

UNIVERSIDAD AUTÓNOMA DEL ESTADO DE MORELOS

SECRETARÍA ACADÉMICA

Dirección de Educación Media Superior

ACADEMIA INTERESCOLAR DE INGLÉS

Inglés V

Antología



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ACADEMIA INTERESCOLAR DE INGLÉS

PRESIDENTE: HERIBERTO QUINTANA ITURBIDE
SECRETARIO: FRANCISCO JAVIER FRANCO GRACÍA

CATEDRÁTICOS INTEGRANTES:

María Eugenia Ramírez Schoettlin
Ignacio Valdivia Amador
Enrique Vega González
María Elizabeth Espinosa Barrios,
Agustín Pliego López
Esteban Jaramillo Gutiérrez
Rubén López Flores
Olga Pedraza Montes de Oca
Eduardo Torres Pérez.
Emma Arroyo Giles
Diana Camargo Camargo
Armando Landa García
Salvador del Valle Tielve
Roberto Rivera Rojas
Celia Medina Munguia
Rosa María Lozano Cerritos
Georgina Viviana Vaglienty Trejo
Adrián Gutiérrez Zavaleta
Raúl Avilés Gómez,
Carlos de Jesús Puerto Moreno
Jorge Armando Terán Salgado
Roberto Carlos Rosales Martínez
Velya García Rangel
Inés Sotelo Maldonado
María del Carmen Rosales González
Margarita Hernández Mariscal
Heriberto Quintana Iturbide
Alma Rosa Chávez Santander
Juan Manuel López Buenrostro
Iliana Pedroza Bautista
Esmeralda Anzures Galeana
Gilda Alcázar Quintero.
Miguel Ángel Montes Bahena
Francisco Javier Franco García
Guadalupe Sánchez Patrón
María Dolores Rosales Pantoja
Blanca Nachells Morales García

COMPILACIÓN Y EDICIÓN:

Psic. María Eugenia Ramírez Schoettlin

ENGLISH V

GENERAL DATA:

SEMESTER:5

NUMBER OF HOURS Per Week: 3

**AXIS OF FORMATION: Communication, Language and Information
Technologies**

GENERAL OBJECTIVE:

The major aim of this course is to expose the student to scientific and technical terms which help him/her in his/her higher level studies, improving their reading skill and getting specific information.

SPECIFIC OBJECTIVE:

All the drills contained in this course will help the student to know, identify, separate and then learn and apply the scientific and technical vocabulary, to be handle in his/her own languages.

GOALS OF THE COURSE:

This course is designed for those students who are psychologically and physically mature, and who have also attained a reasonable level of English knowledge. This is not a science course which contains technical and scientific words. It will be a tool that prepares the student to use strategies and clues to know what a reading is a bout, what is next, and how to form a hypothesis or obtain conclusion.

HOW TO USE A DICTIONARY

The use of a dictionary has many purposes: knowing the meaning of the words; how are they pronounced; check their spelling, and check the irregular verbs, etc. When we are consulting the dictionary looking for a word, we could find a variety of meanings of the same word and it can confuse us, due to this we have to be careful choosing the correct meaning according to the context of the sentence.

Here we have an example : the word **RECORD**

- as a noun means: **DISCO O REGISTRO**
- as a verb means : **GRABAR O REGISTRAR**

let's see the word : **RESEARCH**

as a noun means: INVESTIGACIÓN as a verb means: INVESTIGAR

and if the suffix ER is added it means : INVESTIGADOR (RESEARCHER)

HOW TO FIND A WORD IN THE DICTIONARY

- 1.- **GUIDE WORDS**
- 2.- **ENTRY WORDS**
- 3.- **ITS PRONUNCIATION**
- 4.- **ITS GRAMMATICAL FUNCTION**
- 5.- **ITS MAIN MEANING**
- 6.- **ITS SECONDARY MEANING**
- 7.- **EXAMPLE OF HOW WORDS ARE USED**

1 → **World Bank**

this — es tremendo, es increíble; **he's not long for this** — le queda poco tiempo de vida; **to bring into the** — echar al mundo; **to come into the** — nacer; **to go to a better** — pasar a mejor vida.

(f) (*emphatic idioms etc*) **not for all the** — por nada del mundo; **nothing in the** — **would make me do it, I wouldn't do it for the** — no lo haría por nada del mundo; **what in the** — **can I do about it?** ¿qué demonios puedo hacer?; **it's what she most wants in the** — es lo que ella más desea sobre todas las cosas; **to be alone in the** — estar totalmente solo, estar completamente desamparado; **it was for all the** — as if... fue exactamente como si + subj; **I'm the** — **'s worst cook yo soy el peor cocinero del mundo; she's all the** — **to me para mí ella importa más que cualquier otra persona; since the** — **began desde que el mundo es mundo; to be dead to the** — (*asleep*) estar profundamente dormido, (*drunk*) estar completamente borracho; **to think the** — **of someone tener un altísimo concepto de uno.**

2 *atr* mundial; universal; — **champion** campeón m mundial; — **fair** feria f mundial; — **language** lengua f universal; on a — **scale** a escala mundial.

World Bank ['wɜ:ld'bæŋk] n Banco m Mundial.

world-famous ['wɜ:ld'feɪməs] *adj* mundialmente conocido, famosísimo.

worldliness ['wɜ:ldlɪnɪs] n mundanería f.

worldly ['wɜ:ldli] *adj* mundano.

worldly-wisdom ['wɜ:ldli'wɪzdom] n mundología f; astucia f.

worldly-wise ['wɜ:ldli'waɪz] *adj* que tiene mucho mundo; astuto.

2 → **world-weariness** ['wɜ:ld'wɛərɪnɪs] n hastío m.

world-weary ['wɜ:ld'wɛəri] *adj* hastiado, cansado de la vida.

world-wide ['wɜ:ld'waɪd] *adj* mundial, universal.

worm [wɜ:m] 1 n (a) (*grub*) gusano m; (*earth-*) lombriz f; (*person*) canalla m, persona f de lo más vil; —s (*Med*) lombrices fpl; **the** — **will turn** un día se acabará la paciencia del más; sufrido.

(b) (*Mech*) tornillo m sin fin.

2 *vt*: **to** — **one's way along** arrastrarse como un gusano; **to** — **one's way into a group** insinuarse en un grupo, introducirse astutamente en un grupo; **to** — **a secret out of someone** arrancar (or sonsacar) un secreto a uno.

3 *vr*: **to** — **oneself along** arrastrarse como un gusano; **to** — **oneself through something** atravesar algo serpenteando.

worm drive ['wɜ:m'draɪv] n (*Mech*) transmisión f por tornillo sin fin.

worm-eaten ['wɜ:m,i:tn] *adj* wood carcomido; cloth apollillado.

worm gear ['wɜ:m'gɜ:ə] n engranaje m de tornillo sin fin.

wormhole ['wɜ:m'həʊl] n agujero m de gusano, picadura f de polilla.

wormwood ['wɜ:m'wud] n ajeno m; (*fig*) hiel f, amargura f.

4 → **wormy** ['wɜ:mi] *adj* gusanoso, agusanado, lleno de gusanos; carcomido; apollillado.

worn [wɜ:n] *ptp* of wear.

worn-out ['wɜ:n'au:t] *adj* gastado; estropeado; inservible; inútil; anticuado; **to be** — (*person*) estar rendido.

worried ['wɜ:riəd] *adj* *tone, look etc* inquieto, preocupado; **to be** — **about something** inquietarse por algo, estar preocupado por algo; **to look** — tener aire preocupado, parecer estar inquieto.

worrier ['wɜ:riə] n aprensivo m, a f; **he's a terrible** — es muy aprensivo, se inquieta por cualquier cosa.

worrisome ['wɜ:risəm] *adj* inquietante; aprensivo.

worry ['wɜ:ri] 1 n inquietud f, preocupación f; cuidado m; problema m; **financial worries** preocupaciones fpl de tipo financiero; **he had business worries** tenía problemas con sus negocios; **it's a great** — **to us all nos trae a todos muy preocupados; what's your** —? ¿qué mosca te ha picado?, ¿qué problema es éste?; **the** — **of having to** + *inf* el problema de tener que + *inf*; **to settle someone's** — resolver los problemas de uno.

2 *vt* (a) inquietar, intranquilizar, preocupar; molestar; **that photo worries me** esa foto me inquieta; **no estoy satisfecho con esa foto; what worries me is not that at all no es eso lo que me preocupa; it worries me terribly me tiene preocupadísimo; that doesn't** — **me in the least eso me tiene absolutamente sin cuidado.**

(b) (*of dog etc*) prey pillar, sacudir y morder, morder sacudiendo; **that dog worries sheep** el

worth

perro ese ataca las ovejas; **is this man worrying you, madam?** ¿le molesta este hombre, señora?

(c) **to** — **out a problem** esforzarse por resolver un problema, devanarse los sesos para resolver un problema; **finally we worried it out** por fin lo resolvimos a costa de mucho trabajo.

3 *vi* inquietarse, preocuparse (*about, over* por); apurarse; molestarse; **he worries a lot** se apura por cualquier cosa; **don't** —! ¡no se preocupe! ¡descuida!; **it's all right, don't** — está bien, no se moleste; **don't** — **about me** no te preocupes por mí; **I should** —! y a mí ¿qué?

worrying ['wɜ:riɪŋ] *adj* inquietante.

worse [wɜ:s] 1 *adj comp of bad*; peor; inferior; **A is** — **than B** A es peor que B, A es inferior a B; — **and** —! ¡peor todavía!; **it gets** — **and** — va de mal en peor; **it's** — **than ever** es peor que nunca; **it could have been** —! ¡menos mal!; **it would have been** — **if** . . . hubiera sido más grave si . . . ; **it will be the** — **for you** será peor para Vd; **so much the** — **for him** tanto peor para él; **to be the** — **for drink** estar algo borracho; **to be the** — **for wear** estar deteriorado (*and see wear*); **he is none the** — **for it** no se ha hecho daño; la experiencia no le ha hecho mal (*and see none*); **to get** —, **to grow** — empeorar, hacerse peor, (*Med*) ponerse peor; **to make a situation** — **have** una situación más difícil; **to make matters** — para colmo de desgracias; **I don't think any the** — **of you** esto no afecta la opinión que tengo de Vd.

2 *adv comp of badly*; **it hurts** — me duele más; **she behaves** — **than ever** se comporta peor que nunca; **you might do** — hay cosas peores; **you might do** — **than to** + *inf* sería quizá posible + *inf*; quizá sea aconsejable + *inf*; **he is now** — **off than before** ahora está en peores circunstancias que antes, ahora está en una situación más apurada que antes; **we are** — **off than them for books** en cuanto a libros nosotros estamos peores que ellos.

3 n el peor, lo peor; **there's** — **to come** hay más, todavía no te he dicho (etc.) lo peor; **it's changed for the** — ha cambiado y está peor; *see bad*.

worsen ['wɜ:sn] 1 *vt* agravar, hacer peor; hacer más difícil.

2 *vi* empeorar, hacerse peor; agravarse; hacerse más difícil; (*Med*) ponerse peor.

worship ['wɜ:ʃɪp] 1 n (a) (*adoration*) adoración f, veneración f; (*organized*) — culto m (of a); (*church service*) culto m, oficio m; **with a look of** — con una mirada llena de adoración; **place of** — edificio m de culto. (b) (*in titles*) **His W— the Mayor of X** el señor alcalde de X; **Your W— (to judge)** señor juez, (*to mayor*) señor alcalde; **if your w— wishes (to)** si el caballero lo desea. 2 *vt* adorar (*also fig*), venerar.

worshipful ['wɜ:ʃɪpful] *adj* (*in titles*) excelentísimo.

worshipper ['wɜ:ʃɪpə] n adorador m, ora f, devoto m, a f; —s (*collectively*) fieles; mpl.

worst [wɜ:st] 1 *adj superl of bad*; (el) peor; **the** — **film of the three** la peor película de las tres.

2 *adv superl of badly*; peor; **I did it** — yo lo hice peor.

3 n lo peor; **in the** — **of the winter** en lo más recio del invierno; **in the** — **of the storm** en el peor momento de la tormenta; **when the crisis was at its** — en el momento más grave de la crisis; **at (the)** — en el peor de los casos; **that's the** — **of it** ésa es la peor parte; **the** — **of it is that** . . . lo peor del caso es que . . . ; **if the** — **comes to the** — si pasa lo peor; **do your** —! ¡haga todo lo que quiera!; **to get the** — **of it** salir perdiendo, llevar la peor parte, sufrir más que su contricante;

to give someone the — **of it** derrotar a uno; **we're over (or past) the** — **of it** now hemos vencido la cuestión ya; **once you get the** — **over** en cuanto salves el bache.

worsted ['wɜ:stɪd] n estambre m.

worth [wɜ:θ] 1 *adj* (a) (*in monetary senses*) equivalente a, que vale, del valor de; **it's** — **£5** vale 5 libras; **what's this** —? ¿cuánto vale esto?; **it's not** — **much** no vale mucho; apenas tiene valor; **he was** — **a million when he died** murió millonario, murió dejando una fortuna de un millón; **one Ruritanian is** — **3 Slobodians** un ruritiano vale por (or equivale a) 3 eslobodios; **I tell you this for what it's** — te digo esto sin poder afirmar que sea cierto, te digo esto por si acaso el dato te interesa; **to run for all one is** — correr a todo correr; **to sing for all one is** — cantar con toda el alma.

(b) (*deserving*) digno de que merezca; **it's not** — **it, it's not** — **the trouble** no vale la pena; **a thing** — **having** una cosa digna de ser poseída, una cosa

SPANISH DICTIONARY

<p>Guide word</p> <p>Word to translate</p> <p>Pronunciation</p> <p>Abbreviation that indicates which grammatical function has the definition</p> <p>Translation</p> <p>Line that indicates that a Word will be included to form New ones.</p>	<p>womanish ['wʊmənɪʃ] <i>adj</i> mujeril, propio de mujer; <i>man</i> afeminado.</p> <p>womankind ['wʊmən'kaɪnd] <i>n</i> mujeres <i>pl</i>, sexo <i>m</i> femenino.</p> <p>womanlike ['wʊmənlaɪk] <i>adj</i> mujeril.</p> <p>womanliness ['wʊmənlnɪs] <i>n</i> feminidad <i>f</i>.</p> <p>womanly ['wʊmənli] <i>adj</i> femenino.</p> <p>womb [wʊm] <i>n</i> matriz <i>f</i>, útero <i>m</i>; (<i>fig</i>) seno <i>m</i>.</p> <p>women ['wɪmɪn] <i>npl</i> of woman; —'s rights derechos <i>npl</i> de la mujer; —'s page sección <i>f</i> para la mujer; —'s team equipo <i>m</i> femenino.</p> <p>womenfolk ['wɪmɪnfəʊk] <i>npl</i> las mujeres.</p> <p>won [wʌn] <i>pret and ptp</i> of win.</p> <p>wonder ['wʌndə*] 1 <i>n</i> (a) (<i>object</i>) maravilla <i>f</i>; prodigio <i>m</i>; portentoso <i>m</i>, milagro <i>m</i>; the -- of electricity el milagro de la electricidad; —s of science maravillas <i>pl</i> de la ciencia; the 7 —s of the world las 7 maravillas del mundo; a nine-days' — un prodigio que deja pronto de serlo; and no -- y con razón, como era lógico, como era de esperar; he paid cash, for a — pagó al contado, lo cual asombró a todos; the — of it was that . . . lo asombroso fue que . . . ; it is a — that . . . es un milagro que . . . ; it is no (or little, small) — that . . . no es sorprendente que + <i>subj</i>, no es mucho que -- <i>subj</i>; to do —s with something hacer maravillas con algo; to work —s hacer milagros.</p> <p>(b) (<i>sense of</i> —) admiración <i>f</i>, asombro <i>m</i>;</p> <p>to be lost in — quedar asombrado.</p> <p>2 <i>as adj</i>: — drug fármaco <i>m</i> milagroso.</p> <p>3 <i>vt</i> (a) desear saber, preguntarse; I — I ¡quizá!, ¿quién sabe!; I — what he'll do now me pregunto</p>
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POINTS THAT YOU HAVE TO TAKE INTO ACCOUNT TO USE THE DICTIONARY.

1. Use the dictionary only when the word is important to understand the text.
2. Before using it, try to infer the meaning of the unknown word, either by its similarity to Spanish or by the context.

STEPS TO FIND WORD IN THE DICTIONARY

- 1.- You have to find its place in the Alphabet.

Write in Alphabetical order the following words:

Marvel, booster, turn, atomic , English, high, market, book, twist, eat, choke, fix, inside, marking, bone, but, call, day, flash.

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

3. USE OF THE GUIDE WORD

Find in the dictionary the following words and write in the first line the guide word and in the next one its meaning in Spanish.

Owes		
Several		
Flight		
Booster		
Rocket		
Shoot		
Ship		
Thunderous		
Burn		
Turbofan		
Engine		
Takes		

4. SOMETIMES YOU MIGHT NOT FIND THE WHOLE WORD AND YOU HAVE TO LOOK FOR THE WORD WITHOUT THE SUFFIX

Word	Word that you will find	Suffix	Meaning of the suffix
Brushed	Brush	ED	Past or past participle or adjective
Reading	Read	ING	Progressive form or Noun
Happily	Happy	LY	Adverb
Clouds	Cloud	S	Plural Verbs in affirmative in present for he, she or it.
Works	Work	S	
Brushes	Brush	ES	

Find in the dictionary the following words write the first meaning that you find and in the second line the meaning according to its suffix.

1. Discussed		
2. Needed		
3. Opening		
4. Believed		
5. Asking		
6. Unfortunately		
7. Recently		
8. Skills		
9. Reads		
10. Goes		

5. FIND THE CORRECT MEANING OF THE WORDS:

The dictionary gives us several meanings of each word , and it is important to choose the correct one, to do so we have to read carefully the sentence or the paragraph and choose the correct meaning by the context of the reading.

EXAMPLE.

1. You´re looking like a green persons, what happened?
2. The boy spilled the green paint.

Green:{grin} ADJ. (color) verde; (novice) novato , inexperto; to grow—verdear, the fields look _____. Verdean los campos: s. Verde, verdor; césped, prado,campo de golf; - s. Verduras, hortalizas.

CHOOSE THE CORRECT MEANING IN THE FOLLOWING EXAMPLES:

- 1.- Pareces una persona _____ , ¿qué pasó?
- 2.- El muchacho derramó la pintura _____.

CHOOSE THE CORRECT MEANING OF THE CAPITAL WORDS ACCORDING TO THE CONTEXT.

1. On a typical FLIGHT, a booster rocket SHOOTs the missile off a SHIP or submarine.

En un VUELO típico, un cohete de lanzamiento DISPARA un misil desde un BARCO o un submarino.

2. The INTERNAL GUIDANCE system uses SENSORS and GYROSCOPES to MEASURE ACCELERATION and changes in direction.

El sistema _____ **usa** _____ **y** _____
Par _____ **la** _____ **y los** _____ **en**
la _____.

THE GERUND

OBJECTIVES:

The students will be able to know the different uses of the GERUND; as a noun, after prepositions, after certain verbs.

In the present participle as an adjective and in the present continuous.

DREAMS: SIGMUND FREUD.

I.- Talking points:

Try to answer the following questions before you read the text, and discuss your answers with other students.

1.- What does the term personality mean?

2.- What determines our personality?

3.- What factors cause personality disorders?

4.- How can we describe our personality

II- Looking for information .

Read the following questions and find the answers to them in the text.

Remember to write the numbers of the line where you found your answers.

1.- What parts does Freud divide the personality into?

a) _____ (line __)

b) _____ (line __)

c) _____ (line __)

2.- What are the governing principles of :

a) the id? _____ (line __)

b) the ego? _____ (line __)

3.- What is the Super_Ego concerned with? _____
 _____ (line__)

4.- What is the function of the Ego? _____
 _____ (line__)

FREUD ON PERSONALITY

According to Freud when we use the term Personality we are really talking About three interrelated entities: The Id ,the Ego and Super-Ego. Freud recognizes this division is an oversimplification but regards it as necessary if we are To understand the development and functioning of the personality as a whole.

- 5 The Id is the primal state of the personality which from the other two areas Develop. It is a deep sink, full of primitive longings which are constantly Struggling to be realized. It is totally unaware of reality and the conventions of Society. Its only interest lies in satisfying its basic needs and avoiding pain. For This reason Freud calls its governing principle “The Pleasure Principle”. This
 10 Principle can be seen functioning in a baby crying for food , for example It will Not stop until its hunger has been satisfied, despite that fact that it is three O’clock in the morning and its parents are sleeping. The imposing forces of the Id provide the psychic power required by the Ego and Super-Ego , but if they Were allowed to go unchecked the result would be total disaster. The constant
 15 Striving for self gratification , without considering reality , would end in self Destruction.

Consequently a moderating agency must develop to save the Id from Itself. This agency is the Ego and it is the area nearest to reality; that is why it is conscious of the dangers of the Id’s drive for self-gratification. On the whole, it has
 20 To satisfy the Id’s desires, but it tries to do so in the safest possible way. Also, Whenever possible, it “tricks” the Id into giving up power (libido) in order to Protect it.

- The last area of the personality to develop is the Super –Ego which is the result Of moral training by parents , teachers and other figures of authority. All their
 25 Warnings, prohibitions and value judgements are assimilated by the personality. The imposing forces of the Id provide the behavior and, if it is not satisfied, punishes us with feelings of guilt and inappropriate. The Super-Ego is interested in Achieving perfection and takes no account of the Id’s desperate longings, or the Ego’s having to deal with reality.

- 30 It is the Ego which has the supremely difficult task of reconciling the conflicting Interests within the personality. If it fails the result is anxiety concerning the World, morality or one’s deepest desires. To prevent anxiety precipitating the Desintegration of the personality Freud developed the techniques of Psycho-

- Analysis. These technique strengthen the Ego, making it independent of the Super
 35 Ego, and helping it to bring more of the id under its civilizing influence.

III ANALYSING.

Read the following questions and find the answers to them in the text.

1.- What is the most obvious defect of Freud's theory of personality?

2.- What would happen if the Id dominated the personality?

3.- How does the Ego protect the Id?

4.- What does Psycho-analysis attempt to do?

a) _____

b) _____

c) _____

IV. REFERENCE

Read the following questions and find the answers to them in the text.

1.- In line 3 "It" refers to :

a) The Super-Ego

b) an over-simplification

c) The division of
personality

2.- In line 10 "It" refers to:

a) The pleasure principle

b) food

c) a baby crying for food

3.- In line 13 "They" refers to:

a) the forces of the Id

b) Ego and Super-Ego

c) the parents

4.- In line 24 "Their" refers to:

a) figures of authority

b) parents

c) warnings

V .Look at the following pairs of words and put a circle around S if the words have the same meaning or D if they have different meaning

1.- longings	Desires	S	D
2.- observe	Watch	S	D
3.- struggling	Imposing	S	D
4.- unaware	Conscious	S	D

ING – FORMS The Gerund The Present Participle

The Gerund

i) Noun in a sentence

The constant striving for self – gratification would end in self –destruction.

All their warnings, prohibitions, and value judgements are assimilated by the personality.

The Super- Ego is the result of moral training by parents, teachers and other figures of authority.

ii) After prepositions

-Its only interest lies **IN** *satisfying* its basic needs.

-It tricks the Id **INTO** *giving* up power.

-The Super-Ego´s functions consist **OF** *observing, judging, and punishing*.

-The Super –Ego is interested **IN** *achieving*, perfection .

-It is the Ego which has the supremely task **OF** *reconciling* the conflicting interests within the personality.

iii) After certain Verbs

-To prevent anxiety *precipitating* the desintegration of the personality.

Note: common verbs followed by the gerund include verbs like: stop, enjoy, understand, involve , finish, imagine, consider, anticipate.

Present Participle

i) As an Adjective

Its *governing* principle

The *imposing* forces

A moderating agency

The *conflicting* interests

Its *civilizing* influence

The Continuous Tenses.

-We are really talking about three interrelated entities

-This principle can be seen functioning in a baby crying for food.

A result of an Action.

-These techniques strengthen the Ego , *making* it independent of the Super-Ego, and *helping* it to bring more of the Id under its civilizing influence.

VI

Complete the following :

1.- _____ to Freud, when we use the term "Personality" we _____ really _____ about three interrelated entities.

2.- It is a deep sink, full of primitive _____.

3.- The _____ forces of the Id provide the Psychic power required by the Ego and the Super-Ego.

Read the first sports commentary, then fill in the blanks in the second using appropriate form of the verbs in brackets.

This is Glen Phipps at the Yankee stadium, and the pitcher Don Fell, the man

everyone is talking about, is walking to the mound. The batter is moving the bat nervously and his teammates in the dugout are yelling.

And here comes the first

ball. It's swinging low, strike one! The pitcher's gearing up again and here it comes

but it's a terrible ball! It's the one the batter has been waiting for; An outfielder is jumping for it but it's flying over his mitt-home run!

Here we are at Wembley stadium, what an exciting moment to join the game!

The score is one all the and the referee has just given a penalty. Several players

1.(argue) _____ with him but he2. (point) _____ to the penalty spot.

Now Stevens 3. (walk)_____ walk to the spot and 4. (place)

_____ the ball. He 5. (have- negative)_____ a good

Season up to now. The spectators 6.(scream) _____, they 7. (

wait)_____ for someone to take the lead. The goalkeeper 8 (

move) _____ his arms. Steve 9. (run) _____ up-goal!

What a goal – the crowd 10.- (go) _____.

REPORTED SPEECH : INDIRECT SPEECH AND DIRECT SPEECH,

OBJECTIVE : THE STUDENTS WILL BE ABLE TO CHANGE DIRECT SPEECH TO INDIRECT SPEECH .

STONE SOUP

Read the text carefully and underline the sentences written in DIRECT SPEECH:

One day a tramp came to an old woman's house, "Excuse me". Said the tramp.

" I'm very hungry . Can you give me something to eat? " But the old woman was very mean. "Go away ." she said "I haven't got any food " "Oh" said the tramp .

"That's a pity. I've got a magic stone . I can make soup with it. But I need some water." " Well, I've got a lot of water," said the mean, old woman. " A magic stone, eh?"

She fetched a big saucepan of water . The tramp put the stone into it. After a while he tasted the soup . "Mmm. It's very good . he said "It just needs salt and pepper." The old woman fetched some salt sand pepper.

"Mmm. That's better ," he said " It really needs a few vegetables. It's a pity you haven't got any vegetables."

“Oh. I can find some vegetables.” Said the old woman. She ran into the garden and brought back some potatoes, carrots, beans and a big onion . The tramp put the vegetables into the saucepan.

“Is it ready now? ” asked the woman. “Almost .” said the tramp , It really needs a bit of meat. It’s a pity you haven’t got any meat. “Oh , I can find some meat ” said the old woman. She ran into the kitchen and came back with some ham and some sausages. The tramp put them into the saucepan.

“Right,” said the tramp . “ I can see the stone any more . So the soup is ready Bread is very good with stone soup. It’s a pity you haven’t got any bread ,” “ Oh, I’ve got a bit of bread” said the old woman . She ran into the kitchen and came back with a loaf of bread, some butter and a piece of cake. She put them on the table.

The old woman tasted the soup. “Mmm, This stone soup is delicious , and you made it with just that magic stone .

When the tramp left. He said “ Here is the magic stone. You can keep it .”

“Oh, thank you.” Said the old woman . “But remember” said the tramp. “ For the best stone soup you need a bit of meat, a few vegetables and a bit of salt and pepper , too.

CHANGE TO INDIRECT SPEECH THE FOLLOWING SENTENCES:

1.The tramp said: I´m very hungry. _____

2.- She said : “ I haven´t got any food” _____

3- He said : “ it just needs a bit of salt and pepper”_____

4.- “ Oh. I can find some meat” _____

5.- “For the best stone soup you need a bit of meat ,few vegetables and a bit of salt and pepper, too._____

FIND THE MEANING OF THESE WORDS THROUGH THE CONTEXT OF THE TEXT.

1.- MEAN _____

2.- FETCHED _____

3.- PITY _____

4.-TRAMP _____

5.-BIT _____

WHAT TO DO WHILE WAITING FOR THE DOCTOR.**OBJETIVE:**

AFTER READING THE STUDENTS WILL BE PREPARED TO PROVIDE FIRST AIDS IN ADITON HE WILL BE ABLE TO HANDLE SPECIALIZED VOCABULARYABOUT THIS TOPIC.

PART I

I- READ THE TITLE AND MARK THE INFORMATION THAT YOU WOULD EXPECT TO FIND IN THE TEXT. THEN READ THE SUBTITLES AND SEE IF YOU WERE RIGHT.

- _____ **First aids practice**
- _____ **Keeping calm in the waiting room.**
- _____ **Making good uses of your time while waiting**
- _____ **Rehearsing what you are going to tell the doctor.**

When we say that we give first aid, we mean that we provide immediate and temporary care, of limited extent, for the victim of an accident or sudden illness.

It is the care a patient must have until a physician is able to give attention . Immediate action is required only 1) When there is a severe *bleeding* (hemorrhage); 2) when *breathing* has stopped for any reason ; 3) when poison has been swallowed; and 4) when *irritating* chemicals come in

contact with the skin or get in the eyes. A person who has had even elementary *first-aid* training should be able to cope with any of these emergencies. A life may be saved by *applying* first-aid principles.

Hemorrhages

When a large artery or vein is severed, a person can lose so much blood within even minutes time he or she may die. In cases of severe bleeding, you should immediately apply pressure directly over the wound . Its preferable to place a sterile or clean cloth against the spot where the bleeding occurs, *pressing* it tightly with your hand. However, it is more important to stop the bleeding than to use a clean cloth; if necessary, apply pressure to the wound with your bare hand. (now is advisable to use gloves).

When Breathing stops

When breathing stops, immediate action is necessary: this mean the difference between life and death, An airway must be kept open from the lungs to the mouth if any form of artificial respiration is to be successful. It is important to clear the patient ´s throat if is blocked by foreign matter. The mouth must also be kept free from obstructions.

If the person is discovered soon after breathing has stopped, and if artificial respiration is started immediately, the body muscles usually retain enough tone so that it is not too hard to keep an airway open into the lung. Once a passage of air has been guaranteed, any action alternately increases and decreases the size of the chest cage will revive a person if body conditions permit life. This increase and decrease can be accomplished either by

blowing directly into the lungs through the mouth or nose or by alternately compressing and expanding the chest.

EXERCISE 1.

CHOOSE THE CORRECT OPTION.

1.- To give first aid means...

- a) to call a doctor. b) to provide immediate a c) to take the victim to the
temporary care for a victim. hospital.

2.- An emergency that requires attention on the spot is ...

- a) chest pains b) a stomach ache. c) severe bleeding

3.- In cases of hemorrhage, you...

- a) wait for the doctor. b) press the wound with c) give the victim an
your hand . injection.

4.- When breathing stops, you need first...

- a) to keep an airway open b) to give the patient to start artificial respiration.
from the lung to the mouth. oxygen.

5.- It's important to clear the victim's throat when breathing stops because...

- a) the victim needs to eat. b) it increases the blood c) air must pass to the lungs.
circulation.

EXERCISE 2. MATCH COLUMNS A AND B**A****B**

- | | |
|---|--|
| 1.-hemorrhage means... | _____ a passage of air. |
| 2.- The opposite of “blocked ” is... | _____ temporary and limited car. |
| 3.- First aid means... | _____ blowing into the lungs. |
| 4.- Artificial respiration is... | _____ any action to increase and decrease the size of the chest. |
| 5.- An airway is... | _____ cleared. |
| 6.- One way to accomplish artificial...
respiration is by... | _____ loss of blood. |

EXERCISE 3. LOOK IN THE TEXT FOR THESE WORDS.**A synonyms of**

- | | |
|----------------------|-------------------------------|
| 1.- cut _____ | 5.-obstructed _____ |
| 2.- needed _____ | 6.-respiration _____ |
| 3.- hemorrhage _____ | 7.- increasing the size _____ |
| 4.- doctor _____ | 8.- injury _____ |

B antonyms for:

- | | |
|--------------------|--------------------|
| 1.- last _____ | 7.- under _____ |
| 2.-permanent _____ | 8.-dirty _____ |
| 3.-deleyed _____ | 9.-natural _____ |
| 4.-continue _____ | 10.-finished _____ |
| 5.-without _____ | 11.-easy _____ |
| 6.-small _____ | 12.-rarely _____ |

EXERCISE 4.

MARK N (Noun) or A (Adjective) ACORDING TO THE FUNCTION OF THE CURSIVE WORD.

- | | |
|---|--|
| 1.- severe <i>bleeding</i> in line 5 _____ | 4.-when <i>breathing</i> has stopped in line 6 _____ |
| 2.- <i>irritating</i> chemicals in line 7 _____ | 5.-first –aid training in line 9 _____ |
| 3.- by <i>applying</i> first aid in line 10 _____ | 6.- <i>pressing</i> it tightly in line 16 _____ |

PART II.

PERSONAL OPINION : Discuss these questions in class.

- 1.- What poisons do you know?
- 2.- Do you know of any specific cases of accidental poisoning ?
- 3.- Why are burns classified in three degrees?

When poison is swallowed

Poisonous substances, such as household cleaners, disinfectants, and overdoses of medicine, are accidentally taken by many people. In all cases. First have the victim drink large amounts of water or milk in order to dilute the poison. The antidote for the poison is often printed on the label of the container of the poisonous material. It should be given to the victim if it is readily available. However, diluting the poison will usually be sufficient until medical advice can be obtained. If there is a delay, it may be wise to induce vomiting, except when the victim is known to have taken acid, an alkali or a petroleum product such as kerosene. In these cases, vomiting should not be induced.

Chemical burns.

Certain chemicals cause severe irritation or burns when they come in contact with the skin and eyes. Among the irritating substances in common use are acid, alkalies, turpentine, cleaning agents, lime and cement, petroleum products and some asphalt preparations. Immediate action should be taken to wash the affected area with large amounts of clean running water until medical assistance can be obtained. Putting salve, or other medication on the skin or the eye is not recommended as first aid method because it will obstruct the physician's view of the damaged area. Besides, the presence of medication will make the physician's cleansing of the part more painful than it would otherwise be.

EXERCISE : Circle T (True) or F (False).

- 1 Some house hold cleaners and desinfectants are poisonous. T F
- 2 Overdoses of medicine may be very dangerous. T F
- 3 A person who has accidentally taken poison should drink T F
plenty of . . water.
- 4 Vomiting is recommended when the victim has swallowed an T F
acid, an . alkali or petroleum products.
- 5 Severe irritation may be caused by washing the affected area T F
in clean running water.
- 6 The best aid we can possibly give to the victim of a burn is to T F
wash the affected area with clean water.
- 7 Acids, alkalies, turpentine and cleaning agents are used to T F
cure irritation and burns.
- 8 The physician´s cleansing is never painful. T F

EXERCISE Complete the following chart with the action recommended in the text.

	Actions recommended.
When poison is swallowed.	1. _____ _____
	2. _____ _____
	3. _____ _____

When irritating substances come in 1. _____
contact with the skin and eyes. _____

2. _____

CPR Cardio-pulmonary resucitation program.

OBJECTIVE: AFTER READING THE STUDENT WILL BE PREPARED TO PROVIDE FIRST AIDS ; IN ADDITION , HE OR SHE WIL BE ABLE TO HANDLE SPECIALISED VOCABULARY ABOUT THIS TOPIC.

CPR stands for cardiopulmonary resucitation. Cardio is a medical word for *heart*. *Pulmonary* is a medical word for lungs . *Resuscitate* means *to bring back to life*. CPR starts some one´s lungs and heart functioning again after they have stopped.

5 It is an amazing idea that there is a cure for sudden death, It is equally amazing that this magic is not done by today´s high technology. Any ordinary person can do it. You use your own lungs to breathe into the patient´s mouth and stars his or her lungs working. You push on the heart with your hands to make it start to beating again. It is as easy as that.

10 The heart is a large muscle that PUMPS blood through the arteries. It is located in the center of the chest behind the breastbone. The lungs are at either side of the heart. Air enters to the nose and mouth and moves through the airway to the lungs, bringing oxygen into the body; As the blood moves through the lungs, it picks up the oxygen and carries it to the cells15 throughout the body at the same time that the blood picks up the oxygen, it leaves carbon dioxide as a waste material, and the lungs breath it out through the airway. When the hart stops beating , or a person stops breathing, this whole process stops. No oxygen is taken into the body, and

blood doesn't move through the arteries. CPR can start the process moving
20 again.

There are several situations when CPR is needed. It can be used when a person has a heart attack and the heart stops. A heart attack occurs when the heart cannot get enough oxygen. This usually happens when one of the two arteries to the heart has become narrow completely blocked. The heart
25 muscle cells that are supplied with oxygen by that artery die because they stop receiving oxygen.

One of the symptoms of heart attack is feeling pressure and tightness or aching in the center of the chest. It lasts longer than 2 minutes, and it may come and go. The person having a heart attack may also start sweating,
30 feel weak, be short of breath, and feel like vomiting. However, there may not be any symptoms at all; the heart may stop suddenly, and the person may stop breathing. If CPR is started immediately, it may bring the person back to life.

CPR can also be used when a person receives an electric shock. If enough
35 electricity enters the body, the person dies immediately. CPR can resuscitate the person. An electric shock usually happens to someone who has been working carelessly with electricity. It can also happen if lightning strikes a person.

A third situation is drowning, or dying in water, which happens most often in
40 the summer when many people go swimming children can also drown when they are left alone near the swimming pool. A person trained in CPR can be used. There are others less common. Someone in a burning

building may breathe in too much smoke and not get any oxygen into the lungs. Some people have an intense reaction to certain drugs or to the sting 45 of a bee or some other insect, and the heart and lungs stop functioning. CPR is an example of first-aid. An ordinary person can take a first aid class and used it to help someone until an ambulance comes. The professional help take charge

CPR can keep a person alive until he or she reaches a hospital. When we 50 give CPR , you breath directly into the patient´s mouth. Then you press on the heart in the center of the chest. You continue alternating these actions. CPR is easy to learn and you should received instruction in a class where you can practice in front of the instructor until you do correctly. As you know, if the brain is without oxygen for 4 minutes, there will be permanent 55 brain damage. It is necessary to start CPR immediately When a person stops breathing, or as soon as possible. You have to know how to do it quickly and well.

Everyone should learn CPR in case they ever need it .Where can you learn it? The Red Cross has CPR classes, many hospitals teach it, and so do some 60 university students health centers. If there are no classes where you live, ask the Red Cross or a nearby hospital to organize a class. CPR is worth learning It can give you the chance to save some one´s life.

EXERCISE: VOCABULARY fill in the blanks with the suitable word.

Resuscitation

Strike

Chest

Sting

Function

Ambulance

Breastbone**Lung****Shock****First aid****Pump****Reaction**

The heart is directly behind the _____

A bee _____ is painful.

The _____ of the heart is to pump blood through the arteries.

Anyone can learn to give _____. You don't to be a doctor or a nurse.

The R in CPR stands for _____.

An electric _____ can kill a person.

An _____ is used to take patients to a hospital.

A strong _____ to a drug can kill a person.

VOCABULARY REVIEW: SYNONYMS.

MATCH THE WORDS THAT MEAN THE SAME :

- | | | | |
|-----------------|-------|--------------|--------------|
| 1. worth | _____ | a. a lot | m. mixed up |
| 2. miserable | _____ | b. blur | n. bad dream |
| 3. contagious | _____ | c. teenager | |
| 4. a great deal | _____ | d. catching | |
| 5. at times | _____ | e. vision | |
| 6. nightmare | _____ | f. forever | |
| 7.- confused | _____ | g. value | |
| 8. adolescent | _____ | h. location | |
| 9. permanently | _____ | i. painful | |
| 10. sore | _____ | j. unhappy | |
| 11. dawn | _____ | k. sometimes | |
| 12. poison | _____ | l. sunrise | |

WRITE “T” TRUE / “F” FALSE/ “ N. I.” NO INFORMATION ACCORDING TO THE TEXT.

- _____ 1. *Resuscitation* is a medical word.
- _____ 2. Sudden death can be cured only by using today’s technology.
- _____ 3. The arteries take carbon dioxide out of the lungs.
- _____ 4. carbon dioxide enters the lungs through the airways.
- _____ 5. CPR can be used in cases of drowned person.
- _____ 6. CPR can help a person with sleep apnea.
- _____ 7. A common situation when CPR is needed is with a reaction to an insect sting.
- _____ 8. First aid is an example of CPR.
- _____ 9. Everyone should get a book about CPR and learn how to do it.
- _____ 10. You should call an ambulance before you start CPR.

COMPREHENSION QUESTIONS

1.- What is the function of the lungs?

2.- What are the symptoms of a heart attack?

3.- What are the three most common situations when CPR is needed?

Objective to read for information .

Instructions: look at the example below

Logical Structure

The hot deserts in the world have several characteristics in common	Introduces and identifies a list	Nature of list = characteristics of deserts
They all have an annual rainfall of less than ten inches	Specifies item 1	Item 1 = rainfall less than 10 inches
There are also great differences between day and night temperatures.	Specifies item 2	Item 2 = differences between day and night temperatures
In addition , they are inhabited by plants and animal which have adapted to the lack of water.	Specifies item 3	Item = presence of animals and plants which have adapted to lack of water.

The information in the paragraph is organized in form of a list . Sentence 1 introduces the list and identifies it.(I t is a list of the characteristics of deserts.) sentences 2,3, and 4 each identify an item in the list.

Read the paragraph 1 and find the answers to these questions:

- 1.- What types of electro- magnetic waves are mentioned?
- 2.- What is the speed of light ?
- 3.- How long does light take to travel from Proxima Centauri to earth?
- 4.- What forms of invisible light are mentioned?

Paragraph 1

The sun and the stars are the natural sources of visible light. There are also forms of light which we cannot see -for example infra-red and ultraviolet light. We cannot see them because our eyes are not sensitive to them. Light is part of a large group of radiations called electro-magnetic waves. These includes radio-waves, X – rays and gamma- rays.(1) Light travels at a speed of 299,728. Kilometres per second. It takes about $8 \frac{1}{4}$ minutes to reach us from the sun $4 \frac{1}{2}$ years to reach us from Proxima Centauri, the nearest star. The moon is not a source of light, but it reflects light from the sun. Part of the reflected light reaches the earth.

GRAMMAR AND INFORMATION :

Complete these statements based on information in paragraph 1. The statements show other ways of expressing the same information.

- 1.- The earth receives from the
- 2.- sends to the moon .
- 3.-..... is reflected by the moon.
- 4.- cannot be seen.

READING FOR GENERAL IDEAS:

Read paragraph 2 and give it a title.

Paragraph 2

Light enters the eye through the pupil. The iris controls the quantity of light that enters the eye. What we see is focused by the lens on to the retina at the back of the eye. The optic nerve then carries the image to the brain.(2)

COMMUNICATIVE FUNCTIONS

Read paragraph 3 and underline the warnings in it.

Paragraph 3

The retina is very sensitive. Too much light can damage it or cause blindness, Never look directly at the sun. This can damage the retina. (3) Never look at the sun through a telescope or binoculars. This can cause blindness.(4) Some times the lens of the eye does not focus correctly. In this case a person´s vision must be improved by artificial lenses.(5) Check your sight regularly. If your vision is not adequate, do not practice sports and do not drive.

PARAGRAPH STRUCTURE :

Read paragraph 4 and complete the table after it.

Paragraph 4

There are numerous uses for lenses. A common use is for spectacles. Compound and refracting telescopes have two systems of lenses. Lenses are used in cameras to focus rays of light on to the film. They are also used in film projectors to magnify the picture.

Nature of the list	
Item 1	
Item 2	
Item 3	
Item 4	

Now answer the micro questions on reference

1.- What includes radio-waves, etc.?

2.- What image does the optic nerve carry to the brain?

3.- What can damage the retina?

4.- What can cause blindness?

5.- When must a person's vision be improved?



20 REASONS TO KEEP KIDS SMOKE-FREE ON THE 20TH ANNIVERSARY OF THE AMERICAN CANCER SOCIETY'S GREAT AMERICAN SMOKEOUT.

OBJECTIVE : THAT THE STUDENT WILL GET RELEVANT INFORMATION ABOUT SMOKING.

1.- More than eight of every 10 cases of lung cancer are caused by smoking. There is no cure for lung cancer, and nearly nine out of 10 lung cancer victims die within five years.

2.- Tobacco contains substances that increase your risk of developing cancer.

3.- Tobacco contains a poison called nicotine. An injection of one drop of nicotine in its purest form (70 mg) will kill an average -sized man . Cigarettes contain a very small amount of nicotine (between .1 and 2.2 mg) . This amount will not kill you, but will make your heart beat faster and can make your hands shake.

4.- Regular used of tobacco products leads to addiction. Most people would like to quite smoking and chewing , but cannot because they are addicted to nicotine.

5.- It is estimated that every cigarette a person smokes takes about 12 minutes off his or her life.

6.- Smoking increases your risk of getting serious diseases including cancer, heart disease, emphysema and bronchitis.

- 7.- Fires from cigarettes cause 25,000 deaths each year in U. S.A.**
- 8.- Smoking is dangerous for nonsmokers who breath the smoke from smokers´ cigarettes. During the 12 minutes a cigarettes burns, smoke from the cigarette fills the room with poisonous gases.**
- 9.- Smokeless tabacco use can lead to the development of white patches (oral leukoplakia) in the mouth where tabacco is placed. These patches can turn into cancer.**
- 10.- Tabacco use (smoking or smokeless) causes bad breath.**
- 11.- Cigarettes cause harm to even the beginning smoker including lung , problems, smokers´ cough and the likelihood of addiction. Even if you smoke only one cigarette a day it can be harmful.**
- 12.- Smokeless tabacco increases the risk of mouth cancer and other diseases of the mouth like tooth decay and gum recession. Early signs of mouth cancer may occur after just a few years of use.**
- 13.- Smoking during pregnancy can harm the developing baby.**
- 14.- Over 400,000 Americans die each year from smoking-related diseases. That´s more than AIDS, alcohol, car accidents, fires, illegal drugs, murders, and suicide combined.**
- 15.- Over 46 million Americans have quit smoking but 3,00 adolescents try their first cigarette every day.**
- 16.- The nicotine in tabacco products is addictive in the same way that heroin and cocaine are addictive.**

17. The initiation of daily smoking most often occurs in grades six through nine among children between the ages of 11 and 14. About half (51.3%) of high School seniors who smoke daily began smoking by 15.

18.- A very strong relationship exist between smoking and academic performance. Of those seniors with an A average in their senior year , only 7 % were current daily smokers : of those with a D average, 46% were daily smokers.

19.- Cigarettes advertising appears to increase young people´s risk of smoking by affecting their perceptions of the presiveness, and function smoking.

20.- age 13 is when the average teen had his or her first whole cigarette. By age 14, half have started to inhale. By 15, half bought their first pack of cigarettes.

WRITE A COMENT OF THE INFORMATION ABOUT SMOKING.

HOW CAN SLEEP HELP YOU STAY HEALTHY?

OBJECTIVE: THE STUDENT WILL GET INFORMATION ABOUT THE BENEFITS OF SLEEPING WELL. THEY WILL BE ABLE TO HANDLE SPECIALISED VOCABULARY ABOUT THIS TOPIC.

All day long your brain and your muscles are working . By the end of the day are tired . Then your brain and your muscles start to relax. Before long. You go to sleep as you sleep, the big muscles in your body relax. But they do not relax completely. Your heart also works more slowly. And the muscles that control your lungs work more slowly too. Slowing down gives your heart and your lungs a chance to rest.

During sleep, some parts of your brain are less active than others. But the brain never stops working completely.

For example, parts of the brain are active when you dreaming. And part of the brain looks after certain body functions. These functions must go on all the time. Among such functions are the beating of the heart and breathing. Sleep gives the nerve cells in your nervous system a chance to restore their energy. Sleep helps refresh you. It also keeps you from feeling cross and tired the next day.

Scientists still do not know all about sleep. But they do know that to stay healthy and happy you need to get enough sleep. Sleep also helps you do things without making too many mistakes.

How much sleep do you need? Most boys and girls your age need about eleven hours of sleep each night. But sleep needs differ.

Here is one way to tell if you are getting enough sleep. Notice how you feel in the morning. You may feel sleepy the first hour or so after you get up. This is natural for many people. But suppose you are still sleepy after an hour or so. Then you probably need more sleep.

You might keep a sleep diary for four or five nights. Each night, write the time when you go to bed. Next morning write the time when you get up. Figure out how many hours of sleep you had. Then make some other notes in your diary. For example, were you sleepy all morning? Did you feel cross a tired a good part of the day?

After five days or so, study your diary carefully. How did you feel when you got eleven or more hours of sleep? How did you feel when you got less than eleven hours? About how many hours of sleep seem best for you?.

EXERCISE

1.- The students will write down the main benefits of sleeping well.

2.- Answer the questions in English:

1.- What are the muscles in your body that do not relax completely when you sleep?

2.- How many hours should young people sleep?

3.- How do you feel when you have a good night sleep?

4.-What activity gives human body energy?

III WRITE FIVE COGNATES

A.I.D.S.

OBJECTIVE: After reading the students will know some information about this disease and its preventions:

PERSONAL OPINION : Discuss these questions in class.

1.- What do you know about A.I.D.S.?

2.- Do you know how is A. I. D. S. Passed ?

What is A. I. D. S.?

AIDS stands for Acquired Immune Deficiency Syndrome, This means that the body's natural defence system has been attacked and broken down by the AIDS virus .It can no longer protect the body against infection and disease.

People who have full blown AIDS are at risk from infections and illnesses which rarely trouble healthy people.

Full blown AIDS means that the virus has damage your immunity to disease, and it currently estimated that approximately 20-50 % of those who became infected will go on to get full blown AIDS within 5- 10 years.

What is the significance of AIDS antibodies?

Antibodies are formed in the blood to enable the body to fight an infection .

The presence of AIDS antibodies in the blood shows that at some time the person has been exposed to AIDS virus . It is not possible to tell whether such person will develop AIDS in the future. This only happens to a minority . People with AIDS antibodies can pass on AIDS.

to their sexual partners

by shearing hypodermic needles

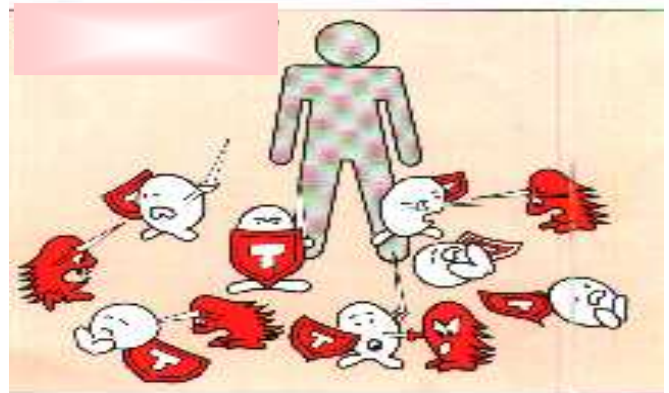
by giving blood

to their unborn babies.

N.B. Women with antibodies to AIDS are almost certain to have AIDS-infected babies.



The body's immune system is guarded by T cells which nurse the shim it attacked by an infection. The body can then fight and reflect the infection



The AIDS virus knocks out the T cells.



The body now has no defence against infection is would normally resist.

How is AIDS spread?

AIDS spread by blood-to-blood contact or by intimate sexual intercourse. In practice this means that the virus spread by sharing intravenous drug needles; by people with the virus having unprotected sex with their partners; or by pregnant women passing the virus on to their babies. There are therefore, certain groups who are particularly at risk because the existence of the virus in their communities:

1.- Intravenous drug abusers. Sharing needles, syringes and mixing equipment is particularly dangerous because the drugs are injected directly into the blood – stream

and this can pass the virus from one person to another .

2.- The sexual partners of intra venous drug users.

3.- Men or women who practice unsafe forms of sexual activity.

4.- Men or women Who have unprotected sex with many partners or with some who has had many sexual partners.

5.- Babies born to mothers who have AIDS.

AIDS spread in other way?

NO

Normal social contact at home , at school or work carries no risk. This means that is perfectly safe to shake hands, hug or embrace.

No one has ever become infected from cups, cutlery or glasses, door handles, clothes, towels, toilet seats or swimming pools.

Sex between uninfected people cannot lead to AIDS.

GENERAL

Full blown AIDS is a very distressing disease which is nearly always fatal. However , it is a disease which is not an immediate threat to people outside the special at-risk groups. For those who adopt a healthy lifestyle, are careful about their sexual activity, and do not abuse drugs, the risk of acquiring AIDS is negligible.

Where to go for help?

Anyone in the high risk groups who thinks he or she may have been exposed to the virus should consider whether or not to have their blood tested . People can discuss the implications of this test with their own doctors, or with the staff at the special clinics. People who have difficulty obtaining information or advice should contact : grupocd4@hotmail.com (tel) 3187563 , Dra. Dilys Walker 044-777-3271870. E-mail dwalker@correo.insp.

WRITE A COMMENT ABOUT THE INFORMATION THAT YOU JUST HAVE READ:

MATHEMATICS AND CIVILIZATION

Objectives:

-To understand sequences of events.

-To increase the student's vocabulary related to Mathematics.

Read the following text carefully:

Among the characteristics distinguishing man from lower animals are two, which stand out conspicuously, (2) The development of a written qualitative language and the development of a mathematical language, starting with the basic concept of number. (3) Considering the situation we will mention our numeral system and the present- day numeral system. (4) This system makes use of the symbols 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. (5) More properly the numeral system which wucustomarily use, should be, and is called Hindus- Arabic numeral system. (6) Because it was developed by the Hindus and perfected by them about 500 A . D. (Anno Domine) . (7) Through commerce and other contacts the Arabs became acquainted with the system about 800 A. D. (8) It was transmitted to Southern Europe by the Arabs through the lines of commerce between Italy and Sicily and Asia Minor and North Africa. (9) Another source of dissemination of the Hindus-Arabic numeral system to Europe was the Moorish –Arabs who dominated Spain from 900 to 1200 A.D. (10) A Sicilian coin with the date 1134 A. D. Is said to be the first known historical evidence of the use of these numerals in Europe. (11) The nine

symbols: 1, 2, 3, 4, 5, 6, 7, 8, 9, are believed to have been used before zero and are called “digits” including zero (0)

EXERCISE I

CHOOSE THE CORRECT OPTION.

1.- Mathematics is considered the universal language of the world.

- a) Yes b) No c) I do not know

2.- Our numeral system was developed in America.

- a) Yes b) No c) I do not know

3.- Mathematics is as important as Chemistry.

- a) Yes b) No c) I do not know

4.- One basic numeral system has nine numbers.

- a) Yes b) No c) I do not know

5.- Our numeral system is called Hindu-Arabic.

- a) Yes b) No c) I do not know

6.- The Roman numeral system was derived from the Arabic numeral system.

- a) Yes b) No c) I do not know

.

EXERCISE II**COMPLTE THE FOLLOWING TEXT WITH THE WORDS ON THE RIGHT**

There are two characteristics distinguishing man, the development of a _____	Hindu- Arabic Numeral System
qualitative language and the development of a _____ language.	Arabs System
Considering the basic concept of _____	Written
we will generally mention the numeral system . At	Hindus
present our numeral system makes use of the	Number
symbols_____. We customarily use this	Mathematical
system that should be, and is	0,1,2,3,4,5,6,7,8,9
called_____.	The
_____developed and perfected It	It
about 500And the _____ became acquainted	And
with the system about 800 A. D. That is why the	with
_____ is called the Hindu –Arabic System.	is

READ THE FOLLOWING SENTENCES AND UNDERLINE THE ONES THAT ARE NOT RELATED TO THE TEXT.

- 1.-The Hindu-Arabic numeral system are 1, 2, 3, 4, 5, 6,7, 8, 9.
- 2.- This is the present day numeral system.
- 3.- The Arabs became squinted with it in 800 A. B.
- 4.-The system was developed by the Hindus.
- 5.-The commerce between Arabs and the Hindus was known about the year 900 A. B.

OBJECTIVE: TO IDENTIFY SPECIFIC INFORMATION ABOUT A HISTORY ARTICLE THROUGH SCANNING AND VOCABULARY COMPREHENSION.

THE ORIGENS OF THE AZTEC PEOPLE

THIS IS A SHORT STORY ABOUT THE AZTECS IT IS IMPORTANT TO KNOW SOMETHING ABOUT OUR ROOTS .

It is not certain where the Aztecs or Mexican as they were also called, came from, but they wandered south into central Mexico and reached Lake Texcoco in the middle of the Thirteenth century . The area around was already heavily populated and the Aztecs were not welcome. For the next hundred years they were allowed only the most barren, snake-infested land to live on Though they were a small tribe, they were extremely skilful warriors and were employed by other people as mercenaries. During this time the Aztecs civilized themselves by learning the cultural skills of the other local tribes . From the Mixtecs they learned writing .They also admired the Toltecs , whose empire had been destroyed a hundred years earlier. The Aztecs copied their art and religion and indeed called their own artists “Toltecas”. They gradually became established, grew in numbers and their city Tenochtitlan, built on some islands in the middle of Lake Texcoco was recognized as a city state in A.D: 1376.

Their ruling family was recognized by the neighboring rulers, but along with other cities in the area they had to pay tribute to the powerful Tepanecs who lived in Azcapotzalco, a city to the west of the lake. In A .D . 1428 the Aztecs joined the in a successful revolt against Azcapotzalco , and this was the beginning of the Aztec Empire. Like the Maya, they did not have metal tools , the wheel (?) or pack animals, yet through military skill and political intrigue, they succeeded in conquering a large area. Three hundred and seventy-one towns paid them tribute and it is thought that the empire contained between fifteen and twenty-five million people .

Tenochtitlan became very rich . Not only did the conquered peoples have to pay tribute, but they also had to trade with the Aztecs on very unfavorable terms. Into the city poured a ceaseless flow of goods and materials from the conquered cities: maize, beans, amaranth flour cotton, honey, salt, pepper, tobacco, amber, gold , turquoise , jade, incense rubber, shells, birds, paper, slaves and people for sacrifice.

This was the empire that Cortés, with his army of about 600 men stumbled into 1519.

1 PAIR WORK: prepare some questions and answers for an interview about the Aztecs.

Q. _____

A. _____

Q. _____

A. _____

Q. _____

A. _____

Q. _____

A. _____

Q. _____

A. _____

2 FIND FIVE COGNATES:

3. WRITE TRUE OR FALSE

F T

The Aztecs came from south America.

They were not peaceful people.

They admired the “Toltecs”

They use metal for tools

They settled in Azcapotzalco

The City of Tenochtitlan was not an Aztec city

The Aztec trade fairly with their neighbors

The Aztec got as tribute beans, birds, shells and jade.



OBJECTIVE: GET THE MAIN IDEA AND DETAILS ABOUT THE TEXT, THROUGH VOCABULARY ANALYSIS, USING SCANNING.

In central Mexico, directly south of Mexico City; it is the second smallest state after Tlaxcala, but the third most densely populated, after Distrito Federal and the State of Mexico; its borders are Mexico City and the State of Mexico in the North, The State of Mexico and Guerrero in the West , Puebla in the East and again Guerrero in the South.

Morelos is characterized by the rugged and scenic landscape of the central Mexican plateau, With peak reaching as high as 5400 meters. Its topography and tropical latitude contribute to a diversified but general hot and humid weather. The far Northwest corner of the State includes a small portion of Iztlacihualt-Popocatepelt National Park, with two of the highest peaks of Mexico.

The state covers an area of 4,968 sq. km , its capital is Cuernavaca center of the state's cultural and economic activity, is a permanent residence or vacation home for many Mexico City commuters and is connected to the city by a major toll highway . The nearby Tepoztlan,once a small agricultural community, has become an artistic center and vacation home to some of Mexico's leading cultural and political figures. El Tepozteco National Park,

located on a volcanic ridge near the town, is the site of the ruins of a Pyramid built to Tepoztecatl, a major Mesoamerican deity. Other important cities include: Cuautla known for its nearby water springs and sugar cane, Jojutla a center for the production of rice and sugarcane , Puente de Ixtla, a farming and ranching place city ,Yautepec also known for its thermal water springs .

The state of Morelos has one of Mexico's urbanized populations. During the 1980's it attracted numerous immigrants from rural areas. The state's population in 1995 was 1,442,662.

Despite the high level of urbanization, Morelos is also one of the most agricultural productive states in Mexico- a leading producer of corn, rice, sugarcane, beans and wheat; it also produces flower. Tourism is important for the state economy. A Major highway passes through Morelos, connecting It to Acapulco; another route connects the State To Oaxaca to the southeast.

During the pre-hispanic period, a number of Native American cultures flourished here. The state has numerous archeological sites, like Xochicalco and Teopanzolco Pyramids.

Hernán Cortés, the Spanish conqueror of the Aztec Empire, built his palace in Cuernavaca (Cuaunahuac) The city's Cathedral is an important site a 16th century Franciscan Monastery. Morelos is named after one of the major heroes of the Mexican struggle for independence, the priest and revolutionary Jose Maria Morelos y Pavon. The state played a key role in the Mexican Revolution (1910 –1920) with rebels from Morelos helping to bring about the downfall of the Mexican dictator Porfirio Diaz. Emiliano Zapata, a native of Morelos gathered an army in his home state and led thousands of

peasant's soldiers during the revolution. Zapata along with Francisco "Pancho" Villa, the most radical elements among the revolutionary forces. Zapata's 1911 Plan de Ayala, issued from the town of Ayala, became the revolution's most important summary of peasant demands for land redistribution and political reform.

EXERCISE.

ANSWER THE FOLLOWING

1. - What is the best title for these texts?

2. - What is the main idea of each paragraph?

First _____

Second _____

Third _____

Fourth _____

Fifth _____

3. - What is the location of the state described?

4. -According to the first paragraph we can infer that:

A small state is not expected to be over populated.

A small state is expected to be overpopulated

Only big states are expected to be overpopulated.

Scanning.

Identify the cognates in the text.

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

2. Identify the unknown words and it's grammar function.

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

WRITE THE MAIN CHARACTERISTICS OF EACH TOWN

MORELOS

CHARACTERISTICS

CUERNAVACA	
TEPOZTLAN	
CUAUTLA	
PUENT DE IXTLA	

NOTES TO MY CHILDREN



OBJECTIVE:

1-THE STUDENTS ARE TO KNOW ABOUT BENITO JUAREZ'S LIFE.

II-RECYCLE PAST TIME IN IT'S SIMPLE FORM.

II-STUDENTS TASK IS TO PRACTICE COMPREHENSION AND PRONUNCIATION.

Warm up: talk to the students about Benito Juarez.

Who was Benito Juarez?

What is his legacy?

Benito Juarez motto is....

READ THE DIALOG CAREFULLY.

Kristyn: Hi, Beto are you ready to go?

Roberto: Yes, I am. Look Kristy I brought a book where Benito Juarez

Wrote some notes to his son and daughters.

Kristyn. - Who was Benito Juarez?

Roberto:- A Lincoln contemporary. I can't forget Lincoln being an example

For human beings Mexicans had a great President too. Would you like to

read the letters that Juarez wrote to his children?

Kristyn.- Of course! Let's read them.

NOTES TO MY CHILDREN

By Benito Juarez.

On March 21st, 1806 I was born in a small town, San Pablo Guelatao in the State of Oaxaca. I didn't know my parents Marcelino Juarez and Brigida Garcia, Zapotecan indians, because I was three years old when they died. I stayed with my sisters and grandparents. When my grandparents died, my sister Maria Josefa got married and went to Oaxaca. I stayed with my uncle Bernardino. He thought me to read Spanish and I used to help him in the country labors. I took care of the sheep too. When I was twelve, I ran away to Oaxaca and arrived at the Maza's home where my sister, Josefa was a cook There I stayed and worked with Antonio Salanueva, a printer He sent me to school where I learned to read and write. I asked my godfather, Antonio Salanueva to let me go to the seminar where I studied Latin grammar, Arts, Philosophy and Theology. In 1827, When the Institute of Science and Arts opened; I attended this civil school, completely independent from the clergy. I didn't want to be a priest.

In 1833, I was a Congressman and one year later I got my degree in law. I 1845, I was Deputy and in 1852, I left the Oaxaca Government.

Roberto: - Excuse me Kristyn, Let's close the book, the bus is waiting for Us!

Kristyn. - Certainly, it's time to go to Madison.

Roberto: - Just let me tell you that Benito Juarez became President of Mexico. He fought against France, he promulgated the 1857 Constitution and pronounced this phrase: "Respect for another's right is peace."

Kristyn: - Lincoln and Juarez, two examples to follow!

WRITE FIVE SENTENCES IN PAST ABOUT THE TEXT.

MARIA IZQUIERDO'S MEXICO

OBJECTIVE: THE STUDENT WILL BE ABLE TO READ AND UNDERSTAND THE TEXT AND DISCUSS ABOUT SOME POINT OF THE TEXT.

As a girl, Maria Izquierdo loved the circus that came each year to her pueblo in the Mexican state of Jalisco. The town became a festival with colorful decorations and people celebrating. The circus brought performers, games and hot –air balloon rides.

Ms. Izquierdo left her small pueblo behind and moved to Mexico City in 1923. Still, she thought about the people and places she had known as a child. She remembered people living in the simple way their ancestors had. She recalled the food they ate and objects they kept in their homes. She thought about how they prayed and how they celebrated.

Ms. Izquierdo began to paint what she remembered. She painted open cupboards filled with fruits and vegetables, small statues, and handmade Mexican crafts. She painted household altars with flickering candles. Some of her paintings show circus performers. Others show peasant women and scenes from village life.

Some Mexican artist she knew painted famous people and important events. Ms. Izquierdo believed that the ordinary people and everyday scenes she painted were more important. “ I try to make my work reflect the true Mexico which I feel and love,” she said.

EXERCISE: ANSWER THE QUESTIONS BELOW.

1. - Did you know Maria Izquierdo? _____

2. - Have you seen some of her paintings? _____

3. - Do you agree with her way of thinking about painting? _____

4. - Have you been interested in paintings? _____

5. - Do you like to paint?

6. - As a child did you have the opportunity to go to a circus? _____

II MENTION AT LEAST TEN THING THAT YOU CAN FIND IN A CIRCUS.

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

III MENTION THE MOST COMMON THINGS MARIA IZQUIERDO INCLUDES IN HER PAINTS

WRITE A PARAGRAPH ABOUT THE KIND OF CIRCUS YOU HAVE SEEN: ____

WAYS TO KEEP PHONE CALLS SHORT

OBJECTIVE: THE STUDENTS WILL BE ABLE TO KNOW HOW PHONE CALLS SHORT.

Do you like to talk ohm the phone?

Do you think that you spend too much time on the phone?

The phone rings. It's a friend who wants to tell you about his or her latest health problem. You hate to be rude and cut your friend off, but what can you do? Time management consultant Stephanie Winston, author of *Stefanie Winston's Best Organizing Tips*, offers this advice:

1. - Don't ask questions like "What's new? They give the impression that you have time to chat. After "hello," get right to the heart of the matter.
2. - Time you *calls* intelligently. If you make a call right before lunch or dinner, or at the end of the workday, people chat less.
5. - Forget niceties. Some people just don't take a hint. Interrupt your caller and say, "I'd like to talk to you longer, but I'm pressed for time. Good-bye" Then hangs up. Don't ask for permission to end the conversation.
6. - Find a "partner in crime." If nothing else works, ask someone in your home to help you. For example, one woman signals her husband, who yells, "Jane, I think the roast is burning!"

3. - Set a time limit. Start with “ Hi, 7. - Avoid the phone completely. Use I’ve only got a few minutes, but I an answering machine to screen wanted to talk to you about...” Or calls. If you have an important “Gee, I’d love to talk more, but I only message for a chatterbox, leave the have a couple of minutes before I message when he or she isn’t in.

have to run errands”

4. - Jump on pause. Even the most talkative caller has to pause now and then. Quickly say, “It has been great talking with you.” Then end the conversation.

I COMPLETE THIS TEXT, WRITING NEW TIPS

8. -	10. -
9. -	11. -

A - READ THE ARTICLE. THEN LOOK AT THE STATEMENTS. CHECK (X) THE THINGS YOU CAN SAY TO KEEP PHONE CALLS SHORT.

	1. - I’m glad you feel better. What can I do for you?
	2. - I have to go now. Good –bye.
	3. - Hi. How are things?
	4. - I need to get off the phone now. There’s someone at the door.

	5. - So, What else is new?
	6. - No, I'm not busy right now.
	7. - I'm sorry to call you at dinnertime, but I have just one question.
	8. - I only have three minutes before I have to leave.

B - PAIR WORK TALK ABOUT THESE QUESTIONS.

- 1. - Which advise have you used sometimes?**
- 2. - Which do you think are the three best pieces of advice?**
- 3. -What else can you do to keep phone calls short?**

NATURE'S XCARED PARADISE

X C A R E T

C A N C U N

The incredible Eco-Archaeological Park

Luxuriant rainforest of the Yucatan Peninsula and the glittering, turquoise waters of the Caribbean, lies a place like no other in the world. Here, watiges of the glorious, ancient Maya civilization crosscut talcum-soft, white sand and wild life such as iguanas, butterflies, and radiantly colored parrots around. In this idyllic paradise, humans, the natural world, the past and the present converge and coexist.

Situated just 45 minutes from Cancun, Caret, meaning "small inlet" in Maya, is an eco-archaeological park of unrivaled splendor. The veneration and preservation of the environment, as much as the legacies and culture of the Mayan peoples, is of paramount importance to Xcaret.

Let the recreated Arch of Labna become your majestic gate away to an unforgettable experience.

From a refreshing bathe in the crystalline waters of the underground rivers to participating in the sowing of young orchids or pondering the archeological remains ancient seaport Pole, Xcaret has a little for everyone. A communion with the bounteous flora and fauna of the Yucatan may lead to a visit among the serene liquid universe of the coral reef, (Sea trek); a leisurely horseback ride through the jungle, past Mayan temples- sentinels of the sea- to the ivory sands of the coast; glimpsing the emergence of a new born sea turtle or quail from its egg; playing with the dolphins in their natural habitat;

getting to know the nurse sharks; exploring the bat cave; observing jaguars, one of the most revered animals of the ancient Maya; sampling the honey of the native *melipona* bee or simply relaxing beneath one of many *palapas* lining the palm-finger shore.

Conscious of the damaging effects large-scale tourism places upon environment; Xcaret has become a national and international leader in the fight to preserve the wealth of the natural world.

The highly sophisticated biological water treatment plants are merely one example of Xcaret's commitment towards our planet.

Xcaret is devoted to studying, preserving and propagating endangered species. Its Sea Turtle Protection Program cares for the four species that arrive at the peninsula. It is the most auspicious in the country's history, protecting 12 spawning beaches along a 120- kilometer coast-line and tagging over 15,000 turtles a year. One of only three institutions within Mexico able to successfully reproduce toucans in captivity , The Wild Bird Breeding Aviary witnessed last year the birth of a keel-billed toucan. The aviary contains a total of 380 organisms including 94 scarlet macaws, with 26 newborns in 1999. Xuna, the first dolphin born in captivity in Mexico was born in Xcaret, and seven years later, the park has become the birthplace of six others. And The Coral Reef Aquarium, comparable to the best the world has to offer, exhibits a veritable coral universe, preserved and reproduced by qualified specialists.

Tropical Forest Trail of the Botanical Garden leads to the Mushroom Farm. Next door, the Orchid Farm reproduces 94 of the 109 varieties of orchids

found in Yucatan. The park's *in vitro* technique has allowed 1,000 orchid to grow per month, thereby aiding in their regeneration

Not to be missed is a visit to the Butterfly Pavilion, one of the largest in the world with free-flying area inhabited by 4,500 butterflies. Visitors can observe butterflies in the various stages of their life cycles and regular ecological tours provide the opportunity to help in the area's activities. Fifty types of host plants are reproduced and can be found throughout the park, replenishing the altered habitats of many of the wild butterfly population's area.

Xcaret understands that education is the keystone towards ensuring the survival of the earth's species. The Environmental Educational Program invites 100 local school children daily to the park to participate in various interactive programs helping to raise their awareness of the problems that our world now faces. With the same goal in mind, the park's Center for Education and Promotion of the Environment sponsors statewide environmental campaigns.

Granting visitors an opportunity to experience the richness of Mayan culture and the character of Mexico in general is another of Xcaret's purposes. Enjoying the sound of live *mariachi* while dining in one of the five restaurants is only one of the ways in which xcaret conveys the essence of Mexico. For as the day draws to a close, The Rincon Mexicano bursts with life as daring *charros* skillfully ride around the ring.

Xcaret at Night is about to begin, the pulse of a palm-beaten drum announcing the ball game. The show continues with a candlelit walk around

the ancient Mayan caves; then, illuminated by moonlight and the diamond-studded night sky, ancestral dances and rituals are staged in the Mayan village; finally, the open-air theater features an exhilarating compendium of regional and folkloric dances. (Enjoy Xcaret at Night from Monday to Saturday) .

The ancient Maya knew that human life is equivalent to environmental continuance. Likewise, Xcaret recognizes this vital connection and is devoted to improving the world in order to leave a beautiful legacy for prosperity.

EXERCISE 1 READ THE NEXT STATEMENTS AND MARK “T” FOR TRUE OR “F” FOR FALSE ON THE BOX.

STATEMENTS	TRUE	FALSE
1.- Xcaret is an important tourist city.		
2.- Xcaret is situated just 45 minutes from Cancun.		
3.- Xcaret has become a National and International leader in the fight to preserve the wealth of the Natural World.		
4.- Xcaret is devoted to studying, preserving and propagating endangered species.		
5.- The first dolphin born in captivity in Mexico was born in Chetumal.		
6.-Xcaret has the second dolphin born in captivity.		
7. - Xcaret is an ugly town		

EXERCISE: ANSWER THE FOLLOWING QUESTIONS ACCORDING WITH THE READING.

1. - Have you been in Xcaret?
- 2.- Why is Xcaret an important City?
3. - Where is Xcaret located?
4. - Is Xcaret a beautiful City?
5. - What do you think about Xcaret?

EXERCISE: FILL IN THE BLANKS WITH THE RIGHT WORD ACCORDING TO THE TEXT.

1. - Situated just 45 minutes from Cancun _____, meaning “small inlet ” in _____, is a _____ park of unrivaled splendor.
2. - Here, vestiges of the _____ ancient _____ civilization crosscut talcum-soft, white sand and wild life such as iguanas.
- 3.- Xcaret _____ became a national and _____ leader in the fight to preserve the wealth of the natural world.
- 4.- Xcaret is _____ to _____, preserving and propagating endangered species.
5. - Xcaret at Night is about to begin, the pulse of _____ batten _____ the ball game.



OBJECTIVE: TO DESCRIBE PEOPLE’S PHYSICAL APPEARANCE.

TO IDENTIFY THE TOPIC OF A PARAGRAPH.

Who is Bill Gates look at the picture and describe him.

Read the article and match the paragraph to the headings, then explain the words underlined.

Character/likes/plans.....

Introduction.....

Early life

Later life.....

1. - Everyone has heard of Bill Gates, one of the richest and most successful people in the world. Microsoft, the business he started with a friend in 1975, has become the world’s largest computer software company, and Gates was the world’s youngest billionaire at the age of 31.

2. - His full name is William Henry Gates III, and he was born on 28th October 1955, in Seattle, U.S.A. At school Bill soon showed that he was very intelligent and specially good at Maths and Science. His parents decided to

send him to Lakeside, the private school where he first began to use computers. 13-year-old Bill Gates and his school friend Paul Allen were soon spending all their time writing programs and learning about computers instead of doing their schoolwork!

3.- After finishing school in 1973, Bill went to Harvard, America's most famous University. The next year, he and Paul Allen wrote an operating program

for Altair, one of the world's first microcomputers. The two friends started Microsoft in 1975, and Gates left Harvard. Before long, Microsoft was a major business success. Since then, the company has continued to grow, producing most of the world's leading PC software. One reason for this success is that Gates has always been very ambitious and hardworking. This has not left him much time for a normal personal life, but in 1994 he married Melinda French, a Microsoft employee, and in 1995 he wrote a best-selling book, *The Road Ahead*.

4.- Bill has mixed feelings about spending so much time running Microsoft. "There are a lot of experiences I haven't had, but I do like my job" he says. When he does find time to relax, he likes puzzles, golf and reading about science. For such a rich person, his life is simple, and he spends little time on himself and his family. When it comes to helping others, though, Gates is very generous. He has already given huge amounts of money to charity, and says that he plans to give away almost all of his wealth when he retires.

READ THE ARTICLE AGAIN AND ANSWER THE QUESTIONS WITH FULL ANSWERS.

1.- Who is Bill Gates? _____

2.- What have he and Paul Allen done together? _____

3.- Why has Gates been so successful? _____

4.- What does he do in his free time? _____

5.- What does he plan to do with all his money? _____

DO DOGS MAKE GOOD PETS?

OBJECTIVE : THE STUDENTS WILL IDENTIFY THE TOPIC OF A PARAGRAPH.

EXERCISE READ THE SENTENCES AND CIRCLE THE CORRECT OPTION .

1.- A wonderful companion is a person /animal that.....

- a) you always enjoy being with. b) work with you .**

2.- A dog wags its tail by.....

- a) Holding it straight out and not moving it. b) moving it quickly from side to side**

3.- A person or animal that is loyal will....

- always be your friend, in good and bad times. b) try to trick you or hurt you.**

4.- The elderly are...

- a) sick people b) old people**

5.-The blind are people who ...

- a) can´t talk . b) can´t see.**

1.- Do you have a pet ? _____What kind?

2.- Can you describe your pet?_____

3.- Do you really care for it?_____

4.- How old is your pet? _____

5.- Do you have a special place for it ?_____

6.- Do you take it once in a while to the Vet?_____

DO DOGS MAKE GOOD PETS?

1.- You've decided to add a pet to your family – but what pet is right? I think that the person who said that a dog is “man's best friend” is absolutely right. In my opinion, dogs make perfect house pets.

2.- First of all. Dogs make wonderful companions. They always show their happiness as soon as their owner walks through the door, by wagging their tail and jumping up and down excitedly. They are playful and extremely loyal to their owners, so they are good company for the elderly and for the children .

3.- Furthermore, trained dogs are useful to their owners. They are easy to train as watchdogs to guard your house and family, making you feel safe and secure. They can also be trained as guide dogs for the blind. They can be taught all sorts of trick – even to collect the morning news paper!

4.- On the other hand, dogs need a lot of attention. They need to be fed and brushed , and taken for their daily walk or regular visit to the vet. However , this is a small price to pay in exchange for their friendship and loyalty.

5. - All in all, although having a dog can be tiring, I believe that they are the best pets, spending a little time with your dog every day will certainly win you a “best friend” for life.

READ THE ARTICLE AND ANSWER THE QUESTIONS.

1. -What is the writer's personal opinion about dogs as house pets?

2.- In which two paragraphs does the writer support her opinion?_____

3. - Which paragraph mentions the opposing point of view?

4. - Which of the underlined words, list point, express contrast, summaries

what has been mentioned before?

MUSIC

OBJECTIVE: THE STUDENTS WILL BE ABLE TO USE THEIR ENGLISH UNDERSTANDING THE LIRIC OF A SONG.

Warm up: Ask your students if they like music, if they can play an instrument.

Do you like music?

What kind of music does you like; in English or in Spanish?

Name 5 of your favorites singers or bands in English.

EXERCISE. WRITE THE LIRICS OF THE FOLLOWING SONG OR ANOTHER SONG THAT COULD BE USEFUL FOR THE EXERCISE THEN ERASED SOME WORDS AND ASK YOU STUDENTS TO FILL IN THE BLANKS THE MISSING WORDSON THE BOARD

I JUST CALLED TO SAY I LOVED YOU.

No New Year's Day to celebrate; No chocolate-covered candy hearts to give away.

No first of spring; no song to sing. In fact here's just another ordinary day.

No April rain; no flowers bloom; no wedding Saturday within the month of June.

But what it is something true made up of these three words that I must say to you

CHORUS I just called to say I love you
I just called to say how much I care.
I just called to say I love you.
And I mean it from the bottom of my heart.

No summer's high; no warm July; no harvest moon to light one tender
August night.

No autumn breeze; no falling leaves; not even time for birds to fly to
southern skies.

No Libra sun; no Halloween; no giving thanks to all the Christmas joy you
bring.

But what it is, though old so new, to fill your heart like no three words could
ever do.

CHORUS

Lyrics and Music by Stevie Wonder.

VOCABULARY:

I. -Stevie Wonder mentions three specific holidays in this song. Can you find
each one?

Write the name, its date, and its significance on the lines below.

1. - _____

2. - _____

3. - _____

II.- Stevie specifically names three of the four seasons. Write the phrases of these seasons.

1.- _____

2.- _____

3.- _____

Which season he doesn't name? _____

III. - Four month of the year appear in the song. Write the corresponding phrases for each.

1. _____

2. - _____

3. - _____

4. - _____

IV the song gives information about the eight other months .Can you write the clues that give us such idea. _____

V: What things are associated to April in your country? _____

VI. - What is the most popular months of the year when people marry in your country? _____

On what day of the week? _____

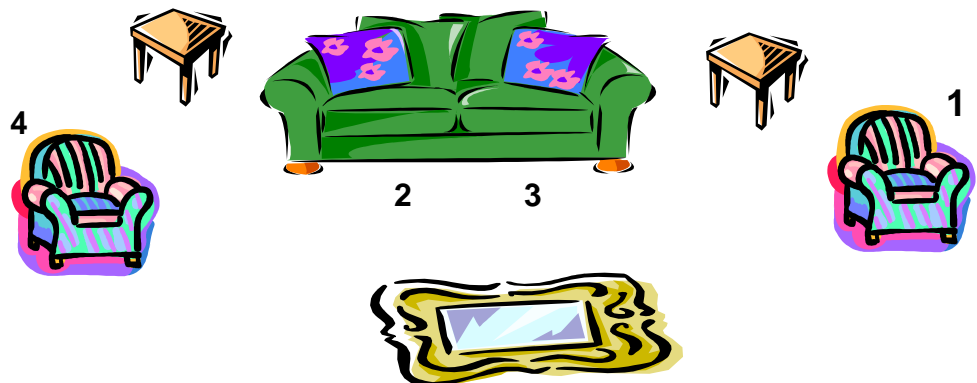
At what time of the day? _____

What do they wear? _____

VII. - Do you celebrate Halloween or a holiday like it in your country? _____

WHO DID IT?**OBJETIVE:****TO MAKE INFERENCES AND DRAW CONCLUSIONS****TO USE PICTURE CLUES TO SOLVE A MYSTERY****TO REVIEW PREPOSITIONS OF PLACE****BEFORE YOU READ****LOOK AT THE FLOOR PLAN. WHAT DO YOU SEE? DESCRIBE THE ROOM.****LOOK AT THE PICTURE. WHAT DO YOU THINK THE MYSTERY IS ABOUT?**

READ THE MYSTERY. ONE MAN IN THE ROOM IS A SPY. THE SPY IS GOING TO PUT POISON IN ANOTHER MAN'S DRINK. WHO IS THE SPY? WHO IS GOING TO HAVE THE POISON IN HIS DRINK?

WHO DID IT?

Four men are sitting in a room. Two men are sitting on a couch, and one is sitting in each CHAIR. The men's last names are Smith, Brown, Robinson and Osborn. One is a teacher, one is an actor, one is a pilot, and one is a doctor.

Mr. Smith's daughter takes a soft drink to Robinson, some tea to Osborn, and some coffee to Brown.

The actor looks in the mirror and sees the door close behind Smith's daughter.

Osborn is sitting to the right of the actor

The doctor is sitting on a chair on Brown's left.

Smith, Osborn and Brown don't have sisters.

The doctor doesn't have anything to drink.

The pilot's brother in law is the actor. He is sitting next to Osborn.

The pilot is sitting in a chair.

The pilot and the teacher put their drinks on the same table.

Someone put poison in a cup of tea.

I READ THE CLUES AND LOOK AT THE FLOOR PLANS. ANSWER THE QUESTIONS AND COMPLETE THE CHART.

1. LOOK AT CLUES a and f. Who is the doctor? _____

2. Look at clues e and g. Who is the pilot? _____

3. Look at clues d and h. Who are sitting on chairs? _____

4. Look at clues b, c and g. Who is on the couch on the left? _____

5. Look at clues c and g. Who is on the couch on the left? _____

Look at clues b and g. Who is the actor? _____

Look at clues c and l what is Osborn's occupation? _____

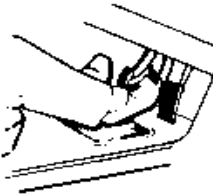
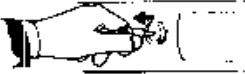
Who is going to have the poison in his drink? _____

People	Drinks	Occupations	Chair 1	Couch 2	Couch 3	Chair 4
Smith						
Brown						
Robinson						
Osborn						

FOLLOWING INSTRUCTIONS

OBJETIVES: The student will be able to follow instructions with drawings

READ CAREFULLY THE FOLLOWING INSTRUCTIONS



DRIVING A CAR

The left-hand column contains actions which are part of driving a car. The right-hand column contains purposes. Match each action to its corresponding purpose. For example,

- | | |
|---------------------------|------------------------------|
| 1 turn the ignition Key | Start a cold engine |
| 2 Pull the choke out | Release the anti- theft lock |
| 3 Turn the ignition key a | change direction again |
| 4 Depress the accelerator | b reduce speed |
| 5 release the accelerator | c switch on the ignition |
| 6 depress the footbrake | d increase speed gently |
| 7 Turn the steering wheel | e stop the car |

Now write instructions including each action and its purpose. For example,

Turn the ignition Key IN ORDER TO release the anti-theft lock.

IN ORDER TO release the anti-theft lock, run the ignition key.

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