



ESCUELA SECUNDARIA GENERAL No. 27 "GABRIELA MISTRAL"
TURNO MATUTINO, CICLO ESCOLAR 2022-2023
GUÍA DEL EXAMEN EXTRAORDINARIO DE REGULARIZACIÓN DE
INGLÉS DE SEGUNDO GRADO

UNIDAD I

Adjetivos calificativos para expresar apinon, medida, edad, forma, color y material.

OPINION	SIZE	AGE	SHAPE	COLOR	MATERIAL
GOOD	BIG	NEW	SQUARE	GREEN	PLASTIC
BAD	SMALL	OLD	ROUND	YELLOW	WOODEN
UGLY			RECTANGULAR	RED	GLASS
BEAUTIFUL				BLUE	
DISGUSTING					

Unit 1a

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bad *adj.*— malo; failing to reach an acceptable standard: *The house is in bad condition.*

beautiful *adj.*— hermoso; having qualities of beauty: *You have the most beautiful smile.*

big *adj.*— grande; large or great in dimensions, bulk, or extent <a big house>; also: large or great in quantity, number, or amount: *I bought a big glass of soda.*

blue *adj.*— azul; of the color blue: *The sky is blue.*

disgusting *adj.*— repugnante; causing disgust: *We found a disgusting plate of moldy food under the bed.*

glass *adj.*— de vidrio; made out of any of various amorphous materials formed from a melt by cooling to rigidity without crystallization: *A colored glass jar.*

People who live in glass houses shouldn't throw stones.

This English proverb is used to say that we should not criticize other people for having the same faults that we ourselves have.

La gente que vive en casas de cristal no debería de aventar piedras.

Un proverbio en inglés es *People who live in glass houses shouldn't throw stones*. Se emplea para decir que no debemos de criticar las faltas de otros que también nosotros cometemos. La frase equivalente en español es *Quien esté libre de pecado, que tire la primera piedra*.

good *adj.*— bueno; of a favorable character or tendency: *The car is in good condition.*

green *adj.*— verde; of the color green: *The grass is green.*

Dictionary



new *adj.*— nuevo; having recently come into existence: *They visited the new library.*

old *adj.*— viejo; dating from the remote past: *We rented an old black-and-white movie.*

plastic *adj.*— de plástico; made or consisting of a plastic: *It's a small plastic chair.*

rectangular *adj.*— rectangular; shaped like a rectangle: *It's a rectangular soccer field.*

red *adj.*— rojo; of the color red: *The apples are red.*

round *adj.*— redondo; shaped like a ball or circle, or curved: *The baby has a round face.*

small *adj.*— pequeño; of comparatively slight dimensions or of little size: *They live in a small house.*

square *adj.*— cuadrado; having four equal sides and four right angles: *The apartment has a square room.*

ugly *adj.*— feo; offensive to the sight: *The ugly monster.*

wooden *adj.*— de madera; made or consisting of wood: *It's next to the wooden table.*

yellow *adj.*— amarillo; of the color yellow: *The chicks are yellow.*

Unit 1b

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beg *v.*— pedir dinero o comida; to ask for as a charity: *A homeless man begs on that corner.*

fairy *n.*— hada; a mythical being of folklore and romance usually having diminutive human form and magic powers: *There are fairies in the forest.*

furry *adj.*— peludo; covered with fur: *My children love furry animals.*

hole *n.*— hoyo; an opening through something: *His coat has a hole.*



UNIDAD II

Vocabulario de situaciones de emergencia.


1. What is a hurricane?
2. What is a volcano eruption?
3. What is a snakebite?
4. What is an earthquake?
5. What is a fire?
6. What is a flood?
7. What is a tornado?
8. What is a broken limb?
9. What is a swelling?

Palabras para dar una secuencia (first, then, after that, finally)


Broken Limbs

Accidents do happen. It is important to know what to do when you are faced with an emergency situation.

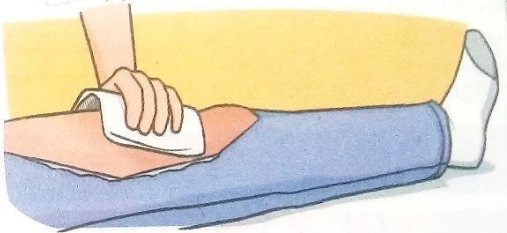
- 1. First,** call your local emergency service ASAP.




- 2. Then** carefully remove clothing from the injured limb.



- 3. After that,** apply a cold compress or ice pack wrapped in cloth.



- 4. Finally,** make sure to keep the injured limb in the position you found it in by placing soft padding around the injured part and something firm (e.g., rolled cardboard or newspapers) next to it.



UNIDAD III

Presente simple (oraciones positivas, negativas y preguntas)



3.1 Simple Present: Affirmative Statements

Subject	Verb		Subject	Verb	
I You We You They Tom and Sue	work	every day.	He She It My brother	works	every day.

1. Use the simple present to talk about habits or routines, schedules, and facts.	Habit or Routine: I exercise every day. Schedule: She starts work at eight. Fact: It rains a lot in April.
2. Add -s to the verb for <i>he, she, it,</i> and singular subjects.	He drives to work. She works in an office. The bank opens at 9:00 a.m.
3. Do not put <i>be</i> in front of another verb in the simple present.	✓ He works at a bank. ✗ He <u>is work</u> at a bank.

3.4 Simple Present: Negative Statements

Subject	Do Not/ Don't	Base Form of Verb	Subject	Does Not/ Doesn't	Base Form of Verb
I You We You They	do not don't	work.	He She It	does not doesn't	work.

1. Questions without question words in *Simple Present*

Auxiliary	Subject	Verb	Rest	Yes/No	Subject	Auxiliary (+ n't)
Do	you	read	books?	Yes, No,	I I	do. don't.
Does	Peter	play	football?	Yes, No,	he he	does. doesn't.

2. Questions with question words in *Simple Present*

Question word	Auxiliary	Subject	Verb	Rest	Answer
What	do	you	play	on your computer?	I play games on my computer.
When	does	your mother	go	to work?	She goes to work at 6 o'clock.
Where	do	you	meet	your friends?	I meet them at the bus stop.

UNIDAD IV

Verbos en pasado, regulares e irregulares.

Presente simple (oraciones positivas, negativas y preguntas)



> Structure (Estructura)

1. Affirmative Sentences (Frases afirmativas)

Sujeto + verbo principal...

Ejemplos:

- ▶ She **was** a doctor. (Era doctora.)
- ▶ The keys **were** in the drawer. (Las llaves estaban en el cajón.)
- ▶ I **wanted** to dance. (Quería bailar.)
- ▶ They **learned** English. (Aprendieron inglés.)
- ▶ We **believed** him. (Le creímos.)
- ▶ I **bought** a blue car. (Compré un coche azul.)

2. Negative Sentences (Frases negativas)

To be:

Sujeto + "to be" + "not"...

Ejemplos:

- ▶ She **wasn't** a doctor. (Ella no era doctora.)
- ▶ The keys **weren't** in the drawer. (Las llaves no estaban en el cajón.)

Todos los verbos demás:

Sujeto + verbo auxiliar (to do) + "not" + verbo principal (en infinitivo)...

Ejemplos:

- ▶ I **didn't** want to dance. (No quería bailar.)
- ▶ They **didn't** learn English. (No aprendieron inglés.)
- ▶ We **didn't** believe him. (No le creímos.)
- ▶ I **didn't** buy a blue car. (No compré un coche azul.)