

Trabajos Colegiados Estatales Virtuales

INGLES II

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PRESENTACIÓN

Querido alumno:

En la familia CECyTEC tenemos un gran compromiso, la enorme tarea de que ustedes, nuestros alumnos, logren sus metas y sus objetivos. Con estos libros de trabajo estamos dándoles las herramientas que les permitan desarrollar sus conocimientos y habilidades para tener un buen desempeño académico.

Dedícate tiempo de manera inteligente para desarrollar tus habilidades y destrezas. Ten muy claras tus metas. Recuerda que solo con educación podemos construir un futuro prometedor, un mejor país, un mejor estado, un mejor municipio y una mejor familia.

Aprende a soñar. Lucha por tus sueños. Te auguro que serás siempre un triunfador.

¡Estás a muy poco de lograr el éxito!

Mtra. Margarita Nelly Duarte Quijano

Directora General del CECyTEC



Libro de Trabajo Febrero - Julio 2022

Inglés II

Primer Parcial

Plantel: _____

Nombre del Alumno: _____

Carrera: _____

Semestre: _____ Grupo: _____

Eje:

Students will communicate, interact and collaborate with others (transverse axis for all subjects from communication and social sciences as disciplinary fields.

Reading, writing, speaking and listening.

Providing reasonable opinions from the point of making a text.

Componentes:

Communication: interpersonal relationships.

Integration of learning communities.

Contextualization of learning communities through student's interests and academic experiences.

Reading, writing and oral production as learning sources and ability practice.

The importance of reading to writing production.

The importance of reading to writing in based argument.

Contenido central:

Collaborative work in classroom as a basis for the integration of the learning community.

-The importance of language and grammar role in it.

-Argumentative text.

-The text as a resource of information and new ideas.

-The argumentative writing.

-The original argumentative writing.

Contenido específico:

How do I ask for the products I need in different situations.

-Describing my daily routine.

-Using the book as a tool for writing.

Aprendizajes esperados:

To ask for the correct amount in many products in different contexts. (How many / How much)



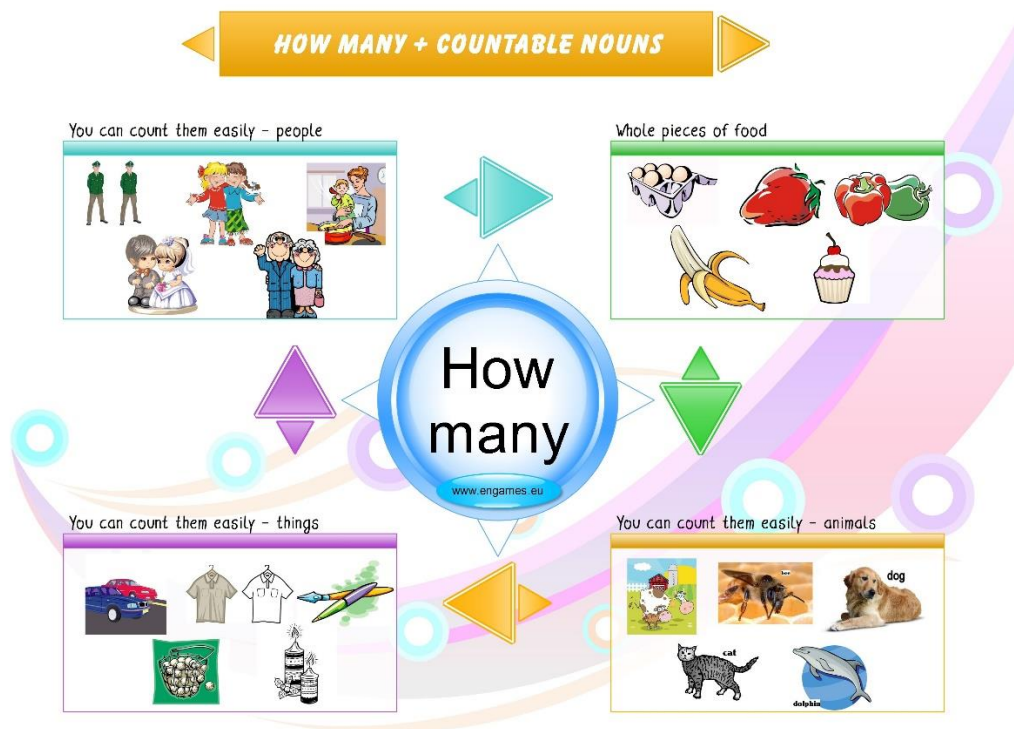
Apertura

In this unit, you will learn:

- How many
- How much
- **How do I ask for the products I need in different situations**

Tanto **how many** como **how much**, se usan para preguntar por cantidades. Pero, veamos ¿cuándo se usa cada uno?

Un sustantivo contable es cualquier cosa que se pueda contar en unidades separadas: edificios, coches, botellas, lápices, niños, personas, etc., con ellos usamos **how many**.



Ejemplo:

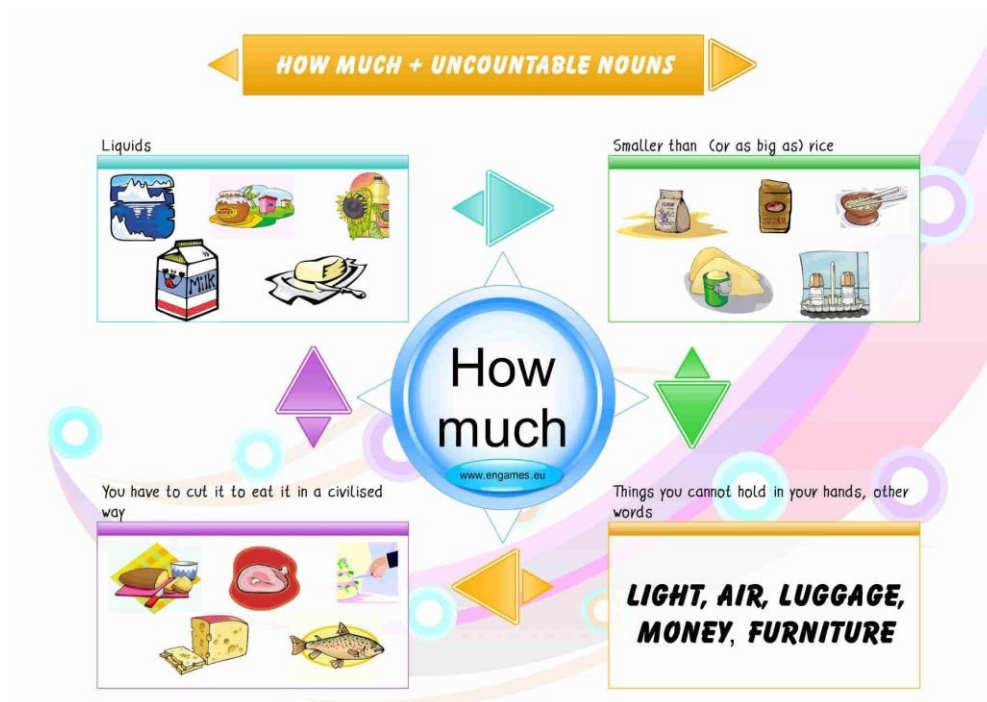
How many **cars** does your father have?

How many **people** are there in the meeting?

How many **children** are there in your town?

How many **friends** do you have?

Los sustantivos incontables son los que no podemos contar en unidades individuales: el agua, el aire, la lluvia, la nieve, etc., con ellos usamos **how much**.



Ejemplo:

How much **oil** is there in the bottle?

How much **pollution** is there in your town?

How much **traffic** is there today?

How much **money** do you have?



Nota: Los sustantivos incontables no tienen plural.



Desarrollo

Vocabulary: Quantifiers

Los cuantificadores siempre están situados delante del nombre. Existen varios tipos:

Some: algunos, algo, algo de, unos

Any: ninguno, nada,

Much mucho, muchos

Many: muchos, mucha

A lot of: muchos, un montón de

Lots of: muchos, un montón de, mucho

A little: un poco

A few: un poco, algunos, unas cuantas.

Para este parcial solo veremos **some, any, a little, a lot of, a few**

Some

se utiliza en frases afirmativas e interrogativas. Aunque en interrogativas se utiliza principalmente para pedir o para ofrecer algo.



Ejemplo:

Some people in the office prefer to have lunch outside
Would you like **some** coffee?

Any aunque su sentido es igual que some, **any** se usa principalmente en oraciones interrogativas y negativas, aunque hay algunos casos en que es posible usar **any** en oraciones afirmativas.



Ejemplo:

I don't have any patience with such people
Aren't there any apples left?
I would like any coffee

A lot of se utiliza para hablar de gran cantidad en oraciones afirmativas y acompañando a sustantivos contables e incontables.

A lot of, lots of, plenty of - to talk about large quantities with both uncountable and countable nouns in the plural in affirmative sentences. → *There are lots of hotels in the city centre.*
→ *We have lots of restaurants in our town.* → *John has plenty of money so he can afford long holidays.*
REMEMBER We omit **of** when a **lot / lots** is not followed by a noun.

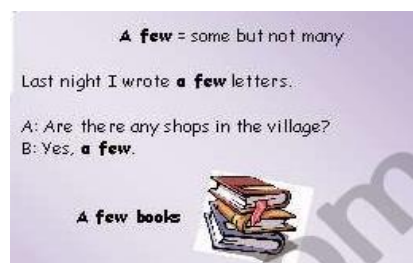
Ejemplo:

I have a lot of work to do.
I have made a lot of mistakes in my life.

A little: lo usamos para decir que, aunque es poca cantidad, es suficiente.

Ejemplo:

I have a little money, enough for a new dress.
She saves a little money every month.



A few se utiliza solo con nombres contables

Ejemplo:

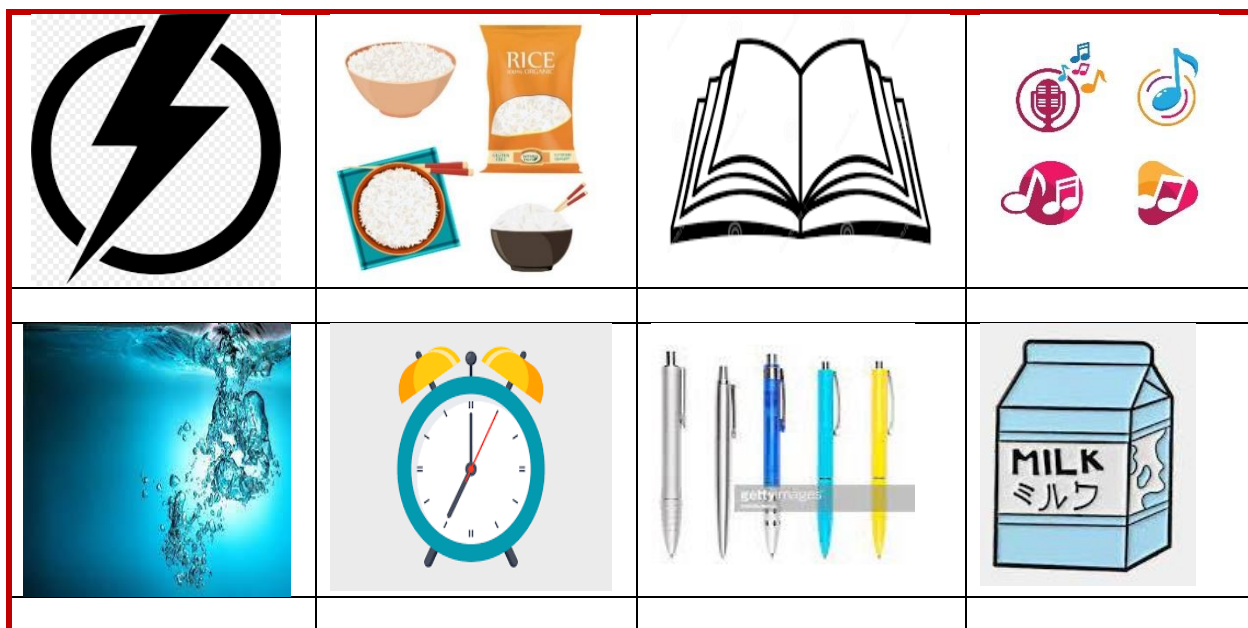
We stayed a few days in Campeche visiting its museums, beaches and archeological sites.
I just need a few hours to finish my book.

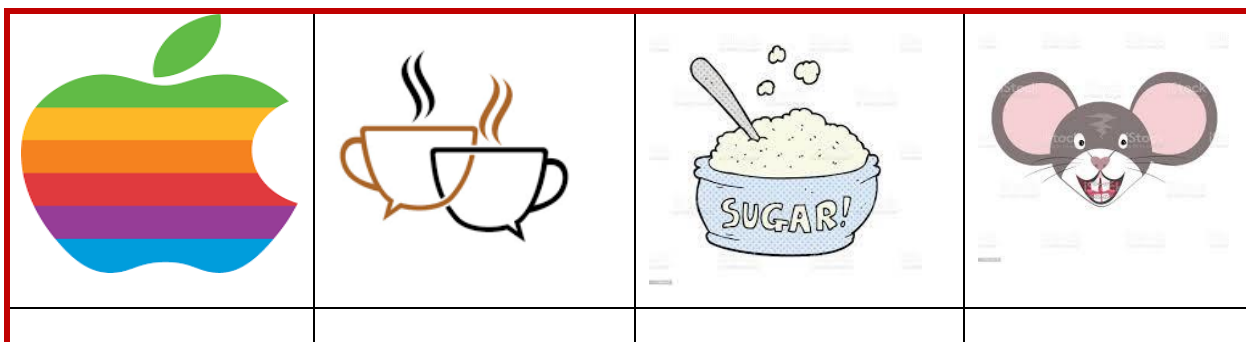
Actividades de aprendizaje



Une las palabras del recuadro con la imagen, luego enlista las que se puedan contar y las que no







Pen	Water	Electricity	Sugar	Milk	Book
Mouse	Music	Coffee	Apple	Rice	Time





Countable and uncountable

Countable	Uncountable

Count Noun			Noncount Noun		
					
an orange	2 cookies	3 leaves	water	bread	homework
					
a sandwich	2 bananas	3 pens	ice cream	juice	money

At the supermarket

Complete this conversation with **many, much, some, any, a lot of**

At the Supermarket

Daughter: The list just says oil here. How (1) _____ oil do we need?

Mom: Not much, just a liter

Daughter: And how (2) _____ tomatoes?

Mom: Not many, just three or four, ok?

Daughter: And what about eggs? How (3) _____ eggs?

Mom: just a dozen

Daughter: Is that everything?

Mom: Let me check. We have (4) _____ meat in the fridge, but there isn't (5) _____ orange juice. We only have (6) _____ coffee, but there isn't (7) _____ sugar

Daughter: Ok, orange juice and sugar. What about orange juice? You know I have orange juice every morning.

Mom: there is just a lite, pleas buy some

Daughter: ok orange juice then. And vegetables? Do we have (8) _____ vegetables?

Mom: We have (9) _____ potatoes and some carrots.



Daughter: Ok, anything else?

Mom: please, don't forget my ice cream (10) _____ chocolate ice-cream for me

Daughter: Sure, I'll take it, any other thing?

Mom: No, I think that is all, sweetheart

Daughter: Ok, see you at home, mom

Mom: Ok, see you then.



Cierre

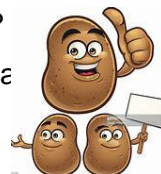
How many vs how much

How much vs How many		
Expresiones que se usan en preguntas para preguntar cantidad		
How much		
Significa	¿cuánto?	o
¿cuánta?		
Se utiliza con sustantivos incontables		
Ejemplo:		
How much traffic is there in your city? (¿Cuánto tráfico hay en tu ciudad?)		
How many		
Significa	¿cuántos?	o
¿cuántas?		
Se utiliza con sustantivos contables		
Ejemplo:		
How many books do you read in a year? (¿Cuántos libros lees en el año?)		

NOTA: Cuando se pide el precio de algo, siempre se utiliza **How much**
Ejemplo: **How much** is that blouse?
How much does a kilo of sugar cost?

Choose how many or how much to complete these questions.

1. _____ milk do you drink in the breakfast?
2. _____ honey do you put on your waffles?
3. _____ potatoes do you need to make a sa
4. _____ pasta do you want?
5. _____ milk do we need?
6. _____ chairs do you need in your party?
7. _____ traffic was on the road last night?
8. _____ banks are there in your city?
9. _____ is that doggie in the window?
10. _____ was your doggie?
11. _____ parks are there in your town?
12. _____ pollution is there in your city?
13. _____ people are there in your town?
14. _____ advice is there in the letter?
15. _____ apples are there in the basket?
16. _____ stars are there in the sky?
17. _____ money can we spend on a weekend?
18. _____ snow is there in the mountains?
19. _____ students are there in your school?
20. _____ time do we need?





ASSESSMENT TOOL: CHECK LIST (1/3)

ASSESSMENT PLAN					
NAME	TYPE	MODALITY	WEIGHTING		
"HOW MANY VS HOW MUCH EXERCISE" (SENTENCES) ¹	FORMATIVE/TEACHER'S EVALUATION	PROFESSOR-ASSESSMENT	30%		
ITEMS		VALUE	YES	NO	
✓ Evidence is solved completely		5			
✓ The student delivery on day and time indicated		5			
✓ The sentences are structured coherently		5			
✓ Use the grammar and vocabulary correctly		3			
✓ The student follows the instructions for the exercise		4			
✓ The student is able to suggest ideas and advises		4			
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			TOTAL		
TEACHER'S NAME and SIGNATURE:		OBSERVATIONS: FEEDBACK:			
_____		Date: _____			

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Contenido específico:

How do I ask for the products I need in different situations.

-Describing my daily routine.

-Using the book as a tool for writing.

Aprendizajes esperados:

To communicate the specific situations of your school or relative's work (present continuous and the adverbs of frequency)



Apertura

In this unit, you will learn:

- Present continuous

Present continuous

Uso:

- Describir acciones que ocurren en el momento exacto en que se habla o escribe.
Ejemplo: you are watching TV
- Hablar de situaciones generales, personales o sociales, que ocurren en la actualidad. En estos casos se puede acompañar por adverbios como currently, lately o these days, entre otros.
Ejemplo: she is working a lot lately
- Describir acciones que ocurren constantemente. En estos casos la oración se refuerza con adverbios como always, forever, constantly, entre otros
Ejemplo: the birds are always singing since sunrise



Desarrollo

Estructura del presente continuo en inglés

Veamos la estructura correcta del present continuous del inglés en sus modos afirmativo, negativo y pregunta

Modo afirmativo del present continuous

Sujeto + verbo to be + verbo en gerundio + complemento
(am, is, are)

Modo negativo del present continuous

Sujeto + verbo to be + not + verbo en gerundio + complemento
(am, is, are)

Modo interrogativo del present continuous

Verbo to be + sujeto + verbo en gerundio + complemento + ?
(am, is, are)

Ejemplos de conjugación del present continuous y en sus diferentes modos de oración

Afirmativo (+)	Negativo (-)	Interrogativo (?)
The child is always crying	The child is not always crying	is the child always crying?
She is singing in the bathroom	She is not singing in the bathroom	is she singing in the bathroom?
He is working at the cinema	He isn't working at the cinema	is he working at the cinema?
They are playing hide and seek	They aren't playing hide and seek	Are they playing hide and seek?
She is waiting for you	She is not waiting for you	She is not waiting for you

Reglas de conjugación del present continuous

1. Todos los verbos terminan en ing

Ejemplos: cry – crying, play – playing, watch – watching, spend – spending, walk – walking

Llorar jugar mirar gastar caminar

2. Cuando el verbo tiene una sola silaba o el acento recae en la última sílaba y finalizan en consonante, esta última debe ser **duplicada** y se **añadirá ing**

Ejemplos: run – running, cut – cutting, swim – swimming, get – getting, stop – stopping, put – putting

Correr cortar nadar obtener detener poner

3. Para los verbos que finalizan en **-e**, esta se quita y se añade **ing**

Ejemplos: date – dating, take – taking, have – having, make – making, dance – dancing, smoke – smoking

Fechar, datar tomar tener hacer danzar
fumar

4. Cuando el verbo termina en **-ee**, solo se agrega el **ing**

Ejemplos: see – seeing, flee – fleeing

Ver huir

5. Cuando el verbo finaliza en **ie**, estas se reemplazan con **-y** y se agrega el **ing**

Ejemplos: lie – lying, die – dying, tie – tying

Mentir morir atar



Present continuos

I	}	am	
You		are	playing
He			studying
She	}	is	reading
It			cooking
We	}		having
You		are	stopping
They			

En los espacios en blanco escribe am, is o are

My mother _____ reading a book

My brothers _____ playing basketball

I _____ doing my homework

They _____ cleaning the house

We _____ cooking dinner

Escribe los verbos en paréntesis en la forma correcta del presente continuo

I am _____ (drive) a car

They are _____ (watch) a comic movie

She is _____ (speak) about Edzna

We are _____ (stop) the traffic

He is _____ (take) photos

Añade a los siguientes verbos el ing de forma correcta

Run _____	dance _____	smoke _____	watch _____
look _____	Play _____	have _____	see _____
put _____	cut _____		



Cierre

Complete the sentences with present continuous
What are they doing?

1. My father _____ (drink) a cup of coffee
2. Her father _____ (give) his son an advise
3. The dogs _____ (fight) over a bone
4. Peter _____ (ride) a horse
5. My mother _____ (cooking) dinner
6. My sister Susan _____ (play) her guitar
7. The cat _____ (climb) a tree
8. I hope everything _____ (go) well in the office
9. My friends _____ (plant) a tree in the park
10. I _____ (take) my holydays in July

Ordena las siguientes oraciones siguiendo el orden del presente continuo (unscramble these words using present continuous)

1. are / painting / a picture now / They

2. eating / We / an ice cream / are

3. am / a / cleaning window / I

4. isn't / my uncle / reading / the newspaper

5. eating / a sandwich / am not / I

6. am / drinking / I / orange juice

7. taking / photos / He / is

8. drinking / The cat / is / its milk

9. is / eating / The monkey / bananas

10. going / are/ They / to church

Evaluación



ASSESSMENT TOOL: CHECK LIST (2/3)

ASSESSMENT PLAN				
NAME	TYPE	MODALITY	WEIGHTING	
"PRESENT CONTINUOS EXERCISE" (SENTENCES) ¹	FORMATIVE/TEACHER'S EVALUATION	PROFESSOR-ASSESSMENT	40%	
ITEM		VALUE	YES	NO
✓ Evidence is solved completely		5		
✓ The student delivery on day and time indicated		5		
✓ The sentences are structured coherently		10		
✓ Use the grammar and vocabulary correctly		5		
✓ The student follows the instructions for the exercise		5		
✓ The student is able to suggest ideas and advises		5		
✓ The student asks questions when needed		5		
TOTAL				
TEACHER'S NAME and SIGNATURE: _____		OBSERVATIONS: FEEDBACK: Date: _____		

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Contenido específico:

How do I ask for the products I need in different situations.
-Describing my daily routine.
-Using the book as a tool for writing.

Aprendizajes esperados:

To provide simple arguments about a text. (Simple present)



Apertura

In this unit, you will learn:

- Simple present (daily routines)
- **Using the book as a tool for writing.**

En este parcial veremos cómo se usa el tiempo **presente simple** cuando hablamos de **rutinas diarias**.

¿Cuál es tu rutina diaria normal?

Tu **rutina** son tus **actividades cotidianas normales**. Las cosas que sueles hacer en **un día normal de la escuela o trabajo**.

¿Cómo escribir sobre tú rutina diaria?

1. Usa el presente simple:

Forma el **presente simple** es fácil. Solo debes usar **un sujeto y un verbo** en su **forma base**

Ejemplos:

I play
She works
He studies


Si usas **he/ she/ it** debes agregar **s**

Ejemplos:

She goes
He gets up
It drinks

Ejemplos de oraciones con presente simple

I go to bed at 10 pm o'clock
She makes her bed
He brushes his teeth

2. Puedes usar adverbios de frecuencia 100 %  0%

Always, usually, often, sometimes, occasionally, hardly ever rarely, never

Ejemplos

She always brushes her teeth before she goes to school
I usually take a shower at 7 am

Example daily routines: **ejemplo de rutina diaria**

1. I always **wake up** at 6:00 in the morning.
2. I usually **have breakfast** at 9:30.
3. I **catch the bus** to school at 6:50.
4. I usually **start studying** at 7:00.
5. I always **have lunch** at noon.
6. I **finish my classes** at 2:10 in the afternoon.
7. I sometimes **go to the cinema** with my friends on weekend.
8. I usually **have dinner** with my family at about 8:00 in the evening.
9. I never **go to bed** before 11 o'clock.
10. I often **go to bed** at midnight.



Desarrollo

Vocabulary





Describing a typical day



Max is 16 years old and he lives in Candelaria. He usually gets up at a quarter to five. He has taken a shower and gets dressed. After that, he has breakfast. For breakfast, he usually drinks milk with cereal and then he brushes his teeth. Then he grabs his school bag and goes to the bus stop to catch the school bus. Classes start at 7 am and finish at 2:10 pm. He usually has lunch in the school. After school he returns to his house and does his homework. He is a very hardworking pupil and he never misses a school homework. After homework, he usually listens to music and watches TV a bit. At 7, he has a dinner. He eats a sandwich with oatmeal with milk, then he usually reads a book and chats with his friends about an hour. Finally, he goes to bed at about ten o'clock.

Write true or false according to the text

Sentences	True	False
His classes start at 7 am and finish at 2:10 pm		
He usually gets up at a quarter to six		
He never misses a school homework		
He goes to the bus stop to catch the school bus		
He always drinks milk with cereal		



Cierre

Describing a typical day



Max is 16 years old and he lives in Candelaria. He usually gets up at a quarter to five. He has taken a shower and gets dressed. After that, he has breakfast. For breakfast, he usually drinks milk with cereal and then he brushes his teeth. Then he grabs his school bag and goes to the bus stop to catch the school bus. Classes start at 7 am and finish at 2:10 pm. He usually has lunch in the school.

After school he returns to his house and does his homework. He is a very hardworking pupil and he never misses a school homework. After homework, he usually listens to music and watches TV a bit.

At 7 pm, he has a dinner. He eats a sandwich with oatmeal with milk, then he usually reads a book and chats with his friends about an hour. Finally, he goes to bed at about ten o'clock.

Match the activity with the hour

Classes start
He usually gets up
he goes to bed
he has a dinner
Classes finish

at 7 pm
at 7 am
at 2:10 pm
at a quarter to five
at about ten o'clock

Order Max's daily routine

He goes to bed at about ten o'clock	
He usually gets up at a quarter to five	
At 7 pm, he has a dinner	
He does his homework	
He catches the school bus	



ASSESSMENT TOOL: CHECK LIST (3/3)

ASSESSMENT PLAN					
NAME	TYPE	MODALITY	WEIGHTING		
"SIMPLE PRESENT EXERCISE" (SENTENCES) ¹	FORMATIVE/TEACHER'S EVALUATION	PROFESSOR-ASSESSMENT	30%		
ITEMS		VALUE	YES	NO	
✓ Evidence is solved completely		5			
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Referencias Bibliográficas



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