

**ESCUELA NACIONAL COLEGIO DE CIENCIAS Y
HUMANIDADES**

PLANTEL NAUCALPAN

DEPARTAMENTO DE INGLÉS

GUÍA DE EXAMEN EXTRAORDINARIO

INGLÉS IV

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UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO
ESCUELA NACIONAL COLEGIO DE CIENCIAS Y HUMANIDADES
PLANTEL NAUCALPAN
DEPARTAMENTO DE INGLÉS
GUÍA PARA EL EXAMEN EXTRAORDINARIO DE INGLÉS IV

INTRODUCCIÓN

Objetivo de la guía

La guía para la preparación del examen extraordinario de Inglés IV, tiene el propósito de presentarte actividades relacionadas con las cuatro habilidades de inglés (*reading, listening, writing and speaking*) que se incluyen en el Segundo Acercamiento a los Programas de Inglés I a IV . 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 cuarto semestre de inglés.

Objetivo general del Programa de Inglés IV

El alumno será capaz de interactuar con otros para describir experiencias pasadas, formular recomendaciones y expresar sentimientos de manera elemental. También comprenderá las ideas principales y secundarias de eventos en textos auténticos.

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 y clave de respuestas al final de cada aprendizaje; con las cuales podrás verificar tu avance o identificar cuáles son tus errores. Asimismo, cuenta con

direcciones electrónicas con el propósito de proporcionarte elementos auditivos auténticos.

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 Segundo Acercamiento a los Programas de Inglés I a IV .

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 10 y 15 ejercicios por habilidad con un máximo de 100 reactivos en total.

Unidad 1

PROPÓSITO: El alumno comprenderá textos orales y escritos que aborden problemas y/o consejos y será capaz de formular sus propias recomendaciones

APRENDIZAJE

El alumno describe oralmente planes, sucesos cotidianos y eventos pasados.

In this section of the guide you will find some elements that will help you to remember how the Past Simple is formed, which elements you need to speak about things and facts that happened in the past. You will also remember how the negative in past simple is formed.

As the learning objective in this section is to talk about a brief description of activities and personal experiences in the past simple, you will find a model text written in past where you can read about the activities that a young girl did during her weekend. Then you will find some information about the things that other two teenagers did on their weekends, and you will help them to write an e-mail about their weekend experiences.

I. Read the e-mail that Patty wrote to her friend Paul about the activities that she did last weekend, observe how she describes the activities she did, the party and her experience.

PATTY'S E-mail

Dear Paul,

I want to tell you how I spent my last weekend. Last month my friend Susan wrote me an e-mail where she invited me to a party. The party was last Friday. I had a great weekend. I went to my best friend's wedding. She got married at home. All her friends and family went to the party. She looked very beautiful! She wore a beautiful white dress. Her mother cooked a delicious meal. Everybody felt happy, we danced all night. It was a great wedding party. Wish you were there.

Miss you,

Patty.

Now it's your turn. Pay attention to the activities that Amy and Bob did last weekend and help them to write an e-mail to their friend Paul. Use the time markers of the past and remember that we have regular and irregular verbs.



Activities:

- ✓ go camping with some friends
- ✓ leave on Friday evening
- ✓ come back yesterday
- ✓ cook dinner
- ✓ get up early
- ✓ go fishing
- ✓ (not) like camping
- ✓ learn a lot

II. Help Amy to write an e-mail to Paul telling him the activities she did on her weekend.

Hi Paul!

My weekend was very exciting. I



Activities:

- ✓ have a terrible weekend
- ✓ my girlfriend and I go to a concert
- ✓ take four hours to arrive
- ✓ (not) like the music
- ✓ the car broke down
- ✓ call my brother
- ✓ he pick us up
- ✓ arrive home at 11 am
- ✓ miss classes

III. Now help Bob to write an e-mail to Paul telling him the activities he did on his weekend.

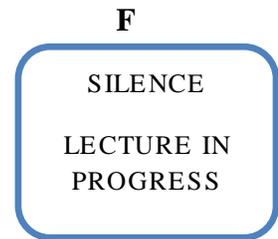
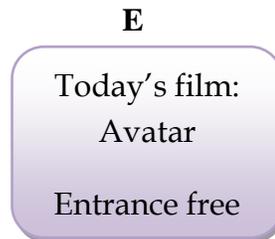
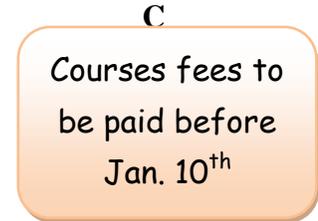
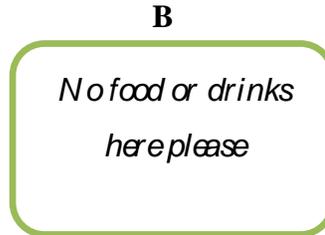
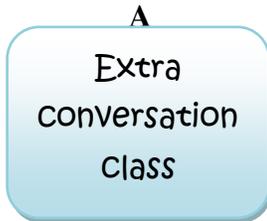
Hi Paul! How are you? I had a terrible weekend. My girlfriend and I

IV. Today it is Monday and you are in the classroom waiting for your teacher. Tell a classmate about the activities you did last weekend and ask him/her about his or hers. You can start with: *How was your weekend?* *What did you do last weekend?* *Where did you go last weekend?* etc.

APRENDIZAJE

El alumno comprende obligaciones, prohibiciones y permisos con claridad.

I. Look at these notices. Have you seen any like these in your school?



II. Match the notices with the rules.

1. **You have to** pay before you start.
2. **You don't have** to come if you don't want to.
3. **You mustn't** eat or drink in here.
4. **You must** turn off your mobiles before you come in.
5. **You mustn't** talk near here.
6. **You don't have** to pay to see this.



You can use the following words when:

HAVE TO (It is a rule or an obligation)

DON'T HAVE TO (It isn't obligatory or it isn't necessary)

MUST (It is a rule or an obligation)

MUSTN'T (It isn't permitted or it is against the rules.)

III. Make true sentences about the rules in CCH. Use we have to, we don't have to, we mustn't.

1. _____ come to class on time.
2. _____ turn off our mobiles phones.
3. _____ eat or drink in the classroom.
4. _____ come to class on Saturdays.
5. _____ bring a dictionary to class.
6. _____ do an exam at the end of the term.
7. _____ smoke in the building.
8. _____ do homework after each lesson.
9. _____ do a test every week.
10. _____ pay school fees. ¹

¹ Actividades adaptadas de: Oxenden, Clive and Latham-Koening , Christina. 2005. *New English File. Pre-intermediate Student's Book*. Oxford University Press.

Now check your answers!

IV. Match the notices with the rules.

1. **You have to** pay before you start.
2. **You don't have** to come if you don't want to.
3. **You mustn't** eat or drink in here.
4. **You must** turn off your mobiles before you come in.
5. **You mustn't** talk near here.
6. **You don't have** to pay to see this.

C

A

B

D

F

E

V. Make true sentences about the rules in CCH. Use **we have to, we don't have to, we mustn't**.

Student can use *have to, don't have to or mustn't* to complete the sentences.

Unidad 2

PROPÓSITO: El alumno describirá y comprenderá de manera oral y escrita hechos y experiencias pasadas de ámbitos personales académicos. Asimismo identificará la secuencia y relación entre eventos del pasado en textos orales o escritos.

APRENDIZAJE

El alumno describe, de manera oral y escrita, situaciones pasadas que se estaban desarrollando en cierto momento en el pasado.

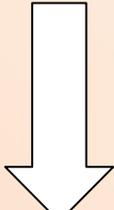


Past Progressive and Simple Past with Time Clauses (when, while)

When we want to express two actions that happened in the past and one interrupted the other we should use the Past Progressive and the Simple Past in the same sentence.

- We use the **Past Progressive (WAS/WERE + VERB + ING)** for a **longer action** and the **Past Simple** for a **shorter action**. In this case we usually use **while** or **when**.

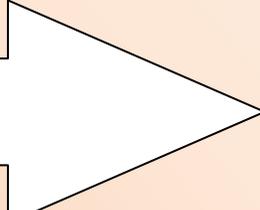
Look at the examples:

Past Progressive		Simple Past
(longer action)		(shorter action)
I was sleeping	when	the telephone rang .
XXXXXXXXXX		X
While I was driving, I saw a cat in the street.		

- You can also use **while** with two longer actions. The two actions happened at the same time.

Example:

While I **was studying**, Susan **was watching** TV.
past progressive past progressive

XXXXXXXXXX	While I was studying	
XXXXXXXXXX	Susan was watching TV.	

I. Complete the sentences with the Simple Past or the Past Progressive of the verbs in parentheses.

1. While I _____ (clean) my room, I _____ (find) my red T-shirt.
2. I _____ (eat) a sandwich when Andy _____ (come) into the kitchen.
3. I _____ (read) the newspaper when my cat _____ (jump) on my head.
4. Don _____ (climb) up a mountain when he _____ (fall) down and _____ (break) his leg.
5. The children _____ (play) in the backyard while their mother _____ (cook).
6. While Daniel _____ (sleep), the baby _____ (start) crying.

II. Write down three sentences using the words in the box.

walk / come across (when)
go out / rain (when)
teacher call / have lunch (while or when)
My friends wait for / arrive (when)

Example: I **was walking** to my classroom when I **came across** my friend.

1. _____
2. _____
3. _____

III. Describe the activities that you did or were doing yesterday. Use when and while.

What were you doing last weekend?

1. _____
2. _____
3. _____

IV. Match the pictures below according to each statement. Look at the example.

Example: a) I was studying English when the doorbell rang



b) I was taking a shower when the telephone rang

c) I was having dinner when my cell phone rang

d) I was listening to my iPod when the bus arrived

e) I was watching TV when the lights went off



V. Mark (X) the correct answer according to what it happened to you last night.

Last night	Yes	No
I was studying English when the doorbell rang		
I was taking a shower when the telephone rang		
I was having dinner when my cell phone rang		
I was listening to my iPod when the bus arrived		
I was watching TV when the lights went off		

Now check your answers!

I. Complete the sentences with the Simple Past or the Past Progressive of the verbs in parentheses.

1. was cleaning – found
2. was eating – came
3. was reading – jumped
4. was climbing – fell – broke
5. were playing – was cooking
6. was sleeping – started

II. Write down three sentences using the words in the box.

1. When I went out to CCH, it was raining.
2. The teacher came while I was having lunch.
When the teacher came, I was having lunch.
3. My friends were waiting for me when I arrived.

III. Describe the activities that you did or were doing yesterday. Use when and while.

Opened answers

IV. Match the pictures below according to each statement.

b) I was taking a shower when the telephone rang



c) I was having dinner when my cell phone rang



d) I was listening to my iPod when the bus arrived



e) I was watching TV when the lights went off



APRENDIZAJE

El alumno comprende discursos orales o escritos sobre temas culturales y /o cotidianos.



In order to practice your listening skills, you will watch a short video called “Super Size Me”. Read the following instructions before you do this activity:

- Read all the questions before watching the video.
- Listen very carefully, the missing information might include numbers, figures and specific words you need to recognize.
- Remember that you will watch the video 3 times, so don't worry if you don't answer all the questions after watching the video for the first time, you will have 2 more chances to do it.
- Remember to use the context as a support to confirm your answers.

I. Go to the following link: <http://www.youtube.com/watch?v=V168xofxqu0>

Here you will find a video called “Super Size me opening”. Watch the video, listen carefully and answer the following questions:

1. According to the video, America is _____ nation in the world.
a) the fastest b) the hardest c) the fattest
2. Number of obese Americans:
a) 100 million b) 1 million c) 1000 million
3. West Virginia is _____ fattest state in the US.
a) the fourth b) the third c) the fifth
4. How often did the narrator's mom cook?
a) everyday b) sometimes c) never
5. How often did he and his family eat out?
a) all the time b) never c) sometimes



II. Circle TRUE or FALSE, according to the information of the video.

- | | | |
|---|------|-------|
| 1. Today, families eat out only in special occasions. | TRUE | FALSE |
| 2. Smoking is the first cause of death in America. | TRUE | FALSE |
| 3. 1 in 4 Americans eats fast food everyday. | TRUE | FALSE |
| 4. 46 million people eat at McDonald's in Spain. | TRUE | FALSE |
| 5. There are McDonalds even in hospitals. | TRUE | FALSE |

Now check your answers!

1. According to the video, America is _____ nation in the world.
a) the fastest b) the hardest **c) the fattest**
2. Number of obese Americans:
a) 100 million b) 1 million c) 1000 million
3. West Virginia is _____ fattest state in the US.
a) the fourth **b) the third** c) the fifth
4. How often did the narrator's mom cook?
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5. How often did he and his family eat out?
a) all the time **b) never** c) sometimes

II. Circle TRUE or FALSE, according to the information of the video.

- | | | |
|---|--------------------|---------------------|
| 1. Today, families eat out only in special occasions. | TRUE | <u>FALSE</u> |
| 2. Smoking is the first cause of death in America. | <u>TRUE</u> | FALSE |
| 3. 1 in 4 Americans eats fast food everyday. | <u>TRUE</u> | FALSE |
| 4. 46 million people eat at McDonald's in Spain. | TRUE | <u>FALSE</u> |
| 5. There are McDonalds even in hospitals. | <u>TRUE</u> | FALSE |

Unidad 3

PROPÓSITO: el alumno comprenderá textos orales y escritos sobre eventos que han ocurrido. Además, intercambiará de manera oral y escrita, experiencias personales y culturales relacionadas con lo que ha realizado.

APRENDIZAJE

Intercambia opiniones sobre temas académicos y culturales.



PHRASES TO EXPRESS OPINION

We use these words and phrases to express a personal point of view:

- ✓ In my experience...
- ✓ Speaking for myself...
- ✓ In my opinion...
- ✓ Personally, I think...
- ✓ I believe that...
- ✓ I think...
- ✓ What I mean is...



LINKING WORDS

Linking words help you to connect ideas and sentences, so that people can follow your ideas. We use:

- AND to join two or more similar expressions.
 - *Pete likes rock music **and** horror movies.*
- BUT to join two or more opposite ideas.
 - *I'm on a diet **but** I can't lose weight.*
- BECAUSE to express the reason of an action.
 - *My mom didn't prepare breakfast **because** she was very tired.*

Now you are going to read about dangerous sports in order to express your own opinion about them.

DANGEROUS SPORTS

I. Read these articles and answer the exercises.

The Thrill of Surfing



Arata Narita from Japan

I have been surfing for two years. The reason why I started surfing is that I came across a beautiful beach in Miyazaki, Japan.

Miyazaki is one of the most famous spots for surfing in Japan. In summer time, many surfers visit Miyazaki from all over Japan or even from overseas.

Photo: Naotsuga Matsumoto
As I have improved my surfing skill, I've begun to seek for a "the big wave", even a typhoon situation. When the wave is big, it's thrilling.

I live in a college dormitory and it is close to the beach. Because the beach was close, I had no doubts about deciding to learn to surf. I have played many sports in the past, such as soccer, football, and rugby.

However, now I realize that I like surfing the best because surfing is a sport which improves me the most. To learn surfing techniques is very difficult, and it takes time. Also, surfing is done in a totally natural environment, the sea.



Photo: Naotsugu Matsumoto
When I come out of the wave, I feel lucky I'm still alive.

I realized that the size, quality and power of waves are different in each surfing area, so I have tried surfing in Hawaii and Australia as well as in all areas in Miyazaki.

As I have improved my surfing skill, I've begun to seek for a "the big wave", even a typhoon situation. When the wave is big, it's thrilling. Each wave is different. A wave never comes in the same way. If I succeed in riding a big wave, it gives me a feeling of accomplishment and excitement.

But sometimes you can't succeed in riding the wave. Then you just go into it. This can be dangerous. At that moment, you think, "Oh, maybe I'll die." When I come out of the wave, I feel lucky I'm still alive."

STUDENTS INTERVIEW NOVICE SCUBA DIVER

Miwa Kawano and Kaoru Maruhana from Japan



Photo from TG

She explained that a beginner needs flippers, mask, a wet suit and a snorkel.

We, Miwa Kawano and Kaoru Maruhana, interviewed TG, a 14-year-old middle school student from the U.S. We asked her about scuba diving and her interest in it.

TG started scuba diving about 3 months ago because she wants to become a marine biologist in the future. She said that scuba diving will help her to be a marine biologist. She also said another reason is she likes to swim. Since we are not familiar with scuba diving, we asked what kind of equipment is needed to do

that. She explained that a beginner needs flippers, a mask, a wet suit, and a snorkel. An intermediate person needs a weight belt (That is one lead per 10 kilos. A person needs the same weight as he/she weighs.), a tank (14 kilos), and a back pack for floatation. She said the equipment is very heavy. Beginners usually can scuba dive for only half an hour, but people who have licenses can be under the water for 1 to 3 hours.

We asked TG if she wants to continue or not in the future. She answered that she wants to continue, but her nose bone is crooked. Therefore, she needs an operation if she hopes to continue.

In scuba diving, she enjoys seeing a lot of sea animals, and she is impressed that she can breathe under the water for a long time. Through the scuba diving, she hopes to visit Okinawa, Australia, Bermuda, and Italy (the Mediterranean sea) in the near future. She did not list the eastern coast of the US, so we asked the reason why. She said that the eastern coast is very cold, and it does not have variety of animals (not a large diversity).

She experienced a scary moment once in the past when she went under the water. She was surrounded by walls of rocks. When she turned around there was nobody, so she felt very scared. Her mind was filled with anxiety at that moment.

While she is under the water, she realizes that divers have to be careful because they might break corals very easily even if they touch them with their hands softly.

For more articles in English visit: <http://www.topics-mag.com/index.html>

II. Express your own opinions about the articles. Answer the questions below. Begin each answer with the expression that follows and use linking words to express your ideas.

Example: What do you think is the most important element to perform these sports? Why?

I think... the most important element is practice because, maybe, at the beginning, you are not going to be an expert but if you practice enough, you will be good at it and you will practice it because you like it.

1. What do you think is the most thrilling sport? Why?

I think...



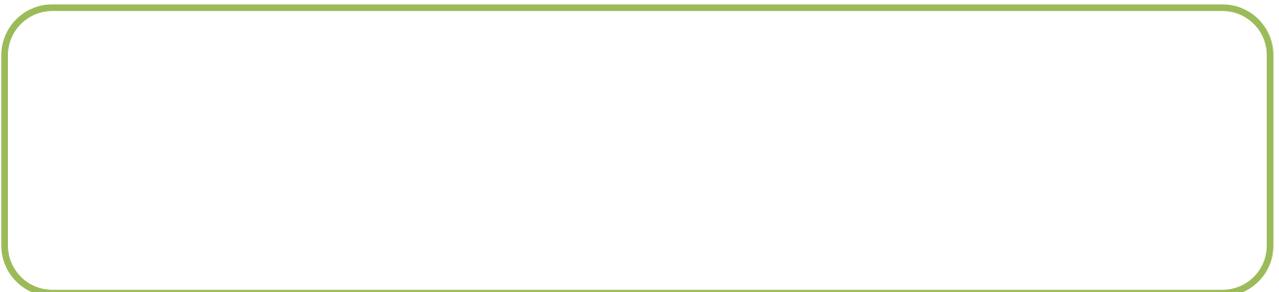
2. What is the most dangerous sport? Why?

I believe that...



3. Which is more exciting, surfing or scuba diving? Why?

In my opinion...





PRESENT PERFECT SIMPLE

The present perfect simple expresses an action that is still going on or that stopped recently, but has an influence on the present. It puts emphasis on the result.

Form

Have / Has + Verb PAST PARTICIPLE

Subject	Positive	Negative	Question
I / you / we / they	<i>I have spoken.</i>	<i>I have not spoken.</i>	<i>Have they spoken?</i>
he / she / it	<i>He has spoken.</i>	<i>He has not spoken.</i>	<i>Has he spoken?</i>

We use Present Perfect Simple:

- For actions that happened in the past, but we don't mention when exactly.
 - *I have played many sports in the past, such as soccer, football, and rugby.*
- For actions that happened in the past, but the results are obvious.
 - *I have improved my surfing skill.*
- For actions that were completed short time ago.
 - *I'm not hungry, I've just eaten a big sandwich.*
- For actions that started in the past and continue in the present.
 - *I have been surfing for two years.*

I. Write the participle form of the verbs in the first column. Using those verbs write questions using PRESENT PERFECT SIMPLE. Follow the example.

VERBS	QUESTIONS
Ex. sing in public <i>sung in public</i>	<i>Have you sung in public?</i>
1. watch a movie in English without subtitles	
2. drive a car without adult permission	
3. read a magazine in English	
4. write a love letter	
5. visit the Chapultepec Zoo	

II. Rewrite the questions from the previous exercise and answer the question for you. Then make the same questions to one of your friends and fill the chart. Follow the example.

QUESTIONS	YOUR ANSWERS		YOUR FRIEND'S	
	✓YES	✗NO	✓YES	✗NO
Ex. <i>Have you sung in public?</i>		X	✓	
1.				
2.				
3.				
4.				
5.				

III. Using the information from the last activity to report your answers. Write complete sentences using PRESENT PERFECT SIMPLE in affirmative or negative when it corresponds. Follow the example.

Ex. I haven't sung in public.

Rafael has sung in public.

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

Now check your answers!

I. Read these articles and answer the exercises.

Reading, no particular answer required.

II. Express your own opinions about the articles. Answer the questions below. Begin each answer with the expression that follows and use linking words to express your ideas.

1. Free answer. These answers must include **and, but, because** to express opinion. The writing must be clear. Use different tenses present simple, past simple, present progressive, future (*going to, will*) and present perfect simple.
2. Free answer. These answers must include **and, but, because** to express opinion. The writing must be clear. Use different tenses present simple, past simple, present progressive, future (*going to, will*) and present perfect simple.
3. Free answer. These answers must include **and, but, because** to express opinion. The writing must be clear. Use different tenses present simple, past simple, present progressive, future (*going to, will*) and present perfect simple.

PRESENT PERFECT SIMPLE

I. Write the participle form of the verbs in the first column. Using those verbs write questions using PRESENT PERFECT SIMPLE.

1. Have you watched a movie in English without subtitles?
2. Have you driven a car without adult permission?
3. Have you read a magazine in English?
4. Have you written a love letter?
5. Have you visited the Chapultepec Zoo?

II. Rewrite the questions from the previous exercise and answer the question for you. Then make the same questions to one of your friends and fill the chart.

1. Rewrite the question and mark your answer YES or NO. Then, mark the answer of your friend.
2. Rewrite the question and mark your answer YES or NO. Then, mark the answer of your friend.
3. Rewrite the question and mark your answer YES or NO. Then, mark the answer of your friend.

4. Rewrite the question and mark your answer YES or NO. Then, mark the answer of your friend.
5. Rewrite the question and mark your answer YES or NO. Then, mark the answer of your friend.

III. Using the information from the last activity report your answers. Write complete sentences using PRESENT PERFECT SIMPLE in affirmative or negative when it corresponds.

1. Free answer. The sentences must be written in the present perfect simple tense.
I have/haven't watched a movie in English without subtitles.
My friend has/hasn't watched a movie in English without subtitles.
2. Free answer. The sentences must be written in the present perfect simple tense.
I have/haven't driven a car without adult permission.
My friend has/hasn't driven a car without adult permission
3. Free answer. The sentences must be written in the present perfect simple tense.
I have/haven't read a magazine in English
My friend has/hasn't read a magazine in English
4. Free answer. The sentences must be written in the present perfect simple tense.
I have/haven't written a love letter
My friend has/hasn't written a love letter
5. Free answer. The sentences must be written in the present perfect simple tense.
I have/haven't visited the Chapultepec Zoo
My friend has/hasn't visited the Chapultepec Zoo

APRENDIZAJE

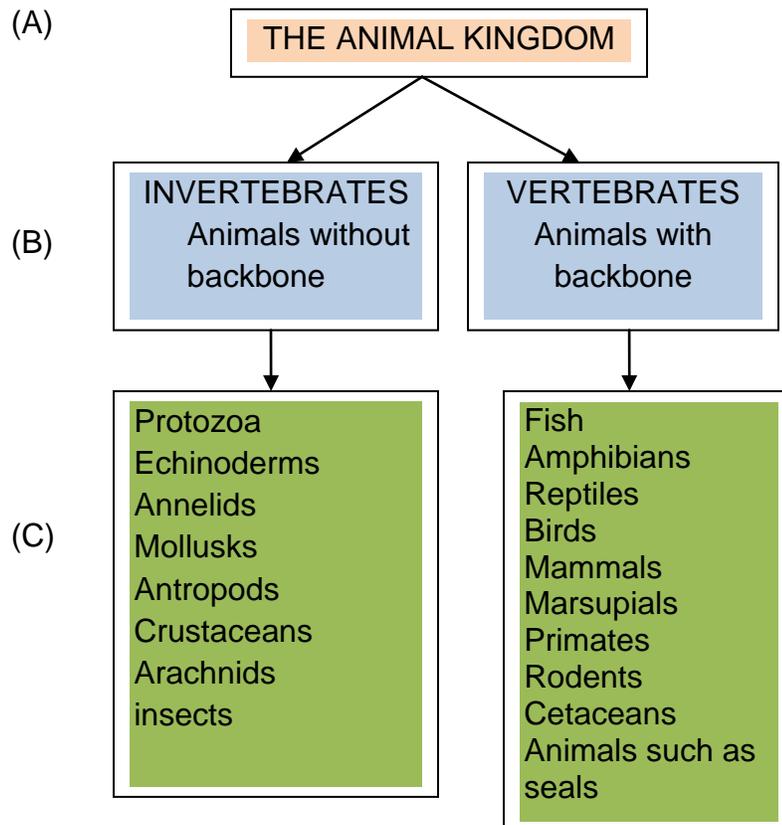
El alumno identifica las ideas principales y secundarias, así como la acción, los personajes y entorno de textos académicos auténticos

A Tree Diagram is a graphic organizer which generally displays all possible outcomes from one root event or how all of its components are related to one another. Even in subjects like history or English, a tree diagram may be used to show how events or ideas connect to one another. This diagram can be organized from the top to the bottom or from left to right. *Let's see an example!*



I. Here we have a very simple tree diagram about the animal kingdom. Look at it and answer the questions below:

Levels



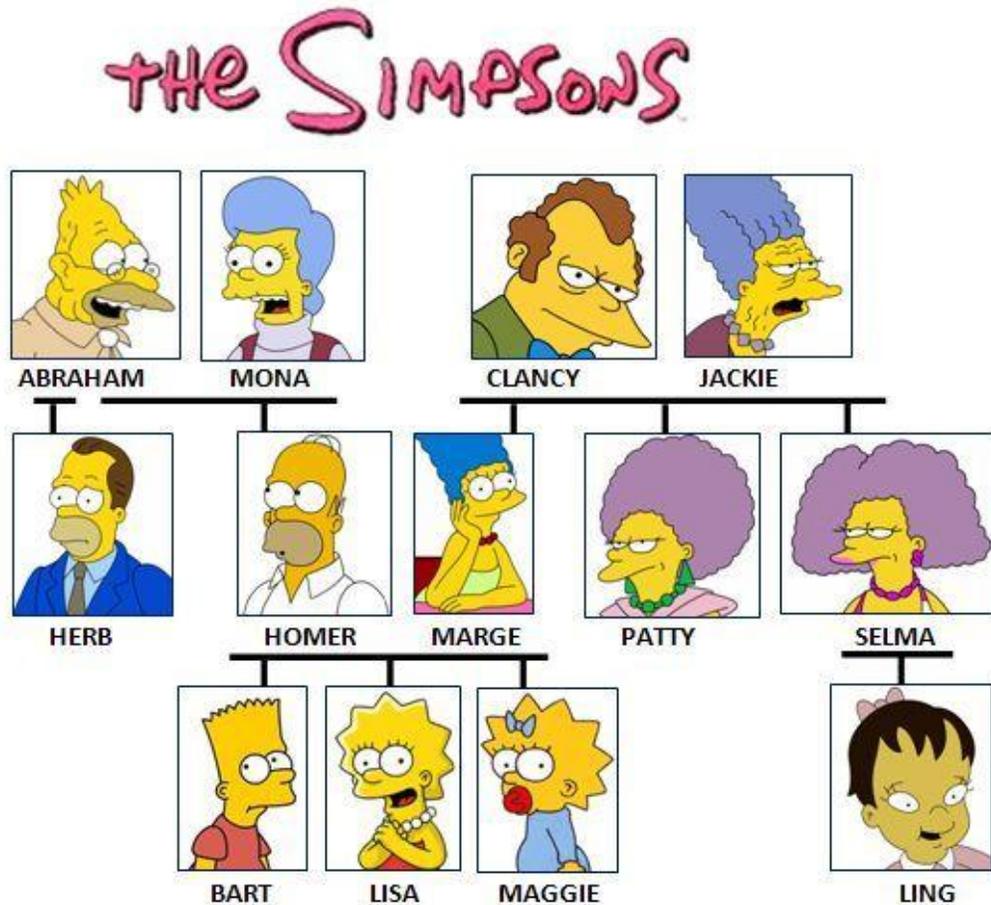
1. What is the most general concept? _____
2. What concepts are at the same level? _____
3. Why “mammals” are at the last level? _____



A **family tree** is a means by which lineage (or ancestry) can be viewed. It gives you a better understanding of who you are and who your ancestors were. It is like a tree in that it starts narrow at the bottom and then branches out wider and higher in the tree.

Let's see another example!

II. Look at the following family tree and answer the questions below.



The Simpson's family tree starts with two couples, the grandparents, then it branches to their children, then on to their grandchildren and so on.

1. Who is Bart's father? _____
2. Who is Abraham's grandson? _____
3. Who is Maggie's mother? _____
4. Who is Lisa's father's brother? _____
5. Who is Clancy's granddaughter? _____

III. Read the following instructions to make a tree diagram.

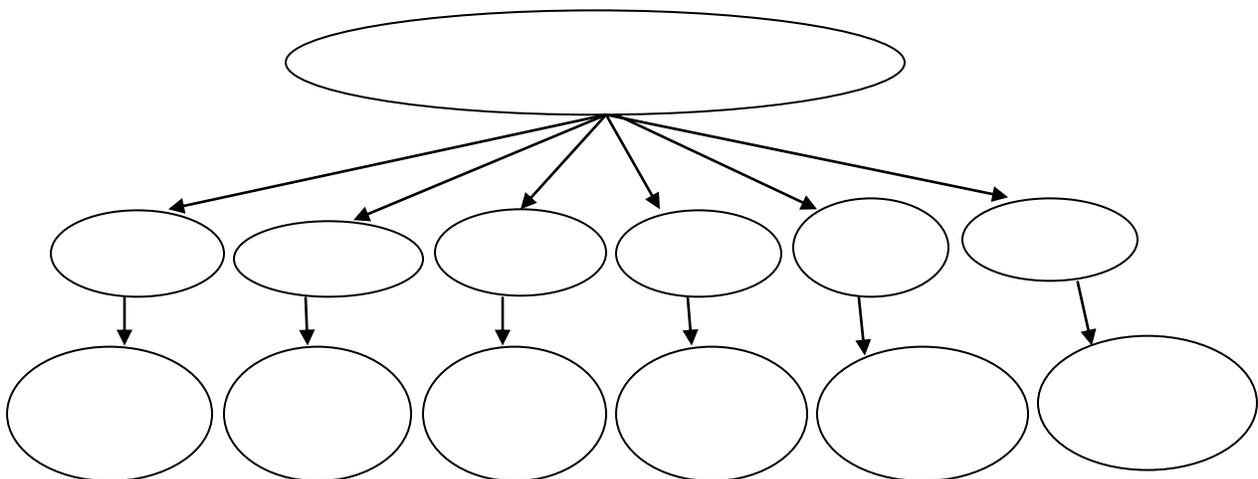


- ✓ Start with a broad concept, such as a goal.
- ✓ Place it center-top (or center-left for a horizontal tree).
- ✓ Identify two or more factors in achieving your goal. Ask a question that will lead you to the next level of detail. For example: "What causes this?" "Why does this happen?" "What goes into it?" Etc.
- ✓ List the steps involved in bringing about the key factors.
- ✓ Continue to make lines and narrows down your initial topic.

IV. Look at the underlined words and make a tree diagram. Use the blank diagram below.

The Food Guide Pyramid

The Food Guide Pyramid is one way for people to understand how to eat healthy. A rainbow of colored, vertical stripes represents the five food groups plus fats and oils. Here's what the colors stand for: Orange (grains), green (vegetables), red (fruits), yellow (fats and oils), blue (milk and dairy products), and purple (meat, beans, fish, and nuts).



- V. Read the following academic text and make a tree diagram. Follow the instructions above.

Major earthquakes

An earthquake (also known as a quake, tremor or temblor) is the result of a sudden release of energy in the Earth's crust that creates seismic waves.

One of the most devastating earthquakes in recorded history occurred on 23 January 1556 in the Shaanxi province, China, killing more than 830,000 people. Most of the population in the area at the time lived in yaodongs, artificial caves in loess cliffs, many of which collapsed during the catastrophe with great loss of life. The 1976 Tangshan earthquake, with death toll estimated to be between 240,000 to 655,000, is believed to be the largest earthquake of the 20th century by death toll.

The largest earthquake that has been measured on a seismograph reached 9.5 magnitude, occurring on 22 May 1960. Its epicenter was near Cañete, Chile. The energy released was approximately twice that of the next most powerful earthquake, the Good Friday Earthquake, which was centered in Prince William Sound, Alaska. The ten largest recorded earthquakes have all been megaton earthquakes; however, of these ten, only the 2004 Indian Ocean earthquake is simultaneously one of the deadliest earthquakes in history.



Now check your answers!

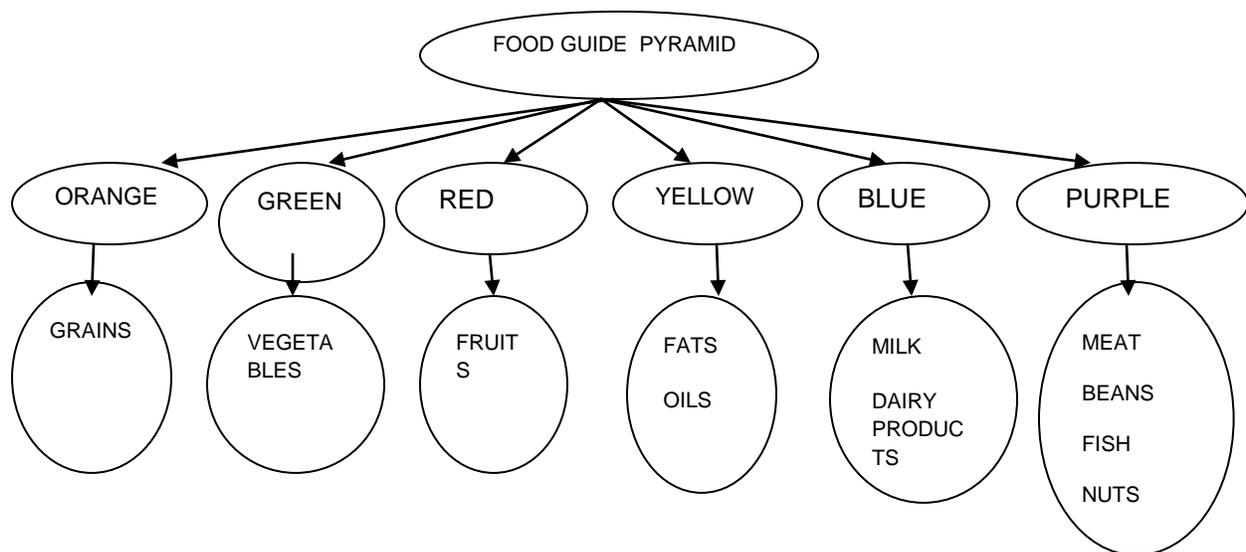
I. Here we have a very simple tree diagram about the animal kingdom. Look at it and answer the questions below:

1. The Animal Kingdom
2. Vertebrates and Invertebrates
3. Because "mammals" is a more specific concept and goes into vertebrates, the preceding level.

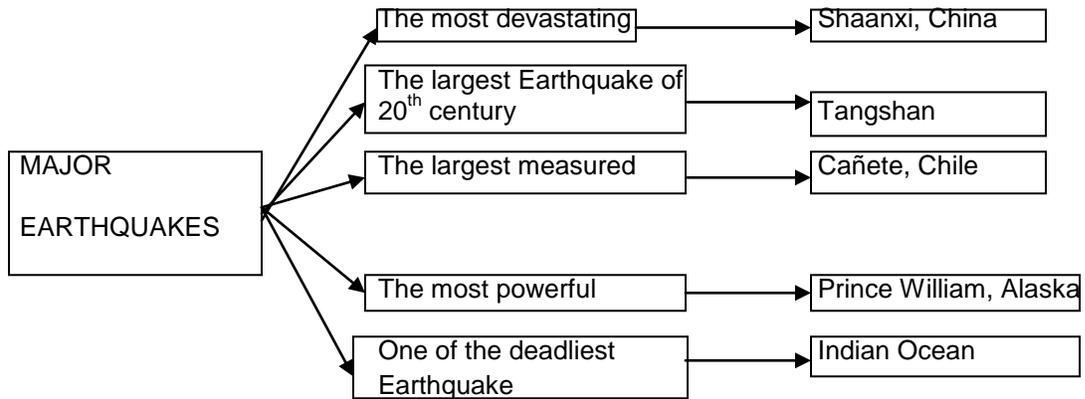
II. Look at the following family tree and answer the questions below.

1. Homer
2. Bart
3. Marge
4. Herb
5. Ling

IV. Look at the underlined words and make a tree diagram. Use the blank diagram below.



I. Read the following academic text and make a tree diagram. Follow the instructions above.



Unidad 4

PROPÓSITO: el alumno, a partir de la integración de todas las habilidades comunicativas de comprensión expresión e interacción oral y escrita, podrá expresar de forma sencilla ideas, sentimientos y pensamientos.

APRENDIZAJE

El alumno reconoce algunos estados de ánimo a través del tono o volumen de voz en pasajes auditivos.



LISTENING COMPREHENSION STRATEGIES

Songs are a great tool for you to improve your listening skills.

Most of the songs don't have a literal meaning, so if you try to translate every single word, it will be very difficult for you to understand the meaning of the song. This is very helpful as you are getting information not only from the lyrics but from the message the author is trying to express.

To improve your listening skills follow these strategies:

- Before you listen, read the questions carefully.
- Try to guess what the audio is going to be about.
- While listening, try to understand the general idea, not every single word.
- Listen for key words to understand the main ideas.
- The audio is being repeated more than once, so listen to the audio first then write the answer to the questions. Listen to audio again, check and correct your answers.
- Do not try to listen and answer at the same time at the beginning because you are going to be confused.
- Sometimes, you must focus on the intonation of the speaker. Maybe, he or she says something that seems affirmative but it has a negative meaning.

I. Read the title of the song. Do you know it? What is the song about?

WE ARE THE CHAMPIONS <http://www.youtube.com/watch?v=04854XqcfCY> By Queen¹

II. Listen and complete the lyrics, then listen again and check your answers.

Verse-1

(1) _____ my dues,
time after time;

(2) _____ my sentence,
but committed no crime.

And bad mistakes,

I (3) _____ a few.

(4) _____ my share of sand kicked in my face,

But (5) _____

(And I need to go on, go on and on...)

CHORUS

We are the champions, my friend

And we'll keep on fighting to the end.

We are the champions (x2)

No time for losers

'cos we are the champions of the world.

Verse-2

(6) _____ my bows

and my curtain calls

(7) _____ me fame and fortune and everything that goes
with it;

I thank you all,

¹ Worksheet by Bibi Baxter, UK

<http://www.musicalenglishlessons.org/popsongs/queen/wearethechampions.htm>

But (8) _____ no bed of roses,
no pleasure cruise.

I consider it a challenge before all the whole human race
and I ain't gonna lose.

(Repeat Chorus x2)

No time for losers

'Cos we're the champions...

The missing verbs in the present perfect tense are:

- | | |
|----------------------|-------------------|
| A. I've had | E. I've done |
| B. I've taken | F. You've brought |
| C. I've come through | G. I've paid |
| D. it's been | H. I've made |

III. Answer the following questions.

1. According to Lines 1-2 of the song:

- The author paid all his dues.
- He paid them regularly.
- He doesn't have money to pay his dues.
- He likes paying his dues.

2. According to lines 5-6 you can infer that:

- The author has never made mistakes.
- The author has made a lot of mistakes.
- The author doesn't know what the word "mistake" means.
- He hasn't made many mistakes.

3. On line 8, what does "come through" means?

- Survive
- Arrive
- Return
- Go

4. Listen to the CHORUS, how does the author feel about it?
- a. Sad
 - b. Indifferent
 - c. Optimistic
 - d. Defeated
5. On line 19, what does the author mean with the expression “no bed of roses”?
- a. everything has been as beautiful as the roses
 - b. nothing has been as easy as it seems
 - c. never rest on roses, they may hurt you
 - d. bed of roses are no real

Now check your answers!

III. Answer the following questions.

1. According to Lines 1-2 of the song:
 - a. The author paid all his dues.
 - b. He paid them regularly.
 - c. He doesn't have money to pay his dues.
 - d. He likes paying his dues.

2. According to lines 5-6 you can infer that:
 - a. The author has never made mistakes.
 - b. The author has made a lot of mistakes.
 - c. The author doesn't know what the word "mistake" means.
 - d. He hasn't made many mistakes.

3. On line 8, what does "come through" means?
 - a. Survive
 - b. Arrive
 - c. Return
 - d. Go

4. Listen to the CHORUS, how does the author feel about it?
 - a. Sad
 - b. Indifferent
 - c. Optimistic
 - d. Defeated

5. On line 18, what does the author mean with the expression "no bed of roses"?
 - a. everything has been as beautiful as the roses
 - b. nothing has been as easy as it seems
 - c. never rest on roses, they may hurt you
 - d. bed of roses are no real.

Aprendizaje:

Reconoce la línea argumental general sobre el tema presentado en un texto de opinión.



The argumental line is the structure of the text. It means the main ideas and the communicative function.

It is important that you know how to get the main and supporting ideas. Take into consideration the following:

- 1) Examples of communicative functions: invite, suggest, prevent, classify, describe, narrate, enlist, thank etc.
- 2) You must follow the order of the information as given by the author.
- 3) You must know the text; to know what it is about, where it was published, what was the intention of the author when he wrote it.

BEFORE READING

- 4) Remember that the content of the reading can be known through the title, subtitles, images and distribution of the text.

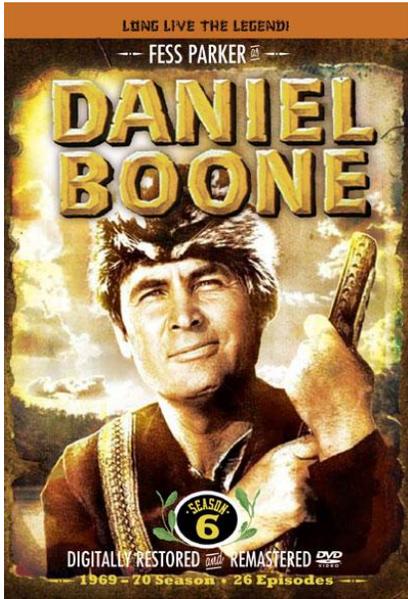
WHILE READING

- 5) To identify important ideas of the text you can:
 - a) Suppress ideas and information which give an explanation. In other words, you will write only the first information and you will delete the supporting information.
 - b) Generalize information by using wide concepts that explain your ideas. For example instead lettuce, broccoli and potatoes you only mention vegetables.

- I. Read and check the underlined words and see how the examples are given after the text. Complete as required.

Example:

DANIEL BOONE



When Daniel Boone died peacefully in bed in his son Nathan's elegant stone Missouri farmhouse on September 26, 1820, the surge of emigrants along the Oregon Trail was still a generation away. But Boone already exemplified the pioneer at his best. He was neither the physical giant (five feet nine) nor the innocent child of nature that legend has made of him. He was an intelligent, soft spoken family man who cherished the same wife for 57 years. He befriended Indians, preferred company to solitude, and when he told his wife it was time to move because a newcomer had settled some 70 miles away, he was joking.

Pennsylvania-born, Boone was one of 11 children in a family of Quakers who migrated to North Carolina. There Boone was recruited at age 40 to undertake a scheme designed to open up Kentucky to settlers and establish it as a 14th colony. He arranged a deal by which the Cherokees sold 20 million acres for \$20,000 worth of goods to Boone's employers, the Transylvania Company. It was all fair and square—the Indians had an attorney, an interpreter, and the sound advice of their squaws. The deal completed, Boone led a party from Tennessee through the Cumberland Gap, hacked out the Wilderness Road, and set up a town— Boonesboro—and a government. Elected a legislator, he introduced on the first session's first day a bill to protect game against wanton slaughter and a second bill to "improve the breed of horses." He got 2,000 acres for his work, but after the Revolution—in which Boone won considerable fame as a militia commander—the scheme of the Transylvania Company was declared illegal and Boone lost his land.

Undaunted, he staked out more claims—and lost them because he impatiently neglected to register his deeds. Ever hopeful, he accepted an invitation from Spanish-held Missouri to come and settle there and bring others with him. The

Spanish gave him 8,500 acres and made him a judge. But the Louisiana Purchase, which embraced Missouri, again left him—but not his children—landless. Old and broke, Boone cheerfully continued hunting and trapping long after his hands shook. Shortly

before he died, he was talking knowledgeably with young men about the joys to be experienced in settling California.

II. Read the examples 1, 2, and 3. Write down number 4.

1) Communicative Function: Narration

2) To suppress: (first paragraph) **Daniel Boone died on September 26, 1820. Boone exemplified the pioneer at his best. He was an intelligent, soft, spoken family man who cherished the same wife for 57 years. He befriended Indians, preferred company to solitude.**

3) To construct: (second paragraph) **Boone was born in Pennsylvania. He was one of the Quakers who migrated to North Carolina. There Boone was recruited to undertake a scheme designed to open up Kentucky to settlers and establish it as a 14th colony. He arranged a deal by which the Cherokees sold 20 million acres for \$20,000 worth of goods to Boone's employers from the Transylvania Company. But after the revolution the scheme of this company was declared illegal and Boone lost his land.**

4) (Third paragraph) **Now you underline the important information and write a summary for the third paragraph of the text Daniel Boone**

III. Read the following text and complete the activities about it.

BUSINESSWOMEN



Until recently, most American entrepreneurs were men. Discrimination against women in business, the demands of caring for families, and lack of business training had kept the number of women entrepreneurs small. Now, however, businesses owned by women account for more than \$40 billion in annual revenues, and this figure is likely to continue rising throughout the

1990s. As Carolyn Doppelt Gray, an official of the Small Business Administration, has noted, “The 1970s was the decade of women entering management, and the 1980s turned out to be the decade of the woman entrepreneur.”

What are some of the factors behind this trend? For one thing, as more women earn advanced degrees in business and enter the corporate world, they are finding obstacles. Women are still excluded from most executive suites. Carlotta Taylor, a management consultant, had noted, “In the 1970s women believed if they got an MBA and worked hard they could become chairman of the board. Now they’ve found out that isn’t going to happen, so they go out on their own.

In the past, most women entrepreneurs worked in “women’s” fields – cosmetics and clothing, for example. But this is changing. Consider ASK computer Systems, a \$22-million-a-year computer software business. It was founded in 1973 by Sandra Kurtzig, who was then a housewife with degrees in math and engineering. When Kurtzig founded the business, her first product was software that let weekly newspapers keep tabs on their newspaper carriers –and her office was a bedroom at home, with a shoebox under the bed to hold the company’s cash. After she succeeded with the newspaper software system, she hired several bright computer science graduates to develop additional programs. When these were marketed and sold, ASK began to grow. It now has 200 employees, and Sandra Kurtzig owns \$66.9 million stock.

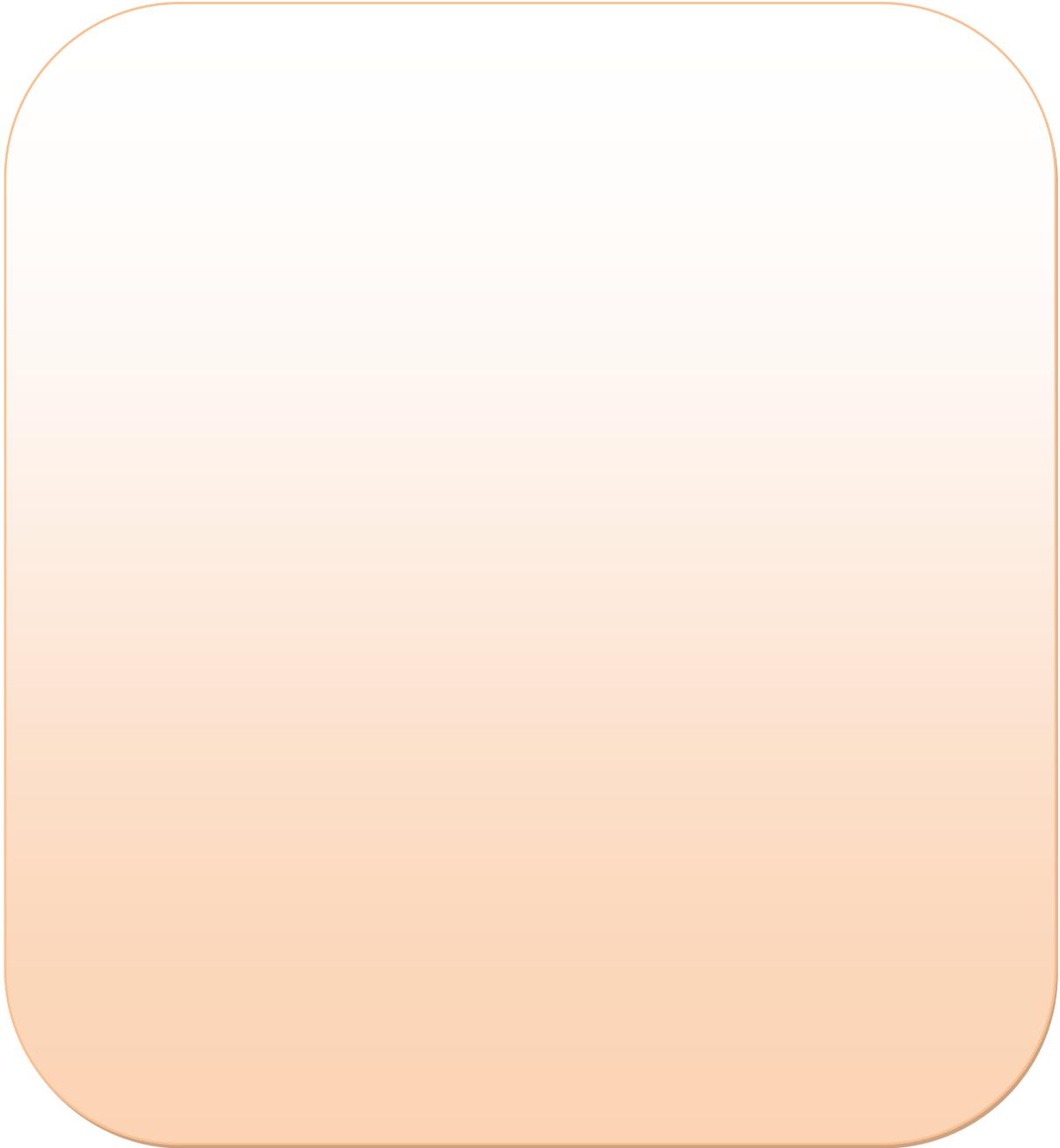
Of course, many women who start their own businesses fail, just as men often do. They still face hurdles in the business world, especially problems in raising money; the banking and finance world is still dominated by men, and old attitudes die hard. Most businesses owned by women are still quite small.

But the situation is changing, there are likely to be many more Sandra Kurtzings in the years ahead.

IV. Answer the following.

1) Write the communicative function of this text: _____

2) Write a summary using suppression, generalization or construction as required.



Now check your answers!

5) (Third paragraph) **Now you underline the important information and write a summary for the third paragraph of the text Daniel Boone.**

Undaunted, he staked out more claims—and lost them because he impatiently neglected to register his deeds. Ever hopeful, he accepted an invitation from Spanish-held Missouri to come and settle there and bring others with him. The Spanish gave him 8,500 acres and made him a judge. But the Louisiana Purchase, which embraced Missouri, again left him—but not his children—landless. Old and broke, Boone cheerfully continued hunting and trapping long after his hands shook. Shortly before he died, he was talking knowledgeably with young men about the joys to be experienced in settling California.

SUMMARY (suppress and construct)

He neglected to register his deeds thus lost them. However the Spanish gave him 8,500 acres and made him a judge. But the Louisiana Purchase left him landless again. Old and broke, Boone continued hunting and trapping.

IV. Answer the following.

Communicative Function = Description

BUSINESSWOMEN

Until recently, most American entrepreneurs were men. Discrimination against women in business, the demands of caring for families, and lack of business training had kept the number of women entrepreneurs small. Now, however, businesses owned by women account for more than \$40 billion in annual revenues, and this figure is likely to continue rising throughout the 1990s. As Carolyn Doppelt Gray, an official of the Small Business Administration, has noted, “The 1970s was the decade of women entering management, and the 1980s turned out to be the decade of the woman entrepreneur.”

What are some of the factors behind this trend? For one thing, as more women earn advanced degrees in business and enter the corporate world, they are finding obstacles. Women are still excluded from most executive suites. Carlotta Taylor, a management consultant, had noted, “In the 1970s women believed if they got n MBA and worked hard they could become chairman of the board. Now they’ve found out that isn’t going to happen, so they go out on their own.

In the past, most women entrepreneurs worked in “women’s” fields – cosmetics and clothing, for example. But this is changing. Consider ASK computer Systems, a \$22-million-a-year computer software business. It was founded in 1973 by Sandra Kurtzig, who was then a housewife with degrees in math and engineering. When Kurtzig, founded the business, her first product was software that let weekly newspapers keep tabs on their newspaper carriers –and her office was a bedroom at home, with a shoebox under the bed to hold the company’s cash. After she succeeded with the newspaper software system, she hired several bright computer science graduates to develop additional programs. When these were marketed and sold. ASK began to grow. It now has 200 employees, and Sandra Kurtzig owns \$66.9 million stock.

Of course, many women who start their own businesses fail, just as men often do. They still face hurdles in the business world, especially problems in raising money; the banking and finance world is still dominated by men, and old attitudes die hard. Most businesses owned by women are still quite small.

But the situation is changing, there are likely to be many more Sandra Kurtzings in the years ahead.

Summary

The demands of caring for families, and lack of business training had kept the number of women entrepreneurs small. –nevertheless the 1970s was the decade of women entering management, and the 1980s turned out to be the decade of the woman entrepreneur.”

In the past, most women entrepreneurs worked in “women’s” fields – cosmetics and clothing, for example. But this is changing. Consider ASK computer Systems, a \$22-million-a-year computer software business. It was founded in 1973 by Sandra Kurtzig whose first product was software that let weekly newspapers keep tabs on their newspaper carriers. It now has 200 employees, and Sandra Kurtzig owns \$66.9 million stock.

Most businesses owned by women are still quite small but this situation is changing.

OUT OF DAY EXAM

ENGLISH IV

The main purposes of this exam are that you practice, know the format and be well-prepared to the real exam. This exam contains five sections: grammar, reading, listening, writing and speaking. (100 points)

When you have finished answering this exam you can check your answers on the answer key section. You will notice how well- prepared you are.

MOCK EXAM

OUT OF DAY EXAM ENGLISH IV

Name: _____

Date: _____ account number: _____

GRAMMAR SECTION

I. Steven has just met a pen pal. He has written a letter to her in order to give more information about him. Complete his letter according to the given words. Follow the example.

Hi dear Emma,

How are you? I (0) am writing (write) to tell you more about me. I really like (1) _____ (go) to the movies with my friends. I (2) _____ (enjoy) sports and video games. I (3) _____ (attend) High school. My favourite subject is Maths and I (4) _____ (get usually) good grades in science. I am friendly and sociable but I (5) _____ (not go) to parties, just once in a while, because I (6) _____ (not dance). Right now I (7) _____ (take) guitar lessons. I (8) _____ (love) music and I (9) _____ (plan) to form my own band. What about you? (10) _____ you _____ (like) music?

Write back soon, please.

Steven

(1 point each)

II. Emma answers Steven's letter. She wants to know what happened in Mexico in the last Influenza epidemic. Fill in the blanks with the words given. Follow the example.

Hi dear Steven,

I am fine. I am really glad you (0) have written (write) to me. How wonderful you are taking guitar lessons, that must be fun. Tell me more about your country. I (11) _____ (hear) you (12) _____ (have) an influenza epidemic two years ago. What happened? What (13) _____ you _____ (do)? (14) _____ you _____ (control) this problem?.

About me, I am also studying High School and I am pretty happy in my school. I live with my family. I (15) _____ (live) with my older brother but not anymore. He (16) _____ (get) married last month and he (17) _____ (go) to live in other city with his wife. When he (18) _____ (be) here, I (19) _____ (not could go) anywhere because he was very jealous but now I will be able to go everywhere. As a matter of fact I (20) _____ (go) shopping tomorrow with my friends and next weekend I (21) _____ (go/probably) to a party and I (22) _____ (dance) all night long.

Emma

(1 point each)

III. Here you have some of the Steven's answers to Emma's questions. Put the words in order to make sentences.

23. then We taken have hygiene since many measures.

24. vaccines year We every had have influenza.

25. regularly We checked breakouts have areas the of.

26. vitamins We taken winter every have.

(2 points each)

(Total points in this section 30)

READING SECTION

II. Read the text and choose the correct answer to the questions below based on the text.

How can air pollution hurt my health?



Air pollution can affect our health in many ways with both *short-term* and *long-term* effects. Different groups of individuals are affected by air pollution in different ways. Some individuals are much more sensitive to pollutants than are others. Young children and elderly people often suffer more from the effects of air pollution. People with health problems such as asthma, heart and lung disease may also suffer more when the air is polluted. The extent to which an individual is harmed by air pollution usually depends on the **total exposure** to the damaging chemicals, i.e., the *duration of exposure* and the *concentration of the chemicals* must be taken into account.

Examples of **short-term effects** include irritation to the eyes, nose and throat, and upper respiratory infections such as bronchitis and pneumonia. Other symptoms can include headaches, nausea, and allergic reactions. Short-term air pollution can aggravate the medical conditions of individuals with asthma and emphysema. In the great "Smog Disaster" in London in 1952, four thousand people died in a few days due to the high concentrations of pollution.

Long-term health effects can include chronic respiratory disease, lung cancer, heart disease, and even damage to the brain, nerves, liver, or kidneys. Continual exposure to air pollution affects the lungs of growing children and may aggravate or complicate medical conditions in the elderly. It is estimated that half a million people die prematurely every year in the United States as a result of smoking cigarettes.

Research into the health effects of air pollution is ongoing. Medical conditions arising from air pollution can be very expensive. Healthcare costs, lost productivity in the workplace, and human welfare impacts cost billions of dollars each year.

1. A (AN) _____ substance is not a cause of pollution.
 - a) Harmful
 - b) Beneficial
 - c) Impure

2. Short – term means...
- a) Limited conditions
 - b) Brief semester
 - c) Period of time not too long.
3. People who are exposed to air pollution for a long period of time may suffer...
- a) Bronchitis
 - b) Lung cancer
 - c) Irritations to the eyes
4. Pollution of the air in London (1952) killed...
- a) 400,000 people
 - b) 40,000 people
 - c) 4,000 people
5. Every year _____people die prematurely in the USA as a result of smoking cigarettes.
- a) 500000
 - b) 1000000
 - c) 1500000

(1 point each)

III. Read the text and mark the statements T (true), or F (false).

6. Young children and elderly people rarely suffer from the effects of air pollution.
7. Medical conditions arising from air pollution can cost too much.
8. Complete exposure to the damaging chemicals can be noxious.

(1 point each)

IV. Answer the questions based on the reading.

9. What things must people take into account to avoid being harmed by air pollution?

10. Why do people die prematurely every year in the USA?

(1 point each)

(Total points in this section 10)

WRITING SECTION

I. You are answering to Sue's blog about traveling. She asked her friends to write about their traveling experiences and future plans to travel around the world. The specific topic is: What is the farthest you've ever traveled? Read her entry in the blog and answer.

What's the farthest you've ever traveled?



I was born in the Philippine islands and moved to California about 20 years ago. Since then I've always wanted to travel around the world and learn different cultures at any country I can travel to as possible. Aside from Philippines and the US, I still have not seen interesting countries such as in Europe, Australia, Africa, South America, and so on... However I'm glad to have traveled to Nevada, Arizona, Utah, and Hawaii... Soon I'll be going to Florida with my husband to meet his family. What about you? What's the farthest you've ever traveled, so far? What is the longest distance you've ever traveled? Where did you go, who did you go with, and what did you do when you got there? Are you planning any other travel soon? Where are you going to? What do you prefer: cities, beaches or

2. When did he leave?
 - a. Monday afternoon at 5:00
 - b. Friday morning at 5:00
 - c. Friday afternoon at 6:00
 - d. Friday afternoon at 5:00

3. When did he arrive?
 - a. 7:45
 - b. 4:45
 - c. 5:45
 - d. 7:15

4. What did he get for free in the hotel?
 - a. A bed
 - b. A welcome cocktail
 - c. A dinner
 - d. A book

5. When did he have dinner?
 - a. 9:30
 - b. 9:15
 - c. 9:00
 - d. 9:45

6. What did he have for dinner?
 - a. Fish
 - b. Steak
 - c. Salad
 - d. Sandwich

7. Where did he have lunch?
 - a. In the park
 - b. In the bus
 - c. In the hotel
 - d. In the gallery

8. What did he do in the afternoon?
 - a. He went to the park
 - b. He went to a pub
 - c. He went to a coffee

d. He went to the National Gallery

9. What kind of food did he have for dinner?

- a. Traditional English Food
- b. Japanese
- c. Indian
- d. Chinese

10. At what time did he leave London?

- a. At 9:30 in the morning
- b. At 2:00 in the morning
- c. At 9:00 in the morning
- d. At 8:30 in the morning

(1 point each)

II. Listen again and check if the statements are TRUE or FALSE

	TRUE	FALSE
1. The hotel was very nice.	<input type="checkbox"/>	<input type="checkbox"/>
2. The tour around London was on foot.	<input type="checkbox"/>	<input type="checkbox"/>
3. He couldn't visit the London's parks because it was raining.	<input type="checkbox"/>	<input type="checkbox"/>
4. He has Japanese food at the tavern.	<input type="checkbox"/>	<input type="checkbox"/>
5. The man didn't enjoy his trip to London.	<input type="checkbox"/>	<input type="checkbox"/>

(1 point each)

(Total points in this section 15)

SPEAKING SECTION

It's time to put into practice your speaking skills.

You will be given a role card. Read very carefully the situation explained there so that you interact with your partner and establish communication successfully. Consider the role you are playing to come up with suitable ideas and questions.

Use your time wisely, remember that you and your classmate will only have some minutes to interact and show your ability to communicate.

Role card A:

You are a professional creator of Facebook profiles. A customer has visited you today because he wants you to create his/ her profile. You need to ask this person what he/she wants to include in his/her profile, so that you can create an appropriate style. Ask him/her as well, the information you need to include in his/her Facebook account. Remember to get all the information you need to do a good work.

Role card B:

You need to create a Facebook profile, but you want some professional help so that you can use this profile not only with friends, but also with teachers and relatives. Answer the questions the professional creator of profiles asks you, and share with him/her your ideas about what you want, need or would like to include in your Facebook account.

You will be given a grade according to the following scale:

- Excellent** 5 points
- Very Good** 4 points
- Good** 3 points
- Regular** 2 points
- Poor** 1 point

Student's accuracy is...	Student's fluency is...	His/her pronunciation is...	His/her vocabulary extent and use is...	His/her ability to negotiate meaning and convey the message is...	TOTAL
					/25

(5 points each)

(Total points in this section 25)

ANSWER KEY SECTION

OUT OF DAY EXAM

ENGLISH IV

MOCK EXAM ANSWER KEY

GRAMMAR SECTION

I. Steven has just met a pen pal. He has written a letter to her in order to give more information about him. Complete his letter according to the given words.

(1) going

(6) don't dance

(2) enjoy

(7) am taking

(3) am attending

(8) love

(4) usually get

(9) am planning / plan

(5) don't go

(10) Do-like

II. Emma answers Steven's letter. She wants to know what happened in Mexico in the last Influenza epidemic. Fill in the blanks with the words given.

(11) heard

(17) went

(12) had

(18) was

(13) did-do/have-done

(19) couldn't go

(14) did-control / have-controlled

(20) am going

(15) used to live

(21) will probably go

(16) got

(22) will dance

III. Here you have some of the Steven's answers to Emma's questions. Put the words in order to make sentences.

23. We have taken many hygiene measures since then.
24. We have had influenza vaccines every year.
25. We have checked the areas of breakouts regularly.
26. We have taken vitamins every winter.

READING SECTION

V. Read the text and choose the correct answer to the questions below based on the text.

1. B
2. C
3. B
4. C
5. A
6. F
7. T
8. T
9. The duration of exposure and the concentration of the chemicals.
10. People die prematurely every year in the USA as a result of smoking cigarettes.

WRITING SECTION

I. You are answering to Sue's blog about traveling. She asked her friends to write about their traveling experiences and future plans to travel around the world. The specific topic is: What is the farthest you've ever traveled? Read her entry in the blog and answer.

MODEL ANSWER

I live in Mexico. My longest trip in duration was around the world when I was 20 years old when I got as far away as Australia. I was young and my objective was to travel as far as I could and I did it. My longest trip in terms of distance might well be my journey to New Zealand via California and the South Pacific Islands. I have been to Kenya to the beach and on safari. I have been to the tropical islands of Jamaica and Cuba. I especially enjoyed my trip to Honduras, Belize and Guatemala. Last month I took my son to South Africa. I enjoy cities, beaches and mountains, but I prefer beaches. I love traveling. Now I'm planning my next vacation I want to visit New York,

Chicago, and Toronto. Good luck with future traveling. The world is huge so there is a lot to see, I know.

LISTENING SECTION

LONDON TRIP

<http://esl.about.com/library/media/audio/londontrip.mp3>

TRANSCRIPT

Woman: Do you have a good time in London?

Man: Well, it was only a day, really, but we enjoyed it.

Woman: Good! Tell me about it.

Man: Well, we left from Main Street at the Friday afternoon...

Woman: What time?

Man: Five. And we were in London by 7:45. Those new trains are incredibly fast. A coach picked up us and took us to the hotel

Woman: Oh, how's the hotel like?

Man: It's very nice; they even gave us a welcome cocktail and a hotel bow when we arrive... for free. But we didn't have dinner till nine o'clock, I was starving but it was very nice and in the hotel restaurant very smooth. I had the steak, lovely. Saturday morning we have the choice either a tour around London...

Woman: On foot?

Man: No, by bus. Or this literary London thing, we get a kind of guide to tour the famous places for literature...

Woman: By bus?

Man: No, on foot. I went to that one, it was very interesting. Then, we went back to the hotel and we had lunch in the hotel...

Woman: What about the afternoon?

Man: That was free.

Woman: What do you mean "free"?

Man: Well, we could do what we wanted. Go shopping in Oxford Street, visit to museums or whatever. They suggested a walk around London's beautiful parks, but it was raining. I went to the National Gallery; fantastic.

Woman: Didn't know you the art, did you?

Man: Not to think you don't know about me. Anyway in the evening the let us have dinner in this tavern place next to the hotel...

Woman: Oh, how was it like?

Man: Great! Not that Chinese or Indian rubbish, good old traditional English food. Steak and kidney pie, bangers and mash. You should've seen the Japanese tourists stacking in. They loved it.

Woman: And then?

Man: Well, then they had a dance band done, old times, you know. But Mariane felt like doing something a bit more modern, so we went downstairs to the disco.

Woman: In the same place?

Man: Yeah, same place. They just had this jazz band upstairs and downstairs there's the disco.

Woman: Did you enjoy themselves?

Man: Great. We didn't get to the hotel until 2 am. It was awful having to get up the next morning, though. At nine-thirty the couch left for the station, so we have to be up the date.

Woman: Good trip back?

Man: We got back to Liverpool just in time for the port opening.

I. You are going to hear a man talking about his trip to London, listen and choose the correct answer.

1. b
2. d
3. a
4. b
5. c
6. b
7. c
8. d
9. a
10. a

II. Listen again and check if the statements are TRUE or FALSE

1. True
2. False
3. True
4. False
5. False

SPEAKING SECTION

You can ask a teacher to help you.

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¹ Worksheet by Bibi Baxter, UK

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