



# 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: Undécimo**

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:** Select and apply appropriate reading and writing strategies for text and task.

**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	Differentiates basic structures of present, past and, future tense and perfect tense.
	PROCEDIMENTAL	Expresses orally points of view about topics of interest.
	ACTITUDINAL	Demonstrates interested in the common good.
Competencia pragmática.	COGNITIVO	Identifies specific information about a topic of interest in oral and written texts.
	PROCEDIMENTAL	Supports points of view orally and in writing, about topics of general interest, making use of expressions and structures studied.
	ACTITUDINAL	Assumes a critical position regarding academic and social subjects of interest.
Competencia sociolingüística.	COGNITIVO	Defines the causes and effects of a topic of general interest.
	PROCEDIMENTAL	Explains the characteristics and key aspects of a topic of general interest.
	ACTITUDINAL	Values and respects the opinion of others.

**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:

1. **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).
2. **Elaboración de un microproyecto:** Consiste en diseñar y presentar una campaña de sensibilización sobre los 17 Objetivos de Desarrollo Sostenible (ODS) de la ONU. El proyecto debe incluir materiales de apoyo (afiches, folletos, videos, discursos, etc.) para enriquecer la presentación.



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3. **Cronograma de presentación:** 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.



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## ACTIVITY No. 1

- 1) Objective: Explains the characteristics and key aspects of a topic of general interest.
- 2) 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	● _____	● _____



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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

## WRITING ACTIVITY “ALL ABOUT LIFE”

c) According to the previously topic chose about the 17 objectives of the UN, prepare one brief paragraph about what solution you consider is the best way to foster the objective you previously chose. 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.

OBJECTIVE OF THE UN: \_\_\_\_\_

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

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	<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. 2

- Objective: Differentiates basic 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





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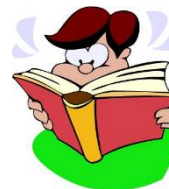
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1. Daniel will choose a baseball bat. \_\_\_\_\_
2. He steps up to the plate. \_\_\_\_\_
3. The pitcher tossed the ball. \_\_\_\_\_
4. Daniel will swing hard. \_\_\_\_\_
5. The ball struck the bat. \_\_\_\_\_
6. The ball flies through the air. \_\_\_\_\_
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 \_\_\_\_\_ ?





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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 3: 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: Explains the characteristics and key aspects of a topic of general interest..
- 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?

\_\_\_\_\_



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

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

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

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

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## TOPIC 4: 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. 4

- Objective: Differentiates basic 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.

1. I'm really hungry because I (eat) haven't eaten.

2. A: \_\_\_\_\_ Mary (do) \_\_\_\_\_ her homework?

B: Yes, she \_\_\_\_\_.

3. \_\_\_\_\_ we (see) \_\_\_\_\_ that movie? I can't remember.

4. Oh no! I (lose) \_\_\_\_\_ my cell phone!

5. No, Pat and Sue (arrive) \_\_\_\_\_. They're not here.

6. \_\_\_\_\_ Mr. Smith (have) \_\_\_\_\_ breakfast?

7. I'm nervous. I (fly) \_\_\_\_\_ in a plane before!

8. A: \_\_\_\_\_ he (call) \_\_\_\_\_? B: No, he \_\_\_\_\_.

9. \_\_\_\_\_ you ever (write) \_\_\_\_\_ a poem?



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10. I'm not happy. I still (find) \_\_\_\_\_ my cell phone.
11. \_\_\_\_\_ you (decided) \_\_\_\_\_ what food you want to order?
12. \_\_\_\_\_ Sarah (read) \_\_\_\_\_ the magazine I gave to her?

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

1	S	W	U	M		2	3		4	
5		6								
					7					
8										
						9			10	
11					12					
			13			14				
15										
								16		
					17		18			19
	20		21							
22										

## 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





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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? \_\_\_\_\_



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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? \_\_\_\_\_

## 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=I5I7e6oW-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>	



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	<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>	
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## 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? \_\_\_\_\_

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

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

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

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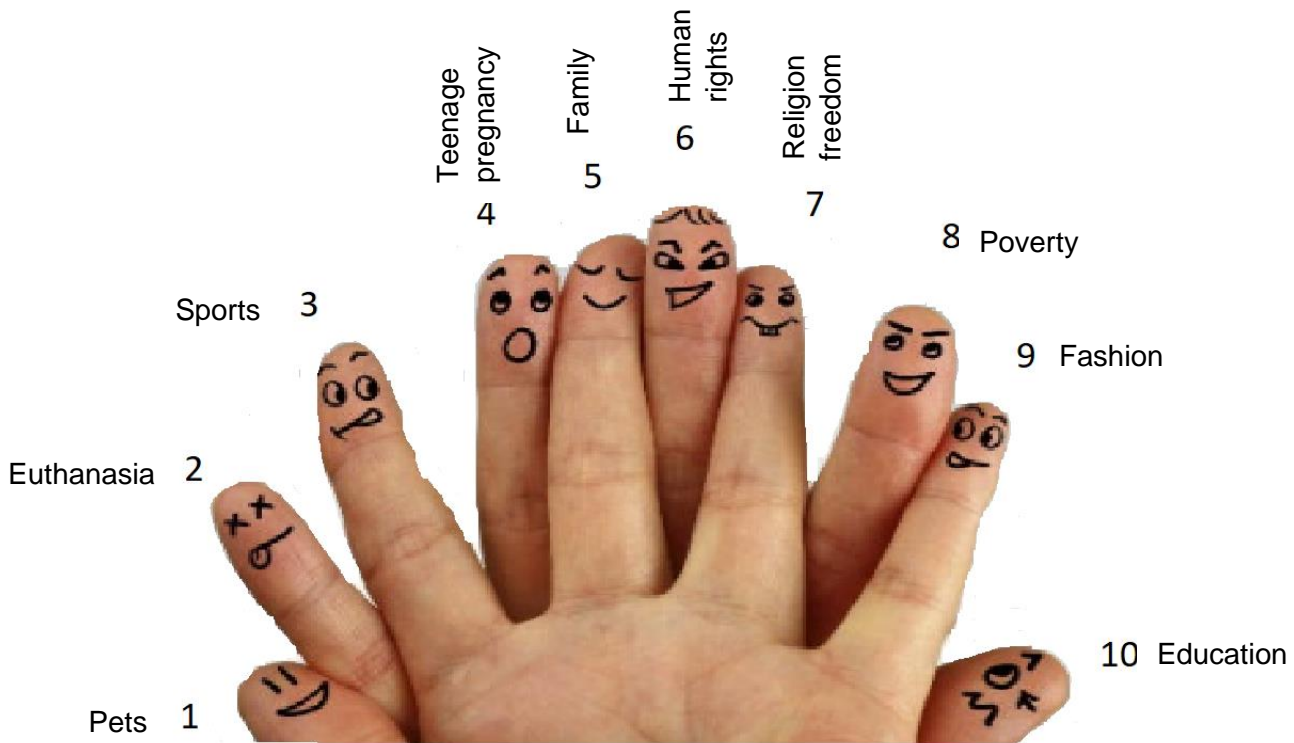
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b) According to the table of expressions above, choose at list three (3) topics and write opinion for each one. Take into account the feeling that each finger shows to express your opinion.



• TOPIC 1: \_\_\_\_\_

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• TOPIC 2: \_\_\_\_\_

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• TOPIC 3: \_\_\_\_\_

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

## What do you prefer...?



CHIPS

or



POPCORN

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

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

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HAMBURGUER

or



HOT DOG

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

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

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FRUITS

or



VEGETABLES

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

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

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## TOPIC 6: EXPRESSIONS OF CAUSE AND EFFECT – LINKING WORDS

Revise el siguiente link: LINKING WORDS OF CAUSE & EFFECT, en <https://www.youtube.com/watch?v=S-qTiOA7nl>. De acuerdo a lo anterior, ¿Qué conectores en inglés utilizas frecuentemente? ¿Estos conectores son los mismos utilizados en español?

### EXPRESSIONS OF CAUSE AND EFFECT - Connectives

Connectives join two clauses, and show the relationship between them. The relationship can show:

- a cause: because, since, because of, as a result of, due to, as
- an effect: so, consequently, as a result, thus, therefore

These words cannot be used interchangeably. They may be located in different places within the sentence, and they may use a different grammar.

#### **Connectives showing a Cause**

Compare these sentences with the same meaning.

I arrived late **because** the traffic was bad.

**Because** the traffic was bad, I arrived late.

Note you can ONLY start a sentence with **Because** if there are two clauses in the sentence.

~~**Because** we were late.~~ INCORRECT

**Because** we were late, we missed the start of the show. CORRECT

Starting a sentence with **Because** is more formal than using it in the middle of a sentence, and is most commonly used in writing, not speaking.

I arrived late **because** of the bad traffic. OR **Because** of the bad traffic, I arrived late.

I arrived late **due to** the bad traffic. OR **Due to** the bad traffic, I arrived late.

I arrived late **as a result of** the bad traffic. OR **As a result of** the bad traffic, I arrived late.

Note how these expressions are followed by a noun, not a verb clause.

#### **Connectives showing Effect**

Compare these sentences with the same meaning.

We were late **so** we missed the beginning of the show.

Never start a sentence with **So**. **So** can follow a comma (,). In short sentences, no punctuation is needed.

We were late and **thus** we missed the beginning of the show.

We were late and **consequently** we missed the beginning of the show.

We were late and **as a result** we missed the beginning of the show.

We were late and **therefore** we missed the beginning of the show.

**Consequently**, **As a result**, **Therefore** and **Thus** are more formal than **So**. They are common in formal sentences. They often start a sentence, but they can be joined to the previous sentence with **and**.



To resume:

## CONNECTORS

CAUSE	EFFECT
<p><b>The weather was hot, dry and windy</b></p> <p>Clause 1 + <math>\left\{ \begin{array}{l} \text{because} \\ \text{since} \\ \text{as} \end{array} \right\}</math> + Clause 2</p> <p>The fires spread very quickly <i>because / since / as</i> the weather was hot, dry and windy.</p>	<p><b>The fires spread very quickly</b></p> <p>Sentence 1+. + <math>\left\{ \begin{array}{l} \text{As a result,} \\ \text{Consequently} \\ \text{Therefore,} \end{array} \right\}</math> + , + Sentence 2</p> <p>The weather was hot, dry and windy. <i>Therefore, / Consequently, / As a result,</i> the fires spread very quickly.</p>
<p>Sentence 1+ <math>\left\{ \begin{array}{l} \text{due to} \\ \text{as a result of} \\ \text{because of} \end{array} \right\}</math> + Noun Phrase /Gerund</p> <p>The fires spread very quickly <i>due to / because of / as a result of</i> the weather</p>	<p>Sentence 1 + , + so + Sentence 2 (Informal)</p> <p>The weather was hot, dry and windy, <i>so</i> the fires spread very quickly.</p>

### ACTIVITY NO. 6

- Objective: Defines the causes and effects of a topic of general interest.
- Structure: a) Rewrite the sentence by adding the cause and effect for each one.

1. Tim forgot his math book, so he was unable to complete his homework.

Cause: \_\_\_\_\_

Effect: \_\_\_\_\_

2. Keegan was hungry because he skipped lunch.

Cause: \_\_\_\_\_

Effect: \_\_\_\_\_

3. Erin's car had a flat tire, so she called a tow truck.

Cause: \_\_\_\_\_

Effect: \_\_\_\_\_

4. Gina couldn't find the cookies because Papa hid them in the cupboard.

Cause: \_\_\_\_\_

Effect: \_\_\_\_\_

5. Kelly studied her spelling words and she got an A on the test.

Cause: \_\_\_\_\_

Effect: \_\_\_\_\_

b) Match the cause to its effect. Write the correct letter on the line.

**Effect**

**Cause**

\_\_\_ 1. Sue covered her ears because...

\_\_\_ 2. Louie bought a cake because...

\_\_\_ 3. The waiter dropped his tray of food because...

\_\_\_ 4. Paul did his homework at night because...

\_\_\_ 5. The popcorn mom made burned because...

\_\_\_ 6. Ian received his black belt in karate because...

\_\_\_ 7. Julie's mom brought Julie to the doctor because...

\_\_\_ 8. The dog was all wet because...

\_\_\_ 9. The milk was sour because...

\_\_\_ 10. George had a drink because...



a. it jumped into the pool.

b. she forgot it in the microwave.

c. the siren on the firetruck was very loud.

d. he was hot and thirsty after running outside.

e. it is his mom's birthday.

f. he had soccer practice after school.

g. he passed the final test.

h. he tripped on a napkin and fell.

i. someone took it out and left it on the counter.

j. she had a fever.



c) Write the best connector in the blank, according to the given options:

**"Peace Prize a well-deserved honour" \***

**Kwangari Maathai, Kenyan deputy environment minister, won the Nobel Peace Prize in October 2004. This is a wonderful achievement. She is the first African woman to win the prize; (1) (furthermore/ on the other hand / but)**

\_\_\_\_\_, she won the prize for doing something wonderful -- protecting



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the environment. Preventing environmental degradation is essential to world security and world peace, (2) *(in contrast / so / actually)* \_\_\_\_\_ the recognition of the Nobel selection committee is very important. Environmentalists tend to focus on nature; (3) *(as a result / nevertheless / in fact)* \_\_\_\_\_, they must also recognize the importance of social justice and peace in protecting nature. A starving person who comes across an edible plant or animal, (4) *(for instance / besides / instead)* \_\_\_\_\_, will not pause and wonder whether it is endangered. (5) *(In the same way / On the contrary / If)* \_\_\_\_\_, those living without justice or under conditions of terror, genocide or war, must worry about survival above all. (6) *(In addition / So / Consequently)* \_\_\_\_\_, these issues must also be addressed (7) *(if / since / just as)* \_\_\_\_\_ we are to protect nature. Droughts, extreme weather events, expanding disease vectors and the scarcity of fresh water are some of the expected problems in the future. These stresses will create "environmental refugees" and conflicts over natural resources. (8) *(When / On the contrary / As a consequence)* \_\_\_\_\_, environmental issues are essential to world security and world peace. Environmental security and national security are intricately connected. (9) *(However / Likewise / Whereas)* \_\_\_\_\_, environmental health and public health cannot be separated.

e) Read the following text and answer the questions:

### *Why the Sky is Far Away*

Ramón looked at the food on his tray and made a face. "Macaroni and cheese again," he said to his friend Brian. "They never serve anything good for lunch." Brian gave his own lunch a critical look and frowned. "You think that's bad," he said, "I've got peanut butter and jelly again. It's the third time this week!"



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They pushed the food aside. "We can get something at the burger place after school," Ramon said. They concentrated on studying for their English test instead of eating. English was next period, and Mr. Friedman had a reputation for giving difficult tests. When the bell rang, they dropped their uneaten lunches into the garbage. Mr. Friedman was standing nearby. "Not hungry, guys?" he asked. They shook their heads and hurried off to class.

When the test was over, there were still ten minutes left in the period. Mr. Friedman stood at the front of the class.

"Before you leave today," he said, leaning against the desk, "I'd like to share an old African folktale with you. I think you will find this one interesting. It's called 'Why the Sky Is Far Away':"

Long ago the sky was close to the Earth. Men and women did not have to plant their own food. Instead, when they were hungry, they just reached up and broke off a piece of the sky to eat. Sometimes the sky tasted like ripe bananas. Other times it tasted like roasted potatoes. The sky was always delicious.

People spent their time making beautiful cloth. They painted beautiful pictures and sang songs at night. The grand king, Oba, had a wonderful palace. His servants made beautiful shapes out of pieces of sky.

Many people in the kingdom did not use the gift of the sky wisely. When they took more than they could eat, the sky became angry. Some people threw the extra pieces into the garbage.

Early one morning the angry sky turned dark. Black clouds hung over the land, and a great sky voice said to all the people, "You are wasting my gift of food. Do not take more than you can eat. I don't want to see pieces of me in the garbage anymore or I will take my gift away."

The king and the people trembled with fear. King Oba said, "Let's be careful about how much food we take." For a long time, all the people were careful.

But one man named Adami wasn't careful. At festival time, he took so many delicious pieces of sky that he couldn't eat them all. He knew he must not throw them away.

He tried to give the pieces to his wife. "Here, wife," Adami said. "You eat the rest."

"I can't," Adami's wife said. "I'm too full."

Adami asked all his children to help him eat the delicious pieces of sky, but the children couldn't eat one more bite. So Adami decided to try to hide the pieces at the bottom of the garbage pile.

Suddenly, the sky became angry and the clouds turned black. "You have wasted my gift of food again," yelled the sky. "This time I will go away so you cannot waste me anymore."

All of the people cried, "What will we eat? We might starve!"

The sky said, "You will have to learn how to plant crops in the ground and hunt in the forests. If you work hard, you may learn not to waste the gifts of nature."

Everyone watched as the sky sailed away. From that time on, they worked hard to grow their food and cook their meals. They always tried to remember not to waste the gifts of nature.

The bell rang for the next period. "That's the end," Mr. Friedman said, smiling. He looked at Ramon and Brian.

"What did you think of the story?" he asked. They slouched in their chairs and looked apologetic.

"We get the message," they said, smiling. "No more lunches in the garbage!"

Now answer Numbers 1 through 8. Base your answers on the story "Why the Sky Is Far Away."

**1** According to the folktale, Adami is

- STORY**
- A thankful.
  - B honest.
  - C obedient.
  - D greedy





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**2** According to the folktale, why does the sky become angry with the villagers? What lesson does he want them to learn?

**READ**  
**THINK**  
**EXPLAIN**

Use details from the story to support your answer.

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**3** Read this sentence from the story.

**Brian gave his own lunch a critical look and frowned.**

What does *critical* mean?

- STORY**
- (A) judgmental
  - (B) funny
  - (C) quick
  - (D) hungry

**4** According to the folktale, what happens when Adami cannot finish all of the food he has taken?

- STORY**
- (A) He asks King Oba to help him finish eating the food.
  - (B) He saves some of the pieces of food for his meal the next day.
  - (C) He tries to hide the pieces of food at the bottom of the garbage pile.
  - (D) His wife and children offer to eat the rest of the pieces for him.

**5** The beginning of the story takes place

- (A) in Mr. Friedman's class.
- (B) in the school cafeteria.



▲  
S  
T  
O  
R  
Y

- C in Africa.
- D in the school library.

**6** Read this sentence from the story.

**They slouched in their chairs and looked apologetic.**

What is an antonym for the word *slouched*?

▲  
S  
T  
O  
R  
Y

- A drooped
- B leaned
- C ran
- D straightened

**7** Based on the end of the story, what do you think Ramon and Brian will do next?

- A stop bringing their lunches to school
- B be more careful not to waste food
- C eat lunch at the burger place more often
- D share their food with the other students

**8** Why do you think Mr. Friedman tells the class the African folktale?

READ  
THINK  
EXPLAIN

Use details from the story to support your answer.

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