

**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:** LENGUA EXTRANJERA (INGLES) **Grado:** SEGUNDO **Grupo:** \_\_\_\_\_

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

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

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


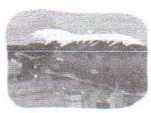


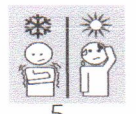





La presente guía tiene como finalidad ayudarte en la preparación para el examen que vas a presentar. Está elaborada conforme a los contenidos del programa oficial vigente. Para cada uno de los aspectos, encontrarás una breve explicación que te orienta para que entiendas los ejemplos que se ofrecen y puedas resolver los ejercicios que se presentan.

**Unit I. Imperative form and Natural Disasters**

It is the form of a verb that expresses an order. We can use the imperative on signs and notices (pull, insert a coin, etc.) but also:

- |                            |                              |
|----------------------------|------------------------------|
| a) To give a direct order: | stand up straight.           |
| b) To give instructions:   | open your books on page 79.  |
| c) To make an invitation:  | come in and sit down.        |
| d) To give an advice:      | stay at home and get better. |














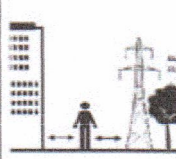




Match The Columns With The Corresponding Picture. Write The Letter On The Lines.

|   |   |   |   |  |
|---|---|---|---|--|
|  |  |  |  | a chemical spill (accidental release of substances) _____                        |
| 1   | 2   | 3   | 4   | b drought (unusually long periods without rain, water is scarce) _____           |
|  |  |  |  | c earthquake (unexpected movements of the Earth's surface) _____                 |
| 5   | 6   | 7   | 8   | d extreme weather (extreme cold, heat or other conditions) _____                 |
|  |  |   |   | e flood (accumulation of water) _____  |
| 9   | 10  |   |   | f hurricane (severe tropical storms) _____                                       |
|   |   |   |   | g landslide / mudslide (movement of masses of rock and earth down a slope) _____ |
|   |   |   |   | h oil spill (accidental release of oil-based products) _____                     |
|   |   |   |   | i tsunami (big waves that smash into the sea shore) _____                        |
|   |   |   |   | j wildfire (fire that spreads over an ecosystem) _____                           |

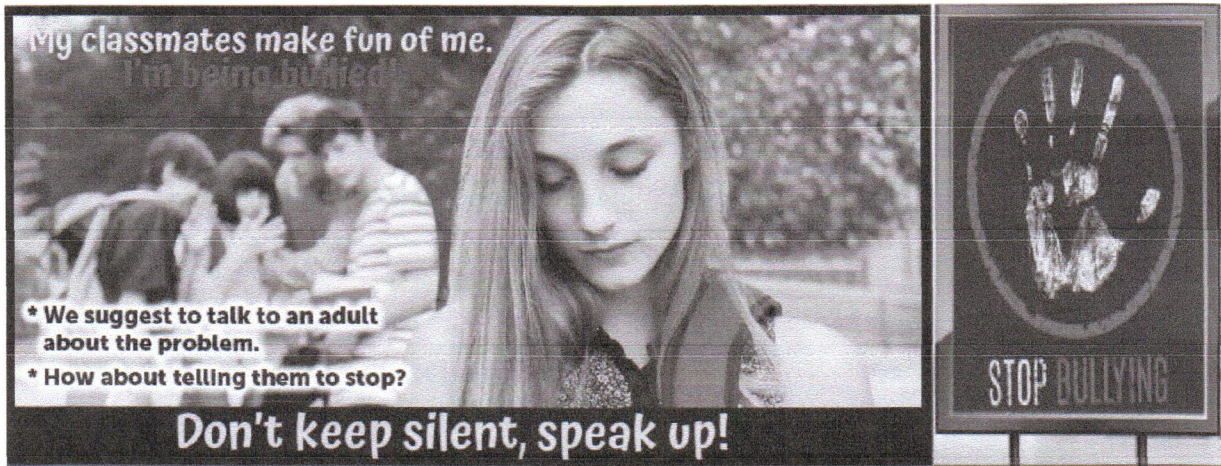
Write the correct step that you follow in case of a chart below.

Use the stairs to evacuate the building. / stay away from dangerous objects. / make an emergency plan with your family. / keep away from the disaster zone. / stay calm. / hold practice drills. / stay away from wires. / Only use phone for emergencies. / identify safe places. / create safety procedures at home and the office. / create an emergency kit. / go to the nearest assembly point when outside. / extinguish cigarettes of anything that can cause a fire. / stay away from windows, elevators and stairs. / check the building for structural damage. / secure furniture and loose objects. / use the main breaker to turn off electricity. / pull over and stay in the car until the earthquake stop.

## How to Be Prepared for an Earthquake

| BEFORE   | DURING   | AFTER  |
|--|--|--|
|   |   |    |
|  <p style="text-align: center;">plan with</p>              |  <p style="text-align: center;">dangerous</p>  |  <p style="text-align: center;">assembly point</p>                    |
|   |  <p style="text-align: center;">Extinguish</p>  |    |
|   |   |    |
|  <p style="text-align: center;">home and the office</p>   |  <p style="text-align: center;">from wires</p>  |  <p style="text-align: center;">structural damage</p>                |
|  <p style="text-align: center;">Hold practice drills.</p> |  <p style="text-align: center;">Pull over and stay in the car until the tremors stop.</p> |  <p style="text-align: center;">Keep away from the disaster zone</p> |

Public service announcements (PSA) are commercials designed to inform and educate. They can be posters or radio or television spots. Some common topics PSA are health, the environment and safety.



1. What is a PSA?
  - a) It's a Public Service Alcoholic.
  - b) It's a Public Service Announcement.
2. What is the purpose of a PSA?
  - a) To give an advice.
  - b) To inform a general problem to society.
3. What are the most common ways to present a PSA?
  - a) On television and radio program.
  - b) Posters and booklets.
4. What are the most common topics of PSA?
  - a) Movies and cartoons.
  - b) Social problems.
5. Who is this PSA for?
  - a) Young children.
  - b) General Public.
6. What is the problem that the PSA wants us to be aware of?
  - a) Friendship.
  - b) Stop Bullying.
7. What is the suggested way to deal with the problem?
  - a) To keep silence.
  - b) To talk an adult about the problem.
8. What is the message for the public?
  - a) To continue bullying.
  - b) To stop bullying.
9. What PSAs would be necessary at your school?
  - a) About nothing.
  - b) About drugs, bullying, security.
10. What do you think they should contain?
  - a) Nothing special.
  - b) Slogan, Message, Illustration, Solution.

Make your own public service announcement. Choose the topic you want. Remember the main characteristics does it have. Check your notebook.

- Water Pollution.
- Animal Shelter.
- Discrimination.

Unit III. News

Analyze the elements of a newspaper article. Read the article and answer the questions below.

**Headline** → **IT'S HOT, HOT, HOT!**

**Extended headline** → **SCHOOLS CLOSE AS COUNTRY BAKES IN RECORD TEMPERATURES**

**Byline** → **By Clark Kent, Features Reporter**  
Metropolis

**Placeline** → Schoolchildren across the country were celebrating today as authorities decided to close all buildings for two weeks.

**Lead** → An official said there had been no rain in some areas for two months and the temperatures were dangerously hot. However, many young people were delighted.



**Photo Caption** → People are visiting the beach in record numbers!

**Body** → "I'm going to the beach with my grandparents," said Mandy, 14. "It will be great fun. Maybe they will cancel exams!"

The Education Department said there was no chance of canceling exams and students should still study while they are off.

Oh well, you can't have everything, Mandy. Enjoy the break while you can, folks!

1. What do you see first when you look at a newspaper article?  
\_\_\_\_\_
2. What makes people want to read an article?  
\_\_\_\_\_
3. How important are the pictures?  
\_\_\_\_\_
4. What is the new about?  
\_\_\_\_\_
5. When and where it happened?  
\_\_\_\_\_

Read The Newspaper Article And Match The Elements In Boxes To The Definitions.

1. \_\_\_\_\_: attracts your attention with big letters; summarizes the article
2. \_\_\_\_\_: where the article was written
3. \_\_\_\_\_: supplies additional information
4. \_\_\_\_\_: tells you who wrote the article
5. \_\_\_\_\_: describes a photograph
6. \_\_\_\_\_: gives more information than the headline in a short phrase
7. \_\_\_\_\_: gives you important information (who, what, when, where, why)

Read the two news and complete the chart with the information needed.

The Informer

## Teenagers' sleep quality and mental health at risk over late-night mobile phone use

By Elle Hunt

**A** longitudinal study of 1,101 Australian high school students aged between 13 and 16 found poor-quality sleep associated with late-night texting or calling was linked to a decline in mental health, such as depressed moods and declines in self-esteem and coping ability.

Lead researcher, Lynette Vernon of Murdoch University in Perth, said "If you're finding your son or daughter is moodier and not coping at school, you often put that down to adolescence – but it could be as simple as them not sleeping at night."

"The outcomes of not coping – lower self-esteem, feeling moody and less self-regulation, aggressive and delinquent behaviors – the levels increase as sleep problems increased."



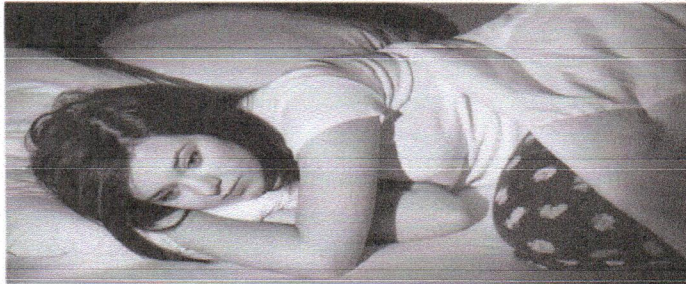
Teenagers who reported "constantly texting into the night" said when surveyed a year later, the problem had worsened. "It's escalating – they're highly invested in it ... Some kids are staying up until 3 am."

"Teenagers need eight to 10 hours of sleep for healthy development," Vernon said. Phones disrupted sleep

in two ways, with the bright light from screens disrupting natural circadian rhythms, and messages received before sleep spiking "cognitive and emotional arousal", Vernon has said.

Education was the best prevention, Vernon said. Parents could also set a good example by demonstrating good habits around phone use themselves.

# Wide awake: Late-night phone use harms teenagers' mental health and sleep quality.



TEENAGERS' LATE-NIGHT MOBILE PHONE USE IS HARMING THEIR MENTAL HEALTH AND SLEEPING PATTERNS, ACCORDING TO A NEW STUDY.

By Hayley Halpin

The study of 1,100 students aged 13 to 16 in Australia found that late-night mobile phone use was directly linked to poor sleep quality, which led to poorer mental health outcomes, reduced coping and lowered self-esteem. Lead researcher Lynette Vernon, of Murdoch University in Perth, said the findings showed a need for curfews around the use of mobile phones in bedrooms. The researchers looked at teenagers' mobile phone habits

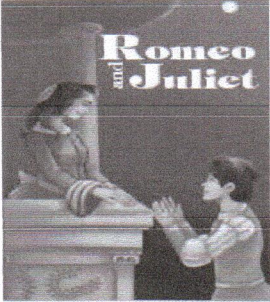
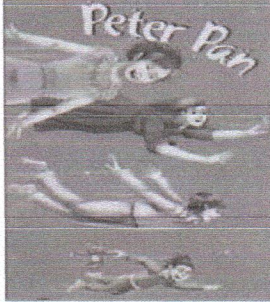
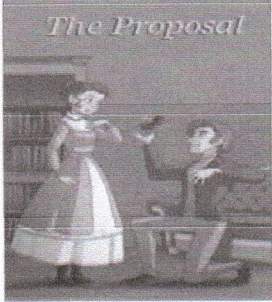

over the course of four years. Students were asked what time of the night they received or sent text messages and phone calls, and about their perceptions of their sleep quality. The results showed that 85% of students in their first year of high school (aged around 13) owned a mobile phone. Around one-third of these students reported they never texted or received phone calls after lights out. However, three years later 93%

of the students owned mobiles and only 22% of these students reported no late-night mobile phone use. As the students' levels of mobile phone use grew over time, so did their poor sleep behavior, with a rise in depressed mood and a decline in self-esteem evident. "Heavy mobile phone use becomes a problem when it overtakes essential aspects of adolescent life" Vernon said.

| Aspect            | New #1 | New # 2 |
|-------------------|--------|---------|
| Headline          |        |         |
| Placeline         |        |         |
| Byline            |        |         |
| Dateline          |        |         |
| Type of article   |        |         |
| Topic             |        |         |
| Important details |        |         |
| Protagonist       |        |         |
| Facts             |        |         |

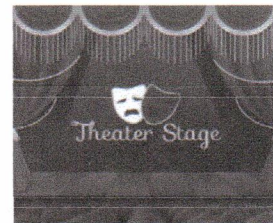
Unit IV. PLAYS

Look the next kind of plays, read them and answer the questions below.

|   |   |   |  |   |   |   |  |
|---|---|---|--|---|---|---|--|
| 1 |    | 2 |   | 3 |   | 4 |   |
|   | <p><b>Romeo and Juliet</b><br/>by: William Shakespeare<br/><b>Audience: Adults</b><br/><b>Synopsis:</b> The story of two star-crossed lovers who end up badly because of the hate between their families.</p> |   | <p><b>Peter Pan</b><br/>by: J. M. Barrie<br/><b>Audience: Children</b><br/><b>Synopsis:</b> The story of a boy who does not want to grow up, narrated through songs and dance.</p> |   | <p><b>The Proposal</b><br/>by: Anton Chejov<br/><b>Audience: Family</b><br/><b>Synopsis:</b> The funny story of an unusual marriage proposal with a happy ending.</p> |   | <p><b>Mary Heart of Gold</b><br/>by: Adriana Woods<br/><b>Audience: General public</b><br/><b>Synopsis:</b> The story of a good-hearted old woman who solves difficult situations with the help of kindness.</p> |

There are different types of plays, tragedies end in death and disaster. Comedies make people laugh. Musicals tell a story mostly through songs. Melodramas feature people who face dangers or difficult situations.

1. Romeo and Juliet : \_\_\_\_\_
2. Peter pan : \_\_\_\_\_
3. The proposal : \_\_\_\_\_
4. Mary heart of gold : \_\_\_\_\_



Read The Script And Complete The Exercise.

|   |   |
|---|---|
| <p style="text-align: center;"><b>TROUBLE AT SCHOOL</b></p> <p style="text-align: center;">A Play in Two Acts by John Smiley</p> <p style="text-align: center;"><u>Characters</u></p> <p><b>PAUL DOYLE:</b> A friendly, confident, fourteen-year-old boy. He is louder than his friend Sam. He is always smiling.</p> <p><b>SAM BILLINGS:</b> Also fourteen years old. Sam is less confident than Paul. He has a very serious expression.</p> <p><b>MS. DANIELS:</b> Their teacher. Hard-working and kind, she finds her job less satisfying than she used to. She is in her late twenties.</p> <p><b>JULIE DOYLE:</b> Paul's long-haired older sister. She is also friendly, but a little nervous.</p> | <p style="text-align: center;"><b>ACT I</b><br/>Scene 1</p> <p><b>SETTING</b><br/>We are in the empty eighth grade classroom of MS. DANIELS. There are science projects on the wall and the room looks bright and happy. MS. DANIELS is standing next to her desk after class. There is a knock at the door.</p> <p><b>MS. DANIELS</b><br/>Come in!<br/><i>(There is whispering from behind the door.)</i></p> <p><b>MS. DANIELS</b><br/><i>(Louder, more impatient.)</i><br/>I said "Come in"!<br/><i>(The door opens slowly. PAUL DOYLE and SAM BILLINGS enter.)</i></p> <p><b>SAM BILLINGS</b><br/><i>(Nervous.)</i><br/>Ms. Daniels, we have something to tell you.</p> |
|---|---|

Act / Characters / Dialogue / Scene / Setting / Stage Directions

1. \_\_\_\_\_ N. A Description Of The People In The Play.
2. \_\_\_\_\_ N. Where The Action In The Play Happens.
3. \_\_\_\_\_ N. The Spoken Text In The Play.
4. \_\_\_\_\_ N. The Description Of The Actions On Stage.
5. \_\_\_\_\_ N. The Larger Sections Of Plays.
6. \_\_\_\_\_ N. The Smallest Section Of A Play.

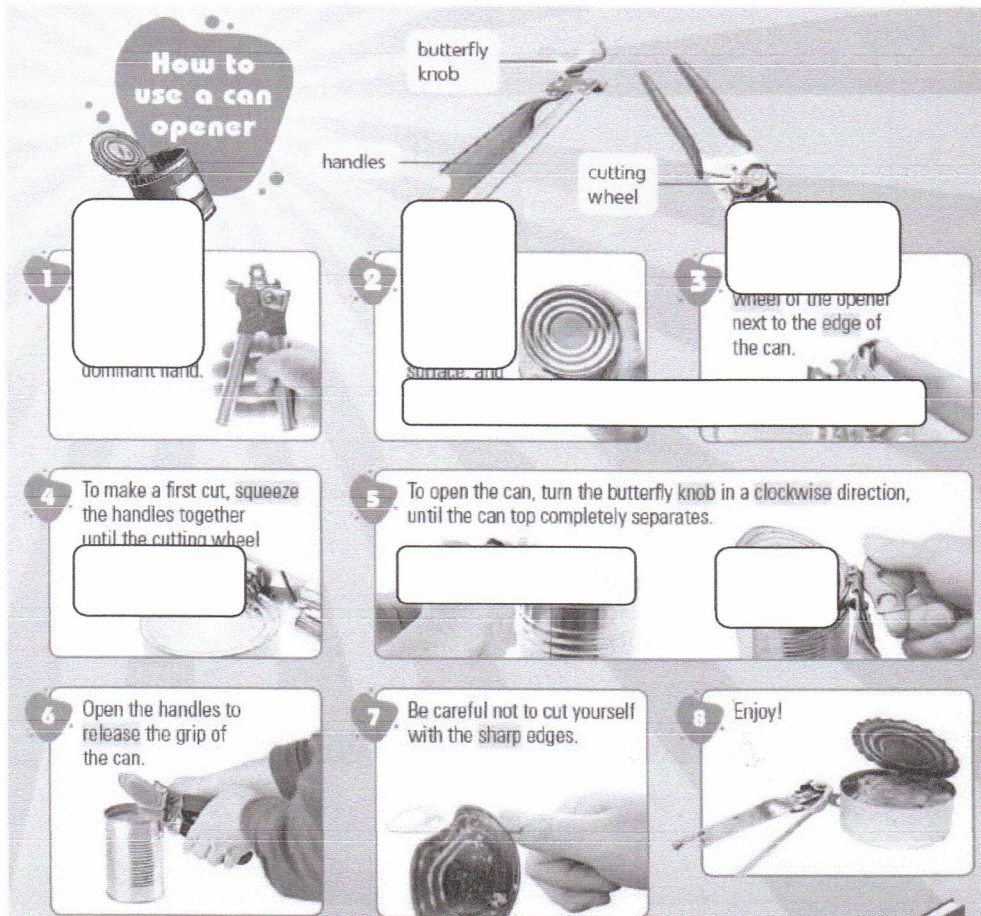
Unit V. How Does It Work?

An Infographic Is A Picture Or Diagram With Short Texts That Represents And Explains Information, Such As Instructions On How To Operate A Machine Or Device. They Are Very Useful To Explain Complicated Things, Processes, And To Describe The Parts Of Something.

The Main Characteristics To Make An Infography Are:

- ❖ Choose The Picture.
- ❖ Collect The Necessary Information.
- ❖ Filter Information.
- ❖ Choose The Kind Of Infography.
- ❖ Draft.
- ❖ Design The Infography.
- ❖ Check The Elements.
- ❖ Public And Disseminate.
- ❖ Measure Results.

Look At The Next Infography And Complete With The Information Missing.



Be careful not to cut yourself with the sharp edges.

Grip both handles of the can opener with your dominant hand.

Open the handles to release the grip of the can.

Position the cutting wheel of the opener next to the edge of the can.

Enjoy!

With your other hand, put the can on a hard, flat surface, and hold it firmly.

- ✓ To make a first cut, squeeze the handles together until the cutting wheel punctures the can.

To open the can, turn the butterfly knob in a clockwise direction, until the can top completely separates.



Read The Text About Two Different Cultures And Complete The Chart With Differences And Similarities.

### Comparing Japanese and Chinese Cultures

Japanese culture has been greatly influenced by the Chinese culture, but they are almost as different from each other as any two neighboring countries can ever be.

**Some similarities**

To begin the comparison, both are typical Asian cultures. Many of the traditions in both old cultures are around family structure and social hierarchy.

Most people in both countries have adopted Western clothes as the usual dress, and traditional ones are used occasionally for celebrations and festivities. However, in spite of all the Western influence, both countries still follow their own language and script, and even though Christmas is an important event, both countries have their own festivals and celebrations.

Thanks to the continuous exchanges between people, both societies share aspects in music, arts, sculpture and architecture. Lastly, the popularity of martial arts is a common feature in both societies. On the other hand, there may be differences in Japanese and Chinese martial arts techniques.

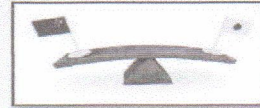
**Main differences**

The level of self-discipline expected from a Japanese is very high. Even in conversation with each other, Japanese people follow a very polite approach.

While in Japan it would not be easy to come across disputes in public, people shouting at each other, or other signs of social stress, China poses the picture of a typical developing country, with a less common level of politeness.

Japanese food does not have much in common with Chinese food, which is spicy and involves a lot of frying and cooking. In contrast, the Japanese food is far less spicy, and has very delicate flavors compared to other local foods in Asia.

Honor and hard work are two important characteristics of the Japanese culture today. Compared to their Chinese counterparts, the Japanese tend to be more hard working.



Adapted from: Know Japanese and Chinese Cultural Similarities and Differences. Retrieved from <https://travelandculture.expertscolumn.com/comparing-japanese-chinese-cultures>

| Similarities | Differences |
|--------------|-------------|
|              |             |

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

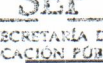
Nombre y firma del profesor (a) que elaboró: \_\_\_\_\_

PROFA. KARINA CALZADA GOMEZ



Vo. Bo.

SUPERVISORA GENERAL DE LA ZONA ESCOLAR No. 18



PROFA. SÓFIA JOVITA GAYTAN PARRA

COORDINACIÓN SECTORIAL DE EDUCACIÓN SECUNDARIA

INSPECCIÓN GENERAL DE EDUCACIÓN SECUNDARIA ZONA 18 C.E.T. DRESDINTEA

DIRECTORA

M. EN C. NATIVIDAD CARMONA MARTINEZ



SEP

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ESCUELA SECUNDARIA GENERAL No. 42 "IGNACIO MANUEL ALVALCERANO" CCT 09D130042G