	INSTITUCIÓN EDUCATIVA VILLA FLORA	CÓDIGO: ED-F-30	VERSIÓN 2
	Taller	FECHA: 23-02-2019	

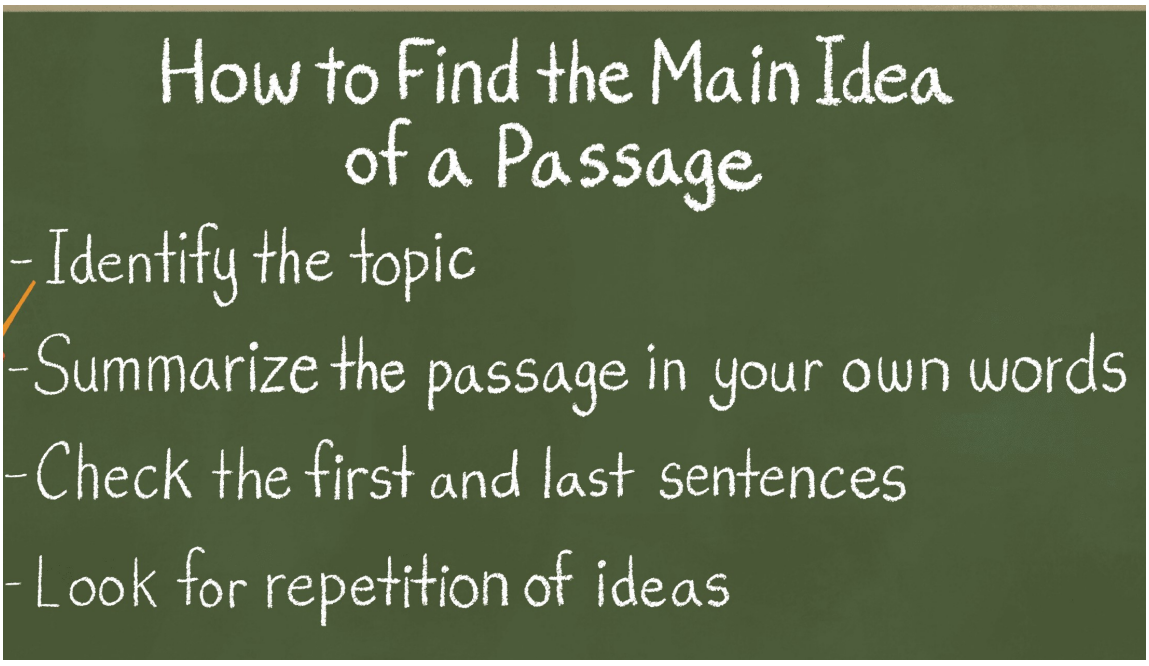
Marque el tipo de taller: Complementario _____ Permiso _____ Desescolarización _X_ Otro _____
Asignatura: Idioma Extranjero Inglés y laboratorio de inglés Grado: 11º Fecha: 16-03-2020
Docente: Natalia Andrea Caro Sánchez
Nombre y Apellidos de estudiante: _____
Propósito (indicador de desempeño):

PROCEDIMENTAL: Extrae la idea principal de un texto

Indicador de laboratorio de inglés **CONCEPTUAL:** identifica la idea principal de un audio

Pautas para la realización del taller: Realice el taller en hojas de block y preséntelo de manera ordenada, no se admitirán hojas rasgadas ni trabajos en mal estado. Escriba en el cuaderno las explicaciones.

Describir ítems de evaluación del taller para el estudiante: este taller tendrá dos notas, una corresponde a la competencia procedimental de inglés que se describe al inicio del taller, la segunda nota corresponde al indicador conceptual de laboratorio de inglés.



ACTIVIDADES:

READING MAIN IDEA PRACTICE QUESTIONS

Read the passage below and answer question 1.

Americans have always been interested in their Presidents' wives. Many First Ladies have been remembered because of the ways they have influenced their husbands. Other First Ladies have made the history books on their own.

At least two First Ladies, Bess Truman and Lady Bird Johnson, made it their business to send signals during their husbands' speeches. When Lady Bird Johnson thought her husband was talking too long, she wrote a note and sent it up to the platform. It read, "It's time to stop!" And he did. Once Bess Truman didn't like what her husband was saying on television, so she phoned him and said, "If you can't talk more politely than that in public, you come right home."

Abigail Fillmore and Eliza Johnson actually taught their husbands, Millard Fillmore and Andrew Johnson, the thirteenth and seventeenth Presidents. A schoolteacher, Abigail eventually married her pupil, Millard. When Eliza Johnson married Andrew, he could not read or write, so she taught him herself.

It was First Lady Helen Taft's idea to plant the famous cherry trees in Washington, D.C. Each spring these blossoming trees attract thousands of visitors to the nation's capital. Mrs. Taft also influenced the male members of her family and the White House staff in a strange way: she convinced them to shave off their beards!

Shortly after President Woodrow Wilson suffered a stroke, Edith Wilson unofficially took over most of the duties of the Presidency until the end of her husband's term. Earlier, during World War I, Mrs. Wilson had sheep brought onto the White House lawn to eat the grass. The sheep not only kept the lawn mowed, but provided wool for an auction sponsored by the First Lady. Almost $100,000 was raised for the Red Cross.

Dolly Madison saw to it that a magnificent painting of George Washington was not destroyed during the War of 1812. As the British marched toward Washington, D.C., she remained behind to rescue the painting, even after the guards had left. The painting is the only object from the original White House that was not burned.

One of the most famous First Ladies was Eleanor Roosevelt, the wife of President Franklin D. Roosevelt. She was active in political and social causes throughout her husband's tenure in office. After his death, she became famous for her humanitarian work in the United Nations. She made life better for thousands of needy people around the world.

1. What is the main idea of this passage?

1. The Humanitarian work of the First Ladies is critical in American government.
2. Dolly Madison was the most influential president's wife.
3. Eleanor Roosevelt transformed the First Lady image.
4. The First Ladies are important figures in American culture.
5. The First Ladies are key supporters of the Presidents.

Read the passage below and answer question 2.

Of the many kinds of vegetables grown all over the world, which remains the favorite of young and old alike? The potato, of course.

Perhaps you know them as "taters," "spuds," or "Kennebees," or as "chips," "Idahoes," or even "shoestrings." No matter, a potato by any other name is still a potato- the world's most widely grown vegetable. As a matter of fact, if you are an average potato eater, you will put away at least 100 pounds of them each year.

That's only a tiny portion of the amount grown every year, however. Worldwide, the annual potato harvest is over 6 billion bags. Each bag contains 100 pounds of potatoes, some of them as large as four pounds each. Here in the United States, farmers fill about 400 million bags a year. That may seem like a lot of "taters," but it leaves the United States a distant third among world potato growers. Polish farmers dig up just over 800 million bags a year, while the Russians lead the world with nearly 1.5 billion bags.

The first potatoes were grown by the Incas of South America, more than 400 years ago. Their descendants in Ecuador and Chile continue to grow the vegetable as high as 14,000 feet up in the Andes Mountains. (That's higher than any other food will grow.) Early Spanish and English explorers shipped potatoes to Europe, and they found their way to North America in the early 1600s.

People eat potatoes in many ways-baked, mashed, and roasted, to name just three. However, in the United States most potatoes are devoured in the form of French fries. One fast-food chain alone sells more than $1 billion worth of fries each year. No wonder, then, that the company pays particular attention to the way its fries are prepared.

Before any fry makes it to the people who eat at these popular restaurants, it must pass many separate tests. Fail any one of these tests and the potato is rejected. To start with, only Russet Burbank potatoes are used. These Idaho potatoes have less water content than other kinds, which can have as much as 80 percent water. Once cut into "shoestrings" shapes, the potatoes are partly fried in a secret blend of oils, sprayed with liquid sugar to brown them, steam dried at high heat, then flash frozen for shipment to individual restaurants.

Before shipping, every shoestring is measured. Forty percent of a batch must be between two and three inches long. Another 40 percent has to be over three inches. What about the 20 percent that are left in the batch? Well, a few short fries in a bag are okay, it seems.

So, now that you realize the enormous size and value of the potato crop, you can understand why most people agree that this part of the food industry is no "small potatoes."

2. What is the main idea of this passage?

1. Potatoes from Ireland started the Potato Revolution.
2. The average American eats 50 pounds of potatoes a year.
3. French fries are made from potatoes.
4. Potatoes are a key vegetable in America.
5. The various terms for potatoes have a long history.

Read the passage below and answer question 3.

What does the word "patent" mean to you? Does it strike you as being something rather remote from your interests? If it does, stop and think a moment about some of the commonplace things that you use every day, those objects that you take for granted as part of the world around you. The telephone, radio, television, automobile, and the 1,001 other things (even the humble safety pin) that enrich our lives today once existed only as ideas in the minds of men. If it had not been possible to patent their ideas and thus protect them against copying by others, these inventions might never have been fully developed to serve mankind.

If there were no patent protection there would be little incentive to invent and innovate, for once the details of an invention became known, hordes of imitators who did not share the inventor's risks and expenses might well flood the market with their copies of his product and reap much of the benefit of his efforts. The technological progress that has made America great would wither rapidly under conditions such as these.

The fundamental principles in the United States patent structure came from England. During the glorious reign of Queen Elizabeth I in England, the expanding technology was furthered by the granting of exclusive manufacturing and selling privileges to citizens who

had invented new processes or tools-a step that did much to encourage creativity. Later, when critics argued that giving monopoly rights to one person infringed on the rights of others, an important principle was added to the patent structure: The Lord Chief Justice of England stated that society had everything to gain and nothing to lose by granting exclusive privileges to an inventor, because a patent for an invention was granted for something new that society never had before.

Another basic principle was brought into law because certain influential people in England had managed to obtain monopoly control over such age-old products as salt, and had begun charging as much as the people could tolerate. The public outcry became so great that the government was forced to decree that monopoly rights could be awarded only to those who created or introduced something really unique. These principles are the mainstays of the modern patent system in the United States.

In colonial times, patent law was left up to the separate states. The inconsistency, confusion, and unfairness that resulted clearly indicated the need for a uniform patent law, and the men who drew up the Constitution incorporated one. George Washington signed the first patent law on April 10, 1790, and less than four months later the first patent was issued to a man named Samuel Hopkins for a chemical process, an improved method of making potash for use in soapmaking.

In 1936 the Patent Office was established as a separate bureau. From the staff of eight that it maintained during its first year of operation, it has grown into an organization of over 2,500 people handling more than 1,600 patent applications and granting over 1,000 every week.

The Patent Office in Washington, D.C. is the world's largest library of scientific and technical data, and this treasure trove of information is open for public inspection. In addition to more than 3 million US patents, it houses more than 7 million foreign patents and thousands of volumes of technical literature. Abraham Lincoln patented a device to lift steam vessels over river shoals, Mark Twain developed a self-pasting scrapbook, and millionaire Cornelius Vanderbilt invented a shoe-shine kit.

A patent may be granted for any new and useful process, machine, article of manufacture, or composition of matter (a chemical compound or combinations of chemical compounds), or any distinct and new variety of plant, including certain mutants and hybrids.

The patent system has also helped to boost the wages of the American worker to an unprecedented level: he can produce more and earn more with the computer, adding machines, drill press or lathe. Patented inventions also help keep prices down by increasing manufacturing efficiency and by stimulating the competition that is the foundation of our free enterprise system.

The decades of history have disclosed little need for modification of the patent structure. United States patent laws, like the Constitution from which they grew, have stood the test of time well. They encouraged the creative processes, brought untold benefits to society as a whole, and enabled American technology to outstrip that of the rest of the civilized world.

3. What is the main idea of this passage?

1. The patent system encourages free enterprise.
2. The Constitution protects the patent system.
3. The patent system in England has been influential in American patent development.
4. Patents are important tools for inventors.
5. Patented inventions protect the inventor, free enterprise, and the creative process.

Read the passage below and answer question 4.

Most people think that it's fine to be "busy as a beaver." Little do they know. Beavers may work hard, but often they don't get very much done.

Beavers are supposed to be great tree cutters. It is true that a beaver can gnaw through a tree very quickly: A six-inch birch takes about 10 minutes. But then what? Often the beaver does not make use of the tree. One expert says that beavers waste one out of every five trees they cut.

For one thing, they do not choose their trees wisely. One bunch of beavers cut down a cottonwood tree more than 100 feet tall. Then they found that they could not move it.

In thick woods, a tree sometimes won't fall down. It gets stuck in the other trees. Of course, the beaver doesn't think to cut down the trees that are in the way. So a good tree goes to waste.

Some people think that beavers can make a tree fall the way they want it to. Not true. (In fact, beavers sometimes get pinned under a falling tree.) When beavers cut a tree near a stream, it usually falls into the water, but they do not plan it that way. The fact is that most trees lean toward the water to start with.

Now what about dam building? Most beaver dams are wonders of engineering. The best ones are strongly built of trees, stones, and mud. They are wide at the bottom and narrow at the top.

Beavers think nothing of building a dam more than 200 feet long. One dam in Montana was more than 2,000 feet long. The largest one ever seen was in New Hampshire: it stretched 4,000 feet, and made a lake large enough to hold 40 beaver homes.

So beavers do build good dams. But they don't always build them in the right places. They just don't plan. They will build a dam across the widest part of the stream. They don't try to find a place where the stream is narrow. So a lot of their hard work is wasted.

Beavers should learn that it's not enough to be busy. You have to know what you're doing, too. For example, there was one Oregon beaver that really was a worker. It decided to fix a leak in a man-made dam. After five days of work it gave up. The leak it was trying to block was the lock that boats go through.

4. What is the main idea of this passage?

1. Beavers may be hard-working animals, but they don't always choose the most efficient mechanisms.
2. Beavers are excellent dam builders.
3. New Hampshire was the site of the largest beaver dam.
4. Beavers are well-developed tree cutters.
5. Beavers are poor surveyors of aquatic environments in some cases.

Read the passage below and answer question 5.

The raisin business in America was born by accident. It happened in 1873 in the San Joaquin Valley of California. Many farmers raised grapes in this valley. That year, just before the grape harvest, there was a heat wave. It was one of the worst heat waves ever known. It was so hot that the grapes dried on the vines. When they were picked, California had its first raisin crop.

People were surprised to find how good raisins were. Everybody wanted more. So the San Joaquin farmers went into the raisin business. Today, of course, they do not let the grapes dry on the vines. They treat them with much more care.

In late August the grapes start to ripen. They are tested often for sweetness. The growers wait until the sugar content is twenty-one percent. Then they know the grapes are ripe enough to be picked.

Skilled workers come to the vineyards. They pick the grapes by hand in bunches. The workers fill their flat pans with grapes. They gently empty the pans onto squares of paper. These squares lie between the long rows of vines. They sit in the sun.

Here the grapes stay while the sun does its work. It may take two weeks or longer. The grapes are first dried on one side. When they have reached the right color, they are turned to dry on the other side. The grapes are dried until only fifteen percent of the moisture is left. Then they have turned into raisins.

The raisins are rolled up in the paper on which they have dried. Trucks take them from the fields. They are poured into big boxes called sweatboxes. Each box holds 160 pounds of raisins. Here, any raisins that are too dry take moisture from those that have too much. After a while, they are all just moist enough.

The big boxes are trucked next to the packaging plant. They are emptied onto a conveyor belt that shakes the raisins gently. This knocks them from their stems. A blast of air whisks the stems away. The water bath is next. Then the plump brown raisins have a last inspection. They are again checked for moisture and sugar. Then they go on a belt to packing machines. Here they are poured into packages, which are automatically weighed and sealed. The raisins are now ready for market.

5. What is the main idea of this passage?

1. The creation of raisins in America was an accident.
2. The process of raisin development requires multiple steps.
3. Raisins on the grocery store shelf undergo a brief fermentation process.
4. Raisins are cleaned thoroughly at the packing plant.
5. California has been the leader in American raisin development.

6. Watch the following video to understand better the concept of main idea (optional)
https://www.youtube.com/watch?v=mkZo2zVKJR4

7. Watch the following video and write the topic and the main idea of the story
https://www.youtube.com/watch?v=42SJTk2XSi4

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	Taller	FECHA: 23-02-2019	

Marque el tipo de taller: Complementario _____ Permiso _____ Desescolarización _X_ Otro _____
Asignatura: Idioma Extranjero Inglés y laboratorio de inglés Grado: 11º Fecha: 16-03-2020
Docente: Natalia Andrea Caro Sánchez
Nombre y Apellidos de estudiante: _____
Propósito (indicador de desempeño):

CONCEPTUAL: Identifica y analiza diferentes tipos de texto utilizando el skimming y el scanning como estrategias de lectura

Indicador de laboratorio de inglés **CONCEPTUAL:** identifica la idea principal de un audiomain idea

Pautas para la realización del taller: Realice el taller en hojas de block y preséntelo de manera ordenada, no se admitirán hojas rasgadas ni trabajos en mal estado. Escriba en el cuaderno las explicaciones.

Describir ítems de evaluación del taller para el estudiante: este taller tendrá dos notas, una corresponde a la competencia conceptual de inglés que se describe al inicio del taller, la segunda nota corresponde al indicador conceptual de laboratorio de inglés.

Scanning

What is it? Scanning is sweeping your eyes (like radar) over part of a text to find specific pieces of information.
When to use it: to quickly locate specific information from a large quantity of written material.
To scan text:

- After gaining an overview and skimming, identify the section(s) of the text that you probably need to read.
- Start scanning the text by allowing your eyes (or finger) to move quickly over a page.
- As soon as your eye catches an important word or phrase, stop reading.
- When you locate information requiring attention, you then slow down to read the relevant section more thoroughly.
- Scanning and skimming are no substitutes for thorough reading and should only be used to locate material quickly.

Scanning

Scanning refers to the technique when one looks into the document or the text provided for searching some specific text such as some keywords.
Example - Now it may be applied to the real-life example of a dictionary, where one looks for a specific word meaning or a directory where one searches for the phone number of someone.

- Scanning requires one to have a look at the whole document quickly at least once.
- Scanning requires a higher understanding of word recognition compared to skimming.

Procedure - You should search for headings and subheadings to get a good grasp of the idea, as to where your required detail will be found.

How to Scan:

* State the specific information you are looking for.
* Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.
* Use headings and any other aids that will help you identify which sections might contain the information you are looking for.
* Selectively read and skip through sections of the passage.

(From *College Reading and Study Skills* and
Academic Reading and Study Skills for International Students)

ACTIVIDADES:

1. Read the following text quickly and fill in the table. What do the numbers given in the table refer to?

Spoon-fed feel lost at the cutting edge

Before arriving at university students will have been powerfully influenced by their school's approach to learning particular subjects. Yet this is only rarely taken into account by teachers in higher education, according to new research carried out at Nottingham University, which could explain why so many students experience problems making the transition.

Historian Alan Booth says there is a growing feeling on both sides of the Atlantic that the shift from school to university-style learning could be vastly improved. But little consensus exists about who or what is at fault when the students cannot cope. "School teachers commonly blame the poor quality of university teaching, citing factors such as large first-year lectures, the widespread use of inexperienced postgraduate tutors and the general lack of concern for students in an environment where research is dominant in career progression," Dr Booth said.

Many university tutors on the other hand claim that the school system is failing to prepare students for what will be expected of them at university. A-level history in particular is seen to be teacher-dominated, creating a passive dependency culture.

But while both sides are bent on attacking each other, little is heard during such exchanges from the students themselves, according to Dr Booth, who has devised a questionnaire to test the views of more than 200 first-year history students at Nottingham over a three-year period. The students were asked about their experience of how history is taught at the outset of their degree programme. It quickly became clear that teaching methods in school were pretty staid.

About 30 per cent of respondents claimed to have made significant use of primary sources (few felt very confident in handling them) and this had mostly been in connection with project work. Only 16 per cent had used video/audio; 2 per cent had experienced field trips and less than 1 per cent had engaged in role-play.

Dr Booth found students and teachers were frequently restricted by the assessment style which remains dominated by exams. These put obstacles in the way of more adventurous teaching and active learning, he said. Of the students in the survey just 13 per cent felt their A-level course had prepared them very well for work at university. Three-quarters felt it had prepared them fairly well.

One typical comment sums up the contrasting approach: "At A-level we tended to be spoon-fed with dictated notes and if we were told to do any background reading (which was rare) we were told exactly which pages to read out of the book".

To test this further the students were asked how well they were prepared in specific skills central to degree level history study. The answers reveal that the students felt most confident at taking notes from lectures and organising their notes. They were least able to give an oral presentation and there was no great confidence in contributing to seminars, knowing how much to read, using primary sources and searching for texts. Even reading and taking notes from a book were often problematic. Just 6 per cent of the sample said they felt competent at writing essays, the staple A level assessment activity.

The personal influence of the teacher was paramount. In fact individual teachers were the centre of students' learning at A level with some 86 per cent of respondents reporting that their teachers had been more influential in their development as historians than the students' own reading and thinking.

The ideal teacher turned out to be someone who was enthusiastic about the subject; a good clear communicator who encouraged discussion. The ideal teacher was able to develop students involvement and independence. He or she was approachable and willing to help. The bad teacher, according to the survey, dictates notes and allows no room for discussion. He or she makes students learn strings of facts; appears uninterested in the subject and fails to listen to other points of view.

No matter how poor the students judged their preparedness for degree-level study, however, there was a fairly widespread optimism that the experience would change them significantly, particularly in terms of their open mindedness and ability to cope with people.

But it was clear, Dr Booth said, that the importance attached by many departments to third-year teaching could be misplaced. "Very often tutors regard the third year as the crucial time, allowing postgraduates to do a lot of the earlier teaching. But I am coming to the conclusion that the first year at university is the critical point of intervention".

Alison Utley, *Times Higher Education Supplement.* February 6th, 1998.

1%	
2%	
6%	
13%	
16%	
30%	
3/4	
86%	

2. Read the following text quickly and answer the questions.

The Discovery of X-rays

Except for a brief description of the Compton effect, and a few other remarks, we have postponed the discussion of X-rays until the present chapter because it is particularly convenient to treat X-ray spectra after treating optical spectra. Although this ordering may have given the reader a distorted impression of the historical importance of X-rays, this impression will be corrected shortly as we describe the crucial role played by X-rays in the development of modern physics.

X-rays were discovered in 1895 by Roentgen while studying the phenomena of gaseous discharge. Using a cathode ray tube with a high voltage of several tens of kilovolts, he noticed that salts of barium would fluoresce when brought near the tube, although nothing visible was emitted by the tube. This effect persisted when the tube was wrapped with a layer of black cardboard. Roentgen soon established that the agency responsible for the fluorescence originated at the point at which the stream of energetic electrons struck the glass wall of the tube. Because of its unknown nature, he gave this agency the name *X-rays.* He found that X-rays could manifest themselves by darkening wrapped photographic plates, discharging charged electroscopes, as well as by causing fluorescence in a number of different substances. He also found that X-rays can penetrate considerable thicknesses of materials of low atomic number, whereas substances of high atomic number are relatively opaque. Roentgen took the first steps in identifying the nature of X-rays by using a system of slits to show that (1) *they travel in straight lines,* and that (2) *they are uncharged,* because they are not deflected by electric or magnetic fields.

The discovery of X-rays aroused the interest of all physicists, and many joined in the investigation of their properties. In 1899 Haga and Wind performed a single slit diffraction experiment with X-rays which showed that (3) *X-rays are a wave motion phenomenon,* and, from the size of the diffraction pattern, their wavelength could be estimated to be 10^{-8} cm. In 1906 Barkla proved that (4) *the waves are transverse* by showing that they can be polarized by scattering from many materials.

There is, of course, no longer anything unknown about the nature of X-rays. They are electromagnetic radiation of exactly the same nature as visible light, except that their wavelength is several orders of magnitude shorter. This conclusion follows from comparing properties 1 through 4 with the similar properties of visible light, but it was actually postulated by Thomson several years before all these properties were known. Thomson argued that X-rays are electromagnetic radiation because such radiation would be expected to be emitted from the point at which the electrons strike the wall of a cathode ray tube. At this point, the electrons suffer very violent accelerations in coming to a stop and, according to classical electromagnetic theory, all accelerated charged particles emit electromagnetic radiations. We shall see later that this explanation of the production of X-rays is at least partially correct.

In common with other electromagnetic radiations, X-rays exhibit particle-like aspects as well as wave-like aspects. The reader will recall that the Compton effect, which is one of the most convincing demonstrations of the existence of quanta, was originally observed with electromagnetic radiation in the X-ray region of wavelengths.

A. When were X-rays discovered?

B. Who discovered them?

C. What are the four characteristics of X-rays?

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Docente: Natalia Andrea Caro Sánchez
Nombre y Apellidos de estudiante: _____
Propósito (indicador de desempeño):
PROCEDIMENTAL: Relaciona dos oraciones a través de palabras especificas como los relative pronouns.

CONCEPTUAL: Identifica y analiza diferentes tipos de texto utilizando el skimming y el scanning como estrategias de lectura

Indicador de laboratorio de inglés **ACTITUDINAL:** se esfuerza por comprender audios y videos en inglés

Pautas para la realización del taller: Realice el taller en hojas de block y preséntelo de manera ordenada, no se admitirán hojas rasgadas ni trabajos en mal estado. Escriba en el cuaderno las explicaciones.

Describir ítems de evaluación del taller para el estudiante: este taller tendrá tres notas, dos de ellas corresponden a una competencia procedimental y una conceptual de inglés las cuales se describen al inicio del taller, la tercera nota corresponde al indicador actitudinal de laboratorio de inglés.

Skimming

Skimming is reading a text quickly to get a general idea of meaning. It can be contrasted with **scanning**, which is reading in order to find specific information, e.g. figures or names.

Example
A learner taking a reading exam decides to approach text by looking at the title, introductions, and any diagrams and sub-headings, then skim reading to get a clear general idea of what the text is about.

In the classroom
Skimming is a specific reading skill which is common in reading newspapers, messages and e-mails. It is important that learners understand that there is no need to read every word when skimming, so often teachers set this as a timed task to encourage speed.

Relative pronouns

Relative pronouns introduce relative clauses. The most common relative pronouns are *who, whom, whose, which, that*. The relative pronoun we use depends on what we are referring to and the type of relative clause.

who	people and sometimes pet animals	defining and non-defining
which	animals and things	defining and non-defining; clause referring to a whole

		sentence
that	people, animals and things; informal	defining only
whose	possessive meaning; for people and animals usually; sometimes for things in formal situations	defining and non-defining
whom	people in formal styles or in writing; often with a preposition; rarely in conversation; used instead of *who* if *who* is the object	defining and non-defining
no relative pronoun	when the relative pronoun defines the object of the clause	defining only

(In the examples, the relative pronoun is in brackets to show where it is not essential; the person or thing being referred to is underlined.)

*We don't know the person **who** donated this money.*

*We drove past my old school, **which** is celebrating its 100th anniversary this year.*

*He went to the school **(that)** my father went to.*

*The Kingfisher group, **whose** name was changed from Woolworths earlier this year, includes about 720 high street shops. Superdrug, which last week announced that it is buying Medicare, is also part of the group.*

*The parents **(whom/who/that)** we interviewed were all involved in education in some way.*

ACTIVIDADES

Read the text and answer the questions

Pulp Friction

Every second, one hectare of the world's rainforest is destroyed. That's equivalent to two football fields. An area the size of New York City is lost every day. In a year, that adds up to 31 million hectares -- more than the land area of Poland. This alarming rate of destruction has serious consequences for the environment; scientists estimate, for example, that 137 species of plant, insect or animal become extinct every day due to logging. In British Columbia, where, since 1990, thirteen rainforest valleys have been clearcut, 142 species of salmon have already become extinct, and the habitats of grizzly bears, wolves and many other creatures are threatened. Logging, however, provides jobs, profits, taxes for the govenment and cheap products of all kinds for consumers, so the government is reluctant to restrict or control it.

Much of Canada's forestry production goes towards making pulp and paper. According to the Canadian Pulp and Paper Association, Canada supplies 34% of the world's wood pulp and 49% of its newsprint paper. If these paper products could be produced in some other way, Canadian forests could be preserved. Recently, a possible alternative way of producing paper has been suggested by agriculturalists and environmentalists: a plant called hemp.

Hemp has been cultivated by many cultures for thousands of years. It produces fibre which can be made into

paper, fuel, oils, textiles, food, and rope. For centuries, it was essential to the economies of many countries because it was used to make the ropes and cables used on sailing ships; colonial expansion and the establishment of a world-wide trading network would not have been feasible without hemp. Nowadays, ships' cables are usually made from wire or synthetic fibres, but scientists are now suggesting that the cultivation of hemp should be revived for the production of paper and pulp. According to its proponents, four times as much paper can be produced from land using hemp rather than trees, and many environmentalists believe that the large-scale cultivation of hemp could reduce the pressure on Canada's forests.

However, there is a problem: hemp is illegal in many countries of the world. This plant, so useful for fibre, rope, oil, fuel and textiles, is a species of cannabis, related to the plant from which marijuana is produced. In the late 1930s, a movement to ban the drug marijuana began to gather force, resulting in the eventual banning of the cultivation not only of the plant used to produce the drug, but also of the commercial fibre-producing hemp plant. Although both George Washington and Thomas Jefferson grew hemp in large quantities on their own land, any American growing the plant today would soon find himself in prison -- despite the fact that marijuana cannot be produced from the hemp plant, since it contains almost no THC (the active ingredient in the drug).

In recent years, two major movements for legalization have been gathering strength. One group of activists believes that ALL cannabis should be legal -- both the hemp plant and the marijuana plant -- and that the use of the drug marijuana should not be an offense. They argue that marijuana is not dangerous or addictive, and that it is used by large numbers of people who are not criminals but productive members of society. They also point out that marijuana is less toxic than alcohol or tobacco. The other legalization movement is concerned only with the hemp plant used to produce fibre; this group wants to make it legal to cultivate the plant and sell the fibre for paper and pulp production. This second group has had a major triumph recently: in 1997, Canada legalized the farming of hemp for fibre. For the first time since 1938, hundreds of farmers are planting this crop, and soon we can expect to see pulp and paper produced from this new source.Tomado de: https://web2.uvcs.uvic.ca/courses/elc/studyzone/570/pulp/hemp1

1. The main idea of paragraph one is:

A. Scientists are worried about New York City.
B. Logging is destroying the rainforests.
C. Governments make money from logging.
D. Salmon are an endangered species.

2. The main idea of paragraph two is:

A. Canadian forests are especially under threat.
B. Hemp is a kind of plant.
C. Canada is a major supplier of paper and pulp.
D. Canada produces a lot of hemp.

3. The main idea of paragraph three is:

A. Paper could be made from hemp instead of trees.
B. Hemp is useful for fuel.
C. Hemp has been cultivated throughout history.
D. Hemp is essential for building large ships.

4. The main idea of paragraph four is:

A. Hemp is used to produce drugs.
B. Many famous people used to grow hemp.
C. It is illegal to grow hemp.
D. Hemp is useful for producing many things.

5. The main idea of paragraph five is:

A. Hemp should be illegal because it is dangerous.
B. Recently, many people have been working to legalize hemp.
C. Hemp was made illegal in 1938.
D. Marijuana is not a dangerous drug.

Look at the text and answer the following questions

BARGAIN bucket

JOB VACANCY

Position: PART-TIME SHOP ASSISTANT

Location: City Centre

Job Duties

1. Stacking shelves.

2. Serving customers.

3. Packing bags.

Days of Work

Monday, Friday and Saturday.

Hours of Work

9:30 a.m. to 12:30 p.m.

contact jobs@bargainbucket.co.uk to find out more.

6. This text is…?	A. An email	B. An advert
7. This text is about…?	A. A job	B. shopping
8. Bargain Bucket is…?	A. A shop	B. A website
9. The job is…?	A. Part-time	B. Full-time
10. How can you find out more?	A. By telephone	B. By email

Choose the correct relative pronoun to complete the sentences.

11. Do you know anyone _____could help me fix my computer?

A. Where
B. Which
C. Who
D. Whose

12. A hammer is a tool _____is used to knock nails into wood.

A. That
B. Who
C. Whome
D. Whose

13. The shop _____ we usually buy our bread has closed down.

A. That
B. Where
C. Who
D. Whose

14. The boy _____ dog was hit by a car has not been to school for 3 days.

A. That
B. Which
C. Who
D. Whose

15. My friend, _____ doesn't have a cell phone, suddenly knocked on the door last night.

A. That
B. Which
C. Who
D. Whose

16. Can you please return the calculator _____ you borrowed yesterday?

A. That
B. Who
C. Whom
D. Whose

17. The horse _____ was hit by the car was only slightly hurt.

A. That
B. Which
C. Who
D. Whom

18. An orphanage is a place _____ children who have no parents can live and be looked after.

A. That
B. Which
C. Who
D. Where

19. The students _____ test grades were low had to come back after school for an extra lesson.

A. That
B. Whose

C. Who
D. Which

20. The person to _____ you sent the letter has moved to a new address?

A. Who
B. Whom
C. Whose
D. Which

Listen to the conversation and answer the following questions
https://www.esl-lab.com/intermediate/texting-driving/

21. The woman is going to ____.
A. the train station
B. the airport
C. the bus station

22. The man receives a text message about ____.
A. a medical appointment
B. vacation plans
C. a job interview

23. The woman wants to _____ because he won't stop texting.
A. hit the man
B. get out and walk
C. call her brother

24. The man and woman are in trouble because ____.
A. they don't have a license
B. their window doesn't work
C. the other driver looks scary

25. The woman suggests _____.
A. catching the bus
B. calling the police
C. talking with the other driver