

SECRETARÍA DE EDUCACIÓN PÚBLICA
ADMINISTRACIÓN FEDERAL DE SERVICIOS EDUCATIVOS EN LA CIUDAD DE MÉXICO
DIRECCIÓN GENERAL DE OPERACIÓN DE SERVICIOS EDUCATIVOS
COORDINACIÓN SECTORIAL DE EDUCACIÓN SECUNDARIA
DIRECCIÓN OPERATIVA NO. 3
ZONA ESCOLAR 67
ESCUELA SECUNDARIA DIURNA NÚMERO 19
“DOLORES ÁNGELA CASTILLO”

GUÍA DE ESTUDIO

2015-2018

PERÍODO: _____
(PARA SER LLENADO POR EL ALUMNO)

DELEGACIÓN: CUAJIMALPA DE MORELOS TURNO: MATUTINO
ESPECIALIDAD: SEGUNDA LENGUA: INGLÉS 1 GRADO: PRIMERO
NOMBRE DEL ALUMNO (A): _____

INDICACIONES: EL ALUMNO(A) DEBERÁ DE ESTUDIAR LOS SIGUIENTES TEMAS Y APOYARSE EN SU LIBRO DE TEXTO PARA REPASAR LOS EJERCICIOS DE CADA UNA DE LAS UNIDADES.

EL LIBRO DE TEXTO CUENTA CON UNA SECCIÓN LLAMADA (SELF TEST) DONDE EL ALUMNO PUEDE APOYARSE PARA SU ESTUDIO Y PUEDE PRACTICAR READING CON SU LIBRO DE LECTURA.

UNIT 1

FAMILY	FAMILIA
MY NAME IS SANGEETA. I AM 11. I LIVE IN NEW DELHI, INDIA WITH MY FATHER, MOTHER, TWO BROTHERS AND THREE SISTERS. MY GRANDPARENTS ALSO LIVE WITH US. IN INDIA, FAMILY IS VERY IMPORTANT. IT IS COMMON TO HAVE GRANDPARENTS, AUNTS, UNCLES AND/OR COUSINS LIVING IN THE SAME HOUSE. MY AUNTS, UNCLES AND COUSINS ALSO LIVE NEARBY. WE SEE EACH OTHER OFTEN. MY OLDER BROTHER IS A COMPUTER PROGRAMMER. RIGHT NOW, HE IS IN AUSTRALIA. HIS COMPANY SENT HIM THERE FOR ONE YEAR. WE ALL MISS HIM A LOT. WE WRITE HIM LETTERS EVERY WEEK. I WANT HIM TO COME HOME SOON.	MI NOMBRE ES SANGEETA. TENGO 11 AÑOS. VIVO EN NUEVA DELHI, INDIA CON MI PADRE, MADRE, DOS HERMANOS Y TRES HERMANAS. MIS ABUELOS TAMBIÉN VIVEN CON NOSOTROS. EN LA INDIA, LA FAMILIA ES MUY IMPORTANTE. ES COMÚN TENER ABUELOS, TÍAS, TÍOS Y/O PRIMOS VIVIENDO EN LA MISMA CASA. MIS TÍAS, TÍOS Y PRIMOS TAMBIÉN VIVEN CERCA. NOS VEMOS A MENUDO. MI HERMANO MAYOR ES PROGRAMADOR DE COMPUTADORAS. AHORA MISMO, ÉL ESTÁ EN AUSTRALIA. SU COMPAÑÍA LO ENVIÓ ALLÁ POR UN AÑO. TODOS LO EXTRAÑAMOS MUCHO. LE ESCRIBIMOS CARTAS CADA SEMANA. YO QUIERO QUE ÉL VENGA A CASA PRONTO.

PREGUNTAS Y RESPUESTAS (QUESTIONS AND ANSWERS)

ÉSTA ES UNA LISTA DE PREGUNTAS Y RESPUESTAS DE PRÁCTICA ACERCA DE LA LECTURA ANTERIOR. ASEGÚRESE DE REPETIRLAS EN VOZ ALTA PARA MEJORAR SU PRONUNCIACIÓN DEL INGLÉS.

Q1: HOW OLD IS SANGEETA? A1: SANGEETA IS ELEVEN YEARS OLD.	P1: ¿CUÁNTOS AÑOS TIENE SANGEETA? R1: SANGEETA TIENE ONCE AÑOS.
Q2: WHICH COUNTRY DOES SHE LIVE IN? A2: SHE LIVES IN INDIA.	P2: ¿EN QUÉ PAÍS VIVE ELLA? R2: ELLA VIVE EN LA INDIA.
Q3: DOES SHE LIVE WITH HER PARENTS? WHO ELSE LIVES WITH HER? A3: YES, SHE LIVES WITH HER PARENTS. HER BROTHERS, SISTERS AND GRANDPARENTS LIVE WITH HER TOO.	P3: ¿ELLA VIVE CON SUS PADRES? ¿QUIÉN MÁS VIVE CON ELLA? R3: SÍ, ELLA VIVE CON SUS PADRES. SUS HERMANOS, HERMANAS Y ABUELOS VIVEN CON ELLA TAMBIÉN.
Q4: WHAT DOES HER OLDER BROTHER DO? A4: HER OLDER BROTHER IS A COMPUTER PROGRAMMER.	P4: ¿QUÉ HACE EL HERMANO MAYOR DE ELLA? R4: SU HERMANO MAYOR ES PROGRAMADOR DE COMPUTADORAS.
Q5: WHERE IS HE RIGHT NOW? A5: HIS COMPANY SENT HIM TO AUSTRALIA FOR A YEAR.	P5: ¿DÓNDE ESTÁ ÉL AHORA? R5: LA COMPAÑÍA DE ÉL LO ENVIÓ A AUSTRALIA POR UN AÑO.
Q6: DOES THE FAMILY MISS HIM? HOW DO YOU KNOW? A6: YES, THE FAMILY MISSES HIM A LOT. THEY WRITE HIM LETTERS EVERY WEEK.	P6: ¿LA FAMILIA LO EXTRAÑA? ¿CÓMO SABE USTED? R6: SÍ, LA FAMILIA LO EXTRAÑA MUCHO. ELLOS LE ESCRIBEN CARTAS CADA SEMANA.

UNIT 2

PART OF SPEECH

1. NOUN

THIS PART OF A SPEECH REFERS TO WORDS THAT ARE USED TO NAME PERSONS, THINGS, ANIMALS, PLACES, IDEAS, OR EVENTS. NOUNS ARE THE SIMPLEST AMONG THE 8 PARTS OF SPEECH, WHICH IS WHY THEY ARE THE FIRST ONES TAUGHT TO STUDENTS IN PRIMARY SCHOOL.

EXAMPLES:

- *TOM HANKS* IS VERY VERSATILE.
- THE ITALICIZED NOUN REFERS TO A NAME OF A PERSON.
- *DOGS* CAN BE EXTREMELY CUTE.
- IN THIS EXAMPLE, THE ITALICIZED WORD IS CONSIDERED A NOUN BECAUSE IT NAMES AN ANIMAL.
- IT IS MY *BIRTHDAY*.
- THE WORD "BIRTHDAY" IS A NOUN WHICH REFERS TO AN EVENT.

THERE ARE DIFFERENT TYPES OF NOUNS NAMELY:

2. PRONOUN

A PRONOUN IS A PART OF A SPEECH WHICH FUNCTIONS AS A REPLACEMENT FOR A NOUN. SOME EXAMPLES OF PRONOUNS ARE: *I, IT, HE, SHE, MINE, HIS, HERS, WE, THEY, THEIRS, AND OURS*.
SAMPLE SENTENCES:

- JANICE IS A VERY STUBBORN CHILD. *SHE* JUST STARED AT ME AND WHEN I TOLD HER TO STOP.
- THE LARGEST SLICE IS *MINE*.
- *WE* ARE NUMBER ONE

3. ADJECTIVE

THIS PART OF A SPEECH IS USED TO DESCRIBE A NOUN OR A PRONOUN. ADJECTIVES CAN SPECIFY THE QUALITY, THE SIZE, AND THE NUMBER OF NOUNS OR PRONOUNS.

SAMPLE SENTENCES:

- THE CARVINGS ARE *INTRICATE*.
- THE ITALICIZED WORD DESCRIBES THE APPEARANCE OF THE NOUN "CARVINGS."
- I HAVE *TWO* HAMSTERS.
- THE ITALICIZED WORD "TWO," IS AN ADJECTIVE WHICH DESCRIBES THE NUMBER OF THE NOUN "HAMSTERS."
- WOW! THAT DOUGHNUT IS *HUGE*!
- THE ITALICIZED WORD IS AN ADJECTIVE WHICH DESCRIBES THE SIZE OF THE NOUN "DOUGHNUT."

4. **VERB**

THIS IS THE MOST IMPORTANT PART OF A SPEECH, FOR WITHOUT A VERB, A SENTENCE WOULD NOT EXIST. SIMPLY PUT, THIS IS A WORD THAT SHOWS AN ACTION (PHYSICAL OR MENTAL) OR STATE OF BEING OF THE SUBJECT IN A SENTENCE.

EXAMPLES OF "STATE OF BEING VERBS" : *AM, IS, WAS, ARE, AND WERE*

SAMPLE SENTENCES:

- AS USUAL, THE STORMTROOPERS *MISSED* THEIR SHOT.
- THE ITALICIZED WORD EXPRESSES THE ACTION OF THE SUBJECT "STORMTROOPERS."
- THEY ARE ALWAYS PREPARED IN EMERGENCIES.
- THE VERB "ARE" REFERS TO THE STATE OF BEING OF THE PRONOUN "THEY," WHICH IS THE SUBJECT IN THE SENTENCE.

5. **ADVERB**

JUST LIKE ADJECTIVES, ADVERBS ARE ALSO USED TO DESCRIBE WORDS, BUT THE DIFFERENCE IS THAT ADVERBS DESCRIBE ADJECTIVES, VERBS, OR ANOTHER ADVERB.

THE DIFFERENT TYPES OF ADVERBS ARE:

- **ADVERB OF MANNER**– THIS REFERS TO HOW SOMETHING HAPPENS OR HOW AN ACTION IS DONE.
- EXAMPLE: ANNIE *DANCED* GRACEFULLY.
- THE WORD "GRACEFULLY" TELLS HOW ANNIE *DANCED*.
- **ADVERB OF TIME**- THIS STATES "WHEN" SOMETHING HAPPENS OR "WHEN" IT IS DONE.
- EXAMPLE: SHE CAME *YESTERDAY*.
- THE ITALICIZED WORD TELLS WHEN SHE "CAME."
- **ADVERB OF PLACE**– THIS TELLS SOMETHING ABOUT "WHERE" SOMETHING HAPPENS OR "WHERE" SOMETHING IS DONE.
- EXAMPLE: OF COURSE, I LOOKED EVERYWHERE!
- THE ADVERB "EVERYWHERE" TELLS WHERE I "LOOKED."
- **ADVERB OF DEGREE**– THIS STATES THE INTENSITY OR THE DEGREE TO WHICH A SPECIFIC THING HAPPENS OR IS DONE.
- EXAMPLE: THE CHILD IS *VERY* TALENTED.
- THE ITALICIZED ADVERB ANSWERS THE QUESTION, "TO WHAT DEGREE IS THE CHILD TALENTED?"

6. **PREPOSITION**

THIS PART OF A SPEECH BASICALLY REFERS TO WORDS THAT SPECIFY LOCATION OR A LOCATION IN TIME.

EXAMPLES OF PREPOSITIONS: *ABOVE, BELOW, THROUGHOUT, OUTSIDE, BEFORE, NEAR, AND SINCE*
SAMPLE SENTENCES:

- MICAH IS HIDING *UNDER* THE BED.
- THE ITALICIZED PREPOSITION INTRODUCES THE PREPOSITIONAL PHRASE “UNDER THE BED,” AND TELLS **WHERE** MICAH IS HIDING.
- *DURING* THE GAME, THE AUDIENCE NEVER STOPPED CHEERING FOR THEIR TEAM.
- THE ITALICIZED PREPOSITION INTRODUCES THE PREPOSITIONAL PHRASE “DURING THE GAME,” AND TELLS **WHEN** THE AUDIENCE CHEERED.

7. CONJUNCTION

THE CONJUNCTION IS A PART OF A SPEECH WHICH JOINS WORDS, PHRASES, OR CLAUSES TOGETHER.

EXAMPLES OF CONJUNCTIONS: *AND, YET, BUT, FOR, NOR, OR, AND SO*
SAMPLE SENTENCES:

- THIS CUP OF TEA IS DELICIOUS *AND* VERY SOOTHING.
 - KİYOKO HAS TO START ALL OVER AGAIN *BECAUSE* SHE DIDN'T FOLLOW THE PROFESSOR'S INSTRUCTIONS.
 - HOMER ALWAYS WANTED TO JOIN THE PLAY, *BUT* HE DIDN'T HAVE THE GUTS TO AUDITION.
- THE ITALICIZED WORDS IN THE SENTENCES ABOVE ARE SOME EXAMPLES OF CONJUNCTIONS.

8. INTERJECTION

THIS PART OF A SPEECH REFERS TO WORDS WHICH EXPRESS EMOTIONS. SINCE INTERJECTIONS ARE COMMONLY USED TO CONVEY STRONG EMOTIONS, THEY ARE USUALLY FOLLOWED BY AN EXCLAMATION POINT.

SAMPLE SENTENCES:

- **OUCH!** THAT MUST HAVE HURT.
- **HURRAY**, WE WON!
- **HEY!** I SAID ENOUGH!

UNIT 3

PARTS OF THE BODY

ENGLISH	SPANISH	ENGLISH	SPANISH
ARM	BRAZO	HAND	MANO
BODY	CUERPO	HEAD	CABEZA
EAR	OREJA	LEG	PIERNA
EYE	OJO	MOUTH	BOCA
FACE	CARA	NECK	CUELLO
FOOT/FEET	PIE/S	NOSE	NARIZ
FINGER	DEDO	STOMACH	ESTÓMAGO
HAIR	PELO	TOOTH/TEETH	DIENTE/S

ENGLISH	SPANISH	ENGLISH	SPANISH
ANKLE	TOBILLO	HEART	CORAZÓN
BACK	ESPALDA	HIP	CADERA
BLADDER	VEJIGA	JAW	MANDIBULA
BLOOD	SANGRE	KIDNEY	RIÑÓN
BONE	HUESO	KNEE	RODILLA
BRAIN	CEREBRO	LIVER	HÍGADO
CALF	PANTORRILLA	LUNG	PULMÓN
CHEEK	MEJILLA	MUSCLE	MÚSCULO
CHEST	PECHO	SHOULDER	HOMBRO
CHIN	BARBILLA	SKELETON	ESQUELETO
DIMPLE	HOYUELO	SKIN	PIEL
ELBOW	CODO	THIGH	MUSLO
EYEBROW	CEJA	THUMB	PULGAR
EYELASH	PESTAÑA	THROAT	GARGANTA
EYELID	PÁRPADO	TONGUE	LENGUA
FEATURES	RASGOS	VEIN	VENA
FIST	PUÑO	WAIST	CINTURA
FOREHEAD	FRENTE	WISDOM TOOTH	DIENTE DE JUICIO
FRECKLE	PECA	WRIST	MUÑECA

UNIT 4

TYPE OF SONG FORM:

VERSE/CHORUS/BRIDGE, THIS TYPE OF SONG FORM IS AN EXTENSION OF THE SIMPLE VERSE/CHORUS STRUCTURE.

CONSTRUCTION:

OFTEN IT USES THIS PATTERN: VERSE-CHORUS-VERSE-CHORUS-BRIDGE-CHORUS. THE FIRST VERSE SETS-UP THE THEME OF THE SONG WITH THE LAST LINE OFFERING A NATURAL PROGRESSION TO THE CHORUS. THE CHORUS CONTAINS THE MAIN MESSAGE OF THE SONG THAT IS WORTH REPEATING. THEN ANOTHER VERSE WHERE NEW DETAILS ARE REVEALED FOLLOWED BY THE CHORUS AGAIN.

THEN A BRIDGE IS ADDED WHICH IS OFTEN SHORTER THAN THE VERSE. THE BRIDGE MUST BE DIFFERENT FROM THE VERSE, LYRICALLY AND RHYTHMICALLY, AND OFFER A REASON WHY THE CHORUS NEEDS TO BE REPEATED.

GUIDE NOTES:

THE VERSE/CHORUS BRIDGE IS BY FAR MY MOST FAVORITE SONG FORM AND IS ONE THAT I OFTEN FOLLOW IN MY SONGWRITING. BUT IT IS ALSO ONE OF THE MOST CHALLENGING FORMS TO WRITE TO BECAUSE YOUR SONG MAY BECOME LENGTHY. AS A GENERAL RULE, A COMMERCIALY VIABLE SONG SHOULDN'T EXCEED THE 3 MINUTE AND 30 SECOND MARK.

SONG SAMPLE:

A FAMOUS EXAMPLE OF THE VERSE/CHORSU/BRIDGE FORM IS THE SONG "JUST ONCE" RECORDED BY JAMES INGRAM.

- **FIRST VERSE:** I DID MY BEST BUT I GUESS MY BEST WASN'T GOOD ENOUGH
- **CHORUS:** JUST ONCE CAN'T WE FIGURE OUT WHAT WE KEEP DOING WRONG
- **SECOND VERSE:** I GAVE MY ALL BUT I THINK MY ALL MAY HAVE BEEN TOO MUCH
- **CHORUS:** JUST ONCE CAN'T WE FIGURE OUT WHAT WE KEEP DOING WRONG
- **BRIDGE:** JUST ONCE I WANT TO UNDERSTAND
- **CHORUS:** JUST ONCE CAN'T WE FIND A WAY TO FINALLY MAKE IT RIG

UNIT 5
WARNINGS

WARNING SIGNS (SEÑALES DE ADVERTENCIA)

 LEFT TURN AHEAD (W1-1) <u>GIRO A LA IZQUIERDA</u>	 RIGHT CURVE AHEAD (W1-2) <u>CURVA A LA DERECHA</u>	 WINDING ROAD LEFT AHEAD (W1-5) <u>SINUOSO CAMINO POR DELANTE</u>	 CROSS ROAD AHEAD (W2-1) <u>CRUCE POR DELANTE</u>	 T INTERSECTION (W1-7) <u>INTERSECCI ÓN</u>	 MERGING TRAFFIC (FROM RIGHT) AHEAD (W4-1) <u>FUSIÓN DE TRÁFICO</u>
 CIRCULAR INTERSECTION AHEAD* (W2-6) <u>INTERSECC IÓN CIRCULAR</u>	 HILL (W7-1) <u>COLINA</u>	 DEER CROSSING (W11-3) <u>CRUCE DE CIERVOS</u>	 STOP AHEAD (W3-1a) <u>PARE A CONTINUAC IÓN</u>	 ADVISORY SPEED (W13-1) <u>VELOCIDAD RECOMEND ADA</u>	 ADVISORY TURN SPEED (W1-9) <u>RETORNO DE ASESORAMIE NTO</u>
 TWO WAY TRAFFIC (W6-3) <u>TRÁFICO</u>	 SIGNAL AHEAD (W3-3)	 NO PASSING ZONE (W14-3) <u>ZONA PARA NO PASAR</u>	 EXIT 25 M.P.H. ADVISORY SPEED ON DECELERATION LANE FOR EXIT (W13-2) <u>MILLAS POR HORA</u>	 YIELD AHEAD (W3-2a) <u>CEDA EL</u>	 SLIPPERY WHEN WET (W8-5) <u>RESBALADIZ O CUANDO</u>

<u>DE DOBLE SENTIDO</u>  TRAFFIC SIGNAL CONTROLLED BY AN APPROACHING EMERGENCY VEHICLE (W11-12p) <u>SEÑAL DE EMERGENCIA POR DELANTE</u>	<u>SEÑAL ADELANTE</u>  LOW CLEARANCE AHEAD (W12-2) <u>BAJO ACLARAMIENTO POR DELANTE</u>	 SHARP CURVE TO RIGHT (W1-8) <u>AGUDA CURVA HACIA LA DERECHA</u>	<u>PASO ADELANTE</u>	<u>ESTÁ MOJADO</u>
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REGULATORY SIGNS (SEÑALES REGULADORAS)

 STOP (R1-1) <u>PARE</u>	 NO U TURN OR LEFT TURN* (R3-18) <u>NINGUNA VUELTA O GIRO A LA IZQUIERDA</u>	 NO U TURN (R3-4) <u>PROHIBIDO CAMBIAR DE SENTIDO</u>	 NO PARKING (R8-3a) <u>NO ESTACIONAR</u>	 NO LEFT TURN (R3-2) <u>SIN GIRO A LA IZQUIERDA</u>	 TOW-AWAY ZONE FOR PARKING VIOLATIONS (R7-201a) <u>REMOLCAR</u>
 YIELD (R1-2) <u>RENDIMIENTO</u>	 ONE WAY (R6-1) <u>DE SENTIDO ÚNICO</u>	 DO NOT ENTER (R3-1) <u>NO ENTRAR</u>			

GUIDE SIGNS (SEÑALES GUÍA)

 INTERSTATE ROUTE MARKER (M1-1)	 U.S. ROUTE MARKER (M1-4)	 STATE ROUTE MARKER (M1-5)	 COUNTY ROUTE MARKER (M1-6)	 NATIONAL FOREST ROUTE MARKER (M1-7)	 HURRICANE EVACUATION ROUTE (EM-1)
 MUST EXIT LANE (E11-1)	 PARK & RIDE (D4-2)	 MILE MARKER (D10-3)	 INTERCHANGE EXIT SIGN (E5-1a)		

SERVICES AND RECREATION (SERVICIOS Y RECREACIÓN)

 EMERGENCY MEDICAL SERVICES (D9-13)	 DIESEL FUEL (D9-11)	 HOSPITAL (D9-2)	 TELEPHONE (D9-1)	 GAS (D9-7)	 HANDICAPPED ACCESSIBLE FACILITY (D9-5)
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FOOD
(D9-8)



REST AREA
(D5-2)



LODGING
(D9-9)



CROSS-COUNTRY
SKI TRAIL (RS-040)



AUTO MECHANIC
(RM-100)



HIKING TRAIL
(RL-100)



WINTER RECREATION
AREA (RS-090)



DRINKING WATER
(RG-050)



PICNIC AREA
(RM-120)



BOAT LAUNCH
AREA (RW-080)



SNOWMOBILE
TRAIL (RS-070)



MOTOR HOME
FACILITIES
(RM-200)

PEDESTRIAN AND BICYCLE (BICICLETAS Y PEATONES)



NO PEDESTRIANS
(R9-3A)



NO HITCHHIKING
(R9-4a)



NO PARKING,
BIKE LANE
(R7-9a)



YIELD HERE
TO PEDESTRIANS*
(R1-5)



BICYCLE
PARKING
(D4-3)



BIKE LANE
AHEAD*
(R3-17 and R3-17a)



SCHOOL
CROSSWALK
AHEAD
(S1-1 and W16-9p)



BICYCLE CROSSING WARNING,
SHARE THE ROAD
(W11-1 and W16-1)



PLAYGROUND
AHEAD
(W15-1)



PEDESTRIAN
CROSSING
(W11-2)



HANDICAPPED
CROSSING
(W11-9)



BICYCLISTS
YIELD TO
PEDESTRIANS
(R9-6)

Fecha de entrega: _____
(Para ser llenado por el alumno)

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