



UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO

COLEGIO DE CIENCIAS Y HUMANIDADES

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

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Guía para Examen Extraordinario de Inglés II

Enlace para consultar los audios del GEE de Inglés II

<https://drive.google.com/drive/folders/1-6bf2L1UQjAm53rRkFMsFF7P2HoVEW63?usp=sharing>

Inglés II

Guía de estudios

Propósito general de inglés II

El alumno será capaz de intercambiar información básica sobre su entorno, sus actividades cotidianas y en progreso, así como sobre sus habilidades, gustos y necesidades y las de otros.

INTRODUCCIÓN

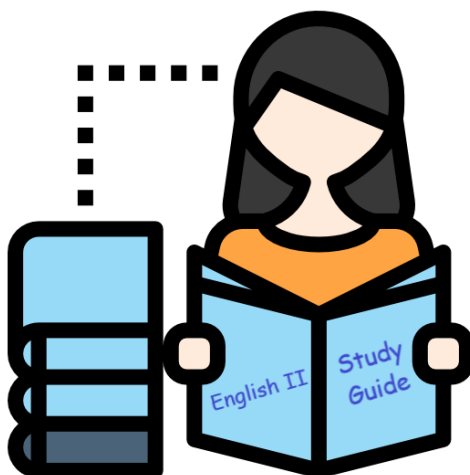


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Esta guía está diseñada especialmente para ti. El objetivo es que te sirva de herramienta para orientarte y ayudarte a preparar tu examen extraordinario de 4to semestre. No es un curso de inglés, ni tampoco un material didáctico. Es un apoyo para que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

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

La guía está organizada en cuatro partes, una por cada unidad. Nos hemos tomado la libertad de reformular, con nuestras propias palabras, los objetivos y los aprendizajes, para hacerlos más apropiados para ti, como estudiante.

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

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

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














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

















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






Atentamente

Los autores

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UNIDAD 1

Describir la comida y los artículos personales

El propósito de esta unidad es que te familiarices con palabras y expresiones para hablar y escribir sobre la existencia, cantidad y valor de insumos de consumo cotidiano para expresar tus necesidades básicas; asimismo, expresarás en forma oral y escrita las habilidades propias y de otros.

APRENDIZAJE 1

Identifica información, en textos orales y escritos sobre la existencia, cantidad y precios de alimentos y otros artículos para satisfacer necesidades básicas.

APRENDIZAJE 2


Proporciona información, en forma oral y escrita sobre la existencia cantidad y precios de alimentos y otros artículos, a partir de sus necesidades básicas.

APRENDIZAJE 3

Solicita y proporciona información en forma oral y escrita sobre tipos, cantidades y precios de artículos personales y de alimentos para satisfacer necesidades básicas.

APRENDIZAJE 4 - Identifica y expresa, de manera oral y escrita sus habilidades y las de otros para conocer características individuales.

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

Podrás encontrar el link de los audios en cada actividad de esta unidad con el icono  y en el Anexo – AUDIOS UNIDADES–Unidad I en el siguiente link:

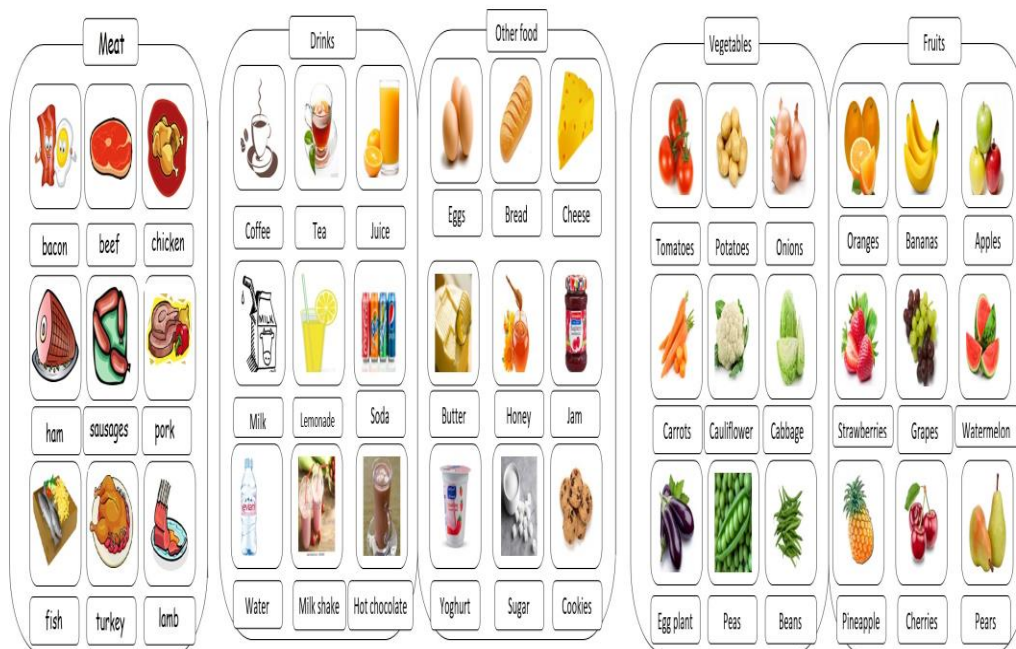
<https://drive.google.com/drive/folders/1S62C-jGY4UVkEglepLyhtGaMuC9F146H?usp=sharing>

En esta unidad, estaremos trabajando con el tiempo verbal presente simple, como indicar existencia con there is / there are de alimentos y bebidas, sus precios y cantidades.


Aprendizaje 1- Identifica información, en textos orales y escritos sobre la existencia, cantidad y precios de alimentos y otros artículos para satisfacer necesidades básicas.

Language Focus

Iniciemos con algo de vocabulario relacionado a alimentos y bebidas. Para conocer la pronunciación de diferentes alimentos y bebidas dirígete a la sección “**Food**” del siguiente link: <https://www.languageguide.org/english/vocabulary/>



Taken from <https://en.iscollective.com/download/english-esl-worksheets/vocabulary/food/food-pictionary/84386>

Reading  **Activity 1:** Read and complete the statements. Lee el texto y complementa los enunciados.

FOOD HABITS AROUND THE WORLD

Kate, 20, USA

I'm a model, so I have to eat healthy food! I eat vegetables, soup, fruit, and a lot of water! I **like** junk food like burgers or hot dogs, but I can't eat them. I only eat them on July fourth in our Independence Day.

Sometimes I eat chocolate, sweets or bread and jam at the weekends, but only when I feel really down! I eat much fruit, milk, and cereal for breakfast, and I always **have** soup for dinner. If you eat healthy food, you will be healthy... and thin!

Robert 16 London

I have a very busy life at school, so I eat a lot of junk food. I never eat breakfast because I don't have time. Then, in the school canteen, I eat chocolate bar, crisps or a cake. I **love** cola, so I drink it all the time! For lunch I usually eat chicken or pizza, or a burger, and I always have dinner at home, so I have to eat soup and fruit. But I always have sweets and biscuits in my room to eat before going to bed! On weekends, my eating habits are different. My family and I usually have a big breakfast. We usually have eggs, beans, sausages, and toasts. For St. Patrick's Day, my family and me eat the traditional corned beef and cabbage and drink the homemade Irish cream. Yummy!

Rabat, 15, Morocco

I don't like fast food, but I eat couscous all the time even for breakfast! I always eat it on Saturdays too! Couscous is very popular in Morocco. My mum makes the best couscous salad! She uses, tomatoes, onions, olive oil, and couscous of course!

We only eat the traditional soup Harira to break the fast when we celebrate the Ramadan.

I also eat a lot of bread and sandwiches, and much tea for lunch! When I can, I eat ice cream or sweets, but most of the time I eat healthy things: cereal, vegetables, beans, milk, orange juice and lots of water!

1. Who has soup for dinner _____
2. Couscous main ingredients are _____
3. On weekends, Robert has _____ for breakfast.
4. Who drinks a lot of water _____
5. _____ are examples of unhealthy food.

Activity 2: Classify food and drinks according to the following chart.

Name	Breakfast	Lunch	Dinner	Country celebration/food	Bad food habits
Kate					
Robert					
Rabat					

Es importante indicar donde puedes encontrar los alimentos en la cocina. Observa los siguientes ejemplos:



in the fridge

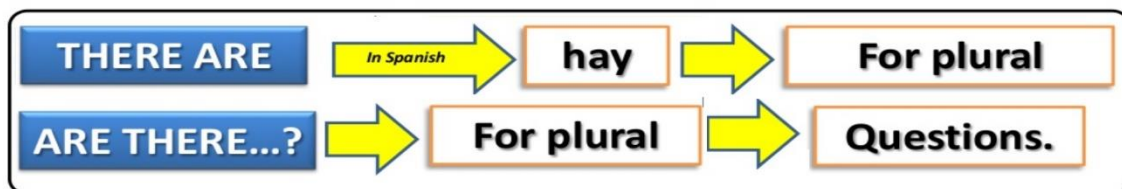


on the counter



on the shelf

Ahora distingamos entre los usos de **How much/ there is** y **How many/there are**. There is y there are lo ocupamos para indicar existencia mientras que How much y How many los ocupamos para preguntar sobre qué cantidad hay de algo. Observa las siguientes explicaciones:

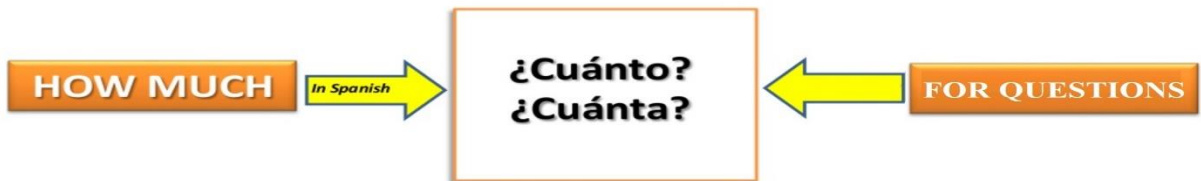




Are there any eggs in the fridge?
Yes, there are.
How many eggs are there?
There are 10 eggs.

Activity 3. Look at the example from the fridge. Complete the exercises with How many, Are there any or There are.

- _____ apples _____?
_____ three apples.
- _____ bananas on the shelf? Yes, _____ four bananas.
- _____ eggs _____ in the fridge? _____ 12 eggs.



Noncount nouns: Los sustantivos incontables no tienen forma plural, todo se expresa como si fuera singular. Ejemplos: cheese, milk, butter, meat, rice, water, etc.

Con un sustantivo incontable nunca podemos usar a, an, one, two, three, etc. Para mencionar a un sustantivo incontable usamos some. Al usar some no estamos especificando la cantidad. Ejemplos: some milk, some cheese, some meat.



Imagen tomada de: <https://image.sli.shorecdn.com/countableandnoncountablenouns-150314092333-conversion-gate01/95/countable-and-noncountable-nouns-5-638.jpg?dcb=1426343064>

Example: **Is there** some sugar on the table? Yes, **there is** some.

How much soda **is there** in the fridge?

There is some soda in the fridge.

Activity 4. Observa los artículos en la imagen Nouncut Nouns. Completa las oraciones utilizando How much / there is / Is there.

1. _____ milk _____ in the fridge? _____ some milk.

2. _____ some flour on the table? Yes, _____ some flour.

3. _____ chicken in the fridge? Yes, _____.

4. _____ salt _____ on the shelf? _____ (not) any.

5. _____ some bread in the refrigerator?

No, _____.

Estudiemos ahora el vocabulario relacionado a los contenedores.

CONTAINERS AND QUANTITIES

Containers (envases o recipientes): Los sustantivos incontables no se pueden contar por sí solos.

Para expresar la cantidad de algo incontable podemos usar los containers. Aquí algunos ejemplos:

Containers and Quantities



Answers: para dar las respuestas a las preguntas con how much, podemos hacer uso de los containers.

Ejemplos:

– How much juice is there? There is a carton of juice. / There are 2 cartons of juice.
 ¿Qué cantidad de jugo hay? Hay una caja de jugo. / Hay dos cajas de jugo.

How much candy is there? There is a bag of candy. / There are three bags of candy.
 ¿Qué cantidad de caramelos hay? Hay una bolsa de caramelos. / Hay tres bolsas de caramelos.

Activity 5: Write the words from the box in the spaces below.

carton box glass can slice bunch piece jar bowl packet tube bottle

1 a _____ of cake	5 a _____ of champagne	9 a _____ of chocolates
2 a _____ of beer	6 a _____ of jam	10 a _____ of cereal
3 a _____ of milk	7 a _____ of toothpaste	11 a _____ of bread
4 a _____ of coke	8 a _____ of peanuts	12 a _____ of grapes

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Quantifiers / Cuantificadores

- Usamos los cuantificadores antes de un sustantivo para indicar el monto (amount) a la cantidad (quantity) evitando decir un número exacto.
- Usamos los cuantificadores antes de cada sustantivo ya sea contable o incontable dependiendo si la oración está en forma afirmativa, negativa e interrogativa.
- Estudia la información del cartel. Se ha incluido una traducción aproximada de los términos.

SENTENCE	COUNTABLE NOUNS	BOTH	UNCOUNTABLE NOUNS
Affirmative (+)	<p>few (pocos-pocas)</p> <p>a few (unos pocos-unas pocas)</p>	<p>some (algo, algunos, algunas)</p> <p>no (no)</p> <p>a lot of (montones de, mucho(s), mucha(s))</p> <p>lots of (montones de, mucho(s), mucha(s))</p>	<p>little (poco-poca)</p> <p>a little (un poco-una poca)</p>
Negative (-)	<p>many (muchos-muchas)</p>	<p>any (ningún, ninguno(s) ninguna(s))</p>	<p>much (mucho-mucha)</p>
Interrogative (?)	<p>How many (Cuántos-Cuántas)</p>	<p>some (algo, algunos, algunas)</p> <p>any (algo de)</p>	<p>How much (Cuánto-Cuánta)</p>

Activity 6: Complete the following sentences:

- We only have _____ carrots. We need to buy _____ more.
- Sally: Do we need _____ mushrooms?
Jane: No, we have _____. Look, three bags.
- Don't eat too _____ chocolate! It is not good for you!
- When you make the cake, put _____ wine in too. But not too much! It makes it really tasty.
- Unfortunately, we don't have _____ orange juice left for breakfast.
- _____ sugar is there on the shelf? There isn't _____.
- There is _____ flour on the shelf. We need to buy three pounds.
- _____ food do we have for the party?
John: Don't worry! We have _____ food. At least ten pizzas. But there are only _____ sodas left in the fridge. We need to buy more.

Listening 

U1_Track01

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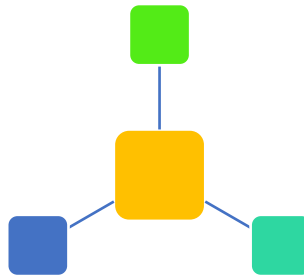
Activity 7. Listen to the conversation and complete the sentences. Escucha la conversación y complete las oraciones.

1. They need _____ milk.
2. They need a _____ of eggs.
3. There _____ sugar but there is _____ coffee.
4. He needs to buy _____ carrots and onions.
4. She wants _____ of chocolate ice-cream.

Aprendizaje 2

Proporciona información, en forma oral y escrita sobre la existencia cantidad y precios de alimentos y otros artículos, a partir de sus necesidades básicas.

Activity 1. Create a mind map using the following ideas: food and drinks, there is - there are, quantifiers, containers.



Look at the fast-food restaurant menu and price items. Observa el menú del restaurante de comida rápida y los precios de los alimentos.



Listening

Activity 2. Listen to the conversation and underline the correct option. Escucha la conversación y subraya la opción correcta.

U1_Track02

<https://drive.google.com/file/d/13VauzCpN0ApJGXdnNA-5IAWB3SI2ICxe/view?usp=sharing>

1. Ryan and Miko go to IN-N-OUT to buy _____.
a.) breakfast
b.) lunch
c.) dinner
2. Miko orders _____.
a.) a cheeseburger
b.) a hamburger
3. Does Miko want everything on her burger?
a.) Yes, she wants it animal style.
b.) No, she doesn't want tomatoes or onions.
4. What does Ryan order?
a.) A double-double with onions and pickles.
b.) Two cheeseburgers with onions and pickles.
5. What does Miko order to drink?
a.) a chocolate shake
b.) water
6. What does Ryan order to drink?
a.) a chocolate shake
b.) a vanilla shake
7. What kind of French fries does Miko get?
a.) regular French fries
b.) animal style fries
8. Do they want the burgers in a bag or a box?
a.) a box
b.) a bag
9. How much does it cost?
a.) \$13.56
b.) \$16.86

Speaking

Activity 3. Create a conversation in a restaurant between a customer and a waiter/waitress with an interaction exchange of five speaking turns. Represent it with somebody else. Record yourselves on video. The communicative situation is a complain. Include the following problems / solutions.

Crea una conversación en el restaurante entre un cliente y el mesero(a) con un intercambio de al menos 5 turnos. Representalo con alguien más. Realiza la grabación de tu actuación en video.

Customer:

- a) Not enough vegetables in the soup
- b) Roast chicken is not fully cooked
- c) Cheesecake has gone bad
- d) Ask for the prices

Waiter / Waitress:

- Suggest vegetable spring roll, free of charge
- Replace the roast chicken, free of charge
- Suggest a cheese tart, free of charge
- Give the prices/check

Use the following checklist to assess your performance.

	Yes	No
• Is your dialogue original?		
• Do you show flexibility deal with unexpected difficulties?		
• Does your English sound fluent?		
• Is your English grammatically, correct?		
• If you are the customer, do you show sensitivity to describe the problem?		
• If you are the waiter/ waitress, do you show resourcefulness to offer a solution?		

Aprendizaje 3

Solicita y proporciona información en forma oral y escrita sobre tipos, cantidades y precios de artículos personales y de alimentos para satisfacer necesidades básicas.

Writing

Write five sentences to describe the characters introduced in the next two dialogues.
Follow the example.

Dialogue 1

Guest 1 — I'm afraid I'm full.
Waitress — Would you like to see the dessert menu?
Waitress — Can I get you a coffee or a liquor?
Guest 1 — Very good.
Guest 1 — Just an espresso, please. Oh, and the bill.

Dialogue 2

Waitress — It's a light cake with chocolate and cream.
Guest 2 — Oh, just something light. What can you recommend?
Waitress — Would you like a dessert, madam?
Waitress — And for you sir?
Guest 2 — The fruit salad sounds fine.
Guest 3 — What's a strudel?
Waitress — It's an apple pie served hot with ice cream.
Guest 3 — OK, I'll try that.

Examples

- Guest 1 is full.
- The waitress offers him the dessert menu.

1. _____

2. _____

3. _____

4. _____

5. _____

Use this checklist to assess your writing competence.

	Yes	No
You use a verb with an interpretative property to express the intention of the subject in every sentence.		
Every sentence starts with a capital letter.		
Every sentence has a subject.		
Every sentence has a verb properly conjugated.		
Every sentence has a predicate.		
Every sentence ends with a period.		

Aprendizaje 4 - Identifica y expresa, de manera oral y escrita sus habilidades y las de otros para conocer características individuales.

Language Focus

En este cuarto aprendizaje estudiarás el verbo modal **CAN**, el cual es muy común al hablar y su estructura es muy sencilla.

CAN tiene distintas funciones, pero en esta lección lo vamos a utilizar para hablar de una habilidad, algo que sabes o capacidad en general. Básicamente el verbo modal **CAN** se traduce al español por el verbo “*poder*”. Observa los siguientes ejemplos:

*I **can** count to 30 in Russian.* (Yo sé contar hasta 30 en ruso)

*Daniela **can** swim in the sea.* (Daniela puede nadar en el mar)

*They **can** speak four languages.* (Ellos pueden hablar cuatro idiomas)

Como lo puedes ver en los ejemplos anteriores, su estructura es:

Sujeto + CAN + Verb + Complement.

También es importante que notes que el modal **CAN** se usa con todos los sujetos de la misma manera, no hay excepciones ni casos especiales; y el verbo que le sigue debe siempre estar en infinitivo, es decir; en su forma simple, sin *to*.

CAN también tiene su forma negativa: CAN'T, para expresar falta de habilidad, se puede emplear de tres formas diferentes, observa:

*I **can't** count to 30 in Russian.* (Yo no sé contar hasta 30 en ruso)

*Daniela **can not** swim in the sea.* (Daniela puede nadar en el mar)

*They **cannot** speak four languages.* (Ellos pueden hablar cuatro idiomas)

Para realizar la forma interrogativa, se debe intercambiar el sujeto con CAN; Observa los siguientes ejemplos:

Can you count to 30 in Russian? Yes, I can. / No, I can't.

(¿Sabes contar hasta 30 en ruso? Si, yo sé. / No, yo no sé.)

Can Daniela swim in the sea? Yes, she can. / No, she can't.

(¿Daniela puede nadar en el mar? Sí, ella puede. / No, ella no puede.)

Can they speak four languages. Yes, they can. / No, they can't.

(¿Ellos pueden hablar cuatro idiomas? Si, ellos pueden. / No, ellos no pueden.)

Quizás puedes encontrar cierta dificultad con la pronunciación, ya que CAN y CAN'T son muy parecidas, ¿cómo se diferencian al hablar? A continuación, te compartimos el siguiente link de video para comprenderlo mejor.

<https://www.youtube.com/watch?v=t8UOCJCLn6o>










Ahora es tu turno de practicar el uso de CAN y CAN'T. Buena suerte.

Let's Practice 

Language Focus 

Activity 1. Look at the following pictures and write the activity below. Observa las siguientes imágenes y escribe la actividad debajo.

Ride a bike	Sing	Read a book	Run	Skip
Play football	Jump	Swim	Play tennis	

 1	 2	 3
 4	 5	 6
 7	 8	 9

Activity 2. What can you do? Now write about you. Use the activities from activity 1. You can write affirmative and negative sentences. ¿Tú que puedes hacer? Ahora escribe acerca de ti. Usa las actividades de la actividad 1. Tú puedes escribir oraciones afirmativas o negativas.

1

2

3

4

5

6

7

8

9

10

Activity 3. Making a questionnaire. Write 8 questions using CAN. Then ask a friend and a family member about ability. Follow the example. Hacer un cuestionario. Escribe 8 preguntas usando CAN. Después pregúntale a un amigo y a un miembro de tu familia acerca de sus habilidades. Sigue el ejemplo.

	Friend (name)	Family member (name)
0. Can you drive a car?	X	/
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		
6. _____		
7. _____		
8. _____		

Activity 4. Now report your answers from activity 3. Use AND or BUT. Follow the example.

Ahora reporta las respuestas que obtuviste en la actividad 3. Utiliza AND or BUT. Sigue el ejemplo.

0. Charly can't drive a car, but my mom can. _____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Si deseas practicar más ejercicios de CAN y CAN'T, te recomendamos el siguiente link: <https://agendaweb.org/verbs/can-exercises.html>

Reading

PRE-READING ACTIVITY

Activity 1. Think about the following questions and answer them. Piensa las siguientes preguntas y contéstalas.

1. What activities are you good at?

_____.

2. Do you have any hobby?

_____.

3. Is there anything you want to learn?

_____.

4. Do you know anybody who can do extraordinary things? Who?

_____.

5. What does he/she can do?

_____.

WHILE-READING ACTIVITY

Comprehension

Activity 2. Read about a special talented family, then put one word into each gap to complete the sentences in the exercise. Lee acerca de una familia especial talentosa, después escribe una palabra en los espacios para completar las oraciones.

THE CAMPBELL FAMILY

The Campbell family from Washington, USA. They are probably the most talented family in the country.

William is the father of the family. He's 52 years old and he can do everything. He can run for a long time. Every day, he goes running in his neighborhood for 40 minutes. He can also swim very well. He swims for his state's over-50 team! Thomas can't speak any foreign languages, but his wife, Judy, certainly can! She can speak French, Spanish and even Japanese. And she can teach them too. She works at the Pinewood Language Academy.

William and Judy Campbell have three children and they can all do many things too. Robbie, 23, can't run for long distances like his father, but he can run very fast. He can run 100 meters in just 11 seconds. That's very fast. He can also fly! Not like a bird, but using a hang-glider. He goes hang-gliding every weekend in the hills near the family home. The middle child is Janine, who is 19. She's similar to her mother and she loves foreign languages. She studies Italian and French and can speak both of them very well. When she's with her mother, they can speak French and nobody in the house understands them!

1. The family lives in the American state of _____.
2. Williams likes swimming and _____.
3. He _____ speak any foreign languages.
4. Judy speaks English and _____ other languages.
5. Judy is a _____.
6. Robbie can't run far, but he can run _____.
7. Sarah can _____ very good cakes.
8. Her family _____ the cakes.

Activity 3. Read the text again and say if the following sentences are TRUE or FALSE. Circle the correct answer. Lee nuevamente el texto y di si las siguientes oraciones son falsas o verdaderas. Circula la respuesta correcta.

- | | | |
|--|------|-------|
| 1. Williams goes running every day near his house. | TRUE | FALSE |
| 2. He runs for a local team. | TRUE | FALSE |
| 3. Judy teaches her students to speak other languages. | TRUE | FALSE |
| 4. The Campbell have two children. | TRUE | FALSE |
| 5. Robbie can run 100m very quickly. | TRUE | FALSE |
| 6. He also goes flying in a hang-glider every Thursday. | TRUE | FALSE |
| 7. Janine is 19 and she is similar to her mother. | TRUE | FALSE |
| 8. Clara is only nine years old, and she can bake cakes. | TRUE | FALSE |

CLOSING ACTIVITY

Writing 

Activity 4. Think about a famous TV family or your own family member. Write a short paragraph telling her/his personal information and what special things he or she can do or can't do. Piensa en un miembro de una familia de TV famosa o en tu propia familia. Escribe un párrafo diciendo información personal y las cosas especiales que él o ella pueden hacer o que no pueden hacer.

Self –Assessment

Self-Assessment

PROGRESS CHECK: Now I can...

Check the box if you feel you can do what is conveyed in the sentence. If there is an ability you don't feel confident about, check again Unit 1 of this guide.



Now I can...

- Indicate the existence of food products.
- Ask and answer questions about quantities.
- Understand a menu
- Use “can” to talk about my own abilities and those of others.

Test

Underline the correct form in the sentences.

1. **How much / How many** milk is in the fridge?
2. Can you sing? **Yes, I do. / Not very well.**
3. I have two chocolate **bars / slices**. Do you want one?
4. **Alice:** Do you drink **much / many** cola?
John: No, not **much / many**, but I drink **a lot of / much / many** coffee.
5. Are there **much / many** cakes in the cupboard?
6. **How much / How many** is the soda? It's \$5.00
7. There is a **can / bottle** of water in the refrigerator.
8. I need **a little / a few** salt for the soup.
9. I don't have breakfast. I usually get up late, drink **some / any** coffee and got to work.
10. **Does / Can** you speak French?

UNIDAD 2

Describir y localizar lugares en la comunidad

El propósito de esta unidad es que te familiarices con el uso de imperativos, preposiciones de lugar, expresiones para dar y seguir instrucciones, que te ayudarán a intercambiar información sobre lugares de tu comunidad e instrucciones para llegar a ellos, de manera oral y escrita. A continuación, encontrarás los aprendizajes que te ayudarán a lograrlo:

APRENDIZAJE 1

Reconoce y expresa en textos orales y escritos la ubicación de lugares para identificarlos en su comunidad.

APRENDIZAJE 2

Solicita y proporciona información sobre la ubicación de lugares en su comunidad, en textos orales y escritos.


APRENDIZAJE 3

Identifica y enuncia indicaciones de manera oral y escrita para llegar a lugares determinados en su comunidad.

APRENDIZAJE 4

Intercambia información sobre indicaciones para llegar a lugares determinados en su comunidad, en forma oral y escrita.

A lo largo de esta guía encontrarás explicaciones básicas de los temas que necesitas, así como algunos ejercicios sugeridos, pero si deseas más información o práctica puedes consultar los sitios de internet o bibliografía propuestos. Las palabras clave de esta unidad son localización, dirección y lugares.

El link de los audios, los podrás encontrar en cada actividad de esta unidad con el icono  y en el Anexo – AUDIOS UNIDADES–Unidad II en el siguiente link:

https://drive.google.com/drive/folders/1RbsFgSUqy_7587pZBIA4GwB9NMH9k3E?usp=sharing

En esta unidad, estaremos trabajando con el tiempo verbal presente simple y el uso de imperativos.

Aprendizaje 1

En este aprendizaje aprenderás a reconocer y expresar en textos orales y escritos la ubicación de lugares para identificarlos en su comunidad.

Language Focus


Cuando llegas a una nueva ciudad es fácil perderte aun cuando tengas un mapa a la mano. Es útil, por lo tanto, conocer una serie de palabras relacionadas a lugares públicos, algunas preposiciones de lugar, frases para preguntar por la ubicación de un lugar y como llegar a estos, frases para dar instrucciones para llegar a un lugar, así como, frases de cortesía.

Te sugerimos utilizar tu diccionario ya sea impreso o en línea.



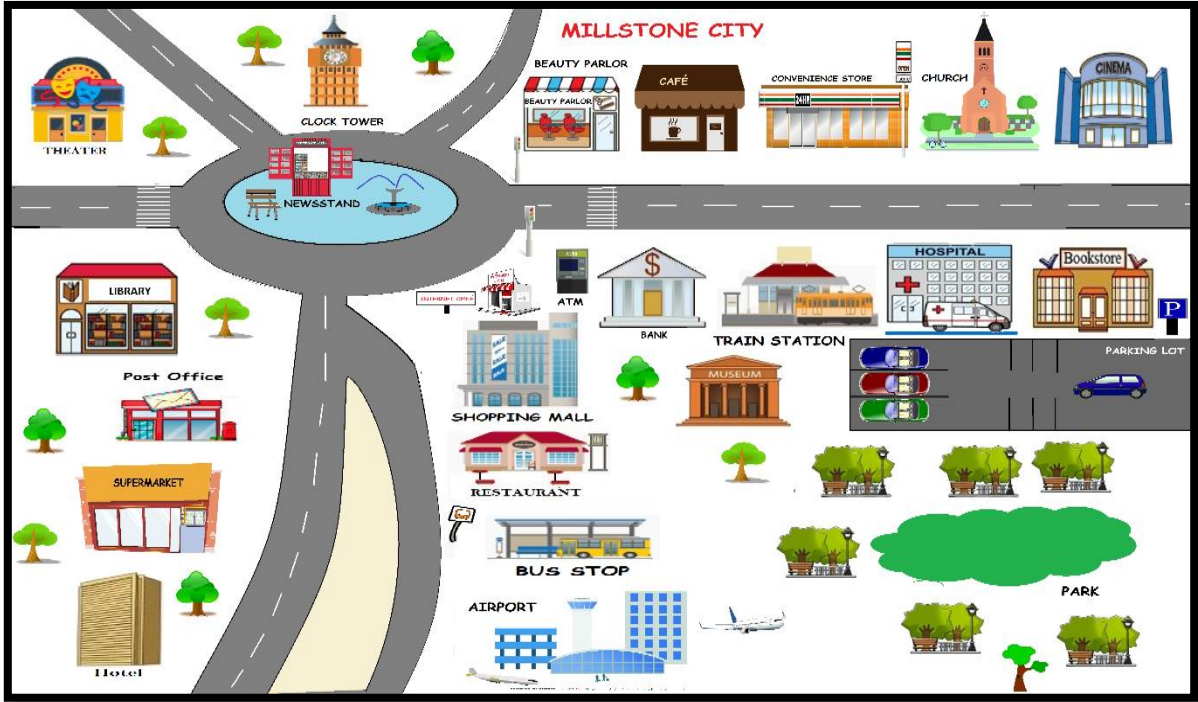
Es importante conocer lugares que nos ofrecen diferentes servicios en una población. A continuación, se te presentan algunos de los más comunes.

Activity 1. Look at the map. Listen, point to and repeat the places. Mira el mapa escucha, señala y repite los lugares.

 U2_Track01

<https://drive.google.com/file/d/1ER7YRpJDOr30VOeEFRdaN8tW8XQwueQX/view?usp=sharing>

a café a restaurant a cinema a hotel a supermarket a bank
a bus stop a train station a square a park a car park a shopping center



MAP 1 - MILLSTONE CITY

Activity 2. Write the places in activity 1 in the correct space. Some words belong in more than one category. Escribe los lugares de la actividad 1 en el espacio correcto. Algunas palabras pertenecen a más de una categoría.

getting money

having fun

eating

travelling

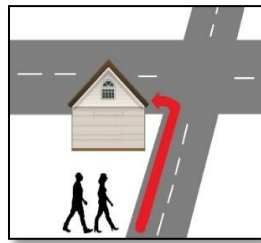
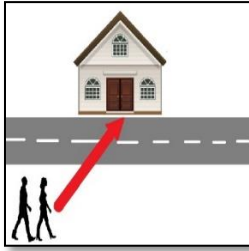
reading

buying food

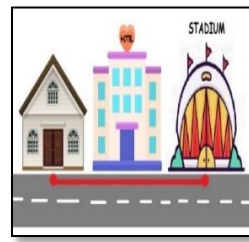
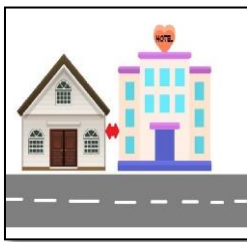
Para indicar o preguntar por la **ubicación** de un lugar es necesario conocer algunas preposiciones de lugar:

Prepositions of Location

Activity 3. Look and learn the following prepositions of place.



1. **across** the street 2. **around** the corner 3. **on** the left 4. **on** the right



5. **next to** 6. **between** 7. **near** 8. **on** a street/Avenue

Activity 4

Look at the map 1 - Millstone City. Underline the correct answer. Observa el mapa 1 - Millstone City. Subraya la respuesta correcta.

1. The train station is across from ***the hospital / convenience store***.
2. The post office is near the ***library / hotel***.
3. The bookstore is ***on the right of / on the left of*** the hospital.
4. The newsstand ***is / isn't*** in the square.
5. The restaurant is next to the ***beauty parlor / shopping mall***.
6. The church is between the convenience store and the ***cinema / café***.
7. The theater is ***on the corner / around the corner***.
8. The parking lot isn't near the ***park / Clock Tower***.

Landmarks

Actividad 5. Otros puntos de referencia que te pueden ser útiles son los siguientes. Utiliza tu diccionario para dar el significado en español:

		Spanish meaning
Traffic lights	Red, yellow, and green lights to control the traffic.	
Crossroads	Where two roads meet.	
Crosswalk	An area of road designates for people to walk across	
Roundabout	Where two or more roads meet, and traffic moves around a central island.	
Street	A road in a city with buildings on each side	
Avenue	A wide road often with trees along it.	
Block	An area of buildings in a city among four roads.	
Building	A structure with a roof and walls, such as a house or factory.	
Footbridge	A bridge intended for pedestrians only.	

Nota: Al seguir y dar instrucciones es importante que imagines que estás caminando dentro del mapa. Con esto evitaras confundir la izquierda con la derecha al visualizar el mapa desde frente o en tu computadora.

Let's Practice

Aprendizaje 2. Solicita y proporciona información sobre la **ubicación** de lugares en su comunidad, en textos orales y escritos.

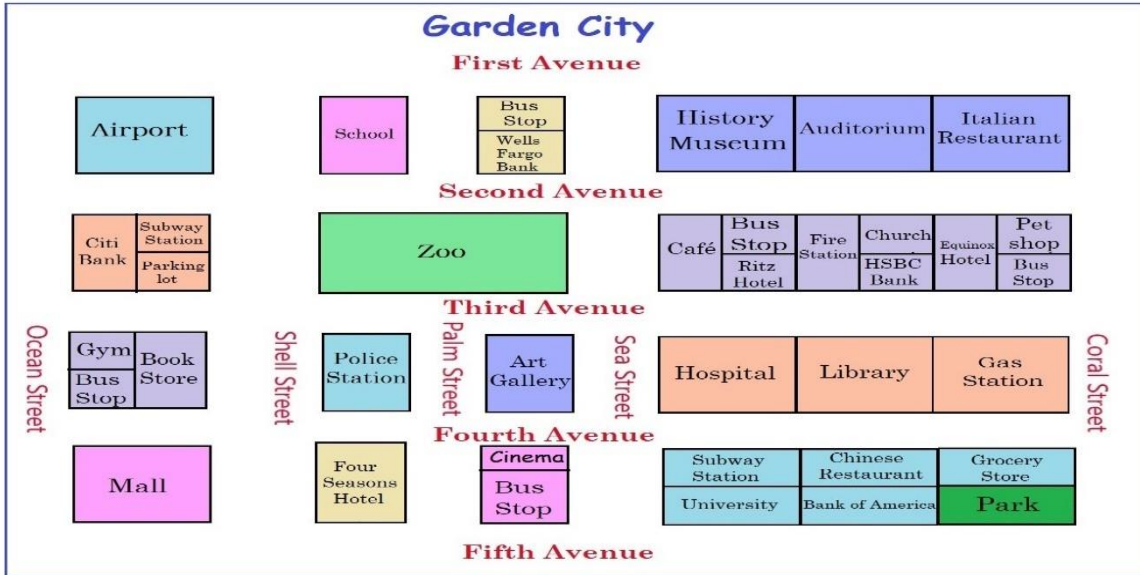
Language focus

Observe the information when using there is or there are/ Observa el uso de there is (hay-singular) y there are(hay-plural)/ Observa la siguiente información sobre cuando usar there is (hay en singular) y there are(hay-plural).

There is a toy store.

There are three schools in the city.

Activity 1. Look at the map "Garden City". Complete the sentences as in the example. Observa el mapa "Garden City". Completa las oraciones como en el ejemplo.



Map 2- Garden City

Example: _____ bank in the city. / **There are three** banks in the city.

1. _____ restaurant in the city.
2. _____ hospital in the city.
3. _____ church in the city.
4. _____ bank in the city.

Look at the “How to” box. Observe the question to ask where something is and how to answer to that. Observa la caja “How to”. Observa las preguntas para preguntar dónde se localiza un lugar y como responder a eso.

HOW TO: Ask for and indicate locations.

Ask for locations Where is...? Can you tell me where...is? Do you know where...is? Is there a...?

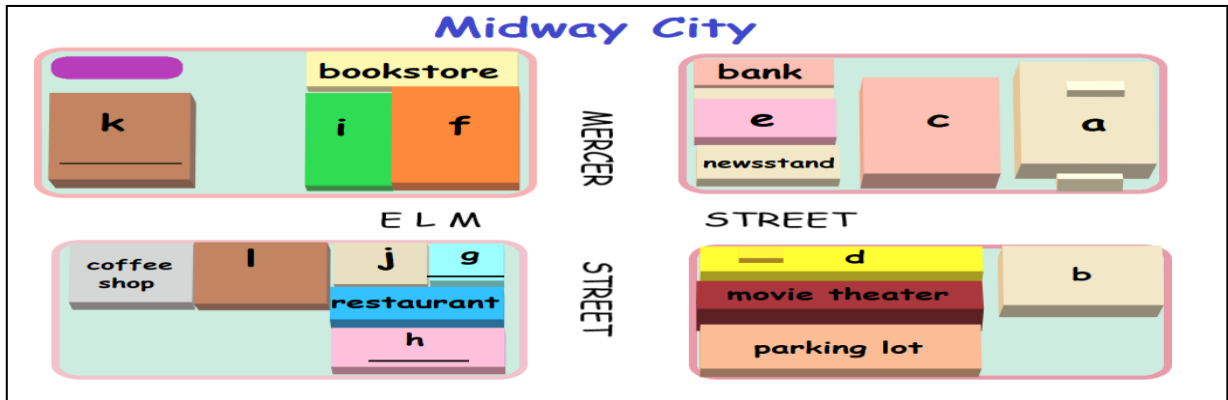
Indicate locations It is **on** Main Street.
It is **between** the bank and the park.
It is **on the left/ on the right**.
It is **on the corner of** Brown Street and First Avenue.

Listening

Activity 2. Listen to 3 conversations. Look at the map “Midway City” and write the letters of the places. Escucha tres conversaciones. Observa el mapa y escribe la letra en la que se localizan los siguientes lugares.

U2_Track02

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Map 3 – Midway City

1. The cell phone store _____
2. The train station _____
3. The supermarket _____

Activity 3. Look at Map 2 “Garden City”. Read and complete the conversation. Ve el mapa 2 – Garden City. Lee y complementa la conversación.

Knowing the City

Man: Ok, let us see. _____ (1) is the history museum?

Woman: It's _____ (2) Second Avenue _____ (3) the Auditorium. And there is a café across from the history museum.

Men: Oh, good. _____ (4) two hotels on Third Avenue.

Woman: _____ (5) a mall near here?

Men: Yes, there is one _____ (6) of Shell Street and Fifth Avenue.

Woman: and I need to buy some books. Let's see, there is a bookstore on Third Avenue _____ (7) the gym.

Man: I need to get some cash. Now, do you know where a bank is?

Woman: Well, _____ (8) three banks. City bank is across from the gym. Bank of America is on Fifth Avenue _____ (9) the park and the university, and the Wells Fargo bank is on Second Avenue.

Man: Fine. Let's go to City bank and to the _____ (10). So, you can get your book and I can get some money.

Aprendizaje 3. Identifica y enuncia indicaciones de manera oral y escrita para llegar a lugares determinados en su comunidad.

Language Focus 

IMPERATIVES

Usamos los imperativos para dar direcciones, instrucciones o para indicarle a alguien que hacer. Las oraciones imperativas usan la forma base del verbo, por ejemplo: walk, take, cross, etc. Sólo se usa la forma afirmativa y negativa.

AFFIRMATIVE IMPERATIVES		NEGATIVE IMPERATIVES		
Verb base form	Complement	Don't	Verb base form	Complement
Cross	at a crosswalk.	Don't	take	the subway.
Walk	to the school.	Don't	drive	to work.
Take	a taxi.	Don't	cross	at the middle of the block.
Drive	to the hospital.	Don't	turn	left.

Activity 1. Look at the following examples, put a stick ✓ in the correct sentences. Observa los siguientes ejemplos, coloca una ✓ a las oraciones que son correctas.



1. Turn right.	You turn right.	Don't turn right.
()	()	()



2. Not drive your car.	You don't drive your car.	Don't drive your car.
()	()	()



3. Don't take the bus.	Take the bus.	You take the bus.
()	()	()



4. You not turn right.	Don't turn right.	Don't turn left.
()	()	()



5. Take a taxi.	You take a taxi.	Take a taxi, you.
()	()	()



6. Don't take the subway	No taking the subway.	Not to take the subway.
()	()	()



7. You cross at the crosswalk	Cross at the crosswalk.	To cross at the crosswalk.
()	()	()

Activity 2. Complete the sentences with the imperative of the verbs in the box.

Completa las oraciones con el imperativo de los verbos de la caja.

walk go not miss rent not forget learn

London is a great city with a lot of sights to see. ____ (1) to go to the London Eye. The view is fantastic. _____ (2) the famous British Museum because it's a popular sight. Visit it and _____ (3) about history. There are lots of things to see there. Also, _____ (4) a bicycle or _____ (5) around and _____ (6) to the restaurants, coffee shops and stores there.

Look at the "How to" box. Observe the formal and informal question to ask how to get to a place and how to answer to that. Observa la caja "How to". Observa las oraciones formales e informales para preguntar sobre cómo llegar a un lugar y como responder a eso.

HOW TO: Give and ask for directions.

Ask for directions

Informal questions

- How can I get...?
- How do I get...?
- Where is the...?
- Is there a _____ near here?

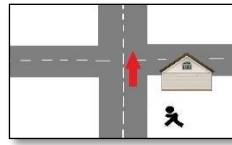
Formal questions

- Could you tell me how to get to the ...?
- Could you tell me the way to the...?

Indicate directions



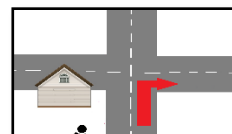
walk along
go straight.
go along



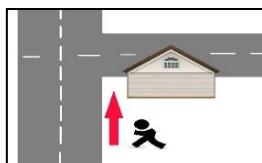
go through the intersection



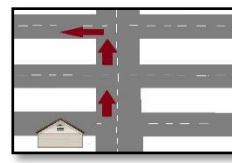
walk down
go down



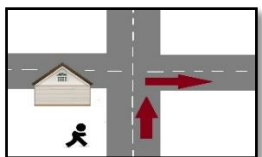
take a right at the corner.



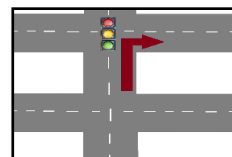
walk up
go up
go straight up



go straight for two blocks.
Then turn left.



take the
first street
on the left.



turn right at the traffic
light.

Listening

Activity 3. People are giving directions to their homes. Number the directions in the correct order. Las personas están dando instrucciones para llegar a sus casas. Enumera las indicaciones en el orden correcto. Listen again and **repeat** the phrases. Escucha nuevamente y repite las frases.

U2_Track03

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Giving Directions

Conversation 1

Go down the street and my house is on the left. _____

Walk past the hotel for two blocks. _____

Come out of the subway. _____

You'll see a small street on the right. _____

Conversation 3

Go down the street until you see the supermarket. _____

Walk towards the river. _____

Take the first street on the left. _____

Go through the intersection. _____

Conversation 2

Cross the footbridge. _____

Go down the street on the other side of the footbridge.

_____ Get off the bus across from the supermarket.

Walk north for two blocks. _____

Conversation 4

Get off the bus across from the school. _____

Go down the street until you see a church. _____

Turn right just past the gas station. _____

Walk north for about four blocks. _____

Reading 1

Activity 4. Read the text. Underline the correct option. Lee el texto. Subraya la opción correcta.

CITY WALK IN LONDON

Being in London can be fantastic. Create a plan to see the famous places in this wonderful city, like the Tower of London, Trafalgar Square, The London Eye or Buckingham Palace one of the Queen's home. Don't take a bus, discover London by foot in a Walking tour that may only be 15 miles long, but it contains some of London's most iconic landmarks.

First, arrive to Piccadilly Circus by underground. This is a crossroad and pedestrian area. The square is surrounded by different tourist attractions, such as a fountain erected in honor of Lord Shaftesbury and an Angel of Christian Charity. Nearby there are also shopping and food areas. Then, Follow the pedestrianized area south, down St Martin's Street, passing Westminster Reference Library on the left. Continue straight ahead, passing between the two parts of the National Gallery.

Go into Trafalgar Square. There are some fountains and a large column in honor of Admiral Nelson. Considered the heart of the city, it is a place known to be a social space for freedom of expression. After that, go outside and walk down Whitehall Road to Westminster Bridge Road and turn left, you will see Big Ben on your right. It is the Clock Tower of Westminster and is a reference to the bell that rings the hours.

Walk along Westminster Bridge Road, cross the bridge, and turn left again. Walk up The Queen's Walk, pass St. Thomas Hospital and you will see the London Eye on your left. It is a large wheel located in the Jubilee Gardens on the south bank of the Thames. At 135 metres (450 feet) above London, the London Eye provides panoramic views of up to 25 miles on a clear day.

Continue straight ahead The Queen's Walk passing the National Theatre, the white ITV Tower, Gabriel's Wharf, and the Oxo Tower. You will see The Tate Modern Museum on your right. You can see a fantastic collection of modern art by famous artists like Picasso and Dalí. It is near the famous Globe Theater.

Finally, go back the Queen's Walk to Waterloo Bridge. Cross over the Thames on the Waterloo

1. According to the reading, tourists can have some meals and drinks at:

- a) Trafalgar Square b) The London Eye c) Piccadilly Circus d) The Queen's Walk

2. Tourists can see Dali and Picasso's paintings at:

- a) National Gallery b) Tower of London c) Tate Modern Museum d) Globe Theatre

3. Tourists can see some fountains at:

- a) The square b) Trafalgar Square c) St. Thomas Hospital d) The Oxo Tower

4. Tourists can see street performances at:

- a) Covent Garden b) The column of Admiral Nelson c) The Waterloo Bridge d) The London Eye

5. Big Ben is on

- a) The Queen's Walk b) Whitehall Road c) Bedford Street d) Westminster Bridge Road

Activity 5. Underline in red 5 directions, circle in blue 5 prepositions of place and put a yellow square in 5 names of the places. Subraya en rojo 5 instrucciones para ir a un lugar, circula 5 preposiciones de lugar, pon en un cuadro amarillo 5 nombres de lugares.

Reading 2

Activity 6. Read the following conversation. Underline true (T) or false (F). Lee la siguiente conversación. Subraya verdadero (T) o falso (F).

Getting it Right

Pay attention!

Tourist: Excuse me, is this the Italian restaurant?



Verify the place.

Police officer: No, this is the Chinese restaurant. The Italian restaurant is on Second Avenue.

Tourist: Thank you. Now, I need to find a taxi.

Police officer: Don't take a taxi. Walk there.



Use an imperative.

Tourist: Well, I don't know my way around.

Police officer: Don't worry. It's only a three-minute walk.

Tourist: Oh, OK. Can you tell me how I can get there?



Ask for how to get to a place.

Police officer: **First**, go along this road to Sea Street and turn left. **Next**, walk down for two blocks and turn left again. **Then**, go straight Second Avenue. You'll see the Italian restaurant on your left, across from the pet shop.

Give the directions.

Use connectors (first, next, then...)

Tourist: OK, thanks.



Police officer: Don't mention it.

Say thanks.
Say you're
welcome.



- | | | |
|---|----------|----------|
| 1. The woman wants to go to the Italian restaurant. | T | F |
| 2. The woman takes a taxi. | T | F |
| 3. It takes ten minutes to walk to the art gallery. | T | F |
| 4. The pet shop is next to the restaurant. | T | F |
| 5. The pet shop is on Second Avenue. | T | F |

Aprendizaje 4: Intercambia información sobre indicaciones para llegar a lugares determinados en su comunidad, en forma oral y escrita.

Now, let's practice. 

Writing 

Activity 1. Look at the **map 2- Garden City**. Write a similar conversation in activity 3 from learning 3. Use the ideas in the **Pay attention** section. Now, a tourist is at the Citi Bank on Second Avenue, and she wants to go to the American bank.

Use this checklist to assess your writing competence.

Item	Yes	No
You explain correctly how to go from one place to another.		
You use first, then, after that, etc. when necessary.		
You use a period to separate the two sentences in each item.		

You use a capital letter at the beginning of each sentence.		
You use a period at the end of each sentence.		

Speaking

Activity 2. Look at Map 4- Smallville. Your friends are coming to celebrate your birthday in the Black Pearl Ship. Give them the directions to get there. You can write your ideas before speaking as in the following example:

Observa el mapa 4 Smallville. Tus amigos vendrán a celebrar tu cumpleaños en el barco Perla Negra. Dales las instrucciones para llegar ahí. Antes de hablar puedes organizar tus ideas como en el siguiente ejemplo:



Map 4 - Smallville

Tom comes from the bus station

Tom, first come out from the bus station. Next walk along River Street to Third Street. Then turn left and walk up Third Street to Oak Street and turn right. After that walk along Oak Street to Palm Avenue and turn right again. You'll see the Black Pearl Ship on your left in front of the National Zoological Park.

Please, call me if you have a problem.

Sara comes from the train station:

Use this checklist to assess your speaking competence.

Item	Yes	No
You explain correctly how to go from one place to another.		
Your pronunciation is clear.		
You hesitate too much.		
Your rhythm is slow.		
Your intonation is adequate.		

Self –Assessment

PROGRESS CHECK:

Check the box if you feel you can do what is conveyed in the sentence. If there is an ability you don't feel confident about, check again Unit 2 of this guide.

Now I can...

- Indicate the ubication of a place in a city.
- Give, ask for and follow directions.
- Use appropriate polite expressions to ask and to give directions.
- Use language required when indicating directions to go from one place to other.

Test

Look at the map 4- Smallville. Complete the text with the words in the box.

Pass are to Where between on can is along up

AROUND CITY

Hi Sara! I live in a very nice city called Smallville. _____ (1) is my house? It is _____ (2) Apple Street. How _____ (3) you get to my house? That's easy. Go outside the bus station to your left. Walk _____ (4) River Street to Third Street. Walk up Third street _____ (5) Main Avenue and turn left. _____ (6) the roundabout and turn right onto Second Street. Walk _____ (7) Second Street and turn right, you'll see Gates Residential entrance on your right, that's my place. There _____ (8) a library next to a supermarket and I go there after school. There _____ (9) also three parks. There is a bicycle rental _____ (10) the radio station and the bookstore. We can see the rest of the city by bicycle. Come to my city, we will have fun.

See you soon!

En esta unidad has aprendido a indicar dónde se localizan los lugares en una ciudad, preguntar, dar y seguir instrucciones de cómo ir de un lugar a otro utilizando imperativos. ¿Serías capaz de utilizar estos conocimientos para solicitar, dar y seguir instrucciones de cómo ir de un lugar a otro en el plantel del CCH o de tu propio vecindario?, ¿Cómo puedes llegar del zócalo de la ciudad de México al Palacio de Bellas Artes?, ¿Dónde se localiza el edificio de la Mediateca en tu plantel?, Como puedes ver, aprender una lengua implica más que sólo una lista de vocabulario o temas. Te retamos a seguir utilizando estas expresiones en diferentes situaciones.

UNIDAD 3

Compartir actividades cotidianas

Propósito: Al concluir la unidad, el alumno será capaz de intercambiar, de manera oral y escrita, información básica de sí mismo y de otros sobre actividades habituales en el presente.

Los aprendizajes que te ayudarán a alcanzar este propósito son los siguientes:

Aprendizaje 1

Identifica y expresa acciones habituales en textos orales y escritos.

Aprendizaje 2

Intercambia información oral y escrita sobre actividades habituales propias y de otros.


Aprendizaje 3

Reconoce y utiliza información sobre la frecuencia de las actividades habituales propias y de otros, de manera oral y escrita.

Aprendizaje 4

Intercambia información sobre la frecuencia de las actividades habituales propias y de otros, de manera oral y escrita.

Las palabras clave de esta unidad son actividades diarias y rutinas.

El link de los audios, los podrás encontrar en cada actividad de esta unidad con el icono  y en el Anexo – AUDIOS UNIDADES–Unidad III en el siguiente link:

https://drive.google.com/drive/folders/11tM9IOXEeMDpuV1oTj37eu1W1_pGCYPV?usp=sharing

Aprendizaje 1

Language Focus 

Simple Present

El presente simple nos sirve para describir acciones cotidianas que realizamos con cierta frecuencia. Por ejemplo:

Almara and Quechua **get up** at 4:30.

Hay algunas expresiones que nos ayudan a expresar que estamos hablando de actividades cotidianas como las siguientes:

Every day	Todos los días
On Mondays	Los lunes
On Weekends	Los fines de semana
Once a week	Una vez a la semana
Every Friday	Cada viernes

Cuando estamos hablando de una tercera persona (Recuerda que las terceras personas son he, she, it) y queremos expresar aquellas actividades que realizan las terceras personas, debemos agregarle una “s” al final del verbo que estamos utilizando, como, por ejemplo:

Seo Yoon **gets up** at 7:00 every day.

La regla gramatical para conjugar los verbos en el presente simple sería de la siguiente manera:

Pronoun	Verb
I/ You/ We/ They	get up at 7:00 every day
He/ She /It	gets up at 7:00 every day

Negative form

Si queremos mencionar cosas que no hacemos o no realizamos, debemos usar oraciones en forma negativa. Para hacer oraciones en forma negativa utilizamos los auxiliares do not (cuya contracción es don't) y does not (cuya contracción es doesn't)

Ejemplo:

In Eyasi's village, young people **don't go** to traditional schools.

Eyasi **doesn't eat** a typical breakfast.

Las oraciones en negativo se forman de la siguiente manera:

Subject	Auxiliary	Verb
I / You / We / They	don't	eat junk food
He / She / It	doesn't	eat junk food

Activity 1

Completa las siguientes oraciones utilizando el auxiliar don't o doesn't.

Complete the following sentences using the auxiliary don't or doesn't.

1. Simon and Brad _____ get up early in the mornings.
2. Bert _____ have a car to go to work.
3. My brother and I _____ have fun taking the dogs for a walk.
4. Jules and you _____ go to the beach every summer.
5. My father _____ eat breakfast if he _____ have a shower first.

Questions

Debemos recordar que tenemos dos clases de preguntas, las que se contestan con Si / No, y la que requieren de una respuesta más elaborada. Aquí vamos a explicar cómo hacer los dos tipos de pregunta. Para realizar una pregunta cuya respuesta sea simplemente un Sí o un No, necesitamos empezar dicha pregunta con un auxiliar. En el caso del presente simple, los auxiliares que vamos a utilizar son **Do** y **Does**.

I
You
We
They

Do

He

She

It

Does

La fórmula que utilizamos para realizar preguntas es la siguiente:

Do + 😊 + + Verb base form
Does + ?

Ejemplo:

Do you **have** English classes every day? **Does** he **speak** three languages?
Do they **go** to the gym every Friday? **Does** she **live** in New York?

¿Notaste la conjugación del verbo al realizar preguntas utilizando el auxiliar **does** en el caso de **he** y **she**? En estos casos el verbo no se conjuga y debemos de utilizarlo en su forma natural. Es por esto que, al hacer preguntas con las terceras personas del singular, no añadiremos la “s” al final del verbo.

Para elaborar preguntas con una respuesta más elaborada, debemos utilizar las Wh questions al inicio de la pregunta. La fórmula para realizar este tipo de preguntas es la siguiente:

Wh question + do / does + 😊 + + verb base form ?

Ejemplo:

When do you have English classes? Every Tuesday and Thursday.
What does your father do? He is a pilot.

Listening 🎧

Activity1. En la siguiente actividad, vas a escuchar la rutina diaria de Mariana. Después de escuchar el audio, escribe en la tabla sus actividades en el orden correspondiente. Ve al link que se te proporciona para escuchar el audio.

🎧 U3_Track01
<https://drive.google.com/file/d/1XulEwmeUMmBsiqxsUn4UX40LInTOMR-/view?usp=sharing>

Mariana's daily schedule

Listen to Mariana talking about her daily routine. Put the activities in the correct order.

Time	Activity
8:00	
9:00	
9:30 – 2:00	
2:00	
3:30	
4:00 – 8:00	
8:00	
12:00	

- a) She takes a bicycle to the university.
- b) She goes to the gym, or she goes out with her friends.
- c) She takes a bus to go to the center.
- d) She has classes.
- e) She works.
- f) She falls asleep at midnight.
- g) She wakes up. She does yoga and then takes a shower. After that she has breakfast.
- h) She has lunch.

Activity 2. Escucha nuevamente el audio acerca de la rutina diaria de Mariana y marca con una T si las oraciones con verdaderas o con una F si las oraciones son falsas.

Listen again to Mariana's daily Schedule and write T if the sentence is true or F if the sentence is false.

1. She wakes up at 6:00 A.M. _____
2. For breakfast, she usually has scrambled eggs and orange juice. _____
3. For lunch, she usually has an omelet with salad or Italian pizza. _____
4. She is studying a master degree in English. _____
5. She wants to improve her Italian by reading a book. _____

Reading

Whenever we go on vacations to the beach or to a touristic town, we often stay in a hotel. But, do you think all hotels look the same? In some countries there are some hotels that don't look the same as those in which we tend to stay. In the following passage, you will read about a very special hotel. Read the passage and then answer the questions.

The Ice Hotel

I'm Vanessa, I'm 16 years old and I'm Canadian. I live in Quebec, the eastern province of Canada. Quebec's weather is often very bad and cold in the winter, with abundant snowfalls. I like winter weather and winter sports, in particular skiing and snowboarding, so I like living here. I'm a very good skier and I'm in the local snowboard team, too.

My dad works at the Ice Hotel. It's a wonderful hotel made of ice and snow. It's only five minutes away from Quebec City, where I live with my family. It's the first hotel in North America and it's only opened in the winter, from January to April.

In the hotel there is a church, a theater, a restaurant and a bar. Everything in the hotel is made of ice, the pillars, the sculptures, but also the furniture, for example the beds, the tables and the shelves. It's very strange and so people from all over the world come here to stay in one of its 51 rooms. In the hotel guests sleep in arctic sleeping bags at a temperature of about -8° . Staying in the Ice Hotel is really expensive, a room for a night costs about \$300. The Ice Hotel is also open to visitors from 10 A.M. to midnight, and there are guided tours.

My dad works in the big hall of the hotel; he is a receptionist there. Every morning he gets up at 6:30, he has a big breakfast and then drives to the hotel. He has lunch at the hotel's kitchen with the rest of his coworkers. He usually comes home at 8:00 p.m. He never sleeps at the hotel, but he sometimes works on Sundays afternoons.

Ahora que ya leíste acerca de este singular hotel, responde las preguntas que vienen a continuación.

Activity 1

Read each sentence and choose the correct answer.

1. Everything in the Ice Hotel is made of:

a) concrete and stones	b) bricks and wood
c) ice and compact snow	d) iron and plastic

2. You can go on a guided tour of the hotel:

a) before 10 o' clock in the morning	b) after midnight
c) from 10 A.M.	c) from 10 A.M.

3. Guests sleep in arctic bags because:

a) They are typical in Canada	b) They are more comfortable
c) It's very cold	c) It's very cold

4. In his job, Vanessa's father has to:

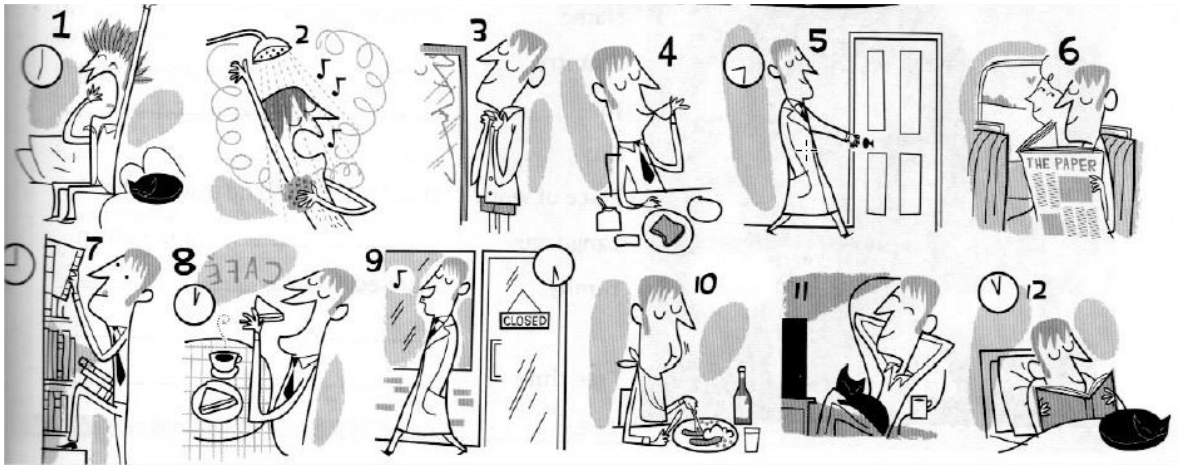
a) clean the floor	b) make beds
c) cook dinner	d) answer phones

Aprendizaje 2

Writing 

Como te habrás dado cuenta, el presente simple lo utilizamos para hablar acerca de aquellas actividades que realizamos a diario. A continuación, vamos a ver la siguiente imagen que muestra las actividades diarias que realiza Henry.

This is Henry typical day. Look at the pictures and write twelve sentences describing what he does every day. Remember to describe them in chronological order.



Item	Yes	No
You use all the verbs in the simple present.		
You conjugate the verbs in the 3 rd person singular.		
You use the words first, then, next, to express routine.		
You use capital letters at the beginning of the sentences.		
You give extra information to write the sentences.		

Speaking

Ahora es tu turno de hablar acerca de tus rutinas. Lee las siguientes preguntas y contesta de acuerdo a tus actividades. Read the following questions and answer them with your own information. Remember to record your answers. Look at the checklist to have an idea on how you will be graded.

What are some activities you like to do? What are some good habits that you have?

Do you have any bad habits? Mention some of them. What are some things you do every day?

What is something you eat almost every day? What is your morning routine? How about your evening routine?

What is something you do about once every month? Is there anything you do only once a year?

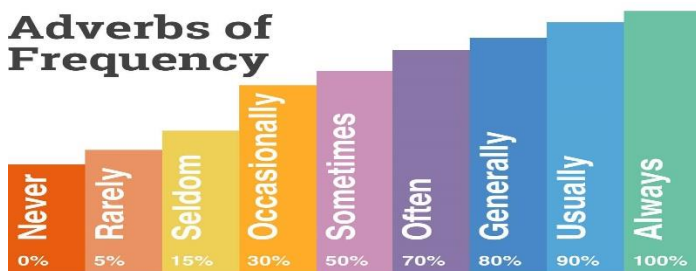
Item	Yes	No
You use all the verbs in the simple present.		
You don't hesitate when giving your answers.		
You give extra information to make your answers more complete.		
There are no pronunciation mistakes, or at least they don't interfere with the communication task.		
You give more information than the required on the task.		

Aprendizaje 3

Language Focus 

Adverbs of Frequency (Adverbios de frecuencia)

Los adverbios de frecuencia nos ayudan a especificar qué tan seguido realizamos ciertas acciones. Estos nos pueden decir si las acciones se realizan todos los días, algunas veces, nunca, etc. Ellos responden a la pregunta: How often...?



Ejemplo: I **always** have coffee for breakfast.

I **sometimes** go to the gym on Saturdays.

Debemos de tener en cuenta la posición del adverbio de frecuencia dentro de la oración. Este siempre debe de ir después del sujeto.

Ejemplo: I never drink coke in the mornings.

La excepción a esta regla es el adverbio **sometimes**, el cual puede ir al principio, en medio o al final de la oración. Ejemplo:

I **sometimes** play computer games at night.

Sometimes I play computer games at night.

I play computer games at night **sometimes**.

En el caso de que usemos el verbo to be, el adverbio de frecuencia se colocará después de éste mismo.

Ejemplo:

He **is always** late for class.

I **am usually** hungry in the morning.

Existen otras expresiones que nos muestran la frecuencia en la que se realizan las cosas. Estas expresiones son:

Once (una vez) Example: I visit my grandparents once a week.

Twice (dos veces) Example: I go to the cinema twice a month.

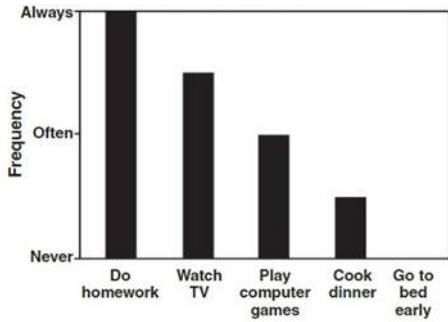
Three times (tres veces) Example: I brush my teeth three times a day.

Como habrás notado, estas expresiones se posicionan al final de la oración.

En la siguiente sección encontrarás algunas actividades para reforzar este tema

Activity 1

What does Daniel do after class? Look at the chart and then choose the correct answer to complete the sentences.



1. Daniel _____ cooks dinner.
 a) always b) sometimes c) never d) hardly ever
2. Daniel _____ plays computer games.
 a) never b) hardly ever c) often d) always
3. Daniel _____ does homework.
 a) hardly ever b) always c) usually d) sometimes
4. Daniel _____ watches T.V.
 a) usually b) seldom c) never d) always
5. Daniel _____ goes to bed early.
 a) always b) sometimes c) hardly ever d) never

Activity 2

Look at the following sentences and write them down in the correct order.
 Remember the position of the adverb of frequency.

1. late/he/school/is/for/usually

2. visit/week/brother/grandparents/a/my//once/and/our


3. for/have/we/breakfast/fish/never

4. a/mr. Thomas/garden/twice/waters/his/week

5. gets/the/us/angry/hardly/teacher/with/ever

Listening Eating Habits

Activity 1. Daniel and Hana discuss what they like to have for dinner and how they get their food. Go to the following link in which you will find the audio. Listen to the conversation and choose the correct answer.

 U3_Track02

https://drive.google.com/file/d/18xl_ctk7ZFx0zbiaCtLY3bJFdF3HtXGw/view?usp=sharing

1. When does Daniel usually cook?
a) Every night b) On weekdays c) On weekends
2. What does Hana usually do?
a) Buy dinner b) Cook dinner c) Eat at work
3. When does Hana eat out?
a) Every night b) On weekends c) Never
4. Who does Hana cook for?
a) Family b) Friends c) Both of them
5. How often does Daniel cook for friends?
a) Often b) Sometimes c) Never

Reading

Are you an expert when buying something online? Do you think it is a good or a bad idea? Some people are talking about their experiences with shopping online. Read each of the posts and then complete the chart below the posts.

BUYING ONLINE

Never buy an item at the first site you visit! It's always a good idea to check several sites. In fact, the first site I go to rarely has the best price. I don't know why that is.

Sally Shopper

It's usually not a good idea to buy an item too quickly. Take a few days to think about it, and, as Sally Shopper says, check other sites. You can often find a better price later.

Cautious Carl

I disagree with Carl. Often items sell out, or sales end. Sometimes you get lucky, sure, but if you don't buy an item when you see it, you might never find it again!

Bargain Hunter

I never like to give out my credit card number online. It's risky. Sometimes I read stories in the newspaper about identity theft. Am I just worrying too much?

Nellie

I think it's important to read other customers' reviews of the product. You can usually learn a lot that way. Of course advertisers always say their products are great. I want to hear from a real person who has experience with using that product. I seldom buy a product online if there aren't any reviews.

Buyer B-ware

Even great products sometimes have problems, so make sure you only buy from a site that has a good return policy. It's important to be able to get your money back or to get your item replaced.

Cautious Carl

Activity 1. Now put a ✓ mark in the column to match the names of the people with the descriptions. Sometimes more than one answer is possible.

	Bargain Hunter	Buyer B-Ware	Cautious Carl	Nellie	Sally Shopper
1. I post a message on this board.					

2. I believe in moving quickly if you see something you want to buy.					
3. I disagree with Cautious Carl.					
4. I talk about security.					
5. I recommend going to different sites to see if they have better prices.					
6. I always look for what other people say about a product before I buy.					
7. It's important to get your money back.					

Aprendizaje 4









Writing 

Social Media

How addicted are you to social media? Do you recognize these logos? How often do you use them? Look at the following social media logos and write down 8 sentences describing the frequency with which you use them. Give some extra information on how or why you use them. Try to use the words and, but, or to join your sentences, and to give more information.

Example:

I always use Pinterest during the week. I like to find information about cooking recipes, and I like to see fashion clothes.

	1.
	2.
	3.
	4.
	5.
	6.
	7.
	8.































Check your performance.

Item	Yes	No
You use all the verbs in the simple present.		
You use the adverbs of frequency to express routine.		
You place the adverbs of frequency in the correct place in the sentences.		
You use capital letters at the beginning of the sentences.		
You give extra information to write the sentences.		































Speaking

Look at Sue's and Jack's schedules. Describe eight activities they do and the frequency in which each one does their activities. Try to contrast their schedules, using the word but. Example: Jack never goes to the movies, but Sue always goes to the movies.

Jack's schedule.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						
						
						
						
						
						
						
						

Sue's schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						
						
						
						
						
						
						
						

Check your performance.

Item	Yes	No
You use all the verbs in the simple present.		
You don't hesitate when giving your answers.		
You use the adverbs of frequency in the correct place in the sentence.		
There are no pronunciation mistakes, or at least they don't interfere with the communication task.		
You give more information than the required on the task.		

Self-Assessment

PROGRESS CHECK:

Check the box if you feel you can do what is conveyed in the sentence. If there is an ability you don't feel confident about, check again Unit 2 of this guide.

Now I can use adverbs of frequency to...

- Express everyday activities.
- Say how often you do certain activities.
- Ask someone about his/her daily activities.
- Give information about someone else's daily activities.
- Identify adverbs of frequency in written text

Test

Put the words in the correct order to make sentences.

1. late students The never are.

2. homework their always They do.

3. hardly ever rains here It.

4. TV the morning in usually We watch don't .

5. quite I am very sometimes.

6. eat We ever meat hardly.

UNIDAD 4

Compartir las acciones que están sucediendo

Propósito: Al finalizar la unidad, el alumno: Será capaz de intercambiar, de manera oral y escrita, información básica sobre actividades en progreso propias y de otros, así como identificar la diferencia entre actividades habituales y actividades en progreso.

Aprendizajes

APRENDIZAJE 1

Identifica en textos orales y escritos breves acciones que se están realizando.

APRENDIZAJE 2

Describe de manera oral y escrita lo que está sucediendo en un momento.


APRENDIZAJE 3

Solicita y proporciona información, de manera oral y escrita, para describir lo que está sucediendo.

APRENDIZAJE 4

Identifica las actividades cotidianas y en progreso, en textos orales y escritos, para reconocer sus diferencias.

En esta unidad te familiarizarás con el tiempo verbal “Present Continuo” también conocido como “Presente Progresivo”, para describir actividades que están ocurriendo en el momento que una persona o un grupo de personas están hablando. A continuación encontrarás una explicación breve, pero concisa de éste, la cual te ayudará a estudiar para tu examen extraordinario. Así mismo, pondrás en práctica la diferencia entre el “Presente Simple”, el cuál ya estudiaste anteriormente en la Unidad 3 y el “Presente continuo”, que estamos abordando en esta unidad.

El link de los audios, los podrás encontrar en cada actividad de esta unidad con el icono  y en el Anexo – AUDIOS UNIDADES–Unidad IV en el siguiente link:

https://drive.google.com/drive/folders/1M1U6_t7hKVUsDIIm587buxFpJAXS6Z3Mv?usp=sharing

Aprendizaje 1

Identifica en textos orales y escritos breves acciones que se están realizando.

Language Focus

El Presente Continuo se utiliza para describir acciones que están ocurriendo en este momento, es decir, en el momento en el que se está hablando.

Cómo formar el “Present Continuous” (estructura)

El "Present Continuous" de cualquier verbo se compone de dos partes: el presente del verbo to be (am/is/are) + el verbo en gerundio (terminación *-ING*) del verbo principal. Nota que el verbo “to be” se conjuga de acuerdo al sujeto.

Como otros tiempos verbales, el presente continuo en inglés cuenta con tres modos: afirmativo, negativo e interrogativo. En esta tabla puedes encontrar cómo se forma:

Afirmativo

Esmérate muchísimo en aprender la forma contraída del sujeto con el verbo “to be”, tal y como la ponemos en el segundo ejemplo:

Sujeto	verbo to be en presente	verbo en gerundio (-ING)	complemento.	
I	am	studying	English	now.
I'm		studying	English	now.

Yo estoy estudiando inglés ahora.

Negativo

Ten en cuenta que también podemos contraer el verbo to be con el sujeto y, simplemente, añadir “not” detrás, o contraes el verbo “to be” con “not”, como puedes ver en los ejemplos de abajo. Ambas formas son correctas y válidas.

Sujeto	verbo to be en presente	not	verbo en gerundio (-ING)	complemento.
She	is	not	working	today.
She's		not	working	today.
She	isn't		working	today.
Ella no está trabajando hoy.				

Interrogativa

Para hacer preguntas, lo único que tienes que hacer es invertir el orden del sujeto y del verbo "to be". ¡Ah! Y aquí nada de contraer. Para contestar con *short answers* (respuestas cortas), solo tienes que poner el verbo "to be" en afirmativa o en negativa, detrás del sujeto y no es necesario completar la respuesta con la acción. Fíjate en los ejemplos.

Verbo to be en presente	sujeto	verbo en gerundio (-ING)	complemento?
Are	they	playing	soccer?
Yes,	they	are.	
No,	they	aren't.	
¿Están ellos jugando futbol? Sí, ellos están. (jugando soccer). No, ellos no están. (jugando soccer).			

Como puedes ver, la terminación dominante en este tiempo verbal del verbo que nos indica la acción es –ING, sin embargo, es importante que tomes en cuenta las siguientes reglas para la formación de gerundios en algunos verbos:

Regla 1. Todos los verbos terminan en –ing. A la mayoría de los verbos solo se les agrega la terminación -ing.

do-doing / play-playing / wash-washing / throw-throwing

Ejemplo: The elephant is playing in the water.

Regla 2. Cuando un verbo es de una sílaba y termina en consonante – vocal - consonante, se duplica la última letra para agregar la terminación –ing.

swim-swimming / cut-cutting / run-running / sit-sitting

Ejemplo: The jaguar is running.

Regla 3. Si el verbo termina en “e” muda, ésta se elimina y se coloca la terminación --ing.

come-coming / dance-dancing / lose-losing / write-writing

Ejemplo: They are dancing hip-hop.

Regla 4. Verbos terminados en –ie colocan en su lugar una y + -ing.

lie-lying / die-dying / tie-tying

Ejemplo: He is lying to his boss.

Regla 5. En verbos de dos o más sílabas, no se duplica la última consonante si la última sílaba no es acentuada; sólo se agrega -ing.

happen-happening / visit-visiting / consider-considering

Ejemplo: She’s visiting her grandparents this week.

Regla 6. En verbos de dos o más sílabas, se duplica la última consonante, si la última sílaba es acentuada; y se agrega -ing.

begin-beginning / prefer-preferring / forget-forgetting

Ejemplo: She’s visiting her grandparents this week.

Excepciones

La naturaleza de algunos verbos impide su conjugación en presente continuo en inglés, por lo que no suelen tener terminación -ing. Estos verbos son conocidos como “de estado” o “*stative verbs*” y el tiempo verbal que emplean es el presente simple. ¿Qué señalan los “*stative verbs*”? Estados emocionales o mentales, sensaciones, comunicación y otros.

Por ejemplo: El verbo “querer”, en español.

¿Qué dirías – Yo quiero una taza de café o Yo estoy queriendo una taza de café?
Lo más común es decir: Yo quiero un café. (presente simple)
Lo mismo pasa en inglés, lo más común y gramaticalmente correcto es decir: “*I want a coffee*”. (present simple)

Otros ejemplos de “stative verbs” are: hate (odiar), love (amar), believe (creer), dislike (disgustar), agree (estar de acuerdo), belong (pertenecer), know (saber), prefer (preferir), promise (prometer), understand (entender), seem (parecer), deny (negar), etc.

Palabras claves – Expresiones de tiempo

Como lo hemos visto anteriormente el Presente Continuo se utiliza para describir actividades que se están llevando a cabo en el momento, por eso las siguientes expresiones de tiempo son muy comunes en este tiempo:

- Today: hoy
- At the moment: en el momento
- Now: ahora
- Right now: ahora mismo

Ejemplos:

1. He is cooking dinner with his brother **at the moment**.
Él está cocinando la cena con su hermano en el momento.
2. She is writing her sixth novel **right now**.
Ella está escribiendo su sexta novela ahora mismo.

¡Repasa la gramática y no dejes de practicar! Seguro que con estos 3 trucos para diferenciar presente simple y presente continuo ahora lo tienes más claro.

A continuación, encontraras algunos ejercicios para practicar el uso del presente continuo y el contraste entre Presente Simple y Presente Continuo.

Language Focus 

Activity 1. Complete the following chart with the correct form of the verbs in gerund form.

Verb	Gerund form	Verb	Gerund form
1. finish		6. give	
2. rent		7. win	
3. study		8. leave	
4. begin		9. fly	
5. hit		10. lie	

Activity 2. Complete the following sentences with the correct form of Present Continuous, affirmative and negative form. Use contraction if possible.

11. I _____ (watch) a reality show on TV.

12. My favorite team _____ (win)!

13. Someone _____ (swim) in the sea.

14. Two people _____ (cook) dinner on the beach.

15. We _____ (not watch) a soap opera.

Activity 3. Complete the following short conversations with the correct form of Present Continuous, interrogative form and answers. Use contraction if possible.

1. What _____ you _____ (wait) for?
I'm _____ (wait) for John.
2. _____ it _____ (snow)?
No, it _____ (rain).
3. _____ you _____ (listen) to me?
No, I _____ (listen) to the radio.
4. _____ you _____ (watch) TV?
No, we _____ (study).
5. _____ they _____ (sleep)?
Yes, they _____.

Activity 4. Write full sentences in Present Continuous using the prompts. Use contraction if possible.

1. (she / go home now)

2. (I / read a great book)

3. (she / not / wash her hair)

4. (the cat / chase mice?)

5. (she / cry?)

Si deseas practicar más ejercicios gramaticales de presente continuo y present simple, te recomendamos el siguiente link:

<https://agendaweb.org/verbs/present-continuous-worksheets-lessons-exercises>

Present Simple or Present continuous?

Activity 5. Read the following sentences and underline the correct word or phrase to complete the sentence.

1. Ted **is taking / takes / take** a shower right now.
2. What **do we have / are we have / are we having** for dinner tonight?
3. My brother **has / have / having** a daughter and a son.
4. I **isn't solving / 'm not solving / not solve** some math problems at the moment.
5. My grandfather often **coming / comes / come** over for dinner at the weekends.
6. My school **begin / is beginning / begins** at nine every day.
7. What time do you **waking / wake / wakes** up on weekdays?
8. What **is you doing / are you doing / do you do** now?
9. I usually **not working / don't work / not work** on Sundays but today I am working.
10. She **isn't sleeping / no sleeping / doesn't sleep** now, she is studying.

Reading

PRE-READING ACTIVITY

Activity 1. Think about the following questions.

- Do you use twitter?
- What do you think about tweets?
- Do you like music?
- What kind of music do you like?
- What are common places for a show concert?

WHILE-READING ACTIVITY

Activity 2. Read the following Tweets.

The image shows a screenshot of a Twitter thread on a mobile device. At the top, there are navigation options: 'Home', 'Profile', 'Messages', and a search bar. The thread is titled '#musicinsupermarket'. The first tweet is from Alex Smith (@AlexSmith) at 09:44, describing a shopping trip with his mother and listening to music. At 09:47, he notices a woman playing a violin. A photo shows a group of people playing violins in a supermarket aisle. At 09:48, he identifies it as a flash mob. At 09:49, he expresses his surprise and enjoyment. The second tweet, at 09:50, mentions four people singing. At 09:51, his mother identifies the music as Handel's. A photo shows a woman recording the event on her phone. At 09:53, he notes that many people are recording and tweeting. At 09:55, he says the event is over and everyone is happy.


Home Profile Messages Search

#musicinsupermarket

Alex Smith
#AlexSmith

09:44
In the supermarket with Mom. We're shopping. People are walking around. I'm listening to music on my phone. #BoringSaturday!

09:47
Hey, something's happening. A woman is sitting on a chair and she's playing a violin. She's really good, but what's happening here?!




09:48
Wow! A flash mob at the supermarket! Now about 10 people are standing here, and they're playing music on violins and trumpets and stuff.

09:49
This is great! I'm looking at the people in the supermarket. They're surprised but they like the music. They aren't thinking about food now!

09:50
Now four people are singing! They're giving a concert but they aren't wearing special clothes. Why is this happening? I don't know!

09:51
Mom says that the music is by Handel???! She isn't shopping now – she's standing with me and we're listening. I'm not bored now!



09:53
Lots of people are taking out their phones and recording the concert. Other people are tweeting, like me! And a little girl's dancing.

09:55
OK, it's over. All the people here are smiling and talking about the music. The musicians and singers are leaving. What a great morning!
#CoolSaturday!

Activity 4. Looking for details. Scan the passage quickly to find the answers to these questions. Write complete answers.

1. Who is Alex with?

2. How does Alex feel at 09:44?

3. What is happening at 09:47?

4. How many musicians are playing at 09:48?

5. What are the musicians playing?

6. How many people are singing in the concert at 09:50?

7. How does Alex feel at 09:50?

8. What are lots of people doing at 9:53?

9. Who is dancing?

10. What are the musicians doing at 09:55?

CLOSING ACTIVITY

Discussion

Activity 5. Think about the following situation. Then write a Tweet describing how you feel and what's happening. A Tweet can only be 140 characters (including spaces).

You are at school. You are studying for a literature exam. Suddenly, your favorite band start playing in the main square.



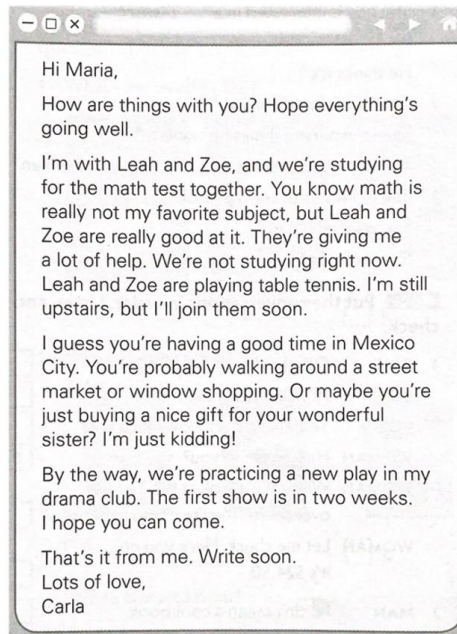
Aprendizaje 2

Describe de manera oral y escrita lo que está sucediendo en un momento.

Writing 

An email to say what you're doing

Activity 1. Read the emails. Who is writing on a smartphone? _____



Activity 2. Circle T for (TRUE) or F for (FALSE).

- | | | |
|---|---|---|
| 1. Ethan isn't having a great time. | T | F |
| 2. The four boys in the hospital don't know what to talk about. | T | F |
| 3. Ethan is writing to Luke. | T | F |
| 4. Luke isn't happy that he can't play on the team for a long time. | T | F |
| 5. Carla doesn't like math. | T | F |
| 6. Leah, Zoe, and Carla are taking a break from studying. | T | F |
| 7. María's sister is in Mexico City now. | T | F |
| 8. Carla has a drama club. | T | F |

Activity 3. Write an informal email to a friend who is on vacation in another country (about 100 words). Use the language in the *Writing tip* to help you.

- Ask how your friend is.
- Tell your friend where you are and what you are doing.
- Change the subject and ask your friend a few questions about something you are interesting in.
- Say you would like an answer as soon as possible.
- Finish with an appropriate ending

New message

To

Subject

Send

. Use this checklist to assess your writing competence.

Item	Yes	No
You start your email with a greeting.		
You describe and ask about activities at the moment.		
Your sentences and questions are grammatically correct.		
You use a capital letter at the beginning of each sentence.		
You use a period or question mark at the end of each sentence.		

Aprendizaje 3

Solicita y proporciona información, de manera oral y escrita, para describir lo que está sucediendo.

Speaking 
DOING DIFFERENT ACTIVITIES



Picture Discussion

Activity 1. Look at the pictures above and describe what is happening in 8 of them. There are two with no people (9,10), imagine what you are doing there.



1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.
8. _____.
9. _____.
10. _____.

What's the story?

Activity 2. Choose 2 pictures of exercise 1 and invent 2 different stories about the people who are there.

Answer the following questions in your story.

- Who are they?
- Where are they from?
- What do they do for a living?
- What activities do they do every day?
- What leisure activities do they enjoy?
- Why are they doing in the picture?

 Notes 

Activity 3. Show the pictures to someone and tell him/her your stories.

Closing Activity 4. Talk about you answering the questions in exercise 2

Use this checklist to assess your speaking competence.

	Yes	No
You mention the characters' personal information.		
You describe character's everyday activities.		
You describe character's likes and dislikes		
You describe what is happening in the picture.		
Your pronunciation is clear.		
You hesitate too much.		
Your rhythm is slow.		
Your intonation is adequate.		

Aprendizaje 4

Identifica las actividades cotidianas y en progreso, en textos orales y escritos, para reconocer sus diferencias.

Listening

U4_track01

<https://drive.google.com/file/d/1znIXNGGNailLXnbIHRgQ1AmAFq-E4Rw4/view?usp=sharing>

CAMPING

Getting ready

Activity 1. Write 5 activities people do when they go camping.

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



U4_track01

<https://drive.google.com/file/d/1znIXNGGNailLXnbIHRgQ1AmAFq-E4Rw4/view?usp=sharing>

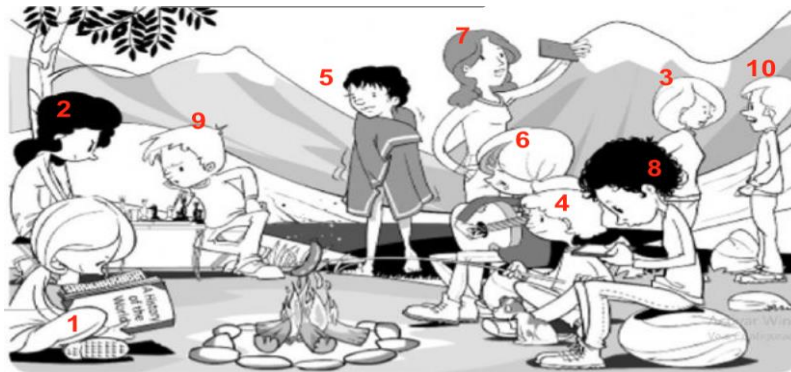
Activity 2. Circle T for TRUE or F for False, based on the audio.

- | | | |
|---------------------------------------|---|---|
| Mom & her daughter are talking. | T | F |
| They are talking about a winter camp. | T | F |
| The girl goes to the camp every year. | T | F |
| Clara doesn't like reading. | T | F |
| There is a lake. | T | F |
| Some people are playing chess. | T | F |
| Molly has short hair. | T | F |
| Mrs. Becky's dog isn't hungry. | T | F |

Activity 3. Look at the picture and listen. Match the people on the picture with their names. There are some extra people that you don't need to use.

U4_track01

<https://drive.google.com/file/d/1znIXNGGNailLXnbIHRgQ1AmAFq-E4Rw4/view?usp=sharing>



- | | | | | | |
|-------|-------|-------|-------|--------|-------|
| Molly | _____ | Steve | _____ | Oliver | _____ |
| Anton | _____ | Becky | _____ | Ned | _____ |
| Clara | _____ | Jess | _____ | | |

Activity 4. Listen again and write what each person on the picture is doing. Follow the example:

U4_track01

<https://drive.google.com/file/d/1znIXNGGNaiILXnbIHRgQ1AmAFq-E4Rw4/view?usp=sharing>

Example: Clara is reading a book.

1. Ned _____.
2. Mrs. Landon & Anton _____.
3. Molly _____.
4. Jess _____.
5. Steve _____.
6. Becky _____.

Self –Assessment

PROGRESS CHECK:

Check the box if you feel you can do what is conveyed in the sentence. If there is an ability you don't feel confident about, check again Unit 2 of this guide.

Now I can...

- Express activities people are doing now.
- Express habits, general truths, and repeated actions.
- Use the structure of present simple and present continuous.
- Understand the differences between the structures of present simple and continuous.
- Ask and answer for different activities that are happening right now.

Test

Complete the following the following text using Present Simple or Present Continuous. There is an example.



This is Mrs White. She^{is} (be) a primary school teacher.
She ¹..... (teach) English, Maths and Geography.
At the moment, she ²..... (teach) Maths.
She ³..... (live) in London and ⁴..... (be)
married to Georges, who is French. They ⁵..... (have) three children. They
all ⁶..... (love) animals, but they ⁷..... (not have) any pets
because they ⁸..... (live) in an apartment. Mrs White ⁹..... (speak)
French as well as English, but she ¹⁰..... (not teach) it.



ELABORÓ, APLICÓ Y CALIFICÓ: _____

PUNTAJE TOTAL: 100 PTS.

CALIFICACIÓN: _____

APELLIDO PATERNO

APELLIDO MATERNO

NOMBRE(S)

NO. DE CUENTA

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

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

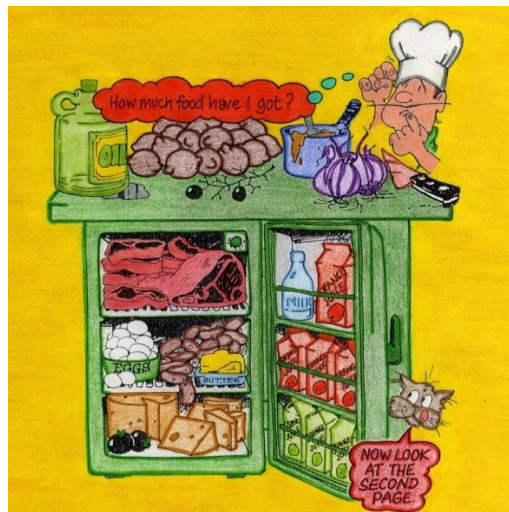
¿Fuiste a asesorías de Inglés? SÍ/NO

EXAMEN MODELO

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

I. Complete the sentences with the words form the box. There is an extra word. Look at the picture.

1 pt. each (___/ 5 pts.)



lots of
very little

any
a lot of

very few
enough

1. There is _____ butter.
2. There are _____ grapes.
3. There is _____ cheese.
4. There are _____ eggs.
5. There is _____ oil.

II. Match both columns.

1 pt. each (___/ 5 pts.)

A- Place

- a) Bakery
- b) Convenience store
- c) Library
- d) Zoo
- e) Auditorium

B- It's a place where people

1. See animals.
2. Read books.
3. Buy bread.
4. See paintings.
5. Buy sodas and snacks.
6. Listen to music.

III. Look at the image. Match each picture with the correct verb.

1 pt. each (___/ 5 pts.)



Image taken from: Hancock, Mc. Donald A. English result 1

1. Brush her teeth _____
2. Check her e mail _____
3. Get dressed _____
4. Leave the house _____
5. Have a shower _____

IV. Complete the sentences with the correct present continuous form of the verbs in parenthesis.

1 pt. each (___/ 5 pts.)

1. _____ you _____ exercise? You look thin. (do)

2. My parents _____ a movie in the living room. (watch)
3. Why _____ you _____? You look really sad. (cry)
4. She _____. She is playing soccer. (not /swim)
5. I _____ with Leo. He is my best friend. (not / date)

SECTION II: READING. WORTH: 20 POINTS

V. Read the text about amazing people. Circle if the statements are true(T), false(F) or not given (NG).

4 pts. each (___ / 20)

Amazing People!

Unusual magazine finds some amazing people who can do amazing things!

Daniel Paul Tammet is a British autistic gifted man with a facility for mathematical calculations, sequence memory, and natural language learning. Tammet's mental imagery of numbers is unique. He can "see" results of enormous calculations, he can create artwork, particularly watercolor paintings, such as his painting of Pi.

Marcos and Martha Robles are twins, and they live in Chile with their parents. They can't walk because they are only nine months old, but they can swim. In fact, they can swim 20 metres in the swimming pool. They go swimming every day and they love it!

Ben Underwoodtaught is blind. Yet, he can play basketball or ride on a bicycle. He lives a quite normal life. He doesn't even need hands: he uses sound. Ben makes a short click sound that bounces back from objects. Amazingly, his ears pick up the ecos to let him know where the objects are. He's the only person in the world who can "see" using nothing but eco location, like a sonar or a dolphin.

- | | | | |
|--|---|---|----|
| 1. Daniel is good at painting. | T | F | NG |
| 2. Paul lives with his parents. | T | F | NG |
| 3. Marco and Martha walk to the swimming pool every day. | T | F | NG |
| 4. Ben doesn't have hands. | T | F | NG |
| 5. Ben can detect where objects are located. | T | F | NG |

SECTION III: LISTENING. WORTH: 20 POINTS

EXAMEN_Track01 https://drive.google.com/drive/folders/17aANKljoTrxoNJ3PQEW4QJTqgdf_4i?usp=sharing

VI. A. Listen to the conversations and match them with the activities people are doing. There's an extra option you don't need to use.

2.5 pts. each (___ / 10)

- | | |
|----------------------|-----------------------|
| Conversation 1 _____ | a. Playing a sport |
| | b. _____ |
| Conversation 2 _____ | c. Using the computer |
| Conversation 3 _____ | d. Working on his car |
| Conversation 4 _____ | e. Writing a letter |
| | f. Cooking a dish |

VII. B. Listen again and say if the following sentences are true or false. Circle the correct option.

2.5 pts. each (___ / 10)

- | | | |
|--|------|-------|
| Conversation 1 – She doesn't like to hand write letters. | True | False |
| Conversation 2 – She likes vegetables. | True | False |
| Conversation 3 – He doesn't have a car. | True | False |
| Conversation 4 – They enjoy playing basketball. | True | False |

SECTION IV: WRITING. WORTH: 20 POINTS

VIII. Your friends are coming to celebrate your birthday in the Black Pearl Ship. Give them the directions as in the example.

(___ / 20)



Pictures taken for academic purposes from pixabay.com/es/illustrations/ and images taken and adapted from https://en.isicollective.com/preview/201406/E/giving-directions-fun-activities-games_70848_1.jpg
<https://en.isicollective.com/english-es-worksheets/vocabulary/giving-directions/getting-directions-02/79133>

Example:

Tom comes from the bus station.

Tom, first come out from the bus station. Next walk along River Street to Third Street. Then turn left and walk up Third Street to Oak Street and turn right. After that walk along Oak Street to Palm Avenue and turn right again. You'll see the Black Pearl Ship on your left in front of the National Zoological Park.

Please, call me if you have a problem.

Sara arrives to the train station.

Sara: go out to the train station _____

Please, call me if you have a problem.

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

IX. Look at Sue’s and Jack’s schedules. Describe ten activities they do and the frequency in which each one does their activities. Contrast the activities by using the word “but”.




































2 pts. each (___ / 20)

Example: Jack never goes to the movies, but Sue always goes to the movies.

Jack’s schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Sue's schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						
						
						
						
						
						
						
						
						
						

Item	Yes	No
You use all the verbs in the simple present.		
You don't hesitate when giving your answers.		
You use the adverbs of frequency in the correct place in the sentence.		
There are no pronunciation mistakes, or at least they don't interfere with the communication task.		
You give more information than the required on the task.		

Clave de Respuestas

UNIT I

ANSWER KEY – Clave de respuestas Unidad I

APRENDIZAJE 1

Activity 1

1. Kate-Robert
2. tomatoes, onions, olive oil, couscous
3. eggs , beans, sausages and toasts.
4. Rabat -Kate
5. burgers, hot dogs, sweets, bread

Activity 2.

Name	Breakfast	Lunch	Dinner	Country celebration/food	Bad food habits
Kate	fruit, milk, and cereal	No-lunch	soup	Independence Day Hot-dogs- burgers	Chocolates, sweets, bread
Robert	Weekdays- no breakfast Weekends- eggs, beans, sausages, and toasts	chicken or pizza, or a burger	soup and fruit	St. Patrick's Day corned beef and cabbage	Junk food
Rabat	couscous	of bread and sandwiches, and much tea	No- dinner	Ramadan the traditional soup Harira	Ice-cream sweets

Activity 3.

1. How many _ are there_ There are
2. Are there _there are
3. How many _ are there_ There are.

Activity 4. Observa los artículos en la imagen Nouncut Nouns. Completa las oraciones utilizando How much o there is o Is there.

1. How much _ is there _ There is
2. Is there_ there is
3. Is there_ there is

4. How much _ is there- There isn't
5. Is there_ there isn't

Activity 5

- | | | | |
|----------|---------|----------|----------|
| 1.piece | 4.can | 7.tube | 10.bowl |
| 2.bottle | 5.glass | 8.packet | 11.slice |
| 3.carton | 6.jar | 9.box | 12.bunch |

Activity 6

- 1 a few - some
2. any - a lot
3. much
4. some
5. a few
6. How much – any
7. a little
8. How much -a lot of- a few

Listening

Activity 7.

1. a little
- 2.dozen
- 3.isn't any _ some
- 4.some
- 5.a lot of

Audioscript

U1_Track01

Dave is at the supermarket. He's talking to his wife, Sally. She is on the phone.
Listen to their conversation.

Dave: I got your list, but it just says milk. How much milk do we need?

Sally: Not much. Just a little.

Dave: And how many eggs?

Sally: A dozen.

Dave: And how many tomatoes?

Sally: Not many, just four or five, okey.

Dave: Is that all?

Sally: Let me check. We have some bananas, there aren't any oranges, and we have some coffee but there isn't any sugar.

Dave: Ok, oranges and sugar. What about orange juice? Is there any in the fridge? You know I have juice every morning.

Sally: There's just a little. Please get some.

Dave: Orange juice, then. And vegetables, do we need any?

Sally: Well, we have a lot of potatoes and a few onions but there aren't any carrots

Dave: Right, I get some carrots and onions.

Sally: Oh, and don't forget your parents are coming tomorrow. We need something to dinner.

Dave: Ok. I can get a lot of beer and meat. Check, Anything else?

Sally: Please, don't forget the ice cream. A lot of chocolate ice cream for me.

Dave: Sure, I'll get some. Anything else?

Sally: No, I think that's all sweetheart.

Dave: Ok, see you at home sweetie.

Sally: See you in a bit.

APRENDIZAJE 2

Activity 1- Answers can vary.

Activity

- | | |
|------|-----|
| 1. b | 5 b |
| 2 a | 6 a |
| 3 b | 7 b |
| 4 a | 8 b |
| | 9 b |

Audioscript 🎧 **U1_Track02**

Ryan: Hi, Everyone! So, Miko and I are going to IN-N-OUT. We're going to buy lunch.

Miko, what do you think you're going to get at IN-N-OUT?

Miko: A cheeseburger.

Ryan: With everything on it?

Miko: With no tomatoes or onions.

Ryan: How about a drink? What do you want for a drink?

Miko: Water.

Ryan: Water!?

Miko: Water. You don't want a shake or anything?

Miko: No.

Usually you get a chocolate shake, don't you?

Miko: No.

Ryan: OK. Well I'm probably going to get a shake.

Hi, how are you?

Ryan: Good. How are you today?

Good. What can I get started for you?

Miko: Um, can I get a cheeseburger with no tomatoes or onions.

Cheeseburger, no tomato, with onion?

Miko: Without onion.

Without onion. OK.

Miko: And then animal fries.

One animal fries.

Miko: And then, water.

Alrighty. Anything else today?

Ryan: Yes, can I get a double-double meal, a combo, but can I get a chocolate shake instead of a soda?

No problem. And would you like onions on the double-double?

Ryan: Yes, please. And may I also get pickles.

Right on. Anything else today, sir?

Ryan: That'll do it.

And are you going to be eating in the car?

(To Miko) Do you want to eat in the car?

Would you like it in a box, or would you like it in a bag?

Ryan: Bag.

Miko: Bag.

And would you like an condiments on the side?

Ryan and Miko: No, thank you.

Alrighty. So you have one cheeseburger, no tomato or onion. One double-double with onion and pickle. A total of two burgers. One fry. One animal fry. A chocolate shake and a water.

Miko: Yes.

Ryan: That's it.

Alright. It's going to be \$16.86 at the first window please.

Ryan and Miko Thank you so much.
Thank you.

Activity 3- Naswers can vary.

APRENDIZAJE 3

Activity 1- answers can vary

APRENDIZAJE 4

Language Focus

Activity 1.

1. Jump
2. Play football
3. Ride a bike
4. Swim
5. Run
6. Sing
7. Skip
8. Play tennis
9. Read a book

Activity 3. (Any Student's correct answer)
Suggested answers.

Can you run 1000 mts?
Can you repair a computer?
Can you speak a foreign language?
Can you inject someone?
Can you drive a motorcycle?
Can you record a video?
Can you cook Italian food?
Can you swim fast?

Activity 2. (Any Student's correct answer.)

Suggested answers.

I can run/swim/ride a bike/skip/ etc.
I can't play tennis/football/sing/ etc.

Activity 4. (Any Student's correct answer)
Suggested answers.

My friend Charly can run 1000 mts but my mom can't.
Charly and my mom can't repair a computer.
Charly and my mom can speak a foreign language.
Charly can't inject someone, but my mother can.
Charly and my mom can't drive a motorcycle.
Charly and my mom can record a video.
Charly can't cook Italian food, but my mom can.
Charly can swim fast but my mom can't.

READING

PRE-READING ACTIVITY

Activity 1

(Any Student's correct answer)

WHILE-READING

Comprehension

Activity 2

1. Washington
2. Running
3. can't
4. teaches
5. teacher
6. fast
7. bake
8. eat

Activity 3

- 1.TRUE 2.TRUE 3.TRUE. 4. FALSE.
5.TRUE 6.FALSE 7.TRUE. 8.TRUE

CLOSING ACTIVITY

Activity 4.

Student's correct ideas and writing.

TEST

Underline the correct form in the sentences.

1. How much
2. Not very well.
3. bars
4. Alice: much
John: much / a lot of.
5. many
6. How much
7. bottle
8. a little
9. some
10. Can

UNIT 2

ANSWER KEY – Clave de respuestas Unidad 2

Learning 1- Aprendizaje 1

Language Focus

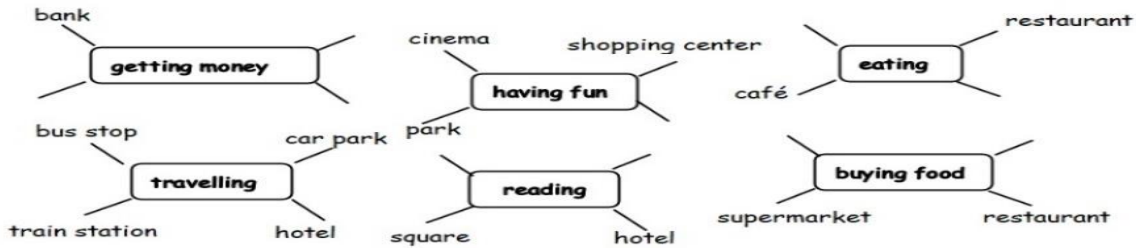
Activity 1.

Audio script

🎧 U2_Track01

a café a restaurant a cinema a hotel a supermarket a bank
a bus stop a train station a square a park a car park a shopping center

Activity 2 answer can vary.



Activity 3.

Study and learn.

- across** the street
- around** the corner
- on** the left
- on** the right
- next to**
- between**
- near**
- on** a street/Avenue

Activity 4

- convenience store.
- hotel.
- on the left
- is
- shopping mall.
- cinema
- on the corner
- Clock Tower

Actividad 5

	Spanish meaning
Traffic lights	semáforo
Crossroads	cruce
Crosswalk	Paso de peatones
Roundabout	rotonda
Street	calle
Avenue	avenida
Block	cuadra
Building	edificio

Learning 2- Aprendizaje 2

Activity 1.

1. **There are** two restaurantss in the city.
2. **There is** a hospital -x- in the city.
3. **There is** a church -x- in the city.
4. **There are** three bankss in the city.

Activity 2.

1. g
2. k
3. h

Audioscript:

U2_Track02

Conversation 1

Woman: Excuse me. Where is the cell phone store?

Man: Um...Let me see. It's next to the restaurant on Mercy Street.

Woman: Great. Thank you.

Man: You're welcome.

Midway City

Conversation 2

Man 1: Excuse me. Where is the train station?

Man 2: I'm sorry. I don't know.

Man 1: Ok, thanks anyway. Excuse me. Where is the train station?

Man 3: The train station? ... it's on Elm Street across from the coffee shop.

Man 1: Great. Thank you.

Man 3: You're welcome.

Conversation 3

Woman: Where is the nearest supermarket?

Man: Uh, the nearest supermarket is across from the parking lot on Mercer Street.

Woman: Great. Thank you.

Man: No problem.

English in Common 1. 7b p. 47. Pearson education

Activity 3.

Knowing the City

1. Where
2. on
3. next to
4. There are
5. Is there
6. on the corner
7. next to
8. There are
9. between
10. bookstore

Learning 3 - Aprendizaje 3

Activity 1.



1. Turn right.
(√)



2. Don't drive your car.
(√)



3. Take the bus
(√)



4. Don't turn right.
(√)



5. Take a taxi.
(√)



6. Don't take the subway.
(√)



7. Cross at the crosswalk.
(√)

Activity 2.

1. Don't forget
2. Don't miss
3. Learn
4. Rent
5. Go

Activity 3. L3_activity 3_U2

Conversation 1

Go down the street and my house is on the left.

4
Walk past the hotel for two blocks. 2
Come out of the subway. 1
You'll see a small street on the right. 3

Conversation 2

Cross the footbridge. 3
Go down the street on the other side of the
footbridge. 4
Get off the bus across from the supermarket.
1
Walk north for two blocks. 2

Giving Directions

Conversation 3

Go down the street until you see the
supermarket. 4
Walk towards the river. 1
Take the first street on the left. 3
Go through the intersection. 2

Conversation 4

Get off the bus across from the school.
1
Go down the street until you see a church.
4
Turn right just past the gas station.
3
Walk north for about four blocks.
2

Conversation 1

So, when you come out of the subway. Look for a tall glass building. That's a hotel Walk past that for two blocks, and you'll see a small street on the right. That's my street. There is a grocery store on the corner. Go down the street and my place is the fourth house on the left. Maybe bring some CDs with you because I don't have any dance music for the party.

Conversation 2

My place is fairly easy to find. Get off the bus across from the supermarket. When you get to the supermarket, could you pick up some snacks? Then walk north for two blocks. You'll see a footbridge. Cross the footbridge and you'll see a small street when you get to the other side. Go down the street and on the corner, you'll see an apartment building. That's my place.

Conversation 3

My apartment building is near the river. When you come out from the subway walk towards the river and you will see an intersection. Go through the intersection and take the first street on the left. Go down the street until you see a supermarket. My house is right next to it.

Conversation 4

I live in an apartment building close to the high school. Get off the bus across from the school and walk north for about four blocks. You'll see a gas station on your left. Turn right just past the gas station and go down the street until you see a church. My building is across from the church.

Activity 4

1. c) Piccadilly Circus
2. c) Tate Modern Museum
3. b) Trafalgar Square
4. a) Convent Garden
5. d) Westminster Bridge Road

Activity 5. (Answers can vary)

Being in London can be fantastic. Create a plan to see the famous places in this wonderful city, like the Tower of London, Trafalgar Square, The London Eye or Buckingham Palace one of the Queen's home. Don't take a bus, discover London by foot in a Walking tour that may only be 15 miles long, but it contains some of London's most iconic landmarks.

First, arrive to Piccadilly Circus by underground. This is a crossroad and pedestrian area. The square is surrounded by different tourist attractions, such as a fountain erected in honor of Lord Shaftesbury and an Angel of Christian Charity. Nearby there are also shopping and food areas. Then, Follow the pedestrianized area south, down St Martin's Street, passing Westminster Reference Library on the left. Continue straight ahead, passing between the two parts of the National Gallery.

Go into Trafalgar Square. There are some fountains and a large column in honor of Admiral Nelson. Considered the heart of the city, it is a place known to be a social space for freedom of expression. After that, go outside and walk down Whitehall Road to Westminster Bridge Road and turn left, you will see Big Ben on your right. It is the Clock Tower of Westminster and is a reference to the bell that rings the hours.

Walk along Westminster Bridge Road, cross the bridge, and turn left again. Walk up The Queen's Walk, pass St. Thomas Hospital and you will see the London Eye on your left. It is a large wheel located in the Jubilee Gardens on the south bank of the Thames. At 135 metres (450 feet) above London, the London Eye provides panoramic views of up to 25 miles on a clear day.

Continue straight ahead The Queen's Walk passing the National Theatre, the white ITV Tower, Gabriel's Wharf, and the Oxo Tower. You will see The Tate Modern Museum on your right. You can see a fantastic collection of modern art by famous artists like Picasso and Dalí. It is near The famous Globe Theater.

Finally, go back the Queen's Walk to Waterloo Bridge. Cross over the Thames on the Waterloo Bridge, go to Strand Avenue and turn right. Walk down 5 blocks and turn right onto Bedford Street. Walk up 2 blocks, you will see Convent Garden on your right. Thirty million visitors a year visit Convent Garden. They watch the jugglers, clowns, and musicians. There are also cafés and shops in this area.

Enjoy your stay in London and remember, there are more things to do and to see in this amazing city.

Check it out. London map: <https://www.google.com/maps/place/City+of+London,+London,+UK/@51.5123855,-0.1049585,15z/data=!4m5!3m4!1s0x487605554ed9859f:0xa1385cd19184c078m215d51.512344314d-0.099985277h-en>

Activity 6.

1. T
2. F
3. F
4. F
5. T

Learning 4 - Aprendizaje 4

Activity 1. Look at the map 2- Garden City. Write a similar conversation in activity 3 from the previous learning. Use the ideas in the **Pay attention** section. Now, a tourist is at the Citi Bank on Second Avenue, and she wants to go to the American bank.

Answers can vary.

Activity 2. Look at Map 4- Smallville. Your friends are coming to celebrate your birthday in the Black Pearl Ship. You can write your ideas before speaking as in the following example:

Tom comes from the bus station.

Tom, first come out from the bus station. Next walk along River Street to Third Street. Then turn left and walk up Third Street to Oak Street and turn right. After that walk along Oak Street to Palm Avenue and turn right again. You'll see the Black Pearl Ship on your left in front of the National Zoological Park.

Please, call me if you have a problem.

Answers can vary.

Self –Assessment

Around City

- | | |
|----------|-------------|
| 1. Where | 6. Pass |
| 2. on | 7. up |
| 3. can | 8. is |
| 4. along | 9. are |
| 5. to | 10. between |

UNIT 3

ANSWER KEY – Clave de respuestas Unidad 3

Aprendizaje 1

Activity 1

1. Don't
2. Doesn't
3. Don't
4. Don't
5. Doesn't / doesn't

Listening. Mariana's schedule

Activity 1

Time	Activity
8:00	g
9:00	c
9:30 – 2:00	e
2:00	h
3:30	a
4:00 – 8:00	d
8:00	b
12:00	f

Activity 2

1. She wakes up at 6:00 A.M. F
2. For breakfast, she usually has scrambled eggs and orange juice. F
3. For lunch, she usually has an omelet with salad or Italian pizza. T
4. She is studying a master's degree in English. T
5. She wants to improve her Italian by reading a book. F

Reading

Activity 1

1. Everything in the Ice Hotel is made of: C
2. You can go on a guided tour of the hotel: C
3. Guests sleep in arctic bags because: C
4. In his job, Vanessa's father has to: D

Aprendizaje 2

Writing. Student's own answers

Item	Yes	No
You use all the verbs in the simple present.		
You conjugate the verbs in the 3 rd person singular.		
You use the words first, then, next, to express routine.		
You use capital letters at the beginning of the sentences.		
You give extra information to write the sentences.		

Speaking. Student's own answers

Item	Yes	No
You use all the verbs in the simple present.		
You don't hesitate when giving your answers.		
You give extra information to make your answers more complete.		
There are no pronunciation mistakes, or at least they don't interfere with the communication task.		
You give more information than the required on the task.		

Aprendizaje 3

Activity 1

- | | |
|---------------------------------------|---|
| 1. Daniel _____ cooks dinner. | B |
| 2. Daniel _____ plays computer games. | C |
| 3. Daniel _____ does homework | B |
| 4. Daniel _____ watches T.V. | A |
| 5. Daniel _____ goes to bed early. | D |

Activity 2

- He is usually late for school.
- My brother and I visit our grandparents once a week.
- We never have fish for breakfast.
- Mr. Thomas waters his plants twice a week.
- The teacher hardly ever gets angry with us.

Listening U3_Track01

1. When does Daniel usually cook?

- a) Every night b) On weekdays **c) On weekends**

2. What does Hana usually do?

- a) Buy dinner **b) Cook dinner** c) Eat at work

3. When does Hana eat out?

- a) Every night **b) On weekends** c) Never

4. Who does Hana cook for?

- a) Family b) Friends **c) Both of them**

5. How often does Daniel cook for friends?

- a) Often **b) Sometimes** c) Never

Reading

	Bargain Hunter	Buyer B-Ware	Cautious Carl	Nellie	Sally Shopper
1. I post a message on this board.	✓	✓	✓	✓	✓
2. I believe in moving quickly if you see something you want to buy.	✓				
3. I disagree with Cautious Carl.	✓				
4. I talk about security.				✓	
5. I recommend going to different sites to see if they have better prices.			✓		✓
6. I always look for what other people say about a product before I buy.		✓			
7. It's important to get your money back.			✓		

Aprendizaje 4

Writing. Student's own answers

Yes No

You use all the verbs in the simple present.

You use the adverbs of frequency to express routine.

You place the adverbs of frequency in the correct place in the sentences.

You use capital letters at the beginning of the sentences.

You give extra information to write the sentences.

Speaking. Student's own answers

Yes No

You use all the verbs in the simple present.
You don't hesitate when giving your answers.

You use the adverbs of frequency in the correct place in the sentence.

There are no pronunciation mistakes, or at least they don't interfere with the communication task.

You give more information than the required on the task.

Audio scripts Unidad 4

Aprendizaje 1- U3_Track01

Audio 1 Mariana's schedule (Taken from My daily routine. ENGLISH FOR BEGINNERS A1-A2. How I spend my day: <https://www.youtube.com/watch?v=L31ExXwlsVc>)

I wake up at 8:00 o'clock. I do yoga first, and then I take a quick shower. After I make breakfast. Usually I have an avocado toast and a coffee with milk. At 9:00 o'clock I take a bus to go to the center. I start working at half past nine, and I finish work at 2:00 p.m. For lunch I usually go to the cafeteria and order a Spanish omelet and a salad. Sometimes I go to an Italian restaurant to eat some pizza. At half past three I take a bicycle to go to the university. Right now I am earning a master's degree in English studies. I have classes from 4:00 to 8:00 o'clock in the evening. After classes I go to the gym or go out with my friends. Before going to bed I read a book or watch an episode of my favorite series. Right now I'm reading the little prince to improve my French. Oh it's so late actually! I have to go to bed. I fall asleep at midnight. Good night!

Aprendizaje 3 U1_Track02

Listening. Eating Habits (Taken from: <https://soundcloud.com/ello-todd/12-05-danielhana-cooking-adverbs-frequency>)

Listening: Daniel and Hana

Daniel: So Hana, tell me, do you cook much?

Hana: Yes, I always cook. I often cook with my roommate, and we always make Chinese or Japanese food. How about you?

Daniel: Well, I don't really cook that often. I'm really busy during the week. So, I always just get something at the shop and get that. But, during the weekends, I always cook during the weekends because I really like making food. That's what I do.

Hana: So, do you ever eat out?

Daniel: Only occasionally, because I'm really busy during the week, and I prefer cooking, so not really often. I don't go out really often to eat. Whenever I'm tired, and I don't have time to cook during the week, I go and eat out with a friend, so! And you?

Hana: Well, I always, so I normally go and eat out during the weekend with my friends or family.

Daniel: So do you ever buy take-away?

Hana: No, I never. Normally when I go out to eat, I like to sit and enjoy my food. How about you?

Daniel: Well, that's really nice. Of course, I do like to sit and enjoy my food, but I have to admit that occasionally I have to buy take-away, especially when I'm coming late from work, and I'm driving. I'm so hungry that, most of the time, I don't really make it home, so I have to buy something on my way, and that's a shame, so that's the way it is. And do you usually have people over for dinner?

Hana: Yes, I sometimes do. I really like cooking so occasionally I invite my friends over and cook for them or we all cook together. How about you?

Daniel: Not really. I do love cooking, but the problem is my place is really small, so even though I want to invite my friends. I never do it, because my place would only fit one or two people. So unfortunately, I never have my friends over for dinner.

UNIT 4

ANSWER KEY – Clave de respuestas Unidad 4

Language focus

Activity 2

1. 'm watching
2. is winning
3. 's swimming
4. are cooking
5. aren't watching

Activity 1

- | | |
|--------------|------------|
| 1. finishing | 6. giving |
| 2. renting | 7. winning |
| 3. studying | 8. living |
| 4. beginning | 9. flying |
| 5. hitting | 10. lying |

Activity 4

6. Is she going home now?
7. I'm reading a great book.
8. She isn't washing her hair.
9. Is the cat chasing the mice?
10. Is she crying?

Activity 3

1. Are/waiting/waiting
2. Is/snowing/No's raining
3. Are/listening/'m listening
4. Are/watching/'re studying
5. Are/sleeping/are

Activity 5

- | | |
|--------------------|--------------------|
| 11. is taking | 6. begins |
| 12. are we having | 7. wake |
| 13. has. | 8. are you doing |
| 14. 'm not solving | 9. don't work |
| 15. comes | 10. Isn't sleeping |

READING

PRE-READING ACTIVITY. Activity 1 (student's answers)

WHILE-READING ACTIVITY Activity 2 (student's answers)

Comprehension

Looking for the Main Ideas - Activity 3

1. b
2. c
3. a

Looking for details - Activity 4

1. He's with his mother.
2. He feels bored.
3. A woman is sitting on a chair and she's playing a violin.
4. About 10 people.
5. They're playing violins and trumpets.
6. 4 people.
7. He feels entertained/excited.
8. They are taking out their cell phones and recording the concert.
9. A little girl.
10. They are living.

CLOSING ACTIVITY – Discussion – Activity 5 (student's answers)

WRITING

Activity 1 Ethan

Activity 2

- 1.FALSE
- 2.FALSE
- 3.TRUE
- 4.FALSE
- 5.TRUE
- 6.FALSE
- 7.FALSE
- 8.TRUE

Activity 3 (Student's writing)

SPEAKING

Picture Discussion (Any student's correct answer)

Activity 1 Suggested answers

1. A man is working on his computer.
2. A family is having lunch.
3. A man is playing the guitar.
4. A man is watching TV.
5. A woman is reading
6. Some people are traveling by subway.
7. A man is driving.
8. A couple is eating corn pops.
9. (Student's answer) I'm talking with my mom.
10. (Student's answer) I'm having breakfast with my friends.

What's the story.

Activity 2 (Student's stories)

Activity 3 (Student's speech)

Activity 4 (Student's speech)

LISTENING-  U4_Track01

1. Getting ready – Activity 1 (Any correct student's answers)

Suggested answers

Activity 1 Tent 2. Lantern 3. Compass. 4. Map 5. Binoculars

2. Let's listen

Activity 2

1. FALSE 2.FALSE 3.TRUE. 4.FALSE. 5.TRUE. 6.TRUE 7.FALSE 8.FALSE

Activity 3

Molly-7 Anton- 9 Clara-1 Steve-4 Becky-6 Jess-8 Ned-5

Activity 4

1. Ned is shivering with cold.
2. Mrs. Landon & Anton are playing chess.
3. Molly is taking a selfie.
4. Jess is texting a friend.
5. Steve is cooking a sausage.
6. Becky is playing the guitar

AUDIO SCRIPT– LISTENING, TASK 1, 2 & 3. -  U4_Track01

Granddad: Where's that?

Girl: That's a photo of the summer camp granddad. I go there every year with the school.

Granddad: Where are you??

Girl: I'm not in the photo, but that's my best friend Clara.

Granddad: The girl reading the book.

Girl: Yes, Clara is very intelligent. She reads all the time.

Granddad: And who's the boy? He looks cold.

Girl: Yes, that's Ned. He's funny. He always goes swimming.

Granddad: Do you swim in the lake?

Girl: No, the water's too cold.

Granddad: And who are these people?

Girl: The woman is Mrs. Landon. She's our PE teacher. She's playing chess with Anton. Anton sits next to me at school. He's a champion chess player.

Granddad: Who's that? The girl with the mobile phone.

Girl: There are two girls with mobile phones.

Granddad: The girl with the long curly hair.

Girl: Oh... That's Molly. She loves taking photos.

Granddad: Molly is taking a selfie, right? Is selfie the right word?

Girl: Yes granddad. Everyone takes selfies. And that's Jess, the girl with the short dark hair.

Granddad: What's she doing?

Girl: I'm not sure, but I think she's texting a friend.

Granddad: Oh OK.
Mmm...That sausage looks nice. Who's the boy cooking it?

Girl: That's Steve. He's always hungry.

Granddad: The dog next to him looks hungry too.

Girl: That's Mr. Baker's dog, Mott. Mr. Baker's our geography teacher.

Granddad: And this girl?

Girl: Where?

Granddad: Here, with the jumper. She's playing the guitar.

Girl: That's Becky. She's very talented. She's the best singer in the school.

Test

1.teaches 2.is teaching 3.lives 4.is 5.have 6.love 7.don't have 8.live 9.speaks
10.doesn't teach

CLAVE DE RESPUESTAS DEL EXAMEN MODELO



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



ELABORÓ, APLICÓ Y CALIFICÓ: _____

PUNTAJE TOTAL: 100 PTS.

CALIFICACIÓN: _____

APELLIDO PATERNO

APELLIDO MATERNO

NOMBRE(S)

NO. DE CUENTA

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

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

¿Fuiste a asesorías de Inglés? SÍ/ NO

ANSWER KEY

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

I. Complete the sentences with the words form the box. There is an extra word. Look at the picture.

- | | |
|-------------|----------------|
| 1. Enough | 4. Lots of |
| 2. Very few | 5. Very Little |
| 3. A lot of | |

II. Match both columns.

a)-3, b)-5, c)-2, d)-1, e)-6

III. Look at the image. Match each picture with the correct verb.

- | | |
|------------------------------|-----------------------------|
| 1. Brush her teeth <u>e</u> | 4. Leave the house <u>b</u> |
| 2. Check her e-mail <u>g</u> | 5. Have a shower <u>h</u> |
| 3. Get dressed <u>c</u> | |

Complete the sentences with the correct present continuous form of the verbs in parenthesis.

- | | |
|-----------------|-------------------|
| 1. Are / doing | 4. isn't swimming |
| 2. are watching | 5. 'm not dating |
| 3. are / crying | |

SECTION II: READING. WORTH: 20 POINTS

V. Read the text about amazing people. Circle if the statements are true(T), false(F) or not given (NG).

1. T
2. NG
3. F
4. F
5. T

SECTION III: LISTENING. WORTH: 20 POINTS

VI. A. Listen to the conversations and match them with the activities people are doing. There's an extra option you don't need to use.

A. 1-d 2-e 3-c 4-a (Do not use b)

B. 1-False 2-True 3-False 4-False

AUDIOSCRIPT- Examen_Track01 - <https://drive.google.com/file/d/1qNlxW7-9OGL0Od8nkvsWCYb7W7FBOZp7/view?usp=sharing>

Conversation 1

Man: Where are you?

Woman: I am working inside. I am writing a letter to my friend. I am telling him about my life and my new job.

Man: Are you using the computer?

Woman: I am not using the computer because I like to hand write letters. My hand is getting tired though.

Conversation 2

Man: Where is Mary?

Woman: Mary is cooking in the kitchen. She is **chopping** up some vegetables because she is making a vegetable soup.

Man: How is she making it?

Woman: She is reading a recipe and following the instructions inside. She is enjoying herself.

Conversation 3

Man: What is Bob doing?

Woman: Bob is working on his car. He is giving it a tune up. He is changing the oil and checking all the parts of the cars.

Man: But, he is not working? He is just standing there!

Woman: He is taking his time because he wants to do the job right. He is listening to the radio as he works.

Conversation 4

Man: Where are the twins?

Woman: They are playing outside. They are playing soccer with their friends. They are using the front lawn as a soccer pitch.

Man: Are they having fun?

Woman: They are having a lot of fun. They are exercising so they are burning lots of energy. I think they are trying to lose weight.

SECTION IV: WRITING. WORTH: 20 POINTS

VIII. Your friends are coming to celebrate your birthday in the Black Pearl Ship. Give them the directions as in the example.

Students' own answers

Yes No

The student explains correctly how to go from one place to another.

The student uses first, then, after that, etc. when necessary.

The student uses a period to separate the two sentences in each item.

The student uses a capital letter at the beginning of each sentence.

The student uses a period at the end of each sentence.

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

IX. Look at Sue's and Jack's schedules. Describe ten activities they do and the frequency in which each one does their activities. Contrast the activities by using the word "but".

Students' own answers

Yes No

The student uses all the verbs in the simple present.


The student doesn't hesitate when giving the answers.

The student uses the adverbs of frequency in the correct place in the sentence.

There are no pronunciation mistakes, or at least they don't interfere with the communication task.

The student uses the word "but" to contrast the activities in both schedules.

AUDIOS

El link de los audios, los podrás encontrar en cada actividad de esta unidad con el icono  y en el Anexo – AUDIOS UNIDADES en el siguiente link:

https://drive.google.com/drive/folders/1qPC2SpHrGgotgm-8JTSG0D2_YZAxWyda?usp=sharing

UNIDAD I

https://drive.google.com/drive/folders/1skzH_RceeCw3iyeL1AS3P5I952jXvlqi?usp=sharing

UNIDAD II

https://drive.google.com/drive/folders/1YXx1aOfs7B_jqKhg9OLVSj59EzPQVICz?usp=sharing

UNIDAD III

<https://drive.google.com/drive/folders/1qHfvXgHeXEvF43ckJ8Abv9G1jQe30cT?usp=sharing>

UNIDAD IV

https://drive.google.com/drive/folders/1luhbH4HNGniUGaD800aXu2d_FSOhvErI?usp=sharing

EXAM

<https://drive.google.com/file/d/1qNixW7-9OGL0Od8nkvsWCYb7W7FBOZp7/view?usp=sharing>

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Anexo – Audios - Carpeta general Unidad 2