

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

**PROPUESTA DE GUÍA DE ESTUDIO PARA EL EXAMEN
EXTRAORDINARIO DE INGLÉS III
PLANTEL ORIENTE
DEPARTAMENTO DE INGLÉS
TURNO MATUTINO**



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Introducción

La presente guía de estudio está dirigida a ti, alumno, y tiene como objetivo principal ayudarte para la preparación de tu examen extraordinario de Inglés III. Por favor, sigue las instrucciones que ésta te brinda y dedícale el tiempo suficiente para su estudio.

Esta guía está diseñada para darte oportunidad de practicar, en forma adicional, las estructuras que se vieron a lo largo del curso; también puede servir como refuerzo de los temas revisados en clase. Los ejercicios que se incluyen son sólo ejemplos, y no necesariamente encontrarás este tipo de reactivos en el examen extraordinario.

Probablemente te enfrentes a ciertos problemas comunes como son: comprensión de vocabulario, dudas gramaticales, etcétera; por esta razón te sugerimos consultar la bibliografía mencionada al final de la guía, consultar un diccionario, solicitar ayuda a un asesor o bien acude a la mediateca del plantel para ampliar tu nivel de conocimiento de todos los aspectos abordados en esta guía de estudio.

Objetivo general del curso de Inglés III

Utilizarás y entenderás frases y vocabulario habitual, en forma oral y escrita para hacer descripciones de tu pasado y planes e intercambiar información, tanto académica como cotidiana. Asimismo, comprenderás los puntos principales de textos auténticos breves.

Contenido de la guía

- Una introducción al principio de cada unidad en la que podrás conocer lo que se espera que realices
- Una explicación gramatical de los temas más importantes que conforman el programa.
- Actividades con ejercicios parecidos a los que encontrarás en el examen extraordinario (producción oral, producción escrita,

comprensión de lectura y comprensión auditiva*) cuya finalidad es ayudarte a alcanzar los aprendizajes esperados.

- Ejercicios de autoevaluación que te permitirán conocer tu grado de avance en el conocimiento del idioma, y saber qué es lo que necesitas reforzar para aprobar el examen extraordinario.
- Examen diagnóstico que te permitirá conocer los aspectos a reforzar para tener éxito en el examen extraordinario.
- Hoja de respuestas para los ejercicios de práctica y autoevaluación.
- Bibliografía consultada.
- Bibliografía sugerida para alumnos.

¡Suerte! Esperamos que el contenido de esta guía te facilite el camino para aprobar el examen extraordinario de Inglés III.

*** Nota:** Los audios necesarios para los ejercicios de la sección comprensión auditiva están disponibles en la mediateca del plantel oriente ubicada en la planta alta del edificio “v”, donde te prestarán un CD para que trabajes con esta habilidad.

Unidad 1

Propósito: Al finalizar la unidad serás capaz de aplicar aprendizajes de cursos anteriores para comprender / producir textos sencillos orales y escritos en lengua inglesa.

Simple Present

Introducción

En la vida diaria realizamos muchas actividades que en algún momento, por la frecuencia con que ocurren, se convierten en hábitos o rutinas. Es con este propósito, expresar acciones, que representan hábitos o rutinas, para lo que se utiliza el tiempo verbal presente simple o *simple present*.

Forma

El presente simple se forma de la siguiente manera

<i>AFFIRMATIVE</i>	<i>NEGATIVE</i>	<i>INTERROGATIVE</i>
<i>AFIRMATIVA</i>	<i>NEGATIVA</i>	<i>INTERROGATIVA</i>
I <u>drive</u>	I <u>do not drive</u>	<u>Do I drive?</u>
He – She – It <u>drives</u>	He – She – It <u>does not drive</u>	<u>Does</u> he – she – it <u>drive?</u>
You – We – They <u>drive</u>	You – We – They <u>do not drive</u>	<u>Do</u> you – we – they <u>drive?</u>

Uso

Usamos el presente simple para expresar una acción que sucede una vez, nunca o varias veces. También se utiliza para escribir actividades diarias, hábitos o rutinas.

Ejemplos:

I play videogames.

Marianne watches televisión.

John and Elizabeth dance in the parties.

Reglas para añadir la "s" a los verbos en las terceras personas (he, she, it)

Añade...s en la forma base del verbo.

Play – **s** sleep – **s** jump – **s** lead - **s** rain - **s**

Añade... es en la forma base del verbo cuando este termine en: -s, -sh, -ch, -x.

watch – **es** go – **es** fish – **es** fix -**es** kiss – **es**

Añade... ies en la forma base del verbo cuando exista una consonante antes de la terminación -y.

cry –**ries** study - **studies** try – **tries**

Ejercicios

- I. Escribe los cambios en las terceras personas de los siguientes verbos

Example: cook – cooks

1. Dry _____
2. Write _____
3. Dress _____
4. Do _____
5. Catch _____
6. Live _____
7. Enjoy _____
8. Ring _____
9. Rise _____
10. Create _____

- II. Completa las siguientes oraciones en presente simple. Usa el verbo en paréntesis.

1. My sister _____ (listen) to music all day.

El presente continuo también lo puedes usar para hablar acerca de algo que se está realizando en la actualidad, pero no necesariamente en el momento de hablar.

Ejemplos:

You're spending a lot of money these days.

He's looking for a job at the moment

Otro uso del presente continuo es para hablar acerca de situaciones que están en desarrollo o cambiando en la actualidad.

Ejemplos:

I'm working hard at the moment.

Sandra is studying Literature at C.U.

Reglas para añadir ... ing a los verbos.

Añade... ing a la forma base del verbo.

eat – ing drink – ing read – ing wash – ing spend – ing

Si el verbo termina en –e, elimínala y añade –ing.

dance – write – writing make – hire – hiring
dancing making

Si un verbo tiene una sola sílaba y termina en consonante precedida de vocal, duplica la consonante y añade –ing.

put – putting get – getting run – running swim – swimming

Cuando el verbo termine en –y, añade –ing.

study - studying cry - crying play – playing

Ejercicios

I. Escribe la forma correcta de –ing de los siguientes verbos

- | | |
|----------------|-----------------|
| 1. Talk _____ | 6. Dry _____ |
| 2. Come _____ | 7. Make _____ |
| 3. Cut _____ | 8. Slip _____ |
| 4. Admit _____ | 9. Cancel _____ |
| 5. Run _____ | 10. Drive _____ |

II. Completa el siguiente correo electrónico con los verbos del cuadro utilizando el presente continuo: **be + .-ing**.

sleep	play	sit	not do	cook	listen	watch	laugh
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Hi!

How are you? I _____ anything very interesting. I _____ in my room and I _____ to the radio. They _____ old 1970' songs at the moment. The cat is here too. She _____ on my bed. My sisters _____ TV in the living room and they _____ like idiots. My mom _____ the dinner in the kitchen.

Michael.

Diferencias entre Presente Progresivo y Presente Simple

Presente Progresivo	Presente Simple
It is used to Express actions in progress at the moment of speaking. For example: Are you working now?	It is used to express repeated actions or habits and to express universal truths. For example: Do you do your homework on weekends? It rains frequently in Mexico City.

<p>Present progressive is also used when referring to temporary actions. For example: I'm always studying hard because the exams are difficult.</p>	<p>Present simple is also used when talking about permanent actions. For example: I do my homework everyday.</p>
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Existen expresiones de tiempo (*time expressions*) que son propias de éstos tiempos verbales y que sirven para identificar cuándo utilizar cada uno de ellos. A continuación se enlistan las más utilizadas tanto para presente progresivo como para presente simple.

Presente Progresivo	Presente Simple
Now	Every day, every afternoon, every night
Right now	Every weekend
This morning, this afternoon	Always
This week	Usually
Today	Never
At the moment	Twice a year

Ejercicios de autoevaluación

I. Selecciona la forma correcta.

1. I'm going / I go to bed at 10:30 every night.
2. Sally has an exam soon, so she's working / she works very hard at the moment.
3. I'm going to bed / I go to bed now. Good night.
4. Anne is answering / answers some questions right now.
5. My sister is watching / watches TV every afternoon.

II. Elije la mejor opción para completar las oraciones

1. The children _____ a snowman now.

- a) are building b) built c) building d) build
2. We _____ drawing the illustrations for the book at the moment.
 a) were b) have c) is d) are
3. Andrés _____ studying for his exam now.
 a) were b) was c) am d) is
4. Henry and his sister _____ their mother.
 a) help b) helps c) helped d) helping
5. My dog _____ very loud every night.
 a) are barking b) bark c) barks d) is barking

Writing

A continuación te ofrecemos temas que puedes desarrollar de manera escrita para poner en práctica gran parte del contenido de esta guía para examen extraordinario de inglés III.

Write a Social network profile. Include name, age, nationality, physical description, and interests.

Write what you do on a typical day. morning, afternoon, evening?

A continuación te presentamos una **rúbrica** que es muy útil para que tu mismo(a) te des cuenta de los puntos más importantes que a menudo son considerados en la sección de producción oral (speaking). El principal objetivo es que refuerces tus debilidades en aspectos como: comunicación, gramática, vocabulario, interacción y fluidez, todos ellos aspectos que comúnmente se les otorga un valor numérico que a su vez se refleja en una calificación.

Enseguida encontrarás temas recurrentes para poner en práctica la expresión oral y que además requieren la inclusión de todos los puntos indicados en ésta guía de estudio para inglés III.

Rúbrica para la evaluación de producción oral (speaking).

	1	2	3	4	5
Comunicación	Su comunicación es casi nula debido a múltiples problemas. Hace clarificaciones constantes en español	Clarificaciones frecuentes tanto en español como en inglés.	Clarificaciones frecuentes en inglés.	Clarificaciones poco frecuentes.	El mensaje llega claro. Casi no hay necesidad de clarificación por parte del compañero.
Gramática	Errores frecuentes con interferencia de estructuras españolas.	Poca interferencia del español, con errores frecuentes en la gramática inglesa.	Algunos errores. Interferencia del español casi nula.	Pocos errores gramaticales.	Se comunica con muy pocos errores usando la gramática vista en la guía.
Vocabulario	Inventa palabras del español y utiliza otras en español	Intenta no usar palabras en español, pero sigue	Pregunta por vocabulario constantemente,	Pocas preguntas de vocabulario.	Vocabulario limitado, pero suficiente para el

	sin ninguna modificación	creando algunas.	pero en inglés (How do you say)		tema del examen.
Interacción	Interrumpe constantemente y/o permanece en silencio por periodos prolongados.	Las interrupciones constantes hacen la comunicación problemática, pero no inexistente.	Algunas interrupciones, muy pocas preguntas.	Pocas interrupciones. Las preguntas y la sensibilidad de cambiar turnos son evidentes.	No interrumpe y alienta a su compañero a participar por medio de preguntas.
Fluidez/vocabulario	Las constantes interrupciones en su discurso impiden la comunicación casi en su totalidad. Pronunciación totalmente con sonidos españoles.	Interrupciones menos frecuentes, algunos de los sonidos del inglés ya se reconocen.	Frecuentes interrupciones, pero no afectan la comunicación. El español afecta ligeramente la entonación.	Pocos errores de pronunciación. Fluidez regular. Entonación ligeramente afectada por el español.	Fluidez regular, aunque todavía no natural.
Lista de cotejo para writing	4		2	1	
Logro de la tarea	Sí			No	
Gramática	Muy pocos errores		Algunos errores	muchos errores	
Vocabulario apropiado	Sí			No	
Ortografía	Muy pocos errores		Algunos errores	muchos errores	
Uso correcto de la puntuación	Sí			No	

Speaking

Questions Unit 1

A and B: You are meeting someone at a party. Ask personal questions and questions about the other person's routine.

What's your name?

How old are you?

Where do you live?

What do you usually do on weekends?

What do you do at school?

What do you do after school?

How about you?

Unidad 2

Propósito: Al finalizar esta unidad podrás describir y entender planes y acuerdos en textos orales y escritos.

Introducción

En nuestra vida cotidiana tenemos algunos eventos planeados que podrían ser realizados en un tiempo indeterminado en el futuro. Aquí podremos conocer cómo utilizar cada uno de los distintos tiempos para hacer alusión al futuro.

Simple Future

Forma

<i>AFFIRMATIVE</i>	<i>NEGATIVE</i>	<i>INTERROGATIVE</i>
<i>AFIRMATIVA</i>	<i>NEGATIVA</i>	<i>INTERROGATIVA</i>
I will go	I will not go or I won't go	Will I go?
He – She – It will go	He – She – It will not go or He – She – It won't go	Will he – she – it go?
You – We – They will go	We – You – They will not go or We – You – They won't go	Will you – we – they go?

Uso

Utilizamos el futuro simple para expresar una acción voluntaria, una promesa o alguna predicción.

Ejemplo:

Marina will help me with the housework.

My friends will come to my birthday party.

I will marry my best high school friend.

Going to como idea de futuro.

Forma

<i>AFFIRMATIVE</i>	<i>NEGATIVE</i>	<i>INTERROGATIVE</i>
<i>AFIRMATIVA</i>	<i>NEGATIVA</i>	<i>INTERROGATIVA</i>
I am going to the movies.	I am not going to the movies.	Am I going to the movies?
He – She – It is going to the movies	He – She – It is not going to the movies.	Is he – she – it going to the movies?
You – We – They are going to the movies.	You – We – They are not going to the movies.	Are you – we – they going to the movies?

Uso

Going to expresa la idea de que una persona intenta hacer algo en el futuro. No importa si el plan es real o no. El auxiliar a utilizar debe ser el verbo *to be* conjugado (am, is, are).

Ejemplos:

Sandra is going to have an exam.

Hanna and Peter are going to a concert.

I am going to buy a new car.

Diferencias entre “will” y “going to”

Will	Going to
<p>"Will" often suggests that a speaker will do something voluntarily. Often, we use "will" to respond to someone else's complaint or request for help. We also use "will" when we request that someone help us or volunteer to do something for us. Similarly, we use "will not" or "won't" when we refuse to voluntarily do something.</p> <p>For example: I will send the e-mail to you. She will not do the homework for you.</p>	<p>"Going to" expresses that something is a plan. It expresses the idea that a person intends to do something in the future. It does not matter if the plan is realistic or not.</p> <p>For example: He is going to spend his vacation in Hawaii. Michelle is going to begin medical school next year.</p>

Modal Verbs

Los verbos modales son palabras que auxilian a otros verbos o acciones. Transmiten el modo, la actitud o la postura de la acción principal.

Dichos verbos pueden expresar obligación, certeza, necesidad, prohibición, recomendación o consejo.

Forma

<i>AFFIRMATIVE</i>	<i>NEGATIVE</i>	<i>INTERROGATIVE</i>
<i>AFIRMATIVA</i>	<i>NEGATIVA</i>	<i>INTERROGATIVA</i>
To go to University you have to pass the required exams.	Sandy doesn't have to finish her meal.	Do we have to leave early?
Patty works all day long. She must be tired.	You mustn't swim in that river. It's full of crocodiles.	Must I wear this uniform at work?
We should eat healthy food.	Sarah shouldn't smoke so much. It's bad for her health.	What should I do in this situation?

Ejemplos:

They **have to** leave early (Obligación)

This **must** be the right address (Certeza)

Violence **has to** be stopped (Necesidad)

Jenny, you **must not** play on that street! (Prohibición)

When you go to London, you **should** visit the Big Ben (Recomendación)

You **should** feed the cat (Consejo)

Reglas para el uso de los modales

El único verbo modal que va a cambiar en tercera persona es **have to**. Éste cambia por **has to**, los demás verbos modales no se conjugan en terceras personas por lo que su escritura en afirmativo no se modifica.

Ejercicios

I. Elije la mejor opción para completar las oraciones

1. I _____ be at the class at 10 in the morning. I will probably _____ take a taxi.
1. Should/must 2. have to/must 3. must/have to
2. If you are over 18 in California, you _____ take a driving training course to get a driver's license.
1. Must 2. have to 3. should
3. That apartment _____ cost a fortune!
1. have to 2. must 3. should
4. You look tired. I think you _____ take a rest.
1. have to 2. should 3. must not
5. If you want to get better, you _____ take a medicine for that cough.
1. Must 2. Should 3. have to

II. Completa los enunciados con los verbos modales del cuadro

should	have to	must
--------	---------	------

1. You _____ do more physical exercise
2. She _____ go to school every day.
3. You _____ be 18 to drive a car.
4. Amy _____ wear uniform in the new school.
5. Alex look tired. He _____ go to bed right now.

Ejercicios de autoevaluación

I. Completa las siguientes oraciones con will o going to.

1. I'm only _____ be away for one month.

2. I _____ carry that bag for you.
3. On Saturday Marianne is _____ go shopping.
4. You _____ pick me up at the airport tonight, won't you?
5. A: The phone is ringing!
B: I _____ answer it.

II. Ordena las siguientes palabras para crear oraciones con modales.

1. should / we / mother / your / phone

2. have / I / to / hard / very / study / pass / exam / to / the

3. grass / be / must / cut / the

4. countries / some / in / you / to / have / left / on / the / drive

5. be / there / should / now / by / we

Listening Section

Modal verbs

Nota: El audio necesario para el ejercicio de esta sección se encuentra disponible en la mediateca del plantel oriente ubicada en al planta alta del edificio “v”, donde te prestarán el CD para que trabajes con esta habilidad.

Instructions: Listen to a person giving some advice and indicate if the statement is T (true) or F (false) circling the correct option. (*track 1*)

- | | | |
|---|---|---|
| 1. According to a study, in an interview people consider your clothes more important than your words and movements. | T | F |
| 2. Experts say that you shouldn't wear fashionable clothes in an interview. | T | F |
| 3. You have to sit up straight in front of your interviewer to show you want to work in that place. | T | F |
| 4. You must smile and have eye contact with the other person to show that you have a nice personality. | T | F |
| 5. If your hands are sweaty you shouldn't wet them with cold water. | T | F |

Unidad 3

Propósito: Comprendes y produces textos orales y escritos para satisfacer propósitos académicos y personales.

Introducción

En nuestra vida cotidiana a menudo describimos eventos que ocurrieron con anterioridad; referirnos a hechos pasados es lo que vamos a revizar enseguida.

Simple Past

Forma

El pasado simple se forma de la siguiente manera:

<i>AFFIRMATIVE</i>	<i>NEGATIVE</i>	<i>INTERROGATIVE</i>
<i>AFIRMATIVA</i>	<i>NEGATIVA</i>	<i>INTERROGATIVA</i>
I played	I did not play	Did I play?
He – She – It played	He – She – It did not play	Did he – she – it play?
You – We – They played	You – We – They did not play	Did you – we – they play?

Uso

Utilizamos el pasado simple para expresar la idea de que una acción comenzó y terminó en un tiempo específico en el pasado.

Ejemplos:

David studied for his exam.

Everybody did the homework.

My nephew watched TV all day long.

Reglas para añadir “ed” a los verbos en pasado simple

A algunos verbos regulares se les debe añadir –ed al final, ello con la intención de conjugarlos en pasado por ejemplo:

wash – **ed** cook – **ed** ask – **ed** land –**ed** listen – **ed**

En cambio, algunos otros verbos regulares adoptan la terminación –ied para conjugarlos en pasado por ejemplo:

study - **studied** cry – **cried** try – **tried**

Otros verbos van a cambiar completamente la forma de su escritura en pasado simple. A estos verbos se les conoce como verbos irregulares.

fly – flew win – won sleep – slept feel – felt read – read

Nota: es recomendable que consultes una lista de verbos para que te familiarises con su escritura y con su clasificación (regulares e irregulares). Asimismo, en la mediateca del plantel hay material lúdico (memoramas) que puede servirte de apoyo.

Ejercicios

I. Escribe el pasado de los siguientes verbos

1. Walk _____
2. See _____
3. Hear _____
4. wake up _____
5. Take _____
6. Drink _____
7. Be _____
8. Have _____
9. Talk _____
10. Rain _____

II. Elije la mejor opción para completar las oraciones.

1. Last night I _____ a film about Che Guevara.
1. Watched 2. Played 3. listened

2. Sandy _____ her high school friend. She _____ him in the Science class.
1. married/met 2. looked/saw 3. talked/met
3. Alex _____ squash. He _____ polo.
1. practiced/started 2. didn't play/played 3. tried/ practiced
4. My father _____ in the Yale University.
1. Went 2. Studied 3. read
5. The robbers _____ to break into the bank this morning, but they _____ do it.
1. went/could 2. tried/could 3. tried/couldn't

Ejercicios de autoevaluación

I. Completa las siguientes oraciones en pasado simple. Usa el verbo en paréntesis.

1. Last night I _____ (eat) a hamburger with French fries.
2. The Beatles _____ (be) a very popular rock band among youngsters in the 60's.
3. Georgethe _____ (buy) the tickets for the concert.
4. My friends _____ (stay) home last Friday because on Saturday we _____ (go) to a picnic.
5. Daisy _____ (study) Russian when she _____ (be) 16. Now she has already forgotten it.

II. Forma enunciados en pasado simple basándote en las siguientes palabras. Presta especial atención al verbo correspondiente.

Ejemplo: you / the house / see

You saw the house

1. Juliet / on a chair / sit

2. We / her / an apple / give

3. Phillip / a circle / draw

4. The teacher / the topics / explain

5. My dog / on the floor / sleep

Writing

Write a short message to your teacher. Imagine you were absent from class last week, explain.

For example: I'm so sorry and worried about last class. I had a terrible diarrhea and I didn't come to school for two days! ... _____

Write about your last vacation? Where did you go? How did you get there? Who did you go with? What did you do there?

Reading

Conocimientos previos (previous knowledge)

Las preguntas o actividades que normalmente anteceden al texto tienen como objetivo activar tus conocimientos previos sobre aspectos relevantes que aparecerán en el material escrito. Es decir, en esta sección se pretende que identifiques lo que sabes y lo que desconoces del tema a tratar.

I. Before you read the text.

Answer the following questions based on your previous knowledge

1. What do you understand by “cloning”?
2. Do you know about any animal or person that has been cloned? YES/NO Write the names.
3. Would you like to have a clone? Yes/No Why?

Idea principal (main idea).

“La idea principal es la idea más importante del texto, es una oración completa que es explicada, detallada, ejemplificada, argumentada y desarrollada en un párrafo o en un texto. Esta oración a veces se encuentra presente y la tarea del alumno consiste únicamente en identificarla, pero puede ocurrir que no esté escrita, es decir, que se encuentre implícita y, en tal caso, el alumno tendrá que escribirla o elaborarla.” (Barreto, Á. coord. et al).

La idea principal **puede estar ubicada al principio, en medio o al final** de un párrafo o un texto. Una vez que es identificada, ésta **puede ser utilizada para elaborar organizadores gráficos** o bien para hacer resúmenes del texto leído.

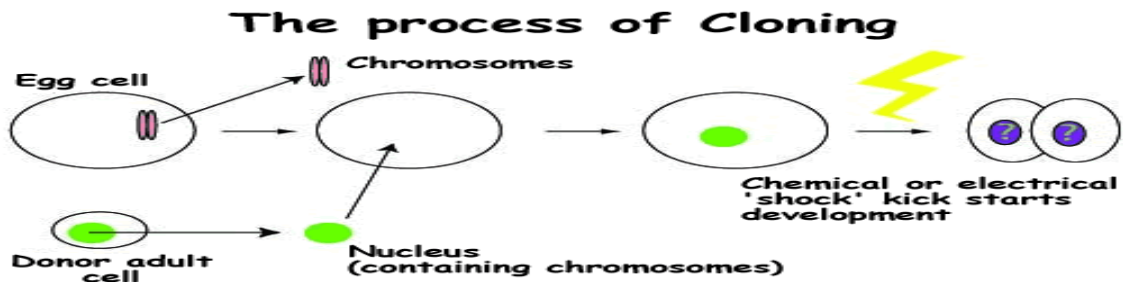
PARAGRAPH	MAIN IDEA
I	
II	
III	

Cloning Pets

A company in Phoenix, Arizona, says that it can now clone your cat. “Actually,” said Felix Lee, President of Twice Is Nice, Inc., “you don’t even have to wait until your beloved cat dies. We already have clients whose clone lives with its donor.”

The price is steep. A clone of your cat will cost \$50,000. First, your veterinarian must do a biopsy of your cat. This is sent to TwIN, Inc., where it is cultured to grow fresh new cells. These new cells are stored in liquid nitrogen until you notify TwIN, Inc., that you are ready for the clone. At this time, you pay half the amount (\$25,000). A cultured cell is implanted into a female cat that is in estrus, and if all goes well, a kitten is born about 60 days later. The new kitten is weaned in about eight weeks. TwIN, Inc. delivers the kitten to you after it receives the remaining \$25,000.

“We are a growing company,” said Lee. “Our facility can handle about a dozen births a year now, but our goal is to produce about 50 kittens and 50 puppies a year.” The company is currently experimenting with stray dogs. Some canine clones seem to be perfect, but some have been bizarre. Nevertheless, Lee believes that they will be successfully cloning dogs in about a year.



<http://www.rong-chang.com/qa2/stories/story028.htm>

Lectura detallada (search reading).

Es un tipo de lectura de uso cotidiano que tendrás que realizar en el examen extraordinario para contestar preguntas formuladas a partir de un texto escrito en inglés. **Para realizarla es necesario** establecer por qué y para qué deseas leer, así como **la utilización de dos estrategias principales: ojear y examinar.**

¿Para qué sirve la estrategia de ojear? Esta estrategia sirve para:

- Cerciorarte de que el párrafo tenga la información que necesitas;
- Localizar los apartados o los párrafos donde se encuentra la información que te interesa;
- Realizar una primera evaluación del texto.

¿Cómo llevo a cabo la estrategia de ojear o de vistazo?

Deberás **echar un vistazo a las secciones más representativas del texto** como son: el **título** y el o los **subtítulos**, el **primer párrafo**, la **primera oración de los párrafos restantes**, el **último párrafo**, las **ilustraciones** y el **pie de foto** (si lo hay).

¿Para qué sirve la estrategia de examinar? Examinar el texto te será de gran ayuda para:

- Buscar información;
- Elegir las pistas que te faciliten encontrar la información que buscas;
- Obtener la información específica que requieras.

¿Cómo llevar a cabo la estrategia de examinar?

Debes **seleccionar la información que consideres útil**, para lo cual debes **leer el texto** en su totalidad, revisándolo **las veces que lo consideres necesario.**

(Gómez Mendoza, A., 2005)

III. Read the text “cloning pets” and choose the option that completes the following statements

1. The text gives information about...
 - a) adopting cats
 - b) taking care of cats
 - c) reproducing cats
 - d) re-creating cats

2. The company's president's name is...
 - a) Felix Twice
 - b) Felix Nice
 - c) Felix Lee
 - d) Felix Twin

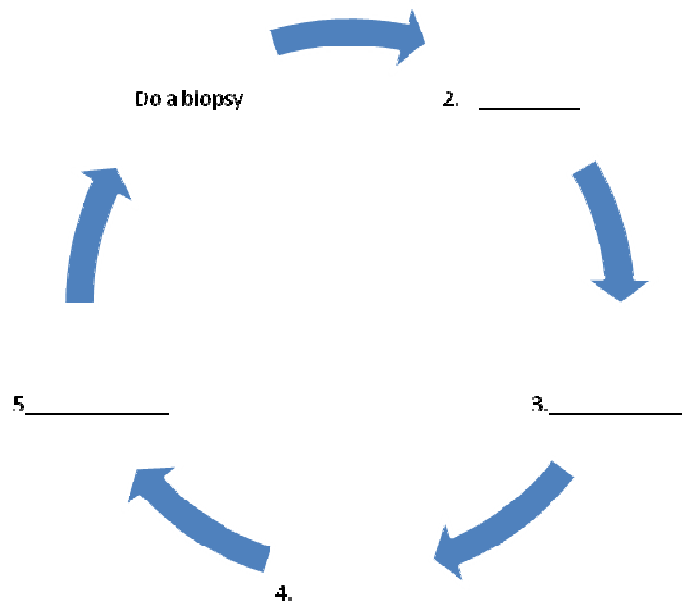
3. Cloning your pet ...
 - a) Will cost \$50,000
 - b) Won't cost \$50,000
 - c) Will cost \$25,000
 - d) Won't cost \$25,000

4. The company ...
 - a) Can handle a dozen births a year
 - b) Can't handle a dozen births a year
 - c) Can handle fifty births a year
 - d) Can't handle fifty births a year

5. The president of the company
 - a) Believed that cloning dogs will be a success
 - b) Believes that cloning cats will be a success

- c) Believes that cloning dogs will be a success
- d) Believed that cloning cats will be a success

IV. Complete the diagram with the information that explains the process of cloning a pet.



V. Complete the following statement with the appropriate option.

1. A clone _____ simply one living thing made from another.
 - a) is
 - b) was
 - c) will be
 - d) is going to be
2. Hans Dreisch _____ the first cloned animals in the late 1800's.

- a) creates
 - b) created
 - c) will create
 - d) would create
3. Dolly _____ the first cloned sheep, but few people know the details.
- a) is
 - b) was
 - c) will be
 - d) is going to be
4. Nowadays, the process of cloning is _____ the ones used in the past.
- a) advanced
 - b) advanced than
 - c) as advanced as
 - d) more advanced than
5. Nowadays, scientists _____ almost every living being, except the man.
- a) can clone
 - b) may clone
 - c) must clone
 - d) could clone
6. Cloning is becoming very popular _____ people are keeping the mother cells to clone their loved pets.
- a) or
 - b) and
 - c) but
 - d) because

7. _____ it be possible to have a our clones? And if possible,_____ they think and feel the same way we do?
- a) Can/ will
 - b) Can/ may
 - c) Could/ will
 - d) Could/may

Listening Section

Simple past

Nota: El audio necesario para el ejercicio de esta sección se encuentra disponible en la mediateca del plantel oriente ubicada en al planta alta del edificio "v", donde te prestarán el CD para que trabajes con esta habilidad.

Instructions: Listen to an interview with Sílvia and complete the following information with the correspondent verbs. (track 2)

1. Sílvia _____ out with four girls.
2. She and her friends _____ jeans and jackets.
3. They first _____ to a restaurant in Ipanema.
4. They _____ a famous actor.
5. In a beach bar they _____ some drinks.
6. After that they _____ to a party.
7. At the restaurant they _____ beer and some French fries.

Unidad 4

Propósito: Narraras experiencias personales y culturales y realizaras tareas académicas a partir de la lectura detallada.

Introducción

En nuestra vida diaria nos encontramos con cosas agradables y desagradables; algunas nos gustan más que otras, y eso lo decidimos haciendo comparaciones.

Comparatives

Forma

subject +	verb to be +	comparative +	than +	Object
Cars	Are	more expensive	than	bicycles.
My dog	is	nicer	than	your dog.
George	is	lazier	than	William.
Women	are	more jealous	than	men.

Uso

Los comparativos son palabras que utilizamos en inglés para comparar dos personas o cosas.

Ejemplos:

John is *taller than* Mark.

Biology is *more interesting than* History.

Dogs are *nastier than* cats.

Reglas para formar los comparativos

A los adjetivos de una sola sílaba se les debe añadir la terminación (sufijo) –er.

tall	→	Taller
nice	→	Nicer
cheap	→	Cheaper
rich	→	Richer
brave	→	Braver

Si un adjetivo tiene una sola sílaba y termina en consonante precedida de vocal, duplica la consonante y añade -er.

big → **Bigger**

hot → **Hotter**

fat → **Fatter**

thin → **Thinner**

Si un adjetivo esta compuesto de dos sílabas, y éste termina en -y, se elimina la -y; añadiéndose -ier.

ugly → **Uglier**

heavy → **Heavier**

happy → **Happier**

dirty → **Dirtier**

pretty → **Prettier**

En los adjetivos de dos ó más sílabas, debe de preceder la palabra "**more**", y el adjetivo no sufre cambio alguno.

expensive → **more expensive**

useful → **more useful**

wonderful → **more wonderful**

dynamic → **more dynamic**

acid → **more acid**

Ejercicios

I. Escribe el comparativo de los siguientes adjetivos

1. Old _____

2. Calm _____

3. Comfortable _____

4. Hungry _____

5. Cold _____

6. Dirty _____

Writing

Write the description of a friend. Include age, physical description and favorite activities.

Reading

Read the text and complete the chart with the required information.
(Lee el texto y completa la tabla con la información que se requiere).

ALL TYPES OF FAMILIES		
<p>Daniel Montes' family My family is special. My parents had been divorced since I was 17, but I and my siblings keep the contact with both of them. I have 2 brothers and 2 sisters, and I am the fourth. For different reasons, three of us live in Piura, and the other two live in Lima with my mother (they are single). My father is always around their house, because he had a last son, my sixth sibling, which I mention here in order you do not get confuse with my other brothers and sisters. My last brother is only 14, so he is even younger that my own children. I, my 2 sons and my little brother, all of us use to get together when I visit Lima. Fortunately, we are a united family, even though we are separated by the distance, the circumstances and the ages.</p>	<p>Lynne's Family I'm single. I have one brother and one sister, neither older than me. My brother is also single. My sister is married; she has two children; a daughter and a son. Her daughter's name is Astha and her son's name is Akhil. Akhil is my nephew and Ashtha is my niece, I am their uncle. My grandfather died before I was born. My parents are 65 years old, my father is retired and my mother is a housewife. I live with my parents and brother. My sister does not live with us as she is married so she lives in her own home with her husband and children.</p>	<p>Wilton's Family Personally I come from a family of six members my parents and 4 children (including me) I have two sisters and one brother, although my father has a job that does not allow him to be with us all the time (he is a pilot) the time he spends with us is really quality time and we do not miss him when he is not around. My mom has always been a housewife which makes it easier to raise 4 kids. I really think my parents are making a really good job with us and really hope to do it like that when I have children.</p>

<http://www.rong-chang.com/qa2/stories/story028.htm>

Instrucciones: Completa la siguiente tabla con información del texto.

	How many members	How many brothers	How many sisters	How many children
Daniel				
Lynne				
Wilton				

Examen diagnóstico



UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO
ESCUELA NACIONAL COLEGIO DE CIENCIAS Y HUMANIDADES
PLANTEL ORIENTE
EXAMEN DIAGNÓSTICO
INGLÉS III



STUDENT'S NAME _____

Section 1: Gramática (grammar)

Instructions: Order the words to make coherent affirmative or interrogative statements in simple present. (5 points)

1. do/to/you/What/want/eat/?

- A.
- B. Just a torta.

2. subway/I/on/never/the/Steve/see.

- A.
- B. How does he get to school? By bus?

3. at/loves/he's/it/good/cycling/He/and/really

- A.
- B. He wants to get into the national team.

4. an/Does/tomato/?/make/mother/a/a/need/sandwich/to/and/your/egg

- A.
- B. Yes, she does.

5. always/when/radio/I/listen/do/to/ironing/the/I/the

- A.
- B. I sometimes do it, too.

Instructions: complete the questions in the dialogue. (5 points)

6. A. _____ last night?
B. I went to that new romantic club in town.

7. A. _____ good?
 B. Yes, it was good.
8. A. Who _____ with?
 B. I went with my boyfriend and some friends.
9. A. What _____
 B. I wore my long red dress and a new black shoes.
10. A. What time _____ home?
 B. We got home at 2:30 in the morning.

Instructions: Match the two parts of each sentence. (5 points)

- | | | |
|------------------|-------|---|
| 11. Chefs | _____ | musn't be very tall. |
| 12. Secretaries | _____ | must know how to use computers. |
| 13. Chefs | _____ | don't have to do the washing up. |
| 14. A politician | _____ | heve to have clean hands to work with food. |
| 15. Secretaries | _____ | has to talk to lots of people. |

Instructions: Write sentences using the opposite adjective. (5 points)

16. The Pacific Ocean is *bigger* than the Ataltic Ocean.
 The Atlantic Ocean _____
17. Englih is *easier* than Chinese.
 Chinese _____
18. The Suez Canal is *longer* than the Panama Canal.
 The Panama Canal _____
19. Gold is *more expensive* than Silver.
 Silver _____
20. The sun is *brighter* than the moon.
 The moon _____

Section 2: Producción escrita (writing)

(10 points)

Instructions: Select one of the following topics (two singers/bands you admire, two famous film/TV characters or two sport stars). Write a paragraph about 150 or 200 words to compare the people you select. Remember to include comparative adjectives

21. _____

Section 3: Comprensión de lectura (reading comprehension)

(10 points)

Title:

Nick Charge
Thursday June 21, 2001
The Guardian

Up to 200,000 people are expected to take the IELTS test of English this year. Nick Charge explains the worldwide spread of IELTS as a passport to further study and emigration.

The International English Language Testing System is a test that has a long history - The first test was developed in the early 60s. It has evolved over the years to reflect a developing understanding of the dimensions of performance that need to be assessed and the specific

5

needs of the community that the test serves. The latest development will be the introduction of the new speaking test next month.

In addition to the face-to-face speaking exams, IELTS tests listening, reading and writing. A score on a band scale of one to nine is reported for each skill, and as an overall band score.

10 The test is available in two forms; the academic modules, for those wishing to study through the medium of English, and the general training modules, which are primarily used for immigration purposes and for those wishing to follow training courses.

When the last major revision of IELTS took place in 1995 there were 47,581 candidates. Last year the figure was 140,891. We predict about 200,000 candidates this year.

15 What caused this dramatic surge in popularity? The features of IELTS that contribute to its success can be summarised under three headings: it is a genuinely international test; it assesses the communicative use of English and it provides convenient and informative reports on candidates for test users and receiving institutions.

20 IELTS gained widespread recognition as a useful predictor of ability to cope with language in an English-medium academic, training, professional or work-related environment. Most institutions for further and higher education in Britain, Australia, Ireland, New Zealand and South Africa use IELTS for assessment, and a growing number of institutions in the United States and Canada are following suit.

25 It is also used by a number of professional bodies worldwide, including the department of immigration and multicultural affairs in Australia and the New Zealand immigration service. Since the adoption of IELTS by immigration authorities in 1996, the percentage of general training candidates against academic candidates increased from 13% in 1995 to 27% last year.

• Nick Charge is IELTS subject manager based in Cambridge, Britain.

Activity 1.

Instrucciones: Lee el texto y selecciona la opción correcta.

22. El título más adecuado para el texto es:

- a) More than two languages
- b) IELTS aims to become passport to success
- c) Suggestions for learning the sounds of English words
- d) IELTS a formal tool to evaluate speaking and writing

23. Localiza en el texto la idea principal y subráyala.

Activity 2.

Instructions: Answer in English the following questions.

24. What skills does the IELTS evaluate?

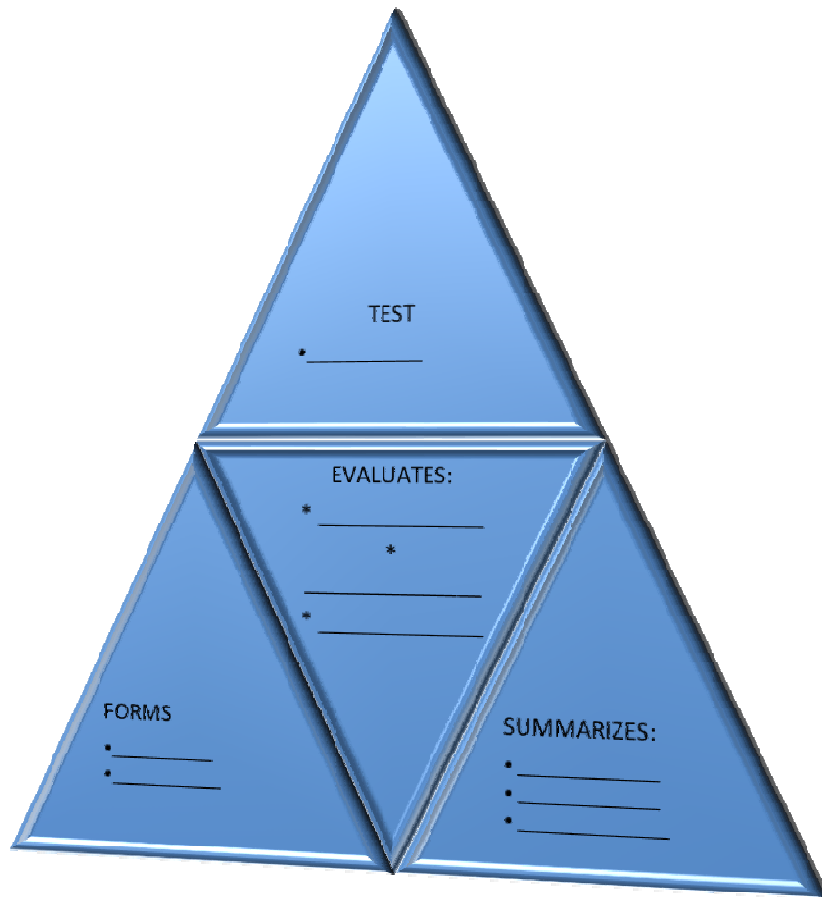
25. Why is this test so popular? (only two aspects)

26. What for is the test widely used in Australia and New Zealand?

Activity 3.

Instrucciones: Completa el organizador con información del texto.

27.



Section 4: Producción oral (speaking)

(10 points)

Instructions: Select one of the topics below and think of it for some minutes. You will have a conversation in English with your teacher about what you chose.

Note: For this activity you have to check the rubric on pages 12 and 13.

- A relative I admire
- My childhood
- Your perfect life in the future.

Respuesta a los ejercicios de práctica y autoevaluación

UNIDAD 1 Simple Present

Ejercicios

III. Escribe los cambios en las terceras personas de los siguientes verbos

Example: cook – cooks

1. dry Dries
2. write Writes
3. dress Dresses
4. Do Does
5. catch Catches
6. live Lives
7. enjoy Enjoys
8. ring Rings
9. rise Rises
10. create Creates

IV. Completa las siguientes oraciones en presente simple. Usa el verbo en paréntesis.

6. My sister listens (listen) to music all day.
7. I do (do) my homework in the afternoon.
8. Tony's mother washes (wash) the dishes everyday.
9. You do not take (not/take) driving lessons every Friday.
10. Does Karina have (have) a pet dog?

Ejercicios de autoevaluación

I. Ordena las palabras para crear oraciones.

1. two / week / study / English / I / times / a
I study English two times a week

2. father / drives / my / work / every day/ to
My father drives to work every day.

3. Sandra's / her / mother / helps / homework / the / with
Sandra's mother helps her with the homework.

4. live / far / here / you / do / from / ?
Do you live far from here?

5. Charles / play / Sundays / soccer / doesn't / on

Hi!

How are you? I am not doing anything very interesting. I am resting in my room and I am listening to the radio. They are playing old 1970' songs at the moment. The cat is here too. She is sleeping on my bed. My sisters are watching TV in the living room and they are laughing like idiots. My mom is cooking the dinner in the kitchen.

Michael.

Ejercicios de autoevaluación

I. Selecciona la forma correcta.

1. I 'm going / I go to bed at 10:30 every night.
2. Sally has an exam soon, so she's working / she works very hard at the moment.
3. I'm going / I go to bed now. Good night.
4. Anne is answering / answers some questions right now.
5. My sister is watching / watches TV every afternoon.

II. Elige la mejor opción para completar las oraciones

1. The children are building a snowman now.
a) are building b) built c) building d) build
2. We are drawing the ilustrations for the book at the moment.
a) were b) have c) is d) are
3. Andrés is studying for his exam now.
a) were b) was c) am d) is
4. Henry and his sister help their mother.
a) help b) helps c) helped d) helping
5. My dog barks very loud every night.
a) are barking b) bark c) barks d) is barking

We should phone your mother.

2. have / I / to / hard / very / study / pass / exam / to / the

I have to study very hard to pass the exam.

3. grass / be / must / cut / the

The grass must be cut.

4. countries / some / in / you / to / have / left / on / the / drive

In some countries you have to drive on the left.

5. be / there / should / now / by / we

We should be there by now.

Listening section: modal verbs

1. T

2. T

3. F

4. F

5. F

UNIDAD 3

Simple Past

I. Escribe el pasado de los siguientes verbos

- | | |
|------------|-----------------|
| 1. Walk | <u>Walked</u> |
| 2. See | <u>Saw</u> |
| 3. Hear | <u>Heard</u> |
| 4. wake up | <u>woke up</u> |
| 5. Take | <u>Took</u> |
| 6. Drink | <u>Drank</u> |
| 7. Be | <u>was/were</u> |
| 8. Have | <u>Had</u> |
| 9. Talk | <u>Talked</u> |
| 10. Rain | <u>Rained</u> |

2. Elige la mejor opción para completar las oraciones.

1. Last night I saw a film about Che Guevara.

4. Gazed

5. Saw

6. looked

2. Sandy married her high school friend. She met him in the Science class.

4. married/met

5. knew/encountered

6. engaged/met

3. Alex didn't play squash. He played polo.

4. practiced/played

5. didn't play/played

6. tried/ practiced

4. My father bought his car two years ago.

4. broke

5. carried

6. bought

5. The robbers tried to break into the bank this morning, but they couldn't do it..

a) went/could

3. Intended/were

c)tried/couldn't

Ejercicios de autoevaluación

I. Completa las siguientes oraciones en Pasado Simple. Usa el verbo en paréntesis.

1. Last night I ate (eat) a hamburger with French fries.
2. The Beatles was (be) a very popular rock band among youngsters in the 60's.
3. Georgethe bought (buy) the tickets for the concert.
4. My friends stayed (stay) home last Friday because on Saturday we went (go) to a picnic.
5. Daisy studied (study) Russian when she was (be) 16. Now she has already forgotten it.

II. Forma enunciados en pasado simple basándote en las siguientes palabras

Ejemplo: you / the house / see

You saw the house.

1. Juliet / on a chair / sit

Juliet sat on a chair.

2. We / her / an apple / give

We gave her an apple.

3. Phillip / a circle / draw

Phillip drew a circle.

4. The teacher / the topics / explain

The teacher explained the topics.

5. My dog / on the floor / sleep

My dog slept on the floor.

Listening section: simple past

1. went 2. wore 3. went 4. saw 5. had 6. went 7. had

UNIDAD 4

Comparatives

I. Escribe el comparativo de los siguientes adjetivos

- | | |
|----------------|-------------------------|
| 1. Old | <u>Older</u> |
| 2. Calm | <u>Calmer</u> |
| 3. comfortable | <u>more comfortable</u> |
| 4. hungry | <u>Hungrier</u> |
| 5. Cold | <u>Colder</u> |
| 6. Dirty | <u>Dirtier</u> |
| 7. Nice | <u>Nicer</u> |
| 8. Few | <u>Fewer</u> |
| 9. friendly | <u>Friendlier</u> |
| 10. dangerous | <u>more dangerous</u> |

II. Crea enunciados comparativos a partir de las siguientes palabras

Ejemplo: English/difficult/French
English is more difficult than French

1. Tea/cheap/brandy
Tea is cheaper than Brandy.
2. Films/interesting/TV shows
Films are more interesting than TV shows.
3. Michael/tall/Jim
Michael is taller than Jim
4. Berlin City/old/Mexico City
Berlin City is older than Mexico City.
5. Jenny/young/Sarah
Jenny is younger than Sarah

Ejercicios de autoevaluación

I. Elige la opción correcta para completar los siguientes enunciados.

1. My house is bigger than Rita's.

Respuestas del examen diagnóstico

Section 1: Gramática (grammar)

1. What do you want to eat?
2. I never see Steve on the subway
3. He loves cycling and he's really good at it.
4. Does your mother need a tomato and an egg to make a sandwich?
5. I always listen to the radio when I do the ironing.
6. Where did you go ...?
7. Was it ... ?
8. Who did you go with?
9. What did you wear?
10. What time did you get home?
11. Chefs have to have clean hands to work with food
12. Secretaries musn't be very tall
13. Chefs don't have to do the washing up
14. A politician has to talk to lots of people
15. Secretaries must know how to use computers
16. smaller than
17. more difficult than
18. shorter than
19. cheaper than
20. darker than

Section 2: Producción escrita (writing)

21. Correct answer may vary according to your creativity and the topic you chose. Be careful, write between 150 and 200 words.

Nota: verifica la lista de cotejo para writing en la página 13.

Section 3: Comprensión de lectura (reading comprehension)

22. b) IELTS aims to become passport to success.
23. ... IELTS as a passport to further study and emigration (line 2).
24. Speaking, listening, reading, writing.
25. Because it is a genuinely international test and it assesses the communicative use of English.
26. Immigration purposes or immigration services.
27. Test: IELTS
Evaluates: grammar, listening, reading, speaking.
Forms: academic and general training.
Summarizes: as an international test, assesses the communicative use of English and provides a convenient and informative reports on candidates.

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