

E.E.AT. D-100 "DIVINA PROVIDENCIA"
5TO AÑO CICLO SUPERIOR
ESPACIO CURRICULAR: LENGUA EXTRANJERA INGLÉS
TRABAJO PRÁCTICO EXTRA ÁULICO N° 11
PROFESORA: JÉSICA FOGEL
FECHA LÍMITE DE ENTREGA: **Lunes 9/11/20**

INFORMACIÓN IMPORTANTE

- ! Leer detenidamente las consignas. **CONSULTAR** cualquier tipo de dudas en lo posible durante el horario de cursado (8 a 16 horas) y en días hábiles. No dejar las actividades incompletas por no leer o comprender las consignas correctamente.
- ! Tomar en cuenta el ejemplo brindado en cada actividad antes de resolverlas y utilizar un diccionario bilingüe confiable, impreso u online (link: <https://www.lexico.com/es>) durante la realización de las actividades.
- ! Realizar los trabajos en forma INDIVIDUAL, según su comprensión y conocimientos. Aquellos trabajos que sean copiados entre alumnos serán ANULADOS.
- ! Resolver las actividades en la **FOTOCOPIA y/o CUADERNILLO**. Aquellas explicaciones teóricas o actividades extras deben ser imprimidas o transcritas en forma prolija y con letra legible (utilizando birome) para ser agregadas a la carpeta.
- ! Entregar el trabajo en tiempo y forma, en lo posible por medio del **CORREO ELECTRÓNICO** (jesicafogel@gmail.com), colocando en la parte superior su nombre y apellido, escuela, curso, asignatura, y número de trabajo práctico.

ACTIVITIES

1) REVISION: RECIPES. Complete the recipe with the verbs in the box.

For example:

▸ ADD	▸ BOIL	▸ MIX	▸ POUR
▸ REMOVE	▸ SERVE	▸ SLICE	▸ PUT
			▸ CHOP

RECIPE: *Chef's salad*



INGREDIENTS

2 eggs
8 lettuce leaves
150g cheese
4 slices ham
1 small cucumber
1 large tomato

For the seasoning mix
2 tablespoons mayonnaise
1 tablespoon ketchup

PROCEDURE

- 1) Boil the eggs for 10 minutes.
- 2) Cut the lettuce leaves and put them into a salad bowl.
- 3) _____ the cheese and the ham into small pieces and add them to the bowl.
- 4) _____ the cucumber and the tomato, then add them to the bowl.
- 5) _____ the shell from the eggs, slice them and put them on top of the salad.
- For the seasoning mix
- 6) _____ the mayonnaise, ketchup, olive oil and vinegar into a small bowl and _____ them well.

1 tablespoon vinegar
1 tablespoon olive oil
Salt and pepper

OPTIONAL: fresh bread

7) _____ salt and pepper.

8) Finally, _____ the seasoning mix over the salad.

9) _____ with fresh bread.

2) **PRESENT CONTINUOUS.** Read the examples and study the explanation below.

WHAT ARE THESE CHEFS DOING?



He is add**ing** salt.

(Él está agregando sal.)



She is beat**ing** eggs.

(Ella está batiendo huevos.)



They **are** chop**ping** vegetables.

(Ellos están picando vegetales.)

When do we use Present Continuous Tense?

Actions that are happening now

Mum **is cooking** in the kitchen now.

Actions that are temporary

They **are working** at the restaurant for a few days.

Definite Future Plans

I **am having** a picnic tomorrow.

TIME EXPRESSIONS

Now
Right now
At present
At the moment
Today
This week
This month

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I am <u>playing</u>	I'm not <u>playing</u>	Am I <u>playing</u> ?
You are <u>playing</u>	You aren't <u>playing</u>	Are you <u>playing</u> ?
He, she, it is <u>playing</u>	He, she, it isn't <u>playing</u>	Is he, she, it <u>playing</u> ?
We are <u>playing</u>	We aren't <u>playing</u>	Are we <u>playing</u> ?
They are <u>playing</u>	They aren't <u>playing</u>	Are they <u>playing</u> ?

The verbs ALWAYS add -ING

e = e + ing

dance = dancing
write = writing
rhyme = rhyming

c/v/c* = double final c + ing

run = running
put = putting
stop = stopping

y + ing = ying

play = playing
fly = flying
study = studying

3) PRACTICE.

- Do activities 4, 5 a/b and 6 on page 55.
- Do activities 5 and 6 on page 103.

Present continuous - future plans

Affirmative

We're **having** a party at home.

Negative

We **aren't cooking** a cake tomorrow.

Interrogative

Is Melanie **coming**? Yes, she **is**. / No, she **isn't**.
What **are** you **doing** on Saturday? I'm **going** shopping.

> See Grammar Reference 5, Extra Practice book, p. 18.

4 Reread the box and complete the rules.

1. We can use the present continuous to talk about _____.
2. To form the present continuous, we use *am / is / are* + _____.
3. We can use time expressions with the present continuous. Examples: _____ and _____.

5 a. This is a busy week for Tzu-Lee. She is the organiser of her class party. Read her planning checklist.



b. Complete the sentences using the verbs.

1. Daniel is bringing (bring) the drinks.
2. Robert _____ (choose) the music.
3. Florence _____ (decorate) the room.
4. Isabella _____ (prepare) some ham and cheese sandwiches.
5. Darcie _____ (take) fruit.
6. Tobias _____ (buy) some biscuits.
7. Tzu-Lee _____ (make) a cake.

6 Imagine you are going to have a class party. Make your own party planning checklist. Remember to include healthy food!



PROJECT

A healthy eating campaign

- Brainstorm key words that are connected with a healthy diet, such as activity, balance, fruit, energy, etc. You can use these words. Include them in your poster. A word cloud might be a good idea!
- For the rap, go online and look for words that rhyme with what you want to say.
- Use what you learnt about asking and expressing quantity in your rap.

Tip

LISTENING

5 Complete the conversation with the words in the box.

- 'm not doing
- are you doing
- is coming
- are we meeting

A: What ¹ this Saturday?

B: I ² anything special.

A: Would you like to go to a picnic?

Kris ³ too.

B: What time ⁴?

A: At about 11:00.

B: OK. See you there.

6 Complete with the correct form of the present continuous.

1. Melanie (have) a party this Friday.
2. We (take) some drinks.
3. Tony (not / come) because he has a meeting.
4. Mike and Lucy (buy) some snacks.
5. And, I (play) the music.
6. What you (do)? Would you like to come too?



1 Match the two halves of the sentences.

- | | |
|------------------------|-----------------------|
| 1. Hot food ... | <input type="radio"/> |
| 2. Raw food ... | <input type="radio"/> |
| 3. Sweet food ... | <input type="radio"/> |
| a. is not cooked. | |
| b. has a lot of sugar. | |
| c. has strong spices. | |

2 Listen to Edward, Kate and their father, Jim. Tick (✓) the different types of restaurants they mention.



- | | | | |
|---------------|-------------------------------------|--------------|--------------------------|
| 1. Indian | <input checked="" type="checkbox"/> | 4. Japanese | <input type="checkbox"/> |
| 2. Chinese | <input type="checkbox"/> | 5. Italian | <input type="checkbox"/> |
| 3. Vegetarian | <input type="checkbox"/> | 6. Fast food | <input type="checkbox"/> |

3 Listen again and circle the correct answer.

1. Why do they want to go out to dinner?
 - a. because they want to celebrate
 - b. because it's Jim's birthday
2. What does Jim think about Indian food?
 - a. He likes it but it's a little hot.
 - b. He doesn't like it – it's too hot.
3. What does Kate say about *sashimi*?
 - a. It's not good.
 - b. It's raw fish.
4. What does Jim say about eating in a Japanese restaurant?
 - a. He'll try *sashimi*.
 - b. He'll order something cooked.
5. What does Jim think about Italian food?
 - a. It's very simple.
 - b. It's generally pasta and pizza.
6. What does Jim want to order in the Italian restaurant?
 - a. a large piece of chocolate cake
 - b. a chocolate ice cream