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COLEGIO DE CIENCIAS Y HUMANIDADES
PLANTEL SUR

**GUÍA DE ESTUDIO PARA EL
EXAMEN EXTRAORDINARIO DE
INGLÉS III**
(Cuatro habilidades)

Incluye CD

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INTRODUCCIÓN

El propósito de esta Guía es apoyarte en la preparación del examen extraordinario de Inglés III, en la modalidad de cuatro habilidades, con base en el *Segundo Acercamiento al Programa de Inglés*. El objetivo general de la asignatura es:

El alumno expresará en forma oral y escrita, acontecimientos que ocurrieron en el pasado, así como sus planes para el futuro; asimismo, comprenderá la secuencia de eventos en textos orales y escritos, de estructura sencilla.

En esta Guía encontrarás actividades, formas de autoevaluación, un modelo de examen extraordinario, las claves de respuesta tanto de las actividades como del examen. Además, te hacemos sugerencias bibliográficas que servirán de apoyo a tu preparación.

Para preparar adecuadamente tu examen extraordinario es muy importante que resuelvas esta Guía y que acudas a las Asesorías Institucionales, para que un asesor te oriente y resuelva tus dudas; o bien puedes asistir a la Mediateca, en donde también hay asesores para apoyarte.

INSTRUCCIONES

Esta Guía contiene diferentes tipos de ejercicios que usualmente se utilizan en los exámenes de lengua extranjera: oraciones que necesitan completarse usando la información que se presenta, opción múltiple, ejercicios de falso o verdadero y relación de columnas.

Primero lee las explicaciones de cada tema. Después resuelve las actividades propuestas siguiendo el ejemplo que se proporciona al inicio de cada sección. Compara tus respuestas con la clave incluida con este fin.

Finalmente, debes responder el modelo de examen extraordinario para luego contrastar tus respuestas con la clave correspondiente y realizar las correcciones necesarias. Es recomendable que repases los temas en que fallaste, para aclarar tus dudas.

El examen consta de las cuatro habilidades que se enseñan: comprensión auditiva, comprensión de lectura, producción oral y escrita, además de una sección de gramática.

UNIT 1

Al finalizar la unidad, podrás emplear diferentes maneras de comparar objetos, personas y lugares. Asimismo, comprenderás textos breves orales y escritos.

GRAMMAR

Adjectives

Adjectives are words that we use to describe some characteristics of people, animals or places, for example: *tall, big, small, new, beautiful, selfish*. We can also use them to compare those characteristics between people, animals or places or even among a group of them. We are going to learn how to make these comparisons in different degrees.

Comparison of inferiority

We use this kind of comparison when we say that something or someone is **less than** another one.



Example:

This movie is **less interesting than** the one I watched last week.

Comparison of equality

This kind of comparison is used to compare something or someone that shares a characteristic in the same degree, i.e. they are equal.



Example:

Cancun is **as beautiful as** Cozumel.

Comparison of superiority

This kind of comparison means that someone or something has a more relevant characteristic than another person, animal or place. There are two ways of forming this comparative,

depending on the size of the adjective. When we have a small word (one or two syllables), we add **-er** as an ending:



Example:

Peter is **taller than** Leo

However, when the adjective has three or more syllables, we use:



Example:

This blouse is **more expensive than** the red one.

Exercise 1. Complete the sentences using the comparative form of the adjective.

Example: The city isn't very clean. The country is **cleaner than the city.**

1. My car isn't very new. Your car is _____ my car.
2. Ann's house isn't very modern. Your house is _____ Ann's.
3. Bob's yard isn't very big. Your yard is much _____ Bob's.
4. Yesterday wasn't very hot. Today is much _____ yesterday.
5. Sue's homework isn't very good. Your homework is _____ Sue's.
6. Your car isn't very dirty. My car is _____ yours.
7. This exercise isn't very difficult, but the next one will be _____ this one.

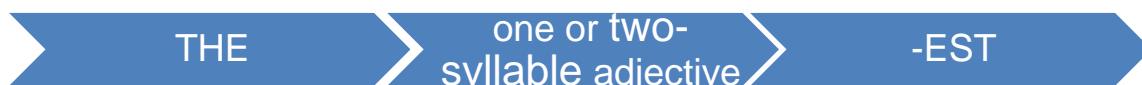
Exercise 2. Rewrite the sentences with the opposites of the comparative adjectives.

Example: Alaska is colder than Florida. **Florida is warmer than Alaska.**

1. Cars are faster than trucks._____
2. Motorcycles are more dangerous than cars._____
3. Houses in a small town are cheaper than in a big city._____
4. Mary's apartment is bigger than Paulo's._____
5. The new movie was more boring than the old one._____
6. John's homework was more difficult than Danna's._____
7. Kate's handwriting is better than Steve's._____

Superlative

We use the superlative form when we want to compare more than two things, animals, people or places. There are also two ways of forming the superlative, depending on the size of the adjective. We must add the ending **-est** to one or two-syllable adjectives:



Example:

Vatican City is **the smallest** country in the world.

For bigger adjectives we use **the most**.



Example:

The internet was one of **the most important** inventions of the twentieth century.

Look at this visual example:

Cheaper / More (Less) Expensive | Cheapest / Most (Least) Expensive

John's car cost £15,000



John's car was **less expensive than** Jane's car. It's **cheaper than** Jane's car.



Jane's car cost £25,000

Jane's car is **more expensive than** John's car, but **less expensive than** Bill's car.



Bill's car cost £55,000

John's car is **the least expensive**. It's **the cheapest** car.

Bill's car is **the most expensive**.

Exercise 3. Write the adjective in bold from the first sentence into the second sentence in its correct form (comparative or superlative).

Example: I have a **fast** car, but my friend has a faster car.

1. This is a **nice** cat. It's much _____ than my friend's cat.
2. Here is Emily. She's six years **old**. Her brother is nine, so he is _____.
3. This is a **difficult** exercise. But the exercise with an asterisk (*) is the _____ on the worksheet.
4. He has an **interesting** hobby, but my sister has the _____ hobby in the world.
5. In the last holidays I read a **good** book, but my father gave me an even _____ one last weekend.
6. School is **boring**, but homework is _____ than school.
7. Skateboarding is a **dangerous** hobby. Bungee jumping is _____ than skateboarding.
8. This magazine is **cheap**, but that one is_____.
9. We live in a **small** house, but my grandparents' house is even _____ than ours.
10. Yesterday John told me a **funny** joke. This joke was the _____ I've ever heard.

Exercise 4. Fill in the blanks using the correct form of the adjective (comparative or superlative).

I went on holiday last year but it was a disaster! My hotel room was smaller (**small**) than the one in the photograph in the brochure. I think it was _____ (1. small) room in the hotel. The weather was terrible too. It was _____ (2. cold) than in England. The beach near the hotel was very dirty – it was _____ (3. dirty) of all the beaches on the island. The food was _____ (4. expensive) than I expected and I didn't have enough money. One day I went shopping in a big department store and I broke a vase. It was _____ (5. expensive) vase in the whole shop. But _____ (6. bad) thing of all was that I lost my passport and I couldn't go back home. It was _____ (7. horrible) holiday in my life!

READING

Weather

by Mike Rayner

It's hardly surprising that weather is a favorite topic for so many people around the world -it affects where we choose to live, what we wear, our moods, and perhaps even our national characteristics. A sunny day can relieve the deepest depression, while extreme weather can destroy homes and threaten lives.

The effects of weather

Palm trees bent double in hurricane force winds, cars stranded in snow drifts, people navigating small boats down flooded city streets – images we are all familiar with from news reports of severe weather spells. But many of the effects of the weather are less newsworthy.

"I'm feeling a bit under the weather" is a common complaint in Britain, especially on Monday mornings, and it seems that weather really can be responsible for moods. Studies have shown that changeable weather can make it hard to concentrate, cloudy skies slow down reflexes, and high humidity with hot, dry winds makes many people irritable and snappy.

Some suggest that the weather also leaves its mark on character, giving people from the same region similar temperaments, although it seems that economic, political and social factors are likely to have a much stronger effect than the weather.

What causes changes in the weather?

If you live in a place like Britain, where the weather seems to change daily if not hourly, you could be forgiven for thinking that the weather is random. In fact the weather is controlled by systems which move around areas of the globe. In the UK the weather depends on depressions, often called 'lows', and anticyclones, also known as 'highs'. These systems start in the Atlantic Ocean, and make their way across the British Isles from the west to the east. Highs bring sunny weather, while lows bring rain and wind.

The weather systems in tropical climates are very different from those in mid and high latitudes. Tropical storms develop from depressions, and often build into cyclones, violent storms featuring hurricanes and torrential rain.

In modern times, human activity seems to be altering weather patterns. Gases produced by heavy industry change the temperature of the Earth's surface, and affect cloud formation. Some researchers say that factories in Europe and North America may have been one of the causes of the droughts in Africa in the 1980s.

Can we predict the weather?

The human race has always tried to guess the weather, especially in areas of the world where there are frequent changes. Traditional rhymes point to early attempts to identify weather patterns, popular poems include:

*Red sky at night,
Shepherds' delight;
Red sky in the morning,
Shepherds' warning*

*Ash leaf before the oak,
Then we will have a summer soak;
Oak leaf before the ash,
the summer comes without a splash
Flies swarm before a storm
Rain before 7,
clear by 11.*

Two other popular traditional ways of forecasting the weather used pine cones and seaweed. When the air has a high level of humidity there is a higher chance of rain, when the humidity is low, there is more chance of fine weather. Pine cones and seaweed react to changes in humidity - pines cones open, and seaweed feels dry when the humidity is low, while high humidity has the opposite effect.

While folk wisdom can still provide a guide to help forecast weather, today's methods of prediction increasingly rely on technology. Satellites, balloons, ships, aircraft and weather centres with sensitive monitoring equipment, send data to computers. The data is then processed, and the weather predicted. However, even this system cannot predict weather for longer than about a week.

A recent study by an Australian psychologist suggests that certain people may have a special gift for predicting the weather. However it is possible that these people would use their talent in another way, since the same group had considerable success in forecasting changes in another chaotic system – the stock market.

It appears that a study of weather patterns may also enable scientists to predict the outbreak of disease. An Ebola epidemic in Uganda in the year 2000 came after the same rare weather conditions that had been present before an outbreak 6 years earlier. Efforts to limit the spread of airborne diseases such as foot and mouth, are also strongly dependent on favourable wind conditions.

Extreme weather

Although people in Britain often moan about the weather, we should spare a thought for the inhabitants of parts of the world where extreme weather regularly wreaks havoc on the environment and population. Sandstorms, tornadoes, blizzards and flashfloods regularly kill thousands of people and leave many others homeless.

While most of us try to avoid extreme weather, some adventurous souls actively seek out places where extreme weather conditions exist. Sports such as surfing, kite boarding, ice-climbing and white-water rafting are becoming increasingly popular with people seeking relief from the monotony of daily routine. Extreme sports are about exhilaration, skill and danger, and often harness the weather to provide adrenaline addicts with their kicks.

Even more extraordinary are storm-chasers – weather enthusiasts who risk their lives following tornadoes and thunderstorms at high speed to witness the damage they cause at close hand.



http://commons.wikimedia.org/wiki/File%3A2010_Madeira_floods_and_mudslides_21.jpg

Exercise 1. Read the text again and choose the best option.

1. When the weather keeps changing, people

- a) react slower.
- b) become irritable.
- c) find it hard to focus on their work.

2. The weather in Britain is

- a) very changeable.
- b) depressing.
- c) random.

3. Violent storms are common in
 - a) mid and high latitudes.
 - b) Britain.
 - c) tropical climates.
4. Anticyclones often bring
 - a) cloudy weather.
 - b) rain and wind.
 - c) fine weather.
5. Weather forecasting
 - a) is always wrong.
 - b) has been done for a long time.
 - c) is easy.
6. According to a traditional rhyme, if there is a red sky at night the next day will be
 - a) fine.
 - b) rainy.
 - c) windy.
7. When the air is humid,
 - a) pine cones close.
 - b) seaweed feels dry.
 - c) the weather will be fine.
8. According to the article, weather is linked to
 - a) the stock market.
 - b) the cause of diseases.
 - c) successful studying.
9. Some extreme sports are becoming more popular so people _____ extreme weather conditions.
 - a) look for
 - b) avoid
 - c) search

WRITING

Exercise 1. Describe and compare two or more places that you like the most and say why. Your paragraph must contain 3 main parts.

- A) *Introduction.* You should give a general view of what you are going to talk about.
- B) *Development.* Think about two places you have recently visited. Use adjectives to describe these places and then write comparisons between them.
- C) *Conclusion.* You should write down why you like them.

LISTENING

Exercise 1. While you listen, write T for True or F for False.

1. The modern form of solar cooking was invented 70 years ago.
2. There is more than one reason why solar power is a good way to cook.
3. Using solar power is good for the environment.
4. There are several different types of solar cooker.
5. It is not easy to use a solar cooker.
6. Solar cooking is becoming popular in different parts of the world.

SPEAKING

To practice on your own, visit the following website:

http://studentweb.usq.edu.au/home/D1222041/html/practice_1.htm

TIPS FOR SPEAKING		
1.	Try to think what you are going to say.	
2.	Remember the order of the English syntax.	
3.	Pronounce clearly the words, if you don't know the pronunciation of something, look for it in a dictionary.	

Self- Check

NOW I CAN	Yes	No
1. Compare objects, people or places in different degrees.		
2. Understand written texts		
3. Listen and understand oral texts.		

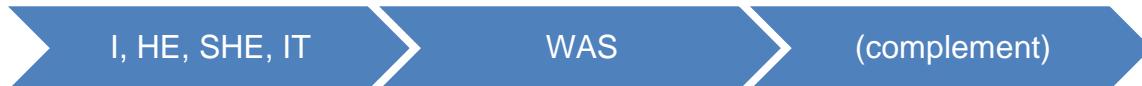
UNIT 2

Al finalizar la unidad, comprenderás y producirás textos orales y escritos que describan eventos, personas y lugares del pasado. Además, identificarás los eventos que se narran en textos orales y escritos de estructura cronológica.

GRAMMAR

Simple Past with verb to be

AFFIRMATIVE



Example: I **was** at school yesterday



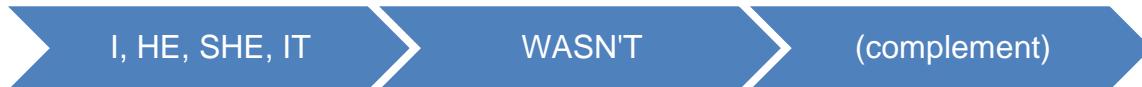
Example: You **were** angry with your friends last weekend.

Exercise 1. Write was or were into the gaps.

Example: I was in Canberra last spring.

1. We _____ at school last Saturday.
2. Tina _____ at home yesterday.
3. He _____ happy.
4. Robert and Stan _____ Garry's friends.
5. You _____ very busy on Friday.
6. They _____ in front of the supermarket.
7. I _____ in the museum last weekend.
8. She _____ in South Africa last month.
9. Jessica and Kimberly _____ late for school.

NEGATIVE



Example: I **wasn't** at school yesterday.



Example: You **weren't** angry with your friends last weekend.

Exercise 2. Write wasn't or weren't into the gaps

Example: They weren't ill.

1. You _____ tired.

2. The children _____ quiet.

3. Max _____ in Helsinki last week.

4. She _____ at home for dinner.

5. The water _____ cold.

6. There _____ a good film on TV yesterday.

7. We _____ in Brazil last winter.

8. Betty and Florence _____ at school this morning.

9. I _____ happy when I heard about the accident.

QUESTION FORM

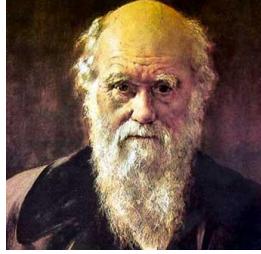


Example: **Was** he at school yesterday?



Example: **Were** you angry with your friends last weekend?

Exercise 3. Read the text and underline the correct form of the verb.

	Charles Darwin [was / were] born on February 12, 1809. He [was / were] a British naturalist who became famous for his theories of evolution and natural selection. In South America, Darwin found that fossils of extinct animals [was / were] similar to modern species. Many people [was / were] strongly opposed to the idea of evolution because it conflicted with their religious beliefs. Throughout his life, Darwin [was / were] a reserved, thorough, hardworking scholar.
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Exercise 4. Read the dialogues and underline the correct option

EXAMPLE: AMANDA: Where were you last night?

KATHY: a) Yes, I was. b) Alone. c) At the cinema. d) For two hours

1. MARK: Was she at the gym?

STEVE: a) No, she was. b) Yes, at the gym. c) No, they weren't. d) Yes, she was.

2. KATHY: Where were you yesterday?

AMANDA: a) I wasn't at a soccer game. b) At the gym. c) Mark and I are at home. d) She was with my brother.

3. JASON: How long were you there?

MARK: a) Fine, thanks. b) Yesterday. c) By car. d) Four days.

4. JASON: a) What was the weather like? b) How was your mom? c) How are you? d) Was the weather cool?

MARK: It was cool.

5. JASON: a) Were you with friends? b) Where were you? c) How were you? d) What movie was it?

MARK: No, I wasn't. I was alone on a tour.

6. AMANDA: Did you like the movie? a) How long was it? b) How was it? c) How is it?
d) Who was in it?

KATHY: No, I didn't. It was scary.

Exercise 5. Match the questions with the appropriate answer.

- | | | |
|--|---|--|
| 1. Were you at home yesterday? |  | a. Yes, it was. Matt Damon is a great actor. |
| 2. Was Ryan in class yesterday? | | b. Yes, she was. We were both there. |
| 3. Was the concert good? | | c. No, it wasn't. The music was pretty bad. |
| 4. Was the movie interesting? | | d. No, I wasn't. I was at a concert. |
| 5. Was Susan at the library yesterday? | | e. No, he wasn't. He was sick. |

There was / There were

These forms are used to express existence of something in the past.

AFFIRMATIVE



Example: **There was** an accident yesterday.



Example: **There were** many people in the party last Saturday.

NEGATIVE



Example: **There wasn't** an apple in the stand.



Example: **There weren't** any guavas in the fridge.

QUESTION FORM



Example: **Was there** a park near your house?

Yes, there was

No, there wasn't



Example: **Were there** any stores near your school?

Yes, there were

No, there weren't

Exercise 6. Complete the sentences with the correct form of *there was* or *there were* (affirmative, negative or question form).

1. _____ a big fly on his computer screen.
2. _____ anybody here.
3. _____ any tea left in the teapot.
4. _____ any fertilizer in the shed, but _____ some weed-killer.
5. _____ three chicks in the eagle's nest?

6. I don't know if _____ many people there.
7. I think _____ some setback during the initial phase.
8. _____ fifty mistakes in the text?
9. _____ two candidates short-listed for the positions.
10. _____ four people waiting for the principal.

Linking words: and, but, because

And	But	Because
It is used as a conjunction when the words or phrases are of equal importance and both conditions exist.	It is used to show a contradiction between two phrases.	This conjunction often introduces new information which is not known to the listener or reader. It gives more emphasis on the reason.
Examples: <ul style="list-style-type: none"> • Tom and Harry play hockey. • A lion and a fox live in this cave. • We need some gloves and a ball in addition to bats. 	Examples: <ul style="list-style-type: none"> • He ran, but he missed the bus. • She studied hard but could not score well in the test. • The hill was very steep but the old man could climb it easily. 	Examples: <ul style="list-style-type: none"> • We had dinner after ten o' clock because dad arrived late. • He bought a new home because he won a lottery. • I read because I like reading.

Exercise 7. Complete the sentences with *and*, *but* or *because*.

1. I like coffee _____ I don't like tea.
2. I cannot swim _____ I can ski
3. I want a new TV _____ the one I have now is broken
4. I couldn't go to John's party _____ I had to work on Saturday
5. Jane likes reading _____ listening to music
6. I turned on the heater _____ I was cold.
7. We'll have to go shopping _____ we have nothing for dinner.
8. The history test was difficult _____ the English one was easy.
9. We didn't go to the beach yesterday _____ it was raining.
10. We have a test on Monday _____ I haven't studied yet.

READING

Last week, there was one really, really bad day. It was Monday. Usually, there are about 25 students in my class, but that day, there were only 5 people! It wasn't warm. In fact, it was really cold. It was raining a lot. It was dark and gray outside. There wasn't any sunshine. I think the students weren't at school because they were sick. They were at home. Maybe they were in bed.

Mr. Jibbit is our teacher. He is always at school. He is never at home on Monday. Last Monday was no different. He was not in bed. He was in the classroom, and he was cold! Why was he so cold? That's a very good question. He was cold because the heater in the school was broken. It was freezing. The school was like a refrigerator. Our room was like a freezer! And poor Mr. Jibbit was like ice! The small class was cold, cold, cold!

The next days were much warmer. The heater was fixed on Tuesday, so everything was ok. There were 25 students, not only 5. But where was Mr. Jibbit? He wasn't there. He was at home, sick in bed!

Exercise 1. Read the story above and write T (true) or F (false) to the following sentences.

T/F

1. There were 25 students in the class that Monday. _____
2. It was warm that day. _____
3. Mr. Jibbit was present that Monday. _____
4. Mr. Jibbit and the students felt cold that day. _____
5. Mr. Jibbit got sick the next days _____

LISTENING

Exercise 1. Listen to track 3 and answer the questions.

1. When was Julia born? _____
2. What kind of trees were there in the forest? _____
3. How tall was one of the trees? _____
4. How old was it? _____
5. Was she happy? _____
6. What did she do to avoid the company cut the tree down? _____
7. Who helped her? _____
8. What was there because of the helicopter sent by the company? _____

9. At the end, who won? _____

10. How long did she stay in the tree? _____

Exercise 2. Listen again to the story and write T if the sentence is true or F if it is false.

1. Julia discovered that a company wanted to cut down part of a forest in California. _____
2. Her family cooked food for her every day. _____
3. She used her cell phone to talk to the news reporters. _____
4. She stayed in the tree only during the day. _____
5. Environmental organizations supported her _____

WRITING

Exercise 1. Choose one of the pictures below and write a paragraph describing the Zocalo of Mexico city. Start like this:

There was a fountain in the Zocalo in 1948...



1930



1948

SPEAKING

Talk about a place you know, that has changed through the years, and record it.

Tips for speaking:

1. Begin each sentence with a subject.
2. Say what things there were and what there aren't now.
3. Say what things there weren't and what there are now.
4. Try to pronounce clearly when you are recording.
5. Listen to your recording or give it to someone in order to detect mistakes so you can correct them.

Self- Check

NOW I CAN:	Yes	No*
1. Talk about situations in the past using was and were. 2. Use existence in the past 3. Use some linking words such as <i>and, but, because</i> .		

*If you can't do it, go to appendix, unit 2.

UNIT 3

Al finalizar la unidad, podrás intercambiar de manera oral o escrita, información acerca de situaciones y experiencias del pasado. Asimismo, identificarás los eventos principales de textos orales y escritos.

GRAMMAR

Simple Past

The Simple Past expresses a past action that is finished. The form of the Past Simple is the same in all persons.¹

AFFIRMATIVE



Example: My parents got married 20 years ago.

NEGATIVE



Example: He didn't move to Cuernavaca.

INTERROGATIVE



Example: Angela: Did you study for the exam?

John: Yes, I did / No, I didn't

Exercise 1. Complete the text with the past simple form of the verbs in the box.

get	spend	play	conclude	stimulate	compare	look	find
-----	-------	------	----------	-----------	---------	------	------

Video Games

Ten years ago, studies 0) concluded that players of video games were very intelligent and motivated people. They 1) _____ good results at school and at work. In those days, video games were quite simple, so what about the more complex games of today?

Many children start to play video games at seven. For most of them this is not a problem, but some of them become addicts. A recent study of children aged 13 and 14 2) _____ that almost a third of them play video games daily. Seven per cent 3) _____ at least 30 hours playing every week. Addiction to games can lead to other problems such as stealing money to buy new games, failing to do homework or not going to school.

In another study, scientists at Japan's Tohoku University 4) _____ at the brain activity of hundreds as they 5) _____ a Nintendo game. They 6) _____ this with the brain activity of other students doing Maths. The results were surprising. The computer game only 7) _____ those parts of the brain related to vision and movement, but not parts of the brain which are important for behavior, memory, and learning

Exercise 2. Complete the dialogue using the affirmative, negative and question simple past forms of the verbs in the box.

buy	download	pass	have (x 2)	play	spend	finish	get-	fail	do
-----	----------	------	------------	------	-------	--------	------	------	----

Anna: I'm doing a survey about video games. Do you play them? Can I ask you some questions?

Bob: Yeah, I play them, go on then

Anna: 0) Did you spend any time playing video games last week?

Bob: Yes, I did .I 1) _____ a new game last Saturday. It's called *Need for Speed Underground*.

Anna: Oh yes, I've heard about it. Is it good?

Bob: Yes, it's great!

Anna: 2) _____ you _____ it?

Bob: No, I 3) _____ it from the Internet

Anna: 4) _____ you _____ with it yesterday?

Bob: No, not yesterday. I 5) _____ football training.

Anna: Okay, so 6) _____ you _____ time for your homework?

Bob: Well, not so much. I 7) _____ it on the bus on the way home.

Anna: Do you think playing games affects your school work?

Bob: No, I don't think so.

Anna: How 8) _____ you _____ in the last exams?

Bob: Cool

Anna: So you 9) _____ all of them .

Bob: No, not all of them. I 10) _____ Maths.

Exercise 3. Have a look at James's last week's diary and answer the questions in complete sentences. Put the time expression at the end of the sentence.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
football	shopping	meeting	ring Jane	buy flowers	concert	sailing
	cinema	tennis	English	Italian restaurant		

Example: When was his English course? His English course was on Thursday

1. When did he go shopping? _____
2. When did he buy flowers? _____
3. When was his meeting? _____
4. When did he play football? _____
5. When did he go to the Italian restaurant? _____
6. When did he ring Jane? _____

7. When did he go to the cinema? _____

8. When did he play tennis? _____

9. When was the concert? _____

READING

Read the text and complete the sentences below

Marie Curie

Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer, and studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped to unlock the secrets of the atom.

Marie was born in 1867 in Warsaw, Poland, where her father was a professor of Physics. At the early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in Physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreakng anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a Physics professor at the Sorbonne. She was the first woman to be given a professorship at the world most famous university. In 1911 she received the Nobel Prize in Chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

1. The Curies' _____ collaboration helped to unlock the secrets of the atom.

- a) friendly
- b) competitive
- c) courteous
- d) industrious
- e) chemistry

2. Marie had a bright mind and a _____ personality.

- a) strong
- b) lighthearted
- c) humorous
- d) strange
- e) envious

3. When she learned that she could not attend the university in Warsaw, she felt _____.

- a) hopeless
- b) annoyed
- c) depressed
- d) worried
- e) none of the above

4. Marie _____ by leaving Poland and traveling to France to enter the Sorbonne.

- a) challenged authority
- b) showed intelligence
- c) behaved
- d) was distressed
- e) answer not available in article

5. _____ she remembered their joy together.

- a) Dejectedly
- b) Worried
- c) Tearfully
- d) Happily
- e) Sorrowfully

6. Her _____ began to fade when she returned to the Sorbonne to succeed her husband.

- a) misfortune
- b) anger
- c) suffering
- d) disappointment
- e) ambition

7. Even though she became fatally ill from working with radium, Marie Curie was never _____.

- a) troubled
- b) worried
- c) disappointed
- d) sorrowful
- e) disturbed

LISTENING

Exercise 1. Listen to the story and choose the option to complete the information.

PART 1.

Mark and Rosa 1) _____ to have a dream holiday in the Caribbean, so they 2) _____ up money for months and months. They 3) _____ at a place called San Antonio. It 4) _____ £1000 each, but they 5) _____ it was very special. They decided to go there for two weeks in May, because all the brochures 6) _____ that the weather was

beautiful there at that time. However, when they 7) _____ to the airport, they found that the flight was delayed because of bad weather and they couldn't leave until next morning. They finally 8) _____ on the plane the next morning -12 hours late! Then, they couldn't fly to San Antonio because there was a hurricane and they 9) _____ to fly to the capital city instead, where they 10) _____ in a hotel until the hurricane 11)

_____.

Exercise 2. Listen to the second part of the story and write True or False for each statement.

1. The beach was beautiful .
2. The hotel swimming pool was full of frogs .
3. The food was varied and delicious. .
4. The worst part was when the hurricane arrived. .
5. They had to stay in the hotel for a week because of the bad weather .
6. They never arrived in San Antonio. .
7. They were happy because someone told them that the weather in San Antonio had been terrible too. .

WRITING

Write a paragraph about some vacations you remember well. You can take into account the following questions:

1. Where did you go?
2. Who did you go with?
3. When did it happen?
4. Did you enjoy it?
5. What was the best/worst thing?

SPEAKING

Based on your writing go to MEDIATECA with a tutor and talk about how it was and what happened . Here there are some phrases that you might use.

<ul style="list-style-type: none">• As far I remember• Some time ago• The last summer• Last weekend	<ul style="list-style-type: none">• What I remember the most• What draw my attention was• It all began• To sum up
--	--

You can also visit this website to practice more on your own

http://studentweb.usq.edu.au/home/D1222041/html/practice_3.htm

Self- Check

NOW I CAN	Yes	No
<ol style="list-style-type: none">1) Talk about important events in your life2) Talk about specific information3) Describe important events in the past		

In case you can't, please go to the appendix section Unit 3

UNIT 4

Al finalizar la unidad serás capaz de expresar de manera oral y escrita tus planes a futuro y los de otros. Asimismo, obtendrás las ideas principales de un texto oral o escrito.

GRAMMAR

Simple Future (will)

It is used to talk about future actions or states (not plans):

AFFIRMATIVE



Examples: They will dance all night long.

He will be ten years old next month

NEGATIVE



Example: I won't go to the party next Friday.

QUESTION FORM



Example: How old will he be next month?

You can also use it to talk about promises or intentions:

I will always help you.

We will win this match!

**Exercise 1. Use the verbs in the box with *will* or *won't* to complete these dialogs.
Use short forms of will where you can.**

have	take	phone	finish	be (x2)	win	make
------	------	-------	--------	---------	-----	------

Example: A: Are you coming to the cinema on Sunday?

B: I'm not sure. I'll phone you on Saturday.

1. A: Don't change your clothes now. We _____ late.

B: No, we won't. We _____ a taxi.

2. A: George is going to have a party at the weekend.

B: why?

A: It's his birthday. He _____ thirty on Saturday.

3. A: She _____ the tennis match tomorrow.

B: Why not?

A: She _____ mistakes. She always makes mistakes in important matches.

4. A: _____ Steve _____ the work tonight?

B: No, he won't finish. He _____ time.

Exercise 2. Put the best phrase from the box in each gap. Start your sentences with *I'll*.

phone a taxi	help you to look for it	go with you
ask her to phone tonight	open a window	make you a
sandwich	give you the name of a language school	carry
some of them	give you some money	

Example: A: I want to take these books home, but they are very heavy.

B: I'll carry some of them.

1. A: I feel sick. It's so hot in this room.

B: _____

2. A: I want a cup of coffee, but I don't have any money.

B: _____

3. A: I'm hungry. I didn't have any lunch.

B: _____

4. A: I want to learn Japanese.

B: _____

5. A: I've lost my passport.

B: _____

6. A: It's ten o'clock. I'll be late if I walk.

B: _____

7. A: I want to speak to Jane. It's very important.

B: _____

8. A: I want to go to the museum, but I don't know the way.

B: _____

Future (Going to)

It is used to express:

- an action in the near future that has already been planned or prepared

Example: I am going to study harder next year.

- a conclusion regarding the immediate future:

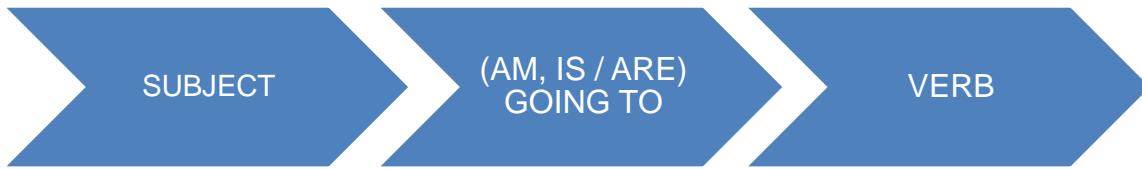
Example: The sky is absolutely dark. It is going to rain.

Time expressions

in one year, next week, tomorrow, next year

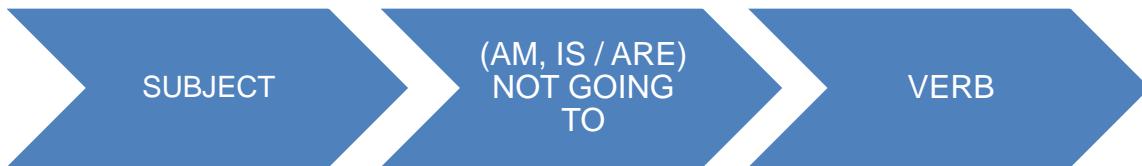
.

AFFIRMATIVE



Example: They are going to travel next year

NEGATIVE



Example: He isn't going to come.

INTERROGATIVE



Example: Are you going to drive?

Exercise 3. Complete the sentences, using short forms of *be going to* and the verbs in brackets.

Example: I'm going to study (study) music at university.

1. I _____ (travel) all over the world.
2. I _____ (not/ work) in an office.
3. I _____ (marry) a very rich woman.
4. We _____ (have) eleven boys.
5. They _____ (become) a football team.
6. They _____ (win) the World Cup.
7. I _____ (play) the piano every night in a café.
8. My wife _____ (not/cook) or clean.
9. We _____ (eat) in restaurants every day.

Exercise 4. Keiko is Japanese. She's going to spend a week by the sea in England. Ask her some questions. Use *be going to*, the verbs in brackets (), and the words in the box.

an umbrella in the sea	in a luxury hotel a lot of English	to a disco	fish and chips
			golf every day

Example: (speak) Are you going to speak a lot of English?

1. (play) _____
2. (take) _____
3. (swim) _____
4. (eat) _____
5. (stay) _____
6. (go) _____
7. (speak) _____

Exercise 5. Fill the gaps with the verb in brackets using either the going to or will form of the future tense.

Example: Sally: There's no milk left!
Betty: Oh. I will get some from the shop.(get)

1. The population of Valencia _____ (reach) 2 million by the year 2010.
2. Mum: I told you to tidy up your room.
Son: Sorry, Mum, I forgot. I _____ (do) it after lunch.
3. Sally: Why don't we meet for coffee on Friday morning?
Willy: Sorry. I can't. I _____ (see) the doctor then.
4. "Tomorrow it _____ (be) a bright and sunny day everywhere in Spain, except in La Coruña", said the weatherwoman.
5. Look at that big black cloud. I think it _____. (rain)
6. Sally: What are your plans for the weekend?
Betty: Brad phoned. We _____ (go) on a picnic.

- 7 Betty: Have you booked the flights yet?
Sally: Don't worry. It's all organized. I _____ (go) to the travel agent's tomorrow morning.
- 8 In the future people _____ (have) bigger heads.
- 9 If we miss the bus, we _____ (take) a taxi.
- 10 Next month I _____ (buy) a DVD player.
- 11 When _____ you _____ another party? (have)
- 12 I have to go to the dentist this morning. _____ you _____ with me? (come)
- 13 Oh no! I think I _____ (sneeze)
- 14 Fanny: I can't open this jar.
Leslie: Give it to me. I _____ it. (do)

Exercise 6. Write the correct form of *going to* or *will* to complete the dialogue.

Example: LAURA: What are you doing this weekend, Jan?

TANYA: I am going to see (see) a new play tomorrow at the Royal Court Theater.

LAURA: Have you got the tickets yet?

TANYA: No, I _____ (1. get) them this afternoon, actually. Would you like to come?

LAURA: Oh, thank you, that would be nice.

TANYA: OK, I _____ (2. get) you a ticket too.

LAURA: Great! What time does it start?

TANYA: Eight o'clock, but we _____ (3. meet) all in the Green Cafe at 7:15.

LAURA: OK, I _____ (4. meet) you in the cafe, but I _____ (5. be) there around 7.30.

TANYA: That's fine

LAURA: Oh, another thing ... I've got no money at the moment... I _____ (6. pay) for the ticket on Saturday. Is that OK?

TANYA: Yes, that's OK, no problem.

LAURA: Great! Why don't we go to eat something in the restaurant?

TANYA: That's a good idea. I _____ (7. phone) the others and see if they want to come too.

LAURA: Good, and I _____ (8. book) a table for us.

TANYA: Great! I _____ (9. meet) you there in a moment.

READING

Exercise 1. Look at the six promises below. What do you think they have in common?

- | | |
|--------------------------|-------------------------------|
| 1. I won't tell anyone | 4. I'll pay you back tomorrow |
| 2. I'll always love you. | 5. I'll come back tomorrow |
| 3. I'll write. | 6. This won't hurt |

Exercise 2. Read the article once and write the correct promise in the gaps 1-6.

Promises, promises

We make them and we break them, because some promises are very hard to keep. Here are the top six most common broken promises...

You always hear this from builders, plumbers and electricians. But the truth is very different. They won't come back until next week (or later). And you will probably need to phone them five times first.

1. _____

We love hearing secrets and we happily make this promise. And at the time we really mean it. 'Don't worry', we say, 'your secret is safe with me.' But of course it isn't. Research shows that everybody will always tell one other person the secret. Very soon the whole street will know!

2. _____

A favorite phrase of doctors, dentists, and nurses. They usually say it just before they give you an injection. But the phrase is not complete.

3. _____

You make a new friend on holiday or on a bus journey, you swap e-mail addresses, and you make this promise. Six months later you find a name and e-mail address on a card or an old piece of paper. 'Oh dear!' you think –but then you remember that they didn't write to you either!

4. _____

In Hamlet, Shakespeare told us never to borrow or lend money. He was right. When we lend people money they always make this promise, but then they forget. If we then ask for the money back, they think we are mean. If we don't ask, we never get the money back.

5. _____

Whitney Houston sang a song about this and every day, all over the world thousands of people make the same promise to each other. We know eternal love exists, but is this promise the most difficult one to keep them all?

6. _____

WRITING

Exercise 1. Write a paragraph about your life in the future; for example:

I think I'll become a doctor, because I want to help sick people.

Your paragraph must contain 3 main parts.

- A) Introduction.** You should give a general view of what you are going to talk about.
- B) Development.** You should talk about the characteristics of you, your profession, your house and even your family.
- C) Conclusion.** You should talk about your plans.

Listening

Can you understand these people?

Exercise 1. Listen to four short conversations. Write the missing part.

1. On Saturday the woman is going to _____
2. Who do they think will win the league? _____
3. Next weekend the weather is going to be _____
4. The woman is going to buy _____
5. Last night, the student _____

Speaking

Exercise 1. Think of your own future. Prepare a speech about what you will probably do in:

- The immediate future (this afternoon, tonight, tomorrow).
- The near future (next month, next year, after you graduate).
- The more distant future (in five years, in ten years, when you get married).

Here there are some phrases that you might use in your topic

- *Next Week I'll*
- *Tomorrow at*
- *Next summer*
- *At ... I'll..... • Probably I will*
- *It is likely*
- *Maybe I*
- *I am pretty sure that I*

For further practice visit the next web page.

http://studentweb.usq.edu.au/home/D1222041/html/practice_4.htm

Self- Check

NOW I CAN	Yes	No
1. Talk about facts about my life in the future.		
2. Discuss about events that will occur.		
3. Make predictions about facts in the future		

In case you can't, please go to the appendix section for Unit 4

MODELO DE EXAMEN EXTRAORDINARIO.



UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO
ESCUELA NACIONAL COLEGIO DE CIENCIAS Y HUMANIDADES
PLANTEL SUR
EXAMEN EXTRAORDINARIO INGLÉS III



Alumno: _____

No. de Cuenta: _____ Turno: _____

ACIERTOS: _____ CALIFICACIÓN: _____

GRAMMAR SECTION

Choose the option that best suits the following statements

1. A Ferrari is _____ a Chevy	6. I love facebook _____ I don't like hi5
a) expensive than b) less cheap c) cheapest d) more expensive than	a) and b) but c) then d) because
2. Argentina soccer team is _____ than Mexico	7) I didn't listen to you _____ I wasn't there
a) worse b) good c) better d) bad	a) and b) but c) then d) because
3. Your brother is _____ than mine	8. Malcolm _____ Dr house are very interesting TV Series
a) tall b) higher c) high d) taller	a) and b) but c) then d) because
4. You didn't _____ me about the homework	9. This is the _____ TV in the market !!
a) tell b) telling c) told d) tells	a) better b) good c) best d) worse
5. _____ you call her last week?	10. That is the _____ expensive Hotel in the city
a) Will b) Were c) Did d) Do	a) most b) more c) as d) less

<p>11 What _____ on the net?</p> <p>a) found you b) you find c) you found d) did you find</p>	<p>20. You _____ take your pills on time!!!</p> <p>a) don't b) isn't c) didn't d) did</p>
<p>12 He _____ check his e-mail on Sunday</p> <p>a) not b) didn't c) was d) weren't</p>	<p>21 What _____ you ____ that weekend?</p> <p>a) will ---- go b) did ____ go c) did ____ do d) do ____ do</p>
<p>13. My dad_____ a delicious hamburger</p> <p>a) drank b) buy c) ate d) show</p>	<p>22. There _____ a good doctor in the town.</p> <p>a) wasn't b) be c) weren't d) are</p>
<p>14. Andrea_____ born in 1989</p> <p>a) is b) were c) am d) was</p>	<p>23. He _____ to your party</p> <p>a) come b) won't come c) don't come d) not come</p>
<p>15. Ralph_____ yoga next week</p> <p>a) practiced b) will practice c) practices d) practicing</p>	<p>24. _____ she _____ her course?</p> <p>a) Is ____ go b) Will ____ be c) Is ____ going to d) Did ____ visit</p>
<p>16. We _____ eat tacos yesterday</p> <p>a) didn't b) weren't c) won't d) don't</p>	<p>25. The presentation_____ to be next Wednesday at 8 PM</p> <p>a) was b) is going c) will d) is</p>
<p>17. We _____ a bottle of water last Monday</p> <p>a) bought b) will buy c) won't buy d) buy</p>	
<p>18- Sheila_____ a museum a week ago</p> <p>a) visits b) visit c) will visit d) visited</p>	
<p>19. That's the _____ TV show I have ever seen!</p> <p>a) bad b) worst c) good d) better</p>	

LISTENING

3 points each ____ / 15

Listen to the conversation and choose the best option.

1) Listers are? a) famous people b) singers c) writers d) all the previous options	4) Examples of unsung heroes are? a) Celebrities b) people on the magazines c) people with an amazing invention d) singers and writers
2) Llisters are? a) famous in their country b) not very famous in their country c) very famous around the world d) famous internationally	5) According to the speaker D listers are people a) very smart and sociable b) very famous c) so obscure that they don't get an honor scale d) with rights
3) Paris Hilton is a perfect example of a lister because she a) is famous b) has a lot of talent c) is always on TV d) has lots of friends	

READING

Read the text and answer the questions

Many great inventions are greeted with ridicule and disbelief. The invention of the airplane was no exception. Although many people who heard about the first powered flight on December 17th, 1903, were excited and impressed, others reacted with peals of laughter. The idea of flying an aircraft was repulsive to some people. Such people called Wilbur and Orville Wright, the inventors of the first flying machine, impulsive fools. Negative reactions, however, did not stop the Wrights. Impelled by their desire to succeed, they continued their experiments in aviation.

Orville and Wilbur Wright had always had a compelling interest in aeronautics and mechanics. As young boys they earned money by making and selling kites and mechanical toys. Later, they designed a newspaper-folding machine, built a printing press, and operated a bicycle-repair shop. In 1896, when they read about the death of Otto Lilienthal, the brother's interest in flight grew into a compulsion.

Lilienthal, a pioneer in hang-gliding, had controlled his gliders by shifting his body in the desired direction. This idea was repellent to the Wright brothers, however, and they searched for more efficient methods to control the balance of airborne vehicles. In 1900 and 1901, the Wrights tested numerous gliders and developed control techniques. The brothers' inability to obtain enough lift power for the gliders almost led them to abandon their efforts.

After further study, the Wright brothers concluded that the published tables of air pressure on curved surfaces must be wrong. They set up a wind tunnel and began a series of experiments

with model wings. Because of their efforts, the old tables were repealed in time and replaced by the first reliable figures for air pressure on curved surfaces. This work, in turn, made it possible for them to design a machine that would fly. In 1903 the Wrights built their first airplane, which cost less than one thousand dollars. They even designed and built their own source of propulsion- a lightweight gasoline engine. When they started the engine on December 17, the airplane pulsated wildly before taking off. The plane managed to stay aloft for twelve seconds, however, and it flew one hundred twenty feet.

By 1905 the Wrights had perfected the first airplane that could turn, circle, and remain airborne for half an hour at a time. Others had flown in balloons or in hang gliders, but the Wright brothers were the first to build a full-size machine that could fly under its own power. As the contributors of one of the most outstanding engineering achievements in history, the Wright brothers are accurately called the fathers of aviation.

1 The idea of flying an aircraft was ____ to some people.

- A. boring
- B. distasteful
- C. exciting
- D. needless
- E. answer not available

2. People thought that the Wright brothers had ____.

- A. acted without thinking
- B. been negatively influenced
- C. been too cautious
- D. had not given enough thought
- E. acted in a negative way

3. The Wright's interest in flight grew into a ____.

- A. financial empire
- B. plan
- C. need to act
- D. foolish thought
- E. answer not in article

4. Lilenthal's idea about controlling airborne vehicles was ____the Wrights.

- A. proven wrong by
- B. opposite to the ideas of
- C. disliked by
- D. accepted by
- E. opposed by

5. The old tables were ____ and replaced by the first reliable figures for air pressure on curved surfaces.

- A. destroyed
- B. canceled
- C. multiplied
- D. discarded
- E. not used

6. The Wrights designed and built their own source of ____.

- A. force for moving forward
- B. force for turning around
- C. turning
- D. force to going backward
- E. none of the above

SPEAKING

_____ / 15

Choose one out of the three different options from the list and talk about them.

- Talk about the best vacation period in your life
- Talk about your plans for the next Christmas
- Talk about your childhood

WRITING SECTION

_____ / 15

Choose a topic. Use a minimum of 100 to 120 words to write a composition

- What will you do in your next vacation period?
- What did you do last weekend?
- What is the best sport for you and why?

Appendix

UNIT 1

Forming comparative and superlative adjectives

One-syllable adjectives

Form the comparative and superlative forms of a one-syllable adjective by adding **-er** for the comparative form and **-est** for the superlative.

One-Syllable Adjective	Comparative form	Superlative Form
tall	Taller	tallest
old	Older	oldest
long	Longer	longest

Examples:

- Mary is **taller than** Max.
- Mary is **the tallest** of all the students.
- Max is **older than** John.
- Of the three students, Max is **the oldest**.
- My hair is **longer than** yours.
- Max's story is **the longest** story I've ever heard.

If the one-syllable adjective ends with an e, just add **-r** for the comparative form and **-st** for the superlative form.

One-syllable adjective with final -e	Comparative form	Superlative form
large	larger	largest
wise	wiser	wisest

Examples:

- Mary's car is **larger than** Max's car.
- Mary's house is **the tallest** of all the houses on the block.
- Max is **wiser than** his brother.
- Max is **the wisest person I know**.

If the one-syllable adjective ends with a single consonant and a vowel before it, double the consonant and add **-er** for the comparative form; and **-est** for the superlative form.

One-syllable adjective ending with a single consonant and a single vowel before it (-vc)	Comparative form	Superlative form
big	bigger	biggest
thin	thinner	thinnest
fat	fatter	fattest

Examples:

- My dog is **bigger** *than* your dog.
- My dog is **the biggest** of all the dogs in the neighborhood.
- Max is **thinner** *than* John.
- Max is **the thinnest** of all the students in the class.,.
- My mother is **fatter** *than* your mother.
- Mary is **the fattest** person *I've ever seen.*

Two-syllable adjectives

With most two-syllable adjectives, you form the comparative with **more** and the superlative with **most**.

Two-syllable adjective	Comparative form	Superlative form
peaceful	more peaceful	most peaceful
pleasant	more pleasant	most pleasant
careful	more careful	most careful
thoughtful	more thoughtful	most thoughtful

Examples:

- This morning is **more peaceful** *than* yesterday morning.
- Max's house in the mountains is **the most peaceful** *in* the world.
- Max is **more careful** *than* Mike.
- Of all the taxi drivers, Jack is **the most careful**.
- Jill is **more thoughtful** *than* your sister.
- Mary is **the most thoughtful** person *I've ever met.*

However, if the two-syllable adjectives ends with **-y**, change the **y** to **i** and add **-er** for the comparative form. For the superlative form change the **y** to **i** and add **-est**.

Two-syllable adjective ending with -y	Comparative form	Superlative form
happy	happier	happiest
angry	angrier	angriest
busy	busier	busiest

Examples:

- John is **happier** today *than* he was yesterday.
- John is **the happiest** boy *in* the world.
- Max is **angrier** *than* Mary.
- Max is **the angriest** boy *of* the group
- Mary is **busier** *than* Max.
- Mary is **the busiest** person *I've ever met.*

Two-syllable adjectives ending in **-er**, **-le**, or **-ow** take **-er** and **-est** to form the comparative and superlative forms.

Two-syllable adjective ending with er , -le , or -ow	Comparative form	Superlative form
narrow	narrower	narrowest
gentle	gentler	gentlest

Examples:

- The roads in this town are **narrower** *than* the roads in the city.
- This road is the **narrowest** *of* all the roads in California.
- Big dogs are **gentler** *than* small dogs.
- Of all the dogs in the world, English Mastiffs are **the gentlest**.

Adjectives with three or more syllables.

For adjectives with three syllables or more, you form the comparative with **more** and the superlative with **most**.

Adjective with three or more syllables	Comparative form	Superlative form
generous	more generous	most generous
important	more important	most important
Intelligent	more intelligent	most intelligent

Examples:

- John is **more generous** than Jack.
- John is **the most generous** of all the people I know.
- Health is **more important** than money.
- Max is **the most important person** in that factory.
- Women are **more intelligent** than men.
- Mary is **the most intelligent person** I've ever met.

Exceptions

There are some adjectives that don't follow these rules and are called irregular adjectives.

Irregular Adjective	Comparative form	Superlative form
good	better	best
bad	worse	worst
little	less	least
far	farther	farthest
many	more	most

Examples:

- Italian food is **better** than American food.
- My dog is **the best** dog *in the world*.
- My mother's cooking is **worse** than your mother's cooking.
- Of all the students in the class, Max is **the worst**.

Two-syllable adjectives that follow two rules.

These adjectives can be used with *-er* and *-est* and with *more* and *most*.

Two-Syllable Adjective	Comparative form	Superlative form
clever	cleverer more clever	cleverest most clever
gentle	gentler more gentle	gentlest most gentle
friendly	friendlier more friendly	friendliest most friendly
quiet	quieter more quiet	quietest most quiet
simple	simpler more simple	simplest most simple

Examples:

- Big dogs are **gentler than** small dogs.
- English Mastiffs are **the gentlest** dogs in the world.,
- Big dogs are **more gentle than** small dogs.
- English Mastiffs are **the most gentle** dogs in the world,
- rain.

UNIT 3

SIMPLE PAST

Use and Structure

USE 1 Completed Action in the Past



Use the Simple Past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.

Examples:

- I **saw** a movie yesterday.
- I **didn't see** a play yesterday.
- Last year, I **traveled** to Japan.
- Last year, I **didn't travel** to Korea.
- **Did** you **have** dinner last night?
- She **washed** her car.
- He **didn't wash** his car.

USE 2 A Series of Completed Actions



We use the Simple Past to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on.

Examples:

- I **finished** work, **walked** to the beach, and **found** a nice place to swim.
- He **arrived** from the airport at 8:00, **checked** into the hotel at 9:00, and **met** the others at 10:00.
- **Did** you **add** flour, **pour** in the milk, and then **add** the eggs?

USE 3 Duration in Past



The Simple Past can be used with a duration which starts and stops in the past. A duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc.

Examples:

- I **lived** in Brazil for two years.
- Shauna **studied** Japanese for five years.
- They **sat** at the beach all day.
- They **did not stay** at the party the entire time.
- We **talked** on the phone for thirty minutes.
- A: How long **did you wait** for them?
B: We **waited** for one hour.

USE 4 Habits in the Past



The Simple Past can also be used to describe a habit which stopped in the past. It can have the same meaning as "used to." To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc.

Examples:

- I **studied** French when I was a child.
- He **played** the violin.
- He **didn't play** the piano.
- Did you **play** a musical instrument when you were a kid?
- She **worked** at the movie theater after school.
- They never **went** to school, they always **skipped** class.

USE 5 Past Facts or Generalizations



The Simple Past can also be used to describe past facts or generalizations which are no longer true. As in USE 4 above, this use of the Simple Past is quite similar to the expression "used to."

Examples:

- She **was** shy as a child, but now she is very outgoing.
- He **didn't like** tomatoes before.
- Did you **live** in Texas when you **were** a kid?
- People **paid** much more to make cell phone calls in the past.

Form and spelling

-If a regular verb ends with CONSONANT + Y change the Y to I before adding ED for both the simple past and past participle for

carry-----carried

copy-----copied

cry-----cried

marry-----married

reply-----replied

study-----studied

-If a regular verb ends with CONSONANT+VOWEL+Y add ED with no other spelling changes for both the simple past and past participle forms.

annoy-----annoyed

enjoy-----enjoyed

play-----played

stay-----stayed

obey-----obeyed

-If a regular verb ends with E add only D for both the simple past and past participle forms.

advise-----advised

agree-----agreed

-If a one-syllable verb ends with CONSONANT+VOWEL+CONSONANT, double the final consonant before adding ED to form both the past simple and the past participle.

plan-----planned

rob-----robbed

stop-----stopped

stir-----stirred

zip-----zipped

-If a verb with more than one syllable ends with CONSONANT + VOWEL + CONSONANT, double the final consonant before adding ED (only when the last syllable is pronounced more strongly than the others) to form both the past simple and past participle.

prefer-----preferred

regret-----regretted

permit-----permitted

but...

visit----visited

listen----listened

develop----developed

remember----remembered

-If a regular verb ends with L and the last syllable is not pronounced more strongly than the others, the final L is often doubled in British English but not in American English to form both the past simple and the past participle.

Cancel-----canceled (Am)----- cancelled (Br)

Travel-----traveled (Am)----- travelled (Br)

If it is an irregular verb you have to check the list of irregular verbs in the appendix section

UNIT 4

Future

Use and Structure

Simple Future has two different forms in English: "will" and "be going to." Although the two forms can sometimes be used interchangeably, they often express two very different meanings. These different meanings might seem too abstract at first, but with time and practice, the differences will become clear. Both "will" and "be going to" refer to a specific time in the future.



FORM Will

[will + verb]

Examples:

- You **will help** him later.
- **Will** you **help** him later?
- You **will not help** him later.

FORM Be Going To

[am/is/are + going to + verb]

Examples:

- You **are going to meet** Jane tonight.
- **Are** you **going to meet** Jane tonight?
- You **are not going to meet** Jane tonight.

Complete List of Simple Future Forms

USE 1 "Will" to Express a Voluntary Action

"Will" often suggests that a speaker will do something voluntarily. A voluntary action is one the speaker offers to do for someone else. 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.

Examples:

- I **will send** you the information when I get it.
- I **will translate** the email, so Mr. Smith can read it.
- **Will** you **help** me move this heavy table?

- Will you **make** dinner?
- I **will not do** your homework for you.
- I **won't do** all the housework myself!
- A: I'm really hungry.
B: I'll **make** some sandwiches.
- A: I'm so tired. I'm about to fall asleep.
B: I'll **get** you some coffee.
- A: The phone is ringing.
B: I'll **get** it.

USE 2 "Will" to Express a Promise

"Will" is usually used in promises.

Examples:

- I **will call** you when I arrive.
- If I am elected President of the United States, I **will make** sure everyone has access to inexpensive health insurance.
- I promise I **will not tell** him about the surprise party.
- Don't worry, I'll **be** careful.
- I **won't tell** anyone your secret.

USE 3 "Be going to" to express a plan

"Be 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 whether the plan is realistic or not.

Examples:

- He **is going to spend** his vacation in Hawaii.
- She **is not going to spend** her vacation in Hawaii.
- A: When **are we going to meet** each other tonight?
B: We **are going to meet** at 6 PM.
- I'm **going to be** an actor when I grow up.
- Michelle **is going to begin** medical school next year.
- They **are going to drive** all the way to Alaska.
- Who **are you going to invite** to the party?

A: Who **is going to make** John's birthday cake?

B: Sue **is going to make** John's birthday cake

USE 4 "Will" or "Be Going to" to express a prediction

Both "will" and "be going to" can express the idea of a general prediction about the future. Predictions are guesses about what might happen in the future. In "prediction" sentences, the

subject usually has little control over the future and therefore USES 1-3 do not apply. In the following examples, there is no difference in meaning.

Examples:

- The year 2222 **will be** a very interesting year.
- The year 2222 **is going to be** a very interesting year.
- John Smith **will be** the next President.
- John Smith **is going to be** the next President.
- The movie "Zenith" **will win** several Academy Awards.
- The movie "Zenith" **is going to win** several Academy Awards.

IMPORTANT

In the Simple Future, it is not always clear which USE the speaker has in mind. Often, there is more than one way to interpret a sentence's meaning.

No Future in Time Clauses

Like all future forms, the Simple Future cannot be used in clauses beginning with time expressions such as: when, while, before, after, by the time, as soon as, if, unless, etc. Instead of Simple Future, Simple Present is used.

Examples:

- When you **will arrive** tonight, we will go out for dinner. *Not Correct*
- When you **arrive** tonight, we will go out for dinner. *Correct*

Making Predictions

'Will' and 'going to' are also used when we made predictions about the future. Generally speaking there is little difference between the two:

- I think Manchester United will win the league.
- I think Manchester United are going to win the league.
- It'll be a great party.
- It's going to be a great party.

However, when a prediction is based on some evidence that you can see, feel or hear then you have to use going to:

- The sky is so dark, it's going to rain.
- My stomach really hurts, I think I'm going to be sick.

ADVERB PLACEMENT

The examples below show the placement for grammar adverbs such as: always, only, never, ever, still, just, etc.

Examples:

- You will **never** help him.
- Will you **ever** help him?
- You are **never** going to meet Jane.
- Are you **ever** going to meet Jane?

ANSWER KEY

UNIT I

GRAMMAR

Exercise 1	Exercise 2	Exercise 3
1. newer than 2. more modern than 3. bigger than 4. hotter than 5. better than 6. dirtier than 7. more difficult than	1. Trucks are slower than cars. 2. Cars are safer than motorcycles. 3. Houses in a big city are more expensive than in a small town. 4. Paulo's apartment is smaller than Mary's. 5. The old movie was more interesting than the new one. 6. Danna's homework was easier than John's. 7. Steve's handwriting is worse than Kate's.	1. nicer 2. older 3. most difficult 4. most interesting 5. better 6. more boring 7. more dangerous 8. cheaper 9. smaller 10. funniest

GRAMMAR	READING	LISTENING
Exercise 4	Exercise 1	Exercise 1
1. the smallest 2. colder 3. the dirtiest 4. more expensive 5. the most expensive 6. the worst 7. the most horrible	1. C 2. A 3. C 4. C 5. B 6. A 7. A 8. B 9. A	1. F 2. T 3. T 4. T 5. F 6. T

UNIT 2

GRAMMAR

Exercise 1	Exercise 2	Exercise 3	Exercise 4
1. were 2. was 3. was 4. were 5. were 6. were 7. was 8. was 9. were	1. weren't 2. weren't 3. wasn't 4. wasn't 5. wasn't 6. wasn't 7. weren't 8. weren't 9. wasn't	was, were, were, was	1. D 2. B 3. D 4. A 5. A 6. B

Exercise 5	Exercise 6	Exercise 7
1. D	1- There was	1. but
2. E	2- There wasn't	2. but
3. C	3- There wasn't	3. because
4. A	4- There wasn't / there were	4. because
5. B	5- Were there	5. and
	6- there were	6. because
	7- there were	7. because
	8- Were there	8. but
	9- There were	9. because
	10- There were	10. but

READING	LISTENING	
Exercise 1	Exercise 1	Exercise 2
1. False 2. False 3. True 4. True 5. True	1. In 1974 2. Redwood 3. 70 m 4. 1000 years old 5. No, she wasn't 6. She climbed up the tree 7. Her friends 8. There was a lot of wind and noise 9. Julia 10. 2 years and 8 days	1. True 2. False 3. True 4. False 5. True

UNIT 3

GRAMMAR

Exercise 1	Exercise 2	Exercise 3
1. got 2. found 3. spent 4. looked 5. played 6. compared 7. stimulated	1. got 2. Did ___ buy 3. downloaded 4. Did ___ play 5. had 6. did ___ have 7. finished 8. did ___ do 9. passed 10. failed	1. He went shopping on Tuesday 2. He bought flowers on Friday 3. His meeting was on Wednesday 4. He played football on Monday 5. He went to the Italian restaurant on Friday 6. He rang Jane on Thursday 7. He went to the cinema on Tuesday 8. He played tennis on Wednesday 9. The concert was on Saturday

READING	LISTENING	
Exercise 1	Exercise 1	Exercise 2
1. a 2. b 3. c 4. b 5. e 1. e 2. c	1. decided 2. saved 3. booked 4. cost 5. wanted 6. said 7. arrived 8. got 9. had 10. stayed 11. passed	1. False 2. True 3. False 4. True 5. False 6. False 7. False

UNIT 4

GRAMMAR

Exercise 1	Exercise 2	Exercise 3
1. will be / will take 2. will be 3. won't win / will make 4. will finish / won't have	1. I'll open a window 2. I'll give you some money 3. I'll make you a sandwich 4. I'll give you the name of a language school 5. I'll help you to look for it 6. I'll phone a taxi 7. I'll ask her to phone tonight 8. I'll go with you	1. I'm going to travel 2. I'm not going to work 3. I'm going to marry 4. are going to have 5. are going to become 6. are going to win 7. they are going to play 8. isn't going to cook 9. are going to eat

Exercise 4	Exercise 5	Exercise 6
1. Are you going to play golf every day? 2. Are you going to take an umbrella? 3. Are you going to swim in the sea? 4. Are you going to eat fish and chips? 5. Are you going to stay in a luxury hotel? 6. Are you going to go to a disco? 7. Are you going to speak a lot of English?	1- will reach 2. will do 3. I'm going to see 4. is going to be 5. It will rain 6. are going to 7. am going to go 8. will have 9. will take 10. am going to buy 11. will ____ have 12. will ____ come 13. I'm going to sneeze 14. I'll do	1. am going to get 2. will get 3. are going to meet 4. will meet 5. will be 6. will pay 7. will phone 8. will book 9. will meet

READING	LISTENING
1. I'll come back tomorrow. 2. I won't tell anyone. 3. This won't hurt you. 4. I'll write. 5. I'll pay you tomorrow. 6. I'll always love you.	1. play volleyball 2. arsenal. 3. sunny but cold. 4. a red sweater. 5. had a bad dream

Mock Exam

GRAMMAR			LISTENING	READING
1 d	9 c	17 a	1. d	1 b
2 c	10 a	18 d	2. a	2 a
3 d	11 d	19 b	3. c	3 c
4 a	12 b	20 c	4. c	4 c
5 c	13 c	21 c	5. c	5 b
6 b	14 d	22 a		6 a
7 d	15 b	23 b		
8 a	16 a	24 c		
		25 b		

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