

**Temas a Abordar:** FOOD and DRINK. What were they doing?

**Objetivos:** La presente guía tiene por el objetivo manejar el vocabulario de diferentes alimentos y situaciones cotidianas. De integrar y completar la información de interpretación de texto; y de incorporar el manejo del presente continuo.

**Guía de Actividades:** Gramática y Vocabulario.

**A. FOOD AND DRINK.**

1. Laura está haciendo un registro de comidas para su proyecto de ciencias. A continuación encontrarás una caja con nombres de diferentes comidas y bebidas. Debes colocar el nombre en el dibujo que le corresponda.

apple banana biscuits carrots cereal cheese chicken chocolate  
cola crisps egg ham ice cream milk orange juice peas  
potatoes sweets tea toast tomato water yoghurt



2. Escriba las palabras del punto uno en el grupo que le corresponda, siguiendo los ejemplos. Agregue al menos una comida más a cada grupo (aparte de las de la lista). Traduzca y copie la traducción en su cuaderno.

1 fruit and vegetables: **apple**, ...

4 bread and cereal: **cereal**, ...

2 dairy products: **milk**, ...

5 drinks: **water**, ...

3 meat and fish: **ham**, ...

6 other: **egg**, ...

3. Traduzca las siguientes preguntas y respuestas y copie la traducción en su cuaderno.

A What did you have for breakfast yesterday?

A I had tea, orange juice, and an egg.  
What did you have for lunch?

B I had coffee, toast, and fruit. What about you?

B I had pasta, ham, tomatoes, and a banana for lunch. And you?

# Escuela: Agroindustrial 25 de Mayo.

Espacio Curricular: Lengua Extranjera.

Guía Nº: 10

Curso: Cuarto Tercera. Ciclo: Orientado. Turno: Tarde.

Fecha: 15/10/2020

Profesora: Barilari Silvana

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4. Complete el dialogo con las palabras de la caja. Traduzca y copie en su cuaderno.

cake      cheese      **chicken**      cola      orange juice      potato



**Waitress** How can I help you?  
**Mark** I'd like a **chicken** sandwich, please.  
**Waitress** OK. What would you like to drink?  
**Mark** I'll have a glass of <sup>1</sup> \_\_\_\_\_, please.  
**Waitress** Large or small?  
**Mark** Large, please.  
**Waitress** Right. And what about you? What would you like to eat?  
**Susan** I'd like a baked <sup>2</sup> \_\_\_\_\_ with <sup>3</sup> \_\_\_\_\_, please.  
**Waitress** OK. Would you like a drink?  
**Susan** Yes, please. I'll have a glass of <sup>4</sup> \_\_\_\_\_ and I'd like some <sup>5</sup> \_\_\_\_\_, too.  
**Waitress** OK. That's £15.20, please.

5. A continuación encontrarás la forma de solicitar un alimento y de responder ante un ofrecimiento de alimentos. Traduzca y copie en su cuaderno.

You ask	You answer
What would you like to eat / drink?	I'd like ... / I'll have ...
Would you like a ...?	Yes, please. / No, thanks.

6. En el siguiente cuadro encontrarás un menú. Traduzca y copie en su cuaderno.

<b>Menu</b>	
<b>Sandwiches:</b> cheese, chicken, ham	£4.20
<b>Baked potato with cheese</b>	£3.80
<b>Burger and chips</b>	£4.80
<b>Carrot cake</b>	£2.50
<b>Fresh fruit:</b> apple, banana, orange	£0.80
<b>Drinks:</b>	
coffee	£2.10
tea	£1.75
cola	(small) £1.60 (large) £2.40
orange juice	£2.30
water	£1.10

7. Completa el siguiente cuadro con la información del menú y agrega al menos 5 comidas y bebidas a la tabla.

	<b>Food</b>	<b>Drink</b>
1	_____	_____
2	_____	_____
3	_____	_____

8. Teniendo en cuenta el menú y la tabla de los ejercicios anteriores elabora tu propio menú, con el formato y los precios que tu escojas, agrega comidas típicas de nuestro país.  
 9. En el siguiente texto encontrarás un ejemplo de cómo ordenar comida en un restaurante. Traduzca y copie en su cuaderno.

A How can I help you?  
 B I'd like ...  
 A And would you like ...?  
 B Yes, please. / No, thanks.  
 A Right. And what about you?  
 What would you like to eat?  
 C I'll have ...

10. Utilizando el ejemplo del punto 9 y el menú confeccionado por ti en el punto 8; elabora un nuevo dialogo ordenando comida.

## B. BIKE THEFT ON THE RISE.

11. A continuación encontrarás el texto “Bike theft on the rise”. Traduce el texto y copia en tu cuaderno la traducción.

**BIKE THEFT ON THE RISE**

It's a cyclist's worst nightmare – you lock your bike and leave it, but when you come back, it's gone!

Urban cycling in the US is increasing everywhere, but bike crime is, too. In New York City last year, thieves stole about 60,000 bikes! Most people don't report bike thefts because the police rarely do anything. They're very busy with more serious crimes like murder and robberies. Stealing bikes is easy, as film-makers Casey and Van Neistat discovered. They made a film that showed it was too easy to steal a bike in New York City. In the film, Casey stole his own bike in various situations and the police only stopped him once!

We interviewed two victims of bike theft. Were they being careful when their bikes were stolen?

Steve was cycling alone on a backstreet at night when he saw two boys. 'They were laughing and talking while they were walking towards me. They weren't doing anything threatening. Then, while I was cycling past, one of the boys pushed me and I fell off my bike. While I was getting up, the other boy hit me. Then they took my bike and ran away. I reported it to the police, but they never found my bike.'

Eva was cycling with a friend. 'We left our bikes outside a supermarket while we did some shopping. I didn't lock my bike because I was only in the supermarket for a few minutes. While I was waiting to pay, I looked outside. I saw a guy standing near my bike, but he wasn't doing anything suspicious. When I got outside, he was riding away on my bike! I ran after him, but he disappeared. I reported it to the police, but nothing happened.'

**Make it hard for criminals!**

- Don't cycle alone at night.
- Lock your bike.
- Keep your bike indoors.
- Report thefts to the police.

12. Observa el cuadro “Make it hard for criminals”. Traduce el texto y copia en tu cuaderno la traducción y agrega una recomendación más en inglés (de tu experiencia diaria).

13. A continuación encontrarás algunas preguntas. Lee y responda en inglés.

How many bikes did thieves steal in New York City last year?

Ejemplo: **They stole about 60,000 bikes.**

- 1 Why don't most people report bike thefts?
- 2 Where was Steve when the boys stole his bike?
- 3 What happened when the first boy pushed Steve?
- 4 Why didn't Eva lock her bike?
- 5 What happened after Eva reported the theft?

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14. A continuación encontrarás algunas oraciones que deberás completar. Luego ponlas en el orden correcto para contar las historias de Steve y Eva.

#### Steve's story

They \_\_\_\_\_ towards me, and they \_\_\_\_\_ and \_\_\_\_\_.  
I was cycling \_\_\_\_\_ on a backstreet when I saw \_\_\_\_\_ two boys. 1  
They \_\_\_\_\_ anything threatening.  
Then they \_\_\_\_\_ my bike and \_\_\_\_\_ away.  
While I \_\_\_\_\_ up, the other boy \_\_\_\_\_ me.  
While I \_\_\_\_\_ past them, one boy \_\_\_\_\_ me and I \_\_\_\_\_ off my bike.

#### Eva's story

We \_\_\_\_\_ our bikes outside a supermarket while we \_\_\_\_\_.  
While I \_\_\_\_\_ to pay, I \_\_\_\_\_ outside.  
I \_\_\_\_\_ with my friend Jane. 1  
I \_\_\_\_\_ a guy standing near my bike, but he \_\_\_\_\_ anything suspicious.  
When I \_\_\_\_\_ outside, the guy \_\_\_\_\_ away on my bike!

15. A continuación encontrarás algunas oraciones que expresan actividades desarrolladas ayer. Estabas tú haciendo las mismas actividades en la misma hora ayer?. Responde en inglés.

#### Focus on you

Were you doing these activities at these times yesterday?

#### Ejemplo de respuesta:

I was/wasn't having breakfast at 7 a.m. yesterday.

7 a.m.	having breakfast	3 p.m.	going home
7.30 a.m.	traveling to school	5 p.m.	doing my homework
10 a.m.	having a science lesson	7 p.m.	watching TV
1 p.m.	having lunch	11 p.m.	sleeping

16. Traduzca las palabras que encuentra en el cuadro. Una cada crimen con el gráfico que le corresponda.

burglary kidnapping mugging murder pickpocketing  
robbery shoplifting vandalism



17. Traduzca el siguiente texto.

**Steal (v)** – to take something from someone without their permission.  
**Theft (n)** is the act of stealing.  
**Thief** is a general term for a person who steals.  
Robbers, burglars, pickpockets, and muggers are all **thieves**.

18. Complete en castellano:

STEAL	
THEFT	
ROBBERS	
BURGLARS	

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**19.** Complete la tabla con las palabras de la caja:

kidnapper	pickpocket	shoplifter	vandal
burglar	murderer	robber	mugger

Crime	Criminal	Action
robbery	<u>robber</u>	robs a bank or a shop
shoplifting	<u>1</u> _____	shoplifts / steals things in a shop
burglary	<u>2</u> _____	enters a house and <b>burgles</b> it
pickpocketing	<u>3</u> _____	picks people's pockets or steals from bags
murder	<u>4</u> _____	murders someone
mugging	<u>5</u> _____	mugs people in the street
vandalism	<u>6</u> _____	vandalizes property
kidnapping	<u>7</u> _____	kidnaps someone

**20.** A continuación encontrarás un cuadro con las formas afirmativas y negativas del PASADO CONTINUO.

**A.** Traduzca y copie en su cuaderno.

**B.** Lea las oraciones; luego elija la opción correcta.

## Past continuous

### Affirmative and negative

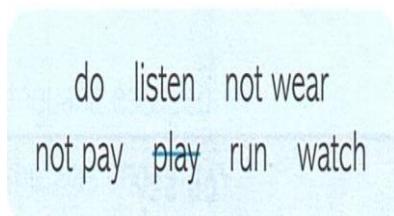
Affirmative	Negative
I / he / she / it was playing	I / he / she / it wasn't playing
you / we / you / they were playing	you / we / you / they weren't playing

Read the sentences. Then choose the correct words.

I was having breakfast at eight o'clock this morning. They weren't listening to the teacher.

- We use the past continuous to describe an action in progress in the past / that is still happening now.

**21.** Complete las oraciones colocando los verbos de la cja en pasado continuo.



- The boys were playing football on Saturday.  
 1 She \_\_\_\_\_ to music in her bedroom all evening.  
 2 I \_\_\_\_\_ my best clothes yesterday.  
 3 They \_\_\_\_\_ their history project all afternoon.  
 4 The police officer \_\_\_\_\_ after the robbers.  
 5 Our teacher got annoyed because we \_\_\_\_\_ attention.  
 6 He \_\_\_\_\_ a film at 8 p.m.

**22.** A continuación encontrarás un cuadro con las formas interrogativas y sus respuestas cortas del PASADO CONTINUO. Traduzca y copie en su cuaderno.

Interrogative	Short answers	
	Affirmative	Negative
Was I talking?	Yes, I was.	No, I wasn't.
Were you walking?	Yes, you were.	No, you weren't.
Was he / she / it sleeping?	Yes, he / she / it was.	No, he / she / it wasn't.
Were you / we / you / they playing?	Yes, you / we / you / they were.	No, you / we / you / they weren't.

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**23.** Escribe las preguntas primero y luego la respuesta corta en Ingles. Copia todo en tu cuaderno. Si encuentra una X la respuesta es negativa, si encuentra un ✓ la respuesta es afirmativa.

Amy / use the computer / yesterday? (✓)  
Was Amy using the computer yesterday?  
Yes, she was.  
it / rain / yesterday afternoon? (X)  
Was it raining yesterday afternoon?  
No, it wasn't.

**Ejemplo:**

- 1 the burglar / run away / from the police? (✓)
- 2 you / talk to Mr Peters / after the lesson? (X)
- 3 two boys / copy / during the test yesterday? (X)
- 4 the vandals / write graffiti / on the wall last night? (✓)

**24. WHILE:** Lea las oraciones. Luego complete la regla del final. Traduzca y copie en su cuaderno.

### **while**

**Read the sentences. Then complete the rule.**

While he was doing his homework, he was listening to music.

The boys were talking while they were walking towards me.

- We use \_\_\_\_\_ to link two simultaneous actions.

**25.** Escribe oraciones usando pasado continuo.

**Ejemplo:**

Juan / play / video games / while / I / do /  
the washing-up

Juan was playing video games while I was  
doing the washing-up.

- 1 You / cycle / to school / while / I / wait / for the bus
- 2 While / we / play / basketball / Maria / study
- 3 The students / talk / while / they / do / a test
- 4 While / we / walk / down the street / our mum / watch / us
- 5 Jason / come / out of the cinema / while / we / go / in
- 6 While / they / have / lunch / they / watch / TV

**26.** Diga en ingles que estuvieron haciendo ud. y sus amigos.

**Ejemplo:**

I was playing tennis at 10 a.m. last Saturday.  
I wasn't sleeping.

10 a.m. last Saturday  
midnight last Saturday night  
5 p.m. yesterday afternoon  
8 p.m. last night . 7.30 a.m. this morning