

Sistema Nacional de Bachillerato
de la Nueva Escuela Mexicana

GUIA DEL ESTUDIANTE

Inglés I



Datos del Estudiante

Nombre:_____.

Plantel:_____. Grupo:_____. Turno:_____.

COLEGIO DE BACHILLERES DE TABASCO

Mtro. Fernando Yrys Hernández

Director General

Mtra. Ana Fanny Hernández Montero

Directora Académica

Lic. Celis del Carmen Ranero Lara

Subdirectora de Planeación Académica

Mtra. Guadalupe Soberanes Ramón

Jefa del Departamento de Programas de Estudio

Asignatura: **Inglés I**

Edición: **2025-2026A**

En la realización de la Estructuración del presente material participaron:

Coordinador Académico:

Miguel Betancourt Hernández

Plantel 13

Asesores Situación de Aprendizaje y Guía Didáctica:

Martha Concepción Durán Cuj

Plantel 1

Nuris Baltazar Esponda

Plantel 3

Eréndira Eunice Cruz Dupeyrón

Plantel 51

Moderador:

Mtra. Irma López Castillo

Dirección Académica

Edición 2025

Este material fue elaborado bajo la coordinación y supervisión del Departamento de Programas de Estudio de la Dirección Académica del Colegio de Bachilleres del Estado de Tabasco y el contenido de este es gratuito, sin fines de lucro.

Queda prohibida la reproducción total o parcial de este material por cualquier medio electrónico o mecánico, sin autorización por escrito del Colegio de Bachilleres del Estado de Tabasco.



CONTENIDO

CONTENIDO	3
PRESENTACIÓN	6
META EDUCATIVA	7
PROPÓSITOS Y CONTENIDOS FORMATIVOS, PRIMER PARCIAL	7
PROPÓSITOS Y CONTENIDOS FORMATIVOS, SEGUNDO PARCIAL	8
CONOCE TU GUÍA DIDÁCTICA (SIMBOLOGÍA)	9
CALENDARIO ESCOLAR 2025-2026	10
SITUACIÓN DE APRENDIZAJE 1	12
PROPÓSITO DE LA SITUACIÓN	12
PROBLEMA DEL CONTEXTO	12
CONFLICTO COGNITIVO	12
EVALUACIÓN DIAGNÓSTICA DEL 1ER PARCIAL	13
PROPÓSITO FORMATIVO 1	14
<i>CHALLENGE 1.1: PERSONAL PRONOUNS</i>	16
<i>CHALLENGE 1.2: READING (VERB TO BE)</i>	17
<i>CHALLENGE 1.3: INTRODUCING MYSELF</i>	18
<i>CARDINAL NUMBERS AND ORDINAL NUMBERS</i>	19
PROPÓSITO FORMATIVO 2	20
<i>CHALLENGE 2.1: VOCABULARY</i>	21
<i>CHALLENGE 2.2: IMPERATIVES</i>	23
<i>CHALLENGE 2.3: READING IMPERATIVES</i>	24
PROPÓSITO FORMATIVO 3	25
<i>GRAMMAR EXPLANATION: COMMON ADJECTIVES</i>	25
<i>CHALLENGE 3.1: READING (ADJECTIVES)</i>	28
<i>CHALLENGE 3.2: WRITING (ADJECTIVES)</i>	28
<i>GRAMMAR EXPLANATION: DEMONSTRATIVE ADJECTIVES</i>	28
<i>CHALLENGE 3.3: VOCABULARY (SCHOOL OBJECTS)</i>	30
<i>CHALLENGE 3.4: DEMONSTRATIVE ADJECTIVES</i>	31
<i>VOCABULARY: PARTS OF THE HOUSE AND FURNITURE</i>	31



CHALLENGE 3.5: DEMONSTRATIVE ADJECTIVES AND FURNITURE	32
CHALLENGE 3.6: FURNITURE	32
CHALLENGE 3.7: PLURALS	34
GRAMMAR EXPLANATION: DENFINITE AND INDEFINITE ARTICLES	34
CHALLENGE 3.8: INDEFINITE ARTICLES	35
CHALLENGE 3.9: DEFINITE ARTICLES.....	36
GRAMMAR EXPLANATION: PLURALS	36
CHALLENGE 3.10: PLURALS	37
CHALLENGE 3.11:SPEAKING	37
RÚBRICA PARA LA ENTREVISTA DE LA SA1	39
SITUACIÓN DE APRENDIZAJE 2.....	41
PROPÓSITO DE LA SITUACIÓN	41
PROBLEMA DEL CONTEXTO	41
CONFLICTO COGNITIVO	41
EVALUACIÓN DIAGNÓSTICA DEL SEGUNDO PARCIAL.....	42
PROPÓSITO FORMATIVO 4	44
CHALLENGE 4.1: VERB TO BE; NEGATIVE FORM; YES/NO QUESTIONS	46
CHALLENGE 4.2 WRITING-POSSESSIVE ADJECTIVES	47
CHALLENGE 4.3 READING “MY FAVORITE PLACES”	48
PROPÓSITO FORMATIVO 5	49
CHALLENGE 5.1: WH- QUESTIONS	50
CHALLENGE 5.2: INTERROGATIVE SENTENCES	51
CHALLENGE 5.3: PREPOSITIONS OF TIME.....	52
CHALLENGE 5.4: LISTENING. WHAT TIME IS IT?	54
CHALLENGE 5.5: READING AND WRITING.....	57
PROPÓSITO FORMATIVO 6	58
CHALLENGE 6.1: GRAMMAR “THERE IS/ARE”	59
CHALLENGE 6.2: PLACES IN THE CITY.....	60
CHALLENGE 6.2: PLACES IN THE CITY.....	61
CHALLENGE 6.3: PARTS OF A HOUSE.....	62
CHALLENGE 6.4: PARTS OF A HOUSE.....	63
CHALLENGE 6.5: THERE IS AND THERE ARE	63
CHALLENGE 6.6: GRAMMAR “PREPOSITIONS”	64
CHALLENGE 6.7: GRAMMAR “PREPOSITIONS”	65



CHALLENGE 6.7: PREPOSITIONS & THERE IS AND THERE ARE	66
CHALLENGE 6.8: PHYSICAL DESCRIPTIONS.....	69
CHALLENGE 6.9: BODY PARTS	70
PROPÓSITO FORMATIVO 7	71
CHALLENGE 7.1: WH- QUESTIONS	72
CHALLENGE 7.2: FAVORITE AND PREFER.....	73
CHALLENGE 7.3: GERUNDS	74
CHALLENGE 7.4: ADJECTIVES AND VERY	75
CHALLENGE 7.5: CONJUNCTIONS (BECAUSE, AND, SO)	76
PROPÓSITO FORMATIVO 8	77
CHALLENGE 8.1: POSSESSIVE PRONOUNS.....	77
CHALLENGE 8.2: SAXON GENITIVE ('S)	78
CHALLENGE 8.3: WHOSE	79
RÚBRICA PARA LA PRESENTACIÓN DIGITAL	80
REFERENCIAS BIBLIOGRÁFICAS.....	81
HIMNO	85
PORRA	86
COBACHITO	87



Presentación

Bienvenido al Colegio de Bachilleres de Tabasco.

Sabemos que estás comenzando una nueva etapa después de la secundaria, llena de retos y oportunidades. Entre ellas está aprender inglés 1, una asignatura escolar que también es una herramienta que puede abrirte muchas puertas en el futuro: viajar, hacer nuevos amigos, entender música, películas, videojuegos y hasta conseguir mejores oportunidades de estudio y trabajo.

Esta Guía del Estudiante será tu compañera en el primer semestre. Aquí encontrarás actividades, ejemplos y explicaciones que te ayudarán a avanzar paso a paso en el aprendizaje del inglés. Lo mejor es que no se trata solo de memorizar, sino de usar el idioma en situaciones reales y divertidas.

Durante este primer parcial aprenderás a:

1. Presentarte y presentar a otras personas: Imagina que conoces a alguien de otro país o que quieres hablar con un nuevo amigo en inglés. Aquí aprenderás a saludar, decir tu nombre, tu edad, tu nacionalidad y hasta contar de dónde vienes. También descubrirás cómo usar el verbo to be, los pronombres, los números y los saludos más comunes.
2. Participar en tu salón de clases: Aquí te volverás más seguro para pedir permiso, aclarar dudas y seguir instrucciones en inglés. Aprenderás frases muy útiles como *“Can you repeat that, please?”* o *“May I go to the bathroom?”*. Además, practicarás imperativos, instrucciones y los verbos más usados en la escuela.
3. Describir objetos y lugares de tu vida diaria: ¿Alguna vez has querido describir tu salón de clases, tu cuarto o los objetos que usas todos los días? En este propósito aprenderás adjetivos, colores, tamaños, muebles y objetos comunes, usando palabras sencillas como *this, that, these, those*.

En pocas palabras, esta guía te ayudará a comunicarte en inglés de manera práctica y divertida. No importa si sientes que sabes poco, aquí empezarás desde lo básico y poco a poco irás construyendo tu confianza.

Recuerda que cometer errores es parte del aprendizaje. Aquí estamos para ayudarte. ¡Vamos a aprender inglés de forma práctica, divertida y paso a paso!

Te saludan con afecto,

Los docentes diseñadores de la guía del estudiante de inglés 1



Meta educativa

Que el alumno reconozca y comprenda palabras, frases, expresiones básicas para presentarse, interactuar en el aula y hablar de su entorno inmediato. Inglés 1 equivale al nivel A1 del MCER (Marco Común Europeo de Referencia para las lenguas) y es el punto de partida para desarrollar una relación con el idioma que permita al estudiantado dar sentido y responder de manera simple a situaciones reales desde su propio contexto.

Propósitos y Contenidos Formativos, Primer Parcial

Propósitos formativos	Contenidos formativos
1. Se presenta y presenta a otras personas en distintos contextos sociales y culturales (saluda y comparte información básica con respeto e inclusión).	1. Verbo to be en forma afirmativa 2. Pronombres personales 3. Sustantivos comunes y propios en singular y plural 4. Información personal: nombre, edad y nacionalidad 5. Números cardinales 6. Números ordinales 7. Países 8. Nacionalidades 9. Saludos formales 10. Saludos informales
2. Sigue indicaciones y participa en interacciones básicas dentro del aula (pide permiso, aclara dudas y responde a instrucciones).	1. Imperativos en forma afirmativa 2. Imperativos en forma negativa 3. Instrucciones comunes del aula 4. Materiales comunes del aula 5. Verbos frecuentes para actividades escolares: open, close, read, listen 6. Expresiones útiles en clase: How do you say... in English?, May I go to the bathroom?, Can you repeat that, please?
3. Identifica y describe objetos y espacios cotidianos del hogar o la escuela (reconoce características como forma, color y tamaño).	1. Adjetivos comunes 2. Demostrativos: this, that, these, those 3. Artículo definido: the 4. Artículos indefinidos: a, an 5. Objetos del aula 6. Objetos del hogar 7. Muebles 8. Colores 9. Tamaños

Propósitos y Contenidos Formativos, Segundo Parcial

Propósitos formativos	Contenidos formativos
4. Solicita y proporciona información personal básica en contextos escolares y comunitarios (nombre, edad, nacionalidad, teléfono, dirección, correo)	11. Verbo to be (forma interrogativa y negativa) 12. Preguntas cerradas (yes/no) 13. Adjetivos posesivos (my, your, his, etc.) 14. Números de teléfono y direcciones 15. Alfabeto y deletreo básico (para aclarar su nombre y apellido y dar correo electrónico) Profesiones comunes en contexto (teacher, doctor, cook, driver, etc.) y vocabulario escolar
5. Hace preguntas sencillas para obtener información general (ubicación, horarios).	1. Preguntas abiertas con wh- (what, where, when, who, how) 2. Verbo to be (revisión de forma interrogativa) 3. Orden de las palabras en preguntas 4. Preposiciones de tiempo (in, on, at) 5. Años, días y meses 6. Horas y momentos del día 7. Lugares en la comunidad Materiales escolares
6. Describe personas, vestimenta y clima, en contextos cotidianos, respetando la diversidad (identificación y ubicación en el entorno).	10. There is/are 11. Preposiciones de lugar (in, on under) 12. Características físicas (tall, short, etc.) 13. Lugares de localidad (park, school, hospital, etc.) 14. Habitaciones de la casa 15. Objetos cotidianos
7. Expresa gustos y opiniones simples en situaciones cotidianas (habla sobre preferencias y razones de forma empática).	1. Revisión de preguntas abiertas con wh- (what, where, when, who, how, why) 2. Uso de favorite en frases simples y uso de prefer (My favorite color is blue; I prefer coffee.) 3. Verbo -ing (gerundio) 4. Intensificadores básicos (very) 5. Adjetivos (big/small, hot/cold) 6. Actividades y eventos comunes (party, study, etc.) 7. Pasatiempos Conjunciones: because, and, so (para responder y dar razones)
8. Expresa, pertenencia de forma clara y respetuosa (pregunta, y responde sobre posesión con el genitivo y los pronombres posesivos).	1. Pronombres posesivos (mine, yours, his, hers) 2. Genitivo sajón ('s) con nombres propios en singular (It's Maria's) 3. Preguntas con whose (Whose pencil is this?) 4. Objetos personales y escolares 5. Colores y materiales Frases simples para indicar pertenencias (It's Ana's, It's mine)

Conoce tu Guía Didáctica (Simbología)

Ícono	Descripción
	Docente explica: Espacio sugerido para que el docente profundice, ejemplifique o adapte los conocimientos del Programa de Estudio al contexto de su grupo o comunidad educativa.
	Actividad SIGA: Indica la actividad o producto que debe ser registrado en la plataforma SIGA como evidencia obligatoria del avance del estudiante. La palabra “EVIDENCIA” debe aparecer resaltada.
	Evaluación Diagnóstica: Actividad inicial del submódulo que permite identificar los conocimientos previos del estudiante. Sus resultados orientan la planeación didáctica y las estrategias de acompañamiento.
	Instrumento de evaluación: Documento que establece los criterios, niveles de desempeño y ponderaciones que se utilizarán para evaluar el producto esperado. Puede presentarse como rúbrica, lista de cotejo u otro formato adecuado.
	Conflicto Cognitivo: Presenta una situación problema, caso o pregunta retadora que genera duda o sorpresa, motivando al estudiante a cuestionar sus ideas previas y activar su pensamiento crítico.
	Importante: Indicación destacada de un contenido, concepto o dato que requiere especial atención por su relevancia en la comprensión general del tema.

Sistema Nacional de Bachillerato
de la Nueva Escuela Mexicana



Situación de Aprendizaje 1

Who Are You?



Situación de Aprendizaje 1

Who Are You?

Propósito de la situación

En equipo los estudiantes elaborarán y presentarán una entrevista en inglés donde practiquen estas habilidades, favoreciendo la inclusión y el respeto intercultural.

Problema del contexto

Lupita, estudiante de nuevo ingreso en el COBATAB, comparte con su profesora de inglés que recientemente llegaron nuevos vecinos a su colonia. La familia es extranjera y tienen una hija de su misma edad llamada Sharon. Lupita desea entablar una amistad con ella, pero se siente preocupada porque Sharon no habla español y no sabe cómo comunicarse. A partir de esta situación, la profesora decide trabajar con sus estudiantes, incluida Lupita, para apoyarlos en el desarrollo de expresiones básicas en inglés que les permitan presentarse, saludar, compartir información personal y comunicarse en el aula. Como proyecto final, los estudiantes elaborarán y presentarán una entrevista en inglés donde practiquen estas habilidades, favoreciendo la inclusión y el respeto intercultural.

Conflicto cognitivo

1. ¿Cuáles son las preguntas básicas para poder conocer a alguien que conoces por primera vez?
2. ¿Sabes usar correctamente los pronombres personales en inglés? Escribe tres ejemplos.
3. ¿Puedes emplear adecuadamente el verbo “to be” en presente (am, is, are)?
4. ¿Qué es un adjetivo demostrativo?
5. ¿Cuáles son los artículos indefinidos?
6. ¿Cuáles son los artículos definidos?



Evaluación diagnóstica del 1er parcial

Nombre _____. Grupo _____.

Instrucciones: Marca la opción correcta.

1. ¿Cuál es la forma correcta del verbo "to be" para "I" en presente?
a) are b) am c) is
2. ¿Cuál es el pronombre correcto para "María"?
a) He b) She c) It
3. ¿Cuál de los siguientes es un sustantivo propio?
a) dog b) pencil c) México
4. Completa: My name _____ Juan.
a) are b) is c) am
5. ¿Cómo se escribe el número 15 en inglés?
a) fifty b) fifteen c) five
6. ¿Cuál de los siguientes es un saludo informal?
a) Good morning b) Hi c) Good evening
7. ¿Cuál de los siguientes representa una nacionalidad?
a) Spain b) Spanish c) America
8. ¿Cuál es la forma correcta del imperativo afirmativo para pedir a alguien que abra la puerta?
a) Open the door. b) Opens the door. c) To open the door.
9. ¿Cuál es la forma correcta del imperativo negativo para decir "No hables"?
a) Not speak. b) Don't speak. c) No speak.
10. ¿Qué expresión usarías para pedir que repitan algo?
a) May I go to the bathroom? b) Can you repeat that, please? c) How do you say... in English?
11. ¿Cuál de estos NO es un material común del aula?
a) Notebook b) Chair c) Pizza
12. ¿Qué verbo significa "leer"?
a) Read b) Write c) Listen
13. ¿Cuál es el demostrativo correcto para un objeto cercano en singular?
a) This b) Those c) These
14. Completa: It is _____ apple.
a) a b) an c) the
15. ¿Cuál de los siguientes adjetivos describe tamaño?
a) Big b) Red c) Chair

Propósito Formativo 1

PROPÓSITO 1. Se presenta y presenta a otras personas en distintos contextos sociales y culturales (saluda y comparte información básica con respeto e inclusión).



TO BE

The verb to be is an irregular verb; the most common use of the verb to be is to talk about names, ages, feelings, nationalities, and professions, especially when talking in the present tense.

Usage: Be as a main verb

1. To indicate position or relation in a family or at work (jobs and professions): - Pedro is my brother. - They are engineers. - He is not the manager of the company. - Are you a doctor? 2. To indicate a location: - I am from Spain. - We aren't at work. - She is at school. - Are they on Holiday? 3. To express qualities about someone or something: - Maria is beautiful. - They are intelligent. - We aren't English. - He is tall.	4. Nationality and group identity: <i>Is she Irish or English?</i> <i>I am an Arsenal fan.</i> <i>He's a member of the rowing club.</i> 5. Age: <i>I am seventeen years old.</i> <i>How old is she?</i> 6. Time: <i>What time is it?</i> <i>We are always late!</i> <i>The meeting is on the fifth of October.</i> 7. Behaviour and personality: <i>He is always gentle.</i> <i>Is she nice?</i> <i>The children can be rough with the new puppy.</i>
---	---

	SUBJECT	VERB TO BE	COMPLEMENT
AFFIRMATIVE FORM	I	am / 'm	Mexican
	He	is / 's	a student.
	She		intelligent.
	It		a big dog.
	We	are / 're	fifteen years old.
	You		friendly.
	They		married.



PERSONAL PRONOUNS

The personal pronoun is a noun or pronoun that usually comes at the beginning of a sentence.

Person	Singular	Plural
1st Person	I am a student.	We love fruits
2nd Person	You are happy.	You are happy.
3rd Person	He is a good friend. She has a dog. It is on the table.	They have 2 cats. They are on the table.

Common Nouns vs. Proper Nouns

Common Nouns are general names for people, places, things, or ideas. They are **not capitalized** unless they begin a sentence.

Examples:

- **boy, city, school, dog**
- “I saw a **dog** in the park.”

Proper Nouns are the **specific names** of people, places, organizations, or things. They are **always capitalized**.

Examples:

- **John, Mexico City, Harvard University, Snoopy**
- “I saw **Snoopy** in the park.”

Quick Comparison:

- Common noun: *She lives in a **city**.*
- Proper noun: *She lives in **New York City**.*
- Common noun: *This is my **teacher**.*
- Proper noun: *This is **Mr. Smith**.*



CHALLENGE 1.1: PERSONAL PRONOUNS

ING1_SA1_CHALLENGE1.1

INSTRUCTION: Complete the activity with the correct personal pronoun **I, you, he, she, it, we, they.**

Example: Tom and Lucy are my cousins. They live in Canada.

1. My name is Laura. ____ am 13 years old.
2. This is my brother. ____ is 15 years old.
3. My mom is a teacher. ____ works at a school.
4. My dog is very funny. ____ loves to play.
5. Peter and I are classmates. ____ are in the same group.
6. Hello, Anna!, ____ are my best friend.
7. My parents are doctors. ____ work at a hospital.

MATERIAL AUDIO VISUAL

VERB TO BE



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

A&t=1s



Remember:

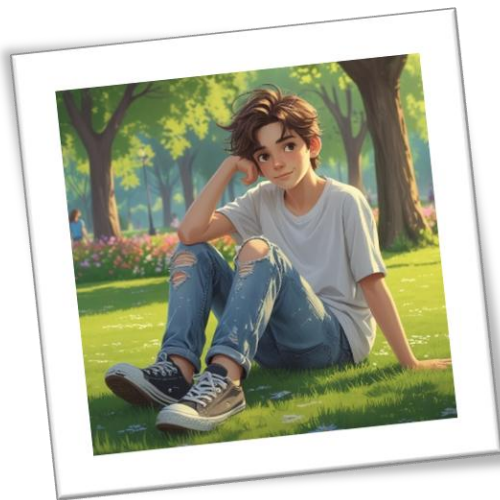
- ✓ **I, you, he, she, it, you, they** are subject pronouns (also called personal pronouns, a term used to include both subject and object pronouns.)
- ✓ **am, are, is** are forms of the verb to be in the simple present.
- ✓ **'m, 're, 's** are short (contracted) forms of am, are, is
- ✓ **'m not, aren't, isn't** are short (contracted forms) of am not,



CHALLENGE 1.2: READING (VERB TO BE)

ING1_SA1_CHALLENGE1.2

I. INSTRUCTION: Read the following text and answer the questions.



My Name Is Alex

Hello! My name is Alex Cantoral. I am 14 years old. I am a student. I am in my first year of high school. I am from Mexico, and I am very happy to be here. This is my family. My mom is a teacher. She is 40 years old. My dad is an engineer. He is 42 years old. They are very kind and smart. I have one sister. Her name is Sofia. She is 10 years old. She is a student, too. She is funny and friendly. We are a happy family. We are always together on weekends. I am proud of my family!

Reading Comprehension Questions (Answer in complete sentences.)

Example: What is Alex's full name? His name is Alex Cantoral.

1. How old is Alex? _____
2. Where is Alex from? _____
3. What is Alex's mom's job? _____
4. How old is Alex's sister? _____
5. Is Alex's dad a teacher? _____
6. Are they a happy family? _____

II. INSTRUCTION: Complete the sentences with the correct form of **am**, **is**, or **are**.

Example: I am a student.

1. My name _____ Alex.
2. My parents _____ kind.
3. My sister _____ 10 years old.
4. We _____ always together on weekends.
5. My mom _____ a teacher.
6. They _____ proud of their family.

VOCABULARY		
#	ENGLISH	SPANISH
1	Chilean	Chileno
2	Canadian	Canadiense
3	French	Francés
4	Colombian	Colombiano
5	Mexican	Mexicano
6	Spanish	Español
7	American	Americano
8	British	Británico
9	Italian	Italiano
10	Argentinian	Argentino



CHALLENGE 1.3: INTRODUCING MYSELF

ING1_SA1_CHALLENGE1.3

INSTRUCTION: Read and complete the sentences with information about you. Use the vocabulary list if necessary and say the sentences out loud to talk about you.

Let me introduce myself

1. Hi, my name's
2. I'm from..... (country)
3. I live in (city)
4. I'm..... years old.
5. My birthday is on.....
6. I'm a student at.....
7. My favorite subject is.....
8. My favorite sport is.....
9. There are people in my family.
10. They are.....
11. My father is a and my mother a
12. I would like to be a..... because
13. My hobby is.....
14. In my free time, I also like.....
15. I don't like.....
16. My favorite food is.....
17. My favorite drink is.....
18. My favorite day of the week is..... Because
19. My favorite months is.....because.....
20. My favorite singer (or band) is.....
21. I like..... (movies).
22. My favorite place is..... I like it because.....
23. The most beautiful place in my country is.....
24. I study English because.....

School subjects

Artistic and Cultural Activities
Humanities
Mathematical Thinking
Matter and Its Interactions
Social Sciences
Digital Culture
English
Physical and Sports Activities
Language and Communication
Natural and Experimental Sciences Laboratory

Hobbies - free time activities

Reading, painting drawing
Playing computer games
Surfing the internet
Collecting stamps, coins,...
Going to the cinema
Playing with friends
Playing with my dog
Going to the park, beach,...
Listening to music
Shopping, singing, dancing
Traveling, camping, hiking

Because...

...I like it a lot.
...I think it's important.
...there are many things to see or do.
...I have to.
...I can relax there.
...it's relaxing, popular, nice...
...it's the last day of the week.
...I'm good at English, Maths...

Movies

Action movie	Sci-fi movie
Comedy	War movie
Romantic comedy	Thriller
Horror movie	Animated cartoons

Months

January
February
March
April
May
June
July
August
September
October
November
December

Jobs

teacher	policeman	doctor
nurse	builder	architect
civil servant	engineer	social worker
secretary	businessman	shop assistant
manager	fire fighter	shopkeeper
cleaner	waiter / waitress	

CARDINAL NUMBERS AND ORDINAL NUMBERS

Cardinal Numbers

Cardinal numbers are used to **count** (¿cuántos?).

Use:

- “I have **three** books.”
- “She is **fifteen** years old.”

Ordinal Numbers

Ordinal numbers are used to **show position or order** (en qué lugar?).

Use:

- “Today is the **first** day of school.”
- “My birthday is on the **fifth** of May.”

Cardinal Numbers		
#	ENGLISH	SPANISH
1	one	uno
2	two	dos
3	three	tres
4	four	cuatro
5	five	cinco
6	six	seis
7	seven	siete
8	eight	ocho
9	nine	nueve
10	ten	diez
11	eleven	once
12	twelve	doce
13	thirteen	trece
14	fourteen	catorce
15	fifteen	quince
16	sixteen	dieciséis
17	seventeen	diecisiete
18	eighteen	dieciocho
19	nineteen	diecinueve
20	twenty	veinte

Ordinal Numbers		
#	ENGLISH	SPANISH
1st	first	primero
2nd	second	segundo
3rd	third	tercero
4th	fourth	cuarto
5th	fifth	quinto
6th	sixth	sexto
7th	seventh	séptimo
8th	eighth	octavo
9th	ninth	noveno
10th	tenth	décimo
11th	eleventh	undécimo
12th	twelfth	duodécimo
13th	thirteenth	decimotercero
14th	fourteenth	decimocuarto
15th	fifteenth	decimoquinto
16th	sixteenth	decimosexto
17th	seventeenth	decimoséptimo
18th	eighteenth	decimooctavo
19th	nineteenth	decimonoveno
20	twentieth	vigésimo

Propósito Formativo 2

PROPÓSITO 2. Sigue indicaciones y participa en interacciones básicas dentro del aula (pide permiso, aclara dudas y responde a instrucciones).

CLASSROOM VOCABULARY		
#	ENGLISH	SPANISH
1	Listen carefully	Escuchen con atención
2	Repeat after me	Repitan después de mí
3	Open your book	Abran su libro
4	Close your book	Cierren su libro
5	Write in your notebook	Escriban en su cuaderno
6	Read aloud	Lean en voz alta
7	Work in pairs	Trabajen en parejas
8	Work in groups	Trabajen en grupos
9	Raise your hand	Levanten la mano
10	Pay attention	Presten atención
11	Sit down	Siéntense
12	Stand up	Párense
13	Come here	Vengan aquí
14	Be quiet	Guarden silencio
15	Don't talk	No hablen
16	Follow the instructions	Sigan las instrucciones

SCHOOL SUPPLIES VOCABULARY		
#	ENGLISH	SPANISH
1	Book	Libro
2	Notebook	Cuaderno
3	Pen	Pluma / Bolígrafo
4	Pencil	Lápiz
5	Eraser	Borrador
6	Ruler	Regla
7	Backpack	Mochila
8	Paper	Papel
9	Scissors	Tijeras
10	Glue	Pegamento
11	Sharpener	Sacapuntas
12	Marker	Marcador
13	Board	Pizarra
14	Desk	Escritorio
15	Chair	Silla
16	Dictionary	Diccionario



CLASSROOM EXPRESSIONS VOCABULARY

#	ENGLISH	SPANISH
1	I don't understand	No entiendo
2	Can you repeat, please?	¿Puede repetir, por favor?
3	How do you say ___ in English?	¿Cómo se dice ___ en inglés?
4	What does ___ mean?	¿Qué significa ___?
5	May I go to the bathroom?	¿Puedo ir al baño?
6	I have a question	Tengo una pregunta
7	Can you help me, please?	¿Puede ayudarme, por favor?
8	Sorry, I'm late	Perdón, llegué tarde
9	Excuse me	Disculpe
10	Thank you	Gracias
11	You're welcome	De nada
12	That's correct	Eso es correcto
13	Almost correct	Casi correcto
14	Try again	Inténtalo de nuevo
15	I don't understand	No entiendo
16	Can you repeat, please?	¿Puede repetir, por favor?

CHALLENGE 2.1: VOCABULARY

ING1_SA1_CHALLENGE2.1

I. INSTRUCTION: Classroom supplies. Complete the sentence with the correct word.

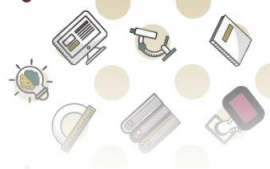
1. I write with a _____. (pencil / ruler)
2. I cut paper with _____. (scissors / notebook)
3. I carry my books in my _____. (backpack / eraser)
4. I read my _____. (book / glue)
5. I draw a line with a _____. (ruler / eraser)

II. INSTRUCTION: Order the phrase. Put the words in the correct order.

Example: I come May in? May I come in?

1. I the bathroom? go May to	
2. you please? repeat, Can	
3. "lapicero" do say you in How English?	
4. meaning the of "sharpener" ? What's	
5. pronounce do this you word? How	

III. INSTRUCTION: Listen to the audio and write the school material to complete the text.



"Hello students! Today we need some materials for our English class. Please, take out your (1) _____ and your (2) _____. Write today's date at the top of the page. Now, look at the (3) _____. Do you see the new words? Copy them with your (4) _____. Next, use your (5) _____ to draw a line under the words. Don't forget your (6) _____ if you make a mistake. Finally, put your (7) _____ and your (8) _____ on your desk. Be ready to start the activity!"



IMPERATIVE FORM

An imperative is used mostly for advice, suggestions, requests, commands, orders or instructions. We can use them to tell people to do or not to do things. Subject "you" is not needed.

Examples:

Sit down. (*not* 'You sit down').

Be careful!

Don't touch that!

To make negative imperatives, we use the auxiliary *do* + *not* + the infinitive without *to*. The full form *do not*, is rather formal. In speaking, we usually use *don't*:

Do not use the lift in the event of fire.

Don't tell anyone that I was here.

We can use *don't* on its own in short responses:

A: *Shall I show everyone the old photo of you?*

B: No, *don't***. It's terrible!**



CHALLENGE 2.2: IMPERATIVES

I. INSTRUCTION: Match the imperatives with the corresponding image.

		a) Don't be late. b) Be nice c) Don't shout. d) Open the door.
		

II. INSTRUCTION: Write 2 imperatives you have to follow in:

The Library

1. _____
2. _____

The hospital

1. _____
2. _____

The classroom

1. _____
2. _____

III. INSTRUCTION: Read the imperative phrase and decide if this is positive (P) or negative (N). Write the letter in the line.

1. Write the answer in the board _____
2. Don't speak in Spanish _____
3. Listen to the audio carefully _____
4. Don't eat in the classroom _____
5. Practice with your partner _____
6. Close your notebook _____
7. Don't run in the corridors _____
8. Speak in English in the class _____



CHALLENGE 2.3: READING IMPERATIVES

ING1_SA1_CHALLENGE2.3

IV. INSTRUCTION: Read the following conversation, then read the sentences and check (✓) if it is True or False.

Teacher: Good morning, everyone!

Students: Good morning, teacher!

Teacher: Please, open your books on page ten.

Students: (Open their books)

Teacher: Read the first paragraph aloud.

Student 1: (Reads)

Teacher: Very good. Now, don't close your books.

Students: (Keep their books open)

Teacher: Write the new words in your notebooks.

Students: (Start writing)

Teacher: Pay attention, class. Don't talk to your partner now.

Students: (Stay quiet)

Teacher: Raise your hand if you have a question.

Student 2: (Raises hand) Teacher, how do you say "*regla*" in English?

Teacher: Good question! It's *ruler*.

Teacher: Excellent! Now, work in pairs and practice the dialogue.

Students: (Work in pairs)

Teacher: Don't forget your homework for tomorrow!

Students: Thank you, teacher!



Sentence	TRUE	FALSE
1. At the beginning students close their books		
2. Students write in their notebooks		
3. The teacher says not to pay attention		
4. At the end students practice in with a partner		
5. The teacher reminds them to do the homework		



Propósito Formativo 3

PROPÓSITO 3. Identifica y describe objetos y espacios cotidianos del hogar o la escuela (reconoce características como forma, color y tamaño).

GRAMMAR EXPLANATION: COMMON ADJECTIVES



En clases analizarán la explicación del video acerca del uso de los adjetivos y socializarán su contenido.

Un *adjetivo* es una palabra que modifica a un sustantivo, proporcionando información sobre sus cualidades o características. En otras palabras, describe cómo es o está una persona, animal, objeto o lugar. Los adjetivos siempre se refieren a un sustantivo y deben concordar con él en género y número.



La definición más básica de un adjetivo es que es una palabra que modifica o describe a un sustantivo. Sin embargo, los *adjetivos descriptivos* van más allá, ya que ofrecen más detalles sobre sustantivo, ayudando a visualizarlo o comprenderlo mejor.

hot yellow big sticky soft

The car is 

The sun is 

The elephant is 

The glue is 

The cake is 

mejor.

usando
palabra
tamaño

escritura
y vívidas

"enormous" ofrece información más específica sobre el del objeto, lo que ayuda a imaginarlo con mayor claridad.

Los adjetivos descriptivos son especialmente útiles en la creativa, ya que te permiten dar descripciones más detalladas de personajes, escenarios y eventos. También se pueden usar en la conversación diaria para hacer tu forma de hablar más interesante y expresiva.

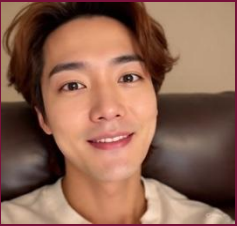
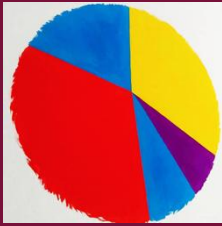
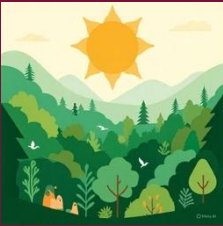
Ejemplos:

The car is **red**.

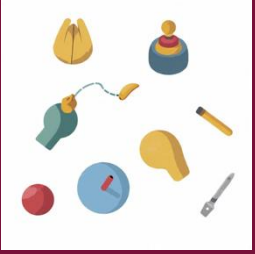
Maria is **tall**.

For more practice, check the following lists of the most common adjectives used.



 Rasgos de personalidad	 Colores	 La meteorología	 Estados de ánimo
Absent-minded = distraído Arrogant = arrogante Artistic = artístico Boring = aburrido Bossy = mandón Brave = valiente Calm = calmado Charismatic = carismático Charming = encantador Chatty = parlanchín Cheerful = alegre Clever = listo Clumsy = torpe Confident = seguro de sí mismo Creative = creativo Easy-going = tranquilo Generous = generoso Hard-working = trabajador Helpful = útil, servicial Honest = sincero Humble = humilde Kind = amable Moody = de carácter cambiante Naughty = travieso Picky = quisquilloso Polite = educado Proud = orgulloso Reliable = de fiar Restless = inquieto Rude = maleducado Spoilt = malcriado, mimado Stubborn = necio Tidy = ordenado	Black = negro Blue = azul Brown = marrón Green = verde Grey = gris Orange = naranja Pink = rosa Purple = morado Red = rojo White = blanco Yellow = amarillo	Foggy = nublado Rainy = lluvioso Snowy = nevado Stormy = tormentoso Cloudy= nublado Hot= caluroso Cold= frío Sunny= soleado	Angry = enfadado Annoyed = irritado Anxious = ansioso Ashamed = avergonzado Asleep = dormido Awake = despierto Bored = aburrido Confused = confundido Discouraged = desanimado Embarrassed = avergonzado Excited = emocionado Exhausted = muy cansado Grateful = agradecido Happy = feliz Hungry = hambriento Jealous = celoso Lively = animado Outraged = indignado Sad = triste Sleepy = somnoliento Thirsty = sediento Tired = cansado Upset = molesto



 Características de objetos	 Características de objetos	 Descriptivos de alimentos	 Descriptivo de lugares
Big = grande Bright = brillante Bumpy = irregular Clean = limpio Cold = frío Comfortable = cómodo Cool = fresco Dark = oscuro Deep = profundo Dirty = sucio Disgusting = asqueroso Dry = seco Empty = vacío False = falso Fast = rápido Filthy = muy sucio Fresh = fresco Full = lleno Greasy = grasiento Hard = duro Heavy = pesado Hollow = hueco Hot = caliente Juicy = jugoso Attractive= atractivo Ugly= feo	Light = ligero Long = largo Mild = suave Plain = sencillo, poco atractivo Rough = áspero Safe = seguro Sharp = afilado Shallow = poco profundo Slippery = resbaladizo Slow = lento Small = pequeño Smooth = suave, liso Soft = blando, suave Solid = sólido Thick = grueso Tiny = muy pequeño Tough = duro Wealthy = rico Wet = mojado Wide = ancho	Sabores Bitter = amargo Bland = soso Cloying = empalagoso Delicious = delicioso Fattening = que engorda Raw = crudo Sunny = soleado Warm = caluroso Windy = ventoso Ripe = maduro Salty = salado Savoury = comida salada Sour = ácido Spicy = picante Sweet = dulce	Amazing= increíble, asombroso Famous= famoso Relaxing= relajante Ancient= antiguo Fascinating= fascinante Remote= remoto, apartado Safe= seguro Beautiful= bello Impressive= impresionante Breathtaking= impresionante, que deja sin aliento Interesting= interesante Small= pequeño Busy= concurrido Isolated= remoto Stunning= deslumbrante Calm= tranquilo Captivating= captivante Lively= animado Lovely= agradable, bonito Tiny= diminuto Magical= mágico Touristy= demasiado turístico Majestic= majestuoso Modern= moderno Noisy= ruidoso



CHALLENGE 3.1: READING (ADJECTIVES)

ING1_SA1_CHALLENGE3.1

INSTRUCTION: Underline most of the adjectives of the following reading that describes 2 different places.

DESCRIBING PLACES



Venice is the most beautiful city in the world, and the only one that can truly be described as unique. Each building is a work of art, with their beauty enhanced when reflected on the canals that cross the city. Its magical scenery is fascinating and breathtaking at first sight, evoking the feeling of entering the setting of a real-life fairy tale.

Each of the thousands of buildings **Amsterdam's** main canals can be as a monument, beautifully kept as apartments, offices, cafés and restaurants. They form an aesthetic uniformity that make the city one most captivating in the world, an amazing place of bridges and bikes canals, picturesque cobbled streets, and strikingly elegant architecture.



that line
classified

of the
crossing

CHALLENGE 3.2: WRITING (ADJECTIVES)

ING1_SA1_CHALLENGE3.2

INSTRUCTION: Write a short paragraph that describes most of the place in the picture. Use as many adjectives as possible.



GRAMMAR EXPLANATION: DEMONSTRATIVE ADJECTIVES

THIS, THAT, THESE, THOSE

They are adjectives that can be used to describe the position of someone or something.

English has four primary demonstrative adjectives: “this,” “that,” “these,” and “those.” Demonstrative adjectives give information about the location of a noun or pronoun. The choice of demonstrative adjective depends on the number (singular or plural) and the relative distance (near or far) of the noun being modified.



Near

Far

Singular

This

That

Plural

These

Those

Near



This desk

Far



That chair

Near



This pencil case

Far



That board

Near



These books

Far



Those scissors

Near



These keys

Far



Those erasers

MATERIAL AUDIO VISUAL



SCAN ME

Demonstrative adjective
https://www.youtube.com/watch?v=cnNB_ThNukc&t=32s



CHALLENGE 3.3: VOCABULARY (SCHOOL OBJECTS)

ING1_SA1_CHALLENGE3.3

INSTRUCTION: Label the pictures using the given words.

Stapler – backpack – sharpener – glue – pencil – desk - marker – board – ruler
Highlighter – calculator – chair – notebook – scissors – pencil case - books

1.



9.

2.



10.

3.



11.

4.



12.

5.



13.

6.



14.

7.



15.

8.



16.



CHALLENGE 3.4: DEMONSTRATIVE ADJECTIVES

ING1_SA1_CHALLENGE3.4

INSTRUCTION: Make sentences using *this*, *that*, *these*, *those* and the classroom objects vocabulary.

1. This pencil isn't yours.



2. That glue is empty.



3. _____ are interesting.



4. _____ is broken.



5. _____ are very sharp.



6. _____ is dirty.



7. _____ was stolen.



8. _____ are heavy.



9. _____ is wet.



10. _____ are solar.



VOCABULARY: PARTS OF THE HOUSE AND FURNITURE

Parts of a house vocabulary



house



living room



bedroom



kitchen



dining room



bathroom

MATERIAL AUDIO VISUAL
PARA PRACTICA DE
PRONUNCIACIÓN.



Furniture vocabulary



CHALLENGE 3.5: DEMONSTRATIVE ADJECTIVES AND FURNITURE

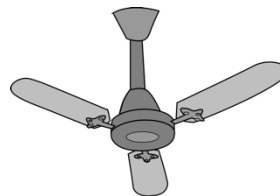
ING1_SA1_CHALLENGE3.5

INSTRUCTION: Make sentences using *this*, *that*, *these*, *those* and the Furniture vocabulary.



1. _____ is mine! (near)

2. _____ is old! (far)



3. _____ are dirty! (far)



4. _____ are clean!



(near)

CHALLENGE 3.6: FURNITURE

ING1_SA1_CHALLENGE3.6



INSTRUCTION: Find the words from the list given.

ARMCHAIR
BED
BOOKCASE
CHAIR
CUPBOARD
DESK
DRAWERS
SHELF
SOFA
STOOL
TABLE
WARDROBE

M	S	T	H	A	B	O	O	K	C	A	S	E	S	E
X	O	R	T	L	V	I	O	L	E	T	A	D	O	B
B	F	A	W	N	J	R	Q	U	C	P	L	A	T	B
Z	A	R	M	C	H	A	I	R	C	I	N	S	P	E
P	U	N	P	K	I	N	J	B	Z	T	G	H	M	D
D	U	T	T	E	R	F	F	D	R	A	W	E	R	S
E	E	S	T	O	O	L	D	E	I	X	E	L	G	C
S	P	O	O	C	U	P	B	O	A	R	D	F	Q	K
K	R	I	D	H	I	J	L	Y	K	Z	Y	N	X	S
W	O	R	T	A	B	L	E	Q	J	B	L	E	Q	S
P	U	M	P	I	E	Q	C	T	M	G	R	E	E	N
Y	R	W	A	R	D	R	O	B	E	O	A	N	I	C



CHALLENGE 3.7: PLURALS

ING1_SA1_CHALLENGE3.7

INSTRUCTION: Check and analyze the following video about plurals and their forms, meanwhile you take notes of the most important parts of the video.



SCAN ME

<https://youtu.be/H-WoHofKHr8?si=nym8sa7cRpQ5bj3n>

GRAMMAR EXPLANATION: DEFINITE AND INDEFINITE ARTICLES



In English, the definite article is "**the**," used for specific or known nouns, and the indefinite articles are "**a**" and "**an**," used for non-specific or unknown singular nouns. Articles are used before nouns or noun equivalents and are a type of adjective.

"**The**" is used when the identity of the noun is clear to the listener or reader, such as with the phrase "the book" or "the sun".

"**A**" and "**an**" are used for a general, non-specific instance of a noun, as in "I need a pencil" or "I saw an elephant".

"**A**" is used before a consonant sound, and "**an**" is used before a vowel sound.

We use **A/AN** with:

1. Singular nouns and the first time we refer to a person, animal or thing. *Examples:*

a child

an elephant

a television

2. We don't use **A/AN** with possessive pronouns, demonstratives or cardinal numbers. *Examples:*

My shirt is dirty.

This car is expensive.

One person is in the reception.

We use **THE** with:



1. A singular or plural noun when it is clear/obvious which person or thing we are talking about.

There is a lamp in my bedroom. (we mention the lamp for the first time)

The lamp is next to the desk.

2. Anything which we identify immediately.

We watched the new Brad Pitt movie last night.

3. Musical instruments (the violin, the guitar, the drums, the flute, the piccolo).

She plays the piano.

4. Something that is unique or there is only one.

the sun

the moon

the internet.

5. Names of rivers, seas, oceans, mountain ranges and deserts (always in capitals).

The Mississippi River

The Black Sea

The Andes

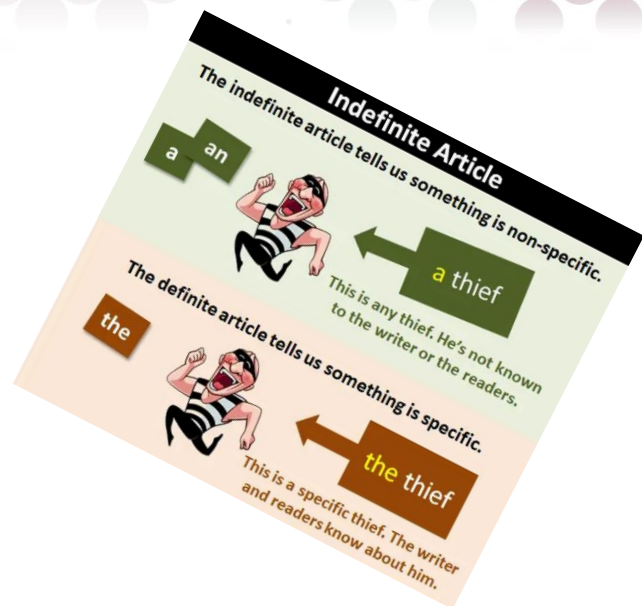
The Sahara Desert

6. Directions (cardinal points).

the west

the south-east

the north-west.



CHALLENGE 3.8: INDEFINITE ARTICLES

ING1_SA1_CHALLENGE3.8

INSTRUCTION: Fill in the correct indefinite article 'a' or 'an'.

E.g. There is a cat on top of your car.

1. Would you like _____ cup of tea?
2. I'll have _____ orange, _____ pear and _____ apple, please.
3. This is _____ great car.
4. This is _____ awful car.
5. We're going to buy _____ yacht.
6. We're going to buy _____ other yacht.
7. Is there _____ university in London?
8. You'll have to go the hospital for _____ X-ray.
9. She's _____ MP.
10. She's _____ hard-working MP.
11. She's _____ hones MP.
12. Have you got _____ euro coin for the slot machine?



CHALLENGE 3.9: DEFINITE ARTICLES

INSTRUCTION: Fill in the blanks of the following statements with 'a', 'an' or 'the'.

1. _____ weather is fine. Shall we go for a picnic?
2. No, I can't find _____ reasonable house to buy. They are all very expensive.
3. This is _____ man John sold his car.
4. I have got _____ idea about the Maths project
5. _____ world has seven continents. Their names all start with _____ 'A'.
6. Sir, _____ woman you are waiting for is in the hall. She is making _____ phone call.
7. All her life she wanted to be _____ actress, but she is _____ tailor now.
8. If you take _____ 7 o'clock train, you can reach there on time.
9. I've got _____ A+ from the English quiz and I'm very happy.
10. Don't forget to post _____ letter I gave you

GRAMMAR EXPLANATION: PLURALS



Plurals are words that refer to more than one person, place, thing, or concept. Most nouns become plural by adding an -s (e.g., cat to cats) or an -es. However, some nouns have irregular plural forms that don't follow these rules, such as child becoming children. Most singular nouns form the plural by adding -s.

Examples:

Singular	Plural
boat	boats
house	houses
cat	cats
river	rivers

A singular noun ending in ss, x, z, ch, sh makes the plural by adding -es.

Examples

Singular	Plural
wish	wishes
pitch	pitches
kiss	kisses
river	rivers



A singular noun ending in a consonant and then y makes the plural by dropping the y and adding **-ies**.

Examples:

Singular	Plural
penny	pennies
baby	babies
city	cities
daisy	daisies

Irregular nouns. There are plurals. The most common

some irregular noun ones are listed below.

Examples:

Singular	Plural	Singular	Plural
woman	women	person	people
man	men	leaf	leaves
child	children	mouse	mice
tooth	teeth	goose	geese
foot	feet	half	halves
knife	knives	wife	wives

CHALLENGE 3.10: PLURALS

ING1_SA1_CHALLENGE3.10

INSTRUCTIONS: Write the word in plural.

child	mother.....	woman.....
student.....	foot.....	box.....
book.....	toy.....	sheep.....
half.....	tooth.....	pencil.....
city.....	university.....	door.....
egg.....	goose.....	mouse.....
fish.....	ox.....	house.....
potato.....	phone.....	woman.....
knife	kiss.....	baby

CHALLENGE 3.11:SPEAKING

ING1_SA1_CHALLENGE3.11



INSTRUCTIONS: First underline in red demonstratives, after that in pairs practice the conversation.

Man: Is this your book?

Woman: Yes, that is my book.

your pencil?

that is not my pencil.

pencil is it?

not sure.



SCAN ME

Man: And is this

Woman: No,

Man: Whose

Woman: I am

<https://soundgrammar.com/learn/L1-CEFR-A1/L1-11-demonstrative-pronouns.htm>



Rúbrica para la entrevista de la SA1

ASIGNATURA:	INGLÉS 1	SITUACIÓN DE APRENDIZAJE	1. WHO ARE YOU?
NOMBRE DEL ESTUDIANTE:			
NOMBRE DEL DOCENTE:			
SEMESTRE Y GRUPO:		FECHA DE APLICACIÓN:	
PROPÓSITO DEL PROYECTO:	Los estudiantes realizan en parejas una entrevista básica en inglés, presentándose, saludando, compartiendo información personal y describiendo objetos o situaciones sencillas.		

Criterio	Excelente (3 pts)	Satisfactorio (2 pts)	En proceso (1 pt)
Pronunciación	Pronunciación clara y entendible, comete pocos o ningún error.	Pronunciación generalmente clara, algunos errores no afectan comprensión.	Pronunciación con muchos errores que dificultan la comprensión.
Vocabulario	Usa variedad de palabras aprendidas (saludos, información personal, objetos) de forma adecuada.	Usa vocabulario básico, con algunas repeticiones o limitaciones.	Usa muy poco vocabulario, con errores frecuentes.
Fluidez	Habla de forma continua, sin depender demasiado de pausas o lectura.	Habla con algunas pausas, se apoya en notas, pero mantiene la comunicación.	Habla con muchas pausas, depende totalmente de leer o repetir.
Contenido	Incluye todos los elementos: saludos, presentación, preguntas/respuestas personales y descripción.	Incluye la mayoría de los elementos, aunque falta uno.	Incluye pocos elementos, el contenido es incompleto.
Interacción en pareja	Ambos participan de manera equitativa, se hacen preguntas y responden con naturalidad.	Ambos participan, aunque uno habla más que el otro.	Solo uno participa activamente o la interacción es mínima.

Puntuación total: 15 puntos = Excelente desempeño; 10–14 puntos = Satisfactorio; 5–9 puntos = En proceso.

OBSERVACIONES GENERALES	NOMBRE Y FIRMA DEL EVALUADOR	JUICIO DEL PROPÓSITO
		() Propósito logrado. () Propósito en proceso.

Sistema Nacional de Bachillerato
de la Nueva Escuela Mexicana



Situación de Aprendizaje 2

Welcome to Our Club!



Situación de Aprendizaje 2

Welcome to Our Club!

Propósito de la situación

En equipos, los estudiantes diseñarán una presentación digital o video grupal titulado “Welcome to our Club”, donde:

- Se presenten compartiendo información personal básica (nombre, edad, nacionalidad, correo, teléfono).
- Hagan y contesten preguntas sencillas sobre gustos, actividades y horarios.
- Describan a un compañero o compañera, incluyendo rasgos físicos, vestimenta o intereses.
- Muestren objetos personales o escolares explicando a quién pertenecen.
- Usen estructuras vistas en clase (to be interrogative/negative, wh- questions, possessives, there is/are, hobbies, favorite).

Problema del contexto

En el COBATAB, un grupo de alumnos de primer semestre quiere organizar un club estudiantil virtual en el que compartan información básica, fotos de sus espacios favoritos y actividades que les gustan (como música, deportes o videojuegos). El objetivo es invitar a otros compañeros y compañeras a unirse, incluso a estudiantes de intercambio que no hablan español.

El reto es que los estudiantes se dan cuenta de que no saben cómo presentarse correctamente en inglés, dar su número de teléfono, escribir un correo electrónico, describir a sus amigos, expresar lo que les gusta o explicar de quién son ciertos objetos. Si no lo logran, el club no podrá ser entendido por los demás y perderá la oportunidad de ser un espacio inclusivo y divertido.

La profesora les propone trabajar juntos para usar el inglés como herramienta de comunicación real, creando mensajes claros y atractivos que les permitan dar la bienvenida a nuevos miembros y mostrar quiénes son.

Conflicto cognitivo

1. ¿Cuáles son las palabras que indican gusto preferencias en el idioma inglés?
2. Escribe por lo menos 3 preposiciones en inglés.
3. ¿Cómo darías tu número de teléfono, dirección o correo electrónico en inglés de manera correcta?
4. Si alguien te pregunta, Are you a student?, ¿puedes responder tal pregunta?
5. Si alguien te pregunta, What's your favorite hobby?, ¿puedes responder dando además una razón con because?
6. ¿Cómo explicarías en inglés a quién pertenece un objeto que está en el salón, por ejemplo, un cuaderno o una mochila?



Evaluación Diagnóstica del Segundo Parcial

Nombre _____. Grupo _____.

Part A: Verb to be (interrogative and negative)

I. INSTRUCTION: Write the negative form:

- a) She _____ a teacher. _____
- b) They _____ at home. _____

II. INSTRUCTION: Write the interrogative form:

- a) He is your friend. _____
- b) You are students. _____

Part B: Possessive Adjectives

III. INSTRUCTION: Choose the correct option:

- a) This is ____ (my / mine) brother.
- b) Is this ____ (your / yours) book?
- c) That is ____ (his / her) car.
- d) We love ____ (our / ours) school.

Part C: WH- Questions

IV. INSTRUCTION: Complete the questions with the correct WH- word:

- a) _____ is your best friend?
- b) _____ are you from
- c) _____ is the teacher's name?
- d) _____ do you go to school?
- e) _____ is your birthday?

Part D: Prepositions of Time (in, on, at)

V. INSTRUCTION: Fill in with in, on, or at:

- a) My birthday is _____ July.
- b) We have English class _____ 8:00 a.m.
- c) She was born _____ Monday.



Part E: There is / There are

VI. INSTRUCTION: Complete the sentences:

- a) _____ a book on the table.
- b) _____ many students in the classroom.
- c) _____ not any chairs in the room.

Part F: Adjectives

VII. INSTRUCTION: Complete with the correct adjective:

- a) The elephant is _____ (big/small).
- b) The soup is _____ (hot/cold).
- c) The cat is _____ (small/big).

Part G: Possessive Pronouns

VIII. INSTRUCTION: Choose the correct option:

- a) This pen is mine. That one is ____ (yours / your).
- b) That house is ____ (ours / our).
- c) The car is not theirs, it is ____ (hers / her).

Part H: Genitive Case ('s)

IX. INSTRUCTION: Rewrite the sentence using the genitive form:

- a) The bag of Maria _____
- b) The book of John _____

Part I: Whose Questions

X. INSTRUCTION: Complete the question and answer:

- a) ____ pencil is this? – It's mine.
- b) ____ jacket is that? – It's Peter's.



Propósito Formativo 4

PROPÓSITO 4. Solicita y proporciona información personal básica en contextos escolares y comunitarios (nombre, edad, nacionalidad, teléfono, dirección, correo).

HOW DO YOU SPELL YOUR NAME?

THE ALPHABET

A

/ei/

B

/bi/

C

/ci/

D

/di/

E

/i/

F

/ef/

G

gi / dʒi

H

/eich/

I

/ai/

J

jei / dʒei

K

/kei/

L

/el/

M

/em/

N

/en/

he

O

/ou/

P

/pi/

Q

/kiu/

R

/ar/

S

/es/

T

/ti/

U

/iu/

V

/vi/

W

/dábl-iu/

X

/eks/

Y

/uai/

Z

zi/zed



TO BE

The verb to be is an irregular verb; the most common use of the verb to be is to talk about names, ages, feelings, nationalities, and professions, especially when talking in the present tense.

There are two ways of forming contractions of to be in negative sentences. One is with a contraction of the subject and the verb (e.g. I am = I'm) or a contraction of the verb and not (e.g. are not = aren't).

NEGATIVE FORM	SUBJECT	VERB TO BE	COMPLEMENT
	I	am not 'm not	Mexican
	He She It	Is not 's not isn't	a student. intelligent. a big dog.
	We You They	are not 're not aren't	fifteen years old. friendly. married.

To create questions with "be", put the verb before the subject.

INTERROGATIVE FORM	SUBJECT	VERB TO BE	COMPLEMENT
	Am	I	Mexican?
	Is	he she It	a student? Intelligent? a big dog?
	Are	we you they	fifteen years old? friendly? married?

VOCABULARY		
#	ENGLISH	SPANISH
1	Driver	Chofer
2	Vet	Veterinario
3	Hairdresser	Estilista
4	Doctor	Doctor
5	Nurse	Enfermera
6	Student	Estudiante
7	Mechanic	Mecánico
8	Teacher	Maestro
9	Pilot	Piloto
10	Police Officer	Policía



CHALLENGE 4.1: VERB *TO BE*; NEGATIVE FORM; YES/NO QUESTIONS

ING1_SA1_CHALLENGE4.1

I. INSTRUCTION: Complete the sentences with the correct negative form of *to be* (**am not / isn't / aren't**).

Example: I am not a student. (I'm a teacher!)

1. I _____ a teacher. (I'm a student!)
2. She _____ from Canada. (She's from Mexico.)
3. They _____ 15 years old. (They're 16.)
4. We _____ in the classroom right now. (We're in the library.)
5. He _____ my brother. (He's my cousin.)

II. INSTRUCTION: Write two sentences about yourself using *to be* in the negative form.

Example:

- I'm not 20 years old.
- I'm not from the United States.

III. INSTRUCTION: Complete the questions and short answers.

1. _____ you a student?
Yes, I _____. / No, I _____.
2. _____ she your friend?
Yes, she _____. / No, she _____.
3. _____ they from Mexico?
Yes, they _____. / No, they _____.
4. _____ he 14 years old?
Yes, he _____. / No, he _____.
5. _____ we in English class now?
Yes, we _____. / No, we _____.

IV. INSTRUCTION: Write the correct short answer.

1. Is your best friend in this class? _____
2. Are we in 2024? _____
3. Are you hungry now? _____



POSSESSIVE ADJECTIVES

The possessive adjectives that are used in the English language are: **my, your, his, her, its, our, their**; each one correspond to a personal pronoun.

They are words used to indicate ownership or possession or a noun. Possessive adjectives clarify to whom or to what something belongs in a sentence.

PERSONAL PRONOUN	POSSESSIVE ADJECTIVES	SPANISH	EXAMPLE	SPANISH
I	My	Mi, mis	That is my dog.	Ese es mi perro.
You	Your	Tú, tus	This is not my cat, it's your cat.	Este no es mi gato, es tu gato.
He	His	Su, sus (de él)	His car is fancy!	Su carro es lujoso.
She	Her	Su, sus (de ella)	Her baby is a girl.	Su bebé es una niña.
It	Its	Su, sus (de algo)	Its capital city is CDMX	Su ciudad capital es CDMX.
We	Our	Nuestro, nuestros, nuestra, nuestras	Our school is well located.	Nuestra escuela está bien ubicada.
They	Their	Su, sus (de ellas o ellos)	Their classroom is nice.	Su salón es bonito.

CHALLENGE 4.2 WRITING-POSSESSIVE ADJECTIVES

ING1_SA1_CHALLENGE4.2

INSTRUCTION: Write the correct possessive adjectives to complete the sentences. The personal pronouns in parenthesis will help you to use the appropriate possessive adjective.

Example: That is my (I) bottle on the table.

- 1.- Harry is _____ (I) friend. He has a nice house.
- 2.- They are very happy with _____ (they) new dog.
- 3.- We love _____ (we) little dog.
- 4.- He wants _____ (he) breakfast.
- 5.- We want to see _____ (we) children.
- 6.- Scotland is famous for _____ (it) rainy weather.
- 7.- Susan lives on _____ (I) street. _____ (she) house is very near.
- 8.- What are those? They're _____ (I) shoes.
- 9.- I like this place and _____ (it) special atmosphere.
- 10.- I love this place, it is _____ (you) very special hidden place.



CHALLENGE 4.3 READING “MY FAVORITE PLACES”

ING1_SA1_CHALLENGE4.3

INSTRUCTION: Read the following paragraphs about some people’s favourite places. First, underline the possessive adjectives and then choose and underline the correct answers.

Esteban

The most beautiful place to visit in my city is the Alhambra castle. There has been a castle there since the 9th century, although it’s only since the 13th century that kings have lived there. The best time to visit is first thing in the morning or in the late evening, as the castle gets very busy with tour groups during the day. My favourite part of the castle is the gardens, as they have water running through all of them.

George

My favourite place in my town is the sports center. I go there every weekend to play tennis with my cousin. He’s older than me and a really good player, but sometimes I manage to beat him! The sports centre is really big, and it has two swimming pools. In the summer when it’s hot I like to use the outdoor pool, but my cousin prefers the indoor pool as it’s bigger.

Michele

I think that the best place to visit near where I live is the local museum. It has paintings from the 15th century that are very beautiful and sculptures, too. Most tourists want to take photos of the tower because the city is famous for it, and many of them visit the cathedral that is next to it in the square. Not many tourists go to the museum, so it’s always peaceful there.

1. Whose account tells us about who lived in their favourite place?
A) Esteban B) George C) Michele
2. Who goes to their favourite place with someone else?
A) Esteban B) George C) Michele
3. Whose city is well known for one building?
A) Esteban B) George C) Michele
4. Whose favourite place has a lot of tourists that visit it?
A) Esteban B) George C) Michele
5. Whose favourite place has a lot of beautiful things to look at inside it?
A) Esteban B) George C) Michele
6. Who prefers the outdoor facilities at their favourite place?
A) Esteban B) George C) Michele
7. Whose favourite place is quiet?
A) Esteban B) George C) Michele



Propósito Formativo 5

PROPÓSITO 5. Hace preguntas sencillas para obtener información general (ubicación, horarios).



WH QUESTIONS

Hacer preguntas en inglés es parte importante del vocabulario en inglés, principalmente si estas aprendiendo a hablar el idioma. Las wh- questions son preguntas en inglés con pronombres interrogativos cuyas primeras letras siempre son W y H, a excepción de How, siendo las principales Who, What, When, Why, Where, etc.

Estas preguntas sirven para obtener información específica necesaria para mantener una conversación o para llegar a algún lugar, por ejemplo: el nombre de una persona, la dirección de un museo que deseamos visitar, además nos permite conocer fecha, hora o razones de algo que está sucediendo en el momento.

Al igual que en el idioma español, cuando realizas preguntas en inglés existen las preguntas abiertas y las cerradas. En las preguntas abiertas, la respuesta que se busca no es simplemente un sí o un no, como sucede con las preguntas cerradas, sino que se busca una explicación de la información que se está solicitando y es en este caso en el que se usan las preguntas WH.

WH QUESTION	SPANISH	EXAMPLE	SPANISH
Who	¿Quién?	Who are you?	¿Quién eres?
What	¿Qué?	What is your name?	¿Cuál es tu nombre?
When	¿Cuándo?	When is your birthday?	¿Cuándo es tu cumpleaños?
Why	¿Por qué?	Why are you sad?	¿Por qué estas triste?
Where	¿Dónde?	Where is the museum?	¿Dónde está ubicado el museo?
Whose	¿De quién?	Whose tennis are these?	¿De quién son estos tenis?
Which	¿Cuál?	Which one of both?	¿Cuál de los dos?
How	¿Cómo?	How are you?	¿Cómo estás?



CHALLENGE 5.1: WH- QUESTIONS

ING1_SA2_CHALLENGE5.1

INSTRUCTION: Match the question with the answer. Write the number on the line.

QUESTION	ANSWER
a. What is your name? _____	1. The second one.
b. Who is your class teacher? _____	2. Jennifer is a singer.
c. Which is your desk? _____	3. Our class teacher is Mr Ramos.
d. Who are those people? _____	4. The key is under the carpet.
e. Who is Jennifer? _____	5. They are my friends.
f. Which book is cheaper? _____	6. This one is cheaper.
g. Where is Dave? _____	7. Dave is at school.
h. Where is the key? _____	8. My name is Sam.
i. What day is today? _____	9. It is Saturday.

II. INSTRUCTION: Complete the following questions with the appropriate question word. Underline the correct answer.

Example:

Who Which Where What ... is Mr. Durant? He is my best friend.

1. Who Which Where What ... is your math teacher? Mr. Dundee.
2. Who Which Where What ... is his cat? The blue one.
3. Who Which Where What ... is my backpack? In the living room.
4. Who Which Where What ... is Hannah doing? She is watching TV.
5. Who Which Where What ... is an engineer? Nora.
6. Who Which Where What ... color is the new bus? Red.
7. Who Which Where What ... is that? That is an old coin.
8. Who Which Where What ... are my shoes? In front of the door.
9. Who Which Where What ... is the captain of the team? It's Julia.
10. Who Which Where What ... is the captain? She is at the gym.



CHALLENGE 5.2: INTERROGATIVE SENTENCES

ING1_SA2_CHALLENGE8.2

INSTRUCTION: The sentences are scrambled. Use the structure **Wh- + Verb + Subject + Complement + ?** and write them in order.

Example:

(you / live / where) **Where do you live?**

1. (your best friend / where / is / from)	
2. (your favorite color / what / is)	
3. (the students / who / are)	
4. (the English class / when / is)	
5. (your parents / how old / are)	
6. (the library / where / is)	
7. (your birthday / when / is)	
8. (the teachers / who / are)	

PREPOSITIONS OF TIME



PREPOSITIONS OF TIME

In English there are three words that are used to indicate time: **in, on, at**.

IN

- For specific months, years, seasons, centuries and lengths of time.

ON

- For specific days and dates.

AT

- For specific time (hours and minutes)
- For a holiday period of two or more days.

IN	ON	AT
My mom's birthday is in March.	Goodbye! See you on Wednesday!	I always go to bed at 10 p.m.
I was born in 2015.	Vacations start on the 15 th .	I like playing video games at night.
I have to wake up very early in the morning.	My birthday is on October 15 th .	I love when I see my family at Christmas.



CHALLENGE 5.3: PREPOSITIONS OF TIME

ING1_SA2_CHALLENGES.3

INSTRUCTION: Listen to the audio (or your teacher) and complete the correct preposition (IN, ON, AT) in the lines.

Anna: Hi, Tom! When is your birthday?

Tom: It's _____ September 12th. What about yours?

Anna: Mine is _____ July, _____ the summer.

Tom: Cool! Do you usually celebrate it?

Anna: Yes, I always have a party _____ 8 o'clock. And you?

Tom: I usually go out with my friends _____ the weekend.

Anna: That sounds fun! Do you take vacations _____ December?

Tom: Yes, my family always travels _____ Christmas.

II.- INSTRUCTION: Read about Mr. Herrera's daily routine, look for the preposition phrases and classify them in the chart.

MR. HERRERA'S DAILY ROUTINE



Mr. Herrera lives in Tenosique, Tabasco. He is a single parent and has two children. His son's name is Juanito, and his daughter's name is Sara. Mr. Herrera is a teacher. He teaches at Colegio de Bachilleres de Tabasco. From Monday to Friday, he gets up at five o'clock. First, he takes a glass of water and then he takes a cool shower. Then he usually has scrambled eggs and a cup of coffee for breakfast; at half past six, he takes the bus to go to work. He teaches English classes in the morning. He has lunch at two o'clock when he gets home and, in the afternoon, he enjoys playing with his children. They go to the park at six o'clock. He usually cooks dinner in the evening but sometimes, on Fridays, they all visit grandma's house, and she prepares their favorite dish. Mr. Herrera usually goes to bed at 11:00 P.M, after he get his kids to bed. He doesn't work on Sundays, but he must plan his classes for the next week.

#	IN	ON	AT
1			
2			
3			
4			
5			



TELLING THE TIME



MATERIAL AUDIO

VISUAL



Telling the time

<https://www.youtube.com/shorts/SscHlx2cbIY?feature=s>

hare



Ask the time / Pide la hora

Existen dos frases muy sencillas con las que puedes pedir la hora y que en español entendemos como *¿Qué hora es?*:

- ***What's the time?***
- ***What time is it?***

Pero recuerda, hasta en el más simple gesto es preciso mantener la cordialidad y más aún en ámbitos formales y cuando el nivel de confianza con la otra persona es poco o nulo, por lo tanto, puedes utilizar las expresiones siguientes:

- **Excuse me (Sir/Miss), could you please tell me what time it is?**
- **Excuse me, could you tell me the time, please?**
- **Excuse me, what time it is?**

Telling the time / dar la hora

Para decir la hora, debes conocer los números en inglés. Además, debes conocer las expresiones que determinan el tiempo leído en el reloj, algunas de estas son:

- **O'clock:** en punto.
- **A quarter past / A quarter after:** un cuarto pasado o un cuarto después.
- **A quarter to:** Un cuarto para.
- **Half past:** Media hora después.
- **Five to:** Cinco para.
- **Ten to:** Diez para.
- **Twenty to:** Veinte para.

IMPORTANTE:

Se puede utilizar cualquiera de estos términos según la hora del día:

- *In the morning:* de la mañana
 - ***It's six in the morning***
- *In the afternoon:* en la tarde (12:00pm-6:00pm)
 - ***Let's meet at six in the afternoon***
- *In the evening:* en la tarde-noche (6:00pm-8:00pm)
 - ***Our appointment is at 8 in the evening***

CHALLENGE 5.4: LISTENING. WHAT TIME IS IT?

ING1_SA2_CHALLENGES.4

INSTRUCTION: Listen to the audio. Then write the times in the order mentioned in the audio. Write the number inside the paragraph () in the column AUDIO.

MATERIAL AUDIO VISUAL

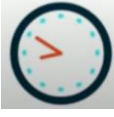


Listening:

<https://youtu.be/v6TNCP>

s9uYs



AUDIO	THE HOUR
What time is it?	
()	 3:10 pm
()	 8:50 pm
(1)	 1:00 pm
()	 6:30 am
()	 2:05 am
()	 4:25 am

VOCABULARY

SCHOOL SUBJECTS		PLACES IN THE CITY	
English	Spanish	English	Spanish
Math	Matemáticas	Park	Parque
History	Historia	School	Escuela
English	Inglés	Library	Biblioteca
Science	Ciencias	Store / Shop	Tienda
		Supermarket	Supermercado
		Hospital	Hospital



SCHOOL SUBJECTS		PLACES IN THE CITY	
Biology	Biología	Bank	Banco
Chemistry	Química	Restaurant	Restaurante
Physics	Física	Post office	Oficina de correos
Geography	Geografía	Bus station	Estación de autobuses
Art	Arte	Train station	Estación de tren
Music	Música	Airport	Aeropuerto
Physical Education (P.E.)	Educación Física	Movie theater / Cinema	Cine
Computer Science	Informática / Computación	Police station	Estación de policía / Comisaría
Literature	Literatura	Fire station	Estación de bomberos
Social Studies	Ciencias Sociales		
Foreign Language	Lengua extranjera (ej. French – Francés, German – Alemán)		

Practice 1: Use the information in the next School Schedule and ask your partner. Then write more questions and practice.

Example: What subject is on Monday at 10:00? _____ It's Geography _____.

1. What subject is on Thursday from 6:00 to 7:00? It's _____
2. What subject is on Friday at 12:00? _____
3. _____
4. _____
5. _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday
6:00 - 7:00	Math	English	Science	History	Geography
7:00 - 8:00	Biology	Music	Art	Math	Computer Science
8:00 - 9:00	English	Physics	Chemistry	Social Studies	Literature
9:00 - 10:00	Physical Education	Math	History	English	Science



Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00 - 11:00	Geography	Computer Science	Biology	Music	Art
11:00 - 12:00	Chemistry	Physics	Literature	Social Studies	Math
12:00 - 1:00	English	History	Science	Math	Physical Education

Practice 2: Role play practice: Work with a partner.

Student A: Where is the library? What is this place?

Student B: Point at the map and answer, then switch places.

Where is the park?





CHALLENGE 5.5: READING AND WRITING

ING1_SA2_CHALLENGES.5

I. INSTRUCTION: Read the text about two friends. Then decide if the sentences are true or false.

Ana: Hi Diego! What time is your math class?
 Diego: It is at 10:00 in the morning. Math is my favorite subject. What is your favorite subject?
 Ana: My favorite subject is English. It is very interesting.
 Diego: Cool! Who is your English teacher?
 Ana: My teacher is Mr. Smith. He is very kind.
 Diego: Nice! Where is your school?
 Ana: My school is near the park. And where is your school?
 Diego: My school is next to the hospital.
 Ana: Great!! I also like History. When is your history class?
 Diego: It is on Monday at 8:00 a.m.
 Ana: Oh! My history class is on Tuesday at 9:00 a.m.
 Diego: I remember I have homework to finish so see you Ana
 Ana: Goodbye Friend!



#	Statement	True	False
1	Diego's favorite subject is English.		
2	Ana's favorite subject is English.		
3	Diego's math class is at 8:00 a.m.		
4	Ana's school is near the park.		
5	Ana's history class is on Monday.		

II. INSTRUCTION: Identify the questions in the conversation and then prepare a 5 question's list to interview a partner using wh- questions with verb to be. Ask about subjects, specific schedules and places in the city they regularly visit. Write the questions in the following chart.

#	Interview with your partner
1	
2	
3	
4	
5	



Propósito Formativo 6

PROPÓSITO 6. Describe personas, vestimenta y clima, en contextos cotidianos, respetando la diversidad (identificación y ubicación en el entorno).



THERE IS/ARE

Utilizamos “there is” y “there are” para expresar la existencia de algo, tal y como se hace en español con el verbo “haber” en situaciones como esta:
There’s somebody at the door. (Hay alguien a la puerta).
 El uso de “is” o “are” depende de si el objeto (que aparece detrás del verbo “to be”) está en singular o en plural.

Las expresiones «there is, there are» son fundamentales en el inglés, ya que se utilizan para expresar la existencia de algo y se traducen al español como «hay.» A diferencia del español, donde solo usamos una forma, en inglés debemos elegir entre el singular y el plural dependiendo de lo que queramos comunicar. En este artículo, exploraremos cómo usar «there is» y «there are» en diferentes contextos, incluyendo sus formas negativas e interrogativas, así como su conjugación en distintos tiempos verbales.

Ambas expresiones se pueden traducir al español por ‘hay’; es decir, las utilizamos para expresar la existencia de algo. Aunque en español utilizamos la forma única ‘hay’, en inglés tenemos que elegir entre el singular o el plural dependiendo del número del objeto al que haga referencia:

Singular:

-There is an apple in the fridge. Hay una manzana en el refri.

Plural:

-There are four students in the classroom. -Hay cuatro estudiantes en el aula.

AFFIRMATIVE FORM	THERE	+	VERB TO BE	+	NOUN
	There	singular	is / 's		a cup on the table. a restaurant next to the school. an apple pie for you.
		plural	are / 're		potatoes in the fridge. two bottles of water. some boxes of cereal.

NEGATIVE FORM	THERE	+	VERB TO BE (NOT)	+	NOUN
	There	singular	is (not)/isn't		water. a carrot. an onion.
		plural	are (not)/aren't		some cans of soda. tomatoes. three shopping baskets

MATERIAL AUDIO VISUAL



There is/are:

<https://www.youtube.com/watch?v=vr9cjFaJFd4>



INTERROGATIVE FORM	AUXILIARY BE	+	THERE	+	NOUN +?
	Is	singular	there		any apple? any pasta? any fruit?
	Are	plural			two bananas? any eggs? vegetables?

We often use **there is, there are** + a, an, some, any

AFFIRMATIVE AND NEGATIVE FORM	THERE	+	IS/ARE	+	A/AN/SOME/ANY
	There	singular	is / 's		a <i>cup</i> of coffee on the table. an egg on your plate. some milk in the jug.
			isn't		any <i>butter</i> in the fridge.
		plural	are/ 're		some <i>boxes</i> of cereal.
			aren't		any <i>cans</i> of tuna

CHALLENGE 6.1: GRAMMAR "THERE IS/ARE"

ING1_SA1_CHALLENGE6.1

INSTRUCTION: Complete the sentences with there is or there are (positive ,negative or interrogative).

- a worm in my apple !!.
- many cars in the car park of the supermarket.
- twelve months in a year.
- lots of natural disasters nowadays.
- a woman waiting at the reception desk, Mr Smith!
- a good film on TV tonight, let's go to the cinema !
- six days in a week?
- sixty minutes in an hour.
- a lot of snow at the moment, skiers are happy.
- thirty sentences in that exercise!
- an enormous spider on my bed!!!
- anything in the fridge, we must go to the supermarket!
- many very nice songs on James Blunt's latest album.
- enough flour to make pancakes for Shrove Tuesday?
- many trees left in the park after the storm!!



CHALLENGE 6.2: PLACES IN THE CITY

ING1_SA1_CHALLENGE6.2

INSTRUCTION: Circle the correct name of the place in the illustration.



BANK –
LIBRARY –
BOOKSHOP



BANK –
LIBRARY –
BOOKSHOP



SCHOOL –
BAKERY –
HAIRDRESSER



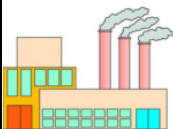
SCHOOL –
BAKERY –
HAIRDRESSER



BAKERY –
HAIRDRESSER –
SCHOOL



BANK –
LIBRARY –
BOOKSHOP



TRAIN STATION –
STATUE –
FACTORY



TOY SHOP –
BUS STOP –
TRAFFIC LIGHT



TRAIN STATION –
STATUE –
FACTORY



TRAIN STATION –
STATUE –
FACTORY



CLOTHES SHOP –
PARK –
CINEMA



CLOTHES SHOP –
PARK –
CINEMA



CLOTHES SHOP –
PARK –
CINEMA



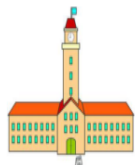
BRIDGE –
AIRPORT –
STREET



BRIDGE –
AIRPORT –
STREET



BRIDGE –
AIRPORT –
STREET



BUTCHER'S –
TOWN HALL –
STADIUM



BUTCHER'S –
TOWN HALL –
STADIUM



BUTCHER'S –
TOWN HALL –
STADIUM



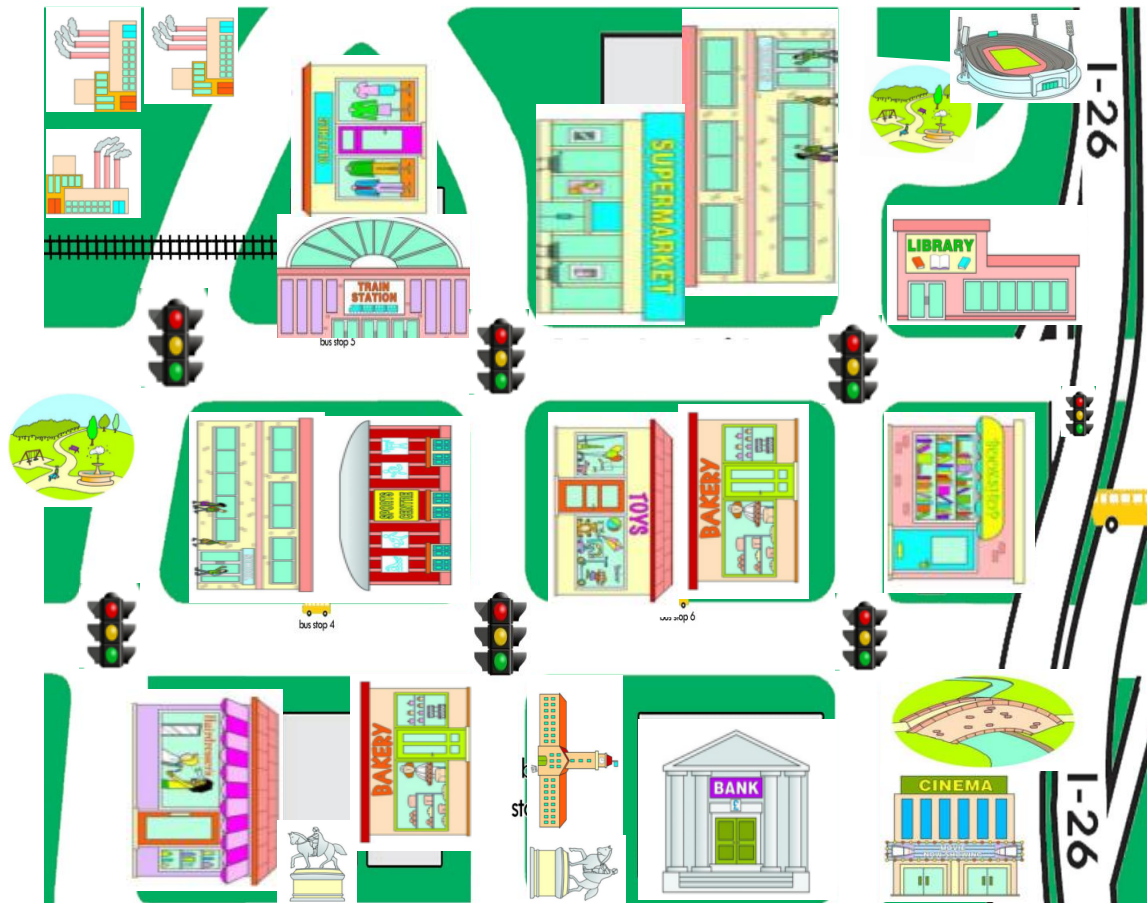
BRIDGE –
AIRPORT –
STREET



CHALLENGE 6.2: PLACES IN THE CITY

ING1_SA1_CHALLENGE6.2

INSTRUCTION: Look at the picture of a city and describe the things that are there. Use *there is*, *there are*.



Example: *There are 2 statues.*

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

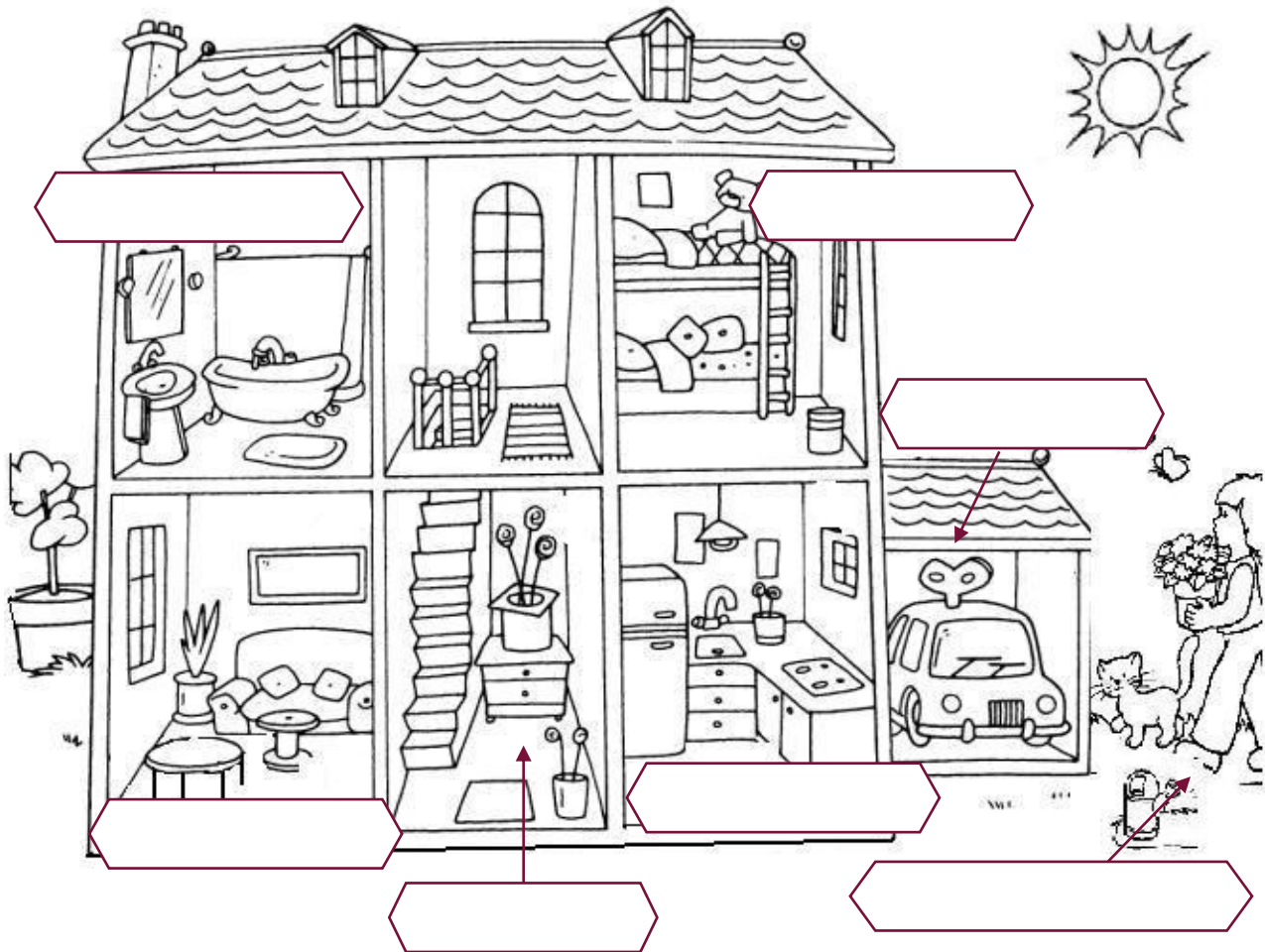


CHALLENGE 6.3: PARTS OF A HOUSE

ING1_SA1_CHALLENGE6.3

INSTRUCTION: Look at the picture of a house and label the part of the house. Use the words given.

HALL BEDROOM GARAGE GARDEN BATHROOM KITCHEN DINNING ROOM



II.- Complete the sentences using parts of the house.

1. There is a car in the
2. There is a teddy in the
3. There are 2 butterflies in the
4. There are 2 pillows in the
5. There is a fridge in the



CHALLENGE 6.4: PARTS OF A HOUSE

ING1_SA1_CHALLENGE6.4

INSTRUCTION: Read the following paragraph and underline the places of a city. Then practice reading along with your teacher.



Hello, My name is Jose. I live in Monterrey. I am 11 years old, and I am dark skinned. My house is nice and full of flowers in the garden; it is on Pajaritos Street. There is a bank on this street. The bank is next to the supermarket. I can buy food from supermarket. There is a hospital between the supermarket and the post office. I can find doctors in the hospital. Also, there is a park and a clothe shop nearby.

CHALLENGE 6.5: THERE IS AND THERE ARE

ING1_SA1_CHALLENGE6.5

I. INSTRUCTION. Complete the sentence by using *Is there/ Are there*

1. _____ a pencil on the kitchen table?
2. _____ a hairdryer in the suitcase?
3. _____ a football match on Saturday?
4. _____ pets on the farm?
5. _____ computers in your room?
6. _____ a museum in your hometown?
7. _____ many trees in that park over there?
8. _____ a blue car in the garage?
9. _____ a lake in the park?
10. _____ 29 days in February this year?



II. INSTRUCTION. Complete the sentence by using "*Is there*", "*Are there*", "*there is*", "*there isn't*" or "*there are*" or "*there aren't*".

- | | |
|----------------------------------|-------------|
| 11. _____ a hippo in this zoo? | Yes, _____. |
| 12. _____ a whale in this zoo? | No, _____. |
| 13. _____ tigers in this zoo? | Yes, _____. |
| 14. _____ sharks in this zoo? | No, _____. |
| 15. _____ a tomcat on this farm? | Yes, _____. |
| 16. _____ a horse on this farm? | No, _____. |
| 17. _____ a cow on this farm? | Yes, _____. |
| 18. _____ pigs on this farm? | Yes, _____. |
| 19. _____ rabbits on this farm? | No, _____. |
| 20. _____ oxen on this farm? | No, _____. |





PREPOSITIONS IN, ON & UNDER

Las preposiciones en inglés son palabras que enlazan sustantivos, pronombres u otros elementos dentro de una oración, indicando una relación de lugar, tiempo o dirección. Algunas preposiciones comunes y sus usos incluyen in (en, dentro de), on (en, sobre) y under (debajo).



PREPOSICIONES DE LUGAR

In: Indica estar dentro de algo.

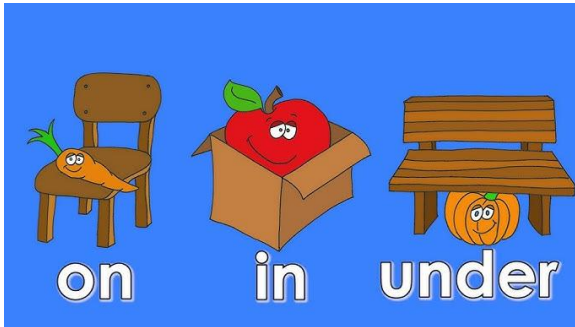
The keys are in the box. (Las llaves están en la caja.)

On: Indica estar sobre una superficie.

The book is on the table. (El libro está en la mesa.)

Under: Debajo de.

The cat is hiding under the bed. (El gato está escondido debajo de la cama.)



MATERIAL AUDIO VISUAL



Prepositions:

<https://www.youtube.com/watch?v=DHb4->

CHALLENGE 6.6: GRAMMAR "PREPOSITIONS"

ING1_SA1_CHALLENGE6.6

INSTRUCTIONS: Match the illustration with the correct preposition. **Where is Cobachito?**



← in



← under



← on



CHALLENGE 6.7: GRAMMAR "PREPOSITIONS"

ING1_SA1_CHALLENGE6.7

INSTRUCTIONS: Match the sentences with the pictures using different colours.



Cat 1



Cat 2



a. A cat is ^{Cat 3}



Cat 4



Cat 16



Cat 15



Cat 14



Cat 13



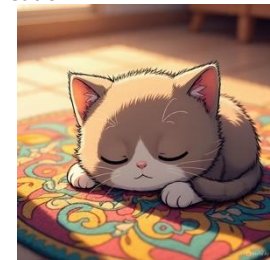
Cat 12



Cat 11



Cat 6



Cat 7



Cat 8



Cat 9

- b. A cat is UNDER the flower.
- c. A cat is ON the roof.
- d. A cat is ON the carpet.
- e. A cat is IN the flowerpot.
- f. A cat is ON the table.
- g. A cat is UNDER the bed.
- h. A cat is IN the barrel.
- i. A cat is UNDER the table.
- j. A cat is IN the boot.
- k. A cat is UNDER the hat.
- l. A cat is UNDER the chair.
- m. A cat is UNDER Christmas tree.
- n. A cat is ON the branch.
- o. A cat is ON the head.



CHALLENGE 6.7: PREPOSITIONS & THERE IS AND THERE ARE

ING1_SA1_CHALLENGE6.7

INSTRUCTIONS: Write sentences that describe the things that you can find in the following illustration. Use “*there is*” or “*there are*” and the prepositions “*in*”, “*on*”, “*under*”.



Example: **There are** some books **on** the table.

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



PHYSICAL DESCRIPTIONS

Para descripciones físicas en inglés, puedes usar frases como "He is tall" (Él es alto) o "She has brown eyes" (Ella tiene ojos marrones) para describir la estatura y el cabello o los ojos. Para la complexión, se usan adjetivos como "slim" (delgado), "curvy" (curvilíneo) o "muscular". Las descripciones se construyen combinando adjetivos con sustantivos, y para hacerlas más detalladas se puede añadir la forma y el color del cabello o de los ojos, como en "long, straight, blonde hair" (cabello largo, liso y rubio). Por otro lado apreciamos que algunas características del cuerpo no se pueden señalar con **"be"** sino con **"have"** (tener):

1. I have long brown hair.
2. She has blue eyes.

Estatura y Cuerpo (Height and Body)	Cabello (Hair)	Ojos (Eyes)
1. Tall: Alto/a 2. Short: Bajo/a 3. Medium Height: Estatura media 4. Slim: Delgado/a 5. Skinny: Muy delgado/a, flaco/a 6. Curvy: Con curvas, curvilíneo/a 7. Chubby: Regordete, rechoncho/a 8. Muscular: Musculoso/a 9. Well-built: Fornido/a 10. Overweight: Con sobrepeso	1. Long: Largo 2. Short: Corto 3. Straight: Liso 4. Curly: Rizado 5. Wavy: Ondulado 6. Blonde: Rubio/a 7. Brown: Castaño/a 8. Black: Negro 9. Red: Pelirrojo/a 10. Gray: Canoso/a	1. Blue eyes: Ojos azules 2. Brown eyes: Ojos marrones 3. Green eyes: Ojos verdes 4. Hazel eyes: Ojos avellana 5. Dark eyes: Ojos oscuros/negros

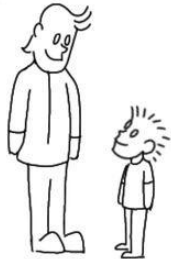
Ejemplos:

1. "He is tall and slim, with short, black hair and green eyes" (Él es alto y delgado, con cabello corto y negro y ojos verdes).
2. "She has long, curly, blonde hair" (Ella tiene el cabello largo, rizado y rubio).



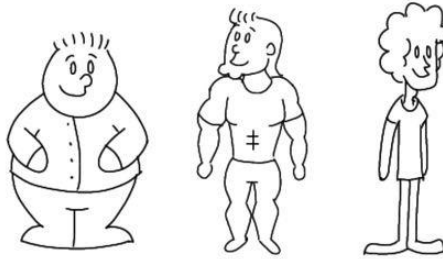
PHYSICAL APPEARANCE

height



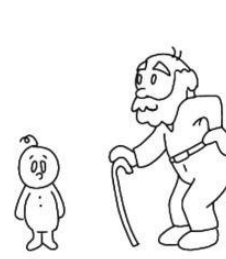
tall short

built



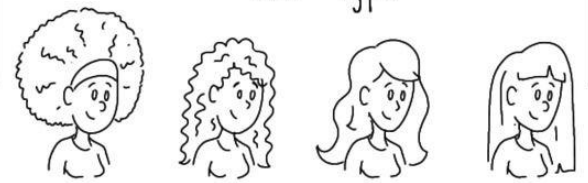
fat well-built thin

age



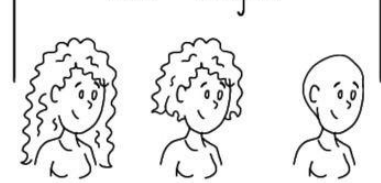
young old

hair type

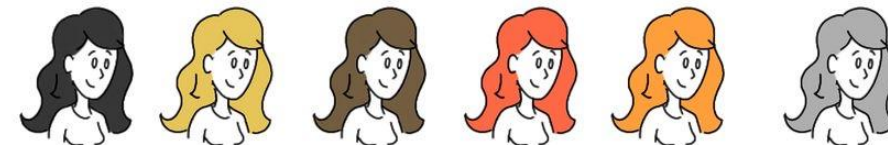


natural curly wavy straight

hair length



long short bald



dark blond brown red ginger gray

hair color

skin color



pale light tanned brown dark

special features



tattoos moustache



beard



freckles

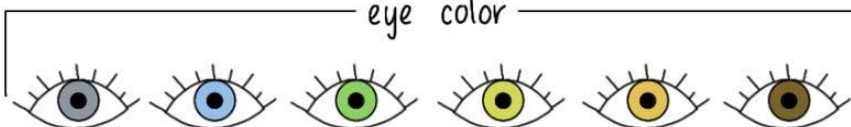


piercing



mole

eye color



gray blue green hazel amber brown

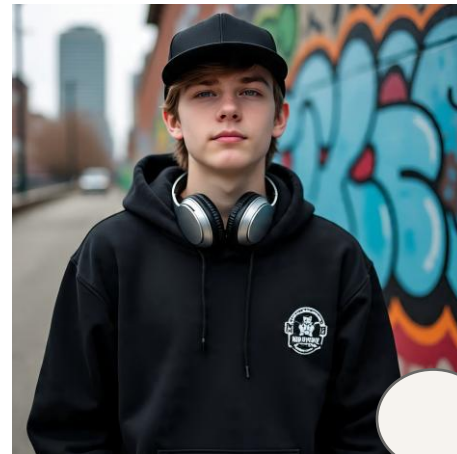


CHALLENGE 6.8: PHYSICAL DESCRIPTIONS

ING1_SA1_CHALLENGE6.8

INSTRUCTIONS: Read the descriptions and match the pictures.

A	B	C
Hi guys! My name is Betty. I'm thin and medium high. My hair is short, curly and blonde. My eyes are brown and beautiful. I'm clever and hard-working. My favorite color is red, and I love fashion.	Hey Guys! My name is Cecilia. I'm thin and sporty, my hair is long, straight and brown, my eyes are brownish and expressive. I'm talkative and noisy. I love ponytails and shorts. I like rock music and horses.	What's up people? I'm Pedro. I'm tall and handsome, my hair is, brown and straight. My face is round. I'm patient and kind of lazy. I like anime hip hop and I always wear a cap.
D	E	
Nice to meet you! My name is Pepe. I'm skinny and short, my hair is black and I like the spike style. My eyes are blue. I'm shy and good tempered. I like sports and play video games.	How're you doing friends? I am Selene. I'm tall and thin. My hair is short, straight and black, I have oriental eyes type. I'm dynamic and agitated. I love the green color and heart designs shorts.	





CHALLENGE 6.9: BODY PARTS

ING1_SA1_CHALLENGE
E6.9

INSTRUCTIONS: Find the words from the list below in the grid. Look across for the words. Circle the words using different colors. Put a check (✓) beside the words in the list when you find them.

J	P	Q	V	H	A	N	D	X	Z	A	N	K	L	E
M	O	U	T	H	J	P	Q	V	X	Z	J	P	Q	V
X	Z	T	O	E	S	J	P	L	E	G	Q	V	X	Z
J	C	H	E	S	T	Z	X	V	V	X	Z	J	P	Q
K	N	E	E	Z	T	H	I	G	H	V	A	R	M	Z
Z	X	Q	P	J	J	W	R	I	S	T	P	Q	X	X
J	P	V	X	Z	N	O	S	E	P	Q	F	A	C	E
J	X	H	E	A	D	V	X	J	P	N	E	C	K	X
B	A	C	K	J	P	Q	V	X	T	E	E	T	H	Z
J	Q	V	X	Z	Z	X	S	H	O	U	L	D	E	R
V	X	Z	J	P	Q	V	X	T	H	U	M	B	Z	J
P	Q	J	E	L	B	O	W	V	Q	P	E	A	R	S
Z	X	V	Q	P	F	O	O	T	P	B	O	D	Y	J
Q	J	X	Z	S	T	O	M	A	C	H	E	Y	E	Z
V	P	Z	F	I	N	G	E	R	J	H	A	I	R	V

ANKLE ____ ELBOW ____ HAIR ____ MOUTH ____ TEETH ____

ARM ____ EYE ____ HAND ____ NECK ____ THIGH ____

BACK ____ FACE ____ HEAD ____ NOSE ____ THUMB ____

CHEST ____ FINGER ____ KNEE ____ SHOULDER ____ TOES ____

EARS ____ FOOT ____ LEG ____ STOMACH ____ WRIST ____



Propósito Formativo 7

PROPÓSITO 7. Expresa gustos y opiniones simples en situaciones cotidianas (habla sobre preferencias y razones de forma empática).



WH- QUESTIONS

Wh- questions are used to ask for specific information, not just “yes” or “no” answers (Murphy, 2019).

There is a list of the main Wh- words you need to know:

1. **“What”** is to ask about things: *“What is your name?”*
2. **“Where”** is to ask about places: *“Where do you live?”*
3. **“When”** is to ask about time: *“When is your birthday?”*
4. **“Who”** is to ask for people: *“Who is your best friend?”*
5. **“Whose”** is to ask about possessions: *“Whose bag is this?”*
6. **“Which”** is to ask about choices: *“Which color do you prefer?”*
7. **“Why”** is to ask about reasons: *“Why do you like pizza?”*
8. **“How”** is to ask about manner or condition: *“How are you today?”*

Sometimes we also use combinations, like:

1. **How many:** quantity (countable).
2. **How much:** quantity (uncountable).
3. **How often:** frequency.
4. **How old:** age.



CHALLENGE 7.1: WH- QUESTIONS

ING1_SA1_CHALLENGE7.1

INSTRUCTION: Answer the following questions. Then interview one of your classmates; write their answers in the column “my classmate’s answer”.

Example:

Question: What’s your favorite color? **My answer:** My favorite color is blue. **My classmate’s answer:** His favorite color is yellow.

QUESTION	MY ANSWER	MY CLASSMATE’S ANSWER His/Her name: _____
1. What is your favorite food? Why do you like it?		
2. Who is your favorite singer or band? What song do you like most?		
3. Where do you like to go with your friends? Why?		
4. When do you usually watch movies? What kind of movies do you like?		
5. Which sport or activity do you like the most? Why?		
6. What subject do you like at school? Why do you like it?		
7. Who is your favorite actor or actress? What movie do you like about them?		
8. What is your favorite hobby? How often do you do it?		
9. Which is better for you: staying at home or going out? Why?		
10. What is your favorite color? How does it make you feel?		



FAVORITE AND PREFER

We use “favorite” to express what we like the most, for example:

My favorite movie is Avatar.

We use “prefer” to compare options, for example:

I prefer tea to coffee (Cambridge University Press, 2023).

CHALLENGE 7.2: FAVORITE AND PREFER

ING1_SA1_CHALLENGE7.2

I. INSTRUCTION: Write 10 sentences using favorite or prefer.

Example:

1. My favorite drink is water.
2. I prefer pizza to hamburgers.

1. My favorite _____ is _____.
2. My favorite _____ is _____.
3. My favorite _____.
4. My favorite _____.
5. My favorite _____.
6. I prefer _____ to _____.
7. I prefer _____ to _____.
8. I prefer _____.
9. I prefer _____.
10. I prefer _____.

II. INSTRUCTION: Write your **own** sentences using favorite or prefer.

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



GERUNDS (-ING FORM)

The -ing form is used after verbs like “love, like, enjoy, prefer” to talk about activities (Swan, 2016).

Example:

I like swimming after school.
She loves reading old books at the library.
We enjoy playing football with our cousins.
He prefers practicing jogging with his friends.

CHALLENGE 7.3: GERUNDS

ING1_SA1_CHALLENGE7.3

I. INSTRUCTION: Choose a hobby from the chart to complete the following sentences.

watching movies • studying in the morning • reading books • eating pizza • drawing and painting
walking to school • talking with my friends • playing video games • listening to music • playing
soccer •

Example:

I like going to bed late on weekends.

1. I like _____ because it makes me happy. My favorite song is Oceans.
2. I love _____ with my friends.
3. I enjoy _____ on weekends. My favorite movie is Stay with me.
4. I prefer _____ because I feel fresh.
5. I like _____ in English.
6. I love _____ with my family.
7. I enjoy _____ in my free time.
8. I prefer _____ instead of taking the bus.
9. I like _____ after class.
10. I love _____ because it is fun.

II. INSTRUCTION: Write about your **own** hobbies. Use the verbs “love, like, enjoy, prefer”.

1. _____ (love).
2. _____ (like).
3. _____ (enjoy).
4. _____ (prefer).



ADJECTIVES AND VERY

Adjectives describe nouns, for example:

big, small, hot, cold, interesting, boring, safe, dangerous.

On the other hand, the word “very” makes adjectives stronger or more intense (Azar & Hagen, 2017), for example,

The movie is very interesting.

CHALLENGE 7.4: ADJECTIVES AND VERY

ING1_SA1_CHALLENGE7.4

I. INSTRUCTION: Complete the sentences with the expression in the chart.

very amazing and funny so • very fast and cool so • very funny and interesting because
very loud and wild because • very magical and beautiful because • very messy and colorful because
very scary and exciting so • very sunny and hot because • very thrilling and educational so
very tricky and stressful so

1. . The movie was _____ I couldn't sleep at night.
2. My room is _____ I like to paint everywhere.
3. She is _____ everyone wants to be her friend.
4. Today is _____ the clouds disappeared.
5. The exam was _____ I studied all night.
6. The park is _____ there are rainbow flowers.
7. My phone is _____ I can play games without problems.
8. The party was _____ the DJ played awesome music.
9. My favorite book is _____ I read it twice.
10. English class is _____ we do crazy activities.



CONJUNCTIONS (BECAUSE-AND-SO)

“Because” introduces a reason. For example:

I like coffee because it's delicious.

“And” connects ideas. For example:

I like pizza and hamburgers.

“So” introduces a result. For example:

I was tired, so I slept.

Carter & McCarthy, 2006).

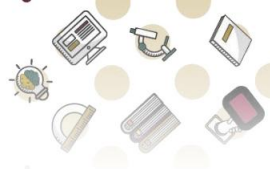
CHALLENGE 7.5: CONJUNCTIONS (BECAUSE, AND, SO)

ING1_SA1_CHALLENGE7.5

I. INSTRUCTION: Write “because”, “and” or “so” to complete the story.

Sofia loves reading books _____ (1) they help her relax after school. She enjoys listening to music, _____ (2) she often plays her favorite songs while studying. Her best friend, Daniel, prefers playing basketball, _____ (3) he feels happy when he runs on the court. They are different, _____ (4) that makes their friendship special. One day, Sofia invited Daniel to the library, _____ (5) he agreed. He said, “I don’t usually read, but I’ll try.” Sofia smiled, _____ (6) she wanted to share her hobby. Daniel enjoyed it, _____ (7) next week he invited Sofia to play basketball. Both learned new things together.

II. INSTRUCTION: Make a new story using your own experience. Change names and hobbies.



Propósito Formativo 8

Propósito 8. Expresa, pertenencia de forma clara y respetuosa (pregunta, y responde sobre posesión con el genitivo y los pronombres posesivos).



POSSESSIVE PRONOUNS

Possessive pronouns (mine, yours, his, hers) replace nouns to show possession.

Example:

This is my book. → This book is mine. à It's mine.

(Woodward English, 2023).

CHALLENGE 8.1: POSSESSIVE PRONOUNS

ING1_SA1_CHALLENGE8.1

INSTRUCTION: Complete the sentences with the correct possessive pronoun.

Example:

This is my pen. → It's mine.

1. This is my pencil. → It's _____.
2. This is your backpack. → It's _____.
3. This is his notebook. → It's _____.
4. This is her ruler. → It's _____.
5. This is my eraser. → It's _____.
6. This is your chair. → It's _____.
7. This is his pen. → It's _____.
8. This is their dog. → It's _____.
9. This is our desk. → It's _____.
10. This is their book. → It's _____.



SAXON GENITIVE ('S)

The Saxon genitive ('s) is used to show possession.

Example:

It's Maria's book.

(Swan, 2016).

CHALLENGE 8.2: SAXON GENITIVE ('S)

ING1_SA1_CHALLENGE8.2

INSTRUCTION: Rewrite the phrases using Saxon genitive('s).

Example:

The book of Maria → Maria's book.

1. The pencil of Ana → _____
2. The backpack of Carlos → _____
3. The phone of Luis → _____
4. The notebook of Sofía → _____
5. The ruler of Pedro → _____
6. The shoes of Juan → _____
7. The jacket of Andrea → _____
8. The laptop of Diego → _____
9. The house of Laura → _____
10. The cat of Miguel → _____



WHOSE QUESTIONS

"Whose" is used to ask who something belongs to.

Example:

Whose backpack is this? → It's Ana's backpack.

(Carter & McCarthy, 2006).



CHALLENGE 8.3: WHOSE

ING1_SA1_CHALLENGE8.3

I. INSTRUCTION: Complete with “*whose*” and give the answer.

Example:

Whose book is this? → It’s Maria’s.

1. _____ pencil is this? → It’s Ana’s.
2. _____ shoes are these? → They’re Juan’s.
3. _____ phone is this? → It’s Carlos’s.
4. _____ notebook is this? → It’s mine.
5. _____ ruler is that? → It’s his.

II. INSTRUCTION: Match the questions and the answers.

QUESTION	ANSWER
1. Whose jacket is this? _____	a) It’s Luis’s phone.
2. Whose notebook is this? _____	b) It’s Carla’s notebook.
3. Whose shoes are these? _____	c) They’re Pedro’s shoes.
4. Whose phone is this? _____	d) It’s Sofía’s backpack.
5. Whose backpack is this? _____	e) It’s Daniel’s jacket.

III. INSTRUCTION: Write your own questions and answers.

QUESTION	ANSWER
1.	
2.	
3.	
4.	
5.	



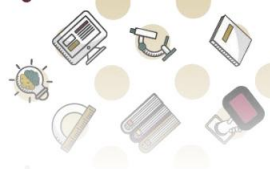
Rúbrica para la presentación digital

ASIGNATURA:	INGLÉS 1	SITUACIÓN DE APRENDIZAJE	2. WHO ARE YOU?
NOMBRE DEL ESTUDIANTE:			
NOMBRE DEL DOCENTE:			
SEMESTRE Y GRUPO:		FECHA DE APLICACIÓN:	
PROPÓSITO DEL PROYECTO:	En equipos, los estudiantes diseñarán una presentación digital o video grupal titulado "Welcome to our Club".		

Criterio	Excelente (3 pts)	Satisfactorio (2 pts)	En proceso (1 pt)
Pronunciación	Pronunciación clara y entendible, comete pocos o ningún error.	Pronunciación generalmente clara, algunos errores no afectan comprensión.	Pronunciación con muchos errores que dificultan la comprensión.
Vocabulario	Usa variedad de palabras aprendidas (saludos, información personal, objetos) de forma adecuada.	Usa vocabulario básico, con algunas repeticiones o limitaciones.	Usa muy poco vocabulario, con errores frecuentes.
Fluidez	Habla de forma continua, sin depender demasiado de pausas o lectura.	Habla con algunas pausas, se apoya en notas, pero mantiene la comunicación.	Habla con muchas pausas, depende totalmente de leer o repetir.
Contenido	Incluye todos los elementos: saludos, presentación, preguntas/respuestas personales y descripción.	Incluye la mayoría de los elementos, aunque falta uno.	Incluye pocos elementos, el contenido es incompleto.
Interacción en pareja	Ambos participan de manera equitativa, se hacen preguntas y responden con naturalidad.	Ambos participan, aunque uno habla más que el otro.	Solo uno participa activamente o la interacción es mínima.

Puntuación total: 15 puntos = Excelente desempeño; 10–14 puntos = Satisfactorio; 5–9 puntos = En proceso.

OBSERVACIONES GENERALES	NOMBRE Y FIRMA DEL EVALUADOR	JUICIO DEL PROPÓSITO
		() Propósito logrado. () Propósito en proceso.



Referencias Bibliográficas

PROPÓSITO FORMATIVO 1

Autoridad Educativa Federal en la Ciudad de México. (2022). Marco Curricular Común de la Educación Media Superior. Secretaría de Educación Pública.

<https://www.aefcm.gob.mx>

Barberá, E., & Badia, A. (2004). La práctica educativa en entornos virtuales de enseñanza y aprendizaje. Editorial UOC.

Coll, C., & Martín, E. (2006). El constructivismo en el aula. Editorial Graó.

Películas. (2020). Youtube.com <https://www.youtube.com/watch?v=tCvdm7n4kE>

Ministerio de Educación de Colombia. (2018). Guía para la formulación de proyectos pedagógicos productivos. <https://www.mineduacion.gov.co/>

Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (UNESCO). (2015).

Educación para los Objetivos de Desarrollo Sostenible: objetivos de aprendizaje.

<https://unesdoc.unesco.org/>

PROPÓSITO FORMATIVO 2

Pinterest. (s.f.) Let me introduce myself Retrieve from: <https://www.eslbuzz.com/how-to-confidently-introduce-yourself-in-english/>

Pozo, J. I., & Monereo, C. (1999). El aprendizaje estratégico. Aula XXI. Santillana.

SEP. (2023). Orientaciones para el desarrollo del Proyecto Aula-Escuela-Comunidad en el Marco Curricular Común. Dirección General de Bachillerato, Subsecretaría de Educación Media Superior.

Tobón, S. (2013). Los proyectos formativos: una estrategia para el desarrollo de competencias. Ecoe Ediciones. <https://havefunwithyourenglish.blogspot.com/2016/05/the-verb-to-be-rules-and-examples.html?spref=pi&m=1>

Woodward Education. (2022). To be Present Tense, English Grammar Rules. Retrieved from: https://www.grammar.cl/Present/To_Be.htm

PROPÓSITO FORMATIVO 3

Anglomaniacy. (2025) Furniture. Retrieved from:

<https://anglomaniacy.pl/furniturePrintables.htm#worksheets>

Busyteacher. (2025) Indefinite articles. Retrieved from: <https://m.busyteacher.org/26367-articles-i.html>

Englishwsheets (2025) Articles. Retrieved from: <https://www.englishwsheets.com/m.articles-1.html>

EF. (2025) Singulars and plurals. Retrieved from: <https://www.ef.com/wwen/english-resources/english-grammar/singular-and-plural-nouns/>



Enciclopedia de Ejemplos. (2025) Adjetivos para objetos. Retrieved from: <https://www.ejemplos.co/adjetivos-para-describir-lugares-en-ingles/>

Grammar-Monster. (2025) definite and indefinite articles. Image retrieved from: https://www.grammar-monster.com/glossary/indefinite_articles.htm

Iscollective. (2025) Describing places. Retrieved from: <https://en.islcollective.com/download/english-esl-worksheets/grammar-topic/adjectives/useful-language-describing-places/79444>

Iscollective. (2025) Articles. Retrieved from: <https://en.islcollective.com/download/english-esl-worksheets/grammar-topic/irregular-plural-nouns/indefinite-article-and-plural/105067>

Learnenglish. (2025) Parts of the house. Image retrieved from: <https://www.learnenglish.com/vocabulary/house-parts/learn-house-parts-vocabulary-in-english/>

Pinterest. (2025) Adjectives. Image retrieved from: <https://mx.pinterest.com/pin/99008891802845380/>

Promova. (2025) Adjetivos descriptivos en inglés . Retrieved from: <https://promova.com/es/english-grammar/descriptive-adjectives-in-english>

Quillbot . (2025) Demonstrative adjectives. Retrieved from: <https://quillbot.com/blog/adjectives/demonstrative-adjectives/>

Soundgrammar. (2025) Demonstratives. Audio retrieved from: <https://soundgrammar.com/learn/L1-CEFR-A1/L1-11-demonstrative-pronouns.htm>

Studocu. (2022) Adjetivos en Inglés. Retrieved from: <https://www.studocu.com/latam/document/politecnico-instituto-tecnologico-de-las-americas/ingles-1-3/adjectives-1-adjetivos-en-ingles/123001027>

The teacher Miss Claire. (2024) Plurals. Video retrieved from: <https://www.youtube.com/watch?v=H-WoHofKHr8&t=85s>

TrandyTopics (2023) Furniture vocabulary. Video retrieved from: <https://www.youtube.com/watch?v=RVdm1aTgHO4>

Woodward English (2025) Articles. Retrieved from: <https://www.grammar.cl/Notes/Articles.htm>

PROPÓSITO FORMATIVO 4

GlobalExam (2025). Possessive adjectives. Obtenido de: <https://global-exam.com/blog/es/gramatica-en-ingles-adjetivos-posesivos-reglas-uso-y-ejercicios/>

Woodward Education. (2022). To be Present Tense, English Grammar Rules. Retrieved from: https://www.grammar.cl/Present/To_Be.htm

Elilo (2021). Possessive Pronouns and Adjectives. Obtenido de: <https://www.elilo.org/class/A1/A1-17-Possessives.html>



PROPÓSITO FORMATIVO 5

Cameron, L. (2001). Teaching languages to young learners. Cambridge University Press.

Duran-Cuj, M. (2025). Ejercicio de comprensión lectora y práctica de Wh-questions y verbo to be con vocabulario de la ciudad, materias escolares y horas [Material didáctico inédito].

Harmer, J. (2007). The practice of English language teaching (4th ed.). Pearson Longman.

Oxford, R. (1990). Language learning strategies: What every teacher should know. Heinle & Heinle.

Richards, J. C., & Schmidt, R. (2010). Longman dictionary of language teaching and applied linguistics (4th ed.). Routledge.

Ur, P. (2012). A course in English language teaching. Cambridge University Press.

PROPÓSITO FORMATIVO 6

Cambridge. (2023) There is and there are. Retrieved from: <https://blog.cambridge.es/there-is-y-there-are-cuando-utilizar-cada-uno/>

Britishcouncil. (2025) There is y there are. Retrieved from: <https://www.britishcouncil.es/blog/diferencias-entre-there-is-y-there-are>

IsIcolective.com (2023) Body parts. Retrieved from: <https://en.islcollective.com/download/english-esl-worksheets/general-topic/body-parts/body-parts/36904>

IsIcolective.com (2023) There is y there are. Retrieved from: <https://en.islcollective.com/download/english-esl-worksheets/grammar-practice/general-grammar-practice/there-there-are-there-was-there-were/there-is-there-are/103912>

IsIcolective.com (2023) Parts of the house. Retrieved from: <https://en.islcollective.com/download/english-esl-worksheets/grammar-topic/prepositions/parts-of-the-house/37968>

IsIcolective.com (2023) Parts of the house. Retrieved from: <https://en.islcollective.com/download/english-esl-worksheets/speaking-practice/warmer-filler-cooler/present-simple-tense/shop/18265>

IsIcolective.com (2023) Physical description. Retrieved from: <https://en.islcollective.com/download/english-esl-worksheets/general-topic/describing-people/physical-description/910>

Perfect English Grammar. (2024) There is/There are. Retrieved from <https://www.perfect-english-grammar.com/there-is-there-are.html>

Test-English. com. There is/There are. Retrieved from <https://test-english.com/explanation/a1/there-is-there-are/>



Universidad de Guanajuato. (2020) Body parts. Retrieved from: https://blogs.ugto.mx/rea/wp-content/uploads/sites/71/2021/11/0JIE5JAkiAecL0fo_yoVBB6SKIQeTianU-948x1024.jpeg

X.com (2025) Physical description. Retrieved from:
<https://x.com/MartiDigitales/status/1950225964799230189>

PROPÓSITO FORMATIVO 7

Azar, B., & Hagen, S. (2017). Understanding and using English grammar (5th ed.). Pearson Education.

Cambridge University Press. (2023). English Grammar in Use Online. Retrieved from <https://www.cambridge.org>

Harmer, J. (2015). The practice of English language teaching (5th ed.). Pearson.

Murphy, R. (2019). English grammar in use (5th ed.). Cambridge University Press.

PROPÓSITO FORMATIVO 8

Carter, R., & McCarthy, M. (2006). Cambridge grammar of English. Cambridge University Press.

Swan, M. (2016). Practical English usage (4th ed.). Oxford University Press.

Woodward English. (2023). Possessive pronouns. Retrieved from <https://www.grammar.cl>



Himno

Al COBATAB



¡Oh!, Colegio de Bachilleres, impetuosa y querida
institución casa fiel del conocimiento,
hoy te canto este himno con amor,
eres rayo de esperanza del mañana,
eres la voz de la verdad.
¡Oh!, Colegio de Bachilleres, eres
luz en medio de la oscuridad.
//Colegio de bachilleres conducta
clara y firme decisión
Colegio de bachilleres tu misión
para siempre es ser mejor.//
En Tabasco se ha sembrado
la semilla que un día germinara,
el impulso de la vida modernista
en progreso de toda la sociedad,
es tu memorable historia gran
orgullo para toda la región,
educación que genera cambio,
ejemplo digno en cada generación.





Porra

Institucional

¡Somos!

¡Somos!

Jóvenes Bachilleres

Jóvenes Bachilleres

Con Valor y Lealtad

De Norte a Sur

De Este a Oeste

Somos líderes Bachilleres del Sureste
COBATAB Unido, COBATAB Fortalecido.
Este encuentro lo gano porque lo gano
Como dijo el Peje, me canso ganso.

¡Somos!

¡Somos!

Jóvenes Bachilleres

Jóvenes Bachilleres

¡Somos!

¡Somos!

Jóvenes Bachilleres

Jóvenes Bachilleres

COBATAB Unido, COBATAB Fortalecido





Cobachito

El Manatí

Mascota institucional



Colegio de Bachilleres,
Está de fiesta señores
Pues todos sus estudiantes
Hoy celebran con honores.

Que ya llegó la alegría
Es hora de motivar
Bailemos con algarabía
Cobachito nos guiará.

Allá por el acahual
En los ríos de Tabasco
Aconchado en unas ramas
O nadando sin parar.

Un manatí se ha ganado
El cariño de la gente
Cobachito le han llamado
Y no para de bailar.

Cobachito, con él vamos a ganar
Cobachito, eres espectacular
Cobachito, respetamos tu hábitat
Cobachito, mascota del COBATAB.

Mientras la orquesta se escucha
Y la porra se emociona
Los jóvenes bachilleres
A una voz ovacionan.

Con orgullo representan
A una gran institución
COBATAB está presente
Y Cobachito ya llegó.



GUÍA DE ESTUDIANTES

Estimada comunidad estudiantil del Colegio de Bachilleres de Tabasco: Reciban un cordial saludo. Como Director General, me complace dirigirme a ustedes a través de esta guía de estudios, una herramienta diseñada para acompañarlos en su formación académica y personal.

En esta etapa de su vida, el aprendizaje autónomo es clave para descubrir sus talentos, fortalecer sus habilidades y construir un futuro con propósito. Cada actividad, cada lectura y cada reto que encuentren en esta guía está pensado para impulsar su desarrollo integral.

Les invito a asumir con responsabilidad su proceso de aprendizaje, a colaborar con sus compañeros y a mantener siempre una actitud de respeto y apertura. En el Colegio de Bachilleres de Tabasco promovemos la equidad y creemos firmemente en el potencial de cada uno de ustedes.

Esta guía busca ser clara y accesible, con objetivos definidos y contenidos relevantes para su contexto. Les animo a aprovecharla al máximo, a preguntar, reflexionar y aplicar lo aprendido en su vida diaria. Confío en su capacidad para superar desafíos, alcanzar metas y contribuir positivamente a su comunidad. Cuentan con el apoyo de sus docentes y de toda la institución.

Con entusiasmo y compromiso, sigamos construyendo juntos una educación de calidad y calidez, que genera cambio.

Con aprecio y confianza,

Fernando Yrys Hernández

Director General

Colegio de Bachilleres de Tabasco

