



# UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO

## ESCUELA NACIONAL COLEGIO DE CIENCIAS Y HUMANIDADES

### GUÍA PARA EXAMEN EXTRAORDINARIO DE INGLÉS I Programa de Estudio Área de Talleres de Lenguaje y Comunicación: Inglés I-IV Inglés 2016

Coordinación: Hernández Vázquez Reyna

***Participantes:***

Jimenez Jimenez Alcmena

Palomino Ocañas Yessica Susana

Paredes Sánchez Aida Margarita

Perez Patricio Aurora

Reyes Alonso Rommel Alejandro

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# Guía para presentar el examen extraordinario de Inglés I

## **Introducción**

La presente guía tiene como objetivo proporcionar aquellos elementos necesarios para lograr una pertinente preparación para el examen extraordinario. En primer lugar, es importante tener un acercamiento a los temas que se abordan en la asignatura y que son parte de los diferentes ejercicios en un examen extraordinario para lograr la preparación adecuada.

Enseguida se proporciona una práctica suficiente y variada en las diferentes habilidades lingüísticas, esto con el propósito de familiarizarse con el uso de las diferentes estructuras revisadas, así como apropiarse del vocabulario pertinente que se requiere conocer y utilizar el programa de inglés I para presentar con suficiencia un examen extraordinario.

Finalmente encontrarás las explicaciones gramaticales en español, no obstante, los ejercicios e instrucciones aparecen en inglés con el fin de que te familiarices con los reactivos de un examen extraordinario. En cada unidad cuentas con bibliografía y sugerencias para trabajar en asesorías o en mediateca. En cada unidad hay una autoevaluación que te permite auto monitorear tu aprendizaje.

A fin de lograr una práctica suficiente para presentar de forma exitosa el examen extraordinario es necesario trabajar como mínimo dos horas diarias 4-5 semanas en la guía y las sugerencias de mediateca

U 1	Presentarse a sí mismo y a los compañeros.	16 horas
U 2	Describir a la familia y a los amigos	16 horas
U 3	Describir la casa y las pertenencias	16 horas
U 4	Expresar preferencias y necesidades	18 horas

Al final de cada unidad vas a encontrar las respuestas a cada uno de los ejercicios a fin de que observes aciertos y errores, pero sobre todo que seas consciente de lo que debes repasar además de un examen-muestra de un examen extraordinario. Al terminar de resolverlo analiza los temas que necesitan repasarse, Revisa los materiales sugeridos, se sugiere asistir a mediateca y apoyarse con los asesores.

Sólo resta desearte éxito en el examen extraordinario.

Los autores

Aquí encuentra los audios de la guía.



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## UNIDAD 1

Presentarte a sí mismo y a sus compañeros

### PRESENTACIÓN

Al término de la asignatura de Inglés 1, se espera que seas capaz de comunicarte con otros en inglés al poder *describirte e intercambiar información sobre ti y otros, todo de manera oral y escrita*. Eso implica iniciar una conversación con un saludo, intercambiar información básica como nombre, edad, ocupación, nacionalidad, número de teléfono, etc., y despedirte. Asimismo, deberás ser capaz de escribir acerca de ti e identificar datos personales en textos breves tanto escritos como orales.

Para lograr el propósito antes mencionado debes cubrir cuatro aprendizajes:


- Identificar y utilizar expresiones comunes en el salón de clases para iniciar la comunicación de manera oral y escrita.
- Identificar y utilizar expresiones de uso frecuente para saludar, despedirte y presentarte a ti mismo y a otros de manera oral y escrita.
- Localizar información específica para extraer datos personales de textos orales y escritos.
- Solicitar y proporcionar tus datos personales y de otros para comunicarte en el aula de manera oral y escrita.











## APRENDIZAJE 1

Identificar y utilizar expresiones comunes en el salón de clases para iniciar la comunicación.

### Lexicon: Phrases in the classroom

I.  Read the following phrases and look the picture to guess their meaning

#### Common expressions in class

 <p>May I come in?</p>	 <p>May I go out?</p>	 <p>Can I go to the toilet?</p>	 <p>Teacher, can you repeat, please?</p>
 <p>Can I borrow your <u>book</u>?</p>	 <p>What's the meaning of <u>this</u>?</p>	 <p>How do you say "<u>goma</u>" in English?</p>	 <p>Thanks! You're welcome</p>

II. Match the classroom phrases with the correct meaning in Spanish.

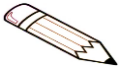







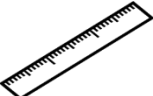



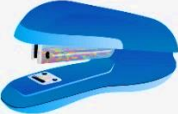







- |   |   |
|---|---|
| 1. May I come in? ( )                               | a. Quieres que tu compañero te preste su <u>libro</u> . *         |
| 2. Can I go to the toilet? ( )                      | <del>b. cómo se dice <u>goma</u> en inglés. **</del>              |
| 3. May I go out? ( )                                | c. Quieres ir al baño.  |
| 4. What's the meaning of <u>this</u> ? ( )          | d. Pides al profesor que repita algo.                             |
| 5. How do you say " <u>goma</u> " in English? ( b ) | e. Quieres saber el significado de una palabra o frase en inglés. |
| 6. Can I borrow your <u>book</u> ? ( )              | f. Pides permiso al profesor para entrar al aula.                 |
| 7. Teacher, can you repeat, please? ( )             | g. Lo mencionas después de recibir un gracias.                    |
| 8. You're welcome. ( )                              | h. Pides permiso para salir.                                      |

\*Puede ser cualquier otro material, su lápiz, su goma, su sacapuntas, etc.

\*\*Expresión para preguntar cómo se dice cualquier palabra o frase en inglés.

## Lexicon: Classroom objects

III. Study this vocabulary. It is important to learn vocabulary about the classroom.

Classroom Objects			
PENCIL 	SCISSORS 	BOOK 	SHARPENER 
GLUE STICK 	PEN 	NOTEBOOK 	ERASER 
RULER 	PENCIL CASE 	BOARD 	DESK 
STAPLER 	TAPE 	PAPER CLIP 	MARKERS 
HIGHLIGHTER 	CHAIR 	USB STICK 	PROJECTOR 

**Grammar: use of a and an**

IV. Read the explanation of **a / an**. Then, complete the exercise below.

**A or AN**

Recuerda **A** y **AN** se utilizan en frente de palabras en singular que sean contables, no se utiliza con SCISSORS porque está palabra está en plural, ni tampoco con MILK porque es incontable.

**A** se utiliza delante de todas las palabras que empiecen con sonido CONSONANTE, excepto con “h”:

*a book, a teacher, a school*

**AN** se utiliza frente a palabras que empiecen con sonido vocálico, excepto “u”:

*an apartment, an elephant, an igloo, an old man*

**“EXEPCIÓN”**

Se emplea **A** si las palabras que empiezan con “u” y tienen sonido de consonante y con “h” si esta letra tiene sonido consonante.

a university    a universal element    a house    a horse

Utilizamos **AN** si las palabras que empiezan con “u” suenan como vocal y con “h” si está letra no tiene sonido.

an umbrella    an ugly man    an hour    an honor

- |          |            |           |            |           |              |
|----------|------------|-----------|------------|-----------|--------------|
| 1. _____ | horse      | 6. _____  | chair      | 11. _____ | umbrella     |
| 2. _____ | paper clip | 7. _____  | notebook   | 12. _____ | emergency    |
| 3. _____ | board      | 8. _____  | apple      | 13. _____ | pencil case  |
| 4. _____ | eraser     | 9. _____  | album      | 14. _____ | intersection |
| 5. _____ | office     | 10. _____ | glue stick | 15. _____ | marker       |

V. Write the name of the object and add **a** or **an**.



a sharpener



**Lexicon: plural**

VI. Complete the rules with the correct example.

woman-women

fly-flies

table-tables

mango-mangoes

shelf-shelves

box-boxes

**Rules-Plural**

1. Para la gran mayoría de los sustantivos en inglés, sólo añade **-s**.

*boy-boys*

*apple- apples*

\_\_\_\_\_

2. Si la forma singular del sustantivo acaba en una consonante silbante\*, se forma el plural al añadir **-es**.

*watch-watches*

*dress- dresses*

\_\_\_\_\_

3. Algunos sustantivos singulares que terminan en **-o** cuyos plurales se forman con **-es**.

*potato- potatoes*

*tomato- tomatoes*

\_\_\_\_\_

4. Si la forma singular del sustantivo acaba en una consonante y la letra **-y**, se forma el plural quitando la **-y** y añadiendo **-ies**.

*baby- babies*

*lady- ladies*

\_\_\_\_\_

5. Algunos sustantivos singulares en inglés que terminan en **-f**, **-ff** o **-fe** en la forma singular, cuyas formas plurales acaban en **-ves**.

life- lives

wife- wives

6. Los plurales irregulares en inglés no siguen las reglas normales y deben memorizarse individualmente. Por suerte, los irregular plurales son relativamente pocos.

man- men

child- children

\* Las consonantes silbantes son aquellas que tienen un sonido de silbido o siseo, como -ch, -s, -sh, -ss, -x, y -z. Sería imposible pronunciar una -s después de estos sonidos sin introducir una vocal.

VII. Write the plural form of the words.

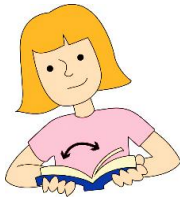
way \_\_\_\_\_ knife \_\_\_\_\_ door \_\_\_\_\_

echo \_\_\_\_\_ buzz \_\_\_\_\_ fax \_\_\_\_\_

**Lexicon: commands (imperative)**

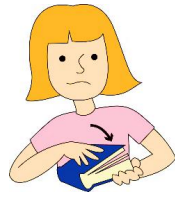
VIII. Choose the correct command/ imperative.

be quiet	<del>open your book</del>	sit down	stand up
listen	read	write	close your books



Open your book

\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## Grammar: Commands/ Imperative

- IX. Read the information about commands. Then, decide which ones are commands and which ones aren't.

### Commands

Las oraciones imperativas implican una solicitud cortés. Se emplea un verbo en forma infinitiva, se omite el sujeto porque está implícito.

Please, **open** the window

Honey, **Eat** the vegetables

Para su forma en negación antecede el auxiliar **don't**.

**Don't forget** your keys.

**Don't sleep** late.

1. <u>x</u>	Can you open the door?	2. ___	Clean your shoes.
3. <u>✓</u>	Read the history book.	4. ___	I listen to the Beatles.
5. ___	Wash the dishes.	6. ___	Can you choose the fruit?
7. ___	Don't watch TV	8. ___	Please, be quiet.
9. ___	Wash the dishes.	10. ___	You don't do your homework.
11. ___	Pick up your toys.	12. ___	Please, don't be late.

## X Writing: What is in your bag?

Open your school bag and make a list of the objects in. Divide in singular and plural.

### Example:

1. A pencil

5. pens

## APRENDIZAJE 2

Identificar y utilizar expresiones de uso frecuente para saludar, despedirte y presentarte a ti mismo y a otros

### Lexicon: Saying Hello and Good-bye.


I.  Read about the formal and informal contexts.


Formal Context	Informal context
<ul style="list-style-type: none"><li>• Entre personas con una diferencia jerárquica, por ejemplo, entre un profesor y un alumno.</li><li>• Entre personas de diferentes edades</li></ul>	<ul style="list-style-type: none"><li>• Entre amigos</li><li>• Entre personas de la misma edad</li></ul>


II. **Audio 1.1** Listen and pay attention to the pronunciation of the following expressions. Which phrases are formal? Which are informal? Which are used in formal and informal contexts?


**SAYING HELLO**

**A**  Listen and practice.

1   
Hi, Matthew. How are you?  
Great!  
How about you, Lisa?

2   
Good morning, Mr. Garcia. How are you?  
I'm just fine, Alex. Thank you.

3   
Good afternoon, Brad. How are you?  
Not bad, thanks. How are you?

4   
Good evening, Mrs. Morgan. I'm OK, thank you.  
Hello, Ms. Chen. How are you?

Taken from New *Interchange Intro*

	Saludo	Formal	Informal	Ambos
1. Hi			✓	
2. Good morning				
3. How are you?				
4. Thank you				
5. Thanks				

III **Audio 1.2** Listen and pay attention to the following expressions. Which phrases are formal? Which are informal? Which are used in formal and informal contexts?

**SAYING GOOD-BYE**

**A** Listen and practice.

1 See you later, Matthew. Bye-bye, Lisa.

2 See you tomorrow. Good-bye. Have a nice day.

3 Bye. Have a good evening. Thanks, Kim. You, too.

4 Good night, Mrs. Morgan. Good-bye, Ms. Chen.

Taken from *New Interchange Intro*

	Saludo	Formal	Informal	Ambos
1. Bye- bye			✓	
2. Good- bye				
3. Bye				
4. See you tomorrow				
5. Thanks				



### Lexicon: Introducing yourself

- III. Read the structure of the name in other countries. Complete the chart with the names of friends or members of your family.

#### Name

En algunas culturas de occidente, el nombre consta únicamente de dos partes, **first name** and **last name**, algunos tienen incluso un **middle name**. El **middle name** suele abreviarse.

First Name	Middle Name	Last Name
Barak	H. (Hussein)	Obama
Justin	D. (Drew)	Bieber
Enrique	-----	Peña

### Lexicon: Titles

- IV. Read the information about titles in English. Write the correct title of the people in the pictures. In some cases, there are two options.

#### Titles

Los títulos son empleados al dirigirse a personas en contextos formales.

<b>Miss.</b> Ito	(mujeres solteras)	<b>Ms.</b> Chen	(mujeres casadas o solteras)
<b>Mrs.</b> Morgan	(mujeres casadas)	<b>Mr.</b> Garcia	(hombres casados o solteros)

*Ejemplo:*

Title	(First name)	Last name
Miss.	(Dakota)	Fanning
Ms.	(Jennifer)	Aniston
Mrs.	(Maribel)	Guardia
Mr.	(Justin)	Bieber

## TÍTULOS



1. \_\_\_\_\_ Grande



2. \_\_\_\_\_ Obama



3. \_\_\_\_\_ Derbez



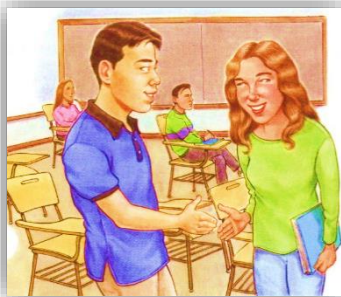
4. \_\_\_\_\_ Timberlake



5. \_\_\_\_\_ Trump

**YOU**

V. **Audio 1.3**  listen and pay attention. How people introduce themselves.



Michael: Hi. My name **is** Michael Ota.

Jennifer: I'**m** Jennifer Miller.

Michael: It'**s** nice to meet you, Jennifer.

Jennifer: Nice to meet you, too.

Michael: I'**m** sorry. What'**s** your last name again?

Jennifer: It'**s** Miller.

Taken from New *Interchange Intro*

VI. Complete the next conversation with the information of the people in the pictures.

Barak: Hi. My name **is** Barak Obama.  
Vladimir: I'm \_\_\_\_\_ (1).  
Barak: It's nice to meet you.  
Vladimir: Nice to meet you, too.  
Barak: I'm sorry. What's your first name again?  
Vladimir: It's \_\_\_\_\_ (2).



**Grammar: verb to be**

**Verb to be**

En las conversaciones utilizamos oraciones que emplean un sujeto y un verbo que proporciona información de cada uno, ese verbo en inglés es el verbo **to be** (ser o estar).

*My name **is** Michael Ota.*

*I'm Jennifer Miller.*

*It's nice to meet you...*

El verbo to be en presente tiene tres formas **is ('s)**, **am ('m)** y **are ('re)( 's)**.

**Lexicon: Personal Pronouns**

**Personal Pronouns**

Se utilizan para mencionar al que habla o a la persona a la que se dirige. También se puede referir a personas o cosas que ya fueron mencionadas o que se sobreentienden.

*I'm Peter. He's Mr. Smith.*

En esta oración el hablante es "I" y tanto él como el interlocutor saben a que hombre se refiere "He".

**Grammar: Conjugation of verb to be**

VII. Check the next chart. Complete the sentences with the correct form of the verb *to be*.


Affirmative	
Forma completa	Contracción
I <b>am</b> a doctor.	I <b>'m</b> a doctor.
You <b>are</b> my friend(s).	You <b>'re</b> my friend(s).
He <b>is</b> intelligent.	He <b>'s</b> intelligent.
She <b>is</b> my mother.	She <b>'s</b> my mother.
It <b>is</b> my favorite pet.	It <b>'s</b> my favorite pet.
We <b>are</b> from Chicago.	We <b>'re</b> from Chicago.
They <b>are</b> architects.	They <b>'re</b> architects.

1. The teacher _____ in her office.	2. Janeth _____ from Canada.
3. We _____ happy.	4. I _____ in Paris.
5. The hospital _____ ugly.	6. He _____ my father.
7. My cats _____ big.	8. My sisters _____ in a party.


**Lexicon: Possessive adjectives**

**Possessive Adjectives**


Un adjetivo posesivo muestra a quién o a qué pertenece algo o como se relaciona con ello. A cada pronombre personal le corresponde un adjetivo posesivo.




**My** name is John.



**Your** name is Tony.



**His** name is Lewis.



**Her** name is Beth.

<b>I</b>	<b>MY</b>
<b>YOU</b>	<b>YOUR</b>
<b>HE</b>	<b>HIS</b>
<b>SHE</b>	<b>HER</b>
<b>IT</b>	<b>ITS</b>
<b>WE</b>	<b>OUR</b>
<b>YOU</b>	<b>YOUR</b>
<b>THEY</b>	<b>THEIR</b>

VIII. Read the next sentences and choose the correct possessive adjective.

1. The kids are in the garden. **Our/ their** toys are everywhere.
2. She's Ursula. **His/Her** last name is Jones.
3. Oliver lives in Italy. **His/Her** family is big.
4. The car is new. **Its/ His** motor is electric.
5. Edward and I are brothers. **Our/ their** parents are in Canada.

IX. Complete the sentences. Use the correct personal pronouns in the box.

I	You	He	She	It	We	They
---	-----	----	-----	----	----	------

1. \_\_\_\_\_ 'm Jenny.
2. \_\_\_\_\_ 're Beth.
3. \_\_\_\_\_ 's Sandy.
4. \_\_\_\_\_ 's my boyfriend.
5. \_\_\_\_\_ 's my pet.

## Lexicon: personal pronoun or possessive adjective

### I or my?

Para distinguir la diferencia entre los **pronombres personales** y los **adjetivos posesivos** recordemos que los primeros van seguidos de un verbo y los adjetivos posesivos acompañados de un sustantivo.

They are teachers.  
 Pronombre verbo

Their students are intelligent.  
 Adjetivo sustantivo

X. Write a personal pronoun or a possessive adjective.

1. He's 's Patrick. His middle name is Jey.
2. She's Linda. \_\_\_\_\_ last name is Lauper.
3. \_\_\_\_\_ 'm Joana. My phone number is 5412-3819.
4. We're Michael and Nicole. \_\_\_\_\_ nicknames are Mike and Nicki.
5. \_\_\_\_\_ 's an elegant hotel and \_\_\_\_\_ restaurant is excellent.

### Grammar: Verb to be- negative sentences

Negative								
Forma Completa			Contracción					
I	<b>am not</b>	a doctor.	I	<b>'m not</b>	a doctor.	I'm	<b>not</b>	a doctor.
You	<b>are not</b>	my friend.	You	<b>aren't</b>	my friend.	You're	<b>not</b>	my friend.
He	<b>is not</b>	intelligent.	He	<b>isn't</b>	intelligent.	He's	<b>not</b>	intelligent.
She	<b>is not</b>	my mother.	She	<b>isn't</b>	my mother.	She's	<b>not</b>	my mother.
It	<b>is not</b>	my favorite pet.	It	<b>isn't</b>	my favorite pet.	It's	<b>not</b>	my favorite pet.
We	<b>are not</b>	from Chicago.	We	<b>aren't</b>	from Chicago.	We're	<b>not</b>	from Chicago.
They	<b>are not</b>	architects.	They	<b>aren't</b>	architects.	They're	<b>not</b>	architects.

XI. Complete with affirmative or negative sentences according to the pictures.



1. I 'm not an architect.

2. Sam \_\_\_\_\_ a doctor.


3. Ethan \_\_\_\_\_ a doctor.



4. Alex \_\_\_\_\_ a teacher.

5. Sophia \_\_\_\_\_ a student.

6. They \_\_\_\_\_ musicians.

XII.  listen to **audio 1.4**. Check the underlined question.

Jennifer: Are you Steven Carson?

David: No, I'm not. He's over there.

Jennifer: Oh, I'm sorry.

Taken from *New Interchange Intro*

### Yes/no questions

Las **preguntas SI/NO** utilizan una entonación ascendente\*, buscan verificar información, su estructura es la siguiente:

Full Form	Short answers
Am I a doctor?	Yes, I <b>am</b> . No, I'm <b>not</b> .
Are you my friend?	Yes, I <b>am</b> . No, I'm <b>not</b> .
Is he intelligent?	Yes, he <b>is</b> . No, he <b>isn't</b> .
Is she my mother?	Yes, she <b>is</b> . No, she <b>isn't</b> .
Is it my favorite pet?	Yes, it <b>is</b> . No, it <b>isn't</b> .
Are We from Chicago?	Yes, we <b>are</b> . No, we <b>aren't</b> .
Are you Doctors?	Yes, <b>we are</b> <b>No, we aren't</b>
Are they architects?	Yes, they <b>are</b> . No, they <b>aren't</b> .

\*example of pronunciation: <https://englishpronunciationroadmap.com/rising-and-falling-intonation/>

XIII. Answer the questions according to YOUR PERSONAL INFORMATION. Ask for help in mediateca to review your answers.

- |                                 |                |                  |
|---------------------------------|----------------|------------------|
| 1. Are you from Mexico City?    | Yes, I am      | No, I'm not.     |
| 2. Are you tall?                | Yes, I am      | No, I'm not.     |
| 3. Are you a good student?      | Yes, I am      | No, I'm not.     |
| 4. Is your school beautiful?    | Yes, it is.    | No, it isn't.    |
| 5. Is your best friend a woman? | Yes, she is.   | No, she isn't.   |
| 6. Are your classmates nice?    | Yes, they are. | No, they aren't. |

XIV Write complete sentences about yourself, use the information of your answers in exercise XIII. Ask for help in mediateca to review your answers.

My name is \_\_\_\_\_ . My last name is \_\_\_\_\_

I am from \_\_\_\_\_

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### APRENDIZAJE 3

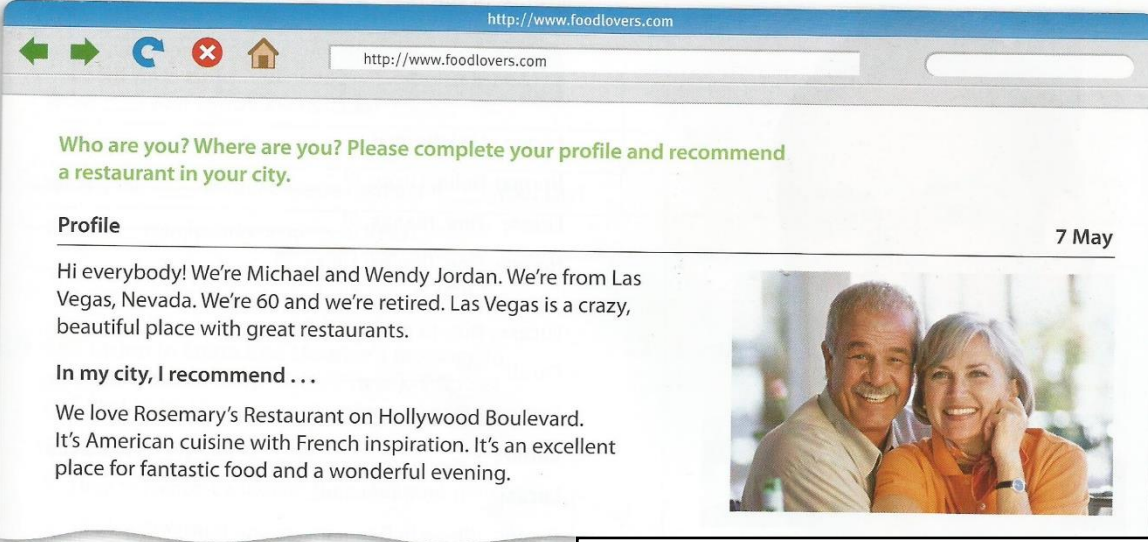
#### Localizar información específica para expresar datos personales de textos orales y escritos

- I.  Read the next message to Foodlovers.com. Choose the best general idea.

#### Reading


Para comprender mejor la idea general de un texto da un vistazo rápido al texto. apóyate en imágenes, títulos y subtítulos. No es necesario comprender palabra por palabra para lograrlo.

Por otro lado, si buscas información específica, como en el segundo ejercicio, debes leer detenidamente las preguntas. Puedes después subrayar las palabras clave como “retired” para leer detenidamente la sección en la que se encuentra.



1. El texto hace referencia a una página de internet para buscar pareja con sus gustos culinarios similares.
2. La idea es que sus usuarios se presentan y hagan recomendaciones de restaurantes en su localidad.

Taken from *Essential American English 1 Beginner*






- II.  Read the text again and answer the questions about Michael and Wendy.

1. Are Michael and Wendy American? *Yes, they are.*
2. Is their last name retired? \_\_\_\_\_
3. Are they 60 years old? \_\_\_\_\_

4. Are the restaurants in Las Vegas nice? \_\_\_\_\_
5. Is their favorite restaurant in France? \_\_\_\_\_

Reflexiona un poco sobre el ejercicio realizado y contesta			
¿Lo realicé?	SI	NO	No fue necesario
• Dar un vistazo rápido al principio me ayudó a saber de qué trataba el texto.			
• Además, me guíe por las palabras conocidas, títulos y subtítulos para que no tuviera que leer palabra por palabra.			
• Leí detenidamente las preguntas para saber qué información específica necesitaba buscar.			
• Subrayé las palabras clave en el texto para guiarme.			

III. Complete the next chart with the country or the nationality. (Puedes consultar un diccionario en mediateca)

Flag	Country	Nationality
	Mexico	
	The United States of America (USA)	
		Brazilian
		Canadian
	China	

	Egyptian
	France
	Greece
	Italian
	Japanese
	Russia

### Where are you from?

Al indicar de donde eres, puedes utilizar **país** o **nacionalidad**.

*I'm from Mexico.*







En esta oración se utiliza la preposición **from** que indica origen por lo que va seguido de un **país**.

*I'm Mexican.*

Aquí podemos observar que se utiliza una **nacionalidad** después del verbo ser o estar, la nacionalidad funciona como **adjetivo**.

\*Las países y nacionalidades en inglés van siempre en mayúscula.

IV. After reading: *Where are you from?* Write the correct country or nationality. Use the pictures to help you.

		
1. It's <u>French</u> .	2. They're _____.	3. She's from _____.
		
4. He's from _____.	5. It's _____.	6. They're _____.

Puedes practicar el vocabulario sobre países y nacionalidades en:  
<https://agendaweb.org/exercises/vocabulary/countries/countries-nationalities>  
<http://www.manythings.org/wbg/nationalities-mw.html>

**Vocabulary strategy**

Puedes recordar y aprender mejor las palabras si las agrupas, en el caso de las nacionalidades en inglés, se dividen de acuerdo con su terminación.

<b>-ian</b>	<b>-ish</b>	<b>-ean</b>	<b>-an</b>
Canadian	British	Korean	Mexican
Australian	English	Chilean	American
Bolivian	Spanish	Singaporean	Cuban

Puedes encontrar una lista más amplia en:

<http://curso-gratis-ingles.euroresidentes.com/2014/08/paises-y-nacionalidades-en-ingles.html>

## Grammar: Age

### Age

Para expresar la edad en inglés, a diferencia del español, se emplea el verbo ser o estar.


*We're 60 (years old.)*

*I'm 25 years old.*

*He's 5 years old.*

Muchps estudiantes mexicanos emplean el verbo "to have" pero no es adecuado, es un error porque se traduce literalmente la idea de la edad con "tener".

## Lexicon: Numbers from 1 to 100

V.  Listen to **audio 1.5**. Numbers from 0 to 100.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	30	40	50	60	70	80	90	100	

Es común confundir la pronunciación de los siguientes pares de números:

*13-30, 14-40, 15-50, 16-60, 17-70, 18-80, 19-90*

Debes recordar que los números del 13 al 19 tienen la terminación *-teen*; las decenas, del 30 al 90, por el contrarios terminan en *-ty*.

VI.  Listen to **audio 1.6** and write the numbers you hear.

1. 26

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_


5. \_\_\_\_\_

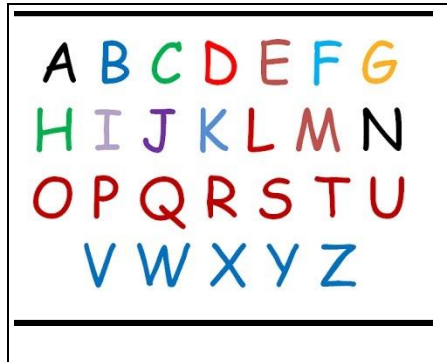
6. \_\_\_\_\_

Taken from *English in mind. Student's Book Starter*

## The Alphabet

Durante la presentación de ti ante otros puede haber dudas sobre cómo se escribe tu nombre por lo que es conveniente aprenderlo.

- VII.  Listen to **audio 1.7**, the alphabet. Check the difference between c-z, g-j, k-q and w-y.



## Deletreando tu nombre

Los nombres en inglés pueden tener diferente escritura, por ejemplo:


*Stefany, Stephany, Stephany*

Así que son comunes las siguientes preguntas:

*How do you spell your first name?*

*How do you spell your last name?*

Practica el deletreo de tu nombre y apellido.

- VIII.  Listen to **audio 1.8** and complete the first and last names.

1. C- A- R- I- E- R

4. A- N \_\_\_ - \_\_\_ - R \_\_\_ - \_\_\_ - N


2. J- O- \_\_\_ - N- \_\_\_ - \_\_\_ - N

5. \_\_\_ - H \_\_\_ - L - \_\_\_ - I- \_\_\_

3. \_\_\_ - E - \_\_\_ - \_\_\_ - L- \_\_\_



6. \_\_\_ - A - R - \_\_\_ - \_\_\_ - N - \_\_\_ - Z

Taken from *Side by side. Activity Workbook*


IX.  Listen to **audio 1.9**. Write the correct spelling.

1. John                Jon
2. Sarah
3. Steven
4. Katherine
5. Chris

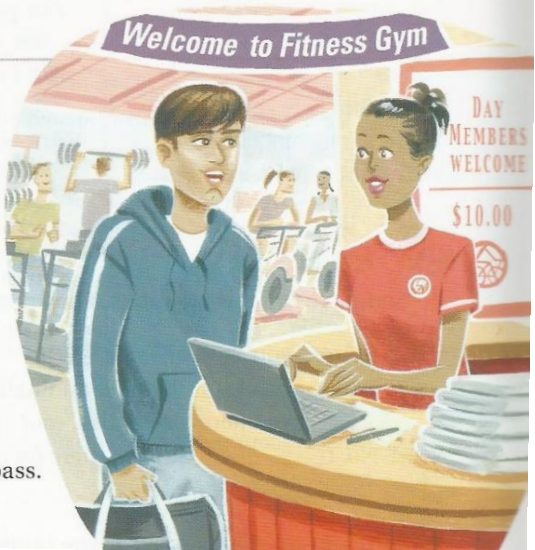
Taken from *New Interchange Intro*

X.  Read and  listen to the conversation *building language* (**audio 1.10**). Then, check the information in the format below and correct if it is necessary.


### Building language

**A**  Listen. What is Victor's telephone number? Practice the conversation.

*Receptionist* Hi! Are you a member?  
*Victor* No, I'm just here for the day.  
*Receptionist* OK. So, what's your name, please?  
*Victor* Victor Lopez.  
*Receptionist* And what's your phone number?  
*Victor* It's 646-555-3048.  
*Receptionist* And your e-mail address?  
*Victor* Um . . . it's vlopez6@cup.org.  
*Receptionist* OK. So it's \$10 for today. Here's your pass.  
*Victor* Thanks.




Taken from *Touchstone 1*

<b>FITNESS GYM</b>		
Last Name	Victor	First name
		Lopez
Member	No	hone
		646-555-3048
e-mail address	vlopez6@cup.org.mx	

## Cómo se dicen los números de teléfono y correos electrónicos

216-555-7708= “two-one-six, five-five-five, seven-seven-**oh (zero)**, eight”

dsmith6@cup.org= “d-smith-six-**at**-c-u-p-**dot**-org”


XI.  Listen to two conversations in **audio 1.11**. Complete the formats.


### Listening

Al llevar a cabo una actividad de comprensión oral debes tener claro lo que se te pide, no debes angustiarte si no entiendes todo lo que digan.

Te debes guiar por las palabras que conozcas.

Es de gran ayuda identificar el orden en el que se da la conversación, para que la segunda o tercera vez que lo escuches tengas una imagen clara de su estructura.

LIBRARY		
First name	<input type="text" value="Elizabeth"/>	
Middle Initial	<input type="text" value="R"/>	
Last name	<input type="text"/>	
Phone number	<input type="text" value="____-555-____-____"/> <input type="text" value="____-555-____"/>	
e-mail address	<input type="text" value="____7@cup.org"/>	
Student ID number	<input type="text" value="192-____-87"/>	

GYM		
First name	<input type="text"/>	
Middle Initial	<input type="text" value="C"/>	
Last name	<input type="text" value="Davis"/>	
Phone number	<input type="text" value="____-555-____"/> <input type="text" value="____-555-____"/>	
e-mail address	<input type="text" value="____@cup.org"/>	

Taken from *Touchstone 1*



¿Cómo lo hice?			
¿Lo realicé?	SI	NO	No fue necesario
• Dar un vistazo rápido al principio, me ayudó saber de qué se trata el texto.			
• Me guíe por las palabras conocidas, títulos subtítulos e imágenes.			
• Fue de utilidad identificar el orden de la conversación.			
• No tuve que comprender todo para completar la actividad.			

**Grammar: Wh- questions**

**PREGUNTAS WH-**

Las **preguntas -Wh** son llamadas así debido al uso de palabras, que en su mayoría empiezan con Wh, como what, where, when. Estas preguntas tienen una entonación descendente. A diferencia de las preguntas SI/NO cuya entonación es ascendente porque no desean confirmación información.

Palabra Wh	Verbo to be	Sujeto	Complemento
What	's	your name?	
Where	are	you	from?
What	's	your first name	again?

XII. Answer the questions with YOUR personal information. Ask for help a teacher in mediateca to practice and check your answers.

1. What's your first name? \_\_\_\_\_
2. What's your phone number? \_\_\_\_\_
3. Are you in 2nd semester? \_\_\_\_\_
4. Is your school big? \_\_\_\_\_
5. What's your best friend e-mail address? \_\_\_\_\_


**APRENDIZAJE 4**  
**SOLICITAR Y PROPORCIONAR DATOS PERSONALES Y DE OTROS PARA**  
**COMUNICARSE EN EL AULA.**

I. Match the questions with the correct answers.

Pregunta	Información
What's your name?	17
What's your phone number?	I'm from Mexico. / Yes, I am.
How old are you?	Oliver Johnson
How do you spell your last name?	555-678-9047
What's your e-mail address?	J-o-h-n-s-o-n
Where are you from? / Are you from Mexico?	Charlmiller9@yahoo.com

II. Answer the questions.

1. What's your name? \_\_\_\_\_
2. How do you spell your last name? \_\_\_\_\_
3. How old are you? \_\_\_\_\_
4. Where are you from? \_\_\_\_\_
5. Are you from Mexico City? \_\_\_\_\_
6. What's your phone number? \_\_\_\_\_
7. What's your e-mail address? \_\_\_\_\_

III.  Write 5 sentences about YOU. Use the information of the previous exercise.

*Example:*

*I'm Erik Rivera. I'm 17 years old. I'm from Mexico State. My phone number is 56-56-78-09. My e-mail address is erik\_2000@yahoo.com.*

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IV Ask for help in mediateca. A teacher checks your writing exercise then practice your sentences.

V Speaking. Record your writing in your cell phone to practice pronunciation. A teacher can help with your pronunciation.

<b>Piensa en el ejercicio de escritura y analiza si al escribir la información requerida tomaste en cuenta:</b>			
<b>A</b>	<b>SI</b>	<b>NO</b>	
• Emplear mayúsculas al inicio de cada oración.			
• Usar puntos y seguidos después de cada oración.			
• Emplear el verbo <i>to be</i> para expresar la edad.			
• Escribir los nombres propios con mayúscula.			

VI Complete the questions. Use the answers as a guide. Ask for help in mediateca to review your answers.

1. A: What's \_\_\_\_\_?

B: I'm Jennifer Stiller.

2. A: How do \_\_\_\_\_?

B: It's S-t-i-l-l-e-r.

3. A: What's \_\_\_\_\_?

B: It's 56- 78- 98- 00.

4. A: What \_\_\_\_\_?


B: stiller\_1990@gmail.com

5. A: How \_\_\_\_\_?

B: I'm 25 years old.


6. A: Where \_\_\_\_\_?

B: I'm from Ireland.

IV Complete the format.  ask questions to a classmate or a teacher at the Mediateca.

**UNAM\_-COLEGIO DE CIENCIAS Y HUMANIDADES**

Last Name	<input type="text"/>	First name	<input type="text"/>
Age	<input type="text"/>	Phone	<input type="text"/>
Nationality	<input type="text"/>		
e-mail address	<input type="text"/>		

IV.  Read the conversation. Decide if the sentences are True or False.

#### Reading

Lee el título para predecir de que tratará la lectura.

Para resolver una actividad de lectura de falso o verdadero debes leer detenidamente las oraciones antes para saber en qué parte del texto enfocarte.

Recuerda que no es necesario comprender palabra por palabra para lograrlo.

Además, puedes subrayar las frases clave como "this is my best friend" para leer detenidamente la sección en la que se encuentra.

#### Back to school

Kate: Hi guys. How are you?  
Jennifer: Not bad.  
Kate: This is Mary. She's a new student.  
Tom: Hello, Mary.  
Mary: Hi, what's your name?  
Tom: I'm Tom and this is my best friend, Jennifer.  
Mary: Nice to meet you.  
Jennifer: Nice to meet you, too, Mary. How old are you?

Mary: I'm sixteen.  
 Jennifer: Ah, so you're in the 10<sup>th</sup> grade.  
 Mary: That's right. What grade are you in?  
 Tom: We're in the 11<sup>th</sup> grade.  
 Mary: So, we aren't classmates.  
 Tom: No. Oh, well, welcome to Belmont Highschool, Mary.  
 Mary: Thanks. Bye now. See you later.  
 Jennifer: Good-bye.

Taken from *On track 1*

- |   |          |          |
|---|----------|----------|
| 1. Mary and Tom are best friends.           | <b>T</b> | <b>F</b> |
| 2. Mary is a new student.                   | <b>T</b> | <b>F</b> |
| 3. Tom is 10 <sup>th</sup> grade.           | <b>T</b> | <b>F</b> |
| 4. Mary and Jennifer are in the same class. | <b>T</b> | <b>F</b> |
| 5. Mary is 16.                              | <b>T</b> | <b>F</b> |

<b>Es importante analizar el ejercicio y cómo se realizó.</b>			
<b>Logré</b>	<b>SI</b>	<b>NO</b>	<b>No fue necesario</b>
• Leer el título y me permitió predecir de que trataría la lectura.			
• Leer las oraciones y me ayudó a enfocarme en una parte del texto.			
• Guiarme por las palabras conocidas para comprender la información..			
Enfocarme en una parte del texto me ayudó a completar la actividad.			
• Subrayé algunas frases o palabras para saber en qué parte de la lectura enfocarme.			

Puedes practicar cómo te puedes presentar a ti y a otros:  
<https://www.youtube.com/watch?v=qj0G5yen9JA>

Muy bien, has concluido la Unidad 1



Contesta la siguiente pregunta y evalúa tu desempeño usando el cuadro de abajo.

**¿Soy capaz de describirme e intercambiar información sobre mí y a otros, todo de manera oral y escrita?**

**¿Cómo lo hago?**

Identifico y utilizo expresiones comunes en el salón de clases para iniciar la comunicación.



Identifico y utilizo expresiones de uso frecuente para saludar, despedirte y presentarte a ti mismo y a otros.



Localizo información específica para expresar datos personales de textos orales y escritos.



Solicito y proporciono datos personales y de otros para comunicarme en el aula.



Taken from *Wise up 2*

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Escuela Nacional del Colegio de Ciencias y Humanidades (2016) *Programas de Estudio. Área de Talleres de Lenguaje y Comunicación. Inglés I - IV*. México: Escuela Nacional del Colegio de Ciencias y Humanidades.

## UNIDAD 2

### Describir a la familia y a los amigos

#### Propósito:

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

Para lograr el propósito antes mencionado debes cubrir cuatro aprendizajes:

- Identificar y utilizar vocabulario y frases para describir relaciones de parentesco y estados de ánimo, de manera oral y escrita.
- Identificar características físicas y rasgos de personalidad, en textos orales y escritos breves para reconocer las individualidades.
- Proporcionar información sobre estados de ánimo, apariencia física y rasgos de personalidad, de manera oral y escrita para describirte a ti mismo y a otros.
- Intercambiar información para comunicar relaciones de parentesco, estados de ánimo, características físicas y rasgos de personalidad de ti mismo y de otros, de manera oral y escrita.



## APRENDIZAJE 1

Identificar y utilizar vocabulario y frases para describir relaciones de parentesco y estados de ánimo, de manera oral y escrita.

### Vocabulary family

Watch Robert's Family's tree.

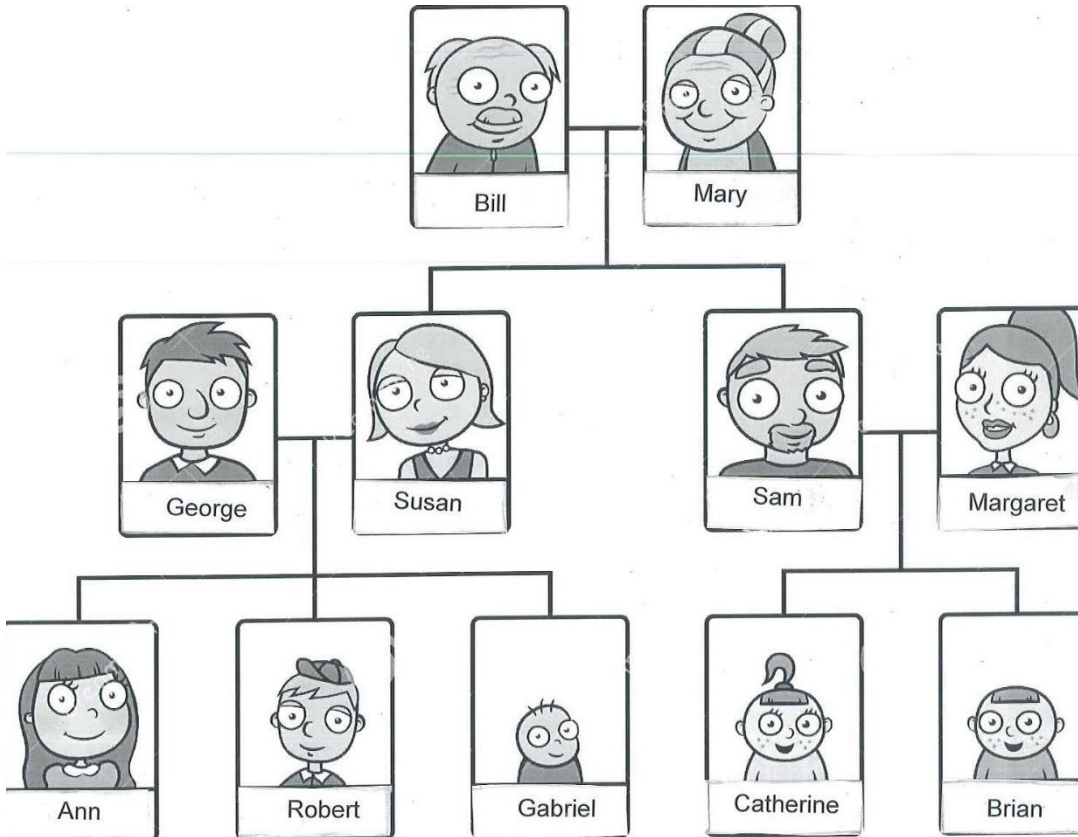


Image taken and adapted from:

<http://blogs.granada.escolapiosemaus.org/primariaingles/2015/10/09/family-tree-arbol-familiar/>

Now read the following sentences that describe Robert's family relationship. Pay attention to apostrophe 'S that indicates possession

- |  |                               |
|--|-------------------------------|
| - Bill is Robert's <b>grandfather</b> .  | Bill es el abuelo de Robert.  |
| 1. Mary is Robert's <b>grandmother</b> . | Mary es la abuela de Robert.  |
| 2. George is Robert's <b>father</b> .    | George es el padre de Robert. |
| 3. Susan is Robert's <b>mother</b> .     | Susan es la madre de Robert.  |

- |  |   |
|--|---|
| 4. Robert is George and Susan's <b>son</b> .     | Robert es el hijo de George y Susan.    |
| 5. Ann is George and Susan's <b>daughter</b> .   | Ann es la hija de George y Susan.       |
| 6. Gabriel is Robert's <b>brother</b> .          | Gabriel es el hermano de Robert.        |
| 7. Ann is Robert and Gabriel's <b>sister</b> .   | Ann es la hermana de Robert.            |
| 8. George is Susan's <b>husband</b> .            | George es el esposo de Susan.           |
| 9. Susan is George's <b>wife</b> .               | Susan es la esposa de George.           |
| 10. Sam is Robert's <b>uncle</b> .               | Sam es el tío de Robert.                |
| 11. Margaret is Robert's <b>aunt</b> .           | Margaret es la tía de Robert.           |
| 12. Brian is Robert's <b>cousin</b> .            | Brian es el primo de Robert.            |
| 13. Catherine is Robert's <b>cousin</b> .        | Catherine es la prima de Robert.        |
| 14. Robert is Sam and Margaret's <b>nephew</b> . | Robert es el sobrino de Sam y Margaret. |
| 15. Ann is Sam and Margaret's <b>niece</b> .     | Ann es la sobrina de Sam y Margaret.    |

**Note:** grandfather & grandmother=grandparents

Father & mother= parents

Grandson & granddaughter=grandchildren

Son and daughter=children

Brother & sister=siblings

**I Exercise. Complete the chart.**

Grandfather	1. <b>grandmother</b>
2.	mother
Cousin	3.
4.	niece
Brother	5.
6.	Wife
Son	7.
8.	aunt

 **Grammar** Use 's to express possession

Observar las oraciones anteriores que expresan posesión, colocando el 's después de la persona que tiene alguna relación de pertenencia con algo o con alguien.

Ejemplos:

1. Robert's car is beautiful. El auto de Robert es hermoso.
2. Margaret's boyfriend is intelligent. El novio de Margaret es inteligente.

Cabe mencionar, que cuando el nombre del dueño termina con s, se puede utilizar 's o sólo '.

Ejemplo:

1. James's mother is a nurse. La mamá de James es enfermera.  
James' mother is a nurse.

Por otra parte, si los dueños corresponden a un sustantivo en plural que termine en s, sólo se agrega '. De lo contrario se agrega 's.

Ejemplos:

1. The boys' dog is playful. El perro de los niños es juguetón.
2. The children's teacher is good. El maestro de los niños es bueno.

**II Complete the sentences with a family word from the box. Look up the words you do not understand in your dictionary.**

brother-in-law      daughter-in-law      ~~father-in-law~~      son-in-law  
sister-in-law      mother-in-law

1. My wife's father is my **father-in-law**.
2. My husband's mother is my \_\_\_\_\_.
3. My wife's sister is my \_\_\_\_\_.
4. My husband's brother is my \_\_\_\_\_.
5. My daughter's husband is my \_\_\_\_\_.
6. My son's wife is my \_\_\_\_\_.

Otra forma de expresar posesión en inglés es a través de los **adjetivos posesivos**.

I     **my**            I like **my** job.

You **your**         You like **your** job.         .

He    **his**            He likes **his** job.

She  **her**            She likes **her** job.

It     **its**            **Hawaii** is famous  
for **its** beaches.

We    **our**            We like **our** jobs.

You  **your**         You like **your** jobs.

They **their**        They like **their** jobs.         .

### III Complete the sentences with a possessive adjective.

1. He lives with his parents.
2. They live with \_\_\_\_\_ parents.
3. We live with \_\_\_\_\_ parents.
4. Ann lives with \_\_\_\_\_ parents.
5. I live with \_\_\_\_\_ parents.
6. John lives with \_\_\_\_\_ parents.
7. Do you live with \_\_\_\_\_ parents?
8. My dog sleeps in \_\_\_\_\_ house.

Information and exercise taken from: Murphy, R. (1995). *Basic Grammar in Use*. USA: Cambridge University Press. p. 107

### IV Complete the sentences about your family's occupation and one possession.


See the example.

-My grandmother is a housewife and her hair is long. My mother is a/an \_\_\_\_\_ and her \_\_\_\_\_. My father is \_\_\_\_\_ and his \_\_\_\_\_.

\_\_\_\_\_.

## APRENDIZAJE 2

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

 **Vocabulary** physical characteristics

Revisa vocabulario para describir las características físicas de las personas.

**FACE**



square



round

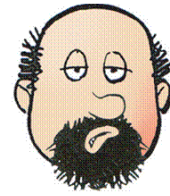


long/oval

**AGE**



young



middle-aged

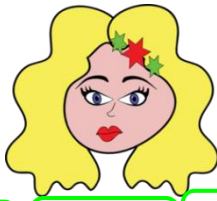


old

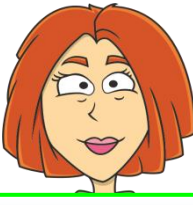
**HAIR**



long/straight



wavy



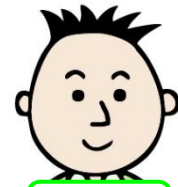
medium length



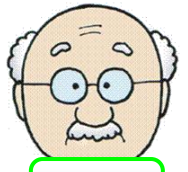
short



curly



spiky



bald

**BUILD**



tall



Medium height



short



fat



Well-built



slim

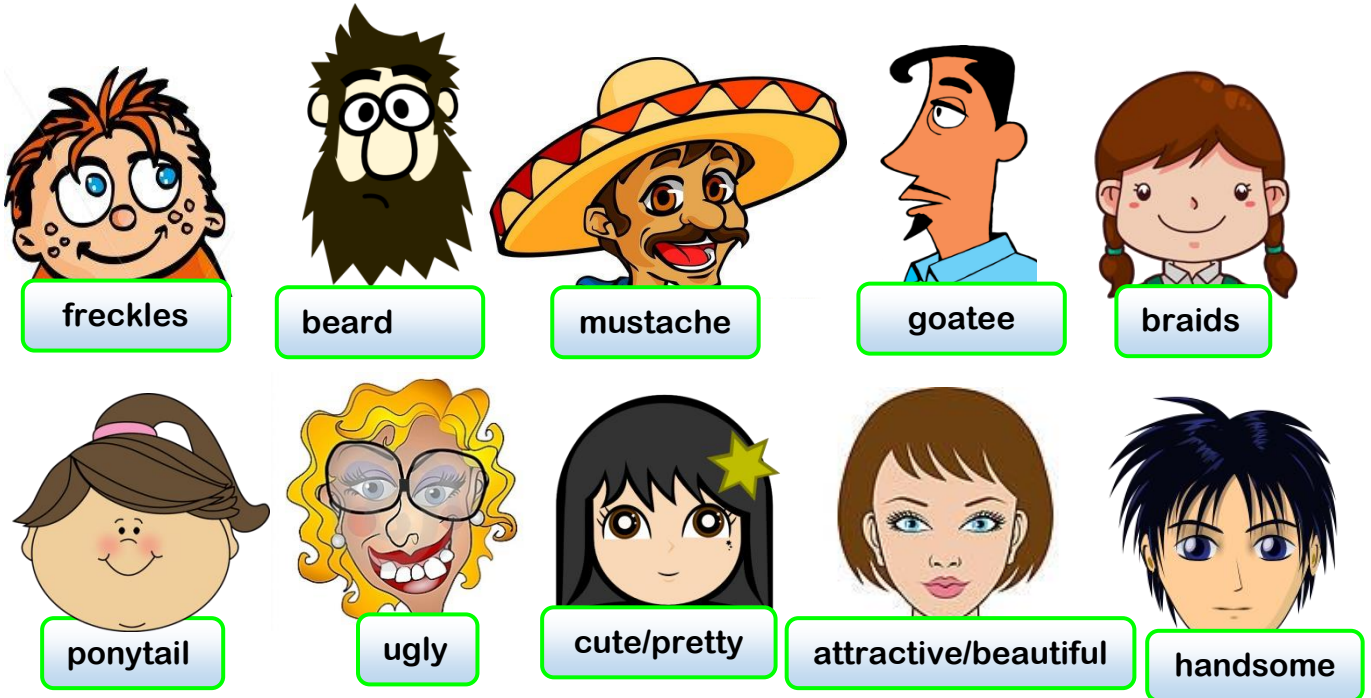


thin/skinny

**Nota:** fat=chubby=overweight=heavy=big

medium length=shoulder-length

# OTHER FEATURES



Images taken and adapted from:  
[https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/pictionary\\_-\\_physical\\_description/adjectives-to-describe/82639](https://en.islcollective.com/resources/printables/worksheets_doc_docx/pictionary_-_physical_description/adjectives-to-describe/82639)

## Vocabulary personality adjectives

Estudia las palabras que describen rasgos de personalidad.



			
LAZY	TIDY	RUDE	BRAVE
			
AGGRESSIVE	QUIET	SENSITIVE	MESSY
			
COWARD	SILLY	PEACEFUL	AFFECTIONATE

Images taken and adapted from:

[https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/personality\\_descriptions/adjectives-describing-people/44941](https://en.islcollective.com/resources/printables/worksheets_doc_docx/personality_descriptions/adjectives-describing-people/44941)

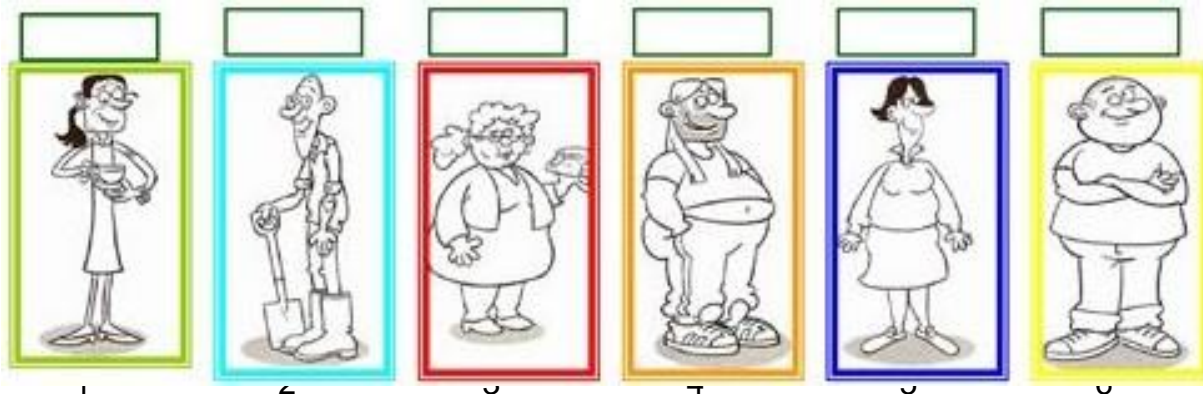
**Nota:** coward no es un adjetivo, sino un sustantivo. Así que si lo quieres utilizar debes usar el artículo a/an.

Por ejemplo: That man is **a** coward

tidy=neat

## 📖 Reading

V Read the descriptions and write the names in the right box.



Sara is fat and short. She has long curly fair hair. Her face is round. She has small ears and small eyes.

Tom is tall and fat, He has long fair hair, He has big eyes and a big nose. His ears are big too.

Polly is tall and thin. He has long dark hair. She has a square face. Her nose is long.

Alex is fat and tall. He is bald. He has a round face. He has a big nose, a big mouth, and big eyes.

Peter is tall and thin. He is bald. He has a long face. He has a mustache. His ears are big.

Kelly is tall and fat. She has short dark hair. She has a long neck. Her eyes are small and her nose is long.

Exercise taken and adapted from:

[https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/description\\_of\\_people/describing-people-describing/1373](https://en.islcollective.com/resources/printables/worksheets_doc_docx/description_of_people/describing-people-describing/1373)

## 🔊 Listening

VI Listen to the conversation between Aurelia and Hannah and circle the correct answer. (Audio Unit 2 Track 2.1)

- Jem is...
  - Hannah's brother.
  - Hannah's boyfriend.
  - Hannah's cousin
- Lucy is Jem's...
  - Sister.
  - Friend
  - Girlfriend
- Lucy is...
  - Tall
  - Short
  - Pretty
- Lucy has...



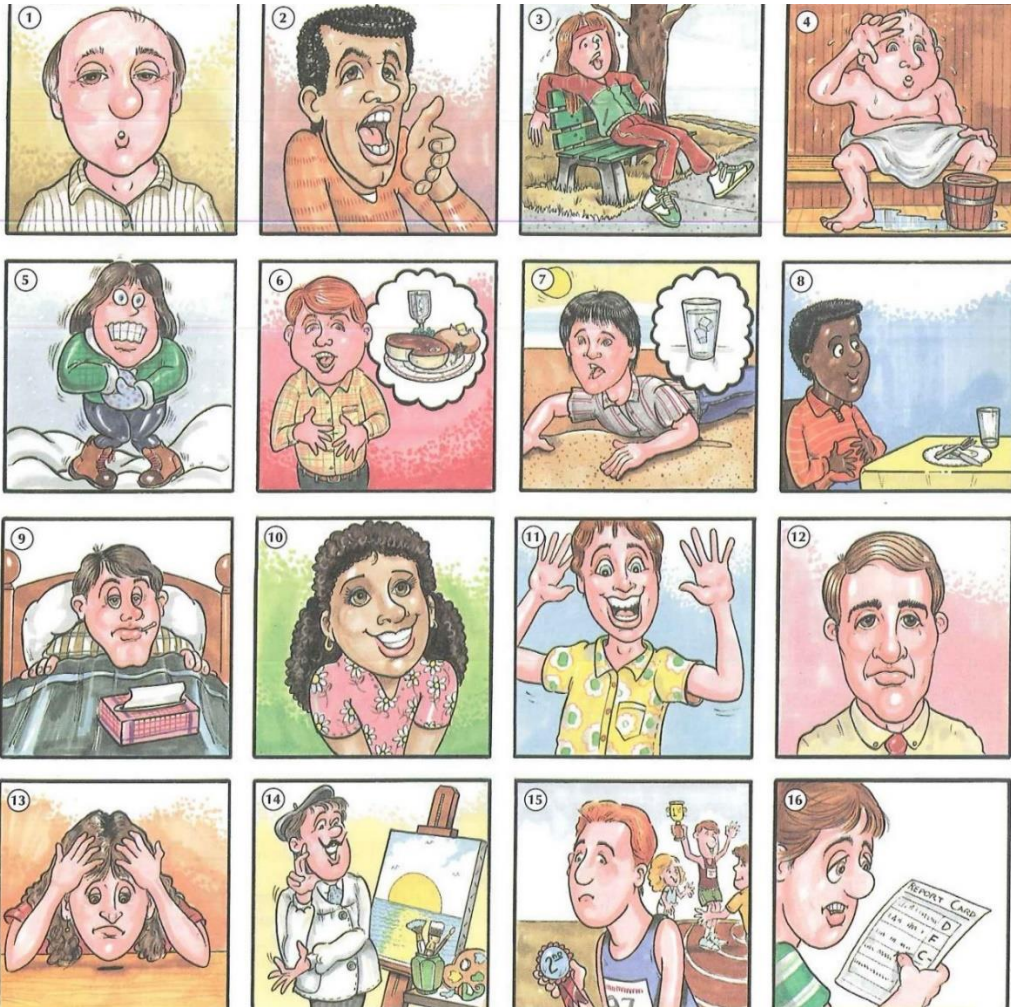
- a) Short black hair
  - b) Long brown hair
  - c) Long blond hair
5. Alex and Jem are...
- a) friends.
  - b) cousins.
  - c) twin brothers.
6. Alex and Jem are...
- a) 16 years old.
  - b) 20 years old.
  - c) 15 years old.
7. Alex and Jem are...
- a) tall and chubby
  - b) tall and thin
  - c) short and thin
8. Alex and Jem have...
- a) straight brown hair
  - b) short brown hair
  - c) short curly hair
9. Alex and Jem has...
- a) green eyes and big ears.
  - b) green eyes and small ears.
  - c) brown eyes and big ears.

### APRENDIZAJE 3

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

 **Vocabulary** physical states and emotions.

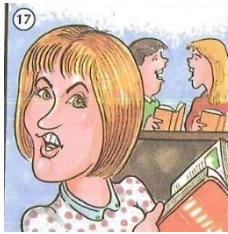
**I Match the pictures and the words. Look up the words that you don't understand in your dictionary.**



- |                        |                |                 |                   |
|------------------------|----------------|-----------------|-------------------|
| <u>15</u> disappointed | _____ tired    | _____ hungry    | _____ sad/unhappy |
| _____ miserable        | _____ happy    | _____ hot       | _____ sick/ill    |
| _____ upset            | _____ ecstatic | _____ exhausted | _____ cold        |
| _____ thirsty          | _____ pleased  | _____ full      | _____ sleepy      |

Images taken and adapted from: Molinsky, S. y Bliss, B. (1994). *Word by Word. Picture Dictionary.*  
Estados Unidos: Longman.

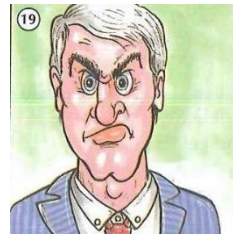
**I Watch the pictures and underline the correct option.**



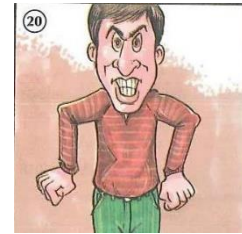
- a) annoyed  
b) depressed



- a) lazy  
b) frustrated



- a) angry/mad  
b) relaxed



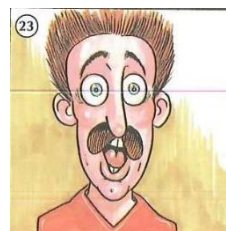
- a) hurt  
b) furious



- a) enthusiastic  
b) disgusted



- a) terrified  
b) surprised



- a) shocked  
b) peaceful



- a) confident  
b) nervous



- a) worried  
b) glad



- a) busy  
b) scared/afraid



- a) bored  
b) excited



- a) pessimistic  
b) proud



- a) suspicious  
b) embarrassed



- a) curious  
b) ashamed



- a) hysterical  
b) jealous



- a) confused  
b) lonely

Images taken from: Molinsky, S. y Bliss, B. (1994). *Word by Word. Picture Dictionary*. Estados Unidos: Longman.

### **Adjective order, verbs to be and have**

Cuando describimos a una persona en inglés utilizamos el verbo “to be” para decir la edad, la estatura, el peso, el color de piel y los rasgos de personalidad.

Example:

1. My mother **is** beautiful, middle-aged, tall and thin.
2. George **is** handsome, young, short and average weight.

Cuando describimos el cabello, los ojos o características faciales usamos el verbo “have/has” (inglés estadounidense) “have/has got” (inglés británico).

Example:

1. My boyfriend **has** (got) short wavy black hair.
2. Susan **has** (got) big green eyes and freckles.

Cabe mencionar, que cuando más de un adjetivo precede a un sustantivo en inglés, generalmente, se enuncian en el siguiente orden<sup>1</sup>:

1	2	3	4	5	6	7	8	
Cantidad/ Número	Opinión	Tamaño	Forma	Edad	Color	Nacionalidad/ origen	Material	<b>Noun</b>

1. He’s an intelligent young **man**.
2. She has a small round black wooden **box**.

De acuerdo con esta clasificación las características del cabello se enuncian en el siguiente orden: tamaño, tipo (forma) y color.

Example:

---

<sup>1</sup> Taken from: <https://learnenglish.britishcouncil.org/en/english-grammar/order-adjectives> y <http://englishforeveryone.org/PDFs/order%20of%20adjectives.pdf>

1. My girlfriend has (got) **long straight blond** hair.
2. My friends have (got) **shoulder length wavy light brown** hair.

Para preguntar cómo es una persona físicamente, lo hacemos de la siguiente forma:

A: What **do** you **look like**?

B: I'm (of) medium height, middle-aged and average weight.

I have dark skin and small brown eyes.

A: What **does** your sister **look like**?

B: She's short, young and slim.

She has shoulder length, wavy, black hair.

Para preguntar cómo es una persona en cuanto a su carácter lo hacemos de la siguiente manera:

A: What's your best friend **like**?

B: He's intelligent and funny.

A: What **are** you **like**?

B: I'm sociable and cheerful.

Look at the following examples:

1. Hi, pals! My name is Susy. I'm thin and medium height. My hair is short, curly and blond. My eyes are brown. I'm clever and hard working. My favorite color is red. I love fashion.

2. What's up people? I'm Michael. I'm tall and handsome. My hair is straight and brown. My face is round. I'm patient and kind of lazy. I like anime, hip hop and I always wear a cap.

Texts taken and adapted from:

[https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/physical\\_description/describing-people-describing/910](https://en.islcollective.com/resources/printables/worksheets_doc_docx/physical_description/describing-people-describing/910)

 **Writing**

**II Write a description of yourself use the questions as a guide. Please check the Writing Rubric that is at the end of this unit carefully.**

What do you look like? What are you like? How do you feel now?

Hi, Pals! My name is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Score: \_\_\_\_\_

**III Write a description of a member of your family by answering the questions below. Ask a tutor in self-access language learning center (mediateca) to check your text.**

What does your (a member of your family) look like? What's he/she like?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Score: \_\_\_\_\_

 **Speaking**

**IV Prepare an oral description of yourself. Include physical and personality characteristics. Before that, read the Speaking Rubric that is at the end of this unit carefully, since it contains the aspects that will be evaluated in your oral description.**

Score: \_\_\_\_\_

**V Prepare an oral description of your favorite actor/actress or singer. Include physical and personality characteristics. Before that, read the Speaking Rubric that is at the end of this unit carefully, since it contains the aspects that will be evaluated in your oral description.**

Score: \_\_\_\_\_

## APRENDIZAJE 4

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

**I Read and practice the following dialogue.**

A: Do you have any brothers or sisters?

B: Yes. I have one sister.

A: What's her name?

B: Susan.

A: What does she look like?

B: She's young. She's short and thin.

She has big brown eyes and long wavy black hair.

Her nose is small.

A: What's she like?

B: She's very intelligent and funny, but sometimes she's rude.

What about you? Do you have any brothers or sisters?

A: Yes. I have one brother. His name's Daniel.

B: What does he look like?


A: He's middle-aged. He's tall and well-built.

He has short straight black hair. His eyes are small and brown.

He has a small nose.

B: What's he like?

He's very hard-working, honest and polite.

**II  Speaking** Have a dialogue with tutor in a self-access language learning center (mediateca), similar to the one in exercise I.



Evaluate if the tutor understand your questions and answer with correct information. Think about the activity. Do you understand? Write a reflexion about

---



---



---



---



---



¡Muy bien! Has concluido la Unidad 2.  
**Rúbrica para expresión escrita**

	<b>Deficiente 1 pt.</b>	<b>Regular 2 pts.</b>	<b>Buena 3 pts.</b>	<b>Excelente 4 pts.</b>
<b>Oraciones</b>	El alumno escribió oraciones incompletas aunque hay adjetivos y verbo BE, fue difícil comprender el mensaje.	El alumno escribió algunas oraciones incompletas, hay adjetivos, se comprendió la idea principal del mensaje.	En su mayoría, el alumno escribió oraciones completas y bien construidas hay uso de las estructuras y vocabulario revisado	Todas las oraciones están bien construidas. Hay un uso correcto del verbo BE el vocabulario revisado en clase.
<b>Gramática y ortografía</b>	El alumno cometió más de 4 errores de gramática y/o de ortografía.	El alumno cometió 3 o 4 errores de gramática y/o de ortografía.	El alumno cometió 1 o 2 errores de gramática y/o de ortografía.	El alumno no cometió ningún error de gramática y/o de ortografía.
<b>Puntuación</b>	El alumno no utilizó signos de puntuación ni escribió las letras mayúsculas donde era necesario.	El alumno omitió algunos signos de puntuación y letras mayúsculas donde era necesario.	El alumno omitió un par de signos de puntuación y letras mayúsculas donde era necesario,	El alumno utilizó los signos de puntuación y letras mayúsculas donde era necesario.

Rubric taken and adapted from:

[http://rubistar.4teachers.org/index.php?screen= ShowRubric&rubric\\_id=1035435](http://rubistar.4teachers.org/index.php?screen= ShowRubric&rubric_id=1035435)

## Rúbrica para expresión oral

	<b>Deficiente 1 pt.</b>	<b>Regular 2 pts.</b>	<b>Bueno(a) 3 pts.</b>	<b>Excelente 4 pts.</b>
<b>Pronunciación</b>	La pronunciación del alumno hizo incomprensible el mensaje.	La pronunciación del alumno dificultó la comprensión del mensaje.	La pronunciación del alumno fue comprensible, pero tuvo algunos errores.	La pronunciación del alumno fue clara y el mensaje fue transmitido correctamente.
<b>Fluidez</b>	El alumno fue capaz de hablar, pero con titubeos y pausas significativos, que hicieron incomprensible el mensaje.	Las pausas y titubeos a veces interfirieron con la comprensión del mensaje.	Las pausas y titubeos no interfirieron con la comprensión del mensaje.	El alumno fue capaz de comunicar el mensaje claramente y sin dificultad.
<b>Gramática y vocabulario</b>	El alumno utilizó una cantidad insuficiente de las estructuras gramaticales y el vocabulario de la lección requeridos para comunicar el mensaje.	El alumno utilizó una cantidad suficiente de las estructuras gramaticales y vocabulario de la lección requeridos para comunicar el mensaje.	El alumno utilizó varias de las estructuras gramaticales y vocabulario de la lección requeridos para comunicar el mensaje.	El alumno utilizó las estructuras gramaticales y vocabulario de la lección requeridos para comunicar el mensaje.





















Rubric taken and adapted from:

<https://www.rcampus.com/rubricshowc.cfm?code=SX7794X&sp=yes&>

## Autoevaluación

Contesta la siguiente pregunta y evalúa tu desempeño usando el cuadro de abajo.

**¿Soy capaz de describirme y describir a otros, todo de manera oral y escrita?**

¿Cómo lo hago?					
1. Identifico y utilizo vocabulario y frases para describir relaciones de parentesco y estados de ánimo, de manera oral y escrita.					
2. Identifico características físicas y rasgos de personalidad, en textos orales y escritos para reconocer las individualidades.					
3. Proporciono información sobre estados de ánimo, apariencia física y rasgos de personalidad, de manera oral y escrita para describirme a mí mismo y a otros.					
4. Intercambio información para comunicar relaciones de parentesco, estados de ánimo, características físicas y rasgos de personalidad de mí mismo y de otros, de manera oral y escrita.					

### **Bibliografía para el alumno**

Murphy R. (1995) *Basic Grammar in Use. Reference and practice for students of English*. E.U.: Cambridge University Press.

Coe N. et al. (2015) *Oxford Practice Grammar with answers. Basic with tests*. China: Oxford University Press.

### **Bibliografía para el profesor**

Escuela Nacional del Colegio de Ciencias y Humanidades (2016) *Programas de Estudio. Área de Talleres de Lenguaje y Comunicación. Inglés I-IV*. México: Escuela Nacional Colegio de Ciencias y Humanidades.

Clarke S. (2008) *Macmillan English Grammar in Context. Essential with key*. Thailand: Macmillan.

## UNIDAD 3

### *Describir la casa y las pertenencias.*

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

Para lograr el propósito antes mencionado, debes cubrir cuatro aprendizajes.

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

**Aprendizaje 1: Identificar y utilizar expresiones para describir habitaciones, mobiliario y objetos de uso personal de manera oral y escrita.**

 Match the following house vocabulary.

**Parts of the house:**

- |                               |                |
|-------------------------------|----------------|
| ( ) Living room – Family room | ( ) comedor    |
| ( ) Bedroom                   | ( ) habitación |
| ( ) Kitchen                   | ( ) baño       |
| ( ) Dining room               | ( ) sala       |
| ( ) Bathroom                  | ( ) cocina     |
| ( ) Study room                | ( ) recamara   |

Al final de la unidad encontrarás un anexo un vocabulario que tiene que ver con las partes de la casa. Es importante revisarlo.

.

***There is / there are***

If we want to say that something exists or doesn't exist somewhere or at some time, we often use: 'there + be'.

It's often used to talk about something for the first time in a conversation.

Example:

- There's a cup on the table.
- There's a restaurant next to the station.

we use 'there is + singular' and 'there are + plural'.

- There is a café in my village.
- There are two cafés in my village.

We use the short form here.

- There's a café in my village.
- There's two cafés in my village.

📖 Study the following chart.

SINGULAR



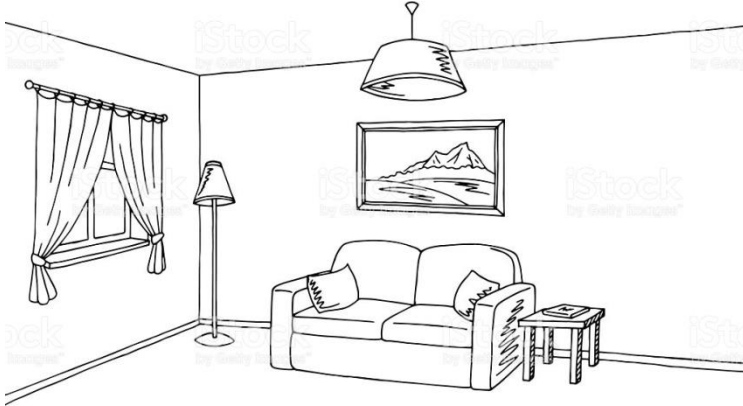
Affirmative	Negative	Interrogative	Answers
There is a lemon tree in my house.	There is not a lemon tree in my house.	Is there a lemon tree in my house?	Yes, there is. No, there isn't.
There is an eraser in the pencil case.	There is not an eraser in the pencil case.	Is there an eraser in the pencil case?	Yes, there is. No, there isn't.

PLURAL



Affirmative	Negative	Interrogative	Answers
There are ten books in the bookshelf.	There are not ten books in the bookshelf.	Are there ten books in the bookshelf?	Yes, there are. No, there aren't.
There are two windows in Lucy's bedroom.	There are not two windows in Lucy's bedroom.	Are there two windows in Lucy's bedroom?	Yes, there are. No, there aren't.

**Exercise I** Look at the picture and complete the sentences with *there is a / there are*.  
There isn't/There aren't



Example: **There is** a sofa.

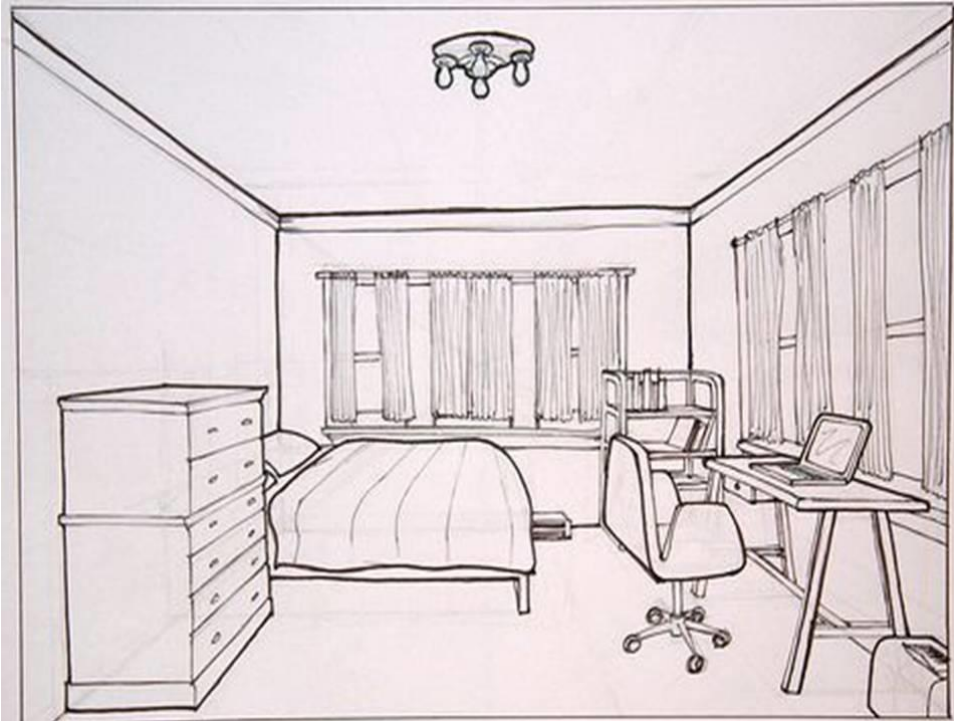
1. \_\_\_\_\_ coffee table.
2. \_\_\_\_\_ curtains.
3. \_\_\_\_\_ two cushions.
4. \_\_\_\_\_ three lamps.
5. \_\_\_\_\_ pictures on the wall.
6. \_\_\_\_\_ a very big window.
7. \_\_\_\_\_ a magazine on the coffee table.
8. \_\_\_\_\_ a vase on table.
9. \_\_\_\_\_ some flowers on the window.

 **Exercise II** Think about your room. Write 5 sentences with There is/ There are.

In my room there is a bed, There are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_




**Exercise III** Look at the picture and answer the questions.



Example: Is there a television in the bedroom? **No, there isn't.**

1. Are there flowers in the bedroom? \_\_\_\_\_
2. Is there a laptop computer on the desk? \_\_\_\_\_
3. Is there a dresser next to the bed? \_\_\_\_\_
4. Are there curtains in the bedroom? \_\_\_\_\_
5. Is there a pillow on the bed? \_\_\_\_\_
6. Is there a bookshelf in the bedroom? \_\_\_\_\_
7. Are there pictures on the bedroom's wall? \_\_\_\_\_
8. Is there a coffee table in the bedroom? \_\_\_\_\_
9. Are there four light bulbs on the bedroom's ceiling? \_\_\_\_\_

#### **Exercise IV**

 **Speaking.** Describe your room. What are there in it? Record your answer and check with a tutor in mediateca.

## Prepositions of place

Las preposiciones de lugar son palabras que se utilizan para indicar dónde se encuentra algo.

Las preposiciones más comunes son:

On	Sobre
In	Dentro de
Under	Debajo de
Behind	Atrás
In front of	En frente de
Next to	Junto a
Between	Entre
Above	Arriba
Below	Abajo

Look at the picture.

## PREPOSITIONS OF PLACE

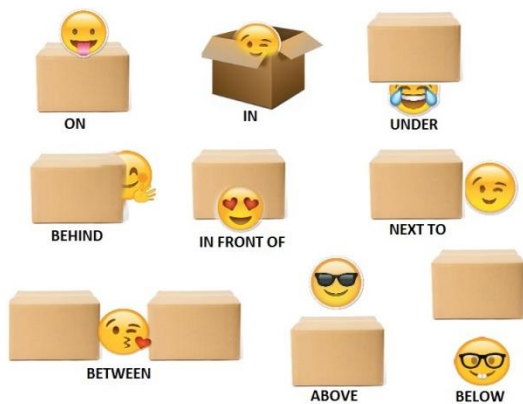



Imagen tomada de <https://objetivobilingue.blogspot.com/2017/03/preposiciones-de-lugar.html> consultada el 2 de febrero de 2019.

## Exercise I

Look at the picture and complete the text with a preposition of place.



This is my bedroom. My bed is 1) **between** the windows. There's a desk 2) \_\_\_\_\_ my bed. 3) \_\_\_\_\_ my desk there is a computer and a lamp. Can you see my cat, Skitty? She's 4) \_\_\_\_\_ the computer. There are some boxes 5) \_\_\_\_\_ my bed. I have my old books 6) \_\_\_\_\_ there. Can you see my dog, Max? He's 7) \_\_\_\_\_ the bed.

 **Exercise II** Write 6 sentences about specific position of some objects in your room.

My bed is ***in front of*** my desk. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


**Vocabulary** Check the following images and study the vocabulary in them



**Clothes**



Imágenes tomadas de <https://clickonenglish.blogspot.com/2014/03/clothes.html> consultadas el 2 de febrero de 2019.

 **Exercise III** Write the name of the piece of clothing or accessory under the line.



Example: Shirt



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_



11. \_\_\_\_\_




12. \_\_\_\_\_



13. \_\_\_\_\_



14. \_\_\_\_\_

 **Speaking** Which are your favorite cloth? Describe your favorite cloth, include colors.

**Aprendizaje 2: Proporcionar y solicitar información sobre la existencia de habitaciones, mobiliario de una casa y objetos de uso personal, de manera oral y escrita.**

** Reading**

**Exercise 1**

Read the text. Then, answer **True** or **False**.

Remember to scan the text to find specific information quickly.

**Candice's bedroom**

*Hi, my name is Candice and I am going to describe my bedroom to you. In my bedroom there is a clock on the wall. There is a dresser and a mirror next to it. There is also a bed and a rug. On the bed, there are two teddy bears and a pillow. Next to my bed, there is a closet. In the closet there are two jewelry boxes. In the first one, there are five pairs of earrings, five necklaces and seven bracelets. In the second one, there are only rings. There are also six pairs of shoes and two pairs of sneakers. They are on the shoerack inside the closet. There are also too many clothes. There are sweaters, blouses, and jeans.*

*In my bedroom there isn't a computer. There aren't books at all, too. The books I own are in the living room's shelf. On the night table there are two pictures of me and my friends. In my bedroom there is a big window, but there isn't a door. Now, tell me... What is there in your bedroom?*

1. There is a teddy bear on the bed. \_\_\_\_\_
2. There is a bookshelf in the bedroom. \_\_\_\_\_
3. There are two jewelry boxes in the closet. \_\_\_\_\_
4. There is a door in the bedroom. \_\_\_\_\_
5. There are twelve shoes in the closet. \_\_\_\_\_

**Exercise II** Read the text again and answer the questions.

1. Is there a computer in Candice's bedroom? \_\_\_\_\_
2. Is there a shoerack in Candice's closet? \_\_\_\_\_
3. Are there five pairs of earrings in one of Candice's jewelry boxes? \_\_\_\_\_
4. Are there two small windows in Candice's bedroom? \_\_\_\_\_
5. Is there a bookshelf in the living room? \_\_\_\_\_

### ◀ **Listening**

#### **Exercise 1**

Listen to the Track 3.1 and check (✓) what there is in the apartment.

*In the apartment...*

- There is a small window in the living room. \_\_\_\_\_
- There is a big closet in the bedroom. \_\_\_\_\_
- There is a great kitchen. \_\_\_\_\_
- There is room for a small table. \_\_\_\_\_
- There is an elevator in the building. \_\_\_\_\_
- There is a jacuzzi in the bathroom \_\_\_\_\_

**Exercise II** Listen to the Track 3.2 and complete the conversation with words from the box. Some words may be needed more than once .

building	closets	apartment	bedrooms	laundromat	washing machines
----------	---------	-----------	----------	------------	------------------

A: Tell me. How many \_\_\_\_\_ are there in the \_\_\_\_\_?

B: There are two \_\_\_\_\_ in the apartment.

A: two \_\_\_\_\_?

B: Yes. That's right.

A: And tell me. Are there many \_\_\_\_\_ in the apartment?

B: Yes, there are. There are three very large \_\_\_\_\_.

A: Oh, good! And are there \_\_\_\_\_ in the \_\_\_\_\_?

B: No, there aren't. But there is a \_\_\_\_\_ around the corner...Are you interested in the \_\_\_\_\_?

A: Yes, I am.

B: Good!

### Writing

**Exercise 1** Describe your house or your apartment. Use *there is a, there are, there isn't a, there aren't any*. The following description is for you to guide.

***In my house there is a living room, there is a kitchen and there is a dining room. There are four bedrooms, and there are two bathrooms, too. There is a yard, but there isn't a garage. There aren't any trees inside, but there is a small tree outside, on the sidewalk. In the yard, there are four flowerpots and an old bookshelf my father uses to keep his tools.***

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### Speaking

**Exercise II** Record the last activity. Check the pronunciation with a tutor in mediateca.



**Esta rúbrica te ayuda para guiarte sobre lo que se evalúa en la producción  
escrita en un examen extraordinario**

	<b>Deficiente 1 pt.</b>	<b>Regular 2 pts.</b>	<b>Buena 3 pts.</b>	<b>Excelente 4 pts.</b>
<b>Oraciones</b>	El alumno escribió oraciones incompletas y fue difícil comprender el mensaje.	El alumno escribió oraciones incompletas, pero se comprendió la idea principal del mensaje.	En su mayoría, el alumno escribió oraciones completas y bien construidas	Todas las oraciones que escribió el alumno fueron completas y bien construidas.
<b>Gramática y ortografía</b>	El alumno cometió más de 4 errores de gramática y/o de ortografía.	El alumno cometió 3 o 4 errores de gramática y/o de ortografía.	El alumno cometió 1 o 2 errores de gramática y/o de ortografía.	El alumno no cometió ningún error de gramática y/o de ortografía.
<b>Puntuación</b>	El alumno no utilizó signos de puntuación ni escribió las letras mayúsculas donde era necesario.	El alumno omitió algunos signos de puntuación y letras mayúsculas donde era necesario.	El alumno omitió un par de signos de puntuación y letras mayúsculas donde era necesario,	El alumno utilizó los signos de puntuación y letras mayúsculas donde era necesario.

Rubric taken and adapted from:

[http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric\\_id=1035435](http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1035435)

## **Speaking**

### **Exercise 1**

Describe to a tutor at Mediateca how your dream house is. Tell him/her what is in it. Use the grammar seen in this unit.

### **Exercise 2**

Describe to a tutor at Mediateca the following images. Use the grammar seen in this unit.

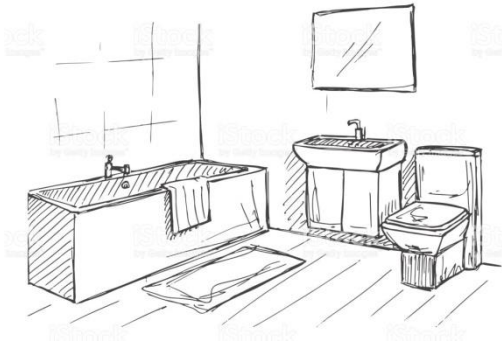


Image 1



Image 2

**La rúbrica puede guiar los aspectos a evaluar en un examen extraordinario  
producción oral**

	<b>Deficiente 1 pt.</b>	<b>Regular 2 pts.</b>	<b>Bueno(a) 3 pts.</b>	<b>Excelente 4 pts.</b>
<b>Pronunciación</b>	La pronunciación del alumno hizo incomprensible el mensaje.	La pronunciación del alumno dificultó la comprensión del mensaje.	La pronunciación del alumno fue comprensible, pero tuvo algunos errores.	La pronunciación del alumno fue clara y el mensaje fue transmitido correctamente.
<b>Fluidez</b>	El alumno fue capaz de hablar, pero con titubeos y pausas significativos, que hicieron incomprensible el mensaje.	Las pausas y titubeos a veces interfirieron con la comprensión del mensaje.	Las pausas y titubeos no interfirieron con la comprensión del mensaje.	El alumno fue capaz de comunicar el mensaje claramente y sin dificultad.
<b>Gramática y vocabulario</b>	El alumno utilizó una cantidad insuficiente de las estructuras gramaticales y el vocabulario de la lección	El alumno utilizó una cantidad suficiente de las estructuras gramaticales y vocabulario de la lección	El alumno utilizó varias de las estructuras gramaticales y vocabulario de la lección requeridos para	El alumno utilizó las estructuras gramaticales y vocabulario de la lección requeridos para

	requeridos para comunicar el mensaje.	requeridos para comunicar el mensaje.	comunicar el mensaje.	comunicar el mensaje.
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Rubric taken and adapted from:

<https://www.rcampus.com/rubricshowc.cfm?code=SX7794X&sp=yes&>

**Aprendizaje 3: Identificar las relaciones de pertenencia en textos orales y escritos para reconocer el objeto y a su propietario.**

***Who? and Whose?***

**Who?** (¿Quién?), es una palabra que se utiliza para obtener información sobre la gente.

Ejemplos:

<b>Who</b> is the man over there?	¿Quién es el hombre que está por allá?
<b>Who</b> is the best singer in your country?	¿Quién es el mejor cantante en tu país?
<b>Who</b> is Mr. Smith?	¿Quién es el señor Smith?

**Whose?** (¿De quién?), es una palabra que se utiliza para saber quién es el dueño de algo.

Ejemplos:

<b>Whose</b> car is this?	¿De quién es este auto?
<b>Whose</b> notebook is that?	¿De quién es ese cuaderno?
<b>Whose</b> sweater are you wearing?	¿De quién es el suéter que estás usando?

**Exercise I** Complete with **who** or **whose**

Example: **Who** is that woman with Arthur?

1. \_\_\_\_\_ backpack is this? It's on the way!
2. \_\_\_\_\_ is going with you?
3. Do you know \_\_\_\_\_ pen we can take?
4. \_\_\_\_\_ has a red car? It's taking someone's spot in the parking lot.
5. \_\_\_\_\_ hair is nicer: Ivonne's or Jenny's?
6. \_\_\_\_\_ is the most intelligent person in your family?
7. \_\_\_\_\_ goes to school with you?
8. \_\_\_\_\_ pencils are these? They're nice!

**Exercise II** Choose the best option.

Example: A do you think will win the competition?

- A) Who B) Whose

1. Do you know \_\_\_\_ shoes are those on the floor?

- A) Who B) Whose

2. \_\_\_\_ is that lady next to the window?

- A) Who B) Whose

3. \_\_\_\_ room I can use to sleep a little bit before the trip?

- A) Who B) Whose

4. I don't know \_\_\_\_ you are!

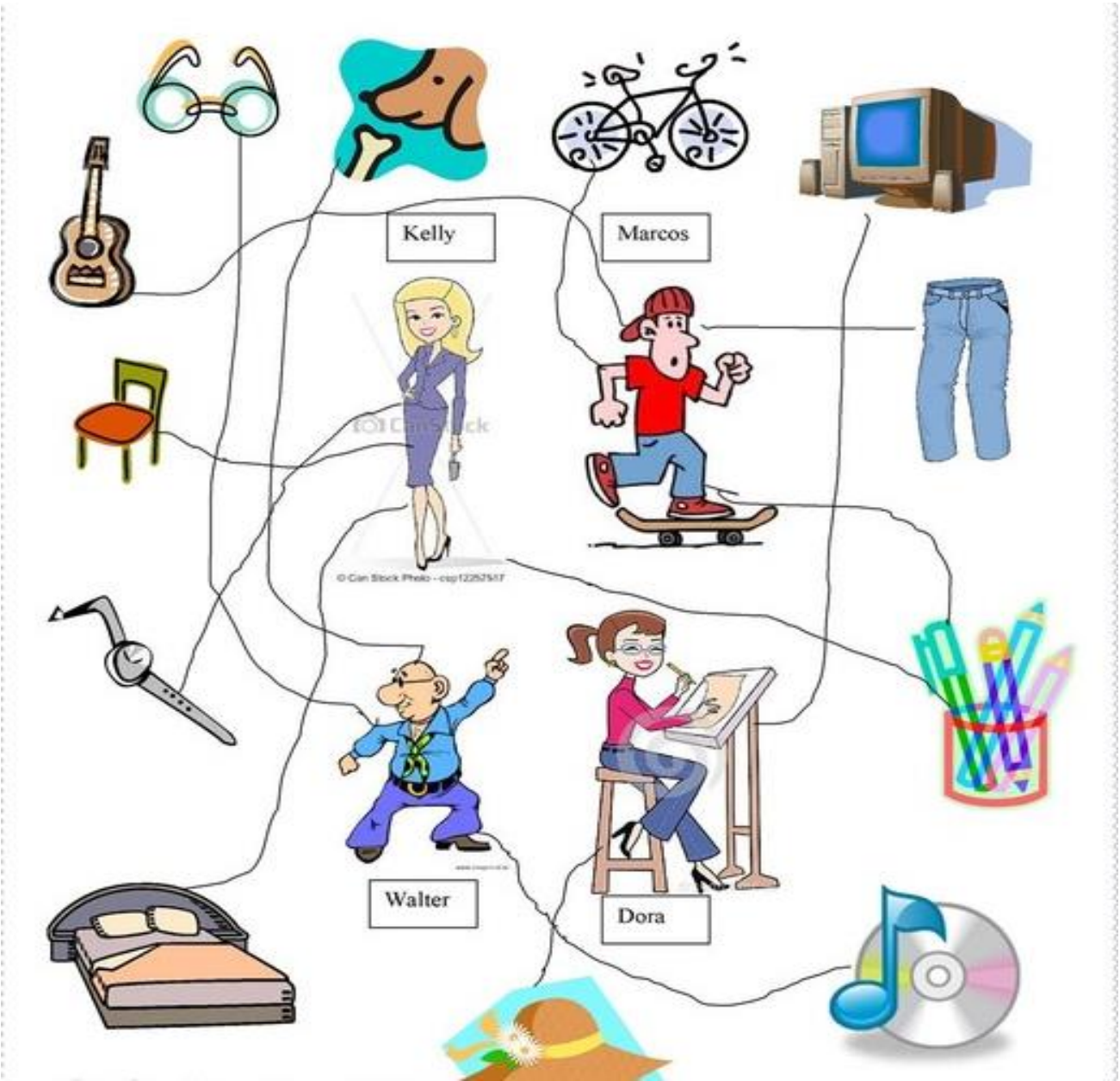
- A) Who B) Whose

5. \_\_\_\_ movies do you like the best; Spielberg or Burton?

- A) Who B) Whose

**Exercise III** look the picture and Identify whose the owner.

- 1. Whose dog is this? It's \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_



 **Reading**

Read the following text. Then, answer the questions.

Remember to scan the text to find specific information quickly.

*Lourdes loves jackets. She has more than 20 different kinds of jackets. Some of them are black, made of leather; others are blue, made of denim; and she has just one pink jacket. She also has more than 15 pairs of shoes, among high-heels, sandals and trainers.*

*Gary loves jeans. He has more than 10 pairs of jeans. All his jeans are blue! He also has some pairs of trainers. He does not like jackets, but he loves T-shirts. He has more than 30 different T-shirts!*

*Peter and Mark are twins, but they do not share their clothes. Peter loves jumpers, and he has over 10 jumpers. Mark loves shirts. He has over 25 shirts in his closet! His favorite shirt is a red one with blue stripes.*

1. Who has over 10 jumpers? \_\_\_\_\_
2. Whose favorite shirt is red with blue stripes? \_\_\_\_\_
3. Who loves T-shirts? \_\_\_\_\_
4. Whose jacket is pink? \_\_\_\_\_
5. Whose jeans are all blue? \_\_\_\_\_
6. Who has more than 15 pairs of shoes? \_\_\_\_\_

**Aprendizaje 4: Intercambia información sobre objetos personales para identificar a su propietario, de manera oral y escrita.**

**Exercise 10**

Check the following information and on the line write the name of the person who the piece of clothing or accessories belongs to.

Jack:	Red scarf
Mindy:	White socks
Raoul:	Green T-shirt
Michelle:	Black jacket
Wendy:	Pink dress
Andy:	Brown belt
Matt:	Dark blue shirt
Mary:	Yellow sandals
Steve:	Grey shoes

Example: Whose jacket is black? **Michelle's**.

1. Whose socks are white? \_\_\_\_\_
2. Whose sandals are yellow? \_\_\_\_\_
3. Whose scarf is red? \_\_\_\_\_
4. Whose dress is pink? \_\_\_\_\_
5. Whose shoes are grey? \_\_\_\_\_
6. Whose shirt is dark blue? \_\_\_\_\_
7. Whose T-shirt is green? \_\_\_\_\_
8. Whose belt is brown? \_\_\_\_\_



 **Writing**

With the previous information write a paragraph talking about the person and his or her clothes or accessory.

Michelle's jacket is black. Mindy's \_\_\_\_\_

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**Rúbrica que puede orientar los aspectos que se evalúan en la producción escrita en un examen extraordinario**

	<b>Deficiente 1 pt.</b>	<b>Regular 2 pts.</b>	<b>Buena 3 pts.</b>	<b>Excelente 4 pts.</b>
<b>Oraciones</b>	El alumno escribió las oraciones incompletas y fue difícil comprender el mensaje.	El alumno escribió oraciones incompletas, pero se comprendió la idea principal del mensaje.	En su mayoría, el alumno escribió oraciones completas y bien construidas	Todas las oraciones que escribió el alumno fueron completas y bien construidas.
<b>Gramática y ortografía</b>	El alumno cometió más de 4 errores de gramática y/o de ortografía.	El alumno cometió 3 o 4 errores de gramática y/o de ortografía.	El alumno cometió 1 o 2 errores de gramática y/o de ortografía.	El alumno no cometió ningún error de gramática y/o de ortografía.
<b>Puntuación</b>	El alumno no utilizó signos de puntuación ni escribió las letras mayúsculas donde era necesario.	El alumno omitió algunos signos de puntuación y letras mayúsculas donde era necesario.	El alumno omitió un par de signos de puntuación y letras mayúsculas donde era necesario,	El alumno utilizó los signos de puntuación y letras mayúsculas donde era necesario.




















Rubric taken and adapted from <https://www.rcampus.com/rubricshowc.cfm?code=SX7794X&sp=yes&>

¡Muy bien! Has concluido la Unidad 3

Contesta la siguiente pregunta y evalúa tu desempeño usando el cuadro de abajo.

¿Soy capaz de intercambiar información para describir partes y artículos de la casa?

**¿Cómo lo hago?**

Identifico y utilizo expresiones comunes para describir mi casa o departamento.					
Localizo información específica para describir una casa y sus partes y lo que hay en ellas en textos orales y escritos.					
Solicito y proporciono datos de mi casa o departamento en producciones orales y escritas.					
Intercambio información sobre objetos personales para identificar a su propietario.					

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## UNIDAD IV

### **“Expresar preferencias y necesidades”**

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

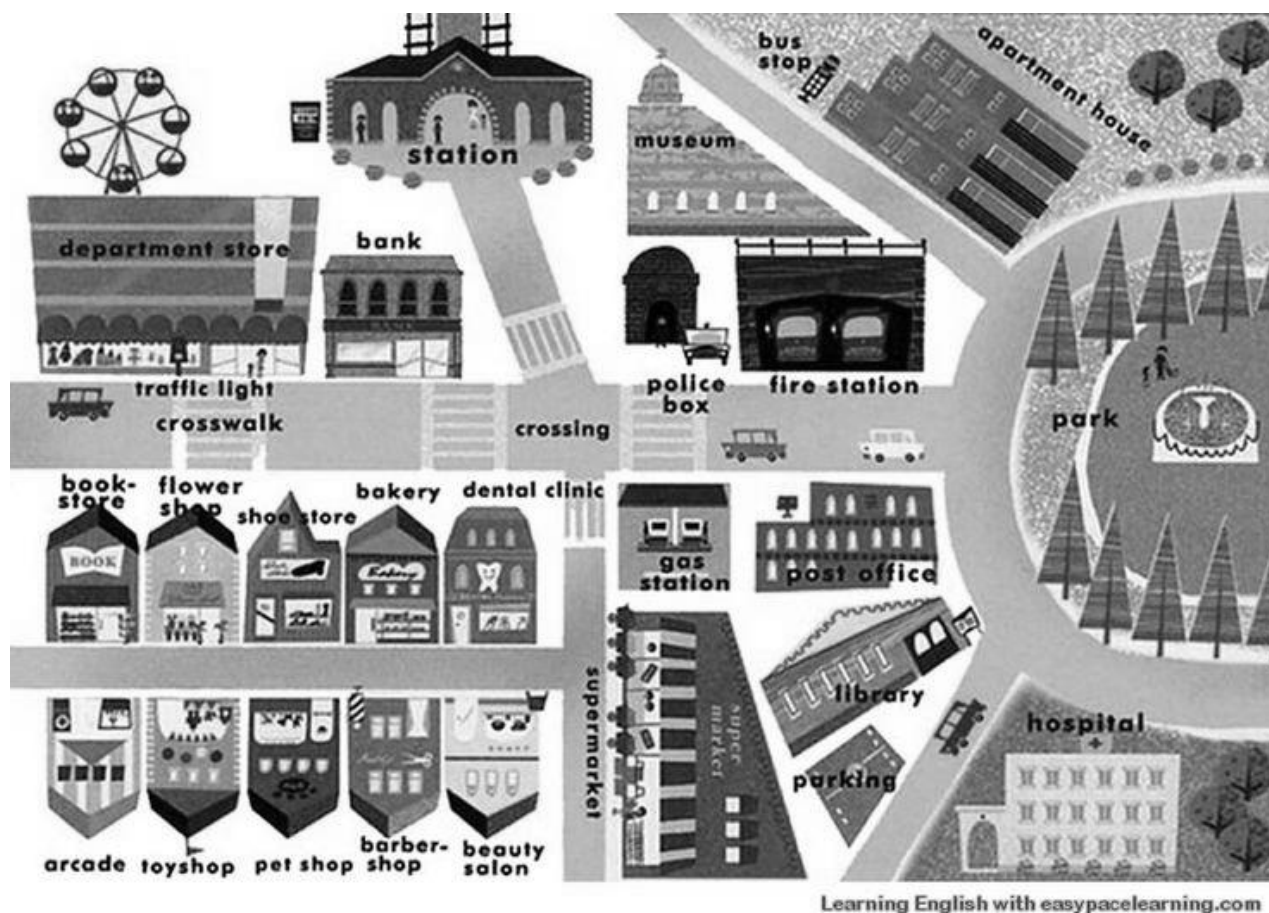
Para lograr el propósito antes mencionado debes cubrir cuatro aprendizajes:

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


**APRENDIZAJE 1. Localizar información específica para dar a conocer los datos de lugares y horarios de actividades de esparcimiento, en textos orales y escritos.**

Section I. **Vocabulary.** "PLACES IN TOWN"

Look at the following picture about places in town. Use your dictionary if any word is not clear for you. To check the pronunciation of words, please use the web [www.howjsay.com](http://www.howjsay.com). To check the meaning in an online dictionary like [www.wordreference.com](http://www.wordreference.com).









Taken from: <https://i.pinimg.com/736x/e2/17/87/e21787f1f1c490d1cfea44fda6325894--english-english-english-lessons.jpg>

 Exercise 1. Read the definition on the left column and match it with the words on the right column. Write the correct letter in the parenthesis provided.

- |                       |  |
|-----------------------|--|
| a) Hospital           | You can find groceries, clothes, beauty products and different things in a ( ) |
| b) Station            | You can check your <b>health</b> in a ( )                                      |
| c) Bookstore          | You can get an <b>autograph signing</b> in a book ( )                          |
| d) Department store   | You can mail letters or packages in a ( )                                      |
| e) Pet shop           | You can travel somewhere and see <b>a flashmob</b> in a ( )                    |
| f) Post office        | You can fill your car's tank in a ( )  |
| g) Toy shop           | You can get a soccer ball or a doll in a ( )                                   |
| h) Supermarket        | You can consult encyclopedias, maps, magazines and books in a ( )              |
| i) Bakery             | You can see <b>a painting exhibition</b> in a ( )                              |
| j) Bank               | You can <b>leave your car</b> in a ( )   |
| k) Library            | You can <b>play with a ball</b> , with a kite or have a picnic in a ( )        |
| l) Parking            | You can see <b>a beauty parade</b> in a ( )                                    |
| m) Fire station       | You can report a <b>robbery</b> in a ( )                                       |
| n) Police box/station | You can cash <b>a check</b> or make a deposit in a ( )                         |
| o) Museum             | You can find <b>firefighters</b> in a ( )                                      |
| p) Park               | You can buy a <b>pet</b> in a ( )  |
| q) Beauty salon       | You can buy <b>shoes</b> and tennis in a ( )                                   |
| r) Gas station        | You can find cake and bread in a ( )   |
| s) Shoe store         |  |

**BROWNTON CINEMA** **NOW SHOWING** 12th—18th June

 <p><b>Mr and Mrs Jones</b> 3:00 p.m. / 7:10 p.m. They look normal, but this couple have a secret.</p>	 <p><b>War Games</b> 2:45 p.m. / 6:00 p.m. His country is under attack and millions could die.</p>	 <p><b>Robot 2075</b> 1:00 p.m. / 4:15 p.m. / 9:25 p.m. In the year 2075, robots have taken over the world.</p>
 <p><b>King Robert V</b> 3:30 p.m. / 9:10 p.m. 250 years ago his country needed a leader.</p>	 <p><b>Midnight Moon</b> 12:00 p.m. / 2:30 p.m. / 7:30 p.m. Blood-sucking vampires to make you scream.</p>	 <p><b>Forever</b> 4:45 p.m. / 8:30 p.m. Can love last forever? Sarah will soon find out.</p>

Exercise 1b.

Think about the possible places from the exercise above. Read the information and answer the questions below:

1) When are the movies?

\_\_\_\_\_

2) What is the name of the horror movies?

\_\_\_\_\_

3) What time is the romantic comedy movie?

\_\_\_\_\_

4) How many action movies are there?

\_\_\_\_\_


5) What time is the War Games movie?

\_\_\_\_\_


**Exercise II.** Review. Do you remember the expressions to describe existence “There is/There are”?

Look at exercise 1 and pay attention to the words **in BOLD**. Complete the following sentences using “there is a” o “there are”.

1. \_\_\_\_\_ an autograph signing at the local bookstore.
2. \_\_\_\_\_ a flash mob at the park.
3. \_\_\_\_\_ two art exhibitions at the museum.
4. \_\_\_\_\_ a book presentation at the local library.
5. \_\_\_\_\_ a painting exhibition at the Art Museum.
6. \_\_\_\_\_ two beauty parades at the mall.

 **Exercise III** Describe your colony. Use There is/ There are and the vocabulary of town to describe your colony.

In my colony There are some kindergardens. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

 **Exercise IV** Check the information with a tutor in meaditeca. Then ask help to check your pronunciation and record the description of your colony.



Vocabulary. Work with the following words to increase your vocabulary.

There are seven days in a week

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

There are twelve months in a year

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

There are four seasons

1. Summer
2. Autumn
3. Spring
4. Winter

- Today is the 7<sup>th</sup> of January.
- My birthday is on the 13<sup>th</sup> of August.
- New Year is on the 1<sup>st</sup> of January.
- November is the twelfth month.
- Friday is the fifth day in a week.

3. Complete the sentences:

- a) Winter months are \_\_\_\_\_
- b) Summer months are \_\_\_\_\_
- c) The fifth day is \_\_\_\_\_
- d) The tenth month is \_\_\_\_\_
- e) The third day is \_\_\_\_\_
- f) The eighth month is \_\_\_\_\_
- g) The fourth month is \_\_\_\_\_
- h) The second day is \_\_\_\_\_

4. Write the date in words and numbers:

- a) When is your birthday? \_\_\_/\_\_\_/\_\_\_ = My birthday is on \_\_\_\_\_
- b) When is your best friend's birthday? \_\_\_/\_\_\_/\_\_\_ = It is on \_\_\_\_\_
- c) When is your teacher's birthday? \_\_\_/\_\_\_/\_\_\_ = It is on \_\_\_\_\_
- d) What day is today? \_\_\_/\_\_\_/\_\_\_ = It is \_\_\_\_\_

## APRENDIZAJE 2

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

**“Invitar a salir a alguien, aceptar y rechazar Invitaciones en Inglés”**

### WOULD YOU LIKE...?

Would you like to +GO...? Para invitar a alguien a salir:

Ejemplos:

**Would you like to** go for a walk?

**Would you like to** go to the cinema tonight?

Para aceptar o rechazar una invitación usamos las siguientes expresiones:

#### ACCEPT ☺

Yes, I'd love to (*me encantaría*)

Yes, of course (*por supuesto*)

Sure! (*seguro*)

Sounds great! (*suenan genial*)

#### REFUSE ☹

No, thank you (*No, gracias*)

I'm sorry, I can't (*Lo siento, no puedo*)

I'm afraid I can't (*Que pena, no puedo*)

Not now, maybe later

(*Ahora no, quizás más tarde*)

#### Examples:

**A: Would you like to** go for a walk?

B: Yes, I'd love to.

**A: Would you like to** go to the cinema tonight?

B: Not now, maybe later.

Exercise I:

Sue is your friend, you want to invite her. What do you say in these situations? Write ***Would you like to...?***

I You want to go with her to the movies tonight. You say:       ***Would you like to go to the movies tonight?***      

1. You want to play videogames tomorrow. (play)

You say: \_\_\_\_\_

2. You have an extra ticket for a concert next week. (come)


You say: \_\_\_\_\_

3. It's raining and Sue is going out. She doesn't have an umbrella, but you have one (borrow)

You say: \_\_\_\_\_

4. There's a book signing at the library tomorrow. (go)

You say: \_\_\_\_\_

 II Write an answer to the following situations. Pay attention to (accept) or (refuse).

1. Would you like to go out for a walk? (accept)

\_\_\_\_\_

2. Would you like to have dinner this evening? (refuse)

\_\_\_\_\_

3. Would you like to play videogames tomorrow? (accept)

\_\_\_\_\_

4. Would you like to go to John's party? (refuse)

\_\_\_\_\_

5. Would you like to watch the game at my house? (accept)

\_\_\_\_\_

6. Would you like to go to the zoo? (refuse)

\_\_\_\_\_

### “LET’S”

Utilizamos **Let’s**... cuando invitamos o queremos que alguien realice alguna actividad o ir a algún lugar con nosotros. (**Let’s** = Let us.)

Example:

It’s a nice day. **Let’s go** to the park. (You and I can go to the park).

Come on! **Let’s dance!** (You and I can dance).

Are you ready? **Let’s go.** (it’s time you and I go out).

Exercise III. Complete the ideas with **let’s** and one of these expressions.

go for a swim      go to a restaurant      take a taxi      wait a little  
watch TV

1. Would you like to play soccer?

No, **let’s go for a swim**

2. Would you like to walk home?

No,

3. Would you like to listen to music?


No, \_\_\_\_\_

4. Do you want to cook dinner tonight?

No, \_\_\_\_\_

5. Would you like to go home now?

No, \_\_\_\_\_

 II Write an invitation sentence using **let's** and a verb. Some of them need a preposition (at/on/in).

1. let's go to the movies this afternoon (go / movies / afternoon)
2. \_\_\_\_\_ (play / soccer / park)
3. \_\_\_\_\_ (order / pizza / tonight)
4. \_\_\_\_\_ (have / party / Saturday)
5. \_\_\_\_\_ (drink / some coffee)
6. \_\_\_\_\_ (walk / the dog / park)


### “PREPOSITIONS IN, ON, AT (TIEMPO Y LUGAR)”

Observa la siguiente tabla y lee los ejemplos cuidadosamente.

**IN** se usa antes de periodos largos, como meses, estaciones, años y siglos. También se usa antes de hablar de medidas de tiempo expresadas con números.

**ON** se usa para hablar de los días de la semana o de fechas específicas.

**AT** se usa para hablar de la hora o de algo que pasa a una hora específica.



**ENGLISH GRAMMAR** **AT - ON - IN** **PREPOSITIONS OF TIME** Woodward ENGLISH

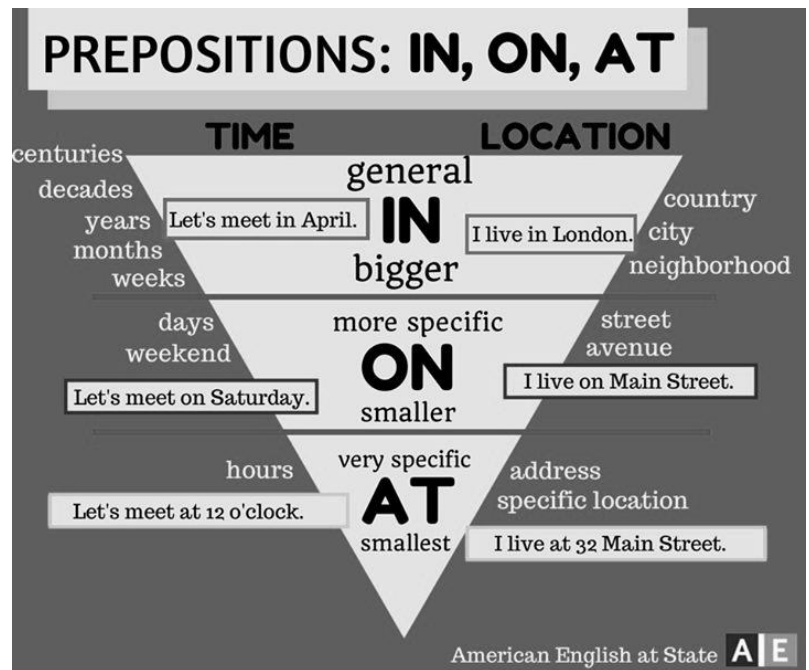
<b>AT + Specific Time</b>	- I get up <b>at</b> 7 o'clock. - The movie starts <b>at</b> 8.30.
<b>AT + Holiday Period</b>	- They sing carols <b>at</b> Christmas. - Come and visit us <b>at</b> Thanksgiving.
<b>ON + Days</b>	- I will visit you <b>on</b> Wednesday. - Where were you <b>on</b> Friday?
<b>ON + Dates</b>	- His birthday is <b>on</b> March 27th. - The exam is <b>on</b> the 16th.
<b>IN + Months</b>	- My birthday is <b>in</b> January. - I'm going on vacation <b>in</b> August.
<b>IN + Years</b>	- Shakespeare was born <b>in</b> 1564. - The Titanic sank <b>in</b> 1912.
<b>IN + the + Decade</b>	- Life was difficult <b>in</b> the 1940s. - There were many hippies <b>in</b> the '60s.
<b>IN + the + Century</b>	- We are living <b>in</b> the 21st century. - It was built <b>in</b> the sixth century.
<b>IN + Season</b>	- We go to the beach <b>in</b> summer. - There are many flowers <b>in</b> spring.
<b>IN + Time Period</b>	- The meeting starts <b>in</b> ten minutes. - She will be here <b>in</b> three hours.

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Imagen tomada de: <https://www.pinterest.com.mx/pin/852869248154483367/> [www.woodwardenglish.com](http://www.woodwardenglish.com) [www.vocabulary.com](http://www.vocabulary.com)

**IN, ON, AT** también expresan posición o ubicación de algo o alguien.

Si observas el diagrama te darás cuenta que las tres preposiciones van de lo general a lo específico. Para expresar ubicación, usamos **IN** para referirnos a un lugar cerrado. **ON** para hablar de superficies y **AT** cuando se trata de un punto específico.



Tomada de <https://i.pinimg.com/736x/cb/1e/44/cb1e440eb25c89ec2be20fbf32a246fa--english-class-english-grammar.jpg>

Nota: Ten en cuenta las siguientes expresiones estándar conformadas por preposiciones:

at	in	on
at home	in a car	on a bus
at work	in a taxi	on a train
at school	in a helicopter	on a plane
at university	in a boat	on a ship
at college	in a lift (elevator)	on a bicycle, on a motorbike
at the top	in the newspaper	on a horse, on an elephant
at the bottom	in the sky	on the radio, on television
at the side	in a row	on the left, on the right
at reception	in Oxford Street	on the way

Expression	Example
at night	The stars shine <b>at night</b> .
at the weekend*	I don't usually work <b>at the weekend</b> .
at Christmas*/Easter	I stay with my family <b>at Christmas</b> .
at the same time	We finished the test <b>at the same time</b> .
at present	He's not home <b>at present</b> . Try later.



**III Exercise.** Write the words in the correct column.

Christmas    White Street    the door    the Summer    2004    noon    7 o'clock    the room

My pocket    the table    the entrance    the afternoon    my car    a plane    the left    a box

The floor    second avenue    home    the office

IN	ON	AT

 **IV Exercise:** Read the following text.

## MY DAILY ROUTINE

My name's Julia, and I am 27 years old. I live in London but I'm German. I live with my boyfriend and we are very happy. I work in a bank and I love my job.

From Monday to Friday, my day starts very early. I always get up at 6:30 and I have a 20-minute shower. Then, I get dressed and comb my hair. At 07:00 a.m I have breakfast. I usually have coffee and cereal. After that, I put on my make up and go to work.

At 10:00 a.m., I sometimes have a snack and at 12:00 I usually have lunch at the office with my colleagues. They are wonderful people who have a good sense of humor, and they are good friends too. At 3:30 I have a snack again, I usually have some tea and biscuits.

On Monday, Tuesday and Wednesday I go to the gym after work. When I get home, I have a shower again, I prepare dinner and I watch TV for a while. I like to go to bed as soon as possible, around 9:30.

Thursday is different because I do not go to the gym. I go out with my boyfriend every Thursday. We sometimes go to the cinema or we go out for dinner and to have a drink.

My boyfriend's name is Daniel, he is 31 years old, and he is an architect. He likes cooking but he does not like cleaning the house so we share the housework.

His family is from Spain. He has two brothers and no sisters. We have been a couple for six years. And we have been living together for two years.



On Friday night I always go out with my friends, we sometimes go to a bar and sometimes we meet at a friend's house but I can't be home late because I have to get up early on Saturday to clean the house.

At the weekend, I always visit my parents and I often visit my grandparents, too.

Complete the following sentences.

1. Julia lives \_\_\_\_\_ London.
2. She wakes up \_\_\_\_\_ 7:00.
3. She lives \_\_\_\_\_ her boyfriend.
4. She has a snack at \_\_\_\_\_, \_\_\_\_\_.
5. She goes to bed \_\_\_\_\_.
6. Daniel' family is \_\_\_\_\_.
7. \_\_\_\_\_ Daniel visit his grandparents.

### APRENDIZAJE 3

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

Use the adjectives below to describe the pieces of clothing. You can omit and/or repeat some. Follow the examples.

#### Adjectives to describe clothes.

red orange yellow green blue purple brown black grey  
white elegant pink warm cool heavy light tall short long  
comfortable uncomfortable rubber leather plastic cotton  
stylish ugly cute fresh soft tight loose small large  
dressy casual clean dirty



High heel shoes are dressy and uncomfortable.



Flip flops are casual and comfortable.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



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The bikini **is** small and pink.



The tank top **is** loose and soft.



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Adapted from: <https://eslwithmiriam.weebly.com/clothing.html>

## APRENDIZAJE 4

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

### Demonstrative Pronouns.

**This - That - These - Those**  
Demonstratives

English Grammar

singular	plural	
here	this	these
there	that	those

Demonstrative Pronouns


singular	This is a red pen.
plural	These are blue pens.


Demonstrative Pronoun + Verb\*  
\* or by itself. - e.g. Do you want this?


Demonstrative Adjectives


singular	This pen is red.
plural	These pens are blue.

Demonstrative Adjective + Noun

 **this book**  
(here / close)

 **that book**  
(there / not close)

 **these books**  
(here / close)

 **those books**  
(there / not close)

www.grammar.cl   www.woodwardenglish.com   www.vocabulary.cl

Tomada de: <https://www.woodwardenglish.com/this-that-these-those/>

Podemos usar las frases “This one” “That one” para expresar preferencia en singular al hablar de algo previamente mencionado. “These ones” “Those ones” cuando nuestra preferencia se refiere a sustantivos plurales descritos con anterioridad. Pon atención a la siguiente información:

### DEMONSTRATIVE; ONE, ONES



A: How much are these jeans?

B: Which **jeans**?

**ones**




A: How much is that t-shirt?


B: Which **t-shirt**?




## One

We can use *the + adjective + one/ones*

**A** 'I'd like to try on a jacket.'  
'Which one?'  
'The green one.'  


**B** 'Where are my shoes?'  
'Which ones?'  
'The black ones.'  


**C** 'Do you like these shoes?'  
'Not really, I prefer the other ones.'  


OFF2CLASS

Imagen tomada de: <https://off2class-sol5y8kuafeozy9kld6.netdna-ssl.com/wp-content/uploads/2014/08/Slide1618.jpg>

Grammar exercise 1.

**Examples:** I don't know which skirt I liked most, the yellow **one** or the blue **one**.

I'd like to have some apples. I'd like to have the red **ones**, please!

**Complete the spaces with "one" or "ones"**

- 1) There are 5 building blocks on the table. Four pink \_\_\_\_\_ and one yellow \_\_\_\_\_.
- 2) I'd like to try on this suit. Which \_\_\_\_\_? The black \_\_\_\_\_. I don't like the colour of the other \_\_\_\_\_.
- 3) Marcus has got many sweaters, but he simply wears the blue \_\_\_\_\_ because it's his favourite.
- 4) Give me the peppers, please! There are 3 different \_\_\_\_\_. The green \_\_\_\_\_, the yellow \_\_\_\_\_ or the red \_\_\_\_\_.
- 5) Are you reading the book? Which \_\_\_\_\_? The \_\_\_\_\_ you have in your bag. No, but I'm reading "Oliver Twist" and "Twisted", the \_\_\_\_\_ I hope to finish until next week.

6) I have some great new CDs. I like the \_\_\_\_\_ on my bedside table, but I don't like the \_\_\_\_\_ next to the CD-player.

7) Can you see the cars over there? The old red \_\_\_\_\_ is mine, and the new white \_\_\_\_\_ belongs to my boss.

8) Look at those trousers, I really like them. Which \_\_\_\_\_ are you talking about? The blue \_\_\_\_\_ or the black \_\_\_\_\_.

9) Where are my sweets? Oops, are you talking about the \_\_\_\_\_ on the table? I'm sorry, I ate them.

10) Susie, I think you left your workbooks on the kitchen table. No, these are the \_\_\_\_\_ of Jimmy.

VERBOS PARA EXPRESAR **POSESIÓN (HAVE) NECESIDAD (NEED) GUSTOS (LIKE)**

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I want /need/lik	don't need/want/like	Do I want/need/ like?
YOU need/ like/ want	don't need/want/ like	Do you like/need/want?
HE needs/ wants/likes	doesn't need/want/like	Does he like/need/want?
SHE needs/ wants/likes	doesn't need/want/like	Does shewant/need/like?
IT needs/likes/ wants	doesn't need/want/like	Does it like/want/need?
WE want/likes/need	don't need/like/want	Do we like/want/need?
YOU want/like/need	don't need/like/want	Do you want/need/like?
THEY want/like/need	don't need/like/want	Do they want/need/like?

**Exercise II** Read the following examples about what Michelle and her cousin Luis like, needs, have and want. Tomorrow is their first day at CCH.

- ✓ She has a kitty cellphone (*possession*)
- ✓ She needs new clothes, a pair of jeans, a pair of shoes, a dress and a t-shirt (*needs*)
- ✓ She likes pink color (*likes*)
- ✓ She wants a pink schoolbag (*wants*)

But Luis.

- ✓ doesn't have a kitty cellphone
- ✓ doesn't need a dress
- ✓ doesn't like pink color
- ✓ doesn't want a pink schoolbag



**Exercise III.** Write about your needs, likes and wants and one of your friends.

Check with an adviser your grammar and punctuation.

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**Exercise IV.** After that go to mediateca and record the sentences, check your pronunciation.

**Exercise V.** Write sentences with verbs LIKE, HAVE, NEED and WANT in affirmative and negative sentences.

	want	need	have	like
Luis	A pet (-)	A pair of shoes (+)	A new computer (+)	Anime (-)
Michelle	A new sweater (+)	Two white blouses (-)	An iPad (-)	Harry Potter (+)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

 **Exercise VI.** Read the opinion of three girls about fashion.

*I'm 'interested in fashion. I enjoy reading fashion magazines and going to clothes shops, but I can't afford to buy fashionable clothes. They're so expensive!*

*I've got two or three special outfits that I wear when I go out, but most of the time I wear leggings and a T-shirt. My friends and I often borrow each other's clothes. That way we can all wear something new but without spending too much money. **Sheila Marple.***

*Fashion isn't for me. I don't care about fashion and models. I usually wear comfortable clothes, like jeans, T-shirts and sports shoes or boots in winter. Most of my friends wear the same kind of clothes. We don't talk about famous models, music is our favorite topic of conversation.*

*I don't use make-up either because I'm too young and my skin is fresh and clean. **Madeleine Whooper.***

*I think fashion is important because it says something about your personality. I'm a confident, outgoing person and I want my clothes to reflect this. I hate looking boring or old-fashioned even at home! Being fashionable doesn't have to be expensive. I sometimes buy ordinary cheap clothes and then alter them at home. I also like designing my clothes. My mother helps me a lot because she can sew very well.*



**Marina Fellow.**

Adaptado de

[https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/reading\\_fashion/fashion--clothes/148](https://en.islcollective.com/resources/printables/worksheets_doc_docx/reading_fashion/fashion--clothes/148) Find the specific information from the text and find the answers.

Write the correct idea according to the text.

- 1.- Sheila never wears leggings. \_\_\_\_\_
- 2.- Sheila likes reading newspapers. \_\_\_\_\_
- 3.- Sheila often buys her friend's clothes. \_\_\_\_\_
- 4.- Madeleine is interested in fashion. \_\_\_\_\_
- 5.- Madeleine hates music. \_\_\_\_\_
- 6.- Marina buys expensive clothes. \_\_\_\_\_
- 7.- Marina hates designing her clothes. \_\_\_\_\_
- 8.- Marina's mother can't sew. \_\_\_\_\_

Exercise V. Write in the correct column the clothes that each girl wears. Include adjectives.

SHEILA	MADELEINE	MARINA

◀ **LISTENING. Unit 4 track 1**

A) Gabriel goes shopping. Listen to the dialogue and choose the correct option.

1. He goes shopping for
  - a) A t-shirt
  - b) A scarf
  - c) A shirt
2. He likes a specific piece of clothing but....
  - a) He doesn't have a credit card
  - b) He wants it in a different color
  - c) He wants it in a Large size
3. He asks for a...
  - a) Green one in a bigger size
  - b) Red one in a medium size
  - c) Yellow one in a medium size
4. He finally buys....
  - a) A red shirt
  - b) Two shirts
  - c) Nothing

B) Listen to the dialogue one more time and order the events, write the correct number on the line (1-10).

1. I really like the yellow one...let's see... I have a red one at home but I need a blue one...I'll take the yellow one and the blue one! \_\_\_\_\_
2. Hello! Can I help you? \_\_\_\_\_
3. Excellent decision! \_\_\_\_\_
4. Sure. Here you have some. \_\_\_\_\_
5. Hmm... I like this one but...Do you have it in a different color? \_\_\_\_\_
6. Yes! I'm looking for a shirt. Can I take a look at some please? \_\_\_\_\_

7. Sorry! We don't have any in yellow left in stock...Would you like to try a smaller one in a different color? Today we have a special offer, buy one and get one free!

\_\_\_\_\_

8. Yes, that one also comes in blue, red and yellow. \_\_\_\_\_

9. Hmmmm Can I try this in a smaller size? \_\_\_\_\_

10. Sure!....here you are. The changing room is over there. \_\_\_\_\_

11. I'd like to try the yellow one in a medium size please. \_\_\_\_\_

### **Speaking option 1**

Read the situations below and follow the exercise.

1. You have a job interview. Describe in English what you need to wear. Use adjectives to be more specific. i.e. I need to wear a blue jacket and a white blouse...
2. Imagine the picture below is from a clothing catalog. Decide what pieces of clothing you want as Christmas presents. Choose 5 pieces you want and three you don't want and write a paragraph like this one: *"For next Christmas I want two pairs of jeans, one light brown and the other blue, I also want a yellow blouse. I don't want jeans because I have two pairs."*



## **SPEAKING Option 2**

From the situations:

School, job interview, graduation party, vacation trip to the beach, choose one and describe all the pieces of clothing you need for that situation. Use adjectives to describe the clothes and the verbs NEED, WANT, LIKE.

### **WRITING**

Describe what three people from the picture like or don't like. Write a short paragraph about three people. Use the phrases: He likes \_\_\_\_\_ but he doesn't like \_\_\_\_\_. Look at the example: *Anthony likes dark trousers but he doesn't like jackets.*



Tomada de <https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSKgRUVrb98iER7620CTy8izr0qLNzrAVJvOrGgRCfv-zfFyAb2>



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**RÚBRICA QUE PUEDE ORIENTAR LOS ASPECTOS QUE SE EVALUAN EN LA PRODUCCIÓN ORAL**

<b>Expresión oral</b>	<b>5.0</b>	<b>3.0</b>	<b>1.5</b>	<b>1.0</b>
<b>FLUIDEZ Y PRONUNCIACIÓN</b>	El estudiante puede expresar ideas sin vacilar Y no presenta problemas con la entonación y la pronunciación.	El estudiante expresa ideas con cierta vacilación, presenta algunos problemas con la entonación y la pronunciación.	El estudiante expresa ideas con problemas, presenta varios problemas de entonación y pronunciación.	El estudiante no puede expresar ideas Y carece de entonación y pronunciación.
<b>ALCANCE</b>	El estudiante puede utilizar una variedad de vocabulario relacionado con el tema	El estudiante utiliza el vocabulario básico relacionado con el tema	El estudiante carece de vocabulario suficiente para expresar sus ideas correctamente	El estudiante no utiliza el vocabulario apropiado o relacionado con el tema
<b>CORRECCIÓN</b>	El estudiante muestra control suficiente de estructuras gramaticales para expresar pertenencias, deseos, necesidades y gustos sobre vestimenta para asistir a eventos de diversa índole.	El estudiante tiene problemas con las estructuras gramaticales propias de la temática, sin embargo, la autocorrección está presente.	El estudiante se expresa con tropiezos y sin respetar los elementos gramaticales de la unidad.	El estudiante no puede utilizar ni diferenciar el verbo TO BE y el Presente Simple.
<b>COHERENCIA</b>	El estudiante enlaza adecuadamente palabras con frases y conectores AND, BUT y OR. Puede responder de manera aceptable a invitaciones usando frases de cortesía.	El estudiante no usa los tres conectores y tiene problemas para responder a invitaciones.	El estudiante tiene problemas para responder a invitaciones (rechazarlas o aceptarlas) con cortesía. Utiliza sólo uno de los conectores en su discurso.	El estudiante no incluye conectores en su discurso y no responde a invitaciones con cortesía.
















### RÚBRICA SUGERIDA PARA EVALUAR *PRODUCCIÓN ESCRITA*






	5 pts	3 pts	1 pt
Corrección	Utiliza todas las estructuras mencionadas en la unidad	Utiliza la mayoría de las estructuras mencionadas en la unidad	Utiliza sólo algunas de las estructuras mencionadas en la unidad.
Fluidez	Transmite un mensaje claro y comprensible sobre la temática de su elección.	Transmite el mensaje con unas cuantas pausas de comunicación sobre la temática de su elección	Transmite un mensaje confuso sobre la temática de su elección
Vocabulario	Tiene suficiente vocabulario para expresar sus pensamientos sin ningún problema.	Tiene algunos problemas con el vocabulario para expresar sus pensamientos e ideas claramente.	Tiene limitado vocabulario para expresar sus pensamientos e ideas.
Coherencia	Utiliza los conectores y puntuación apropiada.	Utiliza conectores pero en algunas ideas no es el correcto.	Utiliza conectores indistintamente y no incluye comas u otros signos de puntuación.

### AUTOEVALUACIÓN

Contesta la siguiente pregunta y reflexiona sobre lo que has aprendido en esta unidad llenando la siguiente tabla.

***¿Soy capaz de interactuar de manera oral y escrita para compartir información sobre mis gustos, pertenencias y necesidades y las de los demás?***

<p>Localizar información específica para dar a conocer datos de lugares y horarios de actividades de esparcimiento en textos orales y escritos.</p>					
<p>Solicitar y proporcionar información específica, de manera oral y escrita sobre horarios y lugares de actividades de esparcimiento para elegir el de mi interés</p>					
<p>Identificar y utilizar expresiones de manera oral y escrita para referirse a lo que los demás y yo tenemos, nos gusta, queremos y necesitamos, en relación a objetos cotidianos.</p>					

Solicitar y proporcionar información sobre objetos cotidianos, de manera oral y escrita para comunicar mis gustos y los de otros, lo que tenemos y necesitamos.					
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## Sample Exam 1

Nombre del alumno: \_\_\_\_\_

**Puntaje total: 100 puntos**

### USE OF ENGLISH

**(20 points)**

#### I Underline the correct answer.

**(1 point each)**

- 1 He is from Brazil but \_\_\_\_\_ mother is from Mexico  
a his b her c its
- 2 \_\_\_\_\_ is your surname?  
a What b Where c Why
- 3 Give me \_\_\_\_\_ notebook with your homework, please.  
a she b your c its
- 4 I \_\_\_\_\_ from Madrid. I am from Colombia.  
a 'm not b isn't c amn't
- 5 What's \_\_\_\_\_ name? He is Paul  
a yours b hers c his

#### II Complete the sentences. Use *am*, *is*, or *are*.

**(1 point each)**

- 1 How \_\_\_\_\_ you?
- 2 I \_\_\_\_\_ fine, thanks.
- 3 Patrick \_\_\_\_\_ my brother.
- 4 We \_\_\_\_\_ both 23 years old.
- 5 Katy and Paul \_\_\_\_\_ married.

#### III Complete the questions. Use *What*, *Where*, *Who*, or *How old*, *When*. **(1 point each)**

- 1 \_\_\_\_\_ are you? I'm 22.
- 2 \_\_\_\_\_ is Nick? He's at home.
- 3 \_\_\_\_\_ is your job? I'm a teacher.
- 4 \_\_\_\_\_ is that? It's Alex.
- 5 \_\_\_\_\_ is your birthday? It's on January 10

#### IV Match a question with a short answer.

**(Section IV and V total 5 points)**

- |                             |                  |
|-----------------------------|------------------|
| 1 Is she married?           | a No, it isn't.  |
| 2 Are you a doctor?         | b Yes, she is.   |
| 3 Is it hot outside today?  | c No, he isn't.  |
| 4 Are your classmates nice? | d No, I'm not.   |
| 5 Is he from Italy?         | e Yes, they are. |

**V Rewrite the word phrase. Use the possessive 's.**

- 1 Jane + book        Jane's book
- 2 my friend + bag    \_\_\_\_\_
- 3 my family + house \_\_\_\_\_
- 4 John + son        \_\_\_\_\_
- 5 Andrea + brother   \_\_\_\_\_
- 6 his wife + name    \_\_\_\_\_

**LISTENING**

**(20 points)**

**VI Listen to five conversations. Fill in the gaps with the correct number. CD 1, Track 48. F2F (1 point each)**

- 1 The cat is \_\_\_\_\_.
- 2 The house is \_\_\_\_\_ years old.
- 3 The girl is \_\_\_\_\_.
- 4 The car is \_\_\_\_\_ years old.
- 5 The dog is \_\_\_\_\_.

**VII. A) Listen to Mary talk about her family. Put these people in the order she talks about them (1-5)        CD 1 Track 61 F2F        (1 point each)**

Sid ( )	Anne ( )	Fiona ( )	Kevin ( )	Nick ( )
---------	----------	-----------	-----------	----------

**B) Listen again. Answer these questions.**

**(2 points each)**

- 1 How old is Sid? He's 64 years old.
- 2 What is Fiona's job? \_\_\_\_\_.
- 3 How old is Fiona? \_\_\_\_\_.
- 4 What is Nick's job? \_\_\_\_\_.
- 5 Is Anne a good musician? \_\_\_\_\_.
- 6 How old is Kevin? \_\_\_\_\_.

**READING**

**(20 points)**

**VIII. A) Find the numbers in the text. What do they refer to? Write out the numbers in complete sentences like in the example.        (2 points each)**

<p>INSIDE THE WHITE HOUSE</p> <p>The White House is where the President of the United States governs a country of 50 states and 304 million people.</p> <p>He lives with his family on the second and third floors. There are 16 bedrooms, a living room, a kitchen, and a dining room. Special guests stay in the Queen's Bedroom or the Lincoln Bedroom.</p>
--

In the West Wing are the staff offices. The President's own office, the Oval Office, is also there. It has three large windows behind the President's desk, and there is a fireplace at the other end.

Each new president chooses new curtains, new furniture, and a special new carpet. There are pictures of old presidents on the wall, and there is the famous desk, a gift from the British Queen Victoria in 1880.

The White House is open to visitors, it is free. About 6,000 people a day visit. The President meets special guests in the East Room, and he talks to journalists in the Press Room.

About 150 people work for the President in the West Wing and for the First Lady in the East Wing. Another 100 people look after the building day and night.

There are 132 rooms, 35 bathrooms, and five kitchens, all on six floors. There are three elevators. The State Dining Room is big enough for 140 guests.

Outside, gardeners grow fruit and vegetables. There is also a tennis court, a jogging track, and a swimming pool. Inside there is a movie theatre, a billiard room, a bowling alley, and a library. As former President Reagan said, "The White House is like an eight-star hotel!"

Taken and adapted from

<https://elt.oup.com> › pdf › hwy\_elem\_reading\_text\_u4

50

304 million

6,000

132

35

three

1 There are fifty states

2 \_\_\_\_\_.

3 \_\_\_\_\_.

4 \_\_\_\_\_.

5 \_\_\_\_\_.

6 \_\_\_\_\_.

**B) Complete with the phrase with one of the following adjectives: (1 point each)**

White special large new (2) old famous big west swimming

1 \_\_\_\_\_ president

2 \_\_\_\_\_ pool

3 \_\_\_\_\_ guests

4 \_\_\_\_\_ curtains

5 \_\_\_\_\_ House

6 \_\_\_\_\_ windows

7 \_\_\_\_\_ presidents

8 \_\_\_\_\_ des

- 9 \_\_\_\_\_ Wing  
 10 \_\_\_\_\_ dining room

**WRITING**

**(20 points)**



**sentences with There is/are, There isn't/aren't, prepositions of place and adjectives.**

*This is my favourite place at home. There is a big mirror on the wall but there isn't a TV set on the coffee table.*\_\_\_\_\_

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**Rubric for writing.**

<b>Vocabulary (5 pts.)</b> Maneja suficiente vocabulario del tema.	<b>Vocabulary (3.5 pts.)</b> Maneja poco vocabulario del tema.	<b>Vocabulary (2.5pts)</b> El vocabulario que maneja, no le permite expresar sus ideas.
<b>There is/are (5 pts.)</b> Hace uso correcto de There is/are para indicar la existencia de objetos en un cuarto.	<b>There is/are (3.5 pts.)</b> Usa There is/are con errores para indicar la existencia de objetos en un cuarto.	<b>There is/are (2.5 pts.)</b> No utiliza There is/are para indicar la existencia de objetos en un cuarto.
<b>Complete sentences (5pts.)</b>	<b>Complete sentences (3.5 pts.)</b>	<b>Complete sentences (2.5pts.)</b>

Todas las oraciones tienen preposición de lugar y/o adjetivo.	No todas las oraciones tienen preposición de lugar y/o adjetivo.	Las oraciones no tienen preposición de lugar y/o adjetivo.
There isn't/aren't. (5 pts)  Realiza de manera correcta las oraciones negativas	There isn't/aren't. (3.5 pts)  Tiene errores mínimos en la realización de oraciones negativas.	There isn't/aren't. (2.5 pts)  Tiene errores aceptables con la forma negative.

## SPEAKING

(20 points)

X Choose ONE of the three topics and answer the teacher's questions.

(20 points)

Who am I? Answer questions about personal information.

My preferences. Answer questions about your likes, wants, needs

My family. Answer questions about your family members' description and possessions.

### Rubric for speaking

Vocabulary (4 pts.)  Maneja suficiente vocabulario del tema.	Vocabulary (3 pts.)  Maneja poco vocabulario del tema.	Vocabulary (1.5pto.)  El vocabulario que maneja, no le permite expresar sus ideas.
Verb To be (4 pts.)  Hace uso correcto del verbo To be para dar información personal y de otras personas.	Verb To be (3pts.)  Usa el verbo To be con errores mínimos para dar información personal y de otras personas.	Verb To be (1.5 pto.)  No conjuga el verbo To be de manera correcta para dar información personal y de otras personas.
Adjetives (4 pts.)  Hace uso de diferentes adjetivos para describir personas y objetos.	Adjectives (3 pts.)  Hace uso de pocos adjetivos para describir personas y objetos. Hay algunos errores en el uso o significado de los adjetivos.	Adjectives (1.5pts.)  No tiene suficiente vocabulario sobre los adjetivos. No maneja adjetivos.
Possessives (4 pts.)  Usa los adjetivos posesivos y posesivo anglosajón correctamente para hablar de sus posesiones.	Possessives (3 pts.)  Usa los adjetivos posesivos y posesivo anglosajón de manera inconsistente.	Possessives (1.5pts.)  No usa adjetivos o posesivo anglosajón en sus oraciones.
Pronunciation (4 pts.)  Pronuncia correctamente todas las palabras como verbo to be, adjetivos y vocabulario en general.	Pronunciation (3 pts.)  Tiene pequeños errores al pronunciar las formas del verbo to be, adjetivos y vocabulario.	Pronunciation (1.5pts.)  Pronuncia incorrectamente las formas del verbo to be, adjetivos y vocabulario.

## Answer Key

### Use of English

#### I Underline the correct answer.

1 a

2 a

3 b

4 a

5 c

#### II Complete the sentences. Use *am*, *is*, or *are*.

1 are

2 am

3 is

4 are

5 are

#### III Complete the questions. Use *What*, *Where*, *Who*, or *How old*, *When*.

1 How

2 Where

3 What

4 Where

5 When

#### IV Match a question with a short answer.

1 b

2 d

3 a

4 e

5 c

**V Rewrite the sentences. Use the possessive 's.**

2 my friend's bag

3 my family's house

4 John's son

5 Andrea's brother

6 his wife's name

**VI Listen to five conversations. Fill in the gaps with the correct number.**

1 13

2 100

3 9

4 21

5 7

**VII. A) Listen to Mary talk about her family. Put these people in the order she talks about them (1-5)**

Sid (1)      Anne (4)      Fiona (2)      Kevin (5)      Nick (3)

**B) Listen again. Answer these questions.**

1 She's a teacher.

2 She's 43 years old.

3 He's a doctor.

4 Yes, she is.

5 He's 11 years old

**VIII. A) Find the numbers in the text. What do they refer to? Write complete sentences like in the example.**

2 There are 304 million people.

3 There are 6,000 people a day visit.

4 There are 132 rooms.

5 There are 35 bathrooms.

6 There are three elevators.

**B) Complete with the phrase with one of the following adjectives:**

1 new

2 swimming

3 special

4 new

5 white

6 large

7 old

8 famous

9 west

10 bi

**Tape scripts**

1.

WOMAN 1 Good morning, Tony.



TONY Good morning, Mrs Blake.

W 1 Oh, is this your cat?

T Yes, his name's Charlie.

W 1 How old is he?

T He's thirteen.

2

MAN 1 How old is your house, Tony?

TONY It's a hundred years old, I think.

M 1 Oh, right.

3

TONY And this is Emely.

WOMAN 2 HelloEmily.

EMILY Hello.

W 2 How old are **you**?

E I'm nine

4

MAN 2 Is that your car?

TONY Yes, it is.

M 2 How old is it?

T It's twenty-one years old.

M 2 Wow!

5

TONY Bonnie... Come here ... Good girl.

WOMAN 3 What a nice dog. How old is she?

T She's seven. Or forty-nine in dog years!

Tape script 2

MARY I'm Mary and this is Sid, my husband. I'm sixty-five and Sid is sixty-four like the Beatles song! This is a photo of our daughter Fiona and her family. Fiona's a teacher at a big school in Manchester. She's 43 now, or is it 44? No, she's 43. Her husband's name is Nick and he's a doctor. And I think he's a very good father.

And these are their two children – our grandchildren. This is Anne, our granddaughter. She's 14 and she's a very good musician. And this is our grandson, Kevin. He's 11 – oh, no he's 12 now. It's a very nice photo, I think.



## Answer Key

### UNIT 1 APRENDIZAJE 1

#### II.

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

#### IV.

- |       |       |        |
|-------|-------|--------|
| 1. a  | 6. a  | 11. an |
| 2. a  | 7. a  | 12. an |
| 3. a  | 8. an | 13. a  |
| 4. an | 9. an | 14. an |
| 5. an | 10. a | 15. a  |

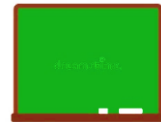
#### V.



*a sharpener*



*a glue stick*



*a board*



*a projector*



*an eraser*



*a USB stick*

#### VI.

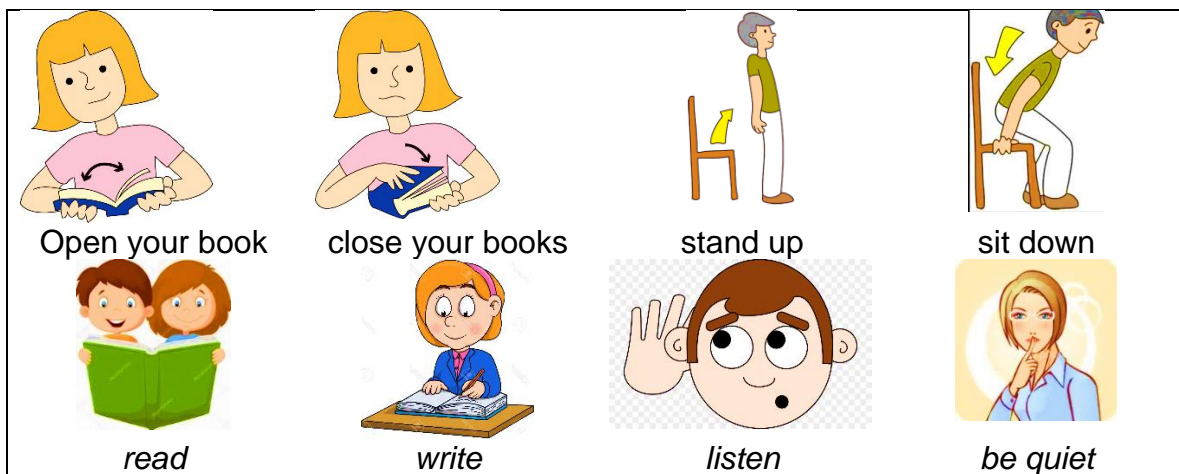
1. banana-bananas

2. box-boxes
3. volcano- volcanoes
4. sky- skies
5. half- halves
6. person- people

**VII.**

way	ways	knife	knives	door	doors
echo	echoes	buzz	buzzes	fax	faxes

**VIII.**



**IX.**

13. x	14. ✓
15. ✓	16. x
17. ✓	18. x
19. ✓	20. ✓
21. ✓	22. x
23. ✓	24. ✓

**APRENDIZAJE 2**

**I.**

Saludo	Formal	Informal	Ambos
6. Hi		✓	
7. Good morning	✓		
8. How are you?			✓
9. Thank you	✓		
10. Thanks		✓	

**II.**

Saludo	Formal	Informal	Ambos
6. Bye- bye		✓	
7. Good- bye	✓		
8. Bye		✓	
9. See you tomorrow			✓
10. Thanks		✓	

**IV.**1. *Miss./Ms. Grande*2. *Mrs./ Ms. Obama*3. *Mr. Derbez*4. *Mr. Timberlake*5. *Mr. Trump***VI.**(1) *Vladimir Putin.*(2) *Vladimir.***VII.**

1. Is

2. is

3. are

4. am

5. is

6. is

7. are

8. are

**VIII.**1. **Their**2. **Her**3. **His**4. **Its**

5. **Our**

**IX.**

- 1. I
- 4. He

- 2. You
- 5. It

- 3. She

**X.**

- 1. He
- 2. Her
- 3. I
- 4. Our
- 5. It/ its

**XI.**

- 1. 'm not

- 2. 's

- 3. isn't

- 4. is

- 5. 's

- 6. 're not

**APRENDIZAJE 3**

**I.**

Este texto es una página web en la que sus usuarios se presentan y recomiendan restaurantes en su localidad.

**II.**

- 6. *Yes, they are.*
- 7. No, it isn't. It's Jordan.
- 8. Yes, they are.
- 9. Yes, they are.
- 10. No, it isn't.

**III.**

País

Nacionalidad

<b>Mexico</b>	<i>Mexican</i>
<b>The United States of America (USA)</b>	<i>American</i>
<b>Canada</b>	Canadian
<b>Brazil</b>	Brazilian
<b>France</b>	<i>French</i>
<b>Japan</b>	Japanese

**IV.**

1. American

2. French

3. Japan

**VI.**

1. 26

2. 29

3. 35

4. 47

5. 58

6. 64

**VIII.**

1. CARTER

4. ANDERSON

2. JOHNSON

5. PHILLIP


3. GERALD

6. MARTINEZ

**IX.**

- |              |         |
|--------------|---------|
| 6. John      | Jon     |
| 7. Sarah     | Sara    |
| 8. Steven    | Stephen |
| 9. Katherine | Cathryn |
| 10. Chris    | Kris    |

**X.**

<b>FITNESS GYM</b>		
<b>Last Name</b>	<del>Victor</del> Lopez	<b>First name</b>
		Lopez-Victor
	No	127

<b>Member</b>	<b>Phone</b>	646-555-3048
<b>e-mail address</b>	vlopez6@cup.org.mx	

**XI.**

<b>Park Lake</b>	
First name	Jackie
Middle Initial	L
Last name	Greene
Phone number	607-555-3904
E-mail address	JLG8724@cup.org
Library card number	PL34008

<b>Smash Hits Video</b>	
First name	Jon
Middle Initial	T
Last name	Nicols
Phone number	319-555-2864
E-mail address	JTHOMASN@cup.org
Mmeber ID	7243807

**APRENDIZAJE 4**

**I.**

<b>Pregunta</b>	<b>Información</b>
What's your name?	17
What's your phone number?	I'm from Mexico./ Yes, I am.
How old are you?	Oliver Johnson
How do you spell your last name?	555-678-9047
What's your e-mail address?	J-o-h-n-s-o-n
Where are you from? / Are you from Mexico?	Charlmiller9@yahoo.com

**IV.**

1. A: What's *your name*?
2. A: How do you *spell Stiller/ your last name*?
3. A: What's *your phone number*?
4. A: What's *your e-mail address*?
5. A: How *old are you*?
6. A: Where *are you from*?

**VI.**

1. Mary and Tom are best friends.

**F**



- |   |   |
|---|---|
| 2. Mary is a new student.                   | T |
| 3. Tom is 10 <sup>th</sup> grade.           | F |
| 4. Mary and Jennifer are in the same class. | F |
| 5. Mary is 16.                              | T |

## UNIT 2

### Exercise 2.1

2. father
3. cousin
4. nephew
5. sister
6. husband
7. daughter
8. uncle

### Exercise 2.2.

2. Mother-in-law
3. Sister-in-law
4. Brother-in-law
5. Son-in-law
6. Daughter-in-law

### Exercise 2.3

2. their
3. our
4. her
5. my

6. his

7. your

8. its

### **Exercise 2.4**

1. Polly

2. Peter

3. Sara

4. Tom

5. Kelly

6. Alex

### **Exercise 2.5**

1. a

2. c

3. c

4. b

5. c

6. c

7. b

8. b

9. a

### **Exercise 2.6**

15 disappointed

6 hungry

13 miserable

4 hot

16 upset

3 exhausted

7 thirsty

8 full

1 tired

12 sad/unhappy

10 happy

9 sick/ill

11 ecstatic

5 cold

14 pleased

2 sleepy

### Exercise 2.7

17	a	25	a
18	b	26	b
19	a	27	a
20	b	28	b
21	b	29	b
22	b	30	b
23	a	31	b
24	b	32	a

### Transcript Audio Unit 2 Track 2.1

**Aurelia:** Who's that boy over there, Hannah?

**Hannah:** That? Er, that's my brother, Jem.

**Aurelia:** Your brother?

**Hannah:** Yes, and that's his girlfriend Lucy. The pretty girl with the long, brown hair.

**Aurelia:** Oh right. So, you've got a brother?

**Hannah:** No, I've got two brothers. Jem and Alex.

**Aurelia:** Really? ... and ... how old is Alex?

**Hannah:** Alex and Jem are twins, they're both 15.

**Aurelia:** 15, mmm ... and does Alex look like Jem?

**Hannah:** They're exactly the same! They're both tall and thin. They've both got short brown hair, green eyes and big ears!

**Aurelia:** They're not big, I think they're cute. And ... has Alex got a girlfriend?

Audio taken from: <http://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/describing-people>

### Unit 3 Grammar

#### Exercise 1

Complete with *There is a* or *There is an*

Example: In my house ***there is a*** tree.

1. In the living room **there is a** computer.
2. **There are** three apples on the dining room's table.
3. **There are** two umbrellas in the closet.
4. In my sister's bedroom **there is a** mirror on the wall.
5. **There is a** microwave oven in the kitchen.
6. **There is a** sink in the bathroom.
7. **There is a** clock on my bedroom's wall.
8. **There are** five oranges in the fruit bowl.
9. **There are** three plants in the study room.
10. **There is a** closet in my parents' bedroom.

### Exercise 2

Rewrite the previous sentences in their negative form. You can use contractions if you want to do it so. Sentence number one is given to you as an example.

Example: In my house **there is not / there isn't** a tree.

1. In the living room **there is not / there isn't** a computer.
2. **There are not / There aren't** three apples on the dining room's table.
3. **There are not / There aren't** two umbrellas in the closet.
4. In my sister's bedroom **there is not / there isn't** a mirror on the wall.
5. **There is not / There isn't** a microwave oven in the kitchen.
6. **There is not / There isn't** a sink in the bathroom.
7. **There is not / There isn't** a clock on my bedroom's wall.
8. **There are not / There aren't** five oranges in the fruit bowl.
9. **There are not / There aren't** three plants in the study room.
10. **There is not / There isn't** a closet in my parent's bedroom.

### Exercise 3

Look at the picture and complete the sentences with *there is a* and *there are*.

Example: **There is a** sofa.

1. **There is a** coffee table.
2. **There are** curtains.

3. **There are** two cushions.
4. **There are** two lamps.
5. **There is a** picture on the wall.
6. **There is a** window.
7. **There is a** magazine on the coffee table.

#### **Exercise 4**

Look at the picture and answer the questions.

Example: Is there a television in the bedroom? **No, there isn't.**

1. Are there flowers in the bedroom? **No, there aren't.**
2. Is there a laptop computer on the desk? **Yes, there is.**
3. Is there a dresser next to the bed? **Yes, there is.**
4. Are there curtains in the bedroom? **Yes, there are.**
5. Is there a pillow on the bed? **Yes, there is.**
6. Is there a bookshelf in the bedroom? **No, there isn't.**
7. Are there pictures on the bedroom's wall? **No, there aren't.**
8. Is there a coffee table in the bedroom? **No, there isn't.**
9. Are there four lamps in the bedroom? **No, there aren't.**

#### **Exercise 5**

Label the words in the following image.

Example: **1. Picture**

**2. Light bulb**

**3. Telephone**

**4. Clock**

**5. Windows**

**6. Lamp**

**7. Sofa**

**8. Table**

**9. Chairs**

## 10. Television

### Exercise 6

Look at the picture and complete the text with a preposition of place.

This is my bedroom. My bed is 1) **between** the windows. There's a desk 2) **next to** my bed. 3) **On** my desk there is a computer and a lamp. Can you see my cat, Skitty? She's 4) **behind** the computer. There are some boxes 5) **in front of** my bed. I have my old books 6) **in** there. Can you see my dog, Max? He's 7) **under** the bed.

### Exercise 7

Observe the images and write the name of each piece of clothing on the line.

Example: **Shirt**

**3. glasses**

**6. trainers**

**9. jeans**

**12. blouse**

**1. shoes**

**4. T-shirt**

**7. trousers**

**10. sandals**

**13. jumper**

**2. handbag**

**5. socks**

**8. scarf**

**11. high-heel shoes**

**14. jacket**

### Exercise 8

Complete with **who** or **whose**

Example: **Who** is that woman with Arthur?

1. **Whose** backpack is this? It's on the way!

2. **Who** is going with you?

3. Do you know **whose** pen we can take?

4. **Who** has a red car? It's taking someone's spot in the parking lot.

5. **Whose** hair is nicer: Ivonne's or Jenny's?

6. **Who** is the most intelligent person in your family?

7. **Who** goes to school with you?

8. **Whose** pencils are these? They're nice!

### Exercise 9

Choose the best option.

Example: **A** do you think will win the competition?

1. Do you know **B** shoes are those on the floor?
2. **A** is that lady next to the window?
3. **B** room I can use to sleep a little bit before the trip?
4. I don't know **A** you are!
5. **B** movies do you like the best; Spielberg or Burton?

## Reading

### Exercise 1

Read the text. Then, answer **True** or **False**.

- |   |                     |
|---|---------------------|
| 1. There is a teddy bear on the bed.          | <b><u>False</u></b> |
| 2. There is a bookshelf in the bedroom.       | <b><u>False</u></b> |
| 3. There are two jewelry boxes in the closet. | <b><u>True</u></b>  |
| 4. There is a door in the bedroom.            | <b><u>False</u></b> |
| 5. There is a rug in the bedroom.             | <b><u>True</u></b>  |

### Exercise 2

Read the text again and answer the questions.

1. Is there a computer in Candice's bedroom? **No, there isn't.**
2. Is there a shoerack in Candice's closet? **Yes, there is.**
3. Are there five pairs of earrings in one of Candice's jewelry boxes? **Yes, there are**
4. Are there two small windows in Candice's bedroom? **No, there aren't.**
5. Is there a bookshelf in the living room? **Yes, there is.**

## Listening

### Exercise 1

Listen to the Track 3.1 and check (✓) what there is in the apartment.

*In the apartment...*

There is a small window in the living room.	
There is a big closet in the bedroom.	✓
There is a great kitchen.	✓
There is room for a small table.	
There is an elevator in the building.	
There is a Jacuzzi in the bathroom	✓

### **Exercise 2**

Listen to the Track 3.2 and complete the conversation with words from the box. Some words may be needed more than once .

***bedrooms / apartment***

***bedrooms***

***bedrooms***

***closets***

***closets.***

***washing machines / building***

***laundromat / apartment***

### **Exercise 8**

Complete with **who** or **whose**

Example: **Who** is that woman with Arthur?

1. **Whose** backpack is this? It's on the way!
2. **Who** is going with you?
3. Do you know **whose** pen we can take?
4. **Who** has a red car? It's taking someone's spot in the parking lot.
5. **Whose** hair is nicer: Ivonne's or Jenny's?
6. **Who** is the most intelligent person in your family?
7. **Who** goes to school with you?
8. **Whose** pencils are these? They're nice!



### Exercise 9

Choose the best option.

Example: A do you think will win the competition?

1. Do you know B shoes are those on the floor?
2. A is that lady next to the window?
3. B room I can use to sleep a little bit before the trip?
4. I don't know A you are!
5. B movies do you like the best; Spielberg or Burton?

### Reading

1. Who has over 10 jumpers? Peter
2. Whose favorite shirt is red with blue stripes? Mark
3. Who loves T-shirts? Gary
4. Whose jacket is pink? Lourdes
5. Whose jeans are all blue? Gary
6. Who has more than 15 pairs of shoes? Lourdes

### Exercise 10

Check the following information and on the line write the name of the person who the piece of clothing or accessory belongs to.

Example: Whose jacket is black? Michelle's

1. Whose socks are white? Mindy's
2. Whose sandals are yellow? Mary's
3. Whose scarf is red? Jack's
4. Whose dress is pink? Wendy's
5. Whose shoes are grey? Steve's
6. Whose shirt is dark blue? Matt's
7. Whose T-shirt is green? Raoul's
8. Whose belt is brown? Andy's

### **Writing**

With the previous information write a paragraph talking about the person and his or her clothes or accessory.

Michelle's jacket is black. **Mindy's socks are white. Mary's sandals are yellow. Jack's scarf is red. Wendy's dress is pink. Steve's shoes are grey. Matt's shirt is dark blue. Raoul's T-shirt is green and Andy's belt is brown.**

(El texto puede variar dependiendo del orden en que el alumno escriba a los sujetos y sus pertenencias).

## UNIT 4

### EJERCICIO 1a

c, i, h, a, d, f, b, r, g, k, o, l, p, q, n, j,  
m, s, e

### EJERCICIO 1b

1. From June 12th to 18<sup>th</sup>
2. Midnight noon
3. Forever
4. Two
5. At quarter to three

### SECTION 2.

Hay

Hay

Singulars

Plurals

a/an

### EJERCICIO 2.

1. there is
2. there is
3. there are
4. there is
5. there is
6. there are

### VOCABULARY

- A) December and January
- B) June and July
- C) Friday
- D) October
- E) Wednesday
- F) August
- G) April
- H) Tuesday

## MAKING, ACCEPTING AND REFUSING INVITATIONS

I.

2. Would you like to play videogames tomorrow?
3. Would you like to go to a concert next week?
4. Would you like to borrow my umbrella?
5. Would you like to go to a book signing at the library?

II.

1. Sure, I'd love to
2. I'm sorry, I'm afraid I can't
3. Yes, I'd love to
4. No, thank you
5. Yes, of course
6. Not now, maybe later

2. No, let's take a taxi.
3. No, let's watch TV.
4. No, let's go to a restaurant.
5. No, let's wait a little.

II.

2. Let's play soccer in the park
3. Let's order pizza tonight
4. Let's have a party on Saturday
5. Let's drink some coffee.
6. Let's walk the dog in the park.

## PREPOSITIONS

In (the room, my pocket, the  
afternoon, my car, a box)

On (Christmas, White Street, the  
Summer, 2004, a plane, the left, the  
floor, Second Avenue)

At (the door, 7 o'clock, the entrance,  
home, the office)

## *CLOTHES*

Adjectives to describe clothes.

- boots are long and stylish
- trainers are casual and comfortable
- slippers are pink and comfortable
- sandals are brown and cool
  
- jeans are blue and loose
- shorts are white and short
- socks are yellow and soft
- the dress is yellow and stylish/cute
- the sweater is warm and blue
- the suit is grey and elegant
- the t-shirt is white and fresh
- the gloves are red and warm
- the scarf is long and orange
- the skirt is short and pink
- the cap is orange and cute

## *ONE/ONES*

- 1) There are 5 building blocks on the table. Four pink ones and one yellow one.
- 2) I'd like to try on this suit. Which one? The black one. I don't like the colour of the other ones.
- 3) Marcus has got many sweaters, but he simply wears the blue one because it's his favorite.
- 4) Give me the peppers, please! There are 3 different ones. The green one, the yellow one or the red one.
- 5) Are you reading that book? Which one? The one you have in your bag. No, but I'm reading "Oliver Twist" and "Twisted", the ones I'm finishing until next week.
- 6) I have some great new CDs. I like the one/s on my bedside table, but I don't like the one/s next to the CD-player.
- 7) Can you see the cars over there? The old red one is mine, and the new white one belongs to my boss.
- 8) Look at those trousers, I really like them. Which ones are you talking about? The blue ones or the black ones.
- 9) Where are my sweets? Oops, are you talking about the ones on the table? I'm sorry, I ate them.
- 10) Susie, I think you left your workbooks on the kitchen table. No, these are the ones of Jimmy.

## *GRAMMAR (HAVE, NEED, WANT, LIKE)*

1. Luis doesn't want a pet
2. He needs a pair of shoes
3. He has a new computer
4. He doesn't like anime
5. Michelle wants a new sweater
6. She doesn't need two white blouses
7. She doesn't have an I pad
8. She likes Harry Potter

## *READING*

1. She wears leggings most of the time
2. She likes reading magazines
3. She often borrows her friend's clothes
4. She isn't interested in fashion
5. She loves music
6. She buys cheap clothes
7. She likes designing her clothes
8. She can sew

SHEILA: leggings, a t-shirt, new, fashionable, special

MADELEINE: jeans, t-shirts, sport shoes, boots, comfortable

MARINA: boring, old-fashioned, ordinary, cheap

### *LISTENING unit 4 track 1*

#### TAPESCRIPPT

A: Hello! Can I help you?

B: Yes! I'm looking for a shirt. Can I take a look at some please?

A: Sure. Here you have some.

B: Hmm... I like this one but...Do you have it in a different color?

A: Yes, that one also comes in blue, red and yellow.

B: I'd like to try the yellow one in a medium size please.

A: Sure!....here you are. The changing room is over there.

....

B: Hmmm Can I try this in a smaller size?

A: Sorry! We don't have any in yellow left in stock...Would you like to try a smaller one in a different color? Today we have a special offer, buy one and get one free!

B: I really like the yellow one...let's see... I have a red one at home but I need a blue one...I'll take the yellow one and the blue one!

A: Excellent decision!

Answers:

1.j 2.a 3.k 4.c 5.d 6.b 7.i 8.e 9. f 10.g 11.h

## **SAMPLE EXAM ANSWER KEY**

### **Grammar**

#### **I. Choose *a/an* in every sentence.**

1. a
2. an
3. a
4. an
5. an

#### **II. Match the questions to the answers.**

1. C
2. E
3. A
4. B
5. D

#### **III. Choose the correct possessive adjective or personal pronoun.**

1. A
2. B
3. B
4. A
5. B

#### **IV. Answer True or False.**

1. False
2. False
3. True
4. False
5. True

**V. Choose the right answer.**

1. b
2. c
3. c
4. b
5. a

**Listening**

**VI. Listen and complete the names and email addresses. Headway elementary T 1.10**

1. Vanessa
2. Joseph Bowen
3. Katie Matthews
4. g.hunta@yahoo.com
5. [zac.yates@gmail.co.uk](mailto:zac.yates@gmail.co.uk)

**VII. Listen and tick the sentence you hear. Headway elementary T 1.9**

1. b
2. a
3. a
4. a
5. b
6. b

**Writing and Speaking answers are according to each student own information**



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## ANEXO UNIDAD 3

### ***Things you can find in the living room***

Sofa	Sofá
Loveseat	Sofá de dos plazas
Armchair	Sillón (individual)
Cushions	Cojines
Coffee table	Mesa de centro
Bookshelf	/ Librero
Bookcase	
Rug	Alfombra
Television	Televisión
DVD / Blu-Ray player	Reproductor de DVD o Blu-Ray
Stereo system	Estéreo
Curtains	Cortinas
Flower base	Florero
Windows	Ventanas
Pictures	/ Fotos / Cuadros
Paintings	
Lamp	Lámpara

### ***Things you can find in the bedroom***

Bed	Cama
Pillows	Almohadas
Dresser	Cómoda / Tocador
Night table	Buró
Closet	Clóset / Armario

Clock	Reloj de pared
Tape recorder	Grabadora
Videogame console	Consola de videojuegos
Mirror	Espejo

### ***Things you can find in the kitchen***

Blender	Licuadaora
Microwave oven	Horno de microondas
Coffee maker	Cafetera
Stove	Estufa
Steamer	Vaporera
Toaster oven	Tostadora
Refrigerator	/ Refrigerador
Fridge	
Fruit bowl / Fruit dish	Frutero

### ***Things you can find in the dining room***

Table	Mesa
Chairs	Sillas
Table cloth	Mantel para la mesa
Cupboard	Alacena

### ***Things you can find in the bathroom***

Shower	Regadera
Bath	Tina

Soap	Jabón
Toilet	Inodoro
Sink	Lavabo

***Things you can find in the study room***

Computer	Computadora
Plants	Plantas
Desk	Escritorio

