

GUÍA DEL ESTUDIANTE

Inglés III

What we were, we share

Marco Curricular Común de la Educación Media Superior



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PRESENTACIÓN

Apreciable estudiante,

Imagina que estás a punto de comenzar algo más que una clase. No es solo otro semestre, ni otra guía, ni otra lista de desafíos. Es el inicio de un recorrido donde tu voz, tu historia y tus ideas serán lo más importante. En Inglés 3, no aprenderás el idioma únicamente para responder exámenes. Lo aprenderás para hablar de lo que has vivido, de lo que haces todos los días y de lo que piensas del mundo que te rodea. Poco a poco, descubrirás que el inglés no es solo un conjunto de regla, es una herramienta para expresarte.

Al comenzar este viaje, mirarás hacia atrás y aprenderás a contar lo que ya has vivido: lo que hiciste ayer, la semana pasada, o en momentos importantes de tu vida. Después, avanzarás hacia tus experiencias más recientes, aquellas que has compartido con amigos, familia o en tu escuela.

Más adelante, abrirás la puerta a los lugares que forman parte de tu vida: tu comunidad, los espacios que conoces, los sitios donde te gusta estar. Aprenderás a describirlos y a decir qué se puede hacer en ellos. Pero no solo hablarás de lugares; también empezarás a expresar lo que te gusta, lo que no te gusta y lo que prefieres. Compararás ideas, hábitos y formas de vivir, descubriendo que cada persona es diferente y valiosa.

En este camino también entenderás que vivir en sociedad implica reglas y responsabilidades. Aprenderás a expresar lo que debes hacer, lo que no está permitido y cómo convivir mejor con los demás. Y llegará un momento en el que no solo hablarás de ti, sino que podrás guiar a otros: dar instrucciones, explicar procesos y ayudar a alguien a lograr algo paso a paso.

Finalmente, usarás todo lo aprendido para hacer algo poderoso: contar historias. Historias reales, tuyas, llenas de experiencias, emociones y momentos que merecen ser escuchados.

Este curso es una invitación a participar, a equivocarte, a intentar y a mejorar. A escuchar y ser escuchado. A usar el inglés como una herramienta para construir significado. Aquí no se trata de ser perfecto. Se trata de atreverte a comunicar.

Así que ahora la pregunta es para ti: ¿Qué historia quieres contar? Porque este semestre tu historia será el centro del aprendizaje.

Te saludan con afecto,

Los docentes diseñadores de la guía del estudiante de inglés III.

META EDUCATIVA

Que el estudiantado participe en intercambios sociales básicos, exprese ideas sobre experiencias personales y amplíe su repertorio comunicativo en contextos cotidianos escolares y comunitarios.

PROPÓSITOS Y CONTENIDOS FORMATIVOS

Propósitos formativos	Contenidos formativos
1. Habla sobre rutinas pasadas y recientes en la vida cotidiana (describe lo que hizo en días recientes o durante la semana).	1. Pasado simple (<i>verbos regulares</i>) 2. Expresiones de tiempo pasado (<i>yesterday, last week</i>) 3. Actividades diarias 4. Rutinas escolares y del hogar
2. Comparte experiencias personales recientes (cuenta qué ha hecho y con quién).	1. Presente perfecto (<i>Have/has + past participle</i>) (<i>introducción</i>) para experiencias personales 2. Actividades con amigos, familia o comunidad 3. Eventos escolares o culturales
3. Describe lugares conocidos y actividades que se pueden realizar ahí (da información y recomendaciones básicas).	1. There is/are (<i>revisión</i>) 2. Can para expresar posibilidad (<i>formas afirmativa y negativa</i>) 3. Preposiciones de lugar (<i>between, next to, in front of, behind</i>) 4. Lugares públicos y naturales (<i>city hall, forest, river, entre otros</i>) 5. Actividades recreativas
4. Habla sobre hábitos, frecuencia y preferencias en la vida cotidiana (compara lo que hacen, eligen o prefieren las personas en diferentes momentos o contextos).	1. Adverbios de frecuencia (<i>revisión y expansión: often, sometimes, rarely</i>) 2. Comparativos y superlativos 3. Uso de like + noun / verb-ing (<i>I like music; He likes playing football; They don't like studying at night.</i>) 4. Comida, música, deportes, uso del tiempo libre.
5. Habla sobre responsabilidades y normas en la casa, la escuela o la comunidad (expresa obligación y prohibición).	1. Must / mustn't 2. Have to / don't have to 3. Reglas del aula (<i>más complejas</i>) 4. Tareas del hogar 5. Convivencia comunitaria
6. Pide, da y entiende instrucciones más completas (orienta a otra persona para hacer algo o llegar a un lugar).	1. Imperativos para dar indicaciones (<i>Walk straight until you see the park; Don't forget to bring your ID; Speak clearly.</i>) 2. Conectores secuenciales (<i>first, then, after that, finally</i>)

Propósitos formativos	Contenidos formativos
	3. <i>Indicaciones y procesos simples (recetas, instrucciones digitales, tareas prácticas)</i> 4. Rutinas cotidianas o procedimientos escolares/comunitarios (<i>cómo registrarse, cómo reciclar, cómo usar una aplicación digital escolar</i>)
7. Relata eventos cotidianos y su secuencia (cuenta algo que pasó usando conectores simples).	1. Pasado simple (verbos irregulares básicos). 2. Conectores narrativos (<i>then, after, later, suddenly</i>) 3. Anécdotas personales. 4. Experiencias escolares.
8. Consolida lo aprendido mediante actividades significativas y producción guiada (aplica estructuras clave en tareas contextualizadas, orales y escritas).	1. Revisión de presente perfecto y pasado simple 2. Uso integrado de conectores, verbos modales y descripciones 3. Textos breves orales y escritos (<i>experiencias, descripciones, recomendaciones</i>) 4. Áreas integradoras (<i>diálogos, cartas, historias cortas</i>)

LISTA DE DESAFÍOS POR SITUACIÓN DE APRENDIZAJE

SITUACIÓN DE APRENDIZAJE 1: OUR RECENT EXPERIENCES SHAPE WHO WE ARE		
ACTIVIDAD	TIPO DE DESAFÍO	OBSERVACIONES
DIAGNOSTIC TEST	DIAGNOSTIC TEST	
CHALLENGE 1.1	SIMPLE PAST (REGULARS VERBS)	
CHALLENGE 1.2	SIMPLE PAST	
CHALLENGE 1.3	SPEAKING HONEYCOMB	
CHALLENGE 2.1	EXPERIENCES CIRCLE (SPEAKING)	
CHALLENGE 2.2	GRAMMAR EXERCISE	
CHALLENGE 2.3	VOCABULARY	
CHALLENGE 2.4	READING COMPREHENSION	
CHALLENGE 2.5	GRAMMAR EXERCISE	
CHALLENGE 2.6	WRITING EXERCISE	
CHALLENGE 3.1	MY CITY	
CHALLENGE 3.2	WRITING	
CHALLENGE 3.3	GRAMMAR	
CHALLENGE 3.4	GRAMMAR	
CHALLENGE 3.5	LISTENING	
CHALLENGE 4.1	WRITING EXERCISE	
CHALLENGE 4.2	READING COMPREHENSION	
CHALLENGE 4.3	GRAMMAR EXERCISE.	
CHALLENGE 4.4	UNSCRAMBLED EXERCISE	
SIGA CHALLENGE	OUR RECENT EXPERIENCES SHAPE WHO WE ARE	

SITUACIÓN DE APRENDIZAJE 2: RULES, RESPONSIBILITIES AND COMMUNITY ACTION		
ACTIVIDAD	TIPO DE DESAFÍO	OBSERVACIONES
CHALLENGE 5.1	READING	
CHALLENGE 5.2	LISTENING	
CHALLENGE 5.3	POSTER	
CHALLENGE 5.4	VOCABULARY	
CHALLENGE 5.5	VOCABULARY	
CHALLENGE 6.1	FIND THE PLACE!	
CHALLENGE 6.2	ORDERING ACTIVITY: SCHOOL SITUATIONS	
CHALLENGE 6.3	HOW TO USE THE SPINNING WHEEL	
CHALLENGE 6.4	READING: MY FIRST STEP TO UNIVERSITY	
CHALLENGE 7.1	IRREGULAR VERBS	
CHALLENGE 7.2	VERBS/CONJUNCTIONS	

CHALLENGE 7.3	GAP-FILLING	
CHALLENGE 7.4	THE INTERVIEW REPORT	
CHALLENGE 8.1	PRESENT PERFECT VS SIMPLE PAST	
CHALLENGE 8.2	OUR VACATION PLANS	
CHALLENGE 8.3	OUR SUMMER VACATIONS	
CHALLENGE 8.4	LET'S TALK!	
SIGA CHALLENGE	A GUIDE FOR BETTER SCHOOL COEXISTENCE	

CALENDARIO ESCOLAR | 2026 - 2027

Vigente para los Centros Educativos Oficiales y Particulares Incorporados al Colegio de Bachilleres de Tabasco

AGOSTO

D	L	M	M	J	V	S
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2	3	4	5	6	7	8
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16	17	18	19	20	21	22
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SEPTIEMBRE

D	L	M	M	J	V	S
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OCTUBRE

D	L	M	M	J	V	S
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9	10	11	12	13	14	15
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NOVIEMBRE

D	L	M	M	J	V	S
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8	9	10	11	12	13	14
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DICIEMBRE

D	L	M	M	J	V	S
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23	24	25	26	27	28	29
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ENERO

D	L	M	M	J	V	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRERO

D	L	M	M	J	V	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
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MARZO

D	L	M	M	J	V	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

ABRIL

D	L	M	M	J	V	S
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9	10	11	12	13	14	15
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MAYO

D	L	M	M	J	V	S
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9	10	11	12	13	14	15
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23	24	25	26	27	28	29
30	31					

JUNIO

D	L	M	M	J	V	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
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30						

JULIO

D	L	M	M	J	V	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Inicio de periodo.

Curso de inducción al bachillerato

Fin de periodo

Suspensión oficial de labores

Entrega de estadística del semestre por centro educativo

Evaluación sumativa

Evaluación final

Receso escolar

Vacaciones

Reunión de academia

Evaluación extraordinaria intrasemestral

Evaluación extraordinaria intersemestral

Jornada de capacitación

Trabajos colegiados



Fernando Yrys Hernández
Director General

Calendario Escolar aprobado por la Junta Directiva del COBATAB en la II Sesión Ordinaria del 23 de junio de 2026.



GUÍA DEL ESTUDIANTE

Situación de Aprendizaje 1

Our recent experiences shape who we are

Marco Curricular Común de la Educación Media Superior





SITUACIÓN DE APRENDIZAJE 1

OUR RECENT EXPERIENCES SHAPE WHO WE ARE

PROPÓSITO DE LA SITUACIÓN

Que el estudiantado participe en intercambios sociales básicos donde describa rutinas pasadas, experiencias recientes, lugares conocidos, hábitos y preferencias, utilizando el pasado simple, presente perfecto, comparativos y adverbios de frecuencia, para fortalecer su capacidad de narrar y compartir experiencias significativas dentro de su comunidad escolar y familiar.

PROBLEMA DEL CONTEXTO

En el Plantel se organizará una actividad llamada **“Community Voices Week”**, donde los grupos compartirán experiencias sobre actividades que realizaron la semana pasada, eventos recientes en la escuela, lugares importantes de la comunidad, cambios en hábitos y preferencias de los jóvenes.

Sin embargo, muchos estudiantes confunden el pasado simple con el presente perfecto; no logran explicar claramente cuándo ocurrió un evento; tienen dificultad para comparar hábitos o preferencias; usan frases aisladas sin conexión.

El grupo debe preparar una breve presentación oral y escrita para compartir experiencias reales y recientes con claridad y coherencia.

CONFLICTO COGNITIVO

1. Si digo “I went to the community fair” y “I have gone to the community fair”, ¿significan exactamente lo mismo? ¿Por qué cambia el sentido?
2. ¿Por qué en inglés debo usar expresiones como “yesterday” o “last week” con pasado simple?
3. Si quiero hablar de algo que hice, pero no digo cuándo, ¿qué tiempo verbal debo usar?
4. ¿Cómo puedo comparar mis hábitos actuales con los de antes usando comparativos y adverbios de frecuencia?
5. ¿Por qué una narración sin conectores como “then”, “after”, “later”, es difícil de comprender?



DIAGNOSTIC TEST-FIRST TERM

Student's name: _____ Date _____

1.- Nathaly _____ the classroom after school.

- a) clean b) cleaned c) cleaning

2.- Yesterday, the students of third semester group "B" _____ the science project.

- a) finish b) finished c) finishing

3.- My friends _____ soccer during recess.

- a) didn't play b) didn't played c) don't playing

4.- Students _____ social-emotional learning video

- a) watch b) watched c) watching

5.- My family _____ eaten roasted pejelagarto before.

- a) have b) has c) had

6.- _____ you ever visited a museum?

- a) Have b) Has c) Had

7.- _____ she ever studied English online.

- a) have b) has c) had

8.-What is the correct sentence using can?

- a) I can go to the park. b) I cans go to the park. c) I can goes to the park.

9.-What is the correct sentence using can?

- a) She can't play the guitar. b) She can't plays the guitar. c) She cans play the guitar.

10.- The teacher is _____ the students. (facing them)

- a) behind b) in front of c) between

PROPÓSITO 1

PROPÓSITO 1. Habla sobre rutinas pasadas y recientes en la vida cotidiana (describe lo que hizo en días recientes o durante la semana).

1.1. SIMPLE PAST TENSE (REGULAR VERBS)

GRAMMAR EXPLANATION

We use the simple past to describe actions that happened and finished in the past at a specific time. To use the simple past correctly, we need to understand the difference between two types of verbs: regular and irregular verbs.

A regular verb is one that forms its past simple or past participle form by adding “-ed” or “-d” to its base form.

Spelling Rules of regular verbs:

1.- Add -ed to most regular verbs.

Examples:

Walk – walked
Listen- listened

2.- When the verb ends in -e, add -d only.

Examples:

Like- liked
Move-moved

3.- When the verb ends in a consonant +y, change y to i and **add -ed.**

Examples:

Study-studied
Cry- cried

4.- When the base forms end in a vowel +y, **add -ed. Do not change them.**

Examples:

Enjoy- enjoyed
Play-played

5.- When a one-syllable verb ends in a consonant-vowel-consonant, double the final consonant, and add **-ed.**

Examples:

Plan- planned
Stop-stopped

AFFIRMATIVE FORM	SUBJECT	VERB IN PAST	COMPLEMENT
	I He She It	answered	All the questions in class.
	We You They	cooked	for the family.

NEGATIVE FORM	SUBJECT	DID NOT/ DIDN'T	VERB (BASE)	COMPLEMENT
	I He She It	did not/ didn't	answer	all the questions in class.
	You We They	did not/ didn't	Cook	for the family

INTERROGATIVE FORM	DID	SUBJECT	VERB (BASE)	COMPLEMENT
	Did	I he she it	answer	All the questions in class?
	Did	you we they	cook	lunch for the family?

CHALLENGE 1.1: SIMPLE PAST (REGULARS VERBS)

ING3SA1_CHALLENGE1.1

I. INSTRUCTION: Read the sentences about Cobachito's activities and highlight the regular verb in simple past. Then Match the sentences with the pictures.

1. Cobachito climbed the mountain last month.
2. Cobachito helped at his parents' home yesterday.
3. Cobachito listened to music last night.
4. Cobachito played video games with my friends this afternoon.
5. Cobachito answered the teacher's questions afternoon yesterday.
6. Cobachito walked to school this morning.
7. Cobachito washed the dishes on weekends.



II. INSTRUCTION: Write the verbs into the simple past form, add spelling rules of ed.

VERB	PAST FORM	VERB	PAST FORM	VERB	PAST FORM
1.Live		10.Listen		19.Watch	
2.Carry		11.Create		20.Enjoy	
3.Close		12.Stop		21.Walk	
4.Cook		13.Arrive		22.Try	
5.Stay		14.Copy		23.Start	
6.Chat		15.Climb		24.Practice	
7.Love		16.Ask		25.Answer	
8.Study		17.Help		26.Carry	
9.Shake		18.Clap			

1.2. PAST TIME EXPRESSIONS

GRAMMAR EXPLANATION

Past Time Expressions: Are words or phrases that show when something happened in the simple past.

Yesterday: Refers to the day before today. It can be used by itself or with parts of the day, such as morning, afternoon, or evening (for example, "I visited her yesterday morning").

Last [week/month/year/night]: This expression is used to talk about the most recent past period of time. Some examples are last week, last Friday, last month, or last night.

1.3. DAILY ACTIVITIES: SCHOOL AND HOME ROUTINES

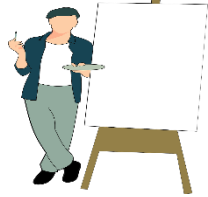
GRAMMAR EXPLANATION

A set of regular daily tasks and activities we do at school and at home, usually at specific times, that helps us stay organized and understand what to expect each day.

CHALLENGE 1.2: SIMPLE PAST

ING3SA1_CHALLENGE1.2.

INSTRUCTIONS: Write the correct form of the regular verb in the simple past tense (add -ed). Then, add an appropriate past time expression, such as "yesterday" or "last week."

 Rosita _____ (Kiss) her boyfriend _____.	 A fisherman _____ (carry) his fishing next _____ week.	 The viking _____ (not/shave) _____ year.	 Gabriel _____ Orozco _____ (paint) a picture _____ night.
 The grandfathers _____ (not/prepare) coffee _____ night.	 Did the dog _____ (play) in the garden _____?	 Did the cat _____ (jump) on the table _____ night?	 The secretary _____ (not/type) the names in the computer _____ week.
 Yolanda _____ (cheat) in the English exam _____.	 Did the cows _____ (stay) in the field _____ night?	 The teacher Gina _____ (explain) the unit _____.	 Did the parrots _____ (talk) to the children _____ week?

CHALLENGE 1.3: SPEAKING HONEYCOMB

ING3SA1_CHALLENGE1.3.

INSTRUCTIONS: Choose a hexagon, work in pairs, ask and answer questions orally using the structure “Did you + base verb + complement?” Follow the model and answer correctly.

A: Did you watch a movie on TV last week?

B: Yes, I did/ No, I didn't.



PROPÓSITO 2

PROPÓSITO 2. Comparte experiencias personales recientes (cuenta qué ha hecho y con quién).

2.1. PRESENT PERFECT FOR PERSONAL EXPERIENCES

PRESENT PERFECT	
We use the present perfect simple to refer to events in the past, but which connect to the present.	
Experiences We use the present perfect simple to talk about our experiences up to now. The time of the experiences is not important. Ex: <i>I've played the guitar ever since I was a teenager.</i>	
Recent completed events We use the present perfect simple to talk about a finished event or state in the very recent past. We do not give a specific time. We often use words like <i>just</i> or <i>recently</i> for events taking place a very short time before now. Ex: <i>She has lived in Liverpool all her life</i>	
Past events, present results We use the present perfect simple when a single past action has a connection with the present Ex: <i>She's broken her arm in two places. (Her arm is still broken now.)</i>	

AFFIRMATIVE FORM	SUBJECT	HAVE/HAS	PAST PARTICIPLE	COMPLEMENT
	I	have	Travelled	to Spain.
	He She It	has	seen	a ghost.
	We You They	have	eaten	a cake.

NEGATIVE FORM	SUBJECT	HAVE NOT/HAS NOT	PAST PARTICIPLE	COMPLEMENT
	I	have not (haven't)	Travelled	to Spain.
	He She It	Has not (hasn't)	seen	a ghost.
	We You They	Have not (haven't)	eaten	a cake.

INTERROGATIVE FORM	HAVE/ HAS	SUBJECT	PAST PARTICIPLE	COMPLEMENT
	Have	I	Travelled	to Spain?
	Has	He She It	seen	a ghost?
	Have	We You They	eaten	a cake.?

CHALLENGE 2.1: EXPERIENCES CIRCLE (SPEAKING)

ING3_SA1_CHALLENGE2.1

INSTRUCTIONS: Write three experiences using the present perfect. Two are true and one is false. After that, in plenary, some students will be chosen to share the exercises, and the class guesses which sentence is false.

Example:

I have visited Villahermosa (TRUE)

I have eaten tacos al Pastor (TRUE)

I have watched a Korean series (FALSE)

1. _____

2. _____

3. _____

CHALLENGE 2.2: GRAMMAR EXERCISE

ING3_SA1_CHALLENGE2.2

INSTRUCTIONS: Choose the correct answer for each question.

1. She _____ to Paris twice.

- a) has been
- b) have been
- c) is been

2. They _____ their homework already.

- a) finish
- b) have finished
- c) finished

3. I _____ never _____ sushi.

- a) have / eat
- b) has / eaten
- c) have / eaten

4. He _____ just _____ the movie.

- a) has / watch
- b) have / watched
- c) has / watched

5. We _____ not _____ the project yet.

- a) have / completed
- b) has / completed
- c) did / complete

6. _____ you ever _____ to New York?

- a) Has / been
- b) Have / been
- c) Did / go

7. She _____ her keys.

- a) has lost
- b) have lost
- c) lost

8. They _____ never _____ that movie.

- a) have / see
- b) has / seen
- c) have / seen

9. I _____ already _____ my lunch.

- a) have / ate
- b) has / eaten
- c) have / eaten

10. He _____ not _____ his work yet.

- a) has / finish
- b) have / finished
- c) has / finished

2.2. ACTIVITIES WITH FRIENDS, FAMILY, OR COMMUNITY

VOCABULARY								
LIFE EXPERIENCES			TRAVEL EXPERIENCES			WISHES/GOALS		
#	ENGLISH	SPANISH	#	ENGLISH	SPANISH	#	ENGLISH	SPANISH
1	Travel abroad	Viajar al extranjero	1	Go to the beach	Ir a la playa	1	Spend time with family	Pasar tiempo con la familia
2	Try new food	Probar comida nueva	2	Climb a mountain	Escalar una montaña	2	Travel with friends	Viajar con amigos
3	Learn a new language	Aprender un nuevo idioma	3	Stay in a hotel	Hospedarse en un hotel	3	Help the community	Ayudar a la comunidad
4	Meet new people	Conocer gente nueva	4	Take a picture.	Tomar fotos	4	Start a project	Comenzar un proyecto
5	Win a competition	Ganar una competencia	5	Go sightseeing	Hacer turismo	5	Save money	Ahorrar dinero
6	Study in another city	Estudiar en otra ciudad.	6	Travel by plane/bus/train	Viajar en avión/autobús/tren	6	Make a difference	Hacer una diferencia
7	Have an adventure	Tener una Aventura	7	Visit a museum	Visitar un museo	7	Support others	Apoyar a otros
8	Take a course	Tomar un curso	8	Go camping	Ir de campamento	8	Improve my skills	Mejorar mis habilidades
9	Learn to play an instrument	Aprender a tocar un instrumento.	9	Go hiking	Hacer senderismo	9	Be successful	Tener éxito
10	Make new friends	Hacer nuevos amigos.	10	Visit historical places	Visitar lugares históricos	10	Follow my dreams	Seguir mis sueños

CHALLENGE 2.3: VOCABULARY

ING3_SA3_CHALLENGE2.3

INSTRUCTIONS: Complete the sentences with the vocabulary.

Win a competition	Climb a mountain	Learning a new language	Taking pictures
Traveling by plain	Helping the community	Spending time with family	Visit a museum

1 	2 	3 	4 
5 	6 	7 	8 

SINCE AND FOR

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 in the past, present or future. However, we use “since” with a point in time in the past.

Example with preposition SINCE	Example with preposition FOR
I have studied English since I was in Elementary school.	My mom has saved money for many years.
They have lived in Villahermosa since 2016.	My family has lived in Macuspana for 30 years.
My math teacher has worked at COBATAB since 1990.	I have tried to learn cooking for a long time!
I haven't seen my cousins since last summer.	My dad has waited for me at the school gate for 20 minutes.

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

MATERIAL AUDIO VISUAL



SINCE/FOR

https://www.youtube.com/watch?v=fzNU2Mkz_m4

CHALLENGE 2.4: READING COMPREHENSION

ING3_SA1_CHALLENGE2.4

INSTRUCTIONS: Read the text and write **T (true)** or **F (false)** for the sentences below.

FRIENDS FOR MANY YEARS



Cobachito has had two best friends for many years: Silvia and Pedrito. They have been friends since they were children, and they have shared many happy moments together.

Cobachito has known Silvia since kindergarten. They have studied together for many years, and they have helped each other with homework. Silvia has always loved reading, and she has read many books for fun. Cobachito has learned a lot from her.

Cobachito has known Pedrito since elementary school. They have played soccer together for a long time. Pedrito has been the best player on their team since they were young. They have practiced every weekend for years, and they have

won several games.

The three friends have spent a lot of time together. They have gone to the park for many afternoons, and they have watched movies together since middle school. They have also celebrated birthdays together for many years.

Now, they are in high school, and they are still close friends. They have supported each other since the beginning, and they will stay friends for many more years.

SENTENCES	TRUE	FALSE
1. Cobachito has known Silvia since kindergarten.		
2. Cobachito and Pedrito have never played soccer together.		
3. Silvia has read many books for fun.		
4. The three friends have never celebrated birthdays together.		
5. They have watched movies together since middle school.		
6. Cobachito says they have not created good memories.		

CHALLENGE 2.5: GRAMMAR EXERCISE.

ING3_SA1_CHALLENGE2.5

INSTRUCTIONS: Order the sentences and write them correctly.

1. have / lived / for / ten years / they / here

2. has / she / since / studied / 2020 / English

3. we / known / have / each other / for / a long time

4. has / he / since / worked / Monday / here

5. I / for / have / this book / two weeks / had

6. since / they / have / been / friends / childhood

7. has / the teacher / taught / for / many years / here

8. have / we / since / waited / morning / the bus

2.3. SCHOOL OR CULTURAL EVENTS

VOCABULARY					
SCHOOL EVENTS			CULTURAL EVENTS		
#	ENGLISH	SPANISH	#	ENGLISH	SPANISH
1	Science fair	Feria de ciencias	1	Parade	Desfile
2	School play	Obra escolar	2	Concert	Concierto
3	Parent-teacher meeting	reunión de padres y maestros	3	Exhibition	Exposición
4	Field trip	Excursion escolar	4	Cultural fair	Feria cultural
5	Spelling bee	Concurso de deletreo.	5	Dance performance	Presentación de danza
6	Talent show	Concurso de talent.	6	Theater performance	Obra de teatro
7	Award ceremony	Ceremonia de premiación.	7	Food fair	Feria gastronómica.

CHALLENGE 2.6: WRITING EXERCISE.

ING3_SA1_CHALLENGE2.6



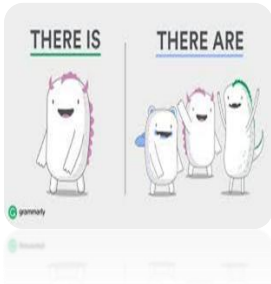
INSTRUCTIONS: Write a short paragraph in the present perfect. Use the verbs and vocabulary you have learned about school and cultural events you have participated in.

EXAMPLE: “I have participated in a school festival. I have attended a school ceremony, and I have watched a cultural dance”.

PROPÓSITO 3

PROPÓSITO 3. Describe lugares conocidos y actividades que se pueden realizar ahí (da información y recomendaciones básicas).

3.1. THERE IS AND THERE ARE (REVIEW)

There is / there are	
	AFFIRMATIVE: We use there is for singular nouns and there are for plural nouns. NEGATIVE: For negatives, we use there isn't or there's not (= <i>there is not</i>) for singular and there aren't (= <i>there are not</i>) for plural. QUESTIONS: For questions, we say "Is there" for singular nouns and uncountable nouns and "Are there" for plural nouns.

3.2. PREPOSITIONS OF PLACE

PREPOSITION OF PLACE
A preposition of place is a preposition which is used to refer to a place or space where something or someone is located. Look at the following examples:

PREPOSITIONS OF PLACE			
#	PREPOSITION	MEANING	EXAMPLES
1	In (Inside)	Used for enclosed spaces, containers, or areas with boundaries.	"in the room," "in the car," or "in London"
2	On (Surface)	Used for resting on a surface.	"on the table," "on the wall," or "on the floor".
3	At (Specific Location)	Used for a specific point, address, or, frequently, a place where an activity occurs.	"at the corner," or "at work".
4	Next to / Beside /	Positions directly adjacent to something	"next to the bank".

PREPOSITIONS OF PLACE			
#	PREPOSITION	MEANING	EXAMPLES
5	Behind	Positions at the back of an object.	The bank is behind the coffee shop
6	In front of	Position ahead of an object.	The school is in front of the park
7	Below / under	Positions lower than something else	"Under the bed".
8	Above	Positions higher than something else	"The picture is above the couch".
9	Between	Position in the middle of two distinct items	My house in between the bank and the library
10	Near	Proximity, distance, small distance	"The shop is near the bank"

EXAMPLES OF THERE IS/ARE AND PREPOSITION OF PLACE

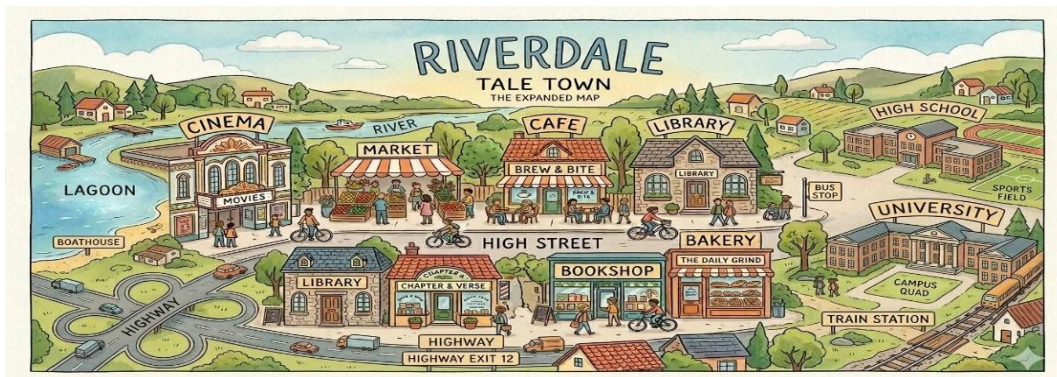


1. **There is** a cat **on** the roof.
2. **There aren't** two dogs **in** the box
3. **Is there** a horse **on** the farm?
4. **Are there** two pigs **under** the truck?

CHALLENGE 3.1: MY CITY

ING3_SA3_CHALLENGE3.1

INSTRUCTION: Answer the questions according to the picture, using prepositions



1. Is there a cinema? Yes, there is next to the market.
2. Is there a market? _____
3. Is there a library? _____
4. Is there a university? _____
5. Is there a bookshop? _____

CHALLENGE 3.2: WRITING

ING3_SA3_CHALLENGE3.2

INSTRUCTION: Draw a picture of your city and write the places there are, using the preposition of place.

EXAMPLE. There is a gas station near to the OXXO.

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

3.3. CAN & CAN'T TO EXPRESS POSSIBILITY

CAN & CAN'T

We use “**can**” to say we have the ability to do an activity
We use “**can't** (or cannot)” to express the lack of ability.



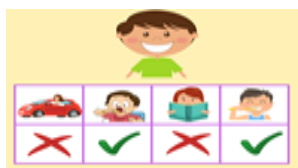
CHALLENGE 3.3: GRAMMAR

ING3_SA3_CHALLENGE3.3

I. INSTRUCTION: Circle the things you **can** do and cross out the things you **can't** do.

 1. I can swim.	 2. I can speak five languages.	 3. I can dance.
 4. I can play piano.	 5. I can play bowling.	 6. I can play soccer.

II. INSTRUCTION: Look at the pictures and fill in **can** or **can't**.



Mike _____ drive a car.
Mike _____ eat chicken.
Mike _____ read books.
Mike _____ brush his teeth.



Pam _____ drive a car.
Pam _____ eat chicken.
Pam _____ read books.
Pam _____ brush her teeth.

CHALLENGE 3.4: GRAMMAR

ING3_SA3_CHALLENGE3.4

INSTRUCTION: In pairs, write a dialogue about activities you can do or can't do.

Example: **A:** Can you play soccer?

B: Yes, I can play soccer

A: _____

B: _____

A: _____

B: _____

A: _____

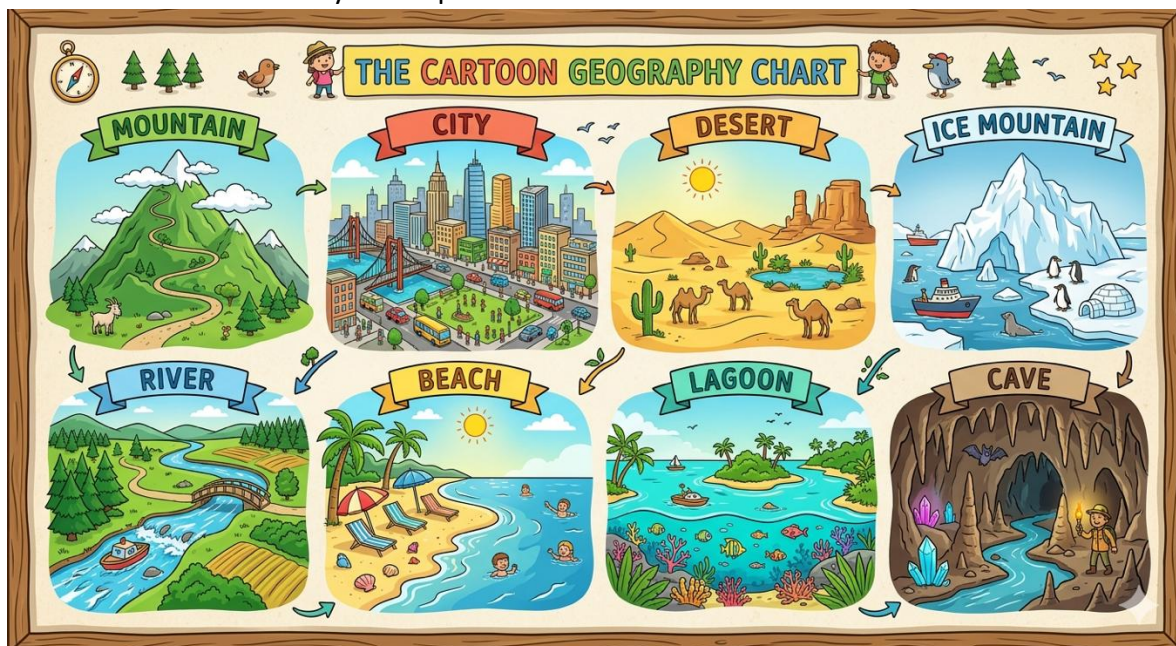
B: _____

3.4. PUBLIC AND NATURAL PLACES

PUBLIC AND NATURAL PLACES

Natural places are all around you that are not made by people: all the animals, plants, landscapes, water, air and other amazing things in the world. We love natural forms and places, when we can relax, breathe deeply and admire the beauty of our world

Check the vocabulary about places



CHALLENGE 3.5: LISTENING

ING3_SA3_CHALLENGE3.5

IV. INSTRUCTIONS: Listen to what each character says carefully. Then, look for the information to complete the text of one of the characters to fill in the four gaps.



1. Paul: "I am an extremely quiet person. When I am on holiday, I like walking around the _____ watching the fishermen cleaning their boats."
2. Rachel: "I am a healthy person. I like visiting the _____ because there is a low population density and the air is less polluted, and I can find different kinds of animals and plants."
3. Richard: "I am a very communicative kind of person. I prefer visiting in a _____ because I like having theatres, museums and shops nearby. I also like seeing unknown people of different origins when I walk to school."
4. Linda: "I am a sporty person. I love climbing _____ where the air is pure and the temperature is cold throughout the year."

MATERIAL SOBRE LA ACTIVIDAD DEL LISTENING



<https://drive.google.com/file/d/1bgXXE2dS3-tNkKhPmm0dxMWcmpRf1y-V/view?usp=sharing>

3.5. RECREATIONAL ACTIVITIES

RECREATIONAL ACTIVITIES

Recreational activities are voluntary activities people participate in during their free time for enjoyment, relaxation, creativity, or personal development. Unlike routine responsibilities such as play or study, these activities are chosen freely and provide psychological refreshment.



INSTRUCTION: In teams of four write a text about what places do you like to visit and what activity do you prefer.

EXAMPLE: I like visiting the park, because I can play with my friends.

PROPÓSITO 4

PROPÓSITO 4

4.1. ADVERBS OF FREQUENCY

ADVERBS OF FREQUENCY (OFTEN, SOMETIMES, RARELY)

These adverbs indicate how often things happen. They answer the question, "How often does the action happen?" Words such as always, usually, often, sometimes, and rarely are examples of adverbs of frequency. They are usually placed before the main verb, but not after the verb "to be."

- I rarely go to the cinema.
- He rarely watches TV.
- Sometimes and often can go at the beginning or end of the sentence.
 1. Sometimes my friends go to the park.
 2. I play tennis often.

CHALLENGE 4.1: WRITING EXERCISE

ING3_SA1_CHALLENGE4.1

INSTRUCTIONS: Write four sentences about the actions or activities that you do in your free time don't forget to use the adverbs of frequency (often, sometimes, rarely).

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

4.2. COMPARATIVES AND SUPERLATIVES

COMPARATIVE AND SUPERLATIVES

We use comparative adjectives when talking about two things (no three or more). In the comparative form, the ending is -er. How these forms are created depends on how many syllables there are in the adjective.

Let's check the following examples:

- Maria is taller than Anna.
- Robert is happier than Juan.
- The lion is more furious than the tiger.

We use Superlatives to describe an object, person, or idea within a large group of its kind:

- This is the oldest building in Tabasco.
- That's the worst film I have seen this month.
- I can't find the most comfortable jeans.

When we want to compare three or more things, places or people, we can change the form of adjectives by adding -est. We can also use extra words like "the most".

For example:

1. She's the tallest in the group.
2. Grand Theft Auto is the most exciting video game.
3. They make the most disgusting tacos I've ever tasted.
4. Watch out! There are exceptions such as:
5. Good → The best
6. Bad → The worst
7. Further → The furthest/the farthest
8. Little → The least
9. Much → The most
10. Let's check the following examples with irregular adjectives:
11. This is the least expensive phone in the store.
12. This is the furthest distance I've attempted so far.
13. This is the most defiant song of all time.
14. Trust me, this is the best way to learn.
15. This is the worst name of a band I have ever heard.

CHALLENGE 4.2: READING COMPREHENSION

ING3_SA1_CHALLENGE4.2

INSTRUCTION: read the following conversation between Anna and Mike, then identify and underline the adjectives in comparative and superlative, finally answer the questions below the conversation.

Choosing the Best Vacation

Anna: Hey Mike, I'm trying to decide where to go on vacation. I want somewhere *more relaxing* than last year.

Mike: Really? Last year's trip was great, but I agree—it could have been *less crowded*. What places are you considering?

Anna: I'm thinking about going to the beach or the mountains. I think the beach is *more beautiful*, but the mountains are *quieter*.

Mike: That's true. The beach is usually *hotter* and *more exciting*, but the mountains are often *cooler* and *more peaceful*.

Anna: Exactly! Also, hotels near the beach are usually *more expensive* than cabins in the mountains.

Mike: Yes, but beach resorts can be the *most comfortable* places to stay. They often have the *best* service.

Anna: That's a good point. However, I think hiking in the mountains is *more interesting* than lying on the beach all day.

Mike: Hmm, I don't agree. Swimming in the ocean is the *most fun* activity for me. It's definitely *better* than hiking long distances.

Anna: Maybe, but hiking is *healthier* and *more adventurous*. Last year, I felt the beach was the *most boring* part of the trip.

Mike: Wow, really? For me, it was the *most relaxing* experience ever.

Anna: Well, we just have different opinions. What about food? I think mountain towns have *more traditional* food.

Mike: That's true, but beach destinations usually have the *freshest* seafood, and for me, that's the *most delicious* kind of food.

Anna: You're right. Seafood is *tastier* than most dishes. But I still think I prefer a place that is *less crowded* and *more natural*.

Mike: Then the mountains might be the *best* option for you. They're definitely *less noisy* and *more relaxing* than beaches.

Anna: Yes, I think you're right. This might be the *best vacation* I've ever planned!

INSTRUCTION: According to the conversation answer the following questions:

1. - What kind of vacation does Anna want this year?
2. - Why does Mike think beach resorts are better?
3. - Which place is *more expensive*, the beach or the mountains?
4. - What is the *most relaxing* activity according to Mike?
5. - In your opinion, which is *better*: the beach or the mountains? Why?

4.3. USE OF LIKE + NOUN/VERB-ING

LIKE+NOUN/VERB-ING

LIKE + NOUN

We use “like + noun” to talk about things we enjoy in general (objects, people, places, or ideas).

Structure:

Subject + like + noun

Examples:

- I like music.
- She likes pizza.
- They like sports.

In these sentences, music, pizza, sports are nouns (things).

2. LIKE + -ING (GERUND)

We use like + verb + -ing to talk about activities or actions we enjoy doing.

Structure:

Subject + like + verb + -ing

Examples:

- I like playing soccer.
- She likes eating pizza.
- They like watching movies.

Here: playing, eating, watching are verbs in the -ing form (gerund).

KEY DIFFERENCE

- Like + noun → general preference
- Like + -ing → enjoyment of an activity

Compare:

- I like music. (general)
- I like listening to music. (activity)

IMPORTANT TIP

Sometimes both forms are possible:

- I like movies
- I like watching movies

The meaning is similar, but:

- Noun = more general
- -ing = more specific (focus on the action)

CHALLENGE 4.3: GRAMMAR EXERCISE.

I. INSTRUCTION: Rewrite the following sentences using like + noun/verb -ing

Example: You like drinking coffee. → You like coffee.

1. - He likes eating hamburgers. → _____.
2. - We like playing soccer. → _____.
3. - He likes watching movies. → _____.
4. - They like reading books. → _____.
5. - I like listening to music. → _____.

II. INSTRUCTION: Complete the following sentences with correct form of the verb.

Example: you like running (run) in the park

6. - I like _____ (eat) pizza.
7. - We like _____ (play) basketball.
8. - They like _____ (watch) videos.
9. - She likes _____ (dance) Pop music.
10. - We like _____ (spend) much money.

4.4. FOOD, MUSIC, SPORTS, USE OF FREE TIME

VOCABULARY OF FOOD, MUSIC, SPORTS, USE OF FREE TIME

MUSIC

- Music
- Song
- Singer
- Band
- Guitar
- Piano
- Drums
- Microphone
- Headphones
- Concert
- Playlist
- Album
- Rhythm

- Melody

FOOD

- Pizza
- Hamburger
- Tacos
- Chicken
- Rice
- Soup
- Salad
- Bread
- Cheese
- Eggs
- Fruits (apple, banana, orange)

- Vegetables (carrot, tomato, lettuce)
- Juice
- Soda
- Water

SPORTS

- Soccer
- Basketball
- Baseball
- Tennis
- Volleyball
- Swimming
- Running
- Cycling
- Gym
- Team
- Player
- Coach
- Ball
- Score
- Match

FREE TIME

- Watch TV
- Play video games
- Read books
- Listen to music
- Go to the movies
- Go out with friends
- Use social media
- Take photos
- Travel
- Draw
- Dance
- Cook
- Relax
- Walk
- Surf the internet

CHALLENGE 4.4: UNSCRAMBLING EXERCISE

ING3_SA1_CHALLENGE4.4

INSTRUCTION: Unscramble the following letters to get the correct word about food, music, sports, use of free time.

Example: seballab: baseball.

1. sicmu lacclassi: _____

2. hhipop: _____

3. zzapi: _____

4. grebruamh: _____

5. wcihdnas: _____

6. nanaba: _____

7. cceros: _____

8. teksabllab: _____

9. chatw tv: _____

10. ylap eovid mesag: _____

SIGA ACTIVITY: OUR RECENT EXPERIENCES SAHAPE WHO WE ARE

THINK

Piensa en las experiencias más recientes que has tenido. Al finalizar responde las siguientes preguntas.

1. ¿Qué estructura gramatical utilizan?
2. ¿Cuál de ellas ha sido la más excitante o te ha dejado un aprendizaje?
3. ¿Con quién has compartido esta experiencia?

I. PLAN

Agrúpanse en equipo de 5 integrantes, comenten alguna de sus experiencias. Elijan una, por ejemplo: la que consideren más divertida, la que les haya dejado algún aprendizaje etc.

Pueden seguir el siguiente orden para realizar este proceso:

1. Comenten algunas de sus experiencias.
2. Analicen cual de todas es la más interesante.
3. Dialoguen para llegar a un acuerdo de cual van a elegir para compartirla con todo el grupo.
4. Redacten la experiencia en una hoja de papel el cual les servirá de borrador, haciendo uso de la gramática y vocabulario visto en clase.

III. CREATE

Una vez que hayan llevado a cabo todos los pasos anteriores, es tiempo de diseñar su presentación. Recuerden que pueden agregar imágenes, videos o carteles para darle más realce a su presentación.



IV. PRESENT

Ahora es momento de presentar en plenaria su propuesta (proyecto); recuerden seguir el criterio de evaluación incluido en la Rúbrica de la Situación de Aprendizaje 1.

GUÍA DEL ESTUDIANTE

Situación de Aprendizaje 2

Rules, Responsibilities and Community Action

Marco Curricular Común de la Educación Media Superior





SITUACIÓN DE APRENDIZAJE 2

RULES, RESPONSIBILITIES AND COMMUNITY ACTION

PROPÓSITO DE LA SITUACIÓN

Que el estudiantado exprese obligaciones, normas, prohibiciones, instrucciones y narraciones secuenciadas, utilizando *must*, *have to*, imperativos, conectores narrativos y pasado simple (regular e irregular), para participar activamente en la mejora de la convivencia escolar y comunitaria.

PROBLEMA DEL CONTEXTO

En el plantel se ha detectado que:

- Algunos estudiantes no siguen normas básicas de convivencia.
- Existen problemas en el cumplimiento de responsabilidades escolares.
- Muchos jóvenes no saben explicar claramente un procedimiento o instrucción.
- Las anécdotas o relatos carecen de orden lógico.

La dirección propone crear una “Guide for Better School Coexistence”, donde los alumnos:

- Expliquen reglas claras.
- Den instrucciones para resolver situaciones comunes.
- Narran una experiencia donde aprendieron una lección importante.

Reflexionen sobre responsabilidades en casa, escuela o comunidad.

CONFLICTO COGNITIVO

1. ¿Es lo mismo decir “*You must wear your ID*” que “*You have to wear your ID*”? ¿Existe alguna diferencia? ¿Cuál?
2. ¿Por qué algunas reglas usan *mustn't* y otras *don't have to*?
3. ¿Qué sucede si doy instrucciones sin usar conectores como *first*, *then*, *after that*?
4. ¿Por qué algunos verbos en pasado no terminan en -ed?
5. ¿Cómo cambia el significado si no organizo cronológicamente una anécdota?



EVALUACIÓN DIAGNÓSTICA-SEGUNDO PARCIAL

Student's name: _____ Date _____

INSTRUCTION: Choose the best option to complete every statement.

1.- You are late for class. You _____ hurry.

- A) mustn't B) must C) don't have to D) have to

2.- My father works at home. He _____ go to the office every day.

- A) must B) have to C) doesn't have to D) mustn't

3.- Students _____ use their phones during the exam. It's against the rules.

- A) must B) have to C) mustn't D) don't have to

4.- Which sentence is an imperative?

- A) You should listen to the teacher.
B) Listen to the teacher carefully.
C) The teacher listens to students.
D) You must listen to the teacher.

5.- Complete the instruction: " _____ your homework before coming to class tomorrow."

- A) Do B) Doing C) Does D) Did

6.- _____ wash your hands. _____ eat your lunch. _____ brush your teeth.

- A) First / Second / Third
B) First / Then / Finally
C) Finally / First / Then
D) Next / After / Before

7.- To make a sandwich: First, get the bread. _____, add the cheese and ham. _____, close the sandwich.

- A) Then / Next B) Finally / After C) Next / Before D) Second / Last

8.- Last week, I _____ my homework every day.

- A) do B) does C) did D) have done

9.- Yesterday, my sister _____ to the store and _____ a new dress.

- A) go / buy B) goes / buys C) went / bought D) has gone / has bought

10.- I _____ my project three times already. I think it's perfect now.

- A) check B) checked C) have checked D) am checking

PROPÓSITO 5

PROPÓSITO 5. Habla sobre responsabilidades y normas en la casa, la escuela o la comunidad (expresa obligación y prohibición).

5.1. MUST AND MUSTN'T

GRAMMAR EXPLANATION

Must is a modal verb, and modal verbs are followed by an infinitive without to.

Example: I **must** go to the doctor.
He **must** come with us.

We normally use **must** to talk about obligations that come from the opinion of the speaker. The speaker thinks it's necessary or important to do something.

Examples:

- Manager: You **must** get up early tomorrow. The meeting is at nine. (The obligation comes from the manager. The manager thinks it's necessary.)
- Doctor: You **must** stop smoking. (It's the doctor's opinion. The doctor thinks it's necessary.)
- Smoker: I **must** stop smoking. (It's the smoker's opinion. The smoker thinks it's necessary to stop smoking.)

Mustn't

Prohibition: We say that we **mustn't** do something when we cannot do something; it is necessary that we don't do something.

Example: You **mustn't** wait here. (You cannot do it; it's against the rules)

More examples:

MUST (obligation / something necessary)

You **must** wear a uniform at school.

We **must** follow the rules.

She **must** study for the exam.

MUSTN'T (prohibition / not allowed)

You **mustn't** use your phone in class.

Students **mustn't** run in the hallway.

You **mustn't** cheat on exams.

CHALLENGE 5.1: READING

ING3_SA2_CHALLENGES.1

I. INSTRUCTION: Read the following paragraphs about Michael, Annie and Alex's school rules.

Hi! My name is Michael; I'm sixteen years old and I live in London. There are many rules in my school! We mustn't listen to music, we mustn't run in the corridors, we mustn't eat chewing-gum in the school, ... But we must wear a uniform. I hate school uniforms! Another rule that I don't like is we must do our homework! If we break the school rules, we have detention!



Hello! My name is Annie. I'm sixteen years old and I live in Houston, Texas. We must follow a lot of rules in our school. We mustn't smoke in the school, and we mustn't take our smartphones to school, but nobody follows that rule! We must arrive on time at school. If we are late, the headmaster calls our parents and we have detention! We must read a lot of books and do our homework.

Hi! My name is Alex; I'm seventeen years old and I live in Paris. We must listen to our teachers in our school and we must be polite. We mustn't fight in the school and we mustn't swear! We mustn't be late for school, and we mustn't sleep in class! We mustn't listen to music in the classroom or in the corridors, but we can listen to music in the playground.



II. INSTRUCTION: Fill in the table with the correct information.

Names	Must	Mustn't
Michael		
Annie		
Alex		

5.2. HAVE TO AND DON'T HAVE TO

GRAMMAR EXPLANATION

We use “**have to**” to talk about rules and obligations, something that is necessary.

Example: I **have to** get to work before 7 tomorrow.

He **has to** wear a uniform.

We normally use **have to** when there's an external obligation. The obligation doesn't come from the speaker's opinion; another person thinks it's necessary.

Examples:

- WORKER: We have to get up early tomorrow. The meeting is at nine. (The obligation comes from the manager, not from the worker.)
- SMOKER: I have to stop smoking. (It's the doctor's opinion, not the smoker's opinion. The doctor thinks it's necessary.)

Don't have to

You don't need to do it; not necessary; no obligation.

Don't have to and mustn't have opposite meanings. We say that we don't have to do something when we don't need to do something; we can do it, but it's not necessary.

More examples:

HAVE TO (obligation / something necessary, often because of rules or situations)

I **have to** wake up early for school.

She **has to** wear a uniform.

They **have to** follow the teacher's instructions.

DON'T HAVE TO (no obligation / optional)

I **don't have to** go to school tomorrow.

She **doesn't have to** wear a uniform on Fridays.

We **don't have to** finish it today.

CHALLENGE 5.2: LISTENING

ING3_SA2_CHALLENGE 5.2

INSTRUCTION: Listen to Simon talking about his weekend. Tick (a) the things he has to do and cross (x) the things he doesn't have to do.



MATERIAL AUDIOVISUAL.



Listening. Challenge 5.2

FOR NEXT CLASS

BRING THE FOLLOWING MATERIAL.

- Bond paper or $\frac{1}{4}$ of illustration board or poster board
- Cutouts and scraps (for decoration)
- Scissors
- Markers

5.3. CLASSROOM RULES

GRAMMAR EXPLANATION

Classrooms usually have **basic rules** to help everyone learn, stay safe, and respect each other. While the exact rules vary by school or teacher, many classrooms follow rules like these:

1. **Raise your hand before speaking**
This helps avoid interruptions and gives everyone a chance to talk.
2. **Listen when others are speaking**
Respect your teacher and classmates by paying attention.
3. **Follow the teacher's instructions**
This keeps the class organized and running smoothly.
4. **Be respectful to everyone**
Use kind words and treat classmates the way you want to be treated.
5. **Come prepared and do your work**
Bring your materials and try your best on assignments.
6. **Keep the classroom clean**
Throw away trash and take care of school supplies.

Complex classroom rules are usually more detailed and focus on responsibility, collaboration, and academic behavior, not just basic manners. These rules help prepare students for higher-level learning environments like high school, college, or professional settings. Here are some examples:

1. **Practice Academic Integrity**
Students must complete their own work and properly credit sources when using someone else's ideas. Plagiarism or cheating is not allowed.
2. **Engage in Respectful Discussion**
When participating in discussions or debates, students should support their ideas with evidence and respectfully respond to others' viewpoints without interrupting or insulting.
3. **Use Technology Responsibly**
Laptops, tablets, and phones should only be used for learning activities approved by the teacher. Misuse of technology may result in loss of privileges.
4. **Manage Time Effectively**
Students are expected to complete assignments by the deadlines and use class time productively.

5. **Contribute to Group Work**
During collaborative tasks, each student must actively participate, share responsibilities, and respect the contributions of team members.
6. **Maintain a Safe Learning Environment**
Students should report unsafe behavior, bullying, or harassment and work together to create a supportive classroom atmosphere.
7. **Demonstrate Self-Discipline**
Students should stay focused on learning tasks and minimize distractions without constant reminders from the teacher.
8. **Take Responsibility for Learning**
Students should ask questions, seek help when need, and review feedback to improve their understanding.
9. **Respect Classroom Resources**
Books, lab equipment, and other materials should be handled carefully and returned properly after use.
10. **Follow Structured Classroom Procedures**
Students must follow specific procedures for turning in work, entering/exiting the classroom, and transitioning between activities.

CHALLENGE 5.3: POSTER

ING3_SA2_CHALLENGE 5.3

INSTRUCTION: Make teams of 5 students and create a poster about simple and complex classroom rules. Write 5 simple classroom rules and 5 complex classroom rules.

The students must include examples with the following types of complex rules:

1. Respect different opinions during discussions.
2. Use technology only for educational purposes.
3. Participate actively in group work.
4. Meet assignment deadlines responsibly.
5. Maintain academic honesty in all tasks.

The students will explain the poster to the class (10 minutes).

5.4. HOUSEHOLD CHORES

EXPLANATION

Household chores include cleaning, tidying and maintaining a home. cleaning, tidying, and maintaining a home. Common tasks are divided into cleaning (sweep, mop, vacuum, dust), laundry (wash, fold, iron), kitchen duties (do the dishes, load the dishwasher, cook, wipe surfaces), and general maintenance (take out the rubbish, make the bed).

Common Household Chores are:

- **Cleaning:** Sweep (use a broom), Mop (wash floor with water), Vacuum, Dust (clean surfaces), Scrub, Clean the bathroom/toilet, Wash the windows.
- **Kitchen/Meals:** Cook, prepare dinner, Do the dishes (or wash up), Load/unload the dishwasher, Clear the table, Set the table, Wipe the counter.
- **Laundry:** Do the laundry (wash), Hang out the washing, Fold clothes, Iron clothes, Sort the clothes.
- **Tidying & Maintenance:** Make the bed, tidy up, take out the rubbish/trash, Shovel snow, Mow the lawn, Water the plants/flowers, Feed the dog.

Make vs. Do: Use *make* for creating things (e.g., make breakfast) and *do* for tasks or activities (e.g., do the laundry).

CHALLENGE 5.4: VOCABULARY

ING3_SA2_CHALLENGE 5.4

INSTRUCTION: Choose the correct option for each gap.

1. Matt is _____ the kitchen floor.
 - a) sweeping
 - b) taking out
 - c) making
2. I couldn't hear the television because Dad was _____ the carpet.
 - a) mopping
 - b) ironing
 - c) vacuuming
3. I had to stand on a chair to _____ the high shelves.
 - a) sweep
 - b) dust
 - c) mop

4. Mum was in the laundry room, _____ our school uniform.
 - a) ironing
 - b) sweeping
 - c) dusting
5. Joe _____ the shopping at the market in the center of town.
 - a) does
 - b) takes out
 - c) mops
6. Before you go to bed, please _____ the trash.
 - a) sweep
 - b) make
 - c) take out
7. I couldn't _____ the laundry because the washing machine was broken.
 - a) make
 - b) do
 - c) dust
8. Sara _____ breakfast for her family every morning.
 - a) does
 - b) washes
 - c) makes
9. I like cooking, but I don't like _____ the washing up.
 - a) washing
 - b) doing
 - c) making
10. After I've _____ the bed, I'll have a shower.
 - a) made
 - b) washed
 - c) dusted

5.5. COMMUNITY LIVING

EXPLANATION

Community living vocabulary includes words related to how people **live together, cooperate, and interact in a community**. These terms are often used in classrooms, social studies, or citizenship lessons.

BASIC COMMUNITY LIVING VOCABULARY.

WORD	MEANING
Community	A group of people living or working together in the same place.
Citizen	A person who lives in a country or community and has rights and responsibilities.
Neighborhood	The area where people live near each other.
Cooperation	Working together to achieve a common goal.
Respect	Treating others with kindness and consideration.
Responsibility	Doing what you are expected to do.
Rules	Guidelines that help people live together peacefully.
Participation	Taking part in activities or decisions.

SOCIAL BEHAVIOR VOCABULARY

WORD	MEANING
Tolerance	Accepting differences between people.
Empathy	Understanding how another person feels.
Conflict	A disagreement between people.
Resolution	Solving a problem or conflict.
Communication	Sharing ideas, feelings, or information.
Collaboration	Working together on a task.

CITIZENSHIP & RESPONSIBILITY VOCABULARY

WORD	MEANING
Rights	Freedom that people have in a society.
Duties	Things people are expected to do.
Law	Official rules created by a government.
Justice	Fair treatment for everyone.
Equality	Everyone has the same rights and opportunities.
Service	Helping others in the community.

CHALLENGE 5.5: VOCABULARY

ING3_SA2_CHALLENGE 5.5

I. INSTRUCTION: Match the words from the box to the images below.

Justice	Conflict	Neighborhood	Empathy	Equality	Communication.
					
A	B	C			
					
D	E	F			

II. INSTRUCTION: Make teams of 5 students. Then, choose a community problem and discuss it in your team.

Scenario 1:

Two neighbors are arguing about loud music late at night.

Scenario 2:

Some people in the neighborhood do not participate in community clean-up days.

Scenario 3:

Students in a classroom exclude a new student from group activities.

Scenario 4:

People disagree about how a public park should be used.

Answer the following questions and write a possible solution.

1. What is the conflict?
2. Which community values are missing? (respect, cooperation, etc.)
3. How can the problem be solved using community living principles?

Students must use at least 4 vocabulary words in their explanation.

PROPÓSITO 6

PROPÓSITO 6. Pide, da y entiende instrucciones más completas (orienta a otra persona para hacer algo o llegar a un lugar).

6.1. IMPERATIVES FOR GIVING DIRECTIONS

IMPERATIVES

Imperatives are command-based verbs used to give direct instructions, directions, or orders by starting with the base form of the verb (without a subject).

They are crucial for navigation, such as "Turn left" or "Go straight".

Negative directions are formed by adding "Don't" before the verb, like "Don't turn left".

DIRECTIONS (INSTRUCCIONES)		VOCABULARY (VOCABULARIO)	
English	Spanish	English	Spanish
Go Straight on	Seguir recto	Museum	Museo
Turn right	Doblar a la derecha	Central park	Parque central
Turn left	Doblar a la izquierda	Gas station	Gasolinera
Walk past	Caminar	Bank	Banco
Go straight on	Ir recto sobre	Bookstore	Librería
Cross	Cruzar	Church	Iglesia
Continue	Continuar	Art gallery	Galería
Stop	Detenerse	Bakery	Panadería
Block	Cuadra	Mall	Centro comercial
		Veterinary	Veterinaria

CHALLENGE 6.1: FIND THE PLACE!

ING3_SA2_CHALLENGE6.1

INSTRUCTION: Look at the city map. Start at the place indicated. Follow the directions and write the place you arrive at. - Use the map to help you.



1. Start at the hospital.

Go straight on Fifth Avenue → Turn right on Canal St → Walk past the Bakery → Turn left on Madison Ave → Stop on Wall St and find the place where people pray.

Where are you? _____

2. Start at the cinema.

Go straight on Broadway → Turn left on Madison Ave → Walk straight → Cross Wall St and Canal St → Turn right on 7th Avenue – Go straight on and you will find a big building.

Where are you? _____

3. Start at the bakery.

Go straight on Canal St → Turn left on Madison Ave → Walk straight → Stop at the large park with a fountain.

Where are you? _____

4. Start at the museum.

Go straight on Broadway → Walk past Central Park → Continue straight → Stop at the building where you can buy fuel for a car.

Where are you? Answer: _____

5. Start at the gas station.

Go straight on Broadway → Walk past the Cinema → Turn left on Madison Ave → Cross Wall Street → Stop at the building next to the river.

Where are you? _____

6. Start at the hospital.

Go straight on 4th Street → Turn left on Fifth Avenue → Walk past the Restaurant → Stop at the place where people keep their money.

Where are you? _____

7. Start at the supermarket.

Go straight on 4th Street → Turn left on Fifth Avenue → Walk past the Restaurant → Continue straight → turn right on Broadway → go straight on → Stop at the place where people watch movies.

Where are you? _____

8. Start at the bakery.

Go straight on **Canal Street** → Turn left on **Madison Ave** → Walk past the **Mall** → Cross the **bridge** → Stop at the place where animals get medical care.

Where are you? _____

6.2 SEQUENCE CONNECTORS

CONNECTORS

Sequence connectors are words and phrases -such as first, then, next, after that, and finally- used to link ideas and order events chronologically in a paragraph, story, or set of instructions. They improve clarity by establishing a clear timeline or process, signaling to the reader what happens first, intermediate steps, and the conclusion.

Example: First of all, I wake up early. Then, I go for a run. After that, I have breakfast. Finally, I start working.

First	Then	After that	Finally
Primero	Luego	Después	Finalmente

CHALLENGE 6.2: ORDERING ACTIVITY: SCHOOL SITUATIONS

ING3_SA2_CHALLENGE6.2

INSTRUCTION: Read each situation. Choose the correct action for First, Then, After that, and finally. Write the correct letter (A, B, C, D) in each space.

Situation 1 - A student is late to class. <u>Actions:</u> A. Start working with the class. B. Go to your seat quietly. C. Take out your notebook and materials. D. Say sorry to the teacher. First, _____ Then, _____ After that, _____ Finally, _____	Situation 2. - Two students are arguing. <u>Actions:</u> A. Ask the teacher for help if necessary. B. Stay calm. C. Talk and try to solve the problem. D. Listen to the other student. First, _____ Then, _____ After that, _____ Finally, _____
Situation 3 - A student wants to participate in class. <u>Actions:</u> A. Wait for the teacher to call you. B. Raise your hand. C. Share your idea with the class. D. Speak clearly. First, _____ Then, _____ After that, _____ Finally, _____	Situation 4 - A student sees someone being bullied. <u>Actions:</u> A. Help create a respectful environment. B. Tell the bully to stop. C. Support the student who is being bullied. D. Report the situation to a teacher. First, _____ Then, _____ After that, _____ Finally, _____

6.3. SIMPLE INSTRUCTIONS AND PROCESSES

INSTRUCTIONS AND PROCESSES

Simple instructions and process descriptions are clear, sequential, and focused on actions. They often use the imperative form (verb at the start) and sequence words (to guide the reader through a task in logical order).

Key Components

Title: Identifies the task (e.g., "How to Change a Lightbulb").

Imperative Verbs: Commands starting with the action verb (e.g., Open the box, Turn left).

Sequence Words: Tell the order (e.g., First, Then, Next, Finally).

Numbered/Bulleted Steps: Organizes information chronologically.

CHALLENGE 6.3: HOW TO USE THE SPINNING WHEEL

ING3_SA2_CHALLENGE6.3

INSTRUCTION

Read the steps below. The instructions are not in order.

Write them in the correct order using the connectors: First – Then – After that – Finally

Steps (Not in Order)

- Tap the search bar and type "spinning wheel".
- Tap the Spin button and wait for the wheel to stop.
- Unlock your phone and open your internet browser.
- Choose a spinning wheel website or app.
- Add words to the wheel (for example: study, read, write, listen).
- Read the word the wheel chooses and say a sentence with it.

Sequence Connectors

First: Primero

Then: Luego

After that: Después

Next: Siguiente (próximo)

Finally: Finalmente

Write the correct process.

First, _____
 Then, _____
 After that, _____
 Next, _____
 Then, _____
 Finally, _____



Spinning wheel

6.4 DAILY ROUTINES OR SCHOOL PROCEDURES

DAILY ROUTINES OR SCHOOL PROCEDURES

School procedures are daily routines designed to keep students safe, organized, and focused on learning. Essential procedures include arriving on time, walking quietly in halls, raising hands to speak, and cleaning up personal areas. Following these routines helps create a respectful and efficient environment.

Some examples:

1. Arrival and Morning Routine • Arrive on time: Be in the classroom before the final bell. • Sign in/Prepare: Turn in homework and get ready for the day.	4. Lunch and Recess • Clean up: Clean your area after eating and put trash in the bin. • Respect rules: Follow all safety rules on the playground.
2. Classroom Procedures • Raise your hand: Wait to be called on before speaking and raise your hand to ask permission to leave your seat. • Listen carefully • Transitions • Asking for help	5. Dismissal Routine • Pack up: Ensure all homework, folders, and belongings are in your bag. • Clean area: Ensure your desk and floor area are clean. • Exit quietly: Line up or wait for instructions to leave the classroom.
3. Safety and Movement Lining up: Stand up quietly, push in chairs, etc.	

CHALLENGE 6.4: READING: MY FIRST STEP TO UNIVERSITY

ING3_SA2_CHALLENGE6.4

I. INSTRUCTION: Read the text about how to register for university. Then, find the steps and organize them in the correct order.

Last year, my older sister finished high school. She was very excited because she wanted to study at a



university. At first, she felt a little nervous because she did not know how to start the registration process. But then she learned that the process is simple if you follow the steps.

First, she opened the university website on her phone. The website had information about different programs like engineering, medicine, and business. She read the information carefully and chose the program she liked the most.

Then, she created an online account. She wrote her name, email address, and personal information. After that, the system sent her a confirmation email. She opened the email and clicked the link to activate her account.

Next, she filled out the application form. She added information about her high school and uploaded some documents, like her transcript and identification. It was easy because the website showed clear instructions.

After that, she paid the application fee online. The website allowed her to pay with a bank card. When the payment was complete, she received a message saying, "Application received successfully."

Finally, she waited for the results. A few weeks later, she received an email from the university. The message said that she was accepted! She was very happy and started preparing for her first day at university.

Now she always tells me: "Don't worry about the process. Just follow the steps and everything will be okay."

II. INSTRUCTION: According to the reading, put the steps in the correct order. Write numbers 1–6.

- ___ Pay the application fee online.
- ___ Create an online account on the university website.
- ___ Wait for the admission results.
- ___ Fill out the application form and upload documents.
- ___ Open the university website and choose a program.
- ___ Activate the account using the confirmation email.

PROPÓSITO 7

PROPÓSITO 7. Relata eventos cotidianos y su secuencia (cuenta algo que pasó usando conectores simples).

7.1. PAST SIMPLE (BASIC IRREGULAR VERBS)

To talk about the past, we cannot always rely on the "ed" ending. Many of the most common actions in English—like *going*, *seeing*, *eating*, or *buying*—have unique forms that we must memorize. Mastery of these verbs is the "passport" to clear communication; without them, your stories will sound incomplete. We will focus on the most high-frequency irregulars to build a strong foundation for your narrative.

GRAMMAR EXPLANATION

Irregular verbs in English don't add "-ed" for the past; they use unique forms in past simple and past participle, but conjugate like regulars in the present.

Look at the following example:

REGULAR VERBS			
#	SIMPLE PRESENT	SIMPLE PAST	SPANISH
1	Work	Worked	Trabajó/ Trabajé
2	Play	Played	Jugó/Jugué
3	Listen	Listened	Escuchó/Escuché
4	Dance	Danced	Bailó/Bailé
5	Cook	Cooked	Cocinó/Cociné
IRREGULAR VERBS			
#	SIMPLE PRESENT	SIMPLE PAST	SPANISH
1	Go	Went	Fue /Fui
2	Eat	Ate	Comió/Comí
3	Drink	Drank	Bebió/Bebi
4	Sleep	Slept	Durmió/Dormí
5	Write	Wrote	Escribió/Escribí

CHALLENGE 7.1: IRREGULAR VERBS

ING3SA2_CHANLLEGE7.1

INSTRUCTION: Complete the table below with irregular verbs by filling in their present form, past simple form, Spanish translation. Then, use the appropriate irregular past form to complete given sentences.

Present	Past Simple	Meaning	Sentence in the past
1. Be (am/is/are)	Was / Were	Ser / Estar	I was very happy yesterday.
2. Begin		Empezar	The movie began at 8 PM.
3. Break		Romper	He broke my favorite cup.
4. Bring		Traer	She brought some cookies.
5. Buy	Bought	Comprar	I bought a new car last week.
6.	Chose	Elegir	They chose the blue shirt.
7.	Came	Venir	My friend came to the party.
8. Do			I _____ all my homework.
9. Drink			We drank a lot of water.
10.		Comer	I ate pizza for dinner.
11.Find	Found	Encontrar	He _____ his keys in the bag.
12.	Flew		The bird flew away.
13.Forget		Olvidar	I _____ your phone number.
14.	Got	Obtener / Llegar	I _____ a present for you.
15.Give	Gave	Dar	She gave me a big hug.
16.Go		Ir	We _____ to the park.
17.	Had	Tener	They _____ a great time.
18.		Saber / Conocer	I knew the answer.
19.Make	Made	Hacer / Fabricar	My mom made a cake.
20.Read	Read (suena "red")	Leer	I read that book last year.
21.Say	Said	Decir	He said hello to everyone.
22.See		Ver	I saw a movie last night.
23.			I slept for ten hours.
24.			She spoke to her boss.
25.Write	Wrote	Escribir	I wrote a letter to my grandma.

7.2 NARRATIVE CONNECTORS (THEN, AFTER, LATER, SUDDENLY)

Imagine a movie where the scenes are out of order; it would be impossible to follow! Narrative connectors are the "glue" of your speech. They tell the listener the sequence of events and create suspense. Use *then* and *after* to move the timeline forward and use *suddenly* to signal a plot twist or an unexpected moment. These words transform a list of sentences into a real story.

CHALLENGE 7.2: READING

ING3SA2_CHALLENGE7.2

INSTRUCTION: Read carefully the text "The Science Project Disaster" and follow the steps.

1. Underline the irregular verbs in the past tense. 2. Highlight the connectors. 3. Answer: Why was the teacher surprised? 4. Finally, read the text aloud in general for a better understanding of its content.

The Science Project Disaster

Last year, I went to the science lab for an important experiment. I had my project ready on the table. First, everything was calm. Then, I saw a small spark in the wires. After that, I made a mistake and dropped some water. Suddenly, there was a loud pop, and green smoke filled the room; later, my teacher felt surprised, but she laughed because my project, actually, worked in a strange way. I won the second prize eventually.

7.3. PERSONAL ANECDOTES

An anecdote is a short, interesting story about a real incident or person. At the A2 level, the goal is to share "mini stories" from your life. This is where you combine your knowledge of grammar and connectors to express your personality. We aren't just practicing English; we are practicing how to connect with others by sharing our own unique history.

CHALLENGE 7.3: GAP-FILLING

ING3SA2_CHALLENGE7.3

INSTRUCTION: Complete the following anecdote using the irregular past tense verb and link it with the appropriate narrative connector.

Then write an anecdote about a pleasant family memory using irregular verbs in the past tense, using the connectors practiced in your notebook, and add an image to better illustrate your work. Use 80 words.

A High School Memory

"I _____ (be) very shy in middle school. One day, I _____ (go) to the cafeteria to eat lunch with my friends. _____, I _____ (see) my secret crush at a table nearby. I _____ (feel) very nervous, so I _____ (take) my soda and tried to walk away quickly. _____, tripped on my own shoes. _____, all my soda _____ (fall) on my teacher's desk. Everyone _____ (be) silent, but then they _____ (begin) to laugh. _____, my teacher _____ (give) me some napkins and _____ (say). Don't worry, it happens. It was the most embarrassing moment of my life".

7.4. SCHOOL EXPERIENCES

School is the place where we spend most of our time, and it is full of "firsts": the first day of class, a difficult exam, a funny moment with a friend, or an inspiring teacher. Using the school context allows us to use specific vocabulary (subjects, grades, classrooms) while applying Past Simple. We will look back at your journey through education to describe how these experiences shaped who you are today.

CHALLENGE 7.4: THE INTERVIEW REPORT

ING3SA2_CHALLENGE7.4

INSTRUCTION: Now it's time to talk. Interview three of your classmates about their experiences in junior high school. Write your report in your guide, including each classmate's name, and summarize what they told you, using irregular verbs in the past tense.

Then read your report aloud to the class.

Classmate 1

Classmate 2

Classmate 3

PROPÓSITO 8

PROPÓSITO 8. Consolida lo aprendido mediante actividades significativas y producción guiada (aplica estructuras clave en tareas contextualizadas, orales y escritas).

8.1. PRESENT PERFECT AND SIMPLE PAST REVISION

Let's review the uses of Present Perfect and Simple Past.

Present Perfect tense describes actions and events that started in the past and still have an effect in the present, or are still taking place, that is, are still continuing. Simple Past, on the other hand, describes actions and events that started in the past and have already ended. Analyze the following examples:

Present Perfect	Simple Past
I have worked in the Hospital for six months.	I worked in the Hospital for six months.
She has taught English for thirty years.	She taught English for thirty years.
We have studied English for four semesters.	We studied English for four semesters.
He has played the entire morning.	He played the entire morning.
It has rained for the whole weekend.	It rained the whole weekend.

Present Perfect is used for actions and events that began in the past and are still taking place in the present, while Simple Past describes actions and events that took place in the past and have already been concluded.

CHALLENGE 8.1: PRESENT PERFECT VS SIMPLE PAST

ING3SA2_CHALLENGE8.1

INSTRUCTIONS: Watch the video and then choose the correct answer.



Present Perfect or Past Simple? Take the Quiz!
Video by English Panda. May 10, 2023.

<https://www.youtube.com/watch?v=nr8hAcToBQM>

1. Wow! I love your new car!
Thanks. I **bought** / **have bought** it yesterday.
2. Mom! Is dinner ready?
I **didn't eat** / **haven't eaten** all day!
3. You look very tired today!
I **haven't slept** / **didn't sleep** well last night.
4. Do you know my friend Susie?
No, we **didn't meet** / **haven't met**.
5. Julie! I didn't know you work here!
Yes, I just **started** / **have started** last week!
6. How do you know so much about cars?
I **worked** / **have worked** as a mechanic since 2005.
7. Wow, you really know this city well!
I **have lived** / **lived** here my whole life.
8. So, why was your grade so bad?
Sorry, I **didn't** / **haven't** study.
9. Thanks for coming to my party!
You're welcome! We're very glad you **have invited** / **invited** us.
10. Alan is very excited for his trip next week.
He **has never traveled** / **never traveled** abroad.
11. How was the concert last night?
I **have been** / **was** sick, so I didn't go.
12. You two are so cute together!
I hope so! We **have been** / **were** together for fifty years.

8.2. INTEGRATED USE OF CONNECTORS, MODAL VERBS AND DESCRIPTIONS

By integrating connectors, modal verbs and descriptions, you can describe life experiences, the order in which they took place, the places you have visited, the activities you have done, your goals and hopes for the future and more. For example:

I would like to study medicine to become a doctor when I grow up. I could help many people. First, I must go to school and learn many things, later I should choose carefully which College to go to. It may take a lot of effort, but I will achieve it. Finally, I will either work at a hospital or open my own Doctor's Office.

CHALLENGE 8.2: OUR VACATION PLANS

ING3SA2_CHALLENGE8.2

INSTRUCTION: Complete the text using the provided vocabulary. Use appropriate connectors, modal verbs, and adjectives. Some blanks may have more than one possible answer.

Between	Can	Paternal	Would	Finally
Little	Might	Could	Then	May
First	Happily	Next	Must	Sick
Will	Largest	Should	Big	Nice

My family and I are going to visit many different places during our vacation.

_____ (1), I _____ (2) like to go to Yucatán. My aunt lives there. She is very _____ (3), and I haven't seen her in many years. I _____ (4) call her more often because we don't speak much.

_____ (5), we _____ (6) travel to either Veracruz or Chiapas. I would prefer Veracruz because I _____ (7) finally visit the Aquarium, which is one of the _____ (8) in Mexico.

_____ (9), we will see my _____ (10) grandparents, who live in Oaxaca, which is _____ (11) the states of Guerrero and Chiapas. Grandpa has been a little _____ (12) lately, so we want to check up on him. We hope he _____ (13) recover soon.

_____ (14), we will travel to Mexico City if we have time. My mother lived there before moving to Tabasco twenty years ago. She wants to see how much the _____ (15) city has changed. My _____ (16) brother has never been there, so he is excited to visit. I _____ (17) keep an eye on him; he _____ (18) get lost.

_____ (19), we will return home. We will _____ (20) rest for a few days before going back to work and school. We _____ (21) have a picnic at the park before the vacation is over.

8.3. SHORT ORAL AND WRITTEN TEXTS

Using the vocabulary and grammar that has been studied in the semester, it is possible to write experiences, descriptions and recommendations to other people. For example:

I stayed in Villahermosa for a long weekend. First, I went to the La Venta Park Museum, it's a large and beautiful place. Then I visited many people, such as my aunt and my cousins. Next, I ate at a new restaurant. The steamed fish they served was delicious; I would like many people to try it out. After that, I stayed home, watching classic movies and playing fun videogames, I enjoyed it a lot. I also did exercise to lose some weight. Finally, I went shopping at the supermarket; there are many discounts at the moment, people should buy now to save a lot of money.

CHALLENGE 8.3: OUR SUMMER VACATIONS

ING3SA2_CHALLENGE8.3

INSTRUCTION: Write a text where you describe your summer vacations, whether real or imaginary events, emphasizing experiences, describing where you went and what you did, recommending activities to other people. Use descriptive vocabulary, such as adjectives, places, family members, natural and public places, sports, hobbies, food. Finally, read the text to a partner.

Our Summer Vacations	
By _____	

8.4. INTEGRATIVE TASKS

It is time to integrate all you have learned across the second term in the following integrative tasks. Follow the instructions, ask your teacher for guidance if you have any questions. Good luck!

CHALLENGE 8.4: LET'S TALK!

ING3SA2_CHALLENGE8.4

I. INSTRUCTION: Read the upcoming texts: Dialogue, Letter, and Short Story. Then, answer the questions at the end of the texts.

Dialogue

Betty: Excuse me, how do I get to the bus station?

Joseph: It's not very far. First, take this street, two blocks south, until you arrive at the Faroles Restaurant.

Betty: I know the Faroles Restaurant. Delicious food. Where do I go from there?

Joseph: After that, from the Faroles Restaurant, go left until you arrive to the Poet's Museum.

Betty: Is the bus station there?

Joseph: Almost. Next, turn right at the Poet's Museum, walk straight until you arrive to the Juarez Library.

Betty: Is it too far after that?

Joseph: Finally, in front of the Juarez Library, you'll find the Bus Station.

Betty: Thank you very much!

Letter

Dear Fernando:

I hope you are doing well. I am spending my vacations alongside my family in Mérida. Our first day was great! First, we visited my aunt María, who moved here ten years ago. She is very nice, and her cooking is delicious. Next, we visited Chichen Itzá, they are very interesting, beautiful ruins. Later, we took a tour bus around the city, the driver, a man named García, was very nice, he knew a lot about many historical sites in the city. Finally, we went to the Zoo, there were a lot of fascinating animals, such as jaguars, hippos, deer and monkeys. It has been amazing so far. I will tell you more when we return home!

Your friend, Eliza.

Short Story

When she was younger, Diana used to watch cartoons on TV. Afterwards, she would draw short comics featuring her favorite characters from different shows, imagining them having incredible adventures together. Later, she began reading books; her favorite genre was fantasy, while her least favorite was suspense. She also studied storytelling through books and online resources.

Then, she started writing fanfiction, which she published online, and many people enjoyed her stories. After her older brother Arthur read them, he suggested that she create her own stories and characters, and that she learn more about literature in order to continue improving.

Finally, after attending workshops, watching videos on the subject, and practicing extensively, Diana succeeded in writing a complete novel, which will be published soon. She hopes that people will like it.

Now answer the Questions about the texts:

1. Where does Betty want to go?
 a) The Poet's Museum b) Faroles Restaurant c) The Bus Station
2. What is closest to the Bus Station?
 a) Chichen Itza b) Juarez Library c) Poet's Museum
3. What is the first place that Betty will arrive at?
 a) Juarez Library b) Bus Station c) Faroles Restaurant
4. What did Eliza do first after visiting her aunt María?
 a) She visited Chichen itzá b) She went to the Zoo c) She took a tour bus
5. Where does García work at?
 a) Historical Sites b) Tour Bus c) The Zoo
6. What did Diana use to watch when she was younger?

7. What were Diana's favorite genres?
a) Adventure b) Suspense c) Fantasy
8. What is Diana publishing?
a) Short Comics b) Videos c) A Book

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

SIGA ACTIVITY: A GUIDE FOR BETTER SCHOOL COEXISTENCE

THINK

Piensa en los lugares donde podemos encontrar normas o reglas. Al finalizar responde las siguientes preguntas.

4. ¿Qué estructura gramatical utilizan?
5. ¿Conoces las normas que rigen la convivencia escolar en tu plantel?
6. ¿Cuáles son los conflictos más comunes entre los estudiantes de tu plantel?
7. ¿Qué reglas propondrías para mejorar el ambiente escolar?

II. PLAN

Agrúpanse de 5 en 5, lean y comenten cuales son las normas que cuidan la armonía dentro de tu escuela, cuestionense si las conocían y si en realidad se respetan. Analicen cuales de esas reglas o normas deberían actualizarse o definitivamente cambiarse.

Pueden seguir el siguiente orden para realizar este proceso:

5. Lean el reglamento escolar de su escuela.
6. Comenten si conocían o no dichas reglas.
7. Dialoguen y piensen en situaciones donde sus compañeros no cumplan con sus deberes escolares, así como situaciones que detonen problemas comunes, pueden incluso narrar experiencias propias donde hayan vivido algún tipo de conflicto con compañeros. No olviden mencionar como podrían solucionar dichos problemas o como lo solucionaron, en dicho momento.
8. Opinen, por turnos, que reglas se podrían establecer para solucionar tales eventos. En este caso se sugiere pensar en reglas más específicas, las cuales no sustituirán el reglamento oficial, sino con base en este se creará su propia **“Guide for Better School Coexistence”** (guía para una mejor convivencia escolar).
9. Redacten sus reglas en una hoja de papel, el cual les servirá de borrador.

III. CREATE

Una vez que hayan llevado a cabo todos los pasos anteriores, crearán un reglamento escolar o **“Guide for Better School Coexistence”** en Inglés, que será presentado ante el grupo, justificando de manera oral (en Inglés o Español), la razón por la cual consideran importante mencionar dichas reglas.

Recuerda incluir imágenes, que sean de ayuda para los lectores, a fin de que se pueda comprender claramente cada regla.

De manera extraordinaria y no obligatoria, se sugiere realizar un concurso del mejor reglamento y proponerse ante las autoridades educativas de la escuela.



IV. PRESENT

Ahora es momento de presentar en plenaria su propuesta (proyecto); recuerden seguir el criterio de evaluación incluido en la Rúbrica de la Situación de Aprendizaje 2.

RÚBRICA PARA EVALUAR POSTER SOBRE REGLAS EN EL AULA

ASIGNATURA:	INGLÉS III	SITUACIÓN DE APRENDIZAJE	2. Rules, Responsibilities and Community Action.
NOMBRE DEL ESTUDIANTE:			
NOMBRE DEL DOCENTE:			
SEMESTRE Y GRUPO:		FECHA DE APLICACIÓN:	
PROPÓSITO DEL PROYECTO	En equipos de 5 estudiantes realizar un poster sobre reglas en el aula utilizando el material previamente solicitado. Deberán escribir 5 reglas sencillas (por ejemplo “no running, keep silence”, etc.) y 5 reglas complejas (por ejemplo “manage time efectively, “take esponsibility for learning”, etc.) Al finalizar los equipos expondrán su poster en un ambiente de respeto e inclusión.		

CRITERIO	EXCELENTE (3)	SATISFACTORIO (2)	EN PROCESO (1)
Contenido y ortografía	Incluye todos los elementos solicitados: 5 reglas sencillas y 5 reglas complejas.	Incluye algunos de los elementos solicitados: 4-3 reglas sencillas y 4-3 reglas complejas	Incluye pocos elementos solicitados: 0-2 reglas sencillas y 0-2 reglas complejas
Diseño del poster	Diseño creativo, ordenado y visualmente atractivo; uso adecuado de colores e imágenes.	Diseño simple pero claro; cumple con lo básico.	Diseño desorganizado, poco claro o atractivo.
Pronunciación y fluidez.	Pronunciación clara y entendible, comete pocos o ningún error. Habla de forma continua, sin depender demasiado de pausas o lectura.	Pronunciación generalmente clara, algunos errores no afectan comprensión. Habla con algunas pausas, se apoya en notas, pero mantiene la comunicación.	Pronunciación con muchos errores que dificultan la comprensión. Habla con muchas pausas, depende totalmente de leer o repetir.
Trabajo colaborativo	Todos los integrantes participan activamente y se observa buena organización y cooperación.	La mayoría participa, aunque hay desequilibrio en la colaboración.	Participación limitada o trabajo realizado por pocos integrantes.

Puntuación total: 12 puntos = Excelente desempeño; 8–11 puntos = Satisfactorio; 4–7 puntos = En proceso

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

RÚBRICA DE EVALUACIÓN: RELATO ANECDÓTICO

ASIGNATURA:	INGLÉS III	SITUACIÓN DE APRENDIZAJE	2. Rules, Responsibilities and Community Action.
NOMBRE DEL ESTUDIANTE:			
NOMBRE DEL DOCENTE:			
SEMESTRE Y GRUPO:		FECHA DE APLICACIÓN:	
PROPÓSITO DEL PROYECTO	Los estudiantes redactarán de manera individual una breve anécdota sobre un recuerdo familiar en su cuaderno (aproximadamente 80 palabras). Utilizarán verbos irregulares en pasado y conectores narrativos (then, after, later, suddenly), apoyándose en una imagen relacionada con el contexto, con el fin de desarrollar habilidades de escritura y mejorar la coherencia en la narración.		

CRITERIO	EXCELENTE (4)	BUENO (3)	SUFICIENTE (2)	INSUFICIENTE (1)
Contenido y coherencia	La anécdota es clara, completa y fácil de entender; presenta una secuencia lógica de ideas.	La anécdota es comprensible, con pocos problemas de organización.	La anécdota es poco clara o desordenada en algunas partes.	La anécdota es confusa, sin secuencia lógica.
Uso de pasado (verbos irregulares)	Usa correctamente varios verbos irregulares en pasado sin errores.	Usa verbos irregulares con algunos errores menores.	Usa pocos verbos irregulares o presenta varios errores.	No usa correctamente los verbos irregulares en pasado.
Conectores narrativos (then, after, later, suddenly)	Usa correctamente 3 o más conectores para organizar la historia.	Usa al menos 2 conectores con uso adecuado.	Usa 1 conector o con errores.	No usa conectores o los usa incorrectamente.
Extensión (80 palabras)	Cumple con la extensión solicitada (75–85 palabras).	Se aproxima a la extensión (65–74 o 86–95 palabras).	Extensión insuficiente o excesiva (50–64 o 96–110 palabras).	Muy fuera de la extensión (<50 o >110 palabras).
Uso de imagen y relación con el contexto	La anécdota se relaciona claramente con la imagen proporcionada.	Existe relación con la imagen, aunque poco detallada.	Relación débil o poco clara con la imagen.	No hay relación con la imagen.
Ortografía y gramática	Presenta pocos o ningún error; el texto es claro.	Algunos errores que no afectan la comprensión.	Varios errores que dificultan la comprensión.	Muchos errores que impiden la comprensión.

Puntuación total: 24 – 21 puntos: Excelente desempeño **20 – 17 puntos:** Buen desempeño **16 – 13 puntos:** Desempeño suficiente **12 o menos:** Requiere apoyo

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

RÚBRICA DE EVALUACIÓN: REPORTE DE ENTREVISTA

ASIGNATURA:	INGLÉS III	SITUACIÓN DE APRENDIZAJE	2. Rules, Responsibilities and Community Action.
NOMBRE DEL ESTUDIANTE:			
NOMBRE DEL DOCENTE:			
SEMESTRE Y GRUPO:		FECHA DE APLICACIÓN:	
PROPÓSITO DEL PROYECTO	Los estudiantes realizarán entrevistas a tres de sus compañeros sobre sus experiencias en la escuela y elaborarán un reporte escrito donde integren la información obtenida, incluyendo nombres y respuestas a preguntas guía. Utilizarán verbos irregulares en pasado y conectores narrativos (then, after, later, suddenly) para organizar sus ideas. Finalmente, leerán su reporte en voz alta, con el fin de desarrollar habilidades de expresión oral y escrita, así como fortalecer la coherencia y fluidez en el uso del idioma inglés nivel A2.		

CRITERIO	EXCELENTE (4)	BUENO (3)	SUFICIENTE (2)	EN PROCESO (1)
Contenido del reporte	Incluye información completa de los 3 compañeros (nombres y respuestas claras a las preguntas).	Incluye información de los 3 compañeros, pero con algunos detalles faltantes.	Incluye información incompleta (solo 1 o 2 compañeros).	Información muy limitada o no cumple con la actividad.
Uso de pasado (verbos irregulares)	Usa correctamente varios verbos irregulares en pasado.	Usa verbos irregulares con algunos errores.	Usa pocos verbos irregulares o con varios errores.	No usa correctamente los verbos en pasado.
Uso de conectores narrativos (then, after, later, suddenly)	Usa 3 o más conectores de forma adecuada.	Usa al menos 2 conectores correctamente.	Usa 1 conector o con errores.	No usa conectores o los usa incorrectamente.
Organización y coherencia	El reporte está bien organizado, con ideas claras y secuencia lógica.	Presenta organización adecuada con ligeras fallas.	Organización poco clara en algunas partes.	Desorganizado, difícil de entender.
Respuestas a preguntas guía	Responde claramente todas las preguntas (materia favorita, maestro, amigo, juegos, etc.).	Responde la mayoría de las preguntas.	Responde pocas preguntas.	No responde las preguntas requeridas.
Expresión oral (lectura en voz alta)	Lee con buena pronunciación, fluidez y volumen adecuado.	Presenta algunos errores de pronunciación, pero es comprensible.	Dificultad en pronunciación o fluidez.	No se entiende o no realiza la lectura.
Ortografía y gramática	Pocos o ningún error; texto claro.	Algunos errores sin afectar la comprensión.	Varios errores que dificultan la comprensión.	Muchos errores que impiden la comprensión.

Puntuación total: 28 - 25 puntos: Excelente desempeño; **24 – 20 puntos:** Buen desempeño; **19 – 15 puntos:** Desempeño suficiente;

14 o menos: En proceso

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

RÚBRICA PARA LA PRESENTACIÓN DE GUÍA DE CONVIVENCIA ESCOLAR DE LA SA2

ASIGNATURA:	INGLÉS III	SITUACIÓN DE APRENDIZAJE	SA2
NOMBRE DEL ESTUDIANTE:			
NOMBRE DEL DOCENTE:			
SEMESTRE Y GRUPO:		FECHA DE APLICACIÓN:	
PROPÓSITO DEL PROYECTO:	En equipos, presentar en plenaria un reglamento o guía de convivencia escolar ("Guide for better coexistence"), en Inglés. El equipo explicará en Inglés o Español, a detalle sus propuestas con base en lo que decidieron como equipo.		

Criterio	Excelente (3 pts)	Satisfactorio (2 pts)	En proceso (1 pt)
Pronunciación	Pronunciación clara y entendible, comete pocos o ningún error.	Pronunciación generalmente clara, algunos errores no afectan comprensión.	Pronunciación con muchos errores que dificultan la comprensión.
Vocabulario	Usa variedad de palabras aprendidas	Usa vocabulario básico, con algunas repeticiones o limitaciones.	Usa muy poco vocabulario, con errores frecuentes.
Fluidez	Habla de manera continua, con pocas pausas y sin depender de la lectura	Habla con algunas pausas, se apoya en notas, pero mantiene la comunicación.	Habla con muchas pausas, depende totalmente de leer o repetir.
Contenido	Utiliza correctamente must, mustn't, have to y don't have to en la mayoría de las reglas. Las estructuras son precisas y el contexto es apropiado para expresar obligaciones y prohibiciones.	Utiliza correctamente los modales de obligación con mínimos errores. Ocasionalmente confunde must/mustn't o have to/don't have to, pero el significado es claro.	Intenta usar los modales de obligación, pero hay errores significativos. Usa principalmente una sola forma (ej: solo must) sin variedad.
Trabajo en equipo	Todos los integrantes del equipo participan de manera equitativa, entregan su trabajo en tiempo y forma.	La mayoría de los integrantes del equipo participa. El trabajo se entrega, con ligeros detalles en tiempo o en la forma.	Pocos integrantes del equipo participan. El trabajo se entrega tarde, incompleto y no cumple con lo solicitado.
Creatividad	El trabajo es presentado con creatividad, se observan claramente los lugares de la ciudad que están incluidos en el dialogo.	El mapa o maqueta muestra cierta creatividad; se identifican algunos lugares incluidos en el diálogo	El mapa o maqueta muestra poca creatividad; los lugares de la ciudad no se identifican o no aparecen en el diálogo.

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

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

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PROPÓSITO 8

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HIMNO

Al COBATAB



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



PORRA

Institucional

¡Somos!

¡Somos!

Jóvenes Bachilleres

Jóvenes Bachilleres

Con Valor y Lealtad

De Norte a Sur

De Este a Oeste

Somos líderes Bachilleres del Sureste

COBATAB Unido, COBATAB Fortalecido.

Este encuentro lo gano porque lo gano

Como dijo el Peje, me canso ganso.

¡Somos!

¡Somos!

Jóvenes Bachilleres

Jóvenes Bachilleres

¡Somos!

¡Somos!

Jóvenes Bachilleres

Jóvenes Bachilleres

COBATAB Unido, COBATAB Fortalecido



COBACHITO

El Manatí

Mascota institucional



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

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

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

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

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

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

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



¡Hola!

Qué alegría saludarte en este momento de tu trayectoria académica.

Estás viviendo una de las etapas más significativas y enriquecedoras de tu vida. El bachillerato no consiste únicamente en aprobar asignaturas; es una etapa en la que descubres quién eres, desarrollas tus talentos y comienzas a construir el camino que deseas seguir. Es también una oportunidad para fortalecer tus valores, impulsar tu formación integral y prepararte para ser un ciudadano responsable, comprometido con su comunidad y con la construcción de una sociedad mejor.

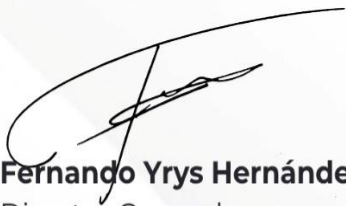
Sabemos que el día a día puede presentar desafíos. Hay momentos de cansancio, dudas y temas que parecen difíciles de comprender. Precisamente por ello hemos preparado esta guía para ti. No la veas como una obligación más, sino como una herramienta de apoyo diseñada por personas que creen en tu capacidad para aprender, crecer y alcanzar tus metas.

Cada página de este material tiene el propósito de brindarte claridad, facilitar tu estudio y recordarte que eres capaz de dominar cualquier tema cuando trabajas con constancia, dedicación y confianza en ti mismo. El éxito académico no surge por casualidad; es el resultado del esfuerzo diario y de la determinación para seguir adelante.

Aprovecha este recurso al máximo. Pregunta, practica, comete errores y vuelve a intentarlo. Equivocarse forma parte del aprendizaje; aprender de cada experiencia es lo que te permitirá avanzar.

Recuerda que no estás solo. Estamos aquí para acompañarte en cada paso de este proceso. Confía en tu talento y da lo mejor de ti cada día.

¡Mucho éxito en tus estudios!



Fernando Yrys Hernández

Director General

Colegio de Bachilleres de Tabasco



“Educación que genera cambio”