

Universidad Nacional Autónoma de México
Colegio de Ciencias y Humanidades
Plantel Sur

Guía de estudios para preparar el examen extraordinario de
Inglés IV - 4 habilidades
(Versión preliminar)

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Introducción:

Objetivo de la guía

Esta guía tiene el propósito de ofrecerte diversas explicaciones, ejercicios relacionados con las diferentes unidades del Segundo Acercamiento a los programas de Inglés IV. Esta guía es un recurso didáctico que te proporcionará ayuda en la preparación del examen extraordinario.

La guía está organizada en cuatro secciones: gramática, lectura de comprensión, comprensión auditiva, producción oral y escrita. También incluye un examen muestra un ejemplo muy parecido al que presentarás. Te sugerimos que contestes el examen en dos horas máximo, tiempo que dura la aplicación.

Inglés IV consta de cuatro unidades las cuales tienen los siguientes propósitos y temas esenciales.

Unidad 1 el alumno comprenderá textos orales y escritos que aborde problemas y/o consejos y será capaz de formular sus propias recomendaciones.

Temática: Verbos Modales.

Unidad 2

El alumno describirá y comprenderá, de manera oral y escrita, hechos y experiencias pasadas de ámbitos personales académicos. Asimismo identificará la secuencia y relación entre eventos del pasado en textos orales o escritos.

Temática: Pasado continuo / Used to

Unidad 3

El alumno comprenderá textos orales y escritos sobre eventos que han ocurrido. Además intercambiará de manera oral y escrita, experiencias personales y culturales relacionadas con lo que ha realizado.

Temática: Presente perfecto.

Unidad 4

El alumno, a partir de la integración de todas las habilidades de comprensión, expresión e interacción oral y escrita, podrá expresar de forma sencilla ideas, sentimientos y pensamientos.

Temática: Futuro y lectura detallada.

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Unidad 1

Propósito de la unidad: el alumno comprenderá textos orales y escritos que aborde problemas y/o consejos y será capaz de formular sus propias recomendaciones.

Modal verbs (verbos modales)

The verbs **must have to, should** are called modal auxiliaries. They are helping verbs that express a variety of meanings (necessity, obligation etc) .

The main characteristics are:

- The verb doesn't change.
- it's not necessary to use 'to'
- It's used in present



MUST / MUSTN'T

The verb **must** can express:

- A logical conclusion

Example: Nancy is yawning. She **must be** sleepy.

- A necessity

Example: I want to get into the movie theater, you **must buy** a ticket.

In Spanish can be translated as "debes de" and it's an external obligation.

Mustn't can express:

- A negative logical conclusion.

Example: Eric ate everything except the tomatoes. He **must not** like the tomatoes.

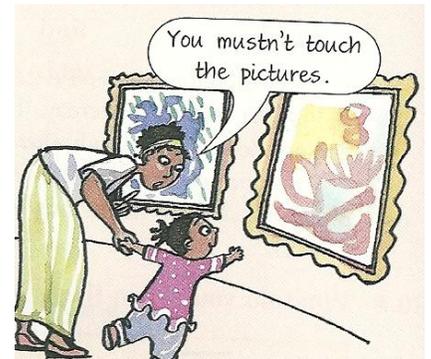
- Prohibition

Example: There are sharks in the ocean near our hotel. We **must not** go swimming there.

<i>Affirmative</i>	<i>Negative</i>	<i>Interrogative</i>
I/ You He/She/ It must work We/You/They	I/ You He/She/ It mustn't work We/You/They	I Must you work on Sunday? He/She/It You/We/They
Person + must + infinitive verb	Person + must + not + infinitive verb	Must + person + infinitive verb.

Read the following examples:

1. I'm very hungry. I **must eat** something.
2. The windows are dirty. We **must clean** them
3. You **mustn't touch** the pictures in some museums.
4. You **must slow down** when you see this sign.



I. Look at the signs and write about them, read the example.

1



2



3



4



5



6



7



8

9

10

1. Example: . You mustn't smoke _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

II. Read the situations and complete the sentences using **must** + one of these verbs:

win go meet learn wash

1. Marilyn is a very interesting person. You _____ her.
2. My hands are dirty. I _____ them.
3. You _____ to drive. It will be very useful.
4. I _____ to the post office. I need some stamps
5. The game tomorrow is very important for us. We _____ it.

III. You are going to a summer camp where you need to follow some rules. Read the sentences and complete the ideas using **must** or **mustn't** and a verb.

use take care of have eat keep
be tell throw go smoke



1. You _____ your tent clean.
2. You _____ cigarettes in the camp.
3. You _____ litter on the ground.
4. You _____ any food in your tents.
5. You _____ to bed at 10:30.
6. You _____ the other children.
7. You _____ cell phones during activities.
8. You _____ someone about any problems you may have.
9. You _____ late for the activities.
10. You _____ fun!

IV. **Wrap up** : Read the sentences and complete the idea.

- 1 We use “*must*” to talk about **past hopes / present and future obligation**.
- 2 We use “*mustn't*” to talk about **DON'T rule / DO rules**.

3 We **write / don't write** "TO " between *must* and the main verb.

HAVE TO



This modal expresses necessity.

Have to is used much more frequently than **must** in everyday speech and writing. This indicates an external obligation and it means "tiene que" in Spanish.

*Example: I **have to work** eight hours a day.*

(Yo **tengo que** trabajar 8 horas al día)

*John **has to** improve his performance.*



Don't have to expresses the idea that something is **not** necessary.

*Example: You **don't have to** work today. (Tú **no tienes que** trabajar hoy)*

Present

Affirmative	Negative	Interrogative
I/You have to work	I/You don't have to work.	Do you have to work on Sunday?
He/She/ It has to work.	He/She/It doesn't have to work	Does he/she/it have to work on Sunday?
Person + have to /has to + infinitive verb.	Person + Do/does + not + to+ infinitive verb.	Do/does +person+ have to + infinitive verb.

I. Read the situations and complete the ideas.

1. My eyes are not very good. I _____ glasses. (wear)
2. At the end of the course all the students _____ a test .(do)
3. Sarah is studying literature. She _____ a lot of books. (read)
4. Kate is not often at home. She _____ a lot in her job. (travel)

5. In tennis you _____ the ball over the net. (hit)

Past

<i>Affirmative</i>	<i>Negative</i>	<i>Interrogative</i>
I/You He/She/ It had to work You/We/They	I/You He/She/It didn't have to You/We/They work	I / you Did he/she/it have to work on you/we/they Sunday?
Person + had to + infinitive verb	Person + did + not + have to + infinitive verb.	Did + person+ have to + infinitive verb

II. Complete the sentences with these verbs. You can use each verb more than once.

has to doesn't have to had to didn't have to have to don't have to

- I _____ do the dishes now. My mother is calling me.
- I can do it on my own, so you _____ help me.
- She _____ practice the guitar every day but she doesn't enjoy it.
- He _____ do exams at the end of the year. Lucky him!
- I _____ make my bed when I was a child. My father always did it.
- In my country students _____ work hard to get to university. The exams are very difficult.
- He _____ e-mail me – I've just spoken to him so it's not necessary.
- He's just got a job so he _____ ask his parents for money.
- He _____ go to the hospital because he broke his leg.
- We _____ go to school tomorrow – it's Sunday.

III. Complete the sentences with **don't / doesn't have** or **must not**.

1. The soup is too hot. You _____ eat it. Wait for it to cool.
2. You _____ have soup for lunch. You can have a sandwich.
3. Tommy, you _____ say that word. That's not a nice word.
4. When you have a new job, you _____ be late the first day. It's a good idea to be a few minutes early.
5. You _____ tell Jim about the surprise birthday party. Do you promise?

IV. Wrap up: Read the sentences and complete the idea.

- 1 *I must get up early* has the same meaning as / a different meaning from *I have to get up early*.
- 2 *Had to* is the past tense of **have to / must and have to**.
- 3 We use *have/has to* to talk about **things we must do in the present and future / things we can do in the present and future**.
- 4 *Don't/doesn't have to* means that something **isn't necessary / isn't a good idea**.
- 5 *Don't/doesn't have to means / doesn't mean* the same as *mustn't*.

SHOULD



This modal expresses it is a good thing to do, it is the right thing to do.

*Example: You **should cut down** on sweets . (Tu deberías reducir la cantidad de dulces)*

*Mike **should stop** at the crosswalk when people want to cross*

This modal can be translated in Spanish as "deberías" and can be used to give suggestions or recommendations.



<i>Affirmative</i>	<i>Negative</i>	<i>Interrogative</i>
I/You/ He/She/It school We/They should go to	I/You/ He/She/It school We/They shouldn't go to	Should you go to school?
Subject + should + infinitive verb	Subject + should+ not + infinitive verb	Should + person + infinitive verb.

I. Read the situation and complete with **should** or **shouldn't** and the correct form of these verbs.

drink eat study watch save

Parents often say to their children:

- 1 You _____ hard to get a good job or go to university.
- 2 You _____ soft drinks. They're bad for you.
- 3 You _____ your money. Don't spend it all at the same time.
- 4 You _____ television all the time. Why don't you read a book?
- 5 You _____ more vegetables. They're good for you.

II. Write recommendations to these different people, use one of these verbs.

drive a long distance exceed the speed limit. be friendly and happy.
give too much homework miss any classes.

1. You are tired, you _____.

2. A good driver _____.
3. A teacher _____.
4. A student _____.
5. A friend _____.

III. Read the situation and give advice to these people. Use *I think ...should... I don't think ...should...*

1



Peter's got a very bad cold.

2



Jenny and Tonny are sixteen but they say they want to get married.

3



I lost my credit card and cheque book.

1. Example: I think Peter should drink tea.
2. _____
3. _____

4



Keith wants to drive home, but he doesn't have his glasses.

5



My tooth hurts.

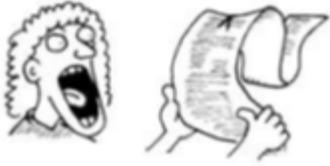
6



There's a hole in my shoe. I bought them last week.

4. _____
5. _____
6. _____

7



Ann's phone bill was enormous \$ 300 dlls.

8



My children spent all their money in sweets

9



Kate's crying because I pushed her, it was an accident.

7. _____

8. _____

9. _____

IV. Wrap up: Read the sentences and complete the idea

1 We use *should* to **give advice / make suggestions**.

2 In negative sentences, we **can / can't** use the contraction *shouldn't* for *should not*.

3 In affirmative sentences, the correct word order is **subject + should + to + main verb / subject + should + main verb**.

4 With *he /she / it* we **add / don't add -s** to *should*.

5 In questions with *should*, the correct word order is **should + main verb + subject / should + subject + main verb**.



Speaking

- I. Read the situations and give an oral answer to them using “must or mustn’t”
 1. It’s my mother’s birthday tomorrow.
Example: I must buy her a present and a card.
 2. There’s an excellent film on at the moment.
You
 3. My bedroom’s a real mess. I
 4. Peter’s in hospital. I
 5. Our train leaves in two minutes! We.....
 6. You can borrow my tennis racquet, but you..... It was very expensive.
 7. There’s a wonderful new restaurant opened in town. You

- II. In pairs, one person reads the questions and the other one answers it. Choose present or past.
 1. What (do / did) you have to do to help in the house? What about your brothers and sisters?
 2. (Can / Could) you stay out as long as you want /wanted? Or (Do/ Did) you have to be home by certain time?
 3. (Do / Did) you always have to tell your parents where you were going?
 4. How strict (are / were) your parents? What (do / did) they let you do?
 5. What (do / did) you argue about?



Speaking

III. Put the words in the correct order to make questions. Then answer them orally.

1. weather / is / like / in/ the / January/ what /?
2. take / clothes/ what / should / I?
3. can / things/ sort / of/ what/ do / I?
4. special / any/ there / places/ are/ that / should/ visit / I?
5. food/ you / recommend / do / what/ ?



Reading

I. Read the text "Jungle" and answer the questions.

1. Look at the title and scan the text. Write some possible topic(s) you think the article talks about

2. Look at the vocabulary, specially in cognates (words similar to Spanish). Identify and write some cognates:

_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Read the tips (4) and write the recommendation or suggestion.

Tip 1 _____

Tip2 _____

Tip 3 _____

Tip 4 _____

4. Answer the following questions

• What insects are dangerous? _____

• Why is it important to check your clothes before you put them on?

- Is it safe to swing from trees? _____
- Do alligators swim in lakes? _____
- How can leeches hurt you? _____



Jungle Survival Tips!

Many people go to Africa or to the Amazon for a great wildlife experience these days. But how can you make sure you enjoy your exciting vacation in the jungle? Here are a few survival tips to help you stay safe...

Tip 1: Remember, you aren't Tarzan so you shouldn't swing from trees; branches can break easily and you can get seriously injured! Also, you shouldn't sleep under dead trees because they can fall on you. You should keep to the forest floor.

Tip 2: Worms and insects such as ants are great to eat if you don't have food in the jungle. A word of warning, though! You shouldn't eat insects that are brightly-colored or very hairy; they are often toxic and you can poison yourself if you eat them!

Follow these simple tips and you should have a trouble-free time in the jungle!

Tip 3: You should always check your boots and clothing for insects and snakes before you put them on. They love warm comfortable places to sleep in and your clothes are great for this. You should also check your boots during the day as leeches can get in there and can give you a nasty bite.

Tip 4: You should avoid swimming in rivers and lakes. If you are near water, you should always check for alligator tracks.

Vocabulary Jungle:

wildlife – vida silvestre
 forest- bosque
 leech- sanguijuela
 hairy- peludo

swing-columpiar
 ants- hormigas
 nasty- desagradable
 alligator-cocodrilo

PARTNERS IN CRIME

Two students plan to spend their summer vacation crossing the U.S. But they have to avoid the police because they plan to break as many U.S. laws as possible.

Americans don't have to worry, because Richard Smith and Luke Bateman only want to break silly laws. Smith, who came up with the idea, said, "There are thousands of strange laws in the United States, but we are limiting ourselves to breaking about forty-five." The pair intend to start their law-breaking vacation in Los Angeles—riding a bike underwater in a swimming pool. They also want to go whale-hunting in Salt Lake City, Utah (1,500 km from the ocean), and cross the street on their hands in Hartford, Connecticut.

Smith enjoys himself more on vacation when he has a purpose. "I am not really one of those people who likes going away and sitting by a pool."

The students had to plan their 28,000 km trip across the country carefully. It will take about two months—as long as they don't get themselves arrested along the way!

Other laws that Smith and Bateman hope to break include:

- You mustn't fall asleep in a cheese factory in South Dakota—you must stay awake.
- You aren't allowed to play golf in the streets of Albany, New York.
- You can't take a lion to the movies in Baltimore.
- It's illegal to say "Oh boy!" in Jonesboro, Georgia.
- It's forbidden to give lighted cigars to pets in Zion, Illinois.
- You mustn't drive around the town square in Oxford, Mississippi, more than 100 times.

I. Answer the following questions:

- What can't you do in Hartford, Connecticut?

• _____

- Why do the students have to avoid the police?

• _____

- What's the strange law in Los Angeles?

• _____

- How many laws do the students hope to break?

• _____

- What mustn't you do in Salt Lake City?

• _____



Listening

Read the laws below, then listen to the audio and write a check  True or False.

- | | <i>True</i> | <i>False</i> |
|---|-------------|--------------|
| • You must be 18 to get a driver's license in USA. | _____ | _____ |
| • You can ride a motorcycle when you are 16 in the USA. | _____ | _____ |
| • You can't leave school until you are 18 in Japan. | _____ | _____ |
| • You must be 16 to work in Japan | _____ | _____ |
| • You have to be 20 to vote in Japan | _____ | _____ |

Unidad 2

El alumno describirá y comprenderá, de manera oral y escrita, hechos y experiencias pasadas de ámbitos personales académicos. Asimismo identificará la secuencia y relación entre eventos del pasado en textos orales o escritos.



USED TO

We can use the form **used to + verb** to express something that often happened in the past (habitual situations in the past), but does not happen now:



Example: Dave used to work in a factory. Now he works in a supermarket.

Dave used to work in a factory= he worked in a factory before, but he doesn't work there now.

In Spanish **used to** means "solía" *example: El solía trabajar en una fábrica.*

The negative and the question form follow the verb pattern of the past simple:

Auxiliary **DID** + use to

Example

Jane: **Did** you **use** to go to the circus when you were a child?

Susan: Yes, I **did** / No, I **didn't**.



Alice **didn't use** to cook when she was single.

My grandpas **didn't use** to drive, they didn't have a car.

I. Look at the pictures. Complete the sentences with **used to**.



1. Ex. She used to have long hair.

2. _____

3. _____



4. _____

5. _____

6. _____

II. Write **used to** (affirmative, question or negative) and the verb in parenthesis to complete the sentences.

1. My cousin _____ very shy, he didn't talk to others very much. (be, affirmative.)

2. I remember my Aunt Sally very much. When she came to visit us, she _____ homemade cookies, they were delicious! (bring, affirmative.)

3. Boy: _____ you _____ rock and roll with Elvis' music, mom? (dance, question)

Mom: Yes, I _____. It was fantastic!

4. Uncle John _____ with his brothers because they were older, he played with his neighbors. (play, negative)

5. When I was a little boy, my mom _____ me stories before going to bed, I liked it very much. (read, affirmative.)

b) Error correction. Find grammatical mistakes when using **used to** and correct them.

1. Helen was a very friendly girl. She used talk with all the girls of her class.

2. A: Did you used to like vegetables when you were a child? B: No, I didn't.

3. I remember my primary school teachers. They were nice, they didn't used to give us so much homework.

4. My sister Rose didn't use like dolls when she was a little girl, she preferred balls and bicycles.

5. Robert use to live with his grandparents in Boston until he started university in 1995.

PAST CONTINUOUS



Use: The **Past Continuous** (or *past progressive*) indicates that an actions was happening at a particular moment in the past:

I was reading all last night.

What were you doing at 2:00?

Form: the past continuous with verb to be: *was / were* + main verb in gerund - "ing"

I **was** writing an essay the whole weekend. (Yo estaba escribiendo un ensayo todo el fin de semana)

Affirmative	Negative	Interrogative
I was+ verb -ing	I wasn't+ verb -ing	Were you + verb -ing
He/ She/ It was + verb -ing	He/She/It wasn't + verb -ing	Was he/she/it + verb -ing
You/We/ They were+ verb -ing	You/We They weren't+ verb -ing	Were you/we/they/ + verb -ing

Affirmative sentence: It **was** raining for hours yesterday evening.

Negative sentence: It **wasn't** raining yesterday evening.

Question: **Was** it raining yesterday evening?

Short answer: Yes, it **was**. / No, it **wasn't**.

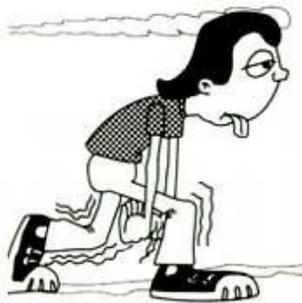
Rules for gerund

- 1) Verbs ending in -e drop e and add -ing. **Live – living**
- 2) Verbs of one syllable ending in consonant, doble consonant and add -ing: **swim**
Swimming.
- 3) Verbs ending in consonant add -ing. **Visit – visiting.**
- 4) Verbs ending -ie = ying: **die – dying, tie-tying**

- I. Look at the situations and match the sentences with the picture that describes it. Write the corresponding letter.

Example . She **was falling** from the stairs. B

1. The boys were planting a tree last weekend. _____
2. Phillip was getting tired. _____
3. Sue and Ron were riding a bike last Friday. _____
4. I was writing a letter yesterday. _____
5. Gina was eating a sandwich. _____



A



B



C



D



E



F

- II. The Carter Family all remember what they were doing when the last Californian earthquake happened. Fill in the blanks with the verb in parenthesis.

Example: Sally: I was cooking lunch for John. (cook)

1. John: I _____ my boss in New York. (call)
2. Ron and Sue: We _____ at the lake with Paul. (swim)

3. Tom: I _____ a football game on TV. (watch)
4. Ann and Carol: We _____ an ice cream at the Corner Café. (have)
5. Flo: I _____ ready to go out with some friends. (get)

III. Complete the conversations with the verb in parenthesis.

Conversation 1

Jenny: Who _____ Ron and Sue _____ with yesterday? (swim)

Tony: They _____ with Paul.

Jenny: _____ at the swimming pool?

Tony: No, they _____. They _____ at the lake.

Conversation 2

John : _____ Tom _____ to the radio last weekend? (listen)

Tom: No, he _____. He _____ TV. (watch)

John: What _____ ?

Tom: He _____ a football game.

WHEN / WHILE

When the two actions are in one sentence, use the connectors *when* (*cuando*), *as* (*como*), or *while* (*mientras*) to join the two sentence parts.

*Jenny was reading **when** Ann phoned.*

*The truck hit my car **as** I was turning.*

*The policeman arrived **while** we were having dinner.*

Check the combination of tenses:

I was sleeping **when** my dog ate all the chicken.



[past continuous] **when** [past simple]

I learned to dance salsa **while** I was working in Colombia.



[past simple] **while** [past continuous]

IV. Choose the correct verb form.

1. While I **shopped / was shopping** this morning, I **lost / was losing** my wallet.
2. Last week the police **stopped / was stopping** John in his car because he **drove / was driving** at over 120 km an hour.
3. When I **arrived / was arriving** home, everyone **had / was having** dinner.
4. As I **was walking / walked** to the office, I saw Jane at the drugstore.
5. How **did you cut / were you cutting** your finger?

b) Error correction. Read the sentences carefully and underline the wrong part of it, then, write the correction.

Example: Rosalinda were not talked to me. Correct: was not talking

1. They wasn't stealing the car. Correct: _____
2. She wasn't looked for the keys. Correct: _____
3. The girls were not rode the horses. Correct: _____
4. The telephone were not ringing. Correct: _____
5. Mary and I was not watched the movie. Correct: _____

V. Wrap-up

Read the statements and write true (T) or false (F) according to what you have learnt.

1. Past continuous indicates that an action is happening at the precise moment . _____
2. To form the past progressive I need to know the conjugation of the verbs. _____
3. The structure to form questions in past progressive is: subject + to be + v-ing. _____
4. The past progressive and the past simple are often used together. _____
5. I can describe, understand and identify structures in past progressive. _____

MEDIATECA

Use a computer to surf the internet in this website: <http://www.guia.com/cz/333602.html>

There are many activities to practice different topics, have a look! Here you can practice the past continuous



Reading 1



I used to believe is a funny and bizarre collection of ideas that adults thought were true when they were children. I will remind you what it was like to be a child and horrified by the world in equal parts. The following pages will reassure you that the things you used to believe weren't so strange after all.

“About imaginary friends”

Alex

When I was about 6 years old I used to think it wasn't normal not to have an imaginary friend because my closest friend had one. So I used to invent one and drew it and I closed my eyes and tried to see it but I never could!

“About doctors”

Karen

I used to believe that doctors couldn't get sick because it was their job to fight sickness. To me it seemed as logical as police officers not committing crimes because it was their job to fight crime. When my mom asked me what I wanted to be when I grew up, I proclaimed, “doctor”! When she asked me why, I said “so I can never get sick again”-

II. Answer the questions:

1. What do the USA celebrate on Oct. 31st?

2. What did Susan do before this event happened?

3. What made Susan hit the brakes?

4. According to the way the man was dressed what would you say he was doing on the road?

5. Did Susan run over the man? Why?

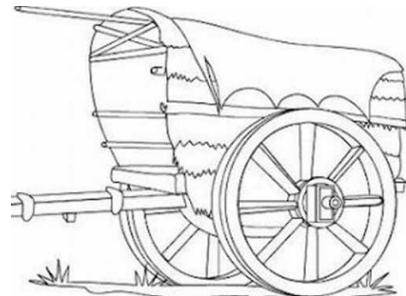
6. What did the bus driver say about what had happened?



Listening 1

I. "On The Move" You are going to listen about an old way of transportation: the trails (carretas). Listen and complete the sentences.

1. In the 1850's people used the _____ to travel across the country.
2. Some of the travelers moved to _____ or _____.
3. The travelers rode in a _____ for the long trips.
4. _____ pulled the wagons because they were heavy.
5. People used _____ to cook their food.





Listening 2

II. You are going to listen to a true story. This part is the story about Frane Selak.

Answer these questions:

a) How many lucky escapes has he had?

b) Why do you think people say he is “the world’s luckiest/unluckiest man”?

Now listen to part 2 and complete the table with information about Mr. Selak’s accidents.

	TYPE OF ACCIDENT (car, train, etc)	INJURIES
1		
2		
3		
4		
5		
6		
7		

Unidad 3

El alumno comprenderá textos orales y escritos sobre eventos que han ocurrido. Además intercambiará de manera oral y escrita, experiencias personales y culturales relacionadas con lo que ha realizado.

PRESENT PERFECT



Use: This tense relates past events to present time. It is used:

- To talk about experiences and events at an unspecified time in the past:
I've seen two plays by Shakespeare. (Yo he visto dos obras de Shakespeare)
I've never been to the USA (He estado en los Estados Unidos)



His shoes are dirty.



He is cleaning his shoes.



He **has cleaned** his shoes.
(= his shoes are clean *now*)



They are at home.



They are going out.



They **have gone out**.
(= they are not at home *now*)

- To talk about something that is unfinished, or something that started in the past and continues in the present.
I've lived in Mexico for ten years.
I've studied English for more than five years.
- To talk about events in a period of time that is not yet finished, e.g. this morning/ week: *I've been to two parties this week.*
- To talk about a present result of a past event:
She's had an accident. She's broken her leg.

Form: Affirmative

Subject	have/ has	verb in past participle	Complement
I / We / they / you	have (I've, you've, etc)	eaten	snails once in my life.
He / she / it	has (he's, she's, etc)	eaten	snails once in his/her life.

Negative

I / We / They / You	haven't	eaten	snails .
He / she / It	hasn't	eaten	Snails

Interrogative

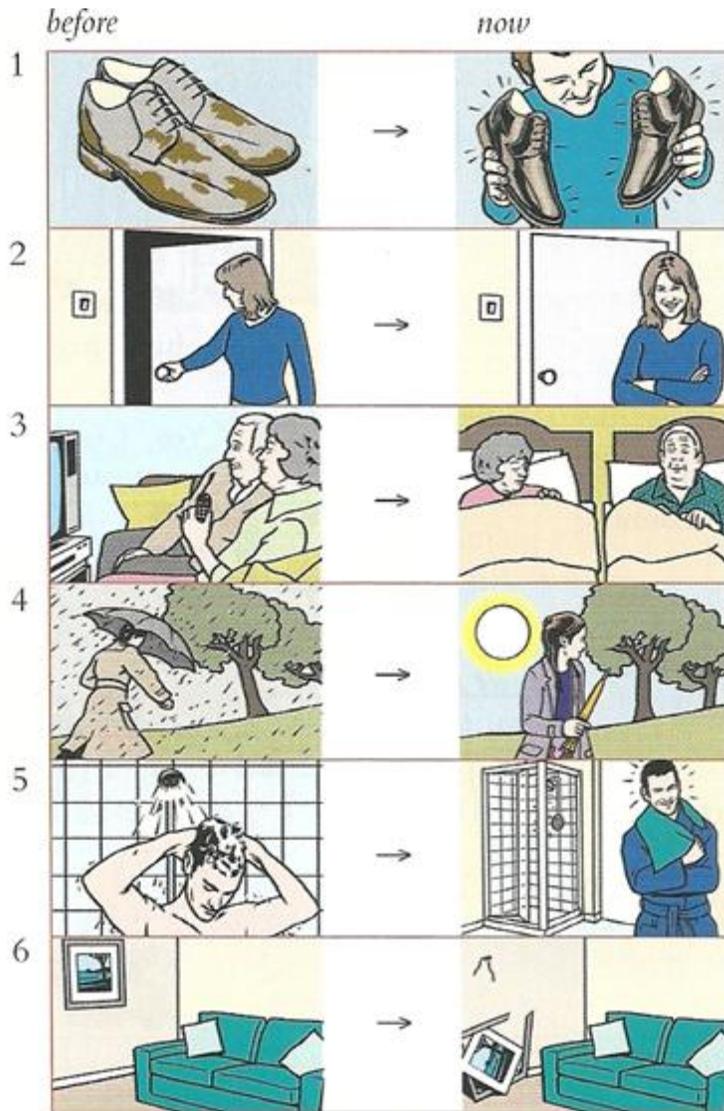
Have	I / you / we / they	eaten	snails?
Has	He / she / it	eaten	snails ?

First, study and learn the verbs in past participle.

- I. Complete the chart with the correct form of the verb.

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
Be	Was/were	(1)
Come	(2)	Come
Have	Had	(3)
(4)	Lived	Lived
Feel	(5)	Felt
Happen	(6)	Happened
Understand	Understood	(7)
Begin	Began	(8)
Break	(9)	Broken
Cut	Cut	(10)
(11)	Ate	Eaten
Win	(12)	Won
Ride	Rode	(13)
Stop	Stopped	(14)
Get	Got	(15)

II. Look at the pictures and write a sentence.



1. Ex. He has cleaned his shoes.

2. _____

3. _____

4. _____

5. _____

6. _____

III. Complete the conversation with the verb in parentheses in the past simple or the present perfect.

Jeff: How long **have you lived** (you live) here, Montse?

Montse: I (1) _____ (be) here for six years. I (2) _____ here with my husband to study in 1997.

Jeff: (3) _____ (you ever have) any experience of culture shock?

Montse: What do you mean?

Jeff: Well, (4) _____ (you feel) confused or lonely?

Montse: It's strange, but that (5) _____ (not happen) to me at all since I arrived. We (6) _____ (live) in Barcelona before, and there are of course some differences. I miss my family. But for me, it (7) _____ so difficult.

Frequency words:

The adverbs **just** and **already**:

- **Just:** a short time ago:
- **Teacher:** "Danny you are not doing the exercise".
Danny: "I've just finished it."
"Are you hungry?" "No, I've just had breakfast".



- **Already:** it is used to say that something happened sooner than expected.
I've already done it.
"Don't forget to take your medicine" "I've already taken it".

These adverbs are not generally used in negative sentences with the present perfect.

- The adverb **yet**: until now. **Yet** shows that the speaker is expecting something to happen. Use **yet** only in questions and negative sentences.

Have you done it yet?

I haven't done it yet.

I've done the homework, but I haven't sent it by email yet.



- Note the difference between **gone (to)** and **been (to)**:

Janet is on holiday. She has gone to Acapulco. (it means: she is there now or on her way there).

Janet is back home now. She has been to Acapulco. (which means: she has now come back)

- The time prepositions **since** and **for**:

She's lived here for three years.

He's worked here since 2005.

We use for a period of time (three days/two years etc)

We use since+ start of the period (Monday / 9 o'clock)

<p>for</p> <p>a period</p> <p>(from start to end)</p> <p>> = = = <</p>	<p>since</p> <p>a point</p> <p>(up to now)</p> <p>X = = = > </p>
<p>for 20 minutes</p> <p>for three days</p> <p>for 6 months</p> <p>for 4 years</p> <p>for 2 centuries</p> <p>for a long time</p> <p>for ever</p> <p>etc</p>	<p>since 9am</p> <p>since Monday</p> <p>since January</p> <p>since 1997</p> <p>since 1500</p> <p>since I left school</p> <p>since the beginning of time</p> <p>etc</p>
<p>all tenses</p>	<p>perfect tenses only</p>

IV. Complete the B's sentences. Use the verb in brackets + just/already/ yet.

1. A: Would you like something to eat?

B: No, thanks. I've just had lunch. (I / just / have / lunch)

2. A: Do you know where Julia is?

Yes, _____ (I / just / see / her)

3. A: What time is David leaving?

B: _____ (he / already / leave)

4. A: What's in the newspaper today?

B: I don't know. _____ (I / not / read / it yet)

5. A: Is Sue coming to the cinema with us?

B: No, _____ (she / already / see / the film)

6. A: Are your friends here yet?

B: Yes, _____ (they / just / arrive)

7. What does Tim think about our plan?

B: _____ (we / not / tell / him / yet)

V. Write FOR or SINCE in the blanks.

1. Maya has been a professional singer _____ 1989.

2. So far, it has rained _____ five hours.

3. I haven't been snowboarding _____ last winter.

4. Jo has been a student here _____ March

5. The beaver has been an emblem of Canada _____ many years.

6. Cougars have almost disappeared from the Victoria area _____ humans settled here.

7. Mary has kept a diary _____ she was ten years old.

8. First Nations people in British Columbia have told stories about the eagle _____ hundreds of years.

9. The Canadian two-dollar coin (or toonie) has been in circulation _____ 1996.

10. They've been married _____ twenty-five years.

Past Simple and Present perfect

Nota la diferencia entre el pasado simple y el pasado perfecto. En el examen extraordinario se te requerirá que uses ambos y notes la diferencia:

- The past simple is a finished action in the past, whereas the present perfect can be used for actions that haven't been finished, or that started in the past and continue in the present.

Example:

I broke my leg last year. (past simple: it happened last year, once. It's an action that has already passed).

I have broken my leg three times in five years! (it is an action that has been repeated three times).

I went to Disneyland last year (an action in the past – last year)

I have never been to Disneyland in my life. (an action that hasn't occurred but it may happen in the future), or

I have been to Disneyland twice (it happened in the past but yet there is chance of happening again in the future, or there are plans to go back to Disneyland some other time).

VI. Complete the sentences either in simple past or present perfect.

1. Dolphins _____ (live) in BC waters for millions of years, and are still common today.
2. I _____ (lose) my binder yesterday, but my brother found it this morning.
3. The Titanic _____ (sink) in 1912.
4. We _____ (own) this TV set since 1968, and it still works!
5. This wine _____ (is) in the cellar for 15 years. When we take it out and open it, it will taste beautiful!
6. He _____ (cry) when his girlfriend left him, but he's OK now.
7. I _____ (buy) some new shorts, but I don't think I like them. Maybe I'll take them back to the store.
8. Junko _____ (eat) bacon in her life! She's a true vegetarian.
9. I _____ (wear) these boots to go hiking yesterday.
10. The children _____ (drink) all the orange juice! We'll need to get some more.



WORKING THEIR WAY UP TO THE TOP



Louis is very successful. For the past six years, he has been the manager of the Big Value Supermarket on Grant Street. Louis has worked very hard to get where he is today. First, he was a clerk for two years. Then, he was a cashier for three years. After that, he was an assistant manager for five years. Finally, six years ago, he became the manager of the store. Everybody at the Big Value Supermarket is very proud of Louis. He started at the bottom, and he has worked his way up to the top.



Kate is very successful. For the past two years, she has been the president of the Marcy Company. Kate has worked very hard to get where she is today. She started her career at the Marcy Department Store in Dallas, Texas. First, she was a salesperson for three years. Then, she was the manager of the Women's Clothing Department for ten years. Then, she was the store manager for eight years. After that, she moved to New York and became a vice president. Finally, two years ago, she became the president. Everybody at the Marcy Company is very proud of Kate. She started at the bottom, and she has worked her way up to the top.

i. Read the story and Answer True(T), False(F) or Not Mentioned (NM) the sentences.

1. Louis started as a cashier at the Big Value Supermarket. _____

2. He has worked there for sixteen years. _____

3. All employees at the Big Value Supermarket start at the bottom. _____
4. Kate has been the manager of the Women's Clothing Department in Dallas for ten years.

5. The Women's Clothing Department was on the bottom floor of the store. _____
6. Kate hasn't been a vice president for two years. _____



Listening Part

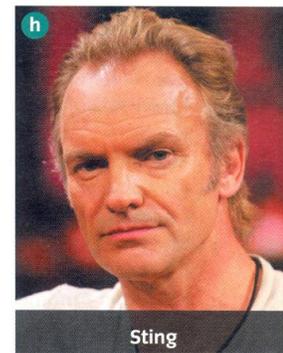
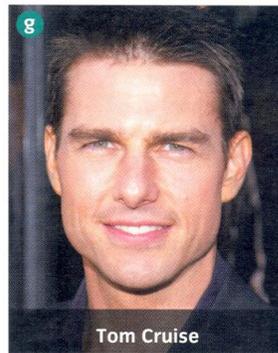
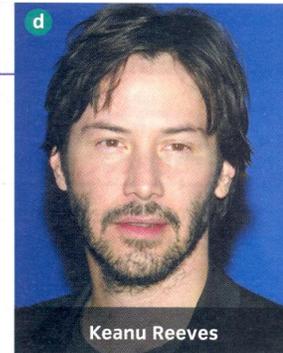
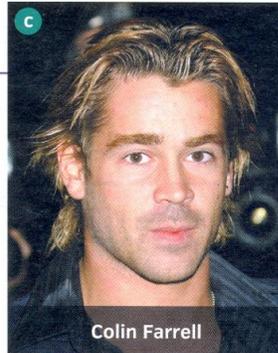
- I. Listen to a radio interviewer (R) talking to Dr. Michael Peterson (Dr.) about the rise in the number of people suffering from allergies.

Decide whether the sentences are True (T) or False (F) according to the listening.

1. Experts agree that there is an increase in all kinds of allergies.
2. Breast feeding can cause an allergy.
3. Too much cleanliness can have a negative effect on our children.
4. Some allergies have been proven to be genetic.
5. There has been a decrease in allergies over the past 10 years.
6. There is an increase in intolerance to certain foods.
7. Eating less processed food could help us avoid developing an allergy.



Listen 2



a) _____
c) _____
e) _____
g) _____

b) _____
d) _____
f) _____
h) _____



Writing

My favourite friend

i. Write a story about your favourite friend. Consider the following questions to be covered:

1. How long have you known him/her?
2. How long has he / she been an friend ?
3. What did he /she do before that? How long?
4. Where does he /she live?
5. How long has he / she lived there?
6. Has he/she lived anywhere else? Where? How long?
7. Besides this friend , how many friends do you have ?

Unidad 4

El alumno, a partir de la integración de todas las habilidades de comprensión, expresión e interacción oral y escrita, podrá expresar de forma sencilla ideas, sentimientos y pensamientos.

Future Tense: Be going to and Will



Going to

Affirmative	Negative	Interrogative
I am going to+ verb	I am not+ going to +verb	Are you + going to+ verb
He/ She/ It is + going to +verb	He/She/It isn't+ going to +verb	Is he/she/it + going to +verb
You/We/ They are + going to+ verb	You/We They aren't+ going to+ verb	Are you/we/they/ + going to + verb

Examples: I'm going to travel abroad this summer.

Alex are going to visit some friends next week.

Are the kids going to study for the Math exam? Yes, they are.

- I. Look at the pictures and write about their activities for next week.



1. Andrew _____
2. Richard _____
3. Rachel _____
4. Karen _____
5. Tom and Sue _____

Will

Affirmative	Negative	Interrogative
I will + verb (I)	I won't + verb	Will you + verb
He/ She/ It will + verb (I)	He/She/It won't + verb	Will he/she/it +verb
You/We/ They will + verb (I)	You/We They won't + verb	Will you/we/they/ + verb

*Example: I will see you tomorrow.
I won't go to California next month.*

Be going to and **will** are the same when they are used to make predictions about future.

*Example: She is going to succeed because she works hard.
She will succeed because she works hard.*

Be going to (but no **will**) is used to express a preconceived plan.

*Example: I bought some wood because I **am going to build** a bookcase for my house.*

Will (but not **be going to**) is used to volunteer or express willingness.

*Example: This chair is too heavy for you to carry alone, I **will help** you.*

ii. Read the situations and complete with **be going to** or **will**.

1. A: why did you buy this flour?
B: I am going to make some bread.
2. Could someone get me a glass of water?
B: Certainly, I will get you one.
3. I arranged to borrow some money because I _____ buy a motorcycle tomorrow.
4. A: Could someone please open the window?
B: I _____ do it.
5. A: Can I borrow this book?
B: Sure. But I need it back soon.
A: I _____ return it to you tomorrow. Okay!
6. A: I _____ wear a dark suit to the wedding reception. How about you?
B: I'm not sure.
7. A: What are your vacation plans?
B: I _____ spend two weeks on a Greek island.
8. A: So you _____ get married.
B: That's right. On September 22nd.
A: Congratulations!



Lectura detallada a nivel de párrafo.

Se utiliza para comprender el sentido de lo que está escrito con detalle y precisión. Se requiere que el lector lea con detenimiento y reflexión. Este tipo de lectura, entre otras cosas, ayuda a encontrar y deducir lo que el autor busca comunicar. Asimismo, identificar la estructura, organización del párrafo y las ideas principales y secundarias ahí contenidas.

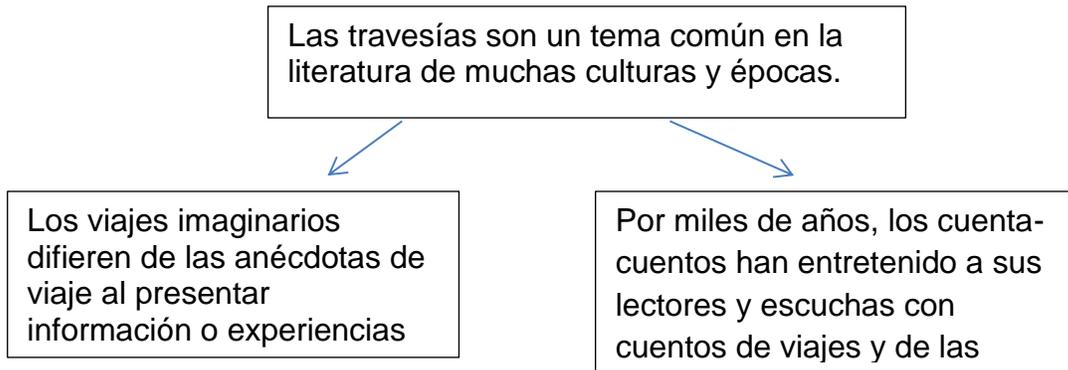
Idea principal: es el enunciado que sintetiza la información sobre el tema que el autor trata.

Ideas secundarias: son las que están relacionadas con la idea principal, es decir, tratan ciertos aspectos del mismo asunto. Debe de existir un orden lógico entre las ideas y en ocasiones el autor utiliza palabras de enlace o transición.

Lee detalladamente el primer párrafo de “Travel-literature” selecciona la idea que incluye la mayor información.

- a) Por miles de años, los cuenta-cuentos han entretenido a sus lectores y escuchas con cuentos de viajes y de las personas que van con ellos.
- b) Los viajes imaginarios difieren de las anécdotas de viaje al presentar información o experiencias personales sobre lugares reales.
- c) Las travesías son un tema común en la literatura de muchas culturas y épocas.

La oración C engloba la información del párrafo por lo cual es la idea principal, las secundarias A y B proporcionan mayor información relacionada con la principal.



- i. Lee detalladamente la sección *Ancient Times* e identifica las ideas principales y secundarias por párrafo. Anótalas a continuación en español.

Travel-Literature

Travel is a common theme in the literature of many cultures and time periods. For thousands of years, storytellers have entertained listeners and readers with tales of voyages and quests and the people who undertake them. The imagined journeys of fiction differ from straight travel writing, which presents true accounts of personal experiences or information about real places.

Ancient Times

Great journeys shape the plots of several famous literary works of the ancient Greeks and Romans. Tales describing the adventures of mighty heroes and their followers to real places often include gods and creatures that stretch the imagination.

One of the best-known travel stories of all time is the *Odyssey*, written by the Greek poet Homer in the 700s B.C. The *Odyssey* recounts the adventures of Odysseus, a soldier who begins a long voyage home after the Trojan War. Along the way, he visits many islands of the Mediterranean Sea and overcomes numerous obstacles, including legendary monsters such as the Cyclops, a one-eyed giant.

Another hero of the Trojan War, the Trojan prince Aeneas, is the subject of an epic poem called the *Aeneid*. Written by the Roman poet Virgil in the first century B.C., it tells how Aeneas escaped Troy after the war and traveled with a group of followers to Africa and then to Italy. There they founded the tribe that eventually became the Roman people.

Medieval Literature

During the Middle Ages, religion had a profound influence on European life. Travel-related literature of the period often reflects religious themes such as journeys to holy shrines and quests to retrieve holy objects.

Párrafo 2

Idea principal: _____

Ideas secundarias: _____

Párrafo 3

Idea principal: _____

Ideas secundarias: _____

Párrafo : Medieval Literature.

Idea principal: _____

Ideas secundarias: _____

Examen Extraordinario Modelo

Name: _____ No. Cuenta _____
Top Score /55 p.

I. GRAMMAR.

Underline the answer that best completes the sentence. (1p. each 15 points)

1. ___you ___ to go to the church every Sunday when you were a kid?
a) did used b) did use c) do.....use
2. When Tina was 20 years old, she ___ for 5 hours non-stop, she won the competition!
a) could to swim b) could swam c) could swim
3. Next Winter, Emily and Tom ___ a German course in Hamburg.
a) could take b) took c) are going to take
4. For a formal party, you _____ wear a long dress.
a) must to b) should c) has to
5. After doing exercise, doctors say we _____ very well to avoid future aches.
a) will stretch b) should stretch c) must to stretch
6. Students in Mexico _____ get 6 in the final average to pass a subject.
a) can b) should c) must
7. In the cinema or theater people ___ smoke.
a) don't have to b) shouldn't c) mustn't
8. A: Let's go to the cinema this afternoon! I don't _____ work . I have free time!
B: That's a great idea!
a) have to b) had to c) has to
9. Olivia _____ the windows when a glass broke down.
a) have cleaned b) is cleaning c) was cleaning
10. While the clerk was counting the money, two men _____ some beers from the fridge.
a) steal b) are stealing c) were stealing
11. The kids were playing with the rackets _____ it started to rain, so they decided to watch t.v.
a) while b) when c) because
12. _____ Alice was doing the shopping for the party, Hector was cleaning the house.
a) where b) while c) when
13. A: Do you like the lobster?

B: I don't know, I _____ it.

- a) tried b) 've never tried c) never have tried

14. J.K. Rowling, the writer of *Harry Potter*, _____ more than 400 million books since 1995.

- a) is selling b) sells c) has sold

15. _____ Marilyn Monroe _____ in about seven famous films.

- a) have..... played b) did..... play c) has..... played

II. Listening.

Listen to Ryan talking about his life and put a check ✓ cross or ✗ next to the things Ryan has or hasn't done. (1points each/ 10 points total)

Ryan

	Has ✓	hasn't ✗
16. lived in a foreign country.		
17. worked for a big company.		
18. stayed in an expensive hotel.		
19. flown in a jumbo jet.		
20. cooked a meal for ten or more people.		
21. met a famous person.		
22. seen a play by Shakespeare.		
23. driven a tractor.		
24. been to the hospital.		
25. won a contest.		

III. Reading.
Read the story.

Strange Lights. An unusual Server. The dangers of Fog

A few years ago, while I was driving across eastern Canada, something very unusual happened. I still don't understand what happened.

While I was driving at night through thick, heavy fog, I noticed flashes of light in the sky. They were moving from the sky onto the road in front of my truck. I was driving slowly, and I couldn't see very well, but those lights were as bright as daylight, and they were blue. It was definitely not lightning.

Now here's where the story gets weird. I was getting tired of driving in the fog, so I pulled off the road and stopped at an all-night restaurant for travelers.

I walked in and eat down at the counter. When the server came to my table, she laughed and asked me how I got such a bad sunburn. I didn't know what she meant, but my face suddenly felt suddenly felt really hot. I went into the restroom and looked at myself in the mirror. My face was bright red! I splashed cold water on it and held a towel to my skin. My hands were also burned. I was very puzzle and a little frightened.

I went back to my table and ordered something to eat. I was feeling weak and extremely tired, and I wasn't hungry anymore. After I forced myself to eat a few bites of food. I checked into a nearby motel, where I slept for about 24 hours. After that, I didn't see any more light flashes and the "sunburn" on my face and hands disappeared after a few days. Even now, I wonder about those flashes of light- I'll never forget them!



Vocabulary: weird: strange/ Pull off: stop / bites: pieces /Check in: register /Sunburn: an injured caused by sun.

Read the story again. Write **T (true)** or **F (false)**. (10 points total)

- 26. The unusual event happened a few months ago. _____
- 27. The man saw the flashes of light while he was driving one foggy night. _____
- 28. He noticed his sunburn before he went into the restaurant. _____
- 29. The server was frightened by the man's appearance. _____
- 30. The man ate a big meal at the restaurant because he was really hungry. _____
- 31. After the man checked into a motel, he slept for a long time. _____
- 32. The man didn't see any more light flashes after that night. _____
- 33. The burns disappeared on his face after a few years. _____

Answer the following questions:

34. What happened to the man's face?

35. What did he do when he saw his face?

IV. Writing.

Look at the pictures. Write a story. Choose number one or two. Use past simple and past continuous and while / when / during / for. (10 points each story)

1)



2)



V. Speaking.

Look at the pictures and tell about your life experiences. Use the model to start a conversation. (10 points total)

Student: I've never been to New York, but I really want to go one day!

Teacher: Why do you want to go to New York?

Student: I want to visit the museums and climb the Statue of Liberty.

Teacher: Do you want to go with your family or with friends?

Student: Well, probably with friends, it's so much fun!



Answers to the exercises and activities.

Must pag. 6 I.

2. You must slow down.
3. You mustn't drive fast.
4. You mustn't pass
5. You mustn't eat
6. You mustn't smoke
7. You mustn't touch the wires
8. You mustn't camp
9. You must eat fruit.
10. You mustn't eat junk food

Must pag. 7 II.

- | | | | |
|-----|---------|---------|----------|
| II. | 1. Meet | 2. Wash | 3. Learn |
| | 5. go | 5. win | |

Must pag. 7

- | | | | |
|-------|----------------------|----|--------------------------|
| III.1 | <u>must keep</u> | 2 | <u>mustn't smoke</u> |
| 3 | <u>mustn't throw</u> | 4 | <u>mustn't eat</u> |
| 5. | must go | 6 | <u>must take care of</u> |
| 7 | <u>mustn't use</u> | 8 | <u>must tell</u> |
| 9 | <u>mustn't be</u> | 10 | <u>must have</u> |

Wrap up

- 1 present and future obligation.
- 2 DON'T rules
- 3 don't write

Have to

I. Read the situations

1. Have to
2. Have to do
3. Has to read
4. Has to travel
6. Have to hit

II. Complete the sentences pag. 9

- 1 I have to
- 2 have to
- 3 has to
- 4 doesn't have to
- 5 didn't have to
- 6 have to
- 7 doesn't have to
- 8 didn't have to
9. has to
- 10 don't have to

III. Complete the sentences pag. 10

- 1 mustn't
2. Don't have to
3. Doesn't have to
4. Mustn't
6. Don't have to

IV. Wrap up

- 1 has the same meaning as / a different meaning from *I have to get up early.*
- 2 must and have to.
- 3 things we must do in the present and future
- 4 isn't necessary
- 5 means .

Should pag. 11

Parents often say to their children:

- 1 should study hard to get a good job or go to university.
- 2 shouldn't drink soft drinks. They're bad for you.
- 3 should save your money. Don't spend it all at the same time.

Speaking pag. 14

- What is the weather like in January?

It's cold

- What clothes should I take?

You should take your jacket, a pair of gloves and a scarf

- What sort of things can I do?

You should go to the downtown. You should visit the modern museum.

- Are there any special places that I should visit?

Yes there are. You should go to the pyramids. You should visit traditional towns

- What food do you recommend?

You should try typical dishes. You should traditional cuisine

Speaking pag 14

- I must buy her a present and a card
- You must go to the movie theater and watch it.
- I must clean it and vacuum it
- I must visit him and get him some flowers
- We must hurry and run
- You must not use it
- You must go and have dinner at it.
- What do you have to do to help in the house?

I have to wash the dishes

I have to make my bed

I have to set the table

- What about your brothers and sisters?

They have to take the trash out

They have to water the plants

They have to iron the clothes

- Can you stay out as long as you want?

No, I can't. I have to be on time in my house

- Do you always have to tell your parents where you are going?

Yes, I do. I have to tell my parents where I'm going and who is with me.

- How strict are your parents? What do they let you do?

They are very strict parents. I have to do my homework. I have to help in the house. I have to stay home and school all the time.

- What do you argue about?

I argue about the chores I have to do.

Listening Tapescript

1. You must be 18 to get a driver's license in USA F.
2. You can ride a motorcycle when you are 16 in the USA. T
3. You can't leave school until you are 16 in Japan. T
4. You must be 16 to work in Japan T
5. You have to be 20 to vote in Japan T.

Self-Check 3

Exercise 4 (p. 70)

Ami: Is that your car, Tom?

Tom: Yes, it is. Do you have a car at home in Japan?

Ami: No, I don't. You must be 18 to get a driver's license in Japan.

Tom: Really? You can get one when you're 16 in the US.

Ami: Oh, OK. What about motorcycles? Can you ride those at 16 in the US, too?

Tom: Yes, you can. What about leaving school in Japan?

Ami: Oh, you can leave school when you're 16. Is this the same in the US?

Tom: No, usually you can't leave school until you are 18. You can get a proper job at 14, though. Can you work at 14 in Japan?

Ami: Hmm ... I'm not sure, but I think you must be 16.

Tom: OK. And what about voting? You can vote when you're 18 in the US.

Ami: Oh, you can't vote until you're 20 in Japan!

II. Conversation 1

were / swimming

were swimming

Were they swimming

weren't.

were swimming

Conversation 2

was listening

wasn't

was watching

was he watching?

was watching

IV Choose the correct verb

1. Was shopping / lost
2. Stopped / was driving
3. Arrived/ was having
4. Was walking
5. Did you cut

Error correction

- | | |
|---------------------------------|----------------------------|
| 1.. incorrect: wasn't stealing. | Correct: were stealing |
| 2. Incorrect : Wasn't looked | correct: wasn't looking |
| 3. incorrect: were not rode | correct: weren't riding |
| 4. incorrect: weren't ringing | correct: wasn't ringing |
| 5. incorrect: wasn't watched | correct: were not watching |

Wrap up:

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

Reading pag. 28

"Doctors" 1. b 2. c

“Imaginary Friends” 3. true

4. False

5. False

Reading 2 pag. 29

1. Halloween
2. Visited her sister
3. A young man appeared out of nowhere
4. He was a hitch hiker
5. No
6. Because there was nobody there
7. That it was the ghost of a young man who had died there.
- 8.

Listening 1

1. Oregon Trail
2. California, Utah
3. Conestoga wagon
4. Big animals
5. Fires

Tapescript

From 1840 to 1859, more than 52,000 people in the U.S. decided to move across the country, and they used the “Oregon Trail”, a path used for traveling there. Most of those people ended up in Oregon, but others went to California or Utah. So, what was everyday life on the trail like?

The “Oregon Trail” started in Missouri and went all the way to Oregon. For long trips like this, they used to ride in a Conestoga wagon. A cloth cover protected the people and their things from the weather when it was snowy or windy.

The wagons were really heavy since furniture, clothes, food, animals and everything else a family owned was in it. Only big animals like oxen, cows, or horses pulled the wagons.

The trail was very dangerous, too. People had to cross fast rivers in their wagons, or they ran into robbers. Many times travelers couldn't take care of sick people on the road. Cooking was difficult, too. Most people used to cook with pots and pans over a fire – even in the rain and snow.

Listening 2

- 1. He has had at least seven lucky escapes.**

Type of accident	injuries
1 train	Broken arms
2.Airplane	Cuts and bruises
3.Bus	XXXXXXX
4.Car	XXXXXXX
5.Car	Lost most of his hair
6.Bus	XXXXX
7.car	

Mr. Selak: the luckiest/unluckiest man in the world.

Part I

Perhaps you've heard that cats have nine lives. Well, Frane Selak has had at least seven lucky escapes, making him the world's luckiest –or unluckiest- man!

Part II

His first escape came when the train he was travelling on fell into an icy river. He managed to swim to the river bank with only a broken arm. A year later, as he was travelling on a DC-8 airplane, a door flew open and Selak fell out of the aircraft. Fortunately, Mr. Selak landed safely, with only cuts and bruises.

Three years later, he had to swim for his life again – this time after the bus he was travelling in left the road and fell into a river. Accident number four came when his car caught fire while he was driving along the motorway. He escaped seconds before the petrol tank exploded.

“You could look at it two ways,” he says, “I was either the world's luckiest man or the unluckiest. I preferred to believe the second one”.

But the accidents weren't over yet. Number five came when his car again caught fire and he lost most of his hair. Then a bus hit him, but once again his injuries were not serious. The following year he was driving in the mountains when he saw a truck coming straight for him. His car crashed through the barrier and over the edge. Mr. Selak jumped out at the last minute and landed in a tree. Moments later, he saw his car explode 100 m below him.

His luck was no better in his love life: Mr. Selak has been married and divorced four times.

“I suppose my marriages were disaster too!” he said.

But fate had not quite finished with Mr. Selak. At the age of seventy-four, he bought a lottery ticket for the first time in thirty years.

Mr. Selak won £600,000. He is now planning to buy a house, a car, a speedboat and marry his

girlfriend, who is twenty years younger than him.

“I’m going to enjoy my life now. I feel like I have been re-born. I know someone was watching me all those years,” he says.

Unidad 3

I. Complete chart:

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
Be	Was/were	(1)
Come	(2)	Come
Have	Had	(3)
(4)	Lived	Lived
Feel	(5)	Felt
Happen	(6)	Happened
Understand	Understood	(7)
Begin	Began	(8)
Break	(9)	Broken
Cut	Cut	(10)
(11)	Ate	Eaten
Win	(12)	Won
Ride	Rode	(13)
Stop	Stopped	(14)
Get	Got	(15)

Reading: 1. False 2.True, 3.Not Mentioned, 4.False , 5.Not Mentioned, 6. False

Listening

Allergies 1= T, 2= F, 3= T, 4= F, 5=F, 6= T, 7=T

Allergies

R: Dr Peterson. You’ve just published an article about allergies and the fact that they’re on the rise.

Dr: Yes, that’s right.

R: So. First of all, what kind of allergies are we talking about? Hayfever? Asthma?

Dr: All allergies really. An allergy is a physical reaction to a substance. That reaction can be sneezing, an itching, sore eyes, feeling sick, a rash of some kind – like eczema – or breathing difficulties – like asthma.

R: And are allergies on the rise?

Dr: Oh yes. Absolutely. There’s no doubt about that. When I was at school there was only one boy in the class who had an

inhaler. Now – thirty years later – more than half the kids in my daughter’s class have them.

R: So, why the great increase? Is it our fault?

Dr: Sometimes, yes. Either directly or indirectly. Our lifestyles have changed a lot, starting from birth. It's a well known fact that bottlefed

babies are more likely to develop allergies than breastfed babies – yet fewer mothers breastfeed because

they simply don't have the time or because of practicalities – like wanting to share the feeding with a partner.

Then – when our children are toddlers we smother everything in disinfectant and destroy all traces of germs.

R: But surely that's a good thing?

Dr: No, it's not. Germs are good. Too much cleanliness is bad. Think back to when we were children. We used to make mud

pies, splash about in dirty puddles, put all sorts of things into our mouths ...

R: So are you saying we aren't allowing our children's immune systems to develop?

Dr: Yes, that's exactly what I'm saying. Our obsessions with cleanliness have gone too far. We need to expose our children

to germs so that their defence mechanisms have a chance to develop and get stronger. If they aren't exposed there's a

danger that they'll develop allergies and food intolerances later on.

R: What about genes? Aren't some allergies genetic?

Dr: Yes and no. (laughter)

Dr: The jury is still out on that one. Allergy problems do run in the family but we don't understand why. Scientists have

identified cases in families where there's been some kind of genetic mutation which affects the immune system in some way.

This might result in members of a family being more prone to allergies – but not necessarily the same allergies. So Dad

might be allergic to milk products while one child gets hayfever and another develops an allergy to some sort of skin cream.

R: And this doesn't explain why there has been such an increase in allergies over the past ten years or so.

Dr: No. It doesn't.

R: So what has changed?

Dr: Lifestyles in

a nutshell: Mobile phone use, all technology really. Stress levels are considerably higher than they used to

be. We're exposed to more chemicals and toxic substances: diesel fumes, pesticides. One type of allergy that has risen

considerably is food intolerance. In some places an allergy to soya is very common. This is probably because soya is

present in so many food products these days and our bodies haven't had time to adjust to this change. We don't eat in the

same way as we used to. Seasonal food is a thing of the past. Now everything is available all year round.

R: So. To sum up? Why are allergies on the rise?

Dr: Well, if we're summing up I'll keep it brief. Too much bottlefeeding, an obsession with cleanliness, too few germs and

too many convenience foods, too little fresh fruit and veg and an abuse of outofseason food allyearround,
too many
vaccinations and altogether far too much stress.

R: Dr. Peterson. Thank you very much for coming to the studio today. If viewers would like to read Dr. Peterson's report they can write in to ...

www.britishcouncil.org/professionals.htm

Listening 2

BEFORE THEY WERE FAMOUS

Some celebrities always knew what they wanted in life. *Titanic* star Kate Winslet made her first TV appearance at the age of only eleven in an advert for breakfast cereal. And at the age of sixteen, Catherine Zeta-Jones asked if she could miss her school exams to appear in the theatre. "Go!" replied her headmaster, "You're going to be a star, not a professor!"

But not all Hollywood stars knew what they wanted to do so early on in life. Until he was fifteen, Irish actor Colin Farrell wanted to be a professional footballer like his father and his uncle. At first Farrell's dad laughed when Colin told him his plans. "I remember my dad saying "An actor? Is that a real way for a man to make a living?" But now he couldn't be happier!" he says.

Farrell isn't the only Hollywood star who had sporting ambitions as a child. Renée Zellweger dreamt of fame as an international gymnast. But others trained for more serious occupations. Actor Tom Cruise spent a year in a Franciscan monastery training to become a priest, and rock star Sting taught at a primary school before becoming a singer.

Failure at school and a series of low-paid jobs was a also a feature of many stars' early life. Keanu Reeves dropped out of high school at the age of seventeen and worked in an ice rink and in a pasta restaurant. And Academy Award winning actor Tom Hanks worked as a bellman in the Hilton Hotel in Los Angeles in the 1970x, an experience which he says helped prepare him for acting. "You put your bellman suit and then play the role of a bellman," he told a magazine. "You make good tips and a nice wage, working three, four days a week".

So next time you're in your local restaurant eating spaghetti, or walking past a big hotel in the centre of town, take a good look at the people working there. You never know- they might become world-famous one day!

Examen extraordinario

Clave de respuestas

1. B	2.C	3.C
4.B	5.B	6.C
7.C	8.A	9.C
10.C	11.B	12.B
13.B	14.C	15.C

	Has <input type="checkbox"/>	hasn't <input type="checkbox"/>
16. lived in a foreign country.	<input type="checkbox"/>	
17. worked for a big company.	<input type="checkbox"/>	
18. stayed in an expensive hotel.		x
19. flown in a jumbo jet.	<input type="checkbox"/>	
20. cooked a meal for ten or more people.		x
21. met a famous person.		x
22. seen a play by Shakespeare.	<input type="checkbox"/>	
23. driven a tractor.	<input type="checkbox"/>	
24. been to the hospital.		x
25. won a contest.		x

Reading

26.T	27.T	28.F
29. F	30. F	31. T
32. T	33. F	34. GOT A BAD SUNBURN
35. HE SPLASHED COLD WATER AND HELD A TOWEL TO HIS SKIN.		

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