

# **CBS**

## **Colegio Bautista Shalom**



### **English Course**

### **Third Grade**

### **Fourth Bimester**

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**NOTE:** As you progress in learning each of the topics developed you will find exercises to solve with the help of your teacher.

## COMPARATIVE AND SUPERLATIVE ADJECTIVES

To make the comparative form of adjectives (like 'bigger' or 'more expensive') and the superlative form (like 'biggest' or 'most expensive'), first we need to know how many syllables are in the adjective.

### ADJECTIVES WITH ONE SYLLABLE

Usually if an adjective has only one syllable, we add 'er' to make the comparative form. We add 'est' to make the superlative form.

- ✓ clean → cleaner / cleanest
- ✓ cold → colder / coldest
- ✓ small → smaller / smallest
- ✓ young → younger / youngest
- ✓ tall → taller / tallest



Use only for illustrate\*

There are some spelling changes. If there is one vowel followed by one consonant at the end of the adjective, we often double the consonant.

- ✓ wet → wetter / wettest
- ✓ big → bigger / biggest
- ✓ hot → hotter / hottest
- ✓ thin → thinner / thinnest

If the adjective ends in 'y', this often changes to 'i'.

- ✓ dry → drier / driest

If the adjective ends in 'e', we don't add another 'e', just 'r'.

- ✓ nice → nicer / nicest
- ✓ large → larger / largest

Even when the adjective has only one syllable, it's still not wrong to use 'more' or 'most'. It's possible to say, 'more wet' or 'most tall'. This isn't incorrect.

There are a few adjectives that we must use 'more' or 'most' with, even though they only have one syllable. We CAN'T add 'er' or 'est'.

- ✓ fun → more fun / most fun (NOT funner / funnest).
- ✓ real → more real / most real (NOT realer / realest).
- ✓ right → more right / most right (NOT righter / rightest).
- ✓ wrong → more wrong / most wrong (NOT wronger / wrongest).

### ADJECTIVES WITH TWO SYLLABLES

For adjectives with two syllables we generally use 'more' or 'most'.

- ✓ careful → more careful / most careful
- ✓ bored → more bored / most bored

But some two syllable adjectives can take 'er' or 'est'. It's also fine to use 'more' (for the comparative) or 'most' (for the superlative).

- ✓ clever → cleverer
- ✓ simple → simpler
- ✓ narrow → narrower

- ✓ quiet → quieter

Adjectives with two syllables that end in 'y' usually can add 'er' or 'est' (y generally changes to i). It's also fine to use 'more'.

- ✓ dirty → dirtier / dirtiest
- ✓ pretty → prettier / prettiest
- ✓ happy → happier / happiest
- ✓ ugly → uglier / ugliest

### ADJECTIVES WITH MORE THAN TWO SYLLABLES

Adjectives with more than two syllables can only make their comparative by using 'more' and their superlatives by using 'most'.

- ✓ beautiful → more beautiful / most beautiful
- ✓ intelligent → more intelligent / most intelligent
- ✓ interesting → more interesting / most interesting
- ✓ expensive → more expensive / most expensive

### IRREGULAR ADJECTIVES

There are also some irregular adjectives. We just need to learn these forms.

- ✓ good → better / best
- ✓ bad → worse / worst
- ✓ far → further / furthest
- ✓ little → less / least
- ✓ much → more / most

**EXERCISE 01: Comparatives and superlatives of adjectives.** Write the comparative and superlative forms of the adjectives below.

For example: big / bigger / biggest or important / more important / most important.

Adjective	Comparative	Superlative
1. tall		
2. cheap		
3. expensive		
4. good		
5. lazy		
6. pretty		
7. beautiful		
8. difficult		
9. boring		

10. shy		
11. happy		
12. short		
13. famous		
14. comfortable		
15. ugly		
16. warm		
17. long		
18. intelligent		
19. wide		
20. thick		

**EXERCISE 02: The comparative form of adjectives.** Complete the following sentences with the correct comparative form of the words listed below.

bad   important   crowded   good   high   heavy   convenient   difficult   cheap  
expensive   quiet   easy   thin   healthy   dangerous   cold

1. In Canada, January is \_\_\_\_\_ than March.
2. I think that good health is \_\_\_\_\_ than money.
3. I can't carry my suitcase. It's much \_\_\_\_\_ than yours.
4. I can afford to buy a new bike but not a new car. A car is \_\_\_\_\_ than a bike.
5. You look \_\_\_\_\_ than the last time I saw you. Have you lost weight?
6. I couldn't get a seat in the restaurant. It was \_\_\_\_\_ than usual.
7. Mountains are \_\_\_\_\_ than hills.
8. He got an exceptionally good mark on his exam. The exam was \_\_\_\_\_ than he had expected.
9. You should go to the doctor. Your cold is \_\_\_\_\_ than it was a few days ago.
10. There is a lot of crime in the big cities. They are \_\_\_\_\_ than the small town where I live.

**EXERCISE 03: Comparatives using as....as.** Make your own comparisons using the words provided and the structure as...as.

Ex.                    My apartment/ large/ yours                    My apartment is as large as yours.

My car /expensive/ your car      My car isn't as expensive as your car.

**1. biology/ interesting/ history** \_\_\_\_\_

2. train/ fast/ airplane \_\_\_\_\_

**3. algebra/ difficult/ geometry** \_\_\_\_\_

4. Batman / popular/ Superman \_\_\_\_\_

5. lemon/ sweet/ orange \_\_\_\_\_

6. morning/ warm/ afternoon \_\_\_\_\_

**7.** robin / big/ eagle \_\_\_\_\_

**8.** my neighbor/ friendly/ yours \_\_\_\_\_

9. tiger/ dangerous/ lion \_\_\_\_\_

10. bicycle/ expensive/ motorcycle \_\_\_\_\_

**11.** house/ tall/ skyscraper \_\_\_\_\_

**12.** France/ beautiful/ Switzerland \_\_\_\_\_

**13.** my old shoes/ comfortable/ new shoes \_\_\_\_\_

**14.** grammar/ difficult / spelling \_\_\_\_\_

**15.** Beethoven/ famous / Mozart \_\_\_\_\_

**EXERCISE 04: The superlative form of adjectives.** Complete the following sentences with the correct superlative form of the words listed below.

funny   high   delicious   easy   cold   boring   lucky   smart   dirty   rich   valuable   bad   large  
cheap   long   scary

**1.** Yesterday was \_\_\_\_\_ day of the year. I almost froze to death walking home from school!

2. That was \_\_\_\_\_ movie I've ever seen. I almost walked out in the middle.

**3.** Please give me your recipe. That is \_\_\_\_\_ cake I've ever eaten.

4. Jerry is \_\_\_\_\_ student in our class. He gets the top grades in every course.

5. Bob told \_\_\_\_\_ story last night. I couldn't stop laughing.

**6.** Whales are \_\_\_\_\_ animals in the world.

**7.** The Nile is \_\_\_\_\_ river in the world.

8. Marie is \_\_\_\_\_ person I know. She has won the lottery four times!

9. He is \_\_\_\_\_ speaker I have ever heard. Half the audience fell asleep during his speech.

10. Mount Everest is \_\_\_\_\_ mountain in the world.
11. That is \_\_\_\_\_ painting in the art gallery. It's worth a million dollars.
12. Bill Gates is one of \_\_\_\_\_ men in the world.
13. I finished the exercise in five minutes. It was \_\_\_\_\_ homework the teacher has ever given us.
14. Arthur hates to clean. He has \_\_\_\_\_ apartment I've ever seen.
15. My dinner only cost \$6.00. That must be \_\_\_\_\_ restaurant in town.

### THE SUPERLATIVE FORM OF ADJECTIVES

**A)** Write questions using the words provided and the superlative form of the adjective.

Ex. what/ big mistake/ ever made    What is the biggest mistake you have ever made?

1. what /beautiful place to visit/ your country
2. who/ kind person/ you know
3. what/ good movie/ ever seen
4. what/ happy day/ in your life
5. what/ crazy thing/ ever done

### COMPARATIVES AND SUPERLATIVES OF ADVERBS

**A.** Write the comparative and superlative forms of the adverbs below.

Adverb    Comparative    Superlative

Ex. fast    faster    the fastest

- |                |       |       |
|----------------|-------|-------|
| 1. hard        | _____ | _____ |
| 2. carefully   | _____ | _____ |
| 3. early       | _____ | _____ |
| 4. quickly     | _____ | _____ |
| 5. slowly      | _____ | _____ |
| 6. beautifully | _____ | _____ |
| 7. well        | _____ | _____ |
| 8. clearly     | _____ | _____ |
| 9. late        | _____ | _____ |
| 10. far        | _____ | _____ |

**EXERCISE 05:** Complete the following sentences with the correct form (comparative or superlative) of the adverb provided.

1. I drive \_\_\_\_\_ (carefully) than my husband.
2. Angela works \_\_\_\_\_ (hard) than I do, but our secretary works \_\_\_\_\_ (hard) of all of us.

3. Anita sings \_\_\_\_\_ (beautifully) of all the people in the choir.
4. Our teacher explains the lessons \_\_\_\_\_ (clearly) than your teacher.
5. Robert arrived at the meeting \_\_\_\_\_ (early) than Francis.
6. Ken arrived \_\_\_\_\_ (early) of them all.
7. Teenagers usually drive \_\_\_\_\_ (fast) than their parents.
8. My daughter cooks \_\_\_\_\_ (well) than I do, but my husband cooks \_\_\_\_\_ (well) of all of us.
9. Rene speaks \_\_\_\_\_ (fluently) of all the ESL students in the class.
10. The teacher arrived \_\_\_\_\_ (late) than the students.

**EXERCISE 06: Comparatives and superlatives – adjectives and adverbs.**

Make comparisons of the following. Use your own ideas. Write three sentences for each set, one using the comparative structure with than, one using the comparative structure with as...as, and one using the superlative. (Use at least one adverb in the exercise.)

Ex. watermelon/ grapefruit/ orange.

A grapefruit is bigger than an orange.  
A grapefruit isn't as big as a watermelon.  
A watermelon is the biggest fruit of the three.

1. turtle/ rabbit/ fox \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. feather/ book/ television \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. running shoes/ bedroom slippers/ high heeled shoes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. bicycle/ motorcycle/ car \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. teacher/ doctor/ lawyer \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**EXERCISE 07: Comparatives and Superlatives – Adjectives and Adverbs.** Complete the following sentences with the correct form of the adjective or adverb, comparative or superlative of the words provided.

1. This is \_\_\_\_\_ (fancy) dress I own.
2. In my opinion, a deer moves \_\_\_\_\_ (graceful) of all the animals.
3. The politician spoke \_\_\_\_\_ (loud) than was necessary.
4. When we travel, my suitcase is always \_\_\_\_\_ (heavy) than my husband's.
5. January is \_\_\_\_\_ (cold) month of the year.



## FUTURE WITH "GOING"

### FORM

When we use *going* in a phrase to talk about the future, the form is composed of three elements: **the verb *to be* conjugated to match the subject + going + the infinitive of the main verb.**

Subject	+ to be (conjugated)	+ going	+ infinitive
She	is	going	to leave.
I	am	going	to stay.
<b>Affirmative</b>			
He	is	going	to jog.
<b>Negative</b>			
He	is not	going	to jog.
<b>Interrogative</b>			
Is	he	going	to jog?
<b>Negative Interrogative</b>			
Isn't	he	going	to jog?

### FUNCTION

The use of *going* to refer to future events suggests a strong association with the present. The time is not important, it is later than now, but the attitude is that the event depends on something in the present situation that we know about. *Going* is mainly used to refer to our plans and intentions or to make predictions based on present evidence. In everyday speech, *going to* is often shortened to *gonna*, especially in American English, but it is never written that way.

#### Using "going" for plans and intentions

For example:

- Is Freddy going to buy a new car soon?
- Are John and Pam going to visit Milan when they are in Italy?
- I think Nigel and Mary are going to have a party next week.
- We are going to have dinner together tomorrow.
- Aren't you going to stay at the library until your report is finished?

#### Using "going" for predictions

For example:

- He's going to be a brilliant politician.
- I'm going to have a hard time falling asleep.
- You're going to be sorry you said that.
- Is it going to rain this afternoon?
- Aren't they going to come to the party?

**EXERCISE 08: Be going to.**

Tomorrow I´m going to go to the beach.

1. I \_\_\_\_\_ (not be) with my family.
2. I \_\_\_\_\_ (meet) my friends.
3. We \_\_\_\_\_ (play) football on the beach.
4. I \_\_\_\_\_ (not swim).
5. We \_\_\_\_\_ (have) a great time.

**EXERCISE 09: Correct the sentences.**

**Example:**      **My parents are go to meet my teachers tomorrow. X**

**My parents are going to meet my teachers tomorrow.**

1. Rob and I aren´t going wear trainers. X
2. We going to visit my grandparents tomorrow. X
3. Is it going to rains today? X
4. I´m no going to do any homework this evening? X
5. What is he going to doing tomorrow? X

**EXERCISE 10: Be going to.**

1. \_\_\_\_\_ you \_\_\_\_\_ school on Friday?
2. Next week you \_\_\_\_\_ use the computer.
3. You \_\_\_\_\_ (not) use the internet.
4. We \_\_\_\_\_ finish at three o´clock.
5. Chris \_\_\_\_\_ design websites.
6. Eli \_\_\_\_\_ be a film director.
7. Ben \_\_\_\_\_ (not) work with computers.
8. Isabel \_\_\_\_\_ design software.
9. Mark and Mandy \_\_\_\_\_ be rich.
10. Sarah \_\_\_\_\_ (not) be a writer.

**READING JOURNAL ARTICLES**

The amount of reading assigned and the level of difficulty significantly increase from high school to college. Many students find that the skills they needed and used in high school are not as effective in college. Understanding and using effective active reading strategies can transform reading and study time from frustrating and confusing to meaningful, purposeful, and successful. Using active reading strategies can improve comprehension and ensure that you actually retain the information you read.

Journal articles bring their own set of challenges. Since journal articles are usually signifijusantly different from other texts, it's even more important to have a good understanding of active and



effective reading strategies, especially ones that are specific to journal articles. This handout provides several strategies for reading journal articles effectively and connects you with resources for reading texts in general.

## HOW ARE JOURNAL ARTICLES UNIQUELY CHALLENGING?

Journal articles differ from other texts in many significant ways. It is important to understand the unique features of journal articles before starting to read one so that you can better understand it while and after you read.

1. **Background knowledge:** Both the author and the intended audience are likely to be experts on the subject. The author assumes readers are already familiar with basic ideas, terms, and background knowledge.
2. **Vocabulary:** The vocabulary is subject-specific and appropriate for advanced readers. Key terms are woven into the text, not highlighted with special formatting or referenced in a glossary. In some cases you can figure out the important information from context; in others, you may need to look up a word or two to understand the article.
3. **Purpose:** The author may make a claim, develop an argument, or share an opinion. Look for this in the article's title and abstract (the introductory summary paragraph).
4. **Research:** The focus is usually research—either the author's own or the work of other scholars on the subject. The text is likely to include many references to other researchers.
5. **Specificity:** The author may explore a narrow, highly specific topic or perspective within a larger subject.
6. **Formatting:** Content may be presented in standardized sections. These include Abstract, Background or Literature Review, Methods, Results, Discussion, Conclusion, and Reference sections.
7. **Lack of visuals:** The text may include few or no visual aids (graphs, illustrations, charts)—only text. There may be few or no subheadings or other content delineations.

## HOW TO READ JOURNAL ARTICLES EFFECTIVELY

### BEFORE READING

Ask your professor for guiding questions or key topics to keep in mind while reading. These suggestions and insights can guide your reading and note taking.

Begin with the abstract (or first page) and the conclusion (or final page) for an overview of topics. These help provide a framework for comprehension.

Think about why your professor might have assigned the article. Brainstorm how the content might relate to what you've learned in class so far. The article will make more sense if you have some context and purpose before you read.

Convert headings and topics into simple questions. Jot these down and read for answers. Use these to guide your note taking.

If needed, build a foundation with simpler, shorter sources of information, such as dictionaries, encyclopedias, and reputable websites. Gathering background information will help you process details and identify main ideas more efficiently. Try looking up a different article on the same topic or an article that was referenced multiple times by the article you are reading.

Create a supportive learning environment. Think about what type of setting enables you to concentrate best and avoid distractions. Clear your study area of distracting noises and tempting technologies, and choose a location that is comfortable.



## DURING READING

Feel free to read sections out of order or to focus only on a few sections. In some classes, your professor may be more interested that you understand the context (Background/Lit Review) and the outcomes (Results and Discussion), whereas in others they may want you to think critically about the methods used in the study.

Make a habit of condensing and paraphrasing what you read. As you finish each section or page, how well can you explain key terms and ideas without reproducing the author's words? Use the note-taking template to reduce an article to a single page of summaries.

Finish an entire page or section before taking notes. If there are no breaks, create your own stopping points.

Take note of your thoughts and questions as you read. Don't let them slip away! Incorporate them into class discussions and assignments.



Limit your highlighting and underlining. Many students use this strategy, but it does not require much thinking or help you remember what you read. Instead of over-highlighting as you read, wait until you finish a paragraph or section. Then, determine the main ideas and supporting details in that section and highlight only those.

Try annotating while you read as an alternative to heavy highlighting and underlining. Make symbols to mark questions, main ideas, unknown words, and definitions that you encounter while reading. Reading a digital text? Printing on paper or to PDF can facilitate annotation by hand or with PDF annotation software.

## AFTER READING

Revisit the article at a later date. You are likely to make connections that weren't obvious during your first read.

Try some active study strategies such as paraphrasing the article or writing a short summary from memory to engage in deeper learning and to better understand the information.

Explain and share what you read with a friend—or at least out loud to yourself—in your own words. Answer any questions provided in the text, by your professor, or on the syllabus. If your class is remote or online, try using Zoom or another online meeting space to connect with classmates and discuss readings.

Create flashcards, concept maps, or an outline to critically think through the material and test yourself.

## SOME USEFUL TIPS TO HELP YOU AVOID WRITING AWFUL JOURNAL ARTICLES

Publishing journal articles with high importance in the field of research has become very important for researchers for advancement in their career and credibility in their field. When there is so much pressure to publish quality paper it is then that novices are producing papers that may get them a bad impression. Therefore it is very important for them to know the basic rules of how to avoid writing bad journal articles.





**EXERCISE 11:** Write a journal addressing the topic that your teacher tells you.

## REPORTED SPEECH

### REPORTED STATEMENTS

When do we use reported speech? Sometimes someone says a sentence, for example:

"I'm going to the cinema tonight". Later, maybe we want to tell someone else what the first person said. Here's how it works:

We use a reporting verb like 'say' or 'tell'. If this verb is in the present tense, it's easy.

We just put 'she says' and then the sentence:

Direct speech: I like ice cream.

Reported speech: She says she likes ice cream.

We don't need to change the tense, though probably we do need to change the 'person' from 'I' to 'she', for example. We also may need to change words like 'my' and 'your'.

On the other hand, if the reporting verb is in the past tense, then usually we change the tenses in the reported speech:

Direct speech: I like ice cream.

Reported speech: She said she liked ice cream.

Tense	Direct Speech	Reported Speech
present simple	I like ice cream"	She said (that) she liked ice cream.
present continuous	I am living in London"	She said she was living in London.
Past simple	I bought a car"	She said she had bought a car OR She said she bought a car.
Past continuous	I was walking along the street"	She said she had been walking along the Street.
present	"I haven't seen Julie"	She said she hadn't seen Julie.
perfect		
past perfect*	"I had taken English lessons before"	She said she had taken English lessons before.
will	"I'll see you later"	She said she would see me later.
would*	"I would help, but..."	She said she would help but...
can	"I can speak perfect English"	She said he could speak perfect English.
could*	"I could swim when I was four"	She said she could swim when she was four.
shall	"I shall come later"	She said she would come later.
should*	"I should call my mother"	She said she should call her mother.
might*	"I might be late"	She said she might be late.
must	"I must study at the weekend"	She said she must study at the weekend OR. She said she had to study at the weekend.

\*doesn't change.

Occasionally, we don't need to change the present tense into the past if the information in direct speech is still true (but this is only for things which are general facts, and even then usually we like to change the tense):

Direct speech: The sky is blue.

Reported speech: She said that the sky is/was blue.

## REPORTED QUESTIONS

So now you have no problem with making reported speech from positive and negative sentences. But, how about questions?

Direct speech: Where do you live?

How can we make the reported speech here? In fact, it's not so different from reported statements. The tense changes are the same, and we keep the question word. The particularly important thing though is that, once we tell



the question to someone else, it isn't a question anymore. So, we need to change the grammar to a normal positive sentence:

Reported speech: She asked me where I lived

Do you see how I made it? The direct question is in the present simple tense. We make a present simple question with 'do' or 'does' so I need to take that away. Then I need to change the verb to the past simple.

Another example:

Direct speech: Where is Julie?

Reported speech: She asked me where Julie was.

The direct question is the present simple of 'be'. We make the question form of the present simple of be by inverting (changing the position of) the subject and verb. So, we need to change them back before putting the verb into the past simple. Here are some more examples:

#### Direct Question

"Where is the Post Office, please?"

"What are you doing?"

"Who was that fantastic man?"

#### Reported Question

She asked me where the Post Office was.

She asked me what I was doing.

She asked me who that fantastic man had been.

So much for 'wh' questions. But what if you need to report a 'yes / no' question? We don't have any question words to help us. Instead, we use 'if':

Direct speech: Do you like chocolate?

Reported speech: She asked me if I liked chocolate.

No problem? Here are a few more examples:

### REPORTED ORDERS

And finally, how about if someone doesn't ask so politely? We can call this an 'order' in English when someone tells you very directly to do something.

For example:

Direct speech: Sit down!

In fact, we make this into reported speech in the same way as a request. We just use 'tell' instead of 'ask':

Reported speech: She told me to sit down.

Direct Order Reported Order

"Go to bed!" He told the child to go to bed.

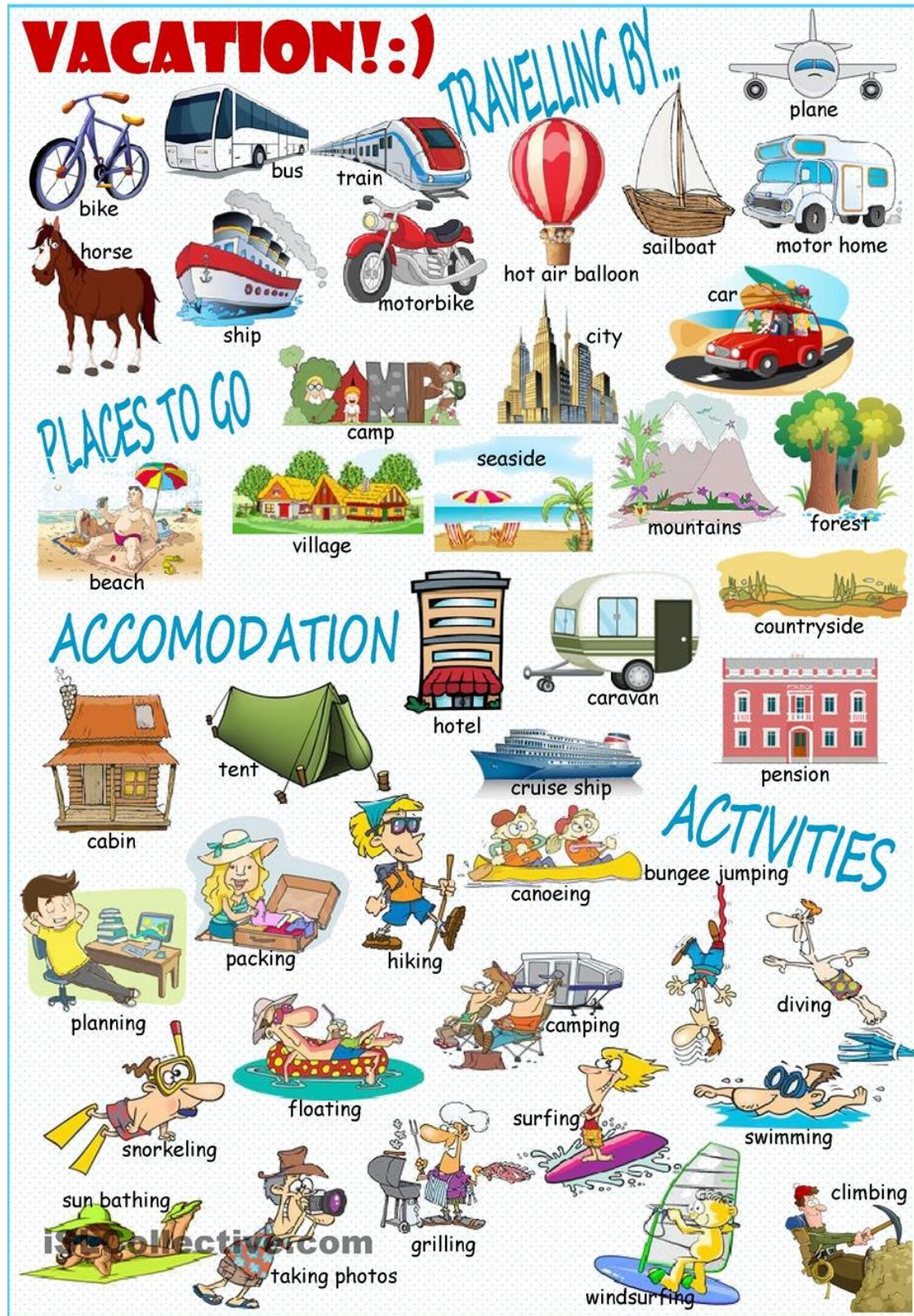
"Don't worry!" He told her not to worry.

"Be on time!" He told me to be on time.

"Don't smoke!" He told us not to smoke.

**PRACTICE THE FOLLOWING VOCABULARY**



**PRACTICE THE FOLLOWING VOCABULARY**



**EXERCISE 12: Solve the following worksheet following each instruction given in each section.**

# VACATION

Match the words and the pictures.

1 swimming trunks

2 sun lotion

3 hiking

4 cabin

5 beach

6 camera

7 palm tree

8 canoeing

9 sand castle

10 bungee jumping

11 beach umbrella

12 tourist



Find ten holiday words in the word search.

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

Find the odd one out.

- 1 swimming - diving - climbing - surfing
- 2 ball - backpack - chair - umbrella
- 3 suitcase - plane - train - car
- 4 village - mountains - beach - cash
- 5 credit card - passport - ticket - cocktail
- 6 swimming trunks - cabin - straw hat - sunglasses
- 7 grilling - sun bathing - sunglasses - sun lotion
- 8 sandcastle - sand toys - sleeping bag - beach ball

Find the holiday words in the circle.

sideclimbingsuitcasesnorkelgeartickethorsecruiseshippensionbeachbunbrelladeckchairwatermelonslunglassesicecreamssunbathingscissors

What are they?



camp ship passport  
suitcase beach

1 A large bag with flat sides that you carry your clothes in when you travel: \_\_\_\_\_

2 A big boat for long journeys on the sea: \_\_\_\_\_

3 A piece of land next to the sea that is covered with sand or stones: \_\_\_\_\_

4 A place where people live in tents for a short time: \_\_\_\_\_

5 A small book with your name and photograph in it. You must take it with you when travel to other countries: \_\_\_\_\_

Put the letters in the correct order.

- 1 marcea: \_\_\_\_\_
- 2 cnpiakg: \_\_\_\_\_
- 3 cicdrheka: \_\_\_\_\_
- 4 hrsraitf: \_\_\_\_\_
- 5 cemierac: \_\_\_\_\_
- 6 pakkbacc: \_\_\_\_\_
- 7 fnrsgiu: \_\_\_\_\_
- 8 rtotsui: \_\_\_\_\_
- 9 oieoubkgd: \_\_\_\_\_
- 10 oncea: \_\_\_\_\_

**BIOGRAPHY (OF THE NEW CONTENT INCLUDED IN THIS VERSION OF THE DOCUMENT)**

Dembo, MH y Seli, H. (2013). *Estrategias de motivación y aprendizaje para estudiantes universitarios: un enfoque en el aprendizaje autorregulado* (4ª ed.) Nueva York: Taylor & Francis.

Holschuh, J. y Nist, SL (2000). *Aprendizaje activo: estrategias para el éxito universitario*. Massachusetts: Allyn y Bacon.

**EGRAPHY (OF THE NEW CONTENT INCLUDED IN THIS VERSION OF THE DOCUMENT)**

<https://learningcenter.unc.edu/tips-and-tools/reading-journal-articles/>

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