



**Unit 1: "Feelings and Opinions"**

**Worksheet nº5**

<b>Student's name:</b>	
<b>Grade:</b> 7th A B C	<b>Date:</b>

**OA 10** Demostrar comprensión de textos no literarios (artículo) al identificar: ideas generales, relaciones de adición y secuencia entre ideas, palabras y frases clave, conectores y palabras derivadas de otras.

**Instructions:**

1. Read carefully and complete each section according to what it is required.
2. When you finish the guide, at the end of it, you have to answer a **SELF-EVALUATION** which will help you to see your performance during the development of this guide.
3. If you want to see if your answers are correct, you can check them in the **ANSWER KEY** which will be uploaded in the next guide.
4. Remember that this guide helps you to continue with the development of your knowledge and you can continue practicing your English skills at home.
5. If you can't print this guide, you can write the answers on your copybook.
6. This guide is supposed to be done in **45 minutes**.

**NOTAS IMPORTANTES:**

- **QUISIERA RECORDARTE QUE, PARA CONSULTAS PEDAGÓGICAS QUE PUDIESEN SURGIR, RESPECTO DE ESTA GUÍA U OTRAS ACTIVIDADES POSTERIORES, PUEDES ESCRIBIRME AL CORREO INFORMADO, DONDE CONTESTARÉ TUS DUDAS, EN LOS HORARIOS TAMBIÉN INFORMADOS.**
- **FINALMENTE, SOLICITARTE QUE ANTES DE COMENZAR ESTA GUÍA DE ESTUDIO, REVISES DETENIDAMENTE, EL SOLUCIONARIO PARA LA GUÍA Nº4. ©**

*Now it's time to check your answers from WORKSHEET Nº4! (SOLUCIONARIO DE GUÍA Nº4. ¡Es momento de revisar tus respuestas!)*

<b>1.- BEFORE LISTENING</b>
<ul style="list-style-type: none"> <li>• <b>a)</b> Respuesta variable    <b>b)</b> Fear and relax    <b>c)</b> Respuesta variable</li> </ul>
<b>2.- WHILE LISTENING</b>
<ul style="list-style-type: none"> <li>• <b>a)</b> Katie was annoyed because Paulina was insisting that Katie should date her brother.</li> <li>• <b>b)</b> Karla helped Katie study for the test.</li> <li>• <b>c)</b> It was the worst day of her life because she fought with Paulina and she didn't study for the test.</li> </ul>
<b>3.- AFTER LISTENING</b>
<ul style="list-style-type: none"> <li>• <b>a)</b> delighted                      <b>c)</b> annoyed</li> <li>• <b>b)</b> relaxed                          <b>d)</b> afraid</li> </ul>



## I. GRAMMAR FOCUS

DURING THIS WORKSHEET, WE WILL MAKE A REVIEW ON THE **PRESENT SIMPLE TENSE**, CONSIDERING ITS MAIN USES AND GRAMMAR RULES. (A LO LARGO DE ESTA GUÍA, REVISAREMOS Y EJERCITAREMOS EL TIEMPO "PRESENTE SIMPLE", PARA EL QUE CONSIDERAREMOS SUS PRINCIPALES USOS Y REGLAS GRAMATICALES).

**Form** Present Simple © Liv Hambrett

**S + verb + object ...**

I/we/they/you + like + tea.  
He/she/it + likes + tea.

**S + don't/doesn't + verb + object ...**

I + don't + like + tea.  
She + doesn't + like + tea.

**Do/Does + S + verb + object?**

Do + you/we/they/I + like + tea?  
Does + he/she/it + like + tea?

**Use it for ...**

- \* Facts.
- \* Habitual actions.
- \* Things that don't/won't change.
- \* Describing yourself.

**Signal words**

Adverbs of frequency, like:

- \* Often
- \* Usually
- \* Sometimes
- \* Never

**BUT REMEMBER** → **\*\*\* The verb 'to be' is different \*\*\***

I + am (Australian.)  
He/she/it + is (clever.)  
you/we/they + are (nice.)

**HELPFUL HINTS**

- SO, WE USE THE PRESENT SIMPLE TENSE FOR: (PODEMOS DECIR QUE USAMOS EL TIEMPO PRESENTE SIMPLE PARA : )

- **HECHOS.** FOR EXAMPLE: "WATER IS VITAL FOR HUMANS AND ANIMALS ". (EL AGUA ES VITAL PARA LOS SERES HUMANOS Y LOS ANIMALES).
- **HÁBITOS.** FOR EXAMPLE: "TOM WAKES UP AT 7.00 A.M EVERY DAY". (TOM SE DESPIERTA A LAS 7.00 TODOS LOS DÍAS).
- **COSAS QUE NO CAMBIAN NI CAMBIARÁN.** FOR EXAMPLE: "CLASSES AT SCHOOL START AT 8.00 A.M". (LAS CLASES EN EL COLEGIO COMIENZAN A LAS 8.00).
- **DESCRIBIRSE.** FOR EXAMPLE: "I AM A TALL AND SLIM PERSON". (SOY UNA PERSONA ALTA Y DELGADA).



- REGARDING THE GRAMMAR RULES, IT IS VERY IMPORTANT TO NOTICE HOW THE THIRD PERSON WORKS (**SHE, HE, IT**) (*RESPECTO DE SU ESTRUCTURA GRAMATICAL, DEBES NOTAR CÓMO FUNCIONA EXCEPCIONALMENTE, LA TERCERA PERSONA (ELLA, ÉL, ESO)*).

-SHE/HE/IT ADD AN "S" (AS GENERAL RULE) IN THE AFFIRMATIVE FORM. HOWEVER, THERE ARE OTHER RULES DEPENDING ON HOW THE VERB ENDS. THE NEXT CHART BRIEFLY EXPLAINS THESE RULES. (*ELLA/ÉL/ESO LLEVAN UNA "S" ADICIONAL AL FINAL DEL VERBO, COMO REGLA GENERAL, EN LA FORMA AFIRMATIVA. NO OBSTANTE, EXISTEN OTRAS REGLAS, DEPENDIENDO DE LA TERMINACIÓN DE CADA VERBO. A CONTINUACIÓN, ESTAS SE EXPLICAN EN EL RECUADRO*).

1. Add -s for most verbs	<b>work- works</b>
2. Add -es for words that end in -ch, -s, -sh, -x or -z.	<b>watch- watches, pass- passes, relax- relaxes, rush- rushes</b>
3. If the verb ends in consonant + y, change the -y to -i and add -es.	<b>study- studies</b>
If the verb ends in vowel + y, DON'T CHANGE THE -Y.	<b>play- plays</b>
4. Irregular forms	<b>do- does, go- goes, be- am, is, are, have- has</b>

-SHE/HE/IT GOES WITH "**DOESN'T**" AND "**DOES**" IN THE NEGATIVE AND INTERROGATIVE FORMS, RESPECTIVELY. (*ELLA/ÉL/ESO USAN "DOESN'T" Y "DOES" EN LAS FORMAS NEGATIVA E INTERROGATIVA, RESPECTIVAMENTE*).

**\*PICTURE THE INFORMATION IN THE THREE FORMS. (OBSERVA LA INFORMACIÓN, ESCRITA EN LAS TRES FORMAS).**

AFFIRMATIVE: -STEVE **STUDIES** AT NIGHT.  
NEGATIVE: -STEVE **DOESN'T** STUDY AT NIGHT.  
INTERROGATIVE: -**DOES** STEVE STUDY AT NIGHT?

- EXCEPTIONALLY, THE VERB "BE" WORKS DIFFERENTLY; IT HAS THREE VERBAL FORMS, ACCORDING TO THE SUBJECT OR PERSONAL PRONOUN: **AM - IS - ARE**. (*DE FORMA EXCEPCIONAL, EL VERBO "BE" FUNCIONA DISTINTO; TIENE TRES FORMAS VERBALES, SEGÚN EL SUJETO O PRONOMBRE PERSONAL: AM - IS - ARE*).

**\*PICTURE THE INFORMATION IN THE THREE FORMS. (OBSERVA LA INFORMACIÓN, ESCRITA EN LAS TRES FORMAS).**

AFFIRMATIVE: I **AM** A TEACHER.  
NEGATIVE: I **AM NOT** A POLICE OFFICER.  
INTERROGRATIVE: **ARE** YOU A POLICE OFFICER?



## II. EXERCISES

NOW, LET'S SEE IF YOU'RE FOLLOWING! (AHORA, ¡VEAMOS SI VAS ENTENDIENDO!).



1.- Let's go back to Katie's journal from the previous worksheet (number 4). Read these sentences and underline the verbs you can find. You can use an online dictionary (<https://www.wordreference.com/es/en/translation.asp>) (*Volvamos al diario personal de Katie, de la guía nº4. Lee estas oraciones y subraya los verbos que encuentres. Puedes utilizar un diccionario online para este ejercicio*).

- a. Katie has an important math test on Friday.
- b. What things do you like to do to relax?
- c. She feels annoyed because her friend Paulina tells her to date her brother.
- d. Katie is afraid because the math test is only one day away.
- e. Paulina and Katie are friends again after Paulina tells Katie that she is sorry.
- f. How does Katie feel today?



2.- Use the correct verbal form in each case. Use the words from the word bank; you may use a verb more than once. Write your answers in your copybook, using the numbers given. (*Usa la forma verbal correcta en cada caso. Utiliza las palabras del recuadro; puedes usar un verbo más de una vez. Escribe las respuestas en tu cuaderno, utilizando los números de respuestas proporcionados*).

Be - Do - Play - Sleep - Sound - Know - Seem - Listen - Feel

**Matt:** Hey Finn, how (1) you today?

**Finn:** I (2) great! Thank you. Hey, (3) you (4) José?

**Matt:** Yes! He (5) friendly. (6) you his friend?

**Finn:** Yes! We (7) the same sport and (8) to the same music.

**Matt:** Awesome! Hey, your voice (9) a bit tired.

**Finn:** Yeah, I am a bit tired. I (10) like I don't (11) enough at night.

**Matt:** Well, sleeping (12) very important, Matt.

**Finn:** Yeah, I think you're right. I will start sleeping better!

**Matt:** Okay, buddy. Goodbye!

Source: Archivo editorial.



3.- Change these sentences from Katie's journal into the **affirmative** or **negative form**, as requested. Look at the example. (*Cambia estas oraciones tomadas del diario de Katie, en oraciones afirmativas o negativas, según se requiera. Observa el ejemplo*).

a.- "I have an important math test this week". (Change it into **negative**) (*Cámbialo a negativo*)

I don't have an important math test this week.

b.- "So I have a lot of days to study". (Change it into **negative**) (*Cámbialo a negativo*)

c.- "She doesn't want to understand". (Change it into **affirmative**) (*Cámbialo a afirmativo*)

d.- "I don't want to go out with him". (Change it into **affirmative**) (*Cámbialo a afirmativo*)



**SELF-EVALUATION - Put a ✓ according to the criteria given and think about what you did with this guide.**

<b>CRITERIA</b>	☺	☹
1. I learned new words		
2. I was responsible doing this guide.		
3. I improved my reading skills.		
4. I understood the content.		
5. I can explain this content to other people.		

