

 **REPUBLIC OF PANAMA**

**MINISTRY OF EDUCATION**

                                                        **IPT MÈXICO-PANAMÀ.**

 **LEARNING ENGLISH GUIDE 1**

**THIRD TRIMESTER 2022.**

**LEVELS: 9th. A, B, C, D, E, F.**

**TEACHERS: HENRY BARRERA LÒPEZ, LILYBETH GONZALEZ.**

**STUDENT NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.                  LEVEL: 9 \_\_\_\_\_ GRADE.**

**DELIVERY DATES: WORKSHOP 1-------OCTOBER 31st.**

 **WORKSHOP 2-------NOVEMBER 14th.**

 **TELEFONOS DE CONTACTO:**

 **TEACHERS:**

 **HENRY BARRERA L. 6984—2615.**

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* TRANSLATION.
* DIABETES.
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| TOPIC 2. | GRAMMAR:* DO/DOES AS VERB.
* DO/DOES AS AUXILIARY.
 |
| TOPIC 3. | LITERATURE:* ANALYSIS OF TEXT.
 |

 EVALUATION:

|  |  |  |
| --- | --- | --- |
|  | NOTA DIARIA | NOTA DE APRECIACIÓN |
| WORKSHOP 1 |  |  |
| READING TRANSLATION.ACTIVITY 1. |  |  |
| QUESTIONS ABOUT DIABETESACTIVITY 4. |  |  |
| WRITTEN TEST 1 |  |  |
| ORAL TES 2. |  |  |
| WORKSHOP 2. |  |  |
| WRITTEN TEST 3. |  |  |
| WORKSHOP 3. |  |  |

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* **Indicaciones Generales:**

1. La fecha de entrega de cada actividad (workshop) está indicada en la primera página de este módulo. Recuerde que la entrega a tiempo contempla un puntaje de su nota, después de esa fecha perderá los puntos correspondientes. (Ver rubrica de evaluación para cada taller).

2. Anote las dudas que tenga y comuníquese con el docente.

* **Evaluación:**

⎫ El desarrollo de cada tema equivale a una nota diaria y una de apreciación.

⎫ En cada tema desarrollado se le evaluará lo siguiente:

* Que haya desarrollado cada taller correspondiente a cada tema en la guía de trabajo. Puede agregar páginas adicionales si es necesario o utilizar hojas de rayas o blancas para desarrollar mejor las actividades.

Deben ser escritas a mano, cuidar su ortografía y caligrafía (nitidez)

 . Los talleres deben ser desarrollados por el estudiante, cualquier indicio

 de que fue desarrollado por otra persona podría ser evaluado deficiente.

 , El profesor/a podrá previa coordinación con la dirección del plantel

 solicitar su asistencia presencial en el colegio para la colocación

 de ejercicios escritos para verificar su aprendizaje.

* Todas las respuestas deben estar escrita con bolígrafo azul o negro. Puede usar resaltadores, lápices de colores si es necesario para resaltar.
* Revise la rúbrica de cada taller asignado para conocer los ítems a evaluar.
* La rúbrica debe ser entregada junto al taller y debe estar firmada por su acudiente, de no estar firmada consideraré que su acudiente no lo ha acompañado en la realización de este módulo.

 Ud. Podrá comunicarse vía WhatsApp con su profesor/a de lunes a

 viernes en un horario de 12:35 p.m. a 5:30 p.m. (favor evitar hacerlo

 fuera de ese horario).

* Si necesita atención individualizada favor solicitarla para que sea programada lo más pronto posible ya sea presencial o virtual.

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|  |  |
| --- | --- |
| **WORKSHOP 1.** | **TOPIC: FOOD AND NUTRITION.****DIAGNOSTIC ACTIVITY.****ANSWER THE FOLLOWING QUESTIONS.**ACTIVITY 1.* TRANSLATE TO SPANISH THE READING: MALNUTRITION. VALUE 20 POINTS.

ACTIVITY 2.* LIST A VOCABULARY OF 30 NEW WORDS FROM THIS READING (MALNUTRITION). ENGLISH AND SPANISH.

 VALUE: 15 POINTS.ACTIVITY 3.* ACCORDING TO THE GIVEN PAGE WRITE THE FOOD YOU EAT DAILY ACCORDING TO THE FOOD PYRAMID. WRITE AT LEAST 20 DIFFERENT FOOD. ANSWER THE QUESTION AT THE END OF THE PAGE (AT ENGLISH LANGUAGE).

VALUE: 35 POINTSACTIVITY 4.* INVESTIGATE AND ANSWER THE FOLLOWING QUESTIONS ABOUT DIABETES.

VALUE:40 POINTS. |

DIAGNOSTIC ACTIVITY:

ANSWER THE FOLLOWING QUESTIONS WITH YOUR OWN WORDS ACCORDING TO YOUR KNOWLEDGE.

* WHAT IS MALNUTRITION?
* WHAT IS THE FOOD PYRAMI8D?
* NAME 10 FOODS IN THE ENGLISH LANGUAGE.
* NAME 2 DISEASES CAUSES BY MALNUTRITION.
* WHAT IS DIABETES.
* DO YOU HAVE SOME RELATIVES WITH DIABETES.
* WHAT HEALTH PROBLEMS CAUSES DIABETES.
* WHAT IS IT NECESSARY TO DO TO PREVENT DIABETS.

 **PAGE 4.**

ACTIVITY 1.

* TRANSLATE TO SPANISH THE FOLLOWING READING. VALUE 20 POINTS.

MALNUTRITION.

We must eat to live. The Important thing is that we must eat a correct balance of food for our bodies to be healthy,that means we must eat food from the different food groups everyday. The food groups are: bread and cereals,fruit and vegetables,meat and dairy sweets.

Our body needs protein,vitamins,minerals,and carbohydrates to function well. Some sweets are needed but not as as many as most Young people eat. If you eat too many sweets,it can cause problems with your teeth and your general health. If you don´t eat enough fruit and vegetables,it can also make you sick. Many people in Panama suffered and are in the hospital because they do note at a balance diet.

Now a very important Word is malnutrition. Usually when you hear the Word malnutrition you think of somebody who does not have enough food to eat and that they are very skinny. But did you know that malnutrition means “bad” nutrition. If you do not eat food that is good for youy,it can make you sick and even too fat.

Malnutrition is a symptomof a personwho overeats,especially foods that are designed not to nourish. A malnourished person eats more foods that taste good for you but are not good for you and eats not foods that are good for you but do not taste good. To become malnourished, the three meals a day diet is replaced with constant and frequent eating.

This includes snack foods and soft drinks of all kinds. Foods that contain vitamins and minerals vital to human body are strictly avoided.

Teenage nutrition is important to overall health. Proper nutrition can also prevent many medical problems,including becoming overweight,developing week bones and developing diabetes. It will also ensure that teenagers physically grow to their full potential.

The best nutrition advice to keep adolescents healthy, includes encouraging them to:

* Eat variety of foods.
* Balance the foods you eat with physical activity.
* Choose a diet with plenty of grains products,vegetables and fruits.
* Choose a diet low in fat,saturated fat and colesterol.
* Choose a diet moderate in sugar and salt.
* Choose a diet that provides enough calcium and iron to meet their growing body´s requirements.

You can also help promote good nutrition by setting a good example. Healthy eating habits and regular exercise should be a regular part of your family´s life.It is much easier if everyone in the house follows these guideliness,than if teens have to do it alone.You should also buy low-calorie and low fat meals. Snacks and desserts,low fat or skim milk and diet drinks.avoid buying high calorie desserts or snacks,such as:snack chips,regular soft drinks or regular ice cream

 **PAGE 5.**

ACTIVITY 3.

* PARTY I.

 WRITE AT LEAST 20 FOODS YOU EAT DAILY,

ORDER THEM ACCORDING TO THE FOOD PYRAMID. 20 POINTS.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | SWEETS AND FATS. | BREAD AND CEREAL | FRUIT AND VEGETABLES | MEAT AND PROTEIN |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |
| 4. |  |  |  |  |
| 5. |  |  |  |  |

* PART II.

ANSWER THE FOLLOWING QUESTIONS (AT ENGLISH LANGUAGE).

VALUE: 15 POINTS.

* ARE YOU EATING A BALANCED DIET?
* ARE YOUEATING ENOUGH FROM ALL THE FOOD GROUPS?.
* ARE YOY EATING TOO MUCH FROM ANY OF THE FOOD GROUPS?

 **PAGE 6.**

ACTIVITY 4.

INVESTIGATE AND ANSWER THE FOLOWING QUESTIONS. 40 POINTS.

* WHAT IS DIABETES? 5 POINTS.
* WHAT ARE THE MOST COMMON TYPES OF DIABETES (3)? DEFINE THEM 9 POINTS.
* HOW COMMON IS DIABETES? 6 POINTS.
* WHO IS MORE LKIKELY TO DEVELOP TYPE 2 DIABETES? 5 POINTS.
* WHAT HEALTH PROBLEMS CAN PEOPLE WITH DIABETES DEVELOP? 7 POINTS.
* COULD FOODS CAUSE DIABETES? WHAT DO YOU THINK? 3 POINTS.
* WHICH FOODS WE SHOULD EAT MODERATELY TO AVOID DIABETES? 10 POINTS.

THE NEXT SITE CAN BE AN OPTION: niddk.nih.gov/healthinformation/diabetes/overviewdiabetes#types

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**RÙBRICA DE EVALUACIÒN.**

|  |  |  |  |  |  |  |  |  |  |
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|  | **PUNTUALIDAD****(15 PTS) Y FIRMA DEL ACUDIENTE****(RÚBRICA).****(5 PTS).**  | **ORDEN****SEGÚN TALLER ENTREGADO.****ASEO****NITIDEZ****15 PTS.** | **Act I****20 PTS** | **Act 2****15 PTS** | **Act 3****35 PTS.** | **Act 4****40 PTS.** | **TOTAL.**145PTS. | PUNTOS OBTENIDOS | N OTA |
| **EXCELLENTE.** | **20 PTS** | **15 PTS** | **20 PTS** | **15 PTS** | **35 PTS** | **40 PTS** | 145 PTS. |  |  |
| **BUENO.** | **16 PTS** | **11-14 PTS** | **16-19 PTS** | **11-14 PTS** | **27-34 PTS** | **30-40 PTS** | 110-144 PTS. |  |  |
| **POR MEJORAR** | **10-16 PTS** | **8-10 PTS.** | **10-15 PTS** | **8-10PTS** | **18-26 PTS** | **20-29 PTS** | 72-109 PTS. |  |  |
| **NO****SATISFACE.** | **0-9 PTS.** | **0-7 PTS.** | **0 -19 PTS.** | **0-7 PTS.** | **0-17 PTS.** | **0-19 PTS.** | 0-71 PTS. |  |  |

FIRMA DEL ACUDIENTE:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Para uso del profesor.

Puntualidad y firma \_\_\_\_\_

Orden, aseo y nitidez. \_\_\_\_\_

Actividad 1 \_\_\_\_\_

Actividad 2 \_\_\_\_\_

Actividad 3 \_\_\_\_\_

Actividad 4 \_\_\_\_\_

 Puntaje total \_\_\_\_\_\_\_

 145

Nota:

 **PAGE 8.**

|  |  |
| --- | --- |
| **WORKSHOP 2.** | **TOPIC: DO/DOES AS VERB AND AS AUXILIARY.**1. ACTIVITY 1.
* TRANSLATE TO SPANISH THE TABLE 1, DO AS A VERB.

VALUE 27 POINTS.* WRITE THE MISSING SENTENCES.

VALUE: 19 POINTS.1. ACTIVITYY 2
* **WRITE ONE QUESTION WITH EACH ONE SUBJECT PRONOUN USING THE AUXILIAR DO/DOES.**

**VALUE 20 POINTS.*** **COMPLETE THE QUESTIONS AND ANSWER WITH THE CORRECT FORM OF THE AUXILLIARY DO/DOES.**

**VALUE 16 POINTS.**1. **ACTIVITY 3.**
* **ADD S/ES TO THE VERB ACCORDING TO THE GIVEN RULES. (SIMPLE PRESENT TENSE)**

**WRITE SENTENCES AT SIMPLE PRESENT TENSE AT THIRD PERSON SINGULAR.****VALUE 20 POINTS.*** **ADD S/ES TO THE VERB ACCORDING TO THE RULES BEFORE.**

**AFTER WRITE A SENTENCES AT THIRD PERSON SINGULAR USING THE PRESENT TENSE.****VALUE: 20 POINTS.**  |

**ACTIVITY 1.**

DO/DOES AS AULLIARY VERB.

|  |  |  |
| --- | --- | --- |
| PRESENT | PAST | FUTURE |
| I DO MY JOB | I DID MY JOB. | I WILL DO MY JOB |
| YOU DO HER HOMEWORK | YOU DID HER HOMEWORK. | YOU WILL DO HER HOMEWORK |
| HE DOES HIS BETTER EFFORT | HE DID HIS BETTER EFFORT | HE WILL DO HIS BETTER EFFORT |
| SHE DOES SOMETHING WRONG | SHE DID SOMETHING WRONG | SHE WILL DO SOMETHING WRONG |
| IT DOES TOO MUCH NOISE | IT DID TOO MUCH NOISE. | IT WILL DO TOO MUCH NOISE |
| WE DO OUR WORK | WE DID OUR WORK | WE WILL DO OUR WORK. |
| YOU DO AN INTERESTING RESEARCH | YOU DID AN INTERESTING RESEARH | YOU WILL DO AN INTERESTING RESEARCH. |
| THEY DO SOMETHING TERRIFIC | THEY DID SOMETHING TERRIFIC | THEY WILL DO SOMETHING TERRIFIC. |
| We use DO for the pronoun I, YOU, WE, YOU AND THEY.WE USE DOES FOR THE THIRD PERSON SINGULAR AT THE PRESENT TIME. HE, SHE, IT | WE USE DID FOR THE PAST OF VERB DO | WE USE THE AUXILIARY WILL BEFORE THE VERB DO FOR THE FUTURE TENSE. |

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ACTIVITY 1.

PART 1.

TRANSLATION.

TRANSLATE TO SPANISH THE TABLE BEFORE. (DO7DOES AS A VERB.

VALUE 27 POINTS.

TABLA1: DO/DOES COMO VERBO

|  |  |  |
| --- | --- | --- |
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|  |  |  |

PART 2.

WRITE THE MISSING SENTENCES. VALUE 10 POINTS.

 PRESENT PAST FUTURE

* I DO MY BED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SHE DID MY JOB. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ WE WILL DO A TRAVEL TOMORROW.
* HE DOES IT VERY GOOD. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ THEY DID THEIR DUTIES SINGING. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **PAGE 10.**

TABLE 1: DO/DOES AS AN AUXILLIARY VERB.

|  |  |  |
| --- | --- | --- |
| PRESENT | AFFIRMATIVE SHORT ANSWER | NEGATIVE SHORT ANSWER.CONTRACTION. |
| DO I STUDY ENGLISH? | YES,I DO | NO, I DO NOT/ NO, I DON´T. |
| DO YOU STUDY ENGLISH? | YES,YOU DO | NO, YOU DO NOT/NO,YOU DON´T |
| DOES HE STUDY ENGLISH? | YES,HE DOES | NO, HE DOES NOT/NO,HE DOESN´T |
| DOES SHE STUDY ENGLISH? | YES,SHE DOES | NO, SHE DOES NOT/NO,SHE DOESN´T |
| DOES IT STUDY ENGLISH? | YES.IT DOES. | NO, IT DOES NOT/NO,IT DOESN´T |
| DO WE STUDY ENGLISH? | YES,WE DO | NO, WE DO NOT/NO,WE DON´T |
| DO YOU STUDY ENGLISH? | YES,YOU DO | NO, YOU DO NOT/NO,YOU DON´T |
| DO THEY STUDY ENGLISH? | YES, THEY DO. | NO, THEY DO NOT/NO,THEY DON´T |

ACTIVITY 2.

PART 1.

USE THE TABLE BEFORE AS A MODEL TO **WRITE ONE QUESTION WITH EACH ONE SUBJECT PRONOUN** USING THE AUXILIAR DO/DOES. VALUE 20 POINTS.

**USE THE VERB “HAVE”**

|  |  |  |
| --- | --- | --- |
| AFFIRMATIVE/QUESTION | AFFIRMATIVE SHORT ANSWER | NEGATIVE SHORT ANSWER.CONTRACTION. |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

PART 2.

COMPLETE THE QUESTIONS AND ANSWER WITH THE CORRECT FORM OF THE AUXILLIARY DO/DOES.

VALUE 16 POINTS.

* \_\_\_\_\_\_\_YOU STUDY ENGLISH? NO, YOU \_\_\_\_\_\_\_NOT.
* \_\_\_\_\_\_\_ IT MEAN VERANO? YES. IT \_\_\_\_\_\_\_\_\_.
* \_\_\_\_\_\_\_ WE LIVE IN MEXICO? NO. WE \_\_\_\_\_\_\_ NOT.
* \_\_\_\_\_\_\_ SHE WORK HARD? YES, SHE \_\_\_\_\_\_\_.
* \_\_\_\_\_\_\_ THEY VISIT PANAMA? NO, THEY \_\_\_\_\_\_\_NOT.
* \_\_\_\_\_\_\_ HE EAT HOTDOG? YES, HE \_\_\_\_\_\_\_\_.
* \_\_\_\_\_\_\_ I COOK THE DINNER? NO. I \_\_\_\_\_\_\_\_NOT.
* \_\_\_\_\_\_\_ YOU DRINK SODA? YES, YOU \_\_\_\_\_\_\_.

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Activity 3.

**Simple present tense**

The simple present tense is one of several forms of present tense in English. It is used to describe **habits, unchanging situations, general truths, and fixed arrangements**. The simple present tense is simple to form. Just use the base form of the verb: (I take, you take, we take, they take) The 3rd person singular takes an -s at the end. (he takes, she takes).

At third person singular (he,she,it) we should adds/es to the verb.

Example:

Luis studies french.

Mary does her job.

It lives at the corner.

Rules to form the present tense at third person singular.

* In the third person singular the verb **always ends in -s**:
*he want****s****, she need****s****, he give****s****, she think****s.***
* Negative and question forms use DOES (= the third person of the auxiliary 'DO') + the infinitive of the verb.
*He want****s****ice cream.****Does****he want strawberry? He****does****not want vanilla.*
* Verbs ending in **-y** : the third person changes the **-y** to **-ies**:
*fly --> fl****ies****, cry --> cr****ies***
**Exception**: if there is a vowel before the -**y**:
*play --> play****s****, pray --> pray****s***
* Add **-es** to verbs ending in:**-ss, -x, -sh, -ch**:
*he pass****es,****she catch****es,****he fix****es,****it push****es***

**Examples**

* **He goes** to school every morning.
* **She understands** English.
* **It mixes** the sand and the water.
* **He tries** very hard.
* **She enjoys** playing the piano.

 **PAGE 12.**

**PART 1.**

**ADD S/ES TO THE VERB ACCORDING TO THE RULES BEFORE.**

**AFTER WRITE A SENTENCES AT THIRD PERSON SINGULAR USING THE PRESENT TENSE.**

**VALUE: 20 POINTS.**

|  |  |  |
| --- | --- | --- |
| **VERB.** | **ADD S/ES.** | **SENTENCE.** |
| **LOVE.** |  |  |
| **TRY** |  |  |
| **GO** |  |  |
| **WASH** |  |  |
| **LIVE** |  |  |
| **WORK** |  |  |
| **DRINK** |  |  |
| **LISTEN** |  |  |
| **READ** |  |  |
| **WRITE** |  |  |

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WITH THE PRONOUN I, YOU, WE, YOU AND THEY JUST WRITE THE VERB AT THE SIMPLE FORM FOR THE SIMPLE PRESENT TENSE.

EXAMPLES:

* I HAVE 2 BROTHERS.
* YOU TRAVELTO JAMAICA.
* WE WATCH TV.
* YOU DRIVE THE CAR.
* THEY SPEAK ENGLISH.

PART 2.

USING THE SENTENCES BEFORE AS A MODEL WRITE ONE SENTENCE WITH EACH ONE OF THE NEXT VERB USING THE SUBJECT PRONOUNS I, YOU, WE, YOU, THEY.

AFTER TRANSLATE THE SENTENCE TO SPANISH.

VALUE 20 POINTS.

|  |  |  |
| --- | --- | --- |
| VERB. | SENTENCE. | TRANSLATION. |
| LOOK. |  |  |
| WALK. |  |  |
| RIDE. |  |  |
| FIX. |  |  |
| WASH. |  |  |
| FLY. |  |  |
| EAT. |  |  |
| DRINK. |  |  |
| DREAM. |  |  |
| EXIT. |  |  |

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**RÙBRICA DE EVALUACIÒN.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PUNTUALIDAD****(15 PTS) Y FIRMA DEL ACUDIENTE****(RÚBRICA).****(5 PTS).**  | **ORDEN****SEGÚN TALLER ENTREGADO.****ASEO****NITIDEZ****16 PTS.** | **Act I****46 PTS** | **Act 2****36 PTS** | ACT 3.40 PTS. |  **PUNTAJE TOTAL.** **158 PTS.** |  PUNTOS OBTENIDOS. | CALIFICACION. |
| **EXCELLENTE.** | **20 PTS** | **16 PTS** | **46 PTS** | **36 PTS** | 40 PTS. |  |  |  |
| **BUENO.** | **16-19 PTS** |  **12-15 PTS** | **35-45 PTS** | **27-35 PTS** | 30-39 PTS. |  |  |  |
| **POR MEJORAR** | **10-15 PTS** |  **8-11 PTS.** | **23-34 PTS** | **18-26 PTS** | 20-29 PTS. |  |  |  |
| **NO****SATISFACE.** | **0-19 PTS.** | **0-7 PTS.** | **0 -22 PTS.** | **0-17 PTS.** | .0-19 PTS. |  |  |  |

FIRMA DEL ACUDIENTE:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Para uso del profesor.

Puntualidad y firma \_\_\_\_\_

Orden, aseo y nitidez. \_\_\_\_\_

Actividad 1 \_\_\_\_\_

Actividad 2 \_\_\_\_\_

Actividad 3 \_\_\_\_\_

 Puntaje total \_\_\_\_\_\_\_

 158

Nota:

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