



Colegio Sol de Chile
Departamento de Inglés
Miss Nicole Lacourt
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Cursos: 7° Básicos A y B

ENGLISH HANDOUT Nº 5:

“Let’s Practice Healthy Actions”

Name:
Grade:
Date:
E-mail o Red Social:
Nombre y Teléfono de contacto (Apoderado):

Instrucciones:

Estimados estudiantes, junto con saludarlos y esperando que se encuentren muy bien en sus casas junto a sus familias, les explico los pasos de esta nueva guía:

- Recuerda que puedes pedirle ayuda a algún familiar para completar algunas partes, pero la idea es que seas tú que completes con lo que hemos visto en las guías pasadas.
- No olvides, completar tus datos y escribir la fecha en inglés como lo hemos visto en las clases que pudimos compartir.
- Para completar esta guía, necesitarás tu estuche con lápiz grafito y apuntes de las guías anteriores.
- Intenta ir escribiendo en tu cuaderno, todos los títulos de las Guías para que lleves un orden.
- Al final de la guía encontrarás preguntas acerca de tu aprendizaje y actividades realizadas, para que completes con las respuestas correspondientes.
- Si tienes alguna duda, tu apoderado o tú, pueden escribirme un correo a:

missnicolelacourt@gmail.com o agregarme a Facebook: **Miss NicoleLacourt TerceroB** o Instagram: **MissNicoleLacourt**

Todas las respuestas de esta guía, deben ser en inglés, tal como lo hacemos en clases.

Un abrazo, y espero vernos pronto

Miss Nicole

Objetivos:

OA14: Escribir una variedad de textos breves, como cuentos, correos electrónicos, etc., de acuerdo a un modelo y aun criterio de evaluación, recurriendo a herramientas como diccionario en línea o procesador de textos.

-Indicadores: Recordar cómo escribir hora y fecha correctamente.

Presentan información acerca de alimentos, usando vocabulario específico y estructuras aprendidas.

-Contenido: Verb to be, Food.

-Habilidad o Eje del idioma: Expresión Escrita (Writing Skill)

-Procedimental: Clasificar comida e integrar usos de verbo to be para dar características de ella.

-Actitudinal: Trabajar responsablemente en forma proactiva y colaborativa con una meta en común, y demostrando respeto por los intereses e ideas de los demás. Se promueve esta actitud debido a que el trabajo cooperativo es más efectivo en la búsqueda de soluciones, promueve la motivación intrínseca, la autoestima, la interacción, la negociación y baja la ansiedad.

-Total Score: 26 pts.

Warm Up:

According to food, answer the following questions: **(5 pts.)**

1. Write 2 green fruit:

2. Which is your favorite vegetable?

3. What have you eaten these days?

4. When this finish, what would you like to eat?

5. What is your favorite adding for bread?

Development:

Vocabulary: Create your ideal dishes for each time of the food. Write 2 ingredients for each section (4 pts.)

<u>BREAKFAST</u>	<u>LUNCH</u>	<u>TEA TIME</u>	<u>DINNER</u>

Grammar Point

Verb "to be"

<u>Affirmative</u>		<u>Negative</u>	
I am	→ I'm	I am not	→ I'm not
You are	→ You're	You are not	→ You aren't
He is	→ He's	He is not	→ He isn't
She is	→ She's	She is not	→ She isn't
It is	→ It's	It is not	→ It isn't
We are	→ We're	We are not	→ We aren't
You are	→ You're	You are not	→ You aren't
They are	→ They're	They are not	→ They aren't

Interrogative

Am I ...?
Are You ...?
Is He ...?
Is She ...?
Is It ...?
Are We ...?
Are You ...?
Are They ...?

EXAMPLE:

- * She is a pretty girl.
- * She isn't a pretty girl.
- * Is she a pretty girl?
- * They are good students.
- * They aren't good students.
- * Are they good students?
- * We are children.
- * We aren't children.
- * Are we children?

Underline the correct words. (5 points)

Example:

The house are / is big.

They isn't/ aren't boring in the class.

1. New York City **aren't** / **isn't** / 'm not in the UK.
2. Kim and Lily **are** / **am** / **is** in the classroom now.
3. These phones **isn't** / 'm not / **aren't** expensive.
4. I **aren't** / **isn't** / 'm not from the USA.
5. Jurassic World **is** / **are** /**am** a good film.

Reading Comprehension: Read the text and choose the best answer (7 pts.)

Tom's Day

From www.esl-lounge.com

On Sunday, Tom gets up at 10 o'clock. Then he reads his newspaper in the kitchen. He has breakfast at 11.30 and then he telephones his mother in Scotland.

In the afternoon, at 1.00, Tom plays tennis with his sister and after that, they eat dinner in a restaurant. At 6.00, Tom swims for one hour and then he goes by bike to his brother's house. They talk and listen to music.

Tom watches television in the evening and drinks a glass of warm milk. He goes to bed at 11.30.



1. Where does Tom have breakfast?

- a) In the kitchen
- b) In his bedroom
- c) In the lounge

2. Who does he telephone in the morning?

- a) His sister
- b) His brother
- c) His mother

3. Where does his mother live?

- a) In England
- b) In his brother's house
- c) In Scotland

4. What time does he play tennis with his sister?

- a) 1pm
- b) 2pm
- c) 11.30am

5. How long does Tom swim for?

- a) One hour
- b) Two hours
- c) Six hours

6. How does Tom go to his brother's house?

- a) By bike
- b) By car
- c) On foot

7. What does Tom drink in the evening?

- a) Wine
- b) Beer
- c) Milk

Close Up:

Follow the example from the text and describe a normal day using the following sentences: **(5 pts.)**

- 1) I wake up at _____
- 2) I like to eat _____
- 3) In the afternoon I _____
- 4) My favorite activity is _____
- 5) I go to bed at _____
- 6) I could eat forever: _____
- 7) I hate to eat: _____
- 8) My favorite dessert is: _____
- 9) I like to drink: _____
- 10) My best snack for school is: _____

<u>Questions?</u>	<u>Excellent</u>	<u>Good</u>	<u>Bad</u>
			