar mistakes. His or her sentences are according to the learning objects.	Uses appropriate vocabulary with few grammar mistakes.	His or her grammar presents mistakes but he or she communicates.	The mistakes and grammar errors are evident and communication is not accomplished.	Speaks Spanish
PRONUNCIATION	Excellent pronunciation.	Pronounces fairly well.	Pronounces with errors or is not understandable from time to time.	The pronunciation is poor and unclear.	Only Read/ Speaks Spanish
FLUENCY	Is able to communicate ideas in an excellent manner, without hesitation.	Is able to communicate fluently, with just some hesitations.	Is able to express ideas, stopping to recall words.	Is not able to communicate ideas, mixing both languages.	Only Read/ Speaks Spanish
PROJECT. ESSAY OR WRITTEN TEXT	Turns in on time, with an excellent quality according to the requirements.	Turns in on time, according to the requirements.	Turn in but missing some requirements.	Poor quality, missing most of the requirements.	Not Delivered
					Score:

CG 4: Escucha, interpreta y emite mensajes pertinentes en distintos contextos, mediante la utilización de medios, códigos y herramientas apropiados.

4		3		2		1	
---	--	---	--	---	--	---	--

CG 8: Participa y colabora de manera efectiva en equipos diversos.

4		3		2		1	
---	--	---	--	---	--	---	--



SELF AND PEER UNIT EVALUATION

Decide honestly according to each affirmative sentence, the description and evaluation of your own learning process.

Self-evaluation				
Student's name:				
Date:	1st. block			Observations
Competences performance indicators	Always	Sometimes	Never	If you answer is No, analyze the reasons.
I attend on time to all my classes.				
I follow the instructions to do the exercises.				
I Participate with a constructive and collaborative attitude asking when the topic is not understood.				
I answer the exercises provided in the book.				
I Contribute with ideas in oral and written forms.				
I am able to evaluate honestly my own performance.				
I read the lessons and texts searching for new meanings and words.				
I am able to establish links between new and old grammatical forms and integrate new words.				
I have an interest in learning by my own using the internet.				
I work collaboratively with my classmates.				
I feel I have improved my English with this block.				
I can communicate better and more confidently.				

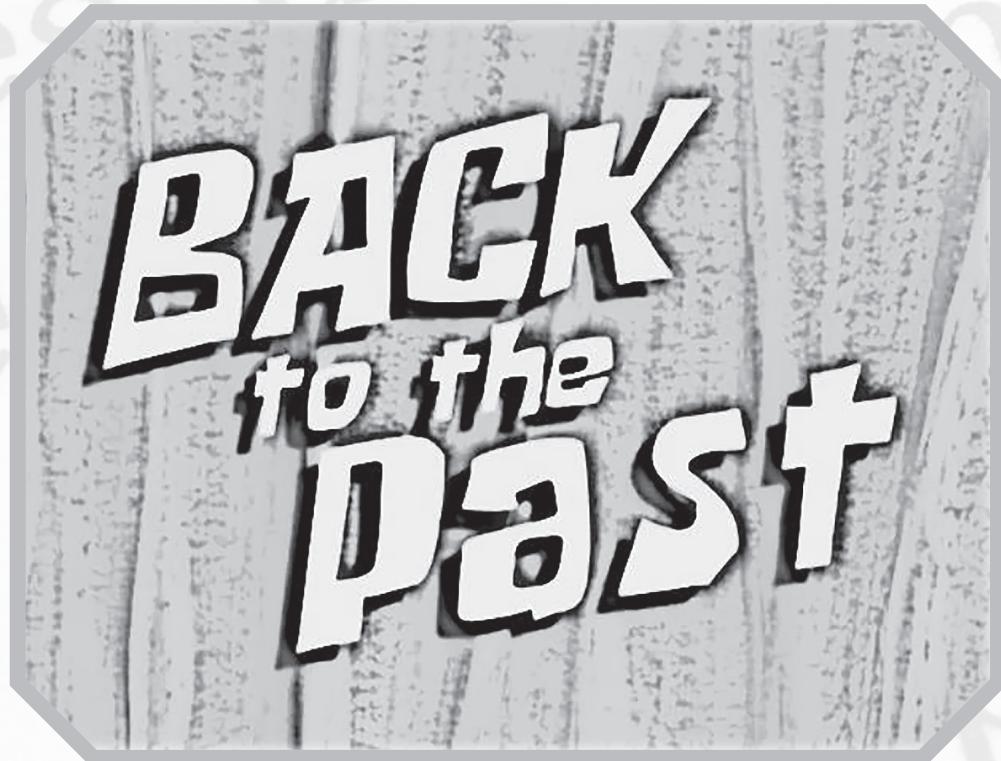


Decide honestly according to each affirmative sentence, the description and evaluation of one of your classmates learning process.

Peer evaluation				
Student's name:	Evaluator:			
Date:	1st. block			Observations
Competences performance indicators	Always	Sometimes	Never	If you answer is No, discuss the reasons with him or her.
He or she attends on time to all the classes.				
He or she follows the instructions in the exercises.				
He or she participates with a constructive and collaborative attitude asking when the topic is not understood.				
He or she answers the book exercises.				
He or she contributes with ideas.				
He or she is able to evaluate honestly him or her.				
He or she reads the lessons and texts searching for new meanings and words.				
He or she is able to establish links between new and old grammatical forms and to learn new words.				
He or she has interest in learning by his own or her instance using internet.				
He or she works collaboratively with classmates.				
He has improved his or her English with this block.				
He or she can communicate better and more confidently.				

Block II

**TO COMPARE HABITS AND
CUSTOMS MADE IN DIFFERENT
SOCIAL SITUATIONS**





Block II

**TO COMPARE HABITS AND CUSTOMS MADE IN
DIFFERENT SOCIAL SITUATIONS**

The block consist on drawing the students' knowledge of the given topic while viewing the new items of vocabulary and grammar to be learnt in the block, it presents new vocabulary and grammar items, and practice them in a balanced variety of tasks.

Student's performances to be demonstrated upon completion:

The student must:

- Locate specific information in an oral or written text, about habits and customs in Past Simple Tense.
- Understand the expression Used to in the Past Tense in oral or written texts as well as the grammatical structure to describe practices and customs in the past.
- Describe and express past events, past vacations or past school days, etcetera with the correct form of the Past Tense

Generic Competences:

CG4 Listens, interprets and develops proper messages in different contexts using appropriate means, codes, and tools.

CG9 Participates with a civic and ethic consciousness in the community, region, Mexico and the whole world's life.

Disciplinary Competences:

CD1 Identify and interpret the general idea and possible development of an oral or written message in a foreign language, using their previous knowledge about recreational activities, school and sports in the past.

CD4 Produce texts based on the normative use of language, considering the situation and communicative intention and formal language elements such as punctuation, spelling, syntax, coherence and cohesion.

CD11 Communicate in a foreign language using a logical, oral or written form, to describe and compare the habits and customs of people in their community and other cultures as well.

Learning objects:

- Vocabulary: Clothing, Transportation, Food, Leisure activities, School activities and Sports
- Simple Past Tense in affirmative, negative and interrogative form.
- Past time expressions.
- Questions words: how, when, where, what, why and who.
- The expression Used to to describe their habits in affirmative, interrogative, and negative form.



Grammar Review: Simple Past Tense of regular and irregular verbs.

- ◊ Regular verbs in past tense are formed with the ending -ed
Walk → Walked Love → Loved Try → Tried Stop → Stopped

Spelling note:

If the verb ends in two consonants, add -ed Walk → Walked

If the verb ends in -e, add -d Love → Loved

If the verb ends in consonant + -y, remove the -y and add -ied Try → Tried

If the verb ends in consonant + vowel + consonant, double the last consonant and add -ed
Stop → Stopped

Pronunciation note: The -ed ending for regular verbs can produce three different sounds. It depends on the final sound of the base verb:

Final Sound of base verb	Pronunciation	Example
P, K, S, Ch, Sh, F, X	/t/	Stopped Asked
L, V, N, M, R, B, G, W, Y, Z and vowel sounds.	/d/	Called Happened
T, D	/ɪd/	Provided Wanted

- ◊ Irregular verbs don't take -ed in the Past Simple Tense.

Learning activities:

Writing Skills:

- Complete the sentences with the correct verbs from the box in the Simple Past.

like	Play	study	work	clean	dance	stop
------	------	-------	------	-------	-------	------

1. He _____ soccer all day yesterday.
2. She _____ the green bag and the purple one.
3. The police car _____ when they saw the accident.
4. We _____ on the project all weekend.
5. In my vacations I _____ with Alberto.
6. They _____ the house for the birthday party.
7. We _____ for the English test and we past.

- Write the Simple Past of the following irregular verbs.

- | | | |
|---------------|----------------|----------------|
| 1. Do _____ | 5. Think _____ | 9. Feel _____ |
| 2. Go _____ | 6. Have _____ | 10. Tell _____ |
| 3. Meet _____ | 7. Drink _____ | 11. Make _____ |
| 4. Eat _____ | 8. Leave _____ | 12. Wear _____ |



- Put the Past Tense regular verbs in the correct column according to their pronunciation.

Jumped	Divided	Started	Talked	Mixed	Looked	Started	Played
Worked	Cleaned	Ended	Waited	Walked	Opened	Missed	Loved

/t/	/d/	/ɪd/

Recognize and use the Past Simple

☺ **Skill:** To analyze and to scan for specific information.

☺ **Informative objective:** To recall Past Simple Tense

Learning activities:

Reading Skills:

- Read the title of the articles and look at the pictures, what do you think it's about? Compare your answers with your classmates.

How embarrassing!

After school my friends and I went to the movies.

While we were deciding what movie we wanted to see, next to us a couple of girls arrived, and there she was, the girl I liked. So, I decided to invite them to see the movie with us. I didn't have change to pay for my ticket so she paid for it, and I offered to buy the popcorn.

I was carrying the popcorn and I didn't see that the floor was wet. Suddenly, I fell on the floor with all the popcorn. Luckily she saw the funny side of it. Now I have an excuse to invite her to the movies.

Peter



I went to the gym a couple of days ago. I started with the treadmill but I soon got tired. You see, I'm not in good shape. Then, some teenagers came in, and I didn't want to look bad. So, I started running. Suddenly, the lights went out and the treadmill stopped. I went flying into the window and they all started laughing. Let's just say, I didn't look good.

Nancy

- After reading the articles: Have you ever had an embarrassing moment? Share with the class.
- Read again and complete the sentences.



1. Peter invited the girls because he saw _____.
2. Peter didn't have _____ so he paid for the _____.
3. The floor was wet and he _____.
4. Nancy started running on _____ when she saw some _____.
5. The treadmill stopped when _____ went out.
6. When the teenagers saw Nancy fly into the window, they _____.

H. Q. Mitchell. (2010, p. 64). Traveler Elementary A1.2. U.S.A: mmpublications.

Recognize and use the Past Simple

- ☺ **Skill:** To analyze and to scan for specific information.
- ☺ **Informative objective:** To recall Past Simple Tense
- ☺ **Formative value:** To realize how Mexican heritage was formed.

Learning activities:

Reading Skills:

- Read the text and underline all the verbs in past tense that you don't know.

Colonial Mexico

Spaniards built magnificent cathedrals and Missions. In Baja California we can find some in San Ignacio, Loreto, Mulegé and San Borja. Catholic missionaries entered the country with the Spanish conquerors and immediately began working to convert Native Americans to Christianity. The church became enormously wealthy. They helped Spanish control over the indigenous peoples of colonial México, introducing Spanish culture and language to the Native Americans as trying to convert them to Christianity.

Race and Social Class

A multiracial society made up of people of mixed Native American, European, African, and Asian heritage. *Mestizos*, or people of mixed European and Native American descent, were the biological and cultural bridge between Spaniards and Native Americans.

An estimated 200,000 African slaves were brought. Racial mixing and intermarriage produced *mulattos*; Race was a sure indicator of social class immediately after the conquest. The highest social class was the *peninsulares*, the *criollos*, people of European descent born in the Americas; the resentment of the criollos against the more privileged *peninsulares* became an influential force in Mexican independence. Below the criollos were the mestizos, followed by the Native Americans and the blacks.

Economy

An important aspect of the early colonial economy of México was the exploitation of Native Americans. They performed much of the farming, mining, and ranching work in the colony. Free blacks (African slaves) worked in the ports of cities such as Veracruz and Acapulco, and labored in mines, factories, plantations, and sugar mills.

**Writing Skills:**

- Make a list with the Verbs in Paste Tense that are new to you and look for them in your dictionary, then mark with **R** if they are regular and with **I** if they are irregular verbs.

Past Tense	Spanish	I / R
1. -	_____	_____
2. -	_____	_____
3. -	_____	_____
4. -	_____	_____
5. -	_____	_____
6. -	_____	_____
7. -	_____	_____
8. -	_____	_____
9. -	_____	_____
10. -	_____	_____

- Answer with True or False.

1. Spaniards, named Peninsulares the most powerful people in New Spain. _____
2. Native people and slaves performed the farming and mining work. _____
3. The Church wasn't powerful and wealthy. _____
4. The mulattos lived in the north of the country: Chihuahua, Sonora, etc. _____
5. The society was composed by native, Asian, European, African descendants. _____

Recognize and use of the Past Simple

☺ **Skill:** Reading comprehension

☺ **Informative objective:** To recall Past Tense

☺ **Formative value:** To imagine and recreate their own stories

Learning activities:**Reading Skills:**

- Read the text and underline all the verbs in paste tense that you don't know.

**Who am I?**

Suddenly, I woke up. My head really hurt but there was something else wrong. Where was I? I looked around the bedroom. Was it mine? I couldn't remember a thing. But why? How did I lose my memory? I looked in the mirror and I was shocked. Who was that man? I had a huge bump on my head. Who am I? I wondered.

Suddenly the phone rang. I picked it up slowly and heard an excited voice: "Oscar! Good morning! Are you ready? I'm downstairs. Come on!"



I looked outside. There was a man in the driveway next to a sports car. He waved at me and I waved back. Suddenly, four men dressed in black ran out from behind the trees. "Look out!" I shouted, but they grabbed him and pointed a gun at him.

One of the four men ran into the house. I heard him coming up the stairs. I panicked and looked for a place to hide, but he entered the room in no time. "It's OK, Mr. Minter. You're safe now. It was a trap. He wanted to kill you, but, luckily, we caught him." All I could say was "Thanks." Then he left the room.

What's happened to me? I said. Why can't I remember? I need to find out more...

H. Q. Mitchell. (2010, p. 72). Traveler Elementary A1.2. U.S.A: mmpublications.

- Finish the story using the words in the box. What do you think happened to Mr. Minter?

Can I ask you something?	you still don't remember...	so you are a police officer...	now I remember...	you didn't do anything wrong...
a painting...	he hit you in the head...	What did I do?	there was a burglary...	8 million dollars..

Grammar: Identify the different Question words and the auxiliary did.

- ◊ Analyze the following table and draw conclusions. Is any combination acceptable? What do you notice about the verbs?

Question Word	Auxiliary did	Subject	Verb	Complement	Question mark		
How	Did	I	do	the exam	?		
Where		You	travel	to			
When		it (the wedding, the party, the flight, etc.)	celebrate	it			
			visit				
			buy				
			kiss				
		She (the girl, my mother, etc)	decide				
			make				



		He (Robert, my friend)	tell		
			watch		
Why		We	leave	the party	
What		They	want		
Who		(no subject?)	improve	the project	

- ◊ Remember that the auxiliary in past is DID.
- ◊ When did is in a sentence, the verb next to it changes to present.

Past Simple

↗ I played

Yes/No Question

↗ Did I play yesterday?

Wh question in Past

↗ What did I play yesterday?

Recognize and use the Question words in Past Tense

- ☺ **Skill:** Understand the correct usage of Question words in Past Tense
- ☺ **Informative objective:** To recall Past Tense
- ☺ **Formative value:** To distinguish the different question words.

Learning activities:**Writing Skills:**

- Write Wh questions, ask them to your classmates and write the answers.

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

- Complete the question with the correct Wh word.

1. _____ did you celebrate yesterday?
 2. _____ were you last week?
 3. _____ buy your coat?
 4. _____ you meet her?
 5. _____ did you travel to Cancun?
 6. _____ old was when he died?
 7. _____ position did she have?

Because I had a birthday party.
 I was fine, thank you.
 I bought in the Outlets Mall.
 I met her at school.
 We traveled in September.
 He was 75 years old.
 She was our sport teacher.



8. _____ did they work?
They worked at the book shop.
9. _____ books did you lose?
I lost three.
10. _____ did you fail the test?
Because I didn't study.

Grammar: Understand the expression Used to in the Past Tense

- ◊ We use Used to, to talk about something that happened regularly in the past, but no longer does.
- ◊ Used to is always followed by the base form of the verb. There is no change for singular or plural.

Example: We used to go skateboarding every afternoon when we were young.

Affirmative	Question
I/He/She/It We/You/They used to play	Did I/he/she/it use to play? we/you/they
Negative	Answers
I/He/She/It We/You/They didn't use to play	Yes, I/he/she/it used to play we/you/they No, I/he/she/it didn't use to play we/you/they

Learning activity:

Writing Skills:

- Complete the sentences with the correct form of Used to and the verbs in the box.

be	not drink	sleep	play	call	send
----	-----------	-------	------	------	------

1. I _____ computer games when I was a teenager, but I'm bored of them now.
2. _____ you _____ a lot of e-mails when you were in college?
3. I _____ water at all, but now I try to have eight glasses a day.
4. Harry _____ for ten hours a night, but now he doesn't.
5. Maya's hair _____ dark brown, but now it's blond.
6. When I was seven, my teacher _____ me Superman.

Angela Llanas Libby Williams. (2012, p. 34, 35). Oxygen New Edition. México, D.F.: MACMILLAN.

To describe practices and customs in the past, using Used to.

- ☺ **Skill:** Understand the correct forms of the expression Used to.
- ☺ **Informative objective:** To recall past activities, customs, etc.
- ☺ **Formative value:** To realize what people did in the past.

**Learning activities:****Reading Skills:**

- Read the title of the text. What do you think is about? Give your answer to the class, then read the text and find out.

Young Martin's Promise

Martin Luther King Jr., grew up in Atlanta, Georgia, in the 1930s. When he was a boy, Martin played tag and catch with his friends. His best friends lived across the street from him. Like Martin they were good ball players. But most of all, they were good friends.

Things became to change when Martin and his friends started school. Martin hoped that he and his friends would go to school together. But in 1935 there were places where black children could not go to the same school as white children.

When the bus came to pick up Martin on the first day of school, his friends were not on it. All the children on the bus were black. All the children at Martin's school were too.

When Martin got home from school that day, he was very excited. He couldn't wait to tell his friends about his first day of school. As he jumped off the school bus, he saw that some of his friends were already playing ball.

Martin ran over to them. He wanted to join the game, as he always did but this time, the other children stopped playing.

"Our parents say we can't play with you anymore," his friend told Martin.

Martin asked why not.

His friends said that it was because they were white and Martin was black.

"That's why we don't go to the same school," another boy told Martin. Martin had to go to the black school.

Martin did not know what to say. He swallowed hard and went back across the street slowly. He was very upset. Martin knew he had not done anything wrong. That night, he told his parents what happened. Martin's mother felt sorry for her son. In a calm voice, she told him that the law said that black people and white people could not be together in some places, such as school.

When Martin became a man, he worked hard to change the laws that kept people apart. He spoke about bringing people together. He described his dream that all children would one day play and study together.

Because of Martin and others like him, the laws changed. Now all children can go to the same school. Because of Martin Luther King Jr., kids of all colors can just be friends.

Diane Sharpe, Amanda Johnson Sperry, et al. (1997, 36, 37). Vocabulary Connections Level B. United States of America: STWCK-VAUGHN.

Reading Comprehension Skill:

- Write sentences that describe what Martin used to do before his first day of school. Look at the example below.

1. Martin and his neighbors used to be good friends.

2. _____



3. _____
4. _____

Writing Skills:

- Can you think of more things people used to do in the 1930s and they don't do now?
- Write them using the affirmative and negative of Used to.

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

Speaking and Writing Skills:

- Ask about what people did in the old days? Write questions and interview an older relative.

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

To describe practices and customs in the past, using Used to.

- ☺ **Skill:** Understand the correct forms of the expression Used to.
- ☺ **Informative objective:** To recall past activities, customs, etc.
- ☺ **Formative value:** To realize what people did in the past.

Learning activities:

Writing Skills:

- Complete the dialogues below. Using the correct form of Used to and the words given.

Example:

1. A: I am making a salad. Would you like some?
B: Yes, please. I didn't use to eat salads _____ (I / not eat / salads), but now I love them.
2. A: Hi Dylan. Where's Daisy?
B: She's working. _____ (she / not work / Saturdays), but now she does.
3. A: _____ (I / be / in very good shape) in the past.
B: _____ (you / go / gym)?
A: Yes, four times a week.



4. A: Your cousin lives in Barcelona, right?

B: No. _____ (he / live / Spain). He lives in Canada now.

5. A: How's Ted?

B: I'm not sure. _____ (we / meet / for
lunch / every day), but now we are both very busy.

Writing Skills:

- Complete the following exercises using Used to plus a suitable verb.
- Pay attention to each sentences is it an affirmative, negative or interrogative sentences.
- Check your classmate's exercise.

1. What _____ you _____ when you were five years old?

Answer: I used to watch teletubbies and Barney's show.

2. What _____ your mother _____ when she was at home?

Answer: She used to cook lasagna.

3. What games _____ you _____ when you were at
kinder garden school?

Answer: I used to play hide and seek or tag with my friends.

4. What _____ your father _____ with you for having fun?

Answer: He used to play soccer with me all the time.

5. Where _____ your family _____ on weekends?

Answer: We used to visit my grandparents. We used to travel to Ensenada or Rosarito.

Writing Skills:

1. Did you use to go to the mountains on summer vacations?

No, we _____. We used to go to the beach.

2. Did you use to watch The Scooby Doo Show?

No, I _____. I used to watch Goku.

3. Did you use to eat mangoes with chile?

No, I _____. I used to eat churritos.

4. Did your parents use to go to visit relatives?

No, they _____. They used to visit friends.

5. When you were a kid, did your best friend use to go to your house to play with you?

No, he _____ in my house, their parents did not allow him to go out.



Identifying the Past

- ☺ **Skill:** Understand and identify the proper word used in the Past.
- ☺ **Informative objective:** To distinguish the correct time expressions.
- ☺ **Formative value:** To identify the proper time expression in Past.

Grammar: Understand the correct use of the time expressions in past.

◊ In order to show when an action or situation happened in the past, particular words and phrases (time adverbials) are often used. Here are some of the most common ones:

1. Yesterday: This refers to the day before today, but not at any specific time. The day before yesterday. This time adverbial has the same meaning as two days ago.

Example: Omar and I went to the movies yesterday.

I played in the baseball yesterday.

Yesterday I ate pizza in the party.

2. Last + noun: This time adverbial is similar to yesterday, but it can be used with many different time references.

Example: My parents visited me last night.

Last week I went to the dentist.

My wedding anniversary was last month.

3. a / an / one + noun + ago: A singular noun phrase showing a period of time.

Example: I saw Larry a / one minute ago.

My English exam was an / one hour ago.

A / One week ago we went to San Francisco.

4. Plural number or expression + ago: A plural noun phrase showing a period of time is used before ago.

Example: I saw Larry two minutes ago.

My English exam was three hours ago.

Several days ago we went to San Francisco.

5. the + noun + before last: This common time adverbial is similar to the day before yesterday, but it can be used for many more time references.

Example: The night before last my sister's car was stolen.

I finished all my work the week before last.

My boyfriend's birthday was the month before last.



- ◊ We can also use prepositions to mention a specific point in past.

Examples: My brother was born in 1998.

I graduated on June 21st, 2013.

During 2010, I got my first job.

In the 19th Century women can't go alone anywhere.

I got an xbox last Christmas.

When my grandfather was a young he drove a motorcycle.

Learning activities:

Writing Skills:

- Form sentences with the time expressions mentioned in the last page. Don't use the examples, invent you own sentences.

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

Dennis Oliver. (2007). Simple Past Tense. 29 de marzo, de Dave's ESL Cafe Sitio web:
http://www.eslcafe.com/grammar/simple_past_tense04.html

Writing and Speaking Skills:

- Have you ever gone to the circus? Do you think they have change in the past 200 years?
Chare you answer with the class.
- Read the following text that describes how one of the most famous circuses was created.
- As homework they have to ask an older relative (older than 40 years) How was the circus when he/she was your age? Write the answer:

The Ringling Brothers

The Ringling brothers woke up early in the morning on circus day. They ran down to the river to see the circus boat come in.

Al was the oldest. He was eighteen years old. Then came Gus, sixteen; Otto, twelve; Alfred Theodore, called Alf T., eight; Charlie, six; and John, who was only four. At home was Henry the baby.

They ran after the circus band and followed along behind it. They marched in time to the music of the circus parade. Together they crowded into the tent put up for the big circus show.





All of them held their breath as a man walked a rope stretched tight above their heads. They blinked as a juggler made plates spin. They **gasped** at riders who stood on galloping horses. When the **acrobat** turned somersaults in the air, they whistled and clapped. They laughed at the clown who tried to do it too. For a long time after the circus had left McGregor, the sounds of the wonderful calliope rang in their ears. "What's the matter with them?" Papa Ringling wondered.

Mama Ringling rolled her eyes towards the ceiling as if it were easy to tell. "The circus is what is the matter with them," she said.

"Someday we're going to have a circus of our own," Al said. He stretched a rope over the hay in his father barn. He began to practice tightrope walking.

They'd soon forget about the circus, their father though. They'd all be harness **makers** one day, as he was.

"It's something they'll grow out of," Mama Ringling said hopefully.

One by one, the Ringling brothers grew into strong young men with cheerful round faces and **glossy** black hair. But they didn't **outgrow** their love for the circus.

They began to plan for the show in a ring under a Big Top. They started with the help of a real circus clown. His name was Yankee Robinson. Yankee was an old man with white whiskers. He had worked in circuses for forty years and he knew all about the circus **business**. The Ringling made him their **partner**.

They followed his **advice** and bought canvas for one Big Top and one little top. They built benches for seats under the Big Top. They bought old farm wagons, painted and decorated them, and **hired** big farm horses to pull the wagons. For a side show, they got a farmer who had taught his pig to do tricks. The pig was their only trained animal.

The new Ringling Circus opened in the town of Baraboo in May 1884.

Reading Comprehension Skills:

- Read again the Ringling Brothers story and complete the sentences with the words in **bold** that are in the text.

1. The brothers went into _____ to start a circus.
2. A man who knew about the circus became their _____.
3. A tent was made out of _____.
4. The benches looked shiny and _____.
5. A friend gave them help and _____.
6. They _____ people to do tricks.
7. One _____ could fly in the air.
8. The audience _____ when they saw tricks performed.
9. Do you think people _____ their love for the circus?
10. The _____ of the circuses answer, "No!"

Diane Sharpe, Amanda Johnson Sperry, et al. (1997, 36, 37, 38). Vocabulary Connections Level C. United States of America: STWCK-VAUGHN.

- **Answer True or False**

1. Some of them held their breath as a man walked a rope stretched tight above their heads. _____
2. The Ringling Brothers were five. _____
3. "What's the matter with them?" Mama Ringling wondered. _____
4. Al stretched a rope over the hay in his father barn. _____
5. When the Ringling Brothers grew they didn't love the circus. _____
6. Yankee was a circus clown he had worked in circuses for forty years. _____
7. The Ringling Brothers had 25 trained animals. _____

**Team Work Self and Peer Assessment Sheet**

Group projects are sometimes looked upon as being “unfair”. Through the use of this self and peer assessment sheet your perception of quantity of work that you performed and that of your partners is analyzed against the perceptions of your partner. Through this process, hopefully equity is achieved. In order for this process to work effectively there is the need for you to be honest and objective.

NAME: _____

Reflection questions

1.What problems did you encounter and how where they solved?

2.What would you do differently next time?

3.What skill would you like to improve next time?

I PERFORMED:

1	2	3	4	5	6	7	8	9
None of the work				fair share of the work				All of the work

PARTNER 1's NAME: _____

This partner performed:

1	2	3	4	5	6	7	8	9
None of the work				fair share of the work				All of the work

PARTNER 2's NAME: _____

This partner performed:

1	2	3	4	5	6	7	8	9
None of the work				fair share of the work				All of the work

PARTNER 3's NAME: _____

This partner performed:

1	2	3	4	5	6	7	8	9
None of the work				fair share of the work				All of the work

PARTNER 4's NAME: _____

This partner performed:

1	2	3	4	5	6	7	8	9
None of the work				fair share of the work				All of the work

Note: If you have any comments concerning this project or suggestions on how to improve the class, please write them here: _____

CG4 Listens, interprets and develops proper messages in different contexts using appropriate means, codes, and tools.

4	3	2	1
---	---	---	---

CG9 Participates with a civic and ethic consciousness in the community, region, Mexico and the whole world's life.

4	3	2	1
---	---	---	---



RUBRIC TO EVALUATE ORAL PRESENTATIONS.

CATEGORY	EXCELLENT	GOOD	FAIR	NEEDS IMPROVEMENT	NON INCLUDED
VISUAL AIDS	Visual aids support the theme and have proper size and color for the audience.	Visual aids have little support for the theme. Have proper size and color for the audience.	Visual aids are little related to the theme, have no proper size and color for the audience.	Visual aids are hard to understand and/or are not related to the theme; size and color have difficult comprehension.	Non Included
GRAMMAR	Uses appropriate vocabulary without any grammar mistakes. His or her sentences are according to the learning objects.	Uses appropriate vocabulary with few grammar mistakes.	His or her grammar presents mistakes but he or she communicates.	The mistakes and grammar errors are evident and communication is not accomplished.	Speaks Spanish
PRONUNCIATION	Excellent pronunciation.	Pronounces fairly well.	Pronounces with errors or is not understandable from time to time.	The pronunciation is poor and unclear.	Only Read/ Speaks Spanish
FLUENCY	Is able to communicate ideas in an excellent manner, without hesitation.	Is able to communicate fluently, with just some hesitations.	Is able to express ideas, stopping to recall words.	Is not able to communicate ideas, mixing both languages.	Only Read/ Speaks Spanish
PROJECT. ESSAY OR WRITTEN TEXT	Turns in on time, with an excellent quality according to the requirements.	Turns in on time, according to the requirements.	Turn in but missing some requirements.	Poor quality, missing most of the requirements.	Not Delivered
					Score:



Block II

SELF AND PEER UNIT EVALUATION

Decide honestly according to each affirmative sentence, the description and evaluation of your own learning process.

Self-evaluation				
Student's name:				
Date:	2nd. Block			Observations
Competences performance indicators	Always	Sometimes	Never	If you answer is No, analyze the reasons.
I attend on time to all my classes.				
I follow the instructions to do the exercises.				
I Participate with a constructive and collaborative attitude asking when the topic is not understood.				
I answer the exercises provided in the book.				
I Contribute with ideas in oral and written forms.				
I am able to evaluate honestly my own performance.				
I read the lessons and texts searching for new meanings and words.				
I am able to establish links between new and old grammatical forms and integrate new words.				
I have an interest in learning by my own using the internet.				
I work collaboratively with my classmates.				
I feel I have improved my English with this block.				
I can communicate better and more confidently.				

Decide honestly according to each affirmative sentence, the description and evaluation of one of your classmates learning process.

Peer evaluation				
Student's name:	Evaluator:			
Date:	2nd. Block			Observations
Competences performance indicators	Always	Sometimes	Never	If you answer is No, discuss the reasons with him or her.
He or she attends on time to all the classes.				
He or she follows the instructions to do the exercises.				
He or she participates with a constructive and collaborative attitude asking when the topic is not understood.				
He or she answers the exercises provided in the book.				
He or she contributes with ideas in oral and written forms.				
He or she is able to evaluate honestly him or her own performance.				
He or she reads the lessons and texts searching for new meanings and words.				
He or she is able to establish links between new and old grammatical forms and to learn new words.				
He or she has interest in learning by his own or her instance using internet.				
He or she works collaboratively with classmates.				
He or she has improved her or his English.				
He or she can communicate better and more confidently.				

Block III

**TO DESCRIBE ACTIVITIES THAT
TOOK PLACE IN THE PAST**



**Block III****TO DESCRIBE ACTIVITIES THAT TOOK PLACE
IN THE PAST**

Student's performances to be demonstrated upon completion:

The student must:

- The student is able to explain, in an oral and written form, the activities that took place on several contexts.
- The student identifies specific information in an oral and written text about activities that took place in his or her city, state, country, or around the world.
- The student uses the simple past and the past progressive grammatical forms to describe the activities that took place at a specific time in the past.

Generic Competences:

CG4 Listens, interprets and develops proper messages in different contexts using appropriate means, codes, and tools.

CG9 Participates with a civic and ethic consciousness in the community, region, Mexico and the whole world's life.

Disciplinary Competences:

CD4. Produce texts based on the normative use of language, considering the intention, communicative situation, and formal language elements such as punctuation, spelling, syntax, coherence and cohesion.

CD10. Identify and interpret the main idea and the continuum of a text, in an oral and written form, using his or her prior knowledge.

CD11. Communicate in a foreign language using a logical speech, oral or written form, to describe events that are common to his or her age and compare them to the other social group's activities.

CD12. Use independent learning strategies, through information technologies researching information about grammatical forms.

Learning objects:

- Vocabulary relating to clothing, food, music.
- Past continuous to describe actions that were in progress at any given time.
- Simple Past to describe activities that interrupt an action that was in progress in the past.
- Relative pronouns "when" and "while" to describe actions in the past.
- Connectors: First, then, after, later, after a while.



Past Progressive

- ☺ **Skill:** Understand and identify the Past Progressive.
- ☺ **Informative objective:** To distinguish the Past Progressive from Past Simple.
- ☺ **Formative value:** To identify the correct ending of the verb.

Grammar: Reviewing the Past Progressive rules (-ing).

Do you remember the rules to add the –ing ending? Let's review them again!

- ◊ The letters -ing are added to verbs to show the present tense.

Example:

I am writing a letter.

- ◊ **Basic Rules**

Rule 1: add -ing to most words

mail + ing = mailing carry + ing = carrying
always keep the y before adding the ing ending

Rule 2: if the word ends in -e, drop the -e and add -ing
ride + ing = riding take + ing = taking

Rule 3: if the word is short and ends with a vowel/consonant, double the consonant and add -ing
stop + ing = stopping
wrap + ing = wrapping

Special:

if a word has a double -e, do not drop the second -e

See + ing = seeing

change -ie to -y before adding -ing

die + ing = dying

note: the word die means to pass away and the word dye means to color

dye + ing = dyeing

SPELLING A Key to Good Communication (2015). "ing" ending. 27 de abril, Sitio web:
<http://literacy.kent.edu/Midwest/Materials/ndakota/spelling/lesson4.html>

- ◊ **Form of the Past Progressive**

Subject+ was / were + verb+ ing

Examples:

You were studying when she called.

Were you studying when she called?



You were not studying when she called.

Grammar: Past Progressive Uses.

USE 1 Interrupted Action in the Past

Use the Past Continuous to indicate that a longer action in the past was interrupted. The interruption is usually a shorter action in the Simple Past. Remember this can be a real interruption or just an interruption in time.

Examples:

I was watching TV when she called.

When the phone rang, she was writing a letter?

While we were having a picnic, it started to rain.

You were not listening to me when I told you to turn the oven off.

USE 2 Specific Time as an Interruption

In USE 1, described above, the Past Continuous is interrupted by a shorter action in the Simple Past. However, you can also use a specific time as an interruption.

Examples:

Last night at 6 PM, I was eating dinner.

At midnight, we were still driving through the desert.

Yesterday at this time, I was sitting at my desk at work.

IMPORTANT

In the Simple Past, a specific time is used to show when an action began or finished. In the Past Continuous, a specific time only interrupts the action.

Examples:

Last night at 6 PM, I ate dinner.

I started eating at 6 PM.

Last night at 6 PM, I was eating dinner.

I started earlier; and at 6 PM, I was in the process of eating dinner.

USE 3 Parallel Actions

When you use the Past Continuous with two actions in the same sentence, it expresses the idea that both actions were happening at the same time. The actions are parallel.

Examples:

I was studying while he was making dinner.

Were you listening while he was talking?

Thomas wasn't working, and I wasn't working either.

They were eating dinner, discussing their plans, and having a good time.



Past Progressive: While / When

While: We use it when we do two actions at the same time.

I was studying while I was listening to music.

When: We use it when an action is interrupted by another action.

I was studying when she called.

◊ **Open Activity:**

What was happening at home today while you were having breakfast?

1. Through brainstorming (guided by teacher), please try to remember what was going on this morning at home, while you were getting ready to leave to school.
2. Mark with ✓ and the activities that apply to your experience (look for the examples).

Do you agree?

Check (✓) the statements about what was happening at home today while you were having breakfast.

Situation	Yes	No
1. Your mom was listening to the news.		
2. Your sister was taking a shower		
3. Your dad was reading the newspaper.		
4. Your brother was having breakfast with you.		
5. Your dad was sleeping.		
6. Your mom was talking to you.		
7. Your dad was getting ready for work.		
8. Your sister was making a phone call.		
9. (Add your own)		

The faster you work, the sooner you will finish and the better you will learn!

Exercise 1:

My friend's mother wants to verify what he/she did yesterday, how can I explain what he did?

A) Describe what you did yesterday at 5 different times. (5:00 am 8:00 am, 11:00 am, 4:00 pm, 9:00 pm). Write it in sentences in past progressive.

Example: At 5:00 in the morning, I was sleeping at my house.

**B) When you have finished, check with a classmate and ask questions.
What were you doing at 11:00 o'clock yesterday?**

C) Practice asking and answering orally. (In groups of two or three)



D) Complete the following table to register the information:

Yesterday	Pedro	Susana			
Activity	He was sleeping.				
Where	At his house.				
When	At 5:00 am				

☺ **Skill:** To identify verbs in simple past and past progressive

☺ **Informative objective:** To be able to distinguish different tenses

☺ **Formative:** Following rules

Exercise 2. Writing Skills

Apply the rules to the following regular verbs, and Fill all the blanks: It is worth the effort!!

Infinitive		Past Tense		Verb + ing	
1. Study	estudiar	1. Studied	estudié, estudiaste	1. Studying	estudiando
2. Analyze	analizar	2. Analyzed	analicé, analizaste	2. Analyzing	analizando
3. Rent	rentar	3. Rented	renté, rentó	3. Renting	rentando
4. Discuss	discutir	4. Discussed	discutí, discutimos	4. Discussing	discutiendo

YOU WILL NEVER SPEAK ENGLISH UNLESS YOU KNOW THESE VERBS AND TENSES!

Simple Present	-ing ending	Past Simple	Spanish
Regular verbs			
1. Apply	Applying		
2. Argue			
3. Ask		Asked	
4. Bake		Baked	
5. Belong			
6. Call			
7. Carry			
8. Change			
9. Chop		Chopped	
10. Clean			
11. Close			
12. Dance			
13. Discuss			
14. Dry			
15. Enjoy			
16. Entertain			
17. Finish			
18. Help			
19. Hesitate		Hesitated	
20. Hope			
21. Join			



22. Knit			
23. Learn			
24. Like			
25. Love			
Simple Present	-ing ending	Past Simple	Spanish
Irregular verbs			
1. Drive	Driving	Drove	
2.	Dealing		
3.	Eating		
4.	Falling		
5.	Feeding		
6.	Feeling		
7.	Fighting		
8.	Finding		
9. Fit			
10.	Fleeing		
11.	Flinging		
12.		Flew	
13.	Forbidding		
14. Dig		Dug	
15.	drawing		
16.	forgetting		
17.	Forgiving		
18. Blow			
19.	Freezing		
20.	buying		
21.	Getting		
22.	Giving		
23.	Going		
24.		Ground	
25.	Growing		

GRAMMAR: PAST PROGRESSIVE

Noun/ subject	Auxiliary	Verb + ing	Complement
You	Were	Making	a huge difference
We	Were	Participating	very actively.
They	Were	Improving	Enormously
My friends	Were	Coming	to the party
Many writers	Were	Publishing	best sellers
Beyonce and Rihana	Were	Fighting	for the attention.

◊ It changes when you describe a person or a thing, it is called 3rd. person. Remember that the pronoun IT could be anything, but it must be a singular noun.



Noun/ subject	Auxiliary	Verb + ing	Complement
I	Was	Understanding	Everything
She	Was	Being	very nice with me
He	Was	Changing	very fast these weeks.
My mother	Was	always helping	me unconditionally
My father	Was	Working	In the hospital
The computer	Was	Failing	Yesterday

Exercise 3: Writing Skills**A) Complete the sentences with the past progressive tense.**

1. I _____ all day (work)
2. She _____ problems (have)
3. We _____ to Las Vegas by bus (travel)
4. They _____ to lunch a few minutes ago (go)
5. My father _____ a new car this morning.(look for)

B) Make your own negative sentences with the past progressive tense.

Example: We weren't taking swimming classes last summer.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____

Do you remember how to ask questions in progressive tenses?

Yes, that's right. You have to invert the verb to be at the beginning of the question

C) Make ten questions: Choose from the above sentences.

Example: Were we taking swimming classes last summer?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____



PAST PROGRESSIVE

- ☺ **Skill:** Analyze different tenses and use them in sentences.
- ☺ **Informative objective:** To be able to distinguish different tenses.
- ☺ **Formative:** To analyze about our learning.

Exercise 4:

Complete with information according to the indicated tense as the example does.

- | | | |
|----------------------------------|-------------------------------------|----------------------------|
| 1. Paul was watching a movie. | He wasn't watching the movie. | Was he watching the movie? |
| 2. I was swimming in a pool. | I wasn't swimming in the pool. | _____? |
| 3. Carlos _____. | Carlos wasn't finishing his degree. | Carlos _____? |
| 4. Dora _____. | Dora _____. | Was Dora getting married? |
| 5. Lee _____. | Lee wasn't eating lunch. | Lee _____? |
| 6. Jim was going to clean. | Jim _____. | Jim _____ |
| 8. John _____. | John wasn't reading the email | John _____? |
| 9. I was cooking. | I _____. | I _____? |
| 10. You _____. | You weren't winning the prize. | you _____ the prize? |
| 11. They _____. | They weren't debating abortion | they _____? |
| 12. We were traveling | We _____. | We _____? |
| 13. My sister was having a baby. | My sister _____ | my sister _____ a baby? |

Grammar: Connectors to introduce the second of two actions

- 1. AFTER:** It is used to refer to an action that took place in the past.

Examples:

After the bomb exploded, everything was quiet.
I went out after work.

- 2. THEN:** It is used to refer to an action that is followed by another one in the past.

Examples:

I ran then I jumped.
I studied then I passed the exam.

- 3. NEXT:** It is used to express that an action is closer to another one.

Examples:

We are going to take the next plane.
I am going to help the next person in line.

- 4. FIRST:** Often used with "then" or also with "second", "third", etc.

Examples:

First, go into the house, then, go upstairs and wait for me
First, switch it on. Second, search for the channel, and last, adjust the volume.

- 5. FINALLY:** It is used to end an activity or action.

Example:

I was playing all day long, finally I went to bed.

**Exercise 5:****A) Use the Connectors: First, Next, Finally, Then, After That, to write short paragraphs.****Example:**

He walks in...
He sits down...
He takes his book....
He reads aloud...
He leaves the classroom.

First he walked in into the classroom, then he sat down on the chair, after that he took his book, next he read aloud, finally he left the classroom.

He called the doctor.
He opened the window.
He got a cold.

Eat salad and fish.
Sit down.
Wash your hands

Go to the cinema.
Buy tickets.
Watch a movie.
Invite a friend.

Take a shower.
Get up.
Go to school.
Wear my uniform.
Have breakfast.

B) Choose the correct answers.

Hello, I'm Bart and I had a great birthday yesterday. **First / Next**, I met my friends at the shopping centre and they bought me a present. **Then /Finally**, we had pizza at a café. **Finally / Next**, we went to the cinema and saw a very funny comedy. **Then / First** suddenly, my parents arrived. They took me to an amazing restaurant for dinner. **Next /Finally**, we went home and I went to bed, tired but happy.

C) Use the following words to help you write the process for a banana milkshake.

Add ice and yogurt
Peel and slice the banana
Pour the banana shake Into a glass
Blend until it's smooth
Put the banana slices in the blender



Use the following words to help you write the process

First, then, next, after that, finally, Or First, second, third.....

1 First, peel and slice the banana. or First, the banana is peeled and sliced.

2 _____

3 _____

4 _____

5 _____



Exercise 6: Reading Skills Nurse in Iconic Times Square Kiss Photo Dies at 91

BY MARC SILBER ON JUNE 23, 2010

"Edith Shain, the woman depicted in an iconic photograph kissing a sailor in Times Square at the end of World War II, has died. She was 91. The famed photo, snapped by Life photographer Alfred Eisenstaedt, shows a young woman in a nurse's uniform at the mercy of a particularly excited young sailor. The pair's lips are locked in a vehement kiss — a scene that would become one of the most iconic images of the war."

As Eisenstaedt describes it in his autobiography: "I was walking through the crowds on V-J Day, looking for pictures. I noticed a sailor coming my way. He was grabbing every female he could find and kissing them all — young girls and old ladies alike. Then I noticed the nurse, standing in that enormous crowd. I focused on her, and just as I'd hoped, the sailor came along, grabbed the nurse, and bent down to kiss her."

For decades the woman's identity was unknown, until finally in the '70s Shain contacted Life magazine. She went on to reveal that she had been working at Doctor's Hospital in New York when on August 14, 1945 she decided to take the subway to join a V-J Day (Victory over Japan) celebration in Times Square.

"This guy grabbed me and we kissed," Shain said in 2008 of the sheer spontaneity of the kiss. "And then I turned one way and he turned the other. There was no way to know who he was, but I didn't mind because he was someone who had fought for me."

"As for the picture," she said, "it says so many things — hope, love, peace and tomorrow. The end of the war was a wonderful experience, and that photo represents all those feelings."

Over the years Shain would lead numerous memorial parades honoring World War 2 veterans, and she spent much of her later years educating others about the sacrifices made during the war.

As for the sailor in the photograph, his identity is still unconfirmed. Note we are now running a contest about this photo."

MARC SILBER. (2014). NURSE IN ICONIC TIME SQUARE PHOTO PASSES.

28 de abril, de Today In History Sitio web:
<http://www.silberstudios.tv/blog/2014/06/nurse-in-iconic-times-square-kiss-photo-dies-1/>



Reading Comprehension Skills:

A) Discuss with a partner the following questions:

1. What was the sailor doing?

2. Did you know that they were strangers kissing by the first time?

3. Why do you think this photo became iconic?

4. Why is the date so important to American history? What were they celebrating?

5. Was the photographer ready to take the photo?

6. Where was the nurse working?

7. Where were they celebrating?

8. How can you tell what were other people doing at a certain time in the past?

Exercise 7:

◊ Read this extract from a novel. What type of story do you think it is?

1. Read the following text
2. Underline the past progressive sentences.
3. Using comprehension skills, answer the question below.



A NIGHT AT THE MORGUE

Dr. Ismael Misra arrived at the morgue. He wasn't feeling well and wanted to go home quickly. He looked at his notebook and saw the name of his next autopsy, Mr. Holmes. He put on his white coat and entered the mortuary. It was strange because it was only 4 o'clock. He called their names out, but no one answered. Ismael felt a little angry. He looked at the body. It wasn't lying on the table in the middle of the room where it used to be. It was on the floor, but it was still covered with a white sheet. He walked towards it when he suddenly got very cold. Then, he saw a silver mist coming out from under the sheet. Ismael was trembling. The sheet was moving and now the body was sitting up, but it wasn't Mr. Holmes. It was a body without a head or skin. The body was walking towards him. Ismael couldn't move.



1. What is Ismael Misra's occupation? _____
 2. Why was Dr. Misra angry? _____
 3. Why was Dr. Misra trembling? _____
 4. Find five sentences that show that something wrong.
-

Angela Llanas Libby Williams. (2012, p. 38). Oxygen New Edition.
México, D.F.: MACMILLAN.

Exercise 8: Writing Skills

What funny story do you remember that happened to you recently?

1. Try to remember an anecdote and recall the details about it.
2. Use the grammatical structure of "past progressive" to write your story.
3. Use some of these phrases to start your story:

 - a. I was walking down the street, when ...
 - b. It started out as a regular day, but ...
 - c. We were on our way to a party, when ...

4. Listen to the stories from your classmates .
5. Write sentences to describe the pictures. Use the past continuous tense.



Exercise 9:

A. Complete the text with the verbs in parentheses in the past progressive.



The phone rang. Detective Banks _____ (write) a report at the time, and he was not happy about with the interruption. He answered the phone. "Detective Banks here," he said. Less than a minute later, Banks _____ (drive) his car through the rainy streets of the city. It _____ (get) dark and the streets were busy. People _____ (do) Christmas shopping. It was 7 p.m. when he finally arrived. The pathologist _____ (wait) for him. Two police officers _____ (inspect) the scene and others _____ (take) pictures. Sergeant Mullins _____ (sit) in the patrol car. He _____ (have) a cup of coffee. When he saw Banks, he got out and followed him down the alley. The body _____ (lie) on the ground cause of death unknown.....

B. Write three things you weren't doing ten minutes before you started doing this exercise.

- 1) I wasn't _____
- 2) _____
- 3) _____

Angela Llanas Libby Williams. (2012, p. 49). Oxygen New Edition. México, D.F.: MACMILLAN.

**Writing Activity:****SIMPLE PAST AND PAST PROGRESSIVE**

We often use the past progressive together with the simple past. The past progressive refers to a longer “background” action or situation. The simple past refers to a shorter action or event that happened in the middle of the longer action, or interrupted it.

Exercise 10:**A. Complete the text with the correct form of the verb in parentheses.**

While I _____ (eat) my sandwich, Vanessa _____ (call) me. She _____ (be) in her chemistry class. The professor _____ (teach) while she _____ (talk) to me. She said her chemistry class was so boring that several of the students _____ (sleep) in class. While we _____ (have) our conversation, I _____ (her) her professor shout, “Vanessa, are you making a phone call”? Suddenly, the line _____ (go) dead.

B. Complete the sentences with pairs of verbs from the box in the correct form.

Start/ have	Write/ get	Eat/ watch	Do/ decide	Wait/ check
-------------	------------	------------	------------	-------------

1. While I _____ an email, I _____ a text message.
2. While he _____ his homework, she _____ to play the drums.
3. It _____ to rain while they _____ a picnic.
4. I _____ a sandwich while he _____ the soccer game.
5. While we _____ for the computer to boot up, I _____ my text messages.

C. Complete the conversation with the verbs in parentheses in the simple past or past progressive and short answers.

Reporter: Excuse me. Can you tell me about the accident? _____ you _____ (see) it.

Witness: Yes, I _____ (walk) along the street when I _____ (see) the bus crash into the car.

Reporter: Where _____ you _____ (stand) when it _____ (happen)?

Witness: Right here. I could see everything very clearly.

Reporter: _____ the bus _____ (go) fast?

Witness: Yes, it _____. And the car _____ (stop) suddenly.

**Exercise 11:****A) Past Simple or Past Continuous? Write the correct form of the verb.**

1. Christine _____ (eat) dinner last night when you _____ (knock) on the door.
2. _____ (begin) to study at nine last night and I _____ (still/study) at eleven.
3. When Jack _____ (drop by) to visit me, I _____ (have) dinner.
4. Did your parents call you last night while you _____ (watch) TV?
5. When Sam _____ (finish) his assignment I _____ (talk) to my friend on the phone.
6. Yesterday Alicia and Gaby _____ (go) to the cinema; yet I stayed at home to finish my project.
7. As we _____ (travel) from Paris to Brussels we _____ (stop) at a small restaurant to get something to eat.
8. While I _____ (try) to repair the leaking roof, I _____ (fall) down.
9. My brother _____ (be born) in Lisbon in 1986.
10. I _____ (graduate) from Oxford in 1997.

B) Look at the words WHEN and WHILE, following the rules complete the sentences using simple past or past continuous.

1. Chris _____ (fall) off the ladder while he _____ (paint) the ceiling.
2. You _____ (study) when I _____ (call) you last night?
3. They _____ (drive) very fast when the policeman _____ (stop) them.
4. While I _____ (drive) to work yesterday, I _____ (see) an accident.
5. I _____ (read) a great book last week.
6. My friends _____ (drop in) for a visit while I _____ (watch) TV last night.
7. I _____ (see) Andrea at the party last night. She _____ (wear) a beautiful dress.
8. The children _____ (go) to bed at 9:00 last night. At 10:00, they _____ (sleep).
9. We _____ (have) dinner at a new restaurant last night. While we _____ (eat), one of the waiters _____ (drop) a tray on the floor.
10. Monty _____ (work) in his garage last night when he _____ (hear) a loud noise. He _____ (put) down his tools and _____ (go) outside into the yard. While he _____ (look) around, someone _____ (run) out of his front door. Monty _____ (call) the police. He _____ (tell) the police that the robber _____ (wear) a black ski jacket and jeans.

Taken on April 12, 2016 from English exercises-online

Exercise 12

How has Monique's life changed in five years?



- A) Read the text.
- B) Identify and underline the past progressive sentences
- C) Answer the comprehension questions.
- D) Compare answers with your classmate

Then and now

Five years ago, Monique was living with some relatives in a small apartment in Miami. They were all working then. Together, they paid the bills for the rent, telephone, and electricity. Monique was working as a dishwasher in the kitchen of Mercy Hospital. It was a hard job, but she liked the hospital. She was also attending English classes. She was learning a lot of new things. She was always busy and tired then. But she was happy, and she was excited about her future.

Now Monique is working as a nurse's assistant at Mercy Hospital. Sometimes she visits the kitchen. She remembers when she was washing dishes there. Monique continues to think about her future.

1. When did Monique come to Miami? _____
2. What was Monique's first job? _____
3. Where was it? _____
4. What else was she doing at the same time? _____
5. Where is she working now? _____

II.- Change the present progressive tense to the past progressive tense in the following sentences. Change now to five years ago.

6. She's living in a small apartment in Miami now.

7. Her relatives are all working and paying the bills together now.

8. She's improving her life now.

9. Now she's learning a lot of new things.

10. Now she's thinking about her future.

Self-evaluation:

Can I confirm that I've learned to express myself correctly using the time "Past Progressive"?

Are you able to describe what you were doing in certain or specific moment? Are you able to describe what others were o not doing in past events?

Do you distinguish between past simple and past progressive?

Is very clear to you, how to make questions about an action that has already ended?

If you are still unsure answer the following quizzes:

**BLOCK 3 SELF TEST****PART 1: UNDERLINE THE CORRECT ANSWER**

- 1) Suzanne _____ to school when it began to rain. She got very wet.
a) walked b) was walking
- 2) Ferris _____ English for two hours last night because he had a test today.
a) studied b) was studying
- 3) My friend lives in Korea, but he _____ California when I met him.
a) visited b) was visiting
- 4) Lee _____ from Korea. His hometown is Seoul.
a) came b) was coming
- 5) _____ you _____ a new notebook?
a) Did...buy b) Were...buying
- 6) _____ you _____ to the store when the accident happened?
a) Did...go b) Were...going
- 7) Sylvia and Mary _____ friends. They liked to go shopping at the mall together.
a) were b) were being
- 8) One day, they _____ lunch at the mall when they saw a thief.
a) were eating b) ate
- 9) The thief _____ into a woman's purse when Sylvia screamed and pointed at him.
a) was reaching b) reached
- 10) When Sylvia screamed, the thief _____ away. Fortunately, the police caught him outside the mall.
a) was running b) ran

PART 2.

Write in the line below, completing the sentence with the information provided. Using simple past and past continuous.

1. A : - What (you / do) _____ when these people arrived ? Watching television?
2. B : - No, we (play) _____ cards with Mr Wilson, the neighbor
3. A : - But the woman (tell) _____ me you were watching television !
4. B : That's a lie ! We (not watch) _____ television ! Ask Mr Wilson !
5. He (leave) _____ when they came in.
6. A : What (these people / say) _____ when they saw Mr Wilson ?
7. B : We (walk) _____ past your house when we saw the light, they said, but we (not believe) _____ them.



8. A : What do you think (they / want) _____ ?
9. B : We don't know. First they (sit) _____ and watched us play but
10. suddenly the woman (begin) _____ to cry.
11. A : What about the man ? (he / do) _____ anything to comfort his wife ?
12. B : Nothing. He didn't even notice. He (watch) _____ us play.
13. A : Do you think these people (wait for) _____ some help ?
14. B: Sorry, but we (not ask) _____ them anything... so they left.

LABORATORY EXERCISES:

<http://www.ego4u.com/en/cram-up/tests/past-progressive-1>
<http://www.really-learn-english.com/past-progressive-exercises.html#01>
<http://www.eslcafe.com/quiz/past1.html>
<http://www.eslpartyland.com/quiz-center/sppp2.htm>

BLOCK PROJECT OPTION NO 1:

Past Simple Vs. Continuous Tenses Scary Stories

1. Look at these sentences. Can you put them together and make the beginnings of three different stories?

a. Which parts of each story give the background, and which give the main events?

b. Imagine what happened next.

Mary was alone in the dark house.	She stopped the car and got out to have a look.	Anna was driving along an empty forest road.	She sat up, frozen with fear.	She was lying in bed trying to get to sleep.
She saw a strange blue light flashing the road ahead..	Suddenly she heard the sound of breaking glass downstairs.	It was stormy night, and the wind was howling through the trees outside.	It was a dark and rainy night, and she was soaked to the skin.	As she was passing the church, the clock struck midnight.
	Suddenly she heard a scream coming from the churchyard.	A full moon was shining through the trees.	Martha was walking home through the village square.	



2. Work in groups. Choose one of the pictures, and write the beginnings of a scary story.
- a. Think about these questions.

What time was it?



What was the weather like?



Where were the people?

What were they doing?

What did they see/hear/feel?

What happened?

How did they react?

What happened next?

Learning activities

Listen to the presentation of videos and / or drama to the group.

1. Listen carefully to the presentations of the other teams.
2. Noticed the used grammatical form.
3. Choose your favorite video or presentation through a vote.

BLOCK PROJECT OPTION NO. 2

- 1.- Organize teams of 3 to 4 students. You will choose one festival, carnival, and annual celebration, exposition show that is important in your community or state.
- 2.- Research about it and describe its origins, historical facts, elements, people who participate in it.
- 3.- Discuss with your classmates the importance of this festivity and how to present it to the group.
- 4.- Make a power point presentation or a poster in which you describe the festivity and how to preserve it.
- 5.- Include photos in order to describe how was before and how it is celebrated now.
- 6.- Include several past progressive sentences to describe what was happening at that moment.
- 7.- Make sure you add several sentences in the simple past tense.

Write an essay or script. Read the rubric before in order to improve it.

Practice in front of your classmates.

Then Present it to the class.

Table 1

- Subject: The student is able to describe, in an oral or written form, the activities that were in progress at any given time on several contexts.

Activity: Oral Presentation

Students Name: _____

Activity time: _____ Date: _____



Team Work Self and Peer Assessment Sheet

Group projects are sometimes looked upon as being “unfair”. Through the use of this self and peer assessment sheet your perception of quantity of work that you performed and that of your partners is analyzed against the perceptions of your partner. Through this process, hopefully equity is achieved. In order for this process to work effectively there is the need for you to be honest and objective.

NAME: _____

Reflection questions

1.What problems did you encounter and how where they solved?

2.What would you do differently next time?

3.What skill would you like to improve next time?

I PERFORMED:

1	2	3	4	5	6	7	8	9
None of the work				fair share of the work			All of the work	

PARTNER 1's NAME: _____

This partner performed:

1	2	3	4	5	6	7	8	9
None of the work				fair share of the work			All of the work	

PARTNER 2's NAME: _____

This partner performed:

1	2	3	4	5	6	7	8	9
None of the work				fair share of the work			All of the work	

PARTNER 3's NAME: _____

This partner performed:

1	2	3	4	5	6	7	8	9
None of the work				fair share of the work			All of the work	

PARTNER 4's NAME: _____

This partner performed:

1	2	3	4	5	6	7	8	9
None of the work				fair share of the work			All of the work	

Note: If you have any comments concerning this project or suggestions on how to improve the class, please write them here: _____



RUBRIC TO EVALUATE ORAL PROJECT BLOCK 3

NAME _____ DATE _____ GROUP _____

CATEGORY	EXCELLENT	GOOD	FAIR	NEEDS IMPROVEMENT	NON INCLUDED
VISUAL AIDS	Visual aids support the theme and have proper size and color for the audience.	Visual aids have little support for the theme. Have proper size and color for the audience.	Visual aids are little related to the theme, have no proper size and color for the audience.	Visual aids are hard to understand and/or are not related to the theme; size and color have difficult comprehension.	Non Included
GRAMMAR	Uses appropriate vocabulary without any grammar mistakes. His or her sentences are according to the learning objects.	Uses appropriate vocabulary with few grammar mistakes.	His or her grammar presents mistakes but he or she communicates.	The mistakes and grammar errors are evident and communication is not accomplished.	Speaks Spanish
PRONUNCIATION	Excellent pronunciation.	Pronounces fairly well.	Pronounces with errors or is not understandable from time to time.	The pronunciation is poor and unclear.	Only Read/ Speaks Spanish
FLUENCY	Is able to communicate ideas in an excellent manner, without hesitation.	Is able to communicate fluently, with just some hesitations.	Is able to express ideas, stopping to recall words.	Is not able to communicate ideas, mixing both languages.	Only Read/ Speaks Spanish
PROJECT. ESSAY OR WRITTEN TEXT	Turns in on time, with an excellent quality according to the requirements.	Turns in on time, according to the requirements.	Turn in but missing some requirements.	Poor quality, missing most of the requirements.	Not Delivered

Score:

CG 4: Listens, interprets and develops proper messages in different contexts using appropriate means, codes, and tools.

4		3		2		1	
---	--	---	--	---	--	---	--

CG 9: Participates with a civic and ethic consciousness in the community, region, Mexico and the whole world's life.

4		3		2		1	
---	--	---	--	---	--	---	--



Block III

SELF AND PEER UNIT EVALUATION

Decide honestly according to each affirmative sentence, the description and evaluation of your own learning process.

Self-evaluation				
Student's name:	Date:			Observations
Competences performance indicators	Always	Sometimes	Never	If you answer is No, analyze the reasons.
I attend on time to all my classes.				
I follow the instructions to do the exercises.				
I Participate with a constructive and collaborative attitude asking when the topic is not understood.				
I answer the exercises provided in the book.				
I Contribute with ideas in oral and written forms.				
I am able to evaluate honestly my own performance.				
I read the lessons and texts searching for new meanings and words.				
I am able to establish links between new and old grammatical forms and integrate new words.				
I have an interest in learning by my own using the internet.				
I work collaboratively with my classmates.				
I feel I have improved my English with this block.				
I can communicate better and more confidently.				

Decide honestly according to each affirmative sentence, the description and evaluation of one of your classmates learning process.

Peer evaluation				
Student's name:	Evaluator:			
Date:	3rd. Block			Observations
Competences performance indicators	Always	Sometimes	Never	If you answer is No, discuss the reasons with him or her.
He or she attends on time to all the classes.				
He or she follows the instructions to do the exercises.				
He or she participates with a constructive and collaborative attitude asking when the topic is not understood.				
He or she answers the book exercises				
He or she contributes with ideas in oral and written forms.				
He or she is able to evaluate honestly his or her own performance.				
He or she reads the lessons and texts searching for new meanings and words.				
He or she is able to establish links between new and old grammatical forms and to learn new words.				
He or she has interest in learning by his own or her instance using internet.				
He or she works with classmates collaboratively				
He or she has improved her or his English.				
He or she can communicate better and more confidently.				

Block IV

**TO REQUEST AND
GIVE INSTRUCTIONS**





Block IV

TO REQUEST AND GIVE INSTRUCTIONS

Student's performances to be demonstrated upon completion:

The student must:

- Ask and answer in an oral and written form, about the home and school duties inherent to his or her own age.
- Ask and give instructions in familiar contexts and is able to distinguish between a formal request and an informal one.
- Identify and understand specific information in an oral and written form, about the different home duties or activities that similar youngsters do in different cultural settings.
- Use phrasal verbs and modals to make requests and give instructions.

Generic Competences:

CG4 Listen, interpret and develop proper messages in different contexts using appropriate tools, codes, and media.

CG8 Participate and collaborate in an effective way in different teams.

CG10 Maintain a respectful attitude towards multiculturalism and diversity of beliefs, values, ideas and social practices, when describing his or her classmates' activities.

Disciplinary Competences:

CD1 Identify and interpret the general idea and possible development of an oral and written message in a foreign language, using their previous knowledge with the new one about domestic duties, and school activities, in different social environments with people of his or her own age.

CD4 Produce texts based on the normative use of language, considering the situation, communicative intention, and formal language elements such as punctuation, spelling, syntax, coherence, and cohesion.

CD11 Communicate in a foreign language using a logical speech, oral and written form, according to the communicative situation.

CD12 Use self-learning strategies, through information technologies and communication to acquire and identify proper ways of command and the use of modals according to the social, communicative situation, and the status of the receiver.

Learning objects:

- Phrasal verbs
- Modals in requesting or asking : may, can, could



Learning activities:

Alex has found some dialogues in a novel in English in which some sentences contain some verbs consisting of two words, but Alex cannot figure out the meaning. Some of them are commands, requests and instructions that he does not understand very well, so he asks his sister about them. Susana explains to his brother Alex the difference between common verbs and two words verbs and some of their different meanings.

How can you distinguish a regular verb of one of this type, called two-word verbs? How can you tell a verb from regulating an idiomatic expression (also called a two-word verb)?

1. Carefully read the list of verbs that appear in the box.

A combination of verb and preposition is called a PHRASAL VERB:

VERBS and PREPOSITIONS		
Apologize for	give up	prepare for
ask about	grow up	study for
ask for	look for	talk about
belong to	look forward to	think about
bring up	look up	trust in
care for	make up	work for
find out	pay for	worry about

1. With the vocabulary that you already know, try to interpret each word in the list and give it a meaning in your own language.
2. Compare and share with your classmate until you have the meaning of the list of two-word verbs.
3. Write some sentences with the phrasal verbs of the previous chart in which you give an order, ask directions, or request for something and write them down in your notebook.
4. Read your sentences to a classmate, and try to interpret them.

Clarify your doubts with your teacher and discuss in class if the meanings are the real ones.

PHRASAL VERBS

Phrasal verbs are mainly used in spoken English and informal texts. (The more formal a conversation or text, the less phrasal verbs are found.)

Phrasal verbs consist of a **verb** and a **particle** (preposition, adverb). The particle can change the meaning of the verb completely. For example:

- look up – consult a reference book (look a word up in a dictionary)
- look for – seek (look for her ring)
- look forward – anticipate with pleasure (look forward to meeting someone)

There are no rules that might explain the meaning of phrasal verbs. All you can do is look them up in a good dictionary and study their meanings.



Position of the Particle:

In some cases the particle is placed either after the verb or after the object. Example:

- Write **down** the word
- Write the word **down**

If the object is a pronoun, however, the particle has to be placed after the pronoun (object). Example:

- Write it **down**.
- Your photo album. Put it **down**
- Your jacket. Take it **off**

Mohammed Rhalmi. (2006). Phrasal Verbs 6 de junio, de myenglishpages Sitio web:
http://www.myenglishpages.com/site_php_files/grammar-lesson-phrasal-verbs.php

single-word verb		look	direct your eyes in a certain direction	You must look before you leap.
multi-word verbs	phrasal verb	look up	search for and find information in a reference book	You can look up my number in the telephone directory.
	prepositional verb	look after	take care of	Who is looking after the baby?
	phrasal-prepositional verb	look forward to	anticipate with pleasure	I look forward to meeting you.

The two most important things to remember about Phrasal verbs are;

1.- Each one has a different meaning according to the context. You have to analyze and use them carefully. The preposition or adverb changes completely the meaning of each one.

2.- English speakers use them in almost any sentence. You will hear them constantly; you have to be able to distinguish them in order to communicate.

LEARNING ACTIVITIES:

Pre-activities:

Ask the students to bring magazines, scissors, glue, and white paper or carton paper. This will be necessary for the next activity. OPTIONAL do a power point presentation and share it to your classmates.

Work team and writing skills:

Ask them to work in groups of 3-4 per team. They are going to review and analyze the 16- pages list that alphabetically enlists and describes 200 two word verbs.

The teacher explains that they have to choose an image that represents one phrasal verb. They are



going to represent a minimum of 15 phrasal verbs per team. They have to write down the sentence next to the image.

Ask them to not choose the easiest ones. Motivate them to be curious and learn new vocabulary. Tell them to sociabilize the meaning in order to represent them correctly

PHRASAL VERBS LIST

Phrasal Verb	Meaning
Back away!	move backwards, away from something frightening or dangerous
Back off!	(slang – rude) stop bothering or threatening someone
Back up!	move backwards; step backwards; drive backwards
Bear down!	push or press down hard
Bend down!	lean over and forward; lean down
Bend over!	lean forward from the waist
Breathe in!	take a breath in; take air into the lungs
Breathe out!	take a breath out; push air out of the lungs
Brighten up!	be cheerful; be happier
Buckle down!	start working, studying, or doing something else seriously
Buddy up!	find a partner
Bugger off!	(slang – rude) Go away!
Butt out!	(slang -- rude) don't interfere
Buzz off!	(slang – rude) Go away!
Calm down!	relax, don't be angry, don't be upset, don't be worried
Carry on!	keep doing what you were doing
Cheer up!	be happier; don't be sad
Chill out!	relax; don't be upset or angry
Clean up!	clean yourself or your surroundings
Close down!	close a shop or business so it is not operating
Come back!	return to where you were
Come down!	move down off something high come south
Come on!	(encouraging someone) do what I am telling you to do (not believing someone) I don't believe you (rushing someone) move faster
Come in!	enter a closed space
Come out!	leave a closed space
Come over!	come to my house; come to where I am
Come up!	move to a higher place
Cool down!	Relax; don't be upset or angry
Cover up!	put on more clothes
Double up!	form pairs because space or resources are limited
Dream on!	(slang) I don't think what you have just said will happen
Drink up!	finish your drink



Block IV

Eat up!	finish your food
Fess up!	(slang) confess / admit what you did; tell the truth about what you did
Finish up!	finish what you have been doing
Fuck off!	(slang – very, very rude) Go away!
Gather around!	make a group and come together in one place
Gear up!	get ready to do something
Get away!	move away; run away; escape
Get down!	come down from a high place
Get in!	go inside something, like a car or bus
Get off!	go out of something, like a bus or train
Get on!	climb on board something moving or about to start moving, like a train
Get out!	(slang – rude) Leave this place! (used when angry at someone)
Get up!	become awake; don't sleep
Give up!	stop doing what you're doing give yourself to the police or authorities
Go around!	move to where you need to go by passing some obstacle instead of going straight
Go away!	leave the place where you are
Go back!	return to where you were
Go on!	continue what you were saying
Grow up!	behave in a mature way; don't act like a child
Hang on!	wait hold tight
Hang up!	end the phone call
Hold on!	waithold this tight or you might fall
Hurry up!	do whatever you are doing quickly, whether it's physical or mental
Keep away!	stay away; do not go near
Keep out!	stay outside; do not enter
Lace up!	tie your shoelaces; put on your shoes
Lay off!	(slang – rude) stop doing something that bothers someone
Lie down!	put your body in a horizontal position; relax on a bed or sofa
Lighten up!	cheer up; don't be so serious or worried
Line up!	make or form a line
Listen up!	listen carefully
Loosen up!	(slang) relax; don't be so stressed
Move along!	keep moving; don't stop in this spot
Move back!	move to a place in the back
Move forward!	move to a place in the front
Move on!	continue your life; go on with your life
Open up!	Open the door!
Perk up!	cheer up; don't be sad
Press on!	keep doing what you need to do; don't give up
Pull back!	move backward



Quieten down!	stop being noisy
Queue up!	Make or form a line
Saddle up!	Get ready to ride a horse by putting the saddle on the horse
Scoot over!	(slang) move to make space for someone else
Stand up!	stand
Shut up!	(slang – rude) be quiet; stop talking
Sit down!	sit; be seated
Sit up!	sit straight in your chair, bed, etc.
Smarten up!	become more intelligent and aware of what's happening around you
Speak up!	talk louder
Speed up!	move faster
Stand up!	stand
Stay away!	don't go near
Straighten up!	stand straight; do not bend
Stretch out!	lie down comfortably
Sum up!	summarize
Take off!	leave fast
Tidy up!	clean the place; put things in the right places
Turn back!	go backwards
Turn over!	move your body so that the other side faces up
Wait up!	wait for me to catch up with you
Wake up!	don't sleep anymore; become awake
Walk away!	leave a difficult situation
Walk out!	leave a situation because you do not approve of something leave someone (leave a relationship)
Watch out!	be very careful
Work away!	continue working
Write back!	reply to a letter or email

Rebecca (2008). Phrasal Verbs. 9 de marzo, de engvid english-resource Sitio web
<http://www.engvid.com/english-resource/100-phrasal-verbs-used-as-commands/>

ACTIVITY 1

Choose the right preposition or adverbial particle.

1. She tried _____ her new dress and found it all right.
 a) up
 b) on
 c) in
 d) off
2. Be sure to get _____ the bus in front of the hospital.
 a) in
 b) to
 c) off
 d) up



Block IV

3. The plane takes _____ very late at night.
- a) up
 - b) out
 - c) over
 - d) off
5. Don't take _____ your coat. It's too cold. We are putting ours.
- a) on
 - b) over
 - c) off
 - d) out
7. Put your hat _____ and come with us for a walk.
- a) over
 - b) up
 - c) on
 - d) down
9. I'm looking these words _____ in a dictionary. I don't know what they mean.
- a) through
 - b) up
 - c) after
 - d) about
11. She should look _____ the baby better, even if she doesn't care.
- a) after
 - b) through
 - c) for
 - d) over
13. You can sit _____ for a while. I know you are tired.
- a) in
 - b) on
 - c) back
 - d) over
15. They got _____ the bus and walked away.
- a) on
 - b) out
 - c) off
 - d) outside
4. I was looking _____ my neighbor's dogs when I found some money.
- a) for
 - b) after
 - c) between
 - d) at
6. He's looking _____ his little sister.
- a) on
 - b) after
 - c) about
 - d) towards
8. I'm calling him _____ this evening.
- a) up
 - b) to
 - c) on
 - d) at
10. Will you be in if I call you _____ at dinner time?
- a) in
 - b) on
 - c) at
 - d) up
12. Someone turned the water _____ while I was having a shower.
- a) up
 - b) over
 - c) off
 - d) on
14. I can look _____ myself. I don't need any help.
- a) about
 - b) after
 - c) for
 - d) of

**ACTIVITY 2****A- Complete the sentences with the verbs bellow.**

<i>look</i>	<i>go</i>	<i>turn</i>	<i>break</i>	<i>take</i>	<i>get</i>
-------------	-----------	-------------	--------------	-------------	------------

- I have invited all my friends to the party but I don't know who will _____ up.
- We usually _____ up early to go jogging in the morning.
- Many bands _____ up even though they are successful.
- George decided to _____ up golf.
- _____ up the company's phone number in the yellow pages.
- The cost of living will continue to _____ up.

B- Fill in the blanks with the suitable particle.

<i>After</i>	<i>on</i>	<i>over</i>	<i>up(x3)</i>	<i>into</i>	<i>along</i>	<i>Down</i>	<i>by</i>
--------------	-----------	-------------	---------------	-------------	--------------	-------------	-----------

- She stopped working to **look** _____ the kids.
- He **took** _____ jogging after his doctor told him to get some exercise.
- We are best friends because we **get** _____ very well.
- he applied for the job but he was **turned** _____.
- I was in the neighbourhood, so I decided to **come** _____ to see how you were doing.
- I **ran** _____ my English teacher at the cinema last night.
- He didn't **turn** _____ for class today.
- They had been going out for a couple of years before they **broke** _____.
- His real intention was to **take** _____ the company.
- He has **put** _____ a lot of weight since he quit smoking.

C .Replace the underlined expressions by a phrasal verb.

<i>Took off</i>	<i>looking forward</i>	<i>get along</i>	<i>took in</i>	<i>came across</i>
<i>gets up</i>	<i>ran after</i>	<i>come up</i>	<i>go away</i>	<i>looking for</i>

- The flight to Paris departed on time.
- I'm anticipating my holiday with pleasure.
- The policeman chased the thief who had stolen my phone.
- We are trying to find a good place to eat.
- They are trying to think of a solution.
- This medicine should make the pain disappear.
- He usually oversleeps and gets out of bed late.
- She deceived me with her story.



9. I have a good relationship with my parents.

10. John found his ex-girlfriend by chance in the park.

D. Complete each sentences with a suitable form of the phrasal verbs in the box.

1. I know things seem bad, but life must _____.
2. I _____ a pair of jeans and a green t-shirt yesterday.
3. Guests must _____ by 12:00 p.m.
4. I'm _____ seeing John and Janet again, aren't you?
5. All passengers tried to _____ at the same time.
6. I'm afraid Mr Thompson isn't here. Can you _____ later?
7. I'm going to travel to America before _____ and starting a family.
8. The tree growth _____ by the lack of rain.
9. Before I began writing, I _____ my ideas.
10. Where have you been? We've been _____ for you everywhere.

check out
go on
call back
have on
settle down
look for
slow down
look forward to
write down
check in

LISTENING: ACTIVITY 3

A. You are going to listen to Juanita White reading her instructions on how to avoid internet addiction. What advice do you think she will give?

B. Now listen again and answer these questions:

1. What's the average time for a person to be on the internet every day?
2. What percentage of people are addicted?
3. Firstly, what should you check?
4. What should you look for to get you away from your computer?
5. What should you do if your internet use is affecting your normal daily life?
6. How can a friend help?
7. What software does she recommend?

C. In pairs answer the following questions:

1. Did you guess Juanita's advice correctly?
2. Do you have any better advice?
3. Do you or your partner have a problem with internet addiction?
4. Do you think it is a national problem?

• **Reading Activity 4**

A. Read the article. Find phrasal verbs that mean the following:

1. developed, invented _____
2. complete the missing information _____
3. try to discover the location of _____



4. appears _____
5. assume control _____
6. collect _____

Stop Thief!!

A group of students from the University of Saskatchewan in Canada have **come up** with a remote control device for protecting your car from theft. It will make all the difference.

Now, you have to go to the nearest police station, report the theft, **fill in** a whole lot of forms, and then **wait for** the police to **look for** your stolen vehicle. It takes a long time and sometimes the car never **turns up** again.

With this new device, all that can change. The device combines cell phones technology and the electric system in your car. When a thief steals your car all you have to do is send a SMS from your cell phone to your stolen vehicle. Just a few moments after receiving the message, the car will stop automatically. It all happens in 30 seconds!! The integrated GPS system locates your car, and sends a message to you, giving you the exact location. You then call the police and they **take over**. They go and **pick up** your car and with luck, arrest the thief! It's simply and only cost 700 USD you'll probably have your car back in just an hour or two!

B. Read the article again and answer these questions:

1. What does the new device do?
2. In the past, what did people have to do before the police help them?
3. What are the disadvantages of the old procedure?
4. How does the new device connect you to your stolen vehicle?
5. How long does the thief have to make his escape?
6. Why does the device need a GPS system?

C. With a partner answer the following questions:

1. Is car theft a problem in your country?
2. What happens when someone steals your car?
3. Can you buy a system like the one described in the article?
4. What is the best way to protect a car?

Adapted from: OXYGEN for DGB, Student's book 3 MACMILLAN (listening page 57 / reading: 54-55)



- Listening Activity 5

LISTEN TO THE SONG AND FILL IN THE BLANKS

KESHA – TIK TOK

<https://www.youtube.com/watch?v=iP6XpLQM2Cs>

Wake up in the _____ feeling like P
Diddy (Hey, what up girl?)
Grab my glasses, I'm out the door;
I'm gonna hit this _____ (Let's go)
Before I leave, brush my _____ with
a bottle of Jack
'Cause when I leave for the night,
I ain't coming back

I'm talking pedicure on our toes, toes
Trying on all our _____
Boys blowing up our _____
Drop-topping, playing our favorite CD's
Rollin' up to the _____
Trying to get a little bit tipsy

Don't _____, make it pop
DJ, blow my speakers up
Tonight, I'm-a fight
Till we see the _____
Tick-tock on the _____
But the _____ don't stop, no (x2)

Ain't got a care in the world, but got
plenty of beer
Ain't got no money in my _____,
but I'm _____ here
And now the dudes are lining up
'cause they _____ we got swagger
But we kick 'em to the curb unless
they look like Mick Jagger

I'm talking about everybody getting crunk, crunk
Boy's tryin' to touch my junk, junk
Gonna smack him if he getting too _____

Now, now, we goin' till they kick us out, out
Or the police shut us down, down
Police shut us down, down
Po-po shut us - down

(Chorus x2)

DJ, you build me up
You _____ me down
My heart it pounds
Yeah, you got me
With my _____
You got me now
You got that sound
Yeah, you got me
DJ, you build me up
You _____ me down
My heart it pounds
Yeah, you got me
With my _____
Put your hands up
Put your hands up
Now, the party don't _____ till I walk in

(Chorus)

MODALS VERBS FOR MAKING REQUEST

Can & Could

Can and **could** are modal verbs used to make requests. **Can** is less polite than could. **Can** is used to make basic request from a friend or coworker. It is often used for small things.



Examples:

- Can you pass the salt please?
- Could you bring your book tomorrow?
- Can you pass the juice?
- Can you turn off the air conditioner?
- Could you help me with my homework Mr. Johnston?

Would

Would is used to make polite requests in English. The structure is as follows:

Examples:

- Would you mind closing the door?
- I would like another drink please.
- I would like some help with my math homework please.

Mary Anne. (2003). Modal Verbs.4 de febrero, de learnenglish-online sitio web
<http://www.learnenglish-online.com/grammar/modals/requests.html>

Listening Activity 6

A. Listen to a conversation 1 and circle t (true) or f (false). Correct the false sentences.

- | | | |
|---|---|---|
| 1. Brenda has a new dress. | T | F |
| 2. Her friend, Cheryl, wants to put the dress on. | T | F |
| 3. Brenda has a date on Saturday. | T | F |
| 4. Cheryl is planning to wear her green leather jacket for her date with Clive. | T | F |
| 5. Brenda is going to borrow her friend's silver shoes. | T | F |



B. Listen to conversation then answer the questions.

1. Where is Owen going?
2. Why does he need a car?
3. What's Owen mom planning to do?
4. What two suggestions does she have for Owen?
5. What promise does Owen make to his father?



- Grammar Activity 7

A. Look at these sentences, which two are more formal way to make a request? Underline them.

A: Can you help me with my zipper at the back please?

B: Sure, of course

A: Could you lend me your dress?

B: Well, OK.

A: Can I borrow your car?

B: Sorry. I'm going out shopping.

A: Could you drive me to the training session?

B: I'm sorry, I can't

A: Would you call my wife?

B: I'll do it right away

A: Could you type out this document?

B: Sure, I can

B. Rewrite these sentences as a request with Can, Could or Would and use affirmative or negative answers.

1. Lend me your cell phone. _____

2. Pick me up at six. _____

3. Turn down the music. _____

4. Get up early tomorrow. _____

5. Call Jack. _____

6. Make an appointment with my dentist. _____

7. Book a table for two. _____

8. Look up the phone number. _____

Adapted from: OXYGEN for DGB, Student's book 3 MACMILLAN (pages 63-65)

ACTIVITY 8: Choose the correct sentence for these modal verbs for requests.

1. a) Could you please send me the money?
 b) Could you to please send me the money?
2. a) Could you help me?
 b) Could you to help me?
3. a) I would liking a drink.
 b) I would like a drink.
4. a) She would like a drink.
 b) She would likes a drink.
7. a) Can you pass me my pen?
 b) You can pass me my pen?
 c) Can you pass my pen me?
 d) Can pass you my pen?
8. a) She could please email me later?
 b) Could she please email me later?
 c) Could please she email me later?
 d) Could please email me she later?
9. a) I would like go the beach.



- 5.
- a) Could you please bring my keys?
 b) Could you please brought my keys?
- 6.
- a) I can to have another drink?
 b) I can have another drink?
 c) Can I have to another drink?
 d) Can I have another drink?
- 10.
- a) Could please you call me tomorrow?
 b) Could you call please me tomorrow?
 c) Could you call me please tomorrow?
 d) Could you call me tomorrow please?

David Ross. (2004). Modal Verbs. 17 de mayo, De learnenglish-online sitio web
<http://www.learnenglish-online.com/grammar/modals/tests/modalrequests.html#sthash.yptnu7nu.dpuf>

OBJECT PRONOUNS

Subjects are what the sentence is about.

Objects are what is affected by the action of the subject.

- I like orange juice. (I is the subject).
- I read books. (Books is the object as it is receiving the action).

subject (nominative case)	object (objective case)
I	me
you	you
he she it	him her it
we	us
you	you
they	them

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- ◊ Object pronouns are used instead of nouns, usually because we already know what the object is. It makes the sentence easier to read and understand and avoids repetition. We normally use object pronouns after a verb or a preposition.

Examples	
I like horses.	Subject Pronoun
Horses don't like me .	Object Pronoun
We talk to our neighbor.	Subject Pronoun
She talks to us .	Object Pronoun
They listen to the teacher.	Subject Pronoun
We watch them on TV.	Object Pronoun

**ACTIVITY 9****CHOOSE THE CORRECT OBJECT PRONOUN**

1. I can't see Mary. I can't see _____

him she her

2. Karen is next to Peter.

Karen is next to _____
he him he

3. Can you help Peter and Ann?

Can you help _____?
they you them

4. Drink your apple juice! Drink _____!

it its your

5. We are going to the cinema.

Come with _____!
we them us

6. These are my bananas.

You can't eat _____

they them it

7. Carol is at school.

She can't come with _____
we us they

8. The cat is under the chair.

Can you see _____?
he she it

9. Dave can't swim. Help _____!

him her he

10. It's Kate's birthday today. This is a present for _____

she her it

11. Where are you? I can't see _____

your you us

12. The windows are opened. Close _____

it they them

13. I can't ride a horse. Help _____!

I me it

Steve. (2005) Object Pronouns. 23 de enero, De englishexercises sitio web
<http://www.englishexercises.org/makeagame/viewgame.asp?id=1965>

SELF TEST**A. Choose the correct phrasal verb**

1. The teacher's voice her thoughts.
a. broke out b. broke down c. broke into d. broke to
2. She has just with her boyfriend.
a. broken up b. broken through c. broken down d. been down
3. Hurry up! The movie starts at 6 and we have to John on the way.
a. pick in b. pick up c. turn in d. broken to



4. My grandpa is a little deaf so he has tothe TV volume really loud.
 a. turn up b. turn on c. turn in d. turn off
5. They Their dog everywhere, but they couldn't find it.
 a. look after b. look in c. look for d. look out
6. He is in Miami right now. He 'll On the 17th.
 a. come in b. come on c. come into d. come back
7. I'll find you that address now. a minute.
 a. hold on b. hold in c. hold off d. hold up
8. Is she writing to Leonardo di Caprio?" "Yes, she is in love with ____!"
 a. her b. him c. his d. it
9. John is making a lot of noise!" "I'll ask ____ to be quiet."
 a. him b. it c. its d. them
10. "Please tell Mrs. Smith to come in." "Sorry, I don't know ____."
 a. she b. him c. he d. her
11. "I can't find my glasses!" "You are wearing ____!"
 a. them b. there c. they d. these
12. Why is he always talking about Pamela Anderson?" "He obviously likes ____!"
 a. his b. her c. him d. she
13. "Where is my book? Oh, dear! I've lost ____!"
 a. him b. its c. it d. them
14. "Is that Mary's new boyfriend?" "Don't ask me, ask ____!"
 a. her b. his c. it d. she
15. Teacher, _____ explain this grammar to me again, please?
 a. you may b. could you c. you will d. may you
16. A: _____ you show me how to use this computer software? B: _____. How can I help?
 a. Can / I be glad to b. Could / I would happy to c. Can / I'd be glad to
17. Charlotte, _____ send me the document by email?
 a. Would please you b. Would you please c. You could d. she could
18. Student: _____ help me with my homework, please? Teacher: Of course!
 a. may you b. Might you c. you please d. Could you
19. Teacher: Marco, _____ erase the blackboard for me? Marco: _____, teacher.
 a. you will / Yes, certainly b. Would you please / Yes, of course c. you can / Of course
20. Sandy, _____ photocopy these letters right away?
 a. may you b. do you can c. can you d. Might you



PROJECT

OPTION A (power point)

1. Make a power point presentation or a poster in which you describe how other teenagers live, what are their normal duties, school duties, and daily situations like at what age they get married, or how do they decide what to study.
2. Make your own collage about what you do daily. Use as many phrasal verbs as you can.
3. Write a brief essay or script. Use as many phrasal verbs as you can. Read the rubric in order to improve it. Practice in front of a classmate.
4. Then present it to the class.

Please search for any information in particular that you may find about teenagers.

OPTION B (role play)

1. In small groups discuss the different jobs a director might ask a school secretary to do as part of her job. Make a list of your ideas.
2. Write a conversation one of you is the director and the other the secretary.
3. Act out a formal conversation in which the director is telling the secretary what jobs to do.
4. Then act out the conversation make sure you switch roles so that same person is not the secretary this time.
5. Don't forget to use modals and object pronouns as well as phrasal verbs.
6. Hand in a report to your teacher.

OPTION C (role play)

1. You are going to write a short dialogue between someone explaining how an electronic appliance Works and someone who knows nothing about it.
2. In pairs decide on the situation and figure out the details of the conversation.
3. You need to write down your dialogue and give it to your teacher.
4. Act out the conversation in class.
5. make sure to use all the vocabulary previously seen in this unit.



RUBRIC TO EVALUATE PROJECTS BLOCK IV

NAME _____ DATE _____ GROUP _____

CATEGORY	(0.4) EXCELLENT (100-95%)	(0.3) GOOD (95-85%)	(0.2) FAIR (85-70%)	(0.1) NEEDS IMPROVEMENT	(0) NON INCLUDED
VISUAL AIDS	Visual aids support the theme and have proper size and color for the audience.	Visual aids have little support for the theme. Have proper size and color for the audience.	Visual aids are little related to the theme, have no proper size and color for the audience.	Visual aids are hard to understand and/or are not related to the theme; size and color have difficult comprehension.	Non Included
GRAMMAR	Uses appropriate vocabulary without any grammar mistakes. His or her sentences are according to the learning objects.	Uses appropriate vocabulary with few grammar mistakes.	His or her grammar presents mistakes but he or she communicates.	The mistakes and grammar errors are evident and communication is not accomplished.	Speaks Spanish
PRONUNCIATION	Excellent pronunciation.	Pronounces fairly well.	Pronounces with errors or is not understandable from time to time.	The pronunciation is poor and unclear.	Only Read/ Speaks Spanish
FLUENCY	Is able to communicate ideas in an excellent manner, without hesitation.	Is able to communicate fluently, with just some hesitations.	Is able to express ideas, stopping to recall words.	Is not able to communicate ideas, mixing both languages.	Only Read/ Speaks Spanish
PROJECT. ESSAY OR WRITTEN TEXT	Turns in on time, with an excellent quality according to the requirements.	Turns in on time, according to the requirements.	Turn in but missing some requirements.	Poor quality, missing most of the requirements.	Not Delivered
					Score:

CG 4: Escucha, interpreta y emite mensajes pertinentes en distintos contextos, mediante la utilización de medios, códigos y herramientas apropiados.

4		3		2		1	
---	--	---	--	---	--	---	--

CG 8: Participa y colabora de manera efectiva en equipos diversos.

4		3		2		1	
---	--	---	--	---	--	---	--



Block IV

SELF AND PEER UNIT EVALUATION

Decide honestly according to each affirmative sentence, the description and evaluation of your own learning process.

Self-evaluation				
Student's name:				
Date:	4th. Block			Observations
Competences performance indicators	Always	Sometimes	Never	If you answer is No, analyze the reasons.
I attend on time to all my classes.				
I follow the instructions to do the exercises.				
I Participate with a constructive and collaborative attitude asking when the topic is not understood.				
I answer the exercises provided in the book.				
I Contribute with ideas in oral and written forms.				
I am able to evaluate honestly my own performance.				
I read the lessons and texts searching for new meanings and words.				
I am able to establish links between new and old grammatical forms and integrate new words.				
I have an interest in learning by my own using the internet.				
I work with my classmates collaboratively				
I feel I have improved my English with this block.				
I can communicate better and more confidently.				

Decide honestly according to each affirmative sentence, the description and evaluation of one of your classmates learning process.

Peer evaluation				
Student's name:	Evaluator:			
Date:	4th. Block			Observations
Competences performance indicators	Always	Sometimes	Never	If you answer is No, discuss the reasons with him or her.
He or she attends on time to all the classes.				
He or she follows the instructions to do the exercises.				
He or she participates with a constructive and collaborative attitude asking when the topic is not understood.				
He or she answers the book exercises				
He or she contributes with ideas in oral and written forms.				
He or she is able to evaluate honestly his or her own performance.				
He or she reads the lessons and texts searching for new meanings and words.				
He or she is able to establish links between new and old grammatical forms and to learn new words.				
He or she has interest in learning by his own or her instance using internet.				
He or she works with classmates collaboratively				
He or she has improved her or his English.				
He or she can communicate better and more confidently.				



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COMPETENCIAS GENÉRICAS QUE EXPRESAN EL PERFIL DEL EGRESADO

Se autodetermina y cuida de sí

1. Se conoce y valora a sí mismo y aborda problemas y retos teniendo en cuenta los objetivos que persigue.

- Enfrenta las dificultades que se le presentan y es consciente de sus valores, fortalezas y debilidades.
- Identifica sus emociones, las maneja de manera constructiva y reconoce la necesidad de solicitar apoyo ante una situación que lo rebase.
- Elige alternativas y cursos de acción con base en criterios sustentados y en el marco de un proyecto de vida.
- Analiza críticamente los factores que influyen en su toma de decisiones.
- Asume las consecuencias de sus comportamientos y decisiones.
- Administra los recursos disponibles teniendo en cuenta las restricciones para el logro de sus metas.

2. Es sensible al arte y participa en la apreciación e interpretación de sus expresiones en distintos géneros.

- Valora el arte como manifestación de la belleza y expresión de ideas, sensaciones y emociones.
- Experimenta el arte como un hecho histórico compartido que permite la comunicación entre individuos y culturas en el tiempo y el espacio, a la vez que desarrolla un sentido de identidad.
- Participa en prácticas relacionadas con el arte.

3. Elige y practica estilos de vida saludables.

- Reconoce la actividad física como un medio para su desarrollo físico, mental y social.
- Toma decisiones a partir de la valoración de las consecuencias de distintos hábitos de consumo y conductas de riesgo.
- Cultiva relaciones interpersonales que contribuyen a su desarrollo humano y el de quienes lo rodean.

Se expresa y se comunica

4. Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiados.

- Expresa ideas y conceptos mediante representaciones lingüísticas, matemáticas o gráficas.
- Aplica distintas estrategias comunicativas según quienes sean sus interlocutores, el contexto



- en el que se encuentra y los objetivos que persigue.
- Identifica las ideas clave en un texto o discurso oral e infiere conclusiones a partir de ellas.
- Se comunica en una segunda lengua en situaciones cotidianas.
- Maneja las tecnologías de la información y la comunicación para obtener información y expresar ideas.

Piensa crítica y reflexivamente

5. Desarrolla innovaciones y propone soluciones a problemas a partir de métodos establecidos.

- Sigue instrucciones y procedimientos de manera reflexiva, comprendiendo como cada uno de sus pasos contribuye al alcance de un objetivo.
- Ordena información de acuerdo a categorías, jerarquías y relaciones.
- Identifica los sistemas y reglas o principios medulares que subyacen a una serie de fenómenos.
- Construye hipótesis y diseña y aplica modelos para probar su validez.
- Sintetiza evidencias obtenidas mediante la experimentación para producir conclusiones y formular nuevas preguntas.
- Utiliza las tecnologías de la información y comunicación para procesar e interpretar información.

6. Sustenta una postura personal sobre temas de interés y relevancia general, considerando otros puntos de vista de manera crítica y reflexiva.

- Elige las fuentes de información más relevantes para un propósito específico y discrimina entre ellas de acuerdo a su relevancia y confiabilidad.
- Evalúa argumentos y opiniones e identifica prejuicios y falacias.
- Reconoce los propios prejuicios, modifica sus puntos de vista al conocer nuevas evidencias, e integra nuevos conocimientos y perspectivas al acervo con el que cuenta.
- Estructura ideas y argumentos de manera clara, coherente y sintética.

Aprende de forma autónoma

7. Aprende por iniciativa e interés propio a lo largo de la vida.

- Define metas y da seguimiento a sus procesos de construcción de conocimiento.
- Identifica las actividades que le resultan de menor y mayor interés y dificultad, reconociendo y controlando sus reacciones frente a retos y obstáculos.
- Articula saberes de diversos campos y establece relaciones entre ellos y su vida cotidiana.
- Trabaja en forma colaborativa



8. Participa y colabora de manera efectiva en equipos diversos.

- Propone maneras de solucionar un problema o desarrollar un proyecto en equipo, definiendo un curso de acción con pasos específicos.
- Aporta puntos de vista con apertura y considera los de otras personas de manera reflexiva.
- Asume una actitud constructiva, congruente con los conocimientos y habilidades con los que cuenta dentro de distintos equipos de trabajo.

Participa con responsabilidad en la sociedad

9. Participa con una conciencia cívica y ética en la vida de su comunidad, región, México y el mundo.

- Privilegia el diálogo como mecanismo para la solución de conflictos.
- Toma decisiones a fin de contribuir a la equidad, bienestar y desarrollo democrático de la sociedad.
- Conoce sus derechos y obligaciones como mexicano y miembro de distintas comunidades e instituciones, y reconoce el valor de la participación como herramienta para ejercerlos.
- Contribuye a alcanzar un equilibrio entre el interés y bienestar individual y el interés general de la sociedad.
- Actúa de manera propositiva frente a fenómenos de la sociedad y se mantiene informado.
- Advierte que los fenómenos que se desarrollan en los ámbitos local, nacional e internacional ocurren dentro de un contexto global interdependiente.

10. Mantiene una actitud respetuosa hacia la interculturalidad y la diversidad de creencias,

valores, ideas y prácticas sociales.

- Reconoce que la diversidad tiene lugar en un espacio democrático de igualdad de dignidad y derechos de todas las personas, y rechaza toda forma de discriminación.
- Dialoga y aprende de personas con distintos puntos de vista y tradiciones culturales mediante la ubicación de sus propias circunstancias en un contexto más amplio.
- Asume que el respeto de las diferencias es el principio de integración y convivencia en los contextos local, nacional e internacional.

11. Contribuye al desarrollo sustentable de manera crítica, con acciones responsables.

- Asume una actitud que favorece la solución de problemas ambientales en los ámbitos local, nacional e internacional.
- Reconoce y comprende las implicaciones biológicas, económicas, políticas y sociales del daño ambiental en un contexto global interdependiente.
- Contribuye al alcance de un equilibrio entre los intereses de corto y largo plazo con relación al ambiente.