

	<b>INSTITUCIÓN EDUCATIVA PANEBIANCO AMERICANO</b> Nuevo Reconocimiento Oficial No.2399 de octubre 22 de 2010 NIT 815.004.736-7 Código DANE 276130000181. <i>"Trabajamos con amor y educamos para la paz".</i>	
Año lectivo 2020	Estructura para material de trabajo en casa	Cuarta entrega

<b>DOCENTE:</b> Elvia Cristina Urrutia O	<b>GRADO:</b> °8 y 9°	<b>AREA:</b> Inglés
<b>SEDE:</b> Enrique Olaya Herrera	<b>JORNADA:</b> TARDE	
<b>UNIDAD TEMÁTICA:</b> Simple Present, Simple Past, Regular and irregular verbs Frequency adverbs.	<b>FECHA DE ENTREGA:</b> Las actividades se entregarán semanalmente.	<b>TIEMPO:</b> 5 semanas

**RESULTADO DE APRENDIZAJE:**

- Potencia sus habilidades de comprensión y de producción en inglés desarrollando las actividades escolares.
- Presenta sus trabajos escolares en los tiempos asignados, teniendo en cuenta los parámetros asignados.
- Demuestra esfuerzo, autonomía y resiliencia ante la adversidad para lograr el mejoramiento de sus habilidades en la lengua inglesa.

**ACTIVIDADES:** Las siguientes actividades se desarrollarán teniendo en cuenta: simple present (presente simple), Simple Past (pasado simple), regular and irregular verbs, frequency adverbs (adverbios de frecuencia). Para ello cuentas con la explicación de los diferentes tiempos gramaticales y demás temas en (Grammar box). Después de la explicación encontrarás las actividades que deberás desarrollar, realizando además la traducción al español en cada una de ellas.

**Actividad # 1.** Look at the information about eating disorders, and complete with the correct disorder.

<b>Eating Disorders – Important Signs For:</b>		
<b>Anorexia</b>	<b>Bulimia</b>	<b>Binge-Eating</b>
<ul style="list-style-type: none"> <li>• eating very little food</li> <li>• having an obsession with losing weight</li> <li>• severe weight loss and very low body weight</li> </ul>	<ul style="list-style-type: none"> <li>• binge-eating followed by frequent trips to toilet to vomit</li> <li>• having an obsession with body weight</li> <li>• exercising too much</li> </ul>	<ul style="list-style-type: none"> <li>• eating in secret</li> <li>• having no control of how much food he/she eats</li> <li>• gaining weight or obesity</li> </ul>

Read the information again and complete the sentences with the correct eating disorder:

Lately, Jenny has lost a lot of weight. She hardly eats any food because she thinks she is fat, but in reality she is very skinny. Maybe she suffers from. \_\_\_\_\_

Tomás is really thin, but he eats a lot. In fact sometimes he eats so much food that he feels uncomfortable. I have also noticed that he always goes to the toilet a couple of times after eating. It is possible that he suffers from \_\_\_\_\_

Maria Paola has put on weight lately, I don't think she can control what she eats. I often see her eating in secret when she thinks no one is watching. I think she suffers from \_\_\_\_\_



## Grammar Box

### Present simple: third person singular

Explain that in the present simple, we normally add an **-s** to the verb in the third person (he/she/it). Point out that there are exceptions, e.g. *do, go* and *watch* add **-es**: *He goes/ She does*.

*María likes playing sports.  
Camilo loves painting. Teresa  
watches lots of TV.*

## Grammar Box

### Present Simple: Yes/No questions

To ask Yes/No questions in the present simple, we use **do/does** and the **base form of the main verb** (infinitive without *to*). We use **does** for the 3rd person singular (*he/she/it*) and **do** *I/you/ we/you/they*.

The main verb is not repeated in short answers.

*I brush my teeth twice a day.*

*Do you brush your teeth twice a day? Yes, I do. / No, I don't.*

*My father does exercise.*

*Does your father do exercise? Yes, he does. / No, he doesn't.*

*Do you like playing football? Yes, I do. / No, I don't.*

*Does your friend enjoy playing football? Yes, he does. / No, he doesn't.*

negative form:

*No, she doesn't. / No, they don't.*



**Grammar Box**  
**Yes/No Questions in the Present Simple**

The order of the words in *yes/no* questions in present simple is usually the same: *Do/Does + person + verb + complement?*

Question	Answer	Sentence
Does he drink water?	Yes, he does.	He drinks water every day.
Does she watch TV?	Yes, she does.	She watches car-toons.
Does he play soccer?	No, he doesn't.	He plays basketball.
Does she listen to music?	No, she doesn't.	She reads children's books.

Point out that the structure of the question is similar to the question of time for specific activities, but without the *wh-* word.

Affirmative	Negative
I wake up early every day.	I don't wake up late.
You go to school by bus.	You don't go to school by taxi.
He wakes up early every day.	He doesn't wake up late.
She goes to school by bus.	She doesn't go to school by taxi.

**Actividad # 2.** Complete the profiles with the correct form of the verb in brackets

a. Juana is good at \_\_\_\_\_ (read and write). She enjoys \_\_\_\_\_ (talk) to people. She's interested in \_\_\_\_\_ (protect) the rivers and lagoons in her area. She would like \_\_\_\_\_ (do) research into the levels of pollution.

b. Mateo loves \_\_\_\_\_ (take) photos. He also likes \_\_\_\_\_ (design and draw) pictures of animals and flowers. He's good at \_\_\_\_\_ (use) software and applications. He would like \_\_\_\_\_ (travel) to remote villages to learn about other people.

c. Carlos enjoys \_\_\_\_\_ (read) books. He's very good at \_\_\_\_\_ (spell) words and \_\_\_\_\_ (correct) mistakes. He has written some articles for the school newspaper and has helped many classmates with their essays. He would like \_\_\_\_\_ (work) with indigenous communities.



### Grammar Box:

#### Past simple of to be

Revise the past simple of to be.

am/am    is/isn't    was/  
not                      wasn't

are/                      weren't  
aren't

I/he/she/it: was/was not  
(wasn't)

You/we/they: were/were not  
(weren't)

**Actividad # 3.** Read and complete the text with **was/wasn't** or **were/weren't**.

La Magdalena is a public high school in Lima, Peru. In 2014, the school received an important prize because the teachers helped students to improve their marks and stopped bullying. How did they do it? There \_\_\_\_\_ lots of problems in the school, but the main problem \_\_\_\_\_ that the students in general \_\_\_\_\_ motivated to study, and they \_\_\_\_\_ bored because the classes \_\_\_\_\_ fun. All of the teachers \_\_\_\_\_ concerned, but one teacher decided to motivate students with physical activities, like dancing, playing games and sports. This change \_\_\_\_\_ very important; students felt responsible, energetic and, most importantly, happy at their school. And so, problems like bullying and boredom stopped. It \_\_\_\_\_ an easy job, in fact it \_\_\_\_\_ difficult, but it \_\_\_\_\_ very successful.

### Grammar Box: Past simple questions with be

To form past simple yes/no questions with *be*, we change the position of *was/were* and the subject. To form past simple *wh* questions with *be*, we add the question word at the beginning and change the position of *was/were* and the subject.

*Was I sleepy? Were they tired?*

*Why was I sleepy? Where were they? When was she there?*

### Past simple questions with other verbs

We use the auxiliary *did/didn't* to form past simple questions with other verbs. We use the same form for all persons: *Did/Didn't I/you/he/she/it/we/they like it?*



yes/no questions with other verbs

Did +	subject +	Infinitive without to +	rest
Did	Michael	like	the school trip?

Wh questions

Question word +	did/ didn't +	subject +	Infinitive without to +	rest
Why	didn't	Kevin	like	the school trip?

**Actividad # 4.** Read and answer the questions.

Alan Turing **was** born in England in 1912. He **was** a brilliant mathematician and **invented** the world's first computer. At school, Turing **was** very shy and **didn't have** many friends. He **was** also bullied because he was very good at Maths and Science. Turing **studied** Maths and Cryptology at university. During World War II against Nazi Germany, he **invented** a machine that **helped** him understand the enemy's messages. Turing's personal life was sad. He died at only 42 in 1954. Many years after Turing's death, the British Government **honoured** him. Thanks to the work of this amazing man, many of us now have a computer in our homes.

1. Was Turing born in 1945? \_\_\_\_\_
2. Was Turing a brilliant man? \_\_\_\_\_
3. Did Turing have many friends at school? \_\_\_\_\_
4. Did Turing study Engineering at university? \_\_\_\_\_
5. Did Turing help the Germans? \_\_\_\_\_
6. Is Turing still alive? \_\_\_\_\_



**Grammar Box:**

**Past simple: regular and irregular verbs**

To form the past simple of **regular** verbs we add **-ed**.

Some verbs are **irregular** and their past forms **don't** end in **-ed**. Explain there are no rules for irregular verbs, students just have to learn them.

We use the same form for all persons: the past forms do not change.

Present	Past
<i>Regular verbs</i>	
<i>start</i>	<i>started</i>
<i>want</i>	<i>wanted</i>
<i>Irregular verbs</i>	
<i>be: am/are/its</i>	<i>was/were</i>
<i>become</i>	<i>became</i>
<i>lose</i>	<i>lost</i>
<i>can</i>	<i>could</i>

**Regular verbs**

*visit – visited*

*watch – watched*

*listen – listened*

*I/you/he/she/it/we/they*

*visited/watched/listened*

**Irregular verbs**

*go – went*

*see – saw*

*take – took*

*I/you/he/she/it/we/they*

*went/saw/took*

**Actividad # 5.** Complete the text with the Past simple form of the verbs.

a. It all \_\_\_\_\_ (start) because I did not feel good about my body shape and weight. I \_\_\_\_\_ (want) to be more muscular, but I \_\_\_\_\_ (feel) so thin. I \_\_\_\_\_ (not feel) I was someone special. So, I \_\_\_\_\_ (begin) to eat a lot of food and I \_\_\_\_\_ (stay) at the gym all day. But then I \_\_\_\_\_ (become) obsessed with food. So one day I \_\_\_\_\_ (talk) to my teachers and they \_\_\_\_\_ (help) me find a solution.

b. This text describes how Claudia recovered from an eating disorder. Complete the text with the Past simple form of the verbs

c. A few years ago Claudia (not feel) \_\_\_\_\_ a good about her body shape and her weight. She (decide) \_\_\_\_\_ to go on a diet without any specialist help. Time (pass) \_\_\_\_\_ and Claudia (continue) \_\_\_\_\_ eating less and less food. She (start) \_\_\_\_\_ to feel really bad. She also (avoid) \_\_\_\_\_ her friends when they (have) g plans to go out. Claudia (feel) \_\_\_\_\_ really lonely. But one day, Claudia had to go to the hospital. Fortunately, Claudia got



medical help. When her mother came to the hospital, Claudia (realize) \_\_\_\_\_ that she was not alone.

**Actividad # 6.** Answer the questions about Claudia's story

- What caused her eating disorder? \_\_\_\_\_
- What did she do to deal with her problem? \_\_\_\_\_
- How did the eating disorder affect her? \_\_\_\_\_
- What kind of eating disorder do you think she has? \_\_\_\_\_
- What will happen if she doesn't talk to her mother? \_\_\_\_\_

**Actividad # 7.** Complete the text with the Past simple form of the verbs.

National Park Is Closed The National Park was a beautiful place to go hiking. You could see many different plants and animals there. The trees \_\_\_\_\_ (be) very tall and very old. Things changed when an illegal mining business came to the park. They \_\_\_\_\_ (start) an open mine and quickly cut down most of the trees near the river. They \_\_\_\_\_ (want) to extract some important and valuable minerals. Sadly, the local authorities \_\_\_\_\_ (be) not interested in taking care of the park. Time passed and many more illegal miners came. They \_\_\_\_\_ (pollute) the water with mercury and other toxic substances. Now, some environmental groups \_\_\_\_\_ (be) concerned about the problem. But it may be too late. The damage from the illegal mining is irreparable. The soil in the affected areas will never regenerate.

**Grammar Box**  
**Adverbs of Frequency**

We can use the expressions *always, usually, sometimes* and *never* to say how often or regularly we do something. These adverbs usually go before the verb.

We **always** study English.

He **usually** watches TV in the morning.

They **sometimes** drink water at night.

I **never** write poems.

**Grammar Box**  
**Adverbs of Frequency**

We express the frequency of our actions with expressions like *always, sometimes, hardly ever* and *never*. These expressions are called adverbs of frequency and they have an invariable position in the sentence.

Person	Adverb of frequency	Action
I	always	drink water in the mornings.
She	sometimes	reads books.
We	hardly ever	play sports.
You	never	eat pasta.



**Grammar Box**  
**Adverbs of frequency: always, often, sometimes, never**

We use adverbs of frequency to say how often we do things. Adverbs of frequency usually come before the main verb.

**Write on the board:**

100%	I <i>always</i> have a shower in the morning.
80%	I <i>often</i> wash my hair.
50%	I <i>sometimes</i> go shopping with my mum.
0%	I <i>never</i> watch TV.

**Actividad # 8.** Answer the survey: STUDENT NUTRITION SURVEY

- How often do you eat breakfast?
  - I always eat breakfast.
  - I sometimes skip breakfast and I feel very hungry during the morning.
  - I never eat breakfast because I never feel hungry very early in the morning.
- How much do you eat?
  - I eat regular portions. If I feel full, I stop eating.
  - I eat a lot. I am never full.
  - It depends. I eat small portions but I'm always eating.
- How many glasses of water do you drink a day?
  - I drink 3–4 glasses.
  - I drink 1 or 2 glasses.
  - I never drink water.
- What kind of food do you prefer?
  - I like fresh food like fruit and vegetables.
  - I like snacks like biscuits and potato crisps.
  - I like fast food like hot dogs and pizza at weekends.

**Actividad # 9.** Answer the survey. Write full sentences with the adverbs of frequency in the box.

Always	Usually	Sometimes	Never
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How often do you...	Answer
play video games after school	I never play video games after school?
1. Play video games at the weekend?	
2. Play sports after classes?	
3. Sing in the shower?	
4. Eat hamburgers on weekdays?	
5. Cook dinner for your family?	
6. Study at the weekend?	

**Actividad # 10.** Mark the answer with an X

A. How often do you get a headache?

Usually \_\_\_\_\_ often \_\_\_\_\_ sometimes \_\_\_\_\_ a few times a year \_\_\_\_\_ never \_\_\_\_\_

B. Complete the sentences with the correct adverb.

always	usually	often	sometimes	hardly ever	never
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C. Andrea thinks that Nicolás \_\_\_\_\_ eats in secret, but \_\_\_\_\_ he can't control his eating. In Jaime's opinion, he \_\_\_\_\_ worries about his weight. Also, he \_\_\_\_\_ vomits after eating.

**Actividad # 11.** As you read, match each paragraph (1–4) with one of the questions (a–d).

- a. What kind of treatment does a person with an eating disorder need?
- b. What is an eating disorder?
- c. What causes eating disorders?
- d. What are some symptoms and behaviour?

Eating Disorders. by Angie Roa

**PART 1**

1. \_\_\_\_\_ An eating disorder is a serious illness. It is characterized by extreme and dangerous eating behaviour. This can have very serious physical and psychological consequences. This illness affects all kinds of people: young and old, men and women, rich and poor. It is often difficult to know when someone has an eating disorder – you can't always tell by looking at them.

2. \_\_\_\_\_ Health specialists are not completely sure about the causes of many eating disorders. There are many different reasons, such as bad eating habits, family history, attitudes and emotions, a person's income, and even where they live. However, some things are clear: eating disorders are mainly the result of unhealthy eating habits, the desire for an ultra-thin body and very low self-confidence.

**PART 2**

3. \_\_\_\_\_ It is very difficult to find out if a person has an eating disorder. However, some typical symptoms include losing or gaining weight drastically, vomiting, excessive fatigue and emotional distress. In addition, some typical behaviour includes paying excessive attention to body weight and shape, not sleeping well, getting stomach aches and avoiding social situations, especially for eating out.



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4. \_\_\_\_\_ Fortunately, it is possible to treat most eating disorders if they are diagnosed in time. People can be helped if they accept that they have an eating disorder, and get the necessary nutritional and psychological treatment. People with eating disorders should learn to eat well, change bad eating habits and get help from their family. They should also accept their bodies the way they are. In conclusion, eating disorders are complex illnesses, but treatment is possible. However, people need a trained health specialist to diagnose and treat these disorders.

### EVALUACIÓN

Mark with  the box according to your progress.

		Very well 	Quite well 	With difficulty 
Vocabulary	I can give information about the nutritional value and health benefits of food.			
Grammar	I can describe changes between the past and the present			
Reading	I can understand short texts in the present simple and past simple. I can describe past experiences and situations.			
Writing	I can write sentences to express the frequency of an activity and present simple and past simple.			

### ENLACE DE APOYO (opcional)

Si tienes alguna dificultad en la elaboración de la tarea o de la tarea puedes consultarme:  
 Correo Electrónico: [cristina\\_urrutia77@yahoo.com](mailto:cristina_urrutia77@yahoo.com) con el asunto: Entrega o Dudas. De igual manera en nuestro horario de clase habitual puedes comunicarte al WhatsApp 3146175791 para resolver las dudas.

El envío de las actividades las debes hacer en las fechas establecidas.

Recuerde identificarse en el correo y adjuntar el archivo, Ejemplo: Cordial saludo, mi nombre completo es \_\_\_\_\_ con número de documento \_\_\_\_\_ soy del grado \_\_\_\_ de la sede \_\_\_\_ y a continuación adjunto la actividad realizada en la entrega número 4. Gracias.