

**UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO
ESCUELA NACIONAL COLEGIO DE CIENCIAS Y HUMANIDADES
Plantel Azcapotzalco
DEPARTAMENTO DE INGLÉS**

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

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

Autoras:

Deyanira Guarneros Castillo
Guadalupe Trevilla Torres
Claudia Morales Franco
Violeta Hernández Flores

Responsable:

Luz María Morales Alcántara

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INTRODUCCIÓN

La presente guía tiene como objetivo ayudarte a conocer y repasar, mediante algunas actividades, los contenidos que presenta el programa de la materia de Inglés IV. De este modo podrás prepararte de una manera más consciente y ordenada para presentar tu examen extraordinario con mejores posibilidades de acreditar la materia.

Primero que nada debes saber lo que los sinodales esperan de ti al concluir el examen y que corresponde al Objetivo General de Inglés IV:

En este curso el alumno será capaz de interactuar con otros para expresar experiencias pasadas, formular recomendaciones y expresar sentimientos de manera elemental. También comprenderás las ideas principales y secuencias de eventos en textos auténticos.

La guía se divide en **cuatro unidades**, te sugerimos que revises el objetivo de cada una de ellas. A su vez, cada unidad presenta los aprendizajes que debes adquirir para lograr dichos objetivos. Después de cada aprendizaje encontrarás cuadros explicativos de uso y ejemplos de la gramática del idioma inglés correspondientes a esta materia así como actividades similares a las que se llevan a cabo en el salón de clases correspondientes a las habilidades de lectura, auditivas y de expresión oral y escrita. Estas actividades servirán para autoevaluarte y tomar decisiones en cuanto a tus necesidades de estudio para presentar el examen. Es decir, debes considerar que éstas solo representan lo que debes estudiar y sobre todo practicar para lograr la acreditación de la materia; así que, si no lograste contestar correctamente alguno de los ejercicios será necesario recurrir a otras instancias para adquirir estos conocimientos. Para ello se incluye una bibliografía, que puede ser

consultada en la Mediateca de tu plantel, así como las ligas de páginas web diseñadas para el aprendizaje de inglés en línea donde puedes revisar más a fondo los temas, contestar ejercicios e inclusive evaluar tu desempeño. Para la habilidad auditiva se te proporcionan ligas más específicas ya que se requiere práctica que no podríamos incluir en esta guía.

Se incluye también un examen modelo con su clave de respuestas que te recomendamos la uses para autoevaluarte después de haber contestado **todo** el examen.

Por último, te explicamos cómo serás evaluado para acreditar la materia con el examen extraordinario:

El examen consiste en 5 secciones (***grammar, listening, reading, speaking and writing***) y debe ser contestado en una sesión de 2 horas. Cada sección tendrá un valor proporcional a la calificación total por lo que debes poner atención a cada uno de ellos y distribuir bien tu tiempo.

La sección de ***listening*** será evaluada con la reproducción de un audio que será escuchado dos o tres veces con el fin de que utilices esa información para resolver las preguntas de esa sección del examen.

La sección de ***speaking*** será evaluada individualmente por uno de los sinodales.

La calificación mínima aprobatoria es 60 sobre 100.

Asegúrate de haber concluido exitosamente tu registro en internet y ¡buena suerte!

UNIDAD 1

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

APRENDIZAJE

Describe oralmente planes, sucesos cotidianos y eventos pasados.

Use the Simple Present to talk about “all the time” and routines.







Example: I walk everywhere.

Use the Present Continuous to talk about “now” and temporary events.

Example: I am doing karate.

(For grammar rules check the reference material of this guide)

Exercise 1 Read the article and fill in the following chart.

Are you doing anything to stay healthy?		
 <p>“I generally don’t eat a lot of junk food, and I don’t eat red meat at all. And right now I’m taking swimming lessons. It’s getting me in shape quick.”</p> <p>-Brandon Smith</p>	 <p>“In this moment I’m trying to lose weight before my school graduation, so I’m drinking lots of water every day.”</p> <p>-Pilar Sanchez</p>	 <p>“I ride my bike everywhere I go because I don’t have a car, so I’m doing a lot of exercise.”</p> <p>-Xian-Li</p>
 <p>“I’m not doing anything right now. I’m studying for exams this month, so I’m eating a lot of snacks, and I’m not getting any exercise at all.”</p> <p>-Michael Savage</p>	 <p>“I eat everything I want. I don’t do anything to be in shape, I usually drink much water and eat vegetables.”</p> <p>-Sonia Daza</p>	 <p>“We exercise six days a week. We go swimming three days a week, and we go to the gym twice a week. And on Sundays we go mountain biking.”</p> <p>-Lily and Lionel Enzino</p>

Simple present examples...	Present continuous examples...
<i>I eat everything I want.</i>	<i>I'm trying to lose weight...</i>

Adapted from: Touchtone Full Contact 2 (2010).

Exercise 2 Write 4 activities you do or are doing to stay healthy.

Use the Simple Past to talk about the past.

Example: She decided to leave her job.

Use the Past continuous to talk about an action that was in progress in the past.

Example: I was traveling back from China and we met on the plane.

(For grammar rules check the reference material of this guide)

Exercise 3 Read the following text.

“MY LAST WEEKEND”

Rose Mary Jenkins



My last weekend was very busy. First, on Friday night I went to a reunion with my ex-classmates from junior high school. I saw all my friends and did different things. My friends and I danced all kinds of music. Also, we had some snacks and soda. Then, on Saturday afternoon I went shopping to a very big mall near my house. Unfortunately, when I was going back home I saw my ex boyfriend with another girl. After that, I caught the bus but a few minutes later the bus broke down so I had to get off the bus. Fortunately, I was waiting for another bus when my dad passed by driving his car and he picked me up. Finally, on Sunday morning I went to the park with my family. My sisters were playing tennis while my mother was preparing some food. I was running after my dog and my little nieces were taking a nap. I think my weekend was just great!

Exercise 4 Now write some examples from the text to complete the chart.

Simple Past	Past continuous
<i>"I went to a reunion with my ex-classmates from junior high school."</i>	<i>"I was going back home."</i>

Exercise 5 Answer the following questions. Use short answers.

1. Did Rose have an exciting weekend? _____
2. Did her friends drink beer? _____
3. Did she go to a mall far from home? _____
4. Was she waiting for the bus while her dad was traveling by bus?

5. Were Rose's nieces sleeping in the park? _____

Use the Sequence connectors to join your ideas in chronological order. These are the most common:

First, Then, After that, Later, Finally.

Underline these words in the text on page 6 to figure out their function

Exercise 6 What did you do on your last weekend? Use *first, then, after that, later and finally* to connect your ideas.

Use “*be going to*” to talk about intentions in the future.

Example: I’m going to retire next year.

Use “*be going to*” to make predictions based on what we know or can see.

Example: Look at those clouds! It’s going to rain.

(For grammar rules check the reference material of this guide)

Exercise 7 Read the following text and pay attention to the bold sentence.

New Year’s Eve Resolutions

Every year on 31 December –New Year’s Eve most people all over the world think about the New Year’s resolutions. This means that people think about the things **they are going to do** the next year. Some people even write their plans on a piece of paper. Some others only make promises to their family, friends or themselves.

Exercise 8 Here you are the 10 most common resolutions people make. Which do you think are the most/least common among people? Number from 1-10 in the last column.

- () I’m going to stop drinking.
- () I’m going to lose weight.
- () I’m going to learn something new.
- () I’m going to help others.
- () I’m going to pay my debts.
- () I’m going to quit smoking.
- () I’m going to do more exercise.
- () I’m going to enjoy life more.
- () I’m going to get organized.
- () I’m going to spend more time with my family and friends.

Source: <http://pittsburgh.about.com/od/holidays/tp/resolutions.htm>

Exercise 9 Which are your New Year's resolutions? Mark YES or NOT depending on your own information.

		YES	NOT
1.	You are going to get better grades.		
2.	You are going to arrive late to school.		
3.	You are going to practice a sport.		
4.	You aren't going to eat much junk food.		
5.	You are going to study another language.		

Exercise 10 Write about your plans for the next year.

APRENDIZAJES

Escribe oraciones para pedir y dar consejos; expresar obligación y prohibición.
Aporta sugerencias y/o advertencias en situaciones escolares o de su entorno cercano.

We use should and shouldn't to give advice when somebody has a problem.

(For grammar rules check the reference material of this guide)

Exercise 11 Look at the pictures and match the health problems with the solutions.
(You may choose from the list below).



I have a bad cold.



I have a headache.



I have a stomachache.



I have a toothache.



I can't sleep.



I'm overweight.

1. You should drink some milk.
2. You should take some antacid.
3. You should go to the Dentist.
4. You should go on a diet.
5. You should take some hot tea.
6. You should take some aspirin.

Exercise 12 Read the text and underline “should” and “shouldn’t”.



Sleep Tight!

Do you wake up tired? Is it hard for you to fall asleep? If the answer to these questions is yes, you should consider taking some important steps to sleep better and feel energetic during the day time.

First of all, you should stop eating at least two hours before sleep. You should turn off the TV and ask everybody in your family not to make noise. It shouldn't be too hot or cold in your bedroom. You shouldn't do any vigorous exercise at least two hours before bedtime. Try these simple, yet useful tips, and your sleep will be tighter and the day, brighter.

Source:Zadzhaya, Vika. *Great Values.Pre-intermediate A*

- 1.- Should you eat right before you go to bed? _____
- 2.- Should you turn off the TV before bedtime? _____
- 3.- Should your bedroom be too hot or cold? _____
- 4.- Should you drink anything before bedtime? _____
- 5.- Should you do any exercise right before you go to bed? _____

Exercise 13 Do you have any other advice to sleep better? Write it down.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

We use “have to” to express certainty, necessity, and obligation.

Example: I have to arrive early to school.

We use “don’t have to” to suggest that someone is not required to do something.

Example: I don’t have to wear uniform.

(For grammar rules check the reference material of this guide)

Exercise 14 This is a brochure about Madison High School rules and regulations. Read it and write the numbers which correspond to the contents below.

**MADISON HIGH SCHOOL
2011 SUMMER SCHOOL INFORMATION
REGULATIONS**

1. Students **have to** attend 100% of the classes.
2. Students **have to** be on time for their classes starting at 8 o'clock.
3. A student **has to** do the required homework in the course and complete the class work in a satisfactory manner in order to receive credit in the assigned course.
4. A student **has to** pass at least 4 exams (out of 5) in order to receive credit in the assigned course.
5. Students **have to** wear shoes at all times when in the school building, no tennis shoes.
6. Students **have to** dress in a manner that does not disrupt the educational process.
7. Students who arrive early **have to** wait outside of the school building.
8. Students **have to** demonstrate a respectful attitude towards classmates and teachers.
9. Teachers **have to** notify the principal violations to these regulations.
10. Parents **have to** inform the office immediately about changes in home address or telephone number.

<https://deelweb.madison.k12.wi.us/files/deel>

- | | |
|-----------------------------|--------------------|
| 1. Dress code: _____ | 4. Parents: _____ |
| 2. Discipline code: _____ | 5. Teachers: _____ |
| 3. Credit the course: _____ | |

Exercise 15 Read the brochure of Madison High School again, and write 3 rules which are different from the ones at your school.

Example: In CCH school, we **don't have to** wear shoes at all times when in the school building.

1. _____
2. _____
3. _____

Exercise 16 Now write 3 rules and regulations in your school. Use the prompts.

attendance - books - homework - identity card -study hard -arrive on time

Example: In CCH school, we **have to** show our identity card.

1. _____
2. _____
3. _____

We use “must” for strong recommendation or deduction.

Example: *You must arrive on time.
 *He must be here, his car is in the garage.

We use “mustn’t” for prohibition.

Example: You mustn’t drive fast here. Careful!

Must and Mustn’t are not used in past. Use “have to” in past form instead.




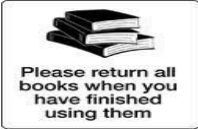
Example: You had to arrive on time.

Must and Mustn’t are not used in future. Use “have to” in future form instead.

Example: You will have to arrive on time.
 (For grammar rules check the reference material of this guide)

..

Exercise 17 Look at these common signs in a library and chose the correct rule from the list below.

	<p>Example: <u>You must be quiet.</u></p>		<p>_____</p>
	<p>_____</p>		<p>_____</p>

*You mustn’t eat in the library.

*You must return the books.

*You mustn’t use the cell phone.

Writing

Exercise 18 Write some sentences using must or mustn’t. What other rules do you know in your library?

Reading

PREPARE TO READ

- 1 Read the title (try to understand it).
- 2 Look at the picture (understand the situation).

READ the text quickly. Then do the exercises.

First Went the Trees, Then Came the Floods

AT FIRST THE CHINESE BLAMED EL NIÑO for this summer's devastating floods that submerged 21 million hectares of land, swamped countless homes and killed more than 3,000 people. Now they realize they have mostly themselves to blame.

Over the years excessive logging and bad land management have stripped the basin area around the Yangtze River of 85% of its forests, according to some estimates. So instead of being absorbed by forests, rainwater rapidly runs off into streams and rivers. Moreover, soil erosion in denuded regions has deposited sediment into lakes and streams, reducing their depth and making them more prone to flooding.



Recognizing that deforestation helped lead to disaster, Chinese authorities are rushing to adopt greener policies. Provinces along the Yangtze, including Hubei and Sichuan, have banned logging in certain areas, launched reforestation programs and shut down timber firms. The tough measures could cause some economic hardship, but thousands of lumberjacks are being retrained to be tree planters instead. ■

Exercise 1. Circle the correct option.

1. As you can notice the text tells about a problem. What is the problem?

- a) floods b) floods in China c) trees in China

2. The text has three paragraphs and each one has a different idea. What is the right order of ideas according to the text?

a)	b)	c)
Causes and effects	Solutions	Statement of the problem
Statement of the problem	Causes and effects	Causes and effects
Solutions	Statement of the problem	Solutions

>Using your bilingual Dictionary

When you read in English, you may often guess the meaning of new words from context. Sometimes, however you may need to use a dictionary. In a bilingual dictionary you can find:

- The pronunciation of words
- The spelling of words
- Parts of speech of words (adjective, noun, verb, etc.)
- The equivalent of words in Spanish.
- Examples of use

Look at the following dictionary entry:

Concise Oxford Spanish Dictionary © 2009 Oxford University Press:

flood¹ /flʌd/ *sustantivo*

- (of water) (often pl) inundación *f*;
(caused by river) inundación *f*, riada *f*;
the F~ (Bib) el Diluvio (Universal);
the river was in ~ el río estaba crecido;
to be in full ~ [river] estar ^(conj.→) desbordado;
[speaker] estar ^(conj.→) en pleno discurso or (pey) en plena perorata;
(before n) the ~ damage los daños causados por inundaciones
- (of complaints, calls, letters) avalancha *f*, diluvio *m*;
(of people) avalancha *f*, riada *f*;
she was in ~s of tears estaba hecha un mar de lágrimas

flood² *verbo transitivo*

- ⟨field/town⟩ inundar, anegar ^(conj.→) ;
the kitchen was ~ed se inundó la cocina
- (Auto) ⟨engine⟩ ahogar ^(conj.→)
- (overwhelm) inundar

When you look up a word from a reading selection, it is important to choose the appropriate equivalent, that is, according to that specific context.

Look at this entry and its equivalents according to the context.

Concise Oxford Spanish Dictionary © 2009 Oxford University Press:

novel¹ / 'nɔ:vəl / || / 'nɔvəl/ *sustantivo*

novela *f*

novel² *adjetivo*

original, novedoso (esp AmL)

1. Going to the movies? What a novel idea! // 2. I enjoy reading detective novels.

Exercise 2. Look up the underlined words in your dictionary and write the equivalent in Spanish.

At first, the Chinese blamed *El Niño* for this summer's devastating floods...

_____ / _____

Over the years of excessive logging.

_____.

...have stripped the basin area around the Yangtze River of its forests.

_____ / _____.

Moreover, soil erosion has deposited sediment into lakes and streams, reducing their depth

_____ / _____.

Chinese authorities are rushing to adopt greener policies.

_____ / _____.

The words ***because*** and ***so*** link cause and effect ideas.

Example:

*I couldn't enter the house **because** I forgot the keys inside.*

*I forgot the keys inside the house **so** I couldn't enter the house.*

Exercise 3. Paragraph 2 links the causes and effects of the problem using the connector so.

1. Identify the cause and the effect of the floods in China in the text. . Underline the cause in red and the effect in blue.

AFTER YOU READ

Exercise 4. Look for China floods in the web (use a browser) and get surprised: floods have always been common in China! Choose a text and practice what you have learnt here.

UNIDAD 2

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

APRENDIZAJE

Describe, de manera oral y escrita, situaciones pasadas que se estaban desarrollando en cierto momento del pasado.

READING

Read this short story and look at the bold words.

THE BOY IN THE CAVE

One day, I was going for a walk in a forest. I was walking through the trees, **when** suddenly I found a cave. It looked very dark inside. I wasn't sure if I should go in or not. **While** I was thinking, I heard a noise in the cave. There was somebody inside! **When** I went into the cave I saw a small boy. **While** he was sitting on the floor he was crying. I took his hand and we went outside. Suddenly the little boy said "my dog", and he started to run back into the cave. I didn't see the boy, but a white dog was sitting on the ground. And then it ran into the forest. It was getting dark **when** I walked back to the town and went home. I told my mother about the boy and the dog. My mother said: "That's strange! Twenty years ago, a little boy and a dog disappeared in that forest!"



***We can use these words to talk about a background activity.**

Use "**WHILE**" with two actions, these actions are happening at the same time.

For example: She was watching TV **while** they were playing video games.

While I was playing soccer, my friends were playing volleyball.

(For grammar rules check the reference material of this guide)

EXERCISE 1 Complete the following exercises using the past continuous:

1. I was writing an e-mail **while** my sister _____ (talk) on the phone.
2. You were cooking dinner **while** your mother _____ (wash) the dishes.

3. My brother was taking a shower **while** my cousins _____ (watch) a video.
4. **While** Jane was eating cake, Mike and Jenny _____ (drink) soda.
5. **While** my friend was dancing in the party, John _____ (smoke) a cigarette.

Use "**WHEN**" for an action that happened at one particular moment.

For example: She was watching TV **when** the phone rang.

When I opened the door, the cat jumped out.

EXERCISE 2 Complete the following exercises using the past continuous.

1. My parents _____ (eat) hamburgers **when** my brother arrived to the house.
2. Tom _____ (work) in the office **when** Dave interrupted him.
3. The girls _____ (playing) in the park **when** they saw a cat.
4. They _____ (drive) **when** it started to rain.
5. **When** I arrived, my mother _____ (cook).

EXERCISE 3 Look at the pictures and complete the sentences. Use the past simple or the past continuous form of the verbs.



Example:

1. **While** the teacher was writing on the board, Danny was sleeping.
2. Sandy _____ (take) a shower when her mobile phone _____ (ring).
3. **While** Laura _____ (watch) TV, her dog _____ (eat) her sandwich.

4. Somebody _____ (steal) Bob's clothes while he _____ (swim) in the sea.
5. Tom's wig _____ (fall) off while he _____ (play) soccer.
6. While Mary _____ (sunbathe) in the garden, the cat _____ (jump) on her head.

APRENDIZAJES

Expresa, de manera oral y escrita, actividades que se realizaron en el pasado.
Comprende discursos orales o escritos sobre temas culturales y/o cotidianos.

USED TO

We use this expression to talk about habitual actions or states in the past that do not happen anymore.

Example: I **used to** play football when I was younger.

I **didn't use to** miss classes in high school

Did you use to be thin? No, I didn't. I **used to** be fat.

READING

Read this short story and copy the sentences with the different forms of "used to".

Medicine in the past – treating headaches

People have always had headaches. They are a common health problem that people have all over the world. In some cultures people use special herbs. For example, Native American Indians use plants which contain a chemical found in aspirins. But today, most people in the developed world take a tablet to treat a headache – aspirin, for example. In the past, however, people didn't use to have tablets, so what did they use to do?

Many years ago, headaches were treated in all kinds of ways – and some of the treatments might be hard for us

to believe in the twenty-first century! Thousands of years ago, for example, medicine men used to make holes in the heads of people with headaches, because they believed this would let the headache out. This may seem very cruel to us, but in those days people believed this treatment would make their headache go away.

In ancient Egypt, medicine men had a different way of treating headaches. They used to tie a ceramic crocodile, which was filled with herbs, to the head of the patient. The reasons for this are not clear to us today.

In the Middle Ages, there were no hospitals and only people who were rich could afford to go to doctors. But the people that did go to doctors were usually treated with leeches – small, black creatures that suck blood. They were put on the patient's body near the place where the pain was. For people who had headaches, the leech was usually put on the neck.

These treatments were probably quite painful, and they may seem very strange to us now. Just imagine what dentists used to do to people that had toothache!

Affirmative	Negative	Interrogative

EXERCISE 1 Complete the sentences. Use the present simple and the correct form of used to.

Example: We used to live (live) in an apartment, but we don't live (not live) there anymore.

1. I _____ (play) soccer when I was young, but now I _____ (not play) anymore.
2. His father _____ (eat) 20 tacos when he was hungry, but now he _____ (not eat) tacos anymore.
3. My grandfather _____ (not smoke) anymore, but when he was younger he _____ (smoke) sixty cigarettes a day!
4. That restaurant _____ (sell) pizzas, but now it _____ (sell) hot dogs.
5. I _____ (watch) cartoons when I was 5 years old, but now I _____ (watch) horror movies.

APRENDIZAJE

Expresa de manera oral y escrita, actividades que se realizaron en el pasado.

EXERCISE 2 Listen to the song once. Then, listen again and fill in with the missing words.

Somebody That I Used To Know (feat.: Kimbra)

By: Gotye

Now and then I think of _____ we were
together
Like when you said you _____ so happy you
could die
Told myself that you were right for me
But _____ so lonely in your company
But that _____ love and it's an ache I still
remember

You can get addicted to a certain kind of
sadness
Like resignation to the end, always the end
So, when we _____ that we could not make
sense
Well, you said that we would still be friends
But I'll admit that I was glad that it _____ over

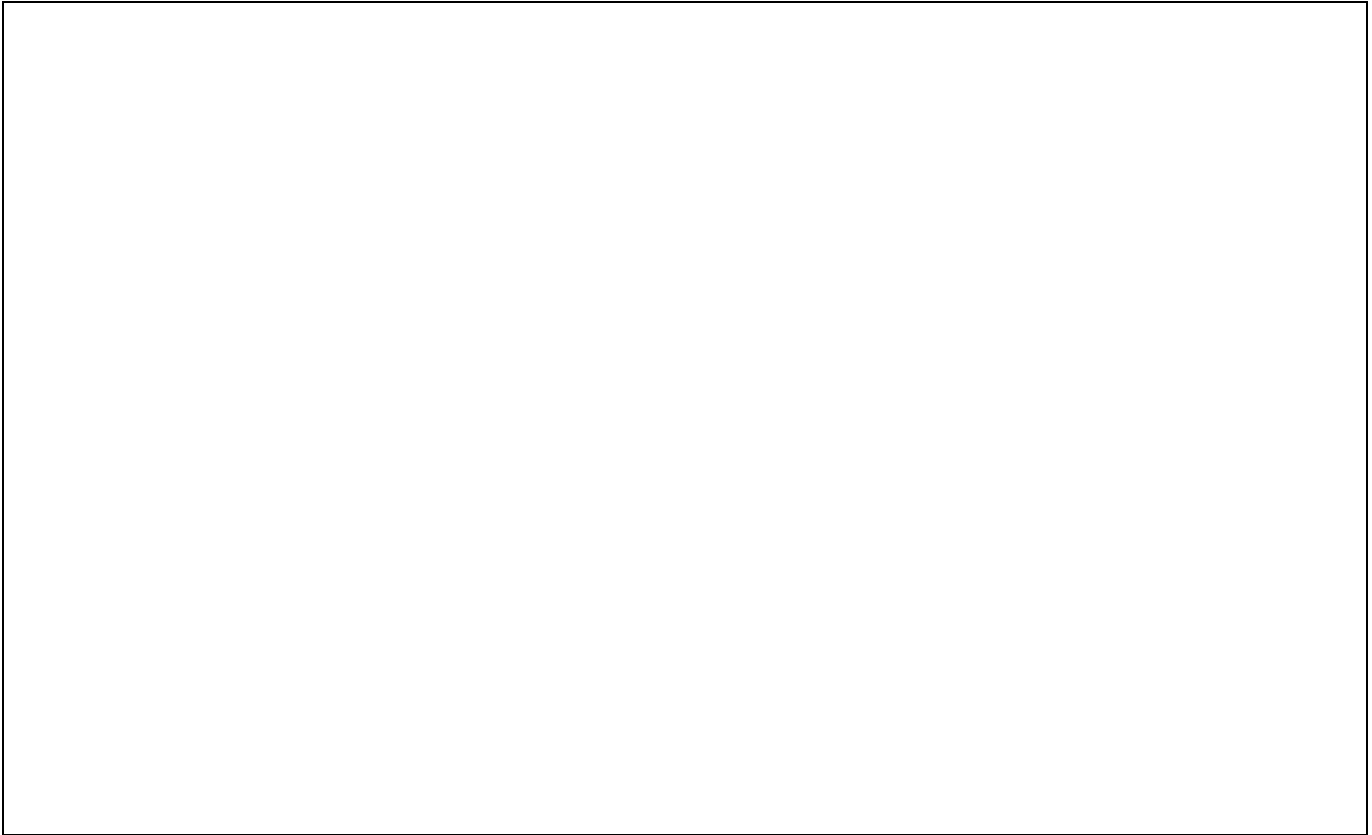
But you didn't have to cut me off
Make out like it never _____ and that we
were nothing
And I don't even need your love
But you treat me like a stranger and that feels
so rough
No, you didn't _____ to stoop so low
Have your friends collect your records and then
change your number
I guess that I don't need, that though
Now you're just somebody that _____ know
Now you're just somebody that I used to know
Now you're just somebody that I used to know

Now and then I think of all the times you
screwed me over
But had me believing it was always something
that I'd done
But I don't wanna live that way, reading into
every word you say
You said that you could let it go
And I wouldn't catch you hung up on somebody
that you _____ know

But you didn't _____ cut me off
Make out like it never happened and that we
were nothing
And I don't even need your love
But you treat me like a stranger and that feels
so rough
No, you didn't have to stoop so low
Have your friends collect your records and then
change your number
I guess that I don't need, that though
Now you're just somebody that I _____
know

Somebody, I used to know
Somebody, now you're just somebody that I
used to know
Somebody, _____
Somebody, now you're just somebody that I
used to know, I used to know....
Somebody

EXERCISE 3 Now, read the song and write an 18 line paragraph about the feelings of the guy and the girl expressed in it. Justify your opinions with evidences. (sentences taken from the song).



UNIDAD 3

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

APRENDIZAJES

Reconoce información específica de eventos o acciones que han ocurrido en textos orales y escritos sobre temas culturales.

Describe lo que el mismo u otros han realizado o no, de manera oral o escrita.

Present Perfect Simple

It is formed with 'have' + a verb in the Past Participle.

We use the Present Perfect to talk about:

- Unspecified time before now. Ex: I have cleaned the house.
- Experiences. Ex: He has never been to the USA.
- Change over time. Ex: She has learned English.
- Achievements: Ex: I have finished my homework.

We **CAN** use the Present Perfect with unspecific expressions such as: ever, never, many times, several times, before, already, yet, etc.

-The adverbs **just** and **already** are used after the auxiliary (have, has) and before the verb in past participle. He has **just** visited his father. They have **already** had lunch.

-Yet is used in questions and negatives.

Has he arrived **yet**? He hasn't arrived **yet**. (at the end of the sentence)

-Ever is used in questions. Have you **ever** climbed a high mountain?

The time expressions such as **many times**, **several times**, **so far** and **before** are used at the end of the sentence.

I have traveled to the USA **many times**. I haven't traveled to the USA **so far**.

I have traveled **for** several years (**for** indicates a period of time)

I have traveled **since** 2011 (**since** indicates the beginning)

(For grammar rules check the reference material of this guide)

Exercise 1 Look at the grammar reference for Present Prefect and underline Madonna's achievements.

Example: Madonna **has sold** more than 300 million records worldwide and...

Madonna's experiences in her carrier



Madonna (born Madonna Louise Ciccone (Italian pronunciation: [tʃikˈkoːne]) on August 16, 1958) is an American recording artist, actress and entrepreneur. Born in Bay City, Michigan, she moved to New York City in 1977 to pursue a career in modern dance. After performing in the music groups Breakfast Club and Emmy, she released her debut album in 1983. She followed it with a series of albums in which she found immense popularity. Throughout her career, many of her songs have hit number one on the record charts, including "Like a Virgin", "Papa Don't Preach", "Like a Prayer", "Vogue", "Frozen", "Music", "Hung Up", and "4 Minutes". Critics have praised Madonna for her diverse musical productions while at the same time serving as a lightning rod for religious controversy.

Her career was further enhanced by film appearances that began in 1979, despite mixed commentary. She won critical acclaim and a Golden Globe Award for Best Actress in Motion Picture Musical or Comedy for her role in *Evita* (1996), but has received harsh feedback for other film roles. She has been acclaimed as a businesswoman, and in 2007, she signed an unprecedented US \$120 million contract with Live Nation. Madonna has sold more than 300 million records worldwide and is recognized as the world's top-selling female recording artist of all time by the *Guinness World Records*.

Madonna's music has been the subject of much analysis and scrutiny of critics. Robert M. Grant, author of *Contemporary Strategy Analysis* (2005), commented that what has brought Madonna success is "certainly not outstanding natural talent. As a vocalist, musician, dancer, songwriter, or actress, Madonna's talents seem modest." He asserts Madonna's success is in relying on the talents of others, and that her personal relationships have served as

cornerstones to the numerous reinventions in the longevity of her career. Conversely, *Rolling Stone* has named Madonna "an exemplary songwriter with a gift for hooks and indelible lyrics, and a better studio singer than her live spectacles attest.

According to *Rolling Stone*, Madonna "remains one of the greatest pop acts of all time". She has achieved multiple *Guinness World Records*. She has also scored many hits on major international charts, including 13 number-one singles in the United Kingdom, 11 in Australia, and 23 in Canada—more than any other female artist.. Throughout her career Madonna has repeatedly reinvented herself through a series of visual and musical people, earning her the nickname "Queen of Reinvention". In doing so, "she exploited her sexuality to fashion herself into a cultural and commercial icon who, for more than a decade, was unchallenged as the reigning Queen of Pop music. "In doing so Madonna has provided an example of how to maintain one's career in the entertainment industry." Such reinvention was noted by scholars as the main tool in surviving the musical industry, for a female artist. As Ian Youngs from BBC News commented, "Her ability to follow the latest trends and adapt her style has often been credited with preserving her appeal." Madonna's use of shocking sexual imagery has benefited her career and catalyzed public discourse on sexuality and feminism.

Madonna has influenced numerous music artists throughout her career. Mary Cross, in her book *Madonna: A Biography*, wrote: "Her influence on pop music is undeniable and far-reaching. New pop icons from Nelly Furtado and Shakira to Gwen Stefani and Christina Aguilera (not to mention Britney Spears) owe Madonna, a debt of thanks for the template she forged, combining provocative sexiness and female power in her image, music, and lyrics. Madonna has sold more than 300 million records worldwide. She is ranked by the

Recording Industry Association of America (RIAA) as the best-selling female rock artist of the 20th century, and the second top-selling female artist in the United States (behind Barbra Streisand), with 64 million certified albums sold. Despite her high record sales, as of 2001, Madonna has become the most-pirated artist worldwide according to the International Federation of the Phonographic Industry.

Madonna has received acclaim as a role model for businesswomen in her industry, "achieving http://en.wikipedia.org/wiki/Madonna_%28entertainer%29

the kind of financial control that women had long fought for within the industry", and generating over \$1.2 billion in sales within the first decade of her career. Professor Colin Barrow of the Cranfield School of Management described Madonna as "America's smartest businesswoman... who has moved to the top of her industry and stayed there by constantly reinventing herself". He held up her "planning, personal discipline and constant attention to detail" as models for all aspiring entrepreneurs.

Exercise 2 Madonna's achievements.

1. Many of her songs _____ number one on the record charts.
2. Critics _____ Madonna for her diverse musical productions.
3. She _____ harsh feedback for some film roles.
4. She _____ acclaimed as a businesswoman.

Exercise 3 Complete the information with have or has

1. Madonna _____ **sold** more than 300 million records worldwide.
2. Madonna's music _____ **been** the subject of much analysis and scrutiny of critics.
3. What _____ **brought** Madonna success is "certainly not outstanding natural talent.
4. Her personal relationships _____ **served** as cornerstones to the numerous reinventions in the longevity of her career.
5. *Rolling Stone* _____ **named** Madonna "an exemplary songwriter.

Exercise 4 Complete the information with the appropriate verb in past participle.

1. She has _____ multiple records. (achieve)
2. She has _____ herself. (reinvent)
3. Her style has _____ her carrier. (benefit)
4. She has _____ many artists. (influence)
5. She has _____ the most-pirated artist. (become)

Exercise 5 Order the following sentences.

1. attacked/been/they/have/animal/an/by/**never**

2. have/they/some/subjects/school/failed/CCH/in/**already**

3. she/written/has/something/important/**yet**?

4. **many times**/an/orphanage/visited/have/we

5. she/ **just**/bungee/has/the/from/jumped

Exercise 6 Now write three sentences about your achievements in life.

*Example: I **have finished** Junior High School.*

1. _____
2. _____
3. _____

Write three sentences about your life experiences.

*Example: I **have ridden** a motorcycle.*

1. _____
2. _____
3. _____

Exercise 7 Answer the following question to help you remember your own experiences. Just give short answer Yes, I have or No, I haven't.

1. Have you ever eaten Chop Suey? _____
2. Have you ever been to the USA? _____
3. Have you ever lost something important? _____
4. Have you ever ridden a horse? _____
5. Have you ever had an accident? _____

Exercise 8 Read the e-mail and underline the experiences expressed in present perfect.

Hi! I am in a summer camping.

This is the last day. I have been here in the middle of the forest for four days. So far, I have already climbed a high rock mountain. It was scary. However, my friends helped me in this extreme experience. I have swum in a deep river many times and I have just seen wild animals like a moose and some beavers. Fortunately, I haven't seen a bear yet.

In this moment, we are buying some supplies in a small village. I have to go now and continue with my adventure.

Now write a similar e-mail to a friend and mention your unusual experiences. Use adverbs and time expressions like : yet, for, since, just, already, etc.

Ask a teacher in the school to check your writing.

Exercise 9 Imagine you are in Acapulco. You arrived four days ago. Write a similar e-mail to a friend and mention your experiences. Ask a teacher in the school to check your writing.

UNIDAD 4

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

APRENDIZAJE

Expresa brevemente motivos, explicaciones, planes y ciertas opiniones a partir de experiencias propias.

Exercise 1 Read the following text.

The debate about whether to conduct experiments on animals, known in the animal rights community as [vivisection](#), is one of the most difficult to understand.

Why do animal rights activists oppose using non-human animals for medical research?

Animal rights activists are opposed to using animals for medical research because humans [do not have the right to use animals](#). [With few exceptions](#), we do not experiment on human subjects without their [consent](#). Just as we do not experiment on humans who are incapable of consenting to experimentation, we should not experiment on non-human animals. Non-human animals cannot give informed consent, and the vast majority of experiments using animals are so invasive and injurious, we would never even consider allowing humans to consent to being subjects in such experiments.

<http://animalrights.about.com/od/vivisection/a/VivisectionFAQ.htm>

Exercise 2. Do you agree with the activists? Write a paragraph expressing your opinion.

Use expressions like: *In my opinion ...*, *from my point of view...*, *I consider...*, *I agree (don't agree)...*, *actually...*, *In fact,...*, *I think...*, *I believe...*, *I don't think...*, *I feel... etc.* or modal verbs such as *should* and *must*

Model answer:

I am an animal lover. So, I don't agree with animal research because I think humans don't have the right to experiment with animals. Scientists experiment on cats, guinea pigs, hamsters etc. not only for medical research but for many other reasons such as testing beauty products, pesticides and even destructive weapons. It's not fair, I think scientist must work harder on prevention of diseases and testing human drugs on humans because, in my opinion, human medicine cannot be based on veterinary medicine.

APRENDIZAJE

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

Argumentative Texts

They are intended to persuade and convince the audience. The term “line of argument” is used to define the operation of justifying an opinion or thesis through reasons (or arguments), with the aim of changing the views of other person or merely communicating our own ideas*

It contains three parts: the introduction, the body, and the conclusion.

- The introduction contains a brief explanation of the topic, some background information, and a thesis statement. This thesis reveals the author’s position on a particular controversial topic: **main idea of the text.**
- The Body presents the arguments one by one: **main ideas** and gives evidence to show why his or her position is the correct one: **supportive ideas**
- The conclusion restates the author’s position

<http://ph.answers.yahoo.com/question/index?qid=20080620203636AAsYh4q>

Exercise Read the text and answer.

The Effects of Modern Technology on Children

By Kara Schmidt, eHow Contributor

Cell phones can bridge the communication gap.



There are pros and cons of modern technology depending on what technology your child is using, how it is being used and how you, as the parent, set limits for its use. Technology can also have indirect negative or positive effects on children through parental use as well. Achieving a balance regarding the use of technology will maintain structure and sanity in your life.



Ability to work from home. Being a work-at-home parent is a positive effect of modern technology. The ability for parents to work from home, whether part-time, full-time or occasionally, generally reaps positive effects for your family. This enables you to spend more quality time with your children, to avoid long commutes and to make extra money. Flexible hours might be a possibility, enabling you to work around your children's school and activity schedule. Stay-at-home mothers can work while their babies nap or while their children are at preschool. The use of technology makes this a solution for many families.



Using the Brain. Children who played video games regularly were found to have an increase in visual reasoning skills. This involves children processing information they have seen and forming a quick solution. Because of the complex visual information,

children are better at multitasking than their ancestors. On the flip side, technology might be damaging to attention span and critical thinking skills, making it difficult for today's youth to focus on a complex problem long enough to find a solution.



Research at their fingertips. With the Internet, children can research at home. No more running to the library and checking out stacks of books for your child's latest research project. There is an abundance of information on the Internet, only a click away. Parental controls enable parents to control the websites children are allowed to enter and set time limits to keep computer use to an appropriate limit. Learning sites are valuable resources to parents, teachers and students. They are often packed with games, stories and activities to stimulate the mind and enhance creativity.



Communication. Teenagers can stay connected to parents through texting. Teens are known to talk to their friends and shut their parents out or at least that's what they want everyone to think. With the use of modern technology, children can continue to text their parents without anyone knowing it. This allows for increased, positive communication between parents and children. Teens are more willing to send a text to let their parents know who they are with, what they are doing and when they will be home, as opposed to making a phone call in front of their peers.

Source: http://www.ehow.com/info_7934548_effects-modern-technology-children.html

1. Which statement shows the main idea of the entire reading? ()

- a) There are pros and cons of modern technology depending on what technology your child is using.
- b) *Achieving a balance regarding the use of technology will maintain structure and sanity in your life.*
- c) Technology can also have indirect negative or positive effects on children

2. The author gives 4 arguments. Restate them on the lines.

Argument 1 _____

Argument 2 _____

Argument 3 _____

Argument 4 _____

3. Which sentence best paraphrases the topic sentence of paragraph 4, "Using the brain" ? ()

- a) Technology increases reasoning
- b) Technology increases children ability to analyze and solve problems
- c) Technology makes people more intelligent.

4. Which of the following explains best the phrase "research at their fingertips"? ()

- a) find difficult information
- b) find information without difficulty
- c) find easy information

5. Based on the context, which of these words may substitute the word "peers" in paragraph 5? ()

- a) friends
- b) parents
- c) brothers



Name: _____ Grade: _____

SECTION 1 Grammar

20 POINTS (0.5 each one)



I. Last Friday there was an accident on Main Street. Look at the picture and complete the following ideas using the correct form of the verb.

Ex. Mr. Green was doing (do) some work while my friends _____ (have) a party.

1. Mr. Lambert _____ (read) the paper when a car _____ (crash) into the tree.
2. While Maria _____ (do) some school work the principal _____ (talk) on the phone.
3. A worker _____ (repair) the roof while a man _____ (play) the guitar in front of the bakery.
4. When the accident _____ (happen) some friends _____ (have) a party.
5. The teacher _____ (read) something while the students _____ (pay) attention.

II. What about you? Write about things you used to do 5 years ago and you don't do now.

1. What did you use to watch on TV? _____
2. What school did you use to attend? _____
3. What did you use to wear? _____
4. What music did you use to listen to? _____
5. Where did you use to go at weekends? _____

III. Complete with the present perfect of the verbs in parentheses.

1. **A:** _____ (you/ ever/ see) a zebra?
B: Yes, I _____ (visit) the zoo many times and I _____ (see) a lot of zebras.
2. **A:** _____ (your brother/ finish) his homework?
B: Yes, he _____ (do) his homework and he's listening to music now.

IV. These sentences are incorrect. Use the simple past or present perfect correctly. Write the correct sentences on the line.

1. I don't visit my grandparents for a long time.
_____.
2. My English teacher have born in the U.S.A.
_____.
3. I have been to a Chinese restaurant last year.
_____.
4. I have come to this country ten years ago.
_____.
5. I lived here since 1995.
_____.

V. Fill in with the correct word. Choose from the following list.

since, for, how long, ever, never, just, yet.

1. Have you _____ heard this song before?
2. Sheila hasn't arrived from work _____.
3. I have waited for you _____ three hours.
4. I have studied English _____ 2003.
5. Kate has a new car. She _____ bought it.

VI. Read the sentences and circle the correct words.

1. **A:** I can't understand this math exercise.
B: Don't worry, *I'll help / I'm going to help* you.
2. **A:** I'm sorry Fay. I can't come to your party, I *'m going to / am* study for my English exam.
B: Don't worry. *I'm going / I'll* call you tomorrow and tell you how it was.
3. **A:** I'll have my birthday party on Saturday, would you like to come?
B: Sure, *I'll / I'm going to* make a cake for you.
4. Mario *is going to / will* paint his house this weekend.
5. **A:** I'm worried about the exam next week
B: Don't worry Tom, you *are going to / will* pass..

VII. Read the sentences and mark the best option.

1. Kelly had an accident. She _____ go to the doctor.
a. must b. have to c. should
2. I _____ wear uniform at school. It's horrible.
a. Must b. should c. shouldn't
3. Deborah doesn't feel well today. She _____ stay in bed.
a. Must b. should c. shouldn't

4. James looks really tired. He _____ play soccer tonight
- a. Must b. should c. shouldn't
5. Joe is not coming. His teacher said he _____ finish reading the novel today.
- a. must b. should c. shouldn't

SECTION 2 Reading

20 POINTS

- I. Read the text about the history of Aspirin and answer the following questions. (2 points each)**

HISTORY OF ASPIRIN

By Mary Bellis



Aspirin or acetylsalicylic acid, is a derivative of salicylic acid that is a mild, nonnarcotic analgesic useful in the relief of headache and muscle and joint aches. The drug works by inhibiting the production of prostaglandins, body chemicals that are necessary for blood clotting and which also sensitize nerve endings to pain.

The father of modern medicine was **Hippocrates**, who lived sometime between 460 B.C and 377 B.C. Hippocrates was left historical records of pain relief treatments, including the use of powder made from the bark and leaves of the willow tree to help heal headaches, pains and fevers.

By 1823, scientists discovered that it was the compound called salicin in willow plants which gave you the pain relief.

According to "From A Miracle Drug" written by Sophie Jourdier for the Royal Society of Chemistry: "It was not long before the active ingredient in willow bark was isolated; in 1828, **Johann Buchner**, professor of pharmacy at the University of Munich, isolated a tiny amount of bitter tasting yellow, needle-like crystals, which he called salicin. Two Italians, **Brugnatelli** and **Fontana**, had in fact already obtained salicin in 1826, but in a highly impure form. By 1829, [French chemist] **Henri Leroux** had improved the extraction procedure to obtain about 30g from 1.5kg of bark. In 1838, **Raffaele Piria** [an Italian chemist] then working at the Sorbonne in Paris, split salicin into a sugar and an aromatic component (salicylaldehyde) and converted the latter, by hydrolysis and oxidation, to an acid of crystallised colourless needles, which he named salicylic acid."

Henri Leroux had extracted salicin, in crystalline form for the first time, and **Raffaele Piria** succeeded in obtaining the salicylic acid in its pure state.

The problem was that salicylic acid was tough on stomachs and a means of 'buffering' the compound was searched for. The first person to do so was a French chemist named **Charles Frederic Gerhardt**. In 1853, Gerhardt neutralized salicylic acid by buffering it with sodium (sodium salicylate) and acetyl chloride, creating acetylsalicylic acid. Gerhardt's product worked but he had no desire to market it and abandoned his discovery.



In 1899, a German chemist named **Felix Hoffmann**, who worked for a German company called Bayer, rediscovered Gerhardt's formula. Felix Hoffmann made some of the formula and gave it to his father who was suffering from the pain of arthritis. With good results, Felix Hoffmann then convinced Bayer to market the new wonder drug. Aspirin was patented on February 27, 1900.

The folks at Bayer came up with the name Aspirin, it comes from the 'A' in acetyl chloride, the "spir" in spiraea ulmaria (the plant they derived the salicylic acid from) and the 'in' was a then familiar name ending for medicines.

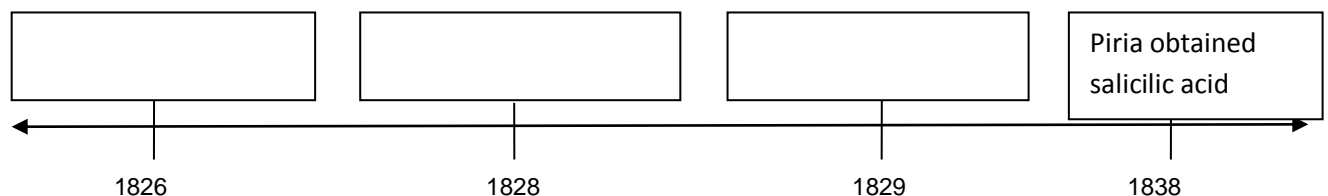
Aspirin was first sold as a powder. In 1915, the first Aspirin tablets were made. Interestingly, Aspirin ® and Heroin ® were once trademarks belonging to Bayer. After Germany lost World War I, Bayer was forced to give up both trademarks as part of the Treaty of Versailles in 1919.

<http://inventors.about.com/library/inventors/blaspirin.htm>

1. How does aspirin kill pain?

2. How did Hippocrates contribute to the relief of pain? (2 points)

3. Complete the time line with summarized information about the events occurred in the following dates. (2 points)



4. What did Charles Frederic Gerhardt do in 1853?

5. What did Felix Hoffman do before talking to Bayer?

6. How was the word Aspirin formed?

7. How was Aspirin offered at the beginning?

8. When could different laboratories produce the salicylic acid around the world?

Mark True or False. (1 point each)

9. The acetylsalicylic acid reliefs stomach pain. T F

10. Johann Buchner isolated the active ingredient for the first time T F

11. An Italian scientist gave the name to the Salicylic acid component T F

12. Heroin as well as Aspirin was property of Bayer. T F

SECTION 3 Listening **20 POINTS**

Exercise 1. Listen to three people talking about best friends. Answer the questions below.

	Steve	Fran	Abel
1.-Name of best friend			
2 Where did they meet?			
3 Why do/did get along well?			
4 Do/did they ever argue?			
5 Are they still in touch? If not, what's the reason?			

There was an accident at school, a window glass was broken. The principal took some of your friends to his office. Write an e-mail to a classmate who is sick and couldn't go to school today and tell him the news. You saw everything. Describe what different groups of students, teachers and personal staff were doing.

Include the following vocabulary:

when, while, after, then, later, finally, because, however, and.



Evaluation chart for writing 20 points

vocabulary	1	2	3	4
grammar	1	2	3	4
Spelling	1	2	2	4
Coherence	1	2	3	4
Syntax	1	2	3	4

Total _____

SECTION 5 Speaking

20 POINTS

The teacher is going to ask you to talk about a topic and grade the following aspects.

Question	Fluency	Coherence	Syntax	Vocabulary	Pronunciation	Points
1	0 / .5 / 1	0 / .5 / 1	0 / .5 / 1	0 / .5 / 1	0 / .5 / 1	
2	0 / .5 / 1	0 / .5 / 1	0 / .5 / 1	0 / .5 / 1	0 / .5 / 1	
3	0 / .5 / 1	0 / .5 / 1	0 / .5 / 1	0 / .5 / 1	0 / .5 / 1	
4	0 / .5 / 1	0 / .5 / 1	0 / .5 / 1	0 / .5 / 1	0 / .5 / 1	
5	0 / .5 / 1	0 / .5 / 1	0 / .5 / 1	0 / .5 / 1	0 / .5 / 1	

Possible topics:

- Talk about your plans for next vacations, what are you going to do there?
- Talk about a time when you or someone you know had an accident.
- Where were you born? Where did you grow up? Did you move when you were a child? What did you use to do at that time?

GRAMMAR REFERENCE

UNIT 1

Grammar: Simple Present

Use the simple present to talk about “all the time” and routines.

E.g. I walk everywhere.

Do you **get** regular exercise?

Yes, I **do**. I **exercise** six days a week.

No, we **don't**. We **don't exercise** at all.

Grammar : Past simple and Past continuous.

<p>We use the Past simple to talk about the past. We know when these things happened.</p> <p>“She decided to leave her job.”</p> <p>“She didn't notice him.”</p> <p>“When did you learn to cook?”</p>	<p>We use the Past continuous to talk about an action that was in progress when another (shorter) action happened. The action in the Past continuous might continue after this point:</p> <p>“I was travelling back from China and we met on the plane.”</p> <p>“You weren't paying attention to the teacher.”</p> <p>“Was Sally watching TV yesterday at 5:00 pm?”</p>
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Grammar: should / shouldn't

Positive	Negative	Questions	Short answers
I/you/we/they/he/she/ it <u>should</u> go	I/you/we/they/he/she/ it <u>should not</u> <u>(shouldn't)</u> go	<u>Should</u> I/you/we/they/he/she/ It go?	Yes, I/you/we/they/he/ she/it <u>should</u> No, /you/we/they/he/ she/it <u>should not</u> <u>(shouldn't)</u>

Grammar: Be going to

We use “ **going to**” when we want to express plans, something that we have already decided to do.

Subject	Auxiliary (+ not)	Going to	Infinitive	Complement
I	'm/'m not	going to	work	after work
You/we/they	're/aren't	going to	drive	around Australia
He/she/it	's/isn't	going to	study	history of art.

Question word	Auxiliary (+ not)	Subject	Going to	Infinitive	
When	am	I	going to	see	you again?
What	are	You/we/they	going to	Do	tomorrow?
	is	He/she/it	going to	retire	soon?

Grammar : Future with will

We use **will** to talk about facts or predictions about the future.

It'll be expensive to travel around Europe.

The baby **will** keep us busy!

I'll be 65 in June.

It **won't** be easy to find a job.

We also use **will** when we decide to do something at the moment of speaking.

I don't have any money. No problem, I'll lend you some. .

I'll = I will won't = will not

We use **may and might (or will*)** to show you are not 100% sure about the future.

I **may** go on for a master's degree.

I **might** not be able to afford it.

We'll **probably** take some time off from work.

Maybe **we'll move** to Arizona.

*Use **will** with expressions like **I guess, I think, maybe and probably.**

Avoid will to talk about plans or decisions already made. Use the present continuous or going to.

I'm going to Europe next year. I'm going to visit Paris. (NOT ~~I will go to Europe next year. I will visit Paris.~~)

UNIT 2

Grammar : Used to

Affirmative: She used to eat lots of hamburgers. They used to walk in the park.	Negative: She didn't use to eat lots of hamburgers. They didn't use to walk in the park.	Question: Did she use to eat lots of hamburgers? Did they use to walk in the park?
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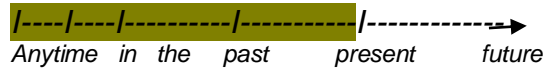
UNIT 3

Grammar : Present perfect

Affirmative

I You We They	have	verb in past participle form examples: seen gone won	complement
He She It	has		

Unspecified Time before Now



Negative Form

I You We They	have not (haven't)	past participle verb	complement.
He She It	has not (hasn't)		

Interrogative Form

Have	I you we they	past participle verb	complement ?
Has	he she it		

For further knowledge you may visit the following links:

1. <http://www.teaching-els-to-adults.com>
2. <http://www.usingenglish.com>
3. <http://www.easyenglish.com>
4. <http://www.ESLhome.org>
5. <http://www.elsmonkeys.com>
6. <http://www.englishlessons4free.com>
7. <http://www.english.essentials.com>
8. <http://www.grammar.ccccomnet.edu/grammar/index.htm>
9. <http://www.mansioningles.com>
10. <http://www.englishpage.co>

Answer key

UNIT 1

Exercise 1.

Present simple examples...	Present continuous examples...
<p><i>I eat everything I want.</i> I generally don't eat a lot of junk food. I don't eat red meat at all. I don't ride my bike everywhere I go. I don't have a car. I don't do anything to be in shape. I usually drink much water and eat vegetables. We exercise six days a week. We go swimming three days a week. We go to the gym twice a week. We go mountain biking.</p>	<p><i>I'm trying to lose weight...</i> I'm taking swimming lessons. It's getting me in shape quick. I'm drinking lots of water every day. I'm doing a lot of exercise. I'm not doing anything right now. I'm studying for exams this month. I'm eating a lot of snacks. I'm not getting any exercise at all.</p>

Exercise 2. Students' own answers. (Two activities with present simple and two with present continuous).

Exercise 4.

Past simple	Past continuous
<p>"I went to a reunion with my ex-classmates from junior high school." My last weekend was very busy. I saw all my friends I danced all kinds of music. We had some snacks. I went shopping. I saw my ex-boyfriend. I caught the bus. The bus broke down. My dad passed by. He picked me up. I went to the park with my family</p>	<p>"I was going back home." I was waiting for another bus. My sisters were playing tennis. My mother was preparing some food. I was running after my dog. My little nieces were taking a nap.</p>

Exercise 5.

1. Yes, she did.
2. No, they didn't.
3. No, she didn't.
4. No, she wasn't.
5. Yes, they were.
- 6.

Exercise 6. Students' own answers. (Students have to use connectors and sentences in past simple).

Exercise 8.

1.	I'm going to stop drinking.	6
2.	I'm going to lose weight.	3
3.	I'm going to learn something new.	8
4.	I'm going to help others.	9
5.	I'm going to pay my debts.	7
6.	I'm going to quit smoking.	4
7.	I'm going to do more exercise.	2
8.	I'm going to enjoy life more.	5
9.	I'm going to get organized.	10
10.	I'm going to spend more time with my family and friends.	1

Exercise 9. Students' own answers.

Exercise 10. Students' own answers.

Exercise 11.

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

Exercise 12.

1. No, you shouldn't.
2. Yes, you should.
3. No, you shouldn't.
4. Yes, you should.
5. No, you shouldn't.

Exercise 13. Students' own answers.

Exercise 14.

Dress code: 5, 6

Discipline code: 8

Credit the course: 4

Parents: 10

Teachers: 9

Exercise 15. Students' own answers.

Exercise 16. Students' own answers.

Exercise 17.

You must be quiet.

You mustn't use the cell phone.

You mustn't eat in the library.

You must return the books.

Exercise 18. Students' own answers.

Reading: "First Went the Trees, Then Came the Floods".

Exercise 1.

1. B
2. A) Statement of the problem.
B) Causes and effects.
C) Solutions.

Exercise 2. Translation to Spanish.

Blamed: culparon

Floods: inundaciones

Logging: Tala de árboles

Stripped: vaciado, devastado, arrasado con...

Basin: cuenca

Streams: arroyos

Depth: profundidad

Rushing: dándose prisa

Policies: políticas.

Exercise 3. Underline the cause in red and the effect in blue.

Cause:

Over the years excessive logging and bad land management have stripped the basin area around the Yangtze River of 85% of its forests.

Effect:

So instead of being absorbed by forests, rainwater rapidly runs off into streams and rivers. Moreover soil erosion in denuded regions has deposited sediment into lakes and streams, reducing their depth and making them more prone to flooding.

Unit 2

THE BOY IN THE CAVE

One day, I was going for a walk in a forest. I was walking through the trees, when suddenly I found a cave. It looked very dark inside. I wasn't sure if I should go in or not. While I was thinking, I heard a noise in the cave. There was somebody inside! I went into the cave and I saw a small boy. He was sitting on the floor and he was crying. I took his hand and we went outside. Suddenly the little boy said "my dog", and he started to run back into the cave. I didn't see the boy, but a white dog was sitting on the ground. It was looking at me. And then it ran into the forest. It was getting dark, so I walked back to the town and went home. I told my mother about the boy and the dog. My mother said: "That's strange! Twenty years ago, a little boy and a dog disappeared in that forest!"

EXERCISE 1

1. was talking
2. was washing
3. were watching
4. were drinking
5. was smoking

EXERCISE 2

1. were eating
2. was working
3. were playing
4. were driving
5. was cooking

EXERCISE 3

6. was having – rang
6. was sunbathing - jumped
7. was watching – ate
8. stole – was swimming
9. fell – was playing

Read this short story and copy in your notebook the sentences with “used to”.

1. People didn't use to have tablets.
2. What did they use to do?
3. Medicine men used to make holes
4. They used to tie a ceramic crocodile
5. Just imagine what dentists used to do to people

EXERCISE 1 Complete the sentences. Use the present simple and the correct form of *used to*.

1. I used to play soccer when I was young, but now I don't play anymore.
2. His father used to eat 20 tacos when he was hungry, but now he doesn't eat tacos anymore.
3. My grandfather doesn't smoke anymore, but when he was younger he used to smoke sixty cigarettes a day!
4. That restaurant used to sell pizzas, but now it sells hot dogs.
5. I used to watch cartoons when I was 5 years old, but now I watch horror movies.

EXERCISE 2 Write the negative form or the question form of the following sentences.

1. Joseph didn't use to eat lots of hot dogs.
2. Did Jenny use to read lots of comics?
3. We didn't use to go to Acapulco on vacations.
4. Did Tony and I use to play tennis?
5. Did we use to go to the cinema with our friends?

EXERCISE 3

Somebody That I Used To Know (feat. Kimbra)
Gotye

Now and then I think of when we were together
Like when you said you felt so happy you could die
Told myself that you were right for me
But felt so lonely in your company
But that was love and it's an ache I still remember

You can get addicted to a certain kind of sadness
Like resignation to the end, always the end
So, when we found that we could not make sense
Well, you said that we would still be friends
But I'll admit that I was glad that it was over

But you didn't have to cut me off
Make out like it never happened and that we were nothing
And I don't even need your love
But you treat me like a stranger and that feels so rough
No, you didn't have to stoop so low
Have your friends collect your records and then change your number
I guess that I don't need, that though
Now you're just somebody that I used to know
Now you're just somebody that I used to know
Now you're just somebody that I used to know

Now and then I think of all the times you screwed me over
But had me believing it was always something that I'd done
But I don't wanna live that way, reading into every word you say
You said that you could let it go
And I wouldn't catch you hung up on somebody that you used to know

But you didn't have to cut me off
Make out like it never happened and that we were nothing
And I don't even need your love
But you treat me like a stranger and that feels so rough
No, you didn't have to stoop so low
Have your friends collect your records and then change your number
I guess that I don't need, that though
Now you're just somebody that I used to know

Somebody, I used to know
Somebody, now you're just somebody that I used to know
Somebody, I used to know
Somebody, now you're just somebody that I used to know

I used to know
That I used to know
I used to know
Somebody

Exercise 3 Model answer

(All your opinions are correct if you support them with evidences from the song)

- [Juvilyn Dilao](#) · top- commenter

What I understood from the song:

The guy: Doesn't really feel attached to the girl during the relationship. He wasn't serious enough and thus, the guy's condition lead to the end of their relationship. When the girl said that they could still be friends, he accepted it, thinking that it would be okay since she is still around him... But surprise, painful surprise, she actually entangled herself out of his life completely... She didn't want to be his friend and she just wanted to get him out of her sight to save herself from more pain.

The girl: It's obvious that the girl is the one who loved more during the relationship. It was painful for her to realize where their love is headed but she had to accept it. She lied when she said that they could still be friends, because she can't take that... Remember the old saying "It's not possible for two people who were truly in love to still be friends afterwards. If you become friends after a relationship, you were never really in love in the first place..." So, for her move on, she had to disconnect herself from him, forget him completely...

The guy is thinking that what the girl did was too much. He can't accept that he was officially cutting off out of his life. Does he need her back because he loves her? Or he's just selfish to long for her presence because he is comfortable around her? One thing is for sure, he hates the fact that she is now just somebody he used to know...☺

<http://www.metrolyrics.com/somebody-that-i-used-to-know-lyrics-gotye.html>

Unit 3

Exercise 2

Many of her songs have hit number one on the record charts

Critics have praised Madonna for her diverse musical productions

She has received harsh feedback for some film roles

She has been acclaimed as a businesswoman

Exercise 3

Madonna ___ **has** _____ sold ...

Madonna's music ___ **has** _____ been ...

What ___ **has** _____ brought ...

Her personal relationships ___ **have** ___ served ...

Rolling Stone ___ **has** ___ named ...

Exercise 4

She has ___ **achieved** ___ multiple records.

She has ___ **reinvented** ___ herself.

Her style has ___ **benefited** ___ her carrier

She has ___ **influenced** ___ many artists

She has ___ **become** ___ the most-pirated artist.

Exercise 5

1. I have never been attacked by an animal.
2. They have already failed some subjects in CCH.
3. Has she written something important yet?
4. We have visited an orphanage many times.
5. She has just jumped from the bungee.

Exercise 8

I have **already** climbed a high rock mountain

I have swum in a deep river **many times**

I have **just** seen wild animals

I haven't seen a bear **yet**

Unit 4

Exercise

1. (b)
2. Argument 1: Ability to work from home
Argument 2: Using the Brain
Argument 3: Research at their fingertips
Argument 4: Communication
3. (b)
4. (b)
5. (a)

Answer key (exam)

Section 1 GRAMMAR

I.

1. was reading/crashed
2. was doing/ was talking
3. was repairing/was playing
4. happened/were having
5. was reading/were paying

II. (possible answers)

- 1.- I used to watch *Rugrats*.
- 2.- I used to go to *Emiliano Zapata* school school.
- 3.- I used to wear jeans.
- 4.-I used to listen to *Back Street boys*.
- 5.- I used to go to the park.

III

1. A: Have you ever seen
B:have visited/have seen
2. A:Has your brother
B: has done

IV.

1. I haven't visited my grandparents for a long time.
2. My English teacher was born in the U.S.A.
3. I went to a Chinese restaurant last year.
4. I came to this country ten years ago.
5. I have lived here since 1995.

V.

1. I'll help (because you make this decision at the moment)
- 2.- A: I 'm going to (because it is a plan)
B: I'll (because she has the intention to phone you)
- 3.- I'll (because she makes that decision at the moment)
4. is going (it is a plan)
5. will pass (because it is a prediction)

VII.

1. should
2. must
3. should
4. shouldn't
5. must

Section 2 READING

- 1.- It inhibits the production of prostaglandins.
2. He left historical records of pain relief treatments.
3. 1826- scientist obtain salicin in pure form
1828- Johann Buchner isolate salicin.
1829- Henri Leroux improved extraction procedure.
1838- Piria obtained salicylic acid.
4. He created acetylsalicylic acid.
- 5.-He gave it to his father.
- 6.- A comes from acetyl, *spir* comes from spirea, *in* is a common form for ending medicines.
7. as powder.
8. After Germany lost *World War I* in 1919.

Write True or False.

9. T

10. T

11. F

12. T

Section 3 LISTENING

	Steve	Fran	Abel
1.-Name of best friend	<i>Bill</i>	Sandra	Suzie
2 Where did they meet?	<i>At school</i>	In Venice	At a nightclub
3 Why do/did get along well?	<i>Because they both loved soccer</i>	Because they had a similar sense of humor.	Because they had similar tastes.
4 Do/did they ever argue?	<i>No, sometimes.</i>	Yes, a lot.	No, at all.
5 Are they still in touch? If not, what's the reason?	<i>Yes, they are.</i>	No, they aren't. Sandra moved a few days ago.	No, they aren't. They decided it.

Section 4 WRITING

Ask a teacher an English teacher you know to check your writing.

Section 5 SPEAKING

Possible questions:

- Where are you going to go on your next vacations? What are you going to do there?
- Talk about a time when you or someone you know had an accident.
- Where were you born? Where did you grow up? Did you move when you were a child? What did you use to do at that time?

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