

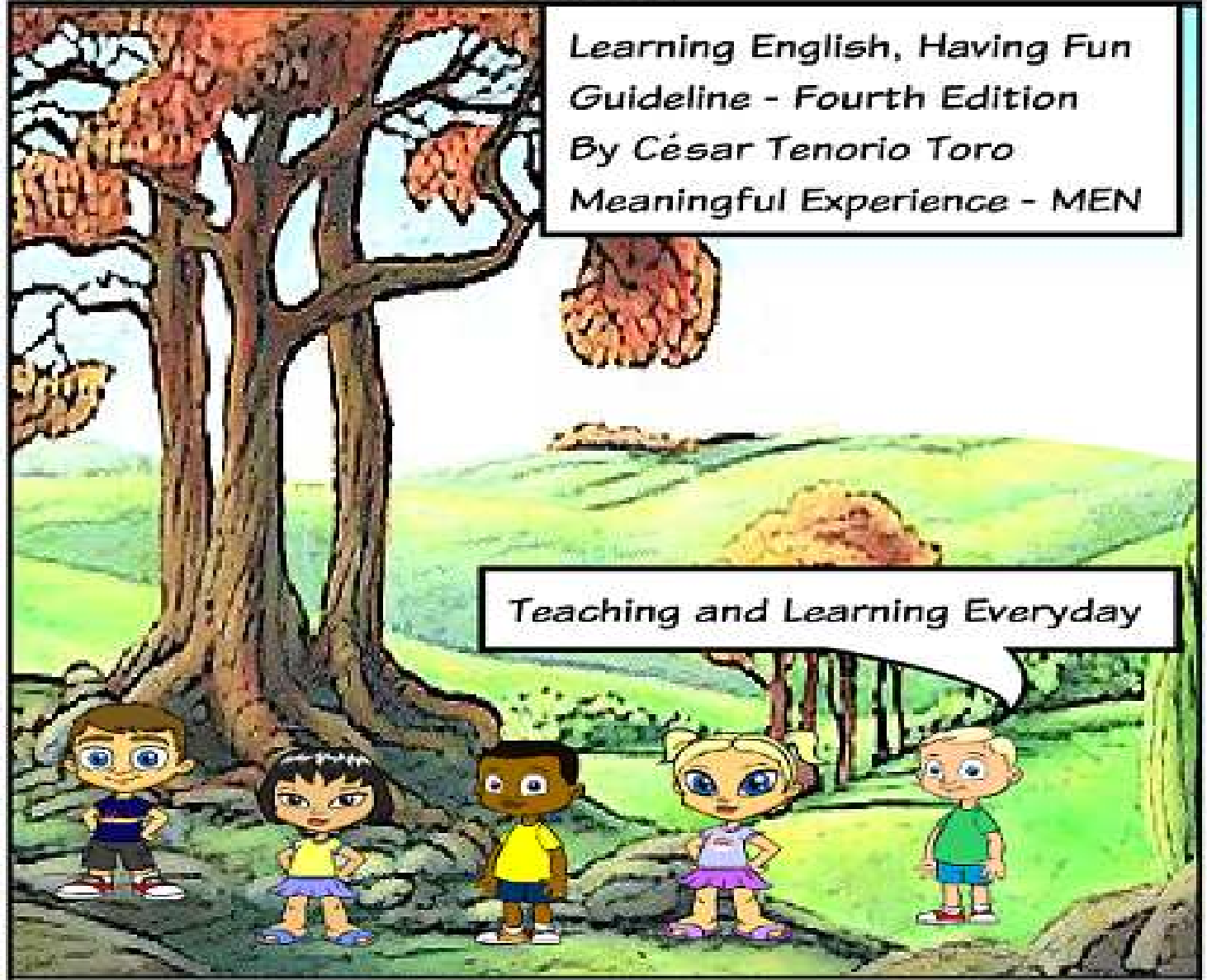


ALCALDÍA DE
SANTIAGO DE CALI
SECRETARÍA DE EDUCACIÓN

INSTITUCION EDUCATIVA CRISTOBAL COLÓN
Niveles: Pre-escolar, Primaria, Secundaria y Media Técnica Especialidad Comercio
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SISTEMA DE GESTION DE CALIDAD - SGC- MECI-SISTEDA



CHICAGO - BY YUSOYCESAR2013



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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 Integrando las TIC, 2016. Ministerio de Educación Nacional.
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Par Evaluador ICFES

Plan of Guideline

Units	Reading / Writing	Listening / Speaking	Grammar
Past events	Describe past activities Describe the live of a famous Reading strategies Type of texts	Listening for main ideas	The Simple Past

ESTANDAR

Leo y comprendo textos narrativos y descriptivos o narraciones y descripciones de diferentes fuentes sobre temas que me son familiares y comprendo textos argumentativos cortos y sencillos.

Hago presentaciones breves para describir narrar justificar y explicar brevemente hechos y procesos también mis sueños esperanzas y ambiciones.

Learning Basic Rights:

- Requests and provides information about experiences and plans in a clear and brief manner using his/her own information or information about familiar situations. Likewise, the student uses familiar vocabulary and may ask for assistance from classmates and/or the teacher (1).
- Explains in written form different familiar situations and facts in a coherent and simple manner. The student can establish relationships of addition, sequence, and cause and effect as well as simple comparisons (2).
- Recognizes specific information in short oral and written texts on topics of general interest. The student uses different reading strategies such as: previewing (images, titles, subtitles, etc.), prediction, the underlining of key words and Spanish cognates, and the identification of the general idea of the text (skimming) (3)..
- Exchanges information about academic and general interest topics, through simple conversations, dialogues, and role-plays. In these conversations, the student may express opinions in a simple manner using previously studied models (4).
- Makes brief presentations on academic topics related to his/her school environment or community including in the presentation: relevant facts, specific details, and specific vocabulary pertinent to the topic. Prior to giving the presentation, the student prepares and receives advice from his/her classmates and/or teacher (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.
Producción escrita	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	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. Past events. LESSON 1. Tell someone about a past event.

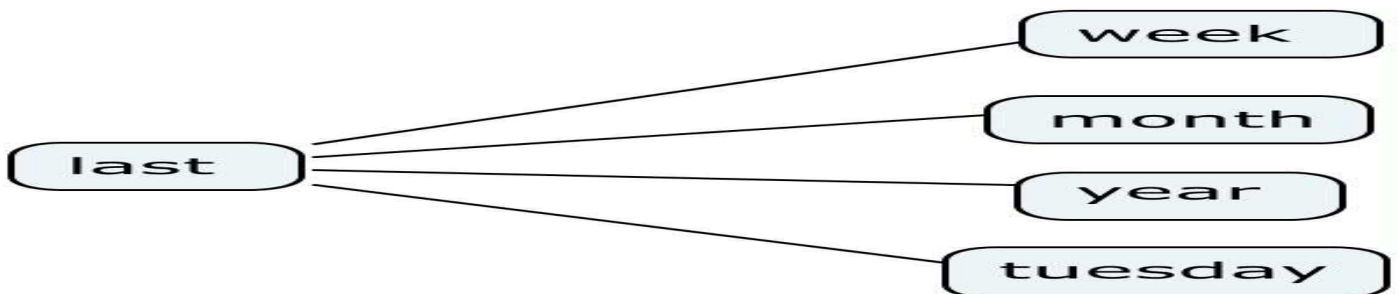
Goals

1. Tell someone a past event
2. Describe past activities
3. Talk about outdoor activities



1. VOCABULARY. READ AND LISTEN.

The day before yesterday	Yesterday
--------------------------	-----------



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2. GRAMMAR. THE PAST TENSE OF BE.

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

SHORT ANSWERS

Yes, I was.
No, I wasn't.

The simple past tense

SIMPLE PAST TENSE (Pasado Simple)			
MODO AFIRMATIVO		MODO INTERROGATIVO	
I played Yo jugué	Did I play? ¿Jugué yo?	I did not play Yo no jugué	
You played Tú jugaste	Did you play? ¿Jugaste tú?	You did not play Tú no jugaste	
He played Él jugó	Did he play? ¿Jugó él?	He did not play Él no jugó	
She played Ella jugó	Did she play? ¿Jugó ella?	She did not play Ella no jugó	
It played Él/Ella jugó	Did it play? ¿Jugó él / ella?	It did not play Él / Ella no jugó	
We played Nosotros jugamos	Did we play? ¿Jugamos nosotros?	We did not play Nosotros no jugamos	
You played Ustedes jugaron	Did you play? ¿Jugaron ustedes?	You did not play Ustedes no jugaron	
They played Ellos jugaron	Did they play? ¿Jugaron ellos?	They did not play Ellos no jugaron	

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3. GRAMMAR PRACTICE.

With a partner, take turns asking and answering the questions about the calendar. Today is June 21.

1. What day was yesterday? Example: "yesterday was June 20"
2. What day was six days ago? _____
3. What day was one month ago? _____
4. What day was the day before yesterday? _____
5. What were the dates of last Saturday and Sunday? _____
6. What day was two months ago? _____

4. 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>

5. Writing.

What did you do yesterday night? _____

Where did you go last Saturday? _____

When did you celebrate a party at home? _____

Who did make you happy lately? _____

LESSON 2. Describe past events.

6. **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 ⏏ | 📎 | + | 🗑️ | ▾

- What did Paola do in the morning? _____
- Who read a magazine? _____
- What did María do after lunch? _____
- Where did Paola's friends go after dinner? _____

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7. Read the story and complete the chart. <https://www.youtube.com/watch?v=TKaBRrs-kM>

Alice in Wonderland.

Parts of the city / house	Animals	New vocabulary	adjectives	food	characters
Garden	Rabbit	Fig Roam Fall Cry out Shrink Grab Run Grow Take a bite	Beautiful	Cake	Alice



8. **CONVERSATION MODEL.** Read and listen.

<p>A. So, what did you do yesterday?</p> <p>B. Well, I got up at seven, I made breakfast, and then I went to work.</p> <p>A. What about after work? Did you do anything special?</p> <p>B. Not really. I just made dinner and watched a movie.</p>	
--	--

9. **PAIR WORK.** Complete the conversation.

- A. So, what did you do _____?
- B. Well, I _____, I _____, and then I _____.
- A. What about _____? Did you do anything special?
- B. Not really. I just _____ and _____.

10. GAME TIME. Form two teams. Two students stand at the board and circle the verbs the teacher says. The first students in doing it will have the chance to make a sentence in past with the group.

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

Verb	Simple past	Affirmative	Negative	Question
Go	Went	César went to a concert two days ago.		
Do				
Think				
Write				
Read				
Be				
Begin				
Break				
Bring				
Build				
Buy				
Choose				
Cut				
Draw				
Drink				
Drive				
Eat				
Forget				

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

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

- a. John _____ (watch) movies yesterday.
- b. Babies _____ (cry) too loud.
- c. I _____ (get) up at 5 am this morning.
- d. You used to _____ (work) at nights.
- e. Sandra _____ (fly) to Europe last summer.
- f. We _____ (pass) the ball to my friends.
- g. The radio _____ (not/receive) the signal.
- h. _____ you (brush) your teeth after breakfast?
- i. My friends _____ (not/like) to listen gospel music at the birthday party.
- j. Paola _____ (dress) her niece in the morning.

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

Example:

Did you play soccer? Yes, I did (affirmative).

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

- a. Did you study from Monday to Friday last december? _____.
- b. Did your best friend get a girl/boyfriend on vacation? _____.
- c. Did your mother cook lobster? _____.
- d. Did your parents go to the gym? _____.
- e. Did you buy candies at the supermarket? _____.

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

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

4. **Writing.** Identify mistakes if exist.

- a) Carlos knwed Paola many years ago. _____
- b) Lady did not played basketball on Saturdays. _____
- c) My friends eat hamburgers at McDonald's? _____
- d) Did dance Salsa? _____
- e) Laura didn't want to go to London. _____
- f) I watch Cartoon Network last night. _____
- g) We haved a new carat the garage _____
- h) They didn't speaked English in the class _____
- i) Doed Susana live with her parents? _____
- j) He only read the book for a while _____

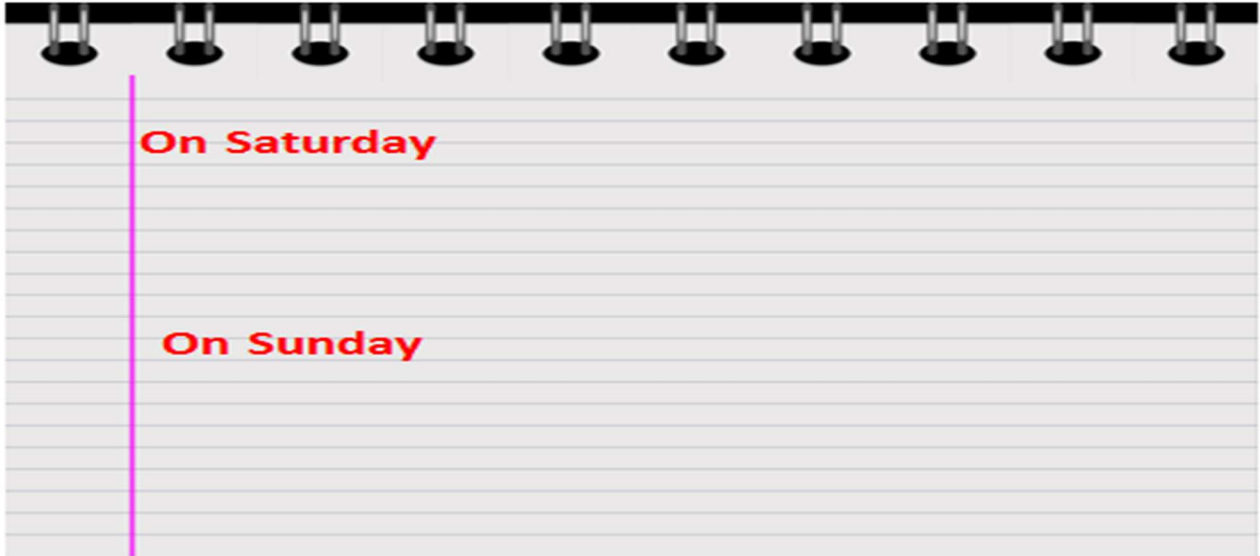


12. CONVERSATION MODEL. Read and listen.

- A. Did you have a good weekend?
- B. Let me think... oh, yeah. We had a great weekend.
- A. What did you do?
- B. Well on Saturday we went bike riding and to a movie. Then on Sunday, we went for a drive. What about you?
- A. Well the weather was great, so we went for a walk on Saturday. And on Sunday we went to the beach.



13. **NOTEPADDING.** On your notebook, write what you did on the weekend.



14. **SPEAKING PRACTICE.** Ask your partner questions about an activity in the past. Use past-time expressions. Ideas: where did you go last vacation? What did you do? Who were you with? When did you travel?



15. **LISTENING.** . Read, listen, complete and chant.

My Favorite Day

Last night we _____ (1) together. It seems so long ago.

And we just talked and _____ (2). Where did the time go?

We _____ (3) the moonlit ocean, across the sandy beach.

The waves of summer fell, barely out of reach.

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(CHORUS)

Yes, that was then, and this is now,

And all I do is think about yesterday, my favorite day of the week.

When I _____ (4) this morning, my feelings were so strong.

I put my pen to paper, and I _____ (5) this song.

I'm glad I got to know you. You really _____ (6) me smile.

My heart belonged to you for a little while.

(CHORUS)

It _____ (7) wonderful to be with you. We had so much to say.

It was awful when we waved good – bye. Why _____ (8) it end that way?

Options: walked – saw – wrote – was – talked – woke up – made – did

16. **Reading Strategies.** 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: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content

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

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Reading Strategies. Preview and predict. What do you see in the picture? What will be the text about?

READING STRATEGIES - BY YOSOYCESAR2013

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17. **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.

18. 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.

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19. **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 mean? _____
- c. Guess the content of the text. _____

20. **Reading time.** Follow the link and complete the chart. "The Woman Who Dissapeared".

<https://englishmadeeasy.mybluemix.net/eme/index.htm#library-page-1>

Pre-reading strategies.

What can you see in the picture? What vocabulary is familiar? What is the text going to be about?

Complete the chart with the story "The Woman Who Dissapeared".

Who	Where	When	Main facts



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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.

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:
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:

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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:
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:

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5. 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 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 _____.

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

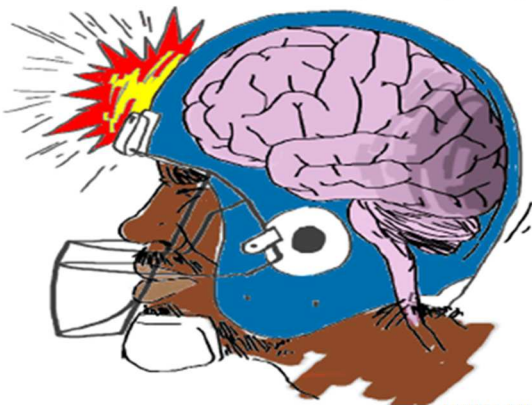
- k) Did you know that Paola and Carlos got _____ (pregnant/embarrassed) with a 2 months baby.
- l) The _____ (signature/subject) I love most is Physical Education.
- m) The ambulance took the wounded to the _____ (hospital/hotel).
- n) The company has _____ (energy/electricity) problems.
- o) Laura 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.
- 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).

21. **Reading.**

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

..... realizado por César Tenorio Toro.

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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.

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.

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?

22. Integrated skills. Finding a reason. Type: group work. Skills: reading, writing, listening, and speaking.

Teacher pastes several hints questions around the classroom or school. Students form groups of 4 students. Each group chooses 1 student for a specific skill (reading, speaking, listening, and writing). After finding all the hints, they get together and solve the questions or problems.

23. Play time! Go to <https://learnenglishkids.britishcouncil.org/en/grammar-games/past-simple-endings> and practice while you learn.

RESPONDA LAS PREGUNTAS 1 A 5 DE ACUERDO CON EL EJEMPLO

¿Dónde puede ver estos avisos?

En las preguntas **1 – 5**, marque **A**, **B** o **C** en su hoja de respuestas.

Ejemplo:

0.

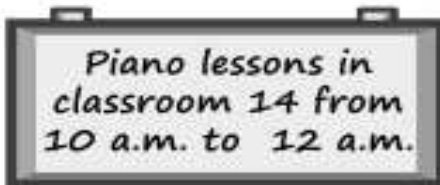


- A.** on milk
- B.** on bread
- C.** on ice cream

Respuesta:

0	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
----------	-------------------------	-------------------------	-------------------------

1.



- A.** in a school
- B.** in a playground
- C.** in a bathroom

2.



- A.** on a boat
- B.** in a house
- C.** in the street

3.



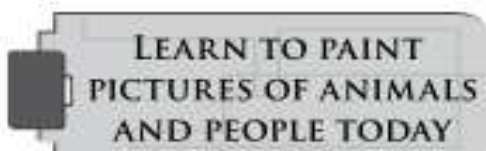
- A.** on a train
- B.** in a park
- C.** in a shop

4.



- A.** in a hall
- B.** in a flat
- C.** on a beach

5.



- A.** in a soccer class
- B.** in a drawing class
- C.** in a computer class

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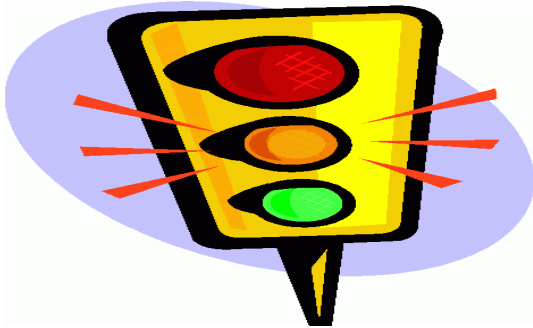
Par Evaluador ICFES

Extension

24. COMPRENSIÓN DE GRÁFICAS

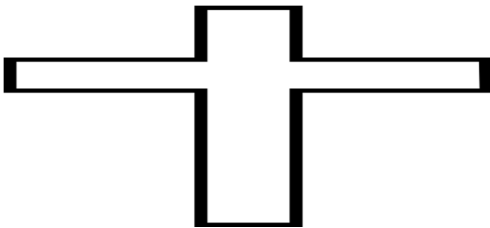
¿Dónde puede ver estos avisos?

1.



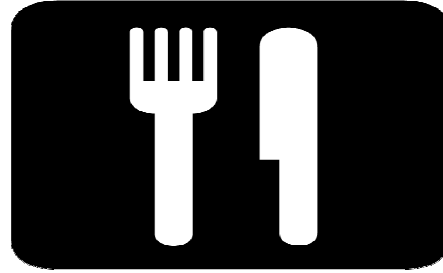
- A. At school
- B. In a hospital
- C. On the street

2.



- A. Clothes store
- B. Restaurant
- C. Church

3.



- A. In a classroom
- B. In a restaurant
- C. In the bathroom

4.



- A. In the park
- B. At the zoo
- C. In a stadium

5.



- A. Turn right
- B. Turn left

C. Do not turn right

1. **MATHEMATICS**

1. Which number is a factor of 4?

- a. 6
- b. 12
- c. 3
- d. 2

2. Which number is a factor of 12?

- a. 25
- b. 5
- c. 7
- d. 6

3. There are 19 students in the third grade and twice that number in the fourth grade. There are 17 boys and 10 girls in the second grade. How many students are in grades 2 through 4 altogether?

- a. 84
- b. 36
- c. 46
- d. 50

4. Alex has \$16,029.00. Does he have enough to buy an autoclave and a laboratory freezer?

autoclave	\$8,277.00
telescope	\$9,965.00
laboratory freezer	\$7,077.00
centrifuge	\$1,988.00
precision balance	\$4,817.00
Microscope	\$6,495.00

- a. Yes
- b. No

5. Dave is writing a poem. He writes 50 words on the first line, 42 words on the second line, 34 words on the third line, and 26 words on the fourth line. What kind of sequence is this?

- a. Arithmetic
- b. Geometric

6. Is 13 a prime number or a composite number?

- a. Prime number
- b. Composite number

Part 1

Questions 1-5

Which notice (A-H) says this (1-5)?

For questions 1-5, mark the correct letter A-H on your answer sheet.

Example:

0 We are only open in the afternoons.

Answer:

0	A	B	C	D	E	F	G	H
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 You must not speak to anyone here.

2 You can stay the night here.

3 You can't leave your car here.

4 You can begin studying soon.

5 You don't have to pay to go in.

A **Parking for buses only**

B **No talking in the library please**

C **Sports centre – now open all day!**

D **GUEST HOUSE**
Rooms available

E No tickets left for tonight's film

F **Museum open 1-6 p.m.**

G *French classes start next week*

H **CASTLE GARDENS**
Entrance free

Part 2

Questions 6–10

Read the sentences about a day on the beach.
Choose the best word (**A**, **B** or **C**) for each space.

For questions 6–10, mark **A**, **B** or **C** on your answer sheet.

Example:

0 Dave and his younger brother Mark going to the beach.

A went

B like

C feel

Answer:

0	A	B	C
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

6 One morning, they the bus to the beach at 9.00.

A caught

B went

C arrived

7 It was already hot and sunny and there were no in the sky.

A storms

B winds

C clouds

8 Dave spent a lot of time in the water for fish.

A seeing

B finding

C looking

9 At midday, they decided to go and buy some from the beach café.

A meal

B snack

C food

10 They were to go home at the end of the day.

A sad

B tired

C hungry

Part 3

Questions 11-15

Complete the five conversations.

For questions 11-15, mark **A**, **B** or **C** on your answer sheet.

Example:

0



Where do you come from?



A France.

B School.

C Home.

Answer:

0	A	B	C
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 Can I open the window, please?

A Yes, it's hot, isn't it?

B No, it's closed.

C Where are you going?

12 I went to the bank this morning.

A Where did you go?

B I'm afraid not.

C Oh good, we need some cash.

13 How far is it now?

A Two months, I think.

B About five kilometres.

C It's quite tall.

14 Where are your parents?

A Fine, thanks.

B Giovanni and Maria.

C In Spain.

15 What's the price of that shirt?

A It's too big.

B I don't know.

C Red and white.

Part 3

Questions 16–20

Complete the conversation.

What does Sally say to the receptionist at the Youth Hostel?

For questions 16–20, mark the correct letter **A–H** on your answer sheet.

Example:

Receptionist: Good afternoon. How can I help you?

Sally: 0

Answer:

0	A	B	C	D	E	F	G	H
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Receptionist: Certainly. For how many people?

Sally: 16

Receptionist: Would you like two double rooms or a large room for four?

Sally: 17

Receptionist: That's fine. How long are you going to stay for?

Sally: 18

Receptionist: And are you members of the Youth Hostel Association?

Sally: 19

Receptionist: OK, can I have your members' cards, please?

Sally: 20

Receptionist: Thank you very much.

A I think we'd rather be in the same room, please.

B We need the room for three nights.

C Of course, here you are.

D Thank you very much for your help.

E I'd like to book a room.

F Do you want me to pay?

G Yes, we are.

H There are four of us in our group.

Part 4

Questions 21–27

Read the article about shopping in Britain.

Are sentences 21–27 'Right' (A) or 'Wrong' (B)?

If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

For questions 21–27, mark **A**, **B** or **C** on your answer sheet.

SHOPPING HOURS in BRITAIN

Shopping hours in Britain are changing. Until a few years ago, shops opened at nine o'clock in the morning and closed at half past five or six o'clock in the evening. Some also closed for an hour for lunch. In many towns, shops were closed on Wednesday afternoons. On Sundays, nothing was open. But now some shops are open longer hours. Some big shops and many supermarkets never close! If you need a litre of milk or some bread at midnight, you can easily buy it.

For people who work long hours or people who often work at night or early in the morning, like doctors, the new shopping hours are good. If someone finishes work at five o'clock in the morning, they can go to the supermarket on their way home and buy some breakfast or a newspaper or anything else they may need.

But not everyone thinks the new shopping hours are a good thing. Some people say that Sunday is a holiday – who wants to work in a supermarket on a Sunday? But shops are very busy at the weekend and longer shopping hours are here to stay.



Example:

0 In the past, shopping hours were different.

A Right B Wrong C Doesn't say

Answer:

0	A	B	C
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

21 In the past, some shops closed at lunchtime.

A Right B Wrong C Doesn't say

22 A few years ago, shops also closed on Saturday afternoons.

A Right B Wrong C Doesn't say

23 Today, all shops are open for longer hours.

A Right B Wrong C Doesn't say

24 It's easy to buy food in the middle of the night.

A Right B Wrong C Doesn't say

25 Doctors buy their breakfast at the supermarket.

A Right B Wrong C Doesn't say

26 Everyone likes longer shopping hours.

A Right B Wrong C Doesn't say

27 Sunday shopping is here to stay.

A Right B Wrong C Doesn't say

Part 5

Questions 28–35

Read the article about the world getting hotter.
Choose the best word (A, B or C) for each space.

For questions 28–35, mark A, B or C on your answer sheet.

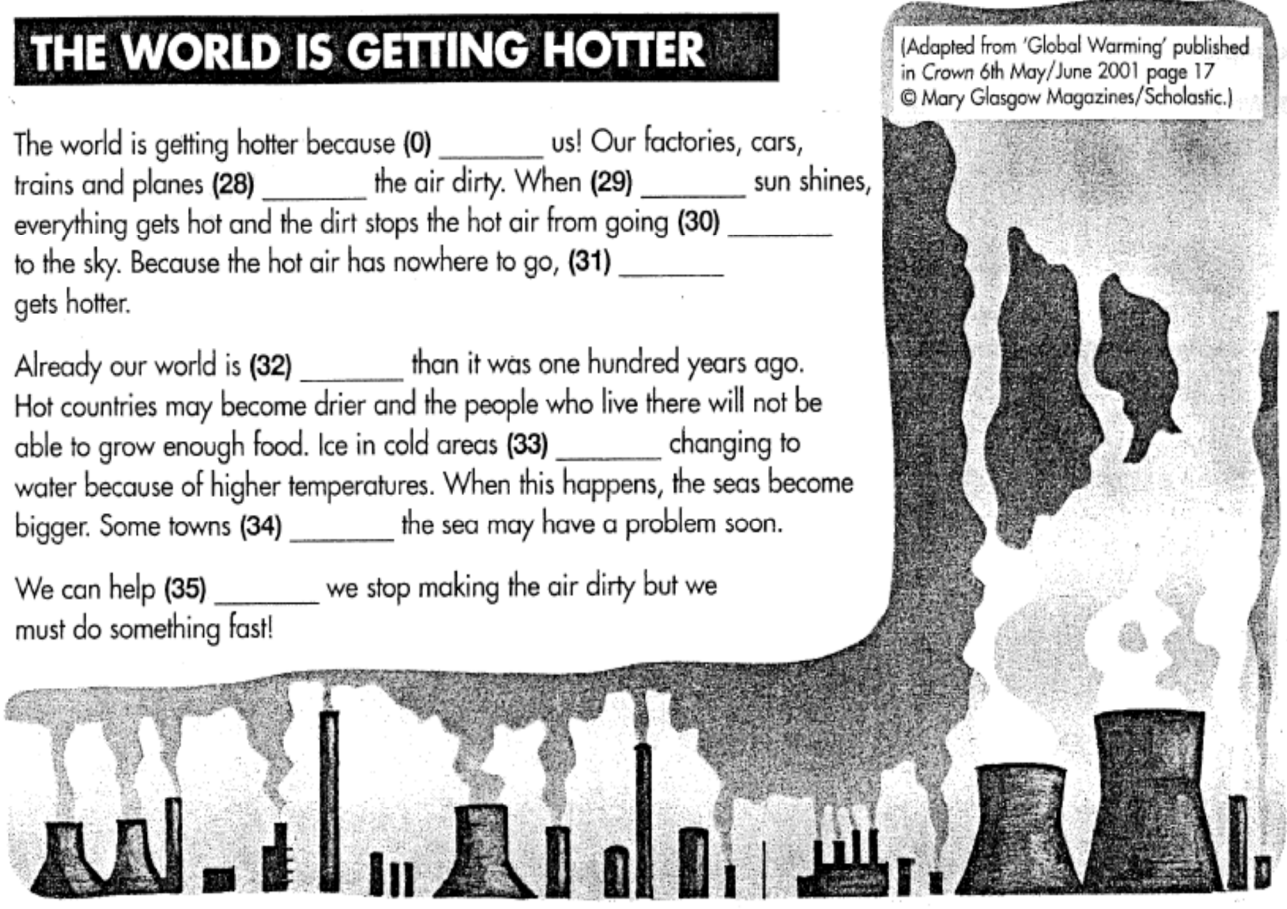
THE WORLD IS GETTING HOTTER

(Adapted from 'Global Warming' published
in *Crown* 6th May/June 2001 page 17
© Mary Glasgow Magazines/Scholastic.)

The world is getting hotter because (0) _____ us! Our factories, cars, trains and planes (28) _____ the air dirty. When (29) _____ sun shines, everything gets hot and the dirt stops the hot air from going (30) _____ to the sky. Because the hot air has nowhere to go, (31) _____ gets hotter.

Already our world is (32) _____ than it was one hundred years ago. Hot countries may become drier and the people who live there will not be able to grow enough food. Ice in cold areas (33) _____ changing to water because of higher temperatures. When this happens, the seas become bigger. Some towns (34) _____ the sea may have a problem soon.

We can help (35) _____ we stop making the air dirty but we must do something fast!



Example:

0 A by

B for

C of

Answer:

0	A	B	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- | | | |
|-----------------|----------|-----------|
| 28 A make | B making | C makes |
| 29 A a | B the | C an |
| 30 A on | B at | C up |
| 31 A everything | B all | C every |
| 32 A warm | B warmer | C warmest |
| 33 A are | B be | C is |
| 34 A near | B to | C in |
| 35 A so | B if | C but |

Part 6

Questions 36–40

Read the descriptions of some things in a house.

What is the word for each one?

The first letter is already there. There is one space for each other letter in the word.

For questions 36–40, write the words on your answer sheet.

Example:

0 When you have a meal, you can put your plate of food on this.

t _ _ _ _

Answer:

0	t a b l e
---	-----------

36 If you want to talk to someone, you can use this.

t _ _ _ _ _

37 There's a door on the front of this and you keep things inside it.

c _ _ _ _ _

38 This is like a plate but it isn't flat.

b _ _ _

39 You can drink lemonade or juice from one of these.

g _ _ _ _

40 You use this to dry your wet hands.

t _ _ _ _

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