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CENTRO DE FORMACIÓN HUMANA

Asignatura Transversal

Inglés Comercial V

Dirección de Educación a Distancia y Virtual

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1. MAPA DE LA SIGNATURA

ENGLISH LEVEL V

MODULE GENERAL PORPUSE

The module English level Five looking for improving the English language skills to the student according to the Common European Framework taking into account the contents given by the module which student has the responsibility do it with awareness and dedicating the time that it requires for getting excellent results.

GENERAL OBJETIVE

Developing strategies referred to get the language skills in English through activities where student go deeply into the learning of English as a foreign language and interchange experience with others.

ESPECIFIC OBJETIVES

- Improving the communicative competences through writing and reading processes that include compound grammatical structures.
- Developing abilities to solve problems in English language when the situations refer to family, academic or labors.

UNIT 1

LET ME KNOW

Listenig comprehension activities related to introducing myself or other people and talk about the experiences and plans.

Workshops related describing suggestions likes and dislikes, and grammar exercises referrer to tenses.

UNIT 2

THE IMPORTANCE OF MEDIA

Listenig comprehension activities related to media and news.

Workshops related the events, technology and pets and grammar exercises referrer to present present perfect with already, just, yet.

UNIT 3

GETTING TO ADULD WORLD

Listenig comprehension activities related to adult word and interchange with others

Workshops refer to money and grammar exercises referrer to passive voice, conjunction.

2. UNIT 1 LET ME KNOW

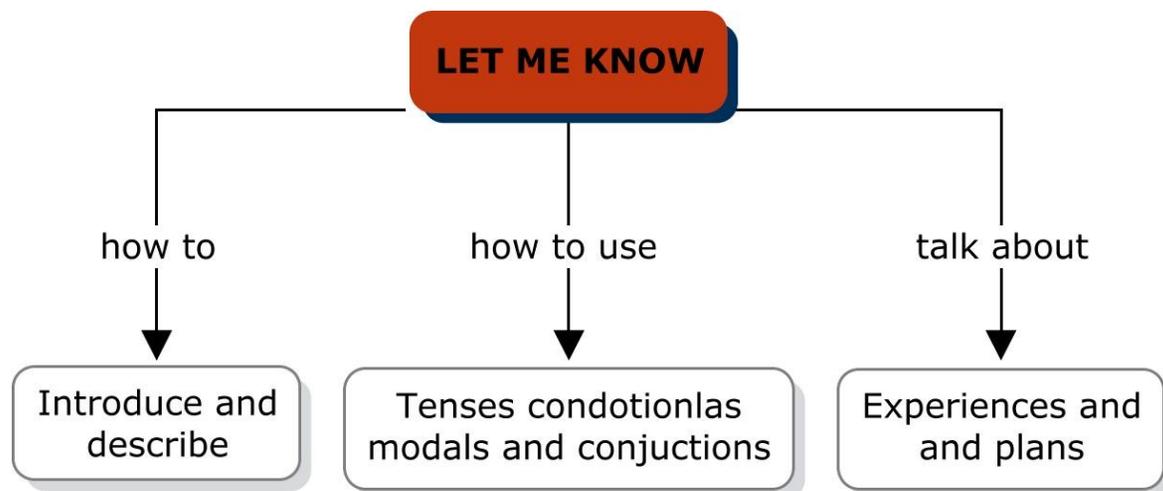
In this unit student will learn how to speak with others with confidence, that will let him / her ability to interchange with others. For practicing students can go to the following website.

http://www.youtube.com/redirect?q=http%3A%2F%2Fwww.howdini.com%2Fhowdini-video-6618740.html&session_token=DvcGeU2X-unold69qv05QFac8bZ8MTMzMTUwMDMxOEAxMzMxNDEzOTE4

They also can follow this website mansioningles.com
Write on YouTube getting a job.

Consulted on Saturday March 10 2012

2.1. Relation de concepts



GENERAL OBJECTIVE

Introducing with others in different situations and talking about the experiences.

SPECIFIC OBJECTIVES

- Practice introductions and greeting.
- Talk about experiences.

2.2. Initial test

1. Suppose you want to apply for a job as a secretary for an important company. What aspects do you think you need to be successful in the interview? Write at least four aspects.

1 _____
 2 _____
 3 _____
 4 _____

2. Identify the words which talk about job, school, likes, events, pets.

V	B	A	N	K	W	Y	G
F	A	S	H	A	O	O	O
G	R	L	E	T	U	U	L
O	L	I	I	K	L	D	D
D	I	K	O	D	D	A	F
C	K	I	D	D	I	N	I
A	E	C	A	S	H	C	S
T	K	O	O	B	X	E	H

3. Write sentences with the words found.

TOPICS

On this unit the student will work two topics how to introducing with others and get a job and talk about experiences and plans.

2.3. Topic 1 introducing yourself in different situations.

You will find a dialogue where you can appreciate the way to introduce and introducing others, and how to respond in different situations.



Image taken from: <http://www.123rf.com/stock-photo/job.html>

Sara is a journalist. She wants to interview an important person from the entertainment life. She says:

Hello. I'm Sara Morris. I would like to ask you some questions.

Nice to meet you.

The important person says It's nice to meet you too. What do you want to ask me?

Sara starts the interview.

As you can see Sara introduces herself and the person answers the questions.

This is a simple form for introducing to another unknown people in an informal way.

Another way to introduce someone but in a formal way.

Cindy is in an important business meeting. She needs to be introduced by her friend Melissa to a president of the company whose name is Mr. Marc Evans. Look at the introducing.

Miss White: Mr. Evans, may I introduce Miss White. She is a friend of mine.

Mr. Evans: Nice to meet you.

Miss White: Nice to meet you too.

Miss White begins to talk to Mr. Evans describing herself.

She talks about her interests and how she is as a person. She says:

My name is Melissa White. I am an architect and I would like to work in your important company.

I am confident, easy going, funny and good friend. I think to get important achievements in a job is very important work with others as a team.

I enjoy simple things as jogging, going to aerobics, practicing cycling.

Mr. Evans likes what Melissa says and gives her an appointment for a future job in his company.

As you can appreciate in the two examples given above you can talk with others in a simple way but dependent on the situation these ones could be formal or informal.

When you want that somebody knows about you, it's better to start by yourself a conversation and try to be confident and fluently in that situation.

On unit 3. Getting to adult world on topic 1 you can know what happens with Melissa and her wish for getting a job in Mr. Evans Company.

You can practice the form of introducing and describing yourself listen to the following conversations.

Going to <http://www.esl-lab.com> and listen to the following conversations Nice to Meet You. Tell me about yourself.

Grammar: On this topic you have the chance to review some structure as present simple, present progressive, Imperatives, Used to , going to future tenses and learn about conjunctions.

Simple present

Remember the structure of simple present. This is :

pp / subject +verb + complement

Example:

Melissa talks about herself.

Present progressive. This is the structure.

pp/ subject + verb to be+ main verb+ ing + complement

Example

Sara is interviewing to an important person from the entertainment life.

Imperatives. This is an order.

Come here!

Just do it!

Be quite!

These are some examples of imperatives.

Used to: we use *used to* to talk about a habit or regular activity in the past that doesn't happen now.

Structure.

used to + verb + complement

Example

He used to dance when she was teenager.

Get used to: we use *get used to something* or *get used to doing something*. When we talk about the process of becoming accustomed to something.

Structure

get used to + verb+ing + complement

Note: take into account when you get used to the main verb must be on ing.

Example

They soon got used to getting up early in the morning.

Be used to: We use *be used to* when we say that something isn't strange any more.

Structure

be used to + verb + ing +complement

Example

Camille is used to hearing English now.

Future with going to

pp / subject + verb to be + going to +verb + complement

Melissa is going to get an appointment at Mr. Evans Company.

Grammar section conjunctions

Now we will practice what a conjunction is.

Conjunction

Conjunction is a word that explains how ideas are related in a sentence. There are different kind of conjunctions, they are: contrast, addition, reason, result and alternative.

Some conjunctions are: but, so and, because, although, or.

Review Questions

Listen to the announcement in the **Nice to meet you** conversation and answer the questions.

1. Where does this conversation most likely take place?

- A. at a park
- B. at a school
- C. at a birthday party
- D. at a music recital

2. What is the girl name?

- A. Kathy
- B. Karen
- C. Nancy
- D. Nanny

3. Where does the girl probably live now?

- A. In Scotland
- B. In France
- C. In England
- D. In The United States

4. What does the girl's father do for a living?

- A. He is a travel agent.
- B. He is a professor
- C. He is computer programmer
- D. He is a French teacher

5. What is one thing NOT mentioned about the girl's family?

- A. Why her parents lived in England for several years.
- B. Where her mother works at the present time.
- C. Where the girl grew up
- D. How old the girl was when she moved to her present location.

Now listen to the conversation **Tell me about yourself**. Answer the question.

1. What is the man's name?
 - A. Craig
 - B. Greg
 - C. Gary

2. Where was the man born?
 - A. Arizona
 - B. Kansas
 - C. Colorado

3. Which sentence best describes his university studies?
 - A. He is a third-year student.
 - B. He is majoring in Spanish.
 - C. He really enjoys his studies.

4. Where does the man work?
 - A. at a bookstore
 - B. at a restaurant
 - C. at a supermarket

5. What is one thing the man likes to do in his free time?
 - A. reading
 - B. jogging
 - C. camping

Grammar point

Now do four sentences where you can apply the grammar review about the tenses and the use of used to and the imperatives.

Simple present

- a. _____
- b. _____
- c. _____

- d. _____

Present progressive

- a. _____

b. _____

c. _____

d. _____

Imperatives

a. _____ b. _____ c. _____ d. _____

Used to

a. _____

b. _____

c. _____

d. _____

Get used to

a. _____

b. _____

c. _____

d. _____

Be used to

a. _____

b. _____

c. _____

d. _____

Future with going to

- a. _____
- b. _____
- c. _____
- d. _____

Conjunctions

4. Match. What do the conjunctions express?

but and so because although or

- a. contrast: _____, _____
- b. addition: _____, _____
- c. reason: _____, _____
- d. reason _____, _____
- e. alternative: _____, _____

6. Complete. Then compare in pairs.

- a. I love _____ and _____ but I hate _____
- b. You should study hard so _____
- c. I'd like to be a _____ or a _____
- d. I enjoy myself last weekend although _____
- e. I never _____ because _____

PISTA DE APRENDIZAJE

To remind the vocabulary referred to introducing.

Take into account the differences of used to and how to apply appropriately.

Practice listening exercises at least 30 minutes per day.

For practicing listening conversations, go to www.realenglish.com and read the following lesson:

Beginner level: lessons 6-10.

2.4. Topic 2 talk about experiences and plans.

Here you can learn the way to interchange with others talking about experiences and making suggestions. You also can speak about what you like or what you don't like.

The structure you can reinforce is the use of the present tense and the use with words as ever/ never, since/ for, how long. The vocabulary will be referred to the theme explained above.

Talk about experiences and plans.

On this exercise you can read some situation about the plans some people will have. Read carefully and give the suggestions or advices they can do.

Situation 1.

I'm a business woman, my life spends between flies. If I have could avoid traveling by plane, I would do it. Next week I have to travel to Europe on business and the flight takes 10 hours! What should I do to control my nervous?

Situation 2.

I work as custodian at the Central Florida Zoo. Since a lion attacked me when I was fed it, I really get fear to them. I can't leave my job, but is impossible for me feed the animals again. What can I do?

Situation 3.

Irene won some tickets to Cartagena to two persons. She wants to travel with her husband but her daughter wants to go with them. What is the suggestion you can give to Irene.

Write the advice or suggestions that you think is appropriate for every situation. Take into account the explanation given below.

Grammar point: modal verbs

Should, out to had better (not): these modal verbs expresses advice or suggestion.

Should: means recommendation.

Example

If you feel sick, you should go to the Doctor.

Had better: gives stronger advice and implies there will be a consequence.

Example

You'd better pay your bills as soon as possible (or you will get problems)

Ought to: it is mandatory.

You oughtn't drive the car when you are drunk.

Grammar point: likes/ dislikes

Carolina is in a coffee shop with her cousin Juliana. Carolina is speaking about the plan that she has for her vacation. This is the conversation.

Carolina: I want to travel to San Andres, on vacation.

Juiana: Do you already have the tourist program.

Carolina: Yes, I have.

Juliana: What places would you like to visit there.

Carolina: besides the tourist places program, I would like to dive and visit the museum that the island has, and share with the native people as possible as I can. I think San Andres culture is very interesting.

Juliana: That great! Ahhh. But the way! What about the food, you don't like sea food.

Carolina: that problem is solved. The hotel serves different kind of plates according to likes of its guests.

Juliana: That's terrific! Ok. Have fun! Enjoy the trip.

Present perfect: can express something that happened at an indefinite time at the past, or something that begin in the past and continues now.

Structure

pp/ subject+ have/ has +past participle verb+ complement

Example

He hasn't eaten sea food. She doesn't like it.
My parents have lived in California since 2007.

Ejercicio de autoevaluación

Answer these questions. Don't forget use the present perfect.

1. How long have you ever lived in your city?

2. Have you ever been out site of your country?

3. How long have you ever studied at REMINGTON UNIVERSITY CORPORATION?

PISTA DE APRENDIZAJE

Reinforce the topic by practicing listening conversations on www.realenglish.com

Going to Upper- In termediate level. Lesson 61

Review the irregular verbs in past participle.

2.5. Topic 3 Being competent

Now days people must show be competent in the productive life, in the job of the world. Getting fluently in English let them enter with security to this hard space where just survive who are proficient.

On this topic students will close the use of the conditionals. First of all he will begin learning the zero and the first conditional, on unit 3 the student will be in contact with second one.

Having the knowledge about conditionals he/ she will have the change to go forward in the proficiency in the achievement of learning English.

Look at this situation

David and Roger are friends. Roger looks like a little sad.

David asks him: Hey, buddy, How is going?

Roger answers: I'm bored.

David replies: What happen?

Roger says: I already finished my high school and I don't know what to do.

David tells him: I have the solution. Get a registration to REMINGTON UNIVERSITY CORPORATION. I study there. It is an excellent institution.

Roger says: That's a good idea. If I get a job, I study there.

David: Let's go to shopping. If I feel sad, I go shopping.

Roger says: When I go shopping, I get sad. But... any way let's go. It is nice relax, when you have problems.

Zero conditional

On this dialogue the student can appreciate a conversation where there are conditions for doing specific point. That is the topic for this point: Conditionals.

Zero Conditional.

We use the zero conditional to talk about common situations. Both verbs are in present tense. For zero conditional you can use **if or when**

Example

If I study, I get a successful job.

Review Questions

Work in couple and answer these questions.

1. What do you do if/ when you get money problems?

2. What do you do if / when you have a sick relative?

Done by the author

First conditional

Reading

It's fine today.
Let's go watch
a soccer game.



[http://www.google.com.co/imgres?imgurl=http://1.bp.blogspot.com/_ZvFUX3JA9vQ/SetrHHLb2II/AAAAAAACKI/hR1Zn9sCatA/s400/dibujos%2Bpara%2Bcolorear%](http://www.google.com.co/imgres?imgurl=http://1.bp.blogspot.com/_ZvFUX3JA9vQ/SetrHHLb2II/AAAAAAACKI/hR1Zn9sCatA/s400/dibujos%2Bpara%2Bcolorear%2Bde%2Bni%C3%B1os%2Bde%2Bprimaria%2Bde%2Bcolombia%2B1.jpg)

Julian and Martina are walking.

Julian says. I'm bored, Martina

Martina says : so I am .

Julian: Why don't we go somewhere?

Martina: Tell me, where?

Julian: We could go to the beach.

Martina: Beach????? No, if we go to the, It will rain.

Julian: OK. How about going to the movie?

Martina: mmmmmmm. I don't think so. If we go to the movie, we'll have to wait on line. I don't like being stand up.

Julian: What about going theater? We have enough time for finding free seats.

Martina: theater? No. I prefer going to the theater at night not in the afternoon.

Julian: Well ... where do you want to go?

Martina: Unless you have a good idea for doing, I won't go anywhere.

Done by the author

First conditional

We use the first conditional to talk about a possible future (a real condition and a probable result).

The ever in the condition clause is in present, the verb in the result clause is in future.

The condition clause can start with either if or unless.

Example

If I save money, I will travel to San Andres.

Ejercicio de autoevaluacion

Match

- | | |
|-------------------------------------|---|
| a.If I get job | she will be happy |
| b.If We study hard | you will buy an apartment and get a car |
| c. If you win a lottery | we will pass the semester |
| d. If Mary gets married with Miguel | I will travel to Cartagena on vacation |

Notice.

Reading and exercises has been done by the autor.

PISTA DE APRENDIZAJE

Reinforce the topic by practicing listening conversations on www.realenglish.com
Write on youtube realenglish conditionals.

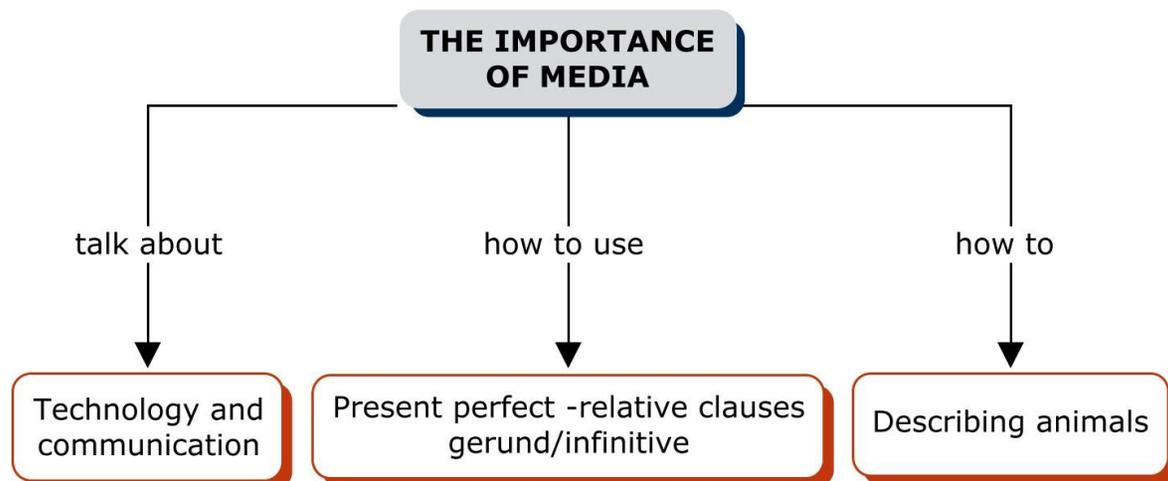
3. UNIT 2 THE IMPORTANCE OF MEDIA

Social Media is the mean communication that people now days use for interaction through internet –based application that allow the creation and exchange communication among people. People with Social Media have the opportunity to acceses to technology and communications techniques.

Every people from different countries can access to news, and entertainment by means as web sites like Face book, Twitter, You tube, TV, news papers or magazines.

For reinforce the unit people can go to this link: <http://www.ripplingmedia.com/> on you tube and The Power of Positive Political Communication - Matt Curtis on You tube.

3.1. Relation de concepts



GENERAL OBJECTIVE

Improve the language skill in the student through the approaching to mass media communication.

SPECIFIC OBJECTIVES

- Applying the contents learnt by the student with making a project.
- Increasing the English knowledge by talking with people which are so far using mass media as messenger, face book or any other social net.

3.2. Probe initial

This unit talks about the importance of media and the use of this one in the contemporary world. Answer these questions and you will know how much you know about what media is.

1. What is Facebook?

2. Who was the inventor of Facebook?

3. What was the year Facebook was inventend in?

4. What is your opinion about Social net?

5. Do you think that all people must get a login - for Facebook? Why?

6. What happen with those people who don't get login to any Social net?

3.3. Topic 1 what happen in the world

Read the following text.

**north of the border:
cultural and economic change**

For the last century, all over the world, people, products, and ideas have been crossing international borders at faster and faster rates.

This brings great and unpredictable changes on both sides of these borders. One international border that exemplifies these changes today is the one between Mexico and the United States.

Mexico is a big country, rich in resources, and by world standards it is not poor. Mexico has always been unavoidably aware of its larger, richer neighbor. But recently, the United States has been growing more aware of Mexico.

One reason is that Mexicans have been crossing the border in great numbers. There have been Mexicans in California and the southwestern states since those lands were part of Mexico.

But now, Mexicans are settling through the country not, only in big cities, but in small towns too. A numbers grow, local cable TV stations begin to carry Spanish- language newspapers are published. Supermarkets sell tortillas, chili, and Mexican beer.

Americans buy these things too, as well as many other Mexican products never before seen in the northern part of the country. Americans have been consuming more Mexican popular culture in recent years. Two or three Mexican movies a year reach major markets. Writers such as Paco Antonio Taibo II and Laura Esquivel are finding readers across the border.

The singer Luis Miguel is perhaps the most successful of growing number of Mexican artist on the American pop music scene.

After having read the text. Talk with your classmates about the consequences that Mexicans people have had to cross their north border for going to US.

Is that convenient or not. Support your answers.

Grammar point

Yet, already, just

DEFINITION	EXAMPLES
Yet (1): in questions, to ask if something expected has happened	Have Mexicans people settled in US yet?
Yet (2): in negative sentences, to emphasize that something hasn't happened	Spanish language is not the second language in US yet.
Already: to indicate that something has happened sooner than expected	Mexicans people have already settled in the big cities in US.
Just: to emphasize that something has happened in the very recent past	In few years many Mexicans people have just crossed the North Border.

Ejercicio de autoevaluación

1. Work in groups. Discuss these points.

- Do you know two countries that are being affected by movements across their common border?
- What changes have been happening in each country?
- Over time, do you think these changes will be good, bad, or mixed?

2. Write two sentences with already and two with yet about your activities this week. Then write two sentences with just things you've done very recently.

already

a _____

b _____

yet

a _____

b _____

just

a _____

b _____

PISTA DE APRENDIZAJE

Remind go to www.realenglish.com and www.mansioningles.com and practice more about these topics

3.4. Topic 2 connected with the world

Connecting with people who are far away from others is very important and necessary on these days. With Wi-Fi technology, people can connect the handle personal digital assistant (PDA) to Web at any wireless access point (WAP or hotspot). Once connected you can send e-mail, download files and browse the net.

With more than 80.000 public host-pots in hotels, cafes and airports worldwide, you can always be online. It's also easy to transfer information between your PDA and laptops cell phones and other handhelds. If there isn't a Wi-Fi hotspot nearby, just connect with a cell phone to surf the web or check your email.

Grammar points

Relative clauses

Relative clauses are words used to replace the subject in a sentence.

Who

We use **who** or **that** to talk about people.

Notice: most of the time is better use who, but in informal speaking you can use that.

Example

Catalina is the girl **who** I will get married.

Catalina is the girl **that** I will get married.

That

We use that to talk about thing.

Example

sun block is a liquid **that** protect your skin from the sun.

where

We use where to talk about places.

Example

Remington is the university **where** I study

Gerund and infinitive

Gerund is the –ing form of a verb when it’s used to as a noun

Uses of the gerund	Examples
1.Short prohibition sign	a No smok ing .
2. After preposition	b ... areas involved in plann ing for the future ...
3. After certain expressions	c. That TV program isn’t worth watch ing .

Infinitive

An infinitive is to+ the simple form a verb

Use of the infinitive	Example
1.After a verb	a. I need to feel the challenged at work
2. With an object	b. I can usually get people to do what I want.
3. After an adjective	c. It isn’t easy to listen to someone when you disagree.

Ejercicio de autoevaluación

Now is your turn.

1. Underline seven verbs and circle ten nouns related to technology in the text written above.

Verbs

a _____ b _____ c _____ d _____

e _____ f _____ g _____

Nouns

a _____ b _____ c _____ d _____ e _____

f _____ g _____ h _____ j _____ k _____

2. Work in pairs. Read the definitions and guess who or what they describe. Then write the sentences using the relative clauses learnt.

a. He's an American actor who is married to Angelina Jolie.

b. It's a place where you can borrow books

c. It's a device that you use to make calls and send text messages.

3. Choose the correct answer.

- a. We couldn't smoke because there was a " No to smoke / smoking" sign on the wall.
- b. They told me not to turn / turning on the TV
- c. He was really pleased to see / seeing me again
- d. Would you mind parking / to park the car for me?
- e. Laura is very good at to tell / telling jokes.

4. Complete the sentences. Then compare in pair. Do you agree?

a. It's important to learn how to _____

b. Teens should avoid ... _____

c. The best way to ... _____

d. You can learn English well by ... _____

PISTA DE APRENDIZAJE

Take into account going to www.realenglish.com and practice these topics.

To remind the vocabulary referred to the topic.

Practice listening exercises at least 30 minutes per day.

For practicing listening conversations, go to www.realenglish.com :

3.5. Topic 3 sharing with my pet

Susan had a cute pet it was a cat. The cat was little black and white and so smart. Every day in the Morning Susan's cat drank milk and ate food cat. The name of Susan pet was Sylvester like the cat in the cartoon. Susan was very fond of the pet and she enjoyed plays with it. Especially when she came back home so tired from the all long day work. One morning Sylvester didn't woke up, Susan called it, many times and touched it but Sylvester was died. Susan was so sad and cried. She called Stan her best f

riend and he told her about cemetery for pets. Susan asked about it so she was interested.

Stan said: When your pet dies, you take it to a cemetery to bury it.

Susan said: That's a good idea. I will bury my pet in a peaceful place.

Look at the ad

PEAFUL GARDENS

PET CEMETERY

We know it's difficult to lose a favorite pet, but know goes.

Bury your pet in a beautiful, peaceful place.

Choose Peaceful Gardens.

from \$ 200-\$ 500

Price includes stone with your pet's name and dates

Hours 8: 00- 6:00 Monday –Saturday

47 Woodland Lane Tel. 684-3905-4084

E-mail: gardens petsplus.com

Note: We are not implying any connection between religion and animals.

Grammar point

So... That

So that is used to talk about a characteristic and its result.

Example

My cat is so smart that he understands when I am down.

Ejercicio de autoevaluación

2. Match the animals with their characteristics.

- | | |
|----------------------------------|---|
| a. Dolphins are so intelligent | that they can see fish under water. |
| b. Dogs are so loyal | that they only move a few inches every hour. |
| c. Elephants are so strong | that they can will die to protect their master. |
| d. Pelicans' eyesight is so good | that they can catch running mice. |
| e. Cats are so fast | that they can move trees with their trunk. |
| f. Sloths are so slow | that they can communicate with humans. |

PISTA DE APRENDIZAJE

Go to www.mansioningles.com and practice more about the topic you already have learnt.

Take into account going to www.realenglish.com and practice these topics.

To remind the vocabulary referred to the topic.

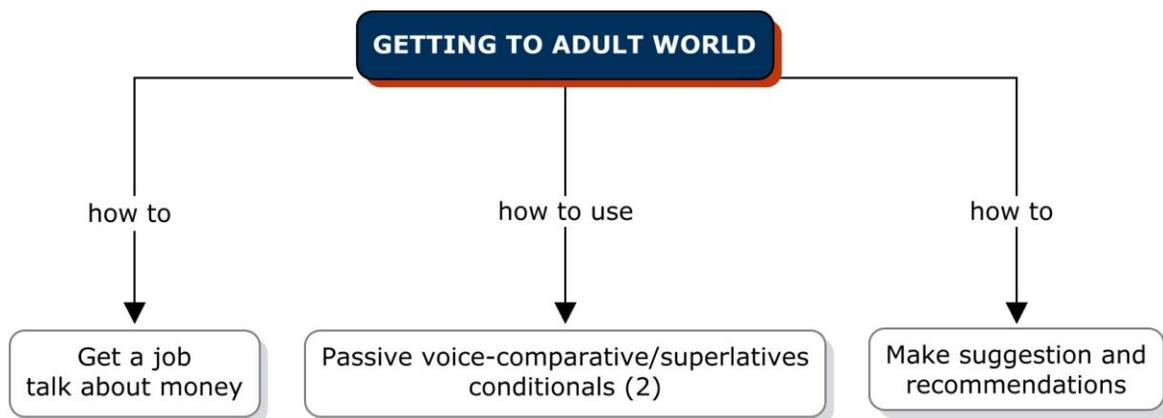
Practice listening exercises at least 30 minutes per day.

For practicing listening conversations, go to www.realenglish.com

4. UNIT 3 GETTING TO ADULT WORLD

Teenagers when end the high school face to another reality, that is their contact with the university or getting to a world job. Most of the time this process produces stress but is the reality that they have to live, however teenagers if they want can learn from these experiences and become to and responsible.

4.1. Relation de concepts



OBJETIVO GENERAL

Identifying the way how to get a job and enter to the job world with successful.

OBJETIVOS ESPECÍFICOS

- To practice describing work skills and experience.
- Getting the ability to describe how someone is.

4.2. Probe initial

Students will suppose they will be applying for a job company and will be going for a job interview.
First step.

Students fill out the job application form.

JOB APPLICATION FORM

Name: _____

Profession: _____

Education: _____

Work Experience: _____

Skills: _____

Once the students have finished the form, they work in groups to fill out the Interview Report Form. The students have to invent a company and choose a name for it. They have to decide what kind of company it is, what kind of employee they are looking for and what the employee's job responsibilities will be. They should allow about ten minutes for this part of the activity.

INTERVIEW REPORT FORM

Name of a company :

Job Opening

Description of Job Responsibilities

Students do this part of the activity. When the students have finished, teacher collect the Interview Forms and hand them out to different groups.

Now students by little groups read the Interview Report Form and each person takes it in turn to be interviewed by other member of the group. Students should ask questions about the applicant's education, work experience, current job, and main interests.

Finally one person in each group reports back to the class on who they have chosen for the job and why.

4.3. Topic 1getting a job

Mary is a student from Stuart High school. She wants to get a job on vacation. She is in her bedroom reading some offers about jobs.

She reads.



WANTED

Part- time staff to work weekend at



BELLEVUE

Amusement Park

We have vacancies in these areas:

- ✘ Snacks bar
- ✘ lockers area
- ✘ Ride supervision
- ✘ Lost and found office
- ✘ Ticket office

Applicants should be at least 16 years old and provide the following:

- ✘ Current resume
- ✘ Valid ID
- ✘ Two passport sizes photos
- ✘ Two references.

We offer a good salary and free lunch on workdays. If you are interested, please contact Gina Carter at 342-8769 or gcarter@yahoo.com

Mary decides to contact to Gina Carter.

Mary calls to Gina Carter by phone. Pay attention.

What is the way to introducing by phone.

Hello. Miss Carter office. May I help you?

Mary by phone: Miss Carter ,please?

Miss Carter: May help you?

Mary: Hi. It's Mary Phillips. I call for the job. I would like to apply.

Miss Carter: Ok. Miss Phillips. Could you come for an interview next Wednesday afternoon at 3:30

Mary. Of course. Thank you.

Miss Carter: OK. Don't be late please.

Mary: Good bye.

Mary went to an appointment and she could get the job. She is so happy. She really likes that job even be just for vacation.

Dialogue done by the author



Image taken from: <http://www.123rf.com/stock-photo/job.html>

Now look at the video **getting a job**, listen and identify the tips that Mary followed to be successful in the interview.

Talking about money.

Read the following text about money

A short history of money

Barter has been practiced since the beginning of human society. If I have chickens and you have grain, we can exchange some of what we have. Then we both have chickens and grain. But barter is not the same as money. Money must have two qualities: it must serve as a measure of value and it must be durable so it can be kept and transferred. A chicken can be valued at two bags of grain. But grain is hard to carry, and it can spoil or be eaten by mice. So grain is not useful as money.



http://www.google.com.co/webhp?source=search_app#hl=es&sclient=psy-ab&q=imagenes+de+sacos+de+arroz&oq=imagenes+de+sacos+de+

Cowrie shells were the first real currency, or money. They were used in china, beginning around 1200 BC and in many other parts of the world until the middle of the last century.

Silver coins were first used around 500 BC, in the area that is now Turkey. Bills (paper money) were introduced in China around 800 AD. They have been common in Europe only since the mid - 1700s.

Increasingly, since 1950, cash has been replaced by credit cards. The first cards could only be used in restaurants, but since the 1970s paying with plastic has become a way of life for many people. The next step could be digital cash for use in person and on the internet. Unlike credit cards, digital cash could be as anonymous as bills and coins. There are still some technological problems, but they will probably be solved very soon.



http://www.google.com.co/webhp?source=search_app#hl=es&sugexp=frgbl&gs_nf=1&pg=imagenes%20de%20sacos%20de%20arroz&cp

Grammar point

We use the passive voice when: ´

The most important information is the action, not who or what did it.

You d not know (or don't want to mention) who or what did the action.

The passive voice is formed by verb to be and past participle of the verb.

Example

Active voice

People get money with their job.

Passive voice

Money is got by people with their job

Ejercicio del tema

1. Underlined on the text A short history of Money all the sentences that you can find in passive voice.
2. The following sentences are in active voice; your task is changing them into passive voice.
 - a. The value of chicken is two bags of grain.

- b. China introduced bills around 800 AD.

- c. Increasingly, credit cards replaced the cash

- d. People interchange chickens for bags of grain

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4.4. Topic 2 advising

On this unit we will continue with advises or recommendations expanding the knowledge about how to give recommendations using the modals with past participle.

Pay attention to this situation

Karla is a business woman. She has a business meeting at Rockefeller Center I. Karen could have not eaten, so she decided to take her car. On his way business meeting she was eating a hamburger. She had an accident, her car had a dent. She`s telling her husband what happened. There was too much traffic! I shouldn`t have taken my car. I must have taken a taxi or maybe I ought to have gone by train.

Well, it`s your fault. You ought to have listened to me. You should have thought that one first and have gone by train. And you oughtn`t to have been eating a hamburger in the car. You should have been watching the road.

We use should have or ought to have +past participle to say that something in the past was a mistake and try to do it.

You can use them similar to recommendation or suggestion using past participle.

I should have taken a taxi. Recommendation made by myself.

I ought to have gone by train.

Grammar point

Conditionals Second and third.

Second conditional

Second conditional refers to hypothetical situations. The conditional clause is in past and the result clause is with would.

Example.

If I were rich, I would travel around the world.

If I had money, I would share it with poor people.

Third conditional

Third conditional refers to regret. The conditional clause is in past participle and the result clause is in past participle.

Example.

If I have studied, I would have passed the year.

If I have saved the money, I would have gone to San Andres.

Ejercicio de autoevaluación

Modals verbs

1. Put in should (not) have or ought (n` t) to have.

Joseph took the car. He had an accident.

Recommendation: _____

2. Mark Boulder had an important exam . He didn` t pass it.

Recommendation: _____

3. Catalina has got financial problems. She bought a luxury dress.

Recommendation: _____

4. Fipilip won the lottery. He lost it.

Recommendation: _____

Conditionals

Identify what kind of conditional is.

If my father had given the permission, I would have gone to the trip with my friends.

Kind of conditional: _____

If we were good students in chemistry, all the students would pass the course.

Kind of conditional: _____

If Mauricio worked hard, He would get the house he wants.

2. Write three sentences using second conditional and three sentences using third conditional.

Second conditional

a. _____

b. _____

c. _____

Third conditional

a. _____

b. _____

c. _____

PISTA DE APRENDIZAJE

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4.5. Topic 3 describing people

Catalina is with her mom at the kitchen while mom is cooking. Catalina talks about the member's staff in the company where she works.

Catalina says that the people who she works are so cute and polite. She says.
Mr. Smith the General Manager of the company is chubbier than the Mr. Stuart my personal manager.

Mrs. Sinclair the secretary of the personal manager is more polite than Mrs. Hawkins the secretary of the General Manager, but the most polite administrative staff is Miss Gray the receptionist of the company. Since the first day that I started there she always has a beautiful smile and makes all the people who cross the door for getting the stairs or the elevator feel comfortable.

Dialogue done by the author

Grammar point.

Comparative

Comparative is used to compare two persons, animal, or things.

It is formed by short or long adjectives.

We use short adjective+ er + than to compare two (persons, animals, or things)

We use long adjective +more +than to compare two (persons, animals or things)

Example

Mr. Smith the General Manager of the company is chubbier than Mr. Stuart my personal manager.
When the adjective is short.

Mr. Smith the General Manager of the company is more attractive than Mr. Stuart my personal manager.

Superlative

We form the superlative of short adjectives by putting **the** in front of the adjective and adding est to the **adjective**.

We form the superlative of long adjectives by putting the most in front of the adjective.

Example

Mrs. Sinclair the secretary of personal manager is the **tallest** women in the administrative staff.

The **most** polite administrative staff is Miss Gray the receptionist of the company.

Ejercicio de autoevaluación:

1. Complete the table with the comparative form of the adjective.

Adjective	Comparative
fast	
big	
serious	
heavy	
dangerous	
small	
strong	
aggressive	

2. Choose four adjectives from the list and do four sentences using the comparative.

3. Look at the table. Use the adjectives to compare the personal staff in the Catalinas' company.

	Height	Weighth	Birthdáy
Mr. Smith	1.55 m	42 kg	12/31 /60
Mr. Stuart	1.50 m	38 kg	7/ 6/ 65
Mr. Rodríguez	1.58 m	50 kg	11 / 9 / 70

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5. GLOSARIO

Taking into account this glossary for improving your learning.

apply for a job: aplicar para un trabajo

introducing yourself: presentarse por cuenta propia

journal: periodista

entertainment life: la vida del entretenimiento

business meeting: reunión de negocios

tell me about yourself. hábleme de usted

interchange with others: intercambio con el otro / con otros

business woman: mujer de negocios

Hey, buddy, How is going? hola, como va todo?
that problem is solved. ese problema está resuelto

now days: hoy en día

mass media. medios masivos de comunicación

social media: el conocimiento de otros grupos a través las redes sociales

setting. establecerse

connecting with the world. conectarse con el mundo

cemetery: cementerio

bury. enterrar

face to realty . enfrentarse a la realidad

fill out : llenar

get a job. conseguir empleo

barter: trueque

currency. moneda de un país.

digital cash: dinero magnetico. Del que se saca del cajero electrónico.

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