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TURNO MATUTINO
GUIA DE ESTUDIO

PERIODO: _____

CAMPO FORMATIVO: __LENGUAJES____ DISCIPLINA: __LENGUA EXTRANJERA INGLÉS____
NOMBRE DEL ALUMNO: _____

GRADO: **3er.** Año

GRUPO: _____

La presente guía tiene como finalidad ayudarte en la preparación para el examen extraordinario, está elaborada conforme a los contenidos del programa oficial vigente

1.- Contenido: La diversidad lingüística y sus formas de expresión en México y en el mundo

Proceso de desarrollo de aprendizaje: Utilización de diversos tipos de textos y medios de comunicación para expresar prácticas culturales y lingüísticas diversas de sociedades en México y el mundo

LINGUISTIC DIVERSITY

The linguistic diversity is the different languages and the ways that people communicate with each other language is one of the features of humanity that the species apart from others on earth,

What is Linguistic Diversity ?

Linguistic diversity refers to the variety of languages, dialects, accents, and language variations spoken within a particular region, community, or group of people. It encompasses the richness of linguistic expression, the cultural and historical backgrounds, communication styles, traditions and communication within a diverse population.

Se refiere a la variedad de idiomas, lenguas acentos que se hablan un lugar, es decir país o en un área geográfica determinada, comunidad que permite la comunicación

Ejemplo

Las lenguas que más se hablan in México son el náhuatl con un millón de 725 mil hablantes, seguid del maya con mas de 859 mil, el mixteco con 517 mil etc.

Ejercicio

Escribe la diversidad lingüística de:

USA: _____

England: _____

Canada: _____

2.-La diversidad cultural es la existencia de diferentes culturas dentro de un país o nación. Ser refiere a la inclusión de diferentes perspectivas culturales en una organización o sociedad

EXAMPLES

Culturally diverse settings may have a range of approaches to things like:

- Religion
- Food
- Communication styles
- Taboos
- Ethics
- Languages

Cultural diversity is the existence of different cultures within a country or nation. Being refers to the inclusion of different cultural perspectives in an organization or society.

Contesta lo que se te pide acerca de la diversidad cultural

Cultural DIVERSITY

Use this worksheet to tell more about your culture and the traditions of your family

1 Language my family and I speak _____ _____ _____	2 My favourite tradition _____ _____ _____
3 My favourite traditional food _____ _____ _____	4 Clothes worn in my culture _____ _____ _____
5 Holidays celebrated in my culture _____ _____ _____	

CUTURAL HABIT

Cultural habits are behaviors acquired copied from generation to generation
example: say hello or give a Kiss on the cheek

Los hábitos culturales son comportamientos, actividades copiadas o aprendidas de generación en generación ejemplo: decir Hola o saludar con un beso en la mejilla son hábitos que los hemos aprendido:

Answer the questions

1.- What is a cultural habit? _____

2.- Write 3 examples about cultural habit ((Different from the examples above)

3.- What is the accepted way to greet someone in your culture?

CONTENIDO: La identidad y cultura de los pueblos de habla inglesa

PROCESO DE DESARROLLO DE APRENDIZAJE: Construye un a propuesta de comunicación en inglés oral y escrita, donde contrastes, valores y promuevas rasgos de una sociedad intercultural

CONTRASTING CONNECTORS

Un conector se usa para unir ideas o rechazarlas. **A connector is used to join ideas or reject them**

CONTRASTE / CONTRAST

But (Pero)

- *I want to order a burger but I don't know if I should.*
- *Quiero ordenar una hamburguesa pero no sé si debería.*

Although/ though (aunque)

- *Although a hot dog sounds good too.*
- *Aunque un perro caliente suena bien también.*

In spite of/despite the fact that (a pesar de)

- *Despite the fact that I ordered a burger, I want a Hot dog now.*
- *A pesar del hecho que ya ordené una hamburguesa, ahora quiero un perro caliente.*

However (sin embargo)

- *I know I asked for the burger; however I think I want a Hot dog too.*
- *Yo sé que pregunté por la hamburguesa, sin embargo creo que quiero un perro caliente.*

Nevertheless/nonetheless (no obstante)

- *The hot dog takes longer, nonetheless the burger does too.*
- *El perro caliente toma más tiempo, no obstante la hamburguesa también.*

On the other hand (por otra parte)

- *On the other hand I should stick with the burger.*
- *Por otra parte debería quedarme con la hamburguesa.*

By contrast/in contrast to/with (por el contrario/encontraste con)

- *By contrast the hot dog looks much bigger.*
- *En contraste el perro caliente se ve más grande.*

Instead of (en lugar de / en vez de)

- *...I think I'll eat chicken instead of the hot dog.*
- *...Creo que voy a comer pollo en vez de el perro caliente.*

Select 5 connectors and write sentences with them.

- 1.- _____
- 2.- _____
- 3.- _____
- 4.- _____
- 5.- _____

Cultural similarities and differences

Lee el texto (read the text)

Read the article about the Cultural similarities and differences between Ecuador and the United States.



Cultural similarities and differences between Ecuador and the United States

Ecuador's distinct culture is as vibrant and beautiful as the hand-woven tapestries of its local artisans, including a fair mix of indigenous practices along with European colonial influence. Almost everyone in Ecuador has a mixed-race background, which has resulted in tremendous cultural diversity as well as unique customs and traditions across the whole country. **On the other hand**, the culture of the United States of America was originally influenced by British European cultures, **also** is an ethnically and racially diverse country as a result of large-scale immigration from many different countries throughout its history.



Besides, in all of Ecuador's major cities, Spanish is the official language **while** in The United States its official language is English, **however**, this does not mean that there are no citizens who express themselves in Spanish or another language. The U.S. is one of the most religious in terms of its demographics, nowadays, governments at the national, state and local levels are secular institutions, what is often called the "separation of church and state", that's the reason why the most popular religion in the U.S. is Christianity, **while**, the predominant religion in Ecuador is Roman Catholic.

Two of the most popular activities in Ecuador are soccer and dancing, also to relax, there's a buzzing weekend culture of nightclubs, that pump up the music for a night full of salsa, bachata, merengue, and other styles of dance, **similarly** to the United States. Ecuadorian food consists mainly of soup and stews, corn pancakes, rice, eggs, and vegetables. Seafood is excellent, even in the highlands. In the **same** way, the cuisine of the United States is extremely diverse, for example, the Traditional American cuisine uses ingredients such as turkey, sweet potatoes, corn (maize), squash, and maple syrup, **as well as** indigenous foods.

Classify the information use the text

Ecuador Differences	Similarities Ecuador/United States	United States Differences

COMMUNITY PROBLEM

CONTENIDO: El uso de la lengua inglesa para expresar necesidades, interés y problemas de la comunidad

PROCESO DE DESARROLLO DE APRENDIZAJE: Organiza una campaña en inglés sobre soluciones a problemas de la comunidad

Negative situation that affects the living conditions of a community, at a specific time and in a specific place. It is about the lack of something good or something bad that affects the social development of the group.

Un problema comunitario es una situación negativa que afecta las condiciones de vida de una comunidad, en un tiempo concreto y en un lugar específico. Trata sobre la falta de algo bueno o algo malo que afecta el desenvolvimiento social del colectivo.

EXAMPLES:

COMMON COMMUNITY PROBLEMS

incorrect use of water
lack of public lighting
garbage on the street
crime on public transport
neighbors noise
flooding
crime in the street
garbage in the parks

Exercise

.Select and write a problem that your community has where you express 2 causes, those affected, two possible solutions and 2 actions in English

PROBLEM: _____

CAUSES (2): _____

AFFECTED: _____

SOLUTIONS (2): _____

ACTIONS (2): _____

POEM

CONTENIDO: Manifestaciones artísticas y culturales del inglés

PROCESO DE DESARROLLO DE APRENDIZAJE: Crear poemas cortos a partir del uso de recursos estéticos de las ingles en producciones orales y escritas, para difundirse en la comunidad escolar

POEM

WHAT IS A **POEM**?



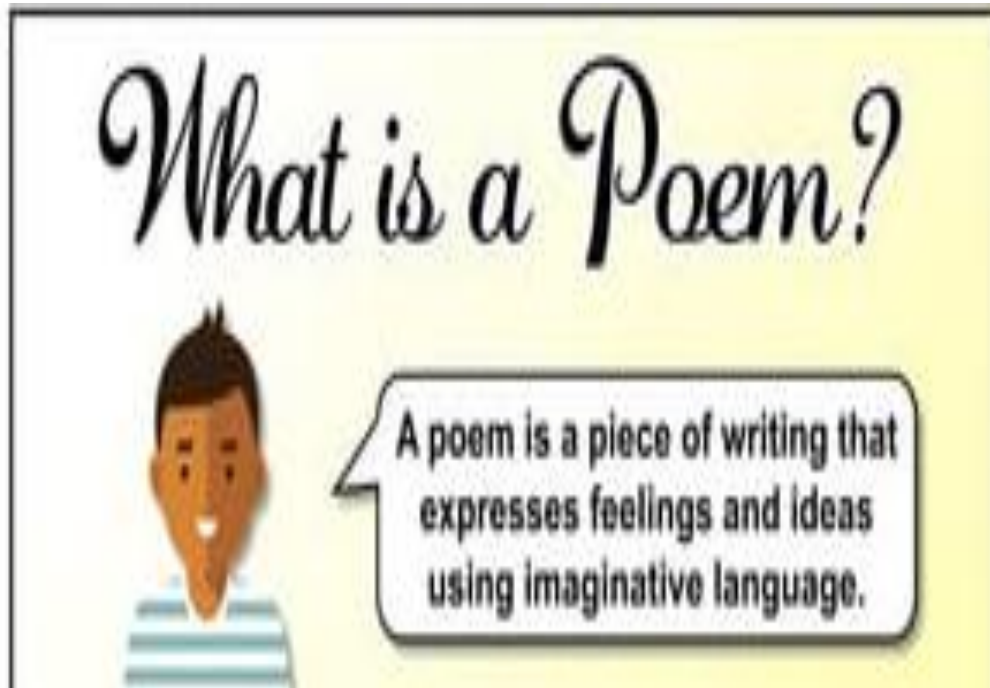
A **poem** is a piece of writing in which the words are chosen for their beauty and sound and are carefully arranged, often in short lines which rhyme.

EXAMPLE OF POEM

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

Un poema es un escrito en el que palabras se eligen por su belleza y sonido y se ordenan cuidadosamente, a menudo en líneas cortas que riman, estrofas, en verso



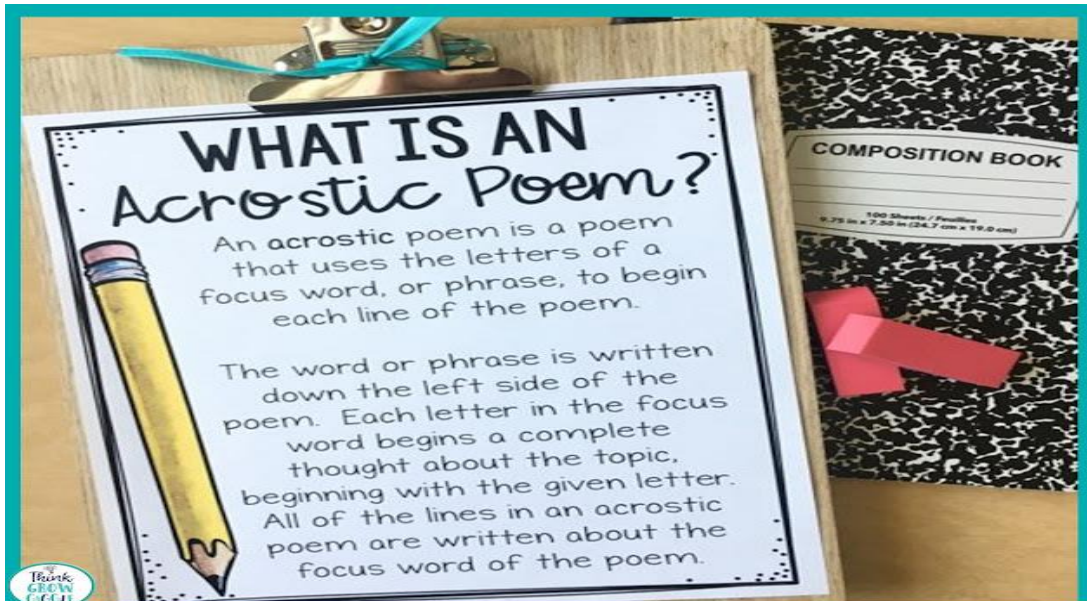
Exercise

Write a short poem that rhyme in stanzas and verses

A large, empty rectangular box with a black border, intended for writing a poem.

Acrostic

Es un poema donde ciertas letras iniciales generalmente forma una palabra.



Examples:

The Word is **CATS**



The Word is **friendship**



Write 2 acrostics

The Word is **SCHOOL**

The Word is **MOTHER**

FABLE

Una fábula es un cuento corto que enseña una lección moral, la historia puede estar en prosa en verso y generalmente los personajes son animales que hablan y se comportan como la gente

What is a fable?

- a very short story
- teaches a moral or a practical lesson about how to succeed in life.
- started as an early form of storytelling
- believed to have been originated in India
- features animals, plants, and forces of nature with human characteristics
- Story told by word of mouth from generation to generation



Exercise

Write an example of a fable (escribe un ejemplo de una fábula en inglés)

MORAL

Una moraleja es una enseñanza, lección o guía para vivir que puedes aplicar a tu vida.

Moral of the Story

- Most stories that focus on a moral are called Fables
- What is a moral?
 - A lesson or guide for living that you can apply to your own life
- The moral can usually be seen through what the characters learn

Exercise

Select a fable, read it and write the moral with your own words in English (selecciona una fábula, léela y escribe con tus propias palabras la moraleja)

Fable name: _____

Summary: _____

Moral: _____

ACONTECIMIENTO HISTORICO

CONTENIDO: Relatos en inglés para expresar sucesos significativos familiares, escolares comunitarios y sociales.

PROCESO DE DESARROLLO DE APRENDIZAJE: Recupera un acontecimiento histórico comunitario y elabora un texto oral y escrito en inglés para expresar su postura haciendo uso de recursos visuales o auditivos

Se trata de un suceso del pasado que una comunidad

EVENTO HISTORICO

CONTENIDO: Relatos en inglés para expresar sucesos significativos familiares, escolares comunitarios y sociales.

PROCESO DE DESARROLLO DE APRENDIZAJE: Recupera un acontecimiento histórico comunitario y elabora un texto oral y escrito en inglés para expresar su postura haciendo uso de recursos visuales o auditivos

Para hablar de eventos o sucesos históricos debes conocer el tiempo gramatical pasado simple

MODO AFIRMATIVO	MODO INTERROGATIVO	MODO NEGATIVO
I played Yo jugué	Did I play? ¿Jugué yo?	I did not play Yo no jugué
You played Tú jugaste	Did you play? ¿Jugaste tú?	You did not play Tú no jugaste
He played Él jugó	Did he play? ¿Jugó él?	He did not play Él no jugó
She played Ella jugó	Did she play? ¿Jugó ella?	She did not play Ella no jugó
It played Él/Ella jugó	Did it play? ¿Jugó él / ella?	It did not play Él / Ella no jugó

Para emplear el pasado simple se utilizan verbos regulares que son los que terminan en ED, y los irregulares son los que cambian la escritura al conjugar en pasado.

REGULAR VERBS		IRREGULAR VERBS	
<i>Base form</i>	<i>Past form</i>		
• answer	answered	• Be	was/were
• carry	carried	• Eat	ate
• explain	explained	• Go	went
• like	liked	• Have	had
• love	loved	• Know	knew
• stay	stayed	• See	saw
		• Take	took

SIMPLE PAST

I. Write the past tense of the following verbs.

- | | | | |
|----------|-------|------------|-------|
| 1. do | _____ | 2. drink | _____ |
| 3. clean | _____ | 4. speak | _____ |
| 5. take | _____ | 6. watch | _____ |
| 7. eat | _____ | 8. wake up | _____ |
| 9. write | _____ | 10. play | _____ |

II. Complete the sentences below by using simple past.

1. I _____ to Canada last month to see the snow. (go)
2. My mom _____ pasta yesterday. (prepare)
3. Last year my dad _____ a course about fires (take)
4. Our cousin Matthew _____ with us because he was ill. (play)
5. Your brother _____ many TV shows so he didn't sleep. (watch)
6. The choreographer _____ for many years to be the best. (dance)
7. OMG! It _____ a lot, now we can't go to the park. (rain)

III. Change the sentences to negative form.

1. I ran 5 kms in the last marathon.

2. My uncle Joe sang a romantic song in the karaoke last weekend.

3. My cat ate so much food!

4. The coach asked us to practice more our strategies for the game.

5. My sister's boyfriend gave her some flowers and chocolates last night.

6. I did my homework on time.

IV. Choose the correct option.

1. What _____ you do yesterday?
a. do **b. did** **c. are**
2. I _____ the exam, now I have to repeat it.
a. didn't passed **b. didn't pass** **c. didn't passing**
3. He _____ take a shower because we ran out of shampoo.
a. did't **b. did not** **c. didn't**
4. My mom _____ angry with me yesterday but now she is ok.
a. is **b. were** **c. was**
5. _____ you study for the exam that we have today?
a. are **b. did** **c. do**
6. I _____ English in Canada in 2018.
a. studied **b. study** **c. studies**

EXERCISE

Answer the exercise

Past Simple Questions

Questions

Did I/you/he/she/it/we/they **play**?

Short answers

Yes, I/you/he/she/it/we/they **did**.

No, I/you/he/she/it/we/they **didn't**.

When we make questions with **Did** in the **past simple**, we don't add **-ed** or **-d** to the main verb.

Did she **talk** to her friend? ✓ ~~Did she **talked** to her friend?~~ ✗

Ex.1 Choose and write.

- | | |
|--|--------------------|
| 1 Did Sue visit her grandma this morning? | a Yes, we did. |
| 2 Did you talk on the phone this afternoon? | b No, he didn't. |
| 3 Did Peter and Daisy paint the picture? | c Yes, it did. |
| 4 Did the boy help his mum yesterday? | d No, they didn't. |
| 5 Did the kangaroo jump six metres? | e Yes, she did. |
| 6 Did you and your friends dance at the party yesterday? | f Yes, I did. |

Ex.2 Choose and write. Then answer.

~~play~~ listen cook clean work talk

- | | |
|--|--------------------------|
| 1 <u>Did</u> Vicky <u>play</u> football at school? | No, <u>she didn't</u> . |
| 2 <u> </u> they <u> </u> lunch yesterday? | Yes, <u> </u> . |
| 3 <u> </u> you <u> </u> on the phone yesterday? | No, <u> </u> . |
| 4 <u> </u> Jack <u> </u> up his bedroom this afternoon? | Yes, <u> </u> . |
| 5 <u> </u> Julie <u> </u> for a newspaper last summer? | Yes, <u> </u> . |
| 6 <u> </u> your aunt and uncle <u> </u> to the radio
yesterday evening? | No, <u> </u> . |

Wh questions

What Cual/ sirve las solicitar información general

Who Quién / emplea para personas

When Cuando/ se emplea para solicitar fechas

Where Donde / se emplea para solicitar lugares

Why Por que / se emplea para solicitar explicaciones o razones

How many Cuanto hay /se emplea para solicitar cantidades

Complete the sentences with correct wh-question

1. _____ is your name?

a) Why b) What c) Where

What

2. _____ are you late to the class?

a) Which b) why c) How many

3. _____ brothers do you have?

a) Who b) How many c) How

When

4. _____ are you sad?

a) What b) Why c) What

5. _____ do you look tired?

a) Which b) Why c) What

How
many

6. _____ will you reach home?

a) What b) Where c) When

Complete the questions

Fill in the blank spaces using: Who, What, When, Where, Why, How. Then match each sentence to the right picture.



1. _____ is she? She is my teacher.

2. _____ time is it? It's 2:55 PM.

3. _____ are they? They are in the School.

4. _____ is he sad? Because he failed the quiz.

5. _____ is Christmas? It's on 25th December.

6. _____ is it? It's a lamp.

7. _____ are they? They're at the Zoo.

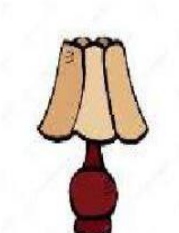
8. _____ are you? I'm bad, I'm sick.

9. _____ is he doing? He's writing.

10. _____ is she doing? She's painting.

11. _____ is she so happy? Because, she won the quiz.

12. _____ are they? They are at the cinema.



Evento histórico

Es un evento o acontecimiento único e irrepetible. Ocurre en un espacio (lugar) y tiempo (día, año) específico. Provoca cambios significativos en el desarrollo de un pueblo, país, continente o el mundo entero.

It is a unique and unrepeatable event or event. It occurs in a specific space (place) and time (day, year). It causes significant changes in the development of a town, country, continent or the entire world.

Examples:

Bombings in Hiroshima and Nagasaki. ...

The fall of the Roman empire. ...

Apollo 11 moon landing. ...

The fall of the Berlin Wall. ...

September 11 attacks. ...

Discovery of America.

Write an historical event

CONTENIDO: Comunicación asertiva y dialógica en inglés para sensibilizar sobre la erradicación de la violencia en las familias y la escuela.

PROCESO DE DESARROLLO DE APRENDIZAJE: Diseña y difunde en inglés propuesta escritas, para sensibilizar a la comunidad acerca de la importancia de erradicar la violencia

Violence/Violencia

Es una acción negativa para dañar a otros, hay tipos de violencia como la psicológica, verbal, mental, sexual, domestica, cultural, física, espiritual y emocional.

What Is Violence?

• **Violence:** behavior that causes injury to people or damage to property

Types of violence

What is Violence?

Definition of Violence

Types of violence

- Physical Violence.
- Sexual Violence
- Emotional Violence
- Psychological Violence
- Spiritual Violence
- Cultural Violence
- Domestic Violence



Exercise

Investigate and describe the types of violence

Physical Violence: _____

Sexual Violence: _____

Emotional Violence: _____

Psychological Violence: _____

Spiritual Violence: _____

Cultural Violence: _____

Domestic Violence: _____

School Violence: _____

Read the text and answer the questions

Read the following text and do as indicated.

School Bullying



Bullying is becoming a very serious problem in more and more schools.

Bullies are very mean people. They are violent and enjoy seeing victims' fearful faces. It makes them think they are stronger than others. Bullies always choose victims who are small, weak, or scared because they know these students probably won't tell school officials.

In my high school years, a group of students bullied anybody during breaks or lunch time. Sometimes, they even took money from the students they bullied.

These bullying situations went on for a long time; however, school officials did not know about it because it happened only in isolated places. The victims never tried to tell the teachers because they were afraid the bullies would take revenge.

Finally, one student told a teacher about that group of students who hit him during the break and took his packed lunch. The bullies were suspended for a week, but after they returned to school, they made that student's life miserable; they taunted him, told jokes about him and made fun of him in all places. The poor kid had to move to another school. After that, none of the other students tried to intervene because they were afraid of being the next victims.

1- Tick the correct alternative. (1.m)

The text is about...

- a- violence at school.
- b- friendship at school.
- c- relationships between students and teachers.

2- Answer the following questions. (1mk)

Did victims usually tell the teachers when they got bullied? Why?

.....

.....

3- Say whether the following statements are true (T) or false. (F) (2m)

- a- School officials knew everything about bullying in their schools.
- b- When they were punished, the bullies stopped annoying the other students.

VIDA SALUDABLE

CONTENIDO: Mensajes en inglés en medios de comunicación masiva que promueva una vida saludable

PROCESO DE DESARROLLO DE APRENDIZAJE: Cuenta historias en inglés, sobre ejemplos de vida saludable y las difunde mediante el uso de los medios de comunicación, para sensibilizar a la comunidad

Un estilo de vida saludable significa reducir al mínimo la presencia de factores de riesgo en nuestra vida, los cuales nos afectan negativamente. Estos factores se pueden dividir principalmente en tres aspectos: la alimentación, la actividad física y el consumo de sustancia adictivas.

A healthy lifestyle means minimizing the presence of risk factors in our lives, which negatively affect us. These factors can be divided mainly into three aspects: diet, physical activity and the consumption of addictive substances.



Answer the questions about healthy lifestyle

1.- What is the healthy lifestyle?

2.- What are the beneficts of having a healthy lifestyle? (mínimum 3

3.- What are the consequences of not having a healthy lifestyle? (minimum 3)

4.- Write 3 recommendations afirmatives

5.- Write 3 recommendations negatives

INCLUSION SOCIAL

CONTENIDO: El uso del inglés en la construcción de mensajes a favor de la inclusión

DESARROLLO DE APRENDIZAJE DE APRENDIZAJE: Construye un proyecto en inglés para valorar la diversidad y fomentar la inclusión social en su entorno

El proceso de mejorar las condiciones para que los individuos y los grupos participen en la sociedad, dicho proceso de mejorar la capacidad, las oportunidades y la dignidad de las personas desfavorecidas por su identidad. Es decir, la inclusión social es la igualdad

What is social inclusion ?



"Social inclusion is a process that ensures that those at risk of societal exclusion gain the opportunities and resources necessary to **participate fully in economic, social, political and cultural life** and to enjoy a standard of living considered normal in the society in which they live."

What is social inclusion?



- The process of improving the **terms** for **individuals and groups** to take part in society
- The process of improving the **ability, opportunity and dignity** of **people disadvantaged on the basis of their identity** to take part in society

Social inclusion is...

- Specific to time, place and identities
- Multidimensional
- Related to poverty and inequality, but goes beyond these
- Both an outcome and a process

Answer the question

1.- Have you ever been excluded? Why

2.- How did it make you feel?

3.- How can you make sure that everyone feels included in future?

4.- Look at the picture and describe it





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