

# Orientaciones para la Prueba de Inglés de III Ciclo (Noveno año-Zapandí)



## TABLA DE CONTENIDOS

1. GENERALIDADES SOBRE LA PRUEBA .....	3
2. PRESENTACIÓN .....	4
3. DESCRIPCIÓN DE LA PRUEBA .....	5
4. VOCABULARIO .....	12
5. ITEMS MODELOS .....	15

## **1. GENERALIDADES SOBRE LA PRUEBA**

### **¿Quiénes pueden realizar la prueba?**

Todas aquellas personas que tengan aprobado el octavo año en inglés.

### **¿Cuántas convocatorias hay al año?**

Existen dos convocatorias por año.

### **¿Con qué nota se aprueba la prueba?**

La nota mínima para aprobar la prueba es de 65.

### **¿Tiene algún precio la prueba? ¿Cuánto cuesta?**

El monto exacto se puede consultar en la página oficial de la Dirección de Gestión y Evaluación de la Calidad (DGEC), en el link <https://dgec.mep.go.cr>

### **¿Qué debo estudiar antes de realizar la prueba?**

La prueba se basa en los nuevos programas de estudio de inglés que iniciaron su implementación en el año 2016. En la página oficial de la DGEC se encuentra la tabla de especificaciones de la prueba. Dicha tabla incluye las estrategias de evaluación (assessment strategies) y la cantidad de ítems que tiene el examen. En el siguiente link pueden descargar la información referente a la tabla de especificaciones: <https://dgec.mep.go.cr/oferta-academica/iii-ciclo-la-egba>.

## 2. PRESENTACIÓN

La siguiente guía tiene como propósito ayudar al postulante en la preparación para la prueba de inglés de III Ciclo en noveno año (Zapandí), convocatorias 01 y 02 2020. Incluye una serie de especificaciones que explica la estructura de la prueba para el programa de Educación Abierta alineada con los nuevos programas de estudio de inglés que iniciaron su implementación en el año 2016.

Este material va dirigido tanto para los postulantes como para los docentes que trabajan en los diferentes programas de Educación Abierta y Educación para Adultos.

La guía incluye:

- La distribución de ítems por estrategia de evaluación y la gramática correspondiente a cada unidad con ejemplos.
- Una lista de vocabulario de referencia.
- Modelos de ítems para la prueba y su respectivo solucionario.

Todos los puntos antes mencionados están alineados al programa de inglés vigente de III Ciclo y Educación Diversificada. Es importante mencionar que la prueba se basa en la Tabla de Especificaciones que se encuentra en la página de la Dirección de Gestión y Evaluación de la Calidad, convocatorias 2020.

Este material es solamente de apoyo.

### 3. DESCRIPCIÓN DE LA PRUEBA

La prueba tiene una cantidad de 55 ítems. Estos ítems corresponden a la competencia lingüística de *Oral and Written Comprehension*, específicamente *Reading*.

Los ítems se encuentran distribuidos en el mismo orden que se presentan las unidades en el programa de estudios.

El siguiente cuadro presenta la cantidad de ítems por estrategia de evaluación (assessment strategy) y aspectos gramaticales a tomar en cuenta:

Unit 1		
Assessment Strategies	Grammar and sentence frames	Number of items
<p><b>The learner</b> .....</p> <p><b>R1.</b> extracts the important information in simple, clearly drafted print materials.</p>	<p><u>Present Perfect + ever:</u> Have you ever tried rafting?</p> <p><u>Present Perfect Continuous</u> <u>Subject + has/have been/</u> <u>base + ing:</u> She has been listening to the same song since last night.</p>	4
<p><b>R2.</b> extracts the main points and supporting details in simple, clearly drafted print materials.</p>	<p><u>Modal Auxiliaries:</u> Must, can't: deduction Might, may, will, probably. Should have, might have, must, have to.</p> <p><u>Adverbs of Frequency:</u> Always, hardly ever, never, often, rarely, seldom, sometimes, usually.</p> <p><u>Expressions of frequency:</u> Once in a while.</p>	

	<p>Twice in a month.  Every now and again.  <u>Comparative</u> _____ and  <u>Superlative</u>:Smarter/smartest  Prettier /the prettiest  Most famous</p>	
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<b>Unit 2</b>		
<b>Assessment Strategies</b>	<b>Grammar and sentence frames</b>	<b>Number of items</b>
<p><b>The learner</b> .....</p> <p><b>R3.</b> discriminates simple instructions with some visual support (e.g., safe use of social networks).</p>	<p><u>Future Tense Predictions / statements of facts:</u>  I will use new technologies to be more efficient in the future.  I won't depend on</p>	4
<p><b>R4.</b> distinguishes between factual and fictional text.</p>	<p>technology to survive.  <u>Arrangements:</u> is going to  I'm meeting  are visiting  <u>Scheduled events:</u> departs /  leave /  arrive  <u>Future Continuous: Form:</u>  Will be/going to + present participle  She will be arriving too late at the conference.  <u>Intensifiers:</u>  too, enough, extremely,</p>	4

	<p>especially, exceptionally, fantastically, fully, quite, terribly, totally, among others.</p> <p><u>Complex Question Tag</u>          isn't it? / aren't they? don't you? / can you? doesn't he? Will she? Won't you?</p>	
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<b>Unit 3</b>		
<b>Assessment Strategies</b>	<b>Grammar and sentence frames</b>	<b>Number of items</b>
<b>R5.</b> identifies the important information in simple, clearly drafted print materials such as T.V. guides, newspapers provided.	<p><u>Simple Present Tense:</u>            The special effects are fantastic/ terrible.            The best scene / the worst scene is when...            When I see a show about __, I wonder...</p> <p><u>Simple Past Form:</u>            I saw/watched __.</p>	<b>4</b>
<b>R6.</b> extracts subject specific words when encountered in text.	<p>In the movie there was a ...            You did not watch that movie.            I thought the film was great/OK/ fantastic...</p>	<b>4</b>
<b>R7.</b> discriminates the main idea and supporting details in straightforward letters and physical or	<p>The actors/ costumes /was / were</p> <p><u>Simple Past Tenses:</u>            How was the movie?            Did you see the show last night?</p>	<b>4</b>

<p>electronic messages.</p>	<p>The documentaries were interesting.</p> <p><u>Regular Verbs:</u> Accept, announce, balance, change, list, among others.</p> <p><u>Irregular Verbs:</u> become, get, learn, make, sell, sit, win, among others.</p> <p><u>Present Perfect: Form:</u> <u>have/has + past participle (+, -, ?):</u> Have you seen the film before? I have seen the film before.</p>	
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<b>Unit 4</b>		
<b>Assessment Strategies</b>	<b>Grammar and sentence frames</b>	<b>Number of items</b>
<p><b>R8.</b> identifies relevant information to draw conclusions.</p>	<p><u>Past Perfect Form: Subj + had + past participle.</u> <u>Example:</u> I had been a couch potato for a long time until I was diagnosed with diabetes.</p>	<p><b>4</b></p>
<p><b>R9.</b> discriminates information in factual texts and simple reports on familiar topics.</p>	<p><u>Third Conditional Form: if + past perfect, ...would + have + past participle.</u> If we had taken a taxi, we wouldn't have missed the plane. She wouldn't have been tired if she had gone to</p>	<p><b>4</b></p>

	<p>bed earlier.</p> <p><u>Past Participle Verbs:</u></p> <p>Loved, admitted, hurried, traveled, spoken, bitten, drunk, eaten, flown.</p> <p><u>Past Continuous Subj. +</u> <u>auxiliary be + main verb:</u></p> <p>I was watching She, he, it was doing .... They were joking ... Have you been working there?</p>	
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<b>Unit 5</b>		
<b>Assessment Strategies</b>	<b>Grammar and sentence frames</b>	<b>Number of items</b>
<b>R10.</b> distinguishes main ideas and some key details in texts of various lengths.	<p>Wh-Questions:</p> <p>When will he have the surgery? When did he lose his tooth? - How far is your clinic?</p> <p>What seems to be the problem?</p>	<b>5</b>
<b>R11.</b> interprets academic explanations.	<p><u>Simple present tense:</u></p> <p>I need to make an appointment. I need to renew my prescription. My child needs to come in for a check-up.</p> <p><u>Future Tense: Use of "will</u></p>	<b>4</b>

	<p><u>and going to":</u></p> <p>I will buy a ticket for next week. I'm going to look for help at this place.</p> <p>I'm going to find another flight.</p> <p><u>Phrasal Verbs:</u></p> <p>Ask around, back up, break down, call around, call back, calm down, catch up, check in, check out, come forward, do over, find out, get around, get away, take off.</p> <p><u>Future Continuous:</u></p> <p>I am going to begin by asking you to fill out this form.</p> <p>You won't find a dentist on the weekend.</p> <p>She is going to call 911.</p> <p><u>Present                      Perfect</u></p> <p><u>Continuous:</u></p> <p>I've been waiting for over 30 minutes and my meal still hasn't come.</p> <p>I have been on the phone for over 40 minutes waiting for your answer.</p>	
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<b>Unit 6</b>		
<b>Assessment Strategies</b>	<b>Grammar and sentence frames</b>	<b>Number of items</b>
<b>R12.</b> recognizes relevant information to draw conclusions.	<u>Reported Speech: present:</u> She said she liked ice cream. He said he was living in CR. She said she hadn't seen you.	<b>5</b>
<b>R13.</b> discriminates information in factual text and simple reports on familiar topics.	<u>Simple Passive: Object + verb to be + past participle verb:</u> This writer's articles are read by many people. <u>Second Conditional: Form: if + past simple, ...would + infinitive:</u> If I won the lottery, I would buy a big house. She would pass the exam if she ever studied.	<b>5</b>

#### 4. VOCABULARY

<b>UNIT 1 - SCENARIO 1: Time to Have Fun!</b>	
<p><b>Let's workout</b> Pilates, yoga, spinning, athletics, do, go, play, tournaments, climbing, camping, skating, walking, hike, ride, fishing, swimming championships</p> <p><b>Once upon a time, I enjoyed</b></p> <p><b>Past activities</b> was, were, began, broke, bought, caught, did, drank, drove, ate, fell, fought, got, went, had, left, lost, met, paid, been, become, begun, broken, brought, built, bought, caught, come, done, drunk, driven, eaten, felt, found, forgiven, frozen, gotten, given, gone, had, heard, hidden, hit, kept</p>	<p><b>Try it!</b> Collecting stamps/rocks/ coins, doing magic tricks, taking pictures, chess, exploring, playing instruments, darts, sailing, sunbathing, travelling, gardening, martial art</p> <p><b>The most fun I've ever had!</b> I had the best night ever last weekend! (the best time / party you have ever had) I have been enjoying my time at the party. Have you ever been to Italy?</p>

<b>UNIT 2 - SCENARIO 2: Online and Connected</b>	
<p><b>Yesterday, Today and Future Media</b> Educaplay, Google Maps, Evernote, Edmodo Kindle, IBooks, Goodreads, Skype, You Tube, Wordpress</p> <p><b>Virtual communities and Networks</b> Facebook, Twitter, LinkedIn, Instagram</p> <p><b>New Media and Public Safety</b> tabloid, yellow journalism, print media, media bias sponsor, mainstream, smartphome, tablets, IPad, Newspaper, radio, advertisement, platforms, blog, website, entries, blogosphere, broadcasting</p>	<p><b>The Magical World of Apps</b> Use, monthly visitors, compete rank, last updated, number of downloads, opinions, WhatsApp, Waze, Line, Trip Advisor, Photo Editors, Dropbox, Bitmoji, -Snapchat, Crackle.</p>

**UNIT 3 - SCENARIO 3: Lights, Camera and Action**

<p><b>What's on TV?</b> Comedy/sitcoms, soap operas, westerns, weather forecast, news, talk show, game show, sport programs, cartoons</p> <p><b>The Best Show Ever...</b> Prime time, showcase, episode, trailer, full-length film, short-length film, host</p>	<p><b>The World Through the Lens of the Documentary</b> Film crew, premiere, real world screenwriter, screenplay, role, supporting actor/cast/ filmmaker, real people, feature films, series, film documentaries, box office, hit, documentaries, voice-overs, narrator, title screens, host, outstanding roles models.</p> <p><b>Daily News</b> Newsreader, journal, press, headlines, to cover a story, to verify, eyewitness reports, breaking news, rolling news.</p>
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**UNIT 4 - SCENARIO 4: In the Public Eye!**

<p><b>Success and Fame</b> Difference between success and fame, Success in little things, (personal success stories), Proudest, most difficult to achieve, most useful today.</p> <p><b>National Role Models Then and Now.</b> Positive role models in sports, music, art, health, and other fields then- and-now, athletic, balance, behavior, discipline, exercise, healthy habits, daily routine, contributions.</p>	<p><b>Contributions of Nationally and Internationally Outstanding Figures</b> Positive effect, set a good example, live, act, humanitarian efforts, fighting social injustices, raising money, sick or injured people, supporting, relief, efforts contributing financially to hospitals, hosting free events, support philanthropic efforts.</p> <p>Breaking News: Read All About It - Those we admire, resent, - those who inspire us, are good role models - those whose behavior is sometimes brought into question, - appearance, treatment, plastic surgery, image, nutrition, popularity, - pictures, videos, movies, celebrity breakups, blogs, newspaper, magazine, latest couples, gossip.</p>
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**UNIT 5 - SCENARIO 5: Unexpected situations**

<p><b>Home Emergencies: Body parts</b> Head, face, eyes, ear, nose, cheek, mouth, lip, tongue, chin, chest, shoulder, back, elbow, hand, arm</p> <p><b>Common illnesses and symptom</b> Headache, earache, stomachache, sore throat, cold, virus, cough, infection, rash sunburn, runny nose, dizzy, nauseous, vomit, bruise, swollen, itchy.</p> <p><b>Medicines</b> Prescription, injection, stitches, aspirin lotion, capsule, pill, ointment antacid, cold tablets, cough syrup.</p>	<p><b>Emergency Traveling Situations</b> Stay calm, buying ticket, eticket, schedules, box office, announcements, complaint, luggage claim check in, check out, deliver, delay, departure, destination, fare, hitchhike, counter, passenger, operator, on foot, waiting room, flat tire, broken bike, lost luggage, delayed flight, flights cancelled</p> <p><b>Unanticipated Appointments</b> Barber shop/ dentist/vet/ beauty parlor /clinic do, doctor, say, dosage, every four hours</p> <p><b>Making a Complaint at a Restaurant Complaints</b> Menu, ordering food, making, tip, Café, Snack Bar, Fast Food Restaurant, Pub Starters/Appetizers / Soups, Main Courses, Meat/ Fish/Vegetarian) Desserts, Beverages</p>
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**UNIT 6 - SCENARIO 6: Open a Book, Open your Mind**

<p><b>Keep it simple: Haikus/ Limerick.</b> Haikus Poem, three lines, popular activity, (9th to 12th centuries from Japan) ", Haikus masters Basho, Issa, Buson, poets, countryside, nature. Cinquain, five-line poem, describes a person, place or thing.</p> <p><b>Show me: Comic Strips.</b> Computers, writing material, web pages, layout, artist, cartoonist, writer, speech balloon, caricature, image, attribute, characteristic, impact, ambition</p>	<p><b>Biographies of National and international writers.</b> nature, house, poets, school, buildings, society, books, lecture theatres, readings, poems, writing, novel, plot, material, writer, impact, educational institutions, ambition, achievement, diary, influence, life story perspective, theme, setting, protagonist.</p> <p><b>The Moral of the Costa Rican legend is...</b> Legends, culture past, stories moral, The "Cadejos", La "Segua", The Oxless Carts, The Souls, The Stone of Aserri and The Witch Zarate, Iztau legend, Witch of Escazu, etc.</p>
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## 5. ITEMS MODELOS

### Instructions:

#### Items 1- 4

1. Read the following WhatsApp conversation.
2. Answer the questions with the corresponding information.
3. Mark the correct letter A, B, C or D on your answer sheet.

**Situation:** Randal and Daniel are texting each other about extreme sports.



**Randal:** Hi Daniel! I heard you went to the beach last weekend.

**Daniel:** Yes, it's been the best trip ever to the beach.

**Randal:** How come! Tell me why?

**Daniel:** I did snorkeling with my cousin. I told my brother, but he didn't want. He was afraid. Have you ever done any extreme sport?

**Randal:** Yes, I have. I've done canopy once, whitewater rafting twice, and kayaking once, too.

**Daniel:** That sounds great. Where have you done those sports?

**Randal:** Well, I did canopy in Monteverde, and whitewater rafting and kayaking in San Carlos. Where did you do snorkeling?

**Daniel:** It was in Tortuga Island, in Puntarenas. Have you ever done snorkeling?

**Randal:** No, I have never, but I want to.

**Daniel:** Which has been the scariest sport for you?

**Randal:** Well, I guess it was canopy. You know because of the height. Were you afraid of doing snorkeling?

**Daniel:** Not really, but it's been one of the most exciting experiences in my life.

**Randal:** We should do something next month. Lucas invited me to go to Limón.

**Daniel:** That sounds awesome. Let's talk to him.

- 1) Where did Daniel go last weekend?
- A) Limón
  - B) The beach
  - C) San Carlos
  - D) His brother's house
- 2) Who did Daniel do snorkelling with?
- A) Lucas
  - B) Randal
  - C) A relative
  - D) His friend
- 3) Where did Randal do white water rafting? In \_\_\_\_\_.
- A) Limón
  - B) San Carlos
  - C) Monteverde
  - D) Tortuga Island
- 4) How many times has Randal done snorkelling before?
- A) Once
  - B) None
  - C) Twice
  - D) Three times

**Instructions:**  
**Items 5- 8**

1. Read the passage.
2. Complete each sentence with the corresponding information.
3. Mark the correct letter A, B, C or D on your answer sheet.

***HOW LONG WILL PEOPLE BE USING PHOTOSHOPPING?***

Today, it is normal for magazines to show pictures of models and celebrities that have been photoshopped. It means that the original photo has been changed on the computer by using the Photoshop software to make them look better. They look so perfect and beautiful that what we see can't be real, but publishers and advertisers still use it and will be using it for a long time.

On the other hand, health organizations have warned that digitally altered photos may be dangerous. They say photoshopped photos aren't realistic, and may have a negative effect on people. Psychologists state that some people try so hard to look like the pictures in magazines that they get ill. This doesn't only happen to young girls, but it can happen to people all of ages. So, what can be done to keep everyone happy? Two researchers at Dartmouth University in New Hampshire, US, think they have found the answer.

Professor Hany Farid and doctor Eric Klee have developed a computer program that can detect how much photoshopping has been used on an image. Their software gives a rating from 1 to 5 to the image, 1 for a few changes, and 5 for a lot of changes. Farid and Klee's idea is that publishers include the rating next to the image. That's way, consumers will be able to see how realistic the image is.



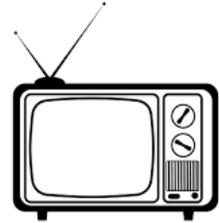
Adapted from English File: Intermediate workbook

- 5) What does it mean that a photograph has been photoshopped?
- A) The photo is original.
  - B) The photograph is real.
  - C) The photograph is totally fake.
  - D) The photograph has been partially modified.
- 6) Who are the ones who usually use photoshopping in their pictures?
- A) Young girls
  - B) Researchers
  - C) Media workers
  - D) Health organizations
- 7) What does Farid and Klee's software consist of? It \_\_\_\_\_.
- A) identifies real photographs
  - B) shows how altered a photograph is
  - C) helps consumers change their photos
  - D) shows how perfect a person looks in a photo
- 8) Which photos get a rating of 1? The ones that have \_\_\_\_\_.
- A) been fully altered
  - B) been changed a little
  - C) not been changed at all
  - D) not been photoshopped

**Instructions:**  
**Items 9- 12**

1. Read the TV guide.
2. Complete each sentence with the corresponding information.
3. Mark the correct letter A, B, C or D on your answer sheet.

**TV GUIDE WEEKEND**  
**SATURDAY AFTERNOON AND EVENING**  
**CHANNEL 2: THE BEST**



<b>Time</b>	<b>Saturday</b>	<b>Type</b>	<b>Ages</b>
<b>1:00</b>	Local News	News	Over 14
<b>2:00</b>	Local News		
<b>3:00</b>	The Little Prince: movie	Cartoon	All family
<b>4:00</b>	The Little Prince: movie		
<b>5:00</b>	Africa Alive	Documentary	Over 14
<b>6:00</b>	Eagles vrs Tigers	Baseball match	Over 14
<b>7:00</b>	Eagles vrs Tigers		
<b>8:00</b>	Fast and Furious	Action	Over 18
<b>9:00</b>	Fast and Furious		
<b>10:00</b>	Lisa's Show	Talk show	Over 18
<b>11:00</b>	The doctor answers	Talk show	Over 18

**9)** Which show is appropriate for kids?

- A) Africa Alive
- B) The Local News
- C) The Little Prince
- D) Fast and Furious

**10)** What time is the sports program?

- A) At 6:00 p.m.
- B) At 8:00 p.m.
- C) At 5:00 p.m.
- D) At 10:00 p.m.

**11)** What kind of program is Africa Alive?

- A) Movie
- B) Cartoon
- C) Talk show
- D) Documentary

**12)** Which is the latest show?

- A) Local News
- B) Lisa's Show
- C) Fast and Furious
- D) The doctor answers

**Instructions:**  
**Items 13- 16**

1. Read the following WhatsApp conversation.
2. Choose the appropriate option to complete each sentence.
3. Mark the correct letter A, B, C or D on your answer sheet.

**Alejandra:** Hi Danny! What are you doing?

**Daniela:** I'm watching a documentary about Michelle Obama on Netflix.

**Alejandra:** That sounds interesting. Write me about it.

**Daniela:** I thought she was from New York, but no she was born in Chicago.

**Alejandra:** I was lost. I thought she had been born in California. What did her parents do?

**Daniela:** Her father was a pump operator and her mother was a housewife.

**Alejandra:** What did she study?

**Daniela:** She graduated from high school in 1981, and then she went to study sociology at Princeton University. She graduated with a Bachelor of Arts in 1985.

**Alejandra:** That's really interesting.

**Daniela:** That's not all. Then she went to the Harvard Law School from where she earned her Juris Doctor. After this, she started working as a lawyer.

**Alejandra:** So, she was a sociologist and a lawyer.



13) Michelle is originally from \_\_\_\_\_.

- A) Chicago
- B) California
- C) Princeton
- D) New York

14) Michelle's mother was a \_\_\_\_\_.

- A) doctor
- B) plumber
- C) sociologist
- D) stay-at-home mother

15) Michelle studied sociology at \_\_\_\_\_.

- A) Harvard School
- B) Princeton University
- C) the University of Chicago
- D) the University of California

16) After earning her Juris Doctor, Michelle \_\_\_\_\_.

- A) studied sociology
- B) worked as a lawyer
- C) worked as a sociologist
- D) went back to Princeton University

**Instructions:**  
**Items 17- 20**

1. Read the e-mail.
2. Choose the most appropriate option to complete each sentence.
3. Mark the correct letter A, B, C or D on your answer sheet.

<b>From:</b> ingridsalas@gmail.com
<b>To:</b> drappointments@hotmail.com
<b>Subject:</b> Re-schedule
<p>Hello Miss Morales,</p> <p>I hope you and doctor Zamora are Ok.</p> <p>I'm really sorry, but I won't be able to attend my apointment next Tuesday. I had scheduled an appointment with Dr. Zamora, and I can't make it on that day. It was at 10:00 a.m., but the thing is that I have a really important meeting with some clients from Canada at 11: 00 a.m. If I go to the doctor's, I won't be able to be on time for the meeting.</p> <p>I can go any day of the week, from Monday to Friday. It could be even better if I can go on Saturday. I don't know if doctor Zamora works on Saturday. But please, re-schedule the appointment at 2:00 pm. Because I have a lot of work in the morning. I guess this was my problem, to have scheduled an appointment in the morning. Well, I hope you can understand my situation. Thank you so much.</p> <p>Regards</p> <p>Ingrid</p>

17) The purpose of the e-mail is to \_\_\_\_\_.

- A) arrange a meeting
- B) contact doctor Zamora
- C) re-schedule an appointment
- D) ask for some medical advice

**18)** Ingrid can't attend the appointment because she \_\_\_\_\_.

- A) doesn't feel well
- B) has some duties at work
- C) needs to travel to Canada
- D) has some clients from Canada

**19)** Ingrid wants the new appointment \_\_\_\_\_.

- A) at 1:00 a.m.
- B) at 11:00 a.m.
- C) in the morning
- D) in the afternoon

**20)** Ingrid's first appointment was on \_\_\_\_\_.

- A) Friday
- B) Monday
- C) Tuesday
- D) Saturday

**Instructions:**  
**Items 21- 24**

1. Read the following WhatsApp conversation.
2. Choose the appropriate option to complete the conversation. There are two extra questions.
3. Mark the correct letter A, B, C or D on your answer sheet.

1. Did you like the legend?
2. What is it about?
3. What happened with the two sons?
4. What happened to her husband?
5. Why didn't he love his wife?
6. Did the husband forgive her?

**Rebeca:** Hi Lau! How was your English class today?

**Laura:** It was great. We read the legend *La Llorona*.

**Rebeca:** I've never read about it. **(21)** \_\_\_\_\_

**Laura:** The legend says that a woman was unloved by her husband and her husband loved their two sons instead of her.

**Rebeca:** **(22)** \_\_\_\_\_

**Laura:** The man was in loved with another woman.

**Rebeca:** **(23)** \_\_\_\_\_

**Laura:** She drowned them in a river, and then she drowned herself. When she died, she was refused to entry to heaven until she found the souls of her two sons.

**Rebeca:** Interesting! How does the legend represent *La Llorona*?

**Laura:** As a person or ghost. The legend says that *La Llorona* went to hell and came back alive to the same river she and her sons died in.

**Rebeca:** **(24)** \_\_\_\_\_

**Laura:** Nobody knows what happened to him. It's still a mystery. People say that she hunts for her ex-husband as well as her children.

**Rebeca:** Oh my God!

21) \_\_\_\_\_

- A) 1
- B) 2
- C) 4
- D) 5

22) \_\_\_\_\_

- A) 1
- B) 3
- C) 4
- D) 5

23) \_\_\_\_\_

- A) 1
- B) 4
- C) 3
- D) 6

24) \_\_\_\_\_

- A) 2
- B) 3
- C) 4
- D) 6

## ANSWER KEY

<b>1</b>	<b>B</b>	<b>6</b>	<b>C</b>	<b>11</b>	<b>D</b>	<b>16</b>	<b>B</b>	<b>21</b>	<b>B</b>
<b>2</b>	<b>C</b>	<b>7</b>	<b>B</b>	<b>12</b>	<b>D</b>	<b>17</b>	<b>C</b>	<b>22</b>	<b>D</b>
<b>3</b>	<b>B</b>	<b>8</b>	<b>B</b>	<b>13</b>	<b>A</b>	<b>18</b>	<b>D</b>	<b>23</b>	<b>C</b>
<b>4</b>	<b>A</b>	<b>9</b>	<b>C</b>	<b>14</b>	<b>D</b>	<b>19</b>	<b>D</b>	<b>24</b>	<b>C</b>
<b>5</b>	<b>D</b>	<b>10</b>	<b>A</b>	<b>15</b>	<b>B</b>	<b>20</b>	<b>C</b>		