

INGLÉS I

ELECTIVA 1

**PROGRAMA ADMINISTRACIÓN PÚBLICA
TERRITORIAL**

**IMELDA ZORRO ROJAS
CRISTIAN YEPES (AUXILIAR DE INVESTIGACIÓN)**



ESCUELA SUPERIOR DE ADMINISTRACIÓN PÚBLICA

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Director

HONORIO MIGUEL HENRIQUEZ PINEDO

Subdirector académico

CARLOS ROBERTO CUBIDES OLARTE

Decano de pregrado

JAIME ANTONIO QUICENO GUERRERO

Coordinador Nacional de A.P.T

JOSE PLACIDO SILVA RUIZ

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Bogotá D.C., Noviembre de 2008

SCOPE AND SEQUENCE

EL TRABAJO DEL TUTOR

MODULE UNITS 1-4	Linguistic Competence	Listening, Speaking Reading, Writing	Assessment and Evaluation in Portfolio. Units 1-4
<p>1.The Origin of Mankind</p> <p>Pag. 9-19</p> <p>Text 1 Cro--Magnon mam. Prehistoric France.</p> <p>Text 2 – Cave Painting at Lascaux.</p> <p>Text 3 -Visiting caves and seeing cave paintings.</p> <p>Expected time: 8 instructional hours</p>	<p>Verbs in use. (Simple present)</p> <p>Grammar in context</p> <p>Vocabulary in context.</p>	<p>Identifying points of view about the origin of mankind</p> <p>Discussing about Lascaux paintings</p>	<p>Language Passport</p> <p>Language Biography</p> <p>Self assessment evaluation and content of units 1-4</p> <p>Language Dossier</p> <p>“Let’s evaluate our linguistic competences”</p> <p>1.The Origin of Mankind</p> <p>Pag.72-80</p> <p>Autonomous work: 8 hours</p>
<p>2.The Origin of Numbers</p> <p>Text 1 – Arabic numbers.</p> <p>Pag. 20-35</p> <p>Text 2 – The origin of arabic numbers.</p> <p>Text 3 –Percentages.</p> <p>Expected time: 8 instructional hours</p>	<p>Verbs in use. (Simple past; Be and regular verbs)</p>	<p>Demonstrating use numbers for counting, for providing percentages, etc.</p> <p>Listening: identification of numbers.</p> <p>Using phone and mobile phone numbers.</p>	<p>2.The Origin of Numbers</p> <p>Pag.80-92</p> <p>Autonomous work: 8 hours</p>
<p>3. The Origin of Money</p> <p>Pag. 36-46</p> <p>Text 1 –The emergency of money.</p> <p>Text 2 – What’s money? The origins of money.</p> <p>Expected time: 8 instructional hours</p>	<p>Verbs in use. (Simple past; Be and regular verbs)</p>	<p>Discussing the emergence of Money</p> <p>Watching Video: The origin of money.</p> <p>Discussing problems in Latin America. P..</p>	<p>3. The Origin of Money</p> <p>Pag.93-95</p> <p>Cloze exercise to show understanding of the video on the topic of money.</p> <p>Autonomous work: 8 hours</p>

<p>4. The origins of government and of the state</p> <p>Pag. 47-61</p> <p>Text 1 – The origin of government.</p> <p>Text 2 – Government and the state in Latin America.</p> <p>Text 3 – The problems of the rural areas of the Andes.</p> <p>Text 4 – National and International Economy. The origin of International trade</p> <p>Expected time: 8 instructional hours</p>	<p>Verbs in use. Present simple in affirmative and negative sentences (like+verb+ing)</p>	<p>Fully comprehending a specialized text:</p> <p>Discussing problems in Latin America.</p> <p>Answering comprehension questions and stating a point of view.</p>	<p>4. The origins of government and of the state</p> <p>Pag.96-101</p> <p>Autonomous work: 8 hours</p>
<p>Final Evaluation:</p> <p>Pag: 62-68</p>	<p>Verbs in use.</p>	<p>Origins of money, notes, bills.</p>	<p>Peer-assessment</p> <p>Evaluation</p>
<p>Bibliography : Pag: 103-104</p> <p>Module answer key section:: Pag: 105-126</p> <p>Portfolio assessment answer key section: Pag: 127-144</p>	<p>Units one-to four: Grammar in context.</p>	<p>Listening, Speaking Reading, Writing in context</p>	

EL TRABAJO DEL TUTOR

El tutor tendrá libertad de cátedra en cuanto a su posición teórica o ideológica frente a los contenidos del módulo, pero el desarrollo de los contenidos de los módulos son de obligatorio cumplimiento por parte de los tutores. Los Tutores podrán complementar los módulos con lecturas adicionales, pero lo obligatorio para el estudiante frente a la evaluación del aprendizaje son los contenidos de los módulos; es decir, la evaluación del aprendizaje deberá contemplar únicamente los contenidos de los módulos. Así mismo, la evaluación del Tutor deberá diseñarse para dar cuenta del cubrimiento de los contenidos del módulo.

El Tutor debe diseñar, planear y programar con suficiente anticipación las actividades de aprendizaje y los contenidos a desarrollar en cada sesión de tutoría (incluyendo la primera), y diseñar las actividades para todas las sesiones (una sesión es de cuatro horas tutoriales). También debe diseñar las estrategias de evaluación del trabajo estudiante que le permita hacer seguimiento del proceso de autoaprendizaje del estudiante. Los módulos (asignaturas) de APT son de dos créditos (16 horas de tutoría grupal presencial por crédito para un total de 32 horas), tres créditos (48 horas de tutoría grupal presencial) y de 4 créditos (64 horas de tutoría grupal presencial, distribuidas así:

MÓDULO DE INGLÉS I (2 créditos)						
No. Créditos	Horas por crédito	Total horas Tutoría Grupal	No. de sesiones	Horas por sesión	No. mínimo de encuentros tutoriales*	No. max. sesiones por encuentro
2	16	32	8	4	2	8
3	16	48	12	4	3	12
4	16	64	16	4	4	16

* El número de encuentros se programara de acuerdo con las distancias y costos de transporte de la Sede Territorial al CETAP, por ejemplo para los casos de los CETAP de Leticia, San Andrés, Mitú, Puerto Inirida y Puerto Carreño, se podrán programar un mínimo de dos encuentros para un módulo de 2 Créditos (16 horas por encuentro), tres encuentros para un módulo de 3 créditos y cuatro encuentros para un módulo de 4 créditos.

Encuentro: número de veces que se desplaza un Tutor a un CETAP para desarrollar un módulo.
Sesión: número de horas por cada actividad tutorial, por ejemplo: 8-12 a.m., 2-6 p.m., 6-10 p.m.

**PROGRAMA DE INGLÉS PARA ADMINISTRACION PÚBLICA
TERRITORIAL.**

MODULO I

Dos créditos (32 HORAS)



Escuela Superior de Administración Pública (Sede Bogotá)

INTRODUCCIÓN

Este módulo es producto de experiencias de enseñanza e investigación que ofrece un material útil e interesante para despertar el interés por utilizar la lengua inglesa. Los temas son adecuados a la edad y a los intereses de los jóvenes y adultos participantes. Igualmente intenta estimular el desarrollo de competencias que permite abordar textos leídos o escuchados en lengua Inglesa. El módulo supone que el aprendiente tiene nociones elementales de inglés de sus estudios de bachillerato, por lo tanto el nivel que corresponde a este tipo de aprendiente es el A2 (marco común europeo). Se sugiere 32 horas de instrucción, con una intensidad de 8 horas por unidad. Con relación al trabajo independiente se proponen 64 horas.

El módulo está compuesto por cuatro unidades y estas a su vez por sub-unidades (text 1,2,3) que llevan al aprendiente desde los orígenes de la humanidad hasta la creación del sistema financiero creado por la misma sociedad y liderado y controlado por el poder y el estado.

El aprendiente encontrará en cada subunidad el apoyo lingüístico propio de un nivel (A2) en donde están presentes el uso de las habilidades de lectura, habla, escritura y escucha. Hay un mayor énfasis en la habilidad lectora teniendo en cuenta la audiencia y los objetivos del módulo. La habilidad del habla se fomenta de dos maneras en actividades preliminares para interactuar en parejas y posterior y a través de la misma unidad para generar discusión con una participación a nivel grupal. La lectura propone habilidades y estrategias como “*skimming-scanning*”, deducción del significado por contexto, mapa conceptual, escogencia múltiple, *matching* y “*true-false*” entre otras. La gramática y el vocabulario se presentan en forma contextualizada facilitando el desarrollo de competencias cognoscitivas y lingüísticas, aquí se repasa el uso del tiempo presente en inglés para describir, afirmar y corroborar información. El tiempo pasado se introduce en forma contextual dado que las temáticas evocan elementos históricos pertinentes a la disciplina del inglés técnico financiero. La habilidad de escucha se centra en un video “*el origen del*

dinero”, al cual el estudiante tiene acceso mediante un link (*uso de las nuevas tecnologías*) para completar espacios y así mismo responder preguntas de comprensión con relación al mismo. Respecto a la habilidad de escritura el aprendiente desarrolla destrezas siguiendo una guía o el estilo de un texto dado. Luego se le da la oportunidad de manifestar su punto de vista o su pensamiento crítico con la producción de oraciones y textos de 50 a 100 palabras.

El profesor-tutor y estudiante comprobarán el aprendizaje en todas las unidades usando las actividades de evaluación contenidas en el portafolio (*modelo propuesto por el marco común europeo*). La evaluación formativa (*assessment*) se presenta a través de las cuatro unidades en forma sistemática e indica que se evalúa en el portafolio. Se han incluido las respuestas al final del módulo y del portafolio para que se evalúe el desarrollo y progreso de habilidades adquiridas las cuales podrán ser confrontadas. Se incluye una evaluación final sobre 50 puntos al terminar el módulo la cual hace parte de las cuatro unidades y que contempla las cuatro habilidades así como también aspectos del idioma de tipo gramatical y de vocabulario para garantizar el aprendizaje del idioma inglés.

Aparte del proceso de evaluación formativo y valorativo se incluye un instrumento que hace parte de la modalidad a distancia y en el portafolio es denominado *peer-evaluation*. En este componente se consignan las tareas y actividades elaboradas por el estudiante durante el curso y se propone que se le de un puntaje que haga parte de la evaluación final, quedando los porcentajes así:

30% = Evaluación de las unidades 1 y 2 que están en el portafolio.

30% = Evaluación de las unidades 3 y 4 que también hacen parte del portafolio.

40%= Evaluación integral de las cuatro unidades (20%) y del instrumento de *peer-assessment* (20%).

PRINCIPIOS RECTORES DEL MÓDULO

Siguiendo metodologías innovadoras en la enseñanza de la lengua extranjera el módulo sigue los principios que se enumeran a continuación:

1. Se asume que los aprendientes ya tienen una comprensión del mundo y una cosmovisión así como una rica gama de experiencias en lengua materna que les facilitará otros aprendizajes. Los aprendientes son usuarios del lenguaje interesados en el desarrollo intelectual y los temas han sido elegidos para que sean de su interés.
2. Los temas se presentan dentro de un contexto rico en referencias de imagen, de espacio, de tiempo y de lenguaje para facilitar la comprensión. Los temas escogidos tienen en común el uso de textos acerca de “*orígenes*” sobre los cuales los estudiantes activan conocimientos materia de sus estudios universitarios.
3. Los aprendientes utilizan la lengua extranjera como un medio de crecimiento personal y profesional.
4. La enseñanza y la evaluación propone tareas de escucha, habla, lectura y escritura.
5. Para incentivar el aprendizaje autónomo el módulo incluye la evaluación por portafolio que tiene tres componentes: a. Una biografía lingüística b. Un pasaporte y c. Un dossier (la colección del trabajo realizado por los/las aprendientes. (Véase: Council of Cultural Cooperation of Europe: The European Language Portfolio).
6. El componente de trabajo independiente permite que los aprendientes desarrollen su autonomía en el aprendizaje y alcancen mejor dominio del idioma extranjero.

OBJETIVOS GENERALES DEL MÓDULO

El módulo aspira promover el desarrollo lingüístico cognitivo y social del aprendiente mediado por su compromiso de aprendizaje de la lengua. Las unidades que lo componen han sido elaboradas para presentar temas que incentiven a los aprendientes a:

- Incrementar una competencia comunicativa en lengua inglesa adecuada al área de estudio.
- Desarrollar capacidades cognitivas, que fomentan la reflexión y el espíritu crítico.

- Promover el aprendizaje autónomo en un programa de educación a distancia.

Las unidades que componen el módulo han sido elaboradas para presentar temas que despierten en los aprendientes:

1. Interés por la disciplina de la gestión pública financiera.
2. Interés por el lenguaje.
3. Deseo de reflexionar sobre sus experiencias de vida.
4. Satisfacción de usar el inglés como medio de comunicación.

Modelo de enseñanza.

El módulo ha sido diseñado alrededor del tema “**Orígenes**” que intenta activar el conocimiento previo del aprendiente sobre el tema, dar confianza al aprendiente y permitirle aprender el idioma extranjero a la vez que afianza conceptos de sus estudios superiores. La primera unidad trabaja el origen de la humanidad, la segunda trata del origen de los números, la tercera versa sobre el origen del dinero, la cuarta se aproxima al origen del gobierno y del estado y cierra con el origen del comercio internacional.

En coherencia con los principios rectores, el módulo recupera el valor del idioma como medio de comunicación de ideas y se aparta de modelos de enseñanza centradas en el estudio del léxico y de la sintaxis del idioma.

En términos de medición de progreso se presenta evaluación formativa por cada unidad y una evaluación sumativa. El profesor-tutor administra sus sesiones teniendo en cuenta la modalidad presencial y a distancia. En la primera puede hacer uso de técnicas de grupo para interactuar o para promover la discusión o para ofrecer interpretaciones a la información.

ORGANIZACIÓN DEL MÓDULO.

La secuencia de contenidos se presenta en el cuadro “Scope and Sequence” donde se podrán visualizar las unidades que contienen los ejes temáticos de

las lecturas, una de las cuales es central y las otras suplementarias. Le siguen ejercicios de comprensión del texto o de comprensión del uso del lenguaje en el texto presentados como ejercicios de escucha, habla, lectura o escritura.

El trabajo de evaluación por portafolio aparece al final de las lecturas y del trabajo comunicativo de las unidades 1, 2, 3, y 4

Los colores usados en este módulo indican al lector la diferenciación de los espacios y jerarquías que se manejan al interior del módulo. A continuación se menciona el propósito del uso de cada color.

- 1) Naranja: representa los títulos de los temas de cada unidad.
- 2) Azul: representa lo relacionado con aspectos lingüísticos.
- 3) Rojo: Lo relacionado con los *key Concepts* y también indica las respuestas a los ejercicios propuestos del módulo y del portafolio.
- 4) La letra en negrilla hace referencia a subtítulos de la subunidades o a algo que se quiera destacar.

Para cerrar la presentación del módulo se incluye a continuación, como referencia, el estándar A2 y sus descriptores que se basan en el Marco Común Europeo y que acogió el Ministerio de Educación Nacional de Colombia en su política pública de la enseñanza de la lengua extranjera.

GENERAL DESCRIPTORS FOR AN A2 LEVEL ACCORDING THE COMMON EUROPEAN FRAMEWORK ADAPTED TO THE NEEDS OF THE AUDIENCE.

A2 Learners can understand simple texts of an academic nature as well as sentences and frequently used expressions related to areas of most immediate relevance (e.g. their study, very basic personal and family information, shopping, basic concepts of economy). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and academic matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

A2. Listening. Learners can understand phrases and the highest frequency vocabulary related to areas of most immediate personal and academic relevance. Learners can catch the main point in short, clear, simple messages and texts on topics they are familiar with.

2. Reading. Learners can read short, simple texts, especially those directly related to their areas of study. They can find specific, predictable information in academic

material and in simple everyday material such as advertisements, prospectuses, menus and charts.

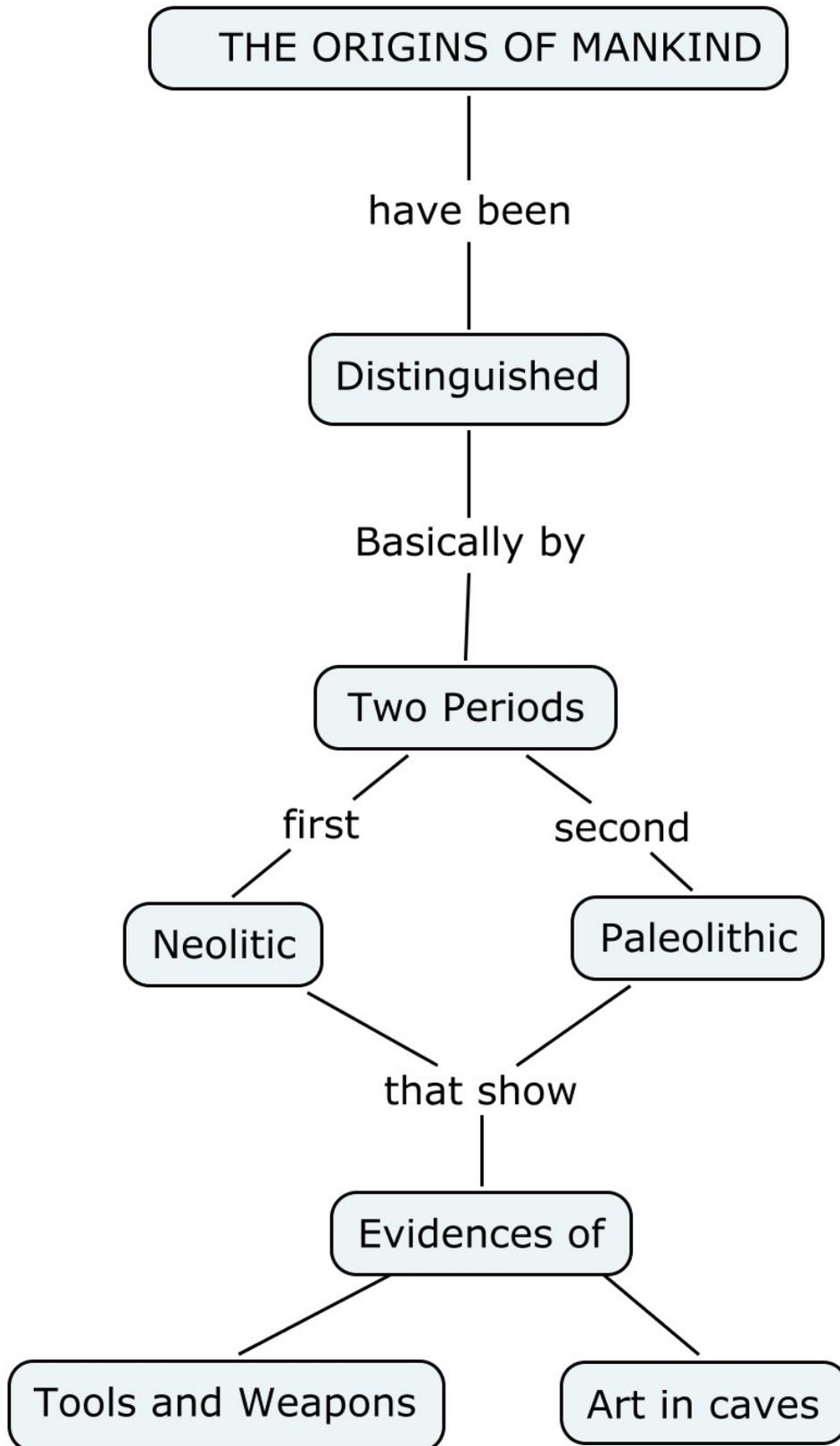
A2. Spoken Interaction. They can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. At first, answering and asking questions, later elaborating on the topic. They can handle short exchanges in class, even though they can't usually understand enough to keep the conversation going myself.

A2. Spoken production. Learners can use a series of phrases and sentences to describe in simple terms what they read, heard or wrote about a familiar topic. They can describe in simple terms living conditions, their educational background and their present or most recent activities.

A2. Writing. Learners can write short, simple notes and messages relating to academic or personal matters in areas they are familiar with. They can write summaries of what was read or heard. They can express their own opinions or points of view on situations or texts related to their academic or personal life.

UNIT 1

THE ORIGINS OF MANKIND



THE ORIGINS OF MANKIND



GENERAL OBJECTIVE

- Given three texts about the origins of mankind, the learners will be able to identify social and agricultural aspects of civilization by using English as a means to develop communicative competence.

SPECIFIC OBJECTIVES:

- To activate previous knowledge of prehistory.
- To become familiar with the text structure and the lexicon used in texts of humanities.
- To reinforce studies on the foundation of society and state.

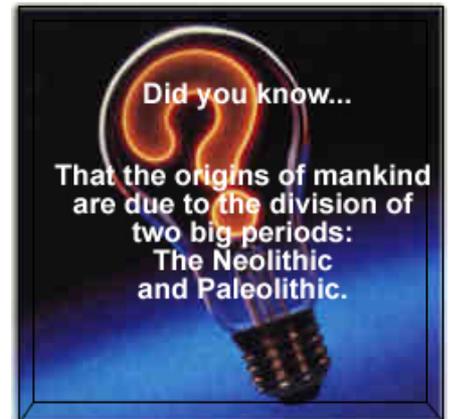
LINGUISTIC OBJECTIVES:

- Learners will be able to recognize vocabulary in context by matching illustrations to sentences.
- Learners will recognize and use verbs in present tense to describe a fact.
- Learners will skim and scan to complete or compare information by answering true/false, supporting their answers and discriminating the information.

INTRODUCTION TO THE TOPIC

In order to talk about the origin of mankind it is compulsory to go back in time to prehistoric times, with evidences of Neanderthals (from 80,000 years ago) and Cro-Magnons (30,000 years old). The Dordogne region in Europe is said to be the place in history of the origin of mankind. The characteristics of barbaric times are the domestication of animals and the beginning of agriculture.

Palaeontologists, pre-historians and archaeologists agree on the division of two periods for primitive societies. Men and women were equal, later on women dominated in power but then this changed. The regimen of patriarchal clans gave the origin to the state. Facts about rudimentary tools: stones, bones and wood were found at earlier Palaeolithic times; more sophisticated tools appeared afterwards due to metal. It is also said that changes of weather, from iced age to more vulnerable times contributed to a more organized development in human beings.



Key concepts:



The origins of mankind show evidences of Neanderthal and Cro-Magnon.



The Dordogne region in Europe is said to be the place in history of the origin of mankind.



Palaeontologists, pre-historians and archaeologists agree on the division of two periods for primitive societies.



The regimen of patriarchal clans gave the origin to the state.



Changes of weather, from iced age to more vulnerable times contributed to a more organized development in human beings.

TO LEARN MORE ABOUT “The origins of Mankind” FOLLOW THE LINK:

<http://images.google.com.co/imgres?imgurl=http://www.francethisway.com/prehistoricfrance3D1%26hl%3Des%26sa%3DN/lascaux.jpg&imgrefurl=http://www.francethisway.com/prehistoricfrance/prehistoricfrance1.php&h=270&w=375&sz=30&hl=es&start=1&um=1&tbnid=kZePH3bdGQVwUM:&tbnh=88&tbnw=122&pr ev=/images%3Fq%3DOrigin%2Bof%2Bmankind%26gbv%3D2%26um%20France%20French%20History%20Prehistoric%20France%20Cro-magnon%20era>

Prehistoric France > Cro-magnon era

BEFORE YOU READ: Using pictures, illustrations and drawings help you to get more insights about the topic. You may also discuss your answer with someone and check a suggested answer.

Look at the drawing about the painting found at Cave Lascaux: What can you see? ¿Where do you think colors come from? What does the scene represent?

Check your answers with your instructor or with someone else. (Verifique sus respuestas con el tutor o con otra persona).

EXPANSION ON THE TOPIC

Key Concept:

Reading Strategies



“Skim: visualizing as fast as you can
Scan: examine, look for specific information

Read the following sentences and try to skim about the origins of mankind and then answer the formulated questions in the reading (consider as well the illustration, map, semantic maps to help you get the answers. Then scan the questioned facts you find in the readings by answering the true and false information or completing the requested information.

THE ORIGINS OF MANKIND

Text 1. Cro-Magnon man - Prehistoric France

Our interest in Prehistoric France starts around 35,000 years ago. Following the 19th

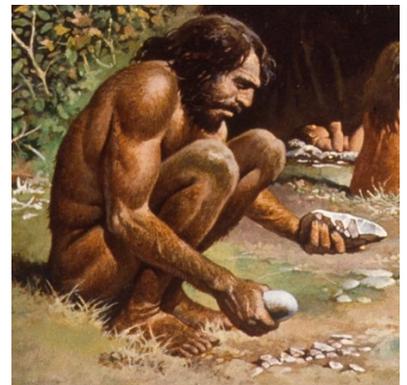


century discoveries of Cro-Magnon man and the first cave paintings, the region possesses one of the greatest concentrations of prehistoric artefact anywhere in the world. The best known cave paintings are those at Lascaux, although those more recently discovered at Chauvet in the Pyrenees are considered much older.



Homo Erectus took more than 100,000 years to learn to make ever more advanced tools from flint. Meanwhile others 'invented' cave paintings and probably other social rituals.

In the Dordogne region, and above all in the Vézère Valley, the story of the beginning of mankind unfolds in a multitude of important cliff dwellings (housing), caves and other sites. The most known, of course, are the world famous caves at Lascaux, and their stunning paintings of animals. The discovery of the remains of Neanderthal man (from 80,000 years ago) and Cro-Magnon man (30,000 years old) in the same region ensure its place in history as the origin of mankind in Europe.



Text 2. Cave painting at Lascaux



The reason for the paintings remains unknown. Sometimes representing animals that might have been hunted but perhaps being animals that were considered sacred for some reason, we can now only speculate what motivated man 30,000 years ago to take a small candle to the deep recesses of a cave and paint on the walls.

Interestingly, it is thought that the caves were not generally inhabited, largely because of the darkness. Rather, there would be a settlement around the entrance to a cave, with the 'front cave' used for shelter and storage perhaps and little reason to enter into the depths of the cave.

Text 3. Visiting Caves and seeing Cave Paintings

Note that because of the sensitivity of the paintings to environmental change, Lascaux is now visited at Lascaux II, a (very good quality) replica nearby, rather than the original, and Chauvet is not open to the public, although a replica might also be prepared there at some point. Numerous 'lesser' cave paintings can be seen in the Dordogne region, most around Les Eyzies.

Linguistic competence:

Key Concept: Understanding by context.



Context can be constituted by notions of time, space, situation or characters. Illustrations, parts of speech, grammar and vocabulary also provide contextual clues.

In the context of the readings, please match the word to the left with the expression to the right. Write the number that corresponds. **Check your answers with someone or with your instructor.**

__Cave

1.sanctified

__Flint

2.make sure

__Stunning

3.black as night

__Remains	4.place for keeping things
__Ensure	5.protect
__Sacred	6.cavern
__Darkness	7.related to prehistory
__Shelter	8.surprising
__Storage	9.ruins

READING COMPETENCE: Skim and scan the texts to complete the following analogies.

1) Paintings at Lascaux are found at Dordogne region as paintings at _____are found at _____

2) The remains of Neanderthal man were found 80.000 years ago as _____were _____years ago.

Reread the texts above and underline the correct answer. Then discuss with your partner the information you found. Example:

Cro-Magnon was discovered in France

a. Right b. wrong c. doesn't say

Artefacts are evidences found 35.000 years ago. (Check the illustrations)

1) a. **Right** b. wrong c. doesn't say

The paintings at Pyrenees are consider younger than Chauvet

2) a. **Right** b. wrong c. doesn't say

3) It took Homo erectus less than 100.000 years to make advanced tools from flint.

a. **Right** b. wrong c. doesn't say

4) The replica mentioned in the text refers to Chauvet

a. Right b. wrong c. doesn't say

5) Neardental man was discovered not only in Europe but in central Asia

a. Right b. wrong c. doesn't say

6) Human beings could live at the caves.

a. Right b. wrong c. doesn't say

Linguistic competence: Verbs in use.

Key concept: Verbs



A **verb** is a word used with a subject to say what someone or something does, or what happens to them. Also to mention about events that happened in the past but are mentioned in the present. (History and prehistory information) e.g. The reason for the paintings remains unknown.

Check the verbs underlined. What grammatical tense are the verbs in?

- 1) We can now only speculate what motivated man 30,000 years ago.
- 2) The most known, of course, are the world famous caves at Lascaux.
- 3) Our interest in Prehistoric France starts around 35,000 years ago.
- 4) The region possesses one of the greatest concentrations of prehistoric artefacts anywhere in the world.

The underlined verbs are in the simple present tense form.

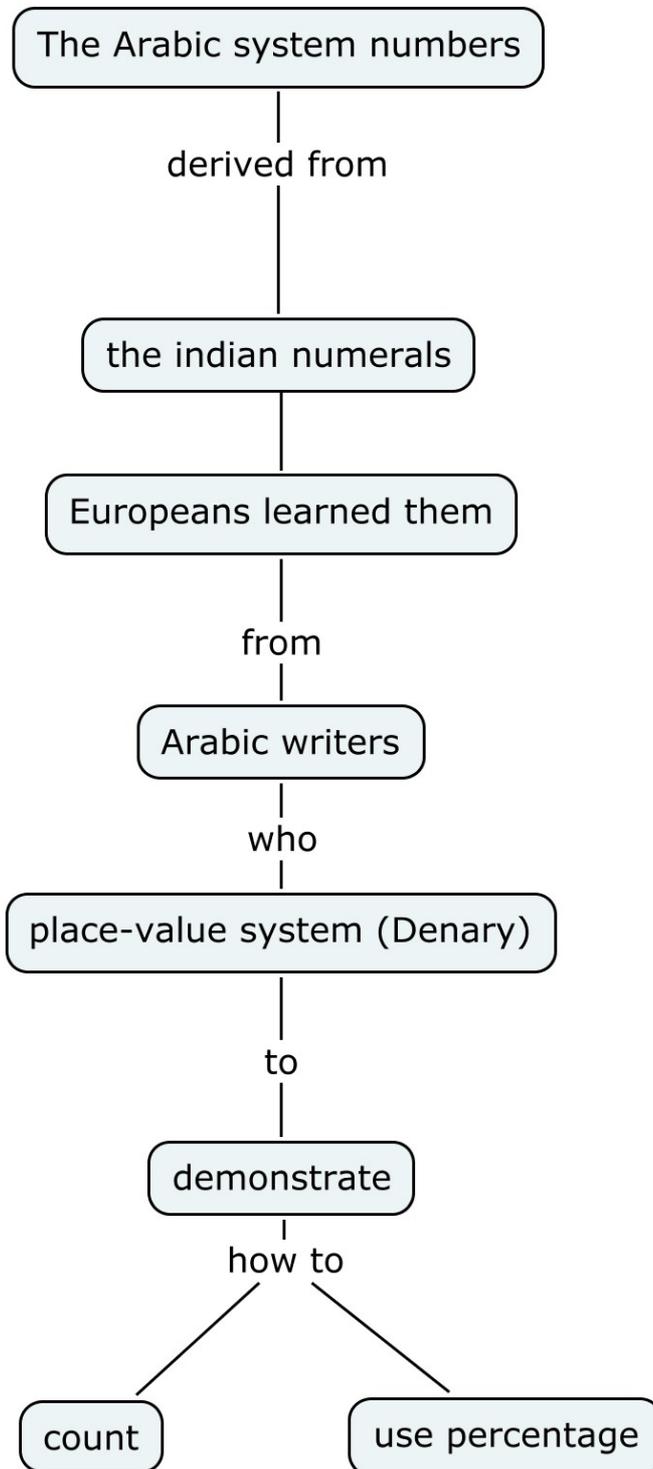
Verbs - English Grammar

Check more practice about simple present tense at you portfolio and double-check the answers with your tutor.

Follow the link to learn more about verbs and tenses) [Grammar Exercises - Verbs at: http://www.englisch-hilfen.de/en/grammar_list/verbs.htm](http://www.englisch-hilfen.de/en/grammar_list/verbs.htm)

Further practice is given in the Portfolio.

Unit 2
THE ORIGIN OF NUMBERS



THE ORIGIN OF NUMBERS

500€

5%

1ST

$$\sum_{i=1}^n x_i \cdot 10^{(i-1)}$$

2

$$\begin{aligned} \text{"639"} &= (6 \cdot 10^2) + (3 \cdot 10^1) + (9 \cdot 10^0) = \\ &(6 \cdot 100) + (3 \cdot 10) + (9 \cdot 1) = 600 + 30 + 9 = 639 \end{aligned}$$

US 4000

£
600

$$\begin{aligned} \text{"639"} &= (6 \cdot 10^2) + (3 \cdot 10^1) + (9 \cdot 10^0) = \\ &(6 \cdot 100) + (3 \cdot 10) + (9 \cdot 1) = 600 + 30 + 9 = 639 \end{aligned}$$

GENERAL OBJECTIVE:

Given the reasons of the origin of numbers, the learners will be able to represent the binary system as well as the use of percentage in charts. They will be able to apply the use of Arabic numbers in different contexts.

SPECIFIC OBJECTIVES:

To activate previous knowledge by using numbers in context.

To learn about the origin of numbers.

To read and understand a text of semi-technical nature

LINGUSITIC OBJECTIVES:

- Learners will be able to count and use numbers in context by placing them in the denary system.
- Learners will be able to identify numbers in context.

- Learners will know more about their partners by exchanging personal information in which numbers take place (phone number, age, address, etc
- Learners will be able to recognize the use of past tense of “to be” and the use of “did” for questions and negative statements with verbs other than “to be”.
- Learners will determine the use of percentages in context by means of a reading text
- Learners will exchange information by means of a graph to discuss about a topic like the family.
- Learners will apply mathematical and geometrical knowledge by means of a quiz.
- Learners will apply thinking skills by means of a reading passage (the angles in numbers)

INTRODUCTION TO THE TOPIC

Number and its uses

We use numbers every day and tend to take them for granted. But how did the idea of numbers arise? Did every culture develop the ideas of counting and numbers separately or have these ideas arisen in only a few cultures and then spread, for example, through trade? Is counting intuitive or did it arise to solve particular problems?

Some of the oldest evidence of counting so far discovered that counting comes from ancient artifacts belonging to groups of hunters and gatherers. For example, a wolf bone, dated about 30,000 BC, has been discovered with a series of imprinted marks in it which seem to represent a tally of some kind.

Source: http://es.wikipedia.org/wiki/Numeraci%C3%B3n_ar%C3%A1biga

The use of numbers in diverse fields is remarkable. For instance, governments need them and use them all the time.

Linguistic competence: Vocabulary. Match the word to the left with the expression to the right. Write the number that corresponds.

___ To take for granted

___ Spread

___ Wolf

___ Tally

___ Trade

___ So far

1. Until now

2. Do business

3. Wild animal

4. Count

5. Settle down

6. Extend

Check your answers with your instructor or with someone else.

EXPANSION ON THE TOPIC

TEXT 1. ARABIC NUMBERS

The Arabic numerals from 0 to 9 now in general use, are derived from Indian numerals. The name Arabic is used because Western Europeans learned about the system from Arabic writers. Follow the link to learn more about the history of numbers at: <http://www.geocities.com/mathfair2002/school/arit/arithm1.htm?200824#top#top>, [Go to top](#)

The Place-value System

The most important feature of the Arabic number system is the use of place-value notation (abacus) perhaps the best way to see how this works is to imagine that counting is carried out by threading beads onto wires arranged as in Diagram 1.

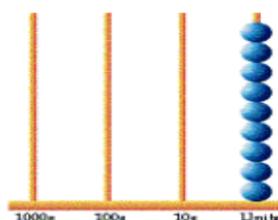


Diagram 1: A Representation of the Place-value Notation

As each object is counted it is represented by a single bead threaded on the right-hand end wire. The wire has only enough room for nine beads. To count the tenth object, one bead is put on the next wire and all beads are taken off the end wire. Then the beads are used to fill up the end wire again, and so on. Thus each bead on the second wire represents ten; on the third wire one hundred; on the fourth wire one thousand, and so on. To write this down, all that are needed are nine symbols to represent from one to nine beads (in this case, the Arabic numerals 1 to 9) and one symbol (in this case, 0) to represent an empty wire. The symbols are written out in the same places as the wires: the value of a numeral depends on its place. For example, in Diagram 2 below, we can see that 4305 is a way of representing the number that consists of 4 thousands, 3 hundreds, 0 tens and 5 units or ones.

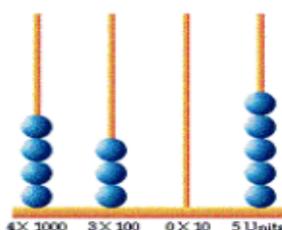


Diagram 2

Ten is called the base, or radix, of this system, which is the one now in everyday use. A notation system with ten as the base is called a denary system. Any other number could be used as a base.

Place-value notation is very difficult without a symbol for zero. If there were no

zero symbol in the denary system then 9 could mean nine, ninety, nine hundred, etc. Zero may be a late invention in the history of numbers, although Hindu literature suggests it was in use before the time of Christ.

Key Concepts:



The Arabic number system is the use of place-value notation.



In mathematics, a percentage is a way of expressing a number as a fraction of 100 (*per cent* meaning “per hundred”).



Percentages are used to express how large one quantity is relative to another quantity.



¿Is counting intuitive or did it arise to solve particular problems?



Counting comes from ancient artifacts belonging to groups of hunters and gatherers.

Linguistic competence: Vocabulary in context.

Check the meaning of the following words from the text and write sentences in your portfolio.

Bead= globule Wire=Cable, cord Fill up= to load Taken off= in use

Denary system=ten as its base

READING IN CONTEXT

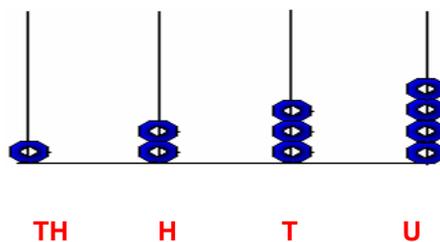
1) What would happen if there were no zero in the denary system?

.....

2) What number represents the radix in the denary system?

3) According to the Arabic system given in diagrams 1 and 2, represent the following given numbers.

- a) four units
- b) three tens
- c) two hundred
- d) one thousand

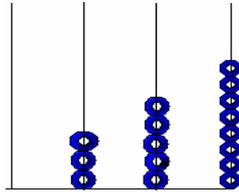


4) DRAW AND REPRESENT IN NUMBERS THE FOLLOWING QUANTITIES

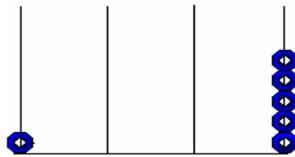
- a) Three hundred and fifty eight.
- b) One thousand and five.
- c) Seven thousand six hundred and twenty nine.
- d) Eighty eight thousand two hundred and five.....

e) Two thousand and six.

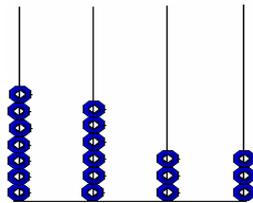
Represent in cardinal numbers the following quantities and draw a diagram like the one on diagram 2. (Read them to your tutor)



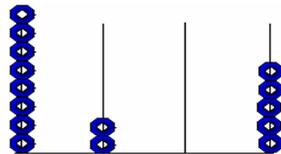
a) Three hundred and fifty eight = _____



b) One thousand and five = _____



c) Seven thousand six hundred and thirty three = _____



d) eighty thousand two hundred and five = _____

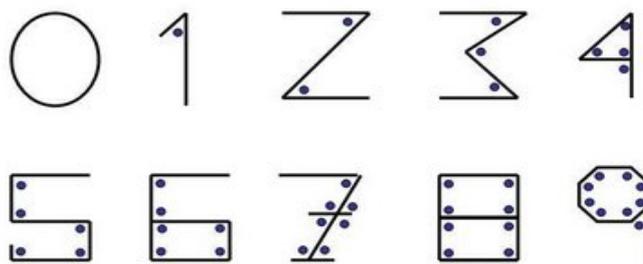


e) Two thousand and six = _____

Check the answer with your tutor or with someone else.

Text 2. THE ORIGIN OF ARABIC NUMBERS: A story.

A Moroccan acquaintance of mine sat down and tried to convince me that the origin of Arabic numbers has to do with angles. He claimed if you look at how the *original* numbers looked, and place a dot on each angle, you can see how each symbol has the corresponding number of angles:



While this is interesting, I will have to file it under “apocryphal”. First, the ‘5’ has a tail and the ‘7’ has a “base” (I conceded that people use a hash on it in many parts of the world). I also find it hard to believe that a writer of ‘9’ had to draw an octagon (the reply being that is one of the many reasons the digits were simplified over time).

A quick web search didn’t find any corroborating data, but I didn’t spend a lot of time looking. It’s interesting, if true, and even if it isn’t true, it makes a good story to tell and entertain your acquaintances or friends a little.

Vocabulary in context: Match and write the number in front of the word.

Check that there is one extra definition on the right.

- | | |
|-------------------------|-------------------------------------|
| _____ Acquaintance | 1. has some relation with |
| _____ Has to do with me | 2. spot, mark |
| _____ Claim | 3. someone from another nationality |
| _____ Dot | 4. someone you just met or know |
| _____ Moroccan: | 5. the bill |
| | 6. declare |

Key concept Idiomatic Expressions:



The explanation of these expressions may help you understand the text.

I will have to file it under "apocryphal"= Sounds interesting but I have to say that there is no evidence about it.

Hard to believe=Not easy to demonstrate.

It makes a good story to tell = although it is entertaining, it is not necessarily the truth.

COMPREHENSION QUESTIONS: Go back to the text "*the origin of numbers*" and answer the following questions.

1) Do the number of angles represent the number itself?

Yes _____

No _____

2) What's wrong with numbers 5 and 7?

3) What is hard to believe with respect to number 9?

TEXT 3. PERCENTAGE



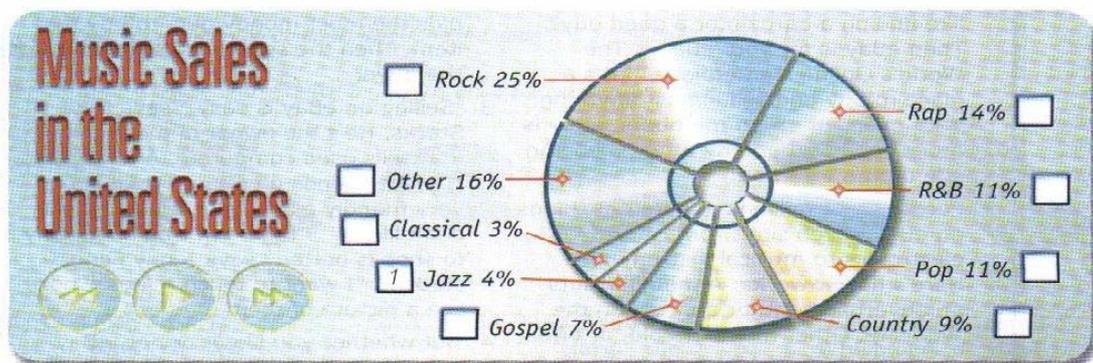
In mathematics, a **percentage** is a way of expressing a number as a fraction of 100 (*per cent* meaning “per hundred”). It is often denoted using the percent sign, “%”. For example, 45% (read as “forty-five percent”) is equal to $45 / 100$, or 0.45.

Percentages are used to express how large one quantity is relative to another quantity. The first quantity usually represents a part of, or a change in, the second quantity, which should be greater than zero. For example, an increase of \$ 0.15 on a price of \$ 2.50 is an increase by a fraction of $0.15 / 2.50 = 0.06$. Expressed as a percentage, this is therefore a 6% increase.

Although percentages are usually used to express numbers between zero and one, any dimension less proportionality can be expressed as a percentage. For instance, 111% is 1.11 and -0.35% is -0.0035. To read more see Wikipedia, enter “Percent”

SPEAKING: Look at the following chart and search the music sales in your country. Look for a partner and discuss your findings. What percentages did you find?

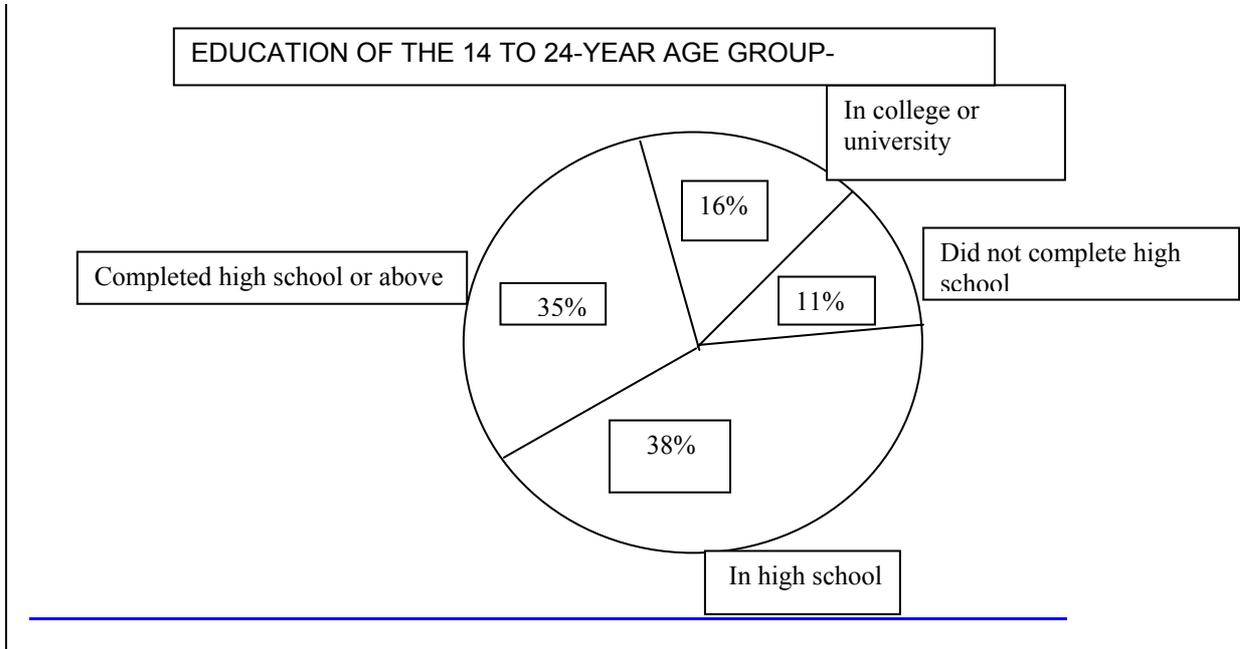
Taken and adapted from Interchange. Jack C. Richards, 1999



Source: The Recording Industry Association of America, 2002 Consumer Profile

-  Listen and number the musical styles from 1 to 8.
Which of these kinds of music are popular in your country?
What other kinds of music are popular in your country?

A PIE CHART- PER CENT. Study the following. Please remember a) the word 'school' in English refers to primary, secondary and college education and b) in this text the word 'figure' means number.



A. Write the following figures in cardinal numbers as your instructor reads them to you.

1) 16%, 2) 1%, 3) 38% and 60%

B. Answer the following questions about the reading above.

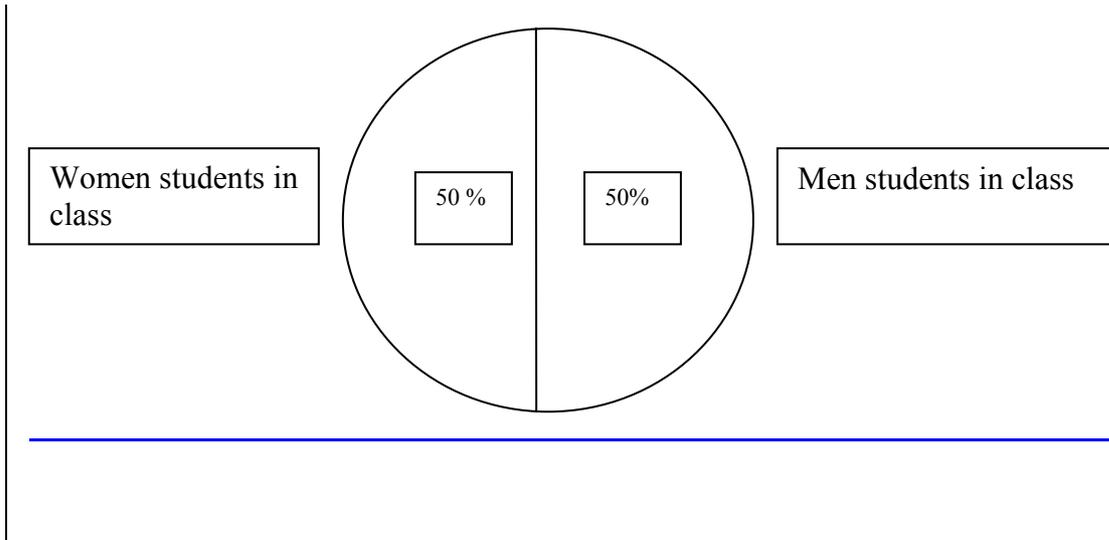
1. What per cent of young people were in high school? = _____
2. What per cent of young people were in college or university? = _____
3. What per cent did not complete High School _____
4. What per cent did finish high school or above but were not in school at that time? _____

C. Choose the correct figure, according to the information in the reading.

1. % of all youngsters were in school: (a) 11, (b) 54, (c) 27.
2. % per cent of youngsters were not in any school: (a) 46, (b) 16, (c) 35.

3. % of people were not in high school (a) 35, (b) 11, (c) 62.

D. Make a circle. Using information about your class, city or town, etc., divide the circle into parts. Add your answers to the portfolio. Think of other categories and add them to your “pie chart”. Exchange information with a partner and check your answers with your tutor. Look at the Example:



Linguistic Competence: Grammar in Context.

Key concept. The Simple Past Forms



Most verbs conjugate by adding *-ed* like the verb "wait" below.

Positive	Negative	Question
<ul style="list-style-type: none">• I waited.• You waited.• We waited.• They waited.• He waited.• She waited.• It waited.	<ul style="list-style-type: none">• I did not wait.• You did not wait.• We did not wait.• They did not wait.• He did not wait.• She did not wait.• It did not wait.	<ul style="list-style-type: none">• Did I wait?• Did you wait?• Did we wait?• Did they wait?• Did he wait?• Did she wait?• Did it wait?

Irregular Verbs

Many verbs, such as "have," take irregular forms in the Simple Past. Notice that you only use the irregular verbs in statements. In negative forms and questions, "did" indicates Simple Past. To learn more about irregular verbs, visit [Englishpage.com's Irregular Verb Dictionary](#). You can also use [Englishpage.com's Online Irregular Verb Flashcards](#) to memorize irregular verb forms.

Positive	Negative	Question
<ul style="list-style-type: none">• I had.• You had.• We had.• They had.• He had.• She had.• It had.	<ul style="list-style-type: none">• I did not have.• You did not have.• We did not have.• They did not have.• He did not have.• She did not have.• It did not have.	<ul style="list-style-type: none">• Did I have?• Did you have?• Did we have?• Did they have?• Did he have?• Did she have?• Did it have?

To Be

The verb "be" is also irregular in the Simple Past. Unlike other irregular verbs, there are two Simple Past forms: "was" and "were." It also has different question forms and negative forms. Always remember that you DO NOT use "did" with the verb "be" in the Simple Past.

Positive	Negative	Question
<ul style="list-style-type: none"> • I was. • You were. • We were. • They were. • He was. • She was. • It was. 	<ul style="list-style-type: none"> • I was not. • You were not. • We were not. • They were not. • He was not. • She was not. • It was not. 	<ul style="list-style-type: none"> • Was I? • Were you? • Were we? • Were they? • Was he? • Was she? • Was

Practice. Go back to the reading.

Notice that questions 1,2,3 and 4 were using past tense.

With the verb “*To Be*” the past tense: was, were. * *I was, you were, he was, she was, it was, you were, you were, they were.*

- Using the auxiliary “*did*”: The auxiliary *did* is used with verbs other than “to be” in yes/ no questions and in information questions. E.g. what percent *did* not finish high school? Notice the verb remains in infinitive without *to*, this happens with all subjects. Check: *I didn’t do the homework, you didn’t finish high school, she didn’t work on the exam, he didn’t attend university, and it didn’t work out well.*

Further practice is given in the Portfolio.

LISTENING SKILLS:

Key concept. Learning to listen



Listening skills will help you to distinguish accents, to identify numbers in context, to spell out names , phone numbers. or the hour Listening take part in our daily activities. When listening to lectures or speeches not all the information is required so you have to select specific information, there is listening for gist to know what the topic is about.

For now you will listen to your tutor how to spell phone numbers then provide and exchange information to your partner by means of an interview to know

more about one of your partners. Later provide your own home and cell number to the whole class and keep it in you phone book.

Listening: Your instructor will provide an exercise related to numbers (spelling phone and cell numbers)

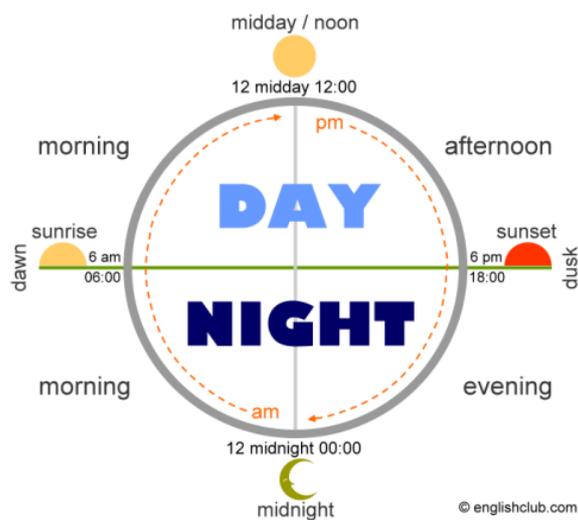
1. 239-5626
2. 315-839-9523
3. 562-1123
4. 423-2748
5. 315-763-6395
6. 314-528-4563
7. 312-573-9824
8. 317-266-3640
9. 563-4485
10. 423-2856

NOW IN GROUPS SPELL YOUR HOME AND CELL PHONE NUMBERS

Learning about the time

Day and Night©

There are 24 hours in a day.



The day is divided into "day (time)" and "night (-time)". Daytime is from sunrise (this varies, but we can say approximately 6am) to sunset (we can say approximately 6pm). Night-time is from sunset to sunrise.

Every day starts precisely at midnight.

AM (Ante-Meridiem = before noon) starts **just after** midnight. PM (Post-Meridiem=after noon) starts **just after** noon. This means that 12am and 12pm have no meaning.

PRACTICE THE TIME

There are two common ways of telling the time.

Formal but easier way

Say the hours first and then the minutes.

Example: 7:45 - seven forty-five

For minutes 01 through 09, you can pronounce the '0' as *oh*.

Example: 11:06 - eleven (oh) six

More popular way

Say the minutes first and then the hours. Use *past* and the preceding hour for minutes 01 through 30. Use *to* and the forthcoming hour for minutes 31 through 59, but .

Example: 7.15 - fifteen minutes past seven

Example: 7.45 - fifteen minutes to eight

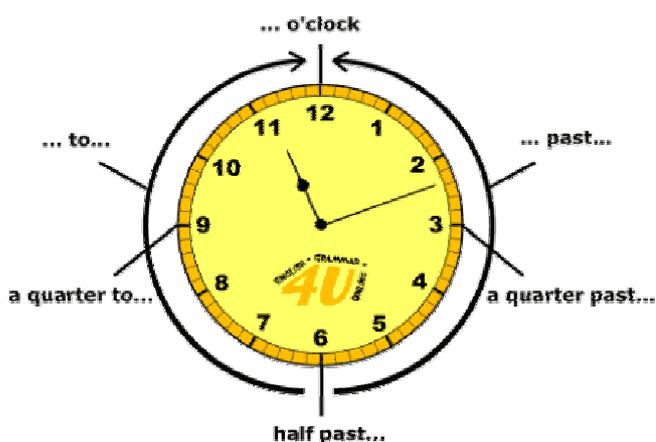
Another possibility of saying '15 minutes past' is: *a quarter past*

Another possibility of saying '15 minutes to' is: *a quarter to*

Another possibility of saying '30 minutes past' is: *half past*

Example: 5:30 - half past five

Watch



Note

Use *o'clock* only at the full hour.

Example: 7:00 - seven o'clock (but 7:10 - ten past seven)

In English ordinary speech, the twelve-hour clock is used. 🗨️

Beispiel: 17:20 - twenty past five

For times around midnight or midday you can use the expressions *midnight* or *midday / noon* instead of the number 12.

Beispiel: 00:00 - midnight

Beispiel: 12:00 - midday or noon

To make clear (where necessary) whether you mean a time before 12 o'clock noon or after, you can use *in the morning*, *in the afternoon*, *in the evening*, *at night*. Use *in the morning* before 12 o'clock noon, after 12 o'clock noon use *in the afternoon*. When to change from *afternoon* to *evening*, from *evening* to *night* and from *night* to *morning* depends on your sense of time.

Example: 3:15 - a quarter past three in the morning OR a quarter past three at night

More formal expressions to indicate whether a time is before noon or after are *a.m.* (also: am - ante meridiem, before noon) and *p.m.* (also: pm - post meridiem, after noon). Use these expression only with the formal way of telling the time.

Example: 3:15 - three fifteen a.m.

It is **not** usual to use a.m. and p.m. with *past/to*.

Example: 3:15 - fifteen minutes past three OR a quarter past three

American English

Beside *past* Americans often use *after*.

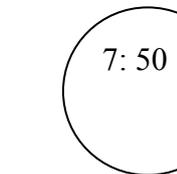
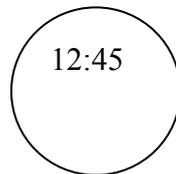
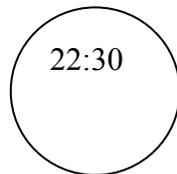
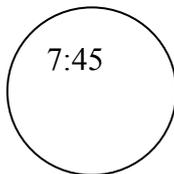
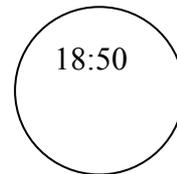
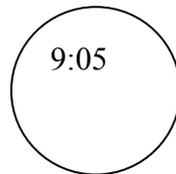
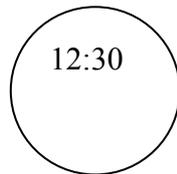
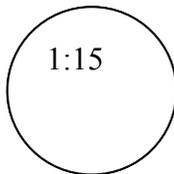
Example: 06:10 - ten past/after six

But: in time expressions with *half past* it is not usual to replace *past* by *after*.

Beside *to* Americans often use *before*, *of* or *till*.

Example: 05:50 - ten to/before/of/till six

LOOK AT THE FOLLOWING CLOCKS AND WRITE THE CORRESPONDING TIME. . WRITE THE DIFFERENT WAYS OF SAYING THE TIME.



Further practice is given in the Portfolio in a writing task (Ida's Schedule)

UNIT THREE

THE ORIGIN OF MONEY

INTRODUCTION TO THE TOPIC

The main purpose of this unit is to help learners debate the origin of money and promote critical thinking on that subject. The learners are exposed to discourses related to money, public finances, and history. Learners are expected to gain cognitive and linguistic competence by working on topics related to the public sphere.

GENERAL OBJECTIVE

Learners will be able to interpret how the banking system operates following the use of paper money. The topic is presented in a video and in readings.

SPECIFIC OBJECTIVES

To understand narrative discourses about the origin of money and finances.

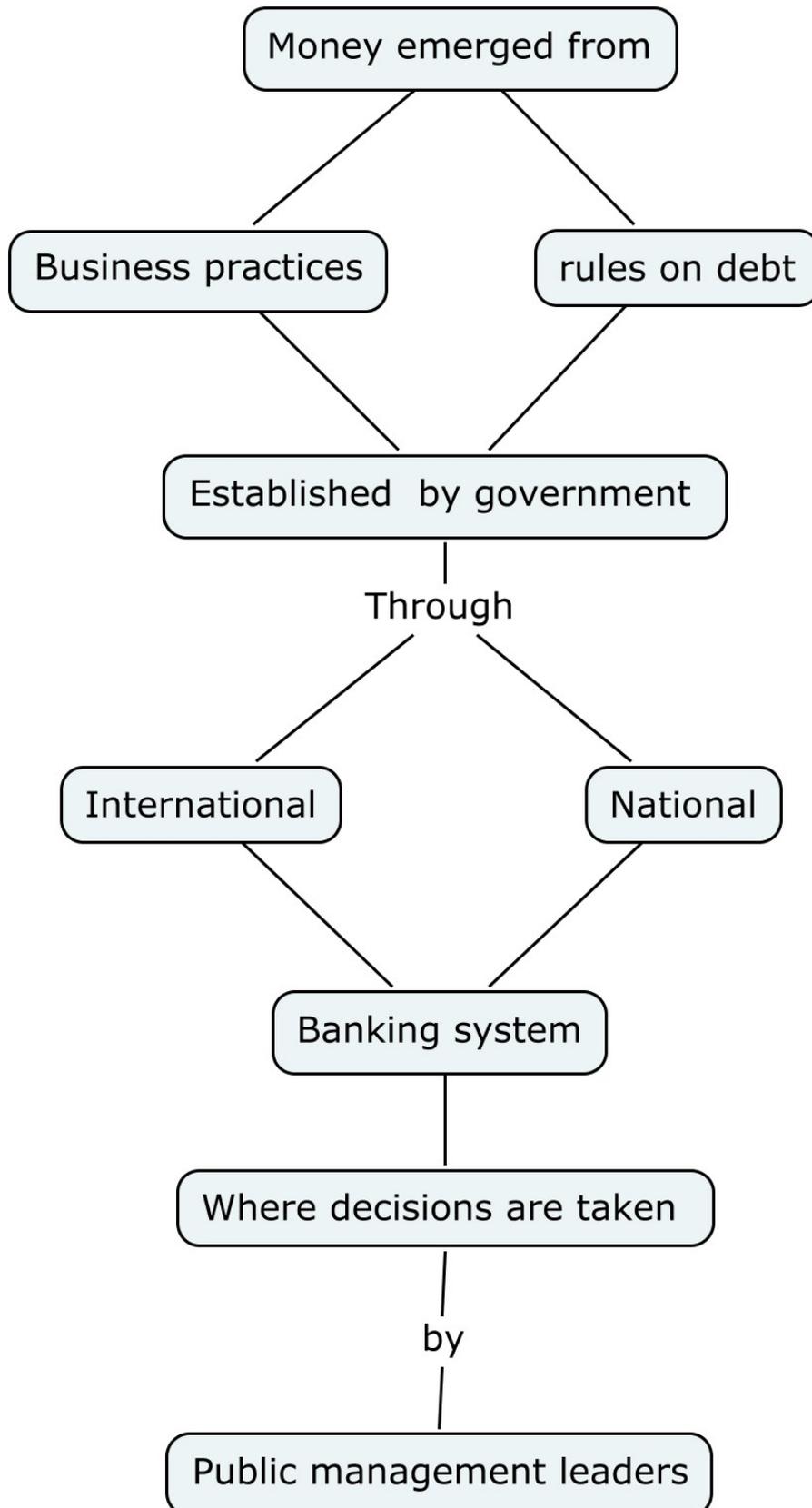
To produce, simple written texts that explore some of the current problems economist face.

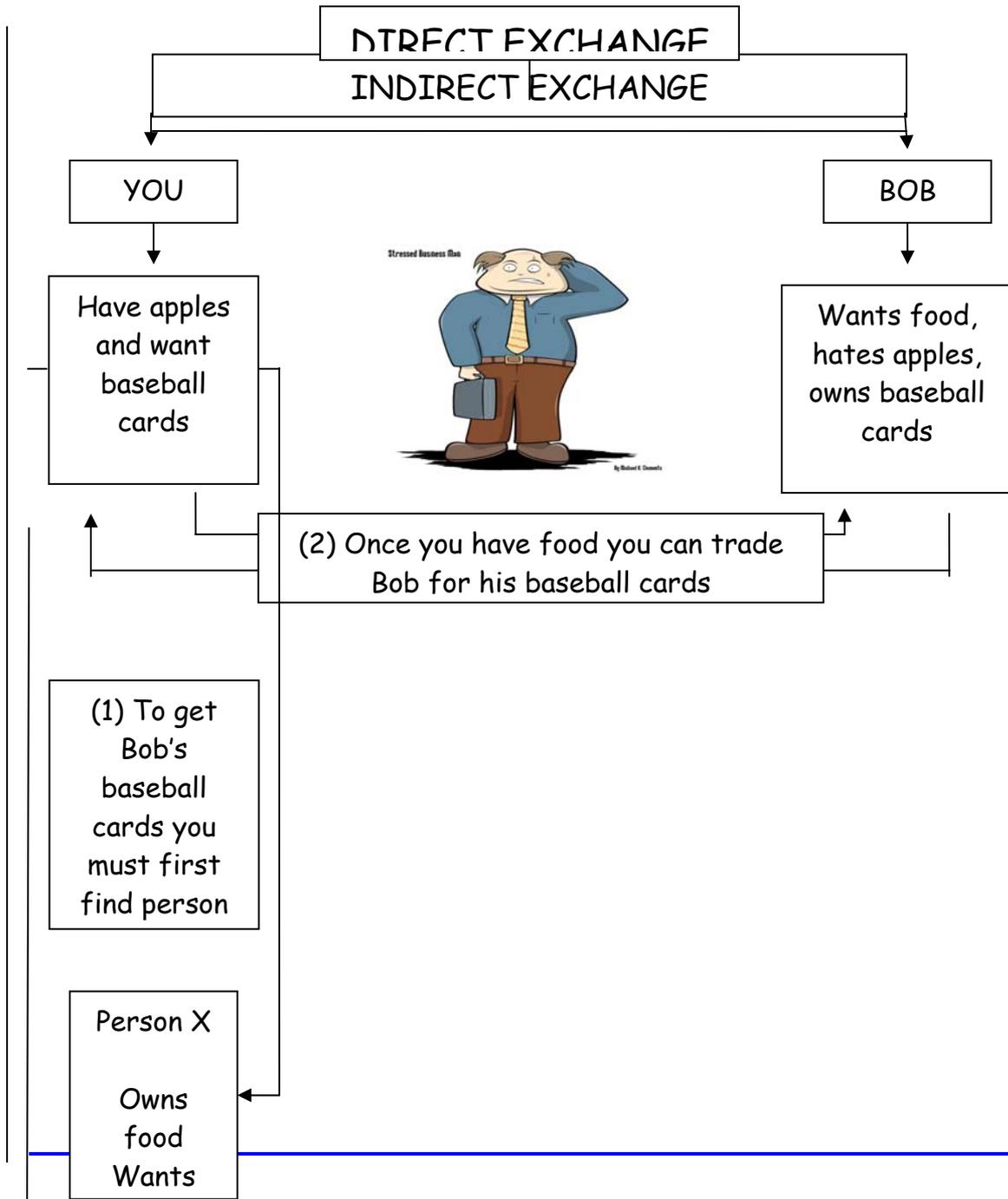
To develop critical thinking using historical elements by means of a reading.

LINGUISTIC OBJECTIVES

- Based on an illustration about direct and indirect exchange learners will understand and discuss the process of businesses practices.
- Learners will increase the knowledge of vocabulary in context by matching words with definitions.
- Learners will demonstrate understanding of where money comes from by listening and watching the video about "*the origin of money*"
- Learners will write a text that gathers the issue about money.

UNIT 3: THE ORIGIN OF MONEY





Adapted from: http://www.christopherlind.com/economics/ch1_1.jpg

Reading and Speaking

Look at the title of the reading and the chart above and interpret with a partner the **direct and indirect exchange**. Then discuss with your classmates the following questions.

- a. Why do you think money appears in the world? b. How can you describe the process of trading in the chart? c. What was the solution?

a. _____

b. _____

c. _____

TEXT 1. THE EMERGENCE OF MONEY

Sumer developed a large scale economy based on commodity money, while the Babylonians and their neighboring city states later developed the earliest system of economics as we think of, in terms of rules on debt, legal contracts and law codes relating to business practices, and private property.

The **Code of Hammurabi**, the best preserved ancient law code, was created ca. 1760 BC (middle chronology) in ancient Babylon. It was enacted by the sixth Babylonian king, Hammurabi. Earlier collections of laws include the codex of Ur-Nammu, king of Ur (ca. 2050 BC), the codex of Eshnunna (ca. 1930 BC) and the codex of Lipit-Ishtar of Isin (ca. 1870 BC). These law codes formalized the role of money in civil society. They set amounts of interest on debt... fines for 'wrong doing'... and compensation in money for various infractions of formalized law.

The Shekel referred to an ancient unit of weight and currency. The first usage of the term came from Mesopotamia -circa 3000 BC. and referred to a specific mass of barley which related other values in a metric such as silver, bronze, copper etc. A barley/shekel was originally both a unit of currency and a unit of weight... just as the British Pound was originally a unit denominating a one pound mass of silver.

*Vocabulary in context

*ca. refers= around; It was enacted by= It was proposed by; codex= important ancient book; debt= money owing; fine= money should be paid for breaking the rules.

Taken from: http://en.wikipedia.org/wiki/History_of_money

Linguistic competence: Vocabulary in context.

b. Read the text again. Try to guess the meaning of the underlined words from the context and **match them** with their corresponding meaning.

1. ... the **Babylonians** and their neighboring city states later developed legal contracts and law codes relating to business practices, and private property. (Paragraph 1)
2. They set amounts of interest on debt... (Paragraph 2)
3. The **Shekel** referred to an ancient unit of weight and currency. (Paragraph 3)

___ Neighboring	a. the activity of buying and selling goods and services, or a particular company that does this, or work you do to earn money
___ Contracts	b. An object or objects belonging to someone
___ Business	c. Next to or near each other
___ Property	d. A legal document that states and explains a formal agreement between two different people or groups
___ Amounts	e. money which is charged by a bank or other financial organization for borrowing money
___ Interest	f. a collection or mass especially of something which cannot be counted
___ Weight	g. the money that is used in a particular country at a particular time
___ Currency	h. to have a heaviness of a stated amount

c. Answer the following questions from the text:

1. What did **Babylonians** and their neighboring **city states** develop?

2. What is the best preserved ancient law code?

3. How was the role of money formalized in civil society?

4. What did the Shekel refer to?

5. Where does the usage of the word Shekel come from?

6. What is the origin of the British pound?

Linguistic competence: Grammar in context.

a. Look at the previous text. Find the past simple form of the verbs

Develop _____

Include _____

Formalize _____

Create _____

Come _____

Refer _____

Relate _____

Key concept. The past tense



Rule: We use the past simple to talk about finished actions in the past. With regular verbs, we usually add **ed**. To the verb (cook- cooked) If the verb ends in *e* (*live*) we add **d**

When the verb ends in **y**, it changes into **i+ed**. Example: copy= copied; dry=dried. Look for more examples on the Internet. There are irregular verbs that **do not** take “ed” such as “-----” which past is “came”.

c. Complete the sentences. Use the past simple form of the verbs.

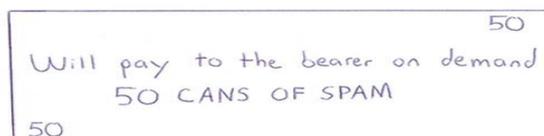


1. I _____ (want) to borrow some money, but nobody lent me a penny.
2. Prehistoric societies _____ (live) without money
3. Last year I _____ (plan) to save my money in the bank
4. I _____ (try) to save money, but it was impossible
5. We _____ (travel) to Canada last summer to earn some money
6. Last night my sister _____ (visit) my uncle to ask for some money

For more practice on verbs go to the portfolio, crossword puzzle about verbs

Linguistic competence: Reading

Before you read: Look at the picture. a. What does it seem to be? b. Do you find any relationship with money?



- a. _____
- b. _____

Text 2. What is Money? The origin of banks and paper *money*

Let's say you're a successful business owner, and through hard work and shrewd business deals, have amassed a small fortune in money...fifty (50) cans of spam!

You don't want to worry about thieves breaking into your house and stealing your spam, so you take your spam to a warehouse for safekeeping. The warehouse charges you a small annual fee for their services.

The warehouse gives you a receipt for the spam you have deposited with them. This receipt has the words, "Will pay to the bearer on demand 50 cans of spam".

At this point, your 50 cans of spam have been completely removed from circulation, under lock and key in a warehouse. In place of the cans of spam, you now have a paper receipt, which you can present to the warehouse at any time for your spam.

The warehouse has been in business for quite some time. People know from experience that the items they deposit at the warehouse will still be there months or years down the road when they need them again. The warehouse has a reputation of trustworthiness in the community.

The next day, you happen to see a television set worth 50 cans of spam that you'd like to buy. You start to head down to the warehouse to redeem your cans of spam, but then stop, struck with a sudden thought.

Perhaps the television owner would be willing to accept the warehouse receipt as payment for the television. The television owner could then take the receipt to the warehouse at their leisure and redeem the receipt for the cans of spam.

The television owner agrees! You pay the former owner of the television your 50 cans of spam paper receipt, and they give you the television.

Key concept.



Comprehension is aided by studying images in video. Following the audio text as well as the printed text also contributes to understanding. Comprehension exercises help you monitor your interpretation.

Read the text again and answer the questions.

1. What do you have to do if you don't want to worry about thieves stealing your spam?

2. What do you have instead of the spam cans when they are under lock and key in a warehouse?

3. If you want a television, what can you do to buy it?

4. How did banks appear in the world?

Linguistic competence: Listening: Listen to the first five (5) minutes of the origin of money and complete the missing information. You will learn how money appeared. The listening is included in the CD; otherwise follow the link.

a. Two great mysteries dominate our lives: _____ and _____

1. Money is created by _____ and _____

2. Banks create the money they lend not from the _____ own earnings not from the money _____ but directly from the _____ promise to be _____

3. What was used as money in ancient societies?

4. What was more convenient than heavy coins? _____.

5. How did Banks appear? _____

To listen follow the link: http://images.google.com.co/imgres?imgurl=http://tn3-1.deviantart.com/fs16/300W/f/2007/157/3/a/Two_Dollar_Battle_Tank_by_orudorumagi11.jpg&imgrefurl=http://www.the11thdollar.com/2007/11/origin-of-money.html&h=300&w=300&sz=18&hl=es&start=10&um=1&tbnid=POwhX63MNY2E8M:&tbnh=116&tbnw=116&prev=/images%3Fq%3Dthe%2Borigin%2Bof%2Bmoney%26um%3D1%26hl%3Des%26sa%3DN

Script from the Origin of Money (video)

Two great mysteries dominate our lives: love and money. What is love is a question that has been endlessly explored. On stories, songs, books, movies and television. But the same cannot be said about the question what is money? It's not surprising that monetary theory hasn't been inspired by any block buster movies, but it was not even mention that the school that most of us attended. For most of us the question where does money come form? Brings to me a picture of a mint printing bills and stamping coins. Money, most of us believe, is created by the government...It's true, but only to a point.

Those medals on paper symbols of value we usually think of is money are indeed produced by an agency of the federal government called the mint. But the vast majority of money is not created by the mint. It is created in huge amounts everyday by private corporations known as banks. Most of us believe that banks lend their money that has been trusted to them by depositors easy to picture but not the truth. In fact, banks create the money they loan not from the bank own earnings, not from the money depositors, but directly from the borrower promise to repay.

The borrower signature on a long paper is an obligation to pay the bank the amount of the loan plus interest or lose the house or the car... whatever has asked to pledge to collaborator.... That's a big commitment from the borrower. What was the same signature required of the bank? The bank comes to get to existence the amount of the loan and just write it into the borrower's account. Sounds far of fetch? Surely that can't be true, but it is.

To demonstrate how this miracle of modern banking came about consider this simple story: The Goldsmith's tale. Once upon very as time, pretty much anything was used as money they just hat to be portable and enough people had to have faith to get good later be exchanged for things of real value like food clothing and shelter. Shells, coco beans, pretty stones, even feathers have been used as money. Gold and silver were attractive, soft and easy to work with, so some cultures became experts with these metals.

Goldsmiths made trade much easier by casting coins standardizing units with these metals were certified but to protect this gold, the Goldsmiths was near the vault and soon the felt astounded by knocking on their doors one in to gain space to save cards the wrong coins and valuables. Before loan, the Goldsmith was renting every shell for the vault and earning small incomes from his vault to enter business.

Writing Competence

On a separate sheet of paper please write a 100-word text about the use and importance of money in everyday life. Use the script from the video and listen to it as many times as you need to write your ideas. You will be evaluated for coherence, cohesion, use of linguistic structures, use of vocabulary and fluency. Start like this:

Money is around us all the time. This text considers the uses of money, the.....

UNIT 4

THE ORIGIN OF THE GOVERNMENT AND OF THE STATE

INTRODUCTION

The previous units have dealt with basic concepts related to the humanities. The text about current problems of Latin America attempts to facilitate comprehension by using a familiar setting and situation so learners.

The simple texts included will give the learners support by using previous knowledge to understand and use linguistic structures. At the end of the unit learners become aware of the linguistic and pragmalinguistic elements on the topic of public finances.

GENERAL OBJECTIVE

Given three texts about the origin of government-state, national and international economy learners will be able to recognize and demonstrate their communicative competence by stating their points of view on the topic.

SPECIFIC OBJECTIVES

1. To promote language learning by using texts related to government and state.
3. To help learners understand, reflect and express their opinions about the notions of government and state
4. To reinforce concepts of national and international economy previously studied.

LINGUISTIC OBJECTIVES

- Learners will use conjugation of verbs in a reading passage by context.
- Learners will skim and scan to complete information by answering specific questions.

- Learners will write a text based on a reading text
- Learners will discuss their answers by confronting information based on the given texts.
- Learners will state a point of view as critical thinkers by providing their answers in written form.

EXPANSION ON THE TOPIC

Text 1. ORIGIN OF GOVERNMENT

Government is both a fact and a right. Its origin as a fact is simply a question of history; its origin as a right or authority to govern, is a question of ethics. Whether a certain territory and its population are a sovereign state or nation, or not--whether the actual ruler of a country is its rightful ruler, or not--is to be determined by the historical facts in the case; but whence the government derives its right to govern, is a question that can be solved only by philosophy, or, philosophy failing, only by revelation.

Political writers, not carefully distinguishing between the fact and the right, have invented various theories as to the origin of government, among which may be named--

- I. Government originates in the right of the father to govern his child.
- II. It originates in convention, and is a social compact.
- III. It originates in the people, who, collectively taken, are sovereign.
- IV. Government springs from the spontaneous development of nature.
- V. It derives its right from the immediate and express appointment of God;--
- VI. From God through the Pope, or visible head of the spiritual society;--
- VII. From God through the people;--
- VIII. From God through the natural law.

Read more at: <http://terrenceberres.com/broame03.html>

KEY CONCEPTS:



Government is both a fact and a right. Its origin as a fact is simply a question of history; its origin as a right or authority to govern, is a question of ethics.



Government derives its right to govern, is a question that can be solved only by philosophy, or, philosophy failing, only by revelation.



Many inhabitants of the rural areas of the Andes suffer from poverty, inequality, and exclusion from economic and social resources.



The widespread lack of opportunity in licit industries, together with permanent economic instability complicates domestic and international efforts to eradicate coca.



Frequency adverbs can be placed at various points in the sentence, but are most commonly used before the *main* verbs and after *be* verbs.

I **always** come to work on time.

They are **seldom** home when we call.

He's **usually** eating breakfast at this time.

She's **never** been to Maine.

A: Do you come here **often**?

B: Yes. I'm here **occasionally**.

A: What do you **usually** do here?

B: **Sometimes** I just sit and ponder the meaning of life.

Note: The adverbs *seldom*, *rarely*, *never* and *hardly ever* are considered negative.

A: Do you always carry a briefcase?

B: (Yes,) I usually do.

No, I usually don't.

No, I rarely do.

No, I hardly ever do.

Other frequency adverbs and expressions are as follows:

Everyday/week/month

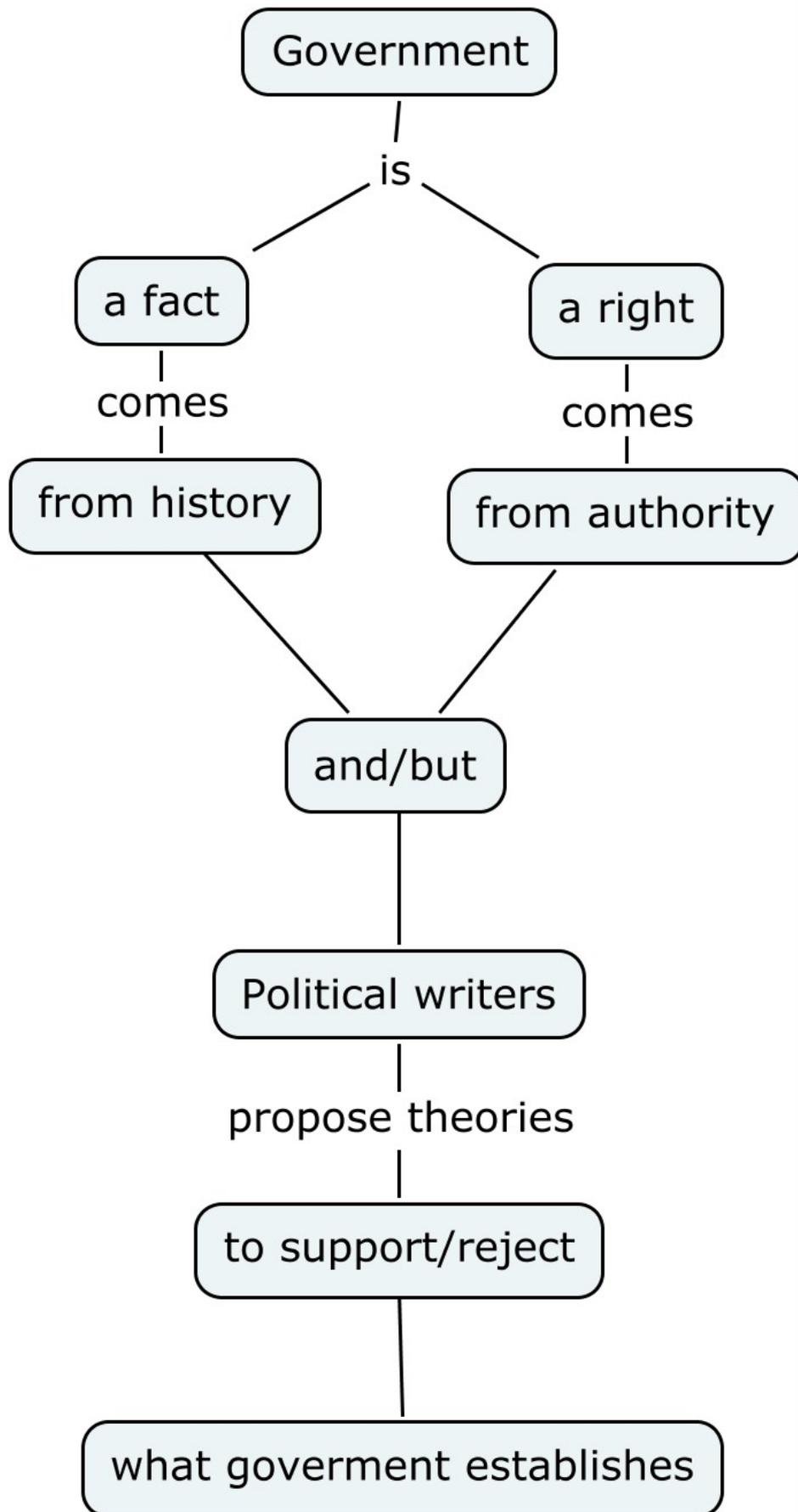
Every other day/week

Once a week/month/year

Twice a year/day, etc.

(Every) once in a while Every so often

Further practice is given in the Portfolio.



READING COMPETENCE -CHECK THE ANSWERS WITH YOUR TUTOR



Key concept. Concordance. Notice the use of negative and affirmative statements.

a. Circle the correct words

- b. 1. Government *is/isn't* both a fact and a right.

2. Whence the government derives its right to govern, is a question that can be solved only by *finances / philosophy*

3. *Political writers / students*, do not carefully distinguish between the fact and the right

- 4 Government *doesn't originate / originates* in convention and is a social compact.

5. People, collectively taken, *are/aren't* sovereign

6. Government *doesn't spring / springs* from the spontaneous development of Nature

c. Answer the questions.

1. How is the question of the origin of government as a fact?

2. How is the question of the origin of government as a right?

3. In what right does government originate?

4. How are people collectively taken?

5. For Catholics who represents God on earth?

d. Express your views

TEXT 2. GOVERNMENT AND THE STATE IN LATIN AMERICA

READING AND SPEAKING COMPETENCES:

Using www.scholar.google.com or interviewing three people explore the topic above. Use key words such as: Latin America, government, state, rural areas. List five of the problems mentioned. Then compare with the problems mentioned in the reading below.



GOVERNMENT AND THE STATE IN LATIN AMERICA (A case: *The problems of the rural area of the Andes*)

Taken from: <http://www.cfr.org/content/publications/attachments/Andes2020.pdf>

Many inhabitants of the rural areas of the Andes suffer from poverty, inequality, and exclusion from economic and social resources. The situation in these areas is extreme and destabilizes political, economic, humanitarian, and security

ramifications. For example, the widespread lack of opportunity in licit industries, together with permanent economic instability complicates domestic and international efforts to eradicate coca. At the same time, the persistence of a huge territory with a nominal or nonexistent state presence exemplifies rural populations without opportunities and vulnerability to violence and criminality.

Adapted from Andes 2020: A New Strategy for the Challenges of Colombia and the Region

Read the text again and answer the following questions

1. According to the author: What do inhabitants of the rural areas suffer from?

2. Do you agree with the author's views? Is relevant data provided?

3. What other problems Latin American problems do other authors mention? How has the situation changed since the texts were written?

4. What problems does the eradication of coca face?

5. Why are some populations vulnerable and without opportunities

Note1: Read more at: <http://www.cfr.org/content/publications/attachments/Andes2020.pdf>

Note 2. El motor de búsqueda www.scholar.google.com se especializa en artículos académicos publicados en revistas especializadas y en su mayoría arbitradas.

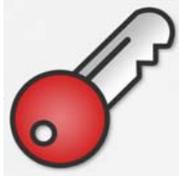
LINGUISTIC COMPETENCE

Present simple (positive and negative)

*Many inhabitants **suffer** from poverty*

*The lack of opportunities in licit industries **complicates** the efforts to eradicate coca.*

*The territory with a nonexistence state **exemplifies** rural population without opportunities*



Key concept:

Rule: the present simple is used for things which happen regularly or which are always true.

For *I, you* and **we** use the base form of the verb

For *he, she* and **it** use an **s** at the end of the verb

Complete the sentences. Use the present simple form of the verbs.

- a. Most people _____(love) the country side, but
- b. Others _____(hate) the country side for there is little employment
- c. They _____ (move) the cities looking for a job
- d. My brother _____(write) letters to me from the city
- e. My sister and I _____(read) the letters once a week
- f. My mother _____(read) them several times
- g. We _____(go) from the country side to the city to visit my brother every December.

WRITING COMPETENCE:

Based on the reading of text 2 and of other texts, please answer the following questions. Compare your answers with a partner and then **.Check them with your tutor.**

1. What are the most important government posts in your country

2. What characterizes a democracy?

3. What are some of the areas a democratic government attends to?

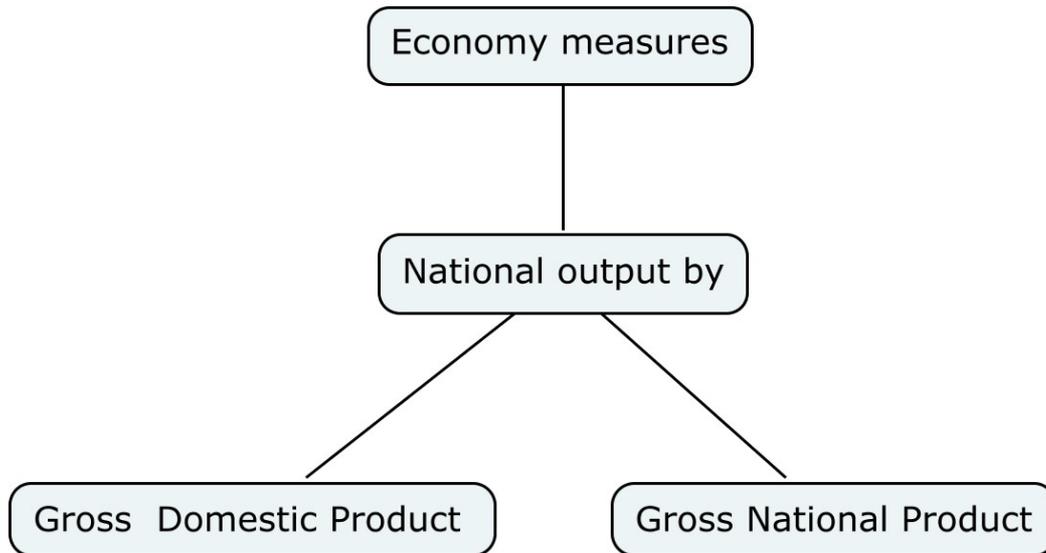
4. What are the main limitations of a democratic government?

INTRODUCTION

You have studied a unit on *Money*. Now you will work on a text originally written in English to discuss how to measure production and wealth. Notice that the first paragraph introduces the topic and uses the *simple present form* to indicate general (true) statements. Also, notice that the second paragraph changes from *present to past* to offer an example of something that happened. On the other hand, the third paragraph refers to World War II, a historical event; therefore the *past tense* is used. What tenses are used in paragraph 4 and 5?

TEXT 3: NATIONAL AND INTERNATIONAL ECONOMY

MEASURING NATIONAL OUTPUT



MEASURING NATIONAL OUTPUT

Taken and adapted from *Basic Economics Science*, 2007

1. National output during a year can be measured in a number of ways. The most common measure today is the Gross Domestic Product (GDP), which is the sum of total everything produced within a nation's borders. An older and related measure, the Gross National product (GNP) is the sum total of old goods and services produced by the country's people, wherever they or their resources may be located. These two measures of national output are sufficiently similar that people who are not economists need not bother about the differences. For the United States, the difference between GDP and GNP has been less than one percent.

2. The real distinction that must be made is between both these measures of national output during a given year _ a flow of real income_ versus the accumulated stock of wealth from the past. During war World II, for example, American production of automobiles stopped, so that factories which normally produced cars could instead produce tanks, planes and other military equipment. This meant that existing cars simple deteriorated with age, without being replaced. So did most refrigerators, apartment buildings and other parts of the national stock of wealth. Wartime government posters said.

*USE IT UP,
WEAR IT OUT,
MAKE IT DO,
OR DO WITHOUT*

3. After the war was over, there was a tremendous increase in the production of cars, refrigerators, housing, and other parts of the nation's accumulated stock of wealth which had been allowed to wear down or wear out while production was being devoted to urgent wartime purposes. The durable equipment of consumers declined in real value between 1944 and 1945, the last year of war_ and then more than double in real value over the next five years, as the nation's stock of durable assets that had been depleted during the war was replenish. This was an unprecedented rate of growth. Business as well had an accelerated growth of durable equipment after the war.

4. Just as national income does not refer to money or other paper assets, so national wealth does not consist of these pieces of either, but of the real goods and services that such things can buy. Otherwise, any country could get rich immediately by printing more money.

5. Sometimes national output or national wealth is added up by using the money prices of the moment, but most serious long-run studies measure output and wealth in real terms, taking into account price changes over time. This is necessarily an inexact process because the prices of different things change differently over time. In the century between 1900 and 2000, for example the real cost of electricity, eggs, bicycles, and clothing all declined in the United States, while the real cost of bread, beer, potatoes and cigarettes all rose.

KEY CONCEPTS:



When measuring national output the most common measure today is the Gross Domestic Product (GDP)



The reasons why countries gain from international trade are usually grouped together by economists under categories: *absolute advantage, comparative advantage and economies of scale.*



Linguistic: The *simple present form* may indicate general (true) statements
In a paragraph *present and past may combine to offer an example of something that happened which illustrates a general truth.*
A historical event requires the use of the *past tense.*

READING AND WRITING COMPETENCES: Based on the reading answer the following question.

A. During an all-out war, how can a country's military plus civilian consumption add up to more than its output, without borrowing from other countries?

B. Write your own examples and elaborations on the topic above.

C. Using www.scholar.google.com or interviewing three people explore the topic above. Use key words such as: Colombia, Gross National Product, Gross Domestic Product, National Output.. List five of the factors mentioned for these measures. . Then compare with the factors mentioned in the reading above.

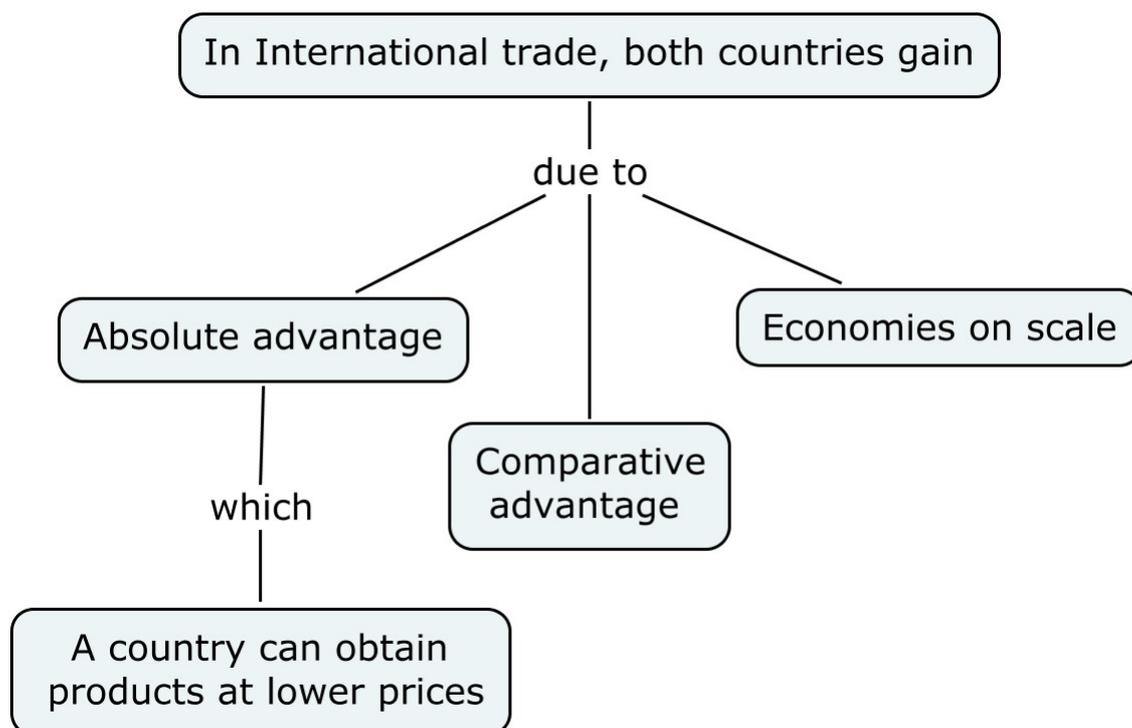
D. Explain and exemplify how *the present and the past tense* are combined in the reading you found in your search in: www.scholar.google.com.

Supplementary text:

You have studied on money, GNP and related topics. Now you will work on why countries exchange goods and services. The expository text “The origin of international trade” uses *simple present tense* mostly. Read and decide why. How true are the “general truths” presented by the writer of this article?

INTERNATIONAL ECONOMY

The Origin of international Trade



While international trade takes place for the same reason that other trades takes place because both sides gain- it is necessary to understand just why both countries gain, especially since there are so many politicians and journalist who muddy the waters(confuse us) with claims to the contrary.

The reasons why countries gain from international trade are usually grouped together by economists under categories: *absolute advantage, comparative advantage and economies of scale.*

Absolute advantage

It is obvious why Americans buy bananas grown in the Caribbean. Bananas can be grown much more cheaply in the tropics than in places where greenhouses and other artificial means of maintaining warmth would be necessary. In tropical countries, nature provides free the warmth that people have to provide by costly means in cooler climates, such as that of the United States.

Therefore it pays Americans to buy bananas grown in the tropics, rather than grow them at higher costs within the United States.

Sometimes the advantages that one country has over another, or over the rest of the world, are extreme. Growing coffee, for example, requires a peculiar combination of climatic conditions, warm but not too hot, nor with sunlight beating down on the plants directly all day, nor with too much moisture or too little moisture, and in some kinds of soils but not others. Putting together these and other requirements for ideal coffee-growing conditions drastically reduces the number of places that are best suited for producing coffee. In the early twenty-first century, more than half the coffee in the entire world was grown in just three countries- Brazil, Vietnam, and Colombia. This does not mean that other countries were completely unable to grow coffee. It is just that the amount and quality of coffee that most countries could produce would not be worth the resources it would cost, when coffee can be bought from these three countries at a lower cost.

Sometimes the advantage consist of simply being located in the right place or speaking the right language. In India, for example, the time is about 12 hours different from the time in the United States, which means that an American company which wants round-the clock computer services can engage a computer company in India to have Indian technicians available when it is night in the United States and day in India. Since educated people in India speaks English and India produces vast numbers of computers science graduates annually, this combination of circumstances gives India a large advantage in competing for computer services in the American market.

Similarly, South American countries supply fruits and vegetables that grow in the summer to North American countries when it is winter in the northern hemisphere and summer in the southern hemisphere.

These are all examples of what economists call “absolute” advantage”- one country, for any of a number of reasons, can produce some things cheaper or better than another. Those reasons may be due to climate, geography, or the mixture of skills in their respective populations. Whatever the reason may be in each particular case, absolute advantage means that one country can simply produce or service more cheaply or better than another. Foreigners who buy that country’s products benefit from the lower costs, while the country itself obviously benefits from the fact that part of the inputs needed to create the product are free, such as warmth in the tropics or rich nutrients in the soil in various places around the world.

There is another more subtle, but at least equally important, reason for international trade. This is what economists call “comparative advantage.”

Reading. Explore www.sholar.google.com to find out more about “Comparative Advantage foreign trade, international business.

READING AND WRITING COMPETENCES: Based on the first reading answer the following questions.

1. What kind of peculiarities does growing coffee have that the United States of America can not grow it?

2. According to the author what may be the advantage of buying coffee to foreign countries?

3. What does *round the clock* computer services imply in the text?

4. Show briefly the two examples given in the text that refer to absolute advantage.

END OF UNITS 1, 2, 3, 4.

ESCUELA SUPERIOR DE ADMINISTRACIÓN PÚBLICA - ESAP-
PROGRAMA DE INGLÉS PARA ADMINISTRACION PÚBLICA
TERRITORIAL.

MODULO I

Testing Assessment and Evaluation

The following section brings suggestions for the evaluation of the Module that would cover Units 1, 2, 3, and 4. As stated in the introduction, the final evaluation would constitute 20% of the grade for the course.

VOCABULARY IN CONTEXT:

Please fill in the blanks with the words given in the spaces to complete the sentences below. (9 points)

- | | | | |
|----------------|-------------|-------------|----------|
| 1. LOAN | 2.CASHPOINT | 3.OVERDRAWN | 4.CREDIT |
| 5. BALANCE | 6.CURRENT | 7. DEBT | 8.DEBIT |
| 9. STATEMENTES | | | |

BANKING AND MONEY

You can have a _____ or a savings account. If the cashiers are busy, you can use the _____. Being in the red is the same as being in _____.

A _____ card takes money directly from your account. If you use a _____ card, you are borrowing money.

Banks will often lend you money-it's called a _____. If you owe money, then you have _____. _____ show you the details of your account. The _____ is the amount of money in your account.

LINGUISTIC COMPETENCE: GRAMMAR

a. Complete the sentences. Use the past simple of the verbs. (6 points)

1. Old bills _____ (bring) the legend "pay to the bearer on demand"
2. The legend "pay to the bearer on demand" _____ (disappear)
3. My grand father _____ (use) one thousand pesos notes.
4. My aunt _____ (not like) banks, but now she believes they are useful

5. I _____ (know) ten pesos bill last week at my great grandfather's home.
6. Bills, notes and legal tender _____ (be) words I did not know before.

b. Put the words in order to make sentences referred to the topic "The Origin of Money" (5 points)

1. a / scale / **economy** / **Sumer** / developed / large / based / on / **commodity** / **money**.

2. codes / These / society / law / the / role / of / money / formalized / in /civil

3. set /of / interest / amounts / They / on / debt.

4. don't to You thieves breaking want about into your worry house

5. you / a / receipt / warehouse / for / the / gives / The / you / have / deposited / with / them / spam

c. Complete the sentences. Use the present simple of the verbs. (5 points)

7. Democracies _____ (take) time to consolidate.
8. Some people in Latin America _____ (live) without enough resources
9. My aunt _____ (not like) the current government
10. Most governments try to _____ (distribute) equitably resources to the population in their countries
11. The united Nations _____ (formulate) policies to help the poor nations.

d. Put the words in order to make sentences (5 points)

1. of /the /areas /of /inhabitants /Many /rural /poverty /the /Andes /suffer/
from

2. in / areas /The / these / is / extreme / situation

3. and /is /a /fact /Government /both /a / right.

4. father / originates / in / Government / his / of / the / the / to / govern / child
/ right.

5. springs / spontaneous / Government / the / nature / from / of /
development.

LISTENING: Listen to the following passage about the origin of money.
Please fill in the blanks and write in the verbs you listen to in their
corresponding tenses (10 points).

Script from the Origen of Money (video)

Two great mysteries _____our lives: love and money. What is love is a question that has been endlessly _____ in stories, songs, books, movies and television. But the same cannot be said about the question *what is money?* It's not surprising that monetary theory hasn't been inspired by any block buster movies, but it _____not even mention that the school that most of us_____. For most of us the question where does money come form? _____to me a picture of a mint printing bills and stamping coins. Money, most of us believe, is _____by the government...It's true, but only to a point.

The Origin of Money and Banking

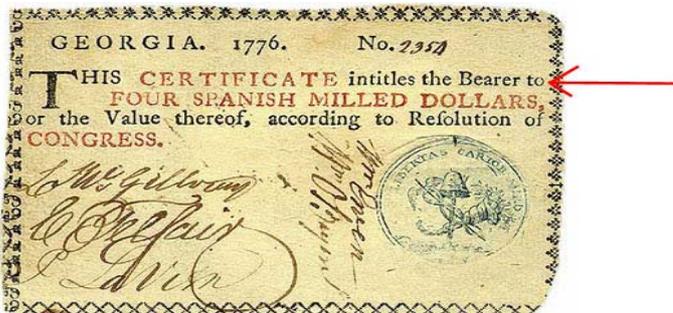
By Chris Lind www.ChristopherLind.com

Below are pictures of money used in America from the early 1700s right up until 1940. All of these paper bills have one thing in common. They all contain the words "pay to the bearer on demand". The Colombian bills also had the words "pagará al portador". Now, take a note out of your wallet and look closely at it. Compare with the notes that appear here.

The true story of why these words "will pay to the bearer" or "pagará al portador" have been removed from money is absolutely fascinating. Many of the most brilliant economic and mathematical minds in the world believe this story is also the true story behind the rising costs of living (also known as inflation), the massive debt and impoverished living conditions of the third world, the great depression of 1929 to 1941, and the cause of World War I, World War II, and every other modern war since WWII.

This story begins with the very origin of money itself, and ends with the global banking system we have today.

Sound interesting? Could the story be true? Read on and decide for yourself!



Colonial Currency, Georgia, \$4, 1776

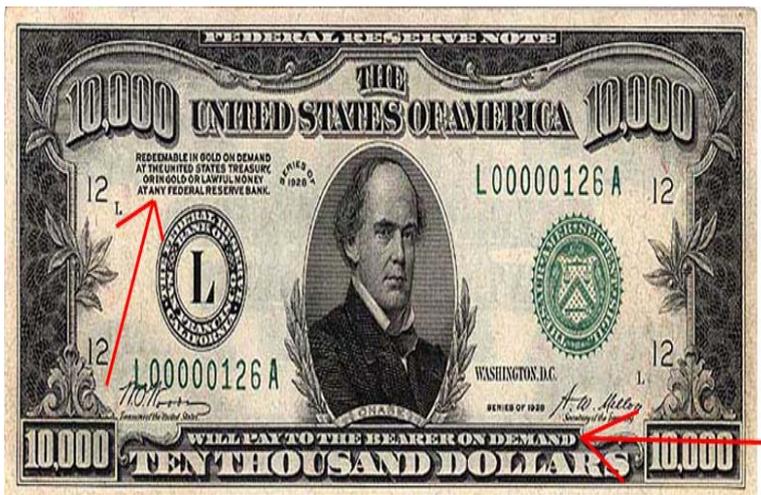


Legal Tender Note, \$10, 1880



National Bank Note, First National Bank of Seattle, Washington, \$50, 1902

The last three pictures are of dollar bills less than 80 years old. They are called Federal Reserve Notes, the very same type of money we use today.



Federal Reserve Note, 1928

This fifty pesos bill brought the words “pagará al portador...oro”.



These notes too



The new notes do not bring the words “pagará al portador...oro” (pay to the bearer). Find out why **gold** is no longer a pattern. (Use this information from the previous reading passage and provide your answer) (5 points)

END OF UNITS 1,2,3 and 4

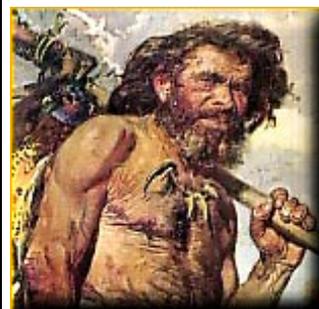
PORTFOLIO ASSESSMENT

A2 LEVEL

Para ilustrar el uso de la evaluación por portafolio incluimos un ejemplo del “Pasaporte Lingüístico” con sentido del humor. Complete luego el cuadro con su información.

Language Passport

First name: Pierre
 Family name: Cro-Magnon
 Address: Lascaux Cave, France
 Date of Birth: December 1, 35.000 B.C
 Born in: Dordogne Region, France
 Nationality/Nationalities: European/French
 Mother tongue(s): Troglodyte
 Other languages: None
 School: “Lascaux Cave Painting School”
 Year/Grade: First
 Completed on: 35.000 years ago



This Portfolio is for you:

- to help you plan your work with English
- to keep a record of your work and progress
- to collect your language achievements
- to show your achievements to your tutor

- **COMPLETE THE FOLLOWING INFORMATION ABOUT YOURSELF .**

Language Passport	<div style="border: 1px solid black; padding: 5px; text-align: center;">Your photo</div>
First name: _____	
Family name: _____	
Address: _____	
Date of Birth: _____	
Born in: _____	
Nationality/Nationalities: _____	
Mother tongue(s): _____	
Other languages: _____	
School: _____	
Year/Grade: _____	
Completed on: _____	

Language Biography

En esta sección el estudiante evalúa su progreso unidad por unidad y consulta con el tutor la ayuda necesaria para trabajar su competencia comunicativa. Su evaluación será tomada en cuenta en el progreso hecho en este portafolio y el módulo orientado por su tutor. El siguiente cuestionario hace parte de la auto-evaluación y su objetivo es medir el dominio de las competencias logradas en el módulo. Complete al final el peer assessment, el cual hace parte de la hetero-evaluación.

SELF ASSESSMENT EVALUATION

The following questionnaire encompasses both what learners know and can do and what they want to learn and be able to do. Learners also need opportunities to evaluate what they have learned—to track their progress toward meeting goals they have set for themselves in learning English. Through these questions learners may know more about themselves.

Name _____ Date _____

1. Why do you need to learn more English? Please be specific. Give examples of situations that are difficult for you in English.

2. What specific areas of English would you like to improve before you leave this module?

3. When people speak English to you, how much do you understand? Check the amount.
 everything most some a little very little

4. When you watch TV, how much do you understand? Check the amount.

everything most some a little very little

5. When you speak English, how much do other people understand?

everything most some a little very little

6. Order the skills that you need from 1 to 6. Number 1 is the most important and number 6 is the least important to you at this time. Please use each number only one time.

Reading
 Writing
 Listening
 Speaking
 Vocabulary
 Pronunciation

http://www.cal.org/CAELA/tools/program_development/elltoolkit/Part2-5NeedsAssessment&LearnerSelf-Evaluation.pdf

DOSSIER

Let's evaluate our linguistic competences

En esta sección usted continuará con actividades complementarias que evalúan el desarrollo de su competencia comunicativa. Tome una actitud positiva y proactiva y comparta opiniones con su tutor y compañeros durante las sesiones, analice sus fortalezas y trabaje en sus debilidades

UNIT 1. THE ORIGIN OF MANKIND

READING COMPETENCE

Read more about prehistoric events and work on the concept maps.

1) Prehistoric France

TAKEN FROM: <http://www.francethisway.com/prehistoricfrance/prehistoricfrance.php>

There is a great fascination to prehistory when you live in, or visit, a place where prehistoric man was known to live. To be in the exact same place as our ancestors once lived, hunted, and painted the walls of their caves can be an almost overwhelming experience. Yet 10,000 years is perhaps just 500 generations, to transform the world from the world of cavemen to the world we now know, and it is just 5,000 years (250 generations) since Neolithic man was creating the first settlements and villages.

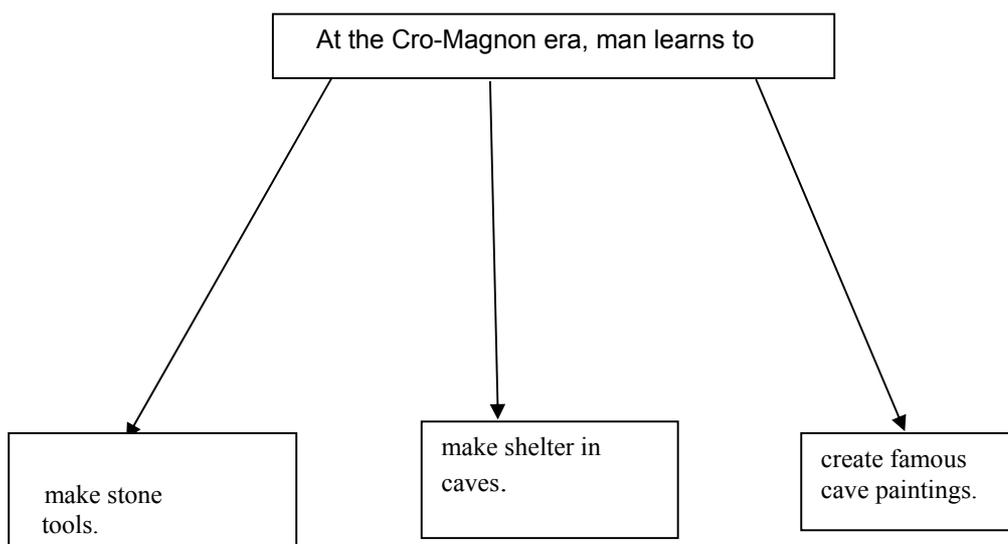
EVALUATING YOUR KNOWLEDGE IN READING AND WRITING.

2) **Timeline of Prehistoric Man in France:** Based on the following chart skim and scan to get information observe the first concept map about the first stage and do the one about the second stage

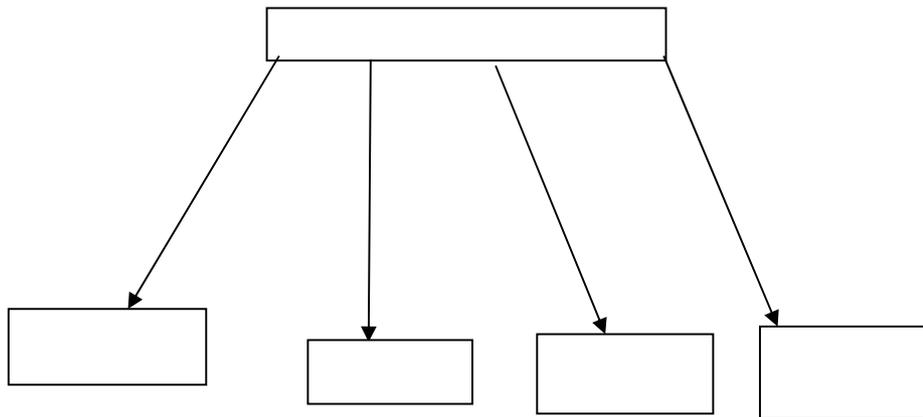
Approximate Date	Stage of development of man
950,000-80,000 BC	Homo Erectus, earliest man found in France
...400,000 BC	Discovery of Fire
80,000-30,000 BC	Neanderthal Man
33,000-10,000 BC	Homo Sapiens - Cro Magnon Man, found in Dordogne
4,000-2,500 BC	Neolithic revolution - settled locations, grew crops, kept animals

There are two clearly defined stages of development in prehistoric man. The first is 'Cro-Magnon' when man first learned to make stone tools, shelter in caves and created famous cave paintings. The second stage is Neolithic Man, or 'late stone age' when man learned to settle, to build shelters, to grow crops and keep animals.

FIRST STAGE



COMPLETE THE FOLLOWING CONCEPT MAP RELATED TO THE SECOND STAGE. WORK WITH A PARTNER AND CHECK YOUR ANSWERS.



FOLLOW THE LINES AND SEARCH MORE ABOUT THE ORIGIN OF MANKIND. WRITE FIVE HAPPENINGS AND COMPARE YOUR FINDINGS WITH A CLASSMATE. BE READY TO RETELL YOUR FINDINGS AND TAKE NOTES FROM YOUR PARTNER'S FINDINGS TOO.

**Prehistoric
Timeline**

Cro-Magnon Period

Neolithic Period

1.
2.
3.
4.
5.

EVALUATING YOUR GRAMMAR KNOWLEDGE

LINGUISTIC COMPETENCE: Simple Present – Form and Spelling

Present Tense

<i>Afirmativo y Negativo</i>		<i>Pregunta</i>
I	walk.	Do you walk? Yes, I do. No, I don't.
You	<i>don't walk</i>	
They		
We		
He	walks	Does he walk? Yes, he does. No, he doesn't.
She	<i>doesn't walk</i>	
It		

(Nota: Negativo en *itálicas* y *letra roja*)

<p>Se añade "s" al final del verbo en tercera persona singular (he, she, it).</p> <p>walk – walks. He walks. She plants trees</p> <p>Si el verbo termina con "s", "ch", "sh", "x", o "o", añade "e" y luego la "s".</p> <p>watch - watches</p> <p>Si el verbo termina con consonante y luego "y", cambie la "y" a "i" y luego añada "es".</p> <p>study - studies</p>
--

Underline the correct form.

1. I walks/walk to school in the morning.
2. She cook/cooks well.
3. They play/plays baseball in the afternoon.
4. He wash/washes the dishes.
5. You works/work hard.
6. We dance/dances at the night club.

7. The birds fly/flies in the sky.
8. The children play/plays.
9. Sam plays/play football.
10. Bob teach /teaches classes at the University

Change the sentence into interrogative and negative forms.

Example:

He plays tennis = Does he play tennis?

1. They walk to school.
They don't walk to school.
2. She cooks well.
She doesn't cook well.
3. They play baseball.
They don't play baseball.
4. He washes the dishes.
He doesn't wash the dishes.
5. You work hard.
You don't work hard.
6. They dance at the night club.
They don't dance at the night club.
7. The birds fly in the sky.

The birds don't fly in the sky

8. The children play in the yard.

The children don't play in the yard.

9. Sam plays football.

Sam doesn't play football.

10. Bob and Sue teach classes at the university.

Bob and Sue don't teach classes at the university

LINGUISTIC COMPETENCE: VERBS IN USE:



OUR NATURAL CLOCK

Transform the following paragraph into simple present tense by using the words in parenthesis.

1. Science _____ time into precise units of clock time.
(divide)
2. _____ all their activities, even the natural ones, according to (people / schedule) the clock?
3. We _____ about natural time very often in modern society.
(not / think)
4. _____ a natural, internal clock?
(the human body / follow)
5. Yes, our bodies _____ on an internal clock.
(run)
6. However, most of us _____ our internal clock to schedule our activities.
(not / use)
7. For example, Phil and Carla _____ a typical couple.
(be)
8. What kind of time _____ ?
(they / follow)

9. _____ to bed when he _____ tired?
(Phil / go) (be)
10. No, he _____ to bed when he _____ tired.
(go) (finish)
11. Carla _____ in bed all morning.
(not stay)
12. When _____?
(she / get up)
13. She _____ to get up when the alarm clock _____ off.
(hurry) (go)
14. She probably _____ how much she _____ on the clock.
(not / realize) (depend)
15. How much _____ on the clock?
(you / depend)

EVALUATING YOUR WRITING COMPETENCE.

Keeping in mind your natural clock, please write five sentences about your daily activities. Share your schedule with a partner.



1. _____
2. _____
3. _____
4. _____
5. _____

EVALUATING YOUR LISTENING COMPETENCE.

PRONUNCIATION: Write the third person singular (he/she/it) simple present form of each verb. Pronounce each word as you write it.

Write its ending sound: /s/, /z/, or / ɪz/.

Listen how your tutor spells them and evaluate your progress with a partner. by working by pairs

CHECK FOR ANSWERS IN THE ANSWER KEY SECTION

1. Wash _____ washes/ ɪz/
2. Play _____
3. Mix _____
4. Start _____
5. Watch _____
6. Stay _____
7. Go _____
8. Talk _____
9. Miss _____
10. Try _____
11. Carry _____
12. End _____
13. Reach _____
14. Finish _____
15. Study _____
16. Sleep _____
17. Pay _____
18. Annoy _____
19. Have _____
20. Drive _____
21. Blow _____

The rules for third person are similar for nouns (words), check the endings

Rule 1: Words/ verbs which in their singular form end in these five voiceless consonant *sounds* /p/, /t/, /k/, /f/, and the voiceless /θ/ become plural with an added /s/ sound [handshape 3] in the *same syllable*. **Ex. Stops, talks , walks, eats, etc.**

Rule 2: Words /verbs which in their singular form end in these voiced consonant *sounds* /b/, /d/, /g/, /v/, the voiced /θ/, /l/, /m/, /n/, /ŋ/, /r/ or *end in vowel or diphthong sounds* become plural with an added /z/ sound -- regardless of English spelling. – EX: gives, rings,

Rule 3: Words/verbs which in their singular form end in these other consonant *sounds* /s/, /z/, /ʃ/, /zh/, /ch/, and /j/ have a special plural ending which requires another syllable and which can either be said as /ɪz/ . **EX: finishes, watches, fishes**

CHECK THE LINK AND PRACTICE MORE:

<http://www.better-english.com/easier/thirdpers.htm>

UNIT 2: THE ORIGIN OF NUMBERS:

CARDINAL AND ORDINAL NUMBERS

Table of Cardinal Numbers

Cardinal numbers from 1 through 1,000,000

1 one	11 eleven	21 twenty-one	31 thirty-one
2 two	12 twelve	22 twenty-two	40 forty
3 three	13 thirteen	23 twenty-three	50 fifty
4 four	14 fourteen	24 twenty-four	60 sixty
5 five	15 fifteen	25 twenty-five	70 seventy
6 six	16 sixteen	26 twenty-six	80 eighty
7 seven	17 seventeen	27 twenty-seven	90 ninety
8 eight	18 eighteen	28 twenty-eight	100 a/one hundred
9 nine	19 nineteen	29 twenty-nine	1,000 a/one thousand
10 ten	20 twenty	30 thirty	1,000,000 a/one million

Separation between hundreds and tens

Hundreds and tens are usually separated by 'and' (in American English 'and' is not necessary).

110 - one hundred *and* ten

1,250 - one thousand, two hundred *and* fifty

2,001 - two thousand *and* one

Hundreds

Use 100 always with 'a' or 'one'.

100 - *a* hundred / *one* hundred

'a' can only stand at the beginning of a number.

100 - *a* hundred / *one* hundred

2,100 - two thousand, *one* hundred

Thousands and Millions

Use 1,000 and 1,000,000 always with 'a' or 'one'.

1,000 - *a* thousand / *one* thousand

201,000 - two hundred *and* *one* thousand

Use commas as a separator.

57,458,302

Exercise: Spell the following numbers:

EXAMPLE: 920 = nine hundred and twenty

- 1) 1,002= _____
 2) 538= _____
 3) 2,010= _____
 4) 75,584,203= _____
 5) 639,000= _____

Table of Ordinal Numbers

Ordinal Numbers from 1 through 1,000,000

1 st first	11 th eleventh	21 st twenty-first	31 st thirty-first
2 nd second	12 th twelfth	22 nd twenty-second	40 th fortieth
3 rd third	13 th thirteenth	23 rd twenty-third	50 th fiftieth
4 th fourth	14 th fourteenth	24 th twenty-fourth	60 th sixtieth
5 th fifth	15 th fifteenth	25 th twenty-fifth	70 th seventieth
6 th sixth	16 th sixteenth	26 th twenty-sixth	80 th eightieth
7 th seventh	17 th seventeenth	27 th twenty-seventh	90 th ninetieth
8 th eighth	18 th eighteenth	28 th twenty-eighth	100 th one hundredth
9 th ninth	19 th nineteenth	29 th twenty-ninth	1,000 th one thousandth
10 th tenth	20 th twentieth	30 th thirtieth	1,000,000 th one millionth

Form

Spelling of Ordinal Numbers

Just add **th** to the cardinal number:

- four - fourth
- eleven - eleventh

Exceptions:

- one - first
- two - second
- three - third
- five - fifth
- eight - eighth

- nine - ninth
- twelve - twelfth

In compound ordinal numbers, note that only the last figure is written as an ordinal number:

- 421st = four hundred and twenty-first
- 5,111th = five thousand, one hundred and eleventh

Figures

When expressed as figures, the last two letters of the written word are added to the ordinal number:

- first = 1st
- second = 2nd
- third = 3rd
- fourth = 4th
- twenty-sixth = 26th
- hundred and first = 101st

Titles

In names for kings and queens, ordinal numbers are written in Roman numbers. In spoken English, the definite article is used before the ordinal number:

- Charles II - Charles the Second
- Edward VI - Edward the Sixth
- Henry VIII - Henry the Eighth

PRACTICE USING ORDINAL NUMBERS.

The calendar

Months			
January	April	July	October
February	May	August	November
March	June	September	December

The date

You write: 1st January

Ejxample

first month: January

1. The twelfth month: _____
2. The sixth month: _____
3. The second month : _____
4. The tenth month : _____
5. The fourth month: _____
6. The eighth month : _____
7. The third month : _____
8. The fifth month: _____
9. The eleventh month: _____
10. The seventh month: _____
11. The ninth month: _____

DATES: You say: the 1st of January. Check the celebration (from U.S.A.) and match the month to the corresponding date. The first one has been done for you

- | | |
|---------------------------|-------------------------------------|
| ___ Saint Valentine's day | 1) The 1 st of January |
| ___ Saint Patrick's Day: | 2) The 31 st of October |
| ___ Thanksgiving: | 3) The second Sunday of May |
| ___ Labor day: | 4) The 4 th of July |
| ___ Christmas: | 5) The 25 th of December |
| ___ Independence Day: | 6) The 17 th of March |
| ___ New Year's Eve: | 7) The first of May |
| ___ other's day: | 8) The 25 th of November |
| ___ Halloween: | 9) The 14 th of February |

CHECK IDA'S SCHEDULE AND WRITE THE SENTENCES.

Days of the week (Ida's Schedule)
Monday: Class from 7 to 4 p.m
Tuesday: Tutorial sessions in the morning
Wednesday: Class from 12 to 4 p.m.
Thursday: Teachers' meeting
Friday: Doctor's appointment at 4.30 p.m.
Saturday: Gym from 12 to 4 p.m.
Sunday: Relax all day long

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____

EVALUATING YOUR SPEAKING COMPETENCE.

SPEAKING: Get into groups of four and discuss in terms of percentage “family facts” in the U.S. and then complete the information to see how the percentages differ when comparing the U.S. and your country. Check your answer with the whole class. Use expressions such as: In our opinion, we consider, we believe that, according to our opinion, etc.

Example:

1) 41% of homes have three or more televisions In Colombia 20% have three or more televisions.

Typical Families		
	Facts about the United States	Facts about Your Country
 In the home	<ul style="list-style-type: none"> • 41% of homes have three or more televisions. • 63% of families almost always eat dinner together. 	<ul style="list-style-type: none"> • ____ % of homes have three or more televisions. • ____ % of families almost always eat dinner together.
 The working family	<ul style="list-style-type: none"> • 55% of mothers with young children work. • 78% of high school students have jobs. 	<ul style="list-style-type: none"> • ____ % of mothers with young children work. • ____ % of high school students have jobs.
 Marriage	<ul style="list-style-type: none"> • 74% of adults between the ages of 18–35 marry. • 27% of adults between the ages of 18–34 live with their parents. 	<ul style="list-style-type: none"> • ____ % of adults between the ages of 18–35 marry. • ____ % of adults between the ages of 18–34 live with their parents.

Sources: Nielsen Media Research; *Christian Science Monitor*; Families and Work Institute; the U.S. Census Bureau

Which facts seem like positive things? Which seem negative?

What are families like in your country? Write your guesses.

Tell the class your guesses. Do they agree?

Continue with the other facts. Then answer the suggested questions and compare your answers with your partners.

2) 63% of families almost always eat dinner together. In Colombia ____% of families eat dinner together.

3) 55% of mothers with young children work. In Colombia ____% of mothers with young children work.

4) 78% of high school students have jobs. In Colombia ____% of high school have jobs.

5) 74% of adults between the ages of 18-35 marry. In Colombia ____% of adults between the ages of 18-35 marry.

6) 27% of adults between the ages of 18-34 live with their parents. In Colombia ___% of adults between the ages of 18-34 live with their parents.

LET'S EVALUATE YOUR COGNITIVE KNOWLEDGE IN MATHS

MATH SECTION: TIPS FOR SOLVING MATH PROBLEMS

Example 1:

Finding Square of a number ending with 5

To find the square of 75

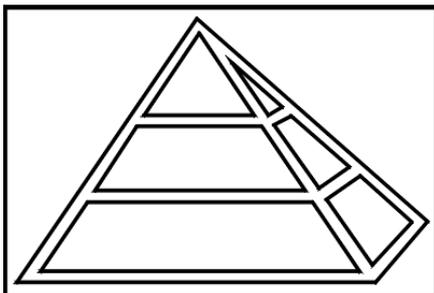
Do the following

Multiply 5 by 5 and put 25 as your right part of answer.

Multiply 7 with the next higher digit i.e. $(7+1) = 8$ gives

56 as the left part of the answer, Answer is 5625

QUIZ IN MATHS



Name: _____

Date: _____

Vocabulary Challenge

How do you catch an elephant? Hide in the grass and make a noise like a peanut.

Complete the activity and underline the appropriate answer

1. Whole number greater than 1 with only two factors, 1 and itself.
A. Pentagon B. Prime Number C. Polygon D. Degree
2. Unit for measuring angles and temperature.
A. Degree B. Obtuse Angle C. Reflection D. Dividend
3. An angle that is less than 90 degrees.

A. Addition B. Acute Angle C. Obtuse Angle D. Mixed Number

4. To find a number that is close to an exact amount.

A. Sum B. Word Form C. Addition D. Estimate

5. An angle that is more than 90 degrees.

A. Obtuse Angle B. Dividend C. Denominator D. Sphere

6. The distance around a circle.

A. Circumference B. Dividend C. Million D. Pentagon

7. The answer to an addition problem.

A. Million B. Congruent C. Sum D. Polygon

8. Way to write numbers by using words.

A. Word Form B. Reflection C. Addition D. Degree

9. Combining a set of numbers together to get a total.

A. Estimate B. Area C. Addition D. Pi

10. A polygon with five sides.

A. Pentagon B. Sphere C. Reflection D. Estimate

Schoolhouse Technologies Total Grade

Taken from <http://www.saberingles.com.ar/exercises/index1.html>

Jobs: Match a job with the corresponding illustration

1) taxi driver

2) salesperson

3) carpenter

4) mail carrier

5) waiter/waitress

6) police officer

7) reporter

8) photographer

9) teacher

10) cashier

11) doctor

12) accountant

13) architect

14) lawyer

15) engineer

16) dentist

17) nurse

18) secretary

19) mechanic

Note: There are some extra jobs; you might not need to match

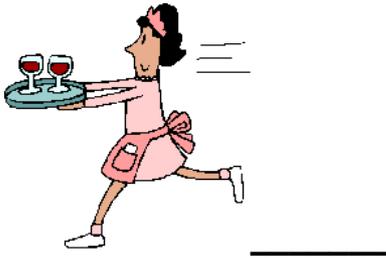










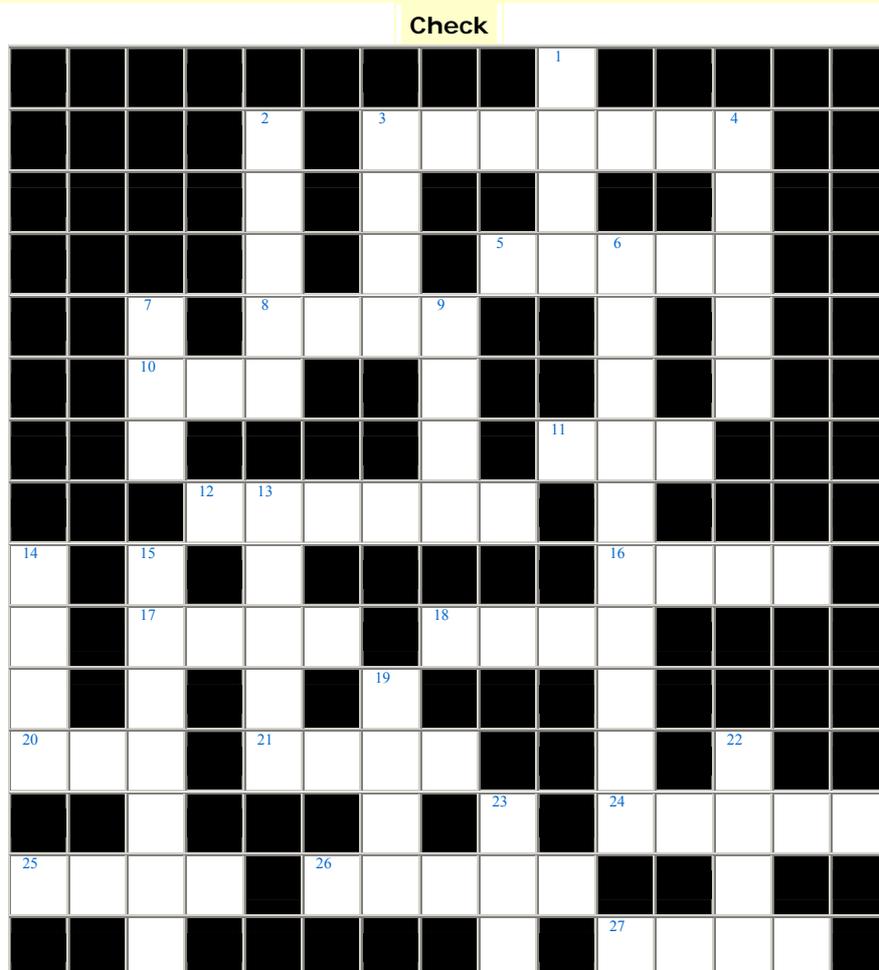




EVALUATING YOUR GRAMMAR COMPETENCE.

Check tenses (table) Verbs in use.

Complete the crossword, using the ACROSS and DOWN past of the verbs given. Follow the link to make sure check the right answer.



Check

Across

- 3. past of to bring
- 5. past of to stick
- 8. past of to sing
- 10. past of to eat
- 11. past of to feed
- 12. past participle of to shake
- 16. past participle of to sell
- 17. past participle of to read
- 18. past of to leave
- 20. past of to meet
- 21. past of to draw
- 24. past of to drink

- 25. past of to fly
- 26. past participle of to stand
- 27. past participle of to make

Down:

- 1. past of to hurt
- 2. past of to choose
- 3. past participle of to be
- 4. past participle of to take
- 6. past of to understand
- 7. past of to sit
- 9. past participle of to go
- 13. past of to hear
- 14. past participle of to swim
- 15. past participle of to write
- 19. past of to go
- 22. past of to pay
- 23. past of to win

UNIT 3: THE ORIGIN OF MONEY

Script from the Origin of Money (video)

Two great mysteries dominate our lives: love and Money. What is love is a question that has been endlessly explored. On stories, songs, books, movies and television. But the same cannot be said about the question what is money? It's not surprising that monetary theory hasn't been inspired by any block buster movies, but it was not even mention that the school that most of us attended. For most of us the question where does money come form? Brings to me a picture of a mint printing bills and stamping coins. Money, most of us believe, is created by the government...It's true, but only to a point.

Those medals on paper symbols of value we usually think of is money are indeed produced by an agency of the federal government called the mint. But the vast majority of money is not created by the mint. It is created in huge amounts everyday by private corporations known as banks. Most of us believe that banks lend their money that has been in trusted to them by depositors easy to picture but not the truth. In fact, banks create the money they loan not from the bank own earnings, not from the money depositors, but directly from the borrower promise to repay.

The borrower signature on a long paper is an obligation to pay the bank the amount of the loan plus interest or lose the house or the car... whatever has asked to pledge to collaborator.... That's a big commitment from the borrower. What was the same signature required of the bank? The bank comes to get to existence the amount of the loan and just write it into the borrower's account. Sounds far of fetch? Surely that can't be true, but it is.

To demonstrate how this miracle of modern banking came about consider this simple story: The Goldsmith's tale. Once upon very as time, pretty much anything was used as money they just had to be portable and enough people had to have faith to get good later be exchanged for things of real value like food clothing and shelter. Shells, coco beans, pretty stones, even feathers has been used as money. Gold and silver were attractive, soft and easy to work with, so some cultures became experts with these metals. Goldsmiths made trade much easier by casting coins standardizing units with these metals were certified but to protect this gold, the Goldsmiths was near the vault and soon the felt astounded by knocking on their doors one in to gain space to save cards the wrong coins and valuables. Before loan, the Goldsmith was renting every shell for the vault and earning small incomes from his vault to enter business.

Video: The origin of money at: http://images.google.com.co/imgres?imgurl=http://tn3-1.deviantart.com/fs16/300W/f/2007/157/3/a/Two_Dollar_Battle_Tank_by_orudoruma_gi11.jpg&imgrefurl=http://www.the11thdollar.com/2007/11/origin-of-money.html&h=300&w=300&sz=18&hl=es&start=10&um=1&tbnid=POwhX63MNY2E8M:&tbnh=116&tbnw=116&prev=/images%3Fq%3Dthe%2Borigin%2Bof%2Bmoney%26um%3D1%26hl%3Des%26sa%3DN

UNIT 4: ORIGIN OF GOVERNMENT

LINGUISTIC COMPETENCE: VOCABULARY IN CONTEXT

Match the words with its corresponding definition

___ Shrewd	a. a large building for storing items before they are sold, used or sent out to shops, or a large shop selling a large number of a particular items at a cheap rate
___ Deal	b. Able to be trusted.
___ Spam	c. possessing or based on a clear understanding and good judgment of a situation, resulting in an advantage
___ Break into	d. to ask an amount of money for something, especially a service or activity
___ Warehouse	e. to suddenly begin to do something
___ Safekeeping	f. to do business
___ Charges	g. protection from harm or loss
___ Trustworthiness	h. a type of meat sold in metal containers, made mostly from pork (= meat from a pig)
___ Redeem	i. happening or done quickly and without warning
___ Sudden	j. to get something back

LINGUISTIC COMPETENCE: GRAMMAR Frequency Adverbs

The most common frequency adverbs in English are:

Always	100% of the time
Frequently	about 90% of the time
Usually	about 80% of the time
Often	about 70% of the time
Sometimes	about 50% of the time
Occasionally	about 40% of the time
Seldom	about 20% of the time
Rarely	about 10% of the time
Never	about 00% of the time

Note: The percentages here are rough estimates only.

These expressions are used at the beginning and end of sentences, not before main verbs..

Every once in a while I visit my grandmother in Minnesota.

I visit my grandmother in Minnesota *every once in a while*.

I *every once in a while* visit my grandmother in Minnesota. (Incorrect)

Regularly (according to schedule)

Normally (commonly nowadays)

Traditionally (commonly in the past)

These words can come at various points in the sentence.

I *regularly* floss my teeth.

I floss my teeth *regularly*.

Traditionally, that was considered child's play.

I *normally* get up around 6 o'clock.

Normally, I get up around 6 o'clock.

EVALUATING YOUR GRAMMAR COMPETENCE.

Use some of the previous Frequency Adverbs and put the words in order to make sentences:

a. Venezuela /to/ travel/ We / to/usually/

b. goes / My sister / everyday / to / school/

I / football /Every once in a while / play /

Politician / are / You / very / a / good

at / She / finances / good / is

the newspaper/ father / My / newspaper / normally /reads /

Writing Competence

Imagine you are the President of any Latin American Country. Write a text in which you describe your hobbies and daily activities taking into account Latin America.

Write a coherent text describing text about daily activities assuming the role of a president; compare the answers with your partners.

Vocabulary in use: According to what you studied in unit 3, give a synonym to each word.

1. Currency _____
2. weight _____
3. business _____
4. resources _____
5. neighboring cities _____
6. deal _____
7. warehouse _____

7 _____

8 _____

9 _____

10. _____

PORTFOLIO – (PEER ASSESSMENT)

STUDENT'S NAME: _____ CODE: _____

STUDENT'S EVALUATOR: _____ CODE: _____

GRADE: _____ SESSION: _____

SCALE; E = Effective S = Sometimes effective N '= Needs improvement = **20%****CRITERIA.**: According to the number of E,S,N Scale, grade your partner.

1. Portfolio Organization			
- Presentation			
- Sequence of tasks			
- Grammar			
- writings			
- Supporting materials: Use of the Internet, power point			
-Reflection upon progress			
- Awareness of difficulties by talking to your tutor and partners			
- Use of supportive resources: Concept maps, illustrations,			
- Collaborative group activities			
- Listening activities			
-- Reading activities			
- Video activities			
- Additional materials			
- Listening to the radio news, Watching TV., Reading newspapers,			
TOTAL			

END OF PORTFOLIO

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MODULE ANSWER KEY SECTION

UNIT 1: THE ORIGINS OF MANKIND

BEFORE YOU READ: Using pictures, illustrations and drawings help you to get more insights about the topic.

Look at the drawing about the painting found at Cave Lascaux: What can you see? Where do think colors come from? What does the scene represent?

Bulls running, maybe this represents a way of getting food by hunting them. The colors used probably came from nature.

Linguistic competence: Vocabulary in context. Please match the word to the left with the expression to the right. Write the number that corresponds. **Check your answers with your instructor.**

6 Cave

1.sanctified

7 Flint

2.make sure

8 Stunning

3.black as night

9 Remains

4.place for keeping things

2 Ensure

5.protect

1 Sacred

6.cavern

3 Darkness

7.related to prehistory

5 Shelter

8.surprising

4 Storage

9.ruins

READING COMPETENCE: Complete the following analogies.

1) Paintings at Lascaux are found at Dordogne region as paintings at Chauvet are found at Pyrenees.

2) The remains of Neanderthal man were found 80.000 years ago as

Cro-Magnon were 30.000 years ago.

Reread the texts above and underline the correct answer. Then discuss with your tutor the false answers. Example:

Cro-Magnon was discovered in France

a. Right b. wrong c. doesn't say

Artefacts are evidences found 35.000 years ago.

1) a. Right b. wrong c. doesn't say

The paintings at Pyrenees are consider younger than Chauvet

2) a. Right b. wrong c. doesn't say (It is wrong because they are older)

3) It took Homo Erectus less than 100.000 years to make advanced tools from flint.

a. Right b. wrong c. doesn't say (It is wrong because it took more than 100.000 years)

4) The replica mentioned in the text refers to Chauvet

a. Right b. wrong c. doesn't say (It is wrong because it refers to Lancaux II)

5) Neardental man was discovered not only in Europe but in central Asia

a. Right b. wrong c. doesn't say (The answer is C. This information is not stated in the text)

6) Human beings could live at the caves.

a. Right b. wrong c. doesn't say (The answer is b, because they couldn't live in caves in but shelters?)

UNIT 2: THE ORIGIN OF NUMBERS

Linguistic competence: Vocabulary. Match the word to the left with the expression to the right. Write the number that corresponds.

<u>5</u> To take for granted	1. Until now
<u>6</u> Spread	2. Do business
<u>3</u> Wolf	3. Wild animal
<u>4</u> Tally	4. Count
<u>2</u> Trade	5. Settle down
<u>1</u> So far	6. Extend

READING BY CONTEXT

1) What would happen if there were no zero in the denary system?

A number could be represented in units, tens, hundreds and thousands.

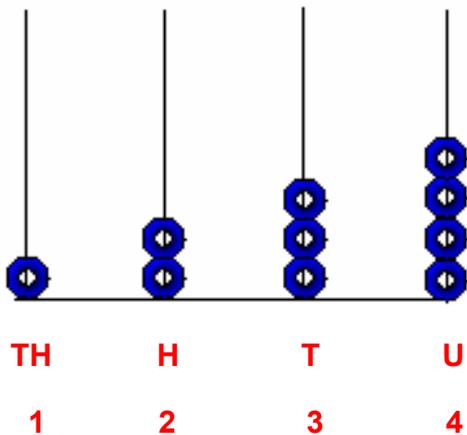
2) What number does represent the radix in the denary system?

Ten.

3) According to the Arabic system given in diagrams 1 and 2, represent the following numbers given and write the quantity it represents, draw a diagram too.

- a) four units
- b) three tens
- c) two hundred
- d) one thousand

Check your answer at the portfolio.



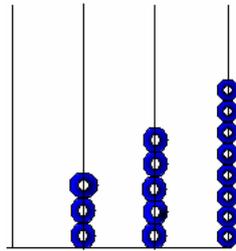
4) DRAW AND REPRESENT IN NUMBERS THE FOLLOWING QUANTITY

- a) Three hundred and fifty eight.
- b) One thousand and five.
- c) Seven thousand six hundred and twenty nine.
- d) Eighty eight thousand two hundred and five.
- e) Two thousand and six.

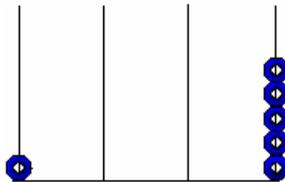
Check the answer with your tutor

Represent In cardinal numbers the following quantities and draw a diagram like the one on diagram 2. (Read them to your tutor)

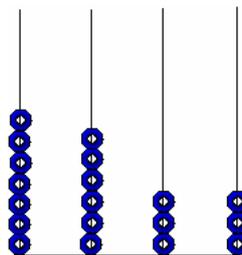
a) Three hundred and fifty eight = **358**



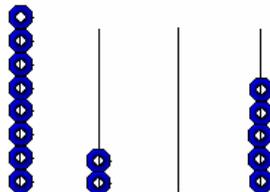
b) One thousand and five = **1005**



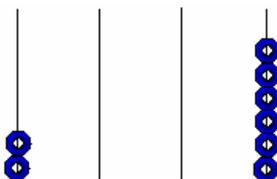
c) Seven thousand six hundred and thirty three = **7633**



d) eighty thousand two hundred and five = **8205**



e) Two thousand and six = **2006**



Text 2. THE ORIGIN OF ARABIC NUMBERS

Vocabulary in context: Match and write the number in front of the word.
Check that there is one more explanation.

- | | |
|-----------------------------|-------------------------------------|
| ___ 4 ___ Acquaintance | 1. has some relation with |
| ___ 1 ___ Has to do with me | 2. spot, mark |
| ___ 5 ___ Claim | 3. someone from another nationality |
| ___ 2 ___ Dot | 4. someone you just met or know |
| ___ 3 ___ Moroccan: | 5. the bill |
| | 6. declare |

COMPREHENSION QUESTIONS: Go back to the text “*the origin of numbers*” and answer the following questions.

1) Do the number of angles represent the number itself?

Yes _____

No X

No, they do not match perfectly.

2) What's wrong with numbers 5 and 7?

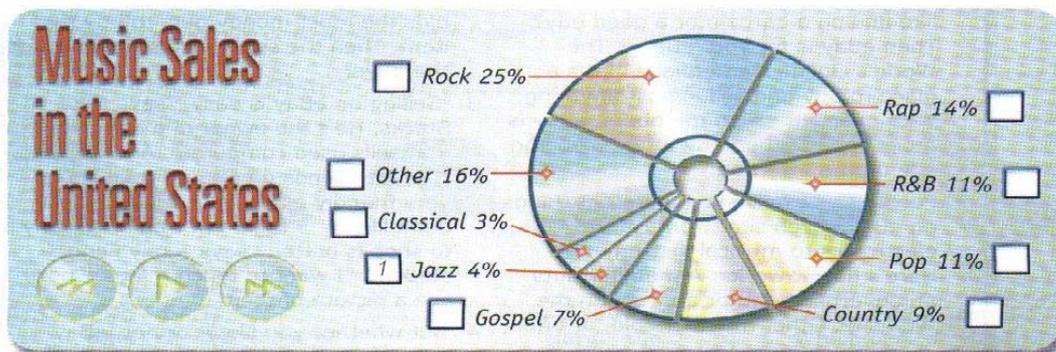
Five has a tail and 7 has a base

3) What is hard to believe with respect to number 9?

That this really has a diamond shape rather than a circle.

SPEAKING LOOK AT THE FOLLOWING CHART AND SEARCH THE MUSIC SALES IN YOUR COUNTRY. LOOK FOR A PARTNER AND DISCUSS YOUR FINDINGS. WHAT PERCENTAGES DID YOU FIND?

Taken and adapted from Interchange. Jack C. Richards, 1999

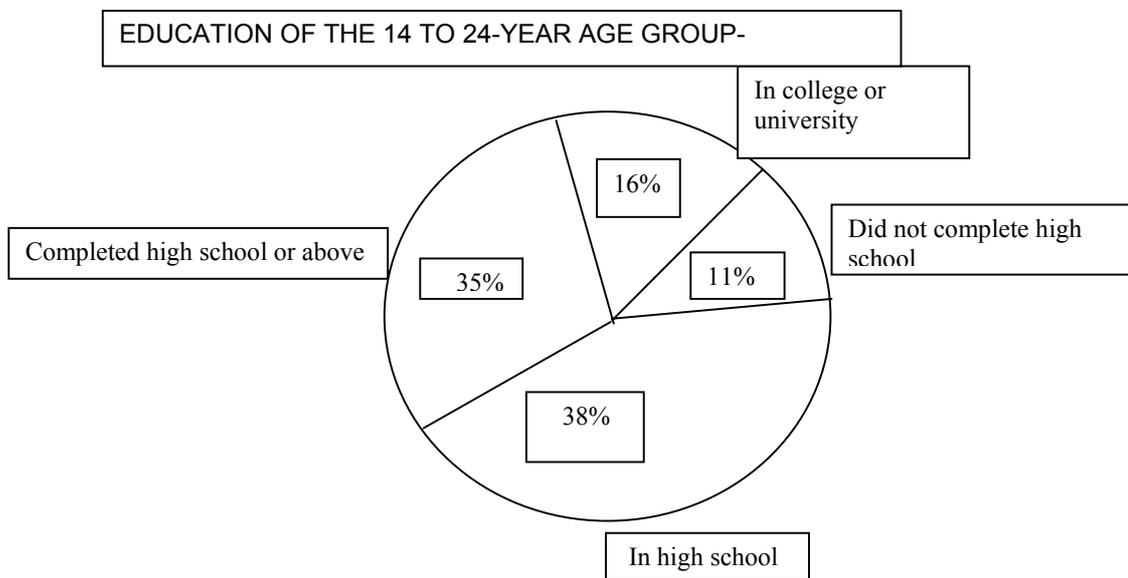


Source: The Recording Industry Association of America, 2002 Consumer Profile

Listen and number the musical styles from 1 to 8. Which of these kinds of music are popular in your country? What other kinds of music are popular in your country?

ANSWERS MAY VARY.

A PIE CHART- PER CENT. Study the following pie. Please remember a) the word 'school' in English refers to primary, secondary and college education and b) in this text the word 'figure' means number.



A. Write the following figures in cardinal numbers as your instructor reads them to you. 1) 16%, 2) 1%, 3) 38% and 60%

1. Sixteen percent,
2. One per cent,
3. Thirty-eight per cent,
4. Sixty per cent.

B. Answer the following questions about the reading above.

1. What per cent of young people were in high school? = 38%
2. What per cent of young people were in college or university? = 16%
3. What per cent did not complete High School? 11%
4. What per cent finished high school or above, but were not in school at that time? 35%

C. Choose the correct figure, according to the information in the reading.

1. % of all youngsters were in school: (a) 11, (b) 54, (c) 27.
2. % per cent of youngsters were not in any school: (a) 46, (b) 16, (c) 35.
3. % of people were not in high school (a) 35, (b) 11, (c) 62.

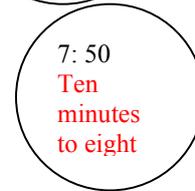
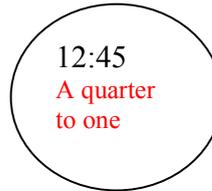
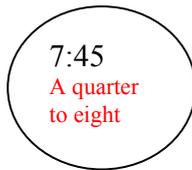
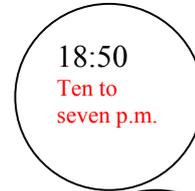
D. Check examples on the unit and discuss with your partner then check the possible answers with the tutor.

Listening: Your instructor will provide an exercise related to numbers (spelling phone and cell numbers, write the numbers you hear).

1. 239-5626
2. 315-839-9523
3. 562-1123
4. 423-2748
5. 315-763-6395

6. 314-528-4563
7. 312-573-9824
8. 317-266-3640
9. 563-4485
10. 423-2856

LOOK AT THE FOLLOWING CLOCKS AND WRITE THE CORRESPONDING TIME. . WRITE THE DIFFERENT WAYS OF SAYING THE TIME.



UNIT THREE: THE ORIGIN OF MONEY

a. Look at the title of the reading and the chart above. a. Why do you think money appears in the world? b. How can you describe the process of trading in the chart? c. How can money help us trade in modern societies?

a. Money appeared in the world as a need for trading.

B.The chart represents how indirect exchange was difficult because of the different interest each one has. Therefore, money became a solution of trading, due to the fact that a simple exchange did not solve personal necessities.

c. Money became a solution of trading, due to the fact that a simple exchange did not solve personal necessities.

Linguistic competence: Vocabulary in context.

b. Read the text again. Try to guess the meaning of the underlined words from the context and match them with their corresponding meaning?

<u>c</u> Neighboring	a. the activity of buying and selling goods and services, or a particular company that does this, or work you do to earn money
<u>d</u> Contracts	b. An object or objects belonging to someone
Business	c. Next to or near each other
<u>b</u> Property	d. A legal document that states and explains a formal agreement between two different people or groups
<u>f</u> Amounts	e. money which is charged by a bank or other financial organization for borrowing money
<u>e</u> Interest	f. a collection or mass especially of something which cannot be counted
<u>h</u> Weight	g. the money that is used in a particular country at a particular time
<u>g</u> Currency	h. to have a heaviness of a stated amount

c. Answer the following questions from the text:

1. What did **Babylonians** and their neighboring **city states** develop?

The earliest system of economics as we think of, in terms of rules on debt, legal contracts and law codes relating to business practices, and private property.

2. What is the best preserved ancient law code?

The Code of Hammurabi

3. How was the role of money formalized in civil society?

They set amounts of interest on debt... fines for 'wrong doing'... and compensation in money for various infractions of formalized law

4. What did the Shekel referred to?

The Shekel referred to an ancient unit of weight and currency

5. Where does the usage of the word Shekel come from?

From Mesopotamia

6. What is the origin of the British pound?

It was originally a unit denominating a one pound mass of silver.

Linguistic competence: Grammar in context.

b. Look back at the previous text. Find the past simple form of these verbs

Develop _____ **developed** _____

Include _____ **included** _____

Formalize _____ **formalized** _____

Create _____ **Created** _____

Come _____ **Came** _____

Refer _____ **Referred** _____

Relate _____ **Related** _____

c. Complete the sentences. Use the past simple form of the verbs.

1. I ___ **wanted** ___ (want) to borrow some money, but nobody lent me a penny.

2. Prehistoric societies ___ **lived** ___ (live) without money

3. Last year I ___ **planned** ___ (plan) to save my money in the bank

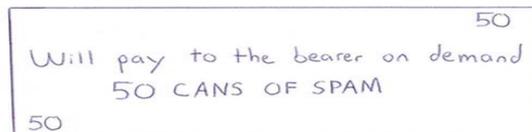
4. I ___ **tried** ___ (try) to save money, but it was impossible

5. We ___ **traveled** ___ (travel) to Canada last summer to earn some money

6. Last night my sister ___ **visited** ___ (visit) my uncle to ask for some money

Linguistic competence: Reading

Before read: Look at the picture. What does it seem to be? Do you find any relationship with money? Read the text and check your ideas.



It seems to be paper money

It has a strong relationship with money. It was used as money in ancient societies.

Text 2. What is Money? The origin of banks and paper money

Read the text again and answer the questions.

1. What do you have to do if you don't want to worry about thieves stealing your spam? **You have to take your spam to a warehouse for safekeeping.**
2. What do you have in place of the cans of spam when they are under lock and key in a warehouse? **The warehouse gives you a receipt for the spam you have deposited with them.**
3. If you want a television, what can you do to buy it? **To use the warehouse receipt as payment for the television.**
4. How did banks appear in the world? **Through people who wanted security for their goods**

Linguistic competence: Listening: Listen to the first five (5) minutes of the origin of money and complete the missing information ¿How do you think money appear? What support did it give to people? This listening is included in the CD.

1. Two great mysteries dominate our lives: love and money
2. Money is created by the government and banks

3. Banks create the money they lend not from the ___bank___ own earnings not from the money ___depositers___ but directly from the ___borrower___ promise to be ___paid___

4. What was used as money in ancient societies? ___pretty much anything was used as money: cocobeans, pretty stones, even feathers._____

5. What was more convenient than heavy coins? **Gold and silver.**

6. How did Banks appear? _____ **the goldsmith started renting every shows for the love and earning small incomes from his love to enter business**

UNIT 4: THE ORIGIN OF THE GOVERNMENT AND OF THE STATE

TEXT 1: THE ORIGIN OF GOVERNMENT: READING COMPETENCE -CHECK THE ANSWERS WITH YOUR TUTOR

a. Circle the correct words

1. Government *isn't* / *is* both a fact and a right.
2. Whence the government derives its right to govern, is a question that can be solved only by *finances* / *philosophy*
3. Political *writers* / *students*, do not carefully distinguish between the fact and the right
4. Government *doesn't originates* / *originate in* convention and is a social compact.
5. People, collectively taken, *aren't* / *are* sovereign
6. Government *doesn't spring* / *spring* from the spontaneous development of Nature

b. Answer the questions.

6. How is the question of the origin of government as a fact?
It is a question of history
7. How is the question of the origin of government as a right?

It is a question of ethics

8. In what right does government originate?

In the right of the father to govern his child

9. How are people collectively taken?

They are sovereign

10. Who is the representation of God on earth?

The Pope or a visible head of the spiritual society

TEXT 2. GOVERNMENT AND THE STATE IN LATIN AMERICA (A case: *The problems of the rural area of the Andes*)

READING AND SPEAKING COMPETENCES

Look at the map: a. what can you see there? b. What are some of most important problems this region may have?

a. Some countries of Latin America and some important cities such as Bogotá, Lima, Panamá, and the like.

b. Economic, social and political problems. Poverty and exclusion can be observed.

Read the text again and answer the following questions

4. According to the author: What do inhabitants of the rural areas suffer from?

Poverty, inequality and exclusion from economic and social resources

5. How is the situation in these areas?

It's extreme and disestablishes political, economic, humanitarian and security ramifications

6. What example do we have of the situation in the areas?

The widespread lack of opportunities in licit industries with permanent economic instability

7. What problems are facing the eradication of coca?

The permanent economic instability

8. Why is the population vulnerable and without opportunities

Because the persistence of a huge territory with a nominal or nonexistent state presence

Complete the sentences. Use the present simple form of the verbs.

a. Most people ___love___ (love) the country side, but

b. Others ___hate___ (hate) the country side for there is no work

- c. They ___ **move to** ___ (move) the cities looking for a job
- d. My brother ___ **writes** ___ (write) letters to me from the city
- e. My sister and I ___ **read** ___ (read) the letters once a week
- f. My mother ___ **reads** ___ (read) them several times
- g. We ___ **go** ___ (go) from the country side of the city to visit my brother every December.

READING COMPETENCE:

Based on the previous reading, answer the following questions. **Check the answer with your tutor.**

a. Answer the following questions

2. What are the most important government posts in your country
Governors, mayors and the president
3. What characterizes a democracy?
A democracy has clearly defined institutions with independent powers. People elect officers and representatives to those institutions.
3. What are some of the areas that a democratic government attends to?
Social security, education, the management of economy, etc.
4. What are the principal limitations of a democratic government?
The government focuses on bureaucracy and growth but may not care about poverty and exclusion.

TEXT THREE: National and International Economy.

1) During an all-out war, how can a country's military plus civilian consumption add up to more than its output, without borrowing from other countries?

Borrowed money from other countries was not needed. They needed to sell stocked goods by lower prices and in this way they could obtain money.

2) What kind of peculiarities does growing coffee have that Americans can't grow it? And what is the advantage of buying it from foreign countries; also find in the text how this term in trade is called?

Coffee requires special climatic conditions (warm but not too hot) that tropical weather offers. U.S.A does not doubt in buying it due to the low prices it can get from other countries. This type of trade is called absolute advantage.

3. What does *round the clock* computer services imply in the text?

To offer a 24-hour service.

4. Show briefly the two examples given in the text that refer to absolute advantage.

The colombian coffee and the computer services offered by the thecnitians from India.

FINAL EVALUATION (UNITS 1- 4)**VOCABULARY IN CONTEXT:**

Using your previous knowledge please fill in the blanks with the words given in the spaces to complete the sentences below. (9 points)

- | | | | |
|----------------|-------------|-------------|----------|
| 8. LOAN | 2.CASHPOINT | 3.OVERDRAWN | 4.CREDIT |
| 5. BALANCE | 6.CURRENT | 7. DEBT | 8.DEBIT |
| 9. STATEMENTES | | | |

BANKING AND MONEY

You can have a **current** or a savings account. If the cashiers are busy, you can use the **cashpoint**. Being in the red is the same as being **overdrawn**.

A **debit** card takes money directly from your account. If you use a **credit** card, you are borrowing money.

Banks will often lend you money-it's called a **loan**. If you owe money, then you have **debts**. **Statements** show you the details of your account. The **balance** is the amount of money in your account.

LINGUISTIC COMPETENCE: GRAMMAR**a. Complete the sentences. Use the past simple of the verbs. (6 points)**

12. Old bills **brought** (bring) the legend "pay to the bearer on demand"
13. The legend "pay to the bearer on demand" **disappeared** (disappear).
14. My grandfather **used** (use) one thousand pesos notes.
15. My aunt **didn't** (not like) banks, but now she believes they are useful
16. I **found** (find) ten pesos bill last week at my great grandfather's home.
17. Bills, notes and legal tender _____ (be) words I did not know before.

b. Put the words in order to make sentences (5 points)

1. a / scale / **economy** / **Sumer** / developed / large / based / on / **commodity** / **money**.

Sumer developed a large economy scale based on commodity money

2. codes / These / society / law / the / role / of / money / formalized / in /civil .

These law codes formalized the role of money in civil society.

3. set /of / interest / amounts / They / on / debt.

They set amounts of interest on debt.

4. don't to You thieves breaking want about into your worry house

You don't want to worry about thieves breaking into your house.

6. you / a / receipt / warehouse / for / the / gives / The / you / have / deposited / with / them / spam

The warehouse gives you a receipt for the spam you have deposited with them.

b. Complete the sentences. Use the present simple of the verbs. (5 points)

18. Switch it off. You ___watch___ (watch) too much t.v

19. People in Latin America ___live___ (live) without enough resources.

20. My aunt ___doesn't like___ (not like) the government.

21. Governments try to ___give___ (give) resources to the population in their countries.

22. The united Nations ___write___ (write) guidelines to help the poor population.

c. Put the words in order to make sentences

1. of /the /areas /of /inhabitants /Many /rural /poverty /the /Andes /suffer/ from

Many inhabitants of the rural areas suffer from poverty

2. in / areas /The / these / is / extreme / situation

The situation is extreme in these areas

3. and /is /a /fact /Government /both /a / right.

Government is both a fact and a right

4. father / originates / in / Government / his / of / the / the / to / govern / child / right.

Government originates in the right of the father to govern his child

6. springs / spontaneous / Government / the / nature / from / of / development

Government springs from the spontaneous development of nature

LISTENING: Listen to the following passage about the origin of money .Fill in the blanks writing down the verbs you listen to in their corresponding tenses. (10 points)

Script from the Origen of Money (video)

Two great mysteries dominate our lives: love and money. What is love is a question that has been endlessly explored. On stories, songs, books, movies and television. But the same cannot be said about the question what is money? It's not surprising that monetary theory hasn't been inspired by any block buster movies, but it was not even mention that the school that most of us attended. For most of us the question where does money come form? Brings to me a picture of a mint printing bills and stamping coins. Money, most of us believe, is created by the government...It's true, but only to a point.

Those medals on paper symbols of value we usually think of is money are indeed produced by an agency of the federal government called the mint. But the vast majority of money is not created by the mint. It is created in huge amounts everyday by private corporations known as banks. Most of us believe that banks lend their money that has been trusted to them by depositors easy to picture but not the truth. In fact, banks create the money they loan not from the bank own

earnings, not from the money depositors, but directly from the borrower promise to repay.

- 1 _____ 2 _____
 3 _____ 4 _____
 5 _____ 6 _____
 7 _____ 8 _____
 9 _____ 10 _____

READING AND WRITING COMPETENCES: (10 points)

Look at carefully the pictures about the **bills** and **notes** that accompany the reading the *Origin of Money and Banking* and compare the bills. What **similarities** and **differences** you may find and what **consequences** can they bring up to now. Write your opinions on this space. Write a 100 word composition, which will be evaluated according to these criteria: organization of ideas, support of ideas (examples, data) coherence, cohesion, use of linguistic structures, use of vocabulary and quality of expression of concepts.

The Origin of Money and Banking:

The new notes do not bring the words “pagará al portador...oro” (pay to the bearer). Find out why gold is no longer a pattern. (Use this information from the previous passage and write an answer)

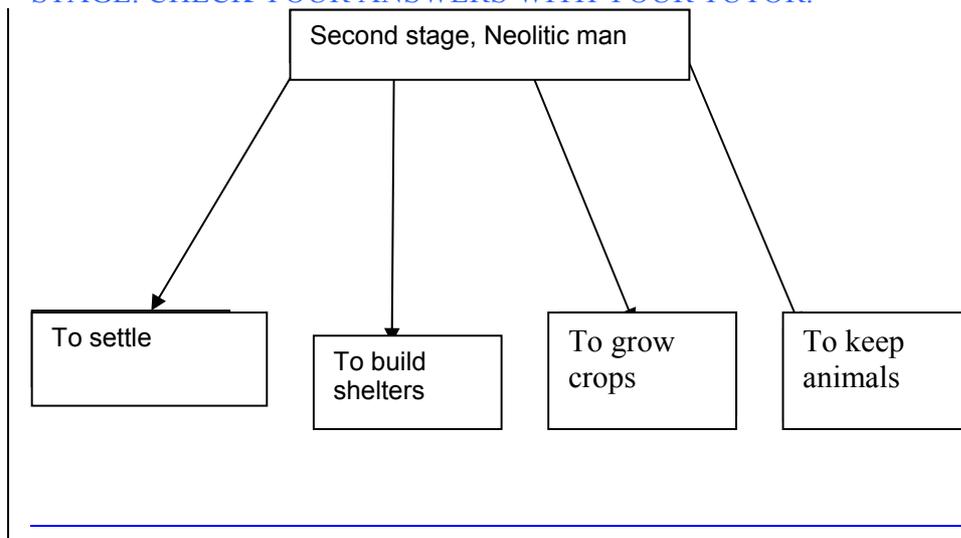
The reason why not gold is no longer a pattern is due to the rising costs of living (also known as inflation). This has caused a massive debt and has impoverished living conditions of the third world, the great depression of 1929 to 1941, and the cause of World

War I, World War II, and every other modern war since WWII. This story begins with the very origin of money itself, and ends with the global banking system we have today.

ANSWER KEY FROM THE PORTFOLIO ASSESSMENT

UNIT 1: THE ORIGINS OF MANKIND

COMPLETE THE FOLLOWING CONCEPT MAP RELATED TO THE SECOND STAGE. CHECK YOUR ANSWERS WITH YOUR TUTOR.



LINGUISTIC COMPETENCE: Simple Present – Form and Spelling

Simple Present – Form and Spelling, interrogative and affirmative forms

1. I walks/walk to school in the morning.
2. She cook/cooks well.
3. They play/plays baseball in the afternoon.
4. He wash/washes the dishes.
5. You works/work hard.

6. We dance/dances at the night club.
7. The birds fly/flies in the sky.
8. The children play/plays.
9. Sam plays/play football.
10. Bob teach /teaches classes at the University

practice

Change the sentence into interrogative and negative forms.

Example:

He plays tennis = Does he play tennis?

1. They walk to school.
They don't walk to school.
2. She cooks well.
She doesn't cook well.
3. They play baseball.
They don't play baseball.
4. He washes the dishes.

He doesn't wash the dishes.

5. You work hard.

You don't work hard.

6. They dance at the night club.

They don't dance at the night club.

7. The birds fly in the sky.

The birds don't fly in the sky

8. The children play in the yard.

The children don't play in the yard.

9. Sam plays football.

Sam doesn't play football.

10. Bob and Sue teach classes at the university.

Bob and Sue don't teach classes at the university.

LINGUISTIC COMPETENCE: VERBS IN USE

Transform the following paragraph into simple present tense by using the words in parenthesis.

A. use the words in parentheses to complete the statements and questions in the simple present . Use contraction with not.

1. Science divides time into precise units of clock time.
(divide)
2. **Do people schedule** all their activities, even the natural ones, according to (people / schedule) the clock?
3. We **don't think** about natural time very often in modern society.
(not / think)
4. **Does the human body follow** a natural, internal clock?
(The human body / follow)
5. Yes, our bodies run on an internal clock.
(run)
6. However, most of us **do not use** our internal clock to schedule our activities.
(not / use)
7. For example, Phil and Carla is a typical couple.
(be)
8. What kind of time do they follow?
(they / follow)
9. Does Phil go to bed when he is tired?
(Phil / go) (be)
10. No, he **doesn't go** to bed when he finishes tired?
(go) (finish)
11. Carla **doesn't stay** in bed all morning.
(not stay)
12. When does she get up?
(she / get up)
13. She hurries up when the alarm clock goes off.
(hurry) (go)
14. She probably doesn't realize how much she depends on the clock.
(not / realize) (depend)
15. How much do you depend on the clock?
(you / depend)

Write the third person singular (he/she/it) simple present form of each verb.
Pronounce each word as you write it. Write its ending sound: /s/, /z/, or /ɪz/

1. Washes *ɪz/*
2. Plays */s/*,
3. Mixes *ɪz/*
4. Starts */s/*
5. Watches *ɪz/*
6. Stays */z/*
7. Goes */z/*,
8. Talks */s/*
9. Misses *ɪz/*
10. Tries */z/*
11. Carries
12. Ends */s/*
13. Reaches *ɪz/*
14. Finishes *ɪz/*
15. Studies */z/*,
16. Sleeps */s/*,
17. Pays */z/*
18. Annoys */z/*
19. Has */s/*
20. Drives
21. Blows */s/*

<http://www.better-english.com/easier/thirdpers.htm>

UNIT 2: THE ORIGIN OF NUMBERS

SPEAKING: Get into groups of four and discuss in terms of percentage “family facts” in the U.S. and then complete the information to see how the percentages differ when comparing the U.S and your country. Check your answer with the whole class. Use expressions such as: In our opinion, we consider, we believe that, according to our opinion, etc.

Example:

1) 41% of homes have three or more televisions In Colombia 20% have three or more televisions.

Continue with the other facts. Then answer the suggested questions and compare your answers with your partners. **ANSWERS MAY VARY.**

2) 63% of families almost always eat dinner together. In Colombia ____% of families eat dinner together.

3) 55% of mothers with young children work. In Colombia ____% of mothers with young children work.

4) 78% of high school students have jobs. In Colombia ____% of high school have jobs.

5) 74% of adults between the ages of 18-35 marry. In Colombia ____% of adults between the ages of 18-35 marry.

6) 27% of adults between the ages of 18-34 live with their parents. In Colombia ____% of adults between the ages of 18-34 live with their parents.

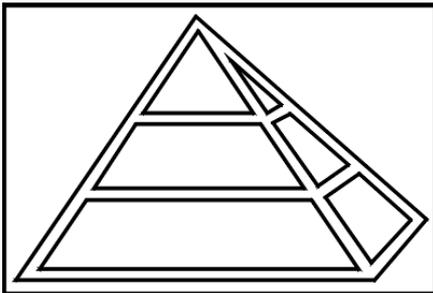
LET'S EVALUATE YOUR COGNITIVE COMPETENCE IN MATHS.

Exercise: Spell the following numbers:

EXAMPLE: 920 = nine hundred and twenty

- 1) 1,002= **one thousand two.**
- 2) 538= **five hundred thirty eight.**
- 3) 2,010= **two thousand, ten.**
- 4) 75,584,203= **seventy five thousand.**
- 5) 639,000= **six hundred and thirty nine thousand.**

A QUIZ IN MATHS



Name: _____

Date: _____

Vocabulary Challenge

How do you catch an elephant? Hide in the grass and make a noise like a peanut.

Complete the activity and underline the appropriate answer

1. Whole number greater than 1 with only two factors, 1 and itself.
A. Pentagon B. Prime Number C. Polygon D. Degree
2. Unit for measuring angles and temperature.
A. Degree B. Obtuse Angle C. Reflection D. Dividend
3. An angle that is less than 90 degrees.
A. Addition B. Acute Angle C. Obtuse Angle D. Mixed Number
4. To find a number that is close to an exact amount.
A. Sum B. Word Form C. Addition D. Estimate
5. An angle that is more than 90 degrees.
A. Obtuse Angle B. Dividend C. Denominator D. Sphere
6. The distance around a circle.
A. Circumference B. Dividend C. Million D. Pentagon
7. The answer to an addition problem.
A. Million B. Congruent C. Sum D. Polygon

8. Way to write numbers by using words.

A. Word Form B. Reflection C. Addition D. Degree

9. Combining a set of numbers together to get a total.

A. Estimate B. Area C. Addition D. Pi

10. A polygon with five sides.

A. Pentagon B. Sphere C. Reflection D. Estimate

Schoolhouse Technologies Total Grade

Taken from <http://www.saberingles.com.ar/exercices/index1.html>

The calendar

Months			
January	April	July	October
February	May	August	November
March	June	September	December

The date

You write: 1st January

Ejemplo

The first month: January

1. The twelfth month: **December**
2. The sixth month: **June**
3. The second month : **February**
4. The tenth month : **October**
5. The fourth month: **April**
6. The eighth month: **August**
7. The third month: **March**
8. The fifth month: **May**
9. The eleventh month: **November**

10. The seventh month: **July**

11. The ninth month: **September**

DATES: You say: the 1st of January

Check the celebration (from U.S.A.) and match the month to the corresponding date. The first one has been done for you

- | | |
|------------------------------------|---|
| __9__ Saint Valentine's day | 1) The 1st of January |
| __6__ Saint Patrick's Day: | 2) The 31st of October |
| _ 8__ Thanksgiving: | 3) The second Sunday of May |
| __7__ Labor day: | 4) The 4th of July |
| __5__ Christmas: | 5) The 25th of December |
| __4__ Independence Day: | 6) The 17th of March |
| __1__ New Year's Eve: | 7) The first of May |
| __3__ Mother's day: | 8) The 25th of November |
| __2__ Halloween: | 9) The 14th of February |

CHECK IDA'S SCHEDULE AND COMPLETE THE SENTENCES.

Days of the week (Ida's Schedule)
Monday: Class from 7 to 4 p.m
Tuesday: Tutorial sessions in the morning
Wednesday: Class from 12 to 4 p.m.
Thursday: Teachers' meeting in the evening
Friday: Doctor's appointment at 4.30 p.m.
Saturday: Gym from 12 to 4 p.m.
Sunday: Relax all day long

SUGGETSED ANSWERS

- 1) Ida works from 7 A.M. to 4pm
- 2) She gives tutorial sessions on Tuesday morning
- 3) On Wednesday she teaches from 12 to 4 p.m.
- 4) On Thursday evening she has a teacher's meeting
- 5) She goes to a doctor's appointment at 4:30 p.m.
- 6) On Saturday, Ida goes to the gym form 12 to 4p.m.
- 7) She relaxes all day long on Sundays.

Jobs: Match a job with the corresponding illustration

- | | | |
|-----------------|--------------------|-------------------|
| 1) taxi driver | 2) salesperson | 3) carpenter |
| 4) mail carrier | 5) waiter/waitress | 6) police officer |
| 7) reporter | 8) photographer | 9) teacher |
| 10) cashier | 11) doctor | 12) accountant |
| 13) architect | 14) lawyer | 15) engineer |
| 16) dentist | 17) nurse | 18) secretary |
| 19) mechanic | 20) mail carrier | |

Note: There are some extra jobs; you might not need to match



19



10



___ 3 ___



___ 18 ___

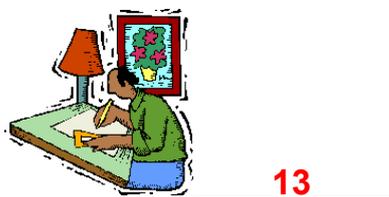


___ 12 ___



___ 8 ___





Check tenses (table) Verbs in use.

Across

3. past of to bring= **brought**
5. past of to stick= **stuck**
8. past of to sing= **sang**
10. past of to eat = **ate**
11. past of to feed= **fed**
12. past participle of to shake= **Shook**
16. past participle of to sell= **sold**
17. past participle of to read =**read**
18. past of to leave= **left**
20. past of to meet= **met**
21. past of to draw= **drew**
24. past of to drink= **drank**
25. past of to fly= **flew**
26. past participle of to stand= **stood**
27. past participle of to make= **made**

Down:

1. past of to hurt= **hurt**
2. past of to choose= **chose**
3. past participle of to be= **was/were**
4. past participle of to take= **took**
6. past of to understand= **understood**
7. past of to sit= **sat**
9. past participle of to go= **went**
13. past of to hear= **heard**
14. past participle of to swim= **swam**
15. past participle of to write= **wrote**
19. past of to go= **gone**
22. past of to pay= **paid**
23. past of to win= **won**

UNIT 3: THE ORIGIN OF MONEY

To practice your listening check the script from the “origin of money”, so you can associate word and sound, remember follow this link and use the other links to increase your knowledge of similar topics.

Video: The origin of money at: http://images.google.com.co/imgres?imgurl=http://tn3-1.deviantart.com/fs16/300W/f/2007/157/3/a/Two_Dollar_Battle_Tank_by_orudoruma_gi11.jpg&imgrefurl=http://www.the11thdollar.com/2007/11/origin-of-money.html&h=300&w=300&sz=18&hl=es&start=10&um=1&tbnid=POwhX63MNY2E8M:&tbnh=116&tbnw=116&prev=/images%3Fq%3Dthe%2Borigin%2Bof%2Bmoney%26um%3D1%26hl%3Des%26sa%3DN

Check for more Links

- [Money According to The Fed](#)
- [Fed Money Creation Explained](#)
- [The Reality Zone](#)
- [Freedom Force International](#)
- [Better Than Your Boyfriend](#)
- [Questioning The Herd](#)
- [Magnetic Sponsoring](#)

Match the definition to the corresponding word. Check the text in unit 4

c Shrewd	a. a large building for storing items before they are sold, used or sent out to shops, or a large shop selling a large number of a particular items at a cheap rate
f Deal	b. Able to be trusted.
_h__ Spam	c. possessing or based on a clear understanding and good judgment of a situation, resulting in an advantage
_e__ Break into	d. to ask an amount of money for something, especially a service or activity
a Warehouse	e. to suddenly begin to do something
g Safekeeping	f. to do business
_d__ Charges	g. protection from harm or loss
_b__ Trustworthiness	h. a type of meat sold in metal containers, made mostly from pork (= meat from a pig)
j Redeem	i. happening or done quickly and without warning
_i__ Sudden	j. to get something back

LINGUISTIC COMPETENCE: GRAMMAR (see Common Adverbs)

Put the words in order to make sentences:

a. Venezuela / every/ travel/ We / to/ other /month

We travel to Venezuela every other month.

b. goes / My sister / everyday/school

My sister goes to school every day

c I / football / usually / play / don't

I don't usually play football

d. Politician / are / You / very / a / good

You are a very good politician

e. at / She / finances / good / is

She is good at finances

father / My / like / newspaper / reading / doesn't

My father doesn't like reading newspapers

Writing Competence

Imagine you are the President of any Latin American Country. Write a text in which you describe your hobbies and daily activities taking into account Latin America.

Write a coherent text describing a text about daily activities assuming the role of a president; compare the answers with your partners. Your composition will be evaluated according to these criteria: organization of ideas, support of ideas (examples, data) coherence, cohesion, use of linguistic structures, use of vocabulary and quality of expression of concepts.

PORTFOLIO – ASSESSMENT (Peer evaluation)

STUDENT'S NAME: _____ CODE: _____

STUDENT'S EVALUATOR: _____ CODE: _____

GRADE: _____ SESSION: _____

SCALE; E = Effective S = Sometimes effective N '= Needs improvement

CRITERIA.: According to the number of E,S,N Scale, grade your partner.

1. Portfolio Organization			
- Presentation			
- Sequence of tasks			
- Grammar			
- writings			
- Supporting materials: Use of the Internet, power point			
-Reflection upon progress			
- Awareness of difficulties by talking to your tutor and partners			
- Use of supportive resources: Concept maps, illustrations, crossword puzzles			
- Collaborative group activities			
- Listening activities			
-- Reading activities			
- Video activities			
- Additional materials			
- Listening to the radio news, Watching TV., Reading newspapers,			
TOTAL			

GLOSSARY/ GLOSARIO

GLOSSARY/ GLOSARIO

Angle: The space within two lines or three or more planes diverging from a common point, or within two planes diverging from a common line.

Angulo: Figura geométrica formada en una superficie por dos líneas que parten de un mismo punto; o también la formada en el espacio por dos superficies que parten de una misma línea.

Balance: The difference between the debit total and the credit total of an account.

Balance: Confrontación del activo y el pasivo para averiguar el estado de los negocios o del caudal.

Bank: An institution for receiving, lending, exchanging, and safeguarding money and, in some cases, issuing notes and transacting other financial business.

Banco: Establecimiento público de crédito, constituido en sociedad por acciones.

Base: A fundamental principle or groundwork; foundation; basis, the base of needed reforms.

Base: Fundamento o apoyo principal de algo.

Bead: A small, often round piece of material, such as glass, plastic, or wood, that is pierced for stringing or threading.

Balín: Pequeño y agujerado objeto para contar.

Bearer: The person who presents an order for money or goods: Pay to the bearer.

Portador: El que se paga sin más requisito.

Cash point: An automated teller machine (ATM) is a computerized telecommunications device that provides the customers of a financial institution with access to financial transactions in a public space without the need for a human clerk or bank teller.

Cajero: En los comercios, bancos, etc., persona encargada de la caja.

Chart: A sheet exhibiting information in tabular form.

Grafico: Información tabulada.

Credit: Confidence in a purchaser's ability and intention to pay, displayed by entrusting the buyer with goods or services without immediate payment.

Crédito: Situación económica o condiciones morales que facultan a una persona o entidad para obtener de otra fondos o mercancías.

Debit: formal bookkeeping and accounting terms. They are the most fundamental concepts in accounting, representing the two records that one party in a transaction makes on its records, transferring a money balance from one account to another, represents increase in asset.

Débito: se refiere al dinero que ya es de la propiedad del cliente, quien dispone de él cambio en una cuenta bancaria, al contrario del crédito, donde el dinero utilizado es dado

Debt: is that which is owed; usually referencing assets owed, but the term can cover other obligations. In the case of assets, debt is a means of using future purchasing power in the present before a summation has been earned. Some companies and corporations use debt as a part of their overall corporate finance strategy.

Deuda: es cualquier importe adeudado a un negocio como resultado de una adquisición de bienes o servicios en términos de crédito.

Denary system: (base ten or occasionally denary) numeral system has ten as its base. It is the most widely used numeral system, perhaps because humans have ten digits over both hands.

Sistema decimal: es un sistema de numeración en el que las cantidades se representan utilizando como base el número diez, por lo que se compone de las cifras: cero (0); uno (1); dos (2); tres (3); cuatro (4); cinco (5); seis (6); siete (7); ocho (8) y nueve (9). Este conjunto de símbolos se denomina números árabes.

Fact: is defined as something that is true, something that actually exists, or something having objective reality that can be verified according to an established standard of evaluation.

Hecho: es un acontecimiento o hecho histórico.

Fill up: To complete or to write empty spaces on a formulary.

Completar: se refiere a diligenciar un formulario con información.

Flint: is a hard, sedimentary cryptocrystalline form of the mineral quartz, categorized as a variety of chert. It occurs chiefly as nodules and masses in sedimentary rocks, such as chalks and limestones.

Pica piedra: es duro, un cripto cristalino sedimentario formado del mineral quartz.

Fraction: Is a concept of a proportional relation between an object part and the object whole

Fracción: quebrado es la expresión de una cantidad dividida por otra.

Lack: To lack something is to not have it.

Carecer: Carecer algo es no tenerlo.

Law: s a system of rules, enforced through a set of institutions,[3] used as an instrument to underpin civil obedience, politics, economics and society.

Ley: es una norma jurídica dictada por el legislador. Es decir, un precepto establecido por la autoridad competente, en que se manda o prohíbe algo en consonancia con la justicia, y para el bien de los gobernados.

Legal contracts: is an exchange of promises between two or more parties to do or refrain from doing an act which is enforceable in a court of law. The parties must have the necessary capacity to contract and the contract must not be either trifling, indeterminate, impossible or illegal.

Contrato legal: en términos generales, es definido como un acuerdo privado, oral o escrito, entre partes que se obligan sobre materia o cosa determinada, y a cuyo cumplimiento pueden ser exigidas. Es un acuerdo de voluntades que genera derechos y obligaciones para las partes.

Loan: Is a type of debt. This article focuses exclusively on monetary loans, although, in practice, any material object might be lent. Like all debt instruments, a loan entails the redistribution of financial assets over time, between the lender and the borrower.

Prestamo: Es un tipo de deuda. En cuanto lo monetario es un trato en el cual se ponen de acuerdo el beneficiario y el que presta.

Overdrawn: occurs when withdrawals from a bank account exceed the available balance which gives the account a negative balance - a person can be said to have gone "overdrawn".

Sobregiro: Giro o libranza que excede de los créditos o fondos disponibles.

Percentage: is a way of expressing a number as a fraction of 100 (per cent meaning "per hundred"). It is often denoted using the percent sign, "%". For example, 45% (read as "forty-five percent") is equal to 45 / 100, or 0.45.

Porcentaje: Cantidad de rendimiento útil que dan 100 unidades de algo en su estado normal.

Pope: is the Bishop of Rome, the leader of the Roman Catholic Church and head of state of Vatican City.

Papa: Sumo Pontífice romano, vicario de Cristo, sucesor de San Pedro en el gobierno universal de la Iglesia católica, de la cual es cabeza visible, y padre espiritual de todos los fieles.

Radix: the base or radix is usually the number of unique digits, including zero, that a positional numeral system uses to represent numbers. For example, for the decimal system (the most common system in use today) the radix is 10, because it uses the 10 digits from 0 through 9.

Potencia: Producto que resulta de multiplicar una cantidad o expresión por sí misma una o más veces.

Redeem: is the price at which the issuing company may choose to repurchase a security before its maturity date.

Redimir: Comprar de nuevo algo que se había vendido, poseído o tenido por alguna razón o título.

Shelter: refers to a, typically basic structure or building that covers or provides protection.

Refugio: Asilo, acogida o amparo.

Sovereign: is the exclusive right to control a government, a country, a people, or oneself. A sovereign is the supreme law making authority.

Soberano: Que ejerce o posee la autoridad suprema e independiente.

Spam: unsolicited or undesired bulk electronic messages. There are many types of electronic spam.

Chatarra: indeseado, normalmente usado en los correos electrónicos para calificarlos como "correo basura".

Statements: (or **financial reports**) are formal records of a business' financial activities.

Reporte: (Reporte financiero) es una recopilación formal de las actividades financieras.

Stunning: is the process of rendering animals immobile or unconscious prior to their being slaughtered for food. This process has been common for centuries in the case of cattle, who were poleaxed prior to being bled out.

Aturdimiento: Perturbación de los sentidos por efecto de un golpe, de un ruido extraordinario, etc.

Tail: is the section at the rear end of an animal's body; in general, the term refers to a distinct, flexible appendage to the torso. It is the part of the body that corresponds roughly to the sacrum and coccyx in mammals and birds.

Cola: Extremidad posterior del cuerpo y de la columna vertebral de algunos animales.

Taken off: Is the phase of flight in which an aircraft goes through a transition from moving along the ground (taxiing) to flying in the air, usually starting on a runway. For balloons, helicopters and some specialized fixed-wing aircraft (VTOL aircraft such as the Harrier), no runway is needed. Take off is the opposite of landing.

Despegar: Apartar, desasir y desprender algo de otra cosa a la que estaba pegado o junto.

Warehouse: A warehouse is a commercial building for storage of goods. Warehouses are used by manufacturers, importers, exporters, wholesalers, transport businesses, customs, etc.

Almacén: Edificio o local donde se depositan géneros de cualquier especie, generalmente mercancías.

Wire: A wire is a single, usually cylindrical, elongated string of drawn metal. Wires are used to bear mechanical loads and to carry electricity and telecommunications signals. Standard sizes are determined by various wire gauges

Cable: Cordón formado con varios conductores aislados unos de otros y protegido generalmente por una envoltura que reúna la flexibilidad y resistencia necesarias al uso a que el cable se destine.

SINTESIS

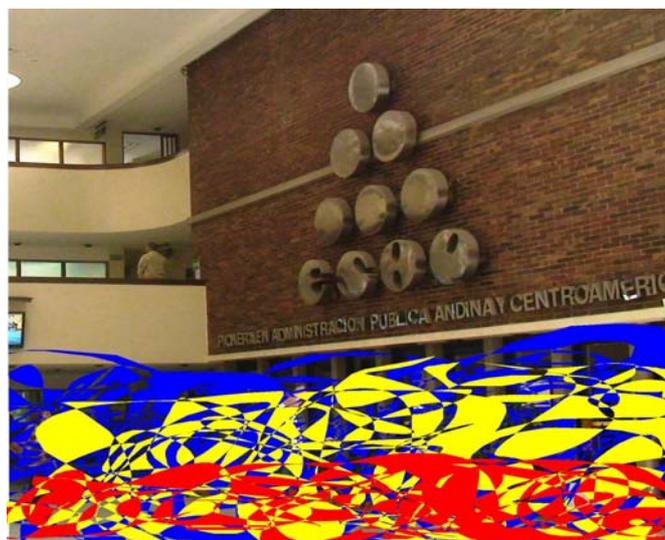
Este módulo está dirigido a personas interesadas en la gestión pública financiera y que a su vez requieren un material didáctico que les permita desarrollar una competencia comunicativa en lengua inglesa adecuada a sus necesidades de estudio.

Este es el primero de tres módulos preparados por la ESAP para sus programas de formación. Este módulo ofrece referencias a páginas Web que apoyan el aprendizaje de los temas. Este ejemplar es el resultado de un proyecto que tiene en cuenta las capacidades cognitivas de los estudiantes, que incentiva la reflexión y el espíritu crítico y que promueve el aprendizaje autónomo.

El módulo parte de la premisa de que el aprendizaje del inglés es un medio valioso para la formación integral. Se preocupa del desarrollo intelectual del aprendiente para lo cual incluye tanto temas cotidianos como técnicos y usa varios géneros literarios.

El módulo aspira a promover el desarrollo lingüístico cognitivo y social del aprendiente mediado por su compromiso de aprendizaje de la lengua. Las unidades que lo componen han sido elaboradas para presentar temas que despierten en los aprendientes:

1. Interés por la disciplina de la gestión pública financiera.
2. Interés por el lenguaje.
3. Deseo de reflexionar sobre sus experiencias de vida.
4. Satisfacción de usar el inglés como medio de comunicación.



Escuela Superior de Administración Pública (Sede Bogotá)

IMELDA ZORRO ROJAS

Profesora Escuela Superior de Administración Pública
Profesora de la Universidad Libre de Colombia
Magíster en Lingüística Aplicada a la Enseñanza del Inglés de la Universidad Distrital Francisco José de Caldas.

imeldazorro@yahoo.es

CRISTIAN YEPES (AUXILIAR DE INVESTIGACIÓN)

Licenciado en Filología e Idiomas de la Universidad Nacional de Colombia
estudiante de Administración pública