



# COLEGIO TÉCNICO PROFESIONAL LA SUIZA

## Curso Lectivo 2021



### Self-Study Guide for English Subjects N°8

Self-study is the ability to perform tasks by ourselves, without the presence of the teachers


|  |   |
|--|---|
| Subject: Academic English  |   |
| Teacher's Name: <b>MARILYN AGUILAR FONSECA</b>                         | Level: Eighth (8-2/8-3/8-4)   |
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| Virtual Office Hours:  | Lunes 7 a.m. -. 4:30 p.m.   |
| Student's name:  | Group: 8- ____  |
| Work on it from Sept. 20 <sup>th</sup> - 24 <sup>th</sup> , 2021       | Fecha de entrega: Sept. 24 <sup>th</sup><br>Físico: en clase presencial   |

#### 1. Getting ready to work on my self-study guide. Aspects to verify before I start working:

|   |  |
|---|--|
| <b>Materials needed / Resources:</b><br><b>Materiales que va a necesitar</b>        | <ol style="list-style-type: none"><li>1. Notebook, pencil, pen, eraser, highlighters, etc.</li><li>2. Computer &amp; Internet access if possible</li><li>3. Cellphone or copies.</li><li>4. <b>Recuerde apoyarse con un diccionario Inglés/Español -Español/ Inglés para buscar el vocabulario que no conozca.</b></li></ol> |
| <b>Conditions of the place to work</b><br>Condiciones del lugar                     | Avoid strong noises, work in a silent well-lit place, make sure you feel comfortable.  |
| <b>Expected time to work this self-study guide</b><br>Tiempo para trabajar la guía. | <ol style="list-style-type: none"><li>1. This self-study guide will take you 9 lessons to be completed.</li></ol>  |

**Instrucciones: Trabaje INDIVIDUALMENTE**  
**Resuelva la guía en INGLÉS.**

## 2. The student is ready to start working

| Topic/<br>Study Unit:                     | Dear student,<br>The following tasks will help you review and reinforce <b>Unit 3: Something to Celebrate!</b>   |              |              |           |        |              |   |         |             |           |           |        |              |   |                   |       |            |
|---|--|--------------|--------------|-----------|--------|--------------|---|---------|-------------|-----------|-----------|--------|--------------|---|-------------------|-------|------------|
| Objective/<br>Linguistic<br>Achievement:  | 1. Orders the events about festivals or celebrations chronologically.<br>2. Uses simple past tense to describe festivals and holidays around the world   |              |              |           |        |              |   |         |             |           |           |        |              |   |                   |       |            |
| Task Outline:                             | <div><b>WEEK3</b>    <b>THEME 4: HOLIDAYS AND FESTIVALS AROUND THE WORLD</b><br/><b>(SEPTEMBER 20<sup>TH</sup>- 24<sup>TH</sup>)</b></div> <p><b>TASK 1. We should give a look at simple past tense. Let's look at the following information and then try to complete the exercises below. (lea la siguiente informacion sobre el pasado simple)</b></p> <p> Simple past tense indicates an action which is completed at a definite time in the past. These are the structures: (El pasado simple se utiliza para explicar acciones que fueron realizadas en el pasado en un momento determinado)</p> <p>Positive Statements:</p> <table><tr><th>Subject +</th><th>Verb +</th><th>Complement +</th></tr><tr><td>I<br/>She<br/>He<br/>It<br/>We<br/>They<br/>You</td><td>Enjoyed</td><td>Bullfights?</td></tr></table> <p>Negative Statements: When changing a sentence from a positive to negative, you simply add the auxiliary “ did not “ next to the verb in the simple form.</p> <table><tr><th>Subject +</th><th>Auxiliary</th><th>Verb +</th><th>Complement +</th></tr><tr><td>I<br/>She<br/>He<br/>It<br/>We<br/>They<br/>You</td><td>Did not<br/>Didn't</td><td>Enjoy</td><td>Bullfights</td></tr></table> |              |              | Subject + | Verb + | Complement + | I<br>She<br>He<br>It<br>We<br>They<br>You | Enjoyed | Bullfights? | Subject + | Auxiliary | Verb + | Complement + | I<br>She<br>He<br>It<br>We<br>They<br>You | Did not<br>Didn't | Enjoy | Bullfights |
| Subject +                                 | Verb +   | Complement + |              |           |        |              |   |         |             |           |           |        |              |   |                   |       |            |
| I<br>She<br>He<br>It<br>We<br>They<br>You | Enjoyed  | Bullfights?  |              |           |        |              |   |         |             |           |           |        |              |   |                   |       |            |
| Subject +                                 | Auxiliary  | Verb +       | Complement + |           |        |              |   |         |             |           |           |        |              |   |                   |       |            |
| I<br>She<br>He<br>It<br>We<br>They<br>You | Did not<br>Didn't  | Enjoy        | Bullfights   |           |        |              |   |         |             |           |           |        |              |   |                   |       |            |

### Yes – No Questions

For asking yes/ no questions, be sure to follow pattern:

| Auxiliary + | Subject + | Verb + | Complement + |
|-------------|-----------|--------|--------------|
| Did         | you       | Enjoy  | Bullfights?  |

### Wh / Questions ( Information Questions)

This is the pattern that is commonly followed when asking wh/ questions

| Wh – word | Auxiliary + | Subject + | Verb + | Complement + |
|-----------|-------------|-----------|--------|--------------|
| Where     | Did         | you       | go     | Bullfights?  |

**TASK 6: Write about how you celebrated your last holiday. Answer the questions below.**  
(responda las siguientes preguntas sobre su ultimo dia festivo)

1. Where did you go? I went to \_\_\_\_\_
2. How long did you stay? I stayed \_\_\_\_\_
3. Who did you go with? I went with \_\_\_\_\_
4. Where did you stay? I stayed in \_\_\_\_\_
5. What was the food like? It was \_\_\_\_\_
6. What did you do? (activities in past) \_\_\_\_\_

**NOTE:** Also, when we talk about past tense, we have to study about the past tense of the verb to be: (cuando hablamos del pasado, Tambien debemos estudiar la estructura del verbo to be en pasado)

## 1.3 Grammar: Simple Past: Was and Were

### Simple Past with Be

| Singular  | Plural   |
|---|--|
| I }<br>He } was<br>She } was not<br>It } wasn't | We }<br>You } were<br>They } were not<br>weren't |



Language  
Note:

Was/were function as auxiliar and as helping verbs. They can never be used with another verb in simple form.

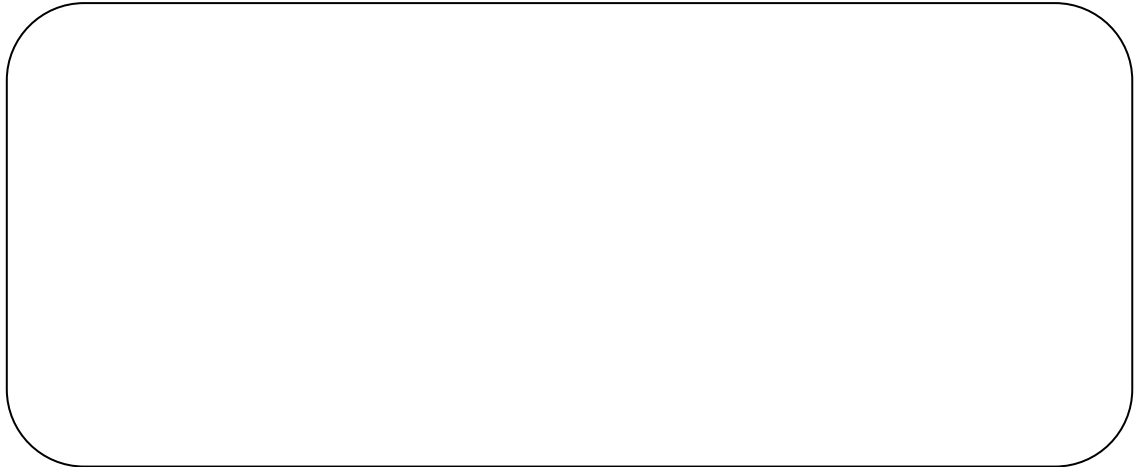
**TASK 7: Fill in the following blanks by using “was” and “were”**

- a. She \_\_\_\_\_ here two days ago.
- b. I \_\_\_\_\_ sick last month.
- c. They \_\_\_\_\_ in New York.
- d. Sonia \_\_\_\_\_ married for 20 years.
- e. We \_\_\_\_\_ at the school the whole morning.
- f. My Dad \_\_\_\_\_ in my house for three weeks.

**IMPORTANT NOTES:** You may remember from unit 1 adverbs of sequence. They are linkers to join a sequence of events. They were the following: **FIRST, THEN, AFTER THAT, FINALLY.** (los adverbios de secuencia se utilizan para unir ideas. Ellos sirven para expresar una secuencia de eventos) For example:

Yesterday we celebrated Independence Day. **First**, we attended a school ceremony and sang the national anthem. **Then**, we went to see the parades. **After that**, we went back home. **Finally**, we went to bed.

**TASK 6: Use the answers from Task 4, and create a short paragraph describing about your favorite holiday. Remember to use the linkers or sequential adverbs FIRST, THEN, AFTER THAT, AND FINALLY (Use las respuestas del ejercicio 4, y redacte un pequeño parrafo usando los adverbios de secuencia)**



## Rubric of evaluation

| Evaluation Rubric  |                   |   |  |  |
|--|-------------------|---|--|--|
| ESTO ES PARA USO DEL DOCENTE, NO ESCRIBA NADA AQUI   |                   |   |  |  |
| Indicators of learning   | Performance level |   |  |  |
|  | NO RESPONSE       | 1. Not achieved<br>Learner cannot achieve the task  | 2. In progress<br>Learner can achieve the task with some difficulty and needs improvement              | 3. Achieved<br>Learner can achieve the task without any difficulty                         |
| 1. Describes the last holiday using sequential-past time. (first, then, after that, finally) |                   | The learner uses less than two grammar structures properly. There are many mistakes in mechanics. | The learner uses from five to three grammar structures properly. There are some mistakes in mechanics. | The learner uses all the grammar structures properly. There are not mistakes in mechanics. |
| 2. Uses simple past tense to describe festivals and holidays around the world                |                   | The learner uses less than two grammar structures properly. There are many mistakes in mechanics. | The learner uses from five to three grammar structures properly. There are some mistakes in mechanics. | The learner uses all the grammar structures properly. There are not mistakes in mechanics. |

Este espacio es de uso exclusivo del docente. Por favor no escribir ni rayar en los espacios.

### Rúbrica para revisar el párrafo final

| Indicator               |   |  |  |         |
|-------------------------|---|--|--|---------|
| CRITERIA                | Achieved (3)  | In progress (2)  | Not achieved (1)   | N/R (0) |
| <b>Task Achievement</b> | The brochure was fully developed in detail, in other words, included all the aspects required.                                | The brochure included most of the aspects required but not all.                        | The brochure lacks of most of the aspects required.                            |         |
| <b>Vocabulary</b>       | Vocabulary and expressions used are related to the topic and fully effective at this level.                                   | Vocabulary and expressions used are related to the topic and acceptable at this level. | Vocabulary and expressions used are insufficient                               |         |
| <b>Spelling</b>         | The writing is essentially error free in terms of spelling or with very few mistakes that do not interfere with communication | Frequent error in spelling distracts the reader  | Writing contains numerous errors in spelling that interfere with communication |         |
| <b>Grammar</b>          | Appropriate command of structures, especially in the review film  | Occasional errors with structures  | No control of appropriate structures.  |         |