



**UNIDAD DE APRENDIZAJE:
INGLES II**

| | | |
|----|-----------------------|--|
| 1. | Área de conocimientos | Ingeniería y Ciencias Físico Matemáticas. Ciencias Sociales y Administrativas. Ciencias Médico Biológicas. |
| 2. | Nivel | 2° |
| 3. | Área de formación | Institucional |
| 4. | Tipo de Espacio | Aula, laboratorio y Otros ambientes de aprendizaje. |
| 5. | Modalidad | Escolar, No escolarizada y Mixta |
| 6. | Vigencia a partir de: | Enero 2009. |

GUÍA DE APRENDIZAJE

COMPETENCIA GENERAL

Resuelve sus necesidades comunicativas básicas en lengua inglesa, utilizando el presente simple, el contraste entre el presente simple y el presente continuo y el pasado continuo así como expresiones y frases sencillas, en forma oral y escrita en contextos simulados y reales, para referirse a actividades de la vida diaria, transacciones comerciales, recomendaciones para una vida sana y datos biográficos.

Competencias Particulares

Aplica el tiempo presente simple en contraste con el tiempo presente continuo para describir actividades de la vida diaria.

Utiliza el vocabulario, las expresiones y estructuras pertinentes referentes a alimentos y bebidas en tiempo

Utiliza el vocabulario, las expresiones y estructuras pertinentes para llevar a cabo transacciones comerciales en diferentes situaciones.

Utiliza el vocabulario, las expresiones y estructuras pertinentes para referirse a padecimientos comunes y recomendaciones para una vida sana.

Utiliza el tiempo pasado de los verbos regulares para proporcionar información biográfica propia y de diferentes personajes.

Describe actividades rutinarias y recreativas utilizando el tiempo presente simple y estableciendo la frecuencia con la que se llevan a cabo.

Expresas tus gustos, hábitos y preferencias alimenticias y las de otras personas utilizando el tiempo presente simple.

Intercambia información sobre la compra-venta de bienes de uso cotidiano.

Intercambia información relativa a la salud y al cuidado del cuerpo en tiempo presente.

Relata hechos significativos de su vida personales en el pasado.

Utiliza el tiempo presente continuo para describir actividades que se desarrollan en el momento, así como actividades que se desarrollan en un lapso en el presente.

Ordena alimentos y bebidas en una situación cotidiana utilizando el tiempo presente

Diseña un anuncio clasificado para la compra-venta de bienes de uso cotidiano

Describe acciones para aliviar padecimientos comunes utilizando auxiliares modales y enunciados imperativos.

Intercambia información para describir hechos sobresalientes en el pasado de una persona.

Aplica los tiempos presente simple y presente continuo según el contexto para referirse a actividades de la vida diaria.

Conversa sobre buenos hábitos y recomendaciones para una vida saludable en diferentes culturas utilizando los auxiliares modales.



Instrucciones generales:

La guía de aprendizaje contiene las cinco unidades que integran el programa de estudios vigente de la Unidad Aprendizaje de Inglés II, en ellas encontrarás lo visto en tus clases, por lo que se te sugiere que:

- Consultes otras referencias documentales.
- Realices lecturas diferentes a las propuestas

UNIDAD 1 DEL PROGRAMA: ACTIVIDADES DE LA VIDA DIARIA

COMPETENCIA PARTICULAR: Aplica el tiempo presente simple en contraste con el tiempo presente continuo para describir actividades de la vida diaria.

RAP 1. Describe actividades rutinarias y recreativas utilizando el tiempo presente simple y estableciendo la frecuencia con la que se llevan a cabo.

Contenido: Tiempo Presente Simple

Use of Present Simple:

- Daily routines or habits.

I wake up at seven o'clock every day.

I usually watch TV in the evenings.

- Permanent states.

I live in México city.

Spelling 3rd person singular affirmative:

- Most verbs take an extra –s in the third person singular.

I read --- He reads

- Verbs ending in –ss, -sh, -ch, -x, or o take –es.

I go --- She goes; I finish --- It finishes

- Verbs ending in a consonant + y drop y and take –ies.

I cry --- He cries



Form:

| Affirmative | Negative | | Interrogative |
|-------------|-------------------|------------------|----------------|
| | Long form | Short form | |
| I work | I do not work | I don't work | Do I work? |
| You work | You do not work | You don't work | Do you work? |
| He works | He does not work | He doesn't work | Does he work? |
| She works | She does not work | She doesn't work | Does she work? |
| It works | It does not work | It doesn't work | Does it work? |
| We work | We do not work | We don't work | Do we work? |
| You work | You do not work | You don't work | Do you work? |
| They work | They do not work | They don't work | Do they work? |

| Answers | |
|------------------------|--------------------------|
| Affirmative | Negative |
| Yes, I/you/we/they do. | No, I/you/we/they don't. |
| Yes, he/she/it does | No, he/she/it doesn't. |

Time expressions:

Every day, every week, every month, every year.

Every morning, every afternoon, every night.

Always, usually, often.

I Fill in using the correct form of the present simple 3rd person

1 I watch --- He _____

2 I listen --- She _____

3 I play --- He _____

4 I live --- She _____

5 I hate --- He _____

6 I give --- She _____

7 I help --- It _____

8 I walk --- He _____

9 I read --- She _____

10 I am --- He _____



II Complete the sentences using the present simple form of the verbs in the box.

go not live tidy watch get up wash have not look do not work

- 1 Charlie _____ at 6 o'clock every day.
- 2 Brenda _____ in a store. I work for a company.
- 3 I _____ my room at weekend.
- 4 Mary _____ shopping on Saturdays.
- 5 My mother _____ the dishes every morning.
- 6 We _____ TV in the evening. We play chess.
- 7 My sons _____ to bed at 8.00
- 8 I _____ with friends. I live with my parents.
- 9 Mum _____ Paulina's room.
- 10 Teenagers _____ for information in books. They look for information on the internet.

Further practice:

<http://www.inglestotal.com/usos-y-reglas-del-present-simple-tense-tiempo-gramatical/>

<http://www.mailxmail.com/curso-ingles-facil/presente-simple>

Contenido: Adverbios expresiones de frecuencia

Adverbs of Frequency.

They tell us how often something happens. Adverbs of frequency usually come before the main verb, but after the auxiliary verb (do, does, etc) and the verb to be.

- He is **always** late for school. (100%)
- She is **usually** at home by three. (80%)
- I **often** walk for work. (60%)
- We **sometimes** have a sandwich for lunch. (40%)
- They **hardly ever** goes to the zoo. (20%)
- You **never** get up early on Sundays. (0%)

III Write the words in the correct order.

1 happy / usually / friend / Your / Is

2 bed / goes / Mark / always / to / late

3 are / always / late / you

4 cinema / go / the / They / hardly ever / to

5 is / brother / on Saturdays / at home / never / My

How often do you...?



watch TV



go to school



go shopping



listen to the radio



eat fish



play football



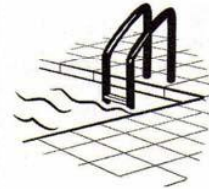
read a book



wear a hat



check your email



go swimming

Ejemplo:

1 I usually watch TV in evenings.

2 _____

3 _____

4 _____

6 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

Further practice:

<http://curso-gratis-ingles.euroresidentes.com/2008/05/adverbios-de-frecuencia-en-ingles.html>



Contenido: Preguntas con Wh

Las preguntas realizadas con Wh como What, Where, When, Which, How entre otras, se hacen con la finalidad de recibir información ya sea personal o de otras personas. Además al igual que en Español, se escribe al principio de la pregunta.

| | |
|--------------|-------------------|
| What | ¿Que? |
| Where | ¿Dónde? |
| Who | ¿Quién? |
| When | ¿Cuándo? |
| Whose | ¿De quien? |

Ejemplos:

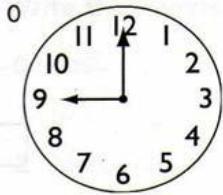
- **Who** is Michel?
He's my brother.
- **What** do Pandas eat?
They eat bamboos.
- **Where** do Kangaroos live?
They live in Australia.
- **Why** do children learn easily?
Because they're very intelligent.
- **When** do you celebrate the independence day of your country?
We celebrate it on 16th September.

Further practice:

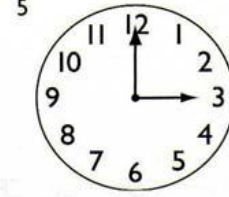
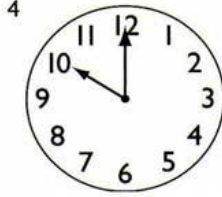
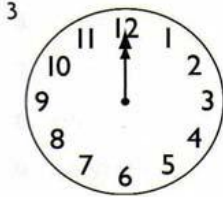
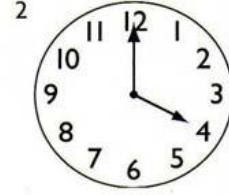
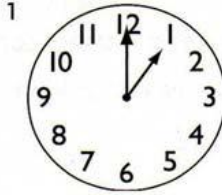
<http://www.english-zone.com/grammar/questions2.htm>

Contenido: La Hora**What's the time? It's ...**

Look at the clocks and write the times.



nine o'clock



1 It's _____

2 It's _____

3 It's _____

4 It's _____

5 It's _____

Further Practice:

<http://www.learnenglish.de/basics/time.htm>

UNIDAD 1 DEL PROGRAMA: ACTIVIDADES DE LA VIDA DIARIA

COMPETENCIA PARTICULAR: Aplica el tiempo presente simple en contraste con el tiempo presente continuo para describir actividades de la vida diaria.

RAP 2. Utiliza el tiempo presente continuo para describir actividades que se desarrollan en el momento, así como actividades que se desarrollan en un lapso en el presente.

Contenido: Tiempo Presente Continuo

Present Continuous

Use:

- For actions happening now, at the moment of the speaking.

I'm playing soccer now

- For actions happening around the time of speaking.

They're looking for a new house at the moment.

- To describe a temporary event or situation, He usually plays the drums, but he's playing bass guitar tonight.

Form:

| Affirmative | Negative | Interrogative |
|-----------------|---------------------|-------------------|
| I'm playing | I'm not playing | Am I playing? |
| You're playing | You aren't playing | Are you playing? |
| He's playing | He isn't playing | Is he playing? |
| She's playing | She isn't playing | Is she playing? |
| It's playing | It isn't playing | Is it playing? |
| We're playing | We aren't playing | Are we playing? |
| You're playing | You aren't playing | Are you playing? |
| They're playing | They aren't playing | Are they playing? |

| Answers | |
|-----------------------|-------------------------|
| Affirmative | Negative |
| Yes, I am. | No, I'm not. |
| Yes, we/you/they are. | No, we/you/they aren't. |
| Yes, he/she/it is. | No, he/she/it isn't. |



Spelling rules:

- Most verbs take –ing after the base form of the main verb.

look --- looking

- Verbs ending in one stress vowel between two consonants double the last consonant and take –ing.

run --- running

- Verbs ending in –e drop e and take –ing.

take --- taking

Time expressions: Now, at the moment, at this moment.

I Write the –ing form of the verbs below.

1 wear _____ 2 swim _____ 3 make _____

4 read _____ 5 watch _____ 6 shine _____

II Rewrite the sentences in the negative and interrogative form.

0 He is playing basketball.

He isn't playing basketball.

Is he playing basketball?

1 They are swimming.

2 He is listening to music.

3 We are going on a picnic.

4 It is raining today.

5 They are dancing now.

6 She is wearing a hat.

Further practice:

<http://www.curso-ingles.com/gramatica-inglesa/pcontin.php>

<http://www.madridteacher.com/Grammar/presente-continuo.htm>



UNIDAD 1 DEL PROGRAMA: ACTIVIDADES DE LA VIDA DIARIA

COMPETENCIA PARTICULAR: Aplica el tiempo presente simple en contraste con el tiempo presente continuo para describir actividades de la vida diaria.

RAP 3. Aplica los tiempos presente simple y presente continuo según el contexto para referirse a actividades de la vida diaria.

Contenido: Tiempo Presente Simple

Tiempo Presente Continuo

I Put the verbs in brackets into the present simple or present continuous.

- 1 Mark usually _____ (**wake up**) late on Sundays.
- 2 They _____ (**watch**) TV at the moment.
- 3 Charlie _____ (**have**) a shower at seven every day.
- 4 Barbara _____ (**listen**) to music in her free time.
- 5 The children _____ (**swim**) now.
- 6 They _____ (**decorate**) the Christmas tree at this moment.
- 7 I always _____ (**take a shower**) at seven.
- 8 We _____ (**look for**) a new flat these days.

II Put the verbs in brackets into the present simple or present continuous.

Dear Brad.

I _____ (write) to you from Canada. I _____ (be) on holiday with my mother. We _____ (visit) my friend Lara in beautiful Montreal.

It usually _____ (snow) here this time of year, but the weather is wonderful and the sun _____ (shine) today.

We _____ (be) very busy this week, there are a lot of places to be visited. My mother _____ (sleep) now and I _____ (listen) to music. We _____ (have) a really good time.

See you soon.

*Yours
Angie*

Further practice:

<http://www.ego4u.com/en/cram-up/grammar/simpre-prepro>

<http://www.englishpage.com/verbpage/verbs1.htm>



UNIDAD 2 DEL PROGRAMA: ALIMENTOS Y BEBIDAS

COMPETENCIA PARTICULAR: Utiliza el vocabulario, las expresiones y estructuras pertinentes referentes a alimentos y bebidas en tiempo

RAP 1. Expresas tus gustos, hábitos y preferencias alimenticias y las de otras personas utilizando el tiempo presente simple.

Contenido: Sustantivos contables e incontables.

Countable/Uncountable nouns

- **Countable** nouns are those which we can count. They have singular and plural forms. We use **a/an** with countable nouns in the singular.

One lemon / Two lemons / Three lemons

A cherry / An orange

- **Uncountable** nouns are those which we cannot count. They only have singular form. We can use **some** with uncountable nouns.

Some bread / Some butter

Contenido: Uso de much, many, some, any.

How much / How many

- We use **how much** with uncountable nouns.

How much bread do you want?

- We use **how many** with countable nouns.

How many tomatoes do you want?

A few / A little

- We use **a few** (not many) with countable nouns.

I want a few potatoes

- We use **a little** (not much) with uncountable nouns.

I want a little water

Some / Any

- We use **some** in the affirmative with countable nouns in the plural and uncountable nouns.

I want some biscuits and some milk.

- We use **some** in the interrogative for offers and requests.

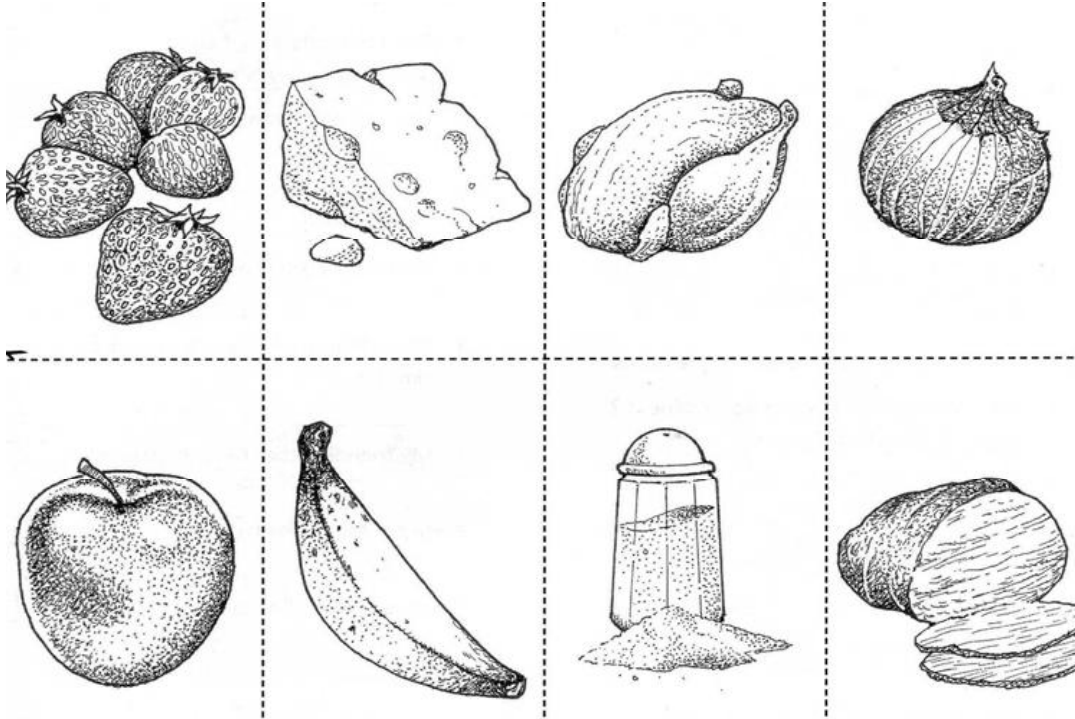
Would you like some bread?

Can I have some coffee, please?

- We use **any** in the negative and interrogative form.

I haven't got any strawberries.

Have you got any milk?

Contenido: Grupos alimenticios**I Write sentences using a / an / some with the nouns in the pictures.**

1 some strawberries

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

Contenido: Verbos relacionados con alimentos**II Correct the mistakes as in the example.**

0 I'd like a water. I'd like some water

1 Can I have any milk? _____

2 Do we have a salt? _____

3 I need some onion _____

4 There are a little carrots in the fridge _____

5 How much eggs do you need? _____

6 I haven't got some oranges _____

7 How many sugar would you like? _____

8 would you like any coffee? _____

9 I want some cheeses _____

10 Can I have a bananas, please? _____

Further practice:

<http://www.nonstopenglish.com/allercises/grammar/grammar-countable-uncountable.asp>http://www.english-hilfen.de/en/exercises_list/mengen.htm

Contenido: Uso de likes y dislikes.

Like (+ verb + -ing)

| | |
|--|--|
| I like I don't like I love I hate | going to the cinema doing housework shopping driving at night |
|--|--|

| Answers | |
|--------------------|-----------------|
| Affirmative | Negative |
| Yes, I like. | No I don't like |

| Infinitive | Verb + ing | Spelling |
|-------------------|---|---|
| watch play | he likes watching TV. He doesn't like playing videogames | -ing |
| dance | she hates dancing | drop e + -ing |
| shop | She loves shopping | stressed vowel = double consonant + ing |



I Work with a partner answering the next questionnaire using like + -ing

| Do you like ... ? Questionnaire | | |
|--|-----|--------------|
| | You | Your partner |
| computer games | | |
| pizza | | |
| Beyoncé | | |
| big cities | | |
| hamburgers | | |
| homework | | |
| Russell Crowe | | |
| Italian cars | | |
| tennis | | |
| mobile phones | | |
| tennis | | |
| Nicole Kidman | | |
| expensive restaurants | | |
| American films | | |
| Eminem | | |
| cats | | |
| football | | |
| British music | | |
| school | | |
| Britney Spears | | |

Further practice:

<http://lernen.schule.at/english/quiz/english/klasse1/like-likes.htm>

<http://home.nordnet.fr/~rmaufroid/pupitre/pastpresentfuture/likedontlike.htm>



UNIDAD 2 DEL PROGRAMA: ALIMENTOS Y BEBIDAS

COMPETENCIA PARTICULAR: Utiliza el vocabulario, las expresiones y estructuras pertinentes referentes a alimentos y bebidas en tiempo

RAP 2. Ordena alimentos y bebidas en una situación cotidiana utilizando el tiempo presente

Contenidos: Tipos de comidas, Expresiones comunes para ordenar alimentos.

I. Complete the conversation at a restaurant. Choose the correct phrase from the box.

- Yes, we are. I'd like the soup of the day for starter, please.
- Certainly. What would you like to drink?
- Perfect. Then, what would you like of main course?
- For me the roast lamb please.
- Thank you

Waiter: Good afternoon. Are you ready to order?

Julia: _____

Waiter: Certainly madam. What would you like sir ?

Mark: Mmm I'd like a lettuce salad, please.

Waiter: _____

Julia: A fruit juice please. Darling, what would you like?

Mark: I'd prefer lemonade please.

Waiter: _____

Julia: I'd like the vegetables lasagna.

Waiter: Perfect. What would you like sir?

Mark: _____

Waiter: All right, thank you.

Mark: _____

Further practice:

<http://esl.about.com/library/beginner/blwouldlike.htm>

<http://esl.about.com/library/listening/blrestorder.htm>

**UNIDAD 3 DEL PROGRAMA: COMPRAS**

COMPETENCIA PARTICULAR: Utiliza el vocabulario, las expresiones y estructuras pertinentes para llevar a cabo transacciones comerciales en diferentes situaciones.

RAP 1. INTERCAMBIA información sobre la compra-venta de bienes de uso cotidiano.

VOCABULARY**USEFUL VOCABULARY YOU NEED TO KNOW WHEN SHOPPING:**

http://mnlincs.themlc.org/sites/77046739-f0f6-4d45-8e00-9adba83f8ecf/uploads/UNIT_3_MONEY_AND_PERSONAL_FINANCES.pdf

THINGS YOU MAY FIND IN A STORE, WHERE TO BUY DIFFERENT KINDS OF GOODS AND PHRASES COMMONLY USED IN A SHOP:

<http://www.learnenglish.de/vocabulary/shopping.htm>

GRAMMAR**MODAL AUXILIARIES****WOULD LIKE**

- ❖ *Would (another form of will) + like is a polite synonym for want.*
- ❖ *We usually contract would and subject pronouns when we speak ('d).*
- ❖ *In questions, a subject is inserted between would and like.*

EXAMPLES:

Would you like to try it on?

I'd like a bottle of milk, please.

CAN and COULD

CAN and COULD are both used to talk about ability and possibility, to ask for and give permission, and to make requests and offers:

EXAMPLES:

Can I help you?

What can I do for you?

Where can I try this on, please?

Could I get a receipt, please?

Could I get a (plastic) bag, please?

MAY

- ❖ *It is used to ask for permission and to make requests and offers.*
- ❖ *MAY is more formal than CAN or COULD.*

EXAMPLES:

May I try this on, please?

May I help you?



RAP 1: Intercambia información sobre la compra-venta de bienes de uso cotidiano:

http://www.eslgold.com/speaking/simple_shopping.html

http://www.oup.com/elt/global/products/englishfile/elementary/d_phrasebank/ef_elem_practicaleng05/

**UNIDAD 3 DEL PROGRAMA: COMPRAS**

COMPETENCIA PARTICULAR: Utiliza el vocabulario, las expresiones y estructuras pertinentes para llevar a cabo transacciones comerciales en diferentes situaciones.

RAP 2. Diseña un anuncio clasificado para la compra-venta de bienes de uso cotidiano.

GRAMMAR**ADJECTIVES**

An adjective describes people, things or situations.

Adjectives are used to describe nouns: *He is a **good** doctor.*

Adjectives don't have a singular and plural form.

Adjectives are always the same, never add a final -s to an adjective.

Adjectives are placed before the noun: *A **wonderful** book /Some **interesting** people*

Don't place an adjective after the noun

ADJECTIVE PLACEMENT

We *usually* use no more than three adjectives preceding a noun.

When using more than one adjective to describe a noun, place the adjectives in the following order.

THE BASIC TYPES OF ADJECTIVES:

<http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/adjord.htm>

RAP 2: Diseña un anuncio clasificado para la compra-venta de bienes de uso cotidiano:

CLASSIFIED ADS

In the CLASSIFIED ADS you will find general categories of things people want to buy and sell: automobiles, books, clothing, computers, furniture, houses, pets, etc.

EXAMPLES OF CLASSIFIED ADS ON THE WEB

Want great buys? Check these out



PlayStation 3 80GB

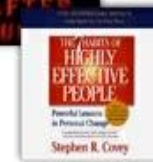
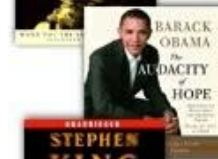
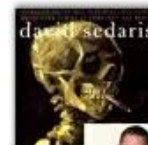
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EXERCISE

On a piece of paper WRITE down the name of an item that you would like to buy or sell and the general category where you would find that item in the newspaper you are using.

Then LIST at least 10 details about this item.

Now among the classified ads in today's paper, try to find an ad for an item similar to the one you have described on paper.

Using this ad as a model, WRITE your own ad for the exact item you want to buy or sell.

List the item, its price, and any details you consider important, but limit yourself to the number of lines used in the ad that you are modeling.

Now WRITE your ad on the chalkboard. Let your peers evaluate your ad by answering these 3 questions:

1. Would you buy this product?
2. Do you prefer the ad or the product?
3. What would make the ad more effective?

**UNIDAD 4 DEL PROGRAMA: SALUD Y CUIDADO DEL CUERPO**

COMPETENCIA PARTICULAR: Utiliza el vocabulario, las expresiones y estructuras pertinentes para referirse a padecimientos comunes y recomendaciones para una vida sana.

RAP 1. Intercambia información relativa a la salud y al cuidado del cuerpo en tiempo presente.

GRAMMAR**HAVE TO**

- ❖ We use HAVE TO to Express necessity: *I have to return the book to the library.*
- ❖ We use DON'T HAVE TO to Express lack of necessity: *You don't have to wait for us.*

MUST / MUSTN'T

We use MUST / MUSTN'T...

- ❖ to express obligation or duty: *You must listen to me carefully*
- ❖ to express very strong advice: *You must go to the dentist*
- ❖ to express prohibition: *You mustn't park here.*

MUST can only be used in the present tense (we use have to form all the other tenses)

SHOULD

- ❖ We use SHOULD to give advice: *You should look for another job / You shouldn't work so hard.*

VOCABULARY**PARTS OF THE BODY:**

<http://www.ego4u.com/en/cram-up/vocabulary/body-parts>

PERSONAL HYGIENE PRODUCTS:

<http://www.mes-english.com/flashcards/bathroom.php>

RAP 1: Intercambia información relativa a la salud y al cuidado del cuerpo en tiempo presente:

<http://www.esl-lab.com/health/healrd1.htm>

UNIDAD 4 DEL PROGRAMA: SALUD Y CUIDADO DEL CUERPO

COMPETENCIA PARTICULAR: Utiliza el vocabulario, las expresiones y estructuras pertinentes para referirse a padecimientos comunes y recomendaciones para una vida sana.

RAP 2. Describe acciones para aliviar padecimientos comunes utilizando auxiliares modales y enunciados imperativos.

VOCABULARY**ILLNESSES AND DISABILITIES:**

<http://www.esl-lab.com/vocab/v-illness.htm>

http://www.oup.com/elt/global/products/englishfile/upperint/b_vocabulary/bank02/

RAP 2: Describe acciones para aliviar padecimientos comunes utilizando auxiliares modales y enunciados imperativos.

Home Remedies: Colds

Do you have a cold? Try one of our special home remedies. They're guaranteed to help you feel better!



1 A good remedy for a sore throat is to gargle with a strong solution of salt and warm water. If you gargle several times a day, the salt helps your sore throat feel much better.



2 Here's a Japanese remedy. If you have a bad cold, drink a solution of garlic and rice wine once a day for a couple of days.



3 And here's a remedy from Mexico. When you have a cold, boil some water and some cinnamon, a few raisins and one teaspoon of oregano. Add honey and lemon. Drink it three times a day for two or three days.



4 In Morocco, when you catch a cold, you have to eat an omelet with garlic, and a half teaspoon of pepper cooked in olive oil. You eat it two times a day for three days. Drink a big glass of hot mint tea with it.



LOOK AT THESE TWO SENTENCES FROM THE TEXT AND COMPLETE THE BOX BELOW.

- If you have a bad cold, drink a solution of garlic and rice wine.
- When you catch a cold, you have to eat an omelette with garlic.

*The verb following **if** or **when** is in the Simple Past, Simple Present or infinitive.*

When we want to give advice about what to do in these situations, we use the Simple Present or the Imperative:

If you can't sleep, a drink of hot milk often helps.

FIND TWO MORE EXAMPLES IN THE "HOME REMEDIES" TEXT.

1.
2.

USE THE FOLLOWING WORDS TO COMPLETE THESE REMEDIES:

water / bed / take / drink / sports / toast / kiwis

1. If you have a cough, eat a lot of fruit with vitamin C, like oranges or
2. if you have a bad stomachache, some ment tea and go to For a few hours.
3. When you have headache, drink some and eat something very simple, like a piece of or a cracker.
4. When you have a backache, it easy and don't do any or hard physical work.

**UNIDAD 4 DEL PROGRAMA: SALUD Y CUIDADO DEL CUERPO**

COMPETENCIA PARTICULAR: Utiliza el vocabulario, las expresiones y estructuras pertinentes para referirse a padecimientos comunes y recomendaciones para una vida sana.

RAP 3. Conversa sobre buenos hábitos y recomendaciones para una vida saludable en diferentes culturas utilizando los auxiliares modales.

RAP 3: Conversa sobre buenos hábitos y recomendaciones para una vida saludable en diferentes culturas utilizando los auxiliares modales.

http://www.ello.org/games/games/food_choice.htm

<http://sites.google.com/site/lolaceituno2/healthyeating>



UNIDAD 5 DEL PROGRAMA: BIOGRAFÍAS

COMPETENCIA PARTICULAR: Utiliza el tiempo pasado de los verbos regulares para proporcionar información biográfica propia y de diferentes personajes.

RAP 1. Relata hechos significativos de su vida personales en el pasado.

SIMPLE PAST TENSE OF THE VERB "BE"

SIMPLE PRESENT

I am 18 years old.
You are healthy now.
He is in Taxco.
She is my best friend.
It is a big dog.
We are in the office.
They are divorced now.

SIMPLE PAST

I **was** 17 last year.
You **were** sick last week.
He **was** in the city yesterday.
She **was** in my party last Friday.
It **was** a beautiful puppy.
We **were** at home in the morning.
They **were** married last year.

FORM

| Affirmative | Negative | Questions |
|-----------------------------|-----------------------------------|--|
| ☺ + was / were + complement | ☹ + was / were + not + complement | Was / Were + ☺ + complement? Short Answers: Yes, ☺ was / were. No, ☹ wasn't / weren't. |

EXERCISES:

<http://www.ego4u.com/en/cram-up/grammar/simple-past/exercises?03>

<http://esl.about.com/library/beginner/blwas.htm>

SIMPLE PAST TENSE / REGULAR VERBS

Use: Use the Simple Past Tense to talk about actions that started and finished in the past.

Spelling rules for regular verbs:

- Most verbs take: -ed
work – worked visit - visited
- Verbs ending in -e, only take -d.
save – saved
- Verbs ending in a consonant + -y, drop the -y and take -ied.
study – studied marry – married
- Verbs ending in a vowel and a consonant double the consonant.
stop – stopped plan – planned

EXERCISES:

http://www.english-hilfen.de/en/exercises/tenses/simple_past_ed.htm

http://www.english-hilfen.de/en/exercises/tenses/simple_past_ed2.htm



FORM:

| Affirmative | Negative |
|--|--|
| ☺ + verb (<i>simple past</i>) + complement | ☹ + did + not + verb (<i>simple form</i>) + complement |

| Questions |
|---|
| Did + ☺ + verb (<i>simple form</i>) + complement. |
| Short answers: Yes, ☺ did. No, ☹ didn't. |

EXERCISES:

- http://www.english-hilfen.de/en/exercises/tenses/simple_past_statements.htm
- <http://www.englishcorner.vacau.com/grammar/interactive/spreg2.html>
- http://www.englishlab.net/hp/quiz9_past_simple_1_add_ed_letter.htm
- http://www.oup.com/elt/global/products/englishfile/elementary/a_grammar/file06/

RAP 1: Relata hechos significativos de su vida personal en el pasado.

http://www.eslgold.com/speaking/ss_talking_past_actions.html

UNIDAD 5 DEL PROGRAMA: BIOGRAFÍAS

COMPETENCIA PARTICULAR: Utiliza el tiempo pasado de los verbos regulares para proporcionar información biográfica propia y de diferentes personajes.

RAP 2. Intercambia información para describir hechos sobresalientes en el pasado de una persona.



Shakira

Shakira ("Woman of grace" in Arabic) Mebarak was born to an American father of Lebanese descent and a Colombian mother of Spanish and Italian descent. As a child she was influenced by music from the cultures of her parents as well as English-language rock music. She has cited bands such as Led Zeppelin, the Beatles, and Nirvana as major influences. Shakira wrote her first song at age 8 and recorded her first album at age 13 after turning away from a modelling career.

First Albums:

Shakira's first album, titled *Magia* and released in 1991, was composed of songs she had written in the previous few years. It didn't sell well internationally but gained attention at home in Colombia. After her next album, *Peligro*, Shakira briefly tried an acting career. She returned to music in 1995 exerting stronger control over her own recordings and incorporating more rock and Arabic influences. The fruit of her efforts was the album *Pies Descalzos...*



Activity 1: Answer the exercises on the link <http://spanish.tolearnfree.com/free-spanish-lessons/free-spanish-exercise-78583.php> and practice the use of the simple past describing past actions, facts and experiences.

Activity 2: Who is your favorite singer or actor?...

Think about a famous person, read two different biographies on the internet and write your own biography! Try to remember the main ideas you read, but don't copy the information. (From 75 to 100 words)

Use these links:

<http://www.popstarsplus.com/actors.htm>

<http://www.popstarsplus.com/music.htm>



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PÁGINAS ELECTRÓNICAS

- ❖ <http://assets.mediaspanonline.com>
- ❖ <http://www.ego4u.com/>
- ❖ <http://esl.about.com>
- ❖ <http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/adjord.htm>
- ❖ <http://www.johnsesl.com/bodypt.shtml>
- ❖ <http://www.mes-english.com>
- ❖ <http://www.eslteachersboard.com/cgi-in/motivation/index.pl?page=3;read=2297>