

**UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO ESCUELA  
NACIONAL COLEGIO DE CIENCIAS Y HUMANIDADES PLANTEL  
AZCAPOTZALCO  
DEPARTAMENTO DE INGLÉS**

**GUÍA DE ESTUDIO  
PARA EL EXAMEN EXTRAORDINARIO DE INGLÉS I  
(4 HABILIDADES)**

Basada en el Segundo Acercamiento al Programa de Inglés I (SAPI)

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## Introducción

El objetivo de esta guía es presentarte los temas que son evaluados de acuerdo con los contenidos del programa de inglés I (SAPI) así como ayudarte con explicaciones y ejercicios para prepararte de una manera organizada en la presentación de tu examen.

Como primer punto, debes conocer lo que se espera de ti al término del examen, lo cual corresponde al Objetivo General de Inglés I (SAPI):

**El alumno será capaz de expresarse oralmente y por escrito de manera elemental para dar información personal de sí mismo y de otros. Además, comprenderá textos orales y escritos de estructura sencilla para obtener información de acuerdo a sus necesidades.**

La guía consta de cuatro unidades. Cada una de ella posee su propio objetivo y diferentes aprendizajes. Para el desarrollo de cada aprendizaje encontrarás cuadros explicativos de gramática, ejemplos y ejercicios guiados para que practiques las habilidades de comprensión de lectura y comprensión auditiva, expresión escrita y oral.

Para comprobar tu desempeño en los ejercicios y autoevaluarte, cuentas con una clave de respuestas al final de la guía. De la misma forma puedes consultar la transcripción de los audios que aparecen en cada unidad.

Respecto a la evaluación de tu composición escrita y conversación te recomendamos pedir asesoría con los profesores de mediateca.

Por otra parte, se incluye una bibliografía que puedes consultar en la mediateca de tu plantel, así como ligas de páginas web para la enseñanza del inglés donde podrás tener más práctica de los temas incluso con audios y videos.

Encontrarás también un ejemplo de examen con su clave de respuestas.

Finalmente, te indicamos las partes que conformarán tu examen extraordinario:

El examen tendrá 5 secciones (gramática, comprensión auditiva, comprensión de lectura, expresión oral y expresión escrita). El examen deberá ser contestado en una sesión de 2 horas. La calificación mínima aprobatoria es de 60 sobre 100.

Recomendaciones para el examen:

- Distribuye adecuadamente el tiempo para cada una de las secciones.
- Considera que, para la comprensión auditiva, podrás escuchar el audio dos o tres veces.
- Considera que, tu conversación será evaluada de manera individual por uno de los sinodales que te entrevistará.
- Asegúrate de haber concluido exitosamente tu registro para el examen.

¡ A estudiar y buena suerte !

**Unidad 1**

Expresiones de uso cotidiano en el salón de clases .....5  
 Saludos y despedidas .....5  
 Objetos del aula .....6  
 Instrucciones en el salón de clases ( imperativos) .....7  
 Alfabeto (deletrear) .....8  
 Números cardinales .....9  
 Países y nacionalidades .....10  
 Pronombres personales .....11  
 Verbo to be .....12  
 Adjetivos posesivos .....15  
 Completar formulario .....16  
 Artículo indefinido a / an .....17  
 Ocupaciones .....19  
 Plurales .....20  
 Pronombres demostrativos .....23

**Unidad 2**

Descripción de tus pertenencias.....28  
 Palabras para describir .....29  
 Ropa .....29  
 Presentar a alguien.....32  
 La familia ´s para indicar posesión.....34  
 Árbol genealógico.....35  
 Proporcionar información/ preguntas .....36  
 Estaciones del año, números ordinales y meses .....39

**Unidad 3**

Presente simple hábitos y rutinas .....44  
 Actividades cotidianas y rutinas (verbos) .....47  
 Identificar información específica en textos .....49  
 Forma interrogativa .....51  
 Gustos y preferencias .....54  
 Conectores de secuencia .....56

**Unidad 4**

Adverbios de frecuencia .....60  
 Intercambiar información específica sobre tus datos personales .....63  
 Solicitar y ofrecer información sobre actividades en forma escrita .....64  
 Toma de notas en mensajes orales breves .....67  
 Modelo de examen extraordinario .....69  
 Clave de respuestas .....70  
 Guiones de audios .....77  
 Bibliografía .....79

# Unidad 1

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

Aprendizajes:

- Comprende y utiliza expresiones de uso cotidiano en el salón de clases.
- Da y solicita de manera oral y escrita, información personal elemental sobre sí mismo y terceras personas.
- Describe de manera oral y escrita objetos que se encuentren en su casa y escuela.
- Obtiene datos específicos de un pasaje auditivo que le puede ser repetido para completar formularios simples.

## Tema 1

En este tema comprenderás y utilizarás expresiones de uso cotidiano en el salón de clases.

### 1. SALUDOS Y DESPEDIDAS

- A continuación, te presentamos los saludos más comunes en Inglés, estúdialos, repítelos y practícalos.

<b>Hello / Hola</b> <b>Hi / Hola</b> <b>Hey / Hola, oye.</b> <b>What's up? / ¿Qué onda?,</b> <b>¿Qué tal?</b>	<b>Goodbye / Adios.</b> <b>See you later /</b> <b>Te veo después</b>	<b>Good Morning /</b> <b>Buenos días</b>
<b>Good Afternoon /</b> <b>Buenas tardes</b>	<b>Good evening /</b> <b>Buenas noches</b>	

#### I. Lee los diálogos y subraya todos los saludos y despedidas que encuentres.

<p>A: Hi!</p> <p>B: Hey. What's up?</p> <p>A: Not much.</p> <p>B: Good to see you. Are we in the same class?</p> <p>A: Yeah. I think we are. See you later, then.</p> <p>B: Bye.</p>	<p>A: Excuse me, what's your name?</p> <p>B: Mike Jackson.</p> <p>A: How do you spell your last name, Mr.* Jackson?</p> <p>B: It's J- A-C-K-S-O-N.</p> <p>A: Ok, thank you.</p>
<p>A: Hello, Mary. How are you?</p> <p>B: I'm very well. And you?</p> <p>A: I'm fine, thanks.</p>	<p>A: Good morning. My name is Eunice Thomassiny.</p> <p>B: Please to meet you. Miss* Thomassiny.</p> <p>A: Please, call me Eunice.</p>



Adapted from: Mitchell, H.Q. 2012. Pioneer American Edition Elementary. MM Publications.

- En Inglés se utilizan los siguientes títulos:

Abreviatura	Significado	Uso	Ejemplo
Mr.	Señor	Mr. + last name	Mr. Smith/ Sr. Smith
Mrs.	Señora	Mrs. + last name	Mrs. Brown/ Sra. Brown
Miss	Señorita	Miss + last name	Miss Oliver/ Srita. Oliver

## 2. OBJETOS DEL AULA

- A continuación te presentamos los objetos más comunes que puedes encontrar en el salón de clase, estúdialos ya que te serán de utilidad para entender temas posteriores,.

		
book	notebook	pen
		
pencil	glue stick	sharpener
		
eraser	ruler	school bag
		
door	window	desk
		
chair	board	e-board
		
marker	e-marker	speakers
		
trash can	scissors	shelf

### 3. INSTRUCCIONES EN EL SALÓN DE CLASES IMPERATIVOS

- Observa con atención las siguientes **instrucciones de uso común en el salón de clases.**

		
1. Close your book.	2. Don't speak in Spanish.	3. Listen.
		
4. Look at the board.	5. Open your book.	6. Read the text.
		
7. Sit down.	8. Speak in English.	9. Stand up.
		
10. Talk in pairs.	11. Turn to page ....	12. Write.

¡Importante!

- Utilizamos un imperativo para dar instrucciones. Un imperativo se forma utilizando la forma base de un verbo:

**Close your notebook. / Cierra tu cuaderno.**

**Open the door, please / Abre la puerta por favor.**

- Para formar el negativo se le agrega la palabra **Don't** antes del verbo.

**Don't speak in Spanish in the classroom./  
No hables en español en clase**

**II. Listen to the audio and write the instructions. (Audio 1).**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_  
7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_  
10. \_\_\_\_\_

Tomado de: Mitchell, H.Q., New Let's Speed Up. MM Publications. USA. 2011.

Si consideras que necesitas practicar más este tema visita:

<http://www.learningchocolate.com/content/classroom-instructions>

#### 4. THE ALPHABET

➤ Listen to the alphabet. (Audio 2).

Tomado de: Mitchell, H.Q., New Let's Speed Up. MM Publications. USA. 2011.

##### Alphabet Pronunciation

<b>A</b> [eɪ]	<b>B</b> [bi:]	<b>C</b> [si:]	<b>D</b> [di:]	<b>E</b> [i:]
<b>F</b> [ef]	<b>G</b> [dʒi:]	<b>H</b> [eɪtʃ]	<b>I</b> [aɪ]	<b>J</b> [dʒeɪ]
<b>K</b> [keɪ]	<b>L</b> [el]	<b>M</b> [em]	<b>N</b> [en]	<b>O</b> [əʊ]
<b>P</b> [pi:]	<b>Q</b> [kju:]	<b>R</b> [ɑ:]	<b>S</b> [es]	<b>T</b> [ti:]
<b>U</b> [ju:]	<b>V</b> [vi:]	<b>W</b> [ˈdʌbəlju:]		
<b>X</b> [eks]	<b>Y</b> [waɪ]	<b>Z</b> [zed/zi:]		

EnglishClub.com

<https://www.englishclub.com/pronunciation/alphabet-saying.htm>



➤ Now listen again and repeat the letters.

You can find more information on this topic at:

<http://blogpara-aprenderingles.blogspot.mx/2012/07/el-alfabeto-en-ingles.html>

Read the following examples:

1. **What's your name? Andrew./ ¿Cómo te llamas? Andrés.**

**How do you spell your name? A-N-D-R-E-W**

**¿Cómo se deletrea tu nombre? A-N-D-R-E-S**

2. **What's your last name? Thomas**

**How do you spell your last name? T-H-O-M-A-S**

Try to spell the following information.

1. Kevin    2. Shakira    3. Madonna    4. Messi    5. Barack  
6. Obama    7. Donald    8. Trump    9. Wilcox    10. Jennifer

**III. Answer the following questions. Use your own information.**

1. What's your name? \_\_\_\_\_  
2. How do you spell you name? \_\_\_\_\_  
3. What's your last name? \_\_\_\_\_  
4. How do you spell your last name? \_\_\_\_\_

You can find more information on this topic at:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/spelling-names>

## 5. Números Cardinales

**Listen and repeat. (Audio 3 y 4)** Adaptado de: Mitchell, H.Q., New Let's Speed Up. MM Publications. USA. 2011.

0 zero	11 eleven	22 twenty-two
1 one	12 twelve	30 thirty
2 two	13 thirteen	40 forty
3 three	14 fourteen	50 fifty
4 four	15 fifteen	60 sixty
5 five	16 sixteen	70 seventy
6 six	17 seventeen	80 eighty
7 seven	18 eighteen	90 ninety
8 eight	19 nineteen	100 one hundred
9 nine	20 twenty	
10 ten	21 twenty-one	

You can find more information on this topic at:

<http://www.agendaweb.org/vocabulary/numbers-1-100-exercises.html>

#### IV. Listen and check the number you hear.

1. 15 \_\_\_\_\_ 50 \_\_\_\_\_

2. 17 \_\_\_\_\_ 70 \_\_\_\_\_

3. 13 \_\_\_\_\_ 30 \_\_\_\_\_

4. 19 \_\_\_\_\_ 90 \_\_\_\_\_

### 1. PAÍSES Y NACIONALIDADES

#### ➤ Study the following countries.

COUNTRIES	NATIONALITIES
1. Argentina	( ) I'm Spanish.
2. Australia	( ) I'm Mexican.
3. Brazil	( ) I'm British.
4. Canada	( ) I'm Polish.
5. China	( ) I'm Hungarian.
6. Columbia	( ) I'm American.
7. Egypt	( ) I'm Italian.
8. France	( ) I'm French.
9. Hungary	( ) I'm Portuguese.
10. India	( ) I'm Chinese.
11. Ireland	( ) I'm Russian.
12. Italy	( ) I'm Argentinian.
13. Mexico	( ) I'm Peruvian.
14. Peru	( ) I'm Australian.
15. Poland	( ) I'm Turkish.
16. Portugal	( ) I'm Brazilian.
17. Russia	( ) I'm Canadian.
18. Spain	( ) I'm Irish.
19. The United Kingdom	( ) I'm Egyptian.
20. The United States of America	( ) I'm Colombian.
21. Turkey	( ) I'm Indian.

#### V. Now match each country to its nationality.

- Estudia las siguientes preguntas:  
**Where are you from? / ¿De dónde eres?**  
**I'm from Mexico / Soy de México.**

**What's your nationality? / I'm Mexican.**  
**¿Cuál es tu nacionalidad? / Soy Mexicano.**

You can find more information on this topic at:

<http://www.learnenglish.de/basics/nationalities.html>

## Tema 2

En este tema aprenderás cómo proporcionar y solicitar alguna información personal elemental en Inglés utilizando el verbo to be. Para eso revisaremos algunos subtemas relevantes:

### 1. PRONOMBRES PERSONALES

- Observa cómo se utilizan los **pronombres personales** para hablar de distintas personas en la siguiente conversación. Identifícalos, aparecen en negritas.

Teacher: Good Morning. **I'm** Oscar. **I'm** your teacher.

Student 1: Good Morning. **I'm** Karen and this is **Kevin**. **He** is a musician.

Teacher: Nice to meet you! And **you**, Who are **you**?

Student 2: Hi! **I'm** Maggie and this is Susan. **She** is my friend.

Teacher: Nice to meet you!

#### ¡Importante!

Los pronombres personales se pueden utilizar como sujetos de los verbos y generalmente, se colocan antes del verbo.

**George is my boyfriend. He is a lovely person.**

**Jorge es mi novio. Él es una persona encantadora.**

Estudia la siguiente tabla:

	PERSONAL PRONOUNS	PRONOMBRES PERSONALES
		<b>Singular</b>
1ª persona	I	Yo
2ª persona	You	Tú
3ª persona	He	Él
3ª persona	She	Ella
3ª persona	It	Ello
		<b>Plural</b>
1ª persona	We	Nosotros
2ª persona	You	Ustedes
3ª persona	They	Ellos

**VI. Complete the sentences with the correct personal pronoun (I, you, he, she, it, we or they).**

1. My name is Claudia. \_\_\_\_\_ am from Mexico.
2. This is Jessica. \_\_\_\_\_ is a teacher.
3. This is Dan. \_\_\_\_\_ is from England.
4. London is in England. \_\_\_\_\_ is an expensive city.
5. My parents are doctors. \_\_\_\_\_ work in a hospital.

## VII. Fill in the blanks using personal pronouns.

**Nota:** El siguiente vocabulario te será útil para resolver el ejercicio. Posteriormente, dicho tema se te presentará ampliamente. **Who?**/ ¿Quién? **Where?** / ¿Dónde?



1. A: Who's she?  
B: \_\_\_ is Thalía.



Who's he?  
B: \_\_\_ is Gael G.



3. A: Who's \_\_\_?  
B: \_\_\_ is \_\_\_



4. A: Who's \_\_\_?  
B: \_\_\_ is \_\_\_



5. A: Where are \_\_\_?  
B: \_\_\_ are in school



6. A: Who \_\_\_?  
B: \_\_\_\_\_

## 2. Verbo to be

- El verbo **to be** equivale al español **ser** o **estar**. Dependiendo del sentido de la frase se deducirá su significado. En presente, el verbo se conjuga así: **am, is, are**. Observa el verbo "to be" en la siguiente conversación:

### Inglés

Teacher: What **is** your name?

Tom: My name **is** Tom.

Teacher: What's your last name?

Tom: Archundia.

Teacher: How **are** you?

Tom: I **am** fine. Thanks and you?

Teacher: I'm fine. What's your address?

Tom: 67 Nogal St.

Santa María la Ribera.

### Español

Profesor: ¿Cuál **es** tu nombre?

Tom: Mi nombre **es** Tom.

Profesor: ¿Cuál **es** tu apellido?

Tom: Archundia.

Profesor: ¿Cómo **estás**?

Tom: Yo **estoy** bien. Gracias y ¿usted?

Profesor: Bien. ¿Cuál **es** tu dirección?

Tom: Calle Nogal 67

Santa María la Ribera.

## ¡Importante!

Utilizamos el verbo 'to be' para dar información sobre una persona o cosa.

**I am Mexican. / Yo soy Mexicano.**

**Enrique Iglesias is from Spain; he is a famous singer.  
Enrique Iglesias es de España; él es un cantante famoso.**

**London is an expensive city; it is in England.  
Londres es una ciudad cara; está en Inglaterra.**

A continuación, te presentamos algunas frases en que también se utiliza:

Para expresar la edad\*.

**A: How old are you? / ¿Qué edad tienes\* tú?**

**B: I'm 17. And you? / Tengo 17. Y tú?**

**A: I'm 17 too, but Peter is just 15. / Tengo 17 también, pero Pedro tiene solo 15.**

\*En este caso el verbo **to be** se traduce como **tener**.




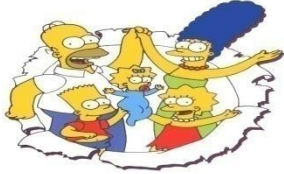
- En el siguiente cuadro encontrarás las distintas formas del verbo ser o estar en Inglés. Revisálas con atención.

Afirmativo		Negativo		Interrogativo
I am Yo soy, estoy	I'm	I am not Yo no soy, estoy	I'm not	Am I? ¿Soy yo? ¿Estoy yo?
You are Tú eres, estás	You're	You are not Tú no eres, estás	You aren't	Are you? ¿Eres tú? ¿Estás tú?
He is Él es, está	He's	He is not Él no es, está	He isn't	Is he? ¿Es él? ¿Está él?
She is Ella es, está	She's	She is not Ella no es, está	She isn't	Is she? ¿Es ella? ¿Está ella?
It is Es, está	It's	It is not No es, está	It isn't	Is it? ¿Es? ¿Está?
We are Nosotros somos,	We're	We are not Nosotros no somos, estamos.	We aren't	Are we? ¿Somos nosotros? ¿Estamos nosotros?
You are Ustedes son,	You're	You are not Ustedes no son, están	You aren't	Are you? ¿Son ustedes? ¿Están ustedes?
They are Ellos son, están	They're	They are not Ellos no son, no están.	They aren't	Are they? ¿Son ellos? ¿Están ellos?


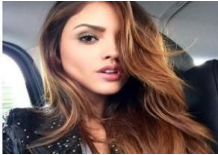


- Observa que a la **forma negativa** se le agrega la palabra ***not*** y que, para crear preguntas, se invierte el orden de las palabras.

Las siguientes actividades te servirán para practicar el verbo *to be* en sus distintas formas.

VIII. Look at the pictures and answer the questions with the correct form of the verb *to be*.

<p>1. A: Who is he?</p>  <p>B: ..... is Mick Jagger.</p>	<p>2. A: Who's he?</p>  <p>B: He ..... Keith Richards.</p>
<p>3. A: Who's she?</p>  <p>B: She..... Adele.</p>	<p>4. A: Who are they?</p>  <p>B: .....</p>

IX. Look at the pictures and answer the questions. Change the negative sentences to affirmative sentences.

<p>1. A: Is he Daniel Radcliffe?</p>  <p>B: No, he isn't. He's Ron Weasley.</p>	<p>2. A: Is she Belinda?</p>  <p>B: No, _____</p>
<p>3. A: Is he Bill Clinton?</p>  <p>B: No, _____</p>	<p>4. A: Are they at school?</p>  <p>B: No, _____</p>

You can find more information on this topic at:

<http://www.ejerciciodeingles.com/ejercicios-presente-verbo-to-be-rellenar-huecos/>

### 3. ADJETIVOS POSESIVOS

Lee cuidadosamente el siguiente diálogo. Los **adjetivos posesivos** están escritos con negritas para que puedas identificarlos fácilmente.

Karen: **My** name is Karen. This is my friend. **His** name is Kevin. He is a musician.  
**His** favorite class is English.

Luis: Hi!

Karen: Maggie and Susan are **our** classmates. **Their** favorite class is History.

Luis: Nice to meet you!

Karen: And this is Sharon, **her** friend is Steve. **Her** favorite class is Chemistry.

Luis: Nice to meet you!

#### ¡Importante!

- Los adjetivos posesivos son usados antes de un sustantivo para mostrar la relación de posesión que existe entre una persona y una cosa o característica.

**Look! That is my new car. / ¡Mira! Ese es mi carro nuevo.**

**What's your favorite city? / ¿Cuál es tu ciudad favorita?**

**Our favorite food is pizza. / Nuestra comida favorita es la pizza.**

- Observa la siguiente tabla cuidadosamente:

PERSONAL PRONOUNS	POSSESSIVE ADJECTIVES	
I	My	Mi
You	Your	Tu
He	His	Su (de él)
She	Her	Su (de ella)
It	Its	Su (de ello)
We	Our	Nuestro/Nuestra
You	Your	Su (de ustedes)
They	Their	Su (de ellos)

#### X. Circle the correct answer.

1. This is Mr. Smith. He is a Geography teacher. His/Her wife is a teacher, too.
2. She is Michelle Salas. His/Her blog is very famous.
3. Is that over there your/my house? No. My/Your house is next to the park.
4. They're in my English class. Our/Their names are Sharon and Kevin.
5. This is my friend. Her/Its name is Maggie.

You can find more information on this topic at:

<http://www.saberingles.com.ar/curso/lesson04/05.html>

**XI. Ahora necesitamos saber un poco más acerca de ti, por favor contesta las siguientes preguntas con tu propia información:**

- a) What's your name? \_\_\_\_\_
- b) What's your last name? \_\_\_\_\_
- c) How old are you? \_\_\_\_\_
- d) What's your address? \_\_\_\_\_
  
- e) What's your e-mail address? \_\_\_\_\_
- f) Where are you from? \_\_\_\_\_
- g) What's your nationality? \_\_\_\_\_

Para practicar la pronunciación y entonación de estas preguntas escucha el audio "Preguntas básicas en Inglés de información personal" en el sitio:

<http://www.aprenderinglesrapidoysencillo.com/2013/07/25/preguntas-basicas-en-ingles-de-informacion-personal-con-audio/>

**XII. Completa el siguiente formulario con tus datos para solicitar una credencial en la biblioteca del Instituto Anglo Mexicano.**

<b>TAMF Library</b>
Name: _____
Last name: _____
Age: _____
Address: _____
e-mail*: _____

\*El siguiente vocabulario te será útil para proporcionar un correo electrónico.

[jorgerobles@gmail.com](mailto:jorgerobles@gmail.com)

Símbolo	Inglés
@	At
.	Dot
/	Slash
( - )	Hyphen
( _ )	Underscore

**XIII. READING**

Read the text and answer the questions below.

**Isaac:** Hi! I'm Isaac Roberts. What's your name?  
**Judy:** My name is Judy Gardner. Where are you from?  
**Isaac:** I'm from London. And you?  
**Judy:** I'm from the U.S.A. I live in New York.  
**Isaac:** How old are you?  
**Judy:** Twenty-one and you?  
**Isaac:** I'm nineteen.





1. What's her name? \_\_\_\_\_
2. Where is she from? \_\_\_\_\_
3. How old is she? \_\_\_\_\_
4. What's his name? \_\_\_\_\_
5. Where is he from? \_\_\_\_\_
6. How old is he? \_\_\_\_\_



#### XIV. LISTENING. (Audio 5)

Listen carefully and complete the charts.

			
<b>First Name:</b>	María	<b>First Name:</b>	
<b>Last Name:</b>		<b>Last Name:</b>	
<b>Age:</b>		<b>Age:</b>	
<b>Nationality:</b>		<b>Nationality:</b>	American
<b>Occupation:</b>		<b>Occupation:</b>	

Adaptado de: Mitchell, H.Q., New Let's Speed Up. MM Publications. USA. 2011.

Si deseas practicar y mejorar tu habilidad de escucha. Visita los siguientes sitios y realiza los ejercicios:




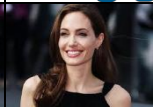
<http://www.aprenderinglesrapidoyfacil.com/2013/07/25/preguntas-basicas-en-ingles-de-informacion-personal-con-audio/>

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/library-giving-personal-information>.

Recuerda que puedes pausar, retroceder o adelantar la conversación cuando lo consideres conveniente.

#### 4. EL ARTÍCULO INDEFINIDO A / AN

Observa los siguientes ejemplos:

That is <b>a</b> good movie**!		He is <b>an</b> excellent student**.	
It is <b>an</b> apple. It is <b>an</b> expensive apple.		She is <b>a</b> famous actress. She is <b>an</b> actress.	

#### ¡IMPORTANTE!

- **A / An** son artículos que se usan para identificar sujetos u objetos en **singular** en una oración. Revisa la siguiente información:

*a* = un, una      *an* = un, una

- La diferencia entre ambas palabras radica en su uso, que a continuación presentamos:

- El artículo indefinido **a** se utiliza antes de una palabra que empiece con **consonante** o una vocal con sonido de consonante:

**a computer / una computadora**  
**a hotel\* / un hotel**  
**a university\* / una universidad**  
**a European country\*/ un país europeo**

\*En estos casos las palabras hotel, university y European tienen sonido de consonante. Puedes revisar la pronunciación en el siguiente sitio:

<http://www.wordreference.com/es/translation.asp?tranword=>

b) **An** se usa antes de palabras que empiezan con una **vocal** (a, e, i, o, u) o palabras que empiecen con una h muda.

- an apple / una manzana**
- an orange car / un carro anaranjado**
- an island / una isla**
- an actress / una actriz**
- an hour / una hora**

\*\*Observa que: En inglés usamos los **adjetivos** antes de los sustantivos:

1. The **White** house / La casa **blanca**.

Y después del verbo *to be*:

**J.K. Rowling is a famous writer. / J.k. Rowling es una escritora famosa.**

Los **adjetivos** en inglés tienen la misma forma para singular y plural.

**She reads popular books / Ella lee libros populares.**

En unidades posteriores de esta guía el tema te será explicado ampliamente

### XV. Order the words to create a logical sentence.









- a) is / actress / good / a / she .....
- b) this / an / book / is / interesting .....
- c) cell phone / an / is / expensive / that .....
- d) sandwich / delicious / a / It's .....
- e) excellent / an / movie / I / have .....

### XVI. Give an example:

- a) A funny movie .....
- b) A good politician. ....
- c) Three interesting books .....
- d) Some delicious food .....
- e) Two bad video games .....

## 5. OCUPACIONES

**XVII. Look at the pictures and write the occupations.**

a) actor 	b) _____ 	c) _____ 	d) _____ 
e) _____ 	f) _____ 	g) _____ 	h) _____ 

painter    athlete    singer    baker    doctor    dentist    architect

**XVIII. Order the letters to discover some occupations.**

_____ a) acort <b>actor</b> b) abekr                      _____ c) ttsnied                    _____ d) ctrood                      _____	e) taleteh                    _____ f) eginrs                      _____ g) aeinprt                    _____ h) tethcaric                   _____
--	--

**Revisa la pronunciación de las palabras en el siguiente sitio:**

<http://www.wordreference.com/es/translation.asp?tranword=>

**XIX. Completa las oraciones utilizando a o an.**

- |   |   |
|---|---|
| 1. My husband is _____ doctor.                          | 3. What _____ expensive computer!                 |
| 2. She is _____ actress and her husband is _____ actor. | 4. He is _____ good mechanic.                     |
|   | 5. I have _____ apple and _____ orange for lunch. |

You can find more information on this topic at:

<http://www.inglesmundial.com/Basico/Leccion2/Gramatica.html>

**XX. Utiliza las palabras guía proporcionadas y escribe oraciones describiendo personas famosas y sus ocupaciones. Debes utilizar el verbo *to be* y *a* o *an*. También puedes usar adjetivos posesivos.**

Ejemplo: a) He's Demián Alcazar. He's an actor.  
His name is Demián Alcazar. He's an actor.









- a) Damián Alcazar / actor
- b) Alfonso Cuarón / movie director \_\_\_\_\_
- c) Andrés Guardado / soccer player \_\_\_\_\_
- d) Cristina Pacheco / writer \_\_\_\_\_
- e) ..... / actress \_\_\_\_\_

### Tema 3

En este tema aprenderás a describir objetos que se encuentran en tu escuela o casa para lo cual te presentaremos algunos subtemas importantes:


#### 1. PLURALES

**VOCABULARIO. Observa los siguientes ejemplos:**

 1 bag	 2 bags	 1 pencil	 16 pencils
 1book	 10 books	 1 cell phone	 3 cell phones

 1 ruler	 3 rulers	 1 diary	 2 diaries
 1 bracelet	 2 bracelets	 1 scarf	 2 scarves

**¡IMPORTANTE!**

➤ El plural en inglés se forma agregando una letra  **S** a la palabra.  
Ejemplos:

**1 computer - 3 computers / 1 computadora - tres computadoras**  
**1 book - 5 books / 1 libro - 5 libros**  
**1 car - 10 cars / 1 carro – 10 carros**

➤ Si la palabra tiene la terminación ‘o’, ‘sh’, ‘ch’, ‘s’, ‘x’ o ‘z’, se le agrega ‘es’.  
**tomato – tomatoes / tomate - tomates watch - watches /reloj –relojes**

➤ Los sustantivos que terminen con consonante + ‘y’ forman su plural quitando la ‘y’ y agregando ‘ies’.

**country – countries / país / países fly / flies / mosca – moscas**

➤ Si la palabra termina con vocal más ‘y’ solamente se le agrega una ‘s’.

**day – days / día – días**  
**guy – guys / muchacho – muchachos**

➤ Algunos sustantivos que terminan en ‘f’ o ‘fe’, eliminan la ‘f’ o ‘fe’ y añaden la terminación ‘ves’.

SINGULAR	PLURAL
half (mitad)	halves (mitades)
knife (cuchillo)	knives (cuchillos)
shelf (repisa)	shelves (repisas)
thief (ladrón)	thieves (ladrones)
scarf (bufanda)	scarves (bufandas)

➤ Existen algunos plurales irregulares:

SINGULAR	PLURAL
man (hombre)	men (hombres)
woman (mujer)	women (mujeres)
child (niño,niña)	children (niños)
person (persona)	people (personas)
foot (pie)	feet (pies)
mouse (ratón)	mice (ratones)
tooth (diente)	teeth (dientes)

### XXI. Write the plural of the following nouns.

- |                |       |              |       |
|----------------|-------|--------------|-------|
| a) computer    | _____ | f) desk      | _____ |
| b) box         | _____ | g) trash can | _____ |
| c) window      | _____ | h) dairy     | _____ |
| d) pencil case | _____ | i) pen       | _____ |
| e) man         | _____ | j) sharpener | _____ |

You can find more information on this topic at:

<http://www.learnenglishfeelgood.com/sp/ingles-nombres-plurales1.html>

#### Pronunciación:

Los sonidos de la “S” en los plurales.

Existen 3 formas de sonidos para la terminación de la “s” en el Inglés: [s] [z] [ɪz]

#### Ejemplo:

Cuando decimos dos palabras básicas y comunes en inglés como “gatos” y “perros” “cats” [kæts]

- “dogs” [dawgz]

Las palabras escritas dentro de los corchetes son la escritura fonética de las palabras y nos muestran su pronunciación. Ahí podemos distinguir la [s] y la [z] en cada una.

La regla para usar la terminación depende de la letra con la que termine la palabra antes de agregar la S del plural. Existen dos categorías de sonidos: Fónicos (Voiced) o con sonido, es decir que se quedan vibrando y los sordos (Voiceless) que son sonidos que se detienen, es decir que no siguen sonando después de ser emitidos como la “t” en “put” que se detiene abruptamente.

A continuación verás la lista de los sonidos Voiced y Voiceless y su pronunciación.

<p><b>[s]</b> Sonidos voiceless que causan que la “s” se pronuncie como [s]:  <b>p], [t], [k], [f] [</b></p> <p>Ejemplos:            weeks [wiyks]            bits [bɪts]            backs [bæks]            briefs [brɪfs]</p>	<p><b>[z]</b> Sonidos Voiced que hacen que el plural “s” se pronuncie como [z] :  <b>[b], [d], [g], [l], [r], [w], [m], [n], [v], [y]</b></p> <p>Ejemplos:            webs [wɛbz]            beds [bɛdz]            bags [bægz]            bells [bɛlz]            jars [jɑrz]            straws [stɹawz]</p>	<p><b>[ɪz]</b> Los sonidos que hacen que el plural “s” se pronuncie como una sílaba adicional “ez”[ɪz]:  <b>[tʃ] [dʒ] [s] [z]</b></p> <p>Ejemplos:            watches [wɑ tʃɪz]            bridges [brɪ dʒɪz]            judges [dʒʌ dʒɪz]            slices [sɪəɪ sɪz]            blazes [bleɪ zɪz]</p>
---	---	--

Para practicar y entender más del tema usa el siguiente link donde verás el video de los sonidos de la “S” del plural

<https://www.youtube.com/watch?v=cWNW3-4Wpao>

## 2. PRONOMBRES DEMOSTRATIVOS

➤ Observa con atención la siguiente tabla:

	Demonstrative Pronouns	Pronombres Demostrativos
Singular	This	Esto, este, esta
	That	Eso, esa Aquello, aquella
Plural	These	Estos, estas
	Those	Esos, esas Aquel, aquellas.

➤ Las palabras *This* y *that* se utilizan en singular.



**This is my mobile phone. / Este es mi celular.**



**That is a new car. / Ese es un auto nuevo.**

➤ *These* and *those* se utilizan con sustantivos en plural.



**These are my parents / Estos son mis padres.**



**Those are my neighbors. / Aquellos son mis vecinos.**

- **This** y **these** refieren a personas o cosas que están **cerca** de ti mientras que **that** y **those** se refieren a personas o cosas que están **lejos** de ti.
- Revisa cuidadosamente la siguiente imagen y posteriormente lee los ejemplos:



I would like this notebook and that pen, please! / Quisiera este libro y esa pluma por favor.

These friends study in that school over there / Estos amigos estudian en esa escuela por allá.

You can find more information on this topic at:

<http://www.englishexercises.org/makeagame/viewgame.asp?id=4617>

## XXII. Look at the picture and underline the correct option.



1. This / these are my books.



2. That/ those is my pen.



3. This / these is her father.





4. That / those is the man I like.



## XXIII. Reading

### 1. Read the conversations and answer the questions.

<p><b>A</b> Pam: Excuse me, teacher, What's that in English? Teacher: It's an e-board. Pam: And what are those? Teacher: They are speakers. Pam: Thank you. Teacher: You're welcome.</p>	<p><b>B</b> Oscar: Excuse me, please. Sandy: Yes? Oscar: What's this in English? Sandy: It's a pillow. Oscar: And what are these? Sandy: They are shelves.</p>
<p><b>1</b></p> 	<p><b>2</b></p> 

Adaptado de: Seligson, Paul. 2011. Essential American English 1. Richmond. Mexico

- a) Where are Pam and the teacher? \_\_\_\_\_  
b) Where are Oscar and Sandy? \_\_\_\_\_

### 2. Read again and match the dialogue to the correct picture.

- a) Conversation A – Picture \_\_\_\_  
b) Conversation B – Picture \_\_\_\_

## XXIV. Listening (Audio 6) Tomado de: Seligson, Paul. 2011. Essential American English 1. Richmond. Mexico.

### 1. Listen to the conversation and fill in the blanks.

Lars: What are 1. \_\_\_\_\_ in English?  
Rita: 2. \_\_\_\_\_ keys.  
Are 3. \_\_\_\_\_ newspapers?  
Lars: No, no, I don't remember. 4. \_\_\_\_\_ a minute.  
No.No, they 5. \_\_\_\_\_.  
They aren't newspapers.  
They're .....6. \_\_\_\_\_.

2. Escucha nuevamente el audio para corroborar tus respuestas.
3. Revisa tus respuestas utilizando la clave de respuestas que se encuentra al final de esta guía.
4. Practica leyendo la conversación.

## XXV. Writing

### Opción A

Recuerda tu salón de clases y realiza un dibujo del mismo incluyendo todos los objetos que tenga.

Escribe una pequeña nota donde describas varios objetos que hay en tu salón. Debes incluir las palabras *this, that, these* y *those, a, an*, objetos en singular y plural. Además no olvides incluir el verbo *to be*.

### Opción B

Tómale una foto a tu recamara.

Escribe una pequeña nota donde describas algunos de tus objetos personales. Debes incluir las palabras *this, that, these* y *those, a, an*, objetos en singular y plural. No olvides utilizar el verbo *to be*.

#### Rubric for writing

En tu escrito se te evaluará la variedad de vocabulario, el uso correcto de la gramática, la correcta escritura de las palabras (spelling) y el adecuado orden de las palabras que den coherencia a lo que quieres decir.

	1 Needs Improvement	2 Enough	3 Good	4 Excellent
Vocabulary	1	2	3	4
Grammar	1	2	3	4
Spelling	1	2	3	4
Syntax	1	2	3	4

Total \_\_\_\_\_

## XXVI. Speaking

Utiliza la nota que elaboraste en el ejercicio anterior (XXV) y practica leerla, posteriormente intenta describir algunos objetos que se encuentren a tu alrededor.

#### Rubric for speaking

	1 Needs Improvement	2 Enough	3 Good	4 Excellent
Coherence	1	2	3	4
Fluency	1	2	3	4
Pronunciation	1	2	3	4
Sentence structure (grammar and vocabulary)	1	2	3	4

Total \_\_\_\_\_

## Autoevaluación Unidad 1

Después de haber terminado esta unidad,

### Ahora yo puedo...

• Comprender y utilizar expresiones de uso cotidiano en el salón de clases.	😊 ☹️
• Dar y solicitar de manera oral y escrita, información personal elemental sobre sí mismo y terceras personas.	😊 ☹️
• Describir de manera oral y escrita algunos objetos que se encuentran en mi casa y la escuela.	😊 ☹️
• Obtener datos específicos de un pasaje auditivo que puede ser repetido para completar formularios simples.	😊 ☹️

## Unidad 2

### **Propósito:**

Al finalizar la unidad, el alumno será capaz de describir personas y sus posesiones de manera oral y escrita, así como de comprender textos orales y escritos sobre familiares.

### **Aprendizajes:**

El alumno:

- Describe sus pertenencias de manera oral y escrita.
- Describe a su familia de manera oral y escrita, sus posesiones y sus relaciones de parentesco.
- Proporciona información sobre sus pertenencias y las de otros de manera oral y escrita.
- Identifica datos específicos en textos orales y escritos sobre tópicos cotidianos como la escuela, familia y amigos.

## Tema 1 Descripción de objetos

**Aprendizaje:** describirás tus pertenencias de manera oral y escrita.

### My favorite things

I **have** a new smart phone for my birthday. I **have** a metal half heart necklace and my boyfriend **has** the other half. I have a beautiful pink blouse with flowers on it. I **don't have** a car, but my boyfriend **has** a sport car. I like it very much.



El verbo **have/has** significa “**tener**” lo mismo que **have/has got**. **Have** se utiliza para los pronombres **I, you, we y they** mientras que “**has**” se utiliza para la tercera persona del singular **he, she, it**. **Have got** y **has got** funcionan de la misma manera pero **Have/has** se utiliza en el inglés americano mientras que **Have/has got** se utiliza en el inglés británico.

En la siguiente tabla se muestra la estructura para oraciones afirmativas, negativas y preguntas.

I you we they	have (afirmativo) don't have (neg)		I you we they	have got (afirmativo) haven't got (neg)
he she it	has (afirmativo) doesn't have (neg)		he she it	has got (afirmativo) hasn't got (neg)
Pregunta				
	I you we they	have	Ejemplos	
Do	I you we they	have	Do you have a pencil? ¿Tienes un lápiz?	
Does	He she it	have	Does he have a brother? ¿Él tiene un hermano?	
Have	I you we they	got	Have you got a pet? No, he hasn't got a pet. ¿Tienes una mascota? No, él no tiene una mascota.	
Has	He she it	got	Has she got a red house? Yes she's got a red house. ¿Ella tiene una casa roja? Si, ella tiene una casa roja	

## Palabras para describir (adjetivos)

Un adjetivo calificativo es una palabra que describe o califica a un sustantivo, nos dice sus características físicas (color, forma, tamaño), sus condiciones (físicas, mentales, etc.), de apariencia o percepción y estados de ánimo, número, etc. **Los adjetivos en el inglés no se pluralizan.**

Ej. *The dogs are **wild**.*                      *They are **happy**.*                      *I am **tall**.*

Los adjetivos en inglés se pueden colocar de dos maneras:

-Antes de un sustantivo: con el adjetivo antes del sustantivo se forma una frase nominal, o **noun phrase**. Se pueden colocar uno o más adjetivos antes del sujeto (noun).

The **big blue** ball. *La pelota grande y azul*

A **nice Mexican** family. *Una agradable familia Mexicana*

-Después del verbo **to be**, en caso de agregar otra característica (adjetivo), se utiliza la conjunción “**and**” (y).

**She is beautiful and interesting.** *Ella es bella e interesante*

This notebook is **elegant and expensive.** *Este cuaderno es elegante y costoso.*

### I. Underline the words that express characteristics.

- |  |   |
|--|---|
| 1. The Iphone is expensive.              | 4. The school is a beautiful place.         |
| 2. The cow eats fresh grass.             | 5. The sweet chocolate muffin is delicious. |
| 3. The engineers are intelligent people. | 6. The expensive car is fast.               |

### II. Write the name of the object, animal or person that corresponds to the characteristic from exercise I.

expensive lphone

- |                   |                      |
|-------------------|----------------------|
| 1.fresh _____     | 4. delicious _____   |
| 2.fast _____      | 5. intelligent _____ |
| 3.beautiful _____ | 6. expensive _____   |

## CLOTHES

Mario: I **have got** new clothes.

Princess: Is it your birthday?

Mario: Yes it is. I **have got** many presents.

Princess: **Have** you **got** new shoes too?

Mario: No, I haven't. I **ve got** some blue jeans and some cool t-shirts.

A continuación podrás revisar el vocabulario de artículos para vestir (**Clothes**).

### III. Write the names of the clothes on the lines.

- shirt = camisa
- t-shirt = playera
- blouse = blusa
- tank=camiseta sin mangas
- sweatshirt/sweater = suéter
- dress = vestido
- skirt= falda
- vest = chaleco
- suit = traje
- jacket= chamarra/chaqueta
- coat= abrigo
- trousers = pantalones
- jeans = jeans
- shorts = pantalones cortos
- socks = calcetines
- underwear = ropa interior
- bathing/ swim-suit = traje de baño
- tie = corbata
- gloves = guantes
- scarf = bufanda
- cap = gorra
- hat = sombrero
- shoes = zapatos
- sandals = sandalias
- trainers /sneakers = tenis
- boots = botas
- purse= bolsa de mano



### IV

Write the names of the clothes next to the lines.



### V. Complete the information to describe their clothes.

Ej. Carlos / shoes

Cindy / purse

Carlos has got brown shoes

Does Cindy have a purse ?

<p>1. Cindy _____ a pink dress.</p> <p>2. Cindy _____ a yellow purse.</p> <p>3. Carlos _____ (not) a jacket.</p>	<p>4 _____ Carlos _____ a sweater? No, he doesn't.</p> <p>5. Cindy and Carlos _____ (not) hats.</p>
--	---

**VI. Describe 5 of your favorite things, include some clothes. Use have or have got and mention characteristics.**

I have ... \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**VII. Write in a paragraph a description of you and a friend. Include clothes, use adjectives, the verb to have and to be.**

*Ej. I am a student in CCH. I've got straight black hair. I have a grey jacket...*

Hello, my name is ...  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

En tu escrito se te evaluará la variedad de vocabulario, el uso correcto de la gramática, la correcta escritura de las palabras (spelling) y el adecuado orden de las palabras que den coherencia a lo que quieres decir.

**Rubric for writing**

	1 Needs Improvement	2 Enough	3 Good	4 Excellent
Vocabulary	1	2	3	4
Grammar	1	2	3	4
Spelling	1	2	3	4
Syntax	1	2	3	4

**Total** \_\_\_\_\_

**VIII. Speaking. Acude a la mediateca y solicita la asesoría de un profesor de la materia de inglés. A partir del texto que escribiste deberás describirte oralmente de acuerdo cómo vayas vestido en ese momento.**

Para tu evaluación oral se tomará en cuenta que organices de manera coherente tus ideas, la fluidez con que hables, la correcta pronunciación y uso correcto de los aspectos gramaticales.

**Rubric for speaking**

	1 Needs Improvement	2 Enough	3 Good	4 Excellent
Coherence	1	2	3	4
Fluency	1	2	3	4
Pronunciation	1	2	3	4
Sentence structure (grammar and vocabulary)	1	2	3	4

**Total** \_\_\_\_\_

## Tema 2

**Aprendizaje:** describirás a tu familia, sus posesiones y sus relaciones de parentesco.

**Presentar a una persona.** *To Introduce a person.*

**Utilizamos los demostrativos : This, These, That y Those**

This is Mr. Bean. Éste es el señor Bean.

These are my parents. Éstos son mis padres.

That is Mrs. Rowling. Esa es la señora Rowling.

Those are my sister Ann and my brother John. Esos son mi hermana Ann y mi hermano John.

**De igual manera en esta presentación se puede agregar información adicional de la persona:**

Those are my students, they are very intelligent.

This is my brother, he is an architect.

**Nota: En un diálogo se espera que las personas que se están presentando se saluden para comenzar una plática.**


Hi / Hello/ Good morning/ etc. + Nice to meet you.


Pleased to meet you. Un placer conocerte.

**IX. Complete the dialogs according to the images and the information.**

Ejemplo:

 <p>Tom, Mary                      John</p>	<p>Mary: Hi, John.          John : Hi Mary!          Mary: This is Tom, he is my boyfriend.                Tom, <u>this is John</u>, my cousin. He is a musician.          Tom: Nice to meet you John.          John: Nice to meet you too , Tom.</p>
--	---

 <p>Kate                      Juan, Naomi</p>	<p>Naomi: Hello, Kate.          Kate : Hi Naomi.          Naomi: Kate, this is 1 _____.          Juan, 2 _____ is Kate. She works in my office.          Juan: 3 _____ Kate.          Kate: 4 _____ too, Juan.</p>
--	--

 <p>Nat, George                      Belle</p>	<p>George: 5 _____, Belle.          Belle: 6 _____, 7 _____.          George. Belle, this 8 _____.          Nat, 9 _____ Belle.          Belle: 10 _____.          Nat: 11 _____.</p>
---	---

Imágenes: <http://www.wikihow.com/Introduce-People>



Aquí tienes una conversación entre dos amigos, pon atención a las palabras en **negritas**.Cuál es la función de estas palabras en el texto?

Boy -Hi, is that your friend? She is **beautiful!**

Girl- Yes, and she is **intelligent**.

Boy- Wow. I like her a lot.

Girl – She thinks you are **handsome**. Why don't you talk to her?

Boy- Is that his boyfriend? He is **tall** and **dangerous**. Actually I'm very **shy**.  
Maybe another time. Bye.

Puedes ver que las palabras en negritas están describiendo las características de alguien. El verbo *to be* que revisamos anteriormente, nos ayuda a introducir estas palabras.

**X.Match the information according to the characteristics.**

- |                  |                     |
|------------------|---------------------|
| 1.I              | a. is wonderful.    |
| 2.México         | b. are intelligent. |
| 3. Brad Pitt     | c. is beautiful.    |
| 4. We            | d. is handsome.     |
| 5. The sculpture | e. am hungry        |

**Characteristics to describe people**

Características Físicas	Estados de ánimo	Condiciones físicas	Percepción
tall-alto short- bajo thin-flaco fat- gordo	sad-triste angry-enojado upset-molesto cheerful- alegre	hungry-hambriento thirsty- sediento old- viejo young-joven	beautiful-bonito ugly- feo nice-agradable handsome-guapo

**XI. complete the descriptions using the characteristics in the box.**

Intelligent   strong   old   young   new

- |                            |                         |
|----------------------------|-------------------------|
| 1.The boy is _____.        | 4. Einstein is _____.   |
| 2.My grandmother is _____. | 5. The tablet is _____. |
| 3.Superman is _____.       |                         |

## XII. Describing people.

### 1. Match the person with the right description .



1

a)She's got straight, ginger hair.

b)He's old and he's wearing glasses.



2

c)She's got black, curly hair.



3

d)He's got short, brown hair.



4

## FAMILY

### Read the text about the royal English family.

Queen Elizabeth II is married to Prince Philip, Duke of Edinburgh. They've got three sons (Charles, Andrew and Edward), one daughter (Anne) and seven grandchildren. Prince Charles, who is married to Camilla Parker Bowles, has got two children, Prince William and Prince Harry. Princess Anne has got a son and a daughter. Princess Anne's son's name is Peter and her daughter's name is Zara. Prince Andrew is divorced and has got two daughters, Princess Beatrice and her sister, Princess Eugenie. Prince Edward is married to Sophie Rhys-Jones. Their daughter's name is Louise.

's Se puede señalar posesión por medio del uso de 's (apóstrofo + s)

This is **Daniel's** house. Esta es la casa **de Daniel**

Si el sustantivo termina en **s** sólo se agrega **apóstrofo**

**Carlos's** dream. El sueño **de Carlos**

The **cat's** food. La comida del **gato**

The **dogs's** house. La casa **de los perros**.

The **cats's** food. La comida de **los gatos**

### XIII. Write true or false next to the following information and write the correct ideas for the false information.

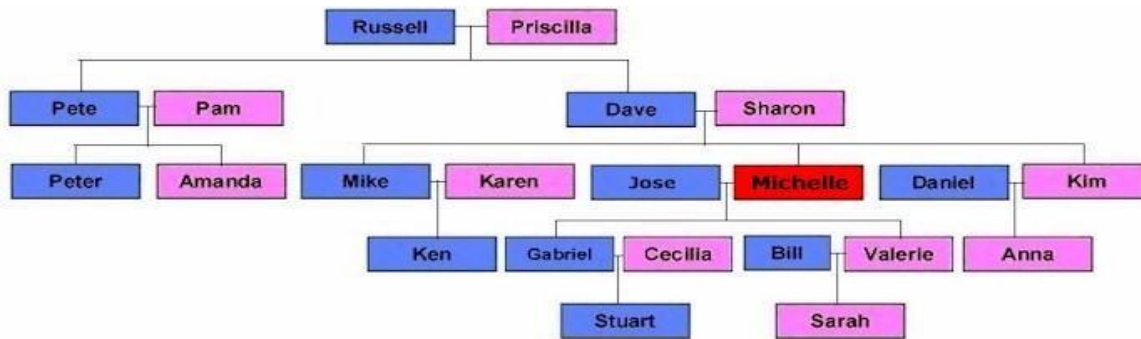
- a) Prince Philip is the queen's husband. \_\_\_\_\_
- b) The queen has got three daughters and one son. \_\_\_\_\_
- c) The queen's daughter's name is Anne. \_\_\_\_\_
- d) Prince Charles has got two daughters. \_\_\_\_\_
- e) Prince William's brother's name is Peter. \_\_\_\_\_
- f) Zara's grandfather is Prince Philip. \_\_\_\_\_
- g) Princess Beatrice's sister's name is Louise. \_\_\_\_\_
- h) Prince Edward's wife is called Sophie. \_\_\_\_\_

## Family Members

<http://1.bp.blogspot.com/-HDkCO3IUd0c/U8fnYUbuYqI/AAAAAAAAAB4w/QIbhZm714IM/s1600/Family.png>

<i>Madre (mamá)</i>	Mother (mom/mum)	<i>Abuelo</i>	Grandfather (grandad)
<i>Padre (papá, papi)</i>	Father (dad)	<i>Abuela</i>	Grandmother (grandma)
<i>Hijo</i>	Son	<i>Nieto</i>	Grandson
<i>Hija</i>	Daughter	<i>Nieta</i>	Granddaughter
<i>Hermano</i>	Brother	<i>Sobrino</i>	Nephew
<i>Hermana</i>	Sister	<i>Sobrina</i>	Niece
<i>Tío</i>	Uncle	<i>Mujer</i>	Wife
<i>Tía</i>	Aunt	<i>Marido</i>	Husband
<i>Primo/a</i>	Cousin	<i>Pareja</i>	Partner
<i>Cuñado</i>	Brother-in-law	<i>Suegro</i>	Father-in-law
<i>Cuñada</i>	Sister-in-law	<i>Suegra</i>	Mother-in-law
<i>Familia política</i>	In-laws	<i>Yerno</i>	Son-in-law
<i>Familiares</i>	Relatives	<i>Nuera</i>	Daughter-in-law

**XIV. Use this family tree to complete the information about Michelle's family.**



<http://www.inglesmundial.com/Basico/Leccion5/Vocabulario.html>

1. Sharon is Michelle's **mother**
2. Dave is Michelle's \_\_\_\_\_
3. Jose is Michelle's \_\_\_\_\_
4. Kim is Michelle's \_\_\_\_\_
5. Mike is Michelle's \_\_\_\_\_
6. Priscilla is Michelle's \_\_\_\_\_
7. Russell is Michelle's \_\_\_\_\_
8. Pam is Michelle's \_\_\_\_\_
9. Pete is Michelle's \_\_\_\_\_
10. Peter is Michelle's \_\_\_\_\_

**XV. Order the words to describe the possessions of Michelle's family.**

Mother / house / has / 's / Michelle / a / Florida / in /      Michelle's mother has a beautiful house in Florida.

1. Sarah / pet / 's / dog / is / a / \_\_\_\_\_
2. Stuart / video games / 's / are / fantastic / \_\_\_\_\_
3. Karen / son / 's / has got / new / bicycle / a \_\_\_\_\_
4. Michelle / job / husband / 's / a / has / good \_\_\_\_\_

**XVI. Write about 2 members of your family.** Include physical description, personality and mention some possessions. (60 palabras).

**Rubric for writing**

	1 Needs Improvement	2 Enough	3 Good	4 Excellent
Vocabulary	1	2	3	4
Grammar	1	2	3	4
Spelling	1	2	3	4
Syntax	1	2	3	4

**Total** \_\_\_\_\_

**Tema 3**

Proporcionarás información sobre tus pertenencias y las de otros de manera oral y escrita.

Aquí tenemos una conversación. En ésta, podemos observar que se intercambia información. ¿Cuál es la estructura que nos permite obtenerla?

Son - Wow! You have a **beautiful car**. Is it **new**?

Father- Yes. It is.

Son - Is it **expensive**?

Father- No, it isn't. It is **cheap**.

Son – Is it **fast**?

Father- No it isn't. Sorry.

La pregunta es la estructura que nos permite obtener información de otros.

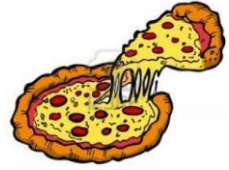
Para preguntar sobre las características de objetos o personas el verbo “**to be**” a manera de auxiliar, se moverá al principio de la oración, seguido de nuestro sustantivo y el complemento.

<b>Verbo to be</b>	<b>Sustantivo</b>	<b>Complemento</b>	<b>?</b>
<i>Is</i>	<i>the car</i>	<i>new</i>	<i>?</i>
<b>Respuesta corta: Yes, it is. / No it isn't.</b>			

<b>Oración afirmativa</b>	<b>Forma de pregunta</b>
My mother is gentle. Mi mamá es amable.	Is my mother gentle ? ¿Mi mamá es amable?
He is a good man. Es un buen hombre.	Is he a good man ? ¿Es un buen hombre?
I am a good student. Soy un buen estudiante.	Am I a student ? ¿Soy un estudiante?
We are worried . Estamos preocupados .	Are we worried ? ¿Estamos preocupados?

**XVII. Read the text and underline the questions.**

Mario- Hi Marco! How are you today?  
 Marco- I'm fine, and you?  
 Mario- I'm fine too. Are you hungry? I want to eat something.  
 Marco - Yes. I'm very hungry. I like pizza.  
 Mario- Me too! Is it expensive?  
 Marco- No, it isn't. Pizza is cheap. Is the restaurant on the corner good?  
 Mario- Yes it is. It is famous for the delicious pizza.  
 Marco- Let's go!



**XVIII. Write true or false according to the text.**

1. Marco is hungry\_\_\_\_\_
2. Mario is sad\_\_\_\_\_
3. Pizza is expensive\_\_\_\_\_
4. The restaurant on the corner is not good.\_\_\_\_\_
5. The restaurant's pizza is good.\_\_\_\_\_

**Preguntas con Wh- words.**

También se les conoce como preguntas informativas. Al contrario que las preguntas con una respuesta de **Yes** or **No** como las que vimos anteriormente, en este tipo de preguntas buscamos obtener información específica por medio de las palabras:

**What** qué                      **Who** quién                      **Which** cuál                      **How** cómo  
**Where** dónde                      **When** cuándo                      **Why** por qué

Las preguntas inician con la Wh word con la siguiente estructura:

<b>Wh word</b>	<b>Verb to be</b>	<b>noun</b>	<b>complement</b>	<b>?</b>
----------------	-------------------	-------------	-------------------	----------

La estructura nos muestra que la Wh word se coloca al principio de la oración seguida del auxiliar (verbo to be), el sujeto y el complemento.

**Ej.**                      What is it? ¿Qué es esto?                      Who is he? ¿Quién es él?  
                                  It is (It's) a car. Es un carro.                      He's my friend. Es mi amigo.

**XIX. Complete the questions with the correct WH Word.**

1. _____ is it ? It's a cat.	6. _____ is the school? It is in the city.
2. _____ is your mom? She's in the supermarket.	7. _____ is your exam? The next week.
3. _____ is the party? Tomorrow	8. _____ car is red? My dad's car.
4. _____ is he? He is my dad.	9. _____ is she? She's my girlfriend.
5. _____ are we? We're students.	10. _____ is he? He is in the kitchen.

**Read the following dialog.**

Mario- Your house is beautiful.  
Princess- Thanks, but that is not my house. That is Luigi's house.  
Mario- Oh, so where's your house?  
Princess- I don't have a house.  
Mario- Sorry.  
Princess- Don't worry, I don't have a house because I live in my dad's castle.  
Mario- I live in my mom's house.  
Princess- My room's door is pink. What color is your bedroom's door?  
Mario- I don't have a door in my room. I sleep in the living room's sofa.

Como podemos ver, en el diálogo los personajes hablan de sus pertenencias, en este caso de sus casas y cuartos. ¿Puedes ver cómo indican que un objeto es pertenencia de alguien?

- The house belongs to Luigi. La casa pertenece a Luigi.
- The castle belongs to the Princess' dad (the King).  
El castillo pertenece al papá de la Princesa (el Rey)
- Mario sleeps on the living room's sofa. Mario duerme en el sofá de la sala de estar.

Además de los adjetivos posesivos *My, your, his, her, its, our, your y their* que califican a un objeto o persona como propiedad de algo o alguien, existe otra manera

**XX. Read the text and underline the possessive adjectives and possessive 's .**

My name is Gerard but everybody calls me Jerry. I'd like to introduce you to my family. This is my wife, her name is Karen. Our daughter's name is Berenice. We also have a son, his name is Albert. Their pet is a cat. The cat's name is Turtle. My wife's car is yellow. My car is red. Albert's bicycle is black. The children's school is great and is very close to our house.

**XXI. Answer the following questions to give information about your things and your family's possessions.**

1. Does your cell phone have video games? Which games?

2. Do you have a musical instrument? What instrument?

3. Do you have a heavy book? Which book?

4. Does your father or mother have a car? What color is it?

5. Does somebody in your family have a pet? Describe it.

6.Are your shoes comfortable? Describe them.

7.Do you have a favorite t-shirt or blouse? Describe it.

8.What color is your school bag?

9.Have you got posters on the walls? Describe them.

10.Have you got a bicycle or a skateboard? Is it fast?

11.Is your grandmother´s house big?

Has your uncle got old CD´s?

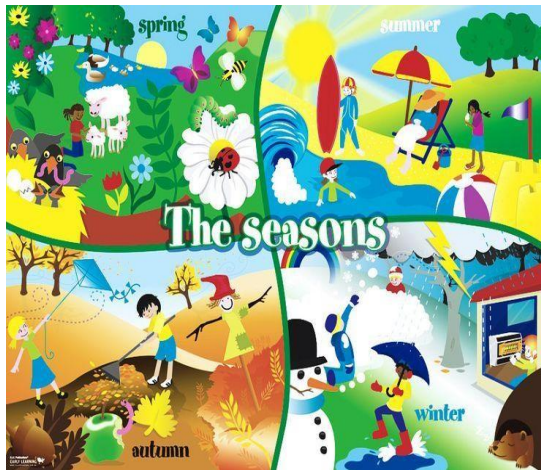
**For speaking practice go to mediateca and tell an English teacher your answers from the exercise.**

#### Tema 4

**Aprendizaje:** identificarás datos específicos en textos sobre la familia, escuela o amigos.

#### Seasons of the year

**XXII.Read the text and answer the questions.**



<https://www.thinglink.com/scene/613750595202842626>

<https://en.wikipedia.org/wiki/Season>

A season is a division of the year marked by changes in weather, the yearly orbit of the ecology and hours of daylight. Seasons result from Earth around the Sun and the tilt of the Earth's rotational axis relative to the plane of the orbit.

In temperate and polar regions, the seasons are marked by changes in the intensity of sunlight that reaches the Earth's surface, variations of which may cause animals to go into hibernation or to migrate, and plants to be dormant.

Red and green trees in spring  
During May, June, and July, the northern hemisphere is exposed to more direct sunlight because the hemisphere faces the sun. The same is true of the southern hemisphere in November, December, and January. It is the tilt of the Earth that causes the Sun to be higher in the sky during the summer months which increases the solar flux. However, due to seasonal lag, June, July, and August are the hottest months in the northern hemisphere and December, January, and February are the hottest months in the southern hemisphere.

In temperate and subpolar regions, four calendar-based seasons (with their adjectives) are generally recognized: Spring (vernal), Summer (estival), Autumn (autumnal) and Winter (hibernal). In American English and Canadian English, Fall is sometimes used as a synonym for both autumn and autumnal.

1. Which are the Seasons of the year? \_\_\_\_\_

2. What is a season? \_\_\_\_\_

3. What is the reason for the change of the seasons?  
\_\_\_\_\_

4. Which is the other name of the Autumn that is used in Canada and America? \_\_\_\_\_

5. Are there the same temperatures in both hemispheres? \_\_\_\_\_

### Months of the year

#### Read the conversation. What is it about?

Mario- What month is it now ?

Bob- It's September

Mario- What month is it next month?

Bob- It's October

Mario- Which month is your birthday?

Bob- November, have you got a present for me?

Mario- No, I haven't got any present for you, maybe for Christmas.

Bob- What month is Christmas?

Mario- It's in December.

Bob- Ufff.

Month	Mes	Month	Mes
January	Enero	July	Julio
February	Febrero	August	Agosto
March	Marzo	September	Septiembre
April	Abril	October	Octubre
May	Mayo	November	Noviembre
June	Junio	December	Diciembre

**When is your birthday? It is on September 14th.**

**When is Christmas? It is on December 25<sup>th</sup>.**

#### Números Ordinales

Los números ordinales sirven, como su nombre lo indica, para mostrar un orden, puede ser por ejemplo, para un orden de llegada en una competencia:

*Nicole arrived in **first** place (Nicole llegó en **primer** lugar)*

*o para indicar el número de veces que algún acontecimiento ha pasado.*

*This is the **third** time that I see a UFO. (Es la **tercera** vez que veo un OVNI)*



**XXIII. Match the columns.**

**Table of Ordinal Numbers**

Ordinal Numbers		
1 <sup>st</sup> first	11 <sup>th</sup> eleventh	21 <sup>st</sup> twenty-first
2 <sup>nd</sup> second	12 <sup>th</sup> twelfth	22 <sup>nd</sup> twenty-second
3 <sup>rd</sup> third	13 <sup>th</sup> thirteenth	23 <sup>rd</sup> twenty-third
4 <sup>th</sup> fourth	14 <sup>th</sup> fourteenth	24 <sup>th</sup> twenty-fourth
5 <sup>th</sup> fifth	15 <sup>th</sup> fifteenth	25 <sup>th</sup> twenty-fifth
6 <sup>th</sup> sixth	16 <sup>th</sup> sixteenth	26 <sup>th</sup> twenty-sixth
7 <sup>th</sup> seventh	17 <sup>th</sup> seventeenth	27 <sup>th</sup> twenty-seventh
8 <sup>th</sup> eighth	18 <sup>th</sup> eighteenth	28 <sup>th</sup> twenty-eighth
9 <sup>th</sup> ninth	19 <sup>th</sup> nineteenth	29 <sup>th</sup> twenty-ninth
10 <sup>th</sup> tenth	20 <sup>th</sup> twentieth	30 <sup>th</sup> thirtieth

Seventh	1 <sup>st</sup>
Second	4 <sup>th</sup>
Fifth	10 <sup>th</sup>
Third	6 <sup>th</sup>
Eighth	9 <sup>th</sup>
First	2 <sup>nd</sup>
Tenth	8 <sup>th</sup>
Sixth	7 <sup>th</sup>
Fourth	3 <sup>rd</sup>
Ninth	5 <sup>th</sup>

**XXIV. Listening (Audio 7). Write the ordinal numbers you hear. Use letters and numbers.**

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/describing-people>

Number	Letters
1 <sup>st</sup>	First

Las fechas (dates) en Inglés se componen del Mes /Día / Año **Month/ Day/ Year** si se expresa en números.  
 Ej. 12/ 11/ 2016 = *once de diciembre del 2016*  
 En la escritura se manejan dos formas:  
 January 3<sup>rd</sup> ó the 3<sup>rd</sup> of January.  
 Regularmente los años se leen en dos cifras 1970 nineteen seventy, pero 2010 two thousand and ten.

**XXV. Listening (Audio 8). Circle the dates (months and days) you listen to.**

The 3 <sup>rd</sup> of January	The 22 <sup>nd</sup> of September
The 6 <sup>th</sup> of March	December 8 <sup>th</sup>
February 21 <sup>st</sup>	May 15 <sup>th</sup>
April 17 <sup>th</sup>	August 30 <sup>th</sup>
November 1 <sup>st</sup>	June 28 <sup>th</sup>

**XXVI. Write a list of the important celebrations and dates for you and your family.**











Date	Reason
	My birthday
December 24th	

**XXVII Listening. (Audio 9) Listen to the audio and underline the correct option.**

1. Aurelia is asking about Hannah's ...
  - a) boyfriend    b) brother    c) friend
2. Hannah's brother, Jem, has ...
  - a) long, brown hair    b) a twin sister    c) a girlfriend
3. Hannah has ...
  - a) two brothers    b) one brother    c) a brother and a sister
4. Alex and Jem ...
  - a) look different    b) look the same    c) have the same hair but different eyes

### Autoevaluación Unidad 2

Después de haber terminado esta unidad,

<b>Ahora yo puedo ...</b>	
Puedo dar información personal.	 
Puedo dar información sobre otras personas.	 
Puedo formular preguntas sobre características de objetos y personas.	 
Puedo usar vocabulario sobre familia y amigos.	 
Puedo describir personas y objetos.	 

## UNIDAD 3

**Propósito:** Al finalizar la unidad serás capaz de comprender textos breves, orales y escritos, sobre actividades que realizan de manera cotidiana otras personas. Además, describirás de manera oral y/o escrita sus acciones habituales y gustos personales.

### **Aprendizajes:**

- Identifica información específica en textos orales o escritos, breves y sencillos sobre actividades cotidianas.
- Expresa información relativa a lo que realiza en el trabajo/escuela y tiempo libre de manera habitual.
- Expresa, de manera oral o escrita, sus gustos y desagradados sobre las actividades que realiza.
- Escribe notas breves y sencillas sobre temas como sus actividades favoritas.

## Tema 1 Presente Simple

Podrás expresar información relativa a lo que realizas en el trabajo/escuela y tiempo libre de manera habitual.

El tiempo verbal que utilizamos para hablar sobre las actividades diarias o rutinas es el **presente simple**. Utilizamos el presente simple para hablar de:

- Hábitos y rutinas  
*Mary takes the train in the morning. Mary toma el tren en las mañanas*  
*Our parents always wake up at 6:00. Nuestros padres siempre se despiertan a las 6:00.*
- Eventos y acciones repetidos.  
*Naomi goes out with her friends every Saturday. Naomi sale con sus amigos todos los sábados.*
- Hechos generales  
*I live in Naucalpan. Vivo en Naucalpan.*  
*Daniel has three brothers and two sisters. Daniel tiene tres hermanos y dos hermanas.*

**I.A continuación, se presenta la rutina de Christine. Observa los verbos conjugados en el tiempo presente simple. ¿Qué terminación tienen? ¿Qué sucede con el verbo cuando el sujeto es una tercera persona del singular (*he/él, she/ella*)? ¿Qué sucede cuando el verbo está conjugado en negativo?**

Christine **works** at a bank. She is the manager. She **starts** working every day at 8:00 am. She **finishes** working every day at 6:00 pm. She **does not live** far from to the bank. She **walks** to work every day. Her brother and sister also **work** at the bank, but they **do not live** close to the bank. They **drive** cars to work. They **start** work at 9:00 am. In the bank, Christine is the boss. She **helps** all the workers and tells them what to do. She **likes** her job. She is also very good at her job. Many customers **like** Christine, and they **say** hello to her when they **come** to the bank. Christine **likes** to talk to the customers and make them feel happy. She really **likes** her job.



Adaptado de <http://www.learnenglish-online.com/grammar/simplepresentreading.html#sthash.tj1rLi4A.dpuf>

Imagen tomada de <https://www.flickr.com/photos/stitch/1487218/sizes/o/>

### Conjugación de verbos en presente simple

#### Forma afirmativa

**I eat**

*Yo como*

**You eat**

*Tú comes*

**We eat**

*Nosotros comemos*

**They eat**

*Ellos comen*

**He eats**

*Él come*

**She eats**

*Ella come*

**It eats**

*Come*

Si el sujeto es la tercera persona del singular *he, she, it*, se le añade una -s o -es a los verbos. Repasa las siguientes reglas de conjugación:

- A la mayoría de los verbos se les añade una “-s”.  
Ejemplos: I take – it takes  
            I work – he works
- Para los verbos que terminan en “-o”, “-sh”, “-ch”, “-ss”, “-x”, “-z”, “-y” se añade “es” en lugar de “-s” para la 3ª persona del singular.  
Ejemplos: I go – she goes  
            I fix – he fixes
- Cuando los verbos terminan en “-y” y ésta es precedida de una consonante, se cambia por “-ies”.  
Ejemplos: I study – she studies  
            I cry – he cries
- Cuando los verbos terminan en “-y” y ésta es precedida de una vocal, se agrega solamente “-s”.  
Ejemplos: I stay – he stays  
            I pay – she pays
- El verbo have es irregular. Ejemplo:  
I have – it has

### Pronunciación de la tercera persona del singular

Los verbos conjugados en presente simple para la tercera persona del singular se pronuncian de las siguientes tres formas:

- Se pronuncian con /s/ los verbos que en su forma infinitiva terminan con los sonidos sordos /p/, /t/, /k/, /f /, /θ/
- Se pronuncian con /ɪz/ los verbos que en su forma de infinitivo terminan con los sonidos: /s/, /ʃ/, /tʃ/, /z/, /dʒ/
- Se pronuncian con /z/ (como el sonido de una doble s), los verbos que en su forma infinitiva terminan con los sonidos sonoros /b/, /d/, /v/, /l/, /n/, /w/, /r/ y en vocales.

## II. Transform the sentences as in the example.

*Ejemplo: My father cooks Japanese food.      I cook Japanese food*

1. I want a piano.      My sister \_\_\_\_\_

2. Our neighbors speak German.      Our neighbor \_\_\_\_\_

3. My mom has a red car.      They \_\_\_\_\_

She \_\_\_\_\_

4. We study in the best university.

The bank \_\_\_\_\_

5. The supermarkets close at 10:00.

He \_\_\_\_\_

6. They do the housework every day.

7. Jim goes to the movies every Sunday.

I \_\_\_\_\_

8. Karla has three children.

We \_\_\_\_\_

### Expresiones de tiempo que se utilizan en el presente simple

Once a week/twice a week/three times a week  
Every day / week / month / year / morning / afternoon / evening  
In the morning / in the afternoon / in the evening / at night  
On Saturdays / Sundays, etc.

¿Qué tanto sabes de la cultura estadounidense? Lee con atención las siguientes opiniones de acerca de los estadounidenses y su cultura. Observa las formas negativas.

Americans eat a lot of fast food, but they don't eat fast food every day. The sun shines a lot there. It doesn't shine every day, but be careful when it shines. It gets very hot! I work with an American man at a coffee shop, and he's really quiet and polite. He doesn't talk very much.



Tomado de American English File 1 A (2013) Oxford, p. 20

Imagen tomada de

[https://c2.staticflickr.com/4/3022/2545424688\\_8396a9b151\\_q.jpg](https://c2.staticflickr.com/4/3022/2545424688_8396a9b151_q.jpg)

### Forma negativa

La negación es la siguiente: sujeto + *do not/don't* + verbo.

Ejemplos: I do not play	o bien	I don't play
You do not go		You don't go
We do not study		We don't study
They do not write		They don't write

Para las terceras personas del singular, se utiliza *does not* o bien la contracción *doesn't*.

Ejemplos: She does not dance	o bien	She doesn't dance
It does not eat		It doesn't eat
He does not run		He doesn't run

**III. Look at the chart and complete the sentences in affirmative and negative.**

	Pedro (from Mexico)	Vincent (from the U.S)
wear jeans	X	✓
have a pet	X	✓
eat tacos	✓	X
do exercise	✓	X
walk to school	X	X

Ejemplo: Pedro doesn't wear jeans.

- Vincent \_\_\_\_\_ jeans.
- Pedro \_\_\_\_\_ pets.
- Vincent \_\_\_\_\_ tacos.
- Pedro \_\_\_\_\_ exercise.
- Pedro and Vincent \_\_\_\_\_ to school.

Si deseas practicar más los usos del presente simple, consulta los siguientes sitios en internet:

[http://www.agendaweb.org/verbs/present\\_simple-exercises.html](http://www.agendaweb.org/verbs/present_simple-exercises.html)

<http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/present-simple>

## Tema 2 Actividades cotidianas y rutinas

Podrás expresar información relativa actividades que realiza en la escuela/trabajo y tiempo libre de manera habitual.

A continuación, se te presentan una serie de frases verbales que se utilizan comúnmente para hablar de actividades diarias.

### IV. Encuentra las siguientes frases en la sopa de letras.

- |  |   |   |
|--|---|---|
| 1. BRUSH TEETH <i>cepillarse los dientes</i>     | 11. HAVE A SHOWER <i>bañarse</i>                  | 21. SLEEP <i>dormir</i>                     |
| 2. DO EXERCISE <i>hacer ejercicio</i>            | 12. HAVE BREAKFAST <i>desayunar</i>               | 22. SURF THE NET <i>navegar en internet</i> |
| 3. DO HOMEWORK <i>hacer la tarea</i>             | 13. HAVE LESSONS <i>estudiar</i>                  | 23. WALK TO SCHOOL <i>ir a la escuela</i>   |
| 4. DRAW PICTURES <i>dibujar</i>                  | 14. HAVE LUNCH <i>comer el lunch</i>              | 24. WASH FACE <i>lavarse la cara</i>        |
| 5. DRINK FRUIT JUICE <i>tomar jugo de frutas</i> | 15. LEAVE HOME <i>salir de casa</i>               | 25. WATCH TV <i>ver televisión</i>          |
| 6. DRIVE A CAR <i>manejar un auto</i>            | 16. LISTEN TO MUSIC <i>escuchar música</i>        |   |
| 7. GET DRESSED <i>vestirse</i>                   | 17. PLAY GAMES <i>jugar</i>                       |   |
| 8. GET ON THE BUS <i>tomar el autobus</i>        | 18. PREPARE BREAKFAST <i>preparar el desayuno</i> |   |
| 9. GET SHAVED <i>rasurarse</i>                   | 19. READ BOOKS <i>leer</i>                        |   |
| 10. GET UP <i>levantarse</i>                     | 20. RIDE A BICYCLE <i>montar en bicicleta</i>     |   |

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

Tomado de <http://www.englishsheets.com/daily-routines-3.html>

**V. Write about the daily routine of a person you know well (a friend, a family member, a teacher...) Use the vocabulary in exercise IV.**

Ejemplo: (My mother) She gets up. She takes a shower. She has breakfast...

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Rubric for writing

1 Needs Improvement 2 Enough 3 Good 4 Excellent

Vocabulary	1	2	3	4
Grammar	1	2	3	4
Spelling	1	2	3	4
Syntax	1	2	3	4

Total \_\_\_\_\_



Como bien recordarás, otras funciones del presente simple son expresar eventos repetidos y hechos generales. Observa cómo estas funciones están presentes en los siguientes textos.

**VI. Complete the text with verbs in affirmative in simple present.**

***Lionel Messi’s Diet Plan***

Messi (1)\_\_\_\_\_ (follow) almost a normal diet plan before match day. He (2)\_\_\_\_\_ (prefer) to eat low carbohydrates and fat meals. Along with veg and non veg food, he also (3)\_\_\_\_\_ (take) beverages which include soup. A sports person prefers a diet plan which (4)\_\_\_\_\_ (contain) beverages because it (5)\_\_\_\_\_ (help) in making thin blood. For breakfast, he (6)\_\_\_\_\_ (likes) to take corn flakes, dry fruits [almonds, hazelnuts, nuts peanuts etc.]. Fruits are also a major part of his breakfast which (7)\_\_\_\_\_ (include) banana, apple, orange, kiwi, cooked ham, cheese in slides, ham, sandwich and bread. His lunch (8)\_\_\_\_\_ (consist) of salads made with tomato, cucumber, onions. He also (9)\_\_\_\_\_ (eat) fruit salad. Beverages in his meals are soup, tea, fruit juice. That’s all about Lionel Messi’s diet plan. So, if you want to make your body look like Messi, then follow this diet plan strictly and see the results.

Adaptado de: <http://www.footballwood.com/lionel-messi-workouts-exercise-diet-plan-routine.html>

**VII. You will listen to a swimmer talking about his daily routine. Listen attentively and answer the questions. (Audio 10 )**

1. Dan gets up...
  - a) very late
  - b) at 4:00 o'clock
  - c) at 5:00 o'clock
  
2. He swims...
  - a) At 7:00 o'clock
  - b) for two hours
  - c) at 8:00 o'clock.
  
3. He has \_\_\_\_\_ for breakfast.
  - a) toast and eggs
  - b) orange juice and bread
  - c) bacon and milk
  
4. He studies ...
  - a) Medicine
  - b) Sports Science
  - c) Sciences
  
5. After classes, he ...
  - a) always goes to the gym
  - b) usually sees his friends
  - c) sometimes meets his friends.
  
6. Before he goes to bed,
  - a) he goes online
  - b) listens to the radio
  - c) he watches a movie

Adaptado de: <http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/interview-swimmer>

**VIII. These are some of the activities that Laura Pierson, an English soccer player, does during the week. Read and order the sentences to write her routine. Remember to use present simple time expressions. You can add more ideas if you want.**



- Get up at 5:00 am    Have breakfast    Cook dinner    Go to the movies
- Do exercise    Listen to music    Go to Spanish classes    Read a book
- Take a shower    Train from 8 to 2    Check her e-mail    Brush her teeth
- Have lunch am    Meet her friends    Get dressed    Go to bed at 9:30

Imagen tomada de: <https://www.flickr.com/photos/specialolympicsee/9553805998/>

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Rubric for writing

1 Needs Improvement    2 Enough    3 Good    4 Excellent

Vocabulary	1	2	3	4
Grammar	1	2	3	4
Spelling	1	2	3	4
Syntax	1	2	3	4

Total \_\_\_\_\_

Si deseas practicar más tu habilidad auditiva con el tema de actividades diarias y rutinas, consulta el siguiente sitio: <http://www.esl-lounge.com/student/listening/1L2-rockstar.php>

## Tema 3

Podrás identificar información específica en textos orales o escritos, breves y sencillos sobre actividades cotidianas

**Lee con atención la siguiente conversación entre Jennifer y Mark, quienes se acaban de conocer en una fiesta. Observa las preguntas. ¿Cuál es la forma interrogativa del presente simple?**

**Mark:** Hi, what's your name?

**Jennifer:** My name's Jennifer. And yours?

**Mark:** My name's Mark. Nice to meet you. Do you live nearby?

**Jennifer:** Yes, I do. I live two blocks from here.

**Mark:** Do you work or study?

**Jennifer:** I study in Columbia University.

**Mark:** Really! Me too! Do you like the university?

**Jennifer:** Yes, I do. It is the best!

**Mark:** Does your family live here too?

**Jennifer:** No, it doesn't. They live in New Orleans.

La forma interrogativa del presente simple es la siguiente:

### Forma interrogativa

En las oraciones interrogativas se utiliza el auxiliar **do** antes del sujeto o pronombre.

Ejemplos: *Do you have a shower every day?* (¿Te bañas todos los días?)

*Do Barbara and Amanda drive to school every day?* (¿Bárbara y Amanda van en auto a la escuela todos los días)

En el caso de la tercera persona del singular se utiliza **does** antes del sujeto o pronombre.

Ejemplos: *Does he do exercise every morning?* (¿Él hace ejercicio todas las mañanas?)

*Does the dog eat his food in the evening?* (¿El perro come por las noches?) Este tipo de preguntas requieren una respuesta corta, ya sea afirmativa o negativa.

Ejemplos:	YES	NO
Do you live with your parents? (¿Vives con tus padres?)	Yes, I do	No, I don't
Do they speak Japanese? (¿Ellos hablan japonés?)	Yes, they do	No, they don't
Does Peter have a brother? (¿Peter tiene un hermano?)	Yes, he does	No, he doesn't
Does your sister watch T.V. in the afternoon? (¿Tu hermana ve la televisión por las tardes?)	Yes, she does	No, she doesn't

### IX. Circle the correct form.

- A: *Do / Does* Jennifer Lopez speak English well?  
B: Of course she *do / does*. She *sing / sings* in English and *do / does* interviews in English, too.
- A: *Do / Does* Rihanna live in the USA?  
B: No, she *don't / doesn't*. She *live / lives* in Barbados.
- A: Your sister is very strong. *Do / Does* she go to the gym? B: Yes, she *do / does*. For two or three hours every day.
- A: *Do / Does* Hugh and Linda have a car?  
B: No, they *don't / doesn't*. They *don't / doesn't* like cars.
- A: What kind of music *do / does* your best friends like?  
B: They *likes / like* punk music.

### X. Transform the affirmative sentences into negative sentences.

Ejemplos: You smoke a lot.                      Susan studies Medicine.  
Do you smoke a lot?                              Does Susan study Medicine?

- Susan studies Medicine. \_\_\_\_\_?
- Christine and Tony have a big house. \_\_\_\_\_?
- The president travels to different countries. \_\_\_\_\_?
- We have a cupcake for breakfast on the weekend. \_\_\_\_\_?
- A crocodile eats several times a day. \_\_\_\_\_?

La conversación entre Jennifer y Mark continúa. Lee con atención el resto de la conversación. Nuevamente, presta atención a las preguntas que se plantean. ¿Qué diferencia encuentras entre estas preguntas y las del fragmento anterior?

**Jennifer:** What kind of music do you like?

**Mark:** I like rock and punk music. What about you?

**Jennifer:** I prefer jazz music. Where do you live?

**Mark:** I live in the university campus. I'm from Canada.

**Jennifer:** What do you study?

**Mark:** I study English literature. And you?

**Jennifer:** I study Sociology... these snacks are delicious.

What kind of food do you like?

**Mark:** I like seafood. My favorite restaurant is "Deep Blue Sea".

**Jennifer:** I love seafood.

**Mark:** Hey, why don't we go next weekend?

**Jennifer:** Great!

La estructura para las preguntas con una partícula interrogativa es:

**Partícula interrogativa + auxiliar + sujeto + verbo + complemento?**

Ejemplos:

(Qué) What do you eat for breakfast every day? ¿Qué desayunas todos los días?

(Dónde) Where does Patti study? ¿Dónde estudia Patti?

(Cuándo) When does he visit his family? ¿Cuándo visita a su familia?

(Cómo) How do you work with this software? ¿Cómo trabajan con este software?

(Qué tipo de) What kind of music do they like? ¿Qué tipo de música les gusta?

(Por qué) Why do the students arrive late? ¿Por qué los estudiantes llegan tarde?

### **XI. Order the words to formulate questions.**

1. movies / you / What / do / like / kind / of / ?

\_\_\_\_\_

2. does / Where / he / work / ?

\_\_\_\_\_

3. they / breakfast / have / When / do / ?

\_\_\_\_\_

4. Sophie / butterflies / does / Why / hate / ?

\_\_\_\_\_

5. we / French / When / classes / have / do / ?

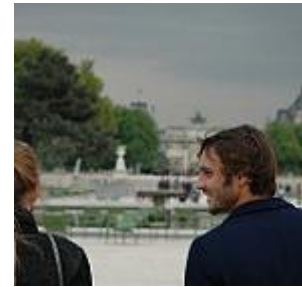


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[https://c2.staticflickr.com/8/238/7064719795\\_e44c5aaf7f2\\_q.jpg](https://c2.staticflickr.com/8/238/7064719795_e44c5aaf7f2_q.jpg)

## XII. Al inicio de esta unidad en el ejercicio I se presentaron las actividades diarias de Christine. ¿Las recuerdas?

Read the text and answer the questions.

1. What time does Christine finish working? \_\_\_\_\_
2. How does she go to work every day? \_\_\_\_\_
3. Where do her brother and sister work? \_\_\_\_\_
4. Where do they live? \_\_\_\_\_
5. What time do they start working? \_\_\_\_\_
6. What does Christine do in the bank? \_\_\_\_\_
7. What does Christine like about her job? \_\_\_\_\_

Para practicar más la identificación de información específica en un texto oral, te recomendamos el sitio: <http://www.esl-lab.com/elem/elemrd1.htm>

### Tema 4 Gustos y preferencias

Podrás expresar, de manera oral o escrita, tus gustos y desagrados sobre las actividades que realizas.

Podrás escribir notas breves y sencillas sobre temas como tus actividades favoritas.

Sara desea practicar inglés con estudiantes del extranjero de su misma edad. Para ello se registró en un sitio en internet para establecer contacto con personas que estudian inglés y así poder practicarlo. Lee la información que Sarah compartió en dicho sitio. Observa los verbos en negritas. ¿Conoces su significado?

Hi! My name is Sara and I'm seventeen years old. I study in CCH Azcapotzalco in Mexico City. I **love** my school. It's really big and I have a lot of friends. I go to school every day at seven o'clock in the morning. I have English class twice a week, and I **love** my classes! We also have Chemistry and Mathematics. I **like** Mathematics, but I **don't like** Chemistry. On Wednesdays and Fridays, we have History. I **hate** History! I **love** romantic stories and science-fiction books. What's your favorite subject at school? Do you **like** Mathematics and English too?



Imagen tomada de [https://c2.staticflickr.com/6/5579/14227152859\\_2db9fa1b37\\_a.jpg](https://c2.staticflickr.com/6/5579/14227152859_2db9fa1b37_a.jpg)

Podemos expresar gusto, preferencia u odio mediante verbos como **love, like, enjoy, don't like o hate.**

**Love** se utiliza para indicar que algo nos encanta.

Ejemplo. I love sports.

**Like** se utiliza para indicar que algo nos gusta.

Ejemplo. Karen likes adventure books.





**Hate** se utiliza para indicar que algo nos desagrada.

Ejemplo. The children hate vegetable soup.

I do not like / don't like	
You do not like / don't like	
He	} does not like/ doesn't like
She	
It	
We	} do not like / don't like
You	
They	

**XIII. Complete the chart with the following verbs.**

love like don't like hate

-  | \_\_\_\_\_
-  | \_\_\_\_\_
-  | \_\_\_\_\_
-  | \_\_\_\_\_

**XIV. Underline the correct form.**

- Does your friend *like* / *likes* candies? No, she doesn't.
- Does he like horror movies? No, he *hate* / *hates* them.
- What *does* / *do* you enjoy more, T.V programs or video games?
- Caroline doesn't *loves* / *love* parties. She never goes to one!
- Do* / *does* Phoebe and Nora like science fiction stories? Yes, they do.

**XV. Listen attentively to four people talking about food they like and don't like and complete the chart. (Audio 11) Check your answers and the audio transcript in the appendix.**

Name	likes	doesn't like
Sarah	chicken...	
Joe		
Helen		
Charlie		

Taken from <http://www.onestopenglish.com/esol/absolute-beginners/unit-9/>

¡Ahora es tu turno! A fin de practicar lo que has aprendido, tú también deberás participar en un sitio en internet en el que puedas establecer contacto con alguien que estudie inglés.

Write about what you like or don't like. Use *like*, *don't like*, *love*, *hate* in your profile so that you can meet new friends.

### PROFILE (PERFIL)

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Rubric for writing

1 Needs Improvement 2 Enough 3 Good 4 Excellent

Vocabulary	1	2	3	4
Grammar	1	2	3	4
Spelling	1	2	3	4
Syntax	1	2	3	4

Total \_\_\_\_\_

Para practicar tu habilidad auditiva sobre el tema de gustos y preferencias, puedes consultar el siguiente sitio:

<http://www.esl-lab.com/like1/like1.htm>

<http://english-tonight.com/esl-speaking-listening-activity-what-do-you-like/>

<http://www.multimedia-english.com/videos/course/my-likes-and-dislikes-listening-837>

### Tema 5 Conectores de secuencia

Para terminar esta unidad, lee con atención la rutina de George. Observa los conectores de secuencia destacados en negritas. ¿Conoces su significado y cómo usarlos?

**First**, George gets up at 6:30 am. He takes a shower. **Next**, he gets dressed and has breakfast. **After that**, he brushes his teeth and leaves home. **Then**, he rides his bike to school. He arrives school at 8:00 am and has his first class. **After that**, he has a sandwich and some cookies for lunch and chats with his friends. He goes back home, watches TV and does his homework. **Finally**, he goes to bed at 10:30 pm.



Imagen tomada de <https://www.flickr.com/photos/30232993@N04/4211118616/>



Usamos las conjunciones *and* (y) y *but* (pero) para unir dos oraciones. **And** une palabras u oraciones. Se utiliza para mostrar adición.

Ejemplo: My name is Carlos and I study in CCH Azcapotzalco.  
*Me llamo Carlos y estudio en CCH Azcapotzalco.*

**But** se utiliza para unir dos oraciones que expresan ideas opuestas.

Ejemplo: I love animals but I don't have a pet.  
*Amo a los animals pero no tengo mascota.*

Usamos conectores de secuencia para ordenar los eventos en una narración. Éste es su orden:

**First** (primero)- **next** (luego)- **then** (entonces)- **after that** (después de esto)- **finally** (finalmente)

**Read the following text and circle the correct answer.**



Hello, I'm Alexander and I study in CCH Azcapotzalco. This is my daily routine. 1. *First / Next*, I wake up at 5:30 am and I take a shower. 2. *Then / Next*, I have some milk and a doughnut for breakfast. 3. *Finally / Then*, I take the bus at 6:30 to go to school and arrive early. 4. *After that / Finally* I have my English class at 9:00 am. I love school! 5. *Then / Finally*, I leave school at 1:00 pm and I get home, tired but happy.

Imagen tomada de [https://c2.staticflickr.com/6/5103/5693360668\\_2a7a76bb41\\_q.jpg](https://c2.staticflickr.com/6/5103/5693360668_2a7a76bb41_q.jpg)

**XVIII. As a conclusion, write a short paragraph about the routine of a family member, include information about what he/she likes or doesn't like. Do not forget to use connectors of sequence. Check your punctuation.**

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Rubric for writing

1 Needs Improvement 2 Enough 3 Good 4 Excellent

Vocabulary	1	2	3	4
Grammar	1	2	3	4
Spelling	1	2	3	4
Syntax	1	2	3	4

Total \_\_\_\_\_

### Autoevaluación Unidad 3

Después de haber terminado esta unidad,

<b>Ahora yo puedo ...</b>	
• Expresar actividades cotidianas y rutinas.	😊 😞
• Identificar información específica de un texto escrito u oral sobre actividades cotidianas.	😊 😞
• Expresar mis gustos y desagradados sobre objetos.	😊 😞
• Utilizar conectores de secuencia.	😊 😞
• Escribir un párrafo breve sobre rutinas, preferencias y desagradados.	😊 😞

## UNIDAD 4

**Propósito:** al finalizar la unidad el alumno será capaz de intercambiar información personal y de otros sobre actividades habituales de manera oral o escrita.

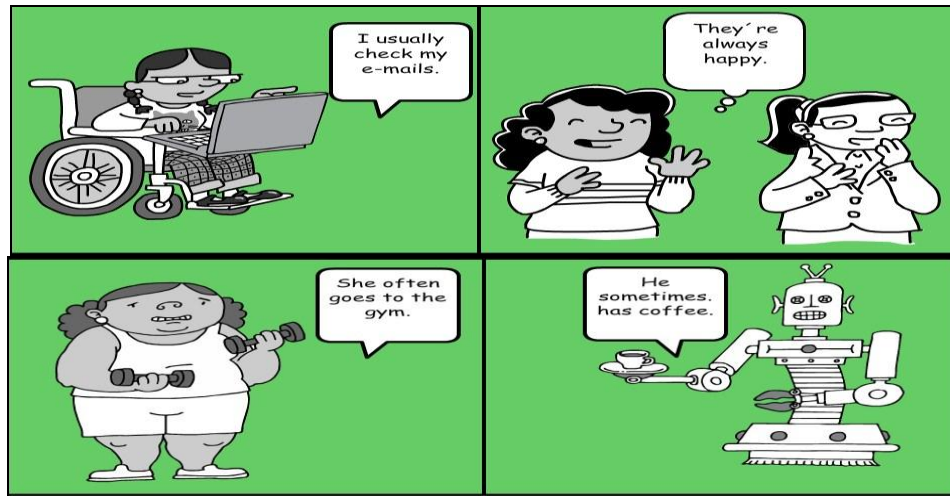
### El alumno:

- Solicita y ofrece información sobre actividades propias y de terceras personas de manera escrita.
- Plantea y contesta preguntas sobre la frecuencia de las actividades que él y otros realizan, de manera oral o escrita.
- Intercambia información específica sobre sus datos personales y actividades cotidianas.
- Toma nota de mensajes orales breves.

## TEMA 1

Plantearás y contestarás preguntas sobre la frecuencia de las actividades que tú y otros realizan, de manera oral o escrita.

I. Instructions: Watch the images and circle the words that tell you the frequency of the activities.



<http://www.makebeliefscomix.com/Comix/>

### ADVERBIOS DE FRECUENCIA

Los “**adverbios de frecuencia**” nos indican la regularidad o frecuencia con la que se realizan las acciones.

Los adverbios de frecuencia se colocan **después** del verbo **to be**.

Ejemplos:

I am **always** happy to see you.

You are **never** ready for school on time!

The students are **sometimes** discouraged by poor grades.

Los adverbios de frecuencia se colocan **antes** del verbo principal, excepto con el verbo **to be**.

Ejemplos:

We **usually** eat breakfast at 7:00 a.m.

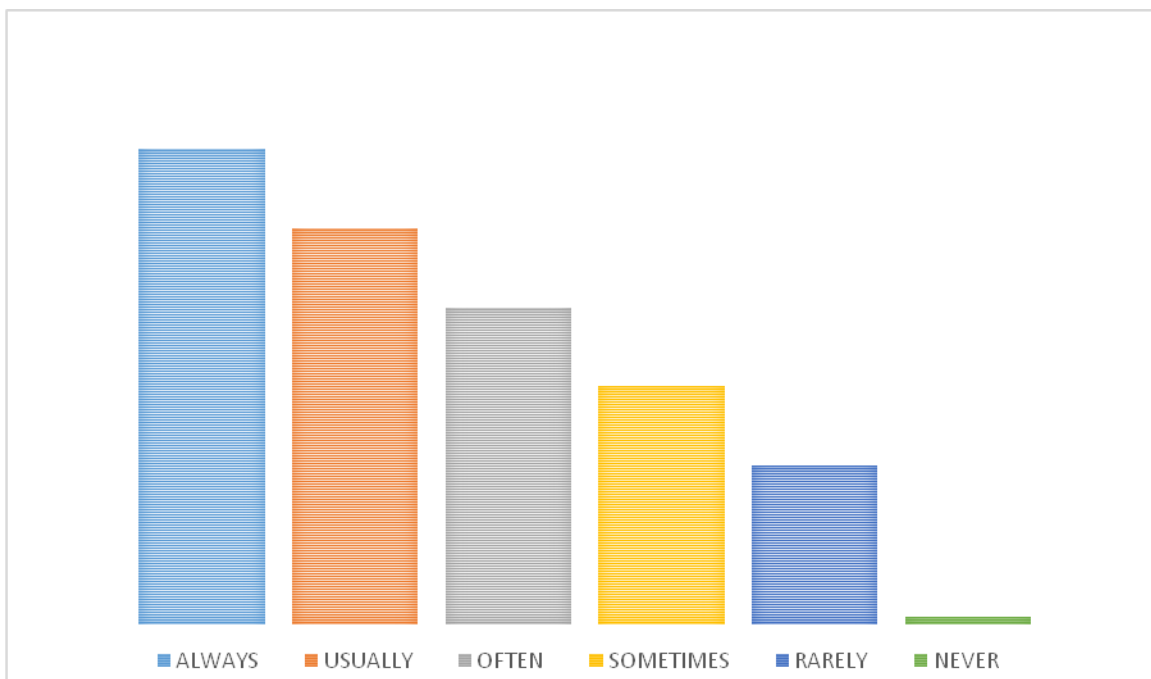
Our dad **never** gets off work before 6:00.

I **sometimes** wear a tie to work.

Los adverbios de frecuencia en preguntas se colocan **entre** el “Auxiliar” y el “verbo principal”. Ejemplos:

How often **do** you **usually go** to the gym?

La siguiente tabla nos muestra los adverbios con los porcentajes aproximados de frecuencia que representa cada uno de ellos.



**II. Instructions: Underline the *adverbs of frequency* into the text.**

Manuela is a girl who lives in Portugal. People think it's always warm and sunny in Portugal, but January and February are often cold, wet and grey. Manuela doesn't like winter. She usually meets her friends in restaurants and bars to chat. Sometimes they go to a Brazilian club, because they love listening to Samba. During the summer, Manuela often goes to the beach on weekends; she sunbathes and swims with her friends. They never drive to the beach, they usually go by bus. Manuela and her friends love summer.



Adaptado de *New Headway English Course*, Oxford University Press.

**III. Instructions: Answer the following questions with your personal information. Use the adverbs of frequency into the box.**

always   never   sometimes   usually   often   rarely

1. What's the first thing you do in the morning?

\_\_\_\_\_

2. How often do you have coffee for breakfast?

\_\_\_\_\_

3. What do you do on Sundays?

\_\_\_\_\_

4. How often do you visit your grandparents?

\_\_\_\_\_

5. Do you watch TV in the afternoons?

\_\_\_\_\_

6. How often do you go to the movies?

\_\_\_\_\_

**IV. Instructions: Order the sentences.**

**Example:** listens the at Mary to often night radio. *Mary often listens to the radio at night.*

1. always do I weekends exercise on \_\_\_\_\_

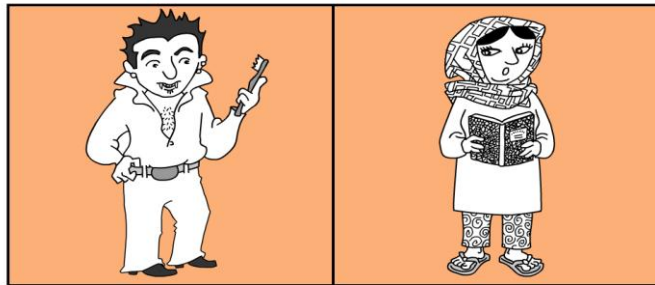
2. stay hotel a usually we in \_\_\_\_\_

3. plane sometimes by go they \_\_\_\_\_

4. children with rarely our come us \_\_\_\_\_

5. TV never watches he. \_\_\_\_\_

**V. Instructions: Watch the images and write 4 sentences, 1 per image. Use Simple Present and *adverbs of frequency*.**



This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!



This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

<http://www.makebeliefscomix.com/Comix>

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## TEMA 2

Intercambiarás información específica sobre tus datos personales y actividades cotidianas.

Las siguientes imágenes corresponden a algunas de las acciones (verbos) que realizamos en casa y que llamamos quehaceres (*household chores*).

 DO THE DISHES	 MOP	 WASH THE WINDOWS	 IRON
 SET THE TABLE	 SWEEP	 DUST	<b>HOUSEHOLD CHORES</b>

Adaptado de:

<https://www.google.com.mx/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiKopL0s5XOAhUJwYMKHc-PAXcQjRwIBw&url=http%3A%2F%2Fwww.tlsbooks.com%2Fchoreswordsearch.html&psig=AFQjCNHY8FxWehMbxKT9R9lYdPs1oWFdaq&ust=1469769191611109>

**VI. Write 3 sentences about the everyday activities that you do at home. Example: I usually do the laundry on Saturdays.**

7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

**VII. Answer the following questions using your personal information. Interview a classmate and ask him/ her the same questions.**

How often do you sweep the floor? \_\_\_\_\_

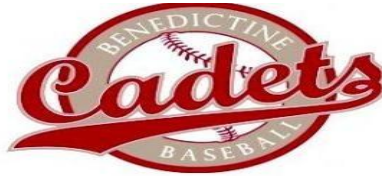
How often do you do the dishes? \_\_\_\_\_

How often do you mop the floor? \_\_\_\_\_

### TEMA 3

Solicitarás y ofrecerás información sobre actividades propias y de terceras personas de manera escrita

**VIII. Fill in the Form with your personal information. Use a dictionary if necessary.**



#### 2015 BC BASEBALL CLINIC REGISTRATION

Participant's Name \_\_\_\_\_ Grade \_\_\_\_\_  
School \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Name of Parent(s) \_\_\_\_\_  
Home (\_\_\_\_\_) \_\_\_\_\_ Cell (\_\_\_\_\_) \_\_\_\_\_  
E-mail address \_\_\_\_\_  
T-Shirt Size:      Adult Small      Adult Medium      Adult Large      Adult X-Large  
Insurance Information \_\_\_\_\_  
Name of Insured      Company      Policy #      D.O.B  
Parent Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Cash       Check # \_\_\_\_\_ (Please make checks payable to BC - BASEBALL)

<http://www.besttemplate123.com/wp-content/uploads/2016/01/Sports-Camp-Registration-Form-Template-768x974.jpg> Adaptado

Dictionary on line.

<http://dictionary.cambridge.org/>

<http://www.wordreference.com/es/translation.asp?tranword=free>

¿Vives en un departamento o en una casa?

Existen personas que deciden escoger un lugar diferente para vivir. Joan es una de ellas. Lee el texto, realiza el ejercicio y al final decide si la vivienda de Joan es genial o simplemente una locura.



# The lady who lives on a plane

Joanne Ussery, 54, from Mississippi is a big favourite with her two grandsons because she lives on a jet plane. Her home is a Boeing 727, so a visit to grandma is very special.

**J**oanne's front door is at the top of the plane's steps, but you don't need a ticket or a passport when you visit. There are three bedrooms, a living room, a modern kitchen, and a luxury bathroom. The bathroom is in the cockpit, with the bath under the windows. Next to this is Joanne's bedroom in the first class section of the plane. Then there's the living room with four emergency exit doors, which she opens on summer evenings. On the wall there's a photo of the plane flying for Continental Airlines from Florida to the Caribbean. There are also four toilets, all with No Smoking signs.

'The plane is 27 years old and it's the best home in the world,' says Joanne. 'It has all the things you want in a home: a telephone, air conditioning, a cooker, a washing machine, even a dishwasher. It's always very warm, even in winter, and it's very big, 42 metres long. My grandchildren love running up and down. And my friends love parties here, but there aren't any flight attendants to serve them their drinks!'

The plane cost Joanne just \$2,000. 'Next time,' she says, 'I want a Boeing 747, not a 727, because they have an upstairs and a downstairs, and I want to go upstairs to bed!'



Tomado de *New Headway English Course*, Oxford University Press. P.41

## IX. Instructions: Write 5 questions. Use the information from the text.

1. How \_\_\_\_\_?  
It's 27 years old.
2. Where \_\_\_\_\_?  
On a jet plane.
3. Who \_\_\_\_\_?  
Joanne Ussery.
4. What \_\_\_\_\_?  
A telephone, air conditioning a cooker, a washing machine, a dishwasher.

**X. Instructions: Write an e-mail to a new friend including your personal information (name, age, etc.) and your everyday activities (routines).(50-60 words).**

<p><b>WRITING TIPS</b> Use capitals:</p> <ol style="list-style-type: none"> <li>1. Proper names.</li> <li>2. First, middle &amp; last names.</li> <li>3. Tittles: Mr. Mrs. Miss, Ms.</li> <li>4. Streets, avenues.</li> <li>5. Cities, countries, nationalities.</li> </ol>	<p>Writing tips / E-mail</p> <ol style="list-style-type: none"> <li>1. @ at</li> <li>2. ( - ) hyphen</li> <li>3. ( . ) dot</li> <li>4. ( _ ) underscore</li> <li>5. lower case</li> <li>6. CAPITALS</li> </ol>
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Elementos que se considerarán para evaluar la actividad de “writing” en el examen extraordinario.

Rubric for writing

1 Needs Improvement 2 Enough 3 Good 4 Excellent

Vocabulary	1	2	3	4
Grammar	1	2	3	4
Spelling	1	2	3	4
Syntax	1	2	3	4

Total \_\_\_\_\_

## Tema 4

### Tomarás nota de mensajes orales breves

#### LISTENING TIPS

- Lee las oraciones y las preguntas antes de escuchar la grabación.
- No traduzcas. Solamente trata de escuchar lo que se te pide.  
P. ej.

Nombres

Números

Países



Existen personajes cuyas actividades son muy interesantes, personajes cuyas vidas tienen influencia positiva en los demás. Alison y Bob son un ejemplo de este tipo de personas.

**XI. Instructions: Listen to the recording, take notes and do the exercises. (Audio 12).**

#### Complete the sentences.

1. Ali is a \_\_\_\_\_.
2. She lives in \_\_\_\_\_.
3. How many languages does she speak? \_\_\_\_\_.
4. Bob is a \_\_\_\_\_.
5. He is from \_\_\_\_\_.

#### XII. Listen to the recording again and answer T for *True* or F for *False*.

1. Ali has 2 daughters. \_\_\_\_\_
2. Ali likes walking in winter. \_\_\_\_\_
3. She speaks German. \_\_\_\_\_
4. Bob is married. \_\_\_\_\_
5. Bob works 16 hours a day. \_\_\_\_\_

NOTA: La siguiente liga te conecta a una actividad en la cual puedes practicar lo estudiado en esta Guía.

<http://moviesegmentstoassessgrammarggoals.blogspot.mx/search/label/introductions>

## SPEAKING

Recuerda pedir una asesoría en la Mediateca para hablar sobre tus actividades cotidianas.

Elementos que se considerarán para evaluarla actividad de “speaking” en el examen extraordinario.

### Rubric:

1 Needs Improvement 2 Enough 3 Good 4 Excellent

Coherence	1	2	3	4
Fluency	1	2	3	4
Pronunciation	1	2	3	4
Sentence structure (grammar and vocabulary)	1	2	3	4

Total \_\_\_\_\_

## Autoevaluación Unidad 4

Después de haber terminado esta unidad,

### Ahora yo puedo.....

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Solicitar y ofrecer información sobre actividades propias y de terceras personas de manera escrita.</li><li>• Plantear y contestar preguntas sobre la frecuencia de las actividades que tú y otros realizan, de manera oral o escrita.</li><li>• Intercambiar información específica sobre mis datos personales y actividades cotidianas.</li><li>• Tomar nota de mensajes orales breves.</li></ul> | <ul style="list-style-type: none"><li>☺ ☹</li><li>☺ ☹</li><li>☺ ☹</li><li>☺ ☹</li></ul> |
|---|---|

MODELO DE EXAMEN EXTRAORDINARIO INGLÉS I (4 HABILIDADES)

Aciertos \_\_\_\_/ 100 Calificación: \_\_\_\_\_

NOMBRE DEL ALUMNO: \_\_\_\_\_ NÚM. DE CUENTA: \_\_\_\_\_ FECHA \_\_\_\_\_

**INSTRUCCIONES:** El examen comprende cinco secciones, las cuales corresponden a las habilidades lingüísticas del programa de Inglés: READING, GRAMMAR AND VOCABULARY, SPEAKING, WRITING AND LISTENING. Lee cuidadosamente las instrucciones de cada sección. Tienes 120 minutos para contestar el examen. No se permite el uso de celulares o diccionario durante el examen. Puedes usar lápiz para contestarlo.

**Reading section**

**(10 items 2 points each total 20 points)**

This is Jennifer's letter to a magazine in which people can talk about their problems and ask for help. Read the letter and answer the questions.

**Claire's PROBLEM PAGE**

**Dear Claire,**

I'm fourteen and I'm really unhappy.

Please help me!

My mum, my brother and I have moved from London to San Diego in California.

My mum is a computer programmer and she's got a new job at the university here. We live in a new house, and I go to a new school. It's a nice place, everything is new for me! New teachers, new students in my class, new school work! I really miss my old friends from London. I even miss my teachers there!

And I'm worried about my school work, sometimes I'm confused because it's different from the work at my old school.

I feel very alone, but what can I do? Please don't tell me to talk to my mum. She works eight hours a day and she's always tired. She never has time for me. And my brother? He's only ten, so he can't help me.

San Diego is a nice city, but there are so many things I miss! Please tell me what to do.

Yours,

Jennifer.

**I-Match** the columns writing the correct letters on the lines.

- |                      |                          |
|----------------------|--------------------------|
| 1. Claire _____      | a) New neighborhood      |
| 2. Jennifer _____    | b) Old home              |
| 3. Her brother _____ | c) A little child        |
| 4. The mother _____  | d) A teenager            |
| 5. San Diego _____   | e) A computer expert     |
| 6. London _____      | f) A magazine consultant |

**II-Write True** for the correct information and **False** for the incorrect statements.

- Her mother works in a computers shop.  
\_\_\_\_\_
- Jennifer has problems with her studies.  
\_\_\_\_\_
- Jennifer's brother can solve her problems.  
\_\_\_\_\_
- Jennifer thinks San Diego is a beautiful city.  
\_\_\_\_\_

**Grammar section**

**(40 items 1/2 point each total 20 points)**

**I-Circle** the correct Word.

- My / I** name is Karen.
- He's from Tokyo. **His / Her** nationality is Japanese.
- This is Linda. **Her / She** is from Chicago.
- Helen and Patty are in a pop group. **They / She** are on tour.
- We are in the same class. **Our / Their** teacher is Mr. Taylor.

**II-Order** the following conversation. Use numbers from one to five.

- \_\_\_\_ OK, thanks. Sue, this is Richard.  
Richard, this is Sue.
- \_\_\_\_ Nice to meet you too.
- \_\_\_\_ Hello, Sue. How is it going?
- \_\_\_\_ Hi, Richard. Nice to meet you.
- \_\_\_\_ See you boys.

**III-Match the questions with the answers.**

- |  |                         |
|--|-------------------------|
| 1. _____ May I go to the restroom?     | a. No, she isn't.       |
| 2. _____ Where is he from?             | b. Mr. Brown.           |
| 3. _____ Is she a sales assistant?     | c. He's Greek.          |
| 4. _____ What's his name?              | d. Sure, here you are.  |
| 5. _____ Can I borrow your pencil?     | e. Cartera.             |
| 6. _____ How are you?                  | f. OK, don't take long. |
| 7. _____ What's the meaning of wallet? | g. Fine, thanks.        |

**IV-Write the questions for the answers.**

- |                                       |                                 |
|---------------------------------------|---------------------------------|
| 1. _____? She's<br>Laura Bright.      | 4. _____?<br>I am 29 years old. |
| 2. _____? They are<br>from Las Vegas. | 5. _____?<br>It's 555 1396.     |
| 3. _____?<br>He's a police officer.   | 6. _____?<br>No, I am single.   |

**V-Complete the information with appropriate word from the box.**

**that is am these aren't this an isn't those are**

- |  |  |
|--|--|
| 1. _____ you a student?                  | 6. _____ coffee is very hot. My hand is hot too. |
| 2. It _____ a beautiful dog.             | 7. Jane _____ a doctor. She's a teacher.         |
| 3. He's _____ actor.                     | 8. _____ birds on the tree are singing.          |
| 4. _____ plane in the sky is very noisy. | 9. I _____ fine, thanks.                         |
| 5. We _____ brothers. We're cousins.     | 10. I love _____ comfortable tennis shoes.       |

**VI-Circle the appropriate option.**

1. They \_\_\_\_\_ the piano every Saturday.    **a) to play   b) play   c) plays**
2. We \_\_\_\_\_ take out the garbage in the morning because we don't have time.  
**a) always   b) rarely   c) usually**
3. \_\_\_\_\_ she take a shower every day?    **a) Do   b) Does   c) Is**
4. Michael \_\_\_\_\_ eat meat. He's vegetarian.    **a) doesn't   b) don't   c) isn't**
5. \_\_\_\_\_ do you go to the cinema? Once a month.    **a) What   b) Where   c) How often**
6. The dog doesn't \_\_\_\_\_ a house.    **a) have   b) has   c) to have**
7. Brenda never \_\_\_\_\_ for the exams.    **a) study   b) studies   c) studys**

**Listening section**

**(10 items 2 points each total 20 points)**

<p><b>I-Circle the correct option</b></p> <p>1.Katya is ...      a) 52                  b) 25                  c) 15</p> <p>2.Her house is in ...    a)the suburbs      b)the city</p> <p style="padding-left: 100px;">c)the country</p> <p>3.She drinks ...      a)coffee      b)coke      c)hot chocolate</p> <p>4.She has a ...      a)cat                  b)dog                  c)horse</p> <p>5. She arrives home    a) at 7                  b) at 11                  c) at 2</p>	<p><b>II-Answer TRUE or FALSE</b></p> <p>1.She is a writer.                  _____</p> <p>2.She usually gets up early.      _____</p> <p>3.She plays music.                  _____</p> <p>4.She prepares her food.          _____</p> <p>5.She has a toast in her lunch      _____</p>
--	--

**Writing section**

**(20 points)**

Write an email to a cousin that lives in Houston, Texas. Tell him or her about your school, your friends and your daily routine. Include in your description adverbs of frequency (**always, never, usually, etc**), and other words to indicate the chronological order of your activities like **first, then, later, and finally**. Organize your ideas and be careful with spelling, grammar and vocabulary. Include from **60 to 80** words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Rubric for the writing**

Topic	Vocabulary	Grammar	Ideas	Coherence
<b>4</b> Totally related	<b>4</b> Varied	<b>4</b> No errors	<b>4</b> Well organized	<b>4</b> Well organized
<b>3</b> Very related	<b>3</b> Average	<b>3</b> A few	<b>3</b> Clear	<b>3</b> Clear
<b>2</b> Closely related	<b>2</b> Regular	<b>2</b> Some	<b>2</b> Close	<b>2</b> Close
<b>1</b> Far related	<b>1</b> Poor	<b>1</b> Many	<b>1</b> Poorly organized	<b>1</b> Poorly organized
<b>0</b> Different	<b>0</b> Not enough	<b>0</b> A lot	<b>0</b> Not clear	<b>0</b> Not clear

**SPEAKING SECTION (20 points)**

You have to answer 5 questions that the teacher will ask you. To give your answer organize your ideas, speak fluently, be careful with the pronunciation and use all the vocabulary you can.

Question	Coherence (0 / 0.5 / 1 point)	Fluency (0 / 0.5 / 1 point)	Pronunciation (0/ 0.5 / 1 point)	Sentence structure (grammar and vocabulary) (0 / 0.5 / 1 point)
1				
2				
3				
4				
5				
Total score:				

# Clave de respuestas

## UNIDAD 1

### Ejercicio I

Saludos: Hi, hey, what's up?,  
hello, Good morning.

Despedidas: See you later, bye.

### Ejercicio II

1. Look at the board.
2. Listen.
3. Write.
4. Sit down.
5. Close your books.
6. Read the text.
7. Speak.
8. Talk in pairs.
9. Open your books.
10. Stand up.

### Ejercicio III

Respuestas libres utilizando la información de los alumnos.

1. ¿Cuál es tu nombre?
2. ¿Cómo se deletrea tu nombre?
3. ¿Cuál es tu apellido?
4. ¿Cómo se deletrea tu apellido?

### Ejercicio IV

1.15 2.70  
3.30 4.19

### Ejercicio V

18, 13, 19, 15, 9, 20, 12, 8, 16, 5,  
17, 1, 14, 2, 21, 3, 4, 11, 7, 6, 19

### Ejercicio VI

1. I
2. She
3. He
4. It
5. They

### Ejercicio VII

1. She
2. He
3. a) he  
b) He / Javier Hernandez
4. a) she  
b) She / Salma Hayek
5. a) they  
b) They
6. a) are they  
b) They are the Mexican National soccer team

### Ejercicio VIII

1. He
2. is
3. is
4. They are the Simpsons

### Ejercicio IX

1. No, he isn't. He's Ron Weasley.
2. No, she isn't. She's Eiza Gonzalez.
3. No, he isn't. He's Barack Obama.
4. No, they aren't. They are on the street.

### Ejercicio X

1. His
2. Her
3. Your / My
4. Their
5. Her

### Ejercicio XI

**Respuestas libres.** A continuación se traducen las preguntas.

- a) What's your name? / ¿Cuál es tu nombre?
- b) What's your last name? / ¿Cuál es tu apellido?
- c) How old are you? / ¿Qué edad tienes?
- d) What's your address? / ¿Cuál es tu dirección?
- e) What's your e-mail? / ¿Cuál es tu correo electrónico?
- f) Where are you from? / ¿De dónde eres?
- g) What's your nationality? / ¿Cuál es tu nacionalidad?

### Ejercicio XII

Se completa el formato con tu nombre, apellido, edad, dirección y correo electrónico.

### Ejercicio XIII

#### 1. What's her name?

Her name is Judy Gardner.

**2. Where is she from?** She's from the U.S.A.

#### 3. How old is she?

She's 21 years old.

#### 4. What's his name?

His name is Isaac Roberts.

#### 5. Where is he from?

He's from England.

#### 6. How old is he?

He's 19 years old.

### Ejercicio XIV

Maria	Gary
Sanchez	Andrews
30	45
Mexican	American
Nurse	Cook

### Ejercicio XV

- a) She is a good actress.
- b) This is an interesting book.
- c) That is an expensive cell phone
- d) It's a delicious sandwich.
- e) I have an excellent movie.

### Ejercicio XVI

Respuestas libres dando ejemplos de lo siguiente:

- a) Una película divertida.
- b) Un buen político.
- c) Tres libros interesantes.
- d) Algunas comidas deliciosas.
- e) Dos video juegos malos.



<p><b>Ejercicio XVII</b></p> <ol style="list-style-type: none"> <li>actor</li> <li>baker</li> <li>dentist</li> <li>doctor</li> <li>athlete</li> <li>singer</li> <li>painter</li> <li>architect</li> </ol> <p><b>Ejercicio XVIII</b></p> <ol style="list-style-type: none"> <li>actor</li> <li>baker</li> <li>dentist</li> <li>doctor</li> <li>athlete</li> <li>singer</li> <li>painter</li> <li>architect</li> </ol> <p><b>Ejercicio XIX</b></p> <ol style="list-style-type: none"> <li>a</li> <li>an / an</li> <li>an</li> <li>a</li> <li>an / an</li> </ol> <p><b>Ejercicio XX</b></p> <p>a) He's Demian Alcazar. He's an actor. His name is Demian Alcazar. He's an actor.</p> <p>b) He's Alfonso Cuaron. He's a movie director. His name is Alfonso Cuaron. He's a movie director.</p> <p>c) He's Andrés Guardado. He's a soccer player. His name is Andrés Guardado. He's a soccer player.</p> <p>d) She's Cristina Pacheco. She's a writer. Her name is Cristina Pacheco. She's a writer.</p> <p>e) Respuesta libre utilizando She's ..... Her name is ..... She's .....</p>	<p><b>Ejercicio XXI</b></p> <ol style="list-style-type: none"> <li>computers f) desks</li> <li>boxes g) trash can</li> <li>windows h) dairies</li> <li>pencil cases i) pens</li> <li>men j) sharpeners</li> </ol> <p><b>Ejercicio XXII</b></p> <ol style="list-style-type: none"> <li>these</li> <li>that</li> <li>this</li> <li>that</li> </ol> <p><b>Ejercicio XXIII</b></p> <ol style="list-style-type: none"> <li>a) In a school b) In a house (bedroom)</li> <li>A - 2 / B - 1</li> </ol> <p><b>Ejercicio XXIV.</b></p> <ol style="list-style-type: none"> <li>These</li> <li>They are</li> <li>those</li> <li>Just</li> <li>aren't</li> <li>magazines</li> </ol> <p><b>UNIT 2</b></p> <p><b>Ejercicio I</b></p> <ol style="list-style-type: none"> <li>expensive</li> <li>fresh</li> <li>intelligent</li> <li>beautiful</li> <li>delicious</li> <li>fast</li> </ol> <p><b>Ejercicio II</b></p> <ol style="list-style-type: none"> <li>grass</li> <li>car</li> <li>school</li> <li>muffin</li> <li>engineers/people</li> <li>car/ Iphone</li> </ol>	<p><b>Ejercicio III</b></p> <p>Skirt Hat Sweater T-shirt Dress Coat Jacket Socks Glove Blouse Shoes Trousers Trainers Tie Scarf Cap Boots Jeans Sandals</p> <p><b>Ejercicio IV</b></p> <p>Carlos: a tank, shorts, socks and shoes. Cindy: a dress, socks, shoes and a purse.</p> <p><b>Ejercicio V</b></p> <ol style="list-style-type: none"> <li>has / has got</li> <li>has / has got</li> <li>hasn't got / doesn't have</li> <li>Does Carlos have a sweater? /</li> <li>haven't got / don't have</li> </ol> <p><b>Ejercicio X</b></p> <ol style="list-style-type: none"> <li>e</li> <li>a / c</li> <li>d</li> <li>b</li> <li>a / c</li> </ol> <p><b>Ejercicio XI</b></p> <ol style="list-style-type: none"> <li>young / intelligent</li> <li>old / intelligent</li> <li>strong</li> <li>intelligent</li> <li>new</li> </ol> <p><b>Ejercicio XII</b></p> <ol style="list-style-type: none"> <li>b</li> <li>c</li> <li>d</li> <li>a</li> </ol>
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**Continue Unit 2**

<p><b>Ejercicio XIII</b>  a T  b F The queen has got three sons and one daughter.  c T  d F. Prince Charles has got two sons.  e F. Prince William's brother's name is Harry.  f T  g F. Princess Beatrice's sister's name is Eugenie.  h T</p> <p><b>Ejercicio XV</b>  1. Sarah's pet is a dog.  2. Stuart's video games are fantastic.  3. Karen's son has got a new bicycle.  4. Michelle's husband has a good job.</p> <p><b>Ejercicio XVIII</b>  1. T  2. F  3. F  4. F  5. T</p> <p><b>Ejercicio XIX</b>  1. What 6. Where  2. Where 7. When  3. When 8. Whose  4. Who 9. Who  5. Who 10. Where</p> <p><b>Ejercicio XX</b>  My / our / daughter's / his /  Their / cat's / wife's / Albert's /  Children's / our</p>	<p><b>Ejercicio XXII</b>  1. Spring, Summer, Autumn and Winter  2. A division of the year marked by changes on weather, ecology and hours of daylight  3. Earth's year orbit around the sun.  4. Fall  5. No, they aren't.</p> <p><b>Ejercicio XXIII</b>  Seventh 7<sup>th</sup>  Second 2<sup>nd</sup>  Fifth 5<sup>th</sup>  Third 3<sup>rd</sup>  Eighth 8<sup>th</sup>  First 1<sup>st</sup>  Tenth 10<sup>th</sup>  Sixth 6<sup>th</sup>  Fourth 4<sup>th</sup>  Ninth 9<sup>th</sup></p> <p><b>Ejercicio XXIV (Audio7)</b></p> <table border="1" data-bbox="683 1220 982 1535"> <thead> <tr> <th>Number</th> <th>Letters</th> </tr> </thead> <tbody> <tr> <td>1st</td> <td>First</td> </tr> <tr> <td>3rd</td> <td>Third</td> </tr> <tr> <td>8th</td> <td>Eighth</td> </tr> <tr> <td>12th</td> <td>Twelfth</td> </tr> <tr> <td>16th</td> <td>Sixteenth</td> </tr> <tr> <td>21st</td> <td>Twenty first</td> </tr> <tr> <td>30th</td> <td>Thirtieth</td> </tr> </tbody> </table> <p><b>Ejercicio XXV (Audio 8)</b>  The 3rd of January  The 6th of March  February 21<sup>st</sup>  April 17th  May 15th  August 30th  June 28th</p>	Number	Letters	1st	First	3rd	Third	8th	Eighth	12th	Twelfth	16th	Sixteenth	21st	Twenty first	30th	Thirtieth	<p><b>Ejercicio XXVII (Audio 9)</b>  1.b  2.c  3.a  4.b</p>
Number	Letters																	
1st	First																	
3rd	Third																	
8th	Eighth																	
12th	Twelfth																	
16th	Sixteenth																	
21st	Twenty first																	
30th	Thirtieth																	

Unit 3

- Ejercicio II**
1. My sister wants a piano.
  2. Our neighbor speaks German.
  3. They have a red car.
  4. She studies in the best university.
  5. The bank closes at 10:00.
  6. He does the housework every day.
  7. I go to the movies every Sunday.
  8. We have three children.

**Ejercicio III**

1. Vincent wears jeans.
- Pedro doesn't have pets.  
 Vincent doesn't eat tacos.  
 Pedro does exercise.  
 Pedro and Vincent don't walk to school.

**Ejercicio IV**

```

+++SGETONTHEBUS+LED+
D+++E++++B++++I+LOH
PREPAREBREAKFASTKCEA
T+I+H+UURP+E+T++RYXV
+E+N+ASTLAC+E++OC EE
++N+KHVACACN+++SWIRB
+++ETFYEFITAAA++LEBCR
+++EHGRHLOPRED+EMAI E
++E+ATSUMERWEV+EOESA
+T+M+AFUIESVAAI PHDEK
H+E+W+SRWTAS+RDROISF
+S+++I+OUHJ+O+DBDR+A
+++C+H+SS+U+N++O++S
LOOHC SOTK LAWI+S++O+T
++LEAVEHOME++C++++K+
+++E+GG++HCNULEV AH+S
++VDESSERDTEGWATC HTV
+A+++++T+++++
H+++++U+++++
+++++P+++++
    
```

**Ejercicio VI**

- |             |             |
|-------------|-------------|
| 1. follows  | 7. includes |
| 2. prefers  | 8. consists |
| 3. takes    | 9. eats     |
| 4. contains |             |
| 5. help     |             |
| 6. likes    |             |

**Ejercicio VII**

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

**Ejercicio IX**

1. Does / does / sings / does
2. Does / doesn't / lives
3. Does / does
4. Do / don't/ don't
5. do / like

**Ejercicio X**

1. Does Susan study Medicine?
2. Do Christine and Tony have a big house?
3. Does the president travel to different countries?
4. Do we have a cupcake for breakfast on the weekend?
5. Does a crocodile eat several times a day?

**Ejercicio XI**

1. What kind of movies do you like?
2. Where does he work? 3. When do they have breakfast?
4. Why does Sophie hate butterflies?
5. When do we have French classes?

**Ejercicio XII**

1. She finishes work at 6:00 pm
2. She walks to work
3. They work at a bank.
4. They do not live close to the bank.
5. They start work at 9:00 am.
6. She helps all the workers and tells them what to do.
7. She likes to talk to the customers.

**Ejercicio XIII**

- I love  
 I like  
 I don't like  
 I hate

**Ejercicio XIV**

1. like
2. hates
3. do
4. love
5. Do

**Ejercicio XVII**

1. First
2. Next
3. Then
4. After that
5. Finally

**Ejercicio XV**

Sarah likes chicken, tea, coffee  
 doesn't like fish and beer

Joe likes fish, rice, white wine  
 doesn't like red wine

Helen likes chicken, potatoes, water  
 doesn't like carrots, salad

Charlie likes bananas, oranges,  
 sandwiches and water  
 doesn't like apples and milk

## Unit 4

<p><b>Ejercicio I</b> Usually, always, often, sometimes</p> <p><b>Ejercicio II</b> Always, often, usually, sometimes, often, never, usually.</p> <p><b>Ejercicio III</b> Ejemplos de oraciones:  I always take a shower.  I never have coffee for breakfast.</p> <p><b>Ejercicio IV</b> 1. I always do exercise on weekends. 2. We usually stay in a hotel. 3. They sometimes go by plane. 4. Our children rarely come with us. 5. He never watches TV.</p> <p><b>Ejercicio V</b> Probables respuestas  He always brushes his teeth. She usually reads novels. He often plays soccer. He rarely wears a suit.</p> <p><b>Ejercicio IX</b> 1. How old is the plane? 2. Where does Joanne live? 3. Who is the owner of the plane? 4. What things does the plane have?</p> <p><b>Ejercicio X</b> 1. scientist 2. Switzerland 3. Three 4. doctor 5. Australia</p> <p><b>Ejercicio XI</b> 1. Falso 2. Falso 3. Verdadero 4. Falso 5. Verdadero</p>	<p><b>Clave de respuestas para el examen modelo</b></p> <p><b>Reading section</b></p> <p><b>I-</b> 1.f            4.e  2.d            5.a 3.c            6.b</p> <p><b>II-</b> 1.False  2.True 3. False 4.True</p> <p><b>Grammar section</b></p> <p><b>I-</b> 1.My 2.His 3.She 4.They 5.Our</p> <p><b>II-</b> ___ 2 ___ ___ 4 ___ ___ 1 ___ ___ 3 ___ ___ 5 ___</p> <p><b>III-</b> 1.f            5.d 2.c            6.g 3.a            7.e 4.b</p> <p><b>IV-</b> 1. Who is she?/ What's her name? 2. Where are they from? 3. What's his occupation?/ What's his profession?/What does he do? 4. How old are you? 5. Are you married?</p>	<p><b>V-</b> 1.Are            6.This 2.is            7.isn't 3.an            8.Those 4.That            9.am 5.aren't 10.these</p> <p><b>VI-</b> 1.b            6.a  2.b            7.b  3.b 4.a 5.c</p> <p><b>Listening section</b></p> <p><b>I-</b> 1. b) 25                            4. b) dog 2. c) the country            5.b) at 11 3.a) coffee</p> <p><b>II -</b> 1.False                            4.True 2.False                            5. False 3.True</p>
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GUIONES DE AUDIOS

**Unit 1**

<p><b>Audio 1</b></p> <ol style="list-style-type: none"> <li>1. Look at the board.</li> <li>2. Listen.</li> <li>3. Write.</li> <li>4. Sit down.</li> <li>5. Close your books.</li> <li>6. Read the text.</li> <li>7. Speak.</li> <li>8. Talk in pairs.</li> <li>9. Open your books.</li> <li>10. Stand up.</li> </ol>	<p><b>Audio 5</b></p> <p>Meet our school staff!</p> <p>This is Maria Sanchez. She's the school nurse. Maria is Mexican. She's 30 years old and she's single. Maria is very patient with students and we all love her!</p> <p>This is Gary Andrews. He's the school cook. Gary is from the U.S.A. He's 45 years old and he's married. Gary's favorite food is pasta. That's our favorite food, too!</p>	<p><b>Audio 6</b></p> <p>Lars: What are these in English? Rita: They are keys. Are those newspapers? Lars: No, no, I don't remember. Just a minute. No. No, they aren't. They aren't newspapers, they're magazines.</p>
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**Unit 2**

<p><b>Audio 7</b></p> <table border="1"> <thead> <tr> <th>Number</th> <th>Letters</th> </tr> </thead> <tbody> <tr> <td>1st</td> <td>First</td> </tr> <tr> <td>3rd</td> <td>Third</td> </tr> <tr> <td>8th</td> <td>Eighth</td> </tr> <tr> <td>12th</td> <td>Twelfth</td> </tr> <tr> <td>16th</td> <td>Sixteenth</td> </tr> <tr> <td>21st</td> <td>Twenty first</td> </tr> <tr> <td>30th</td> <td>Thirtieth</td> </tr> </tbody> </table>	Number	Letters	1st	First	3rd	Third	8th	Eighth	12th	Twelfth	16th	Sixteenth	21st	Twenty first	30th	Thirtieth	<p><b>Audio 8</b></p> <p>The 3rd of January The 6th of March February 21<sup>st</sup> April 17th May 15th August 30th June 28th</p>
Number	Letters																
1st	First																
3rd	Third																
8th	Eighth																
12th	Twelfth																
16th	Sixteenth																
21st	Twenty first																
30th	Thirtieth																

**Audio 9**

**Tape script**

**Aurelia:** Who's that boy over there, Hannah?

**Hannah:** That? Er, that's my brother, Jem.

**Aurelia:** Your brother?

**Hannah:** Yes, and that's his girlfriend Lucy, the pretty girl with the long, brown hair.

**Aurelia:** Oh right. So, you've got a brother?

**Hannah:** No, I've got two brothers. Jem and Alex.

**Aurelia:** Really? ... and ... how old is Alex?

**Hannah:** Alex and Jem are twins, they're both 15.

**Aurelia:** 15, mmm ... and does Alex look like Jem?

**Hannah:** They're exactly the same! They're both tall and thin. They've both got short brown hair, green eyes and big ears!

**Aurelia:** They're not big, I think they're cute. And ... has Alex got a girlfriend?

## Unit 3

### Audio 10

**Interviewer:** Hello, Dan!

**Dan:** Hi!

**Interviewer:** Can you tell me about your typical day in your life for the school magazine?

**Dan:** Yes, sure.

**Interviewer:** So, what time do you get up?

**Dan:** Oh! I get up very early. I get up every day at 5 o'clock and go to the pool. Then I swim from 6 o'clock to 8 o'clock.

**Interviewer:** You get up at 5 o'clock! Wow, that's early!

**Dan:** Yeah, then at 8 o'clock I have a shower, I get dressed and I have breakfast. I have a big breakfast: cereal, toast, bacon, and eggs and orange juice.

**Interviewer:** What do you usually do after breakfast?

**Dan:** At 11 o'clock I go to university. I'm studying sport science and I have classes from 11 o'clock to 4 o'clock.

**Interviewer:** When do you have lunch?

**Dan:** I have lunch at about 2 o'clock at university.

**Interviewer:** What do you do after classes?

**Dan:** Sometimes, I go to the gym and sometimes I meet my friends at a café.

**Interviewer:** What time do you have dinner?

**Dan:** I have dinner at 7 o'clock. Then, I watch TV or go online and I usually go to bed at 10 o'clock.

**Interviewer:** Thanks Dan. That's a busy day.

### Audio 11 Transcript: Unit 9\_track3.mp3

1. Sarah: What do I like to eat and drink? Lots of things! I really like chicken but don't like fish, I never eat fish. As for drink, I like tea and coffee but don't drink beer. I don't like it.
2. Joe: I really like eating fish with rice. I like drinking white wine with my food. I don't like red wine at all.
3. Helen: I like eating chicken with potatoes. I don't like carrots or salad but I do like drinking water.
4. Charlie: I like bananas and oranges. But I don't like apples. I really like eating sandwiches. They're my favourite. And to drink, I like water but I don't like milk. I really don't like milk – urrrh.

## Unit 4

### Audio 12

#### ALISON HAUSER

Ali is a scientist. She comes from Cambridge in England but now she lives in Switzerland, She works three days a week at the Institute of Molecular Biology in Geneva. She speaks three languages: English, French and German. She's married and she has a daughter. She likes skiing in winter and going for walks in summer.

#### BOB NELSON

Bob is a doctor. He's English but now he lives in Australia in the small town of Alice Springs. He isn't an ordinary doctor, he's a flying doctor. Every day from 8 a.m. to 10 a.m., he speaks to people on his radio, then he flies to help them. He works 16 hours a day non-stop but he loves his job. He isn't married. He has no free time.

## Guión de audio del examen modelo Audio 13

taken from American Headway Starter by John and Liz Soars, Oxford Track 74

Katya is 25. She's an artist. She lives in a small house in the country. She usually gets up at 10 o'clock in the morning. She never gets up early. She has coffee and toast for breakfast and then she goes for a walk with her dog. She gets home at 11 o'clock and she paints in her studio until 7 o'clock in the evening. Then She cooks dinner and drinks a cup of tea. After dinner, she sometimes listens to music and she sometimes plays the piano. She usually goes to bed very late, at one or two o'clock in the morning.

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John & Liz (2002). American Headway 1. Oxford University Press, Oxford.

Soars, John & Liz (2002). Headway Starter. Oxford University Press, Oxford.

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Instrucciones en el aula

<http://www.learningchocolate.com/content/classroom-instructions>

El alfabeto

<https://www.englishclub.com/pronunciation/alphabet-saying.htm>

Ejercicios de deletreo

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/spelling-names>

Números cardinales

<http://www.agendaweb.org/vocabulary/numbers-1-100-exercises.html>

Nacionalidades

<http://www.learnenglish.de/basics/nationalities.html>

Ejercicios con el verbo to be

<http://www.ejerciciodeingles.com/ejercicios-presente-verbo-to-be-rellenar-huecos>

Pronombres personales y adjetivos posesivos

<http://www.saberingles.com.ar/curso/lesson04/05.html>

Pronunciación de artículo a/an, ocupaciones

<http://www.wordreference.com/es/translation.asp?tranword=>

Ejercicios gramaticales

<http://www.inglesmundial.com/Basico/Leccion2/Gramatica.html>

Práctica de plurales

<http://www.learnenglishfeelgood.com/sp/ingles-nombres-plurales1.html>

This is /that is

<http://www.englishexercises.org/makeagame/viewgame.asp?id=4617>

Presente simple

[http://www.agendaweb.org/verbs/present\\_simple-exercises.html](http://www.agendaweb.org/verbs/present_simple-exercises.html)

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