

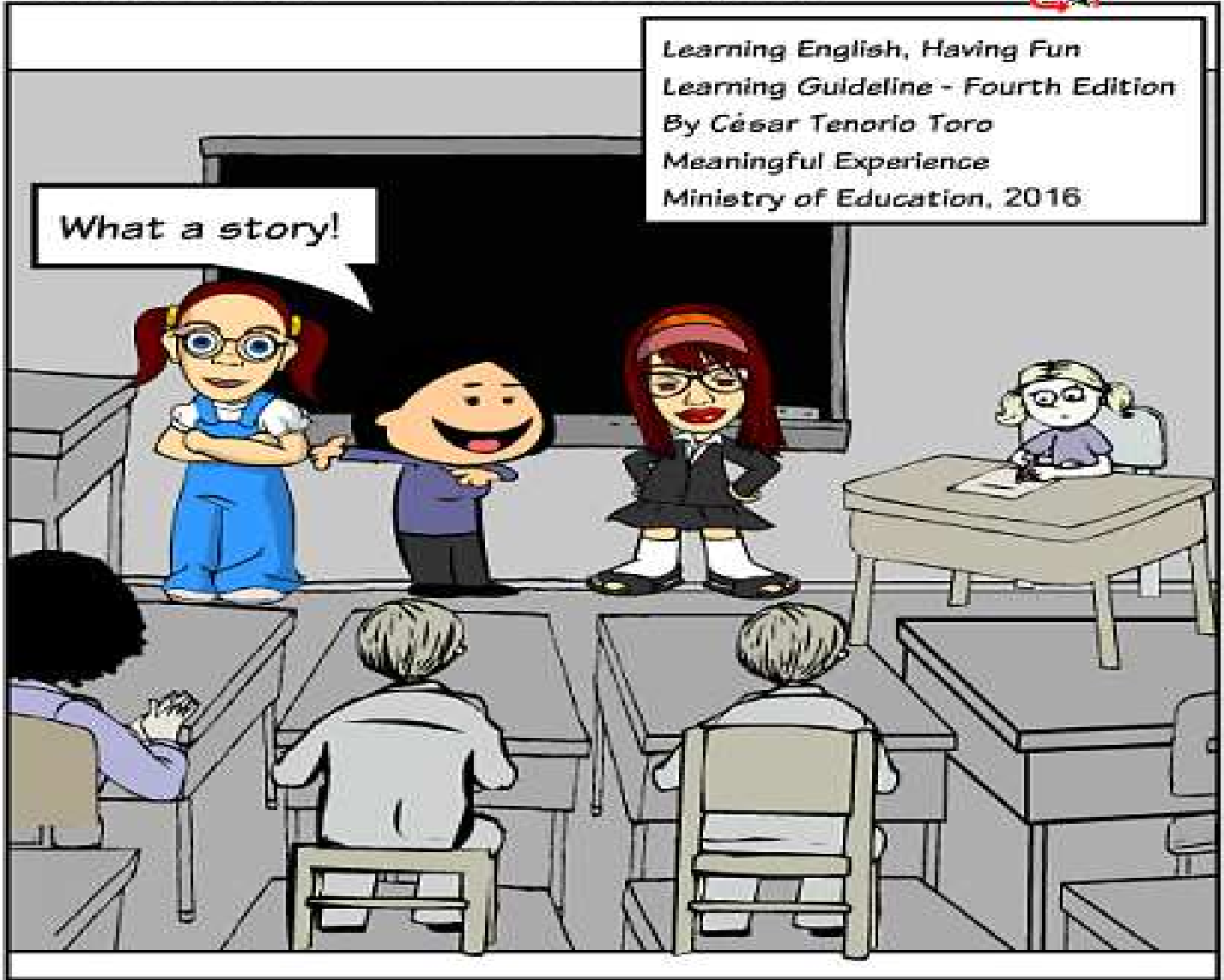


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|---|---|---|
|  <p>ALCALDÍA DE SANTIAGO DE CALI<br/>SECRETARÍA DE EDUCACIÓN</p> | <p>INSTITUCION EDUCATIVA CRISTOBAL COLÓN<br/>Niveles: Pre-escolar, Primaria, Secundaria y Media Técnica Especialidad Comercio<br/>Reconocimiento de estudios: Resolución N° 1458 de Julio 1 de 2004<br/>Bachillerato Nocturno por ciclos. Resolución 4143.0.21.11232 de 2010<br/>Nit. 805009185-5 Código DANE 176001004256<br/>Calle 44 No. 47A-16 Barrio: Mariano Ramos Tel: 327 49 72<br/>SISTEMA DE GESTION DE CALIDAD - SGC- MECI-SISTEDA</p> |  |
|---|---|---|

# WHAT A STORY! - BY YOSOYCESAR2013



## STUDENT'S BOOK and WORKBOOK

Student's name: \_\_\_\_\_ . Grade: \_\_\_\_\_

Material realizado por César Tenorio Toro.  
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## Plan of Guideline

| Units         | Reading / Writing   | Listening / Speaking     | Grammar   |
|---------------|---|--------------------------|---|
| What a story! | Narrating a story. Describing a event in the past. Talking about moving abroad, expressing emotions, describing cultural expectations, giving advice. Reading strategies: scanning, skimming. Tipos de texto. | Listening for main ideas | Simple past tense, past continuous, past perfect, conditionals. |

### ESTANDAR

Escribo textos que explican mis preferencias decisiones y actuaciones. Comprendo textos de diferentes tipos y fuentes sobre temas de interés general y académico. Selecciono y aplico estrategias de lectura apropiadas para el texto y la tarea.

Learning Basic Rights:

- Requests and provides information about experiences and plans in a clear and brief manner using his/her own information or information about familiar situations. Likewise, the student uses familiar vocabulary and may ask for assistance from classmates and/or the teacher (1).
- Explains in written form different familiar situations and facts in a coherent and simple manner. The student can establish relationships of addition, sequence, and cause and effect as well as simple comparisons (2).
- Recognizes specific information in short oral and written texts on topics of general interest. The student uses different reading strategies such as: previewing (images, titles, subtitles, etc.), prediction, the underlining of key words and Spanish cognates, and the identification of the general idea of the text (skimming) (3)..
- Exchanges information about academic and general interest topics, through simple conversations, dialogues, and role-plays. In these conversations, the student may express opinions in a simple manner using previously studied models (4).
- Makes brief presentations on academic topics related to his/her school environment or community including in the presentation: relevant facts, specific details, and specific vocabulary pertinent to the topic. Prior to giving the presentation, the student prepares and receives advice from his/her classmates and/or teacher (6).

| CATEGORIA                           | SUPERIOR  | ALTO   | BAJO  | BASICO  |
|-------------------------------------|---|--|---|---|
| Uso de guía y diccionario en clase  | Trae a clase todos los elementos requeridos para las actividades                                    | Lleva consigo la mayoría de elementos pedidos por el docente.  | Trae a clase algunos de los elementos solicitados.  | No trae material de trabajo a clase.  |
| Producción escrita                  | Cumple los objetivos del deber académico y los tiempos estipulados a cabalidad.                     | Por lo general cumple los objetivos del deber académico y los tiempos de entrega.                          | Poco compromiso académico y personal en la presentación de deberes académicos.                | Genera dispersión en la realización de los deberes académicos.  |
| Producción oral                     | Expresa puntos de vista y solicita peticiones formales e información de manera fluida y respetuosa. | Expresa puntos de vista y solicita peticiones formales e información de forma lenta pero clara.            | Presenta dificultad para lograr expresarse en el idioma.                                      | No logra expresarse fluidamente. Debe practicar más.  |
| Comprensión de escucha y de lectura | Comprende los contenidos e información de los textos y conversaciones trabajados en clase.          | Comprende parcialmente los contenidos y la información de los textos y conversaciones trabajados en clase. | Se le dificultad identificar parte de la información de los textos y conversaciones de clase. | Presenta dificultades para reconocer información básica en textos y conversaciones trabajados en clase. |
| Respeto y responsabilidad           | Participa con entusiasmo, respeto, solidaridad y responsabilidad.                                   | Participa con respeto y responsabilidad.   | Debe demostrar mayor nivel de compromiso y responsabilidad.                                   | Muestra apatía y desinterés.  |

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## 1. Classroom language.

Good morning: Buenos días

How do you spell this? ¿cómo se deletrea esto?

Who is absent today? ¿quién faltó hoy?

Who's your partner? ¿quién es tu compañero?

Let's start: comencemos

Come here: venga

Open your notebooks: abran sus cuadernos

Go back to your desk: regrese a su puesto

Write down: anoten / escriban

Stand up: ponganse de pie

Open your guidelines on page...: abran sus guías en la página...

Sit down: sientese

Look at exercise: miren el ejercicio

Hurry up: apurense

Let's say it together: digamoslo juntos

Close the door please: cierre la puerta por favor

Your turn: su turno

Turn on the lights: encienda las luces

Say it again please: digalo de nuevo por favor

Turn off the lights: apague las luces

Louder please: más duro por favor

Wait a minute: espere un minute

Who knows the answer? ¿quién sabe la respuesta?

Quiet, please: silencio por favor

How do you say ...in English? ¿cómo se dice... en inglés?

Stop talking: dejen de hablar

Give me your homework: entreguen la tarea

Give that to me: deme eso

Have a nice day: que tengan un buen día

Don't do that: no haga eso

Have a nice weekend: que tengan un feliz fin de semana

Very good: muy bien

That's all for today: es todo por hoy

Try again: inténtalo de nuevo

See you on next class: nos vemos la próxima clase

Thanks: gracias

Say it after me: díganlo después de mi

Sorry: lo siento

Can I go to the bathroom?: ¿PUEDO IR AL BAÑO?

What time is it?: ¿QUÉ HORA ES?

Unit 1. Past events. LESSON 1. Tell someone about a past event.

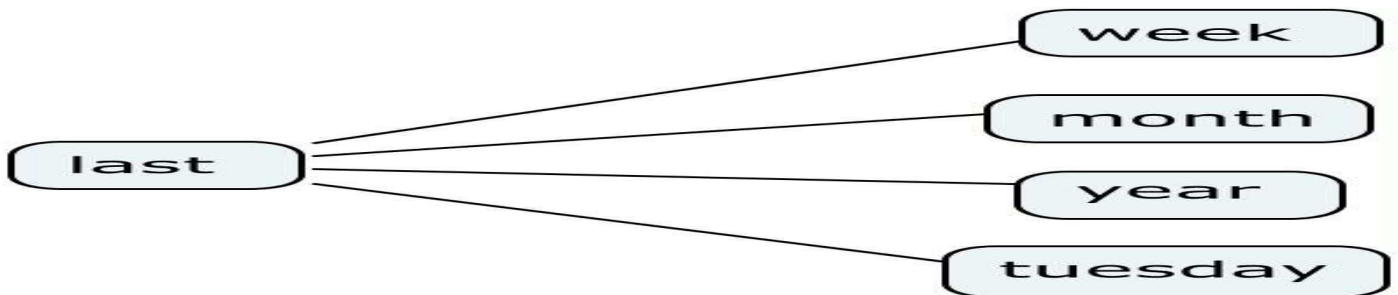
Goals

- 2. Tell someone a past event
- 3. Describe past activities
- 4. Talk about outdoor activities



1. VOCABULARY. READ AND LISTEN.

|                          |           |
|--------------------------|-----------|
| The day before yesterday | Yesterday |
|--------------------------|-----------|



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## 2. GRAMMAR.

### Goals

5. Preview of grammar (simple present, present progressive, present perfect, past perfect).
6. Identify reading strategies.

### A) SIMPLE PRESENT TENSE

El presente simple es uno de los tiempos verbales más comunes y fáciles de usar en el idioma inglés. Se usa para expresar acciones de hábito.

| SIMPLE PRESENT TENSE                 |   |   |
|--------------------------------------|---|---|
| Auxiliar BE                          |   |   |
| AFFIRMATIVE FORM                     | INTERROGATIVE FORM                      | NEGATIVE FORM                                       |
| I AM: yo soy / yo estoy              | AM I?: ¿yo soy / yo estoy?              | I AM NOT: yo no soy / yo no estoy                   |
| YOU ARE: usted es / usted está       | ARE YOU?: ¿usted es / usted está?       | YOU ARE NOT: usted no es / usted no está            |
| HE IS: él es / él está               | IS HE?: ¿él es / él está?               | HE IS NOT: él no es / él no está                    |
| SHE IS: ella es / ella está          | IS SHE?: ¿ella es / ella está?          | SHE IS NOT: ella no es / ella no está               |
| YOU ARE: ustedes son / ustedes están | ARE YOU?: ¿ustedes son / ustedes están? | YOU ARE NOT: ustedes no son / ustedes no están      |
| WE ARE: nosotr@s somos / estamos     | ARE WE?: ¿nosotr@s somos / estamos?     | WE ARE NOT: nosotr@s no somos / nosotr@s no estamos |
| THEY ARE: ell@s son / ell@s están    | ARE THEY?: ¿ell@s son / ell@s están?    | THEY ARE NOT: ell@s no son / ell@s no están         |
| IT IS: eso es / eso está             | IS IT?: ¿eso es / eso está?             | IT IS NOT: eso no es / eso no está                  |

| Auxiliar HAVE             |                                    |                                    |
|---------------------------|------------------------------------|------------------------------------|
| AFFIRMATIVE FORM          | INTERROGATIVE FORM                 | NEGATIVE FORM                      |
| I HAVE: yo tengo          | DO I HAVE?: ¿yo NO tengo?          | I DO NOT HAVE: yo NO tengo         |
| YOU HAVE: usted tiene     | DO YOU HAVE?: ¿usted NO tiene?     | YOU DO NOT HAVE: usted NO tiene    |
| HE HAS: él tiene          | DOES HE HAVE?: ¿él NO tiene?       | HE DOES NOT HAVE: él NO tiene      |
| SHE HAS: ella tiene       | DOES SHE HAVE?: ¿ella NO tiene?    | SHE DOES NOT HAVE: ella NO tiene   |
| YOU HAVE: ustedes tienen  | DO YOU HAVE?: ¿ustedes NO tienen?  | YOU DO NOT HAVE: ustedes NO tienen |
| WE HAVE: nosotr@s tenemos | DO WE HAVE?: ¿nosotr@s NO tenemos? | WE DON'T HAVE: nosotr@s NO tenemos |
| THEY HAVE: ell@s tienen   | DO THEY HAVE?: ¿ell@s NO tienen?   | THEY DO NOT HAVE: ell@s NO tienen  |
| IT HAS: eso tiene         | DOES IT HAVE?: ¿eso NO tiene?      | IT DOES NOT HAVE: eso NO tiene     |

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## ESTRUCTURA GENERAL SIMPLE PRESENT TENSE

| Affirmative                               | Interrogative                                   | Negative  |
|---|---|---|
| I play tennis – yo juego tenis            | Do I play tennis? – ¿yo juego tenis?            | I DO NOT play tennis – yo NO juego tenis            |
| You go to the beach – usted va a la playa | DO You go to the beach? – ¿usted va a la playa? | You DO NOT go to the beach – usted NO va a la playa |
| He does homework – él hace la tarea       | DOES He do homework? – ¿él hace la tarea?       | He DOES NOT do homework – él NO hace la tarea       |
| She watches tv – ella ve tv               | DOES She watch tv? – ¿ella ve tv?               | She DOES NOT watch tv – ella NO ve tv               |
| We have a car – tenemos un carro          | DO We have a car? – ¿tenemos un carro?          | We DO NOT have a car – NO tenemos un carro          |
| They make doors – ellos hacen puertas     | Do They make doors? – ¿ellos hacen puertas?     | They DO NOT make doors – ellos NO hacen puertas     |
| You read books – ustedes leen libros      | DO You read books? – ¿ustedes leen libros?      | You DO NOT read books – ustedes NO leen libros      |

Observe que en el modo afirmativo, en la 3ª persona del singular (HE, SHE), se le añade una “S” o “ES” al verbo. En la forma interrogativa se escribe DO o DOES al comienzo de la oración. En la forma negativa se escribe DO NOT.

- Existen algunos casos particulares. **Si el verbo empleado termina en “SS”, “SH”, “CH”, “O” y “X” al formar la 3ª persona del singular en la forma afirmativa se le agrega “ES”.** Aquí vemos algunos ejemplos:

Si el verbo es FISH (pescar), se escribirá: He fishes at the sea. Él pesca en el mar.

Si el verbo es KISS (besar), se escribirá: She kisses to her boyfriend. Ella besa a su novio.

Si el verbo es WATCH (observar), se escribirá: He watches the mountain. Él observa la montaña.

Si el verbo es FIX (arreglar), se escribirá: He fixes his car. Él arregla su coche.

Si el verbo es GO (ir), se escribirá: She goes to the office. Ella va a la oficina.

- Otra excepción se presenta si el verbo termina en “Y”.

En la 3ª persona del singular se sustituye esta “Y” por una “i” acompañada de la terminación “ES”. Por ejemplo: Si el verbo es STUDY (estudiar) se escribirá: She studies the lesson: Ella estudia la lección.

- Preste especial atención a los auxiliares DO y DO NOT en las oraciones interrogativas y negativas.

- Los verbos HAVE y BE se modifican así en la tercera persona del singular: he is, she is / he has, she has

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**Check out** these videos: <https://youtu.be/L9AWrJnhsRI>, <https://youtu.be/X9QluYxyV00>,  
<https://youtu.be/YwmIDHm3kOk>.

**1. Practice. Fill in the blank with the appropriate form. Complete con la forma apropiada.**

- a. John \_\_\_\_\_ (watch) movies every weekend.
- b. Babies \_\_\_\_\_ (cry) when they are hungry.
- c. I always \_\_\_\_\_ (get) up at 5 am.
- d. You usually \_\_\_\_\_ (work) at nights.
- e. Sandra \_\_\_\_\_ (fly) to Europe every summer.
- f. We never \_\_\_\_\_ (pass) the ball when playing soccer.
- g. The radio \_\_\_\_\_ (not/receive) the signal.
- h. \_\_\_\_\_ you (brush) your teeth after every meal?
- i. My friends \_\_\_\_\_ (not/like) to listen to gospel music.
- j. Paola \_\_\_\_\_ (dress) her niece in the morning.

**2. Practice. Answer the questions as in the example. Conteste las preguntas como en el ejemplo.**

Example:

Do you play soccer? Yes, I do (affirmative).

No, I don't (negative). Recuerde que el sujeto y el auxiliar deben tener concordancia.

- a. Do you study from Monday to Friday? \_\_\_\_\_.
- b. Does your best friend have brothers? \_\_\_\_\_.
- c. Does your mother play the guitar? \_\_\_\_\_.
- d. Do your parents go to the gym? \_\_\_\_\_.
- e. Do we buy candies at the supermarket? \_\_\_\_\_.

**3. Practice. Write the sentences in the opposite form. Escriba el opuesto de las oraciones.**

- a. Students don't like volleyball. \_\_\_\_\_
- b. Children love orange juice. \_\_\_\_\_

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- c. Paul doesn't work at nights. \_\_\_\_\_
- d. Susan plays the guitar. \_\_\_\_\_
- e. I don't plant flowers in my garden. \_\_\_\_\_

4. **Writing.** Identify mistakes if exist.

- a) Carlos knows Paola many years ago. \_\_\_\_\_
- b) Lady does not play basketball on Saturdays. \_\_\_\_\_
- c) My friends eats hamburgers at McDonald's. \_\_\_\_\_
- d) Do you dance Salsa? \_\_\_\_\_
- e) Laura does not want to go to London. \_\_\_\_\_
- f) I watches Cartoon Network on Mondays morning. \_\_\_\_\_
- g) We have a new car at the garage! \_\_\_\_\_
- h) They doesn't speak English therefore they didn't get the job. \_\_\_\_\_
- i) Does Susana live with her parents? Yes, she does. \_\_\_\_\_
- j) He only read books in the mornings. \_\_\_\_\_

**The simple past tense**

| SIMPLE PAST TENSE (Pasado Simple) |                  |                       |                    |                          |                     |
|-----------------------------------|------------------|-----------------------|--------------------|--------------------------|---------------------|
| MODO AFIRMATIVO                   |                  | MODO INTERROGATIVO    |                    | MODO NEGATIVO            |                     |
| <b>I played</b>                   | Yo jugué         | <b>Did I play?</b>    | ¿Jugué yo?         | <b>I did not play</b>    | Yo no jugué         |
| <b>You played</b>                 | Tú jugaste.      | <b>Did you play?</b>  | ¿Jugaste tú?       | <b>You did not play</b>  | Tú no jugaste       |
| <b>He played</b>                  | Él jugó          | <b>Did he play?</b>   | ¿Jugó él?          | <b>He did not play</b>   | Él no jugó          |
| <b>She played</b>                 | Ella jugó        | <b>Did she play?</b>  | ¿Jugó ella?        | <b>She did not play</b>  | Ella no jugó        |
| <b>It played</b>                  | Él/Ella jugó     | <b>Did it play?</b>   | ¿Jugó él / ella?   | <b>It did not play</b>   | Él / Ella no jugó   |
| <b>We played</b>                  | Nosotros jugamos | <b>Did we play?</b>   | ¿Jugamos nosotros? | <b>We did not play</b>   | Nosotros no jugamos |
| <b>You played</b>                 | Ustedes jugaron  | <b>Did you play?</b>  | ¿Jugaron ustedes?  | <b>You did not play</b>  | Ustedes no jugaron  |
| <b>They played</b>                | Ellos jugaron    | <b>Did they play?</b> | ¿Jugaron ellos?    | <b>They did not play</b> | Ellos no jugaron    |



With a partner, take turns asking and answering the questions about the calendar. Today is June 21.

1. What day was yesterday? Example: "yesterday was June 20"
2. What day was six days ago? \_\_\_\_\_
3. What day was one month ago? \_\_\_\_\_
4. What day was the day before yesterday? \_\_\_\_\_
5. What were the dates of last Saturday and Sunday? \_\_\_\_\_
6. What day was two months ago? \_\_\_\_\_

3. **LISTENING.** Read and pronounce.

|       |                      |      |                    |       |                       |
|-------|----------------------|------|--------------------|-------|-----------------------|
| Buy   | <b><u>Bought</u></b> | Eat  | <b><u>Ate</u></b>  | Read  | <b><u>Read</u></b>    |
| Come  | <b><u>Came</u></b>   | Get  | <b><u>Got</u></b>  | Say   | <b><u>Said</u></b>    |
| Cut   | <b><u>Cut</u></b>    | Go   | <b><u>Went</u></b> | See   | <b><u>Saw</u></b>     |
| Do    | <b><u>Did</u></b>    | Have | <b><u>Had</u></b>  | Take  | <b><u>Took</u></b>    |
| Drink | <b><u>Drank</u></b>  | Make | <b><u>Made</u></b> | Think | <b><u>Thought</u></b> |
| Drive | <b><u>Drove</u></b>  | Put  | <b><u>Put</u></b>  | Write | <b><u>Wrote</u></b>   |

4. **Writing.**

What did you do yesterday night? \_\_\_\_\_

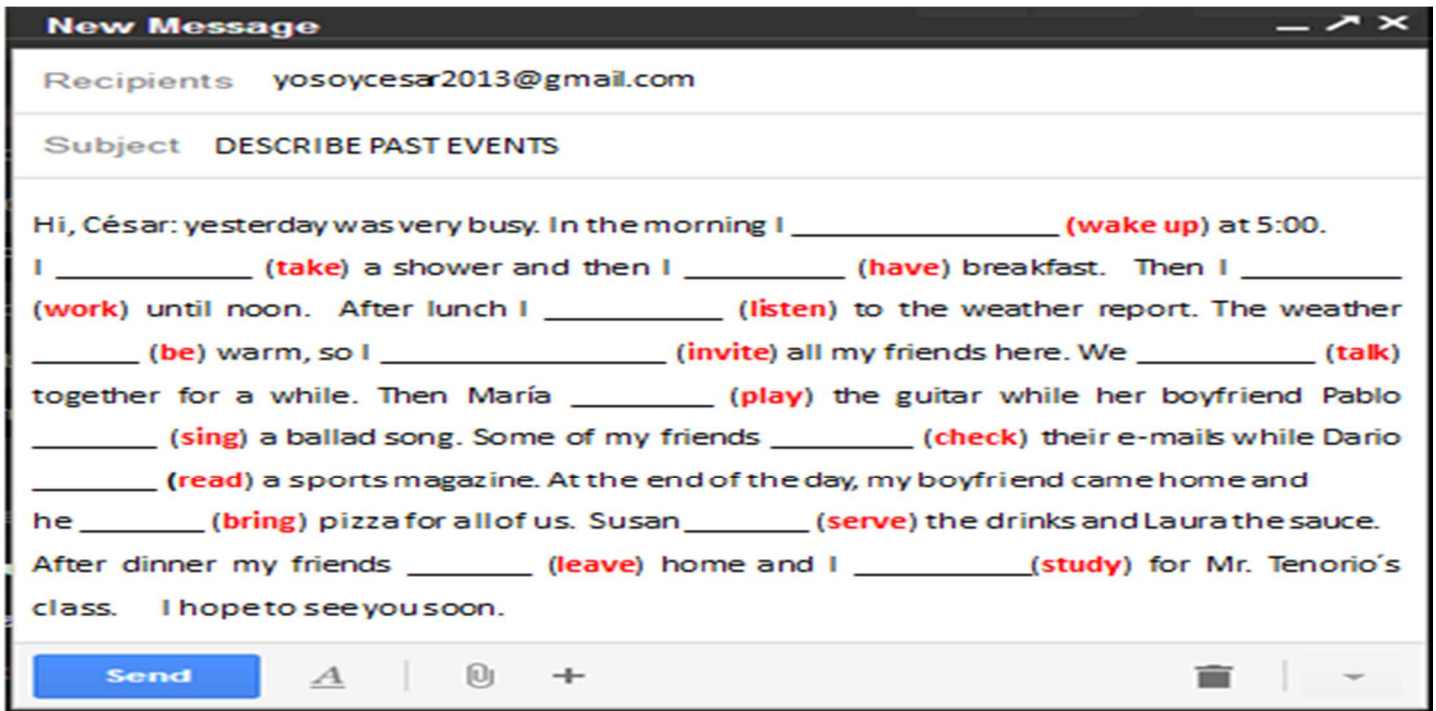
Where did you go last Saturday? \_\_\_\_\_

When did you celebrate a party at home? \_\_\_\_\_

Who did make you happy lately? \_\_\_\_\_

**LESSON 2. Describe past events.**

5. **GRAMMAR PRACTICE.** Complete the e-mail. Use the simple past tense and the past tense of be.



- a. What did Paola do in the morning? \_\_\_\_\_
- b. Who read a magazine? \_\_\_\_\_
- c. What did María do after lunch? \_\_\_\_\_
- d. Where did Paola's friends go after dinner? \_\_\_\_\_

6. **GAME TIME.** Form two teams. Two students stand at the board and circle the verbs the teacher says. The first students in doing it will have the chance to make a sentence in past with the group.

7. **VOCABULARY.** Write the past of the verbs and meaning.

| Verb  | Simple past | Affirmative                           | Negative | Question |
|-------|-------------|---------------------------------------|----------|----------|
| Go    | Went        | César went to a concert two days ago. |          |          |
| Do    |             |                                       |          |          |
| Think |             |                                       |          |          |
| Write |             |                                       |          |          |

|        |  |  |  |  |
|--------|--|--|--|--|
| Read   |  |  |  |  |
| Be     |  |  |  |  |
| Begin  |  |  |  |  |
| Break  |  |  |  |  |
| Bring  |  |  |  |  |
| Build  |  |  |  |  |
| Buy    |  |  |  |  |
| Choose |  |  |  |  |
| Cut    |  |  |  |  |
| Draw   |  |  |  |  |
| Drink  |  |  |  |  |
| Drive  |  |  |  |  |
| Eat    |  |  |  |  |
| Forget |  |  |  |  |
| Get    |  |  |  |  |
| Give   |  |  |  |  |
| Have   |  |  |  |  |
| Hurt   |  |  |  |  |
| Know   |  |  |  |  |
| Learn  |  |  |  |  |
| Leave  |  |  |  |  |
| Make   |  |  |  |  |
| Meat   |  |  |  |  |
| Pay    |  |  |  |  |
| Put    |  |  |  |  |
| Ride   |  |  |  |  |
| Run    |  |  |  |  |
| See    |  |  |  |  |
| Say    |  |  |  |  |
| Sell   |  |  |  |  |
| Send   |  |  |  |  |
| Sing   |  |  |  |  |
| Sleep  |  |  |  |  |
| Smell  |  |  |  |  |
| Speak  |  |  |  |  |
| Spend  |  |  |  |  |

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**8. Practice. Fill in the blank with the appropriate form. Complete con la forma apropiada.**

- k. John \_\_\_\_\_ (watch) movies yesterday.
- l. Babies \_\_\_\_\_ (cry) too loud.
- m. I \_\_\_\_\_ (get) up at 5 am this morning.
- n. You used to \_\_\_\_\_ (work) at nights.
- o. Sandra \_\_\_\_\_ (fly) to Europe last summer.
- p. We \_\_\_\_\_ (pass) the ball to my friends.
  - a. The radio \_\_\_\_\_ (not/receive) the signal.
- b. \_\_\_\_\_ you (brush) your teeth after breakfast?
- c. My friends \_\_\_\_\_ (not/like) to listen gospel music at the birthday party.
- d. Paola \_\_\_\_\_ (dress) her niece in the morning.

**9. Practice. Answer the questions as in the example. Conteste las preguntas como en el ejemplo.**

Example:

Did you play soccer? Yes, I did (affirmative).

No, I didn't (negative). Recuerde que el sujeto y el auxiliar deben tener concordancia.

- e. Did you study from Monday to Friday last december? \_\_\_\_\_.
- f. Did your best friend get a girl/boyfriend on vacation? \_\_\_\_\_.
- g. Did your mother cook lobster? \_\_\_\_\_.
- h. Did your parents go to the gym? \_\_\_\_\_.
- i. Did you buy candies at the supermarket? \_\_\_\_\_.

**10. Practice. Write the sentences in the opposite form. Escriba el opuesto de las oraciones.**

- f. Students didn't like volleyball. \_\_\_\_\_
- g. Children loved orange juice. \_\_\_\_\_
- h. Paul didn't work at nights. \_\_\_\_\_
- i. Susan played the guitar. \_\_\_\_\_
- j. I didn't plant flowers in my garden. \_\_\_\_\_

11. **Writing.** Identify mistakes if exist.

- k) Carlos knwed Paola many years ago. \_\_\_\_\_
- l) Lady did not played basketball on Saturdays. \_\_\_\_\_
- m) My friends eat hamburgers at McDonald's? \_\_\_\_\_
- n) Did dance Salsa? \_\_\_\_\_
- o) Laura didn't want to go to London. \_\_\_\_\_
- p) I watch Cartoon Network last night. \_\_\_\_\_
- q) We haved a new carat the garage \_\_\_\_\_
- r) They didn't speaked English in the class \_\_\_\_\_
- s) Doed Susana live with her parents? \_\_\_\_\_
- t) He only read the book for a while \_\_\_\_\_

12. **SPEAKING PRACTICE.** Ask your partner questions about an activity in the past. Use past-time expressions. Ideas: where did you go last vacation? What did you do? Who were you with? When did you travel?

**Present Perfect Tense.**

El "present perfect" de cualquier verbo está compuesto por dos elementos: la forma apropiada del verbo auxiliar to have (en presente) y el "past participle" del verbo principal.

El "present perfect" se emplea para señalar un vínculo entre el presente y el pasado. El tiempo en que transcurre la acción es anterior al presente pero inespecífico.

**Describe:**

Una acción o situación iniciada en el pasado y que continúa en el presente. I have lived in Jamundí since 1986 (= todavía vivo allí.)

Una acción realizada durante un periodo de tiempo aún no concluido. She has been to the cinema twice this week (= la semana todavía no ha terminado.)

Una acción repetida en un periodo temporal inespecífico situado entre el pasado y el presente. We have visited Portugal several times.

Una acción que ha concluido en un pasado muy reciente, lo que se indica mediante 'just'. I have just finished my work.

Una acción para la cual no es importante el momento preciso en que aconteció. He has read 'Harry Potter'. (= lo relevante es el resultado de la acción)

| Present Perfect  |   |                         |                            |                          |  |  |
|--|---|-------------------------|----------------------------|--------------------------|--|--|
|  |   | Affirmative             | Negative                   | Interrogative            | Short Answers                                    |  |
| <b>S</b><br><b>i</b><br><b>n</b><br><b>g</b><br><b>u</b><br><b>l</b><br><b>a</b><br><b>r</b> | 1 | I <b>have</b> played    | I <b>haven't</b> played    | <b>have</b> I played?    | Yes, I <b>have</b><br>No, I <b>haven't</b>       |  |
|  | 2 | You <b>have</b> played  | You <b>haven't</b> played  | <b>have</b> you played?  | Yes, you <b>have</b><br>No, you <b>haven't</b>   |  |
|  | : | M                       | He <b>has</b> played       | He <b>hasn't</b> played  | <b>has</b> he played?                            | Yes, he <b>has</b><br>No, he <b>hasn't</b>   |
|  |   | F                       | She <b>has</b> played      | She <b>hasn't</b> played | <b>has</b> she played?                           | Yes, she <b>has</b><br>No, she <b>hasn't</b> |
|  |   | A                       | It <b>has</b> played       | It <b>hasn't</b> played  | <b>has</b> it played?                            | Yes, it <b>has</b><br>No, it <b>hasn't</b>   |
| <b>P</b><br><b>l</b><br><b>u</b><br><b>r</b><br><b>a</b><br><b>l</b>                         | 1 | We <b>have</b> played   | We <b>haven't</b> played   | <b>have</b> we played?   | Yes, we <b>have</b><br>No, we <b>haven't</b>     |  |
|  | 2 | You <b>have</b> played  | You <b>haven't</b> played  | <b>have</b> you played?  | Yes, you <b>have</b><br>No, you <b>haven't</b>   |  |
|  | 3 | They <b>have</b> played | They <b>haven't</b> played | <b>have</b> they played? | Yes, they <b>have</b><br>No, they <b>haven't</b> |  |

**5. Practice. Fill in the blank with the appropriate form. Complete con la forma apropiada.**

- f. John \_\_\_\_\_ (watch) movies for 6 hours!
- g. I \_\_\_\_\_ (play) video games all day.
- h. I \_\_\_\_\_ (study) French since 2015.
- i. Has she \_\_\_\_\_ (eat) octopus ever?
- j. Sandra \_\_\_\_\_ (fly) to Africa several times.
- k. We \_\_\_\_\_ (not/sing) a ballad yet.
- l. The radio \_\_\_\_\_ (not/receive) the signal yet.
- m. \_\_\_\_\_ you (brush) your teeth today?
- n. My friends \_\_\_\_\_ (not/listen) rock music for three weeks!
- o. Paola \_\_\_\_\_ (have) breakfast this morning.

**6. Practice. Answer the questions as in the example. Conteste las preguntas como en el ejemplo.**

Example:

Have you ever been to Canada? Yes, I have (affirmative).

No, I have not (negative). Recuerde que el sujeto y el auxiliar deben tener concordancia.

- a. Has she broken the guitar? \_\_\_\_\_.
- b. Has your brother ever read the bible? \_\_\_\_\_.
- c. Has your mother ever played the drums? \_\_\_\_\_.
- d. Have your parents lived abroad? \_\_\_\_\_.
- e. Have you ever cheated your girlfriend/boyfriend? \_\_\_\_\_.

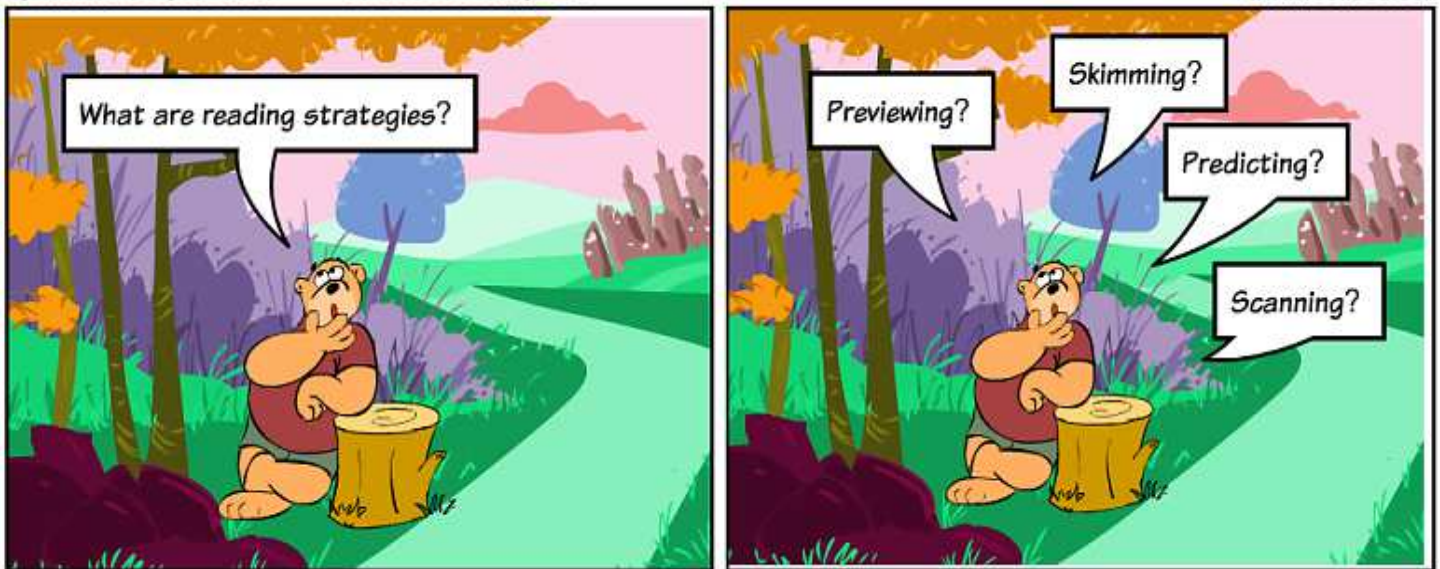
**7. Practice. Write the sentences in the opposite form. Escriba el opuesto de las oraciones.**

- f. Students have met the principal before lunch time. \_\_\_\_\_
- g. Children have taken the exam. \_\_\_\_\_
- h. Paul has built a nice team. \_\_\_\_\_
- i. Susan has slept all night long. \_\_\_\_\_
- j. I haven't bought any fruits yet. \_\_\_\_\_

**Reading Strategies.** Preview and predict. What do you see in the picture? What will be the text about?

**READING STRATEGIES - BY YOSOYCESAR2013**

WWW.TOONDOO.COM



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### 13. Match. Match the definitions with the concepts.

|            |  |  |
|------------|--|--|
| PREDICTING |  | Rapidly covers the text to locate a specific fact or piece of information. |
| PREVIEWING |  | Reviewing titles, section headings, pictures and photos.                   |
| SKIMMING   |  | Rapidly moving the eyes over the text to get the main idea and vocabulary  |
| SCANNING   |  | Using knowledge to make predictions about the content.                     |

**13. Reading Strategies.** Strategies that can help students read more quickly and effectively include:

**Previewing:** reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection

**Predicting:** using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content

**Skimming and scanning:** using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions

**Guessing from context:** using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up

**Paraphrasing:** stopping at the end of a section to check comprehension by restating the information and ideas in the text

**Skimming:** es la estrategia de lectura que consiste en leer en forma global un texto para tener una idea general de éste. Con esta estrategia se puede identificar el área, tema o idea general y el vocabulario.

**Scanning:** esta estrategia permite hacer una pesquisa, es decir, buscar una información determinada, como un nombre, fecha, dato específico, etc.

**Intensive Reading:** esta estrategia permite una comprensión total del texto. En este nivel de comprensión el lector está en capacidad de resumir las ideas principales.

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**14. See the following videos.**

- A) [https://youtu.be/L0hRT\\_B7c8](https://youtu.be/L0hRT_B7c8) predicting.
- B) [https://youtu.be/RtcXr0\\_201A](https://youtu.be/RtcXr0_201A) skimming and scanning.
- C) <https://youtu.be/FpypKGUybs0> intensive reading.

**COGNATES**

Los cognados en inglés son palabras que tienen semejanza en su escritura y su significado respecto a otras palabras de otro idioma, en este caso el español. Es decir que las palabras llamadas cognados en inglés y español tienen una escritura parecida y su significado es idéntico.

Cognados verdaderos:

|                       |              |              |              |
|-----------------------|--------------|--------------|--------------|
| Actor: actor          | Hotel:       | Original:    | Route:       |
| Artist: artista       | Important:   | Paper:       | Secret:      |
| Angel: ángel          | Individual:  | Park:        | Sensation:   |
| Artistic: artístico   | Infinite:    | Personal:    | Silence:     |
| Bus: bus              | Interactive: | Photo:       | Special:     |
| Car: carro            | Invention:   | Pine:        | Structure:   |
| Channel: canal        | Illusion:    | Plan:        | Telephone:   |
| Collection: colección | Isle:        | Possibility: | Traffic:     |
| Concert: concierto    | Lion:        | Possible:    | United:      |
| Culture: cultura      | Machine:     | President:   | Urgent:      |
| Curious:              | Material:    | Problem:     | Usual:       |
| Detail:               | Melody:      | Project:     | Vacation:    |
| Distance:             | Memory:      | Public:      | Verb:        |
| Divide:               | Miserable:   | Radio:       | Visit:       |
| Enormous:             | Momento:     | Real:        | Victory:     |
| Essential:            | Music:       | Reason:      | Vocabulary:  |
| Excellent:            | Minute:      | Receive:     | Symbol:      |
| Express:              | Nation:      | Reduce:      | Protection:  |
| Extreme:              | Note:        | Relation:    | Respiratory: |

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|              |                |              |             |
|--------------|----------------|--------------|-------------|
| Family:      | Objective:     | Repeat:      | Analyze:    |
| Fantastic:   | Ocean:         | Reservation: | Ideology:   |
| General:     | Opinion:       | Restaurant:  | Balance:    |
| Guide:       | Option:        | Romantic:    | Combine:    |
| Hospital:    | Order:         | Rose:        | Science     |
| Information: | Communication: | Education:   | Technology: |

### COGNADOS FALSOS

Un **falso cognado** es una palabra que, debido a similitudes fortuitas de apariencia y significado, parece guardar parentesco con otra palabra de un idioma diferente, pero que en realidad no comparte su mismo origen etimológico (no son verdaderos cognados).

|              |            |             |            |
|--------------|------------|-------------|------------|
| Actually     | Media:     | Bigot:      | Large:     |
| Advertise:   | Notice:    | Tramp:      | Luxury:    |
| Advice:      | Once:      | Assist:     | Parents:   |
| Arm:         | Pan:       | Bark:       | Policy:    |
| Cartoon:     | Quit:      | Brave:      | Quote:     |
| Conductor:   | Rope:      | Camp:       | Support:   |
| Contest:     | Rude:      | Cap:        | Argument:  |
| Curse:       | Realize:   | Compromise: | Attend:    |
| Date:        | Record:    | College:    | Command:   |
| Deception:   | Resume:    | Commodity:  | Character: |
| Dinner:      | Salad:     | Confidence: | Facility:  |
| Embarrassed: | Sensible:  | Dessert:    | Question:  |
| Exit:        | Signature: | Dinner:     | Success:   |
| Fabric:      | Sin:       | Disgust:    | Pretend:   |
| Form:        | Soap:      | Diversion:  | Rest:      |
| Grocery:     | Target:    | Economics:  | Design:    |
| Horn:        | Terrific:  | Familiar:   | Ailment:   |
| Involve:     | Casualty:  | Gang:       | Apologise: |
| Lecture:     | Carpet:    | Idiom:      | Approve:   |
| Library:     | Sentence:  | Injury:     | Arena:     |

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|          |               |              |            |
|----------|---------------|--------------|------------|
| Mayor:   | Content:      | Jam:         | Avocado:   |
| Balloon: | Bomber:       | Constipated: | Ingenuity: |
| Pie:     | Preservative: | Relative:    | Sale:      |
| Silicon: | Tax:          | Traduce:     | Vacuum:    |
| Base:    | Vicious:      | Ancient:     | Topic:     |

**15. Writing.** Complete los espacios con la traducción correcta.

| English version   | Spanish version  |
|---|--|
| The value of natural ice was recognized in <b>ancient</b> times as <b>preservative</b> for foods. | El valor del hielo natural fue reconocido en la <b>antigüedad</b> como <b>conservante</b> de alimentos.            |
| In 1940's, computers were large and required <b>vacuum</b> tubes.                                 | En los 1940, los computadores eran grandes y utilizaban tubos al _____   |
| <b>Policies</b> in Colombia seem not to be for poor people but for rich ones.                     | Las _____ en Colombia no parece ser para los pobres sino para los ricos.   |
| By far the most important <b>commodity</b> is petroleum, fully one-half of the total value.       | De lejos la _____ más importante es el petróleo, la mitad del valor total.   |
| César <b>actually</b> did homework.   | César _____ hizo la tarea.   |
| Just a word of <b>advice</b> -- don't plant peas in Bogotá in March, whatever the books may say!  | Sólo un _____: no plantes guisantes en Bogotá en marzo, ¡no importa lo que digan los libros!                       |
| My mother loved politics and read every political <b>cartoon</b> she could find.                  | Mi madre ama la política y lee cuanto _____ político puede.  |
| The school held an art <b>contest</b> .   | El colegio llevó a cabo un _____ de arte.  |
| The company had been using <b>deception</b> to get its customers to buy substandard goods.        | La compañía había estado usando el _____ para conseguir que sus clientes compraran mercancías de calidad inferior. |
| Joe bought a <b>fabric</b> couch  | Joe compró un sofá de _____.   |
| I made a <b>grocery</b> list of all the food items I needed to buy at the supermarket.            | Hice la lista de _____ de la comida que necesito comprar en el supermercado.                                       |
| The professor gave a <b>lecture</b> on the history of Colombia.                                   | El profesor dio una _____ sobre la historia de Colombia.   |

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|   |   |
|---|---|
| Would you like ice cream with your apple <b>pie</b> ? | ¿Quieres helado con tu _____ de manzana?      |
| He received <b>notice</b> of the foreclosure.         | Él recibió _____ de la ejecución hipotecaria. |
| The band <b>recorded</b> a new album.                 | El grupo _____ un Nuevo álbum.                |
| The victim suffered a <b>vicious</b> attack           | La víctima sufrió un ataque _____.            |

16. **Writing.** Identify false and true cognates.

- u) Did you know that Paola and Carlos got \_\_\_\_\_ (pregnant/embarrassed) with a 2 months baby.
- v) The \_\_\_\_\_ (signature/subject) I love most is Physical Education.
- w) The ambulance took the wounded to the \_\_\_\_\_ (hospital/hotel).
- x) The company has \_\_\_\_\_ (energy/electricity) problems.
- y) Laura does not want to eat chicken \_\_\_\_\_ (soup/soap).
- z) Will you \_\_\_\_\_ (assist/attend) to the party on Saturday?
- aa) J Balvin had great \_\_\_\_\_ (exit/success) in his last concert in Colombia.
- bb) How many \_\_\_\_\_ (idioms/languages) can you speak?
- cc) \_\_\_\_\_ (Actually/Nowadays) I'm living with my parents again.
- dd) He won the lottery, he has now too much \_\_\_\_\_ (dinner/money).

17. **Integrated skills.** Finding a reason. Type: group work. Skills: reading, writing, listening, and speaking.

Teacher pastes several hints questions around the classroom or school. Students form groups of 4 students. Each group chooses 1 student for a specific skill (reading, speaking, listening, and writing). After finding all the hints, they get together and solve the questions or problems.

18. **Play time!** Go to <https://learnenglishkids.britishcouncil.org/en/grammar-games/past-simple-endings> and practice while you learn.

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### 19. Reading # 3

Learning Objectives/Expected Results:

Students will develop reading skill through comprehension of the story's events and solve questions about the story.

- Skim the text looking for key words and cognates.
- Write keywords and cognates in English and say their area and theme in Spanish.

## *Abigail Adams: Persuading Her Husband*

Abigail Adams (1744-1818) was the wife of Founding Father John Adams. While he attended the Continental Congress in Philadelphia in 1776, Abigail wrote to her husband often. Below is part of her letter from March 31, 1776.



I long to hear that you have declared an independency. And, by the way, in the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the husbands. Remember, all men would be tyrants if they could. If

particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation.

That your sex are naturally tyrannical is a truth so thoroughly established as to admit of no dispute; but such of you as wish to be happy willingly give up the harsh title of master for the more



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tender and endearing one of friend. Why, then, not put it out of the power of the vicious and the lawless

to use us with cruelty and indignity with impunity? Men of sense in all ages abhor those customs which

treat us only as the vassals of your sex; regard us then as beings placed by Providence under your

protection, and in imitation of the Supreme Being make use of that power only for our happiness.

| Keywords | Cognates | Area |
|----------|----------|------|
|          |          |      |

Choose the correct option.

- 1) Persuading means
  - a. You make someone do something by giving good reasons
  - b. You prevent somebody to do something.
  - c. You believe everything people tell you.
  
- 2) The independency means that
  - a. Women will have the same rights as men
  - b. Men will have the same rights as women
  - c. There will be a new country therefore new laws.
  
- 3) Why did Abigail Adams write to her husband John Adams?
  - a. She believed it was bad for his health to attend the Continental Congress
  - b. She wrote to him because she wanted to get divorced.
  - c. She wanted to convince him to include better treatment of women in the laws of the new country.
  
- 4) She wrote: **“Do not put such unlimited power into the hands of the husbands. Remember, all men would be tyrants if they could”**. In your own words, what does it mean?

---



---

Adapted from <http://www.k12reader.com/worksheet/abigail-adams-persuading-her-husband/view/>

**20. Lea el artículo y seleccione la palabra adecuada para cada espacio.**

Skim the text looking for key words and cognates.

Write keywords and cognates in English and say their area and theme in Spanish.

Carol \_\_\_\_ (1) reading a book last Monday when she \_\_\_\_ (2) a creature in the garden. She immediately \_\_\_\_ (3) her mother, who was in the kitchen. She was \_\_\_\_ (4) sandwiches when she heard Carol. They were \_\_\_\_ (5) the small creature through the flowers and plants when the father \_\_\_\_ (6) home.

The father was \_\_\_\_ (7) apple soda while the mother and Carol \_\_\_\_ after the creature(8).

When the father saw Carol and his wife chasing the creature, he told them to stop. Carol \_\_\_\_ (9) it was a monster with long ears and a small nose, but the father told her it was not a monster. It was a type of dog known as pug dog.



|   |                    |                       |             |
|---|--------------------|-----------------------|-------------|
| 1 | a. Was             | b. Were               | c. Is       |
| 2 | a. See             | b. Saw                | c. kissed   |
| 3 | a. Played the song | b. Watered the plants | c. Called   |
| 4 | a. Kissing         | b. Cooking            | c. Studying |
| 5 | a. Chasing         | b. Eating             | c. Writing  |
| 6 | a. Fell            | b. Arrived            | c. Slept    |
| 7 | a. Dancing         | b. Running            | c. Drinking |
| 8 | a. Sang            | b. Ran                | c. Jumped   |
| 9 | a. Said            | b. Played             | c. Lived    |

| Keywords | Cognates | Area |
|----------|----------|------|
|          |          |      |

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**21. Lea el artículo y seleccione la palabra adecuada para cada espacio.**

22. Skim the text looking for key words and cognates.

23. Write keywords and cognates in English and say their area and theme in Spanish.

Carol \_\_\_\_ (1) to La Tomatina festival last year.

This festival is about \_\_\_\_ (2) fight in which people basically throw tomatoes all around. This festival is held in Spain, a country located in the south west of \_\_\_\_ (3). Madrid is the capital city of Spain, but La Tomatina is celebrated in in the town of Bunol near to \_\_\_\_ (4). When is it celebrated? Well, it depends on the year, but it is usually in \_\_\_\_ (5).

People get together around Plaza del Pueblo and wait for the Tomatina which lasts one hour.

Some rules are: do not bring bottles or hard objects that can cause \_\_\_\_ (6), do not throw the tomatoes with anger, but enjoy the moment and wear comfortable \_\_\_\_ (7).



|   |              |             |              |
|---|--------------|-------------|--------------|
| 1 | Went         | Were        | Was          |
| 2 | Animals      | Food        | Girls        |
| 3 | Africa       | Australia   | Europe       |
| 4 | New York     | Valencia    | London       |
| 5 | August       | Real Madrid | Rafael Nadal |
| 6 | Soccer games | Accidents   | Happiness    |
| 7 | Glasses      | Uniform     | Clothes      |

| Keywords | Cognates | Area |
|----------|----------|------|
|          |          |      |



**24. Lea el artículo y seleccione la palabra adecuada para cada espacio.**

25. Skim the text looking for key words and cognates.

26. Write keywords and cognates in English and say their area and theme in Spanish.

Carol \_\_\_\_ (1) to a campsite last summer. She explored new areas and activities. She and her best friend \_\_\_\_ (2) two bus tickets and got everything ready for camping.

They \_\_\_\_ (3) the tent and unpacked some tuna. They don't like technology when camping. They sat on the grass and \_\_\_\_ (4) the sunset. Carol's father called her to know what plans they had for the following day. She told him they were planning to spend the day going \_\_\_\_ (5) through a path near to Potrerito village. They \_\_\_\_ (6) in a beautiful lake, cooked their own food, \_\_\_\_ (7) the guitar under the stars and \_\_\_\_ (8) songs until midnight. They really love going on camping!



|   |             |             |            |
|---|-------------|-------------|------------|
| 1 | a. Went     | b. Were     | c. Was     |
| 2 | a. Felt     | b. Bought   | c. Saw     |
| 3 | a. Pitched  | b. Made     | c. Built   |
| 4 | a. Ate      | b. Watched  | c. Danced  |
| 5 | a. Hiking   | b. Writing  | c. Read    |
| 6 | a. Ran      | b. Swam     | c. Climbed |
| 7 | a. Played   | b. Listened | c. Talked  |
| 8 | a. Listened | b. Sang     | c. Typed   |

| Keywords | Cognates | Area |
|----------|----------|------|
|          |          |      |

**27. Lea el artículo y seleccione la palabra adecuada para cada espacio.**

28. Skim the text looking for key words and cognates.

29. Write keywords and cognates in English and say their area and theme in Spanish.

Last year Pablo \_\_\_\_ (1) to Villa de Leyva on a field trip with all his classmates from Colombia. They \_\_\_\_ (2) at a hostel called “El Hostal de San Agustín”. They \_\_\_\_ (3) many interesting places like the Pozos Azúles, Casa Terracota and Laguna de Iguaqué. They also \_\_\_\_ (4) typical food like almojábanas and pandeyuca. The purpose of the trip \_\_\_\_ (5) to train students in leadership and cooperative work. In the mornings they \_\_\_\_ (6) until 7 am to go to some conferences on different topics and in the afternoons, they \_\_\_\_ (7) bicycle or \_\_\_\_ (8) around the town. What \_\_\_\_ (9) you do on your last vacation?



|   |               |                       |                  |
|---|---------------|-----------------------|------------------|
| 1 | a. Danced     | b. Were               | c. Went          |
| 2 | a. Flew       | b. Stayed             | c. kissed        |
| 3 | a. Visited    | b. Watered the plants | c. Called        |
| 4 | a. Read       | b. Ate                | c. Wrote         |
| 5 | a. Chose      | b. Painted            | c. Was           |
| 6 | a. Did sleep? | b. Slept              | c. Did not sleep |
| 7 | a. Rode       | b. Ran                | c. Drank         |
| 8 | a. Studied    | b. Walked             | c. Jumped        |
| 9 | a. Did not    | b. Do                 | c. Did           |

| Keywords | Cognates | Area |
|----------|----------|------|
|          |          |      |

**30. Lea el artículo y seleccione la palabra adecuada para cada espacio.**

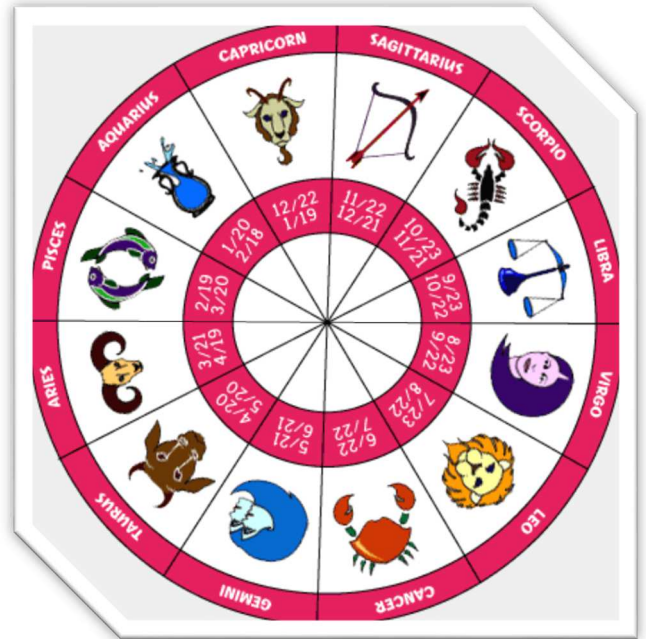
- 31. Skim the text looking for key words and cognates.
- 32. Write keywords and cognates in English and say their area and theme in Spanish.

Some people \_\_\_\_ (1) their horoscopes for entertainment. Others glance at them briefly and keep them in the back of their mind to see if they "come true."

And some get a full chart reading and faithfully read their horoscopes daily, check compatibility \_\_\_\_ (2) for potential friends and lovers, and even plan major life events according to how the \_\_\_\_ (3) are aligned.

Some important questions are: **Are the \_\_\_\_ (4) in horoscopes real? What are planetary aspects? Do planetary aspects affect all signs in the same way? How can I use my horoscopes in my life?**

Whichever type of \_\_\_\_ (5) you are, you've probably wondered exactly how your horoscope is written, and whether or not there's any truth to it. It depends on you to believe or not.



|   |                |            |             |
|---|----------------|------------|-------------|
| 1 | a. Read        | b. Buy     | c. Write    |
| 2 | a. Exams       | b. Reports | c. Homework |
| 3 | a. Stars       | b. Moon    | c. Planets  |
| 4 | a. Predictions | b. Stories | c. News     |
| 5 | a. Animal      | b. Person  | c. Object   |

| Keywords | Cognates | Area |
|----------|----------|------|
|          |          |      |

### 33. Reading

## Adolescent Pregnancy in Colombia: A Public Health Issue

By [galfini](#) on Feb 26, 2014 in Uncategorized

Skim the text looking for key words and cognates.

Write keywords and cognates in English and say their area and theme in Spanish.

My house in Medellín is located right next to the hospital in which all the pregnant women who have access to the social health program – which is basically focused on providing health benefits to the people with less economic resources in the country – go in order to receive antenatal, childbirth and postnatal care. What has always called my attention is the **enormous** amount of young faces that I used to see every day go inside the hospital.

An exorbitant number of teenagers make use of the medical care provided by the hospital on a regular basis. I have always wondered about the factors that make the rates of teenage pregnancy in Colombia so high and alarming. At first glance, we could say that the main factors that contribute to teenage pregnancy are quite evident; educational, social and economic components make this particular issue a public health problem that has taken staggering **proportions**.



The World Health Organization (WHO) points out some of the possible causes of the adolescent pregnancy. I summarize them in the following bullets points:

- Girls may be under pressure to marry.
- Girls may have limited educational and employment prospects.
- Married adolescents are likely to become pregnant and give birth in accordance with social norms.
- Birth rates among women with low education are higher than for those with secondary or tertiary education.
- Some adolescents do not know how to avoid becoming pregnant, or are unable to obtain contraceptives.

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- There is a lack of sexuality education.
- Adolescent girls may be unable to refuse sex because of sexual violence.

| Keywords | Cognates | Area |
|----------|----------|------|
|          |          |      |

- The social health program
  - a) Helps poor people only in Medellin.
  - b) provides care to pregnant women
  - c) gives educational programs
  
- Some factors that contribute to teenage pregnancy are
  - a) poor sex education at schools and home
  - b) girls are forced to study at higher education
  - c) not enough contraceptives in Colombia

- The text aims at

- a. persuading men to use contraceptives
- b. showing a public health problem
- c. identifying medical negligence

2. Each of the following statements is true, EXCEPT one.

- a. teen pregnancy is a public health issue.
- b. attending school is a main factor in teenage pregnancy
- c. the less a woman studies, the higher the risk to be abused.

3. As used in paragraph 2, which is the best synonym for ‘enormous’?

- a. colossal
- b. gigantic
- c. massive
- d. immense

4. As used at the end of paragraph 2, which is the best antonym for ‘proportion’?

- a. asymmetry
- b. imbalance
- c. incoherence
- d. disproportion

### 34. Reading.

## Most students wrong on risks of smoking occasionally

By Andrew Bridges and Janet Raloff. BY [SCIENCE NEWS FOR STUDENTS](#). FEBRUARY 4, 2015

Skim the text looking for key words and cognates.

Write keywords and cognates in English and say their area and theme in Spanish.



Most kids in middle and high school believe that smoking now and then isn't bad for them, a new study finds. In fact, they're wrong.

In a national survey, just 1 in 3 students thought that smoking on some days, but not others, can cause a lot of harm. This smoking pattern is common. It also is dangerous. In fact, its health **risks** are about the same as smoking heavily, report Stephen Amrock and

Michael Weitzman. Both work at New York University School of Medicine. Their new study's findings highlight that most kids do not see risks in smoking the occasional cigarette.

For their study, Amrock and Weitzman analyzed data from the 2012 [National Youth Tobacco Survey](#). It had probed tobacco-related knowledge, attitudes and behaviors in 24,658 students. All were in grades 6 through 12 and lived throughout the 50 U.S. states and the District of Columbia.

Most teens knew that heavy smoking can be seriously **harmful**. About 2 in every 3 students recognized that smoking even just a few cigarettes each day can be hazardous. Only 1 in 3 students, however, recognized that occasional — non-daily — smoking is harmful.

Among teens who smoke this way — intermittently — just 1 out of every 7 understood their habit was dangerous. Details appeared January 12 in the journal *Pediatrics*.

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Occasional smoking is not safe, so “we really need to have a conversation” with whoever thinks otherwise, notes Dave Dobbins. He heads research and public education at [Legacy](#), a group based in Washington, D.C. It encourages teens to reject tobacco. “Intermittent smoking carries substantial risks,” Dobbins explains. These include the chance that light use will progress to heavier smoking. “We explain to kids that light smoking is smoking,” says Dobbins, who was not connected with the study. And, he adds, his group points out that the “dangers kick in right away.”

Adults who are light or intermittent smokers are those most willing and able to quit, Amrock and Weitzman note. Most smokers start by age 18. That’s why the NYU School of Medicine researchers suggest anti-smoking efforts should target youth who today are only light or occasional smokers.

The good news: Cigarette smoking among American teens has been falling. The bad news: Teen use of other tobacco products is on the rise. That’s the finding of a second new study, due out in the *March Pediatrics*.

Youn Ok Lee works at RTI International in Research Triangle Park, N.C. Her team also mined data from the 2012 National Youth Tobacco Survey. In 2012, more than 1 in 5 American teens — at least 20 percent — used tobacco products, they found. These expose kids to nicotine. And nicotine is an addictive drug.

But only 4 percent of these kids got their nicotine solely from cigarettes. At least twice as many teen smokers *also* use some other tobacco product. Among these: cigars, chewing tobacco, snuff, hookahs and electronic cigarettes. This use of two or more tobacco products “should be a concern to the health community,” Lee’s team says. At a minimum, the extra exposure to nicotine increases a teen’s risk of becoming addicted.

One tobacco habit not strongly associated with conventional smoking in teens: *vaping*. Currently, teen use of electronic cigarettes is just under 1 percent. But an especially troubling fact: That number is double what it was just one year earlier.

| Keywords | Cognates | Area |
|----------|----------|------|
|          |          |      |

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- Smoking the occasional cigarette

- a) Help students to improve grades      b) health risks      c) isn't bad for people

- For their study, the researchers

- a) Smoke a lot of cigarettes      b) used statistics      c) read the newspaper

- Tobacco products are

- a) increasing among teenagers      b) associated with conventional killings      c) very expensive to get

- Each of the following statements is true, EXCEPT one.

- a. teen use of electronic cigarettes has increased.  
b. cigars, chewing tobacco, snuff, hookahs and electronic cigarettes are recommended by the article.  
c. smoking from time to time is also dangerous.

3. As used in paragraph 2, which is the best synonym for 'risk'?

- a. exposure      b. danger      c. opportunity      d. accident

4. As used in paragraph 4, which is the best antonym for 'harmful'?

- a. harmless      b. innocent      c. inoffensive      d. safe



35. Solve the crossword, then, rewrite sentences in simple past on your notebook.

|           |           |           |           |          |           |           |           |           |
|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|-----------|
| <b>1</b>  | <b>B</b>  | <b>R</b>  | <b>O</b>  | <b>U</b> | <b>G</b>  | <b>H</b>  | <b>T</b>  | <b>2</b>  |
|           |           |           |           |          |           |           |           |           |
|           |           | <b>3</b>  |           |          | <b>4</b>  |           |           | <b>5</b>  |
| <b>6</b>  |           |           |           |          |           |           |           |           |
|           |           |           |           |          |           | <b>7</b>  |           |           |
|           |           |           | <b>8</b>  |          |           |           |           |           |
|           |           |           | <b>9</b>  |          |           |           |           |           |
|           |           | <b>10</b> |           |          |           |           |           |           |
| <b>11</b> |           |           |           |          |           | <b>12</b> |           | <b>13</b> |
|           |           |           |           |          | <b>14</b> |           |           |           |
|           |           |           |           |          |           |           |           |           |
| <b>15</b> |           |           | <b>16</b> |          | <b>17</b> |           | <b>18</b> |           |
|           |           |           |           |          |           |           |           |           |
| <b>19</b> |           |           |           |          |           |           |           |           |
|           |           |           |           |          | <b>20</b> |           |           |           |
|           |           |           |           |          |           |           |           | <b>21</b> |
|           |           | <b>22</b> |           |          | <b>23</b> |           |           |           |
|           | <b>24</b> |           |           |          | <b>25</b> |           |           |           |
|           |           |           |           |          |           |           |           |           |
| <b>26</b> |           |           | <b>27</b> |          |           |           | <b>28</b> |           |
|           |           |           |           |          |           |           |           |           |
|           |           |           |           |          |           |           |           |           |
|           |           |           |           |          | <b>29</b> |           |           |           |



**ACROSS**

1. \_\_\_ my lunch to work.
4. \_\_\_ to do my homework.
6. \_\_\_ the answer to a question.
9. \_\_\_ an e-mail to my friend.
11. \_\_\_ at a bus stop for 10 minutes.
12. \_\_\_ my favorite magazine.
15. \_\_\_ a mistake on a test.
17. \_\_\_ a picture of a tree.
19. \_\_\_ the pen. I still have it.
23. \_\_\_ ten dollars at a store.
24. \_\_\_ a ball at the park.
26. \_\_\_ in an airplane.
28. was late, but they \_\_\_ on time.
29. \_\_\_ my car to a park.

**DOWN**

1. \_\_\_ an egg on the floor.
2. \_\_\_ about a difficult problem.
3. \_\_\_ to the library to read a book.
5. \_\_\_ my little brother to a cinema.
7. \_\_\_ the blue pen, not the red one.
8. \_\_\_ a baby in my arms.
10. \_\_\_ a sock under my bed.
11. \_\_\_ in a swimming pool.
12. \_\_\_ my bicycle to school.
13. \_\_\_ a glass of orange juice.
14. \_\_\_ my homework.
16. didn't \_\_\_ breakfast.
18. \_\_\_ a story about a princess.
20. \_\_\_ my key. I couldn't find it.
21. \_\_\_ my brother's cookie.
22. \_\_\_ to class late.
25. \_\_\_ a strange sound at midnight.
27. \_\_\_ very happy.

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## Sin City

### Nevada

Las Vegas is one of the most populous cities in the U.S state of Nevada and the county seat of Clark County. Las Vegas is an internationally renowned major resort city known primarily for gambling, shopping, fine dining, and night life and is the leading financial and cultural center for Southern Nevada.

The city bills itself as The Entertainment Capital of the World. Las Vegas is the 31st most populous city in the United States, with a population at the 2010 census of 583,756. The population of the Las Vegas metropolitan area was 1,951,269.



Visit <https://youtu.be/gasl6cyjkwM>

### Sin City

The city's tolerance for various forms of adult entertainment earned it the title of Sin City, and this image has made Las Vegas a popular setting for films and television programs.

Las Vegas is situated within Clark County in an arid basin on the desert floor, surrounded by dry mountains. Much of the landscape is rocky and dusty. The environment is dominated by desert vegetation and some wildlife, and the area is subject to torrential floods.

### Places to visit

These are interesting places to see in Las Vegas

- Caesars Palace
- Fremont Street Experience
- Venetian Hotel
- Paris Hotel and the Eiffel Tower
- Las Vegas Monorail
- High Roller Ferris Wheel on the Linq
- Helicopter Rides over Las Vegas and the Grand Canyon
- Excalibur Hotel

Visit <https://englishcommunityatcolon.jimdo.com/tenth-grade/las-vegas/> and participate in the forum.

# New Vocabulary

- a) County: \_\_\_\_\_
- b) Gambling: \_\_\_\_\_
- c) Sin: \_\_\_\_\_
- d) Within: \_\_\_\_\_
- e) Basin: \_\_\_\_\_

## Answer the questions

1. Where Las Vegas?

\_\_\_\_\_

2. How many people live in Las Vegas?

\_\_\_\_\_

3. Why is it famous?

\_\_\_\_\_

4. Why some call it Sin City?

\_\_\_\_\_

5. How is Las Vegas' environment described?

\_\_\_\_\_

\_\_\_\_\_

Venetian Hotel and Gondola Rides



Fremont Street Experience



## Say true or false

1. Nevada is a city of Las Vegas

TRUE – FALSE

2. A census is a population count

TRUE – FALSE

3. In Las Vegas people do not tolerate others

TRUE – FALSE

4. The city suffers from inundations some times.

True - False

### Project

Choose one of the places listed above and

Find information like activities, etc,

Make a written report,

Be ready to present it to the class.

Thank you and good luck!

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### 36. Listening. Time to **Ro0Ck** – kcoR - яOɔx - scps - юкp

Objectives: students will reinforce vocabulary seen in previous lessons, identify words that match the lyrics of the song and practice reading strategies.

#### KISS – I WAS MADE FOR LOVING YOU

Organize the paragraphs.

\_\_\_ And tonight we're gonna make it all come true  
'Cause girl, you were made for me  
And girl, I was made for you

\_\_\_ And tonight I wanna lay it at your feet  
'Cause girl, I was made for you  
and girl you were made for me

\_\_\_ Tonight I wanna give it all to you  
In the darkness  
There's so much I wanna do

\_\_\_ **I was made for loving you baby  
you were made for loving me  
And I can't get enough from you baby  
Can you get enough of me?**

\_\_\_ I was made for loving you baby  
you were made for loving me  
And I can't get enough of you baby  
Can you get enough of me?

\_\_\_ Oh, can't get enough, oh, oh  
I can't get enough, oh, oh  
I can't get enough  
Yeah, yeah....



\_\_\_ I was made for loving you baby  
You were made for loving me  
And I can't get enough from you baby  
Can you get enough of me?

\_\_\_ I was made for loving you baby  
you were made for loving me  
And I can give it all to you baby  
Can you give it all to me

\_\_\_ tonight I wanna see it in your eyes  
Feel the magic  
There's something that drives me wild

The song is dedicated to...

- a. Many girls
- b. Satan
- c. ex wife

Escriba 5 oraciones sobre la canción usando el condicional tipo 1.

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1. Identifique los verbos de la canción y clasifíquelos en infinitivo, presente, pasado y future si los hay.

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

2. Project. Find some information of this group and about this song.  
Why does the band have that name? KISS

Who are the members and what are their nicknames?

When do they created the band and why?

What is its most famous song ever?



3. Oral report. Make an oral presentation. Remember to use audiovisual aids.

- a. Make a poster, pp presentation or video about positive aspects and negative aspects of being a famous rock star
- b. Would you like to be a Rock singer? Explain.

### 37. Reading. March is National Women's History Month.

#### Meet a Super Scientist!



Astronauts aren't born — they go to school and learn about science just like everyone else! Dr. Mae Jemison's curiosity and energy led her to learn about many things. She went to the library and dancing school. She even acted in school plays and was elected to her school government. And even though astronauts are brave, Dr. Jemison had to conquer her own feelings of fear growing up, too, as all children do.

#### **Mae Jemison: The First Black Woman Astronaut**

#### Sitting Down

On Thursday evening December 1, 1955, after a long day of work as a seamstress for a Montgomery, Alabama, department store, Rosa Parks boards a city bus to go home.

Tired as she is, Mrs. Parks walks past the first few — mostly empty — rows of seats marked "Whites Only." It's against the law for an African American like her to sit in these seats. She finally settles for a spot in the middle of the bus. Black people are allowed to sit in this section as long as no white person is standing.



- What is special about these two women?
- Find two Latin American women who changed the story and make a poster.

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## 38. Vocabulary. Linking words.

### Linking Words: Adding Information

**Linking words**, también conocidos como “**connectors**”, son palabras que vinculan o relacionan dos ideas, dentro de una oración (conectando dos cláusulas) o dentro de un párrafo (conectando dos frases).

Los linking words o conectores, tienen varias funciones, tales como contrastar información, hacer comparaciones, agregar información o dar razones o explicaciones. Si usamos incorrectamente estas palabras podemos cambiar completamente el significado de la frase y puede causar confusión. Por lo tanto, es importante tener una buena comprensión de los diversos significados y usos de estas palabras.

#### Agregar información

La siguiente lista incluye linking words que se utilizan para agregar o proporcionar más información.

#### And

Traducido como ‘y’, esta linking word es la más común para añadir información. “**And**” se utiliza en oraciones, con frecuencia en listas separadas por comas, aunque nunca se utiliza una coma antes ni después de “**and**”.

Ejemplo:

He loves sport. He plays football, basketball **and** tennis. (*Le encanta el deporte. Juega a fútbol, baloncesto y tenis.*)

#### Also

“**Also**”, o ‘también’ en español, se utiliza entre el sujeto y el verbo para dar información adicional o para dar énfasis.

Ejemplo:

He **also** likes to ski. (*También le gusta esquiar.*)

#### In addition

Con frecuencia se encuentra al principio de una oración, “**in addition**” (‘además’ en español) se usa para añadir información a la oración anterior.

Ejemplo:

**In addition** to playing many sports, he coaches a handball team. (*Además de practicar muchos deportes, él entrena a un equipo de balonmano.*)

#### As well as

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Esta linking word, traducida como ‘además de’ en español, puede utilizarse al principio o en medio de una frase.

Ejemplo:

He plays football **as well as** basketball. (*Juega a fútbol además de baloncesto.*)

### **Too**

“**Too**” puede encontrarse al final de una oración o entre el sujeto y el verbo; significa ‘también’.

Ejemplo:

He plays tennis **too**. (*Juega a tenis también.*)

### **Besides**

Generalmente se encuentra al principio de una oración, “**besides**” tiene un significado muy similar a “**as well**”.

Ejemplo:

**Besides** playing many sports, he also coaches handball. (*Además de practicar muchos deportes, él también entrena balonmano.*)

### **Furthermore**

Esta linking word se traduce como ‘además’, pero es más formal. Agrega información adicional a una idea y se encuentra generalmente al principio de una frase.

Ejemplo:

He loves sports for the excitement and competition. **Furthermore**, the exercise is good for his health. (*Le encantan los deportes emotivos y competitivos. Además, el ejercicio es bueno para su salud.*)

### **Moreover**

Como “**furthermore**”, este añade información adicional a una idea y se encuentra generalmente al principio de una frase.

Ejemplo:

He loves sports for the excitement and competition. **Moreover**, the exercise is good for his health. (*Le encantan los deportes emotivos y competitivos. Además, el ejercicio es bueno para su salud.*)

**Visit these two web sites to practice:** <http://www.curso-ingles.com/practicar/ejercicios/past-simple>  
<http://www.curso-ingles.com/practicar/ejercicios/linking-words-adding-information>

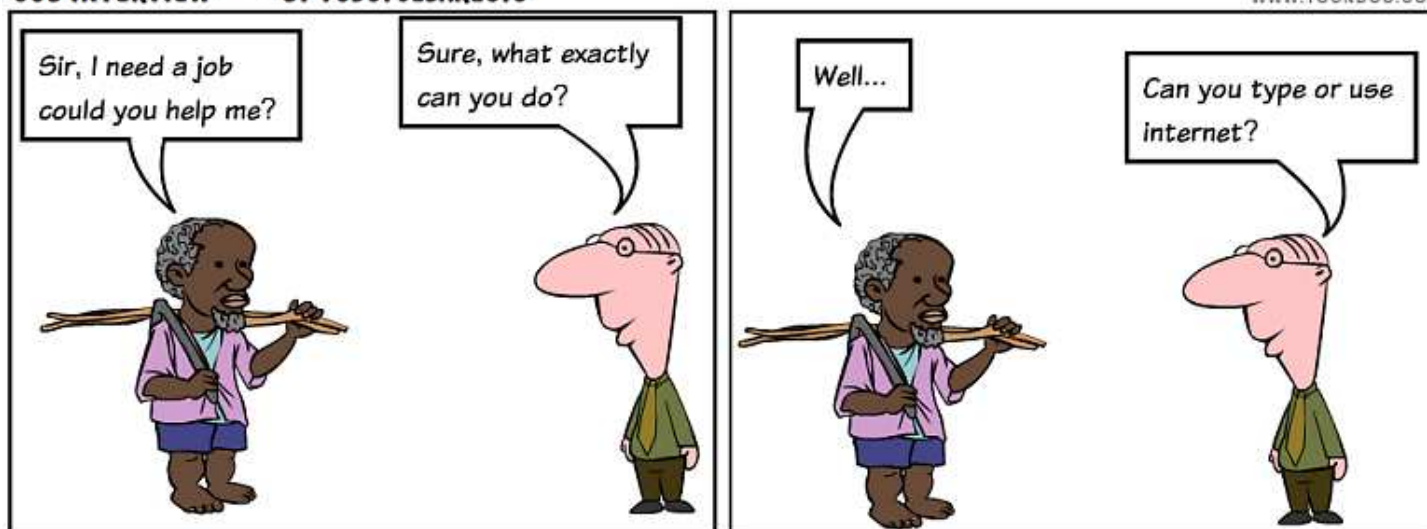
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## At the job interview.

**JOB INTERVIEW - BY YOSOYCESAR2013**

WWW.TOONDOO.COM



1. What happened in the cartoon? - 2. Did the man get the job? - 3. Why?

### Vocabulary:

Interviewer: entrevistador.

Applicant: aspirante, candidato.

Job: empleo

Employee selection: selección de personal

Work experience: experiencia laboral

Strengths: fortalezas

Skills: habilidades, competencias.

Research(v the Company: investigue la compañía

Curriculum o Resumé: hoja de vida

Expectations: expectativas

Responsibilities: responsabilidades

Challenges: retos

Financial company: compañía financier

Accomplishment: logros, exitos

Market: mercado

Supervisors: supervisores

Coworkers: compañeros de trabajo

Manager: gerente

Union: sindicato

Full-time job: empleo de tiempo completo

Company policy: políticas de la compañía.

Hard working person: persona dedicada al trabajo

Work Schedule: horario de trabajo

Part-time job: empleo de medio tiempo

Team work: trabajo en equipo

Evaluation: evaluación.

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|                                       |   |
|---------------------------------------|---|
| Tell me about yourself                | Be honest and show how you're taking the steps to conquer it                            |
| Why should we hire you?               | Mention aspects of the company and say how your abilities make you perfect for the job. |
| What's your greatest strength?        | Talk about a positive work experience you had   |
| What's your greatest weakness?        | Talk about the objectives you have and how important you will be in the company.        |
| Why do you want to work here?         | Ask a couple of questions about the company. Be specific and respectful.                |
| What's your greatest accomplishment?  | Mention values that are in line with the company  |
| Where do you see yourself in 5 years? | Mention goals you have in life but also in company. Be realistic.                       |
| Do you have any question for me?      | Talk about positive aspects you have  |

39. Read the graphic.



1. What are the two most important aspects to get a job for your group? Why?

---



---

2. Do you consider that the personality traits are important for a job? Why?

---

3. What are some skills for the job in the picture?

---



---

### What do they do? Where do they work?

40. **Match the jobs** with the definitions.

| Job | What do they do?                            | Where do they work?                       |
|-----|---|---|
|     | Look after the finances in an organisation. | They work in an office.                   |
|     | Bake bread.                                 | They work in a bakery.                    |
|     | Shave men's beards and cut men's hair.      | They work in a barbers.                   |
|     | Serve drinks.                               | They work in a bar, pub or restaurant.    |
|     | Clean and tidy rooms.                       | They work in a hotel.                     |
|     | Prepare and cook food.                      | They work in a kitchen.                   |
|     | Look after people's teeth.                  | They work in a dentists.                  |
|     | Look after people's health.                 | They work in a hospital or surgery.       |
|     | Prepare and sell fish.                      | They work in a fishmongers.               |
|     | Look after passengers.                      | They work in an aeroplane (airplane AmE). |
|     | Cut and style people's hair.                | They work in a hair salon.                |

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|  |   |   |
|--|---|---|
|  | Judge and sentence people.                                | They work in a law court.                         |
|  | Defend and prosecute people.                              | They work in a law court and in a lawyers office. |
|  | Look after patients .                                     | They work in a hospital or doctor's surgery.      |
|  | Look after people's eye sight.                            | They work in an opticians.                        |
|  | Carry other people's bags and luggage.                    | They work in a hotel or train station.            |
|  | Meet and greet visitors.                                  | They work in reception.                           |
|  | Sell goods and look after customers.                      | They work in a shop.                              |
|  | Arrange appointments, type letters and organise meetings. | They work in an office.                           |
|  | Operate on people who are sick.                           | They work in a hospital.                          |
|  | Design, make, alter or repair garments,                   | They work in factories and shops.                 |
|  | Teach people.   | They work in a school.                            |
|  | Organise and repair technical equipment.                  | They work everywhere!                             |
|  | Look after people's animals.                              | They work in a veterinary surgery or vets.        |
|  | Serve people food and drink.                              | They work in a restaurant.                        |

<http://www.learnenglish.de/vocabulary/jobs.html#sthash.VmCEgkB4.dpuf>

**Chefs – Dentists – Doctors – Fishmongers - Flight attendants - Hair dressers - Judges –  
Lawyers – Surgeons – Tailors – Teachers – Technicians – Vets - Waiter/Waitress –  
Accountants – Bakers - Barbers - Barmen/women – Maids – Nurses – Opticians – Porters –  
Receptionists - Sales Assistants – Secretaries**

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## The résumé

A résumé is a self-advertisement that shows how your skills, experience, and achievements match the requirements of the job you want. Una hoja de vida es una auto publicidad que muestra como sus competencias, experiencia y logros son acordes al empleo deseado.



|   |  |
|---|--|
| <b>Objective</b>  |  |
| Interested in an opportunity as an English, Spanish or Social Studies teacher.  |  |
| <b>Education</b>  |  |
| Master's Program in ICT<br>Universidad de Santander<br><br>Centro Cultural Colombo Americano<br><b>CALI BILINGÜE (2012)</b><br><br>Universidad del Valle <span style="float: right;">Cali - Colombia</span><br><b>Undergraduate Degree in Foreign Languages English-French (2008)</b><br><br>Universidad del Valle <span style="float: right;">Cali - Colombia</span><br><b>Degree in Political Studies and Conflict Resolution (2014)</b><br>Centro Cultural Colombo Americano <span style="float: right;">Cali - Colombia</span><br><b>Teacher Training Course 2006 – 2007</b><br><br>OBM Cali - Colombia<br><b>Certified English Learner (2006)</b><br><br>Seminar 2003<br>Universidad de Antioquia <span style="float: right;">Medellín - Colombia</span><br><b>Primer encuentro de licenciados formadores en lenguas extranjeras participant</b> |  |
| <b>Experience</b>   |  |
| <b>Schools</b>  |  |
| <b>Cristóbal Colón School (PUBLIC EDUCATION SYSTEM)</b><br>2010- present<br>Teach English as a foreign language to highschool students.<br>Three parts of my class: Warm up, follow up and wrap up.<br>Review the development process with the students. Work on four – language skills: speaking and listening, writing and reading  |  |

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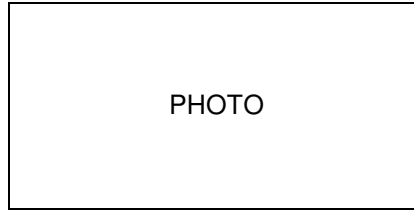
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|   |  |
|---|--|
| <b>WASHINGTON BILINGUAL SCHOOL</b>  |  |
| <ul style="list-style-type: none"> <li>▪ 2009 - 2010</li> <li>▪ Teach Social Studies and English to primary and secondary students ages 08 to 18 years old. <ul style="list-style-type: none"> <li>▪ Three parts of my class: Warm up, follow up and wrap up.</li> </ul> </li> <li>▪ Review the development process with the students. Work on four – language skills: speaking and listening, writing and reading</li> </ul>                             |  |
| <b>Institutes</b>   |  |
| <b>CENTRO CULTURAL COLOMBO AMERICANO</b>  |  |
| <ul style="list-style-type: none"> <li>▪ 2007- 2009</li> <li>▪ Teach English as a second language to <i>teens 3 and 4</i> with 11 - 20 students in each class – ages 10 to 15 years old <ul style="list-style-type: none"> <li>▪ Three parts of my class: Warm up, follow up and wrap up.</li> </ul> </li> <li>▪ Review the development process with the students. Work on four – language skills: speaking and listening, writing and reading</li> </ul> |  |
| <b>Skills &amp; Interests</b>   |  |
| <p>Fluent in English and proficiency in Word, Excel, PowerPoint.<br/>I Love spending time with family.</p>  |  |
| <b>Personal Information</b>   |  |
| Place and Date of birth   | Cali – Valle   |
| Marital status  | In – law   |
| I.D   | 123456789  |
| Address   | Street 12 park Avenue  |
| Telephones  | 55555555   |
| E-MAIL  | <a href="mailto:Yosoycesar2013@gmail.com">Yosoycesar2013@gmail.com</a> |

| Keywords | Cognates | Area |
|----------|----------|------|
|          |          |      |

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41. **Writing.** Make your own résumé. Haga su propia hoja de vida



|                         |  |
|-------------------------|--|
| Objective               |  |
|                         |  |
| Education               |  |
|                         |  |
| Job Experience          |  |
|                         |  |
| Skills & Interests      |  |
|                         |  |
| Personal Information    |  |
| Place and Date of birth |  |
| Marital status          |  |
| I.D                     |  |
| Address                 |  |
| Telephones              |  |
| E-MAIL                  |  |
| Pasado judicial         |  |

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42. **JOB INTERVIEW.** Entrevista de trabajo. Imagine you are at a job interview.

a) Tell me about yourself (past experience, strengths): \_\_\_\_\_

\_\_\_\_\_

b) What do you know of the company? (Previous information): \_\_\_\_\_

\_\_\_\_\_

c) Why do you want to work there? (Aspects of the organization) \_\_\_\_\_

\_\_\_\_\_

43. **Listening.** Job interview. Listen to the two (2) conversations<sup>1</sup>.

Conversation # 1. Organize the conversation.

Interviewer: **Yikes! Thanks for your interest in this job. We'll be getting back to you.** \_\_\_\_\_

Applicant: **I like to work alone on some things and then bring those things to the group.** \_\_\_\_\_

Interviewer: **Could you work for us in another state, if need be?** \_\_\_\_\_

Applicant: **I need to stay in the area because of my family.** \_\_\_\_\_

Interviewer: **Do you value a steady job more or one that offers a chance to move ahead?** \_\_\_\_\_

Applicant: **Thank you so much for interviewing me this evening.** \_\_\_\_\_

Interviewer: **Happy to meet with you. Now, do you prefer group projects?** \_\_\_\_\_

Applicant: **75,000 per year.** \_\_\_\_\_

Interviewer: **How much do you need to make per year?** \_\_\_\_\_

Applicant: **I want to grow in my job and move ahead.** \_\_\_\_\_



<sup>1</sup> www.elfast.com



**44. Conversation # 2.** Fill-in the blanks

A: I really appreciate the opportunity to \_\_1\_\_ for this position.

B: I was wondering if you like team projects, or projects that you work on alone.

A: I like to work on group projects that value and need each \_\_2\_\_ contributions.

B: Are you most interested in a good steady job with benefits or one that will allow you to quickly advance?

A: I have children so a \_\_3\_\_ is important but I would like a chance to advance.

B: How would you feel about relocating to another state?

A: I could not \_\_4\_\_ in the next year, but might be open to it in the future.

B: Do you know how much this job offers per year?

A: A minimum of \_\_5\_\_ per year.

B: OK, well, that's all I need to know for now. If something comes up, we'll be contacting you.

Options.

- |                    |               |                  |
|--------------------|---------------|------------------|
| 1. a. interview    | b. internet   | c. international |
| 2. a. individual   | b. indeed     | c. individualism |
| 3. a. stand at job | b. steady job | c. state job     |
| 4. a. relocate     | b. reload     | c. evocate       |
| 5. a. 55,000       | b. 75,000     | c. 65,000        |

Translate. Traduzca.

- I was wondering if you like: \_\_\_\_\_
- Are you most interested in a good steady job: \_\_\_\_\_
- How would you feel about relocating to another state? \_\_\_\_\_
- If something comes up, we'll be contacting you: \_\_\_\_\_

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42. write. Fill the chart with conversations 1 and 2.

| Keywords | Cognates | Familiar words |
|----------|----------|----------------|
|          |          |                |

43. Listen to the job interview and fill in the blanks.

Conversation # 3.

A: Good morning. Thank you for the interview.

B: No problem. Now, do you prefer working with others or flying solo?

A: Actually, I enjoy both.

B: So, what is most important to you in a job? Do you need job security or professional growth and a chance to advance?

A: I need job security.

B: Would you be able to relocate?

A: I am open to relocating.

B: What are your annual salary requirements?

A: I need at least 75,000 per year.

B: I'll keep that in mind. Thank you for coming in today. We'll be in touch.



1. Working with others mean:

- a. team work
- b. cooperative work
- c. solo work

2. Job security means:

- a. losing a job
- b. keeping a job
- c. no thieves or corruption

3. Relocating means:

- a. getting crazy
- b. having a new house
- c. available to move in case of employment

4. Annual salary means

- a. you get paid once a year
- b. amount of money you make in a year
- c. the income of an enterprise

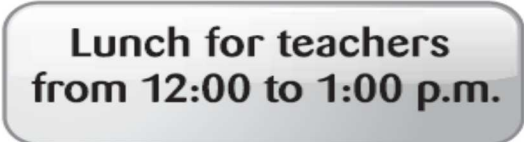
5. We'll be in touch means

- a. be in contact
- b. meet from time to time
- c. phone the person to party

**Parte 1.** ¿Dónde puede ver estos avisos? Responda las preguntas 1 a 3 de acuerdo al ejemplo.

**Ejemplo:**

0.



- A. at a school
- B. on a street
- C. in a flat

**Respuesta:**



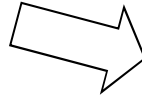
|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>a. In the news paper</li> <li>b. In a magazine article</li> <li>c. In a police report</li> </ul> |
|  | <ul style="list-style-type: none"> <li>a. In a job interview</li> <li>b. In a magazine quiz</li> <li>c. In a school test</li> </ul>     |

|   |  |
|---|--|
| <p><b>SAY HELLO.</b></p> <p><b>BE PROACTIVE.</b></p> <p><b>RESPECT YOUR COWORKERS</b></p> <p><b>BE CREATIVE</b></p> | <p>a. In the office</p> <p>b. In the résumé</p> <p>c. In a photo</p> |
|---|--|

**Parte 2.** Responda las preguntas 4 a 8 de acuerdo al ejemplo. Una de preguntas se usa en el ejemplo.

Ejemplo: **You play videogames with it**

Respuesta.



**A B C D E F**

4. The person who interviews people for a job
5. The person who is applying for a job
6. After university you want to get a...
7. Some skills needed for a job are...
8. Document that shows your skills and experience

- A. x-box**
- B. résumé**
- C. job**
- D. interviewer**
- E. attitude and aptitude**
- F. applicant**

**Parte 3.** Responda las preguntas 9 a 11 de acuerdo al ejemplo. Complete las tres (3) conversaciones. En las preguntas 9 a 12 marque A, B, o C.

Ejemplo:



I think I am getting sick.



A. I am sorry.

B. I can too.

C. I need it.

Respuesta:

O.  A  B  C

|  |   |
|--|---|
| <p>9. Do you like teamwork?</p>                | <p>a. I love working with people!<br/>b. It is time to go<br/>c. I really need the job.</p>   |
| <p>10. Tell me about yourself</p>              | <p>a. ok, I am from Mexico and I love tacos.<br/>b. I worked in a small store as a supervisor<br/>c. sure, I crashed my father's car yesterday.</p> |
| <p>11. What do you know about the company?</p> | <p>a. Coca Cola company<br/>b. she needs my company to go to school.<br/>c. the history, the mission and the products.</p>                          |

Parte 4. En las preguntas 12 a 16 marque la opción correcta de acuerdo con el siguiente texto.

<http://www.thesilhouettes.org/get-a-job.htm>

**Get A Job - The Silhouettes**



Get A Job is one of the most popular and enduring \_\_\_\_\_ (12) of the rock'n'roll era, still known and loved around the world more than fifty years after its release.

The lyrics to Get A Job address the themes of \_\_\_\_\_ (13) and domestic relationships, with the woman of the house nagging the man to find work, implying that he is both lazy and \_\_\_\_\_ (14). But the song is also light-hearted, exuberant, and very danceable, with

infectious vocal hooks, handclaps, a rocking saxophone solo and a general sense of fun.

"When I was in the military \_\_\_\_\_ (15) in the early 1950s and didn't come home and go to work

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my mother said "\_\_\_\_\_ (16)" and basically that's where the song came from", said Rick Lewis, who wrote it before The Silhouettes were formed.

|     |   |
|-----|---|
| 12. | a. song<br>b. class<br>c. office  |
| 13. | a. videogames<br>b. unemployment<br>c. sports                           |
| 14  | a. responsible<br>b. discipline<br>c. dishonest                         |
| 15  | a. hospital<br>b. service<br>c. restaurant                              |
| 16  | a. get a job<br>b. buy a new car<br>c. tell me something about yourself |

**Parte 5.** Responde las preguntas 17 a 21 de acuerdo con el siguiente texto.

### **The Story of My First Job Interview.**

My name is Carlos. I remember my first job interview.

I was lucky; I didn't even have to apply for the job.

Sara was a friend of mine. She had a marketing position for a small web design company in downtown Montreal (Canada) and they were looking to add someone just like her to their team.

I didn't have any much marketing experience but this was a junior position and as a Computer Science major, I had spent more time online than pretty much anyone else I knew.

My friend was able to get me the interview invite simply by mentioning to her boss that yes, she did actually know someone who might be a good fit. One phone call later and I was all set with a date and time bright and early in the morning a few days later.

I did no homework for the interview.

If I knew the name of the company, it was because my friend had mentioned it. I certainly didn't visit their website or check for press mentions, and LinkedIn hadn't been invented yet or I would have ignored that too.

I vaguely remember forwarding my resume to my friend before the interview, but her boss

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probably didn't read it before we started. Or even need to, because there wasn't much there to read.

I had no clue.

On the day of the interview, I was a little early to the company offices and arrived with a paper copy of my resume in hand. I'd slept well, was well-dressed, feeling good and happy to see that my friend was already there too, as she opened the door to let me in. Her boss invited both of us to sit down in their front office lounge, offered a drink (which I refused), and we got underway.

|  |   |
|--|---|
| 17. He did not have to apply for the job because | <ul style="list-style-type: none"> <li>a. a friend recommended him</li> <li>b. he was the son of the manager</li> <li>c. he was the boss</li> </ul>                       |
| 18. His friend                                   | <ul style="list-style-type: none"> <li>a. worked in a computer enterprise</li> <li>b. was in a marketing position</li> <li>c. did not like interviews</li> </ul>          |
| 19. one positive aspect he did                   | <ul style="list-style-type: none"> <li>a. He prepared the job interview</li> <li>b. He visited Sara at her work</li> <li>c. He arrived on time</li> </ul>                 |
| 20. one negative aspect he did                   | <ul style="list-style-type: none"> <li>a. He did not go to the job interview</li> <li>b. He did not sear information of the company</li> <li>c. He got the job</li> </ul> |
| 21. A comment about his résum  could be that     | <ul style="list-style-type: none"> <li>a. He had excellent education</li> <li>b. He did not have too much experience</li> <li>c. He forgot it at home.</li> </ul>         |

**Parte 6.** En las preguntas 22 a 26 marque A, B o C.

Lisa sent a r sum  to an international company in Moscow last month. Last Friday she was at home when the phone rang. A woman told her to be ready for a job interview the following Monday. Her

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résumé was brilliant: she studied at Harvard, she spoke English and Russian, she got the best grades of her promotion and the information was organized and clear. She was very happy but nervous too. She called me to my office because she did not know what to do in the job interview.

I told her that she should take notes: dress appropriately, have an extra copy of your résumé for the interviewer, search some information of the company, be on time, sit on the waiting room, use formal language, address respectfully to others, be honest about your job experience, say what you are good at and please, do not use a cellphone.

She was nervous and told me what would be the best way to show the interviewer she was the right person for the job. I told her to have a positive attitude and enthusiasm.

|   |   |
|---|---|
| 22. Why did Lisa send a résumé?             | <ul style="list-style-type: none"> <li>a. because she wants to get a job.</li> <li>b. because she needs money.</li> <li>c. because she loves working with people.</li> </ul>  |
| 23. What was special about her résumé?      | <ul style="list-style-type: none"> <li>a. It was from Harvard</li> <li>b. it had specific information</li> <li>c. it was in English.</li> </ul>   |
| 24. Why do you think she was nervous?       | <ul style="list-style-type: none"> <li>a. because she did not speak English.</li> <li>b. because the interviewer was a woman.</li> <li>c. because she did not know what to do or say.</li> </ul>                              |
| 25. Positive aspects in a job interview are | <ul style="list-style-type: none"> <li>a. dress formal, take a cellphone and be on time.</li> <li>b. search information, use good language and be honest.</li> <li>c. respect others, wear jeans, have enthusiasm.</li> </ul> |

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|                       |   |
|-----------------------|---|
| 26. What is "skills"? | a. positive attitude and aptitude for a job.<br>b. competence for a job interview.<br>c. abilities to do something. |
|-----------------------|---|

**Parte 7.** En las siguientes preguntas marque la letra correcta A, B o C

Read the text and answer the questions.

A few weeks ago, I saw an **advert** in a newspaper for a job I really wanted. I **filled out** the application form, wrote my **CV** and sent everything off in the post. A few days later I received an email to invite me for an interview. I was so excited, but very **nervous**.

I wanted to look really smart for the interview. I wore a smart **suit** with a white shirt and my shiny, red shoes. I wanted to make a good impression. At the interview they asked me lots of questions. They asked me about my **previous work experience** and skills that I've got for the job. I also had to fill out some paperwork. I was **well-prepared**, so I think it went well. **Afterwards**, the interviewers shook my hand and said, "We'll be in touch." I am looking forward to hearing from them!

- a) Where did the woman see the advert? \_\_\_\_\_
- b) What did she fill out? \_\_\_\_\_
- c) What did she read on an e-mail? \_\_\_\_\_
- d) Why was she nervous? \_\_\_\_\_
- e) What did she wear for the interview? \_\_\_\_\_
- f) What did the interviewers ask her? \_\_\_\_\_
- g) Do you think she got the job? Why? \_\_\_\_\_
- \_\_\_\_\_

Find words and phrases in bold that mean the same as the words

|                                   | Words and phrases which mean the same<br>(words <b>in bold</b> ) |
|-----------------------------------|--|
| 1. next                           |  |
| 2. <b>ready for the situation</b> |  |
| 3. jacket and trousers/ skirt     |  |
| 4. worried                        | <b>NERVOUS</b>   |
| 5. <b>contact you</b>             |  |
| 6. past jobs                      |  |
| 7. completed                      |  |
| 8. a notice/ announcement         |  |
| 9. Curriculum Vitae               |  |

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