

MEDUCA  
IPT MÉXICO-PANAMÁ  
GUIDE OF WORKSHOPS FOR THE REST OF THE SECOND  
TRIMESTER

12<sup>a</sup> GRADES SCIENCE E, F G AND H

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FECHA DE ENTREGA: ANTES DEL FINAL DEL TRIMESTRE

OBSERVACIÓN: HASTA EL MOMENTO TIENEN TRES CALIFICACIONES EN ESTE TRIMESTRE QUE SE TOMARÁN EN CUENTA EN EL PROMEDIO TRIMESTRAL. ADEMÁS, DE LO QUE SE SIGA REALIZANDO DURANTE EL TRIMESTRE.

EL CLASSROOM QUE HEMOS ESTADO UTILIZANDO, SE SEGUIRÁ USANDO PARA LA ENTREGA DE WORKSHOPS. TAMBIÉN PODRÁS ENTREGAR LOS WORKSHOPS EN EL COLEGIO EN CASO DE QUE NO TENGAS INTERNET EN TU HOGAR. LOS TALLERES QUE APARECEN EN ESTA GUÍA LOS PONDRÉ EN CLASSROOM.

PUEDEN HACER PREGUNTAS EN EL TABLÓN DE CLASSROOM O EN UN GRUPO DE WHATASPP QUE SE FORMARÁ CON LA FINALIDAD DE ACLARAR CUALQUIER DUDA O ESCRIBIENDOME AL CORREO.

ESTARÉ ATENDIENDO DOS VECES A LA SEMANA A CADA GRUPO DE FORMA SINCRÓNICA POR MEDIO DE ZOOM. ES DECIR, AL E EN UNA HORA AL G EN OTRA Y ASÍ SUCESIVAMENTE. APENAS CORDINE ESTO LES HARÉ LLEGAR DICHA INFORMACIÓN.

TAMBIÉN DE FORMA ASINCRÓNICA DE 8 A 12 MEDIO DÍA DE LUNES A VIERNES. ES DECIR, EN ESE HORARIO PUEDEN HACER SUS PREGUNTAS SOBRE ALGÚN WORKSHOP Y LES RESPONDERÉ.

LOS WORKSHOPS DEBEN DE SER ENTREGADOS ANTES DE TERMINAR EL TRIMESTRE A MENOS QUE SE LOGRE HACER LOS ARREGLOS PROVINCIALES DE LOS BAÑOS Y PODAMOS REANUDAR CLASES PRESENCIALES ANTES DEL CIERRE DEL TRIMESTRE. EN DICHO CASO SE COORDINARÁ OTRA FECHA DE ENTREGA DESPUÉS DE ACORDAR CON USTEDES.

TOPICS FOR THE REST OF THE TRIMESTER PERIOD:

Practicing good  
healthy eating  
habits as a social  
responsibility  
- Food pyramid  
- Nutritional

Synonyms  
Quantifier  
Using count and  
noncount nouns:  
several, a lot of,  
many/much, a few/ few  
The latest  
communication  
technology.  
-cell  
-android  
-tablet  
-ipad

future tense with going to

WORKSHOP Nº1

(score: 40 POINTS)

Name 10 healthy food and 10 unhealthy food AND THEN FILL IN THE BLANKS. The list is ten points and the fill in the blank values 30 points.

Escribe 10 alimentos saludables ( healthy) y 10 no saludables ( unhealthy)

Y LUEGO LLENA LOS ESPACIOS DESPUÉS DE LEER LA LECTURA "HEALTHY EATING"

FOR EXAMPLE:

HEALTHY FOOD	NON HEALTHY FOOD
LETTUCE	CANDY
ORANGE	BACON



EXAMPLE OF NON HEALTHY FOOD:

## READING



- **Make most of your meal [vegetables and fruits](#) – 1/2 of your plate:** Aim for color and variety, and remember that potatoes don't count as vegetables on the Healthy Eating Plate because of their negative impact on blood sugar.
- **GO for [whole grains](#) – 1/4 of your plate:** Whole and intact grains—whole wheat, barley, wheat berries, [quinoa](#), [oats](#), [brown rice](#), and foods made with them, such as whole wheat pasta—have a milder effect on blood sugar and insulin than white bread, white rice, and other refined grains.
- **Protein power – 1/4 of your plate:** Fish, poultry, [beans](#), and [nuts](#) are all healthy, versatile protein sources—they can be mixed into salads, and pair well with vegetables on a plate. Limit red meat, and avoid processed meats such as bacon and sausage.
- **Healthy plant oils – in moderation:** Choose healthy vegetable oils like olive, canola, soy, corn, sunflower, peanut, and others, and avoid partially hydrogenated oils, which contain unhealthy trans fats. Remember that [low-fat does not mean “healthy.”](#)

**Drink water, coffee, or tea:** Skip sugary drinks, limit [milk](#) and [dairy products](#) to one to two servings per day, and limit juice to a small glass per day.

# FILL IN THE BLANKS

1-NUTRIENTS PROVIDE \_\_\_\_\_ TO OUR BODY.

2. -OUR PHYSICAL FITNESS DEPENDS ON WHAT WE

\_\_\_\_\_.  
3.- THE STUDY OF NUTRIENTS IN OUR BODY IS  
CALLED \_\_\_\_\_.

4. -GOOD EATING HABITS DEPEND ON EATING  
THREE \_\_\_\_\_ A DAY.

5.- CHANGING OUR EATING HABITS IS NOT \_\_\_\_\_

6- THE THREE IMPORTANT MEALS ARE

\_\_\_\_\_,  
\_\_\_\_\_, AND \_\_\_\_\_.

7- A QUARTER OF YOUR DISH SHOULD  
INCLUDE \_\_\_\_\_

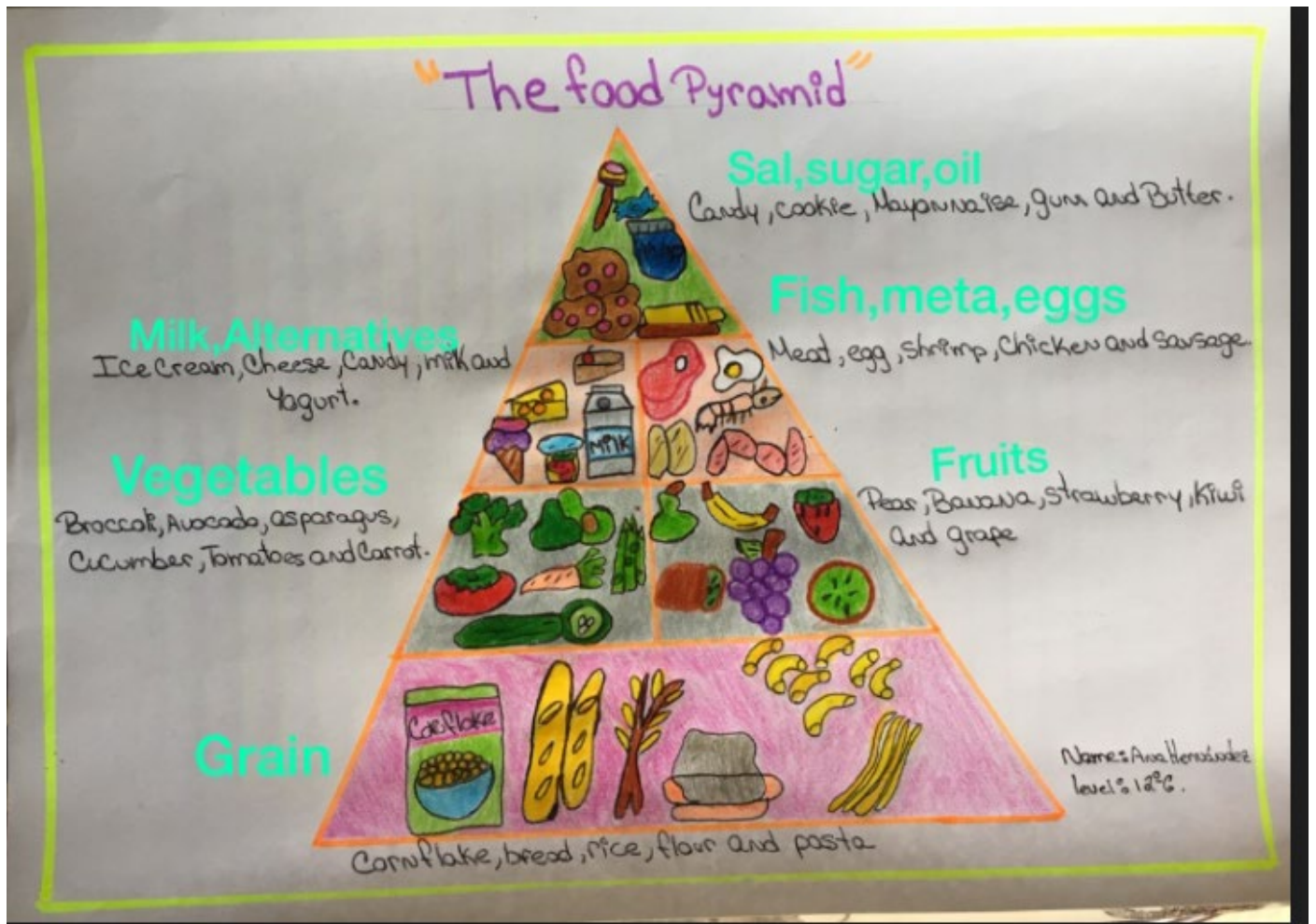
8- HOW MUCH JUICE SHOULD YOU DRINK PER  
DAY \_\_\_\_\_.

## WORKSHOP Nº2

(SCORE : 40 POINTS)

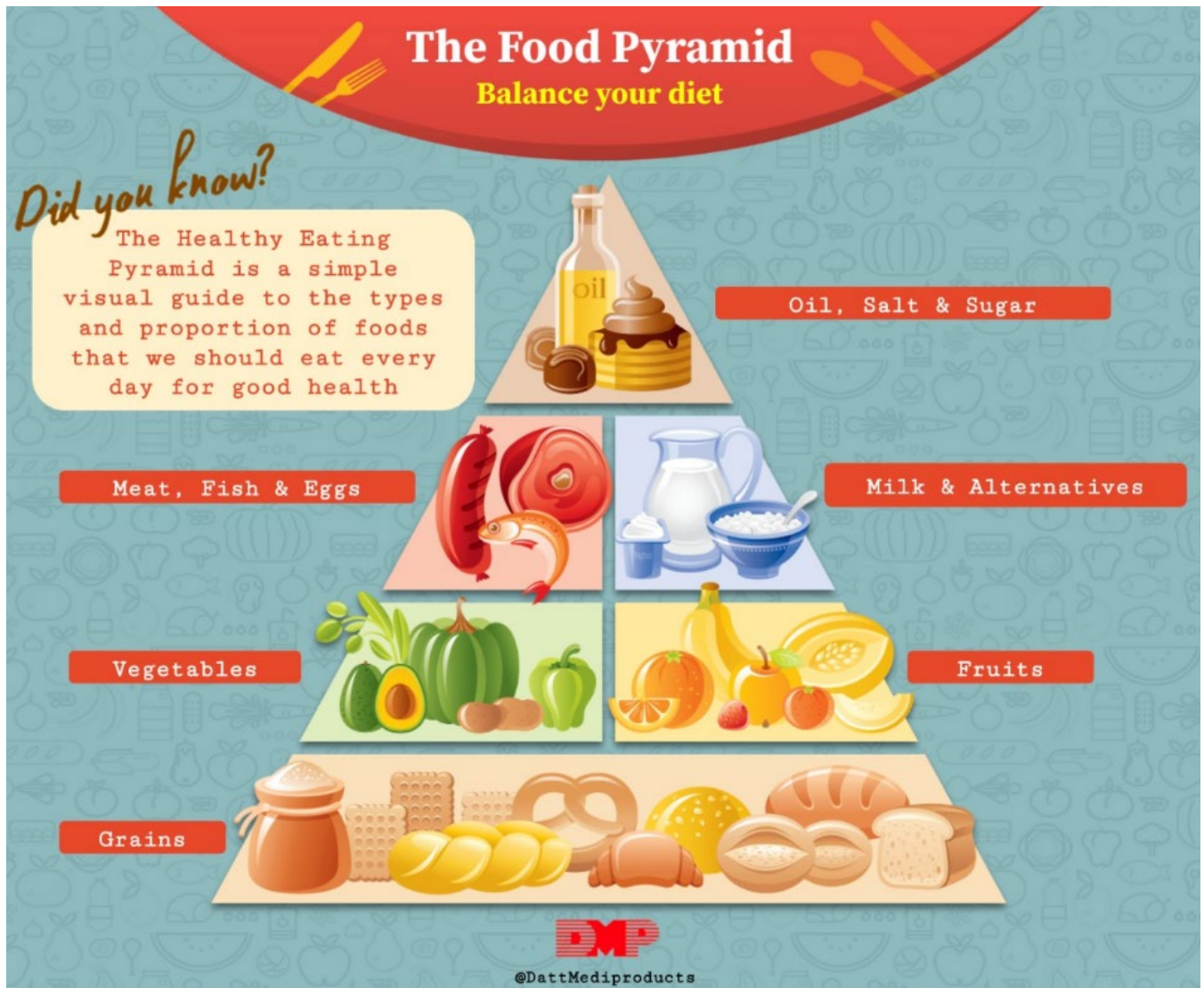
DRAW YOUR OWN FOOD PYRAMID. INCLUDE 5 FOODS FOR EACH GROUP , SO THERE SHOULD BE 30 FOODS . DO NOT COPY/ PASTE OR USE A CUT ILLUSTRATION. YOU MUST DRAW YOUR OWN PYRAMID.

DIBUJE LA FOOD PYRAMID--INCLUYA 5 FOODS CON EL NOMBRE EN ENGLISH POR CADA GRUPO ( EN TOTAL SON 30 FOODS DIBUJADOS Y ESCRITOS EL NOMBRE



NO PUEDES USAR FIGURAS DE INTERNET, NI DE LIBROS O REVISTAS Y RECUERDA ESCRIBIRLE EL NOMBRE A CADA UNO DE LOS 30 ALIMENTOS EN INGLÉS. ADEMÁS DE LOS NOMBRES DE CADA PARTE DE LA PIRÁMIDE: GRAINS, FRUITS, ETC.





REMEMBER THAT YOU MUST DO AND DRAW YOUR OWN FOOD PYRAMID.

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## QUANTIFIERS

There are also two different kinds of nouns: count and noncount.

**Count nouns** refer to people, places, and things that can be counted.



For example, twenty *students*, eight *rooms*, one *box*, and four *socks* are all count nouns.

**Noncount nouns**, on the other hand, refer to items, qualities, or concepts that cannot be counted. It is important to note that noncount nouns usually do not have plural forms (do not add –s or –es to the end of the words).

Some examples of noncount nouns are: *loyalty*, *information*, *pollution*, *salt*, *steel*, etc.

Non count nouns have only the singular forms. Milk, weather, gold. They can take some/any/much/ little with the plural form: there is some milk in the refrigerator

Some quantity expressions such as many and a few go with plural count nouns. Others such as much and a little go with non-count nouns.

# MUCH - MANY

## A LOT OF - LOTS OF

= a large quantity of something

*Much* and *Many* are mainly used in **negative sentences** and **questions**. They are **not** common in affirmative sentences though still possible.

*Much* is used with **uncountable** nouns.

*Many* is used with **plural countable** nouns.

### MUCH

+ UNCOUNTABLE NOUNS

- I don't have **much** time.
- He doesn't need **much** money.
- Does it use **much** electricity?

### MANY

+ PLURAL COUNTABLE NOUNS

- There aren't **many** chairs in the room.
- I don't have **many** friends.
- Do you think **many** people will go?

With **affirmative sentences**, we prefer **a lot of** instead of **much/many**.

**A lot of / lots of** are **not** common in negative sentences or questions.

**A lot of** can be used with **countable** nouns and **uncountable** nouns.

a lot of = lots of

### A LOT OF

+ UNCOUNTABLE NOUNS

- I need **a lot of** coffee.
- (= I need **lots of** coffee.)
- There is **a lot of** traffic today.

### A LOT OF

+ PLURAL COUNTABLE NOUNS

- She has **a lot of** friends.
- (= She has **lots of** friends.)
- There are **a lot of** cars on the street.

Vamos a ver qué tal les parece esta explicación. Así que el tema de hoy para aprender es **Count Nouns** y **Non Count Nouns**, ahora **count** significa contar. La idea es que algunos sustantivos, algunas; los sustantivos son las cosas, básicamente son las cosas, puede ser un lugar, una persona, una cosa, una idea, a veces pueden ser abstractos. Por ejemplo una casa, un zapato, una calle, todo estos son sustantivos; el amor también es sustantivo. Así que estos elementos, en inglés, tenemos dos grupos básicamente, este, los que se pueden contar y los que no.

Ahora lo que se puede contar, como una casa, dos casas, tres casas o un tenedor, dos tenedores, tres tenedores etc.

Son diferentes a los que no se pueden contar, como agua, por ejemplo, decir dos aguas, tres aguas, cuatro aguas no tiene mucho sentido y yo sé que puede existir en algunos casos si existe en la poesía, por ejemplo o incluso si queremos decir una botella de agua, 2 botellas de agua a veces la gente dice una agua, dos aguas, etc pero no es eso a lo que me refiero. Así que, en inglés para comenzar un sustantivo que se puede contar **house**, casa en español. **House**.

También hay sustantivos abstractos como **answer** lo que quiere decir respuesta. **Answer**. Idea en inglés, decimos **idea**. **Idea**  
**Car** también se pueden contar **one car, two cars, three cars**, sería auto, carro, coche, etc, un auto, dos autos y así. **Pencil, one pencil, two pencils, three pencils**, se pueden contar **pencil** quiere decir lápiz. **Pencil**.  
La mayoría de estos siguen las reglas de la primera regla de pluralización que estudiamos en la lección anterior.

Ahora unos ejemplos de sustantivos que no se pueden contar, por ejemplo **education** en español la educación.

El segundo ejemplo de sustantivos que no se pueden contar **Non Countable Nouns** es **intelligence**, es inteligencia. **Intelligence** (repite 1 vez)

Otro ejemplo **English** (repite 1 vez) es el inglés. También es un sustantivo que se no se puede contar. **English**.

**Rain** es lluvia, como ya he dicho, **rain** no se puede contar. Otro ejemplo que tiene diferencia del español es pan, yo creo que en español si se pueden contar un pan, dos panes, tres panes.

Así que vamos a seguir, otro ejemplo que tiene mucho que ver con el español también es **money** quiere decir dinero. **Money. Money** no se puede contar y yo creo que tampoco en español: un dinero, dos dineros, no tiene mucho sentido.

ENGLISH  
GRAMMAR

# FEW - LITTLE

## A FEW - A LITTLE

= a small quantity; a small amount



<b>FEW</b> + Plural Countable Nouns = not many; not enough; nearly no ...	
<b>A FEW</b> + Plural Countable Nouns = some; a small amount	
<b>LITTLE</b> + Uncountable Nouns = not much; not enough; nearly no ...	
<b>A LITTLE</b> + Uncountable Nouns = some; a small amount	

**FEW** = NOT MANY

(FEW normally conveys a negative idea)

- He has **few** good friends.  
(negative idea - not enough)
- **Few** people went to the concert.
- There are **few** honest politicians.

**LITTLE** = NOT MUCH

(LITTLE normally conveys a negative idea)

- There was **little** time to finish it.  
(negative idea - nearly no time)
- He has **little** patience with others.
- They have **little** money to spend.

**A FEW** = SOME  
(a small amount)

(A FEW normally conveys a positive idea)

- He has **a few** friends that will help.  
(positive idea - a small amount)
- I have **a few** days off next month.
- She has won **a few** awards.

**A LITTLE** = SOME  
(a small amount)

(A LITTLE normally conveys a positive idea)

- I have **a little** milk you can use.  
(positive idea - a small amount)
- She has **a little** time to relax now.
- I have earned **a little** extra money.

[www.grammar.cl](http://www.grammar.cl)[www.woodwardenglish.com](http://www.woodwardenglish.com)[www.vocabulary.cl](http://www.vocabulary.cl)

## EXERCISES

- Fill in the blanks with 'how much' or 'how many'
- 1. \_\_\_\_\_ water do you drink?
- 2. \_\_\_\_\_ rooms are there in your house?
- 3. \_\_\_\_\_ chocolate have you got?
- 4. \_\_\_\_\_ exercises do you have?
- 5. \_\_\_\_\_ money is there in the safe?
- 6. \_\_\_\_\_ milk has she got in the bottle?
- 7. \_\_\_\_\_ students are there in the school team?
- 8. \_\_\_\_\_ cassettes have you got?
- 9. \_\_\_\_\_ lemons do we need?
- 10. \_\_\_\_\_ marmalade do you eat?

#### WORKSHOP N°4

Choose a little / little / a few / few:

1. I have \_\_\_\_\_ water left. There's enough to share.
2. I have \_\_\_\_\_ good friends. I'm not lonely.
3. He has \_\_\_\_\_ education. He can't read or write, and he can hardly count.
4. There are \_\_\_\_\_ people she really trusts. It's a bit sad.
5. We've got \_\_\_\_\_ time at the weekend. Would you like to meet?
6. Julie gave us \_\_\_\_\_ apples from her garden. Shall we share them?
7. She has \_\_\_\_\_ self-confidence. She has a lot of trouble talking to new  
1. people.
8. There are \_\_\_\_\_ women politicians in the UK. Many people think there  
2. should be more.
9. It's a great pity, but the hospital has \_\_\_\_\_ medicine. They can't help  
many people.
10. I've got \_\_\_\_\_ cakes to give away. Would you like one?

## FUTURE WITH GOING TO



The future tense with 'BE GOING TO'

The expression **be going to**, followed by a verb in the infinitive, allows us to express an idea in the near future:

**I'm going to talk to him.** Very soon I will talk to him.

**Several employees are going to be promoted next month.** Several employees will be promoted next month.

**Be going to** can also express a conviction or a certainty:

**It's going to rain.** For sure, it will rain.

**I'm not going to fail.** I definitely will not fail.

### Intentions

We use *be going to* to talk about future plans and intentions. Usually the decision about the future plans has already been made:

*She's going to be a professional dancer when she grows up.*

*I'm going to look for a new place to live next month.*

### Predictions

We use *be going to* to predict something that we think is certain to happen or which we have evidence for now:

*It's going to snow again soon.* (The speaker can probably see dark snow clouds.)



I	am		
you	are		play ...
he			
she	is	going to	swim...
it			
we			
you	are		wash...
they			

## The Future with **Be Going To**

### \* Negative Statements

SUBJECT	BE	NOT	GOING TO	BASE FORM OF VERB	
I	am	not	going to	help	later.
You	are	not	going to	help	later.
He	is	not	going to	help	later.
She	is	not	going to	help	later.
It	is	not	going to	help	later.
We	are	not	going to	help	later.
You	are	not	going to	help	later.
They	are	not	going to	help	later.

## AFFIRMATIVE:

- *Sujeto + verbo to be + going to + Infinitivo del verbo que quieras utilizar.*
- *I am going to play tennis with my friends tomorrow afternoon.*
- *Voy a jugar al tenis con mis amigos mañana por la tarde.*

TO BE	SUBJECT	GOING TO	VERB	QUESTION MARK
Am	I	going to	work	...?
Are	you	going to	work	...?
Is	he	going to	work	...?
Is	she	going to	work	...?
Is	it	going to	work	...?
Are	we	going to	work	...?
Are	you	going to	work	...?
Are	they	going to	work	...?

GOING TO INTERROGATIVE FORM

## FUTURO CON GOING TO

en inglés



ii infoidiomas



### ¿Cuándo se usa?

El futuro con 'Going to' lo utilizamos para hablar de acciones futuras que sabemos, con cierta seguridad, que van a tener lugar o que ya hemos decidido hacer

### ¿Cómo se forma?

**Afirmativa:** Sujeto + verbo auxiliar (to be) + 'going to' + verbo principal

**Negativa:** Sujeto + verbo auxiliar (to be) + 'not' + 'going to' + verbo principal

**Interrogativa:** Verbo auxiliar (to be) + sujeto + 'going to' + verbo principal + ?

**Ejemplo:** 'The Simpsons are going to have dinner together tomorrow'

En inglés podemos usar “*be going to*” para transmitir una **idea de futuro**. Aunque hay muchas **formas de expresar ideas en futuro en inglés**, esta estructura tiene dos funciones principalmente.

En primer lugar, la empleamos para referirnos a **planes futuros que ya hemos decidido**. Refleja las intenciones del hablante para el futuro, aunque no necesariamente significa que ya hayamos empezado los preparativos, o que esas cosas vayan a suceder de verdad:

-*When I'm older, I'm going to be an astronaut!* (¡Cuando sea mayor, voy a ser astronauta!).

## WORKSHOP N° 5

Put the verbs into the correct form (future ).

Use **going to**.

1. It (rain) .
2. They (eat) stew.
3. I (wear) blue shoes tonight.
4. We (not / help) you.
5. Jack (not / walk) home.
6. (cook / you) dinner?
7. Sue (share / not) her biscuits.
8. (leave / they) the house?
9. (take part / she) I in the contest?
10. I (not / spend) my holiday abroad this year.

For example:

Play / you.....football?

Are you going to play football?

Susan not / swim.....in Aleen Coparropa swimming pool.

Susan is not going to swim in Aleen Coparropa Swimming pool.

It / snow

It is going to snow

WORKSHOP NUMBER 5



# Teens and technology



 Answer the following questions.

1. How important is technology for you?


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2. Which technological device is essential in your life?

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 Below is a short text about "Mobile Phones". Read it carefully and complete it using the words in the box.

A mobile telephone or cellular telephone (commonly, <sup>(1)</sup> \_\_\_\_\_ or cell phone) is a long range, portable electronic <sup>(2)</sup> \_\_\_\_\_ used for mobile communication. In addition to the standard voice function of a telephone, current mobile phones can provide many additional <sup>(3)</sup> \_\_\_\_\_ such as SMS for text <sup>(4)</sup> \_\_\_\_\_, e-mail, packet switching for access to the Internet and MMS for <sup>(5)</sup> \_\_\_\_\_ and receiving photos and <sup>(6)</sup> \_\_\_\_\_. A mobile phone is more than just a phone for most teenagers: it's also an <sup>(7)</sup> \_\_\_\_\_ and a camera. Text messaging is <sup>(8)</sup> \_\_\_\_\_ and more private so they use it a lot more than phoning.



MP3 player	Sending	device
services	cheaper	
messaging	Videos	mobile phone

REMEMBER TO DO YOUR OWN WORKSHOPS. BE HONEST.

EN EL WORKSHOP NUMBER 5 RESPONDE A LAS DOS PREGUNTAS EN ENGLISH CON TUS PROPIAS PALABRAS.

LUEGO ESCOGE LAS PALABRAS DEL CUADRO Y CÓLOCALAS EN LOS ESPACIOS EN BLANCO DÁNDOLE SENTIDO A LA LECTURA.

OBSERVACIÓN: POR LA SITUACIÓN EN QUE NOS ENCONTRAMOS REDUJE ALGUNOS TEMAS. EN CASO TAL QUE REGRESEMOS AL COLEGIO ANTES DE QUE CIERRE EL TRIMESTRE SE INCLUIRÁ ALGO MÁS.

