

C.E.N.S. Pocito

Área curricular: Ingles

Guía Pedagógica N°4

Docente: Silvia Martin

Turno Noche - 2°1°, 2°2° y 2°3° -Ciclo Básico –

Nivel Secundario Adultos

Título: Simple Present (repaso de la guía 3)

Objetivo: Tiempo verbal Presente Simple (rutinas)

Interpretar y armar rutinas propias y ajenas.

Contenidos: Simple Present (AFF, NEG and INT form)

Capacidad a desarrollar:

- **Cognitivo:** interpretar y armar rutinas propias y ajenas
- Procedimental:** completar cuadros y oraciones con rutinas
- **Actitudinal:** responsabilidad en el cumplimiento de las tareas

Metodología:

Trabajen desde casa. No es necesario imprimir las tareas. Pueden copiarlas en el cuaderno. Y enviarlas por correo a la siguiente dirección: vi-sil@hotmail.com

Usar diccionarios si es necesario.

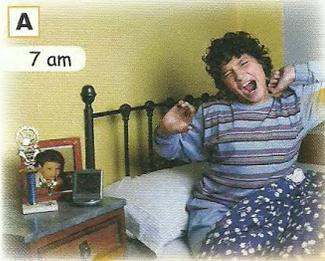
Seguimos usando presente simple, pero con rutinas.

Actividades de todos los días:

- a) Unir las imágenes con los verbos de rutina
- b) Completar la frase con el verbo de rutina y enumerar en el orden que usted haría esa rutina.

Everyday activities

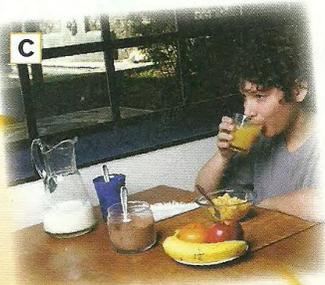
1 a) Look, read and match. Use a dictionary if necessary.



A
7 am



B



C



D



E



F



G



H



I



J
11 pm

1. get up early **A**
2. have breakfast
3. do my homework
4. go to bed
5. get home
6. have a shower
7. get dressed
8. have dinner
9. go to school / work
10. make my bed

b) Write the verbs. Then number the activities in the order in which you do them.

- | | | |
|---|---|---|
| a <input type="checkbox"/> <u>have</u> lunch | e <input type="checkbox"/> dressed | i <input type="checkbox"/> to bed |
| b <input type="checkbox"/> breakfast | f <input type="checkbox"/> up | j <input type="checkbox"/> to school |
| c <input type="checkbox"/> dinner | g <input type="checkbox"/> home | k <input type="checkbox"/> my bed |
| d <input type="checkbox"/> a shower | h <input type="checkbox"/> my homework | |

2- Complete con la palabra que falta.



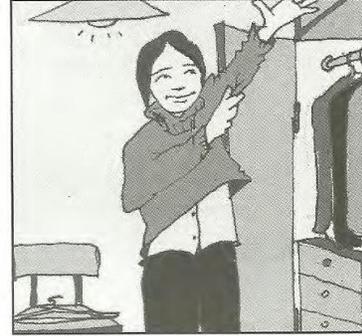
Complete the words.



a. I *get up* early.



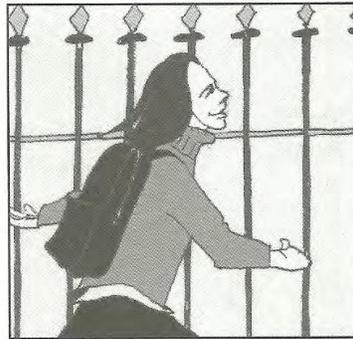
b. I sometimes *h*..... a *sh*..... in the morning.



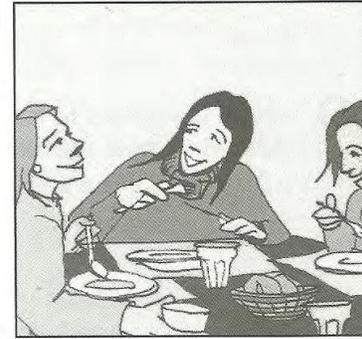
c. I *g*..... dressed.



d. I *m*..... my breakfast.
I *h*..... *b*..... at 7.00 a.m.



e. I *g*..... to *s*..... in the morning.



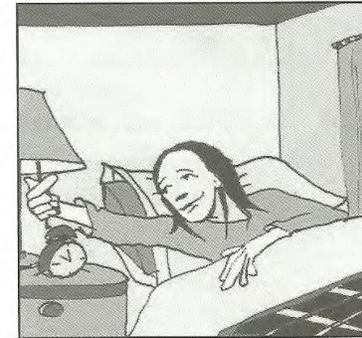
f. I *h*..... *l*..... at school, with my friends.



g. I *d*..... my *h*..... in the afternoon.



h. I *h*..... *d*..... with my family at 8.30 p.m.



i. I *g*..... to *b*..... at 11.00 p.m.

3- En el siguiente ejercicio, leer el texto sobre Nadia y colocar verdadero (T) o falso (F) en las oraciones.

Reading



Read this column from a magazine.

What do you do in your free time? Tell us about what you do and what you don't do!

What I do

In my free time, I do a lot of things. Sometimes, I stay at home. I listen to my CDs or to the radio and I play computer games. I also go out with friends. We go to the cinema because we love films, but we sometimes just hang around in shopping centres.

What I don't do

I don't watch a lot of TV because TV programmes aren't very good. I don't chat on MSN because I haven't got an internet connection. And I don't play sport because I play sport at school with my friends.



Nadia ■



True or false?

1. Nadia has got a CD player.
2. She hasn't got a computer.
3. Nadia and her friends always go to the cinema.
4. They sometimes go to shopping centres.
5. Nadia hasn't got a TV.
6. She hasn't got an internet connection at home.
7. Nadia and her friends never play sport.

4- Ahora completar las oraciones sobre la rutina de Brad



Write sentences about a day in Brad's life.



- 1. get up / early
He gets up early......
- 2. go / school / 7.00
.....
- 3. have / lunch / school
.....
- 4. get / home / 3.00
.....
- 5. do / homework
.....
- 6. not watch / TV
.....
- 7. not go / bed / early
.....

5- Escriba su rutina.



Complete the sentences with true information.

My favourite day is ¹.....

I get up ²..... and I have
³..... for breakfast.

At midday I ⁴.....

In the afternoon I ⁵.....

I get back home at ⁶.....

I go to bed at ⁷.....

Director: Carlos Vargas

Profesora: Silvia Martin