MÓDULO
12

Guía de estudio

MI VIDA EN OTRA LENGUA

PREPARATORIA ABIERTA GUANAJUATO

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GUÍA DE ESTUDIOS DEL PLAN MODULAR
PREPARATORIA ABIERTA

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Campo(s) disciplinar(es): Comunicación	**Módulo:** Mi vida en otra lengua
Nivel: Métodos y contextos	**Competencias disciplinares básicas:** CB13 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. CB2 Evalúa un texto mediante la comparación de su contenido con el de otros, en función de sus conocimientos previos y nuevos. CB4 Produce textos con base en el uso normativo de la lengua, considerando la intención y situación comunicativa. CB8 Valora el pensamiento lógico en el proceso comunicativo en su vida cotidiana y académica. CB10 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. CB11 Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa. CB12 Utiliza las tecnologías de la información y comunicación para investigar, resolver problemas, producir materiales y transmitir información.

ACTIVIDAD:

- ✓ Realiza la actividad **Con qué saberes cuento** de las págs. 15 a 18 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Unit 1. What are you doing? (¿Qué estás haciendo?)

What am I going to do and how?

In your life you'll need to compare quantities, express about celebrations, explain some past events or give information on specific topics. This will need knowledge and practice of the use of verbs tenses, past, present and future. During the study of this unit you'll be developing the required competencies to do all this.

With what purpose?
The purpose of this unit is to provide you with the tools to explain others about what is happening in the present moment, to talk about clothes, weather, anecdotes, pastimes, customs, food, health and wellbeing. You'll be able to talk about the information needed on **past experiences**, and to say **who did what and to whom**. Also you'll be able to talk about **different kinds of celebrations**, like the ones that celebrated in your family, community or nation. You will be capable to do all this in a spoken and in a written way.

What am I going to learn?
In this unit you will learn to share information with the people around you about facts of the **present and the past.** You will also develop **listening, speaking, reading and writing skills to speak in the present and past**. You'll reinforce the use of the **Wh-questions**, as they are very common in daily English.

What to wear… (Qué usar –vestir-)
Present progressive… (Presente progresivo o presente continuo)
El presente progresivo o presente continuo indica que las acciones están pasando en el presente. También se le conoce como presente continuo. Usamos el presente progresivo para hablar de cosas que están pasando en el momento. Por ejemplo:
I´m study**ing**… (Yo estoy estud**iando**)
You´re work**ing**… (Tú estás trabaj**ando**)
She´s play**ing** the guitar… (Ella está toc**ando** la guitarra)
El presente progresivo se forma con la forma presente del verbo "to be" (am, is, are) + el verbo con terminación "ing". También se acompaña de alguna o algunas palabras que indican que algo está sucediendo en el presente como "today" (hoy) y "now" (ahora). A estas palabras se les conoce como expresiones de tiempo.

Reglas para agregar **ing** a un verbo	Ejemplos
Cuando el verbo termina en –e, se elimina la -e y se agrega -ing	make - making
Cuando el verbo es de una sola sílaba y termina en vocal y consonante, se duplica la última consonante y luego se agrega –ing.	run - running
Cuando el verbo termina en –y, sólo se agrega –ing.	lay - laying
Cuando el verbo termina en –ie, cambia la terminación por –y, entonces se agrega –ing.	die - dying
En todos los demás casos, sólo se agrega -ing	talk - talking

ACTIVIDAD:
- ✓ Realiza la actividad 2 sobtre el **uso verbos en presente progresivo usando ing** de las Pags. 25 y 26 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Las distintas formas del presente continuo.

Presente progresivo afirmativo		
Sujeto	Be + verbo con ing	Complemento
I	am reading	a book
You, We, They	are reading	a book

He, She, It	Is Reading	a book

Presente progresivo negativo		
Sujeto	Be + not + verbo con ing	Complemento
I	am not reading	a book
You, We, They	are not reading	a book
He, She, It	Is not reading	a book

Recuerda que también puedes usar contracciones para el sujeto y el verbo To Be. Ejemplos:
I´m reading a book.
He´s not reading a book.

Presente progresivo interrogativo			
Verbo To Be	Sujeto	Verbo con ing	Complemento
Am	I	reading	a book?
Are	You, We, They	reading	a book?
Is	He, She, It	reading	a book?

Respuestas cortas (Sí/No) en forma del Presente progresivo
Yes, sujeto + be No, sujeto + be + not y con contracción (pronombre + be) + not
Yes, I am. No, I am not. - No, I´m not. Yes, you/ we/they are. No, you/we/they are not. - No, you/we/they´re not. Yes, he/she/it is. No, he/she/it is not. – No, he, she, it´s not.

Example:
Are we going to the party?
Affirmative: We are going to the party.
Negative: We're not going to the party. / We are not going to the party.
Short yes: Yes, we are.

ACTIVIDAD:

- ✓ Realiza la actividad 3 sobre **enunciados afirmativos, negativos y cortos de sí y no** de las págs. 27 y 28 del libro de texto, corrobora las respuestas en el Apéndice 1.

ACTIVIDAD:

- ✓ Realiza la actividad 5 sobre la forma correcta del **presente progresivo** de las págs. 28 y 29 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Whats the weather like?... (¿Cómo está el clima?)
Lee el siguiente diálogo:
Alex: **Why** are you going to Oaxaca?
Maria: Because Raul is telling me that it's a wonderful place to visit and neither Ana nor I know it.
Raul: **When** are you leaving?
Ana: We're leaving next summer vacation.
Alex: **Where** are you planning to stay in?
Maria: I don't know yet. I'm trying to make the reservation on line, but right now there's no Internet connection.
Raul: **Who** else is going with you?
Ana: No one else. Just Maria and I.
Alex: Are you planning to practice an extreme sport?
Maria: I don't know. **Why**?
Alex: Because there is a great variety of extreme sports you can practice thanks to many natural resources that Oaxaca has, but many of them depend on the weather conditions.
Maria: Ok, let me see the weather channel to find out what the weather is like right now in Oaxaca.
Raul: I'm afraid it's rainy season.
Ana: It's raining a lot! **Why** does this always happen to me?!

Como recordarás, las palabras marcadas en negritas, son llamadas Wh-questions y te proporcionan información específica que necesitas saber. Revisa la siguiente información:

Wh- questions	
Where indicates place: 	Where are you going? To the bookstore.
When indicates time: 	When are you leaving? Tomorrow night.

Wh- questions	
Who indicates person: 	Who are you? I'm a worker.
Why indicates reason: 	Why are you sad? Because I can't find my pet.
What indicates thing or reason: 	What is this? It's a newspaper. What are you doing? I'm studying.
How indicates way to do or state of being: 	How can I help you? Giving me a ride to my house. How are you? Fine, thank you.

Wh-questions	
Where indica lugar	¿A **dónde** vas? A la librería
When indica tiempo	¿**Cuándo** te vas? Mañana en la noche
Who indica persona	¿**Quién** eres? Soy una trabajadora
Why indica razón	¿**Por qué** estás triste? Porque no encuentro mi mascota.
What indica cosa o razón	¿**Qué** es esto? Es un periódico ¿**Qué** estás haciendo? Estoy estudiando
How indica manera de hacer o manera de estar	¿**Cómo** te puedo ayudar? Llevándome a mi casa. ¿**Cómo** estás? Bien, gracias.

ACTIVIDAD 10:

- ✓ Realiza la actividad 10 sobre **Wh question** de la pág. 35 del libro de texto, corrobora tus respuestas en el Apéndice 1.

ACTIVIDAD:

- ✓ Realiza la actividad 11 sobre el ordena la **estructura de las preguntas** de la pág. 36 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Wh- questions interrogative form				
Wh- Question	**Auxiliary verb**	**Subject**	**Verb**	**Complement**
Present: What	does	he	like	most?
Present Progressive: Who	are	you	talking	to?
Past: Where	did	you	go	yesterday?
Past Progressive: How	was	he	feeling	last week?
Future: When	will	you	visit	me?

Type weather… Tipos de clima
Rainy – Lluvioso
Sunny – Soleado
Cloudy – Nublado
Snowy – Nevado
Foggy – Brumoso
Windy – Ventoso
Recordemos las estaciones del año:
Spring – Primavera
Summer – Verano
Autumn or Fall – Otoño
Winter – Invierno

Word list					
Time and Dates	**The Weather**	**Natural Disasters**	**Clothes**	**Accessories**	**Celebrations**
spring	rainy	earthquake	dress	watch	custom
summer	sunny	ice break	jacket	wallet	tradition
fall	cloudy	tornado	blue jeans	handbag	ceremony
winter	snowing	hurricane	scarf	earrings	Christmas
	foggy	thunderstorm	shirt	bracelet	Christmas Eve
Monday	windy	volcanic eruption	shoes	ring	Independence of Mexico
Tuesday	dry	flood	socks	sunglasses	Day of the Dead
Wednesday	cold	avalanche	skirt	necklace	
Thursday	ice	storm	tie	portfolio	
Friday	warm	tsunami	belt	hat	
Saturday	hot	droughts	suit	cap	
Sunday	mild		pants		
January			blouse		
February			T-shirt		
March			high heeled shoes		
April			low heeled shoes		
May			sneakers		
June			boots		
July			bathing suit		
August			sandals		
September			trousers		
October			turtle neck sweater		
November			coat		
December			short sleeved blouse		

ACTIVIDAD:

- ✓ Realiza la actividad 14 sobre las **estaciones** de la pág. 39 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Outfits son los accesorios requeridos para determinada ocasión. Por ejemplo: **gloves (guantes), sunglasses (lentes),** etc.

Lee el siguiente diálogo:
Coffee with Alex!
Ana: Tell me Alex, when **did** you start **playing** soccer?
Alex: When I was 6 years old. In school, I **loved** playing at recess time. It **started** as a hobbie, but as you know, now I play with the Sub-17 national selection.
Ana: Yes, I know, that is why you are not coming with us to Oaxaca, but, anyway, how **did** you **enroll** to the soccer team?
Alex: Professor Gomez, our sports teacher, once **asked** me to be part of the soccer team because he was sure I was a very good player. My parents **allowed** me to be in it only if I wasn't careless with my grades in school. I **joined** C.D. Guadalajara at the age of 9 and **signed** my first professional contract when I was 16.
Ana: Wow! It's so interesting what you're telling me. Now I understand why you travel so much. Alex: Yes, that's why I'm studying now. I **promised** my parents not to leave my studies.
Ana: Your parents must feel very, very proud of you. I can't believe I'm speaking to our next "Chicharito"! Can you give me your autograph?
Alex: Come on, stop kidding!
Las palabras marcadas con negritas corresponden al **past tense,** que se utiliza para referirse a acciones realizadas en el pasado. Existen dos formas de palabras del past tense:

1. Los verbos que utilizan la terminación –ed. Son los llamados verbos regulares.
2. El verbo auxiliar Did que se utiliza en las formas negativa, interrogativa y en las respuestas cortas Yes/No.

Present	I	do	homework
	You	do	
	He/ She/ It	does	
	We	do	
	You	do	
	They	do	
Past	I / You / He/ She/ It / We / You / They	did homework	

El **present tense** tiene dos verbos auxiliares dependiendo del pronombre personal (do/does) en pasado es la misma forma para todos (did). El auxiliar **did** es utilizado con la forma simple del verbo.

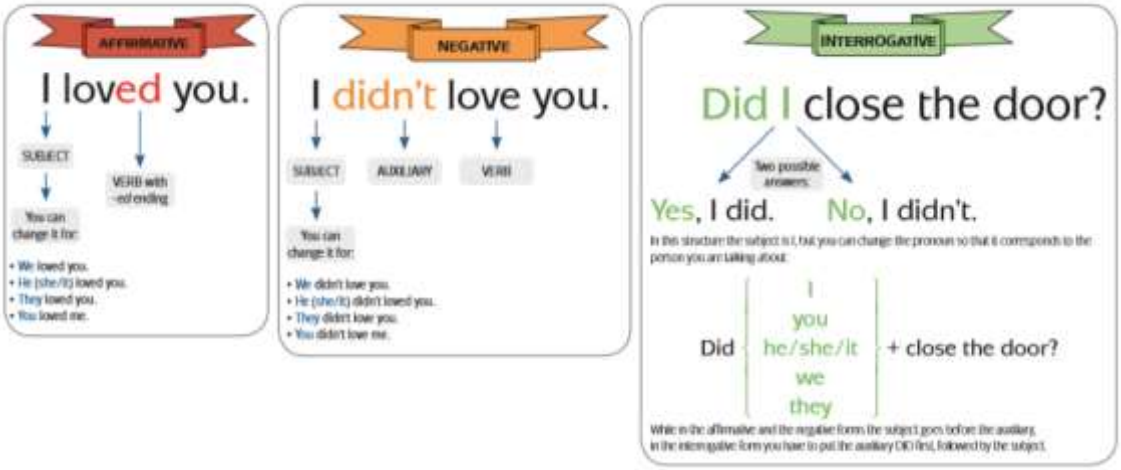
Example:
Affirmative: I worked hard. (regular verb ending in –ed)
Negative: I didn't work hard. (auxiliary did + simple verb not ending in –ed).

Auxiliary do / does / did			
Present Tense: Auxiliary Do / Does		**Past Tense: Auxiliary Did**	
Affirmative:	I open the door. He opens the door.	Affirmative:	I opened the door. He opened the door.
Negative:	I don't open the door. He doesn't open the door.	Negative:	I didn't open the door. He didn't open the door.
Interrogative:	Do I open the door? Does he open the door?	Interrogative:	Did I open the door? Did he open the door?
Yes / No:	Yes, I do. / No, I don't. Yes, he does. / No, he doesn't.	Yes / No:	Yes, I did. / No, I didn't Yes, he did. / No, he didn't

ACTIVIDAD:

- ✓ Realiza la actividad 23 sobre **formas negativas e interrogaivas del presente (do/does) al pasado (did)** de la págs. 47 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Uso del **simple past** en verbos regulares en sus formas **afirmativa, negativa, interrogativa y respuestas cortas (**Yes/No).



Terminación ed en verbos irregulares:	
Terminaciones	Ejemplos
1. Cuando el verbo termina en –e, se agrega –d. 2. Cuando el verbo termina en –y. se cambia por –i y se agrega –ed.	change - changed study - studied

3. Cuando el verbo de una sola sílaba termina en vocal + consonante, se duplica la consonante (excepto w,x ó y) antes de –ed. 4. Cuando el verbo de más de dos sílabas termina en vocal + consonante se duplica la consonante antes de –ed si la última sílaba es sílaba tónica. Si la última sílaba no es tónica, la consonante no se duplica	plan - planned (Excepción: allow - allowed) omit - omitted (la última sílaba suena más fuerte) visit - visited (la última sílaba no es fuerte)

ACTIVIDAD:

- ✓ Realiza la actividad 24 sobre el **cambio de verbos regulares a pasado** de las págs. 48 y 49 del libro de texto, corrobora tus respuestas en el Apéndice 1.

ACTIVIDAD:

- ✓ Realiza la actividad 25 sobre **uso del pasado** de la pág. 49 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Pastime or hobby… (Pasatiempo o entretenimiento)

card games	cooking	board games	climbing
darts	tennis	water sports	paper craft
jogging	jewelry making	dice games	videogames
playing the guitar	poetry lectures	hiking	reading a book
go to the movies	going to concerts	painting	organizing parties
going to museums	shopping	tweeting	chatting

Juegos de cartas	Cocinar	Juegos con patinetas	Escalada
Dardos	Tenis	Deportes acuáticos	Arte de papel
Correr	Hacer joyería	Juegos de dados	Videojuegos
Tocar la guitarra	Leer poesía	Excursionismo	Leer un libro
Ir al cine	Ir a conciertos	Pintura	Organizar fiestas
Ir a museos	Ir de compras	Twitear	Chatear

Other hobbies… otros pasatiempos.

Hobby	Pasatiempo	Hobby	Pasatiempo
swimming	Nadar	composing	componer (música o escritura)
writing e-mail	escribir correos elect.	riding motor-cycle	manejar motocicleta

knitting	Tejer	biking	andar en bicicleta
playing chess	jugar ajedrez	walking in the park	caminar en el parque

Verb to be paste tense WAS/WERE… Verbo ser o estar en tiempo pasado WAS/WERE.

Verb to be past tense : was / were (They are used for talking about states of being and as connectors.)			
Personal pronouns	**Affirmative**	**Negative : was + not or contraction**	**Example**
I, He, she, It	Was	Was not / Wasn't	I was afraid. I was not afraid. I wasn't afraid. (the same for he, she, it)
We, you, they	Were	Were not / Weren't	We were afraid. We were not afraid. We weren't afraid. (the same for you, they)

** afraid - miedo

ACTIVIDAD:

- ✓ Realiza la actividad 30 sobre el uso de **was y were** de la págs. 56 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Read the following dialogue…Lee el siguiente diálogo:

Alex: Where were you last night?
Raul: I was at home. Why?
Alex: I **was waiting** for you to go to the cinema together.
Raul: Oh, that's right! I'm sorry, I forgot. I **was waiting** for the girls at the bus station.
Alex: That's right, they are back already. I **was thinking** on inviting them. Did you tell them to come?
Raul: Yes but they weren't able to come. Ana **was unpacking** her suitcase and Maria **was chatting** with her friends from Oaxaca in Facebook. By the way, how was your game yesterday?
Alex: Not so bad. The only problem was that while we **were playing** it started to rain, so **we had** to stop.
Raul: **Were you winning** the game when you stopped playing?
Alex: Of course. The other team **wasn't playing** with all its players. That gave us a great advantage.
Raul: Oh, don't be modest! You **were going** to win anyway!

Las palabras en negritas están en la forma de **pasado progresivo o pasado continuo**. Se utiliza para decir que alguien estaba haciendo algo durante cierto tiempo.
Ejemplos:
I was studying for the exam. (Yo estaba estudiando para el examen).
You were studying for the exam. (Tú estabas estudiando para el examen).

Past progressive affirmative		
Subject	**Be + verb in –ing**	**Complement**
I, he, she, it You, we, they	was reading were reading	a book. a book.
Past progressive negative		
Subject	**Be + not + verb in –ing or Contraction (wasn't / weren't) + -ing**	**Complement**
I, he, she, it	was not reading wasn't reading	a book. a book.
You, we, they	were not reading weren't reading	a book. a book.

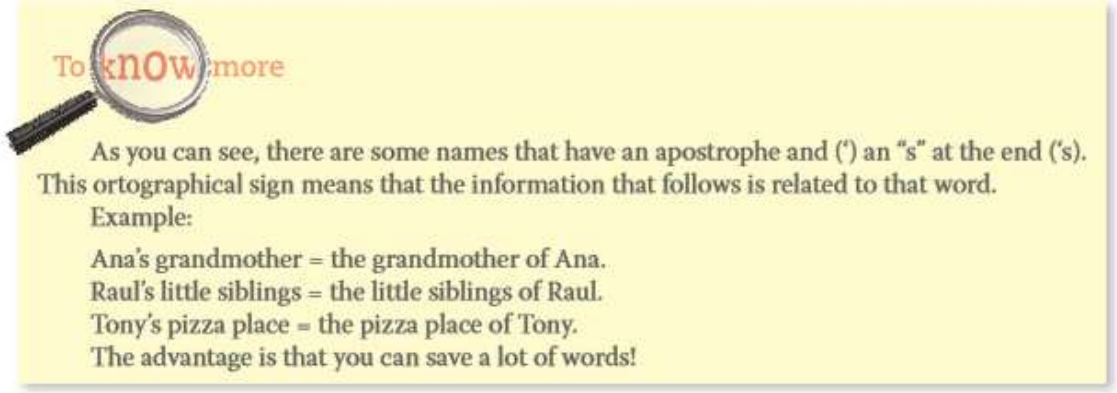
Past progressive interrogative			
Be	**Subject**	**Verb – ing**	**Complement**
Was Were	I, he, she, it You, we, they	reading reading	a book? a book?

Past progressive short answers (yes / no answer)	
Yes, subject + be No, subject + be + not or Subject + contraction (wasn't / weren't)	
Yes, I, he. she, it was. No, I, he, she, it was not. No, I, he, she, it wasn't.	Yes, you, we, they were. No, you , we, they were not. No, you, we, they weren't.

Actividad sugerida:

ACTIVIDAD:

- ✓ Realiza la actividad 33 sobre el **uso de was y were + ing** de las págs. 59 y 60 del libro de texto, corrobora tus respuestas en el Apéndice 1.



Para saber más (traducción)
El ejercicio 33 existen algunos nombres de personas que presentan apóstrofe (´) y una "s" al final **"´s".**
Esto significa que la información que sigue pertenece a esa persona.
Ejemplos:
Ana´s grandmother = la mamá de Ana.

Raul´s little siblings = los hermanos pequeños de Raúl.
Tony´s pizza place = el lugar de pizza de Tony.

La ventaja es que se pueden ahorrar varias palabras.

ACTIVIDAD:
- ✓ Realiza la actividad 35 sobre el cambio de **verbos a pasado progresivo** de la pág. 61 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Connectors WHILE and WHEN… Conectores "mientras" y "cuando".
Lee el siguiente texto:
Welcome back party! **While** Maria and Ana were in Oaxaca, the boys decided to organize a "welcome back" party with all of their closest friends. They did everything really fast, because they didn't have a lot of time so, **while** Alex called all of their friends, Raul bought all the things they were going to need**. When** they realized it was too much work, they asked their friends for help: **when** Lucy arrived, she had to bake the cake.
While Alex and Raul organized the balloons, Ralph and Mark set the table. **When** the girls arrived, they didn't know what a huge surprise they were going to have!

ACTIVIDAD:
- ✓ Realiza la actividad 36 sobre el uso de **while o when**, de la pág. 62 del libro de texto, corrobora tus respuestas en le Apéndice 1.

ACTIVIDAD 38:
- ✓ Realiza la actividad 38 sobre el uso de **pasado y usa conectores** de las págs. 63 y 64 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Anecdotes…anéctodas.
Una anécdota es una historia corta y divertida sobre un incidente o persona. Se expresan en pasado o pasado progresivo.
Lee la siguiente anécdota e identifica los verbos en past o past progressive:
Anecdote
My sister was taking a shower when her 2 year old son came into the bathroom and wrapped himself in toilet paper. Although he made a mess, he looked adorable, so she ran for my camera and took a few shots. They came out so well that she had copies made and included one in each of their Christmas cards. Days later, I called her about the picture, laughing hysterically, and suggesting her to take a closer look. Puzzled, my sister stared at the photo and was shocked to discover that in addition to her son, she captured her reflection in the mirror wearing nothing but a camera!

ACTIVIDAD:
- ✓ Realiza la actividad 41 sobre la escritura de una **anécdota** de la pág. 65 del libro de texto.

Irregular verbs… verbos irregulares.

Irregular verbs					
Verbo	**Simple form**	**Past**	**Verbo**	**Simple form**	**Past**
Ser o estar	Be	Was/were	Crecer	Grow	Grew
Golpear	Beat	Beat	Colgar	Hang	Hung
Convertirse	Become	Became	Tener	Have	Had
Comenzar	Begin	began	Escuchar	Hear	Heard
Doblar	Bend	Bent	Golpear	Hit	Hit
Apostar	Bet	Bet	Sostener	Hold	held
Morder	Bite	Bit	Herir	Hurt	Hurt
Sangrar	Bleed	Bled	Mantener	Keep	Kept
Romper	Break	Broke	Saber	Know	Knew
Traer	Bring	Brought	Echar	Lay	Laid
Construir	Build	Buildt	Dirigir	Lead	Led
Comprar	Buy	Bought	Dejar	Leave	Left
Poder	Can	Could	Prestar	Lend	Lent
Cachar	Catch	Caught	Dejar	Let	Let
Elegir	Choose	Chose	Iluminar	Light	Lit
Venir	Come	Came	Perder	Lose	Lost
Costar	Cost	Cost	Abandonar	Leave	Left
Cortar	Cut	Cut	Preparar/ Hacer	Make	Made
Cavar	Dig	Dug	Querer decir/significar	Mean	meant
Hacer	Do	Did	Conocer personas	Meet	Met
Beber	Drink	Drank	Pagar/prestar	Pay	Paid
Conducir/manejar	Drive	Drove	Poner/colocar	Put	Put
Comer	Eat	Ate	Renunciar	Quit	quit
Caer	Fall	Fell	Leer	Read	Read
Alimentar	Feed	Fed	Montar	Ride	Rode
Sentir	Feel	Felt	Sonar	Ring	Rang
Pelear	Fight	Fought	Correr	Run	Ran
Encontrar	Find	Found	Decir	Say	Said
Volar	Fly	Flew	Ver	See	Saw
Conseguir	Get	Got	Vender	Sell	Sold
Dar	Give	Gave	Enviar	Send	Sent
Ir	Go	went	Colocar/poner	Set	Set
Brillar	Shine	Shone	Disparar	Shoot	Shot
Encoger	Shrink	Shrank	Cantar	Sing	Sang
Hundir	Sink	Sank	Sentar	Sit	Sat
Dormir	Sleep	Slept	Deslizarse	Slide	Slid
Hablar idiomas	Speak	Spoke	Desperdiciar	Spend	Spent
Brotar	Spring	Sprang	Estar de pie	Stand	Stood
Picar	Sting	Stung	Pegar/adherir	Stick	Stuck
Abofetear	Strike	struck	Ensartar	String	Strung
Barrer	Sweep	Swept	Nadar	Swim	Swam
Balancear	Swing	Swung	Tomar/coger	Take	Took

Enseñar	Teach	Taught	Decir	Tell	Told
Pensar	Think	Thoufht	Lanzar	Throw	Threw
Entender	Understand	Understood	Despertar	Wake	Woke
Llorar	Weep	Wept	Mojar/ humedecer	Wet	Wet
Ganar	Win	Won	Escribir	Write	wrote

NOTA: Para una mejor comprensión y uso del tiempo pasado, es importante memorizar estos verbos.

Realiza la siguiente actividad.
Investiga si los siguientes verbos son regulares o irregulares:

order = ordenar	reorder = reordenar	complete = completar	regard = considerar
select= seleccionar	refer = referirse	include = incluir	look at = mirar
form = formar	match = relacionar	find = encontrar	make = hacer
identify = identificar	answer = contestar	give = dar	use = usar
wear= usar (ropa)	forget= olvidar		

ACTIVIDAD 45:

- ✓ Realiza la actividad 45 sobre **pasado** de la pág. 70 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Nutrition…nutrición
Vocabulary…vocabulario.
Fruits - frutas
Grease and oil - Grasa y aceite
Milk - leche
Meat - Carne
Bread - Pan
Cereals - cereales
Vegetables - vegetales

Soda 	Milk 	Bread 
Cheese 	Banana 	Rice 
roast beef 	potatoes 	peach 
candies 	chicken 	cream 

ACTIVIDAD:

- ✓ Realiza la actividad 50 sobre el **orden de las oraciones** en un diálogo de la pág. 77 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Diseases or health problems…(Enfermedades o problemas de salud)

Disease	Enfermedad	Disease	Enfermedad
estomach ache	**dolor de estómago**	**cough**	**tos**
back ache	**dolor de espalda**	**fever**	**fiebre**
headache	**dolor de cabeza**	**cold**	**resfriado**
toothache	**dolor de muelas**	**sore throat**	**dolor de garganta**
earache	**dolor de oído**	**rash**	**erupción de la piel**

ACTIVIDAD:

- ✓ Realiza la actividad 52 determina que oraciones son cierta o falsas de la pág. 79 del libro de texto, corrobora tus respuestas en el Apéndice 1.

ACTIVIDAD:

- ✓ Realiza la actividad 53 sobre **estilos de vida diario y hábitos** de la pág. 80 del libro de texto, corrobora rus respuestas en el Apéndice 1.

ACTIVIDAD:

- ✓ Realiza la actividad 55 sobre el cambio de **presente a presente progresivo** de las págs. 81 y 82 del libro de texto, corrobora tus respuestas en el Apéndice 1.

ACTIVIDAD:

- ✓ Realiza la actividad 56 sobre **pasado progresivo** de la pág. 82 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Realiza la actividad 58. Utiliza while y when. (pag. 83 del libro de texto).

Ejemplo:

1. I hurt my knee. I was playing soccer.
   (While) While I was playing soccer, I hurt my knee.

Recomendaciones de estudio:

- ✓ Pon especial atención en el tema presente progresivo o continuo.
- ✓ Identifica la estructura y eso del tiempo pasado: verbos regulares e irregulares, y uso de was/were.
- ✓ Repasa las Wh questions.
- ✓ Identifica el vocabulario relacionado con clothing (ropa).
- ✓ Identifica el vocabulario para referirse a enfermedades.
- ✓ Identifica el vocabulario de comida.
- ✓ Memoriza la lista de verbos, toma en cuenta que la lista incluye verbos que no se encuentran el libro de texto y que son importantes para poder resolver adecuadamente tu examen del módulo.
- ✓ Procura realizar todas las actividades sugeridas.

Unit 2. I didn´t know about it (Yo no sabía eso)
What am I going to do and how?
Day to day it is necessary to talk about what has happened, recently or historically, sharing the other people's experiences in the past, compare and contrast characteristics of many things. This will need knowledge and practice of the use of verb's tenses, past and present. During the study of this unit you'll be learning and developing the required competencies to do all these.

With what purpose?
The purpose of this unit is to provide you with the tools to share **relevant or interesting information about different events, historical characters, within your personal, familiar, local, national and international environment.**

What am I going to learn?
In this unit you will learn how to... Share relevant or interesting information about **several facts and History characters in a personal, family, local, national and world levels.**

Auxiliar Did.
Lectura.
My great-grandfather Yesterday Raul came back home at 5 o'clock and saw his mother cleaning a drawer. Many things were on the table; papers, clothes and some books. Suddenly one book caught his attention. In fact, it was not exactly a book. It was a very old family album.

He took the album and looked through it. It was a big surprise for him because it was the first time he met his forefathers. When he opened it, he felt excited and astonished. All the photos he looked at were in black and white, with strange people in different places. In one, he saw two men in the middle of a field, one taller than the other. One of them was his grandfather. In the photo, his grandfather was younger than when Raul met him as senior adult. In another he saw children playing in a yard: one girl and two boys. When he turned the page one photo caught his attention. This photograph was older than the other. Yes, no doubt, the man in the photo was his great grand-father dressed with his soldier costume, perfectly combed with a big black mustache standing next to his great grand-mother, a beautiful woman wearing a long dress without make-up and with long black hair. She looked like a young adult and was carrying a baby in her arms. Raul was in front of his greatgrandparents! Raul remembered that when he was a child and before going to bed, his mother told him anecdotes about his great-grandfather. He participated in the Mexican Revolution and that made Raul's mother feel very proud of him and her family. From that moment on, Raul also felt proud of his grandfather.

Answer the next questions: (contesta las siguientes preguntas)

1. What did Raul find?
2. Where did he find it?
3. How did he feel about it?
4. When did his mother tell him anecdotes?
5. Who was his great-grandfather?

Adjectives: comparatives and superlatives. (Adjetivos: comparativos y superlativos)

We use comparative adjectives when we compare two things, persons or ideas. After comparatives we **add -er ending to the adjective**. Examples:

1. The blouse is too large. I need a small**er** size. (La blusa es muy larga. Necesito una talla más chica.)
2. Today you woke up earli**er** than yesterday. (Hoy te levantaste **más temprano** que ayer.)

Usamos adjetivos comparativos para (como su nombre lo dice) comparar dos cosas, personas o ideas. Ejemplos:

We can also use **more** or it's opposite **less**. The comparative uses the word than to establish the link between the two things that are being compared, but sometimes you don't need to write it because you can understand it with the information you are given.

Example:

Don't go by airplane. It's **more** expensive **than** train. (Between airplane and train, train costs **less** money **than** the airplane.)

Para formar un comparativo **agregamos la terminación –er al final del adjetivo**. También podemos utilizar las palabras **"more… than"** (más… que) o su opuesto **"less… than"** (menos… que).

Ejemplo:

No vayas en avión. Es **más** caro **que** el tren. (Entre avión y tren, el tren cuesta menos dinero que el avión).

Comparative and superlative forms			
Rule	**Adjective**	**Comparative**	**Superlative**
• When the adjective is one syllable, you just add **–er** or ***–est***.	cheap	**Cheaper**	***Cheapest***
• When the adjective ends in –*y*, you change it to –*i* before adding **–er** or ***–est***.	pretty	**Prettier**	***Prettiest***
• When the adjective ends in vowel + consonant, you double the consonant before adding **–er** or ***–est***.	big	**Bigger**	***Biggest***
• When the adjective is two or more syllables, you use **more / less** or ***most / least***.	intelligent	**More** intelligent **Less** intelligent	***Most*** intelligent ***Least*** intelligent

Formas del comparativo y superlativo			
Regla	Adjetivo	Comparativo	Superlativo
▪ Cuando el adjetivo es de una sílaba, se agrega –er o –est.	Barato	Más barato	El más barato
▪ Cuando el adjetivo termina en –y, se cambia por –i y se agrega –er o –est.	Bonito	Más bonito	El más bonito
▪ Cuando el adjetivo termina en vocal y consonante, se duplica la consonante y sezagrega –er o –est.	Grande	Más grande	El más grande
▪ Cuando el adjetivo es de 2 o más sílabas, se utiliza more/less o most/least.	Inteligente	Más inteligente Menos inteligente	El más inteligente El menos inteligente

Irregular adjetives (Adjetivos irregulares)

Irregular adjectives		
Irregular adjective	**Comparative**	**Superlative**
good	better	*best*
bad	worse	*worst*
far	further	*furthest*
little	less	*least*

Recuerda memorizarlos

ACTIVIDAD:

- ✓ Realiza la actividad 3 sobre **comparativos y superlativos** de los adjetivos de las págs. 93 y 94 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Stages of life… Etapas de la vida

Birth	Nacimiento
Toddler	Niñito (menos de 3 años)
Childhood	Niñez
Adolescence	Adolescencia
Adulthood	Adultez
Middle age	Edad madura
Senior adult	Vejez

ACTIVIDAD:

- ✓ Realiza la actividad 8 sobre **etapas de la vida** de las págs. 98 y 99 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Plurals… (Plurales)

Regular plural forms	
Rules	**Examples**
• Add **–s** after words ending in consonant and *–e*.	cheek – cheeks nose – noses
• Add **–es** after words ending in *–s*, *–ss*, *–x*, *–sh*, *–ch*, *–z* and *–o*.	bus–busses glass–glasses box–boxes wish–wishes beach–beaches buzz – buzzes radio–radios bush – bushes tomato – tomatoes
• Change the *–y* to *–i* and add **–es** if there is a consonant before the *–y*.	baby – babies
• Add **–s** after the *–y* if there is a vowel before it.	toy – toys
• Change *–f* or *–fe* to *–v* and add **-es**.	calf – calves wife – wives
Irregular plural forms	
man – men child – children woman – women foot – feet louse – lice	tooth – teeth bacterium – bacteria mouse – mice goose – geese louse – lice
Always plural	
Scissors, trousers, pants, tongs, binoculars, jeans, shoes, earrings, glasses Deer, sheep and fish are always the same in singular and plural form.	
Foreign plural forms	
A few nouns of Greek or Latin origin retain their original plurals. analysis – analyses basis – bases crisis – crises datum – data curriculum – curricula	

Vocabulary (vocabulario)			
cheek	mejilla	nose	nariz
bus	autobús	glass	vidrio
box	caja	wish	deseo
beach	playa	buzz	zumbido
radio	radio	bush	arbusto
tomato	jitomate	baby	bebé
toy	juguete	calf	becerro
wife	esposa	man	hombre
child	niño	woman	mujer
foot	pie	louse	piojo
tooth	diente	bacterium	bacteria
mouse	ratón	goose	ganso
scissors	tijeras	trousers	pantalones
pants	pantalones	tongs	tenazas
binoculars	binoculares	jeans	pantalón de mezclilla
shoes	zapatos	earrings	aretes
glasses	lentes	deer	ciervo
sheep	oveja	fish	pez
analysis	análisis	basis	base
crisis	crisis	datum	dato
curriculum	currículum		

ACTIVIDAD:

- ✓ Realiza la actividad 14 sobre formas singulares y plurales de la pág. 103 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Expressions of time… Expresiones de tiempo.
(Prepositions)

Expressions of time		
Use AT with times and expressions.	**Use ON with days and dates.**	**Use IN for months, years, seasons and periods of time.**
at 5 o'clock, at lunch,	On March	in April
at lunch	On 12 December	in 2012
at the age of…	On Saturday	in winter
at the same time…	On Friday evening	in the 20th century
at the moment…		in a few minutes
at Christmas / at Easter		
at night		
at the weekend		

Read the following dialogue. Identify the expressions of time… Lee el siguiente diálogo. Identifica las expresiones de tiempo.

Ana: Ok Raul. Give me the exact date of your birth.

Raul: I was born at 10 o'clock on October 25th in 1996 in Santa Teresita's Hospital.

Ana: I didn't mean so exactly. When was your mother born?

Raul: On April 25th, 1967.

Ana: This means that your grandmother maybe was born in the 1940s or 1950s.

Raul: My mother told me that in 1940 and that my greatgrandfather died in 1965 at the age of 80.

Ana: Bingo! Your great-grandfather was born in…

ACTIVIDADES:

- ✓ Realiza las actividades 18 y 19 sobre el uso de **in, on ó at** de la pág. 108 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Past tense… Tiempo pasado

Activity. Change the verb (in bold) to past tense.

On November 20, 2011 Mexico _____ **(celebrate**) the Centenary of the Mexican Revolution.

On this date, in the year 1910 the revolutionary war to overthrow President Porfirio Díaz _____ (**begin**). Porfirio Díaz (**stay)** in the government for 30 years. A small minority of the people _____ (**be**) in control of most of the country´s power and wealth, while the majority of the population _____(**live**) in poverty. One young man who _____ (**oppose**) to Diaz regime _____ (**be)** Francisco I. Madero, a man from a family with great wealth.

He _____(**be**) from Coahuila, a state that borders with Texas. He (**attend**) Berkeley University, where he _____ (**study**) agriculture and _____ (**finish)** his education in France in 1895. He _____(**start**) his own cotton plantation and _____(**help**) to create a successful cotton industry in Coahuila. In 1910, Francisco I. Madero _____ **(want**) to unseat Porfirio Díaz with the slogan "effective suffrage and no reelection", but Díaz _____ (**send**) him to prison.

ACTIVIDAD:

- ✓ Realiza la actividad 21 uso de los los **verbos en past tense** de la pág. 110 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Lee el siguiente diálogo:

Maria: I like to go to many parties. It's so much fun dancing, eating food, and sharing time with your best friends. Alex, do you like to go to parties?

Alex: Not too much. Remember that I'm a soccer player and I can't keep awake late at night. Besides people in the parties like to smoke many cigarettes and I don't like that.

Maria: That sounds very boring. When was the last time you had a party or a celebration?

Alex: I like to celebrate when the Mexican soccer team wins a game, especially, if Mexico wins a game during a World Cup. I like to go and celebrate in El Ángel de la Independencia.

A lot of people gather around the monument, we start running round it, waving the flag and screaming: Mexico!, Mexico!, Mexico!
Maria: I don't have any idea about soccer, but the way you talk about it is so exciting. I'm going to look up for some information about it and maybe next time we can go together to celebrate their victory.
Alex: I know you won't regret it. It's a lot of fun. Just remember that there are many people in the monument and too much sound of trumpets during the celebration.
Maria: Don't worry Alex. Remember that I like to participate in all kinds of parties.
Alex: Good. Don't forget to invite Raul and Ana.
Maria: Of course not. There are many people in the world, but few best friends like you.

De acuerdo al diálogo anterior señala si las siguientes frases son **True (verdadero) or False (falso):**

1. Maria likes to go to any kind of parties.	
2. Alex likes to go to parties.	
3. The four friends will go together to El Ángel de la Independencia.	
4. Alex thinks that parties are boring.	
5. Alex doesn't like to be awake late at night.	

Sustantivos incontables
Usamos **how much, much**, **a lot of**, **some** or **any** para sustantivos **incontables**.
How much = cuánto much= mucho
Por ejemplo:
You need to drink much wáter… (Tú necesitas tomar mucha agua). El agua no se puede contar porque es líquida.
How much (cuanto es, o cuánto cuesta) se utiliza en la forma interrogativa. Ejemplos:
How much information do you need?
Ana needs a lot of information… (Ana necesita mucha información)
Ana needs some information… (Ana necesita alguna información)
Ana doesn't need any information. (Ana no necesita ninguna información)

También se aplica para:
Money, news, coffee, information, water, knowledge.
Sustantivos contables
Usamos **how many** o many para sustantivos **contables**. Por ejemplo:
You need to drink many glasses of wáter… Tú necesitas tomar muchos vasos de agua.
How many (cuántos) se utiliza en la forma interrogativa.

ACTIVIDAD:
- ✓ Realiza la actividad 28 sobre elementos **contables e incontables** de las págs. 118 y 119 del libro de texto, corrobora tus respuestas en el Apéndice 1.

ACTIVIDAD:
- ✓ Realiza la actividad 20 sobre el uso de **how much o how many** de las págs. 119 y 120 del libro de texto, corroora tus respuestas en el Apéndice 1.

A, an, some, any… (Un, algunos, ninguno)

Some / Any / A lot of	
Some is used in affirmative sentences and means a little, a few, a small number or amount.	I have some bread.
Any is used in negative sentences or questions and means one, some or all.	I don't have any bread.
A lot of means many or much.	I have a lot of bread.

Some se utiliza para decir algunos, pocos, una pequeña cantidad o número.
Any se usa en oraciones **negativas o preguntas** y significa alguno, algún.
A lot of significa mucho.

ACTIVIDAD:
- ✓ Realiza la actividad 41 sobre el uso de **a, an, some o any** de la pág. 120 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Expressions of time… Expresiones de tiempo
Yesterday I went to the movies. (Ayer fui al cine).
I went to the movies yesterday. (Yesterday expresses a day before and the verb is in past tense)

Today I'm watching TV. (Hoy estoy viendo Televisión).
I'm watching TV today. (Today expresses at this moment and verb in present progressive)

Tomorrow I will go to Los Angeles. (Mañana iré a Los Ángeles).
I will go to Los Angeles tomorrow. (Tomorrow indicates the following day and the verb is in future time)

ACTIVIDAD:
- ✓ Realiza la actividad sobre **presente, pasado y futuro** de la pág. 122 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Read the next paragraph… (Lee el siguiente párrafo)
An anniversary is a specific date on which an event took place in a previous year. Anniversaries are celebrated because of an historical event that occurred in the world, to commemorate an event that happened in your country or to you or your family. For example, if your parents married 10 years ago, then in the current year they are celebrating their 10th wedding anniversary. Not always a celebration of an anniversary is reason for happiness; sometimes they are related to death or tragic events in the history of a country or a family.

ACTIVIDAD:
- ✓ Realiza la actividad 41 sobre una **reseña en past tense** de la pág. 128 del libro de texto.

ACTIVIDAD:
- ✓ Realiza la actividad 44 sobre **past time** de las págs. 131 y 132 del libro de texto.

ACTIVIDAD:
- ✓ Realiza la actividad 48 sobre el **uso de him/her** de las págs. 134 y 135 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Read the next lesson… (Lee el siguiente texto)

The Second World War World War II, or the Second World War (often abbreviated as WWII or WW2), was a global war that started in 1939 and ended in 1945. It involved many nations —including all of the great powers— forming two opposing military alliances: the Allies and the Axis. It was the most widespread war in history, with more than 100 million people serving in military units. In a state of "total war", the major participants placed their entire economic, industrial, and scientific capabilities at the service of the war effort, erasing the distinction between civilian and military resources. Marked by significant events involving the mass death of civilians, including the Holocaust and the only use of nuclear weapons in warfare, it resulted in 50 million to over 70 million fatalities. These deaths make the war the deadliest conflict in human history. Even when President Lazaro Cardenas declared Mexico neutral during World War II, President Manuel Avila Camacho allied Mexican troops, known as Squadron 201, with the United States.

ACTIVIDAD:
- ✓ Realiza la actividad 51 sobre el uso de **Wh-questions** de la pág. 136 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Recomendaciones de estudio:
- ✓ Revisa especialmente los temas de tiempo pasado
- ✓ Identifica claramente los adjetivos
- ✓ Identifica las diferentes preposiciones y su uso adecuado.
- ✓ Identifica el auxiliar Did para el tiempo pasado.
- ✓ Identifica la diferencia entre sustantivos contables e incontables.
- ✓ Procura realizar todas las actividades sugeridas.

Unit 3. What happened to you? Qué has hecho?

What am I going to do and how?

In your everyday life you attend to shopping centers, museums, restaurants, supermarkets and many other public places. Besides, sometimes you spend a special celebration in one of these places. In this unit you will share **experiences about attending public places in the past, and also talking about celebrations**. This will need knowledge and practice of

the use o**f verbs in past tense.** During the study of this unit you'll be learning and developing the required competencies to do all these.

With what purpose?
The purpose of this unit is to share information with others about experiences in the past in a familiar and social environment. You'll be able to talk about **past experiences, assistance to public places and to give information of who did what and to whom.** You will do all this in an oral and in a written way. You're going to talk about celebrations in a familiar and social context.

What am I going to learn?
In this unit you will learn how to...

Section 1: Where did we buy a present?	Section 2: We had fun as tourists	To finish
• Subject and object pronouns, regular and irregular verbs. • Auxiliary did, was / were. • Expressions of time. • Use of past and past progressive.	• Regular and irregular verbs in past. • Auxiliary did, was / were. • Wh- questions. • Adverbs and expressions of frequency.	• Make your own project. • Practice what you have learned along the unit.

Where did we buy a present?
Objects pronouns

Subject and object pronouns			
Singular		Plural	
Subject pronoun	Object pronoun	Subject pronoun	Object pronoun
I	me	we	us
you	you	you	you
he	him	they	them
she	her		
it	it		

La diferencia entre los pronombres sujetos y los pronombres objetos es que los primeros son parte del sujeto en la oración y los segundos forman parte del predicado.
Read the following conversation:
Maria: Hello, everybody. How are you? I was wondering if all of you remember that in two days is my birthday!
Ana: Yes, I do. Do you remember the last birthday party that we organized for you last year?
Maria: Of course I remember! It was terrific. I will never forget it.
Ana: Everybody helped me with the organization. My mother helped cooking the meal, Alex and Raul buying your birthday present, Raul was also our D.J. and all the guests helped us to keep the secret. We really had a good time. What are you planning to do this year?
Maria: Didn't you tell them Alex? Sorry, I only told him but I invite you to go dancing to the disco.
Alex: I didn't tell them because you asked me to be discrete.
Raul: Well, thank you for the invitation. This time the surprise was for us. Wasn't it Ana?
Ana: You're right, Raul.

Object pronouns are found as object of the predicate. (Los pronombres objetivos son parte del predicado de la oración. A diferencia del pronombre subjetivo que es el núcleo del sujeto en la oración).
Read the following examples:
John plays soccer. He plays soccer. I saw **him** play soccer.
I saw Mary in Church. I saw **her** in Church.
She loves **me**. I love **her**.
I call **him**. He answer **me**.

ACTIVIDAD:
- ✓ Realiza la actividad 2 sobre **pronombre objetivo** de la pág. 153 del libro de texto, corrobora tus respuestas en el Apéndice 1.

ACTIVIDAD:
- ✓ Realiza la actividad 3 sobre **pronombre objetivo o subjetivo**, de la pág. 154 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Vocabulary. Going to the mall.
Mall: (noun) (also shopping mall) a large building or series of connected buildings containing a variety of retail stores and typically also restaurants.
Read de next dialogue:
Raul: This shopping center is very big. I bet we can find Maria something useful and cheap.
Alex: The problem is, what do we buy her? She's not the kind of girl who likes wearing rings, earrings, bracelet, etc.
Raul: You're right Raul. That's why I'm going to buy her a blouse or let's go to a music store to see if we can find her a CD of pop or rock music.
Alex: Where do we go first? To the second floor or do we stay here in the ground floor?
Raul: I don't know, why don't we ask this policeman if he knows where the music store is.
Alex: While you go and ask him, I'm going to that sports store to look for a T shirt.
Raul: Why don't you go and ask him? Meanwhile I'll buy an ice-cream.
Alex: Neither you nor I. Here's a directory. Maybe we can find it easier if we look at it. Let's see if we find what we're looking for.

Seeks the meaning of the following words in the dictionary

PLACE SHOPPING CENTER DIRECTORY	
GROUND FLOOR	**SECOND FLOOR**
Computer game store	Department store
Computing store	Japanese restaurant
Coffee shop	Ice –cream parlor
Shoe store	Pet store
Toy store	Book store
Italian restaurant	Stationery shop
Mexican restaurant	Music store
Bank	Gym
Barber shop	Cinemas
Restrooms	Fast food

ACTIVIDAD:

- ✓ Realiza la actividad 7 sobre **lugares públicos** de la pág. 157 del libro de texto, corrobora tus respuestas en el Apéndice 1.

ACTIVIDAD:

- ✓ Realiza la actividad 9 sobre **lugares públicos** de las págs. 159 y 160 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Read the next dialogue and answer the questions.
Ana: Good evening, Sir.
Seller: Good evening young lady. Can I help you?
Ana: Yes. How much does this chocolate cake cost?
Seller: It costs three hundred pesos.
Ana: Three hundred pesos! Well, thank you, anyway.
Seller: Wait, here's a strawberry cake and it's cheaper and more delicious.
Ana: Yes? How much does it cost?
Seller: It's one hundred pesos. You won't regret.
Ana: All right, I'll take it. Thank you.
1. Did Ana buy the chocolate cake? _____Why?
_____
2. Did Ana buy the strawberry cake?
_____Why?_____

ACTIVIDAD:

- ✓ Realiza la actividad 14 sobre **anécdotas y practica tu pronunciación** de las págs. 163 y 164 del libro de texto, comparte esta actividad con tu asesor o alguien que tenga dominio del inglés.

Adverbs of frequency. (Adverbios de frecuencia)
Remember that an adverb is a word that modifies a verb, an adjective or another adverb. **Adverbs of frequency** and are used to say how often something happens. Adverbs of frequency answer the question: How often? or How frequently? Adverbs of frequency come after any form of the verb to be, but before other verbs.
Example: I usually go to the gym. (Yo, usualmente voy al gimnasio)
Adverbs of frequency.

Adverbs of frecuency	
never	Least frequent
rarely	
seldom	
hardly ever	
occasionally	
sometimes	
generally	
often	
regularly	
frequently	
usually	
always	Most frequent

Adverbios de frecuencia	
Nunca	Menos frecuente
Rara vez	
Raramente	
Casi nunca	
Ocasionalmente	
Algunas veces	
Generalmente	
Seguido	
Regularmente	
Frecuentemente	
Usualmente	
Siempre	Más frecuente

Read the dialogue and pay attention to the words in **bold.**

Raul: Alex, how often do you go to the gym?
Alex: I **always** go to the gym. Making exercise makes me feel good. And you? How often do you exercise your body?
Raul: Oh no, that's not for me. I **rarely** exercise.
Alex: That's too bad Raul. Why don't you try walking once or twice a week from 20 to 30 minutes in the morning? Your body will be grateful.
Raul: But Alex, I **usually** walk from my house to the bus stop and then to attend classes and so on. Besides, I'm always late because I can't wake up early in the morning and you want me to wake up even earlier! I don't think I will do it.
Alex: I insist. You must **regularly** exercise. Right now you're a very young boy, but when you become a young adult you're going to regret you didn't exercise. You're going to have all kind of pains and illness.
Raul: Alex, you **sometimes** exaggerate. That will **never** happen to me. Alex: I hope so. You know you're my best friend and I **often** give advice to the people I appreciate like you.
Answer these questions:

1. How often does Alex exercise?
2. How often does Raul exercise?
3. Why is Raul always late in the morning?
4. What advice does Alex give to Raul?
5. Do you agree with Alex's advice? Why or why not?

ACTIVIDAD:
- ✓ Realiza la actividad 18 sobre **adverbio de frecuencia** de pág. 168 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Expressions of frequency.

Expressions of frequency		
Every		day
Once	a	week
Twice		month
Three times		year

Once = una vez
Twice = dos veces
Three times = tres veces

ACTIVIDAD:
- ✓ Realiza la actividad 19 sobre **adverbios de frecuencia** de la pág. 169 del libro de texto.

Read the following information. Then write the correct wh- question for each given answer.

The City of Palaces

Mexico City is a city that is proud of its history and culture. One can visit more than 100 museums. The historical center of Mexico City is its main square, the Zocalo, where the center of Tenochtitlan once stood. In the center of the Zocalo or Plaza Mayor flies a gigantic national flag. The square is used for parades, celebrations, ceremonies or concerts. Today it is one of the world's largest public squares. Bordering the Zocalo are some of Mexico's City's oldest and greatest buildings. The Metropolitan Cathedral dates to the middle 1500s and is the largest church in Latin America. The construction of the Cathedral took almost 300 years! The National Palace is the government office. Inside of it, huge murals by Diego Rivera, one of Mexico's greatest and famous artist, draw Mexican history from Aztec times to early 1900s. On the square's northeast corner are the remains of the Templo Mayor, the great Aztec ceremonial pyramid and was discovered in 1970. Southwest of the Zocalo,

Chapultepec Park is one of the world's largest urban parks. The area was once used by Aztec emperors.

1. _____ ?
You can visit more than 100 museums.
2. _____?
You can find a gigantic national flag at the center of the Zocalo.
3. _____ ?
The square is used for parades, celebrations, ceremonies and concerts.
4. _____?
It took 300 years to construct the Cathedral.
5. _____?
Diego Rivera painted the huge murals.
6. _____?
The Aztec ceremonial pyramid was discovered in 1970.

ACTIVIDAD:
- ✓ Realiza la actividad 23 sobre **verbos en past tense** de la pág. 173 del libro de texto, corrobora tus respuestas en el Apéndice 1.

How to ask for a place… (cómo preguntar por un lugar)

Read the dialogue.

Raul: Good morning, policeman.
Policeman: Good afternoon. May I help you?
Raul: Yes, Where is the Café Tacuba?
Policeman: The restaurant you are asking for is on the street of Tacuba.
Raul: How do I get there?
Policeman: Walk three blocks straight, turn left and on your right hand side you'll see the restaurant.
Raul: Thank you.
Policeman: You're welcome.

Recomendaciones de estudio:

- ✓ Pon especial atención en las lecturas de la unidad, te ayudarán a aumentar tu vocabulario.
- ✓ Identifica los pronombres objetivos y su uso adecuado.
- ✓ Identifica los verbos irregulares en su tiempo pasado.
- ✓ Repasa la estructura del pasado progresivo.
- ✓ Identifica los adverbios de frecuencia y su función en la estructura de la oración.
- ✓ Procura realizar todas las actividades sugeridas.

UNIT 4. I will be a lawyer (Yo seré abogado)

What am I going to do and how?

In the previous unit you learned how to narrate past events. You talked about History and you wrote a simple autobiography. To do this you used the past tense. Our personal story is important as it explains who we are as people. Up until now you have a life that defines you, but your future depends on you. You are going to learn now learn **to talk about your future, to express your professional interests and the plans you have already for your life, in short, medium and long term**. This means we are going to talk about **your life project.**

With what purpose?

The purpose of this unit is to provide yourself with the tools to explain others about your **future, to talk about your own projects, including short, medium and long term plans.** You'll be able to talk about your **future, and give information of your ideas and interests**. You will be capable to do all these in a spoken and written way.

What am I going to learn?

In this unit you will learn how to…

Section 1: Oh, the scary future!	Section 2: Would you like a career?	Section 3: Life project	To finish
• Future tense will and going to. Wh- questions. Present progressive in expressing future actions.	• Future tense and modal verb *would*. • Talking about trades and professions.	• Writing your own project for the future.	• Exercises on line or in paper.

Simple future form

Read the following information and answer the questions:

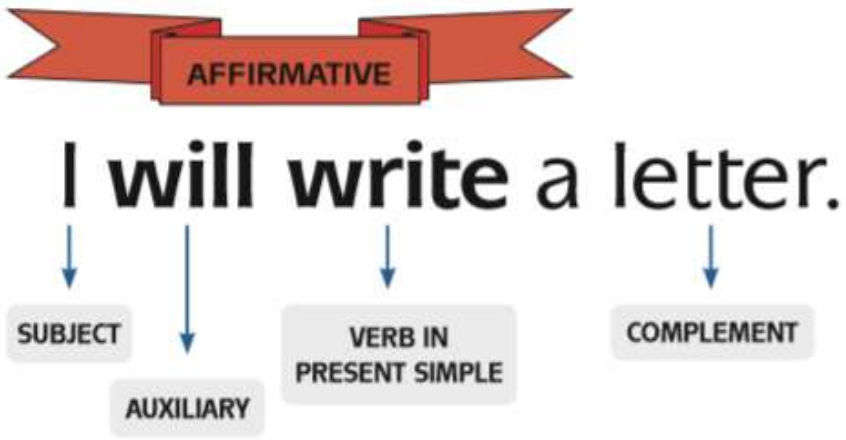
Fortune cookies

A fortune cookie is a crisp cookie usually made from flour, sugar, vanilla, and oil with a "fortune" wrapped inside. A "fortune" is a piece of paper with words of wisdom or a vague prophecy of a particular event that might occur in your future. The message inside may also include a Chinese phrase with translation or a list of lucky numbers used by some as lottery numbers, some of which have become actual winner numbers. Some 3 billion fortune cookies are made each year, almost all of them in the United States. But the crisp cookies wrapped around enigmatic sayings have spread around the world. A surprisingly high number of winning tickets in Brazil's national lottery in 2004 were traced to lucky numbers from fortune cookies distributed by a Chinese restaurant chain called Chinatown. Now the researcher Yasuko Nakamachi in Japan believes she can explain the origin of fortune cookies. Her first pieces of evidence are the generations-old small family bakeries making obscure fortune cookie-shaped crackers by hand near a temple outside Kyoto. She has also turned up many references to the cookies in Japanese literature and history, including an 1878 image of a man making them in a bakery decades before the first reports of American fortune cookies. Fortune cookies are often served as a dessert in Chinese restaurants, but are absent in China. The exact provenance of fortune cookies is unclear, though various immigrant groups in the United States claim to have popularized them in the early 20th century, basing their recipe on a traditional Japanese cracker. Fortune cookies have been summarized as being introduced by the Japanese and popularized by the Chinese.

1. What is a fortune cookie?
2. What message does a fortune cookie have?
3. How many fortune cookies are made every year?
4. Are the fortune cookies related with winning tickets in national lottery?
5. Which is the origin of fortune cookies?
6. Who popularized the fortune cookies around the world?

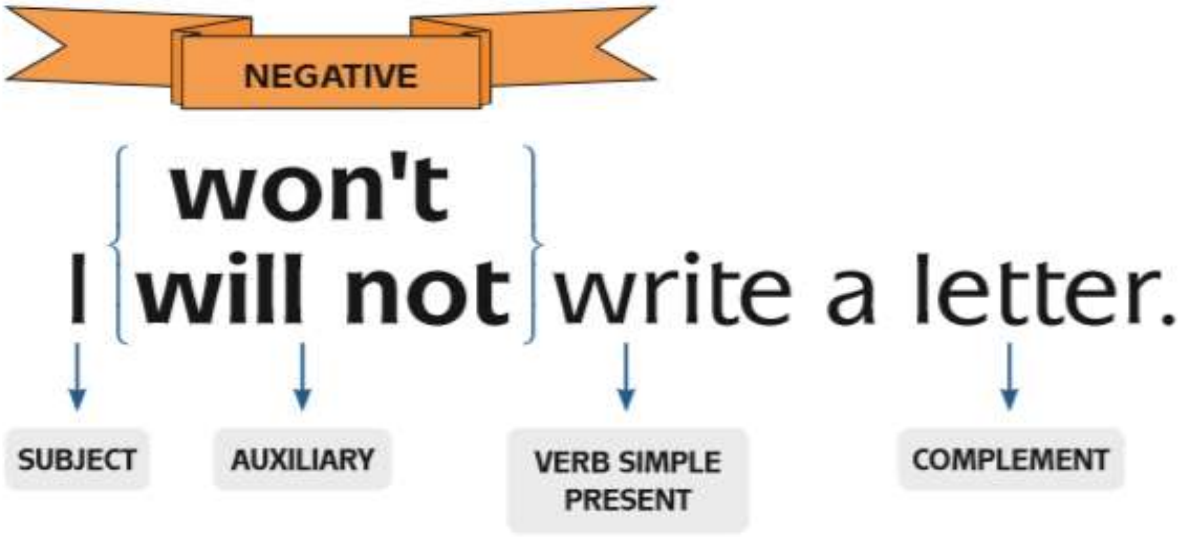
Expressions in future… (Expresiones en futuro)
Alex: Hi Ana, What are you doing?
Ana: I'm reading this brochure about professions.
Alex: Do you have any idea of what you want to study?
Ana: Yes, I decided a long time ago. I want to be a lawyer!
Alex: You will be the best lawyer! You're a very dedicated and intelligent person. Besides you can be my lawyer and give me advice any time I need to sign a new contract. Good choice Ana!
Ana: Tomorrow **I will go** to the university and ask for more information especially about schedules because I'm going to look for a part time job to help my mother with all the expenses. What about you Alex. What are you going to study?
Alex: I will continue playing soccer and **I will be** the best soccer player of all times. But at the same time, I want to have a business. Maybe Maria can be my partner and we can start an Internet-café.
Ana: Great! **Will you invite** me to have a cup of coffee?
Alex: Well**, I'll have** to think about it. Just kidding!

Simple future: To talk in a future tense in English you have to use the following form:
Will + verb in present simple
Example: In the afternoon, I will go to the cinema. (En la tarde, voy a ir al cine).
Look at the following information to learn more about how to use the future tense.



El auxiliar WILL se utiliza de la misma forma para todos los pronombres:

I
You
He/She/It
We
They
+ **will write** a letter.





Will +
I
You
He/She/It
We
They
+ write a letter?

Para responder a una pregunta con la estructura: (Will + pronoun + verb), se puede hacer de dos maneras de acuerdo a la decisión. Por ejemplo:



ACTIVIDAD:

- ✓ Realiza la actividad 3 sobre **futuro simple** de las págs. 186 y 187 del libro de texto, corrobora tus respuestas en el Apéndice 1.

There are many time expressions that are used with future tense. Here are some new ones:
soon = pronto
later = luego
tomorrow = mañana
next week = próxima semana
in a few minutes = en unos minutos
next month = mes próximo
a year from now = dentro de un año
the day after tomorrow = pasado mañana
the day before yesterday = antier
at noon = al mediodía
in a little while = en un momento
a week from now = en una semana

ACTIVIDAD:

- ✓ Realiza la actividad 4 sobre **expresiones en futuro** en las págs., 187 y 188 del libro de texto.

What are you going to do?
Maria's sister **is going to graduate** next Friday. She **is going to invite** Ana and Raul's family. She's **going to call** some of her relatives too. Later today, she will make a list of

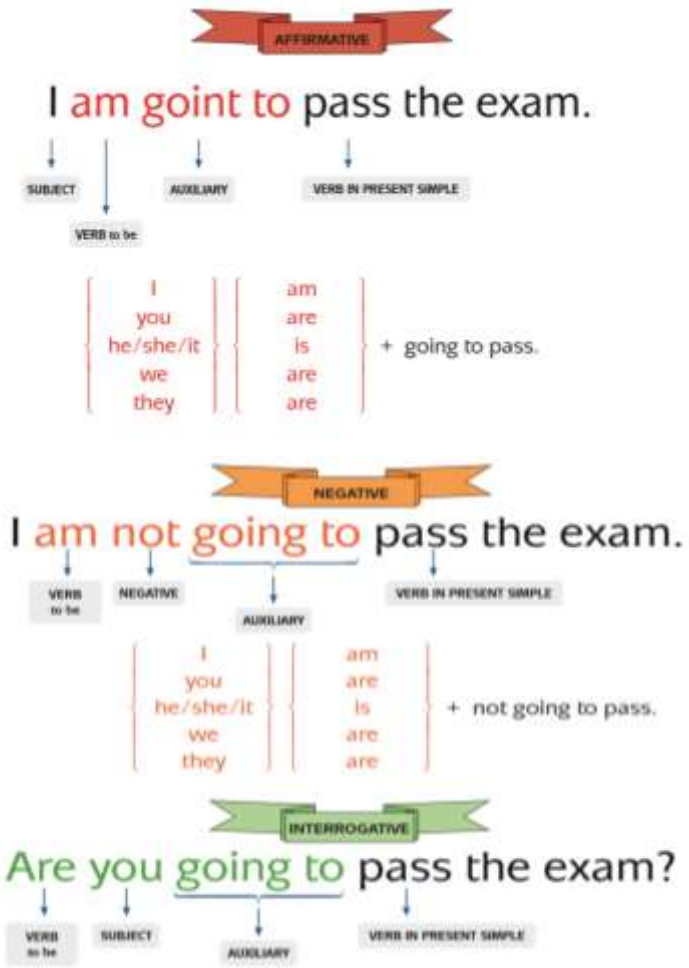
guests and will write the invitations. Then she will plan the games and the refreshments. So Maria's parents are always asking her about what she **is going to study**, where **she is going to do** it, what kind of job she wants, and they never seem to stop!

The words in **bold** correspond to another way of talking about the future. The form:

Be + going to + verb in present simple

is probably the most common way to express future actions and it is frequently used when you're talking about intentions. An intention is a plan in the future that you have already thought about.

Example:
She is going to work in a hospital when she gets her degree.



Possible answers:
Yes, I am / No, I´m not.

ACTIVIDAD:

- ✓ Realiza la actividad 6 sobre **enunciados en futuro** y su cambio forma interrogativa y negativa de la pág., 191, corrobora tus respuestas en el Apéndice

Recuerda que puedes utilizar las **contracciones**:
I am → I'm You are → You're He is/ She is/ It is → He's/ She's/ It's
We are → We're They are → They're

ACTIVIDAD:

- ✓ Realiza la actividad 9 sobre **future tense** de la pág. 193 del libro de texto, corrobora tus respuestas en el Apéndice 1.

La forma del tiempo futuro **will** se utiliza para cosas o situaciones espontáneas, que están en duda, que pueden o no pasar. La forma **going to** es para declarar planes que implican mayor intención o certeza.
Otra forma de expresar acciones futuras es con el **present progressive form** cuando se habla de acuerdos o planes con otras personas.
Example:
Ana is coming tomorrow to the **meeting**.
Is coming is present progressive but tomorrow gives us an idea of future.

ACTIVIDAD:

- ✓ Realiza la actividad 13 sobre **present progressive** form de la pág. 196 del libro de texto, corrobora tus respuetas en el Apéndice 1.

ACTIVIDAD:

- ✓ Realiza la actividad 16 sobre **future tense y future time expressions** de la pág. 197 de texto, corrobora las respuestas en el Apéndice 1.

Eating and making plans.
Read the next dialogue:
Ana: I **would like** a hamburger and a large order of French fries.
Maria: **Would** **you** like a salad? I think I will order a small one.
Alex: That sounds delicious. What dressing **would you like**? Thousand Island, Italian or French?
Maria: You choose.
Raul: I think I'm going to order the same as you, but I **would also like** a soda.
Maria: By the way Ana, Alex told me you would go to the university tomorrow to ask for information about a career.
Ana: Yes, I think it's time to make a decision about my future. I would like to know more about getting my law collage degree. That's why, tomorrow, I will go to college to look up for more information about this career. I am also going to look up in the newspaper for a part time job. If I start to work I will save money to buy my computer. I think I'm going to need it once I'm at the University. What about you, Maria? Are Alex and you going to be partners in the Internet-coffe?

Maria: I never thought Alex would ask me to be his partner. That sounds great! I'm planning to study a technical career, maybe Technical in computers or something like that. What about you Raul? I bet you will be a musician or something similar.
Raul: Oh no, I'm too young for this. First I need to finish my high school. In fact, I don't know what to do or study.
Ana: Maybe it's time you go with a career counselor or adviser. They can help you if you don't know what to study or if you're in doubt.
Alex: Hey, I need one that can help me with my business.
Maria: By the way Ana, you don't need to look for a job in the newspaper; it's easier if you do it by Internet sites. I **would be** pleased to help you.
Ana: Thank you. You three are the best friends anyone **would like** to have. Now let's eat!

Now complete the following order:
Waiter: What_____ you like to order?
You: I _____a hamburger please.

Would es un verbo modal y se utiliza en diferentes formas:

Description	Example
• Would is the past of will. • Would is used to express future but in past. • Would is used to express repeated or habitual actions in the past. • Would is used as a conditional form using *if*. • Would is used to order or offering something.	• He will go. He would go. • He said he would go tomorrow. • When he was a kid, he would always go to the beach. • If he didn't have a headache, he would be at the party. • What would you like to eat carrots? * • Would you like a glass of water? * As you can see in this case *would* is used with a wh-question. You first put the question and then the verb. Would + noun/pronoun + verb …

ACTIVIDAD:
- ✓ Realiza la actividad 17 sobre **would o will** de la págs. 199 del libro de texto, corrobora tus respuestas en el Apéndice 1.

ACTIVIDAD:
- ✓ Realiza la actividad 18 sobre uso de **would** de la pág. 200 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Jobs or occupations… (Empleos u ocupaciones)
A part time job is when you do not work in a complete shift, that means that you only work for (4) hours a day. This schedule fits very well to students because they can work in the morning and study in the evening or vice versa. A full time job means you work 8 hours a day. It's very difficult to have a full time job and a part time the same day. Some people do it to earn more money.
Fortunately, Ana and Maria found this add in which a professional career is not necessary. They also read some ads looking for people who had experience in a particular trade. What is the difference between a trade and a profession?

A **trade** is an occupation that requires a course, a little bit of training or a certification. It's often related with manual or mechanical skills. Example: baker, bricklayer, hairdresser, etc. A **profession** is a specialized knowledge and it often requires a long and intensive academic preparation that gives you a college degree. Example: Engineer, Doctor, Lawyer, etc.

Vocabulary.

Job or occupation		**Job or occupation**	
barber	barbero	**secretary**	secretario (a)
actor	actor	**actress**	actriz
businessman	hombre de negocios	**businesswoman**	mujer de negocios
waiter	mesero	**waitress**	mesera
policeman	policía (hombre)	**policewoman**	policía (mujer)
steward	mayordomo	**stewardess**	sirvienta
hairdresser	peluquero (a)	**clerk**	Empleado (a)
president	presidente	**director**	director (a)
assitant	asistente	**manager**	gerente
cashier	cajero (a)	**typist**	mecanógrafo (a)

Nota: Actor también se puede utilizar para femenino, al igual que actress.

Otras profesiones:

Veterinarian= veterinario, Biologist= biólogo, Engineer= ingeniero, Architect= arquitecto

ACTIVIDAD:

- ✓ Realiza la actividad 23 sobre **profesiones y oficios** de la pág. 204 del libro de texto, corrobora tus respuestas en el Apéndice 1.

ACTIVIDAD:

- ✓ Realiza la actividad sobre **profesiones** de la pág. 205 del libro de texto, corrobora tus respuestas en el Apéndice 1.

Goal or purpose… (Meta o propósito)

Read the following lesson:

My goal: a computer!

Do you remember that Ana said she wanted to look for a job and save money to buy a computer? This can be a short or medium term goal or purpose. There are short, medium or long-term goals. The achievement of a goal depends on the situation you are living in, on if it's something possible to do or have or if it is something almost impossible to commit, but most of all this things depends on the courage, will and attitude to do it. There is no rule of time in achieving a goal, but more or less this is the way a short, medium and long-term purpose can be done. A short-term can be done in fewer than two months. A medium term goal can take from three months to three years to achieve. Medium term goals can be achieved if you have worked and done short term ones. A long-term goal requires three or more years to get it. This goal can be reached with the work and dedication of medium and short-term goals. Ana's purpose depends on how much she earns in her job, how much she saves every month and how much the computer, that she wants, costs. If she considers these things and is constant and careful, she will feel a great satisfaction at the end if she

buys her new computer with the money she earned from her work. The most important thing is to have a goal to achieve and work on it. To reach it or not reach it depends in your attitude!

Life proyect… (Proyecto de vida)
In this section you are going to establish your personal life project and think about which are the best options you have in both your personal and professional area. You will be able to use all the vocabulary that you learned throughout each unit, as well as the grammatical structures in past, present and future forms.

ACTIVIDAD:
- ✓ Realiza la actividad 25 sobre **metas a corto, mediano y largo plazo** utilizando el future tense de la pág. 207 del libro de texto.

Interviews… Entrevistas
Read the following dialogue between Ana and a Human Resources Manager
HRM: Good morning lady. Please take a seat.
Ana: Thank you very much.
HRM: Thank you for **applying** for the job. I see you're very young so my doubt is, why do you want to start working and not studying?
Ana: No, it's not like that. I'm going to continue studying. **In fact** I want to be a lawyer. I want to start working because that way I can help my mother with the **expenses.** This is a great opportunity for me because I can work in the morning and study in the afternoon or vice-versa.
HRM: All right Ana. In this firm, we're interested in the experience of the employees, but most of all we're interested in the person. What I'm trying to say is that we like to know very well the person we're going to hire. I'm going to make you many questions about your past life. Also, I'm going to ask your interests and pastimes, and finally I want you to answer me your life project, this is, the way you would like to be in the future in your personal and professional area. Be sincere, feel confident and I want you to answer with the complete truth. Any question, Ana?
Ana: No, not at all.
HRM: Are you ready?
Ana: Yes, I am.

Questions in an interview:
1. What's your name? (¿cuál es tu nombre?)
2. Where were you born? (¿dónde naciste?)
3. How old are you? (¿cuántos años tienes?)
4. Where do you live? (¿dónde vives?)
5. Who do you live with? (¿con quién vives?)
6. Do you have brothers or sisters? (¿tienes hermanos o hermanas?)
7. Where did you study? (¿dónde estudiaste?)
8. Did you study any particular course? (¿qué cursos has estudiado?)

9. Do you know how to use a word processor and Internet? (¿sabes utilizar procesador de texto e internet?)
10. How many languages do you speak? (¿cuántos idiomas hablas?)

Possible answers:

1. My name is Ana García Rendón.
2. I was born in Jalapa, Veracruz on 18th May 1994.
3. I'm eighteen years old.
4. When I was four, my father had a good job opportunity here in Mexico, so my parents decided to come to live to the city.
5. At the present time I live with my mother. My father died four years ago as consequence of an incurable disease.
6. I'm only child.
7. I studied at Adolfo López Mateos elementary and middle high school. I have very good memories of my childhood in that school. I finished middle high school in 2008, but I didn't start immediately high school because my father got sick. I quit my studies and helped my mother with housework while she attended my father and looked for a job to earn money so she could afford the expenses of the house and the sickness of my father.
8. I enrolled to an "open school system" to study high school. I'm about to finish.
9. I took a computer course to learn how to use a word processor, Internet and social networks.
10. I'm studying English.

ACTIVIDAD:

- ✓ Realiza la actividad 27 sobre **pasado, pasado progresivo, presente o presente progresivo** de la pág., 210 del libro de texto.

ACTIVIDAD:

- ✓ Realiza la actividad 28 sobre **presente y presente progresivo** de la pág., 211 del libro de texto.

To finish… para terminar

ACTIVIDAD:

- ✓ Realiza la actividad 32 sobre will o going to, según corresponda de la pág. 219 del libro de texto, corrobora tus respuestas en el Apéndice 1.

ACTIVIDAD:

- ✓ Realiza la actividad 34 sobre would, según corresponda de la pág. 220 del libro de texto, corrobora tus respuestas en el Apéndice 1.

ACTIVIDAD:

- ✓ Realiza la actividad **Am I ready?, ¿Ya estoy listo?** de las pág., 223 a 230, corrobora tus respuestas en el Apéndice 1.

Recomendaciones de estudio:

- ✓ Te recomendamos utilizar otras herramientas como aplicaciones para dispositivos electrónicos o el internet para reforzar tus conocimientos.
- ✓ Pon especial atención a la lista de verbos que anexamos en la sección “Irregular verbs”, ya que incluye algunos verbos utilizados en la redacción de las preguntas del examen. Esta lista no se encuentra en el libro de texto.
- ✓ Revisa especialmente los temas de tiempo futuro simple con el auxiliar “will”.
- ✓ Identifica la estructura de forma interrogativa en el tiempo futuro.
- ✓ Identifica el uso del verbo “going to” para oraciones en futuro.
- ✓ Identifica el vocabulario para expresiones de tiempo.
- ✓ Repasa el vocabulario para referirse a diferentes profesiones.

Fuentes de consulta

Martínez, J. (2012). Mi vida en otra lengua. México: SEP