



Escuela de Educación Secundaria N°3

Colegio Nacional Florentino Ameghino

CUADERNILLO DE ACTIVIDADES CICLO LECTIVO 2023

ASIGNATURA: INGLÉS

CURSO: 5to Año Ciencias Naturales A y B

PROFESORAS:

5° A Cs. Naturales= Galván María Soledad

5° B Cs. Naturales=

✓ EXPECTATIVAS DE LOGRO:

-Utilizar el inglés en prácticas sociales cotidianas.

-Leer textos específicos de la modalidad y responder a ellos.

-Expresarse en forma escrita usando estructuras y vocabularios de los temas abordados, insistiendo gradualmente en la especificidad de contenidos de acuerdo con la modalidad.

✓ CONTENIDOS:

Gramática: Presente Simple y continuo

Pasado simple

Vocabulario: Cambio climático: causas y consecuencias.

Energías renovables y no renovables.

La materia.

Medioambiente.

MARZO

ACTIVIDAD 1

PRE-READING:

Answer these questions: (contesta estas preguntas) :

- What do you know about Galileo Galilei? ¿ Qué sabes sobre galileo galilei?
- What are these objects used for? Who uses them? ¿Para que se usan estos objetos? ¿Quienes los usaban?



WHILE- READING:

- 1) Complete the text with the words in the chart. Completa el texto con las palabras del cuadro. Look up in the dictionary the unknown words. Busca las palabras que desconozcas en el diccionario.

Improved- discovered- worked- supported- held-
died-observed began-analized was- decided.

WHO WAS GALILEO GALILEI?

Galileo galilei 1) a physicist, mathematician, astronomer and philosopher. He was born in Pisa, Italy, where he 2) to study medicine. later on he 3) to change to mathematics. he 4) as a professor of Geometry, Mechanics and Astronomy at the University of Padua. Galileo 5)..... the Copernican theory which 6) that the sun was the centre of the universe. He 7) in 1642 at the age of 77. As regards his achievements, Galileo 8) the telescope and 9) the phases of Venus, 10) the four largest satellites of Jupiter (named the “ Galilean moons” in his honour), and 11) the sunspots.

2) Read the text and look up in the dictionary the unknown words. Lee el texto y busca las palabras desconocidas en el diccionario.

3) Read about Galileo. Correct the sentences about him. Lee sobre Galileo y corrige las oraciones sobre él.

- a) Galileo was born in Padua. **Galileo was born in Pisa.**
- b) His father was a scientist.
- c) He was a professor at the University of Pisa. d) He was the father of six children..... e) His theory was that the sun went around the earth. f) He spent his last year in prison. g) He was completely deaf when he died.

4) Read the text again and answer the questions. Lee el texto nuevamente y contesta las preguntas.

- a) What nationality was Galileo?
- b) When was he born?
- c) Was he married?
- d) What could he see with his telescope?

Galileo Galilei – the father of modern science



Galileo Galilei was an Italian physicist, mathematician, astronomer, and philosopher. He was a brilliant scientist.

HIS EARLY YEARS

Galileo was born in 1564 in Pisa, Italy. He was the first of six children of Vincenzo Galilei and Giulia Ammannati. His father was a famous musician.

Galileo's early education was in a monastery. From there, in 1581, he went to the University of Pisa, where he was a student of medicine and mathematics. Then from 1592 to 1610 he went to the University of Padua. He wasn't a student at this university – he was a professor of mathematics and astronomy.

Galileo was the father of three children – two daughters and a son – but he wasn't married to their mother.

HIS SCIENTIFIC LIFE

Galileo made excellent telescopes. With them he could see moons going round the planet Jupiter and the planet Venus going round the sun. At the time, there was the belief that the earth was the centre of the universe and the sun went round the earth. However, by 1610 Galileo's theory was that the earth was not the centre of our universe. Galileo said that the sun was the centre, and the earth moved round it.

HIS LAST YEARS

Some religious organisations weren't happy with Galileo's theories. His ideas were dangerous because they were different from the ideas in the Bible. Finally, in 1634 there was a trial. Galileo was 70 and not in good health so he wasn't sent to prison, but he couldn't leave his house in Florence. It was here that he died in 1642. He was 78 years old and completely blind.

AFTER-READING:

5) Match the two halves to make sentences. use las dos mitades para crear oraciones.

1)The telescope was a very important ... a) with about 3x magnification in 1608. 2)
In 2009, we celebrated the 4th centenary of... b)to observed the earth and the sky 3)
The United Nations declared this year ... c) instrument in the Scientific Revolution. 4)
Galileo made a telescope ... d) as the International year of Astronomy. 5) Then he
invented others... e) up to about 30 x magnification.
6) this instrument could be used ... f) Galileo's first recorded astronomical
observations with his telescope.

6) Put the words in order and find out more information about Galileo 's achievements. Pon las palabras en orden y encuentra más información acerca de los logros de Galileo.

a) Close to Jupiter / three fixed stars/ Galileo observed/ in 1610 b) He
concluded / orbiting this planet/ After several days of observation, / that they
were satellites or moons.

c) To observe sunspots/ and a multitude of stars packed in the milky Way / was
one of the first astronomers/ Galileo.

d) Lunar mountains and craters/ on the moon's surface/ to report/ he was the
first.

7) Make a summary of the text: “ Galileo Galilei- the father of modern science”. Write one sentence to each paragraph in spanish. Haz un resumen del texto : “Galileo Galilei- el padre de la ciencia moderna”. escribe una oración por párrafo en español.

ACTIVIDAD 2.

PRE-READING:

1- Predict from the text what the text will be about.

A LOOK BACK OF THE LIVE OF STEVE JOBS

Apple Inc. announced tonight that company co-founder and former Chief Executive Steve Jobs has died at the age of 56. Here is a look back at his career.

He was the father of the iPhone, the iPod and the Apple Mac computers turning _____ gadgets into objects of desire. "I think if you do something and it turns out pretty good, then you should go do something else wonderful." As he was fond of saying, "Wait, there's more!" "Today Apple is going to _____ the phone." And people did wait in long lines for the first iPhones in 2007. Then three years later they lined up for the iPad changing the way people consume media. "Design plus function _____ the right life style and that's what he felt."

In 1976 Jobs co-founded Apple Computer and within a few years was worth one hundred million dollars. In 1984 he was showing off his new _____ and joy, the Macintosh. "And this has turned out insanely great." As critics hailed the Mac, Jobs was on the losing end of a _____ struggle at his company and left Apple a year later. He went into computer animation acquiring Pixar Studios and striking failure with a _____ of hit movies starting with Toy Story "To infinity and beyond!" Jobs came back to Apple in 1996 and began reinventing the Mac dressing it up in a variety of colours. "They look so good you kinda wanna lick them."

Concerns about the health of Steve Jobs began in 2004 when he underwent _____ for pancreatic cancer. A year later he spoke about that during a commencement at Stanford University. "This was the closest I've been to facing death and I hope it's the closest I get for a few more decades." An _____ private man with a quick temper kept reporters at bay saying his health was nobody's business. But Jobs was losing weight, something revealed in these photos taken in 2007 and 2008. In April 2009 he underwent a liver _____. Five months later back on the job at Apple he expressed his gratitude. "I now have the liver of a mid-twenties person who died in a car crash and was generous enough to donate his organs. And I wouldn't be here without such _____." On August 24th of this year he stepped down as Apple's CEO.

Back in 2005 he offered this bit of advice to the Stanford University grads "Your time is _____ so don't waste it living someone else's life. Don't let the noise of others' opinions drown out your inner voice." Steve Jobs, a man whose own inner voice led him to create some of the most visionary products of the internet _____. Jobs leaves behind a wife and four children.

George Lewis, NBC News, Los Angeles
WHILE-READING:

2- Complete the text with the words below. You can use it once. Completa el texto con las siguientes palabras, no se repiten.

**era - generosity - intensely - limited - power - transplant - electronic - pride - reinvent - string
- equals- surgery**

AFTER-READING:

3- Match the words in bold in the text with the definitions on the right. Put the correct letter into the box next to each word. Uni las cada palabra con su significado.

1 gadgets a) prevented them from coming close

2 lined up b) a feeling of thankfulness

3 hailed c) shown, displayed

4 acquiring d) left his position

5 commencement e) praised, said how good it was

6 kept reporters at bay f) stood in a line

7 revealed g) students who had just got their degrees 8 gratitude h) graduation

ceremony

9 stepped down i) small useful devices or machines

10 grads j) getting, buying

ABRIL

ACTIVIDAD 1

“The Origin of Life”

a- Check you understand the key words. Look up the unknown words in a dictionary. UNIVERSE, MADE FROM, ENERGY, FORM, PARTICLE, ATOM, MATTER, MOLECULE, LIVING / NON-LIVING MATTER, CELL, LIFE.

b- Before you read.

- Look at the title and the drawings.

- Read the first two and the last two sentences of the text only.
- Try to guess what the text is about.

c- Answer these questions.

1- Which of the following sentences best describes the article:

- Matter and energy work together.
- A human being comes from only one cell.
- Everything is energy.

2- What are the two basic types of molecules?

3- What is a cell?

4- What living organism thinks about its origin?

3- atomic c- energy

4- basic d- elements

5- intelligent e- molecule

GRAMMAR

There are two basic types of molecules: small molecules and macromolecules. Small molecules are in non-living matter - minerals, air, water. Macromolecules are made from many small molecules. They exist in living matter, i.e. in plants and animals including people. Macromolecules also exist in some synthetics like polythene and nylon.

Macromolecules are not living matter but they combine to create cells. Cells are basic units of life. This combination of non-living matter to form living matter is called "the miracle of life".

Some living matter like bacteria are made from one cell. Plants and animals, on the other hand, are made from millions of cells. A cell can produce more cells. A human being comes from only one cell. A person is an intelligent form of energy. He or she observes the universe and thinks about the origin and meaning of life.

VOCABULARY

d- Match the two words from the text and translate. 1- macro a- matter

2- living b- particles

e- Circle the correct form of the verbs in brackets.

1-Everything (is / are) matter.

- 2-Macromolecules (exist / exists) in polythene and nylon.
3- How (do / does) non- living matter form living matter?
4- (Is / are) carbon atoms present in your body?
5-People (think / thinks) about the origin and meaning of life.

f- Complete the sentences with the correct form of the verbs in brackets.

- 1- A cell _____ (result) from a combination of macromolecules. 2- An atom _____ (not be) living matter.
3- Macromolecules _____ (not be) present in the sun. 4- A plant _____ (have) millions of cells.
5- An atom _____ (not have) life.
6- Carbon atoms _____ (not form) oxygen.

g- Fill in the gaps.

Use= study, and, studies, are, has, aren't.

- 1- Science **a** _____ the variety of forms. Some forms **b** _____ intelligent and some **c** _____. Biologists **d** _____ living matter. Biology **e** _____ two basic branches of study Botany **f** _____ Zoology.

ACTIVITY 2

“ OUR WARMING PLANET”

a- Look at the picture, he is a man in disguise.

- 1-What kind of bear it is?
2- Why is he dressed up like this?
3- Why did he spell BARELY that way?

b- Read the texts and answer.

- 1-What age will you be by 2050?
2-Reading the effects of global warming, which do you think would be the worst?

3-Write all the predictions you find in the texts. (they use will + verb) **c-Read**

and translate “It could be like this”.

d- Draw a mind map including the main concepts.

Our warming planet



OUR WARMING PLANET

It could be like this!

Look at the map below. It shows one set of predictions for temperature rise, between 2000 and 2050. The deeper the red, the bigger the rise.

Look at the Arctic region, at the top of the map. It will still be cold there, in 2050. But temperatures could have risen by up to 4.5 °C, since 2000.

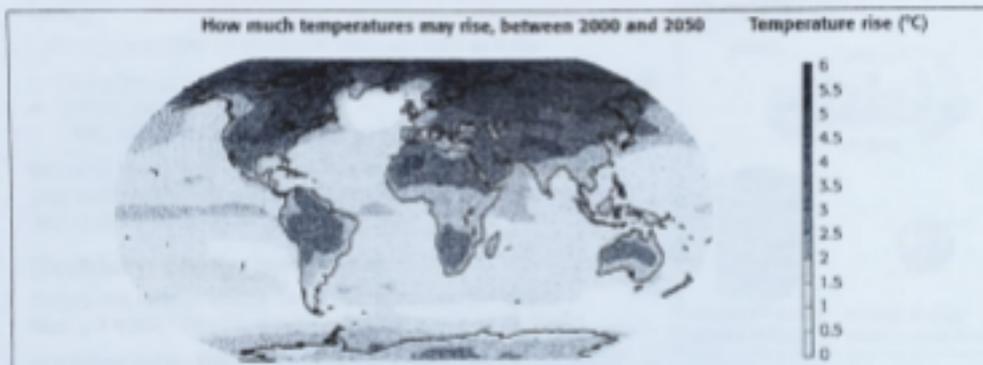
Now look at the boxes. They give the likely effects of all this warming.

• Ice in the Arctic and Antarctic will melt. The water from land ice will run into the sea, causing a rise in sea levels.

• Rising seas will drown low-lying coastal places. For example in Bangladesh, which is a low, flat country.

• There will be more violent storms, and more floods.

• There will be more heat waves in Europe and other places – and they'll kill hundreds of thousands of people.



• Some places will get much more rain, and some much less, than now.

• There will be millions more refugees, as people flee from floods, or drought and famine.

• Some places that depend on tourists will get too hot. Tourists will stay away.

• Some places will get too hot and dry to grow crops. This will cause famine.

• There may be wars over food and water.

• Other places will attract more and more tourists, as their climates 'improve'.

• Some places will grow new crops, that they were once too cold for.

• Animals and plants that can't cope (by moving, or adapting) will die out. (Will polar bears?)

• Diseases will spread, as insects and animals that carry them move to new places.

e- READ THE TEXT CAREFULLY

Years ago there wasn't a problem with rubbish because things like plastic and disposable nappies hadn't been invented. There wasn't so much packaging on items you bought either. But now with everything so over-packaged wrapped and disposable we are suffering the consequences of far too much waste. The trouble is not everything can be recycled or will rot away. You used to be able to get a refund on glass bottles when you took them back to the shop. Now they

are either collected from your house by the council or you can take them to a bottle bank.

The fact that paper can be recycled and is easy to dispose of is great but remember paper is made from trees, which are important to the environment. The rainforests have been slowly disappearing for a while now. We need them not just because it helps with the climate. They are important as like all plants they give us oxygen. They are also home to many animals who rely on them for their survival.

The best waste is organic, dead leaves; carrot tops, onion skins and so on all rot down and make fertile soil. This in turn will help the plants and vegetables giving them much-needed food. So if you are able to have a compost heap in your garden you'll be helping the environment and your garden will love you for it.

Acid rain is another serious problem it is damaging to plants and is caused by pollutants such as sulfur dioxide and nitrogen oxides. These come from the burning of coal, oil, and gas.

Dropping litter is not just a lazy thing to do it makes work for other people, is bad for the environment, and looks ugly. So think before you drop litter either bin it or keep it and then bin it.

When rivers and seas are polluted by the waste we are not only stealing their beauty but were spoiling it for ourselves too. Our health can also suffer. Sadly accidents do occur; oil slicks sometimes happen and wreck the environment. Animals tend to suffer the most from these incidents. We should really have in place something that will prevent so much destruction, rather than just waiting for it to happen, then trying to clean up the damage.

Nuclear waste has been the cause of controversy over the years. Radioactive material leaking out would be very serious indeed, it can cause real harm. This is why it is the most worrying.

Although we are trying to stop the hole in the ozone layer from getting any bigger, nuclear waste is still a serious problem. The ozone layer protects us from harmful ultra-violet rays. Its hole has been caused by chlorofluorocarbons (cfc's) a chemical that was found in some products. Refrigerators are used to contain them. So do we care enough about the earth we have inherited and our passing onto future generations? Or is it now all too late to do anything? Each one of us can make a difference and each and every one of us is responsible for the environment. It takes care of us; we should take care of it.

F- Read the text again and enumerate some of the environmental problems mentioned in the text.

-
-
-
-

-

e-En base a lo leído planea una campaña contra el cambio climático. Puede ser en forma de poster o folleto en inglés. El mismo debe incluir imágenes y frases de concientización. Hay mucha información online que los puede inspirar (no copiar algo ya hecho). Hay un video de Youtube llamado "Climate change, Official Short Film, Philip K." que es muy interesante y ejemplificador.

MAYO

ACTIVIDAD 1

PRE-READING:

- 1) ¿Cual es el título del texto?
- 2) ¿Sobre qué trata el texto?
- 3) Escanea el texto y busca palabras que son parecidas en castellano por ejemplo: Decade significa década.

READING-COMPREHENSION: Text: Our Environment : Warmest decade for past 1000 years.

a) Answer these questions: contesta estas preguntas:

- 1) What did researchers find out?
- 2) How did they get to those results?
- 3) How many countries participated in the expedition?
- 4) When did the expedition take place and how long did it last?
- 5) Where were the samples taken? Is this important?
- 6) What is the cause of this warmer climate, according to scientists?

b) Are these statements true(t) or false (f)? ¿Son estas oraciones verdaderas o falsas? (ver en la fotocopia del texto punto B)

c) Vocabulary.

Match these words from the text with their meanings. Une estas palabras del texto con su significado. (ver fotocopia del texto punto C).

d) Discussion.(Este punto no se realiza)

e) Make a short summary of the text, 5 sentences. (Hacer un resumen corto del texto en 5 oraciones, el mismo deberá estar hecho en español)

OUR ENVIRONMENT

Pre-Reading:

1. What is the title of the text?
2. What do you think it is about?
3. Scan the text and look for cognates.

in September, 2000

WARMEST DECADE FOR PAST 1,000 YEARS

The past decade has been the warmest for 1,000 years, according to an analysis of ice cores drilled from a glacier in the Himalayas.

The findings, published in the journal *Science*, offer new evidence of global warming, scientists said. The past ten years and the past 50 years were the warmest periods of that length during the past millennium, the researchers found.

The ice cores, which were taken from the glacier four miles above sea level on the Tibetan plateau, showed a record of at least eight major droughts. They were caused by a failure of the South Asian monsoon, the worst of which was a seven-year dry spell which killed more than 600,000 people.

The international team of researchers, including scientists from the US, China, Peru, Russia and Nepal, took three sets of samples from cores drilled into the glacier during a 10-week expedition in 1997.

The researchers said that the results offered particularly significant evidence of climate change, as early signs of global warming are always seen at high altitudes. "This is the highest climate record ever retrieved, and it clearly shows a serious warming during the late 20th century, one that was caused, at least in part, by human activity," they said.

The scientists were able to separate annual layers of ice for the last 557 years, and test their chemical composition. The evidence supported the idea that the warmer climate in recent decades was caused by human pollution.

B) Are these statements true (T) or false (F)?

1. The chemical composition of the ice layers that the scientists studied showed a serious warming during the last decades.
T F
2. The study of the ice layers cannot give evidence of the periods of drought.
T F
3. The consequences of the periods of drought were not very important.
T F
4. This climate record is more important than previous ones.
T F

C) Vocabulary:

Match these words from the text with their meaning:

a. drought (n)	1. one of several levels of substance lying one on top of another.
b. plateau (n)	2. to confirm
c. core (n)	3. to make a hole in sth., using a drill.
d. layers (n)	4. period of continuous dry weather, when there not enough water for plants and animals to live.
e. support (v)	5. a large area of fairly level land that is higher than land around it.
f. drill (v)	6. the central part of an object.

D) Discussion

- ☛ Scientists have been warning us of the effects of pollution on the world's climate. Why do people in general and governments in particular never pay any attention to them?
- ☛ What will the consequences of global warming be for us? How may our lives change?

ACTIVITY 2

PRE-READING: (CORRESPONDE A READING DEL TEXTO)

1) Study the poster for 20 seconds. Then answer these questions. Estudia el poster por 20 segundos, Contesta estas preguntas:

- a) What can you see in the poster?
- b) Do you know this film? What do you think it is about?
- c) What do you know about Al Gore?

WHILE-READING:

2) Read the TV trailer to check your answers. then, circle the correct option, 1-4, below. Leer el avance (TV trailer) para chequear tus respuestas. Luego, haz un círculo en la opción correcta 1-4 que está debajo.

1) Our climate changing naturally / because of global warming

2) The text includes the name of one prize/ two prizes.

3) After the film, there's a discussion between two experts who agree/ disagree. 4)

Does the title of the film mean we don't **A** really want to know about climate change?

B believe what scientists tell us

about climate change?

1B Saving the planet

Reading

1 Study the poster for 20 seconds. Then answer in pairs.

- 1 What can you see in the poster?
- 2 Do you know this film? What do you think it's about?
- 3 What do you know about Al Gore?

2 Read the TV trailer to check your answers. Then circle the correct options, 1-4, below.

On Tuesday evening Channel 4 is showing *An Inconvenient Truth*. This **Academy Award**-winning documentary film is about **climate change** and **global warming**. Presented by **former US Vice President Al Gore**, it shows exactly how we are **destroying** the **planet**. For example, every day our **factory chimneys** and cars **pollute** the air, planes use **enormous amounts** of petrol and our roads and buildings eat up more and more of the **natural** world. He explains how the climate is changing and gives scary examples of how the world is getting warmer.

This was and still is a very **powerful** film and it helped Al Gore to win the Nobel Peace Prize. But do people fully understand the dangers, **even** today? Are we **actually** changing the way we live? Does everybody believe climate change is really happening? After the film Channel 4 is holding a **discussion** between two **scientific experts** with very different opinions. Don't miss it!

1 Our climate's changing naturally / because of global warming.

2 The text includes the name of one prize / two prizes.

3 After the film, there's a discussion between two experts who agree / disagree.

4 Does the title of the film mean we don't: **A** really want to know about climate change?
B believe what scientists tell us about climate change?

AFTER- READING

3) Write a short text (about 100 words) explaining what you know about climate

change and global warming. Use English. Escribe un texto corto (de 100 palabras) explicando que sabes del cambio climático y el calentamiento global. Usa el idioma inglés para realizarlo.

ACTIVITY 3

4) Scan the text: “Saving the planet” and find two verbs in Past Simple tense.

Escanea el texto: “ Salvando el planeta” y encuentra dos verbos en el tiempo verbal pasado simple.

5) Write the verb in the correct tense. Escribe el verbo en el tiempo verbal correcto.

JUNIO

ENERGY, FUELS AND ELECTRICITY ACTIVITY 1

a- Pre- reading.

Las fuentes de energía están a nuestro alrededor y se nos muestran en una gran variedad de posibilidades. La energía que consumimos proviene de distintas fuentes, pero no todas tienen la misma relevancia. Piensa y lista cuántas cosas a tu alrededor no funcionarían sin energía de distintas fuentes.

b- Read and answer.

- 1- What forms can energy take?
- 2- What are fuels?
- 3- What things are used as fuels?
- 4- Why do we burn fuels?
- 5- What form of energy do we use every day?
- 6- Explain how a power station produces and carries electricity away to homes, schools, etc. (the steps are in the box).

c- Read the text “It doesn’t have to be steam”, look at the pictures carefully and explain in Spanish what you can use, instead of steam, to make electricity. d- After reading and understanding the text, draw a mind map including the main concepts.

e- Escribe un glosario con el vocabulario específico de ambos textos en inglés, con la traducción en español.

f- Finalmente investiga fuentes renovables y no renovables de energía, y escribe un informe en inglés de no menos de una carilla de extensión.

Energy, fuels, and electricity

Here you will review energy and its sources. You will learn more about electricity. And then you will identify renewable energy sources.

We need energy!

You know from science class that energy can take many forms – heat, light, sound, electricity, movement, and chemical energy. And it can change from one form to another.

We need energy. For cooking, heating and lighting our homes, listening to music, moving cars, phoning friends. We mostly use **fuels** to provide it.

Fuels

Fuels are just a store of energy. All these are used as fuels:

- + the fossil fuels – gas, coal and oil (and things like petrol, made from oil)
- + nuclear fuels
- + wood, straw, and even rubbish.

We usually burn fuels, to release their energy. But not nuclear fuels. They contain unstable atoms, and we split these to release energy. (See Unit 6.4 for more on nuclear energy.)

Electricity: energy made easy

There's one form of energy we all use, every day: electricity. How is it made? Easy! Just move a magnet inside a coil of wire.

In a power station they use a large magnet called an **electromagnet**. They use steam to make the magnet spin, and a **fuel** to make the steam.

All are forms of energy.

1 First they boil water to make steam. They heat the water:

- + by burning a fuel – oil, gas, coal, wood, or even rubbish!
- + or using the heat given out by a nuclear fuel.

2 The jet of steam makes a **turbine** spin.

3 Next to the turbine is the **generator**. It contains the **electromagnet**, inside the coil of wire.

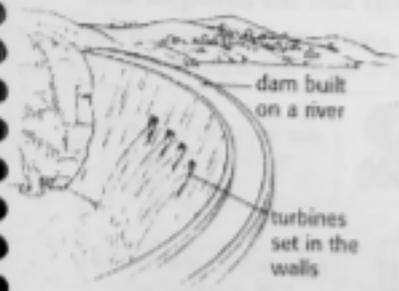
4 When the turbine spins, the **electromagnet** spins too. That gives electricity in the wire.

The steam cools to water which is recycled, or put back in the river.

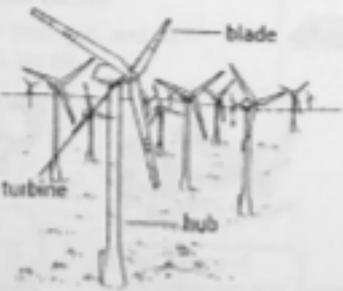
5 Cables carry it away to homes, schools, offices, factories ...

It doesn't have to be steam

You make electricity by spinning a turbine – in any way you like!
 You don't have to use steam. You can use a river, or the wind, or the sea.

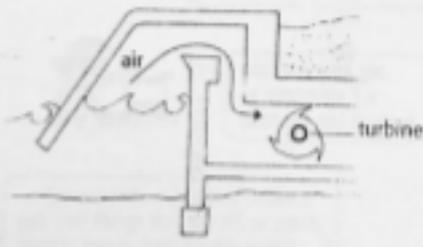


dam built on a river
turbines set in the walls



blade
turbine
hub

On a wind farm, the wind spins them, by turning the blades.



1 The waves move up and down.
 2 This makes the trapped air move, and it spins the turbine.

air
turbine

In the sea, waves and the tide can make a turbine spin.

In a hydroelectric station, fast-flowing water spins the turbines.

On a wind farm, the wind spins them, by turning the blades.

In the sea, waves and the tide can make a turbine spin.

The electricity can then be fed into the **National Grid**. That's the network of cables that carries electricity around the UK.

Renewable or not?

Coal, oil and gas are called **fossil fuels**, because they are the remains of plants and sea animals that lived millions of years ago. We are using them up very fast. One day, there won't be any more we can access. So we call them a **non-renewable resource**.

It's the same with nuclear fuels. The Earth contains only a certain amount. When we dig them all up, that's it!

But wood is different. It won't run out – we can keep growing new trees. So wood is a **renewable** resource. What about the wind? Is it?

When will we run out?	
This is what some experts think:	
At our present rate of use we could run out of ...	In about ...
oil	40 years
gas	60 years
coal	250 years

ANEXO GRAMÁTICA EXPLICADA

PAST SIMPLE.

Verbos regulares e irregulares

Los verbos regulares en Pasado Simple terminan en - ED. Ejemplo: cleaned, watched, started, cooked, etc. Los verbos irregulares en Pasado Simple no terminan de esa forma, sino que cambian de distinta manera y son irregulares precisamente porque no siguen la regla de los regulares. Ejemplo: bought es el pasado de buy (comprar), drank es el pasado de drink (beber), ate es el pasado de eat (comer), etc. En esta lista están los verbos irregulares más comunes. La columna que dice Past Simple corresponde al Pasado. Puedes buscar el significado de los verbos en un diccionario inglés/ castellano o en un traductor online.

75 common irregular verbs

Infinitive	Past Simple	Past Participle	Infinitive	Past Simple	Past Participle	Infinitive	Past Simple	Past Participle
beat	beat	beaten	fall	fell	fallen	lose	lost	lost
become	became	become	feed	fed	fed	make	made	made
begin	began	begun	feel	felt	felt	mean	meant	meant
bend	bent	bent	fight	fought	fought	meet	met	met
bet	bet	bet	find	found	found	pay	paid	paid
bite	bit	bitten	fly	flew	flown	put	put	put
bleed	bled	bled	forget	forgot	forgotten	read	read	read
blow	blew	blown	forgive	forgave	forgiven	rise	rose	risen
break	broke	broken	freeze	froze	frozen	run	ran	run
breed	bred	bred	get	got	got	say	said	said
bring	brought	brought	give	gave	given	see	saw	seen
build	built	built	go	went	gone	sell	sold	sold
buy	bought	bought	grow	grew	grown	send	sent	sent
catch	caught	caught	have	had	had	sit	sat	sat
choose	chose	chosen	hear	heard	heard	sleep	slept	slept
come	came	come	hide	hid	hidden	speak	spoke	spoken
cost	cost	cost	hit	hit	hit	spend	spent	spent
cut	cut	cut	hold	held	held	take	took	taken
do	did	done	hurt	hurt	hurt	teach	taught	taught
dig	dug	dug	keep	kept	kept	tell	told	told
draw	drew	drawn	know	knew	known	think	thought	thought
dream	dreamt/-ed	dreamt/-ed	lay	laid	laid	understand	understood	understood
drink	drank	drunk	lead	led	led	wear	wore	worn
drive	drove	driven	leave	left	left	win	won	won
eat	ate	eaten	lend	lent	lent	write	wrote	written

SIMPLE PAST TENSE (Pasado Simple)

MODO AFIRMATIVO	MODO INTERROGATIVO	MODO NEGATIVO
I played Yo jugué	Did I play? ¿Jugué yo?	I did not play Yo no jugué
You played Tú jugaste	Did you play? ¿Jugaste tú?	You did not play Tú no jugaste
He played Él jugó	Did he play? ¿Jugó él?	He did not play Él no jugó
She played Ella jugó	Did she play? ¿Jugó ella?	She did not play Ella no jugó
It played Él/Ella jugó	Did it play? ¿Jugó él / ella?	It did not play Él / Ella no jugó
We played Nosotros jugamos	Did we play? ¿Jugamos nosotros?	We did not play Nosotros no jugamos
You played Ustedes jugaron	Did you play? ¿Jugaron ustedes?	You did not play Ustedes no jugaron
They played Ellos jugaron	Did they play? ¿Jugaron ellos?	They did not play Ellos no jugaron

Past simple - Interrogative form

AFFIRMATIVE FORM

I saw a bird.

INTERROGATIVE FORM

Did you see a bird?



Yes, I did.



No, I didn't.



Activity 1. Write the sentences in the interrogative form and answer them. (yes or  no). 

Activity 2. Number the pictures.

1. She washed the dishes.





2. They ate an ice-cream.





3. He boiled the carrots.





2. Tom cut the onions.





Escuela de Educación Secundaria N3

Colegio Nacional Florentino Ameghino

MODULO 2

MATERIA: Inglés

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✓ **EXPECTATIVAS DE LOGRO:**

-Utilizar el inglés en prácticas sociales cotidianas.

-Leer textos específicos de la modalidad y responder a ellos.

-Expresarse en forma escrita usando estructuras y vocabularios de los temas abordados, insistiendo gradualmente en la especificidad de contenidos de acuerdo con la modalidad.

✓ **CONTENIDOS PRIORITARIOS:**

- **Gramática:** Pasado Continuo.

Pasado Simple vs. Pasado Continuo.

Futuro (will /going to)

- **Vocabulario:** Water (vocabulario relativo al agua, el agua como elemento vital, el peligro del agua,

AGOSTO

ACTIVIDAD 1

1) PRE-READING:

A) Look at the pictures and predict what the text is going to be about.

B) Do the true and false activity from the photocopy.

WHILE READING:

- 3) Do the first exercise of Vocabulary.
- 4) Read the text. Explain it with your own words in 3 sentences.

AFTER READING: do the last exercise. Hacer el último ejercicio.

ACTIVIDAD 2

PRE-READING:

- 1) Answer the questions in the text: What is happening in each picture? and why do you think this happens?

WHILE--READING:

- 2) Read the text. Look up the unknown words.

AFTER-READING:

- 3) Completar las oraciones con información del texto.
- 4) Create a mind map. Crear un mapa conceptual.

GRAMMAR: PAST CONTINUOUS.

El *past continuous* es un tiempo verbal que se utiliza para hablar de una acción del pasado que todavía no ha finalizado cuando nos referimos a ella. Este tiempo verbal equivale en español a la forma verbal: *yo estaba comiendo, tú estabas comiendo, él estaba comiendo*, etc. No obstante, en algunos casos también se puede traducir por: *yo comía, tú comías, él comía*, etc.

Ejemplos

- They were waiting for the bus when the accident happened. (*Ellos estaban esperando el colectivo, cuando el accidente ocurrió*)
- Caroline was skiing when she broke her leg. (*Carolina estaba esquiando, cuando se quebró la pierna*)
- When we arrived he was having a bath. (*Ellos llegaron cuando él se estaba bañando*)
- When the fire started I was watching television (*Cuando el incendio comenzó, yo estaba viendo televisión*)

ACTIVIDAD 3

1- Complete the sentences with the correct form of the Past Continuous 1. We

- _____ (play) video games yesterday at 3 o'clock. 2. They _____ (not/do) their homework yesterday at 3 o'clock 3. What _____ he _____ (watch) on television when you arrived? 4. Howard _____ (like) the movie.
5. My parents _____ (work) when I came home.
 6. In 2010, we _____ -_ (live) in a small flat in London.
 7. She _____ (listen) to music when I called. 8. _____ it _____ (rain) when you left?
 9. it _____ (rain) when you left?

2- Put the words in the correct order

1. cooking / she / arrived / was / I / when
2. doing / what / 3 o'clock / you / were / at / ?
3. students / teacher / listening / the / weren't / the / to
4. film / watching / we / called / when / you / were / a
5. ? / bus / long / you / how / were / the / for / waiting
6. home / raining / so / it / we / was / went
7. arrived / doing / homework / he / was / you / when / ?
8. noise / while / reading / was / newspaper / the / I / heard / a / I
9. called / I / sleeping / wasn't / when / you

3- Make questions using the Past Continuous

1. (what/do/you) _____ yesterday at six?
2. (Jane/practise) _____ the piano when you came home? 3.
- (who/talk/to you) _____ when I saw you last night? 4.
- (what/discuss/they) _____ when she went over to them?
5. (type/she) _____ a message when you interrupted her?

SEPTEMBER

ACTIVITY 1

PRE-READING

1) Read the text: Predict what the text is going to be about. WHILE-READING:

2) Read the text and look up the unknown word in the dictionary. AFTER -READING

3) Do all the activities in the copy.

GRAMMAR: PAST SIMPLE VS. PAST CONTINUOUS.

ACTIVITY 2

El pasado continuo (past continuous) expresa la duración de una acción pasada y no indica si ha finalizado. Son acciones largas por ejemplo: estudiar, cocinar etc. , Mientras que el pasado simple (past simple) se refiere a una acción puntual que empezó y acabó en el pasado. ... It was snowing at half past four yesterday (*Ayer; estaba nevando a las 16.30*). Y se utiliza para acciones cortas. Ejemplo: I was cooking dinner when the telephone rang. (osea estaba realizando una acción larga que cocinar

que ella un tiempo determinado cuando algo corta la acción, como es el llamado por teléfono)

¿Cuándo se utiliza el past simple?

Existen una serie de complementos que acompañan a las oraciones que nos van a permitir diferenciar el past simple del past continuous por tanto, es muy importante que intentes localizar estos complementos para así saber de qué tiempo verbal se trata. Usaremos el past simple...

- Si en la oración aparece el adverbio ago que significa “hace” en el sentido de temporalidad. Por ejemplo ‘She arrived ten minutes ago’.
- Si se enumeran acciones consecutivas. Por ejemplo “She took the train and went home”
- Si aparece when (aunque habrá que prestar atención porque no en todos los casos se trata de past simple”. Por ejemplo “ I was studying when she phoned me”.

¿Cuándo se utiliza el past continuous?

Usaremos el past continuous si...

- Nos referimos a acciones simultáneas en el pasado. Por ejemplo “I was reading and my husband was watching TV”.
- Estamos describiendo el entorno. Por ejemplo “ It was a perfect day. The sun was shining and the birds were singing”
- Aparece “while” (aunque deberemos prestar atención porque no es una regla fija). Por ejemplo “ While I was cooking, someone knocked the door”

OCTOBER

Activity 1

PRE-READING

- 1) What does the word rainforest mean in spanish?
- 2) Why is this topic related to the topic of water?

WHILE-READING

- 3) Read the text and do the true and false activity.

AFTER-READING

- 4) Realiza el crucigrama. Busca las palabras que están en castellano en inglés y realiza el crucigrama.

ACTIVITY 2

PRE-READING

- 1) What do you think about sound and the environment? How can sound affect humans?

WHILE-READING

- 2) Look up the unknown words in the dictionary and read the text.
- 3) Make a summary in 2 sentences of the text.

AFTER-READING

- 4) Read the text and do the true and false correct the false sentences.

GRAMMAR: FUTURE WILL / GOING TO

En inglés existen fundamentalmente dos formas de expresar el futuro existiendo diferencias notables entre ambas. Hablamos del «going to» y del «will».

- Usamos generalmente «*to be + going to + infinitive verb*» para acciones que se planifican con anticipación, en un día , hora y momento dado.
- Usamos «*Will*» se usa para expresar una promesa, una predicción o algo espontáneo que se da en el momento.

Se forma con el verbo«*to be*» conjugado para la persona correspondiente, seguido de«*going to*» y el verbo base:

«*To be*» + «*going to*» + verbo:

- I am going to pay = yo voy a pagar.
- You are going to pay = tú vas a pagar.
- He is going to pay = él va a pagar.
- She is going to pay = ella va a pagar.
- It is going to pay = eso va a pagar.
- We are going to pay = nosotros vamos a pagar.
- You are going to pay = ustedes van a pagar.

- They are going to pay = ellos/ellas van a pagar.

«Will»

El futuro con «will» se utiliza para hablar de decisiones que se toman mientras se habla:

Ejemplos:

- I need to get my medicine. I will go to the pharmacy tonight.
Necesito comprar mi medicina. Iré a la farmacia esta noche.
- I need some cash. I will pay with my debit card and ask for cash back. Necesito algo de efectivo. Pagaré con mi tarjeta débito y pediré efectivo de vuelta.

También es usado para decir predicciones de carácter general basadas en evidencia:

Ejemplos:

- I'm sure it will rain tomorrow.
Estoy seguro de que va a llover mañana.
- Gerardo Gómez will win the election.
Gerardo Gómez va a ganar las elecciones.

Se forma con el verbo «will» + verbo:

- I will pay later.
- You will pay later.
- He will pay later.
- She will pay later.
- It will pay later.
- We will pay later.
- You will pay later.
- They will pay later

1- Complete the following sentences with future continuous or perfect:

1. He _____ (fly) to New York at this time next week.
2. By the end of the year, she _____ (pass) all her exams and she will go to University.
3. Paul _____ (work) in Madrid next summer in August.
4. Mary _____ (study) Science in Manchester next week.
5. By the end of next week, she _____ (buy) her house.
6. I _____ - (read) this book by lunch time.
7. I _____ (eat) at your restaurant next Saturday at 5 o'clock.
8. We _____ (finish) the party by the time you arrive.

2- WILL or BE GOING TO + one of these verbs

**Collapse - eat - enter - explode - have - increase - leave - paint - phone - retire - re-open
see - show - be sick - walk**

1. Get out of the building! It sounds like the generator _____
2. Tim _____ early before he reaches 65. He mentioned it at the meeting recently
3. "I think I _____ home across the park" "That's a good idea"
4. Next year, no doubt, more people _____ the competition as the prize money increases.
5. "Can we meet at 10.00 outside the station?" "OK. I _____ you there"
6. Don't sit on that bench! I _____ it.
7. I'm not feeling well. In fact, I think I _____
8. "Closed over the New Year period. This office _____ on 2 nd January"
9. I'm sure you _____ a good time staying with Richard.
10. We _____ with Tim tonight. He's asked to be here at 7.00.
11. "The 2.35 to Bristol _____ from platform 7"
12. I wouldn't walk across that old bridge if I were you. It looks like it _____
13. I read in the paper that they _____ the price of gas again.
14. Do you like my new solar watch? I _____ how it works
15. "Dr Jackson isn't in his office at the moment" "In that case, I _____ at home".

NOVEMBER

Activity 1

PRE-READING

- 1) How can noise harm you?

WHILE-READING

- 2) Read the text and look up the unknown words in the dictionary.

AFTER-READING

- 3) Do the true and false exercise and draw the ways to protect your hearing.

ACTIVITY 2

PRE-READING

- 1) What is noise pollution? What different noises affect the environment?

WHILE-READING

- 2) Read the text and put the decibels levels in the correct order.

AFTER-READING

- 3) Investigate about noise pollution and write a text of about 150 words.

DECEMBER

ACTIVITY 1

1) Project: Invent a song using different sounds from daily life.

ACTIVITY 2
GRAMMAR REVIEW

FURTHER PRACTICE:

