

UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO
COLEGIO DE CIENCIAS Y HUMANIDADES



GUÍA DE ESTUDIO DE INGLÉS III



Elaborado por:

Jiménez Rentería Jacaranda (Naucalpan)

Mondragón López René Rafael (Naucalpan)

Padilla Rubio Araceli (Azcapotzalco)

Ramírez Arvizu Manuel (Coordinador. Plantel Naucalpan)

Romaní Osorio Iván (Naucalpan)

Vázquez Maldonado Norma Patricia (Naucalpan)

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PRESENTACIÓN

La Guía de Estudio para la asignatura de inglés III (Programa de Estudios 2016) tiene como propósito el ser una herramienta que esté a tu alcance para ayudarte a estudiar los temas que necesitas para preparar tu examen extraordinario.

En ella encontrarás los temas que corresponden a las cuatro unidades que marca el Programa. La guía la podrás revisar de la siguiente manera:

- 1) lee la explicación que se presenta sobre cada tema 
- 2) observa los ejemplos que se te proporcionan, para que puedas practicar con los ejercicios que se incluyen en esta guía.
- 3) realiza los ejercicios sugeridos, para que reafirmes lo aprendido. 
- 4) se proporcionan algunas ligas (*links*) en donde puedes realizar ejercicios adicionales para confirmar algunos temas gramaticales.

Las actividades y ejercicios te permitirán lograr el propósito general de la asignatura de inglés III, así como los propósitos de cada unidad, y los aprendizajes correspondientes. A lo largo de la guía encontrarás estas imágenes. Se han incluido para que sepas que es tu turno de practicar.

Te deseamos éxito en tu examen extraordinario, y esperamos que estés consciente de que lo más importante es **tu preparación**, y como consecuencia, la acreditación de esta asignatura.

Este es el propósito de la asignatura de inglés III, y es necesario que lo conozcas para que sepas qué se espera a la hora de presentar tu examen. El propósito de la asignatura menciona lo siguiente: *“Intercambiar, oralmente y por escrito, información sobre tu entorno cotidiano al comparar y describir situaciones, personas, lugares del pasado. Así mismo, localizar e informar la secuencia de eventos acontecidos en textos orales y escritos”*. En la sección de anexos encontrarás las respuestas de todos los ejercicios y el *answer key* del *Examen Modelo*, así como la bibliografía.

PREPARATE CON ANTICIPACIÓN

ENJOY LEARNING

Tips para presentar el examen extraordinario

- Duerme lo suficiente la noche anterior.
- Estudia tu guía con anticipación.
- Revisa los links (ligas) que se te sugieren ya que puedes encontrar en ellos diferentes actividades y ejercicios.
- Recuerda traer contigo todo tu material como son: lápiz, pluma, goma, etc.
- Si no presentas tu IDENTIFICACIÓN oficial y vigente en buenas condiciones NO podrás hacer tu examen. Si eres mayor de edad puedes llevar tu INE.
- Confirma la ubicación del salón y el horario en el que harás tu examen y llega unos minutos antes.
- Recuerda el tiempo que tienes para contestar tu examen. (Tendrás dos horas). Distribuye bien tu tiempo.
- Es importante que sepas que el profesor aplicador te llamará en algún momento para hacerte una entrevista, o bien te pedirá que desarrolles algún tema referente al Programa.
- El examen estará dividido en diferentes secciones *Use of English, Reading Comprehension, Speaking, Oral and Written production*.
- Recuerda que la Mediateca es un espacio de **auto-acceso**, que cuenta con material diverso para que practiques algunos temas que quieras profundizar. Puedes acudir a este lugar si así lo deseas.



Unidad 1

Comparar las cualidades de personas, objetos y lugares

PRESENTACIÓN: En esta unidad trabajarás los aspectos necesarios que te permitirán identificar, escribir y hablar sobre las diferencias de personas, cosas, animales y lugares.

PROPÓSITO: Al finalizar la unidad el alumno: intercambiará información para comparar personas, objetos y lugares, de manera oral y escrita, asimismo, destacará sus cualidades intrínsecas para realizar descripciones de su entorno cotidiano.

Aprendizaje 1: Identifica las relaciones de comparación, a partir de características de personas, objetos y lugares, para diferenciar sus cualidades, en textos orales y escritos.

Aprendizaje 2: Reconoce los atributos máximos de personas, objetos y lugares para resaltar sus cualidades, de manera oral y escrita.

Aprendizaje 3: Compara y establece la superioridad de las características de personas, objetos y lugares para realizar descripciones, de manera oral y escrita.

Aprendizaje 4: Intercambia información para comparar y resaltar las cualidades de personas, objetos y lugares, de manera oral y escrita.

Aprendizaje 1: Identifica las relaciones de comparación, a partir de características de personas, objetos y lugares, para diferenciar sus cualidades, en textos orales y escritos.

Let's start by reading a text in which Eric describes his family members.

This is Eric, he is describing his family. Read carefully



My Family

Hi, my name is Eric. I am 10 years old. I'm 120 centimeters tall and I weigh 45 kilos. I have short straight hair and big black eyes. I want to talk about my family. I have two sisters. Their names are Rachel and Carrie. Rachel is 18 years old, she is 180 centimeters tall and she weighs 70 kilos. She has long straight hair. Carrie is 15 years old, she is short, she is 136 centimeters tall, however, she is overweight, and she weighs 80 kilos. Carrie is the only person in my family with long and curly hair. She has the most beautiful hair. My sisters are very nice.

My mother's name is Julia. She is 40 years old. My mother is short (145 centimeters) and slim (50 kilos). She has short brown hair. My mother is also very nice. My father's name is Richard. He is an engineer. He is smart, and he is 45 years old. He is tall (178 centimeters) and a little overweight (100 kilos). My grandparents live with us. My grandfather's name is Tom. He is 70 years old. He is 180 centimeters tall and he weighs 70 kilos. My grandmother's name is Samantha. She is 65 years old. She has blue eyes. She is a tall (170 centimeters) and slim (65 kilos) woman. Rachel looks like my grandmother.

We live in a big house. I also have two dogs. Their names are Paw and Snoopy. Paw is a big brown dog. Snoopy is smaller than Paw, but it is faster because Paw is older. I like playing with my dogs in the garden. It is the most beautiful thing I do in my spare time.

I love my family.

Adapted from <http://busyteacher.org/5669-comparatives-superlatives-reading-family.html>

Eric describes a lot of people. Let's organize the information in the next chart:

	Eric	Rachel	Carrie	Julia	Richard	Tom	Samantha
Age	10 years						
Height	120 cm						
Weight	45 kilos						



Let's start!

Activity 1.1 Instructions: read the text "My family" again. Answer the questions, circle Yes or No.

- | | | |
|---|----------------|----|
| 1. Is Carrie older than Eric? | Yes | No |
| 2. Is Rachel taller than Carrie? | Yes | No |
| 3. Is Rachel fatter than Carrie? | Yes | No |
| 4. Is Eric's mother younger than his father? | Yes | No |
| 5. Is Julia older than Samantha? | Yes | No |
| 6. Is Snoopy faster than Paw? | Yes | No |
| 7. Is Snoopy older than Paw? | Yes | No |

Take a look at this!

Remember that **adjectives** are the words we use to describe (mention characteristics) people, things, or places, for example: big, small, fast, slow, beautiful, etc. So, when you compare two people, you need to use the **comparative form of the adjectives**.





*** If you think you need to improve your vocabulary (adjectives) try the exercises on the following link.*

<https://agendaweb.org/grammar/adjectives-exercises.html> (revisado

el 22 de marzo de 2019)

There are four rules to write the correct comparative forms of adjectives:

<p>Rule 1</p> <p>When you have short adjectives (one syllable) add -er</p> <p style="text-align: center;">old -----older</p> <p style="text-align: center;">young -----younger</p> <p>When you have short adjectives ending in consonant + vowel + consonant, you have to double the last consonant</p> <p style="text-align: center;">big bigger</p> <p style="text-align: center;">c v c**</p> <p>**when a short adjective ends in consonant (c), vowel (v), consonant (c). Double the last consonant</p>	<p>Rule 2</p> <p>When you have long adjectives (two or more syllables) you need the word more</p> <p style="text-align: center;">beautiful more beautiful</p> <p style="text-align: center;">modern -----more modern</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
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Rule 3

When you have adjectives ending in -y,
change the -y for -ier

heavy ----- heavier

happy ----- happier

Rule 4

Finally, we have some irregular adjectives

good ----- better

bad ----- worse

far ----- farther

Note: there are other irregular adjectives



Activity 1.2 Instructions: write the comparative form of the following adjectives. Use the rules in the previous chart.

- _____ than
2. bad _____ than
3. expensive _____ than
4. busy _____ than
5. long _____ than
6. easy _____ than
7. good _____ than
8. serious _____ than
9. pretty _____ than
10. important _____ than

Good job!



But, how can you write sentences using comparatives?

Read the following examples:

Carrie is **older than** Eric

Rachel is **more beautiful than** Carrie.

Julia is **younger than** Richard.

Carrie is **heavier than** Rachel

To write sentences, it is very important that you use the **correct comparative form of the adjective** plus the word **than**

Carrie is **older than** Eric

Rachel is **more beautiful than** Carrie.



Activity 1.3 Instructions: order the following words to form sentences. If necessary, use a separate piece of paper.

1. heavier elephants lions are than	
2. my is sister than older me	
3. more Carlos is Jose than intelligent	
4. Mathematics English easier than is	
5. Mathematics difficult English are than more	
6. faster cars bicycles are than	
7. The bigger United States than are Mexico	
8. than fruit healthier French fries is	
9. tea coffee than is better	
10. you more I'm beautiful than	

Now, underline the comparative form in the previous sentences.



You can get extra practice in the following links:

Listening

- https://www.learnamericanenglishonline.com/Listening_Lab/Listening_Lab_Exercise_30_comparative_adjectives.html (revisado el 25 de marzo de 2019)

Activities

- <https://agendaweb.org/grammar/comparative-adjectives-exercises.html> (revisado el 25 de marzo de 2019)

Aprendizaje 2: Reconoce los atributos máximos de personas, objetos y lugares para resaltar sus cualidades, de manera oral y escrita.



Activity 1.4 Instructions: Do you remember Eric's family on page 5? Look at the information in the chart. Read and answer the questions.

	Eric	Rachel	Carrie	Julia	Richard	Tom	Samantha
Age	10 years	18 years	15 years	40 years	45 years	70 years	65 years
Height	120 cm	180 cm	136 cm	145 cm	178 cm	176 cm	175 cm
Weight	30 kilos	65 kilos	80 kilos	50 kilos	100 kilos	70 kilos	65 kilos

1. Who is **the oldest**? a) Samantha b) Tom c) Rachel
2. Who is **the youngest**? a) Carrie b) Richard c) Eric
3. Who is **the heaviest**? a) Julia b) Samantha c) Richard
4. Who is **the tallest**? a) Eric b) Tom c) Rachel
5. Who is **the thinnest**? a) Tom b) Eric c) Carrie



Take a look at this!

As you can see we are still working with **adjectives** (old, short, thin, etc.) but this time we are using them to say which or who is the oldest, shortest, thinnest etc. in a group. For this purpose, you need to use the **superlative form of the adjectives**.

There are four rules to write the correct superlative forms of adjectives:

<p>Rule 1 When you have short adjectives (one syllable) add -est old ----- the oldest young ----- the youngest When you have short adjectives ending in consonant + vowel + consonant, you have to double the last consonant big the biggest c v c** **when a short adjective ends in consonant (c), vowel (v), consonant (c). Double the last consonant</p>	<p>Rule 2 When you have long adjectives (two or more syllables) you need the word most beautiful ----- the most beautiful modern-----the most modern</p>
--	--

Rule 3

When you have adjectives ending in -y,
change the -y for -iest

heavy ----- the heaviest

happy ----- the happiest

Rule 4

Finally, we have some irregular adjectives

good ----- the best

bad ----- the worst

far ----- the farthest

Note: there are other irregular adjectives



Activity 1.5 Instructions: Write the superlative form of the following adjectives.

<u>adjective</u>	<u>comparative</u>	<u>superlative</u>
1. strong	stronger than	the _____
2. bad	worse than	the _____
3. expensive	more expensive than	the _____
4. busy	busier than	the _____
5. long	longer than	the _____
6. easy	easier than	the _____
7. good	better than	the _____
8. serious	more serious than	the _____
9. pretty	prettier than	the _____
important	more important than	the _____



But, how can you write sentences using superlatives?

Read the following examples:

In Eric's family:

Tom is **the oldest**.

Eric is **the youngest**.

Rachel is **the tallest**.

Eric is **the thinnest**.

To write sentences, it is very important that you use the word **the** plus the **correct superlative form of the adjective**.

Tom is **the oldest** in the family.

Tom es el mayor de la familia

Eric is **the shortest** in the family
Eric es el más pequeño de la familia



It's time to work!

Activity 1.6 Instructions: order the following words to form sentences. If necessary, use a separate piece of paper.

1. my I funniest am the in family person	
2. is in the most her Susana class intelligent	
3. most Lamborghinis the are expensive cars	
4. best Leonardo Di Caprio 2017 is the actor of	
5. the is most Sam school boy in handsome the	
6. my is most woman mom the beautiful	
7. food a is most delicious the hamburger	
8. my is most serious brother in my the family	
9. Mexico biggest is the City in world the	
10. most drink champagne the is expensive	

Now, underline the superlative form in the previous sentences.



You can get extra practice in the following links:

Listening

- https://www.learnamericanenglishonline.com/Listening_Lab/Listening_Lab_Exercise_32_superlative_adjectives.html
(revisado el 25 de marzo de 2019)

Activities

- https://elt.oup.com/student/solutions/elementary/grammar/grammar_08_022e?cc=mx&selLanguage=en(revisado el 25 de marzo de 2019)
- http://www.carmenlu.com/first/grammar/superlative1_1.htm
(revisado el 25 de marzo de 2019)
- <http://jerome.boulinguez.free.fr/english/file/hotpotatoes/superlatives.htm>
(revisado el 25 de marzo de 2019)

Aprendizaje 3: Compara y establece la superioridad de las características de personas, objetos y lugares para realizar descripciones, de manera oral y escrita.

Complete one of the sentences with the comparative form and the other with the superlative form.

Dogs are _____ mice (big)

Dogs are _____ pets in the world! (good)



Are you sure about it?

When do you use comparatives?

When do you use superlatives?

What's the difference between them?



Take a look at this!

In the first sentence “Dogs are bigger than mice”, we are comparing dogs versus mice, just **two elements**.

In the second sentence “Dogs are the best pets in the world”, we are comparing dogs with all the other pets (cats, mice, fish, etc.), that means **one element versus a group**.



versus



Dogs are bigger
than mice.



versus



Dogs are
the best pets
in the world



Activity 1.7 Instructions: Read the following sentences. What do you need to complete them? The comparative form? Or the superlative? **Circle** the correct option.

1. My friends are **shorter than / the shortest** me.
2. Math is more **difficult than / the most difficult** subject for me.
3. I think I'm more **intelligent than / the most intelligent** person in class.
4. Hulk is **stronger than / the strongest** Iron Man.
5. Turtles are **better than / the best** mice.
6. Eggplant is **worse than / the worst** vegetable.

Activity 1.8: Instructions: Look at the pictures and write 6 sentences, (3 comparatives and 3 superlatives). Use the adjectives given.



elephant



lion



dog

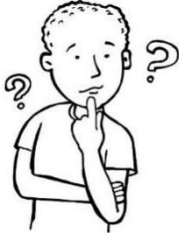


snail

1. (fast / comparative) _____.
2. (dangerous / comparative) _____.
3. (heavy / comparative) _____.
4. (slow / superlative) _____.
5. (big / superlative) _____.
6. (heavy / superlative) _____.

Activity 1.9 Instructions: Compare the following three different cities, imagine that you are travelling to one of those cities on vacations: London, Rio de Janeiro, and Tokyo. Write 6 sentences, (3 comparatives and 3 superlatives). Use the adjectives given.

1. (exciting / comparative) _____.
2. (big / comparative) _____.
3. (modern / comparative) _____.
4. (boring / superlative) _____.
5. (big / superlative) _____.
6. (interesting / superlative) _____.



How can you write a short paragraph?

A paragraph is a group of sentences about an idea. Each paragraph must have a principal idea or main sentence, and supporting sentences (examples and / or explanations).

For example:

Main idea

I think Mexico City is the best city in the world. ¹ There are a lot of things to do there, you can go sightseeing to *Angel de la Independencia* or *Monumento de la*
Revolución or you can go to one of its museums. ² People are friendly and they are
³ **also** very nice whenever you need something. **Besides** its food is one of the most
delicious and you can **also** find a great variety. I just love Mexico City!

In this case the main idea is that “Mexico City is the best city in the world” and you can find three supporting ideas 1. the activities you can do, 2. the people and 3. The food.

Another important aspect when writing a paragraph is using connectors (and, but, etc.) to join your ideas. If you want to add information you can use “also” next to a verb. For example:

People are friendly and they are **also** very nice whenever you need something.
+



Activity 1.10 Instructions: Write a short paragraph (10 sentences) in which you compare Mexico City with another city. Do not forget to use *comparatives*, *superlatives*, *and*, *but*, *also* to join your sentences, and adjectives such as clean, polluted, exciting, boring, interesting, old, modern, etc.

Take a look at this!



Do not forget that punctuation marks and spelling rules are essential when writing. They show where sentences start and where they finish. They also make sentences easier to understand. In the writing section of your exam, spelling and punctuation will be graded. Here you have some of

the most common punctuation marks and spelling rules:

Punctuation mark	Explanation / (Example)
CAPITAL LETTERS	Use a capital letter: 1. for the <u>personal pronoun 'I'</u> (What can I say?) 2. to begin a sentence. (T he man arrived. H e sat down. 3. for days of the week, months of the year, holidays. (M onday, J anuary, C hristmas) 4. for countries, languages & nationalities, religions. (C hina, C hinese, C hristianity) 5. for people's names and titles. (D r. M arco S mith) 6. for trade-marks and names of companies and other organizations. (T oyota, C oca C ola) 7. for cities, places and monuments. (L ondon, M exico C ity, the E iffel T ower) 8. for titles of books, poems, songs, plays, films etc. (S tar W ars, T he L ion K ing)
Apostrophe ' 	1. It is used to show a contraction (I'm = I am) 2. It is used to show the possessive case (Janet's house)
Period .	It is used to note the end of a declarative sentence. (Sandra was born in 1997.)
Comma ,	It is used to separate phrases or items in a list. (We need to buy milk, eggs, fish, and juice)
Colon :	1. It is used before a list or quote. (There are a lot of punctuation marks: comma, period, colon, etcetera.) 2. It is used to separate hours and minutes. (It's 12:25)
Exclamation point !	It is used to show excitement or emphasis. (I'm so happy!)
Question mark ?	It is used at the end of a question. (Do you have siblings?)

If you want to know more about punctuation marks, you can get in the following links:

<https://www.thepunctuationguide.com/period.html> (revisado el 25 de marzo de 2019)

<http://www.enchantedlearning.com/grammar/punctuation/>

(revisado el 25 de marzo de 2019)



Activity 1.11 Instructions: Go back to the text you wrote in activity 1.10 and check the use of punctuation marks and capital letters.



Take a look at this!

A synonym is a word that means the same or the meaning is nearly the same as another word.

For example: comfortable = cozy

You can use a dictionary to look for synonyms. In fact, there are thesaurus (synonyms) dictionaries. Here you have some on-line dictionaries you can use.

<http://www.wordreference.com/> (revisado el 25 de marzo de 2019)

<https://en.oxforddictionaries.com/> (revisado el 25 de marzo de 2019)



Activity 1.12 Instructions: Look for synonyms for the following adjectives.

Adjective	Synonym
1. beautiful	_____
2. rich	_____
3. delicious	_____
4. handsome	_____
5. fat	_____
6. thin	_____



Activity 1.13 Instructions: Make a drawing or paste photos of two of your friends and one of yourself. Compare yourself with both of your friends, use comparatives and superlatives and the following adjectives: tall, short, thin, fat, old, young, beautiful, good-looking, serious etc. DO NOT write the sentences, do it orally! If you have the opportunity, get a friend/teacher who listens to you.

You	Friend 1	Friend 2



You can get extra practice in the following links:

Listening

- <https://englishayamonte.blogspot.mx/2011/01/second-year-listening-comparatives-and.html> (revisado el 25 de marzo de 2019)
- <http://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/grammar-lessons/my-favourite-country-comparatives-and> (revisado el 25 de marzo de 2019)

Activities

- https://elt.oup.com/student/solutions/preint/grammar/grammar_04_012e?cc=mx&selLanguage=en (revisado el 25 de marzo de 2019)
- <https://www.ego4u.com/en/cram-up/grammar/adjectives-adverbs/adjectives/exercises> (revisado el 25 de marzo de 2019)

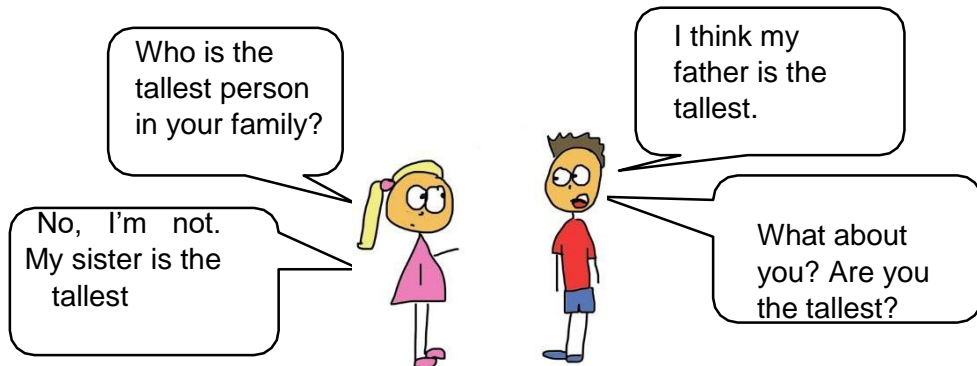
Aprendizaje 4: Intercambia información para comparar y resaltar las cualidades de personas, objetos y lugares, de manera oral y escrita.

So far you have practiced how to use comparatives and superlatives to compare things, people and places in sentences. Now, it is time for you to practice conversations.

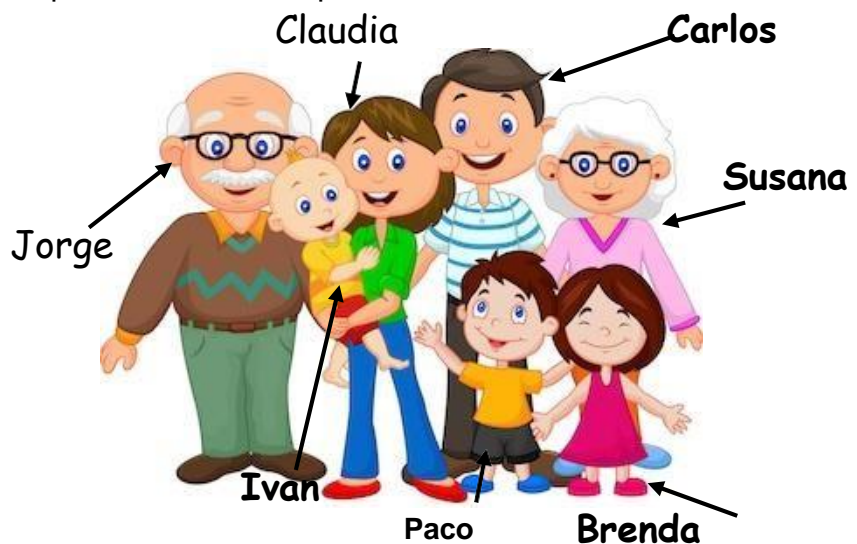


Take a look at this!

If you are taking part in a conversation it is necessary for you to make questions using comparatives and superlatives. Look at some examples:



Activity 1.14 Instructions: look at the picture. Use the prompts below to write questions and answers.



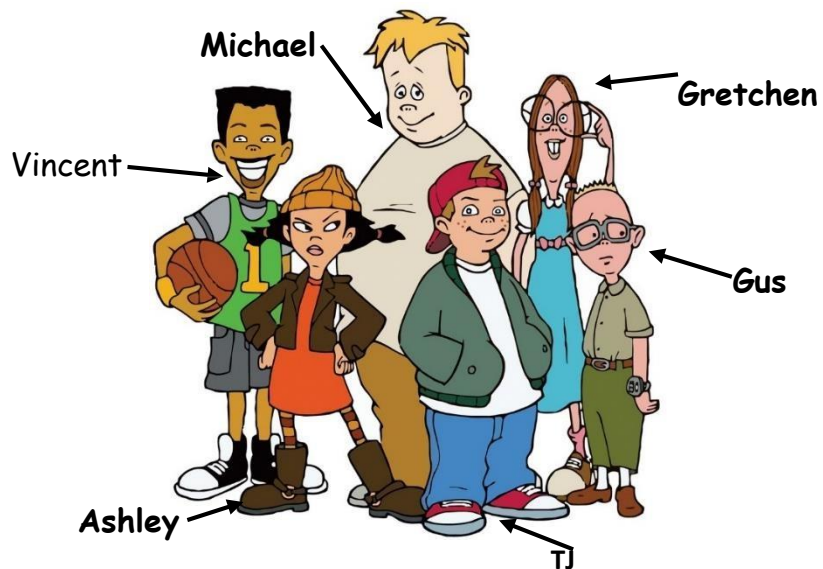
1. A: (Who / old / person) _____ ?
B: Jorge is the oldest person in the family.
2. A: Is Ivan younger than Paco?
B: (Yes) _____ .
3. A: (Carlos / tall / Claudia) _____ ?
B: Yes, he is.
4. A: Who is the shortest person?
B: _____ .
5. A: (Jorge / thin / Carlos) _____ ?
B: No, he isn't.



Activity 1.15 Instructions: can you think of more questions? Write three more questions, but this time about your own family / friends. If it is possible, get a classmate/ teacher to answer the questions.

1. A: _____ ?
B: _____ .
2. A: _____ ?
B: _____ .
3. A: _____ ?
B: _____ .

Activity 1.16 Instructions: Look at the picture. Use it to ask questions, but this time DO NOT write the questions, get a teacher / classmate to help you with the answers. Then change roles.





You can get extra practice in the following links: Activities

- <https://www.eslconversationquestions.com/comparatives/> (revisado el 25 de marzo de 2019)
- <https://www.thoughtco.com/dialogue-the-city-and-the-country-1210079> (revisado el 25 de marzo de 2019)

Self test Unit 1

I. Tick (√) if the adjective is in the comparative form (there are 7). If it is easier for you, highlight it.

1. John is old ()
2. My History class is more boring than my English class. ()
3. Clara is more beautiful than Susy. ()
4. Children are happier than adults. ()
5. My school is very big. ()
6. I'm younger than you. ()
7. Cats are cleaner than dogs. ()
8. Soda is bad for you. ()
9. My dog is fatter than yours. ()
10. Cakes are better than ice cream. ()

How many comparatives do you have?
7: Excellent! You can identify comparatives.
6-4: Nice! You may need some extra practice.
3-2 correct: Good, but you need to practice more.
0: You need to check the explanation again.

II. Tick (√) if the adjective is in the superlative form (there are 7). If it is easier for you, highlight it.

1. You are the smartest person I know. ()
2. Canada is a beautiful country ()
3. Jazmin is my best friend. ()
4. Mosquitoes are the most annoying animals. ()
5. That is a very nice movie. ()
6. My uncle is a tall person. ()
7. Ivan is the most serious person in my family. ()
8. Gabriela has the longest hair. ()
9. Tomas is the nicest person in my class. ()
10. Sharks are the most dangerous animals. ()

How many superlatives do you have?
7: Excellent! You can identify comparatives.
6-4: Nice! You may need some extra practice.
3-2 correct: Good, but you need to practice more.
0: You need to check the explanation again.

III. Complete the following sentences with the correct form of the adjective in parenthesis.

1. The weather today is _____ yesterday. (good)
2. Everyone in my family sings well, but my mom is _____ singer. (good)
3. China is _____ country. (crowded)
4. A dog is _____ a hamster. (big)
5. Apples are _____ chips. (healthy)
6. A knife is _____ a spoon. (dangerous)
7. I think English is _____ subject. (easy)
8. Carlos is _____ his sister. (young)
9. Cars are _____ bikes. (fast)
10. Stephen Hawking was _____ man in the world. (intelligent)

How many correct ones do you have?
10-9: Excellent! You can identify comparatives. 8-7: Nice! You may need some extra practice.
6-5 correct: Good, but you need to practice more.
4 or less: You need to check the explanation again.

IV. Listen to a radio travel program about Brazil, answer T (true) or F (false)

1. Brazil is considered one of the most popular tourist destination these days. _____
2. One of the most important museums in Rio de Janeiro is **Museu de Arte da Bahia**. _____
3. Salvador is a little bigger than Rio de Janeiro. _____
4. According to the speaker, Rio de Janeiro is one of the most exciting cities in the world. _____
5. There are less than 20 beaches on Península de Búzios. _____
6. Hotels are cheaper from May to October in Brazil. _____

V. As it is the end of Unit 1, think about your progress. Grade the following activities with the number that best describes how you feel, 1 (difficult for me) 5 (easy for me)

1. Identify comparative form.	1	2	3	4	5
2. Identify superlative form.	1	2	3	4	5
3. Know when to use comparatives or superlatives.	1	2	3	4	5
4. Use comparatives and superlatives in sentences.	1	2	3	4	5
5. Use comparatives and superlatives to talk about differences (people, things, places).	1	2	3	4	5
6. Have a conversation using comparatives and superlatives.	1	2	3	4	5

Unidad 2

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

PRESENTACIÓN: Las descripciones de personas, lugares y cosas sirven, entre otras cosas, para comunicar acontecimientos del pasado. Para acreditar tu evaluación extraordinaria, requerirás demostrar conocimientos de vocabulario y frases adecuadas en pasado, así como contar con habilidades orales y escritas para preparar y comprender composiciones escritas y conversaciones. En esta unidad encontrarás cuadros explicativos y ejemplos que necesitarás analizar para que te sirvan de base en la realización de las actividades sugeridas y de esta manera preparar tu examen. Auxíliate de un diccionario, gramática y de ejercicios en internet.

PROPÓSITO: Al finalizar la unidad, el alumno será capaz de describir, oralmente y por escrito, personas, lugares y eventos para referirse a acontecimientos pasados.

Aprendizaje 1. Identifica la descripción de personas, lugares y objetos en el pasado, en textos orales y escritos.

Aprendizaje 2. Reconoce la existencia de personas, lugares y objetos en el pasado, en textos orales y escritos.

Aprendizaje 3. Identifica en textos orales y escritos, experiencias o acontecimientos ocurridos en el pasado.

Aprendizaje 4. Describe sucesos personales y escolares para compartir experiencias pasadas propias y de otros, de manera oral y escrita.



IDENTIFYING, RECOGNIZING AND DESCRIBING IN PAST

Identifying people, places and things; recognizing past experiences and describing events in the past require of a clear and vivid idea of the the listener/reader. Descriptions contain organized and sequenced information. They include general information and specific details of people, places and things. To form sequences of actions you need to *organize and to link phrases by using connectors and sequence expressions, as well as punctuation marks*. Look at the following explanations and practice. Let's see how past tense works

Past Tense:

a) Use/Usage:

Past tense is used to describe how people, places and things were in the past.

b) Meaning: It is used to talk about what happened at a definite time in the past. It expresses the idea that an action started and finished at a specific time in the past. It uses time phrases/expressions in the past: yesterday, two days ago, in 2010.

c) Form:

Affirmative.

Mary **went** to Acapulco last weekend.

Negative.

Paco **didn't go** to the museum a week ago.

Yes/No question.

Did you finish Math homework yesterday?

Yes, I did / No, I didn't.

Wh questions and answers.

A: **When did** Del Toro **receive** the Oscar Award?

B: *In 2018.*

Sequence and time expressions in the past.

We use sequence and time expressions to talk about different actions in the past:

- to show the order of events: *first, second, third, so, then, finally.*
- to say the exact date/time/day when the action happened:
yesterday, last week, three days ago, in 2010, when I was born.

APRENDIZAJE 1. Identifica la descripción de personas, lugares y objetos en el pasado, en textos orales y escritos.



Instructions. Activity 2.1a. Write the pairs or equivalents: time expressions.

- a) Today is Friday and the accident happened yesterday= Last Thursday .
- b) Today is Monday and the party was a week ago= Seven days before .
- c) Today is Wednesday and my dad went on a trip last Monday= _____ .
- d) Today is Saturday and The Popo erupted on Monday= _____ .
- e) We are in 2019 and the earthquake in the City happened in 2016= _____ .

Instructions. Activity 2.1b. Cross the option to complete the expressions in past.

- 1. My mom and I went shopping... (a) twice a day (b) yesterday morning
- 2. I watered the plants (a) two days ago (b) 5 years
- 3. Raul climbed the Iztaccihuatl Volcano 2010. (a) in (b) last
- 4. We went dancing... (a) since 2 hours (b) five days ago

ACTIONS IN PAST

To have a clear and correct idea of actions in past you need to learn spelling and pronunciation of verbs in past. Let's see:

REGULAR VEBS	IRREGULAR VERBS
When forming the past tense of regular verbs, remember to add -d or ed to the present tense form Of the verb. Example: cook-cooked	irregular verbs have special past tense forms. They do not end in -d or ed. You will need to memorize these special forms.

Irregular verbs change spelling and pronunciation or do not change at all: go-went, hit-hit.

Regular verbs change spelling and pronunciation. To determine their ending.

(pronunciation and spelling): /t/ /d/ /ed/, first *recognize the last sound of the verb*. For further practice, in internet, find exercises for recognizing pronouncing verbs in past.

One step at a time.

First work with regular verbs: form and meaning. Recognize verb ending, oral and written form.

Second, work with irregular verbs: form and meaning.

APRENDIZAJE 1. Identifica la descripción de personas, lugares y objetos en el pasado, en textos orales y escritos.



Instructions. Activity 2.2a. Organize the following verbs in alphabetical order. Write numbers 1 to 20.

- () Move () Close () Wait () Need () Play () Want
- () Stop () Arrive () Paint () Start () Look () Watch
- () Cry () Visit () Step () Explain () Cook () Hate
- () Love () Dance

Instructions. Activity 2.2b. Listen to the verbs in 2.2a, in past, and cross the appropriate option of the ending. Listening. #1.

- 1.-/t/d/ /id/ 2.-/t/d/ /id/ 3.-/t/d/ /id/ 4.-/t/d/ /id/ 5.-/t/d/ /id/ 6.-/t/d/ /id/ 7.-/t/d/ /id/ 8.-/t/d/ /id/
- 9.-/t/d/ /id/ 10.-/t/d/ /id/ 11.-/t/d/ /id/ 12.-/t/d/ /id/ 13.-/t/d/ /id/ 14.-/t/d/ /id/ 15.-/t/d/ /id/
- 16.-/t/d/ /id/ 17.-/t/d/ /id/ 18.-/t/d/ /id/ 19.-/t/d/ /id/ 20.-/t/d/ /id/



Spelling rules with regular verbs in past: Verb forms.

- Verbs ending in –e add **d** only: **like-liked, arrive-arrived.**
- Verbs with one syllable that end in consonant-vowel-consonant, double the final consonant: **stop-stopped, rob-robbed.**
- Verbs ending in a consonant + y, change the y into **i** and add **ed**: **study-studied, cry-cried.**
- Verbs ending in a vowel + -y, add **ed**: **play-played, stay-stayed.**
- **Terminaciones de los verbos regulares (ed—id—t).**



Instructions. Activity 2.2c. Write the verbs of activity 2.2a, in both forms, present and past.

1. move - moved 2. _____

3. _____ 4. _____

5. _____ 6. _____

7. _____ 8. _____

9. _____ 10. _____

11. _____ 12. _____

13. _____ 14. _____

15. _____ 16. _____

17. _____ 18. _____

19. _____ 20. _____

Instructions. Activity 2.2d. Listen to the verbs: base form and past form. Next, in the parentheses, write the number of the base form that corresponds to each verb in past. Listening. #2.

- | | | | | | |
|-----------|------------|-----------|------------|-----------|------------|
| 1. go | () had | 8. eat | () hurt | 15. throw | () got |
| 2. give | () came | 9. run | () sold | 16. fall | () bought |
| 3. sit | () wrote | 10. drink | () ate | 17. catch | () threw |
| 4. have | () went | 11. hurt | () taught | 18. buy | () caught |
| 5. come | () got up | 12. teach | () ran | 19. cost | () fell |
| 6. get up | () gave | 13. spend | () drank | 20. get | () cost |
| 7. write | () sat | 14. sell | () spent | | |



DESCRIPTIONS IN PAST I

To have a clear and correct idea of actions in past you need to learn to use **was** and **were** (be): spelling and pronunciation. Let's see.

- a) **Use:** To describe characteristics like: nationality, size, color, temperature, shape, personality, appearance, feelings and emotions.
- b) **Meaning.** It refers to a state in the past and is commonly found in descriptions of people, places and things.
- c) **Form.** The form of verb *to be* in past tense takes two forms: was and were/wasn't and weren't: was-were.

POSITIVE				NEGATIVE			
I/He/She/It	was		young.	I/He/She/It	wasn't		old.
We/You/They	were			We/You/They	weren't		
INTERROGATIVE			SHORT ANSWER (+)		SHORT ANSWER (-)		
Was	I/he/she/it	young?	Yes,	I/he/she/it	was.	No,	I/he/she/it
Were	you/we/they			we/you/they	were.		you/we/they
							wasn't
							weren't



DESCRIPTIONS IN PAST II

To have a clear and correct idea of actions in past you need to learn to use there was, there were, there wasn't, there weren't. **Use:** There was-there were/there wasn't-there weren't. Useful to make descriptions in past.

Was born. - example I was born in Mexico City; she was born in Italy.

Form: *There was delicious food. There wasn't any music. There were many churches. There weren't people.* Pronunciation. in **was** and **were** is vowel sound /u/= /uas/ /uere.

Negatives: To distinguish affirmative from the negative, pay attention to the sounds

/n/ and /t/: wasn't-weren't. There was/ there were/ there wasn't/ there weren't

What did people look like?			
Height: tall, short, medium	Build: Slim, plump, well built	Age: young, middle-aged	
Face: round, oval, with freckles	Hair: Bald, curly, spiky	Eyes: Big, blue, hazel	Clothes: Casual, smart, messy

APRENDIZAJE 1. Identifica la descripción de personas, lugares y objetos en el pasado, en textos orales y escritos.

APRENDIZAJE 2. Reconoce la existencia de personas, lugares y objetos en el pasado, en textos orales y escritos.



Instructions. Activity 2.3. Read the people's personal information below and write numbers in the parentheses.

1. Nationality () 20 years old
2. Size () blue-pale
3. Color () beautiful-ugly
4. Temperature () big-small
5. Occupation () teacher
6. Shape () cold-hot
- 7 Personality () serious-arrogant
- 8 Appearance () Colombian
9. Feeling/Emotions () Square-round
10. Age () happy-sad

Instructions. Activity 2.4. Read about places and things in the past and write the appropriate option from the table.

a) were (2) b) weren't (2) c) was (2) d) wasn't

1. Walkman_____on the market in 1980, before the Nintendo.
2. Motorola cellphones_____on the market in 1980. They were on the market in 1984.
3. Apple and Atari Console_____on the market in 1976 and 1977 respectively.
4. American Movil_____a good business in the XX century.
5. A: _____radars, tea bags and diodes invented in 1906? B: Yes, they were.

6. A: Was Sinaloa State a safe place to live 10 years ago? No, it_____.

7. A: Were Guerrero and Oaxaca popular places to visit last year. No, they_____.

APRENDIZAJE 2. Reconoce la existencia de personas, lugares y objetos en el pasado, en textos orales y escritos.

APRENDIZAJE 3. Identifica en textos orales y escritos, experiencias o

Instructions. Activity 2.5. Cross the right option.

1. A: Why are you really sad?

B: A: I **(a) didn't (b) wasn't** see my girlfriend at school.

2. A: Why **(a) weren't (b) didn't you** answer the cellphone last night.

B: I was out. I went to the cinema.

3. A: Why were you in a hurry?

B: I **(a) forget (b) forgot** my laptop in the library.

4. A: **(a) Did (b) Were** you do Math homework?

B: Yes, sure. It took me two hours.

5. A: Remember the party we went last week?

B: Yes, Why?

A: **(a) There was (b) There were** so many handsome boys!!!

6. A: **(a) Did (b) Were** the kids alone yesterday?

B: No, we took them to the park.

7. A: We **(a) had (b) have** our English class in the park.

B: Really? Why?

A: We went to make a written description of the place.

8. A: Did you finish reading the literary essay?

B: Yes, I **(a) were (b) did**.

9. A: **(a) Did (b) Were** you go to the Friend Cultures Fair? A:

Yes, I did. Why?

B: Was there any African stand? I'm really interested on that.

Instructions. Activity 2.6. Read and identify proper names and phrases in past (mark/underline). Next, answer the questions.

a) **Harry Potter** is a novel written by the British J.J. Rowling in seven fantasy books. The author told the adventures of a young wizard, Harry Potter and his friends Ron Weasley and Hermione Granger. They studied in Hogwarts School of Witchcraft and Wizardry.

1. What does the text describe? (a) a person (b) a place c) a thing
2. What is Harry Potter?
3. What is it about?
4. Who were Harry's friends?

b) **Lope de Vega** was a famous writer who was born in Madrid. He was a very intelligent man who wrote many plays. People could see these plays in many beautiful theaters. His fame made him popular with women.

1. What does the text describe? (a) a person (b) a place c) a thing
2. What did he write?
3. Where was he born?
4. Who was he famous with?

c) **The temple of Artemis**, also sometimes known as the temple of Diana, was a great temple dedicated to the goddess Artemis. It was located in Ephesus, Turkey. The temple was built in the Bronze Age; it was rebuilt in the 7th century B.C. following a flood. It was destroyed and then rebuilt for the third time. It doesn't exist anymore, only fragments remain today.

1. What does the text describe? (a) a person (b) a place c) a thing
2. What was it?
3. Who was Artemis?
4. Where was Ephesus?



RECOGNIZE AND DESCRIBE EXPERIENCES IN THE PAST

Process:

- ❖ Recognize/Think useful language according to the topic: verbs, adjectives and adverbs.
- ❖ Recognize/ use punctuation and capitalization properly.
- ❖ Identify/write complete sentences in a sequence
- ❖ Identify/use punctuation and connectors to link sentences.
- ❖ Descriptions require of organization and sequence.

You can use the following questions to guide your identification, recognition and expression of descriptions.

DESCRIPTIONS		
PEOPLE 	PLACES 	THINGS 

SINGULAR.

a) About people's past:

- Where and when was he/she from?
- Who were his/her relatives?
- What was his/her profession?
- What was an important date and achievement?
- When did he/she die?

b) About things people *did/bought/watched/read/played* last weekend:

- What was it?
- What time did you do it?
- Where did you do it?
- Was it fun?
- Did you like it?

c) About places people visited/heard about/read about/investigated about:

- What place was it?
- Where is it located?
- Why is it interesting/ beautiful/attractive?
- Did you like it?

PLURAL.

- Where and when were they from?
- Who were their relatives?
- What were their professions?
- What were important dates...?
- When did they die?

- What were they?
- What time did you do them?
- Where did you do them?
- Were they fun?
- Did you like them?

- What places were there?
- Where were they located?
- Why are they interesting...?
- Did you like them?



DEVELOPING SKILLS: WRITTEN COMPREHENSION.

When you have a written comprehension exercise do the following:

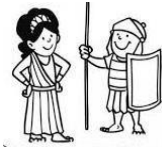
- Identify the communicative kind of text, source and topic.
- Predict the content: language and information.
- Practice global and selective reading to get: general idea and specific information.
- Apply comprehension strategies: overview, underline, take short notes: key words and numbers, dates, etc.
- Read the questions before you read.

APRENDIZAJE 3. Identifica en textos orales y escritos, experiencias o acontecimientos ocurridos en el pasado.

APRENDIZAJE 4. Describe sucesos personales y escolares para compartir



Instructions. Activity 2.7 Read the paragraphs. Write the letter of the option in the parentheses. and choose a), b) or c) or d) for each number and write the correct form of it.



ROMANS AND GREEKS.

Italian tribes 1.() in contact with Greek culture and were influenced by it. Alphabet, weights and measures, coinage, goods and cults as well as the building of temples resulted from the influence of Greek civilization. Roman homes 2.() more comfortable, had columns, statues, mosaics on floors, tapestries and painting on the walls. Romans 3.() to recline on tables to eat. Other influences 4.() trade, banking, administration, art, literature, philosophy and earth science.

a) learn b) be c) become

Greece and ancient Rome, though similar, were also different. Both countries 5.() social class differences, different mythology and valued life differently. Ancient Greece 6.() in the 5th Century B.C. while Rome did hundreds of years later. It is believed that much of what Rome 7.() in everyday life was adopted from the ancient Greeks with minor alterations.

a) develop b) have c) use

Socially, both 8.() in hierarchy but 9.() some differences: Greece 10.() their social system into five categories (slaves, freemen, metics, citizens and women). Society 11.() women to be less than slaves. Rome society was divided into four different categories (free men, slaves, plebeians, and patricians).

a) divide b) consider c) believe d) there are

Women 12.() citizens, if they were not born into slavery, however they were not able to hold political offices or vote. In architecture, Greeks 13.() three different architecture styles: Corinthian, Doric and Ionic. Romans 14.() Grecian style, but 15.() arches and aqueducts in their buildings.

a) Incorporate b) be c) adopt

Both Greece and Rome are most famous for the mythological stories; however, the Romans 16.() them from the Greeks. An example is the famous manuscript the *Iliad*, produced by the Greeks. Nearly 700 years later, the Romans produced a similar manuscript, the *Aeneid*. Greek gods 17.() beautiful bodies with gorgeous muscles. Roman gods 18.() a physical appearance; it was just imagined by people. Greeks focused on their present lives, but Romans 19.() on their afterlife.

a) focus b) adopt c) have d) do not have

Aprendizaje 1. Identifica la descripción de personas, lugares y objetos en el pasado, en textos orales y escritos

Aprendizaje 3. Identifica en textos orales y escritos, experiencias o



Instructions. Activity 2.8. Based on the previous exercise, write the verbs in past.

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____
7. _____ 8. _____ 9. _____
10. _____ 11. _____ 12. _____
13. _____ 14. _____ 15. _____
16. _____ 17. _____ 18. _____
19. _____

Instructions. Activity 2.9. Read the text and fill out the table below.

Roman social classes structure	Greek social classes structure	Roman architecture	Greek architecture	Roman Women	Greek women
-	-	Greek	-	-	-
-	-	architecture	-	-	
-	-	plus:	-		
-	-	-			
	-	-			



ORAL COMPREHENSION.

When you have an oral comprehension exercise do the following:

- Identify the communicative situation: speakers and their relationship, place, time, topic.
- Predict the content: language and information.
- Apply comprehension strategies: practice global and selective listening to get the general idea and specific information.
- Take short notes: proper names, key words and numbers, dates, etc.
- Read the questions before you listen. You usually have the chance to listen twice. Answer during the first time and confirm during the second.



Activity 2.10. Listen and identify the communicative situation about a historic character in Mexico. In the table below predict content and take notes. Listening #3.

a) Communicative situation:	b) Predict:	c) Take short notes:
-Speakers: -Place: -Time: -Topic:	-Content: -Information:	

Instructions. Activity 2.11a. Listen and order the events in the life of Gertrudis Bocanegra: The heroine of Pázcuaro. Listening. #4.



- () Her husband and son joined the Independence Movement.
- () Her husband and son died at Puente de Calderón.
- () She married a lieutenant and had five daughters and two sons.
- () She read European writers and took a position in the Mexican Independence War.
- () She served as messenger for the insurgents.
- (1) She was born in Pázcuaro, Michoacán.
- () She was captured, tortured and imprisoned.
- (10) She was sentenced to death and executed at the age of 52.
- () She was taken prisoner in 1817.
- () She went to Pázcuaro to help the rebels.

https://www.buscabiografias.com/img/people/Gertrudis_Bocanegra.jpg

Instructions. Activity 2.11b. Listen again and answer true or false. If it's incorrect, write the correct form. Listening. #4.

1. Gertrudis Bocanegra was born in 1675. (T) (F)_____
2. Her father's name was Javier Advíncula. (T) (F)_____
3. She had advanced ideas about life and freedom. (T) (F)_____
4. The insurgents passed through Valladolid. (T) (F)_____

Instructions. Activity 2.11c. Listen again and answer questions about specific information. Listening. #4.

5. Which towns did she serve as messenger? _____
6. Who did she help to capture the city during the guerrilla? _____
7. Who took her prisoner in 1817? _____
8. Why was she tortured? _____
9. What was the crime she committed? _____
10. When was she executed? _____



ORAL EXPRESSION. When you have an oral expression exercise do the following:

- Plan your speech carefully by using: phrases in past, connectors to give a logical order or sequence (and, but, also and because).
- Be careful with pronunciation of regular verbs in past: /d/ /t/ /id/.
- Describe personal and academic experiences, including general information and specific details of people, places and things.



Instructions. Activity 2.12. Think of the last time you went shopping to buy a present and describe your experience orally.

Use these questions and answer them as a guide to prepare your speech.

Where did you go? What did you buy? Who did you go with?
When did you go? What did you see? Did you enjoy this experience?

Instructions. Activity 2.13. Remember the last time you went to the movies and describe your experience orally.

Use these questions and answer them as a guide to prepare your speech.

Where did you go? Who did you go with? When did you go?
What did you see? What did you buy? Did you enjoy this experience?



WRITTEN EXPRESSION.

When you do a written expression exercise (composition) do the following:

- Plan your written composition carefully by using: phrases in past, and connectors to give a logical order or sequence (and, but, also, because).
- Be careful with spelling of verbs: regular or irregular.
- Be careful with punctuation.
- Describe personal and academic experiences, including general information
- and specific details of people, places and things.
- Review spelling confusing words and correct use of punctuation marks.

Spelling of some confusing words:

- Write double letter: *different, orally, recommend.*
- Th sound-spelling: *alphab**eth**, mythological, **th**ought.*
- Words with gth: ***bo**ught, **br**ight, **n**ight.*
- Apostrophe ('): ***didn't, wasn't, weren't.***

- e) Similar spelling in English and Spanish: *government- gobierno*.
- f) Capital letters: *Chile, Sunday, May*.
- g) Verbs in past: *died, believed, met, started, hit*.
 - First, train your memory to correct words; second, use a bilingual dictionary to check spelling.

APRENDIZAJE 4. Describe sucesos personales y escolares para compartir experiencias pasadas, propias y de otros, en textos orales y escritos.



Instructions. Activity 2.14. In your notebook, correct the spelling mistakes.

feling: _____ finally: _____ comfortable: _____ authorities: _____
 batle: _____ dieed: _____ stoped: _____ runned: _____
 promised: _____ broght: _____ were'nt: _____ did'nt: _____
 marryed: _____ opend: _____ english: _____ italian: _____
 Thersday: _____ Wensday: _____

Using punctuation marks properly. Punctuation is very important when writing.

Look at this sentence: *WOMAN WITHOUT HER MAN IS NOTHING*. There are two different forms of punctuating it, and two different meanings too.

- ❖ *A woman! Without her, man is nothing= a man is nothing.*
- ❖ *Woman without her man, is nothing= a woman is nothing.*

Common punctuation marks				
Colon :	Comma ,	Semicolon ;	Question mark ?	Exclamation Mark !
Examples				
<i>There are two types of verbs: regular and irregular. We have a good idea: you make the presentation and we make the poster.</i>	<i>-Mary went to Acapulco, I went to Huatulco. -I visited museums, restaurants, parks and churches.</i>	<i>-My friend bought a dress; my mom a sweater. -We planned to take a break; in addition, we reserved dinner.</i>	<i>-Did you come alone? -Were they sick?</i>	<i>-She was beautiful!</i>
When to use them				
<i>-Before a list or explanation. -To link two sentences, when the second is an explanation of the first.</i>	<i>-To make a pause in a paragraph (to connect two sentences). -To separate a series of words of the same type.</i>	<i>-To connect two sentences/clauses. -In combined or compound sentences, before some connectors.</i>	<i>-At the end of a direct question.</i>	<i>-At the end of a phrase or sentence to express an exclamation.</i>



Instructions. Activity 2.15. Check the table from above and write the missing punctuation marks (, . : ; ? !)

1. Cristoforo Colombo discovered America _____
2. Did they finish math homework _____
3. Who went to the movies _____
4. It was a perfect day _____
5. I wrote a short story _____ a poem _____ a letter and an essay.
6. It was lovely _____
7. They weren't long _____ but short.
8. We liked beer _____ you wine.
9. First he went to Africa. After that _____ he married Jane.

Instructions. Activity 2.16. Think of the last time somebody asked you to lend him/her your homework and everything was fine. On your notebook, write an 80-word composition.

Use these questions as a guide to write complete sentences (answers) to prepare your speech.

Who asked you the favor?

What was the favor he/she asked you?

Why did he need it?

(Because...)

When did it happen?

Where did it happen?

Was there any problem? Explain.

Instructions. Activity 2.17. Think of the last time somebody asked you to lend him/her something and everything went wrong. On your notebook, write an 80-word composition.

Use these questions as a guide. Write complete sentences (answers) to prepare your speech:

Who asked you the favor?

What was the favor he/she asked you?

Why did he/she need it?

(Because...)

When did it happen?

Where did it happen?

Was there any problem? Explain.



SELF TEST UNIT 2.

Name: _____

I. READ AND MARK A, B OR C.

- Cuauhtemoc Cardenas _____ for the presidency of Mexico in 1988.
(a) runs (b) ran (c) run
- _____ lots of people in the march against "Femicidios" last weekend.
(a) There are (b) There was (c) There were
- _____ Math exam easy? B: Not at all. I failed it!
(a) Did (b) does (c) Was
- A: Look at that passport. It was my grandfather's.
B: Wow. He was an _____ man.
(a) Italian, tall and friendly (b) old, fast and modern (c) attentive and caring
- A: _____ the students late at the English class?
B: No, they weren't. They arrived at 6.59 am.
(a) Was (b) Were (c) Did
- A: Why did you go to the library?
B: I went to the library _____ I had to borrow some books.
(a) to (b) because (c) for
- A: What did you have for breakfast this morning?
B: I _____ ham and eggs.
(a) had (b) have (c) has
- Mom: Why did you arrive so late. The movie finished two hours _____.
Son: We went to that new "tacos" stand for dinner.
(a) ago (b) since (c) yet

II. COMPLETE THE FOLLOWING PARAGRAPH USING VERBS IN PARENTHESES.

Last night I _____ (be) at home watching T.V. when I _____ (hear) a strange noise. Next, I _____ (not turn off) the T.V. and _____ (walk) to the window. It _____ (be) my neighbour kitten-cat that was lost. Finally, I _____ (pick-up) and _____ (take) him home.

III. READ THE PARAGRAPH AND ANSWER THE QUESTIONS BELOW.



The first bicycle. This "Running Machine" was invented by the German Baron Karl von Drais in 1817. This bicycle was made of wood and covered 13 km in less than an hour. It weighted 22 kg and had iron wheels and a rear-wheel brake. People bought thousands of bikes in this year. Unfortunately, its fame banned due to the increasing number of accidents that led authorities to prohibit its use in different places in Europe.

How did people call the first bicycle? _____
 When was the bicycle invented? _____
 How fast was this bicycle? _____
 What material were the wheels made up? _____
 How heavy was the bicycle? _____
 How many bikes did people buy in a year? _____
 What was the problem with this bicycle? _____

IV. USE THE WORDS IN THE TABLE TO FILL IN THE BLANKS.

a) built	b) extracted	c) found	d) grew	e) took	f) were
----------	--------------	----------	---------	---------	---------

Guanajuato is a State of Mexico and it is also Capital City of this state. In Colonial times, Guanajuato 1. _____ thanks to the rich minerals that were exploited in the mountains. The mines 2. _____ so rich that Guanajuato became a very influential city. At that time, the Mine “La Valenciana” 3. _____ and manufactured two-thirds of the world’s silver production of the world. In the 19th Century people 4. _____ a group of mummies in the local cemetery. Years later, the state government 5. _____ a museum to preserve these mummies. The first war of the Mexican Independence 6. _____ place in Guanajuato. In this place occurred battles between insurgent warriors and royalist troops. Nowadays Guanajuato is one of the most beautiful colonial cities in Mexico and is famous for its history, architecture and cultural life.

V. ON THE INTERNET, FIND INFORMATION ABOUT A HISTORICAL SITE IN MEXICO (PUEBLA, MORELOS, ETC.). ON YOUR NOTEBOOK, WRITE A PARAGRAPH (80 WORDS) AND PRESENT IT ORALLY.

VI. REFLECT ON YOUR LEARNING ACHIEVEMENT AND GRADE 5 TO I, FROM (DIFFICULT) TO I (EASY).

	5	4	3	2	1
1. Identify and recognize <u>descriptions</u> in the past : people, places and objects/things					
2. Recognize <u>the existence on people, places and objects</u> in the past .					
3. Identify, <u>in oral texts</u> , <u>experiences and events</u> happened in the past .					
4. Identify, <u>in written form</u> , <u>experiences and events</u> happened in the past .					
5. Describe, in written form, personal and academic events in the past .					
6. Describe, in oral form, personal and academic events in the past .					
7. Use <u>connectors /time expressions</u>) to order sequence of actions in the past .					

Unidad 3

Describir la secuencia de eventos pasados

PRESENTACIÓN: Los eventos ocurren a través del tiempo en orden secuencial y para describirlos, existen técnicas que facilitan el ser más claros en nuestra narración. Así, nos podemos dar a entender más fácilmente, siguiendo lo que se detalla en esta unidad.

PROPÓSITO: Al finalizar esta unidad podrás expresar la secuencia de sucesos ocurridos, de manera oral y escrita, para intercambiar información acerca de situaciones del pasado.

Aprendizaje 1: Identifica la secuencia de eventos del pasado, en textos orales y escritos, para establecer el orden en que ocurrieron.

Aprendizaje 2: Expresa relaciones de secuencia para relatar un evento que tuvo lugar en el pasado, de manera oral y escrita.

Aprendizaje 3: Solicita y proporciona información sobre eventos pasados para expresar sus experiencias y las de otros, de manera oral.

Aprendizaje 4: Intercambia información sobre una serie de eventos que tuvieron lugar en el pasado para relatar experiencias propias y de otros, de manera escrita.

Aprendizaje 1: Identifica la secuencia de eventos del pasado, en textos orales y escritos, para establecer el orden en que ocurrieron.

Let's start by learning about **Sequence Markers**:

When someone describes an event that happened in the past, it is usually done by using verbs in past tense, and it is typically told following a chronological order. First, indicates the beginning; second, what happened next is said; third, the following actions are described, later the story continues; then, when the story is about to finish, and finally, highlights the closing part.

You may notice that I used certain words that are called: *sequence markers*. These are: **first, second, third, later, then, finally**. These sequence markers, help us identify the order in which the action occurred. Please notice that these **sequence markers are always followed by a comma**: first, second, etc.

The same thing happens when we describe how something occurred, for example, we may describe what we did this morning like this: **First**, I woke up at 7:15, **second**, I took a shower, **third**, I had breakfast; **then**, I studied English, and **finally**, I went out to play outside. So you see how the *sequence markers* **First, second, third, then, finally** help us organize the events in chronological order.

Let's practice by reading an e-mail that Alejandro sent to Daniela about what he did last Saturday.



Image taken on January 16, 22018 from

<https://i.pinimg.com/originals/96/0e/11/960e115186d0771a1dcb75800014d3d6.jpg>



Hi Danny:

Last Saturday, we went to Xochimilco. First, we picked up my friend Alex at his house in Coapa, which was in our way to the Embarcadero. When we got there, my mom parked her car near the Xochimilco Market, then we went inside and ate a couple of *quesadillas*; they were delicious. After eating, we ran to the *trajineras* deck and my mother started negotiating the price of them, as there were different offerings, like having mariachis inside, or women cooking enchiladas, etc. Later, we all voted for a *trajinera* with a mariachi, as we didn't want to eat while in the boat, and there we went. It was sunny and warm and there were not too many boats in the channels. We had a very good time. I sang *El Rey*, along with my brothers, and people on other *trajineras* were clapping at our performance. Finally, we were allowed to drink sodas and clear our throats.

It was a great Saturday, and we enjoyed it a lot. I hope next time you may come along.

Best wishes.

Alejandro

Activity 3.1

Instructions: To identify the sequence of events, we should first underline all the past tense verbs that were used in the text. Example: *Last Saturday, we went to ...*

Activity 3.2

Instructions: Now write the present and past tense verbs in the following chart.

PAST TENSE VERBS	SIMPLE PRESENT VERB
went	go

Please, remember that there are sequence markers that help us to identify the sequence of events, these are: first, second, third, later, then, finally.

Activity 3.3

Instructions: Now, let's identify them in the text above and **highlight** the sequence markers.

Activity 3.4

Instructions: Now order the right sequence for the markers in the box:

later second then finally first third
--

Timeline

A timeline is a graphic representation of the passing of time and it is used to show events in the order that they happen, printed on a continuous line. For example, we can write the following text:

Last Saturday, first I got up late, second I did some exercise, third I took a shower, then, I had breakfast and finally I did my homework.

We may represent the above paragraph using a timeline as follows:

Got up late did exercise took a shower had breakfast did my homework

As you can see, the events described on the timeline, show the order in which they happen in graphic form, and they are easy to see and they mean the same as the paragraph.

Aprendizaje 2: Expresa relaciones de secuencia para relatar un evento que tuvo lugar en el pasado, de manera oral y escrita.

Activity 3.5

Instructions: It is time to draw a timeline below; using the order of the sequence markers in Activity 3.1 above and the underlined verbs (from Activity 3.2) to visualize the sequence of events. Select five actions, between: “**First** we picked up Alex” and “**Finally** we were allowed to drink” and write them on the timeline below.

Last Saturday Timeline:

Picked up Alex

Allowed to drink

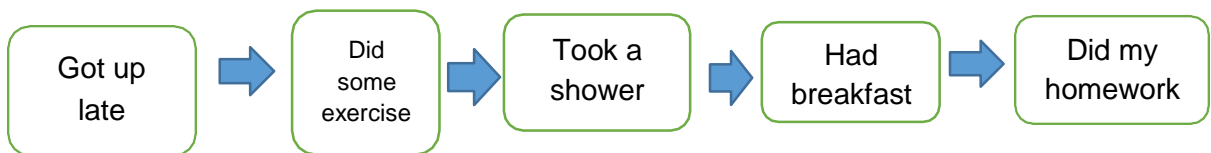
Morning

afternoon

Diagram

A timeline can also be represented as a diagram, which is the sequence of events in graphic form as follows: For example, we can use the same text as in the diagram explanation:

Last Saturday, first I got up late, second I did some exercise, third I took a shower, then, I had breakfast and finally I did my homework.



As you may see, the diagram is similar to a timeline and it graphically represents a series of actions that occurred in chronological order.

Activity 3.6

Instructions: Now let's practice doing a diagram using this text:

Last Monday I got up early, I took a shower, I had breakfast, I read a book and I went to school.

Use the diagram below and fill it with the actions described above.



Activity 3.7

Instructions: Let's practice listening to: *The story of Alice and Josh*. Please go to YouTube with this link:

<https://www.youtube.com/watch?v=1n6tFsK8ZKY>

Then, fill in the following table with the actions describing the story:

Implied SEQUENCE MARKERS	VERBS
first	
second	
third	
later	
then	
finally	

Activity 3.8

Instructions: Now, please write down -in 80 words- the same story, but using the sequence markers:

You should start like this:

First, Josh asked Alice to dinner, second

Describing and writing events that happened in the past in chronological order

Please remember that we use the simple past tense, when we want to describe events in chronological order.

We may start oral or written sentences with linking phrases such as: **'First,' 'Second,' 'Third,' 'Then,' 'Next,' 'Finally,'** to connect sentences and show time relationships in our narrative writing. In the following examples, you may notice that each event occurs in succession.

- *First, we flew to New York on our great adventure. After New York, we moved on to Philadelphia. Then, it was on to Florida for some scuba diving.*

- *After breakfast, I spent a few hours reading the newspaper. Next, I played softball with my son.*

- *First, I got up and went to the kitchen, then I opened the door and looked into the fridge.*

Aprendizaje 3: Solicita y proporciona información sobre eventos pasados para expresar sus experiencias y las de otros, de manera oral.

- *First, she arrived in Guadalajara, took a cab, and checked in to her hotel. Next, she had some dinner in a restaurant. Finally, she visited a friend before she went to bed.*

Activity 3.9

Instructions: Do you remember what happened the first day you entered CCH? What did you feel? What was your first reaction? What was your impression about your new classmates? Who was very shy? Who was very talkative?

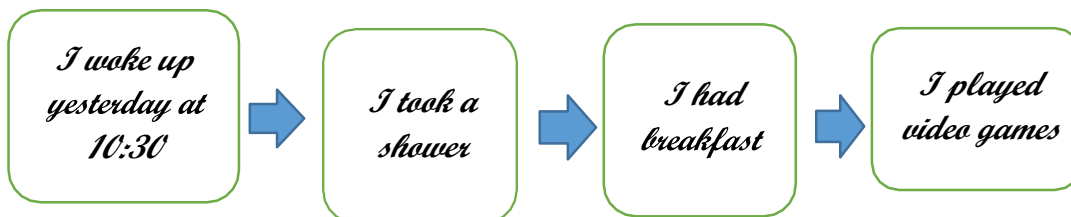
Please talk to an English teacher and tell him/her in English about that first day at CCH. Remember to use sequence marks like: *first, second, third, later, then, finally.* You should also link your ideas using *and, but, or, also and because.*

You should start like this:

When I got to CCH, first, I felt

Saying sentences with a time expression

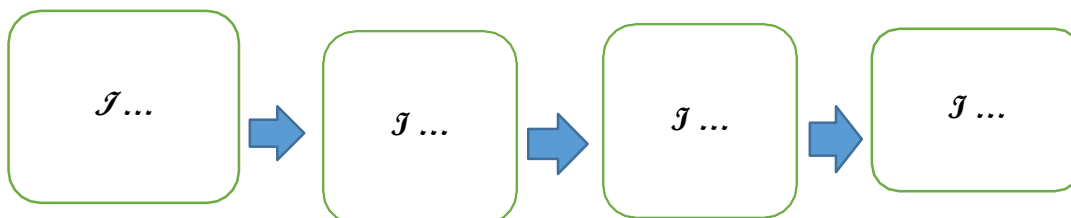
To tell a story in English, sometimes, it is useful to use a diagram that may help you put your ideas in chronological order. That is called a cheat-chart. Example:



Now you can say: *yesterday, first I woke up at 10:30, second, I took a shower, then, I had breakfast and finally, I played video games.*

Activity 3.10

Instructions: Think about what you did last week end and write it in the diagram.



Now, use your cell phone to record what you say and send it to a friend and ask him/her to tell you in Spanish what he/she understood.

Celebrations, free time activities and recreational places

A conversation about past events, may be about a celebration; which is defined by

Cambridge Dictionary as: **“a special social event, such as a party, when you**

Celebrate something.”

In Mexico, we have many reasons to celebrate, there are different celebrations such: *Independence Day*, or “*The Grito*” on the night of September 15, *Christmas time*, *New Year’s Eve*, *Women’s 15th birthday*, people’s birthdays, wedding anniversaries, *December 12th*, which is the *Virgin of Guadalupe* celebration, or even the *Day of the Dead*.



Picture taken on May 29, 2018 from
https://www.google.com/search?q=celebraciones+mexico&rlz=1C2RNAN_enMX451&source=inms&tbn=isch&sa=X&ved=0ahUKEwiz3s_Z26vbAhVEYKwKHb3OD9MQ_AUICigB&biw=1024&bih=494#imgrc=KEFnf3LLfi4DMJ

We may also talk or write about what we did in our free time. Typically, we do free time activities on weekends, holidays, *Holy Week*, and school vacations.

These free time activities are another topic to talk or write about what we did, and these activities are usually done in recreational places such as: parks, stadiums, concert halls, Xochimilco, museums, etc.

Typical expressions about past celebrations, free time activities are as follows:

What did you do on your free time last week? On my free time I ...

I played soccer in my free time last week,

I did some exercise in my free time.

I went to the stadium in my free time on Sunday.

Aprendizaje 4: Intercambia información sobre una serie de eventos que tuvieron lugar en el pasado para relatar experiencias propias y de otros, de manera escrita.

Activity 3.11

Instructions:

Go to **Mediateca** and ask a teacher to correct a paragraph you are going to take with you, in which you explain what you did last weekend. Tell him or her to check the use of the following words: **first, second, third, then, and finally** as well as the past time verbs.

There was / there were expressions

We use the **there was / there were** expressions to indicate something that existed in the past.

Example: *When I went to Acapulco, **there were** many tourists in the city center and **there was** a lot of heat and humidity!*

Activity 3.12

Instructions: Please answer the following chart to indicate if it is a single item, then use *was* if it is plural mark it as *were*. First Example: (the first drawing): There was a boy playing football. = *There were ten boys playing football.*

There was - There were

There ten boys playing football.

- a) was
- b) were



What there in your room? There were many things.

- a) was
- b) were



There a little milk in the cup.

- a) was
- b) were



Did the guests arrive? No, There only a postman.

- a) were
- b) was



Was there any coffee in the cup? No, there..... any .

- a) wasn't
- b) weren't



There many pictures in that museum.

- a) were
- b) was



..... there many dogs in the park yesterday?

- a) Were
- b) Was



What there on the radio?

- a) were
- b) was



..... there many people at the concert?

- a) Was
- b) Were



In 1957 there many trees in this street.

- a) was
- b) were



There a cat on the roof.

- a) was
- b) were



..... there many girls at your school?

- a) Was
- b) Were



..... there a cat in the room?

- a) Was
- b) Were



There many rooms in my house.

- a) was
- b) were



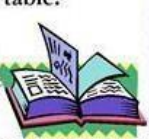
..... there much tea in the tea-pot?

- a) Was
- b) Were



..... there a book on the table?

- a) was
- b) were



..... there many children playing with you yesterday?

- a) Was
- b) Were



There any butter in the fridge.

- a) weren't
- b) wasn't



What was there in the room? There many things.

- a) were
- b) was



There only one cookie left.

- a) was
- b) were



Was there any milk in the glass? No, there any.

- a) was no
- b) wasn't



..... there many people in the library yesterday?

- a) Were
- b) Was



There a party last night.

- a) was
- b) were



..... there many cinemas in 1925?

- a) Was
- b) Were



Activity 3.13

Instructions: Do you remember what you did in your last vacation? Please look for an English teacher who can talk with you about what you BOTH did in your last vacation. You may INTERACT for about three minutes.

Example: (s)=student. (t)=teacher.

You may start like this: (s) *Hi Professor!* (t) *Hello student!* (s) *Could you tell me where did you go on your last vacation?* (t) *I went to ...* (s) *Great! I traveled to*

This is the best way to feel comfortable for your extraordinary exam speaking test.

Was born / were born.



Let's understand the expression ***I was born.***

The verb to Bear means: to give birth to a baby. Which also means: to have or to produce children.

It is an irregular verb, its past simple is: ***bore*** and the Past Participle is ***born.***

However, **A person does not give birth to himself / herself**, since **it is his or her mother who gives birth**; that is why it is said in English: **I was born.**

Examples: I was born in October. She was born on July 26th, 2000. He was born in Guanajuato. We were born in Mexico City. The baby was born last Saturday.

Activity 3.14

Instructions: Fill in the blanks with the appropriate option.

a) was b) was born c) wasn't (2) d) wasn't born e) were f) were/born g) weren't (2) h) weren't born

1. Albert Einstein _____ American. He was German.
2. _____ Laurel and Hardy, "El gordo y el flaco", _____ in France? No, Oliver was an American actor and Hardy was a British actor.
3. Porfirio Díaz _____ in Spain. He was president of Mexico for 30 years.
4. Amy Winehouse _____ in Britain and died in 2011.

5. Maddona and Di Caprio_____in Italy, they were born in The U.S.A.
6. Barak Obama_____43 years old when Americans elected him president of The U.S.A. But John F. Kennedy was 46 years old.
7. Beyoncé and Victoria Beckham_____beautiful children, they said they were ugly as teenagers.
8. As a child, Donald Trump_____arrogant, thin skinned and liked to pull girl's hair as frequent as in the last decades.
9. Hurricanes in Mexico, in the past _____catastrophic.
10. A: How did Guillermo del Toro and Alejandro González Iñárritu feel when they won the Oscar Award?
B: They_____really happy.

Activity 3.15

Instructions: Please write a letter to your English teacher using from 80 to 100 words, telling him or her about when someone you know was born. You should include *verbs in simple past tense, verb to be in past, there was / there were and was born*. Please remember to use sequence marks like: first, second, third, later, then, finally. You should also link your ideas using and, but, or, also and because. At the end, please ask him or her to write a response to you, describing a similar experience.

Last year, my cousin Ana was born, first, she



Self-test Unit 3

Please answer the following questions to see if you have learned this lesson well.

1. Organize the following sequence markers in the order they should appear in a text: ***then, third, first, later, finally, second,***
2. Draw a timeline or a diagram to graphically describe the following text:
Last weekend we went to the movies. We bought popcorn and sodas. The movie was boring, so we left before the end and we went to a coffee shop instead.
3. Can you explain the meaning of ***there was / there were in Spanish?***
4. What does the expression ***was born / were born*** mean in Spanish?
5. Could you interact in writing via WhatsApp only in English, with another person to share what you both did in your free time some time ago?

Unidad 4

Narrar situaciones actuales y pasadas

PRESENTACIÓN: Si deseas obtener un buen resultado en tu prueba extraordinaria deberás prepararte con dedicación.

En ésta unidad encontrarás actividades que te ayudarán a establecer comparaciones entre el presente y el pasado. Asimismo, podrás revisar recomendaciones para preparar tu prueba oral y tendrás la oportunidad de estructurar información por medio de organizadores gráficos. Por último, practicarás simulando interacciones orales y escritas para enfrentar tu examen con mucha seguridad. ¡Adelante Puma!

PROPÓSITO:

Al finalizar la unidad el alumno: Será capaz de interactuar para establecer las diferencias entre situaciones actuales y del pasado, de manera oral y escrita.

Aprendizaje 1: Reconoce la diferencia en descripciones de personas, objetos y lugares presentes y pasadas en textos orales y escritos, para establecer comparaciones.

Aprendizaje 2: Compara situaciones que se relacionan con su entorno actual y con sus experiencias pasadas para describirlas de manera oral.

Aprendizaje 3: Contrasta situaciones que se relacionan con su entorno actual y con sus experiencias pasadas para describirlas de manera escrita.

Aprendizaje 4: Interactúa para comunicar situaciones actuales y pasadas, de manera oral y escrita

Aprendizaje 1: Reconoce la diferencia en descripciones de personas, objetos y lugares presentes y pasadas en textos orales y escritos, para establecer comparaciones.

Verbs and Time Expressions

As part of the topics for this unit, you should be able to recognize the difference between present and past. It is important for you to remember verbs and expressions in both tenses because they will be the main tool that will help you to understand everything in a better way.

A present expression can be any word or phrase that implies present and a past expression is any word or phrase that implies past. Check some examples in the following chart.

Present Expressions	Past Expressions
today	yesterday
now	then
at this moment	in that time
at present	in the past
currently	formerly

Challenge Yourself!



Activities 4.1 and 4.2

Instructions:

4.1 Read the text below and underline the verbs and expressions in present and past.

4.2 Fill the chart with the required information.

A trip to the beach now and then!

Nowadays people enjoy going to the beach in the summer or when the weather is hot. Was it the same in the past? Yes, it was, but things looked different back then. People didn't travel around much before the 1800s. However, at the end of that century, railroad companies built railroads all across the U.S. and many people

started traveling to the coasts by train. This, caused places like Coney Island in New York and Atlantic City in New Jersey to become very popular destinations to visit. At the present time it is still very common for people to go to the beach, but going by train is no longer the most popular way to do it. Now, most of the people just take an airplane, a bus or even their own car and they can get almost everywhere in a matter of hours.



Image Source:
<https://www.bustle.com/articles/27276-8-vintage-swimsuits-from-the-19th-century-that-make-us-glad-to-live-in-the-21st>

In the late 1800s, swimming became a popular entertainment and new beachwear fashions arrived. Swimsuits were almost the same as they are today for men, but they were very different for women. The "bathing costume" covered almost the entire body and looked like a dress.



Image Source:
<https://i.pinimg.com/originals/58/b0/01/58b00110be446462bac4f39610e734c7.jpg>

Women didn't want men to see them in their bathing customs, so there were special dressing rooms on wheels that were pulled into the ocean by horses. When women were ready, they climbed down the stairs directly into the water.

In these days we still wear swimsuits but they are very different, especially for women. Now they wear small pieces of clothes and anybody can watch them wearing them.

In the 19th century people didn't want their skin to get dark because of the sun, that's why they didn't swim very much when they travelled to the beach. Mostly, they preferred walking.

Today people like getting a tan when they go to the beach and there are several products that allow them to enjoy from the sunlight without being hurt.

Text adapted from: "H.Q. Mitchell, "New Let's Speed Up 3", MM Publications, 2011.

4.2 Fill the chart with the underlined information.

PRESENT		PAST	
Expressions	Verbs	Expressions	Verbs

Keep Going!



Activity 4.3

Instructions: Read the text again and answer the questions below. Choose the correct option.

(True/False)

1. People didn't enjoy going to the beach in the past.	True	False
2. Everything looked the same in the past.	True	False
3. At the end of the 1800s people started travelling to the coasts by train.	True	False
4. Atlantic City and Coney Island became popular destinations before the 1800s	True	False
5. People still go to the beach by train today.	True	False
6. Swimsuits were the same in the past as they are today.	True	False
7. There were special dressing rooms on wheels.	True	False
8. Today women's swimsuits are bigger than in the past.	True	False
9. People didn't swim very much in the beach in the 19 th century.	True	False
10. People don't like getting a tan at present.	True	False

Aprendizaje 2: Compara situaciones que se relacionan con su entorno actual y con sus experiencias pasadas para describirlas de manera oral.

Present vs. Past

Now you have practiced your skills with a text, but you should also practice your listening skills.

Go ahead Puma!

Activities 4.4 and 4.5

Instructions:



4.4 Watch the video “School: then and now talking with Ruby”

https://www.youtube.com/watch?v=n4IFPv82M_s

Fill the chart below with five facts mentioned by Ruby and compare her experience at school with your own experience today.

4.5 Use the information from the chart to talk about your comparison in front of a teacher who can help you to identify and correct your mistakes. You can also record your answers with your cell phone and ask an English teacher to check it.

	Ruby's experience	My own experience
e.g.	There was only one classroom for all the grades.	There is one classroom for each grade.
e.g.	There were mainly women as teachers.	There are male and female teachers.
1		
2		
3		
4		
5		



Take this into account Puma!



You can click the button pointed by the red arrow to activate English subtitles.

Aprendizaje 3: Contrasta situaciones que se relacionan con su entorno actual y con sus experiencias pasadas para describirlas de manera escrita.

It's time to show what you know!



Activities 4.6 and 4.7 instructions:

- 4.6 Read the text and answer the questions.
- 4.7 Write from 80 to 100 words comparing and contrasting present and past.

Stretching the rules

School rules have changed over the years. Some of them are still the same, others are very similar and the rest are very different.

Take a look at the picture and check the rules that students had in 1872.

What do you think?

*Are these rules very different from the ones that you have in your school?

* What are the strangest ones for you?

* Which one do you find the most interesting?

* Which of them are similar to the ones that you have today?

Image Source:

http://www.historicalsocietyofsomerset hills.org/Images/1872_student_rules_lg.jpg

Rules for Students

1872

1. Respect your schoolmaster. Obey him and accept his punishments.
2. Do not call your classmates names or fight with them. Love and help each other.
3. Never make noises or disturb your neighbors as they work.
4. Be silent during classes. Do not talk unless it is absolutely necessary.
5. Do not leave your seat without permission.
6. No more than one student at a time may go to the washroom.
7. At the end of class, wash your hands and face. Wash your feet if they are bare.
8. Bring firewood into the classroom for the stove whenever the teacher tells you to do this chore.
9. Go quietly in and out of the classroom.
10. If the master calls your name after class, straighten the benches and tables. Sweep the room, dust, and leave everything tidy.



Now, write at least three paragraphs (80-100 words) comparing and contrasting the differences and similarities with the school rules back then and now.


Do not forget to:

- ✓ Use different time expressions to express past or current situations.
- ✓ Use the verbs in the correct tense, for example, if you are explaining previous situations conjugate the verbs into the past.
- ✓ Make comparisons between people, things and places.
- ✓ Join ideas with: *but, and, or, also and because.*
- ✓ Be careful with spelling.
- ✓ Organize the sequence of events with connectors like: First, second, third, later, after that, next, then, finally.

Prepare yourself to speak

It is time for you to practice your speaking skills. Remember that as part of your extraordinary exam, you will face an oral test. It is important that you practice as much as possible. There are two options for this part:

Option 1	Option 2
The examiner will provide you with some topics that might be illustrated with images. You should choose the option that you feel more confident with and talk about it taking into account the details described in the instructions.	The examiner will start an interview that may include some questions about your personal information (name/age/address/occupation/family). Besides, he will ask questions that are specially designed for you to use all the topics included in English III.

<p style="text-align: center;">Example:</p> <p>The examiner will show you the following picture:</p>  <p style="text-align: center;">Image Source: https://i.ytimg.com/vi/cEbTCYGz5No/maxresdefault.jpg</p> <p>Then he will ask you to talk about the differences of objects from the past and the present. You may need to use comparatives and superlatives.</p>	<p style="text-align: center;">Example:</p> <p>The examiner will ask some questions like:</p> <ol style="list-style-type: none"> 1. What's your name? 2. How are you today? 3. Do you think there is a difference between objects today and objects from 30 years ago? 4. Why do you think that? 5. Can you compare three characteristics that are different?
--	---

Regardless of the option, you should know that the key to achieve success in this part is to practice enough and keep calm during the test. You can practice your oral skills with an English teacher from school.

Graphic Organizers

When it is necessary for you to organize the ideas of certain topics in order to have a better understanding, you can use graphic organizers. They are very useful tools that will help you to express knowledge and organize it through symbols and images. Check the following examples:

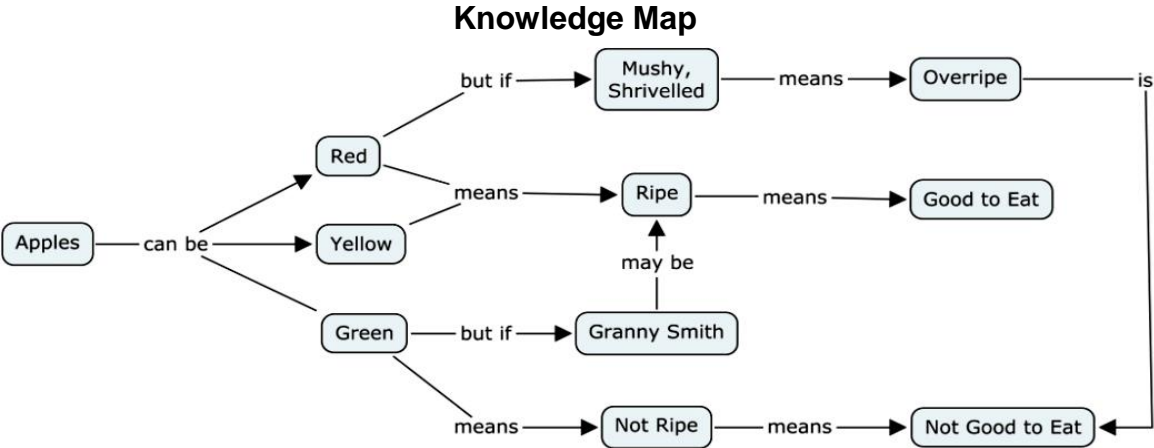


Image Source: <https://mapitknowit.wordpress.com/2013/09/19/creating-a-knowledge-map-simple-example/>

Chart

BABY & KIDS SIZE CHART

				X-SMALL		SMALL	MEDIUM		LARGE	
SIZE	NEWBORN	0-3M	3-6M	6-9M	9-12M	12-18M	24M/2T	3T	4T	5T
HEIGHT	18-21"	21-24"	24-27"	27-29"	29-31"	31-33"	35-37"	37-39"	39-42"	42-44"
WEIGHT	1-9 LBS	9-13 LBS	13-17 LBS	17-21 LBS	21-25 LBS	25-28 LBS	29-31 LBS	31-34 LBS	34-38 LBS	38-42 LBS

Image Source: <https://www.mud-pie.com/sizechartbaby/>

Venn Diagram

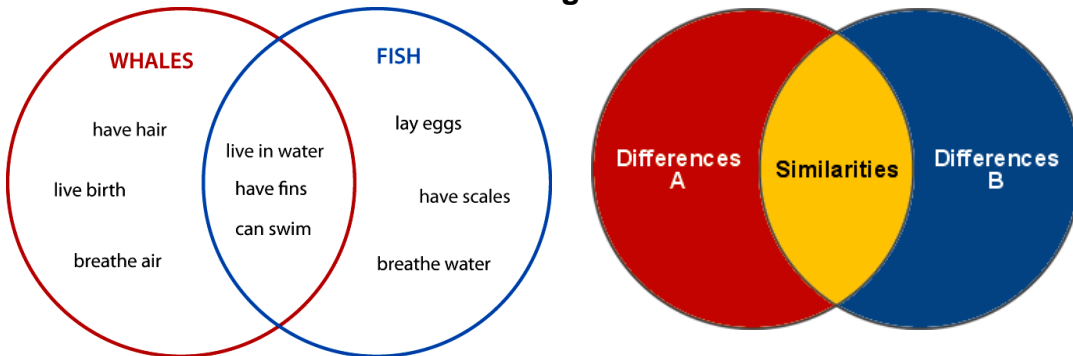


Image Source:

<https://mathematica.stackexchange.com/questions/47884/putting-set-elements-into-venn-diagram>

Image Source:

<https://www.for.gov.bc.ca/hfp/training/00001/appendix4/images/venn.gif>

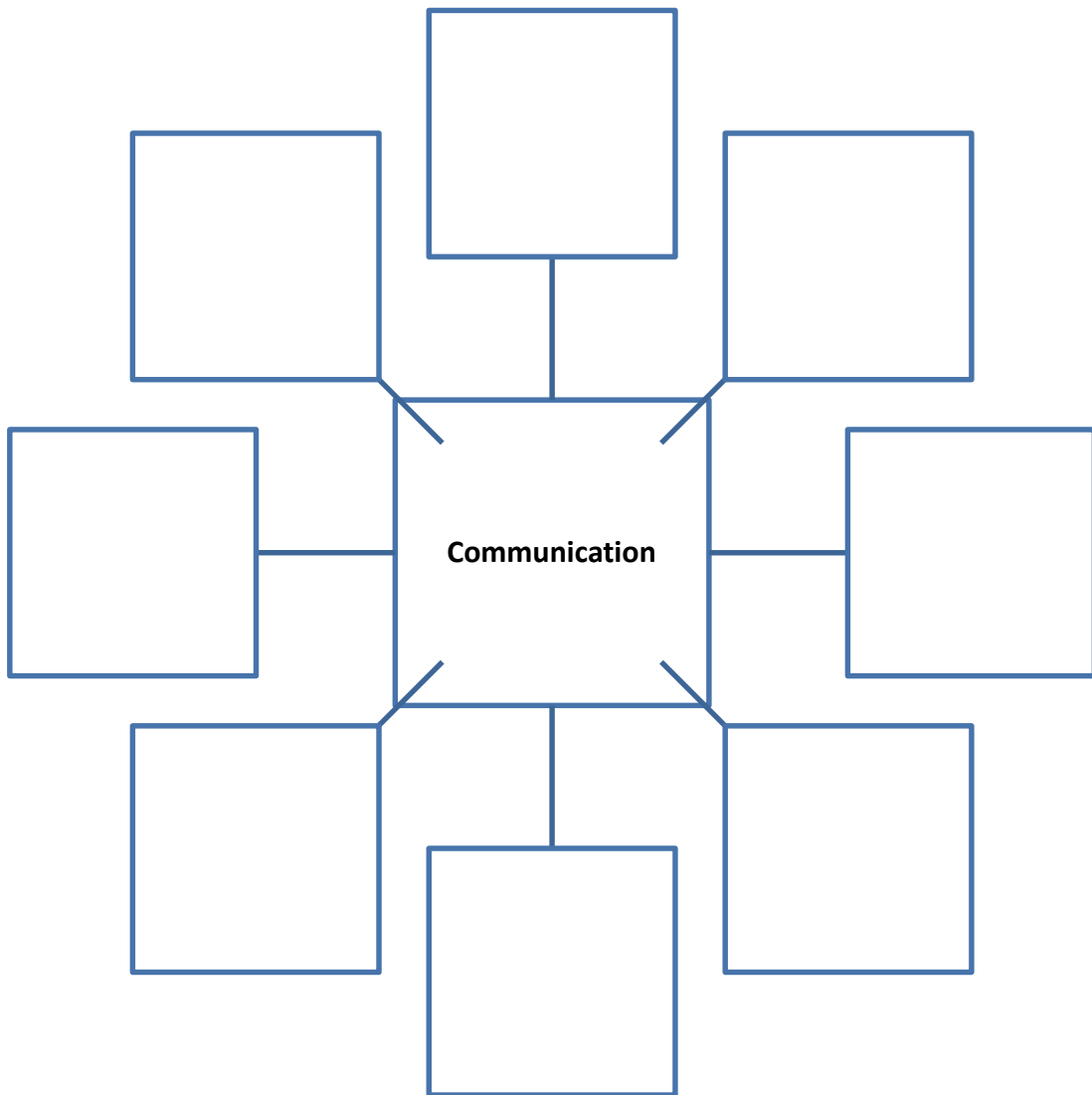
Let's do it!

Activities 4.8 and 4.9

Instructions:

4.8 Talk to your parents or grandparents and ask them about the way they used to communicate with people when they were young. Use their answers and your own ideas to create a map with words related to communication.

4.9 Continue your practice with the activity: "The Evolution of Communication"



The Evolution of Communication

There are many differences between old and modern ways to communicate, observe the following image. Then, imagine that you are presenting this topic in front of a class and use all the information you have from the picture and the previous chart to write a guideline for your presentation.

Remember to use present and past expressions, comparatives and connectors such as: and/ but / or / also / because. Write from 80 to 100 words.

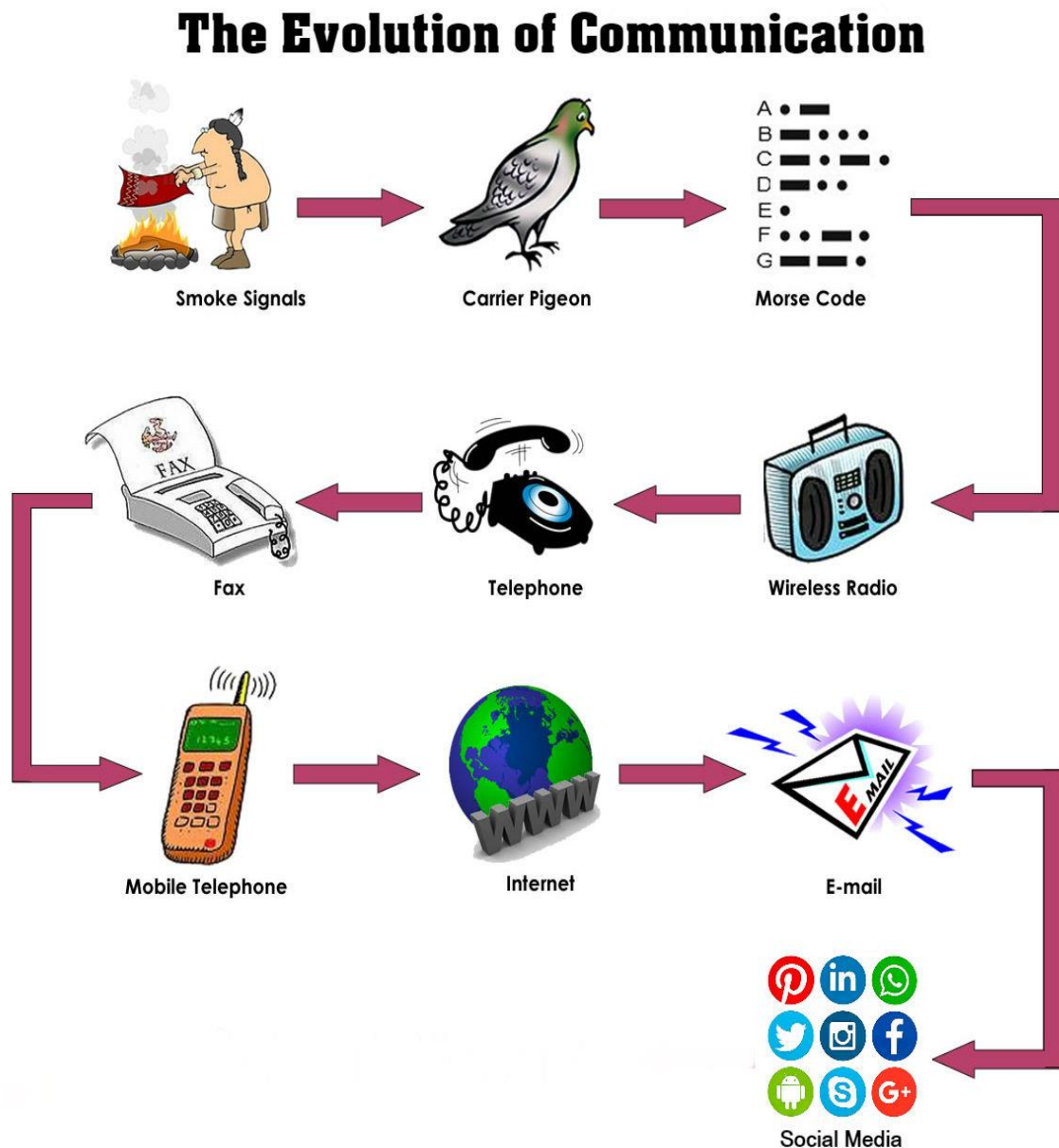


Image Source:

<https://cdn.thinglink.me/api/image/820836666741620736/1240/10/scaletowidth>

Aprendizaje 4: Interactúa para comunicar situaciones actuales y pasadas, de manera oral y escrita.

Speaking and Writing Interaction

Now it is time for interaction. During the exam you are expected to perform different ways of interaction that include writing and speaking. Check the next activities; they will help you to practice these abilities.

It's time to work!

Activity 4.10



Instructions: Your grandfather is very happy because you asked him about the means of communication he used when he was young, but he also has some questions for you. Read the following letter and answer him with a text from 80 to 100 words. Don't forget to use present and past expressions, comparatives and

connectors such as: and/ but / or / also / because.

Dear Grandson:

I'm writing this letter because I enjoyed very much helping you with your homework about old means of communication. Your Grandma and I spent the whole night arguing about the new ways of talking to people. She says that Facebook, WhatsApp and Twitter are very effective and cheap ways to keep in touch with your family, but I disagree. I think it is very difficult and expensive because you have to buy a computer and pay 1 peso for each message you send and 5 pesos if you want to send a picture. She says that it isn't true, she thinks that all these services are totally free and you don't need an internet connection or a computer. She says that everything now is included in the cell phone. Is it true?

Could you please write back explaining us the differences among these services? Please tell us about the price, and the devices we need, because if your Grandma is right I want to create a Facebook account as soon as possible. I also include a picture of my cell phone so that you can tell me if I can use it for this purpose.

We love you very much, write back soon.

Grandpa.



Image Source: https://images-na.ssl-images-amazon.com/images/I/51XSA999uKL_SL1000.jpg

Write your own letter here.

A large, vertical, rounded rectangular frame with a white background and a black border. The top-left and bottom-left corners are rolled up, with the inner side of the roll shaded in light gray. The text "Write your own letter here." is centered at the top of the frame.

Practice makes perfect!

Activity 4.11



Instructions: Imagine that you are in an interview. Answer the following questions aloud. You can record it with your cell phone and ask an English teacher to check your answers. Remember to use full sentences when you answer a question.

Teacher: Good morning! How are you today?

You: _____

Teacher: What's your name?

You: _____

Teacher: How old are you?

You: _____

Teacher: Do you think there is a difference between school now and 100 years ago?

You: _____

Teacher: Why? Please give me some examples about it.

You: _____

Teacher: There is a clear difference between modern and old means of communication don't you think?

You: _____

Teacher: Why do you think that? Can you please make some comparisons?

You: _____



Take this into account Puma!

You can create your own interviews to practice. Just change the topics in the questions for your favorite ones.

Self Test

Now you have practiced all the topics from unit 4. Think about your progress and grade the following activities putting a check under the column that best describes your knowledge now.

Topic	I need to study more	I'm ready for the exam
Present and past verbs and expressions.		
Speak to compare present and past situations.		
Write to compare present and past situations.		
Interact to communicate present and past situations. (Answer a letter / interview)		

EXAMEN MODELO

UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO
COLEGIO DE CIENCIAS Y HUMANIDADES



Examen modelo de inglés III

Periodo _____ turno: _____ Plantel: _____ Jurado: _____

Nombre del alumno: _____ Número de cuenta: _____

Fecha de aplicación: _____

**SOLVE THE EXAM WRITING YOUR ANSWERS ON “THE ANSWER SHEET”
DO NOT WRITE ON THIS PAPER**

Puntuación total calificación total
____/60 puntos (100%) _____

A. USE OF ENGLISH PART 1

Instruction: Complete the following exercise, choose from the words in the box

[1 pt. each] total 9 pts. (16.6%)

**easier // Most popular // smaller city // better //
little more expensive // more interesting // cheaper // few // most
incredible**

Prague is one of the (1) _____ tourist destinations in Europe. After all the political changes of the early 1990's, the capital of the Czech Republic began to take advantage of its beautiful cultural and architectural heritage, the city is (2) _____ than any other in Europe. Prague is a (3) _____ than many people imagine and it is (4) _____ to move around this wonderful place on foot. Public transport is (5) _____ in Prague than in Frankfurt. This is one of the (6) _____ European cities. It is often (7) _____ to walk than taking a bus or a tram. (8) _____ people leave the city of Prague without commenting on the superb food and drink available here. Eating out here is a (9) _____ than it used to be but you can still have a three course meal for around \$15 without any problems.

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

PART 2

Instruction: Write 5 sentences, using comparatives or superlatives, use the following images to help yourself, also you can use the following adjective words: *expensive—cheap—wonderful—incredible—interesting—big—better--and worse.* [1 pt. each] total 5 pts. (8.3%)



- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____

B. READING COMPREHENSION

PART 3

Instruction: Read the following paragraphs and underline the correct answers, choose between was and were. [1 pt. each] total 5 pts. (8.3%)

PARAGRAPH 1

Charles Darwin.

Charles Darwin 15 [was//were] born on February 12, 1809. He 16 [was//were] A British naturalist who became famous for his theories of evolution and natural selection. In South America. Darwin found that fossils of extinct animals 17 [was//were] similar to modern species. Many people 18 [was//were] Strongly opposed to the idea of evolution because it conflicted with their religious beliefs.

Throughout his life, Darwin 19 [was//were] a reserved, thorough, hardworking scholar.

Through his observations and studies of birds, plants and fossils, Darwin noticed similarities among species all over the globe, along with variations based on specific

locations, leading him to believe that the species we know today had gradually evolved from common ancestors. Darwin's theory of evolution and the process of natural selection later became known simply as "Darwinism."

15 _____ 16 _____ 17 _____ 18 _____ 19 _____

PARAGRAPH 2

PART 4

READING COMPREHENSIÓN

Instruction: Read the text "**The Farm**" and answer the following questions. [1 pt. each] total 5 pts. (8.3%)

THE FARM

Daniel wanted to visit a farm. He asked his parents to take him to a farm. His teacher told him about the animals on a farm. There are lots of animals on a farm. Daniel wanted to see the animals. He wanted to see the cows. He wanted to see the chickens. He wanted to see the pigs. He wanted to pet the animals. He wanted to feed the animals. He loved animals. He wanted to live on a farm. He wanted to live with cows and chickens and pigs. They would be his friends. He didn't have friends in school.

20.-What did Daniel want to do?

21.-How many friends did he have in school?

22.-What kind of animals can you find in a farm, according to the text?

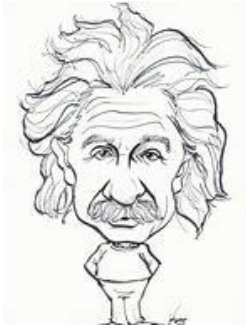
23.-How did he know about the animals?

24.-What did he want to do?

Instruction: Read the text "**Albert Einstein**" and answer the following questions. [1 pt. each] total 3 pts. (5%)

When Albert Einstein was young, his parents worried about him. Einstein's parents were concerned that Albert was "slow" Albert was a terrible student who didn't want to attend classes regularly and take exams. In 1903, he married Mileva Maric, a woman he met at the polytechnic. Two years later, Albert Einstein would publish five memories in a physics journal in Berlin. This work is considered a great manifestation of his ingenuity with which Einstein would print his mark in the twentieth century. Einstein's best known work, the

theory of relativity, was published in 1905. Unfortunately, the theory of relativity was used to create the atomic bomb.



25.-What was the problem with Albert Einstein?

26.-Why was he well known?

27.-What happened with the Theory of relativity?

C. ORAL COMPREHENSION

Instruction: 1. Listen to a Biography about Anne Frank, and match the numbers with the letters.

[1pt. each] total 8 pts. (13.3%)

- | | |
|-----------------------------------|---------------------------------------|
| 28.-Anne Frank was | A to the Auschwitz concentration camp |
| 29.-Her Father was | B a German Officer from World War I |
| 30.-She wrote | C in a German concentration camp |
| 31.-She was sent | D after her death |
| 32.-She gained international fame | E a young Jewish German girl |
| 33.-Her diary was found | F and given to her father |
| 34.-She died aged 15 | G a notebook for her birthday |
| 35.-In 1942 Anne received | H about her life |

28____ 29____ 30____ 31____ 32____ 33____ 34____ 35____

II. Listen to the audio again and answer the following questions **[1pt. each] total 5 pts. (8.3%)**

36.-Why is Anne Frank famous for?

37.-When did she write about her thoughts and experiences?

38.-When did Adolf Hitler come to power?

39.-How old was she when she died?

40.-Who received her diary?

D. WRITTEN EXPRESSION /INTERACTION (41-50)

Instruction: Write a paragraph (from 80 to 100 words) explaining what you did last summer time, or either, how you celebrated Christmas time. Use the following connectors: //and// but // or // you may use the sequence connectors such as: *First, second, third, then and finally*. **10 pts. (16.6%)**

.RUBRICA PARA EVALUAR LA EXPRESIÓN ESCRITA

INGLÉS III NIVEL DE DESEMPEÑO A2.					
EXPRESION	excelente	bueno	regular	nulo	evaluación
Es capaz de escribir notas y mensajes breves y sencillos	3.0	2.0	2.0	0	
INTERACCION					
Puede escribir párrafos sencillos intercambiando información específica	2.0	1.5	2.0	0	
COHERENCIA					
Es capaz de enlazar grupos de palabras con conectores sencillos tales como: y, pero, y por qué, enlazar oraciones con <i>first, second, third, later, then finally</i> .	3.0	2.0	1.0	0	
FLUIDEZ					
Presenta escritura creativa e imaginativa a su nivel y lleva una secuencia lógica y clara	2.0	1.5	1.0	0	


E. ORAL EXPRESSION (51-60)

Instruction: Choose one of the following topics and talk to your teacher **[10 pts] (15.3%)**

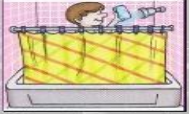
Option 1 Describe your hometown, say why is a better place to live. You may describe the places and people in it.

Option 2 Mention what you did last weekend, try to make complete sentences. You may use the following pictures to begin your sentences.


What did you do yesterday?




I got up




I took a bath




I had breakfast




I read the news




I did exercises




I ate lunch




I drove to the super



I bought groceries




I wrote a letter



I saw a movie



I made dinner



I went to sleep

RUBRICA PARA EVALUAR LA EXPRESIÓN ORAL

INGLÉS III NIVEL DE DESEMPEÑO A2.					
EXPRESSION	excelente	bueno	regular	nulo	evaluación
Utiliza expresiones y frases con términos sencillos	3.0	2.0	1.0	0	
INTERACCION					
Describe a su familia, así como a personas y lugares y sus posesiones en términos sencillos	2.0	1.5	1.0	0	
COHERENCIA					
Habla con razonable comodidad en situaciones estructuradas y exposición de temas breves relacionados con aspectos del pasado. Así mismo hace uso de enunciados con comparativos y superlativos.	3.0	2.0	1.0	0	
FLUIDEZ					
Comprende lo suficiente como para desenvolverse en intercambios sencillos y habituales con posibles errores.	2.0	1.5	1.0	0	
				total	

EXAMEN MODELO

UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO
COLEGIO DE CIENCIAS Y HUMANIDADES



Examen modelo de inglés III
Periodo _____ turno _____
Plantel: _____

Nombre del alumno: _____ Número de cuenta: _____

Jurado: _____

Fecha de aplicación: _____

“THE ANSWER SHEET”

WRITE ON THIS PAPER

Puntuación total calificación total
____/60 puntos (100%) _____

A. USE OF ENGLISH
PART 1

[1 pt. each] total 9 pts. (16.6%)

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

PART 2

[1 pt. each] total 5 pts. (8.3%)

- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____

B. READING COMPREHENSION
PART 3
PARAGRAPH 1

[1 pt. each] total 5 pts. (8.3%) Charles Darwin.

15 _____ 16 _____ 17 _____ 18 _____ 19 _____

PARAGRAPH 2

PART 4

[1 pt. each] total 5 pts. (8.3%) The Farm.

20.-

21.-

22.-

23.-

24.-

Instruction: Read the text “**Albert Einstein**” and answer the following questions.

[1 pt. each] total 3 pts. (5%)

25.-

26.-

27.-

C. ORAL COMPREHENSION

[1pt. each] total 8 pts. (13.3%)

28 ___ 29 ___ 30 ___ 31 ___ 32 ___ 33 ___ 34 ___ 35 ___

II. Listen to the audio again and answer the following questions [1pt. each] total 5 pts. (8.3%)

36.-

37.-

38.-

39.-

40.-

D. WRITTEN EXPRESSION /INTERACTION (41-50)

10 pts. (16.6%)

RUBRICA PARA EVALUAR LA EXPRESIÓN ESCRITA

INGLÉS III NIVEL DE DESEMPEÑO A2.					
EXPRESION	excelente	bueno	regular	nulo	evaluación
Es capaz de escribir notas y mensajes breves y sencillos	3.0	2.0	2.0	0	
INTERACCIÓN					
Puede escribir párrafos sencillos intercambiando información específica	2.0	1.5	2.0	0	
COHERENCIA					
Es capaz de enlazar grupos de palabras con conectores sencillos tales como: y, pero, y por qué, enlazar oraciones con <i>first, second, third, later, then finally.</i>	3.0	2.0	1.0	0	
FLUIDEZ					
Presenta escritura creativa e imaginativa a su nivel y lleva una secuencia lógica y clara	2.0	1.5	1.0	0	

E. ORAL EXPRESSION (51-60)

Instruction: Choose one of the following topics and talk to your teacher [10 pts] (15.3%)

Option 1 Describe your hometown, say why is a better place to live. You may describe the places and people in it.

Option 2 Mention what you did last weekend, try to make complete sentences. You may use the following pictures to begin your sentences.

What did you do yesterday?



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I took a bath



I had breakfast



I read the news



I did exercises



I ate lunch



I drove to the super



I bought groceries



I wrote a letter



I saw a movie



I made dinner



I went to sleep

RUBRICA PARA EVALUAR LA EXPRESIÓN ORAL

INGLÉS III NIVEL DE DESEMPEÑO A2.					
EXPRESION	excelente	bueno	regular	nulo	evaluación
Utiliza expresiones y frases con términos sencillos	3.0	2.0	1.0	0	
INTERACCIÓN					
Describe a su familia, así como a personas y lugares y sus posesiones en términos sencillos	2.0	1.5	1.0	0	
COHERENCIA					
Habla con razonable comodidad en situaciones estructuradas y exposición de temas breves relacionados con aspectos del pasado. Así mismo hace uso de enunciados con comparativos y superlativos.	3.0	2.0	1.0	0	
FLUIDEZ					
Comprende lo suficiente como para desenvolverse en intercambios sencillos y habituales con posibles errores.	2.0	1.5	1.0	0	
				total	

Anexos

Answer Key UNIT 1

	Eric	Rachel	Carrie	Julia	Richard	Tom	Samantha
Age	10 years	18 years	15 years	40 years	45 years	70 years	65 years
Height	120 cm	180 cm	136 cm	145 cm	178 cm	180 cm	175 cm
Weight	45 kilos	70 kilos	80 kilos	50 kilos	100 kilos	70 kilos	65 kilos

Activity 1.1

- | | |
|--------|--------|
| 1. YES | 5. NO |
| 2. YES | 6. YES |
| 3. NO | 7. NO |
| 4. YES | |

Activity 1.2

- | | |
|-------------------|--------------------|
| 1. stronger | 6. easiest |
| 2. worse | 7. better |
| 3. more expensive | 8. more serious |
| 4. busier | 9. prettier |
| 5. longer | 10. more important |

Activity 1.3

- | | |
|---|---|
| 1. Elephants are <u>heavier than</u> lions. | 2. My sister is <u>older than</u> me. |
| 3. Carlos is <u>more intelligent than</u> Jose.
Jose is <u>more intelligent than</u> Carlos. | 4. English is <u>easier than</u> Mathematics. |
| 5. Mathematics are <u>more difficult than</u> English. | 6. Cars are <u>faster than</u> bicycles. |
| 7. The United States are <u>bigger than</u> Mexico. | 8. Fruit is <u>healthier than</u> French fries. |
| 9. Tea is <u>better than</u> coffee. | 10. I'm <u>more beautiful than</u> you. |

Activity 1.4

- b) Tom
- c) Eric
- c) Richard
- c) Rachel
- b) Eric

Activity 1.5

- | | |
|-----------------------|------------------------|
| 1. the strongest | 6. the easiest |
| 2. the worst | 7. the best |
| 3. the most expensive | 8. the most serious |
| 4. the busiest | 9. the prettiest |
| 5. the longest | 10. the most important |

Activity 1.6

1. I am the funniest person in my family.
2. Susana is the most intelligent in her class.
3. Lamborghinis are the most expensive cars.
4. Leonardo Di Caprio is the best actor of 2017
5. Sam is the most handsome boy in the school.
6. My mom is the most beautiful woman.
7. Hamburger is the most delicious food.
8. My brother is the most serious in my family.
9. Mexico City is the biggest city in the world.
10. Champagne is the most expensive drink.

Activity 1.7

1. a) shorter than
2. b) the most difficult
3. b) the most intelligent
4. a) stronger than
5. a) better than
6. b) the worst

Activity 1.8**SAMPLE ANSWERS**

1. The dog is faster than the snail.
2. The lion is more dangerous than the snail.
3. The elephant is heavier than the dog.
4. The snail is the slowest.
5. The elephant is the biggest.
6. The elephant is the heaviest.

Activity 1.9**SAMPLE ANSWERS**

1. Rio the Janeiro is more exciting than London.
2. Rio de Janeiro is bigger than London.
3. Tokyo is more modern than the other two.
4. London is the most boring.
5. Rio de Janeiro is the biggest.
6. Tokyo is the most interesting.

Activity 1.10 (Student's own answer) Try to get a classmate or a teacher to check your writing)

Activity 1.11 (Check your text and pay attention to the use of capital letters and punctuation marks).

Activity 1.12

Adjective	Synonym
1. beautiful	<u>attractive, pretty,</u>
2. rich	<u>wealthy</u>
3. delicious	<u>tasty</u>
4. handsome	<u>good-looking</u>
5. fat	<u>overweight</u>
6. thin	<u>slim</u>

Activity 1.13 (Student's own answer)**Activity 1.14**

1. Who is the oldest person?
2. Yes, he is.
3. Is Carlos taller than Claudia?
4. Ivan is the shortest person
5. Is Jorge thinner than Carlos?

Activity 1.15 (student's own answers)**Activity 1.16****SAMPLE ANSWERS**

Who is the tallest?

Who is the shortest?

Who is the nicest?

Is Vincent taller than Gretchen?

Is Michael thinner than TJ?

Is Ashley funnier than Gus?

Self test Unit 1**I.**

2. My History class is more boring than my English class. (√)
3. Clara is more beautiful than Susy. (√)
4. Children are happier than adults. (√)
6. I'm younger than you. (√)
7. Cats are cleaner than dogs. (√)
9. My dog is fatter than yours. (√)
10. Cakes are better than ice cream. (√)

II.

2. Canada is a beautiful country ()
3. Jazmin is my best friend. (√)
4. Mosquitoes are the most annoying animals. (√)
7. Ivan is the most serious person in my family. (√)

8. Gabriela has the longest hair. (√)
9. Tomas is the nicest person in my class. (√)
10. Sharks are the most dangerous animals. (√)

III. Complete the following sentences with the correct form of the adjective in parenthesis.

1. The weather today is better than yesterday. (good)
2. Everyone in my family sings well, but my mom is the best singer. (good)
3. China is the most crowded country. (crowded)
4. A dog is bigger than a hamster. (big)
5. Apples are healthier than chips. (healthy)
6. A knife is more dangerous than a spoon. (dangerous)
7. I think English is the easiest subject. (easy)
8. Carlos is younger than his sister. (young)
9. Cars are faster than bikes. (fast)
10. Stephen Hawking was the most intelligent man in the world. (intelligent)

IV. Listen to a radio program about Brazil, answer T (true) or F (false)

1. Brazil is considered one of the most popular tourist destination these days. **I**
2. One of the most important museum in Rio de Janeiro is *Museu de Arte da Bahia*. **E**
3. Salvador is a little bigger than Rio de Janeiro. **E**
4. According to the speaker, Rio de Janeiro is one of the most exciting cities in the world. **I**
5. There are less than 20 beaches on Península de Búzios. **E**
6. Hotels are cheaper from May to October in Brazil. **I**

V. Student's own answers

ANSWER KEY UNIT 2

ACTIVITY 2.1

c) Two days ago d) five days ago e) Three years ago 4-b 1-b

ACTIVITY 2.2 a

10	2	19	11	13	10
16	1	12	14	8	20
4	17	15	6	3	7
9	5				

ACTIVITY 2.2b

1/d/ 2/t/ 3/ld/ 4/ ld/ 5/d/ 6 /ld/
7/t/ 8/d/ 9/ld/ 10/ld/ 11/t/ 12/ld/
13/d/ 14/ld/ 15/t/ 16/d/ 17/t/ 18/ld/
19/D/.

ACTIVITY 2.c

1-arrive-arrived 2-close-closed 3-cook-cooked 4-cry-cried 5-dance-danced
6-explain-explained 7-hate-hated 8-look-looked 9-love-loved 10-move-moved
11-need-needed 12-paint-painted 13-play-plyed 14-start-started 15-step-stepped
16-stop-stopped 17-visit-visited 18-wait-waited 19-want-wanted
20-watch-watched

ACTIVITY 2.2d

4 11 29
5 14 18
7 12 17
1 12 17
6 9 16
2 10 19
3 13

ACTIVITY 2.3

10-3-8-2-5-4-7-1-6-9

ACTIVITY 2.4

1-c 2-b 3-a- 4-c 5-a 6-d 7-b

ACTIVITY 2.5

1 (a) 2 (b) 3 (b) 4 (a) 5 (b) 6 (b) 7 (a) 8 (b) 9 (a)

ACTIVITY 2.6

a) 1-a thing 2- a book 3-The adventure of a young wizard and his friends 4 Ron Weasley and Hermione Granger.

b) 1-a 2 Many plays 3- In Madrid, Spain 4- Women.

c) 1-b 2 The Temple of Diana 3- A goddess 4 Turkey.

a) ACTIVITY 2.7

1-b 2-c 3-a 4-b 5-b 6-a 7-c 8-c 9-d 10-a 11-b 12-b 13-a
14-c 15-a 16-b 17-c 18-d

ACTIVITY 2.8

1-were 2-became 3-learned 4-were 5-had
6-developed 7-used 8-believed 9-there were 10-divided
11-considered 12-were 13-incorporated 14-adopted 15-incorporated

ACTIVITY 2.9

Roman social structure	Greek social structure	Roman architecture	Greek architecture	Roman women	Greek women
-freemen -slaves -plebeians patricians	-slaves -freemen -metics -citizens women	Greek architecture plus: -arches -aqueducts	-Corinthian -Doric -Ionic	-citizen	-less than slaves

ACTIVITY 2.10

Speakers: History teacher

Content: Biography, in past.

Place: Classroom

Information: Personal data; important events and

people. Time: 9:00 o'clock

Topic: An important woman of Independence Movement.

Short notes: specific information.

ACTIVITY 2.11a

4-5-2-3-6-1-9-10-8-7

ACTIVITY 2.11b

1- T 2-F (husband) 3-T 4-T

ACTIVITY 2.11c

5. Pátzcuaro and Tacámbaro

6. The rebels

7. The royal army

8. Because she didn't reveal other rebels' names

9. Treason

10. october 11th. 1817.

ACTIVITY 2.12

Rúbrica

ACTIVITY 2.13

Rúbrica

ACTIVITY 2.14

Feeling finally comfortable authorities

Battle died stopped ran

Promised brought weren't didn't

Married opened English Italian

Thursday Wednesday

ACTIVITY 2.15

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

SELF TEST

I. 1-b 2-c 3-c 4-c 5-a 6-b 7-a 8-a

II. was, heard, didn't turn off, walked, was, picked up-took

III. Running machine, 1817, 13 km, Iron, 22 kg, Thousands, Increasing number of accidents

IV. 1(f) 2(d) 3(b) 4(c) 5(a) 6(e)

IV. Rubric VI Rubric

TAPESCRIPTS

2.2b. Listening.#1

- | | | | |
|------------|-------------|-------------|---------------|
| 1. Moved | 2. Closed | 3. Waited | 4. Needed |
| 1. Played | 6. Wanted | 7. Stopped | 8. Arrived |
| 1. Painted | 10. Started | 11. Looked | 12. Watched |
| 13. Cried | 14. Visited | 15. Stepped | 16. Explained |
| 17. Cooked | 18. Hated | 19. Loved | 20. Danced |

2.2d. Listening. #2

- | | | | | |
|---------------|-------------|---------|----------|-------------|
| go-went | give-gave | sit-sat | have-had | come-came |
| get up-got up | write-wrote | eat-ate | run-ran | drink-drank |

2.10. Listening.

#3

Good morning! Students. It's 9:00 o'clock, time to start our history class. Today I will talk about Gertrudis Bocanegra, a very important woman in times of The Mexican Independence Movement.

2.11 Listening.#4. Listening. #4

Gertrudis Bocanegra was born in Pázcuaro, Michoacán on April 11th, 1765. She was daughter of Javier Bocanegra and Feliciano Mendoza. She married Lieutenant Pedro Advíncula Lazo de la Vega. They had five daughters and two sons. Gertrudis was a special woman, very uncommon for her times. She read the principal European authors of The Age of Enlightenment and developed ideas of liberty, reasoning and progress. When Mexico's Independence war began, she was quick to take a position. Her husband and her eldest son joined the forces of Miguel Hidalgo y Costilla when the insurgents passed through Valladolid (Morelia) in October 1810. Both died at the Battle of Puente de Calderon. Then, she served as messenger for the insurgents in Pázcuaro and Tacámbaro, helping to form a communication framework between principal locations of the rebellion. During the guerrilla war, she was sent to Pázcuaro to aid the rebels to capture the city. However, she was taken prisoner by the royal army in 1817. She was subject to torture to get her to reveal the names of other rebels, but she refused to give information to the Spaniards. Finally, she was tried and found guilty of treason. Sentenced to death, she and one of her fellow insurgents were executed on October 11th, 1817 at the Plazuela de San Agustín in Pázcuaro. Facing the firing squad, she harangued her executioners before she was shot. She was 52 years old.

ON LINE PRACTICE FOR STUDENTS

Students can practice form, meaning and use of descriptions in past. It contains presentation, examples and interactive practice of past tense; descriptions, videos, drills, etc. <http://learnenglishkids.britishcouncil.org/en/grammar-practice/past-simple-sentences>

The screenshot shows an interactive learning interface. On the left, a reference card provides rules and examples for past simple tense. The main area is a grid of verb cards, categorized into 'Regular' and 'Irregular'. A 'Writing practice' section is at the bottom. On the right, a video player shows a scene of two people sitting on a sofa in a living room.

UNIT 3
ANSWER KEY

Activity 3.1: went, picked up, was, got, parked, went, were, ran, started, were, voted, went., was, were, had, sang, were, enjoyed

Activity 3.2:

PAST TENSE VERBS	SIMPLE PRESENT VERBS
Went	Go
Picked	Pick
Was	Is
Got	Get
Parked	Park
Went	Go
Ate	Eat
Were	Are
Ran	Run
Started	Start
Voted	Vote
Didn't want	Don't want
Had	Have
Sang	Sing
Allowed	Allow
Drank	Drink
Enjoyed	Enjoy

Activity 3.3: first, then, later, finally

Activity 3.4:

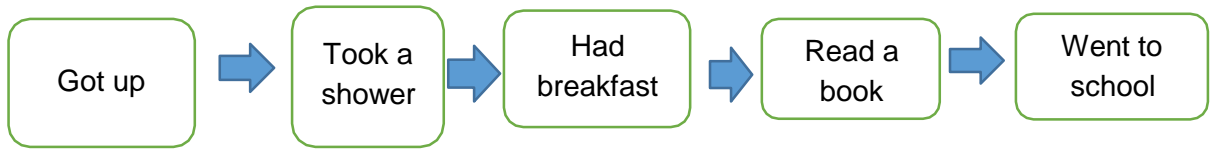
Picked up Alex. was on our way. Parked. went inside. Ate. Ran. Voted. Sang. allowed to drink Morning

afternoon

Activity 3.5:

First, I fixed up Alex, secondly I parked near his house, thirdly we ran to go somewhere, later we sang, and finally we were allowed to drink a beer.

Activity 3.6



Activity 3.7

Implied SEQUENCE MARKERS	VERBS
First	asked
Second	liked
Third	married
Later	stayed
Then	traveled
Finally	called

Activity 3.8: First Josh asked Alice to dinner, they were very happy and talked a lot. Second, Alice told him she liked shopping, but Josh does not enjoy going to the mall. Later, they stayed at a very romantic hotel, and were very passionate, declaring their love will last forever. Then, they traveled to the beautiful coast Italy, and sadly, Alice found out that Josh got married, she was devastated. Finally, Josh called Alice again, but she did not answer her phone.

Activity 3.12

were	was	was	was
wasn't	were	were	was
were	were	was	were
was	were	was	was
were	wasn't	were	was
wasn't	were	was	were

Activity 3.14

1-c 2-f 3-d 4-b 5-h 6-c 7-g 8-a 9-g 10-e

Self test Unit 3

1. *first, second, third, later, then, finally*

2. **TIMELINE:**

went to the movies - bought popcorn and sodas - left - went to a coffee shop

3. **There was:** Había en singular. **There were:** Habían en plural.

4. **Haber nacido o nacer**

5. Si lograste entender lo que te escribían y tenía sentido el texto con lo que comentaste, ¡Felicidades, lograste tu objetivo!

UNIT 4
ANSWER KEY

Activity 4.1

Answers may vary but they should be verbs and expressions in present and past underlined in the text.

Activity 4.2

Answers may vary but they should be taken from the text. Example:

PRESENT		PAST	
Expressions	Verbs	Expressions	Verbs
Nowadays	Enjoy	Back then	Was
At the present time	Is	At the end of that century	Looked
Now	Become	Before the 1800s	Built
In these days	Go	In the late 1800s	Started
Today	Take	In the 19 th century	Caused
	Get		Became

Activity 4.3

1. False
2. False
3. True
4. False
5. False
6. False
7. True
8. False
9. True
10. False

Activity 4.4

Answers may vary depending on your real experiences.

Activity 4.5

You should look for a teacher to have your speech checked and corrected.

Activity 4.6

Answers may vary depending on your real experience.

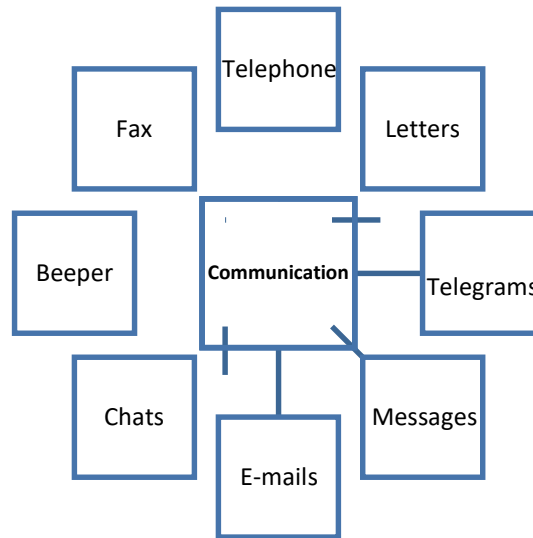
Activity 4.7

Writing must be checked according to the following chart:

LISTA DE COTEJO PARA EVALUAR EXPRESION ESCRITA DE INGLES III					
Inglés III Nivel de desempeño A2					
El alumno:	Excelente	Bueno	Regular	Nulo	Evaluación
EXPRESION					
Es capaz de escribir notas y mensajes breves y sencillos relativos a las necesidades inmediatas.	6	4	2	0	
INTERACCION					
Puede escribir cartas personales muy sencillas, por ejemplo, agradeciendo algo a alguien.	4	3	2	0	
COHERENCIA					
Es capaz de enlazar grupos de palabras con conectores sencillos tales como "y", "pero" y "porque". Enlazaoraciones con: first, second, third, later, then, finally.	6	4	2	0	
FLUIDEZ					
<ul style="list-style-type: none"> • Escritura creativa e imaginativa • Puede escribir cartas personales muy sencillas, por ejemplo agradeciendo algo a alguien. 	4	3	2	0	
					TOTAL:

Activity 4.8

You should fill the mind map according to your own experiences as in the following example:



Activity 4.9

Writing must be checked according to the following chart:

LISTA DE COTEJO PARA EVALUAR EXPRESION ESCRITA DE INGLES III					
Inglés III Nivel de desempeño A2					
El alumno:	Excelente	Bueno	Regular	Nulo	Evaluación
EXPRESION					
Es capaz de escribir notas y mensajes breves y sencillos relativos a las necesidades inmediatas.	6	4	2	0	
INTERACCION					
Puede escribir cartas personales muy sencillas, por ejemplo, agradeciendo algo a alguien.	4	3	2	0	
COHERENCIA					
Es capaz de enlazar grupos de palabras con conectores sencillos tales como "y", "pero" y "porque". Enlazaoraciones con: first, second, third, later, then, finally.	6	4	2	0	
FLUIDEZ					

<ul style="list-style-type: none"> • Escritura creativa e imaginativa • Puede escribir cartas personales muy sencillas, por ejemplo agradeciendo algo a alguien. 	4	3	2	0	
TOTAL:					

Activity 4.10

Writing must be checked according to the following chart:

LISTA DE COTEJO PARA EVALUAR EXPRESION ESCRITA DE INGLES III					
Inglés III Nivel de desempeño A2					
El alumno:	Excelente	Bueno	Regular	Nulo	Evaluación
EXPRESION					
Es capaz de escribir notas y mensajes breves y sencillos relativos a las necesidades inmediatas.	6	4	2	0	
INTERACCION					
Puede escribir cartas personales muy sencillas, por ejemplo, agradeciendo algo a alguien.	4	3	2	0	
COHERENCIA					
Es capaz de enlazar grupos de palabras con conectores sencillos tales como "y", "pero" y "porque". Enlazaoraciones con: first, second, third, later, then, finally.	6	4	2	0	
FLUIDEZ					
<ul style="list-style-type: none"> • Escritura creativa e imaginativa • Puede escribir cartas personales muy sencillas, por ejemplo agradeciendo algo a alguien. 	4	3	2	0	
TOTAL:					

Activity 4.11

You should complete the conversation using your own information as in the following example:

Teacher: Good morning! How are you today?

You: I'm fine, thank you.

Teacher: What's your name?

You: My name is Alfredo.

Teacher: How old are you?

You: I'm 15 years old.

Teacher: Do you think there is a difference between school now and 100 years ago?

You: Yes, I think everything was very different back then.

Teacher: Why? Please give me some examples about it.

You: I think that in the past people had to walk long distances in order to study. Today it is easy to get to school by bus. Back then people had to work besides studying. Nowadays most young people can study without working.

Teacher: There is a clear difference between modern and old means of communication don't you think?

You: Yes, I think so.

Teacher: Why do you think that? Can you please make some comparisons?

You: Sure, in the past, it was more difficult to communicate with someone from faraway places. Today it is easier to keep in touch with people by internet. Also the cellular phones were bigger and heavier than they are today.

EXAMEN MODELO

UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO
COLEGIO DE CIENCIAS Y HUMANIDADES



Examen modelo de inglés III

Periodo _____ turno _____

Plantel: _____

Nombre del alumno _____ Número de cuenta _____

Jurado: _____

Fecha de aplicación _____

Puntuación total calificación total
_____/60 puntos (100%) _____

ANSWER KEY

A. USE OF ENGLISH PART 1 [1 pt. each] total 9 pts. (16.6%)

- (1) Most popular (2) more interesting (3) smaller city (4) easier (5) cheaper
(6) most (7) better (8) few
(9) Little more expensive

PART 2

[1 pt. each] total 5 pts.

- (10) a correct sentence with a comparative or superlative.
11. a correct sentence with a comparative or superlative.
12. a correct sentence with a comparative or superlative.
13. a correct sentence with a comparative or superlative.
14. a correct sentence with a comparative or superlative.

A. READING COMPREHENSION

PART 3 [1 pt. each] total 5 pts. Charles Darwin

- 15.-was
16.-was
17.-were
18.-were

19.-was

PARAGRAPH 2 PART 4 READING COMPREHENSIÓN

[1 pt. each] total 5 pts. The Farm.

20.- he wanted to visit a farm 21.-he didn't have friends at school

22.-cows, pigs, chickens 23.-he asked his parents to take him to a farm

24.-he wanted to see cows, he wanted to see pigs and he wanted to pet the animals

[1 pt. each] total 3 pts. Albert Einstein.

25.-He was "slow", he was a terrible student 26.-for his theory of relativity

27.-Was used to create the atom bomb

B. ORAL COMPREHENSION

I. [1pt. each] total 8 pts.

28.-E 29.-B 30.-H 31.-A 32.-D 33.-F 34.-C 35.-

II. Listen to the audio again and answer the following questions [1pt. each] total 5 pts.

36.-Because of her diary book "the diary of Anne Frank"

37.-While her family was hiding from the Nazi in World War II

38.- He came to power in 1933

39.-She died aged 15 in a German concentration camp

40.- It was given to her father

A. WRITTEN EXPRESSION /INTERACTION (41 a 50)

Instruction: Write a paragraph (from 80 to 100 words) explaining what you did last summer time, or either, how you celebrated Christmas time. Use the following connectors: //and// but // or // you may use the sequence connectors such as: *First, second, third, then and finally.*

_____/10 pts.

RUBRICA PARA EVALUAR LA EXPRESIÓN ESCRITA

INGLÉS III NIVEL DE DESEMPEÑO A2.					
EXPRESION	excelente	bueno	regular	nulo	evaluación
Es capaz de escribir notas y mensajes breves y sencillos	6.0	4.0	2.0	0	
INTERACCION					
Puede escribir párrafos sencillos intercambiando información específica	4.0	3.0	2.0	0	
COHERENCIA					
Es capaz de enlazar grupos de palabras con conectores sencillos tales como: y, pero, y por qué, enlazar oraciones con <i>first, second, third, later, then finally.</i>	6.0	4.0	2.0	0	
FLUIDEZ					
Presenta escritura creativa e imaginativa a su nivel y lleva una secuencia lógica y clara	4.0	3.0	2.0	0	

B. ORAL EXPRESSION (51 a 60)

Instruction: Choose one of the following topics and talk to your teacher

Option 1 Describe your hometown, say why is a better place to live. You may describe

The places and people in it.

Option 2 Mention what you did last weekend, try to make complete sentences. You may use the following pictures to begin your sentences.

What did you do yesterday?

I got up **I took a bath** **I had breakfast** **I read the news**

I did exercises **I ate lunch** **I drove to the super** **I bought groceries**

I wrote a letter **I saw a movie** **I made dinner** **I went to sleep**

_____//10 pts.

RUBRICA PARA EVALUAR LA EXPRESIÓN ORAL

INGLÉS III NIVEL DE DESEMPEÑO A2.					
EXPRESIÓN	excelente	bueno	regular	nulo	evaluación
Utiliza expresiones y frases con términos sencillos	6.0	4.0	2.0	0	
INTERACCIÓN					
Describe a su familia, así como a personas y lugares y sus posesiones en términos sencillos	4.0	3.0	2.0	0	
COHERENCIA					
Habla con razonable comodidad en situaciones estructuradas y exposición de temas breves relacionados con aspectos del pasado. Así mismo hace uso de enunciados con comparativos y superlativos.	6.0	4.0	2.0	0	
FLUIDEZ					
Comprende lo suficiente como para desenvolverse en intercambios sencillos y habituales con posibles errores.	4.0	3.0	2.0	0	
				total	

Tabla de porcentajes

1= 1.6 %	26= 43.3%	51= 85%
2= 3.3 %	27= 45%	52= 86.6%
3= 5%	28= 46.6%	53= 88.3%
4= 6.6 %	29= 48.3%	54= 90%
5= 8.3%	30= 50%	55= 91.6%
6= 10%	31= 52.6%	56= 93.3%
7= 11.6%	32= 53.3%	57= 95%
8= 13.3%	33= 55%	58= 96.6%
9= 15%	34=56.6%	59= 98.3%
10=16.6%	35= 58.3%	60= 100%
11=18.3%	36= 60%	
12= 20%	37= 61.6%	
13= 21,6%	38= 63.3%	
14= 23.3%	39= 65%	
15= 25%	40= 66.6%	
16= 26.6%	41= 68.3%	
17= 28.3%	42= 70%	
18= 30%	43= 71.6%	
19= 31.6%	44= 73.3%	
20= 33.3%	45= 75%	
21= 35%	46= 76.6%	
22= 36.6%	47= 78.3%	
23= 38.3%	48=80%	
24= 40%	49= 81.6%	
25= 41.6%	50= 83.3%	

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MATERIAL DE MEDIATECA

PRONUNCIATION
Pronunciación de verbos regulares
Pronunciación de verbos irregulares
Pronunciación de verbos irregulares con sujeto

	Talleres de Preparación de Extraordinario	
	Periodo EZ 2019-2	

LIGAS

Famous people.

<https://www.famouspeoplelessons.com/>

ISLCollective.com **YouTube Resources: Activity 3.7**

La civilización romana (1983). Barcelona: Juventud.

Lope de Vega... recuperado de "The evolution of communication"

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Trajinera en Marcadores de secuencia:

<https://i.pinimg.com/originals/96/0e/11/960e115186d0771a1dcb75800014d3d6.jpg> Activity 3.9 there was there were

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<https://www.famouspeoplelessons.com/>

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Taken from: <http://es.scribd.com/doc/4672573/WAS-WERE-exercise> revisado el 24 de marzo de 2019

Venn diagram

<https://www.for.gov.bc.ca/hfp/training/00001/appendix4/images/venn.gif> consultado: 14/05/2018

adapted from: <https://es.scribd.com/doc/54747487/Short-Story-Past-Tense> revisado el 24 de marzo de 2019

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[https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQqKZj-](https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQqKZj-4hU3yRCViHqwf66grsb1Ozo8g9BWUoiYma64WAcckORy)

[4hU3yRCViHqwf66grsb1Ozo8g9BWUoiYma64WAcckORy](https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQqKZj-4hU3yRCViHqwf66grsb1Ozo8g9BWUoiYma64WAcckORy)

[https://www.google.com/search?q=school+objects&source=lnms&tbn=isch&sa=X&ved=0ahUKEwiO6Krep5zhAhV_EKKwKH](https://www.google.com/search?q=school+objects&source=lnms&tbn=isch&sa=X&ved=0ahUKEwiO6Krep5zhAhV_EKKwKHbcBD6cQ_AUIDigB#imgsrc=5sHitg35B-sPZM)

[bcBD6cQ_AUIDigB#imgsrc=5sHitg35B-sPZM](https://www.google.com/search?q=school+objects&source=lnms&tbn=isch&sa=X&ved=0ahUKEwiO6Krep5zhAhV_EKKwKHbcBD6cQ_AUIDigB#imgsrc=5sHitg35B-sPZM): revisado el 24 de marzo de 2019

Taken from http://english.skola.edu.mt/wp-content/uploads/2010/02/08_Comparative-and-superlative.pdf

ON LINE PRACTICE FOR PROFESSORS

<https://www.youtube.com/watch?v=m04IQ5BUAn0>

Este video es para el profesor. Presenta explicaciones sobre aspecto y modo, útiles en la enseñanza y en la investigación de temas lingüísticos.

<https://www.youtube.com/watch?v=AxTys2C4t68>

Videos es útiles para el profesor porque modela la forma de redactor historias cortas sobre eventos del pasado.

Incluyen conectores más comunes y el uso de presente, pasado y pasado simple. Puede utilizarse en la unidad 2 o en la unidad 4 (como repaso).

IMÁGENES:

imagen Harry Potter

[https://encrypted-](https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRBXicbmXc9t57m5e7B5kgelK2XH-T2L_rUQa5rVmtmpySF6XJ9)

[tbn0.gstatic.com/images?q=tbn:ANd9GcRBXicbmXc9t57m5e7B5kgelK2XH-T2L_rUQa5rVmtmpySF6XJ9](https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRBXicbmXc9t57m5e7B5kgelK2XH-T2L_rUQa5rVmtmpySF6XJ9) 18-05-2018

imagen Lope de Vega.

<http://www.unapicaenflandes.es/imagenes/poetas-siglo-oro-espanol.gif>

imagen de Artemisa.

<https://image.slidesharecdn.com/historiaparaninos4antiguagrecia-120202142550-phpapp01/95/historia-de-la-antigua-grecia-para-nios-29-728.jpg?cb=1328193185>

imagen de Gertrudis Bocanegra.

https://www.buscabiografias.com/img/people/Gertrudis_Bocanegra.jpg

Imagen de la primera bicicleta

<http://www.punditcafe.com/wp-content/uploads/2016/10/2.png?x10418>

imagen de los griegos-romanos

https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQvSGWqJIIUxlf6JO-TMXwzYehKy34WRAXymqSbl_YxNdQcjXJD