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DEPARTAMENTO DE IDIOMAS

GUÍA DE ESTUDIO PARA EXAMEN EXTRAORDINARIO

DE INGLÉS I

(4 HABILIDADES)

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

Autores:

Claudia Gutiérrez Servín

Norma Isabel Hernández Ortega

Sandra López Suárez

Salvador Martínez Correa

Coordinadora:

Guadalupe Trevilla Torres

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Introducción

El propósito de esta guía es presentarte los temas y habilidades que se evalúan en el Examen Extraordinario para la asignatura de Inglés I de acuerdo con el Programa de Estudios vigente 2016, así como proporcionarte explicaciones y ejercicios que te ayuden a prepararte de manera organizada en la presentación de tu examen.

La guía está formada de cuatro unidades y cada una de ellas contiene su propio objetivo y diferentes aprendizajes a lograr. Durante el estudio de cada aprendizaje podrás auxiliarte de cuadros explicativos sobre temas gramaticales o de uso de vocabulario, variedad de ejemplos y ejercicios guiados para que practiques las habilidades de Comprensión Escrita (lectura), Comprensión Auditiva, Producción Escrita e Interacción Oral.

Para verificar que tus respuestas sean correctas y auto-evaluar tu desempeño revisa la sección de CLAVE DE RESPUESTAS al final de esta guía. También puedes apoyarte en la transcripción de los audios que aparecen para cada una de las unidades con el fin de comprobar y practicar tu comprensión auditiva.

En relación a tu composición escrita e interacción oral deberás observar los ejemplos proporcionados y las rúbricas para verificar los elementos que necesitarás incluir. También te sugerimos acudir a mediateca y solicitar una asesoría con un profesor.

Otra sección de esta guía es la BIBLIOGRAFÍA PARA EL ALUMNO en donde encontrarás materiales que puedes consultar en la mediateca como libros, audios, páginas web y programas digitales para la enseñanza de inglés con los que podrás practicar los temas considerados para tu evaluación.

Finalmente, encontrarás dos ejemplos de exámenes extraordinarios para practicar y verificar tu preparación. Los exámenes contienen sus audios y clave de respuestas. El examen extraordinario tendrá un valor de 100 puntos distribuidos en 5 habilidades:

Uso de la Lengua (aspectos gramaticales, de vocabulario, dominio de discurso, fonética y habilidades generales), Comprensión Escrita, Comprensión Auditiva, Producción Escrita e Interacción Oral.

Recomendaciones para el día del examen:

- Distribuye adecuadamente el tiempo para cada una de las secciones.
 - Asegúrate de haber concluido exitosamente tu registro para el examen.
 - Deberás presentar una identificación con foto.
 - Llega a tiempo para que aproveches las dos horas que tienes para contestar tu examen.
- ¡A estudiar y éxito!

Enlace para los audios de los ejercicios de la guía y de los exámenes muestra

<https://drive.google.com/drive/folders/1zYv7i7R8nqKuT5Dn68F6QcQbbHfLS7Qd?usp=sharing>

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Propósito general de Inglés I:

El alumno será capaz de describirse a sí mismo y a otros, además intercambiará, de forma sencilla, información sobre su familia, pertenencias y entorno inmediato, todo de manera oral y escrita.

Unidad 1

Presentarse a sí mismo y a los compañeros

Propósito: Al finalizar la unidad, el alumno intercambiará datos personales, de manera oral y escrita, para iniciar la comunicación en el aula.

Aprendizajes:

- Identifica y utiliza expresiones comunes en el salón de clases para iniciar la comunicación, de manera oral y escrita.
- Identifica y utiliza expresiones de uso frecuente para saludar, despedirse y presentarse a sí mismo, de manera oral y escrita.
- Localiza información específica para extraer datos personales de textos orales y escritos.
- Solicita y proporciona sus datos personales y los de otros para comunicarse en el aula, de manera oral y escrita.

Aprendizaje 1

Identifica y utiliza expresiones comunes en el salón de clases para iniciar la comunicación, de manera oral y escrita.

We will go now over some items to attain the learning and the purpose of the unit:

CLASSROOM LANGUAGE:

SEGUIR INSTRUCCIONES EN EL SALÓN DE CLASES / IMPERATIVOS.

READING.

- I. Read the text and underline the instructions. Para facilitarte la actividad, te damos un ejemplo:

Here are five ideas for establishing an effective communication in a classroom.

- a) Communicate respectfully.



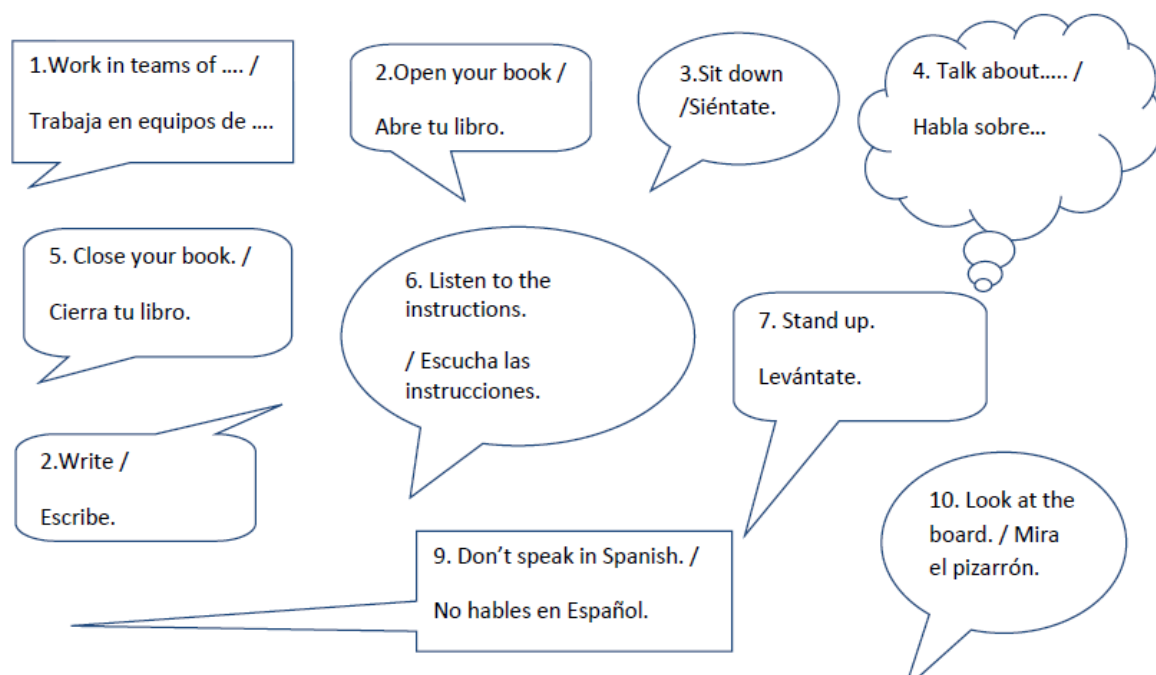
- b) Use short clear instructions.
- c) Repeat yourself at least twice verbally using **clear instructions**.
- d) Provide examples.
- e) Consider what visual tools can help you in addition to your verbal communication.

Adapted from Effective Communication Tips for the Classroom available at <http://www.ehow.com/>

- II. Do you remember any instructions given by your teachers in the class of English? Write some examples.

_____	_____
_____	_____

Here are the instructions mostly used in a classroom:



Use: We use the imperative to ask someone to do something. Imperative is formed with the base form of the verb.

Be quiet. / Guarda silencio.
Don't speak Spanish in the classroom. * / No hables español dentro del salón.

III. Order the letters to discover some common instructions used during the English class. An example is provided.












- | | |
|---|------------------------|
| 1. Kolo ta eht darbo Look at the board | 2. Nistel..... |
| 3. Tewri | 4. Tis wond |
| 5. Iosec royu kosob | 6. Dare het extt |
| 7. Kapes | 8. Lakt ni sapir |
| 9. nepo oyru sokob | 10. Danst up |

Adapted from: Mitchell, H.Q., New Let's Speed up. MM Publications. USA. 2011.



Now, listen to audio 1 to check your answers. Click here [Audio 1](#).

IV. Match the instructions with the correct picture.

1. Work in teams. (D)	 A
2. Open your book. ()	 B
3. Close your book. ()	 C
4. Listen to the instructions. ()	 D
5. Don't speak Spanish. ()	 E
6. Sit down. ()	 F
7. Stand up. ()	 G
8. Talk about ()	 H
9. Turn to page. ()	 I
10. Write. ()	 J
11. Look at the board. ()	 K









NOMBRAR OBJETOS DEL SALÓN DE CLASE.



READING.

V. Read the text and circle the words related to school objects.

What do you have inside your backpack?

<p>1.Planner</p>  <p>A planner can help you to organize your projects, essays and exams. You can schedule appointments and meetings and important dates.</p>	<p>2. Notebooks</p>  <p>Notebooks go beyond simply taking notes. Notebooks are especially great because you retain more information when you write something down versus typing it on a laptop.</p>
<p>3. Binders</p>  <p>Keep loose papers and assignment sheets organized in binders.</p>	<p>4. Pens and Pencils</p>  <p>If you have notebooks, you're obviously going to require something to write in them. I feel like pens are self-explanatory.</p>
<p>5. USB</p>  <p>These little devices can backup your homework, projects, essays, and notes so you never lose them! Make sure to keep a USB with you at all times.</p>	<p>6. Highlighters</p>  <p>An effective tool for studying. If you're making notes by hand, use a highlighter to spotlight important topics.</p>
<p>7. Pencil Case</p>  <p>Where else do you expect to keep your pens, pencils USB, and highlighters?</p>	<p>8. Textbooks</p>  <p>You can go to the school book store to purchase your textbooks, or you can order them online.</p>

Adapted from 25 Items You Need In Your Backpack For Back to School available at <https://blog.studentlifenetwork.com/2020/09/09/25-items-need-backpack-school/>

- ☐ Look at the objects that you can see in a classroom or inside your backpack.



Now, study the dialogues.

English
Student: What's "regla" in English? Teacher: Ruler.
Student: What's the meaning of "sharpener"? Teacher: Sacapuntas.

VI. Check the objects that you remember to have seen in a classroom. Point out as well the objects you have inside your backpack and add two more things to the list.

<input type="checkbox"/> binder	<input type="checkbox"/> e-board	<input type="checkbox"/> laptop	<input type="checkbox"/> shelf
<input type="checkbox"/> text books	<input type="checkbox"/> e-marker	<input type="checkbox"/> notebook	<input type="checkbox"/> speakers
<input type="checkbox"/> calculator	<input type="checkbox"/> eraser	<input type="checkbox"/> pen	<input type="checkbox"/> tablet
<input type="checkbox"/> chair	<input type="checkbox"/> glue stick	<input type="checkbox"/> pencil	<input type="checkbox"/> usb
<input type="checkbox"/> desk	<input type="checkbox"/> headphones	<input type="checkbox"/> pencil case	<input type="checkbox"/>
<input type="checkbox"/> digital projector	<input type="checkbox"/> highlighters	<input type="checkbox"/> sharpener	<input type="checkbox"/>

EL ARTÍCULO INDEFINIDO A/AN

- ☐ Read the examples.

I am **a** good student. / Yo soy un buen estudiante.
 She is **an** excellent teacher. / Ella es una excelente maestra.
 That is **an** expensive school bag. / Esa es una mochila cara.
 This is **a** cheap backpack. / Ésta es una mochila barata.



USE: We use the indefinite article before a singular countable noun when we refer to something generally or for the first time.

a + consonant	an + vowel
a book / un libro	an umbrella / una sombrilla
a pen / una pluma	an electronic board / un pizarrón electrónico
a horse / un caballo	an orange / una naranja
a man / un hombre	An ordinary man / un hombre común
a hotel / un hotel	an actress / una actriz
a + the sound /ju:/	an + silent h
a unicorn / un unicornio	An hour / una hora

You can find more information on this topic at: <https://www.aprenderinglesgo.com/diferencia-articulos-ingles-a-an-5319>.

VII. Circle the correct answer.

- a) I need **1.** a/an eraser and **2.** a/an pen, please!
- b) Here you are.
- a) This is **3.** a/an great classroom, we have **4.** a/an e-board, **5.** a/an projector and two speakers.
- a) Your school bag is a mess!
- b) Yes, I have some pencils, **6.** a/an eraser, **7.** a/an sharpener and **8.** a/an glue stick, I can't find!

VIII. Complete a-j with a or an. What is it?

- | | |
|---------------------------------|-----------------------------------|
| a) It's e-board. | b) It's shelf. |
| c) It's dictionary. | d) It's stapler. |
| e) It's USB memory stick. | f) It's overhead projector. |
| g) It's floppy disk. | h) It's cassette. |
| i) It's university. | j) It's old vinyl record. |



IX. Order the words or phrases to create a logical sentence.

- a) is / biography / "Becoming" / an / intimate and inspiring / by Michelle Obama
.....
- b) an / is / "The Lord of the Flies" / ironic, devastating story
.....
- c) has / interesting / "Read, Listen and Interact. English IV" / an / variety of topics
.....
- d) is / "Like water for Chocolate" / recipes and home remedies / wonderful novel that offers / a /
.....
- e) "Romeo and Juliet" / a / against / takes / social convention / valiant stand
.....

X. Write some examples of:

- a) A good politician:
- b) An excellent teacher:
- c) A good and cheap restaurant:
- d) An amazing movie:
- e) A highly recommendable web site:

If you consider that you need to carry out more exercises on the topic, you can do it on the page 'Estudiar inglés-online.com' available on <https://www.estudiaringles.online/ejercicios-a-an/>

HABLAR DE PROFESIONES Y OCUPACIONES.

Read the dialogues and identify the jobs.

1. A) What do you do? B) I'm a **teacher**.
2. A) What do you do? B) I'm an engineer.
3. A) Are you singers? B) No, We aren't. We are actors.

What do you do? Listening



VOCABULARY

 Police officers	 Bus driver	 Cook	 Doctor	 Nurse
 Pilot	 Sales person	 Taxi driver	 Waiter	 Waitress

You can verify the pronunciation on the following site: <https://www.wordreference.com/es/translation.asp?tranword=>







XI. You will listen to 10 different occupations – Complete the words. In order to ease the activity, the first letter of each is given. Click on [Audio 2](#)

Adapted from: Mitchell, H.Q. New Speed Up. MM Publications, USA, 2011.

- | | | | |
|------------------------|-----------|-----------|------------|
| 1. Sales person | 4. p..... | 7. w..... | 10. n..... |
| 2. w..... | 5. t..... | 8. b..... | |
| 3. d..... | 6. p..... | 9. c..... | |

DIRIGIR LA ATENCIÓN AL CAMBIO ORTOGRÁFICO DE SUSTANTIVOS SINGULARES A PLURALES.

VOCABULARY. Look at the pictures and read the examples: **How many are there?**

<p>1 door</p>  <p>6 doors</p> 	<p>1 notebook</p>  <p>4 notebooks</p> 	<p>1 desk</p>  <p>6 desks</p> 	<p>1 hamburger</p>  <p>9 hamburgers</p> 	<p>1 pen</p>  <p>16 pens</p> 
<p>1 diary</p>  <p>9 diaries</p> 	<p>1 watch</p>  <p>2 watches</p> 	<p>1 tomato</p>  <p>3 tomatoes</p> 	<p>1 shelf</p>  <p>5 shelves</p> 	<p>1 woman</p>  <p>3 women</p> 

The general rule for making the plural form is: Singular noun + s. Study the examples:

1 notebook – 3 notebooks / 1 cuaderno – 3 cuadernos

1 toy – 3 toys / 1 juguete – 2 juguetes

1 image – 20 images / 1 imagen – 20 imágenes

Some nouns form their plurals in different ways:

- ☐ Singular noun ending in **consonant + 'y'**, the **'y'** changes to **'i'** before adding **'es'**. **Example:**
 1 puppy – 2 puppies 1 cherry – 12 cherries
- ☐ Singular noun ending in **'s', 'sh', 'ch', 'x', or 'z'**, add **'es'**.
 1 class – 2 classes 1 dress – 2 dresses
 1 sandwich – 3 sandwiches
- ☐ Singular noun ending in **'f' or 'fe'** (sometimes) the **'fe'** changes to **'ve'** before adding **'s'**.
 Loaf – loaves Life – lives
 Thief – thieves Handkerchief – handkerchieves

- ☐ There are some common irregular plural forms:

Foot – feet
Tooth – teeth
Fish – fish

child – children
person – people
goose – geese

man - men
mouse - mice
woman – women

You can find more information on this topic at: <http://www.learnenglishfeelgood.com/sp/ingles-nombres-plurales1.html>,
<https://www.learnenglishfeelgood.com/nouns-plural-form2.html>,

XII. Write the plural of these nouns:

- a) cat _____ b) window _____ c) car _____
d) foot _____ e) shelf _____ f) child _____
g) bus _____ h) tax _____ i) life _____

Aprendizaje 2

Identifica y utiliza expresiones de uso frecuente para saludar, despedirse y presentarse a sí mismo, de manera oral y escrita.

INICIAR LA COMUNICACIÓN EN EL AULA / SALUDOS Y DESPEDIDAS.

Here, we will show you the most common greetings and farewells used in English; review, repeat and above all practice them.

XIII. Match each phrase with its translation.

- | | |
|-------------------|---------------------------|
| a) Good afternoon | (e) Hola |
| b) Goodbye | () Buenos días |
| c) Good evening | () ¿Qué onda?, ¿Qué tal? |
| d) Good morning | () Hola, oye |
| e) Hello | () Buenas tardes |
| f) Hey | () Buenas noches |
| g) See you later | () Adiós |
| h) What's up? | () Te veo más tarde. |

XIV. Read the following dialogues and circle the greetings and farewells

A: Hello, Frank. How are you? B: I'm fine and you? A: I'm very well, thanks.	A: Good afternoon. I'm Jennifer Smith. B. Nice to meet you, Mrs.* Smith. A: Please call me Jenn.
A: Hello, I'm Oscar Gomis. I'm a new student here. B: Hi! My name is Robert Suzuki. A: I'm sorry, What's your last name again? B: S-U-Z-U-K-I.**	A: Hi! B: Hey! What's up? A: Not much. B: Good to see you. Are we in the same class? A: No, I don't think so. B: OK. See you later. A: Goodbye.

*Remember: In English, the titles Mr., Mrs. and Miss are used.

Mr. / Señor Mr. Richards / El Sr. Richards
 Mrs. / Señora Mrs. Arozqueta / La Sra. Arozqueta
 Miss / Señorita Miss Garza / La Srita. Garza
 **How do you spell your name?

- ☐ Now try producing the right pronunciation of the English alphabet – make use of the phoneme below the letter.

Aa	Bb	Cc	Dd	Ee	Ff	Gg
[eɪ]	[bi:]	[si:]	[di:]	[i:]	[ɛf]	[dʒi:]
Hh	Ii	Jj	Kk	Ll	Mm	Nn
[eɪtʃ]	[aɪ]	[dʒeɪ]	[kʰeɪ]	[ɛl]	[ɛm]	[ɛn]
Oo	Pp	Qq	Rr	Ss	Tt	Uu
[oʊ]	[pʰi:]	[kʰu:]	[ɑɪ]	[ɛs]	[ti:]	[ju:]
Vv	Ww	Xx	Yy	Zz		
[vi:]	[ˈdʌbəl ju:]	[ɛks]	[waɪ]	[zi:]		

XV. To check whether your pronunciation is the right one, listen to audio 3. [Audio 3.](#)



From: Mitchell, H.Q. New Let's Speed Up MM Publications, USA 2011.

PRONOMBRES PERSONALES

- ☐ Read the conversation carefully. Pay special attention to the personal pronouns underlined and in bold. Look at their use to deal with a different person.

Kate: Hi, guys! How are you?
 John: Not bad.
 Kate: This is Mary. She is a new student.
 Tom: Hello, Mary.
 Mary: Hi, what's your name?
 Tom: I am Tom and this is my best friend John. He is an excellent soccer player.
 Mary: Nice to meet you.
 John: Nice to meet you, too, Mary. How old are you?
 Mary: I am sixteen.
 John: Ah, so you are in the 10th grade.
 Mary: That's right. What grade are you in?
 Tom: We are in the 11th grade.
 Mary: So, we aren't classmates.
 Tom: No, Oh, well, welcome to Belmont High school, Mary.
 Mary: Thanks. Bye now. See you later.
 John: Goodbye.

Adapted from: Mitchell, H.Q. New Let's Speed Up. MM Publications, USA. 2011.

- The personal pronouns in English are: I, you, he, she, it, we, and they. These pronouns are used as the subjects of the verbs, and they are usually placed before the verb.
- **Study the personal pronouns:**



Pronombres personales	Personal pronouns	
Yo	I	1ª persona / Singular
Tú	You	2ª persona / Singular
Él	He	3ª persona / Singular
Ella	She	3ª persona / Singular
Ello	It	3ª persona / Singular
Nosotros	We	1ª persona / Plural
Ustedes	You	2ª persona / Plural
Ellos	They	3ª personal / Plural

XVI. Circle the correct Word.

1. My boyfriend's grandfather is a farmer. **I / he/ we** has a farm in Texas.
2. New York is a big city in the USA. **You / It / They** is an amazing city.
3. This is Cleo. **I / You / She** is from Buenos Aires.
4. Can you see that tall woman? **I / She / We** is my aunt Stella.
5. Listen to me, please: My name is Claudia. **I /You /They** am your new Art teacher.

XVII. Complete the sentences with the correct personal pronoun (I, you, he, she, it, we or they).

Nota: El siguiente vocabulario te será útil para resolver el ejercicio. Posteriormente, dicho tema te será presentado ampliamente. Who? / ¿Quién?, Where? / ¿Dónde?

 <p>1.A: Who's he? B: ____ is Enrique Peña Nieto.</p>	 <p>2.A: Who's she? B: _____ is Angélica Rivera.</p>	 <p>3.A: Where are you? B: _____ are in our classroom.</p>
 <p>4.A: Who's ____? B: ____ is H_____ L_____</p>	 <p>5.A: What is it? B: ____ is a cup trophy.</p>	 <p>6.A: Who are ____? B: _____ are the champions.</p>

EL VERBO SER O ESTAR (TO BE)

The present tense of the verb 'To be' has three forms: am, is, are. They are used according to the person we speak about. The verb 'to be' in Spanish goes for '*ser/estar*'. The meaning depends on the meaning of the phrase or sentence. Look at the verb 'to be' on the following conversation.

Kate: Hi, guys! How **are you**?
John: Not bad.
Kate: This **is** Mary. **She is** a new student.
Tom: Hello, Mary.
Mary: Hi, what's your name?
Tom: **I am** Tom and this is my best friend John.
He is an excellent soccer player.
Mary: Nice to meet you.
John: Nice to meet you, too, Mary. How old **are you**?
Mary: **I am** sixteen.
John: Ah, so **you are** in the 10th grade.
Mary: That's right. What grade **are you** in?
Tom: **We are** in the 11th grade.
Mary: So, **we aren't** classmates.
Tom: No, Oh, well, welcome to Belmont High school, Mary.
Mary: Thanks. Bye now. See you later.
John: Goodbye.

Adapted from: Mitchell, H.Q. New Let's Speed Up. MM Publications, USA. 2011.

Uses: a) Verb to be is used to give information about the identity or qualities of a person or thing.

- ☐ I am a high school student. / Yo soy un estudiante de preparatoria
- ☐ I am different than other students. / Yo soy diferente a otros estudiantes
- ☐ She is a new student. / Ella es una nueva estudiante.
- ☐ He is an excellent soccer player. / Él es un excelente jugador de fútbol.
- ☐ It is a good High school. / Es una buena preparatoria.

b) Verb to be is also used to talk about age:

a: ¿Qué edad **tienes***? / How old **are you**?

b: **Tengo** 16. / **I am** sixteen.

a: y ¿Qué hay de Sandy, ¿Cuántos años **tiene***? / What about Sandy, how old **is she**?

b: Ella **tiene*** 18 pero su hermano **tiene*** solo tres. / **She is** 18 but her brother is only three.

☐ En los ejemplos anteriores que hablan sobre la edad, es **importante** que te des cuenta que el verbo *to be* se traduce en español como **tener**.

Form: To be is an irregular verb. Study these forms.

Español	Inglés		Español	Inglés	
	Afirmativo	Contracción		Negativo	Contracción
Yo soy, estoy	I am	I'm	Yo no soy, estoy	I am not**	I'm not
Tú eres, estás	You are	You're	Tú no eres, estás	You are not	You aren't
Él es, está	He is	He's	Él no es, está	He is not	He isn't
Ella es, está	She is	She's	Ella no es, está	She is not	She isn't
Es, está	It is	It's	No es, está	It is not	It isn't
Nosotros somos, estamos	We are	We're	Nosotros no somos, estamos	We are not	We aren't
Ustedes son, están	You are	You're	Ustedes no son, están	You are not	You aren't
Ellos son, están	They are	They're	Ellos no son, están	They are not	They aren't
Interrogativo			Interrogative		
¿Eres tú? ¿Estás tú?			Are you?		
¿Es él? ¿Está él?			Is he?		
¿Es ella? ¿Está ella?			Is she?		
¿Es? ¿Está?			Is it?		
¿Somos nosotros? ¿Estamos nosotros?			Are we?		
¿Son ellos? ¿Están ellos?			Are they?		

*The question is formed by putting the verb before the subject.

** You form the negative with not.

PALABRAS INTERROGATIVAS.



How many interrogative words in English you remember? Here are the most common:

What? / ¿Qué?

Why? / ¿Por qué?

Where? / ¿Dónde?

Who? / ¿Quién?

When? / ¿Cuándo?

How? / ¿Cómo?

XVIII. Complete the dialogues with what, where, who, when or how.

- A: _____ is your favorite sport? B: I love soccer.
- A: _____ is the toilet? B: It's over there.
- A: _____ are you? B: I'm fine and you?
- A: _____ are they? B: They are my cousins.
- A: _____ time is it? B: It's three o'clock.
- A: _____ is the party? B: It's on Friday.

XIX. Angie is at a job interview. Write the questions for the following answers.

- | | |
|----------|--------------------------|
| 1.? | My name is Angie Chain. |
| 2.? | I'm from England. |
| 3.? | I'm 20 years old. |
| 4.? | I'm a web site designer. |
| 5.? | I'm single. |



READING.



XX. Read the following dialogue between students from different parts of the world. They are talking over their personal information. Underline any form of the verb 'To be' you find in the dialogue.

- Amy: Kurt, where are you from?
Kurt: I am from Aberdeen and you?
Amy: I am from England. What about Daniel? Is he American, too?
Kurt: No, he isn't. He is from México.
Amy: Really?
Kurt: Yes, his* parents are from Monterrey. Unfortunately, they are not married any more. They're divorced. Her mom lives in Monterrey and her* dad lives in México City.
Amy: It is a difficult situation for him but they often celebrate Christmas together.

XXI. Read again the conversation and answer the following questions:

- 1) Where is Kurt from? _____
- 2) Where is Amy from? _____
- 3) Is Daniel American? _____
- 4) Where are Daniel's parents from? _____
- 5) Are Daniel's parents married? _____

*Recuerda que los **adjetivos posesivos** en inglés son my, your, his, her, its, our y their, más adelante se te explicarán ampliamente.

XXII. Complete the dialogues with the correct form of the verb to be: am, is or are.



1. A: Who's he? B: He _____ Barack Obama.
2. A: Who's he? B: He _____ Donald Trump.
3. A: Who's she? B: She _____ Selena Gómez.
4. A: Who are they? B: They _____ my friends.
5. A: Where are you? B: I _____ at school.

XXIII. Order the words to create some dialogues.

1. A: happy / you / are / ? _____
B: I'm / not / No _____
2. your / English class / at night / is / ? _____
B: at / the / yes / in / it's / 8 o'clock / evening _____
3. A: father / he / is / your / ? _____
B: isn't / uncle / He's / my / No / he _____
4. A: they / ? / Who / are _____
B: my / they / cousins / are _____

XXIV. Complete the dialogues. Choose a,b or c.

- I. A: 1 _____ Rafael Nadal from Mexico?
a) Am b) Is c) Are d) Be
- B: No, he 2 _____. He 3 _____ from Spain.
2 a) am b) isn't c) are d) be
3 a) am b) is c) are d) be
- II. A: What 4 _____ your favorite subject?
a) am b) is c) are d) be
- B: My favorite subject 5 _____ Chemistry
a) am b) is c) are d) be

XXV. Complete with: *am, is, are, 's, 're, 'm, aren't or isn't*.

- A: 6 _____ you from England?
B: No, I 7 _____. I 8 _____ from the USA.
A: 9 _____ Mary an engineer?
B: No, she 10 _____.

ADJETIVOS POSESIVOS

Read the following conversations carefully. The possessive adjectives are in bold to identify them easily.



A: Who's he?

B: He's Marc, **my** new classmate, **his** father is from Italy, **his** name is Luigi and **his** mom is from Mexico, **her** name is Guadalupe. We are together all day long, **our** teachers are Mr. Smith, Mrs. Jolly and Ms. Thomas.

A: And who are they?

B: They are Elizabeth and Gerardo, they are my cousins, they live with us because **their** parents work in a different country.

Use: Possessive adjectives are used before a noun to show a relationship between one person or thing and another.

What's **your** name? / ¿Cuál es **tu** nombre?

My name is Magnolia. / **Mi** nombre es Magnolia.

Wow, **His** new car is really expensive! / Wow, ¡**Su** carro nuevo es realmente caro!

Their favorite subject is Chemistry. / **Su** materia favorita es Química.

These are the forms:

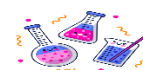
Possessive adjective	Spanish	Possessive adjective	Spanish
My	Mi	Its	Su (de ello)
Your	Tu	Our	Nuestro / nuestra
His	Su (de él)	Your	Su (de ustedes)
Her	Su (de ella)	Their	Su (de ellos)

XXVI. Fill in the blanks with the correct possessive adjective.

- Dogs usually bark to warn owners about dangerous people.
- My English teacher uses experience and knowledge to help students.
- Parents always try to support children.
- Do you like reality shows? What is opinion about them?
- My cousin has a new job! It's a good one! salary is amazing!.

XXVII. Fill in the blanks with the correct form of verb to be and/or the correct pronoun then check your answers with the answer key.

Sun Hee: Hey, David: How 1. _____ it going?
David: Fine, thanks, How 2. _____ you?
Sun Hee: Pretty good. So 3. _____ your classes interesting this semester?
David: Yes, 4. _____ are. I really love Chemistry.
Sun Hee: Chemistry? 5 _____ you and Beth in the same class?
David: No, 6. _____ aren't. My class 7. _____ in the morning.
8. _____ class is in the afternoon.
Sun Hee: Listen. 9 I _____ on my way to the cafeteria now.
Are 10. _____ free?
David: Sure. Let's go.



Now, check your answers using the answer key.

Taken from: Richards, J. Interchange. China. Cambridge University Press.

Aprendizaje 3

Localiza información específica para extraer datos personales de textos orales y escritos.

APLICAR LECTURA Y ESCUCHA GLOBAL Y SELECTIVA SOBRE INFORMACIÓN PERSONAL.

READING.

XXVIII. Read the text and underline any form of verb to be.

Kim is 15 years old. She is from the USA. She has a cat and two dogs. Their names are Kuno, Shiva and Becker. Kuno is 10 years old; Shiva and Becker, the puppies, are 1 year old. Kim is a student and she has a part-time job. She is a waitress in her mom's restaurant. Mara and Jason are Kim's parents. They are divorced.

XXIX. Read again and answer T (true) or F (false)

- | | | |
|---|---|---|
| 1. Kim has two cats and a dog. | T | F |
| 2. Kim's cat name is Kuno. | T | F |
| 3. Kim's cat is a kitten. | T | F |
| 4. She works in a Japanese restaurant. | T | F |
| 5. Her father is married with her mother. | T | F |



READING. XXX. Read the text and answer the questions with full sentences.

PERSONAL INFORMATION



Name: Alice O'Connor.

Address: 76 Apple Road, London SW1, England.

Nationality: American.

Age: 30

Marital Status: Married.

Occupation: Chef (Dreams Restaurant).

Hobbies: Social networks: Facebook, Instagram, etc. and basketball.

Family: Father-doctor, mother-teacher, brother-engineer.

Adapted from: Jones, C. (2000). Look Ahead Workbook 1. Spain. Longman.

1. How old is Alice?
2. Where is she from?
3. Is she an engineer?
4. What's her mother's occupation?
5. Is Alice single?

She is 30 years old.

LISTENING.  Audio 4.

XXXI. Listen to the audio and write the questions. Click on [Audio 4](#).

1. What's your first name?

2.

3.

4.

5.

6.

7.

8.

9.
-

.....

.....

.....

.....

.....

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.....

.....

Now, listen again to check your answers.

XXXII. Answer the questions using your own information.

Aprendizaje 4
Solicita y proporciona sus datos personales y los de otros para comunicarse en el aula, de manera oral y escrita.

SOLICITAR Y PROPORCIONAR INFORMACIÓN PERSONAL

WRITING. 
OPTION 1

XXXIII. Complete the chart with the information you get from two friends.

<div><input type="checkbox"/></div> <div><div>Last name</div><div>First name</div><div>Age</div><div>Address</div><div>Phone number</div><div>Post code</div><div>E-mail address</div></div>	<div><input type="checkbox"/></div> <div><div>Last name</div><div>First name</div><div>Age</div><div>Address</div><div>Phone number</div><div>Post code</div><div>E-mail address</div></div>
--	--

Adapted from: Saslow, J. (2006). Top Notch Fundamentals. USA. Pearson Longman.

SPEAKING  **OPTION 1**

XXXIV. Interview a classmate based on the former questions. Remember you can find support at the media library in case you find no one to be interviewed; there you will always find someone that can help you. Record your interview in your cell phone.

1. How do you spell your last name? _____
2. How are you? _____
3. How old are you? _____
4. Where are you from? _____
5. What is your address? _____
6. What's your profession? _____
7. What is your e-mail*? _____
8. What's your favorite sport? _____
9. What grade are you in? _____
10. Who's your favorite actor? _____
11. What's your profession? _____

☐ You will need the following words to supply your e-mail address.

robertmendez@gmail.com

@ = at . = dot / = slash (-) = hyphen (_) = underscore

WRITING  **OPTION 2**

XXXV. Time to write. Think of an important person to you and write a 60 – 80- word paragraph about her in English. It can be your parents, your siblings, your friend or a favorite person. Include their age, nationality, occupation. Note: It is essential to make use of the verb *To be* and some of the themes of the unit.

MY FAVORITE PERSON



En la sección de expresión escrita en tu examen extraordinario se utilizará una tabla como la siguiente (rúbrica) para verificar que tu escrito tiene lo necesario. Asegúrate que tu escrito tenga lo que se pide.

Inglés I Expresión Escrita Nivel de desempeño A1	4 puntos Excelente	3 puntos Bueno	2 puntos Regular	1 punto Poco	Cero Nulo
1.Tema (hablar de los temas solicitados).					
2.Vocabulario (incluye un vocabulario básico pero variado relacionado con el tema).					
3.Coherencia (utiliza palabras para enlazar ideas de manera correcta y los signos de puntuación).					
4.Uso de la lengua (utiliza las estructuras lingüísticas de manera adecuada).					
5.Ortografía (cuida la correcta escritura de las palabras).					









SPEAKING.  **OPCIÓN 2**

XXXVI. Read aloud your written part and record your voice making use of your cellphone. Remember to be careful with your pronunciation, intonation, etc.

☐ **IMPORTANTE.** Si necesitas ayuda, no olvides que puedes acudir a la mediateca del plantel y solicitar asesoría. Para evaluar tu producción oral se utilizará una tabla como la siguiente (rúbrica). Revisala para cumplir con lo que se pide.

Inglés I Expresión Oral Nivel de desempeño A1	4 puntos Excelente	3 puntos Bueno	2 puntos Regular	1 punto Poco	Cero Nulo
1.Expresión y coherencia (utiliza frases sencillas para hablar del tema solicitado , se permiten errores básicos).					
2.Interacción (comprende e intercambia información con intervenciones breves).					
3.Pronunciación (utiliza adecuada pronunciación de las estructuras lingüísticas y vocabulario básicos con algunos errores).					
4.Uso de la lengua (utiliza las estructuras lingüísticas adecuadas y vocabulario necesario con errores).					
5.Fluidez (uso de expresiones breves con pausas y recursos no verbales).					

Autoevaluación Unidad 1

Después de haber terminado esta unidad, ahora yo puedo...	
identificar y utilizar expresiones comunes en el salón de clases de manera oral y escrita.	 
identificar y utilizar expresiones de uso frecuente para saludar, despedirme y presentarme a mí mism@, de manera oral y escrita.	 
localizar información específica para extraer datos personales de textos orales y escritos.	 
solicitar y proporcionar mis datos personales y los de otr@s para comunicarme en el aula, de manera oral y escrita.	 

UNIDAD 2

Describir a la familia y a los amigos

PROPÓSITO: Al finalizar esta unidad el alumno intercambiará información para comunicar relaciones de parentesco, estados de ánimo, características físicas y rasgos de personalidad de sí mismo y de los demás, de manera oral y escrita.

- Identifica y utiliza vocabulario y frases para describir relaciones de parentesco y estados de ánimo, de manera oral y escrita.
- Identifica características físicas y rasgos de personalidad, en textos orales y escritos breves para reconocer las individualidades.
- Proporciona información sobre estados de ánimo, apariencia física y rasgos de personalidad, de manera oral y escrita para describirse a sí mismo y a otros.
- Intercambia información para comunicar relaciones de parentesco, estados de ánimo, características físicas y rasgos de personalidad de sí mismo y de otros, de manera oral y escrita.

APRENDIZAJE 1

Identifica y utiliza vocabulario y frases para describir relaciones de parentesco y estados de ánimo, de manera oral y escrita.

I. Read the information about The Simpsons and complete the sentences.

1. Bart's father is _____
2. Bart's mother is _____
3. Bart has two pets, a dog and a _____.



In this lesson we will study **the vocabulary for the family** and how to indicate possession using the apostrophe 'S

II. To start with, study the FAMILY VOCABULARY.

Padre	Father	Madre	Mother
Hijo	Son	Hija	Daughter
Esposo	Husband	Esposa	Wife
Abuelo	Grandfather	Abuela	Grandmother
Nieto	Grandson	Nieta	Granddaughter
Tio	Uncle	Tia	Aunt
Sobrino	Nephew	Sobrina	Niece
Padres	Parents	Hijos	Children

Suegro	Father-in-law	Suegra	Mother-in-law
Cuñado	Brother-in-law	Cuñada	Sister-in-law
Yerno (Esposo de una hija)	Son-in-law	Nuera (Esposa de un hijo)	Daughter-in-law

III. Now let's study the use of the apostrophe 'S to indicate possession.

In English to indicate the possession of an object or a family member add the apostrophe 's to the owner before the object or family member. Look at the examples using The Simpsons family.

Bart's father is Homer.

Bart's mother is Marge.

IV. Study the following Rules for the apostrophe 's to show possession.

A. With singular nouns just add the apostrophe 's to the owner. Bart's cat is Snowball II.

B. When the noun is singular and it ends with an "s", just add the apostrophe 's at the end.

Charles' car is big.

C. When the noun is plural and ends with an "s" just add the apostrophe ' at the end.

The boys' dog is big.

D. If a plural noun doesn't end in "s," add an apostrophe + "s" to create the possessive form.

The children's dog is big.

V. To practice the use of this apostrophe look at the following examples about The Simpsons family.

Bart is Homer's son.

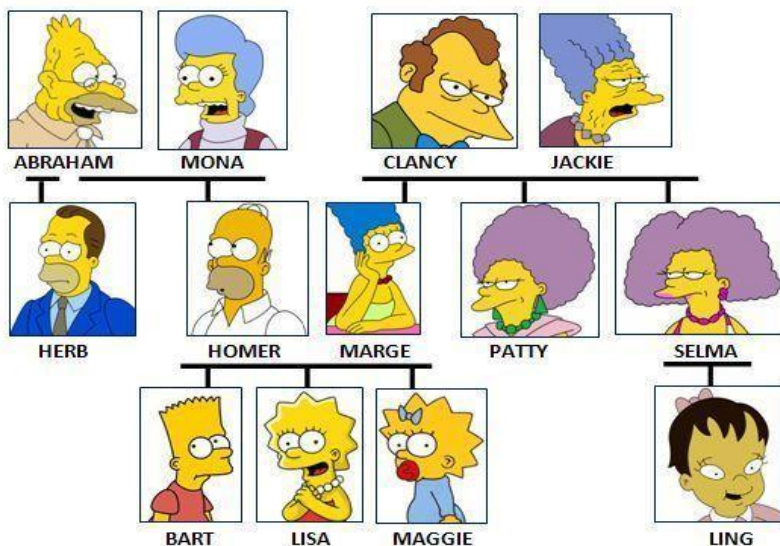
Bart is Lisa's brother.

Bart is Abraham's grandson.

VI. Look at The Simpsons Family tree and underline the correct option.

1. Homer is Bart's *father/son*.
2. Homer is Marge's *wife/ husband*.
3. Lisa is Bart's *sister/ brother*.
4. Lisa is Marge's *son/ daughter*.
5. Marge is Homer's *sister / wife*.
6. Marge is Maggie's *sister / mother*.
7. Abraham is Bart's *grandson/ grandfather*.
8. Lisa is Selma's *daughter/ niece*.

THE SIMPSONS

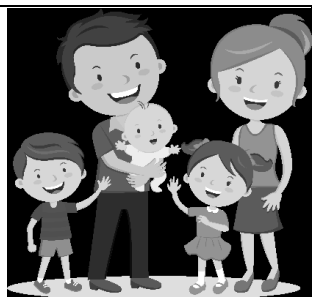


You can practice and study more about this topic in the following link:

<https://www.englishexercises.org/makeagame/viewgame.asp?id=453>

VII: Complete Luisa's family description. Use the words in the box.

Luisa sister brother mother father



This is my family and this is me. My name is _____.
This is my _____. Her name is Helen. This is my _____,
his name's William This is my big _____,
his name's Sam and this is my baby _____. Her name's Emma.

Taken

from: [https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/The_family/Family_test_nv381fr](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/The_family/Family_test_nv381fr)

VIII. Now write a similar text about your family.

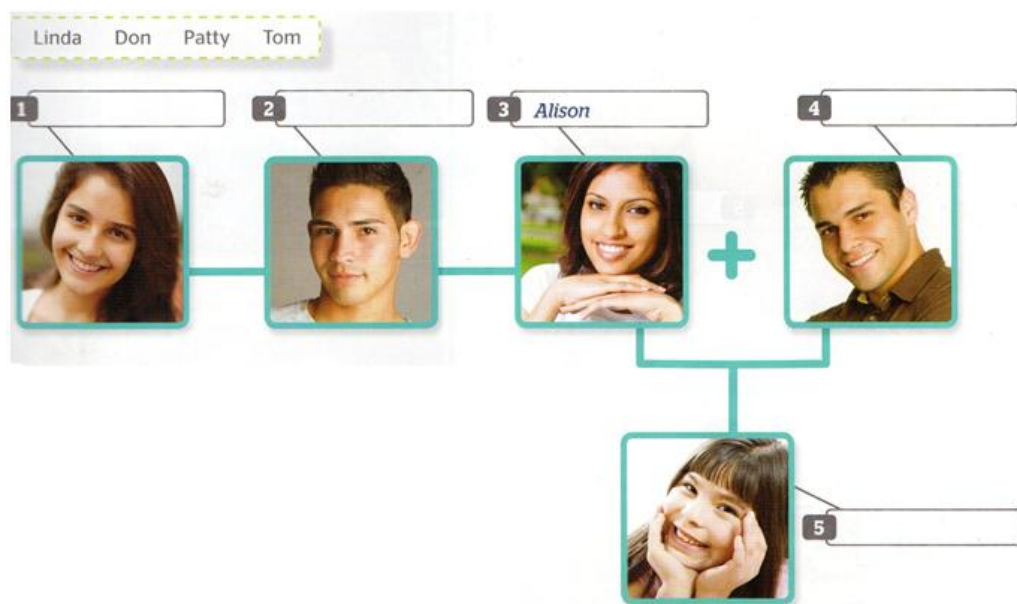




Audio 5

IX. Listen to three short conversations and complete Alison's family tree with the names in the box.

Click on [Audio 5](#)



Taken from "The English Hub 1", mm publications 2014

X. Read the following conversation.

A: Do you have a big family?

B: No, I don't. I have a small family. (or) Yes, I have a big family.

A: Really! Tell me about your family.

B: Well. I have two brothers and one sister. My father's name is Jose and my mother's name is Maria.

A: And, How old is your father?

B: He's 45 years old,

A: And, How old is your mother?

B: She's 40 years old.

XI. Answer the following questions with your personal information and try to have a similar conversation like the previous with a teacher .

1. Do you have a big family?

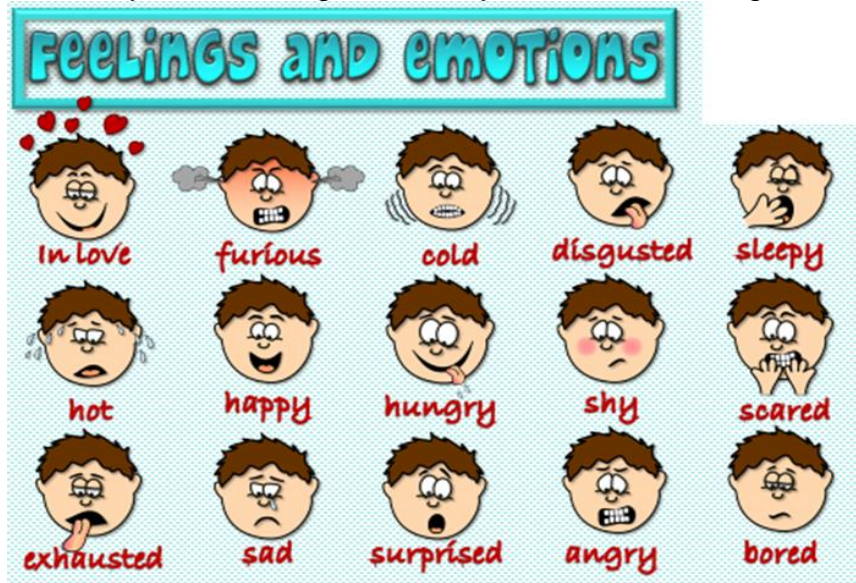
2. How old is your father?

3. How old is your mother?

APRENDIZAJE 2

Identifica características físicas y rasgos de personalidad, en textos orales y escritos breves para reconocer las individualidades.

XII. Study the following vocabulary to describe feelings and emotions.



Taken from

<https://en.islcollective.com/download/english-esl-powerpoints/vocabulary/emotions/feelings-and-emotions-game/19791>

XIII. Study the following vocabulary to make physical descriptions of people.

PICTIONARY

physical description



FACE



square



round



long/oval

AGE



young



middle-aged



old

HAIR



long/straight



wavy



medium length



short



curly



spiky



bald

BUILD



tall



medium height



short



fat



well-built



slim



thin/skinny

OTHER FEATURES



freckles



beard



moustache



goatee



pigtails/braids



ponytail



ugly



cute/pretty



attractive/beautiful



handsome

Taken from: <https://www.pinterest.pt/pin/494059021602311102/> 19 de noviembre de 2019

To describe someone physically we usually mention certain characteristics like:

Height Weight Hair length and style Facial features, and others

Now study the following vocabulary.

Height (Altura)

Short (bajo) - Medium height (estatura media) - Tall (alto)

Weight(Peso)

Skinny (Muy delgado) - Thin (Flaco) - Slim (delgado) - Medium weight (Peso medio) - chubby (regordete) - fat (gordo) - overweight (sobrepeso) - obese (obeso)

Hair Length (Largo del cabello)

Short (corto) - Medium length(mediano) - Long (Largo)

Hair Style (Estilo de cabello)

Straight (Lacio) - Wavy (Ondulado) - Curly (Chino)

Facial Features (Rasgos faciales)

Beard (Barba) - Moustache (Bigotes)

Other Features (Otros rasgos)

Mole (Lunar) - Scar (cicatriz) - Wrinkles (arrugas) Freckles- (pecas)

To describe someone's hair use this order:

Largo + Estilo + Color + Cabello

For example:

- Michael has short curly black hair. (Miguel tiene el cabello oscuro chino y corto)
- Mary has long wavy brown hair. (Mary tiene el cabello ondulado café y largo)

When giving physical descriptions, the two most common verbs to use are **BE** and **HAVE**. But it's very important that you study when to use each of them.

We use **BE** for: height, weight, skin color.

For example:

- I **am** not very old, tall and thin.
- My sister **is** young, short and slim.
- My father **is** middle-aged, tall and strong.

We use **HAVE** for: hair (length), hair (style), hair (color) and facial features. But don't forget that: You use HAVE with: I, you, we, they and HAS with: he, she, it.

For example:

- I **have** short brown hair , brown eyes and a beard.
- My sister **has** long wavy brown hair and brown eyes.
- My father **has** short curly brown hair and a moustache.

When you want to ask about someone's physical appearance use the following questions:

- What do you look like?

I am tall and thin. I have short brown hair and brown eyes.

- What does **he/ she** look like?

What does your father look like?

He is short and plump. He has short curly brown hair and a moustache.

What does your best friend look like?

He is tall and plump. He has long black hair and brown eyes.

- What do **they** look like?

What do your parents look like?

My father is tall and plump, he has long black hair and brown eyes, My mother is short and thin and she **has** long wavy brown hair and brown eyes.

XIV. Look at the following Simpsons characters and choose the correct adjectives that describe them.



Mr. Burns



Ned Flanders



Smithers

1. What does Mr. Burns look like?

Mr. Burns is old/ young , skinny/ strong and not very tall, and he has short white hair.

2. What does Ned Flanders look like?

Ned Flanders is old/ middle-aged and tall, he has short brown hair, glasses and a moustache/beard..



3. What does Smithers look like?

Smithers is young/old and thin/fat , he has short spiky hair and glasses.




XV. Complete the following descriptions. What do they look like?



1. Barney Gumble is not very tall and _____, and he has _____ straight brown hair.

	<p>2. Otto Mann is _____ and thin, and he has _____ dark wavy hair.</p>
	<p>3. Edna Krabappel is short and thin, and she has long straight brown _____.</p>

XVI. Complete the following descriptions.

	<p>1. Ralph is _____ and _____ and he has _____ hair.</p>
	<p>2. Willie is _____ and _____, and he has _____ hair and a _____.</p>
	<p>3. Chief Wiggum is _____ and _____, and he has _____ hair.</p>

XVII. Now study the following vocabulary to describe someone's PERSONALITY. Use your dictionary if you are not very sure about the meaning of some words.



Taken from: <https://www.slideshare.net/mrswteaches/personality-adjectives-79414142>

Now when you want to make the description of personality use the following questions:

<ul style="list-style-type: none"> What are you like? <p>I am organized and shy.</p>
<ul style="list-style-type: none"> What is he/ she like? <p>What is your father like? He is polite and helpful. What is your best friend like? He is very friendly and lazy.</p>
<ul style="list-style-type: none"> What are they like? <p>What are your parents like? My father is polite and helpful and my mother is friendly and talkative.</p>

PAY ATTENTION and **DON'T FORGET** to use the questions:

- What **do** you **look like**? For physical descriptions
- What **are** you **like**? For description of personality.

APRENDIZAJE 3

Proporciona información sobre estados de ánimo, apariencia física y rasgos de personalidad, de manera oral y escrita para describirse a sí mismo y a otros.



XVIII. Read the following text and answer the questions.



1. How old is Melissa?
2. Is she tall?
3. Is she fat?

Ejercicio tomado de: Evans, Virginia, Dooley, Jenny.. "Upload US 1", Express Publishing, 2009

The previous text includes personal information about a friend, now it's your turn.



XIX. Write a similar text about your best friend, practice the text saying it aloud and ask a teacher to give you some feedback about your text and about your pronunciation if possible.

MY BEST FRIEND.

Aprendizaje 4

Intercambia información para comunicar relaciones de parentesco, estados de ánimo, características físicas y rasgos de personalidad de sí mismo y de otros, de manera oral y escrita.

Now in this last stage of this unit, we are going to incorporate the previous grammar aspects and vocabulary to create texts, so that you can make good descriptions about yourself, your family and friends.



XX. Speaking

Answer the following questions about yourself, your family and friends.

You can share this information with a friend or a teacher in mediateca.

1. What do you look like?
2. What are you like?
3. Do you have a big family?
4. How many brothers and sisters do you have?
5. Who's your best friend?
6. What does he/she look like?
7. What is he/she like?
8. What are his/her favorite things?



XXI. Now create a text using the previous answers and divide it in three main paragraphs:

- Yourself.

- Your family









- Your best friend,

Utiliza las tablas (rúbricas) para evaluar tu producción oral y escrita que se incluyen al final de la **unidad 1** para verificar lo que se te evaluará en tus escritos y tu producción oral.

Ask a teacher in mediateca to check your text and help you with an interview.

Autoevaluación Unidad 2

Después de haber terminado esta unidad...

Ahora yo puedo...	
identificar y utilizar vocabulario y frases para describir relaciones de parentesco y estados de ánimo, de manera oral y escrita.	 
identificar características físicas y rasgos de personalidad, en textos orales y escritos breves para reconocer las individualidades.	 
proporcionar información sobre estados de ánimo, apariencia física y rasgos de personalidad, de manera oral y escrita para describirme a mí mism@ y a otr@s.	 
intercambiar información para comunicar relaciones de parentesco, estados de ánimo, características físicas y rasgos de personalidad de mí mism@ y de otr@s, de manera oral y escrita.	 

UNIDAD 3

Describir la casa y las pertenencias

Propósito: Al finalizar la unidad serás capaz de intercambiar información para describir partes y artículos de la casa, así como las relaciones de pertenencia entre el objeto y el propietario, de manera oral y escrita.

Aprendizajes:

- Identifica y utiliza expresiones para describir habitaciones, mobiliario y objetos de uso personal, de manera oral y escrita.
- Proporciona y solicita información sobre la existencia de habitaciones, mobiliario de una casa y objetos de uso personal, de manera oral y escrita.
- Identifica las relaciones de pertenencia en textos orales y escritos para reconocer el objeto y a su propietario.
- Intercambia información sobre objetos personales para identificar a su propietario, de manera oral y escrita.

Aprendizaje 1

Identifica y utiliza expresiones para describir habitaciones, mobiliario y objetos de uso personal, de manera oral y escrita.

VOCABULARY RELATED TO THE HOUSE

For the description of a house we need to study the following vocabulary about common rooms and objects in it.

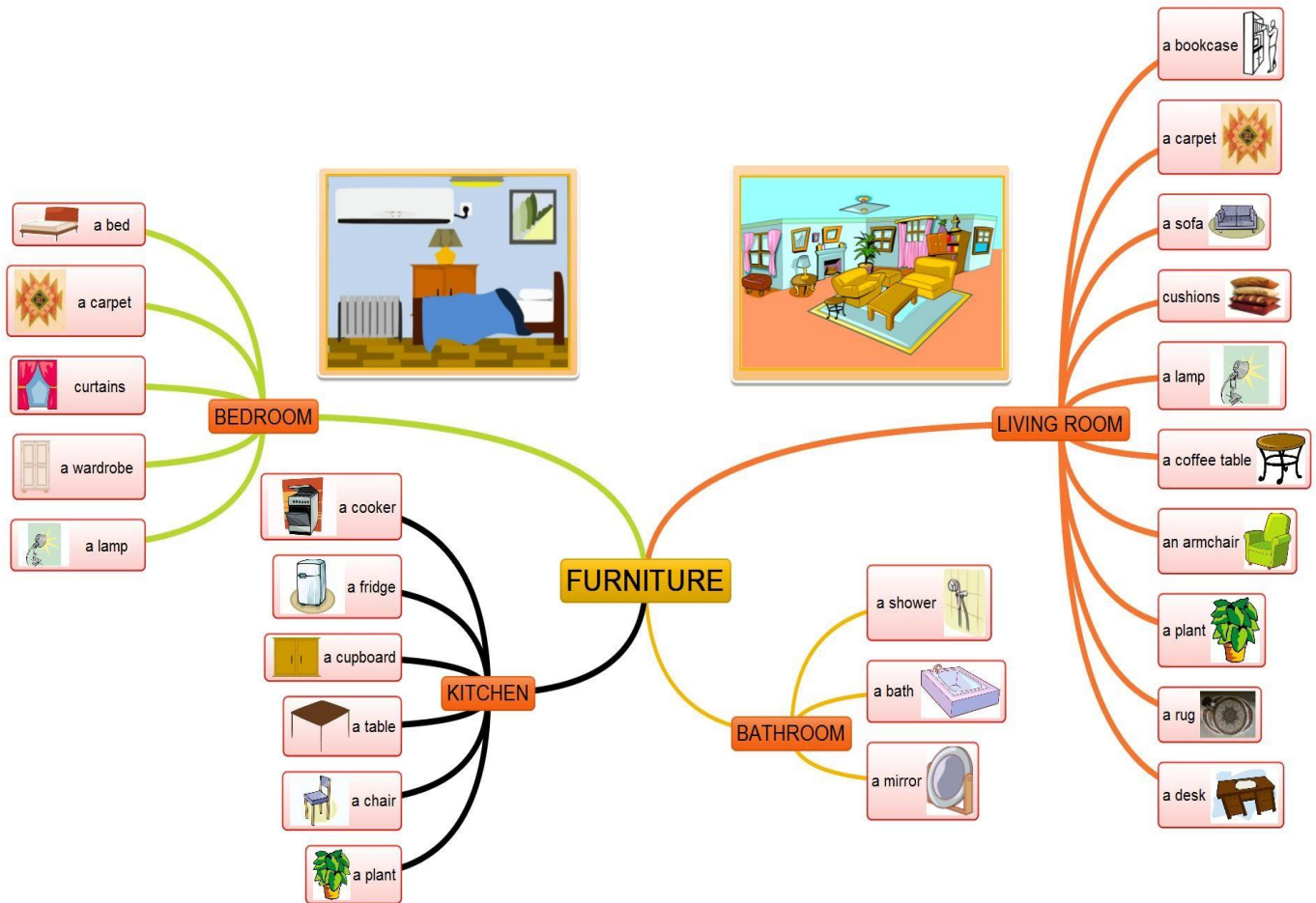


Imagen tomada de: http://www.engames.eu/wpcontent/uploads/2013/12/FURNITURE_MindMap.png

I. Match the images in the following chart with their corresponding name.

STAIRS (A) _____	A RUG (D) _____	PILLOWS (G) _____	A BOOKCASE (J) _____
A COOKER (B) _____	A FRIDGE (E) _____	A WARDROBE (H) _____	A BATHTUBE (K) _____
A DINING ROOM (C) _____	A LAMP (F) _____	AN ARMCHAIR (I) _____	A LIVING ROOM (L) _____

1 	2 	3 	4 
5 	6 	7 	8 
9 	10 	11 	12 

Imágenes con licencia de Creative Commons.







Go to the following links to practice more vocabulary related to the house:

<http://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/home>

https://agendaweb.org/vocabulary/house_furniture-exercises.html

Here you have common household appliances (electrodomésticos). Do you know their names? Use your dictionary for new words.

HOUSEHOLD APPLIANCES / ELECTRODOMÉSTICOS

1 	2 	3 
4 	5 	6 
7 	8 	9 
10 	11 	12 



Imágenes tomadas de <https://www.learn-english-have-fun.com/images/household-electronics2.jpg>

II. Match the images with their corresponding name.

electric fan (A)_____	air conditioner (F)_____	refrigerator (K)_____
upright vacuum cleaner (B)_____	iron (G)_____	water heater (L)_____
washing machine (C)_____	clothes dryer (H)_____	dish washer (M)_____
desk lamp (D) _____	stove and oven (I)_____	vacuum cleaner (N)_____
flat screen television (E)_____	sewing machine (J)_____	range hood (O) _____

Go to these links for more practice with vocabulary related to household appliances.

<https://www.english-learn-online.com/vocabulary/electronic-devices/learn-electronic-devices-vocabulary-inenglish/>
<https://7esl.com/household-appliances-vocabulary/>

Which is your favorite room at home? What color are the walls?

Read carefully the description about Linda's favorite place at home. Pay attention to the use of *there is* and *there are*.

Linda's favorite place at home

My favorite place at home is my bedroom. The walls are pink and yellow, my favorite colors! I like to read and get relaxed in my bedroom every afternoon. I have a brown wardrobe and **there is** a beautiful bedside table next to my bed. **There is** also a purple sofa and **there is** a pink carpet. My puppy really likes the carpet. On the walls, **there are** some posters of my favorite artists and singers. **There are** some books and magazines on a bookshelf and **there is** a computer on a small desk. On my bed, **there are** two big pillows and several cuddle bears. I love my bedroom!

THERE IS / THERE ARE

Usamos las estructuras **there is** / **there are** para expresar la existencia de algo o alguien.
Usamos **there is** con sustantivos singulares y **there are** con sustantivos plurales. Por ejemplo;

There is a flower pot on the table. / Hay un florero sobre la mesa.
sustantivo singular

There are some pencils in the drawer. / Hay algunos lápices en el cajón.
sustantivo plural

Es posible hacer una contracción de **there is** a **there's**. Sin embargo, no se puede hacer una contracción de **there are**.

Es importante recordar que, cuando realizamos un listado de objetos, utilizamos **there is** si la primera palabra de la lista está en singular. Si la primera palabra está en plural, utilizamos **there are**.

Ejemplos: **There is** a sofa, a bedside table and a wardrobe in my bedroom. /
Hay un sofa, un mesa de noche y un ropero en mi recámara.

There are two windows and a mirror in the bathroom. /
Hay dos ventanas y un espejo en el baño.

Look at the chart with the affirmative, negative and interrogative forms for THERE IS / THERE ARE.

SINGULAR	PLURAL
<i>Afirmativo</i>	<i>Afirmativo</i>
There is a cupboard in the kitchen. There's a study in my grandparent's house.	There are some big stairs next to the living room. There are many flowers in my aunt's garden
<i>Negativo</i>	<i>Negativo</i>
There is not a T.V in the guests' room. There isn't a dresser in my bedroom.	There are not paintings on the walls. There aren't any children in the yard.
<i>Interrogativo</i>	<i>Interrogativo</i>
Is there a fireplace in your living room? Yes, there is. Is there a washing machine in the basement? No, there isn't.	Are there any children in your apartment building? Yes, there are. Are there any plants in the balcony? No, there aren't.

Recuerda que...

Utilizamos el artículo indefinido **a/an** para indicar algo o a alguien en singular. El artículo **a** se usa con sustantivos cuyo sonido inicial es una consonante, mientras que **an** se usa con sustantivos que comienzan con un sonido vocálico.

Ejemplos: There is **an** armchair in the living room.
 There isn't **a** microwave oven in the kitchen.

Con palabras como university, uniform, horse, hospital, entre otras, se debe considerar el sonido inicial consonántico. Para estos sustantivos, utilizamos el artículo **a**. Ej. There is **a** university in my neighborhood.

Por último, no es lo mismo **There is** y **It is**. Por ejemplo:

There's a key in the drawer. / Hay una llave en el cajón.
It's the key to my bedroom. / Es la llave de mi cuarto.

III. Read the description of a house and underline the correct option.



(1) **It's/ There's** a very beautiful house and it (2) **isn't/there isn't** far from my old neighborhood. (3) **They are/There are** four rooms and (4) **they are/there are** very big. (5) **There's/It's** a modern kitchen and (6) **there are/they are** three bathrooms. (7) **It isn't/There isn't** a bathtub in the bathroom, but (8) **there's/it's** a big and original mirror. The garden is full of plants and flowers so, in my opinion, (9) **it's/there's** the best place in the house. (10) **It's/There's** a wardrobe and a rug in each room, and (11) **there are/they are** three balconies with lots of plants in the house. (12) **They are/There are** just amazing. I really love this house!

IV. Complete the sentences with *There is / There are* in affirmative, negative or interrogative forms.

1. _____ two cushions in the living room.
2. _____ a carpet in the living room.

3. _____ three chairs in the bedroom.
4. _____ an armchair in the living room?
5. _____ two beds in the bedroom?
6. _____ two books in the bedroom?
7. _____ a bookcase in the living room?



V. Complete the sentences with *There is* or *There are* in affirmative, negative or interrogative form.

1. _____ a heat or air conditioning in your friend's apartment? Yes, _____ only a heat.
2. How many glasses are there in the cupboard? _____ six glasses.
3. _____ any tickets for the movie at 5:00 pm, but _____ tickets for the 8:00 pm. movie.
4. _____ a fireplace in the living room? No, _____.
5. How many mirrors _____ in your room? _____ only one.
6. _____ a blender and a toaster in the cupboard, just a coffee maker and a mixer.
7. Do you have any jacket in your closet? Yes, _____ two leather jackets. I like them a lot!
8. In our neighborhood, _____ any movie theaters, but _____ many parks. I like to go to the park with my family every weekend.

READING



Which is your favorite room? Why? Is it similar to the room in the text below?

MY FAVORITE ROOM

My house is quite large. It has four bedrooms, three bathrooms, a kitchen, a study, a living room, a dining room, a special games room and a big front and back garden. My favorite is my bedroom. I love it because it is the only room in my house where I can lock myself away from the rest of the world. After a long hard day, all I want to do is go up to my cosy bedroom and either listen to some mellow music, or lie down, unwind and watch a bit of T.V. or maybe even a relaxing film. This room is very special to me because I have inhabited it for over fifteen years. It is a part of me. It is full of my personal possessions and it has been decorated with my fair hands.

So what does this special room look like? Well, it's quite big, but not huge. It's big enough to hold a double bed, which leans against the back wall of the room. There is a sofa bed, which leans against the left wall in the room. In front of the bed there is a dressing table with a large mirror. This is the place where I sit every morning and dry my hair and put on my make-up. Either side of the dressing table there are two wardrobes.

The wardrobe on the right is the one I use daily, the one on the left is full of disused toys, games, clothes and books. A bit messy! My television and video recorder are on a shelf above the dressing table. Also on this shelf, there is a selection of my favorite videos: *Pretty Woman*, *Dirty Dancing* and *Austin Powers*. On the left hand side of my bed, to the left of the door, there is a chest of drawers and on top of the chest I have my stereo. Scattered around the room, I have photos of my friends and family. These photos bring back memories of happy times spent.

Texto tomado de: <https://www.aulafacil.com/cursos/ingles/first/reading-my-favourite-room-l22875>

VI. Answer True (T) or False (F).

1. There are two bedrooms and a kitchen in the house. _____
2. There is a study and a games room in the house. _____
3. There is a dressing table in front of a mirror. _____
4. The dressing table is between two wardrobes. _____
5. There are videos in a drawer in the dressing table. _____
6. There is a recorder under the television. _____
7. There is a stereo on top of the chest of drawers. _____

LISTENING



Audio 6

Mrs. Goodings is describing her house to Bradley and Joanna, who want to rent it. Listen to the conversation attentively. Answer the question. Click on [Audio 6](#)

VII. Which are the three rooms Mrs. Goodings shows Bradley and Joanna?

VIII. Listen again and answer True (T) or False (F).

1. Mrs. Goodings always eats in the kitchen. _____
2. Joanna doesn't like the living room. _____
3. There isn't a washing machine in the kitchen. _____
4. There's a hole in the ceiling of the kitchen. _____
5. Joanna likes the windows in the living room. _____
6. There isn't a TV in the living room. _____
7. There are three bedrooms upstairs. _____
8. Bradley forgets about the hole in the bathroom ceiling. _____

Tomado y adaptado de Latham-Koenig C. y Oxenden C. (2013) American English File 1. Workbook. 2nd edition, Oxford University Press, p. 53.

Continue practicing the use of *there is* / *there are* on line:

https://agendaweb.org/grammar/there_is_are-exercises.html
https://www.englisch-hilfen.de/en/exercises/various/there_is_there_are.htm

Aprendizaje 2

Proporciona y solicita información sobre la existencia de habitaciones, mobiliario de una casa y objetos de uso personal, de manera oral y escrita.

GRAMMAR

In the conversation below, David asks Maria for suggestions about his new office.

Pay attention to the use of prepositions.

Do you know the meaning of these prepositions?

David: I have a new office now...

Maria: That's great! Congratulations.

David: I'll need a desk and some cabinets. How many cabinets are there in your office? }

Maria: I think there are four cabinets **in** my office.

David: And do you have any furniture in your office?

Maria: Oh yes, I have a sofa and two comfortable armchairs.

David: Are there any tables in your office?

Maria: Yes, I have a table **in front of** the sofa.

David: Is there a computer in your office?

Maria: Oh yes, I keep a laptop **on** my desk **next to** the phone.

David: Are there any flowers or plants in your office?

Maria: Yes, there are a few plants **near** the window.

David: Where's your sofa?

Maria: The sofa is **in front of** the window, **between** the two armchairs.

David: Thanks a lot for your help, Maria. This gives me a good idea of how to arrange my office.

Maria: My pleasure. Good luck with your decorating!

Diálogo tomado y adaptado de: Beare, Kenneth. "Dialogue: What's in Your Office?" ThoughtCo, Feb. 11, 2020, [thoughtco.com/dialogue-whats-in-your-office-1210087](https://www.thoughtco.com/dialogue-whats-in-your-office-1210087).

A fin de proporcionar información sobre la existencia de mobiliario y electrodomésticos en una casa, es necesario revisar el uso de algunas preposiciones de lugar en inglés.

PREPOSICIONES DE LUGAR (ON, IN, AT, BETWEEN...)

Las preposiciones de lugar sirven para indicar dónde se localiza una persona u objeto o dónde se lleva a cabo una acción.

Existen varias preposiciones de lugar en inglés. Las siguientes son algunas de las más comunes.

<p>La preposición ON (SOBRE)</p> <p>Ejemplo: The glass of milk is on the table. (El vaso de leche está sobre la mesa)</p> <p>La preposición NEXT TO (A LADO DE)</p> <p>Ejemplo: The blender is next to the microwave. (La licuadora está al lado del microondas)</p>	<p>La preposición IN (EN, DENTRO)</p> <p>Ejemplo: My blouse is in the washing machine. (Mi blusa está en la lavadora)</p>	<p>La preposición UNDER (BAJO)</p> <p>Ejemplo: Jack's sneakers are under the armchair. (Los tenis de Jack están bajo el sofá)</p>
<p>La preposición AT (EN)</p> <p>Ejemplo: Her friend is at the airport. (Su amiga está en el aeropuerto)</p>	<p>La preposición BETWEEN (ENTRE)</p> <p>Ejemplo: The dishwasher is between the stove and the fridge. (El lavaplatos está entre la estufa y el refrigerador)</p>	<p>La preposición BEHIND (DETRÁS DE)</p> <p>Ejemplo: The vacuum cleaner is behind the sofa. (La aspiradora está detrás del sofá)</p>

IX. Look at the following image and complete the sentences with the correct option.











Imagen tomada de: https://ae01.alicdn.com/kf/HTB1eN7nXnfN8KJfSZFq6xGvpXaT/New-Arrive-Hot-Sale-cartoon-kitchen-Photo-Backdrops-Photo-Studio-Computer-Painted-baby-Background-wall-XT.jpg_640x640.jpg

1. The cooking pot is _____ the stove. (**next to/ behind/ in/ on**)
2. The microwave is _____ the refrigerator. (**between/ next to / on / under**)
3. The dishes are _____ the dishwasher. (**at/ on / under/ in**)

4. The table is _____ two chairs. (**behind/ next to/ at / between**)
5. The blender is _____ the cupboard. (**in / under / behind / on**)
6. The kettle is _____ the table. (**between/ on / next to/ at**)
7. The frying pans are _____ the wall. (**at / under / behind / on**)
8. The kettle is _____ two cups of coffee. (**behind/ at / on/ between**)

X. Write two sentences for each image. Use a preposition in each sentence. Start the second sentence with *There is* or *There are*. Look at the example.

 <p>1. Four children are at the park.</p> <p><u>There are four children at the park.</u></p>	 <p>2. _____</p> <p>_____</p>	 <p>3. _____</p> <p>_____</p>	 <p>4. _____</p> <p>_____</p>
 <p>5. _____</p> <p>_____</p>	 <p>6. _____</p> <p>_____</p>	 <p>7. _____</p> <p>_____</p>	 <p>8. _____</p> <p>_____</p>

READING



XI. Read Mary's description. Then choose the correct option to complete the sentences.

This is Mary. She's fifteen. She's got long brown hair and brown eyes. Her ears are small and her cheeks are chubby.

She gets up at 7 o'clock in the morning, has a shower, gets dressed and has breakfast. She usually has a toast and coffee. She doesn't like cheese. Then Mary goes to school. She travels by bus. She has lunch at school with her friends. They sometimes have pizza and milkshake. After the lessons they play in the park and they like flying a kite. Mary goes home at 5pm. She has dinner with her mother and father. Her mother likes cooking! Mary goes to bed at 10pm.

The girl lives in the city. There is a swimming pool next to her house but her school is far. There are lots of shops and supermarkets in her street. There is a café behind her house and Mary goes there on the weekend with her family.



There is a market in front of her house. There are a lot of fruit. She likes eating watermelons and mangoes but she doesn't like grapes. She likes vegetables.

Now the girl is in her bedroom. It's big. There are two windows, there is a wardrobe in the room and there is a desk next to the window. There is a chair next to her desk. Now her room is a mess! There are her jeans on the floor and there is one sock on the sofa and one sock on the lamp. Her mother gets angry. She says: You can't go to the park, please tidy up your room! Put those jeans in the wardrobe and find the socks!

Tomado y adaptado de: https://en.islcollective.com/resources/printables/worksheets_doc_docx/reading_comprehension/body-parts/83653

1. There is a ... next to her house.
a) a supermarket b) a swimming pool c) a shop
2. There are ... in her street.
a) cafés and markets b) shops and supermarkets c) swimming pools.
3. There is ... behind her house.
a) a park b) a café c) a restaurant
4. There is ... in front of her house.
a) a market b) a school c) a shop
5. There are ... in her bedroom.
a) a desk and two wardrobes b) a sofa and two lamps c) two windows and a desk
6. There are ... on the floor in her bedroom.
a) jeans b) shoes c) socks
7. There are... on the sofa and on the lamp.
a) clothes b) jeans c) socks

WRITING

XII. Which is your favorite room at home? Where are your personal objects? Describe your favorite room. Do not forget to mention where your personal objects are. Use Mary's description as an example. (Write 40-50 words).

Revisa los aspectos de tu escrito que se evaluarán en el examen extraordinario mediante la siguiente lista de cotejo de evaluación de la expresión escrita.

Inglés I Expresión Escrita Nivel de desempeño A1	4 puntos Excelente	3 puntos Bueno	2 puntos Regular	1 punto Poco	Cero Nulo
1. Tema (hablar de los temas solicitados).					
2. Vocabulario (incluye un vocabulario básico pero variado relacionado con el tema).					
3. Coherencia (utiliza palabras para enlazar ideas de manera correcta y los signos de puntuación).					
4. Uso de la lengua (utiliza las estructuras lingüísticas de manera adecuada).					
5. Ortografía (cuida la correcta escritura de las palabras).					

Go to the following links for more practice with the use of prepositions of place.

<https://agendaweb.org/grammar/prepositions-exercises.html>

<https://www.ecenglish.com/learnenglish/lessons/in-on-at-prepositions-place>

Aprendizajes 3 y 4

- Identifica las relaciones de pertenencia en textos orales y escritos para reconocer el objeto y a su propietario.
- Intercambia información sobre objetos personales para identificar a su propietario, de manera oral y escrita.

**¿Cuál es tu prenda de vestir favorita? ¿Qué llevas puesto en este momento?
¿Conoces cómo se dicen algunas prendas de vestir en inglés?**

Read the following text carefully and underline pieces of clothes and accessories.

Nadine: What beautiful dresses you have in your closet, Jenny!

Jenny: Thank you. My favorite one is this flowered yellow dress, and it goes very well with those red shoes and this jacket.

Nadine: Are there any skirts or jeans in your closet?

Jenny: Yeah, sure. But I just have two pairs of jeans. I don't like them very much. I prefer casual pants or shorts. What do you think of this light purple coat?

Nadine: Oh, it's fantastic! I have a similar one, but mine is more formal and plainer.

Jenny: And what about these earrings? How do you like them?

Nadine: They're perfect for an elegant dinner. You can wear them with that evening dress and that dark blue scarf.

Jenny: Would you like to go shopping with me tomorrow? I need to buy a trench and a pair of boots.

Nadine: Sure! I need a new blouse and skirt too.

VOCABULARY FOR CLOTHES

Study the vocabulary for common clothes and accessories in the chart. Use a dictionary to get the meaning of new words.

Accesorios		Abrigos		Vestidos/traje	Pantalón
earrings	hat	coat	fur coat	dress skirt	trousers
necklace	belt	trench cloak	waistcoat	evening dress	jeans
gloves scarf	tie	raincoat	jacket	suit	shorts
	sunglasses				
Camisas		Ropa para dormir		Zapatos	Ropa interior
shirt		pajamas		shoes	bra
blouse top		dressing gown nightdress		sneakers	panties
T-shirt				sandals	socks underpants
				boots	

XIII. Write the English equivalent for each of these words:

- | | | |
|----------------------|--------------------|------------------|
| 1.bufanda: _____ | 2.zapatos: _____ | 3.vestido: _____ |
| 4.pantalones _____ | 5.collar: _____ | 6.camisa: _____ |
| 7.falda: _____ | 8.playera: _____ | 9.botas: _____ |
| 10.calcetines: _____ | 11.sombrero: _____ | 12.blusa: _____ |

Study the information in the chart about adjectives to describe material, color, pattern and size for clothing.

MATERIAL	COLOR		PATRÓN	OTROS ADJETIVOS
cotton: algodón denim: mezclilla leather: piel silk: seda wool: lana polyester: poliéster	LIGHT: claro DARK: oscuro	blue orange yellow purple green red brown	polka dot: lunares stripped: rayado check: cuadros printed: estampado flowered: floreado plain: liso	small: pequeño large: grande medium: mediano casual: informal formal: formal old fashioned: pasado de moda trendy: a la moda

LISTENING Audio 7

XIV. Do you like to go shopping? How often do you buy clothes? Tom's father tries to convince him to try on some clothing items. Listen attentively to the following conversation and choose the correct option. Click on [Audio 7](#)

1. Which color does Tom like better? a. blue b. green c. he's not sure
2. Tom needs a fitting room. a. TRUE b. FALSE
3. Which size fits Tom? a. Size 'S' b. Size 'M' c. Size 'L'
4. There are no ... sweaters in the a. green b. brown c. gray store.
5. The sale ends... a. today b. tomorrow c. Monday
6. Tom doesn't want to wear... a. gloves b. a sweater c. a scarf

Audio tomado de: <https://www.allthingstopics.com/clothing-and-fashion.html>

Check these links for more practice with clothing vocabulary:

<https://agendaweb.org/vocabulary/clothes-exercises.html>

<https://www.spanishdict.com/guide/clothing-vocabulary-in-spanish>

Observa ahora el uso de los pronombres posesivos y de la palabra interrogativa *Whose* en los siguientes diálogos.

<p>1. <i>Carol: Whose</i> bracelet is this?</p> <p><i>Susie:</i> Oh, it's mine.</p> <p><i>Carol:</i> It's lovely! And whose are these earrings?</p> <p><i>Susie:</i> I think they're my sister's.</p>	<p>2. <i>Marian: Who</i> lives in that yellow house?</p> <p><i>Lily:</i> That's Mrs. McCarthy's house. Our house is over there.</p> <p><i>Marian:</i> Your house is big and beautiful.</p> <p>Mine is very small.</p> <p><i>Lily:</i> But I think yours is charming.</p>
<p>3. <i>Patty: Whose</i> trainers are these? They're cool!</p> <p><i>Nick:</i> I'm not sure. I think they're Toby's.</p> <p><i>Patty: Who's</i> Toby?</p> <p><i>Nick:</i> He's my best friend. I don't think the trainers are his. And whose is this jacket?</p> <p><i>Nick:</i> This is mine.</p>	<p>4. <i>Gaby: Whose</i> car is that? Is it yours? <i>Bob:</i> No, it's not mine. That car is my father's. This is mine.</p> <p><i>Gaby:</i> I like it. My husband wants to buy a car because ours is too small.</p>

PRONOMBRES POSESIVOS

A fin de poder indicar las relaciones de pertenencia para reconocer el objeto y su propietario, es necesaria la utilización de los **adjetivos demostrativos** (this/that/those/these); los adjetivos posesivos y los pronombres posesivos.

Si bien recuerdas, los **adjetivos posesivos** acompañan a un sustantivo. Por ejemplo: **My suit** is trendy (Mi traje está a la moda); **Her shorts** are yellow (Sus shorts son amarillos); **Our ties** are printed (Nuestras corbatas están estampadas).

Los **pronombres posesivos** se utilizan para indicar quién es el poseedor de algo y reemplazan al sustantivo al que hacen referencia. Estudia la siguiente tabla.

Pronombres personales	Adjetivos posesivos	Ejemplos	Pronombres posesivos	Ejemplos
I	My	This is my blouse	Mine	Mine (<i>my blouse</i>) is light green
You	Your	Your scarf is plain	Yours	I think yours (<i>your scarf</i>) is beautiful.
He	His	That is his T-shirt	His	I like his . (<i>his T-shirt</i>)
She	Her	Her hat is old fashioned.	Hers	Hers (<i>her hat</i>) is big and modern.
It	Its	Its house is small.	-----*	-----
We	Our	These are our socks.	Ours	Those are ours . (<i>Our socks</i>)
You	Your	Your dresses are striped.	Yours	Yours (your dresses) are flowered.
They	Their	Their wool suits are casual.	Theirs	Theirs (their suits) are more classic.

*En el caso del pronombre **it**, se evita el uso del pronombre posesivo, a menos que se utilice con la palabra **own**. Por ejemplo:

My dog has many toys. Those toys are **its**. (Incorrect)

We love our dog a lot. It has a house of **its own**! (Correct)

XV. Underline the correct option.

1. Where is **my** / **mine** pajamas? I think it's under the pillow.
2. The turtle has **its** / **it's** food at several times of the day.
3. Jolene's sunglasses are cool, and **hers** / **her** dresses are trendy too.
4. The neighbors' new car is very expensive, but **our** / **ours** car is more eco-friendly.
5. Boys! Don't play with those toys. They aren't **your** / **yours**!
6. Our suits are brown but **theirs** / **their** are gray. I definitely prefer **theirs** / **their** suits.
7. Diana's cotton shirt is pink and **her** / **hers** is green.

Conoces la diferencia entre *Who's* y *Whose*. Lee con atención la siguiente información.

WHO'S y WHOSE
En los diálogos anteriores aparecen las palabras interrogativas Who y Whose . ¿Reconoces a qué se refiere cada una de ellas?
Who significa Quién. Por ejemplo: Who's that woman? She's my new boss. (¿Quién es esa mujer? Es mi nueva jefa).
Whose significa De quién. Por ejemplo: Whose necklace is this? It's hers. (¿De quién es este collar? Es de ella).

XVI. Complete the following questions with *Who* or *Whose*.

1. _____ are these gloves? They're Andrea's.
2. _____ is his favorite actress? Corey's favorite actress is Emma Stone.
3. _____ is this golden watch? It's hers.
4. _____ is our new teacher? Her name's Angela.
5. _____ jacket is this? This jacket is his.
6. _____ works from 6:00 to 4:00 pm today? Charles does.
7. _____ is Mrs. Lincoln's husband? Her husband's name is Henry.

XVII. Complete the dialog below. Use possessive adjectives (my, your, her...), possessive pronouns (mine, yours, hers...), and the interrogative words *Who* and *Whose*.

Luis: (1) _____ is your favorite singer?

Charly: My favorite singer is Adele.

Luis: Adele? I don't like (2) _____ music. What about you, Ann?

Ann: I like Sam Mendes. I love (3) _____ songs.

Luis: So, (4) _____ are these concert tickets? Are these (5) _____, Ann?

Ann: Yes, they are (6) _____. Sam Mendes's concert is on Friday. **Charly:** I love (7) _____ music too. Can I go to the concert with you?

Ann: Yeah, sure. Just don't forget to take a raincoat and an umbrella. It'll be a rainy day.

Luis: I don't like Mendes's music very much, but can I go with you too?

Ann: Ok, but listen to (8) _____ album first.

Luis: Hahaha, yeah, I promise!

Check the links below for more practice with the use of possessive pronouns and Who's / Whose.

<https://agendaweb.org/grammar/possessive-pronouns-exercises.html>

https://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_57.htm



How do you organize your clothes in your closet? Read the following article carefully.

What's in Your Closet?

Neil, 25, a graphic designer living in Atlanta, Georgia.

What's the oldest and the newest thing in your closet? The oldest thing are a pair of Adidas sneakers from when I was in high school. The newest item is a natural leather belt.

How are your clothes organized? My closet has three big drawers. My T-shirts are organized by color and are folded in the first drawer. In the second drawer I have my socks and underwear. In the third drawer, I keep my shirts and some sweaters. My jerseys are arranged and hung by sport and favorite team, and my shoes are on the floor.



Paris, 21, a photography student living in London, England.

What's the oldest and the newest thing in your closet? The oldest thing is my favorite yellow dress and is probably ten years old. I still wear it sometimes. The newest thing would be the pair of shiny shoes. I'm definitely obsessed with yellow items, so I have lots of yellow blouses.

How are your clothes organized? Next to my dresses and jackets there are some jeans. I have some accessories and jewelry in a box. I keep some hats and scarves in two more boxes. On top of these boxes, there are some of my favorite bags.

Ruth, 74, a writer living in Los Angeles.

What's the oldest and the newest thing in your closet? The oldest thing in my closet is my wedding dress: a silk skirt and lace jacket. The newest thing in my closet is a pink vest.

How are your clothes organized? My shoes are in two piles on the floor. My wedding dress and some of my hats are on top of the closet. There are some blouses hung next to my dresses. I keep some T-shirts in a drawer and I have some accessories in a small box.

Texto tomado y adaptado de: <https://www.racked.com/2016/12/13/13928862/closets>

XVIII. Answer the following sentences True (T) or False (F).

1. A leather belt is Paris's newest item. _____
2. Neil's shoes are in a big drawer. _____
3. The pink vest is Ruth's. _____
4. Ruth's hats are on top of her closet. _____
5. Neil's underwear is organized by color. _____

XIX. Answer the following questions.

1. Whose is the wedding dress? _____
2. Whose jewelry is in a box? _____
3. Who likes yellow items? _____
4. Whose jerseys are arranged by sport? _____
5. Whose T-shirts are in a drawer? _____

WRITING



XX. What's in your closet? How do you organize your clothes? Write a brief description of your closet or a relative's closet (your mother, sister...) (Write 40-50 words).

Revisa los aspectos de tu escrito que se evaluarán en el examen extraordinario mediante la siguiente lista de cotejo de evaluación de la expresión escrita.

Inglés I Expresión Escrita Nivel de desempeño A1	4 puntos Excelente	3 puntos Bueno	2 puntos Regular	1 punto Poco	Cero Nulo
1. Tema (hablar de los temas solicitados).					
2. Vocabulario (incluye un vocabulario básico pero variado relacionado con el tema).					
3. Coherencia (utiliza palabras para enlazar ideas de manera correcta y los signos de puntuación).					
4. Uso de la lengua (utiliza las estructuras lingüísticas de manera adecuada).					
5. Ortografía (cuida la correcta escritura de las palabras).					

SPEAKING



XXI. A Media Library teacher will ask you to:

- Describe your favorite room at home.
- Describe some of your favorite personal objects.
- Describe your favorite clothing items.

Para evaluar tu producción oral se utilizará una tabla como la siguiente rúbrica.
Revísala para cumplir con lo que se pide.

Inglés I Expresión Oral Nivel de desempeño A1	4 puntos Excelente	3 puntos Bueno	2 puntos Regular	1 punto Poco	Cero Nulo
1. Expresión y coherencia (utiliza frases sencillas para hablar del tema solicitado, se permiten errores básicos).					
2. Interacción (comprende e intercambia información con intervenciones breves)					
3. Pronunciación (utiliza adecuada pronunciación de las estructuras lingüísticas y vocabulario básicos con algunos errores)					
4. Uso de la lengua (utiliza las estructuras lingüísticas adecuadas y vocabulario necesario con errores)					
5. Fluidez (uso de expresiones breves con pausas y recursos no verbales)					

Autoevaluación Unidad 3

Después de haber terminado esta unidad , yo puedo...	
identificar información específica de un texto escrito u oral sobre la existencia de habitaciones, mobiliario y objetos de uso personal.	
reconocer el objeto y su propietario en textos escritos y orales.	
expresar la ubicación de mobiliario en una habitación.	
escribir un párrafo breve para describir una habitación señalando la ubicación de objetos personales en ella.	
proporcionar información sobre mis pertenencias y las de otr@s.	

Unidad 4

Expresar preferencias y necesidades

Propósito: Al finalizar la unidad, el alumno: Interactuará, de manera oral y escrita, para compartir información sobre lo que él y los demás tienen, les gusta, quieren y necesitan, en relación con actividades diversas.

Aprendizajes:

- Localiza información específica para dar a conocer datos de lugares y horarios de actividades de esparcimiento, en textos orales y escritos.
- Solicita y proporciona información específica, de manera oral y escrita, sobre horarios y lugares de actividades de esparcimiento para elegir el de su interés.
- Identifica y utiliza expresiones de manera oral y escrita, para referirse a lo que él y los demás tienen, les gusta, quieren y necesitan, en relación a objetos cotidianos.
- Solicita y proporciona información sobre objetos cotidianos, de manera oral y escrita para comunicar lo que él y los demás tienen, les gusta, quieren y necesitan.

Aprendizaje 1

Localiza información específica para dar a conocer datos de lugares y horarios de actividades de esparcimiento, en textos orales y escritos.



Read the following conversation between two friends about doing something they like on the weekend.

A: There's a Taylor Swift's concert this Saturday. Would you like to go?

B: Sounds great! I love her Reputation album. Are you sure it is this Saturday?

A: Yes. The tickets say July 22nd

B: Where is the concert?

A: It is at the Metlife Stadium in New York.

B: What time is it?

A: The concert starts at 6 o'clock in the afternoon. We have to be there at 5 pm.

B: Why don't we meet 2 hours before the concert at your place?

A: Sure! We can take the subway to the stadium.

B: See you then. Don't forget the tickets.



I. Complete the information

Event: _____

Date: _____

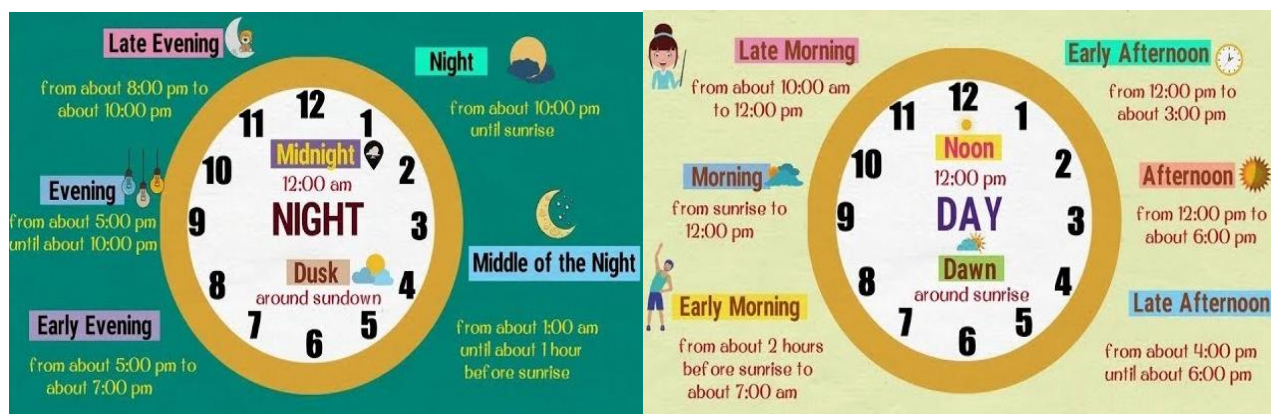
Time: _____

Place: _____

Telling the time, parts of the day, days of the week, months of the year and Seasons

It is important that we know how to talk about time in English as well as the elements connected to it.

Let's check some information.



Modified from: <https://en.islcollective.com/english-esl-worksheets/vocabulary/time/how-tell-time-english/115066>

1 year has 365 **days** divided into 12 **months**,

every month is divided in **weeks**,

each week has 7 **days**

each day has 24 **hours**.

A day can be divided in 4 **parts**.

A year has 4 **seasons**.

A year has 365 days divided into 12 months -**months of the year**-, each month is divided into weeks -**weeks**-, each week has 7 days -**days of the week**- and each day has 24 **hours**. A day can be divided also into 4 parts -**parts of the day**-. There are also 4 **seasons** into a year.

NOTE: It is important to remember that the months of the year and days of the week in English, must be written in **capitals** (**J**anuary, **M**onday) but the parts of the day and seasons of the year are written in **lower case** letters (evening, spring).

Months of the year



January February March April
May June July August September
October November December



Retrieved from: <https://www.printabulls.com/wp-content/uploads/2021/02/Days-of-the-Week-Printable-12-791x1024.jpg>

Parts of the day

MORNING

AFTERNOON

EVENING

NIGHT



Retrieved from: <https://i.pinimg.com/originals/04/8b/34/048b347e2374725c36be0153f1d46660.jpg>

Examples:

I have breakfast **in the morning**.

He does his homework **in the afternoon**.

We usually have dinner **in the evening**.

I never watch TV **at night**.

EXERCISE II.

Modified from: <https://en.islcollective.com/english-esl-worksheets/vocabulary/months/days-months-seasons-exercise/45172>

Write the missing letters of the months of the year.

1. J _ n _ a _ _

2. F _ _ r u _ _ y

3. M _ r c _

4. A _ r _ l

5. M _ _

6. J _ n _

7. J _ l _

8. A u _ u s _

9. S _ _ _ e m _ _ r

10. O c _ o _ _ r

11. N _ v _ m b _ _

12. D e _ _ m _ _ r

EXERCISE III.

Order the words and write down the number that corresponds to the day of the week:

Tudesay → _____

Moandy → _____

Fidray → _____

Wneaddesy → _____

Tdharsuy → _____

Stadaury → _____

Sdauny → _____

EXERCISE IV.

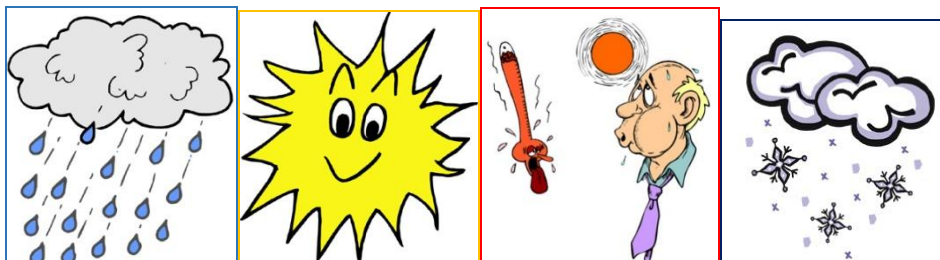
Write the missing letters from the seasons and connect the season to the corresponding image:

__ m m __

a __ u _ n

w _ n _ _ r

s p _ i _ g



Telling the time



In English we use the following expressions when we want to know the time:

Question: **What time is it?**

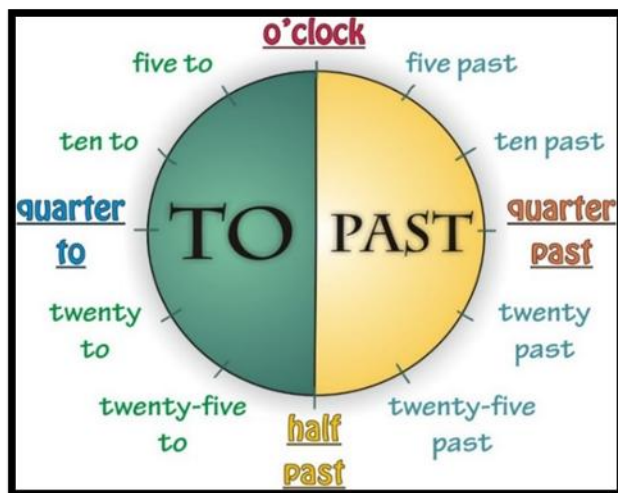
Answer: **It's** _____.

TIME		Normal Use
01:00	It is	One
01:02	It is	Two (minutes) past one
01:11	It is	Eleven (minutes) past one
01:15	It is	(A) Quarter past one
01:27	It is	Twenty seven (minutes) past one
01:30	It is	Half past one
01:36	It is	Twenty four (minutes) to two
01:45	It is	(A) Quarter to two
01:49	It is	Eleven (minutes) to two
01:57	It is	Three (minutes) to two

Modified from: <https://en.islcollective.com/english-esl-worksheets/vocabulary/time/how-tell-time-english/115066>

Look at the image and check the way the clock is divided in order to tell the time.

The clock is divided into two sections: **PAST** (from 12 to 6) and **TO** (from 6 to 12).



Retrieved from: https://en.islcollective.com/preview/201211/f/telling-the-time-classroom-posters-flashcards_37037_1.jpg

Left part of the clock, we use **TO**

Right part of the clock, we use **PAST**.

Sharp time **O'CLOCK**

15 minutes **QUARTER**

30 minutes **HALF or PAST**

The order to express the time is the following:

minutes + **PAST** + hour

Example: 10:25

twenty-five **PAST** ten

minutes + **TO** + hour

Example: 9:48

twelve **TO** ten

EXERCISE V.









Modified from: <https://en.islcollective.com/english-esl-worksheets/vocabulary/telling-time>

Write down the time on the clocks, as in the example:




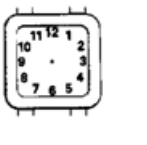






9:45

It's a quarter to ten

1 	2 	3 	4 
It's _____	It's _____	It's _____	It's _____
5 	6 	7 	8 
It's _____	It's _____	It's _____	It's _____

EXERCISE VI.

Draw the hands to the clocks according to the time written:

			
It's quarter to two	It's half past one	It's twenty to eleven	It's ten past three
			
It's nine o'clock	It's quarter past three	It's ten to ten	It's twenty-seven past twelve

LISTENING  Identifying specific information for the movies in an audio. [Audio 8](#)



Retrieved from: <https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSfBiyPVy/Y1q-iFAeruPQSNTpMt6ipbq3iDLtPgFN5Yk1UoOkX&s>

EXERCISE VII.

Listen to the recording “**World of movies**” and do the following exercises. Listen to it as many times as you need to.

Underline the correct answer.

1. The information from the movies is for....
a) Thursday 17th b) Tuesday 7th c) Tuesday 17th
2. “Don’t Open the Door” is shown at...
a) 14:00, 7:00 and 9:00 b) 4:00, 17:00 and 9:00 c) 4:30, 7:00 and 9:00
3. The showing of the films in Room 2 begins at...
a) 5:00 b) 7:30 c) 9:00
4. How much is a ticket for children under 14 years?
a) 2.50 b) 3.50 c) 5.50
5. On which screen is the movie “Lulu” shown?
a) 1 b) 4 c) 2

Modified from: <https://www.esl-lounge.com/student/listening-elementary.php>

Aprendizaje 2 Solicita y proporciona información específica, de manera oral y escrita, sobre horarios y lugares de actividades de esparcimiento para elegir él de su interés.

VIII. Match the following phrases to make invitations for activities that you and your friends like.

Phrases to make invitations

1- Would you like to go to the zoo?	_____	a) ¿Qué te parece ...?
2- Why don't we buy tickets to the concert?	_____	b) ¿Por qué no ...?
3- There is a skateboarding exhibition in the park. Do you want to go?	_____	c) Hay un ... ¿Quieres ir?
4- Let's play basketball.	_____	d) ¿Vamos a ...?
5- What about a movie?	_____	e) ¿Te gustaría ...?

IX. Look at the information about some recreational events and match the information.



Taken from Saslow, J. (2006). Top Notch Fundamentals. USA. Pearson Longman

Questions to collect information

1-What time is the conference? _____	a) About a boy
2-When is the concert? _____	b) \$7
3-Who are the players? _____	c) In the school gym
4-Who is the actor? _____	d) Hugh Grant
5-Which is the movie? _____	e) At eight o'clock
6-Where is the basketball match? _____	f) Brazil and Canada
7-How much are the tickets for the concert? _____	g) On Sunday at half past three

Writing 

X. Write a message to invite a friend to a recreational event. Tell him or her about the event, the time, date and place. (50 to 70 words).

Use the rubric in the following page to check the elements required in your writings

Inglés I Expresión Escrita Nivel de desempeño A1	4 puntos Excelente	3 puntos Bueno	2 puntos Regular	1 punto Poco	Cero Nulo
1. Tema (hablar de los temas solicitados).					
2. Vocabulario (incluye un vocabulario básico pero variado relacionado con el tema).					
3. Coherencia (utiliza palabras para enlazar ideas de manera correcta y signos de puntuación).					
4. Uso de la lengua (utiliza las estructuras lingüísticas de manera adecuada).					
5. Ortografía (cuida la correcta escritura de las palabras).					



XI. Speaking

For a speaking practice you can prepare some questions to ask all the necessary information for a recreational event you would like to go to. Book an appointment with a teacher in mediateca.

Para evaluar tu producción oral se utilizará una tabla como la siguiente (rúbrica). Revísala para cumplir con lo que se pide.

Inglés I Expresión Oral Nivel de desempeño A1	4 puntos Excelente	3 puntos Bueno	2 puntos Regular	1 punto Poco	Cero Nulo
1. Expresión y coherencia (utiliza frases sencillas para hablar del tema solicitado, se permiten errores básicos).					
2. Interacción (comprende e intercambia información con intervenciones breves)					
3. Pronunciación (utiliza adecuada pronunciación de las estructuras lingüísticas y vocabulario básicos con algunos errores)					
4. Uso de la lengua (utiliza las estructuras lingüísticas adecuadas y vocabulario necesario con errores)					
5. Fluidez (uso de expresiones breves con pausas y recursos no verbales)					

Aprendizaje 3

Identifica y utiliza expresiones de manera oral y escrita, para referirse a lo que él y los demás tienen, les gusta, quieren y necesitan, en relación a objetos cotidianos.

Expresar preferencias y necesidades

Verbs *like, hate, want & need*



All the objects that are around us can be categorized into two groups, the ones that are indispensable for life (Needs), and those that are nice and fun, but we can survive without them (Wants).

NEEDS: What we need to survive, be healthy and safe. Eg. water

WANTS: What we would like to have just to enjoy or for fun. Eg. Rubik's Cube.



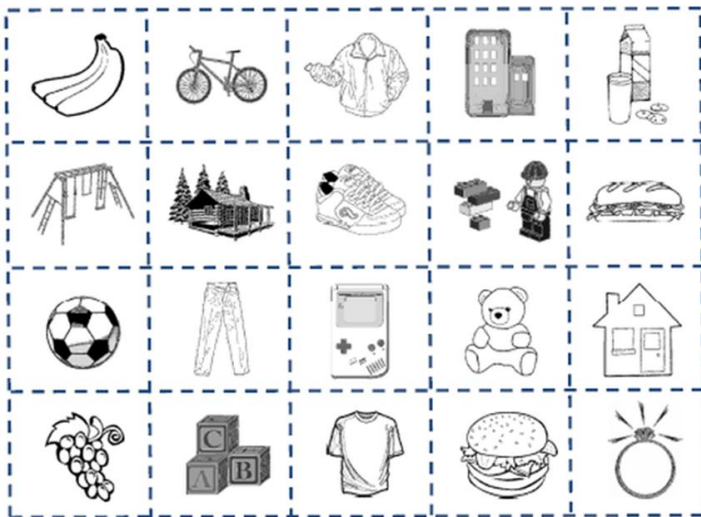
Retrieved from: <https://ecdn.teacherspayteachers.com/thumbitem/Needs-and-Wants-Packet-3518418-1523468777/original-3518418-2.jpg>

Exercise XII.

Look at the table, there are objects that correspond to the *Wants* or *Needs* categories, do the following:

- Write **N** or **W** under the objects if it is a *Need* or a *Want*.
- Select 5 from each category, write their names in English and in Spanish.

XII a



XII b

NEEDS	WANTS

Modified from: <http://clawsonunitwebpage.weebly.com/uploads/1/8/3/8/18381737/5117237.png?572>

LIKES AND DISLIKES

Do you like everything you have or do?



Retrieved from: <https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSDP07x7ep0uyJFKB8iIIASR1LVtKMkkomTPJqLvKxQaQNdleoi&s>

Usually we do not like all the objects or activities around us. We use the verbs LIKE or HATE to express our preferences in English, we can talk about things (NOUNS) or actions (VERBS). Look carefully and check if there is a difference between the two images.



When we use these verbs of preference with a NOUN, the structure is simple (S+V+N), but when we use them to talk about VERBS to express an action, the verb needs the **ING** ending: (S+V+ing+N).

Do you remember *Simple Present* structures? Look how you can use them with verbs LIKE and HATE.

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
<div>I We You They</div> like	<div>I We You They</div> don't like	<div>I we Do you They</div> like....?
<div>He She It</div> likes	<div>He She It</div> doesn't like	<div>he Does she it</div> like....?

EXERCISE XIII.

Write the name of the sports on the line.

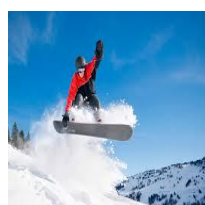
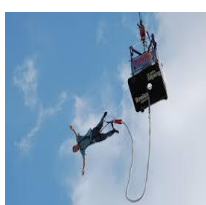


1) _____

2) _____

3) _____

4) _____



5) _____

6) _____

7) _____

8) _____

Modified from: <https://en.islcollective.com/english-esl-worksheets/grammar/word-classes/expressing-preferences-would-ratherprefer/86262>

1. Scuba-diving
5. Waterskiing

2. Snowboarding
6. Rafting

3. Parkour Running
7. Bungee jumping

4. Motocross
8. Mountain Biking

EXERCISE XIV.

Write a complete sentence for each one of the people on the first column according to the emojis on the second column. Use the example as a model.

😊 = like 😞 = don't like, doesn't like, 😞😞 = hate

EXAMPLE: .Linda	😊	Linda likes Scuba-diving.
a) Susie	😞😞	
b) Peter and Michael	😊	
c) Jane	😞	
d) George	😊	
e) Sally and Lucy	😞	
f) Ralph	😊	
g) Grace and John	😞😞	



READING Identifying likes and dislikes in a text.

Hello, my name is Lisa. I am 28 years old and I am single. I live with my family in a little house in Liverpool. I am a shop assistant and I like studying Spanish in the evenings. I don't like staying at home on weekends because it is boring. I like playing basketball and going out on Saturdays. I love going to the cinema and the theater. I also like listening to music and dancing. My favorite bands are The Beatles and U2. I hate getting up early and watching the news on TV at night. I don't like drinking coffee, but I like eating cupcakes. Finally, I like travelling and visiting different countries.

XV. Write **T** for TRUE or **F** for False according to the text.

1. Lisa is 30 years old. _____
2. She is a student _____
3. She likes U2 _____
4. She likes dancing _____
5. She doesn't like travelling _____

XVI. Circle the correct answer according to the text.

1. Lisa lives with
a) her husband b) her sisters c) her family
2. Lisa likes studying
a) Dancing b) Spanish c) Music
3. Lisa likes playing basketball.
a) on Saturdays b) at work c) everyday
4. Lisa doesn't like
a) Coffee b) The Beatles c) cupcakes

Aprendizaje 4

Solicita y proporciona información sobre objetos cotidianos, de manera oral y escrita para comunicar lo que él y los demás tienen, les gusta, quieren y necesitan.



Writing Expressing likes and dislikes to a friend

XVII. Write an e-mail to a new friend, include the activities that you like to do and those that you don't like. Invite your friend to go to the movies and send him/her information about the different movies and their schedules (day-time). (50-70 words).

Utiliza la rúbrica para expresión escrita incluida anteriormente en esta unidad para verificar los elementos que deberá incluir tu escrito.

XVIII. Speaking











Asking about needs likes and dislikes

Imagine you work for a marketing company. Prepare a questionnaire to interview clients of a sport store. Include the questions to know about the products the clients like, need or dislike.
Book an appointment with a teacher in mediateca.

Utiliza la rúbrica para expresión oral incluida anteriormente en esta unidad para verificar los elementos que deberá incluir tu discurso.

Autoevaluación Unidad 4

Después de haber terminado esta unidad...

Ahora yo puedo...	
• localizar información específica para dar a conocer datos de lugares y horarios de actividades de esparcimiento, en textos orales y escritos.	 
• solicitar y proporcionar información específica, de manera oral y escrita, sobre horarios y lugares de actividades de esparcimiento para elegir el de mi interés.	 
• identificar y utilizar expresiones de manera oral y escrita, para referirme a lo que yo y los demás tenemos, nos gusta, queremos y necesitamos, en relación a objetos cotidianos.	 
• solicitar y proporcionar información sobre objetos cotidianos, de manera oral y escrita para comunicar lo que yo y los demás tenemos, nos gusta, queremos y necesitamos.	 

UNIDAD 1

<p>I.</p> <p>a) Communicate b) Use. c) Repeat. d) Provide. e) Consider.</p> <p>II. Free answers/respuestas libres (4 instrucciones en el aula).</p> <p>III.</p> <p>1. Look at the board. 2. Listen. 3. Write. 4. Sit down. 5. Close your books. 6. Read the text. 7. Speak. 8. Talk in pairs. 9. Open your books. 10. Stand up.</p> <p>IV. 1.D, 2. F, 3. I, 4. B, 5. C, 6. A, 7. H, 8. J, 9. K, 10. E, 11. G</p> <p>V. Planner, notebooks, binders, pen and pencils, USB, highlighter, pencil case, textbooks.</p> <p>VI. Respuestas libres</p> <p>VII. 1.an 2.a 3.a 4.an 5. a 6.an 7. a 8. a</p> <p>VIII. What is it? a) an f) an b) a g) a c) a h) a d) a i) a e) a j) an</p>	<p>IX.</p> <p>a)“Becoming” by Michelle Obama is an intimate and inspiring biography. b)“The Lord of the Flies” is an ironic, devastating story. c)“Read, Listen and Interact. English IV” has an interesting variety of topics. d)“Like Water for Chocolate” is wonderful novel that offers recipes and home remedies. e)“Romeo and Juliet” takes a valiant stand against social convention.</p> <p>X. Respuestas libres siempre y cuando se mencione:</p> <p>a)Un buen político. b)Un maestro excelente. c)Un restaurante bueno y barato d)Una película sorprendente. e)Un sitio web altamente recomendable.</p> <p>XI. 1. Sales person 2. waiter 3. doctor 4. pilot 5. taxi driver 6. police officer 7. waitress 8. bus driver 9. cook 10. nurse</p> <p>XII. a) cats b) windows c) cars d) feet e) shelves f) children g) buses h) taxes i) lives</p> <p>XIII. a)Buenas tardes b) Adiós c) Buenas noches d) Buenos días e) Hola f)Hola, oye g) Te veo más tarde h) ¿Qué onda? ¿Qué tal?</p>
---	--

UNIDAD 1

XIV.

Saludos: Hello, Good afternoon, Hi!, Hey!, What's up?
Despedidas: See you later, Goodbye.

XVI.

1.He 2. It 3. She 4. She 5. I

XVII.

1.He 2. She 3. We 4. he / He / Hirving Lozano
5. It 6. they/ They

XVIII.

1. What 2. Where 3. How 4. Who
5. What 6. When

XIX.

1.What's your name?
2.Where are you from?
3.How old are you?
4.What's your occupation?
5.What's your marital status?

XX.

are you, I am, Is he, he isn't, He is, parents are, they
are not, They're, It is

XXI.

1)Aberdeen.
2)England.
3)No, he isn't American. He's Mexican.
4)Monterrey.
5)No, they are divorced.

XXII.

1. is
2. is
3. is
4. are
5. am

XXIII.

1. Are you happy? No I'm not.
2. Is your English class at night? Yes, it's at 8
o'clock in the evening.
3. Is he your father? No, he isn't. He's my uncle.
4. Who are they? They are my cousins.

XXIV

1.Is 2. isn't 3. is 4. is 5. is

XXV.

6.Are 7. am not 8. am 9. Is 10.isn't

XXVI.

1.their 2. his or her 3. their 4. your 5. His or Her

XXVII.

1.is 2. are 3. are 4. they 5. Are
6. we 7. is 8. her 9. am 10. you

XXVIII.

is, is, are, is, are, is, is, are, are

XXIX.

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

XXX.

1.She's 30.
2.She's from the USA.
3.No, she isn't. She's a chef.
4.She's a teacher.
5.No, she's married.

XXXI.

1. What's your first name?
2. What's your last name?
3. How do you spell it?
4. Where are you from?
5. How old are you?
6. What's your address?
7. What's your zip code?
8. What's your e-mail address?
9. What's your phone number?

XXXII.

Respuestas libres utilizando su propia información
personal.

XXXIII.

Respuestas libres utilizando la información personal de
dos amigos.

XXXIV.

Respuestas libres obtenidas de entrevistar a un
compañero de clase o amigo.

UNIDAD 2

Answer Key

I.

1. Homer.
2. Marge.
3. cat.

VI.

1. father,
2. husband
3. sister
4. daughter
5. wife
6. mother
7. grandfather
8. niece.

VII.

Luisa, mother, father, brother, sister.

VIII.

Open answers.

IX.

1. Linda.
2. Don.
3. Allison.
4. Tom.
5. Patty.

XIV.

1. old, skinny,
2. middle-aged, moustache.
3. young, thin.

XV.

1. fat, short.
2. tall, long.
3. hair.

XVI.

1. short, fat, short, black.
2. tall, strong, red, straight, beard.
3. short, fat, short, straight.

XVII.

talkative- parlanchín	shy- tímido
hardworking- trabajador	messy- desordenado
lazy- flojo	selfish- egoísta
organized- organizado	helpful- útil, servicial
jealous- celoso	patient- paciente
polite- amable	funny- divertido
clumsy- torpe	absent-minded- distraído
confident- seguro de sí mismo	

XVIII.

1. 17
2. Yes, she is.
3. No, she isn't. She is thin.

UNIDAD 3

<p>I. A. 10 B. 5 C. 9 D. 8 E. 2 F. 12 G. 4 H. 3 I. 11 J. 1 K. 6 L. 7</p> <p>II. A. 10 B. 14 C. 3 D. 2 E. 5 F. 1 G. 7 H. 3 I. 12 J. 8 K. 13 L. 4 M. 9 N. 11 O. 15</p> <p>III. 1. It's 2. isn't 3. There are 4. they are 5. It's 6. There are 7. There isn't 8. There is 9. it's 10. There's 11. there are 12. They are</p> <p>IV. 1. There aren't 2. There is 3. There aren't 4. Is there 5. Are there 6. Are there 7. Is there</p>	<p>V. 1. Is there / there is 2. There are 3. There aren't / there are 4. Is there / there isn't 5. are there / There is 6. There isn't 7. there are 8. there aren't / there are</p> <p>VI. 1. F 2. T 3. F 4. T 5. F 6. F 7. T</p> <p>VII. 1. The kitchen, the living room and the bathroom</p> <p>VIII. 1. T 2. F 3. F 4. T 5. T 6. T 7. F 8. T</p> <p>IX. 1. on 2. next to 3. in 4. between 5. in 6. on 7. on 8. between</p>	<p>X. 2. The apple is on the book/ There is an apple on the book. 3. The sun is behind the clouds. / There are clouds in front of the sun. 4. The man is between two beds/ There is a man between two beds. 5. The man is between two trees/ There is a man between two trees. 6. The paper is in the drawer. / There is a paper in the drawer. 7. The pillows are on the sofa. / There are two pillows on the sofa. 8. The tree is next to the house / There is a tree next to the house.</p> <p>XI. 1. b 2. b 3. b 4. a 5. c 6. a 7. c</p> <p>XIII. 1. scarf 2. shoes 3. dress 4. trousers 5. necklace 6. shirt 7. skirt 8. T-shirt 9. boots 10. socks 11. hat 12. blouse</p> <p>XIV. 1. a 2. b 3. c 4. b 5. a 6. c</p>	<p>XV. 1. my 2. its 3. her 4. our 5. yours 6. theirs / their 7. hers</p> <p>XVI. 1. Whose 2. Who 3. Whose 4. Who 5. Whose 6. Who 7. Who</p> <p>XVII. 1. Who 2. her 3. his 4. Whose 5. yours 6. mine 7. his 8. his</p> <p>XVIII. 1. F 2. F 3. T 4. T 5. F</p> <p>XIX. 1. Ruth's 2. Paris's 3. Paris's 4. Neil's 5. Neil's</p>
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UNIDAD 4

I.

Event: Taylor Swift concert
Date: Saturday July 22nd
Time: 6 pm
Place: Metlife Stadium in NY

II.

1. Janu ary
2. Febru ary
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

III.

Tuesday		2
Monday	1	
Friday		5
Wednesday		3
Thursday		4
Saturday		6
Sunday		7

IV.

summer autumn
winter spring

V.

- 1 It's seven o'clock
- 2 It's half past two
- 3 It's a quarter past ten
- 4 It's five past four
- 5 It's five to eleven
- 6 It's quarter to nine
- 7 It's twenty-five to six
- 8 It's ten to one

VI.



It's quarter to two

It's half past one

It's twenty to eleven

It's ten past three



It's nine o'clock

It's quarter past three

It's ten to ten

It's twenty-seven past twelve

VII.

1. b Tuesday 7th
2. c 4:30, 7:00 and 9:00
3. a 5:00
4. b 3.50
5. b 4

VIII.

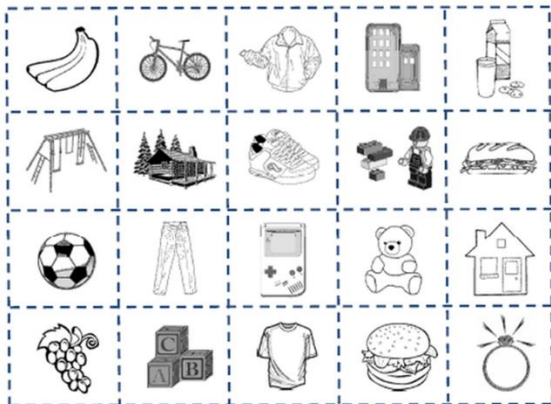
- 1.e
- 2.b
- 3.c
- 4.d
- 5.a

IX.

- 1.e
- 2.g
- 3.f
- 4.d
- 5.a
- 6.c
- 7.b

Unidad 4

XII. a



N	W	N	N	N
W	W	N	W	N
W	N	W	W	N
N	W	N	N	W

XII b

EJEMPLO

N	
MILK / LECHE	BICYCLE / BICICLETA

XIII.

Motocross 4	Mountain Biking 8	Parkour Running 3	Scuba-diving 1
Snowboarding 2	Rafting 6	Bungee jumping 7	Waterskiing 5

XIV.

h) Linda	likes...
i) Susie	hates...
j) Peter and Michael	like...
k) Jane	doesn't like...
l) George	likes...
m) Sally and Lucy	hate...
n) Ralph	likes...
o) Grace and John	hate...

XV.

- 1) F
- 2) F
- 3) T
- 4) T
- 5) F

XVI.

- 1) c
- 2) b
- 3) a
- 4) a

MUESTRA 1 DE EXAMEN EXTRAORDINARIO DE INGLÉS I

Nombre del alumno: _____ Número de cuenta: _____

Jurado: _____ Fecha de aplicación: _____

"En caso de tener dudas relacionadas con las instrucciones, puedes preguntarle al profesor."

Todas las secciones suman 100 puntos

Calificación _____ de 100

READING SECTION  (total 20 points)

Read the information about Damian's family and answer the exercises.

A very BIG FAMILY!

Damian is three years old, and he has a BIG family! He has seven sisters and seven brothers! Damian and his family have a big house in Toowoomba, Australia. The house has seven bedrooms! Damian's brother Jesse is 21. He lives away from home, but he is at his parents' house a lot. The other children all live at home with their mom and dad.

Damian's family is very busy. Three of Damian's brothers and sisters have jobs out of the house, and the older kids have work in the house. They are like teammates. They work together and are good friends.

With so many older brothers and sisters in the family, Damian's parents don't have a problem finding a babysitter for baby Damian!

Taken from: B. Goldstein & C. Jones *Uncover 1*. Cambridge



I-Answer true (cierto) or false (falso) according to the information in the previous text. (2 points each)

1. _____ Damian's parents have 15 children
2. _____ They live all together in the same house.
3. _____ Just three of Damian's brothers work.
4. _____ Many members of the family can take care of Damian.
5. _____ They usually fight when they work together.

II. Match (relaciona) the columns. (2 points each)

- | | | |
|-------------------|-------|---------------|
| 1. Jesse's age | _____ | a. Toowoomba |
| 2. Three siblings | _____ | b. 7 bedrooms |
| 3. They live in | _____ | c. 21 |
| 4. There are | _____ | d. Three |
| 5. Damian's age | _____ | e. have jobs |

Language use (total 20 points / 1 point each)

III- A student is describing his community. Complete the information using plural or singular forms of the words in the box. Change the singular forms into plural when it is necessary.

bus / family / person / sheep / ice-cream cone

I live in a farm, far from the city. I don't usually see many 1_____. I see more 2_____ and cows. A 3_____ takes me to the school in the town. On Sundays, some 4_____ go to church and walk around the park and eat many delicious 5_____.

IV- A classmate is describing her house. Circle the correct option to complete the description.

In my bedroom I 1 **has / have** a lot of CDs of my favorite singers. I love music. In the kitchen, 2 **there is / there are** a coffee maker 3 **next to / in** the fridge. I usually listen to music when I drink a cup of coffee. In the dining room, 4 **there is / there are** four chairs 5 **around / under** the table. The garden 6 **have / has** a lot of colorful flowers, my mom takes care of them.

V- A family talks about where to go next Saturday afternoon. Complete the following information using the correct form of the Word in parenthesis (affirmative or negative).

Mom: Where are we going this weekend?

Daughter: Let's go to the shopping mall. I _____ 1 (**need**) a book for my literature class.

Son: I _____ 2 (**want**) to go to the bookstore. I _____ 3 (**like**) your books. I prefer to stay at home playing with my new video game. I _____ 4 (**like**) it very much. It is great!

VI- Some students are talking about their classroom, classmates and teachers. Select the correct option to complete the information.

1. The chairs in the classroom _____ blue and comfortable.

a) am b) are c) is

2. I have three books and four notebooks in my bag. It _____ very heavy today.

a) am b) are c) is

3. My friends and I _____ in the same group. I go to the Geography class and they go to the Biology classroom.

a) are b) am c) aren't

4. I _____ in the English classroom. This is the History class.

a) am not b) isn't c) are

5. We have seven teachers this semester. Three of them _____ very strict.

a) isn't b) are c) am

LISTENING



(total 20 points/ 2 points each)

Click on [Audio exam 1](#)

VII- Listen to the information about an unusual hobby and answer the exercises. (Lo escucharás 3 veces)

1. How old is Julie Baker? _____
2. Where is she from? _____
3. What normal activities does she like? _____
4. What doesn't she like very much? _____
5. What does she want to be in the future? _____

VIII- Match (relaciona) the columns according to the information in the audio.

1. Julie _____	a) tells how to fly, take off and land.
2. Parents _____	b) enjoys looking at the Sunshine Coast.
3. Julie's friends _____	c) get nervous when Julie flies.
4. The teacher _____	d) hates watching Julie up in the helicopter.
5. Julie's dad _____	e) and she learn to use the radio and maps.

Taken from H. Puchta & J. Stranks (2009) English in Mind 1: Cambridge

SPEAKING



(20 points)

IX-For this activity, you will have a conversation with a teacher or a classmate about the following topics:

- _ Personal information
- _ Your family including personal information, physical description and personality
- _ Description of your ideal house, rooms, furniture and personal objects
- _ Your likes and dislikes and what you need about different activities

Durante la entrevista se te evaluará lo siguiente:

Inglés I Expresión Oral Nivel de desempeño A1	4 puntos Excelente	3 puntos Bueno	2 puntos Regular	1 punto Poco	Cero Nulo
1. Expresión y coherencia (utiliza frases sencillas para hablar del tema solicitado, se permiten errores básicos).					
2. Interacción (comprende e intercambia información con intervenciones breves)					
3. Pronunciación (utiliza adecuada pronunciación de las estructuras lingüísticas y vocabulario básicos con algunos errores)					
4. Uso de la lengua (utiliza las estructuras lingüísticas adecuadas y vocabulario necesario con errores)					
5. Fluidez (uso de expresiones breves con pausas y recursos no verbales)					

(5 elementos a evaluar / 4 puntos cada uno / total 20 puntos)

WRITING  **(20 points)**

X-Imagine you are introducing yourself in a web page to chat with friends from other countries to practice English. (50 -70 words)



Include your name, nationality, age, physical description, your community, hobbies, likes and information about your friends and school. Use linking words (and, but, or, so) to connect your ideas.

En tu escrito se evaluará lo siguiente (5 elementos a evaluar / 4 puntos cada uno / total 20 puntos)

Inglés I Expresión Escrita Nivel de desempeño A1	4 puntos Excelente	3 puntos Bueno	2 puntos Regular	1 punto Poco	Cero Nulo
1. Tema (hablar de los temas solicitados)					
2. Vocabulario (incluye vocabulario básico pero variado relacionado con el tema)					
3. Coherencia (utiliza palabras para enlazar ideas de manera correcta y signos de puntuación)					
4. Uso de la lengua (utiliza las estructuras lingüísticas de manera adecuada)					
5. Ortografía (cuida la correcta escritura de las palabras)					

Para la evaluación escrita y oral acude a mediateca para que un profesor revise tu escrito y ensayes una entrevista.

Respuestas del examen muestra 1

<p>READING SECTION </p> <p>(total 20 points)</p> <p>I-</p> <ol style="list-style-type: none"> 1.True 2.False 3.False 4.True 5.False <p>II-</p> <ol style="list-style-type: none"> 1.c 2.e 3.a 4.b 5.d 	<p>Language use</p> <p>(total 20 points / 1 point each)</p> <p>III-</p> <ol style="list-style-type: none"> 1.people 2.sheep 3.bus 4.families 5.ice-cream cones <p>IV-</p> <ol style="list-style-type: none"> 1.have 2.there is 3.next to 4.there are 5.around 6.has <p>V-</p> <ol style="list-style-type: none"> 1. need 2. don't want 3. don't like 4. like <p>VI-</p> <ol style="list-style-type: none"> 1.a) are 2.c) is 3.c) aren't 4.a) am not 5.b) are 	<p>LISTENING </p> <p>(20 points/ 2 points each)</p> <p>V-</p> <ol style="list-style-type: none"> 1. 16 years old. 2. She is from Australia 3. She likes music, swimming, going to the cinema and hanging around. 4. Classroom work 5. Helicopter pilot. <p>VIII-</p> <ol style="list-style-type: none"> 1.b 2.c 3.e 4.a 5.d
---	---	---

Toma en cuenta que deberás:

- Presentarte al examen extraordinario con puntualidad para no afectar el tiempo destinado a tu examen.
- Mostrar una identificación vigente, con fotografía visible y en buen estado, así como el comprobante de inscripción al examen.
- No podrás utilizar diccionarios, traductores o ningún otro tipo de dispositivo electrónico.
- Preséntate con material completo: bolígrafo, lápiz, goma, sacapuntas, etc.
- Se recomienda asistir a asesorías, contestar la guía y practicar la expresión oral y escrita en Mediateca

MUESTRA 2 DE EXAMEN EXTRAORDINARIO DE INGLÉS I

Nombre del alumno: _____ Número de cuenta: _____

Jurado: _____ Fecha de aplicación: _____

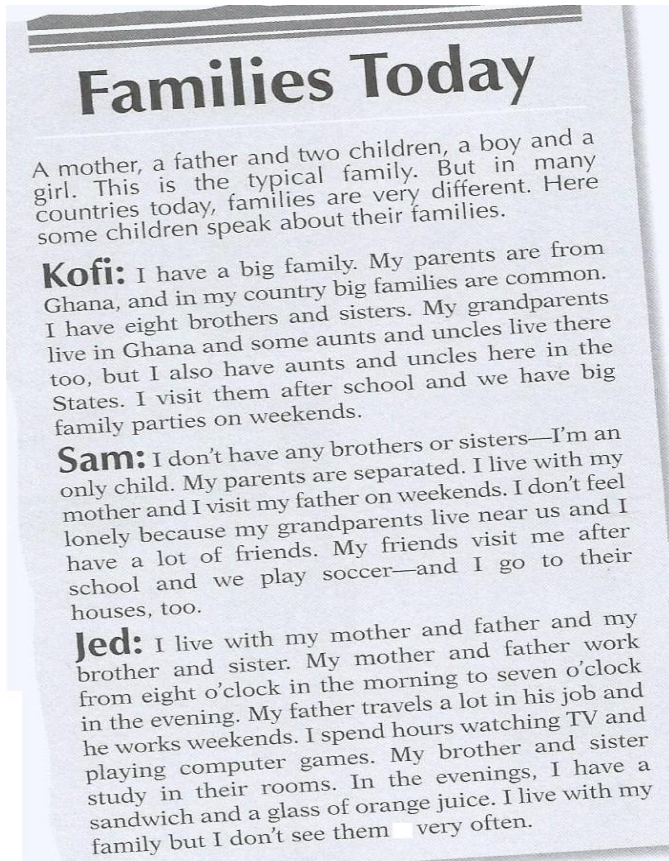
"En caso de tener dudas relacionadas con las instrucciones, puedes preguntarle al profesor."

Todas las secciones suman 100 puntos

Calificación _____ de 100

Reading 20 points 

Read the text about family types and answer the questions.



Families Today

A mother, a father and two children, a boy and a girl. This is the typical family. But in many countries today, families are very different. Here some children speak about their families.

Kofi: I have a big family. My parents are from Ghana, and in my country big families are common. I have eight brothers and sisters. My grandparents live in Ghana and some aunts and uncles live there too, but I also have aunts and uncles here in the States. I visit them after school and we have big family parties on weekends.

Sam: I don't have any brothers or sisters—I'm an only child. My parents are separated. I live with my mother and I visit my father on weekends. I don't feel lonely because my grandparents live near us and I have a lot of friends. My friends visit me after school and we play soccer—and I go to their houses, too.

Jed: I live with my mother and father and my brother and sister. My mother and father work from eight o'clock in the morning to seven o'clock in the evening. My father travels a lot in his job and he works weekends. I spend hours watching TV and playing computer games. My brother and sister study in their rooms. In the evenings, I have a sandwich and a glass of orange juice. I live with my family but I don't see them very often.

- Who...
- 1 watches television? Jed
 - 2 lives in the USA? _____
 - 3 doesn't have any siblings? _____
 - 4 has a big family? _____
 - 5 has a brother and a sister? _____
 - 6 has a lot of friends? _____
 - 7 doesn't live with his father? _____
 - 8 is with his family often? _____

Mark the information **True** or **False**

- 9 All the families are the same in the world. True or False
- 10 Kofi is from Ghana True or False
- 11 Jed feels lonely. True or False

Taken from Jones C. & Goldstein B (2011) Framework 1

Language use 40 items 0.5 each total 20 points

1 Write the plural form to complete the information.

- 1 child *They have 3 _____ two boys and a girl.*
- 2 beach *European tourist love the Mexican _____*
- 3 party *My friends organize _____ every weekend.*
- 4 woman *All _____ have the same rights.*
- 5 computer *At home we need two _____ to do homework.*

2 Match the information in numbers 1 to 5 with the responses on the right.

- | | |
|--|-------------------------|
| 1 What's your last name? _____ | a) Oh, hello. |
| 2 How do you spell that, please? _____ | b) I'm fine, thank you. |
| 3 How are you? _____ | c) Paul. |
| 4 Hi! _____ | d) B-A-N-K. |
| 5 What's your phone number? _____ | e) Jones. |
| | f) 2689-0051 |

3 Fill in each blank with the correct possessive adjective or personal pronoun.

I you he she it we they my your his her its our their
--

- 1 Lucia's husband is an engineer. _____ name is Duncan.
- 2, 3 Louise works at a language school. _____ is an English teacher. _____ friend Claudia, works there, too.
- 4 What do you do in _____ free time?
- 5 I'm British but _____ friend Charles, is American.

4 Complete the sentences with a or an.

- 1 Paula is _____ instructor.
- 2 John is _____ pilot.
- 3 Derek plays soccer twice _____ week.
- 4 Sheila and Peter have _____ big family.
- 5 That's _____ horrible lamp.

5 Fill in the blanks with the appropriate nationality.

- 1 Pablo is from Peru; he's _____.
- 2 Ken is from the United States; he's _____.
- 3 Nazaré is from Portugal; she's _____.
- 4 Nick is from Canada; he's _____.
- 5 Rosa is from Italy; she's _____.

6 Underline the correct word according to the information.

- 1 ***This / These*** book is excellent.
- 2 ***That / Those*** children over there are from Japan.
- 3 ***This / That*** is my brother over there. Can you see him?
- 4 Hi, Liz. ***This / That*** is Carl.
- 5 ***This / These*** CDs here are Ben's.

7 Choose the correct preposition to complete the information: *in / on / under / next to*.

- 1 There's a carpet _____ the floor.
- 2 My shirts are _____ that closet.
- 3 There's a cupboard _____ the kitchen sink.
- 4 The clock is _____ the kitchen wall.
- 5 His shoes are _____ the bed.

8 Fill in the blanks with *have, has, there is or there are*.

- 1 _____ two lamps in Peter's study.
- 2 _____ a television set in the living room.
- 3 We _____ a small garden in the house.
- 4 _____ lots of books on that shelf.
- 5 My brother _____ an MP3 player on the desk.

Listening (20 points)Click on [Audio exam 2](#)

Someone is phoning for information about an apartment to rent. Listen to the conversation and complete the information. Remember that it isn't necessary to understand every word, only the important information. You will listen to the conversation 3 times.



- 1 Number of bedrooms: _____
- 2 Other rooms: _____
- 3 Furniture: yes / no
- 4 Television: yes / no
- 5 Balcony: yes / no
- 6 Location : _____
- 7 Floor: _____
- 8 Cost: 500 / 600 / 700 a month.
- 9 Address: _____
- 10 Time for the visit: _____

Adapted from Jones C. & Goldstein B (2011)

Writing (20 points)

Imagine there is a concert or sport event you and one friend like. Write a message to a friend inviting him or her to that event. Include a general description for the things you can see or do in the event, the place, the day and hour. (50 -70 words) Check the rubric for the writing to verify the necessary elements to include.

Rubric for writing

En tu escrito se evaluará lo siguiente (5 elementos a evaluar / 4 puntos cada uno / total 20 puntos)

Inglés I Expresión Escrita Nivel de desempeño A1	4 puntos Excelente	3 puntos Bueno	2 puntos Regular	1 punto Poco	Cero Nulo
1. Tema (hablar de los temas solicitados)					
2. Vocabulario (incluye vocabulario básico pero variado relacionado con el tema)					
3. Coherencia (utiliza palabras para enlazar ideas de manera correcta y signos de puntuación)					
4. Uso de la lengua (utiliza las estructuras lingüísticas de manera adecuada)					
5. Ortografía (cuida la correcta escritura de las palabras)					



Speaking and interaction

For this activity, you will have a conversation with a teacher or a classmate about the following topics:

- _ Personal information
- _ Your family including personal information, physical description and personality
- _ Description of your ideal house, rooms, furniture and personal objects
- _ Your likes and dislikes and what you need about different activities

Durante la entrevista se te evaluará lo siguiente:

Inglés I Expresión Oral Nivel de desempeño A1	4 puntos Excelente	3 puntos Bueno	2 puntos Regular	1 punto Poco	Cero Nulo
1. Expresión y coherencia (utiliza frases sencillas para hablar del tema solicitado, se permiten errores básicos).					
2. Interacción (comprende e intercambia información con intervenciones breves)					
3. Pronunciación (utiliza adecuada pronunciación de las estructuras lingüísticas y vocabulario básicos con algunos errores)					
4. Uso de la lengua (utiliza las estructuras lingüísticas adecuadas y vocabulario necesario con errores)					
5. Fluidez (uso de expresiones breves con pausas y recursos no verbales)					

(5 elementos a evaluar / 4 puntos cada uno / total 20 puntos)

Para la evaluación escrita y oral acude a mediateca para que un profesor revise tu escrito y ensayes una entrevista.

Respuestas del examen muestra 2

Reading 2 - Kofi 3 -Sam 4 -Kofi 5 -Jed 6 -Sam 7 -Sam 8 -Kofi 9 - <u>False</u> 10 - <u>True</u> 11 - <u>True</u> Language use 1 1.children 2 beaches 3 parties 4 women 5 computers 2 1 – e) Jones 2 – d) B-A-N-K 3 – b) I´m fine, thank you. 4 – a)Oh, hello. 5 – f) 2689-0051	Language use 3 1-His 2-She 3-Her 4-your 5-my 4 1-an 2-a 3-a 4-a 5-a 5 1-Peruvian 2-American 3-Portuguese 4-Canadian 5-Italian 6 1-This 2-Those 3-That 4-This 5-These	Language use 7 1-on 2-in 3-next to 4-on 5-under 8 1-There are 2-There is 3-have 4-There are 5-has Listening 1 - 3 2 - living room, bathroom and kitchen 3 - <u>yes</u> 4 - <u>no</u> 5 - <u>yes</u> 6 - downtown or near the college or on Comtal street 7 - 5th 8 - \$ <u>500</u> 9 - Comtal street 57 fifth floor apartment D 10 - Friday at 6 o'clock
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Toma en cuenta que deberás:

- Presentarte al examen extraordinario con puntualidad para no afectar el tiempo destinado a tu examen.
- Mostrar una identificación vigente, con fotografía visible y en buen estado, así como el comprobante de inscripción al examen.
- No podrás utilizar diccionarios, traductores o ningún otro tipo de dispositivo electrónico.
- Preséntate con material completo: bolígrafo, lápiz, goma, sacapuntas, etc.
- Se recomienda asistir a asesorías, contestar la guía y practicar la expresión oral y escrita en Mediateca

<p>Unidad 1 Audio 1</p> <ol style="list-style-type: none"> Look at the board. Listen. Write. Sit down. Close your books. Read the text. Speak. Talk in pairs. Open your books. Stand up. <p>Audio 2</p> <ol style="list-style-type: none"> Sales person Waiter Doctor Pilot Taxi driver Pólice officer Waitress Bus driver Cook Nurse <p>Audio 3 A, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z</p> <p>Audio 4.</p> <ol style="list-style-type: none"> What's your first name? What's your last name? How do you spell it? Where are you from? How old are you? What's your address? What's your zip code? What's your e-mail address? What's your phone number? <p>Unidad 2 Audio 5 Alison's family tree Conversation 1 A: Allison, Welcome. B: Hello. A: And, who's this girl? B: Well, this is my daughter Patty. A: Hello, Patty</p> <p>Conversation 2 A: Hello! B: Good morning Allison. A: This is my sister Linda. A: Nice to meet you Linda.</p> <p>Conversation 3 A: So, Patty your parents' names are Allison and Don. B: My mother's name is Allison but my father's name is Tom. A: And, who's Don? B: Don? Don is my uncle.</p>	<p>Unidad 3 Audio 6 M = Mrs. Goodings J = Joanna B = Bradley</p> <p>M: Hello. Good morning, I'm Mrs. Goodings.</p> <p>J: Hi, I'm Joanna, and this is Bradley.</p> <p>B: Hi.</p> <p>M: Hello. Please, come in. So... let's start, OK? This is the kitchen, as you can see.</p> <p>B: It's very big.</p> <p>M: Yes. There isn't a dining room, so we eat in here.</p> <p>J: Oh, look! The walls are big windows! You can see the yard – it's beautiful!</p> <p>B: Can I ask you a question, Mrs. Goodings? Why did we come in the back door?</p> <p>M: We always use the back door. There isn't a rug in the kitchen so there aren't any problems with dirty shoes</p> <p>B: Oh. Right.</p> <p>J: Where's the washing machine?</p> <p>M: It's in the corner over there.</p> <p>J: Oh, yes. I see it. Why is there a hole in the ceiling?</p> <p>M: Well, upstairs is the bathroom. The hole is for when you take a shower. You take off your shoes and put them down the hole. They land on the floor next to the washing machine.</p> <p>J: Oh. That's interesting!</p> <p>M: Yes... It was my idea... Now... this way please... I want to show you the living room. There. What do you think?</p> <p>J: Oh! There are big windows here, too. I love it!</p> <p>B: Mrs. Goodings, is there a television?</p> <p>M: No, there isn't. My husband and I don't watch TV. We prefer listening to music. Now... let's go upstairs.</p> <p>J: There are four bedrooms upstairs. Is that right?</p> <p>M: Yes. Four bedrooms and a bathroom.</p> <p>B: Is this the bathroom?</p> <p>M: Yes, it is. Be careful with the...</p> <p>B: Aargh!!!</p> <p>J: Bradley? Bradley? Where is he?</p> <p>M: Don't worry. He's in the kitchen.</p> <p>J: What?</p> <p>M: Do you remember the hole in the ceiling?</p> <p>J: Oh, no! Bradley? Bradley? Are you all right?</p>
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Unidad 3

Audio 7

Dad: Which sweater do you like better, this green one or this blue one?

Tom: Shopping for clothes is sooo boring!

Dad: Yeah, I know. But which one do you like better?

Tom: Well, I like the blue one, I guess. Do I have to try it on?

Dad: Yes, you have to try it on. We have to know if it fits you.

Tom: Okay. Do I need a fitting room?

Dad: No, it's just a sweater. You can put it on over your shirt.

Tom: Okay. Just a minute ...

Dad: Do you need any help?

Tom: No, I've got it So, how does it look?

Dad: There's a mirror right over here. Take a look. What do you think? How does it feel? Do you like it?

Tom: It looks okay, but it feels a little small. I think I need a larger size.

Dad: Here's a larger size. It's a size 'L'.

Tom: A size 'L'? You mean 'Large'?

Dad: Yeah, you're growing up fast! How does the sweater feel? Does it fit better?

Tom: Yeah it feels better than a size 'M'. But I'm not so sure about the color. I think maybe I want a brown sweater.

Dad: They don't have brown.

Tom: Okay, then let me try on gray.

Dad: They don't have gray. No, wait, they do have gray. It's the last one in gray. Here you go.... A gray sweater in a size 'Large'. What do you think?

Tom: Hey, not bad! And it's on sale, right?

Dad: It is, yeah. But the sale ends today. Maybe we can buy a few more things for you before the sale ends. Maybe a scarf or maybe a pair of gloves.

Tom: Oh, shopping is so boring! And, anyway, I don't want to wear a scarf. I never wear scarves.

Dad: Well, then, we need to buy you a new pair of gloves. I'm sure your old ones are too small for you now. You can wear them on Monday –tomorrow –at school.

Tom: Oh, all right.

Unidad 4

Audio 8

Welcome to Filmworld Cinemas. For film information and times press 1. To make a booking press 2. To speak to an operator press 3.

These are the films for today, Tuesday 7th. Please note that ticket prices are €5.00 for adults and €3.50 for children under 14.

On Screen 1, Don't Open The Door! A group of college students decide to rent a house in the mountains for a relaxing weekend break, but they aren't the only guests on the mountain . . . one by one they start to disappear. Who or what is outside the house? Showing at 4.30, 7.00 and 9.00.

Screen 2. Ships In The Night. Maggie splits up with her boyfriend and decides to take a holiday on a cruise ship to help her forget him. Tony is a waiter on the ship and he is very unhappy when his girlfriend leaves him to marry the captain! Together they find a way to forget their problems. Showing at 5.00, 7.45 and 10.15.

Screen 3 Streetmatch - The Return. The second film of French director Jean-Luc Ducroix. Two American teenagers buy an old car and with a lot of hard work and after a lot of problems they enter their car into the Streetmatch competition. But is their car good enough to win? Showing at 5.50, 8.30 and 11.45.

Screen 4 - Lulu - It's A Dog's Life. This loveable little dog decides to leave home to look for fame and fortune in the big city, but after a series of hilarious events he realises that life in the country isn't so bad after all! From the makers of Shrek and Shark Tale, this is fun for all the family! showing at 3.00, 6.00, and 8.45.

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