



GUÍA DIDÁCTICA NÚMERO 1

ÁREA: INGLÉS
ESTUDIANTE _____

TIEMPO ESTIMADO: 6 Hours 2 Weeks

CURSO: UNDÉCIMO 110 _____

OBJETIVO: Producir un video corto donde use su lenguaje corporal y gestual para dar a conocer una corta historia.

COMPETENCIA: Sociolingüística.

DESEMPEÑO: Comprende mejor lo que se dice con el apoyo en el lenguaje corporal y gestual del hablante.

CONTEXTUALIZACIÓN:

LEARN THIS ENGLISH BODY LANGUAGE



In other words, you just need to “read” the body language while conversing in English—and this guide will help you with precisely that.

WHAT EXACTLY IS BODY LANGUAGE?

Body language is communication without words. It is the movement of facial features or body parts, which **intentionally or unintentionally express thoughts and attitudes**. Here are three key types:

Can you translate **a conversation that does not use any words**?

- ❖ I *put my hand out* toward my sister.
- ❖ She *crosses her arms* and *frowns*.
- ❖ I *roll my eyes*.
- ❖ Okay, so what happened there?

This conversation happened entirely **using body language**.

First, I made a friendly gesture toward my sister. But she is not feeling friendly with me—she used an unhappy gesture and facial expression. Then I got annoyed at her and made a common sarcastic face that English-speakers use: I rolled my eyes.

Do not worry if you do not recognize what this all means! **We will explore all that body language and more in this article.**

Body language is crucial for communication, in English as in every language. If you really want to be fluent and communicate effectively with English speakers, you will need to understand what types of body language they use.

- **FACIAL EXPRESSIONS:** A smile, a slight frown or a straight face are all different expressions that add another layer of meaning to what you are saying. Eye contact is an especially significant part of body language that you need to pay attention to while speaking English or listening to someone else.
- **HAND GESTURES:** When you talk, do you move your hands around or do you keep them at your side? Folded arms, hands on hips or hands in pockets can create different messages even if you are saying the same thing.
- **BODY POSITION:** The position of your body also means a lot. Leaning forward while somebody is speaking or how far you stand apart from your audience—it all matters.

EXAMPLES

LEARN THIS BODY LANGUAGE TO AVOID MISUNDERSTANDINGS

If everyone said what they truly meant, it would be much easier to communicate in English (and any

language!). Unfortunately, that is not always the case.

Sometimes people fail to express themselves clearly with words. Sometimes people intentionally say the opposite of what they mean.

Therefore, learning a few common body gestures that indicate a contradiction, sarcasm or confusion can be helpful to avoiding misunderstandings.

EYE ROLLING



Most people roll their eyes to show disapproval or annoyance, as in this clip from the American TV Show “30 Rock.”

English speakers will also roll their eyes when **they feel skeptical about something**.

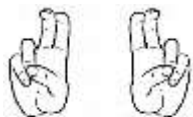
For example, if your friend rolls her eyes while saying “I wonder if my brother is going to be on time,” she is probably implying that she thinks he will be late as usual.

Many English speakers roll their eyes while using the sarcastic phrase *yeah, right*. This actually means “I doubt it” or “probably not.”

“He told me he is dating a movie star.”

[Eye roll] “Yeah, right.”

AIR QUOTES



In the English-speaking world, people often make this gesture, where they move their index fingers and middle fingers of both hands up and down. They do this to stress a word or phrase, mainly because they do not think it is the right word to use in that situation. **Air quotes usually connote sarcasm.**

“My roommate said that she could not come because she is [air quotes] working.”

In this case, the speaker thinks the roommate is not actually working. Maybe she has a habit of using this excuse when she does not want to leave the house.

ARMS CROSSED DEFENSIVELY

If someone crosses his/her arms, it often means that he/she disagrees with what is being said.



For example, imagine you are arguing with a colleague because you think the team should do a task differently. He says, “I hear the basis of your arguments,” but his arms are crossed over his chest. Despite his words, he probably does not agree with your idea at all.

HEAD SHAKING



In the English-speaking world, **head shaking typically indicates disagreement or disappointment**.

Often, you might ask someone a question and instead of answering with words, he/she will simply shake his/her head back and forth. That means, “no.”

Other times, English speakers will shake their head while speaking to emphasize their point.

“Do you think our boss was right to give us extra hours this weekend?”

[Head shaking] “No, way! So unfair!”

When you are using English online, you might encounter the internet slang *smh*. That means “shaking my head,” and it indicates disapproval.

LEARN THIS BODY LANGUAGE TO ENSURE THAT OTHERS UNDERSTAND YOU

Sometimes, you feel like people do not pay enough attention to what you are saying. Your listeners might be distracted by a notification on their phones or something else on their minds.

It is useful to be able to read body language that indicates confusion and distraction. Here are some examples:

AVOIDING EYE CONTACT



The frequency and intensity of eye contact depends on a person’s cultural background and personality. However, in the English-speaking world, a person often holds eye contact when he/she converses with others. If you detect a lack of gaze, it could mean that your listener is:

- Distracted
- Confused
- Bored
- No longer able to follow the conversation

If someone is avoiding eye contact with you, just smile and check in with them verbally. Some common expressions to do this include:

- *Are you still with me?* (Are you following/understanding what I am saying?)
- *Are we on the same page?* (Are we in agreement/understanding each other?)
- *Is anything unclear?* (Is anything about what I am saying confusing?)



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SCRATCHING FACE/RUBBING NOSE

If you are explaining a new project to your teammate and he keeps scratching his face or chin, it is likely that he does not fully understand. He is confused. When you see such body language, **you can use one of the expressions above** to draw attention and encourage your listener to seek clarification.



You will come across as being confident about your work and willing to hear any feedback.

GESTURING WITH HANDS



Move your hands widely and decisively, and you will show others your ownership of the space and the topic.

For example, you can extend your arms to the sides and turn the palms up, moving them slightly left and right in sync with the rhythm of your speech. This movement is particularly helpful if you are presenting something to your team. This video provides a great demonstration.

However, **avoid doing it too extensively** as it might distract from the content of your presentation.

RESTING HEAD IN HANDS/PLAYING WITH HAIR

Both of these gestures indicate that someone is bored and distracted. If you are telling your friend about your weekend biking trip, but she keeps playing with her hair, she probably has something else on her mind, like what to cook for dinner.



STANDING/SITTING UP STRAIGHT



LEARN THIS BODY LANGUAGE TO APPEAR CONFIDENT WHILE SPEAKING ENGLISH

Understanding body language also helps when you talk. You can show your confidence not only with words, but also with the right body language.

It is essential to stand or sit up straight. It makes you look taller and seem more important. So make sure you stand up straight when you introduce yourself with this sentence, for example: "My name is Lila and I am the new marketing assistant."

NODDING



If you remember from above, shaking one's head shows disagreement. *Nodding* (moving your head up and down) is the opposite. It expresses that you agree with someone.

Therefore, make sure to nod your head when you say, "that is an excellent idea" to show your friend that you genuinely agree with her.

OPEN SHOULDERS



An open stance in your shoulders and arms indicates that you are open to suggestions, ideas and even constructive feedback. Do not crouch or bend—this makes you look insecure.

Make sure to stand with an open position when you search for input from someone with a question like, "What do you think we can do better?"

SMILING



A smile makes you appear friendly and encourages others to open up to you. When you ask for feedback about your project, add a smile to this question: "What do you think of it?"

Para entregar al Colegio (Solo se entrega el trabajo individual)

Querido estudiante, diligenciar lo siguiente para ser devuelto al profesor.

Área: **INGLÉS** Nombre del Docente: _____

Nombres y apellidos del estudiante: _____

Curso: **110**_____ Jornada: **MAÑANA** Guía N°: **1** Sede: **LOZANO**

TRABAJO INDIVIDUAL:

Body language is a significant part of communicating in English. I hope this activity will help you better express yourself in English, with and without words!

You have to record a video where you show your language gesture. You can use your cellphone camera or some app.

INSTRUCTIONS:

- Pick a favorite movie with English subtitles. **(or you can create a short story)**
- **Guess** the relationships between the characters as well as the emotional feelings they express
- Play the movie again, listen to the conversation, read the captions and **revisit your prediction**. Does your understanding of the body language match the dialogue in the video?
- After your break come back to the video and **pick a character to role-play**.
- Record a video of your body language.
- Remember to be very CREATIVE.

Some ideas:

<https://www.youtube.com/watch?v=0i1dTpj1qIY&list=PLUG1Gr2-gk35AkoNnpssxkq7kNK6G16cQ&index=6&t=0s>

<https://www.youtube.com/watch?v=EogZ8laGRpl&list=PLUG1Gr2-gk35AkoNnpssxkq7kNK6G16cQ&index=8>



GUÍA DIDÁCTICA NÚMERO 2

ÁREA: INGLÉS

TIEMPO ESTIMADO 6 HOURS – 2 WEEKS

ESTUDIANTE _____

CURSO: UNDÉCIMO 110 _____

OBJETIVO: Describir algunas festividades y celebraciones pertenecientes a Colombia.

COMPETENCIA: Competencia Pragmática – Competencia Sociolingüística

DESEMPEÑO: Identifica en un texto los elementos que permiten apreciar los valores de la cultura angloparlante.

CONTEXTUALIZACIÓN: En esta guía va a conocer sobre fiestas y celebraciones de U.S.A

HOLIDAYS AND CELEBRATIONS IN UNITED STATES OF AMERICA

January 1st New Years Eve: the families celebrates New Year eve with a party or resting at home. The dinner is made in December 31st. Families usually eat: pork legs or chicken, with rice, salads, desserts and wine. There are not special clothes for this celebration. Catholics go to the church to say thanks and ask for goods for the New Year.



January 6th Epiphany Catholics celebrate when the three kings visited Jesus. They gave some presents. We celebrate with a mass and some people give presents to children. They call Epiphany.



January 15th Martin Luther King Anniversary: He was a man who fought for minorities rights. Peace Noble Prize. He fought against racial discrimination. Also he was a religious leader. He was killed on April 3rd, 1968 and buried in Atlanta. USA celebrate each year in this date his birth.



February 14th Saint Valentine's Day: this the day dedicated to love and friendship. People use to give presents, candies, and flowers to each other.



February 19th presidents Day: This day is dedicated to all American ex-presidents. People visit their tombs, give flowers or presents and come to special activities depends of the state. There aren't special clothes or food to celebrate this day.



March 17th Saint Patrick's Day: This holiday was born in Ireland. Saint Patrick was an Irish Priest and Saint. He used the shamrock to explain the Holy Trinity: The father, the son, and the Holy Spirit. People taught that some little green man helped him with his charity. The typical food is corned beef with cabbage and Irish stew. Green color is in cakes, cookies, and candies. People used to dress up on green on Saint Patrick's Day. They make parades and give money to the children.



April 22nd Earth's Day: This is an international Day when we remember the importance of caring our natural resources. Mostly, this is school celebration. There aren't special clothes or food to celebrate it.



Third week of April: Easter: the date depends on the calendar. It celebrates Holy Week, Jesus' last week. All the days are calling Holy Monday or Good Monday. On Good Friday we celebrate the passion a death of Jesus Christ. On Good Sunday we remember that he

resuscitated for us. People use to hide colorful eggs and they believe that Easter Bunny gave them buried in the earth. Children enjoy too much this tradition. Those eggs have candies inside. The food is similar to July 4th



May 28th Memorial Day: This is a day to remember ex-soldiers and all the people who died because of their country. The celebration is based on visit the Arlington Cemetery and cultural events. There aren't special clothes or food to celebrate it.



May 10th Mother's Day: This is a day for mothers. We give presents to our mother. Families usually make a special lunch for them or a special dinner. Any food is good for this occasion. There aren't special clothes for this celebration.



3rd Sunday of June Father's Day: we celebrate all the fathers in their day. We give presents. Families usually make a special lunch for them or a special dinner. Any food is good for this occasion. There aren't special clothes for this celebration.



July 4th Independence Day: in 1776, USA declared its independence from England. People dress up with the colors of their flag; make parades, fireworks, and parties. Many of them are in the field. They eat hot dogs, grill meat, corn, vegetables, drink soda. This biggest party in USA.



September 3rd Labor Day: This day is dedicated to all people who work. People usually go to picnic to eat hot dogs, hamburgers, drink soda, eat fruits, and play soccer or any other sport with children.



October 8th Christopher Columbus Day: however Christopher Columbus didn't quest United States, people remember him in this day. This is a school celebration. There aren't special clothes or food.

Happy Columbus Day



October 31st Halloween: in this day people remember all their relatives who are dead. Children are who enjoy more Halloween; they wear special customs of cartoons characters like superman, or scary characters like Dracula, and come to visit houses nearby and ask for candies. People make masses and visit cemeteries. Other people – bad people – use this holiday to do bad things like scared people or kill them.



November 11th Veterans Day: This is another day to remember ex-soldiers and all the people who died in wars because of their country. The celebration is based on visit the Arlington Cemetery and cultural events. There aren't special clothes or food to celebrate it.



Fourth Thursday of November Thanksgiving: in this date pilgrims celebrated the first Christmas Eve in America, pilgrims came to America from England, the first winter, many people died because of the weather, many pilgrims didn't know how to hunt, planted, or built houses. Indians helped them and the next year, near to November pilgrims invited Indians to dinner, they celebrated that they already know how to plant, hunt, they built houses and nobody died because of the weather.



December 25th Christmas: this celebration is very special. People make parties; eat chicken, pork, and beef with salads, wine, and desserts. The most typical is the Christmas cake which is made with chocolate and raisins, with dry fruits. The decorations is based on Christmas tree, boots, penguins, Saint Claus' figures, snow, and trains.





Para entregar al Colegio (Solo se entrega el trabajo individual)

Querido estudiante, diligenciar lo siguiente para ser devuelto al profesor.

Área: **INGLÉS** Nombre del Docente: _____
 Nombres y apellidos del estudiante: _____
 Curso: **UNDÉCIMO 110** _____ Jornada: _____ **Guía N°: 2** Sede: **LOZANO**

TRABAJO INDIVIDUAL:

1. Choose a holiday o celebration that people celebrate in Colombia and do a creative presentation, (you have to talk about place-food-date- special activity-etc.)
 - You can use Power Point, Word, Mind Map, something like that.
 - Remember to use tools you have in your house.
 - If you don´t have connectivity, you can work in your notebook or piece of papers.

2. Find the vocabulary words in the word search below

Thanksgiving vocabulary: turkey, harvest, pie, potatoes, cranberries, family, football, autumn, November, parade, thanksgiving, give thanks, no school

Name: _____
 Created with TheTeachersCorner.net [Word Search Maker](#)

Thanksgiving

T	T	T	U	H	Z	D	E	Q	N	M	N	W	R	C	Q	O	G	E	Q
N	F	C	F	Q	O	F	O	O	T	B	A	L	L	N	J	M	I	N	V
V	O	H	A	L	O	L	N	C	Y	U	Q	G	Z	Y	F	Z	V	O	J
G	P	V	I	O	V	A	X	M	L	J	A	T	S	Q	L	K	E	N	Y
T	G	A	H	W	B	D	L	A	O	C	K	D	N	Z	G	B	T	F	T
J	G	N	Z	C	Y	D	Y	B	O	E	N	Z	M	K	X	M	H	A	T
G	A	U	T	U	M	N	U	B	H	D	H	O	T	F	S	H	A	M	V
J	Q	B	X	C	Z	T	H	C	C	J	X	C	V	Y	W	Y	N	I	Q
P	T	R	B	J	O	P	Q	S	S	R	R	E	W	E	B	A	K	L	K
G	V	X	P	A	E	K	T	H	O	A	Y	J	W	P	M	M	S	Y	Y
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C	W	G	O	G	N	R	Q	N	R	P	C	O	G	T	H	B	Y	H	D
E	V	S	X	O	R	N	V	N	X	S	L	E	A	O	H	N	E	U	F
G	N	I	V	I	G	S	K	N	A	H	T	W	L	E	Q	K	K	X	N
U	J	K	E	N	E	N	D	C	W	F	P	A	H	S	O	O	R	Q	K
D	G	S	I	M	O	Z	C	U	U	J	L	A	D	W	I	L	U	U	S
B	A	B	E	P	H	A	R	V	E	S	T	J	F	F	J	O	T	A	J
R	Q	A	U	V	J	S	W	A	E	P	A	R	A	D	E	S	E	C	E

TURKEY POTATOES FOOTBALL PARADE NOSCHOOL	HARVEST CRANBERRIES AUTUMN THANKSGIVING	PIE FAMILY NOVEMBER GIVETHANKS
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GUÍA DIDÁCTICA NÚMERO 3

ÁREA: INGLÉS

TIEMPO ESTIMADO 3 HOURS – 1 WEEK

ESTUDIANTE _____

CURSO: UNDÉCIMO 110 _____

OBJETIVO: Utilizar correctamente Prefer, Would prefer and Would rather para expresar preferencias.

COMPETENCIA: Competencia lingüística - Competencia Pragmática.

DESEMPEÑO: Escribe textos a través de los cuales explicará preferencias, decisiones o actuaciones.

CONTEXTUALIZACIÓN:

PREFER

In contrast to “would rather” prefers refer to general preference, not current ones. Prefer is followed by a verb in the –ing form and “to”.

WOULD RATHER

Is use to say that one person would prefer another or others to something. **Would rather** is followed by the bare infinitive and than.

WOULD PREFER

We use *would prefer* or *'d prefer*, followed by a *to*-infinitive or a noun, to talk about present and future preferences.

BARE INFINITIVE: an **infinitive** verb form without *to*, used with certain auxiliary verbs. as in: -I must **go**. -All I did was **ask**. -We might **win**.

WOULD PREFER, WOULD RATHER: EXPRESSING SPECIFIC PREFERENCE	
When we speak about a specific preference, would rather and would prefer have the same meaning and are interchangeable.	We went to the theatre yesterday. Today I would rather go to the cinema. We went to the theatre yesterday. Today I would prefer to go to the cinema.
Would rather can be abbreviated to 'd rather . Would prefer can be abbreviated to 'd prefer .	I'd rather go to the cinema. I'd prefer to go to the cinema.
Would rather is followed by the infinitive without to . Would prefer is followed by to + infinitive or a noun .	I'd rather have fruit juice. I'd prefer to have fruit juice. I'd prefer fruit juice .

We use a past tense after would rather when we speak about the actions of other people, even though that action may be in the present or future.	I'd rather you took a taxi (instead of walking) – it's not safe on the streets at night. The film is quite violent. I'd rather our children didn't watch it.
We say: would rather . . . than	It's such nice weather – I'd rather sit in the garden than watch TV.
We say: would prefer . . . rather than / instead of	It's such nice weather – I'd prefer to sit in the garden rather than watch TV.

PREFER, WOULD RATHER: EXPRESSING GENERAL PREFERENCE	
When we talk about general preferences, we can use prefer or would rather . The meaning is the same.	<i>I prefer walking to cycling.</i> <i>I would rather walk than cycle.</i>
After prefer we use the verb in the -ing form . After would rather we use the infinitive without to .	<i>I prefer using a keyboard to writing with a pen.</i> <i>I'd rather use a keyboard than write with a pen.</i> (I'd = I would)
We say: prefer . . . to . . . We say: would rather . . . than . . .	<i>I prefer walking to driving.</i> <i>I'd rather walk than drive.</i>

STRUCTURE AND EXAMPLES OF WOULD RATHER

- ✓ **Afirmativa:** Subject + **would rather** + verb + complement
I'd rather have meetings in the mornings / Prefiero tener reuniones por las mañanas.
- ✓ **Negativa:** Subject + **would rather** + not + verb + complement
I'd rather not have meetings in the mornings / Prefiero no tener reuniones por las mañanas.
- ✓ **Interrogativa:** (WH) + **would** + subject + **rather** + verb + complement?
Would you rather have meetings in the mornings? / ¿Prefieres tener reuniones por las mañanas?

STRUCTURE AND EXAMPLES OF WOULD PREFER

- Afirmativa:** Subject + **would prefer** + verb + complement
-She would prefer to make the homework first and then play.
-He would prefer to go out.
- Negativa:** Subject + **would prefer** + not + verb + complement
-She would not prefer to make her bed.
-He would not prefer to do exercise
- ✓ **Interrogativa:** (WH) + **would** + subject + **prefer** + verb + complement?
-Would she prefer to keep it?
-Would he prefer dancing?
-Would she prefer eating hamburguer or hotdog?



Para entregar al Colegio (Solo se entrega el trabajo individual)
Querido estudiante, diligenciar lo siguiente para ser devuelto al profesor.

Área: **INGLÉS** Nombre del Docente: _____
 Nombres y apellidos del estudiante: _____
 Curso: **UNDÉCIMO 110** _____ Jornada: _____ **Guía Nº: 3** Sede: **LOZANO**

TRABAJO INDIVIDUAL:

WOULD YOU RATHER ...? WOULD YOU PREFER TO.....?
I WOULD RATHER...../ I WOULD PREFER TO.....

1. Answer the questions:
 1. Which would you prefer to be, a songwriter or a singer?

 2. Would you prefer to be able to fly or to become invisible for a day?

 3. Would you rather go on holidays to the Sahara Desert or to the Arctic Circle?

 4. Would you prefer to be a racing-car driver, a bus driver, a jockey or a taxi driver?

 5. Which would you rather be, a footballer or a football manager?

 6. Would you prefer to gain or lose 15 kilos?

 7. Where would you rather spend the weekend, in London, Paris or Rome?

 8. Would you rather have a monkey, a snake, a dolphin or a spider for a pet?

 9. Would you rather be a musician or a painter?

 10. Which would you prefer to study, medicine, art, languages or science?

2. Use **I prefer...** and **I'd rather...** look at the pictures and write a sentences about your preferences.

1



2



3



4



5



3. Write a text where you express your owns preferences, remember to use PREFER – WOULD PREFER – WOULD RATHER
The text must have 150 words





GUÍA DIDÁCTICA NÚMERO 4

ÁREA: INGLÉS

TIEMPO ESTIMADO 6 HOURS – 2 WEEKS

ESTUDIANTE _____

CURSO: UNDÉCIMO 110 _____

OBJETIVO: Comparar los diferentes condicionales usados en el idioma Inglés

COMPETENCIA: Competencia Pragmática.

DESEMPEÑO: Usa estrategias como el parafraseo para compensar dificultades en la comunicación.

CONTEXTUALIZACIÓN:

ZERO CONDITIONAL

When we are thinking about **facts** which are generally **true**, we use:

If + Present Simple, Present Simple

- If you put water in the freezer, it becomes ice.
- If you stand in the rain, you get wet.
- If you heat ice, it melts.

You can see in the examples about the condition always has the same result. Notice how we use a comma after the first present simple tense clause. We can also reverse the order and use:

Present Simple + If + Present Simple

- You get wet if you stand in the rain.
 - Ice melts if you heat it.
 - I can't sleep if I drink coffee at night.
 - Plants die if you don't water them.
- Notice how the comma is not necessary with this word order.

FIRST CONDITIONAL

When we are thinking about a **possible situation in the future**, we use:

If + Present verb, future verb

SECOND CONDITIONAL

When we are thinking about a situation in the present or future that is **hypothetical, unlikely or impossible**, we use:

If + Past Simple, ...Would + Verb

We use a past verb though are imagining the present or the future to be different.

The second clause of *subject + would + verb* (conditional verb) is conditional to the first clause happening (or will only happen if the first part/clause happens).

This structure is common when talking about **possible plans, promises, warnings, threats** or **for persuading someone**. We are predicting a likely result in the future if a condition is fulfilled.

If + Simple Present, Will / Won't ...

- If I go to Paris next month for work, I'll visit the Eiffel Tower (Plans)
- If I have time, I will help you. (Promise)
- If you touch that wire, you will get an electric shock. (Warning)
- If you eat my chocolate that is in the fridge, you'll sleep outside with the dog.(Threat)
- If you take me to the mall, I'll buy you an ice cream. (Persuasion)

Notice how we use a comma after the present tense clause.

We can also reverse the order and use:

Future Verb + If + Present Simple

- I will be annoyed if they don't arrive on time.
 - You will get a better job if you can speak English.
 - You will miss the bus if you don't hurry.
 - What will you do if they fire you?
- Notice how the comma is not necessary with this word order.

Example: If I **won** the lottery, I **would** travel around the world.

= It is **unlikely** that I will win the lottery, but I'm going to hypothetically imagine that I did win. In that situation I would travel around the world. So in order for me to travel around the world, I would need the first clause (the condition or situation) to happen, that is, for me to win the lottery first.

- If I won the lottery, I would travel around the world. (Though I am unlikely to win the lottery)
- If I knew his name, I would tell you.

- If I didn't have a headache, I would go to the party.
- If I became President, I would reduce the salaries of all politicians. (Though it is unlikely I will become President)

Notice how we use a comma after the past tense clause.

We can also reverse the order and use:

Conditional verb (would + verb) + If + Past Simple

- I would be happy if I had more free time.
- I would tell you the answer if I knew what it was.
- We would have a lot of money if we sold our house.
- Would she come if I paid for her flight?
- What would you do if you won the lottery?

Notice how the comma is not necessary with this word order.

If I were ...

Note that with the verb **To Be** we use IF + I / HE / SHE / IT + **WERE**

The reason we use WERE instead of WAS is because the sentence is in the Subjunctive mood.

- If I were not in debt, I would quit my job.
- If he were taller, he'd be accepted into the team.
- She would still be correcting my grammar if she were still alive.

THIRD CONDITIONAL

When we are talking about **something in the past which cannot be altered now**, we use:

If + Past Perfect, would have + past participle

EXAMPLE: If you **had studied** all of these grammar pages, you **would have passed** the exam.

You can not alter or change the past. You didn't study in the past (something you cannot change

now) so you didn't pass the exam. It is an imaginary situation that didn't happen.

- If you had been more careful, you wouldn't have had an accident.
- If I had seen you, I would have said hello.
- If he had asked me, I would have helped him.
- If you had studied, they would have passed the exam.
- If I had known, I wouldn't have done that.

Notice how this tense can be used to say that you regret doing something or when you are telling someone off (reproaching someone). This type of conditional can also be used when making excuses.

We can also change the word order of the sentence...

Would have + If + past perfect

EXAMPLE: You **would have passed** the exam if **you had studied** all of these grammar pages.

- I wouldn't have left my job if I had known how difficult it is to find another one.
- I would have taken a photo if I had brought my camera with me.
- He would have died if the ambulance hadn't arrived quickly.
- She would have gone to your birthday party if she hadn't been sick.
- He wouldn't have become lost if he had taken the map with him.
- The team would have won if the referee hadn't taken the bribe.
- You wouldn't have needed fillings if you had brushed your teeth more frequently.





EXAMPLES:

English Grammar

Conditionals

CONDITION + RESULT

ZERO conditional

If you stand in the rain, you get wet.
If you heat ice, it melts.

PRESENT SIMPLE + PRESENT SIMPLE

*USES: Facts which are generally true or scientific facts
The condition always has the same result*

FIRST conditional

If it rains, we will cancel the trip.
If you study, you will pass the exam.

PRESENT SIMPLE + WILL / WON'T + VERB

*USES: A possible situation in the future
Predicting a likely result in the future (if the condition happens)*

SECOND conditional

If I won the lottery, I would travel a lot.
If they sold their house, they would be rich.

PAST SIMPLE + WOULD + VERB

*USES: Hypothetical or unlikely situations
Unreal or improbable situation now or in the future*

THIRD conditional

If you had studied, you would have passed the exam.
If I hadn't been sick, I would have gone to your party.

PAST PERFECT + WOULD HAVE + PAST PARTICIPLE

*USES: The person is imagining a different past
Imaginary situation that did not happen*

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www.vocabulary.cl



Para entregar al Colegio (Solo se entrega el trabajo individual)

Querido estudiante, diligenciar lo siguiente para ser devuelto al profesor.

Área: **INGLÉS** Nombre del Docente: _____

Nombres y apellidos del estudiante: _____

Curso: **UNDÉCIMO 110** _____ Jornada: _____ **Guía N°: 4** Sede: **LOZANO**

TRABAJO INDIVIDUAL:

1. Complete the sentences with the correct form of the verbs.
(Remember 1st, 2nd and 3rd Conditionals)

1. If Dave _____ (not, invite) me to his birthday party, I would feel disappointed.
2. If I hadn't got up earlier, I _____ (miss) my flight to Vienna.
3. We _____ (stay) at home if it snows tomorrow.
4. If we _____ (earn) enough money, we'll buy a new hi-fi system.
5. What would you do if you _____ (get) lost in a forest at night?
6. Kevin wouldn't have moved to Britain if he _____ (find) a decent job here.
7. If I knew Diana's address, I _____ (send) her a valentine card.
8. What _____ (Jane, do) if she fails the university entrance examination?
9. If John's parents _____ (know) French, they could help him with his project.
10. If Finn _____ (apologize) to me, I would have forgiven him.
11. My cousin would play video games all day long if his parents _____ (allow) him to.
12. If Emma _____ (not, feel) better tomorrow, she should see a doctor.
13. Who _____ (you, choose) if you could take one friend to go to Disneyland with you?
14. Kate _____ (call) you if she had known you were ill.
15. If you _____ (be) cold, you can put on warm socks and a bathrobe.
16. James would buy his wife a BMW if he _____ (be) richer.
17. If Barbara and Paul _____ (spend) more time together their marriage would have lasted longer.
18. My parents _____ (buy) me a new MP3 player if I pass my final exams.
19. If my team _____ (lose) the match, we will fall to the second division.
20. If the concert _____ (finish) earlier, I would have taken the 10.30 bus.

2. Write own answers according the questions and then record an audio with that.

CONDITIONAL	QUESTIONS	ANSWER 1	ANSWER 2	ANSWER 3
ZERO CONDITIONAL	What do you do if you don't eat food for two days?			
FIRST CONDITIONAL	What will you do if you earn a lot of money?			
SECOND CONDITIONAL	What would you do if you were the president of your country?			
THIRD CONDITIONAL	What would you have done if you had been a famous person?			



GUÍA DIDÁCTICA NÚMERO 5

ÁREA INGLÉS

TIEMPO ESTIMADO 6 HOURS 2 WEEKS

ESTUDIANTE _____

CURSO: UNDÉCIMO 110 _____

OBJETIVO: Emplear el modal SHOULD para hacer recomendaciones o dar consejos.

COMPETENCIA: Competencia pragmática.

DESEMPEÑO: Usa lenguaje funcional para discutir alternativas, hacer recomendaciones.

CONTEXTUALIZACIÓN:

MODAL SHOULD

Giving advice

Should is a modal verb. It is used to make recommendations or give advice. It can also be used to express obligation as well as expectation. When we use **should** in a sentence, it gives the meaning of "It's a good idea".

Look at these examples:

- You **should** drink water every day. (recommendation)
- He **should** study for the test tomorrow. (advice)
- I **should** buy a gift for the teacher. (obligation)
- They **should** be here by now. (expectation)

Using the modal verb **should** is easy and fun. You can use any subject, place "**should**" after the subject but before the base verb. Notice in the four examples, the underlined verbs are in their base forms. That right! You don't have to worry about any special endings on the verbs when you use them with **should**! Here is the formula:

AFFIRMATIVE FORM

subject + **should** + base verb

We can change the subjects in the sentences and you will see that when we use should, the verb remains in the base form.

- They **should** drink water.
- I **should** study for the test tomorrow.
- You **should** buy a gift for the teacher.
- He **should** be here by now.

NEGATIVE FORM

Should not or **Shouldn't** just puts the sentence in the negative form. So you are NOT recommending something, NOT advising something, NOT expecting something or "It's not a good idea." For example:

- You **shouldn't** watch a lot of TV. (recommendation/advice)

- She **should not** buy that old car. (recommendation/advice)
- He **shouldn't** arrive in Raleigh until tomorrow. (expectation)

Pronunciation tip: The “l” in should is silent. The “ou” in should sounds like the “oo” in “book”, “cook” and “look”. Think of this: “shood”.

EJEMPLOS:

GIVING ADVICE



Using Should

QUESTION: **Should** I + verb ... ? = I want advice about something.

ADVICE: I think you **should** + verb ... ✓

I don't think you **should** + verb ... ✓

I think you **shouldn't** + verb... ✗

We do not use shouldn't with I think.

Should I buy the red shirt or the blue shirt ?

I think you **should** buy the red one.

One can be used to avoid repetition of the word *shirt*.

I think you **should** buy the red shirt because it is nicer than the blue one.

A comparative can be used to give a reason for your advice.

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Querido estudiante, diligenciar lo siguiente para ser devuelto al profesor.

Área: **INGLÉS** Nombre del Docente: _____
 Nombres y apellidos del estudiante: _____
 Curso: **UNDÉCIMO** Jornada: _____ **Guía Nº: 5** Sede: **LOZANO**

TRABAJO INDIVIDUAL:

1. Complete the sentences with **should** or **shouldn't**.

1. If someone doesn't speak your language very well, you _____ speak fast; you _____ speak slowly and carefully.
2. If you need a pen, you _____ say 'Give me that pen'; you _____ say 'Could I borrow your pen, please?'
3. If people want to live until they're very old, they _____ eat a lot of fruit and vegetables; they _____ eat a lot of cakes and chocolate.
4. In a big city you _____ be careful with your money; you _____ leave your bag on a chair in a restaurant.
5. When you're driving, you _____ drive for hours and hours without stopping; you _____ stop and walk round every two hours.
6. When people are travelling by plane, they _____ drink lots of water; they _____ wear uncomfortable clothes.

2. Give advice with the expressions from the box. Use **you, he, she, we, they should** or **shouldn't**.

take medicine / take up swimming / worry about it
 eat so much sweets / do little jobs or go babysitting / ask your teacher to explain it again / study harder / watch too much television / practise a lot / get up earlier

- ❖ We are often late for school.

- ❖ My friends laugh at me because I don't have expensive clothes.

- ❖ My mother has got a terrible headache.

- ❖ I don't understand how to give advice in English.

- ❖ My brother gets very bad marks at school.

- ❖ We're going to write a Maths test tomorrow.

❖ My sister can't swim and she wants to go to Greece next summer.

❖ I always feel tired.

❖ My friends love eating and they're very fat.

❖ I want to buy some new clothes but I haven't got any money.

3. Make sentences using **should** or **shouldn't**.

people / watch / less TV - _____

boys and girls / go / to different schools - _____

men and women / get / the same pay for the same job - _____

people / be / free to smoke in public places - _____

we / stop / testing medicine on animals - _____

we / destroy / nuclear weapons - _____

4. Make an oral presentation, can be a video, photographs, drawings or power point presentation where you answer the question and give some advices:

WHAT SHOULD OR SHOULDN'T WE DO TO PROTECT OUR ENVIRONMENT??

