



Inventario de ejercicios, problemas y actividades de Matemática (cuarto grado de secundaria) (Apoyo a la recuperación académica 2017)

Estimado estudiante:

Te proponemos el presente inventario de ejercicios y problemas (actividades para otras áreas) como un recurso de apoyo para el proceso de recuperación académica que debes seguir durante el mes de enero de 2018. Te pedimos tener presente que:

- El inventario ha sido elaborado de acuerdo con el temario de la evaluación de salida del cuarto bimestre.
- Los ejercicios y problemas que se presenta en el inventario han sido tomados de:
 - los documentos de trabajo del año escolar 2017
 - otras fuentes, pero que se ajustan a los contenidos del temario.
- El inventario ha sido dosificado para ser desarrollado **en cuatro semanas**, de lunes a viernes, destinando para ello una hora diaria aproximadamente.
- El inventario debe ser desarrollado en pliegos de papel oficio cuadriculado. Su presentación será en un folder manila tamaño oficio (incluir carátula), el mismo que será revisado y evaluado por los docentes responsables de la evaluación de recuperación, asignándole un peso de 25 % en el resultado final de la recuperación como "evaluación de portafolio". De hecho, si no presentases el cuaderno con el inventario desarrollado, se te asignará la nota mínima en evaluación de portafolio.
- Si los estudiantes requiriesen presentarse a la segunda oportunidad, podrán mejorar y volver a presentar el inventario desarrollado, prevaleciendo, en este caso, la segunda calificación. Si no lo hiciesen, mantendrán la calificación obtenida en la primera ocasión.
- En la tabla de control diario, el padre de familia debe firmar para apoyar y controlar el avance diario del estudiante en el desarrollo del inventario.
- No hemos incluido una calendarización específica para el desarrollo del inventario (fechas de inicio y fin), asumiendo que cada estudiante lo hará en coordinación con sus padres, considerando la realidad particular y los planes de la familia. En todo caso, el trabajo ha sido previsto para cuatro semanas.
- La primera oportunidad de evaluación será a fines de enero. La presentación del portafolio con el inventario desarrollado es obligatoria desde la primera oportunidad de evaluación.

Semana 1

Tema: Tabla de distribución

1. Si se tiene la siguiente tabla de distribución de frecuencias sobre las estaturas en metros de un grupo de 50 estudiantes de la facultad de ingeniería:

Intervalos	fi	hi%	Hi%
1,55 – 1,60			
1,60 – 1,65			
1,65 – 1,70		\bar{xy}	
1,70 – 1,75	5		96
1,75 – 1,80			

¿Cuál es el porcentaje de jóvenes que poseen una estatura no menor de 1,70 m?

- A. 4 B. 5 C. 10 D. 14 E. 16

2. Al completar el siguiente cuadro de distribución de frecuencias de las edades de los trabajadores de una empresa. Se sabe que el ancho de las clases es constante y que el 10% de los trabajadores tiene entre 22 y 27 años. ¿Cuál es el valor de $X_1+f_2+F_3+h_4$.

Intervalos	X_i	f_i	F_i	h_i	H_i
18 –					
–			14		
–				0,15	
–	39				0,80
–		12			

- A. 35,17 B. 45,17 C. 48,67 D. 52,417 E. 53,19
3. De la siguiente tabla incompleta de pesos de 50 estudiantes:

Pesos	X_i	f_i	F_i
47 –		n	
–		n	12
–		12	
–	57,5	m	
–		n	

Si la amplitud de clases es constante. ¿Cuántos alumnos pesan entre 51 kg y 61 kg?

- A. 37 B. 38 C. 39 D. 40 E. 41
4. Se tiene el siguiente cuadro de frecuencias:

Ingreso	h_i	f_i
500 – 800	1/a	a
800 – 1100	2/a	
1100 – 1400	9/a	
1400 – 1700	3/a	

¿Cuál es el valor de F_4 ?

- A. 225 B. 200 C. 220 D. 120 E. 222
5. La tabla muestra la distribución de los pesos en kilogramos, de 40 estudiantes de una academia de fútbol.

Peso	f_i
50 – 56	6
56 – 62	6
62 – 68	m
68 – 74	12
74 – 80	4

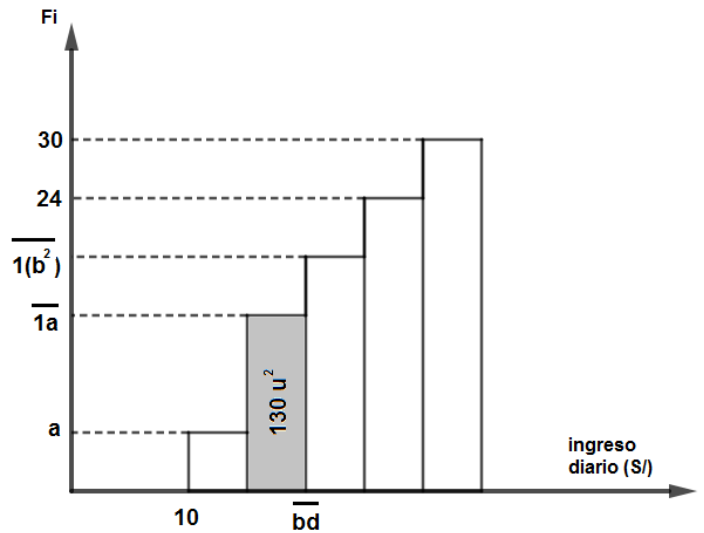
¿Qué tanto por ciento de los estudiantes pesa entre 60 y 67 kg?

- A. 15 B. 20 C. 25 D. 28 E. 30

Tema: Gráficos estadísticos

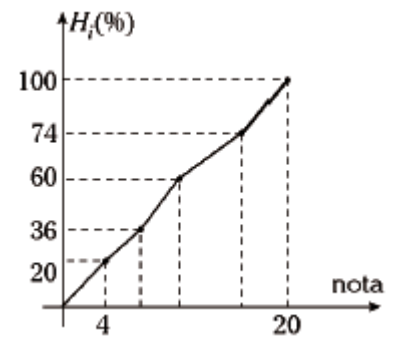
6. Dado el diagrama escalonado de igual ancho de clase y entero, ¿cuántos tienen ingreso de S/ 24 a S/ 48?

- A) 28
- B) 32
- C) 46
- D) 38
- E) 41



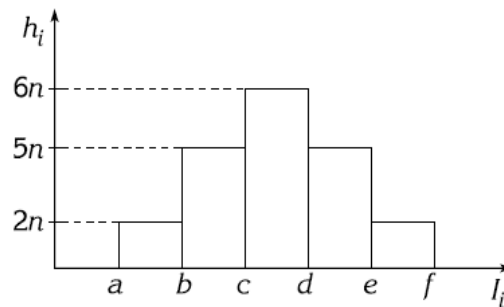
7. El gráfico muestra un cuadro de ojiva de frecuencia relativa acumulada sobre las notas de un examen de igual ancho de clase.

- A) 43%
- B) 50%
- C) 33%
- D) 47%
- E) 51%



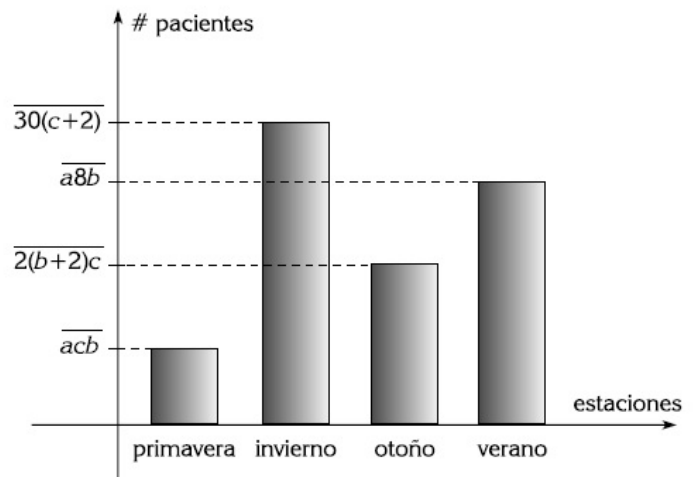
8. En el histograma de frecuencias, ¿qué tanto por ciento de los datos se encuentran en $[a, d>$?

- A) 60%
- B) 65%
- C) 68%
- D) 70%
- E) 75%



9. El diagrama muestra la cantidad de pacientes atendidos por un médico en su consultorio en el año 2016. ¿Cuántos pacientes atendió dicho año, si en verano atendió 24 pacientes más que en otoño?

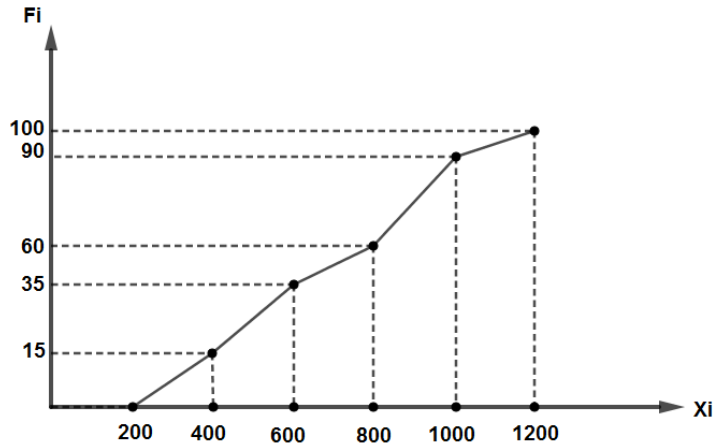
- A) 780
- B) 650
- C) 950
- D) 1200
- E) N.A.



Tema: Medidas de tendencia central

10. La ojiva representa los sueldos de los empleados de una empresa. Calcula la proporción entre la media y mediana.

- A) 36/25
- B) 33/32
- C) 36/35
- D) 37/36
- E) 38/37

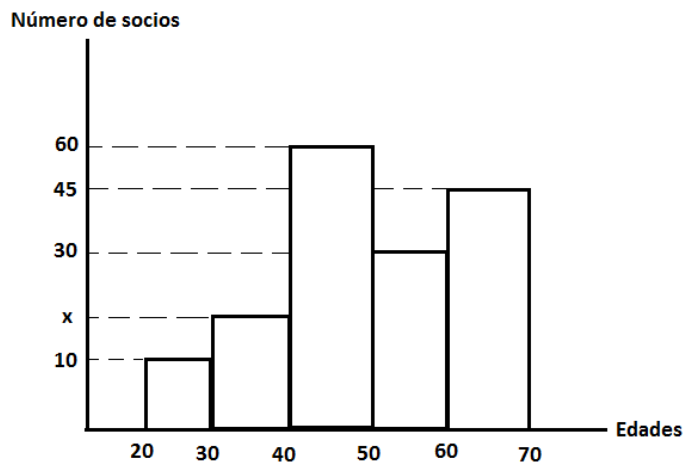


11. Las notas de un examen de 6 alumnos son: 6, 5, 9, 19, 3 y 18; un alumno aprueba si su nota es mayor o igual que la media y que la mediana. ¿Qué porcentaje de los alumnos aprobaron el examen?

- A) 16, 67
- B) 33,3
- C) 50
- D) 66,67
- E) 83,33

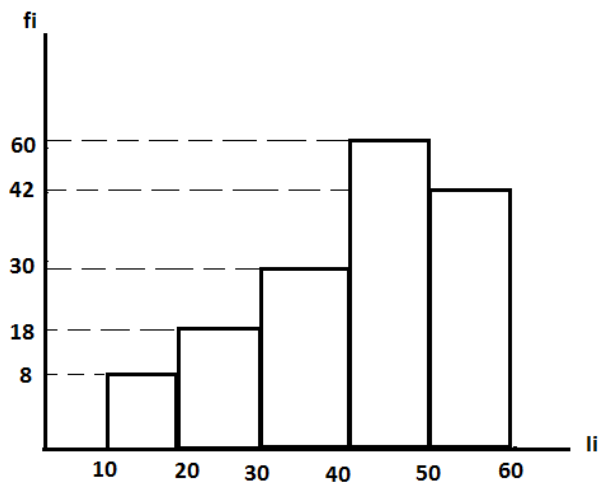
12. En el histograma mostrado, la mediana es 48, ¿cuál es el valor numérico de x?

- A) 20
- B) 12
- C) 18
- D) 28
- E) N.A.



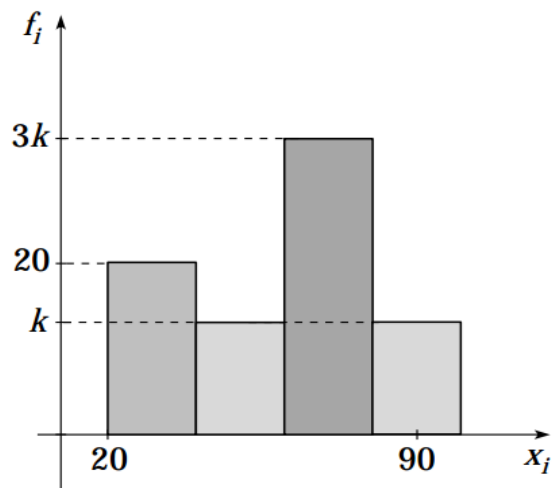
13. Dado el siguiente histograma, ¿cuál es el valor de la moda?

- A) 46,4
- B) 40
- C) 35,6
- D) 51,02
- E) N.A.



14. Si en el histograma que se muestra la media es 60, calcula el valor numérico de la mediana.

- A) 19
- B) 16,7
- C) 17
- D) 12,05
- E) N.A.



15. Del diagrama, calcula la suma de la media y la mediana:

- A) 28,30
- B) 29,68
- C) 30,68
- D) 31,53
- E) 32,32

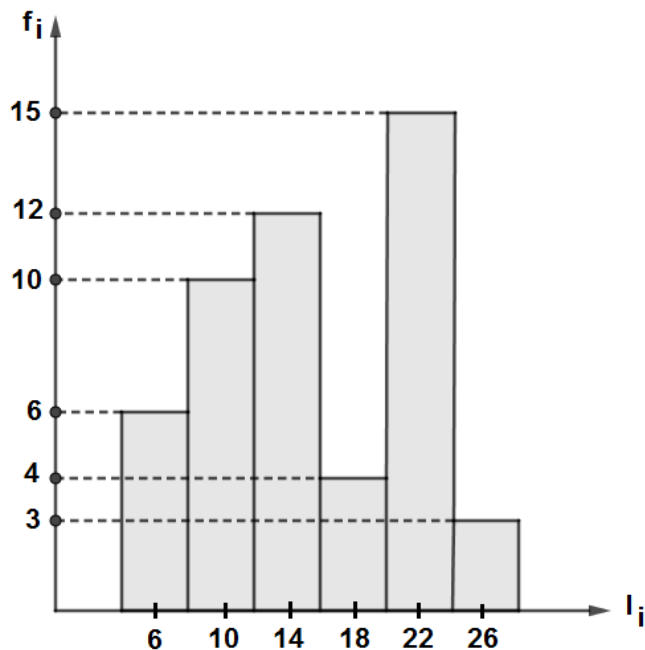


Tabla de respuestas de la semana 1							
1.	D	5.	E	9.	E	13.	E
2.	D	6.	C	10.	C	14.	E
3.	D	7.	C	11.	B	15.	C
4.	A	8.	B	12.	E		

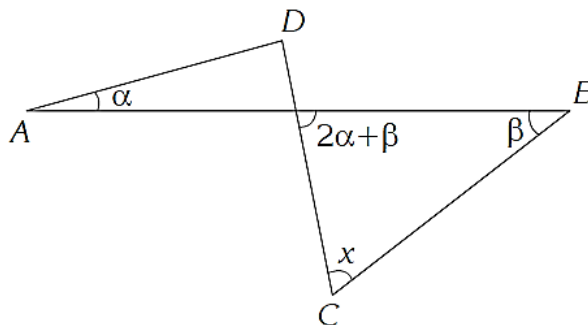
Tabla de firmas del padre de familia de control diario de la semana 1				
	Martes 2 de enero	Miércoles 3 de enero	Jueves 4 de enero	Viernes 5 de enero

Tema: Progresión aritmética

16. La suma de los 15 primeros términos de una P.A. es 1710. Si la diferencia entre el término décimo y el doble del primero es 78, ¿cuál es el valor del quinto término?
 A) 80 B) 78 C) 98 D) 106 E) 116
17. El quinto término de una P.A. es \overline{ab} y la diferencia entre el término de lugar 13 y el tercer término es \overline{cb} . Si el octavo término no es 61, calcula la suma de los tres primeros términos de esta sucesión.
 A) 36 B) 57 C) 61 D) 69 E) 59

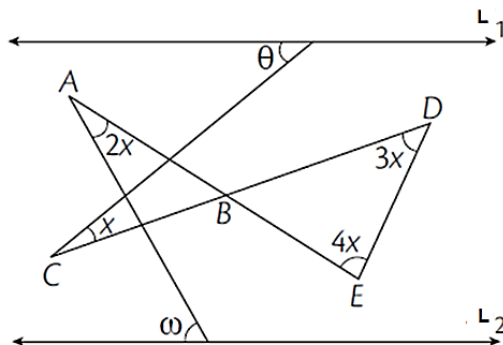
Tema: Propiedades de triángulos

18. Si $AD=DC=BC$, calcula el valor numérico de x .
 A) 50°
 B) 45°
 C) 55°
 D) 70°
 E) 60°

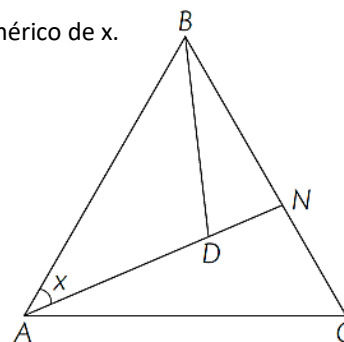


19. En un triángulo obtusángulo DEF, obtuso en E, se ubica el punto C en DF, y se ubica el punto B en FE además se sabe que $m\angle EDF = 4^\circ$. Si A es el punto de intersección de las prolongaciones de DE y CB, tal que $AB=AE=CD$. ¿Cuál es el valor entero del ángulo EFD?
 A) 84° B) 85° C) 86° D) 87° E) 88°

20. Si L_1/L_2 y $\theta + \omega = 140^\circ$, ¿cuál es el valor numérico de x ?
 A) 10°
 B) 8°
 C) 12°
 D) 5°
 E) 14°

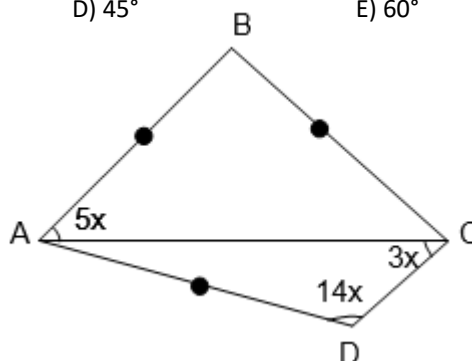


21. En un triángulo ABC, se sabe que $m\angle BAC = 3(m\angle BCA)$. Calcula el máximo valor entero de BC si $AB=7$.
 A) 18 B) 19 C) 20 D) 21 E) 22
22. En el gráfico, el triángulo ABC es equilátero; además $AD=BD=BN$. Calcula el valor numérico de x .
 A) 30°
 B) 24°
 C) 45°
 D) 40°
 E) 53°



23. Se traza un recta secante al triángulo ABE el cual interseca al lado AB y a la prolongación de AE en los puntos D y C, respectivamente. Si $AC=AB=CD$ y $m\angle BEC=134^\circ$. ¿Cuál es el valor entero de la medida del ángulo ABE?
 A) 30° B) 35° C) 40° D) 45° E) 60°

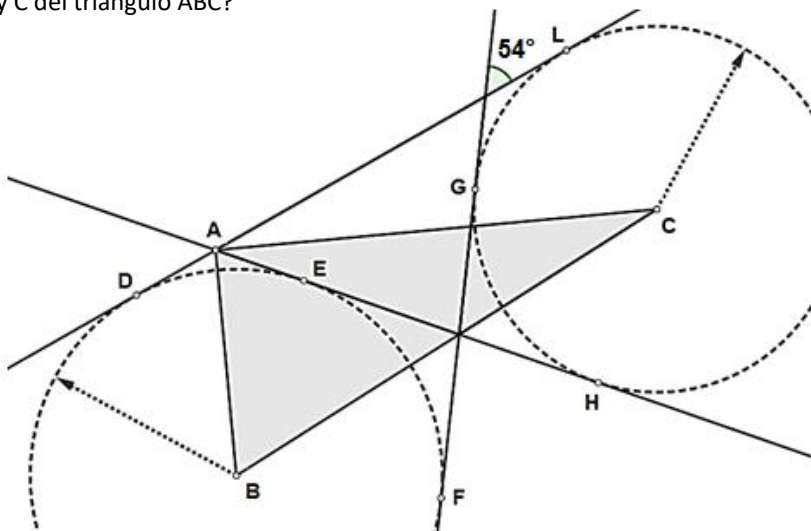
24. En la figura, si: $AB = BC = AD$, calcular el valor numérico de x .
 A) 30°
 B) 25°
 C) 20°
 D) 15°
 E) 10°



Tema: Líneas y puntos notables

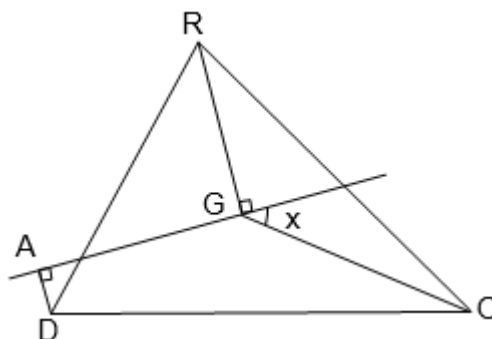
25. En la gráfica, D, E, F, G, H y L son puntos de tangencias. ¿Cuál es la medida del menor ángulo formado por las bisectrices de los ángulos internos de los vértices B y C del triángulo ABC?

- A) 38°
- B) 45°
- C) 48°
- D) 60°
- E) 30°



26. Del gráfico, calcula el valor de "x" siendo "G" el baricentro del triángulo DRO y $RG = AG = 4DA$.

- A) 60°
- B) 45°
- C) 28°
- D) 37°
- E) 53°



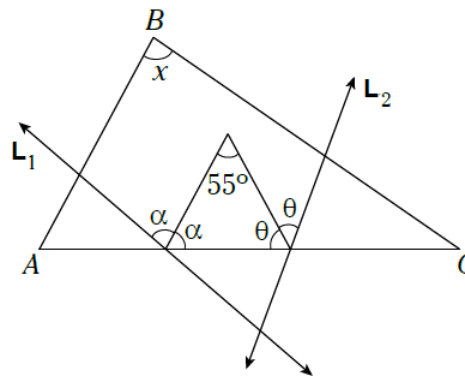
27. En un triángulo ABC; calcula la $m\angle HBO$, siendo H el ortocentro y O el circuncentro. Además $m\angle BAC - m\angle BCA = 20^\circ$.

- A) 18°
- B) 20°
- C) 22°
- D) 24°
- E) 28°

28. En el gráfico, $L_1//L_2$ son mediatrices de AB y BC, respectivamente.

Calcula el valor numérico de x.

- A) 100°
- B) 70°
- C) 110°
- D) 105°
- E) 140°



29. En un triángulo ABC, se traza la ceviana interior AP. Si $AC=AB + PC$ y $2(m\angle BAP) = 6(m\angle PAC) = 3(m\angle PCA)$, ¿cuál es el valor de la medida del ángulo ABC?

- A) 18°
- B) 36°
- C) 108°
- D) 120°
- E) 72°

30. En un triángulo acutángulo ABC de ortocentro H, la recta de Euler interseca en el punto F al lado AC. Calcula la $m\angle AFH$ si $AF=2FC=2HB$.

- A) 25°
- B) 30°
- C) 37°
- D) 45°
- E) 60°

Tabla de respuestas de la semana 2							
16.	B	20.	A	24.	E	28.	C
17.	B	21.	C	25.	B	29.	E
18.	E	22.	D	26.	D	30.	D
19.	B	23.	D	27.	B		

Tabla de firmas del padre de familia de control diario de la semana 2

Lunes 8 de enero	Martes 9 de enero	Miércoles 10 de enero	Jueves 11 de enero	Viernes 12 de enero

Semana 3

Tema: Congruencia de triángulos

31. En el triángulo ABC, la $m\angle BAC=105^\circ$, se traza la ceviana interior BD. Calcula el valor de la medida del ángulo DBC si $m\angle ACB=30^\circ$ y $AD=DC$.

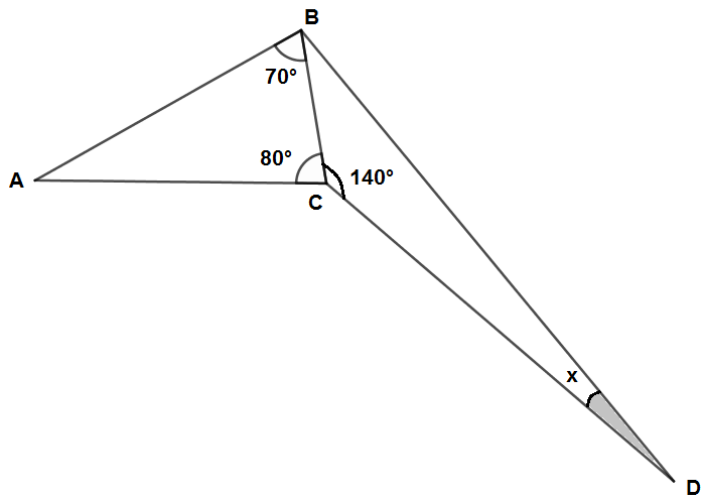
- A) 10° B) 15° C) 20° D) 12° E) 16°

32. En el interior del triángulo ABC isósceles ($AB=BC$) se ubica el punto interior P tal que la $m\angle BAP=30^\circ$, $m\angle PAC=10^\circ$ y $m\angle PCA=5^\circ$. Calcula la medida del ángulo ABP.

- A) 20° B) 22° C) 25° D) 30° E) 15°

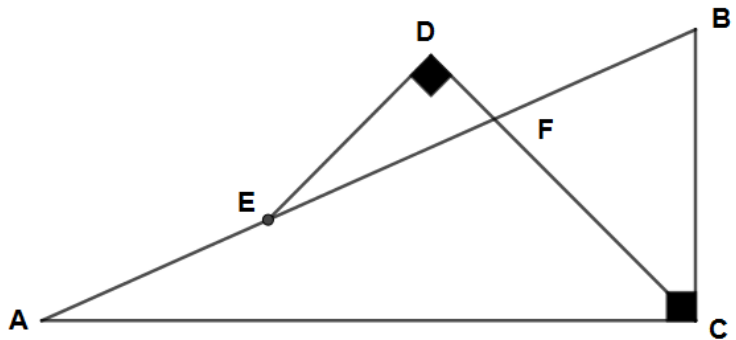
33. En la figura $CD = AC + BC$, calcula el valor numérico de x.

- A) 8°
 B) 9°
 C) 10°
 D) 12°
 E) 14°



34. Si $AE=EF$; $DE=2\sqrt{2}$ y CD es bisectriz del ángulo ACB. Calcula el valor numérico de AC.

- A) 4
 B) $4\sqrt{2}$
 C) $6\sqrt{2}$
 D) 8
 E) $8\sqrt{2}$



35. En un triángulo rectángulo ABC recto en B, se traza la mediana AM, tal que $m\angle CAB=2(m\angle AMB)$ y $AB=5$. ¿Cuál es la longitud de AC?

- A) 10 B) 15 C) 18 D) 20 E) 24

36. En un triángulo ABC, la prolongación de la altura AH interseca a la mediatriz de AC en el punto P, tal que $m\angle BPC= 90^\circ$ y $m\angle ABC=2(m\angle BCA)$. Calcula la medida del ángulo ACB.

- A) 20° B) 15° C) 24° D) 30° E) 18°

37. Se tiene un cuadrilátero ABCD, tal que $AB=BC=CD$, $m\angle BAD=70^\circ$ y $m\angle ABC=100^\circ$. ¿Cuál es el valor de la medida del ángulo CDA?

- A) 50° B) 45° C) 60° D) 53° E) 75°

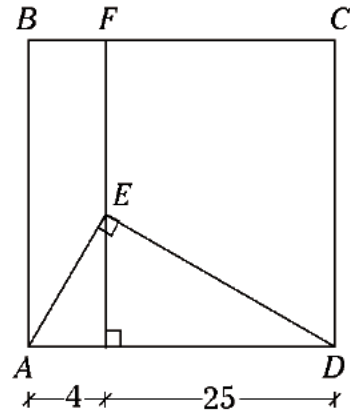
Tema: Relaciones métricas en el triángulo rectángulo

38. En un triángulo rectángulo ABC, recto en B, las medianas AM y BN son perpendiculares entre sí y $AM=3$. Calcula el valor de AC.

- A) 6 B) $2\sqrt{3}$ C) $3\sqrt{2}$ D) $4\sqrt{3}$ E) 12

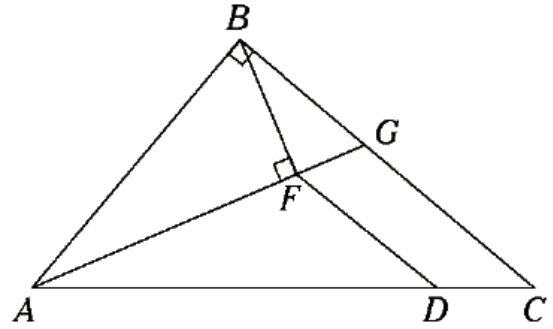
39. En el gráfico, ABCD es un cuadrado. Calcula el valor de FE.

- A) 17
- B) 18
- C) 19
- D) 15
- E) 16



40. Según el gráfico, BFDC es un trapecio isósceles, AF=12 y FG=3. Calcula el valor de AD.

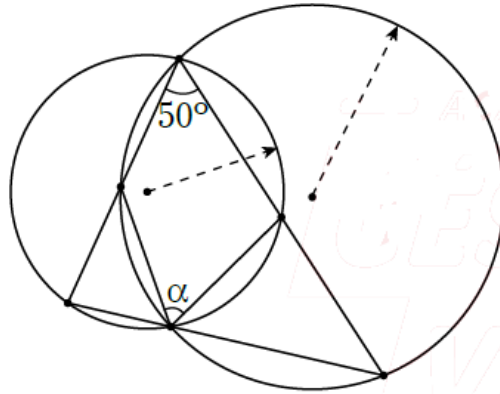
- A) 18
- B) 20
- C) 16
- D) 24
- E) 22



Tema: Circunferencias

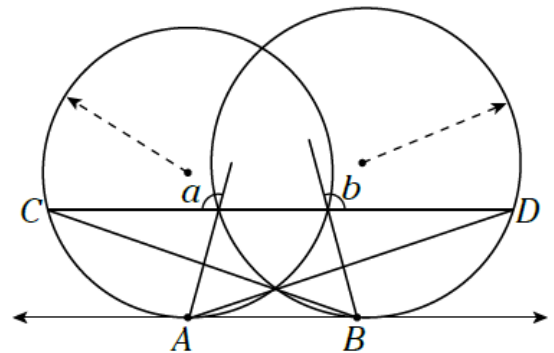
41. Del gráfico, calcula el valor numérico de α .

- A) 50°
- B) 80°
- C) 70°
- D) 40°
- E) 60°



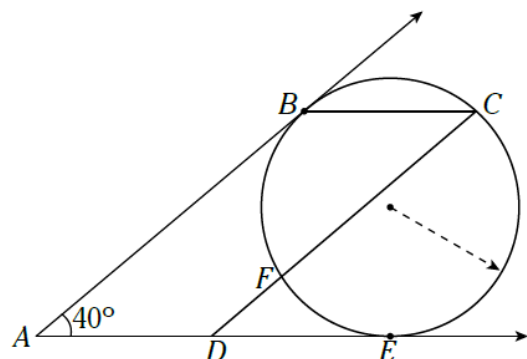
42. En el gráfico, A y B son puntos de tangencia, $AB \parallel CD$ y la medida del arco BD es igual a 80° . Calcula el valor numérico de $a + b$.

- A) 220°
- B) 240°
- C) 210°
- D) 200°
- E) 230°



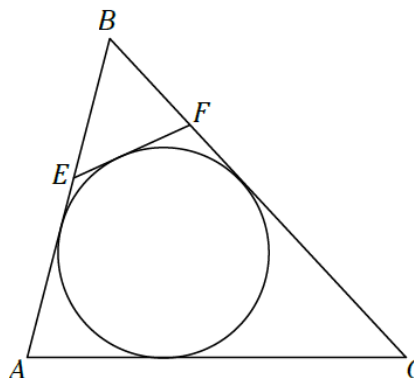
43. En el gráfico, B y E son puntos de tangencia y ABCD es un romboide. Calcula la medida del arco EF.

- A) 50°
- B) 40°
- C) 70°
- D) 60°
- E) 30°



44. En la figura, EF es tangente a la circunferencia inscrita en el triángulo ABC. Calcula el perímetro del triángulo EBF, si AB=10, BC=12 y AC=11.

- A) 8
- B) 9
- C) 10
- D) 11
- E) 13



45. Un polígono regular de 9 lados está inscrito a una circunferencia. Si la suma de la longitud de un lado y la longitud de la menor diagonal del polígono es 20, ¿cuál es la longitud de la mayor diagonal?

- A) 10
- B) 12
- C) 15
- D) 17
- E) 20

Tabla de respuestas de la semana 3									
31.	B	35.	B	39.	C	43.	D		
32.	C	36.	D	40.	D	44.	D		
33.	C	37.	A	41.	B	45.	E		
34.	A	38.	C	42.	A				
Tabla de firmas del padre de familia de control diario de la semana 3									
Lunes 15 de enero		Martes 16 de enero		Miércoles 17 de enero		Jueves 18 de enero		Viernes 19 de enero	

Semana 4

Tema: Razones trigonométricas

46. En un triángulo rectángulo ABC, recto en B, se tiene que: $\frac{Tg^2 A - Cos^2 C}{2a} = \frac{Ctg C \cdot Sen A}{3c}$

Calcula el valor numérico de: $k = \sqrt{5}TgA + 2SecC$

- A) 2
- B) 3
- C) 4
- D) 5
- E) 6

47. Si $Tg\alpha = (2Sen40^\circ + Cos50^\circ) \cdot Sec50^\circ$ tal que α es agudo. Calcula el valor numérico de: $C = \sqrt{10}Csc\alpha - Ctg\alpha$

- A) 7/3
- B) 2
- C) 1
- D) 5/3
- E) 3

48. Si:

$$Tg(40^\circ + x) \cdot Sen(50^\circ - x) = Cos(10^\circ + x)$$

$$Tg(2x - 5^\circ) \cdot Tgy = Tg1^\circ \cdot Tg2^\circ \cdot Tg3^\circ \dots Tg89^\circ$$

Calcula el valor numérico de $C = Sec^2(2x + 5^\circ) + Tg^2(y + 5^\circ) + Csc^2(y - x - 5^\circ)$

- A) 3
- B) 5
- C) 7
- D) 9
- E) 11

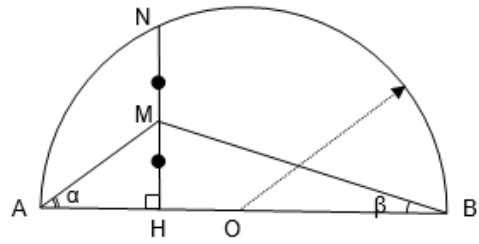
49. En un triángulo rectángulo ABC ($\hat{B} = 90^\circ$) se sabe que $Ctg \frac{A}{2} + Ctg \frac{C}{2} = 3CscA$. Calcula el valor numérico de:

$$L = TgA + CscC$$

- A) 1
- B) $\sqrt{2}$
- C) 3
- D) $\sqrt{3}$
- E) 2

50. En la semicircunferencia mostrada, calcular: $L = 2Tg\alpha + 6Tg\beta$, si $HB = 3AH$.

- A) $\sqrt{3}$
- B) $2\sqrt{3}$
- C) $3\sqrt{3}$
- D) 2
- E) 3



51. Resolver: $\frac{x + 3Tg45^\circ}{x - 3Tg45^\circ} = \frac{2Sen37^\circ + 1}{2Sen37^\circ - 1}$

- A) 1,2
- B) 2,4
- C) 3,6
- D) 4
- E) 5,8

52. En un triángulo rectángulo ABC, recto en C, se tiene: $\sqrt{\text{Sen}A \sqrt{\text{Sen}A \sqrt{\text{Sen}A}}} = (\text{Cos}B)^{\text{Sen}A}$

Calcula el valor numérico de $\text{Csc}A$.

- A) 8/7
- B) 12/11
- C) -1/2
- D) 1/3
- E) -1/7

53. En un triángulo isósceles los ángulos congruentes miden "α" cada uno y el lado desigual mide "L". ¿Cuál sería el área del triángulo?

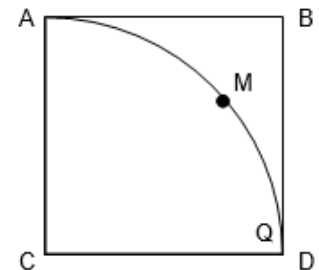
- A) $L^2 \text{tg}\alpha$
- B) $\frac{L^2}{2} \text{tg}\alpha$
- C) $\frac{L^2}{4} \text{tg}\alpha$
- D) $\frac{L^2}{2} \text{tg}^2\alpha$
- E) $\frac{L^2}{4} \text{tg}^2\alpha$

54. En un triángulo isósceles ABC ($AB = BC$); se traza la bisectriz interior del ángulo "A" que corta a BC en "D". Si las áreas de los triángulos ABD y DCA son S_1 y S_2 respectivamente. Hallar: $\frac{S_1}{S_2}$

- A) $\text{Sec}A$
- B) $3\text{Sec}A$
- C) $0,5\text{Sec}A$
- D) $2\text{Cos}A$
- E) $\text{Cos}A$

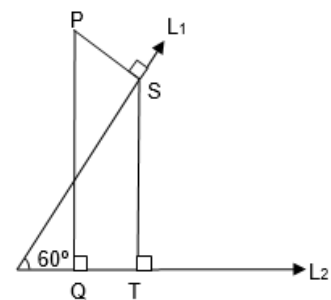
55. En la figura mostrada, si ABCD es un cuadrado, ADC un sector circular y M es el punto medio del arco AC entonces la tangente del ángulo MAB es:

- A) $-1 + \sqrt{2}$
- B) $1 + \sqrt{2}$
- C) 1
- D) $-1 + \sqrt{3}$
- E) $1 + \sqrt{3}$



56. En la figura $PS \perp L_1$; $PQ \perp L_2$; $ST \perp L_2$. Si $QT = 5\sqrt{3}$, hallar PS.

- A) 5
- B) $5\sqrt{3}$
- C) 10
- D) $10\sqrt{3}$
- E) $15\sqrt{3}$



Tema: Ángulos de elevación y depresión

57. Desde un punto en tierra se divide la parte alta del tercer piso de un edificio con un ángulo de elevación "α" y la parte baja del sexto piso con un ángulo de elevación "β". Si lo alto del edificio es visto con una elevación angular "θ", verificándose que: $Tg\theta = 2Tg\alpha + 3Tg\beta$. ¿Cuántos pisos tiene el edificio?

- A) 17
- B) 21
- C) 19
- D) 15
- E) 23

58. Desde un punto en tierra se divide lo alto de una torre de 50m de altura, con un ángulo de elevación de 12° ¿Qué distancia habría que acercarse, para que el ángulo de elevación sea de 48°? Si, además: $\text{Csc}24^\circ + \text{Csc}48^\circ = 3,804$.

- A) 152,16 m
- B) 57,06 m
- C) 159,768 m
- D) 190,2 m
- E) 228,24 m

59. Una persona localizada en A observa directamente al este y ve un OVNI con un ángulo de elevación de 45°. En el mismo instante otra persona localizada en B a 1 km directamente al oeste de A ve el mismo OVNI con un ángulo de elevación de 30°. Determine la distancia en km de la persona localizada en B al OVNI.

- A) 1,89
- B) 2,22
- C) 2,73
- D) 2,91
- E) 3,01

60. Un turista observa la parte más alta de la catedral de Trujillo con un ángulo de elevación θ , si este avanza una distancia igual al doble de la altura de la catedral en dirección a esta, observa el punto anterior on un ángulos de elevación α .
 Calcula el valor numérico de: $M = \text{Cot}\theta - \text{Cot}\alpha$.

A) 0,6

B) 1,2

C) 1,7

D) 2,5

E) N.A.

Tabla de respuestas de la semana 4							
46.	D	50.	B	54.	C	58.	D
47.	E	51.	C	55.	A	59.	C
48.	D	52.	A	56.	C	60.	E
49.	E	53.	C	57.	B		
Tabla de firmas del padre de familia de control diario de la semana 4							
Lunes 22 de enero	Martes 23 de enero	Miércoles 24 de enero	Jueves 25 de enero	Viernes 26 de enero			

Inventario de ejercicios, problemas y actividades de Comunicación (cuarto grado de secundaria) **(Apoyo a la recuperación académica 2017)**

Estimado estudiante:

Te proponemos el presente inventario de ejercicios y problemas (actividades para otras áreas) como un recurso de apoyo para el proceso de recuperación académica que debes seguir durante el mes de enero de 2018. Te pedimos tener presente, respecto al inventario, lo siguiente:

- Ha sido elaborado de acuerdo con el temario de la evaluación de salida del cuarto bimestre.
- Los ejercicios y problemas que se presenta en él han sido tomados de los documentos de trabajo del año escolar 2017 y de otras fuentes, pero que se ajustan a los contenidos del temario.
- Ha sido dosificado para ser desarrollado en cuatro semanas, de lunes a viernes, destinando para ello una hora diaria aproximadamente.
- Debe ser desarrollado en un cuaderno A4 (incluir carátula), el mismo que será revisado y evaluado por los docentes responsables de la evaluación de recuperación, asignándole un peso de 25 % en el resultado final de la recuperación como "evaluación de portafolio". De hecho, si no lo presentares desarrollado, se te asignará la nota mínima en evaluación de portafolio.
- Si los estudiantes requiriesen presentarse a la segunda oportunidad, podrán mejorar y volver a presentarlo desarrollado, prevaleciendo, en este caso, la segunda calificación. Si no lo hiciesen, mantendrán la calificación obtenida en la primera ocasión.
- En la tabla de control diario, el padre de familia debe firmar para apoyar y controlar el avance diario del estudiante en su desarrollo.
- No hemos incluido una calendarización específica para su desarrollo (fechas de inicio y fin), asumiendo que cada estudiante lo hará en coordinación con sus padres, considerando la realidad particular y los planes de la familia. En todo caso, el trabajo ha sido previsto para cuatro semanas.
- La primera oportunidad de evaluación será a fines de enero. La presentación del portafolio (inventario desarrollado) es obligatoria desde la primera oportunidad de evaluación.

Semana 1

Tema	Páginas	Ejercicios y actividades	Firma
Funciones de la literatura	2	Anexo 1	
Texto argumentativo	3	Anexo 2	
Estrategias lectoras: Campos de fresas	3	Anexo 3	
Oraciones incompletas	4	Anexo 4	

Semana 2

Tema	Páginas	Ejercicios y actividades	Firma
Literatura del romanticismo	5 - 6	Anexo 5	
Estrategias lectoras: Campos de fresas	6	Anexo 6	
Literatura del posmodernismo	7	Anexo 7	

Semana 3

Tema	Páginas	Ejercicios y actividades	Firma
Texto argumentativo	8	Anexo 8	
Estrategias lectoras: Campos de fresas	8	Anexo 9	
Plan de redacción	9	Anexo 10	
Literatura del indigenismo	10 - 11	Anexo 11	

Semana 4

Tema	Páginas	Ejercicios y actividades	Firma
Estrategias lectoras: Campos de fresas	11	Anexo 12	
Literatura del vanguardismo	11 - 12	Anexo 13	
Narrativa contemporánea	12 - 13	Anexo 14	

Anexo 1

FUNCIONES DE LA LITERATURA

Actividad

Instrucción. Lee los siguientes fragmentos de texto. Luego escribe en los recuadros el nombre de la función literaria que predomina en cada uno de ellos.

<<(…) Hijo mío, no te olvides de mi ley, y guarda en tu corazón mis mandamientos porque ellos te colmarán de largos días, de años de vida y de perpetua paz. No se aparte de ti la misericordia y la verdad: ponlas como collar en tu garganta, y estámpalas en las telas de tu corazón, y hallarás gracia y buena opinión delante de Dios y de los hombres (...)>>. **Proverbios - Antiguo Testamento**

Función literaria:

<<(…) Al entrar encontraron colgado en la pared el espléndido retrato de su amo como lo habían visto la última vez, en toda la maravilla de la juventud y la belleza. En el suelo yacía el hombre muerto, vestido de etiqueta, con un cuchillo clavado en el corazón. Estaba arrugado y viejo y tenía un rostro horrible. No fue sino después de examinar los anillos que reconocieron de quién se trataba (...)>>. **Oscar Wilde - El retrato de Dorian Gray**

Función literaria:

<<(…) Ya había tenido varios accidentes y su Volvo andaba siempre abollado, despintado, las lunas rajadas. Te matarás, corazón, no hagas locuras... Muchacho, hasta cuándo no iba a cambiar, otra palomillada y no le daría un centavo más, que recapacitara y se enmendara; si no por ti, por su madre; se lo decía por su bien (...)>>. **Mario Vargas Llosa - Los cachorros**

Función literaria:

<<Los suspiros son aire y van al aire.
Las lágrimas son agua y van al mar.
Dime, mujer, cuando el amor se olvida,
¿sabes tú adónde va?>>. **Gustavo Adolfo Bécquer - Rimas**

Función literaria:

<<(…) En el mundo natural abundan las más perfectas analogías con lo inmaterial y así se le ha dado algún viso de verdad al dogma retórico de que la metáfora o el símil pueden emplearse con el fin de reforzar un argumento o con el de embellecer una descripción (...)>>. **Edgar Allan Poe - La carta robada**

Función literaria:

Anexo 3

ESQUEMA DE ANÁLISIS LITERARIO: CAMPOS DE FRESAS

I. Completa el esquema de análisis literario (capítulos del 1 al 40).

ELEMENTOS EXTRÍNSECOS	ELEMENTOS INTRÍNSECOS: NIVEL LITERAL	NIVEL INFERENCIAL
1.1. Género 1.2. Especie 1.3. Autor 1.4. Nacionalidad 1.5. Forma de composición	1.6. Narrador 1.7. Tiempo 1.8. Escenarios 1.9. Personajes: principales y secundarios 1.10. Hechos principales	1.11. Ideas principales

II. Responde a las preguntas formuladas a continuación.

- 2.1. ¿Con qué hecho inicia la novela?
- 2.2. ¿Con qué finalidad los jóvenes consumieron esa sustancia?
- 2.3. ¿Qué problema ocurrió?
- 2.4. ¿Cómo se sintieron los jóvenes después de la reacción de Luciana?

Anexo 4

ORACIONES INCOMPLETAS

1. Encierra con una circunferencia la alternativa que contiene los términos que completen y les brinden coherencia y cohesión a las oraciones propuestas.

1.1. Bajo una atmósfera de solemnidad y _____ el acusado ingresó; su presencia desató _____ entre la multitud.

- A. pesar - sofocamiento C. devoción - murmullos E. expectativa - comentarios
B. recogimiento - diálogos D. sorpresa - silbidos

1.2. El flujo de la saliva es _____ producida por la presencia del alimento en la boca; más tarde se origina por la imagen o el _____ del alimento.

- A. inicialmente - olor C. principalmente - contacto E. primeramente - sabor
B. originalmente - gusto D. casualmente - deseo

1.3. Las _____ le sirvieron de terapia, porque no solo describían la belleza, sino también estados de _____; lo bello se teñía de sentimiento..

- C. poesías - ánimo C. metáforas - sentimientos E. novelas - serenidad
D. ideas - emoción D. alabanzas - alteración

1.4. Aquella acción _____ llamó la atención de todos produciendo un vago sentimiento y _____ entre el auditorio.

- C. deshonrosa - censura C. maravillosa - aplausos E. inesperada - rechazo
D. inusual - comentarios D. injusta - repudio

- 1.5. Hay ciertos _____ que tendrían que _____ en la actualidad, pues no tienen ningún fundamento. Por ejemplo, la idea de que todo artista lleva una vida bohemia.
- A. juicios - eliminarse C. prejuicios - desterrarse E. principios - olvidarse
B. pensamientos - renovarse D. ideales - asumirse
- 1.6. Al identificar las _____ de los objetos y sus relaciones, la ciencia logra describir, _____ y predecir los fenómenos.
- A. formas - conocer C. características - explicar E. variaciones - analizar
B. dimensiones - medir D. proyecciones - observar
- 1.7. Sus últimas cartas reflejaban una _____ tan profunda que no se parecían a aquellas escritas en nuestros días de _____
- A. depresión - sosiego C. brusquedad - colegio E. indiferencia - inspiración
B. amistad - conflictos D. melancolía - felicidad
- 1.8. Todo placer por el hecho de encontrarse en la naturaleza es un _____, pero no todo placer es digno de ser _____
- A. bien - elegido C. complemento - rechazado E. estímulo - renovado
B. efecto - practicado D. beneficio - satisfecho
- 1.9. El _____ no es alguien capaz de descubrir la verdad, es alguien que viste con _____ más expresivos una verdad ya encontrada.
- A. ignorante - mitos C. literato - relatos E. lógico - signos
B. campesino - adagios D. artista - símbolos

LITERATURA DEL ROMANTICISMO

Instrucción. Lee el texto propuesto a continuación aplicando las técnicas para la comprensión lectora. Luego desarrolla las indicaciones.

EL ALACRÁN DE FRAY GÓMEZ (RICARDO PALMA)

<<(…) Este era un lego contemporáneo de don Juan de la Pipirindica, el de la valiente pica, y de San Francisco Solano; el cual lego desempeñaba en Lima en el convento de los padres seráficos las funciones de refitolero en la enfermería u hospital de los devotos frailes. El pueblo lo llamaba fray Gómez, y fray Gómez lo llaman las crónicas conventuales, y la tradición lo conoce por fray Gómez. Creo que hasta en el expediente que para su beatificación y canonización existe en Roma, no se le da otro nombre.

Fray Gómez hizo en mi tierra milagros a mantas, sin darse cuenta de ellos y como quien no quiere la cosa. Era de suyo milagrero como aquel que hablaba en prosa sin sospecharlo.

Sucedió que un día iba el lego por el puente, cuando un caballo desbocado arrojó sobre las losas al jinete. El infeliz quedó patitioso, con la cabeza hecha una criba y arrojando sangre por boca y narices.

- ¡Se descalabró, se descalabró! -gritaba la gente-. ¡Que vayan al San Lázaro por el santo óleo!

Y todo era bullicio y alharaca.

Fray Gómez acercose pausadamente al que yacía en tierra, púsole sobre la boca el cordón de su hábito, échole tres bendiciones, y sin más médico ni más botica, el descalabrado se levantó tan fresco como si golpe no hubiera recibido.

- ¡Milagro, milagro! ¡Viva Fray Gómez! -exclamaron los infinitos espectadores, y en su entusiasmo intentaron llevar en triunfo al lego. Este, para sustraerse a la popular ovación, echó a correr camino de su convento y se encerró en su celda.

La crónica franciscana cuenta esto último de manera distinta. Dice que fray Gómez, para escapar de sus aplaudidores, se elevó en los aires y voló desde el puente hasta la torre de su convento. Yo ni lo niego ni lo afirmo. Puede que sí, y puede que no. Tratándose de maravillas, no gasto tinta en defenderlas ni en refutarlas.

Aquel día estaba fray Gómez en vena de hacer milagros; pues cuando salió de su celda se encaminó a la enfermería, donde encontró a San Francisco Solano acostado sobre una tarima, víctima de una furiosa jaqueca. Pulsó el lego, y le dijo:

- Su paternidad está muy débil, y haría bien en tomar algún alimento.

- Hermano -contestó el santo-, no tengo apetito.

- Haga un esfuerzo, reverendo padre, y pase siquiera un bocado.

Y tanto insistió el refitolero, que el enfermo, por libertarse de exigencias que picaban ya en majadería, ideó pedirle lo que hasta para el virrey habría sido imposible conseguir, por no ser la estación propicia para satisfacer el antojo.

- Pues mire, hermanito, solo comería con gusto un par de pejerreyes.

Fray Gómez metió la mano derecha dentro de la manga izquierda, y sacó un par de pejerreyes tan fresquitos que parecían acabados de salir del mar.

- Aquí los tiene su paternidad, y que en salud se le conviertan. Voy a guisarlos.

Y ello es que con los benditos pejerreyes quedó San Francisco curado como por ensalmo.

Me parece que estos dos milagritos, de que incidentalmente me he ocupado, no son paja picada. Dejo en mi tintero otros muchos de nuestro lego, porque no me he propuesto relatar su vida y milagros.

Sin embargo, apuntaré, para satisfacer curiosidades exigentes, que sobre la puerta de la primera celda del pequeño claustro que hasta hoy sirve de enfermería, hay un lienzo pintado al óleo representando estos dos milagros, con la siguiente inscripción:

«El venerable fray Gómez.- Nació en Extremadura en 1560. Vistió el hábito en Chuquisaca en 1580. Vino a Lima en 1581.- Enfermero fue cuarenta años, ejercitando todas las virtudes, dotado de favores y dones celestiales. Fue su vida un continuado milagro. Falleció el 2 de mayo de 1631, con fama de santidad. El año siguiente se colocó el cadáver en la capilla de Aranzazu, y en 13 de octubre de 1810 se pasó, bajo del altar mayor, a la bóveda a donde son sepultados los padres del convento. Presenció la traslación de los restos el señor doctor don Bartolomé María de las Heras. Se restauró este venerable retrato en 30 de noviembre de 1882 por M. Zamudio».

II

Estaba una mañana fray Gómez en su celda entregado a la meditación, cuando dieron a la puerta unos discretos golpecitos, y una voz de quejumbroso timbre dijo:

- Deo gratias... ¡Alabado sea el Señor!...

- Por siempre jamás, amén. Entre, hermanito -contestó fray Gómez.

Y penetró en la humildísima celda un individuo algo desarrapado, vera efigies del hombre a quien acongojan pobrezas; pero en cuyo rostro se dejaba adivinar la proverbial honradez del castellano viejo.

Todo el mobiliario de la celda se componía de cuatro sillones de vaqueta, una mesa mugrienta y una tarima sin colchón, sábanas ni abrigo, y con una piedra por cabezal o almohada.

- *Tome asiento, hermano, y dígame sin rodeos lo que por acá le trae -dijo fray Gómez.*
- *Es el caso, padre, que yo soy hombre de bien a carta cabal...*
- *Se le conoce y que persevere deseo, que así merecerá en esta vida terrena la paz de la conciencia, y en la otra la bienaventuranza.*
- *Y es el caso que soy buhonero, que vivo cargado de familia y que mi comercio no cunde por falta de medios, que no por holgazanería y escasez de industria en mí.*
- *Me alegro, hermano, que a quien honradamente trabaja Dios le acude.*
- *Pero es el caso, padre, que hasta ahora Dios se me hace el sordo, y en acorrerme tarda...*
- *No desespere, hermano, no desespere.*
- *Pues es el caso que a muchas puertas he llegado en demanda de habitación por quinientos duros, y todas las he encontrado con cerrojo y cerrojillo. Y es el caso que anoche, en mis cavilaciones, yo mismo me dije a mí mismo: «¡Ea!, Jeromo, buen ánimo y vete a pedirle el dinero a fray Gómez; que si él lo quiere, mendicante y pobre como es, medio encontrará para sacarte del apuro». Y es el caso que aquí estoy porque he venido, y a su paternidad le pido y ruego que me preste esa puchuela por seis meses, seguro que no será por mí por quien se diga:*

**En el mundo hay devotos
de ciertos santos:
la gratitud les dura
lo que el milagro;
que un beneficio
da siempre vida a ingratos
desconocidos.**

- *¿Cómo ha podido imaginarse, hijo, que en esta triste celda encontrará ese caudal?*
- *Es el caso, padre, que no acertaría a responderle; pero tengo fe en que no me dejará ir desconsolado.*
- *La fe lo salvará, hermano. Espere un momento.*

Y paseando los ojos por las desnudas y blanqueadas paredes de la celda, vio un alacrán que caminaba tranquilamente sobre el marco de la ventana. Fray Gómez arrancó una página de un libro viejo, dirigióse a la ventana, cogió con delicadeza a la sabandija, la envolvió en el papel, y tornándose hacia el castellano viejo le dijo:

- *Tome, buen hombre, y empeine esta alhajita; no olvide, sí, devolvérmela dentro de seis meses.*

El buhonero se deshizo en frases de agradecimiento, se despidió de fray Gómez, y más que de prisa se encaminó a la tienda de un usurero.

La joya era espléndida, verdadera alhaja de reina morisca, por decir lo menos. Era un prendedor figurando un alacrán. El cuerpo lo formaba una magnífica esmeralda engarzada sobre oro, y la cabeza un grueso brillante con dos rubíes por ojos.

El usurero, que era hombre conocedor, vio la alhaja con codicia, y ofreció al necesitado adelantarle dos mil duros por ella; pero nuestro español se empeñó en no aceptar otro préstamo que el de quinientos duros por seis meses, y con un interés judaico, se entiende. Extendieronse y firmáronse los documentos o papeletas de estilo, acariciando el agiotista la esperanza de que a la postre el dueño de la prenda acudiría por más dinero, que con el recargo de intereses lo convertiría en propietario de joya tan valiosa por su mérito intrínseco y artístico.

Y con este capitalito fuele tan prósperamente en su comercio, que a la terminación del plazo pudo desempeñar la prenda, y envuelta en el mismo papel en que la recibiera, se la devolvió a fray Gómez.

Este tomó el alacrán, lo puso sobre el alféizar de la ventana, le echó una bendición, y dijo:

- *Animalito de Dios, sigue tu camino.*

Y el alacrán echó a andar libremente por las paredes de la celda.

**Y vieja, pelleja,
aquí dio fin la conseja.**

1. ¿Cuál es la intención del autor de la tradición?
2. Identifica dos hechos principales y las ideas que se infieren de estos.
3. Propón la definición de hombre para los protagonistas de la tradición.
4. ¿Qué mensaje presenta la tradición?
5. Identifica en la tradición, por lo menos, dos características de la literatura del Romanticismo y una característica principal del autor. Luego transcríbelas a tu portafolio y fundamenta el trabajo realizado.
6. Identifica, por lo menos, dos funciones literarias en la tradición. Transcríbelas a tu portafolio y fundamenta el trabajo realizado.

Anexo 6

ESQUEMA DE ANÁLISIS LITERARIO: CAMPOS DE FRESAS

1. Completa el esquema de análisis literario (capítulos 41 al 56).

<p>ELEMENTOS INTRÍNSECOS</p> <p>NIVEL LITERAL</p> <p>1.1. Narrador</p> <p>1.2. Tiempo</p> <p>1.3. Escenarios</p> <p>1.4. Personajes: principales y secundarios</p> <p>1.5. Hechos principales</p>	<p>NIVEL INFERENCIAL</p> <p>1.6. Ideas principales</p>
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2. Responde a las preguntas formuladas a continuación.

- 2.1. ¿Por qué los investigadores consideraban a la sustancia, que consumieron los jóvenes, más peligrosa?
- 2.2. ¿Qué función cumplía Policarpo García dentro de la obra?, ¿qué le preocupaba?
- 2.3. Elabora una definición de hombre a partir del personaje de Alex.
- 2.4. ¿Qué tenía Loreto?, ¿cómo estaba destruyendo su vida?

Anexo 7

LITERATURA DEL POSMODERNISMO

Instrucción. Lee las estrofas propuestas. Luego, desarrolla las indicaciones propuestas en tu portafolio.

LA DANZA DE LAS HORAS (Abraham Valdelomar)

*<<Hoy, que está la mañana fresca, azul y lozana;
hoy, que parece un niño juguetón la mañana,
y el sol parece como que quisiera subir
corriendo por las nubes, en la extensión lejana,
hoy quisiera reír...*

*Hoy, que la tarde está dorada y encendida;
en que cantan los campos una canción de vida,
bajo el cóncavo cielo que se copia en el mar,
hoy, la Muerte parece que estuviera dormida,
hoy quisiera besar...*

*Hoy, que la Luna tiene un color ceniciento;
hoy, que me dice cosas tan ambiguas el viento,*

Anexo 9

ESQUEMA DE ANÁLISIS LITERARIO: CAMPOS DE FRESAS

1. Completa el esquema de análisis literario (capítulos del 57 al 71).

ELEMENTOS INTRÍNSECOS	NIVEL INFERENCIAL
NIVEL LITERAL 1.1. Narrador 1.2. Tiempo 1.3. Escenarios 1.4. Personajes: principales y secundarios 1.5. Hechos principales	1.6. Ideas principales

2. Responde a las preguntas formuladas a continuación.

- 2.1. Según Mariano Zapata, ¿por qué era importante que se publicara la historia de Luciana?
- 2.2. ¿Cuál es su principal objetivo de Mariano Zapata?, ¿qué opinas sobre él?
- 2.3. ¿Qué piensas del comportamiento de Julia, la hermana de Raúl, ante la presencia de Eloy?
- 2.4. ¿Consideras que la actitud de Julia se relaciona con la de Raúl? Explica.
- 2.5. ¿Quién era Raúl?, ¿por qué lo buscaba Eloy?
- 2.6. Propón una definición de ser humano para Raúl.

Anexo 10

PLAN DE REDACCIÓN

1. Encierra con una circunferencia la alternativa que contenga el orden coherente en el que deben ubicarse los enunciados propuestos para formar un texto.

1.1. Charles Chaplin

- a. Fue un creador completo, quizá el primero en la cronología cinematográfica.
- b. "Charlot" es un personaje universal creado por él y que se caracteriza por ser un pequeño vagabundo.
- c. Charles Chaplin es un legendario artista, que destacó en la actuación a nivel mundial.
- d. El personaje creado por Chaplin brilló en películas como: "El gran dictador", "El peregrino", y muchas más.
- e. Gran director, guionista, músico y productor.

El orden de los enunciados es:

- A. c - a - b - d - e C. e - a - b - d - c E. e - b - d - c - a
B. e - b - c - a - d D. c - a - e - b - d

1.2. Cómo enfocar los errores

- a. Se ha generalizado la valoración negativa de la palabra "error"
- b. Si no hubiésemos aprendido de nuestros errores hoy, todavía, estaríamos gateando.
- c. Sin embargo, recuerde que un error sólo es negativo cuando no aprendemos de él.
- d. Normalmente, asociamos el error con términos negativos como "malo" o "destrutivo".

El orden de los enunciados es:

- A. d - a - b - c C. a - d - c - b E. b - c - a - d
B. d - b - c - a D. a - b - c - d

1.3. Según el cristal con que se mire

- a. En cambio, un niño que lo observa desde la orilla puede percibirlo cercano, juguetón, con crestas espumosas.
- b. Todas estas experiencias son aceptables; todas son experiencias sobre el mismo mar.
- c. Podemos decir que conocemos el mar, pero alguien que lo frecuenta, desde el peñón, lo ve amplio, lejano, majestuoso.
- d. Todo conocimiento proviene de alguno de los múltiples marcos de referencia que existen.

El orden de los enunciados es:

- A. c - a - b - d C. c - a - d - b E. d - b - c - a
B. a - c - d - b D. d - c - a - b

1.4. Miguel Ángel, el artista único

- Dejó además varias obras monumentales sin terminar.
- Es el más famoso artista del renacimiento y tal vez de la historia.
- Tal como su compatriota Leonardo da Vinci, fue genial en todos los ámbitos del arte.
- Entre sus obras se destaca "La Piedad", "El Moisés", en escultura y en pintura los frescos del techo de la Capilla Sixtina.
- Muchos han tratado de emularlo, pero no han podido.

El orden de los enunciados es:

A. c - d - a - b - e

B. d - b - a - e - c

C. b - a - c - d - e

D. a - c - b - e - d

E. b - c - d - a - e

Anexo 11

LITERATURA DEL INDIGENISMO

Instrucción. Lee el texto propuesto a continuación aplicando las técnicas para la comprensión lectora. Luego desarrolla las indicaciones.

Agua (José María Arguedas)

<<Pantacha cambió de tonada; terminó de golpe "Utek'pampa" y empezó a tocar el huayno de la cosecha.
- ¡Cosecha! ¡Cosecha!

**Taytakuna, mamakuna:3
los picaflores reverberan en el aire,
los toros están peleando en la pampa,
las palomas dicen: ¡tinyay tinyay!
porque hay alegría en sus pechitos.
Taytakuna, mamakuna**

- *Sanjuankuna: están haciendo rabiarse a Taytacha Dios con el baile. Cuando la tierra está seca, no hay baile. Hay que rezar al patrón San Juan para que mande lluvia.
El tayta Vilkas resonó desde el extremo del corredor: acababa de llegar a la plaza y la alegría de los comuneros le dio cólera.
El tayta Vilkas era un indio viejo, amiguero de los mistis⁴ principales. Vivía con su mujer en una cueva grande, a dos leguas del pueblo. Don Braulio, el rico de San Juan, dueño de la cueva, le daba terrenitos para que sembrara papa y maíz.
A don Vilkas le respetaban casi todos los comuneros. En los repartos de agua, en la distribución de cargos para las fiestas, siempre hablaba don Vilkas. Su cara era seria, su voz medio ronca, y miraba con cierta autoridad en los ojos. Los escoleros se asustaron al oír la voz de don Vilkas; como avergonzados se reunieron junto a los pilares blancos y se quedaron callados. Los comuneros subieron al corredor; se sentaron en hilera sobre los poyos, sin decir nada. Casi todas las mujeres se fueron a los otros corredores, para conversar allí, lejos de don Vilkas. Pantaleoncha puso su corneta sobre el empedrado.*
- *Don Vilkas es enemigo de nosotros. Mírale nomás su cara; como de misti es, molesto.*
- *Verdad, Pantacha. Don Vilkas no es cariñoso con los mak'tillos; su cara es como de toro peleador; así serio es. Yo y el cornetero seguimos sentados en el filo del corredor.
Ramoncha, Froylán, Jacinto y Bernaco, conversaban en voz baja, agachados junto al primer pilar del corredor; de rato en rato nos miraban.*
- *Seguro de don Vilkas están hablando.*
- *Seguro
Los comuneros charlaban en voz baja, como si tuvieran miedo de fastidiar a alguien. El viejo apoyó su hombro en la puerta de la escuela y se puso a mirar el cerro del frente.*

El cielo se hizo más claro, las pocas nubes se elevaban al centro del espacio e iban poniéndose cada vez más blancas.

- *A ver, rejonero –ordenó don Vilkas.*
- *Yo estoy de rejón, tayta –contestó Felischa.*
- *Corre donde don Córdova, pídele el rejón y mata a los chanchitos mostrencos.*

Hoy es domingo.

- *Está bien, tayta.*

Felischa tiró las puntas de su poncho sobre el hombro y se fue en busca del rejón.

- *Si hay chanco de principal, mata nomás –gritó Pantacha cuando el rejonero ya iba por el centro de la plaza.*
- *¡Ya que!*

Volteamos la cara para mirar a don Vilkas: estaba rabioso.

- *¡Qué dices, tayta! – le habló Pantacha.*
- *¡Principal es respeto, mak'ta cornetero!*

- *Pero chanco de principal también orina en las calles y en la puerta de la iglesia.*

Después de esto le dimos la espalda al viejo de Ork'otuna. Pantacha levantó su corneta y empezó a tocar una tonada de las punas. De vez en cuando nomás Pantacha se acordaba de sus tonadas de Wanakupampa. Por las noches en su choza, hacía llorar en su corneta la música de los comuneros que viven en las altas llanuras. En el silencio de la oscuridad esas tonadas llegaban a los oídos, como los vientos fríos que corretean en los pajonales (...)>>.

1. Busca en el diccionario el significado de las palabras desconocidas. Escríbelas en tu portafolio y redacta una oración con cada una de ellas.
2. ¿Cuál es la intención del autor del cuento?
3. Identifica dos hechos principales y las ideas que se infieren de estos.
4. Propón la definición de hombre para las protagonistas del fragmento del cuento.
5. ¿Qué mensaje presenta el fragmento leído?
6. Identifica en el cuento, por lo menos, dos características de la literatura del indigenismo. Luego transcríbelas a tu portafolio y fundamenta el trabajo realizado.
7. Identifica, por lo menos, dos funciones literarias en el cuento. Transcríbelas a tu portafolio y fundamenta el trabajo realizado.

Anexo 12

ESQUEMA DE ANÁLISIS LITERARIO: CAMPOS DE FRESAS

1. **Completa el esquema de análisis literario (capítulos del 72 al 95).**

ELEMENTOS INTRÍNSECOS	NIVEL INFERENCIAL
NIVEL LITERAL	1.5. Ideas principales
1.1. Narrador	1.6. Tema
1.2. Tiempo	1.7. Mensaje
1.3. Escenarios	NIVEL CRÍTICO
1.4. Personajes: principales y secundarios	1.8. Apreciación crítica
1.5. Hechos principales	

2. **Responde a las preguntas formuladas a continuación.**

- 2.1. ¿De qué se enorgullecía Mariano Zapata?, ¿qué actitud prevalece en la vida de este personaje?
- 2.2. ¿Por qué Gaspar Valls quedó tan impactado por la actitud de Mariano Zapata?
- 2.3. Redacta una etopeya y la definición de ser humano para Mariano Zapata.
- 2.4. ¿Cómo encontraron los jóvenes a Policarpo?
- 2.5. Al final de la persecución, ¿qué ocurrió con Policarpo?, ¿qué hizo?
- 2.6. Mientras estaba en coma, ¿qué imaginaba Luciana?
- 2.7. ¿Crees que la vida, en algunas ocasiones, se puede comparar con un juego de ajedrez? Explica.

Anexo 13

LITERATURA DEL VANGUARDISMO

Instrucción. Lee las estrofas propuestas. Luego, desarrolla las indicaciones propuestas en tu portafolio.

TRILCE - POEMA LVI (César Vallejo)

<< Todos los días amanezco a ciegas
a trabajar para vivir; y tomo el desayuno,
sin probar ni gota de él, todas las mañanas.
Sin saber si he logrado, o más nunca,
algo que brinca del sabor
o es sólo corazón y que ya vuelto, lamentará
hasta dónde esto es lo menos.

El niño crecería ahíto de felicidad
oh albas,
ante el pesar de los padres de no poder dejarnos
de arrancar de sus sueños de amor a este mundo;
ante ellos que, como Dios, de tanto amor
se comprendieron hasta creadores
y nos quisieron hasta hacernos daño.

Flecos de invisible trama,
dientes que huronean desde la neutra emoción,
pilares
libres de base y coronación,
en la gran boca que ha perdido el habla.

Fósforo y fósforo en la oscuridad,
lágrima y lágrima en la polvareda>>.

1. Identifica en el poema LVI, por lo menos, dos características de la literatura del vanguardismo y una característica principal del autor. Luego transcríbelas a tu portafolio y fundamenta el trabajo realizado.
2. Identifica, por lo menos, dos funciones literarias en el poema LVI. Transcríbelas a tu portafolio y fundamenta el trabajo realizado.

Anexo 14

NARRATIVA CONTEMPORÁNEA

Instrucción. Lee el texto propuesto a continuación aplicando las técnicas para la comprensión lectora. Luego desarrolla las indicaciones.

Los gallinazos sin plumas (Julio Ramón Ribeyro)

<<A las seis de la mañana la ciudad se levanta de puntillas y comienza a dar sus primeros pasos. Una fina niebla disuelve el perfil de los objetos y crea como una atmósfera encantada. Las personas que recorren la ciudad a esta hora parece que están hechas de otra sustancia, que pertenecen a un orden de vida fantasmal. Las beatas se arrastran penosamente hasta desaparecer en los pórticos de las iglesias. Los noctámbulos, macerados por la noche, regresan a sus casas envueltos en sus bufandas y en su melancolía. Los basureros inician por la avenida Pardo su paseo siniestro, armados de escobas y de carretas. A esta hora se ve también obreros caminando hacia el tranvía, policías bostezando contra los árboles, canillitas morados de frío, sirvientas sacando los cubos de basura. A esta hora, por último, como a una especie de misteriosa consigna, aparecen los gallinazos sin plumas. A esta hora el viejo don Santos se pone la pierna de palo y sentándose en el colchón comienza a berrear:

- ¡A levantarse! ¡Efraín, Enrique! ¡Ya es hora!

Los dos muchachos corren a la acequia del corralón frotándose los ojos legañosos. Con la tranquilidad de la noche el agua se ha remansado y en su fondo transparente se ven crecer yerbas y deslizarse ágiles infusorios. Luego de enjuagarse la cara, coge cada cual su lata y se lanzan a la calle. Don Santos, mientras tanto, se aproxima al chiquero y con su larga vara golpea el lomo de su cerdo que se revuelca entre los desperdicios.

- ¡Todavía te falta un poco, marrano! Pero aguarda no más, que ya llegará tu turno.

Efraín y Enrique se demoran en el camino, trepándose a los árboles para arrancar moras o recogiendo piedras, de aquellas filudas que cortan el aire y hieren por la espalda. Siendo aún la hora celeste llegan a su dominio, una larga calle ornada de casas elegantes que desemboca en el malecón.

Ellos no son los únicos. En otros corralones, en otros suburbios alguien ha dado la voz de alarma y muchos se han levantado. Unos portan latas, otros cajas de cartón, a veces sólo basta un periódico viejo. Sin conocerse forman una especie de organización clandestina que tiene repartida toda la ciudad. Los hay que merodean por los edificios públicos, otros han elegido los parques o los muladares. Hasta los perros han adquirido sus hábitos, sus itinerarios, sabiamente aleccionados por la miseria.

Efraín y Enrique, después de un breve descanso, empiezan su trabajo. Cada uno escoge una acera de la calle. Los cubos de basura están alineados delante de las puertas. Hay que vaciarlos íntegramente y luego comenzar la exploración. Un cubo de basura es siempre una caja de sorpresas. Se encuentran latas de sardinas, zapatos viejos, pedazos de pan, pericotes muertos, algodones inmundos. A ellos sólo les interesan los restos de comida. En el fondo del chiquero, Pascual recibe cualquier cosa y tiene predilección por las verduras ligeramente descompuestas. La pequeña lata de cada uno se va llenando de tomates podridos, pedazos de sebo, extrañas salsas que no figuran en ningún manual de cocina. No es raro, sin embargo, hacer un hallazgo valioso. Un día Efraín encontró unos tirantes con los que fabricó una honda. Otra vez una pera casi buena que devoró en el acto. Enrique, en cambio, tiene suerte para las cajitas de remedios, los pomos brillantes, las escobillas de dientes usadas y otras cosas semejantes que colecciona con avidez.

Después de una rigurosa selección regresan la basura al cubo y se lanzan sobre el próximo. No conviene demorarse mucho porque el enemigo siempre está al acecho. A veces son sorprendidos por las sirvientas y tienen que huir dejando regado su botín. Pero, con más frecuencia, es el carro de la Baja Policía el que aparece y entonces la jornada está perdida.

Cuando el sol asoma sobre las lomas, la hora celeste llega a su fin. La niebla se ha disuelto, las beatas están sumidas en éxtasis, los noctámbulos duermen, los canillitas han repartido los diarios, los obreros trepan a los andamios. La luz desvanece el mundo mágico del alba. Los gallinazos sin plumas han regresado a su nido.

Don Santos los esperaba con el café preparado.

- A ver, ¿qué cosa me han traído?

Husmeaba entre las latas y si la provisión estaba buena hacía siempre el mismo comentario:

- Pascual tendrá banquete hoy día.

Pero la mayoría de las veces estallaba:

- ¡Idiotas! ¿Qué han hecho hoy día? ¡Se han puesto a jugar seguramente! ¡Pascual se morirá de hambre!

Ellos huían hacia el emparrado, con las orejas ardientes de los pescozones, mientras el viejo se arrastraba hasta el chiquero. Desde el fondo de su reducto el cerdo empezaba a gruñir. Don Santos le aventaba la comida (...)>>.

1. ¿Cuál es la intención del autor del cuento?
2. Identifica dos hechos principales y las ideas que se infieren de estos.
3. Propón la definición de hombre para los protagonistas del cuento.
4. ¿Qué mensaje presenta el cuento leído?
5. Identifica en el cuento, por lo menos, dos características de la narrativa contemporánea y una característica principal del autor. Luego transcríbelas a tu portafolio y fundamenta el trabajo realizado.
6. Identifica, por lo menos, dos funciones literarias el cuento. Transcríbelas a tu portafolio y fundamenta el trabajo realizado.



Inventario de actividades de Inglés (nivel: STARTER) (Apoyo a la recuperación académica 2017)

Estimado estudiante:

Te proponemos el presente inventario de actividades como un recurso de apoyo para el proceso de recuperación académica que debes seguir durante el mes de enero de 2018. Te pedimos tener presente, respecto al inventario, lo siguiente:

- Ha sido elaborado de acuerdo con un temario anual, el cual considera los cuatro bimestres (25 % c/u).
- Las actividades que se presenta en él han sido tomadas de documentos de trabajo, libros del año escolar 2017 y de otras fuentes, pero que se ajustan a los contenidos del temario anual.
- Ha sido dosificado para ser desarrollado en cuatro semanas, de lunes a viernes, destinando para ello una hora diaria aproximadamente.
- El estudiante debe imprimir los documentos que serán desarrollados, archivados y presentados en un fólter manila tamaño oficio (incluir carátula), el mismo que será revisado y evaluado por los docentes responsables de la evaluación de recuperación, asignándole un peso de 25 % en el resultado final de la recuperación como “evaluación de portafolio”. De hecho, si no lo presentases desarrollado, se te asignará la nota mínima en evaluación de portafolio.
- Si los estudiantes requiriesen presentarse a la segunda oportunidad, podrán mejorar y volver a presentarlo desarrollado, prevaleciendo, en este caso, la segunda calificación. Si no lo hiciesen, mantendrán la calificación obtenida en la primera ocasión.
- En la tabla de control diario, el padre de familia debe firmar para apoyar y controlar el avance diario del estudiante en su desarrollo.
- No hemos incluido una calendarización específica para su desarrollo (fechas de inicio y fin), asumiendo que cada estudiante lo hará en coordinación con sus padres, considerando la realidad particular y los planes de la familia. En todo caso, el trabajo ha sido previsto para cuatro semanas.
- La primera oportunidad de evaluación será a fines de enero. La presentación del portafolio (inventario desarrollado) es obligatoria desde la primera oportunidad de evaluación.

Semana 1

Bimestre 1

Unit 2

Grammar: to be (negative, singular and plural); to be (questions and short answers); object pronouns

Vocabulary: adjectives to describe feelings; positive and negative adjectives.

Semana 2

Bimestre 2

Unit 5

Grammar: present simple: affirmative, negative and interrogative forms; adverbs of frequency;

Vocabulary: free-time activities, gadgets

Semana 3

Bimestre 3

Unit 8

Grammar: Present continuous: affirmative, negative and interrogative forms; like / don't like + -ING.

Vocabulary: clothes.

Semana 4**Bimestre 4****Unit 10**

Grammar: Past simple: BE (was / wasn't, were/ weren't; Was he? / Were you ...?)

Past simple: Regular and irregular verbs: affirmative and negative forms.

Vocabulary: time expressions: past; the weather.

	Tabla de firmas del padre de familia de control diario				
	Lunes 1 de enero	Martes 2 de enero	Miércoles 3 de enero	Jueves 4 de enero	Viernes 5 de enero
Semana 1					
	Lunes 8 de enero	Martes 9 de enero	Miércoles 10 de enero	Jueves 11 de enero	Viernes 12 de enero
Semana 2					
	Lunes 15 de enero	Martes 16 de enero	Miércoles 17 de enero	Jueves 18 de enero	Viernes 19 de enero
Semana 3					
	Lunes 22 de enero	Martes 23 de enero	Miércoles 24 de enero	Jueves 25 de enero	Viernes 26 de enero
Semana 4					

ANEXOS

Anexo 1_bim 1

Anexo 2_bim 2

Anexo 3_bim 3

Anexo 4_bim 4

Bimestre 1

WEEK 1

Unit 2

Grammar: to be (negative, singular and plural); to be (questions and short answers); object pronouns

Vocabulary: adjectives to describe feelings; positive and negative adjectives.

Monday

1 Complete the words.



0 a ngry



1 s _____



2 t _____



3 h _____



4 h _____



5 w _____

2 Complete the sentences with the words in the list.

sad | bored | excited | tired | cold | hungry

0 Anna isn't happy. She's sad.

3 The weather is terrible today. I'm really _____.

1 I want some food. I'm really _____.

4 I'm _____. I want to sleep.

2 It's my birthday tomorrow. I'm so _____!

5 I'm _____. There's nothing to do.

3 Complete the sentences with the correct negative form of to be. Use contractions.

0 Sandra is from New York. She isn't from Chicago.

1 I _____ hungry.

2 We _____ thirsty, thank you.

3 You _____ late. It's only one o'clock.

4 Rio de Janeiro is in Brazil. It _____ in Mexico.

5 I don't like James and Suzanne. They _____ very friendly.

I. Write the words in the correct order.

sister / Bart's / Lisa. / is

Lisa is Bart's sister.

1 playing / saxophone. / hobby / Lisa's / is / the

2 one / old? / Is / Maggie / year

3 perfect / not / a / father. / Homer / is

4 the Principal's / Bart / is / office. / in

II. Write complete answers.

0. Where are you from?

I'm from Mexico.

1. What are you good at?

2. What are you interested in?

3. What can you do?

4. When is your birthday?

III. Circle the correct answer.

0. I'm to Japan / of Japan / from Japan.

1. I'm good at swimming / swimming / to swim.

2. I'm interested soccer / at soccer / in soccer.

3. I can to dance / dancing / dance.

4. Look at the / to the / the blackboard.

I. Read the text. Write true (T) or false (F).

Snowboarding's a multi-million-dollar industry. It's a new sport, but it's very popular in the USA and a big attraction in Europe. In the USA, you can snowboard at special snow parks in ski areas. People who are good at skiing, surfing and skateboarding are often good at snowboarding, too. Good balance, coordination and energy are necessary for all these sports. Imagination and creativity are important qualities for snowboarders, too.

Snowboarding's an official Olympic sport for men and for women. Individual talent is important, but a good snowboard's very important, too. It can be an expensive sport: the price of everything, including the snowboard, can be hundreds of dollars! It can also be dangerous.

- 0. Snowboarding's popular in Europe. ____
- 1 There are usually parks for snowboarding in ski areas in the USA. ____
- 2 Good snowboarders have good balance and imagination. ____
- 3 Only men can win Olympic medals in snowboarding. ____
- 4 Snowboarding isn't a cheap sport. ____
- 5 It's a very safe sport. ____

II. Write the correct pronouns in the spaces.

she - him - it - them - I - him

- a) _____ likes John. John likes her.
- b) _____ go to secondary school.
- c) I watch cartoons on TV. I love _____.
- d) Paris is a big city and _____ is beautiful!
- e) He's a good player. I play with _____.

III. Read the text and replace the underlined words with he, we, they or she.

- a) J.K.Rowling is a woman. _____ writes the Harry Potter books.
- b) Harry Potter is a special boy. _____ is a magician.
- c) Harry's friends are fantastic. _____ play Quidditch.
- d) My brother and I like all the books. _____ love the adventures!

IV. Write the correct object pronoun in the spaces.

me her them us it them her

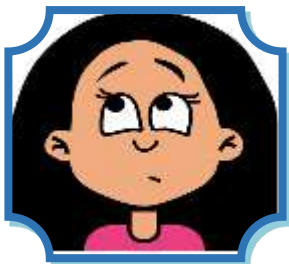
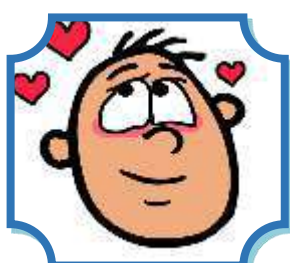
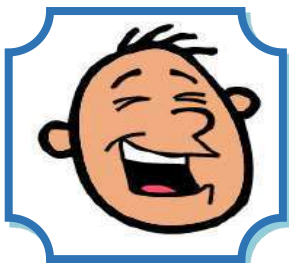
- a) I work with Emma, and she works with ____.
- b) My parents know my boyfriend, and he knows _____.
- c) Sheila talks to Albert, and he listens to _____.
- d) My mom loves me, and I love _____.
- e) Ralph and Susan listen to Mrs. Brown, and she talks to _____.
- f) The cat plays with Jamie, and he plays with _____.
- g) We see the man, and he sees _____

Thursday:

Feelings

Cut the pics and paste in a colour paper. Label them.

1 happy	2 shy	3 crazy	4 in love
5 hate	6 bored	7 sick	8 angry
9 scared	10 sad	11 tired	12 smart



Colour the faces:

HAPPY = **YELLOW**

SAD = **PURPLE**

SICK = **GREEN**

ANGRY = **RED**

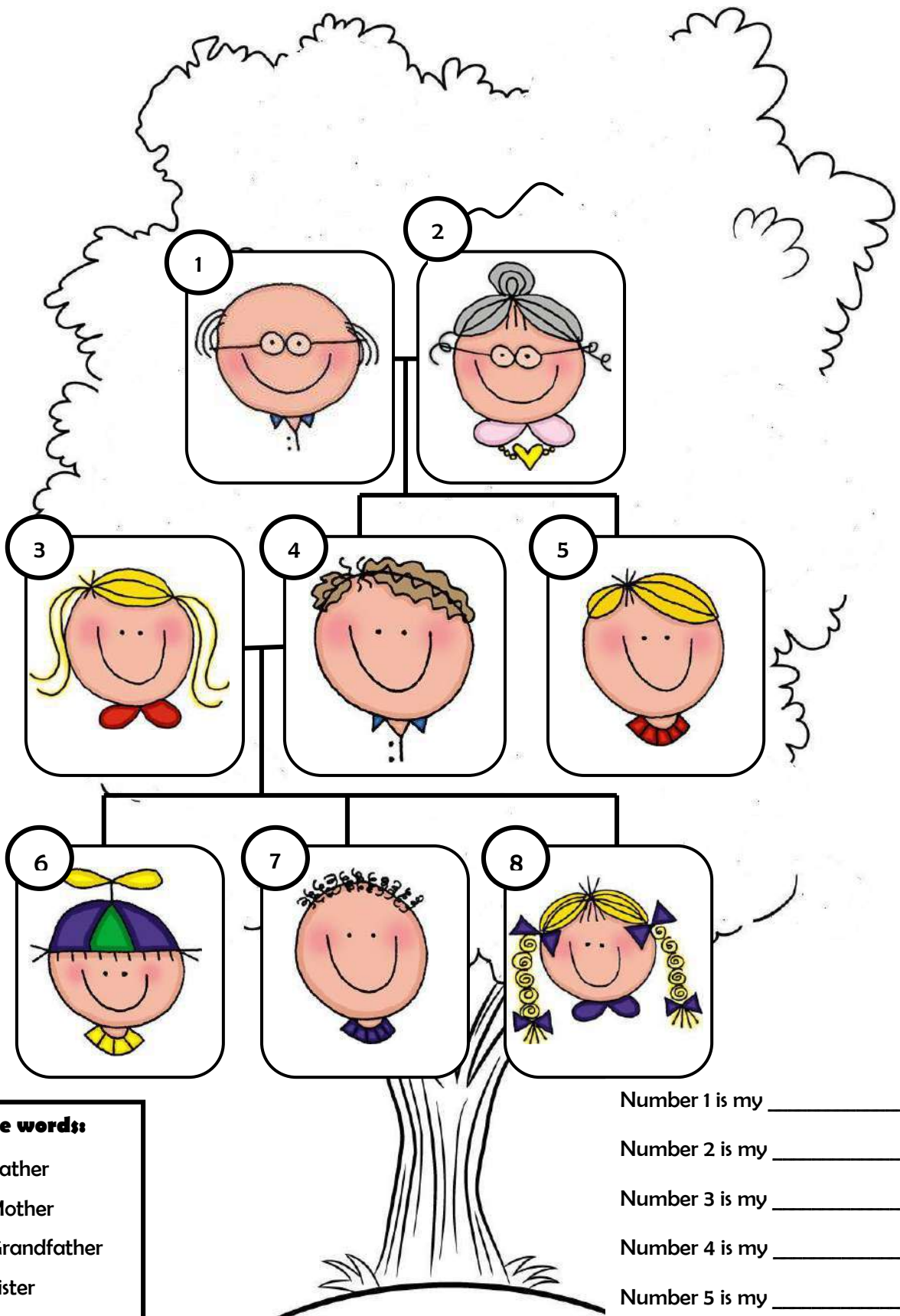
CRYING = **BLUE**

SURPRISED = **ORANGE**



Friday. Put a picture of your family and write the correct name according to the numbers.

F
A
M
I
L
Y



- Use these words:**
- Father
 - Mother
 - Grandfather
 - Sister
 - Brother
 - Uncle
 - Grandmother

Number 1 is my _____.

Number 2 is my _____.

Number 3 is my _____.

Number 4 is my _____.

Number 5 is my _____.

Number 6 is my _____.

Number 7 is my _____.

Number 8 is my _____.

Monday

Cut the pictures and play the Domino. Then paste them on a piece of color paper.



He goes to bed at ten thirty.



Marcos has lunch at twelve.



They start classes in the morning.



He does his homework.



I brush my teeth in the morning.



You go to school in the afternoon.



They take a bath at five



He studies in the morning.



She goes home at three o'clock.



You have dinner in the evening.



I have
breakfast
at seven
thirty.



You take the
bus at
eight
o'clock.



They visit the
friends in
the
afternoon.



She buys
food in the
morning.



Clara listens
to music in
the
evening.



I comb my
hair in the
morning.



They get
dressed at
nine
o'clock.



She watches
TV in the
morning.



My father
cooks at
one
o'clock.



I drink milk in
the
morning.



George
sleeps at
ten
o'clock.



They finish
classes at
one
o'clock.

Tuesday

PRESENT SIMPLE TENSE

I. Write the correct 3rd singular person form. Remember the spelling rules!





Example: eat eats do _____
study _____ watch _____
drink _____ read _____
make _____ learn _____
tidy _____ play _____



Spelling
rules

II. Complete the sentences. Use Present Simple affirmative.

0. My brother plays (play) football.
1. We _____ (eat) hamburgers.
2. I _____ (study) French.
3. My friends _____ (listen) to jazz music.
4. My mum _____ (like) classical music.

	He hears.
	He hides.
	They hug.
	He kicks.

III. Make the sentences negative.

0. I eat pizza.
I don't eat pizza.
1. My brother studies German.

2. We play computer games.

3. Harry likes sport.

4. They drink water.



She doesn't love him.

WEDNESDAY

I. Choose the correct verb form. Circle it.

1. We **go/**goes to school by bus.
2. My teacher **speak/**speaks Italian and Japanese.
3. We **don't/**doesn't do PE in the classroom.
4. My friends don't **like/**likes art.
5. My mother **teach/**teaches in a primary school.
6. I don't **copy/**copies their homework.
7. They **finish/**finishes work at 8.30 in the evening.
8. We **don't/**doesn't think that English is easy.

II. Write the questions in simple present in the correct order.

0. a book / she / read / Does / ?

Does she read a book?

1. your teacher/Does/English/speak?

2. Does/use/a computer/your mother?

3. ask/your teacher/a lot of questions/Does?

4. CDs and DVDs/copy/Do/you?

5. on Saturday/ to school/go/you/Do?


6. Do/you/French/understand?

7. Does/your school/at half past three/ finish?

THURSDAY


I. Create a small graphic about the activities you do. Write 15 sentences in Present simple using adverbs of frequency in a colour paper. Then paste a picture. Example.

I **sometimes** get up at 6 o'clock.



My routine

I **always** take a shower at 8 o'clock.

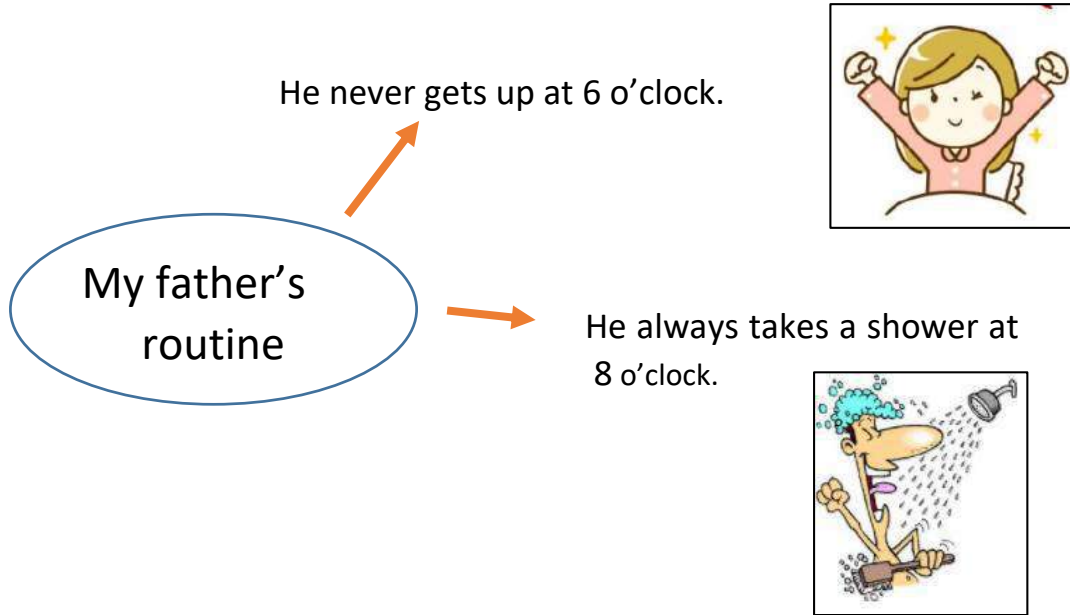


II. Write the words for gadgets. Then put a picture.

- 1. Blteat _____
- 2. megas loscone _____
- 3. P3M replay _____
- 4. Marsthopen _____
- 5. Ahehndspoe _____
- 6. SGP _____
- 7. Plapto _____
- 8. ard-eere _____

Friday

- I. Create a small graphic about the activities Your father does. Write 15 sentences in Present simple using adverbs of frequency in a colour paper. Then paste a picture. Example.



Week 3

Bimestre 3 - Unit 8

Vocabulary: clothes.

Grammar: Present continuous: affirmative, negative and interrogative forms; like / don't like + -ING.

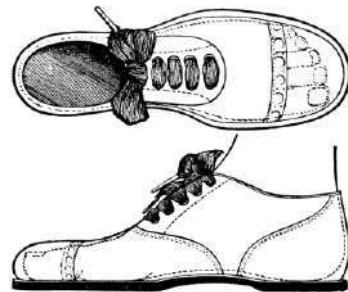
MONDAY

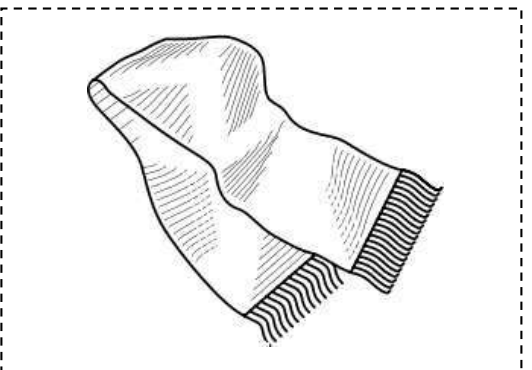
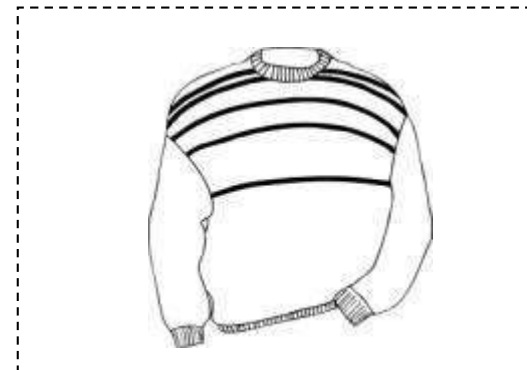
COLOR THE PICTURES.

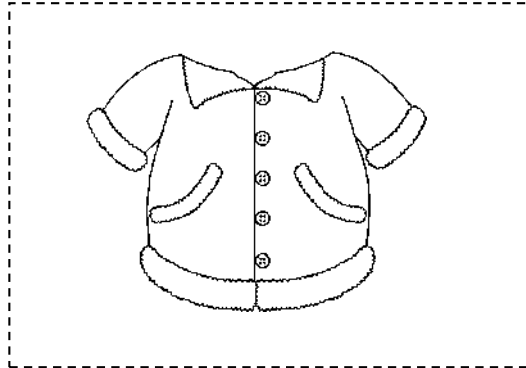
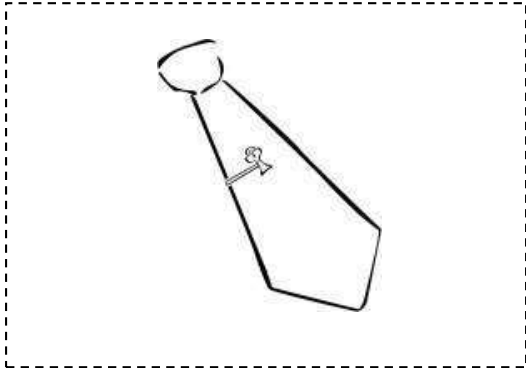
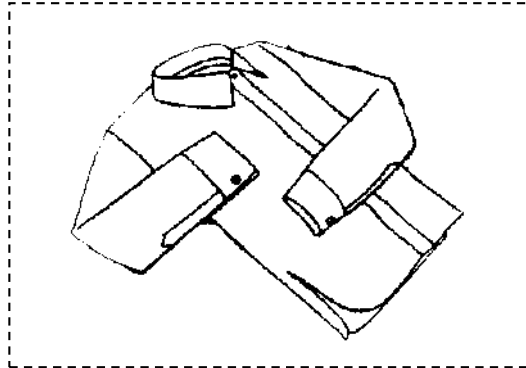
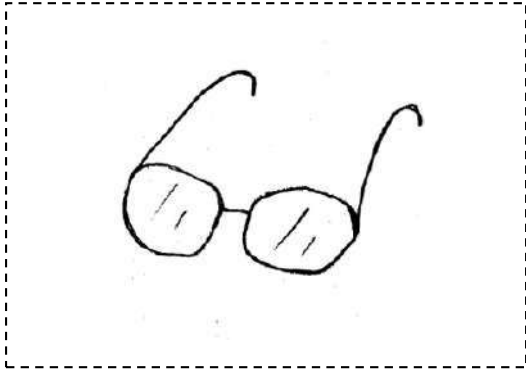
CUT THEM OUT AND MATCH THEM.

PASTE THEM IN A COLOR PAPER.

FILE IT IN A FOLDER.







hat

shoes

socks

trainers

dress

skirt

t-shirt

jacket

shorts

gloves

jumper

scarf

glasses

sunglasses

trousers

shirt

tie

coat

TUESDAY

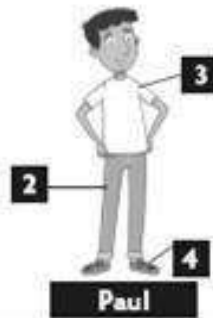
1 Complete the puzzle with names of clothes.



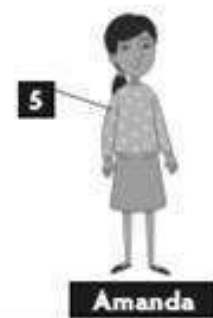
2 Look at the pictures and complete the sentences.



Anna is wearing a green ⁰d_ress and a black ¹c_____.



Paul is wearing blue ²t_____, a white ³T-_____ and ⁴t_____.



Amanda is wearing a pink ⁵j_____.

3 Complete the sentences so that they are true for you.

- I love wearing _____.
- I hate wearing _____.
- In the winter, I usually wear _____.
- In the summer, I usually wear _____.
- At the moment, I'm wearing _____.

4 Write sentences using the present continuous.

- | | |
|--------------|----------------------|
| 0 she / work | <u>She's working</u> |
| 1 I / dance | _____ |
| 2 you / talk | _____ |
| 3 he / read | _____ |
| 4 we / study | _____ |
| 5 they / run | _____ |

5 Write sentences with like, don't like, love or hate.

- | | |
|---------------------------------|------------------------|
| 0 I / dance ☹️☹️ | <u>I hate dancing.</u> |
| 1 We / shop 😊😊 | _____ |
| 2 Simon / watch TV 😊 | _____ |
| 3 My dog / run 😊😊 | _____ |
| 4 I / study / at the weekend ☹️ | _____ |
| 5 Gina / wear / skirts ☹️☹️ | _____ |

WEDNESDAY

1 Write the -ing form of these verbs.

0 swim swimming

2 sit _____

4 smile _____

1 listen _____

3 dance _____

5 fly _____

2 Complete the sentences. Use the present continuous of the verbs.

0 I'm not wearing (not / wear) jeans today.

3 Jon _____ (bake) a cake.

1 My dog _____ (sit) on the chair!

4 We _____ (leave) now. Bye!

2 Bill _____ (not / talk) to Suzy.

5 My parents _____ (not / watch) TV at the moment.

3 Write the questions. Use the present continuous.

0 you / wear / coat today?

Are you wearing a coat today?

1 you / study / at the moment?

2 Paul / chat / online?

3 your computer / work?

4 those people / play / volleyball?

5 Michelle / run / in the park?

4 Write short answers for the questions in Exercise 6. Use contractions where possible.

0 No, I'm not.

3 Yes, _____.

1 Yes, _____.

4 No, _____.

2 No, _____.

5 Yes, _____.

5 Circle the correct answers.

0 I hate / love swimming. I do it every morning.

4 I like / don't like talking to Mary. She's so interesting.

1 I love dance / dancing. It's my favourite hobby.

5 A Do you like run / running?

2 I don't like go / going to parties.

B Yes, but I'm not good at it.

3 I hate / like wearing skirts. I never wear them.

6 Correct the sentences. Use the words in the list.

umbrella | one person | T-shirts | football | park | next to

0 The woman is holding a bag.

The woman is holding an umbrella.

1 The boys are playing volleyball.

2 They are playing on a beach.

3 The women are standing behind the men.

4 The boys are wearing coats.

5 Two people are taking photos.




THURSDAY

Write down- What are they doing? Use Present Continuous tense.

It is very nice weather today. The  _____ (shine),

and the birds  _____ (sing).

My family is in the garden. My mother  _____

_____ (sleep) under the tree. My father  _____

(make) some grill chicken for dinner. My brother  _____

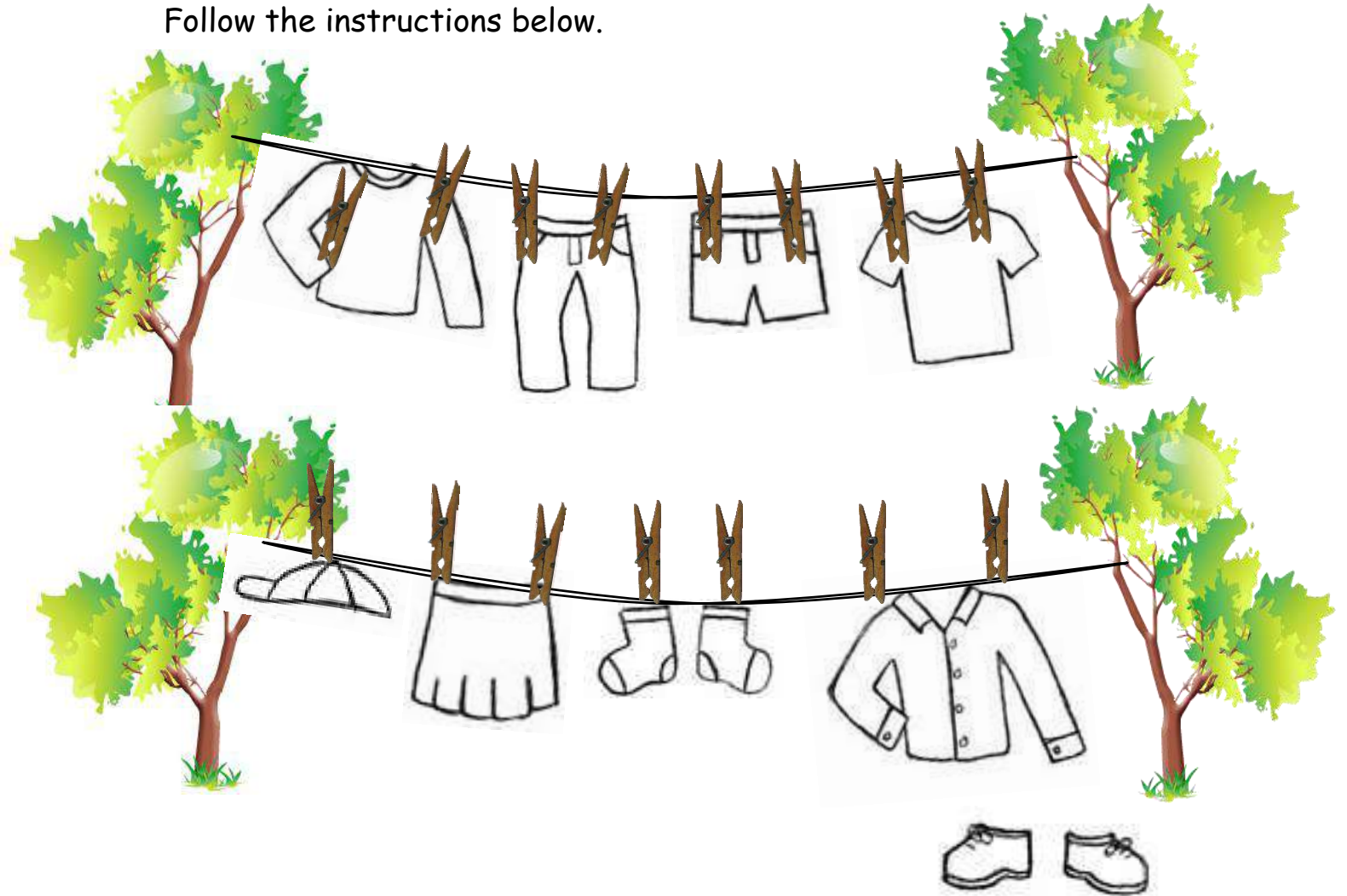
(play badminton) with his friend. I  _____ (wash) the car.

It is dinner time. We  _____ (sit) around the table.

FRIDAY

Clothing line

Follow the instructions below.



Colour the t-shirt blue.	Colour the socks green.
Colour the skirt pink.	Colour the trousers yellow.
Colour the jumper red.	Colour the shirt purple.
Colour the shoes orange.	Colour the hat black.
Colour the shorts white.	

Week 4

Bimestre 4 - Unit 10

Grammar: Past simple: BE (was / wasn't, were/ weren't; Was he? / Were you ...?)

Past simple: Regular and irregular verbs: affirmative and negative forms.

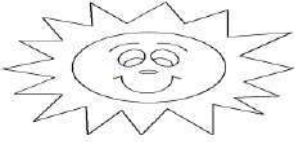
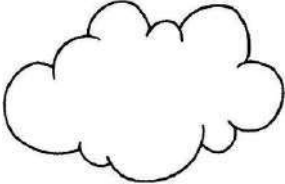

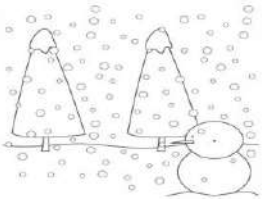



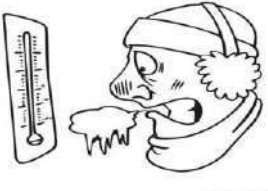
Vocabulary: time expressions: past; the weather.

MONDAY

WEATHER

1. **Solve** the word search. **Color** the pictures and **label** them. Then **cut** them to paste them in a color paper. **File** it in a folder.

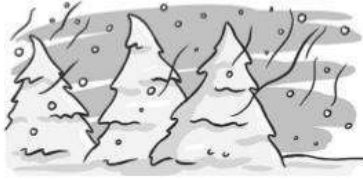
S	U	N	N	Y	A	V	Y	F
G	C	R	S	T	O	R	M	Y
T	R	S	I	M	C	O	L	D
Z	A	R	S	N	W	K	L	E
W	I	S	N	D	I	G	H	T
R	N	A	O	C	N	L	U	W
A	Y	Q	W	C	D	M	K	L
T	Z	X	Y	V	Y	S	U	W
C	L	O	U	D	Y	H	O	T

S _____	C _____	R _____	S _____
			
W _____	ST _____	H _____	C _____
			

2 Write the weather words.



0 It's sunny.



1 It's _____.



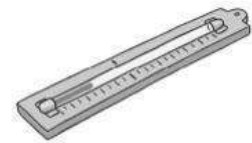
2 It's _____.



3 It's _____.



4 It's _____.



5 It's not warm, it's _____.

PAST TIME EXPRESSIONS

3 Complete the sentences with *in*, *at*, *last*, or *yesterday*.

0 Yesterday afternoon, I was with Jenny in the café.

1 I finished my homework _____ midnight.

2 I was at the party _____ weekend.


3 My grandmother was born _____ 1946.


4 I arrived in London _____ morning.


5 It snowed a lot _____ month.


TUESDAY (revise the last page of your workbook - irregular verbs)


LOOK AT THE PICTURES AND FILL IN THE CROSSWORD PUZZLE.


13  build


14  speak


1  bite

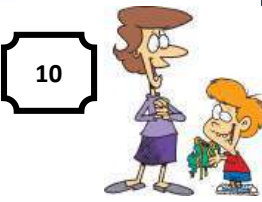
2  ride


12  read


3  burn


11  eat


4  learn


10  forgive

9  write

8  come

7  leave

6  cut

5  give

Crossword Puzzle Grid:

```

    1  2  3  4  5  6  7  8  9
    1  2  3  4  5  6  7  8  9
    3  4  5  6  7  8  9
    4  5  6  7  8  9
    5  6  7  8  9
    6  7  8  9
    7  8  9
    8  9
    9
    10.
    11.
    12.
    13.
    14.
    10  11  12  13  14
    15  16  17  18  19  20
    21  22  23  24  25  26  27  28  29  30
    31  32  33  34  35  36  37  38  39  40
    41  42  43  44  45  46  47  48  49  50
    51  52  53  54  55  56  57  58  59  60
    61  62  63  64  65  66  67  68  69  70
    71  72  73  74  75  76  77  78  79  80
    81  82  83  84  85  86  87  88  89  90
    91  92  93  94  95  96  97  98  99  100
  
```

THE HIDDEN WORDS ARE _____.

WEDNESDAY

1 Circle the correct words.

- 0 It was / were sunny yesterday.
- 1 I was / were born in 1997.
- 2 I'm sorry we was / were late today.
- 3 My grandfather was / were a police officer.
- 4 You was / were a very beautiful baby.
- 5 John and Kinga was / were very happy when they lived in Madrid.

2 Complete the sentences with *was*, *wasn't*, *were*, or *weren't*.

- 0 It wasn't very warm yesterday. It was cold.
- 1 You _____ so sad yesterday. What was the problem?
- 2 I arrived home late last night, but my parents _____ angry.
- 3 Michael _____ very worried before his exam, but he did OK in the end.
- 4 My mother _____ born in July, her birthday is in June.
- 5 We _____ late because we missed our train.

3 Put the words in order to make questions.

- 0 at / were / park / yesterday / you / the
- 1 morning / I / was / this / late
- 2 keys / were / in / your coat / the
- 3 Anna / party / last / at / was / the / night
- 4 interesting / were / books / those
- 5 the / busy / was / restaurant

Were you at the park yesterday? _____

4 Write short answers for the questions in Exercise 6.

- 0 No, I wasn't.
- 1 Yes, _____.
- 2 No, _____.
- 3 Yes, _____.
- 4 Yes, _____.
- 5 No, _____.

5 Complete the sentences with the past simple form of the verbs in brackets.

- 0 I helped (help) Matteo a lot when he was ill.
- 1 I _____ (hate) vegetables when I was a child.
- 2 We _____ (move) to Paris in 2014.
- 3 I _____ (start) a new book last night.
- 4 Liam _____ (try) to call George, but he was busy.
- 5 Nora and Rob _____ (work) a lot last week.



JUSTIN BIEBER

I.- Complete the story with verbs in the past.

Justin Bieber _____(be) born in 1994, in Stratford, Ontario, Canada. As a child, He _____(have) a lot of interest on music. He _____(begin) to perform when he _____(be) 12. He _____(enter) to a local talent competition, and he _____(be) placed second. He _____(get) the opportunity of posting his performances in YouTube.

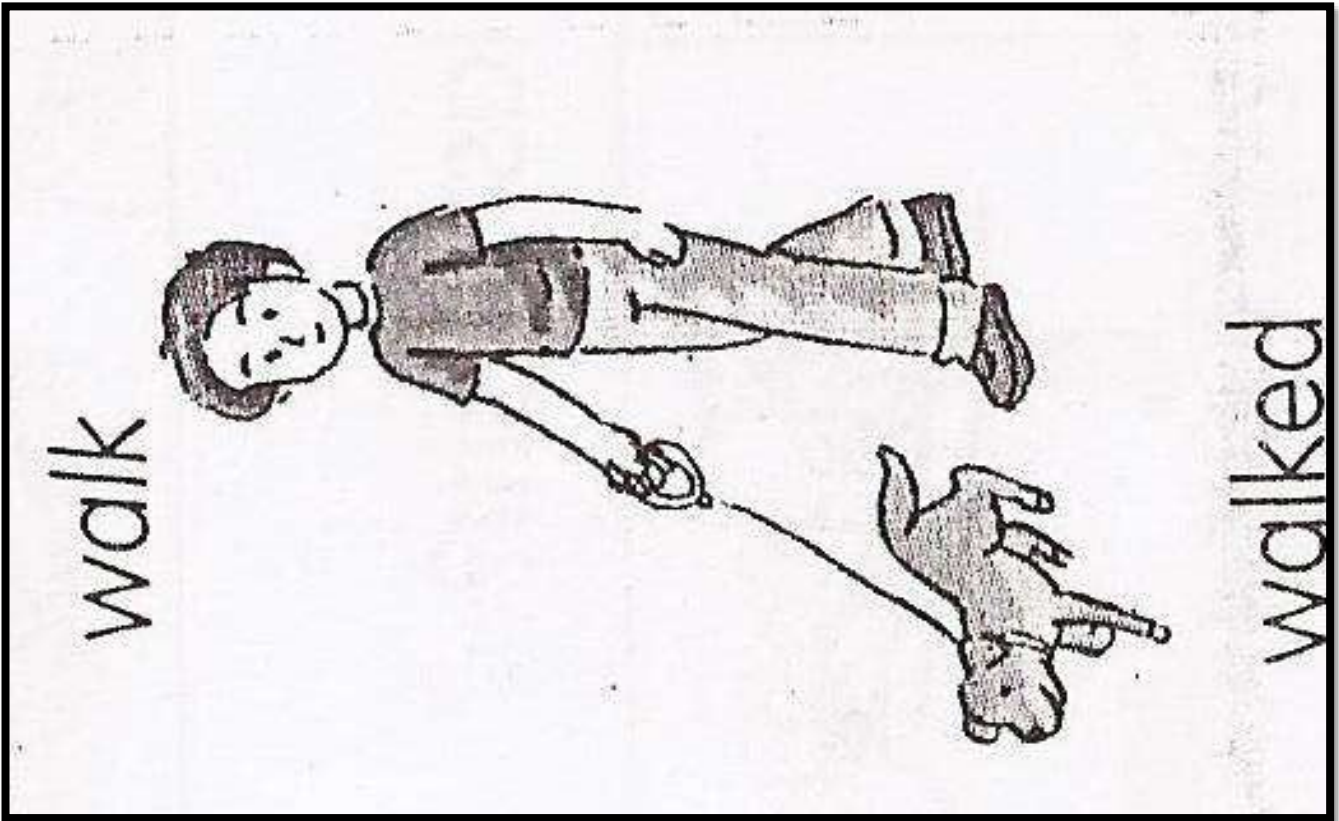
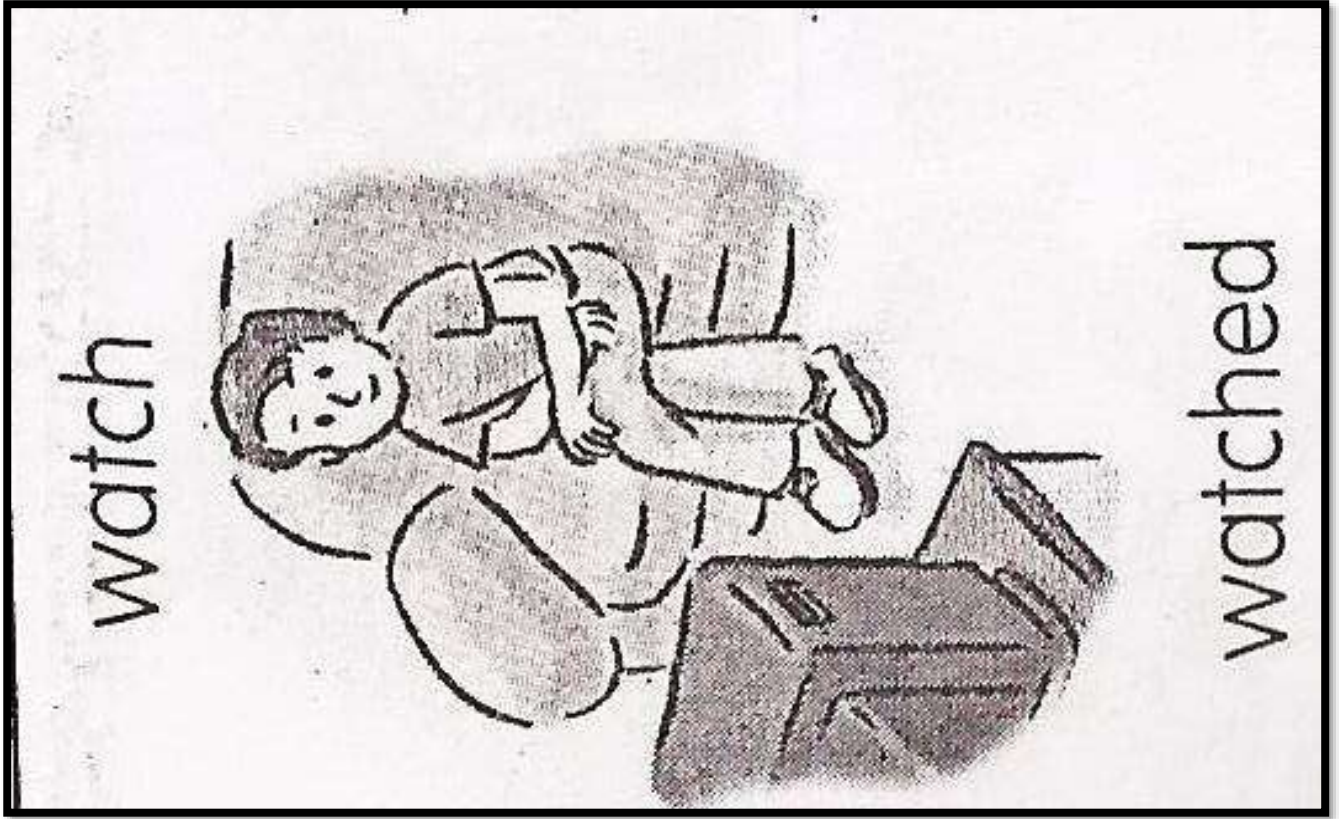
The videos soon _____(build) up a fan following, and _____(catch) the attention of talent agent Scooter Braun. Braun _____(be) able to secure an audition with Usher Raymond, who _____(be) impressed and _____(help) Bieber to sign a record deal. His first single "One Time", _____(be) a worldwide hit. This was _____(follow) by Bieber's debut album, "My World", which _____(be) an international smash. He also _____(release) a successful concert film Justin Bieber: Never Say Never in 2011.

Bieber _____(try) his hand at acting. He _____(play) a young killer in an episode of "C.S.I." in 2000. He has a large and loyal fanbase, who are said to have 'Bieber Fever' and are nicknamed 'Bielbers'. Bieber continues with a hugely successful music career.

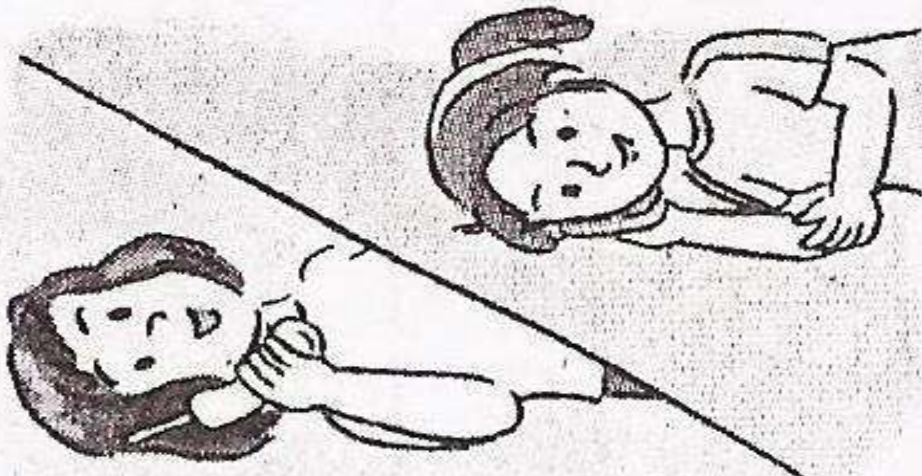
II. Answer the questions about Justin Bieber

1. Who is Justin Bieber? _____
2. Where was he born? _____
3. When was he born? _____
4. Where did he post his performances? _____
5. Who is his agent? _____
6. What was his first single? _____
7. When did he release his concert film "Never Say Never"? _____
8. When did he play a young killer in an episode of "C.S. I."? _____

FRIDAY: Flashcards (color, cut and paste them on cardboard. Then study).



talk



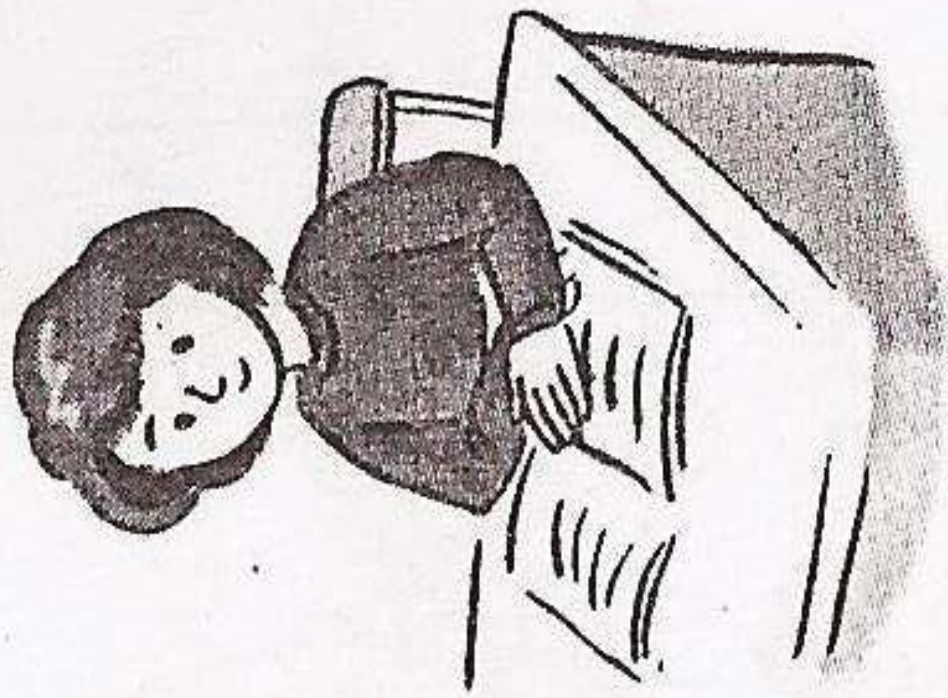
talked

visit



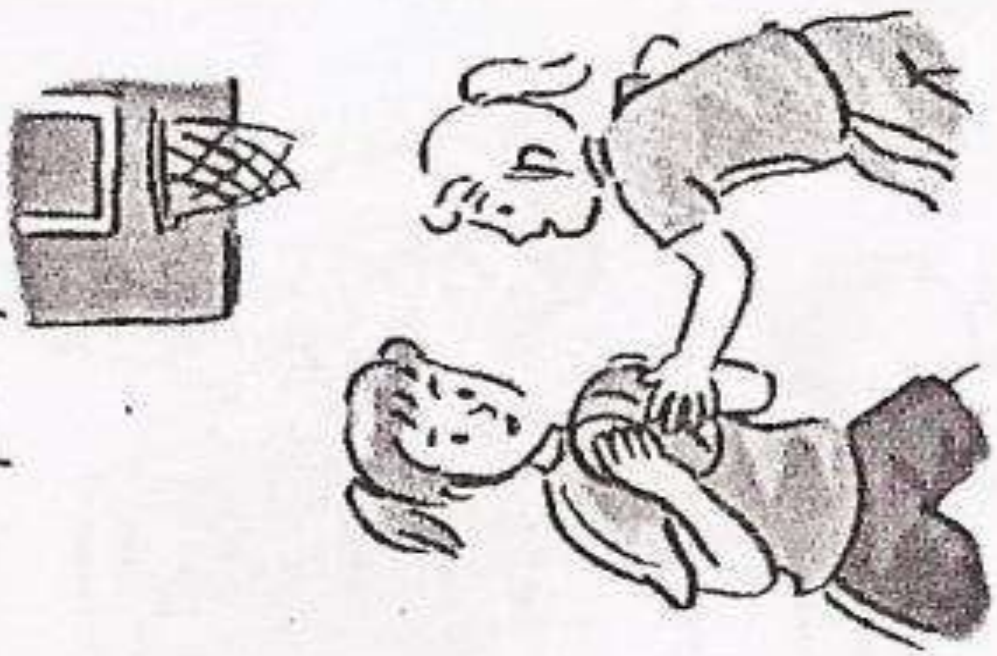
visited

study



studied

play



played

plant



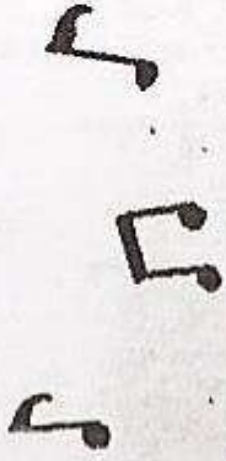
planted

cleaned



clean

practice



practiced

bake



baked



**Inventario de actividades de Inglés (nivel: BASIC)
(Apoyo a la recuperación académica 2017)**

Estimado estudiante:

Te proponemos el presente inventario de actividades como un recurso de apoyo para el proceso de recuperación académica que debes seguir durante el mes de enero de 2018. Te pedimos tener presente, respecto al inventario, lo siguiente:

- Ha sido elaborado de acuerdo con un temario anual, el cual considera los cuatro bimestres (25 % c/u).
- Las actividades que se presenta en él han sido tomadas de documentos de trabajo, libros del año escolar 2017 y de otras fuentes, pero que se ajustan a los contenidos del temario anual.
- Ha sido dosificado para ser desarrollado en cuatro semanas, de lunes a viernes, destinando para ello una hora diaria aproximadamente.
- El estudiante debe imprimir los documentos que serán desarrollados, archivados y presentados en un fólder manila tamaño oficio (incluir carátula), el mismo que será revisado y evaluado por los docentes responsables de la evaluación de recuperación, asignándole un peso de 25 % en el resultado final de la recuperación como "evaluación de portafolio". De hecho, si no lo presentases desarrollado, se te asignará la nota mínima en evaluación de portafolio.
- Si los estudiantes requiriesen presentarse a la segunda oportunidad, podrán mejorar y volver a presentarlo desarrollado, prevaleciendo, en este caso, la segunda calificación. Si no lo hiciesen, mantendrán la calificación obtenida en la primera ocasión.
- En la tabla de control diario, el padre de familia debe firmar para apoyar y controlar el avance diario del estudiante en su desarrollo.
- No hemos incluido una calendarización específica para su desarrollo (fechas de inicio y fin), asumiendo que cada estudiante lo hará en coordinación con sus padres, considerando la realidad particular y los planes de la familia. En todo caso, el trabajo ha sido previsto para cuatro semanas.
- La primera oportunidad de evaluación será a fines de enero. La presentación del portafolio (inventario desarrollado) es obligatoria desde la primera oportunidad de evaluación.

SEMANA 1	BIMESTRE 1	TEMA 1	CLOTHING	Worksheet 1
		TEMA 2	SIMPLE PRESENT TENSE	Worksheet 2
SEMANA 2	BIMESTRE 2	TEMA 3	FAMILY MEMBERS	Worksheet 3
		TEMA 4	SIMPLE PAST : WAS WERE	Worksheet 4
SEMANA 3	BIMESTRE 3	TEMA 5	SPORTS	Worksheet 5
		TEMA 6	SIMPE PAST VS. PAST CONTINUOUS	Worksheet 6
SEMANA 4	BIMESTRE 4	TEMA 7	GEOGRAPHICAL FEATURES	Worksheet 7
		TEMA 8	SUPERLATIVES	Worksheet 8

Tabla de firmas del padre de familia de control diario					
	Lunes 1 de enero	Martes 2 de enero	Miércoles 3 de enero	Jueves 4 de enero	Viernes 5 de enero
Semana 1					
	Lunes 8 de enero	Martes 9 de enero	Miércoles 10 de enero	Jueves 11 de enero	Viernes 12 de enero
Semana 2					
	Lunes 15 de enero	Martes 16 de enero	Miércoles 17 de enero	Jueves 18 de enero	Viernes 19 de enero
Semana 3					
	Lunes 22 de enero	Martes 23 de enero	Miércoles 24 de enero	Jueves 25 de enero	Viernes 26 de enero
Semana 4					

WEEK 1

WORKSHEET 1

I. Match the things with the shops.

0. shoes shoe shop
1. packet of cereal _____
2. medicine _____
3. trainers _____
4. newspaper _____
5. jeans _____

newsagent's
sports shop
clothes shop
chemist's
~~shoe shop~~
supermarket

II. Complete the name of the clothes.

Example:



0. s a n d a l s



1. _ r _ s _

2. B _ _ _

3. S _ _ r _

4. _ a c _ _ _

5. B _ _ _ s

III. Write the name of the different clothes items.

0



shoes

1



2



3



4



5



WORKSHEET 2

IV. Underline the correct verb form.

0. My friend *love* / loves ice cream.
1. Mario wash / washes his car every week.
2. We eat / eats an apple every day.
3. Max always watch / watches TV after school.
4. They do / does their homework in the evening.
5. I start / starts school at eight o'clock.
6. Nadia usually have / has lunch at school.

V. Match the questions and answers.

- 1 Does he walk to school every day?
- 2 Do you go to school by car?
- 3 Do you always watch TV on Sundays?
- 4 Do they play football on Saturdays?
- 5 Does she usually play computer games?

- a No, I don't. I walk to school.
- b Yes, they do. They're in the school team.
- c No, she doesn't. She likes reading books.
- d No, he doesn't. He goes by car.
- e Yes, I do. I like watching basketball.

VI. Complete the text with the PRESENT SIMPLE of the verbs in brackets.

David ¹..... (like) yoghurt and he ²..... (eat) an apple every day.

He is healthy! He usually ³..... (have) lunch in the school canteen and in the evenings, he ⁴..... (go) running.



VII. Underline the correct form of the verb.

0. You don't / doesn't understand!
1. Sally don't / doesn't like oranges.
2. The children don't / doesn't watch TV in the morning.
3. I don't / doesn't take the dog for a walk every day.
4. Tom don't / doesn't read magazines.
5. We don't / doesn't eat hamburgers.



They don't sing.

VIII. Rewrite the sentences in the NEGATIVE FORM.

0. I get up at seven o'clock.
I don't get up at seven o'clock
1. They listen to music every day.
.....
2. Sarah goes shopping.
.....
3. Mark plays computer game
.....
4. You go roller skating.
.....
5. We have breakfast at 8 o'clock.
.....



She doesn't love him.

IX. Write questions and short answers. (X = negative).

0. Sarah / catch the bus every morning (✓)
Does Sarah catch the bus every morning?
Yes, she does.

1. Fred / play football in a team (X)
?

2. Mike and Sally / go shopping on Fridays (X)
?

3. Sarah / play the piano (✓)
?

4. you / do your homework in the afternoon (✓)
?



X. Answer the questions, in a complete form, about yourself.

1. What time do you usually get up in the morning?

2. And what time do you usually go to bed?

3. Do you sometimes play computer games?

WEEK 2

WORKSHEET 3

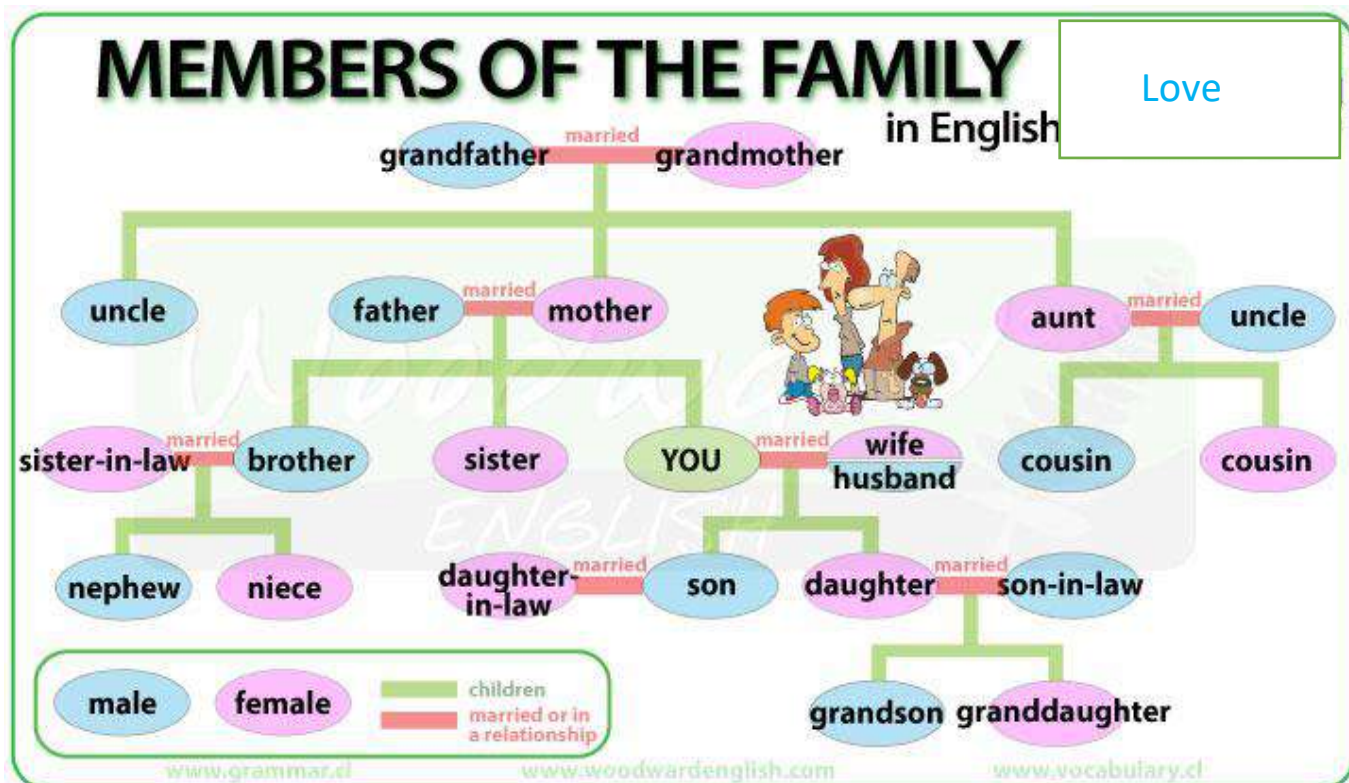
I. Write the name of your relatives and extended family.

0. The parents of your parents are your GRANDPARENTS

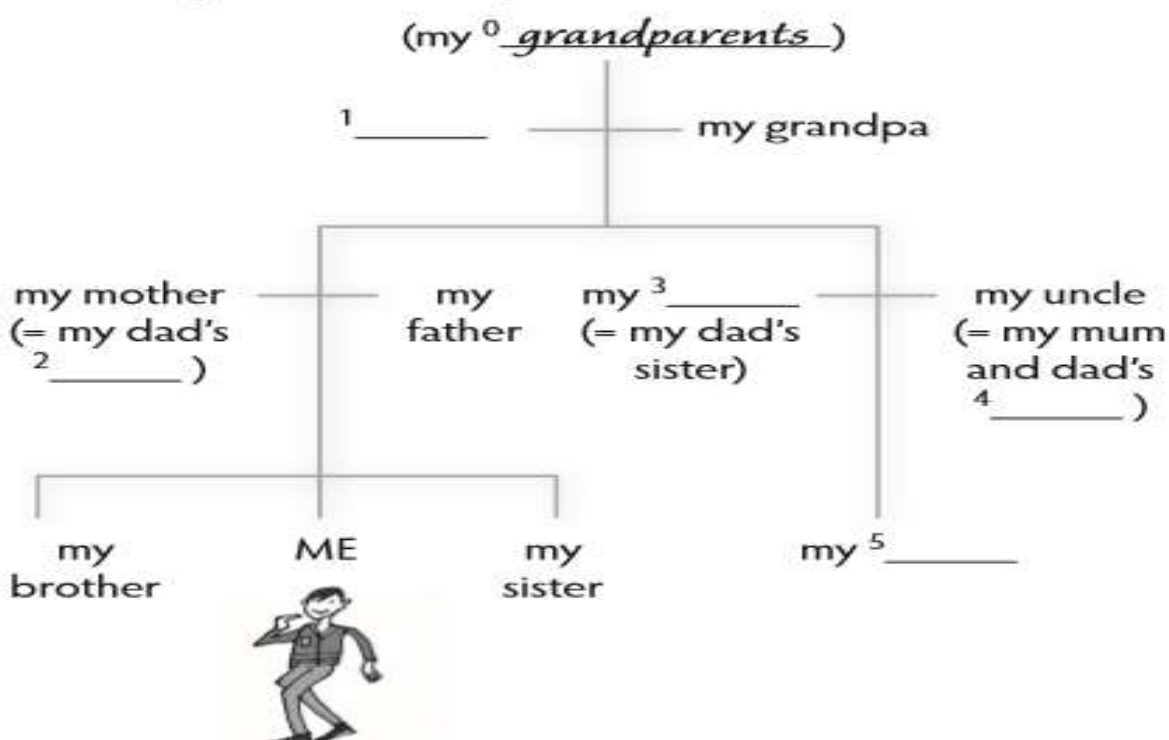
1. The father of your father/mother. _____
2. The mother of your father/mother. _____
3. The children of your children. _____
4. The son of one of your children. _____
5. The daughter of one of your children. _____
6. The father of your grandfather/grandmother. _____
7. The mother of your grandfather/grandmother. _____



8. The brother (or brother-in-law) of your mother/father. _____
9. The sister (or sister-in-law) of your mother/father. _____
10. The child of your aunt/uncle. _____
11. The male child of your brother/sister. _____
12. The female child of your brother/sister. _____



II. Complete this family tree.



WORKSHEET 4

III. Complete the conversations. Use the PAST SIMPLE form of TO BE.

0. A Were you at school yesterday?
B No, I wasn't.
1. A. _____ John upset about Mary?
B. No, he _____ .
2. A. _____ the film good?
B. No, it _____ very boring.
3. A. _____ there many people at the museums?
B. Yes, there _____ a lot of tourists.
4. A. Where _____ you and your brother at the weekend?
B. We _____ at home.
5. A. _____ Pat and Sarah at Jane's party?
B. No, they _____ .

WAS and WERE

AFFIRMATIVE	
I	WAS
YOU	WERE
HE	} WAS
SHE	
IT	} WERE
WE	
YOU	
THEY	

NEGATIVE	
I	WASN'T
YOU	WEREN'T
HE	} WASN'T
SHE	
IT	} WEREN'T
WE	
YOU	
THEY	

INTERROGATIVE	
WAS	I ... ?
WERE	YOU ... ?
WAS	HE ... ?
	SHE ... ?
WERE	IT ... ?
	WE ... ?
	YOU ... ?
	THEY ... ?

It **was** rainy yesterday.



It **wasn't** sunny yesterday.

Was it rainy yesterday?

1) Underline the correct verb.

Example: We was / were at the zoo last Sunday.

- Tom **wasn't** / **weren't** at school last week.
- It **was** / **were** cold yesterday.
- My parents **wasn't** / **weren't** in Italy last year.
- Sally **was** / **were** in the country at the weekend.

- Sarah **wasn't** / **weren't** happy yesterday.
- They **was** / **were** late for school last Tuesday.
- Dave **wasn't** / **weren't** tired yesterday.
- Ted and Jill **was** / **were** at the theatre last night.

2) Rewrite the sentences in the past simple.

Example: I'm not at school. I **wasn't** at school.

- Mark isn't here. _____
- This dog is funny. _____
- I am not busy. _____
- You are very lucky. _____
- The winter is cold. _____
- They aren't tired. _____
- We are hungry. _____
- This book isn't boring. _____

**3) Make questions with the following words.
Write the answers to the questions.**

Example: you / at the zoo / yesterday / were
Were you at the zoo yesterday? Yes, I was.

1. you / at the party / two days ago / were

No, I _____

2. the shops / open / were / last Sunday

Yes, they _____

3. Sam / last week / was / at the museum

Yes, he _____

4. at the sports centre / they / last Monday / were

No, they _____

5. sick / yesterday / were / Sally and her sister

Yes, they _____

6. the weather / cold and wet / was / last Tuesday

No, it _____

7. in London / Jane / last year / was

Yes, she _____

4) Complete the questions with was and were

Example:

Was it cold yesterday?

Yes, it was.

1.

_____ at the cinema last night?

2.

_____ at home
yesterday?

No, they weren't.
Adam and Ann
weren't at the
cinema last night.

3.

_____ at Paul's
birthday party last
Saturday?

Yes, I was.

4.

_____ your
birthday last
Monday?

Yes, she was.
Mary was there.

No, it wasn't. It
was my brother's
birthday last
Monday.



WEEK 3

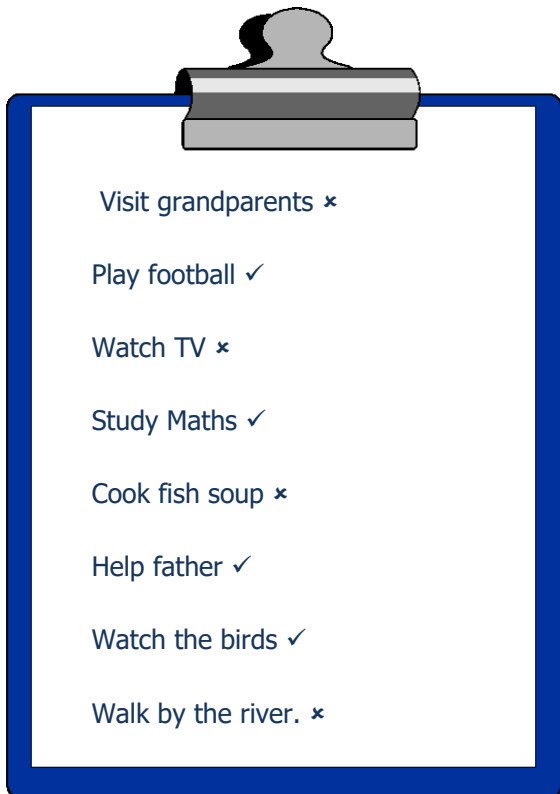
Worksheet 6

I. Complete the following text using the PAST TENSE of the verbs in brackets.

Anna's holiday _____ (be) great last summer. She _____ (stay) in a college in England for two weeks. She _____ (have) classes in the mornings and in the afternoons she _____ (do) some sports like swimming or tennis. In the evenings she often _____ (go) dancing or _____ (watch) films with her new friends.

At weekends they _____ (drive) to some interesting places. Once they _____ (visit) Marwell Zoo where they _____ (see) some beautiful animals. Anna _____ (not like) the food at the college but that _____ (not be) a problem. She _____ (meet) a lot of people and _____ (learn) some English. All the students in her class _____ (be) sorry to go home. They all _____ (promise) to come back next summer.

II. Here are the things Anna wanted to do last weekend. She didn't do all of them. Write what she did or didn't do.



1. She didn't visit her grandparents.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

III. Put the verbs into the correct form. Use PAST CONTINUOUS structures.

1. When I phoned my friends, they (play) **were playing** monopoly.
2. Yesterday at six I (prepare) _____ dinner.
3. The kids (play) _____ in the garden when it suddenly began to rain.
4. I (practice) _____ the guitar when he came home.
5. We (not / cycle) _____ all day.
6. While Alan (work) _____ in his room, his friends (swim) in the pool.
7. I tried to tell them the truth but they (not / listen) _____
8. What (you / do) _____ yesterday?
9. Most of the time we (sit) _____ in the park.
10. I (listen) _____ to the radio while my sister (watch) TV.
11. When I arrived, They (play) _____ cards.
12. We (study) _____ English yesterday at 4:00 pm.

IV. Fill in the blanks with a correct form. Use PAST SIMPLE or PAST CONTINUOUS structures.

1. We **were playing** (play) volleyball with Mary, when you **called** (call) me.
2. When the teacher _____ (come) in, they _____ (study) English.
3. The baby _____ (sleep) when the telephone _____ (ring).
4. As I _____ (walk) in the streets of Holland, I _____ (meet) an old friend of mine.
5. My neighbor (meet) _____ her husband while she (travel) _____ around Catalonia.
6. I _____ (look) for my purse when I _____ (drop) my credit card.
7. Shakira (sing) _____ in a concert when she (lose) _____ her voice.
8. While I (have) _____ a shower, the lights (go out) _____.
9. We (drive) _____ to the hospital when the baby (be born) _____.
10. My mother (lose) _____ her purse when she (walk) _____ home.



WEEK 4

Worksheet 7

Worksheet 8

I. Complete with a superlative adjective and all the necessary words.

1. London is (large) city in England.
2. Cheetahs are (fast) animals in the world.
3. Whales are (big) animals.
4. San Francisco is (beautiful) city in the United States.
5. Summer is(good) season of the year.

II. Write the superlative form.

- | | |
|--------------------|---------------------|
| 1. good | 6. pretty |
| 2. far | 7. small |
| 3. expensive | 8. nice |
| 4. old | 9. comfortable..... |
| 5. young | 10. bad |

III. Look at the information in the picture. Write 10 sentences using SUPERLATIVE adjectives.



Example:

Tom is the oldest in the group.

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



Inventario de actividades de Inglés (nivel: INTERMEDIATE) (Apoyo a la recuperación académica 2017)

Estimado estudiante:

Te proponemos el presente inventario de actividades como un recurso de apoyo para el proceso de recuperación académica que debes seguir durante el mes de enero de 2018. Te pedimos tener presente, respecto al inventario, lo siguiente:

- Ha sido elaborado de acuerdo con un temario anual, el cual considera los cuatro bimestres (25 % c/u).
- Las actividades que se presenta en él han sido tomadas de documentos de trabajo, libros del año escolar 2017 y de otras fuentes, pero que se ajustan a los contenidos del temario anual.
- Ha sido dosificado para ser desarrollado en cuatro semanas, de lunes a viernes, destinando para ello una hora diaria aproximadamente.
- El estudiante debe imprimir los documentos que serán desarrollados, archivados y presentados en un fólter manila tamaño oficio (incluir carátula), el mismo que será revisado y evaluado por los docentes responsables de la evaluación de recuperación, asignándole un peso de 25 % en el resultado final de la recuperación como “evaluación de portafolio”. De hecho, si no lo presentases desarrollado, se te asignará la nota mínima en evaluación de portafolio.
- Si los estudiantes requiriesen presentarse a la segunda oportunidad, podrán mejorar y volver a presentarlo desarrollado, prevaleciendo, en este caso, la segunda calificación. Si no lo hiciesen, mantendrán la calificación obtenida en la primera ocasión.
- En la tabla de control diario, el padre de familia debe firmar para apoyar y controlar el avance diario del estudiante en su desarrollo.
- No hemos incluido una calendarización específica para su desarrollo (fechas de inicio y fin), asumiendo que cada estudiante lo hará en coordinación con sus padres, considerando la realidad particular y los planes de la familia. En todo caso, el trabajo ha sido previsto para cuatro semanas.
- La primera oportunidad de evaluación será a fines de enero. La presentación del portafolio (inventario desarrollado) es obligatoria desde la primera oportunidad de evaluación.

Semana 1

Bimestre 1

UNIT 3 THAT’S ENTERTAINMENT

GRAMMAR: Comparative and Superlative Adjectives; (not) as ... as; Adverbs; making a comparison stronger or weaker.

VOCABULARY: Types of films, TV programs; expressions with GET

Semana 2

Bimestre 2

UNIT 6 MAKING A DIFFERENCE

GRAMMAR: Will (not) May (not), Might (not), First Conditional

VOCABULARY: The environment; verbs to talk about energy

Semana 3

Bimestre 3

UNIT 8 SCIENCE COUNTS

GRAMMAR: past simple vs past continuous; used to; Second conditional; I wish

VOCABULARY: direction and movement; science

Semana 4**Bimestre 4****UNIT 9 -10 WHAT A JOB! - KEEP HEALTHY**

GRAMMAR: Passive voice (present simple and past simple, present perfect and present continuous); Past Perfect vs Past Perfect Continuous

VOCABULARY: Jobs; work as/ in/ for vs job; time expression with *in*; Time linkers; illness collocations.

	Tabla de firmas del padre de familia de control diario				
	Lunes 1 de enero	Martes 2 de enero	Miércoles 3 de enero	Jueves 4 de enero	Viernes 5 de enero
Semana 1					
	Lunes 8 de enero	Martes 9 de enero	Miércoles 10 de enero	Jueves 11 de enero	Viernes 12 de enero
Semana 2					
	Lunes 15 de enero	Martes 16 de enero	Miércoles 17 de enero	Jueves 18 de enero	Viernes 19 de enero
Semana 3					
	Lunes 22 de enero	Martes 23 de enero	Miércoles 24 de enero	Jueves 25 de enero	Viernes 26 de enero
Semana 4					

ANEXOS



INGLÉS

INTERMEDIO

INVENTARIO DE EJERCICIOS, PROBLEMAS Y ACTIVIDADES – APOYO A LA RECUPERACIÓN ACADÉMICA 2017

Docentes responsables: - JORGE RAFAEL PAREDES SANCHEZ

- REBECA PEREZ ACEVEDO

Anexo 1

BIM I

Monday

Week 1

I. Read the sentences. Write **S** if they have the same meaning and **D** if the meaning is different.

- 0 I'm not as clever as you. / You are more intelligent than me. S
- 1 My son is younger than yours. / My son isn't as old as yours. ___
- 2 Cats are more independent than dogs. / Dogs aren't as independent as cats. ___
- 3 I'm not as clever as you. / You are more intelligent than me. ___
- 4 My son is younger than yours. / My son isn't as old as yours. ___
- 5 Cats are more independent than dogs. / Dogs aren't as independent as cats. ___

II. Match the film descriptions to the films.

- | | |
|--|--------------------|
| 1. _____ A film which tells real life stories,
especially about animals and places. | A. Documentary |
| 2. _____ A film which combines comedy and love stories. | B. Thriller |
| 3. _____ A film where frightening things happen and you feel scared. | C. Horror film |
| 4. _____ A film that it's often about solving a crime. | D. Romantic comedy |

III. Complete the sentences with adjectives.

1. Mum gets up _____ Dad in the morning. She gets up _____ (early)
2. I do my homework _____ my brother. I am more _____ him (careful)
3. Tia studies _____ for her exams than me. (hard)
4. Grandma drives _____ at night. She drives _____ Granddad (slow)

Tuesday

I. Complete the sentences with *as...as/notas... as* so with your ideas. Use the words in the list.


enjoyable | delicious | ~~difficult~~ interesting | relaxing | exciting

0. English is not as difficult as Maths.
1. Horror films are _____ action films.
2. Sports programmes are _____ reality shows.
3. A film is _____ a TV programme.
4. A play is _____ a concert.

II. Write the correct television programmes.

- TOM** I got really excited when my team scored a goal quite at the end of the match. sports programmes
- YAZ** I knew all the answers! g_____ s_____
- ANA** Have you seen the latest episode? It was really funny. s_____
- JOE** Zane was voted off the show yesterday. r_____ s_____
- LUCIA** I think Rebecca Jones sings beautifully; she should be the winner. t_____ s_____
- TOBY** I watched *Tom and Jerry* yesterday and I laughed a lot. c_____

III. Complete the text. Use the correct comparative or superlative form of the adjectives.



The screenshot shows a browser window with the address bar containing 'www.reviews.uk'. Below the address bar is a dark header with the text 'MOVIE REVIEWS'. The main content area contains a paragraph of text with five numbered blanks for completion:

Spaceman 2 is the ⁰ best (good) new sci-fi/action film for a long time. The special effects in this film are ¹ _____ (good) Spaceman 1 and the story is ² _____ (interesting). But, the film was ³ _____ (expensive) Spaceman 1 to make – it cost \$250 million. Many people thought that Spaceman 1 was the ⁴ _____ (bad) film ever made but I think this ⁵ _____ (late) film is a bit better.



Wednesday

I. Write adverbs

- | | |
|------------------|---------------|
| 1. Careful _____ | 5. Bad _____ |
| 2. Clever _____ | 6. Easy _____ |
| 3. Clear _____ | 7. Fast _____ |
| 4. Good _____ | 8. Slow _____ |

II. Fill in the blanks with the correct form of the adjectives in brackets

1. The weather this summer is _____ (hot) last summer.
2. Football is _____ (popular) sport in the world.
3. Cheetahs are _____ (fast) lions or tigers. In fact, they are _____ (fast) animals in the world.
4. He is _____ (bad) cook I have ever met.
5. Alan is _____ (tall) Clive and Brett, but Brett is _____ (fat) of the three.

III. Complete the table.

Adjective	Comparative	Superlative
big	bigger	0 <i>the biggest</i>
1 _____	taller	2 _____
3 _____	4 _____	the prettiest
expensive	5 _____	6 _____
7 _____	more interesting	8 _____
9 _____	10 _____	the most difficult
good	11 _____	12 _____
13 _____	worse	14 _____



Thursday

I. Read the entertainment guide. Match.

- | | | |
|-------------------------|-------|---|
| 0 Today | _____ | b |
| 1 Police Detectives | _____ | |
| 2 The \$1,000,000 Quiz | _____ | |
| 3 Star in My Car | _____ | |
| 4 The Sound | _____ | |
| 5 Nutty Antiques | _____ | |
| 6 I Want to Go Home! | _____ | |
| 7 Old Bernard's Balloon | _____ | |

- a talent show
- b news
- c reality show
- d drama series
- e sitcom
- f talk show
- g cartoon
- h game show

II. Read the entertainment guide again. Mark these sentences T (true), F (false), or DS (doesn't say).

- 1 Today is a comedy show about the news. T
- 2 In Police Detectives, two police officers make jokes. _____
- 3 The questions are very difficult on The \$1,000,000 Quiz. _____
- 4 Star in My Car isn't as interesting as other talk shows. _____
- 5 Many singers who are famous now won The Sound. _____
- 6 Nutty Antiques isn't as funny as other sitcoms. _____
- 7 The celebrities on I Want to Go Home! often disagree with each other. _____
- 8 The presenter in Old Bernard's Balloon is not animated. _____

III. Complete the sentences with your own ideas. Use *a lot*, *much*, *far*, *a little*, *a bit*.

0. Action films are much better than thrillers.
1. Game shows _____ reality shows.
2. A concert _____ a play
3. Staying in a hotel _____.
4. History _____ Geography.
5. Classical music _____ rock music.

These days, you can easily watch TV online. Not everything's good, of course, but here are our recommendations.

LIKE • COMMENT • SHARE

Today
A look at what's in the news around the world.

Police Detectives
This exciting new show is about two police officers in Chicago. They investigate crimes and catch criminals.

The \$1,000,000 Quiz
No one has won the big million-dollar prize yet, perhaps because the host, Nick Parsons, asks the most complicated questions on TV. Most contestants leave with nothing.

Star in My Car
Neil Smith drives around Los Angeles in a big car. Inside is a camera and a celebrity! They sing along to the radio. It's not as boring as it sounds. Neil asks much more interesting questions than other presenters ask.

The Sound
Every week, contestants get the chance to sing in front of celebrity singers. Some contestants have a lot of talent – but many don't. The winner of the show gets a recording contract.

Nutty Antiques
This comedy is about a group of people who work in a store, selling old furniture. It's far funnier than anything else on TV. The best character is Mrs. Macaroon, the cleaner, who breaks everything.

I Want to Go Home!
Ten celebrities are on an island in the middle of nowhere with no electricity and no phones! They have to find their own food and cook it. It's great to see them argue – and they often do! All the celebrities want to go home, but you can go online and vote for the celebrity you want to keep on the island!

Old Bernard's Balloon
This is easily the best kid's show on TV. Bernard tells stories about how he flies around in a balloon, meeting his friends Russell the dragon and Jack the parrot. It's beautifully animated.



IV. Rewrite the sentences so that they have the same meaning.

- 0. Tom is a bad cook compared to you. (much)
You are a much better cook than Tom.
- 1. Chips are healthier than vegetables. (far)
Vegetables _____.
- 2. This film is definitely more boring than the book. (a lot)
The book _____.
- 3. It is cloudier today than it was yesterday. (a bit)
The weather _____.
- 4. My tablet is a lot newer than your computer. (much)
Your computer _____.
- 5. Mary is 1.37m and Tia is 1.35m. (a bit)
Tia _____.

COMPARATIVES - CROSSWORD

LOOK AT THE PICTURES AND FILL IN THE CROSSWORD PUZZLE. USE THE COMPARATIVE.

1. COLD

2. HOT

3. MILD

4. PROUD

5. FAST

6. SLOW

7. FAT

8. THIN

9. HAPPY

10. HEAVY

11. ANGRY

12. SHY

THE HIDDEN WORD IS _____



Friday

I. Cut the questions. Paste in an extra paper and answer each of them.

16 Question Strips

FIRST CONDITIONAL



- What will you do ***if you can't sleep tonight?***
- ***If your TV breaks next week,*** what will you do?
- How will you feel ***if you fail your next test?***
- ***If you get lots of homework,*** how will you feel?
- What will your teacher say ***if you are late tomorrow?***
- ***If you feel bored next Saturday,*** what will you do?
- What will you eat ***if you are hungry at midnight tonight?***
- ***If you want to relax after class,*** what will you watch on TV?
- What medicine will you take ***if you catch a cold next week?***
- ***If you decide to eat out,*** which restaurant will you go to?
- When will you go to bed ***if you are really tired tonight?***
- ***If you don't eat breakfast tomorrow,*** will you feel hungry?
- Will you ask our teacher for help ***if you have a question?***
- ***If you have some free time on Saturday,*** will you study more?
- Will you get a cat ***if you decide to get a new pet?***
- ***If it rains tomorrow,*** will you bring an umbrella?

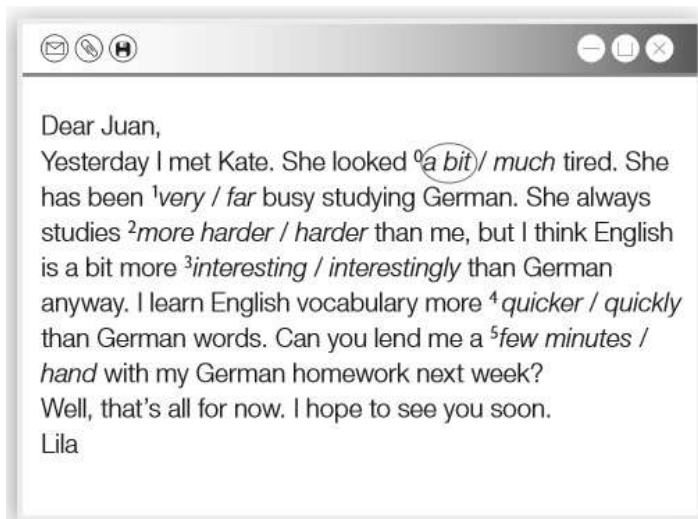


II. Use the phrases from the list to complete each sentence.

0. Can I get you something to eat?
1. If I _____, I want to visit Argentina when I'm in South America.
2. He _____ when his soccer team wins.
3. Her driving _____ since she passed her driving test.
4. I _____ really late yesterday.
5. I'm late! I need to _____ to class.

Get	(you)
something	
get the chance	
get home	
get back	
get excited	
get better	

III. Circle the correct words.



Anexo 2

Monday

BIM II

Week 2

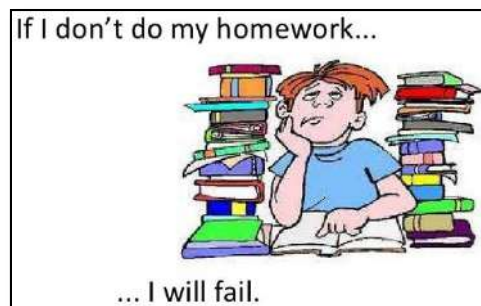
I. Circle the correct words

1. An increase in the amount of gases in the atmosphere may be the cause of *deforestation / global warming / litter*.
2. We are not doing enough to protect the environment from *endangered species / pollution / threat*.
3. To protect the world's resources we shouldn't *waste / litter / melt water and electricity*.
4. A lot of rain can cause terrible *smog / litter / floods*.
5. Dinosaurs live only in films, they are an *endangered / extinct / waste* species.



ii. Complete the sentences. Use the first conditional of the verbs.

- Unless you _____ (be) in a hurry, we _____ (walk) to the station.
- You _____ (not feel) ill if you _____ (not eat) so many sweets.
- _____ (you / look after) my dog if _____ (go) on holiday.
- We _____ (arrive) at 10.00 unless our train _____ (be) late.
- If you _____ (lend) me the money, I _____ (come) to the concert.



iii. Rewrite the sentences. Use *unless* and keep the same meaning.

0. If you don't eat breakfast, you'll be hungry.

_____.

1. Dad won't let you go out if don't apologize.

_____.

2. If we don't save energy, we'll run out.

_____.

3. If she doesn't pass the exam, she won't go to university.

_____.

4. I'll go out on Friday if I don't have homework.

_____.

5. Don't interrupt me if you don't want to be rude.

_____.



Tuesday

i. Write sentences. Use will or might / may.

1. not / pass his driving test (certainty)

_____.



2. visit my cousin / in France (possibility)

_____.

3. not / rain later / blue sky (possibility)

_____.

4. be / food at the party (certainly)

_____.

5. see / you later (certainly)

_____.

II. Find and correct the mistakes in each sentence.

0. I may not to finish this homework.

I may not finish this homework.

1. May you be at the party?

_____.

2. She'll be late unless she will leave now.

_____.

3. If he won't see me, I'll shout.

_____.

4. If he doesn't call, what do you do?

_____.

5. They might to buy me a present.

_____.

III. Complete the sentences with WILL or WON'T

0. This is a present for mum. I'm sure she will like it.

1. If there are no rules to reduce overfishing, more fish _____ definitely disappear forever.

2. My parents left yesterday for a two-week holiday, so they _____ be here tomorrow.

3. Come back early or you _____ get up on time.

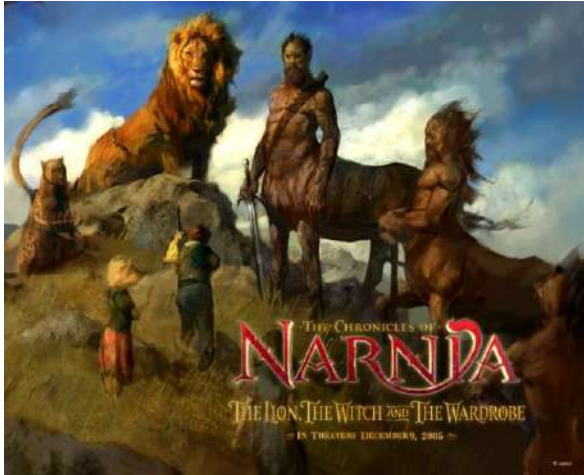
4. If we do not protect rhinos, we _____ see any of them in the near future.

5. Do you think people _____ live on other planets in the future?



Wednesday

I. Read the article



The Lion, the Witch and the Wardrobe tells the story of the Pevensie children – Peter, Susan, Edmund and Lucy – and their first adventures in the magical land of Narnia. The story begins during World War II in England. Because of the bombs in London, the children have to go and stay with their strange uncle in the country. The house he lives in is much bigger than their home in London, with many empty rooms. There is a big old wardrobe in

one of the rooms. While they are playing a game of hide-and-seek, Lucy, the youngest Pevensie, hides inside the wardrobe. She discovers that it isn't a normal wardrobe at all. It is a door to a snowy place in a forest. The place is silent and deserted and, the strangest thing of all, there is a lamp post in the middle of the trees. Lucy tells her brothers and sister about her adventure, and soon all four Pevensie children travel through the wardrobe to the land on the other side. They discover it is called Narnia and it is a magical place with talking animals and other strange creatures. It is cold and snowy because a witch's spell makes it endless winter. Because of a Narnian story/legend about four children who come from another land to help the Narnians, the four children become the kings and queens of the land. They have to lead a fight against the evil forces that are controlling Narnia. With the help of Aslan, a talking lion and the most powerful creature in the land, they win the fight against the witch and her evil creatures. Spring returns to Narnia, and it is a happy place again. Unfortunately, the Pevensies have to return to the "real" world and leave their new friends behind. But all four agree that discovering Narnia is the most amazing experience of their lives.

II. Underline the correct choice.

1. The children go to the country because of the weather / the war.
2. There are three / four Pevensie children.



3. The children play hide-and-seek in the house / the woods.
4. The wardrobe leads to another house / land.
5. It is always winter in Narnia because of a witch / the children.
6. The children become soldiers / rulers in Narnia.
7. Aslan is a lion / a man.
8. The witch and her creatures win / lose the fight against the Narnians.

III. Complete the story outline. Use one or two words.

The Pevensie children go from (1) _____ to the country during (2) _____. They stay in (3) _____ house. It has many (4) _____. During a game of hide and seek, the (5) _____ Pevensie discovers a wardrobe that is really a (6) _____ to a place called Narnia. The four Pevensies become (7) _____ and queens of Narnia and they lead the fight against an evil witch. In the end they (8) _____ the fight.

IV. Answer the questions. Use complete sentences.

1. Why do the Pevensie children go from London to the country?

2. Who do they stay with?

3. What are they doing when they find the wardrobe?

4. What is the name of the magical place behind the wardrobe?

5. What makes it a magical place?

6. What do the Pevensies become there?

7. What do they have to do there?

8. Who helps them?

9. What is the result of their effort?



10. Where do they go in

Thursday

I. Match the parts of the conversation.

- 0. Why don't you disconnect your mobile a
- 1. You should reuse cans, _____
- 2. Leaving things on standby is _____
- 3. My mobile battery is getting old. _____
- 4. It is possible to recycle glass _____
- 5. If you keep lights on all night, _____

- a. ~~when you aren't using it?~~
- b. I need to charge it twice a day.
- c. they make good pen holders for your desk!
- d. a waste of energy
- e. into bottles, jars and also bricks.
- f. you'll waste a lot of energy

II. Complete the text with the words in the list.

saving	global warming	rubbish
melt	extinct	laws

~~Global warming~~ is a problem for all of us. Our environment is important and if we don't look after it, the polar ice caps will _____ and animals will become _____ because they won't have homes. In many countries there are _____ to protect animals and the environment but we can also help by _____ energy and recycling our _____

III. Circle the correct words.

- 0. 'What about the weather tomorrow?'
' I don't know, it *will* / *may* rain'.
- 1. 'Can you give Tom a message?'
'I don't think I *will* / *might* see him tonight'
- 2. 'Are you coming to the party next Saturday?'
'I'm not sure. I *will* / *might* not be here'.



3. *We'll / We might* be at home. Come over in the afternoon and I'll show you the photos of my holiday.
4. I'm sure Mary *will / might* win the music competition – she's been practicing a lot and she plays really well.
5. It's not easy to choose a present for someone you don't know well. They *won't / mightn't* like it.

IV. Complete the sentences. Use the *First Conditional* of the verbs.

0. Mary won't go (not go) on the school trip if she isn't well.
1. _____ you _____ (give) Jane my message if you see her?
2. If we _____ (not use) cars, cities won't be so polluted.
3. If we _____ (not learn) to recycle properly, we will have problems in the future.
4. If you _____ (use) a glass of water when you brush your teeth, you'll save a lot of water.
5. What _____ (happen) if they keep cutting trees?

Friday

Count on me (Bruno Mars)

I. Listen to the song. Complete the definitions with the right words.

stuck - find out - mean to - in need - toss and turn - count on

1. If you _____, you keep moving around in bed and cannot sleep properly, for example because you are ill or worried.
2. If you _____ something _____, you learn something that you did not already know, especially by making a deliberate effort to do so.
3. If you _____ someone you rely on them to support you or help you.
4. If something _____ something _____ you, it is important to you in some way.
5. If someone is _____, he/she is in a difficult situation.
6. If you are _____ you are unable to escape from a bad or boring situation.



II. Complete the sentences with the correct form of the verbs and the words or phrases represented by the pictures.

If you ever _____ (find) yourself stuck in the middle of the



I _____ the world to find you .



If you ever _____ (find) yourself lost in the dark and you



I _____ (be) the _____ to guide you.



Find out what we're made of when we are called to help our friends in need.

You can count on me like one two three

I _____ (be) there

And I know when I _____ (need) it I can count on you like four three two

You _____ (be) there

'Cause that's what friends are supposed to do, oh yeah

Whoa, whoa Oh, oh Yeah, yeah

If you _____ and you _____ and you just



I _____ beside you



And if you ever _____ how much you really mean to me



_____ I _____ (remind) you



Ooh

Find out what we're made of when we are called to help our friends in need.

You can count on me like one two three

I _____ (be) there

And I know when I _____ (need) it I can count on you like four three two

You _____ (be) there

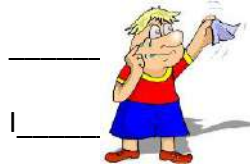
'Cause that's what friends are supposed to do, oh yeah

Oh, oh Yeah, yeah

You _____ always _____ (have) my



_____ when you



I _____ (let go)

Never _____

You know you can count on me like one two three

I _____ (be) there

And I know when I _____ (need) it I can count on you like four three two

And you _____ (be) there

'Cause that's what friends are supposed to do, oh yeah

Oh, oh

You can count on me 'cause I can count on you.

III. Match the beginnings of the sentences to the correct endings.

IF- CLAUSE

(Condition – possible in the future)

MAIN CLAUSE

(Result)

If you ever find yourself stuck in the middle of the sea,
 If you ever find yourself lost in the dark and you can't see,
 If you are tossing and you're turning and you just can't fall asleep,
 If you ever forget how much you really mean to me,

I'll sing a song beside you.
 every day I will remind you.
 I'll sail the world to find you.
 I'll be the light to guide you.

We use the **First Conditional** to talk about situations that have a realistic chance of happening in the future.

Anexo 3

Monday

Week 1

BIM III

I. Complete the sentences. Use the second conditional form of the verbs.

- If I _____ (win) the lottery, I'd be very happy.
- If I _____ (go) on holiday, I would go to the Bahamas.
- If I _____ (not live) here, I'd live in Florence.
- I _____ (not download) that programme if I were you.
- How you _____ (feel) if everybody _____ (forget) your birthday?

II. Complete the text with the words in the list.

~~used~~ | up and down | wish | would had | laboratory

When I lived in London, I used to go to the zoo in Regent's Park every month, but now I work
 in a _____ at the hospital and I don't have time. I _____ I wasn't so busy.
 If I _____ more time, I _____ take my dog there so he could run
 _____ the park.

III. Circle the correct words.

- While Newton **was relaxing / relaxed** under a tree, an apple fell on his head.
- As Archimedes was getting out of the bath, he **was realising / realised** that the water went down.
- There was an explosion while Apollo 13 **was flying / flew** to the Moon.
- The students **were working / worked** in the lab when the lights went off.
- I **was searching / searched** the web when I found an interesting science site.

I. Write questions. Use USED TO and the words.

0. you / play any sports

Did you use to play any sports?

1. you / take the bus to school

_____ ?

2. Tom / have short hair

_____ ?

3. your grandparents / have a television when they were young

_____ ?

4. you / go to bed early when you were younger

_____ ?

II. Choose the correct alternative.

1. I smoke, but now I have stopped.

a. used to b. use to c. am used to

2. That auditorium be a cinema.

a. uses to b. used to c. am used to

3. I like opera, but now I don't.

a. uses to b. used to c. am used to

4. I like western music, but now I do.

a. use to b. used to c. am used to

5. I always be afraid of the dark.

a. be use to b. is used to c. used to

III. Write sentences using I wish.

0 I have black hair. (blond) I wish I had blond hair.

1 I am shy. (not so shy) _____

2 I don't have enough free time. (more free time) _____

3 It rains all the time. (not rain) _____

4 I live in a village. (city) _____

5 I'm short. (taller) _____

READING

Last week, we asked you this question: What will life be like in 20 years' time? Here are some of your answers.

ANNA

There will be a lot more people in the world. It would be great if no one was hungry, and everyone had enough to eat. So, I think we will need to change our habits. We won't eat so much meat, because there won't be enough space for big animals. I think we'll eat insects instead of chickens or cows. But also, there won't be enough space for normal farms, so we will need to make tall towers and grow our vegetables inside them with special lights. It would be a very different type of farm from what we have today.

IVAN

Computers will be even more intelligent soon. Think about it. What would you do if a computer was able to do your job better than you? Well, soon, that's going to be true. Computers will drive all cars, so goodbye truck and taxi drivers! Machines will replace receptionists, and there won't be people making our shirts and jackets anymore. We will just make what we need with 3-D printers. We will need to train people who can program computers and write code. People who aren't learning to do these things now might have big problems in the future.

BARBARA

I read an article that the Internet will be everywhere. It's called "the Internet of things." Things will "talk" to other things. For example, your apartment will know when you are not there, and it will lock all the doors and switch off the lights for you. We will use smartphone apps to tell machines to water our plants outside when we are away. Your bathroom will know when you have no more toothpaste, and it will send a message to buy more. Your alarm clock will send messages to your coffee maker so you have hot coffee when you wake up. Your car will notify your house when you will arrive so that the house can adjust its temperature.

I. Read the article. Match the topics (a–h) to the people in the article (1–3).



- a) Food
- b) The home
- c) Clothes
- d) New buildings
- e) Gardens
- f) Shopping
- g) Education
- h) Work

II. Read the article again. Mark these sentences T (true) or F (false), or DS (doesn't say).

- 1. Anna thinks that people will eat different types of food in the future.
- 2. She says that we won't have farms.
- 3. Ivan thinks that most jobs will be the same in the future.
- 4. He knows how to program computers and write code.
- 5. He thinks we need to start learning now what we will need to do in the future.
- 6. Barbara says that we won't need technology much in the future.
- 7. She is worried about the future.

WRITING

I. Read the email invitation from a friend. Write a reply (100–125 words) saying that you would like to go, but can't. Use the ideas below to help you:

- You should do your homework before Friday morning.
- You would need to get permission from your parents.
- 9 p.m. is too late
- You are having your own party on Saturday at 7 p.m. at your house.

Hello,

We're organizing a party for Thursday night at my house. Would you like to come?

It's from 9 p.m. to midnight, and everyone will be there.

Write soon,

Alex

Friday

I. Complete the sentences. Use the second conditional.

o My parents work in a supermarket, so they are busy on Saturdays.

If my parents didn't work in a supermarket, they wouldn't be busy on Saturdays.



- 1 I don't have a job, so I don't buy clothes.
If I _____, I _____.
- 2 My car is very old, I spend a lot of money on it.
I _____ if it _____.
- 3 My sister doesn't study and her results are bad.
If my sister _____, her results _____.
- 4 The weather is awful, so we can't play outside.
If the weather _____, we _____.
- 5 I don't have a phone so I can't text friends.
If I _____, I _____.

II. Complete the sentences with your ideas. Use the second conditional.

- 0 If I were a famous scientist, I would fly to the moon.
- 1 If I had a private jet, _____
- 2 If I got lost in a big city, _____
- 3 The world would be a better place if _____
- 4 My schoolmates would be happier if _____
- 5 It would be fantastic if _____

III. Write sentences with your own ideas. Use I wish.

- 0 A scientist: I wish I could fly to the moon
- 1 A Maths teacher: I wish _____.
- 2 A person lost on a desert island: I wish _____.
- 3 An actor: I wish _____.
- 4 A contestant in a talent show: I wish _____.
- 5 An ill person: I wish _____.

Anexo 4

Monday

BIM IV

Week 4



I. Complete the sentences. Use the correct Passive tense.

1. A dangerous prisoner _____ (just catch) by the police.
2. My wallet _____ (find) on the bus yesterday – I'd left it there.
3. _____ your computer _____ (repair) right now?
4. The house _____ (not paint) for 20 years.
5. The offices _____ (clean) at 8.00 pm.

II. Complete the sentences with *job* or *work*.

1. A lot of young people are out of _____ in this country.
2. They have promised to create a lot of new _____.
3. I like my _____, it's hard but really interesting.
4. I'm glad you're happy with my _____ - I'm trying to do my best.

III. Complete the sentences. Use the past simple, past perfect simple or past perfect continuous.

0. Sara get dressed / go to work

After she had got dressed, Sara went to work.

1. Travis wait 2 hours / decide to go home

Tom _____.

2. Gianella think about it all night / knew what to do now.

Gianella _____.

3. the passengers / fly eight hours / reach New York.

After they _____.

4. John / drink a coffee / go back home.

After he _____.

5. all the players / warm-up / match start

Before the _____.

Tuesday

I. Match the part of the sentences

- 0 a I'll phone you
- 1 _____ Max left home early, walked for a while,



- 2 ____ I'm going to learn how to swim
- 3 ____ I'll have a party
- 4 ____ You should tell your father
- 5 ____ The competition won't start

- a. ~~as soon as I get to the hotel.~~
- b. then he took the bus to school.
- c. until it stops raining.
- d. as soon as you can.
- e. when I get my first salary.
- f. while I'm at the seaside.

II. Complete the questions. Use the present passive of the verbs.

0 **Is coffee grown in Italy?**

- 1 _____ Mercedes cars _____ (produce) in France?
- 2 _____ Swahili _____ (speak) in Asia?
- 3 _____ surfboards _____ (make) of metal?
- 4 _____ your job _____ (pay) well?
- 5 _____ kangaroos _____ (find) in Europe?

III. Complete the sentences. Use the past perfect of the verbs.

0 **I'd been (be) at the bus stop for half an hour when the bus arrived**

- 1 Marvin stayed at home for two weeks after he _____ (have) the operation.
- 2 We thought we were late, but the film _____ (not start).
- 3 I thought I _____ (lose) my wallet, then I found it under the sofa.
- 4 Marta got very angry because Hugo _____ (not stop) at the red light.
- 5 When we got to the bank, it _____ (already / close).



Wednesday

READING

I. Read the article. Match the information (1–8) with the numbers (a–h).

The best jobs

If you want to be healthy, one thing you need to do is choose a job that you love. After all, people spend a lot of their time working. But who are the happiest workers? Over 2,000 workers were interviewed, and here are the results. If you work with plants, you will be happy – 87% of people who work in gardens or with flowers love their careers. Florists – people who sell flowers – are at the top. Florists don't earn a lot of money, but they see beautiful things every day and meet a lot of people. Also, they can quickly see if they are successful. It's easy. If they have healthy flowers around them and happy customers, then they will know they have done a good job. This might be the most important thing of all and might explain why 79% of hairdressers also feel happy with their lives. They know if they've done a good job or not as soon as they have finished cutting someone's hair. However, only 62% of nurses, and 59% of teachers say that they are happy. Although they

work hard to make other people better, the results of this work are not seen so quickly. Or, they may never be seen. Another important thing is who you work for. Many florists or hairdressers are self-employed, meaning that they have their own company. Because of this, they don't have to worry about making their boss happy or being promoted. Research shows that over 90% of self-employed people are happy because they are able to control their own day, but only 54% of people who work for someone else are happy. Money doesn't always make you happy, of course. Research shows that people with a salary of more than \$78,000 a year are the unhappiest. Near the bottom of the list are IT workers. Despite their large salaries, only 48% love their jobs. Then, we have bankers – only 44% enjoy what they do. It seems that choosing a job because of what you might earn isn't always a good idea.

- | | |
|---|----------|
| 1. Happy teachers () | a) 44% |
| 2. Happy hairdressers (f) | b) 48% |
| 3. Happy bankers () | c) 54% |
| 4. Happy florists () | d) 59% |
| 5. Happy IT workers () | e) 62% |
| 6. The number of people who were questioned () | f) 79% |
| 7. Happy nurses () | g) 87% |
| 8. People who work for someone else and are happy () | h) 2,000 |



II. Read the article again. Mark these sentences T (true), F (false), or DS (doesn't say).

- 1. Florists are happy, but it's not a job for people who want to be rich. _____
- 2. People are happier when they can see if they have been successful or not. _____
- 3. Nurses and teachers always know if they have done a good job. _____
- 4. People who have their own company usually work long hours. _____
- 5. People who work for someone else are happier than self-employed workers. _____
- 6. People who have low pay are often happy _____
- 7. The unhappiest people are IT workers. _____

Thursday

WRITING

III. Write a paragraph (100–125 words) about jobs. Use the questions below to help you, and use the past perfect if possible.

When you were a child, what did you want to be?

Did you change your mind?

When/Why did you change your mind?

What characteristics of a job are important to you?



Friday

I. Complete the sentences. Use the past perfect simple of the verbs in the list

speak | not recover | go | eat | turn | meet

- 0 After **she had spoken** to the doctors, Jane understood that her father's illness was nothing serious.
- 1 I remembered that I _____ him before at a school sports competition.
- 2 After they _____ for a run they had a drink.
- 3 _____ you already _____ before the guests arrived?
- 4 Kate had to stay in bed two more days because _____ from her cold.
- 5 We _____ just _____ the corner when we saw a group of people.

II. Complete the text with either the past simple or the past perfect form of the verbs.

arrive | get | go | leave | eat | not go

When I **got** to the party, Tom 1. _____ already _____.

But, he 2. _____ home – he'd been taken to hospital. He 3. _____ some fish before

he 4. _____ at the party and felt very ill. I 5. _____ to the hospital to find him.

III. Complete the sentences with your ideas. Use the past perfect continuous.

- 0 The football ground was wet in the morning because it **had been raining** all night.
- 1 The children's bedroom was in a terrible mess because they _____.
- 2 Tom was late because he _____.
- 3 The children were dirty because they _____.
- 4 We were hungry because we _____.
- 5 Alice felt sick because he _____.



Inventario de actividades de Inglés (nivel: ADVANCED)
(Apoyo a la recuperación académica 2017)

Estimado estudiante:

Te proponemos el presente inventario de actividades como un recurso de apoyo para el proceso de recuperación académica que debes seguir durante el mes de enero de 2018. Te pedimos tener presente, respecto al inventario, lo siguiente:

- Ha sido elaborado de acuerdo con un temario anual, el cual considera los cuatro bimestres (25 % c/u).
- Las actividades que se presenta en él han sido tomadas de documentos de trabajo, libros del año escolar 2017 y de otras fuentes, pero que se ajustan a los contenidos del temario anual.
- Ha sido dosificado para ser desarrollado en cuatro semanas, de lunes a viernes, destinando para ello una hora diaria aproximadamente.
- El estudiante debe imprimir los documentos que serán desarrollados, archivados y presentados en un fólter manila tamaño oficio (incluir carátula), el mismo que será revisado y evaluado por los docentes responsables de la evaluación de recuperación, asignándole un peso de 25 % en el resultado final de la recuperación como "evaluación de portafolio". De hecho, si no lo presentases desarrollado, se te asignará la nota mínima en evaluación de portafolio.
- NOTA: Se adjunta hoja de respuestas para que al fin del trabajo pueda revisar su avance.
- Si los estudiantes requiriesen presentarse a la segunda oportunidad, podrán mejorar y volver a presentarlo desarrollado, prevaleciendo, en este caso, la segunda calificación. Si no lo hiciesen, mantendrán la calificación obtenida en la primera ocasión.
- En la tabla de control diario, el padre de familia debe firmar para apoyar y controlar el avance diario del estudiante en su desarrollo.
- No hemos incluido una calendarización específica para su desarrollo (fechas de inicio y fin), asumiendo que cada estudiante lo hará en coordinación con sus padres, considerando la realidad particular y los planes de la familia. En todo caso, el trabajo ha sido previsto para cuatro semanas.
- La primera oportunidad de evaluación será a fines de enero. La presentación del portafolio (inventario desarrollado) es obligatoria desde la primera oportunidad de evaluación.

WEEK	UNIT	TOPIC		
		N°	GRAMMAR	VOCABULARY
1	4 DILEMMAS	1	FIRST CONDITIONAL	BEING HONEST
		2	SECOND CONDITIONAL	MAKING A DECISION
2	6 HOW DO THEY DO IT?	1	PRESENT AND PAST PASSIVE	EXTREME ADJECTIVES
		2	FUTURE AND PRESENT PERFECT PASSIVE	MODIFIERS
3	8 IT'S A CRIME	1	REPORTED SPEECH	CRIME
		2	REPORTED QUESTIONS	REPORTING VERBS
4	10 MONEY	1	FUTURE CONTINUOUS	MONEY AND VALUE
		2	FUTURE PERFECT	JOBS AND WORK

	Tabla de firmas del padre de familia de control diario				
	Lunes 1 de enero	Martes 2 de enero	Miércoles 3 de enero	Jueves 4 de enero	Viernes 5 de enero
Semana 1					
	Lunes 8 de enero	Martes 9 de enero	Miércoles 10 de enero	Jueves 11 de enero	Viernes 12 de enero
Semana 2					
	Lunes 15 de enero	Martes 16 de enero	Miércoles 17 de enero	Jueves 18 de enero	Viernes 19 de enero
Semana 3					
	Lunes 22 de enero	Martes 23 de enero	Miércoles 24 de enero	Jueves 25 de enero	Viernes 26 de enero
Semana 4					

ANEXOS



WEEK 1

MONDAY

Anexo 1

I. Read the text and circle the correct answer for each number.

THE NETHERLANDS

Welcome to the Netherlands, a tiny country that only extends, at its broadest, 312 km north to south, and 264 km east to west - (0) **ALTHOUGH** the land area increases slightly each year as a (1) _____ of continuous land reclamation and drainage. With a lot of heart and much to offer, 'Holland,' as it is (2) _____ known to most of us abroad - a name stemming (3) _____ its once most prominent provinces - has more going on per kilometer than most countries, and more English-speaking natives. You'll be impressed by its (4) _____ cities and charmed by its countryside and villages, full of contrasts. From the exciting variety (5) _____ offer, you could choose a romantic canal boat tour in Amsterdam, a Royal Tour by coach in The Hague, or a hydrofoil tour around the biggest harbour in the world - Rotterdam. In season you could visit the dazzling bulb fields, enjoy a full day on a boat, or take a bike tour through the pancake-flat countryside spiced with windmills. The possibilities are countless and the nationwide tourist office, which is on hand to give you information and (6) _____ reservations. You'll have (7) _____ language problems here, as the Dutch are true linguists and English is spoken here almost universally.

- | | | | |
|-----------------------------|-----------------|-----------------|--------------------|
| 0. A) so | B) despite | C) in spite of | D) although |
| 1. A) whole | B) consequently | C) rule | D) result |
| 2. A) regularly | B) occasionally | C) commonly | D) unusually |
| 3. A) in | B) from | C) on | D) of |
| 4. A) historic
historian | B) historical | C) historically | D) |
| 5. A) at
D) for | B) in | C) on | |
| 6. A) sit | B) catch | C) do | D) make |

7. A) few

B) a few

C) little

D) a

little

II. Read the text below and think of the word which fits each gap. Use only one word in each gap.

THE HISTORY OF PAPER

The history of paper is also the history of human culture and (0) **CIVILISATION**. The Egyptians, Greeks and Romans wrote on "papyrus", a paper-like material. Today's kind of paper was first (1) _____ and used in China. Paper was the most important carrier of information in the past. It was only with increasing paper production that the transfer of (2) _____, education and information to a larger portion of (3) _____ became possible.

With paper emperors were able to administrate large empires more easily. In former times paper was a (4) _____ product, and paper making an art - an art that was often kept secret because of the outstanding (5) _____ of the product. Today paper has changed from a rare artisan material to a commodity product, with a high (6) _____ value in communication, in educational, artistic, hygienic, sanitary, and technical applications. Nobody can imagine a word without paper. A large (7) _____ of paper grades are produced to suit the special (8) _____ of each application.

CIVILISE

CARRY

KNOW

SOCIAL

VALUE

ADVANCE

PRACTISE

VARY

REQUIRE

III. Circle the correct words.

0. Have you ever **said / told** a lie?

1. You should **do / be** the right thing and tell the truth.

2. Simon **opened / owned** up to breaking the window.

3. There's no point trying to **cheat / hide** the truth.

4. Did you think you would **get / be** away with stealing that money?

5. I have never **hidden / cheated** in a test in my life.

TUESDAY

IV. Complete the conversation with the words in the list.

reconsidering | bad | thought | right | made | come

MARTA: I still don't know what to study at university.

SAM: I thought you'd already (0) **made** up your mind about that? You (1) _____ long and hard and decided you wanted to study History.

MARTA: I know, but I'm (2) _____ that now.

SAM: You don't think it's the (3) _____ decision?

MARTA: No, I think it was a (4) _____ decision. I don't really enjoy History.

SAM: Well, you'd better (5) _____ to a decision before the end of the year!

V. Circle the correct words to complete the dialogue.

MARK: Sara, if you (0) **see / will** Tim will you tell him I'll meet him at the sports centre at 6 o'clock?

SARA: Sure, I (1) **tell / 'll tell** him if I see him. But why don't you just text him?

MARK: I (2) **'d text / 'll text** him if he had a mobile phone, but he hasn't.

SARA: Has he lost another one? His mum said she (3) **won't / wouldn't** buy him any more if he did that again.

MARK: I know. I don't think he's going to tell her. She'll be really angry if he (4) **does / did!**

SARA: If I lost as many phones as Tim, I (5) **won't want / wouldn't** want another one! They're too expensive!

VI. Choose the correct response for each of the sentences.

0. If his nose were smaller, he _____ very handsome.

- a) would be
 was

1. I would come if I _____ a car.

- a) would have
b) had

2. If she _____, she would tell him.

- a) knows
b) knew

3. If his parents didn't give him money, he _____ so much.

- a) wouldn't go out
b) didn't go out

4. If she _____ me, she would have told me.

- a) didn't believe
b) wouldn't believe

5. He wouldn't say that if he _____ it.
 a) wouldn't mean
 b) didn't mean
6. I _____ on a trip around the world if I won the lottery.
 a) would go
 b) will go
7. I _____ that if I were you.
 a) will not do
 b) would not do
8. If these walls _____ thicker, we wouldn't hear the neighbors.
 a) would be
 b) were
9. If I were a millionaire, _____ a mansion.
 a) I'd buy
 b) I'm going to buy

VII. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

<p>0. Susan and Frank don't like each other. WELL</p> <p>Susan and Frank don't <u>GET ON WELL</u> with each other.</p>
<p>1. Was it necessary for her to spend so much money on it? HAVE</p> <p>Did _____ spend so much money on it?</p>
<p>2. It's possible that he hasn't been informed about his uncle's death. MIGHT</p> <p>He _____ informed about his uncle's death</p>
<p>3. Why did you sell such a great car? MADE</p> <p>What _____ such a great car?</p>
<p>4. 'What do you think of the new health centre?' ASKED</p> <p>She _____ of the new health centre.</p>

WEDNESDAY

VIII. Complete the sentences with the correct form of the words in the list.

come | forget | visit | ask | bake | not give

0. If you **had forgotten** to take your umbrella, you'd have got very wet!
1. I'd have had a great weekend if the teacher _____ us so much homework.
2. If I'd known, you were coming I _____ a cake.
3. You would have enjoyed yourself if you _____ with us to the concert.
4. If we'd had more time, we _____ more tourist sights.
5. Sam would have lent you the money if you _____ him.

IX. For questions 1-7, read the text below and think of the word which fits each gap. Use only one word in each gap.

CATS

Cats of all kinds are present in the legends, religion, mythology, and history of (0) **MANY** different cultures. Cave paintings created by early humans display different types of wild cats (1) _____ are now extinct, or no longer around. Many of these great beasts saw humans as food, but were hunted by humans in return. Cats similar (2) _____ the ones kept as pets today started showing up in artwork thousands of years ago. For example, the ancient Egyptians believed cats were the sacred, or special, animal of a goddess named Bast. They believed that Bast often appeared as a cat, so many ancient Egyptians respected and honoured cats and kittens. (3) _____, other cultures feared cats or thought that they brought illnesses and bad luck. Today, with millions kept as pets in homes around the world, cats have become important members of many families. No one knows for sure when or (4) _____ cats became very popular household pets. It's possible that people noticed how cats hunted mice and rats, (5) _____ they set food and milk out to keep the cats near their homes. This helped to prevent (6) _____ many of these rodents (7) _____ coming into homes and eating people's food or spreading sickness.

X. Circle the correct words.

0. If the baby wants more milk, she **'ll / 'd cry** for it.
1. If I was a teacher, I **won't / wouldn't** give homework.
2. What will you do if the bank **is / was** closed?
3. What would you do if someone **steals / stole** your phone?

4. I **'ll / 'd** get you a drink if you're thirsty.
5. If she **needs / needed** your help, she'd email you

XI. Complete the sentences with the correct form of the verbs.

0. If I **WERE** (be) you, I **WOULD GET** (get) a new job.
1. If he _____ (be) younger, he _____ (travel) more.
2. If we _____ (not/be) friends, I _____ (be) angry with you.
3. If I _____ (have) enough money, I _____ (buy) a big house.
4. If she _____ (not/be) always so late, she _____ (be) promoted.
5. If we _____ (win) the lottery, we _____ (travel) the world.
6. If you _____ (have) a better job, we _____ (be) able to buy a new.
7. If I _____ (speak) perfect English, I _____ (have) a good job.
8. If we _____ (live) in Mexico, I _____ (speak) Spanish.
9. If she _____ (pass) the exam, she _____ (be) able to enter university.
10. She _____ (be) happier if she _____ (have) more friends.
11. We _____ (buy) a house if we _____ (decide) to stay here.
12. They _____ (have) more money if they _____ (not/buy) so many clothes.
13. We _____ (come) to dinner if we _____ (have) time.
14. She _____ (call) him if she _____ (have) his number.
15. They _____ (go) to Spain on holiday if they _____ (like) hot weather.

XII. Match the parts of the sentences.

- | | |
|--------------------------------|--------------|
| 0. I'll text you | <u> C </u> |
| 1. Please don't start eating | _____ |
| 2. What are you going to do | _____ |
| 3. Don't give her your notes | _____ |
| 4. He'll be angry | _____ |
| 5. They are allowed to go home | _____ |

- A. when you get home tonight?
- B. if he doesn't win this race.
- C. as soon as I get there.
- D. unless she asks for them.
- E. as soon as they've finished this exercise.
- F. until I get home.

THURSDAY

XIII. Complete the sentences. Use your own ideas.

0. If I had been born in China, I'd be able to speak Chinese .
1. I'd have been very angry if _____ .
2. If it had snowed yesterday, _____ .
3. I'd have laughed a lot if _____ .
4. My teacher would have been happy if _____ .
5. If I had gone to bed at 1 a.m. last night, _____ .

XIV. Complete the sentences with the correct forms of the verbs.

study | have | would | can | live | not be

0. It's freezing today. If only I had a warm coat.
1. I wish my brother _____ stop taking my stuff.
2. If only we _____ in a bigger apartment.
3. I wish I _____ visiting my aunt.
4. If only I _____ harder for the exam.
5. I wish I _____ go on holiday.

XV. Read the text and circle the correct answer for each number.

THE STORY OF GOLD

The story of gold is an adventure involving kings, queens, pirates, explorers, conquerors, and the native peoples they conquered. Throughout history, gold has woven a magic spell over those it touched. Gold is beautiful and rare; a soft shiny metal that can be moulded into many (0) SHAPES. It has been used for money, jewellery, and to decorate special buildings such (1) _____ palaces and places of worship. (2) _____ the precious metal was discovered, prospectors rushed to mine it, starting new cities and countries as they went. Gold and the people who love it have helped shape the world we live (3) _____ today. Gold is one of many elements, or substances that cannot be changed by normal chemical means, that are found in the Earth's crust. Gold has a warm, sunny colour and (5) _____ it does not react (5) _____ air, water, and most chemicals, its shine never fades. In its natural (6) _____ gold is soft and easily shaped. When heated to 1,062 Celsius it melts and can be poured into molds to form coins, gold bars, and other objects. Stories have been told, movies

(7) _____ and legends born about the discovery of the world's great gold deposits. It is a saga of dreams, greed, ambition and exploration.

- | | | | |
|---------------|-------------|-------------|-------------|
| 0. A) formats | B) outlines | C) shapes | D) lines |
| 1. A) as | B) like | C) many | D) to |
| 2. A) Whoever | B) However | C) Forever | D) Wherever |
| 3. A) at | B) in | C) for | D) on |
| 4. A) yet | B) despite | C) because | D) so |
| 5. A) with | B) in | C) of | D) at |
| 6. A) estate | B) stage | C) state | D) position |
| 7. A) done | B) made | C) composed | D) built |

FRIDAY

XVI. Read the story. Then answer the questions below.



“The Mini Problem”

Lily's anger could not have been more **palpable**.

She awakened Christmas morning and, along with her brother, ran down to see the gifts under the tree.

In the living room sat a magnificent mini bike. It was red with a pearly white gas tank and side panels. For a brief moment, Lily was filled with what seemed like **insurmountable** excitement. She couldn't imagine anything better than getting that bike. Then, her eyes caught sight of a baby doll sitting on the couch with a huge bow.

She knew. She knew that the mini bike belonged to her brother and that she had been **relegated** to that doll. It was par for the course.

Tommy always got cool things: skateboards, gliders, science kits. The mini bike was just the latest cool thing.

Lily always got the boring gifts: a doll with a gown, a doll with a tutu, a doll with a puppy. This doll seemed unusually blah. The doll wore a petticoat. The doll had short, straight black hair.

Tommy had seen that mini-bike in the front window of Moore's Bike Shop, but hadn't Lily too? Both had begged for the bike. Both had said it was the only thing they wanted for Christmas. Hadn't Lily asked for it with as much **fervor** as her twin brother?

Tommy's eyes grew wide at the sight of the bike he knew was his—no doll for him. He ran into his parents' room and jumped excitedly on the bed.

“Thank you, Mama! Thank you, Papa!” he yelled.

Meanwhile Lily simmered in the other room. She was furious. She was enraged. She was **incensed**. It took a while for anyone to even realize she was missing.

“What’s wrong, Lil?” Papa asked. “Did you see your pretty doll?” “I saw it,” she said sulkily.

“What’s wrong?” asked Mama.

Silence. Lily’s jaw was fixed. Her hands clenched. Her whole body trembled.

“Oh, Mama, you know Lily is never excited by presents!” her brother laughed. “Come out and watch me ride!”

And so they did.

1) In the beginning of the story, Lily's anger was described as palpable because it was:

- A. unusual
- B. irrational
- C. difficult to understand
- D. easy to feel

2) As used in the beginning of the story, which is the best antonym for insurmountable?

- A. sane
- B. phony
- C. unjustified
- D. surpassable

3) As used in the beginning of the story, which best describes the act of being relegated?

- A. A star athlete is given a coveted award.
- B. A disobedient dog is put in the garage to sleep.
- C. After being tested; swimmers are put into groups according to their ability levels.
- D. The birthday boy is taken to his favorite restaurant.

4) As used in the beginning of the story, the expression par for the course implies that something

- A. is to be expected
- B. cannot be undone
- C. is sure to cause anger
- D. was meant to be hurtful

5) What is ironic about the title of this passage?

- A. Lily has a big problem.
- B. Tommy is perfectly happy.
- C. Lily does not get a mini bike.
- D. Lily’s parents do not realize there is actually a problem.

6) What could the author have written if she wanted to show Lily taking steps to improve her situation?

- A. a scene with Lily storming out of the house
- B. a description of Lily getting to ride the mini bike first
- C. a paragraph describing Lily pretending to appreciate the doll
- D. a dialogue with Lily explaining to her family why she was so angry

7) As used in the middle of the story, which is the best antonym for fervor?

- A. gluttony
- B. indifference
- C. politeness

D. passion

8) In paragraph 6, the author most likely repeats the word "doll" to

- A. highlight how extravagant the dolls were
- B. juxtapose the number of dolls with just one mini bike
- C. emphasize how common this gift had become for Lily
- D. make it clear that the doll she got this Christmas was the worst of all

9) As used at the end of the story, which is the best antonym for incensed?

- A. pleased
- B. annoyed
- C. patient
- D. indignant

MONDAY

WEEK 2

I. Read the text below and think of the word which fits each gap. Use only one word in each gap.

ABOUT FISH AND AQUARIUMS

There are more than 200,000 species of fish inhabiting many (0) **DIFFERENT** waters. New species of fish are discovered every year. From the deepest part of the seas thousands of feet down in total (1) _____, to the beautiful aqua-blue waters of the coral reefs, to the streams, lakes, and ponds of freshwater found throughout the world, fish have adapted an incredible variety of life-forms, styles, and (2) _____. The group of aquatic animals we call fishes has evolved for over 400 million years to be the most (3) _____ and diverse of the major vertebrate groups. Forty-one percent of the world's fish species inhabit only fresh water. This is pretty (4) _____ considering that fresh water covers only 1 percent of the world's surface. As you probably already know salt water covers 70 percent of the earth's surface. So the number and (5) _____ of fresh water species to marine or saltwater species is all the more mind-boggling. While they inhabit the smallest amount of water, they have, in fact, adapted to a much (6) _____ range of habitats and to a greater variety of water conditions. Let's take a closer look at the unique adaptations of fish that have allowed them to live so (7) _____ in the medium we call water.

DIFFER

DARK

BEHAVE

NUMBER

AMAZE

VARY

WIDE

SUCCESS

II. Put the adjectives

fantastic
delighted
big |

EXTREME	GRADABLE
_____	_____
_____	_____
_____	_____
_____	_____

into the correct column.

| tiny | small |
| funny | happy |
hilarious

III. Complete the text with the words in the list.

nice | happy | huge | fantastic | tiny | amazing

I've just returned from a week-long trip to the USA – it was absolutely (0) **fantastic**. We hired a very (1) _____ car from the airport in New York and we drove about 100 miles every day. Of course, the USA is an absolutely (2) _____ country, so we only saw a (3) _____ part of it – but what we did see was absolutely (4) _____. I'm really (5) _____ we went!



PASSIVE VOICE

TUESDAY

IV. Complete the sentences. Use the correct form of the present passive.

1. This TV programme **is shown** (show) every Saturday evening.

TENSE	ACTIVE	PASSIVE
Present Simple	They speak German in Austria.	German is spoken in Austria.
Present Continuous	They are planting some trees.	Some trees are being planted .
Present Perfect	Someone has eaten my muffin.	My muffin has been eaten .
Past Simple	They closed the road for a day.	The road was closed for a day.
Past Continuous	He was not feeding his dogs.	His dogs were not being fed .
Past Perfect	Someone had put out the fire before the fire brigade arrived.	The fire had been put out before the fire brigade arrived.
Future Simple	They will fine you for littering.	You will be fined for littering.
Future with 'be going to'	They are going to raise taxes.	Taxes are going to be raised .
Modal verbs	You can solve the problem.	The problem can be solved .

2. Students at my school _____ (not teach) how to play musical instruments.
3. The front door _____ (lock) every night at 11 o'clock.
4. Our old car _____ (not use) very much anymore.
5. My best photographs _____ (display) on the wall in the hallway.

6. The windows _____ (clean) twice a month.

V. Complete the sentences. Use the correct form of the passive.

- 0. Maria was **TOLD** to stop singing. (tell)
- 1. They were _____ by the ending. (surprise)
- 2. Michael was _____ by his grandparents. (raise)
- 3. This house was _____ by a famous architect. (design)
- 4. The child was _____ up by his father. (pick up)
- 5. The bank robbers were never _____. (catch)
- 6. This book was _____ by Ernest Hemingway. (write)
- 7. This stadium was _____ for the Olympic Games. (build)
- 8. My flight was _____ because of bad weather. (delay)
- 9. Classes were _____ by the principal. (cancel)

VI. Change these active sentences to passive.

- 0. My grandfather built this house in 1943.
This house was built in 1943 by my grandfather.
- 1. People speak Portuguese in Brazil.

- 2. I had cleaned all the windows before the storm.

- 3. He had written three books before 1867.

- 4. They are building a new stadium near the station.

- 5. The cleaner has cleaned the office.

VII. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

<p>0. It wasn't Mark that you met in the shop. HAVE</p> <p>It <u>COULDN'T HAVE BEEN</u> Mark that you met in the shop.</p>
<p>1. She was just going to have her breakfast when the phone rang. ABOUT</p>

<p>She was just _____ breakfast when the phone rang.</p>
<p>2. Steve didn't manage to complete his work. FAILED</p> <p>Steve _____ his work.</p>
<p>3. How long has she been studying English? BEGIN</p> <p>When _____ studying English?</p>
<p>4. George wrote his last novel five years ago. WAS</p> <p>It _____ George wrote his last novel.</p>
<p>5. Nobody took any notice of his bad behaviour. ATTENTION</p> <p>Nobody _____ his bad behaviour.</p>

WEDNESDAY

VIII. Complete the sentences with the correct form of make or do.

0. Try not to **make** too much noise when you come home tonight.
1. I'll come out after I've _____ the housework.
2. The reason you don't understand it is because it doesn't _____ sense.
3. He needs to find a way to _____ money fast.
4. Marco _____ really well in his exams last year.
5. Will passengers please _____ their way to the departure lounge?

IX. Put the words in order to make sentences.

0. every / We / our windows / have / cleaned / month
We have our windows cleaned every month.
1. checked / got / by / my Dad / my homework / I

2. going to / her / She's / cut / tomorrow / hair / have

3. you / a tattoo / ever / Have / had / done ?

4. We / our house / had / painted / last summer

5. did / your bike / Where / get / you / fixed ?

X. For questions 1-7, read the text below and think of the word which fits each gap. Use only one word in each gap.

GUTENBERG

Before Gutenberg (1394 – 1468), all books had to be copied by hand. The so-called 'manuscripts' of medieval times were laboriously hand-written, usually by monks (0) WHO devoted years (1) _____ the work. Earlier attempts had been made to produce printing 'blocks'. The designs on playing cards (2) _____ example were carved from wooden blocks which were inked and then printed onto cards. There are even examples of whole pages in books being hand carved and printed. Gutenberg however came up with the idea of printing using, not whole page blocks, but letter blocks. (3) _____ he was a goldsmith (4) _____ trade, he knew how to mould metal into whatever shape was needed. He made thousands of tiny blocks of 'type', (5) _____ with a letter raised on it, which could be lined up and clamped into position in a 'forme' (page block). The type could be linked, paper laid on top, and the whole thing compressed by turning a handle. When released, the paper had the page printed on it. Years of work went into this invention. Gutenberg (6) _____ to make the letters, develop an ink which would cling to metal (most didn't), build the forme, and above (7) _____ find the money to do all this while not working as a goldsmith.

THURSDAY

XI. Underlined the correct words.

0. The burglars **are / were** arrested last night.
1. I **am / is** given \$10 pocket money every week.
2. **Was / Were** they beaten by many points?
3. Our chickens **aren't / isn't** kept in cages.
4. The experiment **was / were** done in the laboratory.
5. Lots of English words **is / are** spelled strangely.

XII. Complete the sentences with the future or present perfect passive form of the words in brackets.

0. This bicycle **hasn't been cleaned** (not clean) since last year.
1. Students _____ (not allow) to use calculators in the next test.
2. Lots of food _____ (prepare) for tonight's party already.
3. The children _____ (not give) their lunch money yet.
4. The final match _____ (play) next Saturday at 10 am.
5. A lot of questions still _____ (not answer).

XIII. Rewrite the sentences in the passive. Use by + agent if necessary.

0. The Queen opened the museum.

The museum was opened by the Queen.

1. They built this library in 1964.

2. They won't let you in if you're late.

3. My cat wakes me up every morning.

4. Nobody has fed the dog today.

5. My dad drove me to school this morning

XIV. Read the text and circle the correct answer for each number.

TOURISM

Tourism is one of the world's largest industries, and it is the fastest growing. It contributes over £50 billion to the economy annually, over £12 billion of it from overseas visitors. About 25 million overseas visitors (0) **COME TO** Britain each year. Tourism is one of the biggest employment (1)

_____ in the UK, too – it employs over 1.7 million people, which is more than in the construction or health service industries.

Around 20% of all new (2) _____ are in this industry. These figures are very impressive, but how do they translate (3) _____ job possibilities for you? There is room in this industry for all sorts of people, with different educational (4) _____ personal attributes, interests and career aims. A tourist is really a traveller – someone who (5) _____ a journey, usually for recreation, (6) _____ a holiday or sightseeing. (7) _____, tourism at its very simplest refers to the industry that provides travel and entertainment facilities for people away from their own homes.

0. A) come from **B) come to** C) come away with D) come down to
1. A) zones B) sections C) districts D) sectors
2. A) works B) jobs C) employments D) vocations
3. A) into B) from C) for D) at
4. A) in B) on C) for D) at
5. A) surroundings B) traditions C) backgrounds D) settings
6. A) makes B) does C) performs D) breaks
7. A) as B) such C) so D) like
8. A) although B) despite C) therefore D) because

FRIDAY

XV. Read the story. Then answer the questions below.

“City Girl”

I am a city girl at heart. I’ve never milked a cow – never wanted to. I was shocked when I attended my first “pig pickin’” after my husband and I moved to North Carolina from Boston. I had to **avert** my eyes from the huge pig, skin and head still on, splayed open across an oil drum that had been sawed in half lengthwise and fitted with hinges so it opened and closed.

This, I later learned, was called a “pig cooker.” Part of the pig’s insides were chopped up in a pan beside it and referred to as “barbecue.” Seeing all of this did not improve my appetite.

“Y’all in thuh country now, gul,” the host told me happily, apparently thrilled to be the one to indoctrinate me into country living.

When, at 8 months pregnant, I volunteered to chaperone my son’s strawberry-picking field trip, the other mothers looked at me strangely. I thought strawberries grew on tall bushes, not low to the ground. All that squatting sent me into early labor.



You should keep these incidents in mind in order to understand my attitude when I heard a “huge hurricane” was headed toward our town. I thought back to the snowstorms forecast during my days growing up in Philadelphia. The “20 inches” predicted by the weatherman never seemed to **materialize**.

The local newspaper ran a long checklist of things townspeople should get to prepare for the hurricane. My neighbor, Wayne, aware that I was new to town, made a point of giving me a copy of the list. I took a **cursory** glance and thought nothing more of it.

While my neighbors were running around taping their windows, buying fresh batteries, and prepping their generators, I was, quite **literally**, sitting in my glass house playing with the kids on the floor.

The rains started at 2 o’clock in the afternoon. To my amazement, this was exactly what the weatherman had predicted.

These were no ordinary rains, either. From my glass living room, I could no longer see the front lawn or the trees. The rain was as thick as a woolen curtain. By nightfall, my husband’s car had begun to float out of the driveway. The water started insidiously creeping up our front steps, overturning potted plants and benches in its wake.

“This is unbelievable!” I yelled. I reached for the phone to dial Wayne. He had been born and raised in these parts; surely he would know what to do.

“Wayne,” I said worriedly into the receiver. “The water is coming up our front steps. It’s almost to our door!”

“Ours, too,” he said, quite calmly, I thought, given the circumstances. “What should I do?”

“Put out your sandbags. It will keep the water out as long as it doesn’t get too high.”

“Sandbags?”

“You didn’t get any?” he asked in disbelief. “They were on the list.” No, I hadn’t.

1) What other title might fit this passage best?

- A. "An Urban Attitude"
- B. "Learning Hurricanes"
- C. "Picking Strawberries"
- D. "Snow Storms that Don't Come"

2) What seems to be the author's main purpose in the first four paragraphs of this passage?

- A. to let the reader know that the narrator went into early labor
- B. to let the reader know that the narrator does not like barbecue
- C. to let the reader know that the narrator is unfamiliar with country life
- D. to let the reader know that the narrator wants to move back to Boston

3) “I had to avert my eyes from the huge pig, skin and head still on, splayed open across half of an oil drum that had been sawed in half lengthwise.”

Which of the following is the best way to rewrite the above sentence (from paragraph 2) while keeping its original meaning as used in the story?

- A. I had to open my eyes to the huge pig, skin and head on, splayed open across an oil drum that had been sawed in half lengthwise.”
- B. I had to direct my eyes towards the huge pig, skin and head on, splayed open across an oil drum that had been sawed in half lengthwise.
- C. I had to turn my eyes away from the huge pig, skin and head on, splayed open across an oil drum that had been sawed in half lengthwise.
- D. I had to fix my eyes upon the huge pig, skin and head on, splayed open across an oil drum that had been sawed in half lengthwise.

4) As used in paragraph 5, which is the best definition for materialize?

- A. to be false
- B. to increase in size
- C. to become actual or real
- D. to be concerned with consumer goods.

5) Which literary term best applies to the following quote: “Y’all in thuh country now, gul.”

- A. yarn, meaning an improbable tale
- B. trait, characterized as a habit or tendency in one’s personality
- C. caprice, characterized as expressing fanciful or odd notions
- D. vernacular, meaning the native language of people in a particular geographical area.

6) Which best describes the narrator's attitude in this passage?

- A. disdainful of rural life
- B. unaware of country ways
- C. anxious to get back to Boston
- D. wishful for her children to grow up in the city

7) As used in the middle of the story, which is the best antonym for cursory?

- A. angry and willful
- B. fast and intelligent
- C. slow and deliberate
- D. slow and superficial

8) What does it mean to literally do something?

- A. to think about doing something
- B. to do something exactly as said
- C. to do something and regret it later
- D. to do something with a bad attitude

9) What message does the author convey by having the narrator wait out the storm in a glass room?

- A. It signifies how vulnerable she is.
- B. It signifies the narrator's nontraditional tastes.

C. It lets the reader know that she has not taped up her windows.

D. It lets the reader know she can see everything that's going on.

10) Which lesson does the narrator most likely learn during the hurricane?

A. The early bird catches the worm.

B. Marry in haste and repent at leisure.

C. An ounce of prevention is worth a pound of cure.

D. Actions speak louder than words.



MONDAY

I. Match the words with the definitions.

- | | |
|---------------|--------------------------|
| 0. robber | <input type="checkbox"/> |
| 1. con man | <input type="checkbox"/> |
| 2. mugger | <input type="checkbox"/> |
| 3. pickpocket | <input type="checkbox"/> |
| 4. burglar | <input type="checkbox"/> |
| 5. shoplifter | <input type="checkbox"/> |

- a) A person who steals from another, using violence or the threat of violence.
- b) A person who breaks into houses and steals things.
- c) A person who steals things.
- d) A person who tricks someone into giving them money.
- e) A person who steals from shops.
- f) A person who steals things from people's bags or pockets.

II. Complete the sentences with the words in the list.

committed | arrested | broke | prison | trouble | fine

- 0. The police arrested the burglar as he climbed out of the window.
- 1. I got a _____ of £25 for throwing litter in the park.
- 2. She has never _____ a crime in her life.
- 3. You will be sent to _____ if the police catch you.
- 4. I don't want to get into any _____.
- 5. The police think the burglar _____ in through the back door.

III. Underlined the best verbs to report these statements.

- 0. "OK, I'll meet you at 8 o'clock."

agree / invite

1. "You should go and see that film – it's great."

demand / recommend

2. "Would you like to come to the beach with us this afternoon?"

persuade / invite

3. "No, I won't tell you the answer."

refuse / demand

4. "This new system will reduce crime by 50%."

encourage / claim

5. "I insist that you clean your room right now."

demand / persuade

IV. Complete the sentences.

0. "We want to have CCTV in every street."

They said they wanted CCTV cameras in every street.

1. "I think muggers should go to prison."

He said he _____ muggers should go to prison.

2. "They didn't phone me."

She said they _____ her.

3. "I'll call the police."

He said he _____ the police.

4. "We can't arrest him without evidence."

They said they _____ him without evidence.

5. "You're going to get into trouble."

He said I _____ into trouble.

V. Read the text below and think of the word which fits each gap. Use only one word in each gap.

LUXEMBURG

The Grand Duchy of Luxembourg is a constitutional monarchy headed by Grand Duke Henri of the House of Nassau. Economically, the (0) **STRENGHT** of its banking and (1) _____ institutions has attracted more than 200 foreign banks, including the headquarters of the European Investment Bank. The 480,000 (2) _____ have among the highest income levels per capita of any country in the world. Agriculture is still (3) _____. Around half of the total land area is farmed, though less than 5% of Luxembourgers now live and work on farms. Despite problems caused by overproduction of European wines in general, the vineyards are still (4) _____. And the enchanting Luxembourg countryside, (5) _____ its northern reaches in the Ardennes, is a popular holiday destination for Luxembourgers and (6) _____ from neighbouring countries. Having played a key role in establishing the institutions that evolved into the European Union, Luxembourg today hosts the secretariat of the European Parliament. In such a small country, with bigger neighbours on its doorstep, Luxembourgers have a distinctive individuality that even extends to the (7) _____ language, Letzebuergesch, which is vaguely related to both French and German, yet quite different from both.

- STRONG
FINANCE
RESIDE
IMPORT
COMPET
PARTICULAR
VISIT
NATION

TUESDAY

VI. Put the words in the correct order to make sentences.

0. asked / The policeman / where / had / I / me / been

The policeman asked me where I had been.

1. claimed / never / he / had / He / a crime / committed

2. her / to go / Her teacher / to college / encouraged

3. you / I / not to / told / too long / stay out

4. us / They / if / worried / we / about / were / crime / asked

5. agreed / it / We all / a fantastic / had been / holiday

REPORTED SPEECH

DIRECT SPEECH	INDIRECT SPEECH
Simple Present <i>"I never eat meat", he explained.</i>	Simple Past <i>= He explained (that) he never ate meat.</i>
Present Continuous <i>"I'm waiting for Ann", he said.</i>	Past Continuous <i>= He said (that) he was waiting for Ann.</i>
Present Perfect <i>"I have found a flat", he said.</i>	Past Perfect <i>= He said (that) he had found a flat.</i>
Present Perfect Continuous <i>He said, "I've been waiting for ages".</i>	Past Perfect Continuous <i>= He said (that) he had been waiting for ages.</i>
Simple Past <i>"I took it home with me", she said.</i>	Past Perfect <i>= She said (that) he had taken it home with her.</i>
Future <i>He said, "I will/shall be in Paris on Monday".</i>	Conditional <i>= He said (that) he would be in Paris on Monday.</i>
Future Continuous <i>"I will/shall be using the car myself on the 24h", she said.</i>	Conditional Continuous <i>= She said (that) she'd been using the car herself on the 24th.</i>
Conditional <i>I said, "I would like to see it".</i>	Conditional <i>= I said (that) I would like to see it.</i>

VII. Complete the reported questions, requests and commands.

- 0. "Put your hands up!"
He told him to put his hands up.
- 1. "When are you going out?"
He asked me _____.
- 2. "What time did you leave the office?"
The policeman asked her _____.
- 3. "Have you heard about the burglary?"
She asked him _____.
- 4. "Don't forget to lock all the doors!"
We told them _____.
- 5. "What were you doing when you heard the explosion?"
She asked me _____.

VIII. Complete the conversations with the words in the lists.

awful | believe | guess | Really | Tell | What

A: You'll never (0) guess what happened yesterday!

B: (1) _____ ?

A: You won't (2) _____ it.

B: (3) _____ me!

A: I got mugged on my way home from school!

B: (4) _____ ?

A: Yes! It was so scary.

B: That's (5) _____ !

IX. For questions 1-7, read the text below and think of the word which fits each gap. Use only one word in each gap.

HOLIDAYS

Whatever you do in tourism, you are likely to have a (0) **A LOT OF** of contact (1) _____ other people. This can be both enjoyable (2) _____ difficult. You will soon find (3) _____ how often people behave unlike their usual selves while on holiday, or trying to arrange a holiday. (4) _____ they stay in their own country or go abroad, they want to get away from it all, they (5) _____ paying hard-earned money to relax from work, and they want value (6) _____ money.

They will also be in unfamiliar surroundings and unsure of themselves. When things go well their happiness is infectious - it is very rewarding helping (7) _____ and contributing to the enjoyment of their holiday. When things go badly, clients blame the hotel staff or tour operator's representative, even if it isn't their fault. You've just got to keep calm and keep smiling when people are shouting at you.

WEDNESDAY

X. Change the reported speech into mini-dialogues.

0. Steve told Sue he liked her new hairstyle. She told him she'd cut it herself.

I like your new hairstyle.

STEVE

I cut it myself.

SUE

1. Mark asked Tom if he could lend him £5. Tom said he didn't have any money.

_____ ?

MARK

TOM

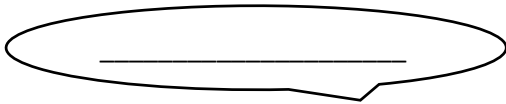
2. Sonja told Simon not to damage her laptop. Simon said he'd try not to.

_____ ?

SONJA

SIMON

3. James said he'd just seen a fantastic horror film. Jenny said she didn't like horror films.



JAMES



JENNY

4. Sally asked Jim if he had ever committed a crime. Jim said he hadn't.

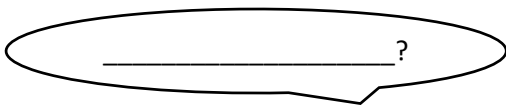


SALLY



JIM

5. Harry asked Tina if she could play a musical instrument. She told him she couldn't.



HARRY



TINA

XI. Complete the sentences with the correct forms of the verbs in brackets.

0. Who persuaded you **to have** (have) a barbecue this evening?
1. I hope you apologised for _____ (lose) Sam's pen.
2. My sports teacher encouraged me _____ (take up) climbing.
3. I didn't suggest _____ (leave) your bicycle here.
4. We agreed _____ (not tell) anyone about the crime we had committed.
5. Who recommended that you _____ (join) the police force?

XII. Complete the sentences.

0. "The police are investigating the incident."
He said the police **were** investigating the incident.
1. "Will you open your window, please?"
He asked me if I _____ my window.
2. "Have you found your lost handbag?"
He asked her if she _____ her lost handbag.
3. "Get out of bed!"
She told them _____ of bed.
4. "I can do the shopping for you."
He offered _____ the shopping for me.
5. "I think I'm going to be sick."
She said she _____ to be sick.

XIII. Circle the correct letter.

0. **A:** He said he'd help me find my dog.
B: He said he'll help me find my dog.
1. A: She said she already ate.
B: She said she'd already eaten.
2. A: I asked her if she was feeling ill.
B: I asked her if was she feeling ill.
3. A: Sam encouraged his friend be naughty.
B: Sam encouraged his friend to be naughty.
4. A: I told you to not do that!
B: I told you not to do that!
5. A: He offered to cook dinner that evening.
B: He offered cooking dinner that evening

THURSDAY

XIV. Complete the sentences.

0. "I've decided to become a police officer."
She said **she had decided to become a police officer.**
1. "You really should go training more often."
He encouraged me _____.
2. "No, I won't tell a lie."
She refused _____.
3. "Alright, I'll write Jake's essay."
He agreed _____.
4. "Don't drink the water!"
He told us _____.
5. "I've never met a murderer."
She said _____.

XV. Change the sentences into direct speech.

0. They said they were going to the cinema.
"We're going to the cinema."
1. She asked me if I'd ever been to Paris.
" _____?"

2. He told me not to leave the door open.

“ _____.”

3. She asked him if he'd look after her bags.

“ _____?”

4. They said they couldn't wait any longer.

“ _____.”

5. She said she'd bought a new burglar alarm.

“ _____.”

XVI. Find and correct the mistakes in each sentence.

0. He asked her bring him a sandwich.

He asked her to bring him a sandwich.

1. She told to him she was tired.

_____.

2. I asked him what he is crying about.

_____.

3. She asked me what did I want to watch.

_____.

4. He told that he had been to prison.

_____.

5. I apologised for eat the last sandwich.

_____.

XVII. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1. Somebody is coming to repair the computer the day after tomorrow.

REPAIRED

I **AM HAVING THE COMPUTER REPAIRED** the day after tomorrow.

2. Mary studied a lot. She wanted to pass the exam.

VIEW

Mary studied a lot with _____ the exam.

3. That's the most stupid excuse I've ever heard.

SUCH

I've never _____ excuse.

4. Please don't go to that conference next week.

RATHER

I'd _____ to that conference next week.

5. Even though he tried hard, he couldn't do anything about it.

MATTER

No _____ tried, he couldn't do anything about it.

6. What's the depth of the lake?' Martha asked her mother.

HOW

Martha asked her mother _____ was.

FRIDAY

XVIII. Read the story. Then answer the questions below.

"Tattoo"

Justin's mom had set down the house rules with aplomb. Only the most **obtuse** person would have failed to understand: no tattoos, no body piercings, and no co-ed sleepovers while living in the house of Elaine Tucker Brown.

Still, the day Justin turned 18, he lied to his mother about where he was going and headed straight to the tattoo parlor, as if **impervious** to his mother's wrath.

He got a light blue heart the size of an orange permanently etched on his arm. Above this work of art was the word "Blessed."

No, Justin was not stupid, but he was obstinate.

Elaine saw this as an act of sheer defiance. She was incensed, her anger **exacerbated** by the fact that Justin had breezed into the house, found her in the kitchen, taken off his shirt with a smile, and said, "Got it!"

"No, Justin. Let me tell you what you've got," Elaine said angrily. "You've got five minutes to go upstairs and pack a bag. I'm taking you to Pop-Pop's."

The ride to Pop-Pop's house was chilly, to say the least. Elaine berated Justin for everything she could think of, which wasn't much because he was a straight-A senior with a full academic scholarship to his top college pick. He had a kind heart and had started a foundation in the ninth grade, which donated used sporting equipment to underprivileged kids in South Africa.

Elaine pulled up to her father's door and ordered Justin out. Not 10 minutes later, her cell phone rang.



“Elaine, have you lost it? You are kicking a boy who is as good as him out of the house for a tattoo – that says ‘Blessed,’ no less?” her father asked, incredulous. “You will miss him so much. Don’t cut off your nose to spite your face, Elaine.

Come pick this young man up.”

Elaine, having grown up obeying most of her parents’ demands, turned her car around and went back to pick up her son. Justin was surprisingly **contrite**. “Sorry for being so disrespectful, Mom,” he said earnestly. “I will try to follow house rules from now on.”

1. What other title would best fit this passage?

- A. “House Rules”
- B. “Visiting Pop-Pop”
- C. "Straight A's"
- D. “Body Piercings”

2. As used in paragraph 1, which is the best antonym for obtuse?

- A. foolhardy
- B. intelligent
- C. passionate
- D. stubborn

3. Which of the following proverbs does Elaine seem to learn by the end of the story?

- A. much ado about nothing
- B. familiarity breeds contempt
- C. no arguments will give courage to the coward
- D. if words suffice not, blows must follow

4. Which of the following proverbs does Justin seem to learn by the end of the story?

- A. look before you leap
- B. pleasure bought with pain hurts
- C. youth’s first duty is reverence to parents
- D. if men had all they wished, they would often be ruined

5. In the final paragraph, the author writes, "Justin was surprisingly contrite." Which of the following is the best way to rewrite the above sentence while keeping its original meaning the same?

- A. Justin was surprisingly relaxed.
- B. Justin was surprisingly remorseful.
- C. Justin had surprisingly lost his bad attitude.
- D. Justin had surprisingly become somber.

6. What was Justin's attitude when he showed his mother the tattoo?
- A. wilfully defiant
 - B. cautiously jubilant
 - C. convincingly contrite
 - D. obviously melodramatic
7. As used in paragraph 2, which is the best antonym for impervious?
- A. elated
 - B. impenetrable
 - C. invigorated
 - D. vulnerable
8. As used in paragraph 4, which is the best antonym for exacerbated?
- A. intensified
 - B. evened
 - C. extinguished
 - D. decreased
9. "You are kicking a boy as good as him out of the house for a tattoo – that says 'Blessed,' no less?"
The above sentence from the story has a grammatical error. Which of the following correctly identifies this error?
- A. good should be well
 - B. him should be he
 - C. 'Blessed,' should be "Blessed,"
 - D. less should be lest
10. Using the passage as a guide, which is the best interpretation of the idiom, "cut off your nose to spite your face," as used in paragraph 8?
- A. calling something bad that is not
 - B. trying to teach something too difficult
 - C. loving a person less for what he has done
 - D. pursuing revenge and hurting yourself in the process



WEEK 4



MONDAY

I. Circle the correct words.

I bought a pair of shoes from the new shop in town six months ago. They were on (0) offer / refund. The original price was £60, but they were selling for £45 – that's 25% (1)

worth / off – and you know I love a (2) **bargain / tip**. But it turned out they weren't good (3) **reward / value** for money. There's already a hole – in them, so I don't think they were (4) **owed / worth** £45. Do you think I should take them back and ask for a (5) **refund / tip**, or am I too late?

II. Complete the conversation with the words in the list.

finance | healthcare | education | employer | salary | qualifications

TOM: Do you know what kind of job you'll want when you finish your (0) education?

JILL: I'm thinking about going into (1) _____. I might become a nurse? What about you?

TOM: Oh, I'm looking for something that pays a bigger (2) _____ than nursing! I want to get into (3) _____ and work for a bank. That's where the money is!

JILL: Do you need to get lots of (4) _____ for that?

TOM: Not really. You just have to impress your (5) _____. If you get results, you'll be rewarded.

III. Circle the correct letter.

0.

a. I'll be ride to school at that time.

b. I'll be riding to school at that time.

1.

a. Our car will have done 50,000 km soon.

b. Our car will be doing 50,000 km soon.

2.

a. How long will you be learning English by the end of this year?

b. How long will you have been learning English by the end of this year?

3.

a. We'll be enjoying the sunshine at this time next week.

b. We'll have enjoyed the sunshine at this time next week.

4.

a. In May, Dad will have been working at this school for 12 years.

b. In May, Dad will have been worked at this school for 12 years.

5.

- a. Will you have had dinner by 8 o'clock?
- b. Will you have to had dinner by 8 o'clock?

IV. Read the text and circle the correct answer for each number.

THE GIANT PANDA

The giant panda is a beloved animal in China. It is regarded (1) ... a national (2) It is found mostly in southwestern China in Sichuan, Shaanxi and Gansu provinces. The giant panda is part of the bear family. It has a white coat with black trimmings around its eyes and on its ears, arms, and legs. Adult pandas can be 5 feet (1.5 meters) long and weigh (3) ... to 330 pounds (150 kilograms). The giant panda leads a (4) ... life, except during the mating season.

It lives in bamboo forests (5) ... the mountains. It can climb trees but lives mainly on the ground. (6) ... most bears, the giant panda does not hibernate. It moves to low-lying areas during the winter in search (7) ... warmer temperatures. The giant panda has a mainly (8) ... diet, eating mostly bamboo shoots and leaves. It also eats insects and small rodents. Giant panda breeding groups are small and isolated from one another.

- | | | | |
|-----------------|-------------|---------------|---------------|
| 0. A) like | B) as | C) to | D) that |
| 1. A) fortune | B) value | C) treasure | D) prize |
| 2. A) down | B) on | C) up | D) off |
| 3. A) solitary | B) alone | C) friendless | D) unsociable |
| 4. A) on | B) at | C) under | D) in |
| 5. A) unlike | B) but | C) owing | D) unlikely |
| 6. A) to | B) of | C) for | D) with |
| 7. A) vegetable | B) vegetate | C) vegetarian | D) vegetation |

TUESDAY

V. Put the words in order to make sentences.

0. finished / by / 9 o'clock / have / I'll / my homework
I'll have finished my homework by 9 o'clock.
 1. have / She'll / enough / by / saved / June / money
-

2. this mess / We'll / sorted / before / have / the end / of the day / out

3. been / for / My parents / have / will / married / in June / 20 years

4. tomorrow / you / Will / decided / by / have ?

5. achieved / you / What / have / you're 30 / by the time / will ?

VI. Complete the sentences with the verbs in the list. Use the future continuous or future perfect simple.

travel | ride | not leave | read | cook | have

0. By tomorrow, I **'ll have been reading** this book for a month!

1. By this time next week, we _____ our bicycles in France.

2. Do you think mum _____ dinner for us by the time we get back?

3. You _____ breakfast between 8 a.m. and 9 a.m. tomorrow.

4. Come and visit me anytime tomorrow – I _____ the house all day.

5. By the end of this trip, we _____ over 5,000km.

VII. Circle the correct form of the verb.

0. You **'ll be spending** / **'ll have spent** all your money soon if you don't slow down!

1. Come and see me in the library, where I **'ll be studying** / **'ll have studied**.

2. We **'ll be living** / **'ll have lived** in this town for two years in January.

3. Will **you be finishing** / **you have finished** your dinner in 10 minutes time?

4. Don't call James now – he **'ll be working out** / **'ll have worked out** at the gym.

5. Sam **won't be hearing** / **won't have heard** the match result yet.

VIII. Read the text below and think of the word which fits each gap. Use only one word in each gap.

THE HISTORY OF PAPER

The history of paper is also the history of human culture and (0)**CIVILISATION**. The Egyptians, Greeks and Romans wrote on "papyrus", a paper-like material. Today's kind of paper was first developed and used in China. Paper was the most important (1) _____ of information in the past. It was only with increasing paper production that the transfer of (2) _____, education and information to a larger portion of (3) _____ became possible.

With paper emperors were able to administrate large empires more easily. In former times paper was a (4) _____ product, and paper making an art - an art that was often kept secret because of the outstanding (5) _____ of the product. Today paper has changed from a rare artisan material to a commodity product, with a high practical value in communication, in (6) _____, artistic, hygienic, sanitary, and technical applications. Nobody can imagine a word without paper. A large variety of paper grades are produced to suit the special (7) _____ of each application.

CIVILISE

CARRY

KNOW

SOCIAL

VALUE

ADVANCE

EDUCATE

REQUIRE

WEDNESDAY

IX. Write the questions.

0. A: **What will you be doing at 7 a.m. tomorrow?**

B: I'll be taking a shower at 7 a.m. tomorrow.

1. A: _____ ?

B: Maria will be waiting for you when you get there.

2. A: _____ ?

B: They'll be taking a break at 1 o'clock.

3. A: _____ ?

B: No, I won't be working tomorrow.

4. A: _____ ?

B: Matt will be looking after his little sister at 8 o'clock tonight.

5. A: _____ ?

I'll be staying at my aunt's house this weekend.

X. Complete the mini dialogues with the words in the list.

mind | How | awful | What | That's | sorry

0. A: We lost nearly £100!
B: How **awful**.
1. A: Danny didn't get the job he wanted.
B: _____ a real shame.
2. A: My favourite football team lost again.
B: Never _____.
3. A: My mum lost her job at the hospital.
B: I'm really _____ to hear that.
4. A: We've already spent nearly all our holiday money!
B: _____ a pity.
5. A: I don't think I'll ever be able to afford to buy my own flat.
B: _____ sad.

XI. Put the words in order to make sentences.

0. sleeping / by / She'll / be / now
She'll be sleeping by now.
1. be / football / We'll / all / playing / weekend
_____.
2. they / have / by / Will / 6 p.m. / arrived?
_____?
3. in / working / 10 years from now / be / I'll / a bank
_____.
4. wearing / He'll / a red jacket / be / this evening
_____.
5. drunk / coffees / by the end of the day / How many / you / have / will?
_____?

XII. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

<p>1. Tomorrow's conference is postponed and it will be held next month. PUT</p> <p>Tomorrow's conference has BEEN PUT OFF until next month.</p>
--

<p>2. She prefers watching TV to reading books. RATHER</p> <p>She _____ read books.</p>
<p>3. In his opinion, these two kinds of art are totally different from each other. COMPARISON</p> <p>In his opinion, there is _____ these two kinds of art.</p>
<p>4. 'What do you think of the new health centre?' ASKED</p> <p>She _____ of the new health centre.</p>
<p>5. Fiona doesn't like bananas. She doesn't like grapes either. NOR</p> <p>Fiona likes _____ grapes.</p>
<p>6. It's believed that he was the most handsome boy in our school. TO</p> <p>He is _____ the most handsome boy in our school.</p>

THURSDAY

XIII. Find and correct the mistakes in each sentence.

0. She'll has written three books by the end of 2020.

She'll have written three books by the end of 2020.

1. I'll having another piano lesson at the same time next week.

2. He'll soon have earning enough money to buy a new laptop.

3. How many classes will you be to by the end of today?

4. By that time, I'll be lived in my first apartment.

5. Will you be learned how to drive by the time you're 19?

XIV. Complete the conversation. Use the future continuous form of the verb in brackets.

NICK: Do you want to come out tonight?

JULIE: No, sorry. I (0) 'll be studying (study) until I go to bed.

NICK: What about tomorrow? (1) _____ (you / study) then?

JULIE: No.

NICK: Great. I (2) _____ (wait) for you outside school at 7 p.m. OK?

JULIE: No. I said I (3) _____ (not study), but I (4) _____ (do) something else.

NICK: What (5) _____ (you / do)?

JULIE: I don't know yet.



XV. Answer the questions. Use your own ideas.

0. What will you be doing at this time tomorrow?

I 'll be sitting in this classroom.

1. What will you be doing at 11 a.m. on Saturday?

2. How long will you have been learning English by the end of this year?

3. How many English exercises will you have done by the end of today?

4. Will you be sleeping at 11 p.m. tonight?

5. Will you have left school by the time you are 16?

XVI. For questions 1-7, read the text below and think of the word which fits each gap. Use only one word in each gap.

ALASKA: IT'S A STATE OF MIND

One of the greatest things about Alaska is (0) THAT it takes the term casual to new heights. While the state has highly cultivated enclaves, (1) _____ as Anchorage, Alaska's largest city, and Juneau, the state capital (population 31,000), for the most part Alaskans are down-to-earth people. They're friendly bunch, more comfortable in Carhartts and cutoffs (2) _____ cashmere and corduroy. The arts thrive, not only in the larger cities (3) _____ also in the small towns. In their own strong spirited way.

Alaskans embrace their independence and refuse (4) _____ be stereotyped. They'll have a sold-out opera, but only half will dress (5) _____. There (6) _____ ultra-fancy restaurants, but they'll entertain kids with smiles on their faces. For visitors, this translates into a vacation completely devoid (7) _____ stress. Wear your evening gown if you like - it doesn't matter if it's to the local ballgame or burger joint. Anything goes.

XVII. Then answer the questions below**“Dreams”**

The relationship between my mother, sister and me had been cold and inimical for as long as I could remember.

To me, my mother was irrational, hurling hurtful invectives for the slightest infraction. “Don’t matter,” my mother grumbled when I asked her where she moved my watercolour paints. “It ain’t like you got talent.” The time our mailbox got knocked off she somehow got it in her head that I was the culprit. “Never respected nothin’,” I heard her say. And my sister took my mother’s side against me every time. Five years my senior, Tammy seemed not to have a brain in her head. She dithered about everything, incapable of making any firm decision. No matter how often my mother deprecated her— “dumb, ugly, fat”—Tammy made futile attempts to fawn her way back into mother’s good graces.

My father would pontificate, “You three are more alike than you know.”

In April of 2000, my mother kicked us both out of the house. (Dad had been exiled many years before.) After that, my sister and I went our separate ways. It was then that I began having recurring dreams.

In one, I am running to catch up with a woman. Each time I get near, I trip and fall. Another woman, smiling and shouting my name, comes with great alacrity and offers her hand, but when I reach to grab it, she disappears.

In another, a female professor hands me a test. Although I have spent hours studying for it, I know none of the answers. The professor derides me for my poor performance. I watch while she relays my ignorance to the class with comic hilarity.

These dreams were not hard to understand. In fact, it was just the opposite; they were pellucid, and absent any knowledge of dream interpretation, I was still able to devise their significance. I knew that they both reflected the pugnacious relationship I shared with my mother and sister.

However, there was one dream I could never quite construe. I bite into an apple. All my teeth fall out. I had this dream far more than any of the others.

Years later, in an effort to heal our fractious relationship, Mom, Tammy and I elected to go to counselling together. After several sessions, I told my dream about teeth tumbling out of my head.

“My God, Crystal,” said my mother. “I’ve had the exact same dream many times.” “Me, too,” said Tammy solemnly.

Breakthrough? No idea. But I was reminded of the words of my now-dead father. Maybe the three of us are more alike than we know.

1. Which is most likely to make a relationship inimical (paragraph 1)?

- A. great pathos
- B. frequent maledictions
- C. magnanimous gestures
- D. ingenious discussions
- E. heated debates

2. As used in paragraph 2, which is the best synonym for invectives?

- A. insults
- B. names
- C. profanity
- D. words
- E. misfortunes

3. If the story were true, which would best describe its genre?

- A. literary essay, based on a piece of literature
- B. memoir essay, centered on a significant memory from the past
- C. persuasive essay, characterized by choosing a side and refuting other arguments
- D. expository essay, meant to inform the reader of a body of knowledge
- E. satire, in which human folly and vice are held up to scorn, derision, or ridicule

4. How does the relationship between the narrator, her mother, and her sister seem to change from the beginning of passage to end?

- A. from brusque to florid
- B. from egregious to impassive
- C. from enervating to rejuvenating
- D. from destructive to collaborative
- E. from convivial to estranged

5. As used in paragraph 7, which is the best antonym for pellucid?

- A. dirty
- B. frightening
- C. enlightening
- D. strange
- E. unclear

6. "The professor derides me for my poor performance."

Which of the following is the best way to rewrite the above sentence (from paragraph 7) while keeping its original meaning the same?

- A. The professor is in disbelief due to my poor performance.
- B. The professor laughs mockingly at my poor performance.
- C. The professor announces my poor performance.
- D. The professor gives me a failing grade for my poor performance.
- E. The professor gives me a tutorial because of my poor performance.

7. "I bite into an apple. All my teeth fall out."

Which of the following is the best way to rewrite the above sentences (from paragraph 9) while keeping their original meaning the same?

- A. I bite into an apple, so all my teeth fall out.
- B. I bite into an apple, yet all my teeth fall out.
- C. I bite into an apple, and all my teeth fall out.
- D. I bite into an apple, because all my teeth fall out.

E. I bite into an apple, but all my teeth fall out.

8. If the professor in the narrator's dream (paragraph 7) represented someone in her life, who would that person most likely be, and why?

- A. the sister, because she was described in the passage as dithering
- B. the mother, because she was described in the passage as mean-spirited
- C. the narrator, because she seems to be testing everyone in the passage
- D. the father, because he understood that that the three women were alike
- E. herself, **because** she was hyper-aware of her own problems



Inventario de ejercicios, problemas y actividades de Educación Física (cuarto grado de secundaria) (Apoyo a la recuperación académica 2017)





Estimado estudiante:

Te proponemos el presente inventario de ejercicios y actividades como un recurso de apoyo para el proceso de recuperación académica que debes seguir durante el mes de enero de 2018. Te pedimos tener presente que:

- El inventario ha sido elaborado de acuerdo con la problemática existente en nuestra población estudiantil.
- El inventario ha sido dosificado para ser desarrollado en cuatro semanas, de lunes a viernes, destinando para ello una hora diaria aproximadamente. Es importante que anotes tus resultados en la tabla de control del rendimiento físico. Al final del documento se te presenta una tabla para que obtengas tus puntajes.
- El inventario debe ser desarrollado bajo la supervisión del padre de familia.
- En la tabla de control diario, el padre de familia debe firmar para apoyar y controlar el avance diario del estudiante en el desarrollo del inventario.
- No hemos incluido una calendarización específica para el desarrollo del inventario (fechas de inicio y fin), asumiendo que cada estudiante lo hará en coordinación con sus padres, considerando la realidad particular y los planes de la familia. En todo caso, el trabajo ha sido previsto para cuatro semanas.

Semana 1

Las actividades físicas y deportivas se recomienda que se realicen tres veces por semana, descansando los domingo que son de esparcimiento familiar.

Competencia	Criterios	Tiempo	Ejercicios y actividades	Referencia
Asume una vida saludable.	Alimentación saludable	Antes y después de cualquier actividad física	<ul style="list-style-type: none"> - Consumo de agua - Consumo de fruta - Uso de polo auxiliar - Aseo personal - Uso de bloqueador si está expuesto al Sol 	
		20'	<p>Información</p> <p>¿Por qué debemos desayunar bien?</p> <p>El desayuno es la primera comida después del ayuno nocturno y afecta de diversas maneras a nuestro organismo:</p> <ul style="list-style-type: none"> - Nos aporta energía para todo el día, en especial para la mañana. - Condiciona nuestro estado de ánimo. - Incide en el rendimiento físico y mental. - Nos permite comer menos cantidad a lo largo del día, ya que nuestro cuerpo no detecta carencias. - Nuestro cuerpo asimila mejor los alimentos que tomamos en ayunas. 	
	Calentamiento	4'	<ul style="list-style-type: none"> - El estudiante realiza movimiento articular 2 s. - Estiramiento en los diferentes segmentos del cuerpo 2 s. 	
		5'	Comienza realizando 12 repeticiones de sentadillas prisionero (con las manos tras la nuca).	











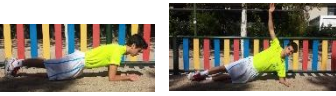






		5'	Realiza 10 repeticiones de splits con salto (salto con una pierna hacia delante).	
		5'	65 repeticiones de saltos Jack o polichinelas (saltos abriendo y cerrando las piernas mientras abres y cierras los brazos por encima de la cabeza con palmada).	
	Preparación física (resistencia aeróbica)	20'	Sistema de entrenamiento interval training El estudiante tiene que trotar de forma continua por espacio de 2'30" con su propio paso y esfuerzo con un descanso de 1' caminando. Al termino del descanso vuelve a trotar y seguir la secuencia sugerida, se repite la acción por 5 series continuas.	
	Preparación física (fuerza muscular)	10'	El estudiante tiene que realizar fuerza de brazos en la posición de planchas, 3 series de 10 repeticiones. Descanso de 1'30" después de cada serie.	
		10'	El estudiante tiene que realizar fuerza abdominal en la posición clásica con rodillas flexionadas y manos detrás del pabellón de la oreja, su ejecución es de 30" en la cual se debe ejecutar mínimo 20 abdominales cruzados. Descanso después de una serie de 1'30". Este trabajo en su primera semana tiene 3 series bien ejecutadas	
Se desenvuelve de manera autónoma a través de su motricidad.	Preparación técnica y física	60'	Recomendación Los deportes a practicar en verano quedan a libre voluntad del estudiante (fútbol, basquetbol, voleibol, natación, etc.). Si crees conveniente en algún taller o academia deportiva de tu agrado.	
Interactúa a través de sus habilidades sociomotrices.	Preparación de estrategias y tácticas deportivas (trabajo en equipo)	60'	Recomendación El estudiante debe en estas vacaciones ser parte de una agrupación donde se practique algún tipo de deporte de forma competitiva o en la zona donde reside ser parte de un grupo que ejecute acciones de apoyo a la comunidad donde él aplique estrategias y tácticas para el logro de un objetivo común en la práctica de diferentes actividades físicas.	

Tabla de control del rendimiento físico de la semana 1

Control semanal	Fuerza de brazos en 30"	Fuerza abdominal en 30"	Fuerza de piernas (Salto largo sin carrera)	Velocidad (50 m)	Resistencia/Intervalos
Cantidad/distancia tiempo					
Puntaje (Guíate de la tabla anexa)					
Firma					

Las actividades físicas y deportivas se recomienda que se realicen tres veces por semana, descansando los domingo que son de esparcimiento familiar.

Competencia	Capacidades	Tiempo	Ejercicios y actividades	
Asume una vida saludable.	Alimentación saludable	20'	<p>Información</p> <p>El almuerzo</p> <p>El almuerzo es una comida diaria muy importante y además de gran relevancia cultural, gracias a ese pequeño descanso podemos comer algo para reponer energías, porque desde el desayuno no se han ingerido más alimentos y con el paso de las horas el cuerpo necesita más energía para afrontar de forma satisfactoria las actividades que se vayan a realizar, en el caso de los niños, les ayudará tanto físicamente como mentalmente durante el horario escolar.</p>	
	Calentamiento	4'	<ul style="list-style-type: none"> - El estudiante realiza movimiento articular 2'. - Estiramiento en los diferentes segmentos del cuerpo 2' 	
		5'	8 repeticiones de burpee (De pie, nos aguachamos a tocar el suelo con las manos, echamos las piernas atrás, realizamos un fondo y nos levantamos para dar un salto).	
		5'	30 segundos de abdominales oblicuos plank para cada lado.	
		5'	65 repeticiones de saltos Jack o polichinelas (saltos abriendo y cerrando las piernas mientras abres y cierras los brazos por encima de la cabeza con palmada).	
	Preparación física (velocidad)	10'	El estudiante inicia en cualquiera de los conos realizando diagonales, laterales y carreras de espalda a velocidad y con cambios de ritmo.	
	Preparación física (resistencia aeróbica)	20'	<p>Sistema de entrenamiento interval training</p> <p>El estudiante tiene que trotar de forma continua por espacio de 2'30" con su propio paso y esfuerzo con un descanso de 1' caminando. Al termino del descanso vuelve a trotar y seguir la secuencia sugerida, se repite la acción por 5 series continuas.</p>	
	Preparación física (fuerza muscular)	10'	<ul style="list-style-type: none"> - 8 repeticiones de dominadas con agarre hacia adentro - 3 series 	
10'		<ul style="list-style-type: none"> - 10 repeticiones de abdominal puente - 3 series 		
Se desenvuelve de manera autónoma a través de su motricidad.	Preparación técnica y física	60'	<p>Recomendación</p> <p>Los deportes a practicar en verano quedan a libre voluntad del estudiante (fútbol, basquetbol, voleibol, natación, etc.). Si crees conveniente en algún taller o academia deportiva de tu agrado.</p>	





Interactúa a través de sus habilidades sociomotrices.	Preparación de estrategias y tácticas deportivas (trabajo en equipo)	60'	Recomendación El estudiante debe en estas vacaciones ser parte de una agrupación donde se practique algún tipo de deporte de forma competitiva o en la zona donde reside ser parte de un grupo que ejecute acciones de apoyo a la comunidad donde él aplique estrategias y tácticas para el logro de un objetivo común en la práctica de diferentes actividades físicas.	
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Tabla de control del rendimiento físico de la semana 2

Control semanal	Fuerza de brazos en 30"	Fuerza abdominal en 30"	Fuerza de piernas (Salto largo sin carrera)	Velocidad (50 m)	Resistencia/Intervalos
Cantidad/distancia tiempo					
Puntaje (Guíate de la tabla anexa)					
Firma					

Semana 3

Las actividades físicas y deportivas se recomienda que se realicen tres veces por semana, descansando los domingos que son de esparcimiento familiar.

Competencia	Capacidades	Tiempo	Ejercicios y actividades	
Asume una vida saludable.	Alimentación saludable	20'	Información Beneficios y perjuicios de la cena La cena es la última comida del día, y su función es la de acostarnos con el estómago vacío y contribuir a un buen descanso, pero sin embargo no debe ser una cena tan nutritiva como el desayuno o el almuerzo, ya que apenas vamos a gastar energía durante la noche. Por eso es importante que hagamos la cena temprana o bien ligera. Cuando cenamos de manera copiosa, demasiado tarde, o incluyendo alimentos poco saludables, podemos notar algunos de los siguientes efectos en nuestra salud: <ul style="list-style-type: none"> - Insomnio, falta de descanso y cansancio por la mañana - Aspecto ojeroso y apagado en el rostro - Retención de líquidos - Estreñimiento - Mucosidades al despertar - Problemas hepáticos y malas digestiones, con acidez, flatulencias, etc. - A la larga, sobrepeso o falta de peso 	
	Calentamiento	4'	Ejercicios de movilidad para el cuello -Inclina la cabeza hacia la izquierda y sujétala con una mano, baja el hombro derecho. Cuenta hasta diez. Realiza el mismo ejercicio hacia el otro lado, repitiendo 3 veces cada lado. -Gira la cabeza hacia ambos lados procurando que la barbilla se toque con el hombro correspondiente. -Gira la cabeza en el sentido de las agujas del reloj, despacio y con movimiento suave, para impedir posibles mareos y contracturas.	
		5'	- 8 repeticiones de burpee. (De pie, nos aguachamos a tocar el suelo con las manos, echamos las piernas atrás, realizamos un fondo y nos levantamos para dar un salto).	















		5'	30 segundos de abdominales oblicuos plank para cada lado.	
		5'	65 repeticiones de saltos Jack o polichinelas (saltos abriendo y cerrando las piernas mientras abres y cierras los brazos por encima de la cabeza con palmada).	
	Preparación física (velocidad)	10'	El estudiante inicia en cualquiera de los conos realizando diagonales, laterales y carreras de espalda a velocidad y con cambios de ritmo.	
	Preparación física (resistencia aeróbica)	20'	Sistema de entrenamiento interval training El estudiante tiene que trotar de forma continua por espacio de 2'30" con su propio paso y esfuerzo con un descanso de 1' caminando. Al termino del descanso vuelve a trotar y seguir la secuencia sugerida, se repite la acción por 5 series continuas.	
	Preparación física (fuerza muscular)	10'	8 repeticiones de dominadas con agarre hacia adentro. 3 series	
		10'	10 repeticiones de abdominal puente. 3 series.	
Se desenvuelve de manera autónoma a través de su motricidad.	Preparación técnica y física	60'	Recomendación Los deportes a practicar en verano quedan a libre voluntad del estudiante (fútbol, basquetbol, voleibol, natación, etc.). Si crees conveniente en algún taller o academia deportiva de tu agrado.	
Interactúa a través de sus habilidades sociomotrices.	Preparación de estrategias y tácticas deportivas (trabajo en equipo)	60'	Recomendación El estudiante debe en estas vacaciones ser parte de una agrupación donde se practique algún tipo de deporte de forma competitiva o en la zona donde reside ser parte de un grupo que ejecute acciones de apoyo a la comunidad donde él aplique estrategias y tácticas para el logro de un objetivo común en la práctica de diferentes actividades físicas.	

Tabla de control del rendimiento físico de la semana 3

Control semanal	Fuerza de brazos en 30"	Fuerza abdominal en 30"	Fuerza de piernas (Salto largo sin carrera)	Velocidad (50 m)	Resistencia/Intervalos
Cantidad/distancia tiempo					
Puntaje (Guíate de la tabla anexa)					
Firma					

Las actividades físicas y deportivas se recomienda que se realicen tres veces por semana, descansando los domingo que son de esparcimiento familiar

Competencia	Capacidades	Tiempo	Ejercicios y actividades		Firma	
Asume una vida saludable.	Alimentación saludable	Durante el día	<p>Información 5 comidas al día Cinco comidas al día nos ayudarán a mantener mejor nuestro régimen, básicamente por una serie de factores:</p> <p>1) Logran que nuestro metabolismo no retenga tan fácilmente las grasas. Cuando pasamos muchas horas sin comer, el sistema digestivo activa un mecanismo de autoprotección consistente en retener grasas para intentar, de ese modo, asegurarse el alimento ante una previsible, fase de carestía. Comiendo a menudo desactivamos esa "fase de emergencia", por lo tanto, retenemos menos grasas.</p> <p>2) La sensación de hambre disminuye porque, lógicamente, hemos ingerido más alimentos. Eso nos hará comer con menos ansiedad y en menor cantidad cada vez que consumamos algún alimento</p> <p>3) El hecho de que comamos cinco veces al día elimina la posibilidad del famoso "picoteo" entre horas, lo cual nos evitará, con casi toda seguridad, el que ingiramos los alimentos "chatarra" tan desaconsejables.</p>			
	Calentamiento		4'	<p>Ejercicios de movilidad para el tobillo Coloca el pie en una posición que pueda marcar un ángulo de 90 grados con la pierna. El dorso de tu pie debe de quedar frente a ti. Mantén la rodilla recta por lo menos 10 segundos y regresa a la posición neutral. Repite los pasos anteriores 10 veces.</p> <p>Como regla general, ten en cuenta que el ejercicio se prolonga hasta que sientas un calor localizado muy intenso en la zona que trabajas, y hasta cierta fatiga de los músculos implicados en el movimiento. Como regla general trabaja de arriba hacia abajo, es decir del cuello a los tobillos, y siempre antes de esfuerzos que impliquen movimientos explosivos o a gran velocidad.</p>		
			5'	8 repeticiones de burpee. (De pie, nos aguachamos a tocar el suelo con las manos, echamos las piernas atrás, realizamos un fondo y nos levantamos para dar un salto).		
			5'	30 segundos de abdominales oblicuos plank para cada lado.		
			5'	65 repeticiones de saltos Jack o polichinelas (saltos abriendo y cerrando las piernas mientras abres y cierras los brazos por encima de la cabeza con palmada).		
	Preparación física (velocidad)		10'	<p>El entrenamiento de la velocidad Es imprescindible hacerlo al 100% de tu capacidad. Es decir, debes ejercitarte a la mayor velocidad posible, de lo contrario no podrías estimular esta capacidad condicionante.</p> <p>Por la gran intensidad de trabajo que despliegas, los ejercicios para ganar velocidad se limitan a unos pocos segundos (hasta 8-10 segundos como límite) y los tiempos de recuperación son completos (3 minutos como mínimo)</p>		







	Preparación física (resistencia aeróbica)	20'	Sistema de entrenamiento interval training El estudiante tiene que trotar de forma continua por espacio de 2'30" con su propio paso y esfuerzo con un descanso de 1' caminando. Al término del descanso vuelve a trotar y seguir la secuencia sugerida, se repite la acción por 5 series continuas.		
	Preparación física (fuerza muscular)	10'	Fuerza para brazos para potenciar los tríceps Necesitarás la ayuda de un banco fijo que esté a la altura de tus rodillas, aproximadamente. Colócate de la forma que ves en la imagen. El ejercicio consiste en estirar y flexionar los brazos, de modo que soportar todo el peso de tu cuerpo durante la ejecución. Haz 3 series con 10 repeticiones.		
		10'	Abdominales marcados Tenemos que remarcar que para poder tener unos resultados visibles es imprescindible que seas constante y que cuides tu alimentación pues, una de las claves que existen para poder tener las abdominales marcadas, es eliminar la grasa de tu cuerpo y esto tan solo se consigue con una alimentación saludable y la práctica de ejercicio físico. En esta posición deberás elevar ligeramente las piernas procurando mantener el cuerpo completamente recto y tendrás que ir moviendo las piernas, una por debajo de la otra y viceversa, para hacer este ejercicio. Aguanta 30 segundos haciendo este ejercicio y, después, descansa otros 20.	<p>1.</p>  <p>2.</p> 	
Se desenvuelve de manera autónoma a través de su motricidad.	Preparación técnica y física	60'	Recomendación Los deportes a practicar en verano quedan a libre voluntad del estudiante (fútbol, basquetbol, voleibol, natación, etc.). Si crees conveniente en algún taller o academia deportiva de tu agrado.		
Interactúa a través de sus habilidades sociomotrices.	Preparación de estrategias y tácticas deportivas (trabajo en equipo)	60'	Recomendación El estudiante debe en estas vacaciones ser parte de una agrupación donde se practique algún tipo de deporte de forma competitiva o en la zona donde reside ser parte de un grupo que ejecute acciones de apoyo a la comunidad donde él aplique estrategias y tácticas para el logro de un objetivo común en la práctica de diferentes actividades físicas.		

Tabla de control del rendimiento físico de la semana 4					
Control semanal	Fuerza de brazos en 30"	Fuerza abdominal en 30"	Fuerza de piernas (Salto largo sin carrera)	Velocidad (50 m)	Resistencia/Intervalos
Cantidad/distancia tiempo					
Puntaje (Guíate de la tabla anexa)					
Firma					

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Prof. Educación Física

TABLA ANEXA

EVALUACIÓN DE RENDIMIENTO FÍSICO

14 Y 15 AÑOS

NIVEL DE LOGRO	PUNTOS	BRAZOS		ABDOMINALES		PIERNAS		VELOCIDAD (SEG)		RESISTENCIA (MIN)	
		BRAZOS (30 SEG) 10 PTOS	BRAZOS (30 SEG) 10 PTOS	ABDOMINALES (30 SEG) 10 PTOS	ABDOMINALES (30 SEG) 10 PTOS	PIERNAS SALTO LARGO SIN IMPULSO 10 PTOS	PIERNAS SALTO LARGO SIN IMPULSO 10 PTOS	50 METROS PLANOS PARTIDA ALTA 10 PTOS	50 METROS PLANOS PARTIDA ALTA 10 PTOS	1000 m VARONES 10 PUNTOS	800 m DAMAS 10 PUNTOS
E	10	26 o +	26 o +	34 o +	26 o +	1,90 m	1,65 m	7,2	8,0	3,50	4,00
B	9	23	23	30	23	1,80	1,60	7,7	8,6	4,10	4,20
	8	20	20	28	20	1,70	1,50	8,0	9,3	4,20	4,40
R	7	18	18	25	18	1,60	1,40	8,3	9,7	4,30	5,00
	6	16	16	23	16	1,50	1,30	8,5	10,0	4,45	5,10
	5	14	14	20	14	1,40	1,20	8,8	10,4	4,50	5,20
D	4	12	12	18	12	1,35	1,15	9,0	10,8	5,00	5,30
	3	10	10	16	10	1,30	1,10	9,3	11,0	5,10	5,40
	2	8	8	14	8	1,25	1,05	9,6	11,4	5,20	5,50
	1	6	6	12	6	1,20	1,00	9,9	11,8	5,40	6,10
	0	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P
		M	F	M	F	M	F	M	F	M	F



Inventario de contenidos de **Historia, Geografía y Economía** (cuarto grado de secundaria) (Apoyo a la recuperación académica 2017)

Estimado estudiante:

Te proponemos el presente inventario de contenidos del área de Historia, Geografía y Economía como un recurso de apoyo para el proceso de recuperación académica que debes seguir durante el mes de enero de 2018. Te pedimos tener presente, respecto al inventario, lo siguiente:

- Ha sido elaborado de acuerdo con el temario de la evaluación de salida del cuarto bimestre.
- La información ha sido tomada de los documentos de trabajo del año escolar 2017 y de otras fuentes, pero que se ajustan a los contenidos del temario.
- Ha sido dosificado para ser desarrollado en cuatro semanas, de lunes a viernes, destinando para ello una hora diaria aproximadamente.
- Debe ser desarrollado en pliegos de papel oficio cuadrículado. Su presentación será en un fólder manila tamaño oficio (incluir carátula), el mismo que será revisado y evaluado por los docentes responsables de la evaluación de recuperación, asignándole un peso de 25 % en el resultado final de la recuperación como "evaluación de portafolio". De hecho, si no lo presentares desarrollado, se te asignará la nota mínima en evaluación de portafolio.
- Si los estudiantes requiriesen presentarse a la segunda oportunidad, podrán mejorar y volver a presentarlo desarrollado, prevaleciendo, en este caso, la segunda calificación. Si no lo hiciesen, mantendrán la calificación obtenida en la primera ocasión.
- En la tabla de control diario, el padre de familia debe firmar para apoyar y controlar el avance diario del estudiante en su desarrollo.
- No hemos incluido una calendarización específica para su desarrollo (fechas de inicio y fin), asumiendo que cada estudiante lo hará en coordinación con sus padres, considerando la realidad particular y los planes de la familia. En todo caso, el trabajo ha sido previsto para cuatro semanas.
- La primera oportunidad de evaluación será a fines de enero. La presentación del portafolio (inventario desarrollado) es obligatoria desde la primera oportunidad de evaluación.

Semana 1			
Bimestre	Tema	Ejercicios y actividades	Firma
1	El Perú a inicios de la vida republicana	<ul style="list-style-type: none"> - Elabora un organizador visual para sintetizar la información. - Elabora una línea de tiempo. - Elabora una lámina, ilustra con imágenes de 3 presidentes de del Perú y realiza una breve descripción de hechos históricos trascendentes (papel A3). 	
2	Expansión del capitalismo	<ul style="list-style-type: none"> - Elabora un organizador visual para sintetizar la información. - En un mapa mudo de Europa ubica el país donde surgió el capitalismo. 	

Semana 2			
Bimestre	Tema	Ejercicios y actividades	Firma
4	La Guerra Fría	<ul style="list-style-type: none"> - Elabora un organizador visual para sintetizar la información. <p>Cronología de la Guerra Fría De acuerdo con el grado de tensión entre los bloques durante los cuarenta años que duró la Guerra Fría podemos distinguir tres etapas. Elabora una línea de tiempo registrando los hechos históricos trascendentes de acuerdo a las etapas y fechas señaladas en tu folder de trabajo (modelo impreso en el documento de trabajo).</p>	

Semana 3

Bimestre	Tema	Ejercicios y actividades	Firma
4	La cultura Maya	<ul style="list-style-type: none"> - Elabora un organizador visual para sintetizar la información. - Elabora una lámina, ilustra con imágenes (papel A3) y una breve descripción, resaltando hechos trascendentes. 	

Semana 4

Bimestre	Tema	Ejercicios y actividades	Firma
4	Estado, el mercado y la política fiscal	<ul style="list-style-type: none"> - Elabora un organizador visual para sintetizar la información. - Elabora una lámina, ilustra con imágenes (papel A3) y una breve descripción sobre el Estado, el mercado y la política fiscal. 	
4	Estado y la política monetaria	<ul style="list-style-type: none"> - Elabora un organizador visual para sintetizar la información. <p>Desarrolla las siguientes preguntas: ¿Qué ocurre cuando se emite monedas y billetes sin respaldo? ¿Por qué se dice que la cantidad de dinero en una economía es diferente a la cantidad de billetes y monedas emitidos?</p>	

Tabla de firmas del padre de familia de control diario de la semana 1

	Martes 2 de enero	Miércoles 3 de enero	Jueves 4 de enero	Viernes 5 de enero

Tabla de firmas del padre de familia de control diario de la semana 2

Lunes 8 de enero	Martes 9 de enero	Miércoles 10 de enero	Jueves 11 de enero	Viernes 12 de enero

Tabla de firmas del padre de familia de control diario de la semana 3

Lunes 15 de enero	Martes 16 de enero	Miércoles 17 de enero	Jueves 18 de enero	Viernes 19 de enero

Tabla de firmas del padre de familia de control diario de la semana 4

Lunes 22 de enero	Martes 23 de enero	Miércoles 24 de enero	Jueves 25 de enero	Viernes 26 de enero



Inventario de ejercicios, problemas y actividades de Arte (Cuarto grado de secundaria) (Apoyo a la recuperación académica 2017)

Estimado estudiante:

Te proponemos el presente inventario de ejercicios prácticos, como un recurso de apoyo para el proceso de recuperación académica que debes seguir durante el mes de enero de 2018. Te pedimos tener presente, respecto al inventario, lo siguiente:

- Ha sido elaborado de acuerdo con los temarios de las evaluaciones de salida.
- Los ejercicios prácticos que se presentan en él han sido tomados de los documentos de trabajo del año escolar 2017 y de otras fuentes, pero que se ajustan a los contenidos del temario.
- Ha sido dosificado para ser desarrollado en cuatro semanas, de lunes a viernes, destinando para ello una hora diaria aproximadamente.
- Deben ser desarrollados en papel bond A4 blanco. Su presentación será en un fólter manila tamaño A4 (incluir carátula), el mismo que será revisado y evaluado por el docente responsables de la evaluación de recuperación, asignándole un peso de 25 % en el resultado final de la recuperación como "evaluación de portafolio". De hecho, si no lo presentas desarrollado, se te asignará la nota mínima en evaluación de portafolio.
- Si los estudiantes requiriesen presentarse a la segunda oportunidad, podrán mejorar y volver a presentarlo desarrollado, prevaleciendo, en este caso, la segunda calificación. Si no lo hiciesen, mantendrán la calificación obtenida en la primera ocasión.
- En la tabla de control diario, el padre de familia debe firmar para apoyar y controlar el avance diario del estudiante en su desarrollo.
- No hemos incluido una calendarización específica para su desarrollo (fechas de inicio y fin), asumiendo que cada estudiante lo hará en coordinación con sus padres, considerando la realidad particular y los planes de la familia. En todo caso, el trabajo ha sido previsto para cuatro semanas.
- La primera oportunidad de evaluación será a fines de enero. La presentación del portafolio (inventario desarrollado) es obligatoria desde la primera oportunidad de evaluación.

Semana 1

Tema 1: Dibujo artístico: (técnica del lápiz carboncillo).

- Imprime la lámina del **anexo 1**. A continuación, dibuja el diseño propuesto. No olvides de leer las recomendaciones.

Tabla de firmas del padre de familia de control diario de la semana 1				
	Martes 2 de enero	Miércoles 3 de enero	Jueves 4 de enero	Viernes 5 de enero

Semana 2

Tema 2: Dibujo artístico: (técnica de los lápices de color).

- Imprime la lámina del **anexo 2**. A continuación, dibuja el diseño propuesto. No olvides de leer las recomendaciones.

Tabla de firmas del padre de familia de control diario de la semana 1				
	Martes 2 de enero	Miércoles 3 de enero	Jueves 4 de enero	Viernes 5 de enero

Semana 3**Tema 3 Dibujo técnico: Diseño de círculos isométricos con escuadras y compás**

- Imprime las láminas de los **anexos 3 y 4**. A continuación, dibuja el diseño propuesto. No olvides de leer las recomendaciones.

Tabla de firmas del padre de familia de control diario de la semana 1				
	Martes 2 de enero	Miércoles 3 de enero	Jueves 4 de enero	Viernes 5 de enero

Semana 4**Tema 4: Construcción de las vistas ortogonales de un sólido isométrico**

- Imprime las láminas de los **anexos 5 y 6**. A continuación, dibuja el diseño propuesto. No olvides de leer las recomendaciones.

Tabla de firmas del padre de familia de control diario de la semana 1				
	Martes 2 de enero	Miércoles 3 de enero	Jueves 4 de enero	Viernes 5 de enero

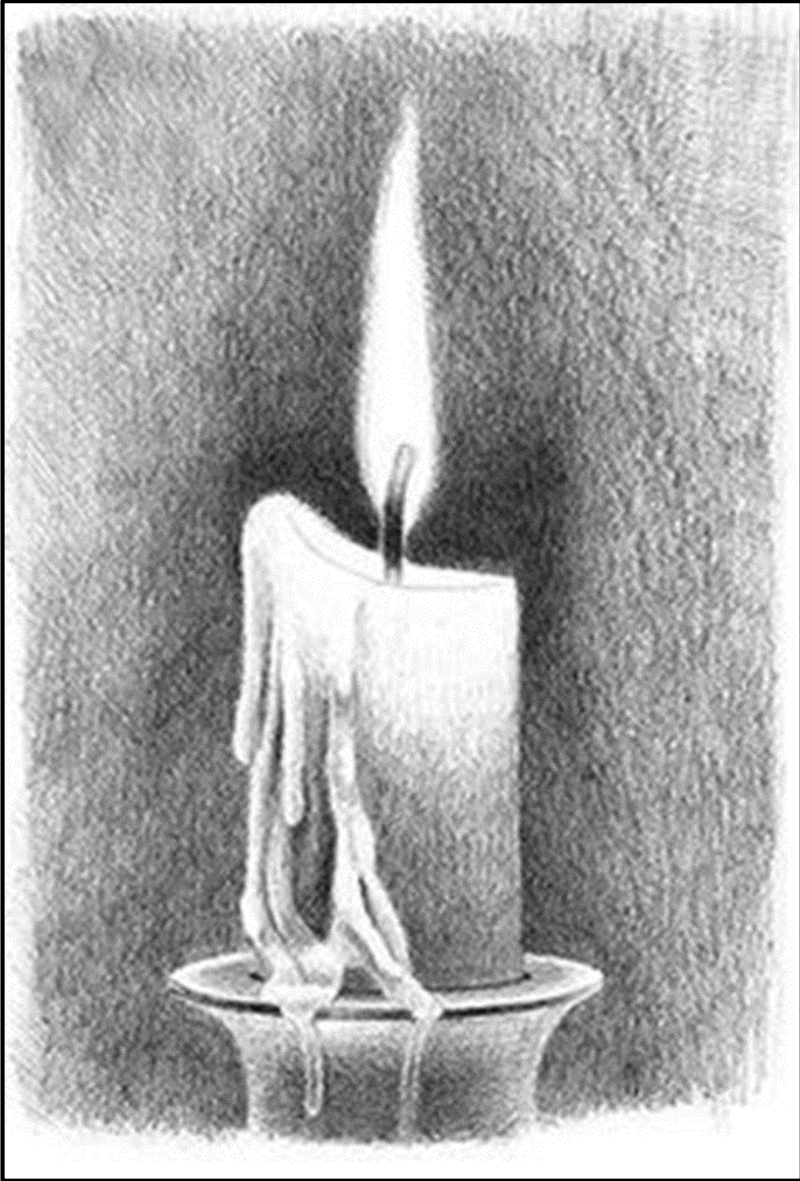
Tabla de puntajes						
Semana 1		Semana 2		Semana 3	Semana 4	Puntaje
Lámina 1	Lámina 2	Lámina 3	Lámina 4	Lámina 5	Lámina 6	
3 puntos	3 puntos	3 puntos	3 puntos	4 puntos	4 puntos	

Detalles

Dibujo técnico	
Puntaje	Detalle
3 puntos	Lámina totalmente concluida de acuerdo al requerimiento propuesto.
2 puntos	Lámina con más del 50 % concluida de acuerdo al requerimiento propuesto.
1 punto	Lámina con menos del 50 % concluida de acuerdo al requerimiento propuesto.
0 punto	No presentó su lámina.

Dibujo artístico	
Puntaje	Detalle
4 puntos	Lámina totalmente concluida de acuerdo al requerimiento propuesto.
3 puntos	Lámina con más del 75 % concluida de acuerdo al requerimiento propuesto.
2 puntos	Lámina con más del 50 % concluida de acuerdo al requerimiento propuesto.
1 punto	Lámina con menos del 50 % concluida de acuerdo al requerimiento propuesto.
0 punto	No presentó su lámina.

Anexo 1



Dibuja el diseño propuesto con lápiz carboncillo, tomando en cuenta encuadre, proporción y degradación.

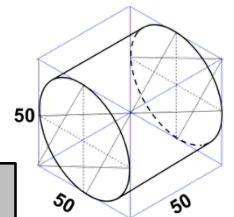
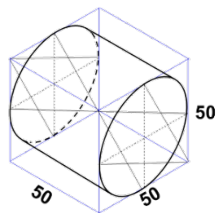
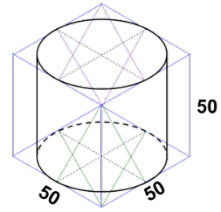
 <p>CEP Nuestra Señora del Perpetuo Socorro <small>El estudio, tan natural como el juego y el descanso</small></p>	<p>Arte</p>	<p>Lámina n.º 1</p>	<p>Dibujado por:</p>	<p>Cambridge English School <i>using Cambridge English exams & materials</i></p>	<p>Código: S4-__-__</p>	<p>Revisado por: Enrique Parks Arellano</p>	<p> Pequeños detalles que nos hacen mejores personas <small>ACREDITACIÓN INTERNACIONAL CNEP - CCEC (2014 - 2019)</small></p>
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Dibuja el diseño propuesto con lápices de color, tomando en cuenta encuadre, proporción, degradación y armonía de color.

Anexo 2

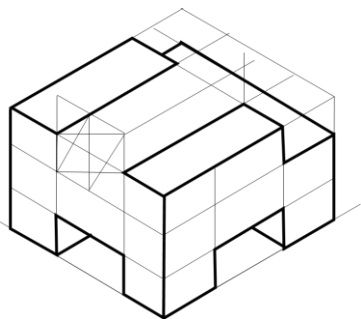
 <p>CEP Nuestra Señora del Perpetuo Socorro <i>El estudio, tan natural como el juego y el descanso</i></p>	<p>Arte</p>	<p>Lámina n.º 2</p>	<p>Dibujado por:</p>	<p>Cambridge English School <i>using Cambridge English exams & materials</i></p>	<p>Código: S4-__ - __</p>	<p>Revisado por: Enrique Parks Arellano</p>	 <p>Pequeños detalles que nos hacen mejores personas <small>ACREDITACIÓN INTERNACIONAL CNEP - CCEC (2014 - 2019)</small></p>
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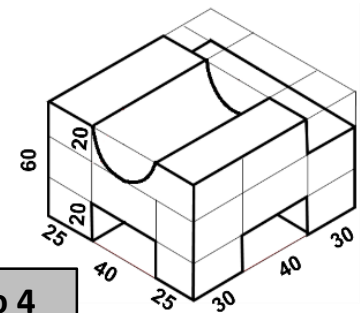
Dibuja con escuadras, fine pen negro y colores los siguientes cilindros isométricos.

Anexo 3

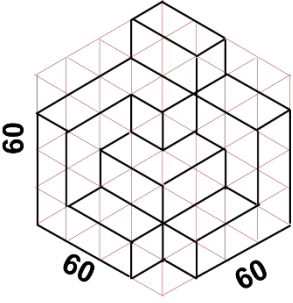
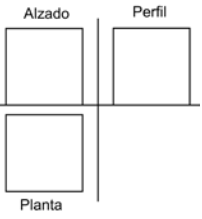
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Dibuja con escuadras, compás, fine pen negro y colores el sólido isométrico

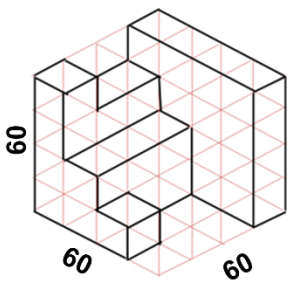
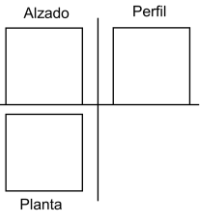


Anexo 4



Anexo 5

Dibuja el sólido en perspectiva isométrica y su proyección ortogonal con escuadras, lápiz técnico 2H, fine pen negro y lápices de color.



Anexo 6

Dibuja el sólido en perspectiva isométrica y su proyección ortogonal con escuadras, lápiz técnico 2H, fine pen negro y lápices de color.

Inventario de ejercicios, problemas y actividades de Comunicación (cuarto grado de secundaria) **(Apoyo a la recuperación académica 2017)**

Estimado estudiante:

Te proponemos el presente inventario de ejercicios y problemas (actividades para otras áreas) como un recurso de apoyo para el proceso de recuperación académica que debes seguir durante el mes de enero de 2018. Te pedimos tener presente, respecto al inventario, lo siguiente:

- Ha sido elaborado de acuerdo con el temario de la evaluación de salida del cuarto bimestre.
- Los ejercicios y problemas que se presenta en él han sido tomados de los documentos de trabajo del año escolar 2017 y de otras fuentes, pero que se ajustan a los contenidos del temario.
- Ha sido dosificado para ser desarrollado en cuatro semanas, de lunes a viernes, destinando para ello una hora diaria aproximadamente.
- Debe ser desarrollado en un cuaderno, el mismo que será revisado y evaluado por los docentes responsables de la evaluación de recuperación, asignándole un peso de 25 % en el resultado final de la recuperación como “evaluación de portafolio”. De hecho, si no lo presentares desarrollado, se te asignará la nota mínima en evaluación de portafolio.
- Si los estudiantes requiriesen presentarse a la segunda oportunidad, podrán mejorar y volver a presentarlo desarrollado, prevaleciendo, en este caso, la segunda calificación. Si no lo hiciesen, mantendrán la calificación obtenida en la primera ocasión.
- En la tabla de control diario, el padre de familia debe firmar para apoyar y controlar el avance diario del estudiante en su desarrollo.
- No hemos incluido una calendarización específica para su desarrollo (fechas de inicio y fin), asumiendo que cada estudiante lo hará en coordinación con sus padres, considerando la realidad particular y los planes de la familia. En todo caso, el trabajo ha sido previsto para cuatro semanas.
- La primera oportunidad de evaluación será a fines de enero. La presentación del portafolio (inventario desarrollado) es obligatoria desde la primera oportunidad de evaluación.

Semana 1

Tema	Bimestre	Ejercicios y actividades	Firma
Alcanos	1	Anexo 1	
Alquenos	2		

Semana 2

Tema	Bimestre	Ejercicios y actividades	Firma
Alquinos	2	Anexo 2	

Semana 3

Tema	Bimestre	Ejercicios y actividades	Firma
Ácidos carboxílicos	3	Anexo 3	

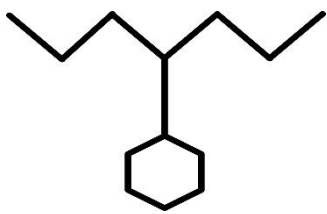
Semana 4

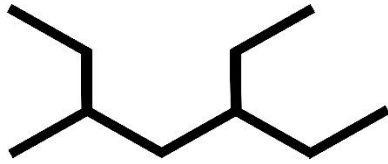
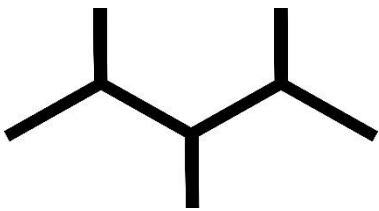
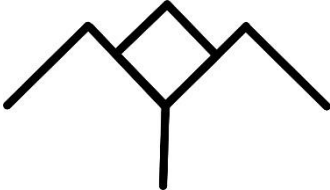
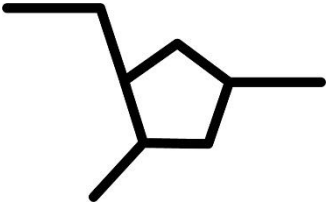
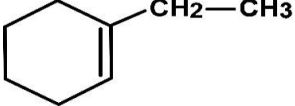
Tema	Bimestre	Ejercicios y actividades	Firma
Aminas	4	Anexo 4	
Ácido desoxirribonucleico	4	Anexo 5	

Anexo 1

- Encierra la cadena principal en un rectángulo de color rojo y pinta de color azul el tipo de compuesto.
- Encierra en elipses de color anaranjado, los radicales y escribe la inicial de su nombre.
- Escribe en cada casillero en blanco el nombre de cada uno de los compuestos.

Alcanos y alquenos:

Nombra los compuestos siguientes. Utiliza las reglas de nomenclatura estudiadas en clase.			
$\text{CH}_3-\text{CH}_2-\underset{\text{CH}_3}{\text{CH}}-\overset{\text{CH}_3}{\text{CH}}-(\text{CH}_2)_4-\overset{\text{CH}_3}{\text{CH}}-\text{CH}_3$			
Carbono sp^3		Carbono sp^2	
Nombre de radicales		Nombre de radicales	
Nombre de la cadena principal		Nombre de la cadena principal	
$\begin{array}{c} \text{CH}_3 \\ \\ \text{CH}_3-\text{C}-\text{CH}_2-\text{CH}_3 \\ \\ \text{CH}_3-\text{CH}_2 \end{array}$		$\text{CH}_3-\overset{\text{CH}_3}{\text{CH}}-\overset{\text{CH}_3}{\underset{\text{CH}_3}{\text{C}}}-\text{CH}_2-\text{CH}_3$	
Carbono sp^3		Carbono sp^2	
Nombre de radicales		Nombre de radicales	
Nombre de la cadena principal		Nombre de la cadena principal	
$\begin{array}{c} \text{CH}_2-\text{CH}_3 \\ \\ \text{CH}_3-\text{C}-\text{CH}_3 \\ \\ \text{CH}_2-\text{CH}_3 \end{array}$		$\begin{array}{c} \text{CH}_3 \quad \text{CH}_2-\text{CH}_3 \\ \quad \\ \text{CH}_3-\text{CH}-\text{CH} \quad \text{CH}_3-\text{CH}_2 \\ \quad \\ \text{CH}_2-\text{CH}_2-\text{CH}-\text{CH}_2-\text{CH}_3 \end{array}$	
Carbono sp^3		Carbono sp^2	
Nombre de radicales		Nombre de radicales	
Nombre de la cadena principal		Nombre de la cadena principal	

$ \begin{array}{c} \text{CH}_2 \quad \text{CH}_3 \\ \parallel \quad \\ \text{CH}_3 - \text{C} \quad \text{CH} - \text{CH}_3 \\ \quad \\ \text{CH}_2 - \text{CH}_2 \end{array} $		$ \begin{array}{c} \text{CH}_3 - \text{CH} - \text{CH}_3 \quad \text{CH}_2 - \text{CH}_3 \\ \quad \quad \quad \\ \text{CH}_3 - \text{CH}_2 - \text{C} - \text{CH}_2 - \text{CH}_2 - \text{CH} - \text{CH}_2 - \text{CH}_3 \\ \\ \text{CH}_2 - \text{CH}_3 \end{array} $	
Carbono sp ³		Carbono sp ²	
Nombre de radicales		Nombre de radicales	
Nombre de la cadena principal		Nombre de la cadena principal	
$ \begin{array}{c} \text{CH}_3 \quad \text{CH}_3 \\ \quad \quad \\ \text{CH}_3 - \text{CH}_2 - \text{CH} \quad \text{CH}_2 - \text{CH} - \text{CH}_3 \\ \quad \quad \\ \text{CH}_2 - \text{CH}_2 \end{array} $			
Carbono sp ³		Carbono sp ²	
Nombre de radicales		Nombre de radicales	
Nombre de la cadena principal		Nombre de la cadena principal	
			
Carbono sp ³		Carbono sp ²	
Nombre de radicales		Nombre de radicales	
Nombre de la cadena principal		Nombre de la cadena principal	
			
Carbono sp ³		Carbono sp ²	
Nombre de radicales		Nombre de radicales	
Nombre de la cadena principal		Nombre de la cadena principal	

Redacta la fórmula los alcanos siguientes:

- A. 5-SEC-BUTIL-6-ETIL-7-ISOPROPIL-4,4-DIMETIL-6-PROPILDECANO
- B. 8-ETIL-4-ISOPROPIL-3,5,7-TRIMETILDECANO
- C. 5-ETIL-3,3-DIMETIL-7-PROPILDECANO
- D. 5-(1,2-DIMETILPROPIL)-3,3-DIETILUNDECANO
- E. 5-(2-ETILBUTIL)-3,3-DIMETILDECANO
- F. 6-ETIL-2,2,3-TRIMETIL-4-PROPILNONANO
- G. 3,6-DIETIL-2,5,8-TRIMETIL-7-PROPILDODECANO
- H. 5-SEC-BUTIL-5-TERC-BUTIL-8-METILNONANO
- I. 4-ETIL-2-METILHEPTANO
- J. 5-ISOPROPIL-3-METILNONANO
- K. 2,3,4-HEXATRIENO

Anexo 2

Alquinos:

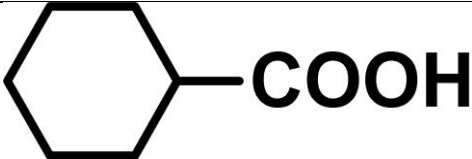
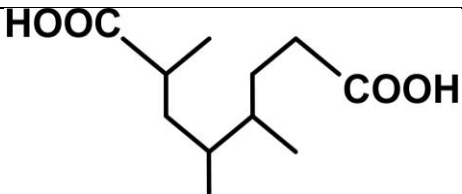
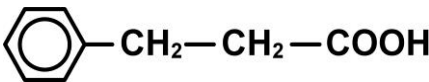
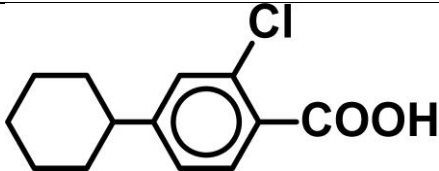
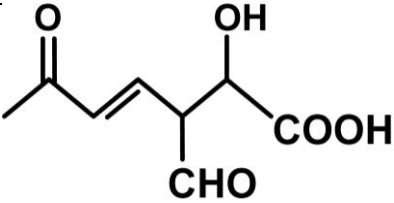
Nombra los compuestos siguientes. Utiliza las reglas de nomenclatura estudiadas en clase.

1	$\begin{array}{c} \text{CH}_3 \\ \\ \text{CH}_3-\text{CH}-\text{CH}_2-\text{C}\equiv\text{C}-\text{CH}_3 \end{array}$	2	$\text{CH}_3-\text{C}\equiv\text{C}-\text{CH}_2-\text{CH}_2-\text{CH}=\text{CH}-\text{CH}_2-\text{CH}_3$
3	$\begin{array}{c} \text{CH}_3-\text{CH}-\text{CH}_3 \\ \\ \text{CH}_3-\text{CH}_2-\text{CH}-\text{CH}_2-\text{C}\equiv\text{C}-\text{CH}_2-\text{CH}_3 \end{array}$	4	$\begin{array}{c} \text{CH}_3-\text{CH}-\text{CH}_2-\text{CH}_3 \\ \\ \text{CH}\equiv\text{C}-(\text{CH}_2)_3-\text{CH}-\text{CH}_3-\text{C}\equiv\text{C}-\text{CH}-(\text{CH}_2)_2-\text{C}\equiv\text{C}-\text{CH}_3 \\ \qquad \qquad \\ \text{CH}_3 \qquad \qquad \text{CH}_3-\text{CH}-\text{CH}_2-\text{CH}_2-\text{CH}_3 \end{array}$
5	$\text{CH}\equiv\text{C}-\begin{array}{c} \text{CH}_3 \\ \\ \text{CH} \end{array}-\text{CH}_2-\text{CH}_2-\begin{array}{c} \text{CH}_2-\text{CH}_3 \\ \\ \text{CH} \end{array}-\text{CH}=\text{CH}_2$	6	$\text{CH}_3-\text{C}\equiv\text{C}-\begin{array}{c} \text{CH}_2-\text{CH}_3 \\ \\ \text{C} \\ \\ \text{CH}_3 \end{array}-\text{CH}_2-\text{CH}_3$
7	$\text{CH}\equiv\text{C}-\text{C}_6\text{H}_{10}-\text{C}\equiv\text{CH}$	8	$\text{C}_6\text{H}_{10}-\text{CH}_2-\text{CH}_2-\text{C}\equiv\text{C}-\text{CH}_2-\text{CH}_3$

1.1. 3,3-DIMETIL-1,4-PENTADIINO	1.2. 3,4-DIMETIL-3-PENTEN-1-INO
1.3. 3,4-DIMETIL-1-PENTINO	1.4. CICLOBUTILCICLOPENTILETINO
1.5. 1,4-HEPTADIINO	1.6. 4,4-DIMETIL-2-PENTINO
1.7. 2,5,6-TRIMETIL-3-HEPTINO	1.8. 3-ISOBUTIL-5-METIL-3-PROPIL-1-HEXINO
1.9. 7-ISOPROPIL-2,2,4-TRIMETIL-4,7-DIPROPIL-5-DECINO	1.10.3-ETIL-3-METIL-6-PROPIL-4-NONINO
1.11.4-ETIL-4-ISOPROPIL-2-HEPTINO	1.12.3-ETIL-3-METIL-6-PROPIL-4-NONINO

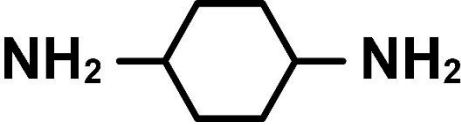
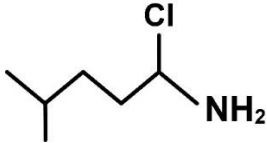
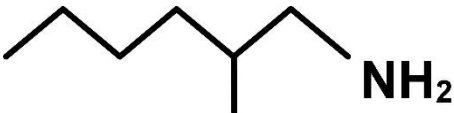
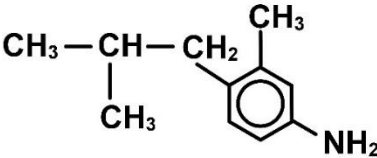
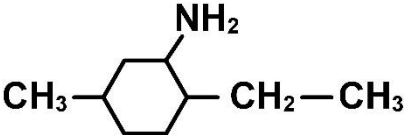
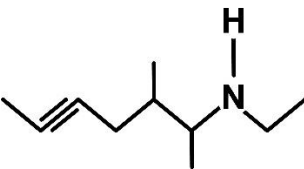
Anexo 3

Ácidos carboxílicos

Nombra los compuestos siguientes. Utiliza las reglas de nomenclatura estudiadas en clase.	
1 	2 $\text{COOH}-\text{CH}_2-\text{Cl}$
	4 
5 HCOOH	6 $\text{CH}\equiv\text{C}-\overset{\text{CH}_3}{\text{C}}=\text{CH}-\text{COOH}$
7 $\text{COOH}-\text{CH}_2-\text{COOH}$	8 
9 $\text{CH}_3-\text{C}\equiv\text{C}-\text{COOH}$	10 
Redacta la fórmula los siguientes compuestos:	
<ul style="list-style-type: none"> a. Ácido benzoico b. Ácido 2-vinilbutanoico c. Ácido decanoico d. Ácido 4-metil-1,2-ciclopentanodicarboxílico 	

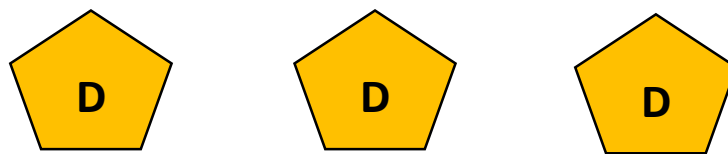
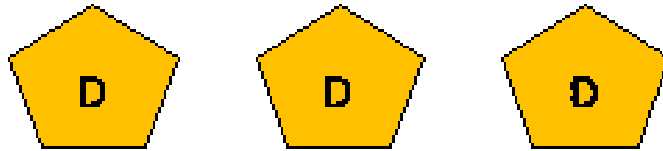
- e. Ácido 3-hidroxiclohexanocarboxílico
- f. Ácido 2-hidroxi-3-oxohexanoico
- g. Ácido propanodioico
- h. Ácido butanodioico
- i. Ácido 3-ciclopentilpropanoico
- j. Ácido but-2-enodioico
- k. Ácido 5-bromo-2-metilpentanoico

Anexo 4

$\begin{array}{c} \text{CH}_3 \\ \\ \text{CH}_3 - \text{N} - \text{CH}_3 \end{array}$	
$\begin{array}{c} \text{H} - \text{N} - \text{CH}_2 - \text{CH}_3 \\ \\ \text{CH}_2 = \text{CH} - \text{CH}_2 \end{array}$	
	
	

Anexo 5

Recorta, pega y forma un fragmento de ADN. Con ayuda de tus colores, dibuja los enlaces y escribe sus respectivos nombres.



Trujillo, 29 de diciembre del 2017