

My Favourite Disney Character

Portrait:

Personal Information:

Name: _____

Film: _____

Film year: _____

Role: _____

Main characteristic / power:

Physical Description and clothes: (adjectives order: e.g: she has long black hair)

Character description: (what is the story about this character?)

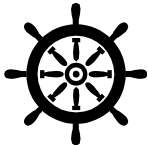
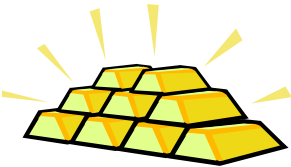
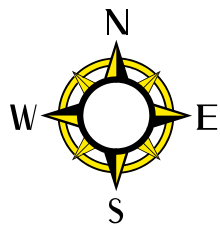
Why do you like this character?

Pirates of the Caribbean



PART 1: A) Match the following words with the pictures
(unir las fotografías con su significado)

1. PIRATE
 2. CAPTAIN
 3. VESSEL
 4. DOCK
 5. SWORD
 6. TREASURE
 7. COINS
 8. ISLAND
 9. ANCHOR
 10. GOLD
 11. COMPASS
 12. RAFT
 13. STEER
 14. MEDALLION



B) Fill in the blanks with the correct words above.

1. Turner and Sparrow fought with.....
2. A..... is a small boat with two sails.
3. One of the members of the crew shouted: "Weigh"
4. When Turner and Sparrow arrived at the island of Death, Turner saw an incredible
5. Barbosa had to gather 832..... to undo the curse.
6. The medallion was made of.....
7. Sparrow and Elizabeth were left on an..... alone.
8. are well known for their thefts.
9. Sparrow was the real..... of "The Black Pearl".
10. Sparrow made a..... with wood and escaped from the island.





INGLÉS
1M° A Y 1° MB

PROFESORA: MISS CAROLINA MALDONADO

CORREO: cmaldonadom83@gmail.com (escribir para dudas o consultas)

FECHA: DEL 23 AL 27 DE MARZO

Inglés

1°M: Miss Carolina Maldonado Muñoz cmaldonadom83@gmail.com

PLAN DE APRENDIZAJE REMOTO
2° SEMANA
DEL 30/03 AL 03/04

Debido a la contingencia que nos afecta, comenzaremos a trabajar con la 1° unidad del texto de inglés y su respectivo contenido de forma progresiva y en formato guías y links explicativos.
(El texto de Inglés será entregado una vez retomemos las actividades escolares con normalidad)
(English Day se posterga hasta nuevo aviso según recalendarización de actividades)

INSTRUCCIONES GENERALES:

- 1.- El desarrollo de las guías / actividades deben estar copiadas en tu cuaderno o bien imprimir, desarrollar y pegar en el cuaderno de la asignatura.
- 2.- Realizar actividades con letra clara y legible. Buena caligrafía y ortografía. Cuaderno limpio y ordenado.
- 3.- La realización de ésta será revisada y retroalimentada formando parte de una Evaluación formativa.
- 4.-Cualquier consulta a mi correo si es que surge alguna duda con respecto al contenido o la realización de la guía, entre las 15:00 y 18:00 horas.
- 5.- Las actividades son para desarrollarlas de manera individual, con el propósito de que cada alumno permanezca en su casa, respetando la cuarentena.

Espero que todos se encuentren bien,
Regards
Be safe!

Miss Carolina Maldonado Muñoz

Unit 1: “Brain Power”

Before reading:

Do the preparation task first. Then read the text and do the exercises.

- **Vocabulary:** Find the meaning of the following words.

a. Main part:	h. Growth:
b. Weight:	i. Pea:
c. Think:	j. To sweat:
d. Several:	k. To shiver
e. Remain alive:	l. Made up:
f. Spinal cord:	m. Feelings:
g. Back and forth:	

The Brain

The brain is the main part of the body's nervous system constantly sending signals to the body. The **brain** has several different parts working together to help a person live their life each day. The five main parts of the brain include the **cerebrum, cerebellum, brain stem, pituitary gland, and hypothalamus.**

The largest part of the brain is the cerebrum, making up about 85% of the brain's weight. The **cerebrum** allows a person to think and control **voluntary muscles**, which a person is able to control. A person can kick a ball, walk down, the street, or jump in the air because they control the muscles and movements.

The cerebrum is active when a person is thinking during a test, making decisions, or playing a video game. Memory is a part of the cerebrum, including **short-term** memory, recalling a morning event, or **long-term**, a memory from several years ago.

The cerebrum has two halves, one on each side of the head. The right half helps a person think about **abstract** things like art, music, colours, shapes, and other parts of the imagination. The left half is more **analytical**, which helps a person speak, make logical decisions, do math problems, and reason. Scientists are unsure about which half of the brain controls the left or right side of the body.

The **cerebellum** controls a person's balance, movement, and coordination. This includes how a person stands, moves, and balances. The cerebellum is located in the back of the brain under the cerebrum, but it is only about one-eighth the size of the cerebrum, though it is a vital part of the brain. Without the cerebellum a person would not have very little ability to move.

The **brain stem**, also small, is responsible for all of the functions of the body for a person to remain alive, including breathing, food digestion, and blood circulation. Located below the cerebrum, in front of the cerebellum, it connects the rest of the brain to a person's spinal cord. The brain stem controls **involuntary muscles**, working on their own without the help or thought. The muscles are located in the heart, stomach or other parts of the body. It tells the heart to pump blood to the body, and stomach muscles to break food down. The brain stem is also the pipeline sending and receiving millions of messages back and forth between the brain and the body.

The **pituitary gland** controls the growth of a person's body by producing and releasing hormones into the body. The gland is only the size of a pea, but without it properly functioning, a person's body would not go through its changes as they get older. The gland also controls sugars and water in the body, as well as keeping the **metabolism** of the body going, which is related to the body's use of energy.

The final part of the brain is the **hypothalamus**, which basically controls the temperature of the body. When the body is too hot, this part of the brain tells the body to sweat; too cold, and it tells the body to shiver.

The five parts of the brain connect with the body's nervous system, made up of thousands of nerves that communicate information to and from the brain. The more messages sent to the brain, the stronger the connections become. This is how good, and bad, habits or skills are learned. The brain also is the control center for feelings. On each side of the brain there are a groups of cells called **amygdala**, which is responsible for emotions.

In conclusion, the brain is the control center of the body, and it must be treated well by eating healthy, being safe, and avoiding alcohol, drugs, and tobacco, but it's also important to challenge your mind.

- 1) Which part of the brain is responsible for short and long-term memory?
 - a) Brain stem
 - b) Cerebrum
 - c) Cerebellum
 - d) Pituitary gland
- 2) The normally healthy man was having trouble balancing himself as he walked down the street. Which of the following parts of the brain may not have been functioning properly?
 - e) Cerebellum
 - f) Cerebrum
 - g) Hypothalamus
 - h) Amygdala
- 3) The talented artist became famous not only for her paintings, but also for her poetry. Which part of her brain was most likely functioning very well?
 - a) Left half of the cerebrum
 - b) Left half of the cerebellum
 - c) Right half of the cerebrum
 - d) Right half of the cerebellum
- 4) Which of the following is an example of an involuntary muscle?
 - a) Arm
 - b) Leg
 - c) Finger
 - d) Heart
- 5) Which of the following parts of the brain is like a pipeline which sends the messages back and forth between the body and brain?
 - a) Pituitary gland
 - b) Cerebellum
 - c) Amygdala
 - d) Brain stem
- 6) Which parts of the brain may not have been working properly when the boy in the hospital stopped growing and did not sweat even in hot temperatures?
 - a) Hypothalamus and pituitary gland
 - b) Amygdala and hypothalamus
 - c) Pituitary gland and brain stem
 - d) Cerebellum and pituitary gland

PLAN DE APRENDIZAJE REMOTO
3° SEMANA
DEL 06/04 AL 10/04

INSTRUCCIONES GENERALES:

- 1.- El desarrollo de las guías / actividades deben estar copiadas en tu cuaderno o bien imprimir, desarrollar y pegar en el cuaderno de la asignatura.
- 2.- Realizar actividades con letra clara y legible. Buena caligrafía y ortografía. Cuaderno limpio y ordenado.
- 3.- La realización de ésta será revisada y retroalimentada formando parte de una Evaluación formativa.
- 4.-Cualquier consulta a mi correo si es que surge alguna duda con respecto al contenido o la realización de la guía, entre las 15:00 y 18:00 horas.
- 5.- Las actividades son para desarrollarlas de manera individual, con el propósito de que cada alumno permanezca en su casa, respetando la cuarentena.

Espero que todos se encuentren bien,

Regards

Be safe!

Miss Carolina Maldonado Muñoz

Unit 1: “Brain Power”

Vocabulary: **Verbs of the Mind and Senses** (Verbos de la mente y de los sentidos)

- 1. Look up the meaning of the following verbs in a dictionary and decide if they are verbs of the mind or verbs of senses.**

SEE THINK LOOK SMELL LEARN HEAR KNOW
REMEMBER LISTEN TOUCH COUNT TASTE

Verbs of the mind	Verbs of the senses

- 2. Use the verbs from exercise 1 to complete the classroom expressions.**

- a. Can you repeat, please? I can't _____ you.
- b. Can you _____ to 100 in English?
- c. _____ at me when I'm talking to you!
- d. Do you _____ the name of our new music teacher?
- e. Would you like to _____ my carrot cake?
- f. I can't _____. Can you turn the lights, please?
- g. Don't _____ the sand! It's really hot!

Grammar: Can / Can't (Verbo "Poder" / "No Poder")

Sugerencia video explicativo:

https://www.youtube.com/watch?time_continue=863&v=SeLYwHeOodM&feature=emb_title

Can is used to express **ability** or to say that something is **possible**.

(El verbo modal "**can**" se usa para expresar *habilidades* o decir que *algo es posible*.)

- I **can** *speak* Spanish. (= it is possible for me to speak Spanish = I have the ability to speak Spanish)

(yo puedo hablar Español. = tengo la habilidad de hablar Español)

El verbo modal **Can / Can't** siempre va seguido de otro **verbo en forma base**.

- He **can** *swim* well.
- We **can** *see* our neighbour in the garden.
- They **can** *play* the guitar.

Negative

To form the negative we add "**not**" after **can** to form one word: **cannot**.

(Para formar negaciones con el verbo can, agregamos la terminación "**not**" al verbo modal)

We can also contract the negative to form **can't**. (can't = cannot)

(Podemos acortar la forma negative **cannot a can't**)

- I **cannot** *play* the piano. We **can't** *go* to the cinema tonight.
- She **cannot** *speak* French very well. He **can't** *drive* a car.

Questions

To from the question we change the position of the subject and the modal verb.

(Para formar preguntas cambiamos la posición del **sujeto** y del verbo "**can**")

- Where **can** I *buy* an ice-cream?
- Can** I *go* to the party, please?
- Can** you *speak* Japanese?
- What **can** we *do* on Saturday?

Remember that you can use short answers:

- Can I sit here please? **Yes, you can.**
- Can you speak Chinese? **No, I can't.**

Summary chart (Cuadro de resumen)

CAN - CANNOT				Woodward's ENGLISH	
USES OF CAN		Simple Present Tense			
1. ability or possibility		CAN + VERB * *Base form of the infinitive			
- I can swim.		He can speak English. ✓			
2. permission		He can speak English. ✗ No S			
- You can use my pen.		He can to speak English. ✗ No TO			
AFFIRMATIVE		NEGATIVE			
SINGULAR	I	can	speak English.	I	can't speak French.
	You	can	ride a bike.	You	can't ride a horse.
	He	can	drive a car.	He	can't drive a truck.
	She	can	play the guitar.	She	can't play the piano.
	It	can	swim.	It	can't fly.
PLURAL	We	can	play football.	We	can't play tennis.
	You	can	see the stars.	You	can't see germs.
	They	can	dance.	They	can't sing.
QUESTIONS		CONTRACTION			
+	Affirmative	They can speak Spanish.			can't = cannot
?	Question	Can they speak Spanish?			He <i>can't</i> sing.
Short Answer		Yes, they can. / No, they can't.			= He <i>cannot</i> sing.
www.grammar.cl		www.woodwardenglish.com		www.vocabulary.cl	

Practice:

- Desarrollar guía adjunta “can – can’t worksheet”
- En cada instrucción encontraran un recuadro de texto donde aparecerán las instrucciones en español por si alguien no entendiera.

Worksheet 2

can / can't

1 Put the words in the correct order.

- 1 Spanish can speak I _____
- 2 you CD a can burn ? _____
- 3 can I yes _____
- 4 she but can can't dance she sing _____
- 5 swim they can 100 metres ? _____
- 6 they no can't _____

2a Read about Sara. Tick [✓] what she can do and cross [X] what she can't do.

Hi! I'm Sara. What can I do?
I can read music and I can
play the piano, but I can't play
the guitar. I can't sing but I
can dance. I can't swim or
ride a horse.

	Sara	You
dance		
play the guitar		
play the piano		
read music	✓	
ride a horse		
sing		
swim		

2b Now tick [✓] what you can do and cross [X] what you can't do.

3 Write sentences about what you can or can't do.

e.g. *I can play the piano, but I can't play the guitar.*

4 Complete these sentences with can or can't.

- KIERAN Hi Carl! What's that?
CARL It's my guitar.
KIERAN (1) _____ you play the guitar?
CARL Yes, I (2) _____
KIERAN Wow!
CARL (3) _____ you play a musical instrument?
KIERAN No, I (4) _____, but I (5) _____ sing.
CARL Oh! I (6) _____
KIERAN (7) _____ you play the piano?
CARL No, I (8) _____, I (9) _____ only play the guitar.