

**ESCUELA NACIONAL COLEGIO DE CIENCIAS Y HUMANIDADES**

**PLANTEL NAUCALPAN**

**DEPARTAMENTO DE INGLÉS**

# **GUÍA DE EXAMEN EXTRAORDINARIO**

## **INGLÉS I**

**2010**

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**ESCUELA NACIONAL COLEGIO DE CIENCIAS Y HUMANIDADES**  
**PLANTEL NAUCALPAN**  
**DEPARTAMENTO DE INGLÉS**  
**GUÍA PARA EL EXAMEN EXTRAORDINARIO DE INGLÉS I**

## **INTRODUCCIÓN**

### **Objetivo de la guía**

La guía para la preparación del examen extraordinario de Inglés I, tiene el propósito de presentarte actividades relacionadas con las cuatro habilidades de inglés (*reading, listening, writing and speaking*) que se incluyen en el Primer Acercamiento a los Programas de Inglés I y III (PAPI). La guía es un recurso didáctico que te proporcionará ayuda práctica en tu preparación para presentar el examen extraordinario. Además encontrarás ejercicios de tipo gramatical que te facilitarán la comprensión de las estructuras que se incluyen en este nivel. Las actividades presentadas están directamente relacionadas con los aprendizajes y por lo tanto con los temas que comprenden este primer semestre de inglés.

### **Objetivo general del Programa de Inglés I**

El alumno será capaz de expresarse de manera oral y escrita para dar información personal de sí mismos y de otros. Además comprenderá textos orales y escritos de estructura sencilla para obtener información de acuerdo a sus necesidades inmediatas.

### **Contenidos de la guía**

La presente guía consta de actividades variadas que incluyen la práctica de las cuatro habilidades de inglés así como de la gramática, además de cuadros explicativos que te proporcionarán información clara con ejemplos para comprender mejor la temática. Los reactivos son muy similares a los que presentan los materiales que se utilizan en el salón de clases. Además, contiene un examen modelo similar al extraordinario que presentarás; hojas de respuesta, con las cuales podrás verificar tu avance o identificar cuáles son tus fallas; asimismo, cuenta con direcciones electrónicas con el propósito de proporcionarte elementos auditivos auténticos. Y finalmente, esta guía cuenta con anexos que te ayudarán a verificar el vocabulario relacionado con los temas de Inglés I.

## **INSTRUCCIONES**

### **Forma de estudio y resolución de actividades**

La resolución de las actividades que contiene la presente guía te ayudará a prepararte para contestar con éxito el examen extraordinario de la asignatura. Será necesario que dediques el tiempo suficiente para que, de manera autónoma, estudies los cuadros de información, visites las páginas electrónicas propuestas, comprendas las instrucciones de cada actividad y seas capaz de resolver las actividades.

### **SUGERENCIAS DE ACTIVIDADES**

Los ejercicios presentados en cada unidad retoman una actividad de práctica en situación de comunicación y además, tienen relación directa con los propósitos, aprendizajes, contenidos y cuadros de especificaciones del PAPI.

### **FORMAS DE AUTO-EVALUACIÓN**

Para que cuentes con un recurso más para presentar en forma exitosa tu examen extraordinario, se incluye un examen modelo y la clave de respuestas; de esta manera podrás realizar una autoevaluación y observarás tu propio avance.

### **Formato del examen extraordinario**

El examen extraordinario consta de cinco secciones:

- Reading
- Writing
- Listening
- Speaking
- Grammar

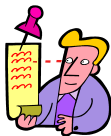
Incluye entre 3 y 5 ejercicios por habilidad con un máximo de 100 reactivos en total.

# UNIDAD 1

**Propósito:** Al finalizar la unidad, el alumno comprenderá y producirá expresiones cotidianas en inglés para hablar de sí mismo y de otros en el ámbito escolar y personal.

Algunos de los contenidos de esta unidad incluyen instrucciones y lenguaje del salón de clases, cómo proporcionar datos personales y de terceras personas, expresiones para indicar posesión, lectura de ojeada entre otros.

Aprendizaje: El alumno comprende y sigue instrucciones sencillas y breves en un ámbito conocido.



“Personal Information”

**I. Read this PERSONAL INFORMATION CARD.**

	<b>Title:</b>	Mr.
	<b>First name:</b>	Javier
	<b>Middle name:</b>	N/A 😊
	<b>Last name:</b>	Hernández
	<b>Nickname:</b>	“chicharito”

😊 NOT APPLICABLE

**II. In the first column, write the meanings of the title; in the second column, write the use or uses; and in the third column, give an example.**

MEANING	USE	EXAMPLE
TITLE <u>título (cortesía y respeto)</u>	_____	_____
Mr. _____	_____	<u>Sr. Raúl García</u>
Miss _____	_____	_____
Mrs. _____	<u>married woman</u>	_____
Ms. _____	_____	_____




**III. Match the columns. Draw a line.**

A	B
First name	“Juanes”
Middle name	Aristizábal
Last name	Esteban
Nickname	Juan



**IV. Fill in this PERSONAL INFORMATION CARD with your information.**

PHOTO	Title: _____
	First name: _____
	Middle name: _____
	Last name: _____
	Nickname: _____

“Introductions” 

**V. Watch the video at this web-site and pay attention to the dialogue.**

<http://www.cch-naucalpan.unam.mx/guias/ingles/videos/video.about.com/esl/ESL-Dialogue--Introductions.htm>



**VI. Now put that dialogue in the correct order. Watch the video again if it is necessary.**

( ) A: Thank you.



- ( ) B: I'm from New York. Nice to meet you.
- ( ) B: My name is Ellen. What's your name?
- ( ) A: Nice to meet you, too.
- ( 1 ) **A: Hello! Today is my first day here. What's your name?**
- ( ) B: Welcome to the class.
- ( ) A: Alejandro. I'm from Colombia. Where are you from?

**VII. Practice the conversation with a partner using your own information.**

**Student:** Hello! Today is my first day here. What's your name?

**Teacher:** My name is \_\_\_\_\_. What's your name?

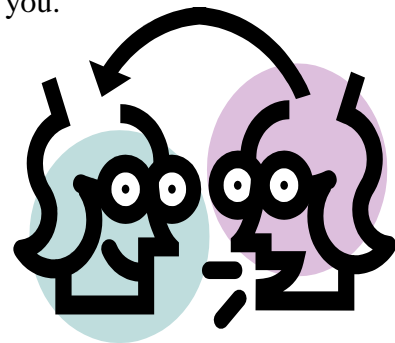
**Student:** \_\_\_\_\_. I'm from \_\_\_\_\_. Where are you from?

**Teacher:** I'm from \_\_\_\_\_. Nice to meet you.

**Student:** Nice to meet you, too.

**Teacher:** Welcome to the class.

**Student:** Thank you.



**REMEMBER!** You can use other phrases.

**Greetings**

Hi!	
Good morning.	
Good afternoon.	
Good evening.	

**Origin**

I'm from Mexico (country).	
I'm from Mexico City (city).	

You can check more nationalities on appendix section

Aprendizaje: El alumno da información elemental sobre sí mismo y los demás, de manera oral y escrita.



**I. Read and match. Follow the example.**

0. **What's your name?**                    A \_\_\_ I live in Mexico City.
1. **Where do you live?**                    B \_\_\_ I'm 15 years old.
2. **How do you spell your last name?**    C \_\_\_ Mexican.
3. **When is your birthday?**            **D 0    María.**
4. **How old are you?**                    E \_\_\_ It's on May 29th.
5. **What's your nationality?**            F \_\_\_ S-a-n-c-h-e-z.

**GRAMMAR TIP** Hacemos uso de los **pronombres personales** (*personal pronouns*) para evitar repeticiones del sujeto u objeto del que se hace referencia o quien realiza una acción. Se utilizan siempre al inicio de una oración antes de la acción principal.

Ejemplo: **Peter** is my brother. **He** is very tall.

Personal Pronouns							
I	you	she	he	It	we	you	they
yo	tú	ella	él	eso	nosotros	ustedes	ellos

Utilizamos los **adjetivos posesivos** (*possessive adjectives*) para especificar a quién pertenecen objetos o cosas y siempre van acompañados del objeto que se posee.

Ejemplo: **My** cat is cute.

Possessive Adjectives							
my	your	her	his	its	our	your	their
mi (s)	tu(s)	su(s) de ella	su(s) de él	su(s) de eso (a)	nuestro(s)	su(s)	su(s) de ellos (as)



**II. Read the conversation and complete using the words**



**in box.**

**Jane:** Hi, Iker!

**Iker:** Hi, Jane! How are you?

**Jane:** Perfect!!! And (1) \_\_\_\_\_?

**Iker:** I'm ok. Is that Diane?

**Jane:** No, she isn't. (2) \_\_\_\_\_ name is Paola. (3) \_\_\_\_\_'s new in here.

**Iker:** Mmm, do (4) \_\_\_\_\_ have (5) \_\_\_\_\_ telephone number?

**Jane:** Oh, sorry! I don't have (6) \_\_\_\_\_. But I have (7) \_\_\_\_\_ e-mail.

**Iker:** Can you give (8) \_\_\_\_\_ to me?

**Jane:** Sure!

her

it

She

her

you

it

Her

you



You can check more pronouns on appendix section

Aprendizaje: El alumno plantea y contesta preguntas sobre sí mismo, otras personas y sus posesiones.

**Verbo *TO BE*: Preguntas con respuestas Sí o No y Respuestas Cortas**

**I. Revisa la siguiente información y subraya lo más importante.**

El verbo ***TO BE*** (que significa SER o ESTAR) en inglés sirve para preguntar y expresar sobre características:

**a) permanentes**, por ejemplo:

- A. "Are you my uncle?"
- B. "Yes, I am. I'm your mother's brother."
- A. Are you Mexican?"
- B. "No, I'm from Venezuela."

**b) temporales**, por ejemplo:

- A. "Are you happy?"
- B. "Yes, I am."
- A. "Are you busy now?"
- B. "No, I am not."

Estudia estos dos cuadros con la formulación de preguntas sobre características: uno para singular (un elemento) y otro para plural (dos elementos o más).

**GRAMMAR TIP**

**Cuadro 1. PREGUNTAS CON *TO BE* EN SINGULAR**

Pregunta	Ejemplo	Respuesta Corta			
		Afirmación	Negación		
Am I...?	Am I a student?	Yes, I am.	No, I am not.	No, I'm not.	—
Are you...?		Yes, you are			
Is/he/she/it...?	Are you his sister?	Yes, you are. Yes, I am	No, you are not.	No, you're not.	No, you aren't.
	Is he American?	Yes, he is.	No, he is not.	No, he's not.	No, he isn't.
	Is she a chef?	Yes, she is.	No, she is not.	No, she's not.	No, she isn't.
	Is it a cat?	Yes, it is.	No, it is not.	No, it's not.	No, it isn't.

**GRAMMAR TIP**

**Cuadro 2. PREGUNTAS CON *TO BE* EN PLURAL**

	Ejemplo	Respuesta Corta			
		Afirmación	Negación		
<b>Pregunta</b> Are /we/ you/ they...?	Are we students?	Yes, we are.	No, we are not.	No, we're not.	No, we aren't.
	Are you teachers?	Yes, you are.	No, you are not.	No, you're not.	No, you aren't.
	Are they doctors?	Yes, they are.	No, they are not.	No, they're not.	No, they aren't.

**REFLEXIÓN**

**II. Revisa de nuevo los cuadros anteriores. Completa las siguientes ideas.**

a. La principal característica de las preguntas de **SÍ** o **NO** con el verbo **TO BE** es...

\_\_\_\_\_

b. Las preguntas en inglés llevan sólo un...

\_\_\_\_\_

c. Las respuestas cortas afirmativas no pueden...

\_\_\_\_\_

d. Las respuestas cortas negativas sí pueden...

\_\_\_\_\_

**Verbo TO BE: Preguntas de Información y Respuestas Cortas**

**III. Complete the following conversations. Check the example given.**



What is your mother's address?

Her address is 6 Pine St.

Who \_\_\_\_\_?  
\_\_\_\_\_?

She's my sister.



Where \_\_\_\_\_?  
\_\_\_\_\_?

He's from Canada.

How \_\_\_\_\_?  
\_\_\_\_\_?

I'm fine thanks. And you?

How old \_\_\_\_\_?  
\_\_\_\_\_?

I'm 17 years old

**IV. Choose the correct answer to the question.**

1. A: "Is he a waiter?"

- a) B: "No, he isn't."
- b) B: "Yes, he is."
- c) B: "No, she is not."
- d) B: "Yes, she is."



2. A: "Is she a nurse?"

- a) B: "Yes, he is."
- b) B: "No, he is not."
- c) B: "No, she isn't."
- d) B: "Yes, she is."



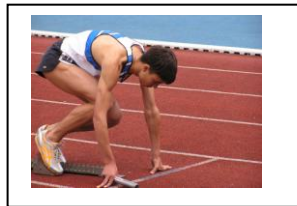
3. A: "Is he an engineer?"

- a) B: "Yes, they are."
- b) B: "Yes, he is."
- c) B: "No, they aren't."
- d) B: "No, he is not."



4. A: "Is he an athlete?"

- a) B: "No, he isn't."
- b) B: "Yes, he is."
- c) B: "No, she is not."
- d) B: "Yes, she is."



5. A: "Is he a baseball player?"

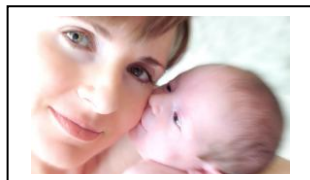
- a) B: "No, she is not."
- b) B: "Yes, she is."
- c) B: "No, he isn't."
- d) B: "Yes, he is."



**V. Choose the correct question to the answer.**

1. A: "\_\_\_\_\_?" B: "Yes, I am."

- a) Is he a mother?
- b) Is she a mother?
- c) Are they mothers?
- d) Are you a mother?



2. A: “ \_\_\_\_\_ ?”

- a) Are they pilots?
- b) Is she a pilot?
- c) Are they flight attendants?
- d) Is she a flight attendant?

B: “No, they aren’t.”



3. A: “ \_\_\_\_\_ ?”

- a) Is she an actress?
- b) Are they scientists?
- c) Are they actresses?
- d) Is she a scientist?

B: “No, she’s not.”



**VI. Read the information about Juan Portales, write the questions and answers.**

First name: **Juan**  
Last name: **Portales**  
Origin: **Cuba**  
Occupations: **Athlete**  
**Doctor**  
**Professor**  
Family: **Sandra - wife**  
**Samuel and Isaac – children**



**Interviewer**

**Juan Portales**

Good morning.

Hello!

Q1. \_\_\_\_\_ ? Yes, it is. My full name is Juan Portales.

Q2. \_\_\_\_\_ ? No, I am not.

Q3. \_\_\_\_\_ ? I am from Cuba.

Q4. Is Mariana your wife? \_\_\_\_\_

Q5. \_\_\_\_\_ ? Yes, she is.

Q6. \_\_\_\_\_ ? No, they aren't. They are Samuel and Issac.

**VII. Match the questions with their answers. Write the letter in the parenthesis.**

**Questions**

**Answers**

- |                                |     |                                     |
|--------------------------------|-----|-------------------------------------|
| 1. Who is your teacher?        | ( ) | a. I'm sixteen years old.           |
| 2. How old is she?             | ( ) | b. Marie.                           |
| 3. What's your address?        | ( ) | c. Miss Benson.                     |
| 4. What's his e-mail?          | ( ) | d. 5501 – 6287                      |
| 5. What's her first name?      | ( ) | e. 182 Hidalgo St.                  |
| 6. Where are they from?        | ( ) | f. Johnson.                         |
| 7. How old are you?            | ( ) | g. France                           |
| 8. What is their phone number? | ( ) | h. Fine, thanks.                    |
| 9. What is his last name?      | ( ) | i. She's twenty.                    |
| 10. How are you?               | ( ) | j. <u>american-joe3@hotmail.com</u> |

Aprendizaje: El alumno identifica el tema en discursos sencillos orales y escritos sobre tópicos de interés personal, familiar y académico.

## Reading



I. Look at these titles and imagine what the texts are about.

*Tim's Mary's*

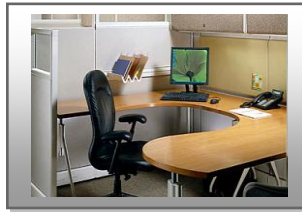
*Hobbies and Interests Day*

II. Observe the pictures and describe them in English. Write a sentence about each one.

PICTURE A



PICTURE B



PICTURE C



\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

III. Read the two texts and match them with the previous pictures. There is one picture that matches with both. Pay attention to the cognates and familiar words. Be careful with false cognates.

You can check false cognates on appendix

TEXT 1 PICTURES \_\_\_\_\_ AND \_\_\_\_\_

### Tim's Day

By Kenneth Beare

Tim works for a company in California. He's a customer service representative. He gets up at six o'clock each workday. He drives to work and begins his job at eight o'clock. He speaks to people on the telephone to help them with their banking problems. People telephone the bank to ask questions about their accounts. Tim is polite and friendly with everyone. He has lunch in a park next to his office. He returns home at five o'clock in the evening. After work, he goes to the gym to work out. He has dinner at seven o'clock. Tim likes watching TV after dinner. He goes to bed at eleven o'clock at night.



### Mary's Hobbies and Interests

By Kenneth Beare

Mary has a lot of hobbies and interests. She usually gets up early so she can run before work. She doesn't often have time to ski. She loves music. She always goes to choir practice on Wednesday evenings and sings in church on Sundays. She doesn't have much extra money, so she rarely goes to concerts in the city. She seldom watches TV because she likes doing things outside. She usually goes to the gym if it's raining outside. She usually does her activities with one of her friends. She's a happy woman!

[http://esl.about.com/od/beginnerreadingskills/a/adverbs\\_of\\_frequency\\_reading.htm](http://esl.about.com/od/beginnerreadingskills/a/adverbs_of_frequency_reading.htm)

#### IV. Read the texts again and answer. Remember, you don't need to look at the dictionary.

Choose the correct answer to these questions based on *Tim's Day*.

1. Where does Tim work? \_\_\_\_\_
  - a) In Europe
  - b) In the USA
  - c) In Asia
2. When does he get up? \_\_\_\_\_
  - a) He gets up at seven o'clock in the morning.
  - b) He gets up at eight o'clock.
  - c) He gets up at six o'clock.

Answer the questions.

3. How does he get to work? \_\_\_\_\_
4. What does Tom like doing? \_\_\_\_\_

Decide if the statements are 'true' T or 'false' F based on the reading *Tim's Day*.

5. He eats lunch at work. T F
6. He works out at the gym and watches TV in the evening. T F

Choose the correct answer to these questions based on *Mary's Hobbies and Interests*.

1. Why does she usually get up early? \_\_\_\_\_

- a) She gets up early to run before work.
- b) She gets up early to go to work.
- c) She gets up early to have breakfast.

2. How often does she ski? \_\_\_\_\_

- a) She often skis.
- b) She occasionally skis in winter.
- c) She rarely skis in winter.

Answer the questions.

3. Where does she usually sing? \_\_\_\_\_

4. When does she go horseback riding? \_\_\_\_\_

Decide if the statements are 'true' T or 'false' F based on the reading *Mary's Hobbies and Interests*.

5. She has extra money for concerts. T F

6. She likes doing activities outside. T F

V. Write at least four sentences about your hobbies and interests.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# UNIDAD 2

**Propósito:** Al finalizar la unidad, el alumno será capaz de plantear y contestar preguntas sobre su entorno y el de otros.

Algunos de los contenidos de esta unidad incluyen descripción de sitios comunes y objetos personales, preguntas y afirmaciones con *have*, datos personales sobre los miembros de la familia, profesiones, entre otros.

Aprendizaje: El alumno describe artículos personales y lugares comunes.

### WHAT IS THIS?

En inglés se utilizan los adjetivos para describir objetos a nuestro alrededor. Un adjetivo describe las características de las cosas, lugares, animales, personas y todo aquello que puede ser nombrado.

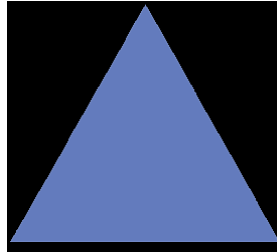
Descriptions: This is a/an...

Examples:

**This is a triangle.**

**It is blue. It is a blue triangle.**

**It has 1 flat face and 3 corners.**



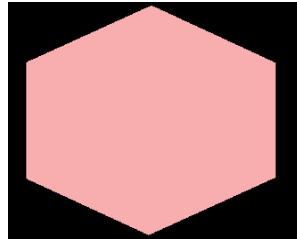
**This is a hexagon.**

**It is pink.**

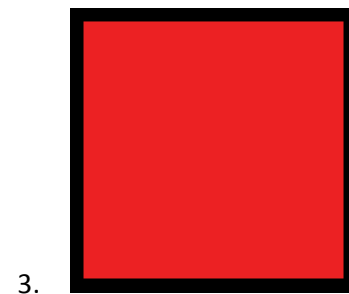
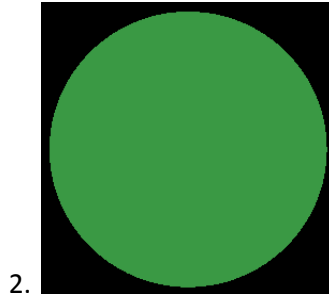
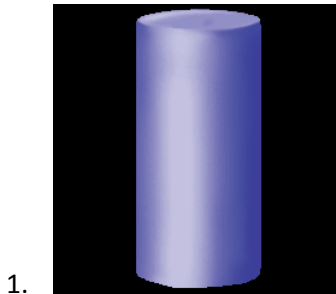
**It is a pink hexagon.**

**A hexagon is a 2D shape.**

**It has 6 sides and 6 corners.**



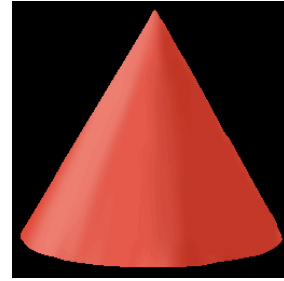
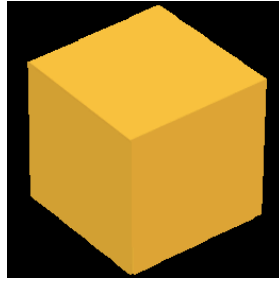
**I. Follow the examples and write a short description for the next pictures.**



Blank writing area for description 1, consisting of 8 horizontal lines within a rounded rectangular border.

Blank writing area for description 2, consisting of 8 horizontal lines within a rounded rectangular border.

Blank writing area for description 3, consisting of 8 horizontal lines within a rounded rectangular border.



4.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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5.

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

6.

\_\_\_\_\_

\_\_\_\_\_

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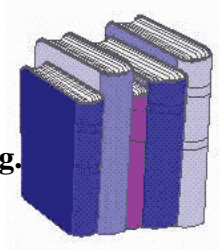
**II. Now study these examples. Then look at the images and try to describe them.**

**These are books.**

**They are blue and pink.**

**The books are interesting.**

**I read my book.**

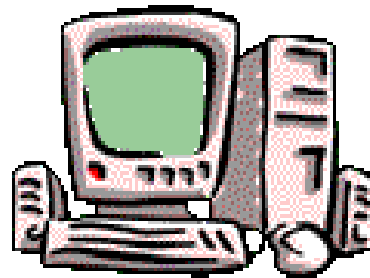


**This is a computer.**

**The computer is white.**

**Computers are useful.**

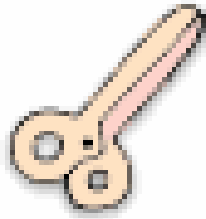
**I like my computer.**





1.

Blank writing area with 10 horizontal lines.



2.

Blank writing area with 10 horizontal lines.



3.

Blank writing area with 10 horizontal lines.



4.

Blank writing area with 10 horizontal lines.



5.

Blank writing area with 10 horizontal lines.



6.

Blank writing area with 10 horizontal lines.



7.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



8.

\_\_\_\_\_

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9.

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**GRAMMAR TIP**

PERSONAL PRONOUN	POSSESSIVE ADJECTIVE
I	MY
YOU	YOUR
HE	HIS
SHE	HER
IT	ITS
WE	OUR
THEY	THEIR

**EXAMPLES:**

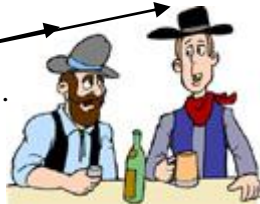
This is my hat.



This is her hat.



These are their hats.



This is his hat.



**III. Complete the sentences using possessive adjectives or personal pronouns.**

1. I'm Marcus and this is \_\_\_\_\_ garden.
2. My mother's Susan and this is \_\_\_\_\_ hat.
3. They are Robert and Adam and this is \_\_\_\_\_ bedroom.
4. \_\_\_\_\_ Marco and this is \_\_\_\_\_ living room.
5. We are Betty and Barbara and this is \_\_\_\_\_ favourite book. \_\_\_\_\_ title is *Twilight*.
6. \_\_\_\_\_ is Rachel and this is \_\_\_\_\_ sister.
7. These are my teachers. \_\_\_\_\_ names are Paul and Rita.
8. This is my brother. \_\_\_\_\_ name is Peter. \_\_\_\_\_ a student in Hungary.
9. We are friends. \_\_\_\_\_ hobbies are gardening and walking.
10. I'm Sophy and this is \_\_\_\_\_ dog, Aladin.

You can check more pronouns on appendix section



Aprendizaje: El alumno describe a su familia de manera oral y escrita, sus condiciones de vida, estudios y/o trabajo.

### Producción Oral

Esta sección corresponde a la evaluación de lo que hables en inglés. Las indicaciones pueden ser las siguientes:

- El profesor te brindará un solo tema (por ejemplo: presentación de tus datos personales, descripción de tu familia o ubicación de los servicios de tu vecindario, entre otros).
- Te indicará que cuentas con cinco minutos, distribuidos de la siguiente manera:
  - a) Tres minutos para la preparación de tu tema: ideas, su organización, el vocabulario necesario y un poco de relajación.
  - b) Dos minutos para que desarrolles tu tema en inglés frente al profesor evaluador.

A continuación se brindan una guía para la forma en que podrías ser evaluado durante tu producción oral. Con ésta, podrás prepararte mejor y tener mayor confianza durante el examen oral.

#### **SPEAKING TIP**

Debes tener presente la posibilidad de presentar tu examen oral con otro estudiante.

<b>RUBROS</b>	<b>VALORES</b>		
	<b>5<sup>1</sup></b>	<b>3</b>	<b>1</b>
	<b><i>Empleo de Vocabulario</i></b>	Eres capaz de emplear un vocabulario básico, incluyendo frases sencillas, sobre tus datos personales y los de otros.	Puedes decir palabras básicas, una que otra frase sencilla sobre ti.
<b><i>Interacción</i></b>	Eres capaz de contestar preguntas acerca de datos personales si son formuladas con mucha	Puedes contestar algunas preguntas solamente si te las repiten y te las dicen	Contestas pocas preguntas que te hacen a pesar de que te las repiten muchas veces y de que te las dicen lenta

<sup>1</sup> Con base en el *Marco de referencia para las lenguas*, p. 185

	lentitud y claridad.	pausadamente.	y claramente.
<b>Fluidez</b>	Eres capaz de manejar expresiones muy breves, aisladas y preparadas de antemano, utilizando muchas pausas.	Puedes usar escasas expresiones muy breves, empleando períodos largos de silencio.	Emites palabras sueltas y dejas silencios muy largos.

**Consejos**

- Practica tanto como te sea posible, solo o con amigos. Puedes emplear los siguientes recuadros. Y recuerda justificar los puntos que te asignas.
- Grábate o pídele a un amigo que lo haga.
- Analiza tu producción oral en la grabación y evalúate según la rúbrica o tabla anterior.
- Realiza otras grabaciones, comparándolas entre ellas. ¿Has mejorado?
- Abarca todos los temas revisados en tus clases, tus libros o en esta guía.

**PRIMERA PRÁCTICA: *Talk about your family members. Describe them.***

**Preparación del tema**

Lluvia de ideas de subtemas:

- ***Mother- teacher/ father-architech***
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Organización de las ideas anteriores**

1. *My mother is a teacher and my father is an architech.*

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**Vocabulario necesario para desarrollar esas ideas. Si no lo sabes en inglés, consulta tus notas, tus libros o un diccionario bilingüe. Practica su pronunciación adecuada.**

1.			
2.			
3.			
4.			
5.			
6.			

*Ahora genera algunas ideas completas o enunciados. Escríbelos en tu cuaderno y practica su pronunciación de manera natural y fluida. Cuando estés listo, grábate y evalúate.*

### Primera Práctica

RUBROS	VALORES		
	5	3	1
<i>Empleo de Vocabulario</i>			
<i>Interacción</i>			
<i>Fluidez</i>			

### Segunda Práctica

RUBROS	VALORES		
	5	3	1
<i>Empleo de Vocabulario</i>			
<i>Interacción</i>			
<i>Fluidez</i>			

*¡Recuerda que puedes hacer todas las prácticas que consideres necesarias!*

Aprendizaje: El alumno pide y ofrece información personal.

**GRAMMAR TIP**









**VERB TO BE**

<b>QUESTIONS</b>	<b>SHORT ANSWERS</b>	
Am I?	Yes, I am.	No, I'm not.
Are you?	Yes, you are.	No, you aren't.
he?	he	he
Is she?	Yes, she is.	No, she isn't.
it?	it	it
we?	we	we
Are you?	Yes, you are.	No, you aren't
they?	they	they

<b>QUESTION WORD</b>	<b>VERB TO BE</b>	<b>COMPLEMENT</b>
WHAT	is	your name?
WHEN	is	your birthday?
WHERE	are	you from?
WHAT	is	his occupation?
WHAT	are	their last names?

**I. Look at the example. Interview with Bart Simpson.**

 <p><i>How are you?</i></p>	 <p><i>Great! Thank you.</i></p>
 <p><i>What is your first name?</i></p>	 <p><i>My first name is Bart.</i></p>
 <p><i>What is your last name?</i></p>	 <p><i>My surname is Simpson. I'm Bart Simpson.</i></p>
 <p><i>Are you a student?</i></p>	 <p><i>Yes, I am.</i></p>
 <p><i>How old are you?</i></p>	 <p><i>I'm 10 years old.</i></p>
 <p><i>Are you a good student?</i></p>	 <p><i>No, I'm not! I'm a really bad student.</i></p>
 <p><i>Where are you from?</i></p>	 <p><i>I'm from the United States.</i></p>
 <p><i>So, are you American?</i></p>	 <p><i>Yes, I am!</i></p>
 <p><i>Who is your best friend?</i></p>	 <p><i>My best friend is Milhouse.</i></p>
 <p><i>Is he American too?</i></p>	 <p><i>Yes, he is. He's American like me!</i></p>
 <p><i>When is your birthday?</i></p>	 <p><i>My birthday is on April 13<sup>th</sup>.</i></p>
 <p><i>What is your favorite day of the week?</i></p>	 <p><i>My favorite day is Friday.</i></p>


 <p>What is your father's occupation?</p>	 <p>He's a loser! Ha ha ha!</p>
 <p>How old is he?</p>	 <p>He's 38 years old.</p>
 <p>Thank you very much Bart. Bye!</p>	 <p>See you later! Bye!</p>

**II. Complete the following conversation using am/is/are or a Wh question. Read the answers first. Take into account the previous interview.**

1. \_\_\_\_\_ your name? My name is\_\_\_\_\_.
2. \_\_\_\_\_ you? I'm 16 years old.
3. \_\_\_\_\_ your occupation? I'm a student. I study English.
4. \_\_\_\_\_ your father's occupation? He's a dentist.
5. \_\_\_\_\_ your birthday? On December 20<sup>th</sup>.



**Summer Work.** You want to work in Canada for the summer. Fill in the application form. We want to find the right job for you, and would also like to know about your work or school experience and capabilities.

<p><b>SUMMER EMPLOYMENT ENGLAND - APPLICATION FORM</b></p> 
<p><b>Surname</b> _____</p> <p><b>Mr/Mrs/Miss/Ms</b> _____</p> <p><b>First Name</b> _____</p> <p><b>Occupation</b> _____</p> <p><b>Address</b> _____</p> <p><b>Post code</b> _____</p> <p><b>Date of birth</b> _____</p> <p><b>Age</b> _____</p> <p><b>Nationality</b> _____</p>

# UNIDAD 3

**Propósito:** Al finalizar la unidad, el alumno será capaz de realizar y contestar preguntas/afirmaciones sencillas sobre su tiempo libre y gustos personales.

**Algunos de los contenidos de esta unidad incluyen presente simple (afirmativo, negativo e interrogativo), preposiciones de lugar, redacción de notas, entre otros.**



Aprendizaje: El alumno expresa lo que le gusta y lo que no le gusta.

### Likes and Dislikes



Para expresar que algo nos gusta, se utilizan las siguientes frases:

**I love...** Me encanta(n)...

**I like...** Me gusta(n)...

**I'm interested in...** Me interesa(n)...

**I'm fond of...** Me gusta(n)...

**...reading** leer

**...computers** las computadoras

**...travelling** viajar

Para expresar que algo no nos gusta, se utilizan las siguientes frases:

**I hate...** Odio...

**I dislike...** No me gusta(n)

**I don't like...** No me gusta(n)

**I'm not interested in...** No me  
interesa(n)...

**...reading** leer

**...computers** las computadoras

**...travelling** viajar

En ambos casos, las expresiones son seguidas de un sustantivo o de un verbo en -ing (forma del gerundio). Intenta pensar en frases para decir lo que te gusta y lo que no te gusta hacer, comenzando con alguna de las opciones mostradas. Por ejemplo:

**I like** dancing.

Me gusta bailar.

**I love** learning English.

Me encanta aprender inglés.

**I'm fond of** cooking.

Me gusta cocinar.

**I don't like** playing video-games.

No me gusta jugar a los videojuegos.

**I hate** writing letters.

Odio escribir cartas.

**I'm not interested in** cinema.

No me interesa el cine.

**You can go to the link to read and listen to the examples:**

<http://www.cch-naucalpan.unam.mx/guias/ingles/audios/saberingles.com.ar/curso/lesson06/03b.html>



**I. Teresa wants to find friends from other countries. Read what she writes about herself on the Internet. Answer the questions.**



1. Where is Teresa from? \_\_\_\_\_
2. Is she a student? \_\_\_\_\_
- 3.-How old is she? \_\_\_\_\_
4. Does she like music? \_\_\_\_\_
5. Does she enjoy reading? \_\_\_\_\_
6. Does she have any hobbies? \_\_\_\_\_

**II. Two people write to Teresa. Read the information.**



Hi! My name's Joao and I come from Bela Horizonte in the south of Brazil. I'm twenty-five years old and I'm at university. I'm studying languages at university. I speak Portuguese (of course) and also English and Spanish. I love rock music, but I don't like classical music. I'm also very interested in sports. I play tennis every day. I want to talk to people from all over the world to learn more about their culture

Hello! My name's Sofia and I come from Santander, a town in the north of Spain. I'm twenty-two years old and I also study music (at the University of Santander) and play the guitar- the Spanish classical guitar. I speak French as well as English (and Spanish, of course) and love football and tennis. I love going to the cinema and going out with my friends. I love all animals, especially cats. We have five! I hope you write back!



**III. Complete the charts.**

**Joao**

Nationality/city:

Age:

Occupation:

Interests:

Languages:

**Sofia**

Nationality/city:

Age:

Occupation:

Interests:

Languages:

**IV. Complete the chart with your own information.**

Name:

Nationality/city:

Age:

Occupation:

Interests:

Languages:



**V. Write a small paragraph about you to Teresa.**

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**VI. Watch this video and follow instructions.**

<http://www.cch-naucalpan.unam.mx/guias/ingles/videos/madridteacher.com/lessons/activities/claudias-likes.htm>

**VII. Write the correct answers here in your paper as a guide.**



Hello everybody. I'm Claudia.   [?] an English teacher at MadridTeacher.com. But, apart from being an English teacher, I'm also   [?] literature and in art, particularly in literature I have to say. And, I'm a researcher. I   [?] in the literature of Renaissance, which I really like, but I really   [?] to art exhibitions as well. And I've really enjoyed the Tintoretto exhibition at the Prado here in Madrid. I think it's gorgeous and you should see it. And, I also   [?] music, particularly jazz, rock and some pop too. I also   [?] classical music, but I   [?] a favorite musician or a favorite composer because I think   [?] too many great names in the history of music and I   [?] many. I also   [?] to the cinema. I   [?] it very much. But, I don't like action movies. I   [?] horror movies. I don't like films with too much violence in it. I like films that are based on novels or on reality. And overall I   [?] films that help me relax. And with my students I very often comment on films and books that my students like and that I like too. And I   [?] you also like literature and music, and that you   [?] to the cinema too so that you can talk with your teacher about all these things.

Aprendizaje: Expresa información relativa a lo que realiza en el trabajo / escuela y tiempo libre.

## DAILY ROUTINES

### GRAMMAR TIP

Recuerda que para expresar los hábitos y actividades diarias usamos presente simple. En el siguiente cuadro se presentan las formas afirmativa, negativa e interrogativa de este tiempo.

Form	To be	Action verbs
Affirmative	<p>I'm / am happy.</p> <p>You're / are a good student.</p> <p>He's / is tall.</p> <p>She's / is an actress.</p> <p>They're / are teachers.</p> <p>You/ We're / are good students.</p>	<p>I play the piano.</p> <p>You sing very well.</p> <p>He washes the windows.</p> <p>She cleans the table.</p> <p>They fix the car.</p> <p>She studies Biology.</p>
Negative	<p>I'm / am not a student.</p> <p>You're / are not a policeman.</p> <p>He's / is not / isn't intelligent.</p> <p>She's / is not / isn't the manager.</p> <p>They're / are not happy.</p>	<p>I don't like football.</p> <p>You don't sing well.</p> <p>He doesn't do anything.</p> <p>She doesn't vacuum the carpet.</p> <p>They don't swim.</p>
Interrogative	<p>Is she your mother?</p> <p>Are they bothers?</p> <p>Are you the teacher?</p>	<p>Does it cost \$4 dollars?</p> <p>Do you work at Wal-mart?</p> <p>Does he dust the counter?</p>

	Am I late?	Does she get up at 6 am?
	Is he your doctor?	Do they go to the same school?

**GRAMMAR TIP**

En inglés, se usan palabras de frecuencia para expresar rutinas. Esto nos ayuda a saber qué tan frecuente es una acción. Aquí se presenta un diagrama con su significado.

Porcentaje %	Frecuencia	Significado
100	<b>Always</b>	Siempre
90	<b>Usually</b>	Usualmente
80	<b>Regularly</b>	Regularmente
70	<b>Normally</b>	Normalmente
60	<b>Often</b>	A veces
50	<b>Sometimes</b>	Algunas veces
40	<b>Occasionally</b>	Ocasionalmente
35	<b>Rarely</b>	Rara vez
20	<b>Seldom</b>	Casi nunca
0	<b>Never</b>	Nunca

La posición del verbo es:

- **antes del verbo principal**

		Adverb of frequency	Verb	
I		always	get up	at 6.45.
Peter	can	usually	play	football on Sundays.
Mandy	has	sometimes	got	lots of homework.

- **después del verbo ser o estar *to be* (am, are, is, was, were)**

	Verb	Adverb of frequency	
Susan	is	never	late.

- Los adverbios **often, usually, sometimes** y **occasionally** pueden ir al principio de la oración.
- A veces estos verbos se ponen al final de la oración también.  
*We read books occasionally.*

**I. Change the verb in brackets to its correct form.**

1. Donna \_\_\_\_\_ (do) jogging every morning in the park.
2. My brother and I \_\_\_\_\_ (play) in the same band.
3. \_\_\_\_\_ (she have) breakfast in this restaurant every Friday?
4. She \_\_\_\_\_ (not vacuum) her house every day.
5. Tony \_\_\_\_\_ (watch) TV every night.
6. \_\_\_\_\_ ( Brandon do) the dishes at home ?

**II. Unscramble the following sentences or questions.**

1. is - for - school- Jonathan - early - always  
\_\_\_\_\_.
2. Rolando - does - at - have - breakfast - usually - home - ?  
\_\_\_\_\_.

3. eats - never - Joe - meat

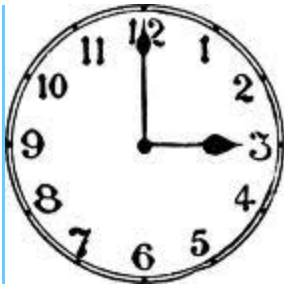
\_\_\_\_\_.

4. sometimes - at - exercise - the club - do - I

\_\_\_\_\_.

## THE TIME

III. In the following clocks the time is written in one way. Write the time in another way so it remains the same.



You can check a numbers chart on appendix

A.- It's three p.m /a.m

It's \_\_\_\_\_



B.- It's nine fifty-five

It's \_\_\_\_\_

IV. Circle the correct time. It's ...

- 9:47      a) forty-seven nine      b) nine past forty-seven      c) thirteen to ten
- 12: 15      a) fifteen twelve      b) a quarter to twelve      c) a quarter past twelve
- 4:30      a) half past four      b) thirty to four      c) four thirteen
- 6: 55      a) fifty-five past six      b) fifty-five to six      c) five to seven
- 5: 05      a) five to five      b) five past five      c) five and five
- 7:45      a) a quarter to eight      b) a quarter to seven      c) a quarter past seven



Aprendizaje: Intercambia información limitada sobre actividades cotidianas y habituales.

## QUESTIONS TO REQUEST PERSONAL INFORMATION

### **GRAMMAR TIP**

Algunas fórmulas interrogativas básicas para preguntar información personal en inglés son:

- What do you do on Mondays?
- How often do you go to school?
- What time do you get up every day?
- When do you have dance classes?
- What do you do...?
- How often do you...?
- What time do you...?

**I. Write the number of the sentence that best answer the questions in the brackets. One answer is not needed.**

Questions	Answers
1. Excuse me, what is your last name?	It's at 9 a.m. ( )
2. How often do you go to the movies?	On Mondays and Fridays. ( )
3. Jenny, what do you do on Friday evenings?	No. I don't. I hate to get up early. ( )
4. Could you please tell me your name?	It's Rosas. ( )
5. When is your father's birthday?	Yes, she does. ( )
6. What time is your English class?	Usually 2 or 3 times a month. ( )
7. Do you usually go jogging in the morning?	Sure, my name is Zara. ( )
8. When do you usually go to dance classes?	It's on January 9 <sup>th</sup> . ( )
	I go to Zumba clases. ( )

Aprendizaje: El alumno escribe notas breves y sencillas sobre temas relativos a áreas de necesidad inmediata.

**I. Read these sentences and correct them. Use capital letter and punctuation where necessary.**

1. luis writes to his friends every saturday

\_\_\_\_\_

2. my friends go to cancun in june

\_\_\_\_\_

**II. Organize the sentences into two paragraphs.**

He is 34 years old. Ana Vargaz is from Veracruz. He is from Tokyo. She likes music and cooking. Yoshi Hiramoto is one of the International students. She is 19 years old.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

**III. Read this email from your new e-pal, Roberto. He likes watching television.**

November 25<sup>th</sup> 2010 17:30, Roberto <roberto@gmail.com> wrote:  
Hi Mary/ Mario,

I'm very happy because there's no school now and I can watch lots of television! I love watching cartoons and comedy programmes. How about you?

I don't like documentaries. I think they're boring. But I watch the news every day because it's interesting. Do you like watching the news?

Do you like game shows? I think they're stupid, but you can get a lot of money! My mother loves watching soap operas – especially American and Australian ones. Does your mother like watching them too? What about your father?

Sometimes I watch rugby too. What are your favorite programmes?

Love,  
Roberto

**IV. Now write your reply. Remember to answer all Roberto's questions.**

- Write it at least two times:
  - a) The first time, write it quickly and think about the organization of your ideas.
  - b) The second one, pay attention to grammar, spelling and punctuation.

**V. Now write your reply. Remember to answer all Roberto's questions.**

*Hi Roberto,*

*Thanks for your email ...* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Aprendizaje: Localiza información específica en textos breves y sencillos.

**READING TIP**

**Cuando lees toma en cuenta el *título*, *subtítulo*, y *tipografía* (tipo de letra); ya que te proporcionan elementos útiles como palabras clave para la comprensión de textos.**

*Newtown Gazette*

**ASK CHEF CHERYL**

Dear Chef Cheryl,

My wife cooks on weekends, and I cook on weeknights. She always makes great dinners, but she doesn't like what I cook. I cook the same dinner all the time, and I can't cook very well. I would like to make interesting food. What should I do?

Cooking Terribly Tom.

**Dear Cooking Terribly Tom,**

**If you always cook the same things, your family isn't going to want to eat your food. You should make a new recipe once a week (or more!).**

**You can use simple ingredients like salt, pepper, and lemon. The idea is easy, but the results are great.**

**When you go shopping, you should always buy one new ingredient. Then you're always going to have something new to cook with.**

**You should try this website:**

**[www.easycoking.com](http://www.easycoking.com) They have a lot of quick, easy recipes.**

**If you make new recipes, your family is going to love your dinners!**

**Good luck!**

**Chef Cheryl**

**I. Read the text and answer T for true and F for false.**

1. Cooking Terribly Tom cooks on Weekends.
2. His wife is an expert at cooking.
3. Cooking Terribly Tom asks Chef Cheryl for a “special recipe”.
4. Chef Cheryl suggests Tom’s wife to try something new every day.
5. Chef Cheryl suggests Tom a website for new recipes.
6. Chef Cheryl suggests simple ingredients like sugar, pepper, and lemon.

**II. Answer the following questions according to the reading.**

1. What is the topic of the text?  
\_\_\_\_\_ .
2. Who writes asking for a cooking suggestion?  
\_\_\_\_\_ .
3. Does Cooking Terrible Tom’s wife like his dinners?  
\_\_\_\_\_ .
4. What’s the problem with Cooking Terrible Tom?  
\_\_\_\_\_ .
5. What are the ingredients Chef Cheryl suggests Cooking Terrible Tom to try?  
\_\_\_\_\_ .
6. What’s the website Chef Cheryl suggests Cooking Terrible Tom to visit?  
\_\_\_\_\_ .

# UNIDAD 4

**Propósito:** Al finalizar la unidad, el alumno será capaz de leer y escribir notas breves y sencillas sobre temas relativos a áreas de necesidad inmediata.

**Algunos de los contenidos de esta unidad incluyen el presente simple, formularios para completar con datos personales, identificación del tema del texto, entre otros.**

Aprendizaje: El alumno sabe cómo solicitar y ofrecer información sobre detalles personales por escrito.

**Ofrecer Información Personal por Escrito**

- I. You want to register at the self access center in your school. Write the information you need to give. Look at the example.

REGISTRATION TO A SELF ACCESS CENTER
<i>For example: First name</i>

- II. Complete this presentation card with your personal information.

First name: _____	Last Name: _____
Age: _____	Address: _____
Occupation: _____	Nationality: _____
Phone number: _____	Cell phone number: _____
E-mail address: _____	Date of birth: _____

## Solicitar Información Personal por Escrito

### III. Read the answers. Then order the words to make the correct questions. Write them on the line.

1. is / ? / name / your / what / full

A: “\_\_\_\_\_”

B: “Anne Smith.”

2. your / is / ? / address / what

A: “\_\_\_\_\_”

B: “18 Pino St.”

3. ? / are / old / you / how

A: “\_\_\_\_\_”

B: “15 years-old.”

4. are / from / you / where / ?

A: “\_\_\_\_\_”

B: “Spain.”

5. ? / what / phone / your / number / is

A: “\_\_\_\_\_”

B: “5571-9683”

### IV. Get the personal information of a classmate. Write a questionnaire.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Consejos

- Apóyate en las actividades anteriores, tus notas, tus libros y esta guía.
- Revísala con base en la siguiente rúbrica que puede ayudar a autoevaluarte tu trabajo.
- Distribuye tu cuestionario a tus compañeros de inglés. Pídeles que la contesten y que te indiquen si tuvieron problemas en comprender alguna(s) pregunta(s).

RUBROS	VALORES		
	5	3	1
	<b>Organización (formato)</b>	Claramente tiene el formato de la toma de turnos; es decir, tiene pregunta-respuesta.	Sí es una entrevista aunque el formato es confuso.
<b>Estructura de Preguntas (gramática)</b>	La estructura de las preguntas es adecuada y apropiada. Errores ausentes casi por completo.	Las preguntas contienen algunos errores de estructura.	Los errores de la estructura de las preguntas son frecuentes y abundantes.
<b>Contenido (temática)</b>	El tema principal de las preguntas es la información personal como nombre, dirección, edad, ocupación, familia, etc.	Sí pregunta sobre datos personales pero los mezcla con otros temas.	La temática de las preguntas es diferente y ajena a los datos personales.

Aprendizaje: Completa formatos con datos personales para satisfacer necesidades personales y académicas.

“Application Form”



Adriana is Italian. She wants to improve her English to get a better job



**I. Read about Adriana. Match her details below with the questions in sections A and B of the application form. (Write N/A “NOT APPLICABLE” for NO information.)**

**Personal details:**

farinelli@bellquel.lat.it

N/A

Ms

no visa

Farinelli

Adriana Paola

20-11-87

N/A

Via Ezio 60, 04300. Latina, Italy

7-53-58-285

female

Italian

Same as daytime number

02426439

**Course details:**

**Intermediate level**

**2 terms**

**January 9<sup>th</sup>**

**To get a proficiency level**

# APPLICATION FORM

**W.E.M.C.O.T.**  
(West Midland College of Technology)

## *English as a Foreign Language*

Please complete this form using **BLOCK LETTERS**.

### **Section A Personal Details**

- 1 Title: (Mr / Mrs / Miss / Ms / Dr, etc.)
- 2 Surname: .....
- 3 First Name(s): .....
- 4 Date of Birth: Day ..... Month ..... Year .....
- 5 Sex: Male  Female
- 6 Nationality: .....
- 7 Home Address: .....
- 8 Telephone No: a) Day: ..... b) Evening: .....
- 9 Fax number: .....
- 10 E-mail address: .....
- 11 Passport No: .....
- 12 a) Have you got a student/tourist visa? .....
- b) Date of expiry: .....

### **Section B Course Details**

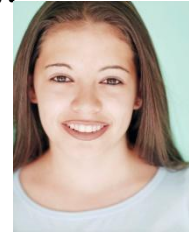
- 1 Start Date: .....
- 2 for ..... Terms (Maximum 4)  
Term 1       Term 2       Term 3       Term 4   
Jan – March      April – June      July – Sep      Oct – Dec
- 3 Why do you want to study English at WEMCOT?  
.....  
.....
- 4 What level do you think your English is?  
Elementary       Lower Intermediate       Intermediate   
Higher Intermediate       Advanced       Proficiency

**You will have a test on the first day of the course.**

Signed: .....

Date: .....

**II. Adriana is going to register for the course. The college administrator checks all her details with her. Work in pairs and act out the interview.**



**Student A:** You are Adriana. Answer the questions.

**Student B:** You are the college administrator. Ask questions orally to check the information on the form.

**III. Complete the application form with your information.**



APPLICATION FORM
W.E.M.C.O.T.  
(West Midland College of Technology)

English as a Foreign Language

Please complete this form using **BLOCK LETTERS**.

**Section A Personal Details**

- 1 Title: (Mr / Mrs / Miss / Ms / Dr, etc.)
- 2 Surname: .....
- 3 First Name(s): .....
- 4 Date of Birth: Day ..... Month ..... Year .....
- 5 Sex: Male  Female
- 6 Nationality: .....
- 7 Home Address: .....
- 8 Telephone No: a) Day: ..... b) Evening: .....
- 9 Fax number: .....
- 10 E-mail address: .....
- 11 Passport No: .....
- 12 a) Have you got a student/tourist visa? .....
- b) Date of expiry: .....

**Section B Course Details**

- 1 Start Date: .....
- 2 for ..... Terms (Maximum 4)
- Term 1  Term 2  Term 3  Term 4
- Jan – March April – June July – Sep Oct – Dec
- 3 Why do you want to study English at WEMCOT?  
.....  
.....
- 4 What level do you think your English is?  
Elementary  Lower Intermediate  Intermediate   
Higher Intermediate  Advanced  Proficiency

You will have a test on the first day of the course.

Signed: .....

Date: .....

## EXAMEN MODELO

### EXAMEN EXTRAORDINARIO INGLÉS I

El propósito de este examen es que tengas mayor práctica y estés mejor preparado para tu EXAMEN EXTRAORDINARIO, y que conozcas su formato. Este examen cuenta con cinco secciones: comprensión de lectura, gramática, comprensión auditiva, producción escrita y producción oral. Cuenta con 50 puntos en total.

Cuando termines de contestar este examen puedes revisar tus respuestas en la sección *clave de respuestas* darte cuenta qué tan preparado estás para tu examen extraordinario de Inglés I.

Name: \_\_\_\_\_

Date: \_\_\_\_\_ account number: \_\_\_\_\_

#### READING SECTION

I. Read the text and circle the correct answer to these questions based on *Two International Friends*. Each question has only one correct answer. (1 point each / total 10 points).



#### Two International Friends

By Kenneth Beare

Claudio

Hello, my name's Claudio. I'm from Italy and I'm a student. I'm twenty-five years old and I'm single. I live in an apartment with my parents. I go to university five days a week. I like going to the disco on Saturdays. I don't like playing sports. I have one sister and one brother, Maria and Antonio.

Chul

Hi, my name's Chul and I come from Korea. I'm a businessman and I work in Seoul. I'm married and have two children, Min-Jee - a girl, and Dak-Ho- a boy. I live in a small house in the suburbs. I take the subway to work from Monday to Friday. I like playing golf in my free time. I don't like singing karaoke!

1. **Where is Claudio from?** \_\_\_\_\_  
 a) Spain  
 b) Korea  
 c) Italy
2. **What does Chul do?** \_\_\_\_\_  
 a) He's a student.  
 b) He's a businessman.  
 c) He's a Korean.
3. **Where does Claudio live?** \_\_\_\_\_  
 a) In a house  
 b) In a dorm  
 c) In an apartment
4. **How does Chul get to work?** \_\_\_\_\_  
 a) He drives to work.  
 b) He walks to work.  
 c) He takes the subway.
5. **Who likes playing a sport?** \_\_\_\_\_  
 a) Chul  
 b) Claudio  
 c) The text doesn't say.
6. **How many children does Chul have?** \_\_\_\_\_  
 a) one  
 b) two  
 c) three

**II. Decide if the statements are 'true' T or 'false' F based on the reading.**

- |   |   |   |
|---|---|---|
| 7. Claudio lives with his brother and sister. | T | F |
| 8. Claudio likes dancing.                     | T | F |
| 9. Chul isn't single.                         | T | F |

**III. Answer the question**

10. **Where are Claudio and Chul from?**
- \_\_\_\_\_

**Total points in this section**

**GRAMMAR SECTION**

**I. Complete with the correct form of the verb *to be*. (0.5 each / total 5 points).**

Lucy and I (1) \_\_\_\_\_ classmates. We (2) \_\_\_\_\_ in the 3<sup>rd</sup> semester.

A: (3) \_\_\_\_\_ Mark from England?

B: No, he (4) \_\_\_\_\_. He (5) \_\_\_\_\_ from The United States.

A: (6) \_\_\_\_\_ you good at basketball?

B: No, I (7) \_\_\_\_\_. My favorite sport(8) \_\_\_\_\_ soccer.

Brian and Zoe (9) \_\_\_\_\_ good at Math. They (10) \_\_\_\_\_ good at languages.

**II. Circle the correct word in each sentence. (1 point each / total 5 points).**

1. My father **go/goes** to work on Sundays
2. Laura **hate/hates** talking on the phone.
3. My sister doesn't **get/gets** up early.
4. My boyfriend **doesn't go/go** to church.
5. We **study/studies** English.

Total points in this section

**LISTENING SECTION<sup>2</sup>**

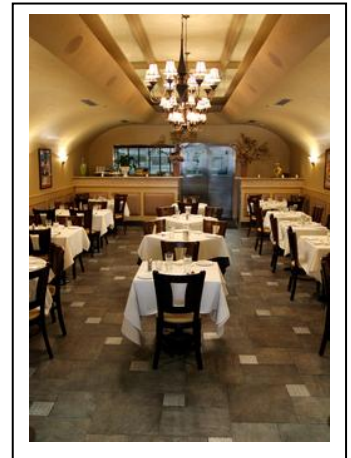
- I. Look at the pictures below. Listen to the recording. <http://www.cch-naucalpan.unam.mx/guias/ingles/audio/p.85.cd>
- II. Write the letter in brackets to match the people with the place they work at. (1 point each / total 10 points).



1. ( )



2. ( )



3. ( )

<sup>2</sup> Tomado de Mitchell, H.Q. (2009). *On Track American 1. Student's Book and Workbook*. USA: MM Publications. p.85.

(A)



(B)



(C)



**III. Listen to the audio again. Answer the following questions.**

4. How old is Kelly?

\_\_\_\_\_

5. Who is Anne?

\_\_\_\_\_

6. What does Kelly's father do?

\_\_\_\_\_

7. When does Greg work?

\_\_\_\_\_

8. Why do people love him?

\_\_\_\_\_

9. Who is Linda?

\_\_\_\_\_

10. What do people think of Linda?

\_\_\_\_\_

**Total points in this section**



## **WRITING SECTION**

### **I. Read this letter from David, your new friend.**

*Dear Luis/ Luisa,*

*My name is David. I'm 15 years old and I live in Coventry, a big city in England. I have one sister, Kate, and one brother, Luke. Kate's 21 and she doesn't live with us. Luke is 13. He's terrible!!*

*My mother's name is Susan and she's a teacher. My father's name is George and he's a teacher too. They teach at my school. I don't like it because they teach me!*

*We live in a big house with a garden and a wonderful dog. Her name is Tessie. I love her very much and I go for walks with her every day after school.*

*All the best,*

*David*

### **II. Now write a letter to David about your family. Write down at least 100 words. (5 points in total).**

*Dear David,*

---

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---

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---

---

---

---

---

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**Total points in this section**

## **SPEAKING SECTION**

**I. Choose two of the following topics and talk about them. You will have 5 minutes to prepare it, and 2 minutes to talk. You can ask a teacher to help you to evaluate this section. (5 points for each topic / total points 10)**

- 1. Your personal information**
- 2. Your family and friends**
- 3. Your school and your classmates**
- 4. Your house**
- 5. Your daily activities**

**Total points in this section**

**Total points**

***Good luck!***

**ANSWER KEY**  
**CLAVE DE**  
**RESPUESTAS**

## UNIDAD 1

**Aprendizaje: EL alumno comprende y sigue instrucciones sencillas y breves en un ámbito conocido.**

**II. Write the meanings for these words in Spanish. You can use a dictionary.**

Title. (status) tratamiento m. (como Sr., Sra., Dr., etc.)

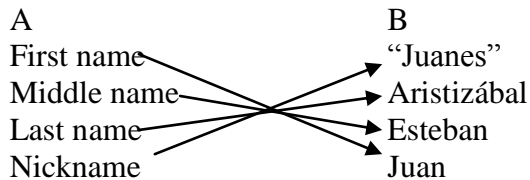
Mr. (=Mister) Sr.= Señor m; *Mr. J.B. Jones*= **Sr. J.B. Jones**

Miss. Srita.= Señorita f; *Can I introduce Miss (Jane) Smith*=**Permítame presentarle a la señorita (Jane) Smith.**

Mrs. Sra.= Señora f; *Mrs. A.J. Rees*=**Sra. de A.J. Rees**

Ms.= Sra.= Señora (tratamiento que se da a las mujeres y que no indica su estado civil); *Ms. Jane Brown*= **Sra. Jane Brown.** Cabe mencionar que es una forma cortés de dirigirse a una mujer en países de habla inglesa. El equivalente en español sería SEÑORITA.

**III. Match the columns. Draw a line.**



**IV. Fill in this PERSONAL INFORMATION CARD with your information.**

ANSWERS WILL VARY

**VI. Now put the dialogue in the correct order. You can watch the video again if necessary.**

- ( 7 ) A: Thank you.
- ( 4 ) B: I´m from New York. Nice to meet you.
- ( 2 ) B: My name is Ellen. What´s your name?
- ( 5 ) A: Nice to meet you, too.
- ( 1 ) A: Hello! Today is my first day here. What´s your name?
- ( 6 ) B: Welcome to the class.

( 3 ) A: Alejandro. I'm from Colombia. Where are you from?

**Aprendizaje:** Da información elemental sobre sí mismo y los demás, de manera oral y escrita.

**III. Read and match. Follow the example.**

A. 1	B. 4	C. 5	D. 0	E. 3	F. 2
------	------	------	------	------	------

**IV. Read and complete using the words in box.**

1	2	3	4	5	6	7	8
you	Her	She	you	her	it	her	it

**Aprendizaje:** El alumno plantea y contesta preguntas sobre sí mismo, otras personas y sus posesiones.

## REFLEXIÓN

**II.** Possible answers: a) el verbo TO BE aparece al principio, b) signo de interrogación, c) tener contracción, d) tener contracción.

**III.** Possible answers.

is she?

is he from?

are you?

are you?

**IV. Choose the correct answer to the question.**

1. A: "Is he a waiter?"

b) B: "Yes, he is."

2. A: "Is she a nurse?"

d) B: "Yes, she is."

3. A: "Is he an engineer?"

b) B: "Yes, he is."

4. A: "Is he an athlete?"  
b) B: "Yes, he is."
5. A: "Is he a baseball player?"  
c) B: "No, he isn't."

**VIII. Choose the correct question to the answer.**

1. A: "\_\_\_\_\_?" B: "Yes, I am."  
d) Are you a mother?
2. A: "\_\_\_\_\_?" B: "No, they aren't."  
c) Are they flight attendants?
3. A: "\_\_\_\_\_?" B: "No, she's not."  
a) Is she an actress?

**IX. Possible answers:**

1. Is Portales your last name? 2. Are you a lawyer?, 3. Where are you from?,  
4. No, she is not, 5. Is Sandra your wife? 6. Are Miguel and Carlos your  
children?

- X. 1. c, 2. i, 3. e, 4. j, 5. b, 6. g, 7. a, 8. d, 9. f, 10. h

**Aprendizaje: El alumno identifica el tema en discursos sencillos orales y escritos sobre tópicos de interés personal, familiar y académico.**

**I.** Answers may vary.

**II.** Answers may vary.

**III.** Text 1 Pictures B, A  
Text 2 Pictures C, A

**IV.** *Tim's Day*

1 b

2 c

3 He drives to work.

4 He is polite and friendly.

5 F

6 T

*Mary's Hobbies and Interests*

1 a

2 b

3 She sings at church.

4 She goes riding on Sundays.

5 F

6 T

V. Answers may vary.

## UNIDAD 2

**Aprendizaje:** El alumno describe artículos personales y lugares comunes.

**III. Complete the exercises using possessive adjectives or personal pronouns.**

1. MY, 2. HER, 3. THEIR, 4. I'M/HIS 5 OUR/ITS 6. SHE/HER 7. THEIR, 8. HIS/HE'S  
9. OUR, 10. MY.

**Aprendizaje:** El alumno describe a su familia de manera oral y escrita, sus condiciones de vida, estudios y/o trabajo.

It should be checked by a teacher/ answers will vary.

**Aprendizaje:** El alumno pide y ofrece información personal.

**V. Complete the following using am/is/are or a Wh question. Read the answers first.**

1. What, is
2. How, old, are
3. What, is
4. What, is
5. When is

## UNIDAD 3

**Aprendizaje:** El alumno expresa lo que le gusta y lo que no le gusta.

**I. Teresa wants to find friends from other countries. Read what she writes about herself on the Internet. Answer the questions.**

- 1.- She is from Cork, a city in Ireland.
- 2.- Yes, she is. She is a music student.
- 3.- She is twenty-one years-old.
- 4.- Yes, she does. She loves all types of music.
- 5.- Yes, she does.
- 6.- Yes, she does. She likes going to the cinema, reading, the Internet, driving her car, going out with friends, travelling and speaking Spanish.

### III. Complete the charts.

**Joao**

**Nationality/city:**  
**Bela Horizonte in Brazil**

**Age: twenty-five**

**Occupation:**  
**a language student**

**Interests:**  
**rock music, sport,**  
**tennis**

**Languages:**  
**Portuguese, English,**  
**Spanish**

**Sofia**

**Nationality/city:**  
**Santander in Spain**

**Age: twenty-two**

**Occupation:**  
**a music student**

**Interests:**  
**playing the guitar,**  
**football, tennis,**  
**going to the cinema,**  
**going out with friends,**  
**animals**

**Languages:**  
**French, English,**  
**Spanish**

### IV. Complete the chart with your information.

ANSWERS WILL VARY



## V. Write a small paragraph about you to Teresa

ANSWERS WILL VARY

## VII. Write the correct answers here in your paper as a guide.

Hello everybody. I'm Claudia. **I am** an English teacher at MadridTeacher.com. But, apart from being an English teacher, I'm also **interested in** literature and in art, particularly in literature I have to say. And, I'm a researcher. I **work** in the literature of Renaissance, which I really like, but I really **like going** to art exhibitions as well. And I've really enjoyed the Tintoretto exhibition at the Prado here in Madrid. I think it's gorgeous and you should see it. And, I also **love** music, particularly jazz, rock and some pop too. I also **like** classical music, but I **don't have** a favorite musician or a favorite composer because I think **there are** too many great names in the history of music and I **like** many. I also **like going** to the cinema. I **enjoy** it very much. But, I don't like action movies. I **don't like** horror movies. I don't like films with too much violence in it. I like films that are based on novels or on reality. And overall I **like** films that help me relax. And with my students I very often comment on films and books that my students like and that I like too. And I **hope** you also like literature and music, and that you **enjoy going** to the cinema too so that you can talk with your teacher about all these things.

**Aprendizaje: Expresa información relativa a lo que realiza en el trabajo / escuela y tiempo libre**

### Daily routines

#### I. Change the verb in brackets to its correct form.

1. does
2. play
3. does she have
4. doesn't vacuum
5. watches
6. does Brandon do

**II. Unscramble the following sentences or questions.**

1. Jonathan is always early for school.
2. Does Rolando usually have breakfast at home?
3. Joes never eats meat.
4. Sometimes, I do exercise at the club / I sometimes do exercise ... /... at the club sometimes.

**VI. In the following clocks the time is written in one way. Write the time in another way so it remains the same.**

A.- three o'clock B.- five to nine

**VII. Circle the correct time. It's ...**

1. C
2. C
3. A
4. C
5. B
6. A

**Aprendizaje: El alumno intercambia información limitada sobre actividades cotidianas y habituales**

**II. Write the number of the sentence that best answer the questions in the brackets. One answer is not needed.**

It's at 9 am. ( 6 )

On Mondays and Fridays ( 8 )

No. I don't. I hate to get up early(7 )

It's Rosas ( 1 )

Yes, she does. ( X )

Usually 2 or 3 times a month ( 2 )

Sure, my name is Zara ( 4 )

It's on January 9<sup>th</sup> ( 5 )

I go to Zumba classes ( 3 )

**Aprendizaje: El alumno escribe notas breves y sencillas sobre temas relativos a áreas de necesidad inmediata.**

**VI. Read these sentences and correct them. Use capital letter and punctuation where necessary.**

3. Luis writes to his friends every Saturday.
4. My friends go to Cancun in June.

**VII. Organize the sentences into two paragraphs.**

Yoshi Hiramoto is one of the International students. He is 34 years old and he is from Tokyo.

Ana Vargaz is from Veracruz. She is 19 years old and she likes music and cooking.

**VIII. Now write your reply. Remember to answer all of Roberto's questions.**

Answers will vary

**IX. Now write your reply. Remember to answer all of Roberto's questions.**

It should be checked by a teacher/ answers will vary.

**Aprendizaje: El alumno localiza información específica en textos breves y sencillos.**

**III. Read the text and answer T for true and F for false.**

1	2	3	4	5	6
F	T	F	F	T	F

**IV. Answer the following questions according to the reading.**

1	Recommendation about cooking
2	Cooking Terrible Tom.
3	No, he doesn't.
4	He cooks the same thing all time. He can't cook well.
5	Salt, pepper, and lemon.
	<a href="http://www.easycoking.com">www.easycoking.com</a>

7.

## UNIDAD 4

**Aprendizaje: El alumno sabe cómo solicitar y ofrecer información sobre detalles personales por escrito.**

**V. You want to register at the self access center in your school. Write the information you need to give.**

Name, last name, address, age, nationality, etc.

**VI. Answers may vary.**

**VII. Read the answers. Then order the words to make the correct questions. Write them on the line.**

1. What is your full name?
2. What is your address?
3. How old are you?
4. Where are you from?
5. What is your phone number?

**VIII. Get the personal information of a classmate. Write a questionnaire.**

Answers may vary

**Aprendizaje: El alumno completa formatos con datos personales para satisfacer necesidades personales y académicas.**

**I. Read about Adriana. Match her details below with the questions in section A and B of the application form. (Write N/A “NOT APPLICABLE” for NO information.)**

1. Ms
2. Farinelli
3. Adriana Paola
4. 20-11-1987
5. Female
6. Italian
7. Via Ezio 60, 04300. Latina, Italy
8. a) 7-53-58-285            b) the same as daytime number
9. N/A
10. [farinelli@bellquel.lat.it](mailto:farinelli@bellquel.lat.it)
11. 02426439
12. a) no visa                    b) N/A

### Section B.

1. January 9<sup>th</sup>.
2. 2 terms.
3. To get a proficiency level.
4. Intermediate level.

Answers will vary

**IV. Complete the application form with your information.**

Answers will vary.

***EXAMEN MODELO***

**ANSWER KEY**

**READING SECTION**

**I.**

1. C, 2. B, 3. C, 4. C, 5. A, 6. B, 7. F, 8. 9.T,  
10. EUROPE AND ASIA

**GRAMMAR SECTION**

- I.      1. are, 2. are, 3. is, 4. isn't, 5. is  
6. are, 7. am not, 8. is, 9. aren't, 10. are

**II.**

6. My father **goes** to work on Sundays  
7. Laura **hates** talking on the phone.  
8. My sister doesn't **get** up early.  
9. My boyfriend **doesn't go** to church.  
10. We **study** English.

**WRITING SECTION**

**It should be checked by a teacher.**

**LISTENING SECTION**

**I.**

- 1.( b )                                  2. ( c )                                  3. ( a )

- II.      4. She is sixteen years old.  
5. She is Kelly's best friend.

6. He has an Italian restaurant.
7. He works in the summer, when he doesn't have classes.
8. People love him because he is very good at his job and he is very funny.
9. Kelly and Greg's mother.
10. They think she is great.

### **TAPESCRIPT**

*Hi, I'm Kelly! I'm sixteen years old. I'm a waitress at my dad's Italian restaurant. Here is my best friend, Ann. She's a waitress at our restaurant, too. It's our first job, and we love it!*

*This is my brother, Greg. He's twenty-one. In the summer, when he doesn't have classes, he works as a taxi driver. He is very good at his job and a very funny person and the person love him.*

*This is our mom, Linda. She's a nurse at a big hospital. She is very patient and the other nurses and doctors in the hospital think she's great. I want to be a nurse or a doctor one day, too!*

### **SPEAKING SECTION**

**It should be checked by a teacher.**

# APPENDIX

# ANEXOS

**Esta sección tiene el propósito de auxiliarte en tu preparación para el examen extraordinario. Podrás encontrar información útil para algunas secciones de esta guía.**

## COUNTRIES, NATIONALITIES AND LANGUAGES

The word 'Nationality' is not often used in spoken English. It is a formal and official word and it appears more frequently in written English. You will find the word 'Nationality' is used a lot in the travel industry and for immigration.

We almost never say: What is your nationality?

We usually say: Where are you from? OR Where do you come from?

To tell someone your nationality you DON'T say: My nationality is Chilean.

You say: I'm Chilean

### Remember

I am from Mexico

To Be + from + country

I am Mexican

To Be + Nationality

Below is a list of countries with the appropriate nationality. The Language that appears is the main language that is spoken in the country. We have not included all the languages that they may speak in that country.

Country	Nationality	Language
Argentina	Argentine / Argentinean	Spanish
Australia	Australian	English
Belgium	Belgian	French / Flemish
Brazil	Brazilian	Portuguese
Canada	Canadian	English / French
Chile	Chilean	Spanish
China	Chinese	Chinese
Colombia	Colombian	Spanish
Costa Rica	Costa Rican	Spanish



Cuba	Cuban	Spanish
Denmark	Danish (Dane)	Danish
Dominican Republic	Dominican	Spanish
Ecuador	Ecuadorian	Spanish
Egypt	Egyptian	Arabic
El Salvador	Salvadorian	Spanish
England	English	English
Finland	Finnish	Finnish
France	French	French
Germany	German	German
Greece	Greek	Greek
Guatemala	Guatemalan	Spanish
Haiti	Haitian	French / Creole
Honduras	Honduran	Spanish
Ireland	Irish	Irish / English
Israel	Israeli	Hebrew
Italy	Italian	Italian
Japan	Japanese	Japanese
Korea	Korean	Korean
Mexico	Mexican	Spanish
Netherlands	Dutch	Dutch
New Zealand	New Zealander	English / Maori
Nicaragua	Nicaraguan	Spanish
Norway	Norwegian	Norwegian
Panama	Panamanian	Spanish
Paraguay	Paraguayan	Spanish

Peru	Peruvian	Spanish
Poland	Polish	Polish
Portugal	Portuguese	Portuguese
Puerto Rico	Puerto Rican	Spanish
Russia	Russian	Russian
Saudi Arabia	Saudi	Arabic
Spain	Spanish	Spanish
Sweden	Swedish	Swedish
Switzerland	Swiss	Swiss
Taiwan	Taiwanese	Chinese
Thailand	Thai	Thai
Turkey	Turkish	Turkish
United States	American *	English
Uruguay	Uruguayan	Spanish
Venezuela	Venezuelan	Spanish
Vietnam	Vietnamese	Vietnamese
Wales	Welsh	Welsh / English

\*You will notice that people from United States have the nationality 'American'. Some people from other parts of the American continent (especially Central and South America) tend not to like the word American for people from the United States. You will find that they will call them North American.

<http://www.vocabulary.cl/Basic/Nationalities.htm>

**Fecha de consulta: 29 de octubre de 2010**

## FALSE COGNATES

A **false cognate** is a Spanish word that looks or sounds similar to an English word but has a totally different meaning. Some examples are shown below.

SPANISH WORD	ENGLISH TRANSLATION	CONFUSED WITH	SPANISH TRANSLATION
actual	current	actual	verdadero
avergonzado	embarrassed	pregnant	embarazada
ayudar	to assist	to attend	asistir a un lugar
banco	bank	bench	banco de plaza
biblioteca	library	bookshop	librería
cacerola	pan	bread	pan
ceder	to compromise	commitment	compromiso
compasión	sympathy	affection	simpatía
conocido	familiar	relative	pariente
concurso	contest	to answer	contestar
darse cuenta	to realize	to make	realizar
éxito	success	event	suceso
fábrica	factory	cloth	tejido and tela
fecha	date	data	dato
fenomenal, genial	terrific	terrifying	terrorífico
padres	parents	relatives	parientes
política	policy	police	policía
real	actual	current	actual
salida	exit	success	éxito
tela	fabric	factory	fábrica

## CHART NUMBERS

You can find some videos about numbers pronunciation at:

<http://madridteacher.com/Activities/numbers-list.htm>

1 one	2 two	3 three	4 four	5 five	6 six	7 seven	8 eight	9 nine	10 ten
11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen	16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty
21 twenty- one	22 twenty- two	23 twenty- three	24 twenty- four	25 twenty- five	26 twenty- six	27 twenty- seven	28 twenty- eight	29 twenty- nine	30 thirty
31 thirty- one	32 thirty- two	33 thirty- three	34 thirty- four	35 thirty- five	36 thirty- six	37 thirty- seven	38 thirty- eight	39 thirty- nine	40 forty
41 forty- one	42 forty- two	43 forty- three	44 forty- four	45 forty- five	46 forty-six	47 forty- seven	48 forty- eight	49 forty- nine	50 fifty
51 fifty-one	52 fifty- two	53 fifty- three	54 fifty- four	55 fifty-five	56 fifty-six	57 fifty- seven	58 fifty- eight	59 fifty- nine	60 sixty
61 sixty- one	62 sixty- two	63 sixty- three	64 sixty- four	65 sixty- five	66 sixty-six	67 sixty- seven	68 sixty- eight	69 sixty- nine	70 seventy
71 seventy- one	72 seventy- two	73 seventy- three	74 seventy- four	75 seventy- five	76 seventy- six	77 seventy- seven	78 seventy- eight	79 seventy- nine	80 eighty
81 eighty- one	82 eighty- two	83 eighty- three	84 eighty- four	85 eighty- five	86 eighty- six	87 eighty- seven	88 eighty- eight	89 eighty- nine	90 ninety
91 ninety- one	92 ninety- two	93 ninety- three	94 ninety- four	95 ninety- five	96 ninety- six	97 ninety- seven	98 ninety- eight	99 ninety- nine	100 one hundred

**CHART PRONOUNS**<http://www.english-zone.com/grammar/pos-prn.html>

	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1 <sup>st</sup> person	I	me	my	mine	myself
2 <sup>nd</sup> person	you	you	your	yours	yourself
3 <sup>rd</sup> person (m)	he	him	his	his	himself
3 <sup>rd</sup> person (f)	she	her	her	hers	herself
3 <sup>rd</sup> person (n)	it	it	its	(not used)	itself
1 <sup>st</sup> person (pl.)	we	us	our	ours	ourselves
2 <sup>nd</sup> person (pl.)	you	you	your	yours	yourselves
3 <sup>rd</sup> person (pl)	they	them	their	theirs	themselves

## JOBS AND PROFESSIONS

<b>ENGLISH</b>	SPANISH	<b>ENGLISH</b>	SPANISH
<i>lawyer</i>	abogado	<i>bookseller</i>	librero
<i>actor/actress</i>	actor/actriz	<i>sailor</i>	marinero
<i>customs officer</i>	aduanero	<i>doctor</i>	médico
<i>farmer</i>	agricultor	<i>mechanic</i>	mecánico
<i>builder</i>	albañil	<i>miner</i>	minero
<i>architect</i>	arquitecto	<i>model</i>	modelo
<i>consultant</i>	asesor	<i>instructor</i>	monitor
<i>astronaut</i>	astronauta	<i>monk</i>	monje
<i>air hostess</i>	azafata	<i>nun</i>	monja
<i>dustman</i>	basurero	<i>nanny</i>	niñera
<i>fireman</i>	bombero	<i>labourer</i>	obrero
<i>waiter/waitress</i>	camarero/a	<i>office worker</i>	oficinista
<i>lorry driver</i>	camionero	<i>baker</i>	panadero
<i>singer</i>	cantante	<i>shepherd</i>	pastor
<i>foreman</i>	capataz	<i>hairdresser</i>	peluquero
<i>butcher</i>	carnicero	<i>journalist</i>	periodista
<i>postman</i>	cartero	<i>fisherman</i>	pescador
<i>scientist</i>	científico	<i>pilot</i>	piloto
<i>surgeon</i>	cirujano	<i>painter</i>	pintor
<i>cook</i>	cocinero	<i>politician</i>	político
<i>driver</i>	conductor	<i>policeman</i>	policía
<i>accountant</i>	contable	<i>caretaker</i>	portero
<i>servant</i>	criado	<i>teacher</i>	profesor
<i>priest</i>	cura	<i>psychologist</i>	psicólogo
<i>dentist</i>	dentista	<i>psychiatrist</i>	psiquiatra
<i>shop assistant</i>	dependiente	<i>receptionist</i>	repcionista

<b>electrician</b>	electricista	<b>watchmaker</b>	relojero
<b>employee</b>	empleado	<b>reporter</b>	reportero
<b>bank clerk</b>	empleado de banco	<b>priest</b>	sacerdote
<b>nurse</b>	enfermero	<b>tailor</b>	sastre
<b>writer</b>	escritor	<b>secretary</b>	secretario
<b>student</b>	estudiante	<b>soldier</b>	soldado
<b>chemist</b>	farmacéutico	<b>shorthand typist</b>	taquimecano-gráfa
<b>plumber</b>	fontanero	<b>taxi driver</b>	taxista
<b>farmer</b>	granjero	<b>technician</b>	técnico
<b>engineer</b>	ingeniero	<b>bullfighter</b>	torero
<b>gardener</b>	jardinero	<b>translator</b>	traductor
<b>jeweller</b>	joyero	<b>salesman</b>	vendedor
<b>judge</b>	juez	<b>vet</b>	veterinario
<b>shoemaker</b>	zapatero		

<http://www.lingolex.com/joben.htm> fecha de consulta: 29 de octubre de 2010

## FAMILY VOCABULARY

<b><i>father</i></b>	padre
<b><i>mother</i></b>	madre
<b><i>brother</i></b>	hermano
<b><i>sister</i></b>	hermana
<b><i>father-in-law</i></b>	suegro
<b><i>mother-in-law</i></b>	suegra
<b><i>brother-in-law</i></b>	cuñado
<b><i>sister-in-law</i></b>	cuñada
<b><i>husband</i></b>	esposo
<b><i>wife</i></b>	esposa
<b><i>grandfather</i></b>	abuelo
<b><i>grandmother</i></b>	abuela
<b><i>great-grandfather</i></b>	bisabuelo
<b><i>great-grandmother</i></b>	bisabuela
<b><i>great-great-grandmother</i></b>	tatarabuela
<b><i>great-great-grandfather</i></b>	tatarabuelo
<b><i>son</i></b>	hijo
<b><i>daughter</i></b>	hija
<b><i>grandson</i></b>	nieto
<b><i>granddaughter</i></b>	nieta
<b><i>great-grandson</i></b>	bisnieto
<b><i>great-granddaughter</i></b>	bisnieta
<b><i>great-great-grandson</i></b>	tataranieto
<b><i>great-great-granddaughter</i></b>	tataranieta
<b><i>uncle</i></b>	tío
<b><i>aunt</i></b>	tía
<b><i>great-uncle</i></b>	tío abuelo
<b><i>great-aunt</i></b>	tía abuela
<b><i>cousin</i></b>	Primo, prima
<b><i>nephew</i></b>	sobrino
<b><i>niece</i></b>	sobrina
<b><i>stepfather</i></b>	padrastro
<b><i>stepmother</i></b>	madrastra
<b><i>stepson</i></b>	hijastro
<b><i>stepdaughter</i></b>	hijastra
<b><i>stepbrother</i></b>	hermanastro
<b><i>stepsister</i></b>	hermanastra
<b><i>half brother</i></b>	medio hermano
<b><i>half sister</i></b>	media hermana

[http://spanish.about.com/od/wordlists/a/family\\_relative.htm](http://spanish.about.com/od/wordlists/a/family_relative.htm)

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