

Guía Agosto, Inglés Segundo Medio

Nombre del alumno@: _____ Curso: _____

Asignatura: Inglés Nivel : Segundo medio

Unidad: "Globalization and communication"

Contenido: Express opinions – agreeing and disagreeing. Describe actions that occurred in the past with present consequences. Describe quantity and frequency. Practice initial /t/ and /d/ sounds. Show a positive attitude about your learning progress

Objetivo de Aprendizaje: OA1: Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales

OA08: Demostrar conocimiento y uso del lenguaje en conversaciones, discusiones y exposiciones

OA09: Demostrar comprensión de ideas generales e información explícita en textos adaptados y auténticos simples,

OA14: Escribir una variedad de textos utilizando los pasos del proceso de escritura

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

Contacto docentes de la asignatura

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Cuantificadores en inglés: Gramática

Los cuantificadores indican la cantidad de un nombre, dan respuesta a la pregunta “¿Cuántos?”. Del mismo modo que los artículos, los cuantificadores en inglés siempre están situados delante del nombre. Existen de varios tipos: *some, any, much, many, A lot of, Lots of...*

Some/Any

Utilizamos *some* y *any*, cuando queremos expresar una cantidad indeterminada al referirnos a un sustantivo, pero no queremos decir exactamente cuál es esa cantidad. Al usar *some* y *any* estamos expresando la idea de “algunos pero no muchos”. Tanto *some* como *any* se utilizan acompañando a nombres contables en plural y nombres incontables.

- **Some:** se utiliza en frases afirmativas e interrogativas. Aunque en el caso de las interrogativas se utiliza principalmente para pedir o para ofrecer algo.
 - *Some people in the office prefer to have lunch outside.*
 - *Would you like some coffee?*
- **Any:** aunque su sentido es igual al de *some*, *any* se usa principalmente en oraciones interrogativas y negativas aunque hay algunos casos en los que es posible usar *any en oraciones afirmativas*.
 - *I haven't received any emails from my boss.*
 - *Do you have any questions for me?*

Much/Many

Utilizamos *much* y *many* cuando queremos expresar la idea de gran cantidad, mucho. La diferencia entre utilizar uno u otro reside en si el sustantivo al que acompañan es contable o incontable. En principio, *much* y *many* deben utilizarse en oraciones negativas e interrogativas aunque en **contextos formales se usa también en oraciones afirmativas**.

- **Many:** se usa con nombres contables en plural.
 - *I haven't received many calls this morning.*
 - *Hunger and malnutrition are still common in many countries.*
- **Much:** se utiliza con nombres incontables.
 - *How much time do you have for lunch?*
 - *I don't have much time left*

Little/A little

Ambos se utilizan para expresar la idea de poca cantidad y solo se usan acompañando a nombres incontables. Usar *little* o *a little* depende de la connotación que quieras darle si es positiva o negativa.

- **Little:** lo usamos para expresar que es poca cantidad y no es suficiente.
 - *I had little time to prepare my exam and I failed.*
 - *I have little money, I can't buy a new car.*
- **A little:** lo usamos para decir que aunque es poca cantidad, es suficiente.
 - *I have a little money, enough for a new dress.*
 - *She saves a little money every month.*

Few/A few

Al igual que *little* y *a little* se usan para expresar poca cantidad, pero en este caso, se utilizan solo con nombres contables. Del mismo modo, usar *few* o *a few* depende de la connotación.

- **Few:**
 - *She had few moments on her own.*
 - *Few cities in the world can compete with Paris.*
- **A few:**
 - *We stayed a few days in Paris visiting its museums.*
 - *I just need a few hours to finish my book.*

Actividad 1: *classify the words in the box as countable or uncountable*

Water- electricity- air- money – cars – kilos – people – friends – sand – sugar – milk – videogames – wind – salt – coffee – bikes – ideas – paint

Countable	Uncountable

Actividad 2: complete the sentences using **much / many** according to the given explanation

- a) I have _____ friends on social networks.
- b) Kattie has _____ problems because she doesn't have _____ money.
- c) Do you play _____ videogames?
- d) The day is hot. I need _____ fresh water.
- e) How _____ brothers do you have?
- f) How _____ money do you have at this moment?
- g) I always drink _____ coffee in the morning.
- h) Helen speaks _____ different languages.
- i) I spend _____ time on internet daily.
- j) My new laptop uses _____ electricity to power on.

Actividad 2: complete the sentences using **some / any** according to the given explanation

- a) Would you like _____ coffee? Yes , please.
- b) I have _____ money to spend at the shopping.
- c) I don't drink _____ soda. It has much sugar.
- d) Do you have _____ brother?
- e) Do you practice _____ sport?
- f) Peter has _____ information to share us.
- g) She doesn't have _____ pet because she is allergic to animals in general.
- h) I don't have _____ time to study right now. I'm too busy
- i) Sorry but we aren't going to have _____ concert until the end of the pandemic.
- j) It's mandatory to keep _____ important rules to face this hard process.

Actividad 3: complete the sentences using **few / little** according to the given explanation. Watch out the context!

- a) I'm very busy. I have a _____ free time.
- b) Isabelle has a _____ real friends to trust in.
- c) We have a _____ activities to do before leaving school today.
- d) I always drink _____ soda because it has much sugar.
- e) I had a _____ couples before being with you.
- f) They read a _____ in English. They need much practice.
- g) Do you have any money to lend me? Yes, I have a _____.
- h) Do you practice much sport? ----oh no. I practice _____ sport.
- i) I'm not really good at french. I speak a _____.
- j) I don't really enjoy parties so I have been in a _____ times at.

Lesson: My style

- 1. Think of words you know for bedroom furniture. Write any new furniture words in your box from Activity 1.

Bedroom furniture
BED-

2. Read the following texts

This is my new bedroom. My family and I have just moved to a new house. I've never had my own space before – I used to share a room with my brother. As you can see, I'm pretty tidy. You can also tell I love science... Look at those planets over my bed!

Diego



OMG, my room is so messy already! I just cleaned it yesterday. My favourite place is my desk. I spend all my free time sitting there playing computer games. I made sure to get a comfortable chair. I always keep my blinds closed because I don't like watching people go by.

Laura



This is a typical day in my room. Dad went to work, and my little sister is still sleeping late. My bed here is small, but at least I sleep alone. Don't get me wrong! I love sharing the space with them, but they can get really messy sometimes! Good thing this girl here always helps me put everything in order every day.

Silvia



Here's a pic of my room! I haven't really decorated it much. The white walls make the room feel bigger, and the big window gives me lots of light. I'm really excited about my new guitar – I just got it a week ago! I'm still learning how to play though.

Samuel



3. Complete the sentences with the correct names.

- e.g.** *Silvia* has a small bed.
- a.** ... is learning to play guitar.
 - b.** ... plays computer games.
 - c.** ... has just changed rooms.
 - d.** ... shares a room.
 - e.** ... hasn't decorated his/her room much.
 - f.** ... hasn't had his/her own room before.

a.	b.	c.	d.	e.	f.
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4. Write a description of your own bedroom. Use vocabulary from the text and the words below to help you.

bedside table - duvet - chest of drawers -
bedside lamp - TV - wardrobe - computer

Cómo utilizar los adverbios de frecuencia en Inglés

¿Cada cuánto tiempo estudias gramática inglesa? ¿A menudo? ¿O casi nunca? Un aspecto fundamental cuando aprendemos cualquier idioma es saber **concretar cada cuánto tiempo hacemos las cosas**. Para ello, en inglés, igual que en español, solemos usar los adverbios de frecuencia:

- You're **always** complaining!* (¡**Siempre** estás quejándote!).
- I'm very busy so I **hardly ever** have time to watch TV* (Estoy muy liado, así que **casi nunca** tengo tiempo de ver la tele).
- Easter **sometimes** falls in March, but it **usually** falls in April* (**A veces**, el domingo de Pascua cae en marzo, pero **por lo general** cae en abril).

¿Cuándo se usan los adverbios de frecuencia?

Como su nombre indica, sirven para señalar **cada cuánto tiempo se produce la acción del verbo** (observa la frase **a** más arriba) o con qué periodicidad sucede lo expresado por la frase entera (como en las frases **b** y **c**). A excepción de "*hardly ever*" ("casi nunca"), los adverbios de frecuencia en inglés están **formados por una sola palabra**. Pero ¿cómo saber cuál hay que usar en cada ocasión? Eso depende del nivel de regularidad que quieras transmitir. La tabla siguiente te ayudará:

Frecuencia (% aproximado)	Adverbio	Ejemplo	Adverbios similares
100 % de las veces	<i>always</i> (siempre)	<i>Edinburgh always has short days in winter</i> (En Edimburgo los días de invierno siempre son cortos).	---
80 - 90 % de las veces	<i>usually</i> (normalmente)	<i>Winters in Edinburgh are usually very cold</i> (Los inviernos en Edimburgo son normalmente muy fríos).	<i>normally, generally</i> (normalmente, generalmente)
50 - 70 % de las veces	<i>often</i> (a menudo)	<i>It often snows in Edinburgh in winter</i> (En Edimburgo suele nevar en invierno).	<i>frequently</i> (con frecuencia)
20 - 40 % de las veces	<i>sometimes</i> (a veces)	<i>Edinburgh sometimes has winters without snow</i> (En Edimburgo a veces hay inviernos en que no nieva).	<i>occasionally</i> (de vez en cuando)
5 - 10 % de las veces	<i>hardly ever</i> (casi nunca)	<i>The temperature in Edinburgh hardly ever goes over 30 celsius</i> (La temperatura en Edimburgo casi nunca pasa de los treinta grados).	<i>rarely, seldom</i> (raramente, casi nunca)
0 % de las veces	<i>never</i> (nunca)	<i>Edinburgh never has short days in summer</i> (En Edimburgo los días nunca son cortos en verano).	---

¿Qué reglas siguen estos adverbios?

Las reglas más importantes referentes a los adverbios de frecuencia en inglés tienen que ver con la posición que ocupan dentro de la oración, dependiendo del tipo de verbo

Tipo de verbo	Verbo "to be"	Verbos auxiliares y modales	Resto de verbos
Ejemplo	<i>You are always late</i> (Siempre llegas tarde).	<i>I have often considered becoming a vegetarian</i> (A menudo he pensado en hacerme vegetariano). <i>I can never remember his name!</i> (¡ Nunca me acuerdo de su nombre!).	<i>I usually work on Tuesdays</i> (Normalmente trabajo los martes).
Posición del adverbio	Después del verbo "to be".	Después del verbo auxiliar o modal.	Antes del verbo.

Excepciones y variantes

Al igual que en español, los adverbios no son la única manera de indicar la frecuencia. También es posible utilizar **expresiones formadas por varias palabras**, especialmente las que incluyen “every” y “a”:

- Bradley goes to French class **every Tuesday and Thursday** (Bradley va a clase de francés **todos los martes y jueves**).
- Tanya travels abroad **at least three times a year** (Tanya viaja al extranjero **al menos tres veces al año**).
- Sophie phones her grandmother **once a week** (Sophie llama por teléfono a su abuela **una vez a la semana**).

Actividad 1: Find the mistake and correct it.

1. <i>I always am happy when I finish work early.</i>	1.
2. <i>Susan has been never to Thailand.</i>	2.
3. <i>Gerald needs to take his medication three times for day.</i>	3.
4. <i>Always I try to arrive at the office before 9 a.m.</i>	4.
5. <i>It doesn't hardly ever rain in Almería.</i>	5.
6. <i>I eat sometimes muesli for breakfast.</i>	6.
7. <i>I always don't remember my keys when I leave the house.</i>	7.

Actividad 2: Read the following sentences and chose the one which is in the right order

1. a) Always I go to school b) I always go to school c) I go to school always d) I go always to school	2. a) Once a week I visit my friends. b) I once a week visit my friends. c) I visit once a week my friends. d) I visit my once a week friends	3. a) You are at home never in the afternoon b) You are at home in the afternoon never c) Never you are at home in the afternoon d) You are never at home in the afternoon
4. a) Patrick plays soccer usually b) Usually Patrick plays soccer c) Patrick usually plays soccer d) Patrick plays usually soccer	5. a) I every day take a shower b) I take everyday a shower c) I take a shower every day d) I take a everyday a shower	6. a) Sometimes I am a happy person b) I sometimes am a happy person c) I am sometimes a happy person d) Iam a happy sometimes person

Lesson: "Homes of the future"

<https://learnenglishteens.britishcouncil.org/uk-now/video-uk/homes-future>

1. Match the vocabulary with the correct definition

- | | |
|------------------------|---|
| 1..... an experiment | a. a useful tool that uses new technology |
| 2..... a housemate | b. a test to find out how well something works |
| 3..... to evolve | c. most recent or newest |
| 4..... a gadget | d. to change and improve the design of something over time |
| 5..... a control panel | e. someone who shares a house with you |
| 6..... latest | f. a set of buttons which can operate a machine or a system |

1.	2.	3.	4.	5.	6.
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2. Circle the best words to complete these sentences.

- In the first house shown in the video, the shower water is heated by [electricity](#) / [wind energy](#) / [solar energy](#) .
- These houses are [experimental](#) / [for sale](#) / [real people's homes](#) .
- The technology in these houses helps them make more efficient use of [energy](#) / [water](#) / [space](#) compared to ordinary houses.
- There's a [card scanner](#) / [fingerprint scanner](#) / [retina scanner](#) to open the door.
- When it's hot, the [windows](#) / [curtains](#) / [shutters](#) close automatically.
- The chair also contains [books](#) / [food and drink](#) / [toys](#) .

1.	2.	3.	4.	5.	6.
----	----	----	----	----	----

3. Match the two sentence halves

- | | |
|---|---|
| 1..... I would love a self-cleaning house | a. that could cook all my meals for me. |
| 2..... I'd like an eco-house | b. so I could watch the football everywhere. |
| 3..... I'd like a front door | c. that does all the housework for me. |
| 4..... I'd like a TV in each room | d. with a fingerprint scanner for security. |
| 5..... I'd like a robot chef | e. that automatically makes itself every morning. |
| 6..... I would love a bed | f. that uses renewable energy. |

1.	2.	3.	4.	5.	6.
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4. Write about your home of future. What would it have?

Lesson: Go Global!

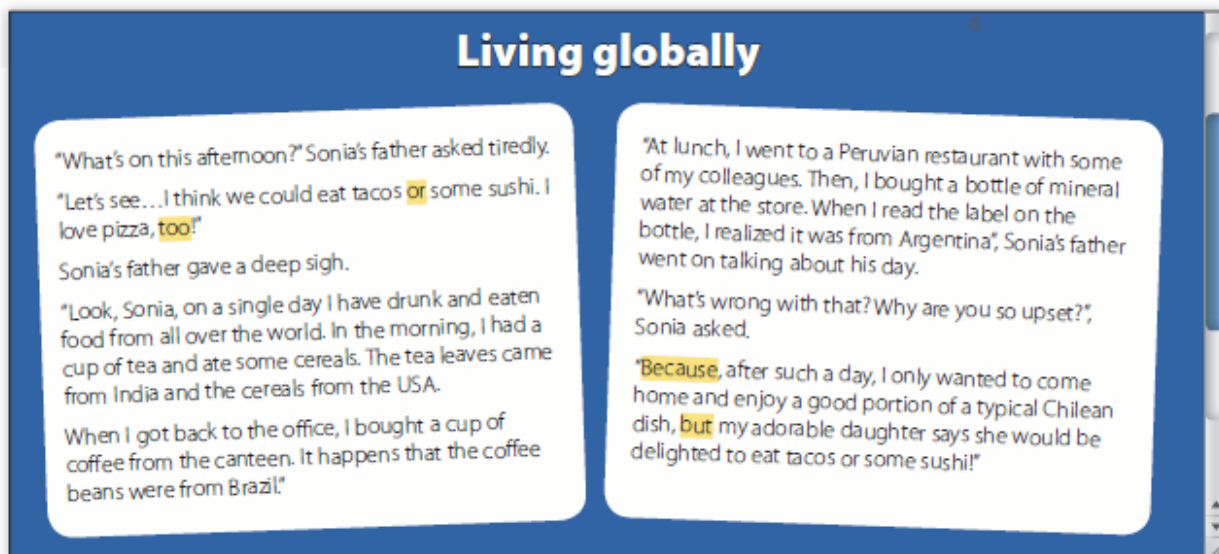
ACTIVITY 1: BEFORE READING

We all live globally! Think about all the TV programs you watch, the music you listen to and the food you eat or prepare at home... have you ever realised they come from different countries! Let's see:

- At home, look around and find out the countries of origin of 10 different products you eat or use in your daily life. Follow the example.

Product	Country of origin	Manufacturing origin
1. Smartphone	Korea	China
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

- Read this short story and answer questions a – e.



- a. Why is Sonia's father so disappointed?
- b. What did he have in the morning?
- c. When did he eat Peruvian food?
- d. Where did the mineral water come from?
- e. What does Sonia want to eat?

Answers

- a.
- b.
- c.
- d.
- e.

ACTIVITY 2: READING

- Read the article carefully.

What is a Global Issue?

An "issue" is a matter of **concern** or of interest, and may have a political, social, environmental or economic focus. An example of a political issue is, whether a country becomes a republic. An example of a social issue might be how to reduce violence on the streets.


Issues can also occur on different scales. They can be local or global, according to the area that is affected.

When we talk about a global issue, we are usually referring to something that affects a number of countries and populations. It is an issue that impacts upon or is important to the global community.

Here are some examples of the most important global issues nowadays:


I.

International organizations predict that rising prices for food **commodities** and increasing fuel prices will lead to an increase in the numbers of hungry people in developing countries over the next decades.




IV.

Over the past years, scientists have been noticing a rapid disintegration of ice shelves on the Antarctic Peninsula and the northern coast of Canada. This process has had a huge impact on world climate, ocean currents and the wildlife in the area around ice shelves.




II.

Since the early twentieth century, global temperatures have been increasing gradually. There is growing international concern that climate change will impact on the economy, health, safety and security of many countries and their inhabitants.




V.

Humans have traded goods and services since long before recorded history. However, during the last decades, international **trade** has been increasing significantly due to improved transportation, communication and the integration of country economies.




III.

Effective **sanitation** is important for human health. Exclusion from water and sanitation services on the basis of poverty, ability to pay, group membership or place of habitation is a violation of human rights.




VI.

Indigenous people have inherited unique social, cultural, economic and political characteristics. The international community has recognized that indigenous people are vulnerable and that steps need to be taken to protect their unique cultures.




VII.

Sustainable development recognizes that future development cannot occur without protection of the world's natural resources for future generations.



VIII.

In 1989, world leaders decided that people under 18 years old often need special care and protection. A summary of the rights under The Convention on the Rights of the Child can be found at http://www.unicef.org/crc/files/Rights_overview.pdf



- Read the article again and identify the subtitle (a – h) for each paragraph (I-VIII)

Children's rights/Climate change/Global food production/Globalization/Ice shelf boundaries/Cultural diversity/Sustainability of the planet/Water shortage

I.	II.	III.	IV.	V.	VI.	VII.	VIII.
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a) Which of these issues does affect you most?	
b) Which one do you think is it the most important to fight for? why?	
c) What can you do in order to face the issues you identified?	

