



Inventario de ejercicios, problemas y actividades de Matemática (Tercer grado de secundaria)

Apoyo a la recuperación académica 2018

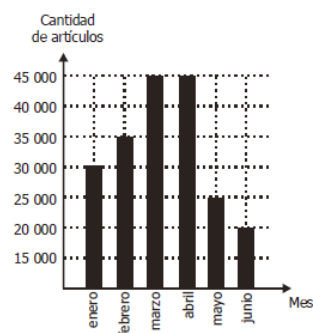
Estimado estudiante:

Te proponemos el presente inventario de ejercicios, problemas y/o actividades como un recurso de apoyo que debes seguir durante el mes de enero de 2019. Te pedimos tener presente, lo siguiente:

- Ha sido elaborado de acuerdo con el **temario de evaluación de recuperación 2018**, el cual está publicado en la página web del colegio.
- Los **ejercicios, problemas y actividades** que se presentan han sido tomados de los documentos de trabajo del año escolar 2018 y de otras fuentes, pero se ajustan a los contenidos.
- Ha sido dosificado para ser desarrollado en cuatro semanas, de lunes a viernes, destinando para ello una hora diaria aproximadamente.
- Debe ser desarrollado en pliegos de papel oficio cuadriculado. Su presentación será en un folder manila tamaño oficio (incluir carátula), el mismo que será revisado y evaluado por los docentes responsables de la evaluación de recuperación, asignándole un peso de 25 % en el resultado final de la recuperación como "evaluación de portafolio". De hecho, si no lo presentas desarrollado, se te asignará la nota mínima en evaluación de portafolio.
- Si los estudiantes requiriesen presentarse a la segunda oportunidad, podrán mejorar y volver a presentarlo desarrollado, prevaleciendo, en este caso, la segunda calificación. Si no lo hiciesen, mantendrán la calificación obtenida en la primera ocasión.
- En la tabla de control diario, detallada en la parte inferior, el padre de familia debe firmar para apoyar y controlar el avance diario del estudiante.
- No hemos incluido una calendarización específica para su desarrollo (fechas de inicio y fin), asumiendo que cada estudiante lo hará en coordinación con sus padres, considerando la realidad particular y los planes de la familia. En todo caso, el trabajo ha sido previsto para cuatro semanas.
- La primera oportunidad de evaluación será a fines de enero. La presentación del portafolio (inventario desarrollado) es obligatoria desde la primera oportunidad de evaluación.

Semana 1

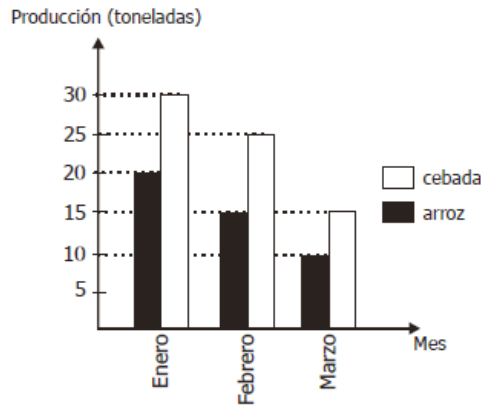
La gráfica muestra el volumen de venta obtenido durante los seis primeros meses del año, de un equipo de vendedores.



1. ¿Cuál es el volumen total de venta, durante esta "Campaña de Medio Año"?
A. 160 000 B. 190 000 C. 200 000 D. 220 000 E. 242 000
2. Calcula el promedio (aprox.) de venta mensual durante esta campaña.
A. 28 828 B. 33 300 C. 33 333 D. 30 300 E. 30 000
3. ¿Durante cuántos meses el volumen de venta estuvo sobre el promedio mensual?
A. 1 B. 2 C. 3 D. 4 E. 5

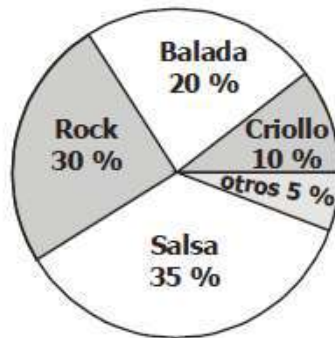
4. ¿Entre qué meses el volumen de venta tuvo la caída más apreciable?
 A. mayo y junio B. enero y febrero C. marzo y abril D. abril y mayo E. febrero y marzo

El gráfico muestra la producción (en toneladas) de arroz y cebada, en tres meses del año:

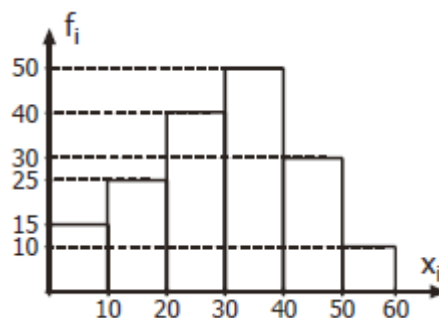


5. ¿En qué porcentaje desciende la producción de arroz entre febrero y marzo?
 A. 20 % B. 25 % C. 33,333...% D. 40 % E. 45 %
6. ¿Cuál fue la producción total de cebada (en toneladas) en los tres meses?
 A. 45 B. 50 C. 60 D. 70 E. 80

En el siguiente gráfico circular se muestra los resultados de una encuesta acerca de las preferencias de ciertos géneros musicales, sobre un total de 800 encuestados.



7. ¿Cuántos más prefieren salsa que rock?
 A. 280 B. 240 C. 256 D. 80 E. 40
8. ¿Cuántos de los encuestados prefieren más salsa y rock, que los demás géneros musicales?
 A. 520 B. 480 C. 360 D. 280 E. 240
9. ¿Qué parte de los que no prefieren balada, representan los que sí la prefieren?
 A. 1/2 B. 1/3 C. 1/4 D. 1/5 E. 1/8
10. ¿Cuál es el ángulo central que tiene la porción de baladas?
 A. 20° B. 36° C. 40° D. 49° E. 72°
11. En el histograma de frecuencias, calcula la mediana.



- A. 30 B. 31 C. 32 D. 33 E. 35

12. El cuadro muestra el número de pedidos pasados por un grupo de vendedores. Calcula la moda y media, si los anchos de clase son constantes.

Nº pedidos	f_i (Nº vendedores)	$x_i f_i$
[300; 350>	9	
[350; >		4500
[; >		11900
[; >	30	
[; 550]	11	

- A. 428,12 y 436,38
 B. 436,38 y 436,68
 C. 451,18 y 437,20
 D. 454,76 y 437,22
 E. 464,26 y 437,62

Tabla de respuestas de la semana 1							
1	C	2	C	3	C	4	D
5	C	6	D	7	E	8	D
9	C	10	E	11	B	12	D

Tabla de firmas del padre de familia de control diario de la semana 1				
Lunes 7 de enero	Martes 8 de enero	Miércoles 9 de enero	Jueves 10 de enero	Viernes 11 de enero

Semana 2

- Construye la tabla de verdad de: $(\sim p \rightarrow q) \leftrightarrow (p \vee \sim q)$, ¿de qué se trata?
 A. tautología B. contradicción C. contingencia D. composición E. equivalencia
- Construye la tabla de verdad de: $(p \vee \sim q) \rightarrow (\sim p \wedge q)$, ¿cuáles de las proposiciones siguientes son verdaderas?
 I. Es una contingencia.
 II. Es una contradicción.
 III. Hay tres valores falsos en el resultado.
 A. Solo I B. Solo II C. I y II D. I y III E. Solo III
- La siguiente proposición compuesta: $\sim(q \rightarrow p) \vee (p \wedge \sim q)$ es una:
 A. tautología B. contradicción C. contingencia D. composición E. equivalencia
- Construye la tabla de verdad de la siguiente proposición compuesta: $(\sim p \leftrightarrow q) \wedge (p \vee q)$ y da el resultado.
 A. FFVV B. FVVV C. FVVF D. VVVF E. VVFF
- Al evaluar la tabla de verdad de: $[(q \wedge p) \vee q] \wedge \sim q$ obtenemos una:
 A. tautología B. contradicción C. contingencia D. composición E. equivalencia
- Dado el conector lógico “*”, cuya tabla es:

p	q	$p * q$
V	V	V
V	F	V
F	V	F
F	F	V

construye la tabla de verdad de: $[p * (q * \sim p)] * q$, ¿de qué se trata?

- A. tautología B. contradicción C. contingencia D. negación E. equivalencia

7. Al dividir $(22x^2 + 6 + 12x^4 - 15x^3 - 5x) \div (4x^2 - 5x + 6)$ el residuo es:
 A. $x + 1$ B. 0 C. $x^2 - 1$ D. $x - 1$ E. 5
8. Calcula el cociente de la siguiente división $(x^3 + 5x^2 - 7x + 5) \div (x^2 + 2x - 3)$.
 A. $x + 5$ B. $x^2 + 3$ C. $x + 3$ D. $-10x + 14$ E. $10x - 14$
9. La suma de los coeficientes del cociente y residuo de la siguiente división $(5x^5 - x^4 + 6x^3 - 7x + 3) \div (5x^2 - 6x + 2)$ es:
 A. 6 B. 7 C. 8 D. 9 E. 10
10. Después de dividir $(16x^4 - 4x^2 + 4x - 1) \div (4x^2 - 2x - 1)$ se obtiene un cociente igual: $ax^2 + bx + c$, calcula $a + b + c$.
 A. 15 B. 8 C. 7 D. 6 E. 4
11. Si la división $(x^5 + 2x^3 - 13x^2 + mx + n) \div (x^2 - 3x + 3)$ es exacta, calcula $m + n$.
 A. 9 B. -9 C. 24 D. -12 E. 12
12. Por Navidad un supermercado reparte $P(x) = (x^6 + 2x^4 + 5x - b)$ panetones, en forma equitativa entre las $(x - 2)$ madres que asistían a la celebración. Calcula el valor de b sabiendo que sobraron 70 panetones.
 A. 6 B. 12 C. 18 D. 24 E. 36

Tabla de respuestas de la semana 2							
1	C	2	D	3	C	4	C
5	B	6	C	7	B	8	C
9	A	10	C	11	C	12	E

Tabla de firmas del padre de familia de control diario de la semana 2				
Lunes 14 de enero	Martes 15 de enero	Miércoles 16 de enero	Jueves 17 de enero	Viernes 18 de enero

Semana 3

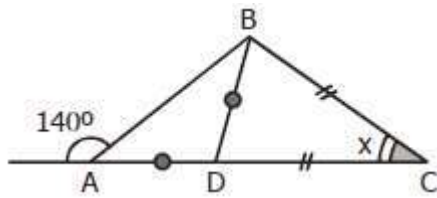
1. Indica uno de los términos al desarrollar $\frac{16x^{20} - 1}{2x^5 - 1}$.
 A. $4x^5$ B. $2x^4$ C. $4x^{15}$ D. $2x^{10}$ E. $8x^{15}$
2. ¿Qué valor debe tomar a para que $\frac{x^a - y^{5a-8}}{x^2 - y^9}$ genere un cociente notable?
 A. 10 B. 12 C. 14 D. 16 E. 18
3. Calcula el término de lugar 14, del desarrollo de $\frac{m^{31} + n^{31}}{m + n}$.
 A. $-m^{13}n^{17}$ B. $-m^{15}n^{16}$ C. $-m^{14}n^{16}$ D. $-m^{15}n^{15}$ E. $-m^{17}n^{13}$
4. Calcula el valor numérico del octavo término del cociente notable $\frac{x^{45} + y^{30}}{x^3 + y^2}$; para $x = 1$; $y = -1$.
 A. 0 B. 1 C. -1 D. 14 E. -14

5. ¿Qué valor debe tomar n para que $\frac{x^{3n+4} - y^{4n-4}}{x^{3n+2} - y^{4n-8}}$ genere un cociente notable?
- A. 6 B. 7 C. 8 D. 9 E. Nunca genera C.N.
6. Calcula el término central generado por el desarrollo del cociente notable $\frac{(x+1)^{20} - (x-1)^{20}}{(x+1)^4 - (x-1)^4}$.
- A. $8(x^2 - 1)$ B. $(x+1)^8$ C. $(x-1)^8$ D. $(x^2 + 1)^8$ E. $(x^2 - 1)^8$
7. Resuelve la ecuación $(x-3)^2 + x(x+2) = 9$.
- A. $\{0; 1\}$ B. $\{0; 2\}$ C. $\{0; 3\}$ D. $\{0; 4\}$ E. $\{1; 2\}$
8. Resuelve $x^2 - 6x + 3 = 0$ y señala la menor solución.
- A. $3 - \sqrt{2}$ B. $3 + \sqrt{2}$ C. $3 - \sqrt{6}$ D. $3 + \sqrt{6}$ E. $-3 - \sqrt{6}$
9. Calcula $\frac{1}{x_1} + \frac{1}{x_2}$, si $x_1; x_2$ son las raíces de la ecuación $x^2 + 3x - 1 = 0$.
- A. 1 B. 2 C. 3 D. 4 E. 5
10. Forma una ecuación de segundo grado sabiendo que sus raíces son: $x_1 = 7 + \sqrt{2}$; $x_2 = 7 - \sqrt{2}$.
- A. $x^2 - 14x + 49 = 0$ B. $x^2 - 14x + 45 = 0$ C. $x^2 - 14x + 47 = 0$
D. $x^2 + 14x - 47 = 0$ E. $x^2 - 14x - 47 = 0$
11. El área de un rectángulo es 32 cm^2 . Calcula el perímetro del rectángulo si su largo mide $(x+2) \text{ cm}$ y ancho $(x-2) \text{ cm}$.
- A. 20 B. 21 C. 22 D. 23 E. 24
12. El producto de la edad de Antonio por 7 es equivalente a 120 menos que el cuadrado de su edad, ¿cuántos años tendrá Antonio dentro de 10 años?
- A. 8 B. 15 C. 20 D. 25 E. 30

Tabla de respuestas de la semana 3							
1	E	2	D	3	E	4	C
5	E	6	E	7	B	8	C
9	C	10	C	11	E	12	D

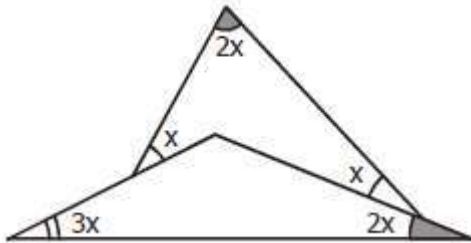
Tabla de firmas del padre de familia de control diario de la semana 3				
Lunes 21 de enero	Martes 22 de enero	Miércoles 23 de enero	Jueves 24 de enero	Viernes 25 de enero

9. Calcula x si $AD = DB$ y $BC = CD$.



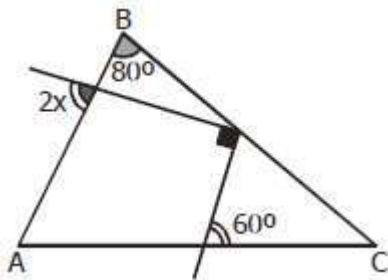
- A. 10° B. 15° C. 20° D. 25° E. 30°

10. Calcula x .



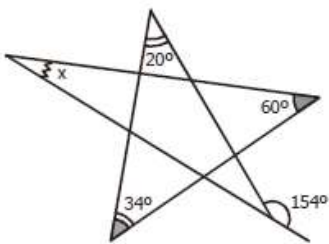
- A. 10° B. 15° C. 18° D. 20° E. 25°

11. Si $AB = BC$, calcula x .



- A. 15° B. 20° C. 25° D. 30° E. 40°

12. Calcula x .



- A. 20° B. 30° C. 40° D. 50° E. 60°

Tabla de respuestas de la semana 4

1	D	2	C	3	A	4	C
5	D	6	E	7	D	8	D
9	C	10	D	11	E	12	C

Tabla de firmas del padre de familia de control diario de la semana 4

Lunes 28 de enero	Martes 29 de enero	Miércoles 30 de enero	Jueves 31 de febrero	Viernes 1 de febrero



Inventario de ejercicios, problemas y actividades de Arte (tercer grado de secundaria) (Apoyo a la recuperación académica 2018)

Estimado estudiante:

Te proponemos el presente inventario de ejercicios prácticos, como un recurso de apoyo para el proceso de recuperación académica que debes seguir durante el mes de enero de 2019. Te pedimos tener presente, respecto al inventario, lo siguiente:

- Ha sido elaborado de acuerdo con los temarios de las evaluaciones de salida.
- Los ejercicios prácticos que se presentan en él han sido tomados de los documentos de trabajo del año escolar 2018 y de otras fuentes, pero que se ajustan a los contenidos del temario.
- Ha sido dosificado para ser desarrollado en cuatro semanas, de lunes a viernes, destinando para ello una hora diaria aproximadamente.
- Deben ser desarrollados en papel bond A4 blanco. Su presentación será en un fólter manila tamaño A4 (incluir carátula), el mismo que será revisado y evaluado por el docente responsables de la evaluación de recuperación, asignándole un peso de 25 % en el resultado final de la recuperación como "evaluación de portafolio". De hecho, si no lo presentas desarrollado, se te asignará la nota mínima en evaluación de portafolio.
- Si los estudiantes requiriesen presentarse a la segunda oportunidad, podrán mejorar y volver a presentarlo desarrollado, prevaleciendo, en este caso, la segunda calificación. Si no lo hiciesen, mantendrán la calificación obtenida en la primera ocasión.
- En la tabla de control diario, el padre de familia debe firmar para apoyar y controlar el avance diario del estudiante en su desarrollo.
- No hemos incluido una calendarización específica para su desarrollo (fechas de inicio y fin), asumiendo que cada estudiante lo hará en coordinación con sus padres, considerando la realidad particular y los planes de la familia. En todo caso, el trabajo ha sido previsto para cuatro semanas.
- La primera oportunidad de evaluación será a fines de enero. La presentación del portafolio (inventario desarrollado) es obligatoria desde la primera oportunidad de evaluación.

Semana 1

Tema 1: Dibujo artístico: (técnica del lápiz carboncillo).

- Imprime la lámina del **anexo 1**. A continuación, dibuja el diseño propuesto. No olvides de leer las recomendaciones.

Tabla de firmas del padre de familia de control diario de la semana 1				
Lunes 7 de enero	Martes 8 de enero	Miércoles 9 de enero	Jueves 10 de enero	Viernes 11 de enero

Semana 2

Tema 2: Dibujo artístico: (técnica de los lápices de color).

- Imprime la lámina del **anexo 2**. A continuación, dibuja el diseño propuesto. No olvides de leer las recomendaciones.

Tabla de firmas del padre de familia de control diario de la semana 2				
Lunes 14 de enero	Martes 15 de enero	Miércoles 16 de enero	Jueves 17 de enero	Viernes 18 de enero

Semana 3**Tema 3 Dibujo técnico: Diseño gráfico con escuadras y compás**

- Imprime las láminas de los **anexos 3 y 4**. A continuación, dibuja el diseño propuesto. No olvides de leer las recomendaciones.

Tabla de firmas del padre de familia de control diario de la semana 3				
Lunes 21 de enero	Martes 22 de enero	Miércoles 23 de enero	Jueves 24 de enero	Viernes 25 de enero

Semana 4**Tema 4: Dibujo Técnico: isometría**

- Imprime las láminas de los **anexos 5 y 6**. A continuación, dibuja el diseño propuesto. No olvides de leer las recomendaciones.

Tabla de firmas del padre de familia de control diario de la semana 4				
Lunes 28 de enero	Martes 29 de enero	Miércoles 30 de enero	Jueves 31 de enero	Viernes 1 de febrero

Tabla de puntajes						
Semana 1		Semana 2		Semana 3	Semana 4	Puntaje
Lámina 1	Lámina 2	Lámina 3	Lámina 4	Lámina 5	Lámina 6	
3 puntos	3 puntos	3 puntos	3 puntos	4 puntos	4 puntos	

Detalles

Dibujo técnico	
Puntaje	Detalle
3 puntos	Lámina totalmente concluida de acuerdo al requerimiento propuesto.
2 puntos	Lámina con más del 50 % concluida de acuerdo al requerimiento propuesto.
1 punto	Lámina con menos del 50 % concluida de acuerdo al requerimiento propuesto.
0 punto	No presentó su lámina.

Dibujo artístico	
Puntaje	Detalle
4 puntos	Lámina totalmente concluida de acuerdo al requerimiento propuesto.
3 puntos	Lámina con más del 75 % concluida de acuerdo al requerimiento propuesto.
2 puntos	Lámina con más del 50 % concluida de acuerdo al requerimiento propuesto.
1 punto	Lámina con menos del 50 % concluida de acuerdo al requerimiento propuesto.
0 punto	No presentó su lámina.

Anexo 1



Dibuja el diseño propuesto con lápiz carboncillo, tomando en cuenta encuadre, proporción y degradación.

 <p>CEP Nuestra Señora del Perpetuo Socorro <small>El estudio, tan natural como el juego y el descanso</small></p>	<p>Arte</p>	<p>Lámina n.º 1</p>	<p>Dibujado por:</p>	<p>Cambridge English School <i>using Cambridge English exams & materials</i></p>	<p>Código: S3-__-__</p>	<p>Revisado por: Enrique Parks Arellano</p>	<p> Pequeños detalles que nos hacen mejores personas <small>ACREDITACIÓN INTERNACIONAL CNEP - CCEC (2014-2019)</small></p>
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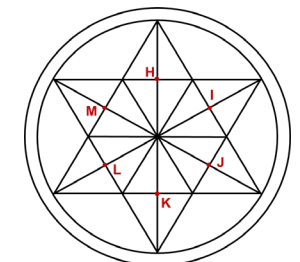
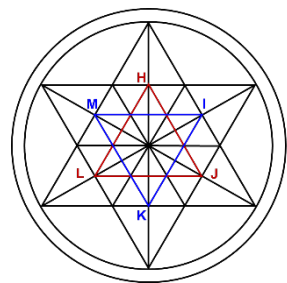
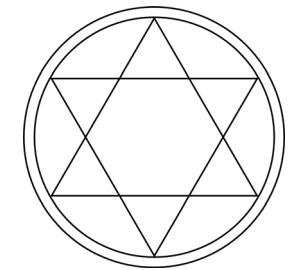
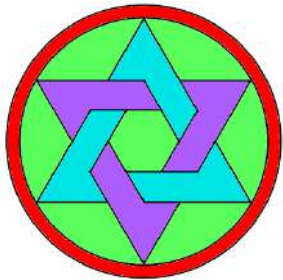
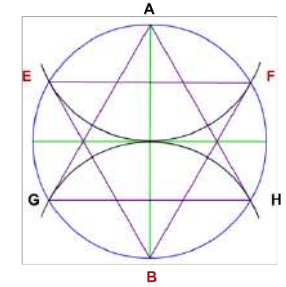
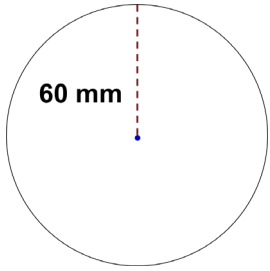
Anexo 2



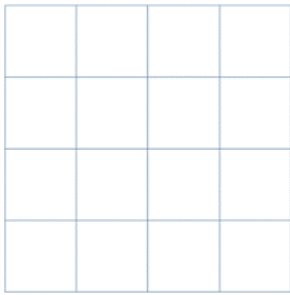
Dibuja el diseño propuesto con lápices de color, tomando en cuenta encuadre, proporción, degradación y armonía de

 <p>CEP Nuestra Señora del Perpetuo Socorro <small>El estudio, tan natural como el juego y el descanso</small></p>	<p>Arte</p>	<p>Lámina n.º 2</p>	<p>Dibujado por:</p>	<p>Cambridge English School <i>using Cambridge English exams & materials</i></p>	<p>Código: S3-__-__</p>	<p>Revisado por: Enrique Parks Arellano</p>	<p> Pequeños detalles que nos hacen mejores personas <small>ACREDITACIÓN INTERNACIONAL CNEP - CCEC (2014 - 2019)</small></p>
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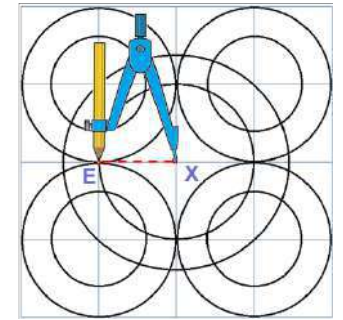
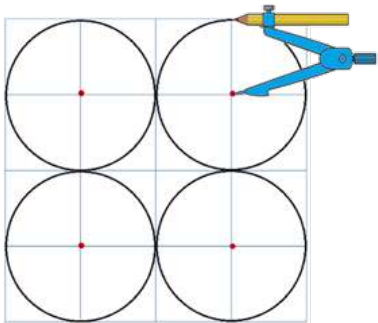
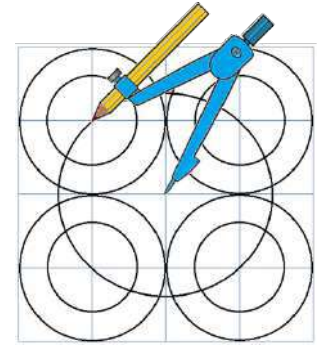
Anexo 3



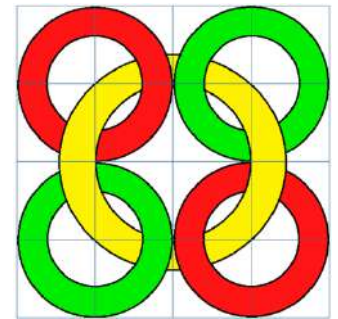
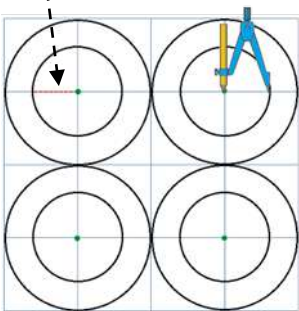
Dibuja con compás, escuadras, fine pen negro y lápices de colores el siguiente diseño gráfico.



160 x 160



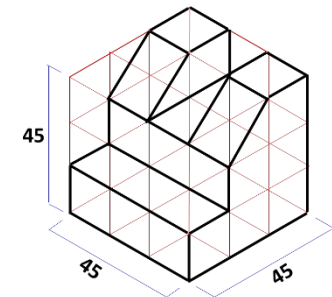
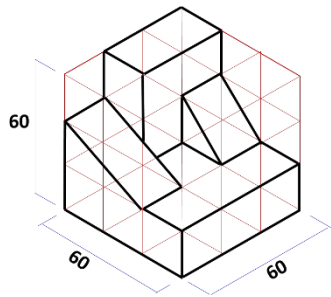
25 mm.



Anexo 4

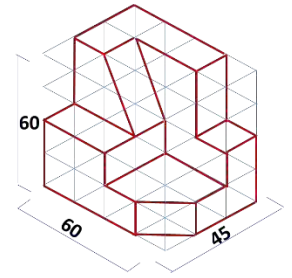
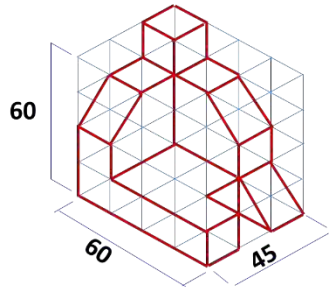
Dibuja con compás, escuadras, fine pen negro y lápices de color el siguiente diseño gráfico.

Con las medidas dadas dibuja con escuadras, fine pen negro y colores los dos sólidos isométricos.



Anexo 5

Con las medidas dadas dibuja con escuadras, fine pen negro y colores los dos sólidos isométricos.



Anexo 6

Inventario de ejercicios, problemas y actividades de Comunicación

Tercer grado de secundaria

Apoyo a la recuperación académica 2018

Estimado estudiante:

Te proponemos el presente inventario de ejercicios y/o actividades como un recurso de apoyo que debes seguir durante el mes de enero de 2019. Te pedimos tener presente, lo siguiente:

- Ha sido elaborado de acuerdo con el **temario de evaluación de recuperación 2018**, el cual está publicado en la página web del colegio.
- Los **ejercicios y actividades** que se presentan han sido tomados de los documentos de trabajo del año escolar 2018 y de otras fuentes, pero se ajustan a los contenidos.
- Ha sido dosificado para ser desarrollado en cuatro semanas, de lunes a viernes, destinando para ello una hora diaria aproximadamente.
- Debe ser desarrollado en pliegos de papel oficio cuadriculado. Su presentación será en un fólter manila tamaño oficio (incluir carátula), el mismo que será revisado y evaluado por los docentes responsables de la evaluación de recuperación, asignándole un peso de 25 % en el resultado final de la recuperación como “evaluación de portafolio”. De hecho, si no lo presentas desarrollado, se te asignará la nota mínima en evaluación de portafolio.
- Si los estudiantes requiriesen presentarse a la segunda oportunidad, podrán mejorar y volver a presentarlo desarrollado, prevaleciendo, en este caso, la segunda calificación. Si no lo hiciesen, mantendrán la calificación obtenida en la primera ocasión.
- En la tabla de control diario, detallada en la parte inferior, el padre de familia debe firmar para apoyar y controlar el avance diario del estudiante.
- No hemos incluido una calendarización específica para su desarrollo (fechas de inicio y fin), asumiendo que cada estudiante lo hará en coordinación con sus padres, considerando la realidad particular y los planes de la familia. En todo caso, el trabajo ha sido previsto para cuatro semanas.
- La primera oportunidad de evaluación será a fines de enero. La presentación del portafolio (inventario desarrollado) es obligatoria desde la primera oportunidad de evaluación.

Semana 1

Tema	Ejercicios y actividades	Firma
Recursos estilísticos (figuras literarias)	Anexo 1	
Literatura del Renacimiento	Anexo 2	
Texto argumentativo	Anexo 3	
Estrategias lectoras: Ojitos de ángel	Anexo 4	
Término excluido	Anexo 5	

Semana 2

Tema	Ejercicios y actividades	Firma
Literatura del Neoclasicismo	Anexo 6	
Generación del 98	Anexo 7	
Texto expositivo	Anexo 8	
Estrategias lectoras: Ojitos de ángel	Anexo 9	
Plan de redacción	Anexo 10	

Semana 3

Tema	Ejercicios y actividades	Firma
Generación del 27	Anexo 11	
Texto argumentativo	Anexo 12	
Estrategias lectoras: Ojitos de ángel	Anexo 13	
Oraciones incompletas	Anexo 14	

Semana 4

Tema	Ejercicios y actividades	Firma
Texto expositivo	Anexo 15	
Estrategias lectoras: Ojitos de ángel	Anexo 16	
Literatura de las décadas del 40 y 50	Anexo 17	

ANEXO 1

RECURSOS ESTILÍSTICOS

I. Lee e identifica qué recurso estilístico se presenta en cada uno de los fragmentos propuestos.

<p>1. <<Cuando me recorta el pelo la tijera de mamá, va diciendo en su revuelo: chiqui-chiqui-chiqui-cha>>.</p> <p style="text-align: right;">Germán Berdiales</p> <p><input type="text"/></p>	<p>2. <<Existe un lugar aún en el que, los inviernos son blancos, "las aguas azules y el bosque verde">>.</p> <p style="text-align: right;">P. del Castillo</p> <p><input type="text"/></p>
<p>3. <<Murmullo que en el alma se eleva y va creciendo como volcán que sordo anuncia que va a arder>>.</p> <p style="text-align: right;">Gustavo Adolfo Bécquer</p> <p><input type="text"/></p>	<p>4. <<Los invisibles átomos del aire en derredor palpitan y se inflaman>>.</p> <p style="text-align: right;">Bécquer, Rimas</p> <p><input type="text"/></p>
<p>5. <<Las más veces me entrego, otras resisto con tal furor, con una fuerza nueva, que un monte puesto encima rompería>>.</p> <p style="text-align: right;">Lope de Vega</p> <p><input type="text"/></p>	<p>6. <<Caminante, son tus huellas el camino, y nada más; caminante, no hay camino: se hace camino al andar>>.</p> <p style="text-align: right;">Antonio Machado</p> <p><input type="text"/></p>
<p>7. <<Temprano levantó la muerte el vuelo temprano madrugó la madrugada temprano estás rondando por el suelo>>.</p> <p style="text-align: right;"><input type="text"/> Miguel Hernández</p>	<p>8. <<Del salón en el ángulo oscuro de su dueña tal vez olvidada silenciosa y cubierta de polvo veíase el arpa>>.</p> <p style="text-align: right;"><input type="text"/> Gustavo A. Bécquer</p>
<p>9. <<Pasos de un peregrino son, errante, cuantos me dictó versos dulce Musa en soledad confusa, perdidos unos, otros inspirados>>.</p> <p style="text-align: right;"><input type="text"/> Luis de Góngora</p>	<p>10. <<Dale al aspa, molino hasta nevar el trigo dale a la piedra, agua hasta ponerla mansa dale al molino, aire>>.</p> <p style="text-align: right;"><input type="text"/> Miguel Hernández</p>

<p>11. <<A Dafne ya los brazos le crecían, y en luengos ramos vueltos se mostraba; en verdes hojas vi que se tornaban los cabellos que el oro escurecían>>.</p> <p style="text-align: right;">Garcilaso de la Vega</p> <p><input type="text"/></p>	<p>12. <<A la vera del camino hay una fuente de piedra, y un cantarillo de barro -glu-glu- que nadie se lleva>>.</p> <p style="text-align: right;">Antonio Machado</p> <p><input type="text"/></p>
<p>13. <<Hay un palacio y un río y un lago y un puente viejo, y fuentes con musgo y hierba alta y silencio... un silencio>>.</p> <p style="text-align: right;">Juan R. Jiménez</p> <p><input type="text"/></p>	<p>14. <<Sus mejillas, rugosas como la corteza de una vieja encina...>>.</p> <p style="text-align: right;">Pío Baroja</p> <p><input type="text"/></p>
<p>15. <<Y el santo de Israel abrió su mano, y los dejó y cayó en despeñadero el carro y el caballo y caballero>>.</p> <p style="text-align: right;">Fernando de Herrera</p> <p><input type="text"/></p>	<p>16. <<Los invisibles átomos del aire en derredor palpitan y se inflaman...>></p> <p style="text-align: right;">Gustavo Adolfo Bécquer</p> <p><input type="text"/></p>
<p>17. <<Su nombre es Dulcinea... sus cabellos son oro, su frente campos elíseos, sus cejas arcos de cielo, sus ojos soles, sus mejillas rosas, sus labios corales, perlas sus dientes, alabastro su cuello, mármol su pecho, marfil sus manos...>>.</p> <p style="text-align: right;">Miguel de Cervantes, Don Quijote</p> <p><input type="text"/></p>	

II. Lee el siguiente poema, identifica y subraya las figuras literarias presentes en él. Luego, en el cuaderno de Comunicación, fundamenta el trabajo realizado.

CANCIÓN DE OTOÑO EN PRIMAVERA

<<Juventud, divino tesoro,
 ¡ya te vas para no volver!
 Cuando quiero llorar, no lloro...
 y a veces lloro sin querer...
 >>

Plural ha sido la celeste
 historia de mi corazón.
 Era una dulce niña, en este
 mundo de duelo y de aflicción.

Miraba como el alba pura;
 sonreía como una flor.
 Era su cabellera oscura
 hecha de noche y de dolor.

Yo era tímido como un niño.
 Ella, naturalmente, fue,
 para mi amor hecho de armiño,
 Herodías y Salomé...

Juventud, divino tesoro,
 ¡ya te vas para no volver!
 Cuando quiero llorar, no lloro...
 y a veces lloro sin querer... (...)>>

Rubén Darío

ANEXO 2

RENACIMIENTO LITERARIO

ACTIVIDADES

Lee atentamente los textos presentados; luego, desarrolla las actividades propuestas.

**A don Loarte
(fragmento)**

*<<Cuando contemplo el cielo
de innumerables luces adornado,
y miro hacia el suelo
de noche rodeado,
en sueño y en olvido sepultado,

el amor y la pena
despiertan en mi pecho un ansia ardiente;
despiden larga vena
los ojos hechos fuente;
Loarte y digo al fin con voz doliente:

«Morada de grandeza,
templo de claridad y hermosura,
el alma, que a tu alteza
nació, ¿qué desventura
la tiene en esta cárcel baja, oscura?

¿Qué mortal desatino
de la verdad aleja así el sentido,
que, de tu bien divino
olvidado, perdido
sigue la vana sombra, el bien fingido?

El hombre está entregado
al sueño, de su suerte no cuidando;
y, con paso callado,
el cielo, vueltas dando,
las horas del vivir le va hurtando.

¡Oh, despertad, mortales!
Mirad con atención en vuestro daño.
Las almas inmortales,
hechas a bien tamaño,
¿podrán vivir de sombra y de engaño?*

*¡Ay, levantad los ojos
aquesta celestial eterna esfera!
burlaréis los antojos
de aquea lisonjera
vida, con cuanto teme y cuanto espera.

¿Es más que un breve punto
el bajo y torpe suelo, comparado
con ese gran trasunto,
do vive mejorado
lo que es, lo que será, lo que ha pasado?

Quien mira el gran concierto
de aquestos resplandores eternos,
su movimiento cierto
sus pasos desiguales
y en proporción concorde tan iguales;

la luna cómo mueve
la plateada rueda, y va en pos della
la luz do el saber llueve,
y la graciosa estrella
de amor la sigue reluciente y bella;

y cómo otro camino
prosigue el sanguinoso Marte airado,
y el Júpiter benino,
de bienes mil cercado,
serena el cielo con su rayo amado;

rodéase en la cumbre
Saturno, padre de los siglos de oro;
tras él la muchedumbre
del reluciente coro
su luz va repartiendo y su tesoro?>>.*

Fray Luis de León

NIVEL LITERAL

1. Reconoce las características formales del texto y escribe en los recuadros la información solicitada.

Género y especie		Carácter	
Lenguaje		Estilo	

NIVEL INFERENCIAL

2. Subraya e indica qué figuras literarias encuentras en el fragmento del poema.
3. ¿Qué características renacentistas encuentras en los versos leídos? Menciona y sustenta.

Lazarillo de Tormes

(fragmento)

Lazaron, siendo todavía un niño, entra a servir a un ciego. Con este primer amo sufrirá dolorosas experiencias y aprenderá sus primeras lecciones para vivir en un mundo hostil.

Como ya os he contado, comencé a servir y a guiar a mi ciego amo siendo apenas un adolescente. Estuvimos unos días en Salamanca, pero como no



estaba conforme con las ganancias conseguidas, decidió que nos iríamos de la ciudad. Mi madre y yo nos despedimos llorando y me dijo: - Hijo, ya sé que no te veré más. Procura ser bueno, y que Dios te guíe. Tienes un buen amo. Válete por ti mismo. Nada más salir de la ciudad, llegamos a un puente, en el que había un animal de piedra, con forma de toro. Mi amo me mandó acercarme y me dijo: - Lázaro, acércate al toro y oírás un gran ruido dentro de él. Yo, creyendo que era verdad, me acerqué sin dudarle y, en cuanto puse mi cabeza junto al animal, me dio un gran golpe contra él. Burlándose de mí, me dijo: - Ya aprenderás, necio, que el mozo del ciego debe saber una pizca más que el diablo. Desde aquel instante, empecé a despertar de mi inocencia pueril, y me dije: - **Mas me vale empezar a abrir bien los ojos, pues estoy solo, y he de aprender a valerme por mí mismo**, como me dijo mi madre. Mi amo era muy listo y astuto: tenía mil formas y maneras de sacar dinero. Sin embargo, a pesar de que conseguía todo lo que se proponía, jamás conocí a un hombre tan avariento y mezquino; tanto, que no comía ni la mitad de lo necesario, y me hacía pasar muchísima hambre. Pero, como yo aprendía rápido, me valí de mi ingenio para no pasarlo tan mal. Conseguía engañarlo de tal manera, que la mayoría de las veces, me quedaba yo con la mejor parte de la comida. Cuando comíamos, solía poner a su lado una jarrilla de vino. Yo, la cogía rápidamente, le daba un par de tragos y volvía a ponerla en su lugar, sin que se diera cuenta. Mas, poco me duró mi astucia, porque en seguida cayó en la cuenta de que faltaban algunos tragos, así que optó por cogerla del asa y no soltarla. Entonces, yo empecé a beber metiendo mi larga paja de centeno en la jarrilla y, chupaba y chupaba hasta dejarla casi vacía. Esta vez tampoco me duró mucho mi nueva argucia, apues en seguida se dio cuenta y, decidió colocarla entre sus piernas y tapparla con la mano. Así seguro que se lo bebía todo él. Aún así, no me rendí. Decidí hacer en la base de la jarrilla un agujero fino, que tapé disimuladamente con un poco de cera. Y, cuando llegaba la hora de comer, fingiendo que tenía frío, me acercaba a las piernas de mi amo y a la pobre lumbre que teníamos. Así, al calor de ella, la cera se derretía y una fuentecilla de vino caía en mi boca. Entonces cuando mi pobre amo iba a beber, no quedaba ni una gota y se enfadaba mucho porque no sabía qué podía

pasar. No paró de darle vueltas a la jarra hasta que descubrió mi engaño. Sin embargo, disimuló como si no lo hubiera notado. Al día siguiente, me senté como de costumbre y, cuando estaba disfrutando de mis dulces tragos, decidió vengarse de mí. Cogió la jarrilla con todas sus fuerzas y la lanzó contra mi boca. Fue tal el golpecillo que me dio que ¡la jarrilla se convirtió en jarrazo! Me aturdió tanto que llegué a perder el sentido. Además de las numerosas heridas que me hizo en la cara, me partió algunos dientes. Desde aquel instante, le deseé mal a mi mal ciego. Empezó a golpearme a menudo, a darme coscorriones y a burlarse continuamente de mí. Entonces, decidí que me libraría de él. Y, mientras esperaba el momento oportuno, lo llevaba intencionadamente por los peores caminos, por donde más piedras había, para hacerle daño. Y aunque le prometía que no lo hacía con mala intención, él no se lo creía y me arreaba un coscorrón tras otro. Durante mi estancia con él, viví otras muchas desventuras, y de todas ellas aprendí que a lo largo de mi vida debería de valerme de mentiras y mucha astucia para poder salir adelante. Por su parte, él relataba a los vecinos mis adversidades una y otra vez con tanta gracia que no paraban de reírse. Finalmente, llegada la hora de deshacerme de él, decidí vengarme incitándole a darse un golpe contra una columna. El cabezazo que se dio, mi buen amo, fue tan fuerte que cayó para atrás medio muerto y con la cabeza abierta. Así lo dejé, allí, tirado y rodeado de gente que acudió a socorrerlo. Nunca supe nada más de él.

Actividades (cuaderno de trabajo)

1. Redacta una etopeya del personaje Lázaro.
2. Determina una situación problemática. Justifica con un hecho del texto.
3. El ciego pretende enseñar a Lázaro a ser un buen servidor, ¿qué método emplea?
4. Escribe el significado del enunciado subrayado.
5. ¿Qué tipo de narrador es el que relata las acciones en el fragmento leído?
6. ¿Estás de acuerdo con el sistema de enseñanza que propone el fragmento?



ANEXO 4

ESQUEMA DE ANÁLISIS LITERARIO: OJITOS DE ÁNGEL



I. Completa el esquema de análisis literario.

ELEMENTOS EXTRÍNSECOS	ELEMENTOS INTRÍNSECOS:	NIVEL INFERENCIAL
1.1. Género 1.2. Especie 1.3. Autor 1.4. Nacionalidad 1.5. Forma de composición	NIVEL LITERAL 1.6. Narrador 1.7. Escenarios 1.8. Personajes: principales y secundarios 1.9. Hechos principales	1.10. Ideas principales

II. Responde a las preguntas formuladas a continuación.

2.1. ¿Con qué hecho inicia la novela?

2.2. ¿Por qué el señor Vargas está hospitalizado? Explica.

2.3. ¿Qué observa el señor Vargas a su entorno?

2.4. ¿Con quién compartía la habitación el señor Vargas?

2.5. ¿Cómo es el comportamiento del señor Vargas con los médicos del hospital?

2.6. ¿Por qué ningún amigo o familiar se encontraba cerca del accidentado?

2.7. Determina dos problemas principales que presenta la obra. Luego, fundamenta con un hecho del texto.

ANEXO 5**TÉRMINO EXCLUIDO**

I. **TÉRMINO EXCLUIDO.** Encierra, con una circunferencia, la alternativa que presenta la respuesta correcta.

1. VERNÁCULO	2. ENTENDIDO	3. ATENTO	4. GLACIAL
A. oriundo B. céntrico C. patrio D. nativo E. autóctono	A. versado B. comprendido C. erudito D. perito E. ducho	A. servicial B. gentil C. afable D. carismático E. caballeroso	A. frívolo B. gélido C. congelado D. álgido E. helado
5. DISIPADO	6. FACINEROSO	7. RECLUIR	8. ABYECTO
A. perdulario B. licencioso C. disoluto D. crapuloso E. excéntrico	A. malhecho B. pirata C. bandolero D. secuaz E. gánster	A. internar B. aprisionar C. encarcelar D. contender E. enclaustrar	A. ruín B. villano C. infame D. iletrado E. rufián
9. CAUTO	10. PUSILÁNIME	11. PORFIADO	12. FICCIÓN
A. prudente B. precavido C. audaz D. previsor E. cauteloso	A. cobarde B. medroso C. timorato D. trágico E. apocado	A. terco B. pertinaz C. obstinado D. animado E. testarudo	A. ilusión B. ensueño C. ideación D. espejismo E. quimera
13. SENSATEZ	14. ASEQUIBLE	15. ASIR	16. FISONOMÍA
A. paz B. brillo C. salud D. acuerdo E. cordura	A. posible B. factible C. hacedero D. realizable E. cognoscible	A. coger B. agarrar C. empuñar D. amarrar E. prender	A. faz B. cara C. efigie D. rostro E. semblante
17. CÚSPIDE	18. BOCETO	19. DISCURRIR	20. NIÑO
A. pico B. cima C. vértice D. cumbre E. cordillera	A. esbozo B. croquis C. prólogo D. bosquejo E. esquema	A. cavilar B. meditar C. imaginar D. elucubrar E. reflexionar	A. incauto B. curioso C. expresivo D. pequeño E. imaginativo
21. HEDIONDO	22. DIFUSIÓN	23. TEATRO	24. MÚSICA
A. fétido B. asqueroso C. maloliente D. horripilante E. nauseabundo	A. dilatación B. expansión C. coalición D. divulgación E. propagación	A. guion B. comedia C. actor D. acrobacia E. escenario	A. nota B. atril C. partitura D. escala E. espectáculo

ACTIVIDADES

I. Lee atentamente el texto presentado; luego, desarrolla los ejercicios planteados.

La lechera

Llevaba en la cabeza
una lechera el cántaro al mercado
con aquella presteza,
aquel aire sencillo, aquel agrado,
que va diciendo a todo el que lo advierte:
¡Yo sí que estoy contenta con mi suerte!
Porque no apetecía
más compañía que su pensamiento,
que alegre la ofrecía
inocentes ideas de contento.
Marchaba sola la feliz lechera,
y decía entre sí de esta manera:
«Esta leche vendida,
en limpio me dará tanto dinero,
y con esta partida
un canasto de huevos comprar quiero,
para sacar cien pollos, que al estío merodeen cantando el pío, pío.
Del importe logrado
de tanto pollo mercaré un cochino;
con bellota, salvado,
berza, castaña engordará sin tino;
tanto, que puede ser que yo consiga
ver cómo se le arrastra la barriga.
Llevarelo al mercado,
sacaré de él, sin duda, buen dinero:
Compraré de contado
una robusta vaca y un ternero,
que salte y corra toda la campaña,
hasta el monte cercano a la cabaña».
Con este pensamiento
enajenada, brinca de manera
que a su salto violento
el cántaro cayó. ¡Pobre Lechera!
¡Qué compasión! Adiós leche, dinero,
huevos, pollos, lechón, vaca y ternero.
¡Oh loca fantasía,
qué palacios fabricas en el viento!
Modera tu alegría;
no sea que, saltando de contento
al contemplar dichosa tu mudanza,
quiebre su cantarillo la esperanza.
No seas ambiciosa
de mejor o más próspera fortuna,
que vivirás ansiosa
sin que pueda saciarte cosa alguna.

**No anheles impaciente el bien futuro;
mira que ni el presente está seguro.**



NIVEL LITERAL

1. Reconoce las características formales del texto y escribe en los recuadros la información solicitada.

Género y especie		Carácter	
Lenguaje		Estilo	

2. ¿Cuál es la ilusión que tiene la lechera cuando se dirige al mercado?

3. ¿Qué sucedió con el cántaro que contenía leche?

NIVEL INFERENCIAL

4. ¿Qué inconductas humanas presenta el texto? Mencionalas.

5. ¿Qué características del Neoclasicismo encuentras en los versos de la fábula leída?

6. Escribe el mensaje que presenta el texto.

7. ¿Por qué se utiliza la fábula como un medio didáctico de enseñanza?

8. Define ser humano a partir del proceder de la lechera.

NIVEL CRÍTICO

9. En la actualidad, ¿existen casos como lo sucedido a la lechera? Fundamenta con un argumento.

ANEXO 7

GENERACIÓN DEL 98

ACTIVIDADES

Lee atentamente el texto presentado; luego, desarrolla los ejercicios planteados.

Ensueños

Yo voy soñando caminos
de la tarde. ¡las colinas
doradas, los verdes pinos,
las polvorientas encinas!

¿A dónde el camino irá?
Yo voy cantando, viajero
A lo largo del sendero...
La tarde cayendo está.

“En el corazón tenía
La espina de una pasión;
Logré arrancármela un día:
Ya no siento el corazón”.

Y todo el campo un momento
Se queda, mudo y sombrío,
Meditando. Suena el viento
En los álamos del río.

La tarde más se obscurece;
Y el camino que serpea
Y débilmente blanquea,
Se enturbia y desaparece.

Mi cantar vuelve a plañir:
“Alguna espina dorada,
quien te pudiera sentir
en el corazón clavada.



NIVEL LITERAL

1. Reconoce las características formales del texto y escribe en los recuadros la información solicitada.

Género y especie		Carácter	
Lenguaje		Estilo	

2. Realiza el conteo métrico de todo el poema.
3. Determina el tipo de rima.
4. ¿Qué relación encuentras entre el título del poema y los versos?

NIVEL INFERENCIAL

5. Subraya las figuras literarias y nómbralas.
6. ¿Qué características de la generación del 98 encuentras en los versos leídos? Menciónalas.

7. ¿Qué símbolos encuentras en el poema? Menciónalos y explícalos contextualizando con el poema.

8. ¿Qué relación hay entre el tiempo y la naturaleza?

9. ¿A qué se refiere el poeta con *la espina en el corazón*?

NIVEL CRÍTICO

10. ¿Consideras correcto el accionar del poeta? Fundamenta tu respuesta con dos argumentos.

Respuesta. _____

Argumentos.

ANEXO 8

TEXTO EXPOSITIVO

Instrucción. En un mínimo de diez líneas y máximo doce, redacta un texto expositivo sobre la actual realidad política del Perú.

Guía de comunicación escrita						
Escribe textos con coherencia y cohesión de acuerdo al tema.	Maneja correctamente la estructura textual.	Escribe con letra legible y uniforme.	Utiliza correctamente grafías y tildes.	Utiliza correctamente los signos de puntuación.	Muestra limpieza y orden en el trabajo.	Nota
5 puntos	3 puntos	2 puntos	5 puntos	3 puntos	2 puntos	

ANEXO 10

PLAN DE REDACCIÓN

- I. **PLAN DE REDACCIÓN.** Lee atentamente cada oración; luego, encierra con una circunferencia la alternativa que presenta la secuencia correcta.

1.1. El petróleo y sus beneficios

- I. Se encuentra bajo la superficie terrestre.
 - II. La gasolina es uno de los principales subproductos del petróleo.
 - III. Se extrae con maquinaria especial.
 - IV. El gas es otro subproducto importante.
 - V. El petróleo es un líquido oleoso, menos denso que el agua y de color oscuro.
- A. II-I-III-IV-V B. V-I-III-II-IV C. V-III-I-II-IV D. III-I-V-IV-II E. V-I-III-IV-II

1.2. La mariposa

- I. La larvas u orugas de la mariposa pueden dañar las plantas cultivadas.
 - II. Su reproducción es por huevos, los cuales deposita dos veces al año.
 - III. Su metamorfosis comprende tres fases.
 - IV. La mariposa es un insecto de alas de colores brillantes y llamativos.
 - V. Durante la primavera se la puede ver revoloteando entre las flores.
- A. I-II-III-V-IV B. I-V-IV-II-III C. IV-I-II-III-V D. I-II-III-IV-V E. IV-II-III-I-V

1.3. La simbiosis

- I. Juntos pueden hacer cosas que no podrían efectuar por separado.
 - II. La etimología de esta palabra significa vivir juntos.
 - III. El alga y el hongo dentro de una planta son un buen ejemplo.
 - IV. Otro ejemplo es la bacteria nitrogenada en las raíces del trébol.
- A. III-II-I-IV B. II-I-III-IV C. II-III-I-IV D. II-III-IV-I E. I-II-III-IV

1.4. Importancia de los conocimientos previos

- I. Toda disciplina es susceptible de ser evaluada filosóficamente.
 - II. Empero, no se puede filosofar si no se tienen datos suficientes sobre la disciplina.
 - III. Así, resultaría temerario filosofar sobre la biología, si no se conocen sus rudimentos.
 - IV. Ya que, de otra manera nuestra labor sería un poco reflexiva.
- A. I-II-III-IV B. I-IV-II-III C. I-II-IV-III D. IV-I-II-III E. IV-III-II-I

1.5. La enfermedad de párkinson

- I. Los síntomas progresivos incluyen rigidez y debilitamiento de los músculos, incluidos los faciales.
 - II. Los neurólogos asocian la enfermedad de párkinson con el exceso o la insuficiencia de la serotonina y la dopamina.
 - III. Así, el rostro pierde naturalidad y adquiere aspecto de máscara.
 - IV. Existe un mejor conocimiento de la enfermedad de párkinson motivado por los avances de la neurología.
- A. I-III-II-IV B. I-III-IV-II C. IV-II-I-III D. II-I-III-IV E. II-I-IV-III

ANEXO 11

GENERACIÓN DEL 27

ACTIVIDADES

Lee atentamente el texto presentado; luego, desarrolla los ejercicios planteados.

La casa de Bernarda Alba

<< (...) **Mujer 3:** No te faltará la hogaza de pan caliente.

Mujer 2: Ni el techo para tus hijas.

(Van desfilando todas por delante de Bernarda y saliendo. Sale Angustias por otra puerta, la que da al patio)

Mujer 4: El mismo trigo de tu casamiento lo sigas disfrutando.

La Poncia: (Entrando con una bolsa) De parte de los hombres esta bolsa de dineros para resposos.

Bernarda: Dales las gracias y échales una copa de aguardiente.

Muchacha: (A Magdalena) Magdalena...

Bernarda: (A Magdalena, que inicia el llanto) Chist. (Golpea con el bastón.) (Salen todas.) (A las que se han ido) ¡Andar a vuestras cuevas a criticar todo lo que habéis visto! Ojalá tardéis muchos años en pasar el arco de mi puerta.

La Poncia: No tendrás queja ninguna. Ha venido todo el pueblo.

Bernarda: Sí, para llenar mi casa con el sudor de sus refajos y el veneno de sus lenguas.

Amelia: ¡Madre, no hable usted así!

Bernarda: Es así como se tiene que hablar en este maldito pueblo sin río, pueblo de pozos, donde siempre se bebe el agua con el miedo de que esté envenenada.

La Poncia: ¡Cómo han puesto la solería!

Bernarda: Igual que si hubiera pasado por ella una manada de cabras. (La Poncia limpia el suelo) Niña, dame un abanico.

Amelia: Tome usted. (Le da un abanico redondo con flores rojas y verdes.)

Bernarda: (Arrojando el abanico al suelo) ¿Es este el abanico que se da a una viuda?

Dame uno negro y aprende a respetar el luto de tu padre.

Martirio: Tome usted el mío.

Bernarda: ¿Y tú?

Martirio: Yo no tengo calor.

Bernarda: Pues busca otro, que te hará falta. En ocho años que dure el luto no ha de entrar en esta casa el viento de la calle. Haceros cuenta que hemos tapiado con ladrillos puertas y ventanas. Así pasó en casa de mi padre y en casa de mi abuelo. Mientras, podéis empezar a bordaros el ajuar. En el arca tengo veinte piezas de hilo con el que podréis cortar sábanas y embozos. Magdalena puede bordarlas.

Magdalena: Lo mismo me da.

Adela: (Agrida) Si no queréis bordarlas irán sin bordados. Así las tuyas lucirán más.

Magdalena: Ni las mías ni las vuestras. Sé que yo no me voy a casar. Prefiero llevar sacos al molino. Todo menos estar sentada días y días dentro de esta sala oscura.

Bernarda: Eso tiene ser mujer.

Magdalena: Malditas sean las mujeres.

Bernarda: Aquí se hace lo que yo mando. Ya no puedes ir con el cuento a tu padre.

Hilo y aguja para las hembras. látigo y mula para el varón. Eso tiene la gente que nace con posibles (...)>>.

NIVEL LITERAL

1. Reconoce las características formales del texto y escribe en los recuadros la información solicitada.

Género y especie		Carácter	
Lenguaje		Estilo	

2. ¿Qué personaje simboliza el principio de autoridad? Fundamenta tu respuesta.

3. ¿Qué relación se muestra entre padres e hijos? ¿Podemos decir que este tipo de relación aún es vigente en la sociedad actual?

NIVEL INFERENCIAL

4. Subraya las figuras literarias y nómbralas.
5. ¿Qué características de la generación del 27 encuentras en el texto leído? Mencionalas.



6. Infiere tres ideas importantes que presenta el texto.

7. Determina el tema principal. Fundamenta.

NIVEL CRÍTICO

8. ¿Consideras correcto el accionar de las mujeres? Fundamenta tu respuesta con dos argumentos. Respuesta. _____

Argumentos. _____

ANEXO 13

ESQUEMA DE ANÁLISIS LITERARIO: OJITOS DE ÁNGEL

Responde a las preguntas formuladas a continuación.

1. Explica las siguientes expresiones:

<<¿Por qué no trata de abrir su espíritu a cosas diferentes a las que está habituado?>>.	
<<... esta niña linda que está aquí ... está a punto de morir, y no está deprimida; más bien está alegre>>.	

2. ¿Qué le dice la secretaria a don Julio cuando le visita en el hospital?
3. ¿Por qué don Julio insiste en llevar a Mechi al hospital Pedernal?
4. ¿Considera que Mechi estaba resignada con su enfermedad?
5. ¿Cuál es la actitud que demuestra don Julio al final de la obra?
6. ¿Qué deja Mechi para la nieta de don Julio?

ANEXO 14

ORACIONES INCOMPLETAS

I. **ORACIONES INCOMPLETAS.** Lee atentamente cada oración; luego, encierra con una circunferencia la alternativa que contiene las palabras que mejor completan el sentido de la oración.

1.1. El médico hizo un _____ acertado al paciente; por ello, pudo recuperarse pronto de su _____.

- A. consejo – caso
- B. pronóstico – gripe
- C. diagnóstico – enfermedad
- D. examen – depresión
- E. análisis – obesidad

1.2. A la curación por medio de los rayos solares se le denomina _____.

- A. fototerapia
- B. opoterapia
- C. quimioterapia
- D. helioterapia
- E. termoterapia

1.3. El _____ no se propaga en el vacío, su velocidad depende de la _____ atmósfera.

- A. viento – furia
- B. eco – constitución
- C. ruido – consistencia
- D. aire – humedad
- E. agua – expansión

ANEXO 16

ESQUEMA DE ANÁLISIS LITERARIO: OJITOS DE ÁNGEL



Responde a las preguntas formuladas a continuación.

1. Define ser humano a partir del proceder de don Julio, la madre de Mechi.
2. De acuerdo a la totalidad de la obra, ¿qué significado tiene la familia para don Julio?
3. ¿Por qué resulta más importante las cosas materiales en la actualidad?
4. ¿Qué opinión te merece la actitud que demuestra Mechi al final de la historia?

ACTIVIDAD**1. Lee atentamente el texto presentado; luego, desarrolla los ejercicios planteados.****La colmena****(fragmento)**

El siguiente texto contiene tres escenas: la primera, sobre el señor Ramón; la segunda, sobre Victoria; y la tercera, sobre doña Rosa.

<<El señor Ramón, con el torso desnudo, se chapuza en un hondo caldero de agua fría. Él es un hombre fuerte y duro, hombre que come de recio y duro, que no coge catarros, que bebe sus copas, que juega al dominó, que pellizca en las nalgas a las criadas de servir, que madruga al alba, que trabajó toda su vida.

El señor Ramón ya no es ningún niño. Ahora como es rico, ya no se asoma al horno aromático y malsano donde se cuece el pan; desde la guerra no sale del despacho, que atiende esmeradamente, procurando complacer a todas las compradoras, estableciendo un turno pintoresco y exacto por edades, por estados, por condiciones, hasta por pareceres.

El señor Ramón tiene nevada la pelambarrera del pecho.

...

-¡Arriba, niña! ¡Qué es eso de estarse metida en la cama a estas horas, como una señorita!

La muchacha se levanta, sin decir ni una palabra, y se lava un poco en la cocina.

La muchacha, por las mañanas, tiene una tosecilla ligera, casi imperceptible. A veces coge algo de frío y entonces la tos se le hace un poco más ronca, como más seca.

-¿Cuándo dejas a ese tísico desgraciado? – le dice, algunas mañanas, la madre.

A la muchacha, que es dulce como una flor y también capaz de dejarse abrir sin dar ni un solo grito, le entran entonces ganas de matar a la madre.

-¡Así reventases, mala víbora! – dice por lo bajo.

Victoria, con su abrigo de algodón, va dando una carrera hasta la tipografía “El Porvenir”, en la calle de la Madera, donde trabaja de empaquetadora, todo el santo día de pie.

Hay veces en que Victoria tiene más frío que de costumbre y ganas de llorar, unas ganas inmensas de llorar.

...

Doña Rosa madruga bastante, va todos los días a misa de siete.

Doña Rosa duerme, en este tiempo, con camisón de abrigo, un camisón de franela inventado por ella.

Doña Rosa de vuelta a la iglesia, se compra unos churros, se mete en su café por la puerta del portal – en su café que asemeja un desierto cementerio, con sillas patas arriba, encima de las mesas, y la cafetería y el piano enfundados, se sirve una copeja de ojén, y desayuna.

Doña Rosa, mientras desayuna, piensa en lo inseguro de los tiempos; en la guerra que, ¡Dios no lo haga!, van perdiendo los alemanes; en los camareros, el encargado, el echador, los músicos, hasta los botones, tienen cada día más exigencias, más pretensiones, más humos.

Doña Rosa, entre sorbo y sorbo de ojén, habla sola, en voz baja, un poco sin sentido, sin ton ni son y a la buena de Dios.

-Pero quien manda aquí soy yo, ¡mal que os pese! Si quiero, me echo otra copa y no tengo que dar cuenta a nadie. Y si me da la gana, tiro la botella contra un espejo. No lo hago porque no quiero. Y si quiero, echo el cierre para siempre y aquí no se despacha un café ni a Dios. Todo esto es mío, mi trabajo me costó levantarlo.

Doña Rosa por el mañana temprano, siente que el café es más suyo que nunca>>>.

-El café es como el gato, solo que más grande. Como el gato es mío, si me da la gana le doy morcilla o lo mato a palos.

NIVEL LITERAL**1. Reconoce las características formales del texto y escribe en los recuadros la información solicitada.**

Género y especie		Carácter	
Lenguaje		Estilo	

2. ¿Qué tienen en común los personajes de esta escena? Fundamenta tu respuesta.

3. ¿Describe en qué situación se encuentra cada personaje?

4. ¿Por qué siente ganas de llorar Victoria al final del fragmento? Explica.

NIVEL INFERENCIAL

5. Subraya las figuras literarias y nómbralas.

6. ¿Qué significan las siguientes expresiones?

... aquí no se despacha un café ni a Dios>>.	
... un camisón de franela inventado por ella>>.	

7. ¿En qué sentido la técnica utilizada en la novela contribuye a plasmar la intención del autor de hacer un realismo social y constituye una innovación formal?

NIVEL CRÍTICO

8. Comenta qué visión muestra la novela sobre el contexto social de España.



Inventario de ejercicios, problemas y actividades de Ciencia, Tecnología y Ambiente

Tercer grado de secundaria

Apoyo a la recuperación académica 2018

Estimado estudiante:

Te proponemos el presente inventario de ejercicios, problemas y/o actividades como un recurso de apoyo que debes seguir durante el mes de enero de 2019. Te pedimos tener presente, lo siguiente: el presente ha sido elaborado de acuerdo con el **temario de evaluación de recuperación 2018**, el cual está publicado en la página web del colegio.

- Los **ejercicios, problemas y actividades** que se presentan han sido tomados de los documentos de trabajo del año escolar 2018 y de otras fuentes, pero se ajustan a los contenidos.
- Ha sido dosificado para ser desarrollado en cuatro semanas, de lunes a viernes, destinando para ello una hora diaria aproximadamente.
- Debe ser desarrollado en pliegos de papel oficio cuadriculado. Su presentación será en un fólder manila tamaño oficio (incluir carátula), el mismo que será revisado y evaluado por los docentes responsables de la evaluación de recuperación, asignándole un peso de 25 % en el resultado final de la recuperación como “evaluación de portafolio”. De hecho, si no lo presentas desarrollado, se te asignará la nota mínima en evaluación de portafolio.
- Si los estudiantes requiriesen presentarse a la segunda oportunidad, podrán mejorar y volver a presentarlo desarrollado, prevaleciendo, en este caso, la segunda calificación. Si no lo hiciesen, mantendrán la calificación obtenida en la primera ocasión.
- En la tabla de control diario, detallada en la parte inferior, el padre de familia debe firmar para apoyar y controlar el avance diario del estudiante.
- No hemos incluido una calendarización específica para su desarrollo (fechas de inicio y fin), asumiendo que cada estudiante lo hará en coordinación con sus padres, considerando la realidad particular y los planes de la familia. En todo caso, el trabajo ha sido previsto para cuatro semanas.
- La primera oportunidad de evaluación será a fines de enero. La presentación del portafolio (inventario desarrollado) es obligatoria desde la primera oportunidad de evaluación.

Semana 1

Tema	Compendio	Ejercicios y actividades	Respuestas	Firma
Números cuánticos	Primer bimestre	Ver en las hojas anexas		

Semana 2

Tema	Compendio	Ejercicios y actividades	Respuestas	Firma
Enlace iónico	Segundo bimestre	Ver en las hojas anexas		

Semana 3

Tema	Compendio	Ejercicios y actividades	Respuestas	Firma
Nomenclatura inorgánica: óxidos	Tercer bimestre	Ver en las hojas anexas		

Semana 4

Tema	Compendio	Ejercicios y actividades	Respuestas	Firma
Ácidos oxácidos	Cuarto bimestre	Ver en las hojas anexas		
Sales oxisales	Cuarto bimestre	Ver en las hojas anexas		
Sales haloideas	Cuarto bimestre	Ver en las hojas anexas		

Anexo 1

- I. Redacta la configuración electrónica por subniveles de los 35 primeros elementos químicos.
- II. Desarrolla los ejercicios siguientes sobre números cuánticos.

1. ¿Cuántos subniveles llenos presenta un átomo que tiene 34 protones?
2. Un elemento posee un electrón en su nivel 6 ¿Cuál es su número atómico?
3. ¿Cuántos subniveles llenos presenta un elemento que tiene 34 protones?
4. Realiza la configuración electrónica de un elemento que presenta 42 nucleones y 22 neutrones.
5. Realiza la configuración electrónica de un átomo que presenta 13 orbitales llenos, indicar también el Z y el número de orbitales desapareados.

Anexo 2

- I. Escribe la notación de Lewis de los siguientes enlaces iónicos e investiga sus principales usos.
- Fluoruro de magnesio
 - Cloruro de sodio
 - Óxido de aluminio
 - Óxido de calcio
 - Óxido de aluminio
 - Cloruro de magnesio

Anexo 3

II. Desarrolla los ejercicios sobre nomenclatura inorgánica.

- Obtén óxidos básicos a partir de hierro con valencia 3, plomo con valencia 4, oro con valencia 1, estaño con valencia 2, aluminio con valencia 3, calcio con valencia 2 y sodio con valencia 1. Redacta su nombre tradicional, stock y sistemático.
- Obtén óxidos ácidos a partir de boro (1 valencia), carbono (2 valencias), azufre (3 valencias) y cloro (4 valencias).
- Escribe la fórmula de los compuestos que se nombran a continuación

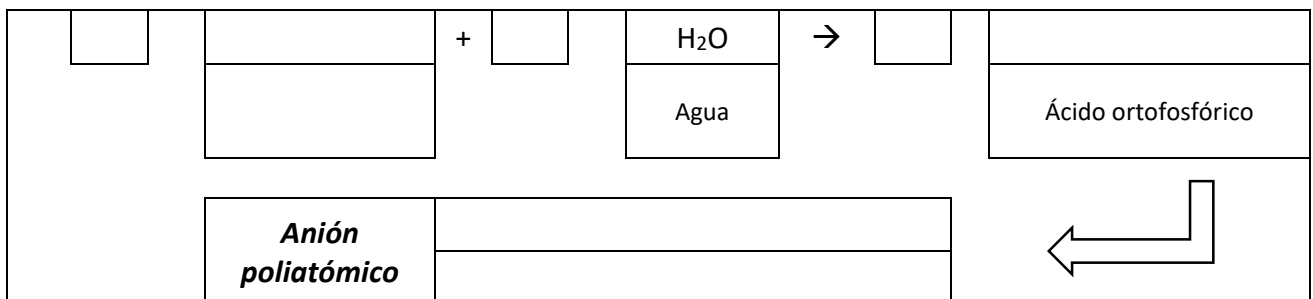
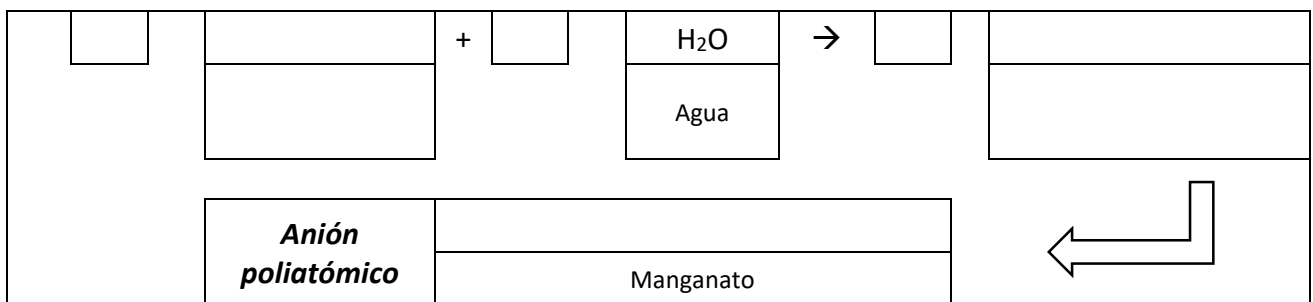
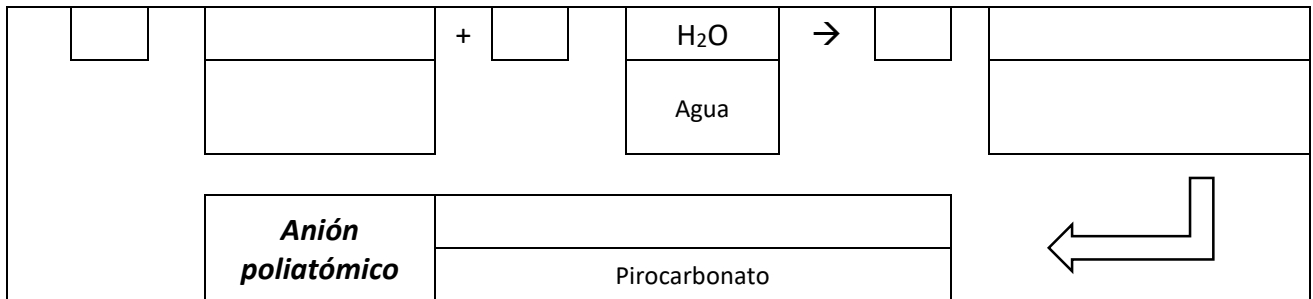
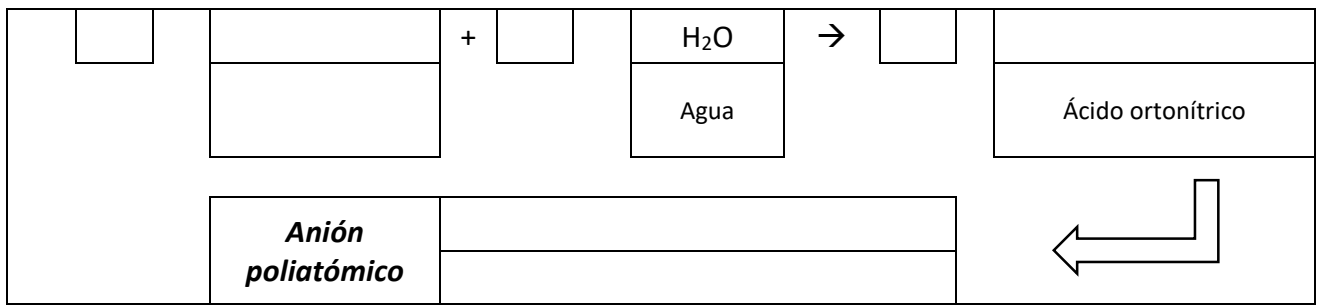
Nombre	Fórmula
Óxido ferroso	
Óxido de oro (III)	
Monóxido de selenio	
Óxido argéntico	

Nombre	Fórmula
Trióxido de dicromo	
Oxido de manganeso (VI)	
Anhidrido crómico	
Dióxido de telurio	

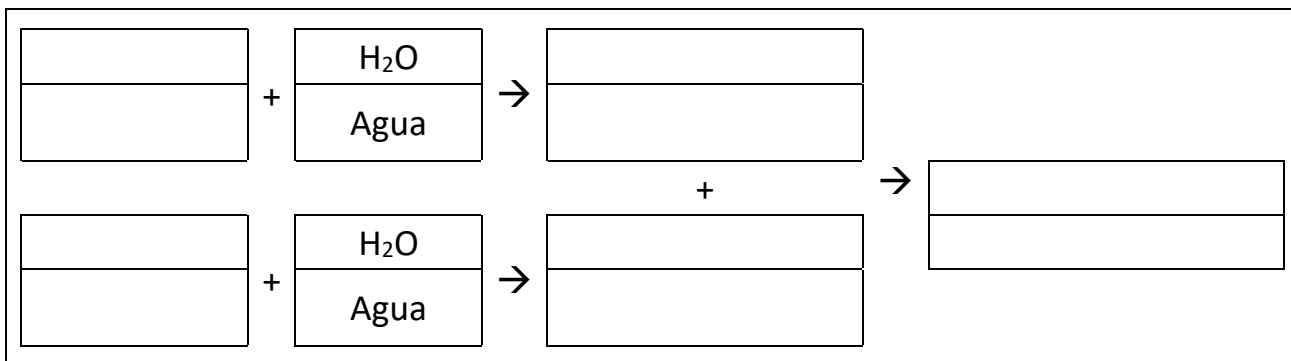
Anexo 4

a. Obtén ácidos oxácidos a partir de los siguientes compuestos

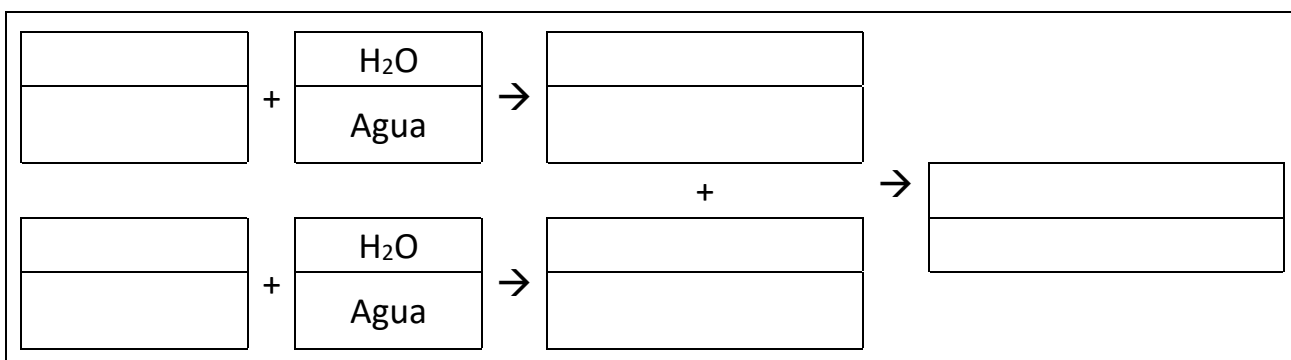
- Anhídrido fosforoso
- Anhídrido nítrico
- Anhídrido carbonoso
- Anhídrido peryódico
- Anhídrido hipocloroso
- Anhídrido selenioso
- Anhídrido sulfúrico
- Anhídrido hipocloroso
- Anhídrido nitroso
- Anhídrido crómico



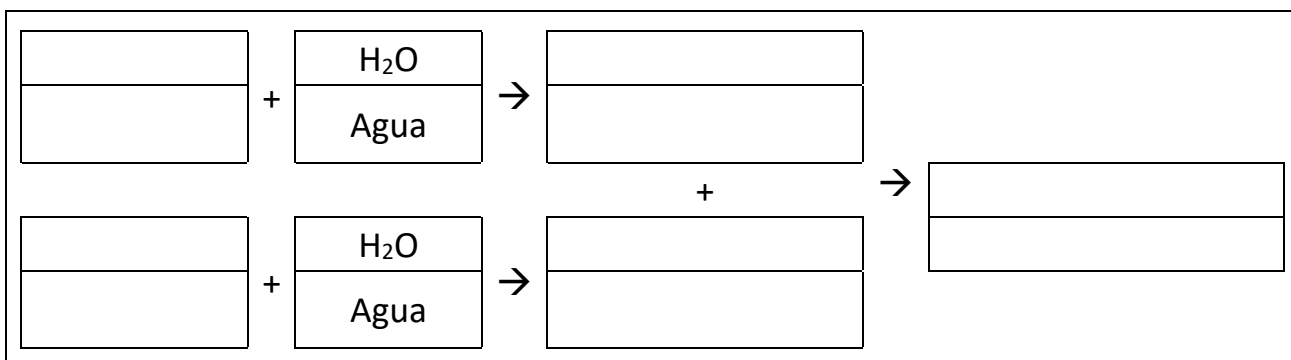
b. Obtén la sal oxisal a partir del óxido básico del potasio y el anhídrido del carbono con valencia 4.



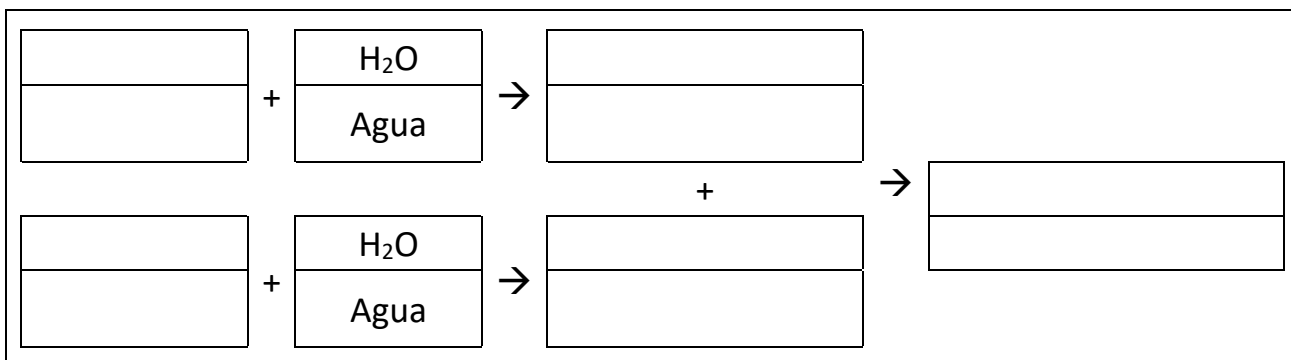
c. Obtén la sal oxisal a partir del óxido básico del hierro con su mayor valencia y el anhídrido del nitrógeno con su menor valencia.



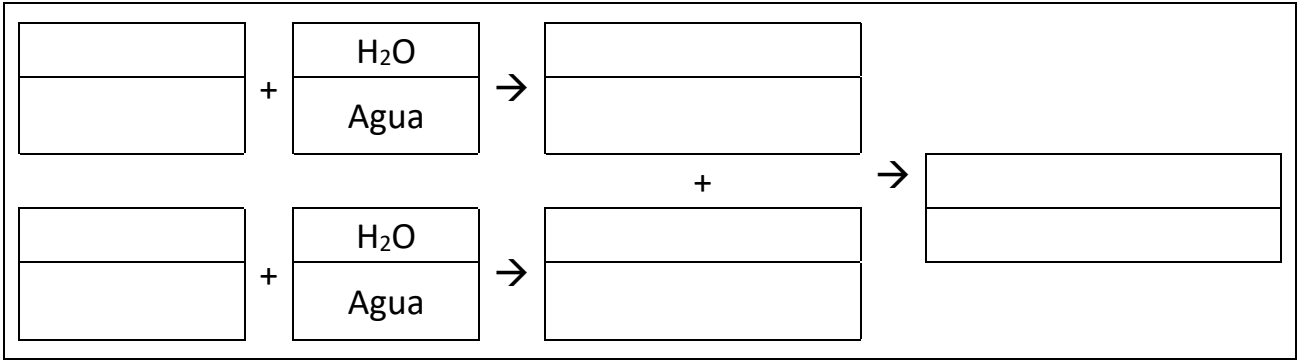
d. Obtén la sal oxisal a partir del óxido básico de la plata y el anhídrido del cloro con su valencia menor.



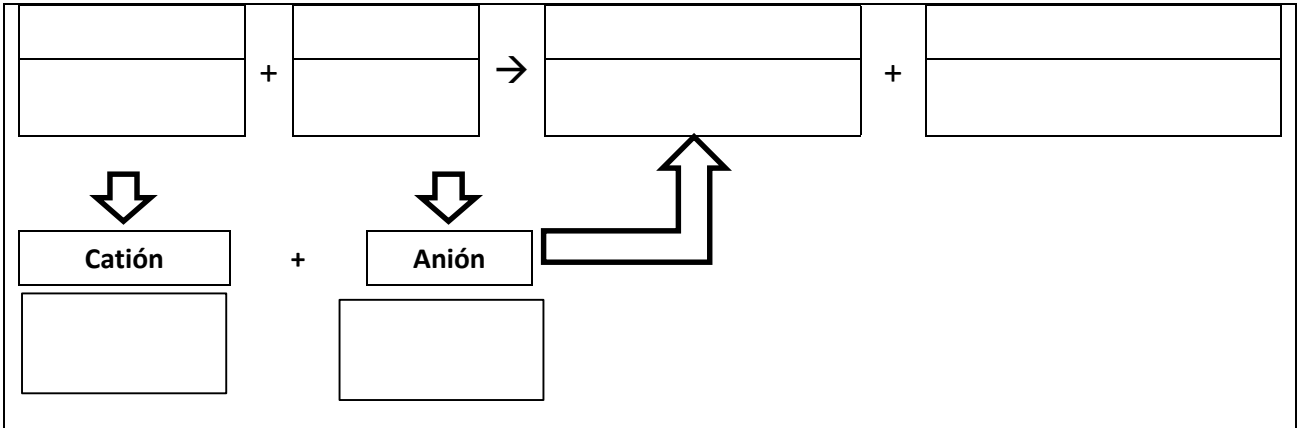
e. Obtén la sal oxisal a partir del óxido básico del magnesio y el anhídrido del cromo.



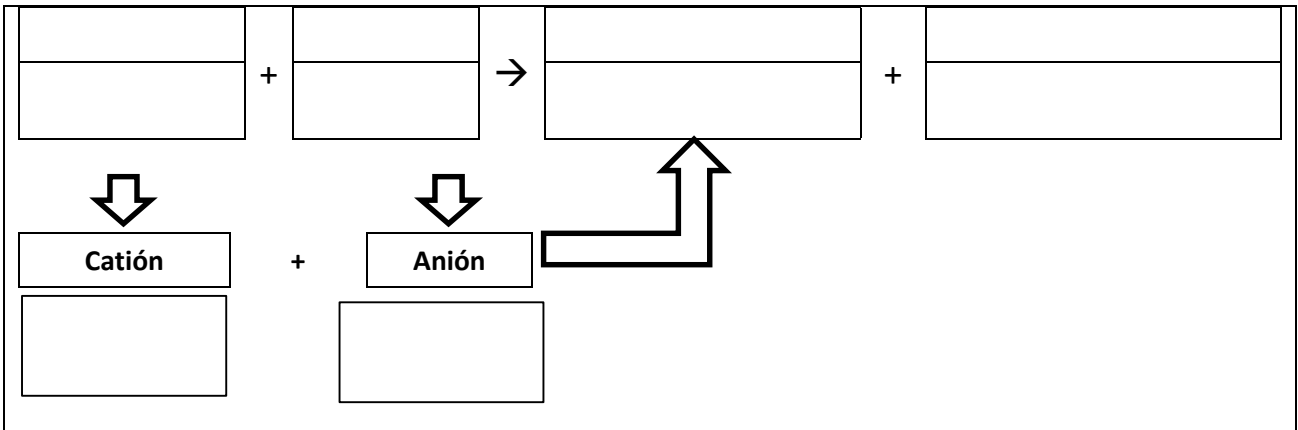
f. Obtén la sal oxisal a partir del óxido básico del zinc y el anhídrido del azufre con su mayor valencia.



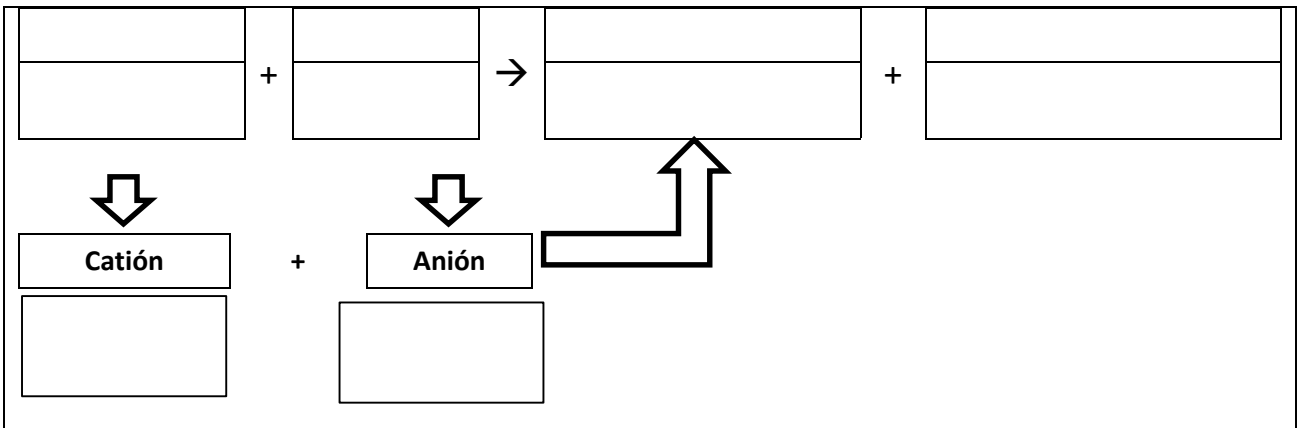
g. Obtén la sal haloidea a partir del hidróxido de aluminio y ácido clorhídrico.



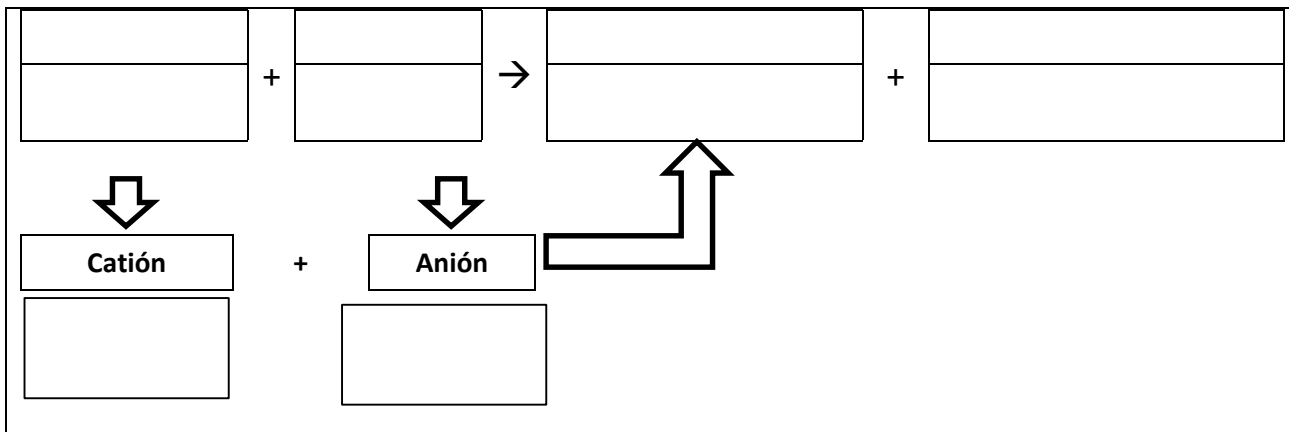
h. Obtén la sal haloidea a partir del hidróxido ferroso y ácido sulfhídrico.



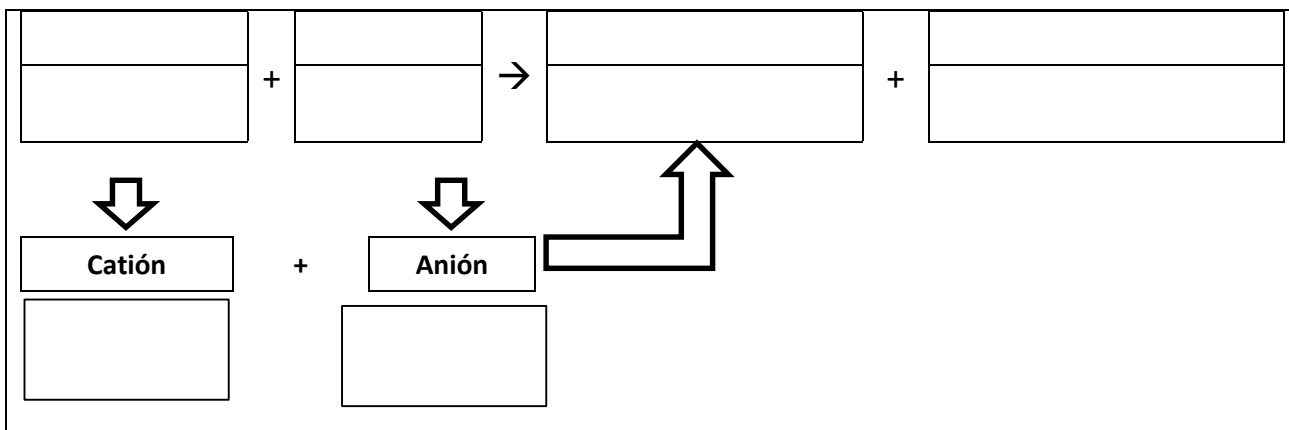
i. Obtén la sal haloidea a partir del hidróxido de potasio y ácido bromhídrico.



j. Obtén la sal haloidea a partir del hidróxido de plata y ácido clorhídrico.



k. Obtén la sal haloidea a partir del hidróxido de cuproso y ácido clorhídrico.



Trujillo, 28 diciembre de 2018



Inventario de actividades de Inglés (nivel: BASIC) (Apoyo a la recuperación académica 2018)

Estimado estudiante:

Te proponemos el presente inventario de actividades como un recurso de apoyo para el proceso de recuperación académica que debes seguir durante el mes de enero de 2018. Te pedimos tener presente, respecto al inventario, lo siguiente:

- Ha sido elaborado de acuerdo con un temario anual, el cual considera los cuatro bimestres (25 % c/u).
- Las actividades que se presenta en él han sido tomadas de documentos de trabajo, libros del año escolar 2018 y de otras fuentes, pero que se ajustan a los contenidos del temario anual.
- Ha sido dosificado para ser desarrollado en cuatro semanas, de lunes a viernes, destinando para ello una hora diaria aproximadamente.
- El estudiante debe imprimir los documentos que serán desarrollados, archivados y presentados en un fólter manila tamaño oficio (incluir carátula), el mismo que será revisado y evaluado por los docentes responsables de la evaluación de recuperación, asignándole un peso de 25 % en el resultado final de la recuperación como "evaluación de portafolio". De hecho, si no lo presentases desarrollado, se te asignará la nota mínima en evaluación de portafolio.
- Si los estudiantes requiriesen presentarse a la segunda oportunidad, podrán mejorar y volver a presentarlo desarrollado, prevaleciendo, en este caso, la segunda calificación. Si no lo hiciesen, mantendrán la calificación obtenida en la primera ocasión.
- En la tabla de control diario, el padre de familia debe firmar para apoyar y controlar el avance diario del estudiante en su desarrollo.
- No hemos incluido una calendarización específica para su desarrollo (fechas de inicio y fin), asumiendo que cada estudiante lo hará en coordinación con sus padres, considerando la realidad particular y los planes de la familia. En todo caso, el trabajo ha sido previsto para cuatro semanas.
- La primera oportunidad de evaluación será a fines de enero. La presentación del portafolio (inventario desarrollado) es obligatoria desde la primera oportunidad de evaluación.

SEMANA 1	BIMESTRE 1	TEMA 1	COUNTRIES AND NATIONALITIES	Worksheet 1 Worksheet 2
		TEMA 2	SIMPLE PRESENT TENSE	Worksheet 3
		TEMA 3	POSITIVE AND NEGATIVE ADJECTIVES	Worksheet 4
		TEMA 4	FEELINGS	Worksheet 5
SEMANA 2	BIMESTRE 2	TEMA 5	ANIMALS	Worksheet 6
		TEMA 6	PAST SIMPLE / COULD	Worksheet 7 Worksheet 8
		TEMA 7	TRANSPORT	Worksheet 9
		TEMA 8	COMPARATIVES	Worksheet 10
		TEMA 9	HOBBIES / COLLOCATIONS: play, write, take, make, do	Worksheet 11

SEMANA 3	BIMESTRE 3	TEMA 10	PRESENT SIMPLE	Worksheet 12
		TEMA 11	LIKE+ING / FREQUENCY ADVERBS	Worksheet 13 Worksheet 14
		TEMA 12	FREQUENCY ADVERBS	Worksheet 15
SEMANA 4	BIMESTRE 4	TEMA 11	SHOPS, CLOTHES, MARKETS	Worksheet 16 Worksheet 17
		TEMA 13	PRESENT SIMPLE VS PRESENT CONTINUOUS / VERBS OF PERCEPTION	Worksheet 18 Worksheet 19 Worksheet 20

Tabla de firmas del padre de familia de control diario					
	Lunes 31 de diciembre	Martes 1 de enero	Miércoles 2 de enero	Jueves 3 de enero	Viernes 4 de enero
Semana 1					
	Lunes 7 de enero	Martes 8 de enero	Miércoles 9 de enero	Jueves 10 de enero	Viernes 11 de enero
Semana 2					
	Lunes 14 de enero	Martes 15 de enero	Miércoles 16 de enero	Jueves 17 de enero	Viernes 18 de enero
Semana 3					
	Lunes 21 de enero	Martes 22 de enero	Miércoles 23 de enero	Jueves 24 de enero	Viernes 25 de enero
Semana 4					

ANEXOS

Worksheet 1,2,3,4,5 (bim 1)

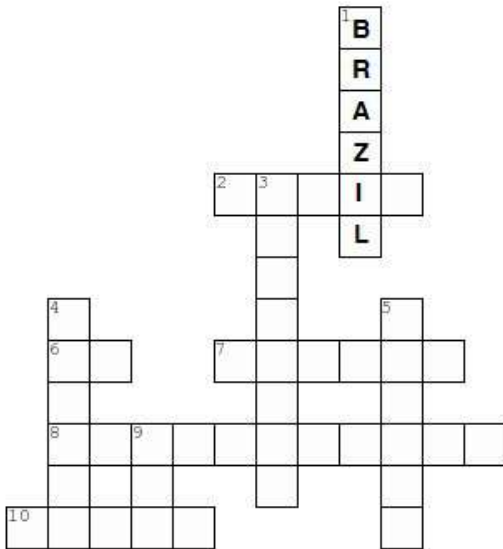
Worksheet 6,7,8,9,10 (bim 2)

Worksheet 11,12,13,14,15 (bim 3)

Worksheet 16,17,18,19,20 (bim 4)

1 VOCABULARY EXTENSION

1 Write 10 countries in the crossword puzzle.



Across

- 2. The capital city is Madrid. (5)
- 6. The capital city is London. (2)
- 7. The capital is Ankara. (6)
- 8. The capital cities are Cape Town, Bloemfontein and Pretoria. (5, 6)
- 10. The capital city is Tokyo. (5)

Down

- 1. The capital city is Sao Paulo. (6) *Brazil*
- 3. The capital city is Lisbon. (8)
- 4. The capital city is Moscow. (6)
- 5. The capital city is Mexico City. (6)
- 9. The capital city is Washington. (3)

2 Put the letters in order to make nationalities.

- 0. She's hsitirb British.
- 1. They're janeseap _____.
- 2. We're zilianbra _____.
- 3. You're amneacir _____.
- 4. He's htuos ricanfa _____.
- 5. I'm ortgpeseu _____.
- 6. You're urthsik _____.
- 7. They're asnisru _____.

3 Write the opposite of the underlined adjective.

- 0. A big pizza. *Small* _____
- 1. This phone is cheap. _____
- 2. Dirty shoes. _____
- 3. A slow car. _____
- 4. This shirt is new. _____

4 Match the phrases.

- | | |
|-----------------------------------|---------------------------|
| 0. <i>Hello Tina.</i> | a. I know. |
| 1. This is my new computer. | b. Goodbye. |
| 2. Is this your camera? | c. <i>How's it going?</i> |
| 3. I'm off now. | d. OK. See you later. |
| 4. Tokyo is the capital of Japan. | e. Yes, it is. |
| 5. See you later. | f. Wow that's awesome! |

5 Correct one word in each sentence.

- 0. Maria is from Brasil. *Brazil*
- 1. Tom is Americanne. _____
- 2. My phone is newe. _____
- 3. This taxi is slowe. _____
- 4. Tomoko is from Japannese. _____
- 5. My house is smal. _____

6 Complete the text. You are given the first letter.

I am ⁰ American. I am from New York City in the ¹ U _____, but my parents are from other countries. My mum is ² S _____. She's from Barcelona, and my father is from Istanbul – a city in ³ T _____. New York is a ⁴ b _____ city: 8.5 million people live in this city. We live in an ⁵ o _____ house in Brooklyn – it's 100 years old.

COUNTRIES WORLD CUP 2018 WORDSEARCH



O O H

M X Y R J F I C X

K C I M C L U Y E A B B Z

I P N Y U A A B L I F O G N R J I

B T R P V E G O K G G U H J G C A F E

E N Z H A I E A U S T R A L I A U W Z D G

A A R G E N T I N A L Z J B D T C E Q I E

P L L S C E Q D H G Z T E X M J E W R N R L S

E T D W S A F D T Z I R V E F C L N I O Y F A

M R W O L A M J S W I T Z E R L A N D M C A F U B

N U U R U G U A Y B F R A N C E G Y P T A E T D L

Y W U Y S W E D E N S M J A P A N R J E Y R L I W

Z S D K F A Y C O L O M B I A P Q J I A E L C K A A P

C A U R O D P X V B M N Y F L Y I L E G J J W P R N J

Z O M L L R I J M K O F U B F E T V Q S E A Z G A H D

G S C Q N E O I E B V Z E Q N V S G V B R S V B W

W V T G I I A W A D I I L G G P A N A M A I D I W

C P Z A X M O R O C C O G D L I C I B F M X A A S

O T N R D L R E S P P I Y A M E R U S S I A B

I Y U P I N W S P P C U G N E E Q S E R B I A

A H N O C P F P U A M U D X G E R M A N Y

X Y T I R A O S Y B I T H I N P F D Y D F

V L Q S T S L Q O L N P C C E N G Y Y

Z H N I U S A H N I B O T A V U D

E U A G X N D M C Y N Q V

Y E A D D C O N S

L N N



EGYPT MOROCCO NIGERIA SENEGAL TUNISIA AUSTRALIA IRAN JAPAN KOREA REPUBLIC
 SAUDI ARABIA BELGIUM CROATIA DENMARK ENGLAND FRANCE GERMANY ICELAND
 POLAND PORTUGAL RUSSIA SERBIA SPAIN SWEDEN SWITZERLAND COSTA RICA
 MEXICO PANAMA ARGENTINA BRAZIL COLOMBIA URUGUAY PERU



1 GRAMMAR EXTENSION

1 Write questions for these answers.

0. My name is Rosa.
What is your name?
1. They are from Italy.
_____?
2. He is ten years old.
_____?
3. My house is near the school.
_____?
4. My favorite colour is red.
_____?
5. My best friend is Lilia.
_____?
6. My favourite singer is Lorde.
_____?
7. I am late because I missed the bus.
_____?

2 Complete the sentences with the correct form of the verb *be*.

0. We are from Brazil.
1. Sara _____ my best friend.
2. You _____ late today.
3. Roger _____ a famous tennis player.
4. Antonia and Emma _____ in my class.
5. They _____ American.
6. I _____ very happy today.
7. The flag _____ Japanese.

3 Put the words in order to make sentences and questions.

0. favourite / green / colour / is / my
My favourite colour is green.
1. is / expensive / restaurant / this / an

2. a / from / I / small / am / town

3. very / are / shoes / cheap / the

4. city / is / Barcelona / a / beautiful

5. singer / who / favourite / is / your
_____?

4 Match the sentence halves.

0. How old _____ d
1. Who is _____
2. Where is the flag _____
3. What is _____
4. My favourite colours _____
5. Hiro is _____
- a. your friend?
- b. from?
- c. are blue and red.
- d. *are they?*
- e. Japanese.
- f. your favourite sport?

5 Correct the mistakes.

0. Where is they from?
Where are they from?
1. Maria is famous singer.

2. This are my friends.

3. Marta is my friend. Is from Italy.

4. These man are from Paris.

5. Anton has eleven years old.

6 Complete the conversation with words from the list.

bye | OK | ~~it~~ | you | I'm | it's

A: Hi! How's ⁰it going?

B: I'm ¹_____ thanks. Look at my new bicycle!

A: ²_____ great!

B: I know! ³_____ late for class.

A: Me too. See ⁴_____ later.

B: ⁵_____!

VOCABULARY BASIC

1 Find six adjectives.

zomhotococoldbefqmvatiredspaneribodfsadn
 bhfandfohungrytofoesohiepboredmfg

2 Complete the adjectives with the letters.

-td | -ot | -ngry | -red | -cited

- A It's 3 °C today!
B Yes, it's very cold.
- Manuel is ex_____. It's his birthday today.
- It's very h_____ at the beach. It's 35 °C!
- A I'm hu_____.
B Do you want a burger or pizza?
- A Are you OK?
B No, I'm ti_____.
- It's not a good film. Sally is bo_____.

3 Complete the adjectives with vowels.

- exc i t i ng
- b _ r _ d
- exc _ ll _ nt
- f _ nny
- awf _ l
- t _ rr _ ble
- gr _ _ t

4 Are the adjectives in Exercise 3 positive (P) or negative (N)? Write P or N.

- P
- _____
- _____
- _____
- _____
- _____
- _____

5 Match the sentence halves.

- | | |
|-------------------------------|----------|
| 1 It's very hot at the | <u>c</u> |
| 2 We are on the | _____ |
| 3 My favourite team is at the | _____ |
| 4 He is on | _____ |
| 5 I eat a lot of | _____ |
| 6 My sister wears a mask for | _____ |
- a sweets.
 b school bus.
 c beach.
 d carnival.
 e holiday in the UK.
 f stadium.

6 Complete the text with the words. You have the first letters.



funny | happy | club | great | excellent | UK | sad

Adele is a ¹ great singer. She's from London in the
² U_____. I love her music. Her songs are
³ h_____, but often ⁴ s_____. My
 favourite song is 'Hello'. I think her music videos are
⁵ e_____. Adele is ⁶ f_____ and I'm in
 her fan ⁷ c_____.

Feelings

➤ Cut, match and paste the words with the correct picture. Use cardboard.

TIRED		ANGRY		OKAY	
-------	---	-------	---	------	---

SAD		THIRSTY		BAD	
-----	---	---------	---	-----	---

BORED		SCARED		HAPPY	
-------	---	--------	---	-------	---

SLEEPY		SURPRISED		HUNGRY	
--------	---	-----------	---	--------	---

Animals

Cut out the pictures, paste them next to the matching word. Finally, colour the animals.



Cat



Dog



Rat



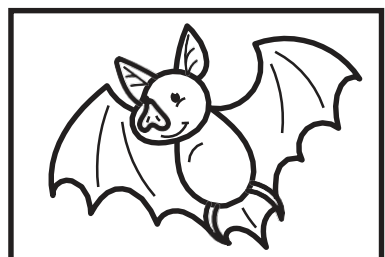
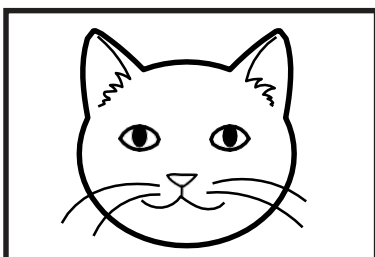
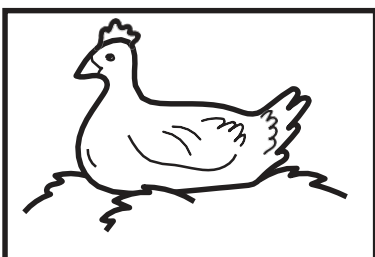
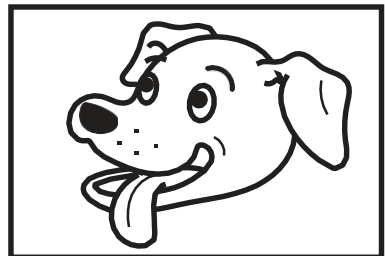
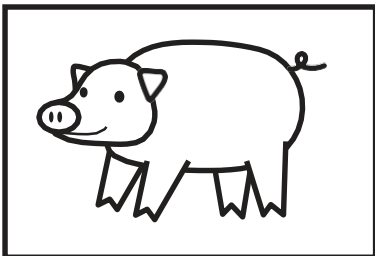
Bat



Hen



Pig



GRAMMAR BASIC

1 Complete the past simple form of the verbs with vowels.

- 1 make - m a d e
- 2 give - g _ v _
- 3 come - c _ m _
- 4 get - g _ t
- 5 know - kn _ w
- 6 see - s _ w
- 7 fall - f _ ll
- 8 run - r _ n

2 Complete the sentences with the missing letters. You have the first letter.

-rank | -ot | -te | -ook | -ent | -aw

We ¹ went to a Japanese restaurant on Saturday.
I ² a _____ noodles and I ³ d _____
green tea.

We ⁴ s _____ a lot of animals at the zoo on
Sunday! We ⁵ t _____ photos of the gorillas. My
little brother ⁶ g _____ very excited!

3 Complete the sentences using the negative form of the underlined verbs.

- 1 We went to a safari park.
We didn't go to a safari park. (not / go)
- 2 I bought a birthday card for my friend.
I _____ a birthday card for my
friend. (not / buy)
- 3 My friend got a new bike for Christmas.
My friend _____ a new bike for
Christmas. (not / get)
- 4 Bill took a shower after the football game.
Bill _____ a shower after the football
game. (not take)
- 5 Amelia did her homework last night.
Amelia _____ her homework last
night. (not / do)
- 6 My dad knew how to make pizza.
My dad _____ how to make pizza.
(not / know)

4 Write questions in the past simple. You have the first word.

- 1 you / eat for breakfast this morning
What did you eat for breakfast this morning?
- 2 you / go to school this morning
How _____?
- 3 you / watch TV last night
Did _____?
- 4 homework / you do last night
What _____?
- 5 you / go last weekend
Where _____?
- 6 you / meet last weekend
Who _____?

5 Complete the sentences with *could* or *couldn't*.

- 1 James had a virus last week. He was at home in bed. He couldn't go to school.
- 2 He _____ watch videos on the tablet in bed.
- 3 He _____ see his friends.
- 4 He _____ make pizza with his dad.
- 5 He _____ listen to music in bed.
- 6 He _____ go to his sister's birthday party.
- 7 He _____ chat with his friends on his phone in bed.

6 Choose the correct option in the conversation.

- A. Do you know what ¹ *happen* / *happened* yesterday?
- B. No. ² *What* / *Why* happened?
- A. I was in the garden and I ³ *see* / *saw* a small bird. It ⁴ *had* / *has* a lot of plastic on one wing. The bird couldn't fly.
- B. Oh no! What did you ⁵ *did* / *do*?
- A. I ⁶ *cut* / *cuts* the plastic with my scissors.

GRAMMAR - SIMPLE PAST TENSE

EASTER HOLIDAYS

Fill in the blanks with the right forms of the verbs in brackets.

Last Easter holidays Jimmy and Paul _____(go) camping in the mountain.

They _____(spend) a wonderful time there.

They _____(wake up) early in the morning and then they _____(go) for a walk. In the village they _____(buy) everything they _____(need).



In the afternoon they _____(play) football, _____(watch) the birds and _____(swim) in the river.

They _____(not have) a TV set, so after dinner they _____(talk) for a while and then they _____(go) to sleep.

One night, Jimmy _____(have) a very strange dream: they _____(be) by the river watching the moon.

Suddenly they _____(hear) someone calling "Hello! Hello!" They _____(turn) around and they _____(see) a strange creature.

It _____(be) green and very small. He _____(invite) them to go to his spaceship. There they _____(meet) other strange creatures and a beautiful princess.

They _____(sit) down round a table and they _____(eat) some strange food. Jimmy _____(drink) a glass of fruit juice. It _____(taste) good so he _____(ask) for another glass of it.

After a while he _____(feel) a bit strange.

Oh, dear...he _____(turn) green and small like the others. The princess _____(not be) beautiful anymore and she _____(look) horrible.

What was happening?

He _____(open) his eyes and ... what a relief! It _____(be) only a dream!



Transport Picture Test

Name: _____

20

Write the missing letters.



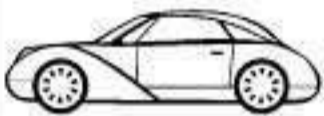
b _ k _

2



b _ _

2



_ _ r

2



hel _ co _ ter

2



lo _ _ y

2



mo _ orc _ cle

2



p _ an _

2



s _ _ p

2



_ ra _ n

2



_ a _

2

GRAMMAR BASIC

1 Match the adjectives and the comparative adjectives.

- | | |
|---------------|-------|
| 1 good | _____ |
| 2 bad | _____ |
| 3 hot | _____ |
| 4 large | _____ |
| 5 happy | _____ |
| 6 expensive | _____ |
| 7 dangerous | _____ |
| 8 interesting | _____ |
- a happier
b more interesting
c better
d more dangerous
e larger
f worse
g hotter
h more expensive

2 Complete the sentences using the letters from the list. You have the first letters.

-xciting | -aster | -etter | -oisier
-angerous | -maller

- Planes are faster than trains.
- Motorbikes are more d_____ than cars.
- A bus is n_____ than a car.
- Buses are s_____ than trains.
- Helicopters are more e_____ than planes.
- New cars are b_____ than old cars.

3 Complete the text with the comparative form of the adjectives in brackets.

We moved to the city. Our new house is very small. Our old house was ¹ nicer (nice) and ² _____ (big). The streets here are noisy. In our old town, the streets were ³ _____ (quiet). The cafes and shops here are expensive. In our old town, the shops were ⁴ _____ (cheap). The buses there were clean and empty. Here in the city, they are ⁵ _____ (crowded) and ⁶ _____ (dirty). I don't like this city!

4 Complete the comparative adjectives with -er and -ier.

- warm er
- eas_____
- ugl_____
- quick_____
- furth_____
- health_____

5 Choose the correct option.

- My new laptop is faster than my old one / ones.
- Which shoes would you like? The black one / ones?
- Which hat do you want? The green or the red one / ones?
- I've got some sweets. Do you like the orange one / ones?
- I love those socks! Can I have the green one / ones?
- This jacket is too big. Have you got a smaller one / ones?

6 Correct the underlined mistakes.

- The bus is cheaper as a taxi.
The bus is cheaper than a taxi.
- Trains are faster that cars.

- Buses are more slow than trains.

- Traffic in this city is more bad than in my town.

- There are two different desserts. Which ones do you want?

- My favourite chocolates? I really like the caramel one.

1 VOCABULARY

1 Match the words to make phrases.

- | | |
|----------------|------------------|
| 0. <i>play</i> | a. a pet |
| 1. take | b. a blog |
| 2. keep | c. in a club |
| 3. play | d. <i>tennis</i> |
| 4. write | e. autographs |
| 5. collect | f. photos |
| 6. be | g. an instrument |
| 7. do | h. crosswords |

2 Choose the correct words.

0. Do you *write* / *play* the piano?
1. Do you *collect* / *take* autographs?
2. I *play* / *write* a blog about my school.
3. I want to *be* / *join* in the swimming club.
4. Do you *make* / *take* photos?
5. They don't *do* / *play* crosswords.
6. Do you *take* / *play* computer games?
7. Sam and Tina *keep* / *collect* a pet.

3 Match the sentence halves.

- | | |
|---------------------------|--------------|
| 0. <i>I have a shower</i> | <u> e </u> |
| 1. At the weekend, I | — |
| 2. Do you like | — |
| 3. When I have a problem, | — |
| 4. In the summer I have | — |
| 5. Do you have a | — |
| 6. Tom wants to be | — |
| 7. Does Fiona have | — |

- a. have fun!
- b. a famous violin player.
- c. a rest after lunch.
- d. dinner with her parents?
- e. *before breakfast*.
- f. I speak to my teacher.
- g. good time at the weekend?
- h. puzzles and crosswords?

4 Put the words in order to complete the sentences.

0. are / having / just / dinner
We are just having dinner.
1. rest / having / a / is
Joe _____
2. problem / I / a / think / have
I _____
3. having / fun / is
Alice _____
4. time / a / you / good / having
Are _____?
5. a / football game / shower / after / have / a
I _____

5 Complete the sentences with the words in the list.

There are three extra words.

look | push | on | up | that's | ~~eat~~ | hurry | careful | do

0. A: Do you like my shirt?
B: Yes, it's cool.
1. Hey Sam. What are you _____ to?
2. _____ out! There's a car coming.
3. _____ up! The train leaves in 5 minutes.
4. A: Is Tina twelve years old?
B: Yes, _____ right.
5. Come _____ guys. We have to start the game now!

6 Complete the classroom language with the words in the list.

excuse | up | open | spell | ask | know | ~~say~~ | mean

0. How do you say 'car' in French?
1. What does 'boiled' _____?
2. A: How do you _____ that?
B: It's T-O-W-N.
3. Put your hand _____ if you know the answer.
4. Can I _____ a question?
5. _____ me. Can you help me?
6. _____ your books at page 15.
7. Sorry, I don't _____ the answer.

My Routine: Simple Present

Instructions: Read the following paragraph and complete it with the correct form of the verbs



Hi! Everybody! My name is Gerald. This is my first year at the University. I _____ 1(**be**) from England. I _____ 2(**not - work**). I just _____ 3(**study**) to be Computer Software Engineer. I _____ 4(**have**) two sisters. I _____ 5(**not - have**) any brother. Karla, the oldest, _____ 6(**work**) as a pharmacist. She _____ 7(**have**) one daughter. Mariam, the youngest, _____ 8 (**attend**) to kinder garden.

Mr Anderson is my Computer teacher. He _____ 9(**be**) 50 and he _____ 10 (**live**) in Chicago with his parents and his twin siblings - Denise and Mike, who _____ 11 (**be**) 20 years old.

On weekdays, Mr Anderson _____ 12 (**wake up**) at half past seven. He _____ 13 (**wash**) his face, he _____ 14 (**not- comb**) his hair because he is bald, and 15 _____ (**put on**) his tie, which he _____ 16(**hate**).

My parents _____ 17 (**not - be**) from England. They _____ 18 from (**come**) Canada. My father _____ 19(**not-work**) because he's retired. My mother _____ 20 (**represent**) people in a court. She's a lawyer.





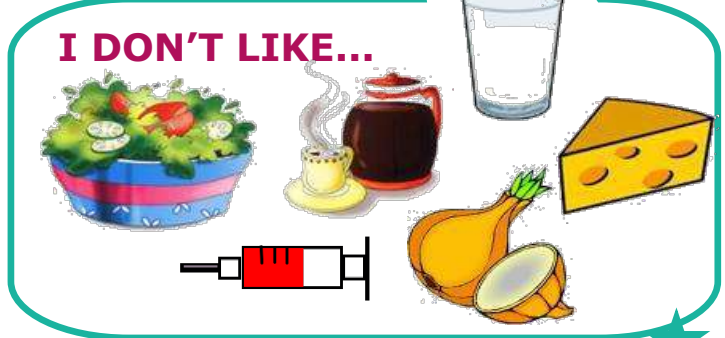
Likes & Dislikes

Writing, Grammar and Vocabulary



Albert

Alice



Mark T (true) or F (false) according to the picture:



- Albert likes cats. ()
- Albert doesn't like eggs. ()
- Albert likes cola drinks. ()
- Albert likes French fries. ()
- Albert doesn't like dogs. ()
- Albert likes math. ()
- Albert doesn't like fruit. ()
- Albert likes soccer. ()
- Albert doesn't like hot dogs. ()
- Albert likes hamburgers. ()
- Albert likes carrots. ()
- Albert likes donuts. ()

- Alice likes salad. ()
- Alice doesn't like milk. ()
- Alice likes popcorn. ()
- Alice doesn't like TV. ()
- Alice likes music. ()
- Alice likes candy. ()
- Alice doesn't like chocolate. ()
- Alice likes computers. ()
- Alice doesn't like onions. ()
- Alice likes ham and cheese. ()
- Alice likes coffee. ()
- Alice likes cheese. ()

1 GRAMMAR EXTENSION

1 Complete the sentences with verbs in the present simple.

- Laila loves movies. She watches one every day!
(watch)
- My sister always _____ late. (get up)
- Peter _____ his car every Saturday. (wash)
- I _____ on Sundays. (not work)
- The shop _____ at 9pm. (close)
- Teri _____ meat. (not eat)
- Paul and Stan _____ watching tennis. (not like)

2 Rearrange the words to make sentences.

- Liverpool / live / Mary / does / in
Does Mary live in Liverpool?
- flowers / I / collecting / garden / the / love from
_____.
- sea / never / Sara / swims / the / in
_____.
- I / Jane / and / have / often / together / fun school / after
_____.
- reading / history / can't / they / stand / about
_____.
- teacher / every / day / homework / give / does your
_____?

3 Write sentences that are true for you using the adverbs of frequency in the list.

always | often | sometimes | occasionally
rarely | never

- chat with friends / night
I always chat with friends at night.
- play basketball / summer

- watch TV / morning

- eat out / weekends

- have a shower / at night

- watch videos on the computer / afternoon

4 Write questions for the answers.

- Do you love walking on the beach?
Yes, I love walking on the beach.
- _____?
Yes, my dad enjoys drinking coffee.
- What time _____?
Sam usually goes to bed at 11pm.
- What _____?
I want to see *Star Wars*.
- Where _____?
Mr Stevens lives in Valencia.
- How often _____?
I chat with friends every day after school.

5 Use the words to make sentences.

- He / collect / comics (+)
He collects comics.
- What time / they / usually / go to bed (?)

- She / enjoy / reading the newspaper (-)

- You / brush your teeth / every day (?)

- He / go / English class / three times / week (+)

- How often / you / take photos (?)

- She / write / a blog about cats (+)

- My cousin / do / any sport (-)

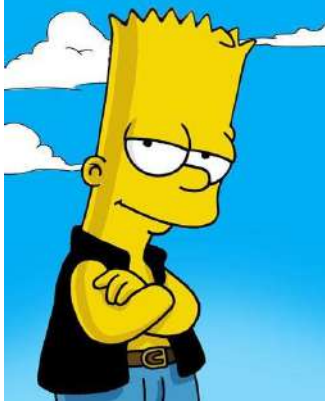
6 Write sentences that are true for you.

- I often drink milk with dinner.
- I really enjoy _____.
- I can't stand _____.
- I don't usually _____.
- I have fun when _____.
- I _____ if I have a problem with my homework.
- I _____ studying languages.

ADVERBS OF FREQUENCY

I. Read the text and underline all the frequency adverbs as you can find.

I get up at 7 o'clock in the morning every day, then I usually take a quick shower and always brush



my teeth. After that I have a huge breakfast prepared by my mother, I always eat as fast as I can because Homer sometimes steals our food. Once we have finished with our breakfast, Me and my sister Lisa sometimes run to catch the school bus, Once I am there, I greet my best friend Millhouse and we always start bothering our principal Skinner, he is so much fun, although it seems that he hates me, it is not true, because he loves me, actually without me he would be nothing.

I always walk on my way home actually I never miss one day without walking and skating. I go skating around the town four times a week, and twice a week I practice other things like for instance make some jokes to Homer, he is the perfect person whom you can make fun of, he never learns when you make him a joke, he can fall in the joke more than three times. But you have to be careful because when he gets angry he can destroy and attack everyone who is near him, so you always have to run and of course laugh in the process.

II. Answer these sentences with true or false.

- 1) Bart gets up at 7:20_____
- 2) He takes a shower after brushing his teeth_____
- 3) He almost never eats fast_____
- 4) Bart and Lisa sometimes run to catch the school bus_____
- 5) Homer never steals the food of his children_____
- 6) Skinner is the best friend of Bart_____
- 7) Bart always catches the bus on his way home_____
- 8) Bart practices other things like bothering people three times a week_____
- 9) Homer is an easy going person, he never gets angry_____

III. Read the information of the chart and answer the questions below

Activities	Go to the cinema	Play Tennis	Watch TV	Listen to music	Ride a bike
Children	--	--	--	--	--
Sofia	Usually	Never	Often	Always	Hardly ever
Solange	Never	Sometimes	Always	Usually	Always
Diego	Often	Usually	Sometimes	Hardly ever	Usually
Carlos	Hardly ever	Often	Usually	Sometimes	Never

- a) Sofia _____ goes to the cinema.

- b) Solange _____ plays tennis.
- c) Diego _____ listens to music.
- d) Carlos _____ rides a bike.

IV. - Answer the questions with the information of the chart above.

- a) How often does Sofia play tennis?
Sofia never plays tennis
- b) How often does Solange go to the cinema?

- c) How often does Diego listen to music?

- d) How often does Carlos watch TV?

V. Fill in the blanks with the words listed below.

sometimes • always • hardly ever • never

- 1. I _____ drive to work. I do not have a car or a license.
- 2. She _____ calls her mother after dinner. They talk every night.
- 3. We _____ watch TV. Maybe only two or three times a year.
- 4. I _____ brush my teeth before bed, but sometimes I forget.
- 5. They _____ play soccer on the weekend.

VOCABULARY BASIC

1 Complete the names of the shops with letters from the list.

-ment | books- | -emist- | -orts | -hoe
-thes | -uper- | news-

- Where you can buy newspapers and magazines – n e w s agent's
- Where you can buy a tennis ball – sp_____ shop
- Where you can buy food, drink and household products – s_____ market
- Where you can buy shorts, trousers, shirts and dresses – clo_____ shop
- Where you can buy shoes and boots – s _____ shop
- A very big shop where you can buy lots of things – depart _____ store.
- Where you can buy medicine – che _____ 's
- Where you can buy books – b _____ hop

2 Write words for clothes. Use the letters.

- | | |
|-----------|--------------|
| 1 elt | b <u>elt</u> |
| 2 niesarr | t _____ |
| 3 oesh | s _____ |
| 4 permu | j _____ |
| 5 sers | d _____ |
| 6 trih | s _____ |
| 7 teack | j _____ |
| 8 rerssou | t _____ |

3 Choose the correct words to complete the dialogue.

Shop assistant: Can I ¹ help / size you?

Customer: Have you ² try / got any trainers?

SA: Sure. What ³ size / help do you take?

C: 40.

SA: Here you are.

C: Can I ⁴ take / try them on?

SA: Of course.

C: Have you got ⁵ that / them in red?

SA: No problem.

C: ⁶ What / How much are ⁷ they / them?

SA: £35.

C: OK. I'll ⁸ got / take them.

4 Find 8 clothes words in the word snake.

sdhf**boots**ghwdcbnhowareagtebjumperadfbj
bnadkfjadfbboyorhjrnotrainersdfhbeltasfdvva
dfbadressadfshirtofthyasbsdvosdjacketasd
vsdsvsdvttrousersght

5 Match the words with their meanings.

- | | |
|-----------|----------|
| 1 stalls | <u>d</u> |
| 2 canal | _____ |
| 3 seafood | _____ |
| 4 popular | _____ |
| 5 bargain | _____ |
| 6 unusual | _____ |

- food from the sea
- things that you buy for a good, cheap price
- liked by a lot of people
- shops in a market
- not typical, different
- an artificial river for boats

6 Correct the spelling of the underlined word.

- There aren't many costumers in the bookshop.
There aren't many customers in the bookshop.
- Can you tray on this shirt?

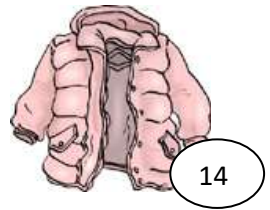
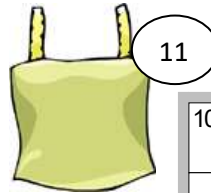
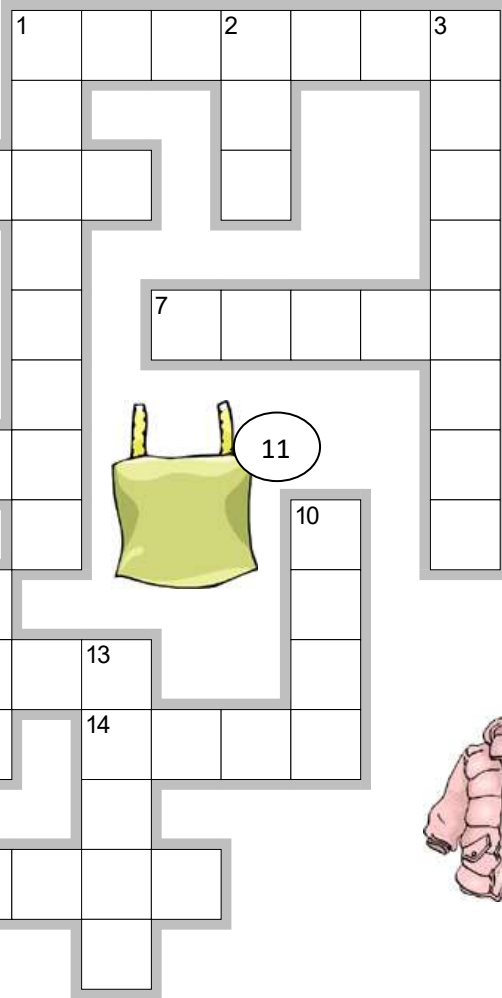
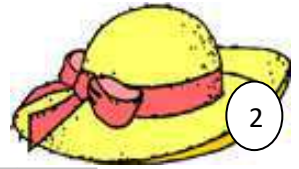
- Johnny bought Lisa a red dres.

- Susan works in a departament store.

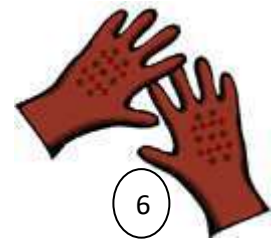
- Are you laughin at me?

- We need to go to the post office. I need stamps.

CLOTHES CROSSWORD



EclipseCrossword.com



Don't Give Up

Bruno Mars

Choose the correct alternative for each situation. Then, listen and check.



When you **want/wants** to do something that's new
And it **seem/seems** really, really hard to do
You **feel/feels** like quitting, you **feel/feels** you're through
Well I **have/has** some advice for you

If you **want/wants** to catch a ball
But you're having no luck at all
The ball **hit/hits** your head, it **hit/hits** your nose
It **hit/hits** your belly, your chin and toes
Well, try and try and try again
Keep on trying and soon end
You **put/puts** your hands out in the air
You'll catch the ball
Yes this I **swear/swears**

Don't give up
Keep on trying
You're gonna make it
I ain't lying
Don't give up, don't ever quit
Try and try and you can do it
Don't give up, yeah

You got yourself rollerskates
You **put/puts** them on and you **feel/feels** great
You **stand/stands** up, then you **fall/falls**,
Don't think you can skate at all
You **get/gets** back up, then you **trip/trips**,
You **skip/skips** and **tip/tips** and **slip/slips**, and **flip/flips**
You **try/tries** and **try/tries** and **try/tries** some more
And soon you're skating across the floor

Don't give up
Keep on going
You're on a boat,
So keep on rowing
Don't give up, don't ever stop
Try and try and you'll come out on top
Don't give up



Don't give up, keep on moving,
You're gonna get there, just keep on grooving

Don't give up, don't pack it in
Try and try, and you'll win
Don't give up, no no no (x4)
Don't give up!

GRAMMAR BASIC

1 Choose the correct word to make sentences in the present continuous.

- 1 He *are* / is buying new boots.
- 2 They *are* / *is* looking for a gift.
- 3 Melissa *is* / *are* wearing her new sweater.
- 4 I *'m* / *'re* making lunch.
- 5 We *is* / *'re* reading the moment.
- 6 I *'s* / *'m* watching a movie.

2 Rewrite the sentences in the negative.

- 1 I'm wearing a jumper.
I'm not wearing a jumper.
- 2 We're reading a book in class.
We _____
- 3 Gina is making lunch.
Gina _____
- 4 He's looking for a gift at the moment.
He _____
- 5 I'm buying a new sweater today.
I _____
- 6 They're listening to music now.
They _____

3 Put the words in order to make questions in the present continuous.

- 1 you / are / What / doing
What are you doing?
- 2 Where / going / she / is
_____?
- 3 he / eating / fish / is
_____?
- 4 Why / a / jacket / are / buying / you
_____?
- 5 doing / Anna / how / is
_____?
- 6 on / a / Lisa / is / dress / trying
_____?

4 Choose the correct option.

- 1 This music sounds / *is sounding* great!
- 2 He *looks* / *is looking* nice in his suit.
- 3 This pizza *tastes* / *is tasting* great.
- 4 It *is sounding* / *sounds* like a good idea.
- 5 That poster *is looking* / *looks* good on that wall.
- 6 Swimming in the sea *is feeling* / *feels* good.

5 Complete the sentences. Underline the correct words.

- 1 I'm shopping at the mall at the moment / every day.
- 2 I go to the newsagent's *at the moment* / every day.
- 3 They are walking to the shops *at the moment* / every day.
- 4 I don't like going to the supermarket *at the moment* / every day.
- 5 Do you brush your teeth *at the moment* / every day?
- 6 Peter takes the bus to school *at the moment* / every day.

6 Make questions using the words in the list.

Am | Is | Are | do | are | Do

- 1 Do you walk to school?
- 2 _____ it snowing at the moment?
- 3 _____ I doing this right?
- 4 Where _____ we having lunch?
- 5 Where _____ you live?
- 6 _____ they studying today.

Read the two texts carefully. Then answer the questions.

Isabel

‘On **Saturday mornings** I usually get up late and do the housework. Then I meet some friends in town for lunch, and go shopping in the afternoon.’

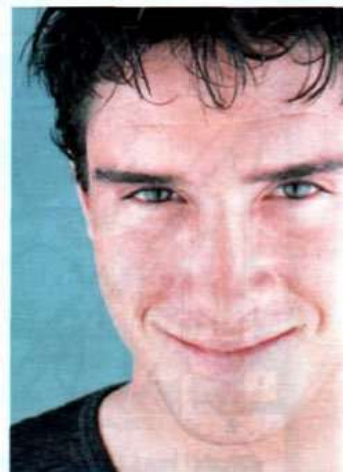
But this **Saturday** is different! This morning Isabel got up early because today she’s getting married. She’s in church with all her family and friends. She’s wearing a white dress, and her husband is standing next to her.



Mark

‘On **Christmas Day** we usually all go to my parents’ house. We open our presents, then have a big lunch at about 2.00 in the afternoon.’

But this **Christmas** is different! Mark and his wife are in Australia. They’re visiting friends. This morning they went to church, and now they’re having a barbecue next to the swimming pool. It’s hot and they’re wearing swimsuits.



1. What does Isabel usually do on Saturday mornings?
2. What is she doing this Saturday?
3. What does Mark usually do on Christmas day?
4. What is he doing this Christmas?
5. Underline the verbs in the two text, compare between the verbs that describe habits (usually) and the verbs that describe actions at the time of speaking (this Saturday/ Christmas.../ Now ...). Then complete the rules:
 - a) When we **describe habits**, we put the verb in the tense.
 - b) When we **describe actions at the time of speaking**, we put the verb in the tense.

Complete the text about Leo by putting the verbs in the correct tense.

‘On my birthday I (go/ sometimes)..... out with friends, or I (go) out to a restaurant with my family. My Mum (make/ usually)me a birthday cake. My Dad and sisters (give/ usually) me birthday presents.

But this birthday is different! It’s Leo’s eighteenth birthday, so now he’s an adult. This morning he got a lot of presents. Now he (have)a big party with all his friends. They (dance)..... and (sing) They (eat) delicious food and cakes, and (drink)..... different sweet drinks. Leo (wear) a blue jumper at this moment.





Inventario de actividades de Inglés (nivel: INTERMEDIATE) (Apoyo a la recuperación académica 2018)

Estimado estudiante:

Te proponemos el presente inventario de actividades como un recurso de apoyo para el proceso de recuperación académica que debes seguir durante el mes de enero de 2019. Te pedimos tener presente, respecto al inventario, lo siguiente:

- Ha sido elaborado de acuerdo con un temario anual, el cual considera los cuatro bimestres (25 % c/u).
- Las actividades que se presenta en él han sido tomadas de documentos de trabajo, libros del año escolar 2018 y de otras fuentes, pero que se ajustan a los contenidos del temario anual.
- Ha sido dosificado para ser desarrollado en cuatro semanas, de lunes a viernes, destinando para ello una hora diaria aproximadamente.
- El estudiante debe imprimir los documentos que serán desarrollados, archivados y presentados en un fólder manila tamaño oficio (incluir carátula), el mismo que será revisado y evaluado por los docentes responsables de la evaluación de recuperación, asignándole un peso de 25 % en el resultado final de la recuperación como "evaluación de portafolio". De hecho, si no lo presentases desarrollado, se te asignará la nota mínima en evaluación de portafolio.
- Si los estudiantes requiriesen presentarse a la segunda oportunidad, podrán mejorar y volver a presentarlo desarrollado, prevaleciendo, en este caso, la segunda calificación. Si no lo hiciesen, mantendrán la calificación obtenida en la primera ocasión.
- En la tabla de control diario, el padre de familia debe firmar para apoyar y controlar el avance diario del estudiante en su desarrollo.
- No hemos incluido una calendarización específica para su desarrollo (fechas de inicio y fin), asumiendo que cada estudiante lo hará en coordinación con sus padres, considerando la realidad particular y los planes de la familia. En todo caso, el trabajo ha sido previsto para cuatro semanas.
- La primera oportunidad de evaluación será a fines de enero. La presentación del portafolio (inventario desarrollado) es obligatoria desde la primera oportunidad de evaluación.

SEMANA 1	BIMESTRE 1	TEMA 1	ROUTINES Simple Present	Worksheet 1
		TEMA 2	SIMPLE PRESENT	Worksheet 2
SEMANA 2	BIMESTRE 2	TEMA 3	GEOGRAPHICAL FEATURES SIMPE PAST./Regulars and Irregulars	Worksheet 3
		TEMA 4	FIRST CONDITIONAL	Worksheet 4
SEMANA 3	BIMESTRE 3	TEMA 5	PERSONALITY ADJECTIVES PRESENT PERFECT	Worksheet 5
		TEMA 6	PRESENT PERFECT/Since , for, just, already, Yet.	Worksheet 6
SEMANA 4	BIMESTRE 4	TEMA 7	School subjects	Worksheet 7
		TEMA 8	Comparatives	Worksheet 8

	Tabla de firmas del padre de familia de control diario				
	Lunes 1 de enero	Martes 2 de enero	Miércoles 3 de enero	Jueves 4 de enero	Viernes 5 de enero
Semana 1					
	Lunes 8 de enero	Martes 9 de enero	Miércoles 10 de enero	Jueves 11 de enero	Viernes 12 de enero
Semana 2					
	Lunes 15 de enero	Martes 16 de enero	Miércoles 17 de enero	Jueves 18 de enero	Viernes 19 de enero
Semana 3					
	Lunes 22 de enero	Martes 23 de enero	Miércoles 24 de enero	Jueves 25 de enero	Viernes 26 de enero
Semana 4					

SEMANA 1

Monday

Simple present

I. Underline the correct verb form.

0. My friend *love* / *loves* ice cream.
1. Mario *wash* / *washes* his car every week.
2. We *eat* / *eats* an apple every day.
3. Max always *watch* / *watches* TV after school.
4. They *do* / *does* their homework in the evening.
5. I *start* / *starts* school at eight o'clock.
6. Nadia usually *have* / *has* lunch at school.

II. Match the questions and answers.

- | | | |
|---|--------------------------|---|
| 1 Does he walk to school every day? | <input type="checkbox"/> | a No, I don't. I walk to school. |
| 2 Do you go to school by car? | <input type="checkbox"/> | b Yes, they do. They're in the school team. |
| 3 Do you always watch TV on Sundays? | <input type="checkbox"/> | c No, she doesn't. She likes reading books. |
| 4 Do they play football on Saturdays? | <input type="checkbox"/> | d No, he doesn't. He goes by car. |
| 5 Does she usually play computer games? | <input type="checkbox"/> | e Yes, I do. I like watching basketball. |

III. Complete the text with the Present simple of the verbs in brackets.

David ¹..... (like) yoghurt and he ²..... (eat) an apple every day.
He is healthy! He usually ³..... (have) lunch in the school canteen and
in the evenings, he ⁴..... (go) running.

IV. Underline the correct form of the verb.

- 0 You don't / doesn't understand!
1. Sally *don't* / *doesn't* like oranges.
 2. The children *don't* / *doesn't* watch TV in the morning.
 3. I *don't* / *doesn't* take the dog for a walk every day.
 4. Tom *don't* / *doesn't* read magazines.
 5. We *don't* / *doesn't* eat hamburgers.

V. Rewrite the sentences in the negative form.

0. I get up at seven o'clock. *I don't get up at seven o'clock*
1. They listen to music every day.
 2. Sarah goes shopping.
 3. Mark plays computer game
.....
 4. You go roller skating.
 5. We have breakfast at 8 o'clock.

VI. Write questions and short answers. (X = negative).

0. Sarah / catch the bus every morning (✓)
Does Sarah catch the bus every morning?
Yes, she does.
1. Fred / play football in a team (X)
.....?
.....

2. Mike and Sally / go shopping on Fridays (X)

.....?

.....

3. Sarah / play the piano (✓)

.....?

.....

4. you / do your homework in the afternoon (✓)

.....?

.....

VII. Answer the questions about yourself.

1. What time do you usually get up in the morning?

.....

2. And what time do you usually go to bed?

.....

3. Do you sometimes play computer games?

.....

Simple Present Exercises Exercise

I. Circle the keywords and fill in the blanks with the simple present in the affirmative.

1. Mary (play) _____ tennis every day.

2. My friends always (eat) _____ lunch at the cafeteria.

3. It (snow) _____ in the winter time in Canada.

II. Circle the keywords and fill in the blanks with the simple present in the negative.

1. Sometimes, my parents (wake up, not) _____ early.

2. James (drink, not) _____ every day.

3. We (watch, not) _____ television every night.

III. Circle the keywords and answer the questions with short answers.

1. Does Mary play tennis every day?

Yes, _____

2. Do John and Lynn drink beer with their dinner every night?

No, _____

IV. Fill in the blanks with the correct form of have in the simple present.

1. I (have) _____ a big nose.

2. He (have) _____ long hair.

3. She (have) _____ small feet.

TUESDAY

Simple Present Picture Exercises

wake up at 6:00 	take a shower 	eat breakfast 
drive 	cook 	watch TV 
	do your homework 	play the piano 
listen to music 	play video games 	read 

According to the pictures above, write a routine of your best friend, if you don't have best friend. Imagine.

Use SIMPLE PRESENT.

VIII. ON A COLOUR PAPER, please write down a seventy line paragraph, using sentences in simple present tense. At least one interrogative and two negatives. Illustrate it.

WEDNESDAY

FRIDAY

SEMANA 2

MONDAY

Geographical features SB p.86

1 ★★ Match the words and the definitions.

^aforest | ^bisland | ^chill | ^ddesert | ^ebeach | ^fjungle
^gocean | ^hriver | ⁱlake | ^jmountain

0 a place with lots of trees growing together

a

2 ★★★ Use the words in Exercise 1 to complete the sentences. Make the words plural if you need to.

0 It's important to take lots of water with you if you go into the desert.

1 Madagascar is a very big _____ in the Indian Ocean.

I. READ AND MATCH THE WORDS AND DEFINITIONS

0	a place with lots of trees growing together	<input checked="" type="radio"/>	<input type="radio"/> mountain
1	an area of sand (or rocks) near the sea	<input type="radio"/>	<input type="radio"/> lake
2	a bit of land with water all round it	<input type="radio"/>	<input type="radio"/> river
3	a high bit of land (not as high as a mountain)	<input type="radio"/>	<input type="radio"/> ocean
4	water that moves across the land and into the sea	<input type="radio"/>	<input type="radio"/> jungle
5	a very high piece of land	<input type="radio"/>	<input type="radio"/> beach
6	a big area of water with land around it	<input type="radio"/>	<input type="radio"/> desert
7	a very large area of sea water	<input type="radio"/>	<input type="radio"/> hill
8	an area in a hot country with trees and plants close together and wild animals	<input type="radio"/>	<input type="radio"/> island

Read and complete.

Make the words plural if you need to.

forest island hill **desert** beach jungle ocean river lake mountain

0 It's important to take lots of water with you if you go into the desert

1 Madagascar is a very big _____ in the Indian Ocean.

2 I love sitting on a _____ and swimming in the sea.

3 The longest _____ in the world is the Nile.

Read and complete.

Write one word in each space.

Hi Amy,

Well, here we are at last. Niagara Falls! We flew from London _____ Toronto and then _____ dad hired a car and we drove to see the waterfalls. Wow – it's a fantastic place. I don't think there is anything more beautiful _____ this in the world. I read that Niagara Falls isn't _____ highest waterfall in the world – I think that's the Angel Falls in Venezuela – but is really big.

When you go close, the noise from the water is so loud, you can't _____ other people talking!

We stayed for about two hours. We walked around and took a lot _____ photos. Then we went to the hotel – it's a really small hotel _____ only ten rooms. I'm happy because I've _____ my own room, and my parents are in another room.

Well, we _____ having a great time here. Tomorrow we go back to Toronto. Can I _____ to you again from there?

See you!

1

Label the picture with the words. Write 1–12 in the boxes. Then listen, check and repeat.

1 ocean | 2 hill | 3 mountain | 4 jungle | 5 river | 6 desert | 7 lake | 8 beach | 9 island | 10 forest

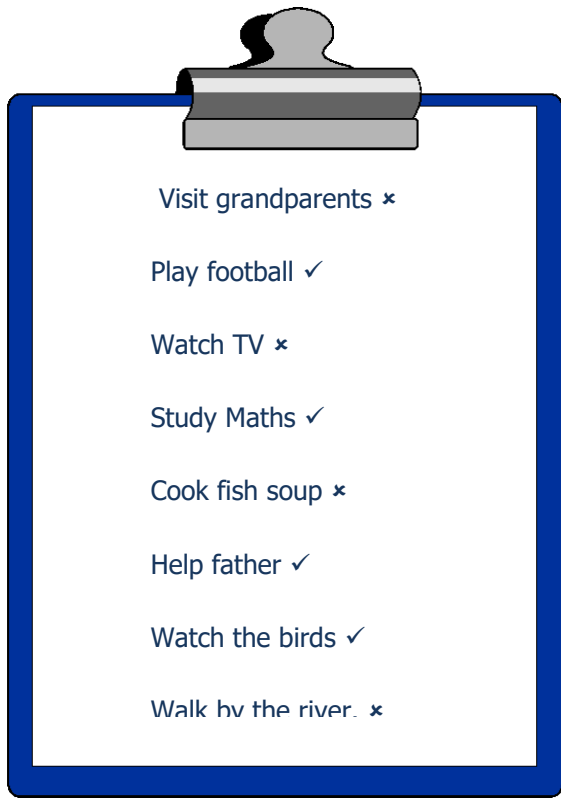


TUESDAY

I. Complete the following text using the past tense of the verbs in brackets.

Anna's holiday _____ (be) great last summer. She _____ (stay) in a college in England for two weeks. She _____ (have) classes in the mornings and in the afternoons she _____ (do) some sports like swimming or tennis. In the evenings she often _____ (go) dancing or _____ (watch) films with her new friends. At weekends they _____ (drive) to some interesting places. Once they _____ (visit) Marwell Zoo where they _____ (see) some beautiful animals. Anna _____ (not like) the food at the college but that _____ (not be) a problem. She _____ (meet) a lot of people and _____ (learn) some English. All the students in her class _____ (be) sorry to go home. They all _____ (promise) to come back next summer.

II. Here are the things Ann wanted to do last weekend. She didn't do all of them. Write what she did or didn't do.



1. She didn't visit her grandparents.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

WEDNESDAY

Story Time

Do you know these popular stories?

- 1) Hansel and Gretel 2) Little Red Riding Hood 3) Sherlock Holmes
4) Beauty and the Beast 5) Robin Hood 6) The Little Mermaid



Did you read stories when you were young? Which one was your favourite?

Complete the stories with the words in the box:

Sleeping Beauty

lived	lived	woke	slept	took	was	cast
	grew	came	married	cut		saw

A long time ago there _____ a beautiful princess . She _____ in a very high tower. A wicked fairy _____ a spell and the princess _____ for a hundred years. A big forest _____ around the tower. One day a handsome prince _____ to the tower. He _____ his sword and _____ the trees. He _____ the princess and _____ her with a kiss. The prince _____ the princess and they _____ happily ever after.

The Three Little Pigs

made	tried	ate	built	were	lived	fell	blew	was	used	came
------	-------	-----	-------	------	-------	------	------	-----	------	------

Once upon a time there _____ three little pigs. One _____ a house with straw, one _____ a house with wood and the other _____ bricks. One day a big bad wolf _____ and _____ to destroy the houses. He _____ on each house. The houses of straw and wood _____ down and he _____ the pigs. The house of bricks _____ very strong so the final pig _____ a long and happy life.

Now complete the tables with the past simple verbs from the stories:

Present simple	Past simple
live
sleep
grow
cut
cast
marry
be
take

Present simple	Past simple
be
eat
make
build
use
blow
try
fall

THURSDAY

It's time to sing

Set Fire to the Rain - Adele

1) Use the verbs in parentheses to complete the song. All verbs are in the simple past form:

I let it fall, my heart
And as it _____ (fall), you _____ (rise)
to claim it
It was dark and I was over
Until you _____ (kiss) my lips and you
saved me

My hands they were strong
But my knees were far too weak
To stand in your arms
Without falling to your feet

But there's a side, to you, that I never knew,
never knew
All the things you'd say, they were never true,
never true
And the games you'd play, you would always
win, always win

But I _____ (set) fire to the rain
_____ (watch) it pour as I
_____ (touch) your face
Well, it burned while I _____ (cry)
'Cause I _____ (hear) it screaming
out your name, your name!

2) Listen to the song and complete the lyrics according to what you're listening to:

_____ I lay, with _____
I could stay there, _____ my eyes
Feel _____ here forever
You and me together, _____ is
better!

Cause there's a side, to you, that I never knew,
never knew
All _____ things you'd say, _____

were never true, never _____
And the games you'd play, you _____
always win, always win

3) Organize the verses from 1 to 4 according to what you're listening to:

Well, it burned while I cried
 Watched it pour as I touched your face
 But I set fire to the rain
 'Cause I heard it screaming out your name,
your name!

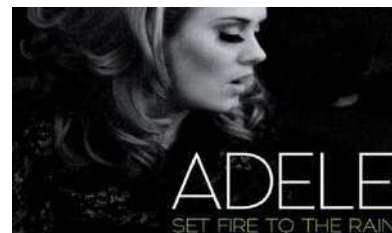
Well, it felt something died
 Cause I knew that that was the last time,
the last time!
 I set fire to the rain
 And I threw us into the flames

Even now when we're already over
 That heart you caught must be waiting for
ya...
 Sometimes I wake up by the door
 I can't help myself from looking for ya

I set fire to the rain
Watched it pour as I touched your face
Well, it burned while I cried
'Cause I heard it screaming out your name, your
name!

I set fire to the rain
And I threw us into the flames
Well, it felt something died,
'Cause I knew that that was the last time, the last
time!

Oh oh oh oh oh...



Read and complete the first conditional sentences.



Use the correct form of the verbs.

- 0 If Kate gives (give) me some help, I 'll finish (finish) my homework in an hour.
- 1 You _____ (not meet) anyone if you _____ (not go out).
- 2 I _____ (come) to your party if my mum _____ (say) I can.
- 3 If Ken _____ (not want) his ice cream, I _____ (eat) it.
- 4 Susan _____ (be) angry if she _____ (hear) about this.
- 5 If we _____ (buy) hamburgers, we _____ (not have) enough money for the film.

Put the verb into the correct first conditional form:

1. If I _____ (go) out tonight, I _____ (go) to the cinema.
2. If you _____ (get) back late, I _____ (be) angry.
3. If we _____ (not / see) each other tomorrow, we _____ (see) each other next week.
4. If he _____ (come), I _____ (be) surprised.
5. If we _____ (wait) here, we _____ (be) late.
6. If we _____ (go) on holiday this summer, we _____ (go) to Spain.
7. If the weather _____ (not / improve), we _____ (not / have) a picnic.
8. If I _____ (not / go) to bed early, I _____ (be) tired tomorrow.

FIRST CONDITIONAL



"if" clause	main clause
If it rains, ...	... he will bring his umbrella. ... he won't play outside.
main clause	"if" clause
He will bring his umbrella... He won't play outside ...	... if it rains.

The first conditional is used to talk about things that may possibly happen in the future.

- Complete the sentences below by making First Conditional statements. Use your imagination!

1. If we don't arrive on time, our teacher will be angry.
2. I will watch TV if I have time.
3. If he gets up at 5 o'clock, _____
4. We will be hungry _____
5. If the phone rings, _____

6. I will laugh _____
7. If our exam isn't tomorrow, _____
8. They won't buy a new car _____
9. If you hit me, _____
10. I'll give you ten dollars _____
11. If he doesn't take a bus, _____
12. The glass will break _____
13. If I don't watch that movie _____
14. My boss will get angry _____
15. If the weather is nice tomorrow, _____

SEMANA 3

MONDAY

Personality Adjectives

- bad-tempered
- big-headed
- bossy
- cheerful
- clever
- confident
- dishonest
- dull
- easy-going
- friendly
- generous
- helpful
- impatient
- jealous
- lazy
- loyal
- mean
- modest
- moody
- patient
- polite
- quiet
- rude
- selfish
- sensible
- sensitive
- serious
- shy
- sociable
- talkative
- tidy
- unfriendly
- untidy

What are they like?

Complete each sentence with an adjective from the box. There are some extra.
Example:

My friend Tom never says bad things about me. He's very **loyal**.

1. Susan is the most _____ person I've ever met. She's always smiling and telling jokes!
2. Ada is very _____. She always says "Please" and "Thank you".
3. Patrick is very _____. He always does well in tests.
4. Sandra is so _____. She believes that nobody is better than her. She should be more _____.
5. My cousin Martha often tells me what to do. She's a bit _____.
6. Don't say unkind things to her - she's very _____.
7. My sister is always very _____. Everything in her room is in the right place. Nothing is _____.
8. If your homework is difficult, you can ask Helen. She is always very _____ and she'll explain it to you.
9. Jim doesn't do crazy things. He's very _____.
10. My aunt is often angry. She's really _____.
11. Get up! Don't be _____, Susan!

12. How _____ Ronald is! He's the most boring person in my class.
13. My neighbour is not generous. In fact, she is often quite _____.
14. Don't leave money on the table. Some people are _____.
15. Our new P.E. teacher is very relaxed and friendly. He's an _____ person!
16. Ralph is _____ that he will win the match. He's trained a lot.
17. Ted is making me crazy. Now he's happy and five minutes later angry. I can't stand _____ people!
18. My cousin Betty never shares her candies with her friends. She's so _____. Nobody matters.
19. We really enjoy parties. We're very _____ and _____.
20. Luke is very _____. Sometimes you don't know he is there.
21. My English teacher is always very _____. She will explain us anything if we don't understand it.
22. Be _____ and don't waste your time. You have to study hard if you want to get good marks.

Talk about you...

1. I really like people who are _____ and _____.
2. I don't like people who are _____ or _____.
3. My best friend is _____, _____ and _____.

Bingo!

Choose nine words from the box

Personality Adjectives

- bad-tempered
- big-headed
- bossy
- cheerful
- clever
- confident
- dishonest
- dull
- easy-going
- friendly
- generous
- helpful
- impatient
- jealous
- lazy
- loyal
- mean
- modest
- moody
- patient
- polite
- quiet
- rude
- selfish
- sensible
- sensitive
- serious
- shy
- sociable
- talkative
- tidy
- unfriendly
- untidy

What are they like?

Complete each sentence with an adjective from the box. There are some extra.
Example:

My friend Tom never says bad things about me. He's very loyal.

1. Susan is the most cheerful person I've ever met. She's always smiling and telling jokes!
2. Ada is very polite. She always says "Please" and "Thank you".
3. Patrick is very clever. He always does well in tests.
4. Sandra is so big-headed. She believes that nobody is better than her. She should be more modest.
5. My cousin Martha often tells me what to do. She's a bit bossy.
6. Don't say unkind things to her - she's very sensitive.
7. My sister is always very tidy. Everything in her room is in the right place. Nothing is untidy.
8. If your homework is difficult, you can ask Helen. She is always very helpful and she'll explain it to you.
9. Jim doesn't do crazy things. He's very serious.
10. My aunt is often angry. She's really bad-tempered.
11. Get up! Don't be lazy, Susan!
12. How dull Ronald is! He's the most boring person in my class.
13. My neighbour is not generous. In fact, she is often quite mean.
14. Don't leave money on the table. Some people are dishonest.
15. Our new P.E. teacher is very relaxed and friendly. He's an easy-going person!
16. Ralph is confident that he will win the match. He's trained a lot.
17. Ted is making me crazy. Now he's happy and five minutes later angry. I can't stand moody people!
18. My cousin Betty never shares her candies with her friends. She's so selfish. Nobody matters.
19. We really enjoy parties. We're very sociable and talkative.
20. Luke is very quiet. Sometimes you don't know he is there.
21. My English teacher is always very patient. She will explain us anything if we don't understand it.
22. Be sensible and don't waste your time. You have to study hard if you want to get good marks.

Talk about you...

1. I really like people who are _____ and _____.
2. I don't like people who are _____ or _____.
3. My best friend is _____, _____ and _____.

Bingo!

Choose nine words from the box!

Present Perfect Tense - Past Participles

A. Write the simple past and past participle of the following verbs.

simple form	simple past	past participle
1. work	worked	worked
2. do	_____	_____
3. eat	_____	_____
4. call	_____	_____
5. begin	_____	_____
6. give	_____	_____
7. answer	_____	_____
8. see	_____	_____
9. have	_____	_____
10. go	_____	_____
11. study	_____	_____
12. teach	_____	_____
13. make	_____	_____
14. talk	_____	_____

B. Complete the chart below with the correct form of the verb.

simple form	simple past	past participle
	knew	
		met
	was/were	
fly		
	wrote	
		read
live		
	fell	
feel		
		taken
	drove	

II. Conjugate the verb in parentheses using the form indicated. In the case of questions, use the indicated subject as well.

- How long _____ (he/live) in New Jersey?
- Peter _____ (not play) baseball since 1987.

3. I _____ (speak) Russian for twenty years.
4. We _____ (not see) Tom since Christmas.
5. _____ (Alan/fly) in an airplane before?
6. Shannon _____ (not/go) to lunch yet.
7. Our class _____ (take) a field trip three times this year.
8. Where _____ (they/move) to?
9. Jennifer _____ (ask) that question four times today.
10. You _____ (not eat) lunch yet, have you?
11. Jason _____ (want) to move to New York since he was five years old.
12. How long _____ (they/know) Peter?
13. Alexandra _____ (work) for IBM since 2002.
14. Jeff _____ (buy) a few books this week.
15. Sally _____ (not read) that book yet.
16. _____ (they/leave) for work yet?
17. Bill _____ (not/drive) very far today.
18. We _____ (enjoy) eating seafood all of our lives.
19. _____ (he/[watch](#)) the documentary yet?
20. I _____ (not/finish) the job yet.

TUESDAY

Present Perfect

Choose the correct time expression used with the present perfect tense.

1. They have lived in that house (since/for) ten years.
 2. She has (just/yet) gone to the bank.
 3. Franklin hasn't arrived in Boston (yet/already)
 4. We have worked at this company (since/for) 2008.
 5. Jason hasn't telephoned me (since/for) two weeks.
 6. How (long/much) have you known Susan?
 7. They've (already/yet) studied the past simple tense.
 8. Our mothers have (just/yet) left for the station.
 9. The President has traveled to more than twenty countries (since/for) he was elected.
 10. Thomas hasn't had time to read the book (just/yet).
 11. Alice has told me she's (yet/already) been to that park.
 12. My daughter's (just/since) finished her homework.
 13. Have they (already/yet) spoken to Mr. Peters?
 14. I've (just/for) interviewed the best candidate for the job.
 15. Our coach hasn't chosen the starting team (already/yet).
 16. Bob and Tim have (already/yet) decided where they are going on vacation.
 17. Have you purchased the new computer (just/yet)?
 18. Sam has wanted to go to Japan (for/since) he was a little child.
 19. Jason hasn't worked here (since/for) very long.
1. Our boss has (just/yet) hired a new engineer.

Present Perfect Worksheet 1 - Corrections

Conjugate the verb in parentheses using the form indicated. In the case of questions, use the indicated subject as well.

1. How long **has he lived** in New Jersey?
2. Peter **hasn't played baseball** since 1987.
3. I **have spoken** Russian for twenty years.
4. We **haven't seen** Tom since Christmas.
5. **Has Alan flown** in an airplane before?
6. Shannon **hasn't gone** to lunch yet.
7. Our class **has taken** a field trip three times this year.
8. Where **have they moved** to?
9. Jennifer **has asked** that question four times today.
10. You **haven't eaten** lunch yet, have you?
11. Jason **has wanted** to move to New York since he was five years old.
12. How long **have they known** Peter?
13. Alexandra **has worked** for IBM since 2002.
14. Jeff **has bought** a few books this week.
15. Sally **hasn't read** that book yet.
16. **Have they left** for work yet?
17. Bill **hasn't driven** very far today.
18. We **have enjoyed** eating seafood all of our lives.
19. **Has he watched** the documentary yet?
20. I **haven't finished** the job yet.

Present Perfect Worksheet 2 - Corrections

Choose the correct time expression used with the present perfect tense.

1. They have lived in that house **for** ten years.
2. She has **just** gone to the bank.
3. Franklin hasn't arrived in Boston **yet**.
4. We have worked at this company **since** 2008.
5. Jason hasn't telephoned me **for** two weeks.
6. How **long** have you known Susan?
7. They've **already** studied the past simple tense.
8. Our mothers have **just** left for the station.
9. The President has traveled to more than twenty countries **since** he was elected.
10. Thomas hasn't had time to read the book **yet**.
11. Alice told me she's **already** been to that park.
12. My daughter's **just** finished her homework.
13. Have they **already** spoken to Mr. Peters?
14. I've **just** interviewed the best candidate for the job.
15. Our coach hasn't chosen the starting team **yet**.
16. Bob and Tim have **already** decided where they are going on vacation.
17. Have you purchased the new computer **yet**?
18. Sam has wanted to go to Japan **since** he was a little child.
19. Jason hasn't worked here **for** very long.

20. Our boss has **just** hired a new engineer.

WEDNESDAY

Present Perfect Tense

Choose the correct verb from the list below to complete the following sentences. Put the verb in the present perfect tense.

take / work / find / see / speak / know / begin
do / learn / eat / have / write / give / live / buy / be

1. I met Barbara when we were in elementary school. We _____ each other for over twenty years.
2. We _____ many new words since we started this course.
3. That's a wonderful movie. I _____ it three times.
4. Mr. and Mrs. Tonner _____ married for 10 years.
5. You are late! The class _____ already _____.
6. Robert is my neighbor. He _____ next door to me for five years.
7. Mary _____ several letters to her parents since she left home.
8. We _____ in that restaurant several times.
9. Our teacher _____ us a lot of help with the homework assignment.
10. She _____ to her landlord many times about the broken window.
11. We have a new camera. We _____ some beautiful pictures of the grandchildren.
12. They _____ all their homework already.
13. Mrs. Baxter _____ all her groceries for the week.
14. Tommy _____ a bad cold for two weeks.
15. Frank _____ for that company for many years.
16. After three months of looking, she _____ a beautiful apartment to rent.

THURSDAY

Present Perfect Tense with Since and For

Rewrite the following sentences using *since* or *for* and the verb provided. You may have to change some of the words, but keep the same meaning.

Ex. Bill and Rita got married twenty years ago.

Bill and Rita have been married for twenty years. (be)

1. Jordan moved into this apartment in 2005.

_____ (live)

2. Ellen and Rose met each other 40 years ago.

_____ (know)

3. The teacher came to school at 8:00 this morning.

_____ (be)

4. Robbie grew a beard six months ago.

_____ (have)

5. Dennis bought his car four years ago.

_____ (own)

6. Maria started to wear glasses when she was five years old.

_____ (wear)

7. David fell in love with Patricia when they were teenagers.

_____ (be)

8. Mark started to work at the bank three years ago.

_____ (work)

9. Sam learned how to swim three years ago.

_____ (know)

FRIDAY

INSTRUCTION

On a colour paper: Write what your best friend has already done in his/her life and what he/she has never done or have not done yet. (70 – 80 words). Illustrate
GRAMMAR: Present perfect tense / simple past

SEMANA 4

MONDAY

I. Label the different school subjects



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

II. Read the definition and then put in order the name of the correct school subject.

0 You probably need a piano if you're a (sciUM) teacher.

✓ Music

1 We often use computers in Design and (Thecloongy).

2 (regGyhoap) teachers don't need maps now that there's Google Earth.

3 We have our (stiChryme) lessons in one of the science labs.

4 Our Spanish teacher comes from Madrid. She never speaks (shEling) in class.

5 A calculator can be useful in a (thaMs) class.

6 I really enjoy (troyish) lessons when they're about people, not just dates.

7 Our (amarD) teacher has been on TV and acted in a film!

I. Solve these exercises:

Find ten school subjects in the word search.

E	N	G	L	I	S	H	I	A
F	R	I	M	U	S	I	C	O
R	E	C	A	S	B	U	T	Y
E	H	E	T	A	S	B	G	I
N	O	P	H	Y	S	I	C	S
C	U	E	S	N	A	R	T	L
H	I	S	T	O	R	Y	S	A

Find the odd word out.

- Literature - Grammar - Book - History
- Germany - English - French - Spanish
- Maths - Physics - Chemistry - Break
- Teacher - Biology - Chemistry - Geography
- RE - Assembly - PE - ICT
- Art - Citizen - Music - Technology
- English - French - Spanish - Maths
- Book - Bag - History - Notebook
- Citizenship - Map - Ruler - Globe
- Student - Teacher - Physics - Headmaster

Match the words and the pictures.

- Biology
- Technology
- Physics
- PE
- Music
- History
- English
- Literature
- Maths
- Geography
- Art
- French
- Grammar
- Chemistry
- Citizenship



Put the letters in the correct order.

- mdaar: _____
- opggahery: _____
- soiythr: _____
- itelruetar: _____
- gsinelh: _____
- oogibly: _____
- smcui: _____
- ashmt: _____
- tic: _____
- yipcssh: _____

What subjects are they?

Art PE Music Biology Geography Maths
History Technology Physics Chemistry

- Studying science and ideas about how things work, and using this to build and make things: _____
- The study of the life of human beings, animals and plants: _____
- The study of how to make beautiful things, like paintings and drawings: _____
- The study of numbers, measurements and shapes: _____
- The study of things that happened in the past: _____
- The study of things like heat, light and sound: _____
- In this lesson you sing or play a musical instrument: _____
- The science that studies gases, liquids and solids to find out what they are and what they do: _____
- Sports that you do at school: _____
- The study of the Earth and its countries, mountains, rivers, weather: _____

What lessons do you use these things?

1 compass
ruler
protractor

2 map
globe
minerals

3 dictionary
textbook
CDs

4 violin cleft
staves
piano

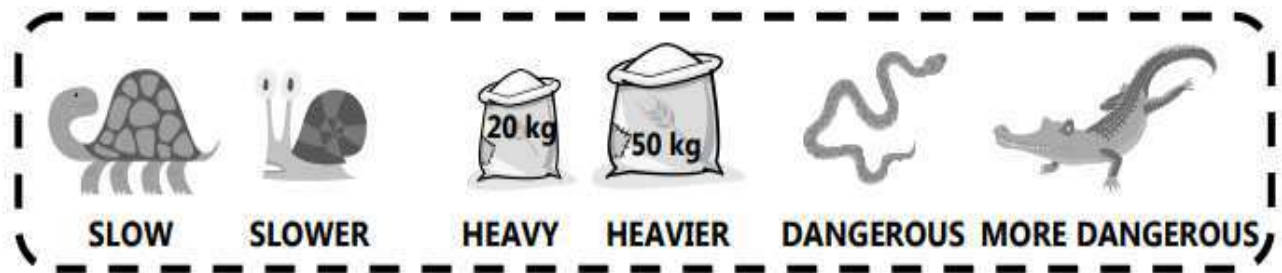
5 screwdriver
hammer
glue

6 skeleton
anatomy atlas
leaves

7 brush
paint
drawing paper

8 trainers
wall bars
balls

WEDNESDAY



Short words (1 syllable) → - er

old → older slow → slower
warm → warmer tall → taller

big → bigger, hot → hotter
heavy → heavier, happy → happier

Long words (2, 3, 4 syllables) → more...

dangerous → more dangerous
expensive → more expensive

Irregular comparative forms:
good → better, far → further
bad → worse, little → less

Write the comparative form:

- new _____
- long _____
- nice _____
- big _____
- good _____
- fat _____
- modern _____
- friendly _____
- famous _____

Write the opposite.

- younger _____
- cleaner _____
- darker _____
- more boring _____
- hotter _____
- happier _____
- easier _____
- smaller _____
- cheaper _____

Write comparative sentences using the verbs in brackets

- 1. My house is (big) _____ than yours.
- 2. This flower is (beautiful) _____ than that one.
- 3. A holiday by the sea is (good) _____ than a holiday in the mountains.
- 4. The weather this summer is even (bad) _____ than last summer.
- 5. I think mathematics is (difficult) _____ than English.

Complete the sentences. Use the comparative.

- 1. Joe's car isn't very fast. He wants a _____ one.
- 2. My job isn't very interesting. I want to do something _____
- 3. The weather isn't very warm today. Yesterday it was _____
- 4. People aren't very polite today. In the past they were _____
- 5. This sofa isn't very comfortable. That one is _____
- 6. This coat is nice, but I think the other one is _____

Write three sentences using comparative adjectives

- 1. _____
- 2. _____
- 3. _____

THURSDAY

Comparative adjectives

1. Complete with a comparative adjective and all the necessary words.

1. Snakes are (fast) snails.
2. London is (big) Madrid.
3. Snails are (slow) snakes.
4. My literature book is (difficult) my English book.
5. *Lord of the Rings* is (interesting) *Mission Impossible*.

2. Make sentences comparing these things, as in the example.

1. English / maths (important) *English is more important than maths*
2. A tortoise / a cat (slow)
3. My friend / I (handsome)
4. Chocolate milkshakes / lemonade (good)
5. A tiger / a rabbit (dangerous)
6. The North Pole / Africa (cold)
7. Swimming / skating (easy)
8. The Eiffel Tower / my house (big)
9. A stone / a feather (heavy)
10. Planes / cars (fast)

3. Write the comparative form.

- | | | | |
|----------------|-------|----------------|-------|
| 1. big | ..... | 6. good | ..... |
| 2. happy | ..... | 7. easy | ..... |
| 3. expensive | ..... | 8. great | ..... |
| 4. intelligent | ..... | 9. interesting | ..... |
| 5. boring | ..... | 10. bad | ..... |

4. Complete with the comparative form of the adjectives in the box.

Far	cold	hot	modern
-----	------	-----	--------

1. Summer is than spring.
2. Winter is than summer.
3. The Eiffel Tower is than the Coliseum.
4. China is than Italy.

FRIDAY

ON A COLOUR PAPER:

Write a seventy-line paragraph describing a nice place you visited. Use the simple past (regular and irregular verbs) and at least two sentences using comparatives and superlatives . Do this on the color paper and illustrated it with pictures.



Inventario de ejercicios, problemas y actividades de Inglés

S3 S4 Avanzado

Apoyo a la recuperación académica 2018

Estimado estudiante:

Te proponemos el presente inventario de ejercicios, problemas y/o actividades como un recurso de apoyo que debes seguir durante el mes de enero de 2019. Te pedimos tener presente, lo siguiente:

- Ha sido elaborado de acuerdo con el **temario de evaluación de recuperación 2018**, el cual está publicado en la página web del colegio.
- Los **ejercicios, problemas y actividades** que se presentan han sido tomados de los documentos de trabajo del año escolar 2018 y de otras fuentes, pero se ajustan a los contenidos.
- Ha sido dosificado para ser desarrollado en cuatro semanas, de lunes a viernes, destinando para ello una hora diaria aproximadamente.
- Debe ser desarrollado en pliegos de papel oficio cuadriculado. Su presentación será en un fólter manila tamaño oficio (incluir carátula), el mismo que será revisado y evaluado por los docentes responsables de la evaluación de recuperación, asignándole un peso de 25 % en el resultado final de la recuperación como “evaluación de portafolio”. De hecho, si no lo presentas desarrollado, se te asignará la nota mínima en evaluación de portafolio.
- Si los estudiantes requiriesen presentarse a la segunda oportunidad, podrán mejorar y volver a presentarlo desarrollado, prevaleciendo, en este caso, la segunda calificación. Si no lo hiciesen, mantendrán la calificación obtenida en la primera ocasión.
- En la tabla de control diario, detallada en la parte inferior, el padre de familia debe firmar para apoyar y controlar el avance diario del estudiante.
- No hemos incluido una calendarización específica para su desarrollo (fechas de inicio y fin), asumiendo que cada estudiante lo hará en coordinación con sus padres, considerando la realidad particular y los planes de la familia. En todo caso, el trabajo ha sido previsto para cuatro semanas.
- La primera oportunidad de evaluación será a fines de enero. La presentación del portafolio (inventario desarrollado) es obligatoria desde la primera oportunidad de evaluación.

Semana 1

I. Write the reported statements.

1. John: “I don’t want to go.” John said he didn’t want to go.

2. Olivia: “I’ll be there at 8pm.” Olivia told me she _____.

3. Ethan: “I won’t say anything.” Ethan said _____.

4. Emma: “I’m having dinner with friends on Saturday.” Emma _____.

5. Noah: “I didn’t want anyone to know.” Noah told her _____.

6. Amelia: “I can’t wait to see you!” Amelia told me _____.

II. Change the dialogues into reported speech.



1. The man asked the woman if she could help him. He told her he was looking for a birthday gift.

She asked him _____

2. _____

3. _____

4. _____

5. _____

6. _____

III. Complete the words in the sentences with letters from the list.

-ned | -ted | -raged | -old | -ked -sueded | -ked | -inded

1. My teacher **encouraged** me to study harder.
2. John per_____ his brother to give him some money.
3. The man war_____ us not to swim in the river.
4. Jack t_____ me to meet him at six.
5. We invi_____ our friends for a picnic.
6. Nelly's mum allo_____ her to stay with her friend on Friday night.
7. My dad rem_____ me to lock the front door.
8. Ella as_____ me to call her later.

IV. Complete the sentences in reported speech. Note whether the sentence is a request, a statement or a question.

1. He said, "I like this song."
→ He said _____.
2. "Where is your sister?" she asked me.
→ She asked me _____.
3. "I don't speak Italian," she said.
→ She said _____.
4. "Say hello to Jim," they said.
→ They asked me _____.
5. "The film began at seven o'clock," he said.
→ He said _____.
6. "Don't play on the grass, boys," she said.
→ She told the boys _____.
7. "Where have you spent your money?" she asked him.
→ She asked him _____.
8. "I never make mistakes," he said.
→ He said _____.
9. "Does she know Robert?" he wanted to know.
→ He wanted to know _____.
10. "Don't try this at home," the stuntman told the audience.
→ The stuntman advised the audience _____.



V. Correct the underlined word.

1. He asked me for go with him to the dance. He asked me to go with him to the dance.
2. I said her that she was right. _____.
3. She said she want to watch the football. _____.
4. They told me they will be there later. _____.
5. Sharon remind me to bring extra money. _____.
6. I told he that I was bringing the cake. _____.

VI. Match the words to make phrases.

- | | |
|------------------|--------------|
| 1. It's not | a. about |
| 2. Check | b. saying |
| 3. We're talking | c. worth it. |
| 4. I'm just | d. word |
| 5. Have a | e. this out |
| 6. He was | f. like |

VII. Order the words to make sentences.

1. easily / very / cross / He / gets

_____.

2. annoyed / so / gets / Sarah

3. dangerous / so / there / It's

4. It / angry / really / me / makes

5. this / song / hate / I

6. so / get / when / I / takes / my / sister / my angry / clothes

VIII. Do the preparation task first. Then watch the video and do the exercises.

1. Preparation task: Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

1. guy
2. honey
3. slob
4. shower
5. shave
6. bin
7. mess
8. relaxing

Definition

- a. a lazy, untidy and often rude person
- b. the act of removing hair from the body, especially a man's face
- c. a device which releases water through small holes and which you stand under to wash your whole body d. becoming less active and more calm and happy
- e. something that looks dirty or untidy
- f. a name that you call someone you love or like very much
- g. a container for waste
- h. man (informal)

2. Watch the video.

Link:

<http://learnenglish.britishcouncil.org/en/how/how-tell-if-your-boyfriend-slob>

Task 1

Write a number (1–5) to put the topics in the order they are mentioned.

- resting
- seeing films etc. at home
- buying food
- housework
- personal hygiene

Task 2

Complete the sentences in indirect speech so that they exactly report the direct speech. Do NOT use contractions.

1. Girlfriend: What have you been doing? She asked him what doing.
2. Boyfriend: I got a takeaway pizza. He said a takeaway pizza.
3. Girlfriend: Have you had a shower? She asked him a shower.
4. Boyfriend: I'm relaxing! He said relaxing.
5. Girlfriend: Can you just tidy up a bit? She asked him tidy up a bit.
6. Boyfriend: I'll do it later. He said it later.

READING

IX. Read the article. Match paragraphs 1-7 with the headings A-G.

The screenshot shows a web browser window with the URL www.dontbelieveeverything.com. The article title is "DON'T BELIEVE EVERYTHING YOU READ". The content consists of seven numbered paragraphs:

1. A few years ago, fans of the singer Justin Bieber were excited to read a story from Russia. Many news websites said that a man had been near a river, fishing. A bear came and attacked the man. Then, his phone rang. The reports said that the man's phone had had a Justin Bieber song for its ringtone. It made the bear cross, and because of that, it ran away into the forest. There was only one problem – someone had made up the whole story!
2. Stories can go viral very quickly. A friend posts something interesting online, like a story or photo. Maybe you join in the fun and share it. You don't stop to check if it's true or not. Soon, other journalists see the story trending online. Because it sounds exciting, they publish it on their websites as real information.
3. That explains why joke stories spread so quickly, and why they fool so many people. There is so much information on the Internet, and we don't have time to check everything carefully. If something looks real and interesting, then many people will believe that it's true.
4. Here are some more examples. Someone uploaded a video, explaining how to power an MP3 player. The video persuaded people to plug their MP3 player into an onion. After only one week, it had three million views, and the story was reported on the TV. Of course, it's not possible to power anything using onions, but people believed it and tried it out!
5. Many people thought that this story was hilarious, but some stories aren't. A news report on one popular website invited people to power their smartphones in a very unusual way. It said that you could put it in a microwave for just for a few minutes, and it would be ready to use.
6. Finally, the Los Angeles police told people that it was not safe to put phones in microwaves. They said that it could destroy the smartphone, or even start a fire.
7. So, be careful when you see things on the Internet. Stop and ask yourself: 'is this true?'

- A. Not all jokes are fun _____
- B. We warn you not to do this! _____
- C. Why do stories spread quickly? _____
- D. It's easy to believe what you read _____
- E. Spend time thinking about the things you read _____
- F. A very popular joke _____
- G. How to stop an animal attack _____

X. Read the article again. Mark the sentences T (True), F (False) or DS (the article doesn't say).

- 0. A bear attacked Justin Bieber in Russia. F
- 1. The story said that the bear liked Justin Bieber's music. _____
- 2. The story really happened. _____
- 3. A lot of people don't know that online stories are jokes. _____
- 4. Journalists prefer to write funny stories. _____
- 5. A video warned people not to use onions to power something. _____
- 6. Some people thought the onion advice was very funny. _____
- 7. Most internet jokes are about things like phones or MP3 players. _____
- 8. The police told people that one internet joke was dangerous. _____

XI. Read the story. Then answer the questions below.

“The Mini Problem”

Lily’s anger could not have been more palpable.

She awakened Christmas morning and, along with her brother, ran down to see the gifts under the tree. In the living room sat a magnificent mini bike. It was red with a pearly white gas tank and side panels. For a brief moment, Lily was filled with what seemed like insurmountable excitement. She couldn’t imagine anything better than getting that bike. Then, her eyes caught sight of a baby doll sitting on the couch with a huge bow.

She knew. She knew that the mini bike belonged to her brother and that she had been relegated to that doll. It was par for the course.

Tommy always got cool things: skateboards, gliders, science kits. The mini bike was just the latest cool thing.

Lily always got the boring gifts: a doll with a gown, a doll with a tutu, a doll with a puppy. This doll seemed unusually blah. The doll wore a petticoat. The doll had short, straight black hair.

Tommy had seen that mini-bike in the front window of Moore’s Bike Shop, but hadn’t Lily too? Both had begged for the bike. Both had said it was the only thing they wanted for Christmas. Hadn’t Lily asked for it with as much fervor as her twin brother?

Tommy’s eyes grew wide at the sight of the bike he knew was his—no doll for him. He ran into his parents’ room and jumped excitedly on the bed.

“Thank you, Mama! Thank you, Papa!” he yelled.

Meanwhile Lily simmered in the other room. She was furious. She was enraged. She was incensed. It took a while for anyone to even realize she was missing.

“What’s wrong, Lil?” Papa asked. “Did you see your pretty doll?” “I saw it,” she said sulkily.

“What’s wrong?” asked Mama.

Silence. Lily’s jaw was fixed. Her hands clenched. Her whole body trembled.

“Oh, Mama, you know Lily is never excited by presents!” her brother laughed. “Come out and watch me ride!”

And so they did.

1) In the beginning of the story, Lily's anger was described as palpable because it was:

- A. unusual
- B. irrational
- C. difficult to understand
- D. easy to feel

2) As used in the beginning of the story, which is the best antonym for insurmountable?

- A. sane
- B. phony
- C. unjustified
- D. surpassable

3) As used in the beginning of the story, which best describes the act of being relegated?

- A. A star athlete is given a coveted award.
- B. A disobedient dog is put in the garage to sleep.
- C. After being tested; swimmers are put into groups according to their ability levels.
- D. The birthday boy is taken to his favorite restaurant.

4) As used in the beginning of the story, the expression par for the course implies that something

- A. is to be expected
- B. cannot be undone
- C. is sure to cause anger
- D. was meant to be hurtful

5) What is ironic about the title of this passage?

- A. Lily has a big problem.
- B. Tommy is perfectly happy.
- C. Lily does not get a mini bike.
- D. Lily's parents do not realize there is actually a problem.

6) What could the author have written if she wanted to show Lily taking steps to improve her situation?

- A. a scene with Lily storming out of the house
- B. a description of Lily getting to ride the mini bike first
- C. a paragraph describing Lily pretending to appreciate the doll
- D. a dialogue with Lily explaining to her family why she was so angry

7) As used in the middle of the story, which is the best antonym for fervor?

- A. gluttony
- B. indifference
- C. politeness
- D. passion

8) In paragraph 6, the author most likely repeats the word "doll" to

- A. highlight how extravagant the dolls were
- B. juxtapose the number of dolls with just one mini bike
- C. emphasize how common this gift had become for Lily
- D. make it clear that the doll she got this Christmas was the worst of all

9) As used at the end of the story, which is the best antonym for incensed?

- A. pleased
- B. annoyed
- C. patient
- D. indignant

Tabla de firmas del padre de familia de control diario de la semana 1

Lunes 31 de diciembre	Martes 1 de enero	Miércoles 2 de enero	Jueves 3 de enero	Viernes 4 de enero

Semana 2

I. Rewrite the sentences and use the third conditional. Keep the same meaning.

Example: My car was out of order. I did not drive her there.

If my car had not been out of order, I would have driven her there.

1. She did not give me her phone number. I could not call her.

If she me her phone number, I could have called her.

2. He was at work. He could not go with us.

If he had not been at work, he with us.

3. My dad did not buy any sugar. My mum did not make any cake.

If my dad some sugar, my mum would have made some cake.

4. I travelled round the world because I won the lottery.

I wouldn't have travelled round the world if I the lottery.

5. We did not have enough money. We could not afford to eat in restaurants.

If we enough money, we could have afforded to eat in restaurants.

6. You were not prepared. You could not pass the exam.

If you had been prepared, you the exam.

7. I came back home late because I worked long hours.

I would not have come back home late if I long hours.

8. I was so young. I had no experience.

If I so young, I would have had some experience.

9. They did not go on holiday. They did not have any rest.

If they had gone on holiday, they some rest.

10. You did not know what to do. You did not listen to me.

You would have known what to do if you to me.

II. Complete the sentences with the words from the list.

angry | made | difference | fun | sure | friends

1. Give money to charity. You can make a difference.

2. I _____ up the story about my rich uncle.


3. Terry was upset because June was making _____ of him.

4. It makes me so _____ when you laugh at me.

5. I am going to make _____ you have a great birthday.

6. Harry made _____ with Sally in the new school.

III. What would you do in the following situations? Answer the questions about yourself.




What would you do if...
a stranger asked you where you live?




What would you do if...
your friend fell and got hurt?




What would you do if...
you saw someone fall from a boat?



What would you do if...
you had to talk in front of a thousand people?



What would you do if...
you got lost in a forest?



What would you do if...
you saw a ghost?



What would you do if...
you saw a thief stealing a wallet?



What would you do if...
there was a fly in your soup?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

READING

IV. Read the text and answer the following questions.

SUMMER SCHOOL
BY ROSEMARY DEL MAR

Marin's parents wanted him to go to summer camp but he asked them if he could take a guitar playing course instead. His parents were not very happy but they agreed. The first day of the course arrives.

For once, Marin was happy to be woken up by the angry sound of his alarm clock. He was dressed and waiting at the stop long before the bus arrived. He heard its engine before it came around the corner and he got on the bus with his guitar and a packed lunch. There was loud rock music playing and someone's mobile was making a high **whistling** noise. It wasn't a long journey but he couldn't wait to get there.

An hour later Marin and five others sat in the large room at Southey House surrounded by pictures of instruments and musicians. They held their guitars like young parents with delicate children who don't know how to speak. Marin was impatient. Where was the teacher? What would they play first? Was he going to make a **fool** of himself? He looked anxiously at the others. Nobody spoke.

When Miss Cole came into the room they all stood up.

'Please sit down,' she said. 'Welcome.'

Like the others, Marin held his guitar, ready to play.

'Please put your guitars down,' said Miss Cole. A little surprised, the students looked at each other and did as they were told.

'Listen,' said Miss Cole.

'What do you hear?' She paused for a moment. 'The wind outside, your own heart – a bird singing, laughter somewhere. It's all music, it's all there. Before we can make our own music we must learn to hear the music that is all around us.'



GLOSSARY
whistling – a long high sound
fool – a silly person

1. How do we know Marin is excited about starting the course?

2. What kind of sounds does Marin notice in the first paragraph? How are they similar?

3. What does the image of the guitars as babies tell us? (Paragraph 2)

4. What impression do we get of Miss Cole? Do you think Marin will learn from her?

5. What kind of sounds does Miss Cole tell the students to listen to? How are they different from the sounds in the first paragraph?

V. Choose the correct option.

0. I've **just / yet** met her.
1. I've **yet / already** begun to read my new book.
2. He's **just / yet** fallen off the horse!
3. I've **yet / already** set the table.
4. I haven't sold my bike **already / yet**.
5. We've **already / yet** decorated the house.

VI. Put the words in order to make sentences.

0. concert / back / come / have / They / from / just / the

They have just come back from the concert.

1. photo / He / taken / the / has / already _____.
2. yet / thought / you / Have / it / about _____?
3. yet / she / school / left / Has / for _____?
4. written / have / I / you / just / message / a _____.
5. started / The / has / show / already _____.

VII. Put the vowels in the words to make personality adjectives.

0. cl cool
1. ntlgnt _____
2. cnfdnt _____
3. fnny _____
4. sy-gng _____
5. frdly _____
6. crng _____
7. srs _____

VIII. Listen to the song and complete with the words in the box. The words are mixed.

ALL OF ME – JOHN LEGEND

<https://www.youtube.com/watch?v=xwsYvBYZcx4>

Don't - beautiful – breathing – without – mind –know - spinning
--

What would I do _____ your smart mouth
Drawing me in and you kicking me out
Got my head _____, no kidding
I can't pin you down
What's going on in that _____
I'm on your magical mystery ride
And I'm so dizzy, _____ what hit me
But I'll be alright
My head's under water

But I'm _____ fine

You're crazy and I'm out of my mind

2. Number the sentences as you hear them.

- () All your perfect imperfections
- () Love your curves and all your edges
- () 'Cause I give you all of me
- () Give your all to me
- () You're my end and my beginning
- () 'Cause all of me
- () I'll give my all to you
- () Even when I lose I'm winning
- () Loves all of you
- () And you give me all of you



3. Simple present or Present Continuous?

How many times _____ (I/have) to tell you

Even when you're crying you're beautiful too?

_____ (the world/beat) you down

I'm around through every mood

You're my downfall, you're my muse

My worst distraction, my rhythm and blues

I can't stop singing

_____ (It/ring), in my head for you

My head's under water

But _____ (I/breathe) fine

You're crazy and I'm out of my mind

4. Repeat 2.

5. Correct the phrases, when necessary.

Give me all of you

Cards on the table, we're both showing hearts

Risking it all, though it's hard

6. Repeat 2.

IX. Choose the present simple or the present continuous - it could be positive, negative or question.

1. (you/come) tonight?

2. (he/eat) rice every day?

3. I (work) at the moment.

4. (he/come) to London often?

5. He (play) tennis now.

6. (you/come) to the cinema later?

7. They (not/come) to the party tomorrow.

8. He (not/play) golf now.

9. (you/play) tennis this Sunday?

10. They (go) to a restaurant every Saturday.

11. She (not/go) to the cinema very often.

12. You usually (arrive) late.

13. He normally (eat) dinner at home.

14. (you/study) every night?

15. (they/work) late usually?

X. Complete the phrases with the words in the list.

struggle | give | take | change | make | do | form | break

0. Change _____ your ways

1. _____ well

2. _____ a good habit

3. _____ a bad habit

4. _____ something up

5. _____ with something

6. _____ something up

7. _____ a resolution

XI. Read the story. Then answer the questions below.

"Tattoo"

Justin's mom had set down the house rules with aplomb. Only the most **obtuse** person would have failed to understand: no tattoos, no body piercings, and no co-ed sleepovers while living in the house of Elaine Tucker Brown.

Still, the day Justin turned 18, he lied to his mother about where he was going and headed straight to the tattoo parlor, as if **impervious** to his mother's wrath.

He got a light blue heart the size of an orange permanently etched on his arm. Above this work of art was the word "Blessed."

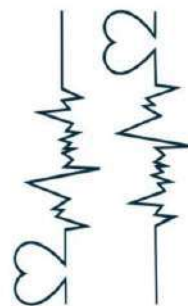
No, Justin was not stupid, but he was obstinate.

Elaine saw this as an act of sheer defiance. She was incensed, her anger **exacerbated** by the fact that Justin had breezed into the house, found her in the kitchen, taken off his shirt with a smile, and said, "Got it!"

"No, Justin. Let me tell you what you've got," Elaine said angrily. "You've got five minutes to go upstairs and pack a bag. I'm taking you to Pop-Pop's."

The ride to Pop-Pop's house was chilly, to say the least. Elaine berated Justin for everything she could think of, which wasn't much because he was a straight-A senior with a full academic scholarship to his top college pick. He had a kind heart and had started a foundation in the ninth grade, which donated used sporting equipment to underprivileged kids in South Africa.

Elaine pulled up to her father's door and ordered Justin out. Not 10 minutes later, her cell phone rang.



“Elaine, have you lost it? You are kicking a boy who is as good as him out of the house for a tattoo – that says ‘Blessed,’ no less?” her father asked, incredulous. “You will miss him so much. Don’t cut off your nose to spite your face, Elaine.

Come pick this young man up.”

Elaine, having grown up obeying most of her parents’ demands, turned her car around and went back to pick up her son. Justin was surprisingly **contrite**. “Sorry for being so disrespectful, Mom,” he said earnestly. “I will try to follow house rules from now on.”

1. What other title would best fit this passage?

- A. “House Rules”
- B. “Visiting Pop-Pop”
- C. “Straight A’s”
- D. “Body Piercings”

2. As used in paragraph 1, which is the best antonym for obtuse?

- A. foolhardy
- B. intelligent
- C. passionate
- D. stubborn

3. Which of the following proverbs does Elaine seem to learn by the end of the story?

- A. much ado about nothing
- B. familiarity breeds contempt
- C. no arguments will give courage to the coward
- D. if words suffice not, blows must follow

4. Which of the following proverbs does Justin seem to learn by the end of the story?

- A. look before you leap
- B. pleasure bought with pain hurts
- C. youth’s first duty is reverence to parents
- D. if men had all they wished, they would often be ruined

5. In the final paragraph, the author writes, “Justin was surprisingly contrite.” Which of the following is the best way to rewrite the above sentence while keeping its original meaning the same?

- A. Justin was surprisingly relaxed.
- B. Justin was surprisingly remorseful.
- C. Justin had surprisingly lost his bad attitude.
- D. Justin had surprisingly become somber.

6. What was Justin's attitude when he showed his mother the tattoo?

- A. wilfully defiant
- B. cautiously jubilant
- C. convincingly contrite
- D. obviously melodramatic

7. As used in paragraph 2, which is the best antonym for impervious?

- A. elated
- B. impenetrable
- C. invigorated
- D. vulnerable

8. As used in paragraph 4, which is the best antonym for exacerbated?

- A. intensified

- B. evened
- C. extinguished
- D. decreased

9. "You are kicking a boy as good as him out of the house for a tattoo – that says 'Blessed,' no less?" The above sentence from the story has a grammatical error. Which of the following correctly identifies this error?

- A. good should be well
- B. him should be he
- C. 'Blessed,' should be "Blessed,"
- D. less should be lest

10. Using the passage as a guide, which is the best interpretation of the idiom, "cut off your nose to spite your face," as used in paragraph 8?

- A. calling something bad that is not
- B. trying to teach something too difficult
- C. loving a person less for what he has done
- D. pursuing revenge and hurting yourself in the process

Tabla de firmas del padre de familia de control diario de la semana 2				
Lunes 7 de enero	Martes 8 de enero	Miércoles 9 de enero	Jueves 10 de enero	Viernes 11 de enero

Semana 3

I. Complete definitions with the phrases in exercise 1.

- 0. start a new hobby or pastime: take up
- 1. stop doing something that you used to do a lot: _____
- 2. Start doing something that is good for you regularly: _____
- 3. stop doing something that is bad for you: _____
- 4. be successful at something: _____
- 5. find it difficult to complete something: _____
- 6. decide to do things differently in the future: _____
- 7. Promise to change something negative in your life: _____

II. Use the words to make sentences in the correct present tense.

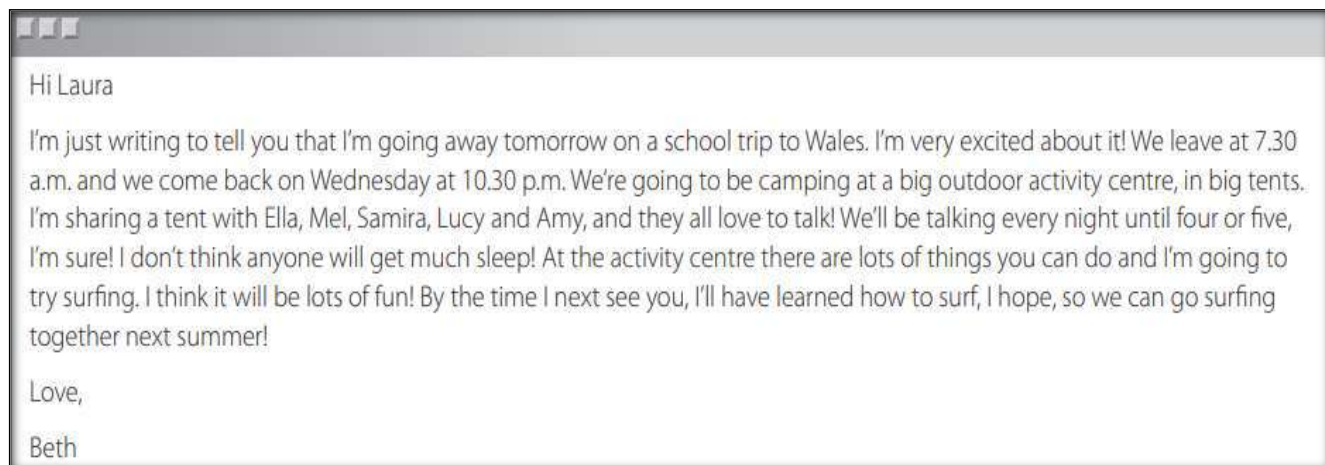
- 0. The postwoman / not / usually / come / ten. The postman doesn't usually come at ten. __
- 1. I / know / her / for five years. _____
- 2. We've just got here. We / not be / wait / long. _____
- 3. They / never / be / to London. _____
- 4. My dad / stay / at home / today. _____
- 5. I / read / 50 pages / this book / so far. _____

III. Choose the correct option.

- 0. I think we will / are going to win more medals than last year.

1. I'm sure you 'll / 're going to do very well in the exam tomorrow.
2. Carol says she 'll / 's going to wear her new dress to next week's party.
3. What will you / are you going to do this weekend?
4. Talk to her, I'm sure she 'll / 's going to understand.
5. What do you think he 'll / 's going to bring us back from his trip?

IV. Find examples of tenses used for the future in the text and match them with the names and functions below.



1. present simple for a future event that is scheduled as part of a timetable.

2. present continuous + a future time reference for an arrangement or a definite plan.

3. going to for a future intention

4. will + infinitive for a prediction based on the writer's opinion.

5. future continuous for an action in progress at a future point in time.

6. future perfect for something that will be finished by a future point in time.

V. Choose the correct option.

1. My cousins come / are coming to stay this weekend.
2. I don't think anyone minds / will mind if we leave early tomorrow.
3. Could you meet me at the bus station on Wednesday? My bus arrives / will arrive at six.
4. This time next week we're doing / we'll be doing our chemistry exam!
5. I've decided that my next art project is going to be / is on Picasso.
6. By the time we perform next Friday, we'll practise / we'll have practised this piece hundreds of times.
7. I'm sure you'll be getting / you'll get a good grade in your music exam.
8. I'm going to buy / I'll buy Isabel a book about cats for her birthday because she's crazy about them.
9. We can't go away in May. We'll be revising / We revise for our exams then.
10. This time tomorrow I give / I'll have given my presentation and I'll be able to relax!

VI. Correct the incorrect verb forms in the sentences. Two are correct.

1. I lend you my copy of European Modern History if you can't find one in the library.
2. Everyone says Barcelona is fantastic so I think you're having a wonderful time there next year.
3. I can't meet you on Saturday, I'm afraid. My parents will take me to the theatre then.
4. We will do most of our exams by the end of next week.
5. I'm quite tired this evening so I'll probably just watch some TV and then go to bed early.
6. Joe will work in a hospital over the summer to gain some work experience.
7. I don't know what to have for lunch. Oh – those sandwiches look nice. I'll be having one of those.
8. We will be filming another school in the autumn for our TV series Educating
9. The summer term's going to start on 12th April.
10. I haven't done any revision so I'm not doing very well in the exam tomorrow.

VII. Read the story. Then answer the questions below.

“City Girl”

I am a city girl at heart. I've never milked a cow – never wanted to.

I was shocked when I attended my first “pig pickin'” after my husband and I moved to North Carolina from Boston. I had to avert my eyes from the huge pig, skin and head still on, splayed open across an oil drum that had been sawed in half lengthwise and fitted with hinges so it opened and closed.



This, I

later learned, was called a “pig cooker.” Part of the pig's insides were chopped up in a pan beside it and referred to as “barbecue.” Seeing all of this did not improve my appetite.

“Y'all in thuh country now, gul,” the host told me happily, apparently thrilled to be the one to indoctrinate me into country living.

When, at 8 months pregnant, I volunteered to chaperone my son's strawberry- picking field trip, the other mothers looked at me strangely. I thought strawberries grew on tall bushes, not low to the ground. All that squatting sent me into early labor.

You should keep these incidents in mind in order to understand my attitude when I heard a “huge hurricane” was headed toward our town. I thought back to the snowstorms forecast during my days growing up in Philadelphia. The “20 inches” predicted by the weatherman never seemed to materialize.

The local newspaper ran a long checklist of things townspeople should get to prepare for the hurricane. My neighbor, Wayne, aware that I was new to town, made a point of giving me a copy of the list. I took a cursory glance and thought nothing more of it.

While my neighbors were running around taping their windows, buying fresh batteries, and prepping their generators, I was, quite literally, sitting in my glass house playing with the kids on the floor.

The rains started at 2 o'clock in the afternoon. To my amazement, this was exactly what the weatherman had predicted.

These were no ordinary rains, either. From my glass living room, I could no longer see the front lawn or the trees. The rain was as thick as a woolen curtain. By nightfall, my husband's car had begun to float out of the driveway. The water started insidiously creeping up our front steps, overturning potted plants and benches in its wake.

"This is unbelievable!" I yelled. I reached for the phone to dial Wayne. He had been born and raised in these parts; surely he would know what to do.

"Wayne," I said worriedly into the receiver. "The water is coming up our front steps. It's almost to our door!"

"Ours, too," he said, quite calmly, I thought, given the circumstances. "What should I do?"

"Put out your sandbags. It will keep the water out as long as it doesn't get too high."

"Sandbags?"

"You didn't get any?" he asked in disbelief. "They were on the list." No, I hadn't.

What other title might fit this passage best?

- A. "An Urban Attitude"
- B. "Learning Hurricanes"
- C. "Picking Strawberries"
- D. "Snow Storms that Don't Come"

What seems to be the author's main purpose in the first four paragraphs of this passage?

- A. to let the reader know that the narrator went into early labor
- B. to let the reader know that the narrator does not like barbecue
- C. to let the reader know that the narrator is unfamiliar with country life
- D. to let the reader know that the narrator wants to move back to Boston

"I had to avert my eyes from the huge pig, skin and head still on, splayed open across half of an oil drum that had been sawed in half lengthwise."

Which of the following is the best way to rewrite the above sentence (from paragraph 2) while keeping its original meaning as used in the story?

- A. I had to open my eyes to the huge pig, skin and head on, splayed open across an oil drum that had been sawed in half lengthwise."
- B. I had to direct my eyes towards the huge pig, skin and head on, splayed open across an oil drum that had been sawed in half lengthwise.
- C. I had to turn my eyes away from the huge pig, skin and head on, splayed open across an oil drum that had been sawed in half lengthwise.
- D. I had to fix my eyes upon the huge pig, skin and head on, splayed open across an oil drum that had been sawed in half lengthwise.

As used in paragraph 5, which is the best definition for materialize?

- A. to be false
- B. to increase in size
- C. to become actual or real
- D. to be concerned with consumer goods.

Which literary term best applies to the following quote: "Y'all in thuh country now, gul."

- A. yarn, meaning an improbable tale

- B. trait, characterized as a habit or tendency in one's personality
- C. caprice, characterized as expressing fanciful or odd notions
- D. vernacular, meaning the native language of people in a particular geographical area.

Which best describes the narrator's attitude in this passage?

- A. disdainful of rural life
- B. unaware of country ways
- C. anxious to get back to Boston
- D. wishful for her children to grow up in the city

As used in the middle of the story, which is the best antonym for cursory?

- A. angry and willful
- B. fast and intelligent
- C. slow and deliberate
- D. slow and superficial

What does it mean to literally do something?

- A. to think about doing something
- B. to do something exactly as said
- C. to do something and regret it later
- D. to do something with a bad attitude

What message does the author convey by having the narrator wait out the storm in a glass room?

- A. It signifies how vulnerable she is.
- B. It signifies the narrator's nontraditional tastes.
- C. It lets the reader know that she has not taped up her windows.
- D. It lets the reader know she can see everything that's going on.

Which lesson does the narrator most likely learn during the hurricane?

- A. The early bird catches the worm.
- B. Marry in haste and repent at leisure.
- C. An ounce of prevention is worth a pound of cure.
- D. Actions speak louder than words.

VIII. Read the text and circle the correct answer for each number.

THE NETHERLANDS

Welcome to the Netherlands, a tiny country that only extends, at its broadest, 312 km north to south, and 264 km east to west - (0)ALTHOUGH the land area increases slightly each year as a (1) _____ of continuous land reclamation and drainage. With a lot of heart and much to offer, 'Holland,' as it is (2) _____ known to most of us abroad - a name stemming (3) _____ its once most prominent provinces - has more going on per kilometre than most countries, and more English-speaking natives. You'll be impressed by its (4) _____ cities and charmed by its countryside and villages, full of contrasts. From the exciting variety (5) _____ offer, you

could choose a romantic canal boat tour in Amsterdam, a Royal Tour by coach in The Hague, or a hydrofoil tour around the biggest harbour in the world - Rotterdam. In season you could visit the dazzling bulb fields, enjoy a full day on a boat, or take a bike tour through the pancake-flat countryside spiced with windmills. The possibilities are countless and the nationwide tourist office, which is on hand to give you information and (6) _____ reservations. You'll have (7) _____ language problems here, as the Dutch are true linguists and English is spoken here almost universally.

- | | | | |
|--------------|-----------------|-----------------|--------------|
| A) so | B) despite | C) in spite of | D) although |
| A) whole | B) consequently | C) rule | D) result |
| A) regularly | B) occasionally | C) commonly | D) unusually |
| A) in | B) from | C) on | D) of |
| A) historic | B) historical | C) historically | D) historian |
| A) at | B) in | C) on | D) for |
| A) sit | B) catch | C) do | D) make |
| A) few | B) a few | C) little | D) a little |

Tabla de firmas del padre de familia de control diario de la semana 3				
Lunes 14 de enero	Martes 15 de enero	Miércoles 16 de enero	Jueves 17 de enero	Viernes 18 de enero

Semana 4

I. Complete the sentences with should or shouldn't.

0. You should respect your parents.
- The government _____ waste money.
 - You _____ speak loudly in class.
 - Everyone _____ treat the environment well.
 - He _____ see the doctor if he feels ill.
 - I _____ go and visit my grandmother.

II. Complete the sentences with the correct form of have to.

0. Tomorrow is Saturday. I don't have to wake up early.
- I _____ invite her to my party because she's my best friend.
 - The book is overdue. She _____ return it and pay the fine.
 - She _____ read the whole book for class.
 - He _____ arrive on time. No one will know.
 - The band _____ have a great name!

III. Choose the correct option.

0. You shouldn't / have to spend so much money on a computer.
1. You don't have to / mustn't give chocolate to a dog.
2. He doesn't have to / mustn't buy it if he doesn't want it.
3. They mustn't / have to save money to buy a house.
4. We should / have to go to the dentist for a check up every year.
5. She has to / doesn't have to read the book if she wants to write a good essay.
6. You mustn't / don't have to touch the ball with your hand in football.

IV. Put the letters in order to make phrases related to being honest.

0. ellt a eil tell a lie
1. dhie teh uttrh _____
2. od het ghrit githn _____
3. llet eth thutr _____
4. etg waay thwi _____
5. eb eonp boatu _____
6. cateh _____
7. now pu ot _____

V. Complete the definitions with the words and phrases in Exercise 1.

0. be honest when talking about something – be open about something
1. say something that isn't true – _____
2. admit you have done something wrong – _____
3. break the rules to try to win a game – _____
4. behave correctly – _____
5. say true things – _____
6. not get caught doing something wrong – _____
7. keep the facts a secret – _____

VI. Complete the sentences with words in the list.

now (x2) | just | that | again

0. A: We met at Sarah's birthday party. B: Ah yes, I remember now. You ere the DJ.
1. Heather goes to the local theatre now and _____.
2. A: _____ now you said you were hungry. B: Sorry, I've changed my mind.
3. She lost her job!?! What is Erica going to do _____?
4. Tom drives his motorbike everyday now _____ that he has a license.

Write an advice for each case. Use should, shouldn't, must, musn't, had better, had better not, can, can't.

I wish I could put on some weight. I'm so skinny! What shall I do?	I can't do any of my jeans up. I really need to lose some weight. What shall I do?	I feel sleepy all the time. What's wrong with me?
I think using sunscreen is a waste of money. Do you think I shall buy some?	What should I do to lead a healthy lifestyle?	I go to the gym because I think I can lose weight when I sweat.
I think my eyesight got worse. What's wrong?	After a long working day couple of beers don't hurt, don't you think?	Cigarette? Why not?
Do you have to go to the gym to keep fit?	Holy cow! I got this rash after eating strawberries! What shall I do?	My head is killing me today! I've got this bad headache since morning.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

VII. Match the words to make phrases.

0. Any **D**
1. Believe it ___
2. I was ___
3. What's with ___
4. Are you out ___
5. Between you ___

- a. wondering if ...
- b. (the hat)?
- c. of your mind?
- d. chance?
- e. and me, ...
- f. or not, ...

VIII. Complete the sentences with the words in the list. There are two extra words.

ashamed | worries | please | sorry | worry | awful bad | what

- 0. I am so ashamed of what I did.
- 1. I feel _____ about this.
- 2. I am so _____ you heard us argue.
- 3. I don't know _____ to say to make you feel better.
- 4. Don't _____ about it until it happens!
- 5. A: I'm sorry I broke your mug! B: No _____. You can buy me a new one.

IX. Correct the mistakes.

- 0. I mustn't go to school on Mondays. I have to go to school on Mondays. _____
- 1. You should to talk to your teacher. _____
- 2. He don't have to study. _____
- 3. She has go to the bank for money. _____
- 4. She has better behave in class. _____
- 5. He had not better drop his phone in water. _____

X. Complete the sentences with had better or had better not and the verb in brackets.

- 0. You **had better** finish all your vegetables.
- 1. I'm getting bored. This film _____ soon. (end)
- 2. This is ridiculous. They _____ here in the next 10 seconds. (get)
- 3. A: I cut my finger. B: You _____ to the emergency room. (go)
- 4. You _____ sunscreen to the beach. (wear)
- 5. You _____ anything while I'm gone! (break)

XI. Read the text and answer the questions below.

"Dreams"

The relationship between my mother, sister and me had been cold and inimical for as long as I could remember.

To me, my mother was irrational, hurling hurtful invectives for the slightest infraction. "Don't matter," my mother grumbled when I asked her where she moved my watercolour paints. "It ain't like you got talent." The time our mailbox got knocked off she somehow got it in her head that I was the culprit. "Never respected nothin'," I heard her say. And my sister took my mother's side against me every time. Five years my senior, Tammy seemed not to have a brain in her head. She dithered about everything, incapable of making any firm decision. No matter how often my mother deprecated her— "dumb, ugly, fat"—Tammy made futile attempts to fawn her way back into mother's good graces.

My father would pontificate, "You three are more alike than you know."

In April of 2000, my mother kicked us both out of the house. (Dad had been exiled many years before.) After that, my sister and I went our separate ways. It was then that I began having recurring dreams.

In one, I am running to catch up with a woman. Each time I get near, I trip and fall. Another woman, smiling and shouting my name, comes with great alacrity and offers her hand, but when I reach to grab it, she disappears.

In another, a female professor hands me a test. Although I have spent hours studying for it, I know none of the answers. The professor derides me for my poor performance. I watch while she relays my ignorance to the class with comic hilarity.

These dreams were not hard to understand. In fact, it was just the opposite; they were pellucid, and absent any knowledge of dream interpretation, I was still able to devise their significance. I knew that they both reflected the pugnacious relationship I shared with my mother and sister.

However, there was one dream I could never quite construe. I bite into an apple. All my teeth fall out. I had this dream far more than any of the others.

Years later, in an effort to heal our fractious relationship, Mom, Tammy and I elected to go to counselling together. After several sessions, I told my dream about teeth tumbling out of my head. "My God, Crystal," said my mother. "I've had the exact same dream many times." "Me, too," said Tammy solemnly.

Breakthrough? No idea. But I was reminded of the words of my now-dead father. Maybe the three of us are more alike than we know.

1. Which is most likely to make a relationship inimical (paragraph 1)?

- A. great pathos
- B. frequent maledictions
- C. magnanimous gestures
- D. ingenious discussions
- E. heated debates

2. As used in paragraph 2, which is the best synonym for invectives?

- A. insults
- B. names
- C. profanity
- D. words
- E. misfortunes

3. If the story were true, which would best describe its genre?

- A. literary essay, based on a piece of literature
- B. memoir essay, centered on a significant memory from the past
- C. persuasive essay, characterized by choosing a side and refuting other arguments
- D. expository essay, meant to inform the reader of a body of knowledge
- E. satire, in which human folly and vice are held up to scorn, derision, or ridicule

4. How does the relationship between the narrator, her mother, and her sister seem to change from the beginning of passage to end?

- A. from brusque to florid
- B. from egregious to impassive
- C. from enervating to rejuvenating
- D. from destructive to collaborative

E. from convivial to estranged

5. As used in paragraph 7, which is the best antonym for pellucid?

- A. dirty
- B. frightening
- C. enlightening
- D. strange
- E. unclear

6. "The professor derides me for my poor performance."

Which of the following is the best way to rewrite the above sentence (from paragraph 7) while keeping its original meaning the same?

- A. The professor is in disbelief due to my poor performance.
- B. The professor laughs mockingly at my poor performance.
- C. The professor announces my poor performance.
- D. The professor gives me a failing grade for my poor performance.
- E. The professor gives me a tutorial because of my poor performance.

7. "I bite into an apple. All my teeth fall out."

Which of the following is the best way to rewrite the above sentences (from paragraph 9) while keeping their original meaning the same?

- A. I bite into an apple, so all my teeth fall out.
- B. I bite into an apple, yet all my teeth fall out.
- C. I bite into an apple, and all my teeth fall out.
- D. I bite into an apple, because all my teeth fall out.
- E. I bite into an apple, but all my teeth fall out.

8. If the professor in the narrator's dream (paragraph 7) represented someone in her life, who would that person most likely be, and why?

- A. the sister, because she was described in the passage as dithering
- B. the mother, because she was described in the passage as mean-spirited
- C. the narrator, because she seems to be testing everyone in the passage
- D. the father, because he understood that that the three women were alike
- E. herself, because she was hyper-aware of her own problems



Tabla de firmas del padre de familia de control diario de la semana 4

Lunes 21 de enero	Martes 22 de enero	Miércoles 23 de enero	Jueves 24 de enero	Viernes 25 de enero

