



Inglés

Intermedio II

B2

Nombre:

Grado y Grupo:

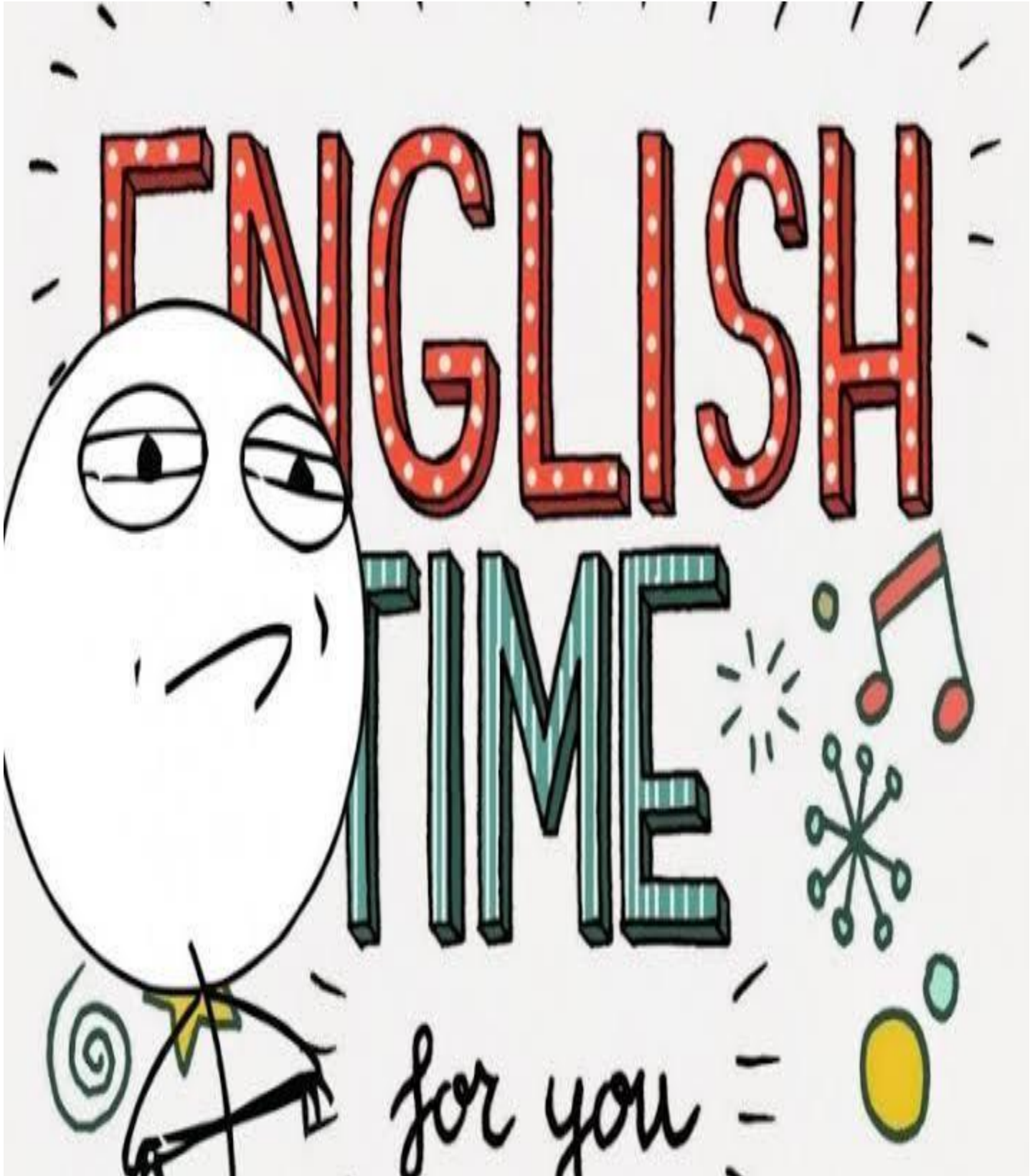


Table of contents

Innstrucciones del bloque	.....	Page 3
Diagnostic Activity	.....	Page 6
Learning activity 1	.....	Page 7
Learning activity 2	.....	Page 12
Learning activity 3	.....	Page 17
Learning activity 4	.....	Page 22
Lista de cotejo del proyecto integrador	.....	Page 27
Lista de cotejo del proyecto escrito	.....	Page 29
Actividad Metacognitiva	.....	Page 30



Instrucciones Bloque 1

1. Debido a la situación actual que se vive en nuestro estado, en el país y en el mundo en general. Ante las medidas y protocolos de salud que estaremos siguiendo de manera responsable; estaremos interactuando en la modalidad en línea o presencial, según instrucciones superiores, para alcanzar los aprendizajes y elaborar los productos educativos esperados.



2 Contenido:

Compendio de lectura y **links** al final de cada lectura que te ayudaran a comprender el tema a tratar, los cuales te ayudara a alcanzar los siguientes **Aprendizajes Esperados:**

1. Emplea oralmente los diversos pronombres para hacer referencias a personas, situaciones, objetos y demás cuando se centra la atención en estos durante conversaciones de diverso índole, cuidando aspectos de fluidez, pronunciación, entonación y dominio del tema, a través de una comunicación asertiva, empática y de respeto.
 2. Redacta textos narrando situaciones en las que el foco de atención son las personas, objetos y demás empleando la narrativa de la voz pasiva y el uso apropiado de los pronombres personales, tomando en cuenta las reglas ortográficas de la lengua inglesa.
- ✓ Actividades de Aprendizaje (ADAS) las cuales serán evaluadas a través de una lista de cotejo.
 - ✓ Actividad Meta cognitiva que te ayudara a reflexionar sobre lo aprendido y podrás expresar tus ideas, en este apartado que

deberás de responder de manera individual y entregar por el medio en el que tu maestra o maestro te indique.

2. Procedimiento de entrega de tareas y proyectos

Todas las evidencias (tareas) serán entregadas de manera virtual a través de la plataforma que tu profesor o profesora te indique.



- Las actividades se realizaran en equipo de 5 personas los cuales serán conformados por el maestro (tra) cada equipo deberá incluir su lista de cotejo con los nombres de los integrantes en orden alfabético, en el apartado que corresponda.



- Algunas clases serán impartidas de manera virtual por lo que cada estudiante deberá estar pendiente del día, la hora y el medio.

Es importante dar aviso oportuno a su profesora o profesor en caso de tener dificultades con el acceso a la clase.

CUMPLE EN TIEMPO Y FORMA:

ADAS 30%

- En caso de tener alguna dificultad para la entrega de las adas tendrás 24 horas para entregar la actividad correspondiente, con una disminución de calificación de 10 puntos, es muy importante dar aviso oportuno.
- **EVALUACIÓN ESCRITA 30%**

PROYECTO INTEGRADOR 40 %

- Al finalizar el bloque entregaras un proyecto integrador con valor de **40 %**

En caso de no entregar en tiempo y forma, tendrás 24 horas para entregar la actividad correspondiente, con una disminución de calificación de 20 puntos. **(anexo ambas listas de cotejo al final del material)**

Criterio	Valor
C1 Actividades de aprendizaje.	30%
Evaluación Escrita.	30%
C2 Proyecto integrador (Video).	40%
PromedioTotal	100%



¿Cómo debo nombrar mi archivo a la hora de enviar?

- En la plataforma que se te indique
- Para el caso de INTEGRADORA, número de equipo y grupo, ejemplo:

ING_INT2_INTEGRADORA_Equipo1_2A

RECUERDA QUE EL PLAGIO ES DESHONESTO, POR LO TANTO EL TRABAJO NO SERÁ ACEPTADO Y TAMPOCO SE LE ASIGNARÁ CALIFICACIÓN.

¿Cuáles son los horarios de comunicación?



Es muy **IMPORTANTE**, tener en cuenta que los **horarios de comunicación con el profesor** para entrega de trabajos, dudas, aclaraciones y cualquier situación relacionada con los trabajos académicos del curso, será **EXCLUSIVAMENTE DE 7:00 AM a 12:30 del mediodía.** Pues este es el horario escolar.

A través del medio que el maestro te indique

Es importante destacar que aunado a los presentes lineamientos, cada profesor tiene la libertad de instruir a sus alumnos con respecto al presente material y su uso.

“MAY THE FORCE BE WITH YOU”

Diagnostic Activity

Student's name: _____ Grade&Group _____ Date: _____ Asignatura: Inglés Inter II

Aprendizajes esperados	1,2	Sesión 1 17 Marzo
Competencias Disciplinares	10, 11	
Atributos de las competencias genéricas	1, 4, 6, 8, 9	

Taken from: Fellicity O'Dell. & Annie Broadhead. Objective Advanced . Student's workbook. Cambridge. Pp. 19-20



07 Listen to the talk about text messaging and complete the notes.

<https://drive.google.com/file/d/182KsUeXRP8-LFdDQC1wZiQGHJx-VcHzf/view?usp=sharing>

Some people(1)_____at the non-standart language use in texts.
The message the speaker says you might send from a bus is(2)_____ T
to(3)_____characters.
By 2008 more than (4)_____text messages had been sent.
Text messaging became available to the public in (5)_____
The speaker gives examples of text messaging being used by religious
leaders, (6)_____and shops.
People wanting to start a relationship feel that a text message is
not as(7)_____as a phone call.
It has been observed that the literacy of (8)_____is not as good
as it is used to be.
One person believes that the language of a text messages helps the
language to (9)_____rather than destroying it.
IMO stands for(10)_____.
And abbreviation.

2 Add the verbs from the box to make phrases from the listening.

Make(x3) have (x 3) catch(x 2)

- 1 _____ the point that.
- 2 Slow to _____ on
- 3 to _____ someone off guard.
- 4 _____ an impact on something.
- 5 _____ an arguament
- 6 _____ contact.
- 7 _____ an effect on something.
- 8 _____ the effort.

3 Complete with the correct pronoun

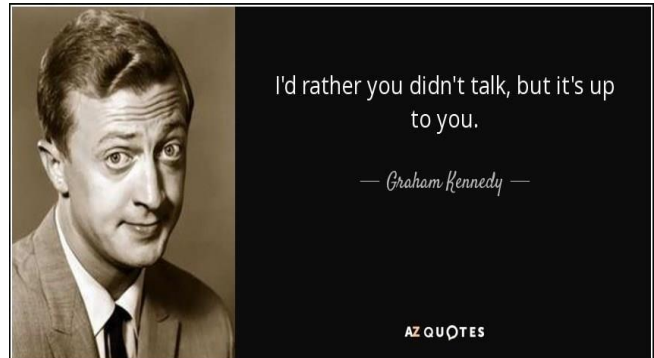
- A** Sometimes I think to _____ that it is time to lose some weight.
- B** **You** often talk to _____ and nobody knows what you talk about.
- C** _____ tried to be **himself** and not be like Michael Jackson all the time
- D** **She** likes to look at the mirror and smile to _____.
- E** **One** of the dogs spent hours licking _____.

F _____ fellows can help **yourselves** to the drinks.

G **They** spent some time familiarizing _____ with the new workplace.

H _____ do not always make **ourselves** practise what we preach

4 Write a short paragraph about what do you think Mrs. Kennedy had the quotation thought(30 words)



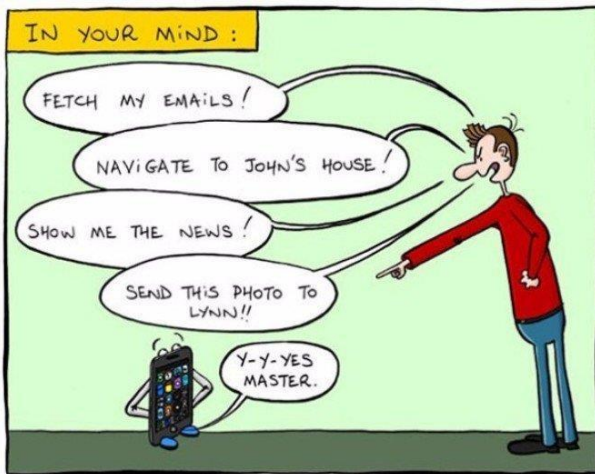
Learning Activity 1

Student's name: _____ Grade&Group _____ Date: _____ Asignatura: Inglés Inter II

Aprendizajes esperados	1	Sesión 2 22-23 Marzo
Competencias Disciplinares	10, 11	
Atributos de las competencias genéricas	1, 4, 6, 8, 9	

Taken from: Fellicity O'Dell. & Annie Broadhead. Objective Advanced . Student's Book. Cambridge. Pp. 40-41

Connections (Phrasal verbs)



Speaking

1 Discuss these questions:

1. Look at the photo. How has telephone technology changed over the years?
2. List as many things as possible as you can use your phone for.
3. compare your list with a partner.

2

https://drive.google.com/file/d/1V0oNsh0h8_ziRFw9fbmyEz8Te0arIvcY/viw?usp=sharing

10 Listen to this anecdote.

1. Why does the woman want revenge?
2. How did she take revenge?
3. What message do you think the man might have left on the woman's voicemail when he realised what she'd done?

Phrasal verbs I

1

https://drive.google.com/file/d/1f_HahWZYExwDGjHugbyl8KrS0zws4zR4/view?usp=sharing

11 You are going to hear six answerphone messages for each makes notes of these points.

- From
- For
- Number
- Message

Speaking

1 Practice using phrasal verbs in phone dialogues. Work with a partner. Take it in turns to be A and B. Choose the best response to what A says.

A says:

- a I can't hear you very well ____
- b Can I speak to the finance department, please? ____
- c We're going to have to stop talking soon. My battery's running out. _
- d Well, I guess I'd better go. It's getting late.
- e Hang on a moment. I'll just turn the T.V off. ____
- f Did you manage to get through to the bank? ____
- g I hate to say good bye to you, darling ____
- h What's happening? I think we are breaking up ____
- i I think we've only got a few seconds left. We are going to be cut off in a moment.
- j Do you want to come round to my house this evening?

B Says:

- 1 I will just put you through.
- 2 OK, I'll try to speak up.
- 3 Yes, we're going through a tunnel. I'll ring back in a few minutes.
- 4 No problem
- 5 That'd be great. I'll check with my parents and call you back.
- 6 Would you like me to call you back?
- 7 No. don't ring off now –there's something I've got to tell you first.
- 8 OK, by then. Thanks for ringing.
- 9 Me too. Shall we hang up?
- 10 Yes, but they put me on hold for 20 minutes.

Vocabulary

1 Do these phrases collocate with have, do, make, or take? Sometimes there will be more than a possible answer.

A phone call a bath a cake a chance a go
A mistake a party a photo a shower
An effort an excuse dinner fun hold off
Part in the cooking someone a favour
Your best someone seriously an exam
A course someone's word for it work sure



Reading

1 Underline the phrasal verbs in the article. Can you replace any of them with a more formal word or phrase?

Sarah had a problem

For a long time Sarah wanted to go out with a very handsome man called James, and then one day he turned up at her door. Just like that! She asked him in. James took his coat off and sat down. Then he explained that while driving past her house his car broke down. It was outside. Sarah said James could call out a mechanic and she looked up the nearest garage in the phone book. She offered him a cup of tea. He accepted. But then she realized there was no milk. "We've run out of milk" she said and popped out to buy some more. While Sarah was away the mechanic turned up. He got on with mending the car and James watched. When it was mended James got in his car and drove away. In the shop Sarah suddenly remembered her little baby sister who she was looking after was at home. She ran back to the house and saw that James had left. Her little sister was crying inside, and she had no keys!

Phrasal Verbs

Separable Phrasal Verbs

The object may come after the following phrasal verbs or it may separate the two parts:

- ☐ You have to do this paint job over.
- ☐ You have to do over this paint job.

When the object of the following phrasal verbs is a pronoun, the two parts of the phrasal verb must be separated:

- ☐ You have to do it over.

Verb	Meaning	Example
blow up	explode	The terrorists tried to <u>blow up</u> the railroad station.
bring up	mention a topic	My mother <u>brought up</u> that little matter of my prison record again.
bring up	raise children	It isn't easy to <u>bring up</u> children nowadays.
call off	cancel	They <u>called off</u> this afternoon's meeting
do over	repeat a job	<u>Do this homework over</u> .
fill out	complete a form	<u>Fill out</u> this application form and mail it in.
fill up	fill to capacity	She <u>filled up</u> the grocery cart with free food.
find out	discover	My sister <u>found out</u> that her husband had been planning a surprise party for her.

Inseparable Phrasal Verbs (Transitive)

With the following phrasal verbs, the lexical part of the verb (the part of the phrasal verb that carries the "verb-meaning") cannot be separated from the prepositions (or other parts) that accompany it: "Who will look after my estate when I'm gone?"

Verb	Meaning	Example
call on	ask to recite in class	The teacher <u>called on</u> students in the back row.
call on (2)	Visit	The old minister continued to <u>call on</u> his sick parishioners.
get over	recover from sickness or disappointment	I <u>got over</u> the flu, but I don't know if I'll ever <u>get over</u> my broken heart.
go over	review	The students <u>went over</u> the material before the exam. They should have <u>gone over</u> it twice.
go through	use up; consume	The country <u>went through</u> most of its coal reserves in one year. Did he <u>go through</u> all his money already?

look after	take care of	My mother promised to <u>look after</u> my dog while I was gone.
look into	Investigate	The police will <u>look into</u> the possibilities of embezzlement.
run across	find by chance	I <u>ran across</u> my old roommate at the college reunion.
run into	Meet	Carlos <u>ran into</u> his English professor in the hallway.
take after	Resemble	My second son seems to <u>take after</u> his mother.
wait on	Serve	It seemed strange to see my old boss <u>wait on</u> tables.

Three-Word Phrasal Verbs (Transitive)

With the following phrasal verbs, you will find three parts: "My brother dropped out of school before he could graduate."

Verb	Meaning	Example
break in on	interrupt (a conversation)	I was talking to Mom on the phone when the operator <u>broke in on</u> our call.
catch up with	keep abreast	After our month-long trip, it was time to <u>catch up with</u> the neighbors and the news around town.
check up on	examine, investigate	The boys promised to <u>check up on</u> the condition of the summer house from time to time.
come up with	to contribute (suggestion, money)	After years of giving nothing, the old parishioner was able to <u>come up with</u> a thousand-dollar donation.
cut down on	curtail (expenses)	We tried to <u>cut down on</u> the money we were spending on entertainment.
drop out of	leave school	I hope none of my students <u>drop out of</u> school this semester.
get along with	have a good relationship with	I found it very hard to <u>get along with</u> my brother when we were young.
get away with	escape blame	Janik cheated on the exam and then tried to <u>get away with</u> it.
get rid of	eliminate	The citizens tried to <u>get rid of</u> their corrupt mayor in the recent election.
get through with	finish	When will you ever <u>get through with</u> that program?

Intransitive Phrasal Verbs

The following phrasal verbs are not followed by an object: "Once you leave home, you can never really go back again."

Verb	Meaning	Example
break down	stop functioning	That old Jeep had a tendency to <u>break down</u> just when I needed it the most.

catch on	become popular	Popular songs seem to <u>catch on</u> in California first and then spread eastward.
come back	return to a place	Father promised that we would never <u>come back</u> to this horrible place.
come in	enter	They tried to <u>come in</u> through the back door, but it was locked.
come to	regain consciousness	He was hit on the head very hard, but after several minutes, he started to <u>come to</u> again.
come over	to visit	The children promised to <u>come over</u> , but they never do.
drop by	visit without appointment	We used to just <u>drop by</u> , but they were never home, so we stopped doing that.
eat out	dine in a restaurant	When we visited Paris, we loved <u>eating out</u> in the sidewalk cafes.
get by	survive	Uncle Heine didn't have much money, but he always seemed to <u>get by</u> without borrowing money from relatives.
get up	arise	Grandmother tried to <u>get up</u> , but the couch was too low, and she couldn't make it on her own.

ASIGNATURA: INGLÉS INTERMEDIO II		LISTA DE COTEJO Bloque 2. C 1		Nombre de Evidencia: ADA 1 Valor: 7 puntos	
GRADO y GRUPO: _____		FECHA DE PARTICIPACION DEL EQUIPO:			
Elemento		Valor en pts.	Valor alcanzados	Observaciones	
<ul style="list-style-type: none"> Formato de entrega: Entrega lista de cotejo, portada la cual debe incluir todos los elementos (escudo escolar, nombre de la escuela, nombre completo, comenzando con el primer apellido, grado y grupo, bloque y criterio). 		1			
DESARROLLO DE LA ACTIVIDAD DE APRENDIZAJE.					
ADA 1 <ul style="list-style-type: none"> Entrega en tiempo y forma. Lee el material, consulta los links y resuelve Los ejercicios deberán estar resueltos en su totalidad y sin errores gramaticales, se rechazarán ejercicios incompletos Seguir el formato de entrega según indique cada maestro Nombrar el archivo correctamente ING_INT2_ADA1_Nombre_2A 		6			
Total		7			
Integrantes del equipo				Firma de conformidad con el resultado	
Puntaje obtenido					

Student's name: _____ Grade&Group _____ Date: _____ Asignatura: Inglés Inter II

Aprendizajes esperados	1,2	Sesión 3 24-28 Marzo
Competencias Disciplinarias	10, 11	
Atributos de las competencias genéricas	1, 4, 6, 8, 9	

Taken from: Murphy. English Grammar in use. Student's Book. Cambridge. Pp. 40-41

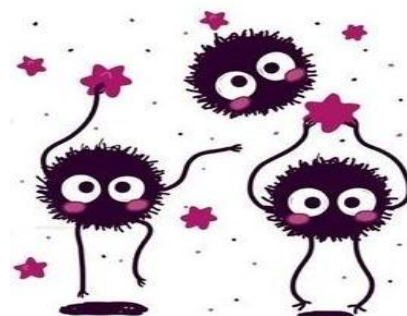
Personal pronoun /object pronoun /subject pronoun

	Subject Pronoun	Object Pronoun	Possessive Adjective (Determiner)	Possessive Pronoun	Reflexive or Intensive Pronoun
1st person singular	I	me	my	mine	myself
2nd person singular	You	you	your	yours	yourself
3rd person singular, male	He	him	his	his	himself
3rd person singular, female	She	her	her	hers	Herself
3rd person singular, neutral	It	it	its		Itself
1st person plural	We	us	our	ours	Ourselves
2nd person plural	You	you	your	yours	Yourselves
3rd person plural	They	them	their	theirs	Themselves

Vocabulary 1 Watch the video <https://www.youtube.com/watch?v=4khSnzr24uw>

1 and fill in the blanks with an appropriate subject or object pronoun.

- I met _____ at the party but _____ didn't recognize _____
- I think I have seen _____ before.
- You shouldn't have done this to _____
- Where could _____ have gone at this hour of the night?
- He took _____ with _____
- What is _____ doing there?
- Why don't you listen to _____?
- No one would have done this except _____
- Did anyone see _____?



Compiled by Saack-nicte García Rodríguez

10. All of _____ arrived on time.
11. She is taller than _____
12. I saw you and _____ there.

Possessive adjectives

Writing 1 Watch the video <https://www.youtube.com/watch?v=F2lsRCFLHsA>

2 Listen, complete with the correct possessive adjective, practice and write your own song.

<p>My Heart song</p> <p>____ heart, and ____ heart, ____ heart and ____ heart and ____ hearts, ____ hearts and ____ hearts.</p> <p>My hand and ____ hand, ____ hand and ____ hand Its house and ____ house and ____ house</p>	<p>Your own song's name _____</p>
--	-----------------------------------

Reflexive pronouns **vocabulary**

1 Complete the sentences using myself/yourself etc. + these verbs (in the correct form):

Blame burn enjoy express hurt introduce put

- 1 Steve introduce himself to the other guests at the party.
- 2 Ben fell down some steps, but fortunately he didn't _____
- 3 It isn't Sue's fault. She really shouldn't _____
- 4 Please try and understand how I feel _____ in my position.
- 5 The children had a great time at the beach. They really _____
- 6 Be careful! That pan is very hot. Don't _____
- 7 Sometimes I can't say exactly what I mean. I wish I could _____ better.

2 Put in myself/yourself/ourselves etc. or me/you/us etc.

- 1 Amy had a great holiday. She enjoyed herself
- 2 it's not my fault. You can't blame _____
- 3 What I did was really bad. I'm ashamed of _____
- 4 We've got a problem. I hope you can help _____
- 5 'Can I take another biscuit?' 'Of course. Hel _____!
- 6 You must meet Sarah. I'll introduce _____ to her.
- 7 Don't worry about us. We can take care of _____
- 8 Don't worry about the children. I'll take care of _____
- 9 I gave them a key to our house so that they could let _____ in.



3 Complete these sentences. Use myself/yourself etc. only where necessary. Use these verbs (in the correct form):

Concentrate defend dry feel meet relax shave

- 1 Martin decided to grow a beard because he was fed up with shaving
- 2 I wasn't very well yesterday, but I _____ much better today.
- 3 I climbed out of the swimming pool and _____ with a towel.
- 4 I tried to study, but I couldn't _____
- 5 If somebody attacks you, you need to be able to _____
- 6 I'm going out with Chris this evening. We're _____ at 7.30.

Speaking

4 Work with a partner and complete the answers to the questions using myself/yourself/itself etc. Make your own dialog.

- 1 Who repaired the bike for you?
- 2 Who cuts Brian's hair for him?
- 3 Do you want me tell Amy about your idea?
- 4 Who told you that Linda was going away?
- 5 Can you phone John for me?

- Nobody. I repaired By myself
- Nobody. He cuts _____
- Linda _____
- Why can't you _____
- No, I'll _____



Reading

5 Fill the gaps with the correct pronoun.

Little Red Riding Hood

1. Once upon a time there was a girl called Little Red Riding Hood. Together with _____ mum, _____ lived in a big forest.
2. One fine day, Little Red Riding Hood's mother said, _____ grandma is ill. Please go and take this cake and a bottle of wine to _____. Grandma's house is not too far from _____ house, but always keeps to the path and don't stop!"
3. So, Little Red Riding Hood made _____ way to Grandma's house.
4. In the forest _____ met the big bad wolf.
5. Little Red Riding Hood greeted _____ and the wolf asked:
6. "Where are _____ going, Little Red Riding Hood?"

7. "To _____ grandma's house." answered Little Red Riding Hood.
8. "Can you tell _____ where _____ grandma lives?"
9. " _____ lives in a little cottage at the edge of the forest."
10. "Why don't _____ pick some nice flowers for _____?" asked the wolf.
11. "That's a good idea." said Little Red Riding Hood and began looking for flowers. Meanwhile, the wolf was on _____ way to grandma's house.
12. The house was quite small but nice and _____ roof was made out of straw.
13. The wolf went inside and swallowed poor old Grandma. After that _____ put Grandma's clothes on and lay down in _____ bed.

PART 2

1. Sometime later, Little Red Riding Hood came to the little cottage. _____ went inside and was shocked by the sight of _____ grandma.
2. "Oh grandma, what big eyes, hands and mouth _____ have got!" Little Red Riding Hood said.
3. There, the wolf jumped out of bed and swallowed _____, too.
4. Then _____ lay down again and fell asleep.
5. After a while, the hunter passed by Grandma's house. _____ heard somebody snoring, thought that there was something wrong and consequently went inside.
6. In the bedroom, _____ - saw the wolf.
7. First, the hunter wanted to shoot _____, but then _____ saw the wolf's big belly.
8. So, the hunter took out _____ knife and cut the belly open.
9. Out came Little Red Riding Hood and _____ grandma.
10. "Thank you for saving _____," whispered Little Red Riding Hood.
11. Then, all of _____ went to fetch some stones and put _____ in the wolf's belly.
12. Soon the wolf woke up. _____ was very thirsty and went to the well in the garden to drink some water.
13. When the wolf wanted to lean over and drink, the stones in _____ belly were too heavy and pulled _____ down into the well.
14. Grandma, the hunter and Little Red Riding Hood were happy, ate _____ cake and drank the wine.
15. But the wolf in the well thought, "Why do such things always happen to _____?"

ASIGNATURA: INGLÉS INTERMEDIO II		LISTA DE COTEJO Bloque 2. C 1		Nombre de Evidencia: ADA 2 Valor: 7 puntos	
GRADO y GRUPO: _____		FECHA DE PARTICIPACION DEL EQUIPO:			
Elemento		Valor en pts.	Valor alcanzados	Observaciones	
<ul style="list-style-type: none"> Formato de entrega: Entrega lista de cotejo, portada la cual debe incluir todos los elementos (escudo escolar, nombre de la escuela, nombre completo, comenzando con el primer apellido, grado y grupo, bloque y criterio). 		1			
DESARROLLO DE LA ACTIVIDAD DE APRENDIZAJE.					
ADA 2 <ul style="list-style-type: none"> Entrega en tiempo y forma. Lee el material, consulta los links y resuelve Los ejercicios deberán estar resueltos en su totalidad y sin errores gramaticales, se rechazarán ejercicios incompletos Seguir el formato de entrega según indique cada maestro Nombrar el archivo correctamente ING_INT2_ADA2_Nombre_2A 		6			
Total		7			
Integrantes del equipo				Firma de conformidad con el resultado	
Puntaje obtenido					

Student's name: _____ Grade&Group _____ Date: _____ Asignatura: Inglés Inter II

Aprendizajes esperados	1,2	Sesión 4 29-30 Marzo
Competencias Disciplinarias	10, 11	
Atributos de las competencias genéricas	1, 4, 6, 8, 9	

Taken from: a4esl.org/ online interactions

Adjectives with ing / ed

ENGLISH GRAMMAR

ADJECTIVES

Ending in -ED and -ING

ADJECTIVES THAT END IN -ING Describe the *characteristic* of a person, a thing or a situation. It **CAUSES** a feeling.
The books are boring. We are describing a characteristic of these books. What do these books cause? They make people feel bored.

ADJECTIVES THAT END IN -ED Describe *a feeling* or an emotion. It is how we **FEEL** about something.
He is bored. This is his feeling right now. This feeling was caused by the books. He is not going to be bored for eternity. He feels bored for now. (It is temporary)

Example Sentences (compare the difference)
*I am **tired** right now. My flight was **tiring** (because it was a twelve-hour flight).
 Public toilets are sometimes **disgusting**. I am **disgusted** by the smell of them.
 Your speech was **inspiring**. I'm now **inspired** to do great things with my life.*

www.grammar.cl
www.woodwardenglish.com
www.vocabulary.cl

Reading

1 Read the dialog between Sue, Jane, Bill, Mark and Cathy and correct the adjectives in parenthesis the correct adjective.

Sue: Hi, Jane. Have you had an (interest)_____ day?

Jane: I've had a very (excite)_____ day. It's my birthday today.

Sue: I'm a little (confuse)_____. I thought your birthday was next month.

Jane No, that's my brother's birthday. Mine is today.

Sue: Oh! Now I'm (embarrass)_____. I didn't get you a present.

Jane: That's (disappoint)_____. But it's OK.

Sue: Now I'm (depress)_____, too.

Hey, I've just had a (fascinate)_____ idea.

Compiled by Saack-nicte García Rodríguez

Bill: You must be so (frustrate)_____. When do they think they will finish painting your house.

Mark: They say that it will take about two weeks to finish. But when they will start I don't know.

Bill: Don't be too (depress)_____. Just think of how (relieve)_____ you'll be when it's finished.

Mark: That's the (frighten)_____ thing. I'm starting to believe that it will never be finished.

Bill: What a (shock)_____ thought.

Never mind. One day soon you'll wake up with the

Alianza de Camioneros

Why don't we go shopping and get you a present right now?

That way we can get you something really (please)_____.

Jane: What an (enchant)_____ idea. Where shall we start?

Sue: What about right here?

Bill: Hi, Mark. You look (tire)_____.

Mark: I am. I'm totally (exhaust)_____

Bill: Why? What have you been doing?

Mark: I've been getting my house ready for the painters to come tomorrow. Now they ring me to tell me, yet again, that they can't come till next week. I'm getting very (annoy)_____ with them.

Bill: That's (disappoint)_____.

I'll bet that you'll be (please)_____ when it's finished.

Mark: You're not wrong! I'm starting to get very (bore)_____ with all the delays.

It's (distress)_____.

(relax)_____ thought that it's finished and you don't have to worry about it anymore.

Mark: I hope you're right.

Amy: Have you heard the (surprise)_____ news about Alice and Ted?

Cathy: You mean about their getting married. Yes, I have. I was absolutely (astonish)_____ when I heard about it.

I thought it was the most (astound)_____ thing I'd heard in a long time. They're always fighting like cats and dogs.

Amy: I agree with you. I was pretty (shock) when I heard about it myself.

Cathy: Actually, I'm (relieve)_____.

I was always (worry)_____ that they would break up. Now I can relax.

Amy: What a (depress)_____ idea.

But you're right. That would be an (upset)_____ thing to happen.

Cathy: Now we can all relax knowing that they will live a life of (content)_____, (wed)_____ bliss.

Amy: You're so right. I just love weddings. They're so (fascinate)_____.

Adjective Clauses

Who, Which, and That

Adjective clauses most often begin with one of these three relative pronouns:

Who

which

that

All three pronouns refer to a noun, but *who* refers only to people and *which* refers only to things. *That* may refer to either people or things. Here are a few examples, with the adjective clauses in italics and the relative pronouns in bold.

- 1 Everyone turned and looked at Toya, **who** *was still standing behind the counter.*
- 2 Charlie's old coffee machine, **which** *hadn't worked in years,* suddenly started to gurgle and splutter.
- 3 The ticking sound was coming from the little box **that** *was sitting on the windowsill.*

4. Whose and Whom

- 5 Two other relative pronouns used to introduce adjective clauses are *whose* (the possessive form of *who*) and *whom* (the object form

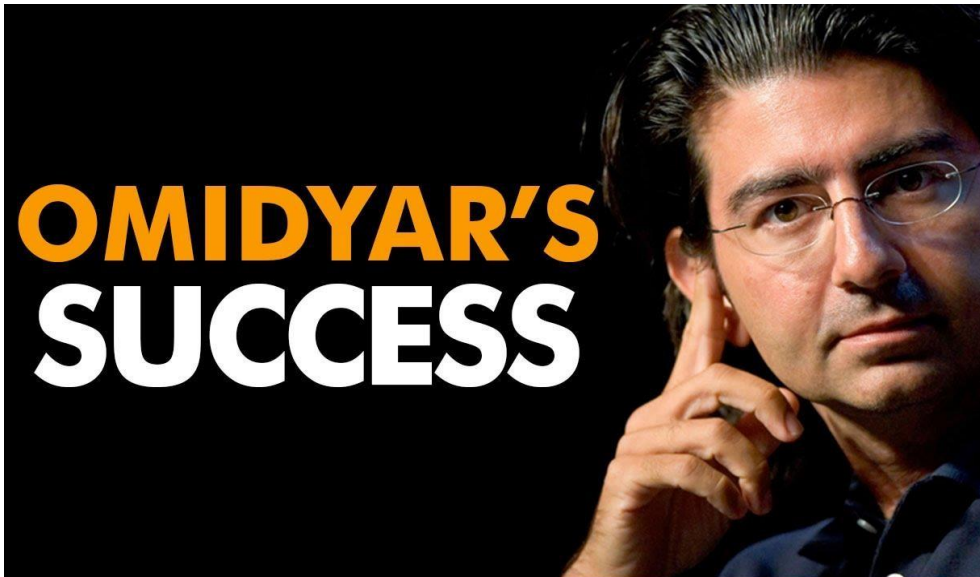
of *who*). *Whose* begins an adjective clause that describes something that belongs to or is a part of someone or something mentioned in the main clause:

6. The ostrich, **whose wings are useless for flight**, can run faster than the swiftest horse.
7. *Whom* stands for the noun that receives the action of the verb in the adjective clause:
8. Anne Sullivan was the teacher **whom Helen Keller met in 1887**.
9. Notice that in this sentence *Helen Keller* is the subject of the adjective clause, and *whom* is the direct object. Put another way, *who* is equivalent to the subject pronoun *she*, *she*, or *they* in a main clause; *whom* is equivalent to the object pronouns *him*, *her*, or *them* in a main clause

Reading

2 Read the following article. Pay special attention to the words in bold.

Pierre Omidyar



Did you ever want to sell a birthday present **that you didn't like**? Or an old toy **that is taking up space in your closet**?

In the old days, buyers and sellers were limited to newspapers, garage sales, and flea markets¹ in the area **where they lived**. But in the early 1990s, **when people started to use the Internet**, Pierre Omidyar had an idea.

Omidyar, **who was working as a computer programmer**, realized that sellers no longer had to be limited to finding buyers **who lived in their local area**. He came

up with the idea of eBay, **which he started as a hobby**. He didn't charge money at first because he wasn't sure eBay would work.

Buying online requires you to trust sellers **whom you've never met**. But people liked eBay. Soon there was so much activity on eBay that his Internet service provider upgraded his site to a business account, **which was no longer free**. So Omidyar started to charge the sellers a small fee for each sale. Before long, this hobby grew into a big business.

By 1998, eBay had become so big that Omidyar needed a business expert. He brought in Meg Whitman, **whose knowledge of business helped make eBay a success**. She changed eBay from a company **that sold used things in several categories** to a large marketplace of seventy-eight million items, both new and used, in fifty thousand categories.

Alianza de Camioneros

Many companies **that start out well on the Internet** later fail. When Whitman left the company, it started to decline. In 2008, John Donahoe was brought in as the new CEO.² He fired many people **who had been working there for years**. He understood that smartphones and tablets were changing the way **that people shopped**; people no longer had to shop from their home computers. He created an eBay app so that people could shop 24/7 and could pay with one click.

eBay, **which was about to follow other Internet businesses into decline**, was brought back to life. By the time Omidyar was 31, he was worth more than \$7 billion.

The money **that he has earned** is much more than he needs. He and his wife signed a promise, the Giving Pledge, to give away the majority of their wealth during their lifetime to help others.

Pierre Omidyar 1 flea market: a market where used items are sold 2 CEO: Chief Executive Officer; the highest executive in charge of a company or organization

Comprehension Check

1 Based on the reading, tell if the statement is true (T) or false (F).

1. Omidyar did not start out with the intention of making money. ()
2. Because of John Donahoe, eBay was starting to fail. ()
3. Omidyar believes in sharing his wealth.()

2 Underline the adjective clause in each of these sentences.

1. Amazon was founded in 1994 by Jeff Bezos, who predicted that the Internet offered an opportunity to make money.
2. Amazon, which is now the largest online retailer, began by selling books.
3. First he made a list of about twenty products that could be sold online. He eventually decided on selling books.
4. Bezos wanted a name that began with "A." He decided on Amazon, because it is a place that is "exotic and different."
5. But a good company name is not enough. He needed to hire people whose talents would improve the company.
6. Since many big Internet companies started in a garage, he decided to buy a house that had a garage.
7. He needed money to start his company. He went to his parents, whose first response was "What's the Internet?"
8. Some people thought that his parents would lose all the money that they invested.
9. The 1990s was a time when people were just beginning to use the Internet.
10. Bezos created a place where customers could make recommendations to other users.
11. He and his parents were never unhappy about the decision that he made in 1994.

3 Create a business and describe it 50 words minimum. Share with your partners

ASIGNATURA: INGLÉS INTERMEDIO II		LISTA DE COTEJO Bloque 2. C 1		Nombre de Evidencia: ADA 3 Valor: 8 puntos	
GRADO y GRUPO: _____		FECHA DE PARTICIPACION DEL EQUIPO:			
Elemento		Valor en pts.	Valor alcanzados	Observaciones	
<ul style="list-style-type: none"> Formato de entrega: Entrega lista de cotejo, portada la cual debe incluir todos los elementos (escudo escolar, nombre de la escuela, nombre completo, comenzando con el primer apellido, grado y grupo, bloque y criterio). 		1			
DESARROLLO DE LA ACTIVIDAD DE APRENDIZAJE.					
ADA 3 <ul style="list-style-type: none"> Entrega en tiempo y forma. Lee el material, consulta los links y resuelve Los ejercicios deberán estar resueltos en su totalidad y sin errores gramaticales, se rechazarán ejercicios incompletos Seguir el formato de entrega según indique cada maestro Nombrar el archivo correctamente ING_INT2_ADA3_Nombre_2A 		7			
Total		8			
Integrantes del equipo				Firma de conformidad con el resultado	
Puntaje obtenido					

Learning Activity 4

Student's name: _____ Grade&Group _____ Date: _____ Asignatura: Inglés Inter II

Aprendizajes esperados	1,2	Sesión 4 31 Marzo- 4 Abril
Competencias Disciplinarias	10, 11	
Atributos de las competencias genéricas	1, 4, 6, 8, 9	

Taken from: Brainy quote

1. Would rather + Infinitive without to

Esta estructura se usa para expresar preferencia sobre una situación tanto general como futura. Ojo porque después de rather no hay que poner to.

- Would you like to have pasta for lunch?
- No, thanks. **I'd rather have** rice.

2. Would prefer + Infinitive with to

Esta estructura se usa para decir exactamente lo mismo que con la anterior. ¿En qué se diferencian? En que en esta ocasión sí debemos añadir to después de prefer.

- Would you like to have pasta for lunch?
- No, thanks. **I'd prefer to have** rice.

3. Would rather + Present simple

Usada para expresar preferencia sobre otra persona u objeto ahora o en el futuro.

- **I would rather my sister studies** than works because she is just 18.

4. Would rather + Past simple

Lo mismo que la anterior. El hecho de usar pasado simple hace que la frase sea más "polite".

- **I would rather you didn't mention** anything about what happened between us.

5. Would prefer + It if + Subject + Past simple

Mismo significado que las dos anteriores también. La única diferencia es que es una estructura más larga pero "the meaning is the same".

- **I would prefer it if you didn't mention** anything about what happened between us.

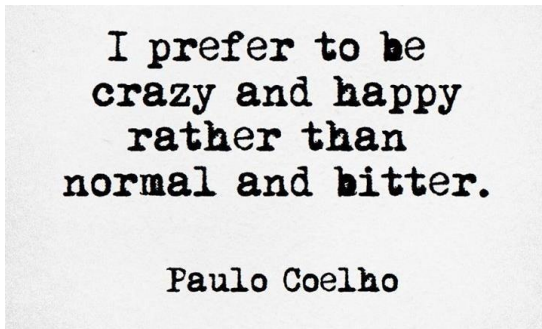
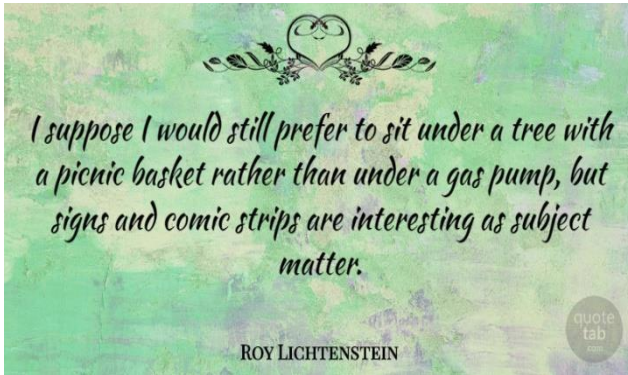
6. Would rather + Subject + Infinitive without to

En contextos formales, podemos usar el subjuntivo con would rather. En vez de presente simple usamos infinitivo sin el to. En el caso de pasado subjuntivo, recordad que se forma igual que el pasado simple con la excepción del verbo to be, donde siempre utilizamos were independientemente de la persona.

- I'd rather you go home now.
- I'd rather my girlfriend were taller but I love her anyway.

Read the following quotations and match them with their meaning

Speaking

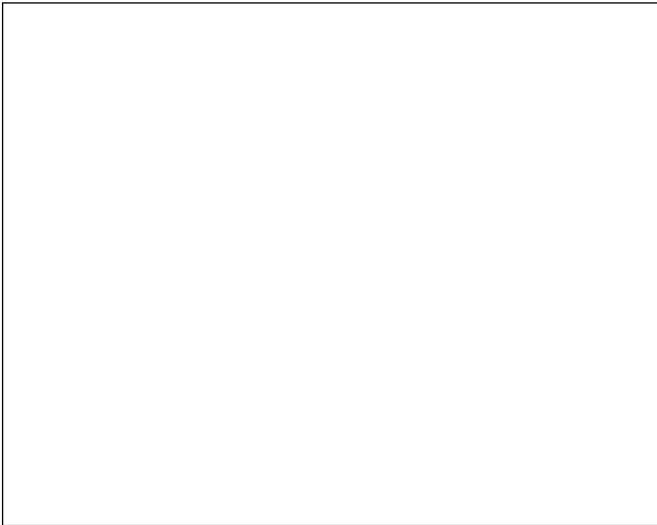


_____ A person who had chosen to be different in every aspects.

_____ When someone appreciate the simplicity of life.

_____ Someone who take risks than doing nothing

1 create your own quotations using would rather/ prefer, then share with the group.



Passive Voice

I eat an apple ----- An apple is eaten by me.

BY

- me
- you
- him//her//it
- us
- them

Writing

1 Rewrite the sentence in the passive voice

They make many movies in Hollywood: _____

The students will give a presentation tomorrow. _____

Someone has stolen my bike! _____

We receive the newspaper everyday. _____

The children have eaten the cookies. _____

We will complete the renovations next week. _____

They pay us every Friday. _____

Did they deliver your new sofa? _____

2 Complete with passive voice using the verb in parenthesis

Sample:

The house (build) in 1980. The house was built in 1980

The students (give) homework every day. _____

A new highway (construct) next year. _____

The house (clean) yesterday. _____

The project (complete) by this coming Friday. _____

The law (review) by the committee at the moment. _____

Passive voice and relative pronoun

}

ASIGNATURA: INGLÉS INTERMEDIO II		LISTA DE COTEJO Bloque 2. C 1		Nombre de Evidencia: ADA 4 Valor: 8 puntos	
GRADO y GRUPO: _____		FECHA DE PARTICIPACION DEL EQUIPO:			
Elemento		Valor en pts.	Valor alcanzados	Observaciones	
<ul style="list-style-type: none"> Formato de entrega: Entrega lista de cotejo, portada la cual debe incluir todos los elementos (escudo escolar, nombre de la escuela, nombre completo, comenzando con el primer apellido, grado y grupo, bloque y criterio). 		1			
DESARROLLO DE LA ACTIVIDAD DE APRENDIZAJE.					
ADA 4					
<ul style="list-style-type: none"> Entrega en tiempo y forma. Lee el material, consulta los links y resuelve Los ejercicios deberán estar resueltos en su totalidad y sin errores gramaticales, se rechazaran ejercicios incompletos Seguir el formato de entrega según indique cada maestro Nombrar el archivo correctamente ING_INT2_ADA4_Nombre_2A 		7			
Total		8			
Integrantes del equipo				Firma de conformidad con el resultado	
Puntaje obtenido					

ASIGNATURA : <u>Inglés Intermedio II</u>	LISTA DE COTEJO Bloque N° 2. C.1	Evidencia: <u>Video</u> Valor: 40 Objetivo: Que el alumno se exprese en forma oral y escrita a través de un video en donde el alumno crea su propia empresa virtual
GRADO y GRUPO:	FECHA PRIMERA REVISION:	FECHA ENTREGA:

Elemento	Valor en pts.	Valor alcanzados	Observaciones
Entrega lista de Cotejo	2		
Cumple con la primera revisión del proyecto.	3		
Entregan de manera virtual a través de la plataforma que tu maestro te indique en tiempo y forma	5		
Contenido			
<p>Video</p> <p>Presentará un video con los siguientes aspectos.</p> <ol style="list-style-type: none"> 1. El alumno tiene una muy buena fluidez y pronunciación para todos los personajes. 2. Se conducen con respeto de manera oral y en idioma inglés entre los personajes. 3. No contiene errores o son imperceptibles sobre los temas gramaticales solicitados y las pausas entre las intervenciones no distorsionan el sentido y claridad del mensaje. 4. Adjunta el link del video en un documento word en esté descrito una breve reseña en inglés del video (50 palabras minimo) 5. El documento word tiene portada con información completa, escudo y datos de la escuela <p>Escrito</p> <p>En equipo Investigaran sobre emprendedores de empresas, eligirá un producto para promocionar online. Entrega un guión haciendo uso de la gramática phrasal verbs, would rather / prefer, pronouns, passive voice and pronouns a lo largo de la redacción. Se expresa de manera lógica y secuencial contiene errores menores gramaticales en los temas a cubrir. Cada personaje expresa al menos 2 de los temas gramaticales durante sus intervenciones sin errores gramaticales o errores menores.</p>	20		

<p>Se nota el trabajo de investigación previo de cada integrante del equipo. Explica la manera de crear una empresa online, el producto a manejar y estrategias de venta.</p> <p>Extensión mínima 150 palabras</p>			
<p>Previo al video se hace una presentación en inglés clara y fluida, cuidando la pronunciación, coherencia, el volumen de voz, dicción Formula preguntas de forma oral, acerca del tema que se trató</p>	10		

Participación y actitudes			
Se trabajó de manera conjunta a lo largo del proyecto. Todas las responsabilidades se compartieron entre los miembros, lo cual se ve reflejado en el producto final.			
Demuestran una actitud positiva con el profesor y sus compañeros durante el bloque.			
Total	40		

Niveles de dominio	Preformal 0-59	Receptivo 60-69	Resolutivo 70-79	Autónomo 80-89	Estratégico 90-100

Integrantes del equipo	Autoevaluación de mi participación en el equipo	Firma de conformidad con el resultado
1.		
2.		
3.		
4.		
5.		
6.		

ACTIVIDAD METACOGNITIVA

