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 SISTEMA DE GESTION DE CALIDAD - SGC- MECI-SISTEDA



ELEVENTH GRADERS - BY YOSOYCESAR2013



STUDENT'S BOOK and WORKBOOK

Student's name: _____ . Grade: _____

Material realizado por César Tenorio Toro.

Magíster en Gestión de la Tecnología Educativa. Universidad de Santander

Ganador Experiencia Significativa en Educación Integrando las TIC. Ministerio de Educación Nacional. 2016.

Licenciado en Lenguas Extranjeras Inglés-Francés. Universidad del Valle.

Profesional en Estudios Políticos. Universidad del Valle.

Par Evaluador ICFES

Plan of Guideline

Units	Reading / Writing	Listening / Speaking	Grammar
Review of tenses	Talking about daily routine Describe past activities Describe the live of a famous	Listening for main ideas	Simple Present, present perfect, past perfect, conditionals.
Saber 11	Skimming, scanning, intensive reading.		Review of tenses

ESTANDAR

Escribo textos que explican mis preferencias decisiones y actuaciones. Comprendo textos de diferentes tipos y fuentes sobre temas de interés general y académico.

Selecciono y aplico estrategias de lectura apropiadas para el texto y la tarea.

Learning Basic Rights:

Identifies the purpose of medium length oral and writtentexts related to topics of general and academic interest and shares it with others using his/her knowledge about the structure of texts. For example, after reading different texts, the student identifies the purpose and type of each one (1).

Explains orally and in written forms the causes and effects as well as the problem and the solution of a situation by defining the relationship between ideas to be explained and using appropriate language. For example, the student explains the causes of a flood and its consequences in a logical manner (2).

Identifies opinions of the author in oral and written texts related to his/her school environment using prior knowledge related to the topic as well as the structure of the text. For example after reading or listening to a text, the student writes a brief summary of the autor's opinions(3).

Writes opinion texts about academic topics using a clear and simple structure. To do this, the student follows a model for the process of planning, writing, reviewing and editing a text (4).

Expresses orally his/her point of view about a controversial subject previously studied through the selection or organization of information from reliable sourcee and use of clear and structures ideas. For example, the student addresses an audience and presents his/her opinions using notes (6).

CATEGORIA	SUPERIOR	ALTO	BAJO	BASICO
Uso de guía y diccionario en clase	Trae a clase todos los elementos requeridos para las actividades	Lleva consigo la mayoría de elementos pedidos por el docente.	Trae a clase algunos de los elementos solicitados.	No trae material de trabajo a clase.
Presentación de tareas	Cumple los objetivos del deber académico y los tiempos estipulados a cabalidad.	Por lo general cumple los objetivos del deber académico y los tiempos de entrega.	Poco compromiso académico y personal en la presentación de deberes académicos.	Genera dispersión en la realización de los deberes académicos.
Producción oral y escrita	Expresa puntos de vista y solicita peticiones formales e información de manera fluida y respetuosa.	Expresa puntos de vista y solicita peticiones formales e información de forma lenta pero clara.	Presenta dificultad para lograr expresarse en el idioma.	No logra expresarse fluidamente. Debe practicar más.
Comprensión de escucha y de lectura	Comprende los contenidos e información de los textos y conversaciones trabajados en clase.	Comprende parcialmente los contenidos y la información de los textos y conversaciones trabajados en clase.	Se le dificultad identificar parte de la información de los textos y conversaciones de clase.	Presenta dificultades para reconocer información básica en textos y conversaciones trabajados en clase.
Respeto y responsabilidad	Participa con entusiasmo, respeto, solidaridad y responsabilidad.	Participa con respeto y responsabilidad.	Debe demostrar mayor nivel de compromiso y responsabilidad.	Muestra apatía y desinterés.

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Unit 1. LESSON 1.

Goals

1. Preview of grammar (simple present, present progressive, present perfect, past perfect).
2. Identify reading strategies.

A) SIMPLE PRESENT TENSE

El presente simple es uno de los tiempos verbales más comunes y fáciles de usar en el idioma inglés. Se usa para expresar acciones de hábito.

SIMPLE PRESENT TENSE		
Auxiliar BE		
AFFIRMATIVE FORM	INTERROGATIVE FORM	NEGATIVE FORM
I AM: yo soy / yo estoy	AM I?: ¿yo soy / yo estoy?	I AM NOT: yo no soy / yo no estoy
YOU ARE: usted es / usted está	ARE YOU?: ¿usted es / usted está?	YOU ARE NOT: usted no es / usted no está
HE IS: él es / él está	IS HE?: ¿él es / él está?	HE IS NOT: él no es / él no está
SHE IS: ella es / ella está	IS SHE?: ¿ella es / ella está?	SHE IS NOT: ella no es / ella no está
YOU ARE: ustedes son / ustedes están	ARE YOU?: ¿ustedes son / ustedes están?	YOU ARE NOT: ustedes no son / ustedes no están
WE ARE: nosotr@s somos / estamos	ARE WE?: ¿nosotr@s somos / estamos?	WE ARE NOT: nosotr@s no somos / nosotr@s no estamos
THEY ARE: ell@s son / ell@s están	ARE THEY?: ¿ell@s son / ell@s están?	THEY ARE NOT: ell@s no son / ell@s no están
IT IS: eso es / eso está	IS IT?: ¿eso es / eso está?	IT IS NOT: eso no es / eso no está

Auxiliar HAVE		
AFFIRMATIVE FORM	INTERROGATIVE FORM	NEGATIVE FORM
I HAVE: yo tengo	DO I HAVE?: ¿yo NO tengo?	I DO NOT HAVE: yo NO tengo
YOU HAVE: usted tiene	DO YOU HAVE?: ¿usted NO tiene?	YOU DO NOT HAVE: usted NO tiene
HE HAS: él tiene	DOES HE HAVE?: ¿él NO tiene?	HE DOES NOT HAVE: él NO tiene

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SHE HAS: ella tiene	DOES SHE HAVE?: ¿ella NO tiene?	SHE DOES NOT HAVE: ella NO tiene
YOU HAVE: ustedes tienen	DO YOU HAVE?: ¿ustedes NO tienen?	YOU DO NOT HAVE: ustedes NO tienen
WE HAVE: nosotr@s tenemos	DO WE HAVE?: ¿nosotr@s NO tenemos?	WE DON'T HAVE: nosotr@s NO tenemos
THEY HAVE: ell@s tienen	DO THEY HAVE?: ¿ell@s NO tienen?	THEY DO NOT HAVE: ell@s NO tienen
IT HAS: eso tiene	DOES IT HAVE?: ¿eso NO tiene?	IT DOES NOT HAVE: eso NO tiene

ESTRUCTURA GENERAL SIMPLE PRESENT TENSE

Affirmative	Interrogative	Negative
I play tennis – yo juego tenis	Do I play tennis? - ¿yo juego tenis?	I DO NOT play tennis – yo NO juego tenis
You go to the beach – usted va a la playa	DO You go to the beach? – ¿usted va a la playa?	You DO NOT go to the beach – usted NO va a la playa
He does homework – él hace la tarea	DOES He do homework? – ¿él hace la tarea?	He DOES NOT do homework – él NO hace la tarea
She watches tv – ella ve tv	DOES She watch tv? – ¿ella ve tv?	She DOES NOT watch tv – ella NO ve tv
We have a car – tenemos un carro	DO We have a car? – ¿tenemos un carro?	We DO NOT have a car – NO tenemos un carro
They make doors – ellos hacen puertas	Do They make doors? – ¿ellos hacen puertas?	They DO NOT make doors – ellos NO hacen puertas
You read books – ustedes leen libros	DO You read books? – ¿ustedes leen libros?	You DO NOT read books – ustedes NO leen libros

Observe que en el modo afirmativo, en la 3ª persona del singular (HE, SHE), se le añade una “S” o “ES” al verbo. En la forma interrogativa se escribe DO o DOES al comienzo de la oración. En la forma negativa se escribe DO NOT.

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You are what you read. Usted es lo que usted lee.

5

- Existen algunos casos particulares. **Si el verbo empleado termina en “SS”, “SH”, “CH”, “O” y “X” al formar la 3ª persona del singular en la forma afirmativa se le agrega “ES”.** Aquí vemos algunos ejemplos:

Si el verbo es FISH (pescar), se escribirá: He fishes at the sea. Él pesca en el mar.

Si el verbo es KISS (besar), se escribirá: She kisses to her boyfriend. Ella besa a su novio.

Si el verbo es WATCH (observar), se escribirá: He watches the mountain. Él observa la montaña.

Si el verbo es FIX (arreglar), se escribirá: He fixes his car. Él arregla su coche.

Si el verbo es GO (ir), se escribirá: She goes to the office. Ella va a la oficina.

- Otra excepción se presenta si el verbo termina en “Y”.

En la 3ª persona del singular se sustituye esta “Y” por una “i” acompañada de la terminación “ES”. Por ejemplo: Si el verbo es STUDY (estudiar) se escribirá: She studies the lesson: Ella estudia la lección.

- Preste especial atención a los auxiliares DO y DO NOT en las oraciones interrogativas y negativas.

- Los verbos HAVE y BE se modifican así en la tercera persona del singular: he is, she is / he has, she has

Check out these videos: <https://youtu.be/L9AWrJnhsRI>, <https://youtu.be/X9QluYxyV00>, <https://youtu.be/YwmIDHm3kOk>.

1. Practice. Fill in the blank with the appropriate form. Complete con la forma apropiada.

- a. John _____ (watch) movies every weekend.
- b. Babies _____ (cry) when they are hungry.
- c. I always _____ (get) up at 5 am.
- d. You usually _____ (work) at nights.
- e. Sandra _____ (fly) to Europe every summer.
- f. We never _____ (pass) the ball when playing soccer.
- g. The radio _____ (not/receive) the signal.
- h. _____ you (brush) your teeth after every meal?
- i. My friends _____ (not/like) to listen to gospel music.
- j. Paola _____ (dress) her niece in the morning.

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2. Practice. Answer the questions as in the example. Conteste las preguntas como en el ejemplo.

Example:

Do you play soccer? Yes, I do (affirmative).

No, I don't (negative). Recuerde que el sujeto y el auxiliar deben tener concordancia.

- a. Do you study from Monday to Friday? _____.
- b. Does your best friend have brothers? _____.
- c. Does your mother play the guitar? _____.
- d. Do your parents go to the gym? _____.
- e. Do we buy candies at the supermarket? _____.

3. Practice. Write the sentences in the opposite form. Escriba el opuesto de las oraciones.

- a. Students don't like volleyball. _____
- b. Children love orange juice. _____
- c. Paul doesn't work at nights. _____
- d. Susan plays the guitar. _____
- e. I don't plant flowers in my garden. _____

4. Writing. Identify mistakes if exist.

- a) Carlos knows Paola many years ago. _____
- b) Lady does not play basketball on Saturdays. _____
- c) My friends eats hamburgers at McDonald's. _____
- d) Do you dance Salsa? _____
- e) Laura does not want to go to London. _____
- f) I watches Cartoon Network on Mondays morning. _____
- g) We have a new car at the garage! _____
- h) They doesn't speak English therefore they didn't get the job. _____

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- i) Does Susana live with her parents? Yes, she does. _____
- j) He only read books in the mornings. _____

B) Present Progressive Tense

- El presente progresivo o presente continuo, se forma con el verbo BE seguido por el verbo o acción en gerundio (ing).
- Si el verbo tiene una sola sílaba y termina en una consonante precedida de una única vocal (siguiendo la estructura Consonante-vocal-consonante), dicha consonante se debe duplicar y posteriormente agregamos la terminación “-ing”.

Ejemplo: Cut-cutting (cortar – cortando) Sit-sitting (sentar – sentando)

- Si el verbo termina en “-e” y ésta es precedida por una consonante, la “e” se elimina y en su lugar se agrega “-ing”.

Ejemplo: Come – coming (venir – viniendo) Write – writing (escribir – escribiendo)

- Si el verbo tiene más de una sílaba y el acento recae sobre la última, tenemos que doblar la última consonante cuando tengamos una sola vocal y única consonante en la última sílaba.

Ejemplo: Admit – Admitting (aceptar – aceptando) Begin – Beginning (empezar – empezando)

- Cuando un verbo termina en “l”, y ésta es precedida por una vocal, dicha “l”, debe duplicarse y entonces, se agregará “-ing”.

Ejemplo: Cancel – Cancelling (cancelar – cancelando) Impel – Impelling (impulsar – impulsando)

- En los verbos que terminan en “-ie”, esta partícula debe ser sustituida por una “y” para entonces agregar el “-ing”.

Ejemplo: Lie – Lying (mentir – mintiendo)

Affirmative	Negative		Interrogative	Short answers	
Full forms	Full forms	Contractions	-----	Affirmative	Negative
I am eating	I am not eating	I'm not eating	Am I eating?	Yes, I am	No, I'm not
You are eating	You are not eating	You aren't eating	Are you eating?	Yes, you are	No, you aren't
He is eating	He is not eating	He isn't eating	Is he eating?	Yes, he is	No, he isn't
She is eating	She is not eating	She isn't eating	Is she eating?	Yes, she is	No, she isn't
It is eating	It is not eating	It isn't eating	Is it eating?	Yes, it is	No, it isn't
We are eating	We are not eating	We aren't eating	Are we eating?	Yes, we are	No, we aren't
You are eating	You are not eating	You aren't eating	Are you eating?	Yes, you are	No, you aren't
They are eating	They are not eating	They aren't eating	Are they eating?	Yes, they are	No, they aren't

Chek out these videos: <https://youtu.be/MDs2qP3HUXE>, <https://youtu.be/pDGcOBuHgYo>, <https://youtu.be/nTeGorY3rg4>.

5. Practice. Fill in the blank with the appropriate form. Complete con la forma apropiada.

- k. John _____ (watch) movies right now.
- l. I think some babies _____ (cry) at the door.
- m. I am _____ (clean) my bedroom, so I cannot go.
- n. Are you _____ (work) at nights?
- o. Sandra _____ (fly) to Europe to a religious meeting.
- p. We _____ (not/sing), we are making some noise!
- q. The radio _____ (not/receive) the signal.
- r. _____ you (brush) your teeth?
- s. My friends _____ (not/listen) to gospel music.
- t. Paola _____ (dress) her niece in the closet.

6. Practice. Answer the questions as in the example. Conteste las preguntas como en el ejemplo.

Example:

Are you playing soccer? Yes, I am (affirmative).

No, I am not (negative). Recuerde que el sujeto y el auxiliar deben tener concordancia.

- f. Are you studying on weekends? _____.
- g. Is your best friend doing homework? _____.
- h. Is your mother playing the guitar? _____.
- i. Are your parents going to the gym? _____.
- j. Is it raining? _____.

7. Practice. Write the sentences in the opposite form. Escriba el opuesto de las oraciones.

- k. Students are not training volleyball. _____
- l. Children are not eating their lunch. _____
- m. Paul is not building any house. _____
- n. Susan is sleeping until noon. _____
- o. I am watering the flowers in my garden. _____

C. Present Perfect Tense.

El "present perfect" de cualquier verbo está compuesto por dos elementos: la forma apropiada del verbo auxiliar to have (en presente) y el "past participle" del verbo principal.

El "present perfect" se emplea para señalar un vínculo entre el presente y el pasado. El tiempo en que transcurre la acción es anterior al presente pero inespecífico.

Describe:

Una acción o situación iniciada en el pasado y que continúa en el presente. I have lived in Jamundí since 1986 (= todavía vivo allí.)

Una acción realizada durante un periodo de tiempo aún no concluido. She has been to the cinema twice this week (= la semana todavía no ha terminado.)

Una acción repetida en un periodo temporal inespecífico situado entre el pasado y el presente. We have visited Portugal several times.

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Una acción que ha concluido en un pasado muy reciente, lo que se indica mediante 'just'. I have just finished my work.

Una acción para la cual no es importante el momento preciso en que aconteció. He has read 'Harry Potter'. (= lo relevante es el resultado de la acción)

		Present Perfect				
		Affirmative	Negative	Interrogative	Short Answers	
S i n g l a r	1	I have played	I haven't played	have I played?	Yes, I have No, I haven't	
	2	You have played	You haven't played	have you played?	Yes, you have No, you haven't	
	: M F A	M	He has played	He hasn't played	has he played?	Yes, he has No, he hasn't
		F	She has played	She hasn't played	has she played?	Yes, she has No, she hasn't
		A	It has played	It hasn't played	has it played?	Yes, it has No, it hasn't
P l u r a l	1	We have played	We haven't played	have we played?	Yes, we have No, we haven't	
	2	You have played	You haven't played	have you played?	Yes, you have No, you haven't	
	3	They have played	They haven't played	have they played?	Yes, they have No, they haven't	

8. Practice. Fill in the blank with the appropriate form. Complete con la forma apropiada.

- p. John ____ (watch) movies for 6 hours!
- q. I ____ (play) video games all day.
- r. I ____ (study) French since 2015.
- s. Has she ____ (eat) octopus ever?
- t. Sandra ____ (fly) to Africa several times.
- u. We ____ (not/sing) a ballad yet.
- v. The radio ____ (not/receive) the signal yet.
- w. ____ you (brush) your teeth today?
- x. My friends ____ (not/listen) rock music for three weeks!
- y. Paola ____ (have) breakfast this morning.

9. Practice. Answer the questions as in the example. Conteste las preguntas como en el ejemplo.

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Example:

Have you ever been to Canada? Yes, I have (affirmative).

No, I have not (negative). Recuerde que el sujeto y el auxiliar deben tener concordancia.

- a. Has she broken the guitar? _____.
- b. Has your brother ever read the bible? _____.
- c. Has your mother ever played the drums? _____.
- d. Have your parents lived abroad? _____.
- e. Have you ever cheated your girlfriend/boyfriend? _____.

10. Practice. Write the sentences in the opposite form. Escriba el opuesto de las oraciones.

- f. Students have met the principal before lunch time. _____
- g. Children have taken the exam. _____
- h. Paul has built a nice team. _____
- i. Susan has slept all night long. _____
- j. I haven't bought any fruits yet. _____

Lesson 2 – Reading Strategies.

Cognates

Los cognados en inglés son palabras que tienen semejanza en su escritura y su significado respecto a otras palabras de otro idioma, en este caso el español. Es decir que las palabras llamadas cognados en inglés y español tienen una escritura parecida y su significado es idéntico.

See this video: <https://youtu.be/aQDmW9oIP4c>

Cognados verdaderos:

Actor: actor	Hotel:	Original:	Route:
Artist: artista	Important:	Paper:	Secret:
Angel: ángel	Individual:	Park:	Sensation:
Artistic: artístico	Infinite:	Personal:	Silence:
Bus: bus	Interactive:	Photo:	Special:
Car: carro	Invention:	Pine:	Structure:

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Channel: canal	Illusion:	Plan:	Telephone:
Collection: colección	Isle:	Possibility:	Traffic:
Concert: concierto	Lion:	Possible:	United:
Culture: cultura	Machine:	President:	Urgent:
Curious:	Material:	Problem:	Usual:
Detail:	Melody:	Project:	Vacation:
Distance:	Memory:	Public:	Verb:
Divide:	Miserable:	Radio:	Visit:
Enormous:	Momento:	Real:	Victory:
Essential:	Music:	Reason:	Vocabulary:
Excellent:	Minute:	Receive:	Symbol:
Express:	Nation:	Reduce:	Protection:
Extreme:	Note:	Relation:	Respiratory:
Family:	Objective:	Repeat:	Analyze:
Fantastic:	Ocean:	Reservation:	Ideology:
General:	Opinion:	Restaurant:	Balance:
Guide:	Option:	Romantic:	Combine:
Hospital:	Order:	Rose:	Science
Information:	Communication:	Education:	Technology:

Cognados falsos

Un **falso cognado** es una palabra que, debido a similitudes fortuitas de apariencia y significado, parece guardar parentesco con otra palabra de un idioma diferente, pero que en realidad no comparte su mismo origen etimológico (no son verdaderos cognados).

Actually	Media:	Bigot:	Large:
Advertise:	Notice:	Tramp:	Luxury:
Advice:	Once:	Assist:	Parents:
Arm:	Pan:	Bark:	Policy:
Cartoon:	Quit:	Brave:	Quote:
Conductor:	Rope:	Camp:	Support:
Contest:	Rude:	Cap:	Argument:
Curse:	Realize:	Compromise:	Attend:

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Date:	Record:	College:	Command:
Deception:	Resume:	Commodity:	Character:
Dinner:	Salad:	Confidence:	Facility:
Embarrassed:	Sensible:	Dessert:	Question:
Exit:	Signature:	Dinner:	Success:
Fabric:	Sin:	Disgust:	Pretend:
Form:	Soap:	Diversion:	Rest:
Grocery:	Target:	Economics:	Design:
Horn:	Terrific:	Familiar:	Ailment:
Involve:	Casualty:	Gang:	Apologise:
Lecture:	Carpet:	Idiom:	Approve:
Library:	Sentence:	Injury:	Arena:
Mayor:	Content:	Jam:	Avocado:
Balloon:	Bomber:	Constipated:	Ingenuity:
Pie:	Preservative:	Relative:	Sale:
Silicon:	Tax:	Traduce:	Vacuum:
Base:	Vicious:	Ancient:	Topic:

11. Writing.

English version	Spanish version
The value of natural ice was recognized in ancient times as preservative for foods.	El valor del hielo natural fue reconocido en la antigüedad como conservante de alimentos.
In 1940's, computers were large and required vacuum tubes.	En los 1940, los computadores eran grandes y utilizaban tubos al _____
Policies in Colombia seem not to be for poor people but for rich ones.	Las _____ en Colombia no parece ser para los pobres sino para los ricos.
By far the most important commodity is petroleum, fully one-half of the total value.	De lejos la _____ más importante es el petróleo, la mitad del valor total.
César actually did homework.	César _____ hizo la tarea.
Just a word of advice -- don't plant peas in Bogotá in March, whatever the books may say!	Sólo un _____: no plantes guisantes en Bogotá en marzo, ¡no importa lo que digan

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	los libros!
My mother loved politics and read every political cartoon she could find.	Mi madre ama la política y lee cuanto _____ político puede.
The school held an art contest .	El colegio llevó a cabo un _____ de arte.
The company had been using deception to get its customers to buy substandard goods.	La compañía había estado usando el _____ para conseguir que sus clientes compraran mercancías de calidad inferior.
Joe bought a fabric couch	Joe compró un sofá de _____.
I made a grocery list of all the food items I needed to buy at the supermarket.	Hice la lista de _____ de la comida que necesito comprar en el supermercado.
The professor gave a lecture on the history of Colombia.	El profesor dio una _____ sobre la historia de Colombia.
Would you like ice cream with your apple pie ?	¿Quieres helado con tu _____ de manzana?
He received notice of the foreclosure.	Él recibió _____ de la ejecución hipotecaria.
The band recorded a new album.	El grupo _____ un Nuevo álbum.
The victim suffered a vicious attack	La víctima sufrió un ataque _____.

12. **Writing.** Identify false and true cognates.

- k) Did you know that Paola and Carlos got _____ (pregnant/embarrassed) with a 2 months baby.
- l) The _____ (signature/subject) I love most is Physical Education.
- m) The ambulance took the wounded to the _____ (hospital/hotel).
- n) The company has _____ (energy/electricity) problems.
- o) Laura does not want to eat chicken _____ (soup/soap).
- p) Will you _____ (assist/attend) to the party on Saturday?
- q) J Balvin had great _____ (exit/success) in his last concert in Colombia.

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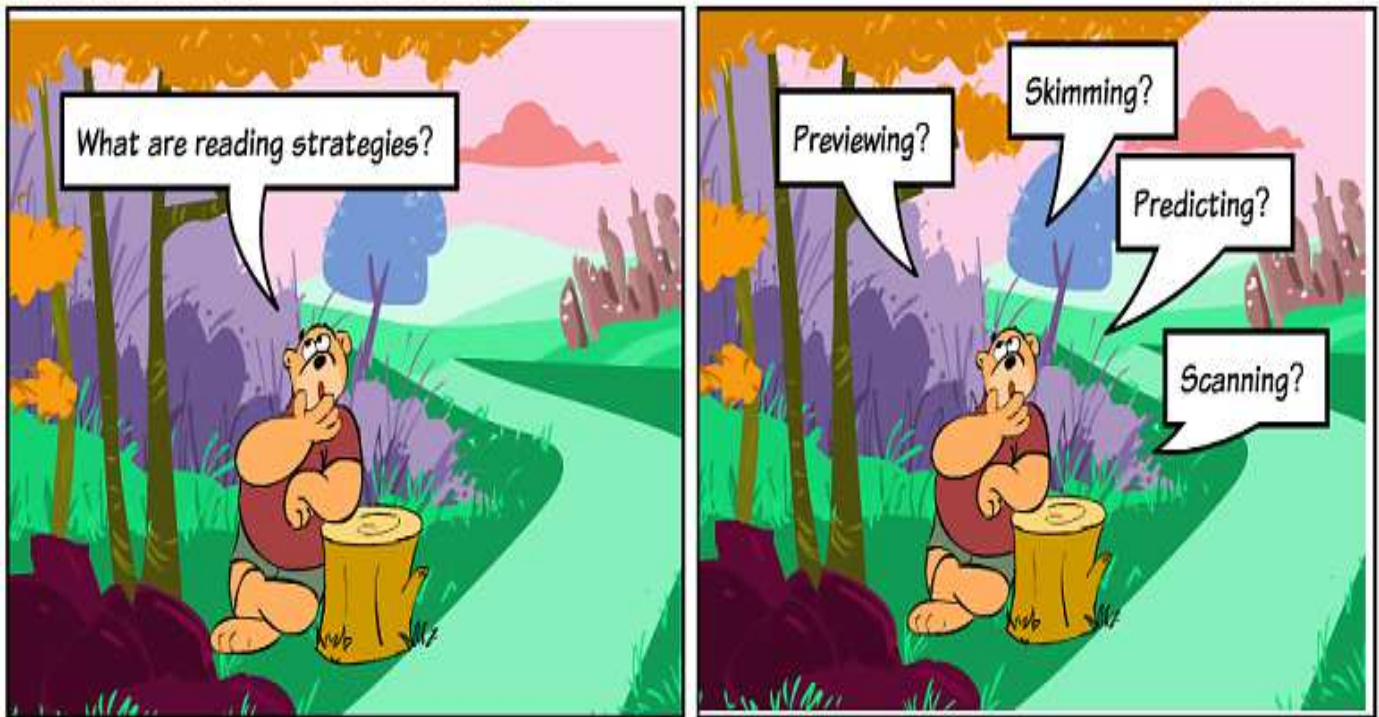
- r) How many _____ (idioms/languages) can you speak?
- s) _____ (Actually/Nowadays) I'm living with my parents again.
- t) He won the lottery, he has now too much _____ (dinner/money).

13. Reading. Students search for some words on the dictionary. Then, they will write sentences in the simple present, simple past and present perfect tense.

Intuitive:	Carpet:
Psychology:	Folder:
Diet:	Pan:
Sensitive:	Bread:
Sensible:	Library:
Contest:	Record:
Pie:	Parents:

READING STRATEGIES - BY YOSOYCESAR2013

WWW.TOONDOO.COM



READING STRATEGIES. What are Reading Strategies?

Reading strategies are purposeful, cognitive actions that students take when they are reading to help them construct and maintain meaning. Strategies are tools to better understand a reading.

Strategies that can help students read more quickly and effectively include:

Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection

Predicting: Effective readers use pictures, titles, headings, and text—as well as personal experiences—to make predictions before they begin to read. Predicting involves thinking ahead while reading and anticipating information and events in the text. After making predictions, students can read through the text and refine, revise, and verify their predictions. <https://www.teachervision.com>

How to Predict:

1. Consider what the style, title and subtitles, and photos tell you about the writing.
2. Consider what you already know about the subject.
3. Guess what the text is going to say.

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Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions

Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up


Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text

Skimming: es la estrategia de lectura que consiste en leer en forma global un texto para tener una idea general de éste. Con esta estrategia se puede identificar el área, tema o idea general y el vocabulario.

Scanning: esta estrategia permite hacer una pesquisa, es decir, buscar una información determinada, como un nombre, fecha, dato específico, etc.

Intensive Reading: esta estrategia permite una comprensión total del texto. En este nivel de comprensión el lector está en capacidad de resumir las ideas principales.

Critical Reading: a esta estrategia se llega después de haber aplicado las tres primeras y el lector ya puede hacer sus propias apreciaciones acerca de lo leído y puede además considerar si está de acuerdo con el punto de vista del autor o no.

14.  See the following videos.

- A) https://youtu.be/L0hRT_B7c8 predicting.
- B) https://youtu.be/RtcXr0_201A skimming and scanning.
- C) <https://youtu.be/FpypKGUybs0> intensive reading.

15. **Match.** Match the definitions with the concepts.

PREDICTING		Rapidly covers the text to locate a specific fact or piece of information.
PREVIEWING		Reviewing titles, section headings, pictures and photos.
SKIMMING		Rapidly moving the eyes over the text to get the main idea and vocabulary
SCANNING		Using knowledge to make predictions about the content.



BASIC PREVIEW

- 1) Read and think about the title.
- 2) Start turning the pages and read and think about each of the bold-face headings.
- 3) When you reach the end of the chapter, write down what these headings told you are purposes and goals for this chapter. Then start actively reading it.
 - a. Looking at the title of the selection and noting any sub-headings
 - b. Reading any lead-ins—these are usually italicized
 - c. Skimming the first and last paragraphs
 - d. Looking at any accompanying graphics and captions
 - e. Reading biographical information about the author
 - f. Noticing the location of original publication

16. **Reading.** Preview and predict the book covers.

Child's Play

Games that simulate reality bring home humanity's impact on nature for kids. By Amy Westervelt



<http://the-magazine.org/48/childs-play#.Vp5bXvnhDIU>

- a. What can you see? _____
- b. What does the title say? _____
- c. Guess the content of the text. _____

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Mammoth Autopsy Puts Humans in Arctic Thousands of Years Earlier. By Nathaniel Scharping | January 15, 2016 3:40 pm



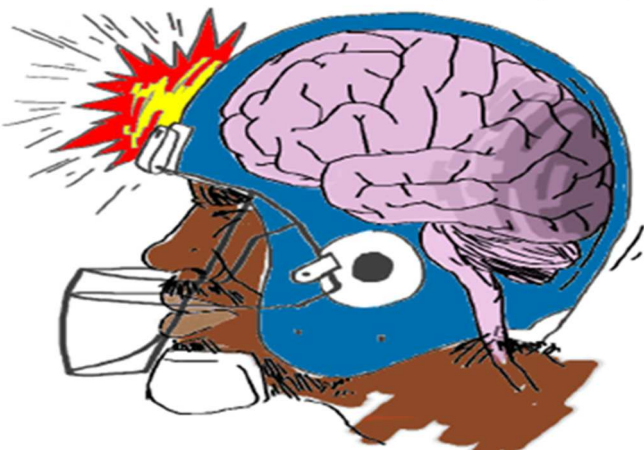
A member of the Russian Academy of Science team excavates the mammoth found in northern Siberia. (Credit: Pitulko et al./Science)
<http://blogs.discovermagazine.com/d-brief/2016/01/15/mammoth-hunt-remains-appear-to-alter-humanitys-history/>

- What can you see? _____
- What does the title mean? _____
- Guess the content of the text. _____

17. Reading. Text 1.

- Skim the text looking for key words and cognates.
- Write keywords and cognates in English and say their area and theme in Spanish.

Chronic Traumatic Encephalopathy



Concussions are brain injuries that occur when a person receives a blow to the head, face, or neck. Although most people who suffer a concussion experience initial bouts of dizziness, nausea, and drowsiness, these symptoms often disappear after a few days. Recent studies suggest that people who suffer multiple concussions are at a significant risk for developing chronic traumatic encephalopathy (CTE), a degenerative brain disorder that causes a

variety of dangerous mental and emotional problems to arise weeks, months, or even years after the initial injury. These psychological problems can include depression, anxiety, memory loss, inability to concentrate, and aggression. The majority of people who develop these issues are athletes who participate in popular high-impact sports, especially football. Both new sports regulations and improvements in helmet technology can help protect players.

Keywords	Cognates	Area

Read the text and answer the questions.

What does CTE mean? _____

Concussions are

- a. Brain injuries
- b. blows to the head
- c. nausea and drowsiness

Initial symptoms are

- a. Diarrhea and fever
- b. dizziness and nausea
- c. headache and stomachache

Who are in more risk to develop encephalopathy?

- a. Persons reading this article
- b. scientists and psychologists
- c. athletes

One way to reduce injuries is

- a. Go to the doctor
- b. use a helmet
- c. take an aspirin

Some psychological problems are

- a. Depression and aggression
- b. degenerative brain disorder
- c. anxiety and high concentration

Reading comprehension.

1. The author believes that

- a. Athletes are responsible for their injuries
- b. playing sports will get you insane
- c. doctors need to do more research

2. Each of the following statements are true, EXCEPT one.

- a. concussions develop into CTE
- b. football players are in high risk of killing fans
- c. some psychological problems are: depression, anxiety, memory loss, inability to concentrate, and aggression.

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3. As used in paragraph 2, which is the best **synonym for majority**?

- a. superiority b. maximum c. great number of people d. adulthood.

4. As used in the end of paragraph 2, which is the best **antonym for disorder**?

- a. order b. arrangement c. organization d. method

I. Writing. Producción escrita.

1. Do you know someone with depression, anxiety, memory loss, inability to concentrate, and aggression? Could it be CTE or anything else? _____

2. What do you think is the most important factor in reducing brain injuries and CTE in sports?

18. Reading. Text 2.

Water supply and sanitation in Latin America.

Taken from https://en.wikipedia.org/wiki/Water_supply_and_sanitation_in_Latin_America

- Skim the text looking for key words and cognates.
- Write keywords and cognates in English and say their area and theme in Spanish.

Access to water and sanitation remains insufficient, in particular in rural areas and for the poor. It also differs substantially among and within countries. According to the Joint Monitoring Program of the World Health Organization and UNICEF, in 2004 the share of population which was connected to an improved water source varied from 54% in Haiti to 100% in Uruguay.



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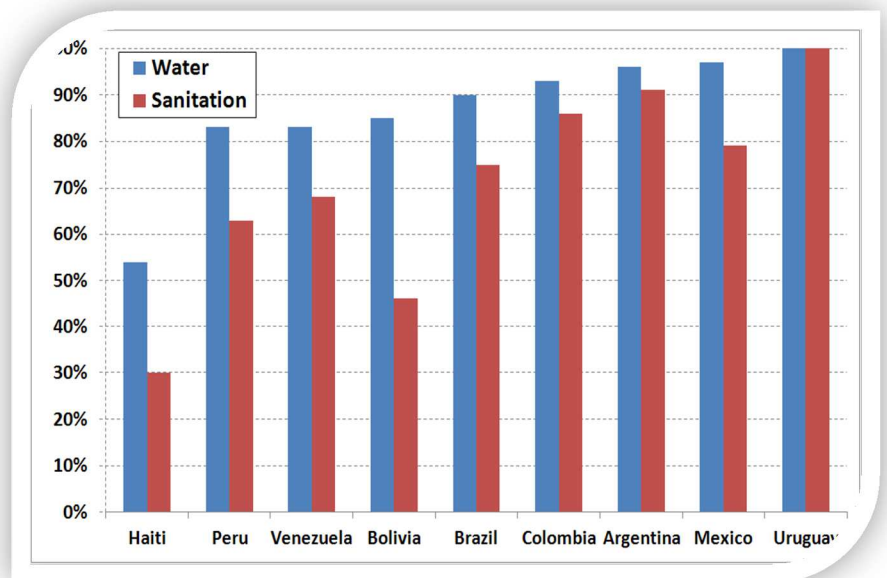
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All together, 50 million people or 9% of the population of Latin America and the Caribbean did not have access to improved water supply, and 125 million or 23% did not have access to improved sanitation. Increasing access remains a challenge, in particular given the poor financial health of service providers and fiscal constraints on behalf of central and local governments.

As far as sanitation is concerned, only 51% of the population has access to sewers. Only an estimated 15% of the collected wastewater finds its way into wastewater treatment plants, which often are not properly functioning. 26% of the population has access to forms of sanitation other than sewers, including septic tanks and various types of latrines.

Water use

The per capita water use in Latin America varies *greatly* among countries, among cities in the same country, and between urban and rural areas, and obviously among those with a house connection, a public tap or no improved water source at all. The average net urban water use (i.e. excluding distribution losses) was estimated at about 240 liter/capita/day,[4] a level that is



about as high as in the United States and almost twice as high as in Central Europe. The highest water use can be found in some utilities in Chile and Argentina, where water resources are abundant and water use is almost 500 liter/capita/day.[5] The lowest water use is in Aguas de Illimani serving La Paz, the capital of Bolivia, with less than 50 liter/capita/day. In rural areas water use is sometimes even lower than this level.

Pictures taken from <http://alive2green.com/wp-content/uploads/2016/05/WATER-SANITATION.jpg>

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Keywords	Cognates	Area

- Access to water and sanitation

- a. Improved in Central America b. is poor in Uruguay c. is a challenge of local governments.

- Wastewater treatment plants

- a. Cause Diarrhea and fever b. transport plants and waters c. don't work properly.

- Average net urban water use

- a. Is lower in USA b. is higher in Chile c. varies in many countries

- Access to water and sanitation

- a. is a luxury only for rich people b. should be offered to anyone c. depends on political status.

- Each of the following statements are true, EXCEPT one.

- a. Access to water and sanitation is sufficient in Latin American countries.
 b. The World Health Organization and UNICEF led this research.
 c. Bolivia has the lowest water use in the region.

3. As used in paragraph 1, which is the best **synonym for 'Access'**?

- a. connection b. admittance c. entrance d. route.

4. As used in paragraph 4, which is the best **antonym for 'greatly'**?

- a. little b. inconsiderably c. insignificantly d. unremarkably

I. Writing. Producción escrita.

1. Do you know any region in Colombia with water access problems? Where is it? What happens exactly? How long has it taken? _____

2. What do you think is the cause of poor access water in La Guajira?

Republic of Ecuador took the islands from Spanish ownership in 1832, and subsequently gave them official Spanish names. The older names remained in use in English language publications, including Herman Melville's *The Encantadas* of 1854.

- a. Number of the islands _____
- b. Total area in square kms _____
- c. Total population _____
- d. Century in which the islands were first visited _____
- e. Who made the first map of the islands _____

Dates	Events
a) 1535 b) 1570 c) 1684 d) 1832 e) 1854	

20. Complete the chart.

Texts	Key words and cognates	Area (engineering, Sciences, Biology, Technology)	Theme / main information

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21. **GRAMMAR PRACTICE.** Complete the e-mail. Use the simple past tense and the past tense of be.

New Message _ ↗ ✕

Recipients **yosoycesar2013@gmail.com**

Subject **DESCRIBE PAST EVENTS**

Hi, César: yesterday was very busy. In the morning I _____ **(wake up)** at 5:00.
 I _____ **(take)** a shower and then I _____ **(have)** breakfast. Then I _____
(work) until noon. After lunch I _____ **(listen)** to the weather report. The weather
 _____ **(be)** warm, so I _____ **(invite)** all my friends here. We _____ **(talk)**
 together for a while. Then María _____ **(play)** the guitar while her boyfriend Pablo
 _____ **(sing)** a ballad song. Some of my friends _____ **(check)** their e-mails while Dario
 _____ **(read)** a sports magazine. At the end of the day, my boyfriend came home and
 he _____ **(bring)** pizza for all of us. Susan _____ **(serve)** the drinks and Laura the sauce.
 After dinner my friends _____ **(leave)** home and I _____ **(study)** for Mr. Tenorio's
 class. I hope to see you soon.

Send | + |



22. **LISTENING.** Read and pronounce.

Buy	<u>Bought</u>	Eat	<u>Ate</u>	Read	<u>Read</u>
Come	<u>Came</u>	Get	<u>Got</u>	Say	<u>Said</u>
Cut	<u>Cut</u>	Go	<u>Went</u>	See	<u>Saw</u>
Do	<u>Did</u>	Have	<u>Had</u>	Take	<u>Took</u>
Drink	<u>Drank</u>	Make	<u>Made</u>	Think	<u>Thought</u>
Drive	<u>Drove</u>	Put	<u>Put</u>	Write	<u>Wrote</u>

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23. VOCABULARY. Write the past of the verbs and meaning.

Verb	3 rd singular person	Simple past	Present perfect	Past perfect
Go	He/she goes	Went	He/she has gone	He/she had gone
Do				
Think				
Write				
Read				
Be				
Begin				
Break				
Bring				
Build				
Buy				
Choose				
Cut				
Draw				
Drink				
Drive				
Eat				
Forget				
Get				

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Give				
Have				
Hurt				
Know				
Learn				
Leave				
Make				
Meat				
Pay				
Put				
Ride				
Run				
See				
Say				
Sell				
Send				
Sing				
Sleep				
Smell				
Speak				
Spend				

Cristóbal Colón Heroes!

Álvaro Peña. Gold Medal Man.



He has been one of our beloved students for many years at Cristóbal Colón School. He participated in Superate Intercolegiados, which is a tournament organized by the Ministry of National of Education. This tournament had three phases: municipal, departmental and national. In 2016 he won the gold medal in Santiago de Cali and then he had the opportunity to fight at departmental level where he won a second gold medal. This took him to participate in the national phase where he got the third place, obtaining a bronze medal for our

great school. We are very proud of him!

What sport does he practice? You probably wonder, well, he has been training wrestling most part of his life. He is now 17 years old and he wants to go to university to become a great athlete and leader of his community. Good luck to one of our heroes!

Discuss: what do you think about Álvaro Peña's experience? Does he inspire you? Do you know other heroes in our school? Tell us what you do or what you would like to do besides attending school.

Extension. Simulacros Prueba Saber 11

Parte 1. ¿Dónde puede ver estos avisos? Responda las preguntas 1 a 3 de acuerdo al ejemplo.

Ejemplo:



0.

Lunch for teachers
from 12:00 to 1:00 p.m.

- A. at a school
- B. on a street
- C. in a flat

Respuesta:

0. A B C

 <p>SUBWAY eat fresh. Over 34400 Outlets Worldwide</p> <p>JOB OPPORTUNITIES exist for professional in a well known Fast Food Chain SUBWAY in Lahore</p> <ul style="list-style-type: none"> ➤ Managers Qualification: Graduate / MBA ➤ Assistant Managers Qualification: Graduate ➤ Accountant Qualification: B.A. / B.Com ➤ Sandwich Artist / Counter Staff Qualification: Intermediate ➤ Telephone Operator (Preferably Females) Qualification: Intermediate ➤ Riders / Cleaning Staff Qualification: Min. Matric <p>Drop Your CV With One Recent Photograph To 89-C Jail Road, Near Race Course Park, Lahore. Mobile: 0300-8400898 www.subway.com</p>	<ul style="list-style-type: none"> a. In the news paper b. In a magazine article c. In a police report
 <p>Job Application</p> <p>Download from Dreamstime.com</p>	<ul style="list-style-type: none"> a. In a job interview b. In a magazine quiz c. In a school test
<p>SAY HELLO.</p> <p>BE PROACTIVE.</p> <p>RESPECT YOUR COWORKERS</p> <p>BE CREATIVE</p>	<ul style="list-style-type: none"> a. In the office b. In the résumé c. In a photo

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Ejemplo:

0.

Lunch for teachers
from 12:00 to 1:00 p.m.

- A.** at a school
- B.** on a street
- C.** in a flat

Respuesta:

0. A B C

<p>ARE YOU READY TO ORDER?</p>	<p>d. In a restaurant e. In a medical center f. In the stadium</p>
<p>CREATE AN ACCOUNT or SIGN UP</p>	<p>d. On the web e. In a magazine f. In a school test</p>
<p>PLEASE BE QUIET</p>	<p>d. In a park e. In the livingroom f. In a classroom</p>

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Parte 2. Responda las preguntas 4 a 8 de acuerdo al ejemplo. Una de preguntas se usa en el ejemplo.

Ejemplo: **You play videogames with it**

Respuesta.

A B C D E F

- 4. The person that prepares and cook
- 5. Some ingredients are cheese, bread and lettuce
- 6. Do you prefer soda or orange juice?
- 7. It is ice, creamy and delicious.
- 8. This food is from Italy

- A. x-box**
- B. drinks**
- C. pizza**
- D. chef**
- E. hamburger**
- F. ice cream**

Parte 3. Responda las preguntas 9 a 11 de acuerdo al ejemplo. Complete las tres (3) conversaciones. En las preguntas 9 a 12 marque A, B, o C.

Ejemplo:



I think I am getting sick.



- A. I am sorry.**
- B. I can too.**
- C. I need it.**

Respuesta: **O.** **A** **B** **C**

9. What's your favorite restaurant?	<ul style="list-style-type: none"> a. I have to do homework b. It is Subway c. I need to go to the bathroom
--	--

<p>10. Let's make orange juice</p>	<p>a. ok, I need some potatoes b. Do you have sugar, water and ice? c. I love Mac Donald's.</p>
<p>11. Can I see the menu?</p>	<p>a. yes, you can go b. Sure. c. It is in the bathroom</p>

Parte 4. En las preguntas 12 a 17 marque la opción correcta de acuerdo con el siguiente texto.



McDonald's is the world's largest chain of (12) _____ [fast food restaurants](#), serving around 68 million customers daily in 119 countries across 35,000 outlets. Founded in the [United States](#) in 1940, the company began as a barbecue (13) _____ operated by [Richard and Maurice McDonald](#). In 1948, they reorganized their business as a hamburger stand using production line principles.

McDonald's primarily sells [hamburgers](#), (14) _____, [chicken](#), [french fries](#), [breakfast](#) items, [soft drinks](#), [milkshakes](#), and [desserts](#). In response to changing consumer tastes, the company has expanded its menu to include [salads](#), [fish](#), [wraps](#), [smoothies](#), (15) _____, and seasoned fries.

The Coca-Cola Company is an American multinational. The company sells beverage products in more than 200 countries. This is the most famous (16) _____ in the world. The Coca-Cola Company also produces a number of other soft drinks including Fanta and Sprite.

In the United States of America friends go to fast-food restaurants and families go dinner at sit-down restaurants. In the seat-down restaurants the _____ (17) asks you if you want something to drink. Then, he gives you the (18) _____ and asks you if you are ready to order. You should say: "(19) _____".

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12	a) Hamburger	b) Computers	c) Salads
13	a) House	b) Restaurant	c) Supermarket
14	a) Apples	b) Ice cream	c) cheeseburgers
15	a) Waiter	b) Fruit	c) Table
16	a) Drink	b) Juice	c) Rice
17	a) Chef	b) Waiter	c) Customer
18	a) Notebook	b) Food	c) Menu
19	a) I am listening to music	b) I would like a coke and pizza	c) I like the orange shoes

Parte 5. Responde las preguntas 20 a 24 de acuerdo con el siguiente texto.

César and Karen enjoy going out to Italian restaurants.

They love to eat pasta, share a dessert, and have espresso. César and Karen's anniversary is coming up. Karen wants to plan a night out at an Italian restaurant in town. She calls a restaurant to make a reservation.

Karen thinks and paces around the house. She knows that César loves Italian food more than anything else. She knows that nothing makes him happier.

Karen has an idea. What if she cooks César a homemade Italian meal? Karen pictures it: she puts down a fancy tablecloth, lights some candles, and plays romantic Italian music.

In fact, Karen is a terrible cook. When she tries to make breakfast she burns the eggs, when she tries to make lunch she screws up the salad.

Karen has another idea: if she calls up one of the restaurants before César gets home and orders **take-out**, she can serve that food instead of her bad cooking!

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The day arrives. César is still at work while Karen orders the food, picks it up, and brings it back home. César walks in and Karen says "Happy Anniversary!". They sit down at the table and have a delicious food.

20. César and Karen like to eat in	<ul style="list-style-type: none"> a) Italian restaurants. b) Italian food. c) Italian music.
21. They are celebrating	<ul style="list-style-type: none"> a) A birthday b) An anniversary c) A party
22. Is Karen a good cook?	<ul style="list-style-type: none"> a) She makes a reservation. b) She orders Chinese food. c) She burns the eggs.
23. Take-out means	<ul style="list-style-type: none"> a) Menu b) Fast food c) Videogames
24. For dinner they have	<ul style="list-style-type: none"> a) Table, lights, candles. b) Flowers, chairs, juice. c) Hamburger, salad, soda.

Parte 6. Responda las preguntas 25 a 30 de acuerdo con el siguiente texto.

Janeth's Celebration



My name is Sandra. My best friend is Janeth. She is eleven years old and I am twelve. She has a party at her house because today is her birthday. She is turning twelve today. Her parents are going to invite her to a Mexican restaurant before the party.

Sandra loves going to the '**Mexican Delicious Restaurant**' because the waiters are very nice people, the menu is big and shows pictures of the food and drinks they offer and the service is quick.

Sandra likes to listen to rock music, practice basketball twice a week, do homework after school and hang out

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with friends every Saturday.

25. The main idea of the article is	a) enjoy sports and vacation b) narrate a special day c) describe Mexican culture
26. What information can you find in this article?	a) Sandra`s personal information b) how to make a menu c) a birthday celebration
27. One of the ideas of the text is	a) they are going to dinner in an exotic restaurant b) how to cook Mexican food c) plans for the weekend

28. The correct way to order would be



Are you ready to order?

A: Are you ready to order?
B: Yes, I'd like a large fruit salad and mashed potatoes.
A: Do you want something to drink with your mashed potatoes?
B: Yes. I'd like some cola, please.
A: Large or small?
B: Large, please.

The pGEM®-T Easy Vector is particularly good this evening.

DUED
 Division of the University of the District of Columbia



Welcome!

Lolita's Kid's Menu

I Am Hungry \$4.95 For Children 10 and under. Dine in only.

- Flautitas with Chihuahua® Cheese: Four mini-flautas with your choice of Chicken or shredded beef. Served with sour cream and cheese.
- Lalo's Un Taco: One taco with your choice of ground beef, steak or chicken and Chihuahua® cheese.
- Quesadillas (5): Mini quesadillas filled with Chihuahua® cheese.
- Chicken Nuggets (4): Chicken Nuggets.

I Am Really Hungry \$5.95

- Lalo's Dos Tacos: Two tacos with your choice of ground beef, steak or chicken and Chihuahua® cheese.
- Chito Burrito: With beans, lettuce, tomato and topped with sour cream. Choice of chicken or ground beef.
- Breaded Shrimp (6)
- Lalo's Burger: Beef burger with Chihuahua® Cheese.

Includes: Chicken Soup, Choice of Rice or Fries, and a kid-sized fountain drink.

Join Miguel and his Friends For fun activities on the back page.....

Parte 7. Responda las preguntas 29 a 36 de acuerdo con el siguiente texto.

Founding my own restaurant

I want to found my own restaurant. I think that a good name for it would be César's Restaurant. Well, I have to think on three main aspects: the chef, the menu and the waiter. In a restaurant, the cook _____ (29) the food. He/she usually _____ (30) in the kitchen of fast food restaurants and seat-down restaurants. If you want to be a cook, you should first finish high school and then train in a culinary center.

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Do you know how to make the ____ (31)? Here you have some tips: design it according to the style of the restaurant. Then orders it logically, breakfast, lunch, appetizers, dinner, and then dessert. In fast food restaurants you usually offer ____ (32). In seat-down restaurants service is different.

The person who welcomes you in a sit-down restaurant is known as the ____ (33). He usually offers you a ____ (34) and gives you the menu. After a while he comes back and asks you: “_____” (35). You should say ____ (36).

29.	a. prepares b. eats c. watches
30.	a. studies b. works c. sleeps
31.	a. hamburger b. exercise c. menu
32.	a. clothing b. combos c. apples
33.	a. waiter b. chef c. customer
34.	a. soup b. drink c. main course
35.	a. do you have money? b. do you want ice cream? c. Are you ready to order?
36.	a. no, thanks. b. I would like spaghetti c. I love hot dogs.

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Simulacro # 2.

Parte 2. Responda las preguntas 4 a 8 de acuerdo al ejemplo. Una de preguntas se usa en el ejemplo.

Ejemplo: **You play videogames with it**

Respuesta.

A
B
C
D
E
F

- 4. The person who interviews people for a job
- 5. The person who is applying for a job
- 6. After university you want to get a...
- 7. Some skills needed for a job are...
- 8. Document that shows your skills and experience

- G. x-box
- H. résumé
- I. job
- J. interviewer
- K. attitude and aptitude
- L. applicant

Parte 3. Responda las preguntas 9 a 11 de acuerdo al ejemplo. Complete las tres (3) conversaciones. En las preguntas 9 a 12 marque A, B, o C.

Ejemplo:



I think I am getting sick.



A. I am sorry.

B. I can too.

C. I need it.



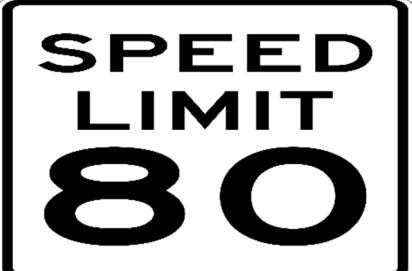
Respuesta:

O. A B C

<p>9. Do you like teamwork?</p>	<ul style="list-style-type: none"> a. I love working with people! b. It is time to go c. I really need the job.
--	--

<p>10. Tell me about yourself</p>	<p>a. ok, I am from Mexico and I love tacos. b. I worked in a small store as a supervisor c. sure, I crashed my father's car yesterday.</p>
<p>11. What do you know about the company?</p>	<p>a. Coca Cola company b. she needs my company to go to school. c. the history, the mission and the products.</p>

Parte 1. ¿Dónde puede ver estos avisos?

	<p>A. In a park B. In the church C. In the airport</p>
<p>DO NOT FEED THE MONKEYS It alters their natural behaviour and makes them aggressive to humans</p> 	<p>A. At the hospital B. At the zoo C. In a farm</p>
	<p>A. At school B. In the street C. In a highway</p>

Parte 2. ¿Cuál palabra concuerda con la descripción de cada frase?

<p>1) Teachers use this to write</p>	<p>a) Marker b) Rocket</p>
--------------------------------------	--------------------------------

<p>2) You need this if you want to eat food</p> <p>3) When the weather is cold you use this to get warm</p> <p>4) If you travel on this, you will get the space</p>	<p>c) Jacket</p> <p>d) Bill</p> <p>e) Spoon</p> <p>f) Fox</p>
---	---

Parte 3. Complete las cuatro (4) conversaciones.

<p>What would you do if I were pregnant?</p>	<p>A. I would be surprised!</p> <p>B. I will leave the country</p> <p>C. Let`s go out for a walk</p>
<p>How can I get to the hospital?</p>	<p>A. It depends if we have money</p> <p>B. It is next to the stadium or the coliseum</p> <p>C. Take the 5th Avenue and turn left on Elm St</p>
<p>I have an English test tomorrow</p>	<p>A. Congratulations!</p> <p>B. See you tomorrow</p> <p>C. You should practice on the guideline</p>
<p>I don't like hamburgers</p>	<p>A. The reunion is at 7 o'clock</p> <p>B. So, I am.</p> <p>C. Neither do I</p>

Parte 4. Lea el párrafo y seleccione la opción correcta para cada punto

Many major cities in the world today have large populations of people **who** have recently arrived; they have emigrated from other countries. Perhaps you, too, have left a familiar place to come to a new city or a new country. Or you may live in a city where there are large numbers of newcomers. Adapting to a new place forces people to **seek out** new friends, face new problems, and often learn a new language.

1. The underlined word **who** is related to
- A. cities.
 - B. people.
 - C. major.
 - D. countries.

2. The underlined words **seek out** can be replaced by
- A. give up.
 - B. look for.
 - C. take care.

D. find out.

3. According to the text,

- A. people are forced to leave their native countries.
- B. major cities of the world have received many visitors.
- C. people have immigrated to other countries due to overpopulation.
- D. living in a new place implies many changes for immigrants.

Parte 5. En las preguntas marque la letra correcta A, B, C.

My Artistic Adventure

When I was a child in Ireland, I went to bed late, and I could not sleep past six. One morning, I found a Spanish television show with a French man who was painting a beautiful countryside with oil paints.



Right then, I began watching this show. With his quiet voice he explained his natural way of painting, and he quickly made trees and rivers, simply by moving his hand across the paper. He made it look simple and easy, so I thought I could do it by myself.

Every Sunday morning, I would try to paint what he was painting on the screen, but I needed oil paints to make my paintings as beautiful as his. I could not buy oil paints; I was only seven, and my parents would not buy them for me. Then I decided to use my mother's cosmetics and paper for my painting. I was ready to paint my first picture.

After my mum saw what I did with her things, I was told I could not paint again. This put an end to my idea of using food the next time to make a picture. After a while, I stopped watching the French painter. It was difficult for me to simply watch him when I was unable to paint my own pictures.

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Where was the pinter from?	<ul style="list-style-type: none"> a. Ireland b. Spain c. france
She was mostly excited by the	<ul style="list-style-type: none"> a. painter's ability b. painter`s voice c. painter's show
How often did she watch the show?	<ul style="list-style-type: none"> a. Three times week b. Once a week c. Twice a week
Stopping painting was	<ul style="list-style-type: none"> a. The painter`s idea b. Her mother's order c. Her own decision

Parte 6. Lea el texto y escoja la mejor opción.

Jonathan's Trip to Colombia

I went to Colombia last summer. My journey began on the Caribbean coast and ended on the border with Ecuador. Colombia is a splendid country, extremely diverse and full of wonderful people. I will tell you why.



In South Colombia there is a city called Pereira; just outside you can find a track where you will see the farm Villa Maria - a hidden paradise that takes a long time to get to-. It is a working coffee farm located in the middle of a valley. Coffee and plantain grow as far as the eye can see. The farm is made up of the house and the processing plant. The family business has guests at the house for just \$45.000 a night. This includes 3 home cooked meals a day, a swimming pool, and as much coffee as you can drink. The scene is quite unbelievable. Bamboo chairs rest on the corners of the Villa, mangos hang from the trees, parrots and birds fly wild.

A wonderful man named Hector who runs the farm is happy to show guests around the coffee processing plant. By day, the only sounds are of the horses coming down the valley side carrying food. By night, the wildlife comes alive, and depending on the time of the year - thunderstorms offer a spectacular light show. For those who wish to escape, Villa Maria is the answer.

This is just one attraction of many in Colombia. I could write pages on the country and not get bored. I graduate next year and I can't wait to return to this beautiful country. Some of those reading may be stimulated to do the same.

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What is the writer trying to do in the article?	<ul style="list-style-type: none"> a. Describe a tourism-leading Colombian coffee farm b. Tell reader to run coffee business in Colombia c. Encourage tourists to visit Colombia
What can you find out from the text?	<ul style="list-style-type: none"> a. Which activities tourists prefer to do at the farm b. When the best time is to visit the farm c. How to grow coffee on the farm

Parte 7. Responda de acuerdo con el siguiente texto.

VALENTINE'S DAY

Do you know what **(0)**_____ on February 14th every year? Many people exchange gifts, chocolates, cards, and flowers. This is done to celebrate Valentine's Day. It's always a lot of fun to get a card or some chocolates, but **(122)**_____ do we do this? There is a lot of mystery about this day.

One of the **(123)**_____ says that the original Valentine was a priest. It is said that the king, Claudius II, had forbidden marriage because he thought that only unmarried men made the best soldiers. However, Valentine continued to hold weddings for a lot of young couples in secret. When the King found **(124)**_____, he ordered soldiers to kill Valentine!

Valentine's Day is now the second biggest holiday for cards and gifts. Women buy **(125)**_____ 90% of the cards, but gentlemen still buy the most chocolates and flowers to give as a Valentine's Day present.

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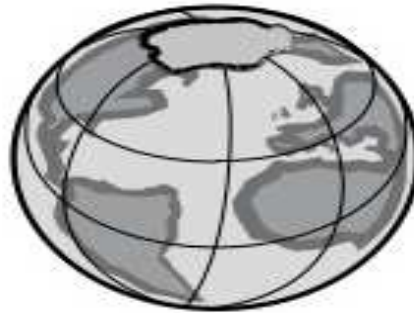
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You are what you read. Usted es lo que usted lee.

44

- | | | | |
|------------------|-------------------|-------------------|-------------------|
| A. where | B. why | C. when | D. what |
| A. essays | B. stories | C. reports | D. letters |
| A. off | B. in | C. at | D. out |
| A. almost | B. only | C. hardly | D. just |

Parte 7. Responda de acuerdo con el siguiente texto.



The Ozone Hole

The Ozone Layer is a 'blanket' (0) _____ the earth. It protects (16) _____ from the sun's ultraviolet (UV) rays. The problem is that there is a hole in the Ozone layer over Antarctica. Humans made that hole (17) _____ people use some products (18) _____ have terrible effects on the ozone.

Scientists say that this year (19) _____ hole broke all records: it is the (20) _____ in history. It is 27.4 million km². Why is this hole (21) _____ big?

One reason is that the clouds over the South Pole carry chlorine (Cl) and that gas slowly eliminates the ozone.

Now people are thinking more about the ozone. They are (22) _____ other substances and in some years, (23) _____ will remember what the 'ozone hole' was.

THE EUROTUNNEL



In 1957, an engineering company started studying the possibility to join Britain and France through a tunnel under the sea. It would have two trains for passengers as well as a small service train. In 1973 the ideas went into action and the hard work began. A short time later, they were stopped because there wasn't enough money to complete the project.

In 1984, several companies showed their ideas to re-start the project: two variations of railway, a road and a big bridge over the English Channel. The chosen project was the railway solution that was very similar to the one presented back in 1973. This time with help from both the British and French, a private company began the construction.

On January 20th 1986, the company TransMancheLink (TML) said that a long tunnel would be constructed. They chose a route from Folkestone in England to Calais in France. This wasn't the shortest possible way and the company needed to work harder than 13 years before.

It took seven years to complete the Eurotunnel and about 13,000 people worked on it.

The two ends of the smallest platform met on December 1st 1990 and lots of journalists and photographers went to the opening ceremony. Later, in 1991 the two long trains met. The hard work continued and three years later the project was completed.

- 19.** They first started to build the Eurotunnel in
- A.** 1957.
 - B.** 1973.
 - C.** 1984.
-
- 20.** Some time after starting the construction, the company building Eurotunnel
- A.** finished the tunnels.
 - B.** had problems with time.
 - C.** couldn't continue.
-
- 21.** What did companies want to do in 1984?
- A.** build more tunnels
 - B.** continue building the project
 - C.** change the project
-
- 22.** The way in which the company built the tunnel was
- A.** a long one.
 - B.** completed in 13 years.
 - C.** impossible to build.
-
- 23.** Compared to what the first company did, TLM's work was
- A.** easier.
 - B.** shorter.
 - C.** more difficult.
-
- 24.** There was a ceremony when the
- A.** smallest platform was completed.
 - B.** travelers' train met.
 - C.** project was completed.
-
- 25.** When was the Eurotunnel project finished?
- A.** in 1990
 - B.** in 1994
 - C.** in 1991

PARTE 5**RESPONDA LAS PREGUNTAS 26 A 35 DE ACUERDO CON EL SIGUIENTE TEXTO**

Lea el artículo y seleccione la palabra adecuada para cada espacio.

En las preguntas **26 - 35**, marque la letra correcta **A, B, C** o **D** en su hoja de respuestas.

PREGUNTA 5.**Elephant riding in Phuket**

In (0) _____ times wild elephants walked around Phuket Island, but as digging for minerals and rubber plantations (26) _____ the natural environment, elephants slowly disappeared. As recently as three years (27) _____ the only elephants to be (28) _____ on Phuket were at



tourist (29) _____. In late 1994, 'Safari Nature Tours' began to offer visitors the opportunity to ride on an elephant on (30) _____ property in the hills. Regulated and controlled properly 'elephant riding' can (31) _____ the tourism industry, and make the money to keep thousands of elephants in (32) _____ condition.

The natural habitat of the Asian Elephant (33) _____ been reduced to the point that an estimated 2,000 stay (34) _____ in the wild. This number is not large (35) _____ to prevent these animals from disappearing. It is more important than ever for visitors to understand they can make a difference by selecting a camp where elephants are safe.

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- 26.** **A.** brought **B.** caused **C.** built **D.** changed
-
- 27.** **A.** afterwards **B.** ago **C.** already **D.** along
-
- 28.** **A.** found **B.** caught **C.** contained **D.** taken
-
- 29.** **A.** agencies **B.** plans **C.** attractions **D.** reservations
-
- 30.** **A.** his **B.** our **C.** your **D.** their
-
- 31.** **A.** provide **B.** support **C.** afford **D.** compete
-
- 32.** **A.** extreme **B.** good **C.** strict **D.** changing
-
- 33.** **A.** was **B.** are **C.** have **D.** has
-
- 34.** **A.** alive **B.** busy **C.** cool **D.** close
-
- 35.** **A.** quite **B.** much **C.** enough **D.** rather
-

Janet's Experience

When the opportunity to work in Japan for 3 months took place, I decided to register. I did not realize the impact it would have on my life and me. The people who know me well all thought that I would not last the three months away from home and in a very different culture. How wrong they were!

On arriving in Tokyo, I immediately liked the new environment. I surprised myself with how much I enjoyed my new way of life.

Three colleagues from the UK joined me. We lived in the same house in an area of Tokyo called Komagome. We did not speak the Japanese language and this led to many interesting times in restaurants, on train journeys and generally getting around in Japan. Our first glance of a menu found it impossible to read so we just pointed to a few things and sat in hope. Our food arrived...and kept on arriving. Unknown to us, we had ordered enough to feed 20 people; there were only 4 of us!

One morning I decided to go for a run before work. I took a different way from my known route to extend the run and after 2 hours of running and trying to find my way home, I had to stop a taxi to help me get home. I told the driver I wanted to go to Komagome Station, knowing I could direct him to the house from there. I then had to try to explain that I had no money with me and had to go in to the house first to get some money to pay the taxi driver!



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LEA EL TEXTO Y ESCOJA LA MEJOR OPCIÓN A, B, C o D.

31. What is the writer trying to do in this article?

- A. encourage tourists to visit Japan
 - B. invite colleagues to learn Japanese
 - C. describe her job in Japan
 - D. share her curious experiences in Japan
-

32. What can the reader find in this article?

- A. facts about Japanese culture
 - B. ways to take a taxi in Tokyo
 - C. an amusing story about a foreigner
 - D. how to order food in restaurants
-

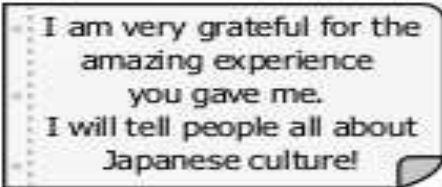
33. One of the ideas presented in the text is that

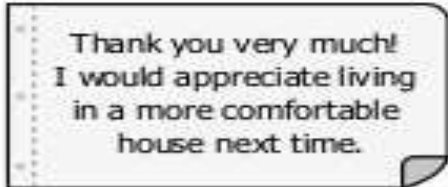
- A. it is difficult to share a house with colleagues.
 - B. she quickly felt comfortable with the culture.
 - C. Japanese taxi drivers can speak English.
 - D. she got to work on foot because she likes running.
-

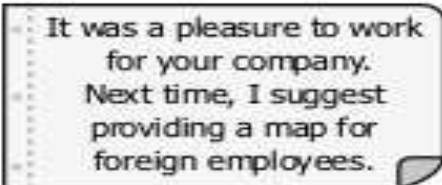
34. The writer's family and close friends thought that she

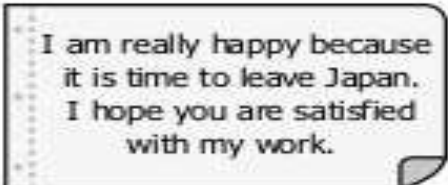
- A. would be treated badly by colleagues.
 - B. would enjoy the Japanese culture and way of life.
 - C. would not be able to make friends.
 - D. would miss them and would return before time.
-

35. The most suitable note for the writer's employers would be:

A. 

B. 

C. 

D. 

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