

Lengua extranjera. Inglés

Aprendizajes Fundamentales

Actividades para el ingreso a Secundaria



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Este material fue elaborado por el equipo editorial de Macmillan Education México para apoyar a los docentes que enseñan la asignatura *Lengua Extranjera. Inglés* en escuelas oficiales.

El propósito de este recurso es acercar y sensibilizar a los alumnos en la práctica del Inglés durante el ingreso a Secundaria.

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Lengua Extranjera Inglés. Aprendizajes Fundamentales

está diseñado para que revise junto con sus alumnos aquellos contenidos fundamentales de la asignatura que se requieren para el ingreso a Secundaria.

Cada ficha de trabajo explica y presenta de manera sencilla temas de gramática y vocabulario con espacios de práctica y reforzamiento que apoyarán, sobre todo, a los estudiantes que no tienen aprendizajes previos del Inglés.

Este material fotocopiable le permite a los alumnos personalizar sus fichas de trabajo; y a usted, registrar el número de aciertos que obtuvo el alumno como evidencia de su aprendizaje.

En las secciones finales encontrará flashcards de vocabulario para otras dinámicas grupales y listas de verbos como material de consulta.

Esperamos que este material sea de utilidad y facilite el inicio del ciclo escolar.

How to Use

This material has the following structure:

A grammar presentation, which students will use to study and as a guide to solve the activities in the two following pages.

Photocopiable activities for students to practice a specific topic

Lesson 3
Wh- Questions

We use **Wh**-questions to ask for specific information. They begin with question words before the verb.

Question word	Use	Example
What	To ask for information about something or someone	What is your e-mail?
Where	To ask about a place or location	Where are you from?
Who	To ask about a person	Who are those boys?
How	To ask about the way in which something happens	How is your mother?
When	To ask for information about time	When is the race?
Why	To ask for a reason	Why is the street closed?

If we combine **How** with other words, it has many different uses:

- How long...? For time or distance: **How long** is the class?
- How old...? For age: **How old** is your older sister?
- How many...? For quantity: **How many** sandwiches can you eat?

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Lesson 3 Name: _____
Group: _____

Information questions or **Wh**-questions start with a question word (what, who, how old, where, when, etc.) + verb or auxiliary verb + complement.

What is your name?
What do you do for your free time?

1 Match the question words to what they ask about.

a who	1 time
b what	2 age
c how old	3 place
d where	4 person
e when	5 thing

2 Underline the seven questions in the conversation and circle the question words.

José: Hello! What is your name?
Matthew: I'm from London. And you, where are you from?
José: I'm from Mexico. How old are you?
Matthew: I'm 12 years old. What do you study?
José: English. And what do you do for your free time?
Matthew: I study Spanish!

3 Complete the questions with words from the box.

How old Where When Why What Who

a _____ is Maria? He is 13.
b _____ are your classmates?
c _____ is the contest? Today

d _____ is your name?
e _____ are Miti and Carlos from?
f _____ do you like soccer? Because it's fun!

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Lesson 3

4 Underline the correct option.

a Who / What is your favorite teacher?
b Where / How old is she?
c Where / How are you from?

d Who / Where is from Guadalajara, Victor or Mariana?
e What / Who is your name?

5 Complete the sentences with the correct question words.

a _____ wants the last cookie? I want it.
b _____ is she? She is 13 years old.
c _____ is your favorite class? I love history class.
d _____ does the next bus arrive?
e _____ is the principal's office? It is down the corridor.

6 Circle the mistake in the sentences and rewrite them correctly.

a What is she from?
b What are you?
c Where is your name?
d Who old are you?
e Where is your occupation?

7 Put the words in order to make questions.

a I / your / Who / friend / best / ?
b he / Where / Family / is / from / ?
c old / your / How / is / great-grandmother / ?
d your / occupation / mother's / What / is / ?
e your / is / birthday / When / ?

8 Answer the questions with your information.

a Who is your best friend?
b How old is he / she?
c Where is your family from?
d When is your birthday?
e What's your favorite movie? Why?

Name: _____

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At the end of the material, you will find:

A visual glossary that will allow students to review or learn vocabulary using graphic support.

An Answer Key to all the activities in the lessons.

Verbs Lists showing verbs in three different tenses.

Feelings

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Answer Key

LESSON 1
Passive Adjectives

1 a her b our c their d my e its
2 a 3 b 4 c 1 d 5 e 2 f 7 g 6
3 a your b his c her d our e us f their
4 a his b their c its d your e our
5 **Corrected:** It's a cat. **Circle:** b his c its e their f their
6 a his b their c her d her e its f his g my
7 Student's own answers.

LESSON 2
Verb to be

1 a am b is c are d are e are f is g is
2 a are b is c is d are e am f are
3 a When is your birthday? b Who are the new students? c What is her phone number? d How old is he? e Where is your school?
4 a 3 b 1 c 2 d 2 e 2 f 3 g 3
5 a 2 b 4 c 4 d 2 e 2 f 4
6 a 1 b 3 c 1 d 2 e 5
7 a is b are c is d are e is f are g is
8 **Corrected:** a are b are c is d are e is **Corrected:** a I am from the USA. b is the boy in an orange T-shirt your friend? c Yes are in the math team. d The dog is small. e Are the new students from Canada?

LESSON 3
Wh-Questions

1 a b 3 c 2 d 3 e 1
2 **Underlined:** What is your name? What's your name? Where are you from? Where are you from? How old are you? What do you study? What do you study? **Circle:** What What Where where How What what
3 a How old b Who c When d What e Where f Why
4 **Underlined:** a Who b How old c Where d Who e What
5 a Who b How old c What d When e Where
6 **Circle:** a What b What c Where d Who e Where
7 **Corrected:** a Where is she from? b Who are you? c What is your name? d How old are you? e What is your occupation?
8 **Who is your best friend?**
9 **Where is his family from?**
10 **How old is your great-grandmother?**
11 **What is your mother's occupation?**
12 **When is your birthday?**
13 Student's own answers.

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List of Regular Verbs

Regular verbs follow a pattern to form the present tense, past tense, and past participle. The pattern for the present tense is to add -s or -es for he, she, and it. With the rest of the subjects, the verb stays in its simple form. The pattern for the past tense is to add -ed or -d to the simple form of the verb. This rule is the same for all the subjects.

Present	Past	Past participle
admire / admires	admired	admired
ask / asks	asked	asked
check / checks	checked	checked
close / closes	closed	closed
copy / copies	copied	copied
discuss / discusses	discussed	discussed
guess / guesses	guessed	guessed
introduce / introduces	introduced	introduced
learn / learns	learned	learned
like / likes	liked	liked
listen / listens	listened	listened
live / lives	lived	lived
need / needs	needed	needed
play / plays	played	played
share / shares	shared	shared
study / studies	studied	studied
test / tests	tested	tested
turn / turns	turned	turned
walk / walks	walked	walked
watch / watches	watched	watched
work / works	worked	worked

Pronunciation of regular verbs

Verb	Verb	Verb
studied	worked	arrived

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Lesson 1

Possessive Adjectives

- We use *its* for animals or things. But, if you know the gender of an animal, you can use *he (his)* or *she (her)*: My dog is a **male**. He sleeps on **his** bed.
- Don't confuse *its* with *it's* (which means *it is*): The dog has a big bowl. **It's** bowl is full of food. **Its** bowl is full of food.
- Don't confuse *your* with *you're* (which means *you are*): **You're** sunglasses are new. **Your** sunglasses are new.
- We use *their* for many possessors: My **sisters** have a room. **Their** room is pink.

Subject pronoun

I

You

He

She

It

We

You

They

Possessive adjective

my

your

his

her

its

our

your

their

Noun

name

school bag

notebook

pencil

bowl

house

classroom

mother



Name: _____

Lesson

1

Group: _____

Possessive adjectives show that something belongs to someone, or indicate a relationship. They always come before a noun (person or thing).

There is one form for each subject.

I: **My** teacher is Sonia.

She: **Her** name is Rosa.

You: **Your** class is now.

We: **Our** friends are here.

He: **His** pen is blue.

They: **Their** team plays well.

1 Underline the correct option.

a She lives in Mexico City and **her / his** brother lives in Guadalajara.

c My neighbors have a lot of pets.

His / Their dogs are super friendly.

b My brother and I love **our / my** parents.

d She is **its / my** neighbor, Carla.

e The dog loves **its / it's** ball.

2 Match the pronouns to the possessive adjectives.

a she 1 your

b he 2 our

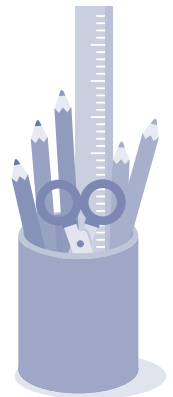
c you 3 her

d they 4 his

e we 5 their

f I 6 its

g it 7 my



3 Find and circle the possessive adjective in the sentences.

a Your school is Benito Juárez High School.

d Our teacher is very young.

b My house is near my father's office.

e The dog brings its toy when it wants to play.

c Carolina and Diego are her friends.

f Their house is very nice.

4 Complete the sentences with the correct possessive adjective.

a He is a great soccer player. _____ position is defensive midfield.

d "Luis, tell me, what is _____ favorite food?"

b Diana and Carol are sisters. _____ parents are comic fans.

e My best friend and I are very close. _____ families know each other

c The dog sleeps on _____ bed.

well.

5 Check (✓) the sentences that are correct. Circle the mistakes in the incorrect sentences.

- ☐ **a** I always visit my aunt during summer vacation.
- ☐ **b** Carla texts with his friends.
- ☐ **c** Diego is very popular. Its friends think he is a nice guy.
- ☐ **d** My family likes to go to the movies.
- ☐ **e** Paty, Luis, and Jorge travel a lot to Michoacán. They grandma lives in Morelia.
- ☐ **f** The cat likes their food very much.

6 Complete the paragraph with words from the box.

his (x2) her (x2) its their my

Daniel is my friend. He lives with **(a)** _____ family in Santa Fe. **(b)** _____ house is very big. He has a sister named Mónica. She is a fan of music and **(c)** _____ favorite band is *Flying Dragons*. **(d)** _____ favorite song from them is *Every Day Is a Happy Day*. Daniel has a dog named Byron. It wags **(e)** _____ tail when Daniel comes home from school. **(f)** _____ school is small, so he is friends with everyone! Daniel is **(g)** _____ best friend!



7 Answer the questions with true sentences about yourself.

- a** What is your favorite movie? _____
- b** What is your best friend's name? _____
- c** What are your parents' names? _____
- d** What is your best friend's favorite dessert? _____
- e** What is your family's favorite restaurant? _____
- f** What is your favorite music band? _____
- _____
- g** What is your favorite song? _____

Score: ____/47

Verb To Be

We use the verb *to be* to give information like:

- profession: Tom **is a carpenter**.
- age: I **am 17 years old**.
- size and weight: My brother **is tall**. The desk **is heavy**.
- prices: The pen **is 10 pesos**.

Affirmative	Negative	Interrogative
I'm a good student.	I'm not a good student.	Am I a good student?
You're a fifth grade student.	You're not a third grade student.	Are you a sixth grade student?
He's from Sonora.	He's not from Oaxaca.	Is he from Saltillo?
She's interested in books.	She's not interested in sports.	Is she interested in animals?
We're young.	We're not babies.	Are we old?
You're seventeen.	You're not eighteen.	Are you sixteen?
They're Mexican.	They're not American.	Are they Korean?



Name: _____

Group: _____

The verb *to be* is used to say who we are, our name, how we feel, etc. In the simple present tense, the verb *to be* is conjugated as: *am, is, are*. It changes form according to the subject (*I am, Are you...?, Luis is, etc.*)

In its affirmative form, it confirms characteristics of the subject and is placed after it. The forms are: *I am, you are, he is, she is, it is, we are, you are, and they are*.

To make questions with the verb *to be*, use *am, is, or are* at the beginning of the sentence, before the subject.

You can use *Wh-* questions to ask for specific information. They begin with question words like *what, when, where, who, why, and how old*. Put these words before the verb *to be*.

He / She **is** a teacher.**Are** you a student?**How old** are you? I'm twenty.We **are** Mexican.**Is** she Colombian?**What** is your name? My name's Pepe.

1 Complete the sentences with the correct form of the verb *to be*.

a I _____ Ricardo.

e You _____ good students.

b He _____ my friend.

f This exam _____ easy.

c Jorge and I _____ brothers.

g She _____ sad.

d Ana and Teo _____ in the same class.

2 Complete the questions with the correct form of the verb *to be*.

a _____ you in high school?

d _____ we in the same class?

b _____ she your friend?

e _____ I in the correct classroom?

c _____ he the English teacher?

f _____ you on the list?

3 Put the words in order to make *Wh-* questions.

a When / your / is / birthday / ? _____

b are / the new / Who / students / ? _____

c What / phone / her / is / number / ? _____

d old / he / How / is / ? _____

e is / school / your / Where / ? _____