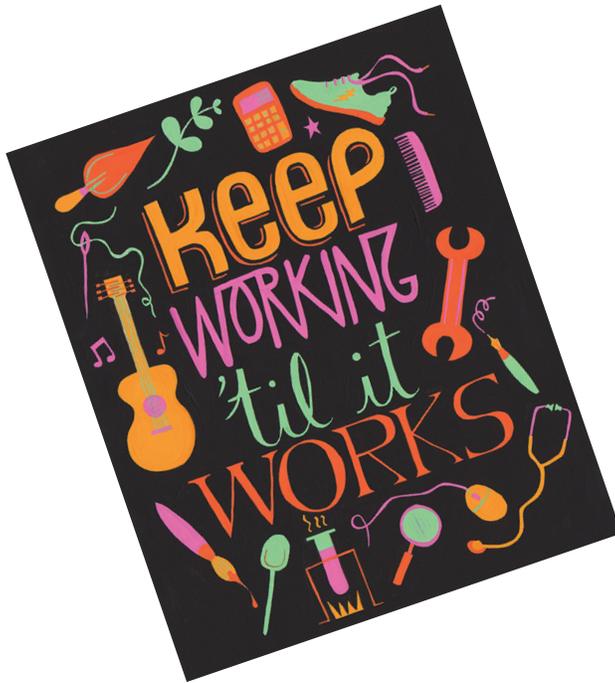


Escuela de Educación Secundaria N° 1

DOMINGO CATALINO

Chascomús



English

Intensificación

Marzo 2023

Aulas Acelaración

Prof. Marisa Moretti (2241-456681)

Let's revise Verb BE

<https://www.liveworksheets.com/c?a=s&g=3ero%20A&s=English&t=x0hd80vz72&sr=y&l=tz&i=usfu&r=ip&db=0>

Am, is, are

 <p>They _____ twins.</p>	 <p>It _____ very hot!</p>
 <p>They _____ in love.</p>	 <p>I _____ happy.</p>
 <p>It _____ windy.</p>	 <p>My brother _____ ill.</p>
 <p>You _____ very tall.</p>	 <p>We _____ friends.</p>
 <p>Today _____ my birthday!</p>	 <p>My car _____ new.</p>
 <p>The pizza _____ delicious!</p>	 <p>They _____ tired.</p>
 <p>The computer _____ broken.</p>	 <p>I _____ angry!</p>
 <p>She _____ sad.</p>	 <p>You _____ good singers!</p>

A) Mirá los dibujos y completá con las formas que correspondan del verbo Be.

Usá verb BE (is /isn't /// are /aren't) y los pronombres correctos (he, she, it, they)



A: He Tevez?
team?

A:she Carla Peterson?

A:River Plate a rugby

B: Yes, he.....
football team.

B: No, she..... SheLally E.

B: No,..... isn't. It..... a



A: this a football team?

B: Yes,is .

A:Showmatch a soap opera? (soap opera=telenovela)

B: No,..... isn't! It.....an entertainment tv programme.



A: The Simpsons a videogame?
noticiero)

A:this a news programme? (News programme=

B: No, aren't.

B: No, It..... a soap opera.

They.....a tv programme.

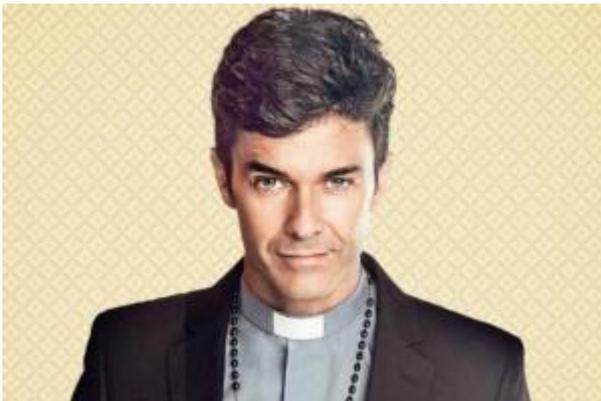
Ahora completá los párrafos:



They.....The Pumas. They..... an Argentinian rugby team. They.....20 players (jugadores) in total.



..... is Lionel Messi. He.....Argentinian. He.....a rugby player. He a football player. He..... is from Santa Fé province. Hein Argentina now(ahora). He..... in Barcelona.



This (-)a real priest (=sacerdote). He.....a football player or rugby player! What´s his job? He.....an actor. He (-)from Santa Fé. He..... Buenos Aires city. He..... the priest in *Esperanza Mía*. *Esperanza Mía* a soap opera.



This..... the best FLAG in the world!

It..... light blue and White. It.....our (nuestra) flag!

B) Completá las oraciones con am, is ó are... It's easy!!

am - are - is?

1. I _____ very happy today.

am

are

is

2. Susan _____ 12 years old.

am

are

is

3. They _____ at school today.

am

are

is

4. Mom and Dad _____ going to a party tonight.

am

are

is

5. The tree _____ green.

am

are

is

6. The dogs _____ wild.

am

are

is

7. _____ anybody here?

am

are

is

8. There _____ two apples in the basket.

am

are

is

9. Thomas and Jonathan _____ brothers.

am

are

is

10. The teacher _____ from South Africa.

am

are

is

11. Sparky _____ a black cat.

am

are

is

12. The mailbox _____ red.

am

are

is

13. Fiona _____ from the USA.

am

are

is

14. You _____ my best friend.

am

are

is

15. They _____ rich.

am

are

is

16. Mrs. Stone _____ gone for today.

am

are

is

17. Nothing _____ good enough for you!

am

are

is

Este poster empieza diciendo "**Before you speak, think**" ("Antes de hablar, pensá...") El mensaje es que pienses antes de hablar si lo que vas a decir...es...? Y la respuesta la vas a tener al hacer la actividad c)

c) 1) Qué es lo que te dice al lado de cada letra de la palabra T H I N K. Traducilas al castellano.

Vas a tener que buscar qué quieren decir: **true, helpful, inspiring, necessary, kind** para tener la respuesta.

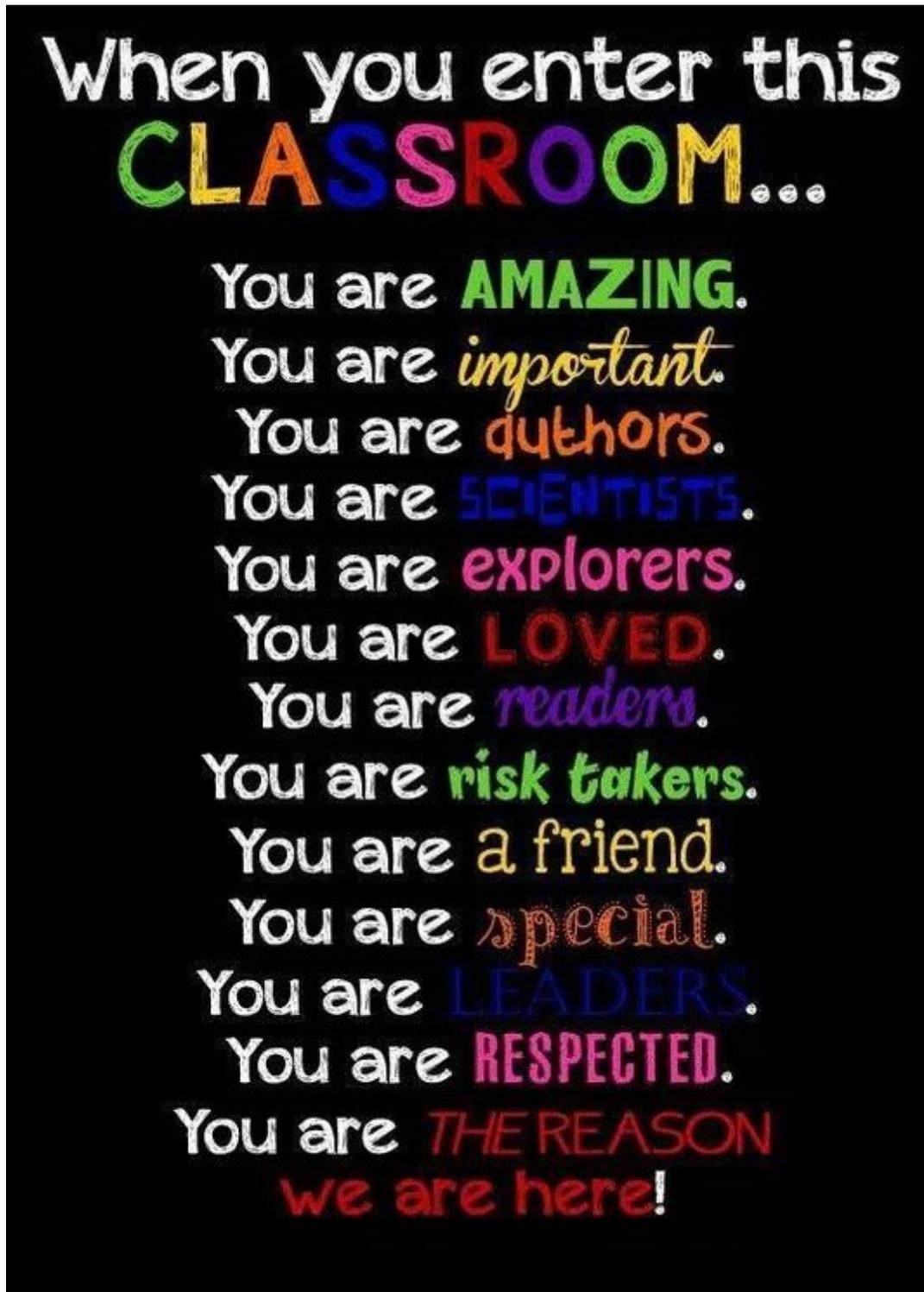
2) Qué significa *Think* ?



Conclusión: cada una de las frases que dice es lo que todos tenemos que pensar antes de hablar

D) traducir las 13 oraciones

En este otro poster nos dice en la frase introductoria: *When you enter this classroom...* (Cuando vos entres a este salón...) y termina con la frase: *You are the reason we are here* (Vos sos la razón por la que nosotros estamos acá) y siguen frases que te quieren hacer ver lo que significás para nosotros los docentes cuando entres al salón, a cada clase... Para saberlo tenés que hacer esta actividad D)



E) Vamos a ver un vídeo muy sencillo para usar el Verbo Be (siiii de nuevo! 😊).

1) Primero tenemos que traducir los adjetivos que están **negrita** en las oraciones

2) Segundo, completamos las oraciones de abajo con la forma del verbo be que corresponda. (am -is-are)

Video questions

1)

The girls _____ **happy**.

2)

The girl _____ **sad**.

3)

The girl's name _____ **Rene**.

4)

Rene _____ **mad with her sister**.

5)

Rene _____ **scared**.

6)

The monsters _____ **black**.

7)

Sunny _____ **happy**.

8)

The monsters _____ **strong**.

9)

Rene _____ **really scared**.

10)

Rene _____ **hurt**.

11)

Sunny _____ **surprised**.

12)

Rene _____ **sorry**.

13) Sunny and Rene _____ **happy now**

Temas

There is... ó There are... y Partes de la Casa.

Este verbo nos va a servir para describir muchas cosas.

Para contar que **hay** ó **no hay** en un lugar, en tu casa, en tu cuarto, en tu mochila, en el supermercado, en la escuela...etc, etc...

Apuntes

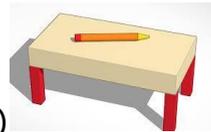
Empecemos... El verbo se llama...**there is...** ó **there are...**

Afirmativo

There is = quiere decir **HAY** (pero... cuando es **uno sólo**)

There are = quiere decir **HAY** (pero...cuando es **más de uno**)

Examples, look (mirá):



There is one pencil on the table (**Hay** un lápiz sobre la mesa)



There are many pencils on the table (**Hay** muchos lápices sobre la mesa)

Negativo

There isn't = quiere decir **NO HAY** (pero... cuando se refiere **a uno sólo**)

There aren't = quiere decir **NO Hay** (pero... cuando se refiere **a más de uno**)

Examples, look (mirá):

There isn't a pencil on the table (**NO HAY** lápices sobre la mesa)

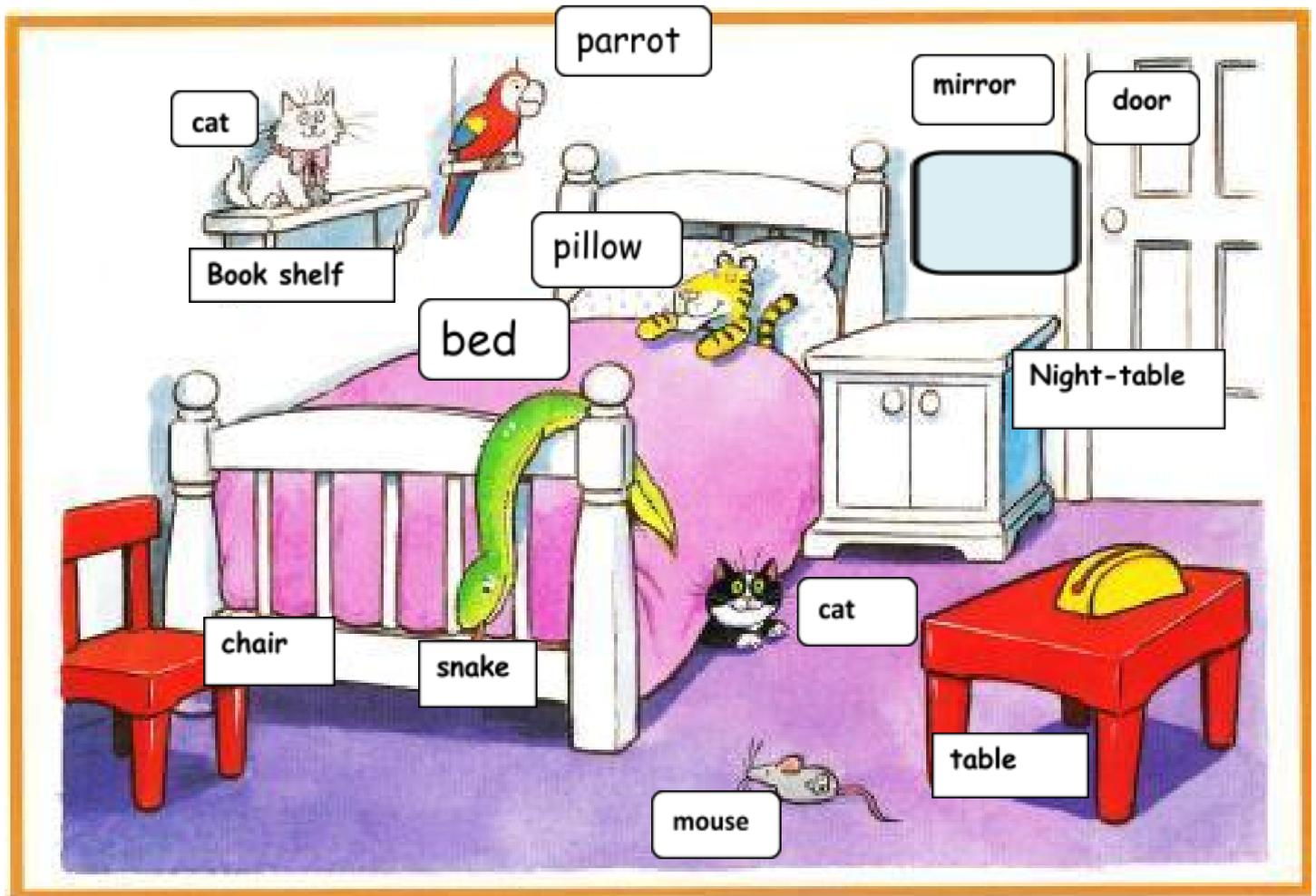
There aren't any pencils on the table (**NO HAY** lápices sobre la mesa)



1) Practiquemos

Hagamos 12 oraciones con lo que ves en el **bedroom** (habitación) Una oración ya está hecha en el **example** (ejemplo).

Van a necesitar usar **there is** ó **there are** (**trick...!**trampita: vas a necesitar una sólo vez **there are** !)



THE BEDROOM

Example

1) *In the bedroom there is one bed.* one= 1 /// a /an =uno /una= a chair ó an orange

2)

3)

4)

5)

6)

- 7)
- 8)
- 9)
- 10)
- 11)
- 12)

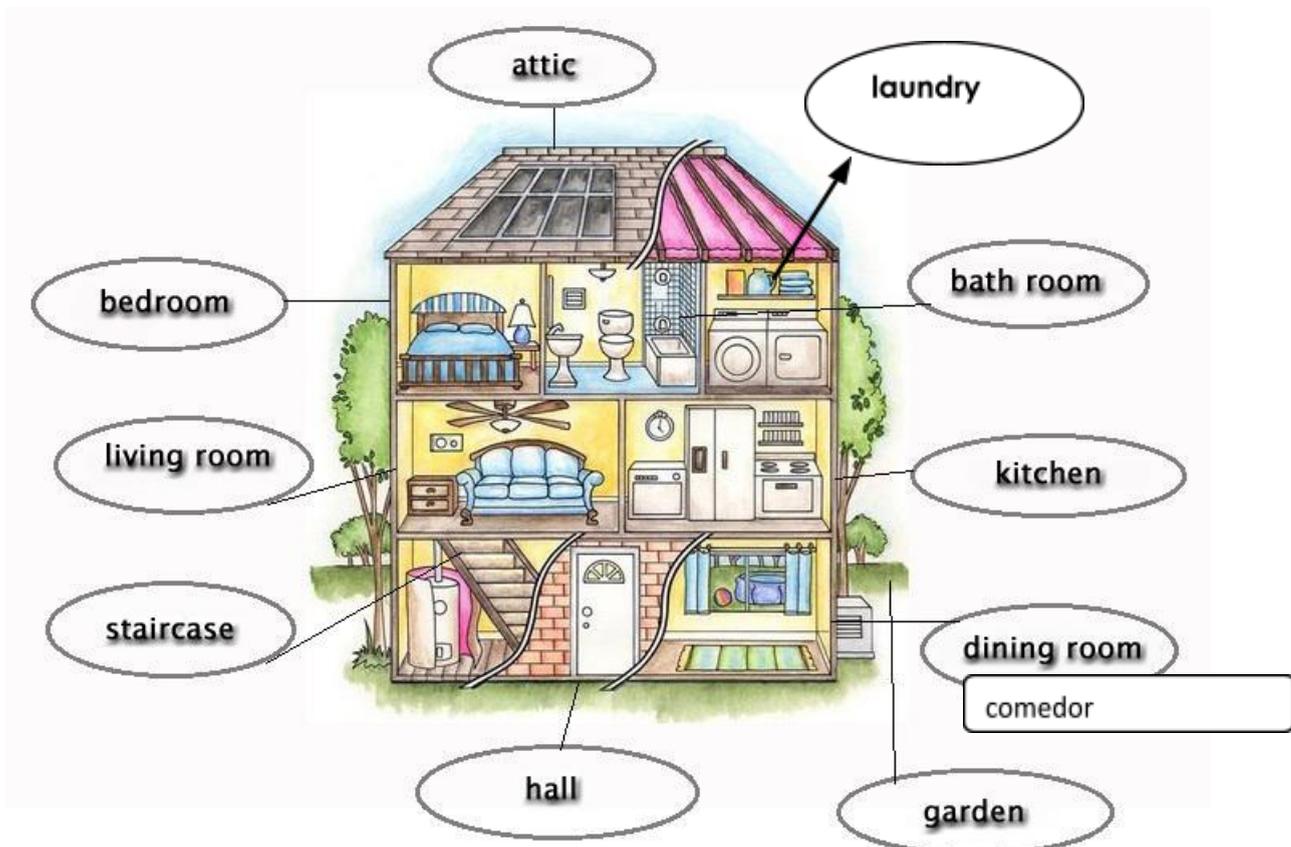
2) Practiquemos y juguemos! Usando algo de vocabulario del ejercicio anterior.

Esta es una actividad que te la corrige la página y me viene a mi coregida

<https://es.liveworksheets.com/yy3060yh>

Como se hace? Simple: ustedes cliquean el link, completan la ficha con **there is /there are** y hacen clic en "Terminado". Entonces eligen "Enviar mis respuestas al profesor" e introducen mi email (argentineenglish@gmail.com)

Look at (mirá) the Parts of a house (Mirá las partes de una casa)



LOOK! (Mirá!) Fijate que la casa tiene una parte que se le llama **Upstairs** (arriba) y otra **downstairs** (abajo) independientemente de cuántos **floors** (pisos) tenga.

3) Ahora, look at the (estas) houses (casas) en la última hoja.

a) Tenés que describir al menos dos casas usando **there is / there isn't** or **there are / there aren't**

b) Y por último, describís la tuya ("In my house...")

Example

In Amy's house there isn't a garden . There is a kitchen and a livingroom. There is a basement. There is one bedroom. There is one bathroom and one basement
(todo este ejemplo lo hice mirando el dibujo de la casa de Amy)

Vocabulary: (en el dibujo de las partes de la casa tené más vocabulary)

Garden: jardín (**big garden:** gran jardín)

Basement: subsuelo

Boiler : caldera (in the basement)

Laundry: lavadero (generalmente in the basement)

Stairs: escaleras

Hall: hall de entrada

Room: habitación (my room= mi cuarto)

Parent's room: habitación de los padres

Fireplace: hogar a leña

Dining room: comedor

Ground floor: Planta baja

Floor: piso (**There is one floor**= hay un piso////**There are two floors**= hay dos pisos)

Study: escritorio

Attic: ático, buhardilla (la parte de más arriba de una casa de varios pisos)



Amy

location: London
address: 45 Palm Street
floors: 2
garden: no
basement: yes (storage closet, boiler room)
downstairs: hall, stairs, living room, kitchen
upstairs: bedroom, bathroom
in my room: armchair, bed, bedside table, chest of drawers, lamp, pictures

Ben



location: Liverpool
address: 63 Oak Street
floors: 2
garden: yes (big)
basement: yes (laundry room, boiler)
downstairs: kitchen, dining room, bathroom
upstairs: parents' bedroom, my room
in my parents' room: bed, fireplace, lamp, pictures, rug, shelves, vase

Susan



location: Plymouth
address: 143 Chester Road
floors: 3
garden: no
basement: no
ground floor: hall, stairs, living room
first floor: kitchen, dining room, laundry room
second floor: parents' room, my room, bathroom
in the kitchen: fridge, cooker, cupboards, sink



Jack

location: Edinburgh
address: 266 Hunter Street
floors: 2
garden: yes (small)
basement: yes (boiler, study)
attic: yes (storage closet)
downstairs: living room, kitchen, dining room
upstairs: bedroom, bathroom
in the living room: armchair, TV set, fireplace, shelf, lamp



Diana

location: Birmingham
address: 91 Kingsway Road
floors: 2
garden: yes (big)
basement: yes (study, laundry room)
downstairs: living room, kitchen, dining room
upstairs: 2 bedrooms, bathroom
in the bathroom: bathtub, shower, washbasin, toilet

Stuart



location: Glasgow
address: 223 Hamilton Street
floors: 2
garden: no
basement: no
downstairs: living room, kitchen, laundry room
upstairs: bedroom, bathroom, study
in the study: desk, chair, computer, bookshelves, light

Jill



location: Leicester
address: 301 Green Road
floors: 2
garden: yes (small)
outside: garage
basement: yes (cellar, boiler, laundry room)
attic: yes (2 children's room)
downstairs: living room, kitchen
upstairs: bedroom, bathroom, walk-in closet
in the laundry room: washing machine, ironing board, iron, clothes line, laundry basket

Tom



location: Oxford
address: 122 London Road
floors: 2
garden: no
basement: yes (cellar, boiler, laundry room, garage)
attic: yes (study, fitness room)
downstairs: dining room, kitchen
upstairs: 2 bedrooms, bathroom
in the dining room: dining table, 6 chairs, 2 windows

You



location:
address:
floors:
garden:
basement:
attic:
downstairs:
upstairs:
in the ...

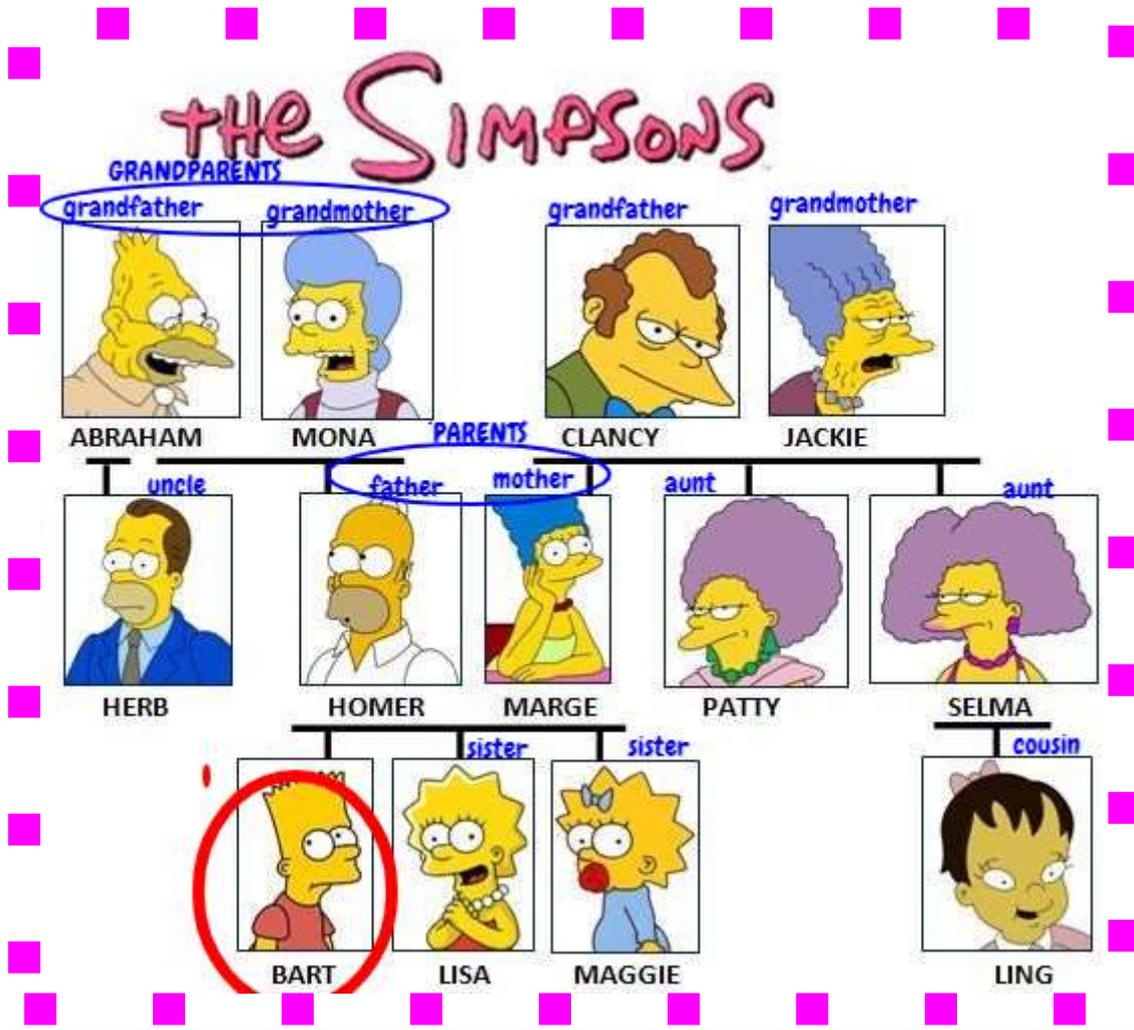
Subject: English

Course: 3ero A- 2021

Teacher: Marisa Moretti

Date: Monday 12th July, 2021

Family Members



Hello!

1) Fijate la imagen de The Simpsons Family...

Todos tienen arriba en azul el parentesco que tienen con BART

Vamos a ver cómo decimos su parentesco...

Bart's mother is Marge (= La madre de Bart es Marge)

Bart's father is Homer (= El padre de Bart es Homero)

2) Ahora, mirá bien el Family Tree (el Arbol Familiar) de los Simpsons y completá las oraciones y traducilas...

Bart's sisters are _____ and _____

Bart's aunts are _____ and _____

Bart's grandfathers are _____ and _____

Bart's grandmothers are _____ and _____

Bart's uncle is _____

Bart's cousin is _____

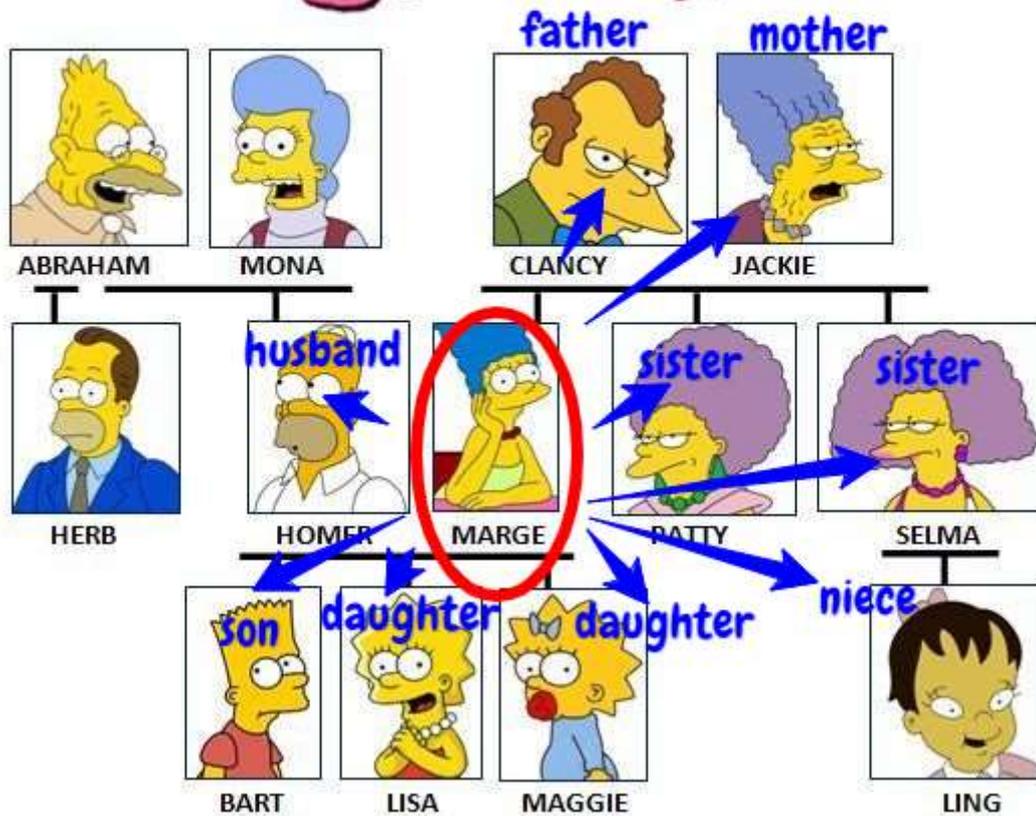
Bart's grandparents are _____, _____, _____ and _____

3) Todas las oraciones Bart aparece con esta 's...se llama **Possessive'S** porque indica posesión.

Bart's father is Homer, el "poseedor" sería Bart: El padre de Bart es Homero...

4) Ahora vamos a mirar la imagen de abajo de The Simpsons Family Tree pero vamos a hablar los parentescos de Marge en la familia

THE SIMPSONS



5) Mirá el ejemplo...ahora la "poseedora" es Marge:

Marge's **husband** is Homer (El marido de Marge es Homero)

6) Completá las oraciones pero con el vocabulario de Family Members (son, daughter, etc) y traducilas

Marge's _____ is Bart (El _____ de Marge es Bart)

Marge's _____s are Lisa and Maggie

Marge's _____ is Clancy

Marge's _____ is Jackie

Marge's _____s are Selma and Patty

Marge's _____ is Ling.

The verb 'to be'

1 Read the text and underline all short forms of the verb *to be*. Then write the long forms.



My name's Brenda and I'm from the USA. I'm twenty-three years old and I'm a singer. My best friend is Kate. She's from Canada.

1) Kate's 25 years old and she's a teacher. She's a very good teacher. Kate's sister's Mandy and her brother's Jack. 2) Mandy's 18 and 3) Jack's 19. 4) Mandy and Jack are students. They're very nice. We're all very good friends.

2 Fill in the blanks with *is*, *isn't*, *are*, *aren't*.

- Brenda a singer.
- Jack 14 years old.
- Brenda and Mandy sisters.
- Mandy Jack's sister.
- Jack Brenda's brother.
- Kate and Jack brother and sister.

Short Answers

3 a) Answer the questions.

1 Is Brenda from the USA?

► *Yes, she is.*

2 Is Mandy a singer?

.....

3 Is Kate from Canada?

.....

4 Is Jack 20 years old?

.....

5 Are Kate and Jack brother and sister?

.....

6 Are Brenda and Mandy friends?

.....

b) When do we use long forms in short answers?

A/An

4 a) Make true sentences.

BRENDA	is	a	student
KATE	isn't	an	actor
MANDY	is	a	singer
JACK	isn't	an	teacher

b) When do we use *a/an*? Give more examples.

Personal pronouns

5 a) Look at the words in bold in the text in Ex. 1. Replace them with the appropriate personal pronoun.

1 2 3 4

b) Which personal subject pronoun is the same in the singular and the plural?

.....
.....

Picture Dictionary

Describing People Revision (Units 1-3)

HEIGHT

Circle the correct item.



TALL



MEDIUM-HEIGHT



SHORT

WEIGHT



FAT



FIT



THIN

AGE



OLD



MIDDLE-AGED



YOUNG

FACE



ROUND



LONG



OVAL



MOUSTACHE



BEARD

HAIR



BROWN



DARK



RED



FAIR or
BLONDE



SPIKY



CURLY



WAVY



STRAIGHT



LONG



SHORT



BALD

EYES



BROWN



GREEN



BLUE



SMALL



BIG

HANANE MIMOUNI

Describing people

Match the sentences with the pictures.

	<p>She's got a ponytail.</p>	
	<p>She's got long hair.</p>	
	<p>He's got glasses.</p>	
	<p>He's got a beard.</p>	
	<p>He's got a moustache.</p>	
	<p>She's got dark hair.</p>	
	<p>She's got fair hair.</p>	
	<p>She's got curly hair.</p>	
	<p>She's got short hair.</p>	
	<p>She's got straight hair.</p>	

2 a) Look at the table and write sentences, as in the example.

	Anna	Tim & Ken	Mark	Bob & Helen
1 	✓	✓	X	✓
2 	✓	X	✓	✓
3 	X	✓	✓	✓
4 	✓	✓	✓	X

1 ► Anna has got a dog, an umbrella and a computer. She hasn't got a ball.

- 2
- 3
- 4

b) Look at the table above. In pairs, ask and answer questions, as in the example.

A: Has Anna got a ball?
 B: No, she hasn't. Has Mark got an umbrella?
 A: Yes, he has. etc.

3 Ask and answer, as in the example.



1 Mr Green/a moustache?
 ► Has Mr Green got a moustache?
 Yes, he has.

2 Beth/a lemon?

.....



3 they/white hair?

.....

4 he/a clock?

.....



5 it/big ears?

.....

4 Put the words in the correct order.

- 1 got / Mike / feet / has / big

- 2 hair / Anna and Sue / fair / got / have ?

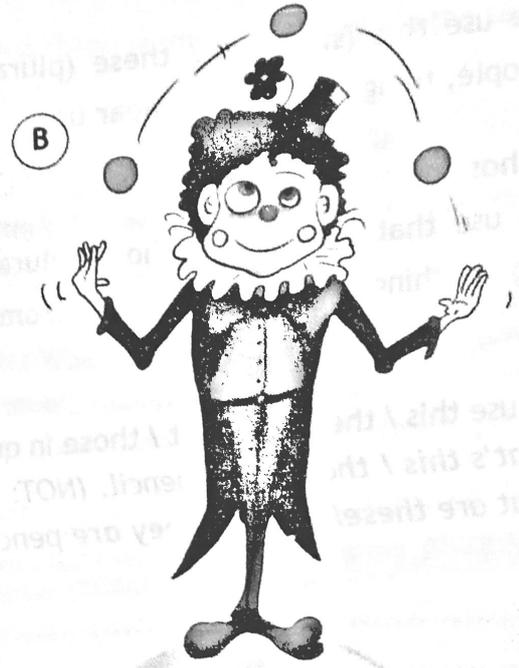
- 3 I / got / eyes / not / blue / have

- 4 have / short / got / legs / elephants ?

- 5 a / he / has / moustache / got ?

The verb 'have got'

5 Find and write the six differences.



- 1 (hat) ► In picture A the clown has got a big hat. In picture B the clown hasn't got He has got
- 2 (hair)
- 3 (eyes)
- 4 (ears)
- 5 (nose)
- 6 (feet)

Speaking

Describe yourself to the class.

► I'm tall and slim. I've got blue eyes and long black hair. I've got a small mouth and small ears. etc.

Writing

Write a short description of the person sitting next to you.

► Pedro is short and slim. He's got brown eyes and short brown hair. He's got a small mouth and a small nose. etc.

This - These

- We use **this** (singular) / **these** (plural) to point to people, things and animals near us.



This is a chair.



These are chairs.

That - Those

- We use **that** (singular) / **those** (plural) to point to people, things or animals far away from us.



That is a chair.



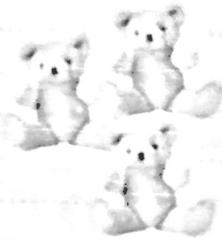
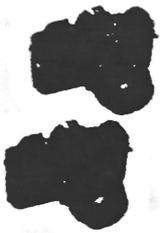
Those are chairs.

- We use **this / these** and **that / those** in questions. We answer these questions with **it** or **they**.
What's this / that? It's a pencil. (NOT: This / That is a pencil.)
What are these/those? They are pencils. (NOT: These / Those are pencils.)

1 Complete the sentences, as in the example.



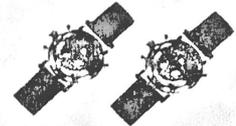
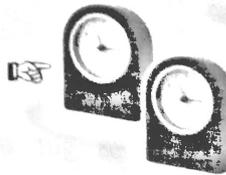
1 ▶ *This is a bicycle* and ▶ *that is a helmet.*



2 cameras and teddy bears.



3 an elephant and a kangaroo.



4 clocks and watches.



5 a fly and a butterfly.

2 Write the sentences in the plural.

- 1 That is a cap. ▶ *Those are caps.*
- 2 This is a box.
- 3 This is an umbrella.
- 4 That is a mouse.
- 5 This is a watch.

Speaking

Work in pairs. Point to objects near or far from you and make sentences.

▶ *This is an eraser. Those are pencils. etc.*

Exploring Grammar (Units 4-6)

• Have got

1 a) Read the text and write the correct name.



1

Hi! My name's Nicole. I'm 17 years old and I've got long curly hair and green eyes. I'm short and thin. I'm a quiet person.



2

These are my best friends, Martha and Claire. Martha is 16 years old and she's tall and thin. She's got short brown hair and brown eyes. She's really popular at school.



3

Claire is 17 years old. She's tall and thin. She's got short fair hair and blue eyes. She's beautiful and kind.

I love my friends. I think they're fantastic.

b) Underline the *have got* forms in the text. Write them in the negative form.

2 a) Read the text in Ex. 1 again and answer the following questions.

- 1 Has Nicole got three best friends?
- 2 Has Claire got fair hair?
- 3 Has Martha got blue eyes?
- 4 Have Claire and Martha got short hair?
- 5 Has Nicole got long hair?
- 6 Have Claire and Martha got green eyes?

b) How do we form the short answers of the verb *have got*? Which is the word we do not use?

• Plurals

3 Find three words in the plural in the text in Ex. 1.

4 a) Write the words in the plural.

- 1 Jim's got two (scarf); a red one and a blue one.
- 2 Helen has got a new pair of (shoe).
- 3 Mrs Wells hasn't got four (child).
- 4 I love (butterfly)!
- 5 Help me open the (box), please!

b) Find the irregular plural in Ex. 4a. Give two more examples of irregular plurals.

- 1
- 2

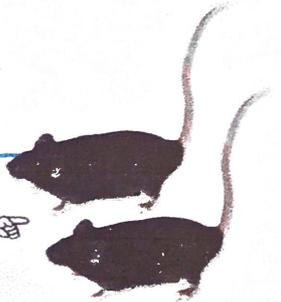
• This/These – That/Those

5 Complete the rules.

- 1 We use *this/these* for things
 - 2 We use *that/those* for things'
- a far away from us
b near us

6 Fill in *this/that, these/those*.

1 are mice.



2 is an umbrella.



3 is a fish.



4 are leaves.

