



UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO
ESCUELA NACIONAL COLEGIO DE CIENCIAS Y HUMANIDADES

PLANTEL ORIENTE

DEPARTAMENTO DE IDIOMAS

GUÍA PARA EXAMEN EXTRAORDINARIO
INGLÉS IV

BASADA EN EL PROGRAMA DE ESTUDIO ÁREA DE TALLERES DE
LENGUAJE Y COMUNICACIÓN INGLÉS I-IV INGLÉS 2016

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Introducción

La presente guía tiene como propósito apoyarte en la acreditación del examen extraordinario de inglés IV, así que su contenido está basado en el Programa de Estudio del Área de Talleres de lenguaje y Comunicación- Inglés I-IV (2016).

Este material está dividido en 4 unidades, el contenido está en inglés para que te familiarices con el del examen extraordinario que presentes, asimismo, en la Mediateca los asesores te podrán apoyar en caso de dudas, también podrás solicitar que verifiquen tu desempeño en las actividades de escritura y habla de esta guía.

De cualquier forma, se incluyen herramientas para que estudies por cuenta propia, por ejemplo, al final de este material está la clave de respuestas de los ejercicios y de los dos exámenes modelo, además de la transcripción de los audios utilizados. Podrás consultar si tus respuestas a los ejercicios fueron adecuadas o no, o si lo que escuchaste se aproxima al contenido real de los audios.

Si consultas la guía en línea, podrás pasar el cursor por las letras en azul para acceder a los audios y videos de los ejercicios, si estás consultando la versión impresa puedes acceder leyendo el siguiente QR:



Dado que te prepararás para una evaluación, se incluyen listas de cotejo y rúbricas en las secciones de habla y escritura, te apoyarán para que puedas autoevaluarte ya que describen lo que se espera que domines, de esta forma, en caso de acudir a la Mediateca, seas concreto en el tipo de ayuda que requieras.

Se incluyó también al final de la guía vocabulario extra como apoyo adicional, además agregamos una breve sección de autoevaluación en forma de lista de cotejo que te servirá de guía antes y después de resolverla, incluye la mayoría de los conocimientos y habilidades que necesitas dominar.

Esperemos esta guía sea de gran utilidad y obtengas los resultados que deseas.

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UNIDAD 1

“COMPARTIR EXPERIENCIAS PASADAS”

Propósito de la unidad: Al finalizar la unidad, el alumno será capaz de intercambiar información para contrastar sucesos concluidos y aquellos que se estaban desarrollando en el pasado, de manera oral y escrita.

Conceptos clave: Past continuous, connectors *when/while*, everyday actions, gerunds, connectors *to begin with, in addition, to sum up*.

Aprendizaje 1

Reconoce sucesos que se estaban desarrollando en el pasado en textos orales y escritos.



Grammar: Past Continuous

Look at the following picture and check the words in bold next to it. They are sentences written in past continuous.



<https://i.pinimg.com/originals/dc/23/f5/dc23f514f1cc330ebd9b412998a86090.jpg>

I took this photo last Saturday. It was 3 o'clock and **we were having** a party.

Everybody was doing different activities.

Sam was drinking soda while **he was talking** to Danny. **Danny was listening** to Sam.

Helen and **Eve were eating** pizza. **Helen was also looking** at Lucy, **who was dancing** with Jodie and Dave.

Tom was singing while **Jason and Claire were laughing**.

We use the past continuous to:

☞ **Describe actions that were in progress at a specific time in the past (like the previous sentences describing the picture)**

i.e Last Saturday the kids were having a party at 3 o'clock.

☞ **Describe actions that were in progress in the past when a second sudden action interrupted them.**

i.e My friends were dancing when I arrived at the party.

☞ **Describe actions that were in progress in the past at the same time (or simultaneously)**

i.e Sam was talking to Danny while he was drinking soda.



Reading. Skimming and Scanning

Skimming and **Scanning** are techniques to help us move quickly through texts for different purposes.

If you look for the **general idea** of a **text** before reading it deeply, you should **skim** it:

- Read the first paragraph.
- Read the first sentence of the next paragraphs.
- Read the last paragraph.
- Don't read everything.
- Don't worry about what you miss.

But, if you read a text to **find specific information**, **scanning strategies** will be helpful:

- Look for headings so you can get to the right section quickly.
- Keep reading. Do not read every word.
- Read carefully when you find important information.
- As soon as you have the important information that you want, stop.

Retrieved from: Craven, M. (2003) *Extending Reading Skills*. Thailand: Mc Millan. pp. R5 and R8



Reading: Do you believe in Unidentified Flying Objects? (UFO'S)

Top 6 UFO incidents in the UK

1. *Former Army officer Alfred Burtoo was fishing by the Basingstoke Canal in August 1983 when he encountered a landed UFO and little green men. The 73-year-old said he was taken onboard the ship, but heard a voice say "You can go. You are too old and infirm for our purpose". He told his wife he'd seen a UFO but didn't mention being taken onboard, because he thought she'd tell him "No more fishing for you, old man".*



- In a sighting that took place over RAF Shawbury in March 1993, the Meteorological Officer witnessed a huge, triangular-shaped craft fly slowly over the base, firing a beam of light at the ground, while emitting a low frequency humming sound. From a slow speed, the UFO then accelerated away to the horizon many times faster than a military jet. The man had eight years of experience serving in the RAF.*
- On the same night as the sighting at RAF Shawbury, a couple saw a UFO over a field hundreds of miles away. When they investigated, the UFO had gone, but all the cows were standing silently in the middle of the field, facing each other in a perfect circle.*
- A man contacted the Ministry of Defense in 1985 claiming to have been in contact with alien, when he was driving along the road, who wanted to establish diplomatic contact with the authorities. He wanted to arrange a meeting between the British Government and an entity called Algar. But his letter stated that Algar had been killed by other aliens and concluded by saying "and that, of course, was that."*
- In 1986 a commercial pilot said that a UFO had passed close to his aircraft, when he was doing a routine flight. Trying to be rational about it, he speculated that it might have been space debris re-entering the Earth's atmosphere, a meteorite, or a missile, accidentally fired into his flightpath. He concluded by saying, with remarkable understatement, "If it's a missile, my crew and I are not impressed."*

A. Skim the text, check which of the next sentences fits best the general idea of the text.

1. There are proofs of UFOs in America.
2. Some people experienced a UFO sighting in UK during the 1980's and 1990's.
3. The USA government collected the testimonies of people who saw UFO's.

B. Scan the reading, find the following specific information.

1. Alfred Burtoo...

...saw a craft fly over a base. ...flew close to a UFO. ...saw three little men.

2. ... worked for the RAF.

A meteorological officer... A commercial pilot... A couple...

3. A pilot thought that the UFO he saw was probably a meteorite or a missile in...

... 1983 ... 1993 ... 1986

4. A man wanted to establish diplomatic contact between aliens and...

... the British Army ... the RAF. ... the British Government.

C. Read the descriptions. Choose T for “true” and F for “false”. Write the correct ideas for the “false” statements.

1. The man in story #1 was fishing when he saw the UFO. T F

2. The UFO in story #2 was landing when the man saw it. T F

3. In case #3 the cows were drinking water when the UFO appeared. T F

4. In case #4 the man was driving a car when aliens contacted him. T F

5. In case #5 the pilot thinks he saw a meteorite while he was flying his aircraft. T F

Reading Tip



- First, read carefully the instructions and make sure you know what they are asking you. Underline the words in the sentences that you consider will help you look for the right information.
- In this case, make sure you identify the people or things involved in each sentence.
- **YOU DON'T NEED TO READ THE WHOLE TEXT TO COMPLETE THE SENTENCES!**

Adapted from: Puchta, H. et al. (2004) English in mind. Workbook 1. Reino Unido: Cambridge University Press. P.62



Listening: [A UFO](#)

A. Listen to a man reporting a UFO sighting. Read the questions and the three different options. Choose the best one.

1. Where was the man coming from when he saw the UFO?
 - a) He was returning home from a party.
 - b) He just got off work when he saw the UFO.
 - c) He was driving home from a restaurant.

2. What time did the man report the incident to the police?
 - a) About 12 am
 - b) About 3 am
 - c) About 5 am

3. What jumped out in front of the man's car?
 - a) A giant deer
 - b) A strange man
 - c) A hairy alien

4. What happened next to the man?
 - a) He walked to a flying saucer.
 - b) He followed the animal to a plane.
 - c) He was carried to a spaceship.

5. What does the police officer suggest to the man at the end of the story?
 - a) They should call the fire department.
 - b) The man should look for special help.
 - c) The man should contact the newspaper.

Taken and adapted from www.esl-lab.com Randall Davis "A story to remember"



Listening Tip

- First, read carefully the instructions and make sure you know what they are asking you.
- Predict the possible information they are going to mention according to the topics.
- **YOU DON'T NEED TO UNDERSTAND EVERYTHING IN THE AUDIO TO SOLVE THE EXERCISE!**

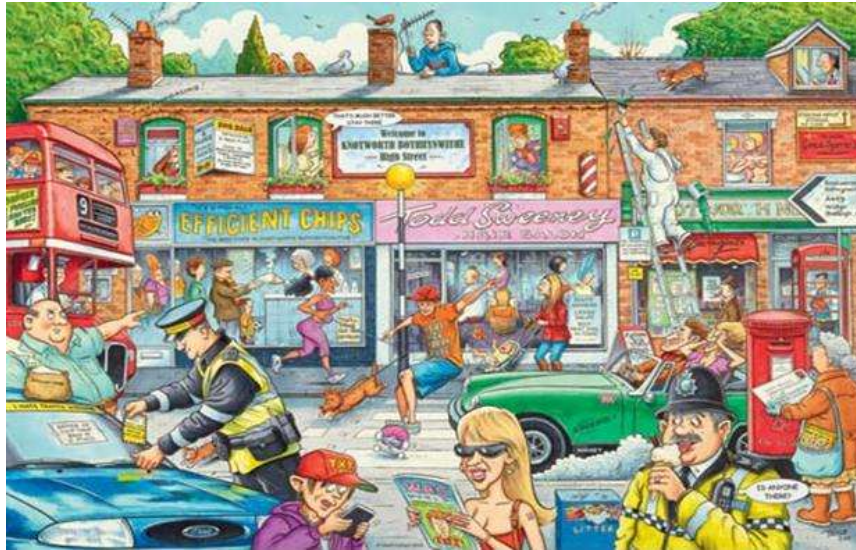
Aprendizaje 2

Describe acontecimientos que se estaban desarrollando en el pasado, de manera oral y escrita



Reading: A busy day

Look at the picture and read the paragraph. Then, do the exercise below.



“It was a beautiful sunny day. Many people were out and about. Suddenly, a green car came speeding along the road and it didn’t stop at the zebra crossing! It hit a young boy who was on the crossing. Don’t worry, he was all right, but he had to go to hospital for a check-up. A policeman came and he interviewed all the witnesses. He asked them what they saw, and he also asked them: ‘What were you doing when the car hit the boy?’ What were the people doing when the car hit the boy?”

A. Match up the answers with the people who gave them:

1. The blonde lady with sunglasses. ()
 2. The old lady wearing boots. ()
 3. The young boy with the letters TXT on his cap. ()
- a. I was eating an ice cream cone; I didn’t see anything!
 - b. I didn’t see anything because my dog was chasing a cat! He’s a naughty boy, but I love him!
 - c. I was having a shower when I heard a big bang.

4. The bus driver. ()
 5. The lady jogger. ()
 6. The policeman. ()
 7. The workman on the roof. ()
 8. The lady in the window. ()
 9. The man in the phone box. ()
 10. The lady with the push chair. ()
- d. I was fixing the TV antenna when the car hit the boy.
 - e. I was texting my mate. I wasn't looking at the road, so I didn't see anything. Sorry, I can't help you.
 - f. I was calling a friend, but I saw everything.
 - g. I was reading a magazine, so I didn't see anything.
 - h. My baby was screaming so I wasn't paying attention.
 - i. I was posting a letter. I saw it all!
 - j. I was driving my bus. I can tell you what happen



Grammar: Past Continuous-Structure

This tense is similar in structure to the present progressive, but we use Verb **TO BE IN PAST** as an auxiliary verb and the main verb in **-ING FORM**.

PAST CONTINUOUS

Affirmative

I **was** playing.

You **were** playing.

He **was** playing.

She **was** playing.

It **was** playing.

We **were** playing.

You **were** playing.

They **were** playing.

Negative

I **wasn't** playing.

You **weren't** playing.

He **wasn't** playing.

She **wasn't** playing.

It **wasn't** playing.

We **weren't** playing.

You **weren't** playing.

They **weren't** playing.

Interrogative

Was I playing?

Were you playing?

Was he playing?

Was she playing?

Was it playing?

Were we playing?

Were you playing?

Were they playing?

Was not → **wasn't**

Were not → **weren't**

Answer

Yes, I was / No, I wasn't

Yes, you were / No you weren't

www.englishstudyhere.com

-ING SPELLING

1 syllable ending 1 vowel + 1 consonant

get - getting
sit - sitting
skip - skipping
swim - swimming

lie and die

lie - lying
die - dying

travel, regret

travel - travelling
regret - regretting

verbs ending with -e

take - taking
make - making
shake - shaking

all other verbs

do - doing
say - saying

all other verbs

play - playing
go - going

all other verbs

eat - eating
kiss - kissing

playing
doing
going
swimming
running
listening
eating

A. Look at the pictures and answer the questions with the correct form of Auxiliary TO BE in past and the form of the verb in -ING. Follow the example.

8:00 a.m.	11:15 a.m.	2:00 p.m.	5:30 p.m.	7:45 p.m.
				

play soccer

swim in the pool

play computer games

get up

play a guitar

Example: What was Jake doing at 8 am?

He was getting up.

1. What was Jake doing at 2:00 pm? _____
2. What was Jake doing at 11:15 am? _____
3. What was Jake doing at 7:45 pm? _____
4. What was Jake doing at 5:30 pm? _____

B. Complete the brief conversations with negative, interrogative sentences or questions. Use past continuous.






Helen: I found money on the street.

Michael: Oh, where did you find it?

Helen: On the street.

Michael: _____ (you/walk) to the gym?

Helen: No, I wasn't. I was walking to the office.

	<p>Doctor: What happened? Leslie's mother: Leslie fell and hurt her back. Doctor: _____ (she/run)? Leslie's mother: No, _____ (she/not/run). She was roller-skating.</p>
	<p>Sam: There was a blackout in my apartment building yesterday. Theodore: So, you couldn't do homework. Sam: In fact, _____ (I/not/do) homework. I was playing X-box.</p>
	<p>Police officer: Did you see the accident? Witness: Yes, I did. Police officer: _____ (the man/drive) fast? Witness. Yes, he was.</p>



ONLINE EXTRA MATERIAL AND EXERCISES: PAST CONTINUOUS

<https://www.youtube.com/watch?v=Da4url725->

[Ehttps://agendaweb.org/exercises/verbs/past-continuous/exercise-1](https://agendaweb.org/exercises/verbs/past-continuous/exercise-1)

<https://agendaweb.org/exercises/verbs/present-continuous-progressive/-ing-forms>

<https://agendaweb.org/exercises/verbs/past-continuous/write-1>

Grammar Tip



- First, check out what kind of sentence it is: affirmative, negative, question (yes/no), or content question.
- Locate the subject.
- Locate the main verb.
- Make the sentence using the correct structure.

Aprendizaje 3

Expresa información sobre actividades concluidas para contrastarla con las que estaban sucediendo, de manera oral y escrita.



Vocabulary. Connecting past events

A. When you write about past events, you need special words to give an order or sequence to the actions. Complete the blog entry with the appropriate connectors of sequence.

Finally Then After First Later

GINA'S BLOG

Yesterday, it was my birthday, and it didn't start well. I went to the park to meet my friends, but they weren't there. I decided to look for them. _____ (1), I went to the shopping center opposite the park, but they weren't there. _____ (2), I looked for them at the library, but they weren't there either. _____ (3), I tried the sports center and the restaurant near the park, but I couldn't find them. _____ (4), I went home, and my friends were there... with a birthday cake, ice cream, music, and games. _____ (5) It was a surprise party for me! In the end, I had a great birthday.



Vocabulary: When

This connector is used when you describe two actions.

Action 1. It is the first action, it started first and it takes the **Past Continuous tense**.

Action 2. It is the second action, this action interrupted action 1 and it takes the **Simple past tense**. Look at the following picture and the examples.

A. Read the sentences. This happened last Saturday at 6pm. Many people were doing different activities when suddenly a car crashed into a tree. The crashing interrupted all the activities, here is what happened.



- a) A man was reading the newspaper when the accident happened
- b) When the car crashed, John Lennon was playing the guitar
- c) A blonde girl was playing the flute when the accident happened
- d) **When** the accident happened, we were having a great party
- e) A mechanic was fixing a car **when** the car crashed
- f) **When** the accident happened, the children were having English class
- g) A man was talking on the phone **when** the car crashed

B. Check the use of *when* answering the following questions:

1. In example **b)** which is the action in progress?

2. What is the interruption in **ALL** the examples?

3. What is the tense of the interruption?

4. What is the tense of the action in progress?

5. What do you write in the middle of the sentence when you start the idea with "**when**"?



Vocabulary: While

This second connector is also used to join two actions. **While** has two uses:

- I. To join two actions happening at the same time (simultaneously) in the past.
 - a) *A man was reading a newspaper **WHILE** some students were having class.*
 - b) *A man was fixing the roof **WHILE** a mechanic was fixing a car.*
 - c) *John Lennon was playing the guitar **WHILE** a girl was studying.*
 - d) ***While** a man was talking on the phone, we were having a great party.*
 - e) ***While** a girl was playing the flute, the teacher was talking to his students.*

- II. To connect two actions, one in progress in the past and an interruption.
 - a. *While the kids were having class, the accident happened.*
 - b. *The accident happened while the kids were having class.*
 - c. *While the mechanic was fixing the car, the boy crashed onto a tree.*
 - d. *The boy crashed onto a tree while the mechanic was fixing the car.*
 - e. *While a girl was playing the flute, someone had an accident.*
 - f. *Someone had an accident while the girl was playing the flute.*

Notice please! When you start the idea with any connector, you need a comma in the middle of the sentence to separate actions.



GRAMMAR: When and While

A. Rewrite the sentences with WHEN or WHILE. Use the past simple or past continuous form of the verbs in brackets.

Example: She (surf) when the shark (attack) her. *She was surfing when the shark attacked her.*

1. He (dance) at a party when he (meet) his girlfriend. _____
2. I (have) a picnic when I (see) my sister. _____
3. When they (see) the shark they (swim) in the sea. _____
4. Susan (arrive) while I (have) dinner. _____
5. He (play) football when he (break) his leg. _____
6. I (wait) for my friend when the bus (arrive). _____
7. When I (get back) my mum (cook) dinner. _____



Speaking: Past Continuous

A. Talk about 3 different events. Describe what you or other people were doing. You can use past continuous and simple past, to describe interruptions, or two sentences in past continuous to express simultaneous actions.

Topic suggestions:

- On September 19th, 2017, at 1:14pm
- When you checked your COMIPEMS results
- When you knew that Michael Jackson had died
- When the news announced that AMLO was the new Mexican president
- On a surprise party
- When you met your first friend at CCH On your first day in CCH
- When you saw your boyfriend/girlfriend/crush In a funny accident or a scary incident.

Example: On September 19th, 2017, I was walking towards the main entrance in CCH when suddenly an earthquake started. While many people were shouting and chatting around, I was trying to send a message.

NOTES:

A teacher at *Mediateca* can
check your speaking.

SPEAKING RUBRIC

POINTS	2.5	1.8	1	0
FLUENCY	The student can express ideas with no hesitation.	The student can express ideas with some hesitation.	The student hesitates a lot. s/he struggles in describing the situation.	The student cannot express ideas.
PRONUNCIATION	The student does not have problems when pronouncing, specially with “when” and “while.”	The student presents some problems with pronunciation and/or intonation but self-corrects.	The student has a lot of problems in pronunciation and intonation and does not realize it.	The student mispronounces a lot of words or does not know how to pronounce them.
VOCABULARY	The student can use a variety of words related to the topic.	The student only relies on basic vocabulary to cover only the required task.	The student has limited vocabulary and that does not allow him/her to express ideas correctly	The student does not have sufficient or adequate vocabulary to describe the situation.
COMMUNICATION	The student can describe the topic required with no problems	The student expresses ideas with some or many problems	The student barely expresses ideas and situations.	The student cannot develop the topic or express ideas

Speaking Tip

Speaking is a two- way activity. It is the responsibility of both, the producer, and the receptor for an effective communication. You should pay attention on how the other perceive your messages to continue speaking or to change the sentences or questions.

Powers, D. E. (2010) COMPENDIUM STUDY. The case for a Comprehensive, Four-skills Assessment of English Language Proficiency. ETS TOEIC. Retrieved from: <https://www.ets.org/Media/Research/pdf/TC-10-12.pdf>

Aprendizaje 4

Interactúa para compartir información sobre sucesos del pasado de manera oral y escrita.



Grammar: Simple Past vs. Past Continuous

Check, **SIMPLE PAST** and **PAST CONTINUOUS** are used for expressing specific ideas in the past.

Simple Past vs. Past Continuous

Simple Past

We use the **simple past** to talk about:

- Completed actions, habits and facts in the past.

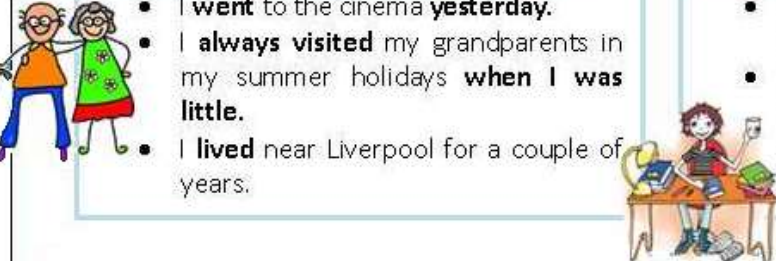
- I **went** to the cinema **yesterday**.
- I **always visited** my grandparents in my summer holidays **when I was little**.
- I **lived** near Liverpool for a couple of years.

past Continuous

The **past continuous** is used to express:

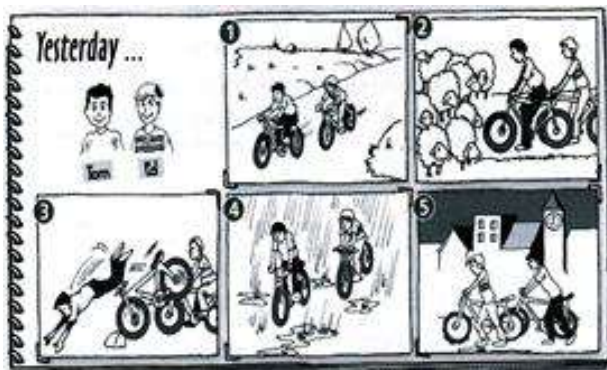
- Interrupted actions, specific time as an interruption and parallel actions.

- I **was watching** TV **when** the phone rang.
- Last night at 7pm**, I **was having** dinner.
- While she was doing** her homework her brother **was playing** football.



https://www.pinterest.com.mx/pin/484137028664437642/?amp_client_id=CLIENT_ID%28_%29&mweb_unauth_id=%7B%7Bdefault.session%7D%7D&simplified=true

A. Look at the pictures and match the questions and answers about Tom's Day. Check the use of Simple Past in this story.



1. What did Tom do yesterday? ____
2. Who did he go with? ____
3. What happened first? ____
4. Then, what happened? ____
5. What happened when they were on their way home? ____
6. When did they finally get home? ____

- a) It started to rain.
- b) They got home at 7 o'clock.
- c) Tom fell when they were cycling.
- d) When they were cycling, they found sheep on the road.
- e) He went cycling.
- f) Ed.

B. Choose the correct sentence to complete Jenny's story, Simple Past or Past Continuous?

Dave: Hi, Jenny, what (1) **did you do / were you doing** last weekend?

Jenny: I (2) **was going / went** to a party.

Dave: (3) **Did you have / were you having** a good time?

Jenny: Yes, I really (4) **was enjoying / enjoyed** it. I (5) **met / was meeting** this really nice guy. His name's Danny.

Dave: Oh, yes?

Jenny: I (6) **was talking / talked** to my friend Paula, when Danny (7) **asked / was asking** me to dance.

Dave: Where's he from?

Jenny: Liverpool, but he (8) **was living / lived** in London at the moment.

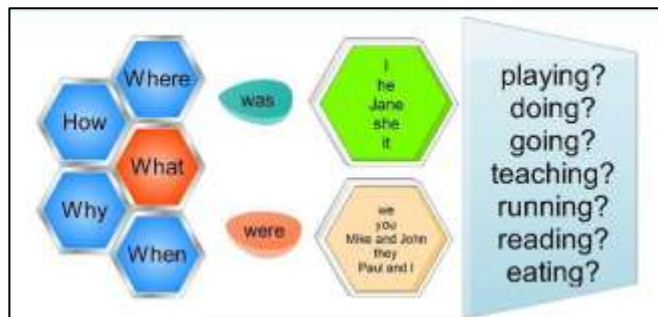
Dave: So, (9) **did you see / were you seeing** him again?

Jenny: Yes, we (10) **went / were going** to the cinema last night.

Dave: Great. I hope you had a good time.



Grammar: Review: Questions and short answers in Past Continuous.



Look at the chart. This is the way we ask questions when we want someone to describe actions in progress, interruptions, or simultaneous actions in progress in the past.

Look at some examples:

A: What were you doing last night between 7 and 7:30pm?

B: I was having dinner.

A: Were you talking to a girl when I called you?

B: Yes, I was.

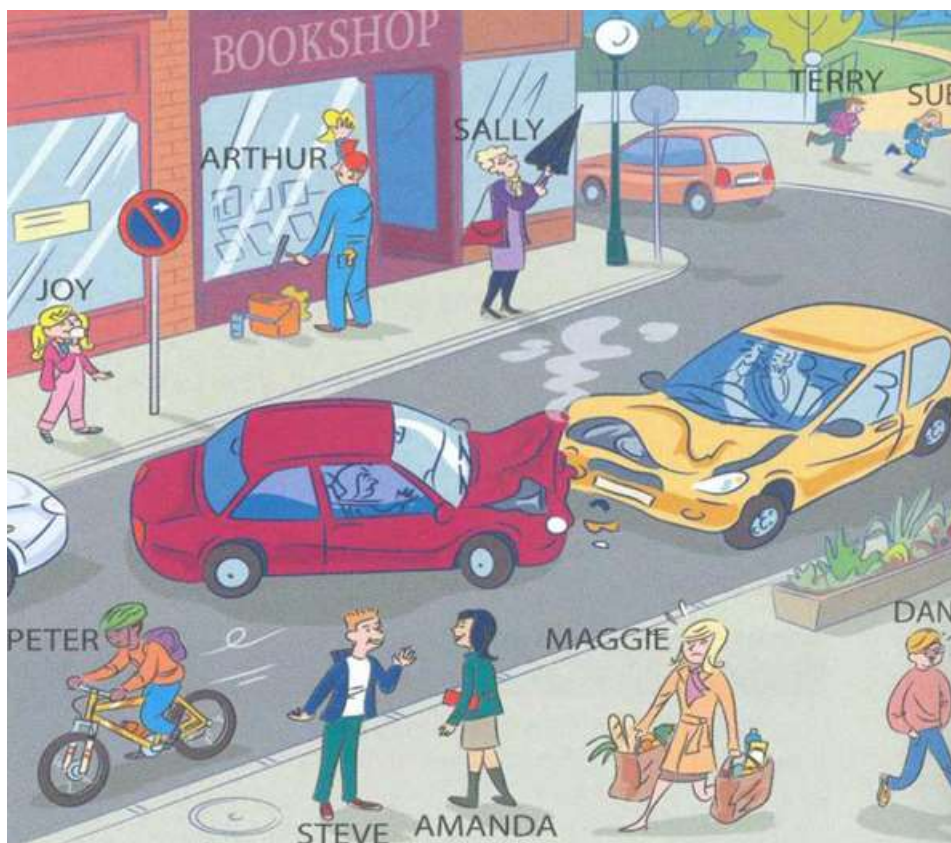
A: Was your teacher explaining something when the earthquake started?

B: No, she wasn't. She was erasing the board.

A: What were you having for breakfast last Sunday at 9:00 am?

B: I was having some yogurt.

- A. Observe the scene below. Write questions and short answers about the actions that each person was doing when the accident happened, to complete the dialogue between Michelle and a police officer.**



Police officer: Well, let's check the information you gave us before. Was Steve talking to Peter (Peter/ talk)?

Michelle: No, he wasn't. He was talking to Amanda. (2)

Police officer: Oh, you're right, so, _____ (Peter/ ride) a bike? Right? (3)

Michelle: _____ (4)

Police officer: _____ (Sally/ try) to open her umbrella? (5)

Michelle: _____ (6)

Police officer: _____ (Terry and Sue/ run) to school? (7)

Michelle: _____ (8)

Police officer: _____ (Arthur/ carry) bags with groceries? (9)

Michelle: _____ (10)

Police officer: Thank you for your help.

Michelle: No problem.



WRITING: Another accident, another weekend

A. Now, imagine you must write a note and publish it in the CCH newspaper. Write a short paragraph (80 words minimum) describing some events in the picture, use your imagination to include more details. Use connectors *when, and, first, then, later, after, or finally*. Use the past continuous and interruptions.

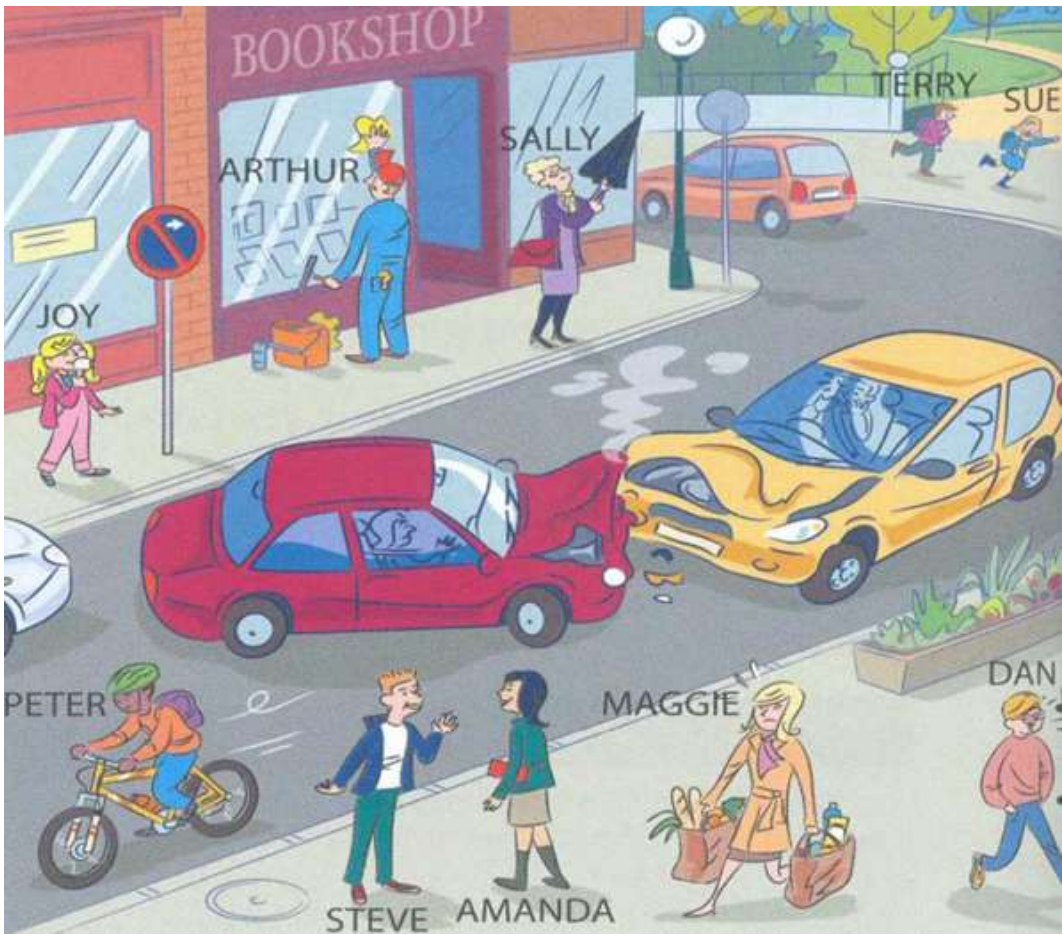


“Another accident, another weekend”

By _____ (write your first and last name)

Yesterday afternoon there was an accident. While Peter was cycling, two cars crashed...

A teacher at *Mediateca* can check your text.



WRITING CHECK LIST			
Skills	Well done	I need some practice	Go back to study
1. I can write complete and correct sentences contrasting <i>Past Continuous</i> and <i>Simple past</i> .			
2. I connect my ideas with <i>when</i> and <i>while</i> and I use a comma if <i>when</i> or <i>while</i> go at the beginning of my sentences.			
3. I can use sequencers correctly to give order to my ideas.			
4. I can write with correct spelling.			

SELF-EVALUATION OF THE UNIT

Congratulations, you have finished unit 1. Check what you can do. Write a check mark ✓ for each skill.

I can...	Excellent	Very good	Good	Not bad	I need practice
1. recognize events in progress in past, in oral and written texts.					
2. describe events that were taking place.					
3. contrast finished activities with past continuous sentences.					
4. interact information about in past events.					

UNIT 2

“COMPARTIR PLANES Y PREDICCIONES”

Propósito de la unidad: Al terminar la unidad, el alumno será capaz de expresar planes y predicciones para describir situaciones futuras de manera oral y escrita.

Conceptos Clave: plans, intentions, predictions, be going to, will.

Aprendizaje 1

Identifica información para conocer los planes de otros en textos orales y escritos.



Vocabulary: plans for the summer.



travel



go camping



go fishing



relax



hang out with
friends



sleep late



relax

Other activities

- listen to music
- take naps
- visit grandparents
- exercise

Saslow, J et A. scher (2011) Top Notch Fundamentals. New York: Pearson Education. p 114



Reading: Summer plans

Read a short interview with a student.

Interviewer: What are your summer plans?

Michelle: I'm going to spend my summer actively. My best friend is going to go hiking, so I hope I can join her. I'm also going to take a trip to Italy with my parents in August. It's going to be really hot there at that time.

Interviewer: Are you going to do some volunteer work or study?

Michelle: I did some volunteer work last year, so this summer I'm not going to do that. Actually, I'm just going to do an Italian course before our trip, so I'm going to be quite busy.

A. Answer the questions:

1. What tenses and structures does Michelle use when talking about her plans?
2. Which sentences include a plan or intention, but don't talk about an arrangement?

B. Is it true (T) or false (F)?

- | | | |
|---|---|---|
| 1. Michelle is going to have a very relaxed summer. | T | F |
| 2. Michelle's best friend is going to take a trip to Italy. | T | F |
| 3. It's going to be very hot in August. | T | F |
| 4. Michelle is going to do some volunteer work in August. | T | F |
| 5. Michelle is going to be quite busy after the Italian course. | T | F |



Grammar: Be going to

Be going to + base form (infinitive) is the most common way to express future plans.

Affirmative Sentence

Subject + be (am, is, are) + going to + infinitive (base form of the verb) + complement (time expressions).

Examples:

- 1) I **am going to have** an English exam tomorrow.
- 2) Sue **is going to be** here tomorrow evening.
- 3) We **are going to come** to class tomorrow morning.

We normally contract "going to" to "gonna" in spoken language.

Examples:

- 1) I **am gonna have** an English exam tomorrow.
- 2) Sue **is gonna be** here tomorrow evening.
- 3) We **are gonna come** to class tomorrow morning.

Negative Sentence

Subject + be + not + going to + complement.

- 1) I **am not going to have** an English exam tomorrow.
- 2) Sue **is not going to be** here tomorrow evening.
- 3) We **are not going to come** to class tomorrow morning.

We normally contract the verb **to be** in negative sentences:

- 1) **I'm** not going to have an English exam tomorrow.
- 2) Sue **isn't** going to have an English exam tomorrow.
- 3) We **aren't** going to come to class tomorrow.

In spoken language, we contract both the “verb to be” and “going to”:

- 1) **I'm not gonna have** an English exam tomorrow.
- 2) Sue **isn't gonna have** an English exam tomorrow.
- 3) We **aren't gonna come** to class tomorrow.

Questions “yes/no”:

Are, is, am + subject + going to + verb + complement?

Examples:

- 1) **Are** you **going to have** an English exam tomorrow?
- 2) **Is** Sue **going to have** an English exam tomorrow?
- 3) **Are** we **going to come** to class tomorrow?

Answer:

Yes + subject + are, is, am.

No, am, is, are + not.

Examples:

- 1) **A:** Are you **going to come** to class tomorrow?
B: Yes, I am.
- 2) **A:** Is Jim **going to work** tomorrow?
B: No, he isn't.

Content Questions (WH Questions):

What

Where

How

Why etc. + are, is, am + subject + going to + verb + complement (time expression)?

Examples:

- 1) **Where are you going to have** an English exam tomorrow?
- 2) **What time is Sue going to have** an English exam tomorrow?
- 3) **Why are we going to come** to class tomorrow?

Content Questions (WH Questions):

What

Where

How

Why etc. + are, is, am + subject + going to + verb + complement (time expression)?

Examples:

- 1) **Where are you going to have** an English exam tomorrow?
- 2) **What time is Sue going to have** an English exam tomorrow?
- 3) **Why are we going to come** to class tomorrow?

Answer: Required information.

- 1) A: What time **are you going to work** tomorrow?
B: At 5 O'clock.
- 2) A: When **are you going to travel** to the US?
B: Next Friday.

A. Order the words to make sentences.

Example: Are / there / you / get / to / How / going

How are you going to get there?

1. to / isn't / He / going / the / meeting / . /

2. show / to / They're / city / going / the / me/.

3. good / going / time / have / We're / to / a/.

4. is / to London / to / she / going / When / go /?

5. not / the film / going / I'm / see / the / to / today/.

B. Complete the sentences. Use the correct form of going to.

Example: Are you going to leave by train?

1. We _____ our friends in the city. (visit)

2. They _____ a nice dinner in an expensive restaurant. (eat)

3. _____ with a friend? (you/ stay)

4. They _____ the museum. (not /visit)

5. He _____ a lot of people this semester. (meet)

6. She _____ on vacation this year. (not/ go)

C. Complete the dialogue. Use the correct form of going to.

A: So, where are you going to go (go) on vacation?

B: I (1) am going to travel (travel) around the US for a few weeks.

A: Really? Where (2) _____ (you/ stay)?

B: Well, this year I (3) _____ (not/sleep) in hotels. Instead, I'm going to stay with some friends.

A: Good idea! (4) _____ (you/ travel) alone?

B: Yes, I am. I am going alone because my best friend (5) _____ (travel) to San Diego with some friends. They (6) _____ (spend) all day in the beach, and they (7) _____ (dance) and drink there all night.

I don't like that kind of vacation. I prefer to meet a lot of new people and see new places.

A: Which states (8) _____? (visit)

B: Virginia first, and the North Carolina, South Carolina, and Georgia. My friends (9) _____ (have) a great time!



ONLINE EXTRA MATERIAL AND EXERCISES: BE GOING TO

https://www.youtube.com/watch?v=0-8yPyCDHI&ab_channel=FranciscoOchoaIngl%C3%A9sF%C3%A1cil

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/To_be_going_to/To_be_going_to_zj92qs](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/To_be_going_to/To_be_going_to_zj92qs)

<https://agendaweb.org/exercises/verbs/going-to-questions>



Video: Be going to

A. Watch a video and listen to the different ways the students say, 'be going to'. Match a-e with numbers 1-5.



www.youtube.com/watch?v=srDvmV977ew&ab_channel=VidetteVideos

- | | |
|-------------|-------------------------------------|
| A. Caleb | 1. work and sleep |
| B. Sarah | 2. go to the Christian service camp |
| C. Lauren | 3. travel to many places in the USA |
| D. Jordan | 4. take online classes |
| E. Brittany | 5. take a study trip abroad |

Aprendizaje 2

Expresa información para dar a conocer planes, de manera oral y escrita.



Writing: My next holiday

A. Think of your next holiday. Then, answer the questions below. Put all these plans together! Write an email to your best friend and tell him or her about your plans (100-150 words).

- Where are you going?
- Who are you going with?
- When are you going?
- Where are you going to stay?
- How long are you going to stay there?
- What are you going to do?
- What are you going to pack?

NOTES:

A teacher at *Mediateca* can check your speaking.

Speaking check list			
Skills	Well done	I need some practice	Go back to study
1. Do you say complete sentences?			
2. Do you use intonation according to affirmative or question structures?			
3. Do you use grammar structures appropriately?			
4. Do you pronounce the words correctly? Does the teacher or student understand your speech?			

Aprendizaje 3

Identifica información para conocer sobre predicciones, en textos orales y escritos.



Vocabulary: predictions about your future.



get married	live with a roomie
have children	live with my parents
go to university	speak two or more languages
get a good job	have an apartment/ house
have my own car	live abroad



Grammar: Will

We use “will + verb” for predictions in the future.

Affirmative Sentences:

Subject + will + infinitive (base form) + complement.

Examples:

- a) Mike **will arrive** at 10 am tomorrow.
- b) Cars **will fly** in the future.
- c) I think Diana **will pass** the exam.

We normally contract “will” with subject pronouns:

I will – I'll
You will- You'll
He will- He'll
She will-She'll
It will- It'll
They will-They'll
We will-We'll
You will-You'll

Example:

- a) He'll **arrive** at 10 am tomorrow.
- b) They'll **will fly** in the future.
- c) I think she'll **pass** the exam.

Negative:

Subject + will not + infinitive (base form) + complement.

Examples:

- a) Mike **will not arrive** at 10 am tomorrow.
- b) Cars **will not fly** in the future.
- c) I think Diana **will not pass** the exam.

We normally contract “will not” to “**won’t**”

Examples:

- d) Mike **won’t arrive** at 10 am tomorrow.
- e) Cars **won’t fly** in the future.
- f) I think Diana **won’t pass** the exam.

Questions “yes/no”:

Will + subject + verb + complement (time expression)?

Examples:

- a) **Will** Mike **arrive** at 10 tomorrow?
- b) **Will** cars **fly** in the future?
- c) **Will** Diana **pass** the exam?

Answer:

Yes, she will.

No, she Won’t.

Content questions:

Why

When

Where

How much

How many, etc. + will + subject + verb + complement (time expression)?

Examples:

- a. **Why will** Mike **arrive** at 10 tomorrow?
- b. **How will** cars **fly** in the future?
- c. **When will** Diana **pass** the exam?

Answer: required information

Examples:

A: **Why will** Mike **arrive** at 10 tomorrow?
B: Because he has to work on Sunday.

A: **How will** cars **fly** in the future?
B: They will use special batteries.

A. Put in “will (‘ll)” or “won’t.”

1. Don't drink coffee before you go to bed. You _____ sleep.
2. 'Are you ready yet?' 'Not yet. I _____ be ready in five more minutes.'
3. I'm going away for a few days. I'm going to leave tonight. I _____ be at home tomorrow.
4. It _____ rain, so you don't need to take an umbrella.
5. It's Bill's birthday next Monday. He _____ be 25.

B. Write sentences beginning with “I think” or “I don't think” for predictions about your future:

(pass the exam): I think I will pass the exam. / I don't think I will pass the exam.

1. (enter university): _____
2. (have children): _____
3. (get married): _____
4. (live on my own): _____
5. (have a car): _____
6. (get a good job): _____



ONLINE EXTRA MATERIAL AND EXERCISES: WILL

https://www.youtube.com/watch?v=vFQIDu_7XmY&t=204s&ab_channel=FranciscoOchoaIngl%C3%A9sF%C3%A1cil

<https://agendaweb.org/verbs/future-will-exercises.html>



Reading: Jane's predictions of her future

Jane is a good student. She studies a lot, but she likes to go to parties on weekends. She wants to attend a good university, so next year she will study on weekends too. She has a healthy lifestyle, but sometimes she forgets to exercise. She will exercise four times a week. Now she only exercises two times a week. She doesn't smoke. She will start a new diet next year. Jane loves her grandmother, but she doesn't see her very much. Jane misses her. Next year, she will visit her once a week. Jane is planning a lot of changes, and she thinks she'll be happier.

A. Answer “Yes, she will” or “No. She won’t”, according to the reading.

1. Will Jane study more? _____
2. Will Jane go to more parties on weekends? _____
3. Will Jane begin smoking? _____
4. Will Jane exercise with her grandmother? _____
5. Will Jane graduate from university next year? _____
6. Will Jane go on a diet? _____
7. Will Jane exercise only two times a week? _____
8. Will Jane spend more time with her grandmother? _____

 **Video: predictions of the future**



www.youtube.com/watch?v=pzAGPbMtcw&ab_channel=MsLauraMsAnd

A. Watch the video and fill up the blanks with the correct answer:

1. People will live in _____ buildings:
a) spaceships b) very tall buildings c) very big cities
2. We won't fly cars. We'll fly in _____.
a) airplanes b) flying caravans c) flying vehicles
3. People will eat _____ only
a) food b) vegetables c) pills
4. We'll have _____ pets
a) robotic b) virtual c) electronic
5. Max _____ have an electronic pet
a) won't b) will c) doesn't

B. Watch the video and respond if the sentences are “true” (T), or “false” (F).



www.youtube.com/watch?v=lK_cdkpazjI&t=20s&ab_channel=TheCGBros

- | | | |
|--|---|---|
| 1. The man won't use Virtual Reality videogames to have fun. | T | F |
| 2. The man will cook as he follows virtual instructions. | T | F |
| 3. The man goes on a date using an integrated virtual app. | T | F |
| 4. The woman will use a dating app to have better results on her date. | T | F |
| 5. The woman will get happy when she knows the guy uses a dating app. | T | F |
| 6. The man will control the woman's mind with his dating app. | T | F |

Aprendizaje 4

Elabora predicciones para anticipar posibles acontecimientos de manera oral y escrita.

Writing: Human Future

A. Watch the video again and write some predictions about how humans will live in the future, including the following aspects (50-70 words):



- a) House
- b) Free time
- c) Food
- d) Dating
- e) Dining

A teacher at *Mediateca* can check your speaking.

NOTES:

Example: *Maybe people will use flying cars.*

Speaking check list			
skills	Well done	I need some practice	Go back to study
1. Do you say complete sentences?			
2. Do you use intonation according to affirmative or question structures?			
3. Do you use grammar structures appropriately?			
4. Do you pronounce the words correctly? Does the teacher or student understand your speech?			

SELF-EVALUATION OF THE UNIT

Congratulations, you have finished unit 2. Check what you can do. Write a check mark ✓ for each skill.

I can...	Excellent	Very good	Good	Not bad	I need practice
1. identify plans in oral and written texts.					
2. express plans.					
3. identify predictions in oral and written texts.					
4. express predictions to anticipate future events.					

UNIT 3
“COMPARTIR PLANES, PREDICCIONES Y SUGERENCIAS”

Propósito de la unidad: Al finalizar la unidad, se espera que seas capaz de *interactuar para expresar planes, predicciones y sugerencias, de manera oral y escrita.*

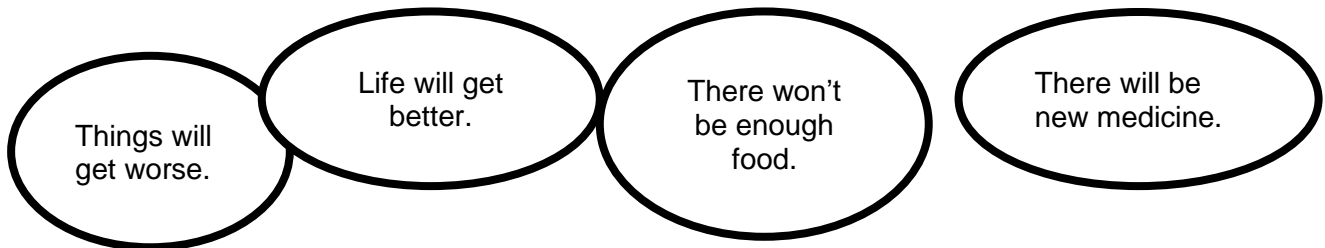
Conceptos clave: planes, predicciones, situaciones problemáticas, sugerencias, recomendaciones; *be going to, will, should*

Aprendizaje 1

Distingue información para conocer sobre planes y predicciones, en textos orales y escritos.

What do you think about the future?

Can you identify if the following sentences talk about positive or negative ideas about the future? Do you agree?



Listening: [Future Human Being](#)

A. Listen to two people, John and Mary, *talking about the future*. Which of the following topics do they talk about? Circle your answers.

Talking about the future

weather	sun	snow	rain	food
doctors	computers	housework	football	sleep

Retrieved from: Ackroyd, S. et C. Thacker (2004) *English in Mind. Teacher's Resource Pack 1*. UK: Cambridge. p. 82

B. Now listen to the dialogue again. Complete the sentence with the correct name, John or Mary.

- _____ is positive about the future.
- _____ had a garden full of flowers in March.

3. _____ talked about new medicines in the future.
4. _____ doesn't like cooking.
5. _____ said there will be more computers than people.

Retrieved from: Ackroyd, S. et C. Thacker (2004) *English in Mind. Teacher's Resource Pack 1*. UK: Cambridge. p. 82



Reading: Wrong predictions

A. Read the text and complete the chart below according to the predictions from people in the past.

Getting the future wrong!

People love reading predictions. They love looking into the future. They want to know what will or won't happen- tomorrow, next week, next year, in the next century.

But predictions are not always right- they can go very, very wrong! Here are some of our favorite "predictions that went wrong."

- In 1872, the US President Rutherford B. Hayes, looked at Alexander's Bell's new telephone and said, "It's a great invention, but who will want to use it?"
- In 1899, a top British scientist said, "Radio has no future, and X-rays won't work."
- In 1908, a French general said, "Airplanes are interesting toys- but they'll never be important for war."
- In 1927, the head of the Warner Brothers Film Company said, "Talking? Actors talking in films? Nobody will want that!"
- In 1962, a man at Decca Records listened to a tape and said, "We don't like it. People won't buy this music." The tape was by a group called The Beatles.

Retrieved from: Puchta, H. et J. Stranks (2010) *English in Mind. Student's Book 1*. UK: Cambridge. pp. 68-69

Year	Invention	Prediction	Who said that?
1872	<i>The telephone</i>	<i>Who will want to use it?</i>	<i>The US President Rutherford B. Hayes</i>
1899			
1908			
1927			
1962			



Listening: Plans for next year

A. Listen to 5 people talking about their plans for next year. Then, match the appropriate name with their plan. There are two extra ideas.

- | | | |
|------------------|-----|---|
| 1. Christy Lewis | () | a. would like to live in a warmer place. He/ she doesn't like cold winters. |
| 2. Laura Chang | () | b. may study or get a job after collage. |
| 3. Paul Reade | () | c. is going to have a baby, so he/ she is going to hire a nanny. |
| 4. Jim Conley | () | d. would like to travel but it may not be possible. |
| 5. Joe Etta | () | e. wants a promotion or another job. |
| | | f. is going to work for an important company after graduation |
| | | g. is going to take some time off for his/ her baby. |

McCarthy, M., et al. (2010) Touchstone 2. Full Contact. EUA: Cambridge University Press. p.121.

Aprendizaje 2

Interactúa para compartir planes y predicciones de manera oral y escrita.



Speaking: Predictions of your future

A. What are the predictions of your future? Use ✓ or X.

Predictions	Me
1. get married	
2. have children	
3. go to university	
4. get a good job	
5. live abroad	
6. learn to drive	
7. become famous	



Listening. Predictions about my future

A: Listen to Cristina and Paolo. What do they think will happen (✓) or won't (X)?

Predictions	Cristina	Paolo
1. get married		
2. have children		
3. go to university		
4. get a good job		
5. live abroad		
6. learn to drive		
7. become famous		



Vocabulary. Useful expressions

To emphasize uncertainty (you're not sure about the future), you can use the following expressions at the beginning of each sentence.

Maybe I'll...

I think I'll/ won't...

I'm sure I'll/ won't...

I'll probably have...

I don't think I'll

I doubt I'll...

Puchta, H. y Stranks, J. (s. f.) English in mind. Student's Book Starter. Reino Unido: Cambridge University Press. P. 92



Speaking: My predictions

A. Write sentences according to the previous chart. Use Will or Won't. Then, record yourself and listen to it.

Examples:

Maybe I'll get married.

I think I won't have children.

A teacher at Mediateca can check your speaking.

- _____
- _____
- _____
- _____
- _____

6. _____
7. _____

Speaking check list			
Skills	Well done	I need some practice	Go back to study
1. Do you say complete sentences?			
2. Do you use intonation according to affirmative or question structures?			
3. Do you use grammar structures appropriately?			
4. Do you pronounce the words correctly? Does the teacher or student understand your speech?			

 **Listening and Speaking. Rhythm and intonation.**

A. Conversation model. Read and listen.

A: Any plans for the weekend?

B: Not really. I'm just going to hang out with friends. And you?

A: Actually, I'm going to go camping.

Saslow, J et A. scher (2011) Top Notch Fundamentals. New York: Pearson Education. p 115

B. Listen again and repeat. Then practice the Conversation model with a partner. Use the previous seen activities.

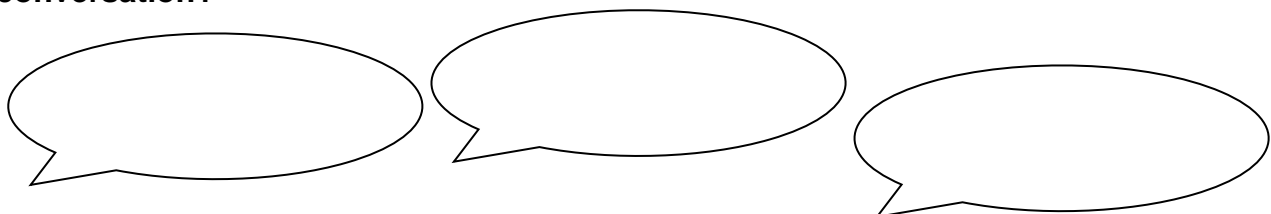
A: Any plans for _____? (the weekend, Saturday, Sunday)

B: _____ (Not really/ Yes, I am). I'm going to _____. And you?

A: Actually, I'm going to _____.

Saslow, J et A. scher (2011) Top Notch Fundamentals. New York: Pearson Education. p 116

C. What other expressions or ideas can you add to help you follow up this conversation?



Speaking check list			
Skills	Well done	I need some practice	Go back to study
1. I participate in the conversation without hesitating.			
2. I use intonation according to an affirmative sentence or question.			
3.			
4. I use only English.			
5. I express my ideas clearly.			

Aprendizaje 3

Identifica situaciones problemáticas diversas, en textos orales y escritos, para dar sugerencias y recomendaciones



Grammar: Get some advice

A. Read the PROBLEMS and choose the best ADVICE. Check the use of SHOULD or SHOULDN'T. The first one is done.

PROBLEMS

1. I'm going to have a baby. I didn't plan to do it. I'm too young. **(e)**
2. The climate is changing a lot. Some animals are dying. What should we do? ()
3. Peter and his girlfriend are 17. They want to have sex for the first time. ()
4. My sister is always sad and sleeps a lot. She doesn't go out either. ()
5. I always forget to do my homework, so I get lower grades. ()

ADVICE

- a) The whole family should spend more time with her, watching TV together or eating out.
- b) You should buy a special notebook to write them down.
- c) We should use green energies.
- d) They should talk to a doctor who tells them the best way to protect themselves.
- e) You should talk to an adult; someone you feel comfortable with. That person may help you tell your parents about this situation. ✓



Grammar. Should

It is a **modal verb**, a special verb. You can use it to make suggestions and recommendations: It does not need a final –s for third person singular. They use the infinitive form of the verb.

SUBJECT	SHOULD SHOULDN'T	INFINITIVE	COMPLEMENT
He + should + take + an aspirin.			
You + should + do + some exercise.			
You + shouldn't + go + to the party.			

Adapted from: Azar, B. S. & Hagen, S. A. (2006) Basic English Grammar (3rd ed.) New York: Pearson Education. p.379

A. Complete the following sentences. Use should or shouldn't.

Example: This is a good book. You should read it.

1. Maria has a cold. She _____ drink cold water.
2. Jack is having an exam on Monday. He _____ stay at home to study.
3. The baby is in the room. You _____ smoke inside.
4. The children _____ play soccer outside.
It's raining.
5. Your dog is sick. You _____ take him to the veterinarian.



ONLINE EXTRA PRACTICE: SHOULD

https://www.youtube.com/watch?v=260nyXu5bWc&ab_channel=FranciscoOchoaIngl%C3%A9sF%C3%A1cil

<https://agendaweb.org/verbs/modals-shall-should-exercises.html>

Recommended activities: 4, 5, 6, 7 and 8.

B. Put the words in order.

Subject	should/ shouldn't	infinitive	Complement.
They	should	do	exercise.

Should	subject	infinitive	complement?
Should	I	study	geography?

Wh- words	should	subject	infinitive	complement?
What	should	I	buy	for her birthday?

1. soda– drink– Children – shouldn't

2. bed early – go – to – Students – should– on Weekdays.

3. eat – fruit and vegetables – a lot of – You – should

4. shouldn't – under – in a storm – stand – You – a tree



Reading: Risks and suggestions for dating online

A. Read the following text. Then, identify the dangers and suggestions about getting a date online to complete the chart.

Internet dating dangers

Meeting over the Internet can cause problems. First, chat rooms can attract unpleasant people. Someone may seem nice at first, but then become rude. Second, it is very easy for people to lie about themselves on the Internet. Moreover, people who are married or who already have a serious relationship may use the Internet to have an affair, So, when you meet someone new on the Internet, you might at first think you have found a soul mate. Be careful. Never give personal information about yourself, such as your telephone number or address. If you decide to see someone in person, make sure you meet in a public place, and take a friend if possible. Always tell someone where you are going, who you'll be with, and when you'll be back. Don't be irresponsible and get into a car with someone you don't know. If it doesn't feel right, don't do it. Remember, Internet dating can be a great success, but be careful out there!



Craven, M. (2003) Extending Reading Skills. Thailand: Mc Millan. pp. 8-9

Internet dating risks	Suggestions
<i>Someone may seem nice at first, but then become rude. You should be careful</i>	<i>You shouldn't give personal information about yourself.</i>

Aprendizaje 4

Solicita y proporciona sugerencias y recomendaciones, de manera oral y escrita, para solucionar un problema.



Writing: suggestions

A. Read problems 1 and 2 Then, choose one of these difficulties. Write 4 some suggestions.

Problem 1	Problem 2
Your sister is dating an older boy. She's 16 years old and the boy is 24. Your parents don't know anything about it. She's asking you for advice. What do you suggest?	Your best friend took his father's car without his authorization. Unfortunately, he had an accident, and the car was taken to a mechanic. Mention 2 suggestions.

A teacher at *Mediateca* can check your text.

Writing check list			
Skills	Well done	I need some practice	Go back to study
1. I write complete sentences: Subject, verb, and complement.			
2. I use properly punctuation: commas, apostrophes, periods, etc.			
3. I usually check that I have written the words correctly.			
4. I use should sentences in an acceptable way.			



Speaking: Suggestions for a brief tour for a foreign friend

A. Your friend from New York is coming next week. Prepare some questions asking for suggestions to give him/her a tour for the city.

A place to eat tacos	A concert	An interesting museum	A place to buy souvenirs
A cultural event	A nice coffee shop	A nice park for a walk	A nice landscape

Examples: An interesting museum

Me: My friend from New York is coming next week, what museum should we go?

Another student: I think, you should go to the National Museum of Anthropology or Chapultepec Museum.

Me: That's a good idea. Thanks

.....

Another student: My friend from New York is coming next week, what museum should we go?

Me: I'm sorry. I can't help you. You may check Mexico City webpage.

Another student: No problem, thank you anyway.

NOTES:

A teacher at *Mediateca* can check your speaking.

Speaking check list			
Skills	Well done	I need some practice	Go back to study
1. I say complete sentences			
2. I use intonation according to affirmative or question structure.			
3. I use grammar structures appropriately.			
4. I pronounce the words correctly. The teacher or other student understand my speech.			

SELF-EVALUATION OF THE UNIT

Congratulations, you have finished unit 3. Check what you can do. Write a check mark ✓ for each skill.

I can...	Excellent	Very good	Good	Not bad	I need practice
identify problems in texts or audios.					
answer questions about my plans.					
suggest about a problem.					
ask for a suggestion.					

UNIDAD 4

“COMPARTIR ACTIVIDADES ACTUALES, PASADAS Y FUTURAS”

Propósito de la unidad: Al finalizar la unidad, el alumno será capaz de interactuar en conversaciones para comunicar sobre situaciones cotidianas, pasadas y futuras.

Palabras Clave: Past, present and future

Aprendizaje 1

Expresa información de situaciones actuales y pasadas de manera oral y escrita para manifestar ideas sobre temas diversos.



Vocabulary: Verbs

Study the irregular verbs in the section extra vocabulary: irregular verbs. p.64

Important! Remember that *regular verbs* in past take the final *-ed*, and *irregular verbs* take a different form in past.



Grammar Review: A brief biography

A. Complete the text using the verbs in parenthesis in past.

My name is Jeremy Cooper, I am 16 years old. I live in the USA. I was born (be) in a little town called Fontana, CA. I ___1. (study) there elementary, and high school there. I _____2. (be) a very creative boy, I _____3. (write) stories about dragons, witches and other wonderful characters. My parents _____4. (be) very supportive, they _____5. (read) tales to me every night and that _____6. (help) me to develop my imagination. My childhood _____7. (be) the best because I _____8. (have) lots of opportunities to play and enjoy moments with my parents, I also _____9. (take) drawing and painting courses to illustrate my stories. My classmates and teachers _____10. (be) really surprised anytime I showed them my stories. I hope you enjoy reading about me, now I want to know a little bit about your childhood.



Reading: Famous People

Shakira



Shakira Isabel Mebarak Ripoll is a singer and songwriter from Barranquilla, Colombia. Her father's family came from Lebanon, so she often listened and danced to traditional Arabic music. In 1995, at the age of 22, Shakira's Spanish-language album *Pies Descalzos* made her famous all over Latin America and Spain, and she became a star. In 2001, she recorded her first songs in English on the album *Laundry Service*. Today, Shakira is famous all over the world. Shakira was always beautiful, with long, straight, black hair. In 2001, she changed her hair style to long, curly, and blonde. But her fans love her in any hair style.

Brad Pitt



William Bradley Pitt is an actor from the U.S., famous as "Brad Pitt." He and the actress Angelina Jolie have six children. In 1985, Brad Pitt moved to Los Angeles to study acting. He began acting on TV in 1987, but soon after, he became famous in movies. With his short, straight, blonde hair and blue eyes, many people think he is very handsome. But when he isn't acting and he wants to relax, he sometimes grows his hair long. Or he doesn't shave and wears a beard. Then he doesn't look familiar to people—they don't know he's Brad Pitt, the actor.

Taken from: *Top Notch Fundamentals*. Second Edition. Pearson. p. 102.

A. Read the text about famous people's life and choose T (true) or F (false).

- | | | |
|--|---|---|
| 1. Shakira was born in Bogotá, Colombia | T | F |
| 2. She became famous when she was 22. | T | F |
| 3. Now, she is blonde. | T | F |
| 4. Brad Pitt is a famous singer. | T | F |
| 5. He started to study to become an actor in 1985. | T | F |
| 6. He always has short, straight, blonde hair. | T | F |



Listening: [Mike's daily routine](#)

A. Listen and choose T ((true) or F (false).

- | | | |
|--|---|---|
| 1. Mike has breakfast at about eight o'clock. | T | F |
| 2. Mike and his friends make breakfast, lunch and dinner. | T | F |
| 3. Mike uses a washing machine to do the washing. | T | F |
| 4. Mike sometimes cleans the floors and windows at the hospital. | T | F |
| 5. Mike is working with boring people. | T | F |



Speaking. Common activities

Prepare to talk about one of the suggested topics here:

- Describe your routine during a school day.
- Describe the activities that you usually do on your birthday.
- Describe the common activities that you do on weekends (Saturday and Sunday).


Note: you can use an outline to order and develop your ideas, as in this chart:

Morning	Afternoon	Night
<ul style="list-style-type: none"> 6 am – get up 6:15 am – get dressed 6:30 am – have breakfast 	<ul style="list-style-type: none"> 1 pm – leave school 1:30 pm – have lunch etc. 	<ul style="list-style-type: none"> 7:30 pm – do homework 9:30 pm – watch tv etc.

Example: I get up at 6am. I get dressed.

NOTES:

A teacher at *Mediateca* can
check your speaking.

 Speaking check list	Yes	No
1. I express my ideas using sentences.		
2. I use a variety of words to express my ideas.		
3. I use a correct pronunciation and intonation to express my ideas.		
4. I speak with sufficient fluency.		
5. I listen to my partner carefully to interact with him/her.		



Writing: Now and the past

A. Choose one of the topics here; write from 80-120 words.

- Write a brief description about how you look like at the **present** and how did you look like **when you were 12 years old**. Also describe your personality, positive and negative features.

Example: Now, I have short hair. When I was 12, I had long hair.


- Write about your likes and dislikes **now**, and in the **past**. You can include information about *food, tv programs, music, books, school subjects, movies, places, etc.*

Example: Now, I like K-pop. I liked Tatiana's songs before.

- Describe your **present** best friend, and your best friend **in secondary school**. Include physical and character features; give as many details as possible.

Example: Now, my best friends is a boy. In secondary school my best friends was a girl.

A teacher at Mediateca can check your text.

 Writing check list	Yes	No
1. I write complete sentences.		
2. I write my sentences with correct spelling and punctuation.		
3. I write my sentences using the corresponding punctuation marks.		
4. I write my sentences using the appropriate vocabulary.		
5. I write my composition using the corresponding connectors.		

Aprendizaje 2

Intercambia información sobre acciones del presente y pasado, de manera oral y escrita, para compartir ideas personales.



Reading. Solving Mysteries

Solving MYSTERIES

WHODUNIT?

Max Luther walked through the living room to go to his study at 4:00 p.m., and the painting was on the wall. When he came back to the living room at 4:30, the painting wasn't there. Who stole it? What was everyone doing between 4:00 and 4:30 p.m.?

From 4:00 to 4:15 p.m., the butler and the maid were preparing for a party in the dining room. At 4:15, the butler took coffee to Max in the study. Max was reading a newspaper. The painting was on the wall. Max's daughter, Clarissa, and her friend, Ray, were playing tennis outside. At 4:20, the butler came outside. He told Clarissa that there was a phone call for her. She went into the house without the butler, but there wasn't anyone on the phone. She talked to the maid in the dining room for a few minutes. The butler came into the dining room and joined the conversation.

At 4:30, Clarissa went back out to the garden. Ray was climbing over a wall by the tennis court. He was holding a tennis ball in his hand. Then they heard a shout from the house. The painting was gone!

Max Luther

Clarissa

Ray

the butler

the maid

KITCHEN

LIVING ROOM

STUDY

DINING ROOM

GARDEN

STREET

Taken from: *Uncover 2*. Cambridge. p. 44.

A. Read the text and choose T (true) or F (false).

- | | | |
|---|---|---|
| 1. The painting was in the study. | T | F |
| 2. The painting disappeared between 4:15 and 4:30. | T | F |
| 3. The butler and the maid were reading a newspaper. | T | F |
| 4. Clarissa went into the house because she had a phone call. | T | F |
| 5. Ray was holding the painting in his hand. | T | F |



Listening: [Unexplained event](#)

A. Listen to Kati tell Todd about an unexplained event.

1. What did she see?
-

B. Now, listen again. Who did it? Write K for Kati or T for Todd.

2. _____ was at home last night.
3. _____ was watching TV last night.
4. _____ was studying last night.
5. _____ is going to watch the sky tonight.



Speaking: Important events

A. You are going to talk to an American high school student, by Facebook live, to interchange information about an important event. This activity is part of your English class to practice your English with a native speaker.

I. Include about you:

1. The place you were that day.
2. The activities you were doing.
3. The reaction of people around.
4. Your emotions after it.

Example: I was at home to celebrate my birthday party. I was dancing with my friends...


II. Now prepare questions to get information about him/her:

1. The place he/she was.
2. The activities he/she was doing before the event.
3. His/her reaction during the event.
4. The reaction of the people around him/her when the event was happening.
5. His/her emotions after it.

Example: Can you tell me about an important event? Where were you?

A teacher at Mediateca can check your speaking.

NOTES:

 Speaking check list	Yes	No
1. I express my ideas using sentences.		
2. I use a variety of words to express my ideas.		
3. I use a correct pronunciation and intonation to express my ideas.		
4. I speak with sufficient fluency.		
5. I listen to my partner carefully to interact with him/her.		




Writing: Past vents

A. Choose one of the topics here. Write from 80-120 words.

1. Write about all the activities that were happening one day in your classroom at 10:00 am.
2. Describe what you and your family/friends were doing last year on your birthday.

Example: Yesterday, we were writing about our hobbies while the teacher was checking our homework.

A teacher at Mediateca can check your text.

 Writing check list	Yes	No
1. I write complete sentences.		
2. I write my sentences with correct spelling and punctuation.		
3. I write my sentences using the corresponding punctuation marks.		
4. I write my sentences using the appropriate vocabulary.		
5. I write my composition using the corresponding connectors.		

Aprendizaje 3

Expresa acontecimientos actuales, pasados y/o futuros, en textos orales y escritos, para compartir información personal y de su entorno.



Reading; predictions

Getting the future wrong!

People love reading predictions. They love looking into the future. They want to know what will or won't happen – tomorrow, next week, next year, in the next century.

But predictions are not always right – they can go very, very wrong! Here are some of our favourite 'predictions that went wrong'.

- In 1859, a man called Edwin Drake wanted to drill for oil. A worker said, 'Drill for oil? You mean make a hole in the ground to find oil? You're crazy. It won't work.'
- In 1872, the US President Rutherford B. Hayes, looked at Alexander Bell's new telephone and said, 'It's a great invention, but who will want to use it?'
- In 1899, a top British scientist said, 'Radio has no future, and X-rays won't work.'
- In 1908, a French general said, 'Aeroplanes are interesting toys – but they'll never be important for war.'

- In 1927, the head of Warner Brothers Film Company said, 'Talking? Actors talking in films? Nobody will want that!'
- In 1943, the head of IBM said, 'In the future, perhaps five people will buy a computer.'
- In 1949, a writer in a magazine wrote about computers. He said, 'In the future, it's possible that computers will only weigh about 1.5 tons.'
- In 1962, a man at Decca Records listened to a tape and said, 'We don't like it. People won't buy this music.' The tape was by a group called The Beatles.
- In October 1987, a BBC weather man said, 'Tonight it will be a little windy.' That night, a big storm hit the south of England. There were winds at 190 kilometres per hour.

Taken from: *English in Mind. Student's Book 1*. Cambridge. pp. 68-69.

A. Read the text and complete the sentences to express what people said.

1. The boss of a big film company said, "There will never be _____"
2. The boss of a record company said, "The Beatles _____"
3. The boss of a big computer company said, "Not many people _____"
4. A US President said about the telephone, " Not many people _____"



Listening: Beth's Problems

A. Listen to Beth talking about her future. Choose True (T) or False (F).

- | | | |
|--|---|---|
| 1. Beth is going to graduate in June. | T | F |
| 2. Beth will get a job after graduation. | T | F |
| 3. Her parents want her to study law. | T | F |
| 4. Beth's parents are lawyers. | T | F |
| 5. Beth would like to be a lawyer. | T | F |

McCarthy, M., et al. (2010) Touchstone 2. Full Contact. EUA: Cambridge University Press.p.121



Speaking: Future events

A. You are going to participate in an English fest describing some future events. You will talk about your plans for your next vacation and predictions about your life in 10 years.

Prepare the next information.

Your plans	Your predictions
Where are you going to go?	What will you look like?
When are you going to go?	Where will you live?
How are you going to travel?	Who will you live with?
Who is going to go with you?	Where will you work/study?
Where are you going to do there?	What will be your main hobbies?

Example: My family and I are going to Puebla. We are going to go in June...

A teacher at *Mediateco* can check your speaking.



Listening: Memorable Day

A. Listen and correct the information. Write the correct word on the line.

Ex. It was on ~~August~~ 11th. July

1. He was in Buenos Aires. _____
2. He watched the match in a hotel room. _____
3. The match was in the evening. _____
4. There were a lot of American tourists there. _____
5. He got to the hotel at 4:00 in the morning. _____



Reading. An unforgettable night.

Why do we remember some nights in our lives?
 Is it because we went to a beautiful place, met interesting people, heard wonderful music, or saw a fantastic movie?
 We asked people all over the world to tell us about a night that they can never forget...

Maggie from the US	Mehmet from Turkey
1 It was in February when I went to New York City.	1 It was last year. I was in Istanbul, where I live.
2 I was with my family, and it was my sister's birthday. She wanted to see a Broadway show, and my favorite actor, Nick Jonas, was the star. So my dad got tickets and organized a surprise meeting with Nick after the show.	2 I was with my friends. It was my best friend's birthday.
3 I felt pretty. I wore a black dress and a red coat and warm, black boots.	3 I wore a black T-shirt and blue jeans.
4 It was a cold and cloudy night.	4 It was a hot night, and the water was really warm.
5 After the show, many people were at the side door. Then a theater worker opened the door and Nick Jonas came out! We were really excited because he spoke to us and said happy birthday to my sister! We took some pictures with Nick, and then he left.	5 We went to a great place called Cezayir. It's an old building with a great restaurant. We had dinner, and after dinner we had a coffee. Then we went to the beach at Florya and swam in the ocean. It was fantastic. The water wasn't very clean, but we didn't mind!
6 We went back to our hotel at 11 p.m.	6 After our swim, we were tired and decided to go back, but I couldn't find my car keys! We went back to the beach and we looked everywhere, but it was too dark. In the end, I left the car at the beach and I went home in my friend's car! I got home really late, at 5:00 in the morning.
7 It was an amazing evening! I saw a great show and met my favorite actor. And my sister had a memorable birthday.	7 It was a memorable night because we had a fantastic dinner and took a great swim, but also because I lost the car keys – it was my father's car and he was really angry!

Taken from: American English File 1B. New York, p. 56.

A. Read the text and choose T (true) or F (false)

1. Maggie's memorable night was last year. T
2. Mehmet's memorable night was in his country. T

- 3. That night, it was his sister's birthday. T
- 4. Maggie wore a black coat that night. T
- 5. Mehmet and his friends had a great dinner that night. T
- 6. Maggie could speak to her favorite actor that night. T



Speaking: Personal information

A. Talk to your partner to get personal information about present, past and future activities. Take turns to ask about:

- 1. General personal information about your partner.
- 2. The description of his/her best friend (physically and character).
- 3. His/her plans for next vacation.
- 4. His/her prediction about his/her life in 5 years.

A teacher at *Mediateca* can check your speaking.

Example: Where do you live? What's your favorite kind of music?

NOTES:

Speaking check list	Yes	No
1. I express my ideas using sentences.		
2. I use a variety of words to express my ideas.		
3. I use a correct pronunciation and intonation to express my ideas.		
4. I speak with sufficient fluency.		
5. I listen to my partner carefully to interact with him/her.		



Writing: Personal events

B. Write a composition about each topic presented here (so you will be ready to write about your personal events). You must write from 80-120 words.

4. I write my sentences using the appropriate vocabulary.		
5. I write my composition using the corresponding connectors.		

SELF-EVALUATION OF THE UNIT

Congratulations, you have finished unit 4. Check what you can do. Write a check mark ✓ for each skill.

I can...	Excellent	Very good	Good	Not bad	I need practice
express present and past situations in oral and written texts.					
exchange present and past personal information.					
express personal present, past and future events.					
share information about present, past and future events.					



Extra Vocabulary: Irregular Verbs

You can check the verbs you don't know and place them on some cards. On one side write the infinitive form and on the other the simple past. You can study them any time.



be	was/were	hit	hit
beat	beat	hurt	hurt
become	became	keep	kept
begin	began	know	knew
bite	bit	leave	left
break	broke	lose	lost
build	built	make	made
buy	bought	meet	met
can	could	put	put
catch	caught	read	read
choose	chose	ride	rode
come	came	run	ran
cut	cut	say	said
do	did	see	saw
drive	drove	sell	sold
eat	ate	send	sent
fall	fell	sit	sat
feel	felt	sleep	slept
find	found	speak	spoke
fly	flew	stand	stood
get	got	swim	swam
give	gave	take	took
go	went	teach	taught
grow	grew	tell	told
have	had	think	thought
hear	heard	throw	threw
		understand	understood
		wake	woke
		win	won
		write	wrote

Taken from: English in Mind. Student's Book 1. Cambridge. p. 127.



Extra Vocabulary: Past Simple vs Past continuous

Match the activities on the picture with one of the phrases in the chart to create complete sentences describing interruptions. Remember to use **WHILE** or **WHEN**.

They were camping.	I was doing homework.	I was going to school.	He was cooking
I was taking pictures.	The birds were singing.	She was going to work.	She was skating.

Example: *The birds were singing when a car crashed into the tree.*
While the birds were singing, a car crashed into the tree.



A car crashed into the tree.



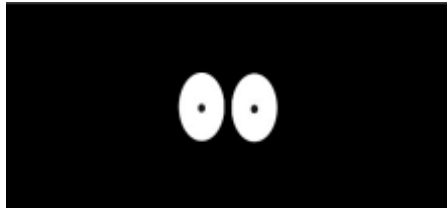
She fell.



She found money.



It started to rain.



The lights went off.



I lost my cellphone.



A rat appeared.



I saw a UFO.



Extra Vocabulary: Common illnesses – Suggestions

Check the following health problems and think about one or two suggestions for each one. Use **SHOULD** or **SHOULDN'T**.

Example: A: I have a backache.

B: You should place a hot pad on your back.



a headache



a backache



a stomachache



an earache



a sore throat



sore shoulder



sore eyes

AUTOEVALUACIÓN

Marca con una ✓ si dominas lo descrito en cada uno de los puntos.

1. Conozco la diferencia entre el verbo to be en presente y el verbo to be en pasado.	
2. Sé cuál es la diferencia principal entre verbos regulares y verbos irregulares en pasado.	
3. Diferencio claramente entre expresiones de tiempo que indican presente de las que indican pasado.	
4. Identifico los conectores que indican secuencia.	
5. Recuerdo la estructura de las oraciones afirmativas en presente con verbo to be.	
6. Recuerdo la estructura de las oraciones afirmativas en pasado con el verbo to be.	
7. Identifico la diferencia entre oraciones afirmativas y negativas en presente con el verbo to be.	
8. Identifico la diferencia entre oraciones afirmativas y negativas en pasado con el verbo to be.	
9. Puedo utilizar el verbo to be para describir personas, lugares o cosas del presente.	
10. Puedo utilizar el verbo to be para describir personas, lugares o cosas del pasado.	
11. Entiendo la diferencia entre pasado simple y pasado continuo.	
12. Reconozco el auxiliar de pasado simple y el tipo de oraciones en donde se utiliza.	
13. Recuerdo la palabra que se utiliza para unir acciones que se estaban realizando de manera simultánea en el pasado.	
14. Identifico cuál es el elemento que ayuda a expresar planes.	
15. Puedo nombrar el auxiliar de futuro para indicar predicciones.	
16. Puedo escribir una composición acerca de mis actividades cotidianas.	
17. Puedo hablar acerca de mis actividades cotidianas.	
18. Puedo escribir una composición acerca de actividades que realicé en el pasado.	
19. Puedo hablar e interactuar con alguien más acerca de actividades del pasado.	
20. Puedo escribir una composición sobre mis planes a futuro.	
21. Puedo describir oralmente mis planes a futuro.	

CLAVE DE RESPUESTAS

UNIT 1		
<p>Reading: UFOs</p> <p>A. 2</p> <p>B. 1- saw three little men 2. a meteoritical officer 3. 1986 4. the British government</p> <p>C. 1- T, 2-F, 3-F, 4. T, 5. T</p> <p>Listening: A UFO 1- a, 2-c, 3-c, 4-c, 5-b</p> <p>Reading: A busy day 1-g, 2-l, 3-e, 4-j, 5-b, 6-a, 7-d, 8-c, 9-f, 10-h</p> <p>Grammar: Past Continuous</p> <p>A.</p> <ol style="list-style-type: none"> 1. He was swimming. 2. He was playing computer games. 3. He was playing a guitar. 4. He was playing soccer. <p>B</p> <p>Michael: were you walking to the gym? Doctor: was she running? Leslie's mother: No, she wasn't running. Sam: I wasn't doing homework. Police officer: Was the man driving fast?</p>	<p>Vocabulary: Gina's blog</p> <p>Many options</p> <p>1-First, 2-After, 3-Then, 4-Later, 5- Finally 1-First, 2-Then, 3-Later, 4-After, 5- Finally 1-First, 2-Then, 3-After, 4-Later, 5- Finally</p> <p>Vocabulary: when</p> <ol style="list-style-type: none"> 1. John Lennon was playing the guitar. 2. When the car crashed. 3. simple past. 4. past continuous 5. a comma <p>Grammar: When and while</p> <ol style="list-style-type: none"> 1. He was dancing at a party when he met his girlfriend. 2. I was having a picnic when I saw my sister. 3. When they saw the shark, they were swimming in the sea. 4. Susan arrived when I was having dinner. 5. He was playing football when he broke his leg. 6. I was waiting for my friend when the bus arrived. 7. When I got back, my mum was cooking dinner. <p>Speaking</p> <p>Answer may vary, ask an advisor at Mediate for help.</p> <p>Grammar: Simple Past vs. Past Continuous</p> <p>A</p> <p>1. E, 2. F, 3. D, 4. C, 5. A, 6. B</p>	<p>B</p> <ol style="list-style-type: none"> 1. did you do 2. went 3. did you have 4. enjoyed 5. met 6. was talking 7. asked 8. was living 9. did you see 10. went <p>Grammar: Simple Past vs. Past Continuous</p> <ol style="list-style-type: none"> 3. was Peter riding 4. Yes, she was. 5. Was Sally trying 6. Yes, she was. 7. Were Terry and Sue running 8. Yes, they were 9. Was Arthur carrying 10. No, he wasn't. He was cleaning the window. / Maggie was carrying bags. <p>Writing</p> <p>Answer may vary, ask an advisor at Mediate for help.</p>
UNIT 2		
<p>Reading. Summer plans</p> <p>B</p> <p>1- F, 2-T, 3-T, 4-F, 5-F</p> <p>Grammar: Be going to</p> <p>A</p> <ol style="list-style-type: none"> 1. He isn't going to the meeting. 2. They're going to show me the city. 3. We're going to have a good time. 4. When is she going to go to London? 	<p>Video: Be going to</p> <ol style="list-style-type: none"> a) Caleb - 2 b) Sarah - 1 c) Lauren - 3 d) Jordan - 5 e) Brittany- 4 <p>Writing:</p> <p>Answer may vary, ask an advisor at Mediate for help.</p> <p>Speaking:</p> <p>Answer may vary, ask an advisor at Mediate for</p>	<p>Reading: Jane's predictions</p> <ol style="list-style-type: none"> 1. Yes, She will. 2. No, she won't. 3. No, she won't. 4. No, she won't. 5. No, she won't. 6. Yes, she will. 7. Yes, she will. 8. No, she won't.

<p>5. I'm not going to see the film today.</p> <p>B</p> <ol style="list-style-type: none"> We are going to visit our friends in the city. They are going to eat a nice dinner in an expensive restaurant. Are you going to stay with a friend? They are not going to visit the museum. He is going to meet a lot of people this semester. She is not going to go on vacation this year. <p>C</p> <ol style="list-style-type: none"> Where are you going to stay? I am not going to sleep in hotels. Are you going to travel alone? My best friend is going to travel They are going to spend all day in the beach. 	<p>help.</p> <ol style="list-style-type: none"> They're going to dance there all night. Which states are you going to visit? One of my friends is going to show me the greatest touristic places. I am going to have a great time. <p>Grammar: Will</p> <p>A</p> <ol style="list-style-type: none"> You won't sleep. I will be ready / I'll be ready in five more minutes. I will be at home tomorrow / I'll be at home tomorrow It won't rain / I will not rain He'll be 25/ he will be 25. <p>B</p> <p>Answers may vary</p> <p>Examples:</p> <p>I think I enter university.</p> <p>I don't think I will have children.</p>	<p>Video: predictions of the future</p> <p>A</p> <ol style="list-style-type: none"> b, 2. c, 3. c, 4. c, 5. a <p>B</p> <ol style="list-style-type: none"> F, 2 T, 3 T, 4 T, 5 F, 6 T <p>Writing</p> <p>Answer may vary, ask an advisor at Mediate for help.</p> <p>Speaking</p> <p>Answer may vary, ask an advisor at Mediate for help.</p>
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UNIT 3

<p>Listening: Human Being</p> <p>A</p> <p>weather, food, housework, snow, computers</p> <p>B</p> <ol style="list-style-type: none"> Mary John Mary John John <p>Reading</p> <p>1899, X-rays, X-rays won't work, a British scientist</p> <p>1908, Airplanes, Airplanes will never be important for war, a French general</p> <p>1927, films with sound, Actors talking in films? Nobody will want that, the head of the Warner Brothers Film Company,</p> <p>1962, a tape, people won't buy music, a man at Decca Records.</p> <p>Listening: plans for next year</p> <p>1- e, 2- e, 3-d, 4-g, 5-a</p>	<p>Listening Predictions about my future</p> <table border="1" data-bbox="657 1060 1169 1407"> <thead> <tr> <th><i>Predictions</i></th> <th><i>Cristina</i></th> <th><i>Paolo</i></th> </tr> </thead> <tbody> <tr> <td><i>get married</i></td> <td>✓</td> <td>✓</td> </tr> <tr> <td><i>have children</i></td> <td>✓</td> <td>x</td> </tr> <tr> <td><i>go to university</i></td> <td>✓</td> <td>x</td> </tr> <tr> <td><i>get a good job</i></td> <td>✓</td> <td>✓</td> </tr> <tr> <td><i>live abroad</i></td> <td>x</td> <td>✓</td> </tr> <tr> <td><i>learn to drive</i></td> <td>✓</td> <td>✓</td> </tr> <tr> <td><i>become famous</i></td> <td>x</td> <td>x</td> </tr> </tbody> </table> <p>Speaking: My predictions</p> <p>Answers may vary, ask an advisor at Mediate for help.</p> <p>Example:</p> <p>I think I will get married.</p> <p>Reading: get some advice</p> <p>1- e, 2-c, 3-d, 4-a, 5-b</p> <p>Grammar: Should</p> <p>A</p> <ol style="list-style-type: none"> shouldn't should shouldn't 	<i>Predictions</i>	<i>Cristina</i>	<i>Paolo</i>	<i>get married</i>	✓	✓	<i>have children</i>	✓	x	<i>go to university</i>	✓	x	<i>get a good job</i>	✓	✓	<i>live abroad</i>	x	✓	<i>learn to drive</i>	✓	✓	<i>become famous</i>	x	x	<p>B.</p> <ol style="list-style-type: none"> Children shouldn't drink soda. Students should go to bed early on Weekdays. You should eat a lot of fruit and vegetables. You shouldn't stand under a tree in a storm. <p>Reading: Get some advice</p> <p>Risks</p> <ol style="list-style-type: none"> People may lie about themselves on the Internet. Married people may use the Internet to have an affair. <p>Suggestions</p> <ol style="list-style-type: none"> If you decide to see someone in person, make sure you meet the person in public. Always tell someone where you are going. Don't be irresponsible and get into a car with someone you don't know. <p>Writing:</p> <p>Answer may vary, ask an advisor at Mediate for help.</p>
<i>Predictions</i>	<i>Cristina</i>	<i>Paolo</i>																								
<i>get married</i>	✓	✓																								
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<i>learn to drive</i>	✓	✓																								
<i>become famous</i>	x	x																								

	<p>4. Shouldn't 5. should</p>	<p>Speaking: Answer may vary, ask an advisor at Mediate for help.</p>
UNIT 4		
<p>Grammar Review: a brief biography</p> <ol style="list-style-type: none"> 1. was born 2. studied 3. wrote 4. were 5. read 6. helped 7. was 8. had 9. took 10. were <p>Reading: Famous people</p> <ol style="list-style-type: none"> 1. F 2. T 3. T 4. F 5. T 6. F <p>Listening: Mike's daily routine</p> <ol style="list-style-type: none"> 1. T 2. T 3. F 4. T 5. F <p>Speaking Answer may vary, ask an advisor at Mediate for help.</p> <p>Writing Answer may vary, ask an advisor at Mediate for help.</p>	<p>Reading: Solving mysteries</p> <ol style="list-style-type: none"> 1. F 2. T 3. F 4. T 5. F <p>Listening: Unexplained event</p> <ol style="list-style-type: none"> 1. She saw mysterious red lights. 2. K, T 3. T 4. K 5. K, T <p>Speaking Answer may vary, ask an advisor at Mediate for help.</p> <p>Writing Answer may vary, ask an advisor at Mediate for help.</p> <p>Reading: predictions</p> <ol style="list-style-type: none"> 1. talking in films 2. won't be popular 3. will buy a computer 4. will want to use it <p>Listening: Beth's Problems</p> <ol style="list-style-type: none"> 1. F 2. F 3. T 4. T 5. F 	<p>Writing Answer may vary, ask an advisor at Mediate for help.</p> <p>Listening: Memorable Day</p> <ol style="list-style-type: none"> 1. Acapulco 2. restaurant 3. afternoon 4. Spanish 5. 3 am <p>Reading: An unforgettable</p> <ol style="list-style-type: none"> 1. F 2. T 3. F 4. F 5. T 6. T <p>Speaking Answer may vary, ask an advisor at Mediate for help.</p> <p>Writing Answer may vary, ask an advisor at Mediate for help.</p>

TRANSCRIPCIÓN DE LOS AUDIOS

UNIT 1

A UFO p. 7

Police Officer: Hello. 24th Precinct. Officer Jones speaking.

Man: Help. Yeah, uh, it was wild, I mean really bizarre.

Police Officer: Calm down sir! Now, what do you want to report?

Man: Well, I'd like to report a UFO sighting.

Police Officer: A what?

Man: What do you mean "what?" An unidentified flying object!

Police Officer: Wait, tell me exactly what you saw.

Man: Well, I was driving home from a party about three hours ago, so it was about 2:00 AM, when I saw this bright light overhead.

Police Officer: Okay. And then what happened?

Man: Oh, man. Well, it was out of this world. I stopped to watch the light when it disappeared behind a hill about a kilometer ahead of me.

Police Officer: Alright. Then what?

Man: Well, I got back in my car and I started driving toward where the UFO landed.

Police Officer: Now, how do you know it was a UFO? Perhaps you only saw the lights of an airplane [No], or the headlights of an approaching car [No]. Things like that happen, you know.

Man: Well, if it was that, how do you explain "the BEAST"?

Police Officer: What do you mean, "the BEAST"?

Man: Okay. I kept driving for about five minutes when all of a sudden, this giant, hairy creature jumped out in front of my car.

Police Officer: Oh, yeah. Then what?

Man: Well, then, the beast picked up the front of my car and said, "Get out of the car. I'm taking you to my master!" Something like that.

Police Officer: Wow? A hairy alien who can speak English! Come on!

Man: I'm not making this up, if that's what you're suggesting. Then, when I didn't get out of my car, the beast opened the car door, carried me on his shoulders to this round-shaped flying saucer, and well, that's when I woke up alongside the road. The beast must have knocked me out and left me there.

Police Officer: Well, that's the best story I've heard all night, sir. Now, have you been taking any medication, drugs, or alcohol in the last 24 hours? You mentioned you went to a party.

Man: What? Well, I did have a few beers, but I'm telling the truth.

Police Officer: Okay, okay. We have a great therapist that deals with THESE kinds of cases.

Man: I'm not crazy.

Police Officer: Well, we'll look into your story. Thank you.

Unit 2

Videos

We suggest using the English Subtitles of YouTube

Unit 3

Future Human Being p.39

John: Sometimes I feel very sad when I think about the future. I think things will get worse in many ways. Look at the weather. I'm sure the summers are getting hotter. What will happen to the plants and the animals? The winters are getting warmer too. We didn't have any snow last year and my garden was full of flowers in March. And what about the number of people on the planet? There won't be enough food for everyone soon. Some people have so much, and others have nothing. It's not right.

Mary: Come on John, don't be so pessimistic. I'm sure that life will get better for everybody over the next twenty years. There will be new foods to eat so no one will be hungry. There will be new medicines, so people won't be so sick. And what about technology?

John: Don't! I hate computers. I'm sure we won't have to do anything in the home. Soon computers will do everything for us. Perhaps they'll even cook our meals and do our shopping. But maybe that will be a good thing as I hate cooking! There will be more computers than people. What will we do all day if computers do all our work?

Mary: It'll be fantastic. Just think... you'll be able to play tennis every day. You'll be able to read all the books you don't have time to read now. You won't have to spend time doing housework. What a wonderful life!

John: Mmm, maybe...

Plans for next year p.41

Christy Lewis

Well, I'm graduating from college next June, so I guess I'll look for a job. I know it won't be easy to find one – so I may go on for a master's degree. We'll see.

Laura Chang

I'm not sure. I might look for a better job. Before that, though, I'm going to ask my boss for a promotion. But I probably won't get one, so ...

Paul Reade

Well, my friends are going to travel around Europe for two months. I hope I'll be able to go with them. But it'll be expensive, and I might not be able to afford it.

Jim and Katie Conley

We're going to have a baby in March, so both of us will probably take some time off from work. I'm sure the baby will keep us both very busy.

Joe Etta

I'm going to retire – I'll be 65 in June – and my wife's already retired. So we'll probably move to Florida in the fall, or maybe Arizona. We won't spend another winter here – that's for sure!

Predictions of your future p.42

Interviewer: Cristina, what do you think will happen in your future?

Cristina: Oh, well, I think I'll get married and I'll probably have two or three children. I love children.

Interviewer: Do you think you'll go to university?

Cristina: Yes, I think so. I'll probably go to university.

Interviewer: And do you think you'll get a good job?

Cristina: Well, I don't know. But I hope to get a good job, yes.

Interviewer: How about living abroad? Do you think you'll do that?

Cristina: No, I doubt it. I'll probably go on holiday to other countries, but I don't think I'll live abroad.

Interviewer: Will you learn to drive when you're older?

Cristina: Yes, I will – when I'm 18 or 19.

Interviewer: One last question. Lots of young people dream of being famous. Do you think you'll be famous one day?

Cristina: Oh, no _ I doubt I'll be famous!

Interviewer: Ok. Now here's Paolo, how are you?

Paolo: Hi, I'm fine, thanks.

Interviewer: What about your future? What do you think will happen?

Paolo: Well, maybe I'll get married one day, but I'm sure I won't have children.

Interviewer: Really? Why's that?

Paolo: I just don't want to be a father, really.

Interviewer: Oh, OK, What about your job?

Paolo: Well, it's difficult to know, but I hope to find a good job. I don't think I'll go to university but I'll go and live in another country for a few years. I want to learn one or two foreign languages. I think that will help me to find an interesting job.

Interviewer: What about driving a car?

Paolo: Oh yes, I'm sure I'll learn to drive when I'm 18.

Interviewer: How about becoming famous? Do you think you'll be famous one day.

Paolo: No, I don't think so!

Interviewer: Right. Thanks very much, Paolo ...

Unit 4

Mike's daily routine p.52

Interviewer: Good morning! Welcome to radio Kan. This morning we're talking about volunteer work. On our phone line we have Mike Colman from Canterbury, right now he's in Namibia. Morning Mike!

Mike: Hi Karol

Interviewer: What are you doing there in Namibia?

Mike: I'm working as a volunteer in a hospital. I'm here for two months. I help the doctors and nurses. You know, I carry things and get things for them. Talk to the patients, that kind of thing.

Interviewer: And what are you doing right now?

Mike: I'm having breakfast, we always have breakfast at about eight o'clock. Then we go to the hospital.

Interviewer: Do you make your own breakfast?

Mike: We do, and lunch and dinner too. Six of us, live here together. And we do all our own housework.

Interviewer: Really?

Mike: Yes! We do all the cooking, and cleaning, we wash our own clothes too; there's no washing machine here. So, we do the washing by hand.

Interviewer: Do you like that?

Mike: No! not much. In fact, I hate it. I prefer tidying up, I sometimes clean the windows and floors at the hospital too, so I'm good at it now.

Interviewer: ok Mike and tell us. Do you like being there in Namibia?

Mike: Oh yes! I love it! I'm having a great time. I'm working with wonderful people, and I'm learning a lot.

Interviewer: Great Mike! Thanks for your time. And good luck in your work.

Mike: It's my pleasure. Thanks, have a good day!

Interviewer: You too! Bye now.

Unexplained event p.55

Kati: Hey, Todd. What were you doing around 10:00 last night?
Todd: I was watching TV. Why?
Kati: I saw something very strange. Did you see any mysterious lights in the sky?
Todd: No, I didn't. I actually fell asleep while I was watching TV. What happened?
Kati: Well, I was studying when I saw some red lights in the sky.
Todd: That's strange. What were they?
Kati: I don't know. I looked up, and the lights were gone. So, I went outside. I waited for a long time, but nothing happened. Then, when I was going back inside, the red lights flashed again.
Todd: Did you see what they were then?
Kati: No! I turned around, and it was completely dark. Can you believe it?
Todd: You know, maybe they were lights from a police car. Sometimes the police turn the lights on and off quickly.

Kati: No, it wasn't a police car. The street was empty.
Todd: Weird. Did you see the lights again?
Kati: Yes, I did. I went to bed around 11:00, but I wasn't tired. I read a book to make me sleepy. Around 11:30, I was starting to fall asleep when I saw more red flashes of light through the window.
Todd: Did you get up?
Kati: Of course! But once again, I didn't see anything outside.
Todd: Wow! Did anyone else in your family see the lights?
Kati: No, they didn't. When it happened, my parents were sleeping, and my brother was playing a video game.
Todd: Wow! This really is an unsolved mystery.

Beth's problems p.58

Andrew: I can't believe we just have one more year of college!

Beth: I know.

Andrew: What are you going to do when you graduate!

Beth: Well, I may go to law school if I get good grades next year.

Andrew: Oh, I'm sure you will.

Beth: Well, you never know. My parents will be disappointed if I don't go into law. They're both lawyers.

Andrew: Wow. That's a lot of pressure.

Beth: Yeah. And after I graduate, I'll be able to work in their firm.

Andrew: Uh -huh. Well, that's good.

Beth: Yeah, but I don't really want to be a lawyer... I want to be a journalist. I guess I need to decide before I go home for the summer.

Andrew: Well, good luck!

Memorable day p.60

Interviewer When was your memorable night?

David Te puedo decir exactamente, fue el once de julio del dos mil diez. I can tell you exactly, it was July 11th, 2010.

Interviewer Why do you remember the date?

David Because it was the final of the World Cup, Spain against Holland.

Interviewer Where were you?

David Well, I'm a flight attendant and that day I was in Acapulco in Mexico.

Interviewer Who were you with?

David I was with three other Spanish flight attendants.

Interviewer Where did you go to watch the match?

David We didn't go out. We watched the match in the hotel restaurant.

Interviewer And what did you wear to watch the match?

David We wore Spanish soccer shirts that we bought in a store, and we also had red and yellow scarves.

Interviewer Tell me about the night. What did you do?

David Well, the match was on in the afternoon Mexican time. We went down to the hotel restaurant early to get a good seat. There was a big screen. The restaurant was full of Spanish tourists. There was a great atmosphere.

Interviewer And Spain won the match, of course.

David Yes. It wasn't a good match, but when Spain got their winning goal everybody shouted and jumped up. It was amazing! When the match finished we all went out. We wanted to celebrate. We went to another restaurant near the beach, and it was full of Spanish people. Everyone was really happy. We had a great party!

Interviewer What was the weather like? Do you remember?

David Yes, it was a warm night. About 20 degrees Celsius, I think.

Interviewer What time did you get back to your hotel?

David I can't remember exactly but very late, about three in the morning. Luckily, I had a free day the next day, so I didn't need to get up early.

Interviewer Why was this night so memorable?

David First, of course, because Spain won their first World Cup, but also because of the circumstances - we were very far away from Spain, thousands of kilometers away in another country, but we all felt very Spanish that night!



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 COLEGIO DE CIENCIAS Y HUMANIDADES
 DEPARTAMENTO DE IDIOMAS



EXAMEN EXTRAORDINARIO-1
 INGLÉS IV

PUNTAJE TOTAL: 100 PTS.

CALIFICACIÓN: _____

APELLIDO PATERNO

APELLIDO MATERNO

NOMBRE(S)

No. DE CUENTA

LANGUAGE (20 pts)

I. Write the verbs in brackets into the SIMPLE PAST or the PAST CONTINUOUS sentences. (5 pts.)

1. Mum _____ (burn) the cake yesterday.
2. I _____ (have) a shower at 15.30 yesterday.
3. I _____ (dig) a hole when the police arrived.
4. Dad _____ (read) a book while my mom
 _____ (watch) TV.
5. What _____ (you/ do) yesterday at 5pm?

II. Order the following affirmative sentences and questions with SHOULD. (5 pts.)

1. my friends – buy – nice– where – should– and – I– clothes–?

2. a credit card – you – have – should–.

3. should– science fiction movie– my children– what– see–?

4. order – for the party – should – my parents – pizza–.

5. should- play – the children- outside–.

III. What are these people going to do? Write BE GOING TO sentences. (5 pts.)

1. Shelly is going to run (run) in the park on Saturday.
2. My mother _____ (plant) roses next month.
3. My parents and I _____ (stay) near Miami on vacation.
4. My grandfather _____ (make) a horse toy for me.
5. Her children _____ (swim) in the pool on Sunday.
6. I _____ (send) messages to my friends to invite them to my party.

IV. Choose the appropriate tense to complete the conversation. WILL or GOING TO? (5 pts.)

Julia: I'm so excited! We have two weeks off. What are you going to do?

Nancy: I'm not sure. I guess **I'll just / I'm just going to** stay home. Maybe **I'll / I'm going to** watch a few DVDs. What about you? Any plans?

Julia: Yeah, **I'll / I'm going to** relax at the beach with my cousins for a couple of weeks. **We'll / We're going to** go surfing every day.

Nancy: Sounds like fun.

Julia: Say, why don't you come with us?

Nancy: Do you mean it? I'd love to! **I'll / I'm going to** bring my surfboard.

READING (20 pts)

Read the article and complete the sentences with **should** or **shouldn't**.

SLEEP z z z Z Z

Most people need seven to eight hours of sleep a night. Some people need less than this, and some people need more.

According to sleep expert Dr. Robert Schachter, many people have difficulty sleeping, but they do not know why. Most people know it is important not to drink coffee or tea before they go to bed- both beverages have caffeine. Caffeine keeps people awake. However, not everybody knows that some medicines, such as cold tablets, also have caffeine in them. Stress can cause insomnia, too. Busy people with stressful jobs may not be able to sleep at night.

Dr. Schachter suggests, "You shouldn't use your bedroom as a TV room or an exercise room. You should use it for sleeping only. It's a good idea to have a regular sleeping schedule. Get up and go to bed at the same time every day. It's also important not to eat before bedtime. Eating may keep you awake."

And if this doesn't work, try counting sheep.

Richards, J. C. et al. (2008) Interchange. Workbook 1. New York: Cambridge. p.69

I. Complete the sentences with SHOULD/ SHOULDN'T according to the text to sleep better. (10 pts.)

1. You _____ drink tea before going to sleep.
2. People _____ take cold tablets if they want to sleep well.
3. You _____ have a TV in your bedroom.
4. You _____ have regular sleeping hours.
5. You _____ eat before sleeping hours.

II. Answer the following questions: (5 pts. each one)

1. What do cold cabled contain? What effect do they have?

2. How can you have a regular sleeping schedule?

LISTENING: [Funny stories](#) (20 pts)

- I. Listen to the stories and decide which comment goes with which story? Number the comments from 1 to 4.

Oh, No! That's terrible. () That's surprising. () Oh! That's funny. () Oh! That's boring. ()

- II. Listen again and decide if the sentences are True (T) or False (F).

- | | | |
|--|---|---|
| 1. The husband called his wife. | T | F |
| 2. The man didn't enjoy the movie. | T | F |
| 3. The woman has a brother in England. | T | F |
| 4. Someone used the man's credit card. | T | F |

ORAL INTERACTION (20 pts)

- I. Prepare possible suggestions to the following problems. The teacher will tell you which problem you would have to ask and answer to.

PROBLEM	ADVICE
I have a bad headache.	<i>You should...</i>
My neighbors are too noisy.	
I failed my English test.	
I have a job interview, but I have nothing to wear.	
I lost my wallet.	
My boyfriend/girlfriend is angry at me.	
I feel stressed.	
I miss my family.	
I am always late.	
I want to stop smoking.	
I want to learn how to fly a plane.	

SPEAKING RUBRIC																			
Sentence structure				Intonation				Vocabulary				Pronunciation				Interaction			
Says complete and correct sentences to express his/her ideas.				Talks using appropriate speech to express his/her emotions and differences between questions or statements.				Uses appropriate and varied words to express his/her ideas.				Pronounces the word in a way his/her classmates and teacher can understand him/her.				Respects his/ her classmates turn. He/ She listens carefully and answers properly.			
4pt	2pt.	1pt	.5	4pt	2pt.	1pt	.5	4pt	2pt.	1pt	.5	4pt	2pt	1pt	.5	4pt	2pt.	1pt	.5



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EXAMEN EXTRAORDINARIO-2
 INGLÉS IV

PUNTAJE TOTAL: 100 PTS.

CALIFICACIÓN: _____

APELLIDO PATERNO	APELLIDO MATERNO	NOMBRE(S)	No. DE CUENTA
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LANGUAGE USE (20 pts)

I. Choose the correct form of PAST or PAST CONTINUOUS to show interruptions. (5 pts.)

1. When I arrived home, my family... dinner.
 a) was eating b) ate c) were eating
2. Some children lost their money while they ... soda.
 a) were buying b) bought c) was buying
3. While I was sleeping, the fire ...
 a) started b) was starting c) were starting
4. When I went into the classroom, my classmates ... cards.
 a) were playing b) was playing c) played
5. While we were cooking vegetables, my sister ... her arm.
 a) was burning b) burned c) were burning

II. Put the verbs into the correct form. Use BE GOING TO. Affirmative or question. (5 pts.)

visit go stay drive crash

1. A: How _____ (you) to the concert tonight?
 B: I _____ there. Do you want a ride?
2. Look out! You _____ into that tree!
3. A: _____ (we) Jack and Rose this weekend?
 No, we _____ home.

III. Put the verbs into the correct form of the future. Use WILL. Affirmative, negative or question. (5 pts.)

1. Brenda sings very well. I think she _____ (become) a great singer.
2. _____ (Miranda/ come) to the party?
3. This is the best Italian restaurant. I think you _____ (like) it.
4. I think I _____ (not spend) time on the beach this summer. I don't have enough money.
5. I believe that people _____ (live) under the ocean in the future.

IV. Complete the following sentences. Use SHOULD or SHOULDN'T and A VERB from the box. (5 pts.)

go	buy	take	drink
	stay	read	

1. This is a good book. You should read it.
2. Maria has a cold. She _____ in bed.
3. This jacket is expensive. You _____ it.
4. Susan's late for work. She _____ a taxi.
5. You have a test tomorrow. You _____ out with friends tonight.
6. The doctor said I need more calcium. I _____ milk 3 times a day.

READING (20 pts)

I. Read the article. Then, answer the questions. (10 pts.)

<h2><i>What are you going to do on your birthday?</i></h2>	
<p>Elena Buenaventura <i>-Madrid</i></p> <p>"My twenty-first birthday is on Saturday, and I'm going to go out with some friends. To wish me a happy birthday, they're going to pull on my ear 21 times once for each year. It's an old custom. Some people pull on the ear just once, but my friends are very traditional!"</p>	<p>Yan-ching Shi <i>-Taipei</i></p> <p>"Tomorrow is my sixteenth birthday. It's a special birthday, so we're going to have a family ceremony. I'm probably going to get some money in "lucky" envelopes from my relatives. My mother is going to cook noodles – noodles are going for a long life."</p>

Mr. and Mrs. Aoki
-Kyoto

Philippe Joly
-Paris

“My husband is going to be 60 tomorrow. In Japan, the sixtieth birthday is called Kanreki– it’s the beginning of a new life, so children often give something red as a present. What are our children going to give him? A red hat and a vest!”

“I’m going to be 30 next week, so I’m going to invite three very good friends out to dinner. In France, when you have a birthday, you often invite people out. In some countries, I know it’s the opposite – people take you out.”

Richards, J. (2005) *New Interchange Intro. Teacher’s edition*. EUA: Cambridge University Press. P. 77

1. Who are going to celebrate their birthday with some friends?
_____ and _____
2. Who are going to celebrate a special birthday in their country?
_____ and _____
3. What are going to do Elena’s friends to wish her a happy birthday?
_____.
4. Why is Mr. Aoki going to receive a red hat and a vest?

5. Why is Phillippe going to invite his friends out to celebrate his birthday?

II. Read the text. Then, decide if the sentences are True (T) or F (F). (5 pts.)

- | | | |
|---|---|---|
| 1. If you celebrate your birthday in Madrid, people may pull on your ear. | T | F |
| 2. When you’re 16 your family brings noodles for lunch in Taipei. | T | F |
| 3. If you go to a 16-birthday party in Taipei, you may give money. | T | F |
| 4. In Kyoto, the sixteenth- birthday is called Kanreki. | T | F |
| 5. If you celebrate a birthday in France, you invite people out. | T | F |

LISTENING: Happy endings (20 pts)

I. Listen to the stories. Answer the questions.

Gary's story

1. What was Gary doing?

2. Who did he meet?

3. Why did he forget his breakfast?

4. What did he do when he got to work?

5. Does this story have a happy ending? Why?

Pam's story

1. Where was Pam going?

2. What was her problem?

3. Who helped her?

4. How did the person help her?

5. Does this story have a happy ending? Why?

WRITING (20 pts)

WRITING: problems and advice

I. Read the PROBLEMS, choose 3 and WRITE some ADVICE sentences(use should/ shouldn't).

- I'm going to have a baby. I didn't plan to do it. I'm too young.
- The climate is changing a lot. Some animals are dying. What should we do?
- Peter and his girlfriend are 17. They want to have sex for the first time.
- My sister is always sad and sleeps a lot. She doesn't go out either.
- My classmates make fun of me because I'm big. They call me "piggy."

WRITING CHECK LIST			
Skills	Well done	I need some practice	Go back to study
I can write complete and correct sentences contrasting <i>Past Continuous</i> and <i>Simple past</i> .			
I connect my ideas with <i>when</i> and <i>while</i> and I use a comma if <i>when</i> or <i>while</i> go at the beginning of my sentences.			
I can use sequencers correctly to give order to my ideas.			
I can write with correct spelling.			

ORAL INTERACTION (20 pts)

I. Choose two of the following topics below. Prepare the questions, **BE GOING TO** (plans) or **WILL** (predictions of your future). Your classmates is going to ask you, too.

study biology	study a master's degree	study at CU	study abroad	work in an office
get married	go on vacation in summer	Live with your parents	Have your own car	Work for the UNAM

Examples:

A: Are you going to study biology?

B: No, I won't.

NOTES:

SPEAKING RUBRIC				
POINTS	2.5	1.8	1	0
FLUENCY	The student can express ideas with no hesitation.	The student can express ideas with some hesitation.	The student hesitates a lot. s/he struggles in describing the situation.	The student cannot express ideas.
PRONUNCIATION	The student does not have problems when pronouncing, specially with "when" and "while."	The student presents some problems with pronunciation and/or intonation but self-corrects.	The student has a lot of problems in pronunciation and intonation and does not realize it.	The student mispronounces a lot of words or does not know how to pronounce them.
VOCABULARY	The student can use a variety of words related to the topic.	The student only relies on basic vocabulary to cover only the required task.	The student has limited vocabulary and that does not allow him/her to express ideas correctly	The student does not have sufficient or adequate vocabulary to describe the situation.
COMMUNICATION	The student can describe the topic required with no problems	The student expresses ideas with some or many problems	The student barely expresses ideas and situations.	The student cannot develop the topic or express ideas

Answer Key- Test 1

LANGUAGE	IV.	LISTENING
<p>I</p> <ol style="list-style-type: none"> Burned Had Dug Read Watched <p>II</p> <ol style="list-style-type: none"> Where should mi friends and I buy nice clothes? You should have a credit card. What science fiction movie should my children see? My parents should order pizza for the party. The children should play outside. <p>III</p> <ol style="list-style-type: none"> is going to plant are going to stay is going to make are going to swim am going to send 	<p>I'll stay home/ Maybe I'll watch I'm going to relax/ We're going to go surfing I'll bring</p> <p style="text-align: center;">READING</p> <p>I</p> <p>Shouldn't Shouldn't Shouldn't Should Shouldn't</p> <p>II</p> <p>They have caffeine. It keeps people awake. Get up and go to bed at the same time every day</p>	<p>I</p> <p>Oh, No! That's terrible (4) That's surprising. (3) Oh! That's funny. (1) Oh! That's boring. (2)</p> <p>II</p> <p>1. F, 2 T, 3 F, 4 T</p> <p style="text-align: center;">WRITING</p> <p>Answer may vary, ask an advisor at Mediate for help.</p> <p style="text-align: center;">ORAL INTERACTION</p> <p>Answer may vary, ask an advisor at Mediate for help.</p>

Audio Script

1

Woman 1: Did I tell you my cellphone story?

Woman 2: No, what happened?

Woman 1: Well, my husband and I have matched cellphones. They look exactly the same. Because we got them at the same time.

Woman 2: right

Woman 1: So, one day I took his cell by mistake, just throw it into my purse. And later, at the office I needed to talk to him about something. So, I called this out.

Woman 2: You called from your office phone?

Woman 1: Yeah, and when I was waiting for him to answer I heard the cellphone in my purse. It was ringing and ringing. And I thought, oh, who's that? So, I called it out and said hello!

Woman 2: No

Woman 1: I realized it was me. I was calling myself.

2

Man 1: You know, I went to a movie yesterday.

Man 2: Yeah

Man 1: Well, I was waiting in line for a ticket and trying to decide which movie to see and I started talking to a guy behind me. And he said, "you should see this movie. Stories from friends. It's great."

Man 2: Hmmmm. I don't know that one.

Man 1: I didn't know either, But I thought ok, that sounds good. I went to that one. Well, it was a French movie. I mean it was all in French. And I didn't understand a word.

Man 2: it didn't have English subtitles?

Man 1: No, and there were about 15 people on my left, 15 people on my right. The guy next to me was asleep so I had to stay and watched the whole movie.

3

Woman 1: Did I ever tell you about sending my sister a birthday card?

Woman 2: No

Woman 1: Well, she lives in English, so I bought a card and sent it like three weeks early.

Woman 2: Yeah

Woman 1: But then I forgot about it and a couple of days before her birthday I thought Oh my gosh. I need to send this birthday card. So, I got one and mailed it.

Woman 2: Another one

Woman 1: Yes, anyway, she called me and said "did you know, you sent me two cards. And you know what, I sent her exactly the same message both times. I'm sure she thinks I'm like crazy.

4

Man 1: Did you know I lost my credit card?

Man 2: No

Man 1: Yeah, I lost it when I was out cycling or something. But, anyway, my statement came last week, and I was checking it and I saw a charge for 12 hundred dollars.

Man 2: 12 hundred dollars? Oh no

Man 1: Yeah and I knew I mean I didn't buy anything for 12 hundred dollars. So, I called the credit card company.

Man 2: Aha, what did they say?

Man 1: Somebody use my card, somebody bought a plane ticket to Australia.

Answer Key- Test 2

LANGUAGE	READING	LISTENING
I 1. Was eating 2. Were buying 3. Started 4. Were playing 5. Burned	IV 2. Should stay 3. Shouldn't buy 4. should take 5. shouldn't go 6. should drink	I Gary's Story 1. He was having breakfast. 2. An old classmate 3. He was talking. 4. He called the coffee shop. 5. Yes, he got his briefcase back.
II 1. Are you going to go/ I'm going to drive 2. You are going to crash 3. Are we going to visit/ are going to stay	I 1. Elena and Philippe 2. Yan-ching and Kyoto 3. Pull her ear 4. Kyoto 5. Because children often give something red as a present	II Pam's story 1. To a party 2. She got lost 3. A woman 4. She showed her the way 5. No, she went to another party.
III 1. Will be 2. Will Miranda come 3. Will like 4. Won't spend 5. Will live	II 1. T 2. F 3. T 4. F 5. T	WRITING: Answer may vary, ask an advisor at Mediate for help. ORAL INTERACTION Answer may vary, ask an advisor at Mediate for help.

Audioscript

Gary's story

I was having breakfast in a coffee shop recently, about two weeks ago. And I started talking to someone at the next table. And I found out the guy was from my old high school. So, we were talking about people we both knew and remembering stuff. And laughing. And then, we got to leave and we were still talking and I forgot my briefcase. I just left it there. And my new laptop was in it. I felt so stupid. Can you imagine? Anyway, when I got to work, I called the coffee shop right away. But they didn't have it. I was so mad at myself. That laptop was brand new. Well, later that day, I was listening to the local radio show, the one I usually listen to at work. And it was in the lost and found announcements, my briefcase! I couldn't believe it. So, I called and got it back, the laptop, too.

Pam's story

I was going to a friend's wedding party last weekend. It was going to be in a beautiful old country house. And I was looking forward to it. So, I left early at about 2:30. The party was at 5. And It was a beautiful day. I was driving alone and thinking about my friend. And, well, I got lost. I was out of the country. And I had a map and everything. But I just got totally lost. So, by 4:30 I was getting really upset. I didn't want to be late. Anyway, I saw this little house and I got out of the car and rang the doorbell. And this nice woman answered. And I said "I'm lost. Can you help me? I'm looking for a wedding party somewhere near here." Well, she was so nice. She just said, "follow me". And got in her car. So, I followed her for about half an hour. And we arrived to a big house with cars and a wedding party and everything. And I thanked her. And she went. But you know what. It was a different wedding! Not my friend's.

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