

## GUIAS DE ESTUDIO Y PROYECTOS PARA EXTRAORDINARIO CICLO 2019-2020

**(SOLO TOMA EN CUENTA LA ASIGNATURA QUE REPROBASTE)**

### **INGLÉS**

#### **Guia Proyecto**

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**Asignatura.** Inglés

**Grado, Grupo :** 3G

**Turno:** Vespertino

La ficha está estructurada para que la respondas sin salir de casa ya que la información que requieres la encuentras en tus libros de texto o incluso en internet.

Cada unidad tiene actividades enumeradas

#### **LENGUA EXTRANJERA INGLÉS 3er GRADO**

**Use a dictionary and write on your notebook**

**NAME:** \_\_\_\_\_ **GROUP:** \_\_\_\_\_

#### **REVIEW UNIT**

1.- COMPLETE THE LIST

Sunday \_\_\_\_\_ Wednesday \_\_\_\_\_ Friday Saturday

2-COMplete THE MONTHS LIST

January \_\_\_\_\_ March April \_\_\_\_\_ June \_\_\_\_\_  
August \_\_\_\_\_ October \_\_\_\_\_ December

3- COMPLETE Simple tenses VERB " TO BE"

I \_\_\_\_\_ YOU ARE HE \_\_\_\_\_  
SHE \_\_\_\_\_ IT \_\_\_\_\_ WE ARE THEY \_\_\_\_\_

4.-HOW DO YOU SAY PRIMERO, SEGUNDO, TERCERO IN ENGLISH?

COMO SE DICE PRIMERO, SEGUNDO Y TERCERO?

\_\_\_\_\_

#### **5.-MATCH (RELACIONA)**

- 1.- BE QUIET IN CLASS \_\_\_\_\_ TRAE TUS LIBROS  
2.- DO YOUR HOMEWORK \_\_\_\_\_ GUARDA SILENCIO EN CLASE  
3.- BRING YOUR BOOKS \_\_\_\_\_ HAZ TU TAREA

6 A) Read and complete.

- a) .....she a dancer? No,.....



- b) .....they from Japan? Yes,.....
- c) .....he a bus driver? No,.....
- d) .....it a pet? No,.....
- e) .....they dirty? Yes,.....
- f) .....Mary from Italy? No,.....
- g) .....Mr Dane a doctor? Yes,.....
- h) .....that Kim? No,.....

.....you a pilot? No,.....

**6.-. B) - COMPLETE IN PRESENT TENSE VERB "TO BE" AND REPEAT THE SENTENCES IN PAST TENSE**

- 1.- MY BROTHER \_\_\_\_\_ SAD
- 2.- MY COUSINS \_\_\_\_\_ IN THE PARK
- 3.- I \_\_\_\_\_ IN CLASS
- 4.- THEY \_\_\_\_\_ IN THE CIRCUS.
- 5.- SHE \_\_\_\_\_ MY MOTHER
- 6.- THEY \_\_\_\_\_ MY FRIENDS
- 7.- WE \_\_\_\_\_ IN THE SWIMMINGPOOL
- 8.- IT \_\_\_\_\_ NICE
- 9.- JOAN \_\_\_\_\_ IN HER OFFICE
- 10.- PETER \_\_\_\_\_ IN THE MARKET

**7.- WRITE THE MEANING OF THE Instructions**

sit down \_\_\_\_\_, write \_\_\_\_\_ underline, \_\_\_\_\_ circle \_\_\_\_\_ number \_\_\_\_\_  
 complete \_\_\_\_\_ answer \_\_\_\_\_ choose \_\_\_\_\_  
 check \_\_\_\_\_

**8.- TRANSLATE THE RULES IN CLASSROOM**

- 1.- BE QUIET IN CLASS \_\_\_\_\_
- 2.- DON'T INTERRUPT \_\_\_\_\_
- 3.- BRING YOUR BOOKS \_\_\_\_\_
- 4.- WORK IN CLASS \_\_\_\_\_
- 5.- DON'T USE YOUR CELL PHONE \_\_\_\_\_
- 6.- DO YOUR HOMEWORK \_\_\_\_\_
- 7.- DON'T SCREAM IN CLASSROOM \_\_\_\_\_
- 8. - PAY ATTENTION TO THE CLASS. \_\_\_\_\_

**9- Write ten regular verbs:**

**10.-Complete the sentence with the verb at the end IN PRESENT TENSE**

Janet \_\_\_\_\_ French (speak)  
 Henry \_\_\_\_\_ in a store (work)  
 You \_\_\_\_\_ the cake. (Like)  
 All the children \_\_\_\_\_ late. (arrive)

**10- Write the past tense of the following irregular verbs**

Eat \_\_\_\_\_ drive \_\_\_\_\_ write \_\_\_\_\_ speak \_\_\_\_\_ give \_\_\_\_\_  
 Take \_\_\_\_\_ understand \_\_\_\_\_ tell \_\_\_\_\_ think \_\_\_\_\_ drink \_\_\_\_\_

**11.-Complete the sentence with the verb at the end IN PAST TENSE**

- 1.- She \_\_\_\_\_ in Paris last year. (live)      2.-He \_\_\_\_\_ in a bank many years ago. (work)
- 3.- You \_\_\_\_\_ the cake last friday. (Like)      4.- They all \_\_\_\_\_ late yesterday (arrive)

**12.- UNSCRAMBLE THE SENTENCES activity 11**

**the / were / delicious / hamburgers / .**

.....  
**Ø cold / was / windy / it / and / Wednesday / on / .**

.....  
**had / kitten / sale / she / a / for / .**

.....  
**Ø**



was / story / funny / the / .  
 ..... Ø  
 Robin / puppet / like / the / show / didn't / .  
 ..... Ø  
 were / funny / colorful / they / and / .  
 ..... Ø  
 liked/ Harry / a / it / lot / .

**13.- Answer with the correct form of the verb (past)**

1. Yesterday I \_\_\_\_\_ (prepare) lunch and then I \_\_\_\_\_ (watch) TV with Maria.
  2. \_\_\_\_\_ (be) Robert at the party last night?
- B. No, he \_\_\_\_\_ (not be), but his brothers \_\_\_\_\_ (be) there.**
3. I \_\_\_\_\_ (clean) my room a week ago.
  4. When John \_\_\_\_\_ (be) young, he \_\_\_\_\_ (want) to be a doctor.
  5. Last night I \_\_\_\_\_ (stay) at home and I \_\_\_\_\_ (be) very tired.

**UNIDAD 1**

***Making Complaints***

**Activity 1 Use a dictionary and write on your notebook**

**Unit vocabulary**

In bold en negritas Complaint - queja Annoying - molesto  
 Diagnosis wrong – diagnostico equivocado clinic, doctor, wheelchair- SILLA DE RUEDAS  
 patient stethoscope. Rude- GROSERO wrong medication- medicina equivocado prescribed -  
 receto  
 Apologizing- disculparse results - resultado blood test- examen de sangre was late - estar  
 tarde received - recibio , polite- educado/amable, wrong treatment - tratamiento equivocado ,  
 suggestions - sugerencias, bored, ABURRIDO excited-EMOCIONADO, sad-TRISTE, embarrassed- APENADO, nervous.  
 lack of attention- falta de atención too expensive.- demasiado caro  
 Yell - gritar floor was dirty - el piso estaba sucio nursing home (A place where old people live if  
 they can't live alone)- asilo de ancianos medical attention - atención medica gets angry. – enojarse  
 To calm down. - calmarse Manager - gerente labortory clerk - empleado de laboratorio  
 Promise - prometer ready - listo INTERRUPT, RAISE YOR VOICE, LEVANTAR LA VOZ

Expected learning: Students will Infers the general meaning from explicit information

**ACTIVITY 2**

Watch and Listen to and explore complaints about a health service.



**Watch the video and identify the health problem and answer the questions.**



HEALTH COMPLAINT.mp4

- 1.- What is the health problem? \_\_\_\_\_
- 2.- What did the doctor prescribe? \_\_\_\_\_
- 3.- Was the child's mother happy or angry? \_\_\_\_\_



B



03\_1\_telephone\_co  
mplaint\_voicemail\_1

Telephone complaint voicemail 1

Date: \_\_\_\_\_ Weather: \_\_\_\_\_

I. Listen to the voicemail and complete the audio script.

bathroom – Thank - hospital - afternoon – complaint - telephone

- 1) Good \_\_\_\_\_.  
My name is Angelica Garcia Aragon.
- 2) I have a \_\_\_\_\_ to make.
- 3) This morning, I was in your \_\_\_\_\_.
- 4) I'm sorry to say this, but the \_\_\_\_\_ was dirty.  
I think you should improve the clean service.
- 5) Please contact me by my \_\_\_\_\_ number  
5544332100.
- 6) \_\_\_\_\_ you.



ACTIVITY  
3

Unscramble the sentences to complete the suggestions.

When you feel bad, \_\_\_\_\_  
(should / stay in bed / you)

If you feel sick, \_\_\_\_\_  
(you / go to the doctor / should)

If you have a cough, \_\_\_\_\_  
(take this syrup / you / should)





ACTIVITY 4

Write the words

**Complaint Categories**

Copy the following sentences and chart onto the board: *The staff at the hospital was very rude to me. The doctor said I had a cold, when really I had stomach flu. The insurance company won't cover the costs of my surgery. The hospital charged me five hundred dollars just to put a band-aid on my knee!*

Complaints about diagnoses	
Complaints about hospital fees	
Complaints about health insurance	
Complaints about doctors and nurses	

ACTIVITY 5

Read the lines from the conversation and guess the meaning of the words in bold. Then check their meaning in the Dictionary.

Exercise

- I was in **severe** pain.
- I want to **make a complaint** about one of the staff in the emergency room.
- We'll **look into** your complaint.
- I can **assure** you not all our staff are like that.

Complete the sentences with the words in bold from the previous exercise.

- I can \_\_\_\_\_ you that we're doing all we can.
- Half the in my dad's company \_\_\_\_\_ lost their jobs.
- The police say they will \_\_\_\_\_ the burglary.
- I have a terrible \_\_\_\_\_ in my back.

Activity 6

**Match the words with the meaning**

- |                 |                            |
|-----------------|----------------------------|
| 1 Descongestant | ___ stuffy                 |
| 2 ophtalmic gel | ___ medicine for your nose |
| 3 dose          | ___ eye gel                |
| 4 Congested     | ___ health problem         |
| 5 Infection     | ___ measure                |

**UNIT 3 activity 1 Completa las intrucciones.**

Squeeze - Mix - Add - Fill - Turn


- \_\_\_\_\_ the bottle with vinegar.
- \_\_\_\_\_ the ingredients with a spoon.
- \_\_\_\_\_ 2 tablespoons of baking soda.
- \_\_\_\_\_ three lemons.
- \_\_\_\_\_ the lights off.

activity 2



3. Put in order the instructions.

**Experiment: "Make an egg float"**



Q. Fill the glass with water.  
 R. Lower the egg into the salt water  
 S. Stir 6 tablespoons of salt in the glass.  
 T. Watch what happens.

**activity 3 USE ADVERBS OF SEQUENCE**

\_\_\_\_\_ cut a large square from a plastic bag and trim the edges to make an octagon. Explanation: when you release the parachute, the weight pulls down on the strings and opens up the plastic. This creates air resistance so the parachute doesn't fall too quickly  
 \_\_\_\_\_ cut eight small holes around the edge of the plastic and attach eight pieces of string. Use knots or adhesive tape to attach the string to the plastic  
 \_\_\_\_\_ tie the pieces of string to an object such as a small doll, a toy car or a pen  
 \_\_\_\_\_ stand on a chair and drop your parachute. You can also throw it in the air but it's more difficult to get the parachute to open that way

**FIND THE SEQUENCE WORDS AND CIRCLE THEM**


For this experiment, you need a basketball and a tennis ball. First, hold the basketball at arm's length in one hand. Then hold the tennis ball on top of the basketball. Next, let go of the balls at exactly the same time. Finally, observe what happens. Here's how it works: The basketball is much heavier than the tennis ball so it has more kinetic energy. When the balls hit the ground together, the kinetic energy in the basketball is transferred to the smaller tennis ball and sends it flying high into

1. Identify the STEPS of the experiment.

Activity 4

**Mixing oil and water**

While water often mixes with other liquids to form solutions, oil and water does not. Water molecules are strongly attracted to each other, this is the same for oil, because they are more attracted to their own molecules they just don't mix together.



**What you'll need:**

- Small soft drink bottle.
- Water.
- Food coloring.
- 2 tablespoons of cooking oil.
- Dish washing liquid or detergent.

**Instructions:**

1. Add a few drops of food coloring to the water.
2. Pour about 2 tablespoons of the colored water along with the 2 tablespoons of cooking oil into the small soft drink bottle.
3. Screw the lid on tight and shake the bottle as hard as you can.
4. Put the bottle back down and have a look, it may have seemed as though the liquids were mixing together but the oil will float back to the top.

- a) step 1
- b) step 2
- c) step 3
- d) step 4
- e) step 5



Activity 5

2 Complete the text with the words from the box. \_\_\_\_\_ / 5

balloon chemical experiment gas ingredients

If the \_\_\_\_\_ goes well, the balloon should inflate. This happens because the combination of the \_\_\_\_\_ (baking soda, water and lemon juice) creates a \_\_\_\_\_ reaction. The baking soda is a base and the lemon juice is an acid. When mixed, they create a \_\_\_\_\_ called carbon dioxide (CO<sub>2</sub>). The gas inflates the \_\_\_\_\_.







# Setting of cartoons 1

Date: \_\_\_\_\_

## I. Match the setting with the TV programs.

New York city - Springfield - Gotham City - Bikini Bottom -  
 Dimmsdale - Metropolis - Genius Grove - Sanctuary in Greece -  
 Bedrock - Sewers of New York city

1. The Simpsons \_\_\_\_\_
2. Batman: The animated series \_\_\_\_\_
3. SpongeBob SquarePants \_\_\_\_\_
4. The Fairly OddParents \_\_\_\_\_
5. Superman \_\_\_\_\_
6. Dexter's Laboratory \_\_\_\_\_
7. Saint Seiya: Knights of the Zodiac \_\_\_\_\_
8. The Flintstones \_\_\_\_\_
9. Spider-man: The animated series \_\_\_\_\_
10. The Teenage Mutant Ninja Turtles \_\_\_\_\_

## II. Choose one of the TV programs above and describe it (include the setting).

Look at the example.

Example:

*I'm going to tell you about a cartoon called Spider-man .  
 This show is about a superhero who lives with his uncle  
 and aunt, Ben and May Parker, in New York .*

I'm going to tell you about a cartoon called \_\_\_\_\_  
 This show is about a \_\_\_\_\_ who \_\_\_\_\_  
 \_\_\_\_\_





PROYECT 1 Make a poster with instruction for an experiment or a recipe using sequence words

UNIT 4 activity 1

Activity 2

4. Match the emotions and the pictures.

R



1. Angry

S



2. Sad

T



3. Scared

Activar Windows  
Ve a Configuración para activar Wind

Activity 3 ¿Cómo te sientes después de ver tus programas favoritos? Elije 3 de tus programas favoritos y describe que emociones te provoca al verlos.

Ejemplo: I feel s c a r e d after watching "The walking dead"

1. I feel \_\_\_\_\_ after watching \_\_\_\_\_.

2. I feel \_\_\_\_\_ after watching \_\_\_\_\_.

3. I feel \_\_\_\_\_ after watching \_\_\_\_\_.



Feelings and Emotions - Fairy tale: Cinderella

activity 4

I. Draw the Cinderella's face according to each sentence.



Cinderella was sad.



Cinderella was happy.



Cinderella was in love with prince Charming.



Cinderella was worried.

II. Read each part of the Cinderella play script and describe how Cinderella felt. Look at the example.

1) First stepsister: Cinderella my coffee hurry up!

Cinderella I'm coming, I'm coming.

First and Second stepsisters: She is coming.

(Cinderella trips over and falls down)

Cinderella was worried.

2) Cinderella: Madam, can I go to the Ball?

Stepmother: You Cinderella? Where is your dress?

Cinderella: Wait a moment...Here it is!

(The stepmother throws Cinderella's dress out of window)

Stepmother: Oops! No dress, no Ball!

3) Prince: Would you like to dance with me?

Cinderella: Of course!

(They start to dance and the clock strikes twelve o'clock)

Cinderella: What time is it?

Prince: 12 o'clock

Cinderella: Ohh!! I must go!

Activity 5 Match the TV genres with the definitions.

- S) Sports ( ) A show that reports world events as they unfold.
- P) Game show ( ) An entertaining TV series about characters in different amusing (comical)
- R) News ( ) Programs featuring sports or sporting events
- A) Documentary ( ) A fictional drama about people's daily lives.
- T) Reality ( ) A TV program featuring competitive games or quizzes.
- R) Soap opera ( ) A fictional TV story, featuring actors
- M) Sitcom ( ) A TV program that documents real life events
- G) Cartoon ( ) A program that features animated characters

Activity 6 Write five types of television genres

Comedy	Drama	Soap opera	News	Cartoon	Sports

Activity 7 -WRITE A TV. PROGRAM AND MENTION HOW YOU FEEL (5 programs)

PROGRAM

EMOTION

STAND UP

HAPPY " when I watch Stand Up I feel happy"

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**Activity 8 Match the characters with the descriptions.**

- |                 |        |   |
|-----------------|--------|---|
| A) The Simpsons | 1. ( ) | He is a very smart kid who likes doing experiments. |
| M) Superman     | 2. ( ) | He's a teenager with superpowers.                   |
| T) Dexter       | 3. ( ) | They are a family who live in Springfield.          |
| R) Spiderman    | 4. ( ) | He is a superhero from Krypton.                     |
| S) Batman       | 5. ( ) | His secret identity is Bruce Wayne.                 |

**Activity 9 WRITE TWO PROGRAMS THAT YOU LIKE AND YOU DON'T LIKE**

I like soap opera

I don't like soap opera

**Unit 6 Historical events**

At the end of this environment you will create an Anthology Report of an historical event.

**Activity 1 CHECK AND WRITE ITS MEANING IN SPANISH EACH WORD YOU CAN USE A DICTIONARY OR CHECK THIS PAGE:** <https://www.linguee.com/english-spanish>

**Key vocabulary**

**Nouns** Weapon – Arma Bomb – Bomba Ton – Tonelada Civilian - Civil  
 Monarchy – Monarquía Privilege – Privilegio Feet - Pies Ground – Suelo Airplane - Aeroplano  
 Heaven .- Cielo Voyage – Viaje Moon – Luna Dream – Sueño Wife - Esposa Verbs Use [Used] – Usar Be [Was-  
 Were] – Ser/Estar Begin [Began] – Empezar Overthrow [Overthrew] - Derrocar Fly [Flew] - Volar Sink [Sank]  
 – Hundir Look [Looked] - Mirar Become [Became] – Llegar a ser Shoot [Shot] – Disparar Nouns Grenade –  
 Granada Weapon – Arma Rifle – Rifle Country - País Leader - Líder Jew – Judío Bomb – Bomba Feet - Pies  
 Courtyard – Patio Civilian – Civiles Soldier - Soldado Hijacking – Secuestro Death – Muerte Terrorism –  
 Terrorismo People – Gente Prepositions With – Con Above – Encima Against – En contra Adjective Killed –  
 Asesinado Verbs Drop [Dropped] - Tirar Use [Used] – Usar Explode [Exploded] - Exploto Kill [Killed] – Matar,  
 Die [Died] - Morir Nouns Weapon – Arma Bomb – Bomba Ton – Tonelada Civilian - Civil Monarchy –  
 Monarquía Privilege – Privilegio Feet - Pies Ground – Suelo Airplane - Aeroplano Heaven .- Cielo  
 Voyage – Viaje Moon – Luna Dream – Sueño Wife - Esposa Verbs Use [Used] – Usar Be [Was-Were] –  
 Ser/Estar Begin [Began] – Empezar Overthrow [Overthrew] - Derrocar Fly [Flew] - Volar Sink [Sank] –  
 Hundir Look [Looked] - Mirar Become [Became] – Llegar a ser Nouns Purpose - Propósito People -  
 Gente Farmer – Granjero Craftsman - Artesano Village – Aldea / Poblado Villager - Aldeano Warrior –  
 Guerrero Guard – Guardia Iron age – Edad de hierro Invader – Invasor Development – Desarrollo  
 Border – Frontera Wall – Muralla / Pared\* Troop - Tropa Verbs Be [Was/Were] – Ser / Estar Build  
 [Built] – Construir Live [Lived] – Vivir Invade [Invaded]- Invadir Become [Became] – Llegar a ser /  
 Convertirse Bring [Brought] – Traer Leave [Left] – Dejar Remain [Remained] – Permanecer Come  
 under pressure – Estar bajo presión

**Activity 2**

**-Match** the pictures with the historical events (A-F) and label the pictures with the name of the event from the


French Revolution – Mexican revolution - First flight on an airplane – The Titanic sank - Atomic bomb of  
 Hiroshima – First man on the moon



**French Revolution – Mexican revolution - First flight on an airplane –  
The Titanic sank - Atomic bomb of Hiroshima – First man on the moon**

**1**

The French revolution began in 1789, overthrew the absolute monarchy of the Bourbons and the system of aristocratic privileges.



**2**

The world was shocked when the Titanic sank. The "unsinkable" ship Titanic sank on its maiden voyage, losing at least 1,517 lives, making it one of the deadliest maritime disasters in history. Titanic hit iceberg on April 14, and sank on April 15, 1912.

**3**


At 10:35 a.m. on December 17, 1903, the Wright brothers flew the *Flyer* for 12 seconds over 120 feet of ground. It was the first flight of an airplane.

**4**

On August 6, 1945, the United States used a massive, atomic weapon against Hiroshima, Japan. This atomic bomb was the equivalent of 20,000 tons of TNT. It killed ten thousands of civilians.


**5**

For thousands of years, man had looked to the heavens and dreamed of walking on the moon. In 1969, as part of the Apollo 11 mission, Neil Armstrong became the first to accomplish that dream.



**6**

The Mexican Revolution started in 1910, when liberals and intellectuals began to challenge the regime of dictator Porfirio Díaz, who had been in power since 1877, a term of 34 years called "El Porfiriato", violating the principles and ideals of the Mexican Constitution of 1857.



**Activity 3** Create a timeline with the events above.

II. Create a timeline with the events above.



I.- Expected learning: distinguish between main and secondary ideas

**Activity 4**



### General and specific ideas - World War II

Date: \_\_\_\_\_

I. Each group of words below has one general idea and three specific ideas. The general idea includes all the specific ideas. Identify each general idea with a G and the specific ideas with an S. Look first at the example.

Example	Exercise 1	Exercise 2	Exercise 3	Exercise 4
<u>S</u> U.S.A.	___ Colt M1911	___ The axis (Countries)	___ Benito Mussolini	___ Systematic mass extermination.
<u>S</u> Germany	___ grenade	___ Germany	___ Adolf Hitler	___ It was a genocide.
<u>G</u> Countries	___ The weapons	___ Italy	___ Axis Leaders	___ The Holocaust.
<u>S</u> Japan	___ rifles	___ Japan	___ Hirohito	___ 6 million Jews were killed.

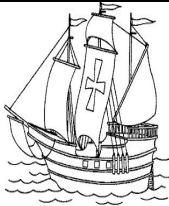
#### Exercise 5

- \_\_\_ With a force equivalent to 12,500 tons of TNT.
- \_\_\_ The first atomic bomb ever to be used in a military operation was dropped on the city of Hiroshima.
- \_\_\_ The bomb exploded 1,900 feet above the courtyard of Shima Hospital
- \_\_\_ By the end of 1945, 140,00 people had died as a direct result of the bombing.

### Activity 5

Read the text and find the MAIN IDEA

*The Spanish were among the first Europeans to explore the New World. At the same time, people from other European nations such as England, France and Sweden began to claim land, too.*



### Activity 6

1. Read the text and find the FIRST AND SECONDARY IDEA.

The Romans invaded Great Britain and it became part of the Roman Empire.  
They introduced new developments in agriculture, urbanization, industry and architecture.

**MAIN:**

**SECOND:**



## **Activity 7**

II. Read the texts and write the general and specific ideas.

TEXT #1

**World War II – Atomic bombs**

The first atomic bomb **killed** men, women, and children indiscriminately. It **killed** both military personnel and civilians. There were six civilians in Hiroshima to every soldier.

General idea

Specific ideas

**Activity 8** Divide in main ideas and Secondary ideas

9/11 Attacks

September 11 attacks, series of airline hijackings and suicide attacks committed by 19 militants associated with the Islamic extremist group al-Qaeda. The attacks against New York City and Washington, D.C., caused extensive death and destruction and triggered an enormous U.S. effort to combat terrorism. Some 2,750 people were killed in New York, 184 at the Pentagon, and 40 in Pennsylvania.

Write the main idea of the text. \_\_\_\_\_

Write the secondary ideas. \_\_\_\_\_

Activity 9 Technology Changing Times

Times are changing constantly, and so are people's habits and what they do. Only fifty years ago, for example most people didn't have a TV; they listened to the radio. It was very fashionable to have a radio. Mp3 players didn't exist in those days and people listened to music on their record players instead. Popular music genres like hip hop and rap didn't exist either and people danced to other types of music like jive and rock'n roll. Communication was also different. Machines that we all use today like; computers and cell phones replaced typewriters and telegrams. Life is faster now. People didn't travel so much and family life was more important. It was expensive to travel by plane so families, had their vacations near home. On vacation, children invented their own games. Unlike children today, they didn't play video games and watch DVDs all day.

Write the main idea of the text. \_\_\_\_\_

Write the secondary ideas. \_\_\_\_\_

**Activity 10** Facebook Creator is Time Person of the Year

Time magazine has named Mark Zuckerberg, the founder of Facebook, as and their Person of the Year 2010. Zuckerberg, 26, is the second-youngest winner of the accolade. He won the award for connecting 12 percent of the planet on his social networking site. This is an impressive statistic considering the site has yet to make any impression in China. Mr Zuckerberg said on Wednesday, naturally on his Facebook page: "Being named as Time Person of the Year is a real honor and recognition of how our little team is building something that hundreds of



millions of people want to use to make the world more open and connected. I'm happy to be a part of that." The young entrepreneur owns a quarter of the shares of Facebook and is a multi-billionaire. It was uncertain for a while who would win Time's annual honour. Readers voting in the online poll chose the Wikileaks founder Julian Assange as the winner. However, Time panelists chose Mark Zuckerberg. Time's editor Richard Stengel explained they chose Zuckerberg because he was a more positive figure than Assange and because he changed "how we all live our lives in ways that are innovative and even optimistic". He wrote on Time's website: "There is an erosion of trust in authority, a decentralizing of power and at the same time, perhaps, a greater faith in one another..." he said. Mr. Stengel continued: "Zuckerberg sees the world as filled with potential friends." Perhaps only the Facebook creator himself knows how much more he can do.

**What's best about Facebook? Put the best at the top.**

- photos
- making new friends
- finding old friends
- Like
- sharing things
- my avatar
- social networking
- knowing people's news

**What's best about Facebook**

**Read the headline. Guess if the sentences below are true (T) or false (F).**

- a. The man who created Facebook has won a magazine's award. T / F
- b. Mark Zuckerberg, at 26, is the youngest ever winner of this award. T / F
- c. Over 20 per cent of the world population use Facebook. T / F
- d. Zuckerberg has a huge team helping him keep Facebook going. T / F
- e. There was a possibility Julian Assange could win the award. T / F

**Answer the following questions**

Why do you think Facebook is so popular?

What do you think of the fact that 12% of the world population is on Facebook?

Why hasn't China up to Facebook?

Is a more connected world a better world?

**\_ Expected learning: Students will learn to organize events in a timeline**

**Activity 11**

1. Write the information in the timeline

- 1 yesterday
- 2 1998
- 3 last weekend
- 4 when I was 10

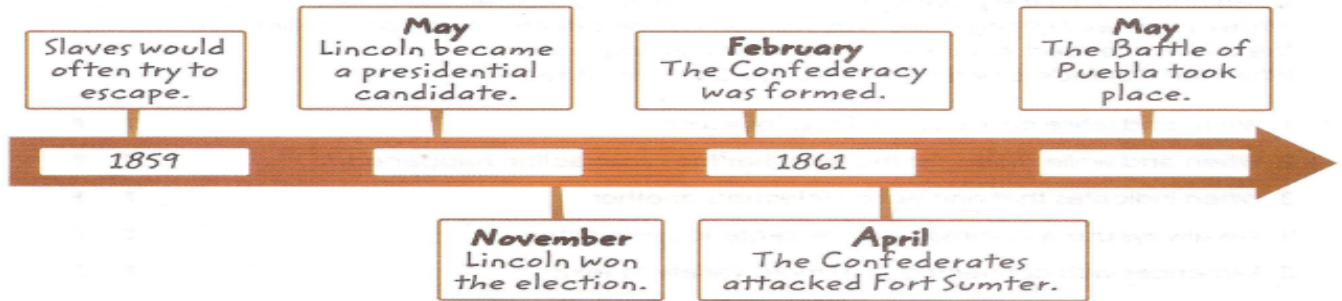
				Today
--	--	--	--	-------





Activity 12

16 Use the events in the timeline to complete the chart.




Year	First Event	Second Event
		They heard they were going to be sold.
1860		He spoke against slavery.
1860	Some states left the Union.	
		Some states left the Union.
1861	The Civil War began.	
1862		The French invaded Mexico.

Activity 13 Match the pictures with the historical events (A-F) and label the pictures with the name of the event from the box

\*Make a timeline with the events


A

French Revolution – Mexican revolution - First flight on an airplane – The Titanic sank - Atomic bomb of Hiroshima – First man on the moon



On August 6, 1945, the United States used a massive, atomic weapon against Hiroshima, Japan. This atomic bomb was the equivalent of 20,000 tons of TNT. It killed ten thousands of civilians. **4**


D



At 10:35 a.m. on December 17, 1903, the Wright brothers **flew** the *Flyer* for 12 seconds over 120 feet of ground. It **was** the first flight of an airplane. **3**


The French revolution **began** in 1789, **overthrew** the absolute monarchy of the Bourbons and the system of aristocratic privileges. **1**

B




The world **was shocked** when the Titanic sank. The "unsinkable" ship Titanic **sank** on its maiden voyage, losing at least 1,517 lives, making it one of the deadliest maritime disasters in history. Titanic hit iceberg on April 14, and **sank** on April 15, 1912. **2**

E



The Mexican Revolution **started** in 1910, when liberals and intellectuals **began** to challenge the regime of dictator Porfirio Díaz, who had been in power since 1877, a term of 34 years called "El Porfiriato", violating the principles and ideals of the Mexican Constitution of 1857. **6**

F




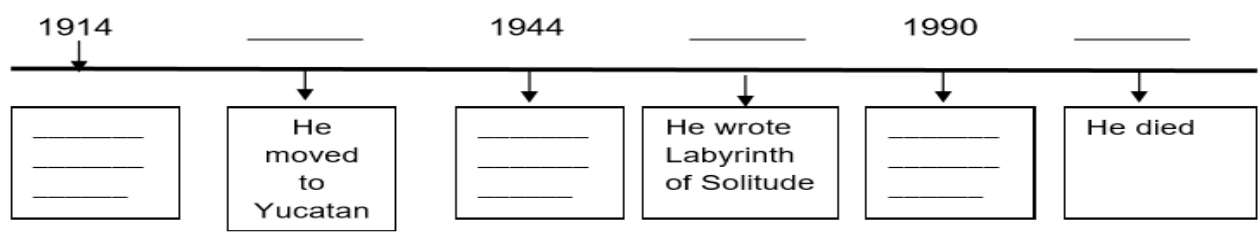


# Activity 14

## Historical Events

Read this article and complete the timeline of events in Octavio Paz life.

<p>Paz, Octavio (1912-1998).</p> <p>This poet, critic and diplomat, was the first Mexican author to receive the Nobel Prize for Literature (1990). This was a very special event for him and for all of Mexico.</p> 	<p>Paz was born in Mixcoac in Mexico City and he studied in the same city. In 1937 he moved to Yucatan, where he worked as a teacher in a rural school. In 1944, thanks to Guggenheim scholarship, he studied for a year in the United States, where he discovered the poetry of the English language. His works reflected various influences, including Aztec mythology, Asian philosophy and surrealism. His poetry was philosophical and he wrote about the nature of solitude. The Labyrinth of Solitude (1950) reflects on Mexican culture, history and mythology. Liberty under Oath (1960) consists of poems he wrote between 1935 and 1957. His best known poem is Sunstone (1958). Paz did not only write poetry but also texts analyzing civilizations, art and literature. From 1962 to 1968, he served as Mexico's ambassador to India. His death, on April 19<sup>th</sup>, 1998, represented the loss of the greatest Mexican thinker and poet.</p>
---	---



Match the questions to the answers.

- |                                |   |
|--------------------------------|---|
| 1. When was Octavio Paz born?  | _____ a) in 1914.                               |
| 2. Where was he born?          | _____ b) Sunstone.                              |
| 3. What was his occupation?    | _____ c) On April 19 <sup>th</sup> , 1998.      |
| 4. What is his best know poem? | _____ d) In Mixcoac, Mexico City.               |
| 5. When did he die?            | _____ e) He was a poet, a critic and a diplomat |

Read one more time the text and identify the connectors.  
 How many did you find? \_\_\_\_\_



- What do you think the text is about?
- Can you identify the topic?
  - Identify unknown words.
  - Make a comparative chart.

Activar V  
 Ve a Confic

### PRODUCT: (proyect 2 ) TIMELINE ABOUT PANDEMIAS THROUGH HISTORY

Eventos desde la Antigüedad

Tu línea del tiempo debe de contener al menos 10 eventos de

Contingencia ( eventos de pandemia en el mundo) que deberas de entregar al regreso.

### Ejemplos:



430 a. C.-429 a. C.: La [Plaga de Atenas](#) acaba con un tercio de la población,.....



Peste antonina

Plaga de Justiniano

tercera plaga pandémica



Gran peste de Londres .....etc.

### **Third Grade Unit 7 Testimony**

Understand and produce oral exchanges related to leisure situations.

Interpret and offer descriptions regarding unexpected situations in an oral exchange.

What are the different types of leisure activities?

Social: Activities done with other people Creative: Activities, where a person makes or creates something Physical: Activities that require body movement Cognitive: Activities that require a person to think Relaxation: Activities, where a person does to feel calm Spiritual: Activities, where a person submits to a higher power

### **THE FORMS OF PRESENT CONTINUOUS / PROGRESSIVE**

**Affirmative: (am/is/are) + [VERB + ing]**

**Examples:**

· I am watching TV now. · You are practicing English at the moment. ·

**Negative: (am/is/are) + not + [VERB + ing]**

**Examples:**



· I'm not reading the newspaper right now

**Interrogative: (am/is/are) + SUBJECT + [VERB + ing]**

**Examples:**

· Are you going to the hospital? Yes, I am / No I'm not.

**Expected learning: Ss will identify leisure situations.**

**1. Look at the pictures. What sport is Mickey Mouse doing?**



\_\_\_\_\_

**2.-Now use Present progressive to describe each activity follow the example**

**Micky Mouse is playing Golf**

- 1.- \_\_\_\_\_
- 2.- \_\_\_\_\_
- 3.- \_\_\_\_\_
- 4.- \_\_\_\_\_

**3.-Read this telephone conversation. Answer questions**

Bryan: Hi.

Coach Taylor: Hi. Is Kathy there?

Bryan : Nope. At a movie.

Coach Taylor: Would you please give her a message?

Bryan: Yeah.

Coach Taylor: This is Coach Taylor calling. We are having an extra basketball practice tomorrow right after school. I want her to come to the practice.

Bryan: Where?

Coach Taylor: It will be at Centre High Gym. She needs to wear her uniform because we will be having a team picture taken before the practice.

Bryan: OK. I'll tell her.



Coach Taylor: Thanks for passing along the message! Good bye.

Bryan: Bye.

- 1.- What is the leisure activity? \_\_\_\_\_
- 2.- who is calling? \_\_\_\_\_
- 3.-Where is the practice? \_\_\_\_\_

**4.- Make a chart to categorize the activities; for example** activities done alone, done in groups, cheap or expensive, outdoors or indoors.

Bowling, bike, ride, dancing, painting , hang out with friends , reading, soccer, play in a band , card games, video games , jogging track, gardening, performing, cooking, camp out in the

activities done alone	done in groups	cheap	expensive,.	outdoors or indoors

**5.- List three of your favorite activities and draw them in the boxes below.**

---





6

**Leisure Skills Collage**

**Directions:** *Cut or tear out pictures from magazines and paste on the spaces below to make a collage. Draw pictures if you can't find any in magazines.*

Activity that I like to do indoors.	Activity that I like to do by myself.	Activity that I like to do with my friends.	Activity that I like to do during the summer.
Activity that I like to do outdoors.	Activity that I like to do anytime.	Activity that I like to do during the winter.	Activity that I like to do with my family.

**7.- Which of the following benefits does leisure time provide for you?**

Place a check mark next to them.

- relaxation
- cultural growth
- social growth
- recreation
- ideas about future careers
- increased self-awareness
- variety
- physical growth
- educational development
- stimulation
- mental growth
- other (specify) \_\_\_\_\_
- enjoyment
- spiritual growth

**8. Read the text and answer the question**

**Crocodile causes panic**

It has been reported that a small airplane crashed in the Democratic Republic of Congo on 24th August 2010, killing all but one of the passengers. The cause of the accident was an escaped crocodile which created panic among the passengers and crew.

The propeller driven plane was approaching its destination when a crocodile hidden in the smuggler's hand luggage escaped and caused distress. Passengers stampeded to one side of the tiny plane, causing it to be thrown off-balance.

The original cause of the crash was originally thought to be a lack of fuel but the anonymous sole survivor has revealed their story to the magazine Jeune Afrique. The crocodile also survived the crash, but was later killed with a machete by authorities.



The reptile was being smuggled by a passenger who had plans to sell it illegally. The sole survivor told authorities that the crocodile escaped as the plane was on its final approach. "The terrified flight attendant hurried towards the cockpit, followed by the passengers."

The pilots, 62-year-old Belgian Danny Philemotte, who was also owner of the tiny airline, Filair. Philemotte and his first officer, 39-year-old Briton Chris Wilson, were unable to maintain control of the Czech-made L-410 Turbulent once it became unbalanced. The twin-engine plane crashed into a house just short of the regional airport at Bandundu killing the pilots and 18 passengers on board. The flight had originated in the capital city of Kinshasa.

Experts say that such a crash would be rare. "It's possible. It's remote," John Cox, a former airline captain and now airplane safety consultant, said to ABC News. "You could run the centre of gravity forward where it wouldn't be controllable. Twenty people at 200 pounds each, it's possible."

### Comprehension questions

When did the incident occur?

---

Where did the incident happen?

---

During which stage of flight did the crocodile escape?

---

How did passengers and crew react?

---

Do you believe that passengers running from one side of the aircraft to another could cause the plane to crash?

---

### **PRODUCT: proyect 3 TESTIMONY**

#### 9.- Write an unexpected situation using the questions

Have you ever had an unexpected situation? \_\_\_\_\_

What were you doing? \_\_\_\_\_

---

When did it happen? \_\_\_\_\_

---





How did you feel when that happened?

---



---

Can you give more details? \_\_\_\_\_

---

- DIMENSIONES O CRITERIOS A EVALUAR**

**PUNTOS POR CRITERIO**

**OBSERVACIONES**

**Total de puntos obtenidos por el (la) estudiante =**

**TOTAL DE PUNTOS POR CRITERIO POR UNIDAD**

**Total de puntos POR ACTIVIDADES DE REPASO Y PROYECTOS**

**Total de puntos obtenidos por el (la) estudiante entre actividades y proyectos suman 10**

Nombre del alumno:				Materia: Inglés			Grupo:		
DIMENSIONES O CRITERIOS A EVALUAR	PUNTOS POR CRITERIO UNIDAD REPASO	PUNTOS POR CRITERIO UNIDAD 1	PUNTOS POR CRITERIO UNIDAD 3	PUNTOS POR CRITERIO UNIDAD 4	PUNTOS POR CRITERIO UNIDAD 5	PUNTOS POR CRITERIO UNIDAD 6	PUNTOS POR CRITERIO UNIDAD 7	Observaciones	
Organización y presentación de las actividades.	10	10	10	10	10	10	10		
Contesta correctamente lo que indica la actividad	10	10	10	10	10	10	10		
Contesta sin errores ortográficos	10	10	10	10	10	10	10		
Contesta de forma gramaticalmente correcta	10	10	10	10	10	10	10		
Conjuga correctamente tiempos verbales	10	10	10	10	10	10	10		
<b>TOTAL PUNTOS POR UNIDAD</b>	50/5	50/5	50/5	50/5	50/5	50/5	50/5		
<b>TOTAL : 70/7 = 10</b>							<b>CALF. 10</b>		



DIMENSIONES O CRITERIOS A EVALUAR	PROYECTO 1	PROYECTO 2	PROYECTO 3
Organización y presentación del proyecto.	2.5	2.5	2.5
Escrito sin errores ortográficos	2.5	2.5	2.5
Escrito de forma gramaticalmente correcta	2.5	2.5	2.5
Cubre los requerimientos del proyecto	2.5	2.5	2.5
<b>Total puntos</b>	<b>10</b>	<b>10</b>	<b>10</b>

TOTAL = 30	CALIF. =
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## **FORMACION CIVICA Y ETICA**

### **PROYECTO DE EXAMEN EXTRAORDIARIO**

#### **SEGUNDO GRADO**

MAESTRO: **JOSE ALBERTO AGUAYO TORRES**

CORREO EMAIL: lic.albertoaguayo@gmail.com

FORMACION CIVICA Y ETICA 2

GRADOS 2DOS. GRUPOS: **D,F** TURNO: MATUTINO

Entrega: 17 DE AGOSTO .

TEMA: **MANEJO DE CONFLICTOS**

APRENDIZAJE ESPERADO: analiza el conflicto, optando por la forma más conveniente para el logro de objetivos personales sin dañar al otro.

El proyecto tiene la finalidad de que apliques lo aprendido en la asignatura y lo vincules con otras áreas de conocimiento, identifiques procesos o situaciones no previstos, personales o de grupo que requieren de una intervención oportuna, que promuevas la formación cívica y ética como la labor colectiva.

Para hacer un proyecto escolar se requiere hacer un diagnostico del problema (tema), las fortalezas y los desafíos relacionados con el tema; para lo cual te presento una serie de pasos para la elaboración del proyecto escolar te sugiero que sigas los pasos argumentando cada uno de los pasos para un proyecto de éxito.

#### **PASOS PARA LA ELABORACIÓN DE UN PROYECTO ESCOLAR**

El proceso de todo proyecto tienen pasos que se tienen que ir realizando, a continuación se te sugiere al realizar en forma escrito tu trabajo de proyecto, considerar estos pasos.

Aspectos a considerar para el llenado del proyecto:

QUE.....se quiere hacer.....Naturaleza del proyecto.....TÍTULO DEL PROYECTO  
POR QUE.....se quiere hacer.....origen y fundamentación....JUSTIFICACIÓN  
PARA QUE.....se quiere hacer.....objetivos, propósitos.....OBJETIVO  
CUANTO.....se quiere hacer.....metas  
DONDE.....se quiere hacer.....localización física (ubicación en el espacio)  
COMO.....se va hacer.....Actividades y tareas....ACTIVIDADES  
Metodología  
CUANDO.....se va hacer.....candelarización o cronograma  
(Ubicación en el espacio)  
A QUIENES.....va dirigido.....destinatario o beneficiarios  
QUIENES.....lo van hacer.....recursos humanos....RECURSOS  
CON QUE.....se va hacer.....recursos materiales....RECURSOS  
.....se va a costear.....recursos financieros

En conclusión son siete pasos sencillos que debemos de tomar en cuenta para realizar todo proyecto escolar:

- 1.- TÍTULO DEL PROYECTO
- 2.- JUSTIFICACIÓN
- 3.- OBJETIVO
- 4.- ACTIVIDADES
- 5.- RECURSOS
- 6.- EVALUACIÓN
- 7.- ALTERNATIVAS DE SOLUCIÓN

Nota: puedes retomar tu libro de Formación Cívica y ética para revisar los pasos del proyecto lo expuesto en estas hojas es solo una síntesis que espero te sea de ayuda para su elaboración.

**Rúbrica para la revisión del proyecto.**

Esta Rúbrica es una lista de criterios e indicadores que me permiten valorar el logro del aprendizaje esperado del proyecto por lo cual te pido como en ejercicio de autoevaluación que la contestes conforme lo que creas que haz logrado al realizar tu proyecto escolar.

CRITERIO	EXELENTE(4)	BUENO(3)	REGULAR(2)	INSUFICIENTE(1)
Apariencia, organización, ortografía, puntuación y gramática	<p>El proyecto está mecanografiado o elaborado en computadora</p> <p>Usa títulos y subtítulos para organizar visualmente el material.</p> <p>Además presenta:                      secuencia ordenada Presenta máximo tres errores ortográficos o de puntuación</p> <p>NO CUENTAN LOS ERRORES REPETIDOS</p>	<p>El proyecto está escrito a mano con esmero.</p> <p>Usa títulos para organizar visualmente el material.</p> <p>Además presenta:                      secuencia ordenada Presenta de cuatro a seis errores ortográficos o de puntuación.</p>	<p>El proyecto está escrito a mano o mecanografiado con esmero.</p> <p>El formato no ayuda a organizar visualmente el material.</p> <p>Además presenta:                      secuencia ordenada pero incompleta o no la hay. Presenta de siete a nueve errores ortográficos o de puntuación</p>	<p>El proyecto está escrito a mano, de forma descuidada, con tachones, múltiples borrones, desgarres y pliegues en las hojas.</p> <p>No tiene formato</p> <p>No tiene contenidos ni índice Presenta diez o más errores ortográficos o de puntuación.</p>
Justificación	<p>La justificación incluye:</p> <p>Hace una descripción argumentada del tema de la investigación.</p> <p>Describe las razones argumentadas que justifican la realización del estudio,</p> <p>Explica más de cuatro intereses para su elección.</p>	<p>La justificación incluye:</p> <p>Hace una descripción breve del tema de investigación.</p> <p>Describe las razones que justifican la realización del estudio,</p> <p>Explica tres intereses para su elección.</p>	<p>La justificación incluye:</p> <p>Hace una descripción breve un poco coherente del tema de la investigación.</p> <p>Describe las razones poco coherentes que justifican la realización del estudio,</p> <p>Explica dos intereses para su elección.</p>	<p>La justificación incluye</p> <p>La descripción sin coherencia del tema de la investigación.</p> <p>Describe las razones que justifican sin coherencia la realización del estudio</p> <p>Explica al menos un interés para su elección.</p>
Objetivo	<p>En los objetivos se observa:</p> <p>Una propuesta de objetivos generales y particulares.</p> <p>El objetivo planteado: Es claro. Indica el propósito. Desarrollo para resolver cada situación problema.</p>	<p>En los objetivos se observa:</p> <p>Una propuesta de objetivos generales o particulares.</p> <p>Incluye algunos de los siguientes puntos:                      Es un poco claro                      Tiene idea de lo que va a desarrollar                      Tiene la idea de la situación del problema pero sin resolución.</p>	<p>En los objetivos se observa:</p> <p>Una sola propuesta de objetivo general o particular.</p> <p>Tiene los siguientes puntos:                      Objetivo mal desarrollado                      No tiene idea de la situación.</p>	No desarrollo objetivo
	<p>Presenta una descripción correcta y argumentativa de los siguientes puntos:</p> <p>Un plan de trabajo para la implantación</p>	<p>El plan de trabajo no asigna algunas actividades a desarrollar en la calendarización.</p>	<p>El plan de trabajo sólo indica el orden de ejecución de las actividades con varias inconsistencias, pocas de las actividades y procesos a realizar</p>	No presentan plan de trabajo.

<p>Actividades</p>	<p>ión de la solución, identifican do actividades, tiempos de inicio y término.</p> <p>Se definen y calendariza con precisión todas las actividades y procesos a realizar en el proyecto.</p> <p>Explica qué información es necesaria a desarrollado un plan claro para organizar la información.</p>		<p>alizar en el proyecto</p>	
<p>calidad de información</p>	<p>En la información mostrada en el reporte del proyecto de investigación se observan:                  Claridad y definición.                  Relación con el tema principal, proporcionando varias ideas secundarias y ejemplos.                  Contribución al desarrollo del proyecto.                  Muestra alternativas de solución a su proyecto                  Da una conclusión con argumento convincente</p>	<p>En la información mostrada en el reporte del proyecto de investigación se observan:                  Contribución al desarrollo del proyecto.                  Además, se observa alguno de los siguientes puntos:                  Claridad y definición.                  Relación con el tema principal, proporcionando varias ideas secundarias y ejemplos.                  Muestra algunas alternativas de solución a su proyecto                  Da una conclusión con argumentos poco convincente</p>	<p>En la información mostrada en el reporte del proyecto de investigación se observan:                  • Relevancia y actualidad.                  alguno de los siguientes puntos:                  Poca claridad.                  Relación con el tema principal.                  No argumenta soluciones.                  Conclusión sin argumentación.</p>	<p>En la información mostrada en el reporte del proyecto de investigación se observan:                  Falta de claridad y definición.                  Poca relación con el tema principal.                  Poca relevancia con datos que no son de actualidad.                  Escasa contribución al desarrollo del proyecto.                  No presenta soluciones ni conclusión</p>

Escala de calificación

18 a 20 puntos Calificación 10

15 a 17 puntos calificación 9

12 a 14 puntos calificación 8

9 a 11 puntos calificación 7

6 a 8 puntos calificación 6

5 puntos calificación 5

## **ARTES**

### **Guía de proyecto extraordinario**

**Docente:** Diana Paulina Gárate Ruvalcaba

**Correo:** diana.garate@jaliscoedu.mx

**Asignatura:** Artes visuales

**Turno:** Vespertino

**Grado y Grupo:**

2B Turno Vespertino

ENTREGAR ANTES DEL 17 DE AGOSTO

#### **Actividad**

Realiza en tu block tabla o en media cartulina un dibujo inspirado en la vanguardia del cubismo que contenga lo siguiente:

- Simetría
- Colores cálidos
- Formas geométricas.
- Arte abstracto

Puedes utilizar colores, gises, acuarelas o crayolas, todo el dibujo tiene que ser con color.

Sin espacios en blanco.

**Agrega todos los datos en tu trabajo.**

Margen como o realizas en clase, de 1cm por lado, escuela, nombre, grado y grupo, N.L. fecha, alumno, en el nombre de la lámina agrega el título que prefieras.

#### **Evaluación**

En la evaluación tomaré en cuenta los siguientes elementos:





- Limpieza
- Originalidad
- Tiene que contener los 4 elementos que solicitó.

Para evaluarte tómale foto a la cartulina o block tabla y mándala al correo,  
[diana.garate@jaliscoedu.mx](mailto:diana.garate@jaliscoedu.mx)

Especifica en el correo todos tus datos.