



Worksheet n° 22: UNIT 8

Nombre		Curso
		3° medio A-B-C
Contenidos	Habilidades	Objetivos de Aprendizaje
Grammar: Verb Patterns Vocabulary: Body language	Recordar- identificar- leer- comprender- escribir	-Demostrar comprensión de ideas generales en textos orales y escritos. -Entender, Identificar y aplicar en los textos escritos el uso del pasado simple y present perfect.

Estimados alumnos:

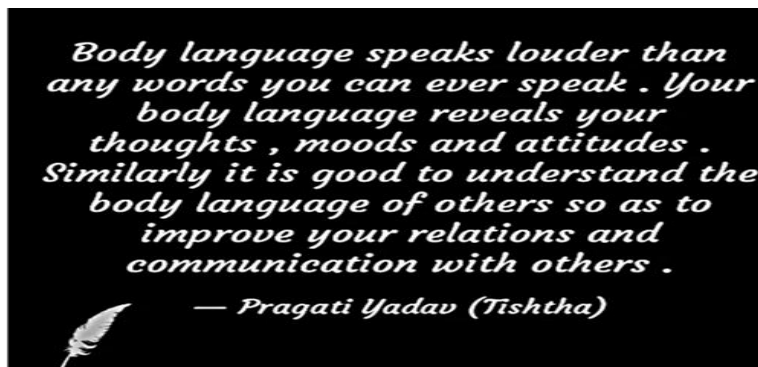
Puedes complementar la comprensión de los siguientes contenidos mediante el siguiente link de YouTube: <https://www.youtube.com/watch?v=Yo3-SS79Atk>

Si tienes dudas puedes escribir al correo de tu profesor de inglés:

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ANSWERS TO WORKSHEET No. 21 :READING "THE BEAUTIFUL GAME"

- a. Australia
 b. Europe
 c. Asia
 d. South America; Africa
 e. North America
- Europe, South America, and Africa are most enthusiastic; Asia and Australia are the least enthusiastic.
- The European clubs have a lot of money to buy the best players.
- North America: in 1991 the U.S. won the first Women's World Cup, and the World Cup was in Los Angeles in 1994; Asia: Japan and Korea co-hosted the World Cup in 2002; Australia: they qualified for the 2006 World Cup; Africa: having the 2010 World Cup in South Africa is very important for African soccer.



- 1 Since he was about 9.
- 2 He learned to sew by designing and sewing clothes for dolls.
- 3 At the Parson School of Design. He studied there for three years, but he didn't graduate.
- 4 He's designed handbags, eyewear, jewelry, scarves, and clothes.
- 5 He's won two awards. He's also been nominated for several others.
- 6 Since he was 26. Wu designed First Lady Michelle Obama's dresses that she wore at Barack Obama's inaugural balls in 2009 and 2013.
- 7 Since 2001. His most expensive handbags cost about \$3,000.
- 8 He's still designing clothes and other products.

- 1 He was born in 1982.
- 2 He lived in Taiwan until he was 9.
- 3 He's been designing clothes since he was 9.
- 4 He lived in Paris for one year.
- 5 He decided to become a fashion designer while he was living in Paris.
- 6 He moved to New York when he was 18.
- 7 He started working for Hugo Boss three years after he won the Swarovski Award.
- 8 Between 2000 and 2002 he studied at the Parsons School for Design.

8

No fear!

Verb patterns • Body language • Travel and numbers

STARTER

- 1 Match a sentence with a cartoon.
 - 1 They stopped to talk to each other.
 - 2 They stopped talking to each other.
- 2 What's the difference in meaning between Sentences 1 and 2?



Verb patterns

The infinitive

- 1 The infinitive is used after some verbs.
*We've **decided to move** abroad.*
*I **want to go** home.*
*I'm **trying to call** Pete.*
*She'd **love to meet** you.*
- 2 Some verbs are followed by a person + the infinitive.
*They **asked me to help** them.*
*I **want you to try** harder.*
*He **told me to apply** for the job.*
- 3 *Make* and *let* are followed by a person + the infinitive without *to*.
*She'll **make you feel** welcome.*
*I'll **let you know** when I'm coming.*
- 4 The infinitive is used after some adjectives.
*It's **impossible to save** money.*
*It's **great to see** you.*
*Pleased **to meet** you.*
*It was **good to hear** your news.*

Infinitives with or without to

Complete the sentences with the infinitive form of the verbs in the box.

buy	pay	follow	join	stay
be	carry	learn	hurt	show

- 1 We can't afford **to pay** all our monthly bills.
- 2 It's impossible _____ these instructions.
- 3 Let me _____ you how to do it.
- 4 I'm so sorry, I didn't mean _____ your feelings.
- 5 The teacher made the children _____ after school.
- 6 I want my children _____ to play a musical instrument.
- 7 My son persuaded me _____ the latest cell phone.
- 8 Can you help me _____ this box upstairs?
- 9 I've invited Mr. Smith _____ us after the meeting.
- 10 My parents have always encouraged me _____ independent.

The -ing form

- 1 The *-ing* form is used after some verbs.
*I **enjoy reading** history books.*
*He's **finished washing** the car.*
*I **don't mind helping** you.*
*We **like walking**.*
*He **goes fishing** on weekends.*
- 2 Some verbs are followed by an object + *-ing*.
*I **hate people telling** me what to do.*
*You **can't stop me doing** what I want.*
*I **can hear someone calling**.*
- 3 The *-ing* form is used after prepositions.
*I'm **good at finding** things.*
*He's **afraid of being** mugged.*
*We're **thinking of going** to Sweden.*
*I'm **looking forward to meeting** you.*

-ing forms

Complete the sentences with the *-ing* form of the verbs in the box.

walk	give up	wonder	fix	work
help	wake up	find	watch	live

- 1 I can't help **wondering** what life in Africa will be like.
- 2 _____ too much TV is bad for your eyes.
- 3 I'll repair your watch for you. I'm good at _____ things.
- 4 _____ a really good job these days is really difficult.
- 5 My children are afraid of _____ in the dark, so we keep a light on at night.
- 6 Did you know that _____ is one of the best forms of exercise?
- 7 Thank you for _____ me. I really appreciate it.
- 8 _____ in a big city can be very stressful.
- 9 _____ sweets is easy. I've done it hundreds of times!
- 10 I earned a lot of money by _____ overtime.



VOCABULARY AND IDIOMS

Body language

1. Work in small groups. Which parts of the body do you use to do the following things?

bite blow clap climb hit hug kick kneel
lick march point scratch stare whistle

2. Which verbs in exercise 1 go with these words?????

<input type="text"/>	a ladder	<input type="text"/>	your nails
<input type="text"/>	out of the window	<input type="text"/>	up a balloon
<input type="text"/>	a tune	<input type="text"/>	an insect bite
<input type="text"/>	someone close	<input type="text"/>	your hands to the music
<input type="text"/>	a soccer ball	<input type="text"/>	at a place on the map
<input type="text"/>	an ice cream	<input type="text"/>	a nail with a hammer
<input type="text"/>	down to pick something up	<input type="text"/>	like a soldier

- 3.

The sentences all contain idioms that use parts of the body. Work out the meanings from context.

- Did you hear about Millie's party? Too many people came and the whole thing **got out of hand**.
- The house was such a mess! When her parents came back, they **kicked up** such a fuss. I don't blame them.
- I don't get along with my brother. We don't **see eye to eye** on anything.
- I saw a show on TV about quantum physics, but I'm afraid it **went straight over my head**.
- Don't waste your breath** trying to explain it to me. I'll never understand.
- Can you help me? I've **hit a snag** installing this program on my computer.
- My dad keeps chocolate in his desk. He **has** such a **sweet tooth**.
- I feel silly. I got so excited when he said I'd won the lottery, but he was only **pulling my leg**.

→ ¿Qué son los "idioms" en inglés?


Los **idioms** (en inglés) o frases idiomáticas en español son frases hechas que normalmente son bastante confusas, pues el **significado de toda la expresión no suele tener nada que ver con los significados individuales de cada una de las palabras**. Asimismo, los idioms **equivalen a los refranes y modismos que utilizamos en español**.

4. Replace each idiom in exercise 3 with a literal meaning from the box.

loves sweet things I didn't understand a word
agree were furious I'm having trouble
got out of control it's not worth joking

Some examples of idioms:



hand 

Can I help?

IDIOM: "Could you please *give me a hand* with my luggage? It's very heavy."

- When someone *'gives you a hand'* with something, he or she helps you do something difficult.

