



UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO

ESCUELA NACIONAL COLEGIO DE CIENCIAS Y HUMANIDADES

PLANTEL AZCAPOTZALCO

Guía de estudio para el Examen Extraordinario de Inglés III

Participantes:

Martínez Guerrero Verónica Alejandra.

Sánchez Hernández Víctor Hugo.

Vargas Macías Francisco Adrián.

Febrero 2018

GUÍA DE INGLÉS III

INTRODUCCIÓN

Esta guía pretende reforzar tus conocimientos del idioma, y al mismo tiempo, te prepara para tu evaluación extraordinaria. En éste documento encontrarás, la presentación, ejemplificación y práctica de los contenidos que se abordarán en tu examen. De acuerdo al Programa de Estudios vigente de la Materia. Además, se incluye la bibliografía necesaria para que consultes otras fuentes y puedas incrementar tu conocimiento.

Las habilidades que debes desarrollar con la ayuda de esta guía son:

- Reconocer la terminación del adjetivo en grado comparativo.
- Reconocer la colocación de las formas comparativas.
- Reconocer la terminación del adjetivo en grado superlativo.
- Reconocer la colocación de las formas superlativas.
- Resaltar las características individuales de personas, objetos y lugares.
- Comparar y resaltar cualidades de personas, objetos y lugares.
- Solicitar y proporcionar datos sobre características personales, objetos y lugares.
- Describir de forma breve eventos ocurridos.
- Preguntar sobre eventos sucedidos
- Proporcionar información sobre situaciones pasadas.
- Solicitar información sobre experiencias de otros.
- Describir eventos y lugares actuales y pasados.
- Comparar características de objetos, personas y lugares actuales y pasados
- Compartir información sobre aspectos relacionados con su presente y su pasado.
- .

Con el propósito de lograr lo anterior debes tomar en cuenta los siguientes aprendizajes:

- Identifica las relaciones de comparación, a partir de características de personas, objetos y lugares, para diferenciar sus cualidades en textos orales y escritos
- Reconoce los atributos máximos de personas, objetos y lugares para resaltar sus cualidades, de manera oral y escrita.
- Compara y establece la superioridad de las características de personas, objetos y lugares para realizar descripciones, de manera oral y escrita.
- Intercambia información para comparar y resaltar las cualidades de personas, objetos y lugares, de manera oral y escrita.
- Identifica la descripción de personas, lugares y objetos en el pasado, en textos orales y escritos.
- Reconoce la existencia de personas, lugares y objetos en el pasado, en textos orales y escritos.

- Identifica, en textos orales y escritos, experiencias o acontecimientos ocurridos en el pasado.
- Describe sucesos personales y escolares para compartir experiencias pasadas propias y de otros, de manera oral y escrita.
- Identifica la secuencia de eventos del pasado, en textos orales y escritos, para establecer el orden en que ocurrieron.
- Expresa relaciones de secuencias para relatar un evento que tuvo lugar en el pasado, de manera oral y escrita.
- Solicita y proporciona información sobre eventos pasados para expresar sus experiencias y las de otros, de manera oral.
- Intercambia información sobre una serie de eventos que tuvieron lugar en el pasado para relatar experiencias propias y de otros, de manera escrita.
- Reconoce la diferencia en descripciones de personas, objetos y lugares presentes y pasadas en textos orales y escritos, para establecer comparaciones.
- Compara situaciones que se relacionan con su entorno actual y con sus experiencias pasadas para describirlas de manera oral.
- Contrasta situaciones que se relacionan con su entorno actual y con sus experiencias pasadas para describirlas de manera oral.
- Interactúa para comunicar situaciones actuales y pasadas, de manera oral y escrita.

Recuerda que la información sobre vocabulario y gramática son de gran ayuda para adquirir las habilidades de este curso. A continuación se presentan las más importantes:

Vocabulario

- Lugares (turísticos, culturales y comerciales), objetos, artículos de uso cotidiano, materias escolares.

- Adjetivos: apariencia física, personalidad, sentimientos, cosas, lugares.
- Datos: familiares, personales, de amigos, personajes históricos; clima, lugares y objetos; adjetivos: apariencia física, personalidad.
- Expresiones de tiempo pasado: yesterday, last, ago. The day before yesterday.
- Lugares de la ciudad o campo, objetos, personas.
- Actividades realizadas en tiempo libre; lugares y eventos de recreación.
- Verbos regulares e irregulares.
- Marcadores de secuencia: first, second, third, later, then, finally.
- Celebraciones; actividades realizadas en tiempo libre; lugares recreativos.
- Verbos en presente y pasado.
- Expresiones de tiempo presente y pasado.
- Palabras relacionadas con el tema: personajes y acontecimientos históricos, personales, culturales, etcétera

Gramática

- Grado comparativo: -er / more than.
- Presente simple.
- Grado superlativo: the- est of / the most of.
- Presente simple
- Verbo to be en pasado en formas afirmativa, negativa e interrogativa.
- Verbo was / were born en formas afirmativa y negativa.
- There was, there were en formas afirmativa, negativa e interrogativa.
- Pasado simple en formas afirmativa, negativa e interrogativa.

Unidad 1

Comparar las cualidades de personas, objetos y lugares

Propósito:

Al finalizar la unidad, el alumno:

Intercambiará información para comparar personas, objetos y lugares, de manera oral y escrita; asimismo, destacara sus cualidades intrínsecas para realizar descripciones de su entorno cotidiano.

Aprendizajes

El alumno:

1. Identifica las relaciones de comparación, a partir de características de personas, objetos y lugares, para diferenciar sus cualidades en textos orales y escritos
2. Reconoce los atributos máximos de personas, objetos y lugares para resaltar sus cualidades, de manera oral y escrita.
3. Compara y establece la superioridad de las características de personas, objetos y lugares para realizar descripciones, de manera oral y escrita.
4. Intercambia información para comparar y resaltar las cualidades de personas, objetos y lugares, de manera oral y escrita.

Temáticas

- **Grado comparativo: -er / more than.**
- **Presente simple**
- **Grado superlativo: the –est..... of / the most of.**
- **Presente simple**

Adjectives

An **adjective** is a word such as **big**, **dead**, or **financial** that describes a person or thing or gives extra information about **size**, **shape**, **age**, **color**, **origin** or **material**. When an item is defined by its purpose, that word is usually not an adjective, but it acts as one in that situation.

Coffee table

Baseball player

A. Adjectives describe nouns. We use them:

1. Before a noun: I like black coffee.
2. After the verb **be**: Her father is angry.
3. After the verbs feel, look, seem, smell, sound, taste. I feel tired.
4. After the verbs **get** and **become**: He got angry.

B. When there are two or more adjectives in front of a noun, we separated with a comma. We do not use **and**: They have a large, brick house. But: we use **and** between two colors: I've got a red and white football shirt. After **be**, **feel**, **look** etc., we use adjective and adjective: She looks beautiful, intelligent and generous.
(Three adjectives)

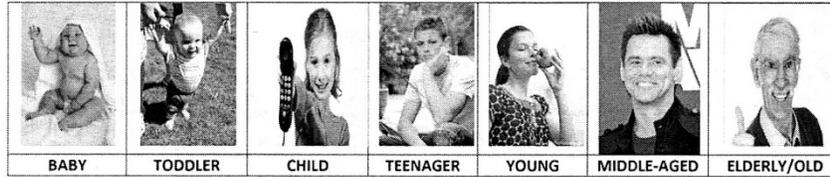
C. When there is more than one adjective, we usually place them in this order:

Opinion	Size	Age	Shape	Color	Nationality	Material	purpose	Noun
	a large	new				brick		house
	a small		square	yellow		plastic		box
	a tall	young			American			student
A wonderful		new			French			film
A valuable		antique			Chinese			vase

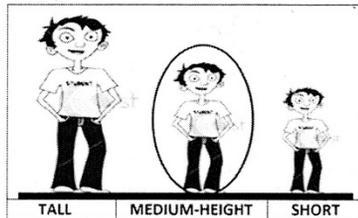
Physical Description and Personality

APPEARANCE

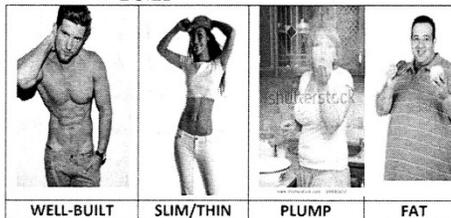
AGE



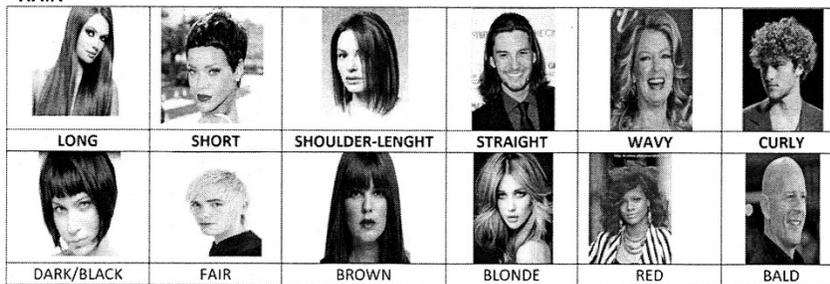
HEIGHT



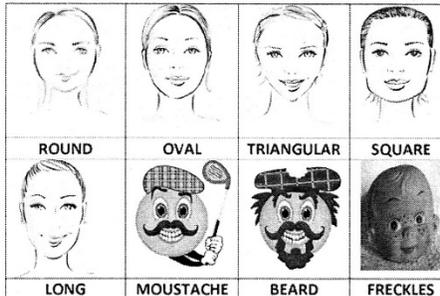
BUILD



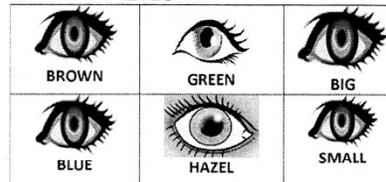
HAIR



FACE



EYES



LOOKS



Personality



modest



arrogant



thoughtful



impulsive



polite



rude



altruist



selfish



peaceful



aggressive
violent



happy
cheerful



sad



sociable



shy



attentive



absent-minded



deep



superficial



generous



mean



pleasant / nice



unpleasant



reliable



unstable



fun



boring



pessimist
negative



optimist
positive



mature



immature



demanding



flexible



tolerant



intolerant



strong



weak



honest



liar



tidy



messy



talkative



quiet



serious



funny



hard-working



lazy



affectionate



distant



calm



nervous



good



bad



angry



confused



attractive



creative



stressed



jealous



sorry



surprised

Exercise # 2.

Read the descriptions and number the pictures.

WHO IS THAT? DESCRIBING PEOPLE



Read the descriptions and number the pictures.

Michael is in his fifties. He has got short straight black hair and black moustache. He is wearing blue jeans , a purple t-shirt and grey shoes. He looks upset.

1

Jason is a young boy. He is twelve years old. He has got short curly red hair and small eyes. He is wearing blue shorts, a green t-shirt and white trainers. He is holding a bat.

2

Henry is in his sixties. He is slim. He has got short straight grey hair. He is wearing purple trousers, a green t-shirt, a brown jacket and a brown hat. He has got some darts in his hand.

3

David is in his forties. He is short and fat. He has got short blond hair. He is wearing blue jeans, a yellow shirt, grey shoes and a green hat. He is carrying a rake in his hand.

4

George is in his forties. He is fat. He has got short straight brown hair. He is wearing a green hat, a purple shirt, grey trousers and shoes. He is carrying a basket.

5

John is a secondary school student. He is twelve years old. He has got short straight black hair. He is wearing blue shorts, grey shoes and a grey t-shirt. He likes flowers very much.

6

Joseph is a young boy. He is thirteen years old. He has got short straight brown hair. He is tall. He is wearing white trainers, a green t-shirt and grey shorts. He enjoys doing sports.

7

Steven is in his sixties. He is short and fat. He has got glasses. He has got short curly grey hair. He is wearing a green t-shirt, dark green trousers a grey belt and grey shoes. He loves animals.

8

Exercise # 3.

Look at the pictures and describe them.

WHAT DOES ... LOOK LIKE ?



_What does she look like?
She has got.....
.....
She is
She looks like



_What does she look like?
.....
.....
.....



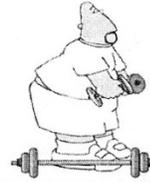
_What does she look like?
.....
.....
.....



_What does she look like?
.....
.....
.....



_What does she look like?
.....
.....
.....



_What does he look like?
.....
.....
.....



_What does he look like?
.....
.....
.....



_What does he look like?
.....
.....
.....



_What does he look like?
.....
.....
.....

Exercise # 4.

Read the sentences and tick Correct or Wrong.

	Correct	Wrong
1. Do you want this red sport bike?		
2. He wore a long Italian old coat.		
3. Matt saw a strange large blue ball		
4. I chose a nice green modern tint.		
5. My mum hates my blue velvet belt.		

Write them correctly.

Exercise # 5.

Put the adjectives in the correct order.

1. I want to buy a _____ table.

(round/blue/Italian/dining/big)

2. Does Miriam need that _____ chair?

(wooden/small/square/white)

3. This _____ scarf belongs to my mother.

(woolen/long/multicolored/modern)

4. William can take care of your _____ cat.

(Persian/naughty/white)

5. This _____ wardrobe
is my friends' gift.

(elegantly-shape/amazing/brown/wooden)

. Exercise # 6.

Complete the chart with the names of five family members, friends, neighbors or classmates and choose their characteristics and then write five sentences.

1	2	3	4	5	6	7	8	9	10	11	12	13

1. Name 2. Relationship 3. Age 4. Occupation 5. Pretty 6. Handsome 7. Cute
8. Short 9. Tall 10. Old 11. Young 12. Thin 13. Chubby

. Exercise # 7.

Choose the best option.

1. I'm too _____ to play basketball.

- a. curly b. straight c. short

2. Her eyes are so _____ they almost look black.

- a. dark b. wide c. hazel

3. Many men go _____ when they get older.

- a. hair b. dandruff c. bald

4. My niece has _____ hair.

- a. tall b. wavy c. skinny

5. You need to have a shower. You are very _____.

- a. elegant b. scab c. dirty

6. You can't keep saying you are _____. You're 70 years old.

- a. fat b. young c. hairy

Comparative and Superlative of Adjectives

Comparative

- **We form the comparative of adjectives like this:**

adjectives of one syllable, add –er: (más)

old-older / tall-taller / short-shorter

But if the adjective already ends in –er, we add only –r:

wide- wider / late-later / nice-nicer

If the adjective ends in a vowel sandwich (consonant-vowel-consonant), we double the last consonant:

hot-hotter / thin-thinner / big-bigger

With adjectives of two syllables ending in –y, we change the y to i and add –er:

Happy-happier / lucky-luckier / easy-easier

- With adjectives of two or more syllables, we use more (más)

before the adjective:

moder-more moder / important-more important / beautiful-more beautiful

Some adjectives have an **irregular comparative**.

Good-better / bad-worse / far-farther (further) / many (much)-more / little-less

. Exercise # 1.

Complete these adjectives with **-er / more**.

	beautiful			intelligent	
	slow			tall	
	thin			big	
	expensive			dangerous	
	slim			strong	
	difficult			large	
	rich			wonderful	
	important			great	

. Exercise # 2.

Complete these sentences with the comparative form of adjective.

1. Swiss watches are _____ (expensive) than English watches.
2. The weather is always _____ (hot) in July.
3. The Amazon River is _____ (long) than the Thames River.
4. My sister is _____ (old) than me.
5. A man is _____ (intelligent) than an ape.

Exercise # 3.

Complete these sentences with the comparative form of adjective.

Big cold high hot interesting tidy..... short

1. Winter is normally _____ than autumn.
2. Children are normally _____ than adults.
3. Many people think Guanajuato is _____ than Cancun.
4. Girls' rooms are often _____ than boys' rooms.
5. The Alps are _____ than the Scottish mountains.

Exercise # 4.

Write down an adjective in comparative form to complete these sentences.

1. Bikes are _____ than cars.
2. Mathematics is _____ than English.
3. Russia is _____ than France.
4. A general is _____ than a sergeant.
5. "Harry Potter" books are _____ than "The book of the Jungle".

Superlative

- **We form the superlative of adjectives like this:**

With adjectives of one syllable, we add –est: (el más)

old-the oldest / wide-the widest / hot-the hottest

With adjectives of two syllables ending in –y, we change the y to i and add –est:

Happy-happiest / lucky-luckier / easy-easier

- With adjectives of two or more syllables, we use most (el más)

before the adjective:

modern-the most modern / important-the most important /

beautiful-the most beautiful

Some adjectives have an **irregular superlative**.

Good-the best / bad-the worst / far-the farthest (furthest)

/ many (much)-the most / little-the least

. Exercise # 1.

Complete these adjectives with **–est / the most**.

	young			intelligent	
	romantic			hard	
	heavy			big	
	attractive			delicious	
	loud			strong	
	popular			small	
	shy			wonderful	
	comfortable			safe	

. Exercise # 2.

Complete these sentences with the superlative form of adjective.

1. The Mona Lisa is the _____ (beautiful) painting in the world.
2. Jupiter is the _____ (big) planet in the solar system.
3. Some people say _____ (good) meat comes from Chihuahua and Sonora.
4. The _____ (small) state in Mexico is Tlaxcala.
5. July is usually the _____ (hot) month of the year.

Exercise # 3.

Complete these sentences with the superlative form of adjective.

popular big interesting good..... rich beautiful

1. Mrs. Green is the _____ person I know.
2. The aquarium in Valencia is _____ in Europe.
3. Maria is the _____ dancer of them all.
4. What is the _____ sport in your country?
5. She is by far _____ woman in the world.

Exercise # 4.

Write down an adjective in superlative form to complete these sentences.

1. Carlos Slim is the _____ man in the world.
2. Chinese is the _____ language to learn to write.
3. Of all the good friends I have, Brian is the _____.
4. Everest is _____ mountain in the world.
5. In the government of a country, The President is _____ person.

Comparative and Superlative of Adjectives

Simple form	Comparative	Superlative
strong	stronger	The strongest
big	bigger	The biggest
important	more important	The most important
famous	more famous	The most famous

Irregular Adjectives

Positive	Comparative	Superlative
good/well	better	best
bad/badly	worse	worst
much/many	more	most
little	less	least
far	further/farther	furthest/farthest

Two-Syllables Adjectives Comparative Form / Superlative Form

clever	cleverer	cleverest
clever	more clever	most clever
gentle	gentler	gentlest
gentle	more gentle	most gentle
friendly	friendlier	friendliest
friendly	more friendly	most friendly
quiet	quieter	quietest
quiet	more quiet	most quiet
simple	simpler	simplest
simple	more simple	most simple

Exercise # 1.

Choose the best option.

1. Who's _____, Julie or Jennifer?

- a. smarter
- b. the more smart
- c. smartest

2. David thinks the Guggenheim Museum is _____ than the Whitney Museum American Art.

- a. the more interesting
- b. more interesting
- c. the most interesting

3. Many people think that the pandas are _____ animals at the National Zoo in Washington, DC.

- a. the cuter
- b. the cutest
- c. cutest

4. Brazil is _____ England

- a. bigger than
- b. bigger as
- c. bigger than

5. Maria is _____ in the class

- a. the best
- b. best
- c. better than

6. The underground is _____ buses.

- a. more expensive than
- b. most expensive than
- c. the most expensive than

7. Which is _____ of the two?

- a. more difficult
- b. the most difficult
- c. both

8. Who is a _____ driver: you or your wife?

- a. the best
- b. better
- c. gooder

9. He treats the boy _____ than his dog.

- a. more badly
- b. badlier
- c. worse

10. Neptune is _____ away from the Sun than Jupiter.

- a. far
- b. farthest
- c. farther

Exercise # 2.

Fill in the gaps with the comparative or the superlative form of the adjectives given.

1. Mary is _____ (thin) girl in the class.

2. Computers are _____ (expensive) than telephone.

3. July is _____ (hot) than January.

4. Elephants are _____ (heavy) animals.

5. That is _____ (comfortable) sofa in our house.

6. Fifi is _____ (pretty) than Kate.

7. That TV set is _____ (cheap) of all.

8. In this classroom there are _____ (many) girls than boys.

9. I'm _____ (good) than yesterday.

10. Trains are _____ (slow) than airplanes.

Exercise # 3.

Choose an adjective that complete the sentences. Remember some of these must be in comparative or superlative form.

difficult tall big famous much healthy young ugly large popular

1. He has a face like a rotten apple. He is very _____.

2. You can't keep saying, you are _____. You are 70 years old.

3. Walking is _____ than cycling.

4. Teachers usually earn _____ money than shop assistants.

5. David Beckham is _____ than his wife, at least that's what I think.

6. China has _____ population all over the world.

7. Bob is _____ than Keith, but Phil is the _____.

8. The United States are _____ than Mexico, but Russia is the _____ country.

9. Tennis is _____ than skiing, but football is the _____ sport.

10. French is _____ than English, but Chinese is the _____ language.

Exercise # 4.

Write down in order the following sentences, change the adjective to comparative or superlative form if it's necessary.

1. nice / the red T-shirt / the blue T- shirt / than

2. are / than / more / pigs / intelligent / horses

3. is / Mexico / than / Brazil / large

4. good / is / this picture / of all

5. wrote / famous / what / the most / song / Agustin Lara / was / ?

Exercise # 5.

Read the sentences and correct the mistakes.

1. Chris is more cleverer than Scott.

2. Jill is prettier from Sylvia.

3. Chocolate ice-cream is the more delicious of all.

4. She is a very taller woman.

5. The bus is longest than my car.

Unidad 2

Expresar la existencia de personas, objetos y lugares en el pasado

Propósito:

Al finalizar la unidad, el alumno:

Será capaz de describir, oralmente y por escrito, personas, lugares y eventos para referirse a acontecimientos pasados.

Aprendizajes

El alumno:

1. Identifica la descripción de personas, lugares y objetos en el pasado, en textos orales y escritos.
2. Reconoce la existencia de personas, lugares y objetos en el pasado, en textos orales y escritos.
3. Identifica, en textos orales y escritos, experiencias o acontecimientos ocurridos en el pasado.
4. Describe sucesos personales y escolares para compartir experiencias pasadas propias y de otros, de manera oral y escrita.

Temáticas

- Verbo To Be en pasado en formas afirmativa, negativa e interrogativa
- Verbo was / were born en formas afirmativa y negativa.
- There was, there were en formas afirmativa, negativa e interrogativa.
- Pasado simple en formas afirmativa, negativa e interrogativa.

Past Simple “To Be” (Was / Were)

We use the past simple for actions which finished at a definite point in the past. That is, we know when the action happened.

The past simple of the verb “to be” is was for I, she, he it and were for we, you, they.

We form questions by putting was / were before the subject pronoun (I, you, she, he, etc.) e.g. She was ill yesterday → Was she ill yesterday?

We form negations by putting not after was / were. e. g. She was not ill yesterday. She wasn't ill yesterday.

Affirmative	Negative	Negative	Interrogative
	Long form	Short form	
I was	I was not	I wasn't	Was I?
You were	You were not	You weren't	Were you?
She was	She was not	She wasn't	Was she?
He was	He was not	He wasn't	Was he?
It was	It was not	It wasn't	Was it?
We were	We were not	We weren't	Were we?
You were	You were not	You weren't	Were you?
They were	They were not	They weren't	Were they?

Short Answers

In short answers we only use Yes or No, the personal pronoun and the verb form was/wasn't or were/weren't. We do not repeat the whole question.

e.g. Were you late yesterday? Yes, I was / No, I wasn't.

We you.....?	Yes, I was / we were.
	No. I wasn't / we weren't.
Was he / she / it.....?	Yes, she/he/it was.
	No, she/he/it wasn't
Were they.....?	Yes, they were.
	No, they weren't.

Time Expressions

Yesterday, last week, last month, last year, two days / weeks / months / years ago.

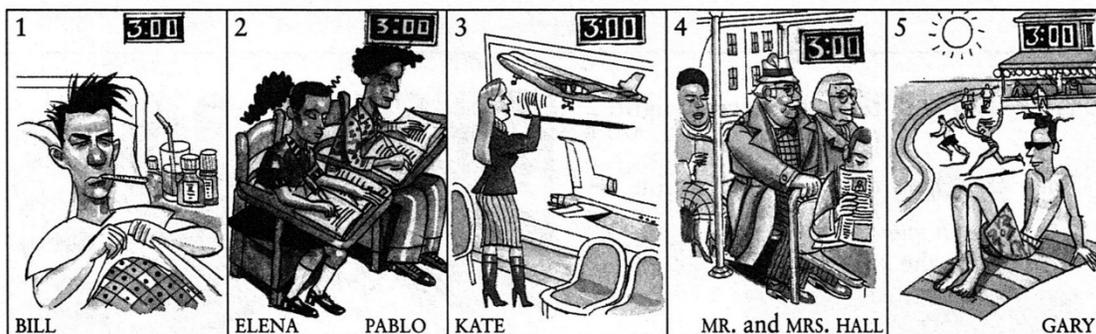
Exercise # 1

Write am / is / are (present) or was / were (past).

1. Last year she _____ 22, so she _____ 23 now.
2. Today the weather _____ nice, but yesterday it _____ very cold.
3. I _____ hungry. Can I have something to eat?
4. I feel fine this morning, but I _____ very tired last night.
5. Where _____ you at 11 o'clock last Friday morning?
6. Don't buy those shoes. They _____ very expensive.
7. I like your new jacket. _____ it expensive?
8. "Where _____ the children?" "I don't know. They _____ here ten minutes ago".

Exercise # 2

Where were these people at 3 o'clock yesterday afternoon? Where were you?



1. _____ in _____.
2. Elena and Pablo _____ at _____.
3. Kate _____ at _____.
4. _____ on _____.
5. _____ at _____.
6. And you? I _____.

Exercise # 3

Write was / wasn't or were / weren't.

1. We weren't happy with the hotel. Our room _____ very small, and it _____ very clean.
2. Bill _____ at work last week because he _____ sick. He's better now.
3. Yesterday _____ a holiday, so the banks _____ closed. They're open today.
4. "_____ Kate and John at the party?" "Kate _____ there, but John _____."
5. "Where are my keys?" "I don't know. They _____ on the table, but they're not there now."
6. You _____ at home last night. Where _____ you?

Exercise # 4

Write questions. Use the words in parentheses () in the correct order + was/were.

1. (late / you / this morning / why?)
 _____ The traffic was bad.
2. (hard / your exam?)
 _____ No, it was easy.
3. (last week / where / Beth and Bill?)
 _____ They were on vacation.

4. (angry / you / yesterday / why?)

_____ Because you were late.

5. (nice / the weather / last week?)

_____ Yes, it was beautiful.

Exercise # 5

Complete the conversation with the affirmative or negative past tense of be.

1. A: Welcome back! How _____ the drive?

B: Not great. The traffic _____ really awful.

A: Too bad. _____ you alone?

B: No. My brother _____ with me.

2. A: Did you just get in?

B: Yes. My flight _____ a little late.

A: _____ there a lot of people on the plane?

B: No, there _____.

3. A: Where _____ you last week?

B: We _____ on a cruise.

A: Really? How _____ it?

B: It _____ pretty short. Only three days!

4. A: So, how _____ your parent's trip?

B: Actually, it _____ too great.

A: What happened?

B: Their train _____ four hours late, so they _____ really tired.

There was / there were

There was / there were is the past simple form of There is / there are.

We use **there was** in the singular. There was a post office in the street thirty years ago.

We use **there were** in the plural. There were a few houses in the street thirty years ago.

We put **was / were** before **there** to form questions. **Was there** a post office in the street thirty years ago? **Were there** any houses in the street thirty years ago?

We form negations by putting **not** after was / were. **There was not / wasn't** a post office in the street thirty years ago. **There were not / there weren't** any houses in the street thirty years ago?

Affirmative	Negative	Negative	Interrogative
	Long form	Short form	
There was	There was not	There wasn't	Was there?
There were	There were not	There weren't	Were there?

Short Answers.

In short answers we only use Yes or No and there was / were. We do not repeat the whole question.

Was there a book on the desk?

Yes, there was.

No, there wasn't.

Were there any people in the shop?

Yes there were.

No, there weren't

Exercise # 1

Here are some items from the news. For each news item, write a sentence with **There was** or **there were** or **there is** or **there are**.

1. a car accident (yesterday)

2. a party at the White House (this evening, now)

3. a plane crash (yesterday)

4. an earthquake on a Pacific island (yesterday)

5. a music festival in Hyde Park (today, now)

6. two bombs explosions (last night)

Exercise # 2

Fill in **there was**, **it was**, **there were** or **they were**.

1. _____ twenty people at the party.

2. _____ all John and Patty's friends.

3. _____ a car outside my house this morning.

4. _____ a white sport car.

5. _____ a lot of messages for Paul at the office.

6. _____ all from his boss.

7. _____ a hundred guests at the wedding.

8. _____ all relatives.

9. _____ no clouds in the sky yesterday.

10. _____ a beautiful day.

Past Simple (Regular / Irregular Verbs)

Regular Verbs

We form the past simple of regular verbs by adding **-ed** to the main verb. e. g. He played football yesterday.

We form questions with the auxiliary verb **did**. The subject pronoun and the main verb without **-ed**. e. g. Did he play football yesterday?

We form negations with **did not / didn't** and the main verb without **-ed**. e. g. He didn't / did not play football yesterday.

Affirmative	Negative	Negative	Interrogative
	Long form	Short form	
I worked	I did not work	I didn't work	Did I work?
You worked	You did not work	You didn't work	Did you work?
She worked	She did not work	She didn't work	Did she work?
He worked	He did not work	He didn't work	Did he work?
It worked	It did not work	It didn't work	Did it work?
We worked	We did not work	We didn't work	Did we work?
You worked	You did not work	You didn't work	Did you work?
They worked	They did not work	They didn't work	Did they work?

Spelling Rules

Verbs ending **-e** take only **-d**. like - liked

Verbs ending in a consonant + **y**, drop the **y** and take **-ied**. Study – studied

But, verbs ending in a vowel + **y**, take **-ed**. play - played

Verbs ending in one stressed vowel between two consonants double the last consonant and take **-ed**. stop – stopped

But, visit – visited

Verbs ending in one **l**, double the **l** and take **-ed**. travel - travelled

Exercise # 1

Write the past simple of the verbs in the correct box.

Laugh tidy travel stay plan hate cry rob pull love study dance kiss
drop change enjoy try live prefer cook hurry

-ed laughed	-d
-ied	Double consonant + ed

Pronunciation

The suffix **-ed** is pronounced:

/ id / when the verb ends in a /t/ or /d/ sound.

wanted mended

/ t / when the verb ends in a /k/, /s/, /tʃ/, /ʃ/, /f/ or /p/ sounds.

liked, missed, watched, washed, laughed, stopped

/ d / when the verb ends in any other sound.

Closed, studied, loved, robbed

Exercise # 1

Write the past simple of the verbs in the correct box.

Start open wish look wait jump carry visit cook clean end finish add
live match count laugh pray kiss type decide change

/id/	started
/t/	
/d/	

Irregular Verbs

We do not form the past simple by adding –ed. e. g. go – went, see – saw, drink – drank.

We form questions and negations with did / did not (didn't) and the root form of the verb. e. g. He went out – Did he go out? – He didn't go out.

Affirmative	Negative	Negative	Interrogative
	Long form	Short form	
I went	I did not go	I didn't go	Did I go?
You went	You did not go	You didn't go	Did you go?
She went	She did not go	She didn't go	Did she go?
He went	He did not go	He didn't go	Did he go?
It went	It did not go	It didn't go	Did it go?
We went	We did not go	We didn't go	Did we go?
You went	You did not go	You didn't go	Did you go?
They went	They did not go	They didn't go	Did they go?

Exercise # 1

Write the past simple of the verb.

1. run	11. take
2. make ___	12. drive
3. break	13. write
4. read	14. bring
5. see	15. leave
6. drink	16. sleep
7. feed	17. swim
8. eat	18. know
9. come	19. give
10. say	20. find

Exercise # 1

Put the verbs in the right form.

1. I _____ (wash) my hands because they were dirty.
2. I feel good. I _____ (sleep) very well last night.
3. We _____ (see) a really good movie yesterday.
4. It _____ (rain) a lot while we were on vacation.
5. I _____ (go) to bed early because I was tired.
6. Annie _____ (learn) to drive when she was 16.

Exercise # 2

Complete the sentences by using a suitable verb from the list. Use the past simple.

**break build cancel carry cry die grow happen keep lie open star stop
study try worry**

1. He _____ his suitcases to the station.
2. Hitler _____ in 1945.
3. All week, he _____ about the exam.
4. The accident _____ at nine o'clock at night.
5. Sue _____ love letters in a box under her bed.
6. They _____ the football match because of bad weather.

Exercise # 3

Read about Anna's trip to Mexico City. Put the verbs in the correct form.



Last Tuesday Anna _____ (fly) from Los Angeles to Mexico City. She _____ (get) up at 6 o'clock in the morning and _____ (have) a cup of coffee. At 7:15 she _____ (leave) home and _____ (drive) to the airport. When she _____ (arrive), she _____ (park) the car and then _____ (go) to the ticket counter, where she _____ (check) in for her flight. Then she _____ (have) breakfast at an airport café and _____ (wait) for her flight. The plane _____ (depart) on time and _____ (arrive) in Mexico City four hours later. Finally, she _____ (take) a taxi to her hotel.

Exercise # 4

Find and circle 20 verbs then write the single form or the past simple.

Rtmakebgfhuusenfrghlgopoelrwrittenuthkdbdhsingñomjhutstudy
bdgehureatlofksleftndkirmadenkfhurdancedbvhgjutiskdrankmn
fjkriddidhjuriowantedmloenilovelkjgiodhavehdurtlseekdhjtuops
rankmfjitomovenmkgfdienmkhbemjkillbecamecookreadthin
ksleeprecievekjhlodwant

Base form/Simple Past

Base form/Simple Past

Unidad 3

Describir la secuencia de eventos pasados

Propósito:

Al finalizar la unidad, el alumno:

Será capaz de expresar la secuencia de sucesos ocurridos, de manera oral y escrita, para intercambiar información acerca de situaciones del pasado.

Aprendizajes

El alumno:

1. Identifica la secuencia de eventos del pasado, en textos orales y escritos, para establecer el orden en que ocurrieron.
2. Expresa relaciones de secuencias para relatar un evento que tuvo lugar en el pasado, de manera oral y escrita.
3. Solicita y proporciona información sobre eventos pasados para expresar sus experiencias y las de otros, de manera oral.
4. Intercambia información sobre una serie de eventos que tuvieron lugar en el pasado para relatar experiencias propias y de otros, de manera escrita.

Temáticas

- Pasado simple.
- Pasado del verbo To Be.
- There was, there were.
- Verbo was born.

Past Simple

We use the past simple for actions which happened at a definite point in the past, that is, we know when they happened.

They got married 15 years ago. (When did they get married? 15 years ago)

We use the past simple for repeated actions which happened in the past but don't happen anymore. In this case we can use adverbs of frequency (e.g. always, often, usually, etc.).

My father often took me to the playground when I was a child.

We use the past simple for actions which happened one after the other in the past.

First, they had lunch. Then, they met some friends.

I didn't Did you?

(Simple Past Negative and Questions)

We use **did** in simple past negatives and questions.

Base form	Positive	
play	I	played
start	we	started
watch	you	watched
have	they	had
see	she	saw
do	he	did
go	it	went

Negative		
I		play
we		start
you	Did not	watch
they	(didn't)	have
she		see
he		do
it		go

Questions		
	I	play?
	we	start?
	you	watch?
Did	they	have?
	she	see?
	he	do?
	it	go?

Do / does (present) — did (past)

I don't watch television very often. / I didn't watch television yesterday.

Does she go out often? / Did you go out last night?

We use **did / didn't + base form** (watch/play/go, etc.)

Positive	→	Negative
I watched	→	I didn't watch
He had	→	He didn't have
They went	→	Did they go?
You did	→	Did you do?

I played tennis yesterday, but I didn't win.

Did you do your homework? No, I didn't have time.

We went to the movies, but we didn't enjoy the film.

Study the word order in questions:

	did +	subject	+ base form	
	Did	your sister	call	you?
What	did	you	do	last night?
How	did	the accident	happen?	
Where	did	your parents	go	for vacation?

Short answer

Yes,	I/we/you/they/he/she/it	Did.
------	-------------------------	------

No,	I/we/you/they/he/she/it	Didn't
-----	-------------------------	--------

Did you see Joe yesterday? No, I didn't.

Did it rain on Sunday? Yes, it did.

Did Helen come to the party? No, she didn't.

Did your parents have a good trip? Yes, they did.

Past time expressions

Last time, yesterday morning, last summer a year ago, last night, in 2009, last week, three days ago, the day before yesterday, last month, five minutes ago.

Exercise # 1

Complete these sentences. Use didn't.

1. I saw Barbara, but I _____ Marianne.
2. They worked on Monday, but they _____ on Tuesday.
3. We went to the post office, but we _____ to the bank.
4. She had a pen, but she _____ any paper.
5. Brian did some work in the yard, but he _____ any work in the house.

Exercise # 2

Write questions with Did.....?

1. I watched TV last night. How about you? _____
2. I enjoyed the party. How about you? _____
3. I had a nice vacation. How about you? _____
4. I finished work early. How about you? _____
5. I slept well last night. How about you? _____

Exercise # 3

Put the verbs in the correct form- positive, negative, or question.

1. We went to the movies, but the film wasn't very good. We _____ (enjoy) it.
2. Tim _____ (buy) some new clothes yesterday – two shirts, a jacket, and a sweater.
3. _____ (rain) yesterday? No, it was a nice day.
4. It was very warm in the room, so I _____ (open) a window.
5. Did you go to the bank this morning? No, I _____ (have) time.

Exercise # 4

Look at this story about Peter's visit to Superworld. Superworld is a place where the impossible becomes possible! Fill the gaps with a suitable verb from the list.

answer ask climb cross invent kill land photograph play receive rescue
score solve talk travel visit walk

SUPERWORLD

Last summer, Peter _____ Superworld. In Superworld, he _____ through the cities of ancient Greece and Egypt. He _____ to Socrates and Shakespeare and Marie Curie. He _____ Cleopatra and _____ Marilyn Monroe. He _____ in a spaceship and _____ On the moon. He _____ the Pacific Ocean in a submarine and _____ Mount Everest in an afternoon. He _____ a dragon and _____ a princess. He _____ football against Brazil and _____ twelve goals. He _____ the mystery of Jack the Ripper (a famous nineteenth century murder). He _____ e a new type of computer and _____ a Nobel Prize "What did you do in Superworld?" his friends _____ him. "Everything" he _____.

Now complete these Past Simple questions and short answers. Use verbs from the list.

cross do invent kill land photograph talk travel win

1. _____ peter _____ a dragon? Yes, _____.
2. _____ he _____ the Atlantic? No, _____.
3. _____ he _____ Sophia Loren? No, _____.
4. _____ he _____ a Nobel Prize? Yes, _____.
5. _____ he _____ in a space ship? Yes, _____.
6. _____ he _____ to Galileo? No, _____.
7. _____ he _____ a new kind of television? No, _____.

Exercise # 5

Put in order the following sentences and change, if it is necessary, the verb in past simple.

1. / ? / Jackie / did / see / you / yesterday /

2. / didn't / the movie / Sam / like / it was / because / too exaggerated /

3. / in 1521 / Tenochtitlan / finally / conquered / Cortes and his men /

4. / ate / for lunch / Mary / a sandwich / the Kitchen / and / cleaned /

5. / do / Mom / what / old / my / sneakers / with / did / ? /

Exercise # 6

Look at the pictures. Describe what happened to Barry yesterday. Use the following verbs. The verb see is used twice.

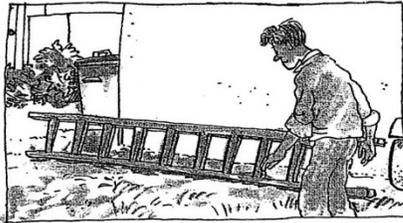
see take phone leave hear open look look for



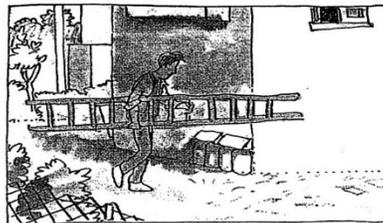
1. At 4 o'clock Barry _____.



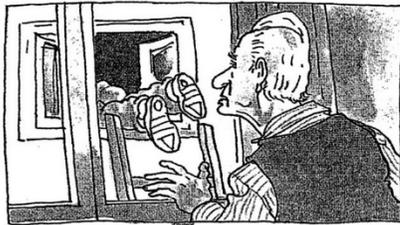
2. When he got to his house, he _____ his keys.
He didn't have them.



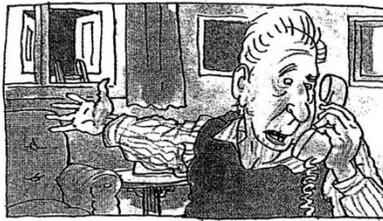
3. _____ in the yard.



4. _____ the ladder to
his house.



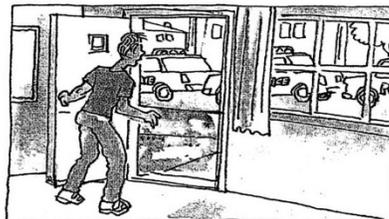
5. A neighbour _____ out of the
window and _____ Barry's
legs.



6. The neighbour _____.



7. Barry _____ the police
coming.



8. When he _____ the front
door, he saw the house surrounded
by police cars.

Exercise # 7

Number the past time expressions from 1 to 10.

	yesterday morning
	last night
	last month
	three days ago
	five minutes ago
	last week
	last summer
	the day before yesterday
	a year ago
	in 2009

Exercise # 8

Answer these statements about what did you do yesterday? Use short answer. Yes, I did / No, I didn't.

- use a GPS _____
- watch a soccer match _____
- chatted online _____
- studied for an exam _____
- texted a friend _____
- arrived at school late _____
- listened to the radio _____
- started a new book _____
- studied until late _____
- played a computer game _____

Unidad 4

Narrar situaciones actuales y pasadas

Propósito:

Al finalizar la unidad, el alumno:

Será capaz de interactuar para establecer las diferencias entre situaciones actuales y del pasado, de manera oral y escrita.

Aprendizajes

El alumno:

1. Reconoce la diferencia en descripciones de personas, objetos y lugares presentes y pasadas en textos orales y escritos, para establecer comparaciones.
2. Compara situaciones que se relacionan con su entorno actual y con sus experiencias pasadas para describirlas de manera oral.
3. Contrasta situaciones que se relacionan con su entorno actual y con sus experiencias pasadas para describirlas de manera oral.
4. Interactúa para comunicar situaciones actuales y pasadas, de manera oral y escrita.

Temáticas

- **Pasado simple y pasado del verbo To Be; verbo was born.**
- **Comparativos y superlativos.**
- **Presente simple**
- **There was, there were.**

SIMPLE PRESENT / SIMPLE PAST.

Remember that some action can be expressed both in present or past tenses. Don't forget to pay attention to time expression for a clue.

Exercise # 1

Write the names of five famous people in each square.

Famous People

ALIVE	DEAD

Who's Shakira? She's a singer.

Who was Charles Darwin? He was a scientist.

Exercise # 2

Complete the simple past sentences with was / were / wasn't / weren't.

Simple present

My father is a painter.

1. Today is Monday.
2. Where are you now?
3. I'm in Brazil.
4. Is it hot today?
5. The café isn't open now.
6. My neighbors aren't at home.

simple past

My grandfather was a painter too.

- Yesterday _____ Sunday.
- Where _____ you yesterday?
- I _____ in Peru last month.
- _____ it hot yesterday?
- It _____ open this morning.
- They _____ at home yesterday.

Exercise # 3

Complete the dialogues with present or past form of be.

1. A: What day _____ it today?
B: Monday. Yesterday _____ Sunday.
2. A: Hi. _____ your sister at home?
B: No, she _____. She _____ here this morning, but now she _____ at work.
3. A: I can't find my keys. Where _____ they?
B: I don't know. They _____ on your desk this morning.
4. A: Where _____ your new friend from?
B: He _____ born in the US, but his parents _____ born in Singapore.
5. A: Why _____ your boss angry yesterday?
B: Because I _____ very late for work.

Exercise # 4

Rewrite the sentences in the simple past with yesterday.

Present

past

I watch TV.

I watched TV yesterday.

1. We study English.
2. Do you listen to the news?
3. He doesn't cook dinner.
4. Does she play sports?
5. They work late.
6. She talks to her friends.

Exercise # 5

Write sentences that express actions that you do every day or you did / didn't in the past.

Play tennis

I play tennis every day.

I played tennis yesterday.

Travel, need, like, cooked, arrive, finish, start, watch, type, live, chat, listen

Exercise # 6

Look at these pictures of Bob and Sue and complete the sentences below. Here are some useful words.

babies dark energetic friendly generous happy healthy poor pretty smooth thin very intelligent young



1962



Now

1. Bob and Sue are old now but then _____.
2. Bob and Sue are sad now but then _____.
3. Sue is fat now but then _____.
4. They are often ill now but then _____.
5. Their skin is wrinkled now but then it _____.
6. They are often angry now but then _____.
7. Their hair is grey now but then it _____.
8. They are often tired now but then _____.
9. Sue is forgetful now but then _____.
10. Bob and Sue are rich now but then _____.
11. Their children are adults now but then _____.
12. Sue is ugly now but then _____.

Listening Comprehension.

A. Read the questions. Then listen to the conversation and answer them.

- 1.- Who did Zach go to the museum with?
- 2.- Does Zach like History?
- 3.- Who wanted to go Zach or Tina?
- 4.- What day did they go?
- 5.- Were there a lot of people?
- 6.- How much did the tickets cost?
- 7.- Did they see a lot of interesting things?
- 8.- Who felt sick?
- 9.- Did they take her home?
- 10.- What happened then?

Audio script.

Dave: Hi. Zach

Zach: Hi Dave

Dave: Did you have a good weekend?

Zach: Yeah. Not bad.

Dave: What did you do?

Zach: Nothing much

Dave: Who did you see? Did you see.....ummmm.....What's her name....Tina?

Zach: Yes. We went to an exhibition at the History Museum.

Dave: Oh, you mean the Explorers and inventors exhibition? Who decided to go there? I thought you hated History.

Zach: Well, Tina wanted to go.

Dave: Oh. So, when did you go?

Zach: On Sunday morning.

Dave: I heard it was good. I'd like to go next weekend. Was it crowded?

Zach: Yeah/ There were lots and lots of people. We had to stand in line forever to get tickets.

Dave: And, how much did the tickets cost?

Zach: seven dollar each.

Dave: So, what did you see?

Zach: Not much.

Dave: What do you mean not much?

Zach: Luckily, I was saved from a boring morning.

Dave: Why, What happened?

Zach: the moment we got into the first exhibition hall/ the Christopher Columbus room/ Ana felt sick.

Dave: Who felt sick?

Zach: Ana. That's Tina's sister. She was with us...She felt really sick.

Dave: So what did you do?

Zach: We left . We took Ana to her house and Tina and I went to have a pizza and then we watched TV in the afternoon. It was more fun, really.

Reading Comprehension

Read the e-mail and answer the questions.

COWBOYS AND

Most people have a fixed image of cowboys living the traditional life of the wild west. Real cowboys were tall, romantic-looking men who rode horses expertly all year round, who live exciting and adventurous lives, who ate healthy and hearty meals around welcoming campfires and who, of course, carried guns which they could draw swiftly and shoot accurately.

The cowboy era did not last very long (for about 30 years from 1865 to 1895). Cowboys did not at all look like Gary Cooper or John Wayne (in fact, about one third of them were black or Mexican); they did not work permanently as cowboys but only from March to September. They did not eat well but followed a monotonous diet of beef, beans and bacon which did not provide enough vitamins; and most surprising of all they did not normally carry guns. The life of a real cowboy was very different from the movie image.

Where, then did our romanticized view of cowboys confront, and why that it still survive today? If one man was responsible more than any other, it was William Frederick Cody, better known as Buffalo Bill. The Wild West show he introduced in 1883 fascinated crowds around the world for more than 20 years and created the myth of the cowboy's expertise with guns. More than 700 cheap novels about Cody certainly reinforce this.

That explains how the myth developed but why does the myth still survive today? Psychologists suggest that the image of the cowboy as a refugee from industrial civilization is something which attracted people oppressed by industrialization in the XIX century. The industrial society still exists today; it will probably continue to exist for year to come-together with our romantic vision of romantically dressed, romantically adventurous cowboys.

Exercise.

Compare the characteristics of the mythical cowboy with the characteristics of a real cowboy.

Mythical cowboys.	Real cowboys.
Tall	Short

WRITING SECTION.

Write a short paragraph which describes your life in Secondary school and compare that with your experiences at CCH.

Example: I wore a uniform in secondary school. Here in CCH I dress in a cool way.

SPEAKING SECTION:

Imagine that you are calling a friend in other country. And you want to share information about your last vacations in a Mexican beach. You can include information about your schedules, places you visited, people you met there, as well as a brief description of the place.

Example:

Last summer I was in Cancun. I visited Tulum. I went to the beach. It was beautiful.

You may take notes but the most important aspect is to practice your oral skills.

Bibliography

Dooley, J et al. (1998) Grammar Way. UK. Express Publishing.

Grant, H. (2007) Grammar Connection Structure Through content. USA. Thomson and Heile.

Green, R. (1997) Moving with Grammar: a Pedagogical Grammar of English. Singapore. Beaumont Publishing.

Murphy, R. (2006) basic Grammar in Use, A self- Study, reference and practice book for elementary students of English. UK. Cambridge University Press. .

Sellen, D. (2000) Grammar World. Italy. Black Cat Publishing.

Thompson, H. (2007) Grammar Connections. UK. Oxford University Press.

Viney, B, et al. (2002) Grammar Practice for elementary students. UK. Cambridge University Press.