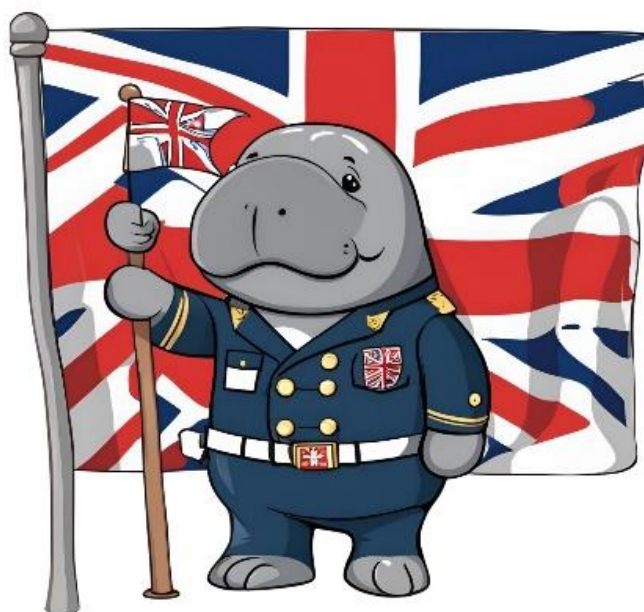




Inglés 3

GUÍA DIDÁCTICA DE TERCER SEMESTRE

DATOS DEL ESTUDIANTE

Nombre: _____

Plantel/EMSAD: _____ Turno: _____



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APRECIABLE ESTUDIANTE

Es agradable saludarte en el inicio del tercer semestre; nos complace informarte que inglés III contiene 14 progresiones diseñadas para que desarrolles habilidades en las cuatro áreas del idioma (escritura, lectura, expresión oral y comprensión auditiva). Estas progresiones están organizadas en categorías y subcategorías que facilitan la integración del aprendizaje de manera gradual aplicándolos en tu vida cotidiana. Las 14 progresiones se han categorizado en 4 situaciones de aprendizaje, cada una con un enfoque y proyecto específico.

En la situación de aprendizaje 1 utilizarás el verbo modal “would” para formular, aceptar y rechazar invitaciones; en segundo lugar, utilizarás el presente continuo para hablar de planes y acontecimientos en el futuro; a continuación, identificarás los verbos regulares e irregulares en pasado participio. Finalmente, utilizarás el presente perfecto en su forma afirmativa. Por otro lado, El proyecto de esta situación consiste en diseñar un cartel digital con audio que contenga al menos diez enunciados sobre actividades, retos, viajes, vivencias o experiencias de vida.

En la situación de aprendizaje 2 utilizarás el presente perfecto en sus formas negativa e interrogativa; después, identificarás el uso de las preposiciones “since” y “for” para expresar y complementar experiencias previas; finalmente, expresarás ideas en pasado continuo en su forma afirmativa. Por otra parte, el proyecto de esta situación de aprendizaje consiste en expresar de manera oral tus experiencias de vida mediante un juego de mesa físico.

En la situación de aprendizaje 3 reportarás el pasado continuo en las formas negativa, e interrogativa; en segundo lugar, utilizarás el contraste entre pasado simple y pasado continuo en su forma afirmativa, negativa e interrogativa; finalmente, clasificarás los conectores de secuencia “and, or, but, so, first, then, later, before, after that”. Por otro lado, el proyecto de esta situación de aprendizaje consiste en grabar un video que simule un programa de variedades o entrevistas donde tus compañeros y tú son viajeros en el tiempo y narran sus experiencias.

En la situación de aprendizaje 4 aplicarás las conjunciones “when” y “while”; a continuación, emplearás los verbos que implican agrado o desagrado tales como “like, enjoy, love, hate”, seguidos por una acción o actividad; finalmente, utilizarás los verbos “need, want, think, know, believe” que expresan deseo o necesidad. Por otra parte, el proyecto de esta situación consiste en grabar un vídeo donde se expresan diez o más enunciados sobre preferencias, gustos y necesidades.

Las actividades se denominan “challenges” y están diseñadas para mejorar tu dominio del inglés. Además, incluimos una serie de “reinforcement challenges” al final de la situación de aprendizaje 4 para que continúes practicando de forma independiente las progresiones de cada una de las situaciones de aprendizaje.

Deseamos que tengas una experiencia de aprendizajes exitosa en tu recorrido por inglés III.

Los Diseñadores de la Guía Didáctica del Estudiante



CONOCE TU GUÍA DIDÁCTICA

con el objetivo de favorecer tu aprendizaje, en la Guía Didáctica del Estudiante encontrarás íconos que te ayudarán a identificar actividades, sugerencias TIC, evaluaciones, material complementario, entre otros recursos seleccionados para ti.



Audio. Recurso multimedia para complementar tus actividades de forma auditiva.



Actividad de la guía. Actividad para poner en práctica tus conocimientos.



Trabajo en equipo. Representa la forma de trabajo colaborativo.



Tarea. Actividad que debe ser realizada después de clases o para reforzar los aprendizajes.



Entretenimiento. Actividades lúdicas en las que ministras te diviertes, aprendes.



Evidencia en plataforma. Tu profesor hará uso de ella para demostrar el logro de tu aprendizaje.



Autoevaluación. Responderás esta actividad al final de cada situación de aprendizaje para autoevaluar tu progreso sobre el idioma inglés.



QR. Encontrarás material en línea para mejorar tu aprendizaje.



Video. Recurso multimedia para complementar tus actividades.



Evaluación diagnóstica. Estrategia que permitirá recuperar tus conocimientos sobre la situación de aprendizaje.

ENLACE A LOS RECURSOS DE CADA PROGRESIÓN DE LA GUÍA DIDÁCTICA DEL ESTUDIANTE:

https://colegiodebachille055-my.sharepoint.com/personal/alejandrina_lastra_cobatab_edu_mx/_layouts/15/guestaccess.aspx?share=EIJ_TLJQmXROrfHh_mMbt4kBFvYoCCntA9Q3eP8irmSr_g&e=65ee2h



LISTA DE ACTIVIDADES POR SITUACIÓN DE APRENDIZAJE

NOMBRE DEL ESTUDIANTE:		GRUPO:		N.L.:
SITUACIÓN DE APRENDIZAJE 1: ADRIAN'S LIFE EXPERIENCES LIST!				
ACTIVIDAD	TIPO DE ACTIVIDAD	¿ENTREGÓ?		OBSERVACIONES
		SI	NO	
DIAGNOSTIC TEST	DIAGNOSTIC TEST			
CHALLENGE 1.1	GRAMMAR			
CHALLENGE 1.2	READING			
CHALLENGE 2.1	VOCABULARY			
CHALLENGE 2.2	GRAMMAR			
CHALLENGE 2.3	WRITING			
CHALLENGE 3.1	GRAMMAR & LISTENING			
CHALLENGE 3.2	GRAMMAR			
CHALLENGE 4.1	VOCABULARY			
CHALLENGE 4.2	WRITING & SPEAKING			
SIGA CHALLENGE	DIGITAL POSTER			
REINFORCEMENT CHALLENGE 1.1	VOCABULARY			
REINFORCEMENT CHALLENGE 2.1	GRAMMAR PRACTICE			
REINFORCEMENT CHALLENGE 3.1	VOCABULARY			
REINFORCEMENT ACTIVITY 3.2	GRAMMAR			
REINFORCEMENT ACTIVITY 3.3	VOCABULARY			
REINFORCEMENT ACTIVITY 4.1	GRAMMAR & WRITING			



NOMBRE DEL ESTUDIANTE:		GRUPO:		N.L.:
SITUACIÓN DE APRENDIZAJE 2: I HAVE STUDIED VERB TO BE FOR AGES				
ACTIVIDAD	TIPO DE ACTIVIDAD	¿ENTREGÓ?		OBSERVACIONES
		SI	NO	
DIAGNOSTIC TEST	DIAGNOSTIC TEST			
CHALLENGE 5.1	GRAMMAR AND READING			
CHALLENGE 5.2	GRAMMAR PRACTICE			
CHALLENGE 5.3	GRAMMAR PRACTICE			
CHALLENGE 6.1	GRAMMAR PRACTICE			
CHALLENGE 6.2	GRAMMAR AND WRITING			
CHALLENGE 7.1	GRAMMAR AND READING			
CHALLENGE 7.2	GRAMMAR AND WRITING			
SIGA CHALLENGE	BOARD GAME			
REINFORCEMENT CHALLENGE 5.1	GRAMMAR PRACTICE			
REINFORCEMENT CHALLENGE 6.1	GRAMMAR PRACTICE			
REINFORCEMENT CHALLENGE 7.1	GRAMMAR PRACTICE			
REINFORCEMENT CHALLENGE	GRAMMAR PRACTICE			

NOMBRE DEL ESTUDIANTE:		GRUPO:		N.L.:
SITUACIÓN DE APRENDIZAJE 3: IT WASN'T WHAT I WAS EXPECTING!				
ACTIVIDAD	TIPO DE ACTIVIDAD	¿ENTREGÓ?		OBSERVACIONES
		SI	NO	
CHALLENGE 8.1	EVALUACIÓN DIAGNÓSTICA			
CHALLENGE 8.2	VOCABULARY			
CHALLENGE 8.3	GRAMMAR PRACTICE			
CHALLENGE 9.1	LISTENING			
CHALLENGE 10.1	GRAMMAR PRACTICE			
CHALLENGE 11.1	READING			
CHALLENGE 11.2	LISTENING			
SELF-EVALUATION	SELF-EVALUATION			



SIGA CHALLENGE	TALK-SHOW			
REINFORCEMENT CHALLENGE 8.1	GRAMMAR PRACTICE			
REINFORCEMENT CHALLENGE 9.1 y 10.1	GRAMMAR PRACTICE			
REINFORCEMENT CHALLENGE 11.1	GRAMMAR PRACTICE			

NOMBRE DEL ESTUDIANTE:			GRUPO:	N.L.:
SITUACIÓN DE APRENDIZAJE 4: THAT'S WHAT I LIKE				
ACTIVIDAD	TIPO DE ACTIVIDAD	¿ENTREGÓ?		OBSERVACIONES
		SI	NO	
DIAGNOSTIC TEST	EVALUACIÓN DIAGNÓSTICA			
CHALLENGE 12.1	GRAMMAR PRACTICE			
CHALLENGE 12.1	GRAMMAR PRACTICE			
CHALLENGE 13.1	VOCABULARY			
CHALLENGE 13.2	VOCABULARY AND GRAMMAR PRACTICE			
CHALLENGE 13.3	GRAMMAR PRACTICE			
CHALLENGE 14.1	READING ACTIVITY			
CHALLENGE 14.2	LISTENING ACTIVITY			
SIGA CHALLENGE	VIDEO/REEL			
REINFORCEMENT CHALLENGE 1.1	GRAMMAR PRACTICE			
REINFORCEMENT CHALLENGE 2.1	GRAMMAR PRACTICE			



SITUACIÓN DE APRENDIZAJE 1

ADRIAN'S LIFE EXPERIENCES LIST!

PROPÓSITO DE LA SITUACIÓN DE APRENDIZAJE

Diseñar un poster digital con audio que contenga al menos 10 enunciados sobre actividades, retos, viajes, vivencias o experiencias de vida, integrados en equipos. Presentar el producto en plenaria, en un contexto de respeto y tolerancia hacia la diversidad, la equidad y la inclusión.

CONTEXTO

Adrián es un chico de tercer semestre de bachiller, quien tiene deseos de triunfar en la vida, tiene en mente muchos proyectos, sueños y retos, y desea fervientemente poder cumplirlos. Le gustaría viajar por el mundo, probar la gran variedad de gastronomía, e inclusive vivir en varios países para conocer muy bien sus culturas y sus lenguas. Durante la clase de inglés su profesor le pide realizar una lista de experiencias "Life Experiences List", incluyendo aquellos sueños ya cumplidos, haciendo uso del presente perfecto en afirmativo, el verbo modal 'would' y el 'presente continuo' para hablar de acciones futuras próximas.

CONFLICTO COGNITIVO:

1. ¿Qué es una Life Experiences List?
2. ¿Cómo hago una petición en un contexto formal usando el modal 'Would'?
3. ¿Cómo uso el presente continuo con sentido de futuro?
4. ¿Cómo empleo el presente perfecto en mi vida cotidiana? (experiencias de vida, retos, acontecimientos familiares, escolares, con los amigos, metas logradas hasta ahora)
5. ¿De qué manera identifico los verbos regulares e irregulares en Pasado Participio?

PROGRESIONES

1. Utiliza el verbo modal would para formular, aceptar y rechazar invitaciones, así como hacer una petición en un contexto formal.
2. Utiliza el presente continuo para hablar de planes y acontecimientos en el futuro.
3. Identifica los verbos regulares e irregulares en el pasado participio. En el tiempo presente perfecto se utilizan los verbos en pasado participio.
4. Utiliza el Presente Perfecto en su forma afirmativa, para explicar hechos y experiencias que ocurrieron en un momento en el pasado y pueden seguir o no vigentes en el presente.





DIAGNOSTIC TEST

ING3_SA1_DIAGNOSTICTEST

INSTRUCTION: Choose the correct option for each question.

1. What would you like to order Ma'am?

- a) I need some chicken soup, please
 b) Yes, I'd like salad, please.
 c) Yes, I'm starving.

2. _____ you please pass the butter?

- a) May
 b) Would
 c) Do

3. I _____ like the soup of the day, please.

- a) need
 b) can
 c) would

4. Hi dear! What are you doing tomorrow evening?

- a) I'm having my salsa lessons.
 b) I'm going to have my salsa lessons.
 c) I'll have my salsa lessons.

5. We _____ at 9:00 a.m. in the office next Friday. Please, be on time!

- a) meet
 b) meeting
 c) are meeting

6. My grandmother has _____ her umbrella.

- a) forgotten
 b) forget
 c) forgot

7. My friends and I have _____ bungee jumping.

- a) tried
 b) tryed
 c) try

8. Sue _____ been to France.

- a) have
 b) has
 c) is

9. The children _____ finished their homework.

- a) has
 b) have
 c) is

10. They _____ gone to a heavy metal concert.

- a) hasn't
 b) has
 c) have



VOCABULARY LIST

Restaurant & Personnel	Food
1. Restaurant (Restaurante) 2. Diner (Cafetería, Comedor) 3. Taqueria (Taquería) 4. Pizzeria (Pizzería) 5. Cook (Cocinero) 6. Waiter (Mesero) 7. Cashier (Cajero) 8. Delivery Man (Repartidor) 9. Dishwasher (Lavaplatos) 10. Janitor (Intendente)	1. Salad (Ensalada) 2. Burger (Hamburguesa) 3. Mashed Potatoes (Puré de Papas) 4. Steak (Bistec) 5. Fried Fish (Pescado Frito) 6. Steak (Filete) 7. Fried Chicken (Pollo Frito) 8. Tuna (Atún) 9. Bacon and Eggs (Tocino y Huevos) 10. Smoothie (Malteada, Licuado)

Verbs with -ing	Time Expressions for Present Continuos	Time Expressions For Future
1. Play (Playing) 2. Dance (Dancing) 3. Study (Studying) 4. Cut (Cutting) 5. Sleep (Sleeping) 6. Work (Working) 7. Meet (Meeting)	1. Now – (Ahora) 2. Right now – (Justo ahora) 3. At the moment (En este momento) 4. In this moment (En este momento)	1. Tomorrow (Mañana) 2. Tonight (Esta noche) 3. This afternoon (Esta tarde) 4. This weekend (Este fin de semana) 5. On Friday (El viernes) 6. Next Holidays (Las próximas vacaciones)

Jobs	Professional Jobs
1. Baker (Panadero) 2. Bricklayer (Albañil) 3. Carpenter (Carpintero) 4. Plumber (Plomero o Fontanero) 5. Electrician (Electricista) 6. Mechanic (Mecánico) 7. Blacksmith (Herrero) 8. Craftsman (Artesano) 9. Garbage Collector (Basurero) 10. House Painter (Pintor de Casas)	1. Archaeologist (Arqueólogo) 2. Architect (Arquitecto) 3. Attorney (Abogado) 4. Banker (Banquero) 5. Biologist (Biólogo) 6. Broker (Corredor de Bolsa) 7. Chemist (Químico) 8. College Professor (Profesor Universitario) 9. Computer Programmer (Programador de Computadoras) 10. Consultant (Consultor)



Daily Activities	Professions, Work And Trades	Nations & Traveling
1. Wake up (Despertar)	1. Doctor (Doctor)	1. Mexico (México)
2. Have breakfast (Desayunar)	2. Teacher (Maestro, Docente)	2. United States (Estados Unidos)
3. Take a shower (Darse un baño)	3. Farmer (Granjero)	3. Canada (Canada)
4. Get dressed (Vestirse)	4. Rancher (Ranchero)	4. Japan (Japón)
5. Go to school/work (Ir a la escuela/trabajo)	5. Police Officer (Oficial de Policía)	5. Travel (Viajar)
6. Take the bus (Tomar el autobús)	6. Singer (Cantante)	6. Meet (Conocer)
7. Have lunch (Almorzar)	7. Accountant (Contador)	7. Explore (Explorar)
8. Do homework (Hacer tarea)	8. Engineer (Ingeniero)	8. Tour (Turistear)
9. Study English (Estudiar Inglés)	9. Librarian (Bibliotecario)	9. Discover (Descubrir)
10. Play videogames (Jugar videojuegos)	10. Salesman (Vendedor)	10. Try (Probar)



GRAMMAR EXPLANATION

MODAL VERB WOULD

Los verbos modales siempre funcionan como auxiliares, no pueden utilizarse solos, sino que siempre aparecen en combinación con otros verbos. Entre los verbos modales se pueden nombrar *Can, Will, Shall, May*, entre otros. Nos enfocaremos en el Verbo Modal **Would**, el cual podemos utilizar para realizar peticiones en un contexto formal, así como para formular, aceptar y rechazar invitaciones. Por ejemplo:

1. I would like a glass of water, please. (*Me gustaría un vaso de agua, por favor.*)
2. Would you help me explain the lesson? (*¿Me ayudarías a explicar la lección?*)
3. Would you like to come to the party? (*¿Te gustaría venir a la fiesta?*)
4. Yes, I would. (*Sí, me gustaría.*)
5. I would like to, but I'm busy tonight. (*Me gustaría, pero estoy ocupado esta noche.*)
6. Would you like a steak? (*¿Te gustaría un bistec?*)
7. Yes, it would be nice. Thank you. (*Sí, sería agradable. Gracias.*)
8. Thank you, but I would not. I am a vegetarian. (*Gracias, pero no. Soy vegetariano.*)

MATERIAL DE APOYO



Would You Like To Do Something? - How
 to Use "Would you like...?" - English
 Conversation Practice

<https://goo.su/ALbHIFT>



ING3_SA1_TEACHERRESOURCE1

TO MAKE PETITIONS	SUBJECT / NOUN	WOULD LIKE TO	VERB (BASE)	COMPLEMENT
	I	would like to	buy	a ticket.
	We	would like to	see	the doctor.
	They	would like to	order	this meal.



TO MAKE PETITIONS (2)	WOULD YOU	VERB (BASE)	SUBJECT/ NOUN	COMPLEMENT
	Would you	close	the window	please?
	Would you	pass me	the salt	if it's not much trouble?
	Would you	watch over	the kids	if that's okay?

TO MAKE INVITATIONS	WOULD YOU LIKE TO	VERB (BASE)	OBJECT/ NOUN	COMPLEMENT
	Would you like to	visit	your cousins	this weekend?
	Would you like to	have	a pizza	tonight?
	Would you like to	try	a new place	to eat?

HOW TO REPLY ...	...TO ACCEPT INVITATIONS	...TO REJECT INVITATIONS
	Yes, I would. (<i>Sí, me gustaría</i>). I would love to. (<i>Me encantaría</i>). Thanks. Yes, I would. (<i>Gracias. Sí, me gustaría</i>). I would be grateful. (<i>Estaría agradecido</i>).	I'm sorry. I would like to, but I'm busy. (<i>Lo siento. Me gustaría, pero estoy ocupado</i>). I have a commitment. Otherwise, I would love to. (<i>Tengo un compromiso. De otra forma, me encantaría</i>). I would appreciate it, but I can't. (<i>lo apreciaría, pero no puedo</i>).





CHALLENGE 1.1
GRAMMAR

ING3_SA1_CHALLENGE1.1

INSTRUCTION: The following phrases are out of order. Rewrite them to form coherent sentences.

Example: an order of / I / please. / fried fish, / would like

I would like an order a fried fish, please.

1. this weekend? / to have dinner / with us / would you like

2. love to, / I would / I'm busy tonight. / but

3. Yes, / I'm available / on Saturday / I would.

4. he prefer / would / or / a salad / mashed potatoes?

5. I already / I would / have plans. / like to, / but

6. Thank you, / appreciate it. / I would

7. please. / like to / I would / the menu, / see

8. would you / a glass / like / of water?

9. she accept / for breakfast? / if you / would / invited her

10. so I can't. / have plans, / Otherwise, / I already / I would love to.





CHALLENGE 1.2 READING

ING3_SA1_CHALLENGE1.2

INSTRUCTION: Read the dialogue. Then choose if the statements are true or false.

Arthur: Good morning, Brenda and Charlie!
Brenda: Hello, Arthur! I haven't seen you in six months!
Charlie: Nice to see you. How are you?
Arthur: I'm fine, I'm on my way to have breakfast. I will have honey waffles.
Brenda: Sounds delicious. I would like to try them.
Charlie: I would prefer a tuna sandwich today.
Arthur: Would you two like to have breakfast with me?
Brenda: Yes, I would love to! I would like hot cakes.
Charlie: Oh, look at the time. I would like to, but I must see the doctor.
Arthur: What a shame. Would you like to have breakfast another day?
Brenda: What about Saturday? Would you be fine with that?
Arthur: I would like to, but I can't. On Saturday I will be out of town. How about Sunday?
Charlie: Yes, Sunday is fine. I would like bacon and eggs.
Arthur: Sunday it is then, we can meet at 9:00 o'clock at Mary's Restaurant.
Charlie: The bus is here, I must go. See you later!
Brenda: Goodbye, Charlie. Good luck with the doctor.

Statement	True	False
Example: Arthur is going to have honey waffles.	X	
1. Charlie hasn't seen Arthur in six years.		
2. Brenda would like to try honey waffles.		
3. Charlie would prefer a ham sandwich.		
4. Arthur invites his friends to have dinner.		
5. Charlie must see his doctor.		
6. Arthur can have breakfast on Saturday.		
7. Brenda will be out of town on Sunday.		
8. Arthur would like to have bacon and eggs.		
9. They will meet at 9:00 o'clock at Mary's.		
10. Charlie takes the bus.		



GRAMMAR EXPLANATION

PRESENT CONTINUOUS FOR FUTURE TENSE

El "present continuous" se emplea para referirse a **planes** o **acuerdos** sobre **eventos futuros**. Conlleva la sugerencia de que más de una persona está implicada en ellos y que ya se ha dado cierto grado de preparación.

1. **I'm meeting** Jim at the airport (*Veré a Jim en el aeropuerto*).
2. **I am leaving** tomorrow (*Me voy mañana*).
3. **We're having** a staff meeting next Monday (*Vamos a tener una reunión de personal el próximo lunes*).
4. **Is she seeing** him tomorrow? (*¿Ella lo verá mañana?*)
5. **He isn't working** next week (*Él no trabajará la próxima semana*).
6. **They aren't leaving** until the end of next year (*Ellos no se irán hasta finales del próximo año*).
7. **We are staying** with friends when we get to Boston (*Nos quedaremos con amigos cuando lleguemos a Boston*).

A continuación, se muestran otros ejemplos que usan presente continuo con intención de futuro:

OUS AFFIRMATIVE FORM	SUBJECT	VERB TO BE	MAIN VERB + ING	COMPLEMENT	TIME EXPRESSION
	I	am	traveling	to Veracruz	next Friday.
	You	are	visiting	your mother	next May 10th.
	He	is	dancing	in the party	tomorrow.
	We	are	working	in our projects	next weekend.



NEGATIVE FORM	SUBJECT	VERB TO BE	NOT	MAIN VERB + ING	COMPLEMENT	TIME EXPRESSION
	I	am	not	traveling	to Veracruz	next Friday.
	You	are	not	visiting	your mother	next May 10th.
	He	is	not	dancing	in the party	tomorrow.
	We	are	not	working	in our projects	next weekend.

INTERROGATIVE FORM	VERB TO BE	SUBJECT	MAIN VERB + ING	COMPLEMENT	TIME EXPRESSION
	Am	I	traveling	to Veracruz	next Friday?
	Are	you	visiting	your mother	next May 10th?
	Is	he	dancing	in the party	tomorrow?
	Are	we	working	in our projects	next weekend?

TIME EXPRESSIONS FOR FUTURE ACTIONS

Son expresiones de tiempo que indican que una acción se realizará en el futuro.

Algunas de las expresiones de tiempo en inglés son:

1. Today (Hoy)
2. Tonight (Esta noche)
3. Tomorrow (Mañana)
4. Next holidays (Las próximas vacaciones)
5. This afternoon (Esta tarde)
6. This weekend (Este fin de semana)
7. On Friday (El viernes)
8. Next week (La próxima semana)
9. Next month (El próximo mes)
10. Next year (El próximo año)

MATERIAL DE APOYO



Lección 28 - Present Continuous For
 Future Plans | El Presente Continuo
 para Planes Futuros

<https://goo.su/gINwP>



ING3_SA1_TEACHERRESOURCE2

Algunos ejemplos donde se emplean las expresiones de tiempo son:

1. I am playing soccer next Friday.
2. She is having the second term exam next week.
3. We are meeting tomorrow.





CHALLENGE 2.1 VOCABULARY

ING3_SA1_CHALLENGE2.1

I. INSTRUCTION: Choose the correct phrase below and write down, under each picture, which phrase is related to which image.

Having dinner in a restaurant	Playing soccer	Buying vegetables
Going to school	Visiting our grandmother	Working for the oil industry
Flying to New York	Running in the park with friends	Cooking lunch
Dancing in the school ballet	Meeting with my colleagues	Performing a surgery in the hospital

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



II. INSTRUCTION: Read again each phrase for the previous activity. Write in the chart below the verbs which contains -ING form and write the correct base form of each one.

Example

Verb -Ing	Base form
Help	Helping

#	Verb -Ing	Base form	#	Verb -Ing	Base form
1			7		
2			8		
3			9		
4			10		
5			11		
6			12		



CHALLENGE 2.2 GRAMMAR

ING3_SA1_CHALLENGE2.2

INSTRUCTION: Write the correct form of the verb in present progressive tense to talk about future activities.

Example: Yessi is traveling (**travel**) to Veracruz next month.

- 1.- My mother _____ (**cook**) mole for my birthday party.
- 2.- We _____ (**work**) more than 8 hours tomorrow evening because we need to finish the project.
- 3.- I _____ (**fly**) to Tamaulipas next month to have my final test.
- 4.- You _____ (**study**) next June for the second partial exam.
- 5.- Caroline _____ (**deliver**) the new project next Tuesday.





GRAMMAR EXPLANATION

PAST PARTICIPLE

El pasado participio es la forma de un verbo utilizada para formar oraciones en su forma perfecta o pasiva, así como para mostrar acciones pasadas. En algunas ocasiones también se utilizan como adjetivos. En inglés, el pasado participio usualmente terminan en **-ed** igual que el pasado del verbo. Ya que el pasado participio es utilizado para formar un tiempo verbal compuesto, no se puede utilizar por sí solo.

Regular Verbs	Irregular Verbs
La forma en pasado participio de los verbos regulares se escribe agregando -ed a la forma base del verbo.	La forma en pasado participio de los verbos irregulares no sigue reglas de escritura, por lo tanto, se escribe de diferente manera.
Act-Acted (actuado)	Be-Been (sido)
Bake-Baked (horneado)	Begin-Begun (iniciado)
Dress-Dressed (vestido)	Come-Come (venido)
Enter-Entered (entrado)	Go-Gone (ido)
Play-Played (jugado, ejecutado)	Say-Said (dicho)
Shop-Shopped (comprado)	See-Seen (visto)
Turn-Turned (retornado)	Take-Taken (agarrado, tomado)

MATERIAL DE APOYO



10 Things to Know about
 PAST PARTICIPLE

<https://goo.su/XgjW>



ING3_SA1_TEACHERRESOURCE3

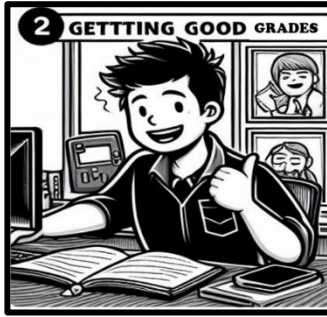




CHALLENGE 3.1 GRAMMAR & LISTENING

ING3_SA1_CHALLENGE3.1

I. INSTRUCTION: Adrián is thinking about the things he has done up today. He wants to make his "life experience list". Complete the following sentences with the past participle form of the verbs in parenthesis. Follow the example.

		
Example: Adrián has <u>gotten</u> (get) a job.	1. Adrián has _____ (get) good grades.	2. Adrián has _____ (buy) a motorcycle.
		
3. Adrián has _____ (graduate) from junior school.	4. Adrián has _____ (win) the lottery.	5. Adrián has _____ (receive) a diploma.



II. INSTRUCTION: Watch the video from "MATERIAL DE APOYO". Then write in the blanks the past participle verbs from the box.

run	eaten	met	lived
traveled	gone	been	finished
cleaned	eaten	received	learned

1. They have _____ to many countries.
2. John has _____ the actor Morgan Freeman.
3. I have never _____ at McDonald's.
4. I have _____ my homework so I can watch TV now.
5. He has already _____ lunch so he's not hungry now.
6. She has _____ the room so it's spotless now.
7. I have just _____ an email.
8. I have _____ in New York City for five years.
9. Jen has _____ part of a rock band since she was a teenager.
10. Jack has _____ how to ride a horse.
11. Thomas has _____ hundreds of miles for charity.
12. My cousin is an astronaut, he has _____ to space twice.

MATERIAL DE APOYO



When to Use the Present
 Perfect – Grammar Lesson
 with Examples

<https://goo.su/zqYiB1M>



ING3_SA1_TEACHERRESOURCE4





CHALLENGE 3.2 GRAMMAR

ING3_SA1_CHALLENGE3.2

INSTRUCTION: Read with your teacher the following text and answer the questions below.

The Old Colonel

I think I **have had** a very interesting life. I'm 73 now and I don't work anymore. I **was** in the army for 51 years. I retired when I was 69. I **have been** to so many countries that I can't remember all of them. **I've been** to Australia six or seven times and to South Africa three times.



I **have also been** once to Russia but I didn't like it at all: much too cold for me! They say that love is the greatest thing and I agree. **I've been married** four times but never for more than five years. I don't think women really understand me!

I've never been on television, but **I've been** on the radio once. It **was** a programme about life in the military about twenty years ago. I **met** the Prime Minister on the same day. Actually, **I've met** a lot of famous people: members of the royal family, famous politicians and also famous cinema and television personalities. **I've never met** the American President though which is a pity.

Because **I've travelled** a lot, **I've seen** a lot of wonderful things and **have also eaten and drunk** some strange foods and drinks. I **ate** cat and rat in India and **drank** something called **Mirto** on a little island in Italy many years ago.

1. What job did he have before retiring?

_____.

2. How long was he in the army?

_____.

3. How many times has he been to Australia?

_____.

4. Did he like Russia? Why?

_____.

5. Why has he married so many times?

_____.

6. Has he ever been on television?

_____.

7. When did he meet the Prime Minister?

_____.

8. Where did he drink Mirto?

_____.



GRAMMAR EXPLANATION

PRESENT PERFECT

El presente perfecto expresa hechos, acciones o estados que comenzaron en el pasado y aún son relevantes en la actualidad o que aún no concluyen. Se construye usando el verbo *have* o *has*, seguido del verbo su forma pasado participio.

	SUBJECT/NOUN	AUXILIAR VERB	PAST PARTICIPLE FORM	COMPLEMENT
AFFIRMATIVE FORM	I	have	studied	English for four years.
	You	have	learned	many languages.
	He	has	played	Mario Kart 8 Deluxe.
	She	has	watched	the new movie.
	It	has	rained	for 3 hours.
	We	have	enrolled	at campus 25.
	They	have	walked	home.

Have Vs Has: ¿Cuándo usar cuál?

El verbo auxiliar **have** significa **haber**; puede tomar dos formas distintas en el tiempo presente perfecto de acuerdo con el sujeto: **have** o **has**.

Se usa **have** para los pronombres en inglés I, you, we, they.

Se usa **has** para los pronombres en inglés *he, she, it*.



CORRECT USE	INCORRECT USE
✓ I <u>have</u> finished my homework.	✗ I <u>has</u> finished my homework.
✓ Saúl and alma <u>have</u> played Mario Kart for two hours.	✗ Saúl and alma <u>has</u> played Mario Kart for two hours.
✓ The principal <u>has</u> spoken with your parents.	✗ The principal <u>have</u> spoken with your parents.
✓ It <u>has</u> rained all day.	✗ It <u>have</u> rained all day.

En el caso de los ejemplos de uso incorrecto, se ha utilizado el verbo auxiliar have/has erróneamente; por ejemplo, se ha usado *has* para *I* (primera persona singular), y *have* para *The Principal* (tercera persona singular). El uso incorrecto puede causar confusión en quien lea o escuche los enunciados.

MATERIAL DE APOYO



Grammar Lesson: Present
Perfect Affirmative

<https://goo.su/zMnro>



ING3_SA1_TEACHERRESOURCES





CHALLENGE 4.1 VOCABULARY

ING3_SA1_CHALLENGE4.1

I. INSTRUCTION: Use the vocabulary from each chart to complete the texts below. There's an extra word in each chart.

Doctor	Gone	Studied	Wished	Chef	Worked
--------	------	---------	--------	------	--------

- I. I have _____ at COBATAB for one year. My father has _____ as a teacher at the UJAT while my mother has worked as a _____ in a private clinic. We currently live with my uncle, who has been a _____ for many years, he owns a restaurant. My sister isn't living with us, she has _____ to the United States to study Engineering.

Performed	Wanted	Heard	Stew	Taught	Colombia
-----------	--------	-------	------	--------	----------

- II. I have _____ well at school, English is an easy subject for me because my family has _____ me the language since I was a kid. I have _____ to visit _____ for many years, I have _____ it's a beautiful country.

Travel	Pilot	Been	Have	Liked	Has
--------	-------	------	------	-------	-----

- III. I have _____ it here in Mexico, but I also would like to meet other places. I have _____ interested in becoming a _____, so I could _____ all over the world in a plane. It _____ been one of my dreams for many years.

Accountant	Explore	Restaurant	Japan	Did	Wanted
------------	---------	------------	-------	-----	--------

- IV. I would _____ many places, such as England, _____, Australia and more. However, I have also _____ to be an _____, so one day I could open my own business, such as a _____.

II. INSTRUCTION: Compare your answers with your partners. In class, verify your responses with the teacher's guidance and change your answers as necessary.





CHALLENGE 4.2
WRITING & SPEAKING

ING3_SA1_CHALLENGE4.2

I. INSTRUCTION: Write eight activities YOU have done lately (today, yesterday, last weekend...) using present perfect in affirmative form.

Example: I have played soccer with my friends today.

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

II. INSTRUCTION: In class, practice your speaking skills by reading some of the activities in the list for your classmates and your teacher.





**SIGA ACTIVITY
DIGITAL POSTER**

ING3_SA1_SIGAACTIVITY

INSTRUCTION: In teams, make a digital poster with audio to describe your life experiences and the activities or challenges you would like to do, or even about your upcoming arrangements. You must write, at least, ten sentences, utilizing the vocabulary and grammar seen and practiced.

Vocabulary

- ✓ Food & Drinks
- ✓ Verbs phrases (go to the Dentist's, have a meeting, etc.)
- ✓ Past participle verbs.
- ✓ Finished actions or events.
- ✓ Life experiences.

Grammar:

- ✓ Use of the modal Would – Would not.
- ✓ Present continuous for future (Arrangements)
- ✓ Present Perfect simple (Affirmative)

1st option:

The digital poster with audio must include real photos of students' life experiences. Use images taken from internet for those activities they would like to do, as well as upcoming activities (arrangements).

Students must present the digital poster in class by using a projector, in a context of respect and tolerance towards diversity, equality and inclusion.

NOTE: The audio must include the same information written in the poster by using a speaker icon on the top right corner.

2nd option:

The poster must include real photos of students' life experiences and they must describe them orally. Use images taken from internet for those activities they would like to do, as well as upcoming activities (arrangements).

Students must present the poster in class, in a context of respect and tolerance towards diversity, equality and inclusion.

NOTE: The second option could be considered for EMSADS or CAMPUS where do not have projectors.





SELF-EVALUATION

ING3_SA1_SELFEVALUATION



How well do you think you understand now English?

Instrucciones: Completa la tabla para evaluar tu aprendizaje sobre las siguientes afirmaciones.

Yo puedo...	Si	Necesito practicar más
Recordar el vocabulario sobre restaurant, personnel, food, verbs, time expressions, jobs.		
Utilizar expresiones de experiencias pasadas.		
Entender lecturas cortas donde usan expresiones sobre tiempos pasados.		
Escribir textos cortos en inglés sobre planes a futuro usando el presente continuo.		
Pronunciar frases utilizando el vocabulario y gramática sobre planes a futuro y actividades pasadas en presente perfecto.		



COLEGIO DE BACHILLERES DE TABASCO. PLANTEL _____ TURNO _____
 PERIODO 2024-2025A
 LISTA DE COTEJO PARA EVALUAR POSTER DIGITAL

UAC	Inglés III	SITUACIÓN DIDÁCTICA	1
TÍTULO	Adrian's Life Experiences List!	TIPO DE EVALUACIÓN	Heteroevaluación
NOMBRE DEL ESTUDIANTE:			
NOMBRE DEL DOCENTE			
SEMESTRE	3	GRUPO	
FECHA DE APLICACIÓN			
EVIDENCIA DE APRENDIZAJE	Diseñar un poster digital con audio que contenga al menos 10 enunciados sobre actividades, retos, viajes, vivencias o experiencias de vida, integrados en equipos. Presentar el producto en plenaria, en un contexto de respeto y tolerancia hacia la diversidad, la equidad y la inclusión.		
INSTRUCCIONES	Marcar con una (X) para resaltar si el equipo cumplió con los criterios de la actividad. Sumar los puntos para obtener la calificación.		

CRITERIOS		CUMPLE		EJECUCIÓN		OBSERVACIONES
		SI	NO	PONDERACIÓN	CALIF.	
1	Entrega en tiempo y forma el Poster Digital o en físico.			1.0		
2	Tiene limpieza y legibilidad, gramática y estructura sin errores.			1.0		
3	Emplea el uso del modal Would / Would not.			1.0		
4	Utiliza el Presente Continuo en sentido de futuro.			1.0		
5	Aplica el pasado participio de los verbos regulares e irregulares en el Presente Perfecto simple.			1.0		
6	Usa el Presente Perfecto Simple en afirmativo.			1.0		
7	Utiliza vocabulario visto en la Situación Didáctica (alimentos y bebidas, verbos con frases, experiencias de vida.			1.0		
8	Incluye fotos propias de sus experiencias de vida.			1.0		
9	Incluye imágenes de actividades o retos que les gustaría realizar o de compromisos futuros.			1.0		
10	Muestra buena pronunciación y fluidez en su audio o presentación.			1.0		
Total:				10		

OBSERVACIONES GENERALES	NOMBRE Y FORMA DEL DOCENTE	PORCENTAJE DE COMPETENCIA LOGRADO
		JUICIO DE COMPETENCIA
		() Competencia lograda.
		() Competencia en proceso.



COLEGIO DE BACHILLERES DE TABASCO
PLANTEL _____ TURNO _____ PERIODO 2024-2025A
LISTA DE COTEJO PARA EVALUAR DESAFÍOS

UNIDAD DE APRENDIZAJE CURRICULAR	Inglés 3	SITUACIÓN DE APRENDIZAJE:	1
SITUACIÓN DIDÁCTICA:	Adrian's Life Experiences List!	TIPO DE EVALUACIÓN	Heteroevaluación
NOMBRE DEL ESTUDIANTE:			
NOMBRE DEL DOCENTE:			
SEMESTRE:	3	GRUPO:	FECHA DE APLICACIÓN:
EVIDENCIA DE APRENDIZAJE:	Ejercicios prácticos de la guía didáctica.		
INSTRUCCIONES:	Marque con una (X) para resaltar si cumplió con los criterios del desafío. Sume los puntos para obtener la calificación		

CRITERIOS		CUMPLIMIENTO		EJECUCIÓN		OBSERVACIONES
		SI	NO	PONDERACIÓN	CALIF.	
1	Entrega en tiempo y forma.			1.0		
2	Presenta limpieza y legibilidad en sus ejercicios (no rayaduras, borrones, manchas, etc.).			1.0		
3	Entrega los ejercicios completos.			2.0		
4	Identifica la gramática previamente aprendida.			2.0		
5	Muestra participación y es colaborativo en los desafíos.			1.0		
6	Expresa dudas e inquietudes referentes al tema.			1.0		
7	Logra realizar los ejercicios de forma correcta y/o hace sus correcciones.			2.0		
Total:				10.0		
OBSERVACIONES GENERALES		NOMBRE Y FORMA DEL DOCENTE		PORCENTAJE DE LA PROGRESIÓN LOGRADO		
				JUICIO DE LA PROGRESIÓN		
				() Progresión lograda. () Progresión en proceso.		



SITUACIÓN DE APRENDIZAJE 2

I HAVE STUDIED VERB TO BE FOR AGES

PROPÓSITO DE LA SITUACIÓN DE APRENDIZAJE

Expresar de manera oral sus experiencias de vida mediante un juego de mesa físico para utilizar el presente perfecto en sus tres formas y los marcadores de tiempo *since* y *for*; organizados en equipos diversos; presentando el producto en el aula, promoviendo un ambiente de cordialidad y respeto entre los estudiantes.

CONTEXTO

Cobachito organiza un club de intercambio cultural para los alumnos de tercer semestre; en este intercambio habrá una sesión especial donde cada estudiante del COBATAB tendrá la oportunidad de hablar sobre las experiencias que han tenido a lo largo de sus vidas. Durante la sesión, los estudiantes utilizan un juego de mesa que permitirá compartir estas experiencias; es necesario emplear el presente perfecto en sus tres formas y las expresiones de tiempo "*since*" para enfatizar en qué momento inicio la acción y "*for*" para resaltar la duración de dichas actividades. Además, Cobachito propone un desafío extra: pide a los participantes contar alguno de los eventos más interesantes y describir lo que estaban haciendo en ese preciso momento.

CONFLICTO COGNITIVO:

1. ¿Conoces algún tipo de juego de mesa? Menciona algunos ejemplos
2. ¿Que necesitas para formular preguntas usando el presente perfecto simple?
3. ¿Que necesitas para formular oraciones negativas en presente perfecto simple?
4. ¿Cuál es la función de *since* / *for* en presente perfecto simple?
5. ¿Cómo se utiliza el pasado progresivo?

PROGRESIONES

5. Utiliza el Presente Perfecto en sus formas negativa e interrogativa.
6. Identifica el uso de las preposiciones: *since* y *for* para expresar y complementar experiencias previas, acciones y situaciones que comenzaron en el pasado y continúan en el presente (presente perfecto).
7. Expresar ideas en pasado continuo en su forma: afirmativa, para hablar de acciones que estaban sucediendo en un cierto periodo de tiempo en el pasado.



VOCABULARY LIST

Adventure - Aventura	Life Events - Eventos de la vida
1. Exploration (Exploración) 2. Journey (Viaje) 3. Trek (Caminata de adrenalina) 4. Expeditionary (Expedicionario) 5. Trailblazer (Pionero) 6. Escapade (escape, escapada, fuga, huida) 7. Hazard (Peligro) 8. Resilience (Resiliencia) 9. Survival (Supervivencia) 10. Wilderness (Naturaleza salvaje)	1. To be born (Nacer) 2. To grow up (Crecer) 3. To graduate (Graduarse) 4. To marry (Casarse) 5. To divorce (Divorciarse) 6. To become a parent (Convertirse en padre/madre) 7. To retire (Jubilarse) 8. To lose a job (Perder el empleo) 9. To move (Mudarse) 10. To purchase a home (Comprar una vivienda)

Since and For	Actividades cotidianas-Daily Activities
Fechas específicas: 1. Since January 1st (desde el 1 de enero) 2. Since last year (desde el año pasado) Eventos específicos: 1. Since the party (desde la fiesta) 2. Since the meeting (desde la reunión) Periodos de tiempo más generales: 1. Since I was a child (desde que era niño(a)) 2. Since a long time ago (desde hace mucho tiempo) Duración específica de tiempo: 1. For two hours (durante dos horas) 2. For three days (durante tres días) Expresiones de tiempo más generales: 1. For a while (durante un rato) 2. For a long time (durante mucho tiempo)	1. Wake up (Levantarse) 2. Brush teeth (Cepillarse los dientes) 3. Shower (Ducharse) 4. Have breakfast (Desayunar) 5. Go to work/ Go to school (Ir al trabajo, ir a la escuela) 6. Work (Trabajar) 7. Study (Estudiar) 8. Have lunch (Almorzar) 9. Return home (Regresar a casa) 10. Cook (Cocinar)





DIAGNOSTIC TEST

ING3_SA2_DIAGNOSTICTEST

Instruction: Read the following sentences and choose the best answer.

1. I _____ to Paris three times.
 - a. have been
 - b. was
 - c. had been
2. She _____ since morning.
 - a. is studying
 - b. has been studying
 - c. was studying
3. They _____ tv for hours when the power went out.
 - a. have been watching
 - b. were watching
 - c. had been watching
4. He _____ for this company for five years now.
 - a. has worked
 - b. was working
 - c. had worked
5. By the time we got to the party, everyone _____.
 - a. had left
 - b. has left
 - c. Left
6. She _____ in that city for ten years.
 - a. had been living
 - b. was living
 - c. has lived
7. We _____ here since last year.
 - a. has worked
 - b. were driving
 - c. Have worked
8. He _____ the guitar since he was a child.
 - d. is playing
 - e. has played
 - f. played
9. By the time they arrived, we _____ for two hours.
 - a. have been waiting
 - b. were waiting
 - c. had been waiting
10. Sarah _____ the marathon before, so she knew what to expect.
 - a. has run
 - b. was running
 - c. had been running
11. The kids _____ in the garden when it started raining.
 - a. are playing
 - b. have been playing
 - c. were playing
12. She _____ Spanish for years, that's why she's fluent.
 - a. was studying
 - b. has studied
 - c. studied
13. I _____ to that restaurant many times, and the food is delicious.
 - a. have been
 - b. was
 - c. had been
14. They _____ to the beach every summer since they were kids.
 - a. have been
 - b. went
 - c. had been going



GRAMMAR EXPLANATION

PRESENT PERFECT

El presente perfecto expresa hechos, acciones o estados que comenzaron en el pasado y aún son relevantes en la actualidad o que aún no concluyen. Se construye usando el verbo *have* o *has*, seguido del verbo su forma pasado participio.

NEGATIVE FORM	SUBJECT	HAS/HAVE	PAST PARTICIPLE	COMPLEMENT
	I	have not	travelled	to Spain.
	He She It	has not	seen	a ghost.
	You We They	have not	eaten	a cake.

INTERROGATIVE FORM	AUXILIAR	SUBJECT	PAST PARTICIPLE	COMPLEMENT
	Have	I	travelled	to Spain?
	Has	he she It	seen	a ghost?
	Have	we you they	eaten	a cake?





CHALLENGE 5.1 GRAMMAR PRACTICE

ING3_SA2_CHALLENGE5.1

I. INSTRUCTION: Complete the story with the words below. Then, read and complete the activities below.

done had ridden swum eaten

Daniel has already had great experiences

Have you ever had a big experience? This summer, my family and I are very lucky. We've _____ exciting experiences. We 've travelled to Merida for a relaxing vacation. We've explored ancient ruins, swum in crystal clear cenotes, and we have _____ delicious tacos, my sister has never eaten tacos but now, she says, they are so delicious. On the other hand, we have visited a big park, where my sister has _____ bungee jumping, I went bungee jumping last year with some of my Friends.

Thera are few things, I haven't done yet, I haven't _____ a horse, I would like to do next travel, I haven't also _____ in a large river, I have learned to swim in a pond. My parents were to the beach, they have swum in the beach for hours.

It was a wonderful experience; I hope we will return next year and have a lot of time to do more things.

II. INSTRUCTION: Read and write true or false. Look at the example.

1. Have Daniel and his family had a bad exciting experience? **False**
2. Have they travelled to Mexico? _____
3. Has his sister done bungee? _____
4. Have they explored ancient Parks? _____

III. INSTRUCTION: Answer the question.

1. Where has Daniel travelled? **They have travelled to Merida.**
2. Has Daniel done bungee? _____
3. Has Daniel ridden a horse? _____
4. Have his parents swum in the beach? _____





CHALLENGE 5.2 GRAMMAR PRACTICE

ING3_SA2_CHALLENGE5.2

INSTRUCTION: Look at the picture and complete the sentences using the negative or interrogative form of the present perfect. Look at the example:

		Example: <u>Has</u> he <u>finished</u> (finish) his homework?
		1.They _____ (run) in the park
		2. _____ he _____ (do) bungee jumping?
		3. Family _____ (play) guitar.

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CHALLENGE 5.3
GRAMMAR PRACTICE

ING3_SA2_CHALLENGE5.3

I. INSTRUCTION: Choose and write 5 things you haven't experienced yet. Using the vocabulary given. Then, ask a classmate what experiences have they had?

Ride a horse • write a poem • travel by airplane • drive a car
do bungee • travel to Merida • buy a house • climb a mountain

Example:

I haven't written a poem yet.

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

II. INSTRUCTION: Now, ask your classmate.

Example:

Student a): Have you written a poem?

Student b): No, I haven't written a poem.



GRAMMAR EXPLANATION

FOR AND SINCE

Sometimes, it is interesting to know the period or the specific time your experience lasted or when it started. To do that, we use prepositions **FOR** or **SINCE** to express **HOW** the experience has happened.

According to (Cambridge, 2024), we use "for" with a period of time in the past, present or future. However, we use "since" with a point in time in the past.



Warning: We don't use since with periods of time:

She's been on the phone **for** hours.

Not: ~~She's been on the phone since hours.~~

Let's analyze the following sentences:

Examples with preposition SINCE

I have studied English since I was in Elementary school.

They have lived in Villahermosa since 2016.

My math teacher have worked in COBATAB since 1990.

I haven't seen my cousins since last summer.

Now, let's analyze these sentences:

Examples with preposition FOR

My mom has saved money for many years.

My family has lived in Macuspana for 30 years.

I have tried to learn cooking for a long time!

My dad has waited for me in the school gate for 20 minutes.

Once you read the examples, it's time to figure out the rules. Complete the rules below with preposition **since** or **for**.

RULES

_____ is used to describe the specific time when the action began. It helps you to express **the starting point** of the action, in this case, your experience.

_____ is used for general periods of time. It helps you to express **duration** of the action, in this case, your experience.





CHALLENGE 6.1
GRAMMAR PRACTICE

ING3_SA2_CHALLENGE6.1

I. INSTRUCTION: Read the text and complete the blanks with the prepositions **since** or **for**.



My name is Daniela, I'm 16 years old and I study in COBATAB Campus
 34. I have studied here _____ 1 year and I really love my
 school because I have met very good friends _____ my first
 day! My best friend is Alexis, we have been friends _____ 10
 years because I met him _____ we were in Elementary school.

My favorite subjects are English and Math, but I also love Arts because I enjoy playing piano. I have
 studied this instrument _____ 7 years!

II. INSTRUCTION: Write a paragraph about your own achievements using present perfect and the prepositions **since** and **for**.







CHALLENGE 6.2:
GRAMMAR PRACTICE

ING3_SA2_CHALLENGE6.2

INSTRUCTION: Look at these three cards and write your answers in the lines. Then in the next page write three more questions using the present perfect and add a picture related to the questions. Ask these questions to a classmate!



How long have you had short hair?

 How long have you had long hair?



How long have you had a cell phone?



How long have you been a COBATAB students?





GRAMMAR EXPLANATION

PAST CONTINUOUS

The past continuous is used to talk about events that were happening at a moment in the past. It is made from **the past tense of the verb be** and the **-ing form** of a verb.

In this table you can see the affirmative form of the past continuous:

	SUBJECT	TO BE (PAST)	VERB (GERUND)	COMPLEMENT
AFFIRMATIVE FORM	I	was	reading cooking walking	a new book. hamburgers. to school.
	He She It	was	watching playing studying	a movie. Nintendo Switch. with my friends.
	You We They	were	eating listening buying	cake. to music. a new cell phone.

El pasado continuo en inglés se usa para:

- Expresar acciones o estados que estaban realizándose en el pasado cuando otra acción o estado la interrumpió. Por ejemplo:
 - I **was walking** when I saw an eagle (*Estaba caminando cuando vi un águila*).
- Ofrecer contexto, es decir, dar información sobre hechos o situaciones en un tiempo específico:
 - Last year, I **was studying** for the exams (*El año pasado, estaba estudiando para los exámenes*).
- Mencionar dos o más acciones del pasado que sucedieron al mismo tiempo.
 - While my son **was playing** videogames, I **was sleeping** in his bedroom (*Mientras mi hijo estaba jugando videojuegos, yo estaba durmiendo en su recámara*).





CHALLENGE 7.1
GRAMMAR PRACTICE

ING3_SA2_CHALLENGE7.1

INSTRUCTION: Work in pairs to discuss the questions below. Then read the dialogue and highlight the correct form of verb to be in past.

1. Have you ever been distracted in your English Class?
2. What are some reasons students get distracted?
3. What happens if you don't pay attention to your teacher?

Mariana couldn't come to school yesterday because she was sick and she missed the English class, now that she feels better, she wants to do her homework. She is asking some classmates, but nobody knows about the English homework, it was a very hot day, and everybody was distracted in Mrs Hernández's English class.

Mariana: Hello Juan! I was/were wondering if you could tell me what you did yesterday in the English class.

Juan: Hello Mariana! I am sorry, I was/were not paying attention, I was/were listening to music. My favorite band was/were working hard on this new album, and I can't stop listening to them. You can ask Luisa

Mariana: Ok. Luisa, do you know what's the English homework for today?

Luisa: Oh, sorry Mariana! Paty, Andrea and I was/were practicing a choreography with the dance teacher, and we missed the class, too. You should ask Fernando

Mariana: Hi, Fer! By any chance, was/were you paying attention in the English Class yesterday?

Fernando: No way, Mariana! It was really, really hot yesterday. I was/were thinking about my bedroom and my air conditioning all day. Maybe Nora knows

Mariana: Thanks anyway, Fer. Nora! Please, tell me you were listening to Mrs. Hernandez last class

Nora: Well, most of the students was/were trying to survive because we was/were sweating like a pig, but yes... I remember she was/were talking about life experiences and how long we have done some of those things.





CHALLENGE 7.2
GRAMMAR PRACTICE

ING3_SA2_CHALLENGE7.2

INSTRUCTION: Complete the table with the information about what you were doing at the time asked. Then, work in groups of three and exchange your information. Share in open class.

Look at the example.

<u>TIME</u>	You	Your classmate (1)	Your classmate (2)
Today at 6 a.m.	I was sleeping at 6 a.m.		
Yesterday in the morning.			
Yesterday in the evening.			
Yesterday at 4 p.m.			
Last Friday at 6 p.m.			
Last weekend in the morning.			





**SIGA ACTIVITY
BOARD GAME**

ING3_SA2_SIGAACTIVITY

INSTRUCTION: In teams, design a boardgame, either physically or digitally, where players embark on thrilling journeys and overcome challenges related to present perfect tense to describe past adventures and experiences and the time expressions Since and For. Additionally, incorporate vocabulary related to adventure and experience.

Vocabulary:

Adventure

Life Events

Extreme Sports

Grammar:

Present Perfect (Negative, Interrogative)

Use of Since and For

Verb To Be in Past Tense (Affirmative)

The game must include illustrations that immerse players in the adventurous world described. These illustrations can be drawn by the students or sourced from digital or printed materials.

Players should engage in respectful and inclusive gameplay, fostering a sense of friendship and teamwork.

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SELF-EVALUATION

ING3_SA2_SELFEVALUATION

How well do you think you understand now English?



Instrucciones: Completa la tabla para evaluar tu aprendizaje sobre las siguientes afirmaciones.

Yo puedo...	Si	Necesito practicar más
Recordar parte del vocabulario sobre aventura y eventos de vida.		
Realizar preguntas sobre experiencias pasadas utilizando el presente perfecto en su forma interrogativa.		
Relatar experiencias pasadas utilizando el presente perfecto en su forma negativa.		
Utilizar los marcadores de tiempo since y for en el presente perfecto.		
Identificar el pasado progresivo para describir una actividad que estaba en progreso en el pasado.		



COLEGIO DE BACHILLERES DE TABASCO
 PLANTEL _____ TURNO _____
 PERIODO 2024-2025A
RÚBRICA PARA LA EVALUACIÓN DEL JUEGO DE MESA

UAC	Inglés III	SITUACIÓN DE APRENDIZAJE	2
TÍTULO	I have studied verb to be for ages!	TIPO DE EVALUACIÓN	Sumativa
NOMBRE DEL ESTUDIANTE:			
NOMBRE DEL DOCENTE			
SEMESTRE	3	GRUPO	FECHA DE APLICACIÓN
EVIDENCIA DE APRENDIZAJE	D		
INSTRUCCIONES	Marcar la casilla si el equipo cumplió con los criterios de la actividad. Sumar los puntos para obtener la calificación final.		

	Excelente	Muy bueno	Bueno	Aceptable	Insuficiente
Originalidad del juego	El juego presenta una innovadora y creativa aproximación al tema del presente perfecto simple, destacándose por su originalidad y frescura.	La idea del juego es original y aporta un enfoque interesante al tema, aunque podría haberse desarrollado aún más.	El concepto del juego es sólido y muestra un esfuerzo por ser innovador, pero no alcanza un nivel excepcional de originalidad.	La idea del juego es convencional y no presenta elementos especialmente novedosos.	La concepción del juego carece de originalidad y se asemeja a otros juegos existentes en el mercado.
Coherencia de las reglas	Las reglas del juego son extremadamente claras, coherentes y fáciles de entender, dejando poco espacio para la interpretación.	Las reglas son claras en su mayoría, pero podrían necesitar alguna clarificación adicional en ciertos puntos.	Las reglas del juego son comprensibles, aunque algunas secciones podrían ser ambiguas para algunos jugadores.	Las reglas del juego son confusas en varios puntos y requieren revisión y clarificación.	Las reglas del juego son confusas y difíciles de entender, lo que dificulta su aplicación durante el juego.
Uso del tema gramatical	El juego aborda de manera efectiva y completa el tema del presente perfecto simple, proporcionando actividades y ejemplos relevantes y significativos.	El juego cubre adecuadamente el tema del presente perfecto simple, aunque podría haber incluido algunas actividades adicionales para reforzar ciertos aspectos gramaticales.	El juego trata el tema del presente perfecto simple de manera suficiente, pero podría haberse profundizado más en algunos aspectos gramaticales.	El juego ofrece información básica sobre el presente perfecto simple, pero carece de profundidad en su tratamiento gramatical.	El juego no aborda adecuadamente el tema del presente perfecto simple y su relevancia gramatical es limitada o inexistente.
Diseño y presentación	El juego tiene un diseño visual excepcionalmente atractivo y	El juego cuenta con un diseño atractivo y bien ejecutado,	El juego tiene un diseño aceptable y presenta componentes de	El diseño del juego es básico y funcional, pero carece de	El juego tiene un diseño pobre y poco atractivo, con



	Excelente	Muy bueno	Bueno	Aceptable	Insuficiente
	profesional, con componentes de alta calidad y una presentación impecable.	aunque podría haberse mejorado en algunos aspectos de presentación.	calidad adecuada, pero no destaca particularmente en términos visuales.	elementos estéticos llamativos.	componentes de baja calidad que afectan negativamente la experiencia del jugador.
Socialización del juego	El juego fomenta una participación y comprometida por parte de los jugadores, promoviendo la interacción y la colaboración de manera excepcional.	El juego involucra a los jugadores de manera efectiva, aunque podría haber proporcionado más oportunidades para la interacción entre los participantes.	El juego ofrece cierto grado de interactividad y engagement, pero podría haberse mejorado para promover una participación más activa por parte de los jugadores.	La interactividad del juego es limitada y no logra involucrar plenamente a los jugadores en la experiencia de juego.	El juego carece de interactividad y engagement, lo que resulta en una experiencia de juego poco atractiva y participativa.

OBSERVACIONES GENERALES	NOMBRE Y FORMA DEL DOCENTE	PORCENTAJE DE COMPETENCIA LOGRADO
		JUICIO DE COMPETENCIA
		() Competencia lograda.
		() Competencia en proceso.



COLEGIO DE BACHILLERES DE TABASCO
PLANTEL _____ TURNO _____ PERIODO 2024-2025A
LISTA DE COTEJO PARA EVALUAR DESAFÍOS

UNIDAD DE APRENDIZAJE CURRICULAR	Inglés 3	SITUACIÓN DE APRENDIZAJE:	2
SITUACIÓN DIDÁCTICA:	I have studied verb to be for ages	TIPO DE EVALUACIÓN	Heteroevaluación
NOMBRE DEL ESTUDIANTE:			
NOMBRE DEL DOCENTE:			
SEMESTRE:	3°	GRUPO:	FECHA DE APLICACIÓN:
EVIDENCIA DE APRENDIZAJE:	Ejercicios prácticos de la guía didáctica.		
INSTRUCCIONES:	Marque con una (X) para resaltar si cumplió con los criterios del desafío. Sume los puntos para obtener la calificación		

CRITERIOS		CUMPLIMIENTO		EJECUCIÓN		OBSERVACIONES
		SI	NO	PONDERACIÓN	CALIF.	
1	Entrega en tiempo y forma.			1.0		
2	Presenta limpieza y legibilidad en sus ejercicios (no rayaduras, borrones, manchas, etc.).			1.0		
3	Entrega los ejercicios completos.			2.0		
4	Identifica la gramática previamente aprendida.			2.0		
5	Muestra participación y es colaborativo en los desafíos.			1.0		
6	Expresa dudas e inquietudes referentes al tema.			1.0		
7	Logra realizar los ejercicios de forma correcta y/o hace sus correcciones.			2.0		
Total:				10.0		
OBSERVACIONES GENERALES		NOMBRE Y FORMA DEL DOCENTE		PORCENTAJE DE LA PROGRESIÓN LOGRADO		
				JUICIO DE LA PROGRESIÓN		
				() Progresión lograda. () Progresión en proceso.		



SITUACIÓN DE APRENDIZAJE 3

IT WASN'T WHAT I WAS EXPECTING! A TIME TRAVELER TALK SHOW

PROPÓSITO DE LA SITUACIÓN DE APRENDIZAJE

Crear un video de manera colaborativa en donde los estudiantes simulen ser viajeros en el tiempo y narren sus experiencias en un talk show, bajo la premisa "It wasn't what I was expecting" utilizando el pasado simple y pasado continuo en sus formas negativas e interrogativas y los conectores de secuencia.

CONTEXTO

Los estudiantes de COBATAB son reclutados como "time traveler reporters" para dar su opinión en un talk show sobre diferentes sucesos históricos y compartir sus experiencias bajo la premisa "It wasn't what I was expecting". Los estudiantes viajarán a diferentes épocas de relevancia histórica y tomarán nota de los acontecimientos importantes narrando las diferencias que encontraron con respecto a los que todos sabemos. Los "reporters" asistirán a un talk show para dar a conocer lo que descubrieron. Las notas que tomaron estarán escritas en pasado simple en contraste con el pasado continuo utilizando sus diferentes formas para narrar lo que vieron.

CONFLICTO COGNITIVO:

1. ¿Qué se necesita para hacer oraciones en pasado continuo en su forma negativa e interrogativa?
2. ¿En qué contexto se pueden utilizar el WHEN y el WHILE?
3. ¿Qué épocas históricas podemos utilizar para estructurar el script del video?
4. ¿Qué herramientas tecnológicas podemos emplear para grabar y editar el video?

PROGRESIONES

8. Reporta mediante el pasado continuo formas: negativa, interrogativa, acciones habituales que sucedieron en el pasado donde este período de tiempo es relevante, y damos énfasis a cierta actividad o contexto, mediante las historietas, entre otras estrategias.
9. Utiliza el contraste entre pasado simple y pasado continuo en su forma afirmativa, para narrar, historias pequeñas acerca de anécdotas pasadas: vacaciones, visitas, festejos, recuerdos y redactar acciones que sucedieron mientras otras se llevaron a cabo o interrumpieron dicha acción, mediante la elaboración de un folleto, entre otras estrategias.
10. Usa el contraste entre pasado simple y pasado continuo en sus formas negativa, interrogativa, para describir historias pequeñas acerca de anécdotas pasadas: vacaciones, visitas, festejos, recuerdos y hablar de acciones que estuvieron en progreso mediante la elaboración de un folleto, entre otras estrategias.
11. Clasifica los conectores de secuencia: and, or, but, so, first, then, later, before, after that para hablar acerca de eventos que ocurrieron en un momento particular en el pasado, mediante estrategias como el sociodrama, entre otras.



VOCABULARY LIST

Places	Time expressions	Means of Transports
1. Cinema (Cine)	1. Last Friday (El viernes pasado)	1. Train (Tren)
2. Park (Parque)	2. Last week (La semana pasada)	2. Taxi (Taxi)
3. Hotel (Hotel)	3. Last weekend (El fin de semana pasado)	3. Plane (Avión)
4. Beach (Playa)	4. Yesterday (ayer)	4. Boat (Barco)
5. Restaurant (Restaurante)	5. Last month (El mes pasado)	5. Helicopter (Helicóptero)
6. Museum (Museo)	6. Last year (El año pasado)	6. Car (Carro)
7. Mountain (Montaña)	7. Tomorrow (mañana)	7. Motorbike (Motocicleta)
8. Tower (Torre)	8. Last night (anoche)	8. Hot air balloon (Globo aerostático)
9. School (Escuela)		9. Bicycle (Bicicleta)
10. Bank (Banco)		10. Scooter (Patín)

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DIAGNOSTIC TEST

ING3_SA3_DIAGNOSTICTEST

INSTRUCTION. Underline the correct option for each sentence.

- 1.- Monica _____ videogames last night.
 a) were playing b) was playing c) were played d) was played
- 2.- Michael _____ to music in his bedroom.
 a) was listening b) was cooking c) was drinking d) was planning
- 3.- _____ Veronica and Rodrigo _____ for the French exam?
 a) Was – study b) Were – study c) Was – studying d) Were studying
- 4.- The players _____ all year for this match.
 a) was training b) were training c) was train d) were train
- 5.- _____ Claudia _____ to impress her boss?
 a) was – try b) was – trying c) were – try d) were – trying
- 6.- Joseph was watching the news _____ you arrived.
 a) while b) when
- 7.- Maria called _____ you were doing your homework.
 a) while b) when
- 8.- My sisters were dancing at the party _____ the accident occurred.
 a) while b) when
- 9.- while I _____, I _____ sleepy
 a) fell – was studying b) was studying – falling c) was studying – fell.
- 10.- I _____ pizza when you _____.
 a) was eating – called b) were eating – called c) was eating - call



GRAMMAR EXPLANATION

PAST PROGRESSIVE TENSE

You can use the negative version of past progressive like the following construction:

"was not" or "were not" + present participle

Examples:

- He was not painting the door when a bird struck the window.
- They were not sleeping when the alarm went off.

Remember that "was not" and "were not" are sometimes written as the contractions "wasn't" and "weren't."

If you need to ask a question, you can use the following word order for a yes/no question:

"was" or "were" + subject + present participle

Examples:

- Was John painting the door when a bird struck the window?
- Were they sleeping when the alarm went off?

You can use the following word order for a question-word question:

question word + "was" or "were" + subject + present participle

Examples:

- When was John painting the door?
- Where were they sleeping when the alarm went off?

NEGATIVE FORM.	SUBJECT	VERB TO BE IN PAST	NOT	VERB (GERUND)	COMPLEMENT
	I He She It	was	not	studying playing eating drinking	chemistry. soccer. sushi. coffee.
	We You They	were	not	reading doing having	a book. homework. fun.

INTERROGATIVE FORM.	VERB TO BE IN PAST	SUBJECT	VERB (GERUND)	COMPLEMENT
	Was	I he she it	studying playing eating drinking	chemistry? soccer? sushi? coffee?
	Were	we you they	reading doing having	a book? homework? fun?



QUESTION-WORD INTERROGATIVE FORM	QUESTION WORD	VERB TO BE IN PAST	SUBJECT	VERB (GERUND)	COMPLEMENT
	Where	was	I he she it	studying playing eating drinking	chemistry? soccer? sushi? coffee?
	When	were	we you they	reading doing having	a book? homework? fun?

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CHALLENGE 8.1 VOCABULARY

ING3_SA3_CHALLENGE8.1

INSTRUCTION. Match the sentences with the pictures. Use past progressive in negative and interrogative forms.

She wasn't studying literature • Was she listening to rock music? • They weren't reading a book
 Were they playing soccer? • He wasn't playing Mario Kart
 Were they arguing about politics? • She wasn't eating pizza • Were they talking peacefully?

			
1	2	3	4
			
5	6	7	8



CHALLENGE 8.2 GRAMMAR PRACTICE

ING3_SA3_CHALLENGE8.2

INSTRUCTION. In pairs, change the affirmative sentences into negative and interrogative ones.

1.- Clara and Sally were playing volleyball.

N: _____

I: _____

2.- Juan was cooking spaghetti with meatballs.

N: _____

I: _____



3.- The students were studying German.

N: _____

I: _____

4.- My father and I were travelling to New York.

N: _____

I: _____

5.- My English teacher was speaking with the principal.

N: _____

I: _____

GRAMMAR EXPLANATION

WHILE AND WHEN

Simple Past past continuous

We use the **simple past** to talk about:

Completed actions, **habits**, and **facts** in the past.

- I **went** to the cinema **yesterday**.
- I **lived** in Veracruz for a couple of years.
- Last year**, I **bought** a car.

Past Continuous past continuous

The **past continuous** is used to express:

Interrupted actions, **specific time** as an **interruption** and **parallel** actions.

- I **was watching** TV **when** the phone **rang**.
- Last night at 7:00 pm**, I **was having** dinner.
- while** she **was doing** her homework her brother **was playing** soccer.

We often use the past continuous with the simple past when a long action is interrupted by a short action. We use the words WHILE and WHEN to join the ideas.





CHALLENGE 9.1 LISTENING

ING3_SA3_CHALLENGE9.1

INSTRUCTION. Listen to the story and number the paragraphs in the correct order.

What happened to the Titanic?

() I looked back and saw the whole of that tragedy. And I saw that ship break in half. The front part went down and left the stern sticking up in a horrifying fashion. It was enormous. It seemed to stick up in the air for a long time. And then it gradually went down, turning over.

() I had no fear or apprehension or anything. She was very beautiful: luxurious beyond words. It was the first time I'd been on board a ship. Captain Smith was on deck, and he was very nice. He had a beard like my own grandfather, and he admired a doll I had.

() And after that there was the sound of the whole disaster. And that was people drowning. That is something you could never forget. And then the dreadful silence that followed it. It seemed as if the whole world was standing still.

() When we were in the water, we could hear people rushing about on the deck. That's when the panic must have started – when they found there weren't any lifeboats left. I was terrified. I didn't know what a shipwreck would mean or how long it would take but I was too terrified to do anything but shriek for my father I knew we'd left behind.

() I was with my parents. My father was going to open a business in Winnipeg. People were saying to my mother and father how fortunate they were to get on the Titanic. I was excited because I was going on a wonderful big ship.

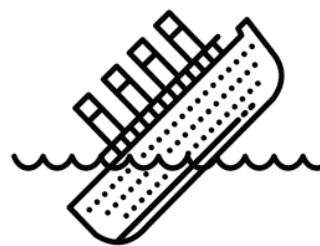
() Before she sank, she was a very beautiful ship: stationary on the ocean with all her lights on. It was dreadfully cold, but the sea was the calmest I'd ever seen. The starlit night was the brightest I'd ever seen.

() It was discovered that my lifeboat was overcrowded and the officer in charge of the boat decided he would get rid of his load by putting people in other boats. I got separated from my mother and didn't find her until the next day.

() We were given clothes because I'd only got my nightclothes and a blanket around me. I had nightmares from the time it sank until I was 23. And though I wouldn't like to say I'm not frightened of the sea; I lost a lot of the horror. I've never been in anything touching the Titanic. A beauty. She was lovely.

() On the third night I was sound asleep. My mother woke me and said, "I'm going to dress you." But before she could by father came back from deck and said, "You'd best put this thick coat on." That was all he said. Standing on deck, I couldn't see around the funnel. My father came back and said, "The ship has struck an iceberg." My father had no difficulty in putting me and my mother in lifeboats, but he made no attempt to get in himself.

() The next day, the icebergs were like white sails in the distance: white yachts with the sun on them. They were very beautiful. They were all around us. The crew of the ship that rescued us were very kind and good to us.





CHALLENGE 10.1 GRAMMAR

ING3_SA3_CHALLENGE10.1

INSTRUCTION. Use the statements in past simple and past continuous from the table to complete the conversation.

I didn't see anything	I was taking a shower	I was watching
I heard a strange	You didn't answer	I checked again
I called you last night	What were you doing	You answered

A: Hi Sandy, **1** _____ but **2** _____ the phone. **3** _____?

B: Sorry, **4** _____ when you called. Why did you call me?

A: Well, I thought someone was trying to break in. **5** _____ noise while **6** _____ a horror movie. So, I decided to look around but **7** _____.

B: I apologize for not answering.

A: Don't worry. **8** _____ and I saw that it was a mama racoon and she had four little babies with her. So, I put some dog food outside to feed them.



GRAMMAR EXPLANATION

SEQUENCE CONNECTORS

Now we will learn how to use sequence connectors by doing some activities related to travelling; those connectors will allow you to organize and identify ideas of a text or discourse. Use sequence connectors such as **and, or, but, first, then, later, before finally, after, that** to talk about events that happened at a particular time in the past.

The main function of connectors in English grammar is to join words or sentences to express an idea. The correct usage of connectors gives coherence to what you write or communicate orally. The sequence connectors are very helpful to organize your ideas when you want to tell someone what happened at a particular time in a logical sequence. Now, read the following text in which you will find the correct use of connectors.

MATERIAL DE APOYO



Sequence connectors
<https://www.youtube.com/watch?v=AbOBFenuvKM>



ING3_SA1_TEACHERRESOURCE



Check out the following rules for sequence connectors:

CONNECTOR	FUNCTION	EXAMPLE
And	Is used to add another idea or concept.	I hate a tasty a crepe and we went to the hotel.
Or	Introduces one or more alternatives.	You could watch TV or read some newspaper.
But	Introduces an exception or contrast.	We stayed there for three weeks but we were so tired in the first day.
Because	Demonstrates the reason for something.	I had to stay in bed because I was sick.
First	Introduces the first of a sequence.	First , I went to Paris.
Then	Introduces the next action or concept.	Then we took a boat.
Later	Introduces the next action or concept.	We took a train later we went to Spain.
After	That also introduces another action or concept.	After that I proposed to go to Barcelona.
Before	Demonstrates a previous action or concept.	Before we leave Europe, we visited Barcelona.
Finally	Demonstrates the last action or concept.	Finally , my friends and I decided to stay in Barcelona.





CHALLENGE 11.1 READING

ING3_SA3_CHALLENGE 11.1

I. INSTRUCTION. Read the following text and highlight the connectors of sequence.

Dear Peter.

How are you? I hope you are fine. It has been a long time since I last saw you, and that's why? I decided to send this letter to you, so I can tell you about one of my trips to Europe.

I travelled during December last year. First, I went to Paris and let me tell you that I had a lot of fun, since some of my friends travelled with me: I had never been to Paris before. We stayed

there for three weeks but given the fact that we were too tired in the first day of our arrival. We just wanted to get some sleep.

The next day, we decided to go up the Eiffel tower. The experience of seeing Paris from above was wonderful, so we decided to take a lot of pictures from there. Later I had one of those tasty crepes you use to talk a lot about. And finally, we went to back to the hotel we were staying at.

During the first week we visited the Louvre Museum and the Arch of triumphs. Then we took a boat tour to Sena Lake we had a special dinner paired with a glass of champagne and finally we took a train to the south of France, which is actually very close to Spain.

That week was horrible because I got ill so I had to stay in bed for five days: my friend had a great time in that place, though they bought souvenirs and went places, while I just watched the TV in the hotel's room or read some of the travel guides.

I was fully recovered after that week, I proposed to go to Barcelona and then to Madrid. Finally, my friends and I decided it was better to stay in Barcelona since there were a lot of interesting places to visit. I promise to see you in London on our next visit. Take care: I hope to hear from you soon.

Jhon



II. INSTRUCTION. Now in pairs write the correct sequence connector in the following sentences according to the text.

Later or after that then but first before finally

- _____ We decided to stay in Barcelona.
- _____ watched TV I read some travel guides.
- _____ I proposed to go to Barcelona.
- _____ I ate some tasty crepes.



5. _____ We took a boat tour to Sena River.
6. _____ We stayed three weeks, the first day we sleep.
7. _____ We went to Paris.
8. _____ I had never been to Paris.



CHALLENGE 11.2 LISTENING ACTIVITY

ING3_SA3_CHALLENGE11.2

INSTRUCTION. Listen to the Jenny's traveling as your teacher reads and write in the blanks the correct connector of sequence.

Later or after that then but first before finally

Jenny and her friends went to Cancun, _____ they decided to go up the Xcaret park, the park was wonderful _____ they decided to take a lot of pictures. _____ Jenny _____ his friend went the restaurant, Jenny ate a fish _____ her friend prefers ate shrimps, _____ they visited the Xelha Park.

The next day Jenny was scared _____ she forgot her handbag in the hotel, _____ her friends returned at the hotel to recover it. _____ They had a special dinner in an elegant hotel _____ they ate lobsters and drank wine, _____ they couldn't drive to the hotel _____ they decided to take a taxi.

_____ They went to the beach for swimming _____ surfing, _____ it started to be raining _____ they had to return at the hotel, they felt sad.

_____ they left the hotel at 3:45 _____ they needed to take a taxi to go to the airport and return home. It was a wonderful vacation.





CHALLENGE 11.3 WRITING ACTIVITY

ING3_SA3_CHALLENGE 11.3

INSTRUCTION. Now, in teams, write a text to a friend using 110 words in which you tell him about a trip you made to somewhere in Mexico or anywhere else. You must describe your experience using sequence connectors (first, before, then, after, finally, or, but, and, because). Make sure that your text has an introduction and an ending too.

Dear





SIGA ACTIVITY

ING3_SA3_SIGA

INSTRUCTION. In teams, record a video where you, the students, pretend to be “time travelers”. You will simulate traveling to different times of historical relevance and take notes of important events. You will narrate the differences you found with the information we all know, on a talk show under the premise “It was not what I was expecting”. The “reporters” will share what was discovered.

Example:

S1: I traveled to 1810. I was not paying attention to what happened. The war for the Independence of Mexico was taking place at that moment, but it was September 16th. It was not what I was expecting! We start the celebration on September 15th.

Grammar:

- Past progressive (negative and interrogative)
- Sequence connectors.





SELF-EVALUATION

ING3_SA3_SELF-EVALUATION



How well do you think you understand now English?

Instrucciones: Completa la tabla para evaluar tu aprendizaje sobre las siguientes afirmaciones.

Yo puedo...	Si	Necesito practicar más
...Recordar parte del vocabulario de la unidad.		
...Utilizar expresiones de hábitos pasados.		
...Entender lecturas cortas donde usan expresiones del pasado.		
...Escribir textos cortos en inglés.		
...Pronunciar frases cortas utilizando el vocabulario y gramática de este bloque.		



COLEGIO DE BACHILLERES DE TABASCO
PLANTEL _____ TURNO _____
PERIODO 2024-2025A
RÚBRICA PARA EVALUAR VIDEO DE TALK SHOW

UAC	Inglés III	SITUACIÓN DE APRENDIZAJE	3
TÍTULO	It wasn't what I was expecting! A time traveler talk show	TIPO DE EVALUACIÓN	Heteroevaluación
NOMBRE DEL ESTUDIANTE:			
NOMBRE DEL DOCENTE			
SEMESTRE	3	Grupo	FECHA DE APLICACIÓN
EVIDENCIA DE APRENDIZAJE	Video de la dramatización. Presenta su dramatización en equipos, demostrando de manera integrada sus habilidades comunicativas.		
INSTRUCCIONES	Señale el puntaje obtenido de acuerdo con el grado de cumplimiento de cada uno de los criterios descritos. Sume los puntos para obtener la calificación		

	CRITERIO	EXCELENTE (4 PUNTOS)	BUENO (3 PUNTOS)	REGULAR (2 PUNTOS)	INSUFICIENTE (1 PUNTO)	TOTAL
1	GRAMÁTICA Y VOCABULARIO	En el video se puede apreciar el uso adecuado del contraste del pasado simple y pasado continuo y los conectores de secuencia de manera satisfactoria, además del vocabulario empleado a lo largo de la situación de aprendizaje 3.	En el video se puede apreciar el uso adecuado del contraste del pasado simple y pasado continuo y los conectores de secuencia de manera moderada, además del vocabulario empleado a lo largo de la situación de aprendizaje 3.	En el video se puede apreciar el uso adecuado del contraste del pasado simple y pasado continuo y los conectores de secuencia de manera poco satisfactoria, además del vocabulario empleado a lo largo de la situación de aprendizaje 3.	En el video no se puede apreciar el uso adecuado del contraste del pasado simple y pasado continuo y los conectores de secuencia, además del vocabulario empleado a lo largo de la situación de aprendizaje 3.	
2	ESTRUCTURA	La estructura del trabajo cuenta con todos los elementos requeridos para ser considerado Un talk show.	La estructura del trabajo cuenta con algunos de los elementos requeridos para ser considerado un talk shown	La estructura del trabajo cuenta muy pocos elementos requeridos para ser considerado un talk shown	La estructura del trabajo no cuenta con los elementos requeridos para ser considerado un talk show	
3	TRABAJO COLABORATIVO	Se demuestra una buena organización del equipo. Todos participan activamente.	Se demuestra una regular organización del equipo. Algunos participan.	Se demuestra una mala organización del equipo. Al menos dos participan activamente.	Se demuestra un trabajo individual. Participa una sola persona.	



CRITERIO	EXCELENTE (4 PUNTOS)	BUENO (3 PUNTOS)	REGULAR (2 PUNTOS)	INSUFICIENTE (1 PUNTO)	TOTAL
4 CREATIVIDAD	La idea que muestran en el video responde de una manera creativa y única, logrando el objetivo deseado y capturan la atención de quien lo ve.	La idea que muestran en el video responde de una manera creativa, logrando el objetivo deseado.	La idea que muestran en el video es llamativa pero no logra capturar la atención del receptor en su totalidad.	La idea que muestran en el video requiere una mayor creatividad para lograr el objetivo deseado.	
5 TEMÁTICA	La temática abordada en el video es acorde en su totalidad a la mencionada en la situación didáctica. (Time travelers)	La temática abordada en el video es acorde en su mayoría a la mencionada en la situación didáctica. (Time travelers)	La temática abordada en el video es acorde en parte a la mencionada en la situación didáctica. (Time travelers)	La temática abordada en el video no es acorde a la mencionada en la situación didáctica. (Time travelers)	
Total:					

OBSERVACIONES GENERALES	NOMBRE Y FORMA DEL DOCENTE	PORCENTAJE DE COMPETENCIA LOGRADO
		JUICIO DE COMPETENCIA
		() Competencia lograda. () Competencia en proceso.



COLEGIO DE BACHILLERES DE TABASCO
 PLANTEL _____ TURNO _____ PERIODO 2024-2025A
 LISTA DE COTEJO PARA EVALUAR DESAFÍOS

UNIDAD DE APRENDIZAJE CURRICULAR	Inglés 3	SITUACIÓN DE APRENDIZAJE:	3
SITUACIÓN DIDÁCTICA:	It wasn't what I was expecting! A time traveler talk show	TIPO DE EVALUACIÓN	Heteroevaluación
NOMBRE DEL ESTUDIANTE:			
NOMBRE DEL DOCENTE:			
SEMESTRE:	3	GRUPO:	FECHA DE APLICACIÓN:
EVIDENCIA DE APRENDIZAJE:	Ejercicios prácticos de la guía didáctica.		
INSTRUCCIONES:	Marque con una (X) para resaltar si cumplió con los criterios del desafío. Sume los puntos para obtener la calificación		

CRITERIOS		CUMPLIMIENTO		EJECUCIÓN		OBSERVACIONES
		SI	NO	PONDERACIÓN	CALIF.	
1	Entrega en tiempo y forma.			1.0		
2	Presenta limpieza y legibilidad en sus ejercicios (no rayaduras, borrones, manchas, etc.).			1.0		
3	Entrega los ejercicios completos.			2.0		
4	Identifica la gramática previamente aprendida.			2.0		
5	Muestra participación y es colaborativo en los desafíos.			1.0		
6	Expresa dudas e inquietudes referentes al tema.			1.0		
7	Logra realizar los ejercicios de forma correcta y/o hace sus correcciones.			2.0		
Total:				10.0		
OBSERVACIONES GENERALES		NOMBRE Y FORMA DEL DOCENTE		PORCENTAJE DE LA PROGRESIÓN LOGRADO		
				JUICIO DE LA PROGRESIÓN		
				() Progresión lograda. () Progresión en proceso.		



SITUACIÓN DE APRENDIZAJE 4

THAT'S WHAT I LIKE

PROPÓSITO DE LA SITUACIÓN DE APRENDIZAJE

Grabar un video (reel, Tiktok, entre otros) donde expresen diez o más enunciados sobre preferencias, gusto, necesidades, el uso de las conjunciones "when" y "while", el uso de los verbos like, enjoy, love, want, need, dislike organizados en equipos para presentarlo en plenaria en el aula de clases.

CONTEXTO

Juanito y sus amigos platican en clases de inglés acerca de sus intereses, gustos y preferencias compartiendo lo que más les gusta ver en los videos cortos de las redes sociales. Su profesor los escucha y les pregunta que es lo que más les gusta ver de esos videos, y ellos expresan sus gustos y opiniones. Debido a esto el profesor les sugiere que realicen un video en donde usen expresiones de preferencias, necesidades y deseos en sus formas positivas y negativas, los jóvenes ríen preguntando si pueden hacer uno de lo bonito que es ser mexicanos, Juanito propone que usen la tecnología de las redes sociales como son los reel, o tik tok para elaborarlo colocando música y palabras claves dentro del mismo, El profesor propone que titulen el video *"Proud to be Mexican"* y lo presenten dentro de la clase.

CONFLICTO COGNITIVO:

1. ¿Conoces las conjunciones "While" y "When"?
2. ¿Sabes cuáles son las expresiones de gustos y preferencias?
3. ¿De qué forma expresas lo que quieres, necesitas y deseas?
4. ¿A ti que te gusta hacer?
5. ¿Qué necesitas mejorar en tu inglés?
6. ¿Reconoces estos símbolos?

PROGRESIONES

12. Aplica las conjunciones when y while para expresar relaciones de tiempo, causa y efecto, contraste y condición, intercambiando información de sus propias experiencias, mediante exposiciones.

13. Emplea los verbos que implican agrado o disgusto: like, enjoy, love, hate seguidos por acción o actividad (verbo + ing) para hablar acerca de gustos y preferencias a través de una infografía, entre otras estrategias.

14. Utiliza los verbos: need, want, think, know, believe que expresan deseo o necesidad, así como verbos que implican creencia para expresar las actividades cotidianas en su contexto llevadas a cabo por miembros de la familia y los aspectos de la cultura mexicana que le resulten más relevantes, mediante la construcción de canciones, diálogos orales y escritos, entre otras estrategias.



VOCABULARY LIST

Celebrations	Food
1. Afterworld- (el más allá)	1. Sausage (Salchicha)
2. Day of the Dead- (Día de los muertos)	2. Bacon = (Tocino)
3. Death- (La muerte)	3. Sandwich = (Emparedado)
4. Family- (familia)	4. Spaghetti – (Espaguetis)
5. Gathering- (reunión)	5. Lasagna – (Lasaña)
6. Grateful – (agradecido/a)	6. Fried chicken – (Pollo frito)
7. Happy- feliz)	7. Roast chicken – (Pollo asado)
8. Mexican culture- (cultura mexicana)	8. Steak – (Bistec)
9. Nostalgic- (nostálgico/a)	9. Ribs – (Costillas)
10. Peaceful – (tranquilo/a)	10. Barbecue – (Barbacoa)
11. Quality time- (tiempo de calidad)	11. Crepes – (Crepas)
12. Roots- (raíces)	12. Salad – (Ensalada)
13. Welcome- (bienvenida)	13. Caesar salad – (Ensalada César)
14. Altar- (el altar)	14. Soup – (Sopa)
15. Belongings- (pertenencias)	15. Apple – (Manzana)
16. Beverages- (bebidas)	16. Banana –(Plátano / Banana)
17. Candle- (vela, veladora)	17. Orange – (Naranja)
18. Candies- (Dulces)	18. Grapes – (Uvas)
19. Cross- (cruz)	19. Strawberry – (Fresa)
20. Cut-out tissue paper- (papel picado)	20. Blueberry – (Arándano)
21. Flowers- (flores)	21. Watermelon – (Sandía)
22. Food- (la comida)	22. Pineapple – (Piña)
23. Lime- (cal)	23. Peach – (Durazno)
24. Mirror- (espejo)	24. Corn – (Maíz / Elote)
25. Pictures- (fotografías)	25. Rice – (Arroz)
26. Salt- (sal)	26. Pasta – (Pasta)
27. Sawdust- (aserrín)	27. Bread – (Pan)
28. Toys- (juguetes)	28. Cheese – (Queso)
	29. Milk –(Leche)
	30. Butter – (Mantequilla)
	31. Egg – (Huevo)
	32. Chicken –(Pollo)
	33. Beef – (Carne de res)
	34. Pork – (Cerdo)





DIAGNOSTIC TEST

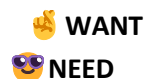
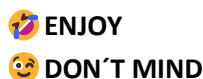
ING3_SA4_DIAGNOSTICTEST

I. INSTRUCTION. Read the sentences and fill the blanks writing **while** or **when** to answer them.

The Dog, the cat and the butterfly against the window

1. The cat was running across the room _____ the dog saw it.
2. _____ the dog saw the cat; it started chasing it.
3. _____ the little cat was running across the room; it saw a butterfly! and started chasing it
4. The poor butterfly panicked _____ saw the cat, and fly against the window
5. _____ the dog was following the cat, it crashed into the window.
6. _____ the dog saw the cat crash into the window, it didn't have time to stop and crashed behind the cat.

II. INSTRUCTION. Look at the chart and fill in the blanks using expressions about like and dislike according to the emojis reactions below.



	Drawing	Reading	Car racing	Swimming
Tony				
Judith				
Kate				
Harry				

Examples:

Tony **enjoys** swimming.

Harry **doesn't mind** reading.

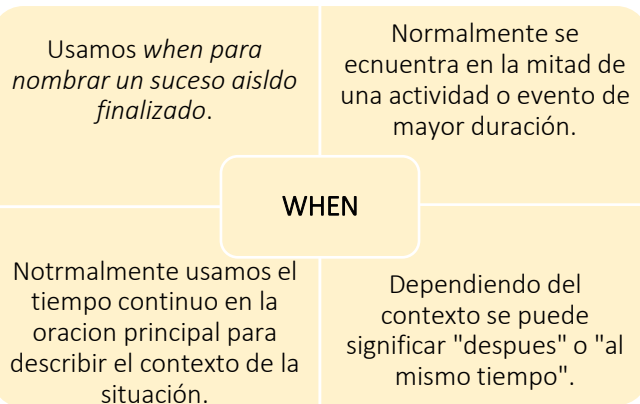
1. Tony _____ drawing.
2. Kate _____ drawing and _____
3. Judith _____ reading and _____ read old books
4. Harry _____ car racing.
5. Harry _____ swimming.
6. Judith _____ Draw.
7. Kate _____ read.



GRAMMAR EXPLANATION

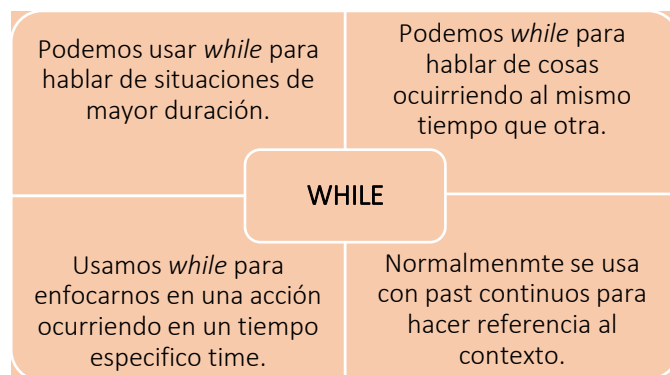
WHEN AND WHILE

When and while son conjunciones subordinadas para introducir oraciones adverbiales de tiempo. Significan “**durante ese momento**” e indican que algo estaba pasando cuando otra cosa ocurrió. **When and while** normalmente se usan con los tiempos verbales “**pasado simple**” y “**pasado continuo**”.



- ☐ **EXAMPLES**
- ☐ I was watching tv **when** you phoned.
 - ☐ She was watching tv **when** the lights went out.
 - ☐ He was sleeping **when** his mom arrived.

- ☐ **EXAMPLES**
- ☐ He took the keys **when** She was not looking.
 - ☐ They cooked the dinner **while** she was working
 - ☐ He swam **while** they finished played the music.





CHALLENGE 12.1 GRAMMAR PRACTICE

ING3_SA4_CHALLENGE12.1

INSTRUCTION: Use the sentences given in the table and classify them in the correct box according to the tense.

He went home.	I was painting.	The cat jumped over.
She was doing homework.	Carlos did it.	He phoned me.
He was telling a joke.	They were walking.	It barked all night.
You told me about it.	They saw me.	Camila was sleeping.

SIMPLE PAST TENSE

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

PAST CONTINUOUS TENSE

1.
2.
3.
4.
5.

MATERIAL DE



When and while

<https://goo.su/fdPGU>





CHALLENGE 12.2 GRAMMAR PRACTICE

ING3_SA4_CHALLENGE12.2

I. INSTRUCTION: Write the sentences into the correct category according to the type of action “unfinished” (acción interrumpida) or “interrupting” (acción interruptora).

I was watching TV	I was eating	My friend was doing homework
My mom called	The cellphone died	Someone screamed
It suddenly rained	She was listening to music	Mary was doing a TikTok
He was watching a movie	The light went out	A friend knocked on the door

Unfinished actions

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

Interrupting actions

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

II. INSTRUCTIONS. Match a sentence from each category to write new sentences using “when” and “while” in your notebook. Then tell the sentences to your classmates.

EXAMPLE

I was watching TV when my mom called.



GRAMMAR EXPLANATION

LIKES AND DISLIKE

Los verbos de preferencia se usan para referimos a acciones.

Por ejemplo: I love speaking Spanish.

También se usan para referirnos a personas, comidas, lugares y cosas.

Por ejemplo: I enjoy the rain.

VERBS OF PREFERENCE (VERBOS DE PREFERENCIA)

Los verbos de preferencia se usan en diferentes situaciones descritas debajo.

Enjoy	Se utiliza para indicar que algo produce placer o satisfacción. - Ejemplo: "I enjoy music." (Disfruto la música). - Con Gerundio: "I enjoy listening to music." (Disfruto escuchar música).
Love	Se utiliza para expresar una preferencia o pasión muy fuerte por algo. - Ejemplo: "I love pizza." (Me encanta la pizza.) - Con Gerundio: "I love eating pizza." (Me encanta comer pizza).
Like	Se utiliza para indicar algo que agrada o se disfruta. - Ejemplo: "I like chocolate." (Me gusta el chocolate). - Con Gerundio: "I like eating chocolate." (Me gusta comer chocolate).
Dislike	Se utiliza para expresar que algo no agrada o desagrada. - Ejemplo: "I dislike noise." (No me gusta el ruido o me desagrada el ruido). - Con Gerundio: "I dislike listening to loud noise." (No me gusta escuchar ruido).
Hate	Se utiliza para indicar una aversión o desagrado fuerte por algo. - Ejemplo: "I hate spiders." (Odio las arañas). - Con Gerundio: "I hate seeing spider." (Odio ver arañas).



The structure of like and dislike with actions:

AFFIRMATIVE FORM	SUBJECT	VERB OF PREFERENCE	VERB (GERUND)	COMPLEMENT
	I	Like	watching	TV series.
	You We They	dislike hate love	selling	food.
	He She It	likes enjoys hates	running	in the park.

NEGATIVE FORM	SUBJECT	AUXILIARY + NOT	VERB OF PREFERENCE	VERB (GERUND)	COMPLEMENT
	I	do not don't	Like	watching	TV series.
	You We They	do not don't	dislike hate love	selling	food.
	He She It	does not doesn't	likes enjoys hates	running	in the park.

INTERROGATIVE FORM	AUXILIARY	SUBJECT	VERB OF PREFERENCE	VERB (GERUND)	COMPLEMENT
	Do	I	Like	watching	TV series?
	Do	you we they	dislike hate love	selling	food?
	Does	he she it	likes enjoys hates	running	in the park?

Note: In the case of like and dislike with people, food and places, It's not necessary a verb.

For example: I love cereal.





CHALLENGE 13.1 VOCABULARY

ING3_SA4_CHALLENGE13.1

I. INSTRUCTION: Read and practice the pronunciation of the following food vocabulary.

Food Vocabulary		
		
Bacon	Cheese	Ketchup
		
Milk	Popcorn	Salad
		
Pancakes	Ice Cream	Sausage
		
Snacks	Rice	Donuts
		
Bread	Steak	Hamburger

II. INSTRUCTION: Fill in the following table with the food above; categorize them according to your preferences.

Like	Dislike	Hate	Love	Enjoy





CHALLENGE 13.2 VOCABULARY AND GRAMMAR

ING3_SA4_CHALLENGE13.2

INSTRUCTION: Complete the following table writing 2 things you like, dislike, love, hate about sports, food, music, and hobbies.

	Sports 	Food 	Music 	Hobbies 
Like				
Dislike				
Love				
Hate				
Enjoy				





CHALLENGE 13.3 GRAMMAR

ING3_SA4_CHALLENGE13.3

INSTRUCTION: Read the following conversation. Then select in the table true or false for each statement.



Lina and Marcos are in the park talking about the things they like.

Lina: Hi Marcos, how are you?

Marcos: Hello, fine thanks for the invite to the park. I really like the calm in the park.

Lina: You like it? That's wonderful I like it to but specially the sound of the birds.

Marcos: What is your favorite bird, Lina?

Lina: I think my favorite bird is the swallow, I love the sound of that bird.

Marcos: I never hear the sound of a swallow before, but I really dislike the people that sells food in the park.

Lina: But the hot dogs that they sell are great.

Marcos: Yeah, you have a point in that part. I dislike the sound of the people yelling but I live the hot dogs.

STATEMENT		
Marcos hates the sound of the birds in the park.	True	False
Lina loves the swallows.	True	False
Marcos and Lina love hot dogs.	True	False
Marcos dislikes the people that sells food.	True	False
Marcos and Lina hate the parks.	True	False
Marcos hears the sound of a swallow before.	True	False





CHALLENGE 14.1 READING ACTIVITY

ING3_SA4_CHALLENGE14.1

I. INSTRUCTION: Read the text- Then write **True** or **False** next to each statement.



Mexico's Day of the Dead

Halloween comes every year on October 31, and with it comes candy, **pumpkins**, **costumes**, and trick-or-treating. Many people in central and southern Mexico, however, celebrate another traditional, special day just a few days later on November 1 and November 2. It's called, the "Day of the Dead." or "Día de muertos" Children make **candy skulls** and eat them, and women bake '**Day of the Dead**' bread. People light candles, prepare flowers, and people visit cemeteries at night, to be close to the spirits of friends and family members who have died. Mexicans bring gifts such as food and drinks for the **souls** of the dead, and even toys for dead children. **Church bells** ring all night, and most people don't leave until the morning. For people who live in other countries, all of this may sound a little scary. However, the 'Day of the Dead' is a time for Mexicans to remember their loved ones by telling stories about them to each other and to their children. For many people in Mexico, the 'Day of the Dead' is a way to celebrate life.



'T' (True) or 'F' (False)	
1. The article is about Halloween in Mexico.	
2. Everyone in Mexico celebrates the Day of the Dead.	
3. Food is an important part of the celebration.	
4. Most people leave the cemeteries in the morning.	
5. The Day of the Dead is a very scary time for most Mexicans.	
6. Kids listen to stories about people who have died.	

II. INSTRUCTION: Discuss the following questions with your classmates. Write down key words in order to answer the questions orally.

1. How are Halloween and the Day of the Dead similar or different?

2. Does Mexico's Day of the Dead sound scary to you? Why? Why not?

3. Do you think it's a good idea to remember people who have died? Why? Why not?



GRAMMAR EXPLANATION

STATIC VERBS

Un Stative verb es un tipo de verbo que describe un estado de ser o percepción. Los verbos estáticos pueden referirse a estados mentales (p. ej., "creer") o emocionales (p. ej., "no me gusta"), así como a estados o cualidades físicas (p. ej., "contener").

También se pueden utilizar para expresar posesión, **opiniones**, emociones, sentidos y otros estados como medida, costo y peso.



VERBS OF OPINION

Los verbos de preferencia son diversos. Se usan en diferentes situaciones.

Need	Se utiliza para indicar algo que necesitas o una acción que debes realizar. - Ejemplo: "I need water" (Necesito agua). - Con acciones: "I need to drink more water." (Necesito tomar más agua).
Want	Se utiliza para expresar que quieres algo o quieres hacer algo. - Ejemplo: "I want spaghetti." (Yo quiero espagueti). - Con acciones: "I want to eat more spaghetti." (Yo quiero comer más espagueti).
Think	Se utiliza para expresar una opinión o pensamiento. - Ejemplo: "I think it is interesting" (Yo creo que es interesante). - Con acciones "I think about my future" (Yo pienso en my futuro).
Know	Se utiliza para indicar que se sabe algo o se sabe cómo hacer algo. - Ejemplo: "I know it is correct" (Yo sé que es correcto). - Con acciones "I know how to dance." (Yo sé cómo bailar).
Believe	Se utiliza para indicar la creencia de algo. Ejemplo: "I believe (that) you are great" (Yo creo que eres genial).

MATERIAL DE



Stative Verbs

<https://www.youtube.com/watch?v=9b6j43ucTFU>





CHALLENGE 14.2 LISTENING PRACTICE

ING3_SA4_CHALLENGE14.2

I. INSTRUCTION: Listen to the conversations and complete them with the words in the box.

advice look stunning glad tastes fantastic I know sounds I want

Conversation 1

Man: What are you cooking? It smells great.

Woman: I am making chicken stew.

Man: Oh, it looks so good.

Woman: Here, have a taste.

Man: Oh my gosh! This _____.

Woman: I am so _____. you like it!

Conversation 2

Man: Wow! You _____.

Woman: Thanks. I have a date.

Man: Ooh. Where are you going?

Woman: I'm going to the new Mexican restaurant.

Man: That sounds fun.

Woman: I'd invite you but ...

Man: Yeah, yeah, _____. It's a date. Have fun!

Conversation 3

Man: What's wrong? You look terrible.

Woman: I feel terrible. I have a cold.

Man: Oh, sorry to hear that.

Woman: Any _____?

Man: Well, I hear vinegar and lemon juice helps.

Woman: That _____ awful. No thanks.

Conversation 4

Man: I like your sweater. Is it wool?

Woman: No, it is cotton. Feel it?

Man: Wow, it feels so soft.

Woman: It is. It is so comfy too.

Man: It looks comfy. _____ one.

Woman: Well, Christmas is almost here. Maybe someone special might get you one.

Man: Ooh! That sounds promising.

MATERIAL DE APOYO



Stative verbs

<https://soundgrammar.com/learn/L2-CEFR-A1/L2-09-Stative-Verbs.htm>



ING3_SA4_TEACHERRESOURCE



II. INSTRUCTION: Now write your opinion about each conversation. Use the stative verbs (believe, think, know, want or need).

Conversation 1

What do you think is the man opinion about his friend cooking?

Conversation 2

What do you think is the man opinion about his friend look?

Conversation 3

What do you think about the conversation between these two friends?

Conversation 4

What do you think is the man opinion about his friend sweater?

ENLACE A LOS RECURSOS DE CADA PROGRESIÓN DE LA GUÍA DIDÁCTICA DEL ESTUDIANTE:

https://colegiodebachille055-my.sharepoint.com/personal/alejandrina_lastra_cobatab_edu_mx/_layouts/15/guestaccess.aspx?share=EIJ_TLJQmXROrfHh_mMbt4kBFvYoCCntA9Q3eP8irmSr_g&e=65ee2h





SIGA ACTIVITY

ING3_SA4_ACTIVIDADSIGA



ACTIVIDAD SIGA

Video/Reel/Tiktok con el tema like and dislike, haciendo uso de las conjunciones when y while.

Instrucciones: Realizar un video/reel/Tiktok de manera colaborativa, que será utilizado única y exclusivamente para acreditar la actividad (el video no será publicado), en donde los estudiantes expresen de forma oral oraciones de gustos y preferencias al enlistar porqué están orgullosos de ser mexicanos, tomando en cuenta los deseos y necesidades de la juventud, para poder expresarlo de forma creativa. Tomar en cuenta la lista de cotejo que se anexa al final de la situación de aprendizaje.

El video será entregado de manera presencial en el aula o en plataforma.

En presencial: Mediante USB o medios digitales (flip, dropbox, bluetooth, etc).

En línea o a distancia: Teams o medios digitales. En ambos casos al compartir debe de estar habilitado a acceso directo.

Recomendaciones: El video no debe ser muy pesado en pocas palabras se recomienda que el archivo sea menor a 30 MB.

Producto esperado:

Video, reel, Tiktok, entre otros.

Duración de la actividad:

3-5 minutos



Tik Tok



MATERIAL DE



Como crear un reel

<https://www.youtube.com/watch?v=8JTee5fycbg>

5fycbg



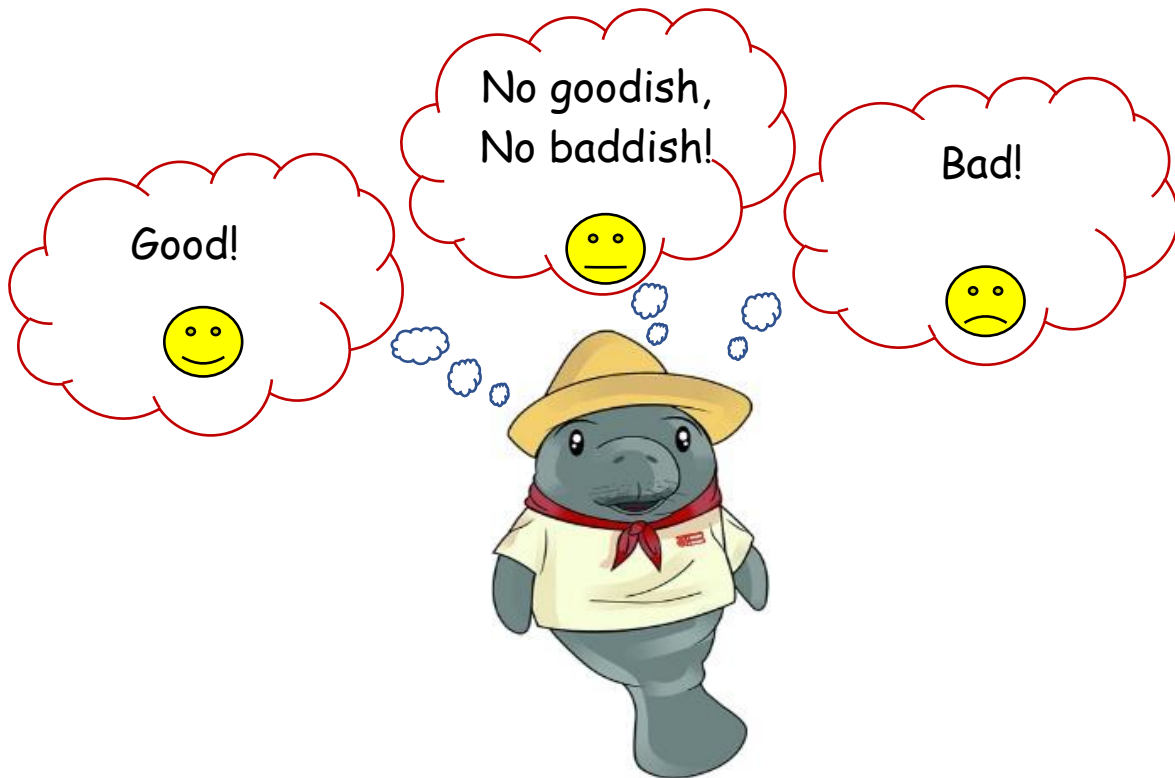
SCAN ME





SELF-EVALUATION

ING3_SA4_SELF-EVALUATION



How well do you think you understand now English?

Instrucciones: Completa la tabla para evaluar tu aprendizaje sobre las siguientes afirmaciones.

Yo puedo...	Si	Necesito practicar más
...Recordar vocabulario sobre costumbres y alimentos.		
...Identificar acciones interrumpidas y terminadas en el pasado.		
...Hacer uso del when y while con acciones pasadas.		
...Entender lecturas cortas en inglés sobre preferencias y gustos.		
...Escribir textos cortos en inglés sobre gustos y preferencias.		
...Pronunciar frases cortas en inglés utilizando el vocabulario y gramática de esta situación de aprendizaje.		



PLANTEL _____ TURNO _____
 PERIODO 2023-2024A
LISTA DE COTEJO PARA EVALUAR VIDEO

ASIGNATURA:	Inglés III	SITUACIÓN DE APRENDIZAJE	4
SITUACIÓN DIDÁCTICA:	That's what I like	TIPO DE EVALUACIÓN	Heteroevaluación.
NOMBRE DEL ESTUDIANTE:			
NOMBRE DEL DOCENTE:			
SEMESTRE:	3	GRUPO:	
FECHA DE APLICACIÓN:			
EVIDENCIA DE APRENDIZAJE:	Realizar de manera colaborativa un video (video, reels, Tiktok) donde expresen porque están orgullosos de ser mexicanos y las necesidades de la juventud en su país utilizando las conjunciones when y while para poder expresar relaciones temporales y de causa y efecto, así como incluir oraciones con los verbos like, enjoy, love, want, need, hate and dislike para expresar sus gustos y preferencias.		
INSTRUCCIONES:	Marcar con una (X) para resaltar si el equipo cumplió con los criterios de la actividad. Sumar los puntos para obtener la calificación		

CRITERIOS		CUMPLIMIENTO		EJECUCIÓN		OBSERVACIONES
		SI	NO	PONDERACIÓN	CALIF	
1	Entrega en tiempo y cumple con el tiempo de duración y formato establecido.			1.0		
2	Utiliza entonación y volumen adecuado para que se escuche con claridad.			1.0		
3	Emplea las conjunciones when y while para expresar las relaciones temporales de las que se hablan.			2.0		
4	Utiliza las oraciones con las palabras like, enjoy, love, want, need, hate and dislike.			2.0		
5	Entrega avances y trabaja en equipo			2.0		
6	Demuestra creatividad en su presentación y en los elementos visuales que utiliza.			1.0		
7	Cuenta con imágenes referentes al tema y su producción oral es estructurada, clara y coherente.			1.0		
Total:				10.0		

OBSERVACIONES GENERALES	NOMBRE Y FORMA DEL DOCENTE	PORCENTAJE DE COMPETENCIA LOGRADO
		JUICIO DE COMPETENCIA
		() Competencia lograda.
		() Competencia en proceso.



REINFORCEMENT CHALLENGES-SITUACIÓN DE APRENDIZAJE 1



REINFORCEMENT CHALLENGE. 1.1 VOCABULARY

ING3_SA1_RCH1.1

INSTRUCTION: Choose the most appropriate response for each question.

Example:

_____ you like something to drink?

a) would

b) could

c) are

1. I would like a _____. I am thirsty.

a) fried chicken

b) lunch

c) glass of water

2. Call the _____, I want to order something.

a) janitor

b) waiter

c) waffles

3. Let's _____ a pizza, I don't want to cook.

a) call

b) burger

c) order

4. The meal was delicious, please congratulate the _____.

a) chef

b) hot dog

c) would

5. Thanks, but _____. I am busy tomorrow.

a) I would like to

b) I can't

c) can you

6. Yes, sounds good. I _____ have breakfast there.

a) don't have

b) would like to

c) prefer

7. My father works as a _____ at the restaurant.

a) chef

b) sandwich

c) would





REINFORCEMENT CHALLENGE. 2.1
GRAMMAR PRACTICE

ING3_SA1_RCH2.1

INSTRUCTION: Complete the following text with the correct phrases of the present progressive tense from the chart below for agreements to talk about the future according to the situation.

are preparing	Wednesday, May 22nd	is delivering
next Monday afternoon	is driving	is having
next Friday, May 24th	is flying	is inviting

AN IMPORTANT MEETING WITH MR. MORRISON

My sister Laura (1) _____ a meeting (2) _____ in the office. Her boss (3) _____ a very important investor for a new project of the Car Industry. His name is George Morrison from Canada. Mr. Morrison (4) _____ to Mexico city on (5) _____. Oscar (6) _____ the project presentation to our boss (7) _____ to be reviewed before it is presented to Mr. Morrison.

Patricia and Rose (8) _____ the meeting's room on Wednesday, May 23th. It includes the coffee break and lunch. Carlos (9) _____ to the International Airport Felipe Angeles from Mexico City to drop Mr. Morrison to the hotel the day before the meeting. It is an important meeting for this Company.





REINFORCEMENT CHALLENGE 3.1
VOCABULARY PRACTICE

ING3_SA1_RCH3.1

INSTRUCTION: Read the following text, circle ○ the **regular past participle** and underline ____ the **irregular past participle** form of the verbs, in the **highlighted** phrases, as in the *example*:

I've sometimes played videogames at home.

I've never written a poem.

This is me:

Well, to start with I guess I think I'm quite an optimistic person, because I don't get upset when things go badly for me. I've always tried to stay positive and look on the bright side. For instance, last week I failed my driving text, but I didn't get stressed out because I knew I failed, and I've learned from my mistakes. I've arranged to retake my test next month and I'm confident I'll pass. I also think I'm quite stingy! I know some people it's not a good way to be, but I've been careful with money since I was a child. I don't like to waste it! To give you an example, I've preferred to walk rather than take the bus to get here. It takes longer, but it's cheap, and besides it keeps me healthy! Also, I don't eat out much and I only buy clothes when they're on sale. As for something I'd like to change about myself. I'd like to be more sociable. I've been⁵ quite shy, so it has disadvantages, such as making it difficult to meet new people.





REINFORCEMENT CHALLENGE 3.2
GRAMMAR PRACTICE

ING3_SA1_RCH3.2

INSTRUCTION: Make teams to play Jeopardy and follow the teacher's instructions.

CONJUGATE THE VERB IN PAST PARTICIPLE	CONJUGATE THE VERB IN PAST PARTICIPLE	COMPLETE THE SENTENCE	REGULAR OR IRREGULAR	RIGHT OR WRONG
100 Meet	100 Eat	100 She has ever _____ (<i>travel</i>) alone.	100 Visit	100 I have studied French.
200 See	200 Sleep	200 You have ever _____ (<i>play</i>) in a band.	200 Study	200 You have played baseball.
300 Ride	300 Be	300 John has ever _____ (<i>eat</i>) pork.	300 Win	300 She has never been there.
400 Fall	400 Break	400 Tommy has ever _____ (<i>see</i>) a vampire?	400 Catch	400 Kim has never caught a fish.
500 Catch	500 Fly	500 Tyra and Sue have ever _____ (<i>fly</i>) a plane.	500 Ride	500 We have win the championship.





REINFORCEMENT CHALLENGE 3.3
VOCABULARY PRACTICE

ING3_SA1_RCH3.3

INSTRUCTION: In pairs or teams, write 20 past participle forms of the verbs in the following table, using the list of the verbs in the annexes section.

Regular past participle forms.	Irregular past participle forms.
Example: Arrested.	Example: Beaten.
1.-	1.-
2.-	2.-
3.-	3.-
4.-	4.-
5.-	5.-
6.-	6.-
7.-	7.-
8.-	8.-
9.-	9.-
10.-	10.-
11.-	11.-
12.-	12.-
13.-	13.-
14.-	14.-
15.-	15.-
16.-	16.-
17.-	17.-
18.-	18.-
19.-	19.-
20.-	20.-





REINFORCEMENT CHALLENGE 4.1
GRAMMAR PRACTICE

ING3_SA1_RCH4.1

INSTRUCTION: Rearrange the following sentences in the correct order.

1. my / have / I / homework / finished

2. hasn't / movie / the / watched / He / yet

3. Yucatán / have / visited / They /

4. Monte Albán? / traveled / Has / to / Maria

5. doctor / I / as a / worked / haven't

6. Have / already? / explored / Chichen Itzá / we

7. new / She / met / teacher / hasn't / the

8. You / how to use / Present Perfect / learned / the / have



REINFORCEMENT CHALLENGES-SITUACIÓN DE APRENDIZAJE 2



REINFORCEMENT CHALLENGE 5.1 GRAMMAR PRACTICE

ING3_SA2_RCH5.1

Instruction: Use the verbs in the brackets to complete sentences in present perfect tense.

1. She _____ (not do) homework today.
2. Peter _____ (not watch) tic toc videos.
3. _____ you _____ (see) a ghost?
4. _____ they _____ (make) a cake?
5. No, we _____ (not have) classes, yet.



REINFORCEMENT CHALLENGE 6.1 GRAMMAR PRACTICE

ING3_SA2_RCH6.1

INSTRUCTION: Complete the sentence using the prepositions SINCE or FOR.

1. Miranda has studied at Campus 7 _____ three years.
2. Andrés has been my friend _____ 2019.
3. Maximiliano has been in my class _____ one year.
4. We have studied English on Monday Morning _____ two months.
5. I've lived in Jalpa _____ 2015.



REINFORCEMENT CHALLENGE 7.1 GRAMMAR PRACTICE

ING3_SA2_RCH7.1

INSTRUCTIONS: Use the verbs in the brackets to complete the past progressive tense.

- 1- Yesterday at 6:00 p.m. Maria _____ (have) pizza for dinner.
- 2- I _____ (write) a WhatsApp message when you called me.
- 3- Ana _____ (listen) to music; that's why she didn't hear me.
- 4- Last night Pedro and Maria _____ (watch) a really good movie.
- 5- Cobachito _____ (do) his homework, but the light went out.



REINFORCEMENT CHALLENGES-SITUACIÓN DE APRENDIZAJE 3



REINFORCEMENT CHALLENGE 8.1 GRAMMAR PRACTICE

ING3_SA3_RCH8.1

INSTRUCTION: Match column A to column B. Write the letter in the parentheses. Use past progressive in negative and interrogative form.

COLUMN A	COLUMN B
() 1.- Were you playing the piano?	A. No, she wasn't. She was eating pizza.
() 2.- Was Maria eating spaghetti?	B. Last night I was playing video games.
() 3.- Michelle and Pablo weren't dating	C. Last summer. It was a nice experience.
() 4.- The students weren't studying for the test	D. They were having fun.
() 5.- What were you doing last night?	E. Yes, they were. The recital is tomorrow
() 6.- When were you traveling to Rome?	F. No, I wasn't. I was playing the drums.
() 7.- I wasn't sleeping late at night,	G. The other team was beating us.
() 8.- Our dog wasn't barking all night.	H. I was watching a movie with my sister
() 9.- Were the ballerinas practicing in the theatre?	I. They are good at Math.
() 10.- We weren't winning the game.	J. It was our neighbor's dog.



REINFORCEMENT CHALLENGE 9.1 GRAMMAR PRACTICE

ING3_SA3_RCH9.1

INSTRUCTION. Use the verbs in the brackets to complete the text with past simple or past continuous tense.

Today _____ (not be) a good day. First, my alarm clock _____ (not ring). Then, while I _____ (have) a shower, my dad _____ (go) to work so I had to walk to school. It _____ (rain) and I got very wet. When I _____ (arrive) to the classroom, everyone _____ (study) in silence. The teacher _____ (look) at me and said, "Good afternoon, Luis. How nice of you to join us". Everyone _____ (laugh). I _____ (be) so embarrassed.



REINFORCEMENT CHALLENGES-SITUACIÓN DE APRENDIZAJE 4



REINFORCEMENT CHALLENGE 11.1 GRAMMAR PRACTICE

ING3_SA3_RCH11.1

INSTRUCTION. Write the connector of sequence according to the steps to make a sandwich.

Finally • Then • First • Next • After that



A		Get two slices of bread.
B		Use the knife to spread some butter on both slices.
C		Use the knife to spread the jam on top of the butter on one of the slices of bread.
D		Put one slice of bread on top of the other to make a sandwich.
E		Cut the sandwich in half with the knife. Enjoy it!!





REINFORMENT CHALLENGE 13.1
GRAMMAR PRACTICE

ING3_SA4_RCH13.1

Instructions: Read the sentences and underline the correct option (**When** or **While**).

1. The students were doing an exercise **when / while** the bell rang.
2. I saw an accident **when / while** I was waiting at the bus stop.
3. **When / While** she was doing English homework, her computer turned off.
4. He fell down **when / while** he was climbing a tree.
5. **When / While** my mom came home, my sister was sleeping.
6. We found some old photos **when / while** we were tidying our room.
7. **When / While** called me last night, I was studying for the test.
8. I had a bad dream **when / while** I was sleeping on the sofa.
9. **When / While** the alarm sounded, we were watching TikTok.
10. She started to cry **when / while** she was watching a movie.

ENLACE A LOS RECURSOS DE CADA PROGRESIÓN DE LA GUÍA DIDÁCTICA DEL ESTUDIANTE:

https://colegiodebachille055-my.sharepoint.com/personal/alejandrina_lastra_cobatab_edu_mx/_layouts/15/guestaccess.aspx?share=EiJ_TLJQmXROrfHh_mMbt4kBFvYoCCntA9Q3eP8irmSr_g&e=65ee2h





REINFORMENT ACTIVITY 13.2 GRAMMAR PRACTICE

ING3_SA4_RCH13.2

Instructions: Complete the following affirmative, negative or interrogative sentences by using the emojis of feeling given in the chart so that you can express your preferences.

😊 = Like

😞 = Dislike

😍 = Love

😡 = Hate

😄 = Enjoy

Example: My friends (not) _____ the Christmas eve. 😊

My friends don't like the Christmas eve

Phrases	Feelings
1. I (not) _____ (Play) football with my friends.	😍
2. We (not) _____ (climb) the trees on my house.	😞
3. _____ She _____ (run) to the school?	😞
4. _____ The dog _____ (eat) the dog food?	😡
5. He _____ the darkness.	😞
6. They (no) _____ the amusement park.	😄
7. _____ It _____ sleep?	😍
8. You _____ (See) the sky.	😊
9. My friends (not) _____ the mole.	😡



ANNEXES



REGULAR VERBS

#	INFINITIVE	PAST SIMPLE AND PAST PARTICIPLE	MEANING	ENDING SOUND
1	act	Acted	Actuar	id
2	add	Added	Sumar, añadir	id
3	Aid	Aided	Ayudar	id
4	arrest	Arrested	Arrestar	id
5	assist	Assisted	Ayudar	id
6	attend	Attended	Asistir, ir	id
7	address	Addressed	Dirigirse	t
8	advertise	Advertised	Anunciar	t
9	amuse	Amused	Entretener	t
10	approach	Approached	Acercarse	t
11	ask	Asked	Preguntar, pedir	t
12	accompany	Accompanied	Acompañar	d
13	accustom	accustomed	Acostumbrar	d
14	agree	agreed	Concordar	d
15	annoy	annoyed	Molestar	d
16	answer	answered	Responder	d
17	appear	appeared	Aparecer	d
18	arrange	arranged	Arreglar, ordenar	d
19	arrive	arrived	Arribar	d
20	accompany	accompanied	Acompañar	d
21	accustom	accustomed	Acostumbrar	d
22	agree	agreed	Concordar	d
23	annoy	annoyed	Molestar	d
24	answer	answered	Responder	d
25	appeal	appealed	Atraer	d
26	appear	appeared	Aparecer	d
27	arrange	arranged	Arreglar, ordenar	d
28	board	boarded	Abordar	id
29	balance	balanced	Equilibrar	t
30	banish	banished	Desterrar	t
31	bark	barked	Ladear	t
32	bless	blessed	Bendecir	t
33	brush	brushed	Cepillar	t
34	behave	behaved	Comportarse	d
35	belong	belonged	Pertenecer	d
36	beg	begged	suplicar, mendigar	d
37	believe	believed	Creer	d
38	boil	boiled	Hervir	d
39	breathe	breathed	Respirar	id
40	complete	completed	Completar	id
41	consist	consisted	Consistir	id



#	INFINITIVE	PAST SIMPLE AND PAST PARTICIPLE	MEANING	ENDING SOUND
42	count	counted	Contar	id
43	close	closed	Cerrar	t
44	cook	cooked	Cocinar	t
45	crash	crashed	Chocar	t
46	cross	crossed	cruzar	t
47	call	called	Llamar	d
48	care	cared	Cuidar	d
49	carry	carried	Llevar	d
50	change	changed	Cambiar	d
51	check	checked	Chequear	t
52	charge	charged	cargar, cobrar	d
53	clean	cleaned	Limpiar	d
54	climb	climbed	escalar, subir	d
55	comb	combed	Peinar	d
56	cover	covered	Cubrir	d
57	cry	cried	Llorar	d
58	crawl	crawled	gatear, arrastrarse	d
59	dance	danced	bailar	t
60	dress	dressed	vestir	t
61	drop	dropped	dejar caer	t
62	dial	dialed	sintonizar, marcar	d
63	die	died	morir	d
64	declare	declared	declarar	d
65	delay	delayed	demorar	d
66	deliver	delivered	entregar	d
67	deny	denied	negar	d
68	dine	dined	cenar	d
69	dry	dried	secar	d
70	enclose	enclosed	incluir, encerrar	t
71	enjoy	enjoyed	disfrutar	d
72	engage	engaged	comprometer	d
73	envy	envied	envidiar	d
74	express	expressed	expresar	t
75	exclaim	exclaimed	exclamar	d
76	explain	explained	explicar	d
77	fail	failed	fracasar, fallar	d
78	fasten	fastened	abrochar	d
79	File	filed	archivar	d
80	Fill	filled	llenar	d
81	fire	fired	echa del trabajo, disparar	d
82	follow	followed	seguir	d
83	frighten	frightened	espantar	d
84	Fry	fried	freir	d
85	finish	finished	terminar	t



#	INFINITIVE	PAST SIMPLE AND PAST PARTICIPLE	MEANING	ENDING SOUND
86	fish	fished	pescar	t
87	Fix	fixed	fixar	t
88	gain	gained	ganar	d
89	guess	guessed	adivinar	t
90	help	helped	ayudar	t
91	hope	hoped	esperar, desear	t
92	happen	happened	suceder	d
93	hurry	hurried	apurar (se)	d
94	imagine	imagined	imaginar	d
95	iron	ironed	planchar	d
96	judge	judged	juzgar	d
97	kiss	kissed	besar	t
98	kill	killed	matar	d
99	laugh	laughed	reír	t
100	leak	leaked	gotear	t
101	like	liked	gustar	t
102	lock	locked	cerrar con llave	t
103	look	looked	mirar	t
104	mark	marked	marcar, señalar	t
105	milk	milked	ordeñar un animal	t
106	miss	missed	extrañar	t
107	manage	managed	manejar	d
108	marry	married	casar (se)	d
109	massage	massaged	masajear	d
110	measure	measured	medir	d
111	move	moved	mover	d
112	observe	observed	observar	d
113	offer	offered	ofrecer	d
114	open	opened	abrir	d
115	order	ordered	ordenar	d
116	perform	performed	ejecutar	d
117	phone	phoned	Telefonar, llamar por teléfono	d
118	plan	planned	planear	d
119	play	played	jugar, tocar	d
120	plough	ploughed	arar	d
121	pour	poured	derramar, verter	d
122	pray	prayed	orar	d
123	prefer	preferred	preferir	d
124	prepare	prepared	preparar	d
125	pull	pulled	tirar	d
126	park	parked	estacionar	t
127	pass	passed	pasar	t
128	pick	picked	recoger	t
129	please	pleased	complacer	d



#	INFINITIVE	PAST SIMPLE AND PAST PARTICIPLE	MEANING	ENDING SOUND
130	polish	polished	pulir	t
131	practice	practiced	practicar	t
132	promise	promised	prometer	t
133	pronounce	pronounced	pronunciar	t
134	punish	punished	castigar	t
135	push	pushed	empujar	t
136	repeat	repeated	repetir	id
137	report	reported	reportar, informar	id
138	request	requested	solicitar, pedir	id
139	rest	rested	descansar	id
140	reach	reached	alcanzar	t
141	refuse	refused	rehusar	t
142	raise	raised	levantar	t
143	rain	rained	llover	d
144	realize	realized	darse cuenta	d
145	register	registered	matricularse, registrar	d
146	receive	received	recibir	d
147	remain	remained	quedar, sobrar	d
148	Remember	remembered	recordar	d
149	Repair	repaired	reparar	d
150	Require	required	requerir	d
151	Reserve	reserved	reservar, guardar	d
152	Row	rowed	remar	d
153	Resolve	resolved	resolver	d
154	Return	returned	retornar, volver	d
155	Search	searched	buscar, registrar	t
156	Save	saved	salvar	d
157	Serve	served	servir	d
158	settle	settled	arreglar, establecer	d
159	sign	signed	firmar	d
160	smile	smiled	sonreír	d
161	snow	snowed	nevar	d
162	spill	spilled	derramar	d
163	stay	stayed	permanecer, quedarse	d
164	study	studied	estudiar	d
165	suffer	suffered	sufrir	d
166	swallow	swallowed	tragar	d
167	slip	slipped	resbalar	t
168	smoke	smoked	fumar	t
169	stop	stopped	detener, parar	t
170	switch	switched	conectar, accionar	t
171	stretch	stretched	estirar	t
172	talk	talked	conversar	t
173	thank	thanked	agradecer	t



#	INFINITIVE	PAST SIMPLE AND PAST PARTICIPLE	MEANING	ENDING SOUND
174	touch	touched	tocar, palpar	t
175	trap	trapped	atrapar	t
176	tire	tired	cansar, fatigar	d
177	train	trained	entrenar	d
178	travel	traveled	viajar	d
179	trouble	troubled	molestar	d
180	Try	tried	tratar, intantar	d
181	turn	turned	girar, voltear	d
182	unpack	unpacked	desempacar	t
183	use	used	usar	t
184	visit	visited	visitar	id
185	wait	waited	esperar	id
186	want	wanted	querer, requerir	id
187	walk	walked	caminar	t
188	wash	washed	lavar	t
189	watch	watched	observar, mirar	t
190	wish	wished	desear, anhelar	t
191	work	worked	trabajar	t
192	wrap up	wrapped up	envolver	t
193	wreck	wrecked	naufregar	t
194	warm	warmed	calentar	d
195	warn	warned	advertir	d
196	water	watered	regar	d
197	weigh	weighed	pesar	d
198	whistle	whistled	silbar	d



IRREGULAR VERBS

#	INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	MEANING
1	Be	was/were	Been	Ser o estar
2	Beat	beat	Beaten	Batir, revolver, golpear, vencer
3	become	became	Become	Hacerse, tornarse, convertirse en
4	Begin	began	Begun	Empezar, iniciar
5	Bend	bent	Bent	Doblar, inclinar, torcer
6	Bet	bet	Bet	Apostar
7	Bite	bit	Bitten	Morder
8	Blow	blew	Blown	Soplar
9	Break	broke	Broken	Quebrar, partir, romper
10	Bring	brought	Brought	Traer, llevar, conducir
11	Build	built	Built	Construir, edificar
12	Burn	burnt	Burnt	Quemar, incendiar
13	Burst	burst	Burst	Reventar, romper reventando
14	Buy	bought	Bought	Comprar
15	Catch	caught	Caught	Coger, asir, atrapar
16	choose	chose	Chosen	Escoger, elegir
17	Come	came	Come	Venir
18	Cost	cost	Cost	Costar
19	Cut	cut	Cut	Cortar, dividir
20	Deal	dealt	Dealt	Tratar, lidiar, tener que referirse
21	Dig	dug	Dug	Cavar, ahondar
22	Do	did	Done	Hacer, ejecutar
23	Draw	drew	Drawn	Tirar, arrastrarse, atraer, dibujar
24	Drink	drank	Drunk	Beber
25	Drive	drove	Driven	Impulsar, conducir, llevar, inducir
25	Eat	ate	Eaten	Comer
26	Fall	fell	Fallen	Caer, disminuir
27	Feed	fed	Fed	Alimentar, nutrir
28	feel	felt	Felt	Sentir, percibir, tocar
29	fight	fought	Fought	Pelear, combatir
30	find	found	Found	Encontrar, descubrir
31	find out	found out	found out	Averiguar, investigar
32	fly	flew	Flown	Volar
33	forbid	forbade	Forbidden	Prohibir
34	forget	forgot	Forgotten	Olvidar (se)
35	forgive	forgave	Forgiven	Perdonar
36	freeze	froze	Frozen	Congelar
37	get	Got	got (ten)	Lograr, obtener, conseguir



#	INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	MEANING
38	give	Gave	Given	Dar, conceder
39	go	went	Gone	Ir (se), funcionar, resultar
40	grow	Grew	Grown	Creecer, cultivar
41	hang	hung	Hung	Colgar, Suspender
42	have	Had	Had	Tener, haber
43	hear	heard	Heard	Oír, escuchar
44	hide	Hid	hid (den)	Ocultar, encubrir
45	hit	Hit	Hit	Pegar, golpear, acertar
46	hold	Held	Held	Sostener, mantener, contener
47	hurt	Hurt	Hurt	Herir, dañar, lastimar
48	keep	Kept	Kept	Mantener, guardar, conservar
49	know	knew	Known	Conocer, saber
50	lay	Laid	Laid	Poner, colocar
51	lead	Led	Led	Guiar, llevar, conducir
52	learn	learnt	Learnt	Aprender, saber
53	leave	Left	Left	Partir, irse, abandonar
54	lend	Lent	Lent	Prestar
55	let	Let	Let	Permitir, conceder
56	lie	Lay	Lain	Tenderse, descansar, estar
57	light	Lit	Lit	Alumbrar, iluminar, encender (se)
58	lose	Lost	Lost	Perder, malgastar
59	make	made	Made	Hacer, confeccionar, producir
60	mean	meant	Meant	Significar, querer decir pretender
61	meet	Met	Met	Encontrarse, satisfacer
62	melt	melted	molten (old)	Derretir(se), fundir(se)
63	mistake	mistook	Mistaken	Equivocarse, errar
64	misunderstand	misunderstood	misunderstood	Entender mal
65	overcome	overcame	Overcome	Vencer, superar, sobreponerse
65	pay	Paid	Paid	Pagar, recompensar
66	put	put	Put	Poner, colocar, exponer
67	read	read	Read	Leer, descifrar, marcar
68	rebuild	rebuilt	Rebuilt	Reconstruir
69	rid	rid	Rid	Librarse, zafarse
70	ride	rode	Ridden	Rodar, tener juego, funcionar
71	ring	rang	Rung	Tocar, sonar
72	rise	rose	Risen	Ascender, elevarse, surgir
73	run	ran	Run	Correr, funcionar
74	saw	sawed	Sawn	Cortar con sierra, aserrar
75	say	said	Said	Decir, afirmar
76	see	saw	Seen	Ver, observar
77	seek	sought	Sought	Buscar, solicitar
78	sell	sold	Sold	Vender



#	INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	MEANING
79	send	sent	Sent	Enviar
80	set	set	Set	Instalar, establecer, colocar, fijar
81	shake	shook	shaken	Sacudir, lanzar, agitar
82	shine	shone	shone	Brillar, relumbrar, sobresalir
83	shoot	shot	shot	Disparar, emitir, lanzar
84	show	showed	shown	Mostrar, excibir, probar, demostrar
85	shrink	shrank	shrunk	Encogerse, disminuir, desaparecer
86	shut	shut	shut	Cerrar, impedir, excluir
87	sing	sang	sung	Cantar
88	sink	sank	sunk	Hundir, sumergir
89	sit	sat	sat	Sentarse, reunirse
90	sleep	slept	slept	Dormir
91	slide	slid	slid(den)	Resbalar, deslizarse, escabullirse
92	smell	smelt	smelt	Oler, percibir
93	speak	spoke	spoken	Hablar, decir
94	spend	spent	spent	Gastar, consumir, emplear tiempo
95	spill	spilt	spilt	Derramar, verter, divulgar
96	spin	spun	spun	Tornear, hilar, hacer girar
97	split	split	split	Partir, dividir, separar, reventar
98	spoil	spoilt	spoilt	Deteriorar, inutilizar, consentir
99	spread	spread	spread	Extender, esparcir, propagar, untar
100	stand	stood	stood	Pararse, tolerar, estar de pie
101	steal	stole	stolen	Robar, escabullirse
102	stick	stuck	stuck	Pegar, adherirse, prender, fijar
103	stink	stank	stunk	Oler mal, apestar
104	swim	swam	swum	Nadar, flotar
105	swing	swung	swung	Balancear, hacer girar
106	take	took	taken	Tomar, llevar
107	teach	taught	taught	Enseñar
108	tear	tore	torn	Romper, despedazar, rasgar
109	tell	told	told	Decir, contar, narrar
110	think	thought	thought	Pensar, creer
111	throw	threw	thrown	Lanzar, tirar, impeler, arrojar
112	understand	understood	understood	Comprender
113	undertake	undertook	undertaken	Emprender, comenzar algo
114	wake	woke	woke (n)	Despertar, excitar
115	wear	Wore	worn	Vestir, usar, llevar puesto
116	win	Won	won	Ganar, conquistar
117	withdraw	Withdrew	withdrawn	Retirar, retractarse, quitar
118	write	Wrote	written	Escribir



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