



Colegio de Estudios Científicos y Tecnológicos
del Estado de Guanajuato.



INGLÉS II

CUADERNO DE TRABAJO
SEGUNDO SEMESTRE

GEOMETRÍA Y TRIGONOMETRÍA

QUÍMICA II

INGLÉS II

LECTURA, EXPRESIÓN ORAL Y ESCRITA II
DESARROLLO DE HABILIDADES CREATIVAS



Secretaría
de Educación
de Guanajuato



EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA

Número de registro:
03-2021-121412405400-01

Mensaje de la Directora General



Joven Estudiante:

En todo este proceso de incorporación al mundo profesional, el español, así como una lengua adicional tienen una importancia decisiva, por lo que su aprendizaje en la preparatoria es de la mayor importancia. Veamos por qué.

La comprensión de lectura, la capacidad de escuchar; la expresión oral clara y la redacción lógica de una lengua que no sea la materna, nos permiten incorporar información nueva y transmitirla en cualquier situación, sea escolar o laboral. Estas habilidades son, por lo tanto, la puerta de entrada para conocer todo lo que nos rodea (incluso las demás disciplinas) y para darnos a conocer a quienes nos rodean. Sin estas habilidades básicas no podemos tener éxito en la vida social adulta.

La reflexión sobre nuestra lengua y su mejor conocimiento conducen a un pensamiento más ordenado, por lo que el aprendizaje del inglés en la preparatoria permite a los alumnos tener un instrumento para clasificar mejor sus ideas.

En todo acto de comunicación, ya sea oral o escrito, intervienen una serie de elementos necesarios para que dicho acto sea eficaz. O lo que es lo mismo, sin estos componentes el proceso comunicativo no sería posible.



► Directorio

Dra. Virginia Aguilera Santoyo
Directora General

Ing. Miguel Espartaco Hernández García
Encargado de la Dirección Académica

C.P. Vicenta Martínez Torres
Directora Financiera y Administrativa

Lic. Sara Cecilia Casillas Martínez
Directora de Planeación y Desarrollo

Lic. Carlos Alberto Gorostieta Romero
Director de Vinculación

C.P. Alfredo García Flores
Director de Desarrollo Humano

Lic. Jaime Díaz Zavala
Director de Asuntos Jurídicos

LIA. Reynaldo Nava Garnica
Subdirector de Tecnologías de la Información

C.P. y M.A. Carlos Enrique Mendoza Santibáñez
Titular del Órgano Interno de Control



► **Comité Editorial**

Dra. Virginia Aguilera Santoyo
Directora General

Ing. Miguel Espartaco Hernández García
Encargado de la Dirección Académica

Lic. Carlos Alberto Gorostieta Flores
Director de Vinculación

Lic. Jaime Díaz Zavala
Director de Asuntos Jurídicos

Dr. Hugo Rosales Bravo
Jefatura de Investigación

Ing. Diego Armando Villegas Ramírez
Jefatura de Programas Institucionales y Educación a Distancia

Mtra. Mayra Concepción Urrutia Zavala
Jefatura de Docencia

Lic. María Concepción Barrientos Hernández/Plantel Tarandacuao
Presidente Estatal de la Academia de Comunicación



► Comisión Revisora

Cecilia Lara Rodríguez - Directora del Plantel León San Juan Bosco.

Silvia Anahí Jiménez - Directora del Plantel Silao.

Diana Rubio Zarazúa - Directora del Plantel San José Iturbide.

Areli Mendiola Gómez - Subdirectora Académica del Plantel Purísima del Rincón.

Silvia Yadira Ramírez Mota - Subdirectora Académica del Plantel Celaya II.

Ma. Concepción Barrientos - Presidente de la Academia Estatal de Comunicación.

Zenzilt Anahí Herrerías Guerrero - Academia Estatal de Comunicación.

Ma Trinidad Rodríguez Muñoz - Academia Estatal de Comunicación.

Juan José Aviña Hernández - Academia Estatal de Comunicación.

Adriana Frías Ramírez Academia Estatal de Comunicación.

Pedro Arredondo González - Presidente de la Academia Estatal de Ciencias Experimentales.

Carla Renata Villagómez Balcázar - Secretaria de la Academia Estatal de Ciencias Experimentales.

Gerardo Medina Jiménez - Presidente de la Academia Estatal de Matemáticas.

José de Jesús Leos Mireles - Academia Estatal de Matemáticas.

Néstor José Guevara Ordoñez - Academia Estatal de Matemáticas.

Martha Margarita Martínez Rangel - Presidente de la Academia Estatal de inglés.

María del Carmen Martínez Ávila - Academia Estatal de inglés.

Ma. Elena Campos Campos - Academia Estatal de inglés.

María Leticia Núñez Pascual - Academia Estatal de inglés.

Lilia López Aguado - Academia Estatal de inglés.

Francisco Javier Alcacio González - Academia Estatal de inglés.

Celina Michelle Martínez Felipe - Academia Estatal de Humanidades.

Adela Tierrablanca Estrada - Academia Estatal de Humanidades.

Ma. Inés Rosas Bravo - Academia Estatal de Humanidades.

Colaboración Especial

Mtra. Celia Margarita García Esparza - Coordinadora de Cuerpos Colegiados.

Ing. Julio Cesar Vargas Manríquez — Analista especializado para el área de Docencia.



► Docentes Participantes

Cuaderno de Trabajo de Inglés II

Martha Margarita Martínez Rangel - Plantel Moroleón.

María del Carmen Martínez Ávila - Plantel Celaya II.

Margarita Elizabeth Gutiérrez García - Plantel León I.

Catherine Bessie Hernández Palafox - Plantel León San Juan Bosco.





Lilia López Aguado - Plantel Apaseo el Alto.



CONTENIDO

Joven Estudiante:	¡Error! Marcador no definido.
COMPETENCIAS EN INGLÉS.	8
Símbolos de Identificación	10
INTRODUCCIÓN.....	11
UNIT I. SIMPLE PAST VERB TO BE.	14
UNIT II. SIMPLE PAST: REGULAR AND IRREGULAR VERBS.	32
Simple past	32
WAS/WERE IS NOT PART OF THIS TOPIC. Do not use it when you want to express actions in past.	41
<i>En la parte tres, también puedes cambiar los enunciados negativos a interrogativos.</i>	42
Structure	62
The basic structure for be able to in affirmative sentences is:.....	62

COMPETENCIAS EN INGLÉS.

-  Escucha, interpreta y emite mensajes pertinentes en distintos contextos mediante la utilización de medios, códigos y herramientas apropiadas.
-  Propone maneras de solucionar un problema o desarrollar un proyecto en equipo definiendo un curso de acción con pasos específicos.
-  Que el estudiante sea capaz de comunicarse en inglés acerca de su persona, de otras personas, de su entorno y de sus actividades cotidianas.
-  Que comunique hechos, actividades y experiencias.



Propósitos de la Asignatura

Inglés apoya a todas las asignaturas que integran la estructura curricular, ya que su dominio le permite al estudiante acceder al acervo académico universal en el idioma en el que más se genera información, por lo que es posible que los docentes organicen trabajo multidisciplinario entre asignaturas; por ejemplo, la asignatura de Inglés V con la asignatura de ciencia, tecnología, sociedad y valores, en el que se puede realizar la consulta de una fuente en inglés y presentar argumentos en los dos idiomas, para el desarrollo de competencias en ambas asignaturas, a través de un proyecto único.



Fuente: imagen recuperada en www.pixabay.com junio 2020



INGLÉS II
Cuaderno de Trabajo Segundo Semestre

Aprendiendo a usar el cuaderno:

Símbolos de Identificación



Rescatando mis Aprendizaje.



Para aprender.



Ejercitando mi habilidad.



¿Qué Aprendí?









Rescatando mis Aprendizaje.



Actividad Transversal.

INTRODUCCIÓN

Este cuaderno de trabajo busca favorecer la capacidad de resolver problemas dentro del contexto social de nuestros estudiantes, para ello es importante seguir pasos en dicha solución:

-  Identificar el conocimiento necesario para resolver el problema.
-  Extraer información de fuentes pertinentes.
-  Tomar decisiones lógicas y justificables.
-  Combinar en una solución coherente información parcial recibida de distintas personas.
-  Aplicar soluciones antiguas a soluciones nuevas.
-  Aplicar soluciones nuevas a situaciones antiguas.

El resultado de este proceso conduce a destrezas que son valiosas más allá de cualquier clase: serán útiles para los estudiantes que busquen un mayor nivel de formación; son destrezas invaluable en los sitios de trabajo que cualquier empresa reconocerá en un empleado.

El enfoque por competencias requiere que los estudiantes sepan trabajar también en equipo, que en el proceso de resolver situaciones problemáticas sean eficaces, veraces y solidarias. Lo ideal es integrar equipos de estudiantes con diferentes capacidades y talentos para que resuelvan las actividades de enseñanza-aprendizaje definidas por el profesor. Con ello, los jóvenes no solo demuestran la comprensión que han adquirido de conceptos, propiedades y fórmulas, sino que también desarrollan su capacidad para escuchar a sus compañeros, aprender de lo que dicen y confrontar sus respuestas con ellos, porque esto los lleva a aumentar sus conocimientos y a manejar las habilidades socioemocionales.



Transversalidad de los Aprendizajes

El alumno realizará un ejercicio transversal en conjunto con las asignaturas de Química, Geometría y Trigonometría, TIC'S, inglés y Lectura, Expresión Oral y Escrita.

Cada una de las asignaturas indicará el producto que se generará de acuerdo a su programa tomando como tema integrador: **Aplicación e importancia de los polímeros en la comunidad.**





INGLÉS II

Cuaderno de Trabajo Segundo Semestre

Contents Table of English II.

Content Structure.

English II					
Competence	Component	Content	Specific content	Expected learning outcome	Evidence of learning
Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).	<p>Communication and interpersonal relationships.</p> <p>Integration of learning communities.</p> <p>Contextualization of learning communities through students' interests and academic experiences.</p>	Collaborative work in classroom as a basis for the integration of the learning community.	How do I ask for the products I need in different situations?	<p>Activation of previous knowledge.</p> <p>To ask for the correct amount in many products in different contexts.</p>	Write a conversation between a shop assistant and a customer.
Reading, writing, speaking and listening.	<p>Reading, writing and oral production as learning sources and abilities practice.</p> <p>The importance of reading to writing production.</p> <p>The importance of reading to write on based argument.</p>	<p>The importance of language and grammar role in it.</p> <p>Argumentative text.</p> <p>The text as resource information and new ideas</p>	Describing my daily routine	To communicate the specific situations of your school or relative's work (present continuous and the adverbs of frequency)	A presentation with graphic support where the student describes his activities and those of a relative.



INGLÉS II

Cuaderno de Trabajo Segundo Semestre

Competence	Component	Content	Specific content	Expected learning outcome	Evidence of learning
Providing reasonable opinions from the point of making a text	<p>The justification of the students' opinion with an argument.</p> <p>The solid construction of one's original perspective.</p>	<p>The argumentative writing.</p> <p>The original argumentative writing.</p>	Using the book as a tool for writing	To provide simple arguments about a text.	Write and answer questions about a text
Technology, information, communication and learning.	<p>Technology and human development.</p> <p>Creation and responsible usage of the information for learning.</p> <p>Web-based learning.</p> <p>Creation of contents for learning.</p> <p>Use of technology to enhance web- based learning.</p>	<p>The impact of technology on human development.</p> <p>Responsible use of information.</p> <p>Learning and innovation.</p> <p>In and from the web.</p> <p>Programming to learn.</p>	Using technology to develop in XXI century skills.	To give orders or instructions in different contexts. (Imperatives, action verbs).	<p>How to start a blog</p> <p>How to make a videoconference?</p> <p>How to use an electronic device.</p>
Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields)	Communication and interpersonal relationships.	Collaborative work in classroom as a basis for the integration of the learning community.	Talk about personal actions that happened before now. (Past simple)	<p>Asking and answering questions about events and activities in the past.</p> <p>Referring to the time when an event happens.</p> <p>Talking about the places one stayed at some time before.</p>	<p>A personal interview of activities in the past</p> <p>A short story based on verbal and visual prompts</p> <p>A paragraph about a place one visited in the past.</p>



INGLÉS II

Cuaderno de Trabajo Segundo Semestre

Competence	Component	Content	Specific content	Expected learning outcome	Evidence of learning
Reading, writing, speaking and listening.	Reading, writing and oral production as learning sources and abilities practice.	The importance of language and grammar role in it.	Expressing the idea that something existed somewhere. (Singular and plural). (There was / there were)	<p>To state where things have been found based on what they saw.</p> <p>To express the quantity of something in past.</p> <p>To describe what the characteristics of a place were like in the past.</p>	<p>A list of things they remember they saw at a certain place.</p> <p>Descriptions using how many in past tense.</p> <p>A dialogue where they describe how a place was and all the things it had.</p>
Reading, writing, speaking and listening	Reading, writing and oral production as learning sources and abilities practice.	The importance of language and grammar role in it.	Describing others in past tense as a way to report a fact or an event. (descriptions in past)	To get information about other people using the (Wh-questions in past).	Write questions for an interview with a death famous character



INGLÉS II

Cuaderno de Trabajo Segundo Semestre

Competence	Component	Content	Specific content	Expected learning outcome	Evidence of learning
Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields).	Reading, writing and oral production as learning sources and abilities practice.	The importance of language and grammar role in it.	Describing situations that were happening in the past to show that something continued for some time (past continuous)	To communicate the specific situations of your school or relative's work (past continuous and the adverbs of frequency)	A short video showing what was happening in the past
	Communication and interpersonal relationships.	Collaborative work in classroom as a basis for the integration of the learning community.	What did I use to do? How did I use to be? (used to)	To compare the things, I used to do and the way I used to be with those I do now.	Perform a short conversation exchanging information about how they used to be and the things they used to do
Reading, writing, speaking and listening.	Reading, writing and oral production as learning sources and abilities practice.	The importance of language and grammar role in it.	Expressing the skills, the power or the means to do something in past (Could vs. be able)	Discussing about past possibilities or past abilities.	Write sentences in past tense expressing abilities and classify them in a table.



UNIDAD I

UNIT I. SIMPLE PAST VERB TO BE.

Vocabulary. Personal Pronouns. Personal pronoun is associated with a particular person in a grammatical sense.



Para aprender más

The past tense of to Be in English has two forms: WAS and WERE.

POSITIVE FORM (+):

Subject + TO BE (was/ were) + complement

Conjugation:

I was	Yo era/fui
He was	Él era/fue
She was	Ella era/fue
It was	ÉL/Ella era/fue (animal, planta, objeto)
You were	Tú eras/fuiste
You were	Ustedes eran/fueron
We were	Nosotros (as) éramos/fuimos
They were	Ellos (as) eran/fueron

Check the table and look at the examples.

AFFIRMATIVE

Subject	Verb to be + complement
I	was happy.
He	was sad.
She	was in class.
It	was ugly.
You We	were early.
They	were late.
	were at school.



Activity 1: Complete the sentence using was/were

1. Ariana Grande _____ 26 last June.
2. You _____ very sad on Monday.
3. She and I _____ at home yesterday.
4. You _____ at school this morning
5. It _____ very dangerous.
6. She was interested in Math.



Activity 2: Complete the following sentences using WAS or WERE.

1. They _____ at the hospital three days ago.
2. You _____ on the phone this morning.
3. The children _____ quiet. They are always noisy.
4. Jari _____ in Helsinki last week.
5. She _____ home for dinner last Wednesday.
6. My dog _____ a German shepherd.
7. It _____ a Labrador retriever.



INGLÉS II

Cuaderno de Trabajo Segundo Semestre

8. There _____ a good film on TV yesterday.
9. We _____ in Brazil last summer.
10. There _____ many beautiful beaches there.
11. Fred and Wilma _____ at school this morning.
12. I _____ happy when I heard about the accident.
13. I _____ in Guatemala last spring.
14. We _____ at school last Saturday.
15. Maria and I _____ at home yesterday.
16. Robson _____ happy yesterday.
17. Bob and Mike _____ Jenny's friends. They don't know her.



Activity 3: Writing Make 10 sentences using the verb to be in past.

Example:

In 2007 I was in Queretaro.

I was a student.

I was ready to work.



Para aprender más

NEGATIVE FORM (-):

Subject + TO BE (was/were) + not + complement

Conjugation

I was	not	Yo no era/fui
He was		Él no era/fue
She was		Ella no era/fue
It was		ÉL/Ella no era/fue (animal, planta, objeto)
You were		Tú no eras/fuiste
You were		Ustedes no eran/fueron
We were		Nosotros (as) no éramos/fuimos
They were		Ellos (as) no eran/fueron

Check the table and look at the examples.

NEGATIVE		
Subject	Verb to be + not + complement	Short form
I He She It	was not happy was not sad was not in class was not ugly	I wasn't happy. He wasn't sad. She wasn't in class. It wasn't ugly.
You We They	were not early. were not late. were not at school.	You weren't early. We weren't late. They weren't at school.



Activity 1: Circle the correct answer.

1. My parents **wasn't** / **weren't** doctors.
2. We **wasn't** / **weren't** in the room.
3. My grandfather **wasn't** / **weren't** a teacher
4. I **wasn't** / **weren't** living in London.
5. My mom **wasn't** / **weren't** at her work



Activity 2. Complete the following sentences with the correct form of *be*. **was** / **wasn't** / **were** / **weren't**.

- 1) My father _____ in the garage.
- 2) The pupils _____ (not) at school today's morning.
- 3) Maria's grandmother _____ from Brazil.
- 4) I _____ (not) a football fan when I was 16.
- 5) It _____ Sunday yesterday.
- 6) They _____ (not) in the car.
- 7) His briefcase _____ at home when he needed most.
- 8) _____ your parents from Liverpool?
- 9) I _____ (not) your friend in middle school.
- 10) But mom, we _____ with you last night.



Para aprender más

QUESTION FORM (?):

TO BE (was/were) + Subject + Complement

Conjugation:

Was / I?	¿era/fui Yo?
Was / He?	¿era/fue Él?
Was/She?	¿era/fue Ella?
Was/It?	¿era/fue ÉL/Ella (animal, planta, objeto)?
Were/You?	¿eras/fuiste Tú?
Were/You?	¿eran/fueron Ustedes?
Were/We?	¿éramos/fuimos Nosotros (as)?
Were/They?	¿eran/fueron Ellos (as)?

Check the table and look at the examples.

INTERROGATIVE

Verb BE	Pronoun + complement.	Short answer
was	I happy?	Yes, I was . / No, I wasn't .
was	He sad?	Yes, he was . / No, he wasn't .
was	She in class?	Yes, she was . / No, she wasn't .
was	It ugly?	Yes, it was . / No, it wasn't .
were	You early?	Yes, you were . / No, you weren't .
were	We late?	Yes, we were . / No, we weren't .
were	They at school?	Yes, they were . / No, they weren't .



Activity 1: Order the following sentences using the interrogative form.

1. 27 last July /Selena Gómez /was

_____?

2. you /were/ very sad on Monday.

_____?

3. she / at home yesterday/ was.

_____?

4. I /at school /this morning/ was

_____?

5. It / very dangerous/ was.

_____?

6. were /interested in Math/ they.

_____?



Para aprender más

Wh -QUESTION (?):

Wh -Question + TO BE (was/were) + Subject + Complement.

Wh- questions
What? - ¿Qué?
Where? - ¿Dónde?
When? - ¿Cuándo?
Who? - ¿Quién?
Why? - ¿Por qué?
Which? - ¿Cuál?
How? - ¿Cómo?
How many? - ¿Cuántos?
How much? ¿Cuánto?
How long - ¿Cuánto tiempo?

Check the table and look at the examples.

who / what / where / when / why / how

Wh-	Verb be + pronoun+ complement	Long answer
Who	was Frida Kahlo?	She was a Mexican painter.
Where	were you last night?	I was at a party.



Activity 1: Write five questions using Wh-questions

1. _____ ?
2. _____ ?
3. _____ ?
4. _____ ?
5. _____ ?



Fuente: imagen recuperada de www.pixabay.com junio 2020



Activity 2. Speaking: Work with a partner and practice the following questions and record the answers.

You/Your Partner

1. What was your lunch yesterday?	1. What was yours?
2. What was the most beautiful city you have been to?	2. And you? What was the most beautiful city you have been to?
3. What was your first pet's name?	3. Why were you at the vet?
4. Who was your first teacher?	4. Who was your favorite teacher?
<i>Write your own question.</i>	<i>Write your own question.</i>
5. _____?	5. _____?



Para aprender más

USE OF VERB TO BE IN AGE.

Subject + TO BE (was/were) + **age** + **years old**

Examples:

He was 15 years old

We were 17 years old



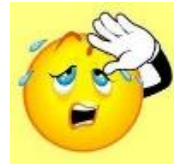
Para aprender más

USE OF VERB TO BE IN THE WEATHER.

To talk about the weather or atmospheric weather, it is expressed through the verb to be, plus verbs and qualifying adjectives.

Examples:

It was hot



It was raining



Para aprender más

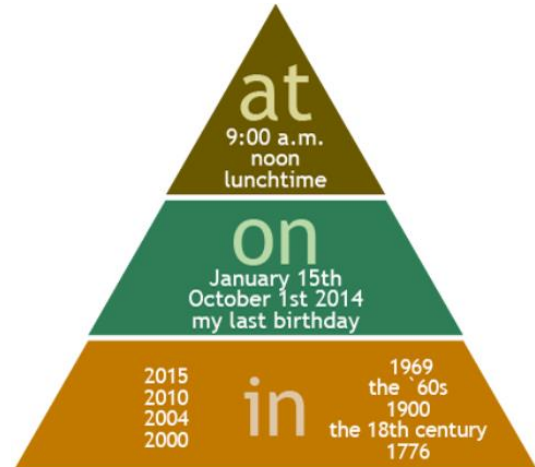
PAST TIME EXPRESSIONS

Expressions for Past Tense

In English, we use the simple past time expressions to show when an action or situation happened in the past. We call them time adverbials, but also remember to use prepositions of time. Here are some of the most common ones.

Images Reference:





Recuperado de: https://avi.cuaed.unam.mx/repositorio/moodle/pluginfile.php/1987/mod_resource/content/17/contenido/index.html

Examples:

I was at school *last* year.
yesterday. She was a student five years *ago*.
years *ago*. They were friends until *yesterday*.
week!

We were in the park
He was our teacher two
It was nice to see you *last*

Past Tense

An action started and completed in the past.

TIME EXPRESSIONS

yesterday, a week ago, last night, in 2007, last month.

Last, yesterday or ago?



Activity 3: Complete the following sentences with the correct time expression.

1. I was at the hospital _____ night.
2. He left the office an hour _____.
3. My parents didn't come home _____ evening.
4. She posted the important letter _____ week.
5. I studied French two years _____.
6. Mandy had a chicken sandwich _____ Sunday.
7. It snowed heavily _____ night.
8. Anna walked to school _____ morning instead of taking the bus.
9. My father stopped smoking five years _____.
10. Mike failed his examination _____ month.
11. He woke up late _____ morning.
12. Tom stayed with his parents _____ March.
13. I saw Sally at the supermarket two weeks _____.
14. We played football in the park _____ afternoon.
15. The children watched a horror film _____ weekend.
16. He completed the project a week _____.
17. Mandy went to Spain with her family _____ summer.
18. The burglar broke into our house _____ evening.
19. Thomas worked 12 hours _____ month.
20. The boy finished his homework ages _____.
21. I didn't feel well in the lesson _____.
22. He rode a bike to the park half an hour _____.
23. Linda waited for the bus at the corner _____ morning.
24. Mandy sent the letter first class _____ week.
25. We were in Paris _____ month.
26. Peter and Mark were in the library an hour _____.



Reading. Complete the following text using **was/were/wasn't/ weren't**.

My name is Camilla. Last summer I _____ in the United States. The voyage by plane _____ long and tiring and the plane ticket _____ quite expensive. It took me 10 hours to get to the New York airport. My friend Katie _____ there waiting for me. I _____ surprised by the size of the JFK airport. It _____ huge and there _____ very many people. I was glad my friend _____ there, otherwise I would probably get lost. A few minutes later we _____ in a cab. It _____ a typical NY cab – big and yellow. We were in the car for an hour. There _____ poor, run down neighborhoods and rich, luxurious ones. The city center fantastic. There _____ huge skyscrapers, and big roundabouts. The largest and busiest roundabout _____ the famous Columbus Circle. There was also an enormous traffic jam.

We went to Katie's apartment to leave the luggage and rest a bit. It _____ small

and cosy with a nice view of the park. I _____ (not) very tired so we went to see the

biggest fountain in New York. It _____ the Bethesda Fountain in Central Park. There _____ (not) many people in the park, because it _____ still early in the morning.

Later we had lunch and were at some nice museums. In the evening we _____ at the world famous Times Square. There _____ hundreds of people, huge neon lights, billboards and advertisements. And there _____ (not) any cars because it was a holiday and the square was closed to traffic. I _____ amazed!!! We also in one of the Broadway theatres to see a musical. It great!



Activity 1. Answer the following questions according to the reading.

1. How long was the voyage by plane? _____
2. Was JFK airport big? _____
3. Was Camilla afraid she would get lost without her friend? _____
4. What is the name of the most famous roundabout? _____
5. What _____ in Central Park? _____
6. Were there many cars at the Times Square? _____



Activity 2: Choose (T) for true or (F) for false. According to the reading.

1. The plane ticket wasn't expensive.
T ☐ F ☐
2. They went to Katie's house by a taxi.
T ☐ F ☐
3. Only rich people live in the New York city.
T ☐ F ☐
4. Katie's apartment wasn't big but it was nice and comfortable.
T ☐ F ☐
5. Cars weren't allowed to the Times Square.
T ☐ F ☐
6. They saw a play at a Broadway theatre.
T ☐ F ☐



¿Qué aprendí?

Write the correct order of each sentence.

1.	She/ be/ in / Mexico city/ last year,
Affirmative:	
Negative:	
Question:	
2	He / be / studying/ at/ CECYTEG / in / 2017.
Affirmative:	
Negative:	
Question:	
3.	You / be / upset / last night.
Affirmative:	
Negative:	
Question:	
4.	Maria and Peter / be / really / hungry.
Affirmative:	
Negative:	
Question:	
5.	We / be / exhausted / after / the / game.
Affirmative:	
Negative:	
Question:	

Self-assessment

I can	Yes ☺	No ☹
Use the verb to be in affirmative, negative and interrogative		
Talk about the weather using verb to be in past.		
Use verb to be to express identity, location, mood and feelings.		



UNIDAD II

UNIT II. SIMPLE PAST: REGULAR AND IRREGULAR VERBS.



Rescatando mi Aprendizaje.

1. Look at the pictures and tell. What are these items for? How did they work? Mira estas fotos.
¿Para qué se usaban o cómo se usaban estos artículos?



Simple past

In everyday life we sometimes talk about events that happened in the past. Please study the following presentation in order to identify some elements that we use to describe past events. Cada día de nuestra vida en ocasiones hablamos de eventos que sucedieron en el pasado. Por favor estudia la siguiente presentación para identificar algunos elementos que usamos para describe los eventos pasados.

These are the characteristics of the simple past tense contextualized in a day of a student like you.

Now let's check some verbs in past and their classification.

Estas son las características del pasado simple contextualizado en un día de un estudiante como tú. Ahora revisemos algunos verbos en Pasado y su clasificación.



Para aprender más

REGULAR AND IRREGULAR VERBS.

Do you remember some verbs in English? When we use them in past tense we classify them in regular and irregular verbs to describe past actions. Study this information.

REGULAR VERBS

Most verbs add - ED	Ask- asked Want- wanted Fail- failed Visit- visited
Verbs ending in -E add a - D	Bake- baked Dance- danced Like- liked Live- lived Hate- hated Love- loved
Verbs ending in CONSONANT + VOWEL + CONSONANT Double the last consonant and add - ED	Stop- stopped Mop- mopped Skip- skipped Chop- chopped Shop- shopped
Verbs ending in CONSONANT + Y change "Y" to " I " and add - ED	Study- studied Carry- carried Worry- worried Hurry- hurried Dry- dried

Now watch the video in the following link and observe the rule to pronounce the regular verbs in past tense.



<https://www.youtube.com/watch?v=j32SurxnE4s>

Remember, your throat vibrates the -ED sound /d/. If it doesn't vibrate, the -ED sound is pronounced as a /t/. When the verb in simple form ends in a /t/ or /d/ sound, the -ED is pronounced /id/.



Activity 1. Instructions: read the irregular verbs then classify them filling out the table below.

Allowed	Flooded	Mixed	Visited
asked	Guessed	Pasted	Wasted
Cracked	Included	Relaxed	Washed
Cried	Jailed	Repeated	Watched
Damaged	Killed	Shaved	Welcomed
Decided	Landed	Slipped	Yawned
Encouraged	Loved	Stopped	Ended
Missed	tasted		

/d/	/t/	/id/
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

IRREGULAR VERBS

For irregular verbs, you have to memorize their changes in order to learn them. The suggestion is to watch the following video on YouTube.



<https://www.youtube.com/watch?v=3P5StOpIPbM>

Another tip is to learn them by heart by grouping them according to their changes.

Group 1

All three forms of the verb are the same

Base Form	Simple Past	Base Form	Simple Past
bet	bet	hurt	hurt
cost	cost	let	let
cut	cut	put	put
hit	hit	shut	shut



Group 2

The 2nd and 3rd forms of the verb are the same

Base Form	Simple Past	Past Participle
lose	lost	lost
shoot	shot	shot
get	got	got
light	lit	lit
sit	Sat	sat
keep	kept	kept
sleep	slept	slept
feel	Felt	felt
leave	left	left
meet	met	met
bring	brought	brought
buy	bought	bought
fight	fought	fought
think	thought	thought
catch	caught	caught
teach	taught	taught
sell	sold	sold
tell	told	told
pay	paid	paid
make	made	made
stand	stood	stood
understand	understood	understood
lend	lent	lent
send	sent	sent
spend	spent	spent
build	built	built
find	found	found
have	had	had
hear	heard	heard
hold	held	held
read	read (pronounced red)	read (pronounced red)
say	said	said



INGLÉS II

Cuaderno de Trabajo Segundo Semestre

Group 3

All three forms of the verb are different

Base Form	Simple Past	Past Participle
drive	drove	driven
ride	rode	ridden
rise	rose	risen
write	wrote	written
bite	bit	bitten
hide	hid	hidden
break	broke	broken
choose	chose	chosen
speak	spoke	spoken
wake	woke	woken
blow	blew	blown
grow	grew	grown
know	knew	known
draw	drew	drawn
fly	flew	flown
show	showed	shown
wear	wore	worn
tear	tore	torn
begin	began	begun
drink	drank	drunk
swim	swam	swum
ring	rang	rung
sing	sang	sung
eat	ate	eaten
fall	fell	fallen
forget	forgot	forgotten
give	gave	given
see	saw	seen
take	took	taken



Activity. Now let's practice. Can you distinguish which verb is regular and which is irregular? Drag the verbs located into the correct classification. Regular and Irregular.

F. dry	C. cut	A. dance	B. fail	E. get	C. mop	E. hate
D. skip	B. hit	H. worry	G. ask	A. break	D. build	F. let
		G. think	H. fall			

1. **Regular verbs**

A

2.

B

3.

C

4.

D



INGLÉS II

Cuaderno de Trabajo Segundo Semestre

5.

E

6.

F

7.

G

8.

H

9. **Irregular verbs**

A

10.

B

11.

C

12.

D



INGLÉS II

Cuaderno de Trabajo Segundo Semestre

13.

E

14.

F

15.

G

16.

H



Para aprender más

SIMPLE PAST STRUCTURE.

Negative sentences

Affirmative sentences

Michelle got up at 7o'clock last Monday

Subject

Verb in Past Tense

Time expression in past

Negative sentences

Diana didn't study for her exam.

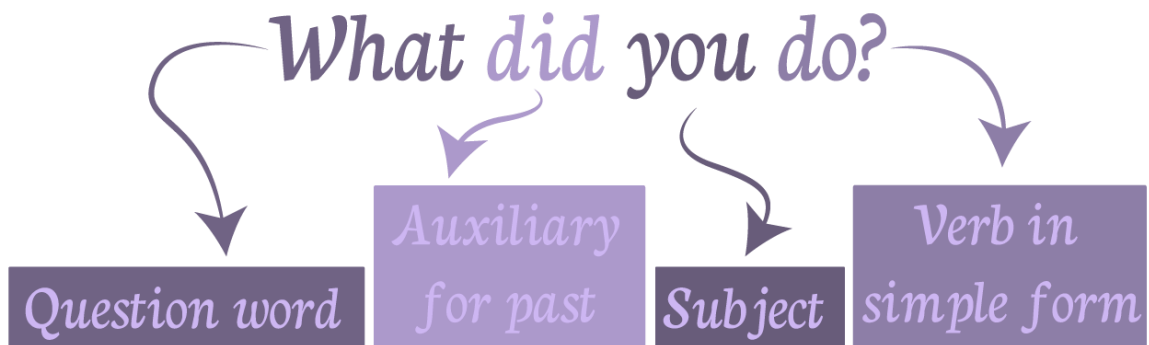
Subject

Auxiliary
for past

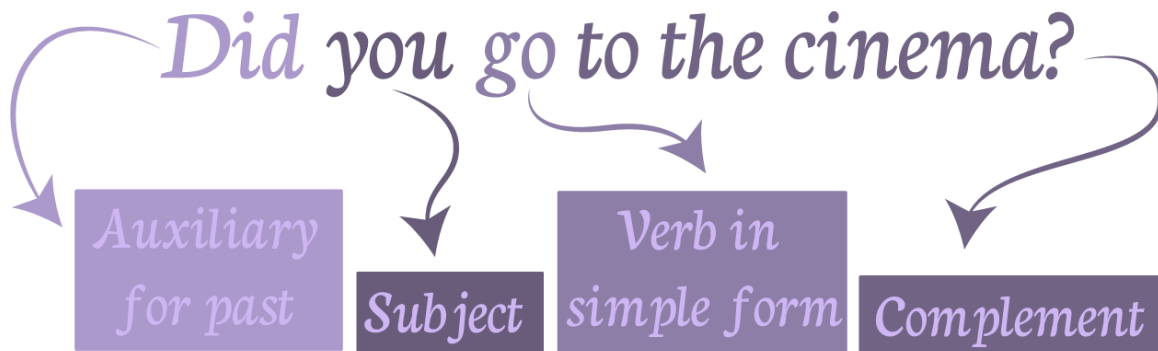
Verb in simple form

Interrogative form

Open question or Wh- question:



Closed question or yes/no question:



Important note: **WAS/WERE IS NOT PART OF THIS TOPIC.** Do not use it when you want to express actions in past.



Activity. Sentence transformation You will practice the structure of simple past in affirmative, interrogative and negative. In the first part of the exercise, there are sentences with a verb in parentheses “()”, write the verb in past form to complete the sentences. Then, in part two change affirmative sentences into negative sentences. In part three, you also change the negative sentences into interrogative sentences.

Transformación del Enunciado. Practicarás la estructura del Pasado Simple en afirmativo, interrogativo y negativo. En la primera parte del ejercicio, hay enunciados con un verbo en paréntesis “()”, escribe el verbo en pasado para completar los enunciados. Luego en la parte dos, cambia enunciados afirmativos a negativos. En la parte tres, también puedes cambiar los enunciados negativos a interrogativos.

Remember that in interrogative and negative ideas, it is necessary to use the auxiliary DID, when you have DID, the verb goes in simple form not in past tense. On the other hand, in affirmative ideas, the verb goes in simple past tense and you do not need an auxiliary

Let's practice. Look at the following sentences. Write in the box the verbs that are in parenthesis to simple past. The first 10 sentences use regular verbs and the following 10 irregular verbs

We (work) in our garden all day yesterday.

I (listen) to the news on TV last night.

They (live) in England many years.

She (worry) about her exam last Friday morning.



INGLÉS II

Cuaderno de Trabajo Segundo Semestre

The meeting (last) for about two hours.

They (paint) their house last weekend.

We (change) trains in Liverpool.

He (like) the movie very much.

She always (want) to learn English.

We (wait) for Helen for two hours.

They (tell) us about their plans for next year.

The weather was warm, so we (sit) in our backyard.

The meeting last night (begin) an hour late.

Mr. López finally (sell) his house last week.

The ticket (cost) 75 pesos.

I (hear) the presidential debate last Wednesday.

Susan (feel) bad last class.

I (see) my exboyfriend with another woman.

He (write) many love letters to her.



INGLÉS II

Cuaderno de Trabajo Segundo Semestre

Diana and Michelle are good friends. Diana likes parties and she prefers to party than study. She doesn't care if she sleeps late. She likes to go out with her boyfriend all the time.

Example:

Michelle prepared her things for school on Sunday night.

You write: Diana didn't prepare her things on Sunday night.

Michelle went to bed early.

Michelle had breakfast on Monday morning.

Michelle passed her exams.

Michelle got up early.

Michelle arrived to school on time.

Michelle gave good news to her mother.

Michelle read books in the library before her exam.

Michelle paid attention in class.



INGLÉS II

Cuaderno de Trabajo Segundo Semestre

Example:

Diana didn't prepare her things on Monday night.

You write: Did Diana prepare her things on Monday night?

Diana didn't go to bed early.

Diana didn't study for her exams.

Diana didn't have breakfast on Monday morning.

Diana didn't pass her exams.

Diana didn't get up early.

Diana didn't arrive to school on time.

Diana didn't give good news to her mother.

Diana didn't read books in the library before her exam.

Diana didn't pay attention in class.



READING.

A peculiar pet.

The simple past tense is used to describe actions or events that took place in the past. Now you will have to do the following activity based on the contents of a text. You will read a page of a teenager diary about a peculiar pet. Identify the events in past and put them in order.



A dolphin named Flippy

Many people pick cats, dogs or hamsters as pets, but in my opinion I prefer dolphins. Of course I got very scared the first time it swam to our ship, he made a deafening sound, but then wiggled its fin and I fell in love with him. My mother said I could keep it as long as he didn't wet the house. I gave him the name of "Flippy" and we had a lot of fun together, but after a while, the neighbors started to get a little nervous when they knew I had a dolphin pet!

We invited them to our garden where "Flippy" was swimming. He danced, clapped and jumped, and my neighbors smiled at him. Later they fed him with some fish and asked us permission to swim with him. We organized a big party where everybody could spend time with Flippy, all of us laughed, swam, took selfies and spent all day long. We had a great time with my pet.

However, after some months we agreed on leaving him free and tied a red scarf around his neck so that nobody would confuse him with another dolphin. We went back to the sea and let him go, he swam and went away. We are going to miss him a lot, no one has seen him since then. If you are by the sea and see a dolphin with a red scarf, tell me to go and say hello to him, because I miss him.

Palomino, Y. (2016). *A dolphin named Flippy*.



INGLÉS II

Cuaderno de Trabajo Segundo Semestre

Pon los números al espacio apropiado para ordenar los eventos, siendo el 1 el evento que sucedió primero y el 19 el último evento.

17 6 15 9 1 8 12 11 5 10
18 7 2 16 14 19 13 3 4

1. They swam with him in my house.

2. I invited them to my house.

3. We tied a red scarf on the pet's neck.

4. We went back to the sea.

5. My mom told gave me permission to have a peculiar pet.

6. The pet danced.

7. We had a very nice time playing with the pet.



INGLÉS II

Cuaderno de Trabajo Segundo Semestre

8. My neighbors got nervous.

9. I named him "Flippy".

10. He swam and went away.

11. They fed him.

12. I was scared by the deafening sound.

13. The pet swam towards my boat.

14. We agreed on leaving him free.

15. They took selfies with the pet.

16. He jumped and clapped.

17. We organized a party.

18. I fell in love with him.

19. It wiggled its fin.



Fuente: imagen recuperada de www.pixabay.com junio 2020



Activity. My autobiography.

En esta actividad tendrás que escribir tu autobiografía. Es necesario contestar primero las preguntas de la derecha; luego, leer la biografía como ejemplo para que te ayudes hacer la tuya.

When were you born? How old are you? Where did you study elementary school? Did you meet good friends in there? What did you do during junior high school? How did you decide to study the major you are studying? When did you receive your first kiss? Did fall in love with someone special? Where and when?

This is my autobiography.

I am Stella. I was born in Quito, Ecuador. I am 23 years old. I studied elementary school in a town near Quito. This was a public school. I remember this school was great, it was small and all the children from the town went there to study. There were not many students, so I met good friends there. When I was 15, I moved to Mexico City and I studied in a public high school. This was difficult. I did not know many people and everywhere was crowded and noisy. It was difficult for me to adapt. I remember people in my group were really loud, but now I know that is Mexican style. They were great with me and we went to parties a lot. Then I decided to study arts. I remember painting since I was a little girl and everybody loves what I do.

When I was 15 I received my first kiss, it was a goodbye kiss because I was moving to Mexico. German, a boy who studied with me didn't want me to leave Ecuador. He was very attentive and generous to me. I liked him very much but I didn't really love him. People from Ecuador are nice and generous but we love our freedom and, in my case, I take love pretty seriously. That's why I think I have never fallen in love



Para aprender más

Speaking.

A memorable celebration

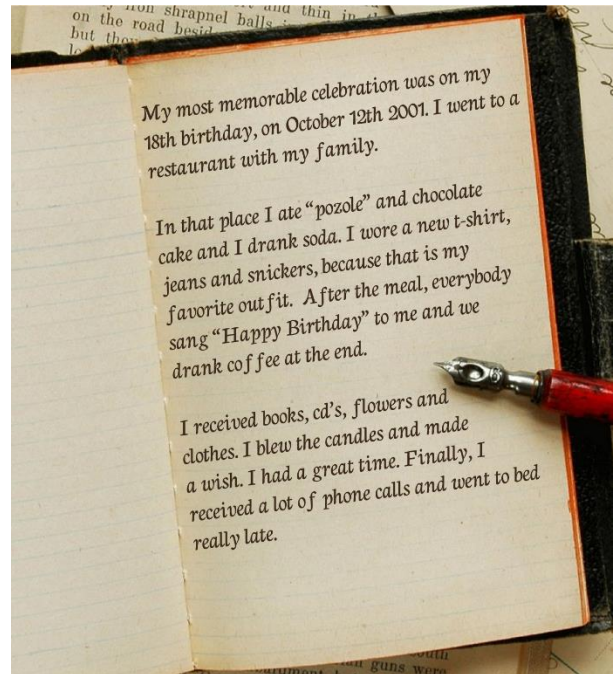
Do you remember a special birthday celebration?

Think of the answers to these questions.

- When was it?
- Where did you spend the day in?
- What did you wear?
- What did you eat?
- What did you drink?
- What presents did you receive?
- What did you do that day?

You **will record yourself** describing that day. It is important that you use complete ideas in past tense and that you answer all the questions. Your description should be organized in three paragraphs

Read the example carefully so that you have an idea of what to record for your description.



Self-assessment.

Use of simple past.



Activity. Now that you know the rules and use of past tense, complete the following exercise. *Ahora que conoces las reglas y el uso del Tiempo Pasado, completa el siguiente ejercicio.* You will complete a text writing in the box the verbs in the parenthesis in past tense in affirmative, negative or interrogative.

Completarás un texto escribiendo en el espacio los verbos del paréntesis en afirmativo del tiempo Pasado.

Policeman: Ok, Mr. López relax and tell me about the problem. **Mr. López:** It's my wife. She (go) out yesterday to buy some milk. And she (not come) back.

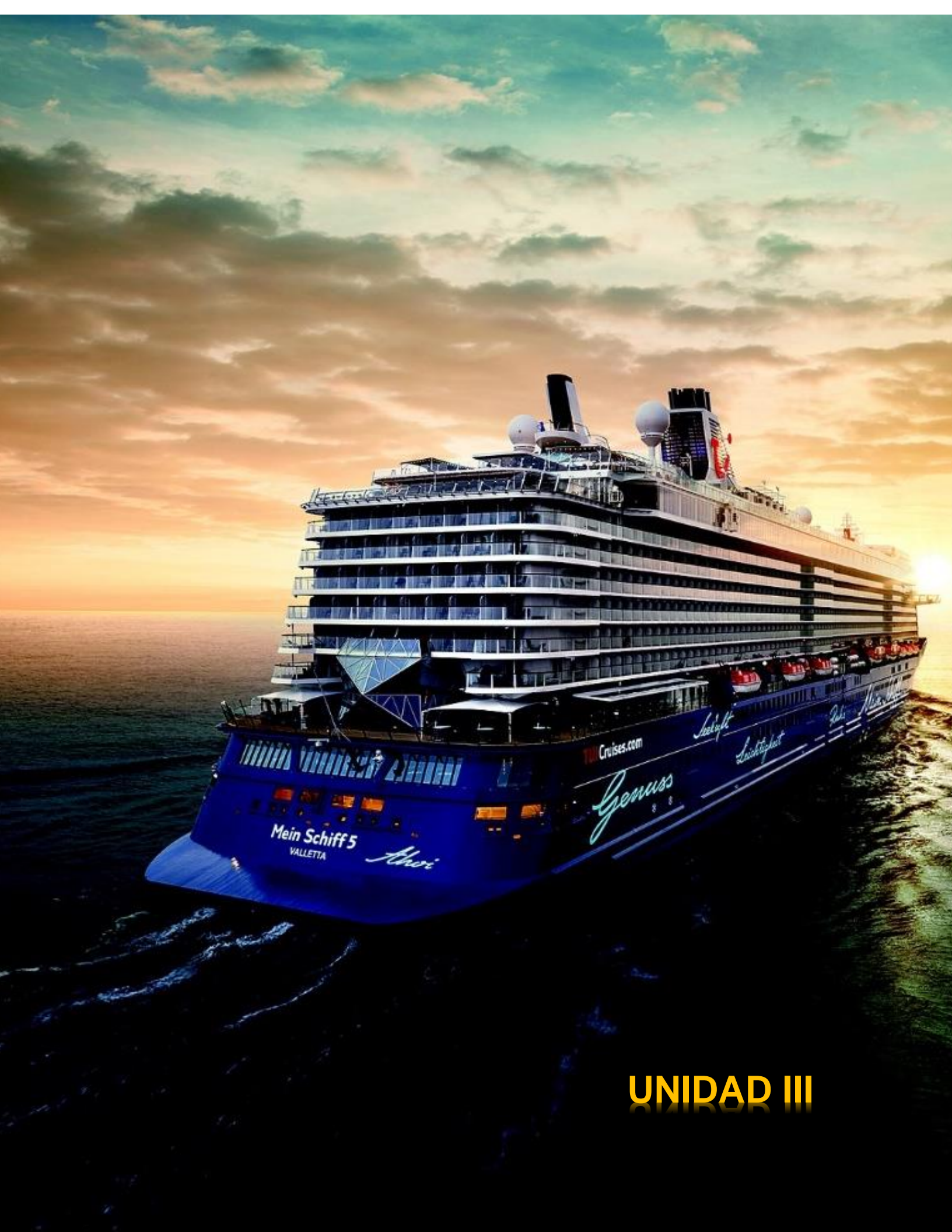
Policeman: When (you see) your wife for the last time? **Mr. López:** I (see) her yesterday evening. **Policeman:** Tell me what happened yesterday. **Mr. López:** Well, we (wake) up around 7 o'clock as usual. We (have) breakfast, and then I (drive) to work. I think she (go) shopping. She always goes shopping on Wednesdays. Then, she (make) dinner. **Policeman:** When (you come) home? **Mr. López:** I (come) home at 5 o'clock. I (sit) down in my sofa and (read) my favourite book. Then we (have) dinner. After dinner, my wife (go) to the kitchen. I (have) a cup of tea and (sleep) in my sofa. **Policeman:** (you speak) to your wife when you (come) home? or (she say) anything to you? **Mr. López:** I (not speak) to her, but after about an hour she (say), "This isn't a life I'm going away". She (take) her bag and her jacket. She (not say) good-bye. I (hear) the door close. But I (not see) her again.



¿Qué Aprendí?

Self-assessment

I can	Yes ☺	No ☹



UNIDAD III



UNIT III. USED TO, COULD, BE ABLE TO.



Para aprender más

USED TO.

We use the modal verb "used to" to indicate something that happened or happened in the past in a habitual way. Also, it is used for something that used to be true but is no longer true. As with the other modal verbs, "used to" is followed by the base form of the verb (the infinitive without "to").

I used to do camping every summer, but now I go every Easter

-Did you use to stay many days?

Yes. I **used to** stay for weeks.

No, I **didn't use to** stay for more than two days.

Structure:

Positivo	Negativo	Pregunta
Sujeto + used to + Verbo + Complemento	Sujeto + did+ not + use to + verbo + complemento	Did + sujeto + use to + verbo + complemento?
I used to speak in public.	He didn't use to study.	Did you use to study?.



Complete the following sentences:

1. When I was in elementary school, I used to _____.
2. I used to _____, but not anymore.
3. When I was a kid. I used to play _____ on weekends.

Choose the right item.

1. My sister and Ieat lots of candies, but now I can't eat them because I am on a diet.
a) Use to b) didn't use to c) used to
2. Frank go to parties, but now he goes partying three times a week.
a) Use to b) didn't use to c) used to
3. when I was a college, I was disciplined; I Get all A's in my classes.
a) Use to b) didn't use to c) used to
4. go out with her when she was still my girlfriend?
a) Did you used to b) didn't use to c) did you use to
5. when I was sad, I Cry in my bedroom.
a) Used to b) did used to c) use to



Activity. Use your imagination and write about what people “used to” do before these inventions.

1. Televisions (1926)

1 *I didn't use to have a dog.*

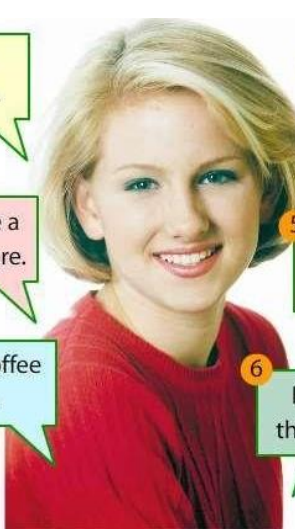
2 _____

3 _____

4 _____

5 _____

6 _____



1 I have a dog now.

2 I don't have a bike any more.

3 I drink coffee now.

4 I live in an apartment now.

5 I don't play with dolls any more.

6 I'm not afraid of the dark any more.



Activity. Rewrite Macy's comments using “used to” or “didn't use to”, as the example.

Recovered from Up-load text book 3 - Express Publishing - Virginia Evans – Jenny Dooley

Writing and Speaking

Work in pairs to ask questions.

Add four more questions on your own to the list.

1. What's your favorite memory from secondary school?
2. What kinds of sports or games did you use to play then?
3. Did you use to have a nick name?
4. Did you use to have a special food?
5. What kind of music did you use to like?
6. Where did you use to go for entertain?

7.

8.

9.

10.



Answer the questions about you (When you were a child). Use “used to” in your answers.

Example: **I used to use pants 10 years ago**

1.- What did you use to eat ten years ago?	
2.- Where did you use to live eight years ago.?	
3.- What games did you use to play?	
4.- Who used to be your best friend?	
5.- What did you use to watch on TV?	



Rescatando mis aprendizajes.

COULD.

What abilities did you have as a kid?

Vocabulary

Activity 1: Make a drawing according the vocabulary words and circle the abilities you had in the past.

Read	Ride a bike	Skate
Cook	Use the cell phone	Use the computer
Swim	Play chess	Play the guitar



Para aprender más

Grammar

We use “**COULD**” to talk about different contexts in the past. Check the following chart.

Use	Example
Ability	<p>Affirmative When she was a kid, she could swim.</p> <p>Negative We couldn't walk when we was 2 years old.</p> <p>Question Could you ride a bike when you were 5 years old? Yes, I could. / No I couldn't.</p>
Possibility	<p>Affirmative When he was a kid, he could play in the street until dark. (<i>It was possible because it wasn't dangerous</i>)</p> <p>Negative They couldn't use internet in their house. (<i>I wasn't possible because there was no internet service</i>)</p> <p>Question Could you watch Netflix when you were a kid? Yes, I could. / No, I couldn't.</p>
Permission	<p>Affirmative I could visit my friends any time when I was in middle school. (<i>I had permission</i>)</p> <p>Negative I couldn't arrive home after 11:00 p.m. when I was 13. (<i>I didn't have the permission</i>)</p> <p>Question Could you go to parties alone at the age of 13? Yes, I could. / No, I couldn't.</p>



Ejercitando mi habilidad.

Activity 1: Choose the correct answer to complete the sentences.

1. I _____ remember his name.
a. was b. couldn't c. could to

2. Diana _____ the piano.
a. could play b. can to play c. could to play

3. She _____ come on vacations last year. Her parents didn't give her permission.
a. can't b. could c. couldn't

4. They _____ go camping, the weather was horrible.
a. couldn't b. can to c. could to

5. We _____ return to school because of the pandemic.
a. could b. could to c. couldn't



Fuente: imagen recuperada de www.pixabay.com junio 2020



Ejercitando mi habilidad.

Activity 2: Write complete sentences using the prompts and pictures given.

Example: Sofia / teach
math...



Sofia could teach math when
she was young.

1. He / use three
phones...



2. Delia and her husband /
dance ...



3. Angel and his friends /
make carne asada...



4. Laura / use a
computer...



5. We / play tennis...



6. Carla and Lina / go to
museums...



7. Hector and Betty / drive
...



8. We / have a dog...





Rescatando mi aprendizaje

Speaking: Exercise 1: Write questions using “could” and ask them to your classmates. Use and complete the following chart.

Classmate	Question	Answer and extra information
Example: Claudia	Example: Could you ride a horse when you were a kid?	Example: Yes, I could. I used to live in a ranch.
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Suggested websites for further practice:

- <https://agendaweb.org/exercises/verbs/modals/can-could-1>
- <https://learnenglishkids.britishcouncil.org/grammar-practice/modals-could-and-couldnt>
- <http://koupreschool.weebly.com/uploads/8/1/7/5/81754966/atg-worksheet-can-could.pdf>



¿Qué Aprendí?

Self-Assessment

I can...	Yes ☺	No ☹
Identify different uses of <i>could</i> in past.		
Use <i>could</i> in different contexts.		
Write accurate sentences using <i>could</i> .		
Make accurate questions using <i>could</i> .		
Answer accurately questions with <i>could</i> .		



Para aprender más

BE ABLE TO.

We use **be able to** to express ability. "Able" is an adjective meaning: having the power, skill or means to do something. It is possible to use **Be able to** in all tenses.

Structure

The basic structure for **be able to** in affirmative sentences is:

Subject + verb to be + able + to + verb in infinitive + complement

Example: *I am able to sing opera*

For negative sentences the basic structure is:

Subject + verb to be + not + able + to + verb in infinitive + complement

Example: *She is not to drive a motorcycle*

For interrogative sentences the basic structure is:

verb to be + Subject + able + to + verb in infinitive + complement?

Example: *Will you be able to work?*

It is possible to use **be able to** in all tenses

For example:

Past simple tense: *I was able to sing*

Future tense: *I will be able to sing*

Present perfect: *I have been able to sing*



Fuente: imagen recuperada en www.impassemag.com junio 2021



Rescatando mis aprendizajes.

Let's practice.

Activity 1. Choose the correct answer to complete the following sentences.

1. Paola was not able to _____.

- a) hearing b) hear c) heard

2. Lucy and Hugo will be able to _____.

- a) smell b) smelling c) smelt

3. Fer will _____ able to taste it.

- a) was b) is c) be

4. Will Alex _____ able to work tomorrow?

- a) are b) be c) is

5. David and Luisa _____ able to dance.

- a) are b) be c) is


DO YOU
SPEAK
ENGLISH?





Ejercitando mi habilidad.

Activity 2. Write sentences using the correct structure and the information below.

Example:  (speak): ***The baby will be able to speak.***

1.  The kangaroo is _____.
(jump)

2.  It will _____.
(fly)

3.  Tigers are _____.
(run)

4.  The dolphin _____.
(swim)

5.  My grandfather _____.
(climb)



Ejercitando mi habilidad.

Activity 3. Order the following words to form a correct sentence.

1. able / I / to / was / my / do / work:

_____.

2. build / house / a / will / able / We / to / be:

_____.

3. those / able / I / am / to / able / slam / doors:

_____.

4. classroom / They / clean / able / were / to / the:

_____.

5. Axel / be / will / to / ride / horse / able / a:

_____.

6. last / Brenda / was / go / dancing / able / to / Saturday:

_____.

7. that / You / kill / are / ant / able / to:

_____.

8. those / able / I / am / to / able / slam / doors:

_____.

9. very / able / well / She / is / to / sing:

_____.

10. Fer / dance / to / able / be / will:

_____.



Ejercitando mi habilidad.

Activity 4. Work in pairs. Write 5 things you were able to do at 7 years old and 5 you are able to do now. Write 5 sentences with the information.

Me at 5 years old	Me at present	My classmate at 5 years old	My classmate at present
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

1. *When I was 7 years old, I was able to* _____
2. *Now, I am able to* _____
3. *My classmate* _____
4. _____
5. _____





Rescatando mis Aprendizaje

Activity 5. Read the following dialogue about nanotechnology and identify the sentences that use ***be able to***.

Paty: I have a party today; could you comb my hair?

Silvia: Yes, I can also do your makeup.

Paty: Really? Are you able to?

Silvia: Yes, I took a makeup course.

Paty: That's amazing, could you take a photo of me too?

Silvia: Oh no! Sorry, I'm taking that course now, I will be able to do it soon!





¿Qué Aprendí?

Self-Assessment



I can...	Yes ☺	No ☹
Identify different tenses with <i>be able to</i> .		
Write accurate sentences using <i>be able to</i> .		
Make accurate questions using <i>be able to</i> .		
Answer accurately questions with <i>be able to</i> .		





REFERENCIAS BIBLIOGRÁFICAS

-  Murphy, R. (1997). Essential grammar in use: A self-study reference and practice book for elementary students of English: with answers. Cambridge, U.K: Cambridge University Press.
-  Oxenden, C. Latham-Koenig, C. (2013). American English File 1. Oxford, U.K. Oxford University Press.

Complementary references.

-  Coe, N., Harrison, M. y Patrson, K. (2006). Oxford Practice Grammar. Oxford, U.K: Oxford University Press.
-  Coordinación de Universidad Abierta y Educación a Distancia-UNAM. (2011). English Media. Retrieved on 2016, November 13 from http://www.cuaed.unam.mx/english_media/.

Videos

-  Elemental English. (2013). [t], [d] or [ld]? | "-ed" Past Tense | English Pronunciation [video]. Retrieved on 2016, November 13 from <https://www.youtube.com/watch?v=j32SurxnE4s>
-  Michael English. (2014). MC Fluency – Irregular verbs rap with lyrics [video]. Retrieved on 2016, November 13 from <https://www.youtube.com/watch?v=3P5StOpIPbM>.



INGLÉS II