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Asignatura Inglés

Corporación Municipal de Servicios y Desarrollo de Maipú
Escuela "Germán Riesco"
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Dossier

Inglés

8 • básico

Objetivos:

- ✓ Comprender información explícita mediante lecturas breves.
- ✓ Reconocer y aplicar aspectos gramaticales de nivel (conectores de secuencia)
- ✓ Reconocer y utilizar vocabulario de nivel (vocabulario alimentos y medio ambiente)

Habilidades: Escribir de acuerdo a secuencia de acciones
Identificar y localizar información
Clasificar palabras.

Hoja de explicación

Part 1

Como vimos la última clase los conectores son palabras que nos ayudan a conectar una frase, en inglés tenemos muchos, pero hoy veremos los de secuencia que nos ayudan a poner en orden los pasos de una situación, receta o historia.

Observa el siguiente ejemplo



1) **First**, I woke up.



2) **Next**, I went to school by bus.



3. **Then**, I arrived to school.



4. **After that**, I came back home and watched TV



5. **Finally**, I went to sleep.

Si te fijas todas esas palabras nos dan la frecuencia para los textos.

First : primero

Next : luego

Then : después

After that : después de eso

Finally: finalmente

Vamos con las actividades

ACTIVITIES

En esta actividad necesitaras la ayuda de un diccionario que puede ser online, ya que aparece un nuevo conector no mencionado anteriormente.

1.

It's your turn now! Mary wants to make herself a good cup of tea and she has just found a useful piece of advice in a women's magazine. Complete the procedure with the adverbs suggested below.

After afterwards finally first next then

HOW TO MAKE A GOOD CUP OF TEA



- 1) _____ boil some water. 2) _____ put one teaspoon of tea per person in a teapot. 3) _____ pour the boiling water into the pot and wait for five minutes. 4) _____ that, stir the tea and pour it into the cups.
- 5) _____, add milk or lemon, if you want. Enjoy your cup of tea! 6) _____ you will feel really refreshed.

2. Ahora debes encerrar en un círculo el conector que creas el correcto, entre los dos que están oscurecidos.

Hello, I'm Bart and I had a great birthday yesterday. ¹ **First** / **Next**, I met my friends at the shopping center and they bought me a present. ² **Then** / **Finally**, we had pizza at a café. ³ **Finally** / **Next**, we went to the cinema and saw a very funny comedy. ⁴ **Then** / **First** suddenly, my parents arrived. They took me to an amazing restaurant for dinner. ⁵ **Next** / **Finally**, we went home and I went to bed, tired but happy.

3. Completa con el conector correcto.

Yesterday, it was my birthday and it didn't start well. I went to the park to meet my friends, but they weren't there. I decided to look for them. 1 _____, I went to the shopping centre opposite the park, but they weren't there. 2 _____, I looked for them at the library, but they weren't there. 3 _____, I tried the sports centre and the restaurant near the park, but my friends weren't there. 4 _____, I went home, and my friends there... with a birthday cake, ice cream, music and games. It was a surprise party for me! In the end, I had a great birthday.



4. Enumera en orden los pasos para hacer la receta, luego rescríbela utilizando conectores de secuencia



easy egg sandwich

_____ *Spread other muffin halves with mayonnaise and place over sandwiches.*

_____ *Serve immediately with sautéed potatoes.*

_____ *In large skillet, cook eggs in butter for 2 to 3 minutes. Turn over gently and continue cooking for 1 more minute. Salt and pepper to taste.*

_____ *Spread 4 English muffins halves with homemade ketchup and top with eggs. Garnish with lettuce, Canadian Cheddar cheese slices, bacon and tomato slices.*

_____ *With spatula, remove eggs from skillet and reserve.*

Part 2

Reading

Environmental issues

De acuerdo al vocabulario estudiado en clases relacionado con el cuidado del medio ambiente, lee la siguiente lectura y luego contesta las preguntas.

THE PLANET IS HEATING UP – AND FAST

Glaciers are melting, sea levels are rising, forests are drying up, and wildlife is fighting to stay alive. It is clear that humans are causing most of the damage by releasing gases that are part of our modern lives. Called 'Greenhouse Gases', their levels are higher now than in the last 650,000 years.

We call the result 'Global Warming', and it is causing a set of changes to the Earth's climate, that varies from place to place. It's changing the rhythms of life for all living things.

The 'Greenhouse Effect' is the warming that happens when certain gases in the Earth's atmosphere trap heat.

First, sunlight shines onto the Earth's surface, where it is absorbed and then radiates back into the atmosphere as heat. The more greenhouse gases are in the atmosphere, the more heat gets trapped.

There are several greenhouse gases responsible for warming, and humans emit them in a variety of ways. Most come from the combustion of fossil fuels in cars, factories and electricity production. The gas responsible for the most warming is carbon dioxide, also called CO₂.

Scientists often use the term 'climate change' instead of 'Global Warming'. This is because as the Earth's average temperature climbs, winds and ocean currents move around the globe in ways that can cool some areas, warm others, and change the amount of rain and snow falling. As a result, the climate changes differently in different areas.

The rapid rise in greenhouse gases is a problem because it is changing the climate faster than some living things may be able to adapt to.

Now, with concentrations of greenhouse gases rising, the Earth's remaining ice sheets (such as Greenland and Antarctica) are starting to melt too and the extra water will potentially raise sea levels significantly.

1. Read the text again and decide if these statements are true (T) or false (F).

- a. _____ Greenhouse gases are part of daily life.
- b. _____ Global warming affects all living organisms.
- c. _____ If the atmosphere traps more greenhouse gases, the temperature decreases.
- d. _____ Climate change is a synonym for global warming.

1. Answer these questions.

a. What is the greenhouse effect?

b. Where do greenhouse gases come from?

c. Where can we still find areas with ice on Earth?

Part 3

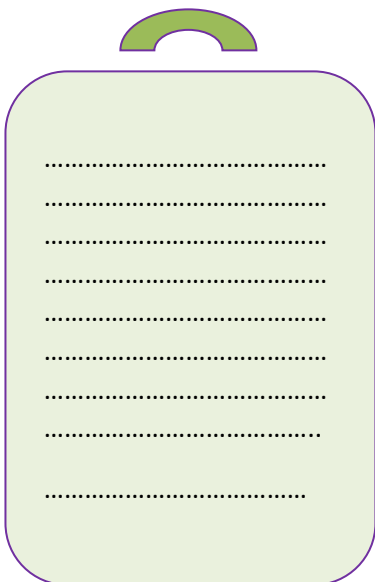
Vocabulario Unidad 1

Los elementos contables son los que podemos contar y los no contables aquellos que obviamente no podemos contar (aire, agua, azúcar etc.). A continuación, clasificaremos las palabras en contables y no contables.

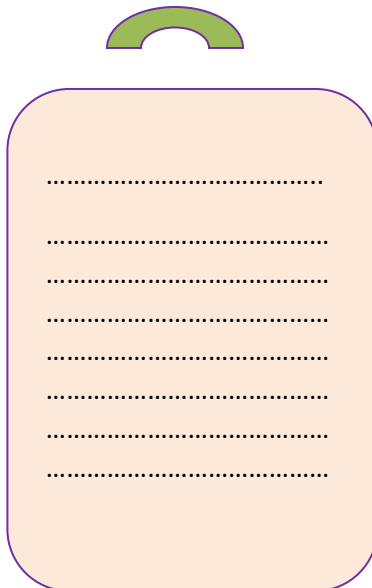
- I. Look for the Spanish meaning of the words then classify in countable nouns and uncountable nouns. (busca el significado de las palabras, luego clasifícalas en contable y no contable)

Milk – onions – water – banana – cheese – biscuits -carrots – cereal – cherries – chicken – tomato – eggs – fish juice – rice - apple – lemons – salad – chips – strawberries soup – potato – meat – toast – crisps – peaches – sandwich apples – money – people – butter – chocolate – chip – cake vegetable – mice – ice-cream – music – children – flower information – food – cup – shirt – bus – snow –child - legs pear – bread – vegetables – fruit – homework.

Countable



countable



uncountable

