

**Universidad Nacional Autónoma de México**

**Dirección General de Incorporación y Revalidación de Estudios**

**Colegio de Ciencias y Humanidades**

# **GUIA DE EXAMEN EXTRAORDINARIO INGLÉS IV**

PROGRAMA ACTUALIZADO 2016

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## **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 IV 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, 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; se incluye un ejemplo de evaluación de una de las cuatro habilidades de la lengua.

También se incluye la clave de respuesta, audioscripts y soluciones de las minievaluaciones. En la bibliografía se muestran una serie de sitios web de apoyo para la consulta de alumnos.

El examen muestra consta de cinco secciones correspondientes a la parte gramatical 25 reactivos ( 50%), la expresión oral 6 (12%), expresión escrita 5 (10%) y para la comprensión auditiva y de lectura 7 reactivos cada una ( 14% c/u) , 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 conozca los parámetros de estas secciones.

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## UNIDAD 1 COMPARTIR EXPERIENCIAS PASADAS

Propósito: al finalizar la unidad el alumno será capaz de intercambiar información para contrastar sucesos concluidos y aquellos que se estaban desarrollando en el pasado, de manera oral y escrita.

### DESCRIBING ONGOING PAST ACTIVITIES

#### The Blackout (El apagón)

Last night at 8:00 there was a black out in Brooklyn. The lights went out all over the neighbourhood.



Mr. and Mrs. Johnson were riding in the elevator and Sally was taking a bath.



1



2



3

1. Amy was doing exercise at the gym.
2. Sam was playing video games.
3. They were arranging a meeting with a customer.

#### Grammar

These actions happened in a certain moment of the night, in a concrete moment. To express these actions we use the PAST CONTINUOUS.

What were you doing last night?

- I **was cooking** the dinner.
- My brothers **were training** karate.
- My mom **was writing** a report for her job.

Look at the verbs in bold, they form the past continuous.

I **WAS COOKING** THE DINNER.

Past of verb to be  
WAS / WERE

Check that the verb "to be" (was / were) is the auxiliary in this tense.

+

main verb in gerund form: -"ing"

Check the conjugation of the verb TO BE:

Personal pronouns	affirmative ----- negative
I / you	was ---- wasn't ---was not
He /she /it	was --- wasn't --- was not
We /you/ they	were --- weren't --- were not

WHAT'S THE GERUND FORM?

The gerund form helps to express a simultaneous action, it is formed adding "-ING" to the verb:

sleep— sleeping (dormir— durmiendo)  
 cook — cooking (cocinar— cocinando)

It's important to remember that the gerund is not a tense, it is a form of the verb that helps to form tenses.

Rules to form the gerund:

1.General rule: add " <b>-ing</b> ".	work — working    think— thinking
2. One syllable verbs with a vowel in the middle, double the last consonant.	run — running    swim — swimming

3. Verbs ending in “e”, erase it and add “-ing”.	dance — dancing    declare declaring
4. Verbs ending in “y”, just add “-ing”.	study — studying    cry — crying

**A. Write the gerund form of the verbs.**

Simple form	Gerund	Simple form	Gerund
bite		write	
work		cook	
teach		cut	
interview		watch	watching
play		knit	
read	reading	walk	
take		drink	
study		clean	

**B. Look at the drawings and answer the question. Write sentences describing the actions.**

***What were the people doing last night at 8:00?***



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

This table shows the different type of sentences in the PAST CONTINUOUS:

	<b>Subject + was/were + V-ing + complement</b>
Affirmative form	My mom <b>was</b> writing a report for her job.

	Lucy and Tom <b>were</b> driving to Toronto. I was watering the plants when you called me.
Negative form	My mom <b>wasn't</b> writing a report for her job. Lucy and and Tom <b>weren't</b> driving to Toronto. I <b>wasn't</b> watering the plants when you called me.
Question form	<b>Was</b> she writing a report for her job? <b>Were</b> Lucy and Tom driving to Toronto? <b>Was</b> he /she watering the plants?
Short answer	Yes, she <b>was</b> . / No, she <b>wasn't</b> . Yes, they <b>were</b> . / No they <b>weren't</b> . Yes, he <b>was</b> . / No, he <b>wasn't</b> .
Question + WH- word	<u>What</u> <b>were</b> you <b>doing</b> yesterday night? <u>Who</u> <b>was</b> making the dinner ? <u>Where</u> <b>were</b> you <b>having</b> dinner when I called you?

**C. Complete the sentences with:**

**having, was, some kids, wasn't, eating, were.**

- Eleanor \_\_\_\_\_ making a cake, she was cooking scrambled eggs.
- \_\_\_\_\_ the clerks cleaning the store windows?
- Some rabbits were \_\_\_\_\_ the lettuces that my dad planted.
- A: I bet your mom was \_\_\_\_\_ a cup of tea when you arrived!  
B: Yes, she loves it!
- During the break, \_\_\_\_\_ were playing "hide and seek".
- Alan \_\_\_\_\_ writing a speech to welcome the minister.

**D. Complete the sentences, use the verbs given. Remember the PAST CONTINUOUS is formed by the combination of was / were and a main verb in gerund form. Look at the example.**

Example:

You: \_\_\_\_\_ Ann \_\_\_\_\_ a birthday card for Anthony? (draw)

You: Was Ann drawing a birthday card for Anthony?

Jim: Yes, she was.

- Alice: \_\_\_\_\_ Glen \_\_\_\_\_ for his wallet. (look)  
Jim: No, he \_\_\_\_\_.

2. John said that your students \_\_\_\_\_ about the answers of the exams. (talk)
3. When the robbery happened, the police officers \_\_\_\_\_ the neighbourhood.(patrol, neg.)
4. Peter: \_\_\_\_\_ Clark \_\_\_\_\_ a German course last summer? (take)  
Mary: No, he \_\_\_\_\_.
5. Samuel and his wife \_\_\_\_\_ around the world for about 3 years. (travel)

### WHEN and WHILE

Sentences in past continuous seem to be incomplete:

"He was walking down the street".

When we read it, we expect something .... and then ??? To complete the idea we can insert a sentence in past simple using the word "when" (cuando):

He was walking down the street **when** *he saw an accident with a bike.*



past continuous -- *was walking*



past simple-- *saw*

- Notice that the action in progress is interrupted by another action, this one is expressed in *past simple*.

She was cutting some paper flowers **when** her son arrived home.

The kids were reading a comic **when** the light went off.

- There is also a way to express two actions in progress that were happening at the same time using the word while:

Louis *was knitting* a sweater for her baby daughter **while** she *was taking* a nap.



was knitting--past continuous



was taking -- past continuous

The dogs were playing in the garden **while** Sue was fixing the flowers.

Bob was working in Boston **while** his wife was studying a Master's degree in the same city.



**E. Yesterday “The Martins” went for a picnic. This is what they were doing. Write sentences in the past continuous including WHILE. Use the prompts.**



1 . Dad / eat / chocolate / while / the kids / have / fun

---

2. Sam / enjoy / a sandwich / while / Kate /serve / some milk

---

3. Miriam / have / ice cream / while / the cat / stand / under / the table

---

4. While / dad / eat / a chocolate / the dog / beg / for some / !

---

**F. Actions: interrupted or at the same time? Complete the sentences with WHEN or WHILE.**

1. Helen was sleeping \_\_\_\_\_ her dog started to bark and woke her up.

2. The plumber was fixing the stove \_\_\_\_\_ I was answering some e-mails.

3. The children were playing in the pool \_\_\_\_\_ the parents were chatting and drinking a beer.

4. \_\_\_\_\_ the secretary left the office, her boss was having a meeting.

5. Ralph was reading the new Spider Man comic \_\_\_\_\_ I called him.

6. A: Were you taking a class \_\_\_\_\_ the earthquake started?

B: No, I wasn't.

7. My little twin brothers were watching a video \_\_\_\_\_ the light went out.
8. The nurses of the Regional Hospital were taking a course \_\_\_\_\_ doctors were operating.
9. I were walking to the subway station \_\_\_\_\_ I was talking with my friend Jane.
10. I was reading a science fiction book \_\_\_\_\_ a storm began.

## Reading

### Review: Tipos de lectura

**A) Skimming** is one of the most common reading strategies.

Skimming is reading a text quickly to get a general idea of text. A skim reading means going through the text to get a global idea, particularly, its organization (title, introduction) and content (diagrams, subheadings). This strategy is useful when we want to know if the material has the information we need for a concrete task or when when we don't have enough time to read the whole text.

To get a general idea you need to take some aspects in consideration:

**A general idea** is a main point that the author is making (also called a central or key idea).

It is what the text is mostly about. Sometimes this idea can be supported with details of the text, for example:

titles, subheadings, first and last sentences of each section.

To find the general idea of "The Lion and the Mouse", a fable by Aesop; follow these steps:

1. **Identify the title.** It means the text is a story, so you will find a sequence of events and probably a "moral" (moraleja).

**2. Find the events of the story:**

**A. Read the fable and identify these parts:**

### **The Lion & the Mouse**

**A Lion lay asleep in the forest, his great head resting on his paws. A timid little Mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the Lion's nose. Roused from his nap, the**

**Lion laid his huge paw angrily on the tiny creature to kill her.**

**"Spare me!" begged the poor Mouse. "Please let me go and some day I will surely repay you."**

**The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go.**

**Some days later, while stalking his prey in the forest, the Lion was caught in the toils of a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the Lion was free.**

**"You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."**

- 1. Title.** The story is called "The Lion and the Mouse". It's easy to understand that they are the two characters of the main story. But if you try to see more, the lion may mean "power" and "greatness" and the mouse might mean "the small things", the "weak things".
- 2. The events of the story.**

- A) A mouse passed by a lion sleeping.
- B) The lion wanted to eat her.
- C) She tried to make a deal “If you let me go, I will help you one day, when you need it”.
- D) The lion accepted.
- E) Day later, the lion was caught in a hunter’s net and needed helped.
- F) The mouse came and freed him.
- G) The lion remembered his deal with the mouse.

**3. What’s the general idea of the text?** \_\_\_\_\_ (Write what you think)

If you go back to the story, you will see that the main idea can be taken from the last sentence of the story: “ Now you see that even a Mouse can help a Lion.” What does that mean? **Small things count.**

**B) Scanning**

Another reading strategy is the one called “scanning”. It is used when we need to get specific information such as events, dates, names, numbers or quantities that are clearly expressed in the text. This strategy implies that the reader goes along the text reading it quickly, – scanning it – to get the required specific information.

**B.Scan the news “Back from dead?” and answer the questions.**

## BACK FROM DEAD?

How much should a man have to pay for leaving his wife and two sons and disappearing from more than 20 years? A US judge says \$ 1.86 million. That's how much Richard Hoagland must give the family he left behind in 1993. Police now know that he stole the identity of a dead man and started a new life under that man's name. He married again, had another son and bought a home on the coast of Florida. It was the dead man's family who discovered Hoagland's crime in 2013 through *ancestry.com*. Since then, Hoagland has been in prison for two years; he has been sued by his first wife and divorced by his second wife, who knew nothing of his crime.

"Spotlight", 10/18, Germany, p. 9.

1. Where did the situation happen?

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2. What was the problem about?

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3. How much money did Hoagland have to pay to his ex-wife?

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4. When did they discover the crime?

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5. What happened to Hoagland?

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## Writing

Use these guidelines to help you consider the elements of a composition.

All stories include:

### 1. Focus on CONTENT

- a) **A beginning:** It should get the readers' attention and make them want to read more.
- b) **A middle part:** It has details about events for example in chronological order: What is the most important information of the middle part?
- c) **An ending:** It brings the story to a close. A story can have a surprise ending: What is the surprising thing of the ending?

### 2. Focus on LANGUAGE

To write a text, you need to include **sequencing words:**

- a) **To start a story** — One day / night / time  
In the beginning,  
Some years ago ...  
When I was 20 years old ...
- b) **Order of events** — At first, Next, Then, After that, Ten minutes later, ....
- c) **End a story** — In the end, ... Finally, ....

## SUMMER VACATIONS

\_\_\_\_\_ (1) summer, the Bradley Family packed up their car and drove to the mountains for a weekend camping trip. Jimmy couldn't wait to go fishing. His older sister Nicole love to hike. Mom and dad just wanted to relax.

\_\_\_\_\_ (2) the family arrived, Jimmy and Nicole helped their parents set up the tents. \_\_\_\_\_ (3) Nicole took a walk down by the river. \_\_\_\_\_ (4) dinner, the family roasted marshmallows and told ghost stories around the campfire. The sounds of crickets gently put everyone to sleep.

Early in the morning, Jimmy caught a big fish. Nicole dad rode their bikes, and mom read a new book. It was hard to go back home the next day. Everyone had so much fun, \_\_\_\_\_ (5) they agreed it was the best vacation ever!

### Stories

A. Read the sentences. Decide the order of them to create the story. Write the letters.

#### A Cracked Windshield



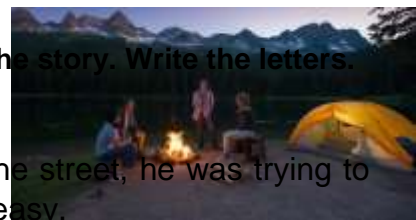
A) While he was walking down the street, he was trying to play the yo-yo, but it wasn't that easy.

B) The yo-yo landed on a red car's windshield! It was cracked!

C) It was a shiny red yo-yo.

D) A man was walking back home after a long work day.

E) He tried to make a "trick" and suddenly the rope broke and the yo-yo flew in the air!



F) When he turned around, he saw a woman selling toys and one in special called his attention.

G) When he saw it, he immediately remembered his childhood and decided to buy one.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_

**B. Read the story and insert the sentences to complete it.**

"An Unfriendly Dog"



My friend Steve told me what happened to him \_\_\_\_\_ (1). He was walking to his office \_\_\_\_\_ (2) he saw the white dog of every day – “Sharky”. But this time, the dog was staring at him deeply. Steve didn’t pay attention to that and just kept walking. But \_\_\_\_\_ (3) a moment, the dog started to run towards him and bit him. He couldn’t believe it! Immediately the Sharky’s owner came out of the house and \_\_\_\_\_ (4) a doctor. Steve said it wasn’t necessary, it \_\_\_\_\_ (5) that bad! The owner was so ashamed! He said that the only reason for his dog’s attack was that Steve \_\_\_\_\_ (6) light blue pants! That was the color of the man that washes him and the dog hates taking showers!!!

- A) after            B) was wearing      C) when            D) wasn’t  
E) today in the morning      F) called

**Listening**



**A. Listen to Dave telling a story to Anna. Complete the conversation.**

“A Nightmare”

Dave: Did I tell you about my dream \_\_\_\_\_ (1)?

Anna: No, tell me about it.

Dave: OK. At the beginning, I \_\_\_\_\_ (2) in a park at night. I was \_\_\_\_\_ (3) slowly when a bear \_\_\_\_\_(4) out at me!

Ana: Oh, no! What did you do?

Dave: I \_\_\_\_\_(5) behind a big tree, and I \_\_\_\_\_ (6) quietly. But the tree got smaller and smaller!

Anna: Oh! That’s weird!

Dave: I know! Then the bear \_\_\_\_\_(7) me and chased me! \_\_\_\_\_ (8) the bear \_\_\_\_\_ (9) me, I screamed loudly!

Anna: So, then what happened?

Dave: The bear caught me, and I \_\_\_\_\_ (10) up! It was scary!

Uncover 2

**B. Listen to the different people talking about *strange situations* and match the sentences. Write the letter on the lines.**

1. Someone...	A) won the game.
2. The girl’s cat ...	B) took the boy’s lunch at the school.
3. Someone stole ....	C) wore the same shirt.
4. The teacher ...	D) ran toward her.
5. The boy’s soccer team....	E) gave the class some chocolate for her birthday.
6. Two girls ...	F) the boy’s lock.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

**Speaking**

What do you know about these people? How did they die?

**A. Write and then practice a conversation with a partner talking about these famous people. Surf the internet to know about them and use the clues.**



A: Who was Princess Diana?

B: She was the wife of Prince Charles of England.

A: How did she die?

B: After her divorce, she had a boyfriend called Dodi Al-Fayed. One day, in 1997, Diana and Fayed were traveling in a car in Paris. The driver lost control of the car while they were crossing the Paris bridge and crashed. All died in the accident.










## CLUES

### **Kurt Cobain**

singer / band Nirvana/ American / die Washington April 8th 1994 / depression / consume drugs / commit suicide / a shotgun

### **Martin Luther King**

activist / civil rights black people / American / die Memphis April 4th 1968 / give a speech / support workers / a bullet / right cheek / a murderer

### **John Lennon**

musician / band The Beatles / British / die New York December 8th 1980 / a fan: David Chapman / 4 shots / come back home

## MINI-EVALUATION

### **1. Which sentence expresses a past action in progress?**

- A) She learned French some years ago.
- B) She is working in a language center.
- C) She was learning French when she met Pierre.

### **2. Select a sentence to complete the past action in progress.**

Joseph was writing a report when ....

- A) he was drinking a coke.
- B) he is calling.
- C) he saw a hummingbird from the window.

### **3. Complete the sentences using the verbs in parenthesis. Use PAST SIMPLE or PAST CONTINUOUS.**

- a) Ann and her daughter \_\_\_\_\_ (make) clay figures until 6:00 p.m.
- b) When I \_\_\_\_\_ (meet) Jane, she was 18 years old.
- c) \_\_\_\_\_ you \_\_\_\_\_ (watch) the Monday night game when I called you yesterday?
- d) While Sam was painting the kitchen, I \_\_\_\_\_ (cook) in the garden.
- e) The pop star \_\_\_\_\_ (not sing) live, she was singing "play back".

**4. Complete the sentences with WHEN or WHILE.**

- a) Were you singing \_\_\_\_\_ you were taking a shower this morning? I guess I heard your voice!
- b) The man was walking along Madero street \_\_\_\_\_ he heard a voice calling "help please".
- c) \_\_\_\_\_ the political debate was taking place, two soccer teams were playing the final game of the tournament.

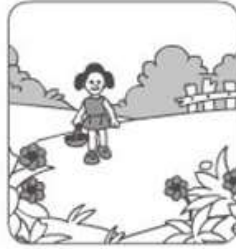
**MINI-EVALUATION- WRITING**

**A. Sequence of a story.**

Look at the events in the drawings. Write a number to order them. Then write a story of what happened. Include sequencing words like *first*, *then*, *later*, *finally*. 50 words.



Mary was scared.



Mary went to the garden.



Suddenly she saw a spider.



She was collecting flowers.



She ran away.

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**ANSWER KEY**

A. Practice verbs in gerund form.

<i>Simple form</i>	<i>Gerund</i>	<i>Simple form</i>	<i>Gerund</i>
<i>bite</i>	<i>bitting</i>	<i>write</i>	<i>writing</i>
<i>work</i>	<i>working</i>	<i>cook</i>	<i>cooking</i>
<i>teach</i>	<i>teaching</i>	<i>cut</i>	<i>cutting</i>
<i>interview</i>	<i>interviewing</i>	<i>watch</i>	<i>watching</i>
<i>play</i>	<i>playing</i>	<i>knit</i>	<i>knitting</i>
<i>read</i>	<i>reading</i>	<i>walk</i>	<i>walking</i>
<i>take</i>	<i>taking</i>	<i>drink</i>	<i>drinking</i>
<i>study</i>	<i>studying</i>	<i>clean</i>	<i>cleaning</i>

**B.** *What were they doing? (Answers may vary)*

1. *He was cooking dinner.*
2. *They were having breakfast.*
3. *She was reading the newspaper.*
4. *They were doing homework.*

**C.** *Was or were? Complete the sentences* 1. *wasn't* 2. *were* 3. *eating* 4. *having* 5. *some kids* 6. *was*

**D.** 1. *was looking / wasn't*

2. *were talking*

3. *weren't patrolling*

4. *Was-taking / wasn't*

5. *were traveling*

**E.** *"Picnic"*

1. *Dad was eating a chocolate while the kids were having fun.*
2. *Sam was enjoying a sandwich while Kate was serving some milk.*
3. *Miriam was having an ice cream while the cat was standing under the table.*
4. *While dad was eating a chocolate, the dog was begging for some!*

**F.** *When or while?*

1. *when* 2. *while* 3. *while* 4. *when* 5. *When* 6. *when* 7. *when* 8. *While* 9. *While* 10. *When*.

**READING Back from Dead**

1. *In US.*                      2. *A man stole the identity of a dead man and started a new life.*
3. *1.86 million.*            4. *2013.*
5. *He was in jail and paid 1.86 million dollars to his ex-wife.*

*\*Article taken from the magazine "Spotlight", 10/18, Germany, p. 9.*

**Writing**

**A.** *"Summer Vacations"*

1. *Last* 2. *When* 3. *Then* 4. *After* 5. *In the end*

**B. Stories.** *A Cracked Windshield* 1-D 2-F 3-C 4-G 5-A 6-E 7-B

*An Unfriendly Dog* 1-E 2-C 3-A 4-F 5-D 6-B

**Listening.**

A. 1. *Last night* 2. *Was* 3. *Walking* 4. *Waited* 5. *While* 6. *Chasing* 7. *woke*

AUDIOSCRIPT "A Nightmare"

*Dave: Did I tell you about my dream last night?*

*Anna: No. Tell me about it.*

*Dave: O.K. In the beginning, I was in a park at night. I was walking slowly when a bear jumped out at me!*

*Anna: Oh, no! What did you do?*

*Dave: I hid behind a tree, and I waited quietly. But the tree got smaller and smaller!*

*Anna: That's weird!*

*Dave: I know. Then the bear found me and chased me! While the bear was chasing me, I screamed loudly!*

*Anna: So, the what happened?*

*Dave: The bear caught me, and I woke up! It was scary!*

1. B 2. D 3. F 4. E 5. A 6. C

B. Audioscript "Strange Situations" *Uncover 2 pag. 48.*

1. *I brought my lunch to school last Wednesday, like I always do. I put it in my locker and went to class. Before lunch, I went to my locker to get it but it wasn't there. I still don't know what happened to it.*

2. *A couple of weeks ago, my cat Jasper escaped. Then, on Saturday, I was hanging out to the park with some friends and it came out of the woods and ran towards me.*

3. *I rode my bike to school. When I came back to get it, the bike was still there but the lock wasn't.*

4. *Actually, something unusual happened in my class yesterday. Everybody in the class found a chocolate on their desks. Then, the teacher came in and told us it was her birthday.*

5. *Last week my soccer team was playing the best team in the week. I scored the winning goal during the last five minutes of the game. It was awesome and it was my first goal of the season.*

6. *Well, last weekend, I wore a new shirt to my friend's birthday party, and she was wearing the same one. It was really embarrassing.*

Speaking: (open answers)

MINI EVALUATION 1. C 2. D

3. a) *were making* b) *met* c) *were, watching* d) *was cooking* e) *wasn't singing*

4. a) *while* b) *when* c) *while*

MINI EVALUATION: WRITING

Order of events 4, 1, 3, 2, 5

## UNIDAD 2 COMPARTIR PLANES Y PREDICCIONES

Propósito de la unidad: El alumno será capaz de expresar planes y predicciones para describir situaciones futuras, de manera oral y escrita.

## PLANNING AND PREDICTING

Surely you like planning. Been a teenager is all about imagining the future.

Are these things in your plans?

**A. Circle the ones that are more important to you and complete the ones that are missing the verb.**

have a  
boy/girlfriend



learn to drive



children



have lots of friends



go to college



have a nice job



a car



go shopping



travel abroad



be famous



get married...to



that new  
cellphone



So many things can happen! So you need to plan. But how can you express all that in English? Take a look to the next part.

## Grammar

You surely want to talk about the future. The most common form to do it is using

**Subject+ verb to be +“going to.”+ verb+ complement**



You use verb to be+ “going to” when you want to express:

**\*Your plans and intentions.**

I **am going to** visit my grandmother.

My sister **is going to** save some money.

My parents **are going to** buy a new car.

In ten years, I **am going to** celebrate my 20<sup>th</sup> anniversary.



**\* Predictions based on evidence.**

Look at the clouds. It **is going to** rain.

Watch out! The car **is going to** crash!

I am super tired, I **am going to** fall asleep.



If you want to say something like this:

I **am going to go** to Acapulco next vacation.

IT MEANS THE SAME!

I **am going to** Acapulco next vacation.

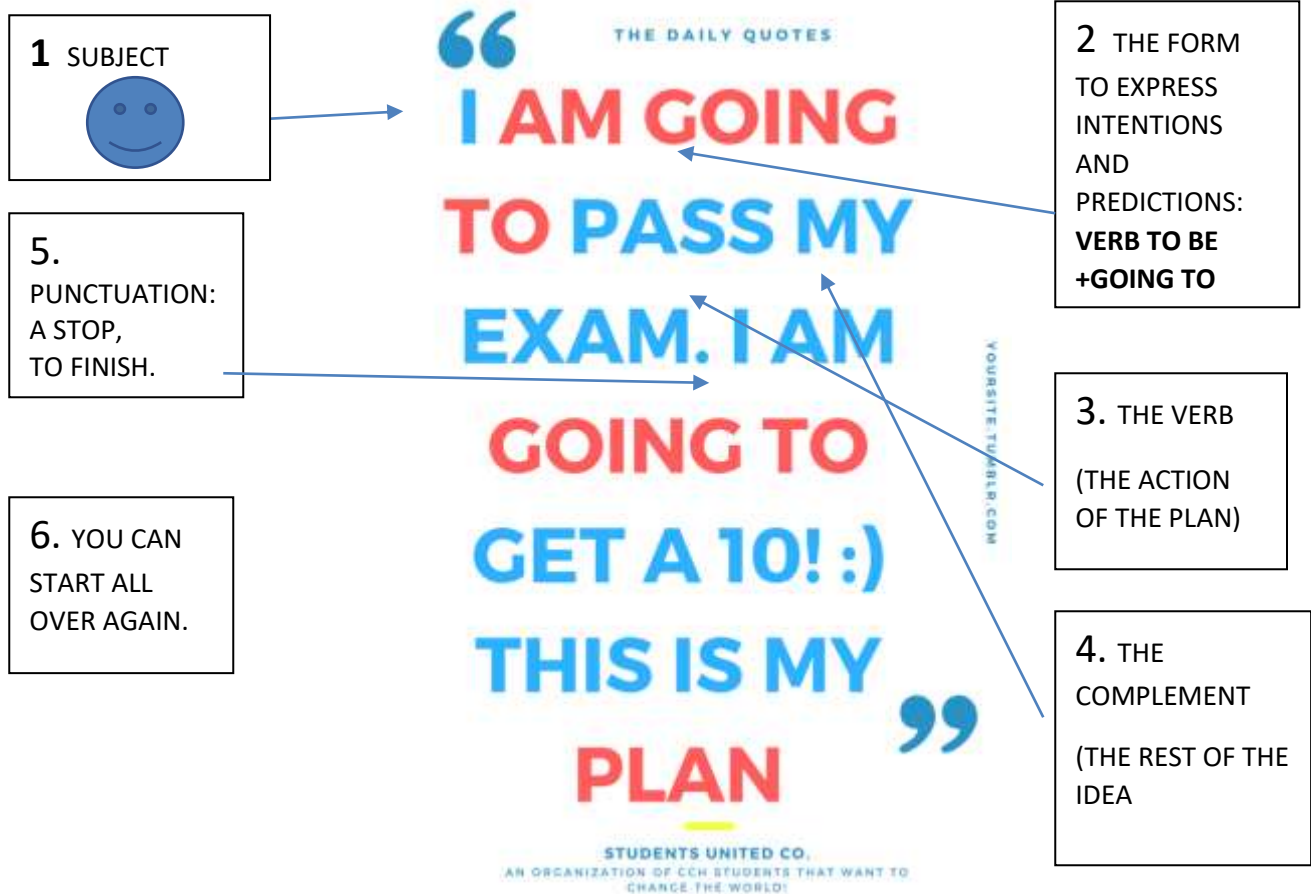
Some expressions to add to your ideas to mark the future tense are:

*tomorrow, next week / month / year / Sunday, the day after tomorrow, tonight,  
in a week / month / hour / second...*

**A. Complete the sentences with the correct form of “going to” following the examples.**

1. I \_\_\_\_\_ Guerrero **next Friday**.
2. She \_\_\_\_\_ watch a movie with her boyfriend **tonight**.
3. We \_\_\_\_\_ finish semester **in two weeks**.
4. They \_\_\_\_\_ to Acapulco **next December**.
5. He \_\_\_\_\_ adapt his new house for the new baby.

So, you are studying because you need to pass your exam. You can express a plan something like this, it is your **intention**:



And this GOING TO doesn't change if we change subject, the only part that changes is the VERB TO BE

Positive	Negative
I <b>am going</b> to get a 10.	I <b>am not going</b> to fail my exam next month.
You <b>are going</b> to get a 10.	You <b>are not going</b> to buy a car.
He/She/It <b>is going</b> to get a 10.	He/She/It <b>is not going</b> to watch a movie tonight.
We/ You/ They <b>are going</b> to get a 10.	We/ You/ They <b>are not going</b> to go shopping tomorrow.

Interrogative and short answers
<b>Are</b> you going to Paris for your 15 <sup>th</sup> birthday? .....Yes, I am.
<b>Is</b> he going to buy that new cellphone? .....No, he isn't.

<b>WH questions</b>	
<b>Why</b> are you staying? time.	Because I am going to dance more
<b>What</b> are you going to do?	I am going to do my homework.
<b>Where</b> are you going to stay?	I am going to stay at a hotel.
<b>How</b> are you going to pass the exam?	I am going to study a lot.

**So, now you are ready to *plan and predict!***

**B. Order the next plans and predictions**

1. I-dance-going- all-am-the- night-to- tomorrow-at-party.

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2. My-is-not-sister-get-married-going-to-soon.

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3. My-and-I-are-pizza-to-going-friends-eat-tonight.

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4. Are-going-buy-you-a-year-car-to-new-this-?

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5. are-Computers-become-to-faster-going.

---

**C. Transform these sentences into negatives**

1. Classes are going to be by holograms.

---

2. The pollution is horrible. This planet is going to die.

---

3. My daughter is going to have two babies.

---

4. I am going to pass the exam.

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**D. Choose A, B or C as needed to make correct questions**

- A: \_\_\_\_\_ the soccer championship going to be in Katar in 2020?  
a) Am                      b) Is                      c) Are
- A: \_\_\_\_\_ Ronaldiño and Messi going to retire in 2021?  
a) Am                      b) Is                      c) Are
- A: Where \_\_\_\_\_ spend our vacations?  
a) they going      b) you going to      c) are we going to

**E. Complete the questions and answer them according to the image.**



1

1. \_\_\_\_\_ Angie \_\_\_\_\_ the party? \_\_\_\_\_

2. \_\_\_\_\_ we \_\_\_\_\_ eat pizza tomorrow? \_\_\_\_\_

3. \_\_\_\_\_ they \_\_\_\_\_ work all day?

4. \_\_\_\_\_ it \_\_\_\_\_ be sunny tomorrow? \_\_\_\_\_

5. \_\_\_\_\_ Fido \_\_\_\_\_ meet other dogs at the park? \_\_\_\_\_



2

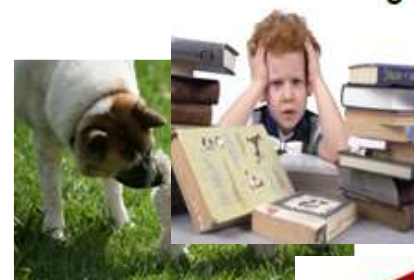


3

Next 36 Hours

Tonight	Tomorrow	Tomorrow Night
		
Scattered T-Storms Low 69° F	Scattered T-Storms High 86° F	Scattered T-Storms Low 70° F
Precip: 40%	Precip: 50%	Precip: 50%

4



6

6. \_\_\_\_\_ you \_\_\_\_\_ to stay awake so late? -Because I have an exam tomorrow.

7. \_\_\_\_\_ he \_\_\_\_\_ to come back? -On Wednesday.



7

## Reading

Remember the types of reading: **skimming** (lectura de ojeada), **scanning** (lectura selectiva) and **search reading** (lectura de búsqueda).

When you skim a text you want to know the general idea of the text you want to read. Skim the following text and answer.

1. What is the general idea of the reading?

- a) Lucy's education    b) Lucy's plans    c) How is Lucy going to become famous

What is the general idea in a text?

**A GENERAL IDEA** synthesizes everything that you read. It is a wide statement. It is about all the text with no going deeper into details. When you search for a general idea do not stress out about specific things. Ask yourself: **“What is the reading about?”**



Read the next text.

**#futureplans**

**WELCOME TO MY HOMEPAGE!!!!!!**

Today I am going to talk about my **future plans!**

Hello there! I am Lucy. I am 30 years old. I studied High School in the CCH, then I studied “Theater” at the University. Those days were perfect! Now I work at an acting company. I am new here but I have many plans for my life, my job and my family. I am a planning girl! **Want to know????**

I am going to become famous! I am working hard and I am writing a play so I know I am going to be super famous!

My play is about love. Oh, love is my favorite topic. Well, I have a boyfriend since University. He is an actor, a handsome actor. I know he is going to ask me to marry him so I am going to get marry and I am so happy! We are going on tours every year. We are going to Paris some years after marrying. Oh! If I am going to marry, I am going to start a diet because I want to be beautiful! I am going to eat lots of protein and fruits.

I have another big plan: I am going to save a lot of money to buy my mother that house she likes.

Well, while that happens, I am going to adopt those two beautiful dogs at the refuge that I saw last week. I am going to do that next Monday, I already have an appointment. Oh by the way, next week is my parents' anniversary so I am going shopping tonight for the most beautiful present.

Oh, it is going to rain, I can see it in the clouds, so I need to go...

Wait for my next entry for sure I am going to show you my dogs and my parents' anniversary present...and I hope my engagement ring too!

Can't wait to be in touch with you again!

Bye. *Michel T.*

**A. Now practice scanning and write T for True or F for False in the following sentences.**

- |  |   |   |
|--|---|---|
| 1. Lucy is going to become famous.                 | T | F |
| 2. Lucy and her husband are going to write a play. | T | F |
| 3. Lucy is going to get married.                   | T | F |
| 4. Lucy is going to have children.                 | T | F |
| 5. Lucy is going to Paris.                         | T | F |

**B. Now practice search reading answer the questions.**

6. Why is Lucy going to become famous? \_\_\_\_\_
7. What is Lucy going to buy for her mother? \_\_\_\_\_
8. What is Lucy going to do next Monday? \_\_\_\_\_
9. What is Lucy doing tonight? \_\_\_\_\_
10. What is she going to show you next time? \_\_\_\_\_

**Writing**

**A. Write your own homepage: who you are and your plans for the next vacations!** Write about 6 or seven plans you have

Hi! Welcome to my homepage!

# \_\_\_\_\_

I am \_\_\_\_\_ and I have a lot of plans for my next vacations!

Want to know?

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See you soon!

Bye!



## Sharing promises and predictions

(WILL)

Surely you are worried about the environment and where you live, like your:  
community, city, and world;



Or science, food, transportation, economy and technology.



Which three are you most worried about? \_\_\_\_\_

What will happen to the world if things continue like today? \_\_\_\_\_

There is another way to express the future. We can use WILL to express the future in certain occasions.

## Grammar

Let's list when you can use Will.

### 1. A promise

For example: You say to your girl/boyfriend "I will love you forever."

### 2. A prediction

For example: It will snow tomorrow.

### 3. To express a hope or something uncertain

For example: I think I will arrive early.

Maybe, she won't come.

### 4. To express an offering or invitation in the INTERROGATIVE FORM

For example: Will you have dinner with me tonight?

Will you marry me?

*I'll Love you  
Forever And  
Always..❤️*

Will **doesn't change** with the person in affirmative, negative nor the interrogative form.

**Subject+ will+ verb+ complement**

Affirmative	Negative
<b>Contractions= 'll</b>	<b>Contraction: will + not= won't</b>
I <b>will travel</b> to Cancun.= I'll	I <b>won't go</b> to Europe.
You <b>will travel</b> to Cancun.= you'll	You <b>won't buy</b> a car.
He/She/It <b>will travel</b> to Cancun = he'll	He/She/It <b>won't travel</b> to Japan.
We/ You/ They <b>will travel</b> to Cancun.	We/ You/ They <b>won't visit</b> my friends.

**Interrogative form**

Question	Short answers
Will you be there? .....	Yes, I will
Will she be there?	No, she won't
<b>WH questions</b>	
<b>What</b> will you do after you graduate?	Probably, I will look for a job.
<b>Where</b> will man invent?	Maybe, Man will invent teletransportation.

**A. Complete the questions and answer them according to the image.**

**Example: will you be there? –Yes, I will!**

**Why will you be there? –Because I am the organizer!**

1. Will you \_\_\_\_\_ me? \_\_\_\_\_.
2. \_\_\_\_\_ you \_\_\_\_\_ the new car? Because I am the best driver!
3. \_\_\_\_\_ he \_\_\_\_\_ early? \_\_\_\_\_





4. \_\_\_\_\_ they \_\_\_\_\_ tonight to a concert? \_\_\_\_\_

5. \_\_\_\_\_ Missy \_\_\_\_\_ the prize?

\_\_\_\_\_

6. \_\_\_\_\_ you \_\_\_\_\_ in ten minutes?

Yes, \_\_\_\_\_ at the metro station.



**B. Choose the words that best complete the sentences in the text. If you are able, try to do it first without looking at the options.**

I have 5 students in my English class. They are very intelligent and I am sure they will \_\_\_\_\_ a nice future. Tonight, they are all \_\_\_\_\_ to receive their diplomas and have a beautiful party. Maybe, Samantha will \_\_\_\_\_ a veterinarian. Every single essay that she wrote was about animals, especially birds. I think Mary will \_\_\_\_\_ Physics and in a few years will \_\_\_\_\_ an excellent researcher. Peter wants to be a mechanical engineer. I believe, in the near future he will \_\_\_\_\_ cars, fix them and maybe he will \_\_\_\_\_ one or two for himself. Daniel is my favorite because he is very polite. \_\_\_\_\_ he become a politician as he says? I doubt he will. He is so honest! Well, perhaps he will \_\_\_\_\_ things a little bit! I believe he will \_\_\_\_\_ in a big university as a professor. And finally, John promised me he will be a doctor. The other day a girl in class fainted, and we were so scared, he quickly provided first aids. I think he will \_\_\_\_\_ the cure to many diseases. They are all great \_\_\_\_\_. I will \_\_\_\_\_ them so much. But, happily, another group will \_\_\_\_\_ and I believe we will have a great time!

discover   study   miss   design   have   be  
come   teach   become   Will   going   buy  
change   students

**C. There are two images that use will. Answer the questions according to the text in the images.**

1. It uses "will" because it is...



a) a promise b) an invitation

2. What is the general idea of this picture?

a) I love you b) married people



1. It uses "will" because it is ...

a) a hope, b) a promise c) an invitation

2. What is the general idea of the phrase?

a) to die b) to leave c) to be free

## Writing

**A. Create your own motto, logo or phrase for life. Use will and explain why "will".**

It uses "will" because it is

\_\_\_\_\_

and the general idea

is \_\_\_\_\_

**A. Write a text about some things that will happen in Mexico and/or other parts of the world. Think about their politics, celebrities, weather, entertainment, natural disasters etc. Write complete sentences. Length: a paragraph.**

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## Reading

Read the next tabloid

**PENNY NEWSPAPER – November**  
**2018**



Will Mexico live a change?

<p><b>POLITICS</b></p> <p><b>TIMES OF CHANGE? IS THAT REALLY SO?</b></p> <p>This Saturday, December 1<sup>st</sup>, 2024 the new President of Mexico will receive the government in an official ceremony at the <i>Palacio Legislativo de San Lázaro</i>. We have the complete itinerary and a complete analysis on the pros and cons of the new government to come by our famous journalist “Politic Guy”.</p> <p>See the complete article and how the ceremony will affect transit in Mexico City. Page 2 -Politic Girl</p>	<p><b>WEATHER</b></p> <p><b>Today</b> we woke up with cold weather. Temperature registered in 3° Celsius but as the day passes we will have a temperature up to 23° Celsius so we recommend to dress with three layers of clothing. At 7 pm temperature will start to drop and end at night with a temperature of 13° Celsius</p> <p><b>FORECAST Tomorrow:</b> The sun will rise at 6:55 am and will set at 17:57 at night. There will be few electric storms. We will start at 9°Celsius and reach a temperature of 20°Celsius at 1pm. Storms will begin at 3:00 pm and will continue all the rest of the day until 9:00 pm. Wind will be present all day but will only reach 6km/hour. – Weather Girl</p>
<p><b>Avenger Infinity War will be on the cinemas next May 2019!!! Prepare!!!</b></p> <p>Watch the new trailer on our newspaper web page: <a href="http://www.pennynews.org">www.pennynews.org</a></p> <p>-Penny</p>	<p><b>CELEBRITIES</b></p> <p>There are new witnesses that Juan Gabriel is alive!! According to his former manager Juan Gabriel is not dead and he promises JuanGa will reappear this January in a T.V. program. Which will it be? Stay with us as we will tell you</p> <p>-Gossip Guy</p> 

A. Answer the next questions according to the tabloid.

1. What temperature will we have today at night? \_\_\_\_\_
2. Will it be sunny tomorrow? \_\_\_\_\_
3. What will be the lowest temperature tomorrow? \_\_\_\_\_
4. When and where will the next President of Mexico receive the government? \_\_\_\_\_

**B. According to the information on the tabloid choose T for true and F for False.**

1. The tabloid offers a complete analysis of the new government. T F
2. The tabloid says the new government will change things. T F
3. Tomorrow wind will blow fast all day. T F
4. Juan Gabriel is alive. T F
5. Juan Gabriel will appear in a new concert. T F
6. The new trailer of Avengers Infinity War will be released in May 2019. T F

**Listening**

**A. Listen to Sally and Patrick talking about the future and complete the columns of the table. Tick the things they think will happen and cross the things they think won't happen.**

	SALLY	PATRICK
get married		
have children		
go to university		
get a good job		
learn to drive		
become famous		

*English in Mind Student's book 1 p. 70*

**Speaking**

**A. Think about the future. What are your predictions for your planet in matters of technology, environment, transportation and food? Imagine the world in 20 years, how is it? Prepare 10 ideas that include all of the above.**

*Plan here!*

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**MINI-EVALUATION**

**I. Complete the sentences. Use the correct form of be going to.**

1. She/travel/by boat / to France

\_\_\_\_\_

2. My father/not/ see the bank manager/ tomorrow

\_\_\_\_\_

3. We/ have a party / on Friday/ ?

\_\_\_\_\_

4. Where/ you/ stay/ on your vacations/?

\_\_\_\_\_

**II. Each sentence is missing a word from the box. Rewrite it correctly.**

<b>is</b>	<b>going</b>	<b>next</b>	<b>to</b>	<b>will</b>
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1. We are to London by train. \_\_\_\_\_

2. She going to see the dentist tomorrow. \_\_\_\_\_

3. They are going to visit grandpa week. \_\_\_\_\_

4. He study Italian at the university. \_\_\_\_\_

5. You are going buy a new car soon. \_\_\_\_\_

**III. Complete the sentences with will or won't. Use the verb in brackets.**

1. I \_\_\_\_\_(do) well in my exam tomorrow. I did not study.
2. He feels bad! He thinks he \_\_\_\_\_(stay) in bed tomorrow.
3. I do not understand this question. I \_\_\_\_\_(ask) the teacher about it.
4. My cousin \_\_\_\_\_(buy) a new cellphone. He does not have enough money.

**MINI-EVALUATION -LISTENING SKILL**

**IV. Listen to the audio and check the next True or False to the following sentences.**

1. Laugh for at least three minutes, three times a day, and you will be a happier person. T F
2. Drink pineapple juice with low-fat milk and you will feel a lot of energy. T F
3. Eat a lot of food too fast, you won't feel full, and you will still be hungry. T F
4. Bite an ice cube when you have a tooth ache and you will feel better. T F
5. Smell flowers and you will be happy. T F
6. Go swimming right after you eat, and you won't have any problem. T F

**Answer key**

**A.** 1. am going to 2. is going to 3. are going to 4. are going 5. is going to

**B** 1. I am going to dance all night tomorrow at the party. 2. My sister is not going to get married soon.  
3. My friends and I are going to eat pizza tonight. 4. Are you going to buy a new car this year? 5.  
Computers are going to become faster.

**C.** 1. Classes are not going to be by holograms. 2. The pollution is not horrible. This planet is not  
going to die. 3. My daughter is not going to have two babies. 4. I am not going to pass the exam.

**D.** 1. b) Is 2. c) Are 3. c) are we going to

**E.** 1. Is going to? No, she isn't 2. Are going to? Yes, we are 3. Are going to? Yes, they are 4.  
Is going to? No, it isn't. 5. Is going to? Yes, it is. 6. Why are going to ..? 7. When are going  
to...?

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

**READING B.** 1. Because she is working hard and writing a play. 2. She is going to buy her a house  
3. She is going to adopt two dogs. 4. She is going to buy an anniversary present for her parents 5. b

**WRITING** Free: Write a similar text with six or seven plans using going to in the correct form.

### **WILL**

**A:** 1. Marry ...? Yes, I will! 2. Will ...drive 3. Will... get up..? No, he won't 4. Will ...go..? Yes, they will. 5. Will Missy get the prize? Yes, she (it) will. 6. Will...be...? Yes, we (I ) will...

**B.** 1. have 2. going 3. become 4. study 5. be 6. design 7. buy 8. Will 9. change 10 teach 11. find 12. students 13. miss 14. come

**C.** 1. a) a) 2. a) c)

**READING A** 1. 13° Celsius 2. No, it won't 3. 9°Celsius 4. Saturday, December 1st

**READING B** 1. T 2. F 3.F 4.T 5.F 6. F

**WRITING A.** Free: Draw a logo using will and clarifies why the use of will and its general idea.

**WRITING B.** Free. Text needs to use will and talk about things that will happen in Mexico and or other countries. Topics are celebrities, weather, etc. The Reading is the model to the Writing

**LISTENING:Sally:** get married, go to university, get a good job. **Patrick:** get married, have children, go to university, get a good job, learn to drive.

**ANSWERS WITH A CROSS: Sally:** have children, learn to drive, become famous. **Patrick:** become famous.

**A.SPEAKING.** (Student talks about the planet in 20 years. what will happen in areas of technology, environment, transportation, and food. Eg: In 20 years, the planet will be in a really bad condition...)

Interviewer: Last question. Do you think you'll be famous one day?

Sally: Famous? No, I'm sure I won't be famous!

Interviewer:OK. Now, here's Patrick. Hi, Patrick.

Patrick: Hi.

Interviewer: What about your future Patrick? Do you think you'll get married and have children?Patrick: Well, yes, I think I 'll get married. I hope so, anyway! And I'm pretty sure I want children. I like kids.

Interviewer: OK. Now, do you think you'll get a good job?

Patrick: Yes, I'm sure I'll go to university and get a good job. I want to be a lawyer. I hope to go to one of the top universities, and then I hope to be one of the best lawyers in the country.

Interviewer: Well, good luck! And what about driving?

Patrick: Oh yes, I'm sure I'll learn to drive.

Interviewer: Do you think you'll be famous one day?

Patrick: Well, I don't think so- but you never know! I doubt I'll be famous, though. Interviewer: Right. Thank you very much, Patrick...

**SPEAKING:** Free. Student must use will and talk about the assigned topics.

**Answer key MINIEVALUATION**

I.1. She is going to travel by boat to France.

2. My father is not going to see the bank manager tomorrow.
3. Are we going to have a party on Friday?
4. Where are you going to stay on your vacations?

II. 1. We are going to London by train.

2. She is going to see the dentist tomorrow.
3. They are going to visit grandpa next week.
4. He will study Italian at the university.
5. You are going to buy a new car soon.

**III. Complete the sentences with will or won't. Use the verb in brackets.**

1. I won't well in my exam tomorrow. I did not study.
2. He feels bad! He thinks he will stay in bed tomorrow.
3. I do not understand this question. I will ask the teacher about it.
4. My cousin won't buy a new cellphone. He does not have enough money

**LISTENING SKILL Let's speed up. 3 . 83**

Answers:1. T 2.T 3. T 4. F 5. T 6. F

Audioscript

1. *you should laugh for at least three minutes, three times a day.*
2. *when you take a shower, you should change the temperature of the water from hot to cold and back to hot again.*
3. *Fresh pineapple juice mixed with low-fat milk is a great energy drink.*
4. *Eating food too fast won't make you feel full, and you'll want to eat more.*
5. *When you have a toothache, it's a good idea to bite on an ice cube. It can help your toothache go away.*
6. *Don't stay up too late the night before an important exam, as it will be easier to get up on time.*
7. *The smell of flowers can make you feel happy.*
8. *The hot air from a hairdryer can help an earache go away.*



## UNIDAD 3 COMPARTIR PLANES, PREDICCIONES Y SUGERENCIAS

Al finalizar la unidad, el alumno: será capaz de interactuar para expresar planes, predicciones y sugerencias, de manera oral y escrita.

SHARING PLANS, PREDICTIONS and ADVICE

# SCRABBLE DAY

### SKIMMING

#### A. Before reading the text

Look at the picture and the title and write a prediction of what the text is about

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#### B. Skim the text and choose the correct answer

The text is about:

- a) some plans for a trip on the Interrail.
- b) Paul's appointment for this afternoon.
- c) some plans for the afternoon.
- d) Emily's predictions about Andy.

**EMILY:** Hi Paul! What are you going to do today?

**PAUL:** I'm going to see my dentist at three o'clock in the afternoon. Do you have any plans for today?

**EMILY:** I'm going to meet John and Jane at the cafe. We're going to play Scrabble. Would you like to join us after your appointment at the dentist?

**PAUL:** Sounds good. I think my appointment will finish at four o'clock. I'll call you when it finishes, then I can join you.

**EMILY:** Great! We're going to talk about the Interrail. We'll need your advice.

**PAUL:** Alright! I'll give you very valuable information about the trip. Look! Andy is coming.

**EMILY:** Oh no! He's going to see me! He lent me his Geography book, and I lost it. Now, he'll probably ask me about it.

**PAUL:** OK. I got it.

**EMILY:** Bye, Paul.

**C. Read the text and decide if the statements are true or false:**

- |   |   |   |
|---|---|---|
| 1. John and Jane are going to play Scrabble at Emily's house. | T | F |
| 2. Paul doesn't have any plan for today.                      | T | F |
| 3. Paul can meet Emily and others after his appointment.      | T | F |
| 4. They are planning a trip.                                  | T | F |
| 5. Emily doesn't want to see Andy.                            | T | F |

**Grammar**

**Study the next table.**

**FUTURE: GOING TO VS. WILL**

<b><i>WILL</i></b>	<b><i>GOING TO</i></b>
<p><b>INTENTIONS:</b></p> <p>We use will when discussing future plans:</p> <p>I think I will visit my friend next weekend.</p> <p>Are you having lunch now? I'll join you!</p>	<p><b>PLANS:</b></p> <p>At the time we make the decision or afterwards, we use going to:</p> <p>I'm going to visit my friend next weekend.</p> <p>I'm going to have lunch with my customer next Thursday.</p>
<p><b>PREDICTIONS:</b></p> <ul style="list-style-type: none"> <li>We use 'will' when we want to talk about future facts or things we believe to be true about the future:</li> </ul> <p>The President will work for four years.</p> <p>The boss won't be very happy.</p> <p>I'm sure you'll like her.</p> <ul style="list-style-type: none"> <li>If we are not so certain about the future, we use 'will' with expressions such as 'maybe', 'probably', 'possibly', 'I think', 'I hope'.</li> </ul> <p>I hope you'll visit me in my home one day.</p> <p>She'll probably be a great success.</p> <p>I'll possibly come but I may not get back in time.</p> <p>I think we'll get on well</p>	<p><b>PREDICTIONS BASED ON EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>Use 'going to' when you are making a future prediction based on evidence in the present situation. Use it when there are definite signs that something is going to happen or you intend to do something in the future.</li> </ul> <p>There isn't a cloud in the sky. It's going to be another warm day.</p> <p>Look at the queue. We're not going to get in for hours.</p> <p>The traffic is terrible. We're going to miss our flight.</p> <p>Be careful! You're going to spill your coffee.</p>

**D. Read the sentences and decide what are the uses of future tense in these sentences.**

<b>Sentences</b>	<b>Uses</b>
1. What are you going to do today?	_____
2. I'm going to see my dentist at three o'clock in the afternoon.	_____
3. I'm going to meet John and Jane at the cafe.	_____
4. We're going to play Scrabble.	_____
5. I think my appointment will finish at four o'clock.	_____
6. I'll call you when it finishes.	_____
7. We're going to talk about the Interrail.	_____
8. We'll need your advice.	_____
9. I'll give you very valuable information about the trip.	_____
10. He's going to see me.	_____
11. He'll probably ask me about it.	_____

**E. Match both columns in order to complete the sentences**

- |  |     |   |
|--|-----|---|
| 1. Look at the blue sky.                   | ( ) | a) She'll be back tomorrow.                     |
| 2. He never arrives on time.               | ( ) | b) We're going to be late.                      |
| 3. Look at the time.                       | ( ) | c) It's going to be a beautiful day.            |
| 4. The price is too high.                  | ( ) | d) I'm going to tell him.                       |
| 5. Eddie is the new supervisor             | ( ) | e) They'll never get that much for their house. |
| 6. Freddy doesn't know                     | ( ) | f) He'll be late today as well.                 |
| 7. Andrea is off today                     | ( ) | g) I think he'll be good in that job.           |
| 8. I called Jerry but he was busy.         | ( ) | h) I'll pick you at seven.                      |
| 9. Theresa doesn't know whether to accept. | ( ) | i) She's going to think about it.               |
| 10. Great, I'm glad you're coming.         | ( ) | j) He's going to call me back.                  |

**F. Choose the best option to complete the sentences.**

- Next Wednesday is Philipp's birthday. He \_\_\_\_\_ 17.  
a) is going to be      b) will      c) going to      d) 'll be
- My cousins went to the mall, they \_\_\_\_\_ a new computer.  
a) is going to      b) will get      c) are going to get      d) will
- I think my mother \_\_\_\_\_ this CD. It's her favorite band.  
a) going to like      b) will like      c) is going to      d) will
- Paul's sister \_\_\_\_\_ a baby next month.  
a) will have      b) is going to have      c) will      d) are going to
- I'm not sure, but I think that my parents \_\_\_\_\_ at about four in the afternoon.  
a) going to arrive      b) are going to      c) will      d) will arrive

6. I \_\_\_\_\_ you with those heavy bags. You can hurt your back.  
 a) will help                      b) am going to                      c) going to help                      d) will
7. The gypsy said that people \_\_\_\_\_ more hybrid cars in 2020.  
 a) going to buy                      b) will                      c) are going to                      d) will buy
8. Marvin \_\_\_\_\_ a party next week. He was planning it for two months.  
 a) will have                      b) will                      c) is going to have                      d) are going to
9. We \_\_\_\_\_ to Venice in June. We bought the tickets six months ago.  
 a) is going to                      b) are going to fly                      c) will have                      d) will
10. Look at the clouds! I think it \_\_\_\_\_ soon.  
 a) will rain                      b) is going to                      c) going to rain                      d) will

**G. Martha is planning her birthday party and she is inviting Jane. Read the dialogue and complete it with the correct form of the future.**

## Planning a



Martha: Hi Jane! How are you? Listen, I'm going to have a party this Saturday. Would you like to come?

Jane: Oh, I'd love to come. Thank you for inviting me. Who is going to come to the party?

Martha: Well, some people haven't told me yet. But Peter and Mark are going to help out with the cooking!

Jane: Hey, I'll help, too.

Martha: That would be great!

Jane: I'll make lasagna!



Martha: That sounds delicious! I know my Italian cousins \_\_\_\_\_ (1. be) there. I'm sure they \_\_\_\_\_ (2. enjoy) it.

Jane: Italians? Maybe I \_\_\_\_\_ (3. bake) a cake...

\_\_\_\_\_ (4. love) it.

Martha: No, no. They're not like that. They



Jane: Well, if you say so... \_\_\_\_\_ there \_\_\_\_\_ (5. be) a theme for the party?

Martha: No, I don't think so. Just a chance to get together and have fun.

Jane: I'm sure it \_\_\_\_\_ (6. be) lots of fun.

Martha: But I \_\_\_\_\_ (7. hire) a clown!

Jane: A clown! You're kidding me.

Martha: No, no. As a child, I always wanted. Now I \_\_\_\_\_ (8. have) my clown at my own party.

Jane: I'm sure everyone \_\_\_\_\_ (9. have) a good laugh

Martha: That's the plan!

#### H. Mark the statements True or False, according to the previous text.

- |  |   |   |
|--|---|---|
| 1. Martha knows exactly who is going to the party. | T | F |
| 2. Peter and Mark are going to prepare lasagna.    | T | F |
| 3. Jane offers to help out with the cooking.       | T | F |
| 4. Martha's Italian cousins don't like lasagna.    | T | F |
| 5. It is going to be a thematic party.             | T | F |
| 6. Martha has a special plan for her party.        | T | F |
| 7. Martha wants a clown since she was a kid.       | T | F |
| 8. Jane thinks people will really hate the clown.  | T | F |

#### Listening

**A. Some people say that robots will replace us in our jobs. What do you think? Listen to the text and match the columns to complete the statements.**

- |                                       |  |
|---------------------------------------|--|
| 1. Robots are going to play           | a) before she started the lesson.          |
| 2. Saya is a Japanese robot that      | b) lessons and play them back to the child |
| 3. Recently, she taught               | c) entertain us.                           |
| 4. She can                            | d) children when they are sick.            |
| 5. Saya called the name of each child | e) a very important role in society.       |
| 6. Some students                      | f) how much they will change school life.  |
| 7. In the future, robots will         | g) looks like a human teacher.             |
| 8. Robots will substitute             | h) found her a bit scary.                  |

9. Robots will record

i) express human emotions.

10. No one knows

j) teach, play and protect children.

k) a science and technology class.

Upload 2, p. 86.

## Writing

**A. Write a short paragraph about your plans for the next 5 years and your predictions about them. For example:**

**I am going to pass my exam with an excellent grade, and it will be great!**

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## Speaking

**A. Ask somebody about his / her resolutions for next year and tell him / her your predictions about them. You can use the ones in the box.**

Do homework everyday	Be more responsible
Save money	Get up earlier
Study hard	Help people
Start recycling	Go to the beach

**For example:**

You: What are your resolutions for next year?

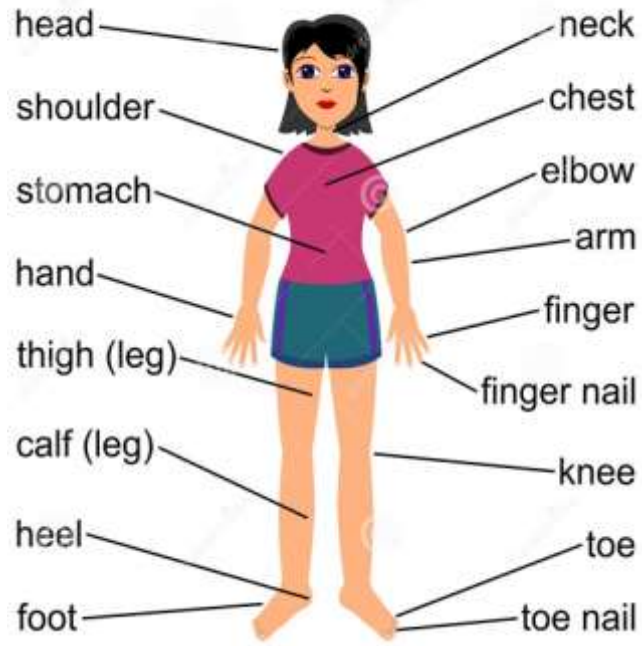
Your friend: I'm going to exercise more.

You: Really? I think you will be healthier! What else?

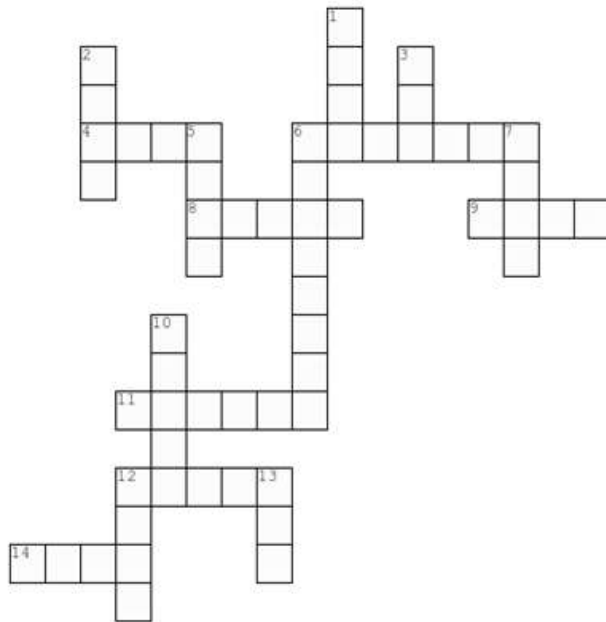
## GIVING ADVICE – SHOULD

**A. Vocabulary. Look at the image.**

## PARTS OF THE BODY



## Parts of the body





**B. Solve the crossword about the different body parts. Look at the definition and complete it.**

Across	Down
<p>4. The part of the body that connects the head and the rest of the body.</p> <p>5. One of the principal organs of digestion.</p> <p>8. It is the part of the arm where the upper and lower parts of the arm are joined.</p> <p>9. A thin, hard part that grow at the end of the fingers and toes.</p> <p>11. They are four long thin parts at the end of each hand.</p> <p>12. It is a the top part of the front of the body. Thorax.</p> <p>14. It is the back part of the human foot below and behind the ankle.</p>	<p>1. They are the parts of the body that are at the end of the leg and on which the body stands and moves.</p> <p>2. They are the parts of the body at the end of the arm. Each one has four fingers and a thumb.</p> <p>3. They are the two long parts of your body that are attached to the shoulders and have hands at the end.</p> <p>5. It is the place where the leg bends.</p> <p>6. They are between the neck and the top of the arms.</p> <p>7. It is at the top part of the body which has the eyes, mouth and brain in it.</p> <p>10. They are the top parts of your legs between the knees and the hips.</p> <p>12. It is the thick part of the back of your leg between the ankle and the knee.</p> <p>13. They are the five movable parts at the end of each foot.</p>

**C. Fill in the blanks with the words from the carrot box.**

To stay \_\_\_\_\_ people need a \_\_\_\_\_ diet, exercise and rest. We need to avoid things like \_\_\_\_\_ alcohol and drugs, as they damage our bodies in different ways. A healthy \_\_\_\_\_ is essential for a healthy body. Food is what give us \_\_\_\_\_ to live our lives. Food are split into \_\_\_\_\_ main groups: carbohydrates, \_\_\_\_\_ fats, vitamins and minerals.

\_\_\_\_\_ give our body energy. They are kinds of food such as pasta, potatoes and \_\_\_\_\_. Proteins help us grow and \_\_\_\_\_ cells. They are foods such as meat and \_\_\_\_\_. Fats also give us energy. Food like butter and \_\_\_\_\_ are fats.

Vitamins and \_\_\_\_\_ help us stay healthy. We find these in fruit and \_\_\_\_\_. water is also important for a healthy diet.



**D. These are some common illnesses and symptoms. Match them to the correct picture:**



a) fever



b) toothache



c) backache



d) cold



e) headache



f) cough

**E. Now, look at the following phrases.**

When someone doesn't look well, we can ask:

***What's wrong?***

***What's the matter?***

***Are you OK?***

The person may answer:

My back hurts. OR I have a backache.

My throat hurts OR I have a sore throat.

**F. Read this dialogue and practice.**

Tom and Ana are at school.

Ana: Tom! What's wrong? You don't look well.

Tom: No, I have a terrible stomachache!

Ana: What did you eat?

Tom: Well, yesterday I went to a party. There were a lot of delicious food!

Ana: Ah! I'm sure you ate a lot!

Tom: Mmmhh... I only had some pizza, two hot dogs, some sandwiches, two or three burgers and some slices of chocolate cake. Ah, I also drank soda.

Ana: Now I understand! I think you **should** go home, you **should** stay on a diet and you **should** only drink water.

Tom: Are you kidding! I'm hungry!



## Grammar

### Should

Should is most commonly used to make recommendations, or to give advice.

**Examples:** (should + verb 1) FOR ADVICE:

- ❖ When you have a bad cough, you shouldn't take cold drinks (recommendation)
- ❖ You should eat low- fat food. (advice)

Should can also express something between recommendation and obligation.

George: I can't believe it! I got 3 kilos on vacations!

Grace: You should take care of yourself. You should have a healthy diet and exercise!



### G. Match the picture, the health problem and the advice

#### Match

	•	•	Stomachache	•	•	He should take an aspirin
	•	•	Headache	•	•	He should take a pill
	•	•	Sore throat	•	•	He shouldn't leave heavy things
	•	•	Backache	•	•	She shouldn't eat too much ice cream
	•	•	Fever	•	•	He should use an ice pack on legs
	•	•	Pain in legs	•	•	He should take medicine and go to bed

Study these examples of MEDICATIONS.

1. a painkiller	6. eye drops
2. cold tablets	7. an antihistamine
3. cough medicine	8. an antibiotic
4. a nasal spray/decongestant	9. an antacid
5. an ointment	10. vitamins

**H. Write some medical advice for each health problem.**

1. I have a toothache. \_\_\_\_\_
2. Auch! I've got a fingert cut. \_\_\_\_\_
3. She has a bad cough. \_\_\_\_\_
4. Oh, I burn myself with hot water! \_\_\_\_\_
5. My grandfather has high blood pressure. \_\_\_\_\_
6. Henry always has feet pain \_\_\_\_\_
7. I have a backache. \_\_\_\_\_
8. Susan has earache. \_\_\_\_\_
9. Paul broke his leg. \_\_\_\_\_
10. My sister has fever \_\_\_\_\_

**I. Read again the text "Health" and with information from it, give some suggestions.**

To stay healthy, we should have a balanced diet, exercise and rest.

1. We \_\_\_\_\_ smoke or drink alcohol.
2. For a healthy body, we \_\_\_\_\_
3. We \_\_\_\_\_ from the four groups
4. We \_\_\_\_\_ to have energy.
5. \_\_\_\_\_ to grow.
6. \_\_\_\_\_ fruit and vegetables to have vitamins.
7. \_\_\_\_\_ water.

**J. We also can give advice about other problems apart from health. Complete the sentences with should or shouldn't.**

1. People \_\_\_\_\_ drive more carefully.
2. I think you \_\_\_\_\_ take a holiday.
3. They have an exam tomorrow. They \_\_\_\_\_ go to the cinema tonight.
4. \_\_\_\_\_ Alice buy that car?
5. Tourists \_\_\_\_\_ leave their bags alone.
6. You \_\_\_\_\_ better go before he comes.
7. How much cheese \_\_\_\_\_ I buy?
8. You \_\_\_\_\_ say that again.
9. My doctor said: "You \_\_\_\_\_ smoke"
10. You \_\_\_\_\_ pack all your things.

**K. Complete the sentences with should or shouldn't and a suitable verb from the box.**

reserve	tell	spend	exercise	park	be
smoke	try	speak	go	say	

1. You \_\_\_\_\_ so selfish, share your popcorns.
2. I don't think you \_\_\_\_\_ so much.
3. You \_\_\_\_\_ more.
4. I think you \_\_\_\_\_ to speak to her.
5. You are overweight. You \_\_\_\_\_ on a diet.
6. Where \_\_\_\_\_ our car?
7. You \_\_\_\_\_ never \_\_\_\_\_ to your mother like this.
8. The kids \_\_\_\_\_ so much time in front of the TV.
9. \_\_\_\_\_ I \_\_\_\_\_ her the truth or \_\_\_\_\_ I \_\_\_\_\_ nothing?
10. I think we \_\_\_\_\_ our holiday in advance.

## Listening

**A. This is a problem page from a magazine. Some teenagers are looking for an advice, Listen and answer the questions.**

1. Who should speak to a doctor? \_\_\_\_\_
2. Who should take up a sport? \_\_\_\_\_
3. Who eats many snacks every day? \_\_\_\_\_
4. Who is on a diet? \_\_\_\_\_
5. Who should have fruit and vegetables to stay healthy? \_\_\_\_\_

## B. Listen again and choose the correct option

1. Anna loves eating \_\_\_\_\_ when she's studying.  
a) healthy snacks      b) junk food      c) fast food
2. She should continue \_\_\_\_\_.  
a) eating      b) munching      c) exercising
3. Beth doesn't like to \_\_\_\_\_.  
a) get bored      b) follow her diet      c) work out
4. She should try \_\_\_\_\_ to lose weight  
a) swimming      b) dancing      c) running
5. Keith should take up \_\_\_\_\_ to lose weight.  
a) swimming      b) jogging      c) running

New Let's Speed Up 3, p. 44

## Writing

**A. This is a problem-solution page on a magazine. Look at the images and write a paragraph, giving your name, age and problem. Then give some advice, look at the example.**





Problem:

Hi, I'm David, I'm 18 years old and I have a problem. I really love fast food, so I'm not very slim and this situation worries me, because I know it's bad for my health and people sometimes hurt my feelings. What should I do?

Advice:

Hi, David, don't worry! That happens to many people, you should try to eat healthier and you should try to exercise more. I think you shouldn't eat cakes or drink soda.

Give another advice to this problem

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Problem:

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Advice:

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Problem:

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Advice:

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## Reading

### Types of reading: DETAILED READING

This type of reading is used to understand the meaning of what is written with detail and precision; you have to read carefully and thoughtfully. This type of reading requires identifying the structure and organization of the text and paragraphs as well as the main and secondary ideas contained.

To support your detailed reading you must pay attention to the recognition of the importance of the ideas of the text, that facilitates the understanding of the message. A paragraph or short text contains a main and secondary ideas through which the information is hierarchized.

The main idea is the statement that synthesizes the information on the topic that the author deals with. While the secondary ideas are those that are related to the main idea, that is, they deal with certain aspects of the same issue. There is a logical order between the ideas and sometimes the author uses words of link or transition, called connectors.

In order of doing a detailed reading, it is useful to do a skimming first, to get a general idea. It is advisable to have a good dictionary to make you sure you understand the most important words.

- a) Read each paragraph carefully and think about the general situation.
- b) Look for the details that give you more information.
- c) Think about all the information you got from the text.

**A. Answer the questions about the text *My Problem***

1. Look at the title and write a hypothesis of what you think the text is about.

---

2. Where do you expect to find this kind of text?

---

3. What is the general idea of the text?

---

**Read the text**

***My Problem***

My name's Jade, I'm fifteen and an only child living with my parents in Porchester. I have a good relationship with them and I've always felt happy at home. Last autumn my cousin Bettina came to live in our house. She's nineteen, and very pretty and funny. She's staying with us while she's a student at the university in Porchester.

At first, I was very pleased to have another teenager in our house, because most of my friends don't live near me, but recently my feelings have changed. I have lots of homework because I'm studying for school exams, but I have to clean my room and help with the washing-up. Bettina doesn't have exams this year so she doesn't have to work so hard. She has more money than me. She earns a bit because my dad helped her get a part-time job, and because it's at the local leisure center she doesn't pay the full price for tickets to see films there or go bowling with her friends. And although she doesn't pay rent to my parents they don't make her help in the house like I have to. When I mentioned this to my parents they reminded me that we have to be kind to Bettina because her dad hasn't been well for a long time. I agree with that but there is a problem: I know Bettina tells lies to my parents.

**B. Scan the text and find the answer to the following questions:**

1. What is Jade?

a) A child

b) A teenager

c) An adult

2. Does she get along with her parents?

- a) Yes, she does.                      b) No, she doesn't.                      c) It doesn't say.

**C. Look for some secondary ideas.**

1. What happened last autumn?
  - a) Bettina became pretty and funny.
  - b) Jade went to live with her cousin.
  - c) Bettina moved to Porchester.
  
2. What is Jade trying to do?
  - a) Describe her older cousin.
  - b) Explain why she has problems with school work.
  - c) Explain a problem she has at home.
  
3. When Bettina arrived, how did Jade feel?
  - a) She was jealous of Bettina's good looks.
  - b) She hoped Bettina could help her with homework.
  - c) She was happy to have her to stay.

**D. Answer the questions about the text.**

1. Why does Bettina go to live in Jade's house?

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2. Why did Jade's feelings about her cousin change?

---

3. Why does Bettina have more money than Jade?

---

4. How did Jade's parents react when she told them about her problem?

---

5. How does Bettina lie to Jade's parents?

---

6. Write some advice for Jade \_\_\_\_\_

---

**MINI EVALUATION**

**I. Complete the sentences with the correct form of should.**

1. A: I ate too much chocolate, now I have a stomachache.  
B. You \_\_\_\_\_ (drink) a chamomile tea.
2. It's my mother's birthday tomorrow. \_\_\_\_\_ ( I, buy her a present?)
3. You \_\_\_\_\_ (go out) when it's raining.
4. Jeff works too much. I think he \_\_\_\_\_ (relax).
5. She has a strong headache. She \_\_\_\_\_ (take) some aspirin.

**II. Write the letter of the use and then fill the gaps with the verbs in brackets in the correct form. (2 points each)**

<b>Going to</b>	<b>Will</b>
a) Plans	c) Intentions
b) Predictions based on evidence	d) Predictions

6. The population of Valencia \_\_\_\_\_ (reach) 2 million by the year 2050.  
\_\_\_\_\_
7. Sally: Why don't we meet for coffee on Friday morning?  
Willy: Sorry, I can't. I \_\_\_\_\_ (see) the doctor then. \_\_\_\_\_
8. In the future, people \_\_\_\_\_ (have) bigger heads. \_\_\_\_\_
9. "There aren't any clouds in the sky. Tomorrow \_\_\_\_\_ (be) a bright and sunny day", said the weatherwoman. \_\_\_\_\_
10. Mum: I told you to tidy up your room.  
Son: Sorry, Mum, I forgot. I \_\_\_\_\_ (do) it after lunch.  
\_\_\_\_\_

**MINI-EVALUATION -READING**

**I. Read the text and write the following subtitles to each paragraph:**

Sleep and exercise (SE)	Eating habits (EH)
Stress (S)	

**Health in the Workplace**

In today's world, many people have a problem staying healthy. One of the reasons is because most people work a lot and don't have enough time to keep in shape. Here are just a few things employers and employees should keep in mind for a well-balanced lifestyle. 1. \_\_\_\_\_

Working all day means you don't have much time to think about eating right. That's how most people put on weight. It doesn't help with so many fast food restaurants and vending machines everywhere. Employers should make sure to keep healthy food options in the vending machines and cafeterias. And you employees why not take an apple with you or some juice? Just because you eat quickly, doesn't mean it has to be unhealthy. 2. \_\_\_\_\_

It is a major problem for office workers everywhere. Employers should try to keep employees happy, and have occasional meetings to discuss how to deal with stress. Everyone should make sure they have a way to deal with stress effectively, and physical activity is a very good way to do it. 3. \_\_\_\_\_

One of the most important things a person should do, but most often forgets, is to have a good night's sleep. When there is a day you didn't sleep well or enough the night before, try to take a ten-minute break during the day. Regular exercise also helps you sleep better, and feel better too. Well, there's no time to take up a sport, right? Some simple things you can do while you are at work are taking the stairs, instead of the elevator, or a few quick sit-ups or push-ups when you are alone in your office.

**II. Scan the text again and match the statements below with the paragraphs of the text. Write EH for Eating habits, SE for Sleep and Exercise or S for Stress.**

1. There should be more to choose from. \_\_\_\_\_
2. It's a good idea to talk about the problem. \_\_\_\_\_
3. Employers can't really do much about it. \_\_\_\_\_
4. Exercising can help. \_\_\_\_\_
5. It helps to use the stairs. \_\_\_\_\_
6. An advice for employers is to have employees glad. \_\_\_\_\_
7. People can take some fruit with them. \_\_\_\_\_

**ANSWER KEY**

- A. Any logical answer
- B. C
- C. 1. F; 2. F; 3. T; 4. T; 5. T
- D. 1. Plan; 2. Plan; 3. Plan; 4. plan; 5. Prediction; 6. Intention; 7. Plan; 8. Intention; 9. Intention; 10. Prediction based on evidence; 11. Prediction
- E. 1. C; 2. F; 3. B; 4. E; 5. G; 6. D; 7. A; 8. J; 9. I; 10. H

F. 1. A; 2. C; 3. B; 4. B; 5. D; 6. A; 7. D; 8. C; 9. B; 10. A.

G. 1. are going to be; 2. will enjoy; 3. will bake; 4. will love; 5. is \_ going to be; 6. will be; 7. am going to hire; 8. am going to have; 9. will have.

H. 1. F; 2. F; 3. T; 4. F; 5. F; 6. T; 7. T; 8. F.

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

### **Robot School** (Upload 2, p. 86)

Robots play an important role in our lives. They entertain us and do a lot of jobs that we can't do or don't like to do. In the future, they are going to play an even more important part in our society. Will they also teach our children though? It looks like it. In Japan, the first humanoid robot, Saya, taught a science and technology class in a school recently. Saya looks like a human teacher and can express surprise, fear, anger and other human emotions. She can speak any language and answer questions. Saya introduced herself and called the name of each child before she started the lesson. Some students found her pretty but others found her a bit scary. Most of them couldn't believe that she was a robot.

In the future robots like Saya won't only teach our children. They will play with and protect our children and even guard schools. Children will also be able to send their own robot to school for them when they are sick. Their robots will record lessons and then play them back to the child. No one knows how much they will change school life but one thing is for sure; schools of the future are not going to be the same.

A. Writing answers change

A. Speaking answers may varied.

SHOULD

B. Puzzle. (Across) 4. neck, 6. stomach, 8. elbow; 9. nail; 11. finger; 12. chest; 14. heel.

a. (Down) 1. foot; 2. hand; 3. arm; 5. knee; 6. shoulder; 7. head; 10. thigh; 12. calf; 13. toe.

C. Healthy, balanced, smoking, diet, energy, four, proteins, minerals, fish, repair, cheese, bread, carbohydrates, vegetables.

D. 1. C; 2. E; 3. D; 4. F; 5. A; 6. B.

H. Answers may vary.

I. 1. Shouldn't, 2. should have a healthy diet, 3. Should eat food; 4. Should have minerals; 5. We should have proteins; 6. We should eat; 7. We should drink.

E. J. 1. Should; 2. Should; 3. Shouldn't; 4. Should; 5. Shouldn't; 6. Should; 7. Should; shouldn't; 9. Shouldn't; 10. Should

K. 1. Shouldn't be; 2. should smoke; 3. Should exercise; 4. Should go; 5. should try; 6. Should we park; 7. Should speak; 8. Shouldn't spend; 9. should tell 10. Should say; 10. Should reserve.

Listening: A 1. Keith; 2. Beth and Keith; 3. Anna; 4. Beth; 5. Anna

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

### **Teen Health**

(New Let's Speed Up 3, p 44)

1. I can't stop eating

*I go to the gym and do aerobics three times a week, but I keep eating junk food. I love eating, especially when I'm studying. I'm not overweight, but this habit of mine really worries me. What can I do about it?*  
Anna, 18, Boston

*First of all, you should continue exercising to get in shape. Also, whenever you want to have a little snack, you should eat fruit or vegetables. This way you can munch on something and stay healthy. Remember: Don't eat too much junk food.*

2. Gyms are boring

*I'm a bit overweight so my doctor told me to follow a special diet and work out at least four times a week. I follow my diet very carefully, but I don't work out. I'm a member of the gym, but I don't go very often. It's very boring! What should I do?*

Beth, 18, New York

*Perhaps you shouldn't go to the gym but take up a sport instead. Think of what type of sport you like and try it out. You can try dancing as well. It's a fun and popular way to lose weight. Find something you like and stick to it.*

3. Extra weight

*I broke my leg in July, and because I didn't move around a lot, I put on weight. Should I start jogging or running every morning? I want to lose all my extra weight fast.*

Keith, 16, Seattle

a. *I don't think that's a bad idea, but you should ask your doctor first. Maybe, you should take up swimming. It's a good form of exercise. Don't forget to drink a lot of milk too, because it's good for your bones.*

1. F; 2. T; 3. F; 4. T; 5. F; 6. F

Reading:

A. 1. Any logical answer; 2. In a magazine; 3. Problems of a teenager

B. 1. B; 2. A;

C. 1. C; 2. C; 3. C

D. 1. Because she's a student at the university in Porchester; 2. because she has to do a lot of work and Bettina doesn't; 3. Because she has a part-time job; 4. They didn't believe her; 5. She tells them she goes to the library and she doesn't or that she has to buy some books and she buys CDs.

MINI-exam

- |                        |                         |                       |
|------------------------|-------------------------|-----------------------|
| 1. Eating Habits       | 2. Stress               | 3. Sleep and Exercise |
| 4. EH                  | 5. S                    | 6. SE                 |
| 7. S                   | 8. SE                   | 9. S                  |
| 10. EH                 | 11. Should drink        | 12. Should I buy      |
| 13. Shouldn't go out   | 14. Should relax        | 15. Should take       |
| 16. Will reach / d     | 17. Am going to see / a | 18. Will have / d     |
| 19. Is going to be / b | 20. Will d              |                       |



## UNIT 4 Compartir sobre actividades actuales, pasadas y futuras

Propósito: El alumno será capaz de interactuar en conversaciones sencillas para comunicar información sobre situaciones cotidianas, pasadas y futuras de manera oral y escrita.

Actually, this unit is the sum of everything you already now. So, we need to review all three tenses structures, how and when to use them and to combine them. Ready?

### INTERACTIVE GRAMMAR CHART

**VERB TO BE IN PRESENT.** This verb is “ser” or “estar”.

“To be or not to be? –said Shakespeare” Use it to express states of emotion, say you name, address, email, phone number, favorite color, married, single, etc. **YOUR**

#### **PERSONAL INFORMATION.**

Example: Hi! My name **is** Laura! I **am** 15 years old. My address **is** 23 Cornelia Street. Santa Cecilia. Mexico City. My telephone number **is** 555678433. My e-mail **is** lau\_89gmail.com I **am** a student at CCH Sur. My mother’s name **is** Rosa and my father’s name **is** Arturo. I **am** a happy girl and I think I **am** intelligent and nice! My best friends **are** Nancy and Rogelio. They...

**PRESENT SIMPLE.** Use it to talk about you **everyday activities**: (wake up, go to school, breathe, work, study, do homework, eat, sleep , etc.

## PRESENTE SIMPLE

- **Hábitos y rutinas** → Steve goes to school everyday.
- **Verdades absolutas** → Water boils at 100 degrees.
- **Situaciones permanentes** → John works in Iberia.
- **Horarios de transportes** → The train leaves at 7 o'clock

Always, often, usually, occasionally, sometimes, rarely, hardly ever, scarcely, never, every week, once / twice a year, on Wednesdays...

- Afirmativa ⇒ Sujeto + infinitivo ('-s/-es /-es' en 3ªPS) + complementos.
- Negativa ⇒ Sujeto + don't / doesn't + infinitivo + complementos.
- Question ⇒ Do / Does + sujeto + infinitivo + complementos + ?

[www.ejerciciosinglesonline.com](http://www.ejerciciosinglesonline.com)

Affirmative	Interrogative	Negative
I work	Do I work?	I don't work
You work	Do you work?	You don't work
He works	Does he work?	He doesn't work
She works	Does she work?	She doesn't work
It Works	Does it Work?	It doesn't work
We work	Do we work?	We don't work
You work	Do you work?	You don't work
They work	Do they work?	They don't work

## PRESENT CONTINUOUS

We use this tense to talk about activities that **ARE** happening **RIGHT NOW**.

**Present continuous form**

	I	you / we / they	he / she / it
+	I'm playing.	You are playing.	He's playing.
-	I'm not playing.	We aren't playing.	She isn't playing.
?	Am I playing?	Are they playing?	Is she playing?
short answer	Yes, I am. No, I'm not.	Yes, we are. No, they aren't.	Yes, she is. No, he isn't.

test-english.com

**A. Look at the next picture. Fill the gaps to complete the actions that are taking place.**



1. They \_\_\_\_\_
2. It \_\_\_\_\_
3. He \_\_\_\_\_ a truck.
4. He \_\_\_\_\_
5. They \_\_\_\_\_
6. She \_\_\_\_\_
7. She \_\_\_\_\_ on the phone.
8. She \_\_\_\_\_ for silence.
9. She \_\_\_\_\_ the birds.
10. It \_\_\_\_\_

Now, let's see  
 Activities happening RIGHT NOW!!!!!!

OMG!!!!!! THIS is your PERSONAL INFO but now in past tense!

When I was a child I loved tomatoes.

CONTRAST WITH THE PRESENT

Now, I hate them. I prefer cake!

**VERB TO BE (PAST TENSE)**

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I was	I wasn't	Was I...?
You were	You weren't	Were you...?
He was	He wasn't	Was he...?
She was	She wasn't	Was she...?
It was	It wasn't	Was it...?
We were	We weren't	Were we...?
You were	You weren't	Were you...?
They were	They weren't	Were they...?

Or the PERSONAL INFORMATION of SOMETHING or SOMEONE else:

In the past, Mexico was not polluted!

CONTRAST:

Now it is!!!



**SIMPLE PAST**

Obviously, the habits and actions you or other USED TO have in the past.

# Simple Past Tense

## Regular verbs

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

ielongman.com

TIPS:  
last... week/month...  
Yesterday...  
The day before...  
An hour before... minute... ago...

## PAST SIMPLE

ACTIONS WHICH HAPPENED IN THE PAST

### AFF +

I jumped...  
You ate...  
He cooked...  
She wrote...  
It run...  
We shouted...  
You read...  
They opened...

### NEG-

I **didn't** jump...  
You **didn't** eat...  
He **didn't** cook...  
She **didn't** write...  
It **didn't** run...  
We **didn't** shout...  
You **didn't** read...  
They **didn't** open...

### INT?

**Did** I jump...?  
**Did** you eat...?  
**Did** he cook...?  
**Did** she write...?  
**Did** it run...?  
**Did** we shout...?  
**Did** you read...?  
**Did** they open...?



There are two groups of verbs to form the past: Regular verbs that are easy because they follow the rule ☺ and irregular verbs that work differently in positive sentences ☹. Look for a complete list in the next link:

[http://www.grammar.cl/Past/Irregular\\_Verbs\\_List.htm](http://www.grammar.cl/Past/Irregular_Verbs_List.htm)

What did Garfield do yesterday?

\_\_\_\_\_

\_\_\_\_\_

## THERE WAS/ THERE WERE

**There was/there were**

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

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

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

**THERE WAS & THERE WERE**

Significa "haber" en pasado, es decir, había o hubo.

There wasn't / there weren't / WAS there...? Were there...?

En español no hay distinción en plural, pero en inglés sí.

Solo había un estudiante en la escuela el lunes.

**THERE WAS ONLY ONE STUDENT AT SCHOOL ON MONDAY**

**NOT**

Había muchos estudiantes en la escuela el martes.

**THERE WERE MANY STUDENTS AT SCHOOL ON TUESDAY**

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<http://think4ish.blogspot.com.es>

Use them to describe the existence of an element or many elements. For a detailed explanation you can visit the next web page:

[https://www.learnamericanenglishonline.com/Blue%20Level/B16\\_Part\\_2\\_There\\_was.html](https://www.learnamericanenglishonline.com/Blue%20Level/B16_Part_2_There_was.html)

Now describe. What was there?



## PAST CONTINUOUS

Look at the next example:

"The sun **was shining** and the birds **were singing** as the elephant came out of the jungle. The other animals **were relaxing** in the shade of the trees, but the elephant moved very quickly. She **was looking** for her baby, and she didn't notice the hunter who **was watching** her through his binoculars. When the shot rang out, she **was running** towards the river..."

<https://www.ef.com.mx/recursos-aprender-ingles/gramatica-inglesa/past-continuous/>

Bold letters let you review that you use Past Continuous to talk about an action that was taking place in the past and was interrupted by another OR about two actions in the past that happened simultaneously.

### KEY WORDS:

**WHEN** "I **was writing** in my computer **WHEN** electricity failed and I lost my document".  
(**INTERRUPTION**)

**WHILE** "She **was visiting** her grandma **WHILE** I **was studying** for my finals" (**AT THE SAME TIME**)

## FUTURE

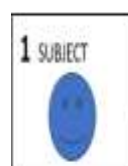
### WILL

#### 1. A promise

You say to your girl/boyfriend "I will love you forever."

### GOING TO

### PLAN AND PREDICTING



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**2. A prediction**

It will snow tomorrow.

---

**3. To express a hope or something uncertain**

I **think** I will arrive early.

**Maybe**, she won't come.

---

**4. To express an offering or invitation  
in the INTERROGATIVE FORM**

Will you have dinner with me tonight?

Will you marry me?



**B. Identify what tense the following sentences are, past, present or future.**

I always go to school by bus \_\_\_\_\_ present simple \_\_\_\_\_

1. The twins will go to camp next summer. \_\_\_\_\_
2. Erik's pet lizard eats crickets. \_\_\_\_\_
3. Our dad cooked steak on the grill last night. \_\_\_\_\_
4. My uncle always sings in the shower. \_\_\_\_\_
5. Olivia looked everywhere for her cat. \_\_\_\_\_
6. I lived in Michoacan when I was a baby. \_\_\_\_\_
7. José walks to school with his best friend. \_\_\_\_\_
8. Louise will ride her bike to the store. \_\_\_\_\_
9. We will plant our garden in the spring. \_\_\_\_\_
10. We are going to visit our family in Monterrey on December. \_\_\_\_\_

**C. Ana enjoys reading a magazine that contains a pen-pal section. She has seen a letter from Susan that she wants to reply to but she has trouble putting some of the verbs into the right tense. Help her to identify the correct tenses in her letter.**

Dear Susan,

Hi! I'm Ana. I **saw / see / will see** your letter asking for a pen pal in this month's Cross-Stitch magazine. As soon as I **finished / finish / will finish** reading your letter I **decided / decide / will decide** to reply.

I **lived / live / will live** in Rotherham with my husband Tom and our two children Alex and Sam. I **worked / work / will work** part-time at a local supermarket. I also **made / make / will make** cross-stitch pictures for other people. I **sold / sell / will sell** some of the things at local craft fairs.

I **didn't / don't / won't** like sewing when I was at school. I **changed / change / will change** my mind when I **was / am / will be** in a car crash. I **stayed / stay / will stay** in hospital for several weeks. My mom **bought / buy / will buy** me a cross-stitch kit. She said it would help me to pass the time.

I began making cards for friends, then I **stitched / stitch / will stitch** a picture for each of my children and I **made / make / will make** a sampler as a wedding present. People **started / start / will start** asking me to do kits for them. It's great. I'm paid for doing something that I enjoy.



One day I **stopped / stop / will stop** working at the supermarket and set up my own business designing and completing cross-stitch patterns. I **had / have / will have** to improve my writing and my maths first. So I **hoped / hope / will hope** that you **replied / reply / will reply** because I need the practice and it **was / is / will be** great to be able to write to someone who likes sewing as much as I do.

Best wishes,

Ana

#### D. Read the following story.

##### A BRIEF HISTORY OF CRIME STORIES

Adapted from "Crime Stories – An Investigation" by Mary Simons.

Mary Simons *talked* to Professor LeRoy Panek of McDaniel College, Westminster, Maryland in the US. Panek is a professor of crime writing and author of a number of books on detective fiction.

*Mary:* There is a great interest on the topic of crime: in real life, fiction, in book form or film, how do you explain this obsession?

*Professor Panek:* First, it's important to remember that crime has always been a subject in literature. In Shakespeare's tragedies there are crimes. For example, in Hamlet, the whole point of the story is to uncover what happened to his father.

Mary: When did writers begin to write crime stories?

Professor Panek: In the early 19th century. The earliest kind were stories based on the defects of legal decisions. They responded to fundamental changes in Anglo – American law.

Mary: What happened next?

Professor Panek: Then *came* the police stories. They *appeared* when England, France and the US *established* police forces in the late 1840s.

Mary: Very interesting! And then...?

Professor Panek: Finally, Edgar Allan Poe *invented* the reader-writer game story with his *Murders in the Rue Morgue* in 1841. In this collection of stories, Poe *gives* his readers clues to the solution of the crime and then *provides* a solution that *surprises* them.

Mary: And how have crime stories changed since Poe’s time?

Professor Panek: Crimes changed from abuse to *kill*. The serial killers appeared in the 1970s and then they changed to individuals. But also there are other elements that *make* modern crime stories different: technology, science and modern psychology too. Contemporary fiction is more difficult to understand than traditional crime fiction. And there are also new topics in it such as gay, religious and ethnic minorities. It is very interesting.

Mary: Thank you very much Professor Panek, it’s a really interesting topic!

Professor Panek: My pleasure, thank you.

**E. Write a "time line" of how the development of the crime stories was. Include year and topic.**



Example:

1. First, crime stories in early XIX century, based on defects of legal decisions.

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**Speaking.**

**F.Using the time line you wrote, explain your partner or teacher the brief history of crime stories using the sequencing words:** First, then, finally. Check the correct use of the verbs in past tense and the right pronunciation of the final "ed" in the case of the regular verbs.

**Writing.**

**G.Think about a crime movie you have seen or a crime story you have read. Identify the story and decide if it belongs to any of the 4 categories mentioned in the interview with Professor Panek:**

A) a mistake in a legal decision

B) a police story

C) reader-writer game

D) modern crime story: a combination of different topics like minority groups, use of technology, psychology, social degradation and problems, etc.

Write a text about it describing the movie or book and say why you like it or not. (Don't write the complete story!!!!!!!)

You can start with these phrases:

" I saw the movie \_\_\_\_\_ in 2017. " / I read the story \_\_\_\_\_ in 2017.

" It is a police crime story."

"It is about a difficult story because ...."

"It is a really sad story because...."

"It is a modern crime story because a member of a minority group dies".

"I liked the story /movie because ...." / I didn't like it because .....

\_\_\_\_\_ (title)

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## H. Read the following text.



### **Karl Benz**

Since the first car was developed in 1885, a number of improvements have been made. The car designed by Karl Benz looks ancient compared with today's models. It only had three wheels; one at the front, which steered the vehicle, and two at the rear.

People often laughed at Benz when he was first testing his car. He often crashed into walls because the car was extremely difficult to control. Benz tried and tried, and invented the carburettor, the ignition, the accelerator, the clutch, the gear shift and the radiator.

### **Lanchester and the brake**

Although the first car was created in 1885, it was not until 1901 that the brake was invented. The brake allows a car to slow down and stop. The brake was invented by Frederick William Lanchester. Before 1901, none of the cars that were being driven and tested had brakes. No wonder Benz was crashing his car into walls all the time!

### **Galvin's car radio**

In 1929, the car radio was created. The car radio did not come with the car, it had to be bought separately. This luxury invention was created by Paul Galvin. The car radio allowed people to listen to their favourite programmes while cruising along the road.

### Electric indicators

Indicators became a standard feature of the car in 1939. Indicators are electric lights that help drivers to alert other people which way they are going. Could you imagine the chaos that would take place on the roads if indicators had not been invented? People use indicators when they are changing lanes or making a turn.

### Car air-conditioning

Air-conditioning was introduced to cars in 1940. This invention made cars a lot more comfortable, especially on really hot days. At first, the air-conditioning was a little bit awkward. To turn the air-conditioner off, the driver had to stop the car, get out and disconnect a tube located under the bonnet.



### Safety: the seat belt

In 1956, the seat belt was installed into the car. Australia was the first country to make seat belts compulsory in all vehicles. The seat belt did not become compulsory in the United States until 1968.

### Safety: the air bag

Another important safety inclusion to the car was the airbag. The airbag was first installed in 1971 by the Ford Motor Company. Airbags were designed to stop people from being injured on some part of the vehicle's interior. The airbag works by rapidly inflating at the point of collision. Airbags help prevent the risk of serious injury.



### Cars: now and then

Since the invention of the first automobile in 1886, cars have undergone a number of improvements. Today, cars are a lot safer and more comfortable than they once were. Could you imagine being in a car that didn't have brakes or indicators? There would be madness and chaos on the roads.

Adapted from [http://www.skwirk.com/p-c\\_s-4\\_u-293\\_t-712\\_c-2665/VIC/3/How-cars-have-changed-over-time/Trin-the-past/Out-and-about/Science/](http://www.skwirk.com/p-c_s-4_u-293_t-712_c-2665/VIC/3/How-cars-have-changed-over-time/Trin-the-past/Out-and-about/Science/)



### I. Answer the next questions:

1. What is the general idea of the text? \_\_\_\_\_
2. When did Karl Benz develop his car? \_\_\_\_\_
3. What is an electric indicator in a car? \_\_\_\_\_
4. Which was the first country to make seat belts mandatory? \_\_\_\_\_
5. How did cars change with the years? \_\_\_\_\_

### J. According to the text choose T if the statement is True, and F if it is False.

1. Cars had four wheels. T F
2. First cars did not have breaks. T F
3. The radio was included in the car. T F
4. In 1940 cars had automatic air conditioning. T F
5. In 1968 all passengers had to use their seat belts in the United States. T F
6. The first company to install airbags to cars was Ford Motors. T F
7. Improvements in cars helped in the past and help now to prevent accidents. T F

## Writing

K.What is your favorite invention? Research the history of it and write a small paragraph about it. After that, write a little bit on how it is today. Finally, write how you think it will change in the future.

You can help yourself drawing a timeline first.



One of my favorite inventions is \_\_\_\_\_. This is its background:

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Today \_\_\_\_\_

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However in the future \_\_\_\_\_

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**Answer key:**

- A. 1. They are singing 2. It is sleeping, 3. He is driving a truck 4. He is reading. 5. They are flying  
 6. She is shouting, 7. She is talking 8. She is asking 9. She is feeding, 10. It is singing.
- B. 1. future; 2. present simple; 3. past simple; 4. present simple; 5. past simple; 6. past simple; 7.  
 present simple; 8. future; 9. future; 10. future.
- C. saw, finished, decided, live, work, make, sell, liked, changed, was, stayed, bought, stitched,  
 made, started, will stop, will have, hope, reply, will be.

**D.Reading1 and E.writing** Time Line

1. It started early XIX based on defects of legal decisions.
2. Police stories. England, France, the US. Established police forces late 1840s.
3. Edgar Allan Poe. Reader-writer game. Murder in the Rue Morgue. 1841.

**F.Speaking** (suggested)

Crime stories started in the early 19th century. First, the stories were based on defects of legal decisions. Then, writers wrote police stories because some countries established this force and there were many situations related to the police. Finally, Edgar Allan Poe wrote a collection of stories

where he established a game with the reader. He gave some clues and at the end of the story, the solution was a surprise. With Poe, the modern crime stories were born.

**G. Writing.** Student's answers.

*I. answer* 1. How cars transformed until the present/ The history of cars

2. 1885

3. A part of the car that alerts other drivers where you are going.

4. Australia

5. First they had only three wheels. They did not have breaks. Seatbelts were included...

*J. TRUE OR FALSE*

1. F 2. T 3. F 4. F 5. T 6. T 7. T

*K. WRITING*

Free choice of invention. The students writes complete sentences of the history of his/her invention of choice. Then, writes about its present. Finally he/she writes about its future.

## Examen muestra

**Grammar section**

**total /25p.**

**I. Complete the sentences using past simple or past continuous. (5 p.)**

1. Juan Rulfo \_\_\_\_\_ (work) in a tire factory when he started to write.

2. A: Mom, how \_\_\_\_\_ (you, meet) Angela, your best friend?

B: We both were taking French classes, we were classmates.

3. A: How did you lose your cellphone?

B: Well, I \_\_\_\_\_ (neg. lose) it. I \_\_\_\_\_ (text) just in front of the bakery when a man running took it from my own hands!!

4. A: How did you hurt your finger?

B: I \_\_\_\_\_ (have) an accident with the stapler.

5. Sandy corrected my homework while I \_\_\_\_\_ (take) a shower.

**II. Complete the sentences with the correct form of will or going to and the verb in brackets.(5 p.)**

1. In the future, I think humans \_\_\_\_\_ (destroy )different species of animals and plants.

2. Mike thinks that it \_\_\_\_\_ (not rain) tomorrow.

3. When we get home, we \_\_\_\_\_ (have) fish for dinner. We bought it yesterday.
4. My parents decided that we \_\_\_\_\_ (do) a tour of the Mayan archeological sites.
5. My mother is buying some flour and eggs because she \_\_\_\_\_ (make) a cake.

**III. Complete the sentences with the correct form of should and the verb in brackets or a recommendation. (5 p.)**

1. Listen to that music! Our neighbors \_\_\_\_\_ (not play) music that loud at this hour.
2. My tooth is hurting so much! \_\_\_\_\_ (I go) to the dentist?
3. Cathy \_\_\_\_\_ (not call) her ex-boyfriend any more.
4. I got flu (rest) \_\_\_\_\_.
5. I feel sick (doctor) \_\_\_\_\_.

**IV. Read the sentences and choose the appropriate option. (10 p)**

1. \_\_\_\_ at school last week?  
a) Was you                      b) Were you                      c) You were
2. He \_\_\_\_ play tennis with me yesterday.  
a) doesn't                      b) don't                      c) didn't
3. Where \_\_\_\_ last summer?  
a) you went                      b) do you go                      c) did you go
4. A: Were you at the mall at 5 p.m. yesterday?  
B: No, I \_\_\_\_  
a) didn't                      b) wasn't                      c) weren't
5. A: Do you have any plans for tonight?  
B: Yes, we \_\_\_\_ to the cinema.  
a) will go                      b) should go                      c) are going
6. I don't think you should \_\_\_\_ them.  
a) email                      b) emailing                      c) emailed
7. The space tourists \_\_\_\_ certainly need to be very fit.  
a) won't                      b) will                      c) is going to
8. I was doing homework \_\_\_\_ my mother arrived.  
a) while                      b) but                      c) when





- The sports car crashed into the truck. \_\_\_\_\_
- The police came after the accident. \_\_\_\_\_

**VII. Answer the questions according to the text.**

- What's the general idea of the text?

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- What's the main idea of the text?

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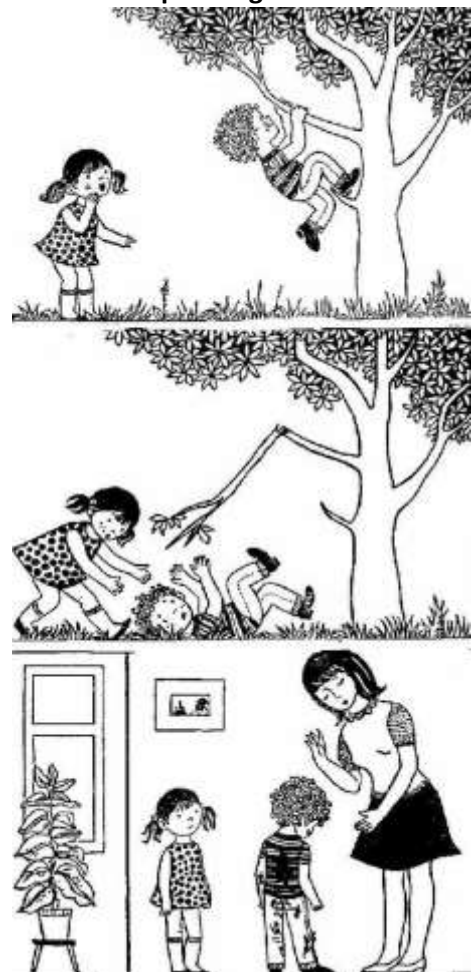
**VIII. Look at the drawings and write a story of what happened. Include sequencing**

**words like *first, then, later, finally*. 50 words ( 5 p.)**

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**Teacher's section: Writing section**

**The student:**

	yes	somewhat	no
	1 p	0.5 p	0 p
1.Narrates the actions.			
2.Adds details that enrich the writing. Uses adjectives, adverbs, conjunctions			
3.Uses the correct structure in order to describe the actions			
4.Uses complete sentences with basic connectors to provide a coherent text.			
5.Uses basic punctuation and makes few orthographic mistakes.			

**Speaking**

**Sophie is thinking about her future. According to the images prepare some predictions about her future. (6p.)**



**Teacher's section: Speaking**

**The student:**

	yes	somewhat	no
	2 p	1 p	0 p
1.Uses future time expressions to communicate limited information.	2 p	1 p	0 p
2.Uses simple but correct sentence structure in order to accurate information.	1 p	0.5 p	0 p
3.Can make himself be understood with small pauses and some mother tongue interference.	2 p	1 p	0 p
4.Uses basic connectors to link groups of words and provide a coherent delivery.	1 p	0.5 p	0 p

## Bibliografía para alumnos

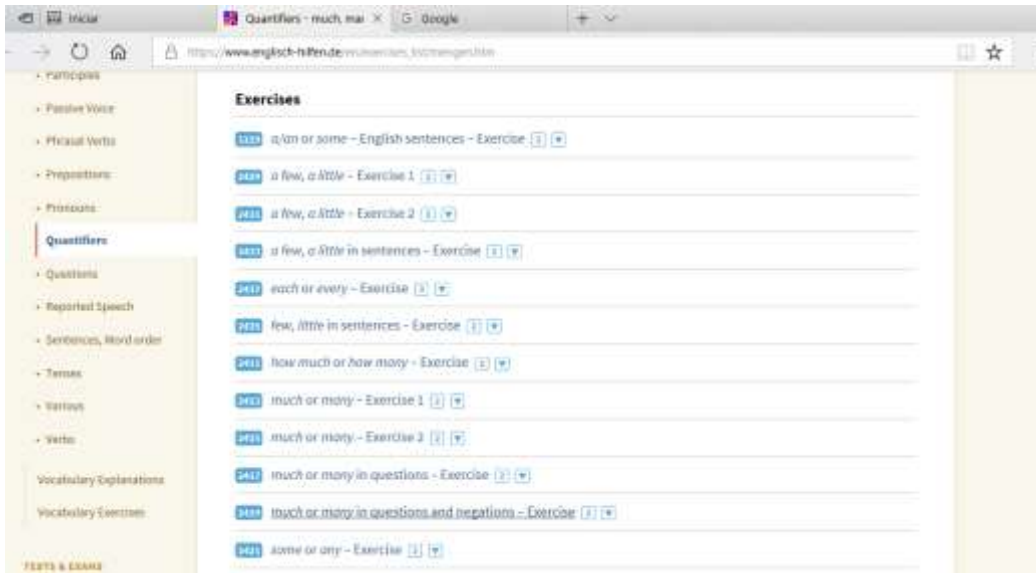
Los sitios sugeridos para consulta complementaria fueron revisados y seleccionados al mostrar ejercicios sencillos con evaluación inmediata a la resolución del ejercicio. La mayor parte de las ligas corresponden a dos sitios (se anexan imágenes), los cuales tienen un compendio amplio de ejercicios sobre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

### Unidad 1.

Índice que enlista diferentes temas como pasado y pasado continuo.  
[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 para pasado continuo, 4515,4317,4311,4313,1363,1365,4319 4321.

Para práctica de verbos en gerundio:

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)

## Unidad 2

Liga de ejercicios

[https://www.english-hilfen.de/en/exercises/tenses/going\\_to\\_future\\_statements.htm](https://www.english-hilfen.de/en/exercises/tenses/going_to_future_statements.htm) para t futuro going to pueden ir al indice general y localizar los ejercicios numerados: 1361,4227,4229,4231,4223,4225,1359.

Para will [https://www.english-hilfen.de/en/exercises/tenses/will\\_future\\_negation.htm](https://www.english-hilfen.de/en/exercises/tenses/will_future_negation.htm)

Y los ejercicio marcados con: 4213,1379,1377,4215,4217,4211.

## Unidad 3

Ejercicios para practicar el contraste going to/Will

[https://www.english-hilfen.de/en/exercises/tenses/will\\_going\\_to\\_future.htm](https://www.english-hilfen.de/en/exercises/tenses/will_going_to_future.htm) y los ejercicios 4423 y 4425.

Y tema de should: <http://www.grammar.cl/english/should.htm>

## Unit 4

- [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 de gramática para diferentes tiempos.

[https://www.myenglishpages.com/site\\_php\\_files/grammar.php](https://www.myenglishpages.com/site_php_files/grammar.php)

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### **Unit 2**

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have friends: <http://clipart-library.com/friends-cliparts.html>

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### **Unit 4**

\* Text Adapted from "Crime Stories – An Investigation" by Mary Simons.

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