



EDITORIAL
Institución Universitaria CESMAG

INSTITUCIÓN UNIVERSITARIA
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SUCCESSFUL ENGLISH



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INTRODUCTION

The institution universitaria CESMAG promotes opportunities where students practice their knowledge of English in their own reality and with people from different academic programs to encourage their exchange of thoughts and arguments.

This is the stage of development and improvement of the English language, in which the terms and concepts taught in previous levels are used by covering the four language skills (speaking, listening, writing and reading), which ensures that the learning of the English language is not only useful but also practical.

The main objective is to promote oral and written English language in a communicative and fluid way to practice and reinforce students' knowledge in the four skills (reading, listening, speaking and writing) through academic, professional and personal communicative tasks in real contexts.

Taking into account the Communicative Method, activities such as dialogues, interviews and presentations are emphasized to develop a comprehensive communicative competence because the center of instruction is the students and their needs.

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UNIT	TITLE	VOCABULARY
1	EUREKA!	Reflexive pronouns and pronouns
2	DOING EXERCISE IS TOO HARD!	Likes and dislikes
3	ALWAYS CHANGING	City life
4	WHAT A GREAT TIME!	How long, for and since
5	WHO/WHAT IS THIS?	Relative pronouns
6	YOUR FUTURE SELF	Contrastive relative words: Despite, in spite of, although, but

CONTENTS

GRAMMAR

FUNCTIONS

Passive voice with all the tenses

writing an academic report or a complaint letter

Gerunds and infinitives

Talking about likes and dislikes
Talking about feelings

Perfect Modals: could have, should have, might have, need have, can have, must have

Speculating about past events
Alternative thinking about

Present perfect continuous
Present perfect continuous and Present perfect simple
Stative verbs

Talking about actions that aren't finished yet

Present perfect continuous
Present perfect continuous and Present perfect simple
Stative verbs

Defining people, places and things

Future continuous and Future perfect

Talking about your future

Look at the following images.

Think about how has being the evolution of each element and write as many changes as possible.



(1) _____

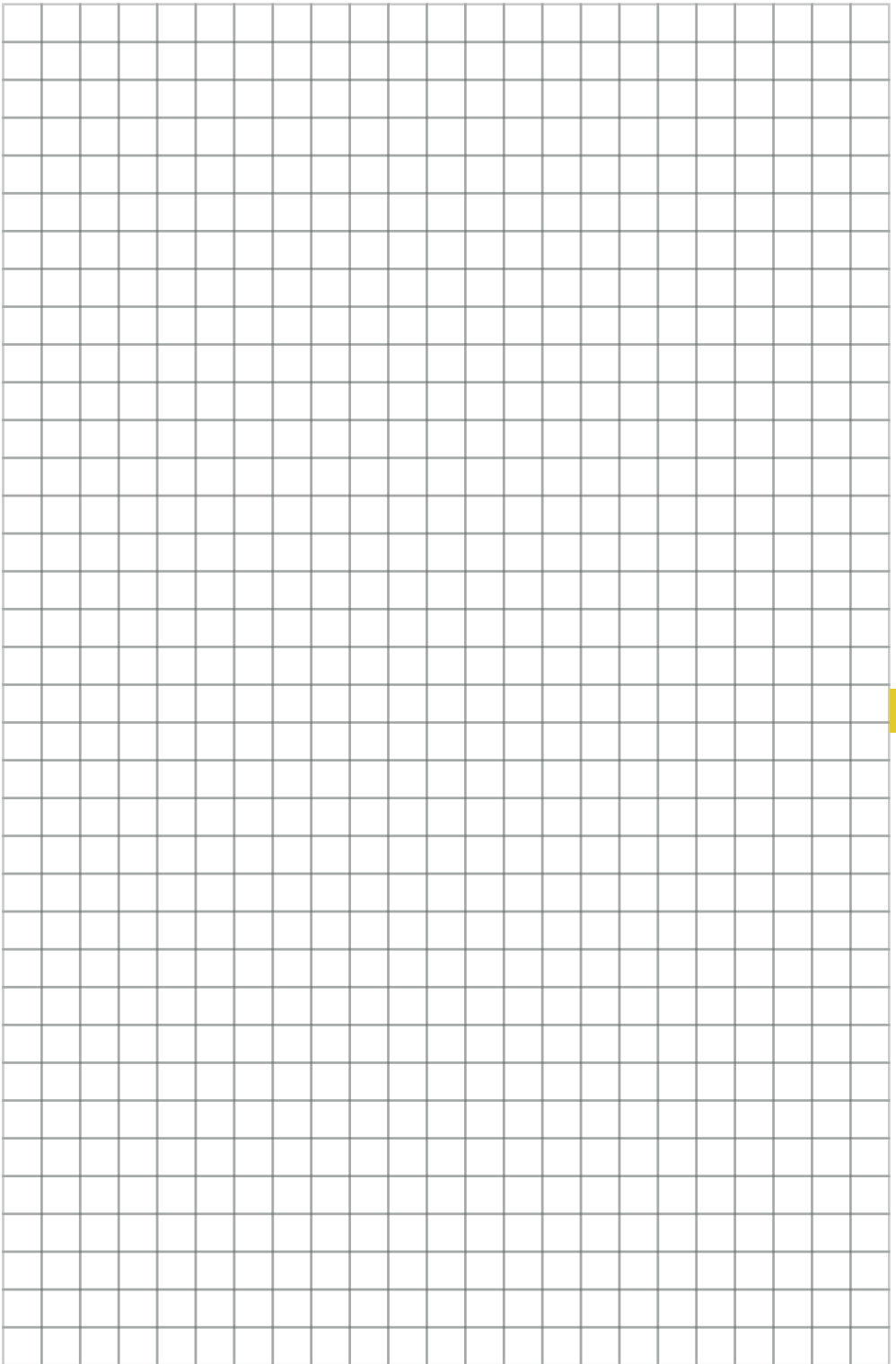


(2) _____



(3) _____

Do you know who invented these gadgets and when? If so, write names and dates.



1. Read the following excerpt and identify sentences that are similar to the following:

- My cellphone was taken away from my desk.
- Computers are needed in every office.

Before the devices that are now referred to as mobile phones existed, there were some precursors. In 1908, Professor Albert Jahnke and the Oakland Transcontinental Aerial Telephone and Power Company claimed to have developed a wireless telephone. They were accused of fraud. The charge was then dropped, but this telephone does not seem to have been produced.

In the beginning of 1918, the German railroad system tested wireless telephony on military trains between Berlin and Zossen. In 1924, public trials started with telephone connection on trains between Berlin and Hamburg. In 1925, the company Zugtelefonie A. G. was founded to supply train telephony equipment. In 1926, Deutsche Reichsbahn telephone service in trains was approved, as well as in the German mail service on the route between Hamburg and Berlin which was also offered to 1st class travelers.

In 1926, the artist Karl Arnold created a visionary cartoon about the use of mobile phones in the street, in the picture "wireless telephony", published in the German satirical magazine *Simplicissimus*.

The portrayal of a utopia of mobile phone in literature, dates back to the year 1931. It is found in Erich Kästner's children's book *the 35th of May*, or *Conrad's Ride to the South Seas*:

"A gentleman who rode along the sidewalk in front of them, suddenly stepped off the conveyor belt, pulled a phone from his coat pocket, spoke a number into it and shouted: "Gertrude, listen, I'll be an hour late for lunch because I want to go to the laboratory. Goodbye, sweetheart!" Then he put his pocket phone away again, stepped back on the conveyor belt, and started reading a book... " – *Erich Kästner*

GRAMMAR SPOT

PASSIVE VOICE

Use the Passive voice when you want to focus on what happened (action) but not on the subject (person, thing or animal) that did it. It may be because it is not important or it is unknown. Study the examples:

I'm really worried because my bag **was stolen** and I had all my stuff there.
Those cars **are being repaired** because they aren't working well.

What words did we use to write the sentences above?
(Look at the words in bold)





1.3. Change the following sentences from Passive voice to Active voice

- a). These pages aren't written really fast.
- b). French is practiced in that school.
- c). My bedroom wasn't painted by my parents.
- d). Are the flowers watered by your father?
- e). Were the students told about the exam?
- f). I was asked to participate in the meeting.
- g). My papers are being torn.
- h). All those theories were being explained from 7 to 9 p.m
- i). That computer has been broken twice.
- j). Soccer had been practiced in that court.
- k). Students must be asked to enter classes on time.
- l). Some rules may be established at the beginning of the match.
- m). They won't be forced to come to the final exam.
- n). These speakers are going to be repaired tomorrow.
- o). If cellphones hadn't been discovered, communication would still have been difficult.
- p). If trees are cut, pure air will be finished.
- q). Will my recommendations be listened to?
- r). Were the workshops being written during the class?
- s). Is the motorcycle going to be sold?

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Read the following dialogue and pay attention to the words in bold. Then do the exercises.

Diana: Hey Chris. I finally found you!!! Where have you been? I was looking for **you** the whole weekend!

Chris: Well, I was busy with some cousins that came from Cali. We went out of town to a place called El Peñol. They wanted to rest because they had been working so hard, so we decided to turn off our cellphones. By the way, why did you need **me** so badly?

Diana: Do you remember that we were planning to have a high school reunion party? Our friends that live in Bogotá and Ecuador said they weren't coming so we decided not to do the party. But on Friday, they called Juana and told **her** they were going to be here on Saturday so we planned everything in the last minute. I didn't know you were going to travel that's why I decided to call **you** on Saturday.

Chris: Really!!!? Oh no... I hate **myself** for turning that thing off. I suppose I was the only one who didn't go.

Diana: Unfortunately, yes! Sorry friend. It was a great party. We had balloons, foam, a piñata, and lots of food and beer. We were laughing and screaming. We remembered a lot of things. The boys were so drunk that at the end they began to apply makeup **themselves** like if they were women and organized a fashion show.

Chris: You took photos, didn't you?

Diana: Of course. I have **them** here. Take a look! I'm sorry again.

Chris: Don't worry. I had a great time too.

a. Who do the words in bold refer to?

You: _____ Me: _____ Her: _____ Them: _____
 You: _____ Myself: _____ Themselves: _____



Work in pairs. Read the following vocabulary and study the pronouns. Write a dialogue using the subject, object and reflexive pronouns. You can write about discoveries or inventions around the world.

SUBJECT PRONOUNS	SUBJECT PRONOUNS	SUBJECT PRONOUNS	SUBJECT PRONOUNS
I	me	I	myself
you	you	you	yourself/yourselves
he	him	he	himself
she	her	she	herself
it	it	it	itself
we	us	we	ourselves
they	them	they	themselves

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EXERCISES

1.4. Write the object pronoun (me/ you /him / her...) or the subject pronoun (I/ you /he / she...) when proper

- a. I'm writing this for my teacher. I'm writing this for _____
- b. My friends are dancing Salsa with my father. _____ are dancing Salsa with _____
- c. Juan and I are asking questions to our teacher. _____ are asking questions to _____
- d. My husband loves me and my children. _____ loves _____
- e. I love cats. I love _____

1.5. Circle the correct form to complete the sentences.

- a. Camilo cut herself / him / himself while he was cooking.
- b. We had a nice trip and enjoyed you / yourself / ourselves
- c. Sometimes, some people buy gifts for herself / themselves / himself
- d. I have been living by me / itself / myself since I graduated.
- e. I'm sure she did it by she / myself / herself.



