

Guía N°4 Junio, Inglés Cuarto Medio

Nombre del alumno@: _____ Curso: _____

Asignatura: Inglés Nivel: Tercero medio

Unidad: Health and modern life – Volunteer Work and Entrepreneurs

Contenido:

Léxico referido a salud, vida moderna y trabajos voluntarios

Objetivo de Aprendizaje:

OA1 Comprender información central de textos orales y escritos en contextos relacionados con sus intereses e inquietudes, con el fin de conocer las maneras en que otras culturas abordan dichos contextos

Recursos a considerar:

www.wordreference.com

www.linguee.es

INSTRUCCIONES PARA EL DESARROLLO DE LA GUIA.

Desarrolla la guía utilizando el texto del estudiante y el cuaderno de actividades, si no los tienes, pincha los vínculos para descargar las páginas necesarias.

Si tienes dudas y consultas favor contactar a tu profesor de asignatura asignado en sus correos indicados más abajo.

Observaciones:

- Mantenga TODA actividad desarrollada en una carpeta física o digital como su respaldo. En el caso de reportar mediante classroom sus actividades se archivan automáticamente en Google drive.
- Utilice los recursos multimedia disponibles, sitios web, correo de consultas, etc. para desarrollar las actividades con éxito

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Health and Modern Life



a. Can you define “modern life”? Discuss.

b. What do you think are the advantages and disadvantages of modern life for our health?

c. What do you think of the phrase “we are slaves to technology”? Discuss.

e. Have some aspects of modern life affected or changed your family relationships?

Present Perfect Simple: el pretérito perfecto en inglés

> [Uso](#) • [Marcadores temporales](#) • [Conjugación](#) • [El participio](#) • [Reglas de ortografía](#) • [Contracción](#) • [Ejercicios online para aprender y mejorar tu inglés](#)

Introducción

Present Perfect Simple es el [pretérito perfecto](#) del inglés. Permite conectar el pasado con el presente: una acción pasada ya terminada da lugar a un estado o situación que sigue teniendo validez en el presente. Se forma con el [presente](#) del [verbo auxiliar](#) *have* y el [participio](#) del verbo principal.

En este apartado aprenderás a identificar las situaciones en las que se emplea este tiempo en inglés y a conjugar los verbos regulares e irregulares. En la sección de ejercicios puedes poner a prueba todo lo que sabes.

Ejemplo

James loves football and plays very well. He has bought new trainers and now he plays even better than before.

James is the team captain because he has never lost a match.

It looks like his team will win this match as well. James has just scored a goal and the referee has not blown the final whistle yet. The other team has not scored a goal so far.



Uso

El *present perfect simple* se emplea en inglés para expresar:

- una acción que se acaba de realizar;

Ejemplo: He has just scored a goal. ☺

- una acción pasada con influencia en el presente;

Ejemplo: He has bought new trainers and now he plays even better than before. ☺

- un hecho que hasta el momento presente es verdadero.

Ejemplo: He has never lost a match. ☺

The referee has not blown the final whistle yet. ☺

The other team has not scored a goal so far. ☺

Conjugación

Para conjugar un verbo en *Present Perfect* se utiliza el verbo auxiliar *have* en presente y el participio del verbo principal. Esta tabla recoge las reglas de formación para oraciones [afirmativas](#), [negativas](#) e [interrogativas](#).

	afirmativa	negativa	interrogativa
I, you, we, they	I <u>have played/spoken</u>	I <u>have not played/spoken</u>	<u>Have</u> I <u>played/spoken</u> ?
he/she/it	he <u>has played/spoken</u>	he <u>has not played/spoken</u>	<u>Has</u> he <u>played/spoken</u> ?

Ejercicios

1. Complete using *have* or *has* to form *present perfect simple* sentences.

1. I printed a document.
2. He asked a question.
3. We bought some biscuits.
4. Alan and Kerrie danced.
5. Lance carried that heavy bag all the way home

2. Write sentences in *present perfect simple*.

1. (you/dial/the wrong number) _____.
2. (I/read/just/the book) _____.
3. (they/answer/not/my question) _____.
4. (he/speak/not/to me/yet) _____.
5. (she/finish/her work/already) _____.

3. Write interrogative sentences in *present perfect simple*.

1. (you/be/to England/yet) _____.
2. (How often/she/call/you) _____.
3. (the kids/tidy up/their rooms) _____.
4. (How often/you/travel/abroad) _____.
5. (How many letters/he/write) _____.

4. Rewrite the sentences into negative in *present perfect simple*.

- 1.- She **not brush** her teeth yet. _____.
- 2.- She **not make** dinner yet. _____.
- 3.- You **not play** golf before. _____.
- 4.-They **not live** in this house. _____.
- 5.-The cat **not chase** a mouse. _____.

5. Do you remember?

1. What is the purpose of the text below? Take a quick look and discuss.
2. Read the text, pay special attention to the highlighted verbs and answer .

a. Which verbs are used to talk about the present?

b. Which verbs are used to talk about unfinished actions?

How modern life affects our physical and mental health



Modern day living is a combination of evolving technology and social media. Communication channels are changing every part of our lives so rapidly that it can be tough to adjust. Are technology and media affecting our physical and mental health?

Technology **has improved** the lives of many people, with almost half of adults in the United States unable to imagine life without their smartphone.

The *American Psychological Association's Stress in America Survey 2017* **shows** that 99 percent of adults own an electronic device, around 86 percent own a computer, 74 percent own a smartphone, and 55 percent own a tablet.

The survey also **reports** that between 2005 and 2015, the percentage of adults using social media skyrocketed from 7 percent to 65 percent.

Rates of technology and social media use **are** therefore climbing. The two most popular social network sites **boast** a combined monthly user base of 2 billion people.

A recent research found that teenagers aged 13 to 17 years old **have shifted** their preferred social media platforms.

They also found that although 91 percent of teens regularly use text messaging, 40 percent also use the most popular messaging apps.

Social media and text messaging **have become** an integral part of how individuals interact with their social groups. In fact, for many teenagers and young adults, text messaging and social media communication is now more frequent than in-person interactions.

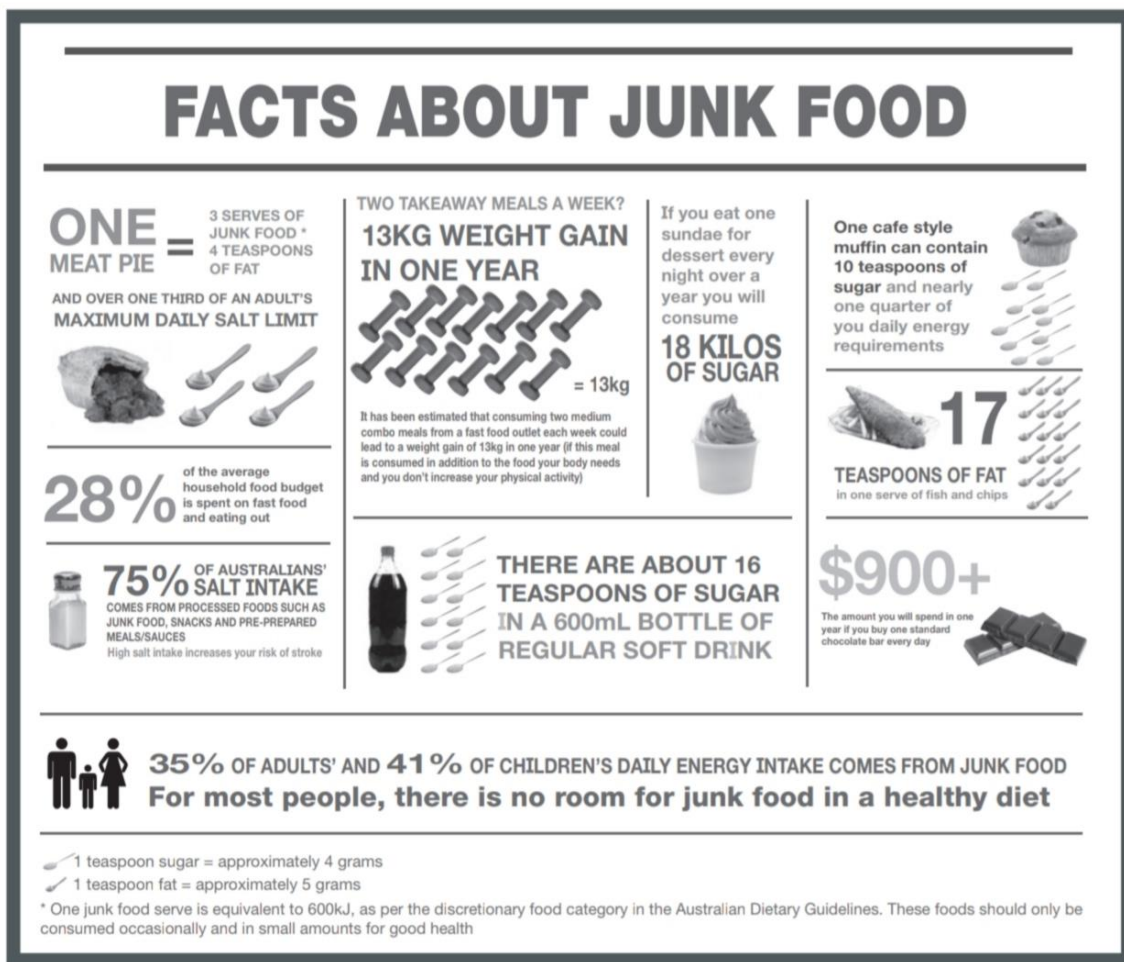


Taken and adapted from: <https://bit.ly/2rJTAKi>

6. Transform the sentences with highlighted verbs into negative and interrogative form.

1.	<hr/> <hr/>
2.	<hr/> <hr/>
3.	<hr/> <hr/>
4.	<hr/> <hr/>
5.	<hr/> <hr/>
6.	<hr/> <hr/>
7.	<hr/> <hr/>

7. Read the infographic 'Facts About Junk Food' and answer the following questions.



a. Where does Australians' salt intake come from?

b. How many kilos of sugar will Australians consume if they have one sundae every night?

c. How much energy intake comes from junk food?

d. What percentage of their food budgets do Australians spend on junk food?

8. Answer the following questions.

a. Do you think our reality is similar to that of the Australians?

b. How much junk food do you eat weekly?

c. What kind of junk food do you eat?

d. How much money do you spend on junk food?

e. Do you think your junk food consumption is harmless for your health?

9. Change the following adjectives into adverbs and write full sentences with them.

a.(fast):

b. (nervous):

c. (good):

d. (responsible):

e. (secret):

Adverbs of manner

Adverbs of manner describe how and in what way the action of a verb is carried out. Most of the adverbs are formed by adding the suffix -ly at the end of the adjective, but there are exceptions:

- When the adjective ends in -y, use -ily
- Adjectives ending in -le : remove the "e".
- Irregular: hard/hard, good/well, fast/fast, late/late, straight/straight, high/high.

Adverbs of manner can be placed at the beginning, in the middle or at the end of a sentence. However, badly, hard, well, or fast are always after the verb, or placed between a verb and an object.

10. Alongside awareness, countries have started to fight back against the marketing and consumption of unhealthy foods with tax on harmful foods and drinks. For example, the UK has introduced a tax on sugary drinks and cigarettes.

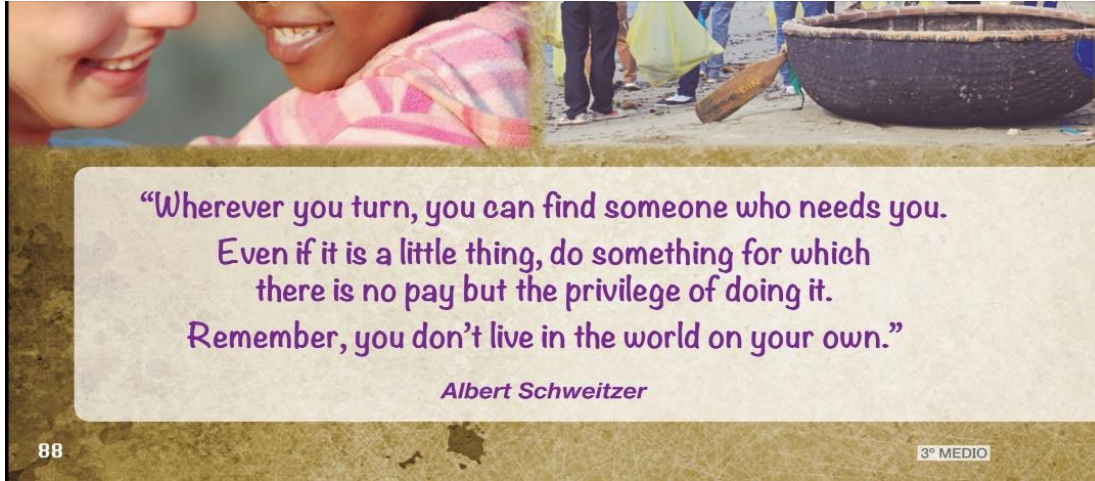
a. Do you think this is a completely positive measure? Why?

b. Are there any other measures that governments can take instead of setting taxes?

c. Is it necessary to prohibit certain products or set taxes if campaigns are not effective?

VOLUNTEERING

1. Read the quote and answer the questions.



- | |
|---|
| a. What is your definition of volunteer work? |
| b. Have you ever volunteered? |
| c. What organizations do volunteer work in your country? What kind of work do they do? |

2. Describe the pictures below and discuss.

- | |
|---|
| a. What are these people doing? Describe the activities. |
| b. Why do you think they are doing it? |
| c. Do you think they get any retribution for doing it? |



3. Read the text and answer the questions.

a. What did the Titi Fund do?

b. How long did it take them to carry out this donation?

c. What do these NYC schools have in common?

d. How did students feel?

JANUARY 16, 2020

The Titi Fund Grants 5,000 Wishes in New York City

Just in time for the holidays, 31 schools in New York City received some exciting news. The Titi Fund of New York provided 5,000 brand new coats to students living in need.

The Titi Fund partnered with Operation Warm to provide brand new winter coats to every school on the Operation Warm wish list located within the five NYC boroughs (Manhattan, Brooklyn, Queens, The Bronx, and Staten Island).

All orders were placed, shipped, and received in a two-week period, leading up to the public school's December vacation. School administrators were then able to surprise their students with the gift of a new coat just in time for the holidays.

"We were thrilled to receive this generous donation! Out of all NYC schools, we have one of the highest number of students in temporary housing. Most of these students live in shelters or are doubled-up with other

families", said Rachel Yaroschuk, a social worker from the Bronx. "Students are proud and showing off their new winter coats! Having something new that they wear with pride honors the dignity of our students and families. There is nothing better than seeing kids and guardians smiling".



After reading

Language in use Zero and First conditionals

Take a look at these examples and read the rules below.

a. *If you work from home, chances are you **don't** meet people as much...*

b. *If you **volunteer** for just a couple of hours every week, you **will** help end your loneliness.*

i. **Zero conditional** (example a) is used when talking about a general truth rather than a specific instance of something.

ii. **First conditional** (example b) is used to express situations in which the outcome is likely (but not guaranteed) to happen in the future.

4. Complete the sentences using the Zero Conditional.

a. When have no time to volunteer,.....

b. If it rains while we are giving away lunch,....

c. When people want to help,.....

d. When you volunteer,.....

e. If someone comes in a wheelchair.....