



UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO

ESCUELA NACIONAL COLEGIO DE CIENCIAS Y
HUMANIDADES

PLANTEL ORIENTE

GUÍA PARA EXAMEN EXTRAORDINARIO DE INGLÉS III

Programa de Estudio Área de Talleres de Lenguaje y Comunicación.
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Participantes:

Basurto Alarcón Carolina

Hernández Vázquez Reyna

Palomino Ocañas Yessica Susana

Pérez Patricio Aurora

Reyes Alonso Rommel Alejandro

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Guía para preparar examen extraordinario de Inglés III

Introducción

La presentación de un examen extraordinario requiere de una planeación y preparación adecuada a fin de lograr un resultado positivo. La presente guía tiene como objetivo proporcionar un acercamiento a los aprendizajes que se abordan en la asignatura y que son la base de la temática de los diferentes ejercicios de un examen extraordinario.

La guía se divide en 4 unidades donde encontrarás las explicaciones gramaticales que corresponden al aprendizaje de la unidad, los ejercicios e instrucciones aparecen en inglés con el fin de que te familiarices con los reactivos del examen. En cada unidad cuentas con bibliografía y sugerencias para trabajar en asesorías o en mediateca. Al final de cada unidad hay una autoevaluación que te permite auto monitorear tu avance y valorar si requieres una asesoría o material adicional para comprender y apropiarte de la temática.

Al final de la guía hay un examen- ejemplo de un examen extraordinario, se recomienda hacer el examen en una sólo exhibición, después revisar con la hoja de respuestas a fin de valorar el avance y de ser necesario revisar los temas que aún tienen errores.

Es muy importante que tengas en mente que cualquier duda o una explicación más amplia puede ser resuelta con un asesor en mediateca además de solicitar orientación sobre el material que se sugiere al final de cada unidad así como los sitios electrónicos que te pueden ayudar a complementar la preparación de tu examen.

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.

A continuación, hay un cronograma que puede orientar tu trabajo con la guía.

U 1	Al finalizar la unidad, el alumno: Intercambiará información para comparar personas, objetos y lugares, de manera oral y escrita; asimismo, destacará sus cualidades intrínsecas para realizar descripciones de su entorno cotidiano.	1. Comparar las cualidades de personas, objetos y lugares. 2. Expresar la existencia de personas, objetos y lugares en el pasado.	16 horas
U 2	Intercambia información oral y escrita sobre actividades habituales propias y de otros.	1. Describir la secuencia de eventos pasados. 2. Narrar situaciones actuales y pasadas.	16 horas
U 3	Al finalizar la unidad, el alumno: Será capaz de intercambiar, de manera oral y escrita, información básica de sí mismo y de otros sobre actividades habituales en el presente	1. Narrar situaciones actuales	16 horas
U 4	Al finalizar la unidad, el alumno: Será capaz de intercambiar, de manera oral y escrita, información básica sobre actividades en progreso propias y de otros, así como identificar la diferencia entre actividades habituales y actividades en progreso.	1. Describir la secuencia de eventos pasados. 2. Narrar situaciones actuales y pasadas.	18 horas

Recuerda que todo depende de la constancia y la práctica. Sigue las recomendaciones a fin de lograr una preparación exitosa.

Good Luck!!

Los autores

Indice

Unidad	Aprendizaje	Temática	Pag.
U 1	Identifica las relaciones de comparación, a partir de características de personas, objetos y lugares, para diferenciar sus cualidades, en textos orales y escritos.	lingüísticos: Léxico: • Lugares • Adjetivos: Gramática: • Grado comparativo: –er/more than. • Presente simple . • Aplicar lecturas de ojeada, selectiva y de búsqueda.	11 13 16
U 1	Reconoce los atributos máximos de personas, objetos y lugares para resaltar sus cualidades, de manera oral y escrita	Gramática: • Grado superlativo: the –est ...of /the most...of • Reconocer la terminación del adjetivo en grado superlativo.	19 20 22
U 1	Compara y establece la superioridad de las características de personas, objetos y lugares para realizar descripciones, de manera oral y escrita.	lingüísticos: Léxico: • Lugares. • Adjetivos para apariencia física. Gramática: • Grado comparativo: –er/more than	24 25

		<ul style="list-style-type: none"> • Grado superlativo: the –est.....of /the most...of . Presente simple. • Ordenar ideas de forma coherente con and, but, or, also 	
U 1	Intercambia información para comparar y resaltar las cualidades de personas, objetos y lugares, de manera oral y escrita.	<ul style="list-style-type: none"> • Grado comparativo y superlativo. • Solicitar y proporcionar datos sobre características personales, objetos y lugares. 	25
U 2	Identifica la descripción de personas, lugares y objetos en el pasado, en textos orales y escritos.	<p>Léxico:</p> <p>adjetivos: apariencia física, personalidad.</p> <ul style="list-style-type: none"> •Expresiones de tiempo pasado: yesterday, last ..., ago, the day before yesterday, in... <p>Gramática:</p> <ul style="list-style-type: none"> • Verbo To Be pasado en formas afirmativa, negativa e interrogativa. • Verbo was/were born en formas afirmativa y negativa. 	30 32
U 2	2. Reconoce la existencia de personas, lugares y objetos en el pasado, en textos orales y escritos principales.	<p>Léxico:</p> <ul style="list-style-type: none"> • Lugares de la ciudad o campo, objetos, personas. • Expresiones de tiempo pasado. <p>Gramática:</p> <ul style="list-style-type: none"> • There was, there were en formas afirmativa, negativa e interrogativa. • Verbo To Be en pasado simple. • Aplicar lecturas de ojeada, selectiva y de búsqueda: tema general y datos específicos. 	33 38 40

U 2	3. Identifica, en textos orales y escritos, experiencias o acontecimientos ocurridos en el pasado.	<ul style="list-style-type: none"> • Actividades realizadas en tiempo libre; lugares y eventos de recreación. • Expresiones de tiempo pasado. • Verbos regulares e irregulares. <p>Gramática:</p> <ul style="list-style-type: none"> • Pasado simple en formas afirmativa, negativa e interrogativa. • Aplicar lecturas de ojeada, selectiva y de búsqueda: tema general y datos específicos. 	41 42 43
U 2	4. Describe sucesos personales y escolares para compartir experiencias pasadas propias y de otros, de manera oral y escrita. estrategia: tolerancia a la incertidumbre al comprender textos orales y escritos	<ul style="list-style-type: none"> • Pasado simple en formas afirmativa, negativa e interrogativa. • Pasado del verbo To Be en formas afirmativa, negativa, interrogativa. • There was / were en formas afirmativa, negativa, interrogativa • Describir de forma breve eventos ocurridos. • Preguntar sobre eventos sucedidos. • Redactar párrafos cortos. 	44
U 3		<p>Componentes lingüísticos: Léxico:</p> <ul style="list-style-type: none"> • Actividades realizadas en tiempo libre. • Expresiones de tiempo pasado. • Marcadores de secuencia: first, second, third, later, then, finally. <p>Gramática:</p> <ul style="list-style-type: none"> • Pasado simple en formas afirmativa, negativa e interrogativa. 	55 56

U 3	2. Expresa relaciones de secuencia para relatar un evento que tuvo lugar en el pasado, de manera oral y escrita.	<ul style="list-style-type: none"> • Reconocer palabras que indican secuencia: first, second, third, later, then, finally. • Expresiones de tiempo pasado. . Gramática: • Pasado simple y pasado del verbo To Be, There was / were. • Proporcionar información sobre situaciones pasadas.: • Describir vacaciones o eventos especiales ocurridos. • Redactar eventos del pasado de manera cronológica. 	57 66
U 3	Solicita y proporciona información sobre eventos pasados para expresar sus experiencias y las de otros, de manera oral.	<ul style="list-style-type: none"> • Proporcionar información sobre situaciones pasadas. • Solicitar información sobre experiencias. • Describir eventos pasados. <p>Dominio del discurso:</p> <ul style="list-style-type: none"> • Redactar eventos del pasado de manera cronológica. 	67
U 3	Intercambia información sobre una serie de eventos que tuvieron lugar en el pasado para relatar experiencias propias y de otros, de manera escrita	<ul style="list-style-type: none"> • Expresiones de tiempo pasado. <p>Gramática:</p> <ul style="list-style-type: none"> • Pasado simple. • Narrar eventos sobre el pasado. • Enlazar oraciones con: and, but, or, also, because. • Enlazar oraciones con: first, second, third, later, then, finally. 	68

U 4	1. Reconoce la diferencia en descripciones de personas, objetos y lugares presentes y pasadas en textos orales y escritos, para establecer comparaciones.	Componentes lingüísticos: Léxico: <ul style="list-style-type: none"> • Verbos en presente y pasado. • Expresiones de tiempo presente y pasado. • Comparativos y superlativos. • Presente simple. • Aplicar lecturas de ojeada, selectiva y de búsqueda: tema general y datos específicos. • Dirigir la atención a similitudes y diferencias. 	78 80 84
U 4	Compara situaciones que se relacionan con su entorno actual y con sus experiencias pasadas para describirlas de manera oral	Componentes lingüísticos: Léxico: <ul style="list-style-type: none"> • Palabras relacionadas con el tema: personajes y acontecimientos históricos, personales, culturales, etcétera. • Verbos en presente y en pasado. • Expresiones de tiempo presente y pasado. Gramática: • Pasado simple. • Comparativos y superlativos. • Presente simple. 	86
U 4	Contrasta situaciones que se relacionan con su entorno actual y con sus experiencias pasadas para describirlas de manera escrita	<ul style="list-style-type: none"> • Palabras relacionadas con el tema: personajes y acontecimientos históricos, personales, culturales etcétera. 	88

		• Verbos en presente y en pasado. • Expresiones de tiempo presente y pasado.	
U 4	Interactúa para comunicar situaciones actuales y pasadas, de manera oral y escrita.	Gramática: • Pasado simple Y Presente simple Escribir párrafos cortos.	88 90
	Sample Exam		101
	Anexos		
	Answer Key		
	Referencias		

Descarga los audios aquí.



UNIT 1

Compare the qualities of people, objects and places.

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

- Identifica las relaciones de comparación, a partir de características de personas, objetos y lugares, para diferenciar sus cualidades, en textos orales y escritos.
- Reconoce los atributos máximos de personas, objetos y lugares para resaltar sus cualidades, de manera oral y escrita.
- Compara y establece la superioridad de las características de personas, objetos y lugares para realizar descripciones, de manera oral y escrita.
- Compara y establece la superioridad de las características de personas, objetos y lugares para realizar descripciones de manera oral y escrita.

Comparatives

A comparative is a word that, as its name suggests, compares two nouns. These nouns can be people, objects, places or situations. The comparatives are expressed with adjectives. Remember that adjectives are words that describe a noun. Then, a comparative adjective is a word that describes a noun by comparing it to someone or something else.

How a comparative adjective is formed?

All adjectives function in the same way. Whether you have got short and simple adjectives like tall, or small; longer adjectives like expensive and wonderful, they all perform the same duty; they modify nouns.

To form a comparative adjective, you need to pay attention to the way it is pronounced and also you need to pay attention to the number of syllables it has.

Check and study the following charts.

One syllable adjectives take the suffix *-er* at the end. If the adjective ends in *-e*, you just add *-r*.

Adjective	Comparative
old	older <u>er</u>
new	newer <u>er</u>
small	smaller <u>er</u>
nice	nice <u>r</u>

One syllable adjectives ending in **consonant + vowel + consonant**, repeat the last consonant and add the suffix *-er*.

Adjective	Comparative
fat	fatt <u>er</u>
big	bigg <u>er</u>
thin	thin <u>ner</u>
hot	hott <u>er</u>

Two syllable adjectives ending in *-y*, change *-y* to *-i* and add the suffix *-er*.

Adjective	Comparative
lazy	laz <u>ier</u>
crazy	craz <u>ier</u>
happy	happ <u>ier</u>
grumpy	grump <u>ier</u>

Two syllable adjectives ending in *-w*, just take the suffix *-er* at the end.

Adjective	Comparative
narrow	narrow <u>er</u>
hollow	hollow <u>er</u>
mellow	mellow <u>er</u>
yellow	yellow <u>er</u>

Two syllable adjectives (that do not end in -y or -w) or more syllable adjectives take the word “more” before the adjective, and no changes are made to the adjective.

Adjective	Comparative
modern	<u>more</u> modern
expensive	<u>more</u> expensive
beautiful	<u>more</u> beautiful
famous	<u>more</u> famous

Irregular adjectives

An irregular adjective does not follow the rules to form the comparative. Here is a list of the irregular adjectives and their comparative form.

Adjective	Comparative
good	better
bad	worse
far	farther
fun	more fun

Grammar

Exercise 1

Write the comparative form of the following adjectives

Adjective	Comparative	Adjective	Comparative
slow	_____	spicy	_____
amazing	_____	dark	_____
important	_____	strong	_____
popular	_____	funny	_____
strange	_____	mild	_____
young	_____	great	_____
flat	_____	pretty	_____
exciting	_____	ugly	_____
early	_____	shocking	_____
boring	_____	interesting	_____
wet	_____	delicious	_____
poor	_____	rich	_____

To express a sentence using a comparative adjective we follow the next pattern

noun 1 + verb to be (according to noun 1) + comparative + than + noun 2

Examples:

The teacher	is	older	than	his students
↓	↓	↓		↓

(noun 1) (verb to be) (comparative) (noun 2)

English is **easier** than Spanish



(noun 1) (verb to be) (comparative) (noun 2)

Tacos are **more delicious** than pizza



(noun 1) (verb to be) (comparative) (noun 2)

I

am

more handsome

than

Johnny Depp



(noun 1) (verb to be) (comparative) (noun 2)

Exercise 2

Look at the following information and complete the comparative sentences.

Allan 1.60 m.

Mark 1.67 m.

Allan is _____ (short) than Mark.

Mark is _____ (tall) than Allan.

Cancún 34°

Acapulco 28°

Cancun is _____ (hot) than Acapulco.

Acapulco is _____ (warm) than Cancún.

Miriam 23 years old

Maggie 27 years old

Miriam is _____ (young) than Maggie.

Maggie is _____ (old) than Miriam.

My house One floor

Tom's house Three floors

My house is _____ (small) than Tom's house.

Tom's house is _____ (big) than my house.

Albert 77 kg.

Mike 85 kg.

Albert is _____ (light) than Mike.

Mike is _____ (heavy) than Albert.

Reading

Exercise 1

Read the following text and answer the questions.

Remember to scan the text to find specific information quickly.

The Soccer Game

Hi. My name is Joshua and today my brother and I are going to a soccer game. We are watching our two favorite teams, the Eagles and the Bears. It is the second week of the season and the day is colder than the week before. We are arriving at the stadium at 11:15 in the morning, which is a little earlier than usual. We are excited because I love the Bears and he loves the Eagles.

The seats are good. We are sitting closer to the field. We are going to enjoy the game. My brother and I both think our team is better than the other team. He always says to me that the Eagles are faster, stronger, and smarter than the Bears. I never agree. On this day, he is wrong. The Bears play a lot better than the Eagles. They look stronger and tougher than the Eagles.

One thing I don't like about coming to the stadium is that the food and drinks are much more expensive than other places, and taste much worse. I am surprised that a hot dog costs \$7, which is more expensive than the \$3 I pay outside the stadium. Also, the hot dog is smaller than normal hot dogs. So I am a little sad about my meal, but I plan to get something tastier after the game.

The Bears score a goal! Now I am talking about how much better my team is than the Eagles. My brother is getting angry, and I notice he is angrier than usual. The game finishes. The Bears are better than the Eagles!

1. What is the day like?

2. Where are they sitting?

3. What do Joshua and his brother think about their favorite team?

4. What are the characteristics of the Eagles according to Joshua's brother?

5. How do the Bears look during the game?

6. What does not Joshua like about going to the stadium?

7. How are hot dogs inside the stadium compared with the “normal” ones?

Exercise 2

Read the text again and choose True (T) or False (F)

The day is warmer than the week before.	T	F
They arrive to the stadium earlier than usual.	T	F
The Bears are faster, stronger, and smarter.	T	F
The Bears play worse than the Eagles.	T	F
The food and drinks at the stadium are cheaper than other places.	T	F
Joshua plans getting something tastier after the game.	T	F
Joshua’s brother is happier than usual.	T	F
The Bears are better than the Eagles.	T	F

Listening

Exercise 1

Listen to the track 1.1 and fill in the sentences with the comparative you hear.

1. The weather in Mexico is much _____ the weather in England.
2. Japan is _____ England.
3. Spanish is _____ Japanese

Exercise 2

Listen to the track 1.1 again and choose True (T) or False (F)

- | | | |
|--|---|---|
| 1. Mexico is colder than England. | T | F |
| 2. The food in Britain is more varied than in other countries. | T | F |
| 3. Spanish was more difficult. | T | F |
| 4. Spanish is more similar to English. | T | F |

Audio taken from <http://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/grammar-lessons/my-favourite-country-comparatives-and>

Superlatives

A superlative is a word that compares three or more nouns.

How a superlative adjective is formed?

The rules to make superlative adjectives are almost identical to the rules to make comparatives. They just have a slightly change.

First of all you need to have in mind that all the superlative adjectives take the article **THE** before the adjective.

Check and study the following charts.

One syllable adjectives take the suffix *-est* at the end. If the adjective ends in *-e*, you just add *-st*.

Adjective	Comparative	Superlative
old	older	<u>the oldest</u>
new	newer	<u>the newest</u>
small	smaller	<u>the smallest</u>
nice	nicer	<u>the nicest</u>

One syllable adjectives ending in **consonant + vowel + consonant**, repeat the last consonant and add the suffix *-est*.

Adjective	Comparative	Superlative
fat	fatter	the fattest
big	bigger	the biggest
thin	thinner	the thinnest
hot	hotter	the hottest

Two syllable adjectives ending in *-y*, change *-y* to *-i* and add the suffix *-est*.

Adjective	Comparative	Superlative
lazy	lazier	the laziest
crazy	crazier	the craziest
happy	happier	the happiest
grumpy	grumpier	the grumpiest

Two syllable adjectives ending in *-w*, just take the suffix *-est* at the end.

Adjective	Comparative	Superlative
narrow	narrower	the narrowest
hollow	shallower	the shallowest
mellow	mellower	the mellowest
yellow	yellower	the yellowest

Two syllable adjectives (that do not end in *-y* or *-w*) or more syllable adjectives take the phrase “the most” before the adjective, and no changes are made to the adjective.

Adjective	Comparative	Superlative
modern	<u>more</u> modern	<u>the most</u> modern
expensive	<u>more</u> expensive	<u>the most</u> expensive
beautiful	<u>more</u> beautiful	<u>the most</u> beautiful
famous	<u>more</u> famous	<u>the most</u> famous

Irregular adjectives

Remember that an irregular adjective does not follow the rules to form the comparative and the superlative as well. Here is a list of the irregular adjectives and their comparative and superlative forms.

Adjective	Comparative	Superlative
good	better	the best
bad	worse	the worst
far	farther	the farthest
fun	more fun	the most fun

Grammar

Exercise 1

Now, write the superlative form of the following adjectives

Adjective	Superlative	Adjective	Superlative
slow	_____	spicy	_____
amazing	_____	dark	_____
important	_____	strong	_____
popular	_____	funny	_____
strange	_____	mild	_____
young	_____	great	_____
flat	_____	pretty	_____
exciting	_____	ugly	_____
early	_____	shocking	_____
boring	_____	interesting	_____
wet	_____	delicious	_____
poor	_____	rich	_____

To express a sentence using a superlative adjective we follow the next pattern

noun + verb to be (according to the noun) + superlative adjective + complement

Examples:

Miguel	is	the oldest	in the classroom.
↓	↓	↓	↓
(noun)	(verb to be)	(superlative)	complement

Pizza	is	the best	food ever!
↓	↓	↓	↓
(noun)	(verb to be)	(superlative)	complement

You	are	the most intelligent	student in the class.
↓	↓	↓	↓
(noun)	(verb to be)	(superlative)	complement

I	am	the tallest	person in my family
↓	↓	↓	↓
(noun)	(verb to be)	(superlative)	complement

Exercise 2

Look at the following information and answer the questions. Write complete answers.

	Jeremy	Jonathan	Rose
Age	34	35	28
Height	1.80	1.75	1.72
Weight	82	85	65
Savings	5,350 Dollars	5,200 Dollars	5,389 Dollars

Example: Who is the youngest? Rose is the youngest.

1. Who is the oldest? _____.
2. Who is the shortest? _____.
3. Who is the tallest? _____.
4. Who is the heaviest? _____.
5. Who is the lightest? _____.
6. Who is the richest? _____.
7. Who is the poorest? _____.

Reading

Read the text and answer the questions.

Remember to scan the text to find specific information quickly.

My name is Denisse and I have a big family. I have three sisters; they are Ana, Jennifer, and Jessica. I also have two brothers, Fernando and Emiliano. I am the youngest in my family. I am 15 years old. My sister Ana is the oldest, she is 33 years old. We all love to study and to play basketball. My sister Jennifer is the smartest girl in her class, and I am the fastest player in the basketball team, but my brother Fernando is the slowest. Emiliano is the smallest person in our family, he is really short, but my father is the tallest person in the family. He is 1.83 m. high.

1. Who is the youngest in the family?

2. Who is the oldest of the family?

3. Who is the smartest person in the class?

4. Who is the fastest person in the basketball team?

5. Who is the slowest person in the basketball team?

6. Who is the smallest person in the family?

7. Who is the tallest person in the family?

Listening

Listen to the track 1.2 and check (✓) the characteristics of Margaret.

She is...

- the cruelest
- the smartest
- the meanest
- the kindest
- the friendliest
- the most fun
- the funniest

Audio taken from <https://www.youtube.com/watch?v=liDvSzJ-AMM>

Writing

Exercise 1

Write a comparison between two cities you know. Use comparatives and superlatives. Check the example to guide you.

Example:

Mexico City is *more dangerous* than Puebla City, but in Mexico City there are *the best* museums. One of *the most beautiful* places in Puebla is "La Zona Histórica de los Fuertes". Mexico City is *more polluted* than Puebla City. The typical food in Puebla City is *more delicious* than the typical food in Mexico City. From both cities, Mexico City and Puebla City, you can see the *most famous* volcanoes in the whole country. Even though Puebla City is a calm city, for me *the most interesting* place is Mexico City.

Exercise 2

Compare one of the following: two books, two members of your family, two movies or two styles of music. Remember to use comparatives and superlatives.

Rúbrica para la expresión escrita

	4	3	2	1
EXPRESIÓN	Escribe correctamente y demuestra conocimiento del tema, expresiones y vocabulario.	Escribe correctamente entre un 80% y 95% del tiempo y demuestra un buen conocimiento del tema, expresiones y vocabulario.	Escribe correctamente un 60% del tiempo y demuestra conocimiento de partes del tema, expresiones y vocabulario.	Escribe poco y no da a entender sus ideas. No demuestra conocimiento del tema, expresiones y vocabulario.
ERRORES GRAMATICALES	No tiene errores gramaticales.	No tiene más de dos errores gramaticales.	No tiene más de tres errores gramaticales.	Tiene cuatro o más errores gramaticales.
ORGANIZACIÓN DE LA INFORMACIÓN	La información se presenta de forma lógica y organizada.	La información se presenta siguiendo una secuencia lógica.	El profesor tiene dificultades para seguir la información dada.	El profesor no puede seguir la composición de la información.

Speaking

Exercise 1

Go to Mediateca and ask a counselor to ask you the following questions. Remember to use comparatives and superlatives in your answers.

1. What city in the country is the best to live in? Why?
2. Is better to be smart and ugly or unintelligent and good looking? Why?
3. What is the most dangerous job? Why?
4. What is the most important invention in history? Why?

Exercise 2

Go to Mediateca and talk to a counselor about people, places and things you know about. Use the superlative form of the adjectives from the box.

fast	hard	large	popular	crowded	good	bad	interesting	old
------	------	-------	---------	---------	------	-----	-------------	-----

Rúbrica para la expresión oral

	4	3	2	1
EXPRESIÓN	Habla correctamente y demuestra conocimiento del tema, expresiones y vocabulario.	Habla correctamente entre un 80% y 95% del tiempo y demuestra un buen conocimiento del tema, expresiones y vocabulario.	Habla correctamente un 60% del tiempo y demuestra conocimiento de partes del tema, expresiones y vocabulario.	Habla entre dientes y no se da a entender. No demuestra conocimiento del tema, expresiones y vocabulario.
ERRORES GRAMATICALES	No tiene errores gramaticales.	No tiene más de dos errores gramaticales.	No tiene más de tres errores gramaticales.	Tiene cuatro o más errores gramaticales.
ORGANIZACIÓN DE LA INFORMACIÓN	La información se presenta de forma lógica y organizada.	La información se presenta siguiendo una secuencia lógica.	El profesor tiene dificultades para seguir la información dada.	El profesor no puede seguir la exposición de la información.
VOLUMEN	El volumen es lo suficientemente alto para ser escuchado.	El volumen es lo suficientemente alto al menos un 90% del tiempo.	El volumen es lo suficientemente alto al menos un 60% del tiempo.	El volumen es muy débil.

Well done! You have concluded Unit 1

Answer the following questions and evaluate your performance using the chart below.

How do I do it?

I am able to identify the relationships of comparisons based on the characteristics of people, objects and places, in order to identify their qualities, in oral and written texts.



I am able to recognize the maximum characteristic of people, places and objects in order to highlight their qualities, in an oral and written way.



I am able to compare and establish the



superiority of
the
characteristics
of people,
objects and
places in
order to make
oral and
written
descriptions.

I am able to
exchange
information to
compare and
highlight the
qualities of
people,
objects and
places, in an
oral and
written way.



References

Oxenden, C. Latham-Koenig, C. (2013). American English File 1, Oxford, U.K. Oxford University Press

English Media http://www.cuaed.unam.mx/english_media

Unit 2

Describing the existence of people, objects and places in the past

The objective of this unit is to describe people, places and events in oral and written texts.

Aim: To identify objects, people and places description in oral and written texts.

Activity 1

Look at the following pictures and match the names with the people writing them in the box.

Winston Churchill John F. Kennedy Pedro Infante Marilyn Monroe María Félix

Luis Donaldo Colosio

Elvis Presley The Beatles

Los Teen Tops



The following description is about a person from the pictures above. Read it and and write the name of the correct character on the line.

"This person was born on February 10th, 1950 in a country located in the American continent, born into a family with a long political heritage. He studied politics and in 1972, he began postgraduate studies at the [University of Pennsylvania](https://www.upenn.edu/) and then he got a place as a deputy in his country, he became an active defender of indigenous people rights. He got married with a woman whose name was Diana Laura and had two children, Mariana and Luis. He was a candidate for his country's presidency and during his campaign, he went to a place in Tijuana where there were thousands of people, there he gave a speech and after that, someone killed him. He was 44 years old when he died. He was medium height, he had brown short hair and a moustache".

Adapted from https://en.wikipedia.org/wiki/Luis_Donald_Colosio

Identify the following verbs and time expressions in the biography above:

was born died had studied got became there were
killed gave got married was medium height was 44 years old
1950 1972 went began

The expressions **was medium height was 44 years old was born** describe states, conditions or descriptions in the past, and the expressions **there were** describe existence in past related to plural objects. Study the following chart. Pay attention to the word order in affirmative, negative and interrogative.

WAS - WERE TO BE - Past Tense

AFFIRMATIVE

I	was	happy.
He	was	hungry.
She	was	a nurse.
It	was	big.
We	were	early.
You	were	at school.
They	were	quiet.

NEGATIVE

I	wasn't	sad.
He	wasn't	thirsty.
She	wasn't	a teacher.
It	wasn't	small.
We	weren't	late.
You	weren't	at home.
They	weren't	noisy.

QUESTIONS

Affirmative They **were** happy. She **was** rich.

Question **Were** they happy? **Was** she rich?

Short Answer Yes, they were / No, they weren't Yes, she was / No, she wasn't

WH-Word **Verb** **Subject** **Complement**

Where	+	was	+	I / he / she / it	+	sick ... ?
Why	+	were	+	we / you / they	+	tired ... ?
When	+		+		+	ready ... ?

- Why **was** he angry?
 - Where **were** you yesterday?
 - When **was** she nervous?
 - Who **were** those people?

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

Chart taken from WoodwardEnglish

We use WAS/WERE to describe places, objects or people in the past. We DO NOT USE THEM TO DESCRIBE ACTIONS in past.

Now let's learn some time expressions to refer to the past:

Expressions for Past Tense

last	ago	yesterday
last night	10 minutes ago	yesterday
last Sunday	an hour ago	yesterday morning
last week	three days ago	yesterday afternoon
last weekend	a week ago	yesterday evening
last year	a month ago	the day before yesterday
last month	a year ago	

<https://image.slidesharecdn.com/pasttense-whatdidyou doyesterday-100301102729-phpapp02-120307104751-phpapp01/95/past-simple-power-point->

PAST SIMPLE

- ▶ Yesterday
- ▶ Last week
- ▶ Last month
- ▶ One week ago
- ▶ Two months ago
- ▶ Three years ago
- ▶ Yesterday
- ▶ Yesterday morning
- ▶ In 1990
- ▶ The day before yesterday
- ▶ In March
- ▶ On Sunday
- ▶ When I was born

https://1.bp.blogspot.com/-PJxVcd7jdO8/XBN9YWr-JJI/AAAAAAAAcZ4/teht_zjZZwnfKs610mJWYWIjyt8v4EOACLcBGAs/s1600/past%2Bsimple%2Btime%2Bexpressions.jpg

Look at these examples from the biography:

- *He was born in 1950 (birth information)*
- *He was a candidate (profession, job) we use A/AN when we describe one person's profession*
- *He was medium height (appearance)*
- *whose name was Diana Laura (wife's name)*
- *He was 44 years old (age)*
- *There were thousands of people (existence in plural)*

These sentences don't describe actions in past but states, conditions, descriptions or existence.

NOTE: Remember that when we talk about AGE (he was 44 years old) in English we DO NOT SAY "HE HAD 44 YEARS OLD" WE SAY: "HE WAS 44 YEARS OLD"

Examples:

I was 15 years old three years ago

My grandpa was a soldier

I was shorter when I was a junior high school student

We were small children

My hair was longer three years ago

I was at a party yesterday

In 2005 I was chubby

My mom was born in Mexico

Grammar.

Closed QUESTIONS WAS/WERE.

Write yes/no questions and short answers using WAS or WERE. Follow the examples

1. Alexander Graham Bell/ sportsman? (negative)
Was Alexander Graham Bell a sportsman?
No, he wasn't.
2. Richard Burton and Elizabeth Taylor/ actors? (affirmative)
Were Richard Burton and Elizabeth Taylor actors?
Yes, they were.
3. Jorge Luis Borges/ writer? (affirmative)
_____?
_____.
4. The Beatles/ from the US? (negative)
_____?
_____.
5. Robert Frost/ politician? (negative)
_____?
_____.
6. Frank Sinatra/ singer? (affirmative)
_____?
_____.
7. Michael Jackson/ born in Texas? (negative)
_____?
_____.



Taken and adapted from AEF 1B workbook p.43

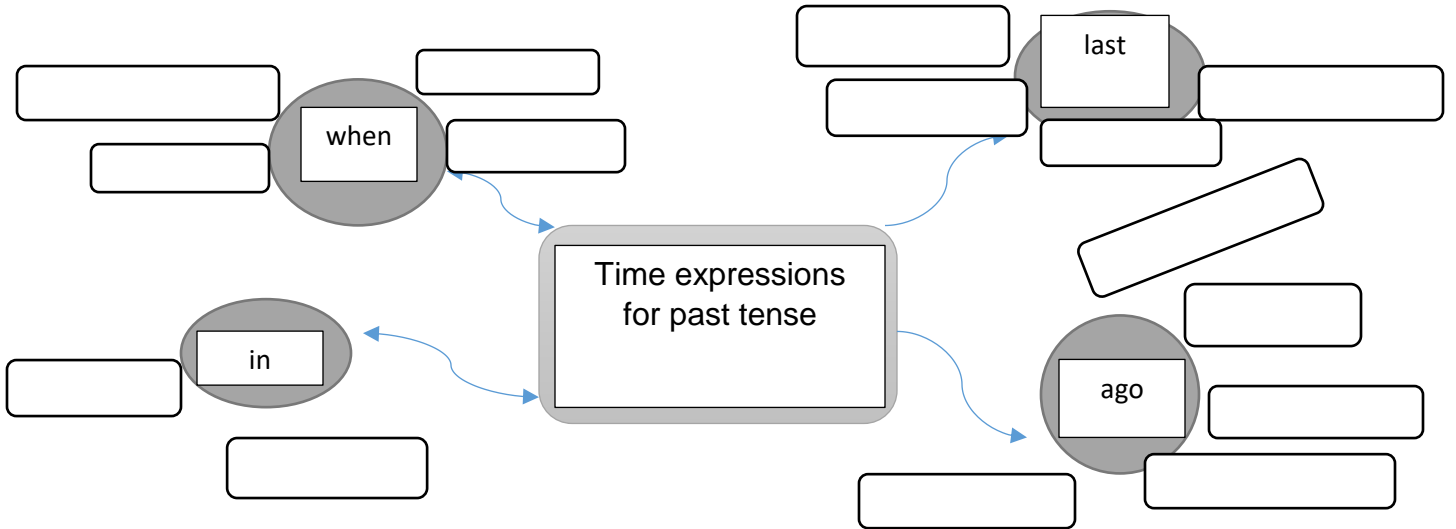
Vocabulary.

Time expression in past.

Complete the chart with time expressions in the past. Use the

week

words below.



I was a child

Three years..

1999

My parents got married

The past

two weeks...

five days....

one year....

one century ...

semester

I was a student

weekend

year

class

month



Reading

Read the questions one by one and, using the skimming strategy (look for specific information) write the answers to the appropriate one.

Marilyn Monroe's Biography



Norma Jean Baker was born in Los Angeles, California in 1926. When she was a child, her life was very hard. Her mother was sick, and her father wasn't there very much. Better known as Marilyn Monroe, she was a factory worker and a model before she was an actress. Marilyn's three husbands were very important to her during her life. Her first husband was a sailor, the

second was a famous baseball player, Joe Di Maggio, and the last was a famous writer, Artur Miller.
Taken and adapted from AEF 1 Student's book p.53

Write complete answers:

1. What was Marilyn Monroe's real name? Her real name was Norma Jean Baker
2. What was her third husband's occupation? _____
3. Was her father very close to her? _____
4. Was her mother sick when Norma was a child? _____
5. What were Norma's two jobs before becoming an actress? _____
6. What was her second husband's name? _____
7. When was Norma born? _____
8. Where was she born? _____

Vocabulary. Places in Town



bakery



café



movies



hotel



pharmacy



pub



zoo



museum



jail



gym

Taken from http://www.falibo.com/course/level_2/img/town_03.jpg

The picture above shows some examples of places in town. Review this vocabulary with this word search and use www.wordreference.com or a bilingual dictionary to make sure you understand the meaning of each word. Look at the example (bakery).

Word Search

Scan the letters below. How many words can you find in 12 minutes?

E	D	J	E	A	N	J	O	P	D	N	A	T	S	S	W	E	N
D	C	T	H	E	W	X	U	O	B	X	L	P	E	W	A	A	S
W	O	F	D	E	R	E	S	T	A	U	R	A	N	T	D	S	E
A	F	R	C	G	H	K	L	O	P	M	O	E	W	R	F	V	H
C	F	O	S	U	P	E	R	M	A	R	K	E	T	E	L	B	C
O	E	M	S	H									D	A	W	A	E
S	E	R	T	O									M	M	D	K	E
Y	S	U	A	I									R	U	K	E	S
G	H	H	W	X									W	E	Q	R	H
R	O	A	I	G									Q	R	U	Y	O
O	P	S	T	P									A	O	T	L	P
C	V	A	V	B									R	T	I	C	P
E	D	E	J	O									A	S	E	R	I
R	T	G	V	E									M	T	O	H	N
Y	E	D	C	V									G	N	T	E	G
S	W	Y	C	E									A	E	I	G	M
T	I	A	J	E									B	M	U	L	A
O	C	A	P	R									M	T	O	H	L
R	A	B	E	J									Z	R	F	A	L
E	X	R	T	O									Y	A	U	O	B
R	T	E	S	A									P	P	H	S	A
S	T	U	T	R	E	B	K	S	O	L	E	H	S	E	B	M	O
O	B	O	O	K	S	T	O	R	E	D	H	I	O	D	R	E	A
T	R	O	R	Y	F	P	A	G	Y	C	A	M	R	A	H	P	F
I	T	H	E	T	V	C	Z	J	O	I	T	E	N	M	M	O	K
C	O	N	V	E	N	I	E	N	C	E	S	T	O	R	E	A	R

Places around Town

Below are 12 places around town where you can buy things.

12 words ... 10 minutes!

bakery	news stand
bookstore	pet store
coffee shop	pharmacy
convenience store	restaurant
department store	shopping mall
grocery store	supermarket

Taken from
https://www.allthingstoptics.com/uploads/2/3/2/9/23290220/wor_dsearch_placestown.pdf

GRAMMAR. Expressing existence in past.

Last year in English I and II, you studied how to express existence in present. In case you don't remember, observe this chart carefully.

ENGLISH GRAMMAR **There is - There are** Woodward ENGLISH

Meaning: To say that something exists (or doesn't exist)

AFFIRMATIVE

There is + singular noun	There is a book on the desk.
There are + plural noun	There are books on the desk.
There is + uncountable noun	There is some milk in the fridge.

NEGATIVE

There isn't + singular noun	There isn't a pen on the table.
There aren't + plural noun	There aren't any pens here.
There isn't + uncountable noun	There isn't any juice in the fridge.

QUESTIONS

There is a cat on the chair.	There are cats on the sofa.
Is there a cat on the chair ?	Are there cats on the sofa ?

How many + plural noun + are there ... ?

How many students are there in your class?

How many days are there in February?

CONTRACTIONS
There's = There is
There's not = There is not
There isn't = There is not
There aren't = There are not

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

Taken from <http://www.grammar.cl/rules/there-is-there-are.gif>

Complete the following ideas according to the chart:

We use _____ with singular nouns (a/an/one)

We use _____ with plural nouns

We use ANY with _____ sentences.

Now that you remember existence in present, study the chart to use “There was / There were” to describe it in the past.

There was/there were



There was an orange on the table.
There were some books on the shelf.



- Was there an orange on the table? –Yes, there was./No, there was not./ No, there wasn't.
- Were there any books on the shelf? – Yes, there were./ No, there were not./No, there weren't.



There wasn't (was not) an orange on the table.
There was no water in the bottle.
There weren't (were not) any books here.
There were no windows in the office.

We use THERE WAS with singular nouns
We use THERE WERE with plural nouns

https://lh3.googleusercontent.com/OVi8a-D0fmid7V12QF7YPlafpGZhyXIGfyRO50yT22fB2D3-5LPyVoQ1w6hBWxwY1I_=s114

Grammar and Vocabulary

A friend of yours went to Playa Del Carmen for her Summer vacation. Read her description about the place and fill in the blanks with *there was*, *there were*, *there wasn't*, *there weren't*. The first one is done for you.

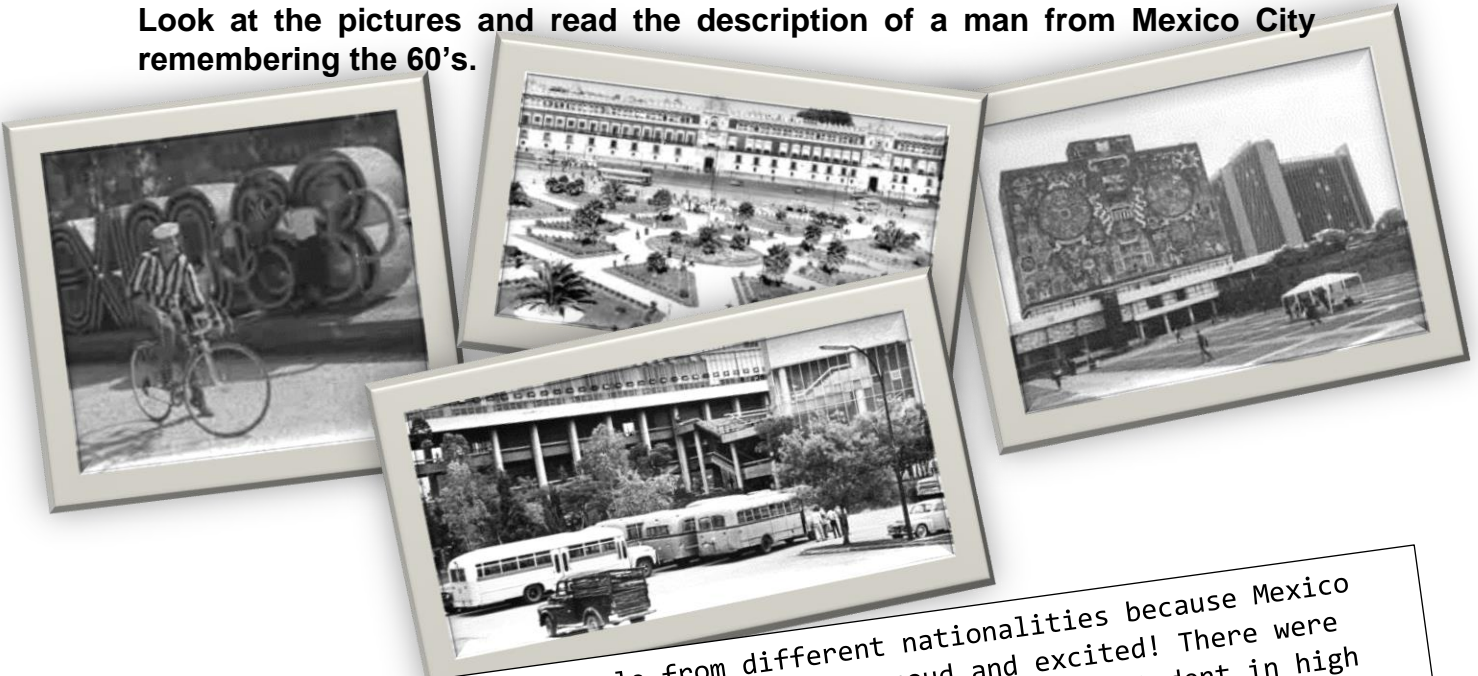


I went on vacation to Playa del Carmen last Summer, and I stayed in an amazing hotel. My room was great. There was a large bed, and _____ some big cupboards to put my clothes in. _____ kitchen! But _____ a small refrigerator full of drinks and snacks. _____ three different restaurants to choose from. _____ a beautiful swimming pool in the hotel, and _____ a long beach nearby. _____ any tourists on the beach, but _____ some baby turtles, they were really beautiful!.

Taken and adapted from AEF 1 workbook p. 54

 **READING**

Look at the pictures and read the description of a man from Mexico City remembering the 60's.



In the 60's there were a lot of people from different nationalities because Mexico was the Olympic Games host country, so we were very proud and excited! There were lots of new buildings. In 1968, I was 17 years old and I was a new student in high school. My goal was to study Medicine at Ciudad Universitaria. Everybody wanted to go there!

There wasn't any traffic or pollution! There were many students in C.U. There was a building next to "Rectoría" that doesn't exist now. The "Zócalo" was a place with lots of green areas. There were gardens, palm trees, very few people and there wasn't any cars in there. There were "tranvías" or streetcars and my father used to drive them.

One more time, locate the specific information in the text (skimming) in order to do the exercise. Read the phrases and write "YES" or "NO" accordingly.

Existence in Mexico during the 60's.

NOUN	YES	NO
Foreign visitors		
Pollution		
Traffic		

Green areas		
A lot of cars		
New buildings		
Many students in C.U		
A building next to "Rectoría"		
Palm trees		

Aim: Identify experiences and events that happened in the past in oral and written texts.

THE SIMPLE PAST TENSE

Let's talk about actions in past. This is what happened to Martin on his last vacation.

A nightmare vacation trip

Martin had a terrible day yesterday. It was the day of his vacation to Spain but it was a nightmare. He left the house at 10 o'clock in the morning and caught a taxi to the airport.

Martin went to the check-in with his luggage. When the man who worked for the airline asked for his passport, Martin became very upset. Where was his passport? Martin realized he didn't have his passport with him. What a disaster!

He jumped back into the taxi and told the driver to take him home. The driver drove quickly and Martin arrived back at his house in twenty minutes.

He ran into the house and went into his bedroom. He found his passport on the bedside table and left the house again. But the taxi wasn't there! Where was the taxi!

Martin jumped up and down angrily. "I don't believe it. The taxi left!" he shouted. He ran down the street and looked for another taxi.

After a few minutes, Martin found another taxi and told the driver to take him to the airport as quickly as possible. The traffic on the roads was very bad and, unfortunately, Martin's taxi arrived at the airport late. His plane left for Spain at 11.30 and Martin missed it. He was very sad and went to speak to the airline.

They promised to get him a seat on an evening flight and Martin went home on another taxi to wait.


<http://www.esl-lounge.com/student/reading/1r18-elementary-martins-vacation-question-answer-match.php>



Write the underlined verbs in one of the following two columns:

Verbs ending in -ed (regular verbs)	Other verbs (irregular verbs)

The verbs in the columns express finished actions in the past. Look at the following chart.



WH- AND DID QUESTIONS

QUESTION	ANSWER
What did you do last Sundays?	I played soccer with my friends.
Where did you play soccer?	I played soccer in the park.
How long did you stay there?	We stayed there for about 2 hours.
Did you enjoy the match?	Yes, I did. I got so exhausted but I liked it.
Did you do something else that day?	No, I didn't. Well, I just called my girlfriend and went out with her.

<https://image.slidesharecdn.com/pasttense-whatdidyouyesterday-100301102729-phpapp02-120307104751-phpapp01/95/past-simple-power-point-31-728.jpg?cb=1331117923>

Complete the following information according to what you see in the chart above.

- The auxiliary to describe actions in past is _____
- We include that auxiliary in _____ and _____ sentences
- In _____ we use the verb in past tense (in the examples above, regular verbs end in _____)

IRREGULAR VERBS DO NOT END IN -ED IN PAST TENSE. Pay attention to the table below with the verbs from Martin's vacation.

Verb in base form	Verb in past tense
have	had
leave	left
catch	caught
go	went
become	became
drive	drove
run	ran
find	found
tell	told

We can see that they completely change. We need to memorize these irregular verbs. To do so, you can watch a video with more than 60 verbs (past and past participle) in a rap song on You Tube in the link:

<https://www.youtube.com/watch?v=FEWrfgSGUu8>

REGULAR VERBS END IN -ED BUT THEIR PRONUNCIATION AND SPELLING IS SPECIAL.

SPELLING

Simple Past Tense
Regular verbs

Spelling rules	Examples
base form + ed	walk → walked play → played like → liked move → moved
verbs ending in -e + d	carry → carried study → studied
verbs ending in a consonant + y ↓ change y → i + ed	plan → planned stop → stopped
Some verbs ending in a single consonant + the second last letter is a vowel → double the last letter + ed	

iLongman.com

Write the past simple of the verbs in the correct list.

	walk + -ed	receive + -d	study + -ied	stop + p + -ed								
plan	_____	_____	_____	_____	cook							
arrive	_____	_____	_____	_____	work							
live	_____	_____	_____	_____	watch							
visit	_____	_____	_____	_____	enter							
	study	walk	paint	enjoy	try	carry	cry	taste	stay	stop	receive	drop

Pronunciation of ED IN ENGLISH

Pronunciation of ED

/id/	/t/	/d/
T wanted D needed	P helped K looked F sniffed	L called N cleaned R offered
* Voiced Sound = uses the vocal cords and they produce a vibration or humming sound in the throat. <small>(Touch your throat to feel it)</small>	GH laughed SH washed CH watched SS kissed C danced X fixed	G damaged V loved S used Z amazed B rubbed M claimed
	VOICELESS	VOICED *

Words that end in a vowel sound use the /d/ pronunciation for ED.
e.g. -- played -- freed -- tried -- followed -- continued

The pronunciation of words ending in ED depends on the final consonant sound. There are three ways to pronounce ED at the end of a word in English:

/id/ /t/ /d/

- Past Tense

Regular Verbs

- Past Participles

- Adjectives

http://i.ytimg.com/vi/9Tpe_x80Pgs/maxresdefault.jpg

Please go to the following video to listen to the pronunciation of the -ED ending in regular past verbs. Repeat after each verb.

<https://www.youtube.com/watch?v=j32SurxnE4s>

Grammar

Simple past verbs

Harry Potter

Complete the paragraph with the right form of the verbs in simple past tense.



Harry Potter _____ (BE) a very special boy. He _____ (BE) a young wizard. His hair _____ (BE) black and his eyes _____ (BE) green. He _____ (HAVE) a scar on his forehead. He _____ (LIVE) with his aunt, his uncle and his cousin. He _____ (NOT BE) happy living there because they _____ (NOT LOVE) him.

He _____ (GET) a letter from Hogwarts School of Witchcraft and Wizardry. He _____ (BE) a new student there!! He _____ (BUY) a new pet, too: an owl. Its name _____ (BE) Hedwig. But his uncle _____ (NOT WANT) to have a wizard in the family and _____ (TAKE) Harry to a lonely island.

Rubeus Hagrid _____ (RESCUE) Harry and _____ (GO) to Diagon Alley with Harry. There he _____ (BUY) his new clothes, books and his wand.

He _____ (GO) to school for the first time by train in Platform 9 $\frac{3}{4}$. There he _____ (MEET) his new friends: Ron Weasley and Hermione Granger. They _____ (TALK) and _____ (EAT) candies and chocolates.

They _____ (ARRIVE) at school and _____ (HAVE) a big dinner with all the students and the teachers. A special hat (the Sorting Hat) _____ (SELECT) a house for the students. Harry, Ron and Hermione _____ (GO) Gryffindor House. They _____ (BE) very happy!

At school they _____ (TAKE) Potions classes, History of Magic classes and Defense against the Dark Arts classes. Harry also _____ (PLAY) a sport: Quidditch. He _____ (HAVE) a broom, the Nimbus 2000, because he _____ (FLY) and _____ (CATCH) a ball, the Snitch.

Draco Malfoy _____ (NOT LIKE) Harry. He _____ (BE) a member of Slytherin House and always _____ (TRY) to beat Harry.

📖 READING

Answer the following questions according to the reading about Harry Potter.

1. Was Harry Potter a young wizard? _____
2. Did he live with his mother and father? _____
3. Did his uncle love him? _____
4. Did Harry get a letter from Hogwarts? _____
5. Did Snape rescue Harry Potter? _____
6. Did Harry buy new clothes and his wand? _____
7. Did he go to school by bus? _____
8. Did he meet new friends in the train? _____
9. Did the Sorting Hat select a house for the new students? _____

10. Did Harry, Ron, and Hermione go to Gryffindor House? _____

11. Were they happy? _____
12. Did they take Maths and Literature classes? _____
13. Did Harry play a sport? _____
14. Did Draco Malfoy like Harry? _____
15. Was he a member of Gryffindor House, too? _____

🔊 LISTENING

Read the following BINGO board. Then, listen to Gabriel's description about his visit to Mexico and cross out EXACTLY what he mentioned.

He lived in Ixtapaluca	He went to Puebla	He worked at a highschool	He ate hamburgers
He didn't get sick	He didn't get lost	He went to museums	He worked at the University
Students were aggressive	He traveled all over the city by UBER	He lived in Iztapalapa	He went to a concert at the Azteca Stadium
He played soccer with friends	Students were really nice	He went to the Zócalo	He didn't argue with the teachers

🗣️ SPEAKING

Choose one of the topics below and describe that special day. Try to include activities you did and activities you did not do. Be careful with -ED pronunciation of regular verbs in past, irregular verbs, negative and affirmative structure ideas, and the use of past time expressions. TRY TO USE CONNECTORS SUCH AS first, then, after that, and, but, because ,so.

SITUATIONS

1. Your last birthday
(day, place, presents, food, drinks, decoration, gests, kind of music, clothes you wore)
2. Your last vacation
(place you visited, place where you stayed, activities there, photographs you took, funny anecdotes, souvenirs you bought, food you ate, how you travelled)

Example text **WITH CONNECTORS**:

My description is about my last birthday.

It was last October 12th at home. **First**, I woke up really late, I took a shower **and** I put on a beautiful outfit, jeans **and** my favorite blouse. I put on make up **and** perfume. **Then**, I ran down the stairs **and** I found a cake and many balloons in the living room. There weren't any people there. **After that**, I saw my family outside waiting for me in the car. They shouted "Surprise!" **and** they took me to a very nice restaurant. There, I ate pozole and tostadas, **after that**, everybody in the place sang "Las Mañanitas" for me and I blew candles on a little cake. We returned home and there were all my friends **and** other members of my family, we drank Horchata water **and** played board games. At night we ate cake and danced a lot, just when I thought everything was over, I received many presents like, stuffed animals, clothes, money and an I-watch. It was a very special birthday!!!



Rúbrica: Oral Work

ASPECTS	Excellent	Good	Must improve	Not enough
PRONUNCIATION	<p>Pronunciation is clear, with three or four errors. The message is comprehensible and –ED pronunciation is well articulated.</p> <p>2.5 points</p>	<p>Some words are pronounced correctly, and others are not correct. In general the speech is comprehensible.</p> <p>2 points</p>	<p>Pronunciation is not clear, there are some mistakes in –ED pronunciation. Invents pronunciation or pronounces words as they are spelled.</p> <p>1.5 points</p>	<p>There is notable struggle to pronounce words (the –ED pronunciation rule is not applied).</p> <p>Production is inconsistent and it is difficult to get the message. 1 point</p>
FLUENCY	<p>There is clear and articulated speech with no hesitation.</p> <p>2.5 points</p>	<p>The speech responds to the prompt with few errors and relative confident.</p> <p>2 points</p>	<p>The speech demonstrates some fluency and is able to construct simple sentences.</p> <p>1.5 points</p>	<p>Fluency is difficult. There are problems with the ability to put words together in a sentence.</p> <p>1 points</p>
CONTENT (SIMPLE PAST)	<p>The content reflects deep understanding of the topic. The simple past is correctly used.</p> <p>2.5 points</p>	<p>The content is relevant to the topic, with three or four errors related to the use of simple past.</p> <p>2 points</p>	<p>The content has some relevance to the topic, but there are more than four mistakes related to the use of Simple past.</p> <p>1.5 points</p>	<p>The content is not relevant to the prompt or question. The –ED pronunciation rule is incorrectly used, there is no distinction between regular and irregular verbs in past.</p> <p>1 point</p>

<p>VOCABULARY</p>	<p>The speech uses contextualized vocabulary and the idea is cohesive and coherent.</p> <p>2.5 points</p>	<p>There are three or four incorrectly used vocabulary related to Spanish interference or there are invented words.</p> <p>2 points</p>	<p>The word choice is very basic, with many (five or six) errors.</p> <p>1.5 points</p>	<p>There are a few words; none relate to the topic. The speech is not comprehensible.</p> <p>1 point</p>
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 **WRITING**

The following postcard letter describes Helen’s holiday in a foreign country. Read the text carefully.

Dear James,

This vacation is wonderful. I arrived by ship to the island. The island is beautiful and the weather is hot and sunny every day.

I arrived on Saturday morning and I went to Agios Sostis beach.

I took a long swim and then I sunbathed until noon. Next, I had lunch at a tavern on the beach. Also, I met some boys from Romania and we played volleyball with some of the local people. They are all very friendly.

In addition, I loved the hotel because it is fantastic, very modern, and it also has a pool. I liked the town, I walked around and took some photos. Then, I went to Delos to visit the ancient ruins.


Finally, I went shopping yesterday and I bought you a nice present.

I hope you like it. See you when I get home.

Love, Helen

Taken and adapted from iscollectives.com

Now, imagine you are on holiday outside Mexico City with some friends. Write about what you did there, describe some places that you visited, what you liked or disliked about the place. Also, give a brief description of the city. Use linking words such as *First, second, but, and, so, because, also, finally*.

	 <hr/> <hr/> <hr/> <hr/>
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RUBRICA WRITING

ASPECTS	Excellent	Good	Must improve	Not enough
SPELLING	<p>The text has correct spelling, capitalization and punctuation marks where needed.</p> <p style="text-align: right;">2.5 points</p>	<p>The text has acceptable spelling, there are few misspelled words, but in general is comprehensible and it makes sense.</p> <p style="text-align: right;">2 points</p>	<p>There are approximately three or four mistakes related to spelling, punctuation or capitalization.</p> <p style="text-align: right;">1.5 points</p>	<p>The text has more than ten mistakes, which makes it difficult to understand. It has poor spelling, there is confusion with letters and there is no capitalization or punctuation marks where adequate.</p> <p style="text-align: right;">1 point</p>
GRAMMAR	<p>The simple past tense is correctly and adequate, with irregular and regular verbs, through all the text. It uses connectors and past time expressions too.</p> <p style="text-align: right;">2.5 points</p>	<p>The text very seldom omits part of the simple past structure. There are few connectors and past time expressions.</p> <p style="text-align: right;">2 points</p>	<p>There are mistakes in some lines of the text. The simple past structure is not used correctly in parts of the text.</p> <p style="text-align: right;">1.5 points</p>	<p>In the text, the simple past is not used with the correct verbs in past and introducing was/were to express past. There is confusion with the word order in this structure in affirmative and negative ideas.</p> <p style="text-align: right;">1 point</p>
ORGANIZATION	<p>The text has three or four paragraphs. It includes connectors like "then, first, after, finally, second, after that, because, and" where needed.</p> <p style="text-align: right;">2.5 points</p>	<p>The text showed visible organization, sometimes connectors are omitted but they are present so that the discourse is logical and coherent.</p> <p style="text-align: right;">2 points</p>	<p>The text doesn't show a three or four paragraphs organization, it has only two or three connectors.</p>	<p>The text is not organized in paragraphs, it is not well distributed. The student wrote isolated and separated sentences.</p>

			1.5 points	1 point
VOCABULARY	The text has time expressions that refer to the past, the vocabulary is varied and contextualized. 2.5 points	In general, the vocabulary gives a clear idea of what the text is about. 2 points	There is adequate vocabulary, but it is not varied and it maybe repetitive. 1.5 points	The words choice are wrong and not contextualized. 1 point

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English Media [http://www.cuaed.unam.mx/english _media](http://www.cuaed.unam.mx/english_media)

UNIT 3

Describir la secuencia de eventos pasados

Propósito: Al finalizar la unidad, el alumno:

Será capaz de expresar la secuencia de sucesos ocurridos, de manera oral y escrita, para intercambiar información acerca de situaciones del pasado.

Para la cual deberás cubrir los siguientes aprendizajes

1. Identifica la secuencia de eventos del pasado, en textos orales y escritos, para establecer el orden en que ocurrieron.
2. Expresa relaciones de secuencia para relatar un evento que tuvo lugar en el pasado, de manera oral y escrita.
3. Solicita y proporciona información sobre eventos pasados para expresar sus experiencias y las de otros, de manera oral.
4. Intercambia información sobre una serie de eventos que tuvieron lugar en el pasado para relatar experiencias propias y de otros, de manera escrita.

Sequence of events

It is important to understand the order or sequence that events take place in a story. It helps you understand what you read.

Look for signal words like **first, next, last, before, after and finally** to help you figure out the sequence. You can also use other word clues in the text or your own knowledge, to find the sequence.

Examples:

Susan made a peanut butter and jelly sandwich. **First**, she spread peanut butter on one slice of bread. **Next**, she spread jelly on one slice of bread. **After** spreading the jelly on, she put the two slices of bread together. **Finally**, she ate it. It was delicious!

There are more connectors to help you order your ideas when you talk about some events:

- **Introduce ideas:** *first, first of all.*
- **Sequence of different events:** *later, then, next, after that*
- **Conclusion:** *finally.*

Exercise 1

Choose the correct answers.

Hello, I'm Bart and I had a great birthday yesterday. ¹**First / Next**, I met my friends at the shopping centre and they bought me a present. ²**Then / Finally**, we had pizza at a café. ³**Finally / Next**, we went to the cinema and saw a very funny comedy. ⁴**Then / First** suddenly, my parents arrived. They took me to an amazing restaurant for dinner. ⁵**Next / Finally**, we went home and I went to bed, tired but happy.

Simple Past

The simple past is a verb tense which is used to show that a completed action took place at a specific time in the past. The simple past is also frequently used to talk about past habits and generalizations.

Regular and irregular verbs.

There are two kinds of verbs; regular and irregular verbs. Regular verbs in past are formed by adding the suffix **ed** to the verb:

Work worked

Call called

Watch watched

Irregular verbs have different forms in the past.

Come came

Go went

Read read

Put put

As you can see they can change in different ways that's why they are irregular, no rules. (see appendix page 59)

Simple Past Uses

USE 1 Completed Action in the Past



Examples:

I **saw** a movie yesterday.

Last year, I **traveled** to Japan.

She **washed** her car.

USE 2 A Series of Completed Actions



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

Examples:

I **finished** work, **walked** to the beach, and **found** a nice place to swim.

He **arrived** from the airport at 8:00, **checked** into the hotel at 9:00, and **met** the others at 10:00.

USE 3 Duration in the Past



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

Examples:

I **lived** in Brazil for two years.

Shauna **studied** Japanese for five years.

They **sat** at the beach all day.

We **talked** on the phone for thirty minutes.

USE 4 Habits in the Past



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

Examples:

I **studied** French when I was a child.

He **played** the violin.

She **worked** at the movie theater after school.

They never **went** to school, they always **skipped** class.

USE 5 Past Facts or Generalizations



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

Examples:

She **used to be** shy as a child, but now she is very outgoing.

People **used to pay** much more to make cell phone calls in the past.

Negative and question in the past

You have to use the auxiliary verb "**did**" to write negative and questions in simple past:

Negative form:

Subject + "**did**" not + Verb in simple form + Complement.

She **did not (didn't)** work yesterday.

I **did not (didn't)** play basketball last week.

Remember to use the contracted form "**didn't**" in negative sentences.

Question form:

Did + subject+ verb in simple form + complement?

Did you go to the movies last Saturday?

Did she play basketball yesterday?

Remember to write the **verb** in **simple form** when you have the auxiliary "**did**".

Time Expressions:

You can use time expressions to indicate when the action happened. Those expressions are:

Yesterday, last week, last month, two years ago, in 1996 etc.

You can use **yesterday** with a part of the day: *yesterday morning*, **except night: *yesterday night* is incorrect. Last night is the correct form.**

You can use **last** with a month, a day: *last July, last Monday, etc.*

You can use **ago** with an exact quantity of time: *two days ago, three weeks ago, etc.*

Taken from: <https://www.englishpage.com/verbpage/simplepast.html>

Grammar

Exercise 1

Write the simple past form of the following verbs:

Infinitive	Past form
Read	
Close	
Work	
Write	
Drink	
Study	
Play	
Clean	
Go	
Come	

Exercise 2

Put the verbs into the correct form (simple past).

1. Last year I (spend) _____ my holiday in Ireland.
2. It (be) _____ great.
3. I (travel) _____ around by car with two friends and we (visit) _____ lots of interesting places.
4. In the evenings we usually (go) _____ to a pub.
5. One night we even (learn) _____ some Irish dances.
6. We (be) _____ very lucky with the weather.
7. It (not / rain) _____ a lot.
8. But we (see) _____ some beautiful rainbows.
9. Where (spend / you) _____ your last holiday?
10. (be) _____ Mary in class yesterday?

Reading

Exercise 1

Read the following text.

History of Halloween



Halloween falls on October 31st each year in North America and other parts of the world. What do you know about Halloween? Do you celebrate it in your country? Here is a little history about it.

Like many other holidays, Halloween has evolved and changed throughout history. Over 2,000 years ago people called the Celts lived in what is now Ireland, the UK, and parts of Northern France. November 1 was their New Year's Day. They believed that the night before the New Year (October 31) was a time when the living and the dead came together.

More than a thousand years ago the Christian church named November 1 *All Saints Day* (also called *All Hallows*.) This was a special holy day to honor the saints and other people who died for their religion. The night before *All Hallows* was called *Hallows Eve*. Later the name was changed to Halloween.

Like the Celts, the Europeans of that time also believed that the spirits of the dead would visit the earth on Halloween. They worried that evil spirits would cause problems or hurt them. So on that night people wore costumes that looked like ghosts or other evil creatures. They thought if they dressed like that, the spirits would think they were also dead and not harm them.

The tradition of Halloween was carried to America by the immigrating Europeans. Some of the traditions changed a little, though. For example, on Halloween in Europe some people would carry lanterns made from turnips. In America, pumpkins were more common. So people began putting candles inside them and using them as lanterns. That is why you see Jack 'o lanterns today.

These days Halloween is not usually considered a religious holiday. It is primarily a fun day for children. Children dress up in costumes like people did a thousand years ago. But instead of worrying about evil spirits, they go from house to house. They knock on doors and say "trick or treat." The owner of each house gives candy or something special to each trick or treater.

Taken from: <https://es.scribd.com/doc/42342249/PAST-SIMPLE-Reading-Exercise>

Exercise 1

According to the information write the sequence of events.

Write: first, next, then and finally on the line and put the paragraphs in chronological order by writing the number in the square.

- _____ these days Halloween is not usually considered a religious holiday. It is primarily a fun day for children. Children dress up in costumes like people did a thousand years ago
- 3** Then _____ the name was changed to Halloween.
- _____ the tradition of Halloween was carried to America by the immigrating Europeans. Some of the traditions changed a little, though.
- _____ the Christian church named November 1 *All Saints Day* (also called *All Hallows*.) The night before *All Hallows* was called *Hallows Eve*.
- _____ the Celts believed that the night before the New Year (October 31) was a time when the living and the dead came together.

Exercise 2

According to the text write **True** or **False** on the line.

1. The Celts thought the spirits of dead people returned to the earth on October 31st. _____
2. The Celts created All Hallows. _____
3. All Hallows is on October 31st. _____
4. The word *Halloween* comes from the word *Hallows eve*. _____
5. A thousand years ago Europeans wore costumes to get candy. _____
6. Americans still carve turnips to use as lanterns. _____
7. Today Halloween is especially for children. _____
8. Children get candy by saying "trick or treat." _____

Exercise 3. Reading comprehension.

Read the text again and answer the questions.

1. Who were the Celts?

_____.

2. What did the Celts believe that happened the night before the New Year?

_____.

3. What did the Christian church do?

_____.

4. Why did people wear costumes that looked like ghosts or evil creatures in Halloween?

_____.

5. Mention a change Americans did to the tradition of Halloween.

_____.

Listening exercises

Exercise 1

Listen to three audio guide extracts and answer **True** or **False**. Track 3.1

1. Marilyn Monroe had three husbands. _____

2. Joe DiMaggio was a famous writer. _____

3. The Supremes were a rock group. _____

4. Thomas Edison was born in 1947. _____

5. Edison invented the phonograph. _____

Exercise 2. Listening for specific information

Listen again and answer the questions.

1. Why was Marilyn's life hard when she was a child?

_____.

2. Who were Joe DiMaggio and Arthur Miller?

_____.

3. Where there any men in The Supremes?

_____.

4. What was Thomas Edison good at when he was a boy?

_____.

5. Who was Thomas's second wife?

_____.

There was/There were

The verb "be" is often used in the past tense with the word "there"

Singular	Plural
There was...	There were...

To make the negative, add "not" to "was" or "were"

Singular	Plural
There was not...	There were not...
There wasn't...	There weren't...

To make a question, put "was" or "were" before "there"

Singular	Plural
Was there... ?	Were there... ?

Examples:

There was a lightning storm last night.

(In this sentence, "**there was**" is used with the **singular** count noun, "storm.")

There were many things to do and see at the amusement park.

(In this sentence, "**there were**" is used with the **plural** count noun, "things.")

There was also a lot of food there.

(In this sentence, "**there was**" is used with the **uncountable noun**, "food.")

There were a lot of students on this website last night.

Were there a lot of students on this website last week?

There wasn't any furniture in the apartment.

There weren't any people in the hotel room.

Questions and short answers.

A: **Was there** a lot of food at the party?

B: Yes, **there was**.

A: **Were there** a lot of people at the meeting?

B: No, **there weren't**.

A: How many people **were there**?

B: **There were** only four people.

Grammar

Exercise 1

Look at the pictures and fill in the blanks with *There was/There were* affirmative or negative to describe how was picture A in the past.

In the past



In the present



In picture A

1. _____ a web on the window.
2. _____ a big spider in the web.
3. _____ an old TV set in the corner of the room.
4. _____ a DVD player on the TV set.
5. _____ three flowers in pots on a window sill.
6. _____ two flies on the flowers.
7. _____ a fat dog with a bone.
8. _____ a green cup on the floor.
9. _____ a brown cat under the table.
10. _____ three apples on the table.

Exercise 2

Finish the sentences with your own ideas.

1. There was _____.
2. There were _____.
3. There wasn't _____.
4. There weren't _____.
5. Was there _____?
6. Were there _____?

Reading techniques: Skimming and Scanning

Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts. While skimming tells you what general information is within a section, scanning helps you locate a particular fact.

Reading

Exercise 1

Complete the text and complete with *was*, *were*, *wasn't* or *weren't*.

A trip to New York



My name is Laurie and I am from England. Last summer I _____¹ in the United States. The trip by plane _____² long and tiring and the plane ticket _____³ quite expensive. It took me ten hours to get to the New York airport.

My friend Katie _____⁴ there waiting for me. I _____⁵ surprised by the size of the JFK airport. It _____⁶ huge and there _____⁷ a lot of people.

A few minutes later we _____⁸ on a taxi. It _____⁹ a typical NY taxi –big and yellow. We were in the taxi for an hour. The city centre _____¹⁰ fantastic. There _____¹¹ huge skyscrapers and big roundabouts. The largest and busiest _____¹² the famous Columbus Circle. There _____¹³ also an enormous traffic jam.

We went to Katie's apartment to leave the luggage and rest a bit. I _____¹⁴ (not) very tired so we went to see the biggest fountain in New York. There _____¹⁵ (not) many people in Central Park, because it _____¹⁶ still early.

In the evening we went to Times Square. There _____¹⁷ hundreds of people, huge neon lights and advertisements. And there _____¹⁸ (not) any cars because the square was closed to traffic. Everything _____¹⁹ great! I really enjoyed it.

Taken from: ISLCOLLECTIVE

Exercise 2. Scanning technique.

Use the scanning technique to get the following information

1. How long was the trip by plane?

_____.

2. Was the JFK airport big?

_____.

3. What's the name of the most famous roundabout?

_____.

4. What was there in Times Square?

_____.

5. Were there any cars?

_____.

Listening

Complete the sentences from the listening with *was*, *wasn't*, *were* or *weren't*. Track 3.2

1. There _____ many other guests in the hotel.

2. There _____ only three.

3. There _____ an old TV on a table.

4. There _____ a remote control.

Writing

Exercise 1

Write a paragraph in simple past to describe a memorable day in your life. Remember to include: where it was, who you were with, when it was.

Use: First, next, then, and finally in your text.

Exercise 2

Do a research about technology from the 80's and write 10 sentences to describe what kind of devices people used in that time and what devices are new nowadays.

Example:

In the 80's there were VHS devices, today there are Blue Ray players.

In the 80's there weren't small and thin cellphones, there were big and thick cellphones.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.
8. _____.
9. _____.
10. _____.

Speaking

Exercise 1

Go to mediateca and look for a teacher who asks you the following questions about a special event in the past: last summer, last weekend.

Where did you go?

Who did you go with?

What happened first, then, finally?

Did you enjoy it?

Why was it special?

Exercise 2

Go to mediateca and talk to a teacher about different technology in the 80's and nowadays.

Remember to use *There was/There were*.


















You can work with the following rubric to check your speaking skills.

ASPECTS	Excellent	Good	Must improve	Not enough
PRONUNCIATION	Pronunciation is clear, with three or four errors. The message is comprehensible and –ED pronunciation is well articulated. 2.5 points	Some words are pronounced correctly, and others are not correct. In general the speech is comprehensible. 2 points	Pronunciation is not clear, there are some mistakes in –ED pronunciation. Invents pronunciation or pronounces words as they are spelled. 1.5 points	There is notable struggle to pronounce words (the –ED pronunciation rule is not applied). Production is inconsistent and it is difficult to get the message. 1 point
FLUENCY	There is clear and articulated speech with no hesitation. 2.5 points	The speech responds to the prompt with few errors and relative confidence. 2 points	The speech demonstrates some fluency and is able to construct simple sentences. 1.5 points	Fluency is difficult. There are problems with the ability to put words together in a sentence. 1 points
CONTENT (SIMPLE PAST)	The content reflects deep understanding of the topic. The simple past is correctly used. 2.5 points	The content is relevant to the topic, with three or four errors related to the use of simple past. 2 points	The content has some relevance to the topic, but there are more than four mistakes related to the use of Simple past. 1.5 points	The content is not relevant to the prompt or question. The –ED grammar rule is incorrectly used, there is no distinction between regular and irregular verbs in past. 1 point
VOCABULARY	The speech uses contextualized vocabulary and the idea is cohesive and coherent. 2.5 points	There are three or four incorrectly used vocabulary related to Spanish interference or there are invented words. 2 points	The word choice is very basic, with many (five or six) errors. 1.5 points	There are a few words; none relate to the topic. The speech is not comprehensible. 1 point

Well done! You have concluded Unit 3

Answer the following questions and evaluate your performance using the chart below.

How do I do it?

I can: Identify the sequence of events in the past, in oral and written texts, to establish the order in which they happened.					
I can: Express relations of sequence to relate an event that took place in the past, in an oral and written way.					
I can: Ask for and give information about past events to express own and other people's experiences in an oral way.					
I can: Exchange information about a series of events that happened in the past to					

relate own and other people's experiences, in a written way.					
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Unidad 4

Narrar situaciones actuales y pasadas.

Propósito: Será capaz de interactuar para establecer las diferencias entre situaciones actuales y del pasado, de manera oral y escrita.

- En esta Unidad reconocerás la diferencia en descripciones de personas, objetos y lugares presentes y pasadas en textos orales y escritos, para establecer comparaciones.
- Describe, solicita y proporciona, de manera escrita, información de lo que sucede o sucedió. Identifica las actividades cotidianas y en progreso en textos escritos e identifica diferencias con actividades pasadas.
- Describe, solicita y proporciona, de manera oral, información de lo que sucede. Identifica las actividades cotidianas y las actividades pasadas oralmente e identifica diferencias.
- Interactúa para comunicar situaciones actuales y pasadas, de manera oral y escrita.

Answer the following questions. Think, remember and answer.

When you were a kid...,

- Which **were** your favorite programs? _____
- What kind of music **did** you listen? _____
- What **did** you do in the evenings? _____

Nowadays. You are a teenager...,

- Which **are** your favorite programs? _____
- What kind of music **do** you listen? _____
- What do you **do** in the evenings? _____

As you see, we are talking about present and past. But how to identify the difference between both?

It is important to pay attention to the following explanations:

TO BE

Remember: Past describes something that was and no is. Present describes a current state.

Past → In **1972** I **was** in Michoacan and I **was** a student.

Present → In **2018** I **am** in Mexico city and I **am** a teacher.

MORE EXAMPLES:

- | PRESENT | | PAST |
|-------------------------------------|---|--|
| • I am tired. | → | I was tired last night . |
| • Where is Kate? | → | Where was Kate yesterday ? |
| • The weather is good today. | → | The weather was good last week . |

Now check and compare the structure of BE in present and past:

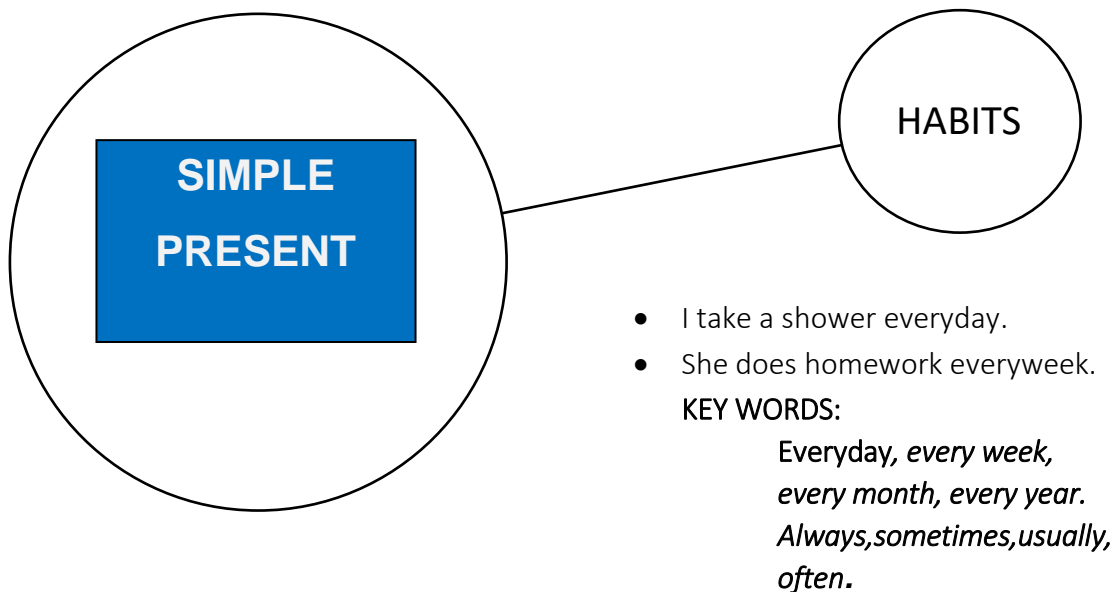
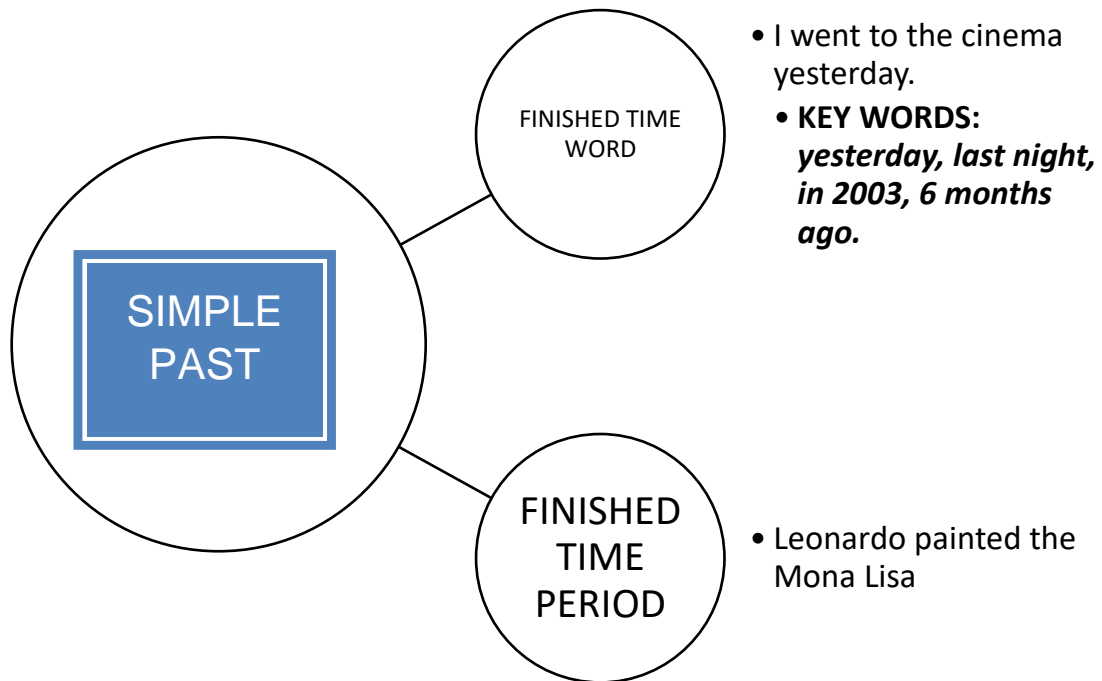
POSITIVE		NEGATIVE				QUESTION			
Past		Present	Past		Present	Past		Present	
I He She It	was	I am Is	I He She It	was not (wasn't)	I am not Is not (isn't)	Was	I...? he...? she...? It...?	Am Is	I...? he..? she...? It...?
We You They	were	are	We You They	were (weren't)	are not	Were	we...? you...? they...?	are	we...? you...? they...?

PRACTICE

Exercise 1

Complete with the correct form of *was/were- am/is/are*

1. My grandmother _____ a nurse but now she _____ retired.
2. There _____ a park in front of my house, but many years ago there _____ a gas station.
3. BMW _____ an important car company but now there _____ more companies like Honda and Nissan.
4. _____ at home yesterday? I called and nobody answer.
5. _____ there a good café near here?



Important aspects in present and past are the structures.

Past and Present

- I **cleaned** my teeth **this morning**. → *Every morning I **clean** my teeth.*
- Terry **worked** in a bank from 1996 to 2003 → *I **work** in a bank everyday.*
- Yesterday it **rained** all morning. → *In summer it **rains** everyday.*
- My brother **went** to Maryland. → *My brother always **goes** to movies.*

EXAMPLE:

Present → Past

Third person *he – she - it*

begin	→	begans	→	began
break	→	breaks	→	broke
bring	→	brings	→	brought
forget	→	forgets	→	forgot
write	→	writes	→	wrote

STRUCTURE

POSITIVE			NEGATIVE				QUESTION			
Past		Present	Past		Present	Past		Present		
I We You They	played saw	see play	I We You They	did not (didn't)	play go	do not play (don't play)	Did	I we you they	play...? start...? watch...? have...? see...? do...? go...?	Do you play tennis?
He She It	saw played	plays sees	He She It			does not play (doesn't play)		he she It		Does he/she/ it Play tennis?

GRAMMAR

Exercise 1

Complete with the correct form of the verb, pay attention to present or past.

1. My mom _____ (*work*) in a school, every day. She _____ (*get up*) early and _____ (*prepare*) breakfast for us, but yesterday she _____ (*have*) a different day because It _____ (*be*) her birthday. My sister and I _____ (*prepare*) a delicious breakfast and _____ (*take*) to her bed.
2. Last vacation I _____ (*visit*) my boyfriend's family. They _____ (*live*) in Toluca. They _____ (*be*) very nice and kind. They _____ (*have*) a ranch. Last summer they _____ (*invite*) me to stay with them a few days so I _____ (*go*) to Toluca. In Toluca we _____ (*climb*) El Nevado de Toluca and we _____ (*eat*) typical food. I _____ (*see*) The Cathedral and some important museums.

Exercise 2

Underline in red the sentences in Present and in blue the sentences in Past Simple.

I work in a shop.	You were late yesterday.
Gary was in bed.	Maria speaks four languages.
Why were you late this morning?	The party finished at midnight.
Sue always arrives early.	Last Tuesday Lisa flew from London to Madrid.

Where did you stay last Sunday?	I usually watch TV in the evening.
---------------------------------	------------------------------------

Exercise 3

Change the following sentences into questions.

1. James always goes to work by car.

_____.

2. Rachel often loses her keys.

_____.

3. Kate meets her friends every evening.

_____.

4. I usually buy two newspapers every day.

_____.

5. I eat an orange every day.

_____.

Exercise 4

Match the sentences that go together.

1. I rode a roller coaster once. _____

a. She got promoted, and I didn't.

2. I'm jealous of my co-worker. _____

b. I always get seasick.

3. I think high heels are fashionable.

c. It was a frightening experience.

4. I don't want to go whale watching.

d. I see she's not wearing glasses.

5. Did Marina get contact lenses recently? _____

e. Unfortunately, I can't walk in them.

Exercise 5

COMPARATIVES

We can talk and compare present and past situations, ideas, objects, and people.

Complete the following sentences use the word in the box.

bad expensive heavy small thin

1. Are the cameras cheaper or _____ than old cameras?
2. Is this laptop lighter or _____ than my first laptop? It was from 1980.
3. Is this cell phone thicker or _____ than old one's?
4. Was this a bigger house or _____ than your first one?
5. Is this printer better or _____ than my old one?

NOTE: Go to mediateca and ask for material where you can work with present and past exercises.

Suggestions.

<https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-87374.php>

<http://www.liceopigafetta.gov.it/wp-content/uploads/2016/06/Quaderno-di-Inglese-Liceo-Musicale.pdf>

LISTENING

TRACK 4.1

Listen to Janet and Barry talk about their lives. Check () the two statements that are true about each person.

1. Janet . . .
 - a. is moving to Boston next year.
 - b. is finishing law school this year.
 - c. is lonely because she doesn't have friends.
 - d. feels nervous about her future.

2. Barry . . .
 - a. thinks his new job isn't as interesting as his old job.
 - b. likes to be busy all the time.
 - c. never has time to talk to his old friends.
 - d. would like to have more new friends.

Audio taken from: Jack C. Richard David Bohike. (2012). *Four corners 3. Quiz. 1_6*
New York City: Cambridge University Press.

TRACK 4.2

Exercise 1

Listen to the conversation between sheila and ed. Write T (true) or F (false).

1. The Plaza de Cibeles in Madrid has the most beautiful fountain Ed has ever seen. _____

2. Ed thought the Queen Sofia Museum wasn't as interesting as the Prado.

3. Ed went to more museums than his wife. _____

4. Ed's favorite place in Spain was a castle in Toledo. _____

Exercise 2

According with the audio match the two parts of each sentence.

1. To get around in the city, you

can use _____

a. the ocean.

2. It's usually very warm and wet in

b. a desert.

3. You can watch great soccer

games at _____

c. the island.

4. In the summer, you can go to

the beach and swim in _____

d. a rain forest.

5. It hardly ever rains in _____

e. the stadium.

6. There isn't a bridge, so you

need to take a boat to get to

f. the subway system.

Audio taken from: Jack C. Richard David Bohike. (2012). *Four corners 3. Quiz. 5*
New York City: Cambridge University Press.

READING

Exercise 1

a. Read the following article:

The Changes To Camera Technology

The modern camera was created several hundred years ago. Although the ancient ideas were far away from the types of cameras that we know, they were well ahead of their time in relation to the technology and materials that they had at their disposal. It wasn't until **1885 when George Eastman** created the modern photograph film technology that made cameras a convenient product for consumers. Eastman also created the very first **Kodak** camera, which served to further advance the camera industry and its popularity among consumers. The company would then reload the camera with new film and send it back to the consumer so they could take more pictures with it. But this system did not last very long before more advancements were made.

Though he began this technology in 1914, the **Kodak Company** began to work on this technology and made several advancements that made it more convenient for average consumers to use. The **Retina I** by the Kodak Company was cheaper than other models with similar technology, but it was still more expensive than other mass-produced cameras of the era.

In recent years, the digital technology even spilled over into the camera industry. Even though the predecessors of today's digital cameras began in 1972 with a Texas Instruments prototype, the true digital camera, as we know them today was not produced until 1988 in Japan and later in 1991 in the United States. Even after years of technological advances, though, digital cameras still cost thousands of dollars well into the following decade.

Cameras have helped to reshape our history because we can actually see photographs of things that have happened. We can get a better idea of events through still pictures and videos, too. The adage "A picture is worth a thousand words" is not very far off from the way that cameras have helped to revolutionize the way we see our world and our surroundings.

Retrieved and Adapted from:

<http://www.thepeoplehistory.com/cameras.html>

b. Answer the following questions. Answer in Present or Past.

1. When was the first camera created?

2. What is the the most popular camera among consumers?

3. Which was the technology that made a Kodak popular?

4. Which model was cheaper?

5. Mention a disadvantage of digital cameras even nowadays.

6. Mention the advantage of cameras into history.

WRITING

Look at the picture and write about the differences between the school today and school many centuries ago.



For example: *Many years ago girls and boys where separate to take classes.*

Speaking

Describe the most important moment of your life. Use the follow questions as a guide.

When it was? Who were with you? Where was it? What did you do? What time did you arrive home?

You can work with the following rubric to check your progress.

ASPECTS	Excellent	Good	Must improve	Not enough
PRONUNCIATION	Pronunciation is clear, with three or four errors. The message is comprehensible and –ED pronunciation is well articulated. 2.5 points	Some words are pronounced correctly, and others are not correct. In general the speech is comprehensible. 2 points	Pronunciation is not clear, there are some mistakes in –ED pronunciation. Invents pronunciation or pronounces words as they are spelled. 1.5 points	There is notable struggle to pronounce words (the –ED pronunciation rule is not applied). Production is inconsistent and it is difficult to get the message. 1 point
FLUENCY	There is clear and articulated speech with no hesitation. 2.5 points	The speech responds to the prompt with few errors and relative confident. 2 points	The speech demonstrates some fluency and is able to construct simple sentences. 1.5 points	Fluency is difficult. There are problems with the ability to put words together in a sentence. 1 points
CONTENT (SIMPLE PAST)	The content reflects deep understanding of the topic. The simple past is correctly used.	The content is relevant to the topic, with three or four errors related to the use of simple past.	The content has some relevance to the topic, but there are more than four mistakes related to the use of Simple past.	The content is not relevant to the prompt or question. The –ED pronunciation rule is incorrectly used, there is no distinction between regular and irregular verbs in past.

				1 point
	2.5 points	2 points	1.5 points	
VOCABULARY	The speech uses contextualized vocabulary and the idea is cohesive and coherent.	There are three or four incorrectly used vocabulary related to Spanish interference or there are invented words.	The word choice is very basic, with many (five or six) errors.	There are a few words; none relate to the topic. The speech is not comprehensible.
	2.5 points	2 points	1.5 points	1 point

References:

Jack C. Richard David Bohike. (2012). *Four corners*. New York City: Cambridge University Press


Raymond Murphy. (2007) *Third Edition. Essential Grammar in Use*. New York: Cambbridge.

Christina Latham-Koening Clive-Oxeden Paul Seligson (2013) Second Edition. *American English File*. United Kingdom:Oxford University Press

Sitios:

<https://www.perfect-english-grammar.com/> (Ejercicios y explicación de gramática)

We have finished the Unit 4 It is time to think about your learning.

<p>I can: Recognize the difference between present and past describing people, places and objects in oral and written texts.</p>					
<p>I can: Identify the difference between present and past events in progress.</p>					
<p>I can: Ask for and give information about present and past events and identify the difference.</p>					

Sample: Examen Extraordinario de Inglés III

Nombre: _____ Puntos: _____ / 50

I. GRAMMAR AND VOCABULARY

1. Complete the text with the comparative or superlative form of the adjectives.

The (1) _____ (good) holiday I have ever had was when I went to Italy last summer. It has some of the (2) _____ (old) buildings in the world and some of the (3) _____ (beautiful) architecture. I visited the (4) _____ (small) country in the world –The Vatican City- and I saw amazing things. I spoke Italian and it was (5) _____ (difficult) than Spanish! My Italian pronunciation was (6) _____ (bad) than my Spanish pronunciation! However, after two weeks and lots of practice my Italian was (7) _____ (good) than my Spanish! This was (8) _____ (nice) than I thought.

_____ / 4

2. Complete the text with the correct form of the verb to be in simple past.

Stan Laurel and Oliver Hardy _____ two of the most popular film comedians of all time. They _____ born in 1890 and 1892 respectively. Stan Laurel's real name _____ Arthur Jefferson. He _____ form England. Oliver Hardy _____ English, he was from Georgia, USA.

Laurel and Hardy _____ in their late 30s when they met. Their first film together _____ *Putting Pants on Philip* (1927). They _____ funny because they _____ so different. Laurel _____ small and thin. Hardy _____ big and fat. Their most famous films _____ *Way Out West* (1937) and *Blockheads* (1938).

_____ / 6

3. Write what Jane did and did not do yesterday.

Go shopping (-) _____

Clean the house (+) _____

Call Mary (-) _____

Visit her mother (+) _____

Take her a cake (+) _____

II. READING

1. Read the text and answer the questions.

A short story of Halloween

Like many other holidays, Halloween has evolved and changed throughout history. Over 2,000 years ago people called the Celts lived in what is now Ireland, the UK, and parts of Northern France. November 1 was their New Year's Day. They believed that the night before the New Year (October 31st) was a time when the living and the dead came together.

More than a thousand years ago the Christian church named November 1 *All Saints Day* (also called *All Hallows*.) This was a special holy day to honor the saints and other people who died for their religion. The night before *All Hallows* was called *Hallows Eve*. Later the name was changed to Halloween.

Like the Celts, the Europeans of that time also believed that the spirits of the dead would visit the earth on Halloween. They worried that evil spirits would cause problems or hurt them. So on that night people wore costumes that looked like ghosts or other evil creatures. They thought if they dressed like that, the spirits would think they were also dead and not harm them.

The tradition of Halloween was carried to America by the immigrating Europeans. Some of the traditions changed a little, though. For example, on Halloween in Europe some people would carry lanterns made from turnips. In America, pumpkins were more common. So people began putting candles inside them and using them as lanterns. That is why you see Jack 'o lanterns today.

These days Halloween is not usually considered a religious holiday. It is primarily a fun day for children. Children dress up in costumes like people did a thousand years ago. But instead of worrying about evil spirits, they go from house to house. They knock on doors and say "trick or treat." The owner of each house gives candy or something special to each trick or treater.

Reading taken from: <http://5minuteenglish.com/oct29.htm>

1. Where did the Celts live?

2. What did the Celts believe about October 31st?

3. What was All Saints Day?

4. What did the Europeans of that time believe?

5. Who carried the tradition of Halloween to America?

_____/ 5

III. LISTENING

Listen to the audio and write T or F

1. She visited many interesting places _____
2. She got to New York by plane _____
3. The trip took four days. _____
4. The trip took five days. _____
5. The weather wasn't beautiful. _____
6. She and her family had umbrellas and raincoats too. _____
7. They ate at expensive restaurants. _____
8. She took a pill for her upset stomach. _____
9. She spoke English many times. _____
10. All the people understand her when she spoke English. _____

_____ / 10

Audio taken from: <https://www.youtube.com/watch?v=vkiZKUBFgdk>

IV. WRITING

Write about your last vacation. Where did you go? What did you do? Did you enjoy it?

Grammar	Vocabulary	Spelling	Coherence	Fluency	TOTAL
2 points	2 points	2 points	2 points	2 points	10 points

V. SPEAKING

Talk about the things you could or couldn't do when you were a child.

Pronunciation	Grammar	Vocabulary	Coherence	Fluency	TOTAL
2	2	2	2	2	10 points

ANEXOS

List of Adjectives

afraid	defeated	gorgeous	mammoth	repulsive	successful
agreeable	defiant	greasy	many	resonant	sweet
amused	delicious	great	massive	ripe	swift
ancient	delightful	green	melodic	roasted	tall
angry	depressed	grieving	melted	robust	tame
annoyed	determined	grubby	mighty	rotten	tan
anxious	dirty	grumpy	miniature	rough	tart
arrogant	disgusted	handsome	moaning	round	tasteless
ashamed	disturbed	happy	modern	sad	tasty
average	dizzy	hard	mute	salty	tender
awful	dry	harsh	mysterious	scary	tender
bad	dull	healthy	narrow	scattered	tense
beautiful	dusty	heavy	nasty	scrawny	terrible
better	eager	helpful	naughty	screeching	testy
big	early	helpless	nervous	selfish	thirsty
bitter	elated	high	new	shaggy	thoughtful
black	embarrassed	hilarious	nice	shaky	thoughtless
blue	empty	hissing	nosy	shallow	thundering
boiling	encouraging	hollow	numerous	sharp	tight
brave	energetic	homeless	nutty	shivering	tiny
breezy	enthusiastic	horrible	obedient	short	tired
brief	envious	hot	obnoxious	shrill	tough
bright	evil	huge	odd	silent	tricky
broad	excited	hungry	old	silky	troubled
broken	exuberant	hurt	orange	silly	ugliest
bumpy	faint	hushed	ordinary	skinny	ugly
calm	fair	husky	outrageous	slimy	uneven
charming	faithful	icy	panicky	slippery	upset
cheerful	fantastic	ill	perfect	slow	uptight
chilly	fast	immense	petite	small	vast
clumsy	fat	itchy	plastic	smiling	victorious
cold	few	jealous	pleasant	smooth	vivacious
colossal	fierce	jittery	precious	soft	voiceless
combative	filthy	jolly	pretty	solid	wasteful
comfortable	fine	juicy	prickly	sore	watery
confused	flaky	kind	proud	sour	weak
cooing	flat	large	puny	spicy	weary
cool	fluffy	late	purple	splendid	wet
cooperative	foolish	lazy	purring	spotty	whispering
courageous	frail	light	quaint	square	wicked
crazy	frantic	little	quick	squealing	wide
creepy	fresh	lively	quickest	stale	wide-eyed
cruel	friendly	lonely	quiet	steady	witty
cuddly	frightened	long	rainy	steep	wonderful

curly curved damp dangerous deafening deep	funny fuzzy gentle giant gigantic good	loose loud lovely low lucky magnificent	rapid rare raspy ratty red relieved	sticky stingy straight strange striped strong	wooden worried yellow young yummy zany
---	---	--	--	--	---

Irregular verbs

Base form	Past tense	Past participle
be	was/were	been
begin	began	begun
break	broke	broken
bring	brought	brought
buy	bought	bought
build	built	built
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drive	drove	driven
eat	ate	eaten
feel	felt	felt
find	found	found
get	got	got
give	gave	given
go	went	gone

Base form	Past tense	Past participle
have	had	had
hear	heard	heard
hold	held	held
keep	kept	kept
know	knew	known
leave	left	left
lead	led	led
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set

Base form	Past tense	Past participle
sit	sat	sat
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

Answer Key
(Examen de prueba)

1. Complete the text with the comparative or superlative form of the adjectives.

The (1) **best** (good) holiday I have ever had was when I went to Italy last summer. It has some of the (2) **oldest** (old) buildings in the world and some of the (3) **most beautiful** (beautiful) architecture. I visited the (4) **smallest** (small) country in the world –The Vatican City- and I saw amazing things. I spoke Italian and it was (5) **more difficult** (difficult) than Spanish! My Italian pronunciation was (6) **worse** (bad) than my Spanish pronunciation! However, after two weeks and lots of practice my Italian was (7) **better** (good) than my Spanish! This was (8) **nicer** (nice) than I thought.

2. Complete the text with the correct form of the verb to be in simple past.

Stan Laurel and Oliver Hardy **were** two of the most popular film comedians of all time. They **were** born in 1890 and 1892 respectively. Stan Laurel's real name **was** Arthur Jefferson. He **was** from England. Oliver Hardy **wasn't** English, he was from Georgia, USA.

Laurel and Hardy **were** in their late 30s when they met. Their first film together **was** *Putting Pants on Philip* (1927). They **were** funny because they **were** so different. Laurel **was** small and thin. Hardy **was** big and fat. Their most famous films **were** *Way Out West* (1937) and *Blockheads* (1938).

3. Write what Jane did and did not do yesterday.

- | | |
|------------------------|--|
| Go shopping (-) | <u>Jane didn't go shopping.</u> |
| Clean the house (+) | <u>Jane cleaned the house.</u> |
| Call Mary (-) | <u>Jane didn't call Mary.</u> |
| Visit her mother (+) | <u>Jane visited her mother.</u> |
| Take her a cake (+) | <u>Jane took her a cake.</u> |

II. READING

1. Read the text and answer the questions.

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Like many other holidays, Halloween has evolved and changed throughout history. Over 2,000 years ago people called the Celts lived in what is now Ireland, the UK, and parts of Northern France. November 1 was their New Year's Day. They believed that the night before the New Year (October 31st) was a time when the living and the dead came together.

More than a thousand years ago the Christian church named November 1 *All Saints Day* (also called *All Hallows*.) This was a special holy day to honor the saints and other people who died for their religion. The night before *All Hallows* was called *Hallows Eve*. Later the name was changed to Halloween.

Like the Celts, the Europeans of that time also believed that the spirits of the dead would visit the earth on Halloween. They worried that evil spirits would cause problems or hurt them. So on that night people wore costumes that looked like ghosts or other evil creatures. They thought if they dressed like that, the spirits would think they were also dead and not harm them.

The tradition of Halloween was carried to America by the immigrating Europeans. Some of the traditions changed a little, though. For example, on Halloween in Europe some people would carry lanterns made from turnips. In America, pumpkins were more common. So people began putting candles inside them and using them as lanterns. That is why you see Jack 'o lanterns today.

These days Halloween is not usually considered a religious holiday. It is primarily a fun day for children. Children dress up in costumes like people did a thousand years ago. But instead of worrying about evil spirits, they go from house to house. They knock on doors and say "trick or treat." The owner of each house gives candy or something special to each trick or treater.

Reading taken from: <http://5minuteenglish.com/oct29.htm>

1. Where did the Celts live?

The Celts lived in what is now Ireland, the UK, and parts of Northern France.

2. What did the Celts believe about October 31st?

They believed that the night before the New Year (October 31st) was a time when the living and the dead came together.

3. What was All Saints Day?

This was a special holy day to honor the saints and other people who died for their religion.

4. What did the Europeans of that time believe?

The Europeans of that time also believed that the spirits of the dead would visit the earth on Halloween.

5. Who carried the tradition of Halloween to America?

The tradition of Halloween was carried to America by the immigrating Europeans.

III. LISTENING

Listen to the audio and write T or F

- | | |
|---|----------|
| 1. She visited many interesting places | I |
| 2. She got to New York by plane | F |
| 3. The trip took four days. | F |
| 4. The trip took five days. | I |
| 5. The weather wasn't beautiful. | F |
| 6. She and her family had umbrellas and raincoats too. | I |
| 7. They ate at expensive restaurants. | F |
| 8. She took a pill for her upset stomach. | I |
| 9. She spoke English many times. | I |
| 10. All the people understand her when she spoke English. | F |

Answer Key

Unit 2

Reading

1. Her name was Norma Jean Baker
2. He was a writer
3. No, he wasn't
4. Yes, she was
5. She was a factory worker and a model
6. His name was Joe Di Maggio
7. She was born in 1926
8. She was born in Los Angeles

Grammar

- We use THERE IS
- We use THERE ARE
- We use ANY with negative sentences

Grammar and vocabulary

- There were
- There wasn't
- There was
- There were
- There was
- There weren't
- There were

Reading

Yes: foreign visitors, green areas, new buildings, many students in C.U., a building next to Rectoría, palm trees.

No: pollution traffic, cars

MARTIN'S TRIP

ED:

Worked, asked, realized, jumped, arrived, shouted, looked, promised, missed.

OTHER VERBS:

Had, caught, left, went, became, told, drove, ran, found

“Complete the following information according to what you see in the chart above: the auxiliary to describe actions in past is DID

We include this auxiliary in NEGATIVE and INTERROGATIVE sentences.

In affirmative sentences we use the verb IN SIMPLE PAST tense

Write the past tense of the verbs in the correct list.

Walk- ed visited, walked, painted, enjoyed, stayed, entered, watched, cooked, worked.

Receive- d tasted, lived, arrived

Study- i- ed tried, studied, carried, cried

Stop- p- ed stopped, dropped

Grammar harry potter

was, was, was, were, had, lived, wasn't, didn't love, got, was, bought, was, was, didn't want, took, rescued, went, bought, went, met, talked, ate, arrived, had, selected, went, were, took, played, had, flew, caught, didn't like, was, tried

Reading harry potter

1. Yes, he was
2. No, he didn't
3. No, he didn't
4. Yes, he did
5. No, he didn't
6. Yes, he did
7. No, he didn't
8. Yes, he did
9. Yes, it did
10. Yes, they did
11. Yes, they were

12. No, they didn't
13. Yes, he did
14. No, he didn't
15. No, he wasn't

Listening

Sentences you cross out

He worked at a high school, he didn't get sick

He didn't get lost

He went to museums

He lived in Iztapalapa

He played soccer with his friends

Students were really nice

He went to the Zócalo

He didn't argue with the teachers

Unit 3

Sequence of events

Exercise 1

1. First

2. Then

3. Next

4. Then

5. Finally

Simple past

Grammar

Exercise 1.

Infinitive

Read

Close

Past

Read

Closed

Work	<i>Worked</i>
Write	<i>Wrote</i>
Drink	<i>Drank</i>
Study	<i>Studied</i>
Play	<i>Played</i>
Clean	<i>Cleaned</i>
Go	<i>Went</i>
Come	<i>Came</i>

Exercise 2

1. spent
2. was
3. traveled - visited
4. went
5. learnt
6. were
7. didn't rain
8. saw
9. did you spend
10. was

Reading

Exercise 1.

Write True or False.

1. True
2. False

3. False
4. True
5. False
6. False
7. True
8. True

Exercise 2.

Read the text again and answer the questions.

1. People who lived in what is now Ireland, the UK, and parts of Northern France 2,000 years ago.
2. They believed that the night before the New Year (October 31) was a time when the living and the dead came together.
3. The Christian church named November 1 *All Saints Day* (also called *All Hallows*.)
4. They thought if they dressed like that, the spirits would think they were also dead and not harm them.
5. In America, pumpkins were more common to make lanterns instead of turnips.

Listening

Exercise 1

Listen to three audio guide extracts and answer the questions. Track 4.47 AEF1.

1. Because her mother was sick and her father wasn't there very much.
2. They were Marilyn's husbands.
3. No, there weren't any.
4. H was an excellent salesperson.
5. It was Mina Miller.

Exercise 2

Listen again and write T (true) or F (false).

1. True

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

There was/There were

Grammar

Exercise 1

Finish the sentences with your own ideas.

Answers vary according to every student. We provide only some examples.

1. an old TV set in my room.
2. many students in my class.
3. a cat under the chair.
4. a lot of children in the park.
5. a bear in the forest?
6. apples on the table?

Exercise 2.

Look at the pictures and fill in the blanks with *There was/There were* affirmative or negative.

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

10 There weren't...

Reading

Exercise 1

Complete the text and complete with *was*, *were*, *wasn't* or *weren't*.

- | | |
|---------|-------------|
| 1. was | 11. were |
| 2. was | 12. was |
| 3. was | 13. was |
| 4. was | 14. wasn't |
| 5. was | 15. weren't |
| 6. was | 16. was |
| 7. were | 17. were |
| 8. were | 18. weren't |
| 9. was | 19. was |
| 10. was | |

Exercise 2

Read the complete paragraph and answer the questions.

1. It was ten hours.
2. Yes, it was huge.
3. It was Columbus Circle.
4. There were hundreds of people, huge neon lights and advertisements.
5. No, there weren't any cars.

Listening

Exercise 1

Complete the sentences from the listening with *was*, *wasn't*, *were* or *weren't*.

AEF track 4.26

1. weren't

2. were
3. was
4. wasn't

Note: You can check your Oral and Writing production by using the rubrics provided in every unit.

Unit 4

PRESENT SIMPLE:

I WORK IN A SHOP
MARIA SPEAKS FOUR LANGUAGES
SUE ALWAYS ARRIVES EARLY
I USUALLY WATCH TV IN THE EVENING.

PAST SIMPLE

YOU WERE LATE YESTERDAY
GARY WAS IN BED
WHY WERE YOU LATE THIS MORNING?
THE PARTY FINISHED AT MIDNIGHT
LAST TUESDAY LISA FLEW FROM LONDON TO MADRID
WHERE DID YOU STAY LAST SUNDAY?

1.
 1. JAMES WENT TO WORK BY CAR YESTERDAY. /JAMES WENT TO WORK BY CAR LAST WEEK.
 2. RACHEL LOST HER KEYS YESTERDAY / RACHEL LOST HER KEYS LAST WEEK.
 3. KATE MET HER FRIENDS YESTERDAY. / KATE MET HER FRIENDS LAST WEEK.
 4. I BOUGHT TWO NEWSPAPERS YESTERDAY. / I BOUGHT TWO NEWSPAPERS LAST WEEK.
 5. I ATE AN ORANGE YESTERDAY. / I ATE AN ORANGE LAST WEEK.
2. 1c 2a 3e 4b 5d
3.
 1. MORE EXPENSIVE
 2. HEAVIER
 3. THINNER
 4. MORE DIFFICULT
 5. WORSE

LISTENING

4.

JANET: A -D

BARRY: B – D

5.

A. T

B. F

C. F

D. F

READING

6.

A. T

B. F

C. F

D. T

Answer key unit 3.

Sequence of events

Exercise 1

1. First
2. Then
3. Next
4. Then
5. Finally

Simple past

Grammar

Exercise 1.

Infinitive

Past

Read

Read

Close

Closed

Work

Worked

Write

Wrote

Drink

Drank

Study

Studied

Play

Played

Clean

Cleaned

Go

Went

Come

Came

Exercise 2

1. spent
2. was
3. traveled - visited
4. went
5. learnt
6. were
7. didn't rain

8. saw

9. did you spend

10. was

Reading

Exercise 1

According to the information write the sequence of events.

Write: first, next, then and finally on the line and put the paragraphs in chronological order by writing the number in the square.

5 Finally

3 Later

2 Then

4 Next

1 First

Reading

Exercise 2

Write True or False.

1. True

2. False

3. False

4. True

5. False

6. False

7. True

8. True

Exercise 3. Reading comprehension.

Read the text again and answer the questions.

1. People who lived in what is now Ireland, the UK, and parts of Northern France 2,000 years ago.

2. They believed that the night before the New Year (October 31) was a time when the living and the dead came together.
3. The Christian church named November 1 *All Saints Day* (also called *All Hallows*.)
4. They thought if they dressed like that, the spirits would think they were also dead and not harm them.
5. In America, pumpkins were more common to make lanterns instead of turnips.

Listening

Exercise 1

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Exercise 2

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Listening

Exercise 1

Complete the sentences from the listening with was, wasn't, were or weren't.

AEF track 4.26

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2. were

3. was

4. wasn't

Note

You can check your Oral and Writing production by using the rubrics provided in every unit.

Unit 4

PRACTICE

EXERCISE 1

1. Was / is
2. Is / was
3. Is / are
4. Were you
5. Was

GRAMMAR

EXERCISE 1

1. Works / gets up / prepares / had / was / prepared / took.
2. Visited / live / are / have / invited / went / climbed / ate / saw

EXERCISE 2

SIMPLE PRESENT

- I work in a shop

- Sue always arrives early.
- Maria speaks for languages.
- I usually watch TV in the evening.

SIMPLE PAST

- Gary was in bed
- Why were you late this morning?
- Where did you stay last Sunday?
- You were late yesterday.
- The party finished at midnight.
- Last Tuesday Lisa flew from London to Madrid.

EXERCISE 3

1. Does James always go to work by car?
2. Does Rachel often lose her keys?
3. Does Kate meet her friends every evening?
4. Do you usually buy two newspapers every day?
5. Do you eat an orange everyday?

EXERCISE 4

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

EXERCISE 5

1. more expensive
2. heavier
3. thinner
4. smaller
5. more difficult

LISTENING

EXERCISE 1

JANET a / d

BARRY b / d

EXERCISE 2

A.

1. T
2. F
3. F

4. F

B

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

READING

1. The first camera was created in 1885.
2. The most popular camera among consumers was KODAK.
3. The technology that made KODAK popular was “the new film.”
4. The model cheaper was RETINA I.
5. Digital cameras still cost thousands of dollars.
6. Some advantages are: help to reshape our History because we can actually see photographs of things that have happened.
We can get a better idea of past events.

TRANSCRIPT

TRACK 4.1

Janet: I can't believe it. I'm graduating from college in June, and I'm going to law school in Boston next year. I know I should be excited, but I'm not. Maybe law school will be too challenging. Maybe I won't do well in my classes. Maybe I won't make any new friends. I live at home with my parents now, and I've never lived anywhere else. I'm embarrassed to say it, but I'm a little scared about my future.

Barry: I moved here in June, and things are going pretty well for me. Fortunately, my new job is a lot more interesting than my old job, and my boss gives me challenging work. That means I'm busy all the time, and that's a good thing for me. One bad thing is that I travel a lot for my job. I don't mind doing this, but it means I haven't made many new friends here. I call my old friends a lot, and they call me, but it's different because they're not here.

TRACK 4.2

Sheila: Hi, Ed. How was Spain?

Ed: Great, Sheila. It was an amazing vacation, and we saw lots of interesting things.

Sheila: Great! What was the most interesting?

Ed: Hmm . . . well, there wasn't just one thing. There were a lot of beautiful plazas, for example. The Plaza de Cibeles in Madrid was one of my favorites. And it has an amazing fountain. I think it's the most beautiful

fountain I've ever seen.

Sheila: How about museums?

Ed: Well, museums aren't really my thing, but my wife loves them, so I went to a couple with her. Her favorite was the Prado in Madrid. I know people say the Prado is one of the best art museums in Europe, but I liked the Queen Sofia Museum better. The paintings in the Prado are older – from the 12th through the early 19th centuries. The Queen Sofia Museum is famous for its 20th-century art, and I found that more interesting. My wife also liked the El Greco museum in Toledo.

Sheila: And how did you like it?

Ed: Oh, I didn't go. Two museums in one vacation were a lot for me, so I took a walking tour of the city and then visited the Alcázar.

Sheila: The Alcázar? What's that?

Ed: It's a very old castle with really high walls. It used to be a Roman palace back in the 3rd century. It's also the highest point in Toledo and has the best view of the city. Of all the places I went to, I liked that the best.

Sheila: What about the Plaza de Cibeles in Madrid?

Ed: Well, that was one of the nicest places, but I had the best day at the Alcázar. I loved learning about its history, and the view of Toledo was amazing!

Tapescript Unit 1

Track 1.1

Now I live in England, but I've lived and worked in several countries. I think my favourites were probably Japan and Mexico, mainly because of the food and because of the weather. As you know, the weather in England is often very cold, very grey and quite wet. In Mexico it's much hotter, the skies were much bluer and there was less rain there, so it was lovely. And that was most of the year even in winter. Japan was lovely, also. It got more humid than Mexico in the summer and colder than Mexico in the winter, but it was still very, very sunny there – sunnier than in England.

The food ... well, I know some people eat to live, but I don't; I live to eat. I love my food, so Japan and Mexico were both wonderful countries for me. I know the food in Britain is maybe more varied than in other countries, because we've got so many different types of cooking here, with all of our Indian restaurants, Chinese, Thai, Italian... the list is endless. But Mexican food was definitely the spiciest food I've had, so that even on fruit we often had chilli. Japanese food – this was probably the healthiest food and the most delicious, and I became a bit of an addict to sushi by the end of my time there.

Language in the countries ... for me Spanish was easier – that's the language of Mexico – because I'd studied it at university before, and it's more similar to English. Japanese was extremely difficult – the most difficult language I've ever come across. And the more I learned, the more difficult it seemed to get.

So, overall, choosing between Mexico, England and Japan, I think Mexico is my favourite. It's the most relaxed country, and the weather is beautiful. It's the sunniest and hottest country, and it has beautiful beaches. So if I chose, I'd live there.

Track 1.2

- Man: I think your friend Margaret is very smart.
- Woman: She certainly is. She is the smartest person I know.
- Man: She's also very kind. Don't you think so?
- Woman: Absolutely! She's the kindest person in my class.
- Man: You know. She's also very friendly.
- Woman: You're right! She's probably the friendliest person in the school.
- Man: And she's very funny.
- Woman: I know! Everybody says she's the funniest girl in the tenth grade...
Andrew
- Man: Yes.
- Woman: Do you like Margaret?
- Man: Well, eh! ... I like everybody!
- Woman: Come on, Andrew. You know what I mean! Do you like Margaret? I mean, do you really like her.
- Man: Well...
- Woman: After all she is the smartest, kindest, friendliest and funniest person I know.
- Man: Well. I guess I like her a little
- Woman: I think you like her a lot! ... I'll introduce her to you tomorrow.
- Man: You will?
- Woman: Sure! ... And you know why?
- Man: Why?
- Woman: Because you are the nicest brother in the whole wide world
- Man: Aaww!!

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