

# UNIT 4

## LET'S HAVE GOOD RELATIONSHIPS



### LOGROS

- ✓ Emplea los verbos modales para expresar deseos, obligación o sugerencias en forma oral y escrita.
- ✓ Expresa situaciones improbables o no reales mediante la utilización del segundo condicional.
- ✓ Identifica y utiliza los pronombres reflexivos en diálogos y en textos escritos.
- ✓ Ejercita la comprensión de lectura a través de diferentes ejercicios, aplicando estrategias tipo ICFES.
- ✓ Resuelve problemas en forma acertada y oportuna. (SOLUCIÓN DE PROBLEMAS)
- ✓ Capacidad de actuar basado en principios y valores sociales y consensuados en los grupos en donde interactúa. (COMPETENCIA AXIOLÓGICA)
- ✓ Maneja acertadamente el conflicto y contribuye positivamente a su solución. (MANEJO DEL CONFLICTO)



# Handout 1

## RELATIONSHIPS MODAL VERBS



Hi grandma, I am missing you. **I would like** to see you soon

Me too, but **I should** stay here some days more

### Indicadores de logros

- ✓ Emplea los modales adecuados para expresar deseos, obligación o sugerencias en forma oral.
- ✓ Reconoce los modales auxiliares y los aplica adecuadamente en la producción de textos.
- ✓ Identifica los conflictos que surgen en su entorno y sus posibles causas. **(MANEJO DEL CONFLICTO)**
- ✓ Reconoce sus potencialidades y limitaciones, al igual que las de su subgrupo.
- ✓ Reconoce la diversidad de actitudes y opiniones.
- ✓ Propicia encuentros que permiten el acercamiento entre las partes en conflicto.

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En esta guía vamos a aprender a utilizar los MODAL VERBS, adicional a esto, vamos a trabajar la competencia MANEJO DEL CONFLICTO.

### Reflexionemos

En nuestra vida diaria hay situaciones que, por simples que parezcan, se pueden convertir en conflicto; por conflicto se entiende la incompatibilidad de conductas, percepciones, objetivos entre personas o grupos.

Cuando ocurre un conflicto, es primordial saber identificar las causas para buscar las posibles soluciones y no permitir que estas situaciones se incrementen.



### DON'T FORGET IT

No one can do everything; every one can do something.

I read and analyze the following problem and I give the possible solution .Then I compare with my team work and all of us select the most appropriate solution.

**Note:** If you want, you can give the solution in Spanish, and then share this information with your team work and among all, you write the solution in English and finally, you show this work to your teacher

I am Natalie, I am 15 years old. I want to leave my home. This is my situation.

Since I was a child my parents have been working all the time; a baby sitter took care of me while I was very young. Now, I feel alone and I want to spend more time with them, but they are very busy every day. I don't have brothers neither sisters. I don't know what to do.

Please give me an advice.





I write this information on my notebook.

## MODAL VERBS

Modals are a type of auxiliary verbs, because they help other verbs that combined make verb phrases with a wide variety of meanings.

The following Modal Verbs are very used in common speech. They express obligation, advice, permission, invitations.... these verbs don't take **S** in ( **HE, SHE, IT**).

### MUST:

It is used when we express obligation or probability  
example:

I **must** send this letter. (**obligación**).  
(debo enviar esta carta)

you **must** be tired (**possibility**)

You **musn't** smoke. (**Obligation**).  
Or you **must not** smoke

### WOULD:

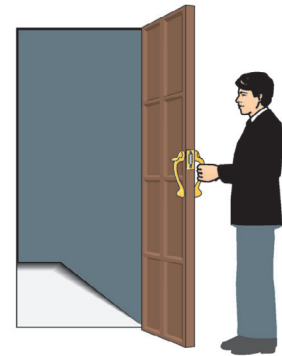
**We use** it to do invitations, requests, and give an advice.  
Examples:

I **would** like a cup of coffee (me gustaría una taza de café)  
= I'd like a cup of coffee

Where **would** you like to sit?

**Would** you open the door for me?

**Would** you do it?



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**Note:** It is the same to write: **I'd** than **I would**.

Negative sentences: I wouldn't

**SHOULD:**

It is used for giving advices.

◆ To give an advice you begin the sentence: **I think you should** Ejemplo:

I think you **should** change your job. (creo que deberías cambiar de trabajo).

I think you **shouldn't** work so hard (creo que no deberías trabajar tanto).



**COULD:**

It is used in formal requests and when we talk about possibilities.

**Could** is also the past of **CAN**. Example:

**Could** you open the window please? (¿Podrías abrir la ventana, por favor?)

**Could** you give me a hand?



**Exercise**

With the previous information, let's write the following sentences in English:

Use **Must**:

1. Debo reflexionar sobre mi comportamiento en clase.
2. Debo aprobar el grado décimo para poder pasar al grado once.

Use **would**:

1. ¿Irías conmigo a la fiesta?

2. ¿Me comprarías los libros?

Use **could**:

1. ¿Podrías ayudarme a escribir?
2. ¿Me puedes decir tu nombre?

### Let's study more modal verbs

<b>CAN</b> ability requests offers possibility permission	<b>COULD</b> past ability Remote possibility Formal requests	<b>MUST</b> obligation deduction	<b>MUSN'T</b> prohibition	<b>MIGHT</b> possibility
<b>MAY</b> permission possibility	<b>WOULD</b> invitations Requests Advice conditional	<b>SHOULD</b> advice	<b>HAVE TO</b> necessity	<b>OUGHT TO</b> pdvice

### Activity one

I work with a partner:

We read the following dialogue in english, with a partner if we have some doubts, we can ask for teacher's help. We write the sentences on my notebook which contains modals; we try to guess the meaning of each sentence with the help of the dictionary.

### Dialogue

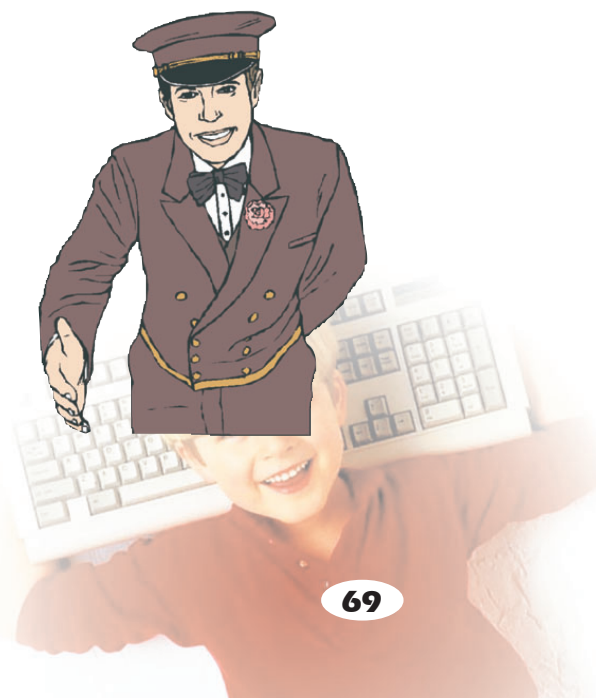
#### MRS. TRENT FINDS A PORTER AT THE STATION

**Mrs. Trent:** Platform Eleven... that's platform two. Now where's platform eleven? Oh

**Porter!**

**Porter:** Yes, madam?

**Mrs. Trent:** Could you show me where Platform 11 is, please?



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**Porter:** Platform 11. Certainly, madam, this way.  
**Porter:** Are these your bags?  
**Mrs. Trent:** Yes, could you carry them for me, please?  
**Porter:** All these are yours?  
**Mrs. Trent:** Yes. Would you carry them to Platform 11 for me, please?  
**Porter:** Of course, madam.  
**Mrs. Trent:** Thank you and would you please be careful with them?  
**Porter:** Of course, madam.  
**Mrs. Trent:** Thank you.  
**Porter:** This way 9, 10, 11. Here we are. Platform 11  
**Mrs. Trent:** Oh good.

**Porter:** There's your train.  
**Mrs. Trent:** That's not my train. That train is going to Manchester.  
**Porter:** Manchester, yes.  
**Mrs. Trent:** Well I'm not going to Manchester. I'm going to Liverpool.  
**Porter:** Liverpool. Train is at Platform 7, madam.  
**Mrs. Trent:** Platform 7. Not Platform 11  
**Mrs. Trent:** Oh I see could you take my bags to Platform 7, please?  
**Porter:** Certainly, madam. Of course, madam is a pleasure madam.  
**Porter:** Here we are. Platform 7 the Liverpool Train  
**Mrs. Trent:** Thank you.  
**Porter:** There are your cases.  
**Mrs. Trent:** Oh could you take the cases on to the platform, please?  
**Porter:** Certainly, madam.  
**Mrs. Trent:** And perhaps you'd put them on the train for me.  
**Porter:** Of course, madam.  
**Mrs. Trent:** When the train comes in.  
**Porter:** Certainly, madam.  
**Mrs. Trent:** That's a bag cough. Have you got a cold?  
**Porter:** No, madam.  
**Mrs. Trent:** Oh you'd like a tip, wouldn't you? That's why you were coughing, isn't it? You'd like a tip.  
**Porter:** Well madam, I-  
**Mrs. Trent:** Well if you could just open that small case  
**Porter:** This small brown one?  
**Mrs. Trent:** Yes would you open it for me? My money's in there.  
**Porter:** Certainly, madam. It's locked.





**Mrs. Trent:** It's not locked. Could you try a little harder?

**Porter:** Of course, madam. Ah there.

**Mrs. Trent:** Oh dear, it's the wrong case. My money isn't here after all. Where is it?

**Porter:** Oh never mind, madam. Never mind.

**Mrs. Trent:** Oh, could you close it for me? Er... would you... oh

Durante este año escolar, hemos vivenciado diferentes competencias que nos han ayudado en nuestro proceso formativo. Por tanto estamos en capacidad de identificar algunos conflictos de nuestra vida diaria y sus consecuencias, sin necesidad de la intervención de otros.



## Activity two

I am going to work in an individual way. I have to match the following sentences. In the column **A** there is a sentence which expresses a situation and in the column **B** I find the consequences of these situations.

- |   |  |
|---|--|
| 1. You <b>must</b> respect other people.                              | • If they want to learn so much. ( )                 |
| 2. I <b>can</b> never tell lies to anybody.                           | • Then you will be respected ( )                     |
| 3. He <b>ought</b> not to sell drugs in the school                    | • Because they won't understand the explanation. ( ) |
| 4. I <b>must</b> stay in bed when I am sick                           | • That will help me to get better soon. ( )          |
| 5. They <b>shoudn't</b> talk in class when the teacher is explaining. | • Because people won't trust me. ( )                 |
| 6. The students <b>have to</b> study                                  | • Because it hurts many people. ( )                  |



De acuerdo con el proceso que estoy viviendo en mi crecimiento personal, puedo reconocer mis potencialidades y limitaciones, al igual que las de mis compañeros, amigos y familiares, y hacer algo para superar mis limitantes y ayudar a otros.

### Activity three

Most of these values are practiced in our course. First I have to find out the eight values in English in order to locate them in the crossword puzzle. I write them on my notebook. After that I am going to write sentences with the values using the modals. Example

\* I **MUST** be responsible in each moment of my life.

1. Honestidad
2. Responsabilidad
3. Respeto
4. Consideración
5. Amistad
6. Amor
7. Paz
8. Lealtad

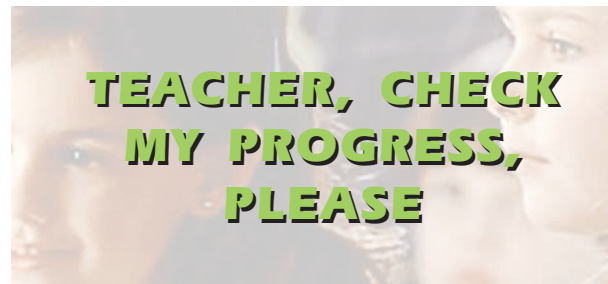


C	O	Q	R	R	Y	B	R	S	C	B
O	N	G	H	J	K	L	E	N	M	Ñ
N	C	M	D	R	R	O	S	P	E	L
S	P	M	C	E	P	P	P	Ñ	T	P
I	I	Y	T	S	O	N	O	H	Y	E
D	H	A	L	P	E	E	N	L	I	A
E	S	W	B	E	T	D	S	X	G	C
R	D	I	N	C	Y	U	I	C	D	E
A	N	P	O	T	E	O	B	D	P	R
T	E	L	L	A	Y	O	L	O	V	E
I	I	C	A	N	T	Ñ	E	X	Q	X
O	R	F	V	A	E	F	S	I	Z	H
N	F	E	C	B	N	J	U	O	P	T

### Let's continue working

As we know, we have some values but we have some limitations too, that we need to improve.

We are going to discuss about that, and we make a list about our limitations, writing them in English, and we give some solutions to improve them. After that, each one is going to write down a commitment to have better relationships.



## LET'S VERIFY OUR KNOWLEDGE

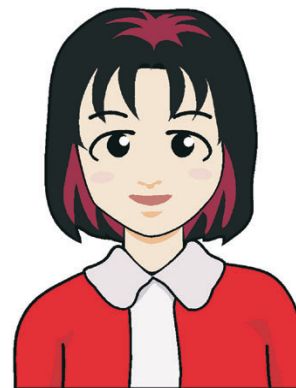
Como jóvenes, con frecuencia nos oponemos a las reglas o normas que debemos cumplir ya sea en nuestros hogares, en nuestro colegio y en la sociedad en general. Algunas veces esta actitud genera conflictos que debemos resolver de la mejor manera, evitando que mucha gente salga lastimada. Mi deber es reconocer y respetar las diferentes opiniones y actitudes de los demás y aceptar aquellas que contribuyen a mejorar mi personalidad.



I work with a partner and with the help of a dictionary we read the following letters. We choose the right titles and answers. After that, we write them on our notebooks. Then we share the answers with the rest of the group and with our teacher.



MY PARENTS went away on holiday recently, so I decided to dye my hair. I am blonde and I dyed my hair black. Now it's awful and I don't know what to do. A couple of days ago my parents came home, and when my Mum saw my hair, she went completely mad. Now, as a punishment, she says I can't dye it back. What should I do? Lucy, 16



I LIVE on a farm, and I have started thinking about animal's protection.

I am a vegetarian. My problem is that. My parents are furious. My Mum doesn't cook anything different for me, so every night all I eat is vegetables and bread and cheese. I don't think this is fair. Why can't she cooks me something tasty? Michelle, 17



I am 16 and I have never been out with a girl.. I've never even kissed one. My friends have all had lots of girlfriends, But girls don't seem to be interested in me. Now I tell everyone That I have a girlfriend in France, but I don't think they believe me. What should I do? Richard, 16

### ANSWERS (Respuestas)

People of your age, especially boys, often tell stories about their experiences. I am sure some of your friends are telling stories too! You should not tell lies, because that will make you feel more worried, and people will learn the truth sooner or later. Don't worry about not having

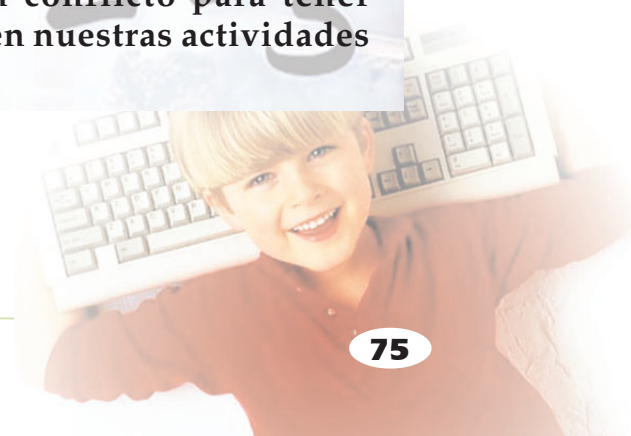


I think you are being a little selfish.  
You chose to stop eating meat, not your parents.  
Your mother is probably a very busy woman. I think  
you should cook for yourself. Baked potatoes are very easy!

I think you should dye your hair  
back to its original color. Tell your mother  
first that this is what you're going to do  
if you want to, but I'm sure she'll be pleased  
to see her «old» daughter again

Now I am going to choose a conflict from the previous exercise and I write down on a piece of paper an additional solution to the conflict. Then I share this with a classmate.

En nuestro entorno familiar y escolar surgen algunos conflictos que requieren del apoyo nuestro y de los demás, para encontrar una solución acertada. Es por ello necesario propiciar encuentros que permitan el acercamiento entre las partes en conflicto para tener relaciones armoniosas y resultados favorables en nuestras actividades diarias.





In each group there is a person who is discussing all the time with the others. My duty is to write some advises to him/her in order to improve his/her personal relationships. I have to write an advice.



**TEACHER, as you can see, I have done a good job, please verify it**



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## ESTUDIO Y ADAPTACIÓN DE LA GUÍA



