



TRABAJO DE INTENSIFICACIÓN DE INGLÉS 3° AÑO

REVISION ACTIVITY

I like chocolate but I don't like vanilla. (Me gusta el chocolate pero no me gusta la vainilla)

Expressing likes and dislikes: degrees.

Affirmative	Negative
I <u>like</u> chocolate.	I <u>don't like</u> coffee <u>very much</u> .
We <u>like</u> coffee <u>very much</u> .	We <u>don't like</u> vanilla.
Everyone <u>loves</u> strawberry	They <u>dislike</u> * strawberry.
	My friends <u>hate</u> chocolate

*desagradar

Practice:

A - Complete the chart with information about you. (Completar el cuadro con tu información)

	Food (comida)	Film (pelicula)	Animal	Singer/Band (cantante/banda)
Love (amar)				
Hate (odiar)				

B - Now write 8 sentences about the table using likes and dislikes. (ahora escribe 8 oraciones usando la tabla de arriba con las palabras likes / dislikes.

C – Write an expression of like for:

- 1- Football:
- 2- Maths:
- 3- Lady Gaga:
- 4- Cartoon Network:
- 5- San Lorenzo:
- 6- One Direction:
- 7- Messi:
- 8- Real Madrid:



9- Geography:

10- El Duki:

Genius but not perfect.

I am Salieri. I'm an important composer and I am terribly jealous of Wolfgang Amadeus Mozart. He's my great rival. He's a genius. He has got a special talent for music. He composes an opera and makes no corrections. He composes wonderful music.

Isn't a genius usually serious, hard working and shy?

Well, Mozart is completely different from our expectations. His manners are unconventional. He loves parties and women, and dancing is his favourite pastime. He is not rich, but he's extravagant. He spends all his money and then he has got very little money for his family. His music is divine but he's not special as a man.

Activity

A- Who's who?: Write M or S (quien es quien? Escribe M para Mozart y S para Salieri)

- 1- He's born in 1756.
- 2- He's born in 1750.
- 3- He's a violin virtuoso.
- 4- He composed The Marriage of Figaro.
- 5- He's Italian.
- 6- He dies in 1825.
- 7- He dies in 1790.
- 8- Beethoven and Schubert are his students.
- 9- He doesn't like Mozart.
- 10- His music is divine.

B- True or False? (T/F) (Verdadero y falso)

- 1- Salieri is an important composer.
- 2- Mozart is jealous.
- 3- Mozart is Salieri's rival.
- 4- Mozart loves parties and money.
- 5- Composing is Mozart's favourite pastime.
- 6-

C- Match (unir)

MOZART

SALIERI

COMPOSER
JEALOUS
GENIUS
EXTRAVAGANT
RIVAL

D- Complete the sentences

- 1- Salieri _____
- 2- Mozart _____
- 3- A genius _____
- 4- He _____
- 5- His music _____



E- Find in the text a word similar to: (encontrar en el texto una palabra similar a....)

- 1- OPPONENT:
- 2- VERY INTELLIGENT:
- 3- MUSIC MAKER:
- 4- HOBBIE:
- 5- FROM GOD:

Instructivo

De Practice:

- A-** Completar el cuadro con los nombres de las categorías que prefieras. Usa todo el Inglés que sepas.
- B-** Escribir oraciones en Inglés con lo que hayas puesto en el cuadro usando las categorías sobre gustos descriptas en el cuadro superior.
- C-** Escribir un concepto de gusto en forma de oración para cada uno de los ítems. Por ej:
ENGLISH: I like English very much.

Del trabajo practico "A genius but not perfect":

Usa cualquier medio del que dispongas para lograr la comprensión del texto en general. Diccionario papel, en línea, traductor (con mucho cuidado), etc.

Para el ejercicio A deberás consultar primero las biografías de los compositores mencionados (en castellano), hacer la interpretación de las oraciones y marcar con las iniciales las que correspondan a la vida de cada uno.

Para el ejercicio C, deberás unir con flechas todas las características correspondientes a los compositores.

Para el ejercicio D, deberás redactar una oración corta en Inglés, sin cambiar de lugar los encabezados.

Para el ejercicio E, deberás buscar en el texto y anotar al lado de cada punto, como expresa el párrafo cada uno de ellos, o sea deberás buscar un equivalente o sinónimo.

Halloween!

by Sophia Foster Dimino, employee at Google Inc.

When I was a little kid, Halloween seemed like the most grown-up holiday of all.

For one thrilling night of the year, I got to stay up late trick-or-treating, watch scary movies with my friends, and wield sharp and pointy objects (¡safety first, of course!) while carving a macabre face into a pumpkin.

Now that I'm older, my perspective on Halloween has shifted a bit. It's now the holiday that most celebrates a childlike sense of wonder and amazement.

Ordinary people and places are temporarily transformed into creepy and whimsical versions of their former selves: a zombie rises with the aid of corn syrup and some red food coloring, your everyday home becomes a haunted house with eerie lights and a spooky soundtrack, and a pumpkin—an otherwise plain-looking squash—is a grinning ghoul, with the help of only a candle, a knife and some elbow grease.



ACTIVITY

A) Find in the text (encuentra en el texto)

1. Two moments of a person's life:
2. A time:
3. Two names of a food:
4. A liquid food:
5. A part of the body:
6. A not dead corpse:
7. A colour:
8. A place to live:

B) Find the meaning (encuentra el significado)

- 1- Thrill:
- 2- (to) wield:
- 3- (to) carve:
- 4- Wonder:
- 5- Creepy:
- 6- Whimsical:
- 7- Eerie:
- 8- Spooky:

C) Answer the following: (responder las siguientes preguntas)

- 1- What is Sophia's opinion of Halloween as a kid?
- 2- Has it changed now she is an adult?
- 3- Why?
- 4- She describes three elements of Halloween, which ones?
- 5- What can be turned into a ghoul?
- 6- How can you turn into a zombie?

D) Halloween art

Draw one of the images she describes in the text
(Use colours, please!)

E) National legends

Find some information about a national legend

Name the character / characters

Place where it is known

Write a description of the protagonist

Write some sentences to tell the story

Draw it.

(Busca información sobre una leyenda autóctona. Nombra el personaje /personajes. Lugar donde se conoce. Escribe la descripción del protagonista. Escribe algunas oraciones que narren un poco la historia. Dibujarla)



Simple Past



1. Write the simple past form of the verbs below:

meet- _____	collect- _____
go- _____	paint- _____
drive- _____	invent- _____
sleep- _____	stop- _____
think- _____	hug- _____
ride- _____	jump- _____
come- _____	see- _____
fly- _____	become- _____
be- _____	fight- _____
sing- _____	cry- _____

2. Separate the verbs from exercise 1 into the columns:

Regular Verbs	Irregular Verbs

3. Change the sentences into Negative or Interrogative forms:

- Anne played tennis yesterday. (-) _____
- Your friends ate some hamburgers last night. (?) _____
- Alex and Chris were in Rio in October. (-) _____
- Betina read a whole book yesterday. (?) _____

4. Complete the sentences with the past of the verbs in ():

- I didn't _____ coffee today! (make)
- My friend _____ the day at home. (spend)
- Wallace _____ his mother a beautiful present. (give)
- _____ the students _____ the tickets for the show? (buy)

5. Complete the text using one of the verbs from the box:

arrive - take - be(2x) - break - call - see - decide - notice - cross - go

Last weekend _____ very funny: first, I _____ my friend to go to the shopping and then we _____ to the bus stop to take the bus, but when we _____ there the bus had just gone and so we _____ a taxi. In the middle of the way the taxi _____ down and we _____ to go walking. After about twenty minutes, we _____ the shopping and when we _____ the street we _____ it had closed !! The only thing to do : laugh and laugh a lot!!!

G) Past continuous

Past Continuous




Past Continuous Affirmative	Past Continuous Negative	Past Continuous Question
<p>we use "be"(past) + "ing" verbs</p> <p>I was running fast. She was doing homework. He was watching TV. It was snowing. They were exercising. We were playing soccer. You were laughing.</p>	<p>we use "be" (past) + "not" + "ing" verbs</p> <p>I was not running fast. She was not doing homework. He was not watching TV. It was not snowing. They were not exercising. We were not playing soccer. You were not laughing.</p>	<p>We use "be" (past) followed by "Pronoun or subject"</p> <p>Was I running fast? Was she doing homework? Was he watching TV? Was it snowing? Were they exercising? Were we playing soccer? Were you laughing?</p>

A. Fill in the blanks with "was" or "were".

- 1) Jane _____ doing homework.
- 2) We _____ eating cookies.
- 3) The dog _____ barking.
- 4) Mom _____ cooking dinner.
- 5) The boys _____ playing baseball
- 6) Dad _____ watching TV.
- 7) It _____ raining outside.
- 8) The baby _____ crying.
- 9) The girls _____ listening to music.
- 10) I _____ taking a photo.
- 11) They _____ running.
- 12) You _____ studying at home.

B. Write the correct "ing" verb in the blank.

1. John was _____ coffee (drink).
2. They were _____ (read).
3. We were _____ for Easter eggs (hunt).
4. Mom was _____ (exercise).
5. I was _____ Easter eggs (paint).
6. The children were _____ TV (watch).
7. You were _____ to Kate (talk).
8. The dog was _____ the cat (chase).
9. The cat was _____ (run).
10. It was _____ outside (snow).

H) Zero Conditional

Grammar:

If (si) + present simple, present simple

Afirmativo:

He/she/it - el verbo lleva "s"

I/You/we/they - el verbo NO lleva "s"

Negativo:

He/she/it - se usa doesn't y el verbo No lleva "s"

I/You/we/they- se usa don't y el verbo NO lleva "S"

J

ZERO CONDITIONAL

1. Choose the correct option. Then number the pictures.

1. If people eat too much, _____ (get) fat.

- ☐ they gets
- ☐ they get
- ☐ they got



2. If _____ (touch) a fire, you get burned.

- ☐ you touch
- ☐ you touches
- ☐ you touching



3. People die if _____ (eat).

- ☐ they don't eats
- ☐ they doesn't eat
- ☐ they don't eat



4. You get water if _____ (mix) hydrogen and oxygen.

- ☐ you mix
- ☐ you mixed
- ☐ you mixing



5. Snakes bite if _____ (be) scared.

- ☐ they is
- ☐ they are
- ☐ they isn't



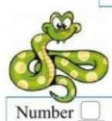
6. If babies are hungry, _____ (cry).

- ☐ they cri
- ☐ they crayed
- ☐ they cry



7. If it rains, the grass _____ (get) wet.

- ☐ get
- ☐ gets
- ☐ doesn't get



I) Comparative adjectives

✓ Cuando el adjetivo es CORTO se le agrega "ER" al final del adjetivo + THAN

✓ cuando el adjetivo es LARGO se le agrega MORE + adjetivo + THAN

✓ adjetivos irregulares:

Good : better than

Bad: worse than

- A) Completar las oraciones con el adjetivo conjugado según corresponda (corto, largo o irregular)
- B) Corregir los errores de cada oración
- C) Hacer oraciones en comparativo usando adjetivos largos.
- D) Hacer un tilde a la opción correcta.
- E) Hacer oraciones en comparativo usando adjetivos cortos.



Comparative Adjectives

A) Complete with the comparative form.

- 1) She's much _____ than her husband. (young)
- 2) It's a _____ day than yesterday. (warm)
- 3) The vegetables in the shop are _____ the one ones in the supermarket. (fresh)
- 4) The train is _____ the bus (expensive)
- 5) The new TV programme is _____ the old one. (funny)
- 6) Mrs. Jones is a _____ teacher than Mr. Andrews. (good)
- 7) My office is _____ Helen's. (near)
- 8) The traffic is _____ it was last year. (noisy)
- 9) You have a _____ life than I have. (busy)
- 10) Drivers in this country are _____ drivers in my country. (dangerous)
- 11) The exam today was _____ last year's exam. (difficult)
- 12) She's _____ her sister. (smart)
- 13) Micheal is _____ than Mathew. (Rich)
- 14) The students ask _____ questions _____ they did before. (intelligent)
- 15) Her second book is _____ her first one. (interesting)

B) Correct the mistakes in each sentence.

- 1) This computer is more newer than your computer.
- 2) Lisa is oldier than George.
- 3) George is more young than Lisa.
- 4) That car is more expensive this car.
- 5) Your car is fastier than this car.
- 6) This house is bigger my house!

C) Make comparative sentences. (Long Adjectives)

Example:

1- Santiago – modern – Antofagasta
Santiago is more modern than Antofagasta

2-Viña del Mar – beautiful – Iquique

3-Football – popular – baseball

4- A movie – interesting – a book

5- Monkeys – intelligent – cats

6- Ronaldo – famous – Pinilla

D) Tick the correct option

It's _____ than mine.

- ☐ smaller
- ☐ more small

He's _____ than he looks.

- ☐ cleverer
- ☐ more clever

It's _____ than it looks.

- ☐ badder
- ☐ worse
- ☐ bader

It's _____ than it was.

- ☐ beter
- ☐ better
- ☐ gooder

E) Make comparative sentences. (Short adjectives)

Example: 1. Chile – Long – Peru.
Chile is longer than Peru.

2. The winter – bad – the fall

3. A cheetah – fast – a lion

4. Arica – dry – Valparaíso

J) First conditional

Grammar

If (si) + present simple, Will/ won't + verb

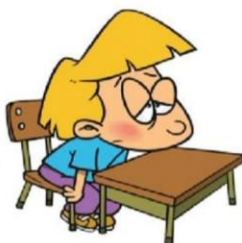
For example, If I pass this exam, i will celebrate.

1st CONDITIONAL



Choose A, B or C.

- 1) If we come home late, mum angry
A. is B. won't be C. will be
- 2) Meg will be ill if shea lot of chocolates
A. eats B. will eat C. eat
- 3) He ... to your party if you don't invite him
A. will come B. comes C. won't come
- 4) The boys will have to play well if they ... to win the game.
A. wanted B. will want C. want
- 5) If it rains, ... an umbrella.
A. take B. you will take C. will take
- 6) If it ..., we'll go skiing
A. snow B. will snow C. snows
- 7) If you make lunch, I... the dishes
A. wash B. will wash C. washes
- 8) If you ... up late, you'll be tired in the morning
A. 'll stay B. stay C. stays
- 9) If he.. his homework, his teacher won't be pleased
A. don't do B. does C. doesn't do
- 10) If you want to come with us, ...me.
A. you call B. call C. called
- 11) If he ... all his exams, his father won't buy him a bike.
A. don't pass B. doesn't passes C. doesn't pass
- 12) If you can't find the answer, ... your teacher.
A. asked B. will ask C. ask



1

K) Going to

future : GOING TO

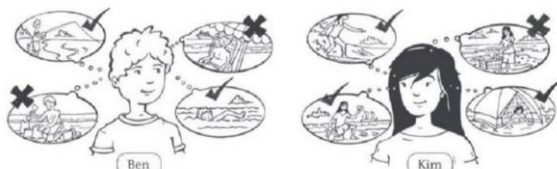


going to: future (affirmative & negative)			
I	'm / 'm not	going to	go surfing.
He / She	's / isn't		swim in the sea.
You / We / They	're / aren't		play football.

going to: future (questions)		going to: future (short answers)	
Am	I	Yes, I am.	No, I'm not.
Is	he / she	Yes, he / she is.	No, he / she isn't.
Are	you / we / they	Yes, you / we / they are.	No, you / we / they aren't.

1 Write is going to or isn't going to.

Tomorrow ...



- 1 Ben is going to go fishing.
- 2 He is sunbathe.
- 3 He is make sandcastles.
- 4 He is swim in the sea.
- 5 Kim is go surfing.
- 6 She is have a picnic.
- 7 She is find shells.
- 8 She is go camping.

2 Write about your plans for the weekend.

I'm going to...

"Going to" es una expresión en inglés que se usa para hablar de planes, intenciones, o predicciones que se harán en el futuro.

Cuándo se usa

- Para hablar de planes o intenciones
- Para hacer predicciones basadas en evidencias actuales
- Para hablar de algo que ya se ha decidido hacer

Ejemplo

- "I'm going to be a vet when I grow up". Voy a ser veterinario cuando sea grande.

<https://www.ef.com.ar/recursos-aprender-ingles/gramatica-inglesa/futuro-going/>

EXERCISES:

1. Read and choose the correct word.

My sister and I _____ the most amazing weekend together! We
_____ some shops and eat out on Friday evening. Then, on Saturday,
we _____ some sandwiches and go
on a picnic in the afternoon. I love the trees in
spring. The weather _____ sunny and
warm. I _____ to music and relax.



On Sunday, I _____ my room, and my sister _____ her
Maths homework. After that, we _____ a movie and spend the
evening at home.



2. Choose the correct word.

- ✚ Sofia isn't going / aren't going to go shopping on Sunday.
- ✚ My parents isn't going / aren't going to visit me tomorrow.
- ✚ I isn't going / am not going to play tennis the day after tomorrow.
- ✚ They isn't going / aren't going to go camping this summer.
- ✚ It isn't going / aren't going to get warmer.
- ✚ We isn't going / aren't going to invite many people to our party.
- ✚ The snow am not going / isn't going to continue over a week.

3. Read and complete the sentences.

- ✚ _____ you going _____ at home? No, _____.
- ✚ _____ she going _____ television? Yes, _____.
- ✚ _____ we going _____ lots of food? No, _____.
- ✚ _____ he going _____ a cake for your birthday? Yes, _____.
- ✚ _____ they going _____ snorkelling? No, _____.
- ✚ _____ you going _____ your grandparents this weekend? No, _____.
- ✚ _____ he going _____ at your house tonight? No, _____.

PAST CONTINUOUS

El pasado continuo en inglés, past continuous, se utiliza para describir acciones que ocurrieron en el pasado y que no habían terminado cuando se habla de ellas.

Cuándo se usa:

- Para indicar que una acción interrumpe otra
- Para describir dos o más acciones que ocurren al mismo tiempo
- Para dar contexto o énfasis a una situación o acción
- Para expresar un cambio de opinión o un cambio en las circunstancias



- Para hablar de tendencias del pasado o cambios que tuvieron lugar a lo largo del tiempo

Estructura

- Sujeto + was / were + verbo + (-ing)
- Por ejemplo, "I was listening to music"

Ejemplos

- "I was walking when I saw an eagle" (Estaba caminando cuando vi un águila)
- "They were waiting for the bus when the accident happened"

<https://www.britishcouncil.org.mx/blog/past-continuous>

- EXERCISE 1:

COMPLETE THE FOLLOWING SENTENCES USING THE PAST CONTINUOUS TENSE WITH THE VERB IN PARENTHESES:

Complete las oraciones usando pasado continuo con el verbo que se encuentra en parentesis

They _____ (play) basketball when it started rainingdinner

I _____ (read) a book while my brother was watching t.v

She _____ (dance) at the party when her favourite song came on

We _____ (cook) dinner when the power went

He _____ (work) on the project while his friends were playing video games

- EXERCISE 2:

WRITE SENTENCES IN THE PAST CONTINUOUS TO DESCRIBE THE FOLLOWING SITUATIONS

Escribe oraciones usando pasado continuo para describir las siguientes situaciones

Mary/sing/ in the shower

The kids/ play/ in the park

The dog / chase/ its tail

I/ study for the exams

They/ dance at the party

- EXERCISE 3:

Complete the following sentences in the past continuous tense in affirmative, negative or interrogative

Complete las siguientes oraciones en pasado continuo en afirmativo, negativo o interrogativo



Sarah _____ (cook) dinner when her friends arrived
They _____ (not watch) T.V when the phone rang
_____ you _____ (listen) to music while you were studying.
My parents _____ (not sleep) when I got home late
_____ the cat _____ (play) with a ball?

• EXERCISE 4:

Choose the correct option

While I _____ (watch) TV, the phone _____ (ring)

- a) watched/rang
- b) was watching/rang
- c) watched/ was ringing
- d) was /watching/was ringing

She _____ (dance) at the party when her favourite song _____ (come on)

- a) dance/ came
- b) was dancing/came
- c) dance/ was coming
- d) was dancing/ was coming

We _____ (have) dinner when the doorbell _____ (ring)

- a) had/rang
- b) were having/rang
- c) had /was ringing
- d) were having/ was ringing

They _____ (play) soccer when it _____ (start) to rain

- a) played / started
- b) were playing/started
- c) were playing /was starting
- d) played/was starting

He _____ (work) on his project while his colleagues _____ (attend) a meeting

- a) worked/attended
- b) was working/ attended
- c) was working/were attending
- d) worked/ were attending

CRITERIO DE EVALUACIÓN:

-La realización del presente trabajo no implica la aprobación de la materia. Se deberá dar cuenta de los contenidos aprendidos durante el/los periodos de intensificación de la enseñanza y el estudio correspondientes.