



**ESCUELA PREPARATORIA OFICIAL NO. 217**  
**"José de Jesús Nieto Montero"**  
**CCT 15EBH0403H**

**PRIMER PROCESO DE REGULARIZACIÓN**  
**CICLO ESCOLAR 2022-2023**

**ASESORÍAS COMPLEMENTARIAS**

**CAMPO DISCIPLINAR**  
**COMUNICACIÓN**

**Asignatura: Inglés VI**  
**Profesora: Georgina Balbuena Moreno**  
**Sexto semestre**

**Periodo de regularización: 5-12 de Julio**

**Fecha límite de entrega: 11 de Julio**

**Entrega de resultado: 12 de Julio**

“2023. Año del Septuagésimo Aniversario del Reconocimiento del Derecho al Voto de las Mujeres en México”

ESCUELA PREPARATORIA OFICIAL NO. 217  
CCT 15EBH0403H  
SEXTO SEMESTRE. GRUPOS: I, II, III. CICLO ESCOLAR 2022-2023  
ASIGNATURA: INGLÉS VI

NOMBRE DEL ESTUDIANTE: \_\_\_\_\_ N.L. \_\_\_\_\_ GRUPO: \_\_\_\_\_  
NOMBRE DEL DOCENTE: GEORGINA BALBUENA MORENO

La Escuela Preparatoria Oficial No. 217 establece los siguientes criterios y procesos de regularización, en base al artículo 41, índices I, II y III de la Gaceta No. 113 Tomo CCIII de fecha 21 de Junio de 2017, de la Subdirección de Bachillerato General, con la finalidad de ofrecer a sus estudiantes la oportunidad de mostrar su actitud y disposición para continuar estudiando, y a su vez demostrar que posee el mínimo de conocimientos académicos que le permitan continuar dentro de esta escuela preparatoria, por el proceso de **ACREDITACIÓN POR REGULARIZACIÓN**.

**Primer periodo de regularización:** Presentación de proyecto y asistencia a asesoría de carácter obligatorio.

Lineamientos:

- El alumno deberá asistir a las asesorías en horario habitual asignado de la UAC.
- Cumplir con el 100% de asistencia a sesiones de asesoría presenciales.
- Realizar en tiempo y forma las actividades que el docente especifique como parte del desarrollo del proyecto y de acuerdo a las especificaciones del mismo.
- Al finalizar las asesorías el alumno deberá presentar el proyecto concluido con las actividades revisadas durante el periodo de asesoría.
- Mostrará copia de recepción de Boucher avalada por control escolar e identificándose con su credencial escolar. -El alumno está obligado a realizar el pase de lista en las asesorías, así como verificar y confirmar la calificación asignada.

**Nota:**

-En todos los procesos de regularización el alumno deberá realizar previamente su pago y registro, según el calendario que establece la secretaría escolar de la EPO 217.

Yo alumno(a) \_\_\_\_\_ del tercer grado grupo \_\_\_\_\_ del turno matutino **obtuve las siguientes calificaciones en los tres parciales: 1er parcial \_\_\_\_\_, 2do parcial \_\_\_\_\_ y 3er parcial \_\_\_\_\_, obteniendo un promedio no aprobatorio de \_\_\_\_\_.** Derivado de lo anterior conozco y comprendo las características del proceso de regularización las cuales se me proporcionaron en tiempo y forma por el titular de la asignatura. Estoy plenamente consciente de que en caso de no acreditar la UAC en estas tres oportunidades pierdo de manera definitiva mi calidad de alumno de esta institución, causando una baja definitiva. Yo tutor \_\_\_\_\_ del alumno(a) \_\_\_\_\_ estoy enterado(a) y conforme a las disposiciones establecidas estoy consciente que si mi hijo(a) no acredita la UAC en estos tres periodos, pierde definitivamente la calidad de alumno de esta institución, causando baja definitiva.

|                      |  |
|----------------------|--|
|                      |  |
| NOMBRE DEL ALUMNO(A) | NOMBRE Y FIRMA DEL TUTOR (Anexar copia de identificación en este mismo apartado) |

“2023. Año del Septuagésimo Aniversario del Reconocimiento del Derecho al Voto de las Mujeres en México”

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**Objetivo general:** Que el estudiante en situación de irregularidad académica logre el alcance de los aprendizajes esenciales abordados durante el curso mediante el acompañamiento docente a través de asesorías presenciales y la resolución de actividades.

**Competencia genérica 4:**

Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiados.

**Competencia Disciplinar básica 11:**

Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa.

**INDICACIONES GENERALES:**

· Es posible imprimir el presente plan de trabajo para darle respuesta a mano o bien transcribir las actividades en hojas blancas, con márgenes y sin omitir ninguno de los aspectos contemplados en las actividades, lo que incluye imágenes, cuadros informativos, listas de verbos, numeración, cronograma, etc. (La impresión puede ser en blanco y negro o bien a color, la opción deseada dependerá del alumno y los recursos a su alcance).

· No se aceptará como evidencia de trabajo la edición y/o impresión del documento en digital. · **Deberá ser resuelto en su totalidad en Inglés.**

· Vigilar la calidad de las evidencias entregada: letra molde legible, limpieza y organización. · **Las tareas integradoras de cada bloque** deberán elaborarse a mano empleando los recursos al alcance del alumno tales como hojas de colores, cartulina, hojas blancas, recortes de revista o monografías, marcadores, colores, resistol, tijeras, regla, etc. Deberán contener nombre del alumno, grado y grupo, número de bloque, tema de la actividad integradora.

· La **asistencia a las asesorías en la primera fase del periodo de regularización** calendarizadas en el horario de clase habitual en la modalidad virtual son de **carácter obligatorio**, en cada sesión se llevará el registro puntual de asistencia, de igual manera el docente colocará la firma de asistencia en el cronograma del alumno. En caso de inasistencia el alumno deberá entregar a través del departamento de orientación su respectivo justificante. La tolerancia en cada asesoría será de 10 minutos como máximo.

· En cada una de las actividades realizadas colocar tu nombre completo al pie de página. En caso de detectarse plagio de actividades, tu proceso de regularización será anulado en automático y pasarás a la siguiente fase del proceso de regularización.

· La organización del trabajo para su entrega deberá ser en apego a los siguientes aspectos:

1. Caratula, donde se plasmen todos los datos generales del alumno en español.
2. Índice, de acuerdo al orden establecido en la secuencia de las actividades.
3. Evaluación diagnóstica resuelta.
4. La incorporación de las actividades deberá ser en apego al índice mismo que deberá considerar la secuencia de actividades plasmada en este plan de trabajo.
5. Es posible hacer entrega del plan de trabajo resuelto empleando un folder con las hojas engrapadas en su interior o bien engargolado.

| LISTA DE COTEJO DE PROYECTO DE<br>REGULARIZACIÓN  | Evaluación de las actividades |             |                  |                  |               |
|---|-------------------------------|-------------|------------------|------------------|---------------|
|   | NO PRESENTA                   | SI PRESENTA | PONDERACIÓN      |                  | OBSERVACIONES |
|   |                               |             | PUNTAJE ASIGNADO | PUNTAJE OBTENIDO |               |
| PRODUCTO  |                               |             |                  |                  |               |
| 1. Presentación y caratula: La actividad cuenta con márgenes, denota pulcritud y organización, incluyó su nombre en cada una de las evidencias presentadas, la calidad de las evidencias permiten visualizar las actividades de manera clara, la caratula incluye todos los datos de identificación del alumno. |                               |             | 5 puntos         |                  |               |
| 2. ACTIVIDAD 1: Examen diagnóstico: Types of nouns  |                               |             | 5 puntos         |                  |               |
| 3. ACTIVIDAD 2: Irregular nouns   |                               |             | 5 puntos         |                  |               |
| 4. ACTIVIDAD 3: relative pronouns   |                               |             | 5 puntos         |                  |               |
| 5. ACTIVIDAD 4: Personal pronouns (subject pronouns)  |                               |             | 5 puntos         |                  |               |
| 6. ACTIVIDAD 5: subject pronouns in context   |                               |             | 5 puntos         |                  |               |
| 7. ACTIVIDAD 6: Possessive adjectives   |                               |             | 5 puntos         |                  |               |
| 8. ACTIVIDAD 7: Object pronouns   |                               |             | 5 puntos         |                  |               |
| 9. ACTIVIDAD 8: Subject or object   |                               |             | 5 puntos         |                  |               |
| 10. ACTIVIDAD 9: Subject, possessive or object  |                               |             | 5 puntos         |                  |               |
| 11. ACTIVIDAD 10: Pronouns in context   |                               |             | 5 puntos         |                  |               |
| 12. ACTIVIDAD 11: Adverbs of manner   |                               |             | 5 puntos         |                  |               |
| 13. ACTIVIDAD 12: Reading strategies  |                               |             | 5 puntos         |                  |               |
| 14. ACTIVIDAD 13: Reading strategy: previewing  |                               |             | 5 puntos         |                  |               |
| 15. ACTIVIDAD 14: Reading strategy: predicting  |                               |             | 5 puntos         |                  |               |
| 16. ACTIVIDAD 15: Reading strategy: scanning  |                               |             | 5 puntos         |                  |               |
| 17. PRODUCTO FINAL: Consultar rúbrica de evaluación.  |                               |             | 20 puntos        |                  |               |
| TOTAL DE PUNTOS OBTENIDOS: _____ 100  |                               |             |                  |                  |               |
| CALIFICACIÓN  |                               |             |                  |                  |               |

### CRONOGRAMA DE ASESORÍAS

| FECHA        | 05 JULIO   | 07 DE JULIO | 10 DE JULIO | 11 DE JULIO                   | 12 JULIO              |
|--------------|------------|-------------|-------------|-------------------------------|-----------------------|
| <i>GRUPO</i> |            |             |             |                               |                       |
| 3° I         |            | 7:50-8:40   | 8:40-9:30   | 7:50-8:40                     |                       |
| 3° II        | 8:40-9:30  |             | 7:00-7:50   | 8:40-9:30                     | 8:40-9:30             |
| 3° III       | 9:30-10:20 | 8:40-9:30   | 7:50-8:40   |                               | 9:30-10:20            |
|              |            |             |             | ENTREGA DE PROYECTO CONCLUIDO | ENTREGA DE RESULTADOS |

| Ponderación de las actividades |         |          |          |           |           |
|--------------------------------|---------|----------|----------|-----------|-----------|
| NO PRESENTA                    | MÍNIMA  | REGULAR  | BUENA    | MUY BUENA | EXCELENTE |
| 0 puntos                       | 1 punto | 2 puntos | 3 puntos | 4 puntos  | 5 puntos  |

## ACTIVITY 1 DIAGNOSTIC TEST: TYPES OF NOUNS

### a. Answer the following short test.

1. What is a noun?
  - a. action word
  - b. describing word
  - c. person, place, or thing
2. Circle the nouns in the sentence below:  
The dog ran through the mud with his bone.
3. The word "library" is a:
  - a. person
  - b. place
  - c. thing
4. Write 3 nouns that name a place:  
1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_
5. Write 3 nouns that name a person:  
1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_
6. Write 3 nouns that name a thing:  
1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_
7. Circle the nouns in the sentence below:  
Sam and Molly went to the bank to get money.

### b. For each underlined noun write A if there is Abstract or C if there is concrete.

1. \_\_\_\_ Democracy is the best kind of government.
2. \_\_\_\_ The baby beluga whale was just born.
3. \_\_\_\_ Curiosity killed the cat.
4. \_\_\_\_ Patience is a virtue.
5. \_\_\_\_ The school needed new desks.
6. \_\_\_\_ There is nothing to fear but fear itself.
7. \_\_\_\_ The Chinese culture is ancient.
8. \_\_\_\_ Yesterday, I saw a good movie.
9. \_\_\_\_ Trust is a two-way street.
10. \_\_\_\_ Eat your vegetables to stay healthy.

### c. Read the following sentences and underline ABSTRACT NOUNS.

1. The education of children should be our highest priority.
2. Never change your principles.
3. Childhood memories are sources of great joy.
4. I don't have enough energy to start my homework now.
5. With some self-discipline, you'll be a black belt someday.
6. Knowledge and wisdom go hand in hand.
7. Claire and Lori have enjoyed a 50-year friendship.
8. In my opinion, this restaurant is overpriced.
9. If you don't tell the truth in court, you're breaking the law.
10. "We must accept finite disappointment, but never lose infinite hope." - *Martin Luther King, Jr.*
11. "Overcoming poverty is not a gesture of charity. It is an act of justice." - *Nelson Mandela*
12. "Justice means minding one's own business and not meddling with other men's concerns." - *Plato*
13. "The important thing is not to stop questioning. Curiosity has its own reason for existing." - *Albert Einstein*
14. "The tyranny of some is possible only through the cowardice of others." - *José Rizal*
15. "Anger is the enemy of non-violence and pride is a monster that swallows it up." - *Mahatma Gandhi*

### d. Read the following sentences and underline CONCRETE NOUNS.

1. Don't add so much butter to the potatoes.
2. Let's visit Grandma this weekend.
3. This chair is really uncomfortable.
4. Have you ever visited Hungary?
5. I really love chocolate!

NOMBRE DEL ALUMNO: \_\_\_\_\_ GRUPO: \_\_\_\_\_

## ACTIVITY 2 IRREGULAR NOUNS

a. Complete the sentences using the plural irregular nouns in the box.

|         |         |        |          |        |         |         |         |        |
|---------|---------|--------|----------|--------|---------|---------|---------|--------|
| (tooth) | (woman) | (leaf) | (person) | (loaf) | (half)  | (scarf) | (mouse) | (fish) |
| (wolf)  | (child) | (foot) | (shelf)  | (man)  | (knife) | (life)  | (thief) | (hoof) |

1. Only six \_\_\_\_\_ are allowed in this lift.
2. Can you cut the lemon into two \_\_\_\_\_?
3. I bought three \_\_\_\_\_ from the market.
4. Our \_\_\_\_\_ played happily in the park.
5. The lamb was attacked by a pack of \_\_\_\_\_.
6. Don't forget to brush your \_\_\_\_\_.
7. Many \_\_\_\_\_ love to go shopping.
8. Be careful! Those \_\_\_\_\_ look really sharp.
9. People have one life, cats have nine \_\_\_\_\_.
10. We need two \_\_\_\_\_ to make sandwiches for the picnic.
11. The \_\_\_\_\_ were caught by the police yesterday morning.
12. Look at your \_\_\_\_\_ they are filthy.
13. Jill's cats love to chase and catch \_\_\_\_\_ in our alleyway.
14. The \_\_\_\_\_ got together to watch the football match.
15. My mother loves wearing \_\_\_\_\_ around her neck.
16. I had to brush up all the dead \_\_\_\_\_ in our garden.
17. The horse's \_\_\_\_\_ need cleaning.
18. We have to go to IKEA to buy a few \_\_\_\_\_ for all your books.

NOMBRE DEL ALUMNO: \_\_\_\_\_ GRUPO: \_\_\_\_\_

## ACTIVITY 3 RELATIVE PRONOUNS

a. Read the information in the box.

| Relative Pronouns |   |
|-------------------|---|
| WHO               | • Relates to people (subject)           |
| WHOM              | • Relates to people (object)            |
| WHICH             | • Relates to animals and objects        |
| THAT              | • Relates to people, animals and things |
| WHOSE             | • Refers to possession                  |
| WHERE             | • Refers to places                      |
| WHEN              | • Refers to time                        |
| WHY               | • Refers to reason                      |

b. Complete the sentences by underlining the relative pronoun which best complete them.

- I know a great little restaurant ... we can get lunch.  
a) that  
b) who  
c) where
- Sam knows a man ... brother works for the president.  
a) who  
b) whose  
c) whom
- Students ... study hard get good grades.  
a) when  
b) whom  
c) who
- Food ... is imported from other countries is expensive.  
a) that  
b) where  
c) why
- The bad weather is the reason ... I was late for class yesterday.  
a) whom  
b) when  
c) why
- The cookies ... you baked are really delicious.  
a) why  
b) which  
c) when
- My grandfather remembers the time ... there was no television.  
a) when  
b) where  
c) that
- I visited my uncle ... lives in a different city.  
a) who  
b) which  
c) when
- The movie ... we saw last week won three awards.  
a) who  
b) when  
c) which
- Do you know the reason ... there are no penguins at the North Pole?  
a) where  
b) why  
c) whose
- The people ... names are on the list will stay here.  
a) whose  
b) where  
c) that
- He had a feeling ... something terrible was going to happen.  
a) why  
b) who  
c) that
- I want to borrow the book ... you bought last month.  
a) whom  
b) that  
c) when
- My home is a place ... I can come home and relax after work.  
a) where  
b) when  
c) whom
- Most of the people ... she met were from Sydney.  
a) whom  
b) when  
c) whose
- Can you find the teacher ... you talked to this morning?  
a) whose  
b) whom  
c) when

NOMBRE DEL ALUMNO: \_\_\_\_\_ GRUPO: \_\_\_\_\_

## ACTIVITY 4 PERSONAL PRONOUNS (SUBJECT PRONOUNS)

a. Replace the nouns for a subject pronoun.

1. Mary and Kate \_\_\_\_\_
2. Apple \_\_\_\_\_
3. Sister \_\_\_\_\_
4. You and I \_\_\_\_\_
5. Mr Smith \_\_\_\_\_
6. Peter \_\_\_\_\_
7. Tina and Peter \_\_\_\_\_
8. Dog \_\_\_\_\_
9. Mrs Turner \_\_\_\_\_
10. Father \_\_\_\_\_
11. Uncle \_\_\_\_\_
12. Friends \_\_\_\_\_
13. Alice \_\_\_\_\_
14. TV \_\_\_\_\_
15. Grandparents \_\_\_\_\_
16. Computer \_\_\_\_\_
17. Bike \_\_\_\_\_
18. Cousins \_\_\_\_\_
19. Book \_\_\_\_\_
20. Grandfather \_\_\_\_\_
21. You and Bryan \_\_\_\_\_
22. Brother \_\_\_\_\_
23. David \_\_\_\_\_
24. Grandmother \_\_\_\_\_
25. Mother \_\_\_\_\_
26. Table \_\_\_\_\_
27. Ariel and I \_\_\_\_\_
28. Sisters \_\_\_\_\_
29. Kenny and you \_\_\_\_\_
30. Cats \_\_\_\_\_
31. Parents \_\_\_\_\_
32. Brothers \_\_\_\_\_
33. You and I \_\_\_\_\_
34. You and Rose \_\_\_\_\_
35. Flowers \_\_\_\_\_
36. John and Peter \_\_\_\_\_
37. Window \_\_\_\_\_
38. Aunts \_\_\_\_\_
39. Uncles \_\_\_\_\_
40. Phone \_\_\_\_\_

NOMBRE DEL ALUMNO: \_\_\_\_\_ GRUPO: \_\_\_\_\_



# ACTIVITY 5 SUBJECT PRONOUNS IN CONTEXT

a. Complete the sentences with a pronoun and the right form of the verb to be (am, is, are).



1 *I'm* at the airport.



2 \_\_\_\_\_ my teacher.



3 \_\_\_\_\_ in Class 2.



4 \_\_\_\_\_ taxis.



5 \_\_\_\_\_ my cat.



6 \_\_\_\_\_ your teacher.



7 \_\_\_\_\_ in this class.



8 \_\_\_\_\_ egg sandwiches.



9 \_\_\_\_\_ in the café.



10 \_\_\_\_\_ in Room 231.



11 \_\_\_\_\_ my computer.



12 \_\_\_\_\_ a student in my class.

NOMBRE DEL ALUMNO: \_\_\_\_\_ GRUPO: \_\_\_\_\_

# ACTIVITY 6 POSSESSIVE ADJECTIVES

a. Look at the pictures and complete the sentences with my, your, her, his, their, our.



1. What's \_\_\_\_\_ name?

a) her    b) his    c) my    d) your



2. They are \_\_\_\_\_ dogs

a) her    b) their    c) his    d) my



3. They are \_\_\_\_\_ children

a) my    b) our    c) her    d) their



4. That's \_\_\_\_\_ house

a) my    b) his    c) their    d) her



5. How do you spell \_\_\_\_\_ surname?

a) her    b) his    c) my    d) your



6. Oh no! That's \_\_\_\_\_ train

a) my    b) our    c) her    d) their



7. \_\_\_\_\_ names are Susan and Lucy

a) my    b) his    c) their    d) her



8. This is \_\_\_\_\_ chair.

a) her    b) his    c) my    d) your



9. They aren't \_\_\_\_\_ boots

a) my    b) his    c) their    d) her



10. Where is \_\_\_\_\_ car?

a) my    b) his    c) their    d) her

NOMBRE DEL ALUMNO: \_\_\_\_\_ GRUPO: \_\_\_\_\_

## ACTIVITY 7 OBJECT PRONOUNS

a. Complete the sentences with me, you, him, her, them and us.

- 1 It's a great song. I love ████! it
- 2 We can't speak Italian very well. Can you help ████?
- 3 The phone's ringing! Can you answer ████?
- 4 I often call Ellie, but she hardly ever calls ████.
- 5 Can you go to the boss's office? She wants to see ████.
- 6 Where are my keys? I can't find ████!
- 7 Hello again! Do you remember ████? My name's Matt.
- 8 Lorna's in love with Nick, but he isn't in love with ████.
- 9 Is Kate's boyfriend nice? I don't know ████.
- 10 A What do you think of these shoes?  
B I don't like ████. They're a horrible colour.
- 11 We don't know this city. Can you tell ████ some places to visit?
- 12 This bar's very noisy. I really don't like ████.
- 13 My sister works in Germany. I don't see ████ very often.
- 14 I'm free tonight. Do you want to come to the cinema with ████?
- 15 This exercise is very difficult. I can't do ████.
- 16 Your bank manager called. He needs to speak to ████.
- 17 My husband gets home late, but I always have dinner with ████.
- 18 George and Nora are really nice. I like ████.
- 19 You have a message from Alice. Please call ████ on her mobile.
- 20 Our neighbours are very unfriendly. They never speak to ████.

NOMBRE DEL ALUMNO: \_\_\_\_\_ GRUPO: \_\_\_\_\_

## ACTIVITY 8 SUBJECT OR OBJECT

a. Look at the words in the boxes, which part of speech are they? \_\_\_\_\_

b. Replace underlined words for a subject (*I, you, he, she, it, we, they*) or an object pronoun (*me, you, him, her, it, us, them*)

1. I saw Mr. Brown this morning and gave Mr. Brown my homework.
2. John likes computer games but he doesn't play computer games very often.
3. Neil Armstrong was born in 1930. Neil Armstrong landed on the moon in 1969.
4. Penguins don't live near the North Pole. Penguins live near the South Pole.
5. My aunt lives in Toronto but my aunt often comes to visit my family and me.
6. If you have your ticket, you can give your ticket to that man over there.
7. First, my friend and I went shopping. Later, my friend and I went home.
8. Where was Sarah? I didn't see Sarah at the party last week.
9. John is a really nice guy. I like John a lot.
10. The planet Mars has two moons. The two moons are both very small.

## ACTIVITY 9 SUBJECT, POSSESSIVE OR OBJECT PRONOUN

a. Complete the sentences using a word from the box. **Important:** the words underlined can be useful to guide yourself.

- 1- My sister has a new car. but she doesn't like .....
- 2- He has two sons. He plays football with ..... on Sunday.
- 3- That's my rubber. Can I have ..... back please.
- 4- Ben's teacher is Mr Banks. He likes ..... a lot.
- 5- Jane and I are good student, so ..... teacher likes .....
- 6- Our teacher gives ..... a lot of homework.
- 7- Kate likes Jane, but Maria doesn't like .....
- 8- She buys a newspaper everyday and reads..... on the train.
- 9- Look this is a photo of ..... family.  
noun
- 10- Sally lives near Peter and Mary. She goes to work with.....every day in .....car

## ACTIVITY 10 PRONOUNS IN CONTEXT

a. Read the text below and choose the correct answer.

### THE MOST DANGEROUS ANIMAL IN THE WORLD

**1** When we are young, we learn that tigers and sharks are dangerous animals. We might be scared of **them** because they are big and powerful. As we get older, however, we learn that sometimes the most dangerous animals are also the smallest animals. In fact, the animal that kills the most people every year is one that you have probably killed yourself many times: the mosquito.

**5** While it may seem that all mosquitoes are biters, this is not actually the case. Male mosquitoes eat plant nectar. On the other hand, female mosquitoes feed on animal blood. **They** need this blood to live and produce eggs. When a female mosquito bites a human being, **it** transmits a small amount of saliva into the blood. **It** may or may not contain a deadly disease. The result of the bite can be as minor as an itchy bump or as serious as death. Because a mosquito can bite many people in the course of its life, it can carry diseases from one person to another very easily. Two of the most deadly diseases carried by mosquitoes are malaria and yellow fever. More than 700 million people become sick from **these** diseases every year. At least 2 million of these people will die from these diseases.

**13** Many scientists are working on safer and better ways to kill mosquitoes, but so far, there is no sure way to protect everyone in the world from their deadly bites. Mosquito nets can be placed over beds to protect people against being bitten. These nets help people stay safe at night, but **they** do not kill any mosquitoes. Mosquitoes have many natural enemies like bats, birds, dragonflies, and certain kinds of fish. Bringing more of **these** animals into places where mosquitoes live might help to cut down the amount of mosquitoes in that area. This is a natural solution, but it does not always work very well. Mosquitoes can also be killed with poisons or sprays. Even though these sprays kill mosquitoes, **they** may also harm other plants or animals.

**21** Although mosquitoes may not seem as scary as larger, like the most powerful animals, **they** are far more dangerous to human beings. But things are changing. It is highly likely that one day scientists will find a way to keep everyone safe from mosquitoes and the diseases **they** carry.

**1.** On line 2 **them** refers to:

- a) female and male mosquitoes    b) sharks and mosquitoes    c) sharks and tigers

**2.** On line 6 **they** refers to:

- a) male mosquitoes    b) female mosquitoes    c) sharks and tigers

**3.** On line 7 **it** refers to:

- a) male mosquito    b) female mosquito    c) human being

**4.** On line 8 **it** refers to:

- a) A deadly disease    b) Blood    c) Saliva

**5.** On line 12 **these** refers to:

- a) malaria and yellow fever    b) mosquitoes    c) 700 million people

**6.** On line 15 **they** refers to:

- a) deadly bites    b) mosquitoes    c) nets

7. On line 17 **these** refers to:

- a) bats, birds, dragonflies, fish      b) nets      c) female mosquitoes

8. On line 20 **they** refers to:

- a) Sprays      b) bats      c) birds      d) dragonflies

9. On line 21 and 23 **they** refers to:

- a) Scientists      b) Everyone      c) Mosquitoes

10. What is considering one of the most dangerous animal in the world?

- a) Sharks      b) Tigers      c) Mosquitoes

11. According to the reading we understand that the most harmful animal is the male mosquito.

- a) True      b) False

12. These are considered some of the most deadly diseases that mosquitos are able to transmit to humans except:

- a) malaria      b) yellow fever      c) Flu

13. Are some mosquito's natural enemies except:

- a) Sprays      b) bats      c) birds      d) dragonflies

14. Are two unnatural ways for killing mosquitoes:

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- a) sprays and bats      b) bats and birds      c) birds and nets      d) sprays and poisons
- 

15. This is a way to protect against mosquitos during nights:

- a) using sprays      b) Using nets      c) introducing some natural enemies

NOMBRE DEL ALUMNO: \_\_\_\_\_ GRUPO: \_\_\_\_\_

# ACTIVITY 11 ADVERBS OF MANNER

a. Read the first part of each sentence, identify the adjective (underline it) then complete the second sentence with the correct form of the adverb. **Look at the examples!**

|   |   |   |  |
|---|---|---|--|
|  <p>1. Davis is <u>careful</u>. He flies <u>carefully</u>.</p> |  <p>2. The Sun is <u>bright</u>. It is shining _____.</p>                            |  <p>3. The students are <u>noisy</u>. They behave _____.</p>  |  <p>4. It is <u>easy</u> to climb the wall. They climb it _____.</p>        |
|  <p>5. The children are <u>happy</u>. They live _____.</p>     |  <p>6. The babies are <u>quiet</u>. They are playing _____.</p>                      |  <p>7. Paul is a <u>slow</u> walker. He walks _____.</p>      |  <p>8. They are talking in a <u>loud</u> voice. They are talking _____.</p> |
|  <p>9. The girl is <u>angry</u>. She is crying _____.</p>    |  <p>10. James is a <u>successful</u> businessman. He _____ concluded the deal.</p> |  <p>11. They are <u>good</u> dancers. They dance _____.</p> |  <p>12. Daisy's voice is <u>beautiful</u>. She sings _____.</p>           |

NOMBRE DEL ALUMNO: \_\_\_\_\_ GRUPO: \_\_\_\_\_

## ACTIVITY 12 READING STRATEGIES

a. Read the question and choose the option which best describe each reading strategy,

1. What is previewing in reading?
  - a. A document which gives information about the weather.
  - b. Information referred to things that are created for many people.
  - c. To guess the end of a story.
  - d. It's a reading strategy that activates your previous knowledge about a topic.
2. What is the strategy of skimming?
  - a. Read letters.
  - b. It's reading a text to get the gist, the basic overall idea, rather than concentrating on absorbing all the details.
  - c. Summarize many documents to in order to write a letter.
  - d. Some papers from work.
3. Choose the best definition of scanning.
  - a. It's a reading technique where the reader looks for specific information.
  - b. Transfer information.
  - c. Solve computer problems with the scanner.
  - d. Scanned documents.
4. Is it a reading strategy that tells you what will happen next?
  - a. Skimming.
  - b. Scanning.
  - c. Predicting.
  - d. Previewing.
5. Scanning, previewing, predicting and skimming are:
  - a. Concepts.
  - b. Kinds of reading.
  - c. Reading strategies.
  - d. Reading strategies on informative text.

NOMBRE COMPLETO: \_\_\_\_\_ GRUPO: \_\_\_\_\_



# ACTIVITY 13 READING STRATEGY: PREVIEWING

## School vocabulary quizz

a. Read the descriptions and choose the correct answer.

a. Children who study at school are:

- a. puppets
- b. pupils
- c. puppies



b. The place or class to prepare children aged five for school:

- a. asylum
- b. childhood
- c. kindergarten



c. A small white or coloured stick for writing on the board:

- a. crayon
- b. plaster
- c. chalk



d. A book that contains the list of students' names:

- a. account book
- b. school book
- c. school register



e. The place in a school where food and drink are served:

- a. canteen
- b. dining room
- c. buffet



f. A school where children can live during the school year:

- a. boarding school
- b. night school
- c. schoolyard



g. Exams that UK secondary pupils take in their final year of school:

- a. A-levels
- b. High levels
- c. National levels



h. An area of knowledge studied in a school or college, e.g. biology, maths, etc.:

- a. matter
- b. subject
- c. topic



i. Copying from books, notes or another student's paper during a test or exam:

- a. cheering
- b. cheating
- c. chatting



j. A University teacher is called:

- a. headmaster
- b. professor
- c. educator



k. When you do not pass a test or exam you...:

- a. fail
- b. faint
- c. fall



l. An instrument with two long thin parts joined together used for drawing circles:

- a. compressor
- b. circumlocution
- c. compass



m. A test which is designed to find the appropriate level for students in a course:

- a. IQ test
- b. placement test
- c. blood test



n. A talk given to teach students a particular subject, often as part of a university course:

- a. lecture
- b. lesson
- c. class



o. The person who is in the same class as you at school or college:

- a. scholar
- b. companion
- c. classmate



p. A long loose piece of clothing children wear over their clothes to protect them from dirt:

- a. school cloak
- b. school smock
- c. school cape



q. An object shaped like a ball with a map of the world on its surface:

- a. glove
- b. globule
- c. globe



r. A teacher who is in charge of a school:

- a. headman
- b. headmaster
- c. headhunter



NOMBRE COMPLETO: \_\_\_\_\_ GRUPO: \_\_\_\_\_

# ACTIVITY 14

# READING STRATEGY: PREDICTING

## City services vocabulary

a. Read each definition and write the name of the city place which refers to.

1. A place where food is served quickly. Typically you can buy burgers, chicken, or fries.



2. The place where people go to get a haircut or have their hair changed in some way.



3. A place where you can leave your car for a period of time.



4. The building where firefighters keep their equipment including the fire engine / fire truck.



5. The place where you can buy tools and things you need for home improvement.



6. A place where you can buy pets and pet supplies such as pet food.



7. A place where you can buy flowers and sometimes house plants.



8. The place you go when you have an accident or need an operation.



9. A place where you can buy medicine and other health items.



10. A place where you can see paintings and other works of art, including sculptures.



11. The place where you pay for a room to sleep in when you visit another city.



12. An outdoor area where children can play on swings, a slide, or other equipment.



13. The place you go to put gas/petrol in your vehicle.



14. A quiet place where you can read books or borrow books.



15. The place where police officers work. You are taken here if you are arrested.



16. A place where you can buy fresh fruit and vegetables.



17. A place where people can see historical objects to learn about the past.



18. A place where meals are prepared and served to customers.



19. The place where you can do exercises, work out, and keep fit.



20. An area of public land that contains an area of grass where you can rest or walk your dog.



21. A place where teachers help children learn.



22. A large building that has many stores and usually a food court too.



23. A place where the subway train stops for passengers.



24. A place where people can buy stamps and mail letters or parcels.



25. A self-service store where people buy groceries such as food or household products.



26. A place where you can see animals and birds from around the world.



27. A building where people are sent as punishment for a crime they committed.



NOMBRE COMPLETO: \_\_\_\_\_ GRUPO: \_\_\_\_\_

## ACTIVITY 15 READING STRATEGY: SCANNING

# Clothing vocabulary

a. Complete the phrases by using the words in the list. Pay attention to the underline words, they will help you as clues.



1. How much do these shoes cost? What is the \_\_\_\_\_?
2. Could I please try on this suit? Where is the \_\_\_\_\_?
3. These pants are too \_\_\_\_\_. I need a larger size.
4. Most shirts have small, round \_\_\_\_\_s.
5. I wear the largest size, \_\_\_\_\_.
6. Most \_\_\_\_\_ are blue, but mine are black.
7. My wife likes to wear earrings and bracelets and rings. She really likes \_\_\_\_\_.
8. It's colder today than it was yesterday. You should wear a \_\_\_\_\_ when you go outside.
9. What size do you wear: small, \_\_\_\_\_, or large?
10. Clothing is made from many different kinds of \_\_\_\_\_ like cotton, leather, and wool.
11. The \_\_\_\_\_ on my jacket is broken. Now I can't open my jacket.
12. Do your clothes \_\_\_\_\_ well, or are they too large or too small?
13. I like the color and style, but the \_\_\_\_\_ is too big. I need something larger.
14. My T-shirt is made from \_\_\_\_\_.
15. These socks don't fit. They're too \_\_\_\_\_. I need smaller socks.

buttons *n.* **botones**

cotton *adj., n.* **algodón**

extra-large *adj.* **extra grande**

fit *v.* **ajustar**

fitting room *n.* **probador**

jacket *n.* **chamarra**

jeans *n.* **pantalones de mezclilla**

jewelry *n.* **joyería**

large *adj.* **grande**

material *n.* **material**

medium *adj.* **mediano**

price *n.* **precio**

size *n.* **talla**

small *adj.* **pequeño**

zipper *n.* **cierre**

NOMBRE COMPLETO: \_\_\_\_\_ GRUPO: \_\_\_\_\_

# PRODUCTO FINAL

## APRENDIZAJES ESPERADOS

Establece de manera oral y escrita el uso correcto del vocabulario y las estructuras gramaticales del bloque para las secciones que evalúan cada habilidad del idioma en un examen simulador de certificación A2.

### Competencia genérica 4:

Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiados

### WALLPAPER: AN INSTRUCTIVE TEXT

Empleando las estrategias de lectura elabora un cartel en el que plasmes un texto instructivo, los temas a sortear se relacionarán con los siguientes aspectos: una receta de cocina, un tutorial para realizar una actividad, construir algo, crear algo, una guía turística, gastronómica, conseguir un empleo, realizar un trámite, una guía de viaje, etc. dicho cartel deberán destacar los elementos abordados en el bloque, tales como el uso de las palabras clave (key words) y donde el uso de las diversas estrategias lectoras abordadas pueda ser sencillo de ejecutar para el lector. Las frases empleadas en cada uno de los pasos deberán ser claras, sencillas y estar acompañadas de imágenes. Los pasos comprendidos en cada cartel deberán oscilar entre 10 a 15 pasos. La presentación de la información deberá emplear un formato creativo e innovador.

### Rúbrica de valoración de producto integrador tercer parcial.

| ASPECTO S A EVALUAR        | PONDERACIÓN   |   |  |   | TOTAL | OBSERVACIONES |
|----------------------------|---|---|--|---|-------|---------------|
|                            | 4 PUNTOS EXCELENTE  | 3 PUNTOS BUENO  | 2 PUNTOS REGULAR   | 0 PUNTOS INSUFICIENTE   |       |               |
| PUNTUALIDAD                | Entrego en la fecha estipulada.   | Entrego de uno a dos días posteriores a la fecha estipulada.  | Entrego en rango de tres días después de la fecha estipulada.  | No considera los tiempos de entrega.  |       |               |
| IMÁGENES                   | Las imágenes presentadas guardan relación con la información presentada, son variadas y se incluyen de manera ordenada.   | Las imágenes presentadas guardan relación con la información presentada, son limitadas en cantidad pero se incluyen de manera ordenada. | Las imágenes presentadas guardan relación con la información presentada, son limitadas en número y no se incluyen de manera ordenada de acuerdo a la información presentada. | No se adjuntan imágenes en la actividad.  |       |               |
| PRESENTACIÓN CREATIVA      | Emplea elementos creativos en el desarrollo del cartel se vinculan al tema central de la actividad.   | Los elementos creativos se presentan en el desarrollo sin embargo no se vinculan al tema central de la actividad.                       | Los elementos creativos son limitados, no guardan relación con el tema central de la actividad.  | No presenta elementos creativos en el desarrollo de la actividad.                           |       |               |
| VOCABULARIO                | Integra el vocabulario abordado en el bloque así como vocabulario que indago en diversas fuentes de consulta de manera fluida en el desarrollo de la actividad. | Integra solo el vocabulario abordado en el bloque de manera fluida en el desarrollo de la actividad.                                    | Emplea una cantidad limitada del vocabulario abordado en el bloque para el desarrollo de la actividad.   | El vocabulario abordado en el bloque no fue empleado durante el desarrollo de la actividad. |       |               |
| COHERENCIA EN LA REDACCIÓN | Emplea oraciones lógicas de acuerdo a la situación gramatical solicitada.   | Los enunciados contienen algunos errores gramaticales que no dificultan su comprensión.   | Los enunciados empleados contienen errores gramaticales que dificultan su comprensión.   | Los enunciados empleados no toman en consideración los elementos gramaticales solicitados.  |       |               |
| Total de puntos obtenidos: |   |   |  | Calificación obtenida:  |       |               |