



PREPARATORIA 22

# \*PORTAFOLIO DE\*

# EVIDENCIAS

## OPORTUNIDADES EXTRAORDINARIAS

### VIDA COTIDIANA EN OTRO IDIOMA II



Nombre del estudiante: \_\_\_\_\_

Matrícula: \_\_\_\_\_ Fecha: \_\_\_\_\_

Docente : \_\_\_\_\_

Señala la oportunidad correspondiente



3°



4°



5°



6°



Es requisito para presentar el realizar por lo menos 2 conferencias, es necesario para tu formación integral y se refleja en tu proceso de aprendizaje para las Unidades de Aprendizaje:

El presente portafolio forma parte del 50% de tu calificación y debe cumplir con lo siguiente:

1. Escribe tus datos de identificación completos
2. Adjunta el portafolio en MS Teams en formato PDF, el día y hora que el maestro lo señale, en el apartado de Tareas del equipo correspondiente a la materia (No olvides agregar tu nombre completo en cada hoja)
3. Verifica el envío correcto del portafolio.

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## ***Portafolio de oportunidades extraordinarias***

### ***Vida Cotidiana en Otro Idioma 2***

#### **Lineamientos de llenado y entrega del Portafolio**

1. Impresión del documento.
2. Contestar a mano con tinta azul y buena letra.
3. En caso de algún error utilizar corrector no se acepta con borrones ni rayones.
4. Escribir iniciales del estudiante en todas las hojas en la esquina superior derecha.
5. Se entrega completo y en la fecha indicada por el docente.

# Etapa 1

## **Competencia disciplinar básica de Comunicación:**

10. Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.

## **Propósito formativo:**

Produce oraciones que comuniquen actividades realizables en un contexto cotidiano de turismo local.

## **Elementos de competencia:**

- Utiliza las frases básicas para dar direcciones y ubicaciones de lugares específicos.
- Aplica estructuras gramaticales para expresar oraciones en su tiempo presente.
- Emplea estructuras gramaticales para informar lo que una persona puede realizar físicamente.
- Utiliza estructuras gramaticales que muestren acciones que se realizan en ese mismo instante, utilizando la estructura lingüística del presente progresivo.

## **Contenido conceptual:**

Estructuras lingüísticas: frases imperativas, presente simple, adverbios de frecuencia, verbo modal “can”, presente continuo.

## Dimensión 2

### Simple present

#### Simple Present Tense

Affirmative	Interrogative	Negative
I work	Do I work?	I <b>don't</b> work
You work	Do you work?	You <b>don't</b> work
He works	Does he work?	He <b>doesn't</b> work
She works	Does she work?	She <b>doesn't</b> work
It Works	Does it Work?	It <b>doesn't</b> work
We work	Do we work?	We <b>don't</b> work
You work	Do you work?	You <b>don't</b> work
They work	Do they work?	They <b>don't</b> work

#### I. Complete the sentences with the Present Simple of the verbs in brackets.

1. Peter and his friends go to school by bus. (go)
2. Elephants \_\_\_\_\_ leaves and grass. (eat)
3. David's father \_\_\_\_\_ in a hospital. (work)
4. The bank opens at 9.30 and \_\_\_\_\_ at 4.30. (close)
5. Tom and Jim \_\_\_\_\_ football every day after school. (play)
6. My sister \_\_\_\_\_ in the park every day (run)
7. My father \_\_\_\_\_ his car on weekends (wash)

**II. Change these affirmative sentences to negative using simple present**

1. Peter wake up at seven. Peter doesn't wake up at seven
2. The children run home. \_\_\_\_\_
3. I take the book with me. \_\_\_\_\_
4. We turn off the computer. \_\_\_\_\_
5. My friend studies at the afternoons \_\_\_\_\_
6. It snows in winter. \_\_\_\_\_

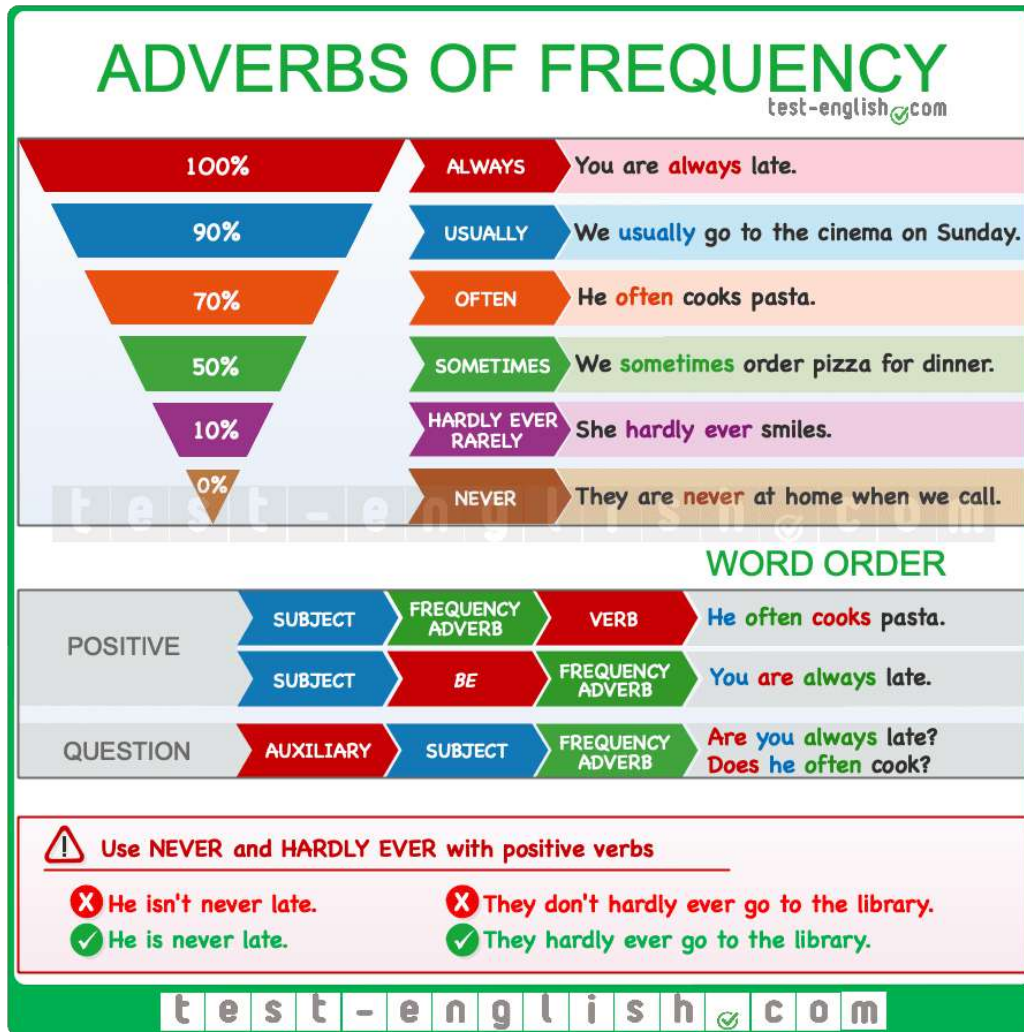
**II. Complete the questions with Do or Does.**

1. Does she take her dog for a walk in the morning?
2. \_\_\_\_\_ your friend Paul work in the shop over there?
3. \_\_\_\_\_ they know the answers to the exam?
4. \_\_\_\_\_ your parents know that you smoke?
5. \_\_\_\_\_ Bill teach Math?
6. Where \_\_\_\_\_ your sister live?
7. What time \_\_\_\_\_ the lessons finish?
8. \_\_\_\_\_ you go to the coast in summer?



### Dimensión 3

#### Adverbs of Frequency



#### Exercise

##### I. Write the frequency adverbs indicated in each sentences.

1. Father is late for dinner. (always 100%)

Father is always late for dinner

2. Fred goes hunting with his friend. (often 70%)

\_\_\_\_\_

3. Their child is well behaved. (rarely 20%)

\_\_\_\_\_

4. My mother does my science homework. (never 0%)

---

5. I go out at night. (seldom 20%)

---

6. We celebrate my dad's birthday at a hotel. (usually 80%)

---

7. Tourists see whales in the ocean. (sometimes 50%)

---

8. My cousins are away on the weekends. (usually 80%)

---

9. I go swimming alone. (never 0%)

---

10. I visit grandma. (often 70%)

---

### Present Continuous

Present continuous		
I	am/am not	wearing trainers.
You/We/They	are/aren't	
He/She/It	is/isn't	
Am	I	wearing trainers?
Are	we/you/they	
Is	he/she/it	
Yes/No,	I	am/am not.
	we/you/they	are/aren't.
	he/she/it	is/isn't.

We use the present continuous to describe actions that are happening at the moment.

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**II. Complete the sentences with the Present Continuous form of the verb in brackets.**

My sister is watching (watch) TV right now.

The boys aren't playing (not play) tennis today.

The women \_\_\_\_\_ (sit) in the park now.

Dad \_\_\_\_\_ (not wash) his car today.

They \_\_\_\_\_ (drive) to work right now.

Jason \_\_\_\_\_ (study) music this year.

The children \_\_\_\_\_ (not swim) at the moment.

**III. Do questions correctly in present continuous**

1. your dad / work / today / ? Is your dad working now?

2. you / have a good time / on holiday / ? \_\_\_\_\_

3. your friends / play football / ? \_\_\_\_\_

4. your mum / cook dinner / now / ? \_\_\_\_\_

5. they / drink / coffee (?) \_\_\_\_\_

**Imperatives**

Examples

**Open** your books.

**Don't play** inside the house!

**IV. Unscramble the following words to form correct imperatives.**

1. speaking/hand/Raise/before/your  
\_\_\_\_\_

2. to /classmates/ Be/ your/courteous  
\_\_\_\_\_

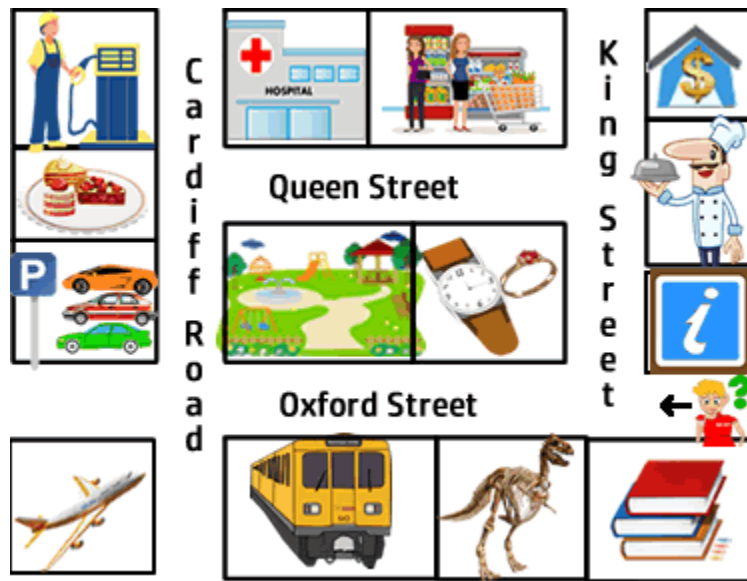
3. the/Bring /please /pencils /me  
\_\_\_\_\_

4. tomorrow/Don't /bring/to/homework/forget/your  
\_\_\_\_\_

5. much/noise/Don't/so/make  
\_\_\_\_\_



## Giving directions



V. Write down the correct name of the place on the line. Use the vocabulary from the box

Airport, Jeweler, Hospital, Bakery

1. Is It next to the library? Museum
2. Is it on the corner of Oxford St. and Cardiff Road, in front of Parking lot? \_\_\_\_\_
3. Is it opposite the park, next to supermarket? \_\_\_\_\_
4. Is it between the gas station and the parking lot? \_\_\_\_\_
5. Is it crossing Queen street, in front of supermarket? \_\_\_\_\_

## Can

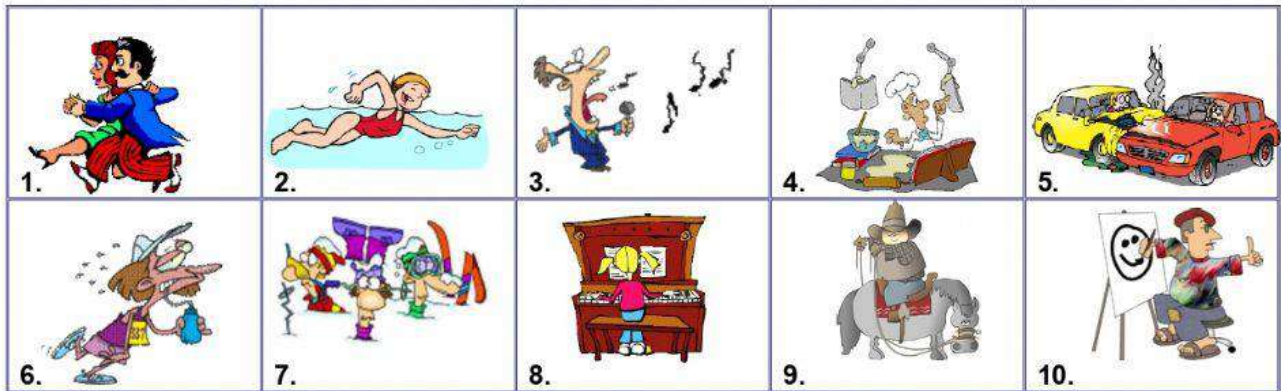
Affirmative	Negative		Interrogative
	Long Form	Short Form	
I can	I cannot	I can't	Can I?
You can	You cannot	You can't	Can you?
He can	He cannot	He can't	Can he?
She can	She cannot	She can't	Can she?
It can	It cannot	It can't	Can it?
We can	We cannot	We can't	Can we?
You can	You cannot	You can't	Can you?
They can	They cannot	They can't	Can they?

<b>Short answers</b>	Can you dance?	Yes, I can./No, I can't.
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# Grammar: CAN / CAN'T: expressing ability

**A. Look at the pictures and write sentences about what these people CAN or CAN'T do.**  
Use these verbs:

dance swim sing cook drive  
run ski play the piano ride a horse paint



- |                                      |                               |
|--------------------------------------|-------------------------------|
| 1. Sarah and Tom <u>can dance.</u> 😊 | 2. Mary _____ 😊               |
| 3. Tony <u>can't sing.</u> ☹️        | 4. That man _____ ☹️          |
| 5. Granny _____ ☹️                   | 6. She _____ the marathon. ☹️ |
| 7. They _____ ☹️                     | 8. Tina _____ 😊               |
| 9. He _____ ☹️                       | 10. Mr Smith _____ ☹️         |

**B. And you? Can you do these things?**  
Write short answers.

- Can you speak French? ⇒ No, I can't.
- Can you ride a bike? ⇒ Yes, I can.
- Can you play chess? \_\_\_\_\_
- Can you bake a cake? \_\_\_\_\_
- Can you whistle? \_\_\_\_\_
- Can you dive? \_\_\_\_\_



# SCHOOL



1 - Look at the pictures.



HELEN



KATE



JOHN



ALICE



TOM AND JIM



BEN



PETER



JOE AND MEG

1.1- Write what people can or can't do.

PLAY FOOTBALL- SWIM- RUN FAST - ROLLERSKATE  
PLAY CHESS -PLAY THE GUITAR - DRAW -- RIDE A BIKE

- a) Helen can play football. (Helen)
- b) \_\_\_\_\_ (Kate)
- c) \_\_\_\_\_ (John)
- d) \_\_\_\_\_ (Alice)
- e) \_\_\_\_\_ (Tom and Jim)
- f) \_\_\_\_\_ (Ben)
- g) \_\_\_\_\_ (Peter)
- h) \_\_\_\_\_ (Joe and Meg)

## Autoevaluación Etapa 1

Elementos a evaluar	Si	No
Se entendió el tema de frases imperativas		
Se entendió el tema de presente simple		
Se entendió el tema de adverbios de frecuencia		
Se entendió el tema del modal can		
Se entendió el tema de presente continuo		
Respuestas completas y correctas		

# Etapa 2

## Competencia disciplinar básica de Comunicación:

11. Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.

## Propósito formativo:

Construye estructuras lingüísticas en futuro simple para comunicar información referente a planes, predicciones y próximos eventos.

## Elementos de competencia:

- Utiliza las frases básicas para comunicar acciones en su tiempo futuro.
- Emplea estructuras gramaticales para expresar promesas y predicciones en su tiempo futuro.
- Diferencia estructuras gramaticales para ejemplificar cantidades en un contexto dado.
- Utiliza las frases básicas para comunicar acciones en su tiempo futuro.
- Emplea estructuras gramaticales para expresar promesas y predicciones en su tiempo futuro.
- Diferencia estructuras gramaticales para ejemplificar cantidades en un contexto dado.

## Contenido conceptual:

**Vocabulario relacionado con:** horóscopos, actividades recreativas, posesiones personales, comidas, medidas, secciones departamentales de una tienda.

**Estructuras lingüísticas:** estructuras gramaticales en futuro (will, going to), sustantivos contables y no contables, cuantificadores de medidas, artículos definidos e indefinidos.



## Etapas 2

### Dimensión 2

#### Futuro simple will



# SIMPLE FUTURE TENSE

- +** **S+will/shall + V(bare form)**  
**I will go to Thailand.**
- **S + will not/won't + V(Base form)**  
**I will not go to Thailand.**
- ?** **Will + S + V(Base form) +...?**  
**Will you go to Thailand?**

#### I. Write positive sentences in will Future.

1. We (help) **will help** you.
2. I (get) \_\_\_\_\_ you a drink.
3. I think our team (win) \_\_\_\_\_ the match.
4. Maybe she (do) \_\_\_\_\_ a language course in Malta.
5. I (buy) \_\_\_\_\_ the tickets.
6. Perhaps she (do) \_\_\_\_\_ this for you.
7. Maybe we (stay) \_\_\_\_\_ at home.
8. She hopes that he (cook) \_\_\_\_\_ dinner tonight.
9. I'm sure they (understand) \_\_\_\_\_ your problem.
10. They (go ) \_\_\_\_\_ to the park.

## II. Write negative sentences in will future.

1. (I / answer / the question) : **I won't answer the question** \_\_\_\_\_
2. (she / read / the book) \_\_\_\_\_
3. (they / drink / beer) \_\_\_\_\_
4. (we / send / the postcard) \_\_\_\_\_
5. (Vanessa / catch / the ball) \_\_\_\_\_
6. (James / open / the door) \_\_\_\_\_
7. (we / listen / to the radio) \_\_\_\_\_
8. (they / eat / fish) \_\_\_\_\_
9. (she / give / him / the apple) \_\_\_\_\_
10. (the computer / crash) \_\_\_\_\_

## III. Write questions in will future.

1. (you / ask / him) **Will you ask him?** \_\_\_\_\_
2. (Jenny / lock / the door) \_\_\_\_\_
3. (it / rain) \_\_\_\_\_
4. (the teacher / test / our English) \_\_\_\_\_
5. (what / they / eat) **What will they eat?** \_\_\_\_\_
6. (when / she / be / back) \_\_\_\_\_
7. (who / drive / us / into town) \_\_\_\_\_
8. (where / we / meet) \_\_\_\_\_
9. (when / I / be / famous) \_\_\_\_\_
10. (what / you / do) \_\_\_\_\_

FUTURO CON GOING TO EN #INGLÉS   Karate English Blog
<b><i>Afirmativa</i></b>
SUJETO + AM / ARE / IS + GOING TO + VERBO INF
<i>It is going to rain / You are going to run</i>
<b><i>Negativa</i></b>
SUJ + AM NOT / AREN'T / ISN'T + GOING TO + VERB INF
<i>It isn't going to rain / You aren't going to run</i>
<b><i>Interrogativa</i></b>
ARE / IS + SUJ + GOING TO + VERBO INF?
<i>Is it going to rain? / Are you going to run?</i>

# GRAMMAR WORKSHEET

## FUTURE: GOING TO



I	am			Am	I		
You	are			Are	you		
He	is			Is	he		
She	is	going to	cook.	Is	she	going to	cook?
It	is			Is	it		
We	are			Are	we		
They	are			Are	they		

## GRAMMAR DICTATION

- Listen to your teacher read aloud present simple verbs. Then, use 'going to' to make statements and questions in the spaces below

### STATEMENTS

see a movie

- My friends are going to see a movie.
- Mr. Smith \_\_\_\_\_
- I \_\_\_\_\_
- Bob and Cathy \_\_\_\_\_
- The movie \_\_\_\_\_
- We \_\_\_\_\_

### QUESTIONS

be late

- Are my classmates going to be late?
- \_\_\_\_\_ John and Steven \_\_\_\_\_
- \_\_\_\_\_ the airplane \_\_\_\_\_
- \_\_\_\_\_ I \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Will -Going to

### WILL vs. GOING TO

WILL	GOING TO
<ul style="list-style-type: none"><li>Express future actions decided at the moment of speaking (immediate decision) E.g: I'll have salad now.</li><li>Express a prediction based on personal opinions or experiences E.g: I think United <b>will</b> win the game.</li><li>Express a future fact E.g: The sun <b>will</b> rise tomorrow.</li></ul>	<ul style="list-style-type: none"><li>Express future plans decided before the moment of speaking (prior plans) E.g: I'm <b>going to</b> visit my aunt next Friday.</li><li>Express a prediction based on present evidence E.g: Look at those black clouds. It <b>is going to</b> rain.</li><li>Express that something is about to happen E.g: Get back! The bomb <b>is going to</b> explode.</li></ul>

Both **Will** and **Going to** can be used for making future predictions without having a real difference in meaning.  
E.g: I think it **will** be foggy tomorrow. = I think it **is going to** be foggy tomorrow.



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### IV. Write will or going to in the blanks

- Philipp  15 next Wednesday. *(to be)*
- They  a new computer. *(to get)*
- I think my mother  this CD. *(to like)*
- Paul's sister  a baby. *(to have)*
- They  at about 4 in the afternoon. *(to arrive)*

### Dimensión 3

#### Much-Many

Much	Many
<b>Uncountable nouns.</b> A large amount.  <b>For example:</b> <ul style="list-style-type: none"><li>• The party was so <b>much</b> fun.</li><li>• I didn't get <b>much</b> sleep last night.</li><li>• How <b>much</b> money do you have?</li></ul>	<b>Countable nouns.</b> A large amount.  <b>For example:</b> <ul style="list-style-type: none"><li>• She has <b>many</b> friends.</li><li>• There aren't <b>many</b> people here.</li><li>• How <b>many</b> properties do you own?</li></ul>

#### I. Exercise

1. I'm sorry, I don't have  time.
2. That store hasn't  notebooks.
3. Today I've  work to do.
4. He always puts  sugar in his tea.
5. She didn't make  mistakes in her test.
6. We don't have  juice left. I'll go to buy some.
7. How  money do you earn?



# What's the Difference?

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## a few

not many, some  
We use **A FEW** with  
countable nouns in the  
plural

*We've got a few apples.*



## a little

not much, some  
We use **A LITTLE** with  
uncountable nouns

*We've only got a little  
money.*



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### Exercise

#### II. Fill with a few or a little in the blanks

1. He has a few plants.
2. She has got \_\_\_\_\_ milk.
3. He drank \_\_\_\_\_ whisky.
4. And has \_\_\_\_\_ friends.
5. We saw \_\_\_\_\_ people at the restaurant.
6. I bought \_\_\_\_\_ newspapers.
7. There is \_\_\_\_\_ petrol in his car.
8. There are \_\_\_\_\_ bottles on the table.
9. There are \_\_\_\_\_ hotels in this town.
10. I want to eat \_\_\_\_\_ bread.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## GRAMMAR WORKSHEET

# QUANTIFIERS: SOME/ANY



STATEMENT	NEGATIVE	QUESTION
<b>Plural Nouns</b> I have some cookies.	I don't have any cookies.	Do you have any cookies?
<b>Uncountable Nouns</b> I need some water.	I don't need any water.	Do you need any water?

**NOTE 1:** With questions in which we expect the answer to be 'Yes', we use 'some' instead of 'any'.  
 Example: Could you please give me some bananas?

**NOTE 2:** Some common uncountable nouns include:  
 coffee, food, homework, information, milk, money, paper, rice, salt, soup, sugar, tea, time, water

- Fill in the blanks below to complete the sentences. Use 'some' or 'any'.

- I don't need any money because I'm going to bring my lunch to school.
- He doesn't have \_\_\_\_\_ pens, but I have \_\_\_\_\_ pens.
- Our teacher didn't give us \_\_\_\_\_ homework yesterday.
- I'm tired. Do we have \_\_\_\_\_ time to take a nap?
- A: Do they have \_\_\_\_\_ library cards? B: No, they don't have \_\_\_\_\_.
- Paul wants to buy \_\_\_\_\_ new shoes.
- Excuse me, I need \_\_\_\_\_ information about the flight to Boston.
- I don't have \_\_\_\_\_ paper, but Mary has \_\_\_\_\_.
- Mr. Smith has \_\_\_\_\_ questions that he wants to ask you.
- They have \_\_\_\_\_ apples, but they don't have \_\_\_\_\_ bananas.
- I'm sorry, but we don't have \_\_\_\_\_ more tickets.
- Thomas read \_\_\_\_\_ interesting books last month.
- I bought \_\_\_\_\_ milk and \_\_\_\_\_ sugar at the supermarket.
- A: Do you have \_\_\_\_\_ coins for the bus? B: No, I have \_\_\_\_\_.
- I need \_\_\_\_\_ help with my homework.

### Autoevaluación Etapa 2

Elementos a evaluar	Si	No
¿Se entendieron las estructuras gramaticales en futuro (will, going to)?		
¿Se entendieron los sustantivos contables y no contables?		
¿Se entendieron los artículos definidos e indefinidos?		
Respuestas completas y correctas.		

# Etapa 3

## **Competencia disciplinar básica de Comunicación:**

11. Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.

**Propósito Formativo:** Relata hechos sobre celebraciones en países de habla inglesa para identificar costumbres culturales.

## **Elementos de competencia:**

- Utiliza las frases básicas para comunicar acciones de uso diario en tiempo presente con adverbios de lugar y de modo.
- Emplea estructuras gramaticales para comunicar acciones en pasado utilizando el verbo "to-be".
- Aplica las estructuras lingüísticas necesarias para comunicar acciones en su tiempo pasado simple, utilizando verbos regulares e irregulares.

## **Contenido conceptual:**

Vocabulario relacionado con: celebraciones, medios de transporte, matrimonio y películas.

**Estructuras lingüísticas:** adverbios de lugar y de modo, pronombres sujetos y pronombres objetos, estructuras gramaticales del tiempo pasado simple.

## Simple past verb to be

## Exercise

1. Last year my best friend  was  22 years old.
2. The weather  cold when we  in Berlin.
3. Why  you so angry yesterday?
4. At this time last year Sandra  in Paris.
5. We  tired because it  late at night.
6. Tim  asleep at ten o'clock yesterday. (-)
7. Our hotel last year  small, but it  very clean.
8. I phoned you at the weekend, but you  at home. (-)
9. My dad  at work the whole week, because he was ill. (-)
10. The shops  open yesterday, but we didn't go there.
11. My friends  at the shopping mall two days ago.

## Simple Past

**PAST SIMPLE**

AFFIRMATIVE	NEGATIVE
I worked	I <b>didn't</b> work
You worked	You <b>didn't</b> work
He worked	He <b>didn't</b> work
She worked	She <b>didn't</b> work
It worked	It <b>didn't</b> work
We worked	We <b>didn't</b> work
You worked	You <b>didn't</b> work
They worked	They <b>didn't</b> work

INTERROGATIVE	SHORT ANSWERS
Did I sleep ...?	Yes, I did. / No, I didn't.
Did you sleep ...?	Yes, you did. / No, You didn't.
Did she sleep ...?	Yes, she did. / No, she didn't.
Did he sleep ...?	Yes, he did. / No, he didn't.
Did it sleep ...?	Yes, it did. / No, it didn't.
Did we sleep ...?	Yes, we did. / No, We didn't.
Did you sleep ...?	Yes, you did. / No, You didn't.
Did they sleep ...?	Yes, they did. / No, they didn't.

## Exercise

### II. Complete with simple past the blanks

- I  my Math homework yesterday. *(to do)*
- Susan  to England by plane? *(to go)*
- They  a farm two weeks ago. *(to visit)*
- Jenny and Peggy  their brother. *(not/to help)*
- The children  at home last weekend. *(not/to be)*
- When  you  this wonderful skirt? *(to design)*
- My mother  into the van. *(not/to crash)*
- The boys  the mudguards of their bicycles. *(to take off)*
- you  your aunt last week? *(to phone)*
- He  milk at school. *(not/to drink)*



## DIFFERENT ADVERBS LIST

ADVERBS OF TIME		ADVERBS OF PLACE		ADVERBS OF MANNER
eventually		abroad		cheerfully
daily		above		calmly
already		under		rapidly
weekly		right		promptly
tomorrow		outside		well
before		upstairs		eagerly
earlier		towards		beautifully

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### I. Choose the correct Adverb of manner

- 1. When my teacher talks too \_\_\_\_, it's difficult to understand him.

- ☐ slowly
- ☐ quickly
- ☐ hardly

- 2. I always study \_\_\_\_ for a big test.

- ☐ hard
- ☐ hardly
- ☐ badly

- 3. My dad used to shout \_\_\_\_ when he was angry.

- ☐ noise
- ☐ loudly
- ☐ loud

- 4. Please try to behave \_\_\_\_ when you meet my family.

- ☐ normally
- ☐ quickly
- ☐ loudly

- 5. She did \_\_\_\_ in her tennis match last week. She won.

- ☐ bad
- ☐ well
- ☐ quickly

- 6. Please close the door \_\_\_\_ when you enter my room.

- ☐ stupidly
- ☐ successfully
- ☐ gently

- 7. I'm sitting \_\_\_\_ so I don't want to move.

- ☐ comfortably
- ☐ normally
- ☐ quickly

- 8. My husband sings \_\_\_\_ when he's in the shower. Even the neighbors can hear him.

- ☐ quietly
- ☐ enthusiastically
- ☐ bigly

- 9. She laughs \_\_\_\_ at my jokes.

- ☐ loudly
- ☐ badly
- ☐ angrily

- 10. Sometimes I need my teacher to talk more \_\_\_\_ so I can understand better.

- ☐ slowly
- ☐ successfully
- ☐ hardly

## II. Choose the correct Adverb of place

1. Close the door when you go \_\_\_\_ out \_\_\_\_.

- 1. Out
- 2. Westwar
- 3. Lightly
- 4. Here

2. The cat is hiding \_\_\_\_\_ the couch.

- 1. On
- 2. Underneath
- 3. Somewhere
- 4. There

3. Will you be starting your plants \_\_\_\_\_ or in a greenhouse?

1. Round
2. Home
3. Outside
4. Around

4. The ship sailed \_\_\_\_\_, encountering heavy weather along the way.

1. Up
2. Down
3. Northwards
4. Backwards

5. When she saw me waiting, she ran \_\_\_\_\_ me.

1. Around
2. Towards
3. Through
4. Forward

### Autoevaluación Etapa 3

Elementos a evaluar	Si	No
¿Se entendió el tema de adverbios de lugar y de modo?		
¿Se entendió el tema de pronombres sujetos y pronombres objetos?		
¿ Se entendieron las estructuras gramaticales del tiempo pasado simple.?		
Las respuestas estan completas y correctas		

# Etapa 4

## **Competencia disciplinar básica de Comunicación:**

11. Identifica e interpreta la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto cultural.

**Propósito formativo:** Relata eventos del pasado basándose en hechos históricos y hábitos sociales pasados.

## **Competencia disciplinar básica de Comunicación:**

### **Elementos de competencia:**

- Utiliza las frases básicas para interpretar y comunicar información en su tiempo pasado simple.
- Emplea las estructuras lingüísticas para informar eventos en pasado, utilizando la estructura "used to".
- Aplica el vocabulario y las estructuras gramaticales para hablar en pasado, apoyándose de palabras claves tales como: "last" y "ago".

### **Contenido conceptual:**

**Estructuras Lingüísticas:** Tiempo pasado simple (verbos regulares e irregulares), estructura "used to", expresiones de tiempo: "last" y "ago".



## Dimensión 2

### Used to Past habits

#### ***Used To***

		Subject	<i>Used To</i>	Infinitive	
+		I, you, he/she/it, we, they	used to	go	to the movies every Saturday.
-			didn't use to never used to	go	on vacation.
?	Did	you	use to	work	hard?

## EXPRESSING PAST HABITS (used to)

1 Complete the table.

+	-	?
I used to go to work by car.		
	You didn't use to have many friends at school.	
		Did he use to visit her grandparents at the weekends?
She used to be my best friend.		
	It didn't use to be a cinema earlier.	
		Did we use to have dinner at six every evening?
You used to wear that stupid hat every day.		
	They didn't use to be our neighbours in London.	

II. Complete the sentence using the correct form of used to and one of the verbs in the box.

Do sit play speak smoke buy have (x2)

- He lived in Brazil until he was seven. He \_\_\_\_\_ Portuguese, but he's forgotten a lot of it now.
- We \_\_\_\_\_ smartphones, or even internet in our houses. To go online you had to go to an internet café or library or something.
- She \_\_\_\_\_ but she's given up now. She's really healthy these days.
- We \_\_\_\_\_ together when we were children, but I don't see them much anymore.
- You used to live on the same road as me! \_\_\_\_\_ sweets in that shop on the corner?
- She \_\_\_\_\_ any sport at all, but now she's in the basketball team and she loves it.
- We always \_\_\_\_\_ on the bridge with our legs hanging down, and throw sticks into the river.
- I didn't recognize him because of his new beard. He \_\_\_\_\_ a beard! He looks completely different now.

## Past – Time expressions

I. Look at the expressions we use with **LAST** and **AGO**.

AGO	LAST
<p><i>I called my family _____</i></p> <ul style="list-style-type: none"> <li>• Ten minutes ago</li> <li>• An hour ago</li> <li>• Two days ago</li> <li>• A week ago</li> <li>• A few months ago</li> <li>• A year ago</li> </ul>	<p><i>I called my family _____</i></p> <ul style="list-style-type: none"> <li>• Last night</li> <li>• Last week</li> <li>• Last weekend</li> <li>• Last month</li> <li>• Last November</li> <li>• Last year</li> <li>• Last Monday</li> <li>• Last summer/fall/winter/spring</li> </ul>

II. Complete the sentences using **AGO** or **LAST**.

- My brother found a job \_\_\_\_\_ week.
- I returned from Japan two weeks \_\_\_\_\_.
- Jack went to bed very late \_\_\_\_\_ night.
- We had a difficult test \_\_\_\_\_ Friday.
- I started to study French \_\_\_\_\_ September.

### Autoevaluación Etapa 4

Elementos a evaluar	Si	No
¿Se entendió la estructura "used to".?		
¿Se entendieron las palabras claves tales como: "last" y "ago"?		
Respuestas completas y correctas		

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