

LEVELING 1	PLANET EARTH
SUBJECT	ENGLISH
GRADE	8 TH GRADE JT
TERM	FIRST TERM 2023
TEACHER	Lic. Marybell Parra M. Jornada Tarde
OBJECTIVES	<ul style="list-style-type: none"> Fortalecer las habilidades de READING and WRITING a través de textos y actividades relacionadas con el medio ambiente. Fortalecer las diferentes habilidades del inglés a través de ejercicios prácticos.
INDICACIONES GENERALES:	<p>El siguiente Plan De Nivelación lo debe realizar hojas cuadrículadas , hacerlo firmar por su acudiente y presentarlo en CARPETA debidamente marcada.</p> <p>Las actividades que se solicitan deben hacerse a MANO, NO a computador y NO usar traductor (el uso de este afectará su nota).</p> <p>Para este periodo la nivelación consta de dos partes.</p> <p>Primera parte: "Preparación para la sustentación". Para esto usted debe realizar las actividades que se le solicitan en forma COMPLETA, ORGANIZADA y SEGÚN INDICACIONES. Valor 20%.</p> <p>Segunda parte: "SUSTENTACIÓN". Valor 80%</p> <p>Recuerde que para poder SUSTENTAR debe cumplir con las indicaciones dadas (actividades COMPLETAS, organizadas y según indicaciones)</p> <p>DATE OF PRESENTATION AND EVALUATION: 23 DE MAYO, 2023 ANTES DE LAS 12 Y 30 PM.</p>

DESARROLLO DE CONTENIDOS

Before start working on the leveling, it is necessary that you review some grammatical topics. Let's start.

COMPARATIVES AND SUPERLATIVES

Comparative Adjectives

(Used to compare 2 things)

"The elephant is **bigger than** the mouse"

One syllable	Two syllables ending in 'y' - change 'y' to 'i' and add er	Two or more syllables
Form: +er than	Form: +ier than	Form: More ... than
Bigger than	Easier than	more beautiful than
Smaller than	Busier than	more dangerous than
Nicer than	Prettier than	more intelligent than
Taller than	Heavier than	more understanding than
Shorter than	Funnier than	more complex than
Stronger than	Smellier than	more interesting than
Weaker than	Happier than	more difficult than
Longer than	Friendlier than	more frustrating than

Superlative Adjectives

(Used to compare 3 or more things)

"The blue whale is **the biggest** animal in the world"

One syllable	Two syllables ending in 'y' - change 'y' to 'i' and add est	Two or more syllables
Form: the ... +est	Form: the ... +iest	Form: the most ...
the Biggest	the Easiest	the most beautiful
the Smallest	the Busiest	the most dangerous
the Nicest	the Prettiest	the most intelligent
the Tallest	the Heaviest	the most understanding
the Shortest	the Funniest	the most complex
the Strongest	the Smelliest	the most interesting
the Weakest	the Happiest	the most difficult
the Longest	the Friendliest	the most frustrating

Adjective form	Comparative	Superlative
Only one syllable, ending in E. Examples: <i>wide, fine, cute</i>	Add -R: <i>wider, finer, cuter</i>	Add -ST: <i>widest, finest, cutest</i>
Only one syllable, with one vowel and one consonant at the end. Examples: <i>hot, big, fat</i>	Double the consonant, and add -ER: <i>hotter, bigger, fatter</i>	Double the consonant, and add -EST: <i>hottest, biggest, fattest</i>
Only one syllable, with more than one vowel or more than one consonant at the end. Examples: <i>light, neat, fast</i>	Add -ER: <i>lighter, neater, faster</i>	Add -EST: <i>lightest, neatest, fastest</i>
Two syllables, ending in Y. Examples: <i>happy, silly, lonely</i>	Change Y to I, then add -ER: <i>happier, sillier, lonelier</i>	Change Y to I, then add -EST: <i>happiest, silliest, loneliest</i>
Two syllables or more, not ending in Y. Examples: <i>modern, interesting, beautiful</i>	Use MORE before the adjective: <i>more modern, more interesting, more beautiful</i>	Use MOST before the adjective: <i>most modern, most interesting, most beautiful</i>

Comparatives & Superlatives

ADJECTIVE
COMPARATIVE
SUPERLATIVE

Common	good	better	the best
Exceptions	bad	worse	the worst

COMPARATIVE You are a **better** singer than John.

~~more good~~ X ~~gooder~~ X

SUPERLATIVE It was **the worst** decision she had ever made.

~~most bad~~ X ~~baddest~~ X

If you want, you can visit the following links for receiving extra explanation about the topic

<https://www.curso-ingles.com/aprender/cursos/nivel-intermedio/comparative-superlative/comparatives-and-superlatives>

https://www.youtube.com/watch?v=wwLaiF_bVpl

<https://www.youtube.com/watch?v=Umxq8mOyiy>

If you want to practice, please visit the following link and solve the exercises
<https://aprendoinglescomvani.wordpress.com/2016/04/07/comparative-adjectives/>
<https://agendaweb.org/grammar/comparison-exercises.html>
<https://learnenglishkids.britishcouncil.org/grammar-practice/comparatives-and-superlatives>

PAST SIMPLE

ENGLISH GRAMMAR PAST SIMPLE TENSE

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+ Affirmative

SUBJECT	+	VERB	...
I / you / we / they he / she / it		lived	

Past tense regular verbs end in -ed. There is only one form of each verb in the past simple tense.*

*The exception is TO BE which has two forms: was and were.

+ Affirmative: I **lived** in London.
 + Affirmative: She **lived** in Paris.
 + Affirmative: He **watched** a movie.
 + Affirmative: They **wanted** a holiday.

- Negative

SUBJECT	+	AUXILIARY	+	VERB	...
I / you / we / they he / she / it		didn't		speak need live	

⊗ The base form of the infinitive = ~~to~~ go, ~~to~~ need, ~~to~~ speak, ~~to~~ live
 The verb is not in the past tense in negative sentences. "Didn't" tells us it is a past tense sentence.

+ Affirmative: I **lived** in Spain. + Affirmative: He **watched** a movie.
 - Negative: I **didn't live** in Spain. - Negative: He **didn't watch** a movie.

? Question

AUXILIARY	+	SUBJECT	+	VERB	...
Did		I / you / we / they he / she / it		speak need live	...? ...? ...?

⊗ The base form of the infinitive = ~~to~~ go, ~~to~~ need, ~~to~~ speak, ~~to~~ live
 The verb is not in the past tense in questions. "Did" tells us we are asking a past tense question.

+ Affirmative: You **lived** in Italy. + Affirmative: She **watched** a movie.
 ? Question: **Did** you **live** in Italy? ? Question: **Did** she **watch** a movie?

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

REGULAR AND IRREGULAR VERBS



Regular Verbs

Regular verbs form their past and past participle forms by adding -ed.

- I **watched** TV last night.
- I **played** baseball this morning.
- We **studied** hard for this test.
- I **enjoyed** the new film.
- My brother **climbed** the cliff wall.
- The lamb **jumped** over the fence.
- They **cooked** an amazing meal.

Irregular Verbs

Irregular verbs do not follow the normal patterns for tense and past participle.

- We **ate** the pizza quickly.
- I **drank** some cola.
- They **slept** in the treehouse.
- She **got** a watch at Christmas.
- He **swam** in the ocean.
- The child **dug** a hole.
- The dog **hid** the bone in the garden.

If you want, you can visit the following links for receiving extra explanation about the topic
<https://www.curso-ingles.com/aprender/cursos/nivel-intermedio/verb-tenses-past/past-simple>

<https://www.britishcouncil.org.mx/blog/past-simple>

<https://www.youtube.com/watch?v=Xb64KDYTHjw>

If you want to practice, please visit the following link and solve the exercises

<https://test-english.com/grammar-points/a1/past-simple-regular-irregular/>

[https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Simple past](https://www.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Simple+past)

Wh - Questions

This is a term used to refer to one **Question** starting with **wh** or **h**

Who ----- Quién?
 What-----Qué-Cuál?
 Where -----Dónde ?
 Why -----Porqué?
 Whose-----De Quién?
 When -----Cuando ?
 Which -----Cuáles ?

How -----Cómo?
 How many-----Cúantos?
 How much -----cuanto?
 How far -----Que tan lejos?
 How long-cuanto tiempo?
 How often- con frecuencia
 How old - Que edad

Wh Question + Main verb + Subject + Complement ?

What is your name?

(¿Cuál es tu nombre?)

Wh Question + Auxiliary verb + Subject + Main verb

Where do you live?

(¿Dónde vives?)

ACTIVITIES

Comparative and Superlative



ELEPHANT

Lifespan: 60-70 years
Age: 37 years old
Weight: 7,000 kg
Length: 7,5 metres
Population: 1,3 million
Characteristics: intelligent, sensitive, wild, sociable, friendly, with a good memory



CROCODILE

Lifespan: 80-100 years
Age: 10 years old
Weight: 500 kg
Length: 6,2 metres
Population: 300,000
Characteristics: aggressive, fast, unfriendly, wild, lonely, a good swimmer



LION

Lifespan: 25-30 years
Age: 18 years old
Weight: 250 kg
Length: 2 metres
Population: 21,000
Characteristics: adventurous, fast, wild, proud, a good hunter, strong

Comparative

- Lions have a _____ (short) lifespan than elephants.
- Elephants live _____ (long) than lions.
- Lions are _____ (rare) than Elephants.
- Crocodiles are _____ (aggressive) than elephants.
- Elephants are _____ (intelligent) than crocodiles.
- Lions are _____ (good) hunters than crocodiles.
- Elephants are _____ (strong) than lions.
- The elephant in the picture is _____ (old) than the lion.

Superlative

- The elephant is _____ (big) of the three.
- The lion is _____ (light).
- The elephant is _____ (heavy).
- The crocodile is _____ (aggressive)
- The elephant is _____ (peaceful)
- The lion is _____ (proud)
- The elephant is _____ (old)
- The crocodile in the picture is _____ (young)
- The crocodile has _____ (long) lifespan.
- The lion has _____ (short) lifespan.
- The lion is _____ (adventurous)

PAST SIMPLE REVIEW

Read the following text and answer the yes/ no questions and the wh questions

What did you do last weekend?

I had a great weekend last weekend. On Friday I went to a bar with my friends. I ate a delicious hamburger and french fries. I entered a pool tournament and I played really well. I won the tournament and won 15 euros. I was very happy. I met new people from Germany and they showed me a popular drink in Germany that is similar to a Bloody Mary.

On Saturday I was a bit tired. I stayed in bed until 11 o'clock in the morning and then I had a nice brunch. I ate toast with tomatoes and mushrooms and I drank coffee. I went out and walked around the town where I live with my girlfriend. We went to the supermarket and bought a lot of vegetables. My bags were heavy and we walked home up the hill. My girlfriend made Lasagna for dinner and then we watched a movie. On Sunday I woke up late again. I had a very lazy weekend! I had a nice brunch again (beans on toast this time). We went to a nice hotel and used their spa facilities. I went swimming but the water in the jacuzzi was too hot so I didn't use the jacuzzi. I love reading a book beside the swimming pool. I spent about 4 hours there. When I arrived home I called my friend on Whatsapp and we talked for one hour. I had a great weekend.

Yes/No questions

- 1) Did the guy in the story have a nice weekend?

- 2) Did he use the jacuzzi on Sunday?

- 3) Did he earn any money on weekend?

- 4) Did the guy's girlfriend cook any food for the weekend?

- 5) Did the guy in the story wake up early on weekend?

Wh questions

- 1) What sport did the guy in the story practice on weekend?

- 2) Where did the guy and his girlfriend go on Sunday?

- 3) What did they eat on Sunday?

- 4) How long did the guy talk on the phone to his friend on Sunday at night?

- 5) Why didn't they use the jacuzzi on Sunday?

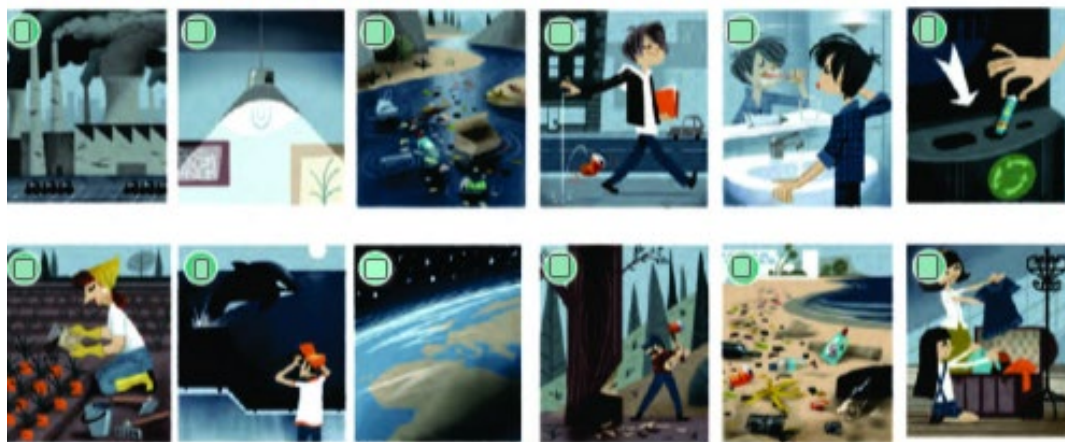
Environment verbs!

1) Complete the sentences with the verbs from the box.

pollute protect save reuse plant damage
throw cut recycle clean turn waste

- 1) _____ the whale.
- 2) Don't _____ that tree down.
- 3) Don't _____ the environment.
- 4) _____ old things.
- 5) _____ this beach up.
- 6) _____ it off when you finish with it.
- 7) _____ vegetables.
- 8) Don't _____ our rivers.
- 9) _____ those.
- 10) Don't _____ water.
- 11) _____ our planet.
- 12) Don't _____ that away.

2) Write the numbers from exercise 1 in each picture!



3) Complete the sentences with the verbs from exercise 1!

- A- Don't _____ water.
- B- Don't _____ old things away! _____ them again and again!
- C- Don't _____ trees down. _____ more of them!
- D- _____ our planet. Don't _____ the environment!
- E- _____ your computer off, and _____ batteries!
- F- After the party we need to _____ the beach up.
- G- Don't _____ the ocean. _____ the whale!

Let's get used to the vocabulary related to the environment. Write the words in your file and look for the meanings.

➡ **Vocabulary List** ➡

Module 1

Eco-Values	Human actions	Environmental impact	Expressing opinion	Environment	Negative things for the environment
cooperation n. creativity n. respect n. responsibility n.	compost v. conserve v. cut down v. destroy v. dump v. extract v. go (v.) on a demonstration produce v. restore v. save v. sign (v.) a petition support (v.) a cause throw away v. volunteer v.	air pollution n. batteries n. crisp packets n. deforestation n. energy n. erode v. erosion n. e-waste n. illegal mining n. magazines n. organic waste n. peelings n. plastic bottles n. pollute v. recycling n. soil pollution n. water pollution n.	according to ... (not) agree with ... be certain/sure that ... be concerned/worried about ... be sure that ... believe that ... have no doubt that ... in my opinion ... it's a good idea to ... it's better to ... it's good/important/necessary/wrong to ... really think that ... strongly believe that ...	absorb (v.) CO2 biodiversity n. ecosystem n. habitat n. sustainable adj. symbiotic adj.	fumes n. open mine n. pesticides n. possessions n. population growth n. rubbish n. transportation n. tyres n. waste n.

PRESERVING OUR PLANET

1. Write and read the conversation

Tonight Mr. Jack Crusoe is on our "Green peace program"

- **Presenter:** Mr. Crusoe, welcome to our program. We heard about your new ecological campaign to protect wildlife.
- **Jack:** Oui, excuse me, yes our mew campaign's objective is to stop killing animals.
- **Presenter:** what species are you the most interested in protecting?
- **Jack:** At this moment, we are especially worried about bears.
- **Presenter:** why is that?
- **Jack:** because a bear's fur is the finest so a fur trader can get more money from it.
- **Presenter:** But people know that having a fur coat means one animal less on earth.
- **Jack:** Yes, but a synthetic coat is not as attractive as real fur coat, you see.
- **Presenter:** What are you doing about it?
- **Jack:** we're trying to contact the governmental offices to create campaigns that are as convincing as ours, and we are also looking for the cooperation of some others groups that are as concerned about preservation as we are.
- **Presenter:** Good luck, Mr. Crusoe. And thanks a lot for saving our planet.



2. Complete the statements.

- ❖ Jack explains how to protect... _____
- ❖ They are worried about bears because... _____
- ❖ The main reason for the campaign is... _____
- ❖ They are looking for support on... _____
- ❖ _____

3. Write the comparative and the superlative for each adjective.

adjective	comparative	superlative	adjective	comparative	superlative
Tall			Hard		
Short			Early		
Difficult			Dirty		
Fat			Poor		
Famous			Sad		

4. Write 05 sentences using the last comparatives and 05 sentences with the last superlatives.



Reading Comprehension: Simple Past

A. Read the text and choose the correct answer to the questions.

Do you have the Felix Factor?

When Felix Finkbeiner was 13 years old, he made a speech at the United Nations in New York. He spoke in English and his message was simple – save the world's forests. How did a boy from Germany become “an environmental superstar”?

The story starts in 2007 when Felix did a project on climate change at his elementary school in Starnberg, near Munich in Germany. He saw some information online about Wangari Maathai, a Kenyan woman. She started a tree-planting campaign in 1977 and won the Nobel Peace Prize in 2004. Felix thought her campaign was interesting, and he decided to talk about it in class.

His presentation was a success, and he gave the same presentation to other classes. Two months later, Felix planted his first tree and started a campaign to plant a million trees. He called his campaign “Plant for the Planet.”

Students at other schools joined the campaign. Together they planted 50,000 trees in Germany. They made a website for the campaign, and soon other countries began taking part. They wanted to meet Felix, so he started to give presentations outside the country. In November 2008, he spoke to the European Parliament.

At the beginning of 2011, the International Year of Forests, Felix made his speech at the United Nations. He asked world leaders to “stop talking – start planting.” In the same year, his campaign reached its goal of planting one million trees in Germany. He also traveled to Kenya and met Wangari Maathai. And it all began with a school project.

1. How did Felix become an environmental super star?

- a. He spoke in English
- b. He started a project on climate change.
- c. He planted a tree

2. Who is Wangari Maathai?

- a. A Kenyan teacher
- b. His sciences teacher
- c. An environmental activist



3. What is “Plant for the Planet”?

- a. Felix's environmental campaign
- b. A world school project
- c. Wangari's campaign

3. What is “Plant for the Planet”?

- a. Felix's environmental campaign
- b. A world school project
- c. Wangari's campaign

4. How many trees did they plant in Germany when the schools joined the campaign?

- a. Fifteen thousand trees
- b. Fifty thousand trees
- c. Fifty million trees

5. What did we celebrate in 2011?

- a. The International Year of Forests.
- b. Wangari's Nobel Prize
- c. The European Parliament session

6. What does Felix want the world leaders to do?

- a. To give more speeches about climate change
- b. To fight for world peace
- c. To take action to save the environment

NOW, you are going to take out ALL the verbs from the above text and complete the following chart.

INFINITIVE	REGULAR	IRREGULAR	PAST SIMPLE	MEANING
BE		X	Was/were	Ser o Estar

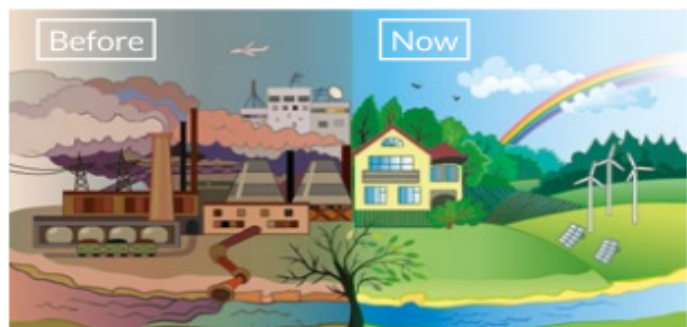
Speak Work with a partner. Discuss the things you **would like to do** and the things you **would not like to do**.

- a. rescue abandoned animals
- b. pick up rubbish in a public place
- c. organize a petition
- d. participate in a demonstration
- e. volunteer at a community garden
- f. design a website.

I **would like to** rescue abandoned animals.

I **wouldn't like to pick up** rubbish, but I **would like to** organize a petition.

Speak Look at the pictures and find four differences.



Before, the air **was** polluted, but **now** the air **is** pure.

Now there **are** a lot of trees. **Before**, there **were** no trees.

Read Complete the text with the correct form of the verbs in brackets.

A Story of Change

La Paz School is a rural school in the mountains of Central Colombia. A few years ago, teachers and students ^a _____ (decide) to do something about the environmental problems they had. Deforestation and bad management of waste ^b _____ (be) their main concerns. As a result, they ^c _____ (create) an environmental group to look for solutions.

First, they ^d _____ (research) information about the people, their businesses and the impact of their actions. Then, they ^e _____ (organize) a campaign to protect the rivers in their town. They ^f _____ (talk) to the local authorities about prohibiting the industries from

dumping waste. They ^g _____ (start) teaching people about recycling methods and the whole town ^h _____ (sign) a petition to stop the destruction of their forests. They ⁱ _____ (plant) more than 2,000 trees near the river.

Now people in our town ^j _____ (be) happy with the results. Liliana, a 15-year-old student at La Paz School, said: 'Now we ^k _____ (have) lots of trees around our houses and parks; the rivers are clean; and we understand that when people work together to support a cause, the little things that everyone ^l _____ (do) can create big changes.'

Write _____ create a mind map to show how some human actions affect the environment negatively in your community or school. Then choose one problem to investigate and write notes about.

Study Tip

Create a diagram to show the relationship between ideas.

Write Complete the article with the correct form of the verb in brackets.

National Park Is Closed

The National Park was a beautiful place to go hiking. You could see many different plants and animals there. The trees ¹ _____ (be) very tall and very old. Things changed when an illegal mining business came to the park. They ² _____ (start) an open mine and quickly cut down most of the trees near the river. They ³ _____ (want) to extract some important and valuable minerals.

Sadly, the local authorities ⁴ _____ (be) not interested in taking care of the park. Time passed and many more illegal miners came. They ⁵ _____ (pollute) the water with mercury and other toxic substances.

Now, some environmental groups ⁶ _____ (be) concerned about the problem. But it may be too late. The damage from the illegal mining is irreparable. The soil in the affected areas **will** never regenerate.



I can describe changes between the past and the present		✓
Very well	😊	
Quite well	🙂	
With difficulty	😞	

**Read »**

Read the article about eco-solutions given by kids from different parts of Colombia. Label the paragraphs with the expressions.

Save energy Save water Reduce waste

Travelling Eco-footprint

Our ecological footprint follows us everywhere. When we travel, we have an impact on the places we visit. Even when we go on holiday, we still have a responsibility to be eco-friendly. Learn to be an eco-friendly traveller by following this advice from local kids.

a. _____

Tanacio, from Sierra Nevada

I live in a Kogui community in Sierra Nevada. I take care of the rivers in the mountains by using natural soaps to wash our clothes. Tourists can help to keep our rivers clean by not using polluting cleaning products when they visit us.



b. _____

Jerónimo from Palomino, Guajira

I help reduce waste in my community by recycling plastic bottles. When tourists come, they buy a lot of water and throw away the empty bottles. Tourists can help by putting their bottles in the recycling bins in our town.



c. _____

Mayra from Valledupar

Valledupar is very hot, so it's important to plant trees because they provide oxygen and shade. We all plant trees near the house because they keep the area cool. When you come to Valledupar, you can help by turning off the air-conditioning when you leave your hotel room.

**Read »**

Match the facts to the paragraphs in the text.

1. There are about 35 rivers that come from the Sierra Nevada and they produce one hundred thousand million cubic metres of water.
2. For every ton of recycled paper, we can save 17 trees.
3. The average time for a plastic bottle to biodegrade is about 450 years.

**Speak »**

_____. Use your own ideas to explain how to be a green traveller.

When travelling, we can:

- a. reduce carbon emissions by ...
- b. save water by ...
- c. save energy by ...
- d. reduce pollution by ...

WH/QUESTIONS PRACTICE

I. Select the correct Wh question word:

1. ____ is your name?

What / Where
When / Who

2. ____ is your favorite actress?

What / Why
When / Who

3. ____ are you from?

What / Where
When / Who

4. ____ is your birthday?

Whose / Where
When / Who

5. ____ color is your new car?

What / How
Where / Whose

6. ____ old are you?

What / How
Which / Whose

7. ____ books are these?

Why / How
Where / Whose

8. ____ did you quit your job?

Who / Which
Why / Whose

9. ____ are you going to America?

Who / What
When / Which

10. ____ aren't you going to Peter's party?

What / How
Where / Why

II) Complete with: Who, What, Where, Why, Which, When or How

Doug: Hi, Tim. _____ are you?

Tim: Not bad. _____ was your Christmas?

Doug: Fantastic.

Tim: Oh! _____ did you do?

Doug: I went home for Christmas.

Tim: _____ is home?

Doug: Australia.

Tim: _____ long did you go for?

Doug: I spent three wonderful weeks there.

Tim: _____ did you leave?

Doug: I left on December 15th.

Tim: _____ did you do in Australia?

Doug: I saw my family and friends and visited all my favorite places.

Tim: _____ far is it to Australia?

Doug: It is eight and a half hours by plane.

Tim: _____ airline did you take?

Doug: I took Singapore Airlines.

Tim: _____ didn't you take Australia - Asia Airline?

Doug: Because they were booked out.

Tim: _____ did you get back?

Doug: I got back yesterday.

Tim: _____ met you at the airport?

Doug: My brother met me.

Tim: _____ did you do on Christmas Day?

Doug: We had a big party at my parents' house.

Tim: _____ attended the party?

Doug: My whole family came. Everybody was there except for my sister. She couldn't come.

Tim: _____ not? _____ was she?

Doug: She was in another city.

Tim: _____ city was she in?

Doug: She was here, in Chai Yi. She had come to spend Christmas with me.

PRODUCTION TIME:

1. Make the 152 verb flashcards taking into account the teacher's instructions.
2. Make a creative MIND MAP for **each one** of the grammatical tenses worked in this first term (Present Simple, Present Continuous, Past Simple, Past Continuous). Include:
 - *Use
 - *Grammar form (+,-,?)
 - *Auxiliaries
 - *Rules or exceptions
 - *Time expressions or signal words
3. MY TITAN:
 - A. Choose one of the environmental problems worked in class.
 - B. Look for information about it and copy it in the file.
 - C. Now, taking into account the problem you chose, you are going to create a TITAN which is going to protect the planet EARTH from this problem. BE CREATIVE.
 - D. Draw it with all the accessories.
 - E. Now, make in a 1/8 of cardboard the FACT FILE of your TITAN. Follow the instructions given by the teacher in the different classes of the FIRST TERM.

DO NOT FORGET TO STUDY FOR THE EVALUATION