

**UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO**  
**DIRECCIÓN GENERAL DE INCORPORACIÓN Y REVALIDACIÓN DE**  
**ESTUDIOS**  
**COLEGIO DE CIENCIAS Y HUMANIDADES**

**Plan actualizado 2016**

**Inglés II**

**Clave de asignatura 1207**

**Guía de estudios**

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## **INGLÉS II**

### **Objetivo de la guía**

Esta guía tiene el propósito de ofrecer al alumno diversas explicaciones, ejercicios relacionados con las diferentes unidades del Programa de Inglés II del Plan actualizado (2016), así como recursos en línea que le apoyen en la preparación del examen extraordinario.

La guía está organizada según los propósitos de las unidades y apegándose a los aprendizajes y contenidos temáticos de las cuatro unidades del programa de la asignatura. Cada unidad incluye explicaciones sobre los temas gramaticales de la unidad, ejemplos y ejercicios así como actividades para desarrollar las diferentes habilidades de la lengua como son: expresión escrita y oral además de la comprensión auditiva y de lectura. Al final de cada unidad se presenta una mini evaluación de los temas gramaticales de la unidad presentada; en algunas unidades se incluye un ejemplo de evaluación de una de las cuatro habilidades de la lengua. Éstos sólo son ejemplo del tipo de ejercicio que se incluirá en el examen extraordinario para cada habilidad. También se incluye las respuestas a los ejercicios en donde se encuentra los audioscripts de la parte auditiva de cada unidad. Al final de la guía se incluye un examen muestra, en donde se incluye la evaluación de la gramática y las cuatro habilidades de la lengua. Se sugiere que el alumno lo conteste en dos horas máximo, tiempo que dura la aplicación real. En la bibliografía se incluye una serie de sitios web de apoyo para la consulta de alumnos

El examen modelo consta de cinco secciones correspondientes a la parte gramatical 25 reactivos, la expresión oral y escrita 5 reactivos cada una y 5 más para comprensión auditiva y para la comprensión de lectura 10 reactivos, lo que dan un total de 50 reactivos (100%) Se anexan las listas de cotejo para la

evaluación de la expresión escrita y oral con el objeto de que el alumno no conozca los parámetros de estas secciones.

## **Inglés II**

**PROPÓSITO GENERAL:** El alumno será capaz de intercambiar información básica sobre su entorno, sus actividades cotidianas y en progreso, así como sobre sus habilidades, gustos y necesidades y las de otros.

### **UNIDAD 1. DESCRIBIR LA COMIDA Y LOS ARTÍCULOS PERSONALES**

**Propósito:** Al finalizar la unidad, el alumno:

Intercambiará información oral y escrita sobre la existencia, cantidad y valor de insumos de consumo cotidiano para hablar de sus necesidades básicas; asimismo, expresará en forma oral y escrita las habilidades propias y de otros.

### **UNIDAD 2. DESCRIBIR Y LOCALIZAR LUGARES EN LA COMUNIDAD**

**Propósito:** Al finalizar la unidad, el alumno:

Será capaz de intercambiar información sobre lugares de su comunidad e instrucciones para llegar a ellos.

### **UNIDAD 3. COMPARTIR ACTIVIDADES COTIDIANAS**

**Propósito:** 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.

### **UNIDAD 4. COMPARTIR LAS ACCIONES QUE ESTÁN SUCEDIENDO**

**Propósito:** 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.

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## **Unit 1 Food and personal objects**

In this unit, you will review topics related to the way in which we refer to the food and to some personal objects, as well as the way in which we express the quantity of them.

Food is an elemental part of every culture, so each one has special characteristics, according to its geographical location. In order to point out some of those differences, read the following text about food in different cultures.

**I. Read carefully the text and underline the countries that are mentioned.**

***Food around the world***

The kind of food we eat depends on which part of the world we live in, or which part of our country we live in. For example, in the south of China they eat rice, but in the North they eat noodles. In Japan, people eat a lot of fish and other seafood. But in the middle of the United States, away from the sea, people don't eat so much fish, they eat more red meat and chicken. In Central Europe, people eat hundreds of different kinds of sausages.



In North America, Australia, and Europe there are two or more courses to every meal, and people eat with knives and forks. In China, all the food is together on the table, and they eat with chopsticks. In parts of India and the Middle East, people use their fingers and bread to pick up the food.

Nowadays, it is possible to transport food easily from one part of the world to the other. We can eat what we like, when we like it, at any time of the year. Bananas come from Central America or Africa, rice comes from California or Thailand; strawberries come from Chile or Mexico. Food is very big business. But people in poor countries are still hungry, and people in rich countries eat too much.

**Vocabulary:** Courses = dishes

New Headway Elementary

**II. Complete the table with the food you find in the text and the picture.**

Fruit	Meat	Dairy products	Grain products	Other kind of food

--	--	--	--	--

**III. Answer the questions with information from the text.**

1. Where do people eat much fish?

\_\_\_\_\_

2. Why do people in the middle of the US eat more chicken and red meat?

\_\_\_\_\_

3. How many courses are there in China?

\_\_\_\_\_

4. How do people eat in the Middle East?

\_\_\_\_\_

5. Why can we now eat more things at any time of the year?

\_\_\_\_\_

**Grammar**

**Countable and uncountable nouns.**

Look at the picture of a breakfast. Remember that breakfast is one of the main meals of the day.



In this picture you will find some food such as: *eggs, cookies, sausages etc.* but also juice, *milk, coffee.* The words that we use to name food are called nouns, and they are divided into *countable nouns* and *uncountable nouns*.

We use Countable nouns to refer to nouns that we can count, for example, a banana, two eggs. Thus, we use them in singular or plural form. Remember that for the singular form we use “**a**” or “**an**” before the noun (*a banana, an apple*), and for the plural, we add an “**-s**” at the end of the noun and a number to indicate the amount (*five bananas, two apples*). We can also use “**some**” in order to describe the existence of more of one element. We can express an undetermined quantity of something with words called “quantifiers” such as “**a few**”, “**many**” “**a lot of**”.

Singular	+	++	+++	+++
an orange	a few oranges	some oranges	many oranges	a lot of oranges
a lemon	a few lemons	some lemons	many lemons	a lot of lemons

For example:



I have an orange



I have some peaches

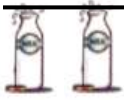





I like apples








I eat a lot of vegetables.



Uncountable nouns are those nouns that we cannot count, so **we cannot pluralize** them, and cannot use the article “a” / “an”. Thus we use quantifiers such as “**a little**”, “**some**” “**much**”, “**a lot of**”, to express quantity. Look at the examples of the table:

++++	<p><i>There is <b>much</b> milk.</i></p> <p><i>There is <b>a lot of</b> milk</i></p>	
+++	<i>There is <b>some</b> milk.</i>	
++	<i>There is <b>little / isn't much</b> milk.</i>	
-----	<i>There <b>isn't any</b> milk.</i>	

IV. Write “a”, “an” or “some” before each word. Then write C for the *countable* nouns and UC for the *uncountable* nouns.

 <p>0. <u>some</u> broccoli ____ UC</p>	 <p>1. _____ grapes _____</p>	<p>2. _____ cheese _____</p>	 <p>3. _____ coconut _____</p>
 <p>4. _____ avocado _____</p>	 <p>5. _____ fish _____</p>	 <p>6. _____ pumpkin _____</p>	 <p>7. _____ apricot _____</p>





You cannot count food as milk, orange juice, sugar or honey, unless they are in a container, for example, in a pot, in a bottle, in a bowl; or you can express a specific quantity in kilos, liters, or pounds. To talk about those quantities, we use expressions like these for uncountable nouns:

<b>two kilos of...</b>	<b>a glass of...</b>	<b>three bottles of...</b>	<b>a cup of...</b>	<b>four jars of...</b>
<b>ten packages of ...</b>	<b>six bags of...</b>	<b>five boxes of...</b>	<b>three bowls of...</b>	<b>four tubes of...</b>
<b>a loaf of (bread)...</b>	<b>a quart of...</b>	<b>two pieces of..</b>	<b>some slices of...</b>	<b>a pot of</b>

For example:

A full English breakfast consists of *three pieces of grilled bacon*, two sausages, a fried egg, *some baked beans*, *a few grilled tomatoes*, *a slice of toast*, *a glass of orange juice* and *a cup of coffee*.

**V. Write two sentences for each picture, use quantities and containers.**

 chicken	I have <b>some</b> chicken for dinner.
 orange juice	
 fruit	
 soda	



honey

**VI. Some friends are talking about food. Complete the dialogues with an expression of quantity or a container. Then practice the dialogues with a friend.**

1. Sonia: Let's make a fruit salad. There is \_\_\_\_\_ of apples and some \_\_\_\_\_ of pineapple in the refrigerator.

Ben: Here's \_\_\_\_\_ of honey.

Sonia: Great. Let's put \_\_\_\_\_ of yogurt, too.

2. Betty: I have \_\_\_\_\_ of vegetable soup and \_\_\_\_\_ of chicken nuggets for lunch.  
What do you have?

John: I have \_\_\_\_\_ of lettuce and \_\_\_\_\_ of cheese.

Betty: Here's \_\_\_\_\_ of bread, too.

John: Thanks.

3. Sara: Let's go to the supermarket. We need two \_\_\_\_\_ of onions and \_\_\_\_\_ of cookies.

Peter: Ok, we also need three \_\_\_\_\_ of milk and \_\_\_\_\_ of oil.

We use the expressions **how much (uncountable nouns)** and **how many (countable nouns)** to ask about the quantity of something like food or objects.

**HOW MUCH** milk is there in the fridge?

A

There is **some** milk for the cookies

B

A

**HOW MANY** pears  
are there for the fruit  
salad?

There are **a lot of**  
pears

B

Practice these dialogs with some of the products mentioned in the previous exercises.

**VII. Complete the questions with: *how much* or *how many*.**

1. \_\_\_\_\_ cheese do you want?
2. \_\_\_\_\_ oranges?
3. \_\_\_\_\_ milk is there?
4. \_\_\_\_\_ cherries would you like?
5. \_\_\_\_\_ pears do you want?

**VIII. Read the sentence carefully, look at the noun and choose the word that completes correctly the sentence.**

1. How **many / much** water do you need?
2. There's too **much / many** milk in this tea.
3. There are **a few / a little** cherries left.
4. There isn't **some / many** tea.
5. Are there **much / many** onions?
6. There is a **lot of / many** popcorn.
7. Can I have **a few / some** lemonade, please?
8. Is there **some / many** yogurt in the pot?
9. Would you like **many / some** pizza?
10. Can I have **a / many** cake?

## Listening

IX. Tom and his mom are at the market, doing the shopping. Listen to their conversation (audio 1), check the articles they buy and write down the quantity, container or quantifier they mention. Check the transcription of the dialogue in the answer key.

### Things to buy

- White bread \_\_\_\_\_
- Wheat bread \_\_\_\_\_
- Cookies \_\_\_\_\_
- Bananas \_\_\_\_\_
- Apples \_\_\_\_\_
- Cookies \_\_\_\_\_
- Strawberries \_\_\_\_\_
- Tomatoes \_\_\_\_\_
- Potatoes \_\_\_\_\_
- Orange juice \_\_\_\_\_
- Apple juice \_\_\_\_\_
- Cheddar cheese \_\_\_\_\_

## Reading

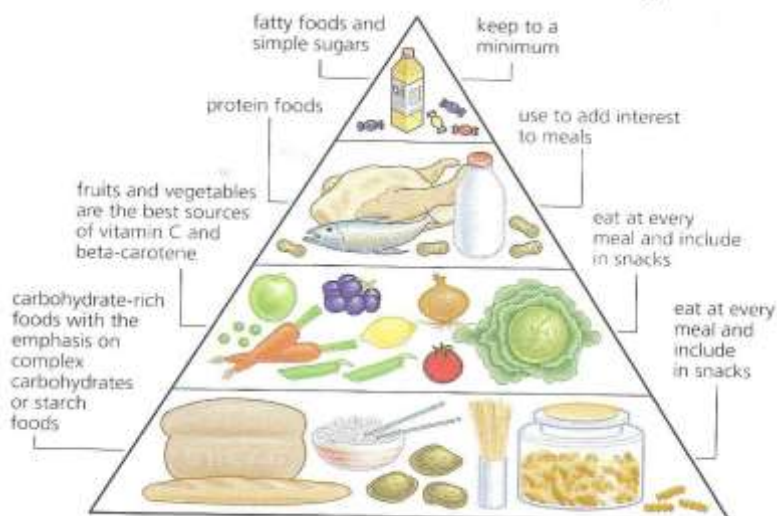
X. Read the text about nutrition.

### Food

Food supplies you with energy, and with the materials your body needs for growing, repairing wounds, and staying healthy. Energy is needed for everything that goes on in the body. Your muscles use energy when you move and your brain uses energy when you

think. You use energy even when you are completely relaxed or asleep. This energy keeps your body warm.

Carbohydrates are our main source of energy. They are in sugary food such as sweets, honey, jam and in starchy food such as bread, potatoes and rice. The other



energy-rich nutrients are fats. Fatty foods include butter and cream, which come from animals, and oils from plants such as olive oil, sunflower oil or maize seed oil. Fats can supply twice as much energy as carbohydrates. But instead of using them directly, the body keeps fats as energy store. Fat is mostly stored under the skin.

Oxford Children's Encyclopedia Vol 3.

**Vocabulary:**

Starchy food: alimentos almidonados

Fats: grasas

Instead of: en lugar de

**Complete the sentences according to the text.**

1. This text is about \_\_\_\_\_
2. Food is \_\_\_\_\_
3. Energy is necessary for \_\_\_\_\_
4. Muscles use energy \_\_\_\_\_
5. Brain uses energy \_\_\_\_\_
6. There are two kinds of carbohydrates \_\_\_\_\_
7. One example of carbohydrate is \_\_\_\_\_
8. Fatty food come from \_\_\_\_\_

**Speaking**

**XI. Use the following questions to ask / give the price of some product. Use the picture of the next page.**

**How much** is also used to ask for prices.

Dialogue1

A: Customer

B: Clerk

How much is the chicken?

It is .....  
Chicken is \$ 9.

How much are the oranges?

They are .....  
Oranges are \$4.97.

Dialogue 2

A: Customer

I want .....

No thanks.  
I'll take it!

B: Clerk

Anything else?

That'll be \$.....  
Thank you.

Dialogue 3

A: Customer at the Deli

I need .....

How much -----?

B: Clerk

Anything else?

It /They .....



www. wal-mart grocery flier/January 2017.

## Reading

### XII. Read the text and answer the questions.

## What is Reality TV?

So what is Reality TV? Reality TV is the projection of people's lives in real or fabricated situations and can range from documentary style, informative shows, entertainment shows based on the lives of reality TV actors, game shows, contests, talent auditions, adventure programs, housing shows, philanthropy, love and dating shows, shows which outline the inner workings of a particular industry and so much more. Thus, it can be difficult to outline what exactly reality TV is and what reality television isn't.

Therefore, in answering what is reality TV, the answer can be any form of television that touches on the reality of people's lives. While many fictional shows do in fact touch on real issues or portray real stories; reality TV is generally reserved for non-professional actors and stays focused on the lives of the actors as their lives are currently happening.

<http://www.jobmonkey.com/realitytv/reality-tv/>

1. What's this text about?

\_\_\_\_\_

2. What does Reality TV present?

\_\_\_\_\_

3. What kind of shows are Reality TV?

\_\_\_\_\_

4. What's the characteristic of a reality program?

\_\_\_\_\_

5. Who are the actors?

\_\_\_\_\_

There are many talent contests in the world and one of them comes to Mexico, and you could be famous, win a million of dollars as well as your own show in Las Vegas, if you decide to take part of it. You would have to convince the jury and the public that you have the necessary ABILITIES to take part and win the main prize.

What abilities do you have to participate? Check the following vocabulary, maybe you identify some skill that let you take part in this contest.



juggle



ride a horse



dance tango



say "hello" in languages



do acrobats



ventriloquize



do magic tricks



swim underwater



drive a car



write poetry



sing



play a musical instrument



paint



cook



ice skate



play soccer



play golf



play American football



play baseball



play

tennis



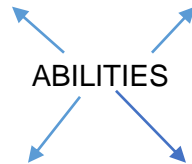
play volleyball



**XIII. Organize the previous abilities in the following diagram and add other skills you have.**

Language: sing,

Sports:



**Writing**

**XIV. Complete the format to enter the talent contest. Take up the skills that you marked at the beginning.**

**READY TO BE FAMOUS? THIS IS THE FIRST STEP!!!!!!!**

**MGT MEXICO HAS GOT TALENT!!!!!!!!!!!!**

Complete Name: \_\_\_\_\_ Age: \_\_\_\_\_

List your abilities:

| \_\_\_\_\_  
| \_\_\_\_\_  
| \_\_\_\_\_  
| \_\_\_\_\_

Answer the next questions:

Can you juggle? \_\_\_\_\_

Can you swim? \_\_\_\_\_

Can you ice skate? \_\_\_\_\_



## Grammar

The modal CAN help you to express “what you can or can't do”. (affirmative form). It is an auxiliary verb that goes with a main verb in the sentence.

For example: He can get up early. “Él puede levantarse temprano.

Subject + **can** + verb + complement

Subject	Can+verb	Complement	Meaning
I	Can+ swim	very well	Puedo nadar muy bien
She	Can+come	to my house	Ella puede venir a mi casa
We	Can+make	A cake	Podemos preparar un pastel

You can talk about what people do by using the pronoun “you” in an impersonal form. For example: You can see the beach from your hotel room. (Puedes ver la playa desde tu habitación del hotel).

You can also express what YOU CAN'T DO (negative form) by using the short form of CANNOT that is CAN'T.

Subject+ **cannot** + main verb + complement

Subject	Can't +verb	Complement	Meaning
I	cannot dance	tango	No puedo bailar tango.
She	can't paint	-----	Ella no puede pintar.
My dog	can't juggle	-----	Mi perro no puede hacer malabares

In order to make a question with the auxiliary CAN ( interrogative form), you have to follow the order:

Can + subject+ verb + complement?

Can	subject	verb /Complement	Affirmative answer	Negative answer	Meaning
Can	she	sing well?	Yes, she can	No, she can't.	¿Puede ella cantar bien?

Can	you	jump the rope	Yes, I can.	No, I can't	¿Puedes saltar la cuerda?
-----	-----	---------------	-------------	-------------	---------------------------

The modal verb CAN goes at the beginning of the question Remember that the question mark goes at the end of the question, in English.

### Listening

**XV. Listen to and practice the affirmative and negative pronunciation of the verb**

**CAN (audio 2)**

CAN /kən/


CAN'T /kɑː/

1. He can write on a computer, but he can't walk.
2. She can ride a bike, but she can't swim.
3. They can learn to count, but they can't learn to talk.
4. I can use a computer, but I can't draw pictures with it.

**XVI. Now, look at the images of some people who have taken part in these shows, around the world. What are their abilities? Write them on the line.**

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

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

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



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



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



6. She \_\_\_\_\_ and \_\_\_\_\_.

### Listening

**XVII. Maybe you have a pet with some abilities. Watch these videos of animals taking part in the talent contest “Britain’s Got Talent” (videos 1, 2, 3) and answer:**

1. <https://www.youtube.com/watch?v=1inR2b7PS5M>

- a) Where does Marc come from? \_\_\_\_\_
- b) How old is he? \_\_\_\_\_
- c) What does he ask the dog? \_\_\_\_\_
- d) What can Wendy the dog do? \_\_\_\_\_



2. [https://www.youtube.com/watch?v=dv\\_gOBi8Wpk](https://www.youtube.com/watch?v=dv_gOBi8Wpk)

- e) How old is Ashleigh? \_\_\_\_\_
- f) How old is Pudsey? \_\_\_\_\_
- g) Can they win an Oscar? \_\_\_\_\_
- h) What can Putsy the dog do? \_\_\_\_\_
- i) What do judges think about them? \_\_\_\_\_



Children and people who apparently don't have any talent, have taken part but they have a surprise for everybody.

3. <https://www.youtube.com/watch?v=S1HW2Alo7HY>

- j) What's her name? \_\_\_\_\_

k) How old is she? \_\_\_\_\_

l) How does she feel? \_\_\_\_\_

m) What can this beautiful girl do? \_\_\_\_\_

Sometimes, people who don't have any special skill, go to audition. Surely, some people who you know have some abilities and other don't Give some examples

*My dog can't jump a chair.*

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---

### Speaking

**XVIII. You have gone to the next round, which consists in an interview. Complete the dialogue and practice it with a partner.**

**Interviewer:** Congratulations! You are in this round. This interview is to check on your abilities. Tell me, \_\_\_\_\_you sing?

**You:** No, I \_\_\_\_\_

**Interviewer:** \_\_\_\_\_you dance?

**You:** No, I \_\_\_\_\_ but I \_\_\_\_\_do some acrobats.

**Interviewer:** Excellent! What kind of acrobats?



**You:** Well, I \_\_\_\_\_walk on my hands, and I \_\_\_\_\_jump very high. I also \_\_\_\_\_ walk on the rope 50 meters high.



**Interviewer:** Something else?

**You:** I \_\_\_\_\_juggle with 10 balls at the same time.

**Interviewer:** Wow! Very nice!

**XIX. Some participants have gone to the following round and other not. Write down if they can do the activities they described in their interview.**

1.  Luisa \_\_\_\_\_ but Paco \_\_\_\_\_  (sing)

2.  Lucas \_\_\_\_\_ but the girls \_\_\_\_\_  (swim)

3.  Larry the chimpanzee \_\_\_\_\_ (juggle)

4. Sophie and Caleb \_\_\_\_\_ (dance)



5. Rafael \_\_\_\_\_ (do gymnastics)

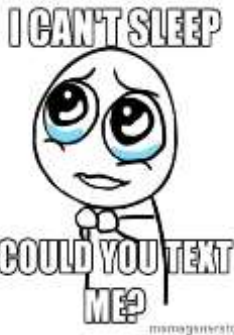
**XX. Now write down about your family and friends' skills. Use *can* or *can't*.**

1. Some friends / do gymnastics \_\_\_\_\_.
2. My father / tell jokes \_\_\_\_\_.
3. My mother/ cook \_\_\_\_\_.
4. My grandfather \_\_\_\_\_.
5. My aunt \_\_\_\_\_.
6. My favorite cousin \_\_\_\_\_.
7. My dog / My cat \_\_\_\_\_.

You have passed the preliminary tests! Surely you will conquer the public. Remember that in order to express your skills, you have to use CAN and CAN'T adequately.

**Writing**

**XXI. Have fun reading these memes. Match the image to the situation described.**



- a) but when I do, I can't stop \_\_\_\_\_
- b) I don't like kids at home. \_\_\_\_\_
- c) I'm waiting for your message. \_\_\_\_\_
- d) I always say funny jokes. \_\_\_\_\_
- e) Are you kidding? \_\_\_\_\_
- f) There's too much noise \_\_\_\_\_
- g) It's time to eat. \_\_\_\_\_
- h). It's coming the saving day light \_\_\_\_\_
- i) He always follows his owner \_\_\_\_\_



## Check your progress . Unit 1

I. The following sentences refer to different amounts of food. Read the sentences and choose the option that completes the idea.

- 1.. Are there \_\_\_\_\_ tomatoes in the fridge?  
a) some                      b) any                      c) much
2. Is there \_\_\_\_\_ water ?  
a) some                      b) any                      c) many
3. \_\_\_\_\_ oranges do you need to make some orange water?  
a) How much                b) How many                c) How tall
4. Can I have \_\_\_\_\_ coffee please?  
a) some                      b) many                      c) much
5. There isn't \_\_\_\_\_ car in the parking lot.  
a) a                              b) many                      c) any

II. Underline the appropriate container for each kind of food mentioned.

1. **A jar / bottle** of strawberry jam.
2. **A can / package** of cookies.
3. **A jar / carton** of orange juice.
4. **A bottle / package** of fresh milk.
5. **A can / box of** chocolates.

III. Look at the different people's skills. Write complete sentences with *can* and *can't* and add one of these connectors: and, but, or to link ideas.

1. a friend/ dance tango ✓ / write poetry ✗ \_\_\_\_\_
2. Jenny, my cousin, / sing ✓ / dance \_\_\_\_\_
3. My baby sister / walk ✓ / talk ✗ \_\_\_\_\_
4. My mom / cook ✓ / paint ✓ /do magic ✗ \_\_\_\_\_

---

- 5 My dad / swim ✓ / swim underwater ✗ \_\_\_\_\_

Check your answers at the end of the answer key.

## Answer key

## Unit 1

**Exercise I.** Countries mentioned: China, Japan, United States, Australia, India, Chile, Thailand, Mexico.

**Exercise II.** Fruit: strawberries, bananas

Meat: seafood / fish / bacon/ red meat / chicken

Dairy products: cheese

Grain products: rice / noodles / bread / beans

Other foods: sausages / eggs / paella / snails / hamburgers / tacos / croissants / pizza / sandwich

**Exercise III** 1. In Japan

2. Because they are away from the sea.

3. Only one. All the food is together on the table.

4. People use their fingers and bread to pick up the food.

5. Because it is possible to transport food easily from one part of the world to the other

**Exercise IV.**

1. Some bread	NC	7.A pineapple	C
2. A carrot	C	8. Some cherries	C
3. An egg	C	9. Some meat	NC
4. A lemon	C	10. Some flour	NC
5. Some cheese	NC	11. An onion	C
6. Some bananas	C	12. A tomato	C

**Exercise V** (Possible answers):

I have some chicken for breakfast.	We need three pieces of chicken.
I drink a lot of orange juice in the morning.	There is a glass of orange juice on the table.
My friends don't buy much fruit.	There are two bags of fruit.
We drink much soda.	He has four cans of soda.
My sister doesn't have much honey.	I need a bottle of honey.

**Exercise VI** Possible answers.

1. half of a kilo / slices/ a jar / 2 spoons.

2. a can / four pieces/ two pieces of/ some slices of/ a loaf.

3. kilos/ a package/ litres/ a bottle/

**Exercise VII.** 1. How much, 2. How many, 3. How much, 4. How many, 5. How many

**Exercise VIII.**

1. much	2. much	3. a few	4. some	5. many	6. a lot of	7. some	8.	9.	10.a
---------	---------	----------	---------	---------	-------------	---------	----	----	------

							some	some	
--	--	--	--	--	--	--	------	------	--

### Listening

**Exercise IX.** white bread / apples (two bags) / tomatoes / apple juice (two bottles) / cheddar cheese

**Tapescript** CD 3 American Headway 1 2<sup>nd</sup> edition unit 9 listening 7

At the market M= mom T=Tom V= vendor

M: Tom! Hurry up!

T: Aw. Mom I don't like shopping.

M Come on, Tom. I need your help

T: Ok.

V: Good morning Ma'am. How can I help you today?

M. Well, I'd like some apple juice, please.

V: How many bottles?

M: Two, please.

T: But Mom, I don't like apple juice.

M: Shh Tom. It's good for you. Thank you. Here... You can carry them.

T: Oh no!

M: And some tomatoes, please.

V: No problem. These tomatoes are very fresh. There we are.

M: And I'd like some of that cheddar cheese, please.

V: This one? How much? Is this much ok?

M: That's fine, thanks. And ...is there any whole wheat bread? I can't see any.

V: Sorry, no, there isn't – but there's some nice white bread. Look! It's homemade.

M: Ummm....

T: Mom, I really like white bread. Please can we have it?

M: Oh, Ok then. Yes, thanks.

V: Anything else?

T: Oh yeah! Mom! Look at those cakes!

M: Shh Tom...Um...oh yes, some apples.

V: How many – one bag or two?

M: Two bags, please.

T: Oh yuck. Can't we have bananas?

M: No, we can't. Here. Take these bags for me.

T: Oh Mom! They're heavy!

M: Thanks ....How much is all that?

V: Let's see, that's ten dollars and eighty-five cents.

M: Here you are.

V. Thanks. And here's your change.

M. Thanks. Bye!

T: Phew! Is that everything?

M: no, ummm...I still need ummm....

T: Mom, not more. I hate shopping.

M: ...need to buy your new sneakers, but if you don't want to....

T: New sneakers – cool!

M: But I thought you didn't like shopping

T: Yeah, but.....

### Exercise X. Reading

1. The text is about food.

2. Food gives you energy and material for your body.
3. Energy is necessary for everything that happens in the body.
4. Muscles use energy when you move
5. Brain uses energy when you think.
6. There are two kinds of carbohydrates: sugary and fats.
7. One example of carbohydrate are sweets, honey, jam, bread, potatoes, rice.
8. Fatty food come from animals or plants.

**Exercise XI speaking. Practice dialogues.**

**Exercise XII. Reading**

1. Projection of lives in real or fabricated situated situations.
2. Gameshows, contests, talent auditions, adventure programs, housing shows, philanthropy, love and dating shows.
3. Any form of television that touches on the reality of people's lives
4. Non-professional actors.

**Exercise XIII**

<b>Language:</b> ventriloquize, say hello in languages
<b>Sports</b> ice skate, soccer, golf, American football, baseball, tennis, volleyball, swim underwater, ride a horse.
<b>Manual:</b> juggle, do acrobats, do magic tricks, cook, drive a car
<b>Arts:</b> play a musical instrument, dance tango, write poetry, paint

**Exercise XIV open answers**

**Exercise XV. Listening can**

**Exercise XVI**

1. They can play drums.	1. He can play poker.
2. He can dance.	2. He can juggle.
3. He can ventriloquize.	3. She can sing and play an instrument.

**Exercise XVII. Listening**

1. a) He comes from Paris.	b) 61 years old.	c) He asks to answer some questions.	d) She can speak and sing.
2. e) 16	f) 6	g) Yes, they can	h) He can dance with her
			i) They are fantastic, adorable. He is the best dancing dog
3. j) Heavenly	k) 5	l) Happy	m) Sing and dance

**Exercise XVIII. Speaking**

Can	Can't	can	can't	can	can	can	can	can
-----	-------	-----	-------	-----	-----	-----	-----	-----

**Exercise XIX.**

1. Luisa can sing but Paco can't	2. Lucas can't swim but the girls can
3. Larry can juggle	4. Sophie and Caleb can dance
5. Rafael can do gymnastics	

**Exercise XX. Possible answers.**

1. Some friends can do gymnastics	2. My father can tell jokes
3. My mother can cook	4. My grandfather can ride a bike
5. My aunt can speak Chinese	6. My favourite cousin can't walk on hands.
7. My dog can sleep all day.	

**Exercise XXI.**

a) 6	b).8	c) 4
d) 3	e) 9	f) 2
g) 7	h) 5	i)1

## Unit 2 Describe places in the community

In all cities and town you find several places: government offices, Banks, churches, theaters, auditoriums, cinemas, parks, schools etc. To go to a specific place you need to take public transportation and use a map to get to the place. In this unit you will study how to give directions to get to a place.

### I. Write the name of each place in each line.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_  
7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_  
10. \_\_\_\_\_ 11. \_\_\_\_\_ 12. \_\_\_\_\_  
13. \_\_\_\_\_ 14. \_\_\_\_\_ 15. \_\_\_\_\_

**II. Match the description column with place. Read the definition of the place first**

- | <b>Description</b>                                      | <b>Place</b>              |
|---|---------------------------|
| 1. You can eat there.                                   | ( ) library               |
| 2. Police officers work there.                          | ( ) market                |
| 3. Doctors and nurses look after sick people there.     | ( ) cinema                |
| 4. People go to buy and sell things there.              | ( ) hospital              |
| 5. You go to borrow or read books there.                | ( ) supermarket           |
| 6. Children go to learn there.                          | ( ) restaurant            |
| 7. You go to send letters and to buy stamps there.      | ( ) school                |
| 8. You go to see a film there.                          | ( ) post office           |
| 9. People go to pray there.                             | ( ) church                |
| 10. You can buy food and other things in that big shop. | ( ) police station        |
| 11. You can buy snacks and sodas there.                 | (11) fast food restaurant |

**III. Practice this dialogue with a classmate using the information of the previous exercise. Look at the example (11)**

**A**

What can I buy in a fast food restaurant?

**B**

You can buy snacks, sodas etc.

IV. Hilltown is a place in the south of England. Read the text and underline the places mentioned.



Hi Friends! My name's Sandra and I live in Hilltown. It is in the south of England. It isn't a very big town. About 9,000 people live here.

There are about thirty shops in Hilltown and there are three supermarkets. You can buy everything in the town what you need. There are two banks and a post office in Main Street. There is a police station and a library, too.

You can find a big market where you can buy fresh fruit, vegetables, meat and dairy products. I like going to the market with my mum.

There are three churches in the town centre and there is a park, too. In the park children can play because there is a playground. In our town you can find some restaurants and there are five cafés. My favourite café is Icecave. It's in Park Street and the ice cream is fantastic here!

There are three elementary and two high schools in Hilltown. My school is in Mill Street. We have got a very nice building. Next to our school there is a sports centre. Every Wednesday afternoon we play badminton.

If you want to see a film you can go to the cinema in our town, but unfortunately there aren't any theatres here.

I like living in Hilltown because it is a calm, neat place and people are friendly.

V. Answer the questions about the text.

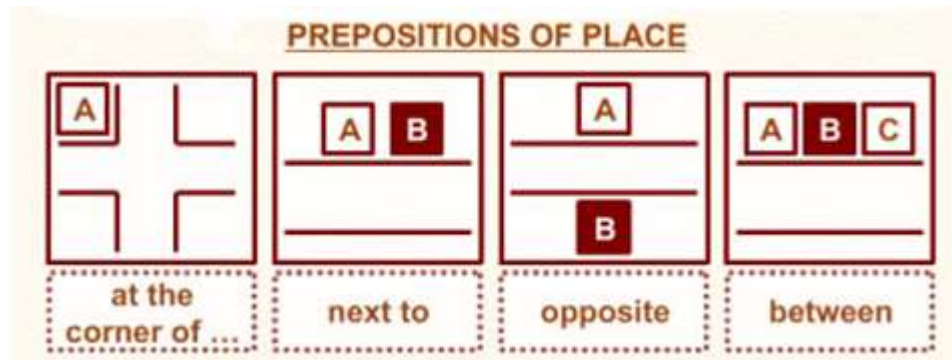


1. How many people are there in this town? \_\_\_\_\_
2. What kind of buildings are there? \_\_\_\_\_
3. What can you buy? \_\_\_\_\_
4. Which products can you find in the supermarket? \_\_\_\_\_
5. What's Sandra's favorite place? \_\_\_\_\_
6. How many restaurants and cafés are there? \_\_\_\_\_
7. Where can you buy a delicious ice cream? \_\_\_\_\_
8. Where's Sandra's school? \_\_\_\_\_
9. Where can people play badminton? \_\_\_\_\_
10. Why does Sandra like her town? \_\_\_\_\_

### Grammar

Sometimes people ask you about the location of some offices, schools, banks so you need to use different prepositions that indicate location.. For example:

***across (cruzando), between (entre), on the corner of (en la esquina de), next to (junto a), behind (atrás), in front of (enfrente de), etc.***

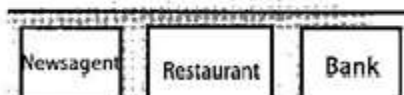


<https://www.easypacelearning.com/all-lessons/learning-english-level-1/201-giving-and-asking-directions-english-lesson>

For example: The park is across the post office.



a) The restaurant is next to the bank.



b) The restaurant is between the bank and the newsagent.

**VI. Look at the image and choose the appropriate preposition.**

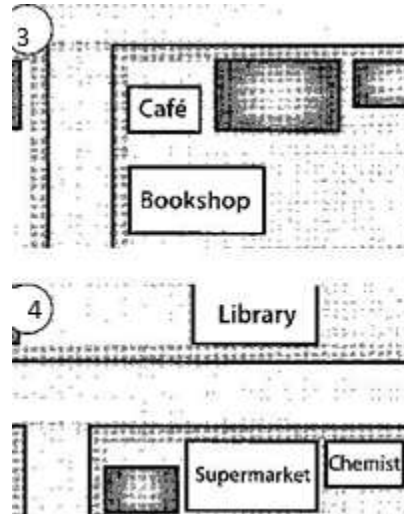
Picture 3

c) The café is \_\_\_\_\_ the bookshop.

Picture 4

d) The chemist is \_\_\_\_\_ the supermarket.

e) The chemist \_\_\_\_\_ the library

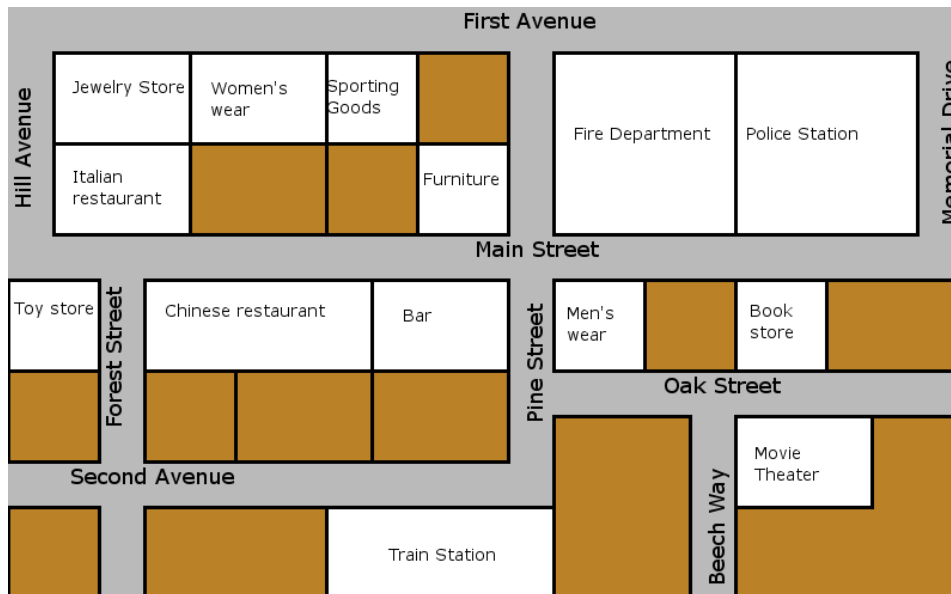


**Give the location of a place.**

If somebody asks you about a place, your answer includes the name of the street, also mention the places/ buildings near the place the person is looking for.

Example: A tourist: Excuse me. Where is the jewelry store.?

You: The jewelry store is on the corner of Hill Avenue and First Avenue.



<http://www.englishexercises.org/makeagame/viewgame.asp?id=1434>

**VII. Give the location of these places, use the appropriate prepositions.**

a) The train station \_\_\_\_\_

- b) The chinese restaurant \_\_\_\_\_
- c) The bookstore \_\_\_\_\_
- d) The sporting goods \_\_\_\_\_
- e) The police station \_\_\_\_\_

**VIII. Look at the map and write T (true) or F (false) to the following ideas.**

- a) The bar is on the corner of Main and Forest Street. \_\_\_\_\_
- b) The toy store is across from the Italian restaurant. \_\_\_\_\_
- c) The women's wear is opposite the Chinese restaurant \_\_\_\_\_
- d) The fire department is next to the furniture store. \_\_\_\_\_
- e) The Jewelry store is on the Second Avenue. \_\_\_\_\_

**Asking about directions.**

When you need to go to a place and you don't know it, you can use any of these questions.



Can you please tell me how I <b>can get to</b> Oxford Street?
<b>How can I get to</b> the local market?
I'm trying <b>to get to</b> Downing Street.
<b>How do I get to</b> the office?
<b>What's the best way to</b> get to your house?
<b>Where is</b> Mc Donalds ?
<b>Is there a post office near here?</b>

**Giving directions:**

When you answer a question, you need these verbs to indicate direction:

<b>Walk</b> along / <b>go</b> straight
<b>Take</b> the first /second road/ street/ block/ name of street
<b>Cross</b> the crosswalk



Look at the map below. You are at Black Street near the café and you want to go to the school.

**Direction:** walk along one block and turn right on Blue Street one block and turn left on Brown Street, the school is on your right.

**IX. Give directions to the following places.**



<http://englishwithhermanospinzon2.blogspot.com/2014/02/giving-directions.html>

1. You are in Black Street and you find a person who wants to go to .....

a) Train station.

Where is the train station? Walk along this Street and turn left in the second Street. The train station is next to the library.

2. You are at the castle and a person wants to go to the supermarket.

b) \_\_\_\_\_

3. You and your friends are at school and want to go to a café.

c) \_\_\_\_\_

4. Some students are at the library and need to go to the bank.

d) \_\_\_\_\_

5. A man in the supermarket wants to go to the hospital.

e) \_\_\_\_\_

### Listening

**X. Two persons are asking directions to get to a specific place. Listen the conversation and complete the dialogue.**

#### Audio 1

Tourist 1: \_\_\_\_\_, where's the \_\_\_\_\_, please?

Man: It's \_\_\_\_\_ Hogarth Street, \_\_\_\_\_ Wilson's, the big bookshop.

Tourist 1: And...where's Hogarth Street? Is it far?

Man: No, it isn't far. \_\_\_\_\_ down here to the bank on the corner, and then \_\_\_\_\_. That's Hogarth Street, and the \_\_\_\_\_ is there on the \_\_\_\_\_.

Tourist 1: Thanks very much!

Man: You are welcome.

Tourist 2: Excuse me, is the \_\_\_\_\_ near here?

Man: Yes, it is. Carry on \_\_\_\_\_ this Street. \_\_\_\_\_ Hogarth Street. The \_\_\_\_\_ is on the \_\_\_\_\_ opposite the \_\_\_\_\_.



Tourist 2: Thank you

### Audio 2

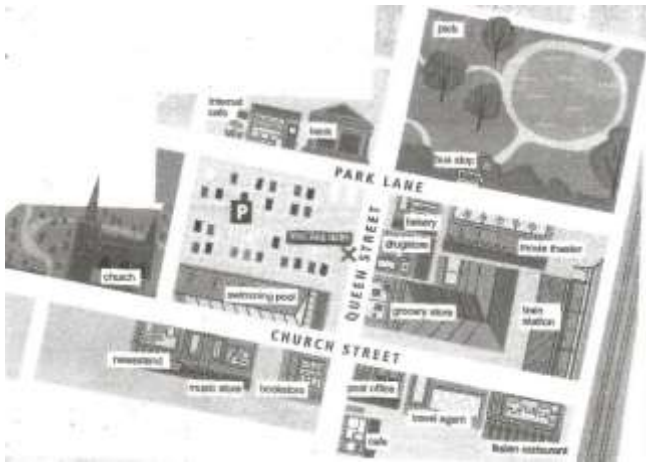
#### Conversation 1:

A: \_\_\_\_\_ me. Is there a \_\_\_\_\_ near here?

B. Yes. \_\_\_\_\_ Church Street. Take the first \_\_\_\_\_ right.  
It's \_\_\_\_\_ the music store.

A. OK. Thanks

#### Conversation 2.



A: Is there a post office near here?

B: Go straight ahead, and it's \_\_\_\_\_ left, \_\_\_\_\_

A: Thanks a lot.

#### Conversation 3:

A. Excuse me. Is there a \_\_\_\_\_ near here?

B. There's an Internet café on Park

Lane \_\_\_\_\_ the bank, and there's an Italian restaurant on Church Street next to the \_\_\_\_\_.

A. Is that one \_\_\_\_\_?

B. No, just two minutes, that's all

### Speaking


XI. Look at the map and practice the model dialogue, give directions to get to different places.


I. Conversation 1: From Shopping centre (High street) to the school

A

**EXCUSE ME MISS. HOW CAN I GET TO** the school?

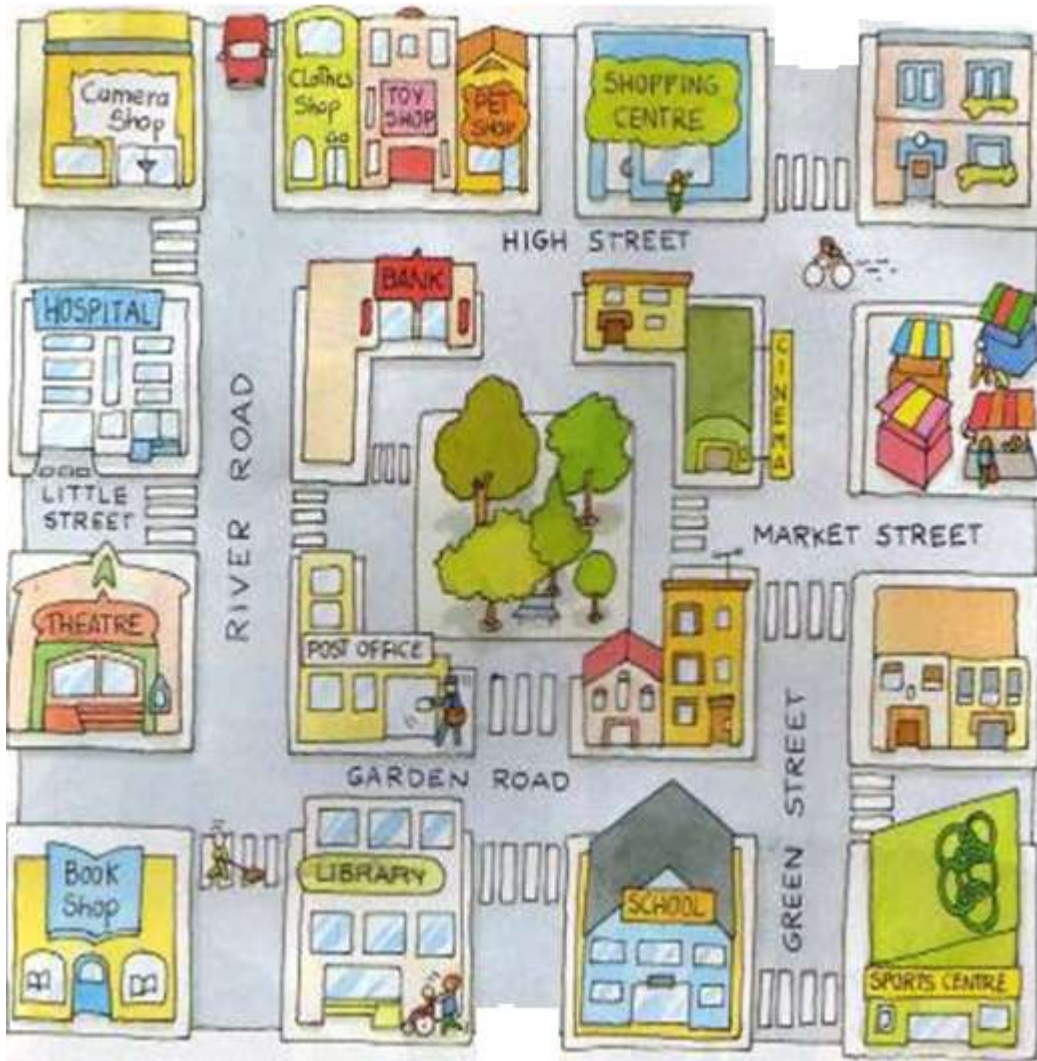
B:

First, **GO STRAIGHT**  High Street and **ON THE CORNER OF** Green Street,

**TURN RIGHT.**  Then, **WALK** two blocks and **IN FRONT OF** some apartments you see **THE SCHOOL.**

A:

THANKS!!



<http://tx.english-ch.com/teacher/jocelyn/level-b/asking-for-and-giving-directions/>

**Conversation 2:** from cinema (Market street) to bookshop (River road).

A

A: Excuse me, \_\_\_\_\_ ?

B.

Go \_\_\_\_\_  
\_\_\_\_\_

**Conversation 3:** from the theatre to the pet shop.

A

How.....

B:

**Conversation 4:** from the bank to the sports centre.

A:

B:

A:

Sometimes you have to travel long distances to go to a place and it's necessary to use transportation. You can use the verb "take".

I **take a train** from one city to another. He **takes a taxi** to return home.



When you want to add the means of transportation use the preposition "by".

I go to the Super Bowl **by plane**.



I go to the stadium **by bus**.



On vacations, we travel **by car**.



**by train**.

### Writing

**XII. Complete the dialogue. Give instructions to go to Bellas Artes from Perisur, using public transportation (metro).**

Tourist: Excuse me, \_\_\_\_\_ to Bellas Artes.

You: Are you going \_\_\_\_\_ car?

Tourist: No, I'm going on the public transportation.



You: Ok, \_\_\_\_\_ the bus to the CU subway station. \_\_\_\_\_ the subway towards Indios Verdes and on Hidalgo station, change to line 2 to Taxqueña, and \_\_\_\_\_ on Bellas Artes station. It's really easy!

Tourist: Thanks a lot!

a) Write a dialogue between a person and some tourists. You are at Zocalo and they want to go to the Antropology Museum in Chapultepec by subway.

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b) Some of your classmates plan to study medicine, they want to visit Medicine School at Ciudad Universitaria, help them giving directions from your school.

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c) You have to do some research work for homework and you need to go to Revolution Monument with your classmates. You are at Mixcoac. Write the dialogue.

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## Reading

### XIII. Read the text about a thematic park in China.



#### WINDOW OF THE WORLD

*Window of the World* is a fantastic park located in Shenzhen, China. In the park there are many models of famous places from around the world. Here you can find replicas of important and interesting historical places, famous scenic sites and world's wonders. There are 130 different models in total. The park covers an area of 480,000 square meters. It is divided in 8 sections: The World Square, the area of Oceanic, the area of Asia, the area of Europe, the area of Africa, the area of America, The World Sculpture Park, the International Street.

In one day you can visit many places of the world like the Eiffel Tower in Paris; mountains, like Mount Fuji in Japan; historical sites like Ancient Athens and other places, too. The site takes at least one and a half day to explore the park. Every night, before closing, there are fireworks and laser show during the festival time.

There are fun activities for all the family. You can take a ride on the Colorado River! And there is a place for skiing, too! Or if you decide you can hunt with the North American Indians. there is a pop festival in the park. There are also cultural events for example. The Pop Musical Festival or celebrate Chinese National Day (October 1).

There are also international restaurants and mini exhibitions on famous figures from world history and cafés in the park. You can eat the different foods from around the world, too! Take a taxi or a bus from Shenzhen train station to get there. It costs 200 RMB (renminbi) to go in- that's about \$30 dls.

#### Answer the following questions:

1. Where is *The Window of the World*? \_\_\_\_\_
2. How many sections are there? \_\_\_\_\_
3. Which are some examples of the places? \_\_\_\_\_
4. Which other activities are there? \_\_\_\_\_
5. How can you get there? \_\_\_\_\_

Check your progress

Unit 2

I. Look at the map and read the description and identify the place or answer the questions.

- a) It's in front of a hotel. \_\_\_\_\_
- b) It's on Oxford Street between the cinema and the bank. \_\_\_\_\_
- c) It's on Trinity College Road and Prince's Road. \_\_\_\_\_
- d) Where's the market? \_\_\_\_\_
- e) Where's the park? \_\_\_\_\_

Speaking

II. Give directions from one place to another (3 different places).



<http://atlantisisc.com/maps-and-directions/maps-and-directions-download-directions-to-maps/>

**B.. Give directions to:**

a) Museum

b) Camping site

c) Baker's

**Note:**

This checklist has the minimum elements to evaluate the oral part of the exam. It considers different aspects with 0 to 2 points for section.

The student:	Yes	Partial	No
Uses the essential vocabulary to describe the place. (Verbs, prepositions etc....)	2 p	1 p	0 p
Uses the appropriate grammatical structures for the task.	1 p	0.5 p	0 p
Has some fluency and sometimes mother tongue interference. Makes pauses to organize his ideas.	2 p	1 p	0 p
Express his/her ideas clearly: place of a building or a route to follow.	1 p	0.5 p	0 p

**Speaking Checklist  
- total  
5p.**

**Answer Key**

**Unit 2**

**Exercise I.**

1. Library	2. Museum	3. Restaurant	4. Supermarket	5. Hospital
6. Police station	7. Theatre	8. Church	9. Factory	10 Train station
11. school	12. Market	13. Swimming pool	14. Cinema	15. Post office.

**Exercise II.**

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

**Exercise IV**

shops, supermarkets, banks, post office, police station, library, market, churches, park, restaurants, cafés, schools, sports centre, cinema, theatres

**Exercise V**

1. 9,000	2. Supermarkets, shops, bank, schools, restaurants.
3. You can buy everything you need	4. Fresh fruit, vegetables, meat, dairy

	products.
5. Her favorite place is Icecave	6. Five cafés, some restaurants
7. Icecave	8. Mill Street
9. Sport center	10. It's calm and people are friendly

### Exercise VI

Picture 1 a) next to.	Picture 2 b) in front of
Picture 3 c) in front of d) next to	Picture 4 e) between f) next to.

### Exercise VII

1. The train station is on Second Avenue and Pine Street.
2. The Chinese restaurant is on Main street next to the bar.
3. The Bookstore is on Main street in front of the Police station.
4. The sporting goods is on First avenue next to the women's wear.
5. Police station is in the corner of main street and Memorial Drive

### Exercise VIII

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

### Exercise IX giving directions

- (open answers) Possible answers
- Go ahead red street and in the second street turn left two blocks, the supermarket is in front of the café.
- Walk Blue street on the second street turn right the café is next to the bus station,
- Take black street on the second street turn right and walk one block the bank across the post office.
- Take green street, walk two streets and turn left and go one block more, the hospital is next to the school.

### Exercise X. Listening Audio 1

Tourist: 1. Excuse me / post office.  
 Man: it's in / next to  
 Tourist 1: Go straight / turn right / post office / left.  
 Tourist 2: railway station  
 Man: down / cross / The railway station / left / park.

### Audio 2

#### Conversation 1

A: Excuse / post office  
 B: It's on / street on the / next to

#### Conversation 2

B: on the / next to the café

#### Conversation 3

A: restaurant  
 B: next to / the café  
 A: far

**Exercise XI Speaking ( open answers)**

**Writing (open answers)**

Tourist: how can I get to You: by you: Take .....Take....get down.
--

**Exercise XII.dialog ( open answers)**

**Exercise XIII Reading**

1. Shenzhen, China.	2. It has monuments around the world,	3. 130
4. There is a pop festival.	5. Yes, there are.	6. By taxi or bus.

**Check your progress**

**Speaking**

A. Give directions ( open answers)

B. 1. Café      2. Park      3. Café      4. Art gallery      5. fountain

### Unit 3 Daily Activities.

We do a lot of activities, from morning until bedtime. We repeat some of them every day so they become our "daily routines". Look at some of them.

#### I. Match the verbs with the pictures.

 <p><b>A</b></p>	 <p><b>B</b></p>	 <p><b>C</b></p>	 <p><b>D</b></p>	
 <p><b>E</b></p>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <ol style="list-style-type: none"> <li>1. go home</li> <li>2. have lunch</li> <li>3. have breakfast</li> <li>4. have dinner</li> <li>5. take a bath</li> <li>6. wake up</li> <li>7. wash</li> <li>8. watch TV</li> <li>9. go to bed</li> <li>10. go to school</li> <li>11. start school</li> <li>12. do homework</li> <li>13. get dressed</li> <li>14. play soccer</li> </ol> </div>	 <p><b>F</b></p>		
 <p><b>G</b></p>		 <p><b>H</b></p>		
 <p><b>I</b></p>		 <p><b>J</b></p>		
 <p><b>K</b></p>		 <p><b>L</b></p>	 <p><b>M</b></p>	 <p><b>N</b></p>

## Grammar

To express ideas that refer to daily activities we use the grammatical structure of PRESENT SIMPLE. Look at the conjugation and pay special attention to the pronouns: **he, she, it**. They are the "third person".

	AFFIRMATIVE	FORM	NEGATIVE	FORM
Sujeto	verbo	significado	Verbo	
I	study	estudio	don't study	no estudio
You		estudias		no estudias
<b>He/ She/ It</b>	<b>studies</b>	estudia	doesn't study	no estudia
We		estudiamos		no estudiamos
You	study	estudian	don't study	no estudian
They		estudian		no estudian

The pronouns that belong to the third person are: HE, SHE and IT. When we use them in sentences, it is necessary to add one "s" to conjugate them correctly.

These are the rules when adding "s" to the verbs for the correct conjugation of present simple:

a) visit <b>visits</b>	-“s” final in the majority of verbs.
b) hope <b>hop<u>e</u>s</b>	Verbs ending in "-e" just add -s.
c) <u>catch</u> <b>catch<u>e</u>s</b> <u>wash</u> <b>wash<u>e</u>s</b> <u>pass</u> <b>pass<u>e</u>s</b> <u>fix</u> <b>fix<u>e</u>s</b>	--es – Verbs ending in -ch, -sh,-s, -x,-z, add " <b>es</b> ".
d) <u>study</u> <b>stud<u>i</u>es</b>	Verbs ending with a consonant + <b>y</b> , change the <b>y</b> to <b>i</b> and add <b>-es</b> .






e) pay    pays	The verb ending with a vowel + <b>y</b> , add just <b>-s</b> .
----------------	--

In the case of the negative form, write DON'T + the main verb: *We don't eat tomato at home.*  
*I don't like horror movies.*

But with the 3rd person, write DOESN'T + the main verb in simple form (no "s" !!!!)  
*Lucy doesn't takes Spanish with us.    Arnold doesn't have breakfast at home.*

Remember the correct way to express "comer":

		
have breakfast	have lunch	have dinner
I have breakfast at 6:00.	My friends and I have lunch with our families every day.	My grandparents have dinner at 8:00.

Remember that the verb "have" for the third person singular changes to "has":

*Susan **has** breakfast at the office.    Charles **has** always dinner at home.*

BUT

*We have breakfast very early.*

**II. Conjugate the verbs in present simple (third person).**

- 1. read \_\_\_\_\_    2. train \_\_\_\_\_    3. cry \_\_\_\_\_    4. eat \_\_\_\_\_
- 5. sleep \_\_\_\_\_    6. go \_\_\_\_\_    7. rest \_\_\_\_\_    8. do \_\_\_\_\_
- 9. meet \_\_\_\_\_    10. leave \_\_\_\_\_    11. take \_\_\_\_\_    12. cook \_\_\_\_\_

**Daily Routines**

**In the morning**

I get up at 5 o'clock.



I have a shower.



I get dressed.



I comb my hair.



I have breakfast.



I brush my teeth.



I leave home at 6:00.



**III. Using the previous verbs, write some sentences about the daily routines of some members of your family or friends. Use the correct conjugation for the 3rd person when necessary.**

**Example:** My grandma / have breakfast — My grandma has hot cakes for breakfast.

1. My friend / get up / late

---

2. My dad / leave home / early

---

3. My sister / take a shower / before going to bed

---

The activities we do every day are distributed in different moments of the day and week. Check the expressions.

*In the morning* I have a coffee.

*In the afternoon* my dad takes a nap.

*In the evening* my oldest sister does homework.

**At night**, Mr. Brown watches the news.

**On** Monday, I get up at 7:00. ON + days of the week.

**On** weekdays she always has dinner at home. WEEKDAYS + ON (Weekdays: from Monday to Friday).

**At** the weekend Sam goes jogging. \* *This is more a British expression.*

**On** the weekend Sam goes jogging.

To write questions in present simple, we use the auxiliary verb DO. For the pronouns that belong to the 3rd person (he, she and it) we use DOES. The final **-es** corresponds to the correct conjugation of the third person.

The auxiliary verb goes at the *beginning* of the sentence. With a "wh-word", it goes *after* it.

	INTERROGATIVE	FORM	
Question	Meaning	Aff. short answer	Neg. short answer
<b>Do</b> you study medicine?	¿estudias medicina?	Yes, I do.	No, I don't.
<b>Does</b> he study biology?	¿estudia biología?	Yes, he does.	No, he doesn't.
<b>Do</b> they study at CCH?	¿estudian en el CCH?	Yes, we do.	No, we don't.
<b>*What</b> do you study?	¿qué estudias?	Affirmative answer I study medicine.	Negative answer I don't study

My friends take German classes in a language center. (*friends* is a plural subject, so it takes the pronoun *they*. **Do they** take German classes in a language center?

Andrea swims twice a week. (*Andrea* is a singular subject, it takes the pronoun *she* – 3rd person) **Does she** swim twice a week?

#### IV. Change the sentences to question form.

1. Martha and Liam work in the same factory.

---

2. Lorenz combs his hair with a bamboo brush.

---

3. Raphael and his son take a shower at night.

---

**V. Change the sentences to negative.**

1. Leonard writes one page of his final essay every day.

---

2. I drink coffee with milk every all mornings.

---

3. My cousins and I visit my grandma every Sunday.

---

**VI. Complete the sentences with the verb in parenthesis. Check if the sentence is affirmative, negative or a question.**

1. Martin \_\_\_\_\_ (wash, neg.) his car every Friday.

2. \_\_\_\_\_ Daniela \_\_\_\_\_ (run) a marathon every year?

3. Martha \_\_\_\_\_ (laugh, neg.) with my jokes.

4. Lorena often \_\_\_\_\_ (wear) sunglasses.

5. The baby often \_\_\_\_\_ (sleep) in the afternoon.

6. Leonor \_\_\_\_\_ (help) her father in the shop.

7. \_\_\_\_\_ they \_\_\_\_\_ (eat) fish and chips?

8. Rose \_\_\_\_\_ (cook) fish on Mondays.

9. Ralph \_\_\_\_\_ (take, neg.) a nap after lunch.

10. \_\_\_\_\_ you \_\_\_\_\_ (watch) television at night?

**Writing.**

VII. This is how a Michael Phelps's typical day looks like. Write a paragraph describing his daily activities. Add your own ideas. 5-7 sentences. 60 words minimum.

6:00-- wake up.
7:00-9:00 swim
9:00-10:00 weightlift
10:00-12:00 eat
12:00-1:00 nap
4:00-6:00 swim
6:00-8:00 dinner
8:00-10:00 spend time with his wife Nicole and son.
10:00 bedtime




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**THE TIME**

Have a look at the clock to review the way we say the time in English.

What time do you get up on weekdays?

I get up **at** 6:00.

What time does the class finish?

It finishes at half past two. (2:30)

What time should we leave to catch the bus?

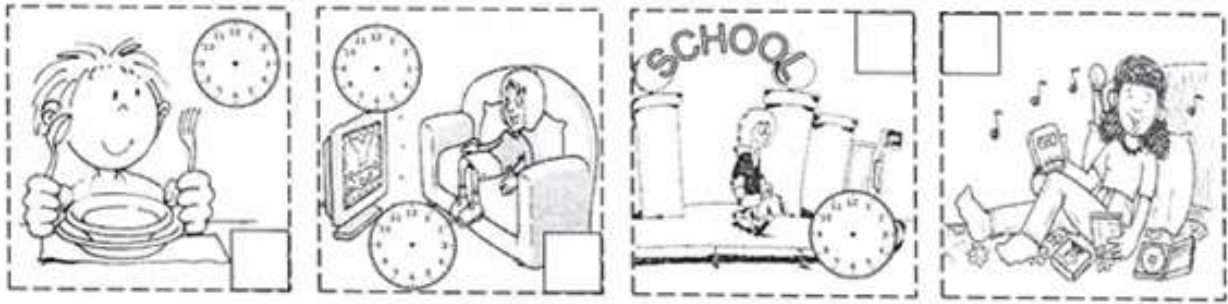
At quarter to four. (3:45)

<http://www.myenglishlanguage.com/essential-vocabulary/telling-time->



**VIII. Complete the sentences with a verb from the box. Match it with a picture. Then, write the time on the clocks according to the information of the sentence. You may have to fill in the beginning and the ending time of the activity.**

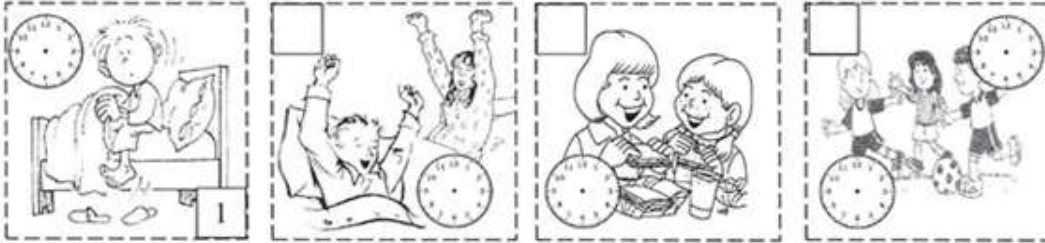
brush do get have leave listen play start wake



1. Phil \_\_\_\_\_ up at quarter to eight.
2. Does Rebecca \_\_\_\_\_ her homework from half past six to eight o'clock?
3. We \_\_\_\_\_ football from four o'clock to quarter past five.
4. Do they \_\_\_\_\_ lunch at twelve o'clock ?
5. The lessons \_\_\_\_\_ at ten past eight.
6. Alex \_\_\_\_\_ his teeth at ten to eight.
7. Mark \_\_\_\_\_ computer games from quarter past six to seven o'clock.
8. Lucy \_\_\_\_\_ to school at five past two.
9. Does Helen \_\_\_\_\_ T.V. from seven to nine o'clock?
10. Nancy \_\_\_\_\_ to music every evening.



11. My friends \_\_\_\_\_ basketball from ten past four to five o'clock.
12. I \_\_\_\_\_ dinner at five o'clock.
13. We \_\_\_\_\_ up at half past seven.
14. Peggy \_\_\_\_\_ tennis from five o'clock to half past six



[http://www.eslprintables.com/vocabulary\\_worksheets/actions/daily\\_routines/Daily\\_Routines\\_145820/](http://www.eslprintables.com/vocabulary_worksheets/actions/daily_routines/Daily_Routines_145820/)

**IX. Complete the text with a verb from the box. Check if it is affirmative or negative.**

have love live not relax not have work stay is

*Lisa's busy days*

Lisa Parsons \_\_\_\_\_ (1) thirty-two years old and \_\_\_\_\_ (2) in small apartment in Manhattan. From Monday to Friday she \_\_\_\_\_ (3) at a bookstore in the nearby. Sometimes she \_\_\_\_\_ (4) at work until 10:30 at night, but Lisa \_\_\_\_\_ (5) on weekends. On weekends she \_\_\_\_\_ (6) another job, she is a singer. On Saturday afternoons she practices with her band, and on Saturday and Sunday nights she goes to nightclubs to perform. She \_\_\_\_\_ (7) free time, but she \_\_\_\_\_ (8) her life!

**Grammar**

**Time Expressions**

These phrases express when the action is done.

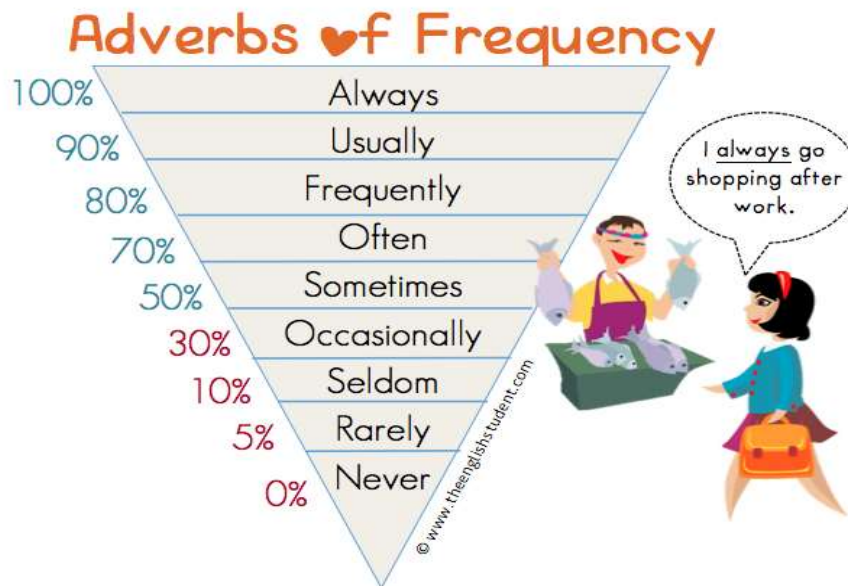
Every	day / Monday, Tuesday, Thursday...etc.
	week / weekend
	month/ January / February....etc
	year
	morning, afternoon, night

To express how many times the actions are done, use: *once a week (1 time)*, *twice a month (two times)*, *three times / four times a year*.

**Examples:**

I see my grandparents **once** a week.  
I hang out with my friends **twice** a day.  
I eat **three times** a day.

Also, you can include the frequency of the actions by using adverbs of frequency:



Notice the order of the sentence when using the adverb of frequency:

*Subject + **frequency adverb** + verb + complement*

*I always go shopping after work.*

*I never eat cereal for breakfast.*

*Auxiliary verb+ subject+ frequency adverb+ verb+ complement ?*

*Do you always buy groceries in the market?*

With the verb “to be”, the order changes:

*Subject+ verb to be+ **frequency adverb**+ complement*

*She is always happy.*

*Verb to be+ subject+ frequency adverb+ verb+ complement ?*



*Is she usually sad?*

**X. Rewrite the sentences using the adverbs of frequency or expressions given.**

Example: That man **rarely** smiles.

1. Do you play video games? (frequently) \_\_\_\_\_
2. My brother listens to the radio.(seldom) \_\_\_\_\_
3. Alison reads science fiction books. (sometimes) \_\_\_\_\_
4. Does Pete get angry? (often) \_\_\_\_\_
5. Tom and his girlfriend are friendly. (usually) \_\_\_\_\_
6. I take sugar in my coffee. (occasionally) \_\_\_\_\_
7. Ramon and Frank are stressed. (rarely) \_\_\_\_\_
8. My grandmother goes for a walk in the evening. (always) \_\_\_\_\_

**XI. Unscramble the words to write sentences. Check the correct conjugation of the verbs.**

1. always / early/ Sue/ arrive \_\_\_\_\_
2. to the cinema/ never / I /go \_\_\_\_\_
3. usually / dinner/ we/ have/ at 7:30 \_\_\_\_\_
4. Jenny/ always/ nice clothes/ wear \_\_\_\_\_
5. television / Tim/ watch/ never / does \_\_\_\_\_

**To ask for the frequency of an activity we use: How often**

**Example:** A: **How often** does Maria eat ice-cream?  
B: Oh! She **never** eats ice-cream.

A: **How often** do you take your dog to the park?  
B: I take him there **every Sunday**.

**XII. What about your daily routines? Answer the questions.**

Tell me about your day ...



1. What time do you get up? \_\_\_\_\_
  2. How often do you make your bed? \_\_\_\_\_
  3. Do you have coffee for breakfast? \_\_\_\_\_
  4. What time do you go to school? \_\_\_\_\_
  5. How do you go back home? \_\_\_\_\_
  6. Do you usually help with the house chores? \_\_\_\_\_
  7. What do you do in your free time? \_\_\_\_\_
  8. How often do you have lunch with your friends? \_\_\_\_\_
- 

**XIII. Read the answers and write a question for each one.**

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

My husband usually reads the newspaper in the evening.

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

For dinner, I often have some rice with vegetables and tea.

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

Leonard watches comedy programs twice a week.

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

I rarely go to bed before 11:00.

## Reading

### XIV. Read the text and answer the questions.

#### How to

#### Behind the Lens: life as a Nature Photographer.

Ingo Arndt is a professional photographer and wildlife specialist.

By Peter Kolonia

March 8, 2011

*Ingo Arndt, 42, a wildlife specialist and contributing photographer to the German edition of Geo magazine, spends more than half the year on the road, photographing animals everywhere from Alaska to Antarctica and beyond. He took a few hours recently to share insights with Senior Editor Peter Kolonia*



#### **What are your favorite animals to work with?**

Mountain gorillas. They're so human-like that you can watch them for hours. From their expressions and body language, you can sense what they're rethinking and feeling - much more so than other animals. It's fascinating how close they are to us. They're big and strong but gentle too. I've photographed them maybe 25 times over the years, at distances of usually about 20 feet, and I've never felt threatened.

#### **What's the most difficult animal to photograph?**

Monkeys. They never really look in your directions, they don't want to make eye contact, they're often shy, and most of them live deep in the rain forest, where it's usually hot with high humidity and lots of insects. It can be hard to find them, and the light in the rain forest is usually dim. The best conditions are under a light cloud cover that diffuses the sunlight but doesn't weaken it much. This can be hard to find. Many monkeys and the mountain gorillas, too, are black. It's hard to get light in their eyes.

#### **What's your job? Or What do you do for living?**

I diversify. I take photos of landscapes for calendars and posters. Income from my wildlife is divided between stock photography and editorial work assigned by magazines like Geo. I also create exhibition projects like the "Animal Masses" show that's traveling around Europe now. It has over 40 large-scale prints of massive groups of animals, from which I sell prints, posters, calendars, and cards. Several of the pictures you're publishing here [like the penguins, opposite] were taken for "Animal Masses."

<https://www.poppphoto.com/how-to/2011/03/behind-lens-life-nature-photographer>

**Answer the following questions:**

1. What's the topic of this text?  
a. Memories of a writer.      b. Interview with an artist.      c. Story in a magazine.
2. How old is Arndt? \_\_\_\_\_
3. What does he do? \_\_\_\_\_
4. Where does he work? \_\_\_\_\_
5. According to Arndt, How are gorillas? \_\_\_\_\_
6. Where do monkeys live? \_\_\_\_\_
7. What's the problem photographing gorillas and monkeys? \_\_\_\_\_
8. What are the things that people can buy to have Arndt's work? \_\_\_\_\_
9. What are Arndt's sources of economical income? \_\_\_\_\_
- 10 How many images does he have in his exhibition? \_\_\_\_\_

**Listening**

**XV. Listen to Caleb's story and decide if the sentences are true (T) or false (F).**

- |  |   |   |
|--|---|---|
| 1. Caleb lives on a small island.                      | T | F |
| 2. Ilse au Haut has more than 100 inhabitants.         | T | F |
| 3. Caleb's father works at a hotel.                    | T | F |
| 4. His father always goes to work very early.          | T | F |
| 5. His sister is 15 years old.                         | T | F |
| 6. The students at her school are under 13 years old.  | T | F |
| 7. There are seven students at her school.             | T | F |
| 8. It takes Caleb 15 minutes to get to school.         | T | F |
| 9. Things are very easy on the island.                 | T | F |
| 10. There is always a good connection to the internet. | T | F |

**Speaking**

**XVI. Say something about you in 30 seconds!**

1. Use the prompts to write true sentences about you, give extra information when necessary. Then practice saying them.

**Example:** *never / eat — "I never eat broccoli, I don't like it."*

1. almost always / wear \_\_\_\_\_

2. usually / watch \_\_\_\_\_

3. often / go \_\_\_\_\_

4. rarely / listen to \_\_\_\_\_

5. frequently / drink \_\_\_\_\_

6. occasionally / buy \_\_\_\_\_

7. always / eat \_\_\_\_\_

2. Now choose a friend or a member of your family to talk about. Write the sentences and then practice them. Give extra information when necessary. Check the correct conjugation of the 3rd person in present simple.

**Example:** "My boyfriend"

almost never / wear — My boyfriend almost never **wears** white clothes.

never / eat — He never **eats** meat, he's a vegetarian.

1. almost always / wear \_\_\_\_\_

2. usually / watch \_\_\_\_\_

3. often / go \_\_\_\_\_

4. rarely / listen to \_\_\_\_\_

5. frequently / drink \_\_\_\_\_

**Writing**

**XVII.** Imagine you have a dream job: you're a film critic. Look at the journal page and write the activities in a text. Remember to include some adverbs of frequency (always, never, etc.) and frequency expressions (once a year, twice a week). 60 words minimum.

<i>My Journal Weekly Routines</i>
<i>Monday</i> 9:00 yoga class Buy the newspaper and see the movie listings. Buy tickets on-line.
<i>Tuesday</i> Watch one movie at home in the morning, and see one at a cinema-in the evening.
<i>Wednesday</i> 5: 00 cinema club at the university. Have a drink with friends after the movie to discuss the film.
<i>Thursday</i> Watch one movie at home in the morning, and see one at a cinema-in the evening.
<i>Friday</i> Write the film review of a movie to publish it on <i>The Guardian</i> .
<i>Saturday</i> 9:00 yoga class In the morning-- prepare information for the radio program. 4:00 go to the radio station-- radio program: <i>Behind The Scenes</i> (5:00-6:00).
<i>Sunday</i> 9:00 yoga class 12:00 lunch with family Rest

My name is \_\_\_\_\_ and I am a film critic, I love it! My week is busy. On Monday

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**Check your progress**

**Unit 3**

**I. Daniel and Lucy talk about their food preferences. Fill in the text with the verb in parenthesis, check the conjugation.**

Daniel \_\_\_\_\_ (1. not like) vegetables, he never \_\_\_\_\_ (2. eat) them. His parents often \_\_\_\_\_ (3. say) that vegetables are good, but Daniel \_\_\_\_\_ (4. not listen) to them. He prefers fruits!

Lucy \_\_\_\_\_ (5. love) French fries, she \_\_\_\_\_ (6. cook) them every weekend but her husband \_\_\_\_\_ (7. hate) them. He \_\_\_\_\_ (8. think) they are unhealthy.

**II. Read the sentences. Underline the correct option to complete them.**

1. In Mexico, banks \_\_\_ open at 9:00.

- a) never    b) rarely    c) always

2. In Mexico City, museums \_\_\_ open on Mondays.

- a) never    b) usually    c) sometimes

3. My friend works in a bookstore. He \_\_\_ gets discounts in books and movies.

- a) never    b) usually    c) rarely

4. Peter is a travel journalist. He \_\_\_ goes away for the weekend.

- a) never    b) occasionally    c) frequently

5. Samantha \_\_\_ speaks in Portuguese, she's very shy. But she's good at it!

- a) rarely    b) always    c) usually

### III. Read the text

My name's Megan Walker and I go to Broadfield High School. Do you do lots of sports at your school? I do. My school is a sports college. It's great!

At our school, we have a new dance and drama studio. Sometimes our parents and friends come and watch us there. It's really good fun! Dance is one of my favorite subjects because our teacher often teaches us new dance routines. My friend Renata loves drama. She has drama lessons after school two or three times a week.

My friend Simon is a fantastic swimmer. He's the under-16 champion for our town. We don't have a swimming pool at the school, but Simon goes to a pool near the school.

Of course, we don't do sports all the time. We study other subjects too, like Science, Math and English.

#### Exercise A Read the questions and answer them.

1. What's the topic of the text? \_\_\_\_\_
2. Is there drama and dance exhibitions? \_\_\_\_\_
3. How many classes does Renata have? \_\_\_\_\_
4. Which category is Simon champion? \_\_\_\_\_

#### B. Read the sentences and decide if the sentences are true (T) or false (F).

- |  |   |   |
|--|---|---|
| 5. Megan goes to a sports college.                         | T | F |
| 6. The school has a new Sports Studio.                     | T | F |
| 7. The dance teacher never teaches new routines.           | T | F |
| 8. Simon practices his sport at the school swimming pool.  | T | F |
| 9. Students at a sports college study sports all the time. | T | F |

### Answer Key

### Unit 3

#### Exercise I

A. 6	B. 7	C.3	D. 10	E. 11
F. 8	G.12	H.9	I.13	J. 14
K. 1	L. 4	M. 5	N. 2	

#### Exercise II

1. reads	2. trains	3. cries	4. eats	5. sleeps	6. goes
7. rests	8. does	9. meets	10. leaves	11. takes	12. cooks



**Exercise III**

1. My friend gets up late.
----------------------------

2. My dad leaves home early.
------------------------------

3. My sister takes a shower before going to bed.
--

**Exercise IV**

1. Do Martha and Liam work in the same factory?
---

2. Does Lorenz comb his hair with a bamboo brush?
---

3. Do Raphael and his son take a shower at night?
---

**Exercise V**

1. Leonard doesn't write one page of his final essay every day.
---

2. I don't drink coffee with milk every all mornings.
---

3. My cousins and I don't visit my grandma every Sunday.
--

**Exercise VI**

1. doesn't wash
-----------------

2. Does / run
---------------

3. doesn't laugh
------------------

4. wears
----------

5. sleeps
-----------

6. helps
----------

7. Do / eat
-------------

8. cooks
----------

9. doesn't take
-----------------

10. Do / watch
----------------

**Exercise VII. Writing**

Possible answer: Michael Phelps wakes up at 6:00. In the morning he swims from 7 to 9. Later, he goes to the gym. At 10, he has breakfast, he eats fruit and a large bowl of oatmeal, an omelet and coffee. In the afternoon, he swims two hours from 6 to 8. He has dinner and at 8 he spends time with his wife and son. At 10, they go to bed.

**Exercise VIII**

1. gets
---------

2. does
---------

3. play
---------

4. have
---------

5. start
----------

6. brushes
------------

7. play
---------

8. goes
---------

9. watches
------------

10. listens
-------------

11. play
----------

12. have
----------

13. wake
----------

14. plays
-----------

**Exercise IX**

1. is
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2. lives
----------

3. works
----------

4. stays
----------

5. doesn't relax
------------------

6. has
--------

7. doesn't have
-----------------

8. loves
----------

**Exercise X**

1. Do you frequently play video games?
--

2. My brother often listens to the radio.
---

3. Alison sometimes reads science fiction books.
--

4. Does Pete often get angry?
-------------------------------

5. Tom and his girlfriend are usually friendly.
---

6. I occasionally take sugar in my coffee.
--

7. Ramon and Frank are rarely stressed.
---

8. My grandmother always goes for a walk in the evening.

**Exercise XI. Unscramble the words.**

1. Sue always arrives early.	2. I never go to the cinema.
3. We usually have dinner at 7:30.	4. Jenny always wears nice clothes.
5. Children usually like chocolate.	6. Martina always works hard.
7. Julia always enjoys parties.	8. Tim never watches television.
9. I go to sleep in the evenings.	10. I have dinner at 7.00.

**Exercise XII. Tell me about your day. Answers may vary.**

Possible answers. 1. I get up at 6. 2. I make my bed every day. 3. Yes, I do. 4. I go to school at 6. 5. I go back by bus. 6. Yes, I do. 7. I watch TV and play video games. 8. I never have lunch with friends.

**Exercise XIII.**

1. Does your husband usually read the newspaper in the evening?
2. What do you often have for dinner?
3. Does Leonard watch comedy programs?
4. Do you go to bed before 11:00?

**Exercise XIV. Reading: How to behind the lens: life as a nature photographer.**

1. B
2. 42 years old
3. He is a nature photographer.
4. He takes photos all over the world. He works for a german magazine.
5. They are big and strong but also gentle.
6. They live deep in the rain forest.
7. Monkeys and gorillas are black so its hard to make photo of his eyes. His dark eyes.
8. Prints, posters, calendars and cards
9. Stock photography and editorial work
10. 40 large scale prints of massive groups of animals.

**Exercise XV. Listening** Audioscript.

Caleb lives on Ilse au Haut, an island in Maine in the U.S. The island is very small. It is ten kilometers long and 3 km wide, and there are fewer than 100 people on the island. Caleb's father is a fisherman. He often leaves the house before 6:00 a.m. His mom works at a small hotel. Caleb's sister goes to school on Isle au Haut. The students are 5 to 13 years old, and they all have one teacher. There are only seven students. Caleb is 15, and he goes to school on a bigger island. It often takes 45 minutes by boat to get to school. Every day things are not easy on Isle au Haut. For example, Caleb and his family sometimes use a computer at home to search the Internet and send emails, but there is a hardly ever good connection.

**Answers**

1. T	2. F	3. F	4.T	5. F
6. T	7. T	8. F	9. F	10.F

**Exercise XVI. Speaking. Answers may vary. Example are given in the unit.**

**Exercise XVII. Writing. A Film Critic.**

**Example:**

My week is busy but also funny. I start with sport, I take a yoga class three times a week at 9:00. On Monday, after class I always buy the newspaper to see the movie listings. Tuesday is a "movie day". I often see two movies, I sometimes invite a couple of friends to come over.

Every Wednesday I go to the cinema club at the university, I like it very much! After the movie, I often go to a bar with some friends to discuss the movie.

Friday is a busy day for me. I write the column for the newspaper. As it must be a perfect text, it takes me hours to write it, but I enjoy it.

On Saturday I really have fun! I have a radio program called "Behind the scenes" where I review the latest movies. And finally, on Sunday, I usually have lunch with my family. I sometimes go shopping or I just take a nap.

**Check your progress Unit 3 exercise I.**

.1. doesn't like	2. eats	3. say	4. doesn't listen
5. loves	6. cooks	7. hates	8. thinks

**Exercise II.**

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

**Reading**

1. Classes in a school.
2. Yes, there are.
3. 2 or 3 times a week.
4. Under 16- year swimming champion.
5. T
6. F
7. F
8. F
9. F

## Unit 4 Sharing on-going activities

### I. Read the text and underline the activities that all the characters are doing.

At the moment, I'm sitting in a bench eating some ice-cream.



My dog is playing with other dogs, they are running after the tennis ball.



Mom is watching after my little brothers. My brothers are jumping the rope. Dad is



playing domino with his friends in the park little tables.



The sun is shining,



the squirrels are eating,



other kids are playing.



Grandpa and grandma are watching T.V. at home. We are on vacations, and



I love vacations because I am with my family all the afternoons and weekends. We don't need much to have a very nice time together.

### II. Now, look at the comic-strip. What are they doing? Answer.

1. What's happening with Garfield and Odie? \_\_\_\_\_



<https://garfield.com/comic/2001/07/25>

2. What is Garfield thinking? \_\_\_\_\_ 3. What is Odie doing? \_\_\_\_\_

So, what is happening in this moment in the comic-strip? Garfield **is getting** upset, he **is complaining** because Odie **is doing** an annoying breathing noise. The time that expresses something that is happening in the moment is called PRESENT CONTINUOUS or PRESENT PROGRESSIVE because it expresses a continuous action in progress. For example: In this moment, what are you doing?

**I AM READING** THE ENGLISH GUIDE.

**I AM STUDYING** ENGLISH.

### Grammar

Now, observe the image and analyze what this verbal tense expresses:



Read the text::



James is **travelling** around Australia. He **is staying** at a youth hostel in a little Australian town. The town **is becoming** more and more popular because of its beautiful beaches.

James **is meeting** his friend Brad in town tonight. Brad **is working** there as a tour guide over the summer.

James is in the town centre now. Look! James **is taking** a picture of another tourist.

The present continuous tense expresses:

\*Actions taking place **at the moment**

*He **is staying** at a youth hostel.*

To make a sentence using this tense follow the next structure:

**Subject + verb “to be” + verb ending in “ing” + complement**

You need to use the verb “to be” as an auxiliary verb, then you use the next verb using the ending “ing”. To make the short forms you have to use the common contractions of the verb “to be”.

The next table will help you to visualize the use of the Present Continuous:

AFFIRMATIVE FORM			NEGATIVE FORM				INTERROGATIVE FORM		
I	am	reading	I	am	not	reading	Am	I	reading?
You	are	reading	You	are	not	reading	Are	you	reading?
He	is	reading	He	is	not	reading	Is	he	reading?
She	is	reading	She	is	not	reading	Is	she	reading?
It	is	reading	It	is	not	reading	Is	it	reading?
We	are	reading	We	are	not	reading	Are	we	reading?
You	are	reading	You	are	not	reading	Are	you	reading?
They	are	reading	They	are	not	reading	Are	they	reading?

Now to form the ING endings follow these rules:

<p>*When the verb ends in “-e”, take it out and add “-ing”.</p> <p style="text-align: center;">Come - coming</p>	<p>*When the verbs have a short vowel sound before an ending consonant, double the ending consonant.</p> <p style="text-align: center;">Sit sitting</p>	<p>*When the word ends “-ie” change the ending to “y”.</p> <p style="text-align: center;">Lie - lying</p>
<p>When the verb ends in “-ee”, “-oe” “-ye” do not make any changes (for example: agree, canoe, dye)</p> <p style="text-align: center;">Agree agreeing</p>	<p>Do not double the “-w”, “-y” and “-x”.</p> <p style="text-align: center;">Mix mixing</p>	<p><b>CULTURAL NOTE:</b> The “i” after a vowel is always doubled in British English, but not in American English.</p> <p>British- travel=travelling American travel= traveling</p>

### Time expressions

Look at the next expressions, these can help you to indicate, express and recognize the use of this verb tense.

at the moment	now	just now	right now
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**III. What are they doing? Match the subjects from column A with the actions in column B to make coherent sentences.**

A

1. My father
2. In the kitchen, Pauline
3. Andy and her sister
4. The dolphins
5. The weather

B

- a) are swimming in the sea.
- b) is changing now.
- c) is preparing coffee.
- d) is having a shower right now.
- e) are having breakfast.

**IV. Now look carefully at the picture.**



<http://www.michellehenry.fr/present2.htm>

Every person in the image has a number. Who is doing the next? Write the number or an answer.

1. Who isn't doing anything? \_\_\_\_\_
2. Who is having a snack? \_\_\_\_\_
3. Who is waiting for someone? \_\_\_\_\_
4. Who is wearing a red hat? \_\_\_\_\_
5. What are all people in the park doing? \_\_\_\_\_

V. Write the verb in the PRESENT CONTINUOUS FORM: (+) aff., (-) neg. (?) int.

1. Look! The bus \_\_\_\_\_ (come). (+)
2. Julia \_\_\_\_\_ (teach) English this semester.(+)
3. Carol \_\_\_\_\_ (study) French right now.(-)
4. \_\_\_\_\_ the kids \_\_\_\_\_ (sing) a song?
5. Tina \_\_\_\_\_ (wear) a black dress.(+)
6. My brothers \_\_\_\_\_ (sit) on a bench.(-)



7. \_\_\_\_ those cats \_\_\_\_\_ (play) with a ball?
8. The bird \_\_\_\_\_ (fly) very high.(+)
9. \_\_\_\_ your sister \_\_\_\_\_ (do) homework?
10. Why \_\_\_\_ my mother \_\_\_\_\_ (bake) some cupcakes?

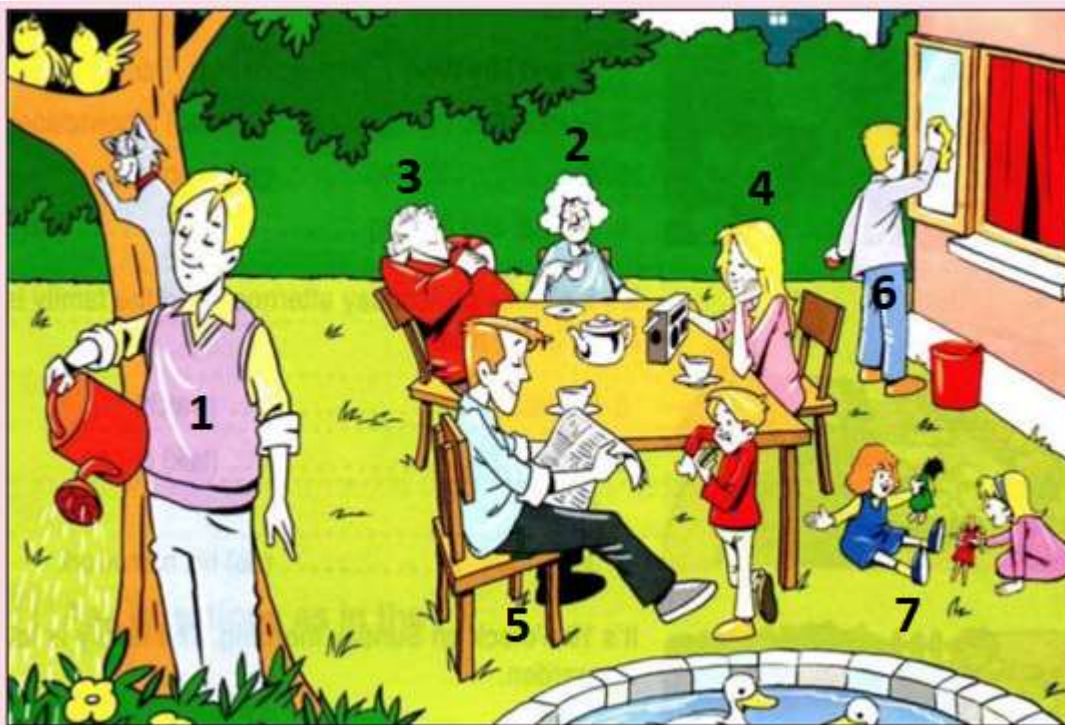
**VI. Order the words to form coherent sentences.**

1. studying/ I /English/ am \_\_\_\_\_
2. I /reading/ book/ a/ am /not \_\_\_\_\_
3. She/ watching/ is /TV \_\_\_\_\_
4. is /?/ taking/ bath/ a/ he \_\_\_\_\_
5. you /not/ are/ homework/ doing \_\_\_\_\_
6. is/ the/ dog/?/ Why/ barking \_\_\_\_\_

**VII. Observe the image and answer the questions. Please write complete answers.**

**Example:** Are the girls (7) reading the newspaper? *No they aren't They are playing with dolls.*

1. Are the birds singing? \_\_\_\_\_
2. What is the cat trying to catch? \_\_\_\_\_
3. Is the man (5) in the chair watching T.V? \_\_\_\_\_
4. What are grandma (2) and grandpa (3) doing? \_\_\_\_\_
5. Is the mom (4) watering the flowers? \_\_\_\_\_
6. What are the two men (1)(6)doing? \_\_\_\_\_
7. What are the ducks doing? \_\_\_\_\_



<https://www.tes.com/lessons/fMf0WmFUFvB8LQ/present-continuous>

### Listening

**VIII. Listen to a phone conversation. Pauline is at home and John is in a trip. Complete the dialog using the expressions from the box.**

It's starting	They're swimming	are you doing	is changing
I'm eating	I'm getting	he's having	

**Pauline:** Hi John. How are you?

**John:** Fine, yeah. I'm fine. How are you? What 1) \_\_\_\_\_?

**Pauline:** Oh, 2) \_\_\_\_\_ breakfast in the kitchen. Andy's upstairs in the bathroom 3) \_\_\_\_\_ a shower. So, are you OK?

**John:** Yes, I'm making good progress. And 4) \_\_\_\_\_ very close to South Africa.

**Pauline:** Great!

**John:** Yes, and guess what? I can see dolphins outside! 5) \_\_\_\_\_ next to the boat.

**Pauline:** Oh, How lovely!

**John:** It is! Bit I'm worried. The weather 6) \_\_\_\_\_. There's a strong wind now and 7) \_\_\_\_\_ to rain. A bad storm's coming, I think. Sorry Pauline, I can't talk any more. I have to go outside.

**Pauline:** John? Can you hear me, John?

### Writing

**IX. Look at the image and describe what the family is doing at the moment. Write a sentence for each person, add details like where they are, how many they are etc.**

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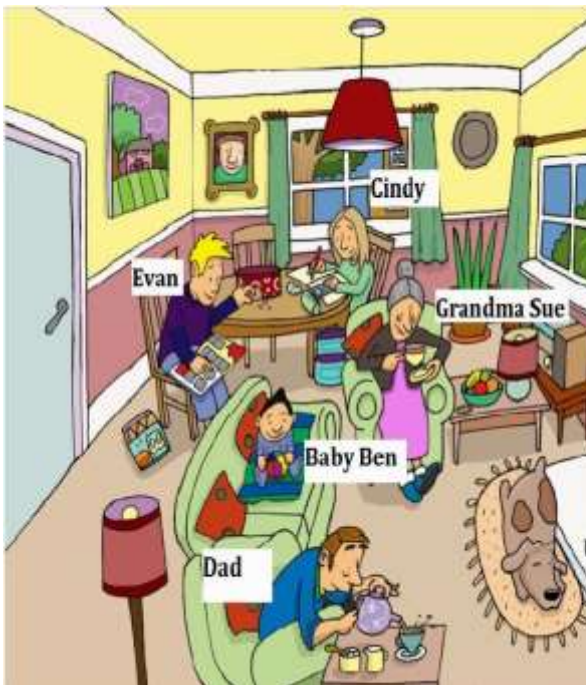
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[https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/practice\\_with\\_the\\_present\\_continuous\\_tense/present-continuous-progressive/94060](https://en.islcollective.com/resources/printables/worksheets_doc_docx/practice_with_the_present_continuous_tense/present-continuous-progressive/94060)

### Speaking

X. In an oral form describe the image to another person. You can make some notes.



<http://www.caledonianschool.cz/wp-content/uploads/2018/01/Present-continuous-pic>

## Grammar

### Present Simple vs. Present Continuous

Now you know how to use both, **Present Simple** and **Present Continuous**, look at the differences

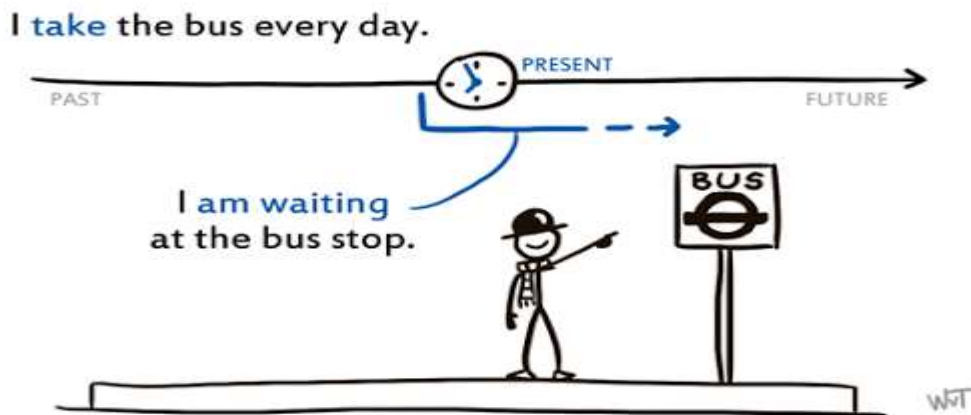


Subject + Verb (S)			Subject + be + verb + ing		
I, you, we, they	work		I	am ('m)	working
He, she, it	works		We, you, they	are ('re)	
			He, she, it	is ('s)	
I, you, we, they	don't	work	I	'm not	working
He, she, it	doesn't	work	We, you, they	are not (aren't)	
			He, she, it	is not (isn't)	
<b>Do</b>	I, you, we, they	work?	<b>Am</b>	I	working?
<b>Does</b>	He, she, it	Work?	<b>Are</b>	we, you, they	
			<b>Is</b>	he, she, it	

<http://intermediatenglishbf.blogspot.com/2013/09/simple-present-vs-present-continuous.html>

Use the Present Simple to talk about routines or activities you do in a **REGULAR BASIS**, and use the Present Continuous to describe the actions that you are doing **AT THE MOMENT**.

For example:



<https://theeasy.wikispaces.com/Present+Simple+and+Present+Continuous>

- 1) "I take the bus" happens EVERYDAY, IT IS THE ROUTINE.



4. \_\_\_\_\_ your cousin \_\_\_\_\_ (live) in San Francisco at the moment?
5. \_\_\_\_\_ Lucas \_\_\_\_\_ (direct) a new film now?
6. Listen! They \_\_\_\_\_ (play) your favorite song.(+)
7. The photographer always \_\_\_\_\_ (take) nice photos.(+)
8. Astronauts \_\_\_\_\_ (practice) in gravity zero before going to space.(+)
9. What kind of desserts \_\_\_\_\_ you \_\_\_\_\_ (like)?
10. Students usually \_\_\_\_\_ (not have) homework on weekends.

**XIII. Read about Mrs. Belrose and her family. Fill in the blanks with the correct verb tense, Present Simple or Present Continuous. Use the verbs in parenthesis.**

This is Mrs. Belrose. She \_\_\_\_\_ (be) a high school teacher. She \_\_\_\_\_ (teach) English and Geography. At the moment, she \_\_\_\_\_ (give) a class. She \_\_\_\_\_ (live) in Miami and she \_\_\_\_\_ (be) married to John, who is French. They \_\_\_\_\_ (have) two children. They all \_\_\_\_\_ (love) animals, but they \_\_\_\_\_ (not have) any pets because they \_\_\_\_\_ (live) in an apartment now. Mrs. Belrose \_\_\_\_\_ (speak) French as well as English, but she \_\_\_\_\_ (not teach) it.

Mrs. Belrose's niece Jennie \_\_\_\_\_ (stay) with them for a few days. Jennie \_\_\_\_\_ (live) and \_\_\_\_\_ (study) in London, but she \_\_\_\_\_ (enjoy) her mid-term break in Miami at the moment. She \_\_\_\_\_ (plan) to do some serious shopping and sightseeing.

Mrs. Belrose's son Marc \_\_\_\_\_ (not like) shopping, but he \_\_\_\_\_ (love) going out with friends. They usually \_\_\_\_\_ (go) to the local park where they \_\_\_\_\_ (play) football or basketball. Today, however, Marc \_\_\_\_\_ (not play) football or basketball; he \_\_\_\_\_ (skateboard).

Mr. Belrose \_\_\_\_\_ (work) for a multinational company. He \_\_\_\_\_ (not work) today because he \_\_\_\_\_ (not feel) well. He is sick.

**I. Check what some people say about their routines and what they are doing. Complete the idea with one of the options.**

1. We always \_\_\_\_\_ a uniform to school.  
a) wear    b) wearing    c) am wearing    d) wears
2. Dad often \_\_\_\_\_ mom to wash the dishes after we eat.  
a) help    b) helping    c) helps    d) is helping
3. Today Mariana \_\_\_\_\_ my favorite meal.  
a) prepare    b) prepares    c) is not preparing    d) preparing
4. \_\_\_\_\_ Mike \_\_\_\_\_ the computer right now?  
a) always\_\_uses    b) am\_\_using    c) is\_\_use    d) is\_\_ using
5. Ann isn't here, she \_\_\_\_\_ her grandma.  
a) visits    b) visiting    c) is visiting    d) visit

**II. Read the next dialogues and fill in with the needed verbs in brackets. Use Present Simple or Present Continuous as it is required.**

1.    A: Why \_\_\_\_\_ she \_\_\_\_\_ (cry)?  
      B: Because she always \_\_\_\_\_ (cry) when she's sad.
2.    A: What \_\_\_\_\_ they \_\_\_\_\_ (eat)?  
      B: Bananas, they always \_\_\_\_\_ (eat) them when they're hungry.
3.    A: My sister \_\_\_\_\_ (cook) dinner right now.  
      B: That's strange! She never \_\_\_\_\_ (cook) dinner.
4.    A: Our children \_\_\_\_\_ (not study) at this moment.  
      B: They never \_\_\_\_\_ (study) on Saturdays.
5.    A: The dog \_\_\_\_\_ (eat) in the dining room today on a chair!  
      B: Seriously? It never \_\_\_\_\_ (eat) there.



## Writing

**You are on a holiday writing an e-mail to your friends. Describe the scene.**

- Where are you? (country)
- What are you doing?
- What are they doing? (Describe what 4 other people are doing.)
- How is the weather?
- How many people are there?



<https://cdn.thinglink.me/api/image/518045154548908033/1240/10/scaletowidth>

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**Note:**

The following checklist presents the elements required for the written evaluation. There are five aspects to be evaluated in a range from 0 to 1 point each to get a total of 5 points in this section.

**Written checklist**

The student:	YES 1p.	PARTIAL 0.5 p.	NO 0p.
Describes the assigned number of situations.			
Adds enough details to enrich the text.			
Organizes the text in complete sentences, in a coherent way, using basic connectors.			
Uses basic punctuation and has good spelling.			
Describes what he or she and other people are doing, and the conditions in which the situations are taking			

place.			
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**Answer key**

**Unit 4**

**Exercise I**

I'm sitting	My dog is playing	(Other dogs) are running	Mom is watching after (my little brothers)	My brothers are jumping.
Dad is playing domino	The sun is shining	The squirrels are eating	Kids are playing	Grandpa and grandma are watching T.V.

**Exercise II**

They are getting upset.
That Odie is annoying Garfield.
Garfield is making a noise.

**Exercise III**

1. My father is having a shower.
2. Pauline is preparing breakfast.
3. Andy and her sister are having breakfast.
4 The dolphins are swimming in the sea.
5. The weather is changing.

**Exercise IV.**

1. 4	2. 1	3. 2	4. 3	5. They are writing texts.
------	------	------	------	----------------------------

**Exercise V**

1. is coming	2. is teaching	3. isn't. studying	4. are --singing	5. is wearing
6. aren't sitting	7. are --playing	8. is flying	9. is--- doing	10. is--baking

**Exercise VI**

1. I am studying English now	2. I am not reading a book at the moment	3. She is watching T.V
4. Is he taking a bath?	5. You are not doing homework.	6. Why is the dog barking?

**Exercise VII**

.1. Yes, They are singing (chirping).	2. No, it isn't. It is climbing a tree.	3. No he isn't. He is reading a newspaper.	4.No, she isn't. She's listening to the radio.	5. One is watering the plants, The boy is eating a sandwich, and the other man is cleaning the windows.
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**Exercise VIII Listening**

1. are you doing?	2. I'm eating	3. he's having
4. I'm getting	5. They're swimming	6. it's changing
7. It's starting		

**Exercise IX Writing (Possible answers)**

Mendez Family is at home. It's 8 o'clock and Juan is watching a football match, Jenny is listening to her music, the cats are waking up. The dog is eating a ham sandwich and the father and the mother are reading the newspaper.

**Exercise X Speaking (possible ideas)**

In this moment, the family is at home. Cindy is doing her homework. Grandma is drinking coffee, Baby Ben is playing with a ball, Dad is preparing a tea and Evan is checking his photo album.

**Exercise XI**

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

**Exercise XII**

1. doesn't work	2. does ---go	3. brushes	4. is---- living
5. is ---directing	6. are playing	7. takes	8. practice
9. do ----like	10. don't have		

**Exercise XIII**

1. Is	2. teaches	3. is giving	4. lives	5. is
6. have	7. love	8. do not have	9. are living	10. speaks
11. does not teach	12. is staying	13. lives	14. studies	15. is enjoying
16. is planning	17. does not like	18. loves	19. go	20. play
21. is not playing	22 is skateboarding	23. works	24. is not working	25. is not feeling

**Answer Key Unit 4.**

**Exercise I.**

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

**Exercise II.**

1.A: Is—crying?	B: cries.
2.A. Are---eating?	B. eat
3.A: is cooking	B cooks
4.A: aren't studying	B. study
5.A: is eating	B. eats

**Writing (possible answer)**

Hi Mary: I'm in Cancun now. I'm taking a picture of the beach. It's hot and sunny. Some people are doing different activities. A girl is taking photos. Some birds are walking on the sand. Three boys are eating a sandwich. Other are sunbathing.  
See you soon, Linda.

*EXAMEN EXTRAORDINARIO DE INGLÉS II*  
*Plan actualizado 2016*  
*Examen Modelo*

Alumno: \_\_\_\_\_ / 50 p.  
No. de Cuenta: \_\_\_\_\_ Turno: \_\_\_\_\_ CALIFICACIÓN: \_\_\_\_\_

**Grammar section**

**I. John talks to his friends about his brother Dany and friend Lucy. Complete the text with the verbs in parenthesis. (10p)**

Daniel \_\_\_\_\_ (not like) vegetables, he never \_\_\_\_\_ (eat) them. His parents often \_\_\_\_\_ (say) that vegetables are good, but Daniel \_\_\_\_\_ (not eat) them. He thinks they are terrible! Lucy \_\_\_\_\_ (like) French fries, she \_\_\_\_\_ (eat) them every day but her husband \_\_\_\_\_ (not like) them. She \_\_\_\_\_ (think) they are delicious. I \_\_\_\_\_ (prefer) fish and all in my family \_\_\_\_\_ (love) eating paella.

**II. Choose the best option that completes the sentence.. (10 p.)**

1. Would you like \_\_\_\_\_ orange juice?  
a) some                      b) a lot                      c) any                      d) much
2. Is there \_\_\_\_\_ water ?  
a) some                      b) any                      c) many                      d) a
3. \_\_\_\_\_ oranges do you need to make some orange water?  
a) How much                      b) How many                      c) How tall                      d) How often
4. Cristiano Ronaldo \_\_\_\_\_ dark short hair.  
a) don't have                      b) have                      c) has                      d) doesn't
5. Our classrooms \_\_\_\_\_ electronic boards  
a) don't have                      b) has                      c) doesn't have                      d) aren't
6. We always \_\_\_\_\_ a uniform to school.  
a) wear                      b) is wearing                      c) can wear                      d) wears
7. Dad often \_\_\_\_\_ mom to wash the dishes after we eat.  
a) help                      b) helping                      c) helps                      d) is helping
8. Albert is a musician. He's \_\_\_\_\_ the piano now.  
a) playing                      b) can play                      c) plays                      d) to play
9. Tim \_\_\_\_\_ to his mom right now.  
a) is talking                      b) talking                      c) talks                      d) talk

10. Students go to school every day with all their material. They \_\_\_\_\_ take their books.

- a) always                      b) rarely                      c) usually                      d) never

**III. Read the sentence and choose the answer.**

**5p.**

1. Can you and Lucy dance?

- a.) Yes, we can.      b) No, you can't.      c) Yes, they can.

2. Can David juggle with bottles?

- a.) No, she can't.      b) Yes, he can.      c) No, they can't.

3. Can Elena play the piano?

- a.) No, I can't.      b) Yes, he can.      c) Yes, she can.

4. Can a chimpanzee climb rocks?

- a.) Yes, they can.      b) No, it can't.      c.) Yes, it can.

5. Can dogs run fast?

- a) Yes, they can.      b.) No, it can't.      c.) Yes, they do.

**Reading**

**10p.**

**Read the text.**

**Capital cities**

Every country has a capital city. This is where the government – the offices of the people who run the country-can be found. The capital city is often the most important in the country, with the most people and more businesses, shops, and factories than anywhere else. This is not always so, because some countries have built their capitals specially, such as Canberra in Australia and Brasilia in Brazil.

Cities are where people can find work and employers can find workers. One reason is that they have a better chance of finding a job in the city. Also, there are usually better services in cities than in poor rural areas. Cities have more entertainments, like top sports teams, theatres and clubs.

An advantage of a city is that people can find work and enjoy urban services. But the more people there are and the more cars they own, the more crowded the city's roads become. Yet people still want to drive. Subways, motorways and railways are expensive to build in cities.

Cars and factories cause pollution. The quality of waterways and air gets poorer. In cities surrounded by hills such as Los Angeles or Mexico City, the pollutants cannot escape. This is bad for people's health. It can also ruin buildings, since air pollution carries chemicals such as sulphur, which attack stone.

**Answer the questions:**

1. What is one characteristic of a capital city?

2. What can you find in a city?

3. Which is one advantage of living in a city?

4. Which is the problem of transportation in a city?

5. What's the problem in Los Angeles or Mexico?

Read the sentence and decide if it is T (true) or F (false)

6. Examples of expensive cities are Canberra and Brazil. \_\_\_\_\_

7. Good opportunities of finding a good job are in a city. \_\_\_\_\_

8. Transportation systems are necessary in big cities. \_\_\_\_\_

9. Pollution is a problem in all cities surrounded by mountains. \_\_\_\_\_

10. The quality of water is poor in a city. \_\_\_\_\_

**Listening**

**(5 p.)**

**Listen the audio about the image and answer (T) true or (F) false.**

1. There's an apple.	T	F
2. There are some grapes.	T	F
3. There are three sausages.	T	F
4. There isn't any toast.	T	F
5. There's a lot of tea.	T	F



You are in the park . Write a description of what is happening now.



**Give this information:**

- 
- Where are you? (country)
- What are people doing?
- Is there a museum/ airport?
- Are there any tourist attractions?
- What's the weather like?

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**Written checklist**

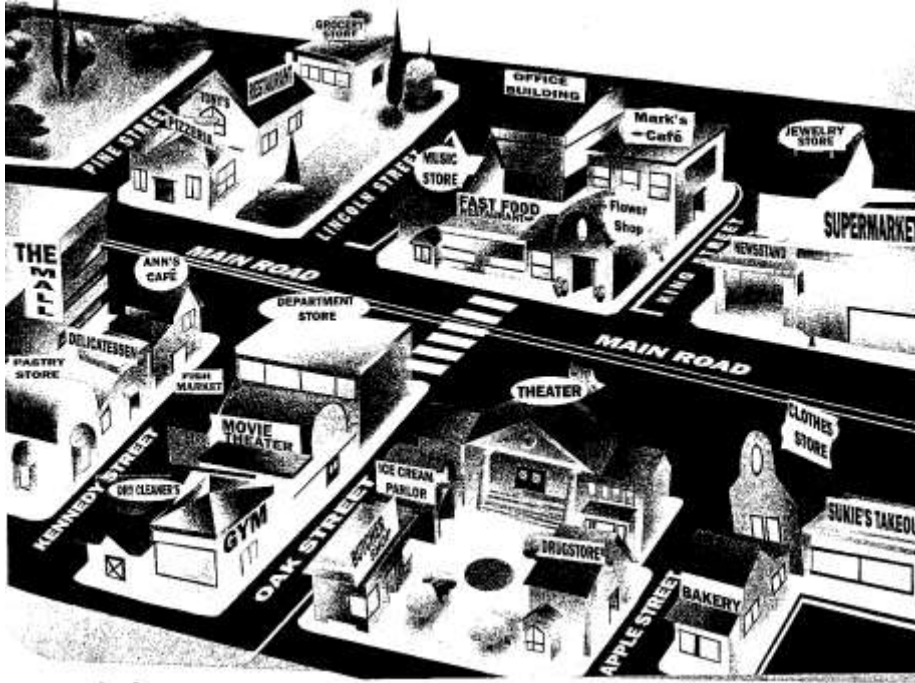
The student:	YES 1p.	PARTIAL 0.5 p.	NO 0p.
Describes the assigned number of situations.			
Adds enough details to enrich the text.			
Organizes the text in complete sentences, in a coherent way, using basic connectors.			
Uses basic punctuation and has good spelling.			

Speaking

(5p.)

Give directions to go to these places.

- The clothes store to the pastry store
- The gym to the drugstore



The student:	Yes	Partial	No
Uses the essential vocabulary to give directions. (Verbs, prepositions etc....)	2 p	1 p	0 p
Uses the appropriate grammatical structures for the task.	1 p	0.5 p	0 p
Has some fluency and sometimes mother tongue interference. Makes pauses to organize his ideas.	2 p	1 p	0 p
Express his/her ideas clearly: place of a building or a route to follow.	1 p	0.5 p	0 p

Speaking Checklist  
- total  
5p.



## Bibliografía para alumnos

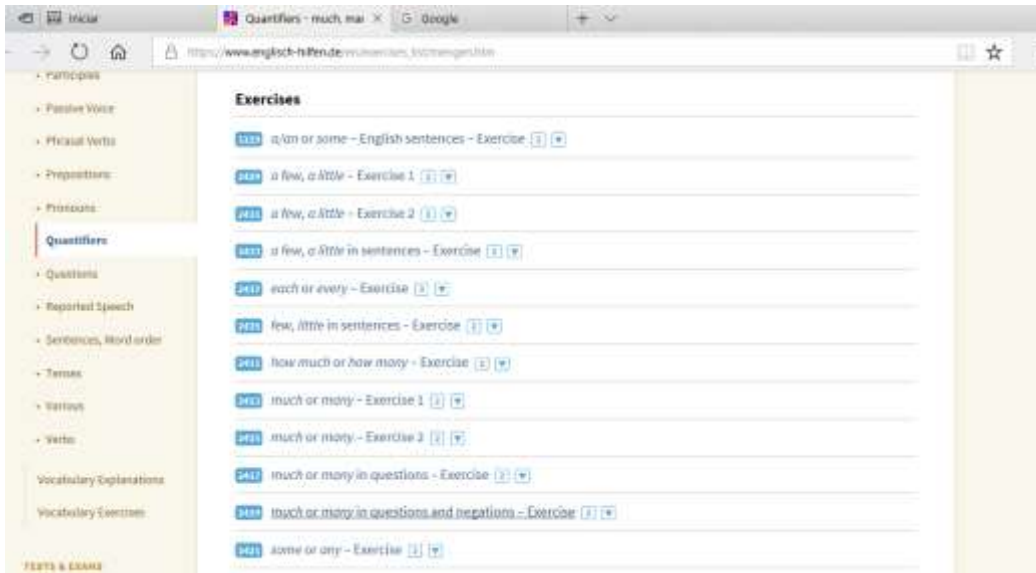
Los sitios sugeridos para consulta complementaria fueron revisados y seleccionados al mostrar ejercicios sencillos con evaluación inmediata a la resolución del ejercicio. La mayor parte de las ligas corresponden a dos sitios (se anexan imágenes), los cuales tienen un compendio amplio de ejercicios sobre algunos temas del programa. Todos los sitios sugeridos fueron consultados en fechas diferentes (junio 2017 y en enero 2018 ) y se encuentran disponibles.

### Unidad 1.

Índice que enlista diferentes ejercicios sobre contables y no contables así como cuantificadores. [https://www.english-hilfen.de/en/exercises\\_list/mengen.htm](https://www.english-hilfen.de/en/exercises_list/mengen.htm)



Listado de tema y número de referencia del ejercicio.



- Se puede realizar los siguientes ejercicios: 2429, 2433, 2435, 2411, 2417, 2419 en las siguientes ligas:
- [https://www.englisch-hilfen.de/en/exercises/confusing\\_words/few\\_little.htm](https://www.englisch-hilfen.de/en/exercises/confusing_words/few_little.htm)
- [https://www.englisch-hilfen.de/en/exercises/confusing\\_words/few\\_little3.htm](https://www.englisch-hilfen.de/en/exercises/confusing_words/few_little3.htm)
- [https://www.englisch-hilfen.de/en/exercises/confusing\\_words/few\\_little4.htm](https://www.englisch-hilfen.de/en/exercises/confusing_words/few_little4.htm)
- [https://www.englisch-hilfen.de/en/exercises/confusing\\_words/much\\_many3.htm](https://www.englisch-hilfen.de/en/exercises/confusing_words/much_many3.htm)
- [https://www.englisch-hilfen.de/en/exercises/confusing\\_words/much\\_many4.htm](https://www.englisch-hilfen.de/en/exercises/confusing_words/much_many4.htm)
- [https://www.englisch-hilfen.de/en/exercises/confusing\\_words/much\\_many5.htm](https://www.englisch-hilfen.de/en/exercises/confusing_words/much_many5.htm)

En este sitio se presentan ejercicios para reconocer objetos contables y no contable. El sitio evaluación respuestas.



- [http://www.grammar.cl/Games/Countable\\_Uncountable\\_Nouns.htm](http://www.grammar.cl/Games/Countable_Uncountable_Nouns.htm)
- <http://www.grammar.cl/english-games/few-little.htm>

Liga para practicar Can/Can't

- [http://www.grammar.cl/Games/Can\\_Cannot.htm](http://www.grammar.cl/Games/Can_Cannot.htm)

## Unidad 2

Liga de ejercicios para there is/ are. Completa oraciones y evalúa.

- [http://www.grammar.cl/Games/There\\_is\\_There\\_are.htm](http://www.grammar.cl/Games/There_is_There_are.htm)

Ejercicios para completar en las dos formas. Evalúa la página.

- [https://www.vitutor.com/gramatica\\_inglesa/verbs/thereis\\_ej1.html](https://www.vitutor.com/gramatica_inglesa/verbs/thereis_ej1.html)
- <http://www.theyellowpencil.com/tothere3.htm>

Relaciona frases para dar direcciones con su significado en español.

- <https://www.cerebriti.com/juegos-de-idiomasydar-direcciones-en-ingles#.WnFNmExFzIU>

Para pedir y dar direcciones

[https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Giving\\_directions/Giving\\_directions\\_\(listening\)\\_hb571vq](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Giving_directions/Giving_directions_(listening)_hb571vq)

<http://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/giving-directions>

## Unidad 3

Ejercicios para practicar la forma de presente simple.

- [https://www.english-hilfen.de/en/exercises/structures/ending\\_ing.htm](https://www.english-hilfen.de/en/exercises/structures/ending_ing.htm)

Ejercicios para practicar las diferentes formas del presente simple. Pueden realizarse las actividades marcadas como: 4013,131,4041,4027,4015. para acceder a estos ejercicios consultar la lista de temas. Ubicar el tema de presente simple y localizar las tareas con los números anteriores.

- [https://www.english-hilfen.de/en/exercises\\_list/alle\\_grammar.htm](https://www.english-hilfen.de/en/exercises_list/alle_grammar.htm)

Ejercicio de presente simple.

- [https://www.english-hilfen.de/en/exercises/tenses/simple\\_present\\_s.htm](https://www.english-hilfen.de/en/exercises/tenses/simple_present_s.htm)

Examen de presente simple

- <https://www.ego4u.com/en/cram-up/grammar/simpre-prepro/tests?test1>

Ejercicios para practicar los adverbios de frecuencia.

- [https://www.englishhilfen.de/en/exercises/adjectives\\_adverbs/adverbs\\_of\\_frequency\\_order.htm](https://www.englishhilfen.de/en/exercises/adjectives_adverbs/adverbs_of_frequency_order.htm)

Video donde se explica el uso de adverbio de frecuencia.

- [https://www.youtube.com/watch?v=mqs\\_xnkDjsl](https://www.youtube.com/watch?v=mqs_xnkDjsl)

Se presenta una serie de oraciones desordenadas para reescribirlas con el adverbio de frecuencia señalado. Proporciona revisión y otros ejercicios relacionados. Otros ejercicios similares se encuentran en la liga.

- [https://www.englishhilfen.de/en/exercises/adjectives\\_adverbs/adverbs\\_of\\_frequency\\_order\\_2.htm](https://www.englishhilfen.de/en/exercises/adjectives_adverbs/adverbs_of_frequency_order_2.htm)

Otros sitios con ejercicios similares.

- <http://www.montsemorales.com/gramatica/AdvFreqPosSpot.htm>
- <http://www.ecenglish.com/learnenglish/lessons/frequency-adverbs>
- [http://www.myenglishpages.com/site\\_php\\_files/grammar-exercise-adverbsfrequency.php#.U7r8CfmSxF0](http://www.myenglishpages.com/site_php_files/grammar-exercise-adverbsfrequency.php#.U7r8CfmSxF0)

- [https://elt.oup.com/student/solutions/elementary/grammar/grammar\\_02\\_012e?cc=c&sellLanguage=en](https://elt.oup.com/student/solutions/elementary/grammar/grammar_02_012e?cc=c&sellLanguage=en)
- <http://www.flo-joe.co.uk/preliminaryenglish/grammar/adverbs-of-frequency.htm>
- <https://www.youtube.com/watch?v=sV80xYzFXc4>

Sitios para practicar la colocación de adverbios de frecuencia.

- [http://www.grammar.cl/Games/Adverbs\\_of\\_Frequency.htm](http://www.grammar.cl/Games/Adverbs_of_Frequency.htm)
- <http://wwwedu.ge.ch/cptic/prospective/projets/anglais/exercises/freq1.htm>

Sitios de juegos para practicar el uso de adverbios de frecuencia.

- <http://chagall-col.spip.ac-rouen.fr/IMG/didapages/chores/index.html>
- <http://jerome.boulinguez.free.fr/english/file/hotpotatoes/adverbesfrequence.htm>

#### **Unidad 4**

Ejercicios para practicar la forma -ing de los verbos así como ejercicios de los tiempos presente simple y presente continuo. El sitio proporciona evaluación.

Esta liga corresponde a un crucigrama de verbos con -ing.

- [https://www.english-hilfen.de/en/exercises/tenses/progressive\\_ing.htm](https://www.english-hilfen.de/en/exercises/tenses/progressive_ing.htm)

En la siguiente liga se presenta el índice de los temas del presente progresivo, se pueden realizar los siguientes ejercicios: 4061,4071,4053,1311,1371.

- [https://www.english-hilfen.de/en/exercises\\_list/alle\\_grammar.htm](https://www.english-hilfen.de/en/exercises_list/alle_grammar.htm)

El ejercicio 4061 se encuentra en la siguiente liga:

- [https://www.english-hilfen.de/en/exercises/tenses/present\\_progressive\\_auxiliaries2.htm](https://www.english-hilfen.de/en/exercises/tenses/present_progressive_auxiliaries2.htm).

Ejercicios para identificar oraciones en presente simple o presente progresivo.

- [http://www.grammar.cl/Games/Present\\_vs\\_Progressive.htm](http://www.grammar.cl/Games/Present_vs_Progressive.htm)

Ejercicios de presente progresivo

- <http://www.englishexercises.org/makeagame/viewgame.asp?id=2332>
- <https://www.englishpage.com/verbpage/verbs1.htm>

#### **Bibliografía consultada**

- Campos de actividad: Orientaciones para el desarrollo de los proyectos de apoyo a la docencia 2016-2017 en Suplemento especial de la Gaceta del CCH. No.8 del 7 de junio de 2016.
- López Frías, Blanca /Elsa Ma. Hinojosa K. Evaluación del Aprendizaje. Alternativa y nuevos desarrollos. México, Editorial Trillas, 2008.
- Marco Común Europeo de Referencia para las Lenguas: aprendizaje, enseñanza, evaluación. Versión electrónica del Centro Virtual Cervantes, 2002 [http://cvc.cervantes.es/ensenanza/biblioteca\\_ele/marco/cvc\\_mer.pdf](http://cvc.cervantes.es/ensenanza/biblioteca_ele/marco/cvc_mer.pdf). (consulta da Marzo 2010).

- Prioridades y Lineamientos institucionales para orientar los planes de trabajo de las instancias de Dirección y los proyectos del personal académico de tiempo completo para el ciclo escolar 2016-2017 en Suplemento especial de la Gaceta del CCH... No.8 del 7 de junio de 2016.
- Protocolo de equivalencias para el ingreso y la promoción de los profesores ordinarios de carrera del Colegio de Ciencias y Humanidades en Suplemento Especial de la Gaceta CCH, Num. 4, 23 de mayo del 2008.
- Programas de Estudio de Lenguaje y Comunicación Inglés I-IV del Colegio de Ciencias y Humanidades aprobados el 20 de mayo de 2016 por el Consejo Técnico del CCH.

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**Materiales didácticos consultados para la elaboración de ejercicios de las diferentes habilidades y gramática.**

- .Evans V. & J. Dooley. (2009) *Upload 1, 2* U.S.A, Express Publishing.
- Putcha, Herbert & Jeff Stranks (2010) *English in Mind Starter & English in Mind* second edition. Cambridge University Press.
- Putcha, Herbert & Jeff Stranks (2010) *American English in Mind Starter & English in Mind* second edition. Cambridge University Press.
- Putcha, Herbert & Jeff Stranks (2016) *American Think Starter* Cambridge University Press
- Soars L 6 Maris A. (2009) *New Headway Elementary Workbook and Student's*. Second Edition. USA., Oxford University Press.

**Audios /Videos list**

**Unit 1 Audio 1 CD 3 American Headway 1 2<sup>nd</sup> edition unit 9 listening 7.**

Audio 2 ( can/cant)

1. Video 1 Marc and his talking dog. <https://www.youtube.com/watch?v=1inr2b7ps5m> recuperado junio 2017.
2. Video 2 Ashleigh and Pudsey. [https://www.youtube.com/watch?v=dv\\_gOBi8Wpk](https://www.youtube.com/watch?v=dv_gOBi8Wpk) junio 2017
3. Video 3 Niña prodigio. <https://www.youtube.com/watch?v=1UP6WYmRTHs> Junio 2017.

Unit 3

Caleb story

**Sitios web consultados para imágenes o información.**

<http://www.englishpage.com/verbpage/verbs1.htm>

<http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/food-and-restaurants>

- **Images used**

### **Unit 1**

www. Google.com/ images.

www. wal-mart grocery flier/January 2017.

www. Meme.org

### **Unit 2**

Prepositions of place: <https://www.easypacelearning.com/all-lessons/learning-english-level-1/201-giving-and-asking-directions-english-lesson>

Mexico city subway flier

### **Unit 3**

Daily activities. www.kids-pages.com

Michael Phelps

Clock <http://www.myenglishlanguage.com/essential-vocabulary/telling-time-english/>

My day. www.eslprintables.com

Adverbs of frequency. [www.theenglishstudent.com](http://www.theenglishstudent.com)

Tell about my day

[http://www.eslprintables.com/vocabulary\\_worksheets/actions/daily\\_routines/Daily\\_Routines\\_14580/](http://www.eslprintables.com/vocabulary_worksheets/actions/daily_routines/Daily_Routines_14580/)

### **Unit 4**

Twitters. <http://www.michellehenry.fr/present2.htm>

Image garden: <https://www.tes.com/lessons/fMf0WmFUFvB8LQ/present-continuous>

Image writing activity

[https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/practice\\_with\\_the\\_present\\_continuous\\_tense/present-continuous-progressive/94060](https://en.islcollective.com/resources/printables/worksheets_doc_docx/practice_with_the_present_continuous_tense/present-continuous-progressive/94060)

Image speaking activity: <http://www.caledonianschool.cz/wp-content/uploads/2018/01/Present-continuous-pic1.png>

Image writing exam: <https://cdn.thinglink.me/api/image/518045154548908033/1240/10/scaletowidth>

### **Unit 4**

Garfield comic-strip. <https://garfield.com/comic/2001/07/25>

Contrast present continuousvs present simple. <http://tecteens1.blogspot.com/2017/03/present-simple-vs-present-continuous.html>

<https://theeasy.wikispaces.com/Present+Simple+and+Present+Continuous>

<http://intermediatenglishbf.blogspot.com/2013/09/simple-present-vs-present-continuous.html>

- **Readings list**

**Unit 1**

Food around the world. In New Headway elementary

Food in Oxford Children's Encyclopedia Vol. 3 pag. 107-108- Madrid, Oxford University Press. 1996

What's reality TV? <http://www.jobmonkey.com/realitytv/reality-tv/>

Window of the world..information from:

<https://www.travelchinaguide.com/attraction/guangdong/shenzhen/window.htm>

[https://en.wikipedia.org/wiki/Amusement\\_park](https://en.wikipedia.org/wiki/Amusement_park)

**Unit 3**

How to. Behind the lens:life as a Nature photographer. <https://www.poppphoto.com/how-to/2011/03/behind-lens-life-nature-photographer>