



Gobierno de la Ciudad Autónoma de Buenos Aires  
Ministerio de Educación - Área de Educación Técnica



E.T. N° 3 D.E. 9ª R.VIII "María Sánchez de Thompson"  
Área de Comunicación y Expresión

***INGLÉS:***  
**LENGUA,**  
**GRAMÁTICA Y**  
**COMUNICACIÓN**



***CUADERNILLO de***  
***PRÁCTICA para***  
***ALUMNOS INGRESANTES al CICLO LECTIVO 2016***

Horarios para consultas	Lunes	Martes	Miércoles	Jueves	Viernes
Prof. Capozzoli			9:55 a 10:35	9:15 a 11:25	
Prof. Colombo				9:05 a 12:05	
Prof. Lissi	9:15 a 11:25		18:00 a 19:00	13:30 a 14:10	9:55 a 11:25
Prof. Marccone	11:00 a 12:00 14:00 a 15:00		9:30 a 12:30 14:00 a 17:30		
Prof. Winter	14:00 a 15:00			15:00 a 17:30	

Prof. Cristina Lissi, Prof. Romina Marccone y Prof. Débora Winter

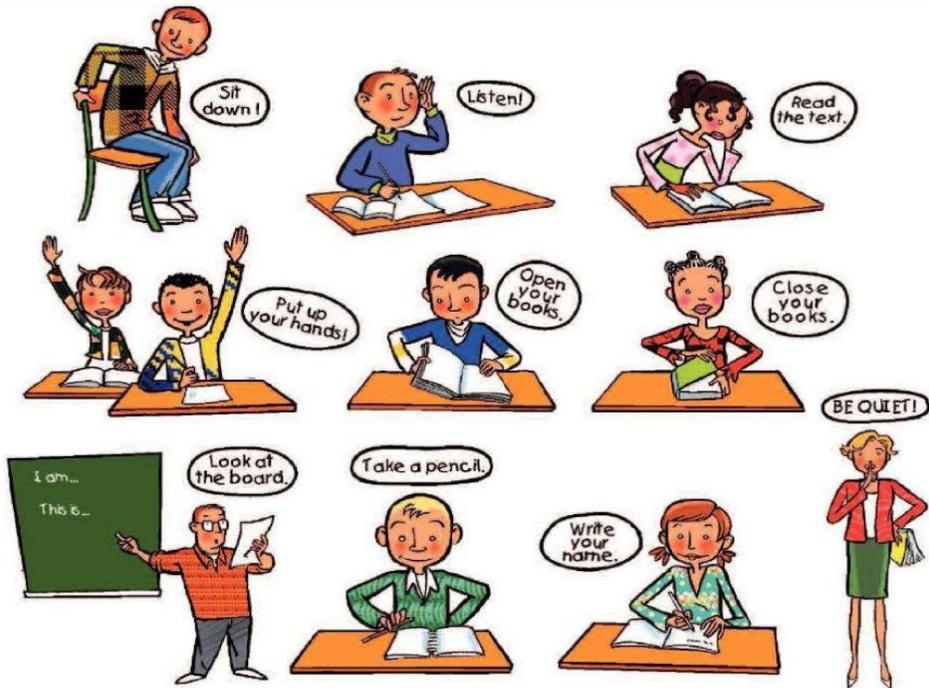


♪ Let's follow the rules below to make our class friendlier for teaching, learning, and having fun...



<http://maestratrend.com/wp-content/uploads/2015/01/classroom-rules-and-behavior-expectations.jpg>

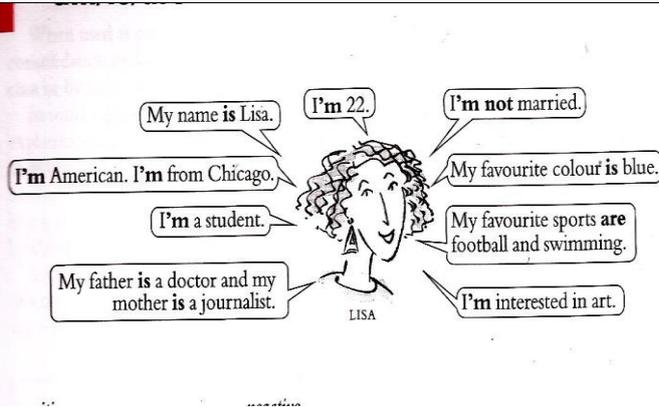
♪ Remember classroom language





LANGUAGE, GRAMMAR REFERENCE and PRACTICE

REFERENCE		PRACTICE
<b>Verb to be</b>		<p><b>1. Complete the sentences with: <i>am - is - are</i></b></p> <p>i. I <u>am</u> a student.</p> <p>ii. Chile and Bolivia _____ countries.</p> <p>iii. Brad Pitt _____ from the USA.</p> <p>iv. We _____ not in Spain.</p> <p>v. I _____ from Argentina.</p> <p><b>2. Complete the sentences – Use short forms where possible</b></p> <p>i. (-) Ginobili <u>isn't</u> from the USA. (+) He <u>'s</u> from Argentina.</p> <p>ii. (-) Neuquén and Misiones _____. (+) They _____ in Argentina.</p> <p>iii. (-) You _____ Italian. (+) You _____ English.</p> <p>iv. (-) Africa _____ a country. (+) It _____ a continent.</p> <p>v. (-) I _____ 20 years old. (+) I _____ 14.</p> <p><b>3. Complete the questions and short answers – use short forms where possible</b></p> <p>i. <u>Is</u> the mobile phone old? No, it <u>isn't</u> . <u>It's</u> new.</p> <p>ii. _____ the jeans green? No, they _____. _____ blue.</p> <p>iii. _____ you from Mendoza? No, _____ .</p> <p>iv. _____ your bicycle expensive?</p>
<b>Affirmative – full form</b>	<b>Short form</b>	
I <b>am</b> Shelly You <b>are</b> Ken He <b>is</b> Max She <b>is</b> Sonia It <b>is</b> Roxie We <b>are</b> Shelly and Mike They <b>are</b> Ken and Max	I <b>'m</b> Shelly You <b>'re</b> Ken He <b>'s</b> Max She <b>'s</b> Sonia It <b>'s</b> Roxie We <b>'re</b> Shelly and Mike They <b>'re</b> Ken and Max	
<b>Negative – full form</b>	<b>Short form</b>	
I <b>am not</b> in Spain You <b>are not</b> in Paris He <b>is not</b> in London She <b>is not</b> in Rome It <b>is not</b> in Brazil We <b>are not</b> in Japan They <b>are not</b> in Rio	I <b>'m not</b> in Spain You <b>'re not</b> in Paris He <b>'s not</b> in London She <b>'s not</b> in Rome It <b>'s not</b> in Brazil We <b>'re not</b> in Japan They <b>'re not</b> in Rio	
<b>Questions</b>	<b>Short Answers</b>	
<b>Am</b> I small? <b>Are</b> you small?  <b>Is</b> he small? <b>Is</b> she small? <b>Is</b> it small? <b>Are</b> we small?  <b>Are</b> they small?	Yes, I <b>am</b> / No, I <b>'m not</b> Yes, you <b>are</b> /No, you <b>aren't</b>  Yes, he <b>is</b> / No, he <b>isn't</b> Yes, she <b>is</b> / No, she <b>isn't</b> Yes, it <b>is</b> / No, it <b>isn't</b> Yes, we <b>are</b> / No, we <b>aren't</b>  Yes, they <b>are</b> / No, we <b>aren't</b>	



▪ We use **be** to say:

- ▶ who somebody is or what something is  
**I'm Sam. That's my ticket.**
- ▶ to describe people or things  
**He's tall. Your shoes are nice.**
- ▶ where somebody is from  
**We're from Brazil.**
- ▶ to talk about our age /how old we are  
**I'm nineteen.**
- ▶ how we feel  
**We're tired. He's angry. I'm fine.**
- ▶ where somebody or something is  
**She's at home. Your bag's on the chair.**

▪ Pronouns and possessive adjectives → uses:

- ▶ In English, we **always** use a **subject** in a sentence



**Peter** is at school. → **He** is at school. → → **is** at school

No, it \_\_\_\_\_.

v. \_\_\_\_\_ your pet a brown dog.

No, \_\_\_\_\_ a black and white cat.

4. Complete and answer the questions below – use verb to be: **is - are**

i. Asunción / capital city of Peru? (Paraguay)

Is Asunción the capital city of Peru?

No, it isn't. It's the capital city of Paraguay.

ii. Los Nocheros / from USA? (Argentina)

\_\_\_\_\_

iii. Meolans / a teenager? (over 30)

\_\_\_\_\_

iv. Asia and Europe / oceans? (continents)

\_\_\_\_\_

v. Atlantic / country? (ocean)

\_\_\_\_\_

1. Complete with subject pronouns

i. She is my friend Anna.

ii. \_\_\_\_\_ am 13 years old.

iii. \_\_\_\_\_ Mr Alonso is my English teacher. \_\_\_\_\_ is nice.

iv. \_\_\_\_\_ are in the classroom.

v. \_\_\_\_\_ are my friends Joaquín and Milton.

2. Complete with subject pronouns and possessive adjectives



► **Subject pronouns** can be the **subject** of the sentence

**Subject pronouns = Personal pronouns**

<b>I</b>	<b>you</b>	<b>he</b>	<b>she</b>	<b>it</b>	<b>we</b>	<b>you</b>	<b>they</b>
<b>my</b>	<b>your</b>	<b>his</b>	<b>her</b>	<b>its</b>	<b>our</b>	<b>your</b>	<b>their</b>
<b>Possessive Adjectives</b> → <i>express possession</i>							



► We use **possessive adjectives** before nouns, to say that something **belongs to** someone

Where is **my** ticket? **Her** bag is on the chair.



► **Its** and **it's = it is**

Buenos Aires is the capital city of Argentina.

**It's (= it is)** a big city and

**its** university is very famous.



- i. \_\_\_\_\_ is my new friend. \_\_\_\_\_ name is Alexia.
- ii. \_\_\_\_\_ am from Spain. \_\_\_\_\_ hometown is Barcelona.
- iii. We are in English 2. \_\_\_\_\_ teacher is Mr Kent. \_\_\_\_\_ is great!
- iv. Are \_\_\_\_\_ in our class? No, \_\_\_\_\_ am year 1.
- v. Who is \_\_\_\_\_ Maths teacher? Miss Ochoa. \_\_\_\_\_ is really patient. We love her.

**3. Complete with: its – our – their**

- i. My brother has got a hamster. **Its** name is Peter.
- ii. We are sisters and that is \_\_\_\_\_ father.
- iii. They are our brothers. \_\_\_\_\_ names are Federico and Sebastian.
- iv. I've got a grey cat. \_\_\_\_\_ name is Catalina.
- v. They're my dogs. \_\_\_\_\_ names are Black and White.

**1. Complete the questions: use What – Where – How old**

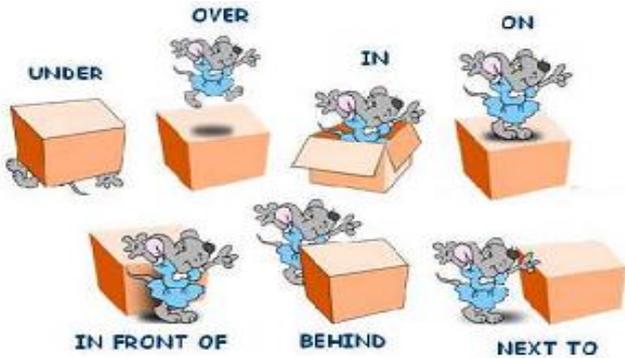
- i. **What** is your name? Max.
- ii. \_\_\_\_\_ is Resistencia? It's in Chaco.
- ii. \_\_\_\_\_ are you? I'm 14.
- iv. \_\_\_\_\_ is the capital of Tierra del Fuego. Ushuaia.
- v. \_\_\_\_\_ is Bariloche. It's in Rio Negro.

**2. Write questions for the following answers**

- i. **How old are you?** \_\_\_\_\_



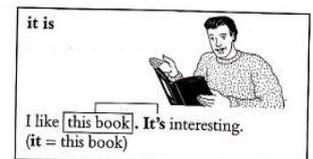
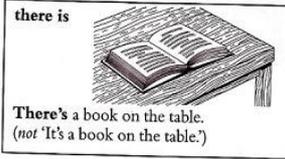
<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>▪ <b>Yes/No</b> questions are questions that <b>we can</b> answer with <b>yes</b> or <b>no</b> <b>Is Peter at home? No,</b> he isn't. He is <b>at</b> school.</li> <li>▪ <b>Wh-</b> questions begin with a question word: <ul style="list-style-type: none"> <li>▶ <b>when</b> to ask about time → → <b>When is</b> your birthday?</li> <li>▶ <b>where</b> to ask about places → → <b>Where are</b> you from? I'm from <u>Buenos Aires</u> . (Place)</li> <li>▶ <b>who</b> to ask about people → → <b>Who</b> is the boy at the bus stop? He is my cousin.</li> <li>▶ <b>what</b> to ask about things → → <b>what</b> is your name? It's María.</li> </ul> </li> </ul>	<p>i. I'm fourteen years old.</p> <p>ii. _____?</p> <p>I'm from Mar del Plata.</p> <p>iii. _____?</p> <p>No, it isn't. It is a big school with many students.</p> <p>iv. _____?</p> <p>No, they aren't. My trainers are pink and blue.</p> <p>v. _____?</p> <p>My favourite thing is my bicycle. It's new and fast.</p>									
<ul style="list-style-type: none"> <li>▪ <b>We use there is / there are</b> to say that someone or something exists <b>There is</b> a book on the table.</li> </ul>	<p>1. Complete with: <b>There is /There are – It is /they are</b></p> <p>i. <u>There is</u> a garden in my house. <u>It is</u> small.</p> <p>ii. _____ plants in my garden. _____ green, Brown and yellow.</p> <p>iii. _____ a dog under the bed. _____ my pet.</p> <p>iv. In the garage, _____ two bikes. _____ new.</p> <p>v. _____ a lamp in the living room. _____ old, but _____ OK.</p> <p>2. Circle or underline the correct option</p> <p>i. <b>There is / there are</b> four bedrooms <u>in / on</u> the house.</p> <p>ii. <b>Is there / there is</b> a book <u>at / on</u> the table?</p> <p>iii. <b>There is / there are</b> a pair of jeans <u>at / under</u> the bed.</p>									
<table border="1"> <thead> <tr> <th>Affirmative &amp; Negative</th> <th>Questions</th> <th>Short answers</th> </tr> </thead> <tbody> <tr> <td><b>There is /there's</b> a kitchen. <b>There isn't a</b> garage.</td> <td><b>Is there</b> a dining room?</td> <td>Yes, <b>there is</b>. No, <b>there isn't</b>.</td> </tr> <tr> <td><b>There are</b> two bathrooms. <b>There aren't</b> three bathrooms</td> <td><b>Are there</b> two bathrooms?</td> <td>Yes, <b>there are</b>. No, <b>there aren't</b></td> </tr> </tbody> </table>	Affirmative & Negative	Questions	Short answers	<b>There is /there's</b> a kitchen. <b>There isn't a</b> garage.	<b>Is there</b> a dining room?	Yes, <b>there is</b> . No, <b>there isn't</b> .	<b>There are</b> two bathrooms. <b>There aren't</b> three bathrooms	<b>Are there</b> two bathrooms?	Yes, <b>there are</b> . No, <b>there aren't</b>	
Affirmative & Negative	Questions	Short answers								
<b>There is /there's</b> a kitchen. <b>There isn't a</b> garage.	<b>Is there</b> a dining room?	Yes, <b>there is</b> . No, <b>there isn't</b> .								
<b>There are</b> two bathrooms. <b>There aren't</b> three bathrooms	<b>Are there</b> two bathrooms?	Yes, <b>there are</b> . No, <b>there aren't</b>								
<ul style="list-style-type: none"> <li>▪ <b>We use prepositions of place</b> to say where somebody or something is</li> </ul>										



iv. **Are there / there are** red flowers **in / on** the garden?

v. **There is / there isn't** a dog **in / on** the house because Mr. Grumpy doesn't like pets.

there is and it is



<http://tx.english-ch.com/teacher/jocelyn/prepositions%20of%20position.jpg>

### COMMUNICATION ACTIVITIES



### READING AND WRITING

5 Use information a-g to complete 1-7.

**MY POSTER**

1  \_\_\_\_\_

2  \_\_\_\_\_

3  \_\_\_\_\_

4  \_\_\_\_\_

5  \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

- a I'm from Paris. It is the capital of France.
- b This is my friend Anika. She is 12 too.
- c Our school day is from 9.00 am to 3.00 pm.
- d She isn't from France. She is from Poland. Poland is in Europe. Its capital city is Warsaw.
- e Our teacher is Ms Baudelaire.
- f Hi! I'm Francois. I'm 12 and I'm in year 8.
- g We are at L'Ecole de Langue in Paris. We are 20 students in our class.

⇒ Look at Florencia's poster and find information about her country, her school, her friend Anika

⇒ Then make a poster about you.



1. Complete with words from the box

I'm (x2) in email my address  
city isn't Buenos Aires at country



2. Correct the information about Marcela

i. Marcela is from Chile

She isn't from Chile. She's from Argentina.

ii. She's a teacher.

\_\_\_\_\_

iii. Her school is in Buenos Aires.

\_\_\_\_\_

iv. Corrientes is a small city.

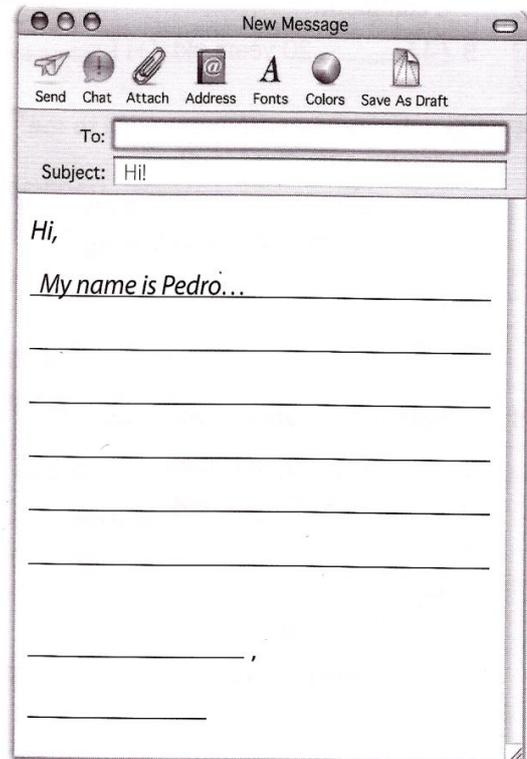
\_\_\_\_\_

v. Corrientes is the capital city of Argentina.

\_\_\_\_\_

3. Put the sentences below in the correct order, then complete the email in the next column

- a. I'm a student at Don Bosco School. \_\_\_\_\_
- b. Write soon. \_\_\_\_\_
- c. I'm from Resistencia. \_\_\_\_\_
- d. Send me an email. \_\_\_\_\_
- e. I'm in year 8. \_\_\_\_\_
- f. My name is Pedro. 1 \_\_\_\_\_
- g. My email address is [pedro@yatoy.com](mailto:pedro@yatoy.com) \_\_\_\_\_
- h. It is the capital city of Chaco. \_\_\_\_\_





## News in Levels

### Bull fights back - level 1

28-10-2015 07:00 [Level 1](#)

In Peru, bullfighting is popular. Between 500 and 600 bullfights **take place** in Peru every year.

There is a bullfight. People throw **objects** at the bull. The bull jumps over the **barrier**. It is among the people.

The people start to panic. They run away. Four of them are **injured**.



Difficult words: **take place** (to happen), **object** (thing), **barrier** (something like a wall for protection), **injured** (to have problems with the body).

You can read the original story and watch the video in the Level 3 section. Read more:  
<http://www.newsinlevels.com/products/bull-fights-back-level-1/>

**What do you think about this incident with the bull?**

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**Do you want on your own? go to the webpage below**

- The verb to be - Information questions – present simple  
<http://www.eclecticenglish.com/grammar/PresentSimpleToBe1A.html>  
<http://www.eclecticenglish.com/grammar/PresentSimpleToBe1B.html>  
<http://www.eclecticenglish.com/grammar/PresentSimpleToBe1C.html>  
<http://www.eclecticenglish.com/grammar/PresentSimpleToBe1D.html>

- Listen to dialogs, find and learn new words  
[https://elt.oup.com/student/engage/starter/starter\\_dialogues/eng\\_start\\_dl04?cc=ar&sellLanguage=en](https://elt.oup.com/student/engage/starter/starter_dialogues/eng_start_dl04?cc=ar&sellLanguage=en)

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Murphy, R. (1997). Essential Grammar in Use. Second Edition. Cambridge University Press. U.K.

Viney B. with Elaine Walker; Steve Elsworth. (2010). Grammar Practice for Elementary Students. Pearson Education Limited. England





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Inglés 1 Año  
Ciclo Escolar 2016