

I.S.F.D. EN EDUCACIÓN FÍSICA



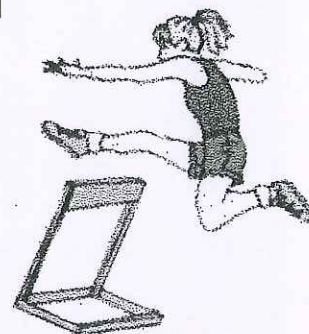
Dossier de INGLÉS



4° AÑO

PROFESORA: JULIO, ROCÍO EDITH

AÑO 2016



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ANNO 2016



~ WELCOME ~

1

Level: All

Age: All

TRANSACTIONAL PHRASES

CLASSROOM LANGUAGE

SORRY I'M LATE.

- PARDON?
- SAY THAT AGAIN.
- COME AGAIN.

HOW DO YOU PRONOUNCE ... IN ENGLISH?

CAN YOU REPEAT, PLEASE?

I'M SORRY, I DON'T KNOW/REMEMBER.

HOW DO YOU SAY ... IN ENGLISH?

CAN YOU HELP ME, PLEASE?

HOW DO YOU SPELL ... ?

HAVE YOU GOT A SPARE ... ?

I DON'T UNDERSTAND.

IS THIS RIGHT/WRONG?

CAN YOU SAY IT AGAIN, PLEASE?

CAN YOU PLAY IT AGAIN, PLEASE?

- WHAT'S THE MEANING OF ... ?
- WHAT DOES ... MEAN?

CAN I BORROW YOUR ..., PLEASE?

CAN I GO TO THE TOILET?

WHAT'S THE ENGLISH FOR ... ?

GREETINGS AND FAREWELLS

GOOD MORNING!

HOW ARE YOU?

SEE YOU NEXT CLASS!

GOOD AFTERNOON!

GOOD EVENING!

HAVE A GOOD DAY!

HAVE A NICE WEEKEND!

© EXCUSE ME, I DON'T SPEAK ENGLISH.



THE ALPHABET

El alfabeto

A (ei) aeroplane	N (én) night
B (bí) bicycle	O (óu) orange
C (sí) cloud	P (pí) pear
D (dí) dog	Q (kiú) quay
E (í) ear	R (ar) rose
F (ef) foot	S (es) shoes
G (yí) glass	T (tí) train
H (éich) hat	U (iú) uniform
I (ái) indian	V (ví) vase
J (yéi) jacket	W (dábliu) willow
K (kéi) keys	X (éks) x-rays
L (él) ladder	Y (uái) yacht
M (ém) mouth	Z (zì) zip

a) How do you spell your name?

b) How do you spell your surname?

c) How do you spell "Dictionary"?

d) How do you spell the name of your city?

e) How do you spell the name of your country?



PRACTICE 2: What's the Word?

Read the conversation. Write the correct word on the line.

are from I'm meet my name where you

JOHN: My name is John. What's your (1) _____?

MARY: (2) _____ name is Mary.

JOHN: Nice to (3) _____ you, Mary.

MARY: Nice to meet (4) _____, too, John.

JOHN: (5) _____ are you from?

MARY: I'm (6) _____ New York. Where (7) _____
you from?

JOHN: (8) _____ from Denver.

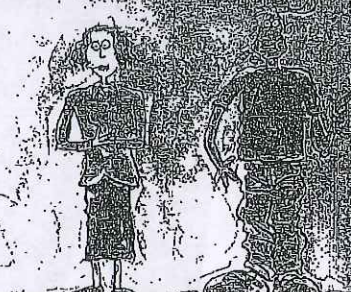
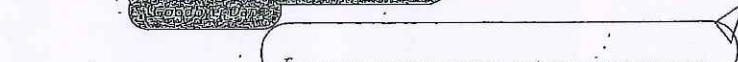
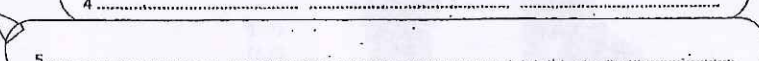
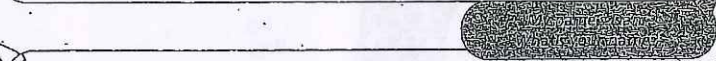
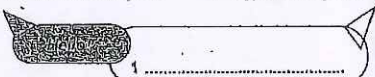


Hello

Dialogues

1 What are they saying? Write the sentences in the correct speech bubbles.

- | | |
|----------------------|---------------------|
| a Goodbye, Sylvia. | b What's your name? |
| c I'm from New York. | d Hi! |
| e How old are you? | f My name's Sylvia. |



Communication Workshop

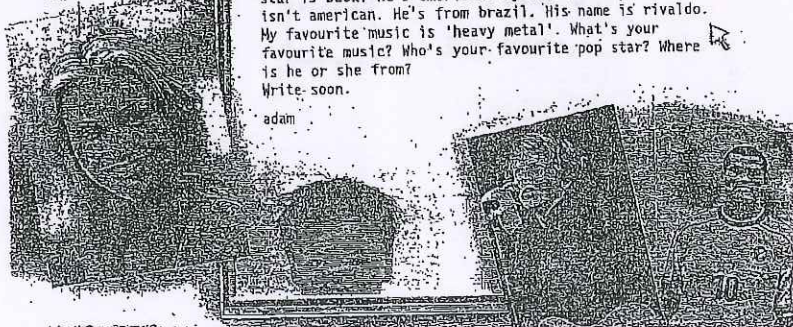
Writing: An e-mail

Correct the e-mail.
Write the capital letters.

Example
Tom

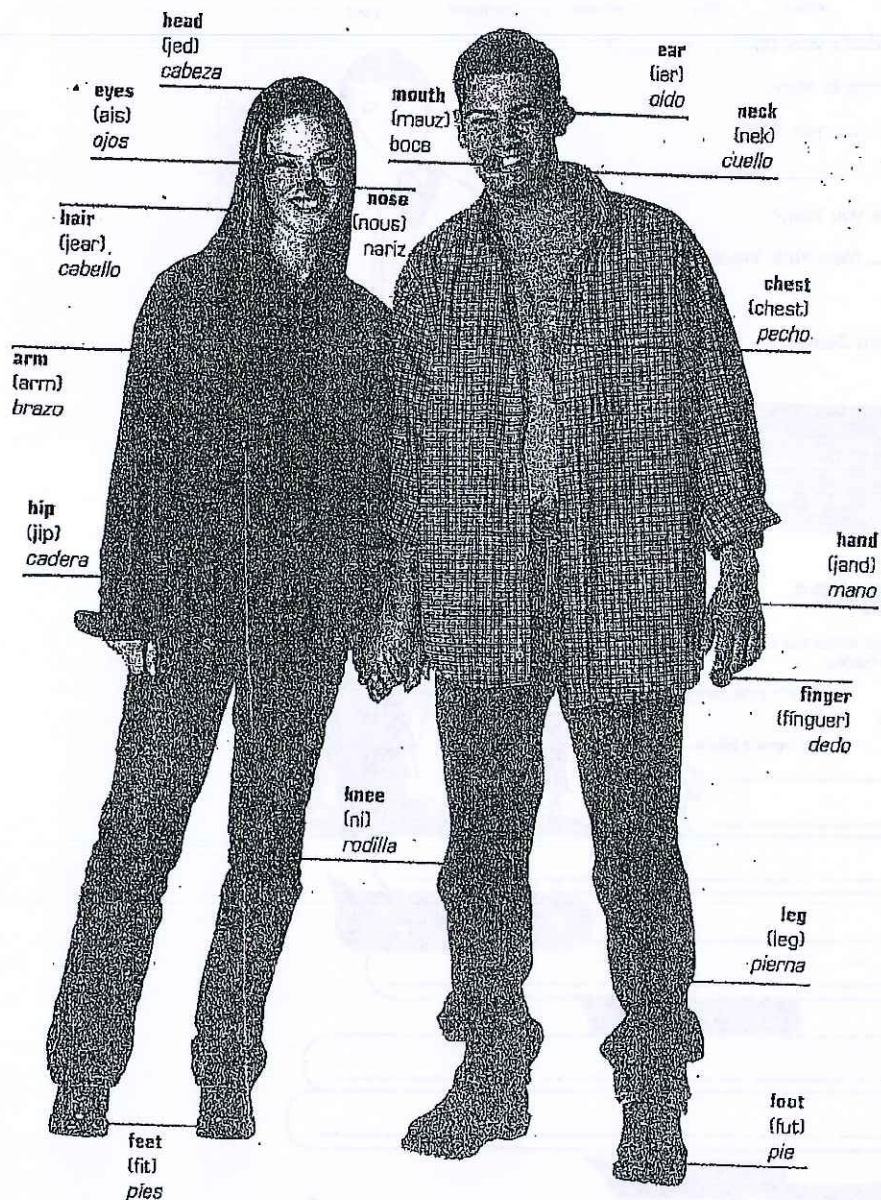
Hi tom,
My name's adam nowak. I'm your new penfriend. I'm from
torun - it's in poland.
My favourite film star is from the united states. Her
name's cameron diaz and she's great! My favourite pop
star is Beck. He's american. My favourite sports star
isn't american. He's from brazil. His name is rivaldo.
My favourite music is 'heavy metal'. What's your
favourite music? Who's your favourite pop star? Where
is he or she from?
Write soon.

adam



4

BODY PARTS



The Colors

- ✓ BROWN →
- ✓ GREEN →
- ✓ YELLOW →
- ✓ ORANGE →
- ✓ RED →
- ✓ PINK →

- ✓ LIGHT BLUE
- ✓ BLUE
- ✓ PURPLE
- ✓ BLACK
- ✓ GREY
- ✓ WHITE

Lectura Comprensiva

1- Complete with:

boxer's performance / American / His / in /
the / not / is / from

Mayweather is 1)

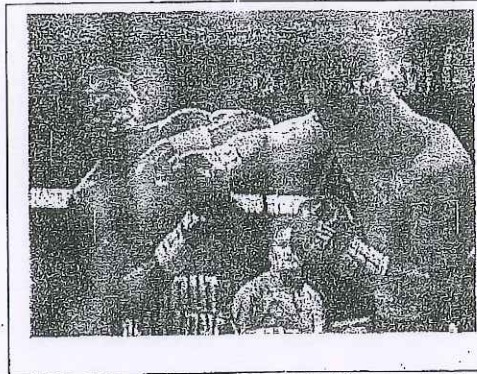
Marcos Maidana is 2) Santa Fe.

3) nickname 4) 'Chino'.

The fight is 5) Las Vegas' MGM Grand casino.

The Argentine 6) is unstinting, but it is 7) enough to unseat the US star.

The American wins 8) performance in 12 tight rounds.



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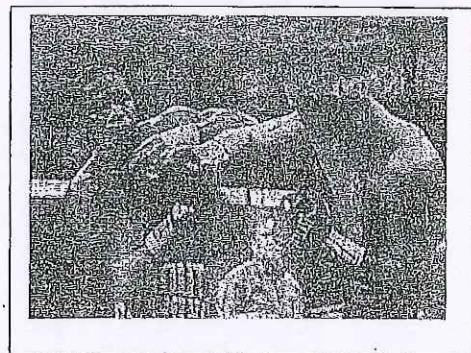
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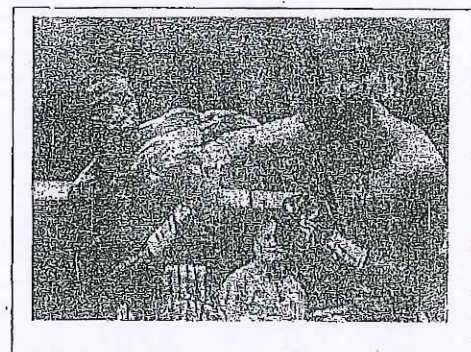
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The fight is 5) Las Vegas' MGM Grand casino.

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②



Complete with
your's performance, (insert) the (in)
the (out) is (in)

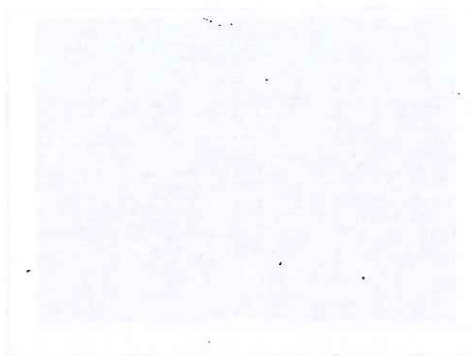
Information is (in) _____
Information is (in) _____
Information is (in) _____

The right is (in) _____

The right is (in) _____

The right is (in) _____

Complete with



Complete with
your's performance, (insert) the (in)
the (out) is (in)

Information is (in) _____
Information is (in) _____
Information is (in) _____

The right is (in) _____

The right is (in) _____

The right is (in) _____

Complete with



Complete with
your's performance, (insert) the (in)
the (out) is (in)

Information is (in) _____
Information is (in) _____
Information is (in) _____

The right is (in) _____

The right is (in) _____

Ordinal numbers and months of the year

September		October		November		December
May		June		July		August
January		February		March		April
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 st First	2 nd Second	3 rd Third	4 th Fourth	5 th Fifth	6 th Sixth	7 th Seventh
8 th Eighth	9 th Ninth	10 th Tenth	11 th Eleventh	12 th Twelfth	13 th Thirteenth	14 th Fourteenth
15 th Fifteenth	16 th Sixteenth	17 th Seventeenth	18 th Eighteenth	19 th Nineteenth	20 th Twentieth	21 st Twenty - first
22 nd Twenty - second	23 rd Twenty - third	24 th Twenty - fourth	25 th Twenty - fifth	26 th Twenty - sixth	27 th Twenty - seventh	28 th Twenty - eighth
29 th Twenty - ninth	30 th Thirtieth	31 st Thirty - first				

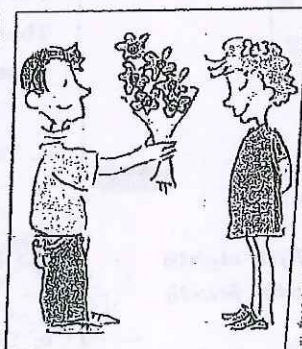
Seasons



Autumn
(March 21st - June 20th)



Winter
(June 21st - September 20th)



Spring
(September 21st - December 20th)



Summer
(December 21st - March 20th)

DAYS OF THE WEEK

MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY

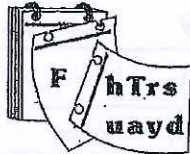
SATURDAY
SUNDAY

WEEKEND

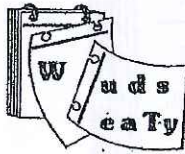
- 1) Write the days of the week.
Escribe los días de la semana.



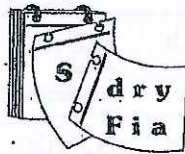
1. Monday



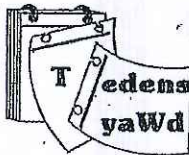
4.



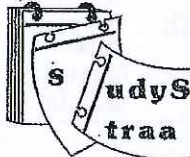
2.



5.



3.



6.



7.

- 2) Write the words.
Escribe las palabras.

Use sixth tenth third fifth eighth
first ninth second seventh fourth

- a. 1st first f. 6th
b. 2nd g. 7th
c. 3rd h. 8th
d. 4th i. 9th
e. 5th j. 10th

- 3) Find the months of the year.
Encuentra los meses del año.

X D F T I P O F J N
S E P T E M B E R N
L C M S U W J B L O
R E J A N U A R Y V
N M U P R C J U N E
M B L R A C G A K M
T E Y I U L H R S B
J R B L G M E Y Y E
J U N R U C N A E R
T R E R S G M L F S
P E O C T O B E R H

- 4) Complete the sentences.
Completa las oraciones.

The tenth month of the year is October.

Thursday is the fourth day of the week.

August is the eighth month of the year.

a. The fourth month of the year is

b. Sunday is the day of the week.

c. The day of the week is Friday.

d. is the sixth month of the year.

e. The month of the year is November.

f. is the third day of the week.

NUMBERS

0 zero/oh	12 twelve	24 twenty-four
1 one	13 thirteen	30 thirty
2 two	14 fourteen	40 forty
3 three	15 fifteen	50 fifty
4 four	16 sixteen	60 sixty
5 five	17 seventeen	70 seventy
6 six	18 eighteen	80 eighty
7 seven	19 nineteen	90 ninety
8 eight	20 twenty	100 one hundred
9 nine	21 twenty-one	(a hundred)
10 ten	22 twenty-two	1000 one thousand
11 eleven	23 twenty-three	(a thousand)



1) Write the figures for these numbers.
Escribe los números en cifras.

Twelve

Fourteen

Nine

Two

Sixteen

Seven

Sixty-four

Seventy-five

Write these numbers in words.
Escribe estos números con palabras.

43

72

55

19

20

8

98

100

THE WEATHER



hot



cold



rainy



snowy



icy



sunny



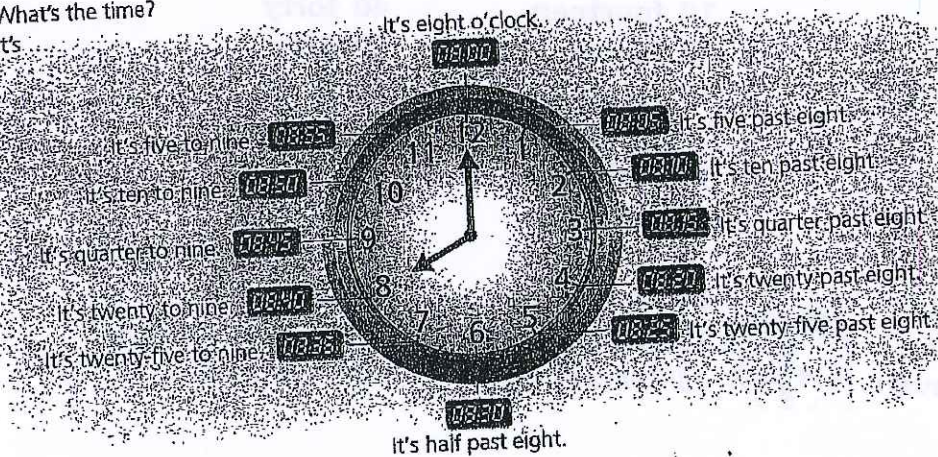
dry

Time

1 Listen and repeat.

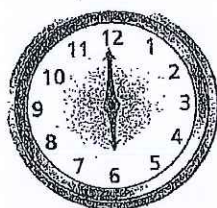
A What's the time?

B It's

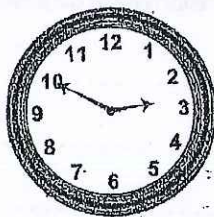


2 Look at the clocks. Write the times.

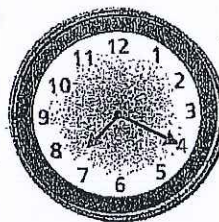
What's the time?



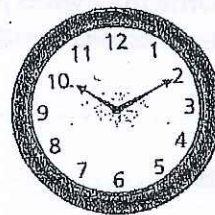
1 It's six o'clock.



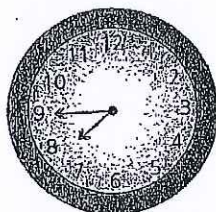
2 It's _____.



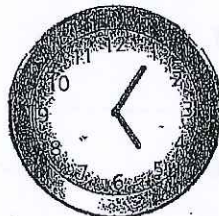
3 It's _____.



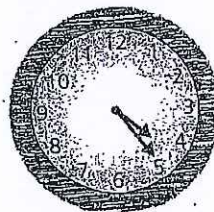
4 It's _____.



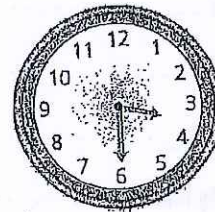
5 It's _____.



6 It's _____.



7 It's _____.



8 It's _____.

Answer these questions about months.
Contesta estas preguntas sobre meses.

- In which month is your birthday?
.....
- Which are the summer months where you live?
.....
- Which month has three letters in English?
.....
- Which month has only 28 or 29 days?
.....
- In which month does your school year start?
.....

Put these words in the correct column.

shirt / nose / half an hour / cold /
minute / jeans / leg / jacket / head /
hour / hot / sunny / blouse / day /
arm / seat / rainy / snowy / month

Parts of the body

Clothes

nose

shirt

.....
.....
.....
.....

Weather

Time

cold

half an hour

.....
.....
.....
.....

What time is it?



a.



e.



b.



f.



c.



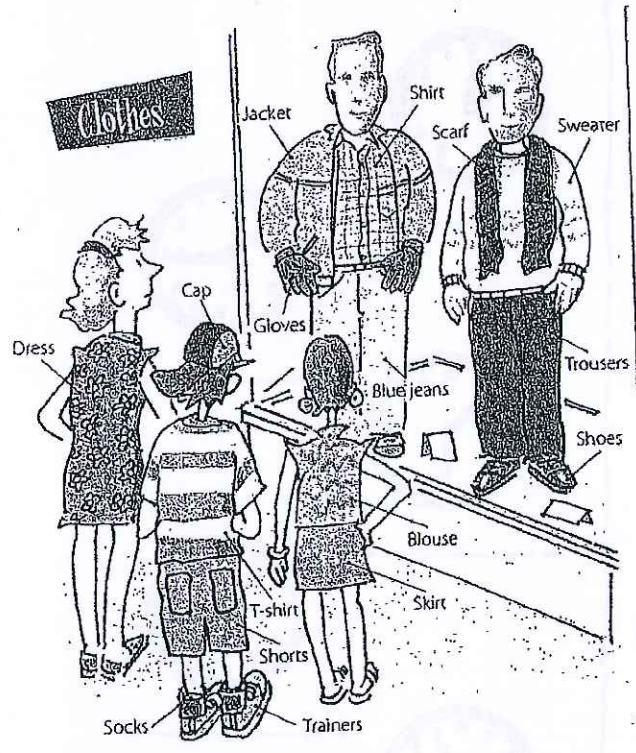
g.



d.

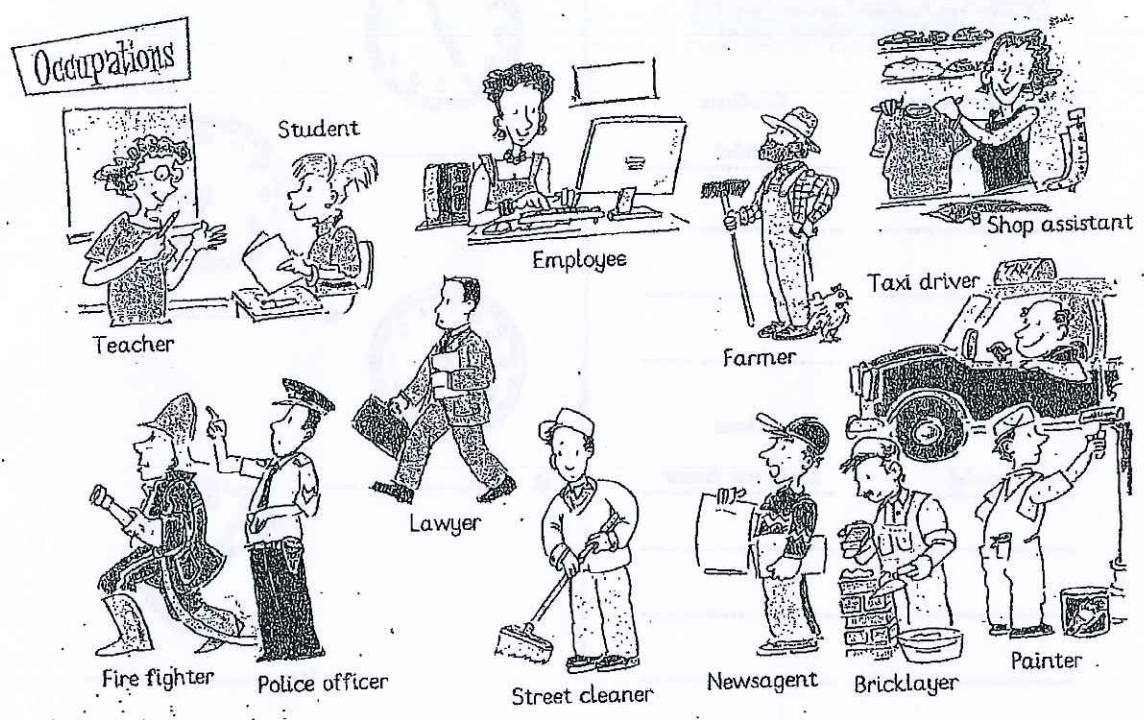


h.



School Subjects

1. Maths (Matemática)
2. History (Historia)
3. English (Inglés)
4. French (Francés)
5. Geography (Geografía)
6. Computer studies (Computación)
7. Sport (Deporte)
8. Cookery (Cocina)
9. Art (Arte)
10. Music (Música)
11. Science (Ciencia)



English across the curriculum

Physical education: sports and games

1 Can you name the sports? Match the names with the symbols. Listen, listen and repeat. (19)

athletics, basketball, basketball, cricket, gymnastics, hockey, rock climbing, rugby, sailing, volleyball



1 gymnastics



2



3



4



5



6



7



8



9



10

2 Read about sports and games at a school in London.

In the UK, school sports are usually called 'Games'. All schoolchildren attend sports lessons. In many schools, students have 'Games' and other outdoor activities on Wednesday afternoons.

Westminster Comprehensive School is in London. In the first and second years, the outdoor sports are football and hockey in the winter and tennis and cricket in the summer. In the third and fourth years, they concentrate on athletics.

In the fifth year, the students choose their favourite outdoor sport. The boys usually choose football and cricket. The girls usually prefer hockey and tennis.

The students also do a lot of indoor sports and activities. Every Monday, they play basketball. The volleyball club meets on Tuesdays and there is a chess club every Wednesday evening. On Thursday evenings, a lot of the children play table tennis. But Friday evenings are the favourite! On Fridays, they go to the school's very popular Disco Dancing club. There is no school on Saturday. But some students go to the local swimming-pool then.

3 Copy and complete the notes.

Sports and activities at Westminster Comprehensive School

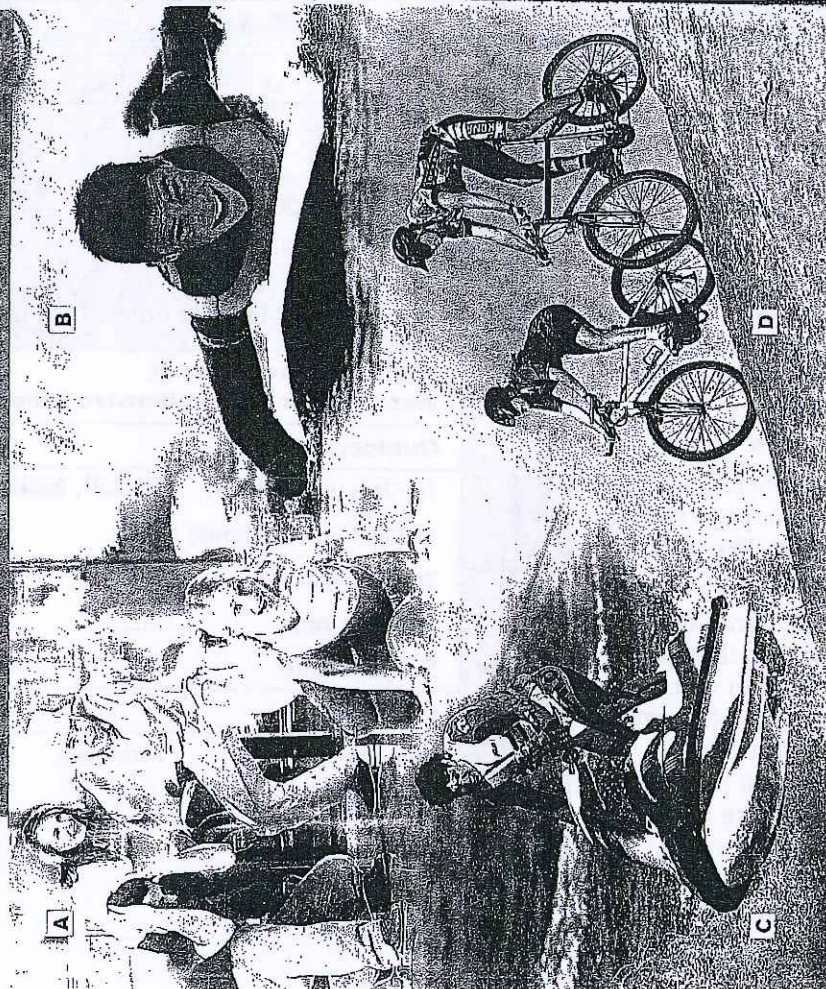
Outdoor

1st/2nd year (winter)	football, hockey
1st/2nd year (summer)
3rd/4th year
5th year, boys
5th year, girls

Indoor

Monday	basketball
Tuesday
Wednesday
Thursday
Friday
Saturday

> Free time



Unit goals

- Talk about school activities
- Talk about free time activities
- Say how often you do things
- Join a club
- Design a poster

Final task

- Interview a classmate about free time activities

1 Which of these activities can you see in the photos? Do you do any of them?

- bowling • jet-skiing • cycling • dancing
- swimming • surfing • walking • skateboarding

2 Do you have enough free time? How do you spend it?

- ☐ I watch TV. ☐ I listen to music. ☐ I sleep.
- ☐ I hang around. ☐ I download music. ☐ I get a tan.
- ☐ I chat on MSN. ☐ I go out with friends. ☐ I play an instrument.

3 Read

Amy wants to find a penfriend. On the right is her letter to a magazine. Listen, read and answer the questions.

1. Is Amy a basketball fan?
2. Where's Amy from?
3. How old is she?
4. What sport is she good at?
5. Is she in the school football team?
6. Who's Amy's favourite player?

4 Speak

Talk in pairs.

- What's your name?
- Where are you from?
- How old are you?
- What year are you in?
- What's your favourite subject/sport?
- Are you good at ...?
- Who's your favourite teacher/sports star?

5 Write

A. Read the tip and correct the sentences (1-5).

Tip

Use capital letters:

- at the beginning of a sentence
- with names/surnames
- with Mr/Mrs/Miss/Ms
- with cities/countries/nationalities
- with school subjects
- with streets and roads
- I'm from Spain.
- Mrs Parker is Canadian.
- How old is Lisa?
- She's a Spanish teacher.
- My favourite subject is English.

Pen

CORNER



Hi! My name's Amy Clooney and I'm a big football fan! My friends call me "Rooney", like the football player, Wayne Rooney.

I'm from the UK and I live in Runcorn, a small town near Liverpool. I'm fourteen years old and I'm in year 9.

My favourite subject is PE. I'm very good at football and I'm in the school football team. My favourite player is Wayne Rooney, of course! He's English, too!

My address is:
16 Park Street
Runcorn
England

me and my football

B. Use the notes below to write a letter to the penfriend corner of a magazine.

Hi! My name's I'm from ... and I live in ...
I'm ... years old and I'm in year ...

My favourite subject is ... I'm good at ...
My favourite teacher is ...

My favourite sport is ... and my favourite sports star is ...
My address is ...

PRONOMBRES

Los pronombres siempre hacen referencia a una persona, objeto, o idea mencionada anteriormente y resultan muy apropiados para no tener que repetir los nombres.

Pronombres Personales	Pronombres Objetivos	Pronombres Posesivos
I	ME	MY
YOU	YOU	YOUR
HE	HIM	HIS
SHE	HER	HER
IT	IT	ITS
WE	US	OUR
YOU	YOU	YOUR
THEY	THEM	THEIR

VERBS TO BE (SER O ESTAR)

El verbo to be es un verbo irregular. Esta irregularidad se manifiesta en la no utilización de los verbos auxiliares en la formación del negativo e interrogativo.

AFFIRMATIVE FORM

Personal pronoun	Verb to be Full form	Short form
I	am	'm
You	are	're
HE	is	's
SHE	is	's
IT	is	's
WE	are	're
YOU	are	're
THEY	are	're

Preposition : From (de) indica la proveniencia de personas, animales y objetos

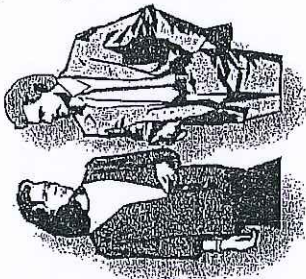
Ej. I am from Argentina
(Yo soy de Argentina)

NEGATIVE FORM

Personal pronoun	Verb to be Full form	Short form
I	am not	'm not
You	are not	aren't
HE	is not	Isn't
SHE	is not	Isn't
IT	is not	Isn't
WE	are not	aren't
YOU	are not	aren't
THEY	are not	aren't

3

Read the text. Are the statements (1-5) true (T) or false (F)?
Lea el texto. ¿Son las oraciones (1-5) verdaderas (T) o falsas (F)?



This is John and Sharon Rogers from London.
John is from England, and Sharon is from New York, USA. Sharon is a doctor. Her hospital is in the centre of London. John is a teacher. His school is in the centre of London, too.

- 1- He is from London.
- 2- She is from England.
- 3- She is a teacher.
- 4- He is a teacher in the centre of London.
- 5- She is a doctor in the centre of New York.

3

Complete the following dialogue with words from the box.
Complete el siguiente diálogo con palabras del cuadro.

are - you - address - from - I'm - name - your - My - from - It's

Norma: Hello, my 's Norma. What's name?
Marta: name's Marta.
Norma: Where you?
Marta: from Córdoba. And?
Norma: I'm Córdoba, too.
Marta: What's your?
Norma: 223 Santa Rosa Street. And you?
Marta: It's 110 Dean Funes Street.

1

Complete the sentences pairs. Use these pronouns.

YOU HE IT I SHE WE THEY

- 1- Messi and Ronaldo are footballers. are stars.
- 2- The book is yellow. is old.
- 3- Lucy is an actress. is from Germany.
- 4- Roxanna and I are teachers. are teachers.
- 5- You, Pamela and Carlos are students. are students.
- 6- Marcos is a doctor. is American.
- 7- My name is Elena. am twelve years old.

4

Put the words in the right order to form sentences and questions.
Ponga las palabras en el orden correcto para formar oraciones y preguntas.

- a- are - Where - from - you?
- b- from - Córdoba - I'm.
- c- address - What's - your?
- d- Avenue - General Paz - 417 - It's.

INTERROGATIVE FORM

VERB TO BE	Personal pronoun?
Am	I?
Are	You?
Is	He?
Is	She?
Is	It?
Are	We?
Are	You?
Are	They?

La Oración Simple

Una oración simple es una oración que tiene solo un verbo. Las dos partes que componen a la oración son el sujeto y el predicado.

El sujeto es la parte de la oración que representa a la persona o cosa que realiza la acción del verbo o acerca de la cual estamos hablando o pensando. El sujeto es siempre un sustantivo, una frase sustantiva o un pronombre.

El predicado es la parte de la oración que dice algo acerca del sujeto. La palabra principal del predicado es el verbo.

Ejemplos:

- Ballons are expensive.
Sust + verbo
Las pelotas son caras
- The book is not on the table
Frase sust + verbo
El libro no esta sobre la mesa.
- They are in the classroom.
Pronombre + verbo

PRONOMBRES DEMOSTRATIVOS

Los pronombres demostrativos son usados para indicar la cercanía o lejanía de objetos y personas.

SINGULAR	PLURAL
THIS IS	THESE ARE
THAT IS	THOSE ARE

THERE + BE

El there + be connota existencia de objetos o personas en singular y plural. En el español significa HAY.

AFFIRMATIVE FORM	NEGATIVE FORM	INTERROGATIVE FORM
SINGULAR THERE IS A PEN ON THE TABLE.	THERE IS NOT A DOG IN MY HOUSE. THERE ISN'T A DOG IN MY HOUSE.	IS THERE TELEVISION IN YOUR BEDROOM?
PLURAL THERE ARE SIX CHAIRS IN THE ROOM.	THERE ARE NOT NOTEBOOKS IN THE SCHOOL. THERE AREN'T NOTEBOOKS IN THE SCHOOL.	

47

1. Write sentences

a) I / Italy

b) Tom / Poland

c) You / Australia

d) We / London

e) They / Canada

2) Write negative sentences

a) I / not / Russia

b) Karini / not / Argentina

c) My dog / not / Germany

d) Pam and me / not / Athens

e) Paola and Mark / not / New York.

4) Complete the table.

COUNTRY	NATIONALITY
BRITAIN	
GREECE	
	POLISH
	ENGLISH
THE UNITED STATES	
	Swiss
RUSSIA	
	Canadian
Brazil	
Spain	

5) Choose the correct answer.

a) I _____ from

a) is b) my c) 'm d) are

b) He _____ from Athens

a) 's b) are c) not d) am

c) You _____ Great!

a) is b) are c) isn't d) am

d) I _____ Italian

a) no b) 'm not c) isn't d) aren't

e) Hello. I'm your new teacher. _____ name's

Chris
a) My b) I c) He d) Am.

Pronombres
Demonstrativos

Complete the sentences with this, that, these or those.

1 This _____ computer is new.

2 _____ computer is old.

3 _____ shoes are nice.

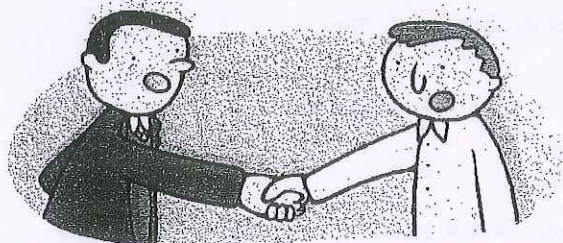
4 _____ shoes are horrible.

5 I don't like _____ T-shirts.

6 I like _____ T-shirt.

7 I want _____ CDs.

8 I don't want _____ CDs.



—John Robertson. Nice to meet you.
—Paul Carter. Nice to meet you, too.



—Bye, Sophie, take care!
—Bye-bye, aunt Annie! See you soon! Good luck!

Linguistic resources

3. Do the following exercises.

a) Match the expressions in the left column with the correct answer.

Hello, I'm Sophie.	Thank you.
Good-bye!	Nice to meet you, too.
Good afternoon.	Hi, I'm Tom.
Nice to meet you.	Good afternoon.
Welcome to our school.	See you tomorrow.

b) Match the expressions in the left column with the time of the day when they are used.

Good afternoon	6 am - 11:50 am
Good evening	12 pm - 6 pm
Good morning	6 pm - 11:50 pm



c) Complete the dialogues shown below with the words from the box.

Good - meet - to - tomorrow - Hi - too

—Hi, Patrick!

—, Mary!

— evening.

—Nice to you.

—Nice to meet you, .

—Bye-bye, Kelly!

—Bye, see you .

—Welcome Argentina.

—Thank you.

Send

Answers

- Hi, Patrick! —Bye-bye, Kelly! —Good evening. —Welcome to Argentina.
—Hi, Mary! —Bye, see you tomorrow. —Nice to meet you. —Thank you.
—Nice to meet you, too.

d) Put the words in the correct order to make sentences.

- * to - Nice - too - you - meet.
- * Hi - Angie - everybody! - I'm.
- * city - to - the - of - Welcome - Washington.
- * Friday - you - See - next.
- * exam - luck - for - Good - the.
- * afternoon - Scott - Good - Mr.

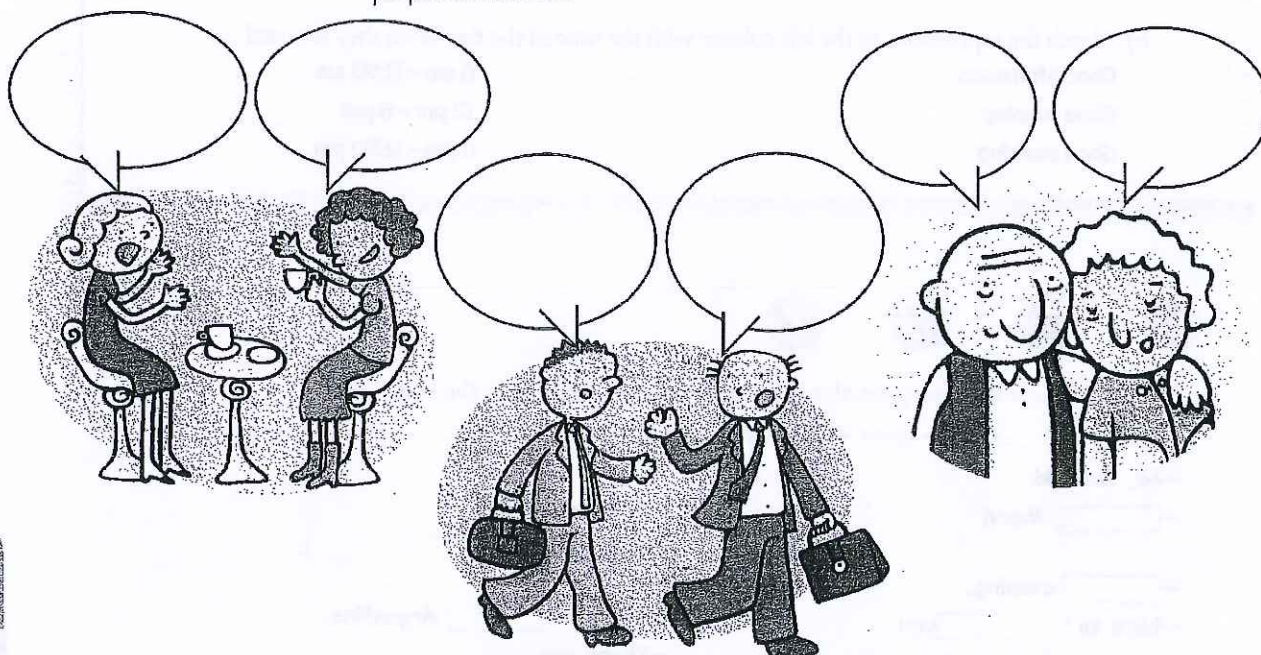
Answers

- * Nice to meet you, too.
- * Hi, everybody! I'm Angie.
- * Welcome to the city of Washington.
- * See you next Friday.
- * Good luck for the exam.
- * Good afternoon, Mr. Scott.

Produce and communicate

4. Now we are going to practice what we have learnt.

- a) Complete the dialogue balloon with the appropriate greeting.
b) In your computer, record your dialogues with a partner and then listen to them to pinpoint mistakes.



Resources Series

Which are the required fields in each section? Select the corresponding items and answer the questions. (My Languages, Interests, Personal Data, Family Status and so on).

5. You are now ready to sign up on Palabea. Work together and help each other.

Produce and communicate

6. Once registered, share your experiences with the rest of the class. You can also bring to the classroom printed copies of some of the e-mails you've sent to or received from your pen-pal, or post them in your personal blogs.

7. We will keep on working with Palabea. Soon, we will contact our first friend. Once we contact him or her, we will have to provide information about ourselves, and also find out information about them.

In Palabea, we can send e-mails or communicate by chat. Below, you'll find two different models of introductory e-mails.

Enviar ahora Enviar más tarde Guardar como borrador Vinculo Eliminar Agregar datos adjuntos Firma Opciones Insertar Categorías

Para: CC: Asunto:

Datos adjuntos: ninguno Fuente Tamaño

Dear Pen-pal,

My name is Keenan and I live in England. I am a 14 year old boy. I live in a house with my parents and 2 brothers. They are Adrian and Madsen. I go to Henson grammar school. What I like the most about school is our Spanish class. I love reading, specially books about comedy. I also like playing sports. Specially football and basketball. When I grow up I want to be a computer technician. What is your town like? What do you do for fun? Please tell me about yourself. I hope to hear from you soon.

All the best,
Keenan

Enviar ahora Enviar más tarde Guardar como borrador Vinculo Eliminar Agregar datos adjuntos Firma Opciones Insertar Categorías

Para: CC: Asunto:

Datos adjuntos: ninguno Fuente Tamaño

Hi there!

My name is Daniela and I liked your profile! I read the information you left about yourself and I think we would be great pen-pals. Let me tell you a little bit about myself. I am 13 years old and live in Peru. My hobbies are playing the guitar and just hanging out with my friends. I go to a public school in my home town. Something very interesting about me is that I have my own blog. I like uploading photos of my town and the favorite places I like going with my friends. Maybe you can come some day. We'll show you the best places! I hope to hear from you soon. I will reply to you as soon as possible.

Hugs,
Daniela

8. Compare these e-mails. Do they contain the same information? Are they organized in the same way? Which phrases or sentences do students use to start and to end their letters?
9. Find out some other options with the help of your teacher.
 - a) Complete the dialogue bubbles with the appropriate greeting.
 - b) In your computer, record the dialogues with a partner and listen to them to correct yourselves.

Linguistic resources

10. An informal e-mail or letter should be organized as follows:
 - Informal greeting: "Dear Mark" / "Hi there!" / "Hello!".
 - Introduction: you write your personal information and mention your reasons for writing.
 - Main body: in which you expand your introduction, starting a new paragraph for each topic.
 - Conclusion: in which you ask questions to your e-pal or pen-pal.
 - An informal ending: "Lots of love" / "Best wishes" / "Take care" / "See you soon".

Produce and communicate

11. It's time to contact our first friend in Palabea. Read the guidelines again to write an informal letter. Then send a message to a user. Good luck!

Didactical Sequence no. 3 Going to the Doctor

Before starting

1. We are going to talk about our body and our health.
 - a) What does being healthy mean? Are there habits or situations which may cause us health problems? What do we do when we are not feeling well?
 - b) What's happening in the drawings? In an online dictionary, look up the words you need to describe the situations. For example: Merriam-Webster's Encyclopedia: www.merriam-webster.com. Word Reference: www.wordreference.com.



Reading Comprehension

Comprensión de textos ~

UNITED
CULTURE CLIP

SKILLS

BREAKFAST IN THE UK

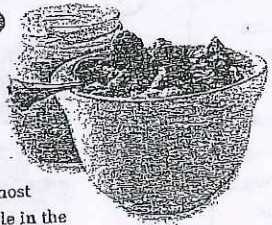
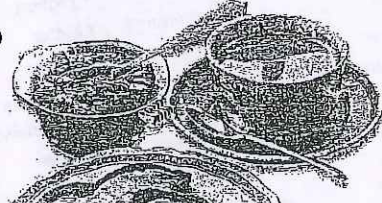
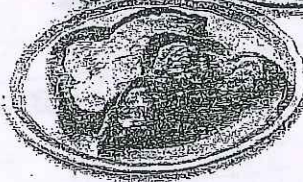


.....

For most people in the UK, a typical breakfast is a quick meal. A cup of tea or coffee and some toast. This is OK, but it's not a healthy breakfast because it's very small and it hasn't got any fruit or fruit juice.

A full traditional British breakfast is very big. Fried eggs, bacon, sausages and tomatoes, toast and marmalade, tea, and perhaps some cereal or porridge to start! This is a very unhealthy breakfast because it has got a lot of fat and no fruit.

A healthy breakfast includes fruit, cereal or toast and a drink. Orange juice is a good choice because it contains vitamin C and water is also very good.

So remember – always eat breakfast but be careful what you eat!

Compare with your country

See Wordlist p 115

Emma: Hi, David. Sorry I'm late.
David: No problem. Thanks for coming.
Emma: There are some sandwiches in the bag.

2. David: Great! Are there any crisps?
Emma: Yes, there are. There's an orange for you too.
David: You're great!

3. Emma: There aren't any drinks. Is there a drinks machine here?
David: Yes, there is, but there aren't any drinks in it.

4. Vet: Is this your dog?
David: Yes, it is.
Emma: David! It's not your dog!
David: Ssssh!

5. Vet: Well, his leg is hurt but you can collect him tomorrow. That's £48, please.
David: Oh, but I haven't got any...

6. Emma: David, I've got £50. You can have it.

David: Are you sure? Thanks, Emma! Here you are, doctor. See you tomorrow.

Emma: David, it's not your dog!
David: I know, but...

1. Read the text and write True (T) or false (F).

There aren't any crisps. *false*

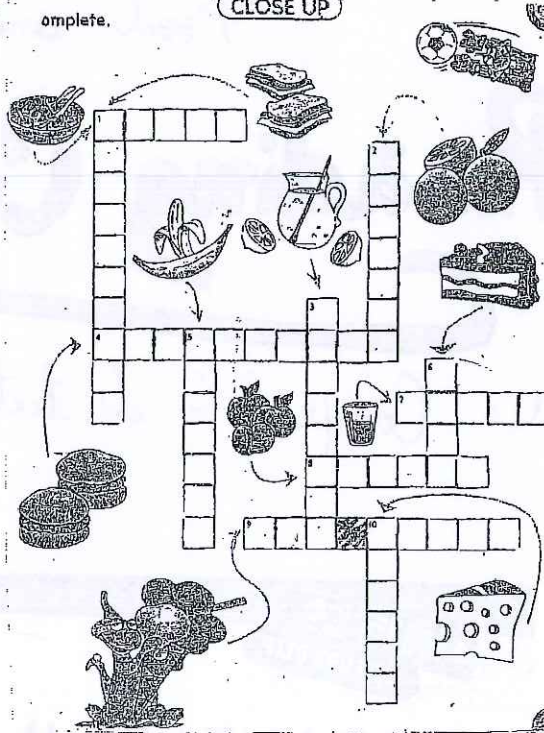
1. There are some sandwiches.
2. There isn't a drinks machine.
3. There is an apple.
4. There aren't any drinks.
5. There is a chocolate bar.
6. There aren't any biscuits.

Keep going!
Never stop trying!



complete.

CLOSE UP

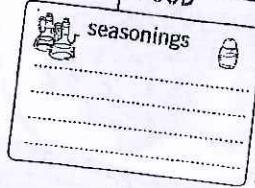


you can do it!



Classify the food.

- chicken
- apple
- milk
- orange
- lettuce
- pasta
- pepper
- bread
- banana
- carrot
- yoghurt
- butter
- tomato
- strawberry
- mayonnaise
- cheese
- rice
- fish
- oil
- onion
- cereals
- vinegar
- beef
- salt



Order the words to discover the quick meals.



muebrgrah
hamburger



dasal



temloete



ebcehreusreg



tufri sdaal



Complete the definitions with the words in the box.

- chop
- fry
- boil
- peel
- add
- stir

1. To chop is to cut into small pieces.
2. To peel is to remove the outside of a piece of fruit or a vegetable.
3. To boil is to cook in very hot water.
4. To fry is to cook in very hot oil.
5. To add is to put in another ingredient.
6. To stir is to move a liquid using a spoon.

MODELO DE PARCIAL

STUDENT'S NAME:



DATE:

1- Lee el texto y escribe Verdadero o Falso.

Hi, my name is Vicky and I'm 23 years old. I live in Formosa but I am from Colorado. I'm in the fourth year at Physical Education Training Course. I like Gymnastics and Jockey. I hate Basketball. It is quite difficult for me to understand. I love vegetables more than meat. In my fridge there are carrots, tomatoes and there is some beef and lettuce. There isn't any pasta because I don't like it! My parents always visit me and help me with the house chores but my little sister doesn't help them!! She is a teen, you know! My classmate and I are saving money to travel to Mendoza or Salta at the end of the course. We are working hard. When I finish the Institute I would like to have my own gym or work as a Jockey Trainer. I would not be a millionaire but it is what makes me happy.

- a- The description is about Politics.
- b- Vicky is from Formosa Capital.
- c- She loves vegetables.
- d- Her parents help her.....
- e- She studies to be a millionaire.....

2- Escribe un párrafo de entre 5 u 8 oraciones describiendo a un integrante de tu familia. Utiliza verbo "ser o estar"; "tener"; Caso posesivo y adjetivos posesivos, vocabulario relacionado con las partes del cuerpo y adjetivos que lo describan como colores, etc.

.....

.....

.....

.....

.....

3- Escribe un párrafo de entre 5 u 8 oraciones acerca de ti incluyendo información personal, países, nacionalidades, deportes que te agradan o no, comidas que sean saludables e incluyas en tu dieta diaria. Utiliza el verbo "haber"; "gustar"; "odiar"; "preferir", etc.

.....

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Expansion

6. Medicine is a field where managing English language is essential, as most medical advances in the world are communicated in this language.
- Interview a doctor. Ask him or her which journals, publications or websites in English they know or read frequently.
 - Then visit the corresponding websites and summarize all together the topics they develop. Some suggestions to start with:

<http://www.chinacolor.com>

<http://www.ampnet.com>

<http://www.mdc.gov>

Didactical Sequence no. 4 A Healthy Diet

Before starting

1. Let's talk about: What is a healthy lifestyle?

If you have an Internet connection in the classroom, get inspired by watching with your students two videos based on the book *Be Happy* <http://www.youtube.com/>
> Search: "A reminder of the important things in life" > A reminder of the important things in life [accessed 4/10/2011]. <http://www.youtube.com/> > Search "Sonríe y sé feliz" > Sonríe y sé feliz [accessed 4/10/2011]. A little book to help you live a happy life by Monica Sheehan (one is the Spanish version, the other is the English one). Encourage them to give their opinions in English.

- a) Which of the following habits for a healthy lifestyle are included in our routine?
Read and discuss all together.

- ✓ Always start the day with a good breakfast.
- ✓ Eat well! Eat a lot of fresh fruit, vegetables, fish and chicken.
- ✓ Drink, drink and drink many glasses of water a day, green tea or fruit juices.
- ✓ Keep moving. Don't stay at home. Go out, walk and enjoy fresh air.
- ✓ Visit your friends. People with social life live longer.
- ✓ Fall in love.
- ✓ Do what you love: read, study, listen to music.
- ✓ Sleep 8 hours a day.
- ✓ Practice good dental hygiene.
- ✓ Be responsible, but don't get stressed.

- b) Now let's sort them out. Which are our priorities? Are there any missing items?
Which are the English words for those missing items?

Observe and comprehend

2. Next we are going to work on a Healthy Food Guide from a specialized website.

- a) Explore the following website: www.mypyramid.gov. In the Menu bar, change the language with the option "En Inglés". Now let's discuss together: Which information does the site contain? Who is the owner of the website? How do you interpret that?

3. We have extracted a text called "Your personal path to health: Steps to a Healthier You" from the above website.

- a) We are going to download the brochure by searching the web.

Go to www.mypyramid.gov > Search "Your personal path to health" > select the following link: [Your personal path to health](#)

- b) In groups, read quickly (without stopping at every word) and pay attention to the titles, subtitles and images in every section. Then discuss together about the information obtained.

- c) Answer the following questions. Read the text every time you need it.

- * Which are the six food groups?
- * What does each of them contain?
- * Give examples of how you can include healthy food in your diet.
- * Give examples of how to avoid extra calories.
- * Which are the five characteristics that you need to take into account in your path to good health? How can you put them into practice?

- d) The text suggests three general rules. What examples can you give on how to implement those rules?

- * Get the most nutrition out of your calories.
- * Make smart choices from every food group
- * Find your balance between food and physical activity.

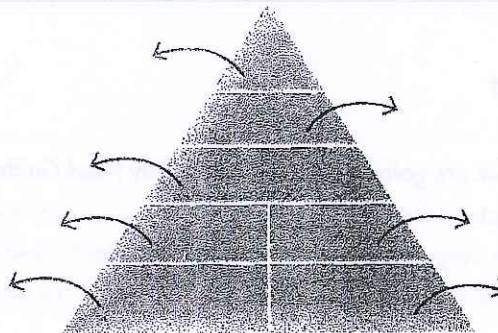
Linguistic resources

4. The Food Pyramid. Complete the pyramid with the food groups corresponding to each level. (Copy and paste to work with a text-processing software program).

- a) Which group does each of the food items belong to? Put them in the corresponding section:

pasta, rice, chicken, plums, dried fruit, nuts, yogurt,
sweets, oil, sugar, bread, carrots, corn, oatmeal, pepper, cheese,
apple, beef, fish, spinach, lentils





5. "It's all about you!" We are going to focus in detail on one of the sections of this publication.
- Without looking at the text, let's do the following exercise and place the words from the list where they belong.
 - Then re-read and use an online dictionary to look up those words whose meaning you do not know. Note that "sensible" is a deceptive cognate or false friend word. Discuss this with your teacher.
 - Finally, hold a group discussion about the meaning of each of these suggestions. Who wants to translate them into Spanish?



- d) Fill in the blanks with the words below:

balance - dog - eat - enjoy - giant - physical -
small - watch - worry - you - your

Be realistic

Make small changes over time in what you and in the level of activity you do. After all, steps often work better than leaps.

Be adventurous

Expand tastes to enjoy a variety of foods and activity.

Be flexible

Go ahead and find the right between what you eat and the physical activity do over several days. No need to about just one meal or one day.

Be sensible

the foods you eat, don't just overdo it.

Be active

Walk the , don't just the dog walk.

Send

Be realistic

Make small changes over time in what you eat and in the level of activity you do. After all, small steps often work better than giant leaps.

Be adventurous

Expand your tastes to enjoy a variety of foods and physical activity.

Be flexible

Go ahead and find the right balance between what you eat and the physical activity you do over several days. No need to worry about just one meal or one day.

Be sensible

Enjoy the foods you eat, don't just overdo it.

Be active

Walk the dog; don't just watch the dog walk.

Produce and communicate

- Using all the information we have learnt on healthy eating habits, let's prepare a presentation in English explaining the food pyramid, and how to use it to plan a balanced food diet.

Didactical Sequence no. 5

Let's Play Soccer

Before starting

- If you have an Internet connection in the classroom, share the following links with the students as a topic introduction:

🔗 <http://www.youtube.com/> > Buscar narración gol Argentina Inglaterra > Narración 2º gol Argentina 2 - 0 Inglaterra 1/4 Mundial 86.

🔗 <http://www.youtube.com/> > maradona's best goal > Maradona's best goal!

- What do you know about this goal?
- Do you like soccer?
- Do you play soccer?
- Do you watch matches on tv?
- Do you know any English words related to sports?
- Do you know the differences between soccer and football?

EL CASO POSESIVO 'S

En inglés, usamos generalmente 's para expresar la posesión de cosas (o las relaciones con miembros de la familia) por parte de las personas.

Por ejemplo: We meet at his *brother's house*. (not the house of his brother)
Nos encontramos en la casa su hermano.

El caso posesivo 's se ubica entre dos sustantivos.

Por ejemplo: manager's office
Sust. + 's + sust.
La oficina del gerente.
Jhon's car
Sust. + 's + sust.
El auto de Jhon.

VERB HAVE GOT

El verbo have got significa tener. Se usa para expresar posesión. La tabla que sigue muestra la conjugación del verbo en sus tres formas afirmativo, negativo e interrogativo.

AFFIRMATIVE FORM	
I	HAVE GOT
YOU	HAVE GOT
HE	HAS GOT
SHE	HAS GOT
IT	HAS GOT
WE	HAVE GOT
YOU	HAVE GOT
THEY	HAVE GOT

NEGATIVE FORM	
I	HAVE NOT GOT
YOU	HAVE NOT GOT
HE	HAS NOT GOT
SHE	HAS NOT GOT
IT	HAS NOT GOT
WE	HAVE NOT GOT
YOU	HAVE NOT GOT
THEY	HAVE NOT GOT

INTERROGATIVE FORM		
HAVE	I	GOT?
HAVE	YOU	GOT?
HAS	HE	GOT?
HAS	SHE	GOT?
HAS	IT	GOT?
HAVE	WE	GOT?
HAVE	YOU	GOT?
HAVE	THEY	GOT?

MODAL CAN

El verbo modal can expresa habilidad. También es utilizado para pedir y dar permiso. En el español significa PODER.

AFFIRMATIVE FORM	
I	CAN
YOU	CAN
HE	CAN
SHE	CAN
IT	CAN
WE	CAN
YOU	CAN
THEY	CAN

NEGATIVE FORM	
I	CANNOT
YOU	CANNOT
HE	CANNOT
SHE	CANNOT
IT	CANNOT
WE	CANNOT
YOU	CANNOT
THEY	CANNOT

INTERROGATIVE FORM		
CAN	I	
CAN	YOU	
CAN	HE	
CAN	SHE	PLAY CHESS?
CAN	IT	
CAN	WE	
CAN	YOU	
CAN	THEY	

1 Complete the sentences. Use *have got* or *has got*.

- I have got a new bike.
The CD has got twelve songs.
- You _____ my book.
 - She _____ a brother.
 - They _____ English penfriends.
 - I _____ a laser pen.
 - We _____ tickets for the concert.
 - He _____ a new computer.

2 Rewrite the sentences. Use *'ve got* or *'s got*.

- I've got a new bike.
The CD's got twelve songs.
- _____
 - _____
 - _____
 - _____
 - _____
 - _____

Write the questions in the correct order. Then answer the questions for you.

- got/have/computer/a/you?
Have you got a computer?
Yes, I have. / No, I haven't.
- a brother/have/got/a sister/you/or?

 - parents/have/a car/got/your?

 - a TV/your room/got/has?

 - got/you/have/homework/today?

 - cousins/got/you/have?

Possessive 's

Complete the sentences with the words in brackets and *'s* or *'ve*.

- It's Kevin's skateboard. (Kevin)
1 It's _____ rucksack. (Martin)
2 They're _____ books. (the children)
3 It's _____ football. (the boys)
4 It's _____ mobile phone. (Mario)
5 They're _____ parents. (Paula)
6 It's _____ television. (Sue and Tim)

4 Make the sentences negative. Use short forms.




- She's got two brothers.
She hasn't got two brothers.
- We've got a DVD player.

 - I've got a pen in my rucksack.

 - She's got a big family.

 - They've got a good music teacher.

5 Write sentences about Tom, Rebecca, and David.

			
Tom	✓	x	✓
Rebecca	x	✓	✓
David	x	✓	x

- Tom/a games console
Tom has got a games console.
- Rebecca/a digital camera

 - David/MP3 player

 - Rebecca and David/a games console

 - David/a digital camera

 - Tom and Rebecca/MP3 player

Complete the questions and short answers with *have*, *has*, *haven't*, or *hasn't*.

- Have you got a calculator?
Yes, I have.
- Has Alison got a rucksack?
No, she hasn't.
- _____ Toni and Bill got a sister?
Yes, they _____.
 - _____ Batista got a new pen?
No, he _____.
 - Sam, _____ you got a favourite star?
No, I _____.
 - _____ Angela got cousins?
Yes, she _____.
 - _____ you and Julia got a cat?
Yes, we _____.

CAN / CAN'T

1 Complete the sentences with can or can't.



He can play chess.



She can sing.



They can dance.



He can ride a bike.



They can play the guitar.



She can play tennis.

Degrees of ability

I can play the piano	very well.	+++
I can play the piano	well.	++
I can play the piano	quite well.	+
I can't play the piano	very well.	-
I can't play the piano	at all.	---

4) Look at the table. Write sentences for Holly and Ruby.

	play the guitar	act	dance	sing
Holly	---	+++	+	++
Ruby	++	+	---	---

Holly/play the guitar

Ruby/play the guitar

Holly can't play the guitar very well.

Ruby can play the guitar well.

- Holly/act
- Ruby/act
- Holly/dance
- Ruby/dance
- Holly/sing
- Ruby/sing

2) Complete the dialogue with can or can't.

- A can you speak French?
 B No, I can't.
 A can you make a cake?
 B Yes, I can, but not very well.
 A can you play a musical instrument?
 B Yes, I can play the piano.

3) Write questions and answers.

	Rob	Kate	Kevin
ride a bike	✓	X	✓
ski	X	✓	X
swim	✓	✓	✓
play football	✓	✓	X

Rob/ride a bike?

1 Kate/ski?

2 Rob and Kevin/ski?

3 Kate/ride a bike?

4 Rob, Kate, and Kevin/swim?

5 Rob/play football?

6 Kevin/play football?

5) What can or can't your friends and family do? Write three sentences.

My dad can ride a bike but he can't...

-
-
-
-
-

GRAMMAR FLASH: ABILITIES*Repasa los gramáticos verbos.***Can you play baseball?**

Yes, I can. I can play baseball very well.

Can they play tennis?

No, they can't. They can't play tennis at all. (cannot)

Can she play volleyball?

Yes, she can. She can play well.

No, she can't. She can't play at all.

A) Complete these conversations.*Completa estas conversaciones.***A:** Can you play rugby?**B:** No, I Can you?**A:** Yes, I play it very well.**A:** Can Susan swim?**B:** Yes, she
She was the swimming champion at high school.**A:** That's great!**A:** you dive?**B:** No, I dive at all.**A:** Well, I dive very well.**A:** Can they drive?**B:** No, they Can you?**A:** Yes, I drive very well. I'm a good driver.**A:** Pete play the guitar?**B:** Yes, he He's a good guitarist.**A:** Oh, I play the guitar at all.**B) Answer these questions about yourself.***Responde estas preguntas acerca de ti.*

Can you play the guitar?

Can you drive?

Can you drive a car?

Can you play soccer?

Can you play basketball?

Can you play tennis?

Can you play chess?

PRESENTE SIMPLE

Usamos este tiempo verbal para hablar de hechos en general y expresar acciones habituales.

AFFIRMATIVE FORM

Personal Pronoun	Verb to be Full form	
I	work	at office.
You		
HE SHE IT	works	
WE YOU THEY	work	

NEGATIVE FORM

Personal pronoun	Full form	Short form	
I	do not	don't	work at office.
You	do not	don't	
HE SHE IT	does not does not does not	doesn't doesn't doesn't	
WE YOU THEY	do not do not do not	don't don't don't	

INTERROGATIVE FORM

auxiliary	Personal pronoun	Verb?
Do	I	work at office?
Do	You	
Does Does Does	He She It	
Do Do Do	We You They	

La S en la tercera persona

La mayoría de los verbos en inglés añaden una -s en la conjugación de la tercera persona del singular (he, she, it) del presente simple.

Por ejemplo:

Lisa **Works** in an office.
 Lisa trabaja en una oficina.
 It **snows** a lot in Winter.
 Nieva mucho en invierno.
 He **lives** in San Diego.
 Él vive en San Diego.

Pero aquellos verbos terminados en **-s, -sh, -ch, -o, -ss, X**.

Por ejemplo: pass passes
 Finish finishes
 Teach teaches

She **passes** in front of the church every day.

Ella pasa frente a la iglesia todos los días.

She usually **finishes** work at 5PM.

Ella termina de trabajar usualmente a las 5PM.

Paul **teaches** French at school.

Paul enseña francés en la escuela.

En los verbos terminados en consonante + y se quita la y y se añade **-es**.

Por ejemplo: study studies
 Try tries

She **studies** very hard for the exams.

Ella estudia muy duro para los exámenes.

ADVERBIOS DE TIEMPO DEL PRESENTE SIMPLE

Usamos estos adverbios para expresar la frecuencia de una acción. Se escriben después del sujeto y antes del verbo.

Ellos son:

- ALWAYS
- USUALLY
- SOMETIMES
- OFTEN
- NEVER

Por ejemplo:

Jamie sometimes plays volleyball.

Jamie juega algunas veces vóley.

Solo en el caso del verbo TO BE el adverbio se escribe después del verbo.

Por ejemplo:

She is usually at home on Sunday.

Ella esta usualmente en casa los domingos.

1) Circle the correct form.

Encierra la forma correcta con un círculo.

A: Tell me about your parents. What {does/do} they do?

B: Well, my father is a dentist, and my mother {work/works} in a boutique.

A: Oh, do {he/she/they} live in New York?

B: No, they {don't/doesn't}. They {live/lives} in San Diego.

A: Do you have any brothers and sisters?

B: Yes, I have one brother and one sister.

My brother {work/works} for Telephone Company.

A: And what {does/do} your sister do?

Does she {go/goes} to school?

B: No, she {doesn't/don't}. She {teaches/teach} in an elementary school.

2) Answer these questions.

Example: Does Ian teach Portuguese? {teach/French}
 No, he doesn't. He teaches French.

a) Does Lily study art? {study/music}

b) Does Mildred drive a bus? {drive/a taxi}

c) Does John work in an office? {work/bank}

d) Does Louise like pop music? {like/rock}

e) Does Steve live in California? {live/Mexico}

Resources Series

Observe and comprehend

Read this dialogue between Juan and his girlfriend, Amalia.

AMALIA: You know, I don't know anything about soccer. Can you help me understand it?

JUAN: Sure. What do you want to know?

AMALIA: Well, to begin with, how many players are there in a team?

JUAN: There are eleven players in each team. The players can kick or head the ball, but they can't touch it with their hands.

AMALIA: Nobody?

JUAN: Only the goalkeeper can touch it!

AMALIA: How long does the game last?

JUAN: Two 45-minute halves. The team that scores the most goals is the winner.

AMALIA: And what happens if there is a tie?

JUAN: Well, there are 30 minutes of extra time. And if there is still a tie, a penalty shootout can decide the winner.

AMALIA: Tell me something. What is a foul?

JUAN: That's easy. Players can tackle an opponent in order to get the ball, but they can't push them or use violence. Touching the ball with the hands is also considered a foul. Fouls can be penalized with a free kick. If a foul is committed in the penalty area near one of the goalposts, the referee can award a penalty kick.

AMALIA: What is that?

JUAN: A player can have a free shot at goal, with only the goalkeeper being allowed to try to block it. Now, if a player commits a more serious offence, the referee can issue a yellow card as a warning, or issue a red card, in which case the player is sent off and cannot be replaced by a substitute.

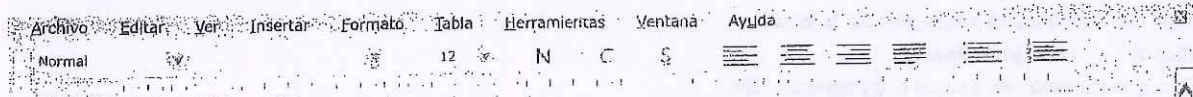
AMALIA: And an offside? What is that?

JUAN: I'll tell you about that one next time! The match is starting now.

Now, we are going to make a glossary with English soccer words. Ask your teacher if you don't know any words in the dialogue.

Soccer glossary

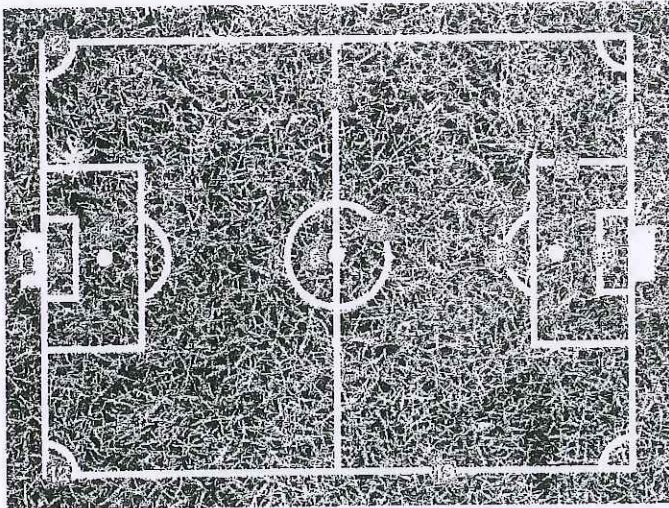
Linguistic resources



1. Choose the correct option to these soccer-related sentences.

- ☐ The coach / couch didn't train the players well, so they lost the game.
- ☐ The team that does / scores more goals wins the game.
- ☐ Kick / jump the ball as far as possible!
- ☐ The judge / referee must watch carefully for infractions.
- ☐ Eleven players from each team take part in a soccer match / field.

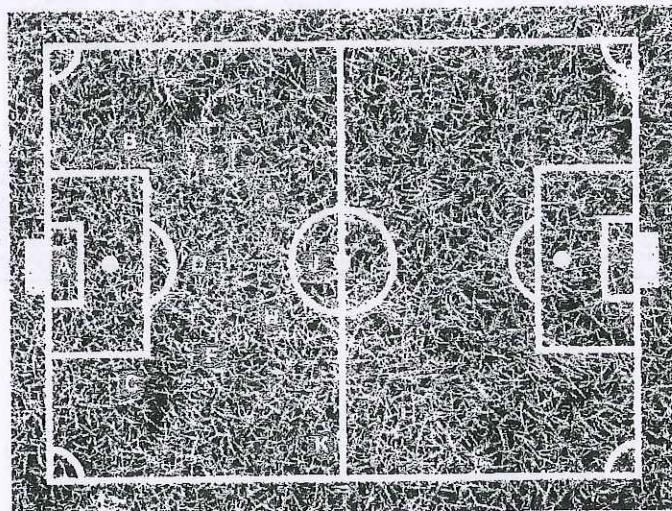
Learn the names of the different parts of a soccer field.



1. GOAL
2. CORNER ARC
3. 6-YARD BOX
4. PENALTY SPOT
5. HALFWAY LINE
6. CENTER SPOT
7. CENTER CIRCLE
8. PENALTY ARC
9. PENALTY LINE
10. 6-YARD LINE
11. GOAL LINE
12. CORNER
13. TOUCH LINE

These are the most common player positions:

- a. GOALKEEPER
- b. LEFT FULLBACK
- c. RIGHT FULLBACK
- d. CENTRE BACK
- e. LEFT BACK
- f. RIGHT BACK
- g. LEFT MIDFIELD
- h. RIGHT MIDFIELD
- i. LEFT FORWARD
- j. CENTER FORWARD
- k. RIGHT FORWARD



DEGREE OF ADJECTIVE

COMPARACION CON ADJETIVOS

En inglés, para la forma comparativa de los adjetivos de una o dos sílabas hay que agregar el sufijo **-er** al adjetivo:

Cheap (barato) cheaper (más barato)

-Aquellos que terminan en e agregan solo la letra r:

Nice (lindo) nicer (más lindo)

-Aquellos que terminan en y sacan la y y agregan **-ier**:

Dirty (sucio) dirtier (más sucio)

-Aquellos que terminan en ciertas consonantes como la t, duplican la consonante final añaden **-er**:

Hot (caliente) hotter (más caliente)

Después de añadir la correcta terminación a los adjetivos en la forma comparativa se debe colocar la palabra **THAN**

Por ejemplo:

Mexico is bigger than Canada. (México es más grande que Canadá)

Argentina is smaller than Brazil (Argentina es más pequeña que Brasil)

!90' +ññ{}

SUPERLATIVE FORM

Para la forma superlativa se agrega el sufijo **-est** a los adjetivos de una o dos sílabas:

Cheap cheapest (el más barato)

-Aquellos adjetivos que terminan en e agregan **-st**:

Nice nicest (el más lindo)

-Aquellos adjetivos que terminan en y, sacan la y y agregan **-iest**:

Dirty dirtiest (el más sucio)

-Aquellos adjetivos que terminan en ciertas consonantes como la t, duplican la consonante final y añaden **-est**:

Hot hottest (el más caliente)

Después de añadir la correcta terminación a los adjetivos en la forma superlativa se debe colocar la palabra **THE** delante de los adjetivos.

Por ejemplo:

The largest animal in the world is the blue whale. (El animal más largo del mundo es la ballena azul)

Los adjetivos de dos o más sílabas son llamados adjetivos largos y se forman de la siguiente manera

LONG ADJECTIVES	COMPARATIVE FORM	SUPERLATIVE FORM
Interesting	More interesting than	The most interesting
Boring	More boring than	The most boring
Expensive	More expensive	The most expensive
Dangerous	More dangerous	The most dangerous
Careful	More careful	The most careful
Important	More important	The most important
Difficult	More difficult	The most difficult

Adjetivos Irregulares

ADJECTIVE	COMPARATIVE	SUPERLATIVE
Good	More better than	The best
Bad	More worse than	The worst
Far	More further than	The furthest

Complete these conversations.

Completa estas conversaciones.

- A: Is Mexico . . . *larger* . . . (large) . . . *than* . . . Canada?
 B: No, it isn't. Canada is . . . (large) and . . . (cold)
 A: Which city is . . . (nice), New York or Chicago?
 B: I think New York is . . . (exciting) . . . Chicago.
 A: Which country is . . . (hot), Brazil or Ecuador?
 B: I think Brazil is . . . You know, it's a tropical country.
 A: Is the Amazon . . . (long) . . . the Nile?
 B: No, I think the Nile is . . . the Amazon.
 A: Which city is . . . (crowded), Rio de Janeiro or Sao Paulo?
 B: I think Sao Paulo is . . . (crowded) . . . Rio de Janeiro.

Give the comparative form of these adjectives.

Da la forma comparativa de estos adjetivos.

- | | |
|-------------|----------|
| a) big | g) large |
| b) busy | h) long |
| c) cool | i) noisy |
| d) dry | j) safe |
| e) friendly | k) warm |
| f) high | l) wet |

COMPLETE THESE FACTS USING THE
SUPERLATIVE FORM OF THE ADJECTIVES.

Completa estos hechos usando la forma
superlativa de los adjetivos.

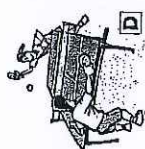
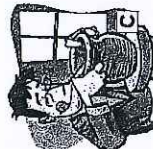
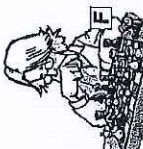
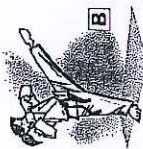
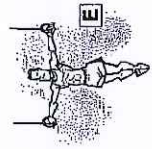
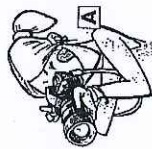
- a) The *largest* animal in the world is the blue whale. (large)
 b) The . . . bird in the world is the hummingbird. (small)
 c) The . . . continent is Asia. (big)
 d) The . . . river is the Nile. (long)
 e) The . . . waterfall is in Venezuela. (high)
 f) The . . . place is the Atacama desert in Chile. (dry)

Vocabulary

Free time activities

Match the activities to the pictures.

- ☐ gymnastics
- ☐ karate
- ☐ athletics
- ☐ photography
- ☐ chess
- ☐ pottery
- ☐ table tennis
- ☐ skateboarding



Play, do or go?

a) Read the rules.

play + ball games and board games
go + activities that end in -ing
do + other activities

b) Now, write the activities in the correct column.

- football
- swimming
- karate
- photography
- pottery
- chess
- table tennis
- basketball
- skiing
- skateboarding
- athletics
- cycling

Play	Go	Do
football...	swimming...	karate...

Describing activities

Classify the expressions: + (positive) and - (negative).

- It's boring. ☐ It's very difficult. ☐
- It's fun. ☐ It's good exercise. ☐
- It's relaxing. ☐ It's interesting. ☐
- It's creative. ☐ It's very expensive. ☐
- It's dangerous. ☐ It's aggressive. ☐
- It's easy. ☐ It's good for self-defence. ☐

Interview a classmate.

Example: A: Do you do karate?

B: No, I don't.

A: Why not?

B: I don't like it. I think it's aggressive.

Write sentences about yourself and your partner.

Example: I play basketball. I like it because it's fun.
David does karate.
He thinks...

Reading



It's a hard life!

Tzu-Lee

People think that teenagers have a lot of free time, but it's not true. We get a lot of homework. But this term, I want to go to an after-school club and do drama or go riding. I think it's important to do different things, not just study, study, study all the time. Teenagers have a hard life.



Jack

I don't have much free time. After school I help my dad. He's a mechanic. I like learning about cars. I haven't got any special hobbies but I like listening to music and making CDs for my friends.

I'm a working mum so I don't have much free time. When I come home I cook the dinner, watch a bit of TV and go to bed. At the weekends I like spending time with my kids. We go bowling or cycling if the weather's nice. I like walking too, but the children always say it's boring!



Jack's mum



Tzu-Lee's neighbours

We have lots of free time and there are many activities for pensioners in our town. On Mondays we play chess. On Tuesdays we go dancing. On Thursdays we go swimming. On Fridays we do gymnastics! We sometimes go on coach trips to different places or visit museums. We're never bored. It's not a bad life!

Read the notes again. Answer the questions.

- Who plays chess?
- Who wants to do an after-school activity?
- Who likes cars?
- Who doesn't like walking?
- Who goes on excursions?
- Who doesn't have much free time?
- Who goes bowling or cycling?

Match the words (1-7) with their meanings (a-g).

- trip
 - pensioner
 - drama
 - hobby
 - town
 - teenager
 - coach
- young person
 - theatre
 - small city
 - excursion
 - free time activity
 - person over 65
 - type of bus

Find all the play, do and go activities in the text.

Read the notes. True or false?

- Tzu-Lee thinks teenagers have a lot of free time. ☐
- She thinks it's a good idea to study all the time. ☐
- Tzu-Lee's neighbours are not very active. ☐
- They have a good life. ☐
- Jack plays sports after school. ☐
- Jack likes music. ☐
- Jack's mum has a job. ☐
- Jack's mum likes doing activities with the family at the weekend. ☐

THE HUMAN BODY

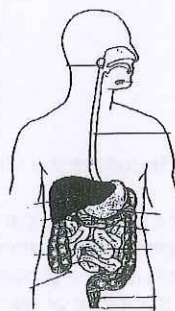


he picture of the human body on poster 1, together with the pictures of the digestive and respiratory systems

on poster 2, will provide you with a quick reference for the names of the parts of the body and the organs of these systems.



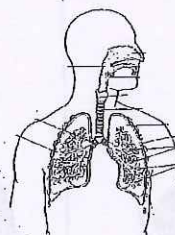
The systems of our body



The systems of our body work in groups to carry out the different tasks that our body needs to function properly.

Our **skeletal** and **muscular** systems -our bones, ligaments and muscles- provide us with support and movement.

Four systems cooperate to provide our



body with energy: the **digestive** system turns food into the fuel we need for energy and into the materials we need to grow and repair our cells; the **respiratory** system supplies oxygen to

release energy from fuel; our **circulatory** system carries the nutrients and oxygen to all the parts of the body; our **urinary** system helps these systems by removing waste materials. Three systems are responsible for the coordination and control of the work of all the cells in our body: the **sensory** system, which reports to our brain all that happens

around us; the **nervous** system with the brain as the main organ, which sends instructions to our muscles, glands and organs; and finally the **endocrine** system

sends instructions to different parts of the body by means of the hormones sent through our bloodstream.

One last system is responsible for the possibility of creating a new life, the **reproductive** system.



You can use the following text to introduce the idea of the different systems that help our body work.

Then you can deal with one of the systems in particular. For this purpose we have included pictures of the digestive, circulatory and respiratory systems. The pictures can be cut out and placed over the picture of the body on poster 1 to give students some idea of what the inside of our bodies is like.

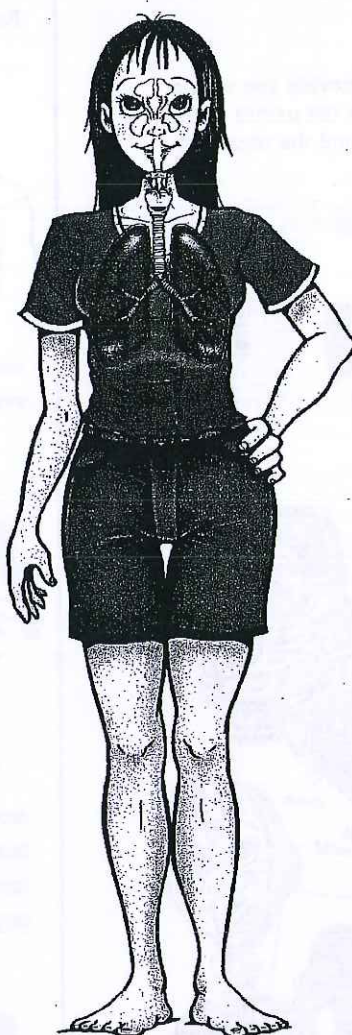


Here is some useful vocabulary:

Digestive system

The parts of our body and organs that are involved in the digestion of the food we eat are our:

- * teeth
- * tongue
- * oesophagus
- * stomach
- * small intestine
- * large intestine
- * liver
- * pancreas



Respiratory system

The parts of our body and organs that supply oxygen to our body and enable it to burn its fuel - the nutrients in the food we eat - are our:

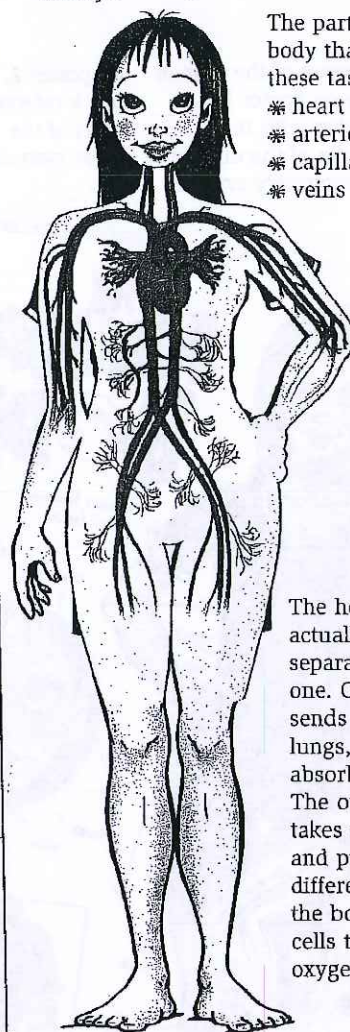
- * trachea (windpipe)
- * lungs
- * bronchi (sing. bronchus)
- * alveoli (sing. alveolus)
- * diaphragm

Circulatory system

The circulatory system is in charge of making blood reach all the parts of the body, transporting materials and regulating its temperature. Blood carries nutrients, oxygen, antibodies and hormones to the cells of our body and takes waste materials - like carbon dioxide - from the cells to the liver, lungs and kidneys.

The parts of our body that perform these tasks are our:

- * heart
- * arteries
- * capillaries
- * veins



The heart is actually two separate pumps in one. One pump sends blood to the lungs, where it absorbs oxygen. The other pump takes this blood and pumps it to the different parts of the body for the cells to use the oxygen.

The blood is pumped at high pressure into the arteries, which divide into narrower tubes called capillaries. Water and dissolved substances pass through the thin capillary walls into the cells. Blood from the capillaries drains into wider tubes, the veins, and returns to the heart at low pressure.

We hope this material can help your students work in cross-curricular projects and activities.

Observe and comprehend

2. Now we are going to read a conversation between a doctor and his/her patient.
- Pay attention to the dialogue as we read the transcription.
 - Then complete the form that follows.

DOCTOR: Good afternoon. Have a seat, please. What's the problem?

PATIENT: I am not feeling very well.

DOCTOR: What symptoms do you have?

PATIENT: I've got a bit of a temperature and I have an earache. Quite severe, I can't sleep at night...

DOCTOR: Ok. Let me see... In both ears?

PATIENT: No, in this one, the left one.

DOCTOR: Ok, I need to look into your ear then. Just a moment... Yes, you have an ear infection.

PATIENT: What's the treatment, doctor?

DOCTOR: I will prescribe you antibiotics, some drops you will have to put into your both ears twice a day for a week to prevent infection in the right ear as well. Just a moment... This is your prescription. If this doesn't work, please come back to me, but you should be fine with this.

PATIENT: May I ask you a question?

DOCTOR: Sure.

PATIENT: I practise swimming. Should I stop for some time?

DOCTOR: Yes, definitely, at least for two weeks. After that, no problem.

PATIENT: Thank you very much, doctor.

DOCTOR: You're welcome.

Illness:

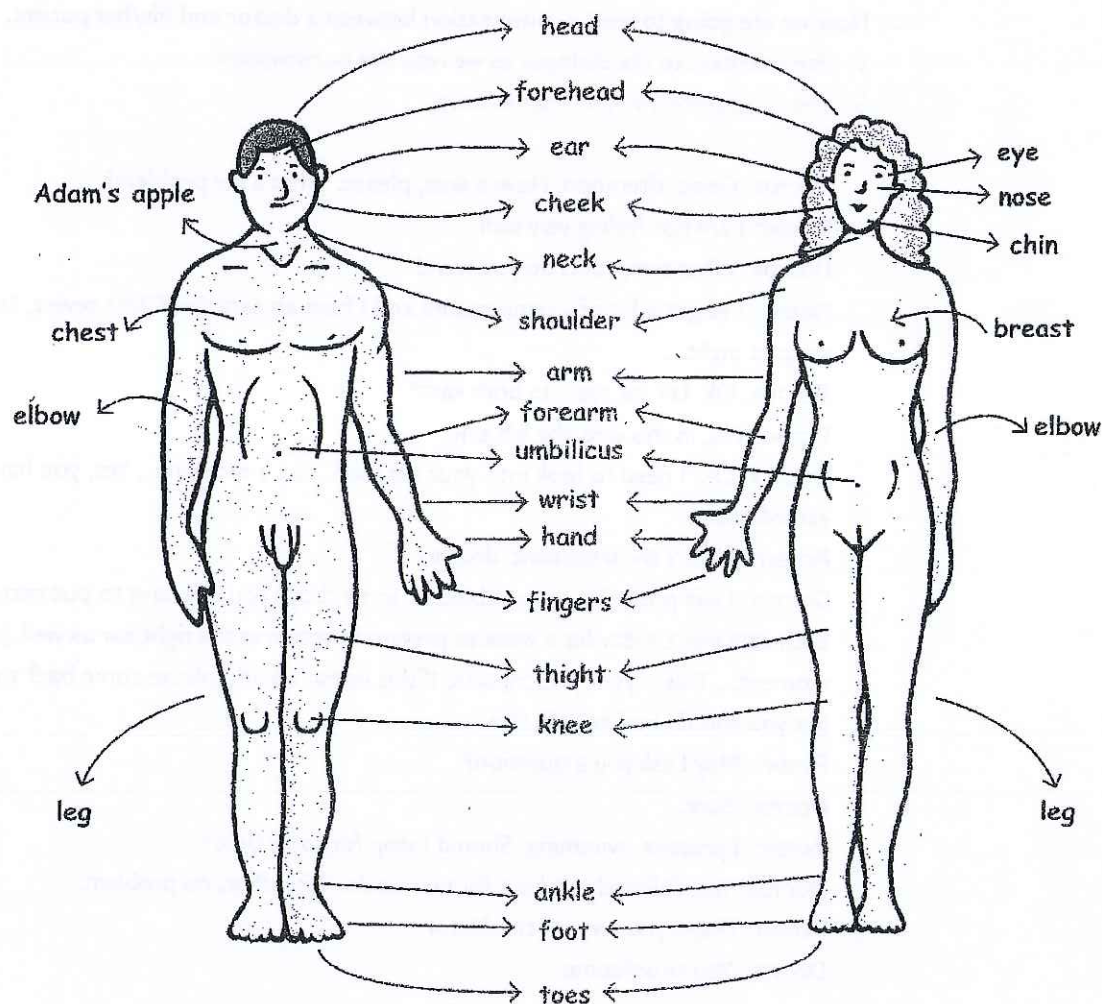
Symptoms:

Treatment:

Other recommendations:

Linguistic resources

3. Let's study the vocabulary related to our body. In order to learn the correct pronunciation, look up the words in an online dictionary and listen to them several times in order to remember the correct pronunciation.



4. Now, let's do the following interactive exercises about body parts and illnesses by clicking in the links below:

- Parts of the body: <http://vest.org/v/a/body.htm>
- Illnesses: <http://vest.org/v/a/vo/illness.html>

Produce and communicate

5. Let's go back to the previous dialogue.

- Read the dialogue again and identify all the words and expressions you don't know. You may ask the teacher about them.
- In pairs, write a dialogue between a doctor and his / her patient using the vocabulary you've learnt. You can use expressions taken from the previous dialogue.
- Record the dialogue you write and listen to it. Correct yourselves and record it again.

PRESENTE CONTINUO

El presente continuo se utiliza para expresar acciones que están en proceso. En este tiempo verbal el verbo to be: am, is, are son usados como auxiliares; y a los verbos principales se le agregan -ing (ando-endo del español).

AFFIRMATIVE FORM

Personal pronoun	Verb to be Full form	Short form
I	am playing	'm
You	are playing	're
HE	is playing	's
SHE	is playing	's
IT	is playing	's
WE	are playing	're
YOU	are playing	're
THEY	are playing	're

NEGATIVE FORM

Personal pronoun	Verb to be Full form	Short form	reading a book.
I	am not	'm not	
You	are not	aren't	
HE	is not	isn't	
SHE	is not	isn't	
IT	is not	isn't	
WE	are not	aren't	
YOU	are not	aren't	
THEY	are not	aren't	

INTERROGATIVE FORM

VERB TO BE	Personal pronoun?	speaking English?
Am	I	
Are	You	
Is	He	
Is	She	
Is	It	
Are	We	
Are	You	
Are	They	

SPELLING VARIATIONS

La mayoría de los verbos en el presente continuo se le añade -ing a la forma base del verbo.

Play + -ing = playing

Walk + -ing = walking

Sin embargo, hay algunos verbos que tienen variaciones. Los verbos terminados en -e; se le saca la -e y se le añade -ing.

Have - having

Los verbos cortos terminados en una vocal + una consonante. Se le duplica la consonante final y se le añade -ing.

Sit - sitting

1 Complete the sentences with the present continuous form of the verbs. Use short forms.

He 's reading (read) a book.

- 1 I _____ (go) to the cinema.
- 2 They _____ (study) French.
- 3 We _____ (do) gymnastics.
- 4 He _____ (wear) brown trainers.
- 5 You _____ (watch) your favourite TV programme.
- 6 It _____ (rain).

2 Write sentences. Use short forms.

Dan/use/the computer.

Dan's using the computer.

- 1 You/write/an email. _____
- 2 I/have/a shower. _____
- 3 My mum/read/a book. _____
- 4 Mark/get up/now. _____
- 5 They/sit/in the garden. _____
- 6 Hannah/dance/in her bedroom. _____

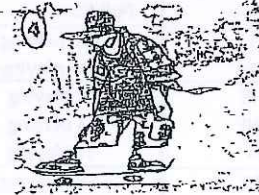
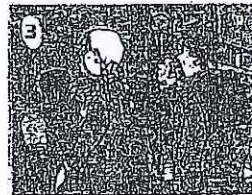
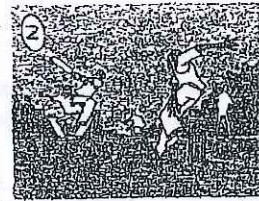
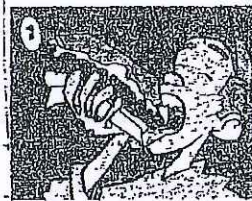
3 Write questions in the present continuous. Then write short answers.

Jane/study? (✓)

Is Jane studying? Yes, she is.

- 1 Mark/watch TV? (✓) _____
- 2 the students/do their homework? (✓) _____
- 3 Dad/have breakfast? (X) _____
- 4 it/rain? (✓) _____
- 5 Paul and Jenny/meet their friends? (X) _____
- 6 the boy/run? (✓) _____

4 Look at the pictures. Write questions and answers.



- 1 What/he/eat? (a hotdog)
What's he eating?
He's eating a hotdog.
- 2 What/they/play? (cricket)

- 3 Where/she/go? (to school)

- 4 What/he/wear? (a T-shirt, a shirt, shorts, and a cap)

5 Rewrite the sentences.

They're doing their homework. (write/an email)

They aren't doing their homework.

They're writing an email.

- 1 We're going to the shops. (go/to the cinema) _____
- 2 She's watching TV. (listen/to her MP3 player) _____
- 3 They're studying maths. (study/history) _____
- 4 I'm reading a book. (have/lunch) _____
- 5 He's doing karate. (play/basketball) _____

Finished?

Think of three people. Write what they are and aren't doing now.

Mum's making lunch. She isn't watching TV.

PRESENT CONTINUOUS

COMPLETE WITH THESE VERBS USING PRESENT CONTINUOUS

EAT-DRINK - STUDY - PLAY(2) - LISTEN - WATCH - COOK - CLEAN - SLEEP

1. Anthony _____ tennis at the moment.
2. _____ Mariela _____ pizza?
3. Kenzo (not) _____ English now.
4. Anna _____ in her bedroom.
5. _____ Jazmin and Toby _____ hamburgers now?
6. _____ you _____ to rock?
7. My granny _____ lemonade.
8. Freddy and Bob (not) _____ horror films now.
9. I _____ the piano in the living room now.
10. Jackson _____ his dirty bedroom now.

PRESENT CONTINUOUS

WHERE IS SHE?

WHAT IS HE DOING?



ALEX



ROBERT



CLARA



MARTIN



LISA



NICOLE



MARK



YAMILA

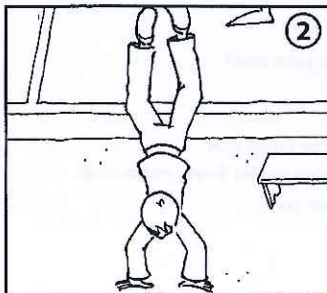
- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____

KEEP-IN-SHAPE SPORTS CENTRE

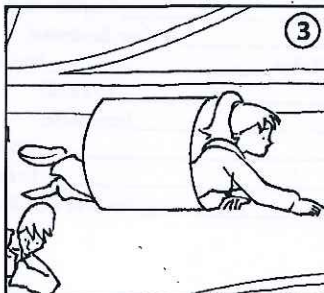
Underline the correct sentence.



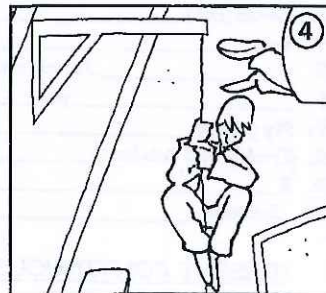
He's exercising his right arm.
He's exercising his left arm.



He's standing on his hands.
He's standing on his feet.



She's going through the cylinder.
She's going over the cylinder.



He's skipping the rope.
He's climbing the rope.

HOW TO PLAY ...

Make sentences about sports combining the right words in the columns.

E.g. To play football kick the ball with your foot.

football basketball tennis baseball hockey golf volleyball table tennis	kick bounce hit	the ball	with a racket with a bat with your hands on the ground with your foot with a club with a stick
--	--	-----------------	---

Answers: To play football kick the ball with your foot / To play basketball bounce the ball on the ground / To play tennis hit the ball with a racket / To play baseball hit the ball with a bat / To play hockey hit the ball with a stick / To play golf hit the ball with a club / To play volleyball hit the ball with your hands / To play table tennis hit the ball with a racket.

KEEP-IN-SHAPE SPORTS CENTRE

On poster 1 you will find different scenes at a sports centre with lots of opportunities to introduce vocabulary related to the and deal with different grammar

an either use the following suggested ideas or design our own.

ve students some clues to find a people in the poster, using al descriptions, clothing colours, is, etc. (for example, pretend to be zson you want them to find, say I e the gymnasium, I am wearing a shift and track suit bottoms, I am g on a bench, etc.)

sk students to find people who ble some well-known athletes - if look closely, they will be able to ly the characters who bear a al likeness to the British and lhan footballers David Beckham and llinho; Emanuel Ginobili, the dme basketball player; the American is player Venus Williams and Marcos horrich, the Argentine volleyball r. As a follow-up, students can look mation about those people.

Mock on verb tenses - like the present inous - and ask, for example: How y people are playing football? / Are z four people playing volleyball? / t is he/she doing?, etc.)

Work on prepositions. Ask students to 1 the actions they can see using ositions of place and movement.

Ask students to imagine what the ple are saying or thinking. They can 1 write different captions and stick n in the corresponding places.

You can also work with the rules of h sport, the equipment needed, etc.

Older students can focus on a certain

match or practice and retell it as if they were sports commentators.

They can design and make a brochure to promote the activities at the sports centre, including activities, timetables, prices, etc.

The following vocabulary may be useful when talking about sports.

We say:

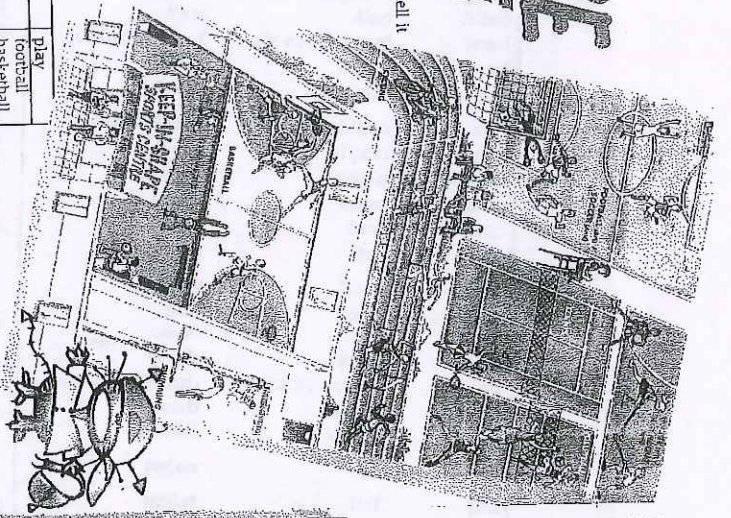
do	go	play
aerobics	cycling	football
athletics	skating	basketball
gymnastics	skiing	tennis
hudo	swimming	golf
karate	diving	baseball
yoga	running	hockey
pilates	fishing	volleyball

You can pass, throw, hit, catch, head, kick, dribble, bat, win, lose, etc. a ball.

These are the places where sports are played: a pitch (for football, rugby, hockey, cricket); a court (basketball, tennis, volleyball, squash, badminton); a course (golf); a pool (swimming, diving); a hall (gymnastics, table tennis); a ring (boxing); slopes (skiing); a track (running, cycling, motor racing)

Some nouns referring to people: athletes, basketball, hockey, rugby, squash, tennis, volleyball, football player (or footballer); cyclist; boxer; diver; golfer; gymnast; racing driver; swimmer; skier; goalkeeper (goalender A.M.E), etc.

Football, boxing, rugby, basketball and hockey have a referee. Tennis, table-tennis, cricket and baseball have an umpire.



exercises include: handstand (to stand on hands), pike (standing, legs together, body bent forward), straddle (standing, both legs out to the side), stretch (standing or on the floor, straight legs, straight arms), bridge (on all fours, arched-back position), split (on the floor, legs at 180 degrees), tuck (legs bent at the hips). We can use the verbs to bend, to stretch, to flex.

How do we express the scores?

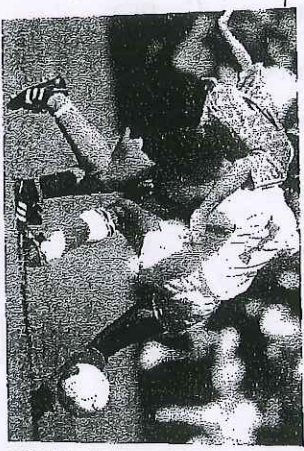
In most games you score goals (e.g. football, rugby, hockey) or points (e.g.

Speaking time! The English and Sports

The English are well known for their drinking, but they are also renowned for being a sports nation. And as London will be hosting the 2012 Olympic Games, the sports spirit will keep rising.

Typical English sports are rugby, soccer, cricket and golf. Also very popular are tennis and hockey.

While you can see hundreds of kids playing the first two on a bright Sunday afternoon in any park, the rest require more specific premises and are often only played in playing fields or sports clubs. Also parks are used for running, skating or simply

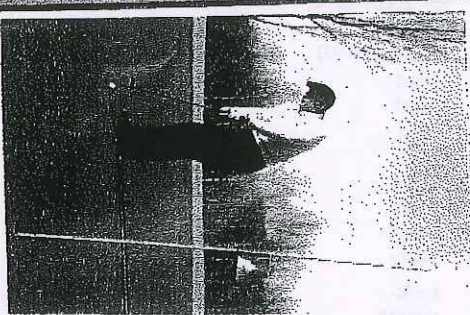


taking a peaceful walk, which is still a gentle way of exercise. A fashionable gadget to wear while carrying out these activities is a pedometer, which counts the number of steps you take, measures your cardiac rate, counts the calories you've burnt and much more!

Cycling and skating have also become a very popular means of transport in the big capitals, where people more and more refuse to pay high fares for slow transportation across traffic jams. This is a very practical action to take, as it will keep you fit and save you money and time. But before you hit the roads you need to make sure you wear appropriate clothing and protective equipment to make sure that your journey is way and back!

Below, a list of interesting sports-related facts:

Young people have stopped using the word "jogging" and prefer to describe the activity as "running". Although "skates" is a general word, it is commonly used to mean "in lines", which is derived from "inline blades".



In tennis, results are read in this way:

- 15-0 (fifteen-love)
- 30-0 (thirty-love)
- 30-30 (thirty-all)
- 40-40 (deuce)
- Advantage to X
- Game / Set to X

Source: O'Dell, Madman, English vocabulary in the (pre-)intermediate & intermediate) CUP, 2000 Oxford Collocations Dictionary for Students of English CUP, 2003 The Oxford Advanced Learner's Dictionary, Oxford University Press, 1995

The phrase "Back the Bid" became very popular during 2004 and 2005 in England, as this is the official slogan used by the government to encourage its people to vote for London to be the host of the 2012 Olympic and Paralympic Games.

Kelly Holmes, the 34-year-old athlete was made Dame after winning both the 800m and 1500m at Athens Olympic Games.

The Olympic and Paralympic games are known, simply, as "The Games".

This is the third time London will host The Games (previous: 1906 and 1948)

You can find all the information you need about the 2012 Games at <http://www.london2012.org/en/>, the official website.

To finish, two worth knowing phrases:

"Golf is the best way to spoil a good walk" - by Winston Churchill

"Rugby is a thugs' game played by gentlemen; soccer is a gentlemen's game played by thugs" - Popular saying



Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was	been	leave	left	left
bear	bore	born(e)	lend	lent	lent
beat	beat	beaten	let	let	let
become	became	become	light	lit	lit
begin	began	begun	lose	lost	lost
bite	bitten	bitten	make	made	made
blow	blew	blown	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burnt (burned)	burnt (burned)	read	read	read
burst	burst	burst	ride	rode	ridden
buy	bought	bought	ring	rang	rung
can	could	(been able to)	rise	rose	risen
catch	caught	caught	run	ran	run
choose	chose	chosen	say	said	said
come	came	come	see	saw	seen
cost	cost	cost	sell	sold	sold
cut	cut	cut	send	sent	sent
deal	dealt	dealt	set	set	set
dig	dug	dug	sew	sewed	sewn
do	did	done	shake	shook	shaken
draw	drew	drawn	shine	shone	shone
dream	dreamt (dreamed)	dreamt (dreamed)	shoot	shot	shot
drink	drank	drunk	show	showed	shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	smelt	smelt (smelled)	smelt (smelled)
fight	fought	fought	speak	spoke	spoken
find	found	found	spell	spelt (spelled)	spelt (spelled)
fly	flew	flown	spend	spent	spent
forbid	forbade	forbidden	stand	stood	stood
forget	forgot	forgotten	steal	stole	stolen
forgive	forgave	forgiven	stick	stuck	stuck
freeze	froze	frozen	sting	stung	stung
get	got	got (gotten)	swear	swore	sworn
give	gave	given	sweep	swept	swept
go	went	gone	swim	swam	swum
grow	grew	grown	take	took	taken
hang	hung (hanged)	hung (hanged)	teach	taught	taught
have	had	had	tear	tore	torn
hear	heard	heard	tell	told	told
hide	hid	hidden	think	thought	thought
hit	hit	hit	throw	threw	thrown
hold	held	held	understand	understood	understood
hurt	hurt	hurt	wake	woke	woken
keep	kept	kept	wear	wore	worn
know	knew	known	win	won	won
lead	led	led	write	wrote	written
learn	learnt (learned)	learnt (learned)			

MODELO DE PARCIAL DE INGLÉS

STUDENT'S NAME:

DATE:

USE OF ENGLISH:

- 1- Read the transactional phrases and make a dialogue. There is more than one alternative.

Go ahead! / Where are you from? / Yes, it is. / What's your name? / Hi! / How do you do? /

No, it isn't, this is the second time. / Do you know Salta? / Formosa, Argentina /

I'm doing great here! / Have a good day! / Enjoy it! / I'm Rodolfo. / Is this your first time in Salta?

/ No, I don't. / The food, the drink and the adventure sports. / I'm spending an awesome time!,
and you? / What do you like from Salta?



A:

B:

.....

.....

.....

.....

.....

.....

.....

B- GRAMMAR:

2- Read the following vocabulary list. Put the words in the correct column.

Lee la siguiente lista de vocabulario. Coloca las palabras en la columna correcta y titula cada clasificación.

boxing / neck / shop assistant / Wednesday / Brazilian / arm / beach volleyball / second / Irish / Saturday
/ finger / yoga / Tuesday / lawyer / fourth / PE teacher / Friday / basketball / Greek / Aerobics / first /
Knee / fifth / third / Monday / teacher / student / English / foot / German

1- BODY PARTS

2- DAYS OF THE WEEK

3- SPORTS

4- JOBS and PROFESSIONS

5- ORDINAL NUMBERS

6- NATIONALITIES

3- Answer the following questions. Responde las siguientes preguntas.

1. What's your name?
2. How old are you?
3. Where do you live? (city)
4. What's your favourite sport?
5. Do you drink 2 liters of water?
6. Is your English teacher blonde?
7. Are there any lockers in this classroom?
8. What time is it?
9. What are you doing right now?
10. Can you do skateboarding in Formosa?
11. How many brothers and sisters have you got?
12. Is there a cinema in front of this Institute?
13. Is there a basketball court in this Institute?

4- Translate these sentences.

- A- Sabella gives final list today.
- B- Leonas win in Hockey World Cup opener.
- C- There are three players who are not included in the team.
- D- Defenders Pablo Zabaleta, Ezequiel Garay, Federico Fernández, Marcos Rojo and José Basanta have a place in the squad.
- E- Independiente gets closer to promotion.

PASADO SIMPLE DEL VERBO TO BE – WAS / WERE

El pasado simple del verbo TO BE se usa para expresar hechos o estados que empezaron y terminaron en el pasado. Su significado en el español es era o estaba. *Am, is = was* *are = were*

AFFIRMATIVE FORM			NEGATIVE FORM			INTERROGATIVE FORM		
I	WAS	IN THE BEACH.	I	WAS NOT	IN THE BEACH	WAS	I	IN THE BEACH?
YOU	WERE		YOU	WERE NOT		WERE	YOU	
HE	WAS		HE	WAS NOT		WAS	HE	
SHE	WAS		SHE	WAS NOT		WAS	SHE	
IT	WAS		IT	WAS NOT		WAS	IT	
WE	WERE		WE	WERE NOT		WERE	WE	
YOU	WERE		YOU	WERE NOT		WERE	YOU	
THEY	WERE		THEY	WERE NOT		WERE	THEY	

PASADO SIMPLE DE VERBOS REGULARES E IRREGULARES

El pasado simple es usado para referirnos a una acción realizada en un momento específico en el pasado. Tienen la particularidad de tener dos tipos de verbos: REGULARES E IRREGULARES

LOS VERBOS REGULARES: un verbo es regular cuando lo formamos agregando -ed a la forma base del verbo.

Por ejemplo:

Live *lived*
Play *played*
Work *worked*

Cuando el verbo termina en consonante + -y (study, try), la terminación cambia a -ied.

Por ejemplo:

Try *tried*
Study *studied*

VERBOS IRREGULARES: son irregulares los verbos que no siguen esta regla. El verbo cambia su forma de escritura y pronunciación.

Have *had*
Go *went*
Eat *ate*

Los adverbios de tiempos del pasado más común y usado son:

• LAST { DAY
WEEK
MONTH
YEAR } example: I worked in the secondary school last year.

• ONE/TWO
THREE { DAY
WEEK
MONTH
YEAR } AGO I lived in Cordoba city two months ago.

• YESTERDAY I played tennis yesterday..

AFFIRMATIVE FORM

Personal Pronoun	Verb to be Full form
I	ate omelets yesterday.
You	worked <i>he</i> at office.
HE	
SHE	
IT	worked
WE	
YOU	
THEY	

NEGATIVE FORM

Personal pronoun	Full form	Short form	
I	did not	didn't	eat omelets yesterday.
You	did not	didn't	work at office.
HE	did not	didn't	
SHE	did not	didn't	
IT	did not	didn't	
WE	did not	didn't	
YOU	did not	didn't	
THEY	did not	didn't	

INTERROGATIVE FORM

auxiliary	Personal pronoun?	Verb ?
Did	I	eat omelet
Did	You	yesterday?
Did	He	<i>he</i> work at office?
Did	She	
Did	It	
Did	We	
Did	You	
Did	They	

Practice

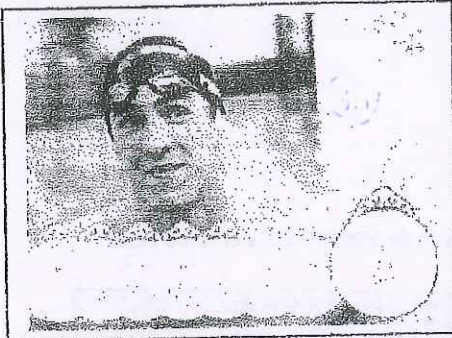
1) Write the *Past simple* of the verbs below.

- eat _____
- drink _____
- have _____
- see _____
- go _____
- spend _____
- buy _____
- write _____

1) Complete the gaps with WAS/WERE.

54

Before her appearance in gymnastics it considered to be a sport of grown up people. Teenage girls not allowed. She changed it all. She also the one who made gymnastics very popular. Olga Korbuto, also known as the Sparrow of Minsk, a Belarusian gymnast. She competed in the 1972 and 1976 Olympics. Four gold medals and two silver medals won by her.



Michael Phelps is a legend. 18 gold and 22 total medal records reached by him in the Olympics history. It a night in which the world of swimming honored its greatest son. Having won his fourth gold medal of this London Olympics, his 18th gold overall and his 22nd medal of any metal, Michael Phelps presented with a special trophy, celebrating his achievement in becoming the most decorated Olympian in history.

● **Averiguá y relacioná**, con una flecha de color, el año con el lugar donde se desarrollaron los Juegos Olímpicos.

Los Ángeles

Londres

Atenas

Pekín

Sydney

2012

2008

1932

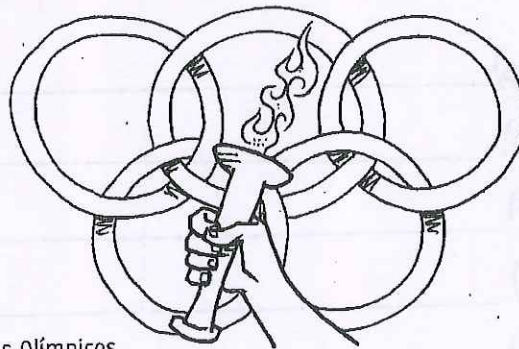
2000

2004

● **Leé** este texto informativo. **Rastrea** más información para poder **agregarle** un párrafo más.

Los Juegos Olímpicos son eventos deportivos multidisciplinarios en donde tienen la posibilidad de participar los mejores deportistas del mundo.

Su símbolo posee cinco anillos que representan los cinco continentes del mundo: África, América, Asia, Europa y Oceanía. Están entrelazados para simbolizar la amistad deportiva de todos los pueblos.



● **Escribí** un listado de los deportes que se desarrollan en los Juegos Olímpicos.

● **Elegí y pintá** uno de estos titulares. Después, **escribí** en tu hoja una noticia. No te olvides de leer noticias sobre los Juegos Olímpicos en diferentes diarios para poder repetir su estructura.

Empiezan hoy los Juegos Olímpicos

Londres, sede de estos Juegos

Londres y sus estadios supermodernos

¡Ganaron la medalla de oro!

Triunfo arrasador del equipo argentino

● **Escribí** los nombres y los deportes que practican deportistas argentinos que ganaron medallas en los Juegos Olímpicos.

FUTURO GOING TO

El tiempo futuro con **going to** se usa más comúnmente en el lenguaje hablado cuando se desea hacer referencia del futuro inmediato, a algo que está por ocurrir.

It's going to rain!

¡Va a llover! (algo que está por ocurrir).

También se emplea para hablar de intenciones o planes para hacer algo.

I'm going to learn English. (Intención)

Voy a aprender inglés.

Se forma con el verbo **TO BE** conjugando para la persona correspondiente, seguido de **GOING TO** y el verbo base.

AFFIRMATIVE FORM		NEGATIVE FORM		INTERROGATIVE FORM	
I	am going to	I am not/ I'm going to		Am	I
YOU	are going to	YOU are/ re going to		Are	YOU
HE		HE			HE
SHE	is going to study English.	SHE is/ 's going to	cleaned the house.	Is	SHE going to buy a house?
IT		IT			IT
WE		WE			WE
YOU	are going	YOU are/ re going to		Are	YOU
THEY		THEY			THEY

Practice

1) Write 6 (six) sentences expressing plans or intentions in the future.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____

FUTURO SIMPLE

El futuro simple se usa para expresar:

- Acciones que se van a desarrollar con certeza en el futuro.
I will play tennis tomorrow. (Jugaré tenis mañana)
- Predicción en el futuro.
It will snow tomorrow. (Nevará mañana)
- Promesas.
"Every Argentinian will have a job in this blessed country" (todo Argentino tendrá un puesto de trabajo en este bendito país).
- Ofrecimientos.
I will stay with you all night if you really need it. (Me quedará contigo toda la noche si realmente lo necesitas.)

Suele utilizarse el auxiliar **shall** (o su contracción **'ll**) para el futuro de la primera persona del singular y del plural.
We shall go to the movies = we will go to the movies (nosotros iremos al cine).

EXPRESIONES USADAS EN EL FUTURO SIMPLE

TOMORROW – THE DAY AFTER TOMORROW – IN 2015 – NEXT MONDAY /WEEK/MONTH/YEAR.

AFFIRMATIVE FORM			NEGATIVE FORM			INTERROGATIVE FORM		
I	will/'ll		I	will not/won't		will	I	
YOU	will		YOU	will not/won't		will	YOU	
HE	will		HE	will not/won't		will	HE	
SHE	will	study English.	SHE	will not/won't	clean the house.	will	SHE	buy a house?
IT	will		IT	will not/won't		will	IT	
WE	will/'ll		WE	will not/won't		will	WE	
YOU	will		YOU	will not/won't		will	YOU	
THEY	will		THEY	will not/won't		will	THEY	

Complete the following sentences with **will** or **won't**.

Completa las siguientes oraciones con **will** o **won't**.

- 1) If you don't listen to the teacher, you understand the lesson.
- 2) I probably go to the gym tomorrow. I need some exercise.
- 3) Sue come to the party. She must get up early tomorrow.
- 4) I'm sorry I forgot the homework at home. It happen again, I promise.
- 5) I think I buy some take-away food. I don't feel like cooking tonight.
- 6) She probably go to live abroad. She wants to live in a foreign country.
- 7) A: they get married soon?
B: No, they They probably marry next year.
- 8) It's my birthday next Sunday. I be 32.
- 9) You go out tonight! You have to do your homework first!
- 10) I think I stay in a hotel. I go to a camp site instead.

Choose the right option in the sentences below.

Elige la opción correcta en las oraciones que siguen.

- 1) I'll go / I'm going to the movies tonight. I have tickets for the premiere.
- 2) Maybe, she [will visit / is going to visit] her parents. She hasn't decided yet.
- 3) Sue [will leave / is going to leave] for Europe tomorrow night.
- 4) Do you think Jim [will win / is going to win] the competition?
- 5) I [will study / am going to study] right now. I have a difficult exam tomorrow.
- 6) She [will probably buy / is going to buy] the present tomorrow, if she has enough time.
- 7) [They will invite / are going to invite] many people to their party. They want to have a big celebration.
- 8) Tomorrow is the final of the Super Bowl. Everybody [will watch / is going to watch] the game on TV.