



UNIVERSIDAD NACIONAL
AUTÓNOMA DE MÉXICO



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**GUÍA DE ESTUDIO PARA
EL EXAMEN EXTRAORDINARIO
DE INGLÉS I**

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GUÍA DE INGLÉS I

Éste trabajo pretende reforzar tus conocimientos sobre el idioma y prepararte para tu evaluación extraordinaria. En éste, encontraras únicamente los conocimientos temáticos que se abordarán en tu examen de conocimientos. En cada uno de éstos contenidos habrá una presentación, ejemplificación y práctica. Además, encontrarás la bibliografía necesaria para que consultes otras fuentes para tu preparación.

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

- Nombrar objetos del salón de clase.
- Saludar y despedirse.
- Presentarse a sí mismo y a otros.
- Aplicar lecturas de ojeada y selectiva: Tema general y datos específicos.
- Proporcionar y solicitar información personal sobre sí mismo y otros.
- Registrar datos personales en formularios de suscripciones y membresías.
- Describir a los miembros de la familia.
- Expresar relaciones de parentesco.
- Describir estados de ánimo.
- Utilizar en forma adecuada pronombres personales y adjetivos posesivos.
- Utilizar adecuadamente las mayúsculas en nombres propios.
- Describir las características físicas y de personalidad.
- Utiliza signos de puntuación de forma adecuada en una serie de oraciones.
- Describir a los miembros de la familia.
- Preguntar y responde sobre la personalidad y la apariencia física.
- Expresar la existencia de habitaciones, mobiliario y objetos personales en una casa.
- Aplicar adecuadamente la ortografía en plural.
- Solicitar información sobre la existencia de objetos y lugares en casa.
- Reconocer la relación entre el objeto y su propietario.
- Solicitar información sobre el propietario.
- Proporcionar información sobre las pertenencias de sí mismo y de otros.
- Invitar a eventos.
- Aceptar o rechazar invitaciones a eventos.
- Expresar preferencias y gustos sobre eventos.
- Expresar deseos, necesidades y gustos.
- Enlazar oraciones con **and, but, or**.
- Preguntar y responder sobre pertenencias, deseos, necesidades y gustos.

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

- Identifica y utiliza expresiones comunes en el salón de clase para iniciar la comunicación, de manera oral y escrita.
- Identifica y utiliza expresiones de uso frecuente para saludar, despedirse, y presentarse a sí mismo y a otros, de manera oral y escrita.

- Localiza información específica para extraer datos personales de textos orales y escritos.
- Solicita y proporciona sus datos personales y los de otros para comunicarse en el aula, de manera oral y escrita.
- Identifica y utiliza vocabulario y frases para describir relaciones de parentesco y estados de ánimo, de manera oral y escrita.
- Identifica características físicas y rasgos de personalidad, en textos orales y escritos breves para reconocer las individualidades.
- Proporciona información sobre estados de ánimo, apariencia física y rasgos de personalidad, de manera oral y escrita para describirse a sí mismo y a otros.
- Intercambia información para comunicar relaciones de parentesco, estados de ánimo, características físicas y rasgos de personalidad de sí mismo y de otros, de manera oral y escrita.
- Identifica y utiliza vocabulario expresiones para describir habitaciones, mobiliario y objetos de uso personal, de manera oral y escrita.
- Proporciona y solicita información sobre la existencia de habitaciones, mobiliario de una casa y objetos de uso personal, de manera oral y escrita.
- Identifica las relaciones de pertenencia en textos orales y escritos para reconocer el objeto y a su propietario.
- Intercambia información sobre objetos personales para identificar a su propietario, de manera oral y escrita
- Identifica y utiliza vocabulario expresiones para describir habitaciones, mobiliario y objetos de uso personal, de manera oral y escrita.
- Proporciona y solicita información sobre la existencia de habitaciones, mobiliario de una casa y objetos de uso personal, de manera oral y escrita.
- Identifica las relaciones de pertenencia en textos orales y escritos para reconocer el objeto y a su propietario.

- Intercambia información sobre objetos personales para identificar a su propietario, de manera oral y escrita.
- Localiza información específica para dar a conocer datos de lugares y horarios de actividades de esparcimiento, en textos orales y escritos.
- Solicita y proporciona información específica, de manera oral y escrita, sobre horarios y lugares de actividades de esparcimiento para elegir el de su interés.
- Identifica y utiliza expresiones de manera oral y escrita, para referirse a lo que él y los demás tienen, les gusta, quieren y necesitan, en relación a objetos cotidianos.
- Solicita y proporciona información sobre objetos cotidianos, de manera oral y escrita para comunicar lo que él y los demás tienen, les gusta, quieren y necesitan.

Recuerda que la información sobre vocabulario y gramática son de gran ayuda para lograr las habilidades de este curso. Aquí se te presentan las más importantes:

Vocabulario

- Expresiones de: a) cortesía, b) permiso, c) disculpa, d) preguntas:
How do you say.....? / What's the meaning of.....?
- Nombres de útiles escolares y objetos del salón de clase.
- Presentaciones, saludos y despedidas en contextos formales e informales.
- Títulos (ejemplo: Mr., Mrs.).
- Relaciones sociales y de parentesco.
- Datos personales: nombre(s), título, nacionalidad, domicilio, números telefónicos, correos telefónicos y redes sociales, países, lugar de residencia, ocupación y edad.
- Alfabeto.
- Números cardinales 0- 100.
- Nombres de los miembros de la familia.
- Adjetivos para expresar estados de ánimo o sentimientos.

- Partes de la cara y del cuerpo.
- Adjetivos calificativos que indican rasgos físicos: complexión, talla y estatura; forma y color del cabello, piel y ojos.
- Adjetivos para rasgos de personalidad.
- Expresiones de cortesía (Thanks. / Thanks a lot. / That's very nice of you. / You're so kind, OK. / That's right.).
- Tipos de vivienda.
- Lugares y objetos de una casa.
- Mobiliario y electrodomésticos.
- Objetos de uso personal.
- Ropa y accesorios
- Adjetivos calificativos para describir la calidad, el color y la talla de la ropa.
- Eventos culturales, deportivos y escolares.
- Lugares públicos.
- Expresiones para indicar la hora y los momentos del día.
- Días de la semana, meses y estaciones del año.
- Números ordinales.
- Frases para invitar a un evento.
- Expresiones para aceptar o rechazar invitaciones: Would you like to..... , Let's
- Frases con **this one / those ones** para indicar una elección.

Gramaticales

- Imperativo
- Artículo a / an
- Plural de sustantivo
- Alfabeto
- Números cardinales 0-100.
- Verbo To Be en presente simple (afirmativa, negativa, negativa)
- Palabras interrogativas: what, where, How old.
- Pronombres personales.
- Adjetivos posesivos.
- Posesivo anglosajón

- Palabras interrogativas: who, what, when, where what..... Like?
- Adjetivos calificativos: rasgos físicos y de personalidad.
- Frases nominales de uno o dos adjetivos + sustantivo.
- Contraste entre el posesivo anglosajón ('s) y la contracción del verbo is
- Verbo To Have en presente simple (afirmativo, negativo, interrogativo)
- There is / There are (afirmativa, negativa e interrogativa)
- Preposiciones de lugar (on, in, at, between.....).
- Palabras interrogativas: Whose
- Contraste de Who's / Whose.
- Preposiciones de tiempo (in, on, at)
- Palabras interrogativas con: what, where, what time.
- Adjetivos y pronombres demostrativos.
- Verbos en presente simple en todas sus formas: like, hate, want, need y have.
- Palabras interrogativas: what, why, which.

Unidad 1

Presentarse a sí mismo y a los compañeros

Propósito:

Al finalizar la unidad, el alumno:

Intercambiará datos personales, de manera oral y escrita, para iniciar la comunicación en el aula.

Aprendizajes

El alumno:

1. Identifica y utiliza expresiones comunes en el salón de clase para iniciar la comunicación, de manera oral y escrita.
2. Identifica y utiliza expresiones de uso frecuente para saludar, despedirse, y presentarse a sí mismo y a otros, de manera oral y escrita.
3. Localiza información específica para extraer datos personales de textos orales y escritos.
4. Solicita y proporciona sus datos personales y los de otros para comunicarse en el aula, de manera oral y escrita.

Temáticas

- Imperativo
- Artículo a / an
- Plural de sustantivo
- Alfabeto
- Números cardinales 0-100.
- Verbo To Be en presente simple (afirmativa, negativa, negativa)
- Palabras interrogativas: what, where, How old.
- Pronombres personales.
- Adjetivos posesivos.

Aprendizaje: 1

El alumno:

- Identifica y utiliza expresiones comunes en el salón de clase para iniciar la comunicación, de manera oral y escrita.

Temáticas

- Imperativo
- Artículo a / an
- Plural de sustantivo

THE IMPERATIVE.

- The imperative is formed with the verb without **a subject**.

Sit down, come here!, look at me open your book.

- The negative form uses **do not** or **don't**.

Don't speak in Spanish, Don't stand up, Do not write.

- To be polite, it is best to use **please** at the beginning or at the end.

Close the window, please. Please, pay attention.

- **Let's** is use to suggest doing something or to give orders to a group which includes the speaker. **Let's** is the imperative form of the first person plural: let's go! (let us go!)

Let's go to the disco! Let's play football.

- We use the imperative to:
 - a) Give orders: Go away!
 - b) Give instructions: Cut the paper in two pieces
 - c) Offer something: have a cup of coffee.
 - d) Ask somebody to do something: pass the salt, please.
 - e) Warn somebody: Don't touch the dog.

Activities

Exercise #1

Complete the blanks with the correct form of the verbs.

Turn open go not write write turn not open listen not speak

1. **Teacher:** Ok, students _____ to the CD, but _____ your books. _____ the answers in your notebook. Then _____ your books and check. _____ during the lesson. _____ on your desk. _____ this book is really good.

Exercise #2

The teacher's instructions

Complete the instructions with the correct words.

A message English the book the song your hands the board

- | | |
|----------------|--------------------|
| 1. Read _____ | 4. Listen to _____ |
| 2. Write _____ | 5. Look at _____ |
| 3. Speak _____ | 6. Raise _____ |

Exercise #3

The rules of the classroom. Write True (T) or False (F)

1. Run in the classroom! _____
2. Listen to the teacher! _____
3. Be late for the lessons! _____
4. Be quiet! _____
5. Keep the classroom clean! _____
6. Don't talk loudly! _____

THE INDEFINITE ARTICLE "A/AN"

The indefinite article **a/an** is used before singular countable nouns. We use "a" before nouns which begin with a consonant sound and we use "an" before vowel sound.

- A university (consonant sound)
- A house (consonant sound)
- An umbrella (vowel sound)
- An hour (h is silent)

We use **a/an** with singular countable nouns when we want to say what somebody/something is or what someone's job is.

- It is a dog
- She is a doctor

We don't use **a/an** with possessives, demonstratives or cardinal numbers.

- My room is dirty
- That table is old
- One student is in the room
- His umbrella is blue
- This book is interesting.

We use one instead of **an/a** when the number is important.

- There is only one cake in the cupboard.
- Yesterday I made a cake

We also use **a/an** to talk about cost, frequency and speed.

- I go to the library twice a week
- He drove at 100 miles an hour
- The apples cost \$1.00 a kilo.

Activities

Exercise #1

Use a or an to complete the blanks.

1. _____ book
2. _____ eraser
3. _____ pen
4. _____ ruler
5. _____ dictionary
6. _____ umbrella

PLURAL NOUNS

We usually form a plural noun by adding -s:

Singular (one) a cat a book a computer

Plural (two or more) some cats three books a hundred computers

Remember these spelling changes:

- Nouns ending in -s, -ss, -ch, -sh, -x, -o, takes -es in the plural.
Bus – buses brush – brushes dress – dresses box – boxes
- Nouns ending in a consonant +Y, drop the -y and take -ies in the plural.
Baby – babies country – countries city – cities family – families
- Nouns ending in a vowel +y takes -s in the plural
Day – days boy – boys
- Nouns ending in -f or fe, drop the -f or -fe and takes -ves in the plural.
Knife – knives leaf – leaves
- But some nouns ending in -f or -fe take only -s
Roof – roofs Cliff – cliffs giraffe – giraffes chief – chiefs
- We add only -s to words of recent foreign origin ending in -o:
Photo – photos disco – discos piano – pianos

Irregular plurals

Some nouns have an irregular plural form.

Child – children woman – women mouse - mice

Man – men foot – feet sheep - sheep

Tooth – teeth

Fish – fish

Note: Some nouns occur only in the plural form: clothes, jeans, pajamas, goods, thanks, contents, glasses, etc.

Some nouns end in -s but are not plural: mathematics, economics, news, and athletics.

ACTIVITIES

EXERCISE #1

Write the plural form of these nouns:

1.- boy boys

2.- church _____

3.- woman _____

4.- hero _____

5.- dictionary _____

6.- sandwich _____

7.- monkey _____

8.- sheep _____

9.- lady _____

10.- person _____

EXERCISE #2

Write the words in plural in the correct box.

Bicycle, bus, cherry, knife, man, glass, child, house, Apple, box, lady, baby, ball, tomato, ferry, leaf, tooth, goose, radio, Cliff, dress, torch, city, wife, ox, deer, calf, fox, giraffe, watch, parrot, Wolf, dish, boy, woman, sheep, armchair.

-s	bicycles
-es	buses
-ies	cherries
-ves	knives
irregular	men

EXERCISE #3

Read these statements and use the nouns in brackets to complete the sentences. Use plural forms.

What do you think -true or false?

- 1.- All _____ are afraid of _____ (mouse/woman)
- 2.- All _____ lose their _____ in Winter (leaf/tree)
- 3.- It is wrong to eat _____ (person)
- 4.- _____ are cheap but _____ are expensive (taxi/bus)
- 5.- _____ from different _____ have different _____. (person / country/ personality).

Exercise # 4

Complete the sentences with the plural form of the nouns in parentheses.

1. We have fifteen _____ (teachers), six _____ (man) and nine _____ (woman).
2. We have children of many _____ (nationality) in our school.
3. The restaurant has two _____ (waiter) and five _____ (waitress).
4. There are seven _____ (person), but we only have six _____ (chair).
5. My aunt has five _____ (child), two _____ (girl) and three _____ (boy).

Aprendizaje: 2

El alumno:

- **Identifica y utiliza expresiones de uso frecuentes para saludar, despedirse y presentarse a sí mismo y a otros, de manera oral y escrita.**

Temáticas

- **Verbo To Be en presente simple (afirmativa, negativa e interrogativa y contracciones)**
- **Pronombres personales.**
- **Adjetivos posesivos.**

BE IN THE PRESENT SIMPLE

The Present Simple of be is like this:

Singular	Plural
I am	We are
You are	You are
She, He, It is	They are

Short Forms		
I'm	You're	She / He / It's
We're	You're	They're

- We use Be in many situations:
 - To talk about people and places. I'm from Mexico.
 - To talk about the time: It's nine o'clock.
 - To talk about the weather: It's very cold today.
 - To describe people, things, etc. Your clothes are beautiful.
 - To say how old people are: I'm 14 year old.
 - To say what our job is: He is a doctor.
 - To say how we feel: I'm tired.
 - To answer the telephone: Hello! This is Jane.
- We use the short form when we are speaking or writing a friendly letter.
We're on holiday in Sicily. It's very hot here.
- These are the negative form:**

Long Form	
Singular	Plural
I am not	We are not
You are not	You are not
She/ He/ It is not	They are not

Short Forms	
Singular	Plural
I'm not	We aren't / We're not
You aren't / You're not	You aren't / You're not
She/He/ It's not / isn't	They aren't / they're not

- We make questions with be in the present simple.

Singular	Plural
Am I.....?	Are we?
Are you?	Are you?
Is she? / Is he? / Is it?	Are they?

- When someone asks a question with be, we can give short answers:

Are you hungry?	Yes, I am
Is he ok?	No, he's not

Notice: We can use a short form in affirmative short answer.

(no: Yes, I'm) (Yes, she's)

- Here are some examples of questions with be and long answer:

Am I late?	No, you're early
Are you Italian?	No, I'm Spanish

Activities

Exercise # 1

Complete with 'm, 's, 're.

1. I ____ Pedro and she ____ Martha.
2. You ____ sixteen.
3. We ____ fifteen and they ____ twenty.
4. He ____ Daniel.
5. It ____ my birthday. I ____ twenty.
6. Anna ____ nine.

Exercise # 2

Circle the correct words.

1. I'm not / isn't good at History.
2. He's / He a bus driver.
3. Is she / She's Australian?
4. We isn't / aren't from Spain.
5. Paul and Steve is / are best friends.
6. Are they / they're soccer fans.

Exercise # 3

Complete with the correct form of the verb to be.

1. A: How _____ you?
B: I _____ fine, thanks.
2. A: Who _____ Mrs. Jones?
B: She _____ our new Math teacher.
3. A: _____ they good at English?
B: No, they _____.
They _____ good at History.
4. A: _____ swimming your favorite sport?
B: No, it _____. My favorite sport _____ basketball.
5. A: _____ you from Canada?
B: No, I _____. I _____ Australian.

PERSONAL PRONOUNS

- We can use **subject personal pronouns** before a verb instead of the noun or the name of a person. These are:

Singular	Plural
I	We
You	You
She, He, It	They

- We use **he** for a man or a boy (man-he) (boy-he)
- We use **she** for a woman or a girl (woman-she) (girl-she)
- We use **it** for things or animals when we do not know its sex. When we talk about our pets or animals whose sex we know, we can use she or he. (car-it) (bear-it)
- In the plural we use **they** for people, animals, plants and things. (man and woman-they) (roses-they)

Exercise # 1

Change the name of the subject by the appropriate personal pronoun.

1. Mary likes to study English. She likes to study English.
2. The plane leaves at ten o'clock. _____
3. Mr. Reese finally sold his house. _____
4. My father and I do our homework together. _____
5. Mr. and Mrs. Price came to visit us last night. _____
6. The leaves are beginning to fall from the trees. _____
7. The dog chases the cat all around the house. _____

POSSESSIVE ADJECTIVES

- We use possessive adjectives to express that something belongs to somebody.

This is my bag.

Subject	Possessive Adjective
I	My
You	Your
She	Her
He	His
It	Its
We	Our
They	Their

- We use possessive adjective before:
 - a) Nouns
This is John. Susan is his daughter.
This is Mary. Thomas is her husband.
 - b) Parts of the body, clothes etc.

He cleaned his teeth.

I brush my hair.
 - c) With the words own to say that something is only mine, yours etc.
She has a house of her own. (only her)
The boss lent me his own car. (his private car)

Activities

Exercise # 1

Complete the following sentences with the **possessive adjective** which refers to the subject of the sentence.

1. She knows her lesson well.
2. I do _____ homework on the bus every day.
3. Mary and I do _____ homework together.
4. The children take _____ their toys to the park.
5. Each cat has _____ own dish for food and water.
6. You always get good marks on _____ examinations.
7. Mr. Smith drives to work in _____ car.
8. We enjoy _____ English class.

PERSONAL PRONOUNS / POSSESSIVE ADJECTIVES

Exercise # 2

Underline the correct word.

1. **My / I** am Rachel.
2. **She / Her** phone number is (718) 254-0728.
3. **You / Your** mom is very pretty.
4. **Our / We** uncle is handsome.
5. **His / He** name is Bob.
6. **They / Their** favorite color is red.
7. **He / His** from Mexico.

Exercise # 3

Fill in: his, her, your, she, they, their.

1. Where are John and Steve?
_____ 're in Spain.
2. Who's Melissa?
_____ 's my friend.
3. Is this John's dog?
Yes, it is. It's _____ dog.
4. How old is Ann?
She's 12. It's _____ birthday.
5. What's Susan and Tamara's surname?
_____ Surname is Stevens.

Exercise # 4

Choose a, b, c

1. This is my uncle. _____ name is Bob.
a. Her b. His c. Your
2. My grandparents live in Mexico City. _____ have a pet dog.
a. Our b. They c. Their
3. Mike has a sister _____ is a nurse.
a. She b. He c. Her
4. Jack and Tom aren't doctors. _____ are teachers.
a. Their b. We c. They
5. _____ favorite subject is Math. I'm really good at it.
a. I b. My c. Your

Aprendizaje: 3

El alumno:

- Localiza información específica para extraer datos personales de textos orales y escritos.

Temáticas

- **Alfabeto**
- **Números cardinales 0-100.**
- Verbo To Be en presente simple (afirmativa, negativa, negativa y contracciones)
- **Palabras interrogativas: what, where, How old.**
- Pronombres personales.
- Adjetivos posesivos.

THE ALPHABET

The phonetic alphabet

(éi)	(bi)	(si)	(di)	(i)	(ef)	(yi)	(éich)	(ái)	(yéi)
A	B	C	D	E	F	G	H	I	J
(kéi)	(el)	(em)	(en)	(óu)	(pi)	(kiú)	(ar)	(es)	(ti)
K	L	M	N	O	P	Q	R	S	T
(iú)	(vi)	(dobliu)	(ecs)	(uái)	(zi)				
U	V	W	X	Y	Z				

Here you have a fulgurated pronunciation (the most closerer phonetic spelling for each letter). Try to remember them for your listening or speaking evaluation. The activities will be like these:

Activities

Exercise # 1

Listen. Circle the correct spelling.

1. Smith Smyth Smyth
2. Karen Caren Caryn
3. Bill Gates Gil Bates Phil Tates

Exercise # 2

Listen to the conversation. Write the names.

1. _____
2. _____
3. _____

Exercise # 3

Complete the conversation

Mr. Bello: Hello. I'm John Bello.

Ms. Quinn: Excuse me?

Mr. Bello: John Bello.

Ms. Quinn: How do you spell that?

Mr. Bello: B-E-L-L-O

NUMBERS

Cardinal / Ordinal

- These are cardinal numbers: 1 / one, 2 / two, 3 / three, 4 / four, etc.
- These are ordinal numbers: 1 / first, 2 / second, 3 / third, 4 / fourth, etc.

For the cardinal and ordinal numbers after 100, we say hundred and

101 = a/one hundred and one

101st = hundred and first

We use cardinal numbers:

1. For counting: I have five brothers.
2. For giving telephone numbers: 656543 six-five-six, five-four-three.
3. For giving addresses: I live at 15 Dover Road.
4. For giving ages: Women retire at sixty and men at sixty-five.
5. For years: Shakespeare was born in fifteen sixty-four.

We use ordinal numbers:

1. For dates: 18th January, 1956.
2. For naming the floors of a building: I live on the thirteenth floor.
3. For giving a position: Manchester United came second in the football league.
4. For birthdays: It's her eighteenth birthday.

We usually use **zero** for “o”

In telephone numbers, we usually say “o”: o-one-seven-one.

For years, we also usually say “o”: 1904 = Nineteen o four. Bur: 2001= Two thousand and one.

Activities

Exercise # 1

Write the ordinal numbers from these cardinal numbers in words.

- | | |
|-------------|-------------|
| 1. 3 _____ | 4. 51 _____ |
| 2. 12 _____ | 5. 68 _____ |
| 3. 27 _____ | 6. 92 _____ |

Exercise # 2

Write either a cardinal number or an ordinal number in word to fill the gaps.

1. John lives on the eleventh floor.(11)
2. This is my _____ job. (1)
3. He has _____cats. (27)
4. He got married yesterday for the _____time. (2)

Exercise # 3

Write the phone numbers.

- | | |
|-------------------------|------------|
| 1. Three four two seven | 555- _____ |
| 2. Six seven two five | 555- _____ |
| 3. Five eight two zero | 555- _____ |
| 4. One nine three seven | 555- _____ |

Exercise # 4

Write the answers in words.

1. Fifty – ten = _____
2. Eighteen – three = _____
3. Seventy - seven – twenty – two = _____
4. Sixty – nine + eleven = _____
5. Fifty + fifty = _____

QUESTIONS WHAT, WHO, WHEN ETC.

Here are some words which we often use to make questions:

- | | |
|---------------------------------------|--------------------------------|
| • What? (for things) | What did he say to you? |
| • Who? (for people) | Who did you meet at the party? |
| • When? (for time) | When do you usually go to bed? |
| • Where? (for place) | Where did you go last night? |
| • Why? (for reason ,cause) | Why are you late? |
| • How.....? (for method , manner) | How did you travel? |
| • Which? (for things or people) | Which one did you meet? |
| • Whose? (for possession) | Whose is this bag? |

What and which

- We use Which? When we are asking about one / some of a limited set:
Here are some umbrellas. Which is the one that you lost?
- We use What? When there are many / an unlimited number of possible answers:
What's your name?
- We often use What / noun:
What time? What color? What size?
- We often use How / adjective / adverb:
How tall? How long? How often?

Activities

Exercise # 1

Complete the following sentences with one of the question words from the list.

Who What Which Where When What How Whose

- | | |
|-------------------------------|-------------------|
| 1. Whose is this car? | My sister's. |
| 2. _____ are the children? | At school. |
| 3. _____ is Paul coming back? | Tomorrow. |
| 4. _____ does he drive? | Very dangerously. |
| 5. _____ is that woman? | Mary Smith. |
| 6. _____ is her name? | Catherine. |

Exercise # 2

Complete the dialogues with **How, Who, What, Where.**

- A: _____ are you?
B: I'm very well, thanks.
- A: _____'s your phone number?
B: 555-0598
- A: _____ are you?
B: I'm Jessica Williams.
- A: _____ are you from?
B: I'm from Brazil.

Exercise # 3

Answer the questions according to your personal information.

1. What's your name? _____
2. How do you spell your last name? _____
3. Where do you live? _____
4. How many brothers and sisters do you have? _____
5. What do your parents do? _____

6. What is your telephone number? _____

7. When is your birthday? _____

8. How do you get to school? _____

Aprendizaje: 4

El alumno:

- Solicita y proporciona sus datos personales y los de otros para comunicarse en el aula, de manera oral y escrita.

Temáticas

- Alfabeto
- Números cardinales 0-100.
- Verbo To Be en presente simple (afirmativa, negativa, negativa y contracciones)
- Palabras interrogativas: what, where, How old, how..... spell?
- Pronombres personales.
- Adjetivos posesivos.

Unidad 2

Describir a la familia y a los amigos

Propósito:

Al finalizar la unidad, el alumno:

Intercambiará información para comunicar relaciones de parentesco, estado de ánimo, características físicas y rasgos de personalidad de sí mismo y de los demás, de manera oral y escrita.

Aprendizajes

El alumno:

1. Identifica y utiliza vocabulario y frases para describir relaciones de parentesco y estados de ánimo, de manera oral y escrita.
2. Identifica características físicas y rasgos de personalidad, en textos orales y escritos breves para reconocer las individualidades.
3. Proporciona información sobre estados de ánimo, apariencia física y rasgos de personalidad, de manera oral y escrita para describirse a sí mismo y a otros.
4. Intercambia información para comunicar relaciones de parentesco, estados de ánimo, características físicas y rasgos de personalidad de sí mismo y de otros, de manera oral y escrita.

Temáticas

- **Posesivo anglosajón**
- **Palabras interrogativas: who,what,when,where what..... Like?**
- Adjetivos posesivos.
- Verbo To Be en presente simple.
- **Adjetivos calificativos: rasgos físicos y de personalidad.**
- **Frases nominales de uno o dos adjetivos + sustantivo.**
- **Contraste entre el posesivo anglosajón ('s) y la contracción del verbo is**
- **Verbo T o Have en presente simple (afirmativo, negativo, interrogativo)**

Aprendizaje: 1

El alumno:

- Identifica y utiliza vocabulario y frases para describir relaciones de parentesco y estados de ánimo, de manera oral y escrita.

Temáticas

- **Posesivo anglosajón**
- **Palabras interrogativas: who,what,when.**
- Adjetivos posesivos.
- Verbo To Be en presente simple. (afirmativa, negativa, negativa y contracciones)

POSSESSIVE FORM OF NOUNS (´S) (S´)

We use the possessive case:

- a) To show that something belongs to somebody
Mary´ s bag
- b) To explain the relationship between two or more people
Tom´ s uncle
- c) To talk about shops and houses
He´ s at the baker´ s (He´ s at the baker´ s shop)

The possessive case is formed in two ways:

- a) With ´ s for people and animals
Jim´ s flat
 - b) With the preposition of for things
The legs of the table
- Singular nouns or proper nouns take ´ s.
The boy´ s ball
When the proper noun ends in -s, we add ´ s or only an apostrophe (´)
Doris´ s hat or Doris´ hat
 - Plural nouns ending in -s take ´ (apostrophe)
The girl´ s house
 - Irregular plural nouns take ´ s
The men´ s boat
 - When the same thing belongs to two or more people, we add ´ s only to the last noun.
Paul and Tina´ s house

- When two or more things belong to two or more people and we want to show that each person has his/her own thing, we add ´s to each noun.
Mary´s and Sarah´s roller skates
- When we want to know to whom something belongs, we use the question Word whose.
Whose horse is this? It´s Helen´s

ACTIVITIES

EXERCISE #1

Choose the right item.

1.- B are green.

- A) The eyes of Helen
- B) Helen´s eyes
- C) Helens´ eyes

2.- _____ is old.

- A) My father´s car
- B) My fathers´car
- C) The car of my father

3.- _____ are dirty.

- A) The shoes of my girls
- B) The girls´ shoes
- C) The girls shoes

4.- This is _____ hamster

- A) Peter
- B) Peters´
- C) Peter´s

EXERCISE #2

Put the apostrophe in the correct place

- 1.- The childs toy are all broken.
- 2.- They sell ladies dresses in this floor.
- 3.- I bought all my things at the best New Yorks department stores.
- 4.- The owls eyes are round.

EXERCISE #3

Rewrite these sentences

- 1.- The car of Diana is in the garage. Diana´s car is in the garage
2. The police found the finger prints of Harry on the gun
- 3.- I like the new skirt of Alice.
- 4.- I met the wife of the millionaire at the party.
- 5.- The problems of the government are very serious.

Note: Sometimes, We use (´s) to express possession or contraction of be. It´s very easy to identify the differences. After (´s) as a possession we need a noun. (my mother´s personal computer is black). After (´s) as the verb to be, we need an adjective, an article, a preposition, a number, an adverb. (He´s ten years old / She´s in France / Mom´s late today.

Exercise # 1

Complete the sentences with the word in parentheses and the correct form of s (s / ´s / s´)

1. Your _____ in my class. (sister)
2. Everyone is in the _____ room. (teacher- plural)
3. Is this _____ bag? (Anthony)
4. This new _____ very good. (chewing gum)
5. I can use my _____ car. (parent – plural)
6. His _____ on the floor. (pen)

Aprendizaje: 2

El alumno:

- Identifica características físicas y rasgos de personalidad, en textos orales y escritos breves para reconocer las individualidades.

Temáticas

- Adjetivos posesivos.
- **Palabras interrogativas: what..... like?, what, how, when, where.**
- **Adjetivos calificativos para describir características físicas y de personalidad.**
- **Frases nominales de uno o dos adjetivos + sustantivo.**
- **Contraste entre el posesivo anglosajón (´s) y la contracción del verbo is.**
- Verbo To Be en presente simple. (afirmativa, negativa, negativa y contracciones)
- **Verbo To have en presente simple (afirmativa, negativa, interrogativa)**

PHYSICAL DESCRIPTION AND PERSONALITY

We use descriptive words (adjective) to describe physical appearance and people personality.

Physical Appearance

Height

Short / medium / tall

Weight

Skinny / thin / slim / chubby / well-built / fat

Hair

Short / long / wavy / curly / straight / spiky / shoulder-length

Brown / blonde / red / bald / dark / white

Face

Round / oval / triangular / square / long / moustache / beard / freckles

Eyes

Brown / green / big / blue / small

Looks

Beautiful / pretty / handsome / attractive / gorgeous / ugly

Personality

Gentle / sensitive / lazy / hard-working / wise / mature / productive / discreet / spiritual / confident / determine / brave / sincere / emotional / skillful / pessimistic / arrogant / silly

We use adjectives before nouns and after the verb to be.

be

- My eyes are blue.
- Our hair is blonde.
- Her eyelashes are long and dark.

Have

- I have blue eyes.
- We have blond hair
- She has long, dark eyelashes.

Activities

Exercise # 1

Complete the sentences with a form of be or have.

1. My sister's hair _____ long and wavy.
2. Paul's brother _____ curly, black hair.
3. My grandfather _____ a short, gray beard.
4. Her eyes _____ very beautiful.
5. Your sister's hair _____ so long!
6. We _____ straight, black hair.

NOMINAL PHRASES

Adjectives

- Adjectives describe nouns. We use them:

~ Before a noun: I like black coffee.

~ After the verb be: Her father is
angry.

~ After the verbs fell, look, seem, smell, taste, I feel tired

~ After get and become: He got angry.

- When there are two or more adjectives in front of a noun, we separate them 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

He is young and handsome

She looks beautiful and generous.

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

opinion	size	age	shape	color	nationality	material	noun
a wonderful	a small	new	square	yellow	French	plastic	film
		young			American		box
							student

Activities

Exercise # 1

Put these adjectives in their usual order in front of the noun.

1. (a/an) a large, old, American car. (American/large/old)
2. (a/an) _____ night-dress. (nylon/pink/short)
3. (a/an) _____ garden. (small/square)
4. (a/an) _____ beach (white/long/pacific)
5. (a/an) _____ handbag (new/plastic/yellow)

Exercise # 2

Write into Spanish the following nominal phrases

1. A small soccer field. un campo pequeño de soccer.
2. The Mexico city metropolitan zone _____
3. Cheap personal teaching computers

4. The great solar Buddha

5. The first human heart transplant

6. A black African scorpions _____

Exercise # 3

Write the correct word (noun or adjective) to complete the sentence.

Moustache hair t-shirt hat shoes trousers tall old slim

1. Henry is in his sixties. He is _____ for his age. He is _____. He has short, straight, grey _____ and a black _____. He has a purple _____ He has a green _____ and a brown _____ and grey _____.

Short straight brown white grey green black chubby young nice

1. Joseph is a _____, _____ boy. He is _____. He has _____, _____, _____ hair. He is _____. He has a _____ t-shirt and _____ shorts. He enjoys doing sports.

TO HAVE

- We use **have** for possession.

He has three children

I don't have a car

- We use **have**:
 - To talk about things which belong to us:

I have a new jacket

- To talk about things which we have with us:

Do you have your ticket?

- To describe people:

He has blue eyes

- To talk about our families and relationships:

She has one sister and five brothers

- To say that we have illnesses or problems:

He has a cold

- The present simple of **have** is like this:

Positive		Negative	
I have	we have	I don't (do not) have	we don't (do not) have
You have	you have	You don't (do not) have	you don't (do not) have
She/he/it has	they have	She/he/it doesn't (does not)	they don't (do not) have
Questions		Short answers	
Do I /you/we/they/have...?		Yes, I have	no, you haven't
Does she /he/it have...?		Yes, he has	no, they haven't

Notice. That we do not contract **have** in the positive form.

Activities

Exercise #1

Put the words in the correct order.

1. She's/ hair/blonde/ she has blonde hair
2. You/car/beautiful/have / a _____
3. Has/yellow/kite/he/a _____
4. a/they've/house/new _____
5. have/two/we/dogs/one/and/cat _____

Exercise # 2

Complete with the correct form of have.

1. A: _____ you _____ a sister or brother?
B: Yes. I _____ two sisters. What about you?
A: I _____ a sister, but I _____ four brothers.
B: Really?
2. A: _____ you _____ a brother?
B: No, I _____. I'm an only child.
3. A: _____ Charlotte _____ children?
B: Yes, she _____. She _____ a baby girl.
4. A: _____ we _____ an Italian-English dictionary?
B: No, we _____. But we _____ an English-Italian dictionary.

Exercise # 3

Answer the questions.

1. Do you have a computer?

2. Does your best friend have an e-mail address?

3. Do your parents have a new camera?

4. Do you have a brother?

5. Does your mother have a sister?

Aprendizaje: 3

El alumno:

- Proporciona información sobre estados de ánimo, apariencia física y rasgos de personalidad, de manera oral y escrita para describirse a sí mismo y a otros.

Temáticas

- Posesivo anglosajón.
- Palabras interrogativas: what, where who.....
- Frases nominales de uno o dos adjetivos + sustantivo.
- Verbo To Be en presente simple. (afirmativa, negativa, interrogativa y contracciones)
- Verbo To have en presente simple (afirmativa, negativa, interrogativa)

Aprendizaje: 4

El alumno:

- Intercambia información para comunicar relaciones de parentesco, estados de ánimo, características físicas y rasgos de personalidad de sí mismo y de otros, de manera oral y escrita.

Temáticas

- Posesivo anglosajón.
- Palabras interrogativas: what, where who.....
- Frases nominales de uno o dos adjetivos + sustantivo.
- Verbo To Be en presente simple. (afirmativa, negativa, interrogativa y contracciones)
- Verbo To have en presente simple (afirmativa, negativa, interrogativa)

Unidad 3

Describir la casa y las pertenencias

Propósito:

Al finalizar la unidad, el alumno:

Intercambiará información para describir partes y artículos de la casa, así como las relaciones de pertenencia entre el objeto y el propietario, de manera oral y escrita.

Aprendizajes

El alumno:

1. Identifica y utiliza vocabulario expresiones para describir habitaciones, mobiliario y objetos de uso personal, de manera oral y escrita.
2. Proporciona y solicita información sobre la existencia de habitaciones, mobiliario de una casa y objetos de uso personal, de manera oral y escrita.
3. Identifica las relaciones de pertenencia en textos orales y escritos para reconocer el objeto y a su propietario.
4. Intercambia información sobre objetos personales para identificar a su propietario, de manera oral y escrita.

Temáticas

- **There is / There are (afirmativa, negativa e interrogativa)**
- Artículo: a/an.
- Frases nominales de 1 o 2 adjetivos + sustantivo.
- Plural de los sustantivos.
- **Preposiciones de lugar (on, in ,at, between.....).**
- **Palabras interrogativas: Whose**
- **Contraste de Who's / Whos**

Aprendizaje: 1

El alumno:

- Identifica y utiliza expresiones para describir habitaciones, mobiliario y objetos de uso personal, de manera oral y escrita.

Temáticas

- **There is / There are (afirmativa, negativa e interrogativa)**
- **Preposiciones de lugar (on, in ,at, between.....)**

THERE IS / THERE ARE.

- We use **there is /there are** to say that something/ someone exists. (to indicate or describe)

There is a post office on the corner of the street.

There are six hundred people at the party.

- We use there is with a singular noun:

There is a sofa in the room.

- We use there are with a plural noun:

There are four children in the garden.

- The short form of there is there's:

There's a supermarket in the next street. (Spoken form)

- The negative form is like this: There is not /there are not:
- We use the short form when we are speaking: there isn't/ there aren't.

There isn't any sugar in the coffee.

There aren't any students in class today.

- Questions are like this:

Is there a church in the area?

Are there any towels in the bathroom?

- We can give short answers like this:

Is there a dog in the house? Yes, there is/ No, there isn't.

Are there any cars in the park? Yes, there are/ No there aren't.

ACTIVITIES.

Exercise # 1.

Complete the dialogues with the correct form of there is / there are.

1. A: _____ two bedrooms in your new house?

B: Yes, _____.

_____ a big bedroom upstairs and a small bedroom downstairs, next to the living room.

2. A: _____ a yard behind the house?

B: No, _____ but _____ a garage.

3. A: In our new house _____ two windows in the living room.

B: Really? _____ two windows in my bedroom, too?

A: No, _____. Your bedroom is small and has one window.

Exercise # 2.

Rewrite these sentences, beginning with there.

1.- The Solar System contains nine planets.

There are nine planets in the Solar System.

2,.We have sixty hotels on our town.

3.- Manchester has two important football teams.

4.- China has a famous wall.

5.- This cake contains no eggs.

6.- The local zoo has lions, tigers and gorillas.

Exercise # 3.

Write **there is / there isn't/ Is there / There are/ There aren't/ are there.**

1.- Springfield isn't an old town. There aren't any old buildings.

2.- Look! _____ a picture of your brother in the newspaper.

3.- "Excuse me, _____ a bank near here." Yes, at the end of the block.

4.- _____ five people in my family: my parents, my two sisters and me.

5.- "How many students _____ in the class?" "Twenty"

6.- "Can we take a picture" "No, _____ any film in the camera"

7.- _____ any problems? No, everything is OK.

8.- _____ a bus downtown from the airport? "Yes. Every 20 minutes"

PREPOSITIONS OF PLACE.

We use prepositions of place to say where somebody or something is. These include: **on, in, at, under, in front of, behind, beside, next to, near between and among.**

- We use **at**:

in the expressions: at school/university/college, at work, at home, at the top. At the bottom of.

With addresses when we mention the house numbers:

at 20, Oxford Street, but in Oxford Street.

- We use **in**:

In the expressions:

in the middle. In the air, in the sky, in bed, in hospital, in prison, in a newspaper/magazine, in a picture.

With names of cities, countries and continents:

in Athens, in England, in Europe, in Australia.

- We use **on**:

In the expressions:

on the left, on the right.

On the first/ second, etc. floor.

We say: on a chair but not in a chair.

ACTIVITIES.

Exercise # 1.

Fill in the gaps with **in, at or on**.

- 1.- What have you got in your pocket?
- 2.- Mother is _____ home.
- 3.- I like to sit _____ an armchair by the fire.
- 4.- We live _____ number 37, King's Road.
- 5.- My house is in the first one _____ the left.
- 6.- Dinner is _____ the table.
- 7.- Paul is _____ hospital because is ill.
- 8.- The manager's office is _____ the second floor.

Exercise # 2.

Underline the correct word(s).

1. I'm studying French **on / in / at** school.
2. Your shoes are **under / between/ at** the bed.
3. Sue is standing **under/ at / behind** Nancy.
4. Our house is **among/ near / in** the fire station.
5. The children are laying **at/ on / in** the garden.
6. The sofa is **at/ next to / among** the table.
7. George studied History **in/ on / at** the University of Essex.
8. He has a computer **in front of / on / at** his desk.

Exercise # 3.

Complete the sentences with the correct preposition.

1. There's a fountain in the garden.
2. The lamp is _____ the sofa.
3. Where is the dog? It's _____ the table.
4. Jim is sitting _____ Ted.
5. Joe's house is _____ Kate's house.
6. The gold is _____ the safe.
7. The light is _____ the table.
8. Sarah is _____ her brothers.
9. Look! The ghost is _____ he!
10. Mary is sitting _____ her desk.

Aprendizaje: 2

El alumno:

- Proporciona y solicita información sobre la existencia de habitaciones, mobiliario de una casa y objetos de uso personal, de manera oral y escrita.

Temáticas

- There is / there are
- Frases nominales de uno o dos adjetivos + sustantivo.
- Preposiciones de lugar
- Plural de sustantivos

Aprendizaje: 3

El alumno:

- Identifica las relaciones de pertenencia en textos orales y escritos para reconocer el objeto y a su propietario.

Temáticas

- Adjetivos y pronombres posesivos / demostrativos.
- Palabras interrogativas: whose..... what, where, when, what.
- Posesivo anglosajón.
- Contraste de **Who's** y **Whose**.
- Frases nominales de uno o dos adjetivos + sustantivo.

Aprendizaje: 4

El alumno:

- Intercambia información sobre objetos personales para identificar a su propietario, de manera oral y escrita.

Temáticas

- Adjetivos y pronombres posesivos / **demonstrativos**.
- Palabras interrogativas: whose..... what, where, when, what.
- Posesivo anglosajón.
- Contraste de Who's y Whose.

DEMONSTRATIVE PRONOUNS.

- We use **this** (singular) and **these** (plural) to talk about something **near/here**:

This is my daughter (here/near)

These are our cats (here/near)

- We use **that** (singular) and **those** (plural) to talk about something **there/far**:

That's my son. (there/far)

Those are our dogs. (there/far)

- We can use **this/these/that/those** with a noun:

This cake is delicious.

These photos are excellent.

That letter is important.

Those boys are handsome.

- we can use **this/these/that/those** without a noun:

This is a delicious meal.

These are excellent photos.

Whose is **that**?

Those are the Alps.

- If something is near in time, we use **this/these**:

This is a good party. (we say at the time of the party)

- If something is finished/ in the past, we use **that/those**:

That was a good party. (we say that after the party)

Activities.

Exercise # 1.

Put the words in the correct order to make sentences.

1. Are / white / These / nice / shirts

2. White / \$ 24 / bag / That / is

3. Suitcase / your / is / this

4. Those / Are / new / shirts

5. Bod / this / my / is / brother

Exercise # 2.

Complete the sentences. Use **this/these/that/those** + __one of these words:

Birds dishes house postcards chair shoes

1. Who lives in that house. (Far).

2. How much are _____ (near)

3. Do you like _____ (near)

4. Look at _____ (far)

5. Excuse me, is _____ (near) free?

6. _____ (near) are dirty.

Exercise # 3.

Complete the sentences with this, that, these, those.

1. _____ Couch over here is beautiful, but _____ armchair
over there is amazing! I love purple furniture.

2. A: _____ is my room.

B: It's very nice. You have lots of books.

A: Yes, _____ here are my books and _____ over
there are my brother's.

3. A: Who are the people in _____ picture?

B: _____ is my aunt Emily and _____ are my cousins
Jim and Paul.

Unidad 4

Expresa preferencias y necesidades

Propósito:

Al finalizar la unidad, el alumno:

Interactuará, de manera oral y escrita, para compartir información sobre lo que él y los demás tienen, les gusta, quieren y necesitan, en relación con actividades diversas.

Aprendizajes

El alumno:

1. Solicita y proporciona información específica, de manera oral y escrita, sobre horarios y lugares de actividades de esparcimiento para elegir el de su interés.
2. Localiza información específica para dar a conocer datos de lugares y horarios de actividades de esparcimiento, en textos orales y escritos.
3. Identifica y utiliza expresiones de manera oral y escrita, para referirse a lo que él y los demás tienen, les gusta, quieren y necesitan, en relación a objetos cotidianos.
4. Solicita y proporciona información sobre objetos cotidianos, de manera oral y escrita para comunicar lo que él y los demás tienen, les gusta, quieren y necesitan.

Temáticas

- Verbo to be en presente.
- There is / There are (afirmativa, negativa e interrogativa)
- **Preposiciones de tiempo y lugar (in, on, at)**
- Frases nominales de 1 o 2 adjetivos + sustantivo.
- Palabras interrogativas con: what, where, what time.
- Adjetivos y pronombres demostrativos.
- **Verbos en presente simple en todas sus formas: like, hate, want, need y have.**
- Palabras interrogativas: what, why, **which**.

PREPOSITIONS OF TIME.

- We use prepositions of time to say when something happens, happened or will happen. The most common ones are **at**, **in** and **on**.

AT.

The time: at 7 o'clock.

Holidays: at Christmas.

At Easter.

At weekend.

In the expressions: at the moment.

At present.

At dawn.

At noon.

At night,

at midnight.

At breakfast/ lunch.

At the beginning/ at the end of the day.

IN.

months: in September, in March, etc.

seasons: in the winter/ spring/ autumn/ etc.

years: in 1996, in 1998, etc.

centuries: in the 20th century.

In the expressions: in the morning/ afternoon/ evening.

In an hour.

In a minute.

In a week/ few days / month/ year.

ON.

days: on Monday, on New Year's day.

Dates: on May 6th.

Part of a particular day: on Tuesday evening.

Adjective + day on a hot day.

- Note: We do not use prepositions of time:
with the words today, tomorrow, tonight or yesterday.
Come to my house tomorrow evening.
- Before the words **this, last, next, every, all, some, each, one or any**.
Let's go to the cinema next Saturday.

ACTIVITIES.

Exercise # 1.

Complete with at, on, in.

1. I go to the soccer stadium _____ Sunday.
2. He surfs the Net _____ the evening.
3. We go on vacation _____ August.
4. His birthday is _____ March 1st.

Like, hate, want, need, have

Certain verbs can be followed by either gerunds or infinitives. A gerund is a form of verb that functions as a noun and ends in -ing (dancing / studying). An infinitive is a particle to+ verb in simple form (to dance / to study).

Obligation and Necessity

Here are some verbs which are followed by **to + infinitive of the second verb**.

Have to, Need to, Want to

- He has to spend four to five hours underground.
- She wants to get married.
- They need to wear protective clothing.

Exercise # 1

Complete the sentences: **have to**, **need to**, and **want to**

1. John _____get up early every day because he goes to work at 6:00 a.m.
2. I'm sorry! I can't go to the party. I _____ study for an exam.
3. You _____ be careful. That dog is very aggressive.
4. My brother _____travel a lot of in his job.

Like and Dislike

Here are some verbs which are followed with either **to+ infinitive or verb + ing**.

Like, hate

In general, we prefer to use lie, hate + verb + ing:

I like dancing I hate studying maths

But we tend to **use like, hate + to+ infinitive** to talk about habits or choices.

He likes to see people drop litter.

I hate to drink tea in the morning.

Exercise # 1

Complete each sentences with a gerund and infinitive.

1. He likes _____ (take) lessons from Miss Smith.
2. Mary hates _____ (do) secretarial work.
3. John likes _____ (study) in the fourth grade.

SECCION DE COMPRESION DE LECTURA.

En este apartado se presenta un texto corto. Deberás usar tu conocimiento sobre el tema y aplicar tu vocabulario de palabras en Inglés para contestar lo que se pide.

TEXT # 1.

The Zig Zags.

Meet the Zig Zags. They are a group of four musicians from New Zealand. "We are from Wellington and we're at the same College". They are all in their final year and they are talented newcomers to the pop music scene. The leader of the group is the drummer. His name is Kyle. His girlfriend is the lead singer in the group. His name is Suzie. The other two members of the group are Les and Daren. They're the songwriters of the team and they're excellent guitarists, too.

Les is also the backup singer. "We are in the US for three concerts. We aren't here for much time, but we're very excited. "The first concert of the tour is on May 19th in L.A. "It's a lucky date for me", says Kyle It's my birthday!"

Read the text and answer

- | | | | |
|---|---|---|----|
| 1. The Zig Zags are on a tour in New Zealand | T | F | NA |
| 2. The four young musicians are students | T | F | NA |
| 3. Suzie is the vocalist | T | F | NA |
| 4. Kyle is the oldest of the group | T | F | NA |
| 5. The final concert is on May 19 th | T | F | NA |
| 6. Kyle's birthday is on May 19 th . | T | F | NA |

TEXT # 2.

Read and answer the questions.

The Goddards are an interracial family.

Their story is not uncommon in the 21st century in the US. Tim Goddard, a white banker, and his wife, Alicia, have three children - a biological daughter (her name is Priya) and two recently adopted children (Henok and Selam). Henok and Selam are originally from Ethiopia. They're happy in the Goddards' home. The three-year-old Henok is a television fan. His favorite show is Sesame Street. He loves the Cookie Monster. His favorite word is "cookie". Five-year-old Sala is now good friends with the neighbors' four-year-old daughter Tricia.

1.- What's special about Tim and Alicia's family?

2.- Who's Priya?

3.- Are Henok and Selam American by birth?

4.- Who loves television?

5.- Who is Tricia?

6.- How old is the Goddards' adopted daughter?

SECCION DE COMPRENSION AUDITIVA.

En este apartado se te presenta un audio con la grabación de un diálogo con la descripción de un evento. La escucharás varias veces (3) y contestarás lo que se pide. Aquí se te presentan 2 audio scripts con la longitud (tiempo) de lo que se espera en tu prueba de evaluación.

Audioscript # 1.

Male: Excuse me. Are you with the IAO- the International Aid Organization ?

Sylvie: Yes, we are.

Male: What are your names?

Sylvie: I'm Sylvie and this is Tina.

Male: Are you nurses?

Tina: No, we're engineers.

Male: Oh. Where are you from?

Tina: Sylvie is from France and I'm Canadian. We're here with a team of six workers. We're all volunteers.

Male: I see.

Tina: Yes, Jacques and Pierre are doctors, and Heidi and Carla are nurses. It's hard work but we are happy to help.

Listen and circle T (True) or F (False)

- | | | |
|--|---|---|
| 1. The IAO is a humanitarian organization. | T | F |
| 2. Sylvie and Tina are nurses. | T | F |
| 3. Tina's from Canada. | T | F |
| 4. Tina and Sylvie are with a team of six aid workers. | T | F |
| 5. Heidi and Carla are doctors. | T | F |
| 6. The members of the team are volunteers. | T | F |

Adioscript # 2.

Rosemary: Good morning.

Cathy: Hello. I'm interested in the computer class.

Rosemary: Good! What's your name?

Cathy: My name's Cathy Whitely.

Rosemary: Whitely. How do you spell that?

Cathy: W-H-I-T-E-L-Y.

Rosemary: How old are you Cathy?

Cathy: I'm seventeen.

Rosemary: And what's your telephone number,

Cathy: It's five-five-five-two-five-four-three.

Rosemary: Repeat that, please.

Cathy: five-five-five-two-five-four-three.

Rosemary: And, where are you from?

Cathy: I'm Canadian. I'm from Quebec.

Listen to the conversation and complete the missing information.

Rosemary: Good _____.

Cathy: Hello. I'm _____ in the computer class.

Rosemary: Good! What's _____?

Cathy: _____ name's _____.

Rosemary: _____ How do you spell that?

Cathy: _____

Rosemary: How _____ Cathy?

Cathy: _____ seventeen.

Rosemary: And what's _____.

Cathy: It's _____.

Rosemary: And, where _____?

Cathy: I'm _____. I'm from _____.

SECCION DE PRODUCCION ESCRITA.

En este apartado se te pedirá que escribas la narración o descripción de algún evento, considerando un mínimo de palabras. (80 o más palabras).

A DAY IN THE LIFE OF PANCHITO.

I'm Panchito. I'm sixteen years old. I live in Azcapotzalco near Aquiles Serdán Avenue. I live in a big house. I like Rock music. My favorite rock group is Iron Maiden. I listen to music every day. I get up very early and I take a shower. I sometimes have breakfast with my brother or sisters. I live very happy and I like to go to school. My favorite school subject is English. My professor is very intelligent. I have many friends at my school. We play soccer. I'm not very good at soccer but I always try to score goals. I'm very happy and I enjoy life every day.

SECCION DE PRODUCCION ORAL.

En este apartado serás entrevistado por el profesor (Sinodal) el cual te cuestionará sobre tu información personal y la de terceros.

Algunas de las preguntas que podrían hacerte son :

1. What's your name?
2. Where do you live?
3. Do you live in a house or in an apartment?
4. How old are you?
5. Do you have brothers or sisters?
6. How old are them?
7. What do they do?
8. What kind of music do you like?

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