



GOBIERNO DEL ESTADO DE
VERACRUZ
2024 - 2030

SEV
SECRETARÍA DE EDUCACIÓN
DE VERACRUZ

SEMSyS
SUBSECRETARÍA DE EDUCACIÓN
MEDIA SUPERIOR Y SUPERIOR



Basado en la NEM

Inglés I

Artemia Amparo Molina Vela
María de Lourdes Suárez Jarvio
Carlos Emilio Rojas Ortega

GOBIERNO DEL ESTADO DE VERACRUZ

Norma Rocío Nahle García
Gobernadora del Estado de Veracruz

Claudia Tello Espinosa
Secretaria de Educación de Veracruz

David Agustín Jiménez Rojas
Subsecretario de Educación Media Superior y Superior

Dirección General de Telebachillerato

Director General
Irving Ilhuicamina Mendoza Ruiz

Subdirectora Técnica
Piedad Alcira Hernández Pérez

Jefe del Departamento Técnico Pedagógico
Noel Abraham Velázquez Viveros

Jefa de la Oficina de Planeación Educativa
Ana Flora Angulo Morales

Equipo editorial

Coordinación editorial
Joaquín Vasquez Pérez

Asesoría académica
María de Lourdes Suárez Jarvio

Asesoría pedagógica
Teresita de Jesús Mendoza Salazar

Corrección y estilo
Ariadna Janet Ochoa Iserte

Diseño editorial
Greisy del Carmen Ramos de la Cruz

Formación
Ariadna Janet Ochoa Iserte
Arturo Junior Barradas Salazar

Portada
Edgardo Paredes Delgado

Selección de imágenes
Artemia Amparo Molina Vela
María de Lourdes Suárez Jarvio
Carlos Emilio Rojas Ortega

Inglés I

Primera edición: 2024
Primera reimpresión: 2025
ISBN 978-607-725-498-0

D. R. © 2025. Secretaría de Educación de Veracruz
Km 4.5 Carretera federal Xalapa-Veracruz
Col. SAHOP, C.P. 91090, Xalapa, Veracruz
Telebachillerato de Veracruz

Impreso en México

Módulo I

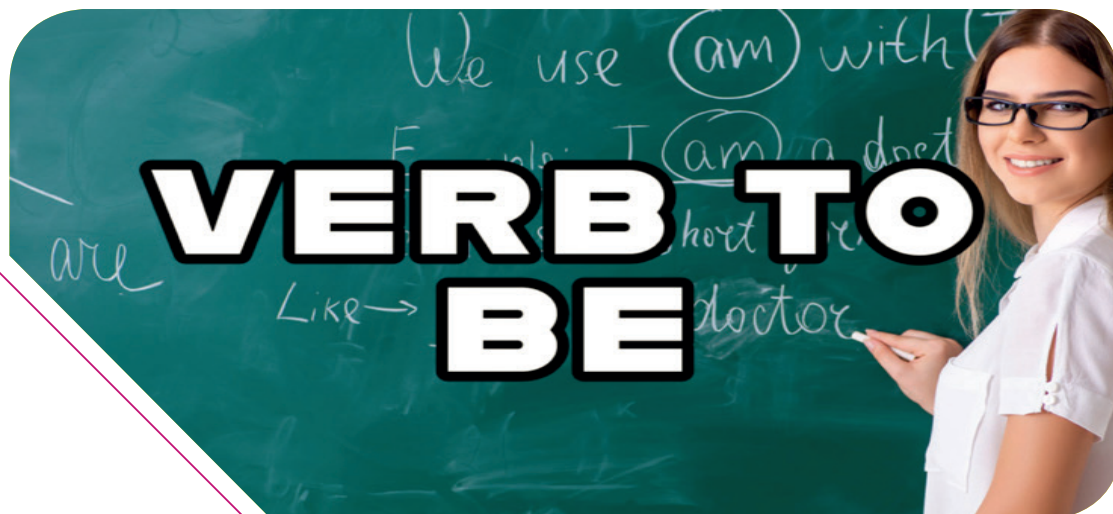
Nice to meet you

Aprendizaje de trayectoria:

Comprende

oralmente expresiones cotidianas de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc) Interpreta adecuadamente mensajes orales sobre tareas simples y cotidianas que le son conocidas o habituales y que no requieran más que intercambios sencillos y directos de información. Da sentido a la información oral en términos sencillos sobre aspectos de su pasado y de su entorno, así como cuestiones relacionadas con sus necesidades inmediatas.

Utiliza oralmente expresiones cotidianas de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc) Presenta mensajes orales de cómo llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información que le son conocidas o habituales. Comparte de manera oral en términos sencillos sobre aspectos de su pasado y de su entorno, así como cuestiones relacionadas con sus necesidades inmediatas.



Interpreta

adecuadamente textos escritos sencillos y expresiones cotidianas de uso frecuente relacionadas con áreas de experiencia que son especialmente relevantes (información básica sobre la familia, compras, lugares de interés, ocupaciones, entre otros). Interpreta mensajes escritos que describen tareas simples y cotidianas, que no requieran más que expresiones sencillas y directas que sean conocidas o habituales. Selecciona textos escritos sencillos que desarrollen el placer de la lectura sobre aspectos del pasado y su entorno, así como cuestiones relacionadas con sus necesidades inmediatas.

Escribe frases y oraciones cotidianas de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, entre otros). Redacta mensajes escritos que describen tareas simples y cotidianas que impliquen información sencilla.

Meta de aprendizaje:

L1: Entiende las letras del alfabeto inglés cuando las escucha e identifica las diferencias de fonemas. Comprende la idea principal de una conversación oral con base en expresiones básicas, tales como saludos y vocabulario sencillo. Puede comprender preguntas sencillas que solicitan información personal propia y de otros: como nombre, edad, nacionalidad, características, hábitos y habilidades.

S1: Comprende y se comunica de manera oral utilizando expresiones básicas, tales como saludos, palabras y frases sencillas relativas a sus datos personales y situaciones concretas. Puede dar descripciones básicas de algunos objetos, animales, lugares y alimentos como opinión, tamaño u origen. Plantea y responde preguntas simples con expresiones muy breves y preparadas con anticipación. Participa en conversaciones de manera sencilla

R1: Reconoce palabras y frases muy básicas sobre datos personales que aparecen en textos como tarjetas de identificación, formatos de registro, letreros o agendas. Identifica significados a partir de la información escrita expresada en textos. Comprende la idea general de textos sencillos sobre información personal, descripciones, hábitos, habilidades y alimentos.

W1: Brinda información personal de manera escrita en un formulario estándar, como en el registro de un gimnasio. Expresa de manera escrita frases y oraciones sencillas considerando las reglas de ortografía y puntuación, como utilizar mayúscula al mencionar nacionalidades, escribir el signo de interrogación al final de una pregunta o utilizar comas cuando enlista datos como una relación de alimentos. Redacta descripciones breves y sencillas sobre personas, objetos, lugares y rutinas y se apoya de elementos textuales para dar sentido al escrito.

Progresiones de aprendizaje:

1. Comprende el uso del verbo ser o estar (afirmativo, negativo e interrogativo) y los pronombres personales para presentar información propia y de otros.
2. Identifica los imperativos para promover la comunicación en el salón de clases en una segunda lengua al dar y seguir instrucciones.
3. Comprende el uso de los verbos to be y have para describir personas, lugares o cosas y utiliza los adjetivos calificativos y artículos indefinidos para detallar las características.
4. Comprende el uso de los adjetivos demostrativos (this, that, these, those) en su forma afirmativa, negativa e interrogativa para señalar algo o alguien con base en su ubicación (si se encuentra lejos o cerca) y cantidad (singular o plural).

Relación del bloque con los Recursos Sociocognitivos, Recursos Socioemocionales y Ámbitos de Formación Socioemocional del Marco Curricular Común para la Educación Media Superior (MCCEMS) 2022.

Recursos sociocognitivos	Recursos Socioemocionales	Ámbitos de formación socioemocional
Lengua y comunicación Pensamiento matemático Conciencia histórica Cultura digital	Responsabilidad Social	Práctica y colaboración ciudadana
	Cuidado físico y corporal	Educación para la salud
		Actividades físicas y deportivas
	Bienestar emocional afectivo	Educación integral es sexualidad y género
		Actividades artísticas y culturales

CATEGORÍA

Listening

SUBCATEGORÍA

Listening for gist
Listening for detail

PROGRESIONES DE APRENDIZAJE



CATEGORÍA

Speaking

SUBCATEGORÍA

Fluency
Using functions
Pronunciation

PROGRESIONES DE APRENDIZAJE



CATEGORÍA

Reading

SUBCATEGORÍA

Scanning
Skimming

PROGRESIONES DE APRENDIZAJE



CATEGORÍA

Writing

SUBCATEGORÍA

Spelling
Punctuation
Layout
Coherence and cohesion

PROGRESIONES DE APRENDIZAJE

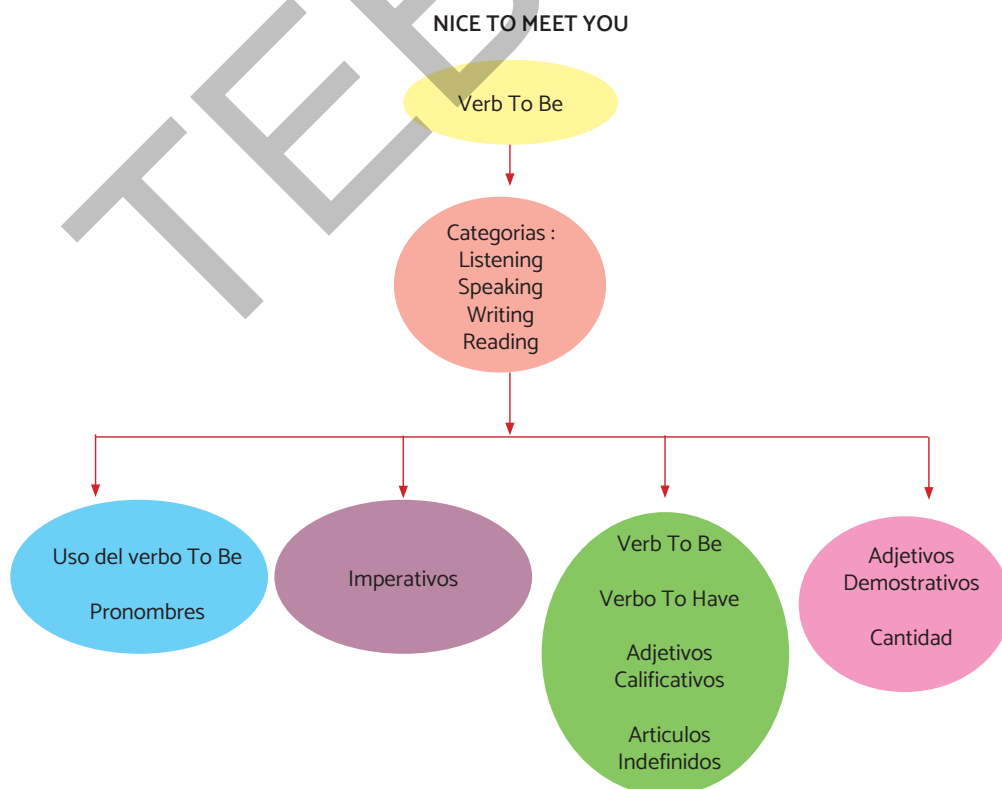


Introducción

Gracias a la invención del internet y al desarrollo de las tecnologías de la información y la comunicación, es posible comunicarse con alguna persona que se encuentre al otro lado del mundo en cuestión de segundos; ya sea, por medio de videollamadas, audios, mensajes de texto, correo electrónico, entre otros; sin embargo, esto resultaría imposible si nuestro interlocutor no habla español y nosotros no podemos entender la lengua que se habla en otros países. “Para solucionar este problema, en todo el mundo se ha adoptado el idioma inglés como lengua franca, es decir, un idioma utilizado para la comunicación entre grupos de personas que hablan diferentes idiomas” (Cambridge Dictionary), por lo que el inglés se ha convertido en el idioma universal y es, además, el idioma más aprendido en el mundo. Millones de personas deciden estudiar inglés como segundo idioma, con la finalidad de que al obtener un buen nivel de conocimiento y entendimiento del idioma inglés, no solo te traerá ventajas, tanto a nivel personal como profesional, sino que además te proveerá de las herramientas necesarias para convertirte en un ciudadano del mundo y poder participar en temas sociales, deportivos, económicos, políticos y ambientales a nivel global, por lo cual, es necesario aprender y dominar este idioma.

Las guías didácticas que vas a utilizar para este fin están diseñadas para ayudarte a adquirir el idioma de forma fácil y efectiva, por lo que te invitamos a realizar todas las actividades propuestas, y verás que en poco tiempo habrás alcanzado el dominio básico del inglés.

En este primer bloque de la guía de inglés, se te presentarán distintos conocimientos básicos que utilizarás durante todo el curso completo. En el cual aprenderás a distinguir y a utilizar distintas reglas gramaticales, entre ellas, la forma afirmativa, negativa e interrogativa. Asimismo, recuerda que tendrás el apoyo de tu maestro de grupo para poder aclarar tus dudas.



Exploro mis saberes

I. Look at the following images and place the letter that corresponds to the personal pronoun inside the parentheses.

1. () Ellos
2. () Ella
3. () El
4. () Ello

1



2



3



4



II. Complete the sentences with the forms of to be in the present simple (am, is, are).

1. We _____ in the park
2. They _____ on holidays
3. She _____ at home
4. The cat _____ under the table
5. You _____ right!

III. Change the following affirmative sentences into negative ones.

1. He is very funny
2. My sister is a good swimmer
3. They are in Italy
4. Uncle George is a good football player
5. The shoes are white

IV. Place the adjective that corresponds to each category in the following table.

Size	Age	Condition	Taste	Touch	Sound	Material

	Salty	old	Rough	Noisy	Short	
Young	Dirty	Gold	Sweet	Clean	Silver	Tall
	Dry		Quiet			

V. Match both columns by placing the letter that translates each sentence inside the parenthesis.

1. () That lady looks worried	a) Este plato está caliente
2. () Those are your friends	b) Estas son mis llaves
3. () This plate is hot.	c) Aquellos son tus amigos
4. () These are my keys	d) Aquella señora se ve preocupada

Construye tu proyecto transversal

Progresión ciencias sociales:

Identifica, indaga y define los procesos de producción (¿qué producir?, ¿cómo producir? ¿cuánto producir? y ¿para quién producir?), y sus factores (tierra y recursos naturales, mano de obra, capital- maquinaria, equipo (tecnología) y organización), incluido en este proceso la relación que se establece con la naturaleza, y a partir de ello, indagar los conceptos de economía circular y economía ecológica para observar e identificar la forma en que se relacionan con los procesos de producción, ¿ello ayuda a la preservación del medio ambiente para poder continuar los procesos de producción en el futuro? Estos cuestionamientos ayudan a comprender y explicar cómo se satisfacen las necesidades en la comunidad, región, país y mundo.

Progresión cultura digital:

Utiliza el ciberespacio y servicios digitales conforme a normatividad y al contexto personal, académico, social y ambiental, para integrarse con seguridad en ambientes virtuales.

Conoce y utiliza herramientas de productividad: procesadores de texto, hojas de cálculo y presentaciones electrónicas para acceder al conocimiento y la experiencia de ciencias sociales, ciencias naturales, experimentales y tecnología, humanidades, recursos sociocognitivos y socioemocionales según el contexto.

Progresiones en inglés:

- Comprende el uso del verbo ser o estar (afirmativo, negativo e interrogativo) y los pronombres personales para presentar información propia y de otros.
- Identifica los imperativos para promover la comunicación en el salón de clases en una segunda lengua al dar y seguir instrucciones
- Comprende el uso de los verbos to be y have para describir personas, lugares o cosas y utiliza los adjetivos calificativos y artículos indefinidos para detallar las características.
- Comprende el uso de los adjetivos demostrativos (this, that, these, those) en su forma afirmativa, negativa e interrogativa para señalar algo o alguien con base en su ubicación (si se encuentra lejos o cerca) y cantidad (singular o plural).

Los proyectos transversales que a continuación se sugieren tienen como propósito describir a través de un video (cultura digital) tu comunidad y los productos que se cultivan en ella (ciencias sociales) en inglés así como las propuestas para preservar el medio ambiente a través de los procesos productivos (ciencias sociales).

Actividad 1:

Formar 5 equipos de trabajo y a través de un video, de máximo 5 minutos grabado con tu celular, describe en inglés los productos que se cultivan en tu localidad o comunidad y los procesos de producción. Resalta en tu descripción el uso del verbo to be, to have, adjetivos calificativos, artículos indefinidos y adjetivos demostrativos en inglés. Sino cuentas con equipo adecuado para grabar el video se puede realizar a través de una computadora como un texto descrito. En plenaria, exponer el trabajo realizado y retroalimentar.



Actividad 2:

Describe a través de un texto en computadora en inglés ¿de qué forma los procesos de producción en tu comunidad pueden preservar el medio ambiente? Si ya existe alguna iniciativa o propuesta, descríbela. En el caso de no existir alguna, propón una que preserve el medio ambiente de tu localidad o comunidad. Recuerda utilizar las estructuras gramaticales que estudiarás en este módulo 1 de inglés I.



En equipos, realiza un periódico mural creativo con las propuestas presentadas y exponerlo ante el grupo. Trata de practicar la pronunciación clara de todas las ideas planteadas.

Desarrollo de progresiones

To begin with this English course we are going to start by knowing the alphabet in English. Watch and listen to the following video and repeat as many times as necessary.

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

After having learned the alphabet, it is time to know the personal pronouns. Pay attention!



Progresión

Comprende el uso del verbo ser o estar (afirmativo, negativo e interrogativo) y los pronombres personales para presentar información propia y de otros.

Personal Pronouns



Please read the following description carefully:

Luis and I are students. Luis and I study in a Telebachillerato. Luis and I are 15 years old. Luis and I are good friends.

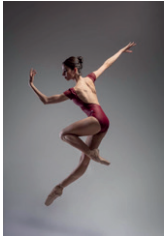
Sounds weird, right? This is because of the constant repetition of the names. To avoid this, **personal pronouns** are used to replace the name of a person, animal, or object in a sentence, obtaining greater fluency in the speech.

Observe the following chart.

Personal pronoun	Meaning in Spanish
I	Yo
He	Él
She	Ella
It	Eso
You	Tú / Ustedes
We	Nosotros
They	Ellos

Of all of them, there is only a couple that is different from Spanish. “It” is a pronoun that we don’t have in Spanish, and it is used to talk about anything that is not human, and that is only one or is considered uncountable (like music, for example). On the other hand, the pronoun “you” has a meaning for the singular and another for the plural; to know what use is being given in a sentence, we must pay attention to the context.

I. Write the personal pronoun that best describes each of the following images.

		
1.	2.	3.
		
4.	5.	6.

II. Fill the blanks with the correct personal pronouns. Pay attention at the bold letters.

- Who are **Hugo** and **Maria Luisa**? _____ are my parents.
- Where is **Rebecca**? _____ at home.
- Is this your **book**? Yes, _____ is.
- How old is **Candido**? _____ is 18 years old.
- Are **you** and **Angelina** in Xalapa? No, _____ are in Cordoba.

III. Replace the underlined words by a personal pronoun. Check the example:

Pedro is my friend → He is my friend

- 1) **Pop music** is very nice _____
- 2) **Jacqueline** is intelligent _____
- 3) **Victor and Eduardo** are friends _____
- 4) **Cesar** is adventurous _____
- 5) **Erika and I** are in the house _____

Affirmative sentences with verb “to be”



One of the most used verbs in English is the verb “to be”, which is essential to share personal information, and it is our objective in this first module, hence the importance of learning and mastering it.

As you know, the verb “to be” has two meanings in Spanish: “**Ser**” or “**Estar**”; to know which of the two meanings is being used, you must pay attention to the context.

Unlike Spanish, verbs in English do not change their form according to the pronoun they accompany, for example:

I play	Yo juego
You play	Tu juegas
We play	Nosotros jugamos

However, the verb “to be” is an exception, since, similar to Spanish, this verb is conjugated according to the pronoun that precedes it, as shown below:

Pronoun	Verb “to be”	Translation
I	am	Yo soy / yo estoy.
He	is	Él es / él está.
She	is	Ella es / ella está.
It	is	Eso es/ eso está.
You	are	Tú eres/ tú estás/ ustedes son/ ustedes están.
We	are	Nosotros somos/ nosotros estamos.
They	are	Ellos son/ ellos están.

It is worth mentioning that, in all languages, we tend to join or shorten words, especially when we communicate in an informal context; these are called contractions. In Spanish it is very common to omit the subject of a sentence (example: eres joven). On the other hand, in English, a sentence always has a subject. For the verb “to be” the following **contractions** apply:

Verb to be	contraction
I am	I'm
He is	He's
She is	She's
It is	It's
You are	You're
We are	We're
They are	They're

Some of these contractions have a similar sound to other words, however the meaning is different, example:

It's (eso es) – **Its** (su, de eso)

You're (tu eres / estás) – **Your** (tu, tus)

IV. Complete the following sentences with the correct form of verb “to be”(am, is or are) :

- | | |
|--------------------------|----------------------------------|
| a) She _____ intelligent | f) You _____ a student |
| b) They _____ tall | g) It _____ beautiful |
| c) I _____ funny | h) Adela and Pilar _____ in Xico |
| d) He _____ my friend | i) The Dogs _____ hungry |
| e) We _____ Mexicans | j) Eduardo and I _____ teachers. |

V. Order the following words to form coherent sentences using the verb “to be”

a) blue / car / the / is

b) they / brothers / my / are

c) a / is / it / tablet

d) students / we / are

e) am / I / Happy

f) Italian / he / is

g) in / school / are / you / the

h) is / Nadia / beautiful

i) Esteban / are / Rubén / friends / and / my

j) big / window / the / is

VI. Translate from English to Spanish or Spanish to English according to each sentence.

a) I am Celia Vazquez

b) Nosotros somos felices

c) He is African

d) Eso es un animal

e) You are American

f) Ella es famosa

g) It is my favorite

h) Marcos y Enrique son amigos

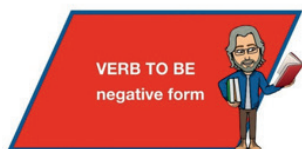
i) The book is new

j) El auto es eléctrico

Negative sentences with “to be”

VII. Complete the following conversations according to each picture.

		
Player #20: You are tall!	Antonio: They are Los Tigres del Norte.	Ale: Wow! Mario is in Cancun...
Player #23: No, _____ tall.	Diana: They _____ Los Tigres del Norte!	Ramón: He _____ in Cancun.



Negative sentences with the verb “to be” are formed by adding the word not after its conjugation, in such a way that the structure is as follows:

Pronombre +	Verbo To Be +	Negación	Complemento
I	am	not	Shakira
Yo	no	soy	Shakira

In the previous example you can see that the position of the negation (not) and the verb “to be” (am) do not coincide with respect to the sentence in English. This happens because sometimes English follows a different logic to Spanish to order the words, in this case, they would literally say: “Yo soy no Shakira”, but if it is translated word by word, it loses meaning in Spanish, for that reason, the meaning is not translated but interpreted.

In the following table you can see the negative forms of the verb To Be.

Personal Pronoun	Verb to be	Negative form	Translation
I	am	not	Yo no soy/ yo no estoy
He	is	not	Él no es/ él no está
She	is	not	Ella no es/ ella no está
It	is	not	Eso no es / eso no está
You	are	not	Tú no eres/ tú no estás/ ustedes no son/ ustedes no están.
We	are	not	Nosotros no somos/ nosotros no estamos
They	are	not	Ellos no son/ ellos no están.



In a similar way to the affirmative case, the negations also form a contraction, but in this case, the form of the verb “to be” is joined with the word not, except for the first person singular (I)*, which preserves the contraction used in the affirmative sentence.

Negative form Verb to be	Contraction
I am not*	I 'm not
He is not	He isn 't
She is not	She isn 't
It is not	It isn 't
You are not	You aren 't
We are not	We 'aren 't
They are not	They aren 't

It is time to practice :

VIII. Complete the negative sentences with the missing words.

- | | |
|------------------------------|--|
| 1) Emilio _____ not quiet | 6) Mariela is _____ in Orizaba |
| 2) It is _____ a banana | 7) I 'm _____ a Pirate |
| 3) _____ am not an architect | 8) We _____ not photographers |
| 4) He is _____ the president | 9) _____ isn 't a restaurant |
| 5) _____ are not Americans | 10) Papantla _____ not in the stated of Puebla |

IX. Change the following affirmative sentences into negative,

- Claudia and Mary are friends _____
- I am in Veracruz _____
- She is rich _____
- It is a plant _____
- We are in a meeting _____
- They are immigrants _____
- I am a tourist _____
- It is a secret _____
- Gabriel is the leader _____
- My dog is ferocious _____

X. Translate to Spanish or English the following sentences.

1. Ellos no son artistas

2. I am not sad

3. Ella no esta en Minatitlán

4. It isn't a chimpanzee

5. Nosotros no somos viejos

6. Jazmin is not an adult

7. La T.V. no es grande

8. You are not Canadian

9. Ustedes no están en la casa

10. I'm not a teacher

Interrogative sentences with "to be"

In Spanish, we don't have a specific way to ask a question; we distinguish between the affirmation and the question based on the intonation, that is, on the way of pronouncing the sentence. English is more practical and precise, therefore, to avoid possible confusion, there is a special way to form questions, you simply must **change the order between the pronoun and the auxiliary** (in this case, the verb "to be"). This structure is the next one:



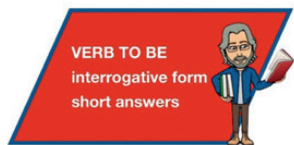
Verbo To be + Pronombre + Nombre de la persona+ question mark		
Are	you	Paty?
¿Eres	tu	Paty?

In the following table you can see how to ask with the different forms of the verb "to be".

Verb to be	Pronoun	Translation
Am	I?	¿Yo soy?/ ¿yo estoy?
Is	he ?	¿Él es?/ ¿él está?
Is	she ?	¿Ella es?/ ¿Ella está?
Is	it ?	¿Eso es?/ ¿Eso está?
Are	you ?	¿Tú eres?/ ¿tu estas?/ ¿Ustedes son?/ ¿Ustedes están?
Are	we ?	¿Nosotros somos?/ ¿nosotros estamos?
Are	they ?	¿Ellos son?/ ¿ellos están?

In the case of the interrogation, there are **no contractions**.

When we ask a question of this type, there are only two possible answers: yes or no, but in English, this answer is accompanied by the verb “to be”, for example:



Are you from Veracruz?

Answers:

Yes, I am / No, I am not

Sí, yo soy / estoy / No, yo no soy / estoy

So, the answer depends on the form of the verb “to be” that is used in the question, it is the way to answer, for example:

If the question is:

Is he Juan

The answer must be yes, he is, or no, he is not.

But if you ask directly to the person, for example:

Are you Juan?

He or she is not going to answer **yes, you are**, or **no you are not**, because it does not match with what they ask him or her, rather the person would say **yes, I am**, or **no, I am not**.

It is the same case if someone is asked about a group of people they belong to:

Are you students?

The answer should be **yes, we are**, or **no, we are not**.

Let's practice:

XI. Circle the right option to form an interrogative sentence with “to be”:

a) **am** / **are** you short?

f) **is I** / **he** a baseball player?

b) **is he** / **we** sad?

g) **are** / **we** they English?

c) **do** / **are** they hungry?

h) **you** / **am** I tall?

d) **is** / **does** it helpful?

i) **are Pedro** / **Pedro and Luis** students?

e) **am she** / I shy?

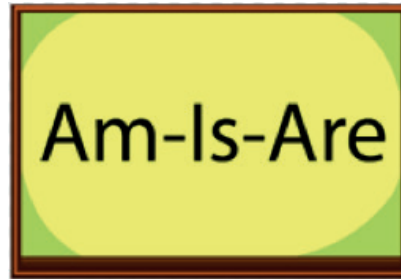
j) **is the dog** / **the cats** noisy?

XII. Write your own questions using the words in the box below.

Happy – French – Veterinarian – in Poza Rica – Old

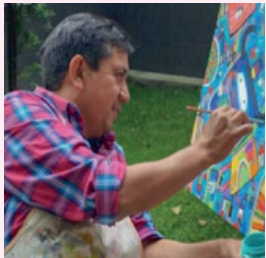
Tall – in the market – Mexican – Taxi driver – Sad

- 1) _____ ?
- 2) _____ ?
- 3) _____ ?
- 4) _____ ?
- 5) _____ ?
- 6) _____ ?
- 7) _____ ?
- 8) _____ ?
- 9) _____ ?
- 10) _____ ?



XIII. Answer the questions according to each of the following images.

Is the baby tall? _____	Is she sad? _____	Am I a doctor? _____
Are we actors ? _____	Are they Mexican ? _____	Is he in the beach ? _____

		
Is he a dentist? -----	Is it a pyramid? -----	Am I a singer? -----

Personal information with “to be”.



What are they saying in the following images?



Some of the questions related to personal information are based on the verb “to be”. Next, we will show you the most important ones.

To ask someone directly for their first or last name, the questions are used: To To

What is your name? ¿Cómo te llamas?	What is your last name? ¿Cómo te apellidas?
---	---

To answer this question, you also use the possessive adjective (My) and the verb “to be” (is)

My name **is** _ _ _ _
Mi nombre es _ _ _ _

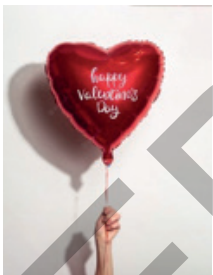
If we have doubts about the identity of a person, we can use a question of the verb “to be”.

Are you Salma Hayek? ¿Eres tú Salma Hayek?
--

How old are you? When is your birthday?



XIV. Complete the name of the cardinal or ordinal number, or the month with the missing vowels.

			
F _ RT _ N	F _ RST	D _ C _ MB _ R	S _ XT _ _ N
			
F _ BR _ _RY	F _ _ RTH	F _ FT _ _ N	S _ PT _ MB _ R

On the other hand, to ask about age, we use the following question:

How old are you?
¿Cuántos años tienes?

In English is used the verb "to be" to answer this question. It is important to mention that in this case, we will use the cardinal numbers.

I am fifteen years old
Yo tengo 15 años

When you want to know about the birthday, you must use the next question:

When is your birthday?
¿Cuándo es tu cumpleaños?

And you answer like this:

My birthday is on _ _ _ _ _
Mi cumpleaños es el _ _ _ _ _

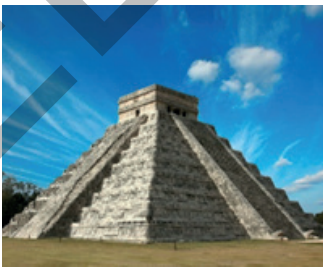
Remember that in English **the month** is mentioned first and then the **date**, using ordinal numbers.

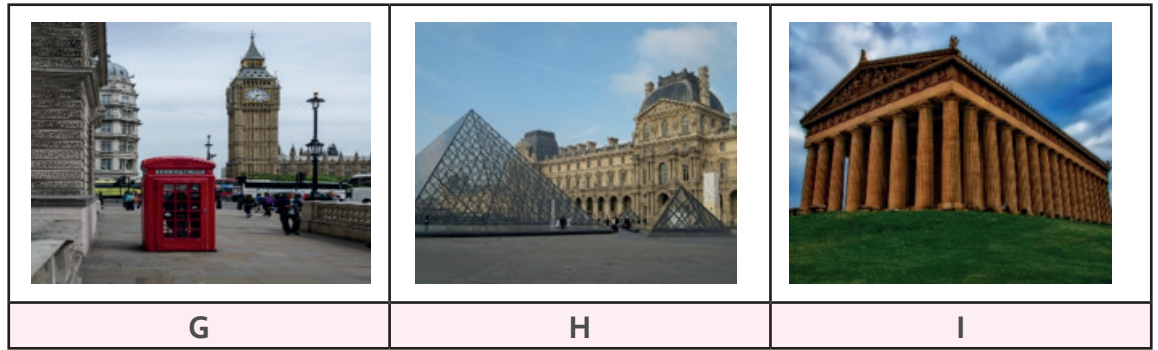
Where are you from?



XV. Match the images with the name of the country and nationality from the box below, by writing them under the proper letter.

China - Chinese / Grece - Greek / Canada – Canadian
Spain – Spanish / Mexico – Mexican / France – French
United States – American / England – English / Japan - Japanese

		
A	B	C
		
D	E	F



If you want to ask someone about his or her place of origin, we use the question:

Where **are you** from?
¿De dónde eres?

As you can notice, this question uses the verb “to be”, then, we use the same verb to answer it, plus the word “from” and the name of the country, for example:

I am from Mexico
Yo soy de Mexico

There is another question related to the place of origin, it is:

What is your nationality?
¿Cuál es tu nacionalidad?

We also answer this question using the verb “to be”, but in this case, we do not mention the name of the country, but the nationality, for example:

I am Mexican
Yo soy Mexicano(a)



Look at the annexes section to learn more about nationalities.

What do you do?



XVI. Unscramble the letters to form the English name of each profession or job.
Write the correct word on the line.



SAMNO



MERFAR



ERIRDV



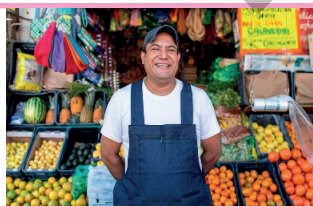
CHMEAINC



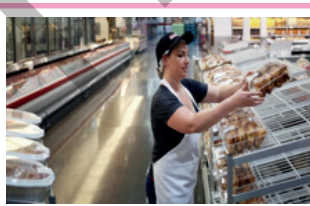
HTAECER



TUSNDET



MRCANTEH



PLEMOEYE



KERBA

 WHOIFEUSE _____	 PMOALNICE _____	 CARTERPEN _____
---	---	--

If we do not know what a person's profession or job is, and we want to ask him directly, we use the question:

What do you do?
¿A qué te dedicas?

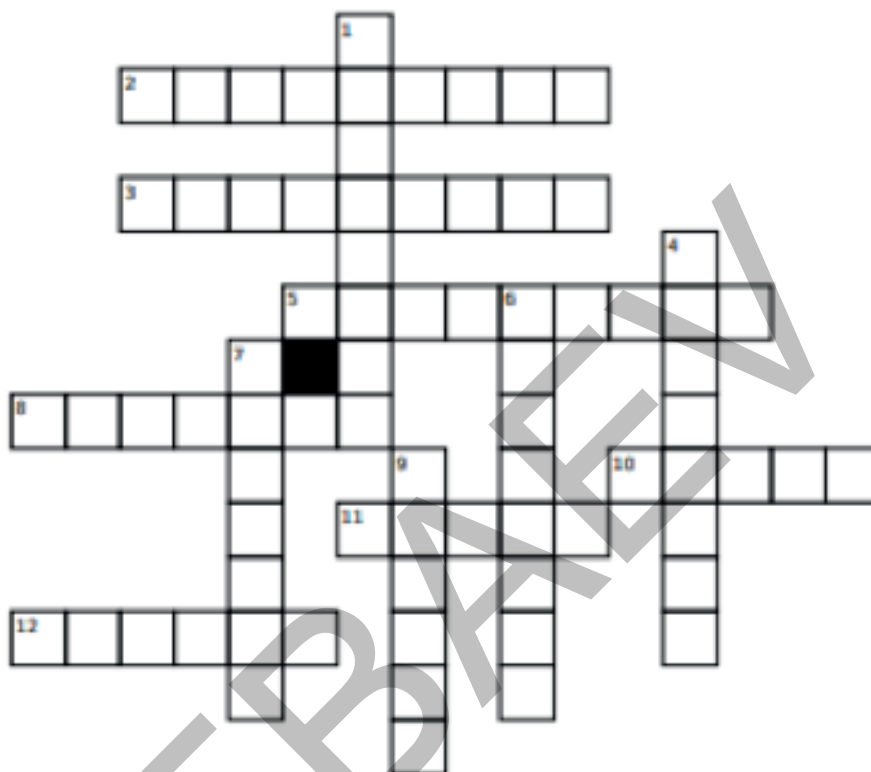
To answer this question, we do use the verb "to be". Look at the examples:

What do you do? → I am a farmer

XVII. Answer the following crossword about jobs and professions using the clues below.

DOWN	ACROSS
1. A person involved in sales or trades, supplying merchandise to others. 3. A person who repairs and maintains cars. 6. A person employed for wages or salary especially at the nonexecutive level. 7. A person who teaches, especially in a school. 9. A person who owns or manages a farm, and grows plants and animals.	2. A woman who main occupation is caring for her family, managing household affairs, and doing housework. 3. A member of a police force. 5. A person who makes and repairs wooden objects and structures. 8. A person who is studying at school or college. 10. A person who makes bread and cakes. 11. A skilled worker who builds houses or buildings. 12. A person who drives a vehicle.

Jobs and Professions Crossword Puzzle



XVIII. Complete the following sentences using the verb “to be” according to the images shown.



_____ a farmer



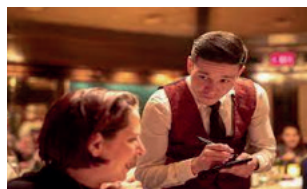
_____ a carpenter?



_____ students?



_____ policemen



_____ a baker



_____ a mason

Apliquemos lo aprendido

1

Categoría: Reading**Subcategoría:** scanning**XIX. Watch carefully the following passport, and then answer the questions below.**

1.- What is her name? _____

2.- What is her last name? _____

3.- Where is she from? _____

4.- What is her nationality? _____

5.- How old is she? _____

6.- When is her birthday? _____

XX. Complete the following text by placing the correct form of the verb to be on the lines.**Categoría:** Reading**Subcategoría:** skinning

Good Morning, I _____ Susan Myers, I _____ a reporter at
 Central News and today I am making a report on immigrants, today's
 guests _____ two immigrants from Mexico, they _____
 Dorothy Torres and Peter Martinez, they _____ students at the
 community college, she _____ 19 years old and he _____
 20. They _____ students but they _____
 (negative) workers. They live in an apartment downtown



Categoría: Speaking.

Subcategoría: using functions.

XXI. Now, practice, with the help of your teacher, the following interview about Dorothy and Peter with a classmate.

Susan: Where are you from?

Peter: We are from the Monterrey, Mexico.

Susan: Are you happy in America?

Dorothy: Yes, we are, we enjoy living here.

Susan: Dorothy, is your real name Dorothy Torres?

Dorothy: No, it's not, it is Dorothy Torres Hernandez.

Susan: Nice to meet you!

Peter: Nice to meet you too!

Susan: Thank you very much.



They are two Mexican people living the American Dream, this is Susan Myer, reporting from the Community College, and tomorrow we will have more guests in "living in America", see you then.

XXII. According to previous interview write True or False	True or False
1. Susan Myers is a teacher at the community College.	
2. They are from Monterrey.	
3. Peter is a student at Harvard.	
4. Dorothy is 19 years old.	
5. They live in the suburbs.	

Progresión

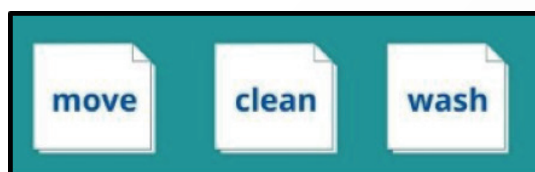
Identifica los imperativos para promover la comunicación en el salón de clases en una segunda lengua al dar y seguir instrucciones.

Imperatives

Think about the following question: What is the difference between order, warning and instruction? Then, share your answer with your classmates. Finally, classify the next actions into order, warning or instruction.

Remember that:

Order: an authoritative command, direction, or instruction.



Warning: a statement or event that indicates a possible or impending danger, problem, or other unpleasant situation.



Instruction: detailed information telling how something should be done, operated, or assembled.



Valentino's Gourmet Take & Bake Pizza

BAKING INSTRUCTIONS

1. Adjust rack to middle position.
2. **Preheat oven to 450°**
3. Remove plastic wrap & slide pizza off cardboard onto middle rack, leaving parchment paper under the pizza.
4. **Bake 8-14 minutes**, or to your liking.
DO NOT BAKE ON CARDBOARD!
5. Slide baked pizza back onto cardboard, and remove from oven carefully. Use both hands to avoid pizza from falling.
6. Cut and serve. Be careful, as pizza will be HOT!

SAY GRACE AND ENJOY!

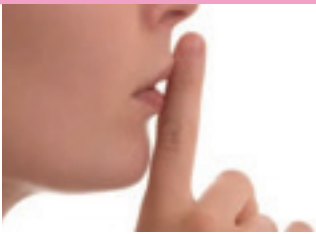
Baking Tips

- For best results, bake one pizza at a time.
- May bake 2 pizzas only if using a convection oven & similar amounts of toppings on pizzas.
- Refrigerate up to 2 days.
- If refrigerated, make sure to set pizza out to bring to room temperature (1-2 hours) before cooking.

DO NOT

- DO NOT bake on cardboard
- DO NOT freeze pizzas
- DO NOT bake cold pizzas
- DO NOT microwave to cook pizza
- DO NOT put into a non preheated oven

XXIII. Look carefully at the following images and classify, inside the following table, the actions below into order, warning or instruction.

		
Open your book	Keep silence	Raise your hand
		
Wait your turn	Stay in your seat	Pay attention
		
Read carefully	Don't eat in class	Line up quietly

Order	Warning	Instruction

We can use imperatives to give orders, commands, warning, or instructions. To do an imperative sentence, you must use just the infinitive of the verb (the verb without "to"), you don't have to mention the personal pronoun.

For example:

- Pay attention!
- Wait your turn.

If you use the word “please” after your imperative, it turns into a polite request.

- Open your book, please.
- Keep silence, please.

To make a negative imperative, put “do not” or “don’t” before the verb:

For example:

- Don’t eat in class!
- Do not raise your hand

XXIV. Match the columns by writing in the parenthesis the letter that represents the right meaning.

a) Wait your turn	() Levanta tu mano
b) Don’t open your book	() No te quedes en tu asiento
c) Line up quietly	() Formate tranquilamente
d) Raise your hand	() No comas en clase
e) Don’t eat in class	() Espera tu turno
f) Don’t keep silence	() Lee cuidadosamente
g) Read carefully	() No abras tu libro
h) Pay attention	() Pon atención
i) Don’t stay in your seat	() No guardes silencio

XXV. Choose and mark with a tick ✓ if you can do or can’t do according to the pictures.

		
1. () Swim () Don’t swim	2. () Smoked permitted () Don’t smoke inside	3. () Pets allow () Pets prohibited
		
4. () Bike area () Bike prohibited	5. () Cell phone permitted () Don’t use cell permitted	6. () Camera allowed () Don’t take photos

Apliquemos lo aprendido

2

Categoría: Reading

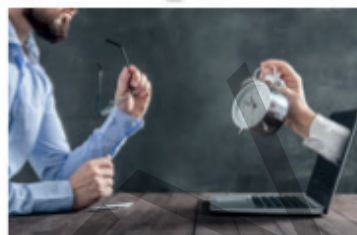
Subcategoría: scanning

XXVI. Read carefully the following school regulations for online classes and answer what is requested.

School rules and regulations for online classes

1. **Be on time.** (Be ready at 15 minutes before the class begins and check if your connections work well).
2. **Be attentive to the class.** (Pay attention while your teacher is explaining about the subject matters). Select a quiet place to study. Listen carefully & look at the screen, don't talk to your classmates.
3. **Participate actively.** (Practice your English skills by sharing your thoughts during the discussions).
4. **Be respectful.**
 - a) Turn off speaker while the teacher is speaking and when your classmates are performing.
 - b) Don't use your mobile. Keep your phones silent.
 - c) Eating and drinking are not allowed during the session.
 - d) Activate your camera so that your teacher and your classmates can see you as well.
 - e) Use certain icons to briefly deliver your thoughts when you are in the mute mode on.
 - f) Wear appropriate dress like you always do when you attend the physical classroom. If you dress nicely, not only you will make your teacher and friends feel appreciated but you will also feel energized and confident.

Thank you



PICTURE 1



PICTURE 2



XXVII. Choose the correct answer to each question.

1. () According to the paragraph 1, what you should do before the class starts?
 - a. Pay attention to the teacher instructions.
 - b. Wait 15 minutes.
 - b. Check if your connections work well.
2. () Picture 2 refers to:
 - a. Participate actively during the class.
 - b. Be attentive to the class.
 - b. Be respectful during the class.

3. () Don't talk to your classmates, select a quiet place to study and pay attention refers to:

- a. Be respectful.
- b. Be on time.
- c. Be attentive to the class.

4. () Picture 3 refers to:

- a. Eating and drinking are allowed during the session.
- b. You cannot eat or drink during the class.
- c. You can eat and drink during the class.

5. () Why it is important to wear appropriate dress?

- a. Because you make your teacher and friends feel appreciated.
- b. Because it is a school rule.
- c. Because it is a rule of online classes.

Categoría: Writing.

Subcategoría: coherence and cohesion.

XXVIII. Complete the dialogues of the cartoon below using imperatives.

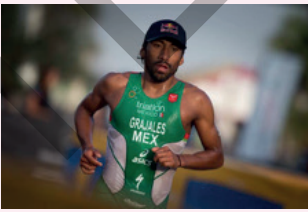


Progresión

Comprende el uso de los verbos to be y have para describir personas, lugares o cosas y utiliza los adjetivos calificativos y artículos indefinidos para detallar las características



XXIX. Describe the physical features of the following notable people from our state using only one word on the line.

		
Diego López Paralympic Athlete _____	Ernesto García Cabral Draftsman and painter _____	Paquita la del Barrio Singer _____
		
Ana de la Reguera Actress _____	Crisanto Grajales Triathlete _____	Francisco Gabilondo Soler Singer / Composer _____

The verb “to be” is also used to describe the physical appearance of people. To do this we must mention an adjective. Look at the following examples:

I am tall
She is beautiful
They are young

Adjectives are words that are used to describe people, places, or objects. They usually allow us to answer the question:

What is it like?

With adjectives we can describe the shape (round, square, wide), appearance (big, small, blue), feelings (happy, sad, angry), personality (kind, intelligent, nice), state (clean, dry, cold), flavor (sweet, bitter, spicy), nationality (Mexican, English, Italian), among other characteristics.

It is worth mentioning that, unlike in Spanish, in English the adjectives are placed before the noun:

El **muchacho** alto

The tall **boy**

Furthermore, in English adjectives do not differentiate between gender and number.

El muchacho alto	The tall boy
Los muchachos altos	The tall boys
La muchacha alta	The tall girl
Las muchachas altas	The tall girls

On the other hand, it must be considered that, in Spanish, if you want to mention two or more adjectives to describe something or someone, it is not necessary to mention them in a special order, however, in English there is a special order to do so, which is shared below:

1	2	3	4	5	6	7	8	9	10	11
Número	Opinión	Tamaño	Forma	Condición	Antigüedad	Color	Patrón	Origen	Material	Propósito
<i>First</i>	<i>Funny</i>	<i>Medium</i>	<i>Square</i>	<i>Cleaned</i>	<i>New</i>	<i>Reddish</i>	<i>Criss-cross</i>	<i>Extraterrestrial</i>	<i>Wooden</i>	<i>Cooking</i>
<i>Thousand</i>	<i>Beautiful</i>	<i>Huge</i>	<i>Round</i>	<i>Broken</i>	<i>Old</i>	<i>Green</i>	<i>Flowery</i>	<i>American</i>	<i>Metal</i>	<i>Sleeping</i>
<i>Three</i>	<i>Stupid</i>	<i>Small</i>	<i>Heavy</i>	<i>Pristine</i>	<i>Recent</i>	<i>Light</i>	<i>Chequered</i>	<i>Southern</i>	<i>Cotton</i>	<i>Cutting</i>
...	...	...	...	...	...	...	...	...	...	...

For example, to say **My American beautiful green jacket** is incorrect because the order of adjectives. The right way to mention that is:

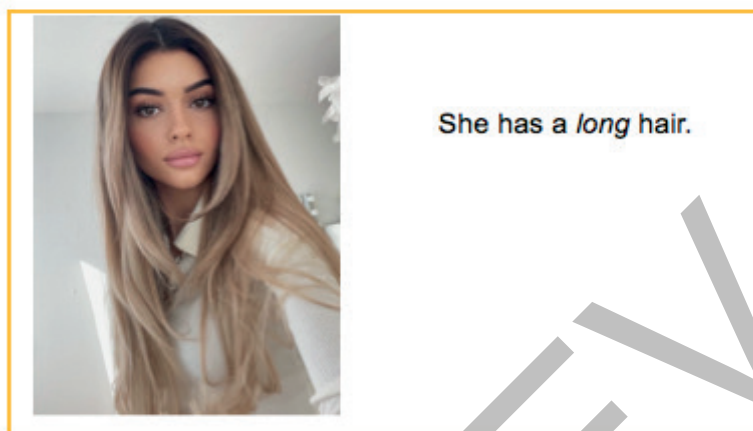
My beautiful green American jacket.

If we want to describe a specific part of a person's body, then we must use the verb **have**, as follows:

	<u>Person</u>	<u>Verb to</u>	<u>Indefinite</u>	<u>Adjective</u>	<u>Part of</u>
		<u>have</u>	<u>article</u>		<u>the body</u>
	<u>I</u>	<u>have</u>	<u>a</u>	<u>big</u>	<u>nose</u>

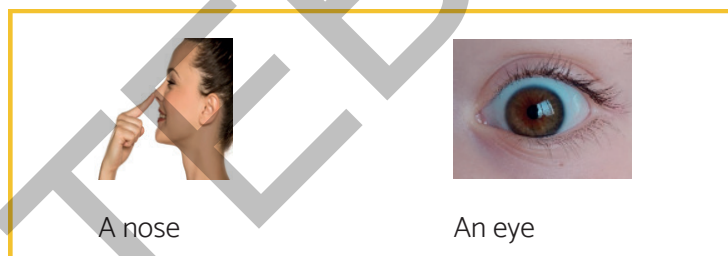
However, it is important to make the following clarifications:

If our description includes the pronouns I, you, we, or they, is used the verb to have, but if a description is made with, he, she, or it, then the verb to have changes form to has, due to a grammatical rule that will be explained in detail later. For example:

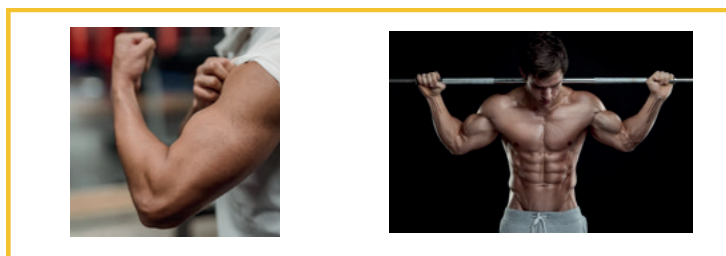


The letter “a” between “**has**” and “**long**” fulfills the function of the **indefinite article**, a word that is used to refer to some noun in general, for example, if we are in class, and the teacher says: “Take out a book”, we could take whatever it is, since when using the word a, it does not refer to anyone in particular.

This **article** is used interchangeably with masculine or feminine, singular, and plural nouns, thus having the meaning in Spanish of: **Un, uno, una, unos or unas**, however, we must know that it has two forms because “**a**” is used before for nouns that begin with a consonant letter sound, and “**an**” for words that begin with a vowel sound. For example:



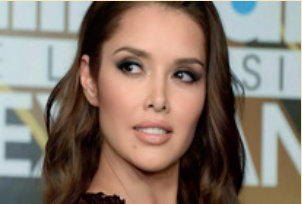
And if the part of the body that we are going to describe is expressed in the plural, then it does not have the **indefinite article**.





Review the annex on physical appearance vocabulary.

XXX. Describe physically the people from the next images.

		
Description		
	She.....	



XXXI. Describe physically yourself and one of your classmates, mentioning at least 5 features.

I am _____

My classmate, he or she is _____



Review the annex on parts of the body

Apliquemos lo aprendido

3

Categoría: Listening

Subcategoría: Listening for detail.

XXXII. Listen to the audio in which three of the characters in the image below are described. When you identify which character it is, write its name in the appropriate space.



- a. The character is _____
- b. The character is _____
- c. The character is _____



Audio:
The first character



Audio:
Second character



Audio:
Third character

Progresión

Comprende el uso de los adjetivos demostrativos (this, that, these, those) en su forma afirmativa, negativa e interrogativa para señalar algo o alguien con base en su ubicación (si se encuentra lejos o cerca) y cantidad (singular o plural).

Demonstrative pronouns

XXXIII. Watch the objects that are in the following chart and look for them around your classroom. If you find something, draw under the image a check mark.

 School bag _____	 Tablet _____	 Sharpener _____
 Laptop _____	 Book _____	 Pen / Pencil _____
 Desk _____	 Table _____	 Television _____
 Notebook _____	 Fan _____	 Glue _____
 Scissors _____	 Ruler _____	 Calculator _____

Demonstrative pronouns are words that indicate the proximity (near or far) of thing (singular) or things (plural). Look at the following chart.

	NEAR	FAR
SINGULAR	 This book	 That book
PLURAL	 These books	 Those books

You can combine any of these words with the verb to be to create affirmative, negative, or interrogative sentences, and thus describe your environment or ask about it, for example:

Affirmative form	Negative form	Interrogative form
This is a pencil	This is not a pencil	Is this a pencil ?
That is a book	That is not a book	Is that a book ?
These are notebooks	These are not notebooks	Are these notebooks ?
Those are crayons	Those are not crayons	Are those crayons ?

XXXIV. Complete the following descriptions with this, that, these or those, according to the distance observe in each to the image.

a) _____ is a table	 
b) _____ are not books	 

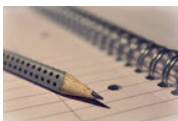
c) Are _____ pencils?	
d) _____ is not a fan	
e) _____ are sharpeners	
f) is _____ a television?	
g) _____ is a glue bottle	
h) _____ are scissors	

XXXV. Order the following words to form coherent sentences

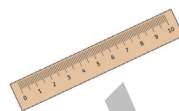
a) not / these / are / books	_____
b) is / a / computer / that / ?	_____
c) those / tables / are	_____
d) ? / is / pencil / this / a	_____
e) that / not / is / a / television	_____
f) are / pens / these	_____

XXXVI. Choose the image that describes each sentence by marking it with an X.

This is a pencil



Those are rulers



These are schoolbags



That is a calculator



Apliquemos lo aprendido

4

Categoría: Speaking

Subcategoría: Using functions.

XXXVII. Describe your classroom orally, using demonstrative pronouns, with affirmative, negative, and interrogative sentences. Don't forget to mention all furniture or school supplies that are around you.



Verifica tus metas de aprendizaje

LOGO	Telebachillerato "Nombre del Centro de Telebachillerato"				
	UAC	Semestre		Periodo de evaluación	
	Rúbrica para...				
Categoría (s)					
Subcategoría (s)					
Meta de aprendizaje					
Nombre del estudiante					
Indicación					
Nivel de Indicador de aprendizaje	Excelente	Muy bien	Bien	Regular	Valor asignado
Total					

$\text{Ponderación} = \left(\frac{\text{Puntaje total obtenido}}{(\text{Número total de indicadores})(4)} \right) (100\%) =$				
Escala de ponderación para la valoración de los niveles de aprendizaje.	Regular	Bien	Muy bien	Excelente
	De 0% a 25%	De 26% a 50%	De 51% a 75%	De 76% a 100%

Retroalimentación:

Valoro el aprendizaje con mi compañero

Coevaluación

Logo	Nombre del Centro de Telebachillerato		
	UAC	Semestre	Periodo de evaluación
	Nombre del instrumento : escala estimativa para coevaluar		
Categoría (s)			
Subcategoría (s)			
Meta de aprendizaje			
Nombre del estudiante			
Indicación	Lee cuidadosamente cada uno de los indicadores, posteriormente colorea un círculo de acuerdo a lo que consideres con respecto a tu compañero. Azul (siempre, 4 puntos), verde (a veces, 3 puntos), amarillo (rara vez, 2 puntos) y rojo (me falta hacerlo, 1 punto).		

Indicadores	Compañeros			
	1	2	3	4

Ponderación = $\frac{\text{puntaje total obtenido}}{(\text{número total de indicadores}) (2)} (100) =$				
Escala de ponderación de niveles de aprendizaje.	Regular	Bien	Muy bien	Excelente
	De 0 % a 25 %	De 26 % a 50 %	De 51 % a 75 %	De 76 % a 100 %

Retroalimentación
