

UNIVERSIDAD NACIONAL AUTÓNOMA DE MEXICO
COLEGIO DE CIENCIAS Y HUMANIDADES



**GUÍA DE ESTUDIOS
DE INGLÉS III**



Elaborada por GRUPO DE TRABAJO:

Paquete para la evaluación extraordinaria
de inglés III, interplanteles:

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PRESENTACIÓN

Aquí Se presenta la Guía de Estudio para la asignatura de inglés III, (Programa de Estudios de 2016). Esta Guía de Estudio para la asignatura de inglés III, es una herramienta cuyo propósito es ayudarte a preparar tu examen extraordinario.

En ella encontrarás los temas que corresponden a las cuatro unidades que marca el Programa. La guía la podrás revisar de la siguiente manera:

1.-Lee la explicación que se presenta sobre cada tema



2.-Observa los ejemplos que se te proporcionan, para que puedas practicar con los ejercicios que se incluyen en esta guía.

3.-Realiza los ejercicios sugeridos, para que reafirmes lo aprendido.



4.-Se proporcionan algunas ligas (*links*) en donde puedes realizar ejercicios adicionales para confirmar algunos temas gramaticales.

Las actividades y ejercicios te permitirán lograr el propósito general de la asignatura de inglés III, así como los propósitos de cada unidad, y los aprendizajes correspondientes. A lo largo de la guía encontrarás estas imágenes. Se han incluido para que sepas que es tu turno de practicar.

Te deseamos éxito en tu examen extraordinario, y esperamos que estés consciente de que lo más importante es **tu preparación**, y como consecuencia, la acreditación de esta asignatura.

Este es el propósito de la asignatura de inglés III, y es necesario que lo conozcas para que sepas qué se espera a la hora de presentar tu examen. El propósito de la asignatura menciona lo siguiente: *“Intercambiar, oralmente y por escrito, información sobre tu entorno cotidiano al comparar y describir situaciones, personas, lugares del pasado. Así mismo, localizar e informar la secuencia de eventos acontecidos en textos orales y escritos”*. En la sección de anexos encontrarás las respuestas de todos los ejercicios y el *answer key* del *Examen Modelo*, así como la bibliografía.

TIPS PARA PREPARARTE PARA TU EXAMEN

- Te recomendamos estudiar tu guía con anticipación
- Revisa los links que se te sugieren, ya que puedes encontrar en ellos diferentes actividades y ejercicios
- Recuerda traer contigo todo tu material como son: lápiz, pluma, goma.
- Es importante traer tu CREDENCIAL oficial vigente, y en buenas condiciones.
- Investiga con antelación la ubicación del salón en el que harás tu examen extraordinario.
- El examen estará dividido en diferentes apartados: USE OF ENGLISH, READING COMPREHENSION, SPEAKING, WRITING.
- Recuerda el tiempo que tienes para contestar tu examen.
- Es importante que sepas que el profesor aplicador te llamará en algún momento para hacerte una entrevista, o bien te pedirá que desarrolles algún tema referente al Programa.
- Dormir lo suficiente la noche anterior

¡BUENA SUERTE!

Unidad 1

Comparar las cualidades de personas, objetos y lugares

PROPÓSITO. Al finalizar la unidad el alumno: intercambiará información para comparar personas, objetos y lugares, de manera oral y escrita, asimismo, destacará sus cualidades intrínsecas para realizar descripciones de su entorno cotidiano.

Aprendizaje 1: Identifica las relaciones de comparación, a partir de características de personas, objetos y lugares, para diferenciar sus cualidades, en textos orales y escritos.

Aprendizaje 2: Reconoce los atributos máximos de personas, objetos y lugares para resaltar sus cualidades, de manera oral y escrita.

Aprendizaje 3: Compara y establece la superioridad de las características de personas, objetos y lugares para realizar descripciones, de manera oral y escrita.

Aprendizaje 4: Intercambia información para comparar y resaltar las cualidades de personas, objetos y lugares, de manera oral y escrita.

This unit will show you how to compare people, things and places so you can identify, write, and talk about their differences, so that, Let's start by reading a text in which Eric describes his family members.

This is Eric, he is describing his family. Read carefully



My Family

Hi, my name is Eric. I am 10 years old. I'm 120 centimeters tall and I weigh 45 kilos. I have short straight hair and big black eyes. I want to talk about my family. I have two sisters. Their names are Rachel and Carrie. Rachel is 18 years old, she is 180 centimeters tall and she weighs 70 kilos. She has long straight hair. Carrie is 15 years old, she is short, she is 136 centimeters tall, however, she is overweight, and she weighs 80 kilos. Carrie is the only person in my family with long and curly hair. She has the most beautiful hair. My sisters are very nice. My mother's name is Julia. She is 40 years old. My mother is short (145 centimeters) and slim (50 kilos). She has short brown hair. My mother is also very nice. My father's name is Richard. He is an engineer. He is smart, and he is 45 years old. He is tall (178 centimeters) and a little overweight (100 kilos). My grandparents live with us. My grandfather's name is Tom. He is 70 years old. He is 180 centimeters tall and he weighs 70 kilos. My grandmother's name is Samantha. She is 65 years old. She has blue eyes. She is a tall (175 centimeters) and slim (65 kilos) woman. She is 170 centimeters tall. Rachel looks like my grandmother.

We live in a big house. I also have two dogs. Their names are Paw and Snoopy. Paw is a big brown dog. Snoopy is smaller than Paw but it is faster because Paw is older. I like playing with my dogs in the garden. It is the most beautiful thing I do in my spare time. I love my family. Adapted from <http://busyteacher.org/5669-comparatives-superlatives-reading-family.html>

Eric describes a lot of people. Let's organize the information in the next chart:

	Eric	Rachel	Carrie	Julia	Richard	Tom	Samantha
Age	10 years old						
Height	120 cm						
Weight	45 kilos						

Now, draw Eric's family based on the information in the chart:

Eric	Rachel	Carrie	Julia	Richard	Tom	Samantha



Let's start!

Activity 1.1 Now answer the questions, **circle** Yes or No

- | | | |
|---|------------|-----------|
| 1. Is Carrie older than Eric? | Yes | No |
| 2. Is Rachel taller than Carrie? | Yes | No |
| 3. Is Rachel fatter than Carrie? | Yes | No |
| 4. Is Eric's mother younger than his father? | Yes | No |
| 5. Is Julia older than Samantha? | Yes | No |
| 6. Is Snoopy faster than Paw? | Yes | No |
| 7. Is Snoopy older than Paw? | Yes | No |



Take a look at this!

Remember that **adjectives** are the words we use to describe (mention characteristics) of people, things, or places, for example: big, small, fast, slow, beautiful, etc. so, when you compare two people, you need to use the **comparative form of adjectives**.

**** If you think you need to improve your vocabulary (adjectives) try the exercises on the following link.**

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

(revisado el 7 de mayo de 2018)

There are four rules to write the correct comparative forms of adjectives:

<p>Rule 1</p> <p>When you have short adjectives (one syllable) add -er</p> <p>old -----older</p> <p>young -----younger</p> <p>When you have short adjectives ending in consonant + vowel + consonant, you have to double the last consonant</p> <p>big -----bigger</p> <p><small>c v c</small></p>	<p>Rule 2</p> <p>When you have long adjectives (two or more syllables) you need the word more</p> <p>beautiful----- more beautiful</p> <p>modern -----more modern</p>
<p>Rule 3</p> <p>When you have adjectives ending in -y, change the -y for -ier</p> <p>heavy----- heavier</p> <p>happy----- happier</p>	<p>Rule 4</p> <p>Finally, we have three irregular adjectives</p> <p>good----- better</p> <p>bad -----worse</p> <p>far ----- farther / further</p>



Move that pencil!

Activity 1.2

Write the comparative form of the following adjectives.

Use the rules in the previous chart.

1. strong _____
2. bad _____
3. expensive _____
4. busy _____
5. long _____
6. easy _____
7. good _____
8. serious _____
9. pretty _____
10. important _____

Good job!



But, how can you write sentences using comparatives?

Read the following examples: Carrie is **older than** Eric

Rachel is **more beautiful than** Carrie. / Julia is **younger than** Richard

To write sentences with comparatives it is very important that you use the **correct comparative form of the adjective** plus the word than.

Carrie is older than Erick

Rachel is more beautiful than Carrie



Practice makes perfection!

Activity 1.3

Order the following words to form sentences

1.-heavier elephants lions are than

2. my is sister than older me

3. more Carlos is Jose than intelligent

4. Mathematics English easier than is

5. Mathematics are more difficult than
English

6. faster cars bicycles are than

7. The bigger United States than are Mexico

8. than fruit healthier French fries is

9. tea coffee than is better

10. you more I'm beautiful than

11. mosquitoes are bigger than bees

12. is China than farther Colombia

13. one this more car is than expensive
that

14. are giraffes than taller horses

15. cats faster than are turtles



Let's practice

Activity 1.4 Now, underline the comparative form in the previous sentences.

You can get extra practice in the following links: **Listening**



- https://www.learnamericanenglishonline.com/Listening_Lab/Listening_Lab_Exercise_30_comparative_adjectives.html (revisado el 7 de mayo de 2018)

Activities <https://agendaweb.org/grammar/comparative-adjectives-exercises.html> (revisado el 7 de mayo de 2018)

- <http://www.perfect-english-grammar.com/comparative-adjectives-exercise-1.html> (revisado el 7 de mayo de 2018)

Let's do it!



Activity 1.5

Do you remember Eric's family? Look at the pictures and the information in the chart. Read the questions and **circle** a, b or c.

	Eric	Rachel	Carrie	Julia	Richard	Tom	Samantha
Age	10 years old	18 years old	15 years old	40 years old	45 years old	70 years old	65 years old
Height	120 cm	180 cm	136 cm	145 cm	178 cm	176 cm	175 cm
Weight	30 kilos	65 kilos	80 kilos	50 kilos	100 kilos	70 kilos	65 kilos

- Who is **the oldest**? a) Samantha b) Tom c) Rachel
- Who is **the youngest**? a) Carrie b) Richard c) Eric
- Who is **the heaviest**? a) Julia b) Samantha c) Richard
- Who is **the tallest**? a) Eric b) Tom c) Rachel
- Who is **the thinnest**? a) Tom b) Eric c) Carrie



Take a look at this!

As you can see we are still working with adjectives (old, short, thin, etc.) but this time we are using them to say which or who is the (oldest, shortest, thinnest etc.) in a group. For this purpose, you need to use the superlative form of the adjectives.

There are four rules to write the correct superlative forms of adjectives:

<p>Rule 1</p> <p>When you have short adjectives (one syllable) add -est</p> <p style="padding-left: 40px;">old -----the oldest</p> <p style="padding-left: 40px;">young -----the youngest</p> <p>When you have short adjectives ending in consonant + vowel + consonant, you have to double the last consonant</p> <p style="padding-left: 40px;">big -----the <u>big</u>gest</p> <p><small>c v c</small></p>	<p>Rule 2</p> <p>When you have long adjectives (two or more syllables) you need the word most</p> <p style="padding-left: 40px;">beautiful ----- the most beautiful</p> <p style="padding-left: 40px;">modern -----the most modern</p>
<p>Rule 3</p> <p>When you have adjectives ending in -y, change the -y for -iest</p> <p style="padding-left: 40px;">heavy ----- the heaviest</p> <p style="padding-left: 40px;">happy ----- the happiest</p>	<p>Rule 4</p> <p>Finally, we have three irregular adjectives</p> <p style="padding-left: 40px;">good----- the best</p> <p style="padding-left: 40px;">bad -----the worst</p> <p style="padding-left: 40px;">far -----the farthest / the furthest</p>



Practice makes perfect!

Activity 1.6

Write the superlative form of the following adjectives.

<u>adjective</u>	<u>comparative</u>	<u>superlative</u>
1. strong	stronger than	_____
2. bad	worse than	_____
3. expensive	more expensive than	_____
4. busy	busier than	_____
5. long	longer than	_____
6. easy	easier than	_____
7. good	better than	_____
8. serious	more serious than	_____
9. pretty	prettier than	_____
10. important	more important than	_____



But, how can you write sentences using superlatives?

Read the following examples:

In Eric's family:

Tom is **the oldest**.

Eric is **the youngest**.

Rachel is **the tallest**.

Eric is **the thinnest**.

To write sentences it is very important that you use the word **the** plus the **correct superlative form of the adjective**.

Tom is **the oldest** in the family.

Eric is **the shortest** in the family

It's time to work!



Activity 1.7

Order the following words to form sentences.

1. my I funniest am the in family person	
2. is in the most her Susana class intelligent	
3. most Lamborghinis the are expensive cars	
4. best Leonardo Di Caprio 2017 is the actor of	
5. the is most Sam school boy in handsome the	
6. my is most woman mom the beautiful	
7. food a is most delicious the hamburger	
8. my is most serious brother in my the family	
9. Mexico biggest is the City city in world the	
10. most drink champagne the is expensive	
11. the intelligent dolphins are most animals	
12. teacher person is the in my class oldest my	
13. is cake the chocolate best dessert	
14. dogs the Chihuahuas smallest are	
15. Nile the longest the is river	



Let's practice!

Activity 1.8

Now, underline the superlative form in the previous sentences.



You can get extra practice in the following links:

Listening

- https://www.learnamericanenglishonline.com/Listening_Lab/Listening_Lab_Exercise_32_superlative_adjectives.html (revisado el 7 de mayo de 2018)

Activities

[/student/solutions/elementary/grammar/grammar_08_022e?cc=mx&selL.language=en](#)

(revisado el 7 de mayo de 2018)

- http://www.carmenlu.com/first/grammar/superlative1_1.htm(revisado el 7 de mayo de 2018)
- <http://jerome.boulinguez.free.fr/english/file/hotpotatoes/superlatives.htm>(revisado el 7 de mayo de 2018)

Complete one of the sentences with the comparative form and the other with the superlative form.

Dogs are _____ mice (big)

Dogs are _____ pets in the world! (good)

ANSWERS: Dogs are bigger than mice. Dogs are the best pet in the world!

Are you sure about it?

When do you use comparatives?

When do you use superlatives?

What's the difference between them?





Take a look at this!

In the first sentence “A dog is bigger than a mouse”, we are comparing dogs versus mice, just **two elements**. In the second sentence “A dog is the best pet in the world”, we are comparing dogs with all the other pets (cats, mice, fish, etc.), that means **one element versus a group**.



A dog is bigger than a mouse.



A dog is the best pet in the world



Let's practice!

Activity 1.9

Read the following sentences. What do you need to complete them? The comparative form? Or the superlative? Circle the correct option.

1. My friends are _____ me. a) shorter than b) the shortest
2. Math is _____ subject for me. a) more difficult than b) the most difficult
3. I think I'm _____ person in class. a) more intelligent than b) the most intelligent
4. Hulk is _____ Iron Man. a) stronger than b) the strongest
5. Turtles are _____ mice. a) better than b) the best
6. Eggplant is _____ vegetable. a) worse than b) the worst



Go ahead Puma!

Activity 1.10

Look at the pictures and write 6 sentences, (3 comparatives and 3 superlatives). Use the adjectives given.



elephant



lion



dog



snail

1. (fast / comparative)_____.
2. (dangerous / comparative)_____.
3. (heavy / comparative)_____.
4. (slow / superlative)_____.
5. (big / superlative)_____.
6. (heavy / superlative)_____.



Go ahead Puma!

Activity 1.11

Now, let's compare different places. Write 6 sentences, (3 comparatives and 3 superlatives). Use

the adjectives given.



London



Rio de Janeiro



Tokyo

1. (exciting / comparative)_____.
2. (big / comparative)_____.
3. (modern / comparative)_____.

4. (boring / superlative)_____.
5. (big / superlative)_____.
6. (interesting / superlative)_____.



How can you write a short paragraph?

A paragraph is a group of sentences about an idea. Each paragraph must have a principal idea or main sentence, and supporting sentences (examples and / or explanations).

For example:

Main idea **1**

I think Mexico City is the best city in the world. There are a lot of things to do there, you can go sightseeing to Angel de la Independencia or Monumento de la Revolución or you can go to one of its museums. **2**

People are friendly and they are **3**

also very nice whenever you need something. Besides its food is one of the most delicious and you can **also** find a great variety. I just love Mexico City!

In this case the main idea is that “Mexico is the best city in the world” and you can find three supporting ideas 1. the activities you can do, 2. the people and 3. The food.

Another important aspect when writing a paragraph is using connectors (and, but, etc.) to join your ideas. If you want to add information you can use “also” next to a verb. For example:

People are friendly and they are **also** very nice whenever you need something.



Now, challenge yourself!

Activity 1.12

Write a short paragraph (10 sentences) in which you compare Mexico City with another city. Do not forget to use comparatives, superlatives, and, but, also to join your sentences, and adjectives such as clean, polluted, exciting, boring, interesting, old, modern, etc.



Take a look at this!

Do not forget that punctuation marks and spelling rules are essential when writing. They help you show the reader where sentences start and where they finish. They also make sentences easier to understand. In the writing part of your exam spelling and punctuation will be graded.

Here you have some of the most common punctuation marks and spelling rules:

Punctuation mark / spelling rule	Explanation	Example
CAPITAL LETTERS	<ol style="list-style-type: none">1. Use a capital letter for the personal pronoun 'I':2. Use a capital letter to begin a sentence.3. Use a capital letter for days of the week, months of the year, holidays.4. Use a capital letter for countries, languages & nationalities, religions.5. Use a capital letter for people's names and titles.6. Use a capital letter for trade-marks and names of companies and other organizations.7. Use a capital letter for cities, places and monuments.	<p>What can I say?</p> <p>The man arrived. He sat down.</p> <p>Monday, January, Christmas</p> <p>China, Chinese, Christianity</p> <p>Dr. Marco Smith</p> <p>Toyota, Coca Cola</p> <p>London, Mexico City, the Eiffel Tower</p> <p>Star Wars, The Lion King</p>

	8. Use a capital letter for titles of books, poems, songs, plays, films etc.	
Apostrophe ‘	1. It is used to show a contraction 2. It is used to show the possessive case	I’m = I am Janet’s house
Period .	It is used to note the end of a declarative sentence.	Sandra was born in 1997.
Comma ,	It is used to separate phrases or items in a list.	We need to buy milk, eggs, fish, and juice.
Colon :	1. It is used before a list or quote. 2. It is used to separate hours and minutes.	There are a lot of punctuation marks: comma, period, colon, etc. It’s 12:25
Exclamation point !	It is used to show excitement or emphasis.	I’m so happy!
Question mark ?	It is used at the end of a question.	Do you have siblings?

If you want to know more about punctuation marks, you can get in the following links:
<https://www.thepunctuationguide.com/period.html> (revisado el 4 de junio de 2018)
<http://www.enchantedlearning.com/grammar/punctuation/> (revisado el 5 de junio 2018)



Now, challenge yourself!

Activity 1.13

Go back to the text you wrote in activity 1.13 and check the use of punctuation marks and capital letters.



Take a look at this!

A synonym is a word that means the same or the meaning is nearly the same as another word.

For example: comfortable = cozy

You can use a dictionary to look for synonyms. In fact there are thesaurus (synonyms) dictionaries. Here you have some

on-line dictionaries you can use.

<http://www.wordreference.com/> (revisado el 5 junio)

<https://en.oxforddictionaries.com/> (revisado el 5 de junio)



Let's do it!

Activity 1.14 Look for synonyms for the following adjectives.

Adjective	Synonym
1. Beautiful	_____
2. Rich	_____
3. delicious	_____
4. handsome	_____
5. fat	_____
6. thin	_____



Keep Going!

Activity 1.15

Make a drawing of two of your friends and one of yourself.

Compare yourself with both of your friends, use comparatives and superlatives and the following adjectives: tall, short, thin, fat, old, young, beautiful, good-looking, serious etc. DO NOT write the sentences, do it orally! If you have the opportunity, get a friend/teacher who listens to you.

You	Your friend



You can get extra practice in the following links:

Listening

- <https://englishayamonte.blogspot.mx/2011/01/second-year-listening-comparatives-and.html> (revisado el 7 de mayo de 2018)
- <http://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/grammar-lessons/my-favourite-country-comparatives-and> (revisado el 7 de mayo de 2018)

Activities

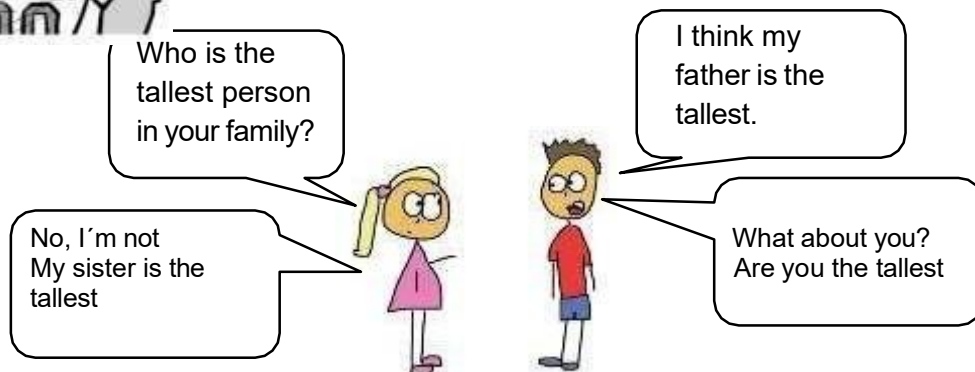
- https://elt.oup.com/student/solutions/preint/grammar/grammar_04_012e?cc=mx&selLanguage=en (revisado el 7 de mayo de 2018)
- <https://www.ego4u.com/en/cram-up/grammar/adjectives-adverbs/adjectives/exercises> (revisado el 7 de mayo de 2018)

So far you have practice how to use comparatives and superlatives to compare things, people and places in sentences. Now, it is time for you to practice conversations.

Take a look at this!



If you are taking part in a conversation it is necessary for you to make questions using comparatives and superlatives. Look at some examples:





Let's practice!

Activity 1.16 Look at the picture. Use the prompts below to write questions and answers.



1. A: (Who / old / person) _____ Paco _____

B: Jorge is the oldest person in the family.

2. A: Is Ivan younger than Paco?

B: (Yes) _____.

3. A: (Carlos / tall / Claudia) _____ ?

B: Yes, he is.

4. A: Who is the shortest person?

B: _____.

5. A: (Jorge / thin / Carlos) _____ ?

B: No, he isn't.



the questions.

Let's do it!

Activity 1.17 Can you think of more questions? Write five more questions but this time about your own family / friends. If it is possible, get a classmate / teacher to answer

1. A: _____ ?
B: _____ .
2. A: _____ ?
B: _____ .
3. A: _____ ?
B: _____ .
4. A: _____ ?
B: _____ .
5. A: _____ ?
B: _____ .



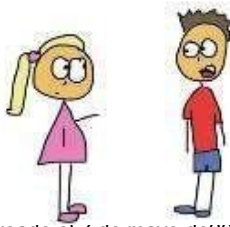
It's time to show what you know!

Activity 1.18

Look at the picture. Use the following prompts to ask questions, but this time DO NOT write the questions, get a teacher / classmate to help you with the answers. Then change roles.



You can get extra practice in the following links:



Listening https://www.youtube.com/watch?v=KLE5yPZa_Ow

(revisado el 7 de mayo de 2018)

Activities

• <https://www.eslconversationquestions.com/comparatives/>
(revisado el 7 de mayo de 2018)

• <https://www.thoughtco.com/dialogue-the-city-and-the-country-1210079> (revisado el 7 de mayo de 2018)

Self test Unit 1

I. Put a check (✓) if the adjective is in the comparative form (there are 7). If it is easier for you, highlight it.

1. John is old()
2. My History class is more boring than my English class. ()
3. Clara is more beautiful than Susy. ()
4. Children are happier than adults. ()
5. My school is very big.()
6. I'm younger than you. ()
7. Cats are cleaner than dogs. ()
8. Soda is bad for you. ()
9. My dog is fatter than yours. ()
10. Cakes are better than ice cream. ()

How many comparatives do you have?

7: Excellent! You can identify comparatives.

6-4: Nice! You may need some extra practice.

3-2 correct: Good, but you need to practice more.

0: You need to check the

II. Put a check (✓) if the adjective is in the superlative form (there are 7). If it is easier for you, highlight it.

1. You are the smartest person I know. ()
2. Canada is a beautiful country ()
3. Jazmin is my best friend. ()
4. Mosquitoes are the most annoying animals. ()
5. That is a very nice movie. ()
6. My uncle is a tall person. ()
7. Ivan is the most serious person in my family. ()
8. Gabriela has the longest hair. ()
9. Tomas is the nicest person in my class. ()
10. Sharks are the most dangerous animals. ()

How many superlatives do you have?

7: Excellent! You can identify comparatives.

6-4: Nice! You may need some extra practice.

3-2 correct: Good, but you need to practice

III. Complete the following sentences with the correct form of the adjective in parenthesis.

1. Carlos is _____ his sister. (young)
2. Everyone in my family sings well, but my mom is _____ singer. (good)
3. China is _____ country. (crowded)
4. A dog is _____ a hamster. (big)
5. Apples are _____ chips. (healthy)
6. A knife is _____ a spoon. (dangerous)
7. I think English is _____ subject. (easy)
8. Cars are _____ bikes. (fast)
9. The weather today is _____ yesterday. (good)
10. Stephen Hawking was _____ man in the world. (intelligent)

How many correct ones do you have?

10-9: Excellent! You can identify comparatives.

8-7: Nice! You may need some extra practice.

6-5 correct: Good, but you need to practice more.

4 or less: You need to check the explanation again.

IV. As it is the end of Unit 1, think about your progress. Grade the following activities with the number that best describes how you feel 1 (difficult for me) 5 (easy for me)

1. Identify comparative form.	1	2	3	4	5
2. Identify superlative form.	1	2	3	4	5
3. Know when to use comparatives or superlatives.	1	2	3	4	5
4. Use comparatives and superlatives in sentences.	1	2	3	4	5
5. Use comparatives and superlatives to talk about differences (people, things, places).	1	2	3	4	5
6. Have a conversation using comparatives and superlatives.	1	2	3	4	5

Unidad 2

Expresar la existencia de personas, objetos y lugares en el pasado.

PROPÓSITO: Al finalizar la unidad, el alumno: será capaz de describir, oralmente y por escrito, personas, lugares y eventos para referirse a acontecimientos pasados.

Aprendizaje 1. Identifica la descripción de personas, lugares y objetos en el pasado, en textos orales y escritos.

Aprendizaje 2. Reconoce la existencia de personas, lugares y objetos en el pasado, en textos orales y escritos.

Aprendizaje 3. Identifica en textos orales y escritos, experiencias o acontecimientos ocurridos en el pasado.

Aprendizaje 4. Describe sucesos personales y escolares para compartir experiencias pasadas propias y de otros, de manera oral y escrita.

This unit will help you describe people, places and past events.



A description is a vivid imagery. You can create a clear picture in your mind with the information included in a description you hear or read. The description includes general information and specific details: of people, places and things. The information is organized and sequenced.

PRESENTATION

In order to learn to describe people, things/objects and places to talk about past events you will require to develop skills and knowledge about form, meaning and use of language, as well as communicative and social uses of it (linguistic, sociolinguistic and pragmatics). Here you will find a series of examples explanations and activities to develop the necessary communicative competence that may help you to prepare your extraordinary evaluation.

CONTENT:

1. Past tense
2. Time expressions
3. Verbs in past tense
4. Spelling rules with regular verbs in past
5. Verb To Be in past: was-were
6. Recognize and describe experiences in the past
7. Developing skills:
 - written comprehension / reading comprehension
 - oral comprehension / listening comprehension
 - oral expression / oral production
 - written expression / written production

PAST TENSE

a) Form:

Affirmative. Subject + verb past + time expression.

Mary went to Acapulco last weekend.

Negative. Subject + didn't + verb in base form + time expression.

Paco didn't go to the museum.

Yes/No question. Did + subject + verb in base form + time expression?

Did you finish Math homework yesterday?

Yes, I did/No, I didn't.

Wh question. What/When/Where + did + subject + verb in base form?

When did Del Toro receive the Oscar Award?

In 2018.

8. Meaning:

It is used to:

- * talk about what happened at a definite time in the past.
- * express the idea that an action started and finished at a specific time in the past.

It uses time phrases/expressions in the past: yesterday, two days ago, in 2010.

9. Use/Usage:

Past tense is used to describe how people, places and things were in the past.

TIME EXPRESSIONS IN THE PAST.

We use time expressions to talk about different actions in the past:

10. to show the order of events: *First, second, third, so, then finally.*

11. to say the exact date/time/day when the action happened:

Yesterday, last week, three days ago, in 2010, when I was born.



Activity 2.1

Write the pairs/equivalents.

1. Today is Friday and the action happened yesterday=24 hours ago; last Thursday
2. Today is Monday and the action happened a week ago=Seven days before.
3. Today is Wednesday and the action happened last Monday= _____
4. Today is Saturday and the action happened on Monday= _____
5. We are in 2018 and the action happened in 2015= _____



Activity 2.2

Choose the right option.

1. My mom and I went shopping... (a) twice a day (b) yesterday morning
2. I watered the plants... (a) two days ago (b) for 5 years
3. My brother... climbed the Iztaccihuatl Volcano. (a) already (b) yet
4. We went dancing... (a) since 2 hours (b) five days ago

VERBS IN PAST TENSE

Verbs in past tense can take one of these two forms. You have to learn their spelling and pronunciation. Read the information below and reflect.



Activity 2.3

Organize the following verbs in alphabetical order. Number 1 to 20.

- | | | | |
|-----------|-----------|----------|-------------|
| () Move | () Close | () Wait | () Need |
| () Play | () Want | () Stop | () Arrive |
| () Paint | () Start | () Look | () Watch |
| () Cry | () Visit | () Step | () Explain |
| () Cook | () Hate | () Love | () Dance |

* Now it's time to recognize pronunciation and spelling.

Pronunciation: There are three sounds /t/ /d/ /id/.



Activity 2.4

Listen to the verbs in 2.3, in past, and cross the appropriate option of the ending.

- | | | | |
|------------------|------------------|------------------|------------------|
| 1. /t/ /d/ /id/ | 2. /t/ /d/ /id/ | 3. /t/ /d/ /id/ | 4. /t/ /d/ /id/ |
| 5. /t/ /d/ /id/ | 6. /t/ /d/ /id/ | 7. /t/ /d/ /id/ | 8. /t/ /d/ /id/ |
| 9. /t/ /d/ /id/ | 10. /t/ /d/ /id/ | 11. /t/ /d/ /id/ | 12. /t/ /d/ /id/ |
| 13. /t/ /d/ /id/ | 14. /t/ /d/ /id/ | 15. /t/ /d/ /id/ | 16. /t/ /d/ /id/ |
| 17. /t/ /d/ /id/ | 18. /t/ /d/ /id/ | 19. /t/ /d/ /id/ | 20. /t/ /d/ /id/ |

Spelling: When writing expressions in past, the verb has special forms. Look at the following rules.

Spelling rules with regular verbs in past:

- Verbs ending in –e add d only: **like-liked, arrive-arrived.**
- Verbs with one syllable that end in consonant-vowel-consonant, double the final consonant: **stop-stopped, rob-robbed.**
- Verbs ending in a consonant + -y, change the –y into i and add ed: **study-studied, cry-cried.**
- Verbs ending in a vowel + -y, add ed: **play-played, stay-stayed.**



Activity 2.5

Write the verbs of activity in 2.3, in both forms, present and past.

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____
7. _____ 8. _____
9. _____ 10. _____
11. _____ 12. _____
13. _____ 14. _____
15. _____ 16. _____
17. _____ 18. _____
19. _____ 20. _____



Activity 2.6

Listen to the verbs in bold letters and recognize past form. Next match the columns to connect present form with past form. Write number in the parentheses.

- | | | | |
|------------------|------------|----------------|------------|
| 1. Go | () ran | 11. Hurt | () bought |
| 2. Give | () ate | 12. Teach | () hurt |
| 3. Sit | () drank | 13. Spend | () threw |
| 4. Have | () went | 14. Sell | () cost |
| 5. Come | () got up | 15. Throw | () got |
| 6. Get up | () gave | 16. Fall | () sold |
| 7. Write | () sat | 17. Catch | () taught |
| 8. Eat | () came | 18. Buy | () caught |
| 9. Run | () wrote | 19. Cost | () spent |
| 10. Drink | () had | 20. Get | () fell |



Activity 2.7

Questions and answers in past. Cross the right option.

1.- A: I'm really sad?

B: Why?

A: I **(a) didn't (b) wasn't** see my girlfriend at school.

2.- A: Why **(a) weren't (b) didn't you** answer the cellphone last night.

B: I was out. I went to the cinema.

3.- A: Why were you in a hurry?

B: I **(a) forget (b) forgot** my laptop in the library.

4.- A: (a) Did (b) Were **you do Math homework?**

B: Yes, sure. It took me two hours.

5.- A: Remember the party we went last week?

B: Yes, Why?

A: **(a) There was (b) There were** so many handsome boys!!!

6.- A: (a) Did (b) Were **the kids alone yesterday?**

B: No, we took them to the park.

7.-A: **We (a) had (b) have English class in the park.**

B: Really? Why?

A: We went to make a written description of the place.

8.-A: Did you finish reading the literary essay?

B: Yes, I **(a) were (b) did.**

9.-A: Did you go to the Friend Cultures Fair?

B: Yes, why?

A: **(a) Was there (b) Were there** any African stand? I'm really Interested on that.

TO BE IN PAST: WAS- WERE

Form. The form of verb *to be* in past tense takes two forms: *was* and *were/wasn't* and *weren't*:

WAS-WERE								
POSITIVE					NEGATIVE			
I	was			I	wasn't			
You	were			You	weren't			
He/SHE/IT	was			He/SHE/IT	wasn't			
We	were	Young.		We	weren't	old.		
You	were			You	weren't			
They	were			They	weren't			
INTERROGATIVE			SHORT ANSWER (+)			SHORT ANSWER (-)		
Was	I			I	was		I	wasn't
Were	You			You	were		You	weren't
Was	He/SHE/IT	Young?	Yes,	He/SHE/IT	was		He/SHE/IT	wasn't
Were	We			We	were	No,	We	weren't
Were	You			You	were		You	weren't
Were	They			They	were		They	weren't

Meaning. It refers to a state in the past and is commonly found in descriptions of people, places and things.

Use. *Was* and *were* describe characteristics like: nationality, size, color, temperature, shape, personality, appearance, feelings and emotions.

What do people look like?

Height: tall, short, medium	Build: Slim, plump, well built	Age: young, middle-aged
Face: round, oval, with freckles	Hair: Bald, curly, spiky	Eyes: Big, blue, hazel
		Clothes: Casual, smart, messy



Activity 2.8

Match the columns with a line.

- | | |
|---------------------|----------------------|
| 1. Nationality | () 20 years old |
| 2. Size | () blue-pale |
| 3. Color | () beautiful-ugly |
| 4. Temperature | () big-small |
| 5. Occupation | () teacher |
| Shape | () cold-hot |
| 6. Personality | () serious-arrogant |
| 7. Appearance | () Colombian |
| 8. Feeling/Emotions | () Square-round |
| 9. Age | () happy-sad |



Activity 2.9

Fill in the blanks with the appropriate option.

- a) was b) was born c) wasn't (2) d) wasn't born e) were
 f) were/born g) weren't (2) h) weren't born

- Albert Einstein _____ American. He was German.
- A: _____ Laurel and Hardy, "El gordo y el flaco", _____ in France?
 B: No, Oliver was an American actor and Hardy was a British actor.
- Porfirio Díaz _____ in Spain. He was president of Mexico for 30 years.
- Amy Winehouse _____ in Britain and died in 2011.
- Maddona and Di Caprio _____ in Italy, they were born in The U.S.A.
- Barak Obama _____ 43 when Americans elected him president of The U.S.A. But John F. Kennedy was.
- Beyoncé and Victoria Beckham _____ beautiful children, they said they were ugly as teenagers.

8. As a child, Donald Trump _____ arrogant, thin skinned and liked to pull girl's hair.
9. Hurracaines in Mexico in the past _____ as frequent as in the last decades.
10. A: How did Guillermo del Toro and Alejandro González Iñárritu feel when they won the Oscar Award?
B: They _____ really happy.



Activity 2.10

Fill in the blanks with the appropriate option.

a) were (2) b) weren't (2) c) was (2) d) wasn't

1. Walkman _____ on the market in 1980, before the Nintendo.
2. Motorola cellphones _____ on the market in 1980. They were on the market in 1984.
3. Apple and Atari Console _____ on the market in 1976 and 1977 respectively.
4. American Movil a good business in the XX century.
5. A: _____ radars, tea bags and diodes invented in 1906? B: Yes they were.
6. A: Was Sinaloa State a safe place to live 10 years ago? No, it _____.
7. A: Were Guerrero and Oaxaca popular places to visit last year. No, they _____.

RECOGNIZE AND DESCRIBE EXPERIENCES IN THE PAST

A description is a vivid imagery. You can create a clear picture in your mind with the information included in a description you hear or read in the past. The description includes general information and specific details: of people, places and things. The information is organized and sequenced.

Process:

1. Recognize/Think useful language according to the topic: verbs, adjectives and adverbs.
2. Recognize/ use punctuation and capitalization properly.
3. Identify/write complete sentences in a sequence

4. Identify/use punctuation and connectors to link sentences.
5. Descriptions require of organization and sequence.

You can use the following questions to guide your identification, recognition and expression of descriptions.

6. About people's past:

Where and when was he/she from? they from?	Where and when were they from?
Who were his/her relatives? relatives?	Who were their relatives?
What was his/her profession? professions?	What were their professions?
What was an important date and achievement? dates and achievements?	What were important dates and achievements?
When did he/she die?	When did they die?

7. About thing(s) people did/bought/watch/read/play last weekend:

What was it?	What were they?
What time did you do it?	What time did you do them?
Where did you do it?	Where did you do them? Was it fun? Were they fun?
Did you like it?	Did you like them?

8. About places people visited/heard about/read about/investigate about:

What place was it?	What places were there?
Where is it located?	Where were they located?
Why is it interesting/ beautiful/attractive? beautiful/attractive?	Why is it interesting/ beautiful/attractive?
Did you like it?	Did you like them?

DEVELOPING SKILLS

WRITTEN COMPREHENSION.

When you have a written comprehension exercise do the following:

11. Identify the communicative kind of text, source and topic.
12. Predict the content: language and information.
13. Practice global and selective reading to get the general idea and specific information.
14. Apply comprehension strategies: overview, underline, take short notes: key words and numbers, dates, etc.
15. Read the questions before you read.



Activity 2.11

Read the questions and the text. Identify proper names and phrases in past (mark/underline). Identify the specific information requested and answer the questions.

- a) **Harry Potter** is a series of seven fantasy novels written by British author, J. K. Rowling. The novels chronicle the lives of a young wizard, Harry Potter, and his friends Hermione Granger and Ron Weasley, all of whom are students at Hogwarts School of Witchcraft and Wizardry.

1. What does the text describe (a) a person (b) a place c) a thing
2. What is Harry Potter?
3. What is it about?
4. Who were Harry's friends?

Harry Potter

- b) **Lope de Vega** was a famous writer who was born in Madrid. He was a very intelligent man who wrote many plays. People could see these plays in many beautiful theaters. His fame made him popular with women.

1. What does the text describe (a) a person (b) a place c) a thing
2. What did he write?
3. Where was he born?
4. Who was he famous with?



c) **The temple of Artemis**, also known as the temple of Diana, was a greek temple dedicated to the goddess Artemis. It was located in Ephesus, Turkey. The temple was built in the Bronze Age, it was rebuilt in the 7th century B.C. following a flood. It was destroyed and then rebuilt for the third time. It doesn't exist anymore, only fragments remain today.

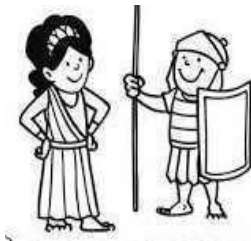
1. What does the text describe (a) a person (b) a place c) a thing
2. What was it?
3. Who was Artemis?
4. Where was Ephesus?



Activity 2.12

Read the text and fill in the blanks with the appropriate option.

ROMANS AND GREEKS



Italian tribes 1. () in contact with Greek culture and were influenced by it. Alphabet, weights and measures, coinage, goods and cults as well as the building of temples resulted from the influence of Greek civilization. Roman homes 2. () more comfortable, had columns, statues, mosaics on floors, tapestries and painting on the walls. Romans 3. () to recline on tables to eat. Other influences 4. () trade, banking, administration, art, literature, philosophy and earth science.

a) learn b) be (2) c) become

Greece and ancient Rome, though similar, have many differences. Both countries 5. () social class differences, different mythology and valued life differently. Ancient Greece 6. () in the 5th century B.C. while Rome did hundreds of years later. It is believed that much of what Rome 7. () in everyday life was adopted from the ancient Greeks with minor alterations.

a) develop b) have c) use

Socially, both 8. () in hierarchy but 9. () some differences: Greece 10. () their social systems into five categories (slaves, freemen, metics, citizens and women). Society 11. () women to be less than slaves. Rome society was divided into four different categories (free men, slaves, plebeians, and patricians).

a) divide b) consider c) believe d) there are

Women 12. () citizens, if they were nor born into slavery, however they were not able to hold political offices or vote. In architecture, Greeks 13. () three different architecture styles: Corinthian, Doric and Ionic. Romans 14. () Grecian style, but 15. () arches and aqueducts in their buildings.

a) Incorporate (2) b) be c) adopt

Both Greece and Rome are most famous for the myhtological stories; however, the Romans 16. () them from the Greeks. An example is the famous manuscript the *Iliad*, produced by the Greeks. Nearly 700 years later, the Romans produced a similar manuscript, the *Aeneid*. Greek gods 17. () beautiful bodies with gorgeous muscles. Roman gods 18. () a physical apparence; it was just imagined by people. Greeks focused on their lives, but Romans 19. () on their afterlife.

a) focus b) adopt c) have d) do not have



Activity 2.13.

Based on the information from above, fill in the blanks with the verb form in past.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____
- 17. _____
- 18. _____
- 19. _____



Activity 2.14

Read the text and fill out the table below.

Roman social classes structure	Greeks social classes structure	Roman architecture	Greek architecture	Roman Women	Greek women
-	-	Greek architecture plus:	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-

ORAL COMPREHENSION.

When you have an oral comprehension exercise do the following:

1. Identify the communicative situation: speakers and their relationship, place, time, topic.
2. Predict the content: language and information.
3. Apply comprehension strategies: practice global and selective listening to get the general idea and specific information.
4. Take short notes: proper names, key words and numbers, dates, etc.
5. Read the questions before you listen.
6. You usually have the chance to listen twice. Answer during the first time and confirm during the second.



Activity 2.15

Listen and identify the communicative situation about a historic character in Mexico. In the table below predict content and take notes.

- a) Communicative situation: b) Predict: c) Take short notes:
- Speakers:
- Place: -Content:

-Information:

-Time:

-Topic:

Activity 2.16



Listen and order the the events in the life of Gertrudis Bocanegra: The heroine of Pázcuaro.

- () Her husband and son joined the Independence Movement.
- () Her husband and son died at Puente de Calderón.
- () She married a lieutenant and had five daughters and two sons.
- () She read European writers and took a position in the Mexican Independence War.
- () She served as messenger for the insurgents.
- (1) She was born in Pázcuaro, Michoacán.
- () She was captured, tortured and imprisoned.
- (10) She was sentenced to death and executed at the age of 52.
- () She was taken prisoner in 1817.
- () She went to Pázcuaro to help the rebelds.



Activity 2.17

Answer true or false. If it's incorrect, write the correct form.

1. Gertrudis Bocanegra was born in 1675. (T) (F)_____
2. Her father's name was Javier Advíncula. (T) (F)_____
3. She had advanced ideas about life and freedom. (T) (F)_____
4. The insurgents passed through Valladolid. (T) (F)_____



Activity 2.18

Answer questions about specific information.

1. Which towns did she serve as messenger? _____
2. Who did she help to capture the city during the guerrilla? _____
3. Who took her prisoner in 1817? _____
4. Why was she tortured? _____
5. What was the crime she committed? _____
6. When was she executed? _____

ORAL EXPRESSION

When you have an oral expression exercise do the following:

1. Plan your speech carefully by using: phrases in past, connectors to give a logical order or sequence (and, but, also and because).
2. Be careful with pronunciation of regular verbs in past: /d/ /t/ /id/.
3. Describe personal and academic experiences, including general information and specific details of people, places and things.



Activity 2.19

Think of the last time you went shopping to buy a present and describe your experience orally.

Use these questions as a guide to prepare your speech.

Where did you go?

Who did you go with?

When did you go?

What did you see?

What did you buy?

Did you enjoy this experience?



Activity 2.20

Remember the last time you went to the movies and describe your experience orally.

Where did you go?

Who did you go with?

When did you go?

What did you see?

What did you buy?

Did you enjoy this experience?

WRITTEN EXPRESSION

When you have a written expression exercise do the following:

1. Plan your written composition carefully by using: phrases in past, connectors to give a logical order o sequence (and, but, also andbecause).
2. Be careful with spelling of verbs: regular and irregular.
3. Be careful with punctuation.
4. Describe personal and academic experiences, including general information and specific details of people, places and things.
5. Review spelling confusing words and correct use of punctuation marks.

Spelling some confussing words:

- Write double letter: *different, orally, recommend.*
- Th sound-spelling: *alphabeth, mythological, thought.*
- Words with gth: *bought, bright, night.*
- Apostrophe ('): *didn't, wasn't, weren't.*
- Similr speeling in English and Spanish: *government- gobierno.*
- Capital letters: *Chile, Sunday, May.*
- Verbs in past: *died, believed, met, started, hit.*
- Forst train your memory to correct words; second, use a bilingual dictionary to check spelling.



Activity 2.21

Correct the spelling mistakes.

feling: _____ _ confortable: _____ finally: _____ _ authorities: _____

_____ batle: _____ _____ dieded: _____

stoped:	_____	runned:	_____
promised:	_____	brought:	_____
were'nt:	_____	did'nt:	_____
married:	_____	opend:	_____
english:	_____	italian:	_____
Thursday:	_____	Wednesday:	_____

Using punctuation marks properly. Punctuation is very important when writing.

Look at this sentence:

WOMAN WITHOUR HER MAN IS NOTHING.

There are two different forms of punctuating it, and two different meanings too.

- *A woman! Without her, man is nothing*= a man is nothing.
- *Woman without her man, is nothing*= a woman is nothing.

Study the table below: punctuation marks, examples and explanations and solve the activity.

Common punctuation marks

Colon :	Comma ,	Semicolon ;	Question mark ?	Exclamation Mark !
When to use them				
<p>-Before a list or explanation.</p> <p>-To link two sentences, when the second is an explanation of the first.</p>	<p>-To make a pause in a paragraph (to connect two sentences).</p> <p>-To separate a series of</p>	<p>-To connect two sentences/clauses.</p> <p>-In combined or compound sentences, before some connectors.</p>	<p>-At the end of a direct question.</p>	<p>-At the end of a phrase or sentence to express an exclamation.</p>

	words of the same type.			
Examples				
<i>There are two types of verbs: regular and irregular.</i>	<i>-Mary went to Acapulco, I went to Huatulco.</i>	<i>-My friend bought a dress; my mom a sweater.</i>	<i>-Did you come alone? -Were they sick?</i>	<i>. -She was beautiful!</i>
<i>We have a good idea: you make the presentation and we make the poster.</i>	<i>-I visited museums, restaurants, parks and churches.</i>	<i>-We planned to take a break; in addition, we reserved dinner.</i>		



Activity 2.22

Write the missing punctuation marks (, . : ; ? !)

1. Cristophoro Columbus discovered America _____
2. Did they finish math homework _____
3. Who went to the movies _____
4. It was a perfect day _____
5. I wrote a short story _____ a poem _____ a letter and and an essay.
6. It was lovely _____
7. They weren't long _____ but short.
8. We liked beer _____ you wine.
9. First he went to Africa. After that _____ he married Jane.



Activity 2.23

Think of the last time somebody asked you to lend him/her your homework and everything was fine. Write a 120 words composition.

Use these questions as a guide. Write complete sentences (answers) to prepare your speech.

Who asked for the favor?

What was the favor he/she asked you?

Why did he need it?

When did it happen?

Where did it happen?

Was there any problem? Explain.



Activity 2.24

Think of the last time somebody asked you to you to lend him/her and everything went wrong. Write a120 words composition.

Use these questions as a guide. Write complete sentences (answers) to prepare your speech:

Who asked you the favor?

What was the favor he/she asked you?

Did he/she need it? Why?

When did it happen?

Where did it happen?

Was there any problem? Explain.

Self test Unit 2.

I. READ AND MARK A, B OR C.

1. Cuauhtemoc Cardenas _____ for the presidency of Mexico in 1988.
a) *runs* (b) *ran* (c) *run*
2. _____ lots of people in the march against "Feminicidios" last weekend.
a) *There are* (b) *There was* (c) *There were*
3. _____ math exam easy? B: Not at all. I failed it!
a) *Did* (b) *does* (c) *Was*
4. A: Look at that passport. It was my grandfather's.
B: Wow. He was an _____ man.
(a) *Italian, tall and friendly* (b) *old, fast and modern* (c) *attentive and caring*
5. A: _____ the students late at the English class?
B: No, they weren't. They arrived at 6.59 am.
a) *Was* (b) *Were* (c) *Did*
6. A: Why did you go to the library?
B: I went to the library _____ I had to borrow some books.
(a) *to* (b) *because* (c) *for*
7. A: What did you have for breakfast this morning?
B: I _____ ham and eggs.
(a) *had* (b) *have* (c) *has*
8. Mom: Why do you arrive so late. The movie finished two hours _____.
Son: We went to that new "tacos" stand for dinner.
a) *ago* (b) *since* (c) *yet*

II. COMPLETE THE FOLLOWING PARAGRAPH USING VERBS IN PARENTHESES.

Last night I _____(be) at home watching T.V. when I _____
(hear) a strange noise. Next, I _____(not turn off) the T.V. and
_____ (walk) to the window. It _____(be) my neighbour kitten-cat
that was lost. Finally, I _____(pick-up) and _____(take) him home.

III. READ THE PARAGRAPH AND ANSWER THE QUESTIONS BELOW.

The first bicycle



This “Running Machine” was invented by the German Baron Karl von Drais in 1817. This bicycle was made of wood and covered 13 km in less than an hour. It weighed 22 kg and had iron wheels and arear-wheel brake. People bought thousands of bikes in this year.

Unfortunately, its fame banned due to the increasing number of accidents that led authorities to prohibit its use in different places in Europe.

- How did people call the first bicycle?* _____
- When was the bicycle invented?* _____
- How fast was this bicycle?* _____
- What material were the wheels made up?* _____
- How heavy was the bicycle?* _____
- How many bikes did people buy in a year?* _____
- What was the problem with this bicycle?* _____

IV. USE THE WORDS IN THE TABLE TO FILL IN THE BLANKS.

- a) built b) extracted c) found d) grew e) took f) were

Guanajuato is a State of Mexico and it is also Capital City of this State. In Colonial times, Guanajuato 1. _____ thanks to the rich minerals that were exploited in the mountains. The mines 2. _____ so rich that Guanajuato became a very influential city. At that time, the Mine “La Valenciana” 3. _____ and manufactured two-thirds of the world’s silver production of the world. In the 19th century people 4. _____ a group of mummies in the local cemetery. Years later, the state government 5. _____ a museum to preserve this mommy. The first war of the Mexican Independence 6. _____ place in Guanajuato. In this place occurred battles

between insurgent warriors and royalist troops. Nowadays Guanajuato is one of the most beautiful Colonial Cities in Mexico and is famous for its history, architecture and cultural life.

V. ON THE NET, FIND INFORMATION ABOUT A HISTORICAL SITE IN MEXICO (PUEBLA, MORELOS, ETC.), WRITE A PARAGRAPH (120 WORDS) AND PRESENT IT ORALLY.

VI. THINK ABOUT YOUR PROGRESS. GRADE THE FOLLOWING ACTIVITIES WITH THE NUMBER THAT BEST DESCRIBES HOW YOU FEEL 1 (DIFFICULT FOR ME) 5 (EASY FOR ME)

1. Identify and recognize <u>descriptions</u> <i>in the past</i> : (people, places and objects/things).	1	2	3	4	5
2. Recognize <u>the existence on people, places and objects</u> <i>in the past</i> .	1	2	3	4	5
3. Identify, <u>in oral texts, experiences and events</u> happened <i>in the past</i> .	1	2	3	4	5
4. Identify, <u>in written form, experiences and events</u> happened <i>in the past</i> .	1	2	3	4	5
5. Describe, in written form, personal and academic events in the past .	1	2	3	4	5
6. Describe, in oral form, personal and academic events in the past .	1	2	3	4	5
7. Use <u>connectors /time expressions</u> to order sequence of actions in the past .	1	2	3	4	5

Unidad 3

Describir la secuencia de eventos pasados

Propósito: Al finalizar esta unidad podrás expresar la secuencia de sucesos ocurridos, de manera oral y escrita, para intercambiar información acerca de situaciones del pasado.

Aprendizaje 1: Identifica la secuencia de eventos del pasado, en textos orales y escritos, para establecer el orden en que ocurrieron.

Aprendizaje 2: Expresa relaciones de secuencia para relatar un evento que tuvo lugar en el pasado, de manera oral y escrita.

Aprendizaje 3: Solicita y proporciona información sobre eventos pasados para expresar sus experiencias y las de otros, de manera oral.

Aprendizaje 4: Intercambia información sobre una serie de eventos que tuvieron lugar en el pasado para relatar experiencias propias y de otros, de manera escrita.

This unit will help you express the sequence of past events, as well as interchange past time situations.

When anyone describes an event that happened in the past, it is usually done by using verbs in past tense, and it is typically told following a chronological order. First, the beginning is told; second, what happened next is said; third the following actions are described, later the story continues, then the story is about to finish, and finally the end is the closing part.

You may notice that I used certain words that are called: *sequence markers*. These are: first, second, third, later, then, finally. These sequence markers, help us identify the order in which the action occurred.

The same thing happens when we describe how something occurred, for **example**, we may describe what we did this morning like this: **First**, I woke up at 7:15, **second**, I took a shower, **third**, I had breakfast; **then**, I studied English, and **finally**, I went out to play outside. So you see how the *sequence markers* **First, second, third, then, finally** help us organize the events in chronological order.

Let's start by reading an e-mail that Alejandro sent to Daniela about what he did last Saturday.

Image taken on January 16, 22018 from <https://i.pinimg.com/originals/96/0e/11/960e115186d0771a1dcb75800014d3d6.jpg>



Hi Danny:

Last Saturday, we went to Xochimilco; but first, we picked up my friend Alex at his house in Coapa, which was in our way to the Embarcadero.

When we got there, my mom parked her car near the Xochimilco Market, then we went inside and

ate a couple of *quesadillas*, they were delicious. After eating, we ran to the *trajineras* deck and my mother started negotiating the price, as there were different offerings, like having mariachis inside, or women cooking enchiladas, etc.

Later, we all voted for the *trajinera* with a mariachi, as we didn't want to eat while in the boat, and there we went. It was sunny and warm and there were not too many

boats in the canals. We had a very good time. I remember I sang *El Rey*, along with my brothers and people in other *trajineras* were clapping at our performance. Finally, at the end of the trip, we were allowed to drink sodas and clear our throats.

It was a great Saturday, and we enjoyed it a lot. I hope, next time you may come along.

Best wishes

Alejandro



Let's practice!

Activity 3.1

To identify the sequence of events, we should first **underline** all the past tense verbs that were used in the text.



Activity 3.2

Now write those past tense verbs in the following chart, and indicate their simple present tense in front of them.

PAST TENSE VERBS	SIMPLE PRESENT VERB
Went	go

Please, remember that there are sequence markers that help us identify the sequence of events, these are: first, second, third, later, then, finally.



Activity 3.3

Now, let's locate these words in the text above and **highlight** them.



Activity 3.4

Now let's order the right sequence for these markers in the box:

Later	second	then	finally	first	third
-------	--------	------	---------	-------	-------

Timeline

A timeline is a graphic representation of the passing of time and it is used to show events in the order that they happen, printed on a continuous line.

For example, we can write the following text:

Last Saturday, first I got up late, second I did some exercise, third I took a shower, then, I had breakfast and finally I did my homework.

We may represent the above paragraph using a timeline as follows:

Got up late did exercise took a shower had breakfast did my homework

As you can see, the events described on the timeline, show the order in which they happen in graphic form, and they are easy to see and they mean the same as the paragraph.



Now let's practice.

Activity 3.5

It is time to draw a timeline below; using the order of the sequence markers in Activity 3.1 above and the underlined verbs (from Activity 3.2) to visualize the sequence of events.

Select five actions, between: "**First** we picked up Alex" and "**Finally** we were allowed to drink" and write them on the timeline below.

Last Saturday Timeline:

Picked up Alex.

Allowed to drink

Morning

afternoon

Diagram

A timeline can also be represented as a diagram, which is the sequence of events in graphic form as follows:

For example, we can use the same text as in the diagram explanation:

Last Saturday, first I got up late, second I did some exercise, third I took a shower, then, I had breakfast and finally I did my homework.



As you may see, the diagram is similar to a timeline and it graphically represents a series of actions that occurred in chronological order.



Activity 3.6

Now let's practice doing a diagram using this text:

Last Monday I got up early, I took a shower, I had breakfast, I read a book and I went to school.

Use the diagram below and fill it with the actions described above.



Now! Let's practice listening!

Activity 3.7

Let's practice listening to *The story of Alice and Josh*. Please go to YouTube and go the link:

<https://www.youtube.com/watch?v=1n6tFsK8ZKY>

Then, fill in the following table with the verbs used in describing the story:

Implied SEQUENCE MARKERS	VERBS
First	
Second	
Third	
Later	
Then	
Finally	



Activity 3.8

Now, please write down the same story, but using the sequence markers:

You should start like this:

First, Josh asked Alice to dinner, second

Describing and writing events that happened in the past in chronological order

Please remember that we use the simple past tense, when we want to describe events in chronological order.

We may start, oral or written sentences with linking phrases such as: **'First,' 'Second,' 'Third,' 'Then,' 'Next,' 'Finally,'** to connect sentences and show time relationships in your narrative writing. In the following examples, you may notice that each event occurs in succession.

First, we flew to New York on our great adventure. After New York, we moved on to Philadelphia. Then, it was on to Florida for some scuba diving.

After breakfast, I spent a few hours reading the newspaper. Next, I played softball with my son.

First, I got up and went to the kitchen, then I opened the door and looked into the fridge.

First, she arrived in Guadalajara, took a cab, and checked in to her hotel. Next, she had some dinner in a restaurant. Finally, she visited a friend before she went to bed.



Now! Let's practice writing!

Activity 3.9



Do you remember what happened the first day you entered CCH? What did you feel? What was your first reaction? What was your impression about your new classmates? Who was very shy? Who was very talkative?

Image taken on may 29, 2018 from <https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQqKZj-4hU3yRCViHqwf66grsb1Ozo8g9BWUoiYma64WAackORy>

Write 100 words in English about that first day at CCH. Remember to use sequence marks like: *first, second, third, later, then, finally*. You should also link your ideas using *and, but, or, also* and *because*.

You should start like this:

When I got to CCH the first time, I felt,

Once you have finished and reviewed your writing, look at the table below, tick the appropriate box in the table for each line, then add the points and see how well you did.

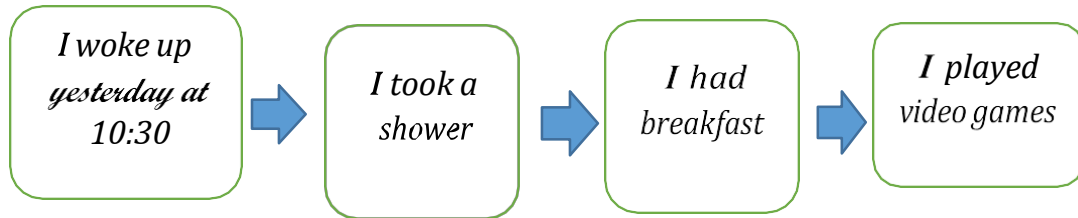
Rubric

POINTS >>>	3	2	1	0
Did you use past tense of regular verbs? How many did you use?	More than six	six	three	none
Did you use past tense of irregular verbs? How many did you use?	More than six	six	three	none
Did you use sequence markers like <i>First, second, third, later then, finally?</i>	More than four	four	two	none
Did you use punctuation marks, like: commas (,), period (.), upper case letters in the beginning and names? ie: <i>Pablo, Susana, etc.</i>	More than four	four	two	none
Did you use connectors like: <i>and, but, or, also, because?</i>	More than four	four	two	none
TOTAL POINTS				

How many points did you get? The closer to fifteen points, the better you are!

Saying sentences with a time expression

To tell a story in English, sometimes, it is useful to use a diagram that may help you put your ideas in chronological order. That is called a cheat-chart. Example:



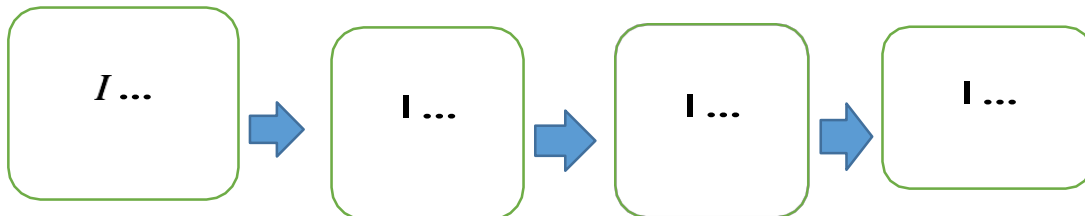
Now you can say: *yesterday, first I woke up at 10:30, second, I took a shower, then, I had breakfast and finally, I played video games.*



Now! Let's practice speaking!

Activity 3.10

Think about what you did last week end and write it in the diagram.



Now, use your cell phone to record what you say and send it to a friend and ask him/her to tell you in Spanish what he/she understood.

Celebrations, free time activities and recreational places

A conversation about past events, may be about a celebration; which is defined by Cambridge Dictionary as: “a **special social event, such as a party, when you celebrate something.**”

For example, in Mexico, we have many reasons to celebrate, for example: Independence Day, or “The Grito” on the night of September 15, Christmas, New

Year's Eve, women's 15th birthday, people's birthdays, wedding anniversaries, December 12th, which is Virgin of Guadalupe festivities, Day of the Dead.



Picture taken on May 29, 2018 from https://www.google.com/search?q=celebraciones+mexico&rlz=1C2RNAN_enMX451&source=lnms&tbn=isch&sa=X&ved=0ahUKEwiz3s_Z26vbAhVEYKwKHb3OD9MQ_AUICigB&biw=1024&bih=494#mgrc=rKEFnf3LLfl4DM:

We may also talk, or write about what we did in our free time. Typically we do free time activities on weekends, holidays, Holy Week, and school vacation.

These free time activities are another topic to talk or write about what we did, and these activities are usually done in recreational places like: parks, stadiums, concert halls, Xochimilco, museums, etc.

Typical expressions about past celebrations, free time activities are as follows:

What did you do in your free time last week?

I played soccer in my free time last week,

I did some exercise in my free time.

I went to the stadium in my free time on Sunday.



Now! Let's practice speaking!

Activity 3.11

Speak to an English teacher about a great celebration you participated, indicate the place, the sequence of events using *first*, *second*, *third*, *then*, *finally*. Remember to use verbs in past tense. Then, write 80 words about it.

There was / there were expressions

We use the **there was / there were** expressions to indicate something that existed in the **past**.
















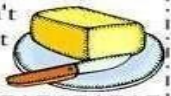




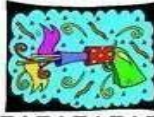
Example: *When I went to Acapulco, **there were** many tourists in the city center and **there was** a lot of heat and humidity!*



Activity 3.12

Please answer the following chart, to indicate if it is a single item, then use **was**; else, if it is plural mark it as **were**.

There was - There were

<p>There ten boys playing football.</p> <p>a) was b) were</p> 	<p>What there in your room? There were many things.</p> <p>a) was b) were</p> 	<p>There a little milk in the cup.</p> <p>a) was b) were</p> 	<p>Did the guests arrive? No, There only a postman.</p> <p>a) were b) was</p> 
<p>Was there any coffee in the cup? No, there..... any.</p> <p>a) wasn't b) weren't</p> 	<p>There many pictures in that museum.</p> <p>a) were b) was</p> 	<p>..... there many dogs in the park yesterday?</p> <p>a) Were b) Was</p> 	<p>What there on the radio?</p> <p>a) were b) was</p> 
<p>..... there many people at the concert?</p> <p>a) Was b) Were</p> 	<p>In 1957 there many trees in this street.</p> <p>a) was b) were</p> 	<p>There a cat on the roof.</p> <p>a) was b) were</p> 	<p>..... there many girls at your school?</p> <p>a) Was b) Were</p> 
<p>..... there a cat in the room?</p> <p>a) Was b) Were</p> 	<p>There many rooms in my house.</p> <p>a) was b) were</p> 	<p>..... there much tea in the tea-pot?</p> <p>a) Was b) Were</p> 	<p>..... there a book on the table?</p> <p>a) was b) were</p> 
<p>..... there many children playing with you yesterday?</p> <p>a) Was b) Were</p> 	<p>There any butter in the fridge.</p> <p>a) weren't b) wasn't</p> 	<p>What was there in the room? There many things.</p> <p>a) were b) was</p> 	<p>There only one cookie left.</p> <p>a) was b) were</p> 
<p>Was there any milk in the glass? No, there any.</p> <p>a) was no b) wasn't</p> 	<p>..... there many people in the library yesterday?</p> <p>a) Were b) Was</p> 	<p>There a party last night.</p> <p>a) was b) were</p> 	<p>..... there many cinemas in 1925?</p> <p>a) Was b) Were</p> 



Activity 3.13

Now! Let's practice speaking!

Do you remember what you did on your last vacation? Please see an English teacher who can listen to what you did in your last vacation. You may want to talk for about three minutes.

If there is no English teacher available, you may also record your speech with your cell phone and send it to someone who understands English, so he/she may give you some feedback about your recording.

This is the best way to feel comfortable for your extraordinary exam speaking test.

Was born / were born.

Let's understand the expression *I was born*.

The verb **to Bear** means: **to give birth to a baby**, which also means: to have or to produce children.

It is an irregular verb, its past simple is: **bore** and the Past Participle is **born**.

However, **A person does not give birth to himself / herself**, since **it is his or her mother who gives birth**; that is why it is said in English: **I was born**.

Examples:

I was born in October. She was born on July 26th, 2000. He was born in

Guanajuato. We were born in Mexico City. The baby was born last Saturday.

If you want to listen to more examples, please watch the following YouTube video to reinforce your learning:

<https://www.youtube.com/watch?v=B1VE0jVR8oE>



Activity 3.14

Write sentences using only five boxes from the following chart.

Example:

Abraham Lincoln was born in 1809. Abraham Lincoln was born in Kentucky, USA.

<u>Abraham Lincoln</u> 1809 Kentucky, The U.S.A.	<u>Beyoncé Giselle Knowles</u> 1981 Houston, Texas. The U.S.A.	<u>Diana of Wales (Princess Diana)</u> 1961 Sandringham, England
<u>Madonna</u> 1958 Michigan, The U.S.A.	<u>Cristiano Ronaldo</u> 1985 Madeira, Portugal	<u>Angelina Jolie</u> 1975 Los Angeles, The U.S.A.
<u>Lady Gaga</u> 1986 New York, The U.S.A.	<u>Albert Einstein</u> 1879 Germany	<u>Pablo Picasso</u> 1881 Málaga, Spain
<u>Gabriel Garcia Márquez</u> 1927 Aracataca, Colombia	<u>Mahatma Gandhi</u> 1869 Porbandar, British India	<u>Dalai Lama (Tenzin Gyatso)</u> 1935 Qinghai, China
<u>Alexander Graham Bell</u> 1847 Edinburgh, Scotland	<u>Wolfgang Amadeus Mozart</u> 1756 Salzburg, Austria	<u>Marie Curie</u> 1867 Warsaw, Kingdom of Poland
<u>Leonardo Da Vinci</u> 1452 Italy	<u>Christopher Columbus</u> 1451 Republic of Genoa (Present-day Italy)	<u>Isaac Newton</u> 1643 United Kingdom
<u>Cleopatra</u> 69 BC Alexandria, Egypt	<u>Julius Caesar</u> 100 BC Rome	<u>Aristotle</u> 384 BC Greece

POINTS >>>	3	2	1	0
Did you use past tense of regular verbs? How many did you use?	More than six	six	three	none
Did you use past tense of irregular verbs? How many did you use?	More than six	six	three	none
Did you use sequence markers like <i>First, second, third, later then, finally?</i>	More than four	four	two	none
Did you use punctuationmarks, like:commas (,), period (.), upper case letters in the beginning andnames? ie: <i>Pablo, Susana, etc.</i>	More than four	four	two	none
Did you use connectorslike: <i>and, but, or, also, because?</i>	More than four	four	two	none
TOTAL POINTS				

How many points did you get? The closer to fifteen points, the better you are! Then, **send this writing to an English teacher**, and ask him/her to give you feedback on your text, **and write back to you about a similar experience he/she remembers**. This way you will be able to improve on your interacting written expression section on your future Extraordinary Exam.

Self test Unit 3

I. Answer the following questions to see if you have learned this lesson well.

1. Do you understand the purpose and meaning of the sequence markers ***first, second, third, later, then, finally?***
2. Can you use a timeline or a diagram to graphically describe a text about past experiences?
3. Can you write or say a text about past events using sequence markers?
4. Can you explain the meaning of ***there was / there were?***
5. Do you understand the expression ***was born / were born?***
6. Can you tell someone about activities you did in your free time and ask him/her to describe to you if they did something similar?
7. Can you interact in writing with another person to share what you both did in your free time some time ago?

If you answered yes to the seven questions above, Congratulations! You are now ready to continue this guide.

Unidad 4

Narrar situaciones actuales y pasadas

PROPÓSITO: Al finalizar la unidad el alumno: Será capaz de interactuar para establecer las diferencias entre situaciones actuales y del pasado, de manera oral y escrita.

Aprendizaje 1: Reconoce la diferencia en descripciones de personas, objetos y lugares presentes y pasadas en textos orales y escritos, para establecer comparaciones.

Aprendizaje 2: Compara situaciones que se relacionan con su entorno actual y con sus experiencias pasadas para describirlas de manera oral.

Aprendizaje 3: Contrasta situaciones que se relacionan con su entorno actual y con sus experiencias pasadas para describirlas de manera escrita.

Aprendizaje 4: Interactúa para comunicar situaciones actuales y pasadas, de manera oral y escrita.

This unit will help you interact by contrasting present and past situations.

Let's Begin with Verbs and Time Expressions

As part of the topics for this unit, you should be able to recognize the difference between present and past. It is important for you to remember verbs and expressions in both tenses because they will be the main tool that will help you to understand everything in a better way.

A present expression can be any word or phrase that implies present and a past expression is any word or phrase that implies past. Check some examples in the following chart.

Present Expressions	Past Expressions
Today	Yesterday
Now	Then
At this moment	In that time
At present	In the past
Currently	Formerly



Challenge Yourself!

Activity 4.1

Read the text below and underline the verbs and expressions in present and past, then, fill the chart with the required information.

A trip to the beach now and then!

Nowadays people enjoy going to the beach in the summer or when the weather is hot. Was it the same in the past? Yes, it was, but things looked different back then. People didn't travel around much before the 1800s. However, at the end of that century, railroad companies built railroads all across the U.S. and many people started traveling to the coasts by train. This, caused places like Coney Island in New York and Atlantic City in New Jersey to become very popular destinations to visit.

At the present time it is still very common for people to go to the beach, but going by train is no longer the most popular way to do it. Now, most of the people just take an

airplane, a bus or even their own car and they can get almost everywhere in a matter of hours.



<https://www.bustle.com/art/icles/27276-8-vintage-swimsuits-from-the-19th-century-that-make-us-glad-to-live-in-the-21st>

In the late 1800s, swimming became a popular entertainment and new beach wear fashions arrived. Swimsuits were almost the same as they are today for men, but they were very different for women. The



<https://i.pinimg.com/originals/58/b0/01/58b00110b>

"bathing costume" covered almost the entire body and looked like a dress.

Women didn't want men to see them in their bathing customs, so there were special dressing rooms on wheels that were pulled into the ocean by horses. When women were ready, they climbed down the stairs directly into the water.

In these days we still wear swimsuits but they are very different, especially for women. Now they wear small pieces of clothes and anybody can watch them wearing them.

In the 19th century people didn't want their skin to get dark because of the sun, that's why they didn't swim very much when they travelled to the beach. Mostly, they preferred walking.

Today people like getting a tan when they go to the beach and there are several products that allow them to enjoy from the sunlight without being hurt.

Text adapted from: "H.Q. Mitchell, "New Let's Speed Up 3", MM Publications, 2011.

PRESENT		P A S T	
Expressions	Verbs	Expressions	Verbs



Keep Going!

Activity 4.2

Read the text again and answer the questions below. Choose the correct option. (True/False)

1. People didn't enjoy going to the beach in the past.	True	False
2. Everything looked the same in the past.	True	False
3. At the end of the 1800s people started travelling to the coasts by train.	True	False
4. Atlantic City and Coney Island became popular destinations before the 1800s	True	False
5. People still go to the beach by train today.	True	False
6. Swimsuits were the same in the past as they are today.	True	False
7. There were special dressing rooms on wheels.	True	False
8. Today women's swimsuits are bigger than in the past.	True	False
9. People didn't swim very much in the beach in the 19 th century.	True	False
10. People don't like getting a tan at present.	True	False

Present vs. Past

Now you have practiced your skills with a text, but you should also practice your listening skills.

Go ahead Puma!

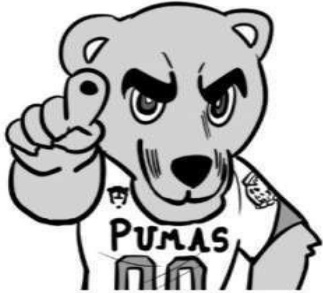


Activity 4.3

Watch the video “School: then and now talking with Ruby”

https://www.youtube.com/watch?v=n4IFPv82M_s Write down five facts mentioned by Ruby and compare her experience at school with your own experience today.

	Ruby’s experience	My own experience
E	There was only one classroom for all the grades.	There is one classroom for each grade.
E	There were mainly women as teachers.	There are male and female teachers.
1		
2		
3		
4		
5		



Take this into account Puma!

You can click the button pointed by the red arrow to activate English subtitles.



It's time to show what you know!

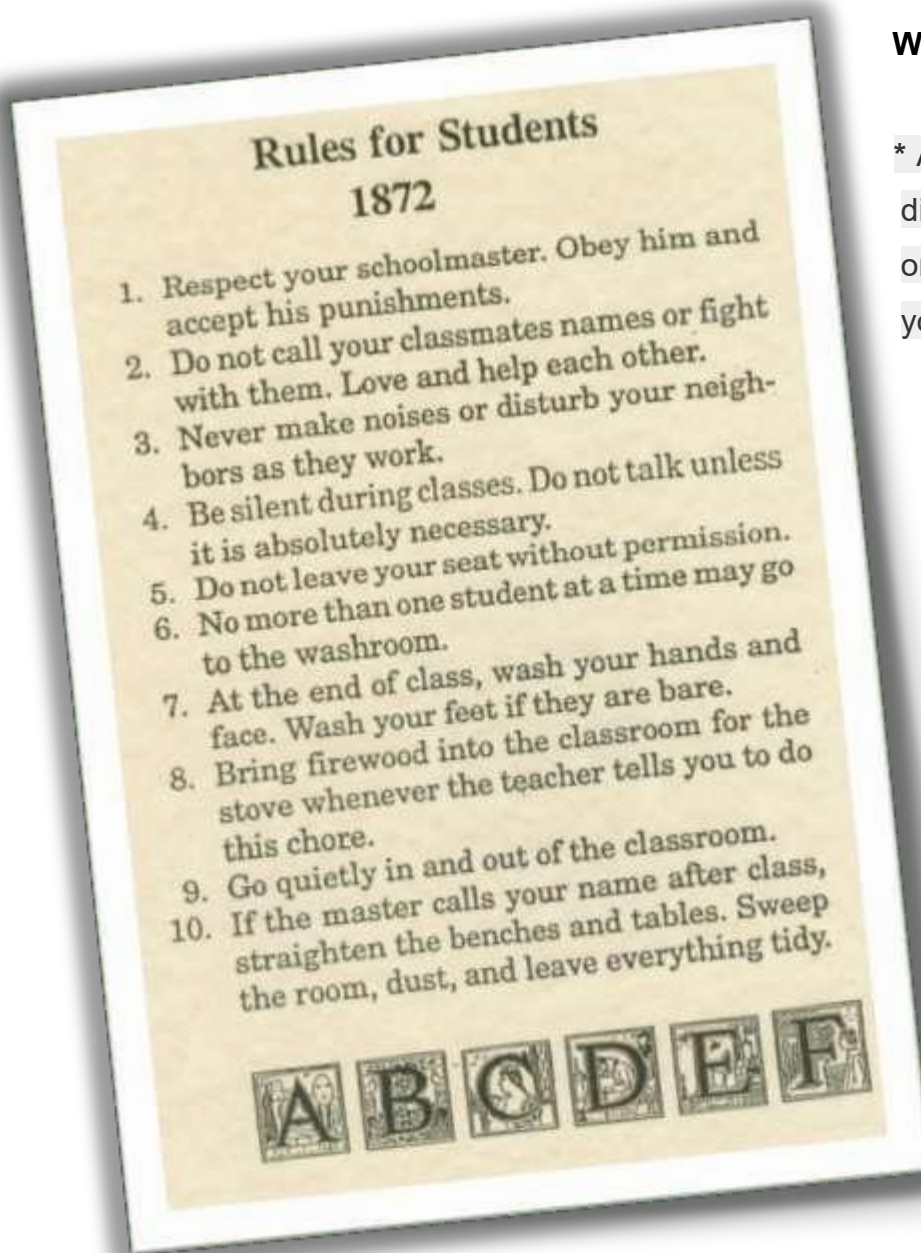
Activity 4.4

Complete the activity “Stretching the rules” in the following page.

Stretching the rules

School rules have changed over the years. Some of them are still the same, others are very similar and the rest are very different.

Take a look at the following picture and check the rules that students had in 1872.



What do you think?

* Are these rules very different from the ones that you have in your school?

* What are the strangest ones for you?

* Which one do you find the most interesting?

* Which of them are similar to the ones that you

have today?

Now, write at least three paragraphs by comparing and contrasting the differences and similarities with the school rules back then and now.

http://www.historicalsocietyofsomerset hills.org/Images/1872_student_rules_lg.jpg

Do not forget to:



- ✓ Use different time expressions to express past or current situations.
- ✓ Use the verbs in the correct tense, for example, if you are explaining previous situations conjugate the verbs into the past.
- ✓ Make comparisons between people, things and places.
- ✓ Join ideas with: *but, and, or, also and because*.
- ✓ Be careful with spelling.
- ✓ Organize the sequence of events with connectors like: First, second, third, later, after that, next, then, finally.

Prepare yourself to speak

It is time for you to practice your speaking skills. Remember that as part of your extraordinary exam, you will face an oral test. It is important that you practice as much as possible. There are two options for this part:

Option 1	Option 2
The examiner will provide you with some topics that might be illustrated with images. You should choose the option that you feel more confident with and talk about it taking into account the details described in the instructions.	The examiner will start an interview that may include some questions about your personal information (name/age/address/occupation/family). Besides, he will ask questions that are specially designed for you to use the topics included in the syllabus.
<p style="text-align: center;">Example:</p> The examiner will show you the following video: https://i.ytimg.com/vi/cEbTCYGz5No/maxresdefault.jpg Then he will ask you to talk about the differences of objects from the past and the present. You may need to use comparatives and superlatives.	<p style="text-align: center;">Example:</p> The examiner will ask some questions like: <ol style="list-style-type: none">1. What's your name?2. How are you today?3. Do you think there is a difference between objects today and objects from 30 years ago?4. Why do you think that?5. Can you compare three characteristics that are different?

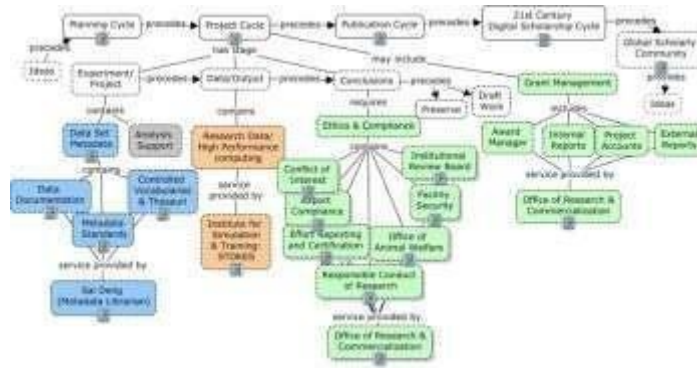
Regardless of the option, you should know that the key to achieve success in this part is to practice enough and keep calm during the test.

You can practice your oral skills with an English teacher from school.

Graphic Organizers

When it is necessary for you to organize the ideas of certain topics in order to have a better understanding, you can use graphic organizers. They are very useful tools that will help you to express knowledge and organize it through symbols and images. Check the following examples:

Knowledge Map



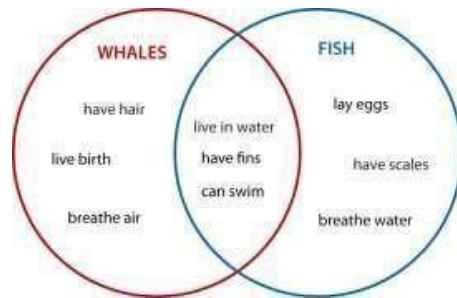
http://s3.amazonaws.com/libapps/accounts/15268/images/Research_Lifecycle_Knowledge_Map_ProjectCycle.jpg

Chart

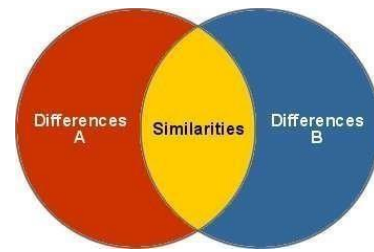
	Basic charts	Statistical charts	Scientific charts	Financial charts	3D charts	Map charts
Chart.js	At least half of the chart provided from this chart type	At least one chart provided from this chart type	No chart provided from this chart type	At least half of the chart provided from this chart type	At least one chart provided from this chart type	No chart provided from this chart type
Highcharts	At least half of the chart provided from this chart type	At least one chart provided from this chart type	No chart provided from this chart type	At least half of the chart provided from this chart type	At least one chart provided from this chart type	No chart provided from this chart type
CS	At least half of the chart provided from this chart type	At least one chart provided from this chart type	No chart provided from this chart type	At least half of the chart provided from this chart type	At least one chart provided from this chart type	No chart provided from this chart type
NVD3	At least half of the chart provided from this chart type	At least one chart provided from this chart type	No chart provided from this chart type	At least half of the chart provided from this chart type	At least one chart provided from this chart type	No chart provided from this chart type
Chartist	At least half of the chart provided from this chart type	At least one chart provided from this chart type	No chart provided from this chart type	At least half of the chart provided from this chart type	At least one chart provided from this chart type	No chart provided from this chart type
Plotly.js	At least half of the chart provided from this chart type	At least one chart provided from this chart type	No chart provided from this chart type	At least half of the chart provided from this chart type	At least one chart provided from this chart type	No chart provided from this chart type
Victory	At least half of the chart provided from this chart type	At least one chart provided from this chart type	No chart provided from this chart type	At least half of the chart provided from this chart type	At least one chart provided from this chart type	No chart provided from this chart type

https://cdn-images-1.medium.com/max/2000/1*8-EXtbCRs82PIJ_ledUEgQ.png

Venn Diagram



<https://mathematica.stackexchange.com/questions/47884/putting-set-elements->



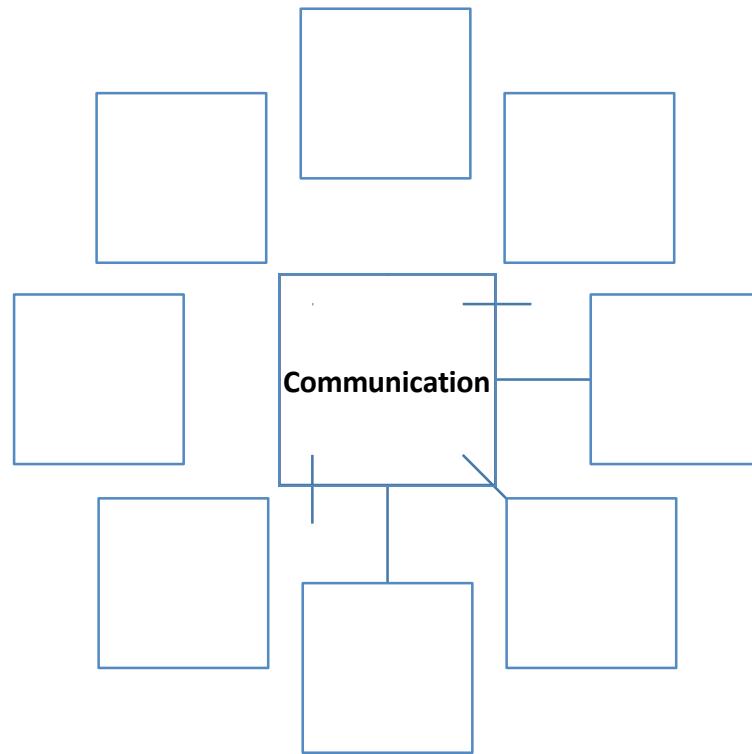
<https://www.for.gov.bc.ca/hfp/training/0001/appendix4/images/venn.gif>



Let's do it!

Activity 4.5

Talk to your parents or grandparents and ask them about the way they used to communicate with people when they were young. Use their answers and your own Ideas to create a map with words related to communication. Then, continue your practice with the activity: “The Evolution of Communication”

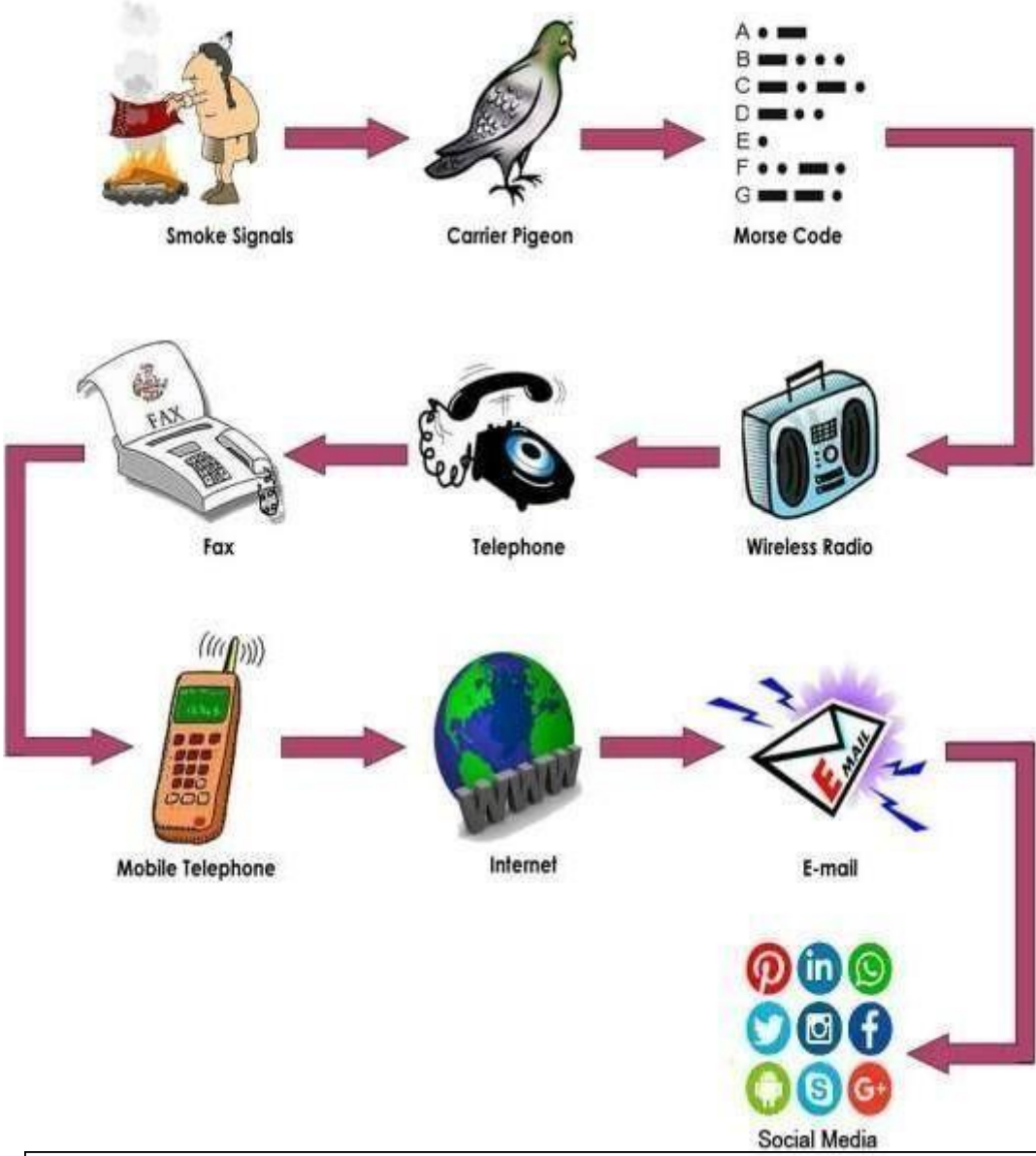


The Evolution of Communication

There are many differences between old and modern ways to communicate, observe the following image. Then, imagine that you are presenting this topic in front of a class and use all the information you have from the picture and the previous chart to talk about those differences for at least one minute.

Remember to use present and past expressions, comparatives and connectors such as: and/ but / or / also / because.

The Evolution of Communication



<https://cdn.thinglink.me/api/image/820836666741620736/1240/10/scaletowidth>

Speaking and Writing Interaction

Now it is time for interaction. During the exam you are expected to perform different ways of interaction that include writing and speaking. Check the next activities; they will help you to practice these abilities.



It's time to work!

Activity 4.6

Your grandfather is very happy because you asked him about the means of communication he used when he was young, but he also has some questions for you. Read the following letter and answer him with a text from 100-120 words. Don't forget to use present and past expressions, comparatives and connectors such as: and/ but / or / also / because.

Dear Grandson:

I'm writing this letter because I enjoyed very much helping you with your homework about old means of communication. Your Grandma and I spent the whole night arguing about the new ways of talking to people. She says that Facebook, WhatsApp and Twitter are very effective and cheap ways to keep in touch with your family, but I disagree. I think it is very difficult and expensive because you have to buy a computer and pay 1 peso for each message you send and 5 pesos if you want to send a picture. She says that it isn't true, she thinks that all these services are totally free and you don't need an internet connection or a computer. She says that everything now is included in the cell phone. Is it true?

Could you please write back explaining us the differences among these services?

Please tell us about the price, and the devices we need, because if your Grandma is right I want to create a Facebook account as soon as possible. I also include a picture of my cell phone so that you can tell me if I can use it for this purpose.

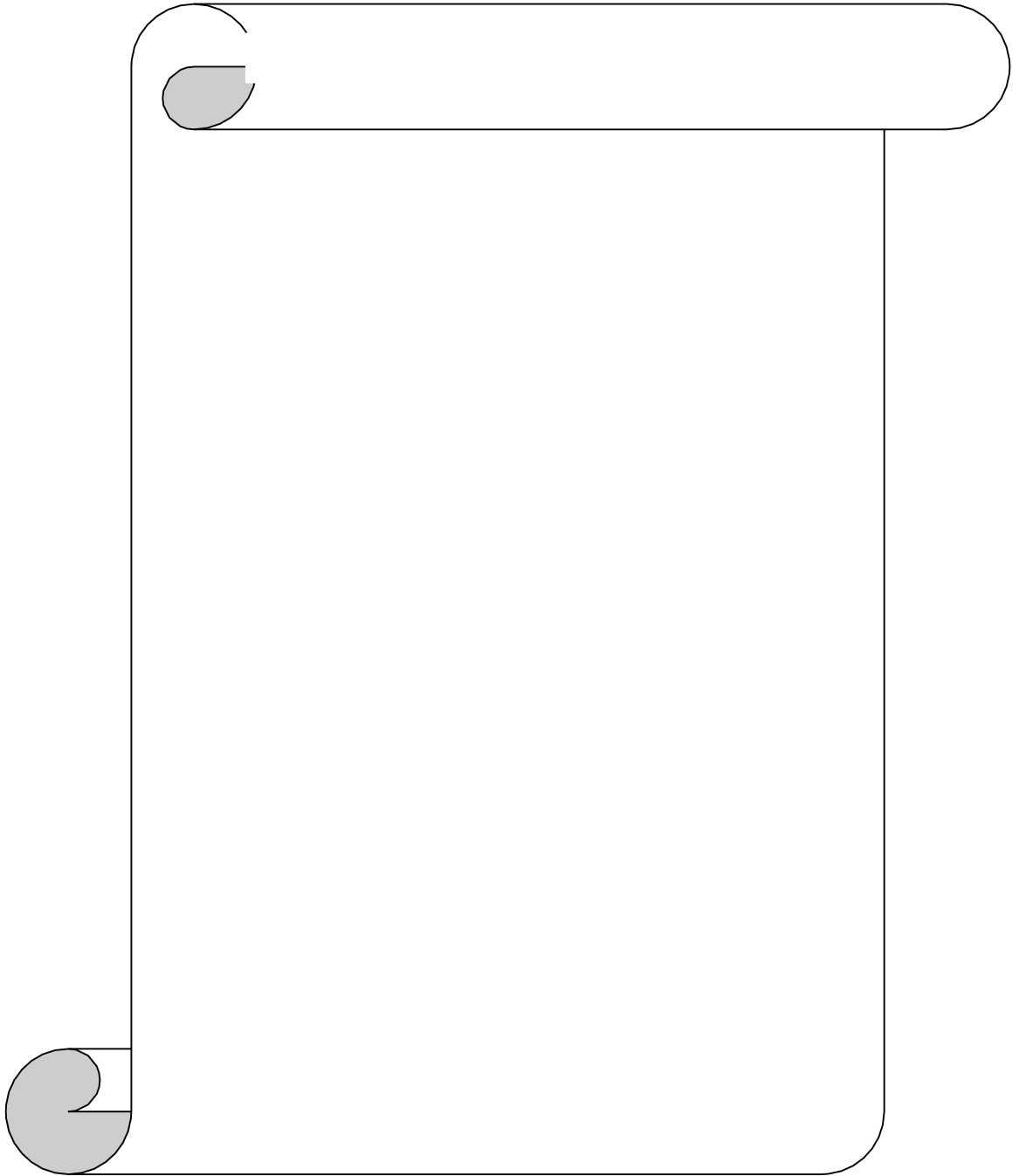
We love you very much, write back soon.

Grandpa,



https://images-na.ssl-images-amazon.com/images/I/51XSA999ukL_SL1000_.jpg

Use this piece of paper to answer your Grandpa's letter.



Practice makes perfect!

Activity 4.7



Imagine that you are in an interview. Answer the following questions aloud. You can record your answers with your cell phone and ask an English teacher to check it. Remember to use full sentences when you answer a question.

Teacher: Good morning! How are you today?

You: _____

Teacher: What's your name?

You: _____

Teacher: How old are you?

You: _____

Teacher: Do you think there is a difference between school now and 100 years ago?

You: _____

Teacher: Why? Please give me some examples about it.

You: _____

Teacher: There is a clear difference between modern and old means of communication don't you think?

You: _____

Teacher: Why do you think that? Can you please make some comparisons?

You: _____



Take this into account Puma!

You can create your own interviews to practice. Just change the topics in the questions for your favorite ones.

Self-Test Unit 4

Now you have practiced all the topics from unit 4. Think about your progress and grade the following activities putting a check under the column that best describes your knowledge now.

Topic	I need to study more	I'm ready for the exam
Present and past verbs and expressions.		
Speak to compare present and past situations.		
Write to compare present and past situations.		
Interact to communicate present and past situations. (Answer a letter / interview)		

Answer Key UNIT 1

	Eric	Rachel	Carrie	Julia	Richard	Tom	Samantha
Age	10 years old	18 years old	15 years old	40 years old	45 years old	70 years old	65 years old
Height	120 cm	180 cm	136 cm	145 cm	178 cm	180 cm	175 cm
Weight	45 kilos	70 kilos	80 kilos	50 kilos	100 kilos	70 kilos	65 kilos

Activity 1.1

1. YES
2. YES
3. NO
4. YES
5. NO
6. YES
7. NO

Activity 1.2

1. stronger
2. worse
3. more expensive
4. busier
5. longer
6. easiest
7. better
8. more serious
9. prettier
10. more important
6. easiest
7. better
8. more serious
9. prettier

Activity 1.3

- 1.-Elephants are heavier than lions.
2. My sister is older than me.
3. Carlos is more intelligent than Jose.
4. English is easier than Mathematics.
5. Mathematics is more difficult than English.
6. Cars are faster than bicycles.
7. The United States are bigger than Mexico.
8. Fruit is healthier than French fries
9. Tea is better than coffee.
- 10 I'm more beautiful than you.
- 11 Bees are bigger than mosquitoes.
- 12 China is farther than Colombia.
- 13 This car is more expensive than that
- 14 Giraffes are taller than horses.
- 15 Cats are faster than turtles.

Activity 1.4

- 1.-heavier than
- 2.-older than
- 3.-more intelligent than
- 4.-easier than
- 5.-more difficult than
- 6.-faster than
- 7.-bigger than
- 8.-healthier than
- 9.-better than
- 10.-more beautiful than
- 11.-bigger than
- 12.-farther than
- 13.-more expensive than
- 14.-taller than
- 15.-faster than

Activity 1.5

1. b) Tom
2. c) Eric
3. c) Richard
4. c) Rachel
5. b) Eric

Activity 1.6

- | | |
|-----------------------|------------------------|
| 1. the strongest | 6. the easiest |
| 2. the worst | 7. the best |
| 3. the most expensive | 8. the most serious |
| 4. the busiest | 9. the prettiest |
| 5. the longest | 10. the most important |

Activity 1.7

1. I am the funniest person in my family.
2. Susana is the most intelligent in her class.
3. Lamborghinis are the most expensive cars.
4. Leonardo Di Caprio is the best actor of 2017
5. Sam is the most handsome boy in the school.
6. My mom is the most beautiful woman.
7. Hamburger is the most delicious food.
8. My brother is the most serious in my family.
9. Mexico City is the biggest city in the world.
10. Champagne is the most expensive drink.
11. Dolphins are the most intelligent animals.
12. My teacher is the oldest person in my class.
13. Chocolate cake is the best dessert.
14. Chihuahuas are the smallest dogs.
15. -The Nile is the longest river.

Activity 1.8

1. the funniest
2. the most intelligent
3. the most expensive
4. the best
5. the most handsome
6. is the most beautiful
7. the most delicious
8. the most serious

9. the biggest
10. -the most expensive
11. -the most intelligent
12. -the oldest
13. -the best
14. -the smallest
15. -the longest

Activity 1.9

1. a) shorter than
2. b) the most difficult
3. b) the most intelligent
4. a) stronger than
5. a) better than
6. b) the worst

Activity 1.10

SAMPLE ANSWERS

1. The dog is faster than the snail.
2. The lion is more dangerous than the snail.
3. The elephant is heavier than the dog.
4. The snail is the slowest.
5. The elephant is the biggest.
6. The elephant is the heaviest.

Activity 1.11

SAMPLE ANSWERS

1. Rio the Janeiro is more exciting than London.
2. Rio de Janeiro is bigger than London.
3. Tokyo is more modern than the other two.
4. London is the most boring.
5. Rio de Janeiro is the biggest.
6. Tokyo is the most interesting.

Activity 1.12 (Student's own answer) Try to get a classmate or a teacher to check your writing)

Activity 1.13 (Check your text and pay attention to the use of capital letters and punctuation marks). Own answer

Activity 1.14

Adjective	Synonym
1. beautiful	<u>attractive, pretty,</u>
2. rich	<u>wealthy</u>
3. delicious	<u>tasty</u>

- | | |
|-------------|---------------------|
| 4. handsome | <u>good-looking</u> |
| 5. fat | <u>overweight</u> |
| 6. thin | <u>slim</u> |

Activity 1.15 (Student's own answer)

Activity 1.16

1. Who is the oldest person?
2. Yes, he is.
3. Is Carlos taller than Claudia?
4. Ivan is the shortest person
5. Is Jorge thinner than Carlos?

Activity 1.17 (student's own answers)

Activity 1.18

SAMPLE ANSWERS

Who is the tallest?

Who is the shortest?

Who is the nicest?

Is Vincent taller than Gretchen?

Is Michael thinner than TJ?

Is Ashley funnier than Gus?

Self test Unit

I.

2. My History class is more boring than my English class. (✓)
3. Clara is more beautiful than Susy. (✓)
4. Children are happier than adults. (✓)
6. I'm younger than you. (✓)
7. Cats are cleaner than dogs. (✓)
9. My dog is fatter than yours. (✓)
10. Cakes are better than ice cream. (✓)

II.

1. you are the smartest person I know (✓)
- 3 Jazmin is my best friend. (✓)
- 4 Mosquitoes are the most annoying animals. (✓)
7. Ivan is the most serious person in my family. (✓)
8. Gabriela has the longest hair. (✓)
9. Tomas is the nicest person in my class. (✓)
10. Sharks are the most dangerous animals. (✓)

II. Complete the following sentences with the correct form of the adjective in parenthesis.

1. Carlos is younger than his sister. (young)
2. Everyone in my family sings well, but my mom is the best singer. (good)
3. China is the most crowded country. (crowded)
4. A dog is bigger than a hamster. (big)
5. Apples are healthier than chips. (healthy)
6. A knife is more dangerous than a spoon. (dangerous)
7. I think English is the easiest subject. (easy)
8. Cars are faster than bikes. (fast)
9. The weather today is better than yesterday. (good)
10. Stephen Hawking was the most intelligent man in the world. (intelligent)

ANSWER KEY UNIT 2

ACTIVITY 2.1

- 1) Two days ago 2) five days ago 3) Three years ago
4) six days ago. 5) years ago

ACTIVITY 2.2

- 1) B 2) A 3) A 4) B

ACTIVITY 2.3

10	2	19	11	13	10
16	1	12	14	8	20
4	17	15	6	3	7
9	5				

ACTIVITY 2.4

- 1/d/ 2/t/ 3/ld/ 4/ ld/ 5/d/ 6 /ld/
7/t/ 8/d/ 9/ld/ 10/ld/ 11/t/ 12/ld/
13/d/ 14/ld/ 15/t/ 16/d/ 17/t/ 18/ld/
19/d/ 20) /t/

ACTIVITY 2.5

- 1-arrive-arrived 2-close-closed 3-cook-cooked 4-cry-cried 5-dance-danced
6-explain-explained 7-hate-hated 8-look-looked 9-love-loved 10-move-moved
11- need-needed 12- paint-painted 13- play-plyed 14-start-started 15-step-stepped
16-stop-stopped 17-visit-visited 18-wait-waited 19-want-wanted
20-watch-watched

ACTIVITY 2.6

- 4 11 29
5 14 18
7 12 17
1 12 17
6 9 16
2 10 19
3 13

ACTIVITY 2.7

- 1 (a) 2 (b) 3 (b) 4 (a) 5 (b) 6 (b) 7 (a) 8 (b) 9 (a)

ACTIVITY 2.7

- 1.-Colombia 2.-big-small 3.-blue-pale 4.-cold-hot 5.-teacher 6.-square round
7.-serious-arrogant 8.-beautiful-ugly 9.-happy-sad 10.-20 years old

ACTIVITY 2.9

- 1.-wasn't 2.-were born 3.- wasn't 4.-was born 5.-weren't born 6.-was
7.-weren't 8.-was 9.-weren't 10.-were

ACTIVITY 2.10

- 1.-was 2.-weren't 3.-were 4.-was 5.-were 6.-wasn't 7.-weren't

ACTIVITY 2.11

a) 1-a thing 2- a book 3-The adventure of a young wizard and his friends 4 Ron Weasley and Hermione Granger.

b) 1-a person 2 Many plays 3- In Madrid, Spain 4- Women.

c) 1-a place 2 The Temple of Diana 3- A goddess 4 Turkey.

ACTIVITY 2.12

- 1.- were 2.-became. 3.-learned. 4.-were. 5.-had. 6.-developed. 7.-used. 8.-believed. 9.-there were
10.-divided 11.-considered 12.-were 13.-incorporated 14.-adopted 15.-incorporated

ACTIVITY 2.14

Roman social structure	Greek social structure	Roman architecture	Greek architecture	Roman women	Greek women
-freemen -slaves -plebeians patricians	-slaves -freemen -metics -citizens women	Greek architecture plus: -arches -aqueducts	-Corinthian -Doric -Ionic	-citizen	-less than slaves

ACTIVITY 2.15

Speakers: History teacher

Content: Biography, in past.

Place: Classroom

Information: Personal data; important events and

people. Time: 9:00 o'clock

Topic: An important woman of Independence Movement.

Short notes: specific information.

ACTIVITY 2.16

4-5-2-3-6-1-9-10-8-7

ACTIVITY 2.17

- 1- T 2-F (husband) 3-T 4-T

ACTIVITY 2.18

- 1.-Pátzcuaro and Tacámbaro
2.-The rebels
3.-he royal army
4.-Because she didn't reveal other rebels' names
5.-Treason
6.-. october 11th. 1817.

ACTIVITY 2.21

Feeling finally comfortable authorities
Battle died stopped ran
Promised brought weren't didn't
Married opened English Italian
Thursday Wednesday

ACTIVITY 2.22

1.- . 2.- ? 3.- ? 4.- ! 5.-, - ,
6.-! 7.- , 8.-; 9.-,

SELF TEST

I. 1-b 2-c 3-c 4-c 5-a 6-b 7-a 8-a
II. was, heard, didn't turn off, walked, was, picked up-took
III. Running machine, 1817, 13 km, Iron, 22 kg, Thousands, Increasing number of accidents
IV. 1(f) 2(d) 3(b) 4(c) 5(a) 6(e)
Own answer

IV. Rubric VI Rubric

TAPESCRIPTS

2.4 Listening.

- | | | | |
|------------|-------------|-------------|---------------|
| 1. Moved | 2. Closed | 3. Waited | 4. Needed |
| 1. Played | 6. Wanted | 7. Stopped | 8. Arrived |
| 1. Painted | 10. Started | 11. Looked | 12. Watched |
| 13. Cried | 14. Visited | 15. Stepped | 16. Explained |
| 17. Cooked | 18. Hated | 19. Loved | 20. Danced |

2.2 Listening.

go-went	give-gave	sit-sat	have-had	come-came
get up-got up	write-wrote	eat-ate	run-ran	drink-drank

2.10. Listening.

2.14

Good morning! Students. It's 9:00 o'clock, time to start our history class. Today I will talk about Gertrudis Bocanegra, a very important woman in times of The Mexican Independence Movement.

2.15 Listening.#4. Listening. #4

Gertrudis Bocanegra was born in Pázcuaro, Michoacán on April 11th, 1765. She was daughter of Javier Bocanegra and Feliciano Mendoza. She married Lieutenant Pedro Advíncula Lazo de la Vega. They had five daughters and two sons. Gertrudis was a special woman, very uncommon for her times. She read the principal European authors of The Age of Enlightenment and developed ideas of liberty, reasoning and progress. When Mexico's Independence war began, she was quick to take a position. Her husband and her eldest son joined the forces of Miguel Hidalgo y Costilla when the insurgents passed through Valladolid (Morelia) in October 1810. Both died at the Battle of Puente de Calderon. Then, she served as messenger for the insurgents in Pázcuaro and Tacámbaro, helping to form a communication framework between principal locations of the rebellion. During the guerrilla war, she was sent to Pázcuaro to aid the rebels to capture the city. However, she was taken prisoner by the royal army in 1817. She was subject to torture to get her to reveal the names of other rebels, but she refused to give information to the Spaniards. Finally, she was tried and found guilty of treason. Sentenced to death, she and one of her fellow insurgents were executed on October 11th, 1817 at the Plazuela de San Agustín in Pázcuaro. Facing the firing squad, she harangued her executioners before she was shot. She was 52 years old.

ON LINE PRACTICE FOR STUDENTS

Students can practice form, meaning and use of descriptions in past. It contains presentation, examples and interactive practice of past tense; descriptions, videos, drills, etc. <http://learnenglishkids.britishcouncil.org/en/grammar-practice/past-simple-sentences>

UNIT 3
ANSWER KEY

Activity 3.1 went, picked up, was, got, parked, went, were, ran, started, were, voted, went.,
was, were, had, sang, were, enjoyed

Activity 3.2

PAST TENSE VERBS	SIMPLE PRESENT VERBS
Went	Go
Picked	Pick
Was	Is
Got	Get
Parked	Park
Went	Go
Ate	Eat
Were	Are
Ran	Run
Started	Start
Voted	Vote
Didn't want	Don't want
Had	Have
Sang	Sing
Allowed	Allow
Drank	Drink
Enjoyed	Enjoy

Activity 3.3 first, then, later, finally

Activity 3.4 first, second, third, then,

later, finally

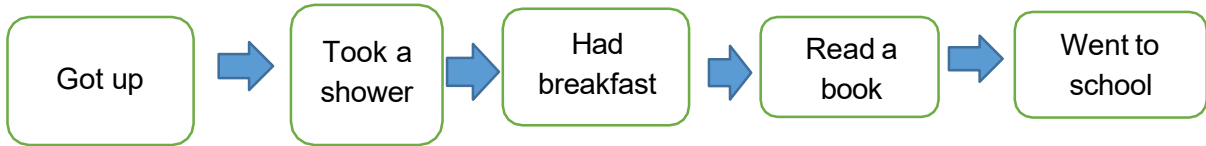
Activity 3.5

Picked up Alex. was on our way. Parked. went inside. Ate. Ran. Voted. Sang. allowed to drink Morning

afternoon

First, I fixed up Alex, secondly I parked near his house, thirdly we ran to go somewhere, later we sang, and finally we were allowed to drink a beer.

Activity 3.6



Activity 3.7

Implied SEQUENCE MARKERS	VERBS
First	asked
Second	liked
Third	married
Later	stayed
Then	traveled
Finally	called

Activity 3.8: First Josh asked Alice to dinner, they were very happy and talked a lot. Second, Alice told him she liked shopping, but Josh does not enjoy going to the mall. Later, they stayed at a very romantic hotel, and were very passionate, declaring their love will last forever. Then, they traveled to the beautiful coast Italy, and sadly, Alice found out that Josh got married, she was devastated. Finally, Josh called Alice again, but she did not answer her phone.

Activity 3.9 own answer

Activity 3.10 own answer

Activity 3.12

were	was	was	was
wasn't	were	were	was
were	were	was	were
was	were	was	was
were	wasn't	were	was
wasn't	were	was	were

Activity 3.14 own answer

Activity 3.15 own answerelf test

Self test Unit 3 Si lograste entender lo que te escribían y tenía sentido el texto con lo que comentaste, ¡Felicidades, lograste tu objetivo!

UNIT 4 ANSWER

KEY

Activity 4.1

Answers may vary but they should be taken from the text. Example:

PRESENT		PAST	
Expressions	Verbs	Expressions	Verbs
Nowadays	Enjoy	Back then	Was
At the present time	Is	At the end of that century	Looked
Now	Become	Before the 1800s	Built
In these days	Go	In the late 1800s	Started
Today	Take	In the 19 th century	Caused
	Get		Became

Activity 4.2

1. False
2. False
3. True
4. False
5. False
6. False
7. True
8. False
9. True
10. False

Activity 4.3

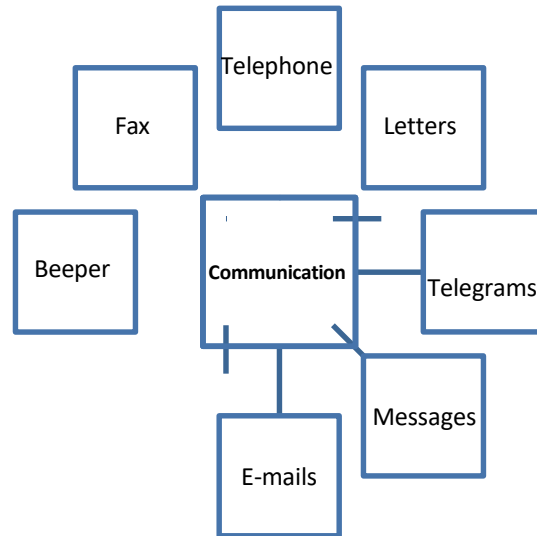
Answers may vary depending on your real experiences.

Activity 4.4

You should look for a teacher to have your speech checked and corrected.

Activity 4.5

You should fill the mind map according to your own experiences as in the following example:



Activity 4.6 own writing, check

Fluency, coherence, grammar, cohesion.

Writing must be checked according to the following chart:

LISTA DE COTEJO PARA EVALUAR EXPRESION ESCRITA DE INGLES III					
Inglés III Nivel de desempeño A2					
El alumno:	Excelente	Bueno	Regular	Nulo	Evaluación
EXPRESION					
Es capaz de escribir notas y mensajes breves y sencillos relativos a las necesidades inmediatas.	6	4	2	0	
INTERACCION					
Puede escribir cartas personales muy sencillas, por ejemplo, agradeciendo algo a alguien.	4	3	2	0	
COHERENCIA					
Es capaz de enlazar grupos de palabras con conectores sencillos tales como "y", "pero" y "porque". Enlazaoraciones con: first, second, third, later, then, finally.	6	4	2	0	
FLUIDEZ					
• Escritura creativa e imaginativa	4	3	2	0	
• Puede escribir cartas personales muy sencillas, por ejemplo agradeciendo algo a alguien.					
TOTAL:					

Activity 4.8

You should complete the conversation using your own information as in the following example:

Teacher: Good morning! How are you today?

You: I'm fine, thank you. **Teacher:**

What's your name? **You:** My name

is Alfredo.

Teacher: How old are you?

You: I'm 15 years old.

Teacher: Do you think there is a difference between school now and 100 years ago?

You: Yes, I think everything was very different back then.

Teacher: Why? Please give me some examples about it.

You: I think that in the past people had to walk long distances in order to study. Today it is easy to get to school by bus. Back then people had to work besides studying. Nowadays most young people can study without working.

Teacher: There is a clear difference between modern and old means of communication don't you think?

You: Yes, I think so.

Teacher: Why do you think that? Can you please make some comparisons?

You: Sure, in the past, it was more difficult to communicate with someone from faraway places. Today it is easier to keep in touch with people by internet. Also the cellular phones were bigger and heavier than they are today.

A continuación, se presenta un *examen modelo*, para que puedas aplicar lo que has aprendido hasta ahora. Recuerda que es importante que repases antes de hacer tu examen modelo. Las respuestas estarán al final de este, podrás verificarlas y observar en qué temas saliste bien o mal, si es necesario repasa lo que no te quede muy claro.

EXAMEN MODELO



UNIVERSIDAD NACIONAL
AUTÓNOMA DE MÉXICO COLEGIO
DE CIENCIAS Y HUMANIDADES
PLANTEL _____ **EXAMEN**



EXTRAORDINARIO
INGLÉS III
PERIODO _____, TURNO _____

NOMBRE DEL ALUMNO: _____ **NO. DE CUENTA:** _____

JURADO: _____

FECHA DE APLICACIÓN: _____

**Solve the exam writing your
answers on the "ANSWER
SHEET".
DO NOT WRITE ON THIS PAPER**

PUNTUACIÓN TOTAL	CALIFICACIÓN FINAL
_____ / 100	

A. USE OF ENGLISH.

PART 1.

Complete the following exercise, choose from the words in the box

[1 pt. each] total 9 pts

better, best, nicest, most helpful, biggest, cleanest, the most
comfortable, the most delicious, the friendliest

Jonah recently moved to a new school. He likes it (a) _____ than his old school. In fact it's the (b) _____ school he's ever been to. The teachers are the (c) _____ and (d) _____ he's ever had. The classrooms are the (e) _____ and (f) _____ he's ever seen. Every classroom has at least three computers in it. The library is also really amazing! There are tons of great books, magazines and movies. The library has (g) _____ couches that students can sit in while they read. The cafeteria food is (h) _____ he's ever eaten anywhere. Their spaghetti is Jonah's favorite dish. The students at his new school are (i) _____ he's ever met. Jonah has already made many new friends. His new school is also very well known for high achievement.

Taken from: http://english.skola.edu.mt/wp-content/uploads/2010/02/08_Comparative-and-superlative.pdf

PART 2.

Write 5 sentences, using comparatives or superlatives, use the following images to help yourself, also you can use the following adjective words: *expensive, cheap, wonderful, incredible, interesting big, better, and worse*. [2 pts. each] total 10 pt



Taken from:

https://www.google.com.mx/search?biw=1600&bih=783&tbm=isch&sa=1&ei=G5daW6DnCJKWsgWYnZzQBg&q=objects&oq=objects&gs_l=img.3...0110.17909.21894.0.22154.12.12.0.0.0.0.315.2246.2-8j1.9.0....0...1c.1.64.img..3.9.2233...0i67k1.0.9zDAczGmEa4

1. _____
2. _____
3. _____
4. _____
5. _____

PART 3.

Read the following paragraphs and underline the correct answers, choose between *was* and *were* [1 pt. each] total 10 pts

PARAGRAPH 1

Charles Darwin 1. [was were] born on February 12, 1809. He 2. [was were] a British naturalist who became famous for his theories of evolution and natural selection. In South America, Darwin found that fossils of extinct animals 3. [was were] similar to modern species. Many people 4. [was were] strongly opposed to the idea of evolution because it conflicted with their religious beliefs. Throughout his life, Darwin 5. [was were] a reserved, thorough, hardworking scholar.

PARAGRAPH 2

When Albert Einstein 6. [was were] young, his parents worried about him. Einstein's parents 7. [was were] concerned that Albert was "slow." Albert 8. [was were] a terrible student who didn't want to attend classes regularly and take exams. Einstein's best-known work, the theory of relativity, 9. [was were] published in 1905. Unfortunately, the theory of relativity 10. [was were] used to create the atomic bomb

Taken from <https://es.scribd.com/doc/4672573/WAS-WERE-exercise>

PART 4

READING COMPREHENSIÓN

Read the text "The Farm" and write "T" for true or "F" for false. [1 pts. each] total 13

The Farm

Daniel wanted to visit a farm. He asked his parents to take him to a farm. His teacher told him about the animals on a farm. There are lots of animals on a farm. Daniel wanted to see the animals. He wanted to see the cows. He wanted to see the chickens. He wanted to see the pigs. He wanted to pet the animals. He wanted to feed the animals. He loved animals. He wanted to live on a farm. He wanted to live with cows and chickens and pigs. They would be his friends. He didn't have any friends in school.

TAKEN FROM: <https://es.scribd.com/doc/54747487/Short-Story-Past-Tense>

Statements	True	False
A He had many friends in school		
B. He didn't want to see the pigs		
C. Daniel wanted to visit the zoo		
D. He didn't want to feed the animals		
E. His teacher told him about the animals on a farm		

Read the text "My last holidays" and write down the past time verbs. [1

pt. each] Text

My last Holidays

Last year I (F)_____ on holidays in summer, in August. I (G) _____ on holidays with my husband and son. We (H)___ to Thailand. We stayed in a beautiful, comfortable hotel. Every day we (I)_____ sailing and swimming, and we also (J)___ to beach. We usually ate in a cafe. The meal (K)_____ delicious. The people (L)_____ very friendly. The weather (M)_____

_____very hot.

Taken from: <https://lingualeo.com/es/jungle/my-last-holidays-103285#/page/1>

F____ **G**

H____ **I**

J____ **K**

L____

M_____

C. ORAL COMPREHENSION.

listen to a story about Little Red Riding Hood, and complete the activity [.05 pt. each] total 10

Little Red Riding Hood / Simple Past Tense

<https://www.youtube.com/watch?v=s45yTgYhabU> write the following verbs in simple past, then

watch the you tube video and check your verbs.

1. Is _____
2. Is _____
3. goes _____
4. has _____
5. sees _____
6. Is _____
7. follows _____
8. arrives _____
9. waits _____
10. says _____
11. says _____
12. screams _____
13. doesn't _____
14. run _____
15. hits _____
16. opens _____
17. yells _____
18. jumps _____

19. runs _____

20. see _____

Watch the video again and answer the following questions

(1 pt. each) total 5 points

1. Who did she visit?
2. Who was following her?
3. Where did she see the flowers?
4. Who looked the house?
5. Who reached the house?

D. WRITTEN EXPRESSION / INTERACTION.

Write a paragraph explaining what you did last summer time, or either how did you celebrate Christmas time. Use the following connectors: and / but / or. (write from 100 to 120 words) [21 Pts.]



RUBRICA PARA EVALUAR LA EXPRESION ESCRITA DE INGLES III						
Inglés III		Nivel de desempeño A2				
EXPRESION		Excelente	Bueno	Regular	Nulo	Evaluación
✗ Es capaz de escribir notas y mensajes breves y sencillos.		6.0	4.0	2.0	0	
INTERACCION						
✗ Puede escribir párrafos sencillos intercambiando información específica.		4.0	3.0	2.0	0	
COHERENCIA						
✗ Es capaz de enlazar grupos de palabras con conectores sencillos tales como "y", "pero" y "porque". Enlaza oraciones con: <i>first, second, third, later, then, finally.</i>		6.0	4.0	2.0	0	
FLUIDEZ						
✗ Presenta escritura creativa e imaginativa a su nivel, y lleva una secuencia lógica y clara		4.0	3.0	2.0	0	
					TOTAL	

E. ORAL EXPRESSION / INTERACTION.

Choose one of the following topics and record where necessary [22 pts.]

Option 1. Describe your Hometown, say why is a better place to live, describe the places and people in it.

Option 2. Explain what you did last weekend.



Inglés III		Nivel de desempeño A2				Evaluación
EXPRESIÓN		Excelente	Bueno	Regular	Nulo	
✗ Utiliza expresiones y frases con términos sencillos.		6.0	4.0	2.0	0	
INTERACCION						
✗ Describe a su familia, así como a personas y lugares y sus posesiones en términos sencillos		4.0	3.0	2.0	0	
COHERENCIA						
✗ Habla con razonable comodidad en situaciones estructuradas, y exposición de temas breves relacionadas con aspectos del pasado. Así mismo hace uso correcto de enunciados con comparativos y superlativos		6.0	4.0	2.0	0	
FLUIDEZ						
✗ Comprende lo suficiente como para desenvolverse en intercambios sencillos y habituales con posibles errores		4.0	3.0	2.0	0	
					TOTAL	



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 PLANTEL NAUCALPAN
 EXAMEN EXTRAORDINARIO
 INGLÉS III
 PERIODO ____, TURNO ____
ANSWER SHEET



NOMBRE DEL ALUMNO: _____ **No. DE CUENTA:** _____

JURADO: _____

FECHA DE APLICACIÓN: _____

PUNTUACIÓN TOTAL _____ / 100	CALIFICACIÓN FINAL _____
-------------------------------------	---------------------------------

Solve the exam writing your answers on this paper.

A. USE OF ENGLISH _____ / 9 PTS.

- PART 1
 A _____
 B _____
 C _____
 D _____
 E _____
 F _____
 G _____
 H _____
 1 _____

4. _____
 5. _____
 6. _____
 7. _____
 8. _____
 9. _____
 10. _____

PART 4

[1 pt. each] total 13 pts

- A _____
 B _____ C
 D _____ E

PART 2

[2 pts. each] total 10 pts

Answers may vary

1. _____
 2. _____
 3. _____
 4. _____
 5. _____

- F _____
 G _____
 H _____
 I _____
 J _____

PART 3 [1 pt. each] total 10 pts

1. _____
 2. _____
 3. _____

LISTA DE COTEJO PARA EVALUAR EXPRESION ESCRITA DE INGLES III					
Inglés III Nivel de desempeño A2					
El alumno :	Excelente	Bueno	Regular	Nulo	Evaluación
EXPRESION					
Es capaz de escribir notas y mensajes breves y sencillos relativos a las necesidades inmediatas.	6	4	2	0	
INTERACCION					
Puede escribir cartas personales muy sencillas, por ejemplo, agradeciendo algo a alguien.	4	3	2	0	
COHERENCIA					
Es capaz de enlazar grupos de palabras con conectores sencillos tales como "y", "pero" y "porque". Enlazaoraciones con: first, second, third, later, then, finally.	6	4	2	0	
FLUIDEZ					
<ul style="list-style-type: none"> Escritura creativa e imaginativa Puede escribir cartas personales muy sencillas, por ejemplo agradeciendo algo a alguien. 	4	3	2	0	
TOTAL:					

E. ORAL EXPRESSION / INTERACTION _____/20 PTS.

LISTA DE COTEJO PARA EVALUAR EXPRESION ORAL DE INGLES III					
Inglés III Nivel de desempeño A2					
El alumno:	Excelente	Bueno	Regular	Nulo	Evaluación
EXPRESION					
Utiliza expresiones y frases con términos sencillos	6	4	2	0	
INTERACCION					
Describe a su familia, así como a personas y lugares y sus posesiones en términos sencillos	4	3	2	0	
COHERENCIA					
Participa en conversaciones con razonable comodidad en situaciones estructuradas y en conversaciones breves siempre que la otra persona le ayude si es necesario	6	4	2	0	
FLUIDEZ					
Comprende lo suficiente como para desenvolverse en intercambios sencillos y habituales sin mucho esfuerzo	4	3	2	0	
TOTAL:					



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EXAMEN EXTRAORDINARIO
INGLÉS III
 PERIODO , TURNO



ANSWER KEY

A. USE OF ENGLISH _____/9 PTS.

- PART 1
 A **better**
 B **best**
 C **nicest**
 D **most helpful**
 E **biggest**
 F **cleanest**
 G **the most comfortable**
 H **the most delicious**
 I **the friendliest**

PART 2

[2 pts. each] total 10 pts

Answers may vary

1. _____
2. _____
3. _____
4. _____
5. _____

PART 3 [1 pt. each] total 10 pts

- 1 F WENT

1. was
2. was
3. were
4. were
5. was
6. was
7. were
8. was
9. was
10. was

PART 4

[1 pt. each] total 13 pts

- A False
 B False
 C False
 D False
 E True

LISTA DE COTEJO PARA EVALUAR EXPRESION ESCRITA DE INGLES III					
Inglés III Nivel de desempeño A2					
El alumno:	Excelente	Bueno	Regular	Nulo	Evaluación
EXPRESIÓN					
Es capaz de escribir notas y mensajes breves y sencillos relativos a las necesidades inmediatas.	6	4	2	0	
INTERACCION					
Puede escribir cartas personales muy sencillas, por ejemplo, agradeciendo algo a alguien.	4	3	2	0	
COHERENCIA					
Es capaz de enlazar grupos de palabras con conectores sencillos tales como "y", "pero" y "porque". Enlazaoraciones con: first, second, third, later, then, finally.	6	4	2	0	
FLUIDEZ					
<ul style="list-style-type: none"> Escritura creativa e imaginativa Puede escribir cartas personales muy sencillas, por ejemplo agradeciendo algo a alguien. 	4	3	2	0	
TOTAL:					

ORAL EXPRESSION / INTERACTION _____/20 PTS.

LISTA DE COTEJO PARA EVALUAR EXPRESION ORAL DE INGLES III					
Inglés III Nivel de desempeño A2					
El alumno:	Excelente	Bueno	Regular	Nulo	Evaluación
EXPRESIÓN					
Utiliza expresiones y frases con términos sencillos	6	4	2	0	
INTERACCION					
Describe a su familia, así como a personas y lugares y sus posesiones en términos sencillos	4	3	2	0	
COHERENCIA					
Participa en conversaciones con razonable comodidad en situaciones estructuradas y en conversaciones breves siempre que la otra persona le ayude si es necesario	6	4	2	0	

Internet Resources:

- “Swimsuits in the past” <https://www.bustle.com/articles/27276-8-vintage-swimsuits-from-the-19th-century-that-make-us-glad-to-live-in-the-21st>
Consultado: 14/05/2018
- “Swimsuits back then” _
<https://i.pinimg.com/originals/58/b0/01/58b00110be446462bac4f39610e734c7.jpg> consultado: 14/05/2018
- “School Rules 1872” _
http://www.historicalsocietyofsomersetthills.org/Images/1872_student_rules_1g.jpg consultado: 14/05/2018
- “Past vs. Present” <https://i.ytimg.com/vi/cEbTCYGz5No/maxresdefault.jpg>
consultado: 14/05/2018
- “knowledge map” _
http://s3.amazonaws.com/libapps/accounts/15268/images/Research_Lifecycle_Knowledge_Map_ProjectCycle.jpg consultado: 14/05/2018
- “Chart” https://cdn-images-1.medium.com/max/2000/1*8-EXtbCRs82PIJ_ledUEgQ.png consultado: 14/05/2018
- “Venn diagram” _
<https://mathematica.stackexchange.com/questions/47884/putting-set-elements-into-venn-diagram> consultado 14/05/2018
- “Venn diagram” _
<https://www.for.gov.bc.ca/hfp/training/00001/appendix4/images/venn.gif>
consultado: 14/05/2018
- “The evolution of communication” _
<https://cdn.thinglink.me/api/image/820836666741620736/1240/10/scaletowidth> consultado: 14/05/2018
- “Old cell phone” https://images-na.ssl-images-amazon.com/images/I/51XSA999ukL_SL1000.jpg consultado: 14/05/20

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