



UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO

COLEGIO DE CIENCIAS Y HUMANIDADES PLANTEL NAUCALPAN

GUÍA DE ESTUDIO PARA EL EXAMEN EXTRAORDINARIO DE INGLÉS IV (PROGRAMA 2016)

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Inglés IV

Guía de estudios

Propósito general de inglés IV

El alumno será capaz de interactuar con otros para describir y compartir experiencias y sucesos cotidianos y pasados, así como sugerencias, planes y predicciones, de manera oral y escrita.

INTRODUCCIÓN



STUDIOGSTOCK, GENTE NEGOCIOS.

Tomada de https://image.freepik.com/vector-gratis/gente-negocios-icono-entrenamiento-lista-verificacion_24877-19029.jpg

Esta guía está diseñada especialmente para ti. El objetivo es que te sirva de herramienta para orientarte y ayudarte a preparar tu examen extraordinario de 4to semestre. No es un curso de inglés, ni tampoco un material didáctico. Es un apoyo para que te enfoques en los aspectos más relevantes del programa. Dicho programa cuenta con 16 aprendizajes mínimos. En esta guía revisaremos los más relevantes.

En consecuencia, en esta guía encontrarás conceptos clave, explicaciones, ejemplos y ejercicios que te ayudarán a aprender los contenidos establecidos en el Programa vigente de Inglés (2016) en torno a las cuatro habilidades o competencias discursivas de la lengua: escuchar, hablar, leer y escribir. Ten en mente que la habilidad en la que se concentran y coronan todas las habilidades y todos los aprendizajes es la interacción, de acuerdo con los autores de los programas de inglés.

La guía está organizada en cuatro partes, una por cada unidad. A diferencia de los programas de inglés, cada unidad de esta guía está diseñada alrededor de un tema del mundo en común, a fin de facilitar tu manejo del vocabulario. Con el mismo espíritu de facilitación, nos hemos tomado la libertad de reformular, con nuestras propias palabras, los objetivos y los aprendizajes, para hacerlos más apropiados para ti, como estudiante.

Te aconsejamos dedicar al menos 30 minutos diarios a estudiar durante un mes, para tu examen extraordinario (EE), no sólo en esta guía, sino en tutoriales y materiales adicionales.

Si vas a presentar más de un EE, administra tu tiempo para que la falta de planeación no te sorprenda estudiando simultáneamente para dos EE. El que mucho abarca, poco aprieta.

Si acaso tienes algún problema de índole administrativo como el trámite de una credencial oficial con foto, resuélvelo con anticipación. No esperes un milagro de última hora.













Además de dormir bien la noche anterior al examen y alimentarte bien el día de tu prueba, asegúrate de llevar lápiz y pluma y, sobre todo, de salir de tu casa con suficiente anticipación, para llegar a tiempo. Vivimos en una cultura de la impuntualidad, pero también vivimos en una cultura de la formalidad en eventos de alto riesgo.






Para consolidar tus conocimientos y habilidades, al final de la guía encontrarás un examen extraordinario modelo que puedes resolver para valorar cuánto aprendiste. Este examen incluye clave de respuestas, para que puedas auto-evaluarte.

Atentamente

Los autores

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UNIDAD 1

Compartir experiencias pasadas


El propósito de esta unidad es que aprendas a intercambiar información relativa a experiencias pasadas. Para lograr este objetivo, se da por sentado que puedes describir sucesos usando *was / were, there was / there were* y *did*. Si no estás suficientemente familiarizado con estos temas de lengua, te aconsejamos consultar una Guía de Inglés III, los programas de Inglés III del CCH (se pueden descargar de Internet gratuitamente) y/o cualquier material didáctico para tal efecto.

APRENDIZAJE 1. Reconoce sucesos que se estaban desarrollando en el pasado, en textos orales y escritos.

APRENDIZAJE 2. Describe acontecimientos que se estaban desarrollando en el pasado, de manera oral y escrita.

APRENDIZAJE 3. Expresa información sobre actividades concluidas para contrastarla con las que estaban sucediendo, de manera oral y escrita.

APRENDIZAJE 4. Interactúa para compartir información sobre sucesos del pasado, de manera oral y escrita.

El link a los audios, los podrás encontrar en cada actividad de esta unidad con el icono  y en el Anexo – Audios –Carpeta general Unidad 1

<https://drive.google.com/drive/folders/1jPbE8ZDavMrlWZ3gHA3IVvNenzgV1Qv8?usp=sharing>

Algunos audios se repiten con un nombre diferente, para guiarte en la actividad a realizar. (Utiliza navegador Chrome y escribe el link en el espacio para la URL, no en el espacio del buscador).



A lo largo de esta guía encontrarás explicaciones básicas de los temas que necesitas, así como algunos ejercicios sugeridos, pero si deseas más información o práctica puedes consultar los sitios de internet o bibliografía al final de la guía.

Key Concepts

Lo que tienes que saber, estudiar y practicar en esta unidad.

Gramática	Verbos	
<p>Dos tiempos gramaticales esenciales:</p> <p>I. Simple Past</p> <p>😊 +verb <u>past</u> +complement----aff. I <u>went</u> to the airport <u>yesterday</u>.</p> <p>😊 + didn't+ verb <u>present</u>+ comp.---neg. I didn't <u>go</u> to the airport</p> <p>Wh+ did+ 😊 +verb present+comp?.---interr. Where did you go <u>last year</u>?</p> <p>II. Past continuous or progressive</p> <p>😊 +was/were+ verb-ing+comp.---aff. They were sleeping</p> <p>😊 + wasn't/weren't+ verb-ing+compl.---neg. She wasn't cooking</p> <p>Wh+was/were + 😊 + verb- ing+comp. ?---int. what were you doing <u>two days ago</u>?</p>	<p>Hay dos tipos de verbos:</p> <p>Regulares Son los verbos que forman su pasado agregando la terminación: <i>ed o d</i> play-played work- worked love-loved</p> <p>Verbos que terminan en <i>consonante + y</i>, elimina la <i>y</i> agrega <i>ied</i> carry- carried study- studied</p> <p>Irregulares Son verbos que su forma pasada cambia totalmente: break- broke buy- bought go-went</p> <p>Nota: consigue una lista de verbos para que te los aprendas.</p>	
Vocabulario	Palabras Interrogativas	Expresiones de tiempo
<p>Busca vocabulario relacionado con los siguientes temas:</p> <p>Tiempo libre: movies, books, party, friends, games, music, etc.</p> <p>Compras: mall, clothes, shoes, ice cream, shop, etc.</p> <p>Viajes: hotel, airplane, bus, restaurant, train station, etc.</p> <p>Alimentos y bebidas: breakfast, eggs, juice, bread, soft drinks, meat, fish, beer, etc.</p>	<p>Conocidas como "Wh questions words", son palabras que usamos para elaborar preguntas en cualquier tiempo:</p> <p>what where how when why what time etc.</p>	<p>Generalmente van al final de una oración. y cada tiempo tiene sus expresiones, las de pasado son:</p> <p>yesterday ago</p> <p>last month year Friday week week-end</p>

Linking words

<p>We use and to join similar ideas. Example: I speak Spanish and English. I can sing and play the guitar.</p>	<p>We use but to join two opposite ideas. Example: I speak Spanish, but I don't speak English. I can't sing, but I can play the guitar.</p>	<p>We use or to show that there is a choice or alternative Example: Would you like tea or coffee? I don't speak Spanish or English.</p>
<p>because + the reason We use because to provide an explanation to what we said before. Example: I went to my hotel room because I was tired. I can't play tennis because my racket is broken.</p>	<p>So + the result We use so to say the result of something. Example: I was tired, so I went to my hotel room early. My racket is broken, so I can't play tennis.</p>	<p>We use also, in addition to list your ideas. Example: He plays the piano and also sings. I'm a pet groomer. The pets are very friendly and I can work at home. In addition, I like my job because I can be very creative.</p>

Language Focus

Lo primero que tienes que saber es que debes familiarizarte con el concepto de interrupción. A veces están ocurriendo cosas, cuando alguien las interrumpe. Léiste bien. No es ficción. Mira los siguientes ejemplos:

Yo estaba caminando, **cuando** de repente vi un chimpancé.

Una araña cayó en la cara de mi primo, **mientras** él dormía debajo de un árbol.

Si observas cuidadosamente los ejemplos, notarás que algo estaba pasando cuando o mientras alguien interrumpió. De aquí se sigue que las interrupciones se lleven bien con “when” (cuándo) o “while” (mientras). Para expresar este tipo de situaciones, hay dos tiempos gramaticales básicos: El pasado simple y el pasado progresivo.

A continuación, te explicaremos más sobre el pasado simple y el pasado progresivo.

SIMPLE PAST

Usamos el pasado simple para:

1. Acciones que empezaron y concluyeron en un tiempo específico en el pasado, es decir (algo que pasó y terminó), por ejemplo:

Fui al cine el fin de semana. I **went** to the movies **last weekend**

Comimos pescado ayer ---- We **ate** fish **yesterday**.

2. Hábitos o acciones repetidas que hacíamos en el pasado.

Yo me dormía temprano cuando vivía con mis papás-- I **went** to bed early when I **lived** with my parents.

Nota: Este tiempo gramatical se ve por primera vez en tercer semestre, es por eso que en esta guía lo explicamos brevemente, si aún tienes dudas y no sabes cómo formar una oración afirmativa, negativa o una pregunta, regresa a la tabla 1, y/ o consulta los links o los libros que se te sugieren en la bibliografía.

PASADO CONTINUO

El pasado continuo o el pasado progresivo, es un tiempo verbal que se refiere a una acción en pasado que se desarrolló en un momento específico en el pasado.

Para construir este tiempo verbal se necesita el verbo “**to be**” en pasado. Hay que tener en cuenta a la persona (“**was**” para “I, he, she, it”; “**were**” para “you, we, they”) y añadir “**-ing**” (forma del gerundio) al verbo de acción. Así se forma una oración afirmativa.

I **was doing** my homework. (Yo estaba haciendo mi tarea.)
She **was playing** video games. (Ella estaba jugando video juegos.)
They **were singing**. (Ellos estaban cantando)

La negación se forma añadiendo simplemente el adverbio "**not**" entre el verbo "**to be**" (**was/were**) o la forma de contracción **wasn't/weren't** y el verbo principal de la oración en terminación "ing":

I **was not doing** my homework. (Yo no estaba haciendo mi tarea.)
I **wasn't doing** my homework.
She **was not playing** video games. (Ella no estaba jugando video juegos.)
She **wasn't playing** video games.
They **were not singing**. (Ellos no estaban cantando.)
They **weren't singing**.

Para construir la interrogación simplemente se invierte el verbo "to be" y el sujeto:

Was I doing my homework? (Yo estaba haciendo mi tarea?)
Was she playing video games? (Ella estaba jugando video juegos?)
Were they singing? (Ellos estaban cantando?)

Para responder este tipo de preguntas se requiere usar el sujeto y el verbo "**to be**" en la forma que le corresponda dependiendo de la respuesta afirmativa o negativa:

Was I doing my homework? Yes, **I was**. / No, **I wasn't**.
Was she playing video games? Yes, **she was**. / No, **she wasn't**.

Para utilizar correctamente el verbo en terminación "**-ing**" es importante que tomes en cuenta las siguientes reglas de uso del gerundio en inglés:

Verbo Infinitivo	Verbo en Gerundio
eat (comer)	eating (comiendo)
jump (saltar)	jumping (saltando)
cook (cocinar)	cooking (cocinando)

Como se puede ver la regla general para aplicar el gerundio es añadir "-ing" al final del verbo, pero existen algunos casos especiales en los cuales no se aplica dicha regla, por lo tanto veamos minuciosamente las reglas del gerundio en inglés:

❖ Para los verbos que terminan con la letra e, se cambia la última letra por el gerundio "ing". por ejemplo:

Verbo Infinitivo	Verbo en Gerundio
drive (manejar)	driving (maneando)
write (escribir)	writing (escribiendo)
live (vivir)	living (viviendo)

❖ Para los verbos que tienen sólo una vocal y terminan en consonante, se debe repetir o duplicar la última consonante, seguido después de un "ing". Por ejemplo:

Verbo Infinitivo	Verbo en Gerundio
swim (nadar)	swimming (nadando)
shop (comprar)	shopping (comprando)
run (correr)	running (corriendo)

❖ Los verbos que terminan en ie, son cambiados por "y" seguido por "ing", por ejemplo:

Verbo Infinitivo	Verbo en Gerundio
die (morir)	dying (muriendo)

“WHEN” Y “WHILE”



Mary **was running** in the park **when** she **fell** down.

While Mary **was running** in the park she **fell** down.

El pasado continuo también se usa para hablar de una acción en desarrollo en el pasado cuando otra acción la interrumpe. La acción que interrumpe está en el pasado simple. “When” y “while” señalan el uso del pasado simple y continuo. En general, usamos el pasado simple directamente después de “when” y el pasado continuo después de “while”. Por ejemplo:

While I **was watching** TV someone **knocked** at the door.



(Mientras yo estaba viendo la televisión alguien tocó la puerta)

También puedes invertir las oraciones.

Someone **knocked** at the door **while** I **was watching** TV

I **was walking** home **when** I **saw** Steve.

past continuous

past simple

(Yo iba caminando a casa cuando vi a Steve)

En otros casos podemos usar la palabra “while” cuando queremos expresar que dos acciones estaban ocurriendo en el mismo momento en el pasado. Ambas oraciones deben ir en past continuous. Por ejemplo:

Fotos: Yesenia Rivera



My father **was painting** **while** my sister **was taking** a shower.

past continuous

past continuous

Dos acciones pasando al mismo tiempo sin interrumpirse.

Let's Practice 

Activity 1. Complete the sentences with the Past Simple or the Past Continuous of the verbs in parentheses.

1. While I _____ (clean) my room, I _____ (find) a red spider.
2. I _____ (eat) a sandwich when my dog _____ (come) into the kitchen.
3. I _____ (read) my newspaper when my cat _____ (jump) on my head.
4. Lee _____ (see) a shark while she _____ (swim) in the sea.
5. The children _____ (play) with the dog while their mother _____ (cook) dinner.

Activity 2. Join the pairs of sentences 1-5 using the linking words/phrases from the box. More than one answer may be correct.

so	while	because	but	when
----	-------	---------	-----	------

1. I ran outside. I heard a loud cat's meowing.

2. We were exploring the cave. We found an old skull.

3. Lisa saw the mouse. She fainted

4. The boys took the neighbor's puppy / they're in a big trouble.

5. Karla was angry / she hit her dog.

Activity 3. Complete the sentences with the words in the box.

slipped	had	was	attacked	dreamed
---------	-----	-----	----------	---------

1. The horse _____ standing in the middle of the street.
2. The monkey _____ and fell down the stairs.
3. A shark _____ my uncle's boat last year.
4. Last night I had a nightmare. I _____ of a huge beast trying to kill me.
5. We _____ an accident, and unfortunately one of my pets was badly hurt.

Listening

Activity 1- Track 1- U1. Listen A. (Transcript page 71)

https://drive.google.com/file/d/1371mG7C_3qivZwP_i401ObmGg_4qDO8P/view?usp=sharing

a) A radio host is interviewing a man who's seen a strange creature.

Listen and check () the picture which shows the creature.



Ilustraciones tomadas de

1. <https://img.purch.com/w/660/aHR0cDovL3d3dy5saXZlc2NpZW5jZS5jb20vaW1hZ2VzL2kvMDAwLzA0OS83Njlvb3JpZ2luYWwYmlnZm9vdC1hcnRpc3Q0cmVuZGVyaW5nLmpwZw==>

2. http://www.bfro.net/avevid/jacobs/gorilla_walking.jpg

3. <https://i2.wp.com/www.esascosas.com/wp-content/uploads/2018/03/NUK-luk1.jpg>

1 ()

2 ()

3 ()

Activity 2-Track 1- U1. (Transcript page 71)

<https://drive.google.com/file/d/1IL1lyDhycdAb-Tt8ckQwcouMKOiyXCoo/view?usp=sharing>

b) Listen again and circle the correct word or phrase in each sentence.

1. When Roger Osborne saw the creature, he was **in the forest / driving home**.
2. Bigfoot was about **8/18 feet tall**.
3. Bigfoot was **walking / running**.
4. Bigfoot **attacked / didn't attack** Roger.
5. Roger took a photograph of Bigfoot's **feet / footprints**.

Activity 3 -Track 2 -U1 (Transcript page 71)

https://drive.google.com/file/d/11oE09HIQ3AE_7uocDbfKIDrjZpP7tqQg/view?usp=sharing

"I Live to Tell the Tale". Real life stories of people who got a little too close to wild animals.

Read the following questions, then listen to the story and answer them.

1. Where does Ramesh live? _____
2. What was Ramesh doing when he saw the tiger? _____
3. What did he do? _____
4. What did the tiger do? _____
5. How did he feel? _____

Reading



Vocabulary

Activity 1. Complete the sentences using the correct word from the box.

scratched bushes creature journey gunshot

1. If you go on a _____, you travel from one place to another.
2. I _____ myself on the roses.
3. This is the most spectacular _____ on the Earth.
4. There was someone hiding in the _____.
5. I heard a _____ and rushed into the street.

Reading A



White Fang / Jack London

Chapter 1

It was cold and icy in the far north of America and there was snow everywhere. Henry and Bill were on a long and difficult journey. In the beginning, they had six dogs, but every night, they lost another to the wolves. Now, with only three dogs, they were traveling slowly.

“Everyone knows that sharks follow ships. Well, those wolves are land sharks!” said Bill. He was very angry because they couldn’t scare the wolves away.

Suddenly, a brave she-wolf appeared. There was something different about her. She was half dog, half wolf and wasn’t scare of the humans. Henry and Bill were surprised. Even their dogs were friendly to her and one of them ran towards her. Then about twelve wolves jumped out of the bushes, attacked the dog and started biting its neck and legs. The two men were shocked!

“It’s a trap! These wolves are clever! We need to stop them, now!” Said Bill and started chasing the wolves.

“You’re crazy!” Shouted Henry. “You only have three bullets!”

A few minutes later, Henry heard cries and three gunshots. Then he heard nothing. Bill didn’t return. He knew he couldn’t do anything to save him. It was just him and two dogs now. He was alone and afraid.

Activity 2. Answer the questions

1. What was the weather like? _____
2. How many dogs did Henry and Bill have when they started on their journey? _____
3. Who was angry? and Why? _____
4. How was the she wolf different? _____

5. What happened when one of the dogs ran towards the she-wolf? _____
6. How did the two men feel? _____
7. Why did Henry think Bill was crazy to chase the wolves? _____
8. What happened to Bill? _____
9. How did Henry feel in the end? _____
10. How do you think the story continues? _____

Reading B



Activity 3. Read the following story and answer the questions.

Pirate story

An old pirate was sitting in the bar. He was smoking a pipe and drinking a glass of rum. He was wearing an eye patch and he had a parrot on his shoulder and a wooden leg. Instead of his right hand he had a metal hook.

A young sailor was chatting with the pirate and he asked him about his adventures at sea. 'So, how did you lose your leg? the young man asked the pirate. 'Arrr! , ' said the pirate, 'You see, some sharks were circling the ship when I fell overboard. Luckily, my men pulled me back onto the ship before the sharks ate me completely, but one of the sharks got my leg.'

'And how about the hook on your hand? How did you lose your hand?' 'I was boarding a ship when another sailor cut off my hand with a sword.' 'That's amazing! What a life full of adventures!' said the young man.

'And how about your eye? How did you lose that?' 'I was eating a grapefruit when the juice went into my eye.' 'But I don't understand. How did you lose your eye from the grapefruit juice?' 'Arrr! Said the pirate, "it was my first day with the new hook".

Texto tomado de <https://brainly.lat/tarea/6978931#readmore>

1. Where was the pirate?

2. What was the pirate wearing?

3. Who asked the pirate about his adventures?

4. What happened to the pirate when the sharks were circling the ship?

5. Did the young sailor like the pirate's stories?

Writing

Activity 1. Imagine you took one of the photographs below. Write the story of what happened when you took the picture. Answer some of the questions below.



1



2



3

Fotos :Yesenia Rivera

Use the following questions and format to help you to order your ideas. Give as many details as you can to make your story understandable and interesting.

Paragraph 1. When did it happen? Where did it happen? Who was with you? What was the weather like? What were you doing?

Paragraph 2. What happened?

Paragraph 3. What happened at the end? How did you feel about it?

Finally, check your grammar, spelling and punctuation.

Writing Rubric

Una vez realizado tu escrito, con la siguiente tabla podrás evaluar si el texto que escribiste cumple con lo requerido para obtener una buena evaluación en la habilidad escrita. Así que lee cuidadosamente las preguntas y contesta de acuerdo a lo que escribiste.

PUNTUACIÓN	Sí	No	Parcialmente
¿Utilicé mayúsculas al inicio de cada oración, en nombres propios y en el pronombre I?			
¿Utilicé punto final o signo de interrogación o de admiración al final de mis ideas?			
¿Utilicé comas en listados de sustantivos o ideas?			
GRAMÁTICA	Sí	No	Parcialmente
¿Mis oraciones contienen sujeto?			
¿Mis oraciones contienen verbos en el tiempo correcto para lo que quiero expresar?			
¿Utilicé correctamente las expresiones de tiempo?			
¿Utilicé correctamente el orden de la estructura de las oraciones?			
COHESIÓN	Sí	No	Parcialmente
¿Utilicé diferentes palabras para referirme a un mismo objeto o persona(s)?			
¿Utilicé conectores para unir mis ideas de forma correcta?			
COHERENCIA	Sí	No	Parcialmente
¿Mis párrafos siguen una lógica de la historia(inicio, desarrollo y final)?			
¿Mis ideas se desarrollan en el orden en que ocurrieron?			
¿Mis ideas tienen sentido para lo que quiero expresar?			
¿Mis ideas tienen relación con el tema?			

Speaking



Activity 1. Can you tell an unusual, frightened, strange, tender, unbelievable, funny experience with an animal?

Remember to say the next information:

Where were you?

What were you doing?

Who were you with?

What did you do?

Was it a nice or terrible experience?

How did you feel?

Tip. Record your voice and answer the following questions:

Speaking Rubric

	si	no	parcialmente
¿Elaboraste enunciados completos, con todos los elementos incluyendo expresiones o frases como: <i>Suddenly, (un)fortunately, to my surprise o enlaces de tiempo como: when, while, as soon as, after a while, in the beginning, finally?</i> ejemplo: After a while, the crocodile got bored and went back to the river. As soon as Diane noticed the dog behind her, she started running.			
¿Hiciste muchas pausas?			
¿Usaste muletillas frecuentemente? como: mmmm aaaaa, este, etc.			
¿Dejaste ideas incompletas?			
¿Repetiste mucho los verbos o algunas palabras?			
¿Contestaste todas las preguntas ?			
¿Cómo se escucha tu pronunciación?	natural	forzada	bien

Self-Assessment

PROGRESS CHECK: Now I can...

Read the following and check the appropriate boxes . For the points you don't feel confident, check again Unit 1 of this guide.

- talk about past events and experiences
- narrate a story
- sequence past actions and events
- talk about accidents and misfortunes
- write a short story

Test

A. Complete the sentences. Use the past simple or past continuous form of the verbs.

1. While the teacher _____ (write) on the board, Toby _____ (fell) asleep.
2. Kelly _____ (have) shower when her mobile phone _____ (ring).
3. While Lauren _____ (watch) TV, her dog _____ (eat) her dinner.
4. Somebody _____ (steal) Dave's clothes while he _____ (swim) in the sea.
5. Eric _____ (play) football when the ball _____ (hit) his head.

B. Join the sentences in two different ways. Use when and while

1. I fell. I was playing basketball.

I fell while I was playing basketball.

I was playing basketball when I fell.

2. I lost my keys. I was running on the beach.

3. Somebody stole my bag. I was talking to my friend.

4. Danny called. You were taking the dog for a walk.

5. I was getting ready for the beach. It started to rain.

UNIDAD 2

Compartir planes y predicciones


El propósito de esta unidad es que te familiarices con el uso y forma de dos tiempos gramaticales: el futuro simple (will) y el futuro idiomático (be going to), que te ayudarán a expresar predicciones y planes para describir situaciones futuras, de manera oral y escrita. A continuación, encontrarás los aprendizajes que te ayudarán a lograrlo:

APRENDIZAJE 1. Identifica información para conocer los planes de otros, en textos orales y escritos.

APRENDIZAJE 2. Expresa información para dar a conocer planes, de manera oral y escrita.

APRENDIZAJE 3. Identifica información para conocer sobre predicciones, en textos orales y escritos.







APRENDIZAJE 4. Elabora predicciones para anticipar posibles acontecimientos, de manera oral y escrita.

A lo largo de esta guía encontrarás explicaciones básicas de los temas que necesitas, así como algunos ejercicios sugeridos, pero si deseas más información o práctica puedes consultar los sitios de internet o bibliografía propuestos. Las palabras clave de esta unidad son planeación y predicción. El link de los audios, los podrás encontrar en cada actividad de esta unidad con el icono  y en el Anexo – Audios - Carpeta general Unidad 2:

https://drive.google.com/drive/folders/1HwIZDbTts7KOsgW3XBxEV4nMfu_t_wBp?usp=sharing

Key Concepts

Lo que tienes que saber, estudiar y practicar en esta unidad.


Vocabulario	Gramática
<p>Busca vocabulario relacionado con los siguientes temas:</p> <p>Estudios, empleos y trabajos</p> <p>Compras</p> <p>Entretenimiento</p> <p>Celebraciones</p> <p>Viajes</p> <p>Avances tecnológicos y científicos</p> <p>Cambios ecológicos y medio ambiente</p>	<p>Dos tiempos gramaticales esenciales (futuro):</p> <p>Be going to (Idiomatic future)</p> <p> + am/ is /are + going to+ verb infinitive +complement—aff.</p> <p>I'm going to buy a lamp next Friday.</p> <p> + am/is /are+not+ going to+ <u>verb infinitive</u>+ complement ---neg.</p> <p>I'm not going to <u>go</u> to the airport tomorrow</p> <p>Wh+am,is, are+  +going+verb infinitive+comp?---interr.</p> <p>Where are you going to eat next Saturday?</p> <p>Will (Simple future)</p> <p> + will+verb+comp.</p> <p>They will arrive late</p> <p> + won't+ verb+ complement---neg.</p> <p>They won't arrive late</p> <p>Wh+will+  +verb+complement?</p> <p>Where will you go next Friday?</p>

Palabras Interrogativas	Expresiones de tiempo
<p>Conocidas como Wh questions.</p> <p>Son palabras que usamos para elaborar preguntas en cualquier tiempo:</p> <p>what</p> <p>where</p> <p>how</p> <p>when</p> <p>why</p> <p>what time</p>	<p>Generalmente van al final de una oración.</p> <p>y cada tiempo tiene sus expresiones, las del futuro son:</p> <p>tomorrow</p> <p>the day after tomorrow</p> <p>next month</p> <p>year</p> <p>Friday</p> <p>week</p> <p>the following month</p> <p>in the near future</p> <p>in the short run</p> <p>in the long run</p>

Language Focus

En esta unidad, estaremos trabajando con dos formas de referirnos al futuro. Usaremos el verbo modal “will” para formar el futuro simple y “be going to” (ir a) para formar oraciones en futuro idiomático.

Nuestro tema eje estará enfocado a hacer predicciones y planes acerca del cambio climático y del medio ambiente.

Empecemos. 

“Be going to” (ir a)

¿Cuándo usar “be going to”? Usamos “be going to” en las siguientes situaciones:

1	2	3
Para hablar de cosas que estamos seguros (we are sure) o que hemos decidido hacer en un futuro cercano. I’m going to eat organic food. (I’ve decided it.)	Para expresar una intención o planes. Now that people know about the water pollution problem, they are going to use biodegradable detergents. (intention) We are going to plant trees in that local park this weekend.(plan)	Para hacer predicciones basadas en evidencias sobre lo que podemos oír o ver. Look at those clouds! It’s going to rain.(we can see dark clouds I the sky) Listen! Our neighbor is going to waste a lot of water if he doesn’t repair that faucet.(you can listen a constant drop)


¿Cómo estructuro una oración en futuro idiomático “be going to”?

AFFIRMATIVE					NEGATIVE				
Noun	be	going to	verb base form	complement	Noun	be-not	going to	verb base form	complement
I	am	going to	save	the planet.	I	am not	going to	save	the planet.
You	are				You	are not			
He	is				He	is not			
She	is				She	is not			
It	is				It	is not			
We	are				We	are not			
You	are				You	are not			
They	are				They	are not			

INTERROGATIVE						SHORT ANSWERS	
Wh-question word	be	noun	going to	verb base form	complement	question mark	
	Am	I				Yes, I am. / No, I'm not	
	Are	you	going to			Yes, you are. / No, you're not.	
	Is	he				Yes, he is. / No, he's not.	
Why	Is	she		save	the planet.	?	Yes, she is. / No, she isn't.
How	Is	it					Yes, it is / No, it isn't.
	Are	we					Yes, we are. / No, we aren't.
	Are	you					Yes, you are. / No, you aren't.
	Are	they					Yes, they are. / No, they aren't.

Gonna

En inglés es muy común acortar palabras mediante contracciones que reflejan la manera en que los hablantes usan las palabras y omiten letras. Gonna es una contracción de going to.

 **Activity 1- Track 1- U2 – Language Focus.**

<https://drive.google.com/file/d/196MTcAt3KnRxxLelwdr6TFEzgx7aj0XI/view?usp=sharing>

- Listen and repeat to the pronunciation of gonna*
gonna gonna gonna
- Listen and repeat the examples:*
 - They're gonna join to an environmental organization.*
 - I'm gonna buy an electric car.*

(Get it RIGHT! gonna is used with the correct conjugation of "BE" – I'm gonna, you're gonna, he's gonna...)

A continuación, encontrarás algunos ejercicios para practicar y familiarizarte con la estructura de este tiempo.

Activity 2. Complete the sentences with future "be going to" and the verb in parenthesis.

- Lilian _____ (attend) to an environmental event next Saturday.
- People _____ (not stop) using plastic bags.
- _____ the students _____ (join) to an environmental organization?
- I _____ (not go) to work by car.
- You and your friends _____ (recycle) batteries.

Activity 3. Put the words in order to make correct sentences

- is / to / his car/ James / not / next month / use / going
-

- going / They / more houses. / destroy / green areas / are / to / build / to
-

3. Earth Day/ you / ? / to / in / going / Are / take part

4. in two days. / People / to /going / pollution prevention campaign / organize / a / are


5. throw / is / going / That company / not / its waste / to / the river. /to

“Will”

Usamos normalmente “WILL” para referirnos al futuro. “Will” es considerado un verbo modal y como tal, éstos tienen tres características comunes:

1	2	3
<p>Su conjugación es la misma para todos los sujetos.</p> <p>I will You will He will She will It will We will You will They will</p>	<p>Esta seguido de otro verbo en su forma base: recycle, be, save</p> <p>Examples: They will save energy. We will recycle plastic bags. There will be more natural disasters.</p>	<p>No necesita de ningún verbo auxiliar para formar afirmaciones, preguntas o negaciones.</p> <p>(+) People will classify garbage at home. (-) People will not classify garbage at home. (?) Will people classify garbage?</p>

¿Cómo estructuro una oración en futuro simple “will”?

AFFIRMATIVE				INTERROGATIVE						
Full Form			Contracted form							
Subject	will	verb base form	complement	Wh-question word	will	Subject	verb base form	complement		
I	will	produce	less garbage.	<p> Activity 4- Track 2-U2- Language Focus. Escucha y repite la pronunciación de estas contracciones en: https://drive.google.com/file/d/1rKHL9Py1rFckPpcWOw4rDGu33_QEDJkj/view?usp=sharing</p>		I	produce	less garbage	?	
You	will	produce	less garbage.			you	produce	less garbage	?	
He	will	produce	less garbage.		Why	will	he	produce	less garbage	?
She	will	produce	less garbage.			will	she	produce	less garbage	?
It	will	produce	less garbage.		How	will	it	produce	less garbage	?
We	will	produce	less garbage.			will	we	produce	less garbage	?
You	will	produce	less garbage.			will	you	produce	less garbage	?
They	will	produce	less garbage.			will	they	produce	less garbage	?

NEGATIVE

Full Form					Contracted form
Subject	will	not	verb base form	complement	
I	will	not	produce	garbage.	I won't produce garbage
You	will	not	produce	garbage.	you won't produce garbage
He	will	not	produce	garbage.	he won't produce garbage
She	will	not	produce	garbage.	she won't produce garbage
It	will	not	produce	garbage.	it won't produce garbage
We	will	not	produce	garbage.	we won't produce garbage
You	will	not	produce	garbage.	you won't produce garbage
They	will	not	produce	garbage.	they won't produce garbage

SHORT ANSWERS

Will I /you/he/we produce less garbage?	Yes, I / you/ he/ we will.
	No, I / you/ he/ we won't.

¿Cuándo usar “will”? Usamos “will” en las siguientes situaciones:

1	2	3
<p>Al hablar de cosas que no estamos seguros o no hemos decidido aún.</p> <p>I will probably organize a Green campaign. (I'm not sure yet)</p>	<p>Para expresar esperanzas(hopes), miedos(fears), amenazas (threats), tomar decisiones en el momento(on-the-spot decisions), promesas (promises), advertencias(warnings), ofrecerse a hacer algo(offer), etc. generalmente precedidas de: expect, hope, believe, I'm afraid, I'm sure, I know, I think, probably, etc.</p> <p>I think it will be stormy tomorrow.</p> <p>Scientists believe temperature will increase more than 3°C by 2028.</p>	<p>Para expresar predicciones o eventos futuros que podrían o no pasar.</p> <p>People will probably become conscious of the global warming problem.(prediction)</p> <p>The air will be more polluted in the future.(future event)</p>

A continuación encontrarás algunos ejercicios para practicar este tiempo.

Activity 5. Write **P** if the sentence is a prediction, **D** if the sentence is a decision, **H** if it is a hope or **O** if it is an offer.

1. Stay there. I will take out the garage. ()
2. Life will be much better if we take care of the environment. ()
3. The level of pollution is terrible today. I won't drive my car. ()
4. I think technology will help us to stop global warming. ()

Activity 6 Complete the weather report with *Future "will"* and a verb from the box.

come out	change	rain	be	become
-----------------	---------------	-------------	-----------	---------------

Today _____ (1) a hot and sunny morning, with temperatures rising to 35°C. This afternoon the weather _____ (2). It _____ (3) cloudy with a cool wind from the east. Tomorrow morning it _____ (4) but in the afternoon the sun _____ (5) again. It will be a warm day.

Activity 7. Put the words in order to make correct sentences

1. slow down / the next 300 years. / will / over / The ice / melt

_____.

2. bring back / ? / Global warming / deadly prehistoric diseases / Will

_____.

3. sea levels / rise / contribute / Antarctic ice sheet / will.

_____.

4. more / hurricanes / will / and / become / powerful. /Typhoons

_____.

5. stop / the Earth. / Environmental activist / not / helping / will

_____.

What do you think the world's climate will be like 50 years from now?

Vocabulary

Activity 1. Find and circle the following words in the crossword.



CLIMATE CHANGE													CARBON DIOXIDE															
V	C	R	O	M	X	T	H	G	U	O	R	D	J	G	Z	Z	K	U	CROPS	DISASTERS	DROUGHT	ENDANGERED SPECIES	FLOODS	GLOBAL WARMING	NATURAL DISASTERS	POLLUTION	WEATHER	
Y	O	S	G	C	L	X	I	M	Y	K	G	L	H	S	J	O	I	I										
L	E	H	N	L	Y	F	O	Y	W	V	N	M	F	C	O	G	U	L	K									
B	X	J	P	N	O	E	D	I	X	O	T	D	-	N	O	B	R	A	C									
A	D	N	K	I	H	B	O	L	Q	B	N	O	H	L	X	H	H	N	J									
Q	C	N	E	G	E	L	A	A	A	S	D	L	L	G	H	B	O	K	Z									
C	G	X	X	G	V	N	O	L	I	D	C	D	N	R	H	S	I	B	V									
C	X	Z	N	A	R	S	P	B	-	K	X	O	X	O	Y	E	R	C	O									
O	Q	I	S	K	D	X	D	N	A	M	F	Y	Y	P	S	S	V	H	Q									
Y	L	I	D	R	N	C	R	O	V	J	N	V	Z	Q	Q	N	S	L	Y									
M	S	F	J	J	P	A	F	M	O	Z	G	R	G	Q	Q	E	T	Y	S									
T	C	B	S	A	V	P	H	J	F	L	U	F	M	S	Y	S	T	A	N									
Z	M	A	P	N	X	H	I	K	L	O	F	X	C	I	M	I	C	M	N									
P	T	O	O	O	R	H	A	B	Z	N	S	U	Z	T	N	D	P	U	F									
O	I	Y	R	L	U	R	E	H	R	K	N	N	Y	Y	A	G	M	O	N									
B	A	D	C	G	A	U	W	G	V	S	R	F	Z	Y	J	C	K	X	K									
Q	J	A	N	O	I	T	U	L	L	O	P	M	M	N	K	V	Z	T	C									
B	W	N	Y	I	V	R	L	L	G	D	Q	B	M	K	Z	W	S	U	Q									
M	S	R	F	T	S	A	S	T	D	-	I	A	R	U	T	A	N	A	D									
L	N	D	A	N	G	L	K	L	D	-	S	P	L	C	I	L	S	A	I									

Activity 2. Look up the meaning of the following words in a dictionary. Write the letter on the line according to the correct definition.

- | | |
|-------------------|---|
| 1. ___ flood | a) a sudden movement of the ground. |
| 2. ___ famine | b) a period when there isn't enough food. |
| 3. ___ landslide | c) a large amount of water covering land. |
| 4. ___ drought | d) a sudden, quick movement of earth or rock down a hill or mountain. |
| 5. ___ earthquake | e) a period when there is no rain. |

Activity 3. What's the correct word? Underline a, b, or c.

- To save ___ it is important to turn off devices when we are not using them.

a. pollution	b. electricity	c. temperature
--------------	----------------	----------------
- Nowadays, lots of people walk to work to help save the _____.

a. journey	b. environment	c. recycling
------------	----------------	--------------
- It is very important to _____ plastic bags, because they are not environmentally friendly.

a. unplug	b. produce	c. reuse
-----------	------------	----------
- Heather has a beautiful garden because she never forgets to _____ her plants.

a. charge	b. water	c. keep
-----------	----------	---------
- My family and I _____ paper, glass and plastic.

a. recycle	b. cycle	c. reduce
------------	----------	-----------
- Don't throw that jacket _____. I want it.

a. on	b. away	c. off
-------	---------	--------

Activity 4. Writers often use synonyms to give a variety to their texts rather than repeating the same word a number of times. Match with a line the following words with their synonyms.

- | | |
|-----------------|--------------------------------|
| 1. trash | a. environmental organizations |
| 2. planet | b. cause |
| 3. recycle | c. reuse |
| 4. vanish | d. world |
| 5. provoke | e. garbage |
| 6. green groups | f. disappear |

Listening

Climate change is devastating people's and animal's lives all over the world. With drought, storms, floods, crop damage and sea-level rise, millions of them are moving or dying. The effects will get worse as temperatures rise further. So we must cut greenhouse gas emissions to stop temperatures rising.


Pre-listening

Activity 1. Try to guess the answers for these predictions about 2030 in the world.

- | | | |
|--|---|---|
| 1. Temperature will increase 3 degrees by that year. | T | F |
| 2. People will be healthier. | T | F |
| 3. Most of the animals on the Earth will disappear. | T | F |
| 4. Food won't be a problem for people. | T | F |
| 5. There will be more green organizations to take care of the Earth. | T | F |

Activity 2 -Track 3- U2-Listening -Climate Change (Transcript page 74)

<https://drive.google.com/file/d/1q9mpRfzKwldk4D9EpgrDaXqAglZSkJN2/view?usp=sharing>

 Now listen to the radio program. Check your answers. A meteorologist is making predictions about future problems that people will face soon if they don't stop polluting the Earth.

Listen again and answer the following questions:

1. Why will disease risk increase with higher temperatures? _____
2. What will happen with many animal species in Greenland? _____
3. Why won't people have enough food to eat? _____
4. Why will many animals vanish? _____

Activity 3. Can you think about other problems that people will face in the future due to climate change? Use the prompts and pictures to help you.



*Africa
hot
suffer
droughts*

Example.

Africa will become hotter and suffer more droughts.



*Mexico and the
US
fire forest*

1. _____



*Europe
stronger storms
provoke
floods*

2. _____



*Africa
lakes and rivers
disappear*

3. _____



*Greenland
glacial ice
melt*

4. _____



*Africa
desert area
increase*

5. _____



*Oceans
get
warmer*

6. _____

Reading

According to the title “Climate Change”, mention at least three things that could be mentioned in it.

1. _____ 2. _____ 3. _____.

Activity 1. Now read the text. Write the appropriate subtitles for each section.

- a. Be conscious
- b. Natural disasters
- c. Main polluting nations
- d. International community actions

CLIMATE CHANGE

(1) _____

1

Although our planet gives us life, it can also cause destruction. When the land we live on moves, earthquakes can destroy whole cities. An earthquake in China in 1556 killed more than 830,000 people. When rivers cause floods, large areas of fields and farmland are often submerged in water. This means people cannot produce enough food to eat, and it leads to famine. A lot of rain can cause landslides, with devastating consequences for villages and towns located on hills or mountains or in valleys below. Too little water is also a serious problem. When almost no rain fell in parts of the U.S: in the early 1930s, the drought forced 2.5 million people to move to other places.

5

(2) _____

10

From rising sea levels to changes in our health, climate change will affect us in a variety of ways. We will need to make changes to the way we dress, the kind of housing we build, and how we eat. In fact, we will probably need to make more changes in the next 50 years than in the last 200.

Our sources of energy will definitely need to change, and the way we build our houses will need alter in the future.

15

Solar power will become much more common, eve in cooler countries. Recycling might become compulsory, with fines for people who do not sort their trash effectively.

(2) _____

20

Governments around the world have taken action to fight pollution and global warming. Unfortunately, they need to do more. In addition, big countries like the US, China, and Russia continue to pollute heavily. All governments must take action with new laws to protect the environment. They say future scientists will find solutions to save the planet. They must research and develop new technologies, such as wind and solar power. Big countries must pollute less and reuse resources.

(3) _____

Luckily, also a lot of people with very useful ideas recognize the dangers of climate change and are working to protect our world. Environmental organization as Greenpeace, World Wide Fund (WWF), Friends of Earth (FOE) and Green parties in each country propose different activities and

25 campaigns about going green among the citizens, such as planting trees, carpooling, recycling batteries, reusing plastic bags, turning off the lights, walking instead of driving, classifying trash, etc.

(4) _____

30 Our Earth is a delicate and beautiful planet, so we must take good care of it. So I will continue switching off lights and recycling.
One thing is sure - we definitely will not be able to change our world completely, but we might be able to adapt our behavior.

Reading taken and adapted from: Gariizo, P. (2019) Save the World from https://www.esprintables.com/vocabulary_worksheets/environment_and_nature/Save_the_World_203105/

Rogers, M. et al (2010) Open Mind Level 2. Macmillan. Thailand

Activity 2. Read the text again and answer the questions:

1. Which natural disasters can provoke a famine?

_____.

2. Why do droughts force people to move from one place to another?

_____.

3. What kind of natural disaster can a lot of rain produce?

_____.

4. Which changes will people do in order to reduce global warming?

_____.

5. How are governments planning to stop pollution?

_____.

6. Will human beings be able to stop climate change?

_____.

Activity 3. Locate synonyms for the following words in the text:

1. classify _____


3. nation _____

2. planet _____

4. obligatory _____

Writing

If we don't do anything now to stop global warming, life on Earth will face harder problems about: food, health, safety places to live.

<p><i>The Earth needs help!</i></p>  <p><i>What are you going to do?</i></p>	<p>Climate change is a major problem. It's going to get worse and it will be our fault. But we can still prevent it. How? Every person can make simple changes in their everyday lives. Do you know what you are going to do? Come to our meeting on Thursday at 6 p.m. in the town hall. We'll help you get started. You won't regret it</p> <p><small>Taken from: Rogers, M. et al (2010) Open Mind Level 2 Macmillan. Thailand</small></p>
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Planning to protect the Earth with Green Ideas

GREEN IDEAS

To be green means to be ecological friendly. How green are you? Do you use your car or a bike? Do you try to save energy or water?

Imagine that you belong to the Green party of your country. Next week is Earth Day, this day is about raising awareness about the importance of protecting our planet and taking action. You have to create an advertising campaign to promote awareness of what causes global warming and what people can do to limit greenhouse gas emissions. Mention the green actions you are going to do to save the planet during the next month.

Organize your ideas

Activity 1. Introduction

Give a general idea about the environmental problems in your city and the things you want to change.

Activity 2. Main Part

Mention actions **you are going to do** next weekend, next week, and next month, in order to reduce air pollution, garbage, water contamination or to save energy or water. Try to use synonyms.

We are the people who are going to start this revolution against Climate change.

Activity 3. Closing

Invite the community to join to your Green program activities.

Take action and save the planet today! Tomorrow's climate is today's challenge.

EXTRA IDEAS: Here you are green ideas to develop your writing. Check them up! :

* **Activity 4** - Track 4- U2-Go Green. (Transcript page 75)

Listen to the following conversations to get some ideas: Go Green Plans at:

<https://drive.google.com/file/d/1uzsJPSJuADFEYWcSJJR3jK0aS8rSLdRE/view?usp=sharing>

*You can also get the following green ideas in:

- don't use plastic bags at the supermarket, especially if you use the bag only once and throw it away. Take a cloth bag that you can use again and again.
- Take public transportation like trains and buses as much as possible. Even better, walk.
- Use less water at home. For example, when you brush your teeth, turn off the water.
- Turn off the lights, computer, TV, and so on when you're not using them. This will decrease your electricity consumption.
- Recycle newspapers, aluminum cans, plastic bottles, and so on.
- Organize or participate in a clean-up day in your neighborhood. Help clean the parks, beaches, and land in the area.

Check the **Writing Rubric** and verify that you writing covers the given points.

Category	Excellent .4	Very good .3	Good .2	Inadequate .1	Lack of evidence 0
TOPIC Achieved the communicative purpose of the task by using the asked grammar tenses.					
GRAMMAR Appropriate structures are used to achieve the task. Accurate use of the asked grammar tense (idiomatic future/simple future).					
VOCABULARY Used a range of vocabulary according to the topic.(green ideas-climate change)					
COHERENCE Able to connect ideas with simple connectors such as "and", "but", "first", "second", etc. Use synonyms to avoid repetition.					
CAPITALIZATION AND PUNCTUATION Capital letters, periods and commas are used correctly.					
Total 2 points = 20%					

Speaking

How do you think the planet will change in the future due to the climate change?

Talk about these things.

You have to prepare a short speech about predictions on climate change. You have to identify environmental problems, make predictions about what it will cause and its possible solutions.

Organize your ideas.

Activity 1. Use and complete a graphic organizer:

PROBLEM	PREDICTIONS	POSSIBLE SOLUTIONS
<i>Example:</i> Air pollution	People will have more health problems. Skin cancers will increase. Respiratory diseases such as asthma will develop more among the population.	People will ride bikes instead of driving cars. Human beings will wear masks. The most powerful polluting countries will reduce their CO2 emissions.
<i>Write your own ideas</i>		

Activity 2. Make a draft about what you would say.

Example: As we know, air pollution is a great problem today, and in the future, people will have more health problems, skin cancers will increase and respiratory diseases such as asthma will develop more among the population. I think human beings will wear masks, they'll ride bikes instead of driving cars and the most powerful polluting countries will reduce their CO2 emissions. I think air pollution can diminish if people become more conscious of their behavior with the environment.

1. State the problem
2. Mention predictions
3. Give possible solution
4. State your own opinion or what you think about it.

Activity 3. Practice, practice, practice. Give your speech in front of your classmate, an audience, in front of a mirror or record your speech. Identify wrong points such as bad intonation or wrong pronunciation.

Be prepared! 

The teacher can ask you some questions about your speech.

Example:

Teacher: Will air pollution get better?

Student. No, it won't. I think it will get worse year after year.

Check that your speech covers the following points:

Speaking rubric

Category	Excellent .4	Very good .3	Good .2	Inadequate .1	Lack of evidence 0
Corrección Utiliza algunas estructuras sencillas en futuro simple correctamente, pero todavía comete sistemáticamente errores básicos y los trata de autocorregir.					
Fluidez Se da a entender con expresiones muy breves en futuro simple, aunque resultan evidentes las pausas, las dudas iniciales y la reformulación.					
Coherencia Es capaz de enlazar grupos de palabras con conectores sencillos tales como "y", "pero" y "porque". Utiliza sinónimos para no ser repetitivo. Las ideas muestran una secuencia lógica.					
Pronunciación Es capaz de distinguir y pronunciar expresiones especialmente con la contracción de will y pronombres personales.					
Interacción Sabes contestar preguntas y responder a afirmaciones sencillas empleando el futuro.					
Total 2 puntos = 20%					

Self –Assessment

PROGRESS CHECK: Now I can...

Read the following and check the appropriate boxes . For the points you are unsure of, refer back to Unit 2 of this guide.

Talk about climate change and predict environmental problems and their possible solutions.

Write a plan to reduce environmental problems.

Avoid repetition when writing (synonyms)

Use language required when talking about climate change and green environmental ideas.

Test

Complete the conversation with the future will or going to and the verbs in the box.

not do be use not buy recycle destroy not drive throw away increase go

1. Alice: How _____ (a) you _____ (b) to work tomorrow?

Tom: By bus. I _____ (c) public transportation from now on. I _____ (d) to work anymore. It's not good for the environment.

2. Carol: Too bad. I think people _____ (e) the Earth sooner than scientist say.

Jim: What do you think that?

Carol: Population _____ (f) three times more in a few years more, more people more pollution.

3. Jack: _____ (g) Tim _____ (h) batteries?

Max: Of course not. He _____ (i) them. There's a recycling bin in Costco.

4. Lennie: There _____ (j) more droughts and floods, if the temperature of the Earth doesn't stop increasing.

Denisse: _____ (k) nations _____ (l) nothing?

En esta unidad has aprendido a hablar sobre planes y predicciones a futuro referente a cambios en el clima o el medio ambiente. ¿Serías capaz de utilizar esos tiempos para ahora hablar sobre tus planes o predicciones personales?, ¿Dónde vivirás cuando tengas treinta años?, ¿Estarás casado y tendrás hijos?, ¿Qué vas a hacer el próximo fin de semana? Como puedes ver, aprender una lengua implica más que sólo una lista de vocabulario o temas. Te retamos a seguir utilizando estos tiempos gramaticales en diferentes situaciones.

UNIDAD 3

Compartir planes, predicciones y sugerencias

El propósito de esta unidad es que aprenderás a hacer sugerencias y recomendaciones, utilizando el verbo modal “should” ante diferentes situaciones problemáticas en textos orales y escritos. Encontrarás explicaciones básicas del tema así como ejemplos y ejercicios sugeridos.

A continuación encontrarás los aprendizajes que te ayudarán a lograrlo:


APRENDIZAJE 1. Distingue información para conocer sobre planes y predicciones, en textos orales y escritos.

APRENDIZAJE 2. Interactúa para compartir planes y predicciones de manera oral y escrita.

APRENDIZAJE 3. Identifica situaciones problemáticas diversas, en textos orales y escritos, para dar sugerencias y recomendaciones.

APRENDIZAJE 4. Solicita y proporciona sugerencias y recomendaciones, de manera oral y escrita, para solucionar un problema.

Las palabras clave de esta unidad son sugerir y recomendar.










El link a los audios, los podrás encontrar en cada actividad de esta unidad con el icono  y en el Anexo – Audios - Carpeta general unidad 3

<https://drive.google.com/drive/folders/1Vxpje1-0v9qd87m2L9krswjHzRWI5Dcy?usp=sharing>

Algunos audios se repiten con un nombre diferente, para guiarte en la actividad a realizar. (Utiliza navegador Chrome y escribe el link en el espacio para la URL, no en el espacio del buscador)

Key Concepts

Lo que tienes que saber, estudiar y practicar en esta unidad.

Vocabulario	Gramática
<p>Busca vocabulario relacionado con los siguientes temas:</p> <p>Estudios, empleos y trabajos</p> <p>Compras</p> <p>Entretenimiento</p> <p>Celebraciones</p> <p>Viajes</p> <p>avances tecnológicos y científicos</p> <p>cambios ecológicos y medio ambiente</p>	<p>Dos tiempos gramaticales esenciales (futuro):</p> <p>Going to:</p> <p> + am/ is /are + going to+ verb infinitive +complement--aff</p> <p>I'm going to buy a lamp next Friday.</p> <p> + am/is /are+not+ going to+ <u>verb infinitive</u>+ complement ---neg.</p> <p>I'm not going to <u>go</u> to the airport tomorrow</p> <p>Wh+am, is, are+  +going+verb infinitive+comp? .---interr.</p> <p>Where are you going to eat next Saturday?</p> <p>Will</p> <p> + will+verb+comp.</p> <p>They will arrive late</p> <p> + won't+ verb+ complement---neg.</p> <p>They won't arrive late</p> <p>Wh+will+  +verb+complement ?</p> <p>Where will you go next Friday?</p> <p>should</p> <p> should verb complement</p> <p>You should study for your exams Deberías estudiar para tus exámenes</p> <p> shouldn't verb complement</p> <p>You shouldn't eat junk food No deberías comer comida chatarra</p> <p>Wh should  verb complement? what should I do with the money? ¿Qué debo hacer con el dinero?</p>

Palabras Interrogativas	Enlazar oraciones con	Expresiones de tiempo
<p>Conocidas como Wh questions. Son palabras que usamos para elaborar preguntas en cualquier tiempo:</p> <p>What</p> <p>where</p> <p>how</p> <p>when</p> <p>why</p> <p>what time</p> <p>etc.</p>	<p>and</p> <p>we use and to join similar ideas John is tall and he has short hair.</p> <p>but</p> <p>we use but to join two opposite ideas. I have a brother but I don't have a sister.</p> <p>also</p> <p>first</p> <p>second</p> <p>then</p> <p>after that</p> <p>finally</p>	<p>Generalmente van al final de una oración y cada tiempo tiene sus expresiones, las del futuro son:</p> <p>tomorrow</p> <p>the day after tomorrow</p> <p>next month</p> <p> year</p> <p> Friday</p> <p> week</p> <p>the following month</p> <p>in the near future</p> <p>in the short run</p> <p>in the long run</p>

Language Focus

El objetivo de esta unidad es que te familiarices con el uso y el concepto de verbo modal. Un verbo modal expresa ideas como posibilidad, necesidad, y prohibición, entre otras.

Por ejemplo, tu no le dirías a un desconocido “cierra la ventana”; no importa donde estés. Si eres educado, le dirías algo como “¿podrías cerrar la ventana?”. Esto es modalizar. Y, si la persona a la que te diriges tuviera poder (por ejemplo, si fuera tu jefe, el director de tu escuela, tu mamá, tu papá,) entonces tendrías que modalizar aún más. Por ejemplo dirías “Está haciendo calor, ¿no es cierto?” y quedarías a la expectativa de que hubieran entendido tu indirecta. En síntesis, los modales son verbos que sirven para expresar grados de cortesía. ¿Puedes creerlo?

Ahora todo lo anterior tuvo que ver con el fondo o significado de los modales, pero, en cuestión de forma, estos verbos también tienen sus peculiaridades. Por ejemplo en inglés un verbo modal nunca sigue a la palabra “to”, como los demás verbos.

Afirmación modal	sin	Afirmación modalizada	Afirmación más modalizada
Go.		You must go.	You should go.
Ve. (orden de ir)		Debes ir.	Deberías ir.

Si te interesa ampliar o profundizar tu conocimiento de los modales, puedes buscar en diferentes fuentes. En esta guía sólo nos concentraremos en el uso del modal *should*.

MODAL VERB	USO	EJEMPLO
SHOULD	Dar consejo	You should visit the Cathedral. He shouldn't drink cold drinks.

El modal *should*, se utiliza para aconsejar o sugerir. De modo que hay contextos en los que aconsejar es más o menos lógico. Por ejemplo en esta guía los autores hemos elegido contextos de salud.

Peter is a university student. He has a lot of activities to do at school and at home. So currently he feels tired and stressed. What should he do to feel better?

He **should take** some vitamins.
He **should relax** more.
He **should go** on vacation.

The Jacksons twins have a bad cough. They can't sleep well because of that, and they are losing classes. They want to feel better because it will be their birthday next week. Their grandmother suggested the next home remedies:

They **should eat** honey with lemon to ease the throat pain.
They **should drink** some hot tea.
They **should rub** *Vick VapoRub*® on their backs, chests and necks before sleeping.

Nota que las sugerencias hechas pueden ser afirmativas o negativas, en estas últimas *shouldn't* es la forma de contracción, es decir, la unión de *should* y *not*.

En la forma interrogativa, el orden de las palabras debe cambiar y debes finalizar con un signo de interrogación.

A: I have a stomachache. Should I take a painkiller?

B: Yes, you should.

C: No, you shouldn't.

Si quisieras hacer una pregunta abierta, incluirías palabras como *what*, *where*, *when*, *why*. Éstas deben ir al inicio de la pregunta.

A: I have a stomachache. What should I do?

B: You should see a doctor.

A continuación encontrarás algunos ejercicios para practicar.



Activity 1. Complete the following statements using should or shouldn't and a verb from the box.

drink eat play do swim

1. Elisa shouldn't play video games for a long time, it's bad for her sight.
2. If you have a headache, you _____ chocolate, because it will increase the pain.
3. He _____ in the river, it is too cold!
4. I have a terrible flu, _____ I _____ a hot tea?
5. She _____ yoga to release her stress.

Activity 2. Match the following columns.

- | | |
|--|---|
| 1. Karla has a terrible toothache. <u>d</u> | a. He shouldn't induce vomiting. |
| 2. They will travel to Alaska. _____ | b. You should put some unguent on your skin. |
| 3. The baby can't sleep well recently. _____ | c. They should wear warm clothes. |
| 4. My friend drank insecticide accidentally. _____ | d. She should go to the dentist. |
| 5. I got burned while cooking. _____ | e. His parents should bath him with warm water before sleeping. |

Activity 3. Write full sentences using the prompts and should. Add any necessary words.

1. Anne / flu / she / eat / chicken soup.
Anne has flu so she should eat chicken soup.
2. Children / get vaccines / avoid illnesses.

3. People / drink / two liters / water / every day.

4. Bob / smoke / because / cause / cancer.

5. They / take / medicine / without / medical prescription.

Listening



Activity 1. Getting ready

Match each problem on the left with the best treatment on the right.

PROBLEM

1. a cold h
2. a sore throat _____
3. a headache _____
4. a toothache _____
5. the flu _____
6. an upset stomach _____
7. a backache _____
8. an ear infection _____

TREATMENT

- a. take aspirin
- b. gargle with warm water
- c. go to the dentist
- d. stay in bed
- e. use ear drops
- f. see a chiropractor
- g. take an antacid
- h. ~~take vitamin C or cold medicine~~

Activity 2-Track 1- U3- Let's listen (Transcript page 77)

<https://drive.google.com/file/d/1Q8hHfDR9tnPBbVJzTcDxoYKg3NcvUnPG/view?usp=sharing>

Health problems.

People are describing how they feel. Listen and circle the problem.

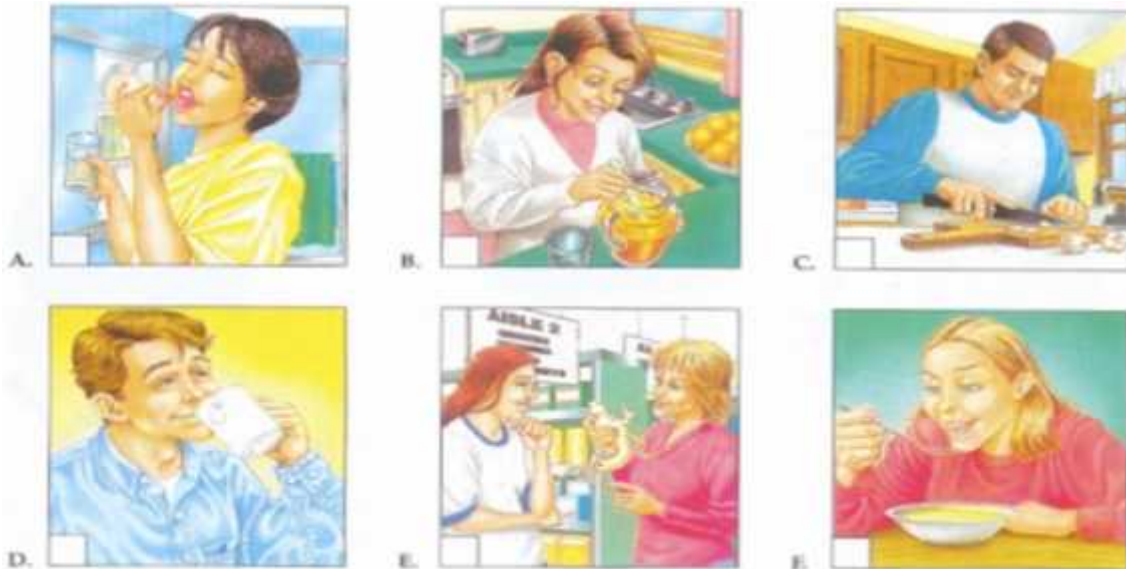
- | | | |
|--------------------------------------|-----------------------------------|--|
| 1. a. an upset stomach
b. the flu | 3. a. a toothache
b. a cold | 5. a. an upset stomach
b. a sore throat |
| 2. a. sore throat
b. a headache | 4. a. a backache
b. a headache | 6. a. a cold
b. a backache |

Let's listen 

Activity 3 - Track 2- U-3 Task a (Transcript page 77)

<https://drive.google.com/file/d/186aaB7UHfNJ5pJ4zQ1Dk8ooPw4t6-2FA/view?usp=sharing>

People are asking friends what they take for a cold. Listen and number the pictures.



Activity 4 –Track 2-U3-Task b (Transcript page 77)

<https://drive.google.com/file/d/11cRp0-pLZo7Xq-Kjo9W1gurodSIXiZNA/view?usp=sharing>

Listen again. Where did each person learn the cold remedy from? Circle the correct answer.

- | | | |
|--|---|--|
| 1. a. his grandmother
b. his mother
c. his grandparents | 3. a. the newspaper
b. her mother
c. her doctor | 5. a. in an e-mail
b. on the TV
c. on the internet |
| 2. a. a radio commercial
b. a TV commercial
c. a TV show | 4. a. a co-worker
b. a roommate
c. a Korean woman | 6. a. a pianist
b. an opera singer
c. a stranger |

Let's listen 

Activity 5 –Track 3- U3-Task c (Transcript page 79)

https://drive.google.com/file/d/1aLN_GqMkZtiiUI0CindQrR2xiNTIdNhM/view?usp=sharing

Four people are talking about health problems. Listen and check (✓) the correct information.

1. Patrick
What is the problem? a headache a stomachache

When did the problem start? this morning last night
 Did he have this problem before? yes no
 Did he take anything for it? yes no
 Did he see a doctor for it? yes no

2. Jenna

What is the problem? a sore arm a sore hand
 When did the problem start? on Saturday on Sunday
 Did she have this problem before? yes no
 Did she take anything for it? yes no
 Did she see a doctor for it? yes no



3. Kenneth

What is the problem? an eye infection an ear infection
 When did the problem start? last week last weekend
 Did he have this problem before? yes no
 Did he take anything for it? yes no
 Did he see a doctor for it? yes no

4. Alexis

What is the problem? food poisoning a stomachache
 When did the problem start? two days ago two weeks ago
 Did she have this problem before? yes no
 Did she take anything for it? yes no
 Did she see a doctor for it? yes no

Activity 6 -Track 3- U3-Task d (Transcript page 79)

https://drive.google.com/file/d/1Kbo3WPT4QblqyyEfcpieGIAOk_xmNEcA/view?usp=sharing

Listen again. What phrase completes each statement? Write the correct letter.

- | | |
|--|--------------------------|
| 1. If he's no better, he can't go to _____ | a. play tennis. |
| 2. If she's not better, she can't _____ | b. play in a band. |
| 3. He has to _____ | c. his friend's concert. |
| 4. She probably won't go to _____ | d. her friend's party. |

Reading



Read the following text and answer the exercises.

THE MANY FACES OF MEDICINE

“Doctor, I’m coughing and sneezing. I have itchy eyes, a drippy nose, and I ache all over. What’s wrong with me? What should I do?”

“Take two aspirins and go to bed,” one doctor advises.

“No, no. Drink this herbal tea,” says another.

“Don’t listen to them,” argues the acupuncturist. “Come here and let me put some needles in your back,”

Who has the best remedy? All of them, some people would say, because they believe that there is more than one **approach** to healing and many ways to practice medicine.

In general, modern medicine treats the body as if it were a machine made up of many separate parts that can break down **independently**. Treatment usually consists of trying to repair the broken part with drugs and surgery.

Holistic doctors take another approach. They believe that the parts of the body are interconnected and must be treated as a whole. For example, to treat a headache, these doctors might recommend massage to relax the body, get the blood flowing, and **relieve** the **tension** that is causing the headache.



Imagen tomada con fines educativos de: <https://www.istockphoto.com/mx/vector/terapia-de-acuuntura-haciendo-acuunturista-medico-om941625000-257360787>



Imagen tomada con fines educativos de: <https://www.educima.com/dibujo-para-colorear-medicina-y-estetoscopio-122374.html>

Medical **practices** that do not depend on surgery and pharmaceutical drugs are called alternative forms of medicine. Some of these are more highly **respected** than others. For example, the Chinese method of acupuncture, although two thousand years old, is considered an effective remedy for **chronic** pain. On the other hand, the practice of reflexology, which uses foot massage to heal other parts of the body, might feel good, but there is little proof that it works.

Some forms of alternative medicine are centuries old. African herbalists have a long history of using tree barks, roots, grasses, and flowers to make teas to treat disease. Native Americans have used plant products to treat such illnesses as high blood pressure and coughs. At first, modern scientists laughed at herbal healers and called their methods “grandmother’s remedies.” Today, however, these same researchers are testing certain elements in plants for the possible treatment of cancer and AIDS.

Treatments that are unconventional, or out of the ordinary, have gained so much **prestige** and attention that the U.S. government has created an Office of Alternative Medicine. Researchers in this office study alternative forms of medicine in the United States and around the world. These include meditation, biofeedback, acupuncture, herbal medicine, hypnotism, homeopathy, and chiropractic medicine. In biofeedback, a machine measure skin temperature and other responses. By the machine, a patient can learn to control muscle and blood pressure. Amazing results have come use of biofeedback, which has been successful in headaches, muscle pain, and even drug addiction. Homeopathy treats disease by giving a patient tiny of a remedy that would produce symptoms similar the disease in a healthy person. In Europe, this has been known to help patients with flu, headaches, and allergies. People with back and pain have been going to chiropractors for years, only recently that chiropractors have received any kind of respect or recognition.



Imagen tomada con fines educativos de:
<https://www.canstockphoto.com/hand-drawn-set-of-colored-items-226410214.html>

is used to
 watching
 tension
 from the
 treating
 amounts
 to those of
 treatment
 muscle
 but it is

Many people have lost faith in modern medicine because researches have been unable to find cures for a variety of problems, from cancer to the common cold. Some people turn to alternative medicine out of curiosity, others out of **desperation**. What many have realized is that often one treatment picks up where another leaves off. One medical technique can **complement** another. It seems likely that in the future the practice of medicine will consist of a combination of approaches drawn from a variety of cultures. Hopefully, this approach will prove to be the best one of all.

Vocabulary

Activity 1- What are the meanings of the underlined words? Circle the letter of each correct answer.

1. There is more than one **approach** to healing and many ways of practice medicine.
 - a. idea
 - b. way of doing
 - c. discussion

2. Modern medicine treats the body as if it were a machine made up of any parts that can break down **independently**.
 - a. slowly
 - b. separately
 - c. together

3. A headache may be treated with massage to **relieve** the tension causing the headache.
 - a. stop
 - b. replace
 - c. decrease

4. A massage relaxes the body and relieves the **tension** that is causing the headaches.
 - a. tightness
 - b. anger
 - c. problem

5. Medical **practices** that do not depend on surgery and pharmaceutical drugs are called alternative forms of medicine.
 - a. manners
 - b. habits
 - c. methods

6. Some forms of alternative medicine are more highly **respected** than others.
 - a. admired
 - b. controlled
 - c. required

7. Acupuncture has been proved to be a very effective remedy for **chronic** pain.
 - a. serious
 - b. changing
 - c. continual

8. Treatments that are unconventional have gained much **prestige** and attention.
 - a. use
 - b. importance
 - c. profit

9. Some turn to alternative medicine out of curiosity, others out of **desperation**.
 - a. hopelessness
 - b. careful thought
 - c. lack of ability

10. One medical technique can **complement** another.
 - a. add to
 - b. stay with
 - c. take from

Comprehension

Activity 2. Looking for the Main Ideas

Circle the letter of the best answer.

1. Medicine is a science that _____.
 - a. can be practiced in more than one way
 - b. should never be changed
 - c. always uses surgery and drugs to heal people

2. Traditional medical doctors and holistic doctors _____.
 - a. both treat the body as if it were a machine made up of independent parts
 - b. have very different approaches to practicing medicine
 - c. have lost faith in modern medicine

3. In the future, doctors will probably _____.
- a. stop using pharmaceutical drugs
 - b. use machines to treat disease
 - c. use several methods of treatment

Activity 3. Looking for details

Scan the passage quickly to find the answers to these questions. Write complete answers.

1. What approach do holistic doctors take to healing the body?

2. Give two examples of the use of alternative medicine.

3. Name two forms of alternative medicine that are highly respected.

4. Name one form of medicine for which we do not have proof that it works.

5. List three things that African herbalists use to make medicine.

6. For approximately how long have the Chinese been practicing acupuncture?

7. Name five treatments being studied by researchers at the U.S. Government's Office of Alternative Medicine.

8. Explain how biofeedback works.

Activity 4. Making inferences and drawing conclusions

The answers to these questions are not directly stated in the passage. Answer the questions with complete answers.

1. Why might someone turn to alternative medicine?

2. Why have unconventional forms of medicine gained prestige?

3. If a patient had an ulcer, how might a holistic doctor treat it?

4. Why are some forms of alternative medicine more respected than others?

Discussion

Activity 5. Think about these questions. Write your own ideas.

1. What form of medicine does your doctor practice?

2. Do you think a combination of different approaches to medicine is a good idea? Why? / Why not?

3. What do you think a doctor's office in the future will look like?

Speaking

POISONS



Vocabulary

Activity 1

Check the following vocabulary related with poisons. Write the translation in Spanish.

- | | | | |
|--------------------|-------|---------------------|-------|
| 1. Antidote | _____ | 2. kitchen cleaner | _____ |
| 3. chemical | _____ | 4. prevent | _____ |
| 5. childproof | _____ | 6. prevention | _____ |
| 7. contaminate | _____ | 8. spoil | _____ |
| 9. contamination | _____ | 10. swallow | _____ |
| | | 12. household | _____ |
| 11. contents | _____ | chemical | _____ |
| | | 14. household | _____ |
| 13. disinfect | _____ | cleaner | _____ |
| | | 16. household | _____ |
| 15. disinfectant | _____ | poison | _____ |
| 17. eye irritant | _____ | 18. dose | _____ |
| 19. food poisoning | _____ | 20. insecticide | _____ |
| 21. harmful | _____ | 22. ingest | _____ |
| 23. hazardous | _____ | 24. warn | _____ |
| 25. irritate | _____ | 26. warning label | _____ |
| | | 28. (do not) induce | _____ |
| 27. irritation | _____ | vomiting | _____ |

Picture Discussion

Activity 2. Look at the pictures above and answer the question about the scenes. Use the vocabulary list.

1. What happened to the little boy?

2. What should his mother do?

3. How could his parents prevent this danger?

4. Why is the man sick?

5. What advice should you give him?

Activity 3. What do you say? What do you do?

Read the following situations, and decide what to say and do in each situation. Follow the example.

1. Your little brother ate a bottle of baby aspirin.

**Our mother should induce him vomiting.*

**We should take him to the doctor's.*

**We should call 911 and ask for help.*

**We should stay him awake.*

2. One of your friends drank some disinfectant accidentally.

3. You found your neighbor unconscious with an empty bottle of his pills in his hand.

4. You accidentally sprayed insecticide in your face.

Reading label

Activity 4. Look at the following bleach bottle label and answer the questions.



1. What is the dangerous content in this bottle of bleach?

2. What should you do if you get bleach in your eyes?

3. Who should you call?

4. What should you do if you get bleach on your skin?

5. What will happen if you mix bleach with other household cleaners?

Closing

Look at a product with a caution or warning label and think about the warning actions you must follow and the actions you should do in case of an accident or misuse of it.

Writing

Activity 1.

Imagine you are part of a web site on Internet in which people ask for advice and suggest things for people with health problems. Read the following situations and write a short paragraph giving your recommendations. Use the example as a guide.

Patrick	April 2019.
I woke up this morning with a really bad stomachache. At first I thought it was because I ate a really big dinner last night. I often have a stomachache if I eat too much. Anyway, I took some medicine, but I don't think it's working, because my stomach still feels funny. So, I'm going to see the doctor tomorrow. Maybe she can give me something stronger. It's awful because if I'm sick, I can't go to my friend's concert tomorrow night. Any advice?	
heididle@gmail.com	
Dear Jonathan, I'm really sorry to know you're having a bad time. You may try eat some <i>Pepto-Bismol</i> ® for your upset stomach, it will help you reduce indigestion and feel some relief, and in case of diarrhea, it will be stopped. My grandmother also says that drinking a chamomile tea helps digestion, stomach ulcers, nausea and gas, due to its anti-inflammatory effect, and also it is a natural remedy, which won't irritate your stomach like medicine. Finally, I would say that you should avoid eating big meals at night and go immediately to bed, because it is too hard for your stomach digestion. Also you shouldn't eat high-fat and junk foods, instead, healthy foods like vegetables and fruit. But most important you should visit your doctor for a diagnostic! I hope you get over soon and you can go to the concert.	

Jenna

April 2019.

I have a bad ear infection. It started after I went swimming last weekend. It's really painful and I can hardly sleep at night. I often get ear infections in the summer. The doctor gave me some ear drops and some antibiotics, so it should get better in a few days. I hope my/* ears get better because I have to play in a band at a party next Saturday.

Dear Jenna, _____

Kenneth

April 2019.

I came down with food poisoning two days ago. It was awful. I went out for dinner and I ate fish. I don't think the fish was fresh because I got really sick in the middle of the night. Luckily, I had some medicine in the house because I had the same problem once before. I didn't go to the doctor. I just took the medicine and I feel better today. Unfortunately, I probably won't go to my best friend's graduation party tonight. I still don't feel 100 percent well. That's life, I guess!

Dear Kenneth, _____

Self-Assessment

PROGRESS CHECK:

Read the following and check the appropriate boxes . For the points you are unsure of, refer back to Unit 3 of this guide.

NOW YOU CAN:

Use *should* / *should't*:

1. To give advice when talking about health and illnesses.
2. To give advice when writing to someone else about home remedies.
3. To ask for advice when having a healthy problem.
4. To identify and understand suggestions in recordings.
5. To identify and understand suggestions in written text

Test

Complete the text with the correct form of the verb in parenthesis.

When people have a headache, they (1) _____ (take) a painkiller or an aspirin. But if the pain increases or it doesn't stop, people (2) _____ (go) to the doctor's, because it could be something else. My mother says that we (3) _____ (eat) chocolate because the pain will be harder. Do you know any home remedy, people (4) _____ or (5) _____ (do)? For example, (6) _____ I eat or drink anything to reduce the pain?

UNIDAD 4

Compartir sobre actividades actuales, pasadas y futuras


El propósito de esta unidad es que seas capaz de interactuar en conversaciones sencillas para comunicar información sobre situaciones cotidianas, pasadas y futuras, de manera oral y escrita.

APRENDIZAJE 1. Expresa información de situaciones actuales y pasadas, de manera oral y escrita, para manifestar ideas sobre temas diversos

APRENDIZAJE 2. Intercambia información sobre acciones del presente y pasado, de manera oral y escrita, para compartir ideas personales.

APRENDIZAJE 3. Expresa acontecimientos actuales, pasados y/o futuros, en textos orales y escritos, para compartir información personal y de su entorno.

APRENDIZAJE 4. Interactúa para compartir información sobre acontecimientos actuales, pasados y/o futuros, de manera oral y escrita.

El link a los audios, los podrás encontrar en cada actividad de esta unidad con el icono  y en el Anexo – Audios - Carpeta general: UNIT 4

<https://drive.google.com/drive/folders/1KPUclPqoy4N64brLdhUnN0d3c33-Yk9X?usp=sharing>

Key Concepts

Lo que tienes que saber, estudiar y practicar en esta unidad.

En esta unidad se retoman, no solamente los tiempos gramaticales de las unidades 1, 2 y 3, sino también tiempos gramaticales de Inglés III como es el presente simple. Te recomendamos que investigues o repases esos tiempos, para que aumentes tus posibilidades de éxito.

Language Focus

Activity 1. Use the prompts given to make sentences in:

Simple Present

Simple Past

Simple future.

Let's have some extra practice



Example:

Prompts: Marie / enjoy / Physics / school.

Simple present - Marie enjoys Physics at school

Simple Past - She enjoyed Physics at school

Simple future - She will enjoy Physics at school.

1. George De Mestral/ invent/ tape Velcro.

2. Sara / get an idea/ at a concert.

3. An Englishman / have / idea / for cat's eyes

4. What / Levi Strauss / invent / ?

5. An Italian/ Chemist/ no invent/ the hair dye.

Activity 2. Complete the summary about Levi Strauss and the history of jeans. Use the words in the box below.

were called invented was came became started
used changed decorated

Levi Strauss 1 _____ jeans in California in the 1850s. At the time he 2 _____ working in a clothes shop. Working men 3 _____ because they needed to wear very strong trousers when they 4 _____ looking for gold. Strauss 5 _____ a strong French fabric called “denim” to make his trousers. When he added metal buttons to them they 6 _____ more popular, but only for work. This 7 _____ in the 1950s and 60’s, when young men started to wear them as casual clothes to go out. “Jeans” , as teenagers 8 _____ them, then became very fashionable. In the 1960s and 1970s, people 9 _____ to make different styles of jeans. For example. In the 1970s, jeans 10 _____ with sequins, beads, colours and patterns became very popular. Today, millions of people wear jeans to go to work in offices, as well as to go out.

Activity 3 Correct the mistakes

In each sentence there is a mistake. Underline the mistake and write the correct sentence.

1. The iPhone are a smartphone that was first released by Apple Inc. in 2007.
Example: The iPhone is a smartphone that was first released by Apple Inc. in 2007.

2. Samsung is the company that make the iPhone processor.

3. In 2019, there are 19 new inventions that changed the world.

4. I think I was reading ten articles about inventions yesterday.

5. I was sitting in my room when I was getting the idea of a new product.

6. Who will is the next famous inventor next year?

7. The world don't going to be the same.

8. Companies don't should invent products that generate garbage.

9. Did Could you explain me how this smartphone works?

10. I don't think he will buys the new electronic sensor pen.

Listening

Listening A

Activity 1-Track 1-U4. (Transcript page 83) “The Menches Brothers”. Listen and choose the correct word.

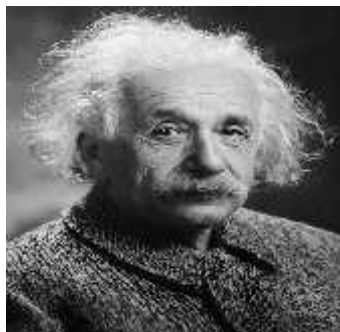
https://drive.google.com/file/d/10UFOfN4Wgsy_1WVouZKMEJ8qHS5KjGRU/view?usp=sharing

1. What did the Menches brothers say they also invented?
a. chocolate bar b. cotton candy c. ice cream cone
2. What did Old Dave say he also invented?
a. French fries b. hot dogs c. catsup
3. What did the man in England invent in 1750?
a. hot dogs b. chocolate bar c. sandwiches
4. What did Thomas Adams invent?
a. chewing gum b. cotton candy c. rubber shoes

Listening B Activity 2-Track 2-U4 (Transcript page 84)

https://drive.google.com/file/d/1lqy0FZNqsNPgZpRml3QaM37HCn_0tvNT/view?usp=sharing

What do Albert Einstein and Tom Cruise have in common? Listen to an interview with a psychologist, Dr. Jane Cairns to check your ideas.



Listen to the audio again, read the statements and write T for True F for false.

1. Einstein learned to speak at the age of 4 and read at the age of 7. _____
2. Tom Cruise learned his lines by repeating them many times. _____
3. Einstein’s teacher thought he was intelligent. _____
4. Einstein got his ideas about space-time when he was 12. _____
5. Albert Einstein and Tom Cruise were very bad at school. _____
6. Einstein and Tom Cruise were German. _____

Reading



Vocabulary

Activity 1. Match the columns writing the letter in the parenthesis.

A

1. Sight ()
2. Design ()
3. Attract ()
4. Request ()
5. Submit ()
6. Surroundings ()
7. Deploy ()
8. Resemble ()
9. Assemble ()
10. Dismantle ()

B

- a) to move soldiers or equipment to a place where they can be used when they are needed.
- b) something that you see, especially something interesting.
- c) the way in which something is planned and made.
- d) to make people come to a place or do a particular thing being enjoyable and interesting.
- e) a question which politely or officially asks for something.
- f) to send a document, plan, etc. to someone so that they can consider it.
- g) the place where someone or something is and the things that are in it.
- h) to join other people somewhere to make group.
- i) to look like or be like someone or something.
- j) to take something apart so that it is in several pieces.

Red Telephone Box



The red telephone box, a public telephone kiosk designed by Sir Giles Gilbert Scott, was a once familiar sight on the streets of the United Kingdom. It has all but disappeared in recent years, replaced by a number of different designs. The few kiosks that remain have not been replaced because they are regarded as being of special architectural and historical interest.

The first standard public telephone kiosk introduced by the United Kingdom Post Office was produced by Somerville & Company in 1920 and was designated K1 (Kiosk no. 1). This design was not of the same family as the familiar red telephone boxes.

The red telephone box was the result of a competition in 1924 to design a new grander kiosk. The competition attracted designs from a number of noted architects. The Fine Arts Commission judged the competition and selected the design submitted by Sir Giles Gilbert Scott as the winner. The Post Office made a request that the material used for the design be changed from mild steel to cast iron, and that a slight modification be made to the door; after these changes, the design was designated K2. The kiosks were painted red was so that they might be easily recognized from a distance by a person in an emergency. In some rural areas the boxes were painted green so as not to disrupt the natural beauty of the surroundings.

From 1927 K2 was mainly deployed in and around London. K3 designed in 1930, again by Gilbert Scott was similar to K2 but was constructed from concrete and intended for rural areas. K4 (designed by the Post Office Engineering Department and proposed in 1923) incorporated a machine for buying postage stamps on the exterior. Only 50 kiosks of this design were built. K5 was a plywood construction introduced in 1934 and designed to be assembled and dismantled and used at exhibitions.

In 1935 K6 was designed to commemorate the silver jubilee of King George V K6 was the first standard telephone kiosk to be used throughout the country. Many thousands of K6 boxes were deployed in virtually every town and city and it became a British icon. K6 telephone boxes eventually began to be replaced in large numbers in the early 1990s Thousands of old K6 kiosks were sold off at public auction. Some kiosks have been converted to be used as shower cubicles in private homes. In Kingston upon Thames a number of old K6 boxes have been utilized to form a work of art resembling a row of fallen dominoes.

In 1959 architect Neville Conder was commissioned to design a new box. The K7 design went no further than the prototype stage. K8 introduced in 1968 was designed by Douglas Scott and Bruce Martin. It was the first box to replace K6 in significant numbers, and the last design be painted predominantly red.

Upon the privatization of Post Office Telephone's successor, British Telecom (BT), the KX100, a more utilitarian design, replaced almost all the red boxes; a few remain, mainly in rural areas. The KX100 PLUS, introduced in 1996 featured a domed roof reminiscent of the familiar K2 and K6. Subsequent designs have departed significantly from the old style red telephone boxes.

In response to BT's plans to replace red boxes with more modern designs, several of the former have been listed.

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Activity 1. Read the text and underline the correct answer.

- | | |
|---|--|
| 1. The red telephone box was designed by Sir Giles Gilbert Scott.
a) True.
b) False.
c) We don't know. | 5. Some kiosks had also postage stamps machines.
a) True.
b) False.
c) We don't know. |
| 2. The first telephone box was known as:
a) red.
b) Somerville & Company.
c) K1. | 6. Many old K6 boxes were thrown to the
a) Thames.
b) True.
c) False. |
| 3. The red telephone box was known as
a) K1.
b) K2.
c) Scott. | 7. British Telecom telephone box design is known as
a) K10.
b) BT.
c) KX100. |
| 4. In rural areas the telephone boxes were painted green.
a) True.
b) False.
c) We don't know. | 8. The K8 was the first box to replace K6 in significant numbers.
a) True
b) False
c) We don't know |

Writing 

Activity 1. Think about how life will be transformed by technology in 30 years more. How do you imagine the cellphones and smartphones will be? What new applications will be? What are the advantages or disadvantages of the new technology? Write a paragraph telling your predictions. Use the above questions to guide you.

Speaking 

Activity 1. Imagine that you and your friends are going to **bury** a **time capsule** with information and pictures about the present, So the people who **uncover** the time capsule in 70 years will have an idea how the life was and what items we used. Talk about the smartphones, computers or online gaming. Try to answer as many questions as you can in your speech:
What things can you do with a telephone?
What means of communication do we have?
How do you play videogames?

What technological devices do you know?
What does Bluetooth mean?

Consolidation exercise.

Read the following sentences and write F if the sentence is in Future, P if it is in past and SP if it is in simple present.

1. Linda loves children. _____
2. I think she will have three or four. _____
3. Alan is going to get married next month _____
4. It's a good idea to exercise. _____
5. She doesn't feel very well. _____
6. The children were in the yard. _____
7. Jerry fell down and hurt his hand. _____
8. Did you go out yesterday? _____
9. Lee won't go to the school. _____
10. We aren't going to buy anything. _____

Self-Assessment

PROGRESS CHECK:

Read the following and check the appropriate boxes . For the points you are unsure of, refer back to Unit 4 of this guide.

Now I can...

- recognize sentences in present, past and future.
- make affirmative, negative, and interrogative sentences in present, past and future.
- talk about technology.
- talk about events and activities in the present, past and future.
- compare past and present.

Test

Put the words in order to make sentences or questions

1. you / breakfast /What / do /have /for /?
2. born / you /Where /were /?
3. How / in 2010 /you /old /were/?
4. you /tomorrow/ What /are / going /to /do/?
5. am /visit /I / going /to / my friend.
6. buy /Susan / a new / won't / computer / next week.
7. anywhere /this weekend / you /go /Did /?
8. went/ to /public library /I /the /Saturday. /on

EXAMEN MODELO



UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO
COLEGIO DE CIENCIAS Y HUMANIDADES
PLANTEL NAUCALPAN
DEPARTAMENTO DE IDIOMAS
EXAMEN EXTRAORDINARIO
INGLÉS IV 2016
PERIODO _____



ELABORÓ, APLICÓ Y CALIFICÓ:

PUNTAJE TOTAL: 100 PTS.

CALIFICACIÓN: _____

APELLIDO PATERNO

APELLIDO MATERNO

NOMBRE(S)

NO. DE CUENTA

PARA FINES ESTADÍSTICOS, POR FAVOR RESPONDE MARCANDO TU RESPUESTA CON UNA X:

¿Contestaste la Guía para preparar tu examen? SÍ/NO

¿Fuiste a asesorías de Inglés? SÍ/NO

SECTION I: USE OF LANGUAGE USE (20 PTS.)

I. **Underline the correct option.** 1 pt. each (____ / 5 pts.)

Example: That's terrible when you _____ the bus because you oversleep.

a) lose b) lost c) missed d) miss

1. Bad days _____ to all of us.

a) seem b) wake c) happen d) hurt

2. When a bad humor _____ us to school, it can make us feel very frustrated.

a) follows b) distracts c) makes d) sends

3. So, you _____ to turn a bad day into a better tomorrow.

a) can b) would c) should d) need

4. To turn bad into good, take these _____ into consideration.

a) compliments b) tips c) inconveniences d) complaints

5. First, identify the real _____.

a) offense b) offender c) trouble d) troublemaker

II. Circle True (T) if the statement agrees with the information, False (F) if it contradicts the information or Not Given (NG) if there is no information on this. 1 pt. each (___/ 5 pts.)

Example:

This sentence is a prediction.

Look at that boy! He is going to fall down from the tree.		<input checked="" type="radio"/> T	F	NG
---	--	------------------------------------	---	----

6. This sentence is grammatically correct.

Second, you should to set an amount of time to feel angry or sad and move on.		T	F	NG
---	--	---	---	----

7. This is an advice.

Give yourself all the morning to feel angry or sad but commit to coming back strong after lunch.		T	F	NG
--	--	---	---	----

8. This is a plan.

I will sleep on it. I can't turn the pity party around that quickly.		T	F	NG
--	--	---	---	----

9. This is a prediction.

Third, take care of yourself, but don't over-indulge.		T	F	NG
---	--	---	---	----

10. Finally, pay it forward. Doing something for others will lift your mood.

This is the last piece of advice to bounce back from a lousy day, according to Melody Wilding.		T	F	NG
--	--	---	---	----

III. Circle the correct word from the list to complete the text. 1 pt. each (___ / 5 pts.)

A Terrible Flight

A few years ago, Sarah stepped onto the airplane and was met by one flight attendant who ___(0) her, her seat. This was her first flight and she was ___ (11) quite nervous. Her hands ___ (12) trembling slightly and she was breathing deeply. She went along the aisle of the plane and found her seat. Sitting next to her was a 6-year old girl who also appeared to be quite nervous. In a few minutes, the airplane was in the air but suddenly it ___ (13) to move dangerously. Some luggage fell down on the passengers and everybody started to scream. The turbulence lasted ten minutes. Sarah saw the ___ (14) girl and tried to calm her. When Sarah was talking to the girl, the little girl vomited on her. Fortunately, after 20 minutes the flight was normal again. The flight attendants gave the food service. When a flight attendant was serving a drink, she spilt some liquid on Sarah. Sarah ___ (15) up and went to the restroom to clean her dress. After the airplane landed, the passengers went to take their luggage. When Sarah was waiting for her luggage, she realized that her bag wasn't there. Sarah decided to avoid traveling by airplane again.

- | | | | | |
|----|---------------|------------|-------------|------------|
| 0 | a) ate | b) showed | c) sat | d) let |
| 11 | a) feeling | b) filling | c) feeding | d) felling |
| 12 | a) did | b) was | c) were | d) are |
| 13 | a) to start | b) stars | c) starting | d) started |
| 14 | a) frightened | b) happy | c) angry | d) tired |
| 15 | a) woke | b) stood | c) set | d) looked |

IV. Match the columns writing the letter in the parenthesis. 1 pt. each (___ / 5 pts.)

- | | |
|---|--|
| 16. —Oh, no! Someone stole my wallet. () | a) —I'm afraid that's just a gossip. |
| 17. —Are they going to get divorced? () | b) —I'm sorry but I'm going out that day. |
| 18. —How about coming to my party on Saturday? () | c) —That's not possible. It is on Friday. |
| 19. —There was a terrible accident in the highway. () | d) —Don't worry, I'll lend you some money. |
| 20. —I bought that phone, but the cashier gave me the wrong change. () | e) —They will probably mention it on the news. |

f) —You must feel angry.

SECTION II: READING. WORTH: 20 POINTS

A VERY BAD DAY

The winner of our competition, **Emma Wyatt**, tells us about her bad day...

I was looking for a new job. I really hated my present one. I didn't get on very well with my boss and I found the job boring, so it was time for a change.

I saw an advert in the local paper for a job that sounded perfect for me. I really wanted that job! I spent a long time on my CV and wrote a convincing covering letter.

However, on the day of the interview I overslept! I forgot to set my alarm the night before. I jumped out of bed, quickly put some clothes on and rushed out the door but I was never going to make it in time.

Normally, I take the bus but, as I was running late, I decided the subway might be quicker. I ran down the escalators and jumped onto closing.

I breathed a sigh of relief – I might just make it after all. After a couple of minutes, I noticed that other people on the train were looking at me strangely. Suddenly, I had an alarming feeling. I looked down at my feet. I still had my slippers on! I forgot to put my elegant shoes on. This was a disaster! What will the interviewer think of me?



I still really wanted the job, so I decided to carry on. I got off the train and rushed outside. It was raining and I forgot my umbrella! It was only a short walk to my destination but I decided to take a taxi so I wouldn't get wet. I was standing at the edge of the road waiting for a taxi when a huge truck drove past. Since I was standing right next to a big pool of water, I got completely covered in dirty water!

I thought it was a bad idea going to the interview looking like this, so I went back home. Feeling very upset, I crossed the road to the subway station when my mind went blank.

The next thing I knew is that I woke in a hospital with lots of cuts and bruises and a broken leg. I wish I'd never got out of bed that day!

Adapted from "A very Bad Day" by Lucia Williams

V. Write True (T), False (F) or Not stated (NS), according to the text. 2 pts. each (___ / 10)

21. Emma was looking for a new job because she hated her coworkers. _____
22. Emma overslept because she stayed up late the night before. _____
23. Emma jumped into the train when it was about to close its doors. _____


24. Emma decided to take a taxi because she was in a hurry. _____

25. Emma returned home because she was worried about her appearance. _____

VI. Based on the text, match the columns writing the number between the parenthesis. 2 pts. each (___ / 10)

- | | | |
|---|------------|-----|
| | Disliked | () |
| 26. This is how Emma felt about her job. | Upset | () |
| 27. This is how Emma felt about when she jumped into the subway before the doors closed | Repented | () |
| 28. This is how Emma felt when she woke up in the hospital | Relieved | () |
| 29. This is how Emma felt when she got covered in dirty water. | Excited | () |
| 30. This is how Emma felt when she saw the advert. | Bored | () |
| | Humiliated | () |

SECTION III: LISTENING. WORTH: 20 POINTS

 **Exam-** <https://drive.google.com/drive/folders/1rAltTyIN-4k6yi9T3nSdvW9-I7cZg9FU?usp=sharing> **Circle True (T) if the statement agrees with the information, False (F) if it contradicts the information or Not Given (NG) if there is no information on this. 2 pts. each (___ / 10)**

Ted's Day at School

- | | | | |
|--|---|---|----|
| 31. Ted had a good day at school. | T | F | NG |
| 32. Ted got an "F" in his Chemistry test. | T | F | NG |
| 33. Ted missed classes. | T | F | NG |
| 34. Ted is good at playing the violin. | T | F | NG |
| 35. Ted thinks Chemistry is not important for musicians. | T | F | NG |

VII. Circle the letter of the correct option. 2 pts. each (___ / 10 pts.)

36. Who were talking to Ted?

- a) His friends. b) His teachers. c) His parents. d) His directors.

37. What did they ask him?

- a) How his day was. b) Why he blew Chemistry. c) Why he cut classes. d) What his plans were.

38. How does Ted feel about his class?

- a) He works hard. b) He can't stand it. c) He has his heart set on it. d) He doesn't stand a chance of failing.

39. It is NOT a cause of Ted's failure in his exam.

- a) He cut classes. b) He slacked off. c) He didn't give a hoot about it. d) He hit the books.

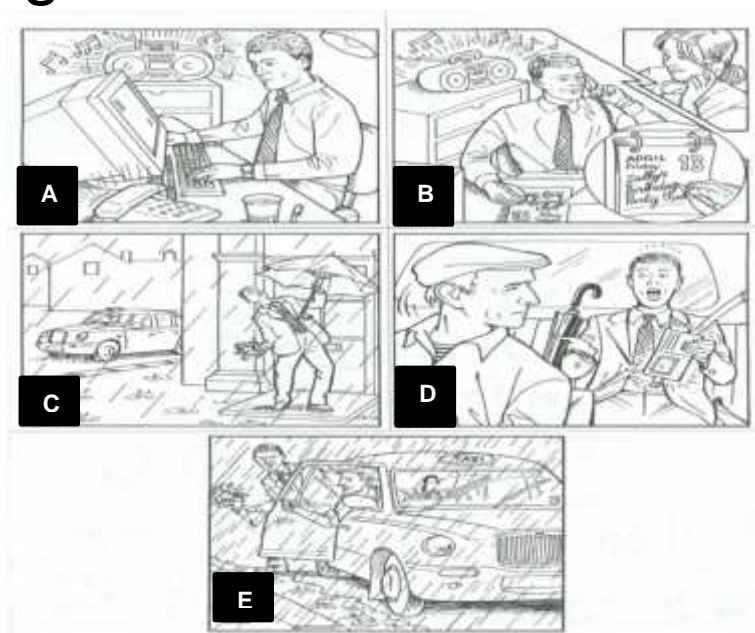
40. To get Ted concentrated on his studies, what did they make him think of?

- a) His poor grade in Chemistry. b) His university plans. c) His musical abilities. d) His intellectual laziness.

SECTION IV: WRITING. WORTH: 20 POINTS

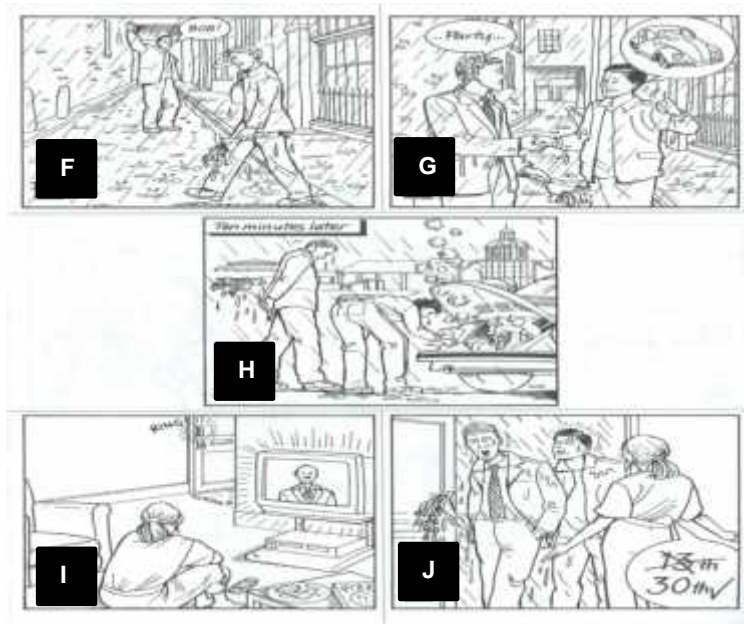
VIII. Complete the sentences. Use the Past Simple. 2 pts. each (___ / 10 pts.)

Bob's Night Out



41. (Picture A) When Bob was working with his computer, _____.
42. (Picture B) When Bob was talking to Sally, _____.
43. (Picture C) When Bob was putting up his umbrella, _____.
44. (Picture D) When Bob was riding in the taxi, _____.
45. (Picture E) When Bob was hopping down the car, _____.

IX. Complete the sentences. Use the Past Continuous. 2 pts. each (___ / 10 pts.)



46. (Picture F) _____, a friend called his name.
47. (Picture G) _____, the friend offered him a ride.
48. (Picture H) _____, the car broke down.
49. (Picture I) _____, Bob and his friend rang the bell.
50. (Picture J) _____, she told them her birthday was on the 30th.

Scoring Guide PER SENTENCE

Score

	Criteria	0.0	0.2
Task	Writing Requirement	The clause does not describe an action in the picture.	The clause describes an action in the picture
Grammar	Subject	It does not have one. / It has one, but the reference is wrong.	It has one and the reference is right.
	Verb use	The verb in simple past is incorrectly conjugated.	The verb in simple past is correctly conjugated.
	Capitalization	First word in the sentence / Proper nouns (Bob, Sally) is / are not capitalized.	First word in the sentence / Proper noun is capitalized.
Vocabulary	Orthographic Awareness	One or more orthographic mistakes.	No orthographic mistakes.

SECTION V: SPOKEN INTERACTION AND PRODUCTION. WORTH: 20 POINTS

X. Talk with a mate or with a teacher about a bad day you had.

51. Explain what went wrong.
52. Explain why it went wrong.
53. Explain what you could do to prevent that in the future.
54. Describe any regrets you have.
55. Give a word of advice on how to handle frustration feelings.

Scoring Guide PER UTTERANCE TURN

SPOKEN INTERACTION		SPOKEN PRODUCTION					
General response		Topic development		Delivery		Language use	
The speaker understands the question and can express himself / herself fluently and spontaneously	1.0	Response is enough to the task. Relationships between ideas are clear.	1.0	Generally well-paced speech.	1.0	Response shows effective use of grammar and vocabulary	1.0
The speaker can interact provided there are repetitions and rephrasings at low rate	0.0	Limited relevant content is expressed. Response lacks substance.	0.0	Consistent pronunciation and intonation difficulties which make delivery choppy, fragmented, with frequent pauses and hesitations.	0.0	Range and control of grammar and vocabulary severely limit expression of ideas.	0.0

ANEXOS

UNIDAD 1 / Clave de respuestas

Language Focus

Activity 1

1. was cleaning / found
2. was eating /came
3. was reading /jumped
4. saw / was swimming
5. were playing /was cooking

Activity 2 Suggested answers:

1. I ran outside **because** I heard a loud cat's meowing.
2. **While** we were exploring the cave, we found an old skull.
We were exploring the cave **when** we found an old skull.
3. Lisa saw the mouse, **so** she fainted.
When Lisa saw the mouse, she fainted.
4. The boys took the neighbor's puppy, **so** they are in a big trouble.
The boys are in a big trouble **because** they took the neighbor's puppy.
5. Karla was angry, **so** she hit her dog.
Karla hit her dog **because** she was angry.

Activity 3

1. was
2. slipped
3. attacked
4. dreamed
5. had

Listening A

Activity 1 – (a)

1 () 2 () 3 ()

Activity 2 b)

1. driving home
2. 8
3. walking
4. didn't attack
5. footprints

Listening A Transcript

Presenter: Welcome to "Mystery hour". I'm Todd Ham. Our guess tonight is Roger Osborne. Roger has seen a strange creature and he believes it was Bigfoot. Welcome to the show, Roger.

Roger: Hello.

Presenter: Tell us, when did you see this creature?

Roger: Last month. It was a day I'll never forget.

Presenter: Where were you?

Roger: Well, I was in Northern California and one night I was driving home late. Suddenly, I saw something in front of me so I stopped the car. At first, I thought it was a man who might need help but it wasn't a man. It was a very strange creature. I believe it was Bigfoot.

Presenter: What did it look like?

Roger: Well, It looked like a big monkey, but...uh...then again it looked like a man, too.

Presenter: What do you mean, Roger?

Roger: Well, it was very tall, about eight feet. It didn't walk on four feet like most animals do but on two, like we do. It has lots of hair –long, thick, dark hair- al over his body. It also had very long arms, really big feet and a pair of really bright shining eyes.

Presenter: And what was it doing?

Roger: It was walking towards the trees. When it heard the car, it stopped and turned around. I just wanted to run away, but I was too scared.

Presenter: So, what did you do?

Roger: I didn't get out of the car, that's for sure. I just kept staring at the creature. A couple of minutes later it turned around and disappeared into the forest.

Presenter: Did you take a picture of it?

Roger: No, I didn't have a camera, but I went back later that night and took a picture of its footprints. Here is the photo. I put my foot beside the prints so you can get a good idea of its size.

Presenter: Wow! Now that's what I call big feet! No wonder people call it Bigfoot.

Listening B

Activity 3

1. In a village near the river Ganges, India.
2. He was walking to his hut.
3. He ran inside, hid and held his breath.
4. It scratched at his door.
5. He was terrified.

Listening B Transcript

Our village is near the River Ganges. The amazing thing is that tigers live close by without disturbing anyone. But climate change means they have to find new sources of food.

Last year a tiger attacked one of the villagers while he was collecting honey in the forest.

However, tigers very rarely come close to the villagers, so I was very surprised when I saw one last month. It appeared suddenly as I was walking to my hut. I started running, but it didn't chase me. I hid inside and held my breath. Then I heard it scratching at my door. I was terrified! Fortunately, a while, a group of villagers managed to scare the beast away.

Ramesh, India.

Reading	Reading A	Reading B
Activity 1	Activity 2	Activity 3
Vocabulary		
1. journey 2. scratched 3. creature 4. bushes 5. gunshot	1. It was cold and icy 2. 6 3. Bill, because he couldn't scare the wolves away. 4. She was half dog, half wolf and wasn't scare of the humans. 5. About twelve wolves jumped out of the bushes, attacked the dog and started biting its neck and legs. 6. They were shocked. 7. Because he had only three bullets. 8. He didn't return so the wolves probably killed him. 9. He was alone and afraid. 10. Different answers can be accepted.	a) 1. In a bar. 2. An eye patch. 3. A young sailor. 4. He fell overboard and one shark got his leg. 5. Yes, he did.

Writing

Activity 1, answer can vary.

Speaking

Activity 1, answer can vary.

Self- Assessment

Answers can vary

Test

Answer Key

- TEST A**
1. was writing / fell
 2. was having / rang
 3. was watching / ate or was eating
 4. stole / was swimming
 5. was playing / hit

TEST B.

2. I lost my keys **while** I was running on the beach.
When I lost my keys, I was running on the beach.
3. Somebody stole my bag while I was talking to my friend.
I was talking to my friend when somebody stole my bag.
4. Danny called while you were taking the dog for a walk.
You were taking the dog for a walk when Danny called.
5. I was getting ready for the beach when It started to rain.
While I was getting ready for the beach, It started to rain.

UNIDAD 2 / Clave de respuestas

Language focus

Activity 1

gonna pronunciation- audio. Listen and repeat to the pronunciation of gonna : <http://bit.do/eRmUf>

Activity 3. Put the words in order to make correct sentences

1. James is not going to use his car next month.
2. They are going to destroy green areas to build more houses.
3. Are you going to take part in Earth Day?
4. People are going to organize a pollution prevention campaign in two days.
5. That company is not going to throw its waste to the river.

Activity 5- Write P if this is a prediction, D if the sentence is a decision, H if it is a hope or O if it is an offer.

1. (O)
2. (H)
3. (D)
4. (P)

Activity 7. Put the words in order to make correct sentences

1. The ice melt will slow down over the next 300 years.
2. Will global warming ring back deadly prehistoric diseases?
3. Antarctic ice sheet will contribute to rise sea levels.
4. Typhoons and hurricanes will become more powerful.
5. Environmental activists will not stop helping the Earth.

Activity 2 – “be going to” written exercise

1. is going to attend
2. are not going to stop
3. Are the students going to join
4. am not going to go.
5. are going to recycle

Activity 4- will contractions audio

Will- Contractions - <https://bit.ly/2ZOU3G>

Know more about ...: I'll, You'll, ...Contractions of "Will" - Quick Pronunciation taken from:

<https://www.youtube.com/watch?v=sfprwJ0nSik>

Activity 6 “will” written exercise

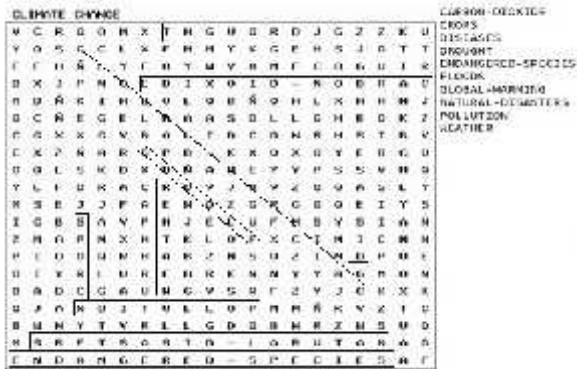
1. will be
2. will change
3. will become
4. will rain
5. will come out

VOCABULARY

Activity 1- crossword

Activity 2

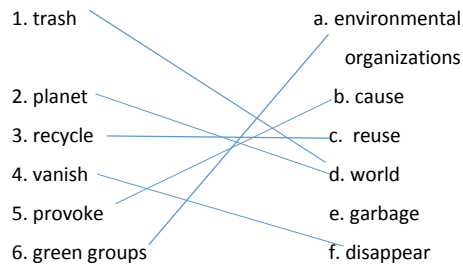
1. c flood
2. b famine
3. d landslide
4. e drought
5. a earthquake



Activity 3

1. electricity
- 2.environment
- 3.reuse
- 4.water
- 5.recycle
6. away

Activity 4



Listening Transcript

CLIMATE CHANGE-

Interviewer: Today we have with us Dr. Danny DeVito, a meteorologist at City University, New York. Dr. DeVito, what will the Earth be like in, say 50 or 100 years' time?

Meteorologist: Well, we don't know about 50 or 100 years from now. But I have with me some, fairly solid predictions for 2030.

Interviewer: That's very soon. Will there be many changes?

Meteorologist: Yes, there will - enormous changes. For example, we know that the planet's climate is constantly changing as a result of human activity, and the temperature will be 3-5 °C higher than it is now.

Interviewer: How will that affect life on the Earth?

Meteorologist: In many ways. For example, disease risk will increase with higher temperatures and people will get sick more often.

Interviewer: Oh, that's because warmer summers and milder winters favor the growth and spread of pathogens.

Meteorologist. That's right. On the other hand, extreme weather conditions will provoke fires that will destroy large forest areas and more endangered-animals will definitely disappear.

Interviewer: That's terrible.

Meteorologist: Well, something similar occurs in Greenland, many animal species will lose their original habitat if the glacial ice continues melting.

Interviewer: Is that certain?

Meteorologist: Yes, it is. People will also face other problems like food.

Interviewer: What do you mean? Won't people have enough food to eat in the future?

Meteorologist: Well, Global warming will also provoke more frequent floods or droughts in different areas around the world. These natural disasters often destroy large areas of crops and some people won't have enough food to eat for certain periods of time.

Interviewer: That is disturbing.

Meteorologist: Exactly, we have to remember that. But there is a pleasant event too. Year after year, world organizations will be creating, more and more strong campaigns to create consciousness among people about Global warming and its dangerous effects. We do need to do something!!

Interviewer: Great!! I just hope we won't wake up too late to save our planet.

Ladies and gentleman Dr. Danny DeVito.

Activity 1

- | | | |
|----|-----|-----|
| 1. | T | (F) |
| 2. | T | (F) |
| 3. | (T) | F |
| 4. | T | (F) |
| 5. | (T) | F |

Activity 2

Answers

1. Because warmer summers and milder winters favor the growth and spread of pathogens
2. They will lose their original habitat if the glacial ice continues melting
3. Because droughts and floods will destroy large areas of crops.
4. Because extreme weather conditions will provoke fires that will destroy large forest areas

Reading

Activity 1.	Activity 2	Activity 3
1. b. Natural disasters	1. drought, floods	1. classify - sort
2 d. International community actions	2. because areas become inhospitable	2. planet -earth
3 c. Main polluting nations	3. floods	3. nation - country
4. a. be conscious	4. recycling, change the way we build houses, use solar energy, etc.	4. obligatory- compulsory
	5. through new laws to protect the environment.	
	6. No, they won't.	

Writing

Activities: 1, 2 and 3 can vary.

Activity 4: Extra Green ideas

<p>1.</p> <p>A: What are you going to do to help the environment?</p> <p>B: I'm not going to drive my car and use public transportation instead. And you?</p> <p>A: We're going to save electricity by using solar panels on our house.</p> <p>B: That's a good idea. Will there be enough sunshine?</p> <p>A: Yes, but only in the summer. It won't work in the winter.</p>	<p>2.</p> <p>A: I'm going to join to this new climate change organization.</p> <p>B: Really? What are they going to do to stop climate change?</p> <p>A: They're going to do simple changes. For example, I'm going to ride my bike to work and I'm not going to use plastic bags.</p> <p>B: That's a good idea. Maybe I'll do that too.</p>
--	--

Speaking

Activities: 1, 2 and 3 can vary.

Self-Assessment

Answer can vary

Test –Answer key

1. a) are b) going to go c) am going to use d) am not going to drive
e) will destroy f) will increase g) is h) going to throw away i) is going to recycle
j) will be k) won't l) do

UNIDAD 3 / Clave de respuestas

Language Focus

Activity 1.

1. shouldn't play
2. shouldn't eat
3. shouldn't swim
4. Should ... drink
5. should do

Activity 2.

1. d
2. c
3. a
4. b
5. e

Activity 3.

1. Anne has flu so she should eat chicken soup.
2. Children should get vaccines to avoid illnesses.
3. People should drink two liters of water every day.
4. Bob shouldn't smoke because it causes cancer.
5. They shouldn't eat any medicine without a medical prescription.

Listening

Activity 1. Getting ready

1. h
2. b
3. a
4. c
5. d
6. g
7. f
8. e

Activity 2. Let's listen (track 1)

1. a
2. b
3. a
4. a
5. b
6. a

Activity 3--- (track 2) --Activity 4

Task a

- A. 2
- B. 5
- C. 1
- D. 6
- E. 4
- F. 3

Task b

1. a
2. b
3. a
4. c
5. c
6. b

TAPESCRIPT

Activity 2-Track 1-U3. Let's listen.

1.

A: I feel terrible today. I ate too mucho last night and my stomach doesn't feel well at all.

B: You should take something for it.

2.

A: This pain in my head is terrible.

B: Let me get you some aspirin.

A: Thanks. That's just what I need.

3.

A: I'm not going to school today. I've got to see the dentist. My tooth is really bothering me.

B: Oh, that's too bad.

4.

A: I think I'll stay in bed today. I think I hurt myself carrying those bags on the weekend. My back is killing me.

B: Can I give you a massage? Maybe that will help.

A: Oh, yeah. Thanks. I'll try anything.

5.

A: How do you feel?

B: Sorry. I can't talk.

A: Let me get you some hot lemon tea. That should help.

B: Thanks.

6.

A: I need to go to the drugstore. I have a bad cold and my head is all stuffed up.

B: Oh, that's too bad. I hope you feel better soon.

Activity 3 –Track 2-U3 Task a / Activity 4-Track 2-U3-Task b

1.

A: What do you take for a bad cold, Ted?

B: Oh, I have this great cold remedy. It always works. I chop up a bunch of garlic, put it in hot water, then drink it.

A: Gross! That sounds awful.

B: It is awful. I hated it when I was a kid. But my grandmother made me drink it every time I got a cold, and I always felt better a few hours later. It works for her, too. She's going to be ninety-four years old this summer!

A: Hmm. Maybe I should try it.

2.

A: What do you think is the best thing to take for a cold?

B: I take that new cold medicine. You know, the one they advertise on TV.

A: I've seen that commercial. The one with the dancing pink pill, right?

B: That's the one. Well, anyway, I had this really bad cold a few months ago and I was watching TV when the commercial came on. So I thought, you know, why not to try it? It worked so well for me. Now it's the only thing I take.

A: It sounds pretty effective.

3.

A: Do you have a good cold remedy?

B: Oh, sure. Chicken soup.

A: No way! Does that really work?

B: Have some. I promise you'll feel better.

A: Who makes the soup? Your mom?

B: Actually, my mom's a doctor, so she doesn't believe that chicken soup really works. So I make it myself. I just go down to the supermarket and pick up a can. I got the idea from a story I read in the newspaper. It was all about this guy who ate chicken soup for every meal, and now he's over a hundred years old.

A: I don't know. I never believe that stuff.

4.

A: What do you take for a bad cold, Jill?

B: Well, I don't like to take those cold medicines. They put me to sleep. I bought this last time I had a cold.

A: Whoa, what's that? It looks like the roof of a plant.

B: It's cold ginseng.

A: It looks kind of weird.

B: Yeah, but it really works. I live across the street from this woman from Korea, and she told me to try it. You should try it, too!

A: Well, I'll think about it.

5.

A: What do you take for a cold, Helen?

B: Oh, orange juice. It's supposed to be good for you because it has a lot of Vitamin C in it. I make a big pitcher of it and drink it all the time.

A: Interesting. Maybe I should try it.

B: You really should. I read about it on this website for health problems, you know, on the internet? It says that drinking a lot of orange juice can cure just about anything –even stuff like toothaches and sore muscles!

A: Well, I'm not sure about that. But I'll try it next time I have a cold.

6.

A: Do you have a good cold remedy?

B: Oh, sure. I usually make some hot tea –with a little honey and lemon juice in it. I feel much better after that.

A: Yeah, but you probably take cold medicine, too.

B: No, not at all. Those cold medicines make me feel really strange. I was complaining about it one day to this friend of mine who is an opera singer. She told me to try that tea. She said it's what all the famous singers drink when they have a cold.

A: Oh, yeah? Has your singing improved, too?

B: Actually, I think it has. Listen!

Activity 5. Let's listen (track 3) Task c

1. Patrick
stomachache
last night
yes
yes
no

2. Jenna
sore arm
on Saturday
no
yes
no

3. Kenneth
ear infection
last weekend
yes
yes
yes

4. Alexis
food poisoning
two days ago
yes
yes
no

Activity 6 Task d

1. c

2. a

3. b

4. d

Activity 5 –Track 3- U3-Task c / Activity 6 -Track 3- U3-Task d

1.

I woke up this morning with a really bad stomachache. At first I thought it was because I ate a really big dinner last night. I often have a stomachache if I eat too much. Anyway, I took some medicine, but I don't think it's working, because my stomach still feels funny. So, I'm going to see the doctor tomorrow. Maybe she can give me something stronger. It's awful because if I'm sick, I can't go to my friend's concert tomorrow night.

2.

I really hurt my arm playing tennis on Saturday. It's strange because I've been playing tennis for a long time, and I've never had this problem before. I can hardly lift my arm at all. It's really sore. I've been taking aspirin for the pain and that helps a little, but if it isn't any better tomorrow, I'll go and see the sports doctor. It's annoying because we have the tennis championships this weekend. If it isn't better, I won't be able to play.

3.

I have a bad ear infection. It started after I went swimming last weekend. It's really painful and I can hardly sleep at night. I often get ear infections in the summer. The doctor gave me some ear drops and some antibiotics, so it should get better in a few days. I hope my ears get better because I have to play in a band at a party next Saturday.

4.

I came down with food poisoning two days ago. It was awful. I went out for dinner and I ate fish. I don't think the fish was fresh because I got really sick in the middle of the night. Luckily, I had some medicine in the house because I had the same problem once before. I didn't go to the doctor. I just took the medicine and I feel better today. Unfortunately, I probably won't go to my best friend's graduation party tonight. I still don't feel 100 percent well. That's life, I guess!

Reading

Activity 1. Vocabulary

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

Activity 2 .Comprehension

A. Looking for the main idea

1. a
2. b
3. c

Activity 3 B. Looking for details

1. They believe that the parts of the body must be treated as a whole.
2. To treat a headache and chronic pain.
3. The Chinese method of acupuncture and Chiropractic medicine.
4. The practice of reflexology.

5. Tree bark, roots, grasses, and flowers.
6. About two thousands years.
7. Meditation, biofeedback, acupuncture, herbal medicine and hypnotism. /homeopathy. /chiropractic medicine.
8. A machine is used to measure skin temperature and other responses, so the patient can learn to control muscle tension and blood pressure.

Activity 4 .C. Making inferences and drawing conclusions

1. People might feel curiosity or they want to look for another approach to cure their illnesses.
2. Because they have proved to help cure some diseases.
3. He might give the patient a tea.
4. Because some of them have shown good results healing people.

Discussion

Activity 5. Student's answers

Speaking

Activity 1. Vocabulary

- | | |
|------------------------------|--------------------------------|
| 1. antídoto | 2. limpiador de cocina |
| 3. químico | 4. prevenir |
| 5. a prueba de niños | 6. prevención |
| 7. contaminar | 8. descompuesto |
| 9. contaminación | 10. tragar |
| 11. contenidos | 12. químico para el hogar |
| 13. desinfectar | 14. limpiador para el hogar |
| 15. desinfectante | 16. envenenamiento en el hogar |
| 17. irritante de ojos | 18. dosis |
| 19. intoxicación alimenticia | 20. insecticida |
| 21. dañino | 22. ingerir |
| 23. peligroso | 24. advertir |
| 25. irritar | 26. etiqueta de advertencia |
| 27. irritación | 28. no inducir a vomito |

Activity 2. Picture Discussion

(possible answers)

1. He drank some household cleaner (drain cleaner).
2. She should take him to the doctor's.
3. They could put the household cleaner away from the child.
4. He got food poisoning because he ate some fish in a street stand.
5. He shouldn't eat street food again and he should take some medicine.

Activity 3. What do you say? What do you do?

(possible answers)

1. Our mother should induce him vomiting.
We should take him to the doctor's.
We should call 911 and ask for help.

We should stay him awake.

2. He should avoid vomiting.
He should go to the doctor's.
We should tell his mother.
He should drink a lot of water.
3. I should call 911 and ask for help.
I should try to wake him up.
I should tell his family about it.
He should breathe some alcohol.
4. I should wash my face with water and soap.
I should wash my eyes with a large amount of water.
I should go to the doctor.
I should go to the doctor's if it is necessary.

Activity 4 . Reading a label

1. Sodium Hypochlorite.
2. I should remove contact lenses and rinse with plenty of water for 15 minutes.
3. I should call a physician or poison control center.
4. I should remove contaminated clothing and wash skin thoroughly with water.
5. It will release hazardous gases.

Closing

Student's ideas

Writing

Activity 1, answer can vary.

Speaking

Activity 1, answer can vary.

Self- Assessment

Answers can vary

Test

Answer Key

1. should take
2. should go
3. shouldn't eat
4. should
5. shouldn't do
6. Should

UNIDAD 4 / Clave de respuestas

Language Focus

Activity 1

Present simple

1. ...invents...
2. ...gets an idea...
3. ...has the idea...
4. What does Strauss invent?
5. ... doesn't invent...

Simple past

- ...invented...
- ...got an idea...
- ...had the idea...
- What did Strauss invent?
- ...didn't invent...

Simple future

- ... will invent...
- ... will get an idea...
- ...will have the idea...
- What will Strauss invent?
- ...won't invent / will not invent...

Activity 2

1. invented
2. was
3. came
4. were
5. used
6. became
7. changed
8. called
9. started
10. decorated

Activity 3

1. *Example:* The iPhone **is** a smartphone that was first released by Apple Inc. in 2007.
2. Samsung is the company that **makes** the iPhone processor.
3. In 2019, there are 19 new inventions that **will change** the world.
4. I think I **read** ten articles about inventions yesterday.
5. I was sitting in my room when I **got** the idea of a new product.
6. Who will **be** the next famous inventor next year?
7. The world **isn't** going to be the same.
8. Companies **shouldn't** invent products that generate garbage.
9. **Could** you explain me how this smartphone works?
10. I don't think he will **buy** the new electronic sensor pen.

Listening A

Activity 1

1. c. Ice cream cone.
2. a. French fries.
3. c. sandwiches
4. a. chewing gum

Listening B

Activity 2

1. T

2. F (by listening to them)
3. F (No, they didn't because he was always daydreaming)
4. T
5. T
6. F (Tom Cruise is American)

Reading

Activity 1

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

Activity 2

1. True
2. K1
3. K2
4. True
5. True
6. False
7. KX100
8. True

Listening A Transcript

Activity 1-Track 1-U4.

1

Boy: So the Menches brothers...

Girl: What, the people who say they invented the hamburger?

Boy: Yes. Well, they also say that once they were working in a fair, selling ice cream and at that time people ate ice cream from dishes. Anyway, it was so busy that they didn't have any more dishes, so Charles, one of the brothers, noticed a man who was selling this kind of sweet pastry. Menches tasted it, then got the idea of rolling it into the shape of a cone! He bought everything the man had.

Girl: So that's how they invented the ice cream cone!

2

Girl: I read another story on internet about 'Old Dave' another guy who said he invented the hamburger.

Boy: So what was that about?

Girl: Well, he said that he was selling chips with his hamburgers, except they didn't have a name for them then.

Boy: Americans called them French fries, don't they?

Girl: Well, yes, that's the point. A journalist asked Dave where he got the for his potatoes from and he said "Paris" meaning Paris Texas. That's where he was from, you see.

Boy: And the journalist thought he meant Paris, France?

Girl: Exactly. So people started calling them French fries.

Boy: That can't be true! No way!

3

Girl: It's interesting, isn't it, how food got invented?

Boy: Yes- and what about this one? In about 1750 – you know hundreds of years ago – an important man in England was really busy, so busy that he didn't have time for lunch, and he asked his cook just to put some meat between two pieces of bread! And so we got...

Girl: Sandwiches?

Boy: That's right.

Girl: But why that name?

Boy: Because the man in England was the Earl in a town called Sandwich.

Girl: you're jocking!

Boy: No, I'm not – it's true.

4

Girl: And did you ever hear about Thomas Adams?

Boy: No. What about him?

Girl: Well, He had some stuff called "chicle" – a bit like rubber, you know? From trees in Mexico. And He tried to make car tyres with it, and he tried to make rubber shoes with it, but nothing worked.

Boy: What has this got to do with food?

Girl: Well, one day, he was thinking, and he put a piece of this "chicle" in his mouth- and he started chewing it, and he like it!

Boy: Oh no! Don't tell me! Chewing gum!

Girl: That's right. He invented chewing gum! He started selling it in 1871.

Listening B Transcript

Activity 2 Track 2-U4

Interviewer: Good morning, and welcome to the programme. Today, we are discussing memory and intelligence, and with us in the studio is Dr Jane Cairns, a psychologist. Dr Cairns, you have said that Albert Einstein and Tom Cruise have similarities, can you explain what do you mean by that?

Dr. Cairns: Well, obviously there are a lot of differences between Albert Einstein and Tom Cruise. Einstein was a great scientist and Tom Cruise is a famous actor. Einstein was German and Cruise is American- and so on. But they have something in common: they weren't very good at school!

Albert Einstein didn't speak until he was four years old, and he couldn't read until he was seven. His teacher said he was very slow, and he was always daydreaming. And Tom Cruise didn't get good marks at school, because it took a long time to learn to read.

Interviewer: But actors have to remember their lines, you know, the words they have to say in a film. How can Tom Cruise learn his lines if he can't read?

Dr Cairns: Well, he can read now of course, but they say that he learns his lines by listening to them on a tape. He's much better at memorizing something that he has heard than something he sees on a page. And then of course there are other things that he can do extremely well. He's an excellent actor, isn't he?

Interviewer: And what about Albert Einstein? What was he not good at?

Dr Cairns: Well, that's a really interesting story.

When Einstein was at school, he never listened. He was always daydreaming so he got very bad marks, that's why his teachers thought that he wasn't a very intelligent person.

Interviewer: Oh, really? Einstein? Not an intelligent person? It's hard to believe.

Dr Cairns: Yes, and there's this story, you know, when Einstein was a famous scientist, somebody asked him, "Professor Einstein, when did you first get your ideas about space and time? And Einstein answered, "When I was 12" Then the man was very surprised because he knew that Einstein was very bad at school. So Einstein told the man that when he was 12, back at school, he daydreamed all the time. And in his daydreams, he imagined that he wasn't sitting in his classroom, but that he was travelling in space, out in space, with the stars and the planets! And this is how he got his ideas, while his teachers thought he was just stupid.

Interviewer: That's certainly a fascinating story. So what can we...

Writing

Activity 1, answer can vary.

Speaking

Activity 1, answer can vary.

Consolidation Exercise

1. SP
2. F
3. F
4. SP
5. SP
6. P
7. P
8. P
9. F
10. F

Self- Assessment

Answers can vary

Test

Answer Key

1. What do you have for breakfast?
2. Where were you born?
3. How old were you in 2010?
4. What are you going to do tomorrow?
5. I am going to visit my friend
6. Susan won't buy a new computer tomorrow.
7. Did you go anywhere this weekend?
8. I went to the public library on Saturday.



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PERIODO EZ 2019-2



ELABORÓ, APLICÓ Y
CALIFICÓ:

EXAMEN MODELO / Clave de respuestas

ANSWER KEY

SECTION I: USE OF LANGUAGE USE (20 PTS.)

I. Underline the correct option. 1 pt. each (___ / 5 pts.)

1. c
2. a
3. d
4. b
5. c

II. Circle True (T), False (F) or Not Given (NG). 1 pt. each (___ / 5 pts.)

6. F
7. T
8. F
9. F
10. NG

III. Circle the correct word from the list to complete the text. 1 pt. each (___ / 5 pts.)

11. a
12. c
13. d
14. a
15. b

IV. Match the columns writing the letter on the line. 1 pt. each (___ / 5 pts.)

d 16

- a_ 17
- b_ 18
- e_ 19
- f_ 20

SECTION II: READING. WORTH: 20 POINTS

V. Write True (T), False (F) or Not stated (NS), according to the text. 2 pts. each (___ / 10)

- 21. F
- 22. NS
- 23. T
- 24. F
- 25. T

VI. Based on the text, match the columns writing the number between the parenthesis. 2 pts. each (___ / 10)

- | | |
|----------|------|
| Upset | (29) |
| Repented | (28) |
| Relieved | (27) |
| Excited | (30) |
| Bored | (26) |

SECTION III: LISTENING. WORTH: 20 POINTS

VII. Circle True (T), False (F) or Not stated (NS), according to the text. 2 pts. each (___ / 10)

- 31 F
- 32 NS
- 33 T
- 34 NS
- 35 T

VIII. Circle the letter of the correct option. 2 pts. each (___ / 10 pts.)

- 36. c
- 37. a
- 38. b
- 39. d
- 40. b

Transcript

- SUSAN:** How was your day at school today, Ted?
- TED:** Bad. I had a chemistry test, and I blew *it*!
- SUSAN:** Maybe if you didn't cut class so often, you'd do better.
- BOB:** That's right, son. Stop slacking off and start hitting the books!
- TED:** But I can't stand chemistry class. Besides, it's a lost cause. That class is way over *my* head.
- SUSAN:** You need to **buckle down**.
- TED:** When I'm a famous musician, people won't **give a hoot** about my knowledge of atoms and molecules.
- BOB:** That's beside the point.
- SUSAN:** We know you **have your heart set on** going to New York University.
- BOB:** And you don't stand a chance of getting in there with such poor grades!
- RED:** Mmmm!

Taken for Academic Purposes from: *Drillpal, Ted's Day at School. Lesson 3.*

<http://www.drillpal.com/docs/lesson-3-teds-day-school>

SECTION IV: WRITING. WORTH: 20 POINTS

Bob's Night Out

IX. Complete the sentences. Use the Past Simple. 2 pts. each (___ / 10 pts.)

41. Bob was working with his computer, when the phone rang.
42. When Bob was talking to Sally, he realized it was her birthday.
43. When Bob was putting up his umbrella, it got stuck.
44. When Bob was riding in the taxi, he realized he had no money.
45. When Bob was hopping down the car, the cab driver told him he was a bum.
46. When Bob was walking towards Sally's house, a friend called his name.
47. When Bob said he was heading to a party, his friend offered him a ride.
48. When they were driving towards Sally's house, the car broke down.
49. When Sally was watching TV, Bob and his friend rang the bell.
50. When Bob and his friend were getting into the house, Sally told them her birthday was on the 30th.

	Criteria	0.0	0.2
Task	Writing Requirement	The clause does not describe an action in the picture.	The clause describes an action in the picture
Grammar	Subject	It does not have one. / It has one, but the reference is wrong.	It has one and the reference is right.
	Verb use	The verb in simple past is incorrectly conjugated.	The verb in simple past is correctly conjugated.
	Capitalization	First word in the sentence / Proper nouns (Bob, Sally) is / are not capitalized.	First word in the sentence / Proper noun is capitalized.
Vocabulary	Orthographic Awareness	One or more orthographic mistakes.	No orthographic mistakes.

SECTION V: SPEAKING. WORTH: 20 POINTS

XI. Talk with a mate or with a teacher about a bad day you had.

- 56. Explain what went wrong.
- 57. Explain why it went wrong.
- 58. Explain what you could do to prevent that in the future.
- 59. Describe any regrets you have.
- 60. Give a word of advice on how to handle frustration feelings.

Scoring Guide PER UTTERANCE TURN

SPOKEN INTERACTION		SPOKEN PRODUCTION					
General response		Topic development		Delivery		Language use	
The speaker understands the question and can express himself / herself fluently and spontaneously	1.0	Response is enough to the task. Relationships between ideas are clear.	1.0	Generally well-paced speech.	1.0	Response shows effective use of grammar and vocabulary	1.0
The speaker can interact provided there are repetitions and rephrasings at low rate	0.0	Limited relevant content is expressed. Response lacks substance.	0.0	Consistent pronunciation and intonation difficulties which make delivery choppy, fragmented, with frequent pauses and hesitations.	0.0	Range and control of grammar and vocabulary severely limit expression of ideas.	0.0

AUDIOS

CARPETA GENERAL: GUÍA DE ESTUDIOS INGLÉS IV_CCH_NAUCALPAN

https://drive.google.com/drive/folders/1JxrGHGbdA_tG5hmiq0_NIEH946ZRAHf7?usp=sharing

UNIT 1

Carpeta general: UNIT 1

<https://drive.google.com/drive/folders/1jPbE8ZDavMrIWZ3gHA3IVvNenzgV1Qv8?usp=sharing>

Activity 1- Track 1- U 1

https://drive.google.com/file/d/1371mG7C_3qivZwP_i401ObmGg_4qDO8P/view?usp=sharing

Activity 2- Track 1- U 1

<https://drive.google.com/file/d/1IL1lyDhycdAb-Tt8ckQwcouMKOiyXCoo/view?usp=sharing>

Activity 3- Track 3- U 1

https://drive.google.com/file/d/11oE09HIQ3AE_7uocDbfKIDrjZpP7tqQg/view?usp=sharing

UNIT 2

Carpeta general: UNIT 2

https://drive.google.com/drive/folders/1HwIZDbTts7KOsgW3XBXE4nMfu_t_wBp?usp=sharing

Activity 1- Track 1 -U2 Language Focus

<https://drive.google.com/file/d/196MTcAt3KnRxxLelwdr6TFEzgx7aj0XI/view?usp=sharing>

Activity 4- Track 2 -U2 Language Focus

https://drive.google.com/file/d/1rKHL9Py1rFckPpcWOw4rDGu33_QEDJkj/view?usp=sharing

Activity 2- Track 3- U2- Climate Change

<https://drive.google.com/file/d/1q9mpRfzKwldk4D9EpgrDaXqAgIZSkJN2/view?usp=sharing>

Activity 4-Track 4-U2- Go Green

<https://drive.google.com/file/d/1uzsJPSJuADFEYWcSJJR3jK0aS8rSLdRE/view?usp=sharing>

UNIT 3

Carpeta general: UNIT 3

<https://drive.google.com/drive/folders/1Vxpje1-0v9qd87m2L9krswjHzRWI5Dcy?usp=sharing>

Activity 2-Track 1- U3

<https://drive.google.com/file/d/1Q8hHfDR9tnPBbVJzTcDxoYK3NcvUnPG/view?usp=sharing>

Activity 3-Track 2- U3- Task a

<https://drive.google.com/file/d/186aaB7UHfNJ5pJ4zQ1Dk8ooPw4t6-2FA/view?usp=sharing>

Activity 4-Track 2-U3- Task b

<https://drive.google.com/file/d/1lcRp0-pLZo7Xq-Kjo9W1gurodSIXiZNA/view?usp=sharing>

Activity 5-Track 3- U3- Task c

https://drive.google.com/file/d/1aLN_GqMkZtiiUI0CindQrR2xiNTldNhM/view?usp=sharing

Activity 6-Track 3- U3- Task d

https://drive.google.com/file/d/1Kbo3WPT4QblqyyEfcpieGIAOk_xmNEcA/view?usp=sharing

UNIT 4

Carpeta general: UNIT 4

<https://drive.google.com/drive/folders/1KPUclPqoy4N64brLdhUnN0d3c33-Yk9X?usp=sharing>

Activity 1-Track 1- U 4

https://drive.google.com/file/d/10UFOfN4Wgsy_1WVouZKMEJ8qHS5KjGRU/view?usp=sharing

Activity 2-Track 2- U 4

https://drive.google.com/file/d/1lqy0FZNqsNPgZpRml3QaM37HCn_0tvNT/view?usp=sharing

EXAM

<https://drive.google.com/drive/folders/1rAltTyIN-4k6yi9T3nSdvW9-I7cZg9FU?usp=sharing>

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Pxhere (2017) beach, sea, water, ocean, snow, winter, fog, mist, morning, wave, wind, ice, weather, storm, season, blowing, raining, hurricane, blizzard, palm trees, florida, dangerous, freezing, dennis, key west, surge, atmospheric phenomenon, wind wave, winter storm. Copyrights under Creative Commons CC0. Taken from https://c.pxhere.com/photos/9d/73/key_west_florida_hurricane_dennis_weather_storm_surge_stormy_wind-1355448.jpg!d

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