



Lengua Adicional al Español 3

COLEGIO DE BACHILLERES DEL ESTADO DE SONORA

Director General

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LENGUA ADICIONAL AL ESPAÑOL 3

Módulo de Aprendizaje.

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COMISIÓN ELABORADORA:

EQUIPO TÉCNICO

Coordinación general:

Luz María Grijalva Díaz

Elaboradores disciplinares:

| | |
|---------------------------------|-------------------------------|
| Alma Lorenia Valenzuela Chávez | Matemáticas 3 |
| Nydia Gabriela Estrella | Biología 1 |
| Diego Navarro Gil | Literatura 1 |
| María del Socorro Salas Meneses | Historia de México 2 |
| Jesús Moisés Galaz Duarte | Lengua Adicional al Español 3 |
| Silvia Hilda Pacheco Ibarra | Orientación Educativa 3 |
| Alfonso Bernardo Harita | Física 1 |

Revisión Disciplinaria:

Edna Elinora Soto Gracia

Corrección de Estilo:

Edna Elinora Soto Gracia

Supervisión Académica:

Diana Irene Valenzuela López

Diseño:

Joaquín Rivas Samaniego

María Jesús Jiménez Duarte

Grupo Editorial:

Bernardino Huerta Valdez

Cynthia Deyanira Meneses Avalos

Francisco Peralta Varela

Ana Isabel Ramírez Vásquez

Coordinación Técnica:

Claudia Yolanda Lugo Peñúñuri

Coordinación General:

Profr. Julio Alfonso Martínez Romero

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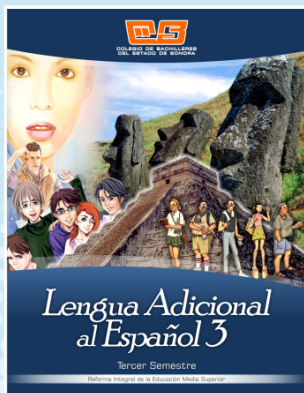
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“Una competencia es la integración de habilidades, conocimientos y actitudes en un contexto específico”.

El enfoque en competencias considera que los conocimientos por sí mismos no son lo más importante, sino el uso que se hace de ellos en situaciones específicas de la vida personal, social y profesional. De este modo, las competencias requieren una base sólida de conocimientos y ciertas habilidades, los cuales se integran para un mismo propósito en un determinado contexto.

El presente Módulo de Aprendizaje de la asignatura Lengua Adicional al Español 3, es una herramienta de suma importancia, que propiciará tu desarrollo como persona visionaria, competente e innovadora, características que se establecen en los objetivos de la Reforma Integral de Educación Media Superior que actualmente se está implementando a nivel nacional.

El Módulo de aprendizaje es uno de los apoyos didácticos que el Colegio de Bachilleres te ofrece con la intención de estar acorde a los nuevos tiempos, a las nuevas políticas educativas, además de lo que demandan los escenarios local, nacional e internacional; el módulo se encuentra organizado a través de bloques de aprendizaje y secuencias didácticas. Una secuencia didáctica es un conjunto de actividades, organizadas en tres momentos: Inicio, desarrollo y cierre. En el inicio desarrollarás actividades que te permitirán identificar y recuperar las experiencias, los saberes, las preconcepciones y los conocimientos que ya has adquirido a través de tu formación, mismos que te ayudarán a abordar con facilidad el tema que se presenta en el desarrollo, donde realizarás actividades que introducen nuevos conocimientos dándote la oportunidad de contextualizarlos en situaciones de la vida cotidiana, con la finalidad de que tu aprendizaje sea significativo.

Posteriormente se encuentra el momento de cierre de la secuencia didáctica, donde integrarás todos los saberes que realizaste en las actividades de inicio y desarrollo.

En todas las actividades de los tres momentos se consideran los saberes conceptuales, procedimentales y actitudinales. De acuerdo a las características y del propósito de las actividades, éstas se desarrollan de forma individual, binas o equipos.

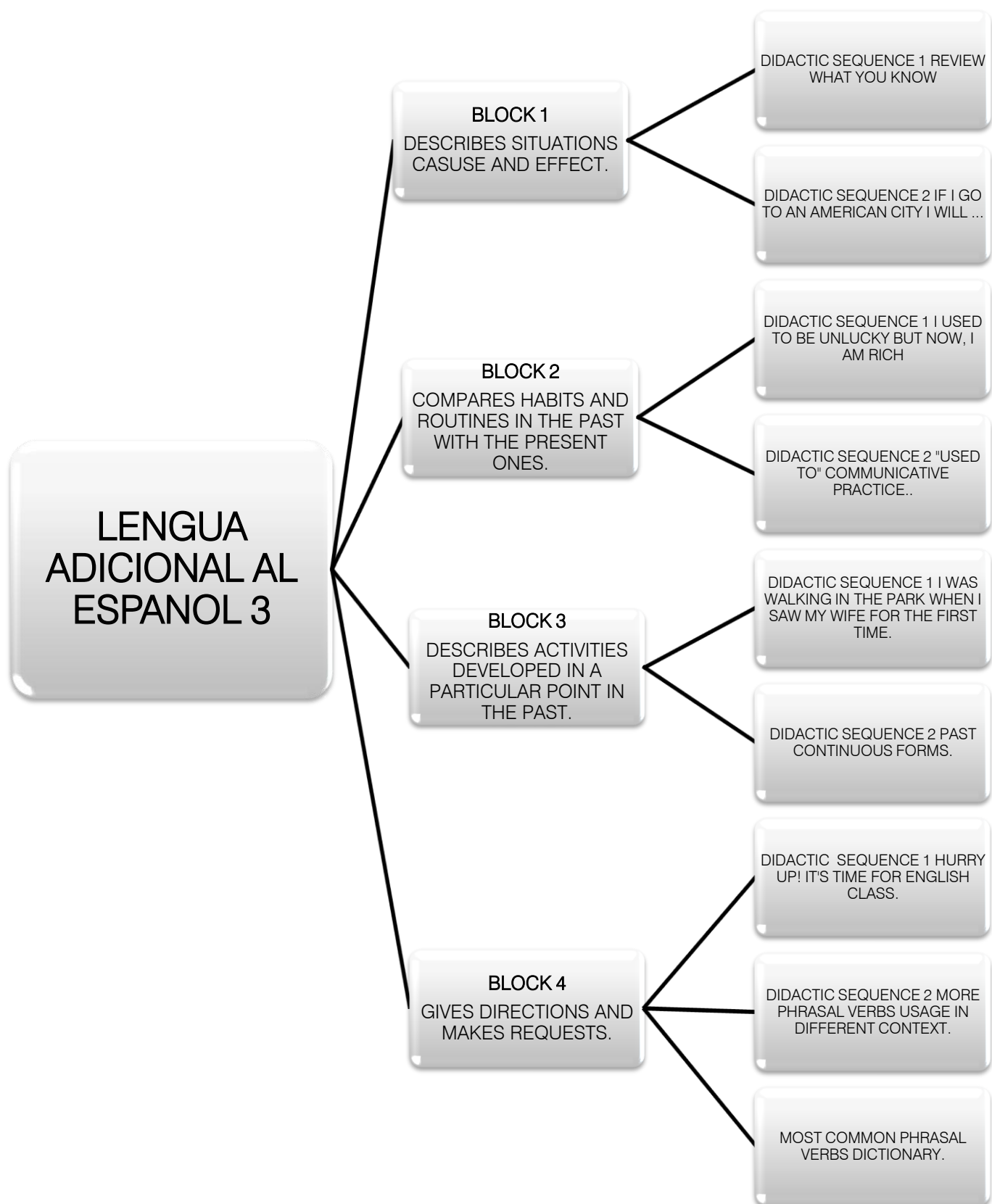
Para el desarrollo del trabajo deberás utilizar diversos recursos, desde material bibliográfico, videos, investigación de campo, etc.

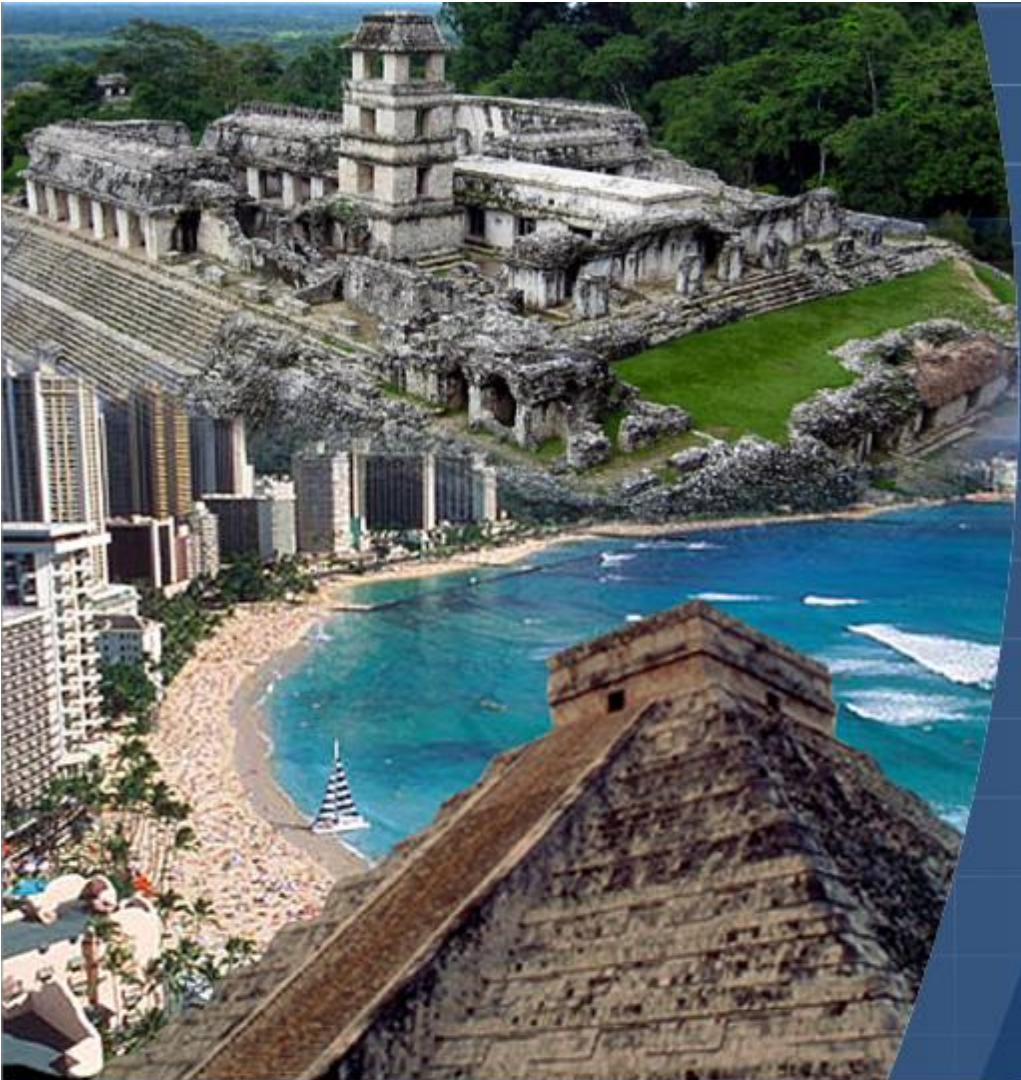
La retroalimentación de tus conocimientos es de suma importancia, de ahí que se te invita participar de forma activa cuando el docente lo indique, de esta forma aclararás dudas o bien fortalecerás lo aprendido; además en este momento, el docente podrá tener una visión general del logro de los aprendizajes del grupo.

Recuerda que la evaluación en el enfoque en competencias es un proceso continuo, que permite recabar evidencias a través de tu trabajo, donde se tomarán en cuenta los tres saberes: el conceptual, procedimental y actitudinal con el propósito de que apoyado por tu maestro mejores el aprendizaje. Es necesario que realices la autoevaluación, este ejercicio permite que valores tu actuación y reconozcas tus posibilidades, limitaciones y cambios necesarios para mejorar tu aprendizaje.

Así también, es recomendable la coevaluación, proceso donde de manera conjunta valoran su actuación, con la finalidad de fomentar la participación, reflexión y crítica ante situaciones de sus aprendizajes, promoviendo las actitudes de responsabilidad e integración del grupo.

Nuestra sociedad necesita individuos a nivel medio superior con conocimientos, habilidades, actitudes y valores, que les permitan integrarse y desarrollarse de manera satisfactoria en el mundo laboral o en su preparación profesional. Para que contribuyas en ello, es indispensable que asumas una nueva visión y actitud en cuanto a tu rol, es decir, de ser receptor de contenidos, ahora construirás tu propio conocimiento a través de la problematización y contextualización de los mismos, situación que te permitirá: Aprender a conocer, aprender a hacer, aprender a ser y aprender a vivir juntos.





DESCRIBES SITUATIONS CAUSE AND EFFECT

Competencias Disciplinarias básicas:

- Identifica, ordena e interpreta las ideas, datos y conceptos explícitos e implícitos en un texto, considerando el contexto en el que se generó y en el que se recibe.
- Evalúa un texto mediante la comparación de un contenido con el de otros, en función de sus conocimientos previos y nuevos.
- Valora el pensamiento lógico en el proceso comunicativo en su vida cotidiana y académica.
- Identificar e interpretar la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto.
- Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.
- Utiliza las tecnologías de la información y comunicación para investigar, resolver problemas, producir materiales y transmitir información.

Unidad de competencia:

Describe hechos y situaciones presentes y futuras, de manera oral y escrita, en situaciones de contexto personal, familiar y social.

Atributos a desarrollar en el bloque:

Durante el presente bloque se busca desarrollar los siguientes atributos de las competencias genéricas:

- 4.1 Expresa ideas y conceptos mediante representaciones lingüísticas, matemáticas o gráficas.
- 4.2 Aplica distintas estrategias comunicativas según quienes sean sus interlocutores, el contexto en el que se encuentra y los objetivos que persigue.
- 4.3 Identifica las ideas claves en un texto o discurso oral e infiere conclusiones a partir de ellas.
- 4.4 Se comunica en una segunda lengua en situaciones cotidianas.
- 4.5 Maneja las tecnologías de la información y la comunicación para obtener información y expresar ideas.
- 6.4 Estructura ideas y argumentos de manera clara, coherente y sintética.
- 7.1 Define metas y da seguimiento a sus procesos de construcción de conocimiento.
- 8.2 Aporta puntos de vista con apertura y considera los de otras personas de manera reflexiva.
- 10.3 Asume que el respeto de las diferencias es el principio de integración y de convivencia en los contextos local, nacional e internacional.

Time assigned: 15 hours.

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1

Didactic Sequence 1

Review what you know

» Start up activities

Activity 1

1. Read the text and answer the questions.

There is a Ban on texting while driving

A new law took effect at midnight of New Year's Day last Friday in Illinois, USA, banning residents who read or send text messages through a hand-held device. Drivers who want to text must put their vehicle on park or neutral while they stop in traffic or on the shoulder. The law also prohibits to read email or to surf the Internet, although it allows drivers to use GPS capabilities. Breaking this law is considered a primary offense, which means that law enforcement officers may pull violators over for it, it is similar to a seat belt violation.

Motorists also are prohibited to talk on their phones in a construction or school zone unless they use earphones. Truck drivers outside the six-county Chicago area now have a speed limit of 65 mph, increased from 55 mph. In additive on, injuring somebody while driving uninsured becomes a misdemeanor, punishable with up to a year in jail or a \$2,500 fine.

I think this law is beneficial and it will reduce the number of crucial road accidents, but it must be imposed efficiently by the authorities. I wish that this law takes place in underdeveloped countries.

Answer the following questions about the text.

1. ¿How many simple present sentences are there in the text?

2. ¿What tells you that the sentences are in simple present tense?

Write in your own words.

3. ¿Can you say in general what the text is about?

4. ¿What does this sentence mean? Injuring somebody while driving uninsured becomes a misdemeanor.

Vocabulary

Ban= an official prohibition or edict against something.

Take effect = come into force.

Shoulder = hard shoulder (side of the road)
pull someone over.

For something = stop someone in their car.

2. Write 10 new words that you don't know from the text and compare them with 3 of your classmates.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____



| EVALUATION | | | | | | |
|---|---|--|----|-----|---|--|
| Activity | 1 | Product: Diagnosis and Start up questionnaire. | | | Value: | |
| KNOWLEDGE | | | | | | |
| Factual | | Procedural | | | Attitude | |
| Comprehends and involves the use of simple present sentences to express truths and facts. | | Searches and understand general ideas in an exercise related to the topic. | | | Shows openness to feedback made by the teams. | |
| Co evaluation | | C | MC | NYC | Obtained value: | |
| | | | | | | |

► Development activities

General Review Simple Present and Simple Future:

GRAMMAR
simple present
tense

As you know we use the present simple for things that are true in general, or for things that happen sometimes or all the time:

She *likes* black tea.

I *start* work at 9 o'clock and finish at 5:30.

Water *boils* at 100 degrees Celsius.

We usually *visit* our friends on the weekend.

You perhaps remember that after *he/she/it* an "s" is added to the verb like in these examples:

She *speaks* excellent French.

He sometimes *calls* her "my darling".

It *makes* perfect sense to me.

When we want to make a negative sentence we use the following structure:
subject (*I/you/we/they*) + auxiliary verb (*don't*) + main verb (*infinitive*)

subject (*he/she/it*) + auxiliary verb (*doesn't*) + main verb (*infinitive*)
Examples:

I *don't speak* Chinese.

You *don't work* very hard.

She *doesn't call* me every day.

When we want to make a question we also use *do* after *I/you/we/they* and *does* after *he/she/it*:

Do you *speak* Chinese?

Does she *work* here?

What *do* you *do* for a living?

How *do* you usually *get to* work?



Exercises

3. Complete the sentences by underlining the correct verb form. Verify your answers with a classmate.

Weather & Currents Ocean Conditions

1. The water on the surface of the ocean (is) (be) warmer than at the bottom because it is heated by the sun.
2. in the tropical Pacific, winds generally (blow) (are blowing) in an easterly* direction.
3. These winds (push) (are pushing) the surface water toward the west.
4. The water (heats) (is heating up) more as it (moves) (is moving) west.
5. Along the coast of South America, the warm water (rises) (is rising) from below.
6. Deeper and colder water from the bottom of the ocean (is moving) (moves) up toward the surface away from the shore*.
7. This nutrient-rich water (supports) (is supporting) the large fish population commonly found in this area.
8. Because of ocean currents, Peruvian fishing grounds (is) (are) one of the five richest in the world.

Vocabulary:

*easterly = towards the East.

*shore (n.) = the land along the edge of a large area of water such as an ocean or lake.

*nutrients (n.)= what fish need to live (chemicals or food).

4. Write the sentences here.

5. Choose the verb to form simple present sentences.

1. She _____ four languages.

- a. speak
- b. speaks

2. Jane is a teacher. She _____ French.

- a. teach
- b. teaches

3. When the kettle _____, will you make some tea?

- a. boil
- b. boils

4. I always _____ the window at night because it is cold.

- a. close
- b. closes

5. Those shoes _____ too much.

- a. cost
- b. costs

6. The food in Japan is expensive. It _____ a lot to live there.

- a. cost
- b. costs

7. His job is great because he _____ a lot of people.

- a. meet
- b. meets

8. He always _____ his car on Sundays.

- a. wash
- b. washes

9. Her watch is broken and I _____ to fix it again.

- a. need
- b. needs

10. I _____ to go to the movie theater.

- a. love
- b. loves

11. I _____ to the cinema at least once a week.

- a. go
- b. goes

12. They never _____ tea in the morning.

- a. drink
- b. drinks

13. We both _____ to the radio in the morning.

- a. listen
- b. listens

14. He _____ a big wedding.

- a. want
- b. wants

15. George _____ too much so he's getting fat.

- a. eat
- b. eats

6. Write the short forms using apostrophe.

1. She is _____

2. They are _____

3. That is _____

4. We are not _____

5. I am not _____

6. You are _____

She is
they are
that is

are not
I am not
you are not

7. Write sentences for the pictures. Use these words.

afraid

angry

cold

hot

hungry

thirsty



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Activity 2

8. Read the text. Identify the sentences in present tense. Use the subject of the text to create a visual report. (cartoon, flash card, any other) about the subject.

El Niño - What is it anyway?

El Nino is an unusual warming of surface ocean waters in the eastern tropical Pacific. It is the pattern of reversing surface air pressure between the eastern and western tropical Pacific. When the surface pressure is high in the eastern tropical Pacific it is low in the western tropical Pacific. The ocean warming and pressure reversals happen at the same time. The name came from South American fisherman. El Nino is Spanish for "The Christ Child". This weather pattern comes about the time of the celebration of the birth of the Christ Child called Christmas.

Answer the questions about the text and give details and examples for each of these questions.

1. Where does the story take place?

2. When does the story take place?

3. Why is it important to know about this Text?

Vocabulary:

surface (n.) – the top layer of an area of water or land.

tropical (adj.) – coming from or existing in the hottest parts of the world near the equator.

pattern (n.) – the regular way something happens.

reversing (adj.) – changing direction; **reversals (n.)** – changes in direction.

air pressure (n.) – weather: a condition of air that affects Earth's atmosphere.

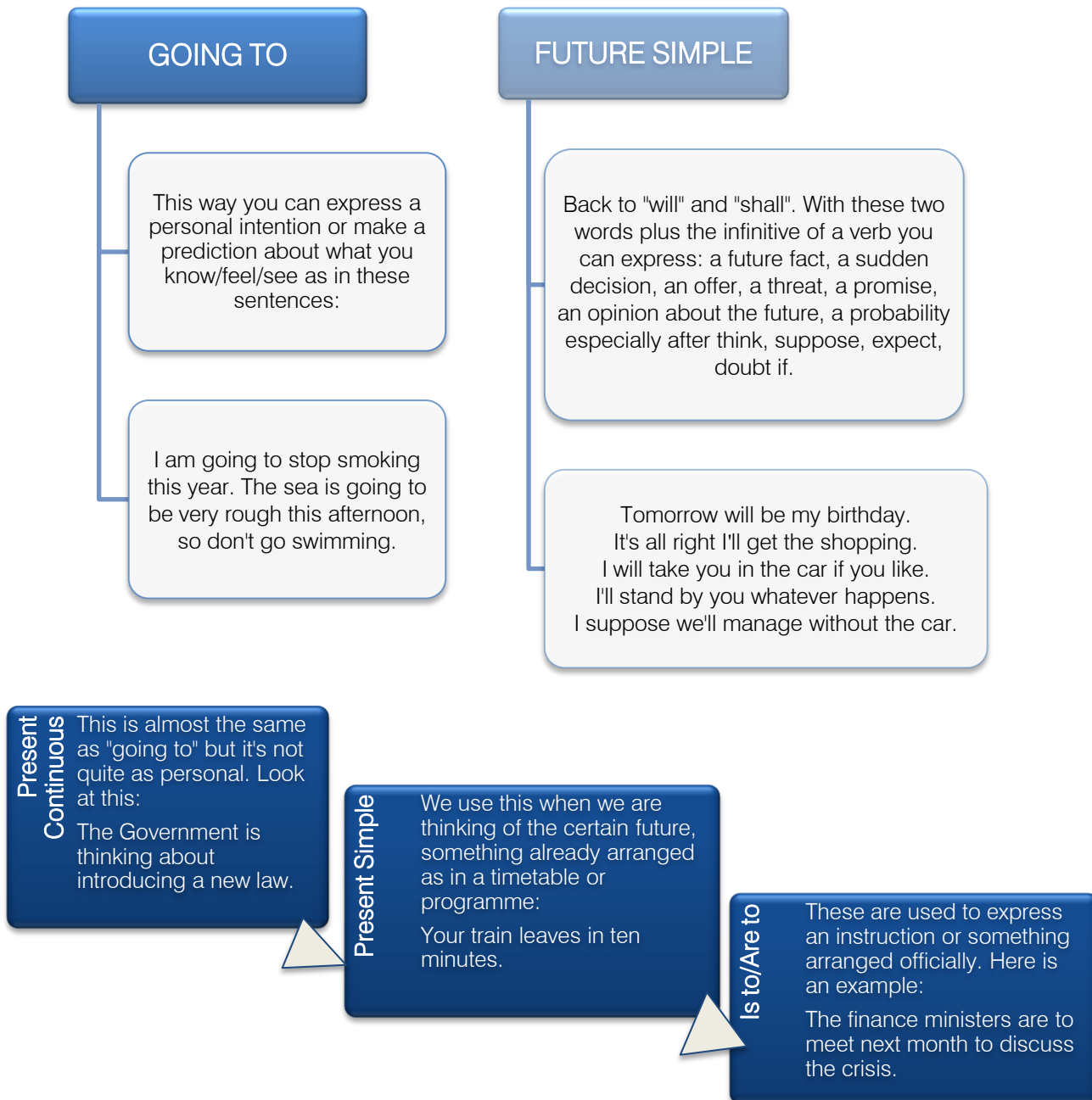


9. Draw a picture about the reading "El Niño - What is it anyway?"

| EVALUATION | | | | | | |
|--|---|--|----|-----|---|--|
| Activity | 2 | Product: Reading, answering questionnaire and picture drawing about lecture. | | | Value: | |
| KNOWLEDGE | | | | | | |
| Factual | | Procedural | | | Attitude | |
| Comprehends and involves the use of sentences to express truths and facts. | | Searches and understand general ideas in an exercise related to the lecture. | | | Shows openness to feedback made by the group. | |
| Auto evaluation | | C | MC | NYC | Obtained value: | |
| | | | | | | |

GRAMMAR

There is a common belief that the only way to express the future in English is to use the two little modal auxiliaries "will" and "shall". Sure they play a major part in this function but there are other ways too of expressing the future. Below you will see 6 ways of expressing the future. I won't call it the "future tense" because that restricts your thinking about how to talk or write about something that is not now but next:



Exercises

10. This exercise is to help you generate positive, negative and interrogative sentences, in the Future Simple. Use capital letters and punctuation.

Example

1. Make a sentence with only the words "call" and "I".

I will call you tonight.

2. Make a question with only "call" and "I".

3. Make a negative sentence with the words "call" and "I".

4. Make a sentence with only the words "give" and "you".

5. Make a question with the words "give" and "you".

6. Make a negative sentence using the words "give" and "you".

7. Make a sentence with only the words "use" and "she".

8. Make a question with only "use" and "she".

9. Make a negative sentence with the words "use" and "she".

10. Make a sentence with only the words "go" and "he".

11. Make a question with only "go" and "he".

12. Make a negative sentence with the words "go" and "he".

13. Make a sentence with only the words "close" and "it".

14. Make a question with only "close" and "it".

15. Make a negative sentence with the words "close" and "it".

11. Exercise in Future Simple (will).

Write positive sentences in Future. Use will.

Ana, Alfonso and Maria (help) _____ you.

I (get) _____ you a Diet Coke.

I think our classroom (win) _____ the competition.

Maybe Socorro (do) _____ a language course in Phoenix.

I (buy) _____ the tickets for the baseball game.

maybe he (do) _____ this homework for you.

we (stay) _____ at home tonight and watch TV.

Betty hopes that Marcos (cook) _____ dinner tonight.

I'm sure your parents (understand) _____ your problems.

We (go) _____ to the party this Friday after school.

12. Exercise in Future I Simple (will).

Put the verbs into the correct form (simple future). Use will.

Jimmy asked a psychic about his future. Here is what she told him:

You (earn) _____ a lot of money.

You (travel) _____ around the world.

You (meet) _____ lots of interesting people.

Everybody (admire) _____ you.

You (not / have) _____ any harms.

Many citizens (serve) _____ you.

They (anticipate) _____ your desires.

There (not / be) _____ anything left to wish for.

Everything (be) _____ perfect.

But all these things (happen) _____ if you walk down the aisle with me.



13. Create sentences using the words to form simple Future (will). After answering this exercise, check the following:

Did you get the spelling right?

Did you put in the full stop or question mark where required?

They / share / their sweets

Positive: _____

Negative: _____

Question: _____

He / pay / cash

Positive: _____

Negative: _____

Question: _____

I / close / the door

Positive: _____

Negative: _____

Question: _____

Tina / paint / a picture for us

Positive: _____

Negative: _____

Question: _____

John / dial / the number for you

Positive: _____

Negative: _____

Question: _____

Ben / break / the rules

Positive: _____

Negative: _____

Question: _____

They / send / us a postcard

Positive: _____

Negative: _____

Question: _____

She / trust / me

Positive: _____

Negative: _____

Question: _____

■ Closing activity

Activity 3

14. With the help of a partner (pair activity), prepare a mind map about the review of the simple present and simple future.



| EVALUATION | | | | | |
|---|---|--|----|-----|---|
| Activity | 3 | Product: Mind map. | | | Value: |
| KNOWLEDGE | | | | | |
| Factual | | Procedural | | | Attitude |
| Comprehends and involves the use of simple future sentences to express its correct use. | | Searches and understand general ideas in an exercise related to the topic. | | | Shows openness to feedback made by their peers. |
| Co evaluation | | C | MC | NYC | Obtained value: |
| | | | | | |

Didactic Sequence 2

If I go to an American City I will

►► Start up activity

1. Discuss with a partner what you would like to do in the course. Your partner will usually suggest watching a video, learning a new song, playing games, listening to stories, etc.

Write your partner's suggestions on this board.

Classmate name: _____

Classmate name: _____

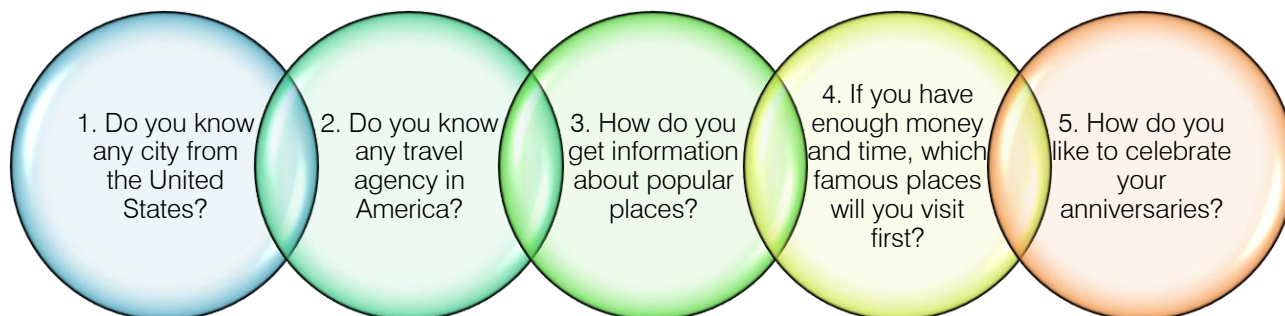
Classmate name: _____

Your signature

Date.

Activity 1

2. Now answer the questions in the globes.



1. _____

2. _____

3. _____

4. _____

5. _____

| EVALUATION | | | | | | |
|--|---|--|----|-----|--|--|
| Activity | 1 | Product: Questioner resolution | | | Value: | |
| KNOWLEDGE | | | | | | |
| Factual | | Procedural | | | Attitude | |
| Recognizes and reinforces vocabulary regarding the facts or universal truths, both work and study. | | Searches and understand general ideas in an exercise related to the topic. | | | Collaborates and shows openness with classmates in the activities made by the group. | |
| Auto evaluation | | C | MC | NYC | Obtained value: | |
| | | | | | | |

► Development activities

Practice the dialogue and Oral practice

Betty: Good afternoon.

Travel agent: Good afternoon. May I help you?

Betty: Oh yes, please. you see! It's my wedding anniversary next month and I want to surprise my husband with a wonderful vacation plan. Would you recommend some famous places?

Travel agent: Of course. Let's see! Ok! If you go to Europe, you'll have a wonderful time for your wedding anniversary. If you go to London, you can go to Buckingham Palace and you might even see the Queen's guards there. If you go to France, you can go to a sidewalk cafe and drink cafe au lait or French wine with your husband and...

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

Travel agent: Oh! You want to stay in the U. S. that will be easier. If you go to California, you might go to "Lassen Volcanic National Park" or "Disneyland".

Betty: Lassen Volcanic National Park? What will I see if I go to that Park?

Travel agent: If you go to Lassen Volcanic National Park, you'll see many wonderful things. Nestled within Lassen's peaceful mountain forests you will find that hissing fumaroles and boiling mud pots still shape and change the land. Giant trees, mountains, bears....

Betty: But, I don't like bears.

Travel agent: don't worry here is your other option. If you go to Disneyland, you won't see any bears. You'll see Mickey Mouse. Isn't that interesting? Well, if you have children...

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

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

Betty: Well, I like skiing.

Travel agent: If you like skiing, you can go to Colorado.

Betty: But my husband doesn't like skiing.

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

Betty: He likes fishing.

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

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

Learn these
Vocabulary words you
will need them later.

Wedding anniversary
surprise cruise
honeymoon hula
dance relive
leis.



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

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

Travel agent: Well, this is your wedding anniversary. You can experience again your romantic honeymoon if you go there again.

Betty: Oh! yes, that sounds good. I just love hula dances, and we can go surfing. That is a great idea I just love it. It's perfect. We'll go to Hawaii.

1. Comprehension.

What kind of trip will it be?

If you go to London, what place can you go to?

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

If you go to Disneyland, what will you see?

What can you enjoy if you go to Colorado?

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

What can you see, if you go to Hawaii?

Which place did the woman decide to go to for her wedding anniversary?



Activity 2

2. Answer the questions about the sentences related to the text.

If you go to Europe, you'll have a wonderful time.

If you go to London, you might see the Queen's guards.

If you go to France, you can drink coffee at a sidewalk cafe.

1. What do these sentences talk about?

2. What do you like to do on Vacations?

3. Would you like to go to Europe? where?

4. What does "you might see the Queen's guards" mean?

5. What else can you see if you go to France?

6. Which is your dream vacation location?



| EVALUATION | | | | | | |
|---|---|--|----|-----|---------------------------------------|--|
| Activity | 2 | Product: dialogue listening, reading and sentence comprehension. | | | Value: | |
| KNOWLEDGE | | | | | | |
| Factual | | Procedural | | | Attitude | |
| Understands, acknowledges and consolidates vocabulary, the use of conditionals to express truths, facts and relationships of cause and effect | | Recognizes important data segments in a conversation or hearing related to the activity. | | | Dialogues with respect and tolerance. | |
| Auto evaluation | | C | MC | NYC | Obtained value: | |
| | | | | | | |

Oral practice

Activity 3

3. Answer the questions about the sentences related to a place you know or like to visit.

If you go to _____, you'll have a wonderful time.

If you go to _____, you might see people _____.

If you go to _____, you can drink _____ at _____.

Read the sentences to a classmate and ask him or her questions. Write his or her answers.

What do these sentences talk about?

A: _____.

would you like to go to _____?

A: _____.

What does "you might see people _____" mean?

A: _____.

What else can you see if you go to _____?

A: _____.

Which is your dream vacation location? A: _____.



| EVALUATION | | | | | | |
|---|---|--|----|-----|---------------------------------------|--|
| Activity | 3 | Product: oral practice, reading and sentence comprehension. | | | Value: | |
| KNOWLEDGE | | | | | | |
| Factual | | Procedural | | | Attitude | |
| Understands, acknowledges and consolidates vocabulary, the use of conditionals to express truths, facts and relationships of cause and effect | | Recognizes important data segments in a conversation or hearing related to the activity. | | | Dialogues with respect and tolerance. | |
| Auto evaluation | | C | MC | NYC | Obtained value: | |
| | | | | | | |

Grammar

Pay attention to your teacher's explanation. Take notes.

Study the grammar box

FIRST CONDITIONAL

We use the first conditional to talk about actions and their consequences

- If you walk 5 km every day, you will be fit.
- If you don't eat correctly, you won't be healthy.

Complete the rule:
If + infinitive or 3rd. person) + will/won't
If + _____ + simple future
add a comma after if sentence

Write the rule here with your own words:



Listen to your teacher and repeat.

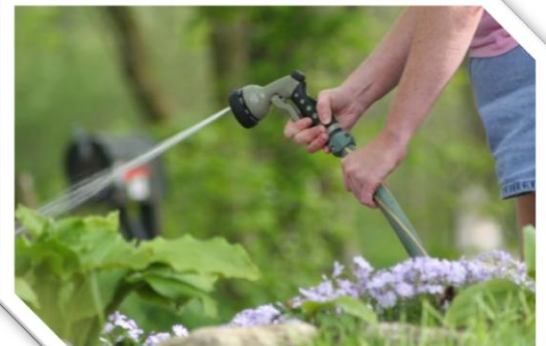
If it rains, we can't go fishing.

Go fishing: If it rains, we can't go fishing.

Go hiking: If it rains, we can't go hiking.

Now use these options. Follow your teacher.

- go hiking.
- go swimming.
- go jogging.
- go on a picnic.
- work in the garden.



Activity 4

Check the grammar in teams of 4, read the following exercise about conditional grammar rules and with the help of your teacher answer the sentences. Some of them are already answered.

Which sentence part known as conditional clause tells us? Condition.

Then which word introduces a condition? If

What does the main clause do? It tells us the result if the condition happens. It is called a result clause.

Which is the verb in the conditional clause? _____

Which tense is the verb? It takes simple present tense.

which is the verb in the main clause? _____

Which tense is the verb? It takes future tense.

What does the comma after the if-clause do? It is used as a pause.

How many clauses do you read in the globes? _____

Which is the main clause for globe 3? _____

Which is the conditional clause for globe 1? _____

If I go to Europe,
I'll visit London.

If I go to Europe, I'll
have a wonderful
time.

If I go to Europe,
I'll have a
wonderful time.

If I go to Europe, I'll see
Buckingham Palace.

So, negation can be expressed in three ways.

(+) condition, (-) result

(-) condition, (+) result

(-) condition, (-) result

If I eat a lot, I won't feel good.

if I don't go out tonight, I will wake up early.

If I don't study hard, I won't pass the exam.

| EVALUATION | | | | | | |
|--|---|--|----|-----|---|--|
| Activity | 4 | Product: Questionnaire Analysis. | | | Value: | |
| KNOWLEDGE | | | | | | |
| Factual | | Procedural | | | Attitude | |
| Comprehends and involves the use of conditional sentences. | | Searches and understand general ideas in an exercise related to the topic. | | | Shows openness to feedback made in teams. | |
| Co evaluation | | C | MC | NYC | Obtained value: | |
| | | | | | | |

5. Match up the two halves to complete conditional sentences. Write the option you choose in the parenthesis.

- () 1. If you sell more than you did last year
a) he'll be out on his ear.
b) I'll buy you a new car.
c) you'll soon be on your way
d) you'll be in big trouble.
- () 2. If you take my advice
a) Concorde is faster than a 747.
b) I'll buy two.
c) you'll keep a tighter control on what Jerome gets up to.
d) you'll be in big trouble.
- () 3. If he doesn't accept our offer
a) we'll have to withdraw. that's the most we can afford to pay.
b) your job here will be quite safe.
c) he'll be out on his ear.
d) you'll be in big trouble.
- () 4. If you give me a 10 % discount
a) you'll soon be on your way
b) your job here will be quite safe.
c) I'll buy two.
d) you'll be in big trouble.
- () 5. If sales don't improve soon
a) we'll have to lay off some workers
b) your job here will be quite safe.
c) I'll buy two.
d) you'll keep a tighter control on what Jerome gets up to.
- () 6. If the report isn't on my desk tomorrow morning
a) you'll be in big trouble.
b) your job here will be quite safe.
c) we'll have to lay off some workers.
d) he'll be out on his ear.
- () 7. If Nick doesn't mend his ways soon
a) you'll soon be on your way.
b) your job here will be quite safe.
c) you'll be in big trouble.
d) he'll be out on his ear.
- () 8. If I see you standing around the coffee machine talking again
a) you'll be in big trouble.
b) your job here will be quite safe.
c) we'll have to lay off some workers.
d) he'll be out on his ear.
- () 9. If you don't make the grade here
a) your job here will be quite safe.
b) you'll soon be on your way.
c) we'll have to lay off some workers.
d) he'll be out on his ear.
- () 10. Unless you do something really bad
a) your job here will be quite safe.
b) you'll soon be on your way.
c) you'll be in big trouble.
d) he'll be out on his ear.

Activity 5

6. Choose a classmate and ask him/her these questions.

What will I see if I go to your City?

TIP:

Answer your partner using conditional if-clauses. For example,

If you go to my country, you'll see kangaroos.

If you go to Japan, you can visit Tokyo.

Switch your roles and ask your partner the same questions.

Take notes while you are listening. You'll need the notes to do this work.

What might I need if I go to your neighborhood?

What can I do if I go to your school?

| EVALUATION | | | | | | |
|--|---|--|----|-----|---|--|
| Activity | 5 | Product: oral and written exercise. | | | Value: | |
| KNOWLEDGE | | | | | | |
| Factual | | Procedural | | | Attitude | |
| Comprehends and involves the use of conditional sentences, | | Searches and understand general ideas in the exercise topic. | | | Shows openness to feedback made by their peers. | |
| Co evaluation | | C | MC | NYC | Obtained value: | |
| | | | | | | |

Exercises

7. This exercise helps you practice making First Conditional sentences. These are the "if" sentences which are very likely or probable. If you want to review them first, please go to the grammar explanation section.

Your task is to put the word in the right tense for each sentence, don't forget to use commas where needed.

Example:

Use the words: drive & go

If I drive to Seattle this afternoon, I will go to Pike Place Market.

1) Use the word: begin

If the class _____ at 9:00 we will be on time.

2) Use the word: call

If the client _____ I'll tell her you'll contact her on Tuesday.

3) Use the word: fix

If you notify us of any problems by 11:30 a.m. we _____ them the same day.

4) Use the word: increase

If you approve this studying strategy your grades _____ dramatically.

5) Use the word: learn

Your classmates _____ all they need to know about the plan if you send them to this schooling session.

6) Use the words: meet & give

If I _____ with the client tomorrow I _____ him your card.

7) Use the words: do & produce

Your group _____ better grades if you _____ better homework.

8) Use the words: think & succeed

If you _____ positively you _____.

9) Use the words: use & "be"

If you _____ biodegradable products it _____ better for the environment.

10) Use the words: see & visit

We _____ Mr. Johnson if we _____ the factory.

8. Fill in the lines using the verb in parenthesis. Three sentences need a **negative** verb and watch out for the third person S.

IF + PRESENT SIMPLE, WILL + INFINITIVE
WILL + INFINITIVE + IF + PRESENT SIMPLE

1. If Carlos _____ late again, the baseball coach will be furious. (to arrive)
2. You'll be sorry if you _____ for your exams. (to revise)
3. We _____ if the weather's good. (to go)
4. They _____ you if you wear a wig and dark glasses. (to recognize)
5. If the bus _____ on time, I won't miss the game. (to be)
6. If you _____ your homework now, you'll be free all tomorrow. (to do)
7. We _____ out if there's no food at home. (to eat)
8. You'll find life much easier if you _____ more often. (to smile)
9. If it's hot, we _____ for a swim. (to go)
10. You'll do it better if you _____ more time over it. (to take)
11. If he _____ practicing, he'll get better. (to keep)
12. Mom will be very sad if Jose _____ Mother's Day again. (to forget)
13. I _____ so happy if I pass the oral exam. (to be)
14. You'll be really tired tomorrow if you _____ to bed soon. (to go)
15. The delegate _____ the election if he continues to ignore public opinion. (to lose)
16. If the "Naranjeros" team wins the baseball championship, I _____ my hair blue. (to dye)
17. If Fernando _____ you a bike, you can come with us. (to lend)

9. The following sentences talk about the future. Fill in the blanks with the correct form of the verb in parentheses.

1. If it rains, I _____ (stay) home.
2. If you _____ (go) to Europe, you _____ (have) fun.
3. He _____ (see) the Queen's guards if he _____ (go) to Buckingham Palace.
4. We _____ (not go) on a picnic if it rains.
5. If she _____ (not like) spicy food, she _____ (not cook) chili.

10. Use the words in parenthesis to form first (real) conditional negative sentences.

1. If you _____ (not study), you _____ (fail) the test.
2. We _____ (die) if we _____ (not get) help soon!
3. If you _____ (look) in the fridge, you _____ (find) some cold drinks.
4. If there _____ (be) no oil in the engine, the car _____ (break) down.
5. I _____ (lend) you my umbrella if you _____ (need) it.
6. The sea level _____ (rise) if the planet _____ (get) hotter.
7. If you _____ (eat) your sandwiches now, you _____ (have) anything for lunch!
8. You _____ (be) safe in an accident if you _____ (wear) your seatbelt.
9. If he _____ (save) all his money, he _____ (be able to go) on holiday to Canada.
10. I _____ (not come) with you if you _____ (not bring) John!

11. Change the following sentences to negative conditions and results.

If Susan likes skiing, she'll go to Colorado.

If I go to Hawaii, I'll take a cruise on the sea.

If John visits England, he'll visit London.

If it's sunny, I'll wear my sunglasses.

If Jack likes dancing, he'll go to the dance party this evening.

12. Complete the following sentences with an appropriate result (Will) or if-clause.

If my friends come to my house, _____.

I can go shopping to Walt Mart _____.

If I have time, _____.

I'll miss my classmates and my teachers _____.

I'll go to my country _____.

I'll make delicious food _____.

13. Write a paragraph describing what you can do, what you will see and what you might need if you visit a friend's state, city, home, or school. Give your paragraph a title. Use if-clauses and result clauses (will) in your paragraph. Example:

Partner's city/state: _____

Title:

Partner's name: _____

If I go to Greece, I can eat delicious Gyros and try Moussaka. I will see many rice field and mountains if I go to Greece. I might need a lot of money if I go to Greece.

Partner's name: _____

14. Match the two columns. Write the letter in the parenthesis.

- () 1. If it rains,
- () 2. If you promise to do it,
- () 3. If she calls me,
- () 4. If she is here,
- () 5. If he studies,
- () 6. If he eats too much,
- () 7. If I hate it,
- () 8. If we have money,

- a) tell her to leave a message.
- b) I'll stay at home.
- c) she'll know what to do.
- d) I won't do it.
- e) I'll help you with the work.
- f) we'll buy a bigger house.
- g) he'll pass the course.
- h) he won't lose weight now.

Activity 6

15. Listen and identify all the sentences using first conditional in the following song. Underline them as in the example.

"I'll Sail This Ship Alone"

By The Beautiful South.

If, if you choose that we will always lose (first conditional)

well then I'll sail this ship alone

And if, if you decide to give him another try

Well then I'll sail this ship alone well they said

If I wrote the perfect love song you would take

Me back well I wrote it but I lost it

And now will you take me back anyway

Now if, if you insist that this is for the best

Well then I'll sail this ship alone and if, if you swear that

you no longer care well then I'll sail this ship alone I'll sail

this ship alone

Between the pain and the pleasure

I'll sail this ship alone

Amongst the sharks and the treasure

If you would rather go your way, then go your way

I'll sail this ship alone

If, if you're afraid that I won't make the grade

Well then I'll sail this ship alone

And if, if you agree to him instead of me

Well then I'll sail this ship alone

Well they said if I wrote the perfect letter

That I would have a chance

Well I wrote it, and you burnt it

And now do I have a chance anyway

If, if you swear that you no longer care

Well then I'll sail this ship alone

I'll sail this ship alone

Between the pain and the pleasure

I'll sail this ship alone

Amongst the sharks and the treasure

If you would rather go your way, then go
your way

I'll sail this ship alone

Well they said if I burnt myself alive

That you'd come running back.

Divide the first conditional sentences from the song between conditionals clause and resultant clause.

Example.

| Conditional clause | Resultant clause |
|--------------------|---------------------|
| If you choose that | We will always lose |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

| EVALUATION | | | | |
|--|---|---|--------|---|
| Activity | 6 | Product: Song listening and sentence practices. | Value: | |
| KNOWLEDGE | | | | |
| Factual | Procedural | | | Attitude |
| Recognizes, understands and strengthens vocabulary related to fun activities as well as the use of conditionals. | Recognizes important data segments in a song or hearing related to conditional sentences. | | | Collaborates with classmates in the classroom activity. |
| Auto evaluation | C | MC | NYC | Obtained value: |
| | | | | |

First conditional Exercises

Activity 7

16. Complete the sentences with the correct form of the verbs in brackets.

- a. We will pass (approve) the examination if we study hard.
- b. If you _____ (go) to see Avatar, you will have a good time.
- c. If he _____ (play) baseball, he will live longer.
- d. She _____ (not be) an Engineer if she doesn't go to university.
- e. They _____ (call) us if we give them our phone number.
- f. If we _____ (not solve) the problem, we won't get the trophy.

17. Complete the sentences with the correct form of the verbs in brackets.

- a. If we (not go) now, we (miss) the bus.

If we don't go now, we will miss the bus.

- b. You (be) tired if you (not sleep).

- c. If the Spanish team (get) to the final match, they (be) the World Champions.

- d. If you (help) me, I (give) you a lot of money.

- e. If we (sing) some carols, they (be) happy.

- f. They (read) the whole essay if they (like) it.

18. Write sentences using the first conditional.

a. the weather / be good we / go /to the beach tomorrow.

If the weather is good, we will go to the beach tomorrow.

b. you / go / to school on foot you / be / late.

c. I / have / money I / buy / you a present.

d. I / do / my homework I / find / my notebook.

e. My mom / give / me five dollars I / do / the washing-up.

f. We / spend / our holidays in Hermosillo we / visit / my family.

19. Complete the sentences by choosing verbs from the list and putting them in the correct form.

1. If I _____ to Alamos, I _____ my aunt.

2. If she _____ hard, she _____ her exams.

3. If they _____ early, _____ you _____ them to wait?

4. If he _____ to the party tonight, _____ he _____ a friend?

5. If I _____ enough money, I _____ that rain coat!

6. She _____ angry, if you _____ that!

7. I _____ to the doctor tomorrow, if I _____ worse.

8. Lorenia! If you (not) _____ your homework, I _____ your father!

9. _____ you _____ the phone if it _____?

10. If it _____ tomorrow, we (not) _____ to Kino beach.

| | | | |
|----|--------|--------|-------|
| 1 | go | will | visit |
| 2 | works | will | pass |
| 3 | arrive | will | ask |
| 4 | goes | will | bring |
| 5 | have | will | buy |
| 6 | will | be | do |
| 7 | will | go | feel |
| 8 | don't | do | tell |
| 9 | will | answer | rings |
| 10 | rains | won't | go |

20. Complete the following superstitions by choosing phrases from the table.

| | | | | | | | |
|-------------|-----------|-----------|----------|---------|-------------|----------------|-------------|
| a black cat | all year | a mirror | an old | shoe | dark hair | four potatoes | bad luck |
| some money | some salt | some wine | the baby | the sky | the weather | your left hand | seven years |

If you see _____, _____ will be fine tomorrow.

If you spill _____, you'll get _____ soon.

If _____ is red this evening, you'll have _____.

If your first visitor in the New Year has _____, throw _____ over your shoulder.

If _____ itches, you'll have _____ bad luck.

If you break _____, you'll not have good luck _____.

21. Complete the sentences by using IF and WILL by choosing the correct verb form from the parenthesis.

1. _____ I _____ (get / will get) enough money, I _____ (travel / 'll travel) round the world.

2. _____ it _____ (rains / will rain) this afternoon, we _____ (stay / 'll stay) at home.

3. I _____ (close / 'll close) the curtains _____ it _____ (gets / will get) dark.

4. _____ I (get / 'll get) older _____ I _____ (stop / 'll stop) playing soccer.

5. _____ You _____ (go/will go) home now, the game _____ ('s / 'll be) finished.

6. _____ She _____ (get off/ 'll get off) the bus quickly, it _____ (stops / 'll stop).

7. _____ you _____ (say / 'll say) that again, I _____ (hit / 'll hit) you.

8. _____ I _____ (go / 'll go) to bed tonight, I _____ (dream / 'll dream) about you.

9. _____ you _____ (are / 'll be) in this classroom next year, I hope you _____ (come / 'll come) and see us.

22. Complete the first conditional sentences.

1. Alfred doesn't do much sport. If he _____ (do) more sport, he _____ (be) much thinner.
2. Look at those clouds. If it _____ (rain), we _____ (get) wet.
3. The bus is late. If it _____ (not arrive) soon, we _____ (get) delay at home.
4. My sister Enedina is very clever. If I _____ (work) harder, I _____ (be) as clever as my sister.
5. I'm really tired. If I _____ (not be) tired, I _____ (come) and visit you.
6. Lucy usually does the cooking at home. If she _____ (cook) tonight, we _____ (have) Onion soup.
7. It's only a short drive. If we _____ (get) there before lunchtime, we _____ (have) time to go shopping.
8. If You _____ (ask) me out, I _____ (be) your new girlfriend.

23. Choose and write the correct option on the line.

1. She _____ completely different if he combs her hair.

- a) will look
- b) looks
- c) is look
- d) look

2. If you _____ an apple every day, you'll be very healthy.

- a) eat
- b) is eat
- c) will eat
- d) will

3. If you don't put so much sugar in your coffee, you _____ so much weight!

- a) won't put on
- b) isn't put on
- c) don't put on
- d) what not put on

4. You _____ heart disease if you eat too much red meat.

- a) get will
- b) get
- c) where is
- d) will get

5. You won't pass the test if you _____.

- a) isn't study
- b) don't study
- c) will study
- d) won't study

6. If a dog _____ into your garden, it _____ all your plants.

- a) will get / tears apart
- b) tearing apart / won't get
- c) gets / will tear apart
- d) will / tears apart

7. You _____ better if you turn on the lamp.

- a) will see
- b) to see will
- c) are to see
- d) see to are

8. If we don't protect the whitetail deer, it _____ extinct.

- a) will become
- b) become won't
- c) becomes
- d) be will

9. If I _____ some eggs, how many _____?

- a) cook / will you eat
- b) does you eat / cooks
- c) will cook / do you eat
- d) do cook / will she eat

10. You'll pay higher cover if you _____ a sports car.

- a) buy
- b) buys
- c) will buy
- d) buy will

24. Read each sentence and underline if it is: not a conditional one, first conditional, simple present or simple future.

1 - If I drink tea in the morning, it makes me feel sick.

Not a conditional
First Condition
Simple present
Simple future

2 - I'll tell her if she comes.

Not a conditional
First Condition
Simple present
Simple future

3 - I'll help if you go there.

Not a conditional
First Condition
Simple present
Simple future

4 - If he's there, can you tell him that I really need to speak to him?

Not a conditional
First Condition
Simple present
Simple future

5 - If I have the money, I'll buy it as soon as possible.

Not a conditional
First Condition
Simple present
Simple future

6 - If I have the time, I'll help you.

Not a conditional
First Condition
Simple present
Simple future

7 - I will handle things differently if I'm in charge.

Not a conditional
First Condition
Simple present
Simple future

8 - Water boils if you heat it to a hundred degrees Celsius.

Not a conditional
First Condition
Simple present
Simple future

9 - If she tries harder, she will succeed.

Not a conditional
First Condition
Simple present
Simple future

10 - If you work hard enough, you will pass the semester.

Not a conditional
First Condition
Simple present
Simple future

11 - If we fail, who will be responsible?

Not a conditional
First Condition
Simple present
Simple future

12 - She will call. Report back to us all.

Not a conditional
First Condition
Simple present
Simple future

13 - If he studies at a good college, he will have a better job opportunity.

Not a conditional
First Condition
Simple present
Simple future

14 - If you ever need help, just ask me.

Not a conditional
First Condition
Simple present
Simple future

15 - I will be surprise if it rains tomorrow.

Not a conditional
First Condition
Simple present
Simple future

16 - If anyone complains, we won't deal with it.

Not a conditional
First Condition
Simple present
Simple future



| EVALUATION | | | | | | |
|---|---|---|----|--|-----------------|--|
| Activity | 7 | Product: Exercises resolution. | | Value: | | |
| KNOWLEDGE | | | | | | |
| Factual | | Procedural | | Attitude | | |
| Understands and involves the use of conditional or "IF" + present simple + future simple to express truths and facts. | | Uses assertively grammatical referents in the exercises performed | | Performs the work in order and behaves correctly in the classroom. | | |
| Co evaluation | | C | MC | NYC | Obtained value: | |
| | | | | | | |

Activity 8

25. Choose three of the clauses below and tell your partner the whole sentence with three options (a, b and c) the one true option that is written there and the two false options you have made up. Your teacher will tell you if you should write them down first and read them out or just do it as a speaking activity.

1. If you count the number of days between the first snow and Xmas Day, that will tell you
 - a) How many snowy days there will be that winter?
 - b) _____
 - c) _____

2. If the fourth of January is rainy, that means that April (the 4th month) will
 - a) _____
 - b) be rainy too.
 - c) _____

3. If you take a bath on Xmas day,
 - a) You will stay clean all year.
 - b) _____
 - c) _____

4. If the first person to enter the house after midnight on New Year is carrying some coal, this means your family
 - a) Will be warm
 - b) _____
 - c) _____

5. If you cut your animals to make them bleed, they will
 - a) Be healthy in the New Year
 - b) _____
 - c) _____

6. If you don't pay back your bank loans before New Year, you will
 - a) _____
 - b) _____
 - c) Be in debt all year

7. If you pour beer into the sea,
 a) The fishing will be better in the New Year
 b) _____
 c) _____
8. Dogs that howl on Xmas Eve will
 a) Go crazy
 b) _____
 c) _____
9. If you are born on Xmas Day, you will never
 a) _____
 b) _____
 c) Meet a ghost



| EVALUATION | | | | | |
|---|---|---|----|-----|--|
| Activity | 8 | Product: written and oral practice. | | | Value: |
| KNOWLEDGE | | | | | |
| Factual | | Procedural | | | Attitude |
| Understands and involves the use of conditional or "IF" + present simple + future simple to express truths and facts. | | Uses assertively grammatical referents in the exercises performed | | | Performs the work in order and behaves correctly in the classroom. |
| Co evaluation | | C | MC | NYC | Obtained value: |
| | | | | | |

Grammar Unless = if ... not

This is a good example of a 'rule of thumb' (one that is easy to remember and apply, but which is only a part of the whole story). Better to think of *unless* as meaning "except if...; except under these circumstances..." So:



- I'll be at your place at 9.00, unless [= except if] the bus is late.
- The front room was never used, unless [= except if] we had important visitors.

In the first sentence there is only one reason why he or she might be prevented from being at your place at 9.00, and that would be the bus being late. This is what we mean when we say "A will happen if it's not stopped by B." The same happens in the second sentence, there is only one circumstance when the front room is use: "when we had important visitors".

But *unless* is unlikely here:

I'll be angry if the bus isn't on time.

In this sentence the bus not being on time is the reason for "my being angry". That is what we mean when we say "A will result from something not happening". The following sentence:
I'll be angry unless [= except if] the bus is on time.
means: the only thing that will prevent me from being angry is the bus being on time – which sounds strange to say the least.

Here are some more examples like that, where *unless* isn't possible:

- If you don't like it, you can leave.
- If she wasn't so bossy, she'd be quite nice.
- If I didn't know a word, I'd look it up.

unless you
listen, you
can't hear



26. Here is an exercise that attempts to discriminate between these two meanings of if...not. Which of these sentences could you re-write with unless?

1. If you don't have an umbrella, I'll lend you mine.

2. If you don't take an umbrella, you'll get wet.

3. He'll fail his exam if he doesn't study.

4. I'll be very disappointed if he doesn't study.

5. Will it be all right if I don't wear a tie?

6. They won't let you in if you don't wear a tie.

7. If it doesn't rain in August the will be happy.

8. If it doesn't rain this August, there will be water shortages.

9. My family never travels if they don't really have to.

10. You'll sleep better if you don't drink coffee before bed.

Answers:

You can substitute if...not with unless in sentences 2, 3, 6, 8 and 9.

Notice how unless seems often to occur in the context of bad or unfortunate things happening:
(is this perhaps a clue to how it's used – and a possible - more reliable – 'rule of thumb'?)

...she would be fired from work unless she resigned from the post.

...threatened with violence unless she did as she was told.

...is threatening to go to the union unless he is compensated.

...go home tonight unless her boss seeks an extended detention.



27. Complete the sentences, use If / unless.

1. (if/ unless) he advertises in the newspaper he will sell a lot of goods.

2. (if /unless) I'm mistaken, that's certainly Mr. Luna.

3. (if /unless) it's very cold, we probably Won't have snow.

4. (if /unless) Mr. Loris comes to visit us we won't have a party.

5. (if /unless) you use high quality material, you can't build a good house.

6. (if /unless) you finish work early, we can play tennis.

7. (if /unless) you don't keep your promises, you'll lose your friends.

8. (if unless) you study hard, you won't get a scholarship.

9. (if unless) you tell me what you want I can get it for you.

10. (if unless) you think about it you will make the right decision.

28. Unscramble the words in column A and match them to the parenthesis in column B. Write the letter in the parenthesis.

A

1. tae ()

2. ehva ()

3. psas ()

4. uyb ()

5. atrst ()

6. eltl ()

7. esva ()

8. eb ()

9. eb ()

10. avhe ()

B

a) If the question _____ difficult, we can ask the teacher.

b) Lee will go to Disneyland if he _____ enough money.

c) If I _____ a lottery ticket, I might win the lottery.

d) My friend usually walks to school if he _____ enough time.

e) If the movie _____ at eight, we will be late!

f) We can go waterskiing if Jeff's boat _____ gas.

g) The class will have a party if the students all _____ their tests.

h) If there _____ milk in the refrigerator, I'll have milk with my cake.

i) If my sister _____ all of the cake, I will get angry.

m) My mother always punishes my sister if she _____ a lie.

29. Choose the correct word.

- () 1 - ____ you are caught drinking and driving, you will lose your license.
a) If.
b) Unless.
c) Both can be use here.
- () 2 - ____ you stop smoking, you'll be seriously ill.
a) If.
b) Unless.
c) Both can be use here.
- () 3 - I won't be able to do it ____ you help me.
a) If.
b) Unless.
c) Both can be use here.
- () 4 - ____ you stop making that noise, I'll call the police.
a) If.
b) Unless.
c) Both can be use here.
- () 5 - ____ you're late, I'll leave without you.
a) If.
b) Unless.
c) Both can be use here.
- () 6 - ____ he gets caught, he'll make a fortune.
a) If.
b) Unless.
c) Both can be use here.
- () 7 - ____ he gets caught, he'll go to jail.
a) If.
b) Unless.
c) Both can be use here.
- () 8 - I won't do it ____ you agree to help me; I'm not doing it alone.
a) If.
b) Unless.
c) Both can be use here.
- () 9 - ____ she pays up, we're going to be in real trouble.
a) If.
b) Unless.
c) Both can be use here.
- () 10 - ____ we get the check today, we must bank it.
a) If.
b) Unless.
c) Both can be use here.
- () 11 - She'll never agree to that ____ you accept her suggestions.
a) If.
b) Unless.
c) Both can be use here.
- () 12 - ____ they're late again, I'll be furious.
a) If.
b) Unless.
c) Both can be use here.
- () 13 - I don't want to go out ____ it's raining- I hate getting wet.
a) If.
b) Unless.
c) Both can be use here.
- () 14 - We'll be in trouble ____ it goes wrong.
a) If.
b) Unless.
c) Both can be use here.



■ Closing activity

Activity 9

30. After you study the conditionals, make the following:

PRESENTATION

This activity can be done either in a face-to-face class or via online activities on MSN, Skype or a chat room (tiny chat, for instance). Keep in mind that this activity can be carried out in your own classroom, in a computer lab or 100% online; that will depend on your school conveniences.



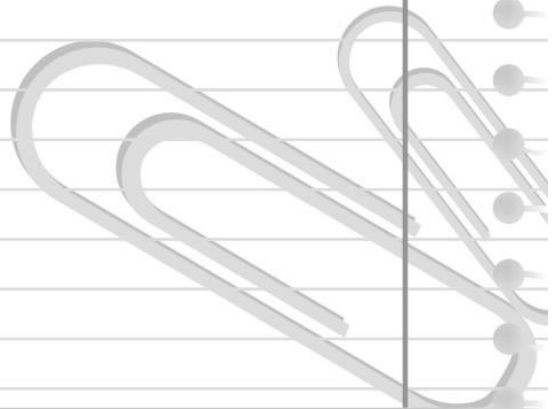
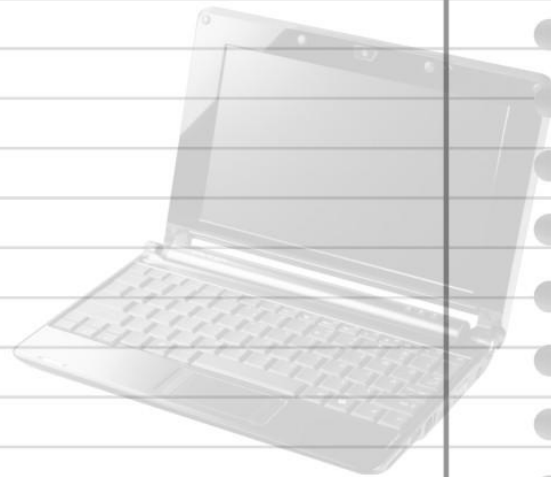
1. Do some example sentences using the first conditional and create an oral presentation.
2. Surf the Web to find a good image or photograph to illustrate your example sentences. As soon as you find one appropriate picture, you can post them in your sentences; add a comment and a link to the image if you are working on line or to your work for class.
3. Finally, find a video based on your work to generate the discussion about the sentences.
4. As a final point, comment on the group's production on a blog created for the class and/or with the help of your teacher (on Blogger, for instance) don't forget to feedback this activity on class at the end.

| ORAL PRESENTATION. | | |
|--------------------|-------------|-----------------|
| Evaluation | Max. Value. | Student points. |
| Fluency | 2 | |
| Pronunciation | 2 | |
| Voice level | 1 | |
| Attitude | 2 | |
| Total | 7 | |

| PRESENTATION. | | |
|------------------|-------------|-----------------|
| Evaluation | Max. Value. | Student points. |
| Presentation | 2 | |
| Creativity | 3 | |
| photos use | 6 | |
| photos or images | 2 | |
| Total | 13 | |

| EVALUATION | | | | | | |
|---|---|---|----|-----|--|--|
| Activity | 9 | Product: Blog class creation. | | | Value: | |
| KNOWLEDGE | | | | | | |
| Factual | | Procedural | | | Attitude | |
| Comprehends and involves the use of conditional sentences to express truths and facts about cause and effect. | | Shows creativity in writing and in the oral presentation. | | | Performs the work in order and behaves correctly in the classroom. | |
| Auto evaluation | | C | MC | NYC | Obtained value: | |
| | | | | | | |

NOTES





COMPARES HABITS AND ROUTINES IN THE PAST WITH PRESENT ONES

Competencias Disciplinarias básicas:

- Identifica, ordena e interpreta las ideas, datos y conceptos explícitos e implícitos en un texto, considerando el contexto en el que se generó y en el que se recibe.
- Evalúa un texto mediante la comparación de un contenido con el de otros, en función de sus conocimientos previos y nuevos.
- Valora el pensamiento lógico en el proceso comunicativo en su vida cotidiana y académica.
- Identificar e interpretar la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto.
- Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.
- Utiliza las tecnologías de la información y comunicación para investigar, resolver problemas, producir materiales y transmitir información.

Unidad de competencia:

Compara hábitos y rutinas del pasado, de acuerdo a la realidad actual, de manera oral y escrita en contextos familiares y sociales.

Atributos a desarrollar en el bloque:

Durante el presente bloque se busca desarrollar los siguientes atributos de las competencias genéricas:

- 4.1 Expresa ideas y conceptos mediante representaciones lingüísticas, matemáticas o gráficas.
- 4.2 Aplica distintas estrategias comunicativas según quienes sean sus interlocutores, el contexto en el que se encuentra y los objetivos que persigue.
- 4.3 Identifica las ideas claves en un texto o discurso oral e infiere conclusiones a partir de ellas.
- 4.4 Se comunica en una segunda lengua en situaciones cotidianas.
- 4.5 Maneja las tecnologías de la información y la comunicación para obtener información y expresar ideas.
- 6.4 Estructura ideas y argumentos de manera clara, coherente y sintética.
- 7.1 Define metas y da seguimiento a sus procesos de construcción de conocimiento.
- 8.2 Aporta puntos de vista con apertura y considera los de otras personas de manera reflexiva.
- 10.3 Asume que el respeto de las diferencias es el principio de integración y de convivencia en los contextos local, nacional e internacional.

Time assigned: 15 hours.

B
L
O
C
K

2

Didactic Sequence 1

I used to be unlucky but now, I am rich

» Start up activity

Activity 1

1. Read the text about a Croatia Lottery (Hrvatska Lutrija) Winner Lenart Vukalovic, who wins Cash & Car on Joker Plus.



Everybody knows about the big lotteries like Powerball in the United States, Lotto 6/49 in Canada, Euro-Millions in Europe, and Super Enalotto in Italy. But there are many more countries around the world that have lotteries as well. I can read about some of them here, like Gosлото in Russia, Guam National Olympic Committee Sports Bingo Lottery, and Maxlotto in India. It's pretty cool reading about these regional lotteries if you have an interest in the lottery. Croatia has a lottery too, Hrvatska Lutrija. One of the games they play is 7/39. The odds of winning the jackpot in a 7/39 game are approximately 1-in-15-million. Lenart Vukalovic got lucky and won the jackpot of 772,954 Croatian Kuna (\$150,636 USD) in the 7/39 game. But Croatia Lottery has a twist. For an extra 5 kuna, you can play an additional game called Joker Plus, where you could appear on a TV game show for a chance to win a car. That's a pretty cool concept that not too many lotteries do, although California Lottery has an interesting version of it. Lenart Vukalovic actually won Joker Plus and appeared on the TV game show. On it, he won a Volkswagen Eos, valued at about \$35,000. So, Lenart's grand total from the win, including the cash and car, was \$807,954! If you want to win the lottery, TRY THIS!!!

Posted by lotto fan / Friday, September 4, 2009

2. Answer these questions about the text:

Where does he live? _____

Does he have a job? _____

Is he happy? _____

Where did he get his new car? _____

Describe how Lenart Vukalovic's life was different before winning the lottery.

How much did he win? _____

Was he happy? _____

What are the odds of winning the lottery in Croatia? _____

3. Next, in teams of five; brainstorm important inventions in history. Then take one suggestion and bring out what life was like before this invention, and how life changed with the invention. For example: "The internet". Before the internet, most people wrote letters, but now most people send emails."

4. Now into pairs think of the three more important inventions, what life was like before the invention and how life changed with it. Each pair shares one of their ideas with the class.

1.

2.

3.



| EVALUATION | | | | | |
|---|---|--|----|-----|---|
| Activity | 1 | Product: Reading comprehension and activities. | | | Value: |
| KNOWLEDGE | | | | | |
| Factual | | Procedural | | | Attitude |
| Remembers and identifies vocabulary regarding habits of social life and its everyday context. | | Identifies and understands the main ideas in texts with an intermediate level intricacy, using reading comprehension strategies. | | | Demonstrates openness, interest and tolerance for cultural differences that exist between our country and others. |
| Co evaluation | | C | MC | NYC | Obtained value: |
| | | | | | |

► Development exercises Grammar



Functions and examples:

- We use 'used to' to talk about habitual or regular actions or states in the past that are now finished.
- I used to have a dog when I was a child.
- I used to do football every weekend but I don't have time now.
- Did you use to go swimming when you were at school?
- I didn't use to like action films, but I do now.
- I never used to like spinach, but I love it now.



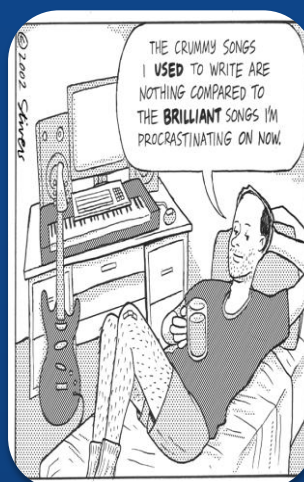
Question

- Did I use to do?
- Did you use to do?
- Did he/she/it use to do?
- Did we use to do?
- Did you use to do?
- Did they use to do?



Negative

- I did not use to do
- You did not use to do
- He/she/it did not use to do
- We did not use to do
- You did not use to do
- They did not use to do



Affirmative

- I used to do.
- You used to do.
- He/she/it used to do
- We used to do
- You used to do (pl.)
- They used to do



Exercises

5. Apply "used to" plus a suitable verb to complete these sentences.

1. He _____ online to find the information he wanted.
2. My sister _____ to school by bus but now she cycles.
3. I _____ thinner than my brother but now I am not.
4. My father _____ many cigarettes a day. He gave up smoking last year.
5. She _____ night after night for her degree in Economics.
6. They _____ football when they were younger.
7. I _____ the world was flat but now I realize it's not true.
8. That building is now a cinema. It _____ a hotel.
9. When you lived near that shopping centre, _____ you _____ there very often?
10. _____ a lot of sweets when you were a child?

6. Some of the sentences below contain common verb form mistakes. Find the sentences with errors and correct them using either "Simple Past," "Used to". If you are confused, ask your teacher.

EXAMPLE:

used to

A) I ~~always be~~ unhealthy as a child.

1. When I was a child, I rode my bike every day.

2. She was always be beautiful when she was young.

3. I used to go to the beach yesterday.

4. Margie loves horses because she used to have one as a child.

5. James have a very important test last week.

6. Jerry always used to cook dinner for himself, but now his wife prepares dinner.

7. Jamie was always have a dog when she was a child, but now she has a cat.

8. Laura bake cookies for us when we were kids.

9. I used to graduate from Georgetown University in 1992.

10. He would constantly embarrass himself by asking stupid questions in class.

11. They spend Easter with us every year until we moved.

12. They used to spend Easter with us every year until we moved.

7. Choose the correct form of the verb to complete the sentences. Underline the correct one.

When I was a child ...

- I used to **walk / walking** two kilometers to school every day.
- I used to **wore / wear** an awful uniform at school.
- we didn't use to **watch / watched** TV because we didn't have one.
- I used to **play / played** the piano every evening.
- my grandparents used to **lived / live** with us.
- my parents didn't use to **have / had** a car.
- my father used to **work / works** at a factory.
- we used to **spended / spend** our holidays at the coast.



Activity 2

Oral Practice

8. Now in teams made by your teacher, work for a feedback. **Talk** again about Lenart Vukalovic's life before and after winning the lottery, this time using "used to".

Example: He used to live in a small flat, but now he has a mansion.

He used to work, but now he doesn't.

Practice with the question and negative forms as well. You can have one student ask another a question about Lenart's old life, and ask some questions that require a negative response.

Example: Did Lenart's use to live in a small house, but now he has a flat?

No, he didn't. He used to live in a flat, but now he lives in a mansion.

| EVALUATION | | | | | | |
|---|---|---|----|-----|--|--|
| Activity | 2 | Product: Oral Practice | | | Value: | |
| KNOWLEDGE | | | | | | |
| Factual | | Procedural | | | Attitude | |
| Understands the use of the verb "used to" to describe habits and routines in the past that are no longer performed today. | | Recognizes the important data in a conversation with information on habits during the past. | | | Collaborates with his-her classmates in the activities in dyads, trios or teams. | |
| Co evaluation | | C | MC | NYC | Obtained value: | |
| | | | | | | |

Exercise

9. Choose the correct verb form, write the letter in the parenthesis.

1. My mother () to cook on Sundays.

- a) used to
- b) to is used
- c) is used

2. Didn't you use to ()?

- a) swim
- b) swimsed
- c) swimming

3. I didn't use to () this much TV.

- a) to whatch
- b) watch
- c) watching

4. You will () noisy children soon.

- a) be used to
- b) used to be
- c) used to

5. Allison my () best friend.

- a) used to be
- b) being to use
- c) being

6. I used to () 10 cigarettes a day.

- a) smoke
- b) smokes
- c) smoking

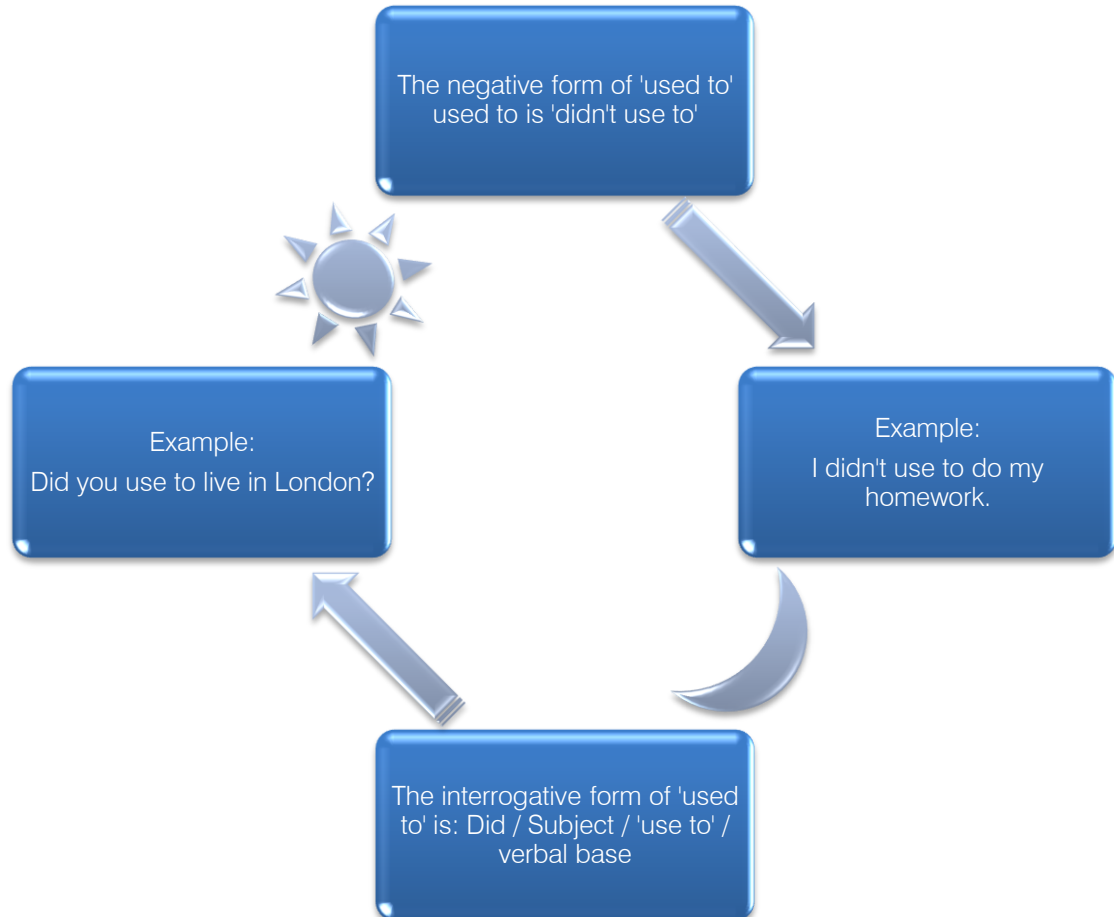
7. I was used to () sunshine in Hawaii.

- a) to see
- b) seeing
- c) see

8. Are you used to () spicy food?

- a) eat
- b) eats to
- c) eating

GRAMMAR REVIEW



10. Write the letter in the parenthesis.

- | | |
|---|---|
| () 1. I ____ (work) in the Twin's Sushi Restaurant. a) used to worked b) used to work c) used worked | () 6. He ____ (write) a lot. a) used to wrote b) used to written c) used to write |
| () 2. ____ (leave) the classroom at 4:00 pm? a) Do you left b) Did you used to left c) Did you use to leave | () 7. She ____ (spend) time in the supermarket. a) used to spend b) uses to spend c) use to spend |
| () 3. I ____ (forgive) him. a) used to be forgive b) be to forgiven c) used to forgive | () 8. We ____ (not / play) outside. a) usedn't to play b) don't used to play c) didn't use to play |
| () 4. He ____ (beat) me. a) used to beat b) beat c) used to bet | () 9. He ____ (not / write) five stories a day. a) didn't use to write b) did'nt used to write c) doesn't uses to write |
| () 5. The teacher ____ (speak) English in the classroom. a) used speak b) used to speak c) used to spoke | () 10. ____ (She / eat) three times a day? a) Did she use to eat b) Did used to she eat c) Does she use to eat |



■ Closing activity

Listen and read activity

11. Listen and read the paragraph. Then choose and circle the best answer to each question.



When Yenisei was in Elementary school she had to do new things. One day she stood at the front of the classroom. Her hands were shaking. She had never read a story to her classmates before. Her voice shook at first. Then Yenisei's words became louder and clearer. Everyone listened quietly. At the end, the whole class clapped. Yenisei took a bow and smiled. Reading aloud was fun!

1. How does Yenisei feel at the beginning of the story?

- a) Sad.
- b) Nervous.
- c) Tired.
- d) Bored.

2. How does Yenisei feel at the end of the story?

- a) Angry.
- b) Upset.
- c) Sad.
- d) Happy.

3. Where does Yenisei read the story?

- a) In the classroom.
- b) On the playground.
- c) In the office.
- d) In the mall.

4. What does Yenisei do to keep the students attention?

- a) She jumps in one leg.
- b) She yells to the teacher.
- c) She feels more confident and reads louder and clearer.
- d) She makes her class mates clap an bow to her.

12. With a partner talk about a time when he or she tried something new; each one will write a paragraph like the one in the story about the experience you had in Elementary School. Finally, to finish the activity draw a picture illustrating both your text and Yenisei's text. Express the experiences with the image. Choose the best one and present it to the class.

Paragraph:

Draw Yenisei's story picture here:



Draw the picture of your story here:

| ORAL PRESENTATION. | | |
|--------------------|-------------|-----------------|
| Evaluation | Max. Value. | Student points. |
| Fluency | 2 | |
| Pronunciation | 2 | |
| Voice level | 1 | |
| Attitude | 2 | |
| Total | 7 | |

| PRESENTATION. | | |
|------------------|-------------|-----------------|
| Evaluation | Max. Value. | Student points. |
| Presentation | 2 | |
| Creativity | 3 | |
| photos use | 6 | |
| photos or images | 2 | |
| Total | 13 | |

| EVALUATION | | | | | |
|---|---|---|----|-----|--|
| Activity | 3 | Product: Pair and oral exposition of the paragraph and images created by the team. | | | Value: |
| KNOWLEDGE | | | | | |
| Factual | | Procedural | | | Attitude |
| Understands the use of the verb "used to" to describe habits and routines in the past that are no longer performed today. | | Recognizes the important data in a conversation with information on habits during the past. | | | Collaborates with his-her classmates in the activities in dyads, trios or teams. |
| Co evaluation | | C | MC | NYC | Obtained value: |
| | | | | | |

Didactic sequence 2

I used to...

► Start up activity

Activity 1



For further controlled communicative practice of "used to"

1. Answer this questionnaire about your childhood; then orally ask the same questions to a partner and write his/her answers.

Example:

- a) ¿Where did you use to live?
- b) I used to live in Navojoa.

1. Did you use to play in the fields around my house all day?

Your answer

Your classmate's answer

2. How old were you?

Your answer

Your classmate's answer

3. Which is your earliest memory?

Your answer

Your classmate's answer

4. Did you use to ride bikes and play hide and seek?

Your answer

Your classmate's answer

5. Were you afraid that there was a ghost living under your bed?

Your answer

Your classmate's answer

6. Were your dreams very different then?

Your answer

Your classmate's answer

7. What did you want to be before you started school?

Your answer

Your classmate's answer

8. What school did you go before high school?

Your answer

Your classmate's answer

9. Where did you live? or wanted to live?

Your answer

Your classmate's answer

1a). In dyads work to create a poster or flipchart with yours and your partner's answers; use images or pictures or magazines cut out.

1b). Dyads present in class the flipchart created by the team in a brief oral exposition.

| EVALUATION | | | | | | |
|---|---|--|----|-----|--|--|
| Activity | 1 | Product: Flipchart and oral exposition. | | | Value: | |
| KNOWLEDGE | | | | | | |
| Factual | | Procedural | | | Attitude | |
| Understands the use of the verb "used to" to describe habits and routines in the past that are no longer performed today. | | Recognizes the important data in a conversation with information on habits during the past | | | Collaborates with his-her classmates in the activities in dyads, trios or teams. | |
| Co evaluation | | C | MC | NYC | Obtained value: | |
| | | | | | | |

► Development activities

2. Some of the sentences below contain common verb form mistakes. Find the sentences with errors and correct them using either "Simple Past," or "Used to". If you are confused, ask your teacher for help.

EXAMPLE:

used to be
I ~~was always~~ unhealthy as a child.

1. When I were a child, I rode my bike every day.

2. She was always beautiful when she is young.

3. Last year. I go to the beach everyday.

4. Margie loves horses because she have one as a child.

5. James have a very important test last week.

6. Jerry cook dinner for himself, but now his wife prepares dinner.

7. Jane has a dog when she was a child, but now she has a cat.

8. Cynthia always baking cookies for us when we were kids.

9. I graduates from Georgetown University in 1992.

10. He constantly embarrasses himself by asked stupid questions in class.



2. Look at the pictures and complete the sentences according to what you see. Then write the sentence on the line.



1. My friends _____ in the country but now they live in a big city.

1. _____



2. Sonia has changed. She _____ blond hair. but last month she _____ have black hair.

2. _____



3. Didn't Peter _____ when he was young? No, but now _____ twice a week.

3. _____



4. When I was young I _____ a kilt.

4. _____



5. The children _____ to school; but now they don't want to walk anymore, they _____ the bus.

5. _____



6. _____ to see the stars? The night sky is fading. A lot of people no longer can see the Milky Way because of street lights.

6. _____

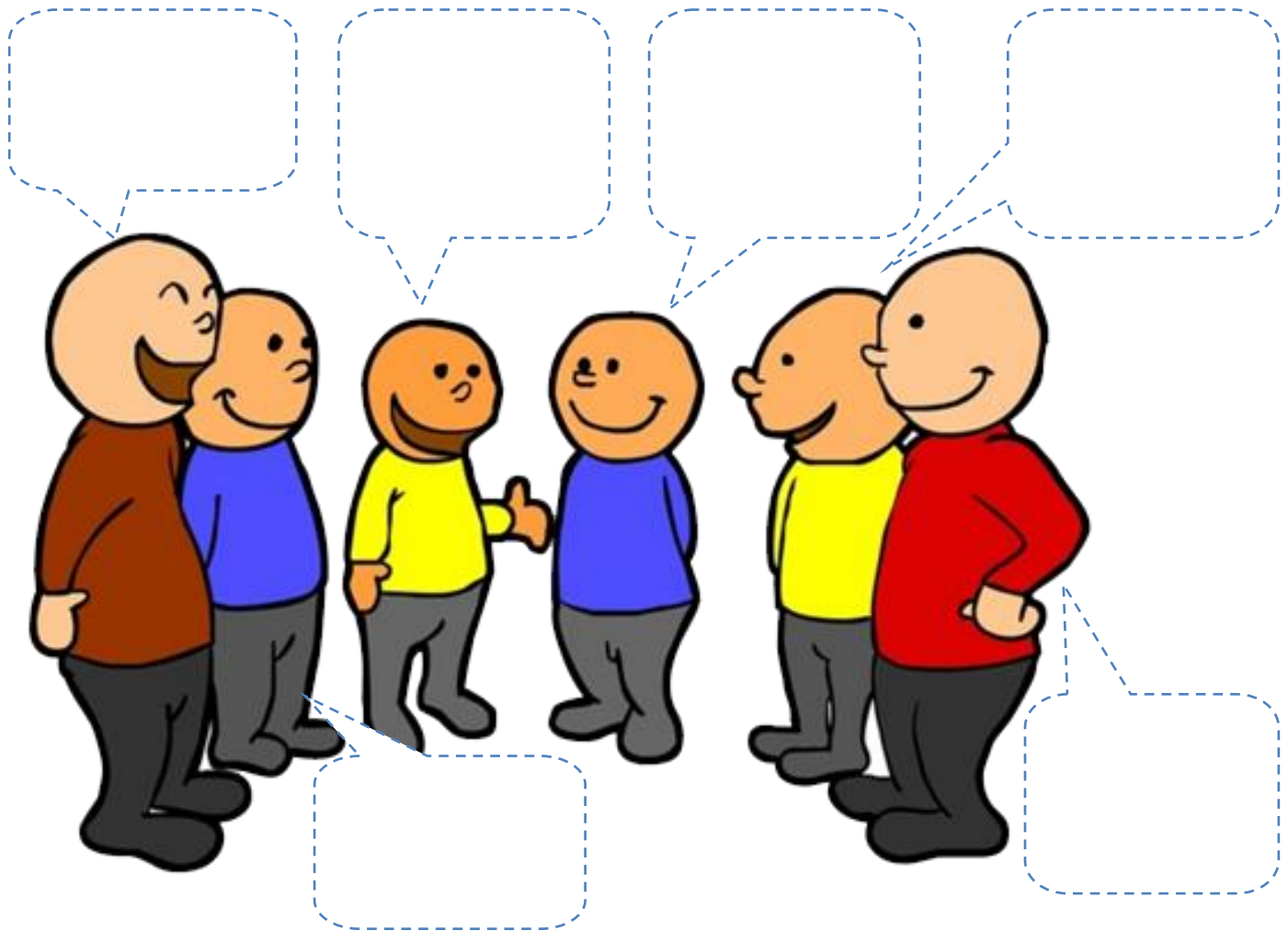


7. Do you remember when mobile phones were used just for making calls?

Oh yes, I _____ a big black one but those days are long gone.

7. _____

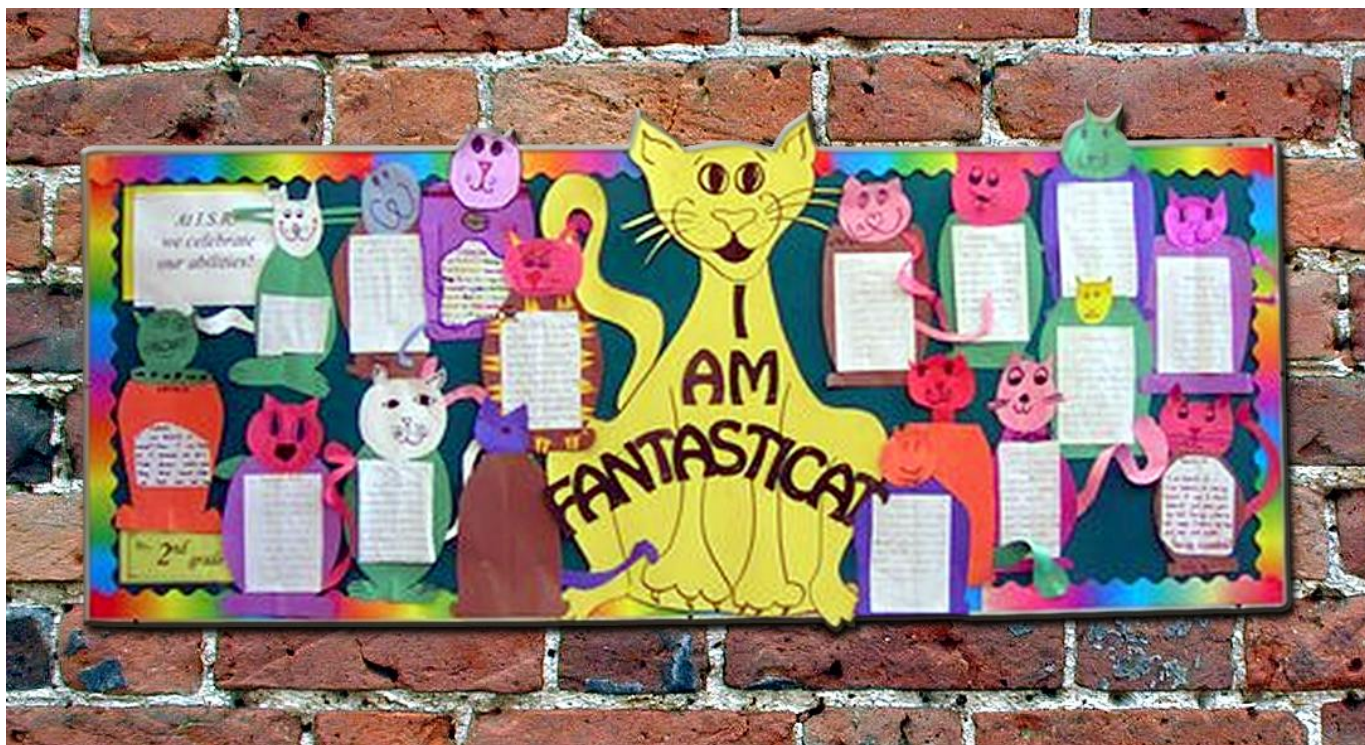
6. Use the picture to create a dialogue for the group, use sentences from the previous exercise.



■ Closing activity

Activity 3

This time we are going to create a big notice-board or bulletin-board that we are going to call "Fantasticat". Prepare the class and make teams of 6 people. Surround the "Fantasticat" with writings and drawings of people's own stories about what they used to do or wanted when they were children in Elementary school and later on secondary school too. Each one must bring two printed notes and pasted into the body of the cat.



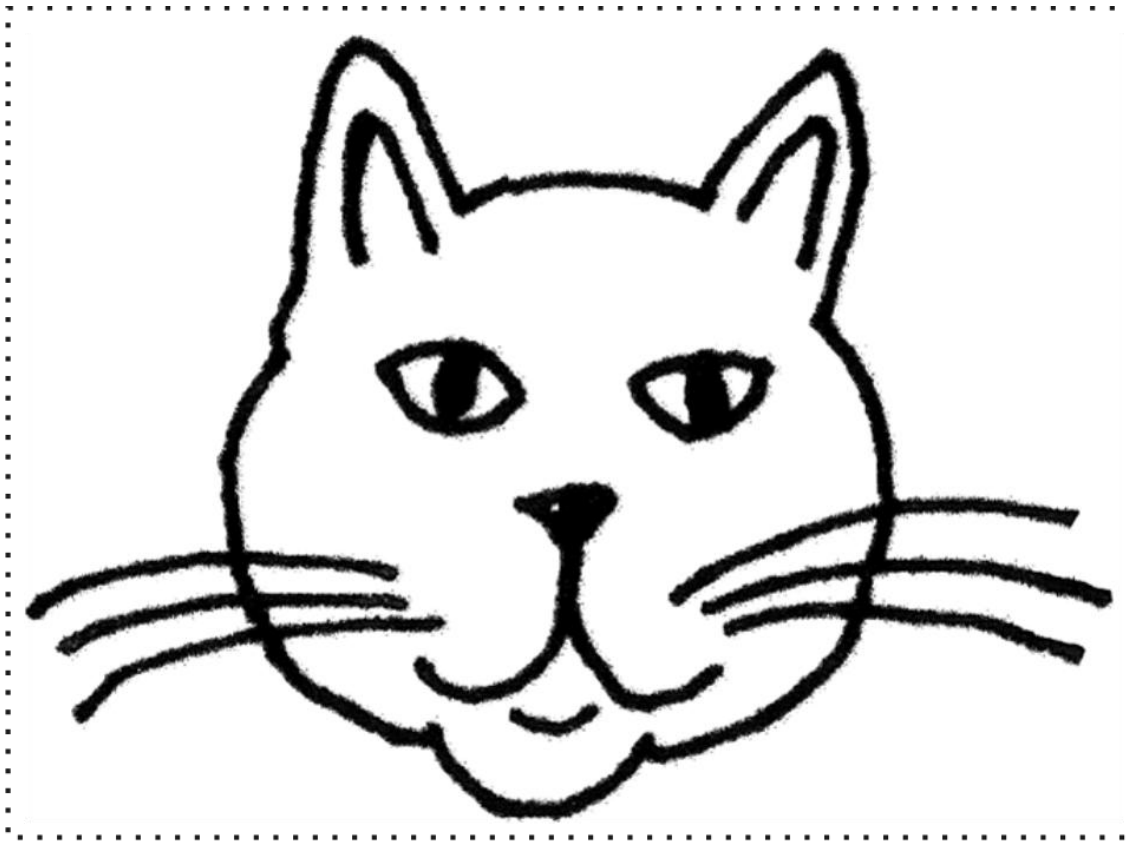
Finally present your work to the class. Each team will be individually evaluated by the rest of the class according to these charts.

| ORAL PRESENTATION. | | |
|--------------------|-------------|-----------------|
| Evaluation | Max. Value. | Student points. |
| Fluency | 2 | |
| Pronunciation | 2 | |
| Voice level | 1 | |
| Attitude | 2 | |
| Total | 7 | |

| PRESENTATION. | | |
|------------------|-------------|-----------------|
| Evaluation | Max. Value. | Student points. |
| Presentation | 2 | |
| Creativity | 3 | |
| photos use | 6 | |
| photos or images | 2 | |
| Total | 13 | |

| EVALUATION | | | | |
|---|---|--|-----|--|
| Activity | 3 | Product: Flipchart and oral exposition | | Value: |
| KNOWLEDGE | | | | |
| Factual | | Procedural | | Attitude |
| Understands the use of the verb "used to" to describe habits and routines in the past that are no longer performed today. | | Requests and exchanges information on the texts and conversations created by the teams with a higher level of difficulty than previous programs. | | Collaborates with his-her classmates in the activities in dyads, trios or teams. |
| Co evaluation | C | MC | NYC | Obtained value: |
| | | | | |

Use this cat's head to build your own cat, in the body write your story.



Use this cat's head also to build your own cat, in the body write your story





DESCRIBES ACTIVITIES CARRIED OUT IN A TIME IN THE PAST

Competencias Disciplinarias básicas:

- Identifica, ordena e interpreta las ideas, datos y conceptos explícitos e implícitos en un texto, considerando el contexto en el que se generó y en el que se recibe.
- Evalúa un texto mediante la comparación de un contenido con el de otros, en función de sus conocimientos previos y nuevos.
- Valora el pensamiento lógico en el proceso comunicativo en su vida cotidiana y académica.
- Identificar e interpretar la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto.
- Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.
- Utiliza las tecnologías de la información y comunicación para investigar, resolver problemas, producir materiales y transmitir información.

Unidad de competencia:

Describe y comprende actividades que se están desarrollando en un momento determinado del pasado, de manera oral y escrita, en contextos familiares, sociales y laborales.

Atributos a desarrollar en el bloque:

Durante el presente bloque se busca desarrollar los siguientes atributos de las competencias genéricas:

- 4.1 Expresa ideas y conceptos mediante representaciones lingüísticas, matemáticas o gráficas.
- 4.2 Aplica distintas estrategias comunicativas según quienes sean sus interlocutores, el contexto en el que se encuentra y los objetivos que persigue.
- 4.3 Identifica las ideas claves en un texto o discurso oral e infiere conclusiones a partir de ellas.
- 4.4 Se comunica en una segunda lengua en situaciones cotidianas.
- 4.5 Maneja las tecnologías de la información y la comunicación para obtener información y expresar ideas.
- 6.4 Estructura ideas y argumentos de manera clara, coherente y sintética.
- 7.1 Define metas y da seguimiento a sus procesos de construcción de conocimiento.
- 8.2 Aporta puntos de vista con apertura y considera los de otras personas de manera reflexiva.
- 10.3 Asume que el respeto de las diferencias es el principio de integración y de convivencia en los contextos local, nacional e internacional.

Time assigned: 15 hours.

B
L
O
C
K

3

Didactic sequence 1

I was walking in the park when I saw my wife for the first time

► Start up activity

Activity 1

With a partner, write six to eight sentences about the following scene. Imagine that you saw the scene a week ago. Give names to the people and use present tense, past tense and present progressive where appropriate.

Example: While Tom was taking a photograph. Ann was setting up a picnic.
Ben was helping grandma, when her mother told a joke.



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

| EVALUATION | | | | | | |
|---|---|---|----|-----|--|--|
| Activity | 1 | Product: Ice breaker activity. | | | Value: | |
| KNOWLEDGE | | | | | | |
| Factual | | Procedural | | | Attitude | |
| Identifies and uses knowledge about past tense. Describes actions in different contexts with that particular grammatical structure. | | Retrieves and understands the concept and uses of the past tense and past continuous to describe real-life actions. | | | Engages in a conversation with a classmate in a proactive and empathic attitude. | |
| Co evaluation | | C | MC | NYC | Obtained value: | |
| | | | | | | |

Exercises

1. Write a sentence beginning with each of the following time signals. Use either the simple past or the past progressive to indicate a completed action or one in progress over time. Compare your sentences with a classmate's and check each other's use of tenses.

Example: In 2000 ...

Possible answer: In 2000, Kim Dae-jung won the Nobel Peace Prize.



1. In 2000 _____
2. While the journalist _____
3. Two years ago _____
4. During the race _____
5. On New Year's Eve in 2000 _____
6. When the president was sixteen _____
7. At seven o'clock yesterday _____
8. When the phone rang _____
9. As soon as the phone rang _____
10. While Professor Rodriguez was conducting the experiment _____

2. Talk about the sentences from previous exercise. You used either the simple past or the past progressive to indicate a completed action or one in progress over time. Compare in your discussion your sentences with a classmate's and check each other's use of tenses.

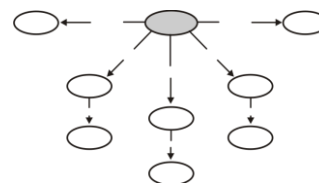
| My opinions. | | My partner's opinion. | |
|----------------------------------|--|---------------------------------|--|
| I agree with my partner in... | | His/her agrees with me in... | |
| I disagree with my partner in... | | His/her disagrees with me in... | |

► Development activities

Activity 2

Create a map of ideas about the use of present, past and continuous tenses in English, this type of map is a way to visually organize ideas allowing non-hierarchical relationships between different ideas. It is useful to clarify thinking through short exercises Association of words, ideas or concepts. Differ from conceptual maps which do not include words between concepts to assemble propositions. Use keywords, symbols, colors and graphics to form ideas not in linear networks.

Example for a map of ideas



| EVALUATION | | | | | | |
|---|---|---|----|-----|---|--|
| Activity | 2 | Product: Map of ideas. | | | Value: | |
| KNOWLEDGE | | | | | | |
| Factual | | Procedural | | | Attitude | |
| Retrieves and uses knowledge of different tenses and in different contexts with those grammatical structures. | | Represents and understands the concept and use of the tenses to describe real-life actions. | | | Shows opening to the feedback given by class and the teacher. | |
| Auto evaluation | | C | MC | NYC | Obtained value: | |
| | | | | | | |

Grammar

What is the difference between when and while?

Both when and while can be used to talk about actions or situations that take place at the same time.

1

Backgrounds

We can use both words to introduce a longer 'background' action or situation, which is/was going on when something else happens/happened.

Somebody broke into the house when they were playing cards.

While they were playing cards, somebody broke into the house.

Note that when and while clauses can go at the beginning or end of sentences.

2

Simultaneous long actions

We usually use while to say that two longer actions or situations go / went on at the same time. 'background' action or situation, which is/was going on when something else happens/happened.

While you were reading the paper, I was working. playing cards.

If we are talking about ages and periods of life, we use when:

When I was a child we lived in London (NOT While I was a child).

His parents died when he was twelve (NOT while he was twelve).

3

Simultaneous short actions

We can use (just) when to say that two short actions or events happen / happened at the same time: I thought of it (just) when you opened your mouth. While is not possible in this situation "background" action or situation, which is/was going on when something else happens/happened.

4

Reduced clauses

It is often possible to leave out subject + be after when and while:

While/When in Germany, he got to know a family of musicians. (=While/When he was in Germany) something else happens/happened.

Grammatical reference: Practical English Usage, Michael Swan, OUP, pp. 73-74

Exercise

3. Work In dyads. Look at the picture and imagine that you are 5 years old; each one in the pair has to answer the questions about it

What type of things do you like to do as a 5 child?

Your answer:

Your classmate:

What type of things does your family like to do as a family unit?

Your answer:

Your classmate:

Can you describe something unusual that has happened to your family?

Your answer:

Your classmate:

What type of things does your family NOT like to do as a family unit?

Your answer:

Your classmate:

When was the last time the whole family was together? What was the occasion?

Your answer:

Your classmate:



Summarize knowledge:

While vs. when these two words can usually be used in the same place.
However, there are some times when they cannot be used in the same place.

When we talk about time periods we usually use 'when'. For example,
When I was three, my family moved to Texas. (NOT while I was three...)
When I was in school, I drank a lot of soda. (NOT while I was in college...)

In general, the word 'when' is used for shorter time periods, but 'while' is used for longer continuous time periods. For example,

When I was eating lunch, I saw a band playing in the park. (It seems like I saw the band and did some other things too)
While I was eating lunch, I saw a band playing in the park. (I just saw the band the whole time. I didn't do anything else.)

Do you think you understand?

Let's make an exercise.

4. Join the sentences by using while and when.

1) I hurt my knee. I was playing football.

_____ . (when)

_____ . (while)



2) They were talking about the exam results. The manager came in.

_____ . (when)

_____ . (while)



3) Gabriel lost his wallet. He was walking in a crowded street.

_____ . (when)

_____ . (while)



4) Somebody stole my iPod. I was talking to a friend on the phone.

_____ . (when)

_____ . (while)



5) We were getting prepared for the picnic. It started to rain.

_____ . (when)

_____ . (while)



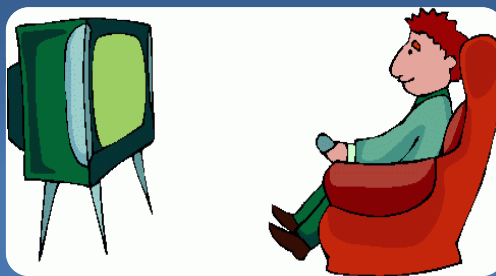
5. Put in 'when' or 'while' in each blank space.

- (1) _____ the afternoon was dying, I caught him _____ he was stealing apples.
- (2) I know that _____ he was in Phoenix _____ the holidays, he bought an.
- (3) _____ we were playing softball, the wind suddenly started to blow. This happened _____ the last set was being played.
- (4) _____ our game of basketball was about to finish, the wind suddenly started to blow. This happened on the last set.
- (5) _____ the morning smelled great, I saw the sun shining _____ rain was still falling.
- (6) _____ I was watching the game, I saw two goals scored in the first half. On the second half, however, there was no further score _____ I was there.
- (7) _____ we were waiting for him, we saw his sister who had spoken to us _____ the exhibition a few days ago.
- (8) _____ the night passed through, a bat flew into my room.
- (9) He got malaria _____ fighting in Africa _____ the war was on.
- (10) Henry died _____ the night started to become dawn. _____ we were sleeping.



6. Listen and read the text and answer the questions about it.

Exercises You Can Do While Watching TV



TV time doesn't have to mean your relaxing or slacking off from your workout. You can actually use your favorite shows as a vehicle for getting into shape with the right exercises and enough time. For every 30 minute show, you can expect about 6-8 minutes of commercials. Outside of commercial time, you can also try some exercises that will not significantly detract from your view. While during commercials, you're able to do anything without missing the show. Here are 5 exercises to rotate in during commercials: squat thrusts, sit-ups, jumping jacks, push-ups, leg raises. When you're watching the show, try these 5 with limited distractions: jogging in place, stretching, one leg stands and other balance drills, arm and shoulder raises (with or without weights), curls. You can't expect TV fitness to get you in shape, but it is certainly better than nothing. The best use of TV exercises will be as a supplement to your regular workout or a placeholder for when those unmissable shows come on.

a) What are the first five exercises recommendations for?

b) Can you expect to get in shape with these recommendations?

c) What does a squat thrust refer to on line 5?

d) How many minutes free are there during commercials while a 30 minute show?

e) What do you do while watching TV?

f) When do you see TV?

g) What can you do according to the text while commercials?

h) Explain in two complete ideas, what you think you can change in your TV watching habits.
Don't forget to use while and when.

7. Complete these thoughts about the past. Use the correct form of the word in parentheses.

I didn't go into business with my friend Mateo. I _____ (have) to join within a week the new company but when my mom _____ (tell) me; a week after the call, I was already working.

I couldn't get a free seat in the cinema. I _____ (arrive) very late, I _____ (see) Julia Robert's perform.

Claire almost _____ (have) an accident while she was driving her car. She _____ (be) hospitalized after that incident but the doctor said that she _____ (not buckle) her seat belt that is why she was injured.

These shoes cost me too much money. I _____ (look up) in another store, but when I _____ (find) a pair in reasonable price. I was not convinced and have some money in my pocket.

Now answer

Where were the words WHEN and WHILE used?

8. Draw a picture for each sentence.

While it was raining I was reading a book.

While it was raining I fell asleep.

When I woke up this morning it was raining.

When I woke up this morning I fell out of bed.

While he closed the window, I closed the door.

■ Closing activities

Activity 3

With a partner, read the texts each one chooses one.

1. What title can you give to the texts?
2. Find new words and use the dictionary. If there are any, write them in the square provided.
3. Use the text and rewrite it as if you saw the scene a week ago (you have to use "when and while").
4. Give a new name to the character if you decide.
5. Give an ending to the story and say why do you think the text should end as you say.
6. Use present tense, past tense and present progressive where appropriate.

Title: _____

Maria is 18. She will go to college in September. She will be a college student in September. But right now it is summer time. It is June. Maria needs a job. She needs money for college. She needs money to buy books for college. She wants a job. Maria went to a restaurant. "Can I have a job?" she asked. The restaurant manager said, "I'm sorry. I don't need anyone right now." Maria went to a book store. "Will you give me a job?" she asked. The book store manager said, "I'm sorry. I don't need new workers right now."

Title: _____

| New words | Meaning |
|-----------|---------|
| | |

Title: _____

She walked into the bathroom. She took the cap off the tube of toothpaste. She squeezed some toothpaste onto her toothbrush. She turned on the cold water. She brushed her upper teeth and spit out some toothpaste. She brushed her lower teeth and spit out some more toothpaste. She rinsed out her toothbrush. She put the toothbrush back into the toothbrush holder. She put some water into a cup and rinsed out her mouth. She spit out the water and walked out of the bathroom.

Title: _____

| New words | Meaning |
|-----------|---------|
| | |

| EVALUATION | | | | | | |
|---|---|--|----|-----|--|--|
| Activity | 3 | Product: Written and reading production. | | | Value: | |
| KNOWLEDGE | | | | | | |
| Factual | | Procedural | | | Attitude | |
| Uses knowledge of grammar and vocabulary in different contexts. | | Designs and detects based on the text; grammar tools to be applied and to acquire knowledge. | | | Shows responsibly, openness to the feedback given by classmates and teacher. | |
| Co evaluation | | C | MC | NYC | Obtained value: | |
| | | | | | | |

Activity 4

In teams of three or four students, maximum; you must create a presentation for the class; based on the grammar box and the examples given. Use a graphic organizer, a conceptual map, or a flip chart to explain in class the correct use of adverbs when and while.

While vs. When

Clauses are groups of words which have meaning, but are often not complete sentences. Some clauses begin with the word "when" such as "when she called" or "when it bit me." Other clauses begin with "while" such as "while she was sleeping" and "while he was surfing." When you talk about things in the past, "when" is most often followed by the verb tense Simple Past, at the same time as "while" is usually followed by Past Continuous. "While" expresses the idea of "during that time." Study the examples below. They have similar meanings, but they emphasize different parts of the sentence.

According to numerous dictionaries, a relative pronoun is a pronoun that marks a relative clause within a larger sentence. It is called a relative pronoun because it relates to the word that it modifies and is not specific.

When and **while** are interchangeable, when they are used to refer to something that happens at the same time or during the time that something is happening. Here are some example sentences.

Examples:

- While they were driving along breezily, they passed a farmer on a mule.
- While I was studying, she called.
- When the emperor was playing the football, a high fast spinning ball was shot beyond the huge field.
- I was studying when she called.
- While only a mere eunuch of the humblest rank with no chances of contacting the emperor, he happened to be a superb player of football.
- While watching the picture Titanic, we became tense and held our breath for the fate of the characters, who
- were in great danger.
- That's the restaurant where we met for the first time. (Where = at/in which).
- I remember the day when we first met. (When = on which).
- There was a very hot summer the year when he was born. (When = in which) phrase 'the reason for which')
- It was snowy on the evening when (= on which) I went out with her for the first time.
- During the month when (= in which) I was in L.A., she often invited me to her home for dinner.
- For the four months when (during which) I was in jail, I really thought about myself.

When: in more instantaneous events.

While: in more durative *showing duration) processes.

| ORAL PRESENTATION. | | |
|--------------------|-------------|-----------------|
| Evaluation | Max. Value. | Student points. |
| Fluency | 5 | |
| Pronunciation | 2 | |
| Voice level | 3 | |
| Attitude | 3 | |
| Total | 13 | |

| PRESENTATION. | | |
|------------------|-------------|-----------------|
| Evaluation | Max. Value. | Student points. |
| Presentation | 2 | |
| Creativity | 2 | |
| photos use | 1 | |
| photos or images | 2 | |
| Total | 7 | |

| EVALUATION | | | | | |
|---|---|--|----|---|-----------------|
| Activity | 4 | Product: Oral presentation. | | Value: | |
| KNOWLEDGE | | | | | |
| Factual | | Procedural | | Attitude | |
| Recognizes and uses knowledge of grammar in different contexts determining how elements fit or function within a structure. | | Plans and finds coherence in the correct use of grammar. | | Shows initiative and openness to the feedback given by class and the teacher. | |
| Co evaluation | | C | MC | NYC | Obtained value: |
| | | | | | |

Didactic sequence 2

Past continuous forms

► Start up activity

Activity 1

Choose a appropriate description for each picture.



- () a) When he left the house, Ernesto forgot that he put his passport and wallet in his other jacket.
- () b. After phoning the airport, Peter packed his suitcase.
- () c) When he returned from Guadalajara in March, Ernesto put his passport and wallet in his jacket pocket.
- () d) A few days before leaving for his summer holiday, Ernesto phoned the airport to check his flight.
- () e) While Ernesto was packing his suitcase; he realized that he didn't check his flight.
- () f) While Ernesto was packing his luggage, the phone rang.

Write the story in the correct order.

What tense is mainly used in the story? _____

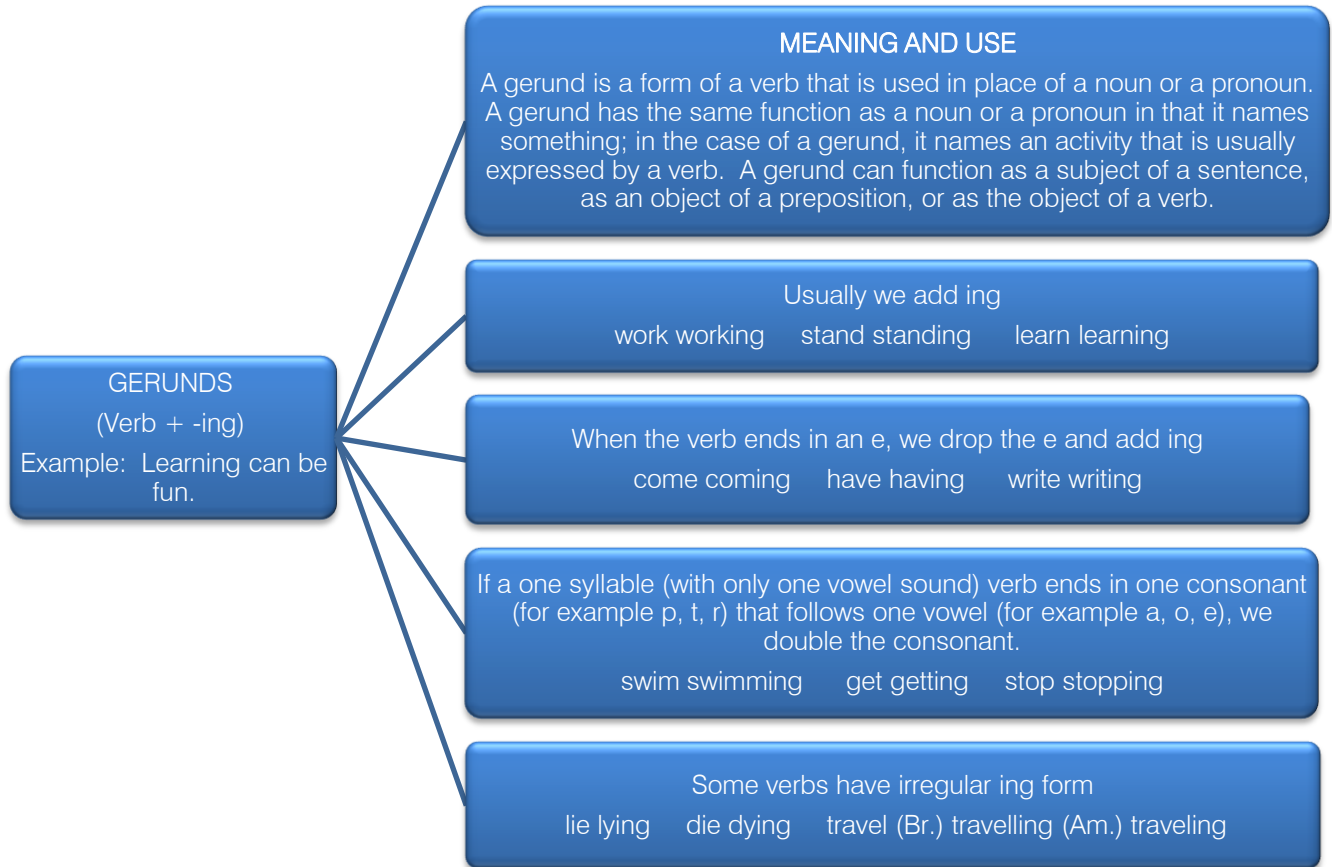
What title can you give to the story? _____

Why? _____

| EVALUATION | | | | | | |
|---|---|--|----|-----|--|--|
| Activity | 1 | Product: Written presentation. | | | Value: | |
| KNOWLEDGE | | | | | | |
| Factual | | Procedural | | | Attitude | |
| Identifies locating knowledge that is consistent with presented material. | | Elaborates, understands and constructs meanings finding specific examples from illustrations of a concept. | | | Is responsible and acts in accordance with the plan set out in the activity. | |
| Auto evaluation | | C | MC | NYC | Obtained value: | |
| | | | | | | |

Review

In first semester you studied the present progressive and how to add ING to the verbs here is a review and some examples.



A gerund can be one word or a phrase.

Example:

I enjoy swimming. I don't enjoy painting my house.

A gerund is always singular and acts like a non count noun.

A gerund takes a singular verb and can be replaced by the pronoun it.

Example:

I enjoy swimming. I enjoy it.

A gerund can be positive or negative; a negative gerund is formed by adding the word not before the gerund.

Example:

Not walking every day would be unhealthy for me.



1. Based on the map on previous page, match the ING verb form to its base form.

() Hold
() Come
() Watch
() Skate
() Smile
() Die
() Speak
() Run
() Meet
() Talk
() Have
() Take
() Live
() Sit
() Go
() Listen
() Eat
() Lie
() Ski
() Wear
() Chat
() Chew

1. Coming
2. Running
3. Chewing
4. Meeting
5. Having
6. Dying
7. Speaking
8. Smiling
9. Watching
10. Talking
11. Listening
12. Taking
13. Sitting
14. Skiing
15. Going
16. Eating
17. Living
18. Chatting
19. Lying
20. Wearing
21. Skating
22. Holding

2. Write the following verbs adding ING.
Use your dictionary if you need it.

Speak

Dine

Say

Shout

Shine

Work

Share

Give

Win

Play

Hit

Rub

Blow

Scream

Run

Bake

Hide

Grin

Draw

Ban



Activity 2

In teams of three, make a graphic organizer on a flipchart. Your team will represent the basic orthographic rules of the use of gerunds in English verbs. Give examples. Present the flipchart to the class.

| EVALUATION | | | | | | |
|--|---|--|----|-----|--|--|
| Activity | 2 | Product: Oral presentation. | | | Value: | |
| KNOWLEDGE | | | | | | |
| Factual | | Procedural | | | Attitude | |
| Exemplifies the correct orthographic and grammar knowledge in different contexts with the applying of English verbs. | | Understands the concept and use of the verbs, draws the organizer for a logical conclusion inferred to describe real-life English. | | | Shows respect and openness for feedback given by other teams of the class and the teacher. | |
| Co evaluation | | C | MC | NYC | Obtained value: | |
| | | | | | | |

► Development activities

Use

1. Use the past continuous to show an action that was happening at a definite time in the past.

Edward: Where were you going yesterday when I saw you?

Bill: I was going to the store.

2. Use the past continuous and simple past to show the relationship of two or more past events. Use while, as or when.

a) As I was thinking about this project, an idea occurred to me.

b) While the teacher was talking, the students were taking notes.

c) I saw some deer while I was hiking.

FORM: We form the Past Continuous from the past tense of be (was/were) + -ing form.

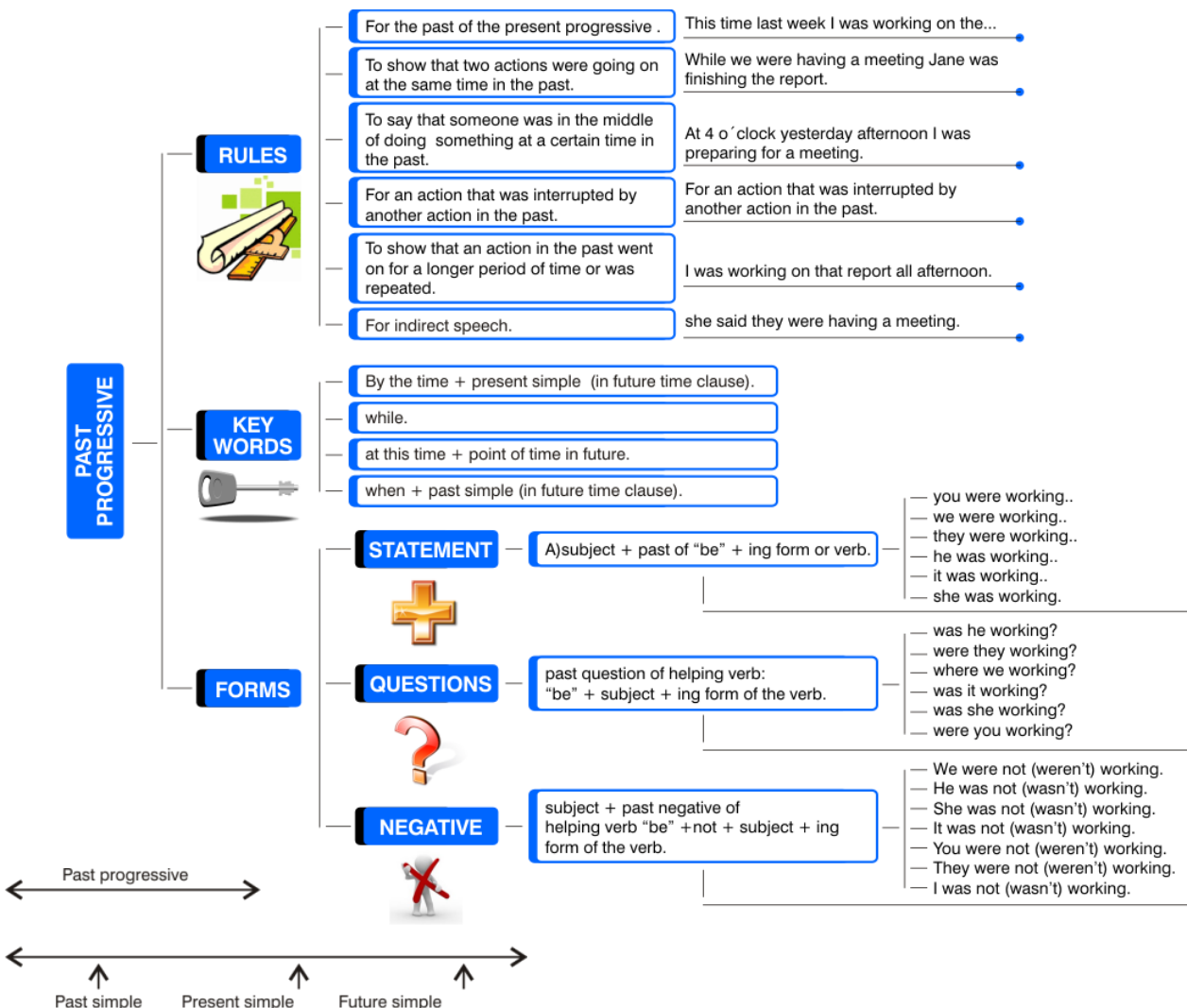
| AFFIRMATIVE | NEGATIVE | INTERROGATIVE |
|-----------------------------|--------------------------------|---------------------|
| Mary Was studying. | Mary wasn't studying. | Was she studying? |
| Mary and Sue were studying. | Mary and Sue weren't studying. | Were they studying? |

USE: We use the Past Continuous to say that something was in progress at a certain time in the past.

Example: At 5 o'clock Mark was playing football with his friends.

NOTE: Verbs of thinking and feeling usually do not use the Past Continuous but the Past Simple.

E.g.: think, know, see, hear, like.





3. Give a momentary look at the picture and write sentences. Use the Past Continuous.
Example: Cesar and Hector were playing football.

4. Look at the picture again and answer the following questions:

Was Leticia playing football? _____

Was Laura riding a bike? _____

Were Eugenio and Alejandra sitting under a tree? _____

Were Hector and Cesar drinking a coke? _____

5. Write questions:

you / watch him

Were you watching him?

a) you / speak _____

b) they / laugh _____

c) she / obtain photos at Costco. _____

d) you / store _____

e) he / jog _____

6. Read the questions you wrote in exercise 5. Then complete the answers.

- a) No, I _____
- b) Yes, they _____
- c) Yes, she _____
- d) No, we _____
- e) Yes, he _____

7. Complete the sentences with the past continuous form.

- a) I _____ (run) when you saw me because I was late.
- b) They _____ (wait) for a bus when the car crashed.
- c) Gabi and Luz _____ (dance) at 8pm.
- d) Tommy _____ (not / eat) a sandwich when Ben fell into the river.
- e) What _____ Yenisei and Kiev _____ (do) when Pablo phoned?
- f) _____ Samantha _____ (take) a photo when I phoned?
- g) Patsy and Tomas _____ (not / laugh) when Benny fell in the river.

8. Fill in the gaps with the Past Continuous of the verbs in brackets.

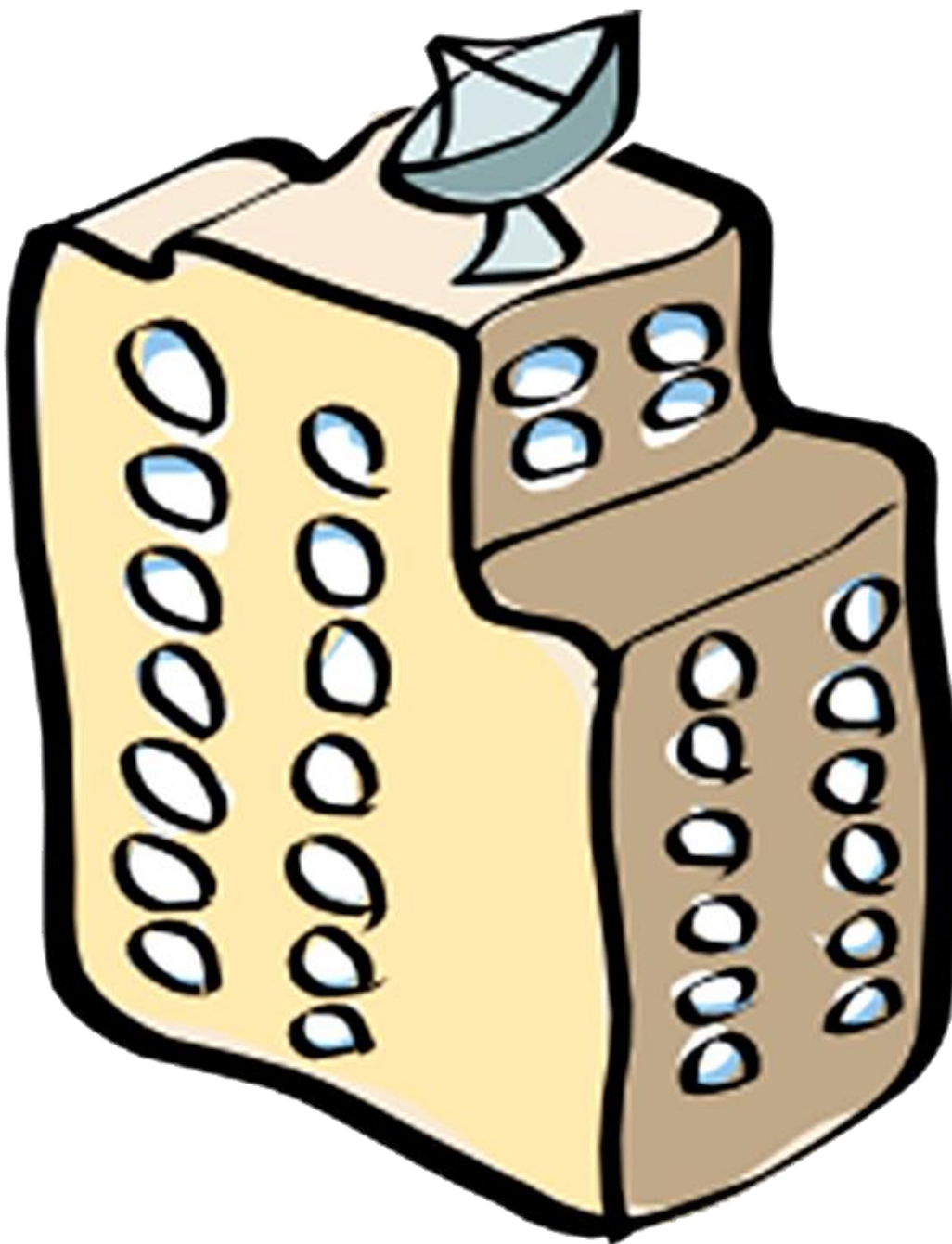
- The teacher _____ (not talk) when Mary arrived.
- The pupils _____ (play) when the bell rang.
- Lucy _____ (do) her homework when someone knocked the door.
- Mark's parents _____ (write) him a letter when they heard a crash.
- Ann _____ (not sleep) when the alarm clock rang.
- They _____ (not watch) TV when their parents arrived.

9. Complete the sentences. Use past continuous.

- 1. I _____ using my cellular phone.
- 2. You _____ listening to a song.
- 3. He _____ eating a burrito at 8pm.
- 4. She _____ smiling when you arrived.
- 5. We _____ watching a movie.
- 6. They _____ discontinuing the model.



- B) Now in the drawing of the eight floors building. Create a flash card or image with actions for each window. Say what the people in the flash cards are doing. Then imagine that an earthquake happens. You have to say what the people were doing when the earthquake happened. Don't forget to use "was/were" and the "ing" form.



| EVALUATION | | | | | | |
|--|---|--|----|-----|--|--|
| Activity | 3 | Product: Oral presentation. | | | Value: | |
| KNOWLEDGE | | | | | | |
| Factual | | Procedural | | | Attitude | |
| Uses correct major spelling and grammar knowledge in different contexts detecting inconsistencies to apply the procedure onto English. | | Understands and detects correspondence among activities and concept. Uses the verbs to describe real-life actions. | | | Shows respect and openness for feedback given by other teams of the class and the teacher. | |
| Co evaluation | | C | MC | NYC | Obtained value: | |
| | | | | | | |

10. Write sentences in the negative and affirmative.

Example: Mary / not draw / in class / (read)
Mary wasn't drawing in class. She was reading.

The children / not play / on the beach / (swim) _____
Alfonso / not listen to me / (talk) _____
My partners / not watch TV / (work) _____
Madge / not laugh / (cry) _____
My cousin / not sleep / (study) _____
I / not eat / (drink) _____

Listening activity

11. Listen to the following dialogue

What Were You Doing?

Betty: I telephoned you yesterday afternoon but you didn't answer? Where were you?

Marco: I was in another room when you called. I didn't hear the phone ringing until it was too late.

Betty: What were you working on?

Marco: I was photocopying a report that I needed to send to a client. What were you doing when you telephoned?

Betty: I was looking for Tom and couldn't find him. Do you know where he was?

Marco: Tom was driving to a meeting.

Betty: Oh, I see. What did you do yesterday?

Marco: I met the representatives from Tremolo's in the morning. In the afternoon, I worked on the report and was just finishing when you telephoned. What did you do?

Betty: Well, at 9 I had a meeting with Ms Sanderson. After that, I did some research.

Marco: Sounds like a boring day!

Betty: Yes, I don't really like doing research. But it needs to be done.

Marco: I agree with you on that, no research - no business!

Betty: Tell me about the report. What do you think of it?

Marco: I think the report is good. Tom believes it's good, too.

Betty: I know that every report you write is excellent.

Marco: Thank you Betty, you are always a good friend!



12. Comprehension

What was Marco doing when Betsy telephoned?

- a) He was photocopying a report.
- b) He was having a coffee break.
- c) He was at a meeting.

What did Marco do yesterday morning?

- a) He worked on a report.
- b) He drove to a meeting.
- c) He met representatives from Driver's.

Betsy thinks Marco does excellent work.

- a) True.
- b) False.
- c) Doesn't say.

What was Betsy doing when she telephoned Marco?

- a) She was writing a report.
- b) She was looking for tom.
- c) She was planning a meeting.

When did Betsy have a meeting with Ms. Anderson?

- a) This afternoon.
- b) Yesterday afternoon.
- c) Yesterday morning.

Exercises

13. Fill in the blanks with the simple past or past continuous form of the verbs. Then listen to the dialogue to check the answers.

A: Hi, Mary. I _____ (see/neg.) you at school last Monday.

B: Hello, Bob. I _____ (come/neg.) on Monday. I wasn't
_____ (feel) well, _____ (decide) to go to the doctor.

A: Oh! _____ (be) it serious?

B: No, the doctor _____ (examine) me and

_____ (tell) me I

_____ (have) the flu. He

_____ (prescribe) some medicine

and _____ (tell) me to go home and rest.

A: _____ you _____

(stay) home all day last Monday?

B: No, only in the morning. I _____ (have) to work in
the afternoon, and guess what?

A: What?

B: When a friend _____ (drive) me home, he

_____ (crash) his car. He _____

(see/neg.) the red light.

A: _____ anyone _____

(get) get hurt?

B: Thank God, nobody _____ (do).

A: I'm happy to hear that. Well, Mary, I have to rush now. While I

_____ (listen) to your story, I

_____ (remember) that my

wife _____ (ask) me to go to the mechanic to get our car.

See you later. Take care.

B: You too. Bye.

14. Write [Past Tense Be Verb] + [Verb+ing] to complete the following sentences:

1. I _____ during the baseball game.
2. The two boys _____ during the math test, so the teacher was angry at them.
3. Diego _____ during math class.
4. Javier and Mary _____ during lunchtime.
5. Those two kids _____ during the whole movie!
6. Everybody was _____ during the party.
7. My brothers _____ during summer vacation.
8. Nathanael _____ during the music concert.
9. Cristobal and Alejandra _____ during the volleyball game.

15. Fill in the blanks to complete the sentences below.

1. I was watching TV when _____.
2. My mother was driving her car when _____.
3. Rodrigo was _____ when he heard a strange noise.
4. I was talking to my friend when _____.
5. We were sleeping when _____.
6. David and Javier were _____ when _____.
7. Georgina was _____ when her friend hit her.
8. Esteban was riding his motorcycle when _____.
9. It was raining when _____.
10. The cat _____ when the dog started barking.





16. Fix the mistakes in the following sentences:

1. I stay inside while it was raining. _____
2. William listen to music as he walking to school. _____
3. Amy played video games while her mother talking to her. _____
4. As I was taking a shower, I brush my teeth. _____
5. We read magazines while we eating. _____
6. As they eating, Lynn and Tim talked about their jobs. _____
7. Brian's cat went to the bathroom while he is sleeping. _____

17. Fill in the blanks to complete the Past Continuous Tense sentences below.

1. Craig _____ during the basketball game.
2. Wendy and Mike were _____ when it started raining.
3. John _____ while he was writing his homework.
4. Mandy was eating during _____.
5. Daniel and Kevin were talking when _____.
5. My mother and father _____ while the man was talking to them.
7. My pet cat was _____ while I was yelling its name.
8. Everyone was laughing while Bobby was _____.
9. Ted and Thomas _____ during English class.
10. Mickey _____ while he _____.



Activity 4

Work In teams of three. Look at the cartoons and create a story around them.
Make a dialogue based on the situation for each image. Act the dialogues in class.



Dialogue:



Dialogue:

| EVALUATION | | | | |
|---|---|--|----|--|
| Activity | 4 | Product: Written & oral presentation. | | Value: |
| KNOWLEDGE | | | | |
| Factual | | Procedural | | Attitude |
| Creates and Uses correct orthographic and grammar knowledge. Puts together coherent elements in different contexts onto English language. | | Understands and invents a product with the concept and use of English to describe real-life actions. | | Shows respect and openness for feedback given by other teams of the class and the teacher. |
| Co evaluation | | C | MC | NYC |
| | | | | |

Past continuous tense board game using when & while

18. Bring a dice to the class. Roll the dice and count according to the spaces on the board and advance. If you fall on a Mexican skull sign, you have to restart. If you fall on a forward or backward sign, you move in that direction. The rules here are simple. Practice the past continuous tense by landing on a space and creating the other half. For example, number 2 "when the phone rang." Student must say something with the past continuous like this: "I was eating my dinner last evening when the phone rang." If the sentence has a beginning part instead, the students have to make the ending. For example number 4: "I was riding my bicycle yesterday, when I fell off."



■ Closing activities

19. Use these pictures from some dream holidays and create a past progressive sentences based on the pictures. Start the sentence with "In this picture....." then read and share the exercise with a partner.



1. We / talk / the beach

2. My brother / travel / in Australia

3. We / visit / cathedral / Guadalajara

4. Some women / pray / sanctuary

5. We / eat / burritos / the school faire

6. I / swim / Kino beach

7. My friend Ana / climb up / the mountain

8. We / hike / the forest

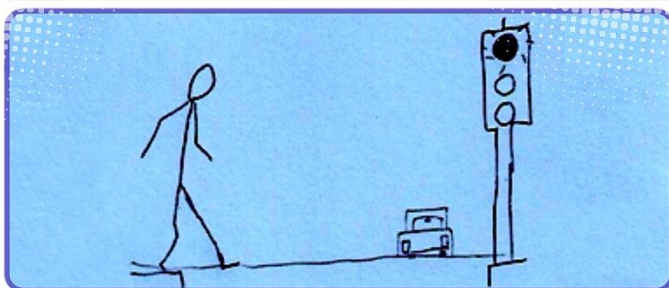
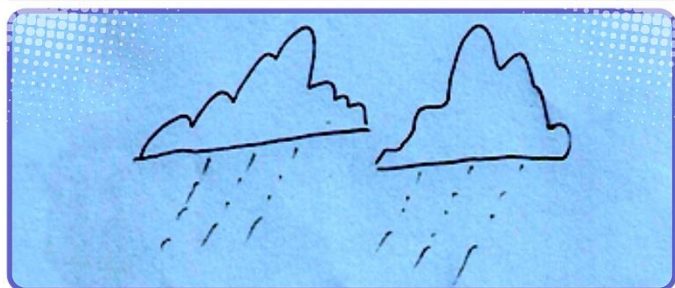
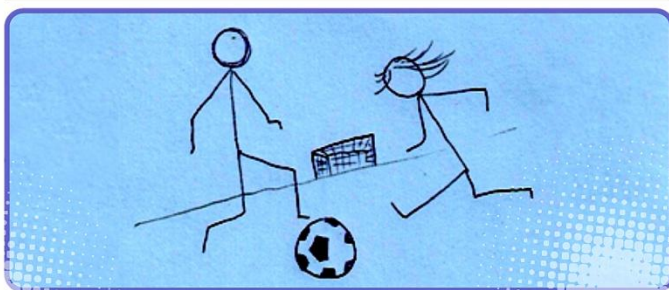
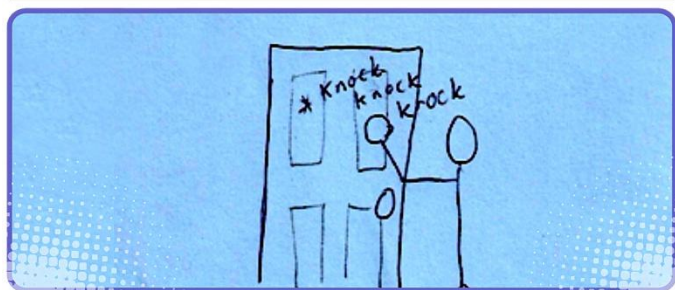
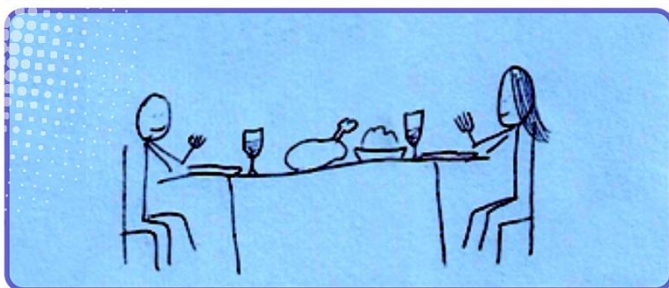
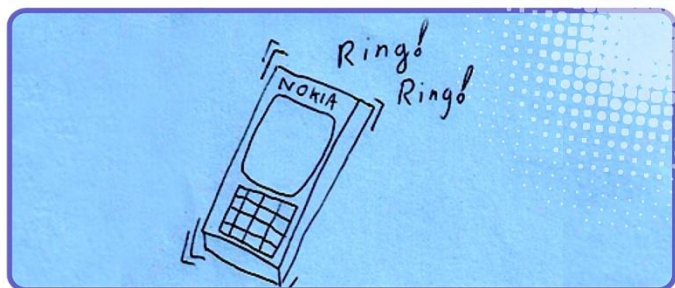
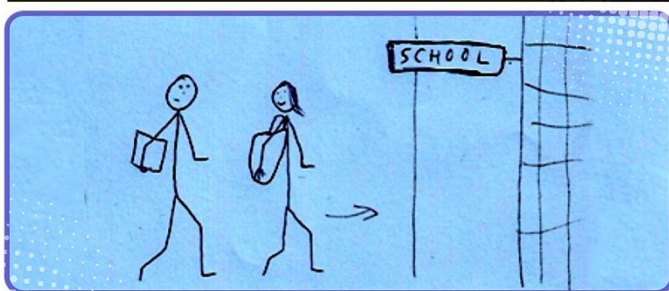
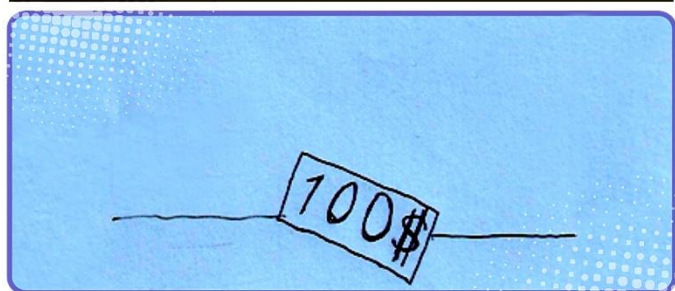
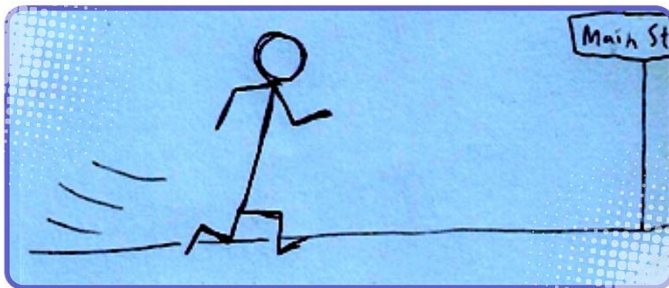
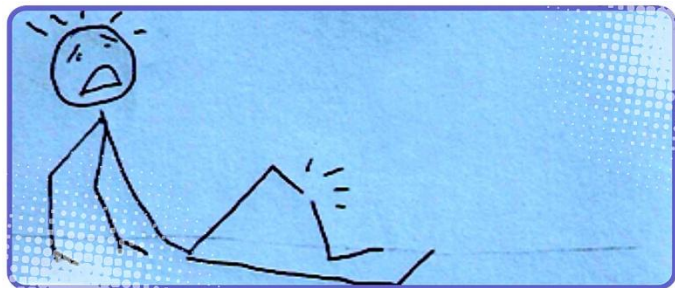
9. I / ride / horse / Canada

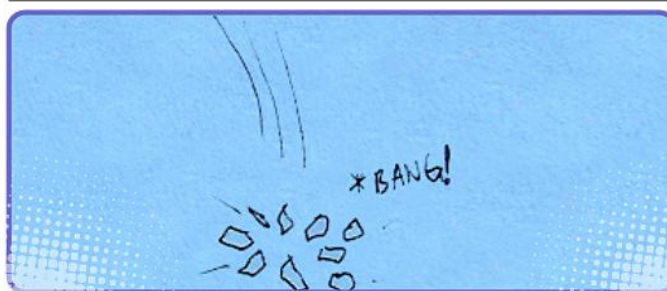
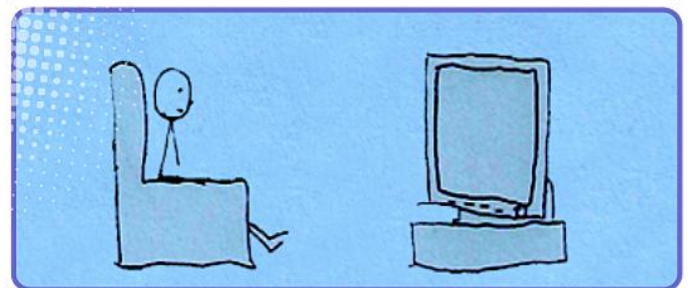
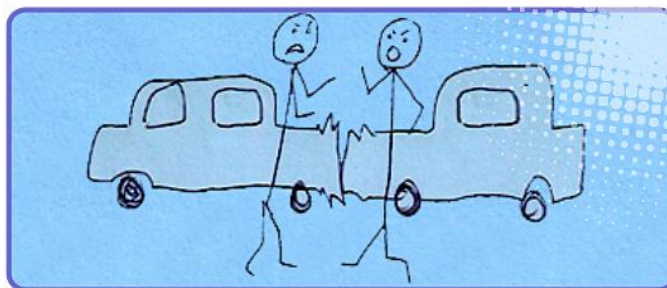
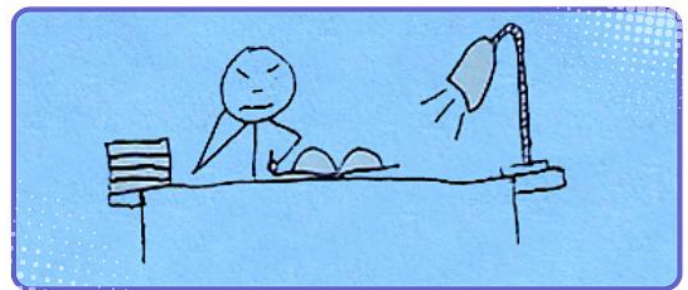
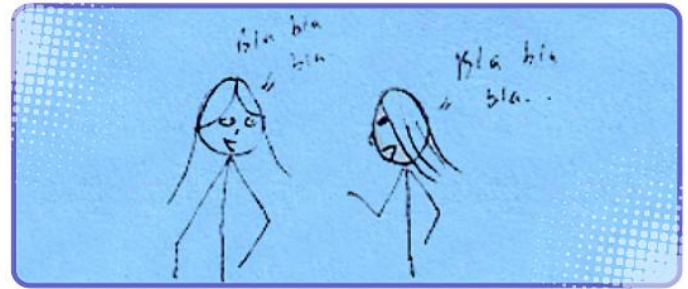
10. My friend Bet / scuba dive / the Tiburon Island



Activity 5

5a. Look at the pictures and make a sentence for each one. Use past continuous or simple past tense. There are no rights or wrong combinations, some may be more logical than others, others may require a bit more imagination to connect the two.





- 5b. Then, either the teacher or a partner can ask questions to get more details from them. "Why did the ghost appear?" or "Who called her?" or "What did they do with the money?"
- 5c. Now in teams of three make a story or dialogue about one of the pages (A or B) and present your product to the class.

| EVALUATION | | | | | |
|---|---|--|----|---|-----------------|
| Activity | 5 | Product: Oral presentation. | | Value: | |
| KNOWLEDGE | | | | | |
| Factual | | Procedural | | Attitude | |
| Uses and applies the correct orthographic procedure to a familiar task and knowledge in different contexts onto common English. | | Understands the concept and use of different skills to describe real-life actions. | | Attends with respect and openness the feedback given by other teams of the class and the teacher. | |
| Co evaluation | | C | MC | NYC | Obtained value: |
| | | | | | |

Activity 6

Final activity, use of the Past Continuous four abilities

A) Put the following verbs into the past simple use your dictionary if you need.

Dave _____ (live) in the small town of Flagstaff. Dave _____ (love) walking through the beautiful forest that surrounded Flagstaff. One evening, he _____ (take) his umbrella and _____ (go) for a walk in the woods. He _____ (meet) an old man named Frank. Frank _____ (tell) Dave that, if he _____ (want) to become rich, he should invest in a little known stock called Microsoft. Dave _____ (think) Frank _____ (be) foolish because Microsoft _____ (be) a computer stock. Everybody _____ (know) that computers _____ (be) just a passing fad. At any rate, Frank _____ (insist) that Dave _____ (be) wrong. Frank _____ (draw) a wonderful graph of future possibilities. Dave _____ (begin) thinking that maybe Frank _____ (understand) stocks. Dave _____ (decide) to buy some of these stocks. The next day, he _____ (go) to the stock broker's and _____ (buy) \$1,000 worth of Microsoft stock. That _____ (be) in 1986, today that \$1,000 worth of stock is worth more than \$250,000!



B) Insert the following past continuous fragments into the above story:

- As Frank was drawing the graph...
- ... while he was walking to work,
- it was raining so...
- While they were discussing the stock...
- When he was returning from his walk...
- As he was walking through the woods,

Write the story here.



- C) In teams of four, write a sketch (representation) of an important day in your life. Include the most important events that occurred during that day in the past simple. Once you have written the important events using the past simple, try to include a description of what was happening at some of the specific moments when those events occurred. Finally, represent the sketch in class. Each team will be individually evaluated by the rest of the class and your teacher according to these charts.

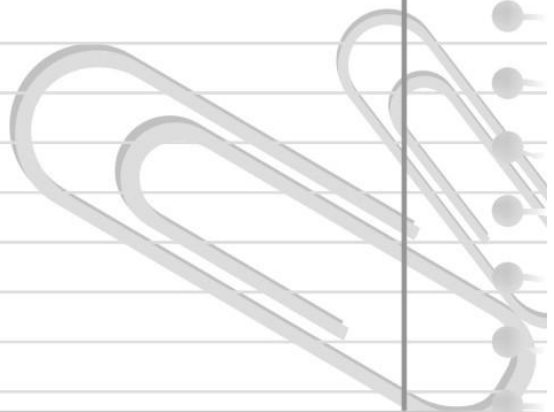
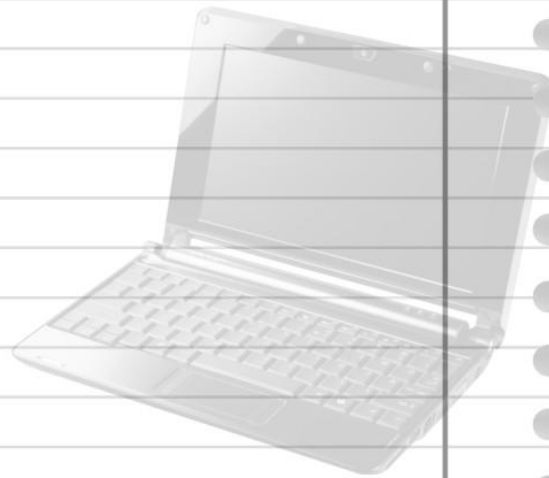
| ORAL PRESENTATION. | | |
|--------------------|-------------|-----------------|
| Evaluation | Max. Value. | Student points. |
| Fluency | 4 | |
| Pronunciation | 2 | |
| Voice level | 3 | |
| Attitude | 4 | |
| Total | 13 | |

| PRESENTATION. | | |
|------------------|-------------|-----------------|
| Evaluation | Max. Value. | Student points. |
| Presentation | 2 | |
| Creativity | 2 | |
| photos use | 1 | |
| photos or images | 2 | |
| Total | 7 | |



| EVALUATION | | | | | | |
|---|---|--|----|-----|--|--|
| Activity | 6 | Product: Oral presentation. | | | Value: | |
| KNOWLEDGE | | | | | | |
| Factual | | Procedural | | | Attitude | |
| Assesses correct skills to demonstrate knowledge in different contexts applied onto English past progressive tense. | | Understands the concept and use of the past progressive tense to describe real-life actions. | | | Shows opening to the feedback given by other teams of the class and the teacher. | |
| Co evaluation | | C | MC | NYC | Obtained value: | |
| | | | | | | |

NOTES:





GIVES DIRECTIONS AND MAKES REQUESTS

Competencias Disciplinarias básicas:

- Identifica, ordena e interpreta las ideas, datos y conceptos explícitos e implícitos en un texto, considerando el contexto en el que se generó y en el que se recibe.
- Evalúa un texto mediante la comparación de un contenido con el de otros, en función de sus conocimientos previos y nuevos.
- Valora el pensamiento lógico en el proceso comunicativo en su vida cotidiana y académica.
- Identificar e interpretar la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto.
- Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.
- Utiliza las tecnologías de la información y comunicación para investigar, resolver problemas, producir materiales y transmitir información.

Unidad de competencia:

Interpreta y hace solicitudes e indicaciones de manera oral y escrita, en situaciones comunicativas del ámbito familiar, social o laboral.

Atributos a desarrollar en el bloque:

Durante el presente bloque se busca desarrollar los siguientes atributos de las competencias genéricas:

- 4.1 Expresa ideas y conceptos mediante representaciones lingüísticas, matemáticas o gráficas.
- 4.2 Aplica distintas estrategias comunicativas según quienes sean sus interlocutores, el contexto en el que se encuentra y los objetivos que persigue.
- 4.3 Identifica las ideas claves en un texto o discurso oral e infiere conclusiones a partir de ellas.
- 4.4 Se comunica en una segunda lengua en situaciones cotidianas.
- 4.5 Maneja las tecnologías de la información y la comunicación para obtener información y expresar ideas.
- 6.4 Estructura ideas y argumentos de manera clara, coherente y sintética.
- 7.1 Define metas y da seguimiento a sus procesos de construcción de conocimiento.
- 8.2 Aporta puntos de vista con apertura y considera los de otras personas de manera reflexiva.
- 10.3 Asume que el respeto de las diferencias es el principio de integración y de convivencia en los contextos local, nacional e internacional.

Time assigned: 15 hours.

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4

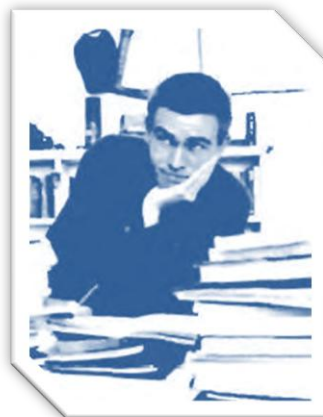
Didactic sequence 1

Hurry Up! It's time for English class

► Start up activity

1. Work in pairs. Do you have any of the following study problems? If you do discuss them with your partner.

| In class | Outside class |
|--|-----------------------------------|
| It's difficult to concentrate. | You have nowhere quiet to study. |
| You can't follow the lesson. | You lack self-discipline. |
| You don't like the subject. | It's difficult to begin studying. |
| Other students are much better than you. | You don't have enough time. |
| Other problems (What?) | Other problems (What?) |



2. Ulysses had problems with studying, so he wrote to a magazine problem page for advice. Find out what his study problems are and tell your partner about four of them.

Dear Marjorie

I'm having problems with my studies at school. I find it difficult to get down to work in the evenings and I can't concentrate on anything at the moment. I spend most of my time listening to records or watching TV instead of doing my homework. The other students in my class are much better than I am and I have difficulty in keeping up with them. I sometimes have problems with following the lessons as well. I can't always take down the important things my teacher says because I write so slowly. She has told me that I'm falling behind with my studies. I'm not good at writing essays and I usually hand in my homework late because I put off doing it until the last minute. So I often have to invent silly excuses to explain why I haven't done the work. I'm sure I'm not going to get through my final exams in June. I scraped through the mock exams last February with 54% - all the other students passed with flying colors. I'm now so far behind that I don't know how I'm going to catch up with them. My teacher spent some time going through my homework with me but she found so many mistakes that I felt even more depressed. What do you suggest I do?

Yours desperately

ULYSSES

Check understanding

3. Match the multi-word verbs in A with the definitions in B.

1. () to get down to doing something.
2. () to keep up with someone/something.
3. () to take something down.
4. () to fall behind (with something).
5. () to hand something in.
6. () to put something off.
7. () to get through (something).
8. () to scrape through (something).
9. () to catch up (with someone/something).
10. () to go through something.

- a) to be behind with something, not at the level expected.
- b) to start work on something.
- c) to postpone, to decide to do something at a later date.
- d) to pass an exam or test.
- e) to check that something is correct, to examine something.
- f) to reach the same standard or position as someone else.
- g) to give something to someone in a position of authority.
- h) to remain at the same standard or position as someone else.
- i) to record in writing what someone is saying.
- j) to pass an exam but with a very low grade.

Listening Activity

4. Listen to the following situations. Then, match the pictures with the sentences. Write the correct number in the circle.

1. Jesus asked her to marry him, But she turned him down.
2. We'll have to call off the game, because of the rain.
3. Please look after my pet while I am on vacation.
4. That really bothers me; can you cut it out?



Grammar

What are phrasal verbs?

1. A phrasal verb is a verb plus a preposition or adverb which creates a meaning different from the original verb.

•Example:

I ran into my teacher at the movies last night.

run + into = meet.

He ran away when he was 15.

run + away = leave home.

2. Some phrasal verbs are intransitive.

An intransitive verb cannot be followed by an object.

•Example:

He suddenly showed up.

"show up" cannot take an object.

3. Some phrasal verbs are transitive.

A transitive verb can be followed by an object.

•Example:

I made up the story.

"story" is the object of "make up".

4. Some transitive phrasal verbs are separable.

The object is placed between the verb and the preposition.

•Example:

I talked my mother into letting me borrow the car.

She looked the phone number up.

5. Some transitive phrasal verbs are inseparable.

The object is placed after the preposition.

•Example:

I ran into an old friend yesterday.

They are looking into the problem.

6. Some transitive phrasal verbs can take an object in both places.

•Example:

I looked the number up in the phone book.

I looked up the number in the phone book.

7. WARNING! Although many phrasal verbs can take an object in both places, you must put the object between the verb and the preposition if the object is a pronoun.

•Example:

I looked the number up in the phone book.

I looked up the number in the phone book.

I looked it up in the phone book. correct.

I looked up it in the phone book. incorrect.

► Development exercises

Reading exercise

5. Read the short story and try to work out what the phrasal verbs mean.

Adventures Growing Up

I was brought up in a small town in the countryside. Growing up in the countryside offered lots of advantages for young people. The only problem was that we often got into trouble as we made up stories that we acted out around town. I can remember one particular adventure in particular: One day as we were coming back from school, we came up with the brilliant idea to make out that we were pirates looking for treasure. My best friend Tom said that he made out an enemy ship in the distance. We all ran for cover and picked up a number of rocks to use for ammunition against the ship as we got ready to put together our plan of action. We were ready to set off on our attack, we slowly went along the path until we were face to face with our enemy - the postman's truck! The postman was dropping off a package at Mrs. Brown's house, so we got into his truck. At that point, we really didn't have any idea about what we were going to do next. The radio was playing so we turned down the volume to discuss what we would do next. Jack was all for switching on the motor and getting away with the stolen mail! Of course, we were just children, but the idea of actually making off with a truck was too much for us to believe. We all broke out in nervous laughter at the thought of us driving down the road in this stolen Postal Truck. Luckily for us, the postman came running towards us shouting, "What are you kids up to?!". Of course, we all got out of that truck as quickly as we could and took off down the road.

Phrasal Verbs

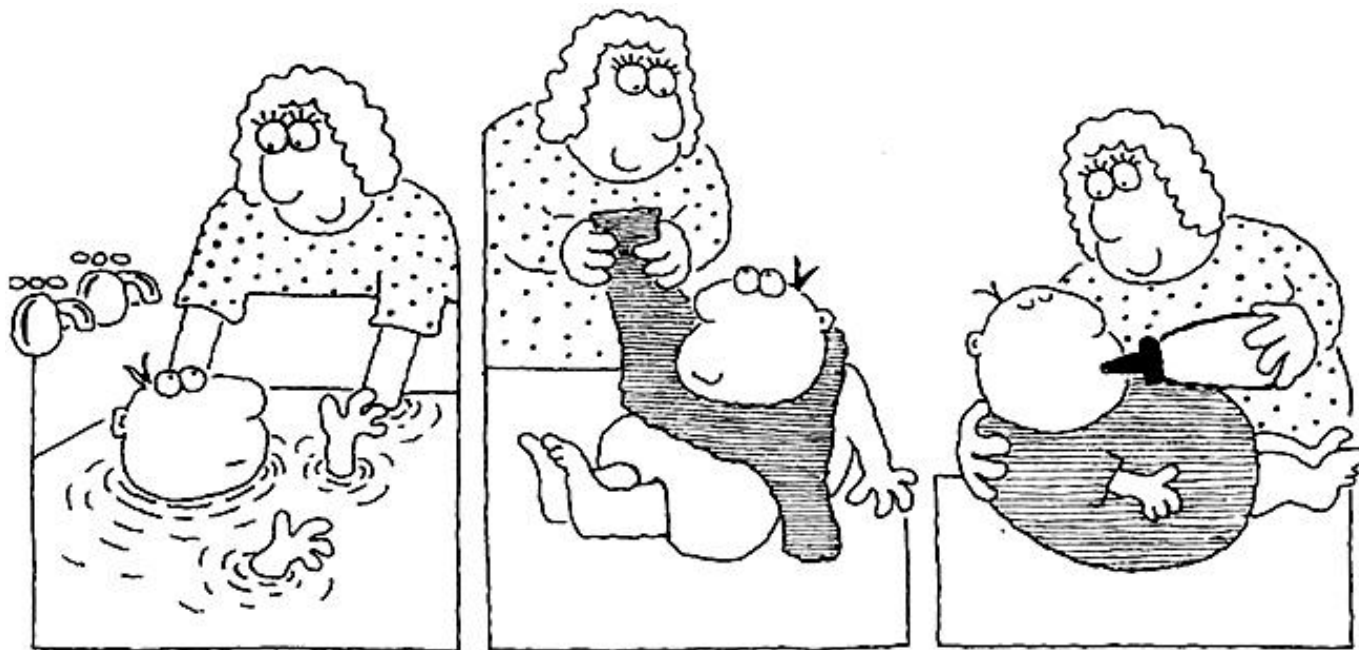
- to make out •to make off with
- to drop off •to set off
- to get out of •to get into
- to get ready •to be up to
- to take off •to grow up
- to make up •to set off
- to turn down •to get into
- to bring up •to break out

There are at least 7 other phrasal verbs in the text. Can you find them?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

6. Work with your partner. Underline the multi-word verbs in the reading and try to work out what they mean.

7. Work in pairs and describe what is happening in each picture. Make a sentence describing what the mother is doing for her baby. You may use the phrasal verb "Look after". Think of another way to say "look after."



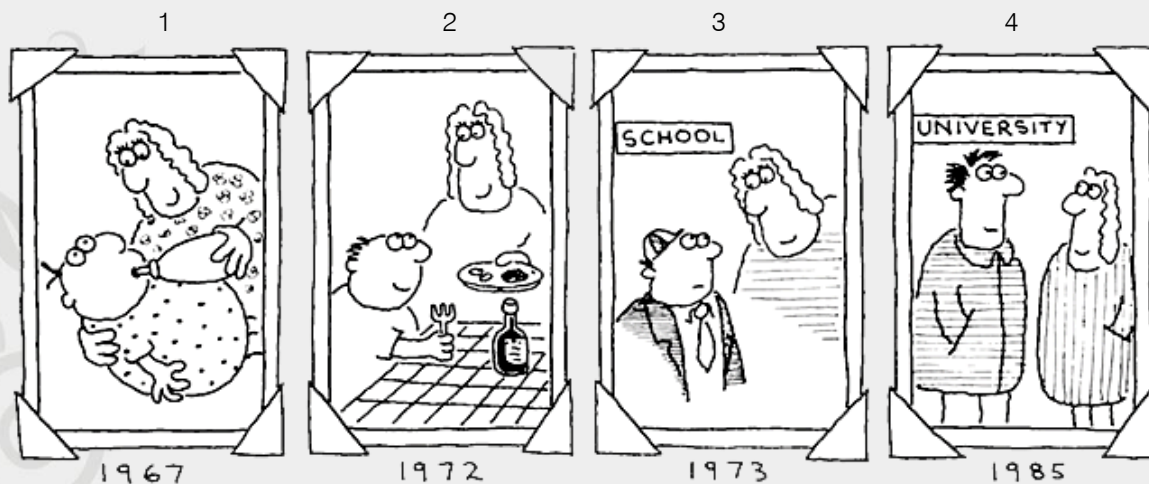
8. What is the year in picture one? _____ What is the woman doing? _____

How old is her little boy in picture two? _____ What is his mother doing? _____

What is happening in pictures three and four?

Make a sentence describing what the woman did for her son between 1967 and 1985? _____

Think of another way of saying **bring up**. _____



9. Do you think this two people are related? _____

What do you think their relationship is? _____

Do you think they look alike? _____

Make a sentence describing the way the small boy looks compared to his father. You can use the two word verb "take after". Think of another way of saying take after.

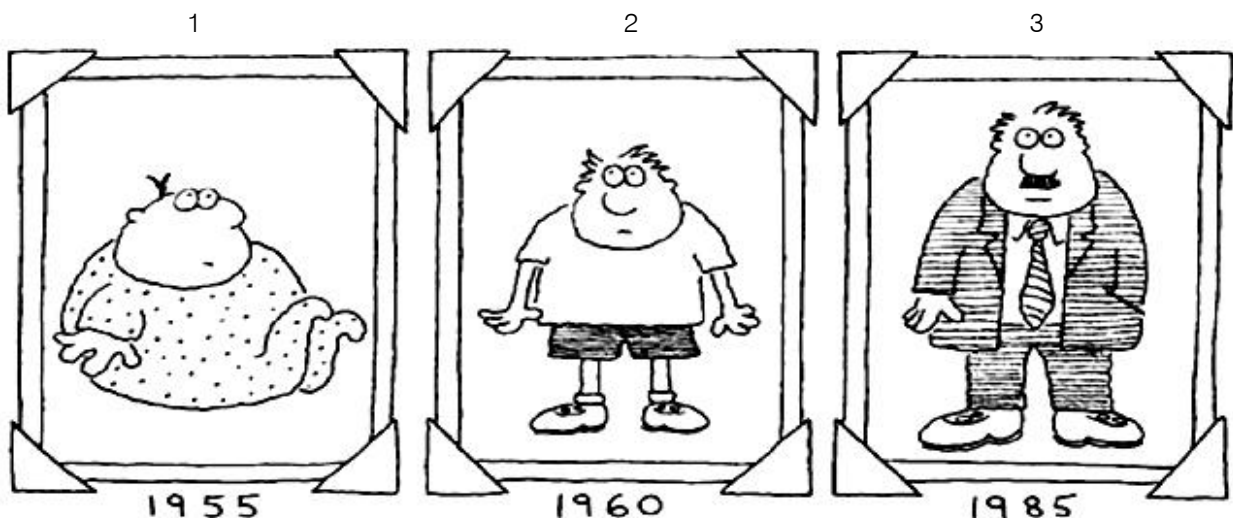


What can you see in picture one? _____

How old is he in picture two? _____

Is he still a baby in picture three? _____

Make a sentence describing what is happening to him in the three pictures between 1955 to 1985. You can use the phrasal verb "grow up". Think of another way of saying grow up.



10.

Is this house in good condition?

How many people can you see?

What are they doing?

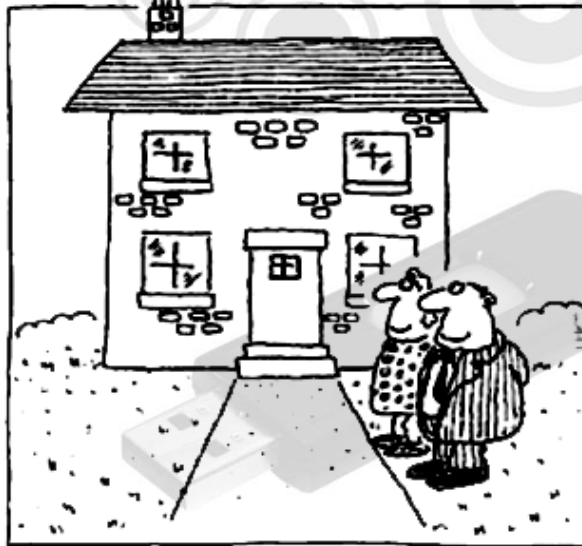
What do you think they are going to do?

Is the house in good condition no?

Make a sentence describing what they did to the house.

You may use the two word verb "do up"

Think of another way to say "do up"



11.

Are the two people on the left young or old? _____

What do you think their relationship is? _____

What are they looking at? _____

Are they thinking about the future? _____

Who do you think the couple in the photograph is? _____



Activity 1

Listening exercise

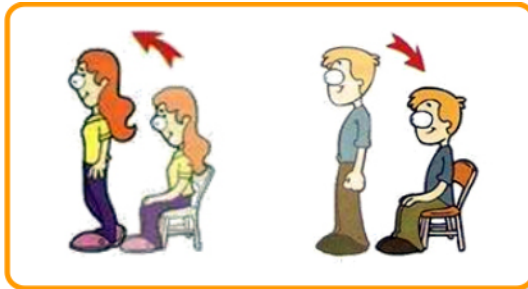
Write the numbers of the words in the order you hear them.

| | | | | | | | | | | | |
|------------|------------|------------|---------------|--------------|-------------|-------------|-----------|-------------|-------------|-------------|----------------|
| Pick up | turn on | rub out | write down | turn over | sit down | put away | put up | cover up | put down | turn off | 1 stand up. |
|------------|------------|------------|---------------|--------------|-------------|-------------|-----------|-------------|-------------|-------------|----------------|

Practice

Now do the actions the teacher tells you, draw an image for each order. If you don't know the order's meaning ask your teacher for help.

Stand up and then sit down again.



Pick up your pen and then put it down.



Put away your English module.



Wipe out the words on the white board.



Pick up your pen and write down some words.



Turn on your cellular phone and then turn it off.



Turn over your module and put your hand up.



Close your module.
Cover up the top with a piece of paper.



Tip to understand some phrasal verbs:
Up & Down
Sometimes you can understand the phrasal verb by looking at the participle (the second word). The particles Up and Down often relate to a physically higher or a physically lower position. Stand up, put up (your hand), sit down, pick up, and put down, are all examples of this kind of phrasal verb.

Discussion

In teams of three discuss and answer the following questions. Write your answers here.

Do you know what Phrasal verbs are?

When do we use them?

How do you think we have to use them in English?

| EVALUATION | | | | | | |
|---|---|--|----|-----|---|--|
| Activity | 1 | Product: Listening practice and discuss of phrasal verbs. | | | Value: | |
| KNOWLEDGE | | | | | | |
| Factual | | Procedural | | | Attitude | |
| Understands the concept and use of two words verbs or "phrasal verbs" | | Searches, identifies and understands general ideas in a text related topics, using reader understanding extended strategies. | | | Collaborates and works respectfully and in an orderly manner with the class in the assigned activities. | |
| Co evaluation | | C | MC | NYC | Obtained value: | |
| | | | | | | |

Exercises

13. Put the words in the box in the sentences below.

| | | | | | | | | | | | |
|---------|---------|---------|------------|-----------|----------|----------|--------|----------|----------|----------|-----------|
| Pick up | turn on | rub out | write down | turn over | sit down | put away | put up | cover up | put down | turn off | stand up. |
|---------|---------|---------|------------|-----------|----------|----------|--------|----------|----------|----------|-----------|

- _____ your pen and then _____ it _____.
- _____ your books.
- _____ the words on the white board.
- _____ your pen and _____ some words.
- _____ your cellular phone and then _____ it _____.
- _____ your module and _____ your hand _____.
- Close your module. _____ the top with a piece of paper.

Oral practice

14. Work in groups of four. One of you gives instructions to the others. Use phrasal verbs.

Which verb goes with which noun? Here is an example:

Look up the word in a dictionary.

Look up the answer in your book.

_____ the lights.

_____ the mobile phone.

_____ The page in your book.

_____ your book.

_____ the television.

_____ the answers.

_____ your pen.

_____ your dictionary.

15. Which statement has a phrasal verb?

Juan is sitting on the couch and reading a magazine.

Pablo likes to sit back and watch TV when she gets the chance.

Alma is thinking about what she can cook for dinner.

Socorro is thinking over what she wrote in her complaint letter. Is it ready to send?

Gaby said goodbye and hung up.

Pictures and photographs hang on Gaby's walls.

Alfonso didn't get around to vacuuming until after 2 in the afternoon.

Mary was happy she got her new coat for only ten dollars.



Activity 2

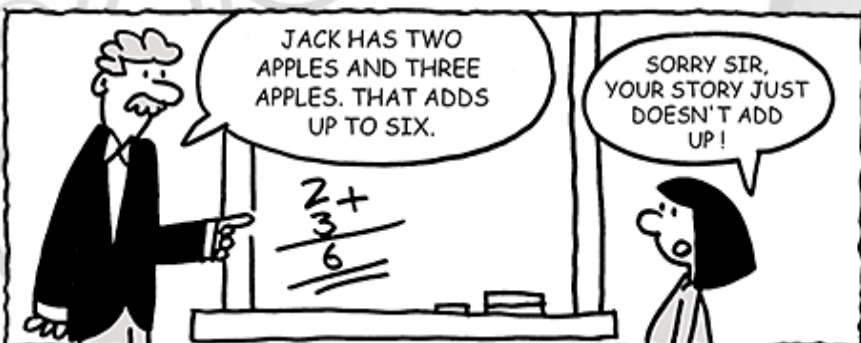
As you know, phrasal verbs can have more than one meaning. With the help of your teacher and a Dictionary, work in dyads and find both meanings for phrasal verbs in both situations. Then at home or the school's computer lab; go to the web page bellow and find out the correct meaning for each cartoon. (Difficulty hard)

<http://www.ecenglish.com/learnenglish/subject/Phrasal+Verbs>



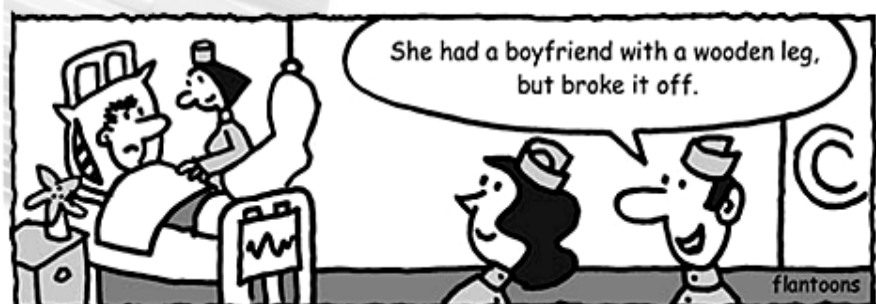










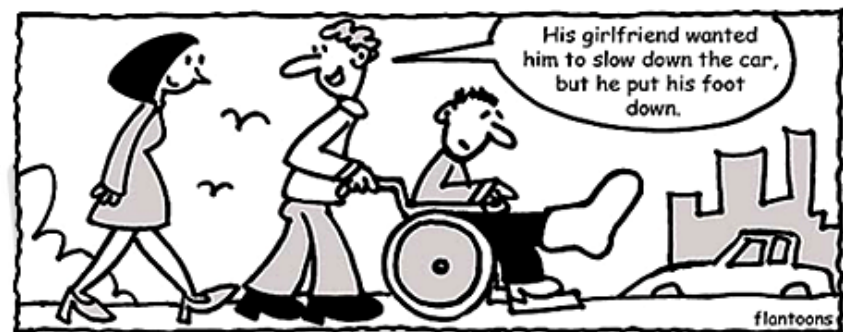


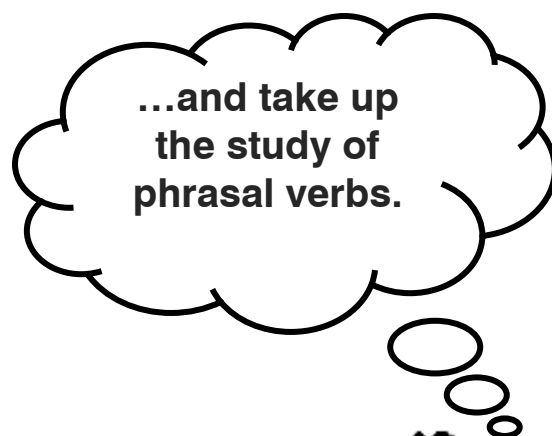
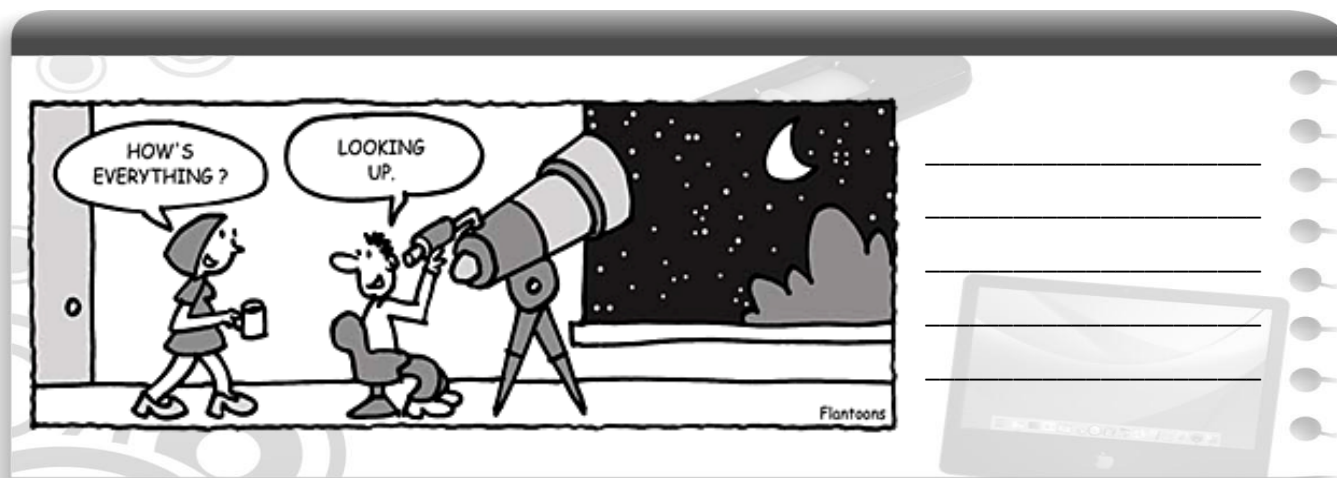






It was a sad day for the rattlesnake family, when the time came for the children to strike out on their own.





| EVALUATION | | | | | |
|--|---|--|----|---|-----------------|
| Activity | 2 | Product: Recognition of phrasal verb meaning | | Value: | |
| KNOWLEDGE | | | | | |
| Factual | | Procedural | | Attitude | |
| Recognizes two word verbs used in orders and instructions. | | Requests and exchanges instructions in different contexts. | | Shows opening, interest and tolerance to the cultural differences that exist between our country and the Anglo-Saxon countries. | |
| Co evaluation | | C | MC | NYC | Obtained value: |
| | | | | | |

16. Use the following verbs (**believe, fill, get, look, put, switch, take, throw, turn, try**) and the prepositions (**away, down, for, in, off, on, out**) form meaningful sentences.

Example: My parents are out. So I have to _____ my baby-brother.

Answer: My parents are out. So I have to look after my baby-brother.

- 1) Quick! _____ the bus. It's ready to leave.
- 2) I don't know where my book is. I have to _____ it.
- 3) It's dark inside. Can you _____ the light, please?
- 4) _____ the form, please.
- 5) I need some new clothes. Why don't you _____ these jeans?
- 6) It's warm inside. _____ your coat.
- 7) This pencil is really old. You can _____ it.
- 8) It's so loud here. Can you _____ the radio a little.
- 9) The firemen were able to _____ the fire in Church Street.
- 10) Does your little brother _____ ghosts?



17. Unscramble the phrasal verbs. Write the word on the line.

1. o pokuL _____
2. kp Meau _____
3. t refaeNa m _____
4. Pay sswa a _____
5. st osa Pu _____
6. o cPuit k _____
7. a tekni _____
8. utPtonio _____
9. aaPywtu _____
10. k cua tPb _____
11. Pf ofut _____
12. t P u on _____
13. uut otP _____
14. Pp u ut _____
15. nRo t niu _____
16. Rsnasroc _____
17. Routn u _____
18. uw hSpo _____
19. ohfSut f _____
20. eaarketT f _____



18. Choose the correct answer for each statement. Write your answer on the paragraph. Use the dictionary.

1. () The concert was ____ because of the rain.

- a. called off
- b. blacked out
- c. turned off

2. () How did he ____ their bad behavior.

- a. come to
- b. account for
- c. jot down

3. () He must be about 90. He is really ____.

- a. getting on
- b. bringing up
- c. bringing forward

4. () In the end everything ____ OK.

- a. turned out
- b. wore out
- c. climb up

5. () Can you ____ all right or should I get a ladder?

- a. fall through
- b. climb down
- c. break in

6. () I am sorry that I am late. I got ____ in traffic.

- a. lifted off
- b. held down
- c. caught up

7. () I was so angry that I ____ in protest.

- a. gave up
- b. walked out
- c. ran over

8. () The man was ____ of jail early for good behavior.

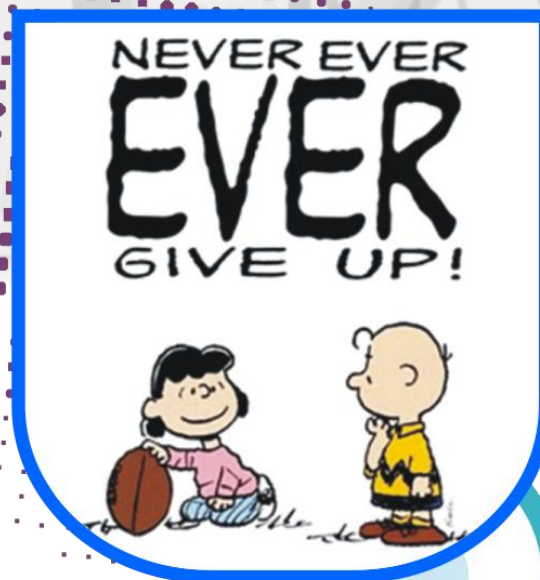
- a. let out
- b. bent down
- c. sent down

9. () Even though he was tired, he ____ going.

- a. kept on
- b. brought out
- c. fell over

10. () After the accident a lot of people ____.

- a. turned out
- b. set out
- c. crowded around



Reading

DAWN BROKE OVER NEWTOWN PRISON, ANGUS STRETCHED, YAWNED AND HALF OPENED HIS EYES.

I feel much better now. I think that little nap did me good.

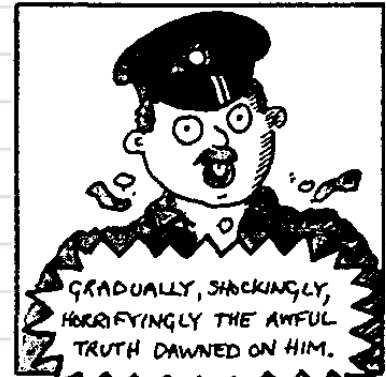


HE STOOD UP AND LOOKED FOR HIS BELT. BUT, FOR SOME REASON, IT WASN'T ON THE FLOOR WHERE HE'D DROPPED IT. HE YAWNED AGAIN AND THOUGHT ABOUT GOING BACK TO SLEEP. BUT THEN, TO HIS SURPRISE, HE SUDDENLY SAW HIS BELT HANGING ON A KEY WHICH WAS IN THE LOCK OF THE OPEN DOOR OF CELL 269.



ANGUS BLINKED TWICE.

Something's wrong here! But what is it?



GRADUALLY, SHACKLINGLY, HORRIFYINGLY THE AWFUL TRUTH DAWNED ON HIM.

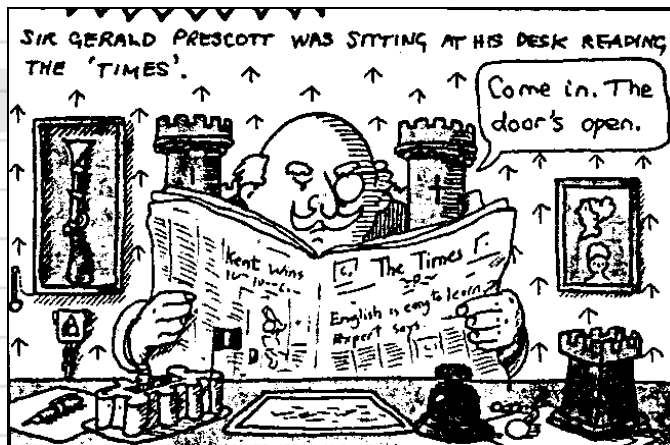


WHEN ANGUS HAD AT LAST WORKED OUT WHAT HAD HAPPENED HE RUSHED DOWN THE CORRIDOR AND RAN UP THE STEPS TO THE PRISON GOVERNOR'S OFFICE.

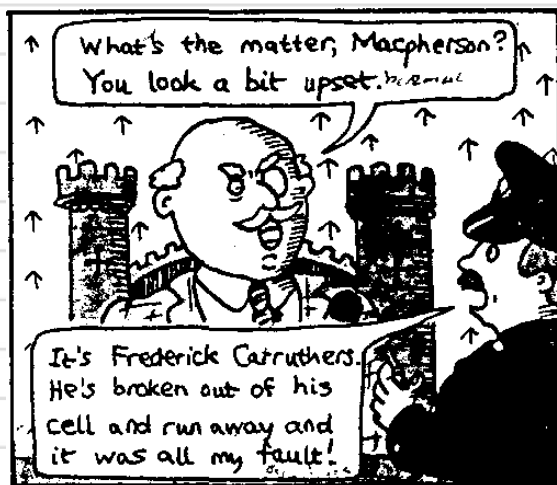
WITH HIS HEART POUNDING, HE BANGED ON THE DOOR.

Governor, Governor! Let me in! Let me in!



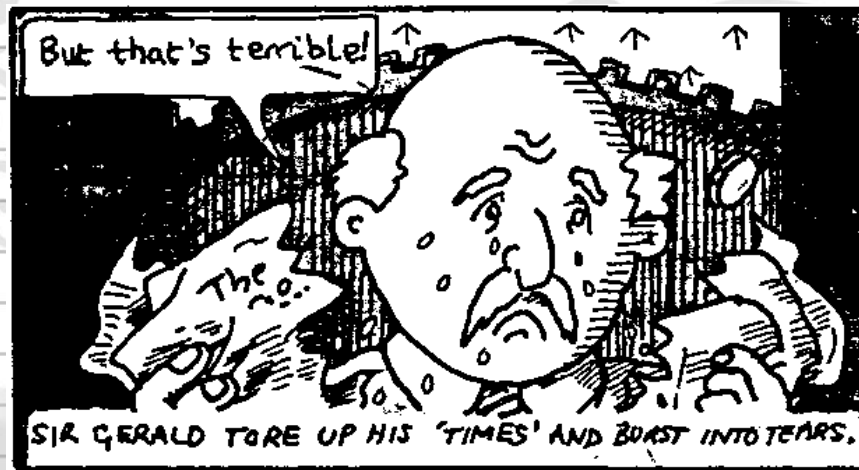


ANGUS RUSHED IN, HIS RED FACE COVERED WITH SWEAT.



ANGUS SAT DOWN AND TOOK A DEEP BREATH.





Notes:

1. Dawn can be a noun ("Dawn broke over Newtown Prison") and a verb ("the ... truth dawned on him.")

2. There are many phrasal verbs with look. Among the most common are...

To look for = to try to find

"He stood up and looked for his belt."

To look at = to see; to examine

"I looked at the game. My head was spinning."

To look after = to take care of

"She looks after sick children."

3. To work (something) out = to solve (a problem, puzzle, mystery).

4. To let in (=to allow, to enter) is the opposite of to let out (= to allow to leave)

"Governor! Governor! Let me in! let me in! and the night guard let him in."

5. Note the difference between to sit at, to sit back, to sit down, to sit in and to sit up.

"Sir Gerald was sitting at his desk reading the times."

6. To calm down = to relax

"Now calm down. And go through the whole story right from the start."

7. To make up for (something) = to compensate for (something)

"I'll make up for it. I'll give up my lunch break and go out and look for him and find out where he is."

Comprehension exercises

19. Complete the following statements using one of the words below.

| | | | | |
|--------------|------|-------|-------|---------|
| lunch break | door | desk | tears | cell |
| handkerchief | keys | times | belt | minutes |

He stood up and looked for his **BELT**.

Sir Gerald Prescott was sitting at his _____ reading *The Times*.

He's broken out of his _____ and run away.

I nodded off for a few _____.

Carruthers picked up the belt and took off one of the _____.

He opened his cell and slipped out through the side _____.

Sir Gerald tore up his _____.

...and burst into _____.

Angus took a _____ out of his pocket.

I'll give up my _____ and go out and look for him and find out.

20. Complete the following sentences using one of the prepositions below.

| | | | | | | | | | |
|-----|------|-----|------|----|----|-----|----|-----|-----|
| Out | away | off | with | at | to | off | up | out | for |
|-----|------|-----|------|----|----|-----|----|-----|-----|

He stood up and looked _____ his belt.

Sir Gerald was sitting _____ his desk reading the times.

Angus rushed in, his red face covered _____ sweat.

He's broken _____ of his cell.

... and run _____ !.

I nodded _____ for a few minutes.

Sir Gerald tore _____ his Times and burst into tears.

Angus took a handkerchief _____ of his pocket.

... and handed it _____ Sir Gerald.

I shouldn't have taken _____ my belt and nodded off like that.



The Elephant Joke



| | | | | | | | |
|----|--------|------|------|----|-----|------|------|
| By | Across | Down | Onto | Up | Out | Into | Back |
|----|--------|------|------|----|-----|------|------|

21. Complete the phrasal verbs, using the prepositions above.

An elephant walks **1** _____ a restaurant, sits **2** _____ at a table near the window and says to the waiter, "Good morning, could I have a cup of coffee, please?"

The waiter is amazed. "What's wrong?" the elephant asks, "You look like you've seen a ghost".

"I'm sorry. I've never heard an elephant talking before, and you speak perfect English."

"I don't know why you're surprised" the elephant says, The waiter is terrified, and says, "What's wrong, Sir?" "I'm Indian, I grew **3** _____ in Bombay, and a lot of people speak English there.

I can speak other languages, too. I'm fluent in French and Japanese and I can get **4** _____ in Spanish and Danish. Anyway, can I have my coffee, now?" sitting by the window, who wants a cup of tea.

"I'm afraid we've run **5** _____ of coffee, Sir, but how about a nice cup of tea?" "Tea?" says the elephant "Yes, that'll be fine." So the waiter goes into the kitchen and tells the manager that there is an Indian elephant "OK," says the manager, "We'd better give him some tea, then."

The waiter goes **6** _____ to the elephant and says, "Here's your tea, Sir, and here's your bill for \$3.50."

The elephant says "Thank you," picks up the cup with his trunk, and starts drinking. But a few moments later, the elephant throws the cup and the tray **7** _____ the floor and starts shouting.

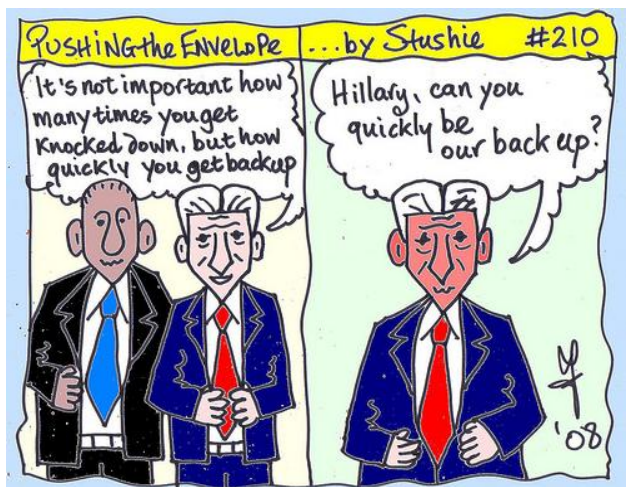
"It's this tea?" the elephant says, "you put milk in it. Don't you know ANYTHING about elephants? We NEVER put milk in our tea!"

"I'm really sorry," the waiter says, "I didn't realize. It's just that we don't come **8** _____ many elephants in this part of the world."

"That's not surprising," the elephant says, "\$3.50 for a cup of tea is much too expensive!"

22. Complete the sentences below with can, could, will, would or would you mind if.

1. _____ you turn on the TV?
2. _____ you bring in that dessert?
3. _____ you call me back later?
4. _____ you close up the door?
5. _____ I call you back later? I'm on the other line with my doctor's office.
6. _____ you go to the store for me?
7. _____ you do me over a favor again?
8. _____ you pick up that book?
9. _____ you take out the trash?
10. _____ I take your credit card out?



23. Write sentences with can, could, would. Don't forget to use phrasal verbs.

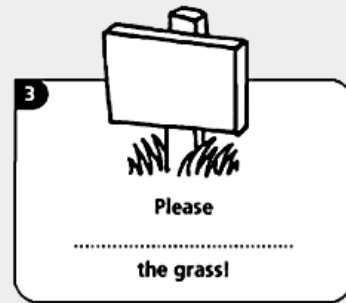
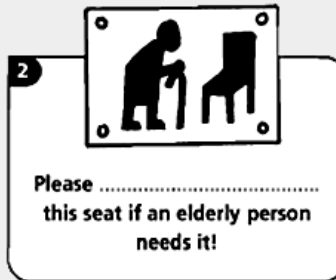
1. (can) _____
2. (could) _____
3. (will) _____
4. (would) _____
5. (would / negative) _____
6. (can) _____
7. (could) _____
8. (will) _____
9. (would) _____
10. (would / interrogative) _____

■ Closing activities

Signs

24. Use the phrasal verbs below to complete the signs. Then match the signs and the places you would find them.

Take away pick up keep off switch off try on
check in give up check out closing down slow down

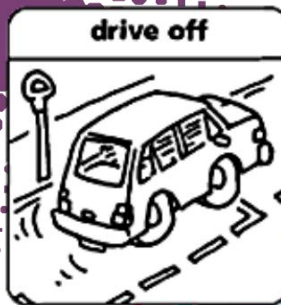


Places

- | | | | |
|-----------------|--------------------------|---------------------|--------------------------|
| a) restaurant | <input type="checkbox"/> | f) road | <input type="checkbox"/> |
| b) cinema | <input type="checkbox"/> | g) photography shop | <input type="checkbox"/> |
| c) clothes shop | <input type="checkbox"/> | h) hotel | <input type="checkbox"/> |
| d) bus | <input type="checkbox"/> | i) shop window | <input type="checkbox"/> |
| e) airport | <input type="checkbox"/> | j) park | <input type="checkbox"/> |

Activity 3

3a. In teams of 3, study the Pictionary and perform the following phrasal verbs in class. Grade the teams and grade them.



Evaluate your partners

3b. In your own words create a flip chart with minimum 5 different phrasal verbs used in sentences about school, home, vacation, hobbies, etc. Don't forget to use images.

3c. Answer the questions and evaluate your partners.

Which team was the best one?

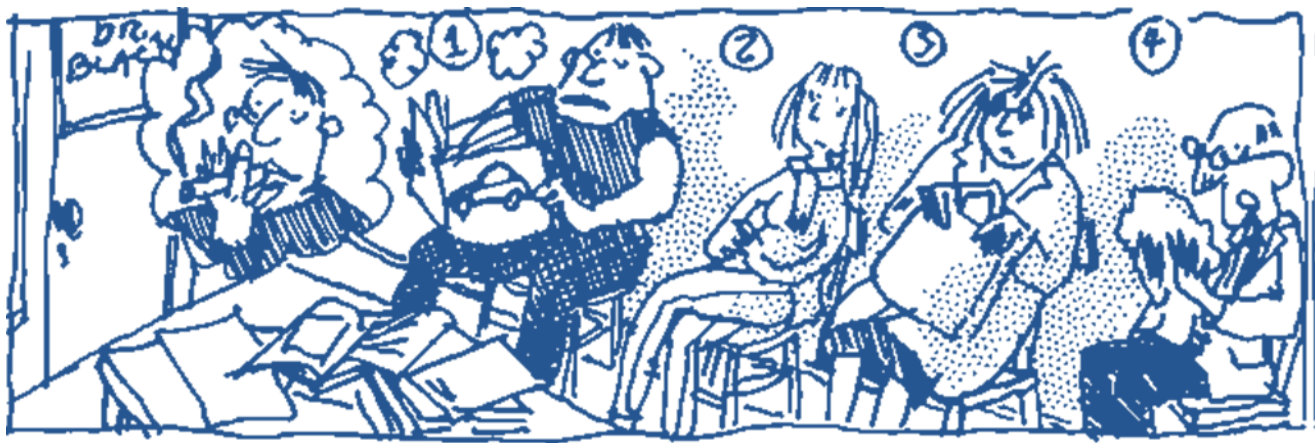
Why are they the best ones?



| EVALUATION | | | | | | |
|---|---|---|----|-----|--|--|
| Activity | 3 | Product: Two word verbs representations. (oral/written) | | | Value: | |
| KNOWLEDGE | | | | | | |
| Factual | | Procedural | | | Attitude | |
| Understands the concept and use of the two word verbs or phrasal verbs. | | Uses the vocabulary, grammar and exercises reviewed in a real context of communication. | | | Works in a responsible manner with the classmates in activities performed in team. | |
| Co evaluation | | C | MC | NYC | Obtained value: | |
| | | | | | | |

Didactic Sequence 2
More Phrasal verbs usage in different context
» Start up activity

1. Work in pairs. Discuss the following questions.
- What do you understand by the expression ‘Healthy body, healthy mind’?
- _____
- Look at the picture. Why do you think these patients want to see the doctor?



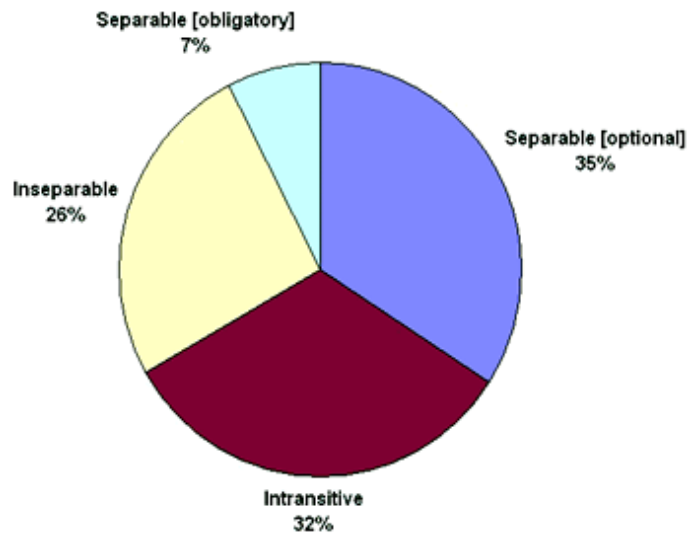
Patient 1 _____ Patient 2 _____
Patient 3 _____ Patient 4 _____

2. Listen to the four patients talking to the doctor. Make notes about each of them under the headings below.

| Patient | Symptoms | Diagnosis | Treatment |
|----------------------|----------|-----------|-----------|
| 1 Mr. Ricardo Solano | | | |
| 2 Ms Teresa Gomez | | | |
| 3 Mrs. Lily Torres | | | |
| 4 Mr. Ivan Rodriguez | | | |

2a. listen to the sentences. Then practice and say the sentences. Find the phrasal verbs and write them in a sheet of paper.

Grammar Phrasal Verbs



Phrasal verbs are a group of multi-word verbs made from a verb plus another word or words. Many people refer to all multi-word verbs as phrasal verbs. On these pages we make a distinction between three types of multi-word verbs: prepositional verbs, phrasal verbs and phrasal-prepositional verbs.

Phrasal verbs are made of: verb + adverb

Phrasal verbs can be:

- intransitive (no direct object)
- transitive (direct object)

Here are some examples of phrasal verbs:

| | phrasal verbs | Meaning | Examples | |
|-----------------------------|---------------|-------------------|--|---------------|
| | | | | Direct object |
| intransitive phrasal verbs. | get up | rise from bed | I don't like to get up | |
| | break down | cease to function | He was late because his car broke down | |
| transitive phrasal verbs. | put off | Postpone | We will have to put off | the meeting. |
| | turn down | Refuse | They turned down | my offer. |

Separable Phrasal Verbs

When phrasal verbs are transitive (that is, they have a direct object), we can usually separate the two parts. For example, "turn down" is a separable phrasal verb. We can say: "turn down my offer" or "turn my offer down". Look at this table:

| | | | | | | |
|---|---|------|--------|----------|-------|-----------|
| Transitive phrasal verbs are separable. | ✓ | They | turned | | down | my offer. |
| | ✓ | They | turned | my offer | down. | |

However, if the direct object is a pronoun, we have no choice. We must separate the phrasal verb and insert the pronoun between the two parts. Look at this example with the separable phrasal verb "switch on":

| | | | | | | | |
|---|---|------|----------|-----------|----|------------|-------------------------|
| Direct object pronouns must go between the two parts of transitive phrasal verbs. | ✓ | Alex | switched | | on | the radio. | These are all possible. |
| | ✓ | Alex | switched | the radio | on | | |
| | ✓ | Alex | switched | it | on | | |
| | ✗ | Alex | switched | | on | It. | This is not possible. |

TIP!

Separable or inseparable phrasal verbs?

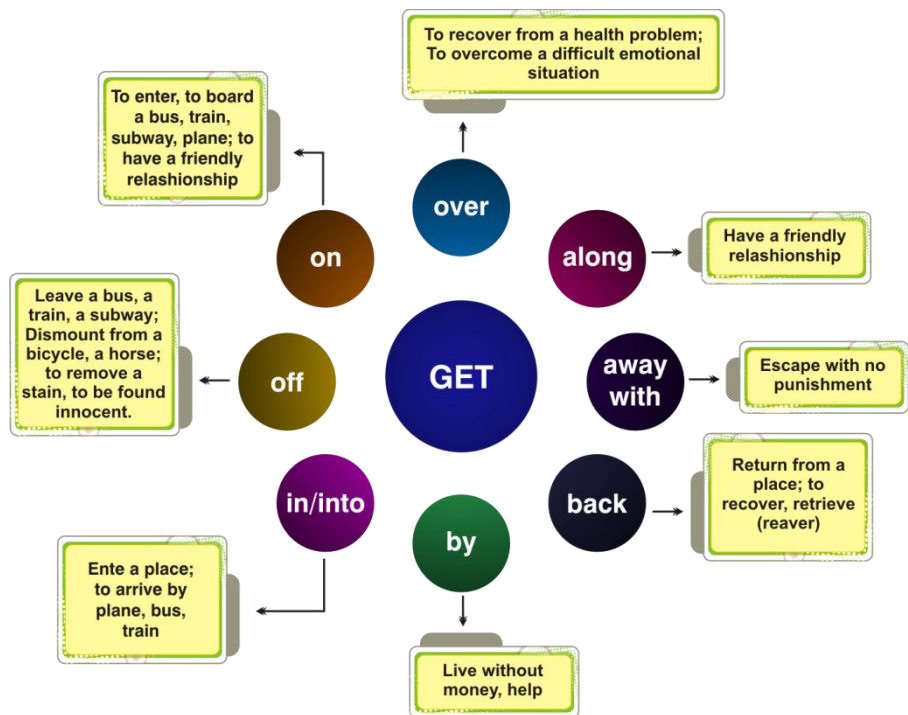
Some dictionaries tell you when phrasal verbs are separable. If a dictionary writes "look (something) up", you know that the phrasal verb "look up" is separable, and you can say "look something up" and "look up something". It's a good idea to write "something/somebody" as appropriate in your vocabulary book when you learn a new phrasal verb, like this:

- get up
- break down
- put something/somebody off
- turn something/somebody down

This tells you whether the verb needs a direct object and where to put it.

If you are not sure whether a phrasal verb is separable or inseparable, ALWAYS use a noun or nouns phrase and DO NOT separate. In this way, you will always be correct!

| | |
|--|---|
| Separable Phrasal Verbs: bring up, take off | <ul style="list-style-type: none"> • They brought up their children to respect others. • She took off her jacket before she began the lesson. |
| Inseparable Phrasal Verbs: look for, set off | <ul style="list-style-type: none"> • She was looking for her books when he arrived. • They set off for a wonderful holiday in Hawaii. |



► Development activities

Written Exercises

3. The missing equivalent verbs.

| | |
|------------------------|------------------|
| apply for | communicate with |
| became unfriendly with | confronted |
| belittled | could not do |
| broke | respected |
| tolerate | throw away |
| surrendered | |

My friend Janet had always looked up to her boss.
 She always gave in to his demands.
 She said her old typewriter was not up to the job.
 He promised to get rid of her machine.
 One day he went back on his promise .
 He suddenly said she would have to put up with it a bit longer.
 She argued, but could not get through to him.
 She stood up to him.
 He talked down to her.
 That was how she fell out with him.
 She had decided to put in for a transfer to another department.

(.....)
 (.....)
 (.....)
 (.....)
 (.....)
 (.....)
 (.....)
 (.....)
 (.....)
 (.....)
 (.....)

4. Look at the picture story. With your partner practice telling the story before you write it. You can decide what happens in picture.



How do you think the story ends?

Do you like the story? Why? How much truth is there in it?

4a. Now write the story. Try to use some of the following multi-word verbs and expressions.

to be fed up with

to put up with

to look out onto

to get on someone's nerves

to look through

to come across

to be in two minds to do up

to think over to see to

to make up one's mind to throw out

to move out/in to put up

to put in

I can't put up with this noise any longer.



5. Choose the correct phrasal verb, then write in the box if the phrasal verb is separable or inseparable.

Chris was afraid the inexpensive tires would _____ quickly.

- a) wear on
- b) wear over
- c) wear out

Lidia likes to _____ early in the morning so that she's fit for school.

- a) work on
- b) work over
- c) work out

Roberto looks _____ because he's working and studying at the same time.

- a) worn on
- b) worn in
- c) worn out

We are getting close to _____ the semester, so are there any final questions or concerns?

- a) wrapping down
- b) wrapping over
- c) wrapping up

Jim didn't have much time to _____ the final text.

- a) write about
- b) write over
- c) write up

Armando _____ all of the information and then gave the note to his classmate so she could put it into a computer file.

- a) took on
- b) took down
- c) took over

Enrique asked his girlfriend to _____ the music so he could hear it clearly in the car.

- a) turn over
- b) turn up
- c) turn in

Cristina _____ her ill boyfriend all day long.

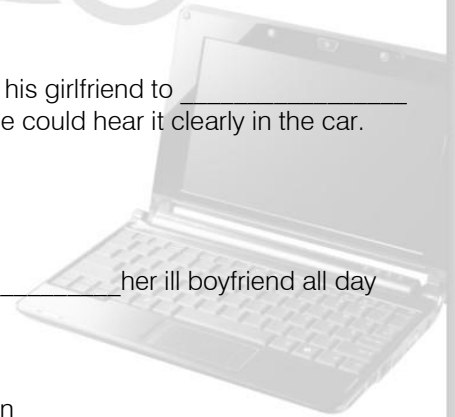
- a) waited on
- b) waited in
- c) waited down

Nereida liked to _____ early on Saturdays.

- a) wake on
- b) wake up
- c) wake over

Rosa _____ her little brother all the time.

- a) watched out for
- b) watched out about
- c) watched out



Activity 1

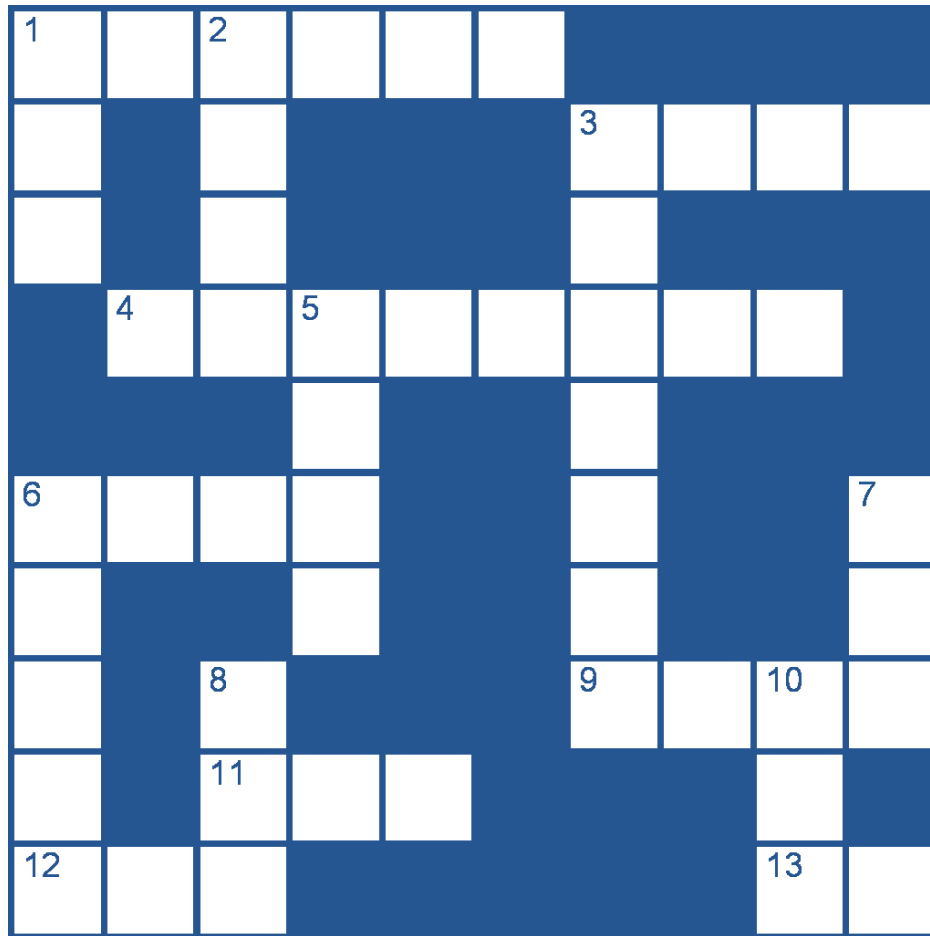
Work in teams of four. Look at the pictures and with the help of your teacher create a dialogue story using them.



Now act out the dialogue in class.

| EVALUATION | | | | | | |
|--|---|--|----|-----|---|--|
| Activity | 1 | Product: Dialogue with Phrasal verbs. | | | Value: | |
| KNOWLEDGE | | | | | | |
| Factual | | Procedural | | | Attitude | |
| Identifies and recognizes the two word verbs or phrasal verbs in a dialogue created in team. | | Understands, writes and represents documents or simple dialogues related to the topic. | | | Engages in a dialogue in a proactive and empathic attitude. | |
| Co evaluation | | C | MC | NYC | Obtained value: | |
| | | | | | | |

6. Complete the crossword puzzle.



Across

1. Can you _____ with some solutions.
3. _____ by and visit me sometime.
4. I _____ well with Sandra because she is so easygoing.
6. _____ out a dress and I'll buy it for you.
9. It's too loud. _____ down the volume.
11. I don't want to cook. Let's _____ out.
12. We _____ off our trip until next year.
13. There are many mistakes. _____ it over.

Down

1. I'm going to _____ down on fatty foods.
2. He likes to _____ up stories.
3. He had to _____ of university because he had no money.
5. It's warm. Why don't you _____ off your jacket?
6. I won't _____ with your rude behavior anymore.
7. If you _____ into Jack, tell him to call me.
8. Let's _____ up the tent before it rains.



Activity 2

1a. Work with a partner. Choose whether or not each phrasal verb is separable or not separable (in the context of each sentence). Underline the correct answer. If both responses are acceptable, choose "BOTH ARE CORRECT": ask your teacher for help if your need.

1. Which is correct?

- a) I made up that story.
- b) BOTH ARE CORRECT.
- c) I made that story up.

2. Which is correct?

- a) I drove to his house up.
- b) BOTH ARE CORRECT.
- c) I drove up to his house.

3. Which is correct?

- a) The police blew up the car.
- b) BOTH ARE CORRECT.
- c) The police blew the car up.

4. Which is correct?

- a) The thieves broke in at around midnight.
- b) The thieves broke at around midnight in.
- c) BOTH ARE CORRECT.

5. Which is correct?

- a) Are you going to come back later?
- b) Are you going to come later back?
- c) BOTH ARE CORRECT.

6. Which is correct?

- a) I was trying to speak, but he cut off me.
- b) BOTH ARE CORRECT.
- c) I was trying to speak, but he cut me off.

7. Which is correct?

- a) BOTH ARE CORRECT.
- b) I mix up those words all the time.
- c) I mix those words up all the time.

8. Which is correct?

- a) Thomas' grandfather passed away last month.
- b) Thomas' grandfather passed last month away.
- c) BOTH ARE CORRECT.

9. Which is correct?

- a) Pass out (= distribute) these forms!
- b) BOTH ARE CORRECT.
- c) Pass these forms out!

10. Which is correct?

- a) We took after breakfast off.
- b) BOTH ARE CORRECT.
- c) We took off (=left) after breakfast.

Oral exercise

1b. Work with your partner. Say what you think the following phrasal verbs mean and give examples of when you would use them. Then register your partner's examples.

slow down bring something down calm down die down cool down

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

| EVALUATION | | | | | |
|--|---|---|----|---|-----------------|
| Activity | 2 | Product: Phrasal verbs Recognition. | | Value: | |
| KNOWLEDGE | | | | | |
| Factual | | Procedural | | Attitude | |
| Recognizes and associates the concept and use of the two word verbs in oral and written exercises. | | Understands and distinguishes the two words verbs use, using the vocabulary reviewed in real context. | | Demonstrates responsibility in the entrusted tasks. | |
| Co evaluation | | C | MC | NYC | Obtained value: |
| | | | | | |

■ Closing activities

7. Decide if the multi-word verbs below are intransitive or transitive.

a. It took him a long time to get over his cold.

b. Your tie doesn't go with your shirt.

c. The plane touched down without any problems.

d. What time will you get back tonight?

e. Can you see to the radio? It isn't working.

f. Shall we stop off and see Paul on our way home?

g. He came round two hours after the operation.

h. It's good to get away at least once a year.

i. She passed out when she heard the news.

j. Did you come across anything interesting in the newspaper?

| | | |
|------------------------------|----------------------|------------|
| ring/phone/call someone back | give something back | walk back |
| put something back | drive (someone) back | shout back |

| | | |
|---------------------|---------------------|-----------|
| pay something back | take something back | fly back |
| play something back | send something back | turn back |

8. Write a description of the worst holiday you have ever had. Include details about the journey and the accommodation. Remember to use some of the phrasal verbs from this unit.

A large, lined writing area with decorative elements including a paperclip, a pencil, and floral patterns.

Activity 3

Speaking and writing

1. Work in pairs. Practice telling the story of Mr. Murrieta. Use phrasal verbs and expressions from the whole block.



Now write the story of Mr. Murrieta. Use the following phrasal verbs and expressions.

| | |
|---|-----------------------|
| out of condition | to be/go on a diet |
| to put on (an amount of something) | to give something up |
| to get through (an amount of something) | out of breath |
| to cut something out | to knock someone down |
| to cut down (on) (something) | to come round |
| to take something up | out of danger |

2. Now, perform a dramatization in class or create a flipchart about the story created by the team.

| ORAL PRESENTATION. | | |
|--------------------|-------------|-----------------|
| Evaluation | Max. Value. | Student points. |
| Fluency | 3 | |
| Pronunciation | 2 | |
| Voice level | 1 | |
| Attitude | 2 | |
| Total | 8 | |

| PRESENTATION. | | |
|------------------|-------------|-----------------|
| Evaluation | Max. Value. | Student points. |
| Presentation | 2 | |
| Creativity | 3 | |
| photos use | 5 | |
| photos or images | 2 | |
| Total | 12 | |

| EVALUATION | | | | | | |
|---|---|---|----|-----|---|--|
| Activity | 3 | Product: Phrasal verbs Recognition. | | | Value: | |
| KNOWLEDGE | | | | | | |
| Factual | | Procedural | | | Attitude | |
| Identifies the use of phrasal verbs used in orders and instructions as well as in a dialogue. | | Recognizes the important data in a dialogue created from images related to the topic. | | | Collaborates in a responsible manner with their classmates in the activities made in teams. | |
| Co evaluation | | C | MC | NYC | Obtained value: | |
| | | | | | | |

MOST COMMON PHRASAL VERBS DICTIONARY

| Verb | Meaning | Example |
|-----------------------------|---|--|
| ask <i>someone</i> out | invite on a date | Brian asked Judy out to dinner and a movie. |
| ask around | ask many people the same question | I asked around but nobody has seen my wallet. |
| add up to <i>something</i> | Equal | Your purchases add up to \$205.32. |
| back <i>something</i> up | Reverse | You'll have to back up your car so that I can get out. |
| back <i>someone</i> up | Support | My wife backed me up over my decision to quit my job. |
| blow up | Explode | The racing car blew up after it crashed into the fence. |
| blow <i>something</i> up | add air | We have to blow 50 balloons up for the party. |
| break down | stop functioning (vehicle, machine) | Our car broke down at the side of the highway in the snowstorm. |
| break down | get upset | The woman broke down when the police told her that her son had died. |
| break <i>something</i> down | divide into smaller parts | Our teacher broke the final project down into three separate parts. |
| break <i>something</i> in | wear something a few times so that it doesn't look/feel new | I need to break these shoes in before we run next week. |
| break in | Interrupt | The TV station broke in to report the news of the president's death. |
| break up | end a relationship | My boyfriend and I broke up before I moved to America. |
| break up | start laughing (informal) | The kids just broke up as soon as the clown started talking. |
| break out | Escape | The prisoners broke out of jail when the guards weren't looking. |

| Verb | Meaning | Example |
|---------------------------------------|---|---|
| break out in <i>something</i> | develop a skin condition | I broke out in a rash after our camping trip. |
| bring <i>someone</i> down | make unhappy | This sad music is bringing me down. |
| bring <i>someone</i> up | raise a child | My grandparents brought me up after my parents died. |
| bring <i>something</i> up | start talking about a subject | My mother walks out of the room when my father brings up sports. |
| bring <i>something</i> up | vomit | He drank so much that he brought his dinner up in the toilet. |
| call around | phone many different places/people | We called around but we weren't able to find the car part we needed. |
| call <i>someone</i> back | return a phone call | I called the company back but the offices were closed for the weekend. |
| call <i>something</i> off | cancel | Jason called the wedding off because he wasn't in love with his fiancé. |
| call on <i>someone</i> | ask for an answer or opinion | The professor called on me for question 1. |
| call on <i>someone</i> | visit someone | We called on you last night but you weren't home. |
| call <i>someone</i> up | phone | Give me your phone number and I will call you up when we are in town. |
| calm down | relax after being angry | You are still mad. You need to calm down before you drive the car. |
| not care for <i>someone/something</i> | not like (formal) | I don't care for his behavior. |
| catch up | get to the same point as someone else | You'll have to run faster than that if you want to catch up with Marty. |
| check in | arrive and register at a hotel or airport | We will get the hotel keys when we check in. |
| check out | leave a hotel | You have to check out of the hotel before 11:00 AM. |
| check <i>someone/something</i> out | look at carefully, investigate | The company checks out all new employees. |
| check out <i>someone/something</i> | look at (informal) | Check out the crazy hair on that guy! |

| Verb | Meaning | Example |
|-----------------------------------|--|---|
| cheer up | become happier | She cheered up when she heard the good news. |
| cheer <i>someone</i> up | make happier | I brought you some flowers to cheer you up. |
| chip in | help | If everyone chips in we can get the kitchen painted by noon. |
| clean <i>something</i> up | tidy, clean | Please clean up your bedroom before you go outside. |
| come across <i>something</i> | find unexpectedly | I came across these old photos when I was tidying the closet. |
| come apart | separate | The top and bottom come apart if you pull hard enough. |
| come down with <i>something</i> | become sick | My nephew came down with chicken pox this weekend. |
| come forward | volunteer for a task or to give evidence | The woman came forward with her husband's finger prints. |
| come from somewhere | originate in | The art of origami comes from Asia. |
| count on <i>someone/something</i> | rely on | I am counting on you to make dinner while I am out. |
| cross <i>something</i> out | draw a line through | Please cross out your old address and write your new one. |
| cut back on <i>something</i> | consume less | My doctor wants me to cut back on sweets and fatty foods. |
| cut <i>something</i> down | make something fall to the ground | We had to cut the old tree in our yard down after the storm. |
| cut in | interrupt | Your father cut in while I was dancing with your uncle. |
| cut in | pull in too closely in front of another vehicle | The bus driver got angry when that car cut in. |
| cut in | start operating (of an engine or electrical device) | The air conditioner cuts in when the temperature gets to 22°C. |
| cut <i>something</i> off | remove with something sharp | The doctors cut off his leg because it was severely injured. |
| cut <i>something</i> off | stop providing | The phone company cut off our phone because we didn't pay the bill. |
| cut <i>someone</i> off | take out of a will | My grandparents cut my father off when he remarried. |
| cut <i>something</i> out | remove part of something (usually with scissors and paper) | I cut this ad out of the newspaper. |

| Verb | Meaning | Example |
|-----------------------------------|--|--|
| <i>do someone/something over</i> | beat up, ransack (Br.E., informal) | He's lucky to be alive. His shop was done over by a street gang. |
| <i>do something over</i> | do again (N.Amer.) | My teacher wants me to do my essay over because she doesn't like my topic. |
| <i>do away with something</i> | discard | It's time to do away with all of these old tax records. |
| <i>do something up</i> | fasten, close | Do your coat up before you go outside. It's snowing! |
| <i>dress up</i> | wear nice clothing | It's a fancy restaurant so we have to dress up. |
| <i>drop back</i> | move back in a position/group | Andrea dropped back to third place when she fell off her bike. |
| <i>drop in/by/over</i> | come without an appointment | I might drop in/by/over for tea sometime this week. |
| <i>drop someone/something off</i> | take someone/something somewhere and leave them/it there | I have to drop my sister off at work before I come over. |
| <i>drop out</i> | quit a class, school etc | I dropped out of Science because it was too difficult. |
| <i>eat out</i> | eat at a restaurant | I don't feel like cooking tonight. Let's eat out. |
| <i>end up</i> | eventually reach/do/decide | We ended up renting a movie instead of going to the theatre. |
| <i>fall apart</i> | break into pieces | My new dress fell apart in the washing machine. |
| <i>fall down</i> | fall to the ground | The picture that you hung up last night fell down this morning. |
| <i>fall out</i> | separate from an interior | The money must have fallen out of my pocket. |
| <i>fall out</i> | (of hair, teeth) become loose and unattached | His hair started to fall out when he was only 35. |
| <i>figure something out</i> | understand, find the answer | I need to figure out how to fit the piano and the bookshelf in this room. |
| <i>fill something in</i> | to write information in blanks (Br.E.) | Please fill in the form with your name, address, and phone number. |
| <i>fill something out</i> | to write information in blanks (N.Amer.) | The form must be filled out in capital letters. |
| <i>fill something up</i> | fill to the top | I always fill the water jug up when it is empty. |

| Verb | Meaning | Example |
|----------------------------------|--|--|
| find out | discover | We don't know where he lives. How can we find out? |
| find <i>something</i> out | discover | We tried to keep the time of the party a secret, but Samantha found it out. |
| get <i>something</i> across/over | communicate, make understandable | I tried to get my point across/over to the judge but she wouldn't listen. |
| get along/on | like each other | I was surprised how well my new girlfriend and my sister got along/on. |
| get around | have mobility | My grandfather can get around fine in his new wheelchair. |
| get away | go on a vacation | We worked so hard this year that we had to get away for a week. |
| get away with <i>something</i> | do without being noticed or punished | Jason always gets away with cheating in his maths tests. |
| get back | return | We got back from our vacation last week. |
| get <i>something</i> back | receive something you had before | Liz finally got her Science notes back from my room-mate. |
| get back at <i>someone</i> | retaliate, take revenge | My sister got back at me for stealing her shoes. She stole my favourite hat. |
| get back into <i>something</i> | become interested in something again | I finally got back into my novel and finished it. |
| get on <i>something</i> | step onto a vehicle | We're going to freeze out here if you don't let us get on the bus. |
| get over <i>something</i> | recover from an illness, loss, difficulty | I just got over the flu and now my sister has it. |
| get over <i>something</i> | overcome a problem | The company will have to close if it can't get over the new regulations. |
| get round to <i>something</i> | finally find time to do (N.Amer.: get around to <i>something</i>) | I don't know when I am going to get round to writing the thank you cards. |
| get together | meet (usually for social reasons) | Let's get together for a BBQ this weekend. |
| get up | get out of bed | I got up early today to study for my exam. |
| get up | stand | You should get up and give the elderly man your seat. |

| Verb | Meaning | Example |
|-----------------------------|--|---|
| give <i>someone</i> away | reveal hidden information about someone | His wife gave him away to the police. |
| give <i>someone</i> away | take the bride to the altar | My father gave me away at my wedding. |
| give <i>something</i> away | ruin a secret | My little sister gave the surprise party away by accident. |
| give <i>something</i> away | give something to someone for free | The library was giving away old books on Friday. |
| give <i>something</i> back | return a borrowed item | I have to give these skates back to Franz before his hockey game. |
| give in | reluctantly stop fighting or arguing | My boyfriend didn't want to go to the ballet, but he finally gave in. |
| give <i>something</i> out | give to many people (usually at no cost) | They were giving out free perfume samples at the department store. |
| give <i>something</i> up | quit a habit | I am giving up smoking as of January 1st. |
| give up | stop trying | My maths homework was too difficult so I gave up. |
| go after <i>someone</i> | follow someone | My brother tried to go after the thief in his car. |
| go after <i>something</i> | try to achieve something | I went after my dream and now I am a published writer. |
| go against <i>someone</i> | compete, oppose | We are going against the best soccer team in the city tonight. |
| go ahead | start, proceed | Please go ahead and eat before the food gets cold. |
| go back | return to a place | I have to go back home and get my lunch. |
| go out | leave home to go on a social event | We're going out for dinner tonight. |
| go out with <i>someone</i> | date | Jesse has been going out with Luke since they met last winter. |
| go over <i>something</i> | review | Please go over your answers before you submit your test. |
| go over | visit someone nearby | I haven't seen Tina for a long time. I think I'll go over for an hour or two. |
| go without <i>something</i> | suffer lack or deprivation | When I was young, we went without winter boots. |

| Verb | Meaning | Example |
|------------------------------------|--------------------------------------|--|
| grow apart | stop being friends over time | My best friend and I grew apart after she changed schools. |
| grow back | regrow | My roses grew back this summer. |
| grow up | become an adult | When Jack grows up he wants to be a fireman. |
| grow out of <i>something</i> | get too big for | Elizabeth needs a new pair of shoes because she has grown out of her old ones. |
| grow into <i>something</i> | grow big enough to fit | This bike is too big for him now, but he should grow into it by next year. |
| hand <i>something</i> down | give something used to someone else | I handed my old comic books down to my little cousin. |
| hand <i>something</i> in | submit | I have to hand in my essay by Friday. |
| hand <i>something</i> out | to distribute to a group of people | We will hand out the invitations at the door. |
| hand <i>something</i> over | give (usually unwillingly) | The police asked the man to hand over his wallet and his weapons. |
| hang in | stay positive (N.Amer., informal) | Hang in there. I'm sure you'll find a job very soon. |
| hang on | wait a short time (informal) | Hang on while I grab my coat and shoes! |
| hang out | spend time relaxing (informal) | Instead of going to the party we are just going to hang out at my place. |
| hang up | end a phone call | He didn't say goodbye before he hung up. |
| hold <i>someone/something</i> back | prevent from doing/going | I had to hold my dog back because there was a cat in the park. |
| hold <i>something</i> back | hide an emotion | Jamie held back his tears at his grandfather's funeral. |
| hold on | wait a short time | Please hold on while I transfer you to the Sales Department. |
| hold onto <i>someone/something</i> | hold firmly using your hands or arms | Hold onto your hat because it's very windy outside. |
| hold <i>someone/something</i> up | rob | A man in a black mask held the bank up this morning. |
| keep on doing <i>something</i> | continue doing | Keep on stirring until the liquid comes to a boil. |

| Verb | Meaning | Example |
|---|---|--|
| keep <i>something</i> from <i>someone</i> | not tell | We kept our relationship from our parents for two years. |
| keep <i>someone/something</i> out | stop from entering | Try to keep the wet dog out of the living room. |
| keep <i>something</i> up | continue at the same rate | If you keep those results up you will get into a great college. |
| let <i>someone</i> down | fail to support or help, disappoint | I need you to be on time. Don't let me down this time. |
| let <i>someone</i> in | allow to enter | Can you let the cat in before you go to school? |
| look after <i>someone/something</i> | take care of | I have to look after my sick grandmother. |
| look down on <i>someone</i> | think less of, consider inferior | Ever since we stole that chocolate bar your dad has looked down on me. |
| look for <i>someone/something</i> | try to find | I'm looking for a red dress for the wedding. |
| look forward to <i>something</i> | be excited about the future | I'm looking forward to the Christmas break. |
| look into <i>something</i> | investigate | We are going to look into the price of snowboards today. |
| look out | be careful, vigilant, and take notice | Look out! That car's going to hit you! |
| look out for <i>someone/something</i> | be especially vigilant for | Don't forget to look out for snakes on the hiking trail. |
| look <i>something</i> over | check, examine | Can you look over my essay for spelling mistakes? |
| look <i>something</i> up | search and find information in a reference book or database | We can look her phone number up on the Internet. |
| look up to <i>someone</i> | have a lot of respect for | My little sister has always looked up to me. |
| make <i>something</i> up | invent, lie about something | Josie made up a story about about why we were late. |
| make up | forgive each other | We were angry last night, but we made up at breakfast. |
| make <i>someone</i> up | apply cosmetics to | My sisters made me up for my graduation party. |
| mix <i>something</i> up | confuse two or more things | I mixed up the twins' names again! |

| Verb | Meaning | Example |
|--------------------------------------|--|--|
| pass away | die | His uncle passed away last night after a long illness. |
| pass out | faint | It was so hot in the church that an elderly lady passed out. |
| pass <i>something</i> out | give the same thing to many people | The professor passed the textbooks out before class. |
| pass <i>something</i> up | decline (usually something good) | I passed up the job because I am afraid of change. |
| pay <i>someone</i> back | return owed money | Thanks for buying my ticket. I'll pay you back on Friday. |
| pay for <i>something</i> | be punished for doing something bad | That bully will pay for being mean to my little brother. |
| pick <i>something</i> out | choose | I picked out three sweaters for you to try on. |
| point <i>someone/something</i> out | indicate with your finger | I'll point my boyfriend out when he runs by. |
| put <i>something</i> down | put what you are holding on a surface or floor | You can put the groceries down on the kitchen counter. |
| put <i>someone</i> down | insult, make someone feel stupid | The students put the substitute teacher down because his pants were too short. |
| put <i>something</i> off | postpone | We are putting off our trip until January because of the hurricane. |
| put <i>something</i> out | extinguish | The neighbours put the fire out before the firemen arrived. |
| put <i>something</i> together | assemble | I have to put the crib together before the baby arrives. |
| put up with <i>someone/something</i> | tolerate | I don't think I can put up with three small children in the car. |
| put <i>something</i> on | put clothing/accessories on your body | Don't forget to put on your new earrings for the party. |
| run into <i>someone/something</i> | meet unexpectedly | I ran into an old school-friend at the mall. |
| run over <i>someone/something</i> | drive a vehicle over a person or thing | I accidentally ran over your bicycle in the driveway. |
| run over/through <i>something</i> | rehearse, review | Let's run over/through these lines one more time before the show. |
| run away | leave unexpectedly, escape | The child ran away from home and has been missing for three days. |

| Verb | Meaning | Example |
|-----------------------------|--|--|
| run out | have none left | We ran out of shampoo so I had to wash my hair with soap. |
| send <i>something</i> back | return (usually by mail) | My letter got sent back to me because I used the wrong stamp. |
| set <i>something</i> up | arrange, organize | Our boss set a meeting up with the president of the company. |
| set <i>someone</i> up | trick, trap | The police set up the car thief by using a hidden camera. |
| shop around | compare prices | I want to shop around a little before I decide on these boots. |
| show off | act extra special for people watching (usually boastfully) | He always shows off on his skateboard. |
| sleep over | stay somewhere for the night (informal) | You should sleep over tonight if the weather is too bad to drive home. |
| sort <i>something</i> out | organize, resolve a problem | We need to sort the bills out before the first of the month. |
| stick to <i>something</i> | continue doing something, limit yourself to one particular thing | You will lose weight if you stick to the diet. |
| switch <i>something</i> off | stop the energy flow, turn off | The light's too bright. Could you switch it off. |
| switch <i>something</i> on | start the energy flow, turn on | We heard the news as soon as we switched on the car radio. |
| take after <i>someone</i> | resemble a family member | I take after my mother. We are both impatient. |
| take <i>something</i> apart | purposely break into pieces | He took the car brakes apart and found the problem. |
| take <i>something</i> back | return an item | I have to take our new TV back because it doesn't work. |
| take off | start to fly | My plane takes off in five minutes. |
| take <i>something</i> off | remove something (usually clothing) | Take off your socks and shoes and come in the lake! |
| take <i>something</i> out | remove from a place or thing | Can you take the garbage out to the street for me? |
| take <i>someone</i> out | pay for someone to go somewhere with you | My grandparents took us out for dinner and a movie. |
| tear <i>something</i> up | rip into pieces | I tore up my ex-boyfriend's letters and gave them back to him. |

| Verb | Meaning | Example |
|----------------------------------|---|---|
| think back | remember (often + to, sometimes + on) | When I think back on my youth, I wish I had studied harder. |
| think <i>something</i> over | consider | I'll have to think this job offer over before I make my final decision. |
| throw <i>something</i> away | dispose of | We threw our old furniture away when we won the lottery. |
| turn <i>something</i> down | decrease the volume or strength (heat, light etc) | Please turn the TV down while the guests are here. |
| turn <i>something</i> down | refuse | I turned the job down because I don't want to move. |
| turn <i>something</i> off | stop the energy flow, switch off | Your mother wants you to turn the TV off and come for dinner. |
| turn <i>something</i> on | start the energy, switch on | It's too dark in here. Let's turn some lights on. |
| turn <i>something</i> up | increase the volume or strength (heat, light etc) | Can you turn the music up? This is my favourite song. |
| turn up | appear suddenly | Our cat turned up after we put posters up all over the neighbourhood. |
| try <i>something</i> on | sample clothing | I'm going to try these jeans on, but I don't think they will fit. |
| try <i>something</i> out | test | I am going to try this new brand of detergent out. |
| use <i>something</i> up | finish the supply | The kids used all of the toothpaste up so we need to buy some more. |
| wake up | stop sleeping | We have to wake up early for work on Monday. |
| warm <i>someone/something</i> up | increase the temperature | You can warm your feet up in front of the fireplace. |
| warm up | prepare body for exercise | I always warm up by doing sit-ups before I go for a run. |
| wear off | fade away | Most of my make-up wore off before I got to the party. |
| work out | exercise | I work out at the gym three times a week. |
| work out | be successful | Our plan worked out fine. |
| work <i>something</i> out | make a calculation | We have to work out the total cost before we buy the house. |

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