

ENGLISH FOR FUN 4ºA & 4ºB

CURSO 19-20

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TAREAS A REALIZAR DESDE CASA DURANTE LAS SEMANAS DEL 16 AL 27 DE MARZO 2020



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La profesora estará en contacto con los grupos vía email para el envío y la corrección de actividades.

Trabajaremos con nuestro libro English File A2/B1.

UNIDAD 2C:

1. - Página 29: Ejercicio d. Completa los huecos con *so*, *because* o *although*.

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2. - Página 128: GRAMMAR BANK 2C. Lee la teoría.

d From memory, complete the sentences from the story with *so*, *because*, or *although*. Then check in the story.

- 1 She was going very fast she was in a hurry.
- 2 the food wasn't very good, they had a great time.
- 3 He was wearing a dark coat, Hannah didn't see him at first.

2C time sequencers

On their first date they went to a restaurant. **After that** they started meeting every day.
On Thursday I had an argument with my boss.
The next day I decided to look for a new job.
We sat down to eat. **Two minutes later** my phone rang.
When I came out of the club, he was waiting for me.
The accident happened **when** I was crossing the road.

- We use time sequencers to say when or in what order things happen.
- We use *when* as a time sequencer and also to join two actions. *I was watching TV when the phone rang.* (two verbs joined by *when*)

then, after that

The most common way of linking consecutive actions is with *then* or *after that*, but **NOT** *after*, e.g. *I got up and got dressed. Then / After that I made a cup of coffee.*
NOT *After I made a cup of coffee.*

connectors: *because*, *so*, *but*, *although* *because* and *so*

She was driving fast **because** she was in a hurry. 2.18
She was in a hurry, **so** she was driving fast.

- We use *because* to express a reason.
- We use *so* to express a result.

but and *although*

She tried to stop the car, **but** she hit the man. 2.19
Although she tried to stop the car, she hit the man.
She was very tired, **but** she couldn't sleep.
She couldn't sleep, **although** she was very tired.

- We use *but* and *although* to show a contrast.
- *Although* can go at the beginning or in the middle of the sentence.

3 - Página 129: Ahora realiza estas dos actividades. A. Pon las frases en el orden correcto. B. Completa las frases con *so*, *because*, *but* o *although*. **ENVIARÉ CORRECCIONES EL 27/03/2020**

2C

a Put the sentences in the correct order.

- A ☐ He explained that he was looking for a thief, and then he got on the bus.
 B ☐ Then another man tried to do the same.
 C ☒ Last week I was waiting for a bus.
 D ☐ The next day, I saw the story on a local news website.
 E ☐ When I asked the second man what he was doing, he told me that he was a policeman.
 F ☐ A few seconds later, he got off the bus with the thief.
 G ☐ The bus arrived, but suddenly a man ran in front of me and got on.
 H ☐ After that, a police car came and took the thief away.

b Complete the sentences with *so*, *because*, *but*, or *although*.

We couldn't find a taxi, so we walked home.

- 1 it was very cold, she wasn't wearing a coat.
 2 I woke up in the night there was a noise.
 3 I called him, his mobile was turned off.
 4 she's very nice, she doesn't have many friends.
 5 There was nothing on TV, I went to bed.
 6 All the cafés were full it was a public holiday.
 7 She wanted to be a doctor, she failed her exams.
 8 The garden looked very beautiful, I took a photograph.
 9 the team played well, they didn't win.

p.19

129

4. Ahora, realiza los ejercicios que te envía la profesora por email en un documento adjunto llamado 2C GRAMMAR: TIME SEQUENCERS AND CONNECTORS.

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5. Ahora, acaba todas las frases del documento adjunto que te envía la profesora por email llamado 2C COMMUNICATIVE: SENTENCE RACE.

ENVÍAME LAS RESPUESTAS a mi correo electrónico.

6. page 19. Exercise 2A. Subraya la sílaba tónica.

2 PRONUNCIATION word stress

Stress in two-syllable words

Approximately 80% of two-syllable words are stressed on the first syllable.

Most two-syllable nouns, adjectives, and adverbs are stressed on the first syllable, e.g. mother, happy, madly. However, many two-syllable verbs and prepositions or connectors are stressed on the second syllable, e.g. arrive, behind, before.

a Underline the stressed syllable in these words from the story.

a|cross af|ter a|gain a|long a|though a|w|ful
 be|cause birth|day eve|ning in|vite per|fect quick|ly

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7. Page 19. 3. VOCABULARY & SPEAKING. Forma frases con un verbo de la lista 1 y una frase de la lista 2. **ENVIARÉ CORRECCIONES EL 27/03/2020**

3 VOCABULARY & SPEAKING

verb phrases

- a Make verb phrases with a verb from list 1 and a phrase from list 2. All the phrases are from the story.

invite somebody to dinner

- | | |
|--|--|
| <p>1</p> <ul style="list-style-type: none"> invite have <input type="radio"/> drive <input type="radio"/> meet <input type="radio"/> give <input type="radio"/> take <input type="radio"/> wait <input type="radio"/> be <input type="radio"/> play <input type="radio"/> leave <input type="radio"/> run <input type="radio"/> | <p>2</p> <ul style="list-style-type: none"> along the high street somebody your phone number a song across the road in a hurry in a coffee bar for somebody the club (very late) somebody to dinner somebody to a restaurant a great time |
|--|--|



8. PAGE 19. VIDEO LISTENING. Hay dos finales distintos en la historia, el final feliz y el final triste. La profesora os enviará los 2 vídeos.


4 VIDEO LISTENING

Con el p
pregunt

- a There are two different endings to the story. Have a class vote. Do you want to know the happy ending or the sad ending?

- b  2.21 / 2.22 

What do you think happens in the ending you have chosen? Watch or listen once and check. Then watch or listen again.

- c  **Communication** If you chose the happy ending, answer the questions in **Happy ending p.103**. If you chose the sad ending, answer the questions in **Sad ending p.109**.



er las

Con el primer vídeo, “happy ending”, tenéis que responder las preguntas de la página 103: **ENVÍAME LAS RESPUESTAS AL CORREO ELECTRÓNICO.**

2C HAPPY ENDING

Work with a partner. Think about the video you watched and answer the questions from memory.

- 1 Why didn't Hannah see the man who was crossing the road?
- 2 Who was the man?
- 3 Why did he cross without looking?
- 4 Where did they go after that?
- 5 What did they order?
- 6 Why was Jamie in the High Street?
- 7 What and when was the concert?
- 8 What was special about the day?

Con el 2º video, “sad ending”, tenéis que responder a las preguntas de la página 109: **Envíame las respuestas a mi correo electrónico.**

2C SAD ENDING

Work with a partner. Think about the video you watched and answer the questions from memory.

- 1 Why didn't Hannah see the man who was crossing the road?
- 2 What happened?
- 3 Where did she go after the accident?
What did she do there?
- 4 Then where did she go? Who arrived there a bit later?
- 5 What news did she have for Hannah?
- 6 How was Jamie?
- 7 What did she tell Hannah about the car and the driver?
- 8 What happened in the end?

9. Haz todos los ejercicios de repaso de las páginas 20 y 21, tituladas 1&2 REVISE AND CHECK (a excepción del “Can you understand these people?” Veremos los vídeos en clase)
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10. Ve al workbook y haz todos los ejercicios de la unidad 2C, de las páginas 16 y 17 (parte del libro en blanco y negro). (Esta parte podéis autocorregirla con las soluciones)

También podéis practicar en internet accediendo al English File Online Practice con el código que os proporciona la tarjeta que tenéis pegada al libro. Si aún no habéis accedido, es cuestión de ir a englishfileonline.com y registrarse. Si no sabéis cómo registraros, mandadme un email y os llamo sin problema! 😊

PROYECTO PASAPORTE VIOLETA 2.0.

Además, podéis ir trabajando en la **biografía de una mujer del país y campo (científica, deportista o activista social)** que se os adjudicó el miércoles 11/3/2020 para nuestro proyecto **Pasaporte Violeta 2.0. (EXPLICARÉ ESTO A LOS DE ENGLISH FOR FUN de 4ºA EN UN EMAIL A PARTE!! 😊)**

Recordad que la biografía debe ser breve, que debe escribirse a ordenador en formato word. Que debe incluir la foto de dicha mujer (en el documento word, o a parte) y luego tenéis que enviarlo a la profesora por email. 😊

GO FOR IT!! YES, WE CAN!!

Recordad también que mientras tanto podéis ir practicando con algunas de las apps que se recomendaron a principio de curso:



British Council Elementary Podcasts App



British Council Learn Grammar App



English Listening



Audio & Video (British Council)



6 Minute English

GO FOR IT! ¡¡YES, WE CAN!!

ANABEL SAMPÉRIZ