

**Secretaría de Educación Pública  
Autoridad Educativa Federal en la Ciudad de México  
Dirección General de Operación de Servicios Educativos  
Coordinación Sectorial de Educación Secundaria  
Dirección Operativa No. 1  
ZONA ESCOLAR 18**

**ESCUELA SECUNDARIA DIURNA No. 42 "IGNACIO MANUEL ALTAMIRANO"  
TURNO MATUTINO**

**GUIA DE ESTUDIO PARA EL EXAMEN EXTRAORDINARIO DE REGULARIZACION 2022-2023**

**PERIODO:** \_\_\_\_\_

**Asignatura:** SEGUNDA LENGUA (INGLES III) **Grado:** TERCERO **Grupo:** \_\_\_\_\_

**Nombre del alumno (a):** \_\_\_\_\_

**Número de aciertos:** \_\_\_\_\_ **Calificación (con número y letra):** \_\_\_\_\_

**Nombre y firma del Profesor que calificó:** \_\_\_\_\_

La presente guía tiene como finalidad ayudarte en la preparación para el examen que vas a presentar. Está elaborada conforme a los contenidos del programa oficial vigente.

Para cada uno de los aspectos, encontrarás una breve explicación que te orienta para que entiendas los ejemplos que se ofrecen y puedas resolver los ejercicios que se presentan.

**UNIT I CULTURAL ASPECTS**

**READ THE NEXT TEXT ABOUT GREETINGS AND THEN ANSWER THE QUESTIONS.**

**Greetings around the World**

Touching is a crucial aspect you should learn about when greeting others and having a conversation. In the Middle East, Southern Europe, and Latin America, there is a lot of physical contact during conversations. In Spain, you can see men holding each other's arms or placing a hand on the other person's shoulder.



However, in Northern Europe, you must apologize if you accidentally touch someone. Germans, for example, do not appreciate touching at all. The Japanese are also culturally opposed to the touch of a stranger.



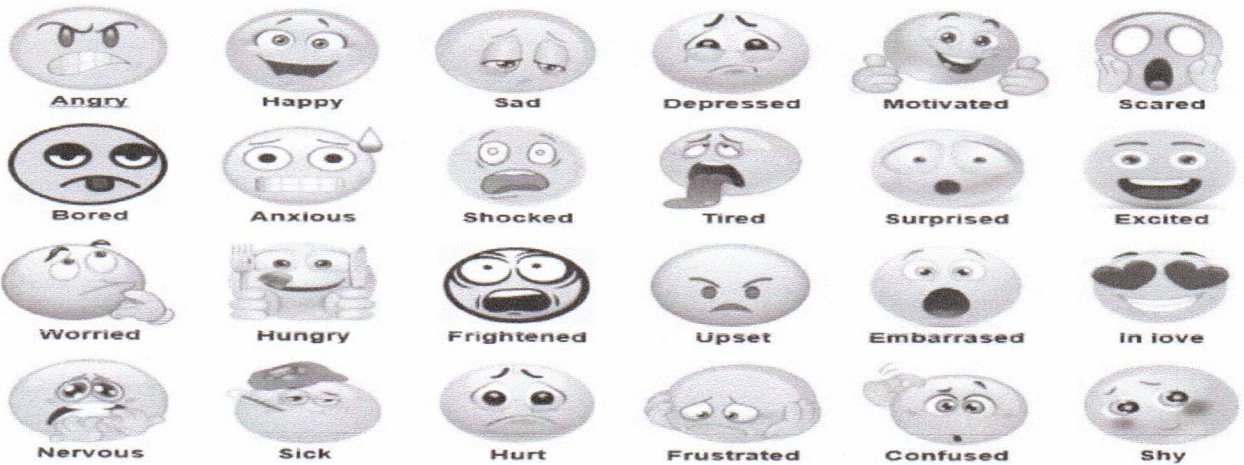
This may be clear if you analyze how they greet each other: with a bow. Muslims also have strict cultural rules about touching. Men and women cannot touch in public. Even

1. What are the greetings in the text are mentioned?  
\_\_\_\_\_
2. What is the most common greeting in Spain?  
\_\_\_\_\_
3. What must you do if you touch someone accidentally in North Europe?  
\_\_\_\_\_
4. Do the Japanese are culturally opposed to the touch of a stranger?  
\_\_\_\_\_
5. Mention how the Muslims greet each other.  
\_\_\_\_\_

### UNIT II POEMS, FEELINGS AND EMOTIONS

CHECK THE VOCABULARY ABOUT FEELINGS AND EMOTIONS IN ORDER TO ANSWER THE QUESTIONS WHEN YOU FINISH READING THE POEM.

#### FEELINGS AND EMOTIONS



Poems About Animals

The Eagle

by Alfred Lord Tennyson

I

He clasps the crag with crooked hands;  
Close to the sun in lonely lands,  
Ringed with the azure world, he stands.

II


The wrinkled sea beneath him crawls;  
He watches from his mountain walls,  
And like a thunderbolt he falls.



1. What does the poem talk about?  
\_\_\_\_\_
2. Where is the eagle in the first part?  
\_\_\_\_\_
3. What does the eagle do in the end?  
\_\_\_\_\_
4. What details help you know what happens?  
\_\_\_\_\_
5. What pleasant emotions do you feel when you finish to read this poem?  
\_\_\_\_\_
6. What unpleasant emotions do you feel when you finish to read this poem?  
\_\_\_\_\_
7. Does this poem motivate you to do something?  
\_\_\_\_\_

## UNIT III EXPERIMENTS

Imperative form is the form of a verb that expresses an order. We can use the imperative on signs and notices (pull, insert a coin, etc.), and it is followed by a complement. READ THE NEXT EXPERIMENT AND ANSWER THE QUESTIONS BELOW.



### Invisible Ink Experiment

Lemon juice and other acidic liquids can be used as invisible ink. If you write with any of them, you can't see what you wrote, but when you heat the invisible text the carbon compounds of the acidic liquid break down, the ink turns dark, and the written message can be read.

**Materials:**

- 3 cotton swabs
- 3 samples of acidic liquids (lemon juice, grapefruit juice, vinegar)
- 3 sheets of paper
- 1 lamp or candle

**Instructions:**

First, label each of the sheets of paper with the name of the liquid you will use on it. Second, use a cotton swab to write on each sheet of paper and use a different cotton swab for each liquid. Next, let the messages dry and notice if the text is visible. Finally, turn the lamp on or light the candle and hold each sheet of paper close to it.

**Results:**

In all three cases, the ink becomes invisible when it dries, but when heated, the message turns black and becomes visible.

**Tips:**

If you use a lamp, wait for the light bulb to heat. Don't place the paper too close or directly on the light bulb or candle because it could burn.

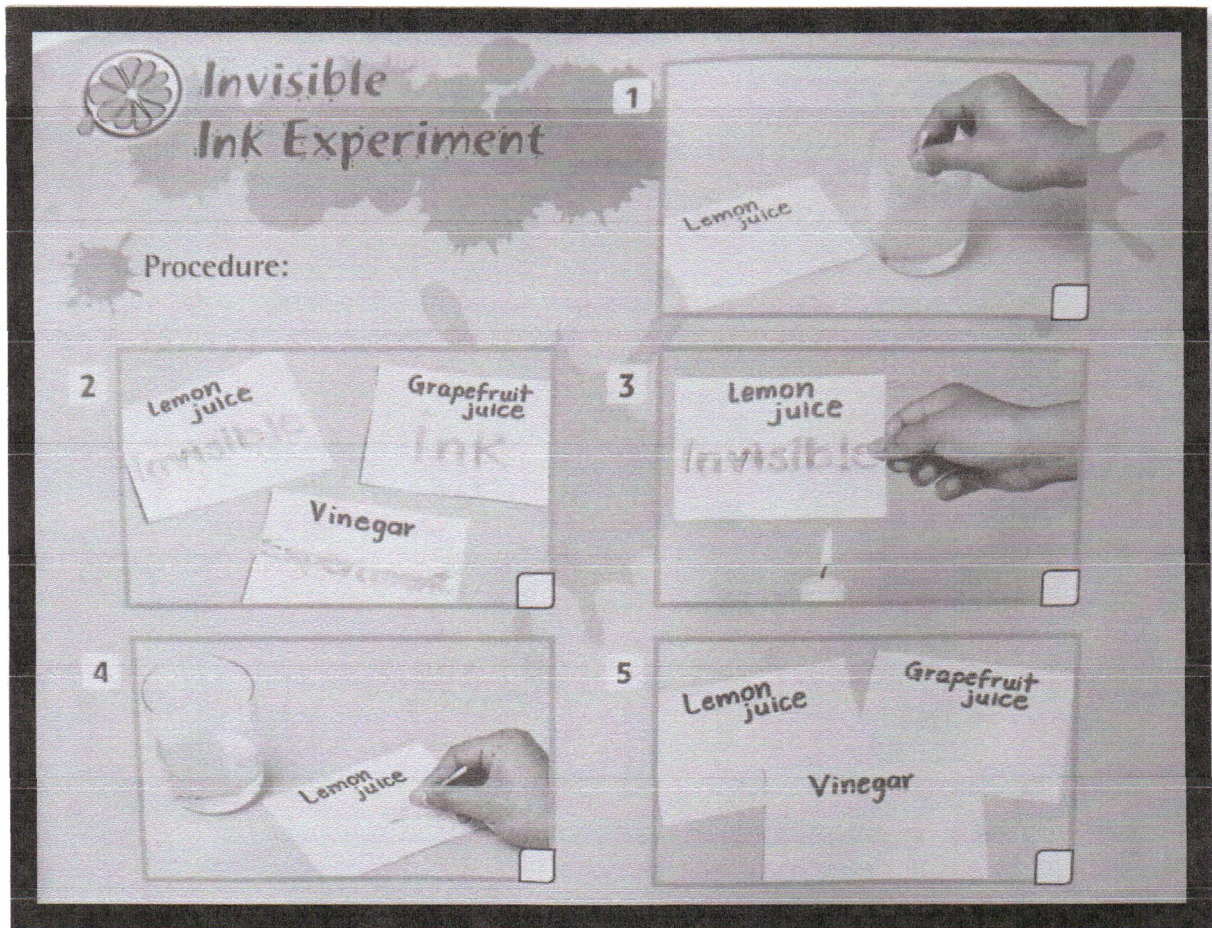
**Conclusion:**

Different acidic liquids work as invisible ink because they have carbon compounds that react to heat.

Science For You • 27

- a) What is the experiment about? \_\_\_\_\_
- b) Have you seen a similar text before, where? \_\_\_\_\_
- c) What is this text for? \_\_\_\_\_
- d) What kind of people can be interested in reading a text like this? \_\_\_\_\_
- e) How are instructions organized? \_\_\_\_\_
- f) Does it have sections or parts? \_\_\_\_\_
- g) How can you recognize them? \_\_\_\_\_
- h) Mention all the elements you identify in the instructive manual of an experiment  
\_\_\_\_\_

LOOK CAREFULLY AT THE PICTURES THAT ILLUSTRATE THE INSTRUCTIONS FOR THE EXPERIMENT IN THE PREVIOUS EXERCISE. NUMBER THEM IN THE CORRECT ORDER ACCORDING TO THE INSTRUCTIONS YOU READ.



PUT A TICK ON THE LINE IF THE SENTENCE IS CORRECT.

- a. The experiment has a list of materials. \_\_\_\_\_
- b. The information is well organized in sections. \_\_\_\_\_
- c. The instructions are written in sequence and use numbers or words to indicate the order. \_\_\_\_\_
- d. The pictures help to understand the instructions. \_\_\_\_\_
- e. The experiment has a name. \_\_\_\_\_
- f. The experiment has a purpose. \_\_\_\_\_
- g. The experiment is divided in sections. \_\_\_\_\_

#### UNIT IV TV PROGRAMAS

TV shows are rated according to the audience. Categories vary in different countries. In Mexico TV shows are classified as follows: A = for all ages, B= teenagers and adults, C = only for adults. Do some research and find out how they classify shows in the United States.

**Genres of TV programs:**  
 Soap opera / talent show / documentary / reality show / news / cartoons / talk show / sitcom / shows / Movies / Sports / Infomercials

READ THE NEXT BOX AND COMPLETE THE INFORMATION MISSING.

	Language Register		
	Formal	Consultative or Neutral	Casual or Informal
Definition	The formal register is reserved for professional settings, like classrooms, workplaces, interviews. This register uses standard English. Slang is never used and contractions are rare.	The neutral register uses less formal standard English. The tone is respectful but may be more casual. Slang sometimes is used.	This is the register people use when they are with friends, coworkers, of family. Use of slang, contractions, and informal grammar is common.
Genre	Documentaries, _____ _____ _____	Local news, _____ _____ _____	Reality shows, _____ _____ _____

Examples	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

COMPLETE THE NEXT FORMAT WITH INFORMATION ABOUT YOUR FAVORITE TV PROGRAM.

TV PROGRAM PRESENTATION FORM	
PART 1 (before watching)	
Name of program: _____	
Date: _____ Time: _____ Channel: _____	
Topic: _____	
Genre: _____	
Part 2 (while watching)	
Main idea of program: _____	
Number of segments or subtopics: _____	
Style of presentation:    formal <input type="checkbox"/> informal <input type="checkbox"/> mixed <input type="checkbox"/>	
Segment 1: _____	
Details: _____	
Segment 2: _____	
Details: _____	
Segment 3: _____	
Details: _____	
Segment 4: _____	
Details: _____	
Part 3 (After watching)	
Did you like the program? Why or why not?	
What emotions did you have while you watched the program?	
Did you have different emotions at different times during the program?	
What was your reaction to the program?	
Did it motivate you to do something? What?	

## UNIT V HISTORICAL EVENTS

READ THE NEXT TEXT AND COMPLETE THE ORGANIZER BELOW TO ANALYZE THE IMPORTANT PARAGRAPHS IN THE TEXT AND THEN MAKE THE TIMELINE WITH THE INFORMATION.

### Zaragoza defeats the French troops

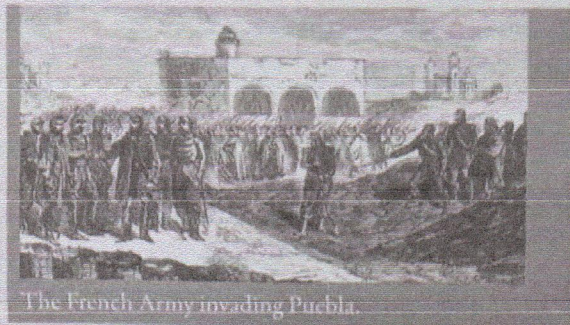
#### How the Second French Intervention Began

The Reformation War left Mexico unstable and in debt. Other countries had lent money to Mexico and the government did not have enough money to pay back; consequently, in July 1861 President Benito Juárez decided to stop paying the money Mexico owed to other countries. The affected countries were France, Britain, and Spain.

When Juárez announced a suspension on payment of foreign debts, Napoleon III, the emperor of France, organized a meeting in London between England, Spain, and France to discuss ideas to force the Mexican government to pay them. They met in London in October 1861 and signed a tripartite agreement. In this agreement they decided to go to Mexico with their troops and try to force Juárez to pay the debt. Napoleon III had a secret ambition. What did he really want? He wanted to invade Mexico, take down the government of Juárez, and impose an emperor to rule Mexico as a French territory. The French did not mention a word about this at

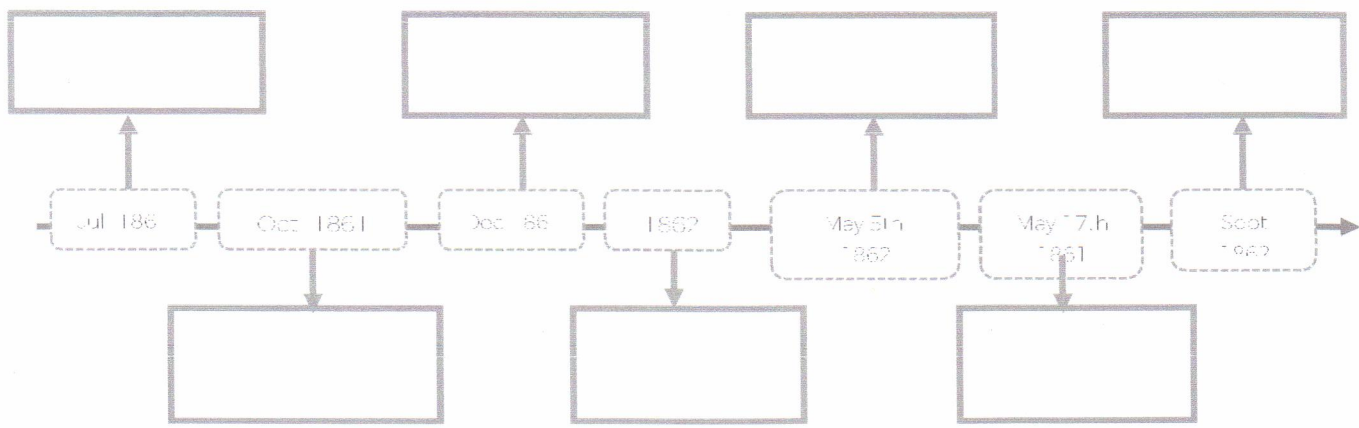
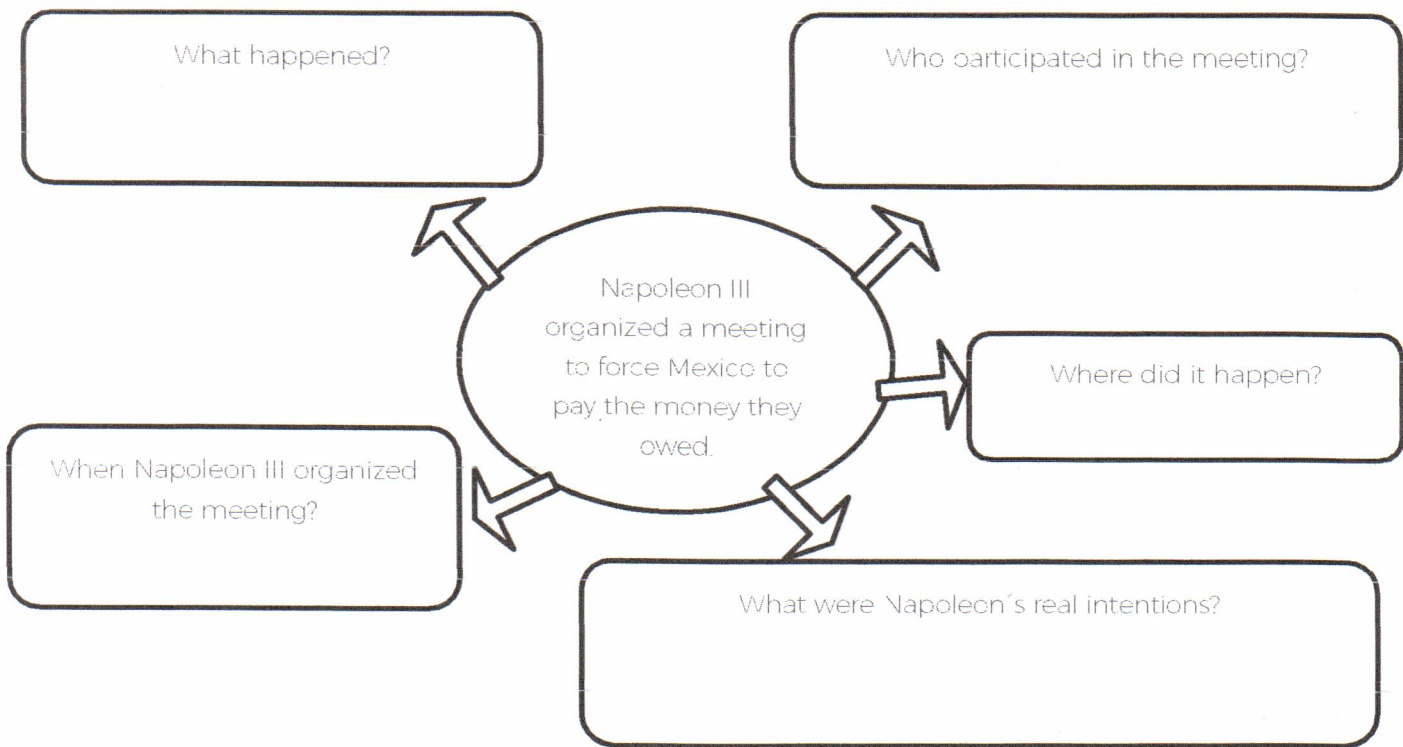
the London meeting. The three countries had agreed to land their troops at Veracruz, but also to respect the sovereignty of Mexico. In December 1861, the tripartite European forces landed in Veracruz, but in 1862 the Spanish and British forces withdrew because they realized the French had greater ambitions.

Being the most powerful army in the world, the French stayed and were determined to invade Mexico. They advanced as far as Puebla. On May 5<sup>th</sup>, 1862, the Mexican army, which was commanded by General Ignacio Zaragoza, defeated the French in Puebla. On May 17<sup>th</sup>, 1862, the French went back to Veracruz to plan another attack. On September 1862, more French troops arrived in Mexico to help the invasion.



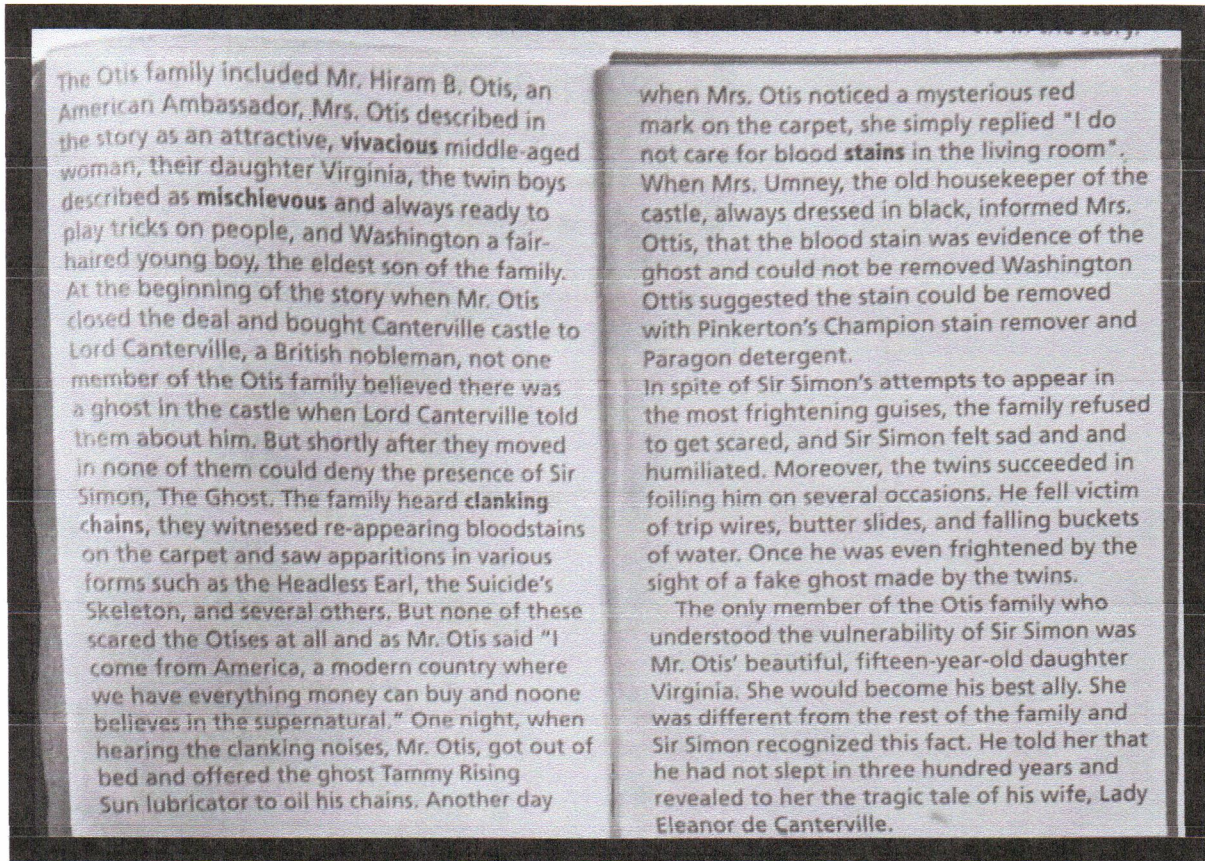
The French Army invading Puebla.





## UNIT VI COMIC

READ THE SUMMARY OF THE STORY "THE CANTERVILLE GHOST" AND COMPLETE THE INFORMATION ABOUT IT.



MAIN CHARACTERS:

SECONDARY CHARACTERS:

WRITE THE NAME OF THE CHARACTERS ACCORDING TO THEIR DESCRIPTIONS.

- A) \_\_\_\_\_: The American Ambassador who moved into Centerville castle with his family.
- B) \_\_\_\_\_: Mr. Otis' wife.
- C) \_\_\_\_\_: The eldest son of the Otis family.
- D) \_\_\_\_\_: Mr. And Mrs. Otis' daughter.
- E) \_\_\_\_\_: The youngest of the four siblings of the Otis family.
- F) \_\_\_\_\_: The housekeeper of Centerville Castle.
- G) \_\_\_\_\_: The Centerville ghost.


READ THE TEXT AGAIN AND FIND WORDS THAT DESCRIBE SOME OF THE CHARACTERS ABOVE


NAME OF CHARACTER	PHYSICAL CHARACTERISTICS	OTHER CHARACTERISTICS

Fecha de aplicación: \_\_\_\_\_  
 (PARA SER LLENADO POR EL ALUMNO)

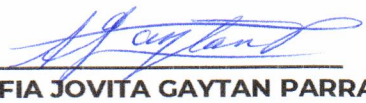


Nombre y firma del profesor (a) que elaboró: \_\_\_\_\_  
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