



# 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: NOVENO**

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:** Produces a simple and structured argumentative oral or written text based on vocabulary seen in class.

**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	Identifies basic descriptive structures and information questions.
	PROCEDIMENTAL	Gives information on daily activities related to the use of ICT through adequate vocabulary and structures
	ACTITUDINAL	Actively participates in class activities.
Competencia pragmática.	COGNITIVO	Identifies the chronological order of past and future actions, inferring consequences.
	PROCEDIMENTAL	Expresses ideas related to the effects of ICT in daily life in narrative oral and written texts used in class.
	ACTITUDINAL	Recognizes advantages and disadvantages of ICT on daily life
Competencia sociolingüística.	COGNITIVO	Recognizes opinions and points of view.
	PROCEDIMENTAL	Presents the effect of ICT on daily life in an oral and rehearsed way.
	ACTITUDINAL	Respects points of view 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) y debidamente marcada.



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- Elaboración de un microproyecto:** Consiste en diseñar y presentar una campaña de sensibilización sobre alguna de las problemáticas que el estudiante observa de su entorno barrial (Villatina). El proyecto debe incluir materiales de apoyo (afiches, folletos, videos, discursos, etc.) para enriquecer la presentación.
- 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](mailto: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: SIMPLE PRESENT TENSE - REVIEW

Revise el siguiente link: *El presente simple y sus reglas (S - ES - IES)*, en <https://www.youtube.com/watch?v=m0kTGL6Flzq>. De acuerdo a lo anterior, ¿qué actividades rutinarias son de su preferencia?

### SIMPLE PRESENT TENSE

The simple present is a verb tense with two main uses. We use the simple present tense when an action is happening now, or when it happens regularly. Depending on the person, the simple present tense is formed by using the root form or by adding -s or -es to the end.

EXAMPLE: - I feel great! Pauline loves pie. I'm sorry to hear that you're sick.

The other is to talk about habitual actions or occurrences.

EXAMPLE: - Pauline practices the piano every day.  
 - Ms. Jackson travels during the summer.  
 - Hamsters run all night.

I	cook.
You	cook.
He	cooks.
She	cooks.
It	cooks.
We	cook.
They	cook.

I	do		
You	do		
He	does	not	cook.
She	does		
It	does		
We	do		
They	do		

do not = don't  
does not = doesn't



Do	I	
Do	you	
Does	he	cook?
Does	she	
Does	it	
Do	we	
Do	they	

Yes,		No,		
I	do.	I	do	
you	do.	you	do	
he	does.	he	does	not.
she	does.	she	does	
it	does.	it	does	
we	do.	we	do	
they	do.	they	do	



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## ACTIVITY NO. 1

- Objective: Identify basic descriptive structures and information questions.
- Structure: a) Fill in the blanks with the simple present form of the verb given.
  - James \_\_\_\_\_ with his left hand. ( write )
  - My father \_\_\_\_\_ for a walk every morning. ( go )
  - How fiercely the wind \_\_\_\_\_! ( blow )
  - Unless we \_\_\_\_\_ now we can't be there on time. ( start )
  - The sun \_\_\_\_\_ in the east. ( rise )
  - She \_\_\_\_\_ an engineer. ( be )
  - They \_\_\_\_\_ our relatives. ( be )
  - I \_\_\_\_\_ flowers very much. ( like )
  - Let's wait until he \_\_\_\_\_ his work. ( finish )
  - Please ring me up as soon as the children \_\_\_\_\_. ( arrive )



- b) Fill in the blanks with suitable verbs.

- He likes to \_\_\_\_\_ tennis.
- A lion does not \_\_\_\_\_ grass.
- Birds \_\_\_\_\_ in the sky.
- A carpenter \_\_\_\_\_ furniture.
- Most people \_\_\_\_\_ a newspaper in the morning.



- c) Fill in the blanks to complete sentences. Use the words in the box below

read	do	have	sings
does	watches	travel	drinks
walk	eats	don't	doesn't

- John eats breakfast at six o'clock in the morning.
- I often \_\_\_\_\_ books in my free time.
- A: \_\_\_\_\_ you like to study English? B: Yes, I do.
- My father always \_\_\_\_\_ songs in the shower.
- A: Does Julie work on Saturdays? B: No, she \_\_\_\_\_.
- Would you like to \_\_\_\_\_ to Hawaii on our next holiday?
- I live close to my company, so I can \_\_\_\_\_ to work.
- Mr. Smith always \_\_\_\_\_ tea in the afternoon.
- My classmate \_\_\_\_\_ his favorite TV show after class.
- I'm sorry. I \_\_\_\_\_ have time to talk to you now.
- A: \_\_\_\_\_ your cousin have a job? B: Yes, she does.
- I don't \_\_\_\_\_ a pen. Could I please borrow your pen?



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## TOPIC 2: ZERO CONDITIONAL

Revise el siguiente link: *Zero Conditional en Inglés*, en <https://www.youtube.com/watch?v=PhsQINchiak>. De acuerdo a lo anterior ¿qué consecuencias ocurrirían si no cuidamos el agua y el medio ambiente?

## THE ZERO CONDITIONAL

We can make a zero conditional sentence with two present simple verbs (one in the 'if clause' and one in the 'main clause'):

*If + present simple, .... present simple.*

This 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 'if' in this conditional can usually be replaced by 'when' without changing the meaning.

For example: If water *reaches* 100 degrees, it *boils*. (It is always true, there can't be a different result sometimes).

If I eat peanuts, I am sick. (This is true only for me, maybe, not for everyone, but it's still true that I'm sick every time I eat peanuts)

Here are some more examples:

- If people eat too much, they get fat.
- If you touch a fire, you get burned.
- People die if they don't eat.

## ACTIVITY NO. 2









1. Objective: Recognize opinions and points of view.
2. Structure: a) Match the clauses below:

- |                                  |  |
|----------------------------------|--|
| 1. If I am late for class,       | (A) if they don't eat.                 |
| 2. When he stays up very late,   | (B) I always look left and right.      |
| 3. People get hungry             | (C) my teacher gets angry.             |
| 4. If you study hard,            | (D) when he is happy.                  |
| 5. When she watches a movie,     | (E) I take a taxi to work.             |
| 6. When I cross the street,      | (F) he is very tired the next morning. |
| 7. I can't do my homework,       | (G) the librarian gets angry.          |
| 8. He always smiles              | (H) if you want to lose weight.        |
| 9. If I miss the bus,            | (I) she likes to eat popcorn.          |
| 10. When you make lots of noise, | (J) when it rains.                     |
| 11. Tea tastes sweet             | (K) I watch a funny movie.             |
| 12. You should eat less          | (L) he listens to music.               |
| 13. I always take my umbrella    | (M) you get good grades in school.     |
| 14. When I'm sad,                | (N) if you add some sugar.             |
| 15. When he cleans the house,    | (O) if I don't have my glasses.        |

b) Complete the sentences to make the zero conditional:

- 1) If I \_\_\_\_\_ (wake up) late, I \_\_\_\_\_ (be) late for work.
- 2) If my husband \_\_\_\_\_ (cook) , he \_\_\_\_\_ (burn) the food.
- 3) If Julie \_\_\_\_\_ (not/wear) a hat, she \_\_\_\_\_ (get) sunstroke.
- 4) If children \_\_\_\_\_ (not/eat) well, they \_\_\_\_\_ (not/be) healthy.
- 5) If you \_\_\_\_\_ (mix) water and electricity, you \_\_\_\_\_ (get) a shock.
- 6) If people \_\_\_\_\_ (eat) too many sweets, they \_\_\_\_\_ (get) fat.
- 7) If you \_\_\_\_\_ (smoke), you \_\_\_\_\_ (get) yellow fingers.
- 8) If children \_\_\_\_\_ (play) outside, they \_\_\_\_\_ (not/get) overweight.
- 9) If you \_\_\_\_\_ (heat) ice, it \_\_\_\_\_ (melt).
- 10) If I \_\_\_\_\_ (speak) to John, he \_\_\_\_\_ (get) annoyed.
- 11) I \_\_\_\_\_ (feel) good the next day if I \_\_\_\_\_ (go) to bed early.
- 12) Lots of people \_\_\_\_\_ (come) if Jenny \_\_\_\_\_ (have) a party.
- 13) She \_\_\_\_\_ (buy) expensive clothes if she \_\_\_\_\_ (go) shopping.
- 14) My daughter \_\_\_\_\_ (pass) her exams if she \_\_\_\_\_ (work) hard.
- 15) David \_\_\_\_\_ (be) sick if he \_\_\_\_\_ (drink) milk.

c) 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)	
-		-	





**TOPIC 3: FUTURE SIMPLE**

Revise el siguiente link: *Futuro GOING TO*, en [https://www.youtube.com/watch?v=0\\_-8yPyCDHI](https://www.youtube.com/watch?v=0_-8yPyCDHI) y *Futuro WILL*, en [https://www.youtube.com/watch?v=vFQIDu\\_7XmY](https://www.youtube.com/watch?v=vFQIDu_7XmY). De acuerdo a lo anterior ¿Cuáles son tus planes para tu vida a corto y mediano plazo?

**FUTURE SIMPLE – GOING TO vs. WILL**

✓ **When to use GOING TO**

Structure:

I	<b>am</b>		
You	<b>are</b>		
He	<b>is</b>		
She	<b>is</b>	<b>going to</b>	cook.
It	<b>is</b>		
We	<b>are</b>		
They	<b>are</b>		

I	<b>am not</b>		
You	<b>aren't</b>		
He	<b>isn't</b>		
She	<b>isn't</b>	<b>going to</b>	cook.
It	<b>isn't</b>		
We	<b>aren't</b>		
They	<b>aren't</b>		

<b>Am</b>	I		
<b>Are</b>	you		
<b>Is</b>	he		
<b>Is</b>	she	<b>going to</b>	cook?
<b>Is</b>	it		
<b>Are</b>	we		
<b>Are</b>	they		

<b>Yes,</b>		<b>No,</b>	
I	<b>am.</b>	I	<b>am not.</b>
you	<b>are.</b>	you	<b>aren't.</b>
he	<b>is.</b>	he	<b>isn't.</b>
she	<b>is.</b>	she	<b>isn't.</b>
it	<b>is.</b>	it	<b>isn't.</b>
we	<b>are.</b>	we	<b>aren't.</b>
they	<b>are.</b>	they	<b>aren't.</b>

aren't = are not  
isn't = is not

The structure BE GOING TO is normally used to indicate the future but with some type of connection to the present. We use it in the following situations:

**1. When we have already decided or we INTEND to do something in the future. (Prior Plan)**

The decision has been made before the moment of speaking.

They're going to retire to the beach - in fact they have already bought a little beach house.

I'm going to accept the job offer.

**2. When there are definite signs that something is going to happen. (Evidence)**

Something is likely to happen based on the evidence or experience you have.

I think it is going to rain - I just felt a drop.

I don't feel well. I think I'm going to throw up. (throw up = vomit)

**3. When something is about to happen:**

Get back! The bomb is going to explode.



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## ACTIVITY NO. 3

- Objective: Identify the chronological order of past and future actions, inferring consequences.
- Structure: a) Fill in the blanks below to complete the sentences. Use the words in the boxes above (going to):

- I am going to meet my friends after class. Would you like to join us?
- A: \_\_\_\_\_ your brother \_\_\_\_\_ travel next week? B: Yes, he \_\_\_\_\_.
- Alex \_\_\_\_\_ go to work today because he is sick.
- Bob and Cathy \_\_\_\_\_ see a movie tonight. It starts at seven o'clock.
- A: \_\_\_\_\_ you \_\_\_\_\_ do your homework? B: Yes, I \_\_\_\_\_.
- We're too busy, so we \_\_\_\_\_ have lunch.
- A: \_\_\_\_\_ you \_\_\_\_\_ watch TV tonight B: No, I \_\_\_\_\_.
- Where \_\_\_\_\_ they \_\_\_\_\_ stay when they visit Paris?
- My classmates and I \_\_\_\_\_ have a test next Monday. We have to study!
- What \_\_\_\_\_ you \_\_\_\_\_ buy for your sister's birthday present?
- We \_\_\_\_\_ go to the beach today because the weather is bad.
- I'm tired, so I \_\_\_\_\_ take a short nap.
- My cousin doesn't like her boss. She \_\_\_\_\_ look for a new job.
- It's almost three o'clock. \_\_\_\_\_ we \_\_\_\_\_ leave for the airport soon?
- Look at those dark clouds! I think it \_\_\_\_\_ rain soon.

### ✓ When to use WILL

#### Structure

I		
You		
He		
She	<b>will</b>	cook.
It		
We		
They		

I		
You		
He		
She	<b>won't</b>	cook.
It		
We		
They		

won't = will not

I'll (do something) = I will (do something)

You'll = You will

He'll = He will

She'll = She will

It'll = It will

We'll = We will

They'll = They will

Note: Don't use a contraction with 'will' in a short answer.

For example:

Yes, I will.

Yes, I'll.

<b>Will</b>	I you he she it we they	cook?
-------------	---	-------

<b>Yes,</b>	<b>No,</b>
I you he she it we they	I you he she it we they
<b>will.</b>	<b>won't.</b>



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In other cases, where there is no implicit or explicit connection to the present, use WILL:

## 1. For things that we decide to do now. (Rapid Decisions)

This is when you make a decision at that moment, in a spontaneous way.

I'll buy one for you too.

I think I'll try one of those. (I just decided this right now)

## 2. When we think or believe something about the future. (Prediction)

My team will not win the league this season.

I think it will rain later so take an umbrella with you.

## 3. To make an offer, a promise or a threat.

I'll give you a discount if you buy it right now.

I promise I will behave next time.

I'll take you to the movies if you'd like.

## 4. You use WON'T when someone refuses to do something.

I told him to take out the trash but he won't do it.

My kids won't listen to anything I say.

My car won't start.

b) Fill in the blanks below to complete the sentences. Use the words in the boxes above (will):

1. The movie will start soon. Let's find a seat and sit down.
2. A: \_\_\_\_\_ your friend be at the party? B: Yes, she \_\_\_\_\_.
3. Hello. Mr. Smith? This is Peter. I \_\_\_\_\_ be at work today because I'm sick.
4. Those bags look heavy. Let me help. I \_\_\_\_\_ carry the big one for you.
5. My brother \_\_\_\_\_ speak to me because he's very angry!
6. What time \_\_\_\_\_ the sun rise tomorrow morning?
7. A: \_\_\_\_\_ you be twenty years old next month? B: No, I \_\_\_\_\_.
8. Flight CX793 \_\_\_\_\_ depart from Gate 12 in ten minutes.
9. Do you think people \_\_\_\_\_ live on the moon in your lifetime?
10. Yes, maybe I \_\_\_\_\_ bake some cookies tomorrow.
11. A: Are you ready to order, sir? B: Yes, thank you. I \_\_\_\_\_ have a hamburger.
12. It \_\_\_\_\_ be midnight in a few minutes. It's time to go to bed!
13. When do you think we \_\_\_\_\_ have our next test?
14. Maybe it \_\_\_\_\_ rain tomorrow, and maybe it \_\_\_\_\_.
15. A: \_\_\_\_\_ you marry me? B: Yes, I \_\_\_\_\_!





To resume:

## WILL

### Rapid Decision

- I'm thirsty. I think I **will** buy a drink.

### Offer

- That looks heavy. I **will** help you with it.

### Promise

- Don't worry, I **won't** tell anyone.

### Threat

- If you don't stop, I **will** tell your mother.

### Refusal

*won't = will not*

- She **won't** listen to anything I say.

## GOING TO

### Prior Plan

= The decision was made before the moment of speaking.

- I'm **going to** the beach next weekend with my friends.

### Evidence / Signs

= When there are signs that something is likely to happen.

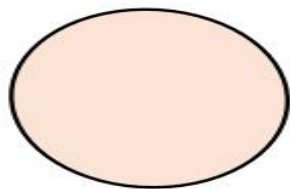
- My stomach hurts a lot and I think I **am going to** throw up.

- It's 70-0. They're **going to** win.

You can use both **Will** and **Going to** for making predictions.

- I think it **will** rain tomorrow. = - I think it **is going to** rain tomorrow.

c) Draw your face in the circle. A reporter just asked you, "what are you going to do next weekend?". Write your answer by using "will" and "going to" structures, and complete all blanks:



You  
↙



Large rounded rectangular box with horizontal lines for writing the answer.



## TOPIC 4: FIRST CONDITIONAL

Revise el siguiente link: *El condicional 1 en inglés*, en <https://www.youtube.com/watch?v=hT5PWuuxaKM>. De acuerdo a lo anterior ¿Qué pasaría si no te salvaguardas en casa durante esta cuarentena?

### FIRST CONDITIONAL: If + Present verb, future verb

This structure is common when talking about possible plans, promises, warnings, threats or for persuading someone. We are predicting a likely result in the future if a condition is fulfilled.

If + Simple Present, Will / Won't ...

Example:

- If I go to Paris next month for work, I'll visit the Eiffel Tower (*Plans*)
- If I have time, I will help you. (*Promise*)
- If you touch that wire, you will get an electric shock. (*Warning*)
- If you eat my chocolate that is in the fridge, you'll sleep outside with the dog. (*Threat*)
- If you take me to the mall, I'll buy you an ice cream. (*Persuasion*).

Notice how we use a comma after the present tense clause.

We can also reverse the order and use:

- I will be annoyed if they don't arrive on time.
- You will get a better job if you can speak English.

Notice how the comma is not necessary with this word order.

To resume:

<b>"if" clause</b>	<b>main clause</b>
If it rains, ...	... he will bring his umbrella. ... he won't play outside.
<b>main clause</b>	<b>"if" clause</b>
He will bring his umbrella... He won't play outside ...	... if it rains.

*The first conditional is used to talk about things that may possibly happen in the future.*

### ACTIVITY NO. 4

1. Objective: Expresses ideas related to the effects of ICT in daily life in narrative oral and written texts used in class.
2. Structure: a) Complete the Conditional Sentences (first conditional) by putting the verbs into the correct form.:

Ex: If you (send) send this letter now, she (receive) will receive it tomorrow.

1. If I (do)  this test, I (improve)  my English.



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2. If I (find)  your ring, I (give)  it back to you.
3. Peggy (go)  shopping if she (have)  time in the afternoon.
4. Simon (go)  to London next week if he (get)  a cheap flight.
5. If her boyfriend (phone / not)  today, she (leave)  him.
6. If they (study / not)  harder, they (pass / not)  the exam.
7. If it (rain)  tomorrow, I (have to / not)  water the plants.
8. You (be able/ not)  to sleep if you (watch)  this scary film.
9. Susan (can / move / not)  into the new house if it (be / not)  ready on time.

b) Complete the sentences below by making First Conditional statements. Use your imagination:

1. If we don't arrive on time, our teacher will be angry.
2. I will watch TV if I have time.
3. If he gets up at 5 o'clock, \_\_\_\_\_
4. We will be hungry \_\_\_\_\_
5. If the phone rings, \_\_\_\_\_
6. I will laugh \_\_\_\_\_
7. If our exam isn't tomorrow, \_\_\_\_\_
8. They won't buy a new car \_\_\_\_\_
9. If you hit me, \_\_\_\_\_
10. I'll give you ten dollars \_\_\_\_\_
11. If he doesn't take a bus, \_\_\_\_\_
12. The glass will break \_\_\_\_\_
13. If I don't watch that movie \_\_\_\_\_
14. My boss will get angry \_\_\_\_\_
15. If the weather is nice tomorrow, \_\_\_\_\_

c) Make five sentences using the first conditional:

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



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- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

d) Make sentences in the first conditional using the verbs in parenthesis:

- a) (study / pass) \_\_\_\_\_
- b) (cook / wash the dishes) \_\_\_\_\_
- c) (rain/go to the movies) \_\_\_\_\_

## TOPIC 5: PAST SIMPLE TENSE (Regular and irregular verbs)

Revise el siguiente link: *El Pasado Simple y su auxiliar did*, en: <https://www.youtube.com/watch?v=wLuNOWXw96c> y *Verbos regulares e irregulares en Inglés* en: <https://www.youtube.com/watch?v=ZYTLP8Y1L4>. De acuerdo a lo anterior ¿Cuántos verbos eres capaz de recordar en su forma presente, pasada y su significado en español?

## PAST SIMPLE TENSE

We use the past tense to talk about:

- ✓ something that happened *once in the past*:
  - I met my wife in 1983.
  - We went to Spain for our holidays.
  - They got home very late last night.
- ✓ something that happened *again and again in the past*:
  - When I was a boy I walked a mile to school every day.
  - We swam a lot while we were on holiday.
  - They always enjoyed visiting their friends.
- ✓ something that was true for some time in the past:
  - I lived abroad for ten years.
  - He enjoyed being a student.
  - She played a lot of tennis when she was younger.
- ✓ we often use phrases with ago with the past tense:
  - I met my wife a long time *ago*.

Structure:

I		
You		
He		
She	<b>played</b>	tennis.
It		
We		
They		

Affirmative statements

I				
You				
He				
She	<b>didn't</b>	play	tennis.	
It				
We				
They				

Negative statements

didn't = did not



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				Yes,	No,			
<b>Did</b>	I you he she it we they	play	tennis?	I you he she it we they	<b>did.</b>	I you he she it we they	<b>didn't.</b>	
Interrogative statements				Answers				

## REGULAR AND IRREGULAR VERBS

- *What are Regular Verbs?*

Regular verbs in English create the past simple and past participle by adding -ed to the base form.

BASE FORM	PAST SIMPLE
arrive	arrived
call	called
wait	waited

If the verb ends in a consonant and -y, we change the -y to -i and added -ed. For example:

BASE FORM	PAST SIMPLE
marry	married
study	studied

If a verb ends in -e we simply add -d, For example:

BASE FORM	PAST SIMPLE
hate	hated
like	liked

- *What are Irregular Verbs?*

Irregular verbs form their past and past participle forms in different ways.

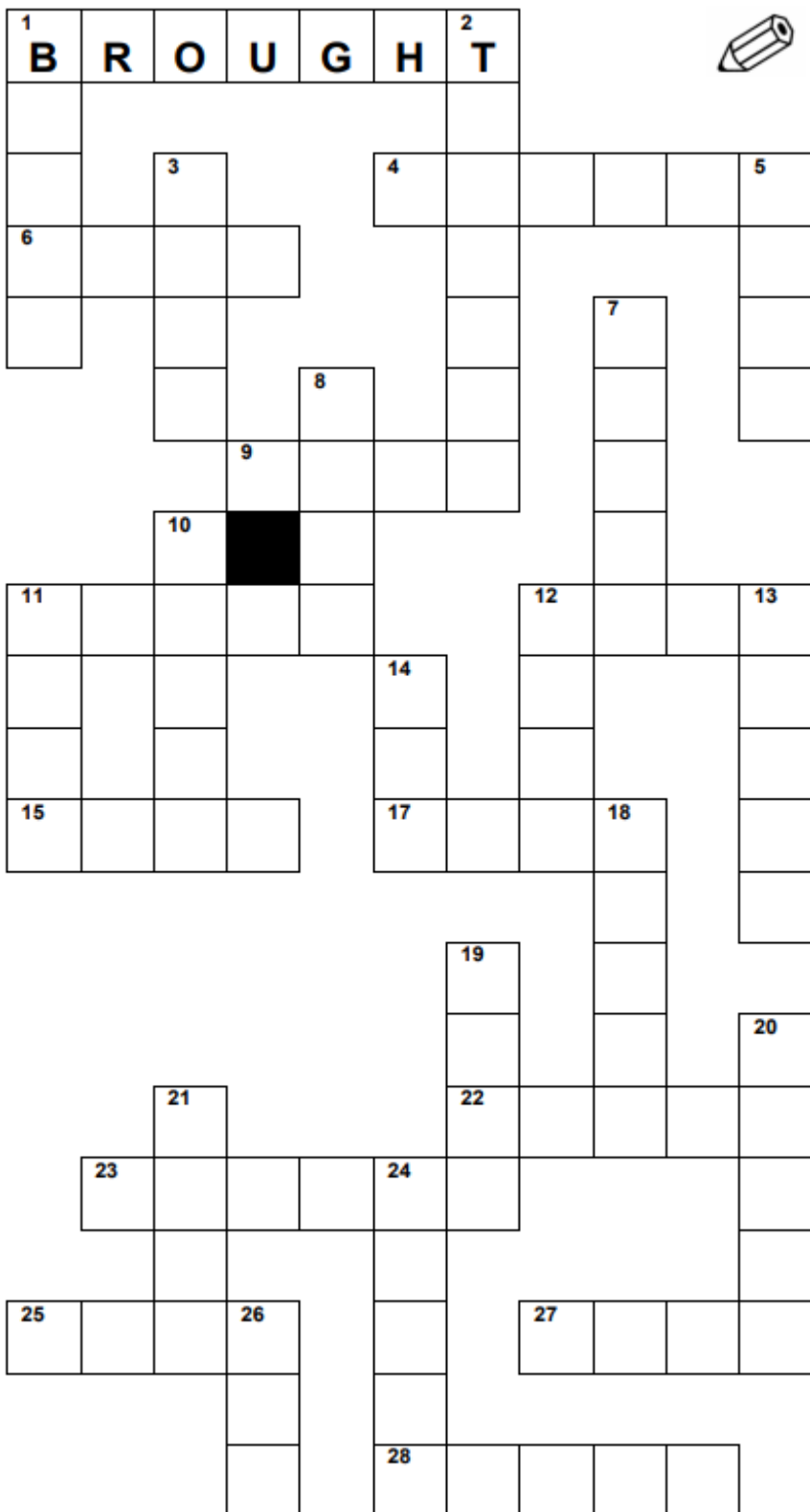
There are about 200 irregular verbs in English and mainly organized in three types:

- ✓ Verbs in which all the three forms are the same (e.g. put – put – put)
- ✓ Verbs in which two of the three forms are the same (e.g. sit – sat – sat)
- ✓ Verbs in which all three forms are different (e.g. drink – drank – drunk)

\* Revisar en internet, tabla/lista de verbos regulares e irregulares en ingles



- Objective: Identifies the chronological order of past and future actions, inferring consequences.
- Structure: a) Change the verbs to past simple and fill in the missing words:



1 B R O U G H T 2

3 4 5

6 7

8 9

10

11 12 13

14 15 17 18

19 20

21 22

23 24

25 26 27

28

## ACROSS WORDS

- bring
- forget
- know
- send
- stand
- read
- make
- draw
- spend
- catch
- fly
- are
- drive

## DOWN WORDS

- break
- think
- go
- take
- choose
- hold
- find
- swim
- ride
- drink
- do
- write
- lose
- steal
- come
- hear
- is



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b) Put the verbs into the simple past:

- Last year I (go) \_\_\_\_\_ to England on holiday.
- It (be) \_\_\_\_\_ fantastic.
- I (visit) \_\_\_\_\_ lots of interesting places. I (be) \_\_\_\_\_ with two friends of mine.
- In the mornings we (walk) \_\_\_\_\_ in the streets of London.
- In the evenings we (go) \_\_\_\_\_ to pubs.
- The weather (be) \_\_\_\_\_ strangely fine.
- It (not / rain) \_\_\_\_\_ a lot.
- But we (see) \_\_\_\_\_ some beautiful rainbows.
- Where (spend / you) \_\_\_\_\_ your last holiday?

c) Organize the sentences into the simple past:

- Janet / miss / the bus → \_\_\_\_\_
- she / tidy / her room → \_\_\_\_\_
- Nancy / watch / not / television → \_\_\_\_\_
- she / read / a book → \_\_\_\_\_


d) Write "Was" or "Were":

- The teacher \_\_\_\_\_ nice.
- The students \_\_\_\_\_ very clever.
- But one student \_\_\_\_\_ in trouble.
- We \_\_\_\_\_ sorry for him.
- He \_\_\_\_\_ nice though.

e) Answer your friend on this "Facebook post". Remember to use past tense in your answer, and complete all blanks:



Update



**Your friend >> You**  
Hey, I didn't see you last weekend! Where were you?  
What did you do?

Like Comment Share →

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## TOPIC 6: SECOND CONDITIONAL

Revise el siguiente link: *Así es la estructura del condicional 2 en inglés*, en: <https://www.youtube.com/watch?v=61Oou-WbGfQ>. De acuerdo a lo anterior ¿Qué harías si hoy tuvieras 30 años (también trabajo y por ende dinero)?

### SECOND CONDITIONAL: If + Past Simple, ...Would + Verb

We use it when we are thinking about a situation in the present or future that is **hypothetical, unlikely** or **impossible**.

We use a past verb though are imagining the present or the future to be different.

Example: If I **won** the lottery, I **would travel** around the world.

= It is **unlikely** that I will win the lottery, but I'm going to hypothetically imagine that I did win. In that situation I would travel around the world. So in order for me to travel around the world, I would need the first clause (the condition or situation) to happen, that is, for me to win the lottery first.

- If I won the lottery, I would travel around the world. (Though I am unlikely to win the lottery)
- If I knew his name, I would tell you.
- If I didn't have a headache, I would go to the party.
- If I became President, I would reduce the salaries of all politicians. (Though it is unlikely I will become President)

Notice how we use a comma after the past tense clause.

We can also reverse the order and use: **Conditional verb (would + verb) + If + Past Simple**

- I would be happy if I had more free time.
- I would tell you the answer if I knew what it was.
- There would be fewer accidents if everyone drove more carefully.
- We would have a lot of money if we sold our house.
- Would she come if I paid for her flight?
- Would you accept the job if they offered it to you?
- What would you do if you won the lottery?
- What would you do if you saw a U.F.O?

Notice how the comma is not necessary with this word order.




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To resume:

"if" clause	main clause
<u>If</u> I <b>won</b> a million dollars,	... I <b>would</b> put the money in a bank. ... I <b>could</b> buy an airplane. ... I <b>might</b> give it all away.
main clause	"if" clause
I <b>would</b> put the money in a bank I <b>could</b> buy an airplane I <b>might</b> give it all away	... <u>if</u> I <b>won</b> a million dollars. 

#### NOTES:

- (1) The second conditional is used to talk about future events that are hypothetical or improbable.
- (2) To form negative sentences, add 'not' after 'would', 'could' and 'might'. Eg "... I might not give it all away."

#### ACTIVITY NO. 6

1. Objective: Expresses ideas related to the effects of ICT in daily life in narrative oral and written texts used in class.
2. Structure: a) Complete the sentences below by making second conditional statements. Use your imagination!

1. If I had longer summer holidays, I would travel more.
2. If John did more exercise, \_\_\_\_\_
3. If Mrs. Smith spoke Chinese, \_\_\_\_\_
4. If I won a million dollars, \_\_\_\_\_
5. \_\_\_\_\_, you could live for 150 years.
6. \_\_\_\_\_, I might look for a new job.
7. \_\_\_\_\_, people would be very surprised.
8. \_\_\_\_\_, he would laugh.
9. If aliens landed on Earth, \_\_\_\_\_
10. If animals could talk, \_\_\_\_\_
11. If people lived on the moon, \_\_\_\_\_
12. If I spent all my money, \_\_\_\_\_

b) Answer the questions about you. Use the second conditional in your answers. Use your imagination!

1. Who would you talk to if you could travel back in time?

---

2. Where would you go on holiday if you could travel anywhere?

---

3. What would you say if you met an alien from another planet?

---

4. How would you feel if you were the only person on earth?

---

5. What would you print if you had a 3D printer?

---

6. What would you buy if you were very, very rich?

---

7. What would you do if you could choose any job in the world?

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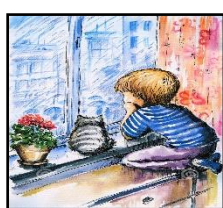
8. Would you be happy if you had a pet dinosaur?

---

c) Look at the pictures. Use the words below to complete the second conditional sentences:



1



2



3



4



5

1. If I were \_\_\_\_\_

(the Browns / I / let / the dog / sit / at the table )

2. If it was/were \_\_\_\_\_

(sunny / John / stay / at home )

3. Sarah would buy \_\_\_\_\_

(that dress / if / she / be / thinner )





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4. Kate could \_\_\_\_\_

(go / to the cinema / if / Sam / invite / her )

5. If Jake had \_\_\_\_\_

(more courage / he / go / to the dentist )

d) 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?

\_\_\_\_\_

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?

\_\_\_\_\_

e) Match the beginnings of the sentence to the correct endings, to make logical second conditional sentences.

    a. If I were taller,

\_\_\_\_\_ ...If I thought he really loved me.

    b. I'd buy a new computer...

\_\_\_\_\_ ...you lost your job?

    c. How would you feel if...

\_\_\_\_\_ ...if you apologized

    d. If you could visit any country in the world,

\_\_\_\_\_ ...I'd come to the party with you

    e. He'd be really upset ....

\_\_\_\_\_ ...If he knew about the ?????

    f. I'd marry him tomorrow...

\_\_\_\_\_ ...I wouldn't have to wear high heel shoes.

    g. I'd forgive you...

\_\_\_\_\_ ...If I had enough money.

    h. If I didn't feel so ill,

\_\_\_\_\_ ...Where would you go ?