

Apéndices

Apéndice A. Planeación diaria

Este apéndice muestra en un cuadro sinóptico lo que se hace a lo largo del semestre respecto a las actividades de cada día. Las actividades fueron planeadas de acuerdo con el programa. Este cuadro no incluye la descripción de objetivos particulares respecto a todos los conocimientos y valores que se enfatizan. Cada sesión es de 50 minutos.

Summary of Class Planning

Day	Focus	grammar	vocabulary	Listening	reading	writing	speaking
1	Introduction of course, Teacher and 6 students' self-introductions						
2	6 students' self introductions Unit 1: The 20 th Century Culture Presentation of Culture			Note-taking on lecture about culture	Read quotes about culture		Interaction T-S about culture. Description of pictures (Ss) Students gives summary based on notes Discuss quotes in small groups.
3	6 students' self introduction	Use of		Fill in the chart with information from tape	Read Glorious or Ridiculou		Discussion about wars as business

		connector s			s silently		
4	6 students' self introduction	Past time clauses. Past time clauses with connector s			Read Heroes and villains.		Discuss heroes and villains Show Power Point (PP) presentatio n on Gregory Smith
5	6 students' self introduction Unit 2: People and Technology		Meaning of multi-word verbs. Exercise		Read Driven by Cars		Discussion about past and present electric and electronic devices PP of Randolph Kenny to practice two-word verbs.
6		Use of - ever words. Exercises		Organizing information in pros and cons.	Read The Beginnin g or Real Biology. Practice organizin g informati on chronolo gically.	Write two paragrap hs to show advantag es and disadvant	

						ages. Use of topic sentence s and connecto rs to show contrast.	
7		Exercises on separable and non- separable multi- word verbs.		The 1977 New York blackout. Id. Two word verbs			Practice retelling listening using PP.
8	Do Learning Check in small groups.						
9	Unit 3: Global versus Local				Read Fakes- A world of Copycats		Discussion of fake goods.
10	The Real Thing Presentation of the Systemic Approach of Input—Process- Output			Organize information of a Crime Report in the Systemic Approach.			Pronunciati on of /ei/ /eel/ /ai/
11	International and Local food		Categorize food items	Take notes on fast food origin	Read about the Rosh Hashana and the Chinese Moon Festivals	Write a descriptio n of a Mexican	Describe pictures of two festivals

						festival.	
12	International and Local Food (cont)	Nouns in groups. Exercises					
13	Hollywood vs. Bollywood	Indefinite pronouns. Exercises		Hollywood: the movie industry Take notes Answer comprehension questions.	Read Bollywood. Make a comparison chart: Hollywood vs. Bollywood.(HWK)		
14	Franchises					Write the characteristics and support for each of the business the S would like to be a franchisee or franchisee.	Discuss the concept of franchises. Talk about typical franchises in our city.
15	Review of units 1-3	Review	Review				
16		test	Test				
17				Test	Test	test	
18							Oral evaluation
19							Oral Evaluation
20	Review of exams and grades						

Second Monthly Period

Day	Focus	Grammar	Vocabulary	Listening	Reading	Writing	Speaking
21	Brothers and sisters		Use of suffixes: -able, -ible, -ate, and -ful.		Read Brotherly Love and do exercise.		Talk about Oasis. Working in groups, students will decide on characteristics of children depending on birth order. Present their findings.
22	Brothers and sisters (cont) All you need is love	Review of Verb Tense Chart: Present frame.		Listen to tape twice about birth order. Fill in the gaps. Listen to a conversation and determine tone.			Discuss Feb. 14 th institution's event.
23	All you need is love	Review of Present frame and exercises.					Watch and narrate what is happening on a picture.
24	All you need is love				Scanning : Match headings		

	Working relations		PP presentation on body language. Exercise		with paragraphs. Read and answer comprehension questions		
25	Working Relations	Stative verbs. Exercises.		Take notes on communication barriers at work. Do exercise in book			
26	Learning Check	Review	review		review		
27	Unit 5: The Best of the Past The History of Pop Culture			Take notes on positive and negative aspects of youth culture from two sociologists' viewpoint.	Read: Their Own Culture		Discuss differences in likes and dislikes of parents and children, concerning music, fashion and enjoyment.
28	Revolutionaries past and present.				Read Paul Revere's Ride (HWK)	Write a segment of the episode watched. (HWK)	Watch and episode of I Love Lucy. Later on, narrate what happened in the episode.

29	Revolutionaries past and present (cont)	Review of past tense frame: simple, progressive, perfect, perfect progressive, habitual past, modals for deduction about the past. Exercises.					
30	Viewpoint		Vocabulary on London in the 19 th century Word map on transportation, pollution, and diseases.	Fill in the gaps on London in the 19 th century.	Read Fiona's e-mail to Frank. Fill in the a comparison chart.		
31	Unit 6: Our Century. Future shock			Listen to tape about Alvin Toffler's <u>Future Shock</u> . Take notes Prepare PP on Future Shock. (HWK)	Read The World of Science Fiction (HWK)		T and Ss discuss the inventions of the last 30 years of the 20 th century.
32	The Best intentions			Listen to friends celebrating New Year's Eve. Notice informal	Read		

				tone.	Sticking to those resolutions.		Discuss plans. What is it that makes them work and what makes them fail.
33	The best intentions (cont)	Review of Future frame: simple, continuous, perfect, perfect continuous, present and present progressive for future. Oral and written exercises				Road to the future. Students write plans for 5, 10 and 15 years from the present. (HWK)	
34	Biosphere	Exercises on uses and forms of future		Listen to the project Biosphere II. Take notes.		Write a summary of Biosphere II based on notes.	
35	Review	review	review				
36		Test	Test				
37				Test	test	test	
38							Oral Evaluation
39							Oral Evaluation
40	Review of exams and grades						

Third Monthly Period

Day	Focus	Grammar	Vocabulary	Listening	Reading	Writing	Speaking
41	Unit 7: The World of Sport Your view		Name body parts you know and learn new ones. Make a video with a short story where you describe movements using body part language. Teams of 5-6 members. (HWK)		Read and make a chart of two viewpoints of boxing		Describe the pictures about sports.
42	The Business View	Review and extension of Relative Clauses. Do exercises.			Read "Are They Worth It?"		Read headlines and explain their meaning.
43	The Career View	Exercises on identifying and non-identifying adjective clauses. Clause Reduction.		Listen and take notes about Anna Kournikova's career.			
44	The Career View (cont)		Watch videos.				
45	Unit 8: The		The human				

	image industry. Making Faces		face. Exercise using vocabulary.	Listen to tape about the Wodaabes.			Describe pictures and make-up styles. Describe the Wodaabe's make-up and purpose.
46	Making faces (cont) Cosmetic Surgery		Use the vocabulary in "The Bloody Six-Pack" to do the exercise on cosmetic surgery.	Listen to the teacher telling the story of "The Bloody Six-Pack"	Read the letter to an advice columnist .	Write an answer to the letter (HWK).	Discuss letter.
47	Cosmetic Surgery (cont)	Passive Voice. Explanation and exercises. Show PP presentation.			Read the article about cosmetic surgery and fill in the blanks with the figures provided.		
48	Selling Beauty						Describe and analyze

		Do the exercise reviewing active and passive (HWK)		Listen to tape and take notes. Do the True and False exercise.			the magazine advertisements.
49	Selling Beauty Advertising and Promotion	Check homework.			Read Key to Advertising Success. Prepare PP presentation.	Write an advertisement selling your professional image.	
50	Review: Learning Check	review	review	exercise	exercise		
51	Unit 9 A question of luck Good and bad luck			Listen to tape and do exercise.			Discuss good and bad luck, lucky charms and beliefs.
52		Explain conditionals. Do oral, written and book exercises.	Affixes: prefixes and suffixes. Learn and discover meanings.		Read and make notes on "Are you a Triskaide kaphobic?"		

					"Optimism versus Pessimism" and "Defensive Pessimism". (HWK)		
53		Explain mixed conditionals. Do oral and written exercises.		Listen to the four cases of regret, using third conditional. Do exercise.	Read "Near Disaster on Jumbo". Do exercise. (HWK)	Investigate and describe a lucky charm sold on special stores: a bamboo shot, a pyramid, an eye. Say what it is used for. Say for how much it is sold.	Ss present notes on readings assigned for homework.
54		Review and extension of conditionals			Check HWK.		
55	Review prior to exams	Review	Review				
56		Test	test				
57				test	Test		
58							Oral evaluation
59							Oral evaluation
60							Oral evaluation
61	Review of exams and grades						

Fourth Monthly Period

Day	Focus	Grammar	Vocabulary	Listening	Reading	Writing	Speaking
62	Unit 10: Free time Blood Sports		Learn phrases to agree or disagree. Learn meaning of some homophones	Listen to sentences and choose the right homophone.	Read "All about Bullfighting" and do the exercise.		Discuss if you agree or disagree on bullfighting as an art, a sport, or just business. Support your position.
63	A game of skill and luck		Understand the phrases that allow or prohibit you to make a move in a game.	Listen to the tape about the creator of Monopoly. Answer the questions.			Talk about board games you know. Discuss The Crack of 1929. Retell the story of Charles Darrow, the creator of Monopoly. (HWK: students are instructed to bring to

							class a set of dominoes)
64	A game of skill and luck					Then, they play again and start writing instructions for each move they make.	Students get in groups and play a game of domino.
65	Let's get together			Listen to tape about the Roman baths. Take notes. Fill in the gaps			Discuss what a persona does in a sports club. Talk about facilities and fees. Retell the characteristics of Roman baths.
66	Let's get together (cont) Learning Check (HWK)	Review of adverbs and adverbials. Do written exercises. Review (HWK)	Review		Exercise		
67	Learning Check Check homework Unit 11: Furry Friends Preservation or Extinction		Similes. Explain and do exercise.		Read "The Ethics of Preservat		

					ion" and "Responsible Ownership" Make notes		
68							<p>Students present notes on both readings.</p> <p>Talk about personal experiences with pets and unusual pets.</p> <p>Answer thoroughly the questionnaire when considering having a pet.</p>
69	Responsible Ownership (cont)	<p>Explain use of hope and wish. Do oral and written exercises</p>		<p>Listen to tape about two friends discussing their pets and pets' habits.</p> <p>Identify the use of hope and wish</p>		<p>Write six sentences about a topic of student's choice in which s/he uses wish and hope in present, past and</p>	

						future. (HWK)	
70	Animals as healers and teachers				Read "Animal Helpers" Make notes	Check some homework assignments on chalkboard.	Talk about animals used to help people: dolphins, eye-seeing dogs, capuccinis, etc. Retell the main ideas "Animal Helpers" based on notes.
71	Animals as healers and teachers (cont)	Mixed conditionals Do oral and written exercises.					
72	Review units 1-3						
73	Review 4-6						
74	Review 7-9						
75	Review 10-11						
76							Oral evaluation
77							Oral evaluation
78							Oral evaluation
79				test	Test		Oral evaluation
80						test	

Apéndice B. Instrumentos de evaluación para el segundo periodo mensual

En este apéndice se incluyen los instrumentos de evaluación para el segundo periodo mensual. Cada uno cuenta con la etapa de planeación del examen, seguido por el instrumento, la hoja de respuestas y la clave de respuestas.

Planeación

Materia: Inglés intermedio alto

Área: Gramática y Vocabulario

Periodo: Segundo examen mensual

Tipo	Mensual; de progreso
Objetivo:	Comprobar el uso de los doce tiempos verbales en contexto.
Habilidades	<p>Identificar expresiones de tiempo para utilizar el tiempo verbal correcto dentro de contexto.</p> <p>Discriminación de ítemes.</p> <p>Habilidad para utilizar el vocabulario estudiado dentro de un contexto relacionado con lenguaje no verbal, comunicación, el pasado en una gran ciudad y el impacto del futuro.</p>
Preparación para contestar el examen	Durante el periodo se han practicado el uso de los tiempos verbales en contexto y mecánica.
Limitaciones: Tiempo Forma de calificar	El alumno tiene 45 minutos para contestar los exámenes de gramática y vocabulario. Objetiva

Administración del examen	El alumno recibe el examen en los primeros cinco minutos del periodo. El alumno debe tener lápiz y goma de borrar. No puede usar gorras o traer el pelo sobre la cara.
Extensión	La sección de gramática tiene 20 ítems y el de vocabulario tiene 10 ítems.
Contenido	Los temas cubiertos en el periodo son los siguientes: Uso del tiempo presente: celebraciones, comunicación empresarial, lenguaje no verbal; Uso del tiempo pasado: Londres a mediados del siglo XIX, el inicio de la independencia de Estados Unidos, Uso del tiempo futuro: el shock del futuro, el proyecto de Biosphere II, el shock del futuro según Alvin Toefler.
Operaciones	El alumno recibe el examen y la hoja de respuestas. Proporciona sus datos en la hoja de respuestas. El maestro y los alumnos leen las instrucciones para las diferentes secciones del examen.
Público	Alumnos nivel intermedio alto, 18-22 años de edad.
Formato	Opción múltiple.

El instrumento.

En este instrumento, los reactivos 1 al 13 se refieren a la historia de un periodista que está haciendo inventario de su carrera profesional: incios, actualidad y sus planes a futuro.

Second Monthly Exam Grammar and Vocabulary

Do not write anything on this exam. Use your answer sheet. (Each item in this test is worth one point.)

Section 1. Items 1-13 correspond to a story which about a journalist's career. The story has been broken down into sentences. Choose the best completion for each one. Mark it on your answer sheet.

1. I _____ a journalist for 23 years now.

A. am	B. was	C. have been	D. am being
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Today, I'm taking stock of my working years.

2. I _____ my first job.

A. am remembering	B. remember	C. have remember	D. had remembered
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3. My boss hired me before I _____ my journalism major at my hometown university.

A. have finished	B. had finished	C. finishing	D. had to finish
------------------	-----------------	--------------	------------------

4. At first, I _____ the sports column every Saturday.

A. used to write	B. should have written	C. have to write	D. would wrote
------------------	------------------------	------------------	----------------

After six months, I was promoted to editor of the sports section in the paper. While I was in charge of that section, I received the opportunity to become a reporter for an important TV network, still for the sports section. First, I reported live from the stadiums while people were arriving to matches. Later, my boss decided to move me to the politics section. I had to go to the places where the news was being "cooked": the House of the Representatives, the City hall, the Court, etc.

5. That meant that I _____ with the cameraman to whatever place the news happened. I reported live from the news spot.

A. would ran	B. was going running	C. was running	D. would have to run
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6. Today, I _____ anymore

A. do not run	B. don't ran	C. not run	D. no ran
---------------	--------------	------------	-----------

7. or _____ nights waiting for a famous personality to come out of his hotel.

A. spending	B. spend	C. spent	D. to spend
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8. I _____ in a nice, air-conditioned office.

A. work	B. worked	C. have worked	D. was working
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9. I have a computer on my desk; I work on the projects I'm assigned to, and I _____ in an autobiographical novel.

A. too am working	B. am also working	C. work too	D. work also
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10. What will the future bring? I _____ some plans.

- | | | | |
|----------------------|-----------------------------|--------------------------------|--------------------------|
| A. have yet outlined | B. haven't already outlined | C. still have already outlined | D. have already outlined |
|----------------------|-----------------------------|--------------------------------|--------------------------|

11. Next April, I _____ a house by the sea in order to devote myself to the writing of novels and short stories.

- | | | | |
|---------------|--------------------|-----------------|---------------|
| A. am too buy | B. am going to buy | C. going to buy | D. got to buy |
|---------------|--------------------|-----------------|---------------|

12. I think I go there every week end, but that depends on my wife and children's activities.

- | | | | |
|------------|-------------------|----------|-------|
| A. will go | B. am going to go | C. am go | D. go |
|------------|-------------------|----------|-------|

13. By 2006, I _____ at least two novels and a book of short stories.

- | | | | |
|-----------------|-------------------|------------------------|------------------------|
| A. will publish | B. have published | C. will have published | D. am going to publish |
|-----------------|-------------------|------------------------|------------------------|

En la sección 2, los reactivos 14 al 20 son oraciones tipo examen TOEFL en el que los alumnos deben identificar el error en las oraciones. Para ello hay cuatro palabras o segmentos subrayados, tres de ellos son gramaticalmente correctos, y uno es incorrecto.

Section 2: Items 14-20 are sentences which have four underlined word(s). One of the underlined word(s) makes the sentence incorrect. Identify the letter of the underlined mistake and mark it on your answer sheet.

14. Melvin promises he would come back at the end of the month to repair your roof. He didn't
 A B C D
 though.

15. This time next week, we would be touring around Barcelona. You should get ready and pack
A B C D
as of now!

16. Leslie's the person who has answered all my questions about Math. She's so knowing.

A B C D

17. He's a really sensitive friend. He always listens to you when you needed him.

A B C D

18. Thanks a lot for seasoning my stew which is tasting delicious now.

A B C D

19. Look at that car, It is totally smashed. I'm sure it might have been driven by a drunk!

A B C D

20. The ancient Romans used vessels equipped with sails and banks of oars to transporting thier

A B C D

armies.

En esta sección, el contexto que se da son los comentarios de dos empleados que están comentando sobre lo que sucedió en una junta de la que acaban de salir. De hecho, en gran parte están interpretando el lenguaje no verbal manifestado por los asistentes a la junta.

Vocabulary . Tom and Brenda are talking about a meeting they just had with their boss. They are interpreting some of the thins said in the meeting as well as their boss's body language. Complete their conversation by filling in the blanks using a word from the box. You can only use each expression once.

a. glared	b. yawned	c. waved	d. laughed
e. nodded	f. shook	g. actually	h. smiled
i. frowned	j. remote	k. whether	l. slouched

- T: Did you notice when he _____? (1)
 B: Of course! He didn't understand Marlon's presentation.
 T: Yeah! He also _____ (2) his head.
 B: True! Why didn't he just say a plain "No!"?
 T: Well, maybe he didn't want to be rude. And I saw that he _____ (3) his hand three times. Who was he saying hello to?
 B: Oh, I just saw Mr. Collins and Mr. Braniff walking pass by the window.
 T: What did you understand when he _____ (4) in the chair?
 B: That he was getting tired of Marlon's arguments and stubbornness.
 T: Yeah! And he also _____ (5) and stretched. Was he getting sleepy, too?
 B: No, probably, he needed more oxygen. The meeting room was hot and stuffy.
 T: Hey, and what about Marlon's funny, weird remarks?
 B: Weren't they funny? Oh and how about when the boss almost fell off the chair when he _____ (6)?
 T: I was about to burst into laughter, too; but then I just pulled myself together. He doesn't like anyone laughing at him. Well, no one does. By the way, he _____ (7) at me.
 B: Don't be paranoid. That's the way he sometimes looks at people. It was a tense moment, though. I felt so happy when he _____ (8) his head to my petition. So good that he accepted!
 T: Yeah! _____ (9), he seemed very please, didn't he?
 B: Aha! In the _____ (10) case he could have thought of it as an outrageous petition, he would have made one of his typical faces! Well, enough is enough. Let's get back to work. See you!

La hoja de respuestas.

Name: _____ List Number: _____

Date: _____

Second Monthly Exam**Grammar and Vocabulary****Answer Sheet**

Mark your answer by darkening the whole cell. Example:

1.	A	B	C	D
	NO	NO	YES	NO

Grammar

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

11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

Vocabulary

1	a	b	c	D	e	f	g	h	i	j	k	l
2	a	b	c	D	e	f	g	h	i	j	k	l
3	a	b	c	D	e	f	g	h	i	j	k	l
4	a	b	c	D	e	f	g	h	i	j	k	l
5	a	b	c	D	e	f	g	h	i	j	k	l
6	a	b	c	D	e	f	g	h	i	j	k	l
7	a	b	c	D	e	f	g	h	i	j	k	l
8	a	b	c	D	e	f	g	h	i	j	k	l
9	a	b	c	D	e	f	g	h	i	j	k	l
10	a	b	c	D	e	f	g	h	i	j	k	l

Planeación**Materia: Inglés intermedio alto****Área: Comprensión oral****Periodo: Segundo examen mensual**

Tipo	Mensual; de progreso
Objetivo:	Comprobar la habilidad del alumno para tomar notas de tipo académico a través de una conferencia e información de una conversación telefónica.
Habilidades	Tomar notas de conferencias y anotar datos importantes de una conversación telefónica.
Preparación para contestar el examen	Ejercicios hechos en el transcurso del periodo.
Limitaciones: Tiempo Forma de calificar Administración del examen Extensión	El alumno tiene 15 minutos para el examen de comprensión oral. Objetiva. El alumno recibe la hoja de respuestas y en el reverso de la hoja toma notas al escuchar la audio cinta. Posteriormente, recibe el examen en el que tendrá que contestar las preguntas de opción múltiple. Puede utilizar sus notas como referencia. En total 10 ítemes.
Contenido	Una plática académica y una conversación telefónica.

Operaciones	Tomado de notas de temas académicos y de información provista via telefónica.
Público	Alumnos de nivel intermedio alto, 10-22 años.
Formato	De opción múltiple.

El instrumento

Los alumnos recibirán la instrucción de que escucharán la audio cinta dos veces. Primero escucharán una presentación de un alumno en su clase de geografía que está haciendo una presentación del planeta tierra y comenta algunos datos acerca de planetas vecinos. Después, el alumno escuchará una conversación telefónica de una alumna universitaria buscando trabajo en el campus. Los alumnos deben tomar notas *en el reverso de la hoja de respuestas en el transcurso de ambas. Posteriormente* recibirán el examen para que respondan a preguntas específicas. Las notas no tendrán valor para el examen, sin embargo debe haber evidencia de tomado de notas, mismas que les servirán de referencia para responder a las preguntas específicas.

Second Monthly Exam

Listening Exam.

Do not write anything on this exam. Use your answer sheet. You may use your notes to answer the questions. Each item in this exam is worth one point.

About the student's lecture:

1. According to the speaker, in what ways are Earth and Venus twins? Choose two

- a. They have similar surface conditions.
- b. They are about the same size.
- c. They spin in the same direction.
- d. They are relatively close together.

2. Which of the following can be seen through a telescope aimed at Venus?

- a. The phases of Venus
- b. The continents of Venus
- c. The moons of Venus
- d. The jungles of Venus

3. According to the speaker, which of the following was once a common belief about the planet Venus?

- a. That it was not a single object but two objects.
- b. That its surface temperatures were much colder than those on Earth.
- c. That it had two moons: Phosphorous and Hesperus.
- d. That there was death beneath its cloud cover.

4. Which of the following does the speaker say about the length of a day on Venus?

- a. It is shorter than an Earth day.
- b. It is longer than an Earth year.
- c. It is longer than a Venus year.
- d. It is the longest of any known planet.

5. Which of the following was on space most recently?

- a. Mariner 2
- b. Venus Pioneer 2
- c. Magellan
- d. Venera 4

6. It can be inferred that the topic of the next student's presentation will be of which of the following?

- a. The Moon
- b. The Sun
- c. The Earth
- d. The planet Mars

About the conversation:

7. Why does Dana want to find a job?

- a. To pay for everyday expenses.
- b. To pay for tuition.
- c. To pay back a bank loan.
- d. To pay for room and board.

8. What kind of job does the counselor suggest for Dana?

- a. a work-study job
- b. a study-work job
- c. a steady job
- d. a work-steady job

9. What job is Dana probably going to apply for?

- a. Selling gifts at a museum.
- b. Directing an art gallery.
- c. Working as a receptionist.
- d. Working in a cafeteria.

10. What must Dana do first to apply for the job she is interested in?

- a. Go to an interview with Dr. Ferrarra.
- b. Mail her application to the Financial Aid Office.
- c. Fill out some forms.
- d. Call the personnel office.

Transcripción de la audio cinta.

Well, uh, hi, everyone. ...Monday we heard Don tell us about the Sun and Lisa talk about Mercury, the planet closes to the Sun. My report today is about the next planet, Venus. Okay, now you may already know that, except for the Moon and Sun, Venus is the brightest object in the sky. You can see it in the morning and in the evening. In fact, a long time ago people thought that Venus was two distinct objects: Phosphorus, the morning star, and Hesperus, the evening star. Oh, and when you look at Venus with a telescope, you can actually see the "phases" of Venus –just like the phases of the Moon. That's because different parts of Venus' sunlit area face Earth at different times.

One of the articles I read about Venus said that sometimes it's called "Earth's twin." That's because Venus and Earth are just about the same size, and also because they are so close together. Only Earth's moon gets closer to Earth than Venus does. But, people didn't know much of anything about Venus because it's covered with cloud, which are mainly made of carbon dioxide and sulfur dioxide . and uh-some other gases, too. People used to think that under the clouds there might be strange jungles full of alien monsters. But nowadays we know Venus is way too hot for that –hotter than an oven! It's too hot even to have liquid water; so –no jungles! No monsters!

Here's a strange fact about Venus. It takes Venus only 225 Earth days to go around the sun, as opposed to Earth which takes 365 days, of course –that's what we call a year. But Venus spins around on its axis really slowly. It takes about 243 Earth days to spin around completely. The Earth takes – you guessed it ... 24 hours. That means that a day on Venus is longer than a year on Venus! And here's something else weird –Venus doesn't rotate in the same direction as any of the other planets. It has what they call a, uh –let's see, a "retrograde" spin.

Now, there have been a lot of space probes that have gone to Venus, so I'll only mention some of the most important ones. There's one there now called Magellan that is making incredibly detailed maps of the surface by using radar. It's been there since 1990. The first probe to go there was Mariner 2. That was back in 1962. Another important one was the Venera 4, which was a Soviet space probe. It arrived there in – let's see- 1967 and dropped instruments onto the surface with a parachute. Then there was the Venus Pioneer 2, in 1978. It entered the atmosphere and found out the

atmosphere was made mainly of carbon dioxide. As I said, there were a lot of other ones too.

Well, uh, that's about all I have to say about Venus, unless you have some questions. Caroline will be giving the next report, which is about the third planet from the Sun. Since we all live there, that one should be pretty interesting! (Rogers, 4)

Listen to a telephone conversation:

(ring, ring...)

F 2 Hello, Financial Aid Office. Connie Wilson speaking.

F1 Hello, Ms. Wilson. My name is Dana Hart. I was calling to get some information about the work-study program.

F 2 I'll be happy to tell you about it. What would you like to know?

F1 Well, I've got a bank loan to pay for my tuition, and my parents are helping me out with my room-and-board expenses, but I just don't have much for spending money.

F 2 It sounds like work-study might be perfect for you, then.

F1 What sort of jobs are available right now? I don't want to work in a cafeteria. Are there any openings at the art gallery in the Student Union?

F 2 Let me check. *(sound of keystrokes on computer...)* No, no openings there. But there is a position at the university museum, working in the gift shop.

F1 Hmm, I think I might enjoy doing that. What do I have to do to apply for this job?

F 2 Well, the first step is to come down to the Financial Aid Office to fill out a couple of forms. You can get them from the receptionist at the front desk. Then I'll call and set up an interview for you with Dr. Ferrara. He's the personnel director at the museum. Dr. Ferrara has to approve you for the position.

F1 Ok, well, thanks a lot for all the information. I'll try to stop by either this afternoon or tomorrow. (Rogers, 5)

Planeación**Materia: Inglés intermedio alto****Área: Comprensión de lectura****Periodo: Segundo examen mensual**

Tipo	Mensual; de progreso
Objetivo:	Comprobar las habilidades desarrolladas por el alumno para comprender un texto e inferir información del mismo. Así mismo, se mide su comprensión para entender el significado de algunas palabras dentro de contexto.
Habilidades	Comprensión de textos. Rastro y salteo. Discriminación de ítemes.
Preparación para contestar el examen	Se ha practicado durante el periodo.
Limitaciones: Tiempo Forma de calificar Administración del examen Extensión	El alumno tiene 15 minutos para contestar el examen de comprensión de lectura. Objetiva, de opción múltiple. El alumno recibe el texto y las preguntas después de haber escuchado la audio cinta del examen de comprensión oral. Texto de aproximadamente 20-25 líneas, 10 preguntas de opción múltiple.
Contenido	Los datos relevantes de una artista pintora.
Operaciones	El alumno lee el texto a velocidad normal y después

	contesta las preguntas que siguen al texto. Algunas preguntas las podrá contestar directamente. Para otras preguntas deberá recurrir al texto para buscar la información. Así mismo deberá utilizar sus habilidades para discriminar reactivos.
Público	Inglés intermedio alto, 18-22 años.
Formato	Opción múltiple

Second Monthly Reading Exam

DO NOT WRITE OR MARK THIS EXAM.

Please read the following passage and then answer the questions. Each item in this test is worth one point. (ETS, 64).

	<p>Marianne Moore (1887-1972) once said that her writing could be called poetry only because there was no other name for it. Indeed her poems appear to be extremely compressed essays that happen to be printed in jagged lines on the page. Her subjects were varied: animals, laborers, artists, and the craft of poetry.</p>
5	<p>From her general reading came quotations that she found striking or insightful. She included these in her poems, scrupulously enclosed in quotation marks, and sometimes identified in footnotes. Of this practice, she wrote, "Why the many quotation marks?" I am asked... When a thing has been said so well that it could not be said better, why paraphrase it? Hence my writing is, if not a cabinet fossils, a</p>
10	<p>kind of collection of files in amber." Close observation and concentration on detail are the methods of her poetry.</p>
	<p>Marianne Moore grew up on Kirkwood, Missouri, near St. Louis. After graduation from Bryn Mawr College in 1909, she taught commercial subjects at the Indian School in Carlisle, Pennsylvania. Later she became a librarian in New York City.</p>
15	<p>During the 1920's she was editor of <i>The Dial</i>, an important literary magazine of the period. She lived quietly all her life, mostly in Brooklyn, New York. She spent a lot of money at the Bronx Zoo, fascinated by animals. Her admiration of the Brooklyn Dodgers – before the team moved to Los Angeles – was widely known.</p>
20	<p>Her first book of poems was published in London in 1921 by a group of friends associated with the Imagist Movement. From that time on her poetry has been read with interest by succeeding generations of poets and readers. In 1952 she was awarded the Pulitzer Prize for her <i>Collected Poems</i>. She wrote that she did not write poetry "for money or fame. To earn a living is needful, but it can be done in routine ways. One writes because one has a burning desire to objectify what it is</p>
25	<p>indispensable to one's happiness to express..."</p>

DO NOT WRITE OR MARK ANYTHING ON THIS EXAM. USE YOUR ANSWER SHEET.

1. What is the passage mainly about?

- a. the influence of the images on Marianne Moore
- b. essayists and poets of the 1920's
- c. the use of quotations in poetry
- d. Marianne Moore's life and work

2. Which of the following can be inferred about Moore's poems?

- a. They are better known in Europe than in the United States
- b. They do not use traditional verse forms.
- c. They were all published in *The Dial*.
- d. They tend to be abstract.

3. According to the passage, Moore wrote about all of the following EXCEPT

- a. artists
- b. animals
- c. fossils
- d. workers

4. What does Moore refer to as "flies in amber" (line 10)?

- a. a common image in her poetry
- b. poetry in the 20th Century
- c. concentration on detail
- d. quotations within her poetry

5. The author mentions all of the following as jobs held by Moore EXCEPT

- a. commercial artist
- b. teacher
- c. magazine editor
- d. librarian

6. The word "period" in line 16 is closest in meaning to

- a. movement
- b. school
- c. region
- d. time

7. Where did Moore spend most of her adult life?

- a. In Kirkwood
- b. In Brooklyn
- c. in Los Angeles
- d. In Carlisle

8. The word “succeeding” in line 21 is closest in meaning to

- a. inheriting
- b. prospering
- c. diverse
- d. later

9. The word “it” in line 23 refers to

- a. writing poetry
- b. becoming famous
- c. earning a living
- d. attracting readers

10. It can be inferred from the passage that Moore wrote because she

- a. wanted to win awards
- b. was dissatisfied with what others wrote
- c. felt a need to express herself
- d. wanted to raise money for the Bronx Zoo

Planeación

Materia: inglés intermedio alto

Area: Redacción

Periodo: Segundo examen mensual

Tipo	Mensual; de progreso
Objetivo:	Comprobar el uso adecuado de los tiempos verbales, y expresiones de tiempo que acompañan a los tiempos verbales en pasado, presente y futuro.
Habilidades	Habilidad para expresar por escrito la historia de un personaje de caricatura dándole un pasado, un presente y un futuro.
Preparación para contestar el examen	A lo largo del periodo se han utilizado los tiempos verbales para hablar de eventos del pasado, eventos actuales y eventos planeados para el futuro.
Limitaciones:	
Tiempo	El alumno debe poder redactar la biografía de este personaje en un máximo de 20 minutos.
Forma de calificar	Se utilizan rúbricas que el alumno conoce con antelación.
Administración del examen	El alumno escribe su redacción después de terminar los exámenes de comprensión oral y comprensión de lectura.
Extensión	Máximo cuatro párrafos.
Contenido	Utilización de tiempos verbales en pasado, presente y

	futuro para hablar de un personaje creado por el alumno.
Operaciones	El alumno lee las instrucciones para el examen de redacción. Se le sugiere que haga un mapa conceptual de los temas que va a desarrollar en su redacción. El alumno escribe una narrativa de un personaje de caricatura de su creación. Redacta ensayo .
Público	Alumnos de nivel inglés intermedio alto, 18-22 años.
Formato	Narrativa.

A continuación se encuentran las rúbricas para calificar la narrativa del alumno.

El alumno tiene acceso a ellas a través de correo electrónico, o bien, puede obtener una fotocopia en la reserva del centro de fotocopiado. El alumno debe tener y traer el día del examen un formato como el que sigue para que su narrativa sea calificada. En el caso de que no la traiga el día del examen, se le penaliza con un 15% de su calificación.

Please print out this page, read it and bring it to class the day of the exam.

Name: _____ List number: _____

Date: _____

Rubrics for the Second Monthly Writing Exam

	25 points	18 points	12 points	6 points
Clarity	Ideas are clearly intelligible.	Ideas are usually intelligible,	Ideas are often intelligible	Ideas are seldom intelligible
Coherence	Ideas follow an understandable flow.	Ideas usually follow an understandable flow	Ideas often follow an understandable flow	Ideas seldom follow an understandable flow.
Sentence structure	Follows the standard sentence structure.	In general, follows the standard sentence structure, but sometimes changes the pattern.	Changes the pattern of sentence structure quite often.	Meaning is difficult to understand because does not follow standard sentence structure.
Use of tenses	Used adequately the scope of tenses.	Used adequately the scope of tenses, but need more variety.	Used more than basic tenses with some mistakes.	Used basic tenses: present, past and future

Comments:

Name: _____ List Number: _____

Second Monthly Exam
Listening, Reading and Writing
Answer Sheet

Mark your answer by darkening the whole cell. Example:

1.	A	<u>B</u>	C	D
	NO	NO	YES	NO

LISTENING

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

READING

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

Writing: Invent a cartoon character. Give the background of your character, what he/she/ it is up to in the present and what he/she/it is expecting to do in the future. Write three to four paragraphs of at least five sentences each. You will be graded on clarity (25), coherence (25) use of tenses (25), standard English structure (25)

Name: **Answer Key**

List Number: _____

Second Monthly Exam
Listening, Reading and Writing
Answer Sheet

Mark your answer by darkening the whole cell. Example:

1.	A	<u>B</u>	C	D
	NO	NO	YES	NO

LISTENING

1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

READING

1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Writing: Invent a cartoon character. Give the background of your character, what s/he is up to in the present and what s/he is expecting to do in the future. Write three paragraphs of at least five sentences each. You will be graded on clarity (25), coherence (25) use of tenses (25), standard English structure (25)

Planeación**Materia: Inglés intermedio alto****Área: Producción oral****Periodo: Segundo examen mensual**

Tipo	Mensual; de progreso
Objetivo:	Comprobar el conocimiento que tiene el alumno de los tiempos verbales.
Habilidades	Uso de todos los tiempos verbales según contexto. Habilidad para explicar algún tema de forma oral y con claridad.
Preparación para contestar el examen	El alumno ha tenido practica individual, en pares y en grupos colaborativos para explicar temas respecto al historial del tema, lo actual del tema y lo que se prevee para el futuro.
Limitaciones: Tiempo Forma de calificar Administración del examen Extensión	15-20 minutos De acuerdo con las rúbricas Durante tres días, los alumnos harán sus presentaciones en equipo. Deben utilizar ayudas visuales. Al final, deben entregar la transcripción de su presentación. 15-20 minutos, 4-5 cuartillas.
Contenido	Tema serio de interés general para la comunidad considerando que todos los alumnos de la audiencia tienen diferentes intereses académicos.

Operaciones	<p>El alumno obtiene una fotocopia o imprime de su correo electrónico las instrucciones para elaborar su proyecto de presentación.</p> <p>Forman equipos de 4 a 6 alumnos.</p> <p>Realizan su proyecto incluyendo ayudas visuales como cartelones o power point.</p> <p>Presentan en la fecha y hora acordada con el maestro.</p> <p>El maestro cronometra tiempo y en caso de ser necesario los detiene a los 20 minutos.</p>
Público	Alumnos de inglés intermedio alto. 18-22 años.
Formato	Presentación oral con utilización de ayudas visuales.

El instrumento.

Los alumnos imprimen de su correo electrónico el documento o bien obtienen una fotocopia de la reserva del centro de fotocopiado.

Second Monthly Oral Exam

Objectives:

1. To introduce a living subject or current event of general interest for the community.
2. To talk about past, present and prospective future of this being or event.

Example 1: If you talked about Gregory Smith, the 16-year-old gifted, twice candidate for the Nobel Peace Prize, and PhD candidate, you should consider providing information of Gregory as a boy, what he is doing now and what he is planning to achieve in the future.

Example 2: If you talked about the new-born commercial relationship between the governments of Mexico and Russia, you should consider addressing the issue of why there hadn't been any previous commercial agreements, what the two governments are planning now and what we can expect from this relationship in the future.

Mode: teams of four-six people

Time: 15 minutes of presentation and 5 minutes for questions and answers. (Make sure that each participant takes at least 3 minutes to present.)

Visual Aids: You must bring visual aids to support your presentation. (Power Point, pictures, maps, etc.)

Your presentation must comply with the following:

- a. Start with an introduction, continue with the body and end with a conclusion.
- b. All the information you provide in your presentation must come from reliable sources. You must turn in a copy of the information you researched, highlighting the paragraphs you based your presentation on .
3. The team's president should bring the form below for everybody to be graded the day of the presentation.

Grading: You will be graded based on the following rubrics

Clarity stands for clear arguments that support your speech.

Coherence stands for logical sequencing of data.

Veracity stands for information quoted from reliable sources.

Visual aids stand for all the props, graphs, charts, pictures that visually support what you are saying.

Pronunciation stands for the right way to say words.

Grammar stands for the right structure of your sentences and that you use your tenses adequately, considering the three frames: past, present and future. You must also use the adequate auxiliary verbs for each tense.

Enthusiasm stands for the spirit you print when addressing your audience, that is, that you show how much your audience is important to you. It also includes how much you arise your audience's interest with your topic.

Team work stands for the evident work of members as a whole, not that everybody worked individually and just put it all together in the last minute.

Time stands for the observation to time constraints, maximum 20 minutes per team, minimum 3 minutes per participant.

Readiness stands for the attitude of being ready and prepared to present on deadline.

All rubrics will be considered on 20-100 points, to be added and receive your grade on a 100 scale. The only people who can get a zero are those who do not present.

Please, print out this form, read it and bring it to class the day of your presentation.

Second Monthly Oral Exam

Topic: _____ Date: _____

Name of team members	1	2	3	4	5	6
Clarity						
Coherence						
Veracity						
Visual aids						
Pronunciation						
Grammar						
Enthusiasm						
Team work						
Time						
Readiness						
Total points						

Comments:

Apéndice C. Instrumentos de evaluación para el tercer periodo mensual

En este apéndice se incluyen los instrumentos de evaluación para el tercer periodo mensual.

Planeación

Materia: Inglés intermedio alto

Área: Gramática y vocabulario

Periodo: Tercer examen mensual

Tipo	Mensual; de progreso
Objetivo:	Comprobar el conocimiento que el alumno tiene de las cláusulas relativas o adjetivas, la voz pasiva y el uso de condicionales.
Habilidades	Habilidad para reconocer y utilizar el pronombre relativo adecuado al contexto de la oración, las formas adecuadas del verbo ser en las oraciones en voz pasiva y la adecuada combinación de verbos modales en el uso de condicionales.
Preparación para contestar el examen	Durante el periodo se ha hecho extensa práctica mecánica y contextualizada para el desarrollo de las habilidades descritas.
Limitaciones: Tiempo Forma de calificar Administración del examen	45 minutos para ambos exámenes. Objetiva. Un punto cada reactivo. En los primeros cinco minutos del periodo, el alumno recibe el examen y la hoja de respuestas. Los alumnos deben tener lápiz y goma de borrar, no pueden usar gorras o tener el cabello sobre la cara.

Extensión	27 reactivos en gramática y 20 reactivos para vocabulario.
Contenido	Los temas cubiertos durante el periodo: cirugías especialmente estéticas, deportes, partes del cuerpo y de la cara, situaciones con diferentes escenarios.
Operaciones	Se le recomienda al alumno que lea primero todo el contexto presentado y después conteste cada uno de los reactivos. En caso de que no sepa la respuesta, que discrimine con base en las reglas que debe saber y/ o haber estudiado.
Público	Alumnos de inglés intermedio alto, 18-22 años.
Formato	Opción múltiple y banco de datos.

El instrumento. Se instruye al alumno que no debe escribir nada en el examen. Todo lo que requiera escribir lo deberá escribir en la hoja de respuestas. El maestro y los alumnos leen las instrucciones para cada una de las secciones y se les enfatiza que cada ítem en el examen tiene un valor de un punto.

Third Monthly Exams
Grammar and Vocabulary

DO NOT WRITE ANYTHING ON THIS EXAM. USE YOUR ANSWER SHEET.

Before you answer your exam, be sure to read all the grammar section and then go back to item 1 to answer. Each item in this exam is worth one point.

Marylin recently went through cosmetic surgery. She is telling Rosy about her experience. The following sentences are highlights of their conversation. Choose the answer that best completes each statement.

I checked in in the hospital at 4:00 a.m.

1. The hospital _____ I was operated on has the latest hi-tech equipment.

A. which	B. in which	C. in that	D. which in
----------	-------------	------------	-------------

2. The nurse _____ received me was not very nice. She had this grumpy face.

A. who	B. whom	C. whose	D. which
--------	---------	----------	----------

She later on explained that she had to be somewhat rude to build up confidence in the patient. She said that the tougher she was, the better the patient felt about being treated by knowledgeable experts.

3. I _____ to put on a robe.

A. asked	B. am asking	C. was asked	D. was asking
----------	--------------	--------------	---------------

The cosmetic surgeon came in at 4:30 and asked me some routine questions such as if I had had any meals within the last 15 hours, if I had had liquids, etc.

He also asked me if I was sure of my decision. I sure was! He marked my face with a special pen. He also marked my tummy and my thighs. You know, for the liposuction.

He explained that those marks were made so that he made the right incisions.

4. Then, I _____ to the operating room.

A. led	B. was led	C. was leading	D. lead
--------	------------	----------------	---------

5. There, a doctor injected me a substance _____ made me pass out.

A. which	B. who	C. ,that	D. ,which
----------	--------	----------	-----------

6. I _____ that I would be kept asleep for something like eight hours.

A. would explain	B. have been explaining	C. had explained	D. had been explained
------------------	-------------------------	------------------	-----------------------

7. My husband _____ to videotape the whole operation.

A. that supposed	B. supposed	C. was supposed	D. who was supposed
------------------	-------------	-----------------	---------------------

Afterwards he told me that he couldn't resist the sight of blood and he just taped parts of the operation. After eight hours I was led to the recuperation room. I was half asleep, half awake. I

felt no pain so I thought I was going to be OK. I was so wrong! After 12 hours I was so much in pain. My whole face was in pain and swollen. Just imagine:

8. my eyebrows _____,

A. were lifted	B. lifted	C. are lifted	D. lifts
----------------	-----------	---------------	----------

9. part of the skin of my cheeks _____,

A. were cut	B. was cut	C. cut	D. had been cut
-------------	------------	--------	-----------------

10. my ears _____ back,

A. drawn	B. have drawn	C. are drawn	D. were drawn
----------	---------------	--------------	---------------

11. an implant _____ in my chin,

A. placed	B. was placed	C. had been placed	D. placing
-----------	---------------	--------------------	------------

12. The doctor thought my nose _____ reconstructed, too, so that I had a harmonious face. And, so he did.

A. was	B. were	C. should be	D. should have been
--------	---------	--------------	---------------------

About my tummy. Well, that is another thing. Six months before, my stomach was stapled. Thus, I reduced my food intake in 60%. I have been eating very small amounts of food every three hours for six months now. I have lost something like 50 kilograms. You remember how overweighted I was. So, my tummy was really flaccid. The skin of my tummy was so big that I could roll it!!!

The doctor cut a big piece of skin and then gave some stitches from side to side. Now my tummy is so flat!. I still have to eat very little a lot of times, but it is really worthwhile. My husband and I are planning a vacation on a cruise. I feel like a million dollars!

You look like a million dollars!!

Other comments about the surgery were:

13. The doctor _____ operated on me is considered one of the best in cosmetic surgery worldwide.

A. that	B. ,who	C. ,that	D. who's
---------	---------	----------	----------

14. Dr. Phillips, _____ was my cosmetic surgeon's assistant, was very considerate to me.

A. who	B. that	C. which	D. whose
--------	---------	----------	----------

15. The room _____ I stayed for over three weeks to recover was much like a luxurious hotel room.

A. which in	B. in which	C. on which	D. which on
-------------	-------------	-------------	-------------

16. The day _____ I could see my reconstructed face was so exciting.

A. when	B. at which	C. on when	D. which
---------	-------------	------------	----------

17. The nurse _____ face had been reconstructed too talked to me very nicely.

A. whose	B. who's	C. who	D. whom
----------	----------	--------	---------

18. The chin implant that the doctor chose _____ a saline substance.

A. was having	B. was made of	C. had been making of	D. making of
---------------	----------------	-----------------------	--------------

19. If I _____ something to eat before the operation, the operation would have been put off until the following day.

A. had had	B. had have	C. have had	D. have have
------------	-------------	-------------	--------------

20. If I didn't like what the doctor did to me, I _____ him.

A. wouldn't recommend	B. would recommend	C. would recommended	D. wouldn't recommended
-----------------------	--------------------	----------------------	-------------------------

21. If I had to do it all over again, _____.

A. I would	B. I had	C. I did	D. I should
------------	----------	----------	-------------

22. If my daughter _____ me to pay for a cosmetic surgery, I sure will.

A. asks	B. asked	C. will ask	D. is going to ask
---------	----------	-------------	--------------------

23. If I _____ more than I should, I get sick. My stomach doesn't bare a lot of food now.

A. ate	B. eats	C. eat	D. am eating
--------	---------	--------	--------------

24. If a person with a stapled stomach _____ more than he should, he is looking for trouble!!!

A. ate	B. eat	C. eats	D. were eating
--------	--------	---------	----------------

Each sentence has four underlined parts or phrase. The four underlined parts of the sentences are marked A,B,C, and D. Identify the letter of the ONE underlined part that is NOT CORRECT.

Rosy thought about getting a cosmetic surgery too, These were her thoughts.

25. If I had a make over done on me, I will sure be more self-confident.

A B C D

26. If I weren't so ugly, I wouldn't even considered Dr. Hendrix operating on me.

A B C D

27. If I had saved money for the past 15 years, I could consider a cosmetic surgery to be practice

A B C D

immediately.

Vocabulary. It is the end of the football season. This is what is happening on the field. Choose a vocabulary word from the box to complete each one of the statements.

a. lucky charm	b. dribbling	c. belief	d. row
e. shin	f. calves	g. toes	h. endorsement
i. scoring	j. dodging	k. hitting	l. holding

"This is James Brown, reporting live from the Braniff Stadium. The Rutgers have a big chance of winning. Player 10, Palmer, is _____ the ball all the way to the goal keeper. He is alone. Look

at that! He is wearing his torn shirt. It is a _____ among players that they shouldn't change their
 shirts until the end of the season. "Player 9 is warming up. He has totally recovered from the
 injury on his _____. Three of them were badly broken. Kicking the ball too hard last season put
 him out of most of the games this season, but he is ready to go back to the field. He has been
 training, but the coach decided not to include him for most of this game. They are stopping the
 game. Player 5 of The Lions is lying on the lawn. What's happening? It seems that he has cramps
 on both _____. The coach should consider replacing him. "Player 6 of The Rudgers has sure
 made a lot of money this season with all that activity in advertising _____ he has been making
 for famous commercial brands. The one I like the best is where he is dancing around the bottle of
 Splash, the soda. Back to the game: The Rudgers have the ball. Player 3, Robinson, is _____ his
 way to the goalie. He always makes his way through the players. He is probably the fastest
 runner in the team... and there he goes and he is shooting.... and he is _____ ... GOAL!!
 Just listen to the public; they are roaring; the stadium is shaking with excitement. This is what the
 team needed!!!" "Robinson is taking out something from his short pocket. The TV cameras are
 making a close up. What is he showing? Look it is his _____, a rabbit foot!! "The goalie is _____
 the ball with both hands and is looking for someone to catch the ball. Player 6 is the nearest and
 there goes the ball. Player 6 is losing it to Player 4 of The Lions. It is only one minute to the end.
 The Lions will sure roar with anger because the score is 3-1. The game is over. The players of
 both teams are making a _____ to greet each other. This sure was the best game of the season.
 Congratulations, Rudgers. See you next championship!

Match the words with their meanings.

11	heel
12	salary
13	chin
14	wrist
15	bold
16	ribs
17	mislead
18	eyelashes
19	sharpen
20	rework

A	They all make a cage to protect your lungs.
B	The action of getting rid of the bluntness of something
C	You step on it first and then with your toe or vice versa.
D	It is a good reason to work for.
E	The action of providing wrong information.
F	It is the lowest part in your face.
G	It refers to the hair surrounding your eyes.
H	A characteristic of people with no hair on their heads.
I	You usually wear your watch there.
J	It is the action of doing a job again.

Name: _____ List Number _____

**Third Monthly Exam
Grammar and Vocabulary
Answer Sheet**

Mark your answer by darkening the whole cell. Example:

1.	A	B	C	D
	NO	NO	YES	NO

GRAMMAR

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D

10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D

19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D

VOCABULARY

1	A	B	C	D	E	F	G	H	I	J	K	L
2	A	B	C	D	E	F	G	H	I	J	K	L
3	A	B	C	D	E	F	G	H	I	J	K	L
4	A	B	C	D	E	F	G	H	I	J	K	L
5	A	B	C	D	E	F	G	H	I	J	K	L
6	A	B	C	D	E	F	G	H	I	J	K	L
7	A	B	C	D	E	F	G	H	I	J	K	L
8	A	B	C	D	E	F	G	H	I	J	K	L
9	A	B	C	D	E	F	G	H	I	J	K	L
10	A	B	C	D	E	F	G	H	I	J	K	L

11	A	B	C	D	E	F	G	H	I	J
12	A	B	C	D	E	F	G	H	I	J
13	A	B	C	D	E	F	G	H	I	J
14	A	B	C	D	E	F	G	H	I	J
15	A	B	C	D	E	F	G	H	I	J
16	A	B	C	D	E	F	G	H	I	J
17	A	B	C	D	E	F	G	H	I	J
18	A	B	C	D	E	F	G	H	I	J
19	A	B	C	D	E	F	G	H	I	J
20	A	B	C	D	E	F	G	H	I	J

Planeación**Materia: inglés intermedio alto****Área: Comprensión Oral****Periodo: Tercer examen mensual**

Tipo	Mensual; de progreso
Objetivo:	Comprobar la comprensión del alumno para entender conferencias de temas académicos.
Habilidades	Comprobar las habilidades desarrolladas por los alumnos para tomar notas en clases de contenido académico y habilidad para contestar preguntas de comprensión y de inferencia sobre el tema desarrollado.
Preparación para contestar el examen	Se ha practicado durante el periodo.
Limitaciones: Tiempo Forma de calificar Administración del examen Extensión	El alumno tiene 15 minutos para escuchar la exposición de un tema académico, tomar notas y contestar 10 preguntas de opción múltiple. Objetiva. El alumno recibe la hoja de respuestas para el examen en los primeros cinco minutos del periodo. Tema desarrollado en 3-4 minutos, y 8 preguntas, dos de ellas con 2 respuestas.
Contenido	El contenido se relaciona con lo que se cubrió durante

	el periodo. En la primera parte del examen de comprensión oral el alumno escuchará un tema de antropología y en la segunda parte un tema de lingüística.
Operaciones	El alumno escucha las dos presentaciones dos veces y toma notas de ambas. Posteriormente recibe una serie de preguntas específicas y contesta con base en lo que recuerda o en sus notas.
Público	Alumnos de inglés intermedio alto, 18-22 años.
Formato	Objetivo, de opción múltiple

El instrumento. Se instruye a los alumnos que escucharán la audio cinta dos veces. Durante las presentaciones de los temas deberán tomar notas. Posteriormente, recibirán el examen que contiene preguntas específicas y que deberán contestar con base en lo que entendieron, lo que recuerdan y lo que anotaron. Cada pregunta tiene un valor de 10 puntos. Debe haber evidencia de que tomaron notas, pero las notas no tienen valor para la calificación. En caso de que no exista evidencia de tomado de notas, se penaliza al alumno con un 20% de su calificación en el examen de comprensión oral. Ese mismo examen contiene el examen de comprensión de lectura y las instrucciones para el de redacción.

Third Monthly Exam

Listening Exam.

Do not write anything on this exam. Use your answer sheet. You may use your notes to answer the questions. Each answer is worth one point.

1. What are the main purposes of the lecture? Choose two.

- a. To talk about the hunter-gatherer stage of humankind.
- b. To outline the process of domestication in general.
- c. To discuss the domestication of dogs.
- d. To describe the various tasks dogs have been given.

2. According to the lecture, how did early humans adapt dogs to different tasks?

- a. By crossing wolves with other animals.
- b. By careful training.
- c. By selective breeding.
- d. By rewarding dogs with pieces of food.

3. Why does the lecturer mention Idaho?

- a. The first dogs were domesticated there.
- b. A famous mural of a dog was painted there.
- c. The remains of an early specimen of domesticated dog was found there.
- d. It was there that dogs first learned how to help humans to hunt.

4. The lecturer mentions a number of roles that dogs have played since they were first domesticated. List these roles in the correct chronological order.

- a. hunter
- b. herder
- c. companion
- d. guard

About the Linguistics Class

5. According to the speaker, when did Webster graduate from Yale University?

- a. Before the Revolutionary War.
- b. During the Revolutionary War
- c. After American Independence
- d. After publication of his books.

6. What is Noah Webster mainly remembered for today?

- a. His military service
- b. His political philosophy
- c. His dictionary
- d. His unusual spellings

7. According to the speaker, what kind of book was the "blue-backed book"?

- a. A history book.
- b. a dictionary
- c. an autobiography
- d. a spelling book

8. Which of the following are spellings that Benjamin Franklin would probably have approved of? Choose two.

- a. T-H-E-A-T-R-E instead of T-H-E-A-T-E-R
- b. F-O-T-O-G-R-A-F instead of P-H-O-T-O-G-R-A-P-H
- c. L-A-B-O-U-R instead of L-A-B-O-R
- d. N-I-F instead of K-N-I-F-E

Transcripción del los temas desarrollados para el examen de comprensión oral. El alumno escucha lo siguiente:

Listen to a lecture in an anthropology class. The class has been discussing the domestication of animals.

All right class, last week we talked about the process of domesticating animals in general. Today, we're going to talk in some detail about the first animal to be domesticated-the dog.

No one knows when or where the dog was first domesticated. It's believed, however, that the process took place more than 10 000 years ago. The remains of what is thought to be an early example of a domesticated dog was found in a cave in Idaho. These remains are believed to be around 10, 500 years old. So, domestication took place during humankind's earliest stage of development-the hunter-gatherer period.

All of the dogs you see today, from Chihuahuas to Great Danes, are descendants of wolves. Obviously, domestication of theses wild creatures required that human select the most useful and easily trained young animals as breeding stuck. As much selection continued over countless generations, dogs became adapted to many tasks.

Dogs apparently first served as guards. With their keen sense of smell and hearing, dogs made it almost impossible for strangers to approach a sleeping village by surprise. And later, human took advantage of dogs' hunting instincts. Dogs learned to help humans procure meat and skins from wild animals. Then, after humans domesticated herd animals such as goats, cattle, and sheep, dogs helped round these herd animals up and move them form place to place by baring and nipping at their heels.

Take a look a this fresco form the wall of a sandstone grotto in the Sahara. It's probably about 5,000 years old. The herders are driving their oxen home from the field, while their "best friend" is apparently helping them.

Of course, after that, at some unknown time, dogs began to take on a new role, the role that most of them have today. They began to be valued not so much for the work they did as for the company they provided. (Rogers, 52)

Listen to a lecture in a linguistics class. The class has been discussing the differences between American English and British English.

Today, I'm going to talk a little about Noah Webster and the impact he had on American English. Webster was born in Connecticut in 1758 and graduated from Yale University in 1778, during the American Revolution. Right after graduation, Webster joined George Washington's army to fight against the British. The end of the war brought independence from Britain for the thirteen colonies, but political independence alone didn't satisfy Webster. He wanted the former colonies to be intellectually independent from Britain as well.

In 1783 Webster published a spelling book which would become known to generations of schoolchildren as the "blue-backed book" because of its blue cover. A couple of years later, he published his dictionary. It is for his dictionary that Webster is chiefly remembered today. The *Webster's Dictionary* popular today is a direct descendant of that book published in the 1780s.

In his dictionary, Webster made many changes in the way English was used in the United States. He suggested new ways of pronouncing words and added words used only in the former colonies to the language. Most of the changes, though, involved people in Britain because of Webster's original dictionary. Let me just give you a couple of examples—in Britain, words like *center* end in R-E. In the United States, these words end in E-R because that's how they were spelled in Webster's dictionary. Webster also took out the letter U from words like *color*. In the British spelling, that word ends with the letter O-U-R, but in the American spelling, it ends with O-R.

Still, Webster did not go as far in revising spelling as his friend Benjamin Franklin wanted to. Franklin wanted to drop all silent letters from words. The word *wrong* would have been spelled R-O-N-G, and the word *lamb* would have been L-A-M. (Rogers, 54 and 55)

Planeación**Materia: Inglés intermedio alto****Área: Comprensión de lectura****Periodo: Tercer examen mensual**

Tipo	Mensual; de progreso
Objetivo:	Comprobar que el alumno entiende textos académicos relacionados con investigación de la vida cotidiana.
Habilidades	Habilidad para comprender textos e inferir información y significado de palabras. Rastreo y salteo. Discriminación de ítems.
Preparación para contestar el examen	Se ha practicado en clase.
Limitaciones: Tiempo Forma de calificar Administración del examen Extensión	15 minutos para leer el texto y contestar 10 preguntas relacionadas al mismo. Objetivo. 10 puntos para cada reactivo. El alumno recibe el examen después de haber escuchado la audio cinta para el examen de comprensión oral. Texto de 20-25 líneas, 10 preguntas de opción múltiple.
Contenido	Tema de investigación social.
Operaciones	Leer y comprender las instrucciones. Leer el texto y

	contestar las preguntas respecto al mismo.
Público	Alumnos de inglés intermedio alto, 18-22 años de edad.
Formato	Texto y 10 preguntas de opción múltiple.

El instrumento. El maestro y los alumnos leen las instrucciones. Se les enfatiza no escribir o marcar nada en el examen, solamente pueden escribir en la hoja de respuestas.

Third Monthly Reading Exam

DO NOT WRITE OR MARK ANYTHING ON THIS EXAM. USE YOUR ANSWER SHEET.

Read the following text and then answer the questions below. Each item is worth 10 points.

5	A pioneering study by Donald Appleyard made the astounding discovery that a sudden increase in the volume of traffic through an area affects people in the same way that a sudden increase in crime does. Appleyard made this startling observation by studying three blocks of houses in San Francisco that looked much alike and had the same kind of middle-class and working-class residents, with approximately the same ethnic mix. The difference was that only 2,000 cars a day ran down Octavia Street (LIGHT street, in Appleyard's terminology) while Gough Street (MEDIUM street) was used by 8,000 cars daily, and Franklin Street (HEAVY street) had around 16,000 cars a day. Franklin Street often had as many cars in an hour as Octavia Street had in a day.
10	Heavy traffic brought with it danger, noise, fumes and soot, directly, and trash secondarily. That is, the cars didn't bring in much trash, but when trash accumulated, residents seldom picked it up. The cars, Appleyard determined, reduced the amount of territory residents felt responsible for. Franklin Street residents hardly ever interacted with their neighbors and went out on the street only when they had some compelling reason to do so. Many covered their doors and windows and spent most of their time in the rear of their houses. Most families with children had already moved elsewhere.
15	Conditions on Octavia Street were much different. Residents picked up trash. They sat on their front steps and chatted with neighbors. They had three times as many friends and twice as many acquaintances as the people on Franklin.
20	On Gough Street, residents said that the old feeling of community was disappearing as traffic increased. People were becoming more and more preoccupied with their own concerns. A number of families had recently moved and more were considering it. Those who were staying expressed deep regret at the destruction of their community.

After reading the text above, answer the following questions.

1. Look at the word **astounding** in bold, in line 1. Find a word in the same paragraph which is a synonym for **astounding**.
 - a. pioneering
 - b. sudden
 - c. startling
 - d. ethnic
2. The three streets mentioned in this passage are different in that
 - a. They are in different cities.
 - b. The residents are of different ethnic backgrounds
 - c. They have varying amounts of traffic.
 - d. The income levels of the residents vary considerably.
3. What is the ratio between the cars that circulate on Franklin Street and Gough Street?
 - a. 1:2
 - b. 2:1
 - c. 1:8
 - d. 8:1
4. All of the following are direct result of heavy traffic EXCEPT
 - a. increased amounts of trash
 - b. greater danger to residents
 - c. more pollution
 - d. more noise.
5. Look at the phrase **hardly ever** in line 16. What word or phrase in the same paragraph has the same meaning?
 - a. directly
 - b. secondarily
 - c. seldom
 - d. elsewhere
6. Look at the word **Many** in line 18. What word or phrase in the same paragraph does the word **Many** refer to?
 - a. cars
 - b. residents
 - c. neighbors
 - d. doors and windows
7. On which street is there the most social interaction?
 - a. Octavia Street
 - b. Gough Street
 - c. Franklin Street
 - d. There is no significant social interaction on any of the three streets.
8. The word **chatted** in paragraph 3 is closest in meaning to
 - a. joked
 - b. talked
 - c. argued
 - d. walked

9. Which of the following is NOT a statement you would expect from a resident of Gough Street?
- a. "People here are unhappy because the neighborhood is deteriorating".
 - b. "People on this street think mostly of themselves."
 - c. "People who live here have more and more space for which they feel responsible."
 - d. "A number of people here are preparing to leave."
10. In what order does the author present detailed discussions of the three streets?
- a. LIGHT, MEDIUM, HEAVY
 - b. HEAVY, MEDIUM, LIGHT
 - c. HEAVY, LIGHT, MEDIUM
 - d. LIGHT, HEAVY, MEDIUM

Planeación**Materia: Inglés intermedio alto****Área: Redacción****Periodo: tercer examen mensual.**

Tipo	Mensual; de progreso
Objetivo:	Comprobar que el alumno puede desarrollar un tema por escrito utilizando cláusulas relativas, voz pasiva y condicionales.
Habilidades	Habilidad para expresar claramente y con coherencia ideas utilizando cláusulas relativas, voz pasiva y condicionales
Preparación para contestar el examen	El alumno ha desarrollado párrafos y ensayos durante el periodo.
Limitaciones: Tiempo Forma de calificar Administración del examen Extensión	El alumno tiene 20 minutos para desarrollar un ensayo con base en el tema que se le asigna. De acuerdo con las rúbricas. El alumno desarrolla un ensayo después de haber presentado los exámenes de comprensión oral y comprensión de lectura. Ensayo de tres o cuatro párrafos.
Contenido	Temas cubiertos durante el periodo. Uso de cláusulas relativas, voz pasiva y condicionales.
Operaciones	Una semana antes del examen el profesor encarga de tarea traer tres anuncios en inglés. Tres días antes del

	examen, el maestro engrapa a la hoja de respuestas del examen dos anuncios. El día del examen, el maestro y el alumno leen las instrucciones para el ensayo que deben desarrollar. Los alumnos conocen con antelación las rúbricas para evaluar su ensayo. Se le recomienda al alumno haga un mapa conceptual de las ideas que quiere desarrollar en el ensayo previo a que lo escriba. El alumno debe analizar dos anuncios y compararlos.
Público	Alumnos de inglés intermedio alto, 18-22 años de edad.
Formato	Ensayo

Los alumnos deben imprimir las rúbricas de un mensaje enviado por correo electrónico, o bien pueden obtener una copia en la reserva del centro de fotocopiado previo a presentar el examen. Deben traer y entregar el formato el día del examen.

Please print out this page, read it and bring it to class the day of the exam.

Writing Rubrics for Third Monthly Exam

	20 points	16 points	12 points	8 points
Clarity	Ideas are clearly intelligible.	Ideas are usually intelligible.	Ideas are often intelligible	Ideas are seldom intelligible
Coherence	Ideas follow an understandable flow.	Ideas usually follow an understandable flow	Ideas often follow an understandable flow	Ideas seldom follow an understandable flow.
Comparison	Compares two ads with strong evidence.	Compares two ads with somewhat strong evidence.	Compares two ads with somewhat weak evidence	Compares two ads with weak evidence.
Sentence structure	Follows the standard sentence structure.	In general, follows the standard sentence structure, but sometimes changes the pattern.	Changes the pattern of sentence structure quite often.	Meaning is difficult to understand because does not follow standard sentence structure.
Use of tenses	Used adequately the scope of tenses.	Used adequately the scope of tenses, but need more variety.	Used more than basic tenses with some mistakes.	Used basic tenses: present, past and future

Comments:

Name: _____ Date: _____

Third Monthly Exam
Listening, Reading and Writing.
Answer Sheet

LISTENING

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4.1	A	B	C	D
4.2	A	B	C	D
4.3	A	B	C	D
4.4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D

READING

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

WRITING

Look at the two magazine advertisements. Write an essay describing briefly each advertisement.

Include a comparison on how they are similar (two characteristics) and how they are different (two characteristics). You will be graded on clarity, coherence, and structure.



A black and white advertisement for Tommy Hilfiger jeans cologne. The background features a close-up of a person's midsection and legs, wearing a dark t-shirt and light-colored jeans. The person's hands are tucked into their pockets. In the foreground, two clear glass bottles of cologne are displayed. The bottle on the left is labeled 'tommy girl jeans cologne' and the bottle on the right is labeled 'tommy jeans cologne'. Both bottles have a simple, rectangular design with a black cap. The text 'new' is visible in the upper left corner of the image. At the bottom, a dark banner contains the text 'TOMMY HILFIGER' in a bold, sans-serif font, with a small flag logo between the words.

new
tommy
jeans
cologne

tommy
girl
jeans
cologne

tommy
jeans
cologne

two new fragrances
for her. for him.

TOMMY HILFIGER



All grown up.

We're not little girls anymore. But, that doesn't mean we've stopped drinking our milk. We know about 15% of your height is added during your teen years and the calcium in milk can help. Who knows, you might be the next big thing.

got milk?

Name: Answer Key _____ Date: _____

**Third Monthly Exam
Listening, Reading and Writing.
Answer Sheet**

LISTENING

1				
2				
3				
4.1				
4.2				
4.3				
4.4				
5				
6				
7				

READING

1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

WRITING

Look at the two magazine advertisements. Write an essay describing briefly each advertisement. Include a comparison on how they are similar (two characteristics) and how they are different (two characteristics). You will be graded on clarity, coherence, and structure.

Planeación**Materia:** inglés intermedio alto**Área:** Producción oral**Periodo:** Tercer examen mensual.

Tipo	Mensual; de progreso
Objetivo:	Comprobar que el alumno es capaz de comunicarse a través de un medio en el que no es posible utilizar el lenguaje no verbal para transmitir parte del significado del mensaje.
Habilidades	Comprobar que el alumno puede trabajar en equipo. Comprobar que puede comunicarse sin ayudas visuales o de la utilización de lenguaje no verbal. Comprobar que ha desarrollado cierta conciencia social. Comprobar que tiene formas creativas de expresarse.
Preparación para contestar el examen	Durante el periodo se han hecho ejercicios de creatividad y de expresarse exclusivamente con el uso del lenguaje oral.
Limitaciones: Tiempo Forma de calificar Administración del examen Extensión	10 minutos De acuerdo con las rúbricas El alumno trabaja con un equipo. El equipo entrega una audia cinta. 10 minutos de programa en audio cinta y transcripción del programa en un máximo de 10 cuartillas.

Contenido	Un programa de radio, grabado en audio cinta o disco compacto, con una duración de 10 minutos. El programa debe tratar un tema de interés y desarrollo de conciencia social en la comunidad.
Operaciones	<p>Los alumnos forman equipo de un máximo de 6 integrantes.</p> <p>El equipo elige un tema de los cubiertos a lo largo del semestre.</p> <p>El equipo investiga sobre el tema y lo desarrolla dándole una orientación hacia el desarrollo de conciencia social.</p> <p>El equipo hace la grabación de su programa. El equipo entrega en un sobre: la audio cinta o disco compacto, la transcripción del programa, y el formato de rúbricas para ser evaluados.</p>
Público	Alumnos de inglés intermedio alto, 18-22 años de edad.
Formato	Grabación en audio cinta o disco compacto de un programa de radio

El instrumento. El alumno debe imprimir la siguiente información porque la recibió a través de correo electrónico o bien solicitar una copia en la reserva del centro de fotocopiado.

Third Monthly Oral Exam

Project: Radio Program

Objectives:

To elaborate on topics of social concern.

To make proposals to cope with / solve such social concerns.

Participants: minimum three students, maximum 5 students.

Time: The radio program should allow each student to talk for 4 minutes each.

Topic: The topic of the radio program should be one of social concern. Check the Skyline 5 topics covered in the book and make a selection of at least two different topics.

- ✓ The radio program should be interesting, dealing with topics of social concern.
- ✓ There should be interaction among participants.
- ✓ It should be clear who is speaking.
- ✓ It should be clear for the listener what speakers are saying. It is not expected to have a professional recording, just one that makes clear what the speakers are saying.
- ✓ It should be taped on a regular audio cassette or CD.
- ✓ The tape or CD should be turned in on (date) , at the beginning of the class time period.
- ✓ It will count for 15 -20% of your grade for the third monthly period.
- ✓ You may decide on what kind of radio program you want: news, debate, interview, story-telling radio program, etc.

Delivery: Please deliver your cassette or CD in an envelope on the day that you are assigned, Include in the envelope the grading form below.

Grading: You will be graded on the following aspects:

As a team:

Creativity:	15%
Introduction of the social concerns to be discussed	10%
Development of topics	10%
Proposals to solve/cope with social concerns discussed	15%
Conclusion	10%

Individually:

Pronunciation	10%
Correct grammar	10%
Enthusiasm	20%

Grading Rubrics

As a team:

Creativity stands for the unusual and clear way to present your topic.

Introduction of the social concerns to be discussed stands for the way that you start your radio program. Will it be a program the audience will stick to or will the audience tune in a different station?

Development: This rubric stands for how thoroughly you approach the topic.

Proposals: This aspect grades how original and sound you are to present possible solutions to the problem you are addressing. Are they commonplace, are you just repeating what somebody else said or are you really being proactive to solve problems?

Conclusion: This aspect deals with the fact that you give closure to the topic. Do you leave the audience looking forward to hearing from you again or is the audience happy that they do not have to keep on listening to you?

Individually

Pronunciation: This aspect deals with how well you got prepared in finding out how to pronounce the words that were unknown to you and that, in general, your pronunciation does not mislead the listener.

Grammar: This aspect deals with the structure, in general, of all your sentences and the correct usage of tenses.

Enthusiasm deals with the fact that you showed interest to arise interest in your audience, that you really cared for the time they spent listening to you.

Please, print out this form, read it and include it in the envelope in which you are handing in your cassette or CD.

Third Monthly Oral Exam

Topic: _____ Date: _____

Name of team members	1	2	3	4	5	6
Creativity						
Introduction						
Development						
Proposal						
Conclusion						
Pronunciation						
Grammar						
Enthusiasm						
Total points						

Scale: 100 points

Apéndice D. Instrumentos de evaluación para el periodo final

En este apéndice se incluyen los exámenes correspondientes al cuarto periodo. Éstos representan la evaluación final para el alumno. Por un lado son de progreso ya que incluyen las dos últimas lecciones y a la vez acumulativos ya que se hace un repaso de todo lo visto durante el semestre.

Planeación

Materia: Inglés intermedio alto

Área: Gramática y Vocabulario

Periodo: cuarto, examen final

Tipo	Final; de progreso
Objetivo:	Comprobar el conocimiento que tiene el alumno de utilizar todo lo aprendido durante el semestre.
Habilidades	Usar en contexto las estructuras aprendidas y el vocabulario aprendido a lo largo del semestre.
Preparación para contestar el examen	Se ha practicado a lo largo del semestre y ha tenido diferentes exámenes del mismo tipo.
Limitaciones: Tiempo Forma de calificar Administración del examen	El alumno tiene dos horas para contestar el examen. En realidad, usa una hora. Objetiva El examen final está programado por la administración en un día especial, en un horario especial. El alumno ya no tiene que preocuparse de otra cosa a excepción del examen que está presentando. Las reglas son las mismas que durante el semestre: tiene que traer lápiz y

Extensión	<p>goma de borrar, no usar gorras ni traer el cabello sobre la cara.</p> <p>El examen es ligeramente más extenso: tiene 50 reactivos, 30 para gramática y 20 para vocabulario.</p>
Contenido	El contenido del examen se basa en una muestra representativa de todas las estructuras cubiertas y vocabulario durante el semestre.
Operaciones	El alumno recibe el examen y la hoja de respuestas en los primeros cinco minutos del periodo. El maestro y los alumnos leen las instrucciones. El alumno contesta el examen utilizando su conocimiento o su habilidad para discriminar.
Público	Alumnos de inglés intermedio alto, 18-22 años de edad.
Formato	Objetivo, de opción múltiple y banco de palabras.

El instrumento. El examen de gramática se basa en las experiencias de un grupo de alumnos que se encuentran en una reunión social. Su conversación gira alrededor de las experiencias de algunos alumno que hicieron un viaje de estudios a Italia.

Final Exam

Grammar and Vocabulary

DO NOT WRITE ANYTHING ON THIS EXAM. USE YOUR ANSWER SHEET.

A group of college friends are in a reunion. Some of them have just come back from a field trip in Italy and they are telling the others about it. Their trip included visiting several Italian cities and factories. They are recalling what they saw, who they met and what they did. Some of them also brought to the reunion the pictures they took. These are highlights of their memories.

Choose the letter of the word or phrase that best completes the statements. (one point each item in this exam)

1. "It was amazing. By the end of the first week we _____ eight of the most important factories in Italy,"

- | | | | |
|----------------|--------------------|--------------------|------------------------|
| A. yet visited | B. already visited | C. had yet visited | D. had already visited |
|----------------|--------------------|--------------------|------------------------|

2. "_____ we went we were always advised to watch out for the traffic. Italians sure drive wildly."

- | | | | |
|-------------|------------|-------------|----------|
| A. Wherever | B. Nowhere | C. Anywhere | D. Where |
|-------------|------------|-------------|----------|

3. "_____ in a store told me I looked Irish!. I don't know if it was an insult or a compliment.!"

- | | | | |
|-------------|------------|-----------|------------|
| A. A people | B. Someone | C. Anyone | D. Whoever |
|-------------|------------|-----------|------------|

4. "We had a very tight agenda in our trip. The itinerary _____ 5 important cities and 15 factories."

- | | | | |
|----------------------|---------------------|----------------------|------------------------|
| A. included to visit | B. include visiting | C. included visiting | D. include to visiting |
|----------------------|---------------------|----------------------|------------------------|

5. "I didn't buy _____ in Venice. I regret not having brought a souvenir!"

- | | | | |
|------------|-------------|--------------|-------------|
| A. nothing | B. anything | C. something | D. whatever |
|------------|-------------|--------------|-------------|

6. "The Vatican tourist guide promised, "I _____ to get you to see the Pope". Unfortunately we never got to see him."

- | | | | |
|-------------|--------------|-----------------|--------------|
| A. will try | B. would try | C. going to try | D. am trying |
|-------------|--------------|-----------------|--------------|

7. "I _____ my good friend Rose had gone with us."

- | | | | |
|---------|---------------|---------|--------------|
| A. hope | B. am wishing | C. wish | D. am hoping |
|---------|---------------|---------|--------------|

8. "_____ the trip was pretty inexpensive, she didn't have the money to pay for it."

- | | | | |
|-------------|----------|---------------|----------------|
| A. However, | B. Thus, | C. Therefore, | D. Even though |
|-------------|----------|---------------|----------------|

9. "Rosy, do you remember the name of the disco _____ we met Giorgio and Giancarlo?"

- | | | | |
|------------|-------------|---------------|-------------|
| A. , where | B. in which | C. , in which | D. in where |
|------------|-------------|---------------|-------------|

10. "Giorgio and Giancarlo _____ were really handsome, showed us a lot of Rome. They were so nice! "

- | | | | |
|----------|--------|---------|---------|
| A. ,that | B. who | C. that | D. ,who |
|----------|--------|---------|---------|

11. "They said they _____ to visit us this December."

A. would come	B. used to come	C. will come	D. are going to coming
---------------	-----------------	--------------	------------------------

12. "I _____ they really come."

A. hope	B. hoped	C. wish	D. wished
---------	----------	---------	-----------

13. "Remember our shopping spree in Sicily? Gosh! We had to _____ a lot of vendors trying to sell us everything. They followed us all over."

A. took care of	B. take after	C. stick to	D. put up with
-----------------	---------------	-------------	----------------

14. "I remember very vividly when we got to Venice. All over _____ the humidity of the channels. "

A. it is smelling	B. it smelled	C. I was smelling	D. I smell
-------------------	---------------	-------------------	------------

15. "We _____ how the Lamborghini cars are made. It is a very interesting method. They have outstanding mass production."

A. explained	B. had explained	C. have explained	D. were explained
--------------	------------------	-------------------	-------------------

16. "However, you should remember that they also have "handcrafted" vehicles for those _____ can afford special features."

A. who's	B. who	C. ,that	D. ,whose
----------	--------	----------	-----------

17. "If we hadn't taken this field trip, we _____ to take the subject Production II in the regular setting, a boring classroom."

A. would had	B. would have	C. would have had	D. had had
--------------	---------------	-------------------	------------

18. "If we _____ another field trip, we _____ of the Pacific Rim."

A. consider / should think	B. considered / should thought	C. consider / think	D. considered / thought
----------------------------	--------------------------------	---------------------	-------------------------

19. "If you _____ some coins to the Trevi Fountain, for sure, you _____ back to Rome!"

A. threw / went	B. didn't throw / won't go	C. will throw / will go	D. have thrown / will have gone
-----------------	----------------------------	-------------------------	---------------------------------

20. "Paying for things was really a headache. Gina and I _____ of the exchange rate from pesos to dollars to eurodollars."

A. were always thinking	B. were thought	C. always think	D. had always thought
-------------------------	-----------------	-----------------	-----------------------

21. "When we thought of the exchange rate, _____ resulted so expensive!"

A. everything	B. something	C. anything	D. some thing
---------------	--------------	-------------	---------------

22. "Based on this experience, our next trip with Professor Marquez, our Mexican tutor, _____."

A. will used to be fun.	B. would sure be fun	C. will sure be fun.	D. is going to sure fun
-------------------------	----------------------	----------------------	-------------------------

23. "The city and factory tours were so interesting! In the factories they treated us really nicely. _____, every factory we visited handed out samples of their products."

A. Consequently	B. Moreover	C. So	D. However
-----------------	-------------	-------	------------

24. "The guy _____ us around the Murano factory in Venice told us that they were exporting their goods all over Europe and America."

A. who toured	B. ,who tour	C. ,that toured	D. that tour
---------------	--------------	-----------------	--------------

25. "He _____ that the cost of exporting goods was high because of the packaging."

A. said	B. says	C. told	D. tell
---------	---------	---------	---------

26. "All of their products, _____ are made of glass, are exquisitely worked."

A. , which	B. which	C. ,that	D. whose
------------	----------	----------	----------

27. "If you go to Florence, you _____ to the Medicis Museum. It is a must!"

A. are taken	B. would be taken	C. will take	D. would take
--------------	-------------------	--------------	---------------

28. "When we came back from shopping, we all _____ the others what we had bought just in case they had missed a good sale and they could still get something the following day."

A. shows	B. did showed	C. show	D. used to show
----------	---------------	---------	-----------------

29. "_____ ever told me that we were going to see the pictures from the trip. I didn't bring mine!"

A. Nobody's	B. Someone	C. No one	D. Someone's
-------------	------------	-----------	--------------

30. "If I _____ the chance, I _____ do it again exactly the same way!"

A. have / would	B. had / will	C. had /would	D. have / will
-----------------	---------------	---------------	----------------

Vocabulary

The following statements are still about the highlights of the field trip to Italy. Choose a word from the box to complete the statements.

a. sewage	b. lean	c. rework	d. aim
e. income	f. basil	g. stared	h. remote
i. chess	j. bring up	k. cholera	l. turns out

1. Professor Marquez wanted to kill me when I asked the Venice tourist guide if all Italians were so gorgeous!. He just _____ at me, and when we were back in our hotel, he called me to the rug!

2. The Venice channels are still quite dirty. I wonder how its _____ system works. Maybe, they still throw their waste into the channels.

3. The _____ of this trip was to learn about the Italian production systems.

4. In the 18th century, many Italians died because there was an epidemic of _____.

5. Some Italian families still _____ their children in the tradition of the handcrafts they have made for centuries.

6. The Murano factory _____ a huge production daily, which is immediately packed and shipped worldwide.

7. What I really loved of Italian food was the flavor of _____ in most of its pasta and tomato sauce.

8. I brought my Dad a beautiful _____ set from Florence. It is all worked in fine wood.

9. A few Romans have a nice lifestyle. Their family _____ is above 15 000 eurodollars a month!

10. Italian factories have lowered their production expense because of quality systems. Their cost of _____ is very low.

Choose the word that best completes the statements.

a. yawn	b. knee	c. shoulder	d. took over
e. cheeks	f. lean	g. fake	h. treason
i. forehead	j. stitches	k. carriage	l. jaw

11. I was so disappointed when I came back. I bought some Armani sunglasses in Rome. When I came back, I found ____ Armanis in the flea market for 10% of what I had paid for the real ones.

12. I carried my backpack all over. When I came back, my left ____ ached.

13. "Hey, Ron. Don't _____. Are you bored? Are you getting sleepy? Aren't you having fun listening to our exploits from Italy?"

14. Our first tourist guide was Vittorio, from Cortina D'Ampezzo. The guide who ____ for the second week of the trip was Luigi, from Florence.

15. "Linda, don't ____ on that side table, please! I brought it from Venice and it's not sturdy enough for your weight. Look at its fine legs."

16. As you can see, I'm pretty short. There was this big and heavy guy with a video camera in Vatican City. I don't know how he moved, but with his camera, he hit me in my _____. I got a terrible headache. The worst part was that he didn't even apologize!

17. "You should have told me there! I would have jabbed him in the _____!"

18. We took a ride on a _____ in downtown Rome.

19. I felt my _____ blushing when Giorgio told me I was the most beautiful American he had ever met.

20. Look at my sweater! It's torn. It's the one I got in Milan. It needs some _____. Anyone has a needle and a thread?

Name: _____ Date: _____

Final Exam**Grammar and Vocabulary
Answer Sheet**

Mark your answer by darkening the whole cell. Example:

1.	A	B	C	D
	NO	NO	YES	NO

Grammar

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

11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D

Vocabulary

1	A	B	C	D	E	F	G	H	I	J	K	L
2	A	B	C	D	E	F	G	H	I	J	K	L
3	A	B	C	D	E	F	G	H	I	J	K	L
4	A	B	C	D	E	F	G	H	I	J	K	L
5	A	B	C	D	E	F	G	H	I	J	K	L
6	A	B	C	D	E	F	G	H	I	J	K	L
7	A	B	C	D	E	F	G	H	I	J	K	L
8	A	B	C	D	E	F	G	H	I	J	K	L
9	A	B	C	D	E	F	G	H	I	J	K	L
10	A	B	C	D	E	F	G	H	I	J	K	L

11	A	B	C	D	E	F	G	H	I	J	K	L
12	A	B	C	D	E	F	G	H	I	J	K	L
13	A	B	C	D	E	F	G	H	I	J	K	L
14	A	B	C	D	E	F	G	H	I	J	K	L
15	A	B	C	D	E	F	G	H	I	J	K	L
16	A	B	C	D	E	F	G	H	I	J	K	L
17	A	B	C	D	E	F	G	H	I	J	K	L
18	A	B	C	D	E	F	G	H	I	J	K	L
19	A	B	C	D	E	F	G	H	I	J	K	L
20	A	B	C	D	E	F	G	H	I	J	K	L

Planeación**Materia: Inglés intermedio alto****Área: Comprensión Oral****Periodo: cuarto, final.**

Tipo	Mensual; de progreso
Objetivo:	Comprobar las habilidades que ha desarrollado el alumno para comprender conversaciones cortas e inferir significado.
Habilidades	Comprender conversaciones cortas e inferir significado.
Preparación para contestar el examen	El alumno ha tenido extensa práctica a lo largo del semestre con los ejercicios de comprensión oral.
Limitaciones: Tiempo Forma de calificar Administración del examen Extensión	15 minutos. Objetiva. En los primeros cinco minutos del periodo el alumno tiene los exámenes correspondientes a comprensión oral, comprensión de lectura y redacción. 10 preguntas
Contenido	Conversaciones cortas que incluyen una variedad de tiempos verbales y expresiones comunes.
Operaciones	El alumno escucha las conversaciones. Al final de cada conversación hay una pregunta de comprensión o de inferencia. El alumno tiene doce segundos para leer las

	opciones de respuesta y marcar su respuesta en la hoja de respuestas.
Público	Inglés intermedio alto, 18-22 años de edad.
Formato	Audio cinta. Conversaciones cortas con una pregunta al final. Cuatro opciones de respuesta.

El instrumento.

Final exam
Listening Comprehension

The students will listen:

“Each item in this part consists of a brief dialogue involving two speakers. Following the dialogue, a third voice asks a questions about it. When you have heard each dialogue and question, read the four answer choices and select the one –A, B, C or D- that best answers the question based on what is directly stated or can be inferred.”

1. What can be said about Henry's bicycle?

- a. It's brand new.
- b. He just repaired it.
- c. Someone painted it
- d. It's just been sold.

2. What will the man probably do next?

- a. Give the woman cash.
- b. Go to his car.
- c. Purchase a book.
- d. Use his credit card.

3. What does the woman tell Mark?

- a. He should have listened to Professor's Bryant's suggestions.
- b. He doesn't have to read all the books.
- c. All of the books on the list are important.
- d. Some of the books are unavailable now.

4. What does the man mean?

- a. The software isn't convenient to use.
- b. He's not familiar with the software.
- c. Using the software is simple.
- d. He wishes he'd bought that software.

5. What does the man want to know?

- a. What time his brother called.
- b. Where to meet his brother.
- c. Why his brother called.
- d. When to meet his brother

6. What does the man say about Howard?

- a. He left on a long trip yesterday.
- b. His letter arrived unexpectedly.
- c. He seemed to be sad yesterday.
- d. The letter he sent was very funny.

7. What can be inferred about Professor Welch from this conversation?

- a. He'll probably give the man another grade.
- b. He doesn't teach chemistry anymore.
- c. He rarely changes his grades.
- d. He'll probably retire soon.

8. What is the woman really saying to Allen?

- a. His class has been canceled.
- b. He shouldn't drop the class.
- c. An earlier class would be better for him.
- d. He doesn't need to study political science.

9. What does the man say about Professor Porter?

- a. She mailed the grades to her students.
- b. She left the students' tests in her office.
- c. She can't get into her office.
- d. She put a list of grades on the door.

10. What do the speakers imply about William?

- a. He has a good excuse for being late.
- b. No one has heard from him for a week.
- c. He's still waiting to be contacted.
- d. He doesn't take responsibility for errors.

Transcripción del examen final de comprensión oral.

- 1 F1 I like your new bicycle, Henry
 M1 Thanks, but it isn't new. I had my old one repainted.
 M2 What can be said about Henry's bicycle?

- 2 F2 Will that be cash, check or charge?
 M1 I'm going to write a check, but I just realized I left my checkbook in my car. I'll be right back.
 M2 What will the man probably do next?

- 3 M1 I'll never be able to get through all these books on Professor Bryant's reading list.
 F2 But Mark, not all of them are required.
 M2 What does the woman tell Mark?

- 4 M1 What do you think of the new software?
 F1 It's really easy to use.
 M1 Isn't it though!
 M2 What does the man mean?

- 5 M1 Anyone call while I was gone?
 F1 Your brother did. He wants you to meet him for dinner.
 M1 Oh, really? Did he say what time?
 M2 What does the man want to know?

- 6 F2 Have you heard from Howard lately?
 M1 Funny you should ask. Yesterday, from out of the blue, I oft a leeter form him.
 M2 What does the man say about Howard?

- 7 M1 I think I deserved a higher grade in chemistry class. Does Professor Welch ever change the grades he gives?
 F1 Sure-about once a century!
 M2 What can be inferred about Professor Welch form this conversation?

- 8 M1 I'm going to drop my political science class. It meets too early in the morning for me.
 F2 Allen, is that *really* a good reason to drop the class?
 M2 What is the woman really saying to Allen?
- 9 M1 How did you do on Professor Porter's test?
 F1 I have no idea –she hasn't returned them yet.
 M1 No, but she's posted the grades on her office door.
 M2 What does the man say about Professor Porter?
- 10 F1 William comes up with some weak excuse or another for just about every mistake he makes, doesn't he?
 F2 Wait till you hear his latest!
 M2 What do the speaker imply about William? (Rogers, 2-3)

Planeación**Materia:** Inglés intermedio alto**Área:** Comprensión de lectura**Periodo:** cuarto, final

Tipo	Mensual; de progreso
Objetivo:	Comprobar la comprensión del alumno al leer textos académicos.
Habilidades	Comprender una lectura, inferir significado de conceptos y de palabras, discriminar.
Preparación para contestar el examen	Amplia preparación durante el semestre.
Limitaciones: Tiempo Forma de calificar Administración del examen Extensión	15 minutos. Objetiva El alumno recibe el examen en los primeros cinco minutos del periodo. Primero contesta la parte de comprensión oral y sigue con la parte de comprensión de textos. Texto de aproximadamente 20-25 líneas, 10 preguntas.
Contenido	Académico: principios de economía
Operaciones	El alumno lee el texto a una velocidad normal. Lee las preguntas y contesta las que puede después de haber leído el texto una vez. Si no sabe la respuesta puede recurrir al texto para buscar la mejor respuesta. En ese proceso, discrimina las respuestas que considera no

	son adecuadas.
Público	Alumnos de inglés intermedio alto, 18-22 años de edad.
Formato	Texto seguido de 10 preguntas de comprensión e inferencia en formato de opción múltiple

El instrumento.

FINAL READING EXAM

DO NOT WRITE OR MARK ANYTHING ON THIS TEXT.

Read the following text. Then, answer the questions about the text.

5	<p>What is meant by the term <i>economic resources</i>? In general, these are all the natural, synthetic, and human resources that go into the production of goods and services. This obviously covers a lot of ground: factories and farms; the tools and machines used in production; transportation and communication facilities; innumerable types of labor; land and mineral resources. Economic resources can be broken down into two general categories: property resources –land and capital– and human resources –labor and entrepreneurial skills.</p>
10	<p>What do economists mean by <i>land</i>? Much more than the non-economist. Land refers to all natural resources that are usable in the production process: arable land, forests, mineral and oil deposits, water resources, and so on. What about <i>capital</i>? Capital goods, or investment goods, are all the synthetic aids to producing, storing, transporting, and distributing goods and services. Capital goods, or tools, differ from consumer goods in that the latter satisfy wants directly, while the former do so indirectly by facilitating the production of consumer goods. It should be noted that <i>capital</i> as defined here does not refer to money. Money alone produces nothing.</p>
15	<p>The term <i>labor</i> refers to the physical and mental talents of human used to produce goods or services (with the exception of a certain set of human talents, entrepreneurial skills, which will be considered a separate category because of their special significance). Thus the services of a factory worker or an office their worker, a ballet dancer or an astronaut all fall under the heading of labor.</p>
20	<p>All economic resources have one fundamental characteristic in common: they are limited in supply. Certainly the economy of a nation may possess vast amounts of natural resources, capital goods, and labor. However, the supply of these resources is not infinite. A lack of semiskilled and skilled workers, for example, may present a major obstacle to the production process. The same can be said for a shortage of other factors of production. (Rogers, 571)</p>
25	

DO NOT WRITE ANYTHING ON THIS EXAM. USE YOUR ANSWER SHEET.

After reading the text above, answer the following questions. (One point each answer)

1. What is the author's main purpose in writing this passage?
 - a. To explain the concept labor.
 - b. To criticize certain uses of capital
 - c. To contrast capital goods and consumer goods.
 - d. To define economic resources
2. In paragraph 1, the author uses the expression **This obviously covers a lot of ground** to indicate that
 - a. the factories and farms discussed in the passage are very large.
 - b. Economic resources are discussed in great depth.
 - c. The topic of economic resources is a broad one
 - d. Land is an important concept in economics
3. When non-economists use the term *land*, its definition
 - a. is much more general than when economists use it.
 - b. Is much more restrictive than when economists use it.
 - c. Changes from place to place
 - d. Includes all typed of natural resources.
4. The word **arable** in line 9 is closest in meaning to
 - a. dry.
 - b. fertile
 - c. developed
 - d. open
5. Look at the phrase **the latter** in line 13. What does it refer to?
 - a. capital goods
 - b. investment goods
 - c. consumer goods
 - d. tools
6. Which of the following would be considered a capital good as defined in the passage?
 - a. a railroad
 - b. money
 - c. a deposit of coal
 - d. human skills
7. The author does NOT offer a definition for which of the following terms in the passage?
 - a. land
 - b. production
 - c. labor
 - d. capital

8. Which of the following is closest in meaning to **heading** (line 20)?
- a. category
 - b. significance
 - c. term
 - d. set
9. The skills of all the following could be considered examples of labor, as defined in the passage, EXCEPT
- a. artists and scientists
 - b. workers who produce services, not goods
 - c. office workers
 - d. entrepreneurs
10. Which word or phrase is most nearly OPPOSITE in meaning to the word **infinite** (line 24)?
- a. shortage
 - b. fundamental
 - c. vast
 - d. supply

Planeación**Materia: Inglés intermedio alto****Área: Redacción****Periodo: cuarto, final**

Tipo	Mensual; de progreso
Objetivo:	Comprobar las habilidades del alumno para analizar un tema y presentar por escrito su opinión.
Habilidades	Analizar y presentar por escrito su opinión fundamentada en una forma clara y coherente.
Preparación para contestar el examen	El alumno ha tenido suficiente práctica para expresar por escrito documentos originales.
Limitaciones:	
Tiempo	20 minutos
Forma de calificar	De acuerdo con las rúbricas
Administración del examen	El alumno escribe un ensayo personal después de haber tomado los exámenes de comprensión oral y comprensión de lectura.
Extensión	Tres párrafos
Contenido	Tema analizado y comentado en clase durante el semestre.
Operaciones	Se le sugiere al alumno haga un mapa conceptual para que posteriormente desarrolle su ensayo.
Público	Alumnos de inglés intermedio alto, 18-22 años de edad.
Formato	ensayo

El instrumento. Los alumnos reciben por correo electrónico las rúbricas. Deben leerlas, imprimirlas y traerlas el día del examen.

Please print out this page and bring it to class the day of the exam.

Writing Rubrics for Final Exam

	20 points	16 points	12 points	8 points
Clarity	Ideas are clearly intelligible.	Ideas are usually intelligible,	Ideas are often intelligible	Ideas are seldom intelligible
Coherence	Ideas follow an understandable flow.	Ideas usually follow an understandable flow	Ideas often follow an understandable flow	Ideas seldom follow an understandable flow.
Support of viewpoint	Strong arguments support viewpoint	Arguments are somewhat strong so as to support viewpoint	Arguments are somewhat weak to support viewpoint.	Arguments are weak to support viewpoint.
Sentence structure	Follows the standard sentence structure.	In general, follows the standard sentence structure, but sometimes changes the pattern.	Changes the pattern of sentence structure quite often.	Meaning is difficult to understand because does not follow standard sentence structure.
Use of tenses	Used adequately the scope of tenses.	Used adequately the scope of tenses, but need more variety.	Used more than basic tenses with some mistakes.	Used basic tenses: present, past and future

Comments:

Name: _____ Date: _____

**Final Exam
Listening, Reading and Writing
Answer Sheet**

Listening

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

Reading

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

Writing

Write a two paragraph essay. Choose one of the topics. Do you agree or disagree with the following statement:

Topic 1: It is better for university students to first get a general education, taking classes in many fields, than it is for them to take classes only in their own field of study.

Topic 2: Professional athletes such as football stars and entertainers such as singers and actors are paid too much money for the work that they do.

Use specific details and examples to support your answer. You will be graded according to rubrics.

Name: _____ Date: _____

Final Exam
Listening, Reading and Writing
Answer Sheet

Listening

1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Reading

1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Writing

Write a two paragraph essay. Choose one of the topics. Do you agree or disagree with the following statement:

Topic 1: It is better for university students to first get a general education, taking classes in many fields, than it is for them to take classes only in their own field of study.

Topic 2: Professional athletes such as football stars and entertainers such as singers and actors are paid too much money for the work that they do.

Use specific details and examples to support your answer. You will be graded according to rubrics.

Planeación**Materia: Inglés intermedio alto****Área: Producción Oral****Periodo: cuarto, final.**

Tipo	Mensual; de progreso
Objetivo:	Repasar todos los temas cubiertos durante el semestre de forma colaborativa con objeto de que estén preparados para el examen final
Habilidades	Expresar ideas con claridad. Explicar conceptos claramente.
Preparación para contestar el examen	Los alumnos han practicado trabajar en grupos colaborativos en los que todos son responsables del aprendizaje propio y el de los demás.
Limitaciones: Tiempo Forma de calificar Administración del examen Extensión	Tiempo de preparación: una semana. Tiempo de presentación 15 minutos. Con base en las rúbricas El alumno prepara un sketch en el que utiliza las estructuras gramaticales que se sortean al inicio del módulo. 15 minutos.
Contenido	El contenido del sketch deberá incluir 2 ó 3 temas gramaticales cubiertos durante el semestre por equipo.
Operaciones	Los alumnos forman equipos; participan en el sorteo de

	temas; se reúnen fuera del periodo de clases y hacen un sketch televisivo en el que utilicen en contexto las estructuras gramaticales.
Público	Alumnos de inglés intermedio alto, 18-22 años de edad.
Formato	Video VHS

El instrumento. Los alumnos reciben la siguiente información via correo electrónico o bien pueden hacer una fotocopia acudiendo a la reserva del centro de fotocopiado.

Final Oral Exam

Project: TV Program

Objectives:

To get prepared for the final exams

To present in context the different grammatical aspects learned throughout the course

Participants: minimum three students, maximum 5 students.

Time: The TV program should allow each student to talk for 4 minutes each.

Topic: The topic of the TV program should be a **grammar topic in context**. The topics will be raffled at the beginning of the fourth monthly period. Each team will get two-three topics.

1. Connectors and past time clauses
2. Two-word verbs and –ever words
3. indefinite pronouns and compound nouns
4. present tenses
5. past tenses
6. future tenses
7. adjective clauses
8. passive voice
9. conditionals
10. adverbs and adverbials
11. wish and hope; mixed conditionals

- ✓ The TV program should be interesting, dealing with grammar topics.
- ✓ All contexts should be different from the ones presented in the book.
- ✓ There should be interaction among participants.
- ✓ The TV program should be didactic and creative.

- ✓ It should be clear for the listener what speakers are saying. It is not expected to have a professional video recording, just one that makes it clear what speakers are addressing.
- ✓ It should be video-taped on a regular VHS.
- ✓ The video tape should be turned in on (date) , at the beginning of the class time period.
- ✓ It will count for 15 -20% of your grade for the fourth monthly period.
- ✓ You may decide on what kind of TV program you want: news, soap opera, Sesame Street, re-enactment of events, etc.

Delivery: Please deliver your video tape in an envelope on the day that you are assigned, Include in the envelope the grading form below.

Grading: You will be graded on the following aspects:

As a team:

Creativity:	15%
Introduction of grammar points	10%
Development of grammar points	10%
Context	15%
Conclusion	10%

Individually:

Pronunciation	10%
Correct grammar	10%
Enthusiasm	20%

Grading Rubrics

As a team:

Creativity stands for the unusual and clear way to present your topic.

Introduction of the grammar points stands for the way that you are arising interest in explaining the thoroughness of rules.

Development: This rubric stands for how thoroughly you approach the rules.

Context: This aspect grades how the context fits your explanations. It also includes the characters you create or impersonate, the setting, the props, the background music, etc.

Conclusion: This aspect deals with the fact that you give closure to the topic. Closure for both, the context and the grammar explanation.

Individually

Pronunciation: This aspect deals with how well you got prepared in finding out how to pronounce the words that were unknown to you and that, in general, your pronunciation does not mislead the listener.

Grammar: This aspect deals with the structure, in general, of all your sentences and the correct usage of tenses when you explain grammar.

Enthusiasm deals with the fact that you showed interest to arise interest in your audience, that you really cared for the time they spent listening to you.

Please, print out this form and include it in the envelope in which you are handing in your video tape.

Final Oral Evaluation

Topic: _____ **Date:** _____

Name of participants	1	2	3	4	5
Creativity					
Introduction					
Development					
Context					
Conclusion					
Pronunciation					
Grammar					
Enthusiasm					
Total points					

Scale: 100 points

Apéndice E. Elección de ponderaciones

Este apéndice tiene el formato que el alumno utiliza para hacer su elección de ponderaciones. Primero debe obtener el formato a través de correo electrónico enviado por el profesor u obtener una fotocopia de la reserva del centro de fotocopiado. Llena exclusivamente sus datos personales y su elección de ponderación. (*My choice*).

Entrega el formato al profesor. El alumno toma sus exámenes y cuando el profesor ha terminado de calificar, revisa los exámenes con los alumnos y regresa el formato al alumno para que termine de llenarlo. Debe vaciar sus calificaciones en la hilera de *My grades* (mis calificaciones) y hacer el cálculo en puntos multiplicando la ponderación por su calificación y dividirla entre 100. Al final deberá sumar horizontalmente todos los puntos de la hilera *My computed grade*. La suma de puntos será su calificación final.

El fomato de *Computing My First Monthly Grade* se utiliza en cuatro ocasiones modificando el nombre de First por Second, Third y Fourth. Por último, y de acuerdo con lo que establece el Departamento de Idiomas de la institución, para que el alumno calcule su calificación final para el curso, el alumno utiliza un formato en el que vacía las calificaciones de cada uno de los mensuales considerando que los tres primeros tienen un valor del 60% de su calificación global y el último tiene un valor del 40%.

Name: _____ List Number: _____
Date: _____

Computing My Final Grade

First monthly grade	Second Monthly grade	Third Monthly grade			Fourth monthly grade			Course Final grade
A +	B +	C =	D * .60=	F	G * .40=	H	F+H =	I

Apéndice F. Cálculo de calificaciones

En este apéndice se incluye un formato Excel con datos hipotéticos. Las primeras columnas contienen la información de las ponderaciones elegidas por los alumnos, en donde Gram es gramática, Voc es vocabulario, Lstg es *listening* (comprensión oral), Rdg es *reading* (comprensión de lectura), Wtg es *writing* (redacción), Spkg es *speaking* (producción oral), Hwk es *homework* (tareas), Part es *participation* (participación en clase) y T es Total (debe ser 100). En este ejemplo se ve que los alumnos tuvieron diferentes elecciones de ponderación. Después de la columna marcada con T, se repiten los mismos rubros, pero en esta ocasión se incluyen las calificaciones de los exámenes. En la columna de Total se incluye la fórmula $((B2*K2/100)+(C2*L2/100)+(D2*M2/100)+(E2*N2/100)+(F2*O2/100)+(G2*P2/100)+(H2*Q2/100)+(I2*R2/100))$. En esta fórmula todas las letras representan las columnas y los número representan las hileras. Hipotéticamente los alumnos obtuvieron los mismos resultados en los exámenes. De acuerdo con las ponderaciones, los alumnos A y C obtuvieron el mismo resultado final, el alumno B obtuvo una calificación una décima menor.

Name	Gram	Voc	Lstg	Rdg	Wtg	Spkg	Hwk	Part	T	Gram	Voc	Lstg	Rdg	wtg	Spkg	Hwk	part.	Tot
Alumno A	30	12	12	12	12	12	5	5	100	75	80	70	100	80	80	90	100	81
Alumno B	35	8	15	10	11	11	5	5	100	75	80	70	100	80	80	90	100	80
Alumno C	38	12	10	10	10	10	5	5	100	75	80	70	100	80	80	90	100	81

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formativa	14
integradora	14
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