



# Institución Educativa San Francisco de Asís

DANE: 105001002780 NIT: 811.034.828-1

Calle 56 # 16 - 18 Teléfono: 269 05 20

Villatina - Medellín

## GUIA DE RECUPERACIÓN PARA ESTUDIANTES

### GRADO: DÉCIMO

AREA: Inglés	ESTUDIANTE:
DOCENTE: Camilo Andrés Díaz Pulido	FECHA DE PRESENTACIÓN:

**SECUENCIA:** Las actividades propuestas en esta guía de refuerzo están diseñadas para fortalecer los procesos formativos y el desarrollo de competencias, en coherencia con el plan de área de inglés. Esta propuesta se enfoca en la comprensión y aplicación de información básica, que servirá como fundamento para la evaluación de competencias teniendo en cuenta las dificultades presentadas a lo largo del año lectivo. Estas actividades también se integrarán en la estructura pedagógica de proyectos establecida a inicios de año. Para lograr estos objetivos, se han diseñado tres (3) actividades específicas para cada uno de los seis (6) campos conceptuales definidos.

**OBJETIVO DE GRADO:** Explain properly texts that express your preferences, decisions and actions.

**COMPETENCIAS A DESARROLLAR:** Las competencias a desarrollar en el proceso se fundamentan desde lo lingüístico, pragmático y sociolingüístico, como se muestra a continuación:

SABER		HABILIDADES
Competencia lingüística.	COGNITIVO	Distinguishes expressions related to: cause/effect, summary, clarification, etc. And structures of present, past and future tense and perfect tense.
	PROCEDIMENTAL	Prepares written texts on recommendations on subjects of academic interest.
	ACTITUDINAL	Recognizes the importance of language in conflict resolution.
Competencia pragmática.	COGNITIVO	Recognizes general and specific information in narrative and descriptive oral and written texts related to subjects of academic interest.
	PROCEDIMENTAL	Makes an oral presentation on subjects of academic interest.
	ACTITUDINAL	Assumes a critical position regarding academic and social subjects of interest.
Competencia sociolingüística.	COGNITIVO	Differentiates the structures of real and unreal conditionals.
	PROCEDIMENTAL	Exchanges opinions in a round table on subjects of academic interest.
	ACTITUDINAL	Appreciates cultural contributions of his community and other communities.

**ORIENTACIÓN INICIAL:** Las actividades presentadas en esta guía de refuerzo tienen una estructura clara de conceptualización para facilitar la comprensión de los conceptos y permitir que los estudiantes completen las tareas propuestas. Se recomienda que los estudiantes utilicen los recursos digitales previamente explicados en clase (plataformas como Duolingo, Slang, YouTube, y Learn English British Council).

El proceso de recuperación consta de tres fases:

- Desarrollo completo de la guía:** Cada actividad debe ser realizada íntegramente por el estudiante y transcrita **COMPLETAMENTE** a mano, en hojas blancas de tamaño oficio. Las actividades deben entregarse organizadas en una carpeta de cartón identificada como “portafolio de inglés” (no se aceptarán hojas sueltas) y debidamente marcada.
- Elaboración de un microproyecto:** Consiste en diseñar y presentar una campaña de sensibilización sobre alguna de las problemáticas que el estudiante observa de la escuela actual. El proyecto debe incluir materiales de apoyo (afiches, folletos, videos, discursos, etc.) para enriquecer la presentación.



# Institución Educativa San Francisco de Asís

DANE: 105001002780 NIT: 811.034.828-1

Calle 56 # 16 - 18 Teléfono: 269 05 20

Villatina - Medellín

3. **Cronograma de presentación oral del microproyecto:** Las fechas de entrega se establecen en el cronograma de recuperación de la institución. Es responsabilidad del estudiante estar atento a estas fechas y coordinar con el docente la presentación de los trabajos.

Este proceso de recuperación evaluará las competencias cognitivas, procedimentales y actitudinales, en línea con el proyecto pedagógico transversal. Para cualquier duda, el único canal de contacto será el correo electrónico **camilo.diaz@iesanfranciscocodeasis.edu.co**, atendido de 6:00 a.m. a 12:00 m.

**HABILIDADES A DESARROLLAR:** A lo largo del proceso de recuperación académica se busca que los estudiantes desarrollen ciertas habilidades que se hacen explícitas en el punto “*competencias a desarrollar*”.

## DESARROLLO DE LAS SESIONES DE REFUERZO

### TOPIC 1: ENGLISH PARTS OF SPEECH - REVIEW

Revise el siguiente link: PARTES DE UNA ORACIÓN EN INGLES, en [https://www.youtube.com/watch?v=v9fCKTwyTJA&feature=emb\\_title](https://www.youtube.com/watch?v=v9fCKTwyTJA&feature=emb_title) y PARTS OF A SENTENCE, en <https://www.youtube.com/watch?v=RSsE8rcEEEn0>. De acuerdo a lo anterior, ¿Consideras que existen diferencias en la construcción de oraciones en español y en inglés? ¿por qué?

Analice la siguiente información:

#### PART OF SPEECH

La gramática tradicional clasifica todas las palabras del inglés dentro de 8 categorías distintas con el fin de estudiarlas. A esta clasificación se le conoce como las partes de la oración, en inglés, *parts of speech*.

Cada palabra forma parte de al menos una “*part of speech*”. La misma palabra puede pertenecer a más de una categoría en función del lugar que ocupe en la oración. Por ejemplo: en *he ran fast*, **fast** es un adverbio y en *he is a fast runner*, **fast** es un adjetivo. En este caso haremos énfasis en cinco inicialmente:

part of speech	function or "job"	example words	example sentences
<u>Verb</u>	action or state	(to) be, have, do, like, work, sing, can, must	My dog <u>is</u> a collie. I <u>like</u> to play fetch with her.
<u>Noun</u>	thing or person	pen, dog, work, music, town, London, teacher, John	This is my <u>dog</u> . He lives in my <u>house</u> . We live in <u>London</u> .
<u>Adjective</u>	describes a noun	a/an, the, 69, some, good, big, red, well, interesting	My dog is <u>big</u> . I like <u>big</u> dogs.
<u>Adverb</u>	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	My dog eats <u>quickly</u> . When he is <u>very</u> hungry, he eats really <u>quickly</u> .
<u>Pronoun</u>	replaces a noun	I, you, he, she, some	Tara is Indian. <u>She</u> is beautiful.



# Institución Educativa San Francisco de Asís

DANE: 105001002780 NIT: 811.034.828-1

Calle 56 # 16 - 18 Teléfono: 269 05 20

Villatina - Medellín

## ACTIVITY No. 1

- Objective: Distinguishes expressions related to: cause/effect, summary, clarification, etc. And structures of present, past and future tense and perfect tense.
- Structure: a) Complete the following tables according to the category or "part of speech". It is advisable to use a DICTIONARY to carry out the activity:

### Some examples of NOUNS

● alligator	● egg	● insect	● _____
● boy	● farm	● kitchen	● _____
● box	● fire	● _____	● _____
● car	● game	● _____	● _____
● dog	● house	● _____	● _____

### Some examples of ADJECTIVES

● angry	● dangerous	● happy	● _____
● bad	● expensive	● interesting	● _____
● beautiful	● friendly	● _____	● _____
● big	● good	● _____	● _____
● cold	● great	● _____	● _____

### Some examples of VERBS

● ask	● drink	● kill	● _____
● bring	● eat	● move	● _____
● buy	● find	● _____	● _____
● cry	● go	● _____	● _____
● do	● hold	● _____	● _____

### Some examples of ADVERBS

● angrily	● excitedly	● loudly	● _____
● badly	● fast	● patiently	● _____
● bad	● happily	● _____	● _____
● bravely	● kindly	● _____	● _____
● carefully	● lazily	● _____	● _____



# Institución Educativa San Francisco de Asís

DANE: 105001002780 NIT: 811.034.828-1

Calle 56 # 16 - 18 Teléfono: 269 05 20

Villatina - Medellín

b) Choose the option that best describes the category or “part of speech” of each of the following sentences:

1. I always go to the **park** on the weekends.  
a) noun  
b) verb  
c) adjective
2. On **cold** winter days, I love to have a cup of hot chocolate.  
a) adverb  
b) adjective  
c) verb
3. How many hot dogs did your friend **eat** yesterday?  
a) verb  
b) noun  
c) adverb
4. Roger Bannister finished the mile race very **quickly** in 1954.  
a) verb  
b) adjective  
c) adverb
5. Her **father** flies to many countries in the world because he is a pilot.  
a) verb  
b) noun  
c) adjective
6. My sister is very **smart**. She got an A+ on all of her tests!  
a) verb  
b) adverb  
c) adjective
7. Western Australia is the largest **state** in Australia.  
a) verb  
b) adjective  
c) noun
8. July is my **favorite** month of the year.  
a) adjective  
b) verb  
c) noun
9. Stewart can speak Arabic very **well** because he lived in Egypt for a year.  
a) verb  
b) adjective  
c) adverb
10. I don't think it was a difficult test. In fact, I think it was quite **easy**.  
a) adverb  
b) verb  
c) adjective
11. Dinosaurs were very large, and they lived millions of **years** ago.  
a) noun  
b) verb  
c) adjective
12. Those flowers are very **beautiful**. How much do they cost?  
a) adjective  
b) verb  
c) noun

## ORAL ACTIVITY “A HAND FOR THE EDUCATION”

c) According to the previously topic chose about the most common school problems, prepare one brief paragraph about what solution you consider is the best way to solve it. Remember to add at list three (3) main arguments and its supporting ideas. The assessment rubric is the same as we have been working with: TOTAL 5 POINTS: ONE BY EACH DESCRIPTOR: 1- intonation, 1- pronunciation, 1- accuracy, 1- quality- preparation, 1- creativity.

TOPIC: \_\_\_\_\_

PERSONAL OPINION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Institución Educativa San Francisco de Asís

DANE: 105001002780 NIT: 811.034.828-1

Calle 56 # 16 - 18 Teléfono: 269 05 20

Villatina - Medellín

## TOPIC 2: ADVERBS OF FREQUENCY - REVIEW

Revise el siguiente link: ADVERBIOS DE FRECUENCIA EN PRESENTE SIMPLE, en <https://www.youtube.com/watch?v=4hYDegrcMps>. De acuerdo a lo anterior, ¿Con que frecuencia haces algunos de tus hobbies favoritos?

Analice la siguiente información:

### ADVERBS OF FREQUENCY

Adverbs that change or qualify the meaning of a sentence by telling us how often or how frequently something happens are defined as adverbs of frequency.

An adverb of frequency is exactly what it sounds like – an adverb of time. Adverbs of frequency always describe how often something occurs, either in definite or indefinite terms. An adverb that describes definite frequency is one such as weekly, daily, or yearly. An adverb describing indefinite frequency doesn't specify an exact time frame; examples are sometimes, often, and rarely.

• always	100%	• I <b>always</b> watch TV at night.
• almost always	95%	• She <b>almost always</b> eats breakfast.
• usually	75%	• Mike <b>usually</b> gets up late.
• often	50%	• I <b>often</b> exercise in the morning.
• sometimes	25%	• They <b>sometimes</b> go to Starbucks.
• seldom	5%	• I <b>seldom</b> see him.
• rarely	5%	• I <b>rarely</b> see him.
• hardly ever	5%	• I <b>hardly ever</b> see him.
• never	0%	• We <b>never</b> come to class late.





# Institución Educativa San Francisco de Asís

DANE: 105001002780 NIT: 811.034.828-1

Calle 56 # 16 - 18 Teléfono: 269 05 20

Villatina - Medellín

## ACTIVITY No. 2

- 1) Objective: Recognizes general and specific information in narrative and descriptive oral and written texts related to subjects of academic interest.
- 2) Structure: a) Complete the next 16 sentences by using the frequency adverb that better fits into each one.
  1. **I seldom visit my relatives, so I ... see my uncle John.**
    - a) usually
    - b) almost never
    - c) almost always
  2. **I'm never late for our English class. I'm ... on time.**
    - a) often
    - b) usually
    - c) always
  3. **James goes to the beach only once a year. He ... goes to the beach.**
    - a) almost never
    - b) never
    - c) sometimes
  4. **My sister often ... a book in the evenings.**
    - a) reads
    - b) read
    - c) is reading
  5. **I ... eat junk food because I know it's not very healthy.**
    - a) always
    - b) sometimes
    - c) seldom
  6. **... we go to the gym to exercise, maybe two or three days a week.**
    - a) Rarely
    - b) Sometimes
    - c) Always
  7. **I ... watch cartoons because I hate them. News shows are much better.**
    - a) almost always
    - b) sometimes
    - c) never
  8. **They always ... to bed early because they always get up early.**
    - a) go
    - b) will go
    - c) goes
  9. **I went to a restaurant last week, but I ... eat at home.**
    - a) usually
    - b) seldom
    - c) always
  10. **She doesn't ... finish work early because she is often busy.**
    - a) never
    - b) usually
    - c) always
  11. **It ... snows where I live, so I never make a snowman.**
    - a) sometimes
    - b) never
    - c) always
  12. **We visit our grandparents three or four times ....**
    - a) the month
    - b) month
    - c) a month
  13. **He almost never sees a doctor because he is ... sick.**
    - a) almost always
    - b) usually
    - c) seldom
  14. **Do you ... travel to other countries on your summer holiday?**
    - a) ever
    - b) never
    - c) how often
  15. **I ... study very hard, so I usually get high grades in school.**
    - a) always
    - b) rarely
    - c) almost never
  16. **He's never angry. He ... has a smile on his face.**
    - a) never
    - b) always
    - c) seldom



# Institución Educativa San Francisco de Asís

DANE: 105001002780 NIT: 811.034.828-1

Calle 56 # 16 - 18 Teléfono: 269 05 20

Villatina - Medellín

b) Fill in the blanks the frequency adverb that better fits into each one (some of them can be re write).

1. My brother is never sad. He's always happy.
2. I was late for work only one time last year. I'm \_\_\_\_\_ late.
3. Mary failed only one test in high school. She \_\_\_\_\_ passed her tests.
4. I always remember to do my homework. I \_\_\_\_\_ forget to do it.
5. Steven seldom goes to a cinema. He \_\_\_\_\_ sees movies.
6. Judy saw a doctor for the first time in three years. She \_\_\_\_\_ gets sick.
7. I get up at five o'clock seven days a week. I \_\_\_\_\_ get up early.
8. It's always hot and sunny where I live. That's why I \_\_\_\_\_ see snow.
9. A: Do you ever drink coffee? B: Yes, but only \_\_\_\_\_, not often. Just a few times a week.
10. My sister almost never eats burgers and fries. She \_\_\_\_\_ eats healthy foods.
11. I \_\_\_\_\_ take a bus to class, maybe three or four days a week.
12. A: Do you ever watch action movies? B: No, never. Well, I watched an action movie a few years ago, so I guess should say \_\_\_\_\_.

## TOPIC 3: PAST, PRESENT AND FUTURE SIMPLE - REVIEW

Revise el siguiente link: PRESENT, PAST AND FUTURE TENSE, en <https://www.youtube.com/watch?v=A2Nf5xuC8PE>, y MASTER ALL TENSES IN 30 MINUTES: VERB TENSES CHART WITH USEFUL RULES & EXAMPLES, en [https://www.youtube.com/watch?v=PQG\\_gYFePD4](https://www.youtube.com/watch?v=PQG_gYFePD4) De acuerdo a lo anterior, ¿Qué diferencias encuentras en los tres tiempos del modo simple?

Analice la siguiente información:

### *WHAT IS THE SIMPLE TENSE? PAST, PRESENT, AND FUTURE TENSES IN ENGLISH*

Simple tenses in English are used to make basic statements about habits, events that happened, or what will happen in the future.

Look at the table below:



# Institución Educativa San Francisco de Asís

DANE: 105001002780 NIT: 811.034.828-1

Calle 56 # 16 - 18 Teléfono: 269 05 20

Villatina - Medellín

	<b>PRESENT SIMPLE</b>	<b>PAST SIMPLE</b>	<b>FUTURE SIMPLE</b>
<b>USES</b>	<ul style="list-style-type: none"> <li>- Scheduled events (even if those events are in the future)</li> <li>- To express daily routines and habits.</li> </ul>	<ul style="list-style-type: none"> <li>- To express something that happened at a past point in time</li> <li>- Remember to always use a past time expression, or a clear contextual clue when using the past simple.</li> </ul>	<ul style="list-style-type: none"> <li>- To make future predictions and promises.</li> <li>- Often the precise moment the action will occur is unknown or not defined.</li> <li>- The future simple is also used to react to situations that happen at the moment.</li> </ul>
<b>TIME EXPRESSIONS</b>	Always, usually, sometimes, etc. Every day, On Sundays, Tuesdays, etc.	Ago, In + year/month Yesterday Last week/month/year	Soon Next month/year/week Positive
<b>STRUCTURE: Positive</b>	Subject + present tense + object(s) + time expression	Subject + past tense + object(s) + time expression	Subject + will + verb + object(s) + time expression
<b>EXAMPLES:</b>	<ul style="list-style-type: none"> <li>- Frank usually takes a bus to work.</li> <li>- I cook dinner on Fridays and Saturdays.</li> <li>- They play golf on weekends.</li> </ul>	<ul style="list-style-type: none"> <li>- I went to the doctor's yesterday.</li> <li>- She bought a new car last week.</li> <li>- They played tennis when they were in high school.</li> </ul>	<ul style="list-style-type: none"> <li>- The government will increase taxes soon.</li> <li>- She will give a presentation next week.</li> <li>- They will pay for the course in three weeks.</li> </ul>
<b>STRUCTURE: Negative</b>	Subject + do/does + not (don't/doesn't) + verb + object(s) + time expression	Subject + did + not (didn't) + verb + object(s) + time expression	Subject + will not (won't) + verb + object(s) + time expression
<b>EXAMPLES:</b>	<ul style="list-style-type: none"> <li>- They don't often go to Chicago.</li> <li>- He doesn't drive to work.</li> <li>- You don't usually get up so early.</li> </ul>	<ul style="list-style-type: none"> <li>- They didn't join us for dinner last week.</li> <li>- He didn't attend the meeting.</li> <li>- I didn't finish the report two weeks ago.</li> </ul>	<ul style="list-style-type: none"> <li>- She won't help us much with the project.</li> <li>- I won't help him with that problem.</li> <li>- We won't buy that car.</li> </ul>
<b>STRUCTURE: Question</b>	(Question Word) + do/does + subject + verb + object(s) + time expression	(Question Word) + did + subject + verb + object(s) + time expression	(Question Word) + will + subject + verb + object(s) + time expression
<b>EXAMPLES:</b>	<ul style="list-style-type: none"> <li>- How often do you play golf?</li> <li>- When does she leave for work?</li> <li>- Do they understand English?</li> </ul>	<ul style="list-style-type: none"> <li>- When did you buy that fridge?</li> <li>- How often did you drive to Los Angeles?</li> <li>- Did they study for the test yesterday?</li> </ul>	<ul style="list-style-type: none"> <li>- Why will they reduce taxes?</li> <li>- When will this film end?</li> <li>- Where will he stay next week?</li> </ul>



To resume:

# The Tenses

Examples all given with the verb 'to do' and the pronoun 'I'.

Past	Present	Future
Simple	Simple	Simple
'I did.'	'I do.'	'I will do'

### ACTIVITY NO. 3

- Objective: Distinguishes expressions related to: cause/effect, summary, clarification, etc. And structures of present, past and future tense and perfect tense.
- Structure: a) Choose one option to complete the following with the correct tense.

1. I _____ the film I saw yesterday. a. like b. will like c. liked	2. He _____ his family next weekend. a. saw b. sees c. will see	3. They _____ the marathon last week. a. run b. will run c. ran
4. She _____ a tasty Italian meal for last weeks dinner party. a. cooks b. cooked c. will cook	5. I _____ three dogs and two parrots as pets when I was young. a. will have b. had c. have	6. I _____ the family who live next door. a. knew b. will know c. know

- b) Draw a circle around the action verb in each sentence. On the line, tell whether the verb is past tense, present tense, or future tense.

examples:

Daniel played baseball yesterday.      past tense

He plays baseball everyday.      present tense

We will go to Daniel's baseball game.      future tense





# Institución Educativa San Francisco de Asís

DANE: 105001002780 NIT: 811.034.828-1

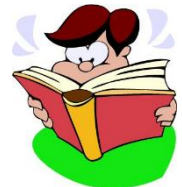
Calle 56 # 16 - 18 Teléfono: 269 05 20

Villatina - Medellín

1. Daniel will choose a baseball bat. \_\_\_\_\_
2. He steps up to the plate. \_\_\_\_\_
3. The pitcher tossed the ball. \_\_\_\_\_
4. Daniel will swing hard. \_\_\_\_\_
5. The ball struck the bat. \_\_\_\_\_
6. The ball flies through the air. \_\_\_\_\_
7. It landed over the fence. \_\_\_\_\_
8. Daniel will run around the bases. \_\_\_\_\_
9. The crowd screams loudly. \_\_\_\_\_
10. He will slide into home plate. \_\_\_\_\_
11. Daniel's teammates cheered. \_\_\_\_\_
12. Daniel smiled proudly. \_\_\_\_\_

c) Put the verbs into right tenses:

1. She \_\_\_\_\_ ( come ) to see me tomorrow.
2. My friends \_\_\_\_\_ ( visit ) me last night but I \_\_\_\_\_ (not be ) at home.
3. Where is Diana? What \_\_\_\_\_ she \_\_\_\_\_ (do) ?
4. They \_\_\_\_\_ ( travel ) to France every summer.
5. How \_\_\_\_\_ Mary usually \_\_\_\_\_ (go) to work ?
6. Peter \_\_\_\_\_ ( not watch ) TV now. He \_\_\_\_\_ (study ) in his room.
7. \_\_\_\_\_ you \_\_\_\_\_ (find) my bag last night?
8. Yes, I \_\_\_\_\_ ( find) it in front of the house.
9. You \_\_\_\_\_ ( buy ) that house next year.
10. She always \_\_\_\_\_ ( drink ) a lot of tea.



d) Make questions using right tenses:

1. They were in the kitchen. Where \_\_\_\_\_ ?
2. She worked in the USA. Where \_\_\_\_\_ ?
3. He discovered Australia in the 18th century. When \_\_\_\_\_ ?
4. Chaplin got two Oscars. What \_\_\_\_\_ ?
5. They heard a scream. What \_\_\_\_\_ ?



# Institución Educativa San Francisco de Asís

DANE: 105001002780 NIT: 811.034.828-1

Calle 56 # 16 - 18 Teléfono: 269 05 20

Villatina - Medellín

6. She goes for a walk every day. When \_\_\_\_\_?
7. They love playing tennis. What \_\_\_\_\_?
8. Ana is looking for her shoes now. What \_\_\_\_\_?
9. They are practicing the piano there. Where \_\_\_\_\_?
10. They will destroy the planet soon. What \_\_\_\_\_?

## TOPIC 4: CONDITIONALS (ZERO, FIRST & SECOND) - REVIEW

Revise el siguiente link: LA FORMA MÁS FÁCIL DE APRENDER CONDITIONALS, en <https://www.youtube.com/watch?v=RxixXz8Ztjo>, y LOS CONDICIONALES EN INGLÉS, en <https://www.youtube.com/watch?v=OyxF4grou0Y>. De acuerdo a lo anterior, ¿Qué diferencias encuentras en el uso, en los tres condicionales? ¿Qué usos en la cotidianidad pueden tener los tres condicionales?









Analice la siguiente información:

### CONDITIONALS (ZERO, FIRST & SECOND)

- ❖ The zero conditional is used when the result will always happen. So, if water reaches 100 degrees, it always boils. It's a fact. I'm talking in general, not about one particular situation. The result of the 'if clause' is always the main clause.
- ❖ The first conditional is used to talk about things which might happen in the future. Of course, we can't know what will happen in the future, but this describes possible things, which could easily come true. The first conditional describes a *particular situation*, whereas the zero conditional describes what happens *in general*.
- ❖ The second conditional uses the past simple after 'if', then 'would' and the infinitive. It has two uses. First, we can use it to talk about things in the future that are probably not going to be true. Maybe I'm imagining some dream for example. Second, we can use it to talk about something in the present which is impossible, because it's not true. Is that clear? This kind of conditional sentence is different from the first conditional because this is a lot more unlikely. For example, (second conditional): If I had enough money I would buy a house with twenty bedrooms and a swimming pool (I'm probably not going to have this much money, it's just a dream, not very real).

CONDITIONAL	ZERO	FIRST	SECOND
USES	General truths and general habits	Possible or likely things in the future	Impossible things in the present / unlikely things in the future
STRUCTURE	If + present simple, present simple	If + present simple, will + infinitive	If + past simple, would + infinitive
EXAMPLE	If you add two and two, you get four.	If it rains later, we'll stay at home.	If I won the lottery, I would sail round the world.

- Objective: Differentiates the structures of real and unreal conditionals.
- Structure: a) Write the sentence with the zero conditional.

(I / wake up late / I / be late for school)		(people / eat / too many sweets / they / get fat)	
-		-	
(my husband / cook / he / burn the food)		(I / feel good the next day / I / go to bed early)	
-		-	
(you / mix water and electricity / you / get a shock)		(she / buy expensive clothes / she / go shopping)	
-		-	
(I / cycle to work / the weather / be fine)		(I / study hard / I / pass my exams)	
-		-	

b) Make five sentences using the first conditional:

Ex: If I work hard, I will get a promotion \_\_\_\_\_.

- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.

c) Complete the second conditional questions with the verbs in brackets. Then answer the question:

1. What age \_\_\_\_\_ (you / be) if you \_\_\_\_\_ (can) be any age right now?

\_\_\_\_\_

2. If you \_\_\_\_\_ (be) an animal, what animal \_\_\_\_\_ (you / be)?

\_\_\_\_\_

3. Which year \_\_\_\_\_ (you / go) to if you \_\_\_\_\_ (can) travel backwards in time?

\_\_\_\_\_





# Institución Educativa San Francisco de Asís

DANE: 105001002780 NIT: 811.034.828-1

Calle 56 # 16 - 18 Teléfono: 269 05 20

Villatina - Medellín

4. If you \_\_\_\_\_ (find) a purse full of money in the street, what \_\_\_\_\_ (you / do)?

---

5. How much money \_\_\_\_\_ (you /give) to charity if you \_\_\_\_\_ (win) 1 million pounds?

---

6. If you \_\_\_\_\_ (stop) studying English, \_\_\_\_\_ your life (change)?

---

7. \_\_\_\_\_ (you / cheat) if you \_\_\_\_\_ (not know) the answer in an exam and nobody was looking?

---

## TOPIC 5: EXPRESSIONS TO GIVE OPINIONS

Revise el siguiente link: HOW TO GIVE YOUR OPINION IN ENGLISH, en <https://www.youtube.com/watch?v=TbgggzYQhdA>, y PHRASES FOR EXPRESSING AN OPINION, en <https://www.youtube.com/watch?v=l5l7e6oW-GM>. De acuerdo a lo anterior, ¿Qué expresiones son más comunes en su uso? ¿Cuáles de esas utilizas frecuentemente?

### EXPRESSIONS TO GIVE OPINIONS

*Opinion* is including the words of opinion and argument/reason. In expressing dialogue have two situations; formal and informal.

- Formal expressions are used in a situation where you are talking in a formal situation, such as in the office or school between the teacher and students.
- Informal expressions are used in a situation where you are talking between friends or close friends.

The expressions usually respond to something that you discuss in an informal situation.

	Asking for opinion	Giving opinion	Refusing Things
Formal situation	<ul style="list-style-type: none"> <li>- Have you got any comments on...?</li> <li>- Do you have any idea?</li> <li>- Do you have any opinion on...?</li> <li>- Would you give me your opinion on...?</li> <li>- What is your reaction to...?</li> <li>- What is your opinion about...?</li> <li>- What are you feeling about...?</li> <li>- What are you views on...?</li> <li>- Please give me your frank opinion?</li> </ul>	<ul style="list-style-type: none"> <li>- I personally believe ...</li> <li>- I personally consider ...</li> <li>- I personally think/feel ...</li> <li>- I hold the opinion ...</li> <li>- My own view of the matter is ...</li> <li>- Well, personally ...</li> <li>- If I had my view, I would ...</li> </ul>	<ul style="list-style-type: none"> <li>- Thank you for your offer, but I don't want to...</li> <li>- No, thanks</li> <li>- No need to bother, thanks</li> <li>- No way!</li> <li>- That's not entirely true</li> </ul>
Informal situation	<ul style="list-style-type: none"> <li>- What do you think of...?</li> <li>- What do you think about...?</li> <li>- What is your opinion?</li> <li>- Why do they behave like that?</li> <li>- Do you think it's going?</li> <li>- How do you like?</li> </ul>	<ul style="list-style-type: none"> <li>- I think I like it.</li> <li>- I think it's good/ nice/ terrific ...</li> <li>- I don't think I care for it.</li> <li>- I don't think much of it.</li> <li>- I think that awful/notice/terrible...</li> </ul>	



# Institución Educativa San Francisco de Asís

DANE: 105001002780 NIT: 811.034.828-1

Calle 56 # 16 - 18 Teléfono: 269 05 20

Villatina - Medellín

	<ul style="list-style-type: none"><li>- How was the...?</li><li>- How do you think of ...'s idea?</li><li>- How do you feel about this...?</li></ul>	<ul style="list-style-type: none"><li>- I think that ...</li><li>- In my opinion, I would rather...</li><li>- What I'm more concerned with...</li><li>- What I have in my mind is...</li></ul>	
--	--	--	--

## ACTIVITY NO. 5

1. Objective: Assumes a critical position regarding academic and social subjects of interest.
2. Structure: a) According to the table above, write one paragraph for each one of the following topics. Use the "giving opinion" structure.

• Have you got any comments on the climate change? \_\_\_\_\_

---

---

---

---

---

---

• What are you feeling bullying? \_\_\_\_\_

---

---

---

---

---

---

• What is your reaction to food? \_\_\_\_\_

---

---

---

---

---

---

• What are your views on technology? \_\_\_\_\_

---

---

---

---

---

---



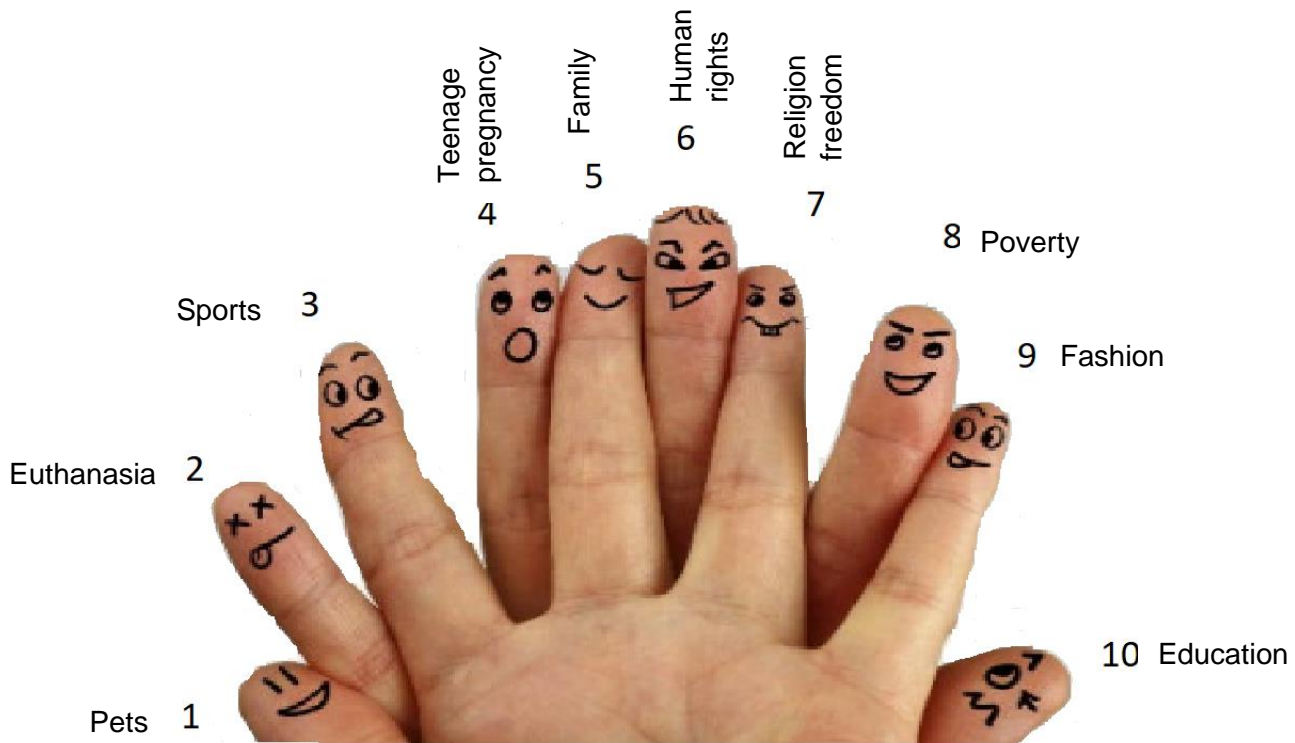
# Institución Educativa San Francisco de Asís

DANE: 105001002780 NIT: 811.034.828-1

Calle 56 # 16 - 18 Teléfono: 269 05 20

Villatina - Medellín

b) According to the table of expressions above, choose at list three (3) topics and write opinion for each one. Take into account the feeling that each finger shows to express your opinion.



• TOPIC 1: \_\_\_\_\_

---

---

---

---

---

• TOPIC 2: \_\_\_\_\_

---

---

---

---

---

• TOPIC 3: \_\_\_\_\_

---

---

---

---

c) Write your opinion taking into account the table of expressions above:

## What do you prefer...?



CHIPS

or



POPCORN

I prefer: \_\_\_\_\_

Opinion: \_\_\_\_\_

---

---

---



HAMBURGUER

or



HOT DOG

I prefer: \_\_\_\_\_

Opinion: \_\_\_\_\_

---

---

---



FRUITS

or



VEGETABLES

I prefer: \_\_\_\_\_

Opinion: \_\_\_\_\_

---

---

---





## TOPIC 6: PRESENT PERFECT TENSE

Revise el siguiente link: LO QUE DEBES SABER DEL PRESENTE PERFECTO EN INGLÉS, en [https://www.youtube.com/watch?v=6ATj9Do\\_RL8](https://www.youtube.com/watch?v=6ATj9Do_RL8), y PRESENTE PERFECTO EN INGLÉS EXPLICADO EN ESPAÑOL, en <https://www.youtube.com/watch?v=N9V48CLLS6g>. De acuerdo a lo anterior, ¿Consideras común el uso del modo perfecto en español? ¿Qué tanto es el uso de este modo por parte tuya?

### PRESENT PERFECT TENSE

#### USE 1 *Unspecified Time Before Now*



We use the present perfect to say that an action happened at an unspecified time before now. The exact time is not important. We CAN use the present perfect with unspecific expressions such as: ever, never, once, many times, several times, before, so far, already, yet, etc. The present perfect is formed from the present tense of the verb have and the past participle of a verb. We use the present perfect:

- For something that started in the past and continues in the present:

They've been married for nearly fifty years.

She has lived in Liverpool all her life.

- When we are talking about our experience up to the present:

I've seen that film before.

I've played the guitar ever since I was a teenager.

He has written three books and he is working on another one.

- We often use the adverb ever to talk about experience up to the present:

My last birthday was the worst day I have ever had.

- And we use never for the negative form:

Have you ever met George?

Yes, but I've never met his wife.

- For something that happened in the past but is important in the present:

I can't get in the house. I've lost my keys.

Teresa isn't at home. I think she has gone shopping.

To resume:

I	<b>have</b>	eaten.
You	<b>have</b>	
He	<b>has</b>	
She	<b>has</b>	
It	<b>has</b>	
We	<b>have</b>	
They	<b>have</b>	

Affirmative

I	<b>have</b>	not eaten.
You	<b>have</b>	
He	<b>has</b>	
She	<b>has</b>	
It	<b>has</b>	
We	<b>have</b>	
They	<b>have</b>	

Negative

have not = haven't  
has not = hasn't



<b>Have</b>	I	eaten?
<b>Have</b>	you	
<b>Has</b>	he	
<b>Has</b>	she	
<b>Has</b>	it	
<b>Have</b>	we	
<b>Have</b>	they	

Interrogative

<b>Yes,</b>		<b>No,</b>		not.
I	<b>have.</b>	I	<b>have</b>	
you	<b>have.</b>	you	<b>have</b>	
he	<b>has.</b>	he	<b>has</b>	
she	<b>has.</b>	she	<b>has</b>	
it	<b>has.</b>	it	<b>has</b>	
we	<b>have.</b>	we	<b>have</b>	
they	<b>have.</b>	they	<b>have</b>	

Yes/ No answers

## ACTIVITY NO. 6

- Objective: Distinguishes expressions related to: cause/effect, summary, clarification, etc. and structures of present, past and future tense and perfect tense.
- Structure: a) According to the charts above, complete the sentences below. Use just 'haven't or 'hasn't' for negative sentences.

- I'm really hungry because I (eat) haven't eaten.
- A: \_\_\_\_\_ Mary (do) \_\_\_\_\_ her homework?  
B: Yes, she \_\_\_\_\_.
- \_\_\_\_\_ we (see) \_\_\_\_\_ that movie? I can't remember.
- Oh no! I (lose) \_\_\_\_\_ my cell phone!
- No, Pat and Sue (arrive) \_\_\_\_\_. They're not here.
- \_\_\_\_\_ Mr. Smith (have) \_\_\_\_\_ breakfast?
- I'm nervous. I (fly) \_\_\_\_\_ in a plane before!
- A: \_\_\_\_\_ he (call) \_\_\_\_\_? B: No, he \_\_\_\_\_.
- \_\_\_\_\_ you ever (write) \_\_\_\_\_ a poem?
- I'm not happy. I still (find) \_\_\_\_\_ my cell phone.
- \_\_\_\_\_ you (decided) \_\_\_\_\_ what food you want to order?
- \_\_\_\_\_ Sarah (read) \_\_\_\_\_ the magazine I gave to her?



# Institución Educativa San Francisco de Asís

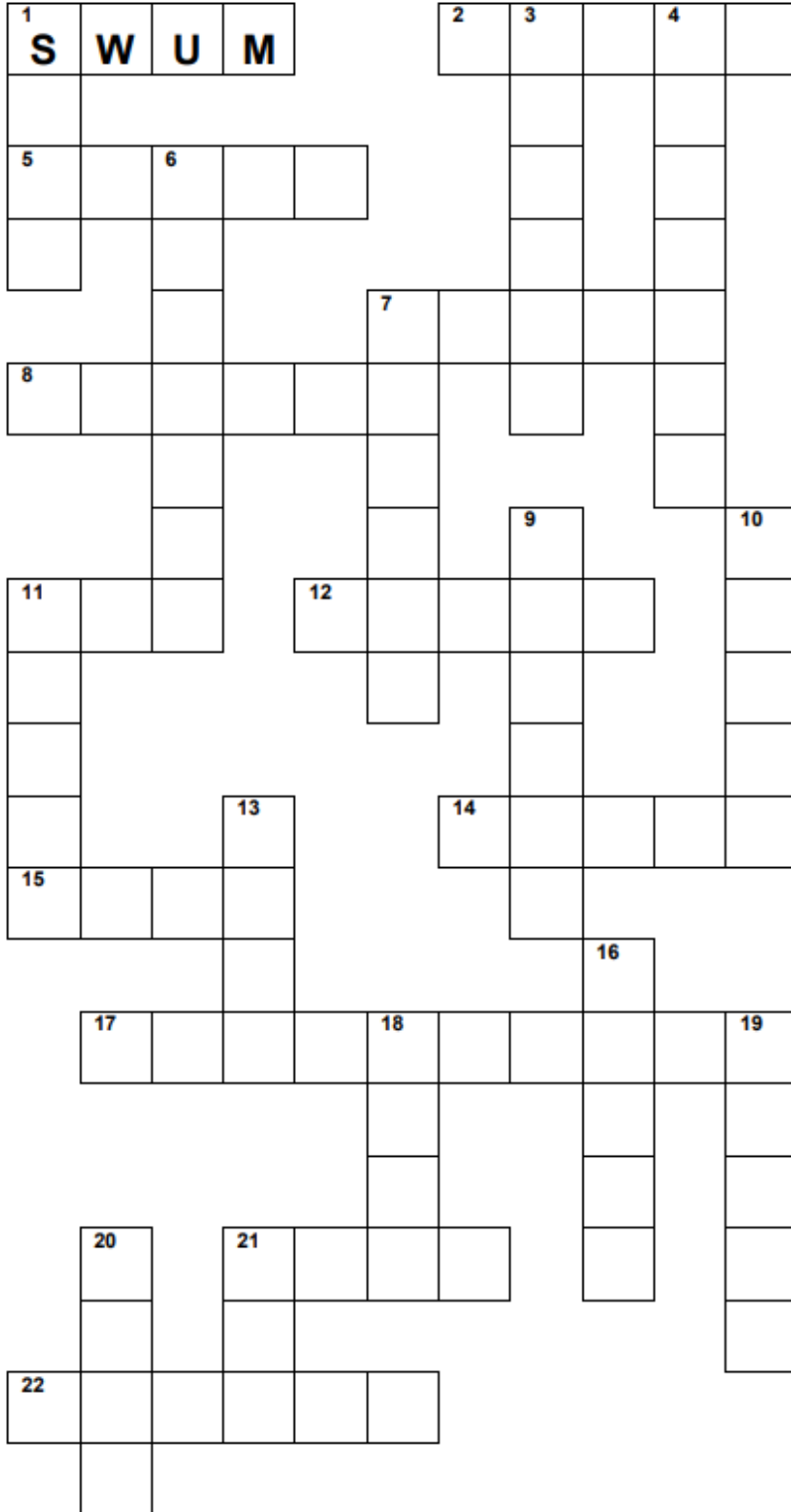
DANE: 105001002780 NIT: 811.034.828-1

Calle 56 # 16 - 18 Teléfono: 269 05 20

Villatina - Medellín

13. \_\_\_\_\_ you (put) \_\_\_\_\_ all your toys away?  
14. It (rain) \_\_\_\_\_ for a very long time.  
15. I think I (forget) \_\_\_\_\_ to buy some bread.

b) Change the verbs to present perfect (participle) and fill in the missing words.



## ACROSS WORDS

- 1. swim
- 2. draw
- 5. eat
- 7. spend
- 8. teach
- 11. sit
- 12. hear
- 14. begin
- 15. do
- 17. understand
- 21. make
- 22. bite

## DOWN WORDS

- 1. see
- 3. ride
- 4. write
- 6. think
- 7. steal
- 9. drive
- 10. fly
- 11. stand
- 13. hold
- 16. find
- 18. read
- 19. drink
- 20. pay
- 21. meet



# Institución Educativa San Francisco de Asís

DANE: 105001002780 NIT: 811.034.828-1

Calle 56 # 16 - 18 Teléfono: 269 05 20

Villatina - Medellín

c) Complete the sentences with the present perfect of the verbs in brackets ( ). Remember that the adverbs 'ever' and 'never' go AFTER 'have/has' and BEFORE the past participle.

1. Sophie and I (know) \_\_\_\_\_ each other since we were at school together.
2. I (play) \_\_\_\_\_ tennis since I was eight years old.
3. Alain (be) \_\_\_\_\_ in hospital three times this year.
4. I (want) \_\_\_\_\_ to be an actor for as long as I can remember.
5. My uncle (smoke) \_\_\_\_\_ 40 cigarettes a day for 40 years – and he's a doctor!
6. You (have) \_\_\_\_\_ that suit for more than ten years! Isn't it time to get a new one?
7. Since he finished university, my brother (work) \_\_\_\_\_ in five different countries.
8. Jaime (watch) \_\_\_\_\_ that TV programme every week since it started.
9. I (never like) \_\_\_\_\_ bananas. I think they're horrible!
10. What's the most interesting city you (ever visit) \_\_\_\_\_?

d) Write the sentences below in the present perfect tense:

1. I saw a penguin. I have seen a penguin.
2. Did they eat breakfast? Have they eaten breakfast?
3. Jennifer didn't finish her homework. \_\_\_\_\_
4. Did they meet the president? \_\_\_\_\_
5. No, we didn't. \_\_\_\_\_
6. Did Roberto visit Vancouver? \_\_\_\_\_
7. Yes, he did. \_\_\_\_\_
8. Mrs. Smith didn't read the book. \_\_\_\_\_
9. He was a teacher. \_\_\_\_\_
10. Were you in jail? \_\_\_\_\_
11. I didn't clean my room. \_\_\_\_\_
12. No, they weren't. \_\_\_\_\_
13. Was she sick? \_\_\_\_\_
14. Did he swim in the ocean? \_\_\_\_\_





# Institución Educativa San Francisco de Asís

DANE: 105001002780 NIT: 811.034.828-1

Calle 56 # 16 - 18 Teléfono: 269 05 20

Villatina - Medellín

15. They didn't arrive. \_\_\_\_\_
16. Where were they? \_\_\_\_\_
17. We lived here for a year. \_\_\_\_\_
18. What did he do? \_\_\_\_\_
19. It didn't rain for a long time. \_\_\_\_\_
20. Who finished the homework? \_\_\_\_\_