

ESCUELA SECUNDARIA TÉCNICA 40

ACTIVIDADES PARA REALIZAR EN CASA POR LA CONTIGENCIA Y ENTREGARLAS AL REGRESO DE CLASES
(SON TAREAS DEL PERIODO III COMO PARTE DE TU EVALUACIÓN)

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GRUPOS: 1°A, 1°B, 1°C, 1°D, 1°F, 1°G

ENGLISH ACTIVITIES FOR FIRST GRADE STUDENTS

Name: _____ Group: _____ Date: _____

TOPIC: Analyzing Silent Movies.

Environment: Family and Community.

Social Practice: Exchanges associated with media.

Communicative Activities: Compose dialogues and interventions for a silent short film. Practice how to talk about your preferences, likes and dislikes.

Achievements: *Review short silent films.

*Understand the general sense and main ideas.

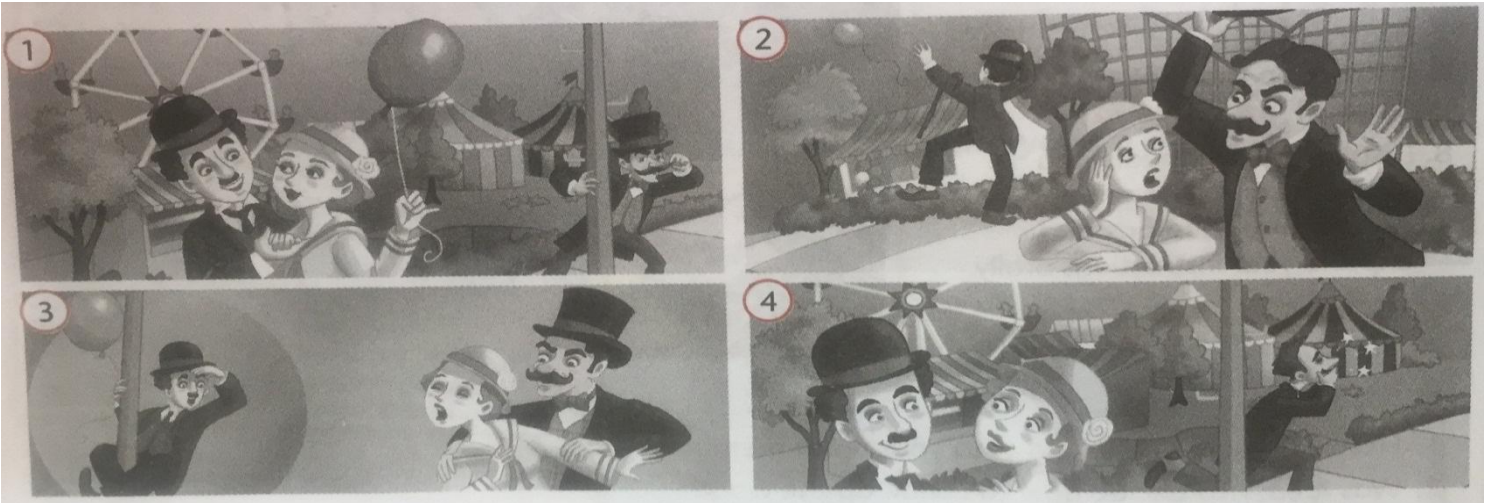
*Express different degrees of likes and dislikes.

*Ask someone about his/her likes and dislikes.

*Ask someone about person's likes and dislikes.

Activity 1

a) Ve las escenas que están abajo y contesta las preguntas.



1. Do you know who Charlie Chaplin was? _____
2. Have you ever seen one of his silent films? _____
3. Did you like it? _____

b) Lee el siguiente texto y contesta las preguntas de comprensión.



Charlie Chaplin

Charlie Chaplin was an English comic actor, filmmaker, and composer who rose to fame in the silent era. He is mostly famous for his screen persona "the tramp". Born on April 16, 1889 in London, Chaplin is considered one of the most important figures in the history of the film industry. He had been a productive and creative filmmaker for about 75 years before he died in 1977.

Charlie Chaplin suffered from poverty and hardship in his childhood. He was sent to a workhouse twice before the age of nine. His mother struggled financially when his father was absent. When he was 14, his mother was sent to a mental asylum.

Chaplin's first performances were at music halls as a stage actor and comedian at the age of 19. He went to the USA where he was scouted for the film industry, and began appearing in 1914 for Keystone Studios. He soon developed **the Tramp** persona and formed a large fan base. Chaplin directed his own films from an early stage, and continued to hone his craft. By 1918, he was one of the best known figures in the film industry. Chaplin wrote, directed, produced, edited, starred in, and composed the music for most of his films. He was a perfectionist, and his financial independence enabled him to spend years on the development and production of a picture.

The 1940's were a decade marked with controversy for Chaplin, and his popularity declined rapidly. He was accused of communist sympathies, while his involvement in a paternity suit and marriages to much younger women caused scandal. An FBI investigation was opened, and Chaplin was forced to leave the United States and settle in Switzerland. In 1972, as part of a renewed appreciation for his work, Chaplin received an Honorary Academy Award for: "the incalculable effect he has had in making motion pictures the art form of this century".

Comprehension:

1. Charlie Chaplin had a happy childhood.
 - a. True
 - b. False
2. Chaplin started his career in England.
 - a. True
 - b. False
3. Chaplin left the USA to live in Switzerland because he was ill.
 - a. True
 - b. False
4. Chaplin died at the age of 88.
 - a. True
 - b. False

c) Busca en youtube los siguientes fragmentos de algunas películas mudas y obsérvalas.

1. Charles Chaplin – The Lion's Cage.
2. Charles Chaplin – Factory Scene – modern Times (1936).
3. The Kid – Charles Chaplin.
4. Charles Chaplin – The Great Dictator – Barber Shop Scene (Braham's Hungarian Dance N° 5).
5. Chaplin vs. Keaton.
6. Charles Chaplin – The Mirror Maze (The Circus).
7. Chaplin's The Circus (Music by Sascha Jatho).

*Escribe en tu cuaderno de que trata cada video y contesta las siguientes preguntas.

1. Do you think silent movies stimulate the imagination? _____
2. Can you imagine the possible dialogues? _____

Activity 2

a) Ve las escenas de la actividad anterior y juega el siguiente juego con tus papás y hermanos.

Reglas del juego:

1. Pon una ficha en el espacio marcado como *Start*.
2. Tira una moneda si es sello, mueve la ficha un espacio. Si es águila, mueve la ficha dos espacios.
3. Lee la pregunta u oración en cada espacio y completa el ejercicio.
4. Si respondes correctamente la pregunta u oración, tu ficha permanecerá en ese espacio y esperarás hasta tu siguiente turno.
5. Si no respondes correctamente la pregunta u oración, entonces perderás un turno.
6. El juego continuará hasta que uno de los jugadores llegue a la meta.

START

1. Where are the characters?
a) at a fair
b) in a mall
c) in a zoo

2. When does the story take place?
a) 10 years ago
b) nowadays
c) a century ago

3. How many characters are there in the story?
Who are they?

4. *Brave, gentle, funny and clever* are words to describe ____.
a) the girlfriend
b) the villain
c) Charlie Chaplin

5. Are all the characters equally important?

6. What happens at the beginning of the story?

7. What's the conflict of the story?

8. Is the girlfriend frightened by the villain?
How do you know?

9. *Mean, selfish and angry* are words to describe ____.
a) the girlfriend
b) the villain
c) Charlie Chaplin

FINISH

b) Marca con una palomita (✓) las emociones que el mimo está expresando.



anger

fear

frustration

happiness



sadness

envy

happiness

fear



anger

sadness

surprise

pride



surprise

sadness

fear

happiness

c) Une cada escena con la palabra que le corresponda.

frightening

melodramatic

comic



Activity 3

a) Enumera las descripciones de acuerdo a las escenas.



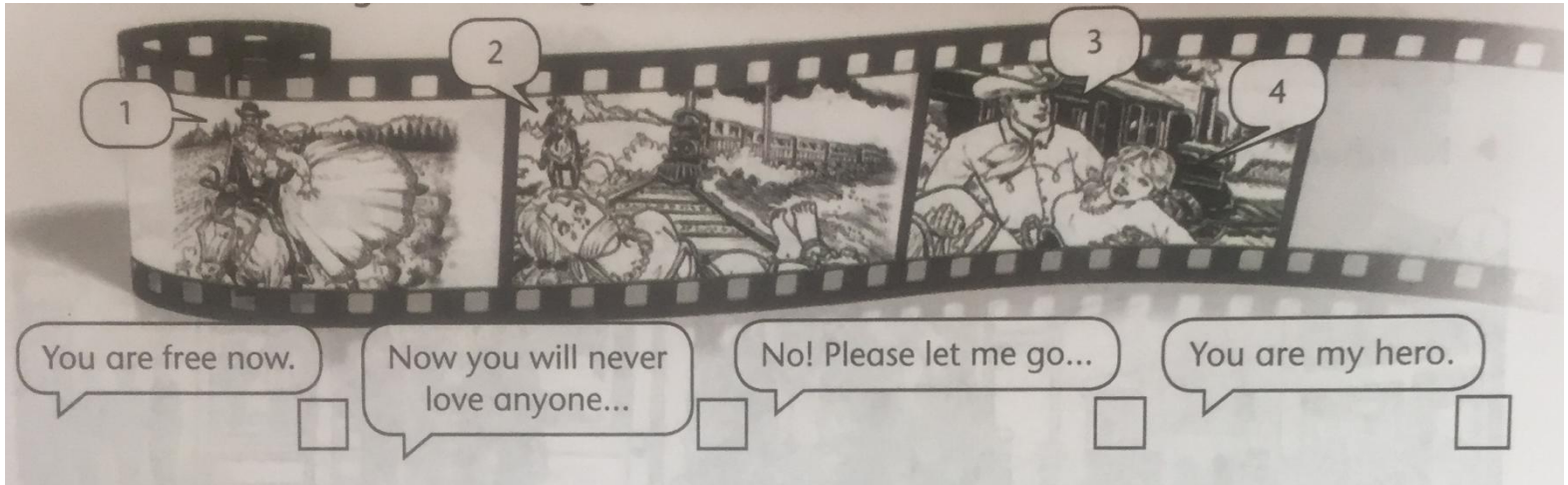
- _____ The manager removes the other mannequin. The man understands why the line doesn't move up.
- _____ The man wonders why it is taking so long to move up the line.
- _____ A young man wants some bread for free. He goes to the end of a line to wait for his turn to get some bread.
- _____ The manager of the store removes a mannequin. The man doesn't understand what's happening.
- _____ The man races to the store that is giving out free bread just as the store closes for the day.
- _____ He stands behind two men, but he doesn't realize that they are mannequins.

b) Contesta las siguientes preguntas de acuerdo a las oraciones de arriba.

1. Who wants some food? _____
2. What happens to the man? _____
3. Does he get what he wants? _____
4. How does he feel at the end? _____

Activity 4

a) Enumera los diálogos de acuerdo a las escenas.



b) Une las preguntas con las respuestas.

- 1. Why does the man kidnap the woman?
- 2. Why does he tie her to the railroad tracks?
- 3. Who rescues the woman?

- He might be the man she loves.
- Because he might want to marry her.
- Because she might not love him.

c) Haz preguntas para cada respuesta usando las palabras.

Interviewer: do / do / you / ? / What / want / to _____

Archaeologist: I want to go back to the pyramid and find the treasure.

Interviewer: But the mummy is there. What are you going to do?

Archaeologist: it / am / going / fight / I / to / . _____

Interviewer: the / mummy / need / fight / ? / do / What / you / to / find / to _____

Archaeologist: I need to find the magic sword.

Interviewer: it / ? / is / Where _____

Archaeologist: It is in the mummy's tomb.

d) Haz un dibujo que represente el diálogo de arriba.



Activity 5

a) Lee la siguiente definición. Después escribe el género de cada trama de la película.

Genre / **n.** one of the categories, base on form, style or subject Matter, into which artistic works are placed. For example, movies are Categorized into the following genres: *action, comedy, drama, historical, Science fiction, horror, musical, western, animation and romance.*

The Maze Runner (2014)

Thomas wakes up trapped in a maze with a group of other boys; he has no memory of the outside world. Thomas hopes to find a way to escape by putting together fragments of his with clues he discovers in the maze.

Little Fockers (2010)

The father of the family, Jack Byrnes, wants to choose a successor. Does his son-in-law, the male nurse Greg Focker, have what it takes?

Titanic (1997)

A boy and a girl from different social backgrounds meet during the unfortunate first journey of the ship Titanic.

Annabelle (2014)

A dollmaker and his wife welcome a nun and several girls from a shuttered orphanage into their home, where they soon become the target of the dollmaker's possessed creation, Annabelle.

The Wizard of Oz (1939)

Dorothy Gale gets carried away to a magical land by a tornado. Here she begins her journey to meet the wizard who is the only person who can help her return home.

Coco (2017)

Miguel dreams of becoming an accomplished musician like his idol. Ernesto de la Cruz. Desperate to prove his talent, Miguel finds himself in the stunning and colorful Land of the Dead following a mysterious chain of events.

b) Escoge un extracto de una película muda del siguiente website y escoge una que sea de tu interés. Después completa el Mapa Mental.

https://www.youtube.com/results?search_query=silent+movies

Story Map

Scene:



Setting:

Time:

Place:



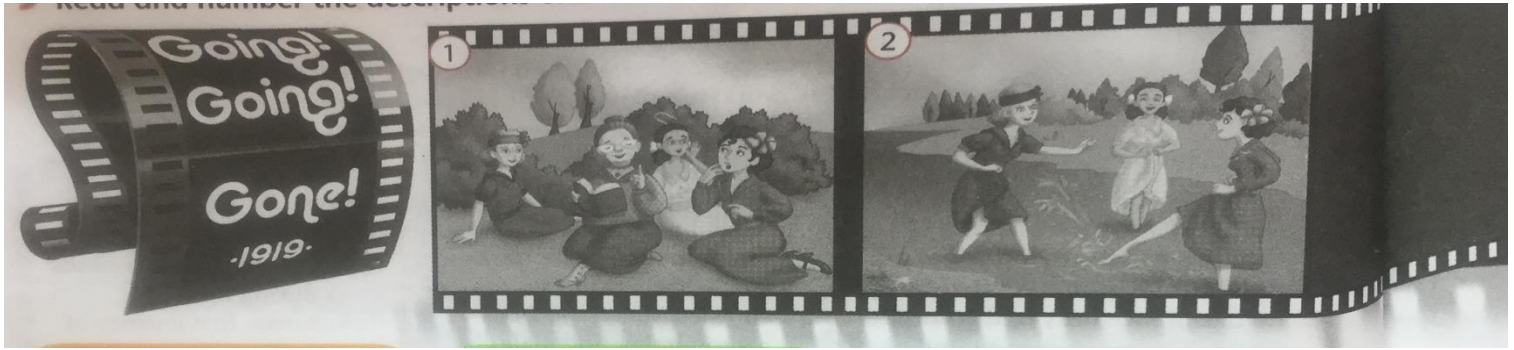
characters:



Dialogues and indications:

Activity 6

a) Lee y enumera las descripciones de las escenas en orden.



Suddenly, a girl steps on a crab and it pinches her toe. A Young man runs

The teacher does not approve of him and chases him away.

The girls get bored and go to the river. They play and laugh in the water.

The young man gets the crab off the girls toe. The girls are very grateful. He is their hero.

A group of girls is out with their teacher. The teacher is reading a boring story to them.

b) Encierra en un círculo el texto apropiado para cada escena.

Scene 1
 I'm bored! Let's go to the river. This story is really interesting!

Scene 2
 Let's go back to the teacher. This is fun!

Scene 3
 I'll help you! I'm hungry.

Scene 4
 You don't have to thank me girls. Now you have to invite me to lunch!

Scene 5
 Young man, please leave my students alone. Young man, please ask my students out.

c) Escribe los diálogos para cada escena usando las ideas de arriba. Decide quién dice que.

Ejemplo:

Scene 1

Teacher: Once upon a time, there was...

Girl 1: I'm bored! Let's go to the river.

Girl 2: Good idea!

Scene 2:

Scene 3

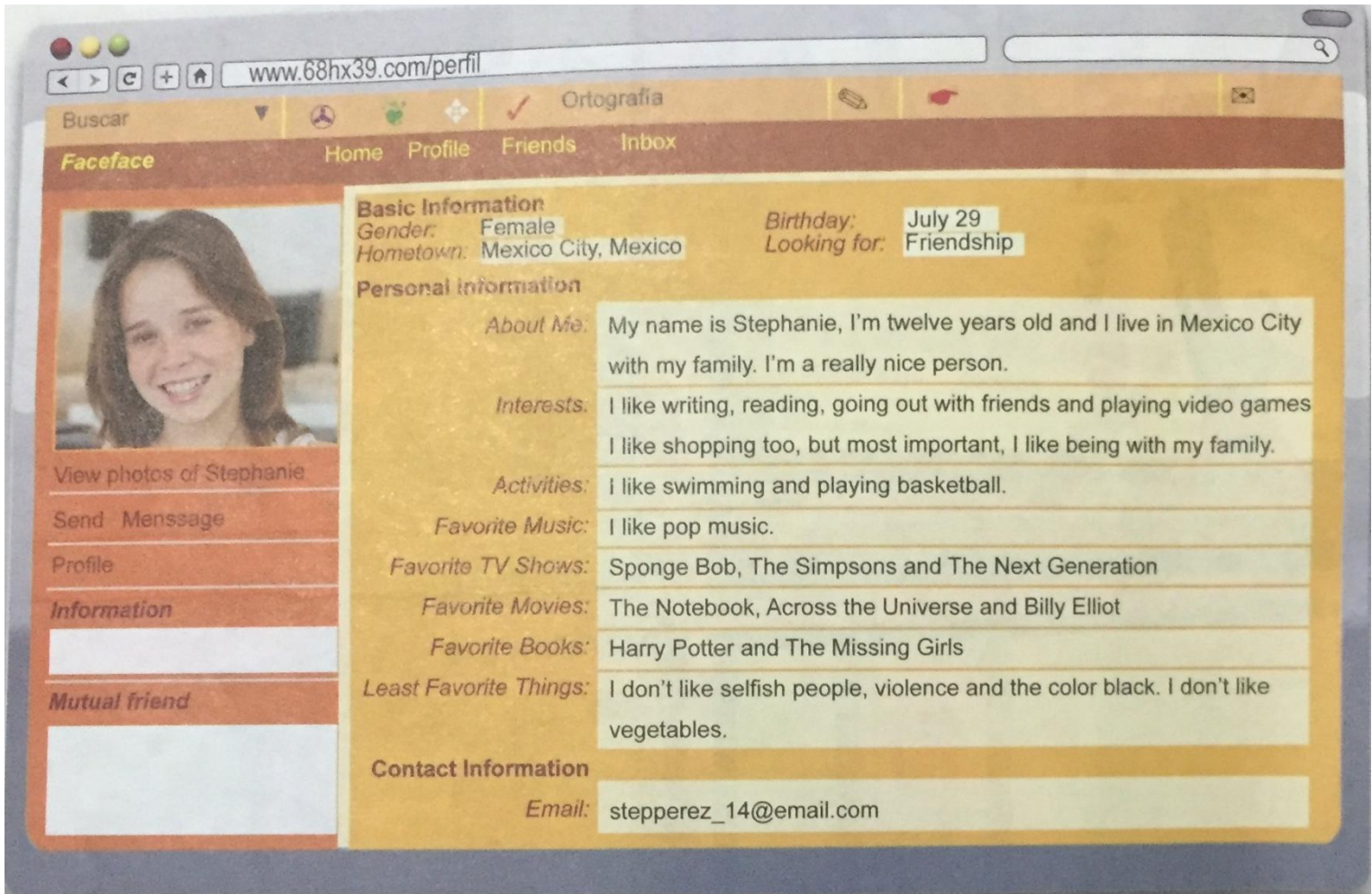
Scene 4

Scene 5

Activity 7

a) Jonathan está leyendo el texto de abajo. Míralo y contesta las siguientes preguntas. Subraya la respuesta correcta.

1. Where can you find a text like this?
a) In an e-mail b) In a social net website c) In a scientific website
2. What information does it give?
a) School details b) Information of personalities c) Personal details



b) Contesta las siguientes preguntas sobre Stephanie

1. Does she like pop music? _____
2. Who does she live with? _____
3. What is very important for her? _____
4. What movies does Stephanie like? _____
5. Is she positive about selfish people? _____

c) Contesta las siguientes preguntas sobre ti.

1. Do you have an Internet personal profile? _____
2. Where? _____
3. Do you think it is good to have one? _____
5. Why? _____

d) Regresa al texto y completa las oraciones.

A) I _____ being with my family.

I _____ writing...

I _____ swimming...

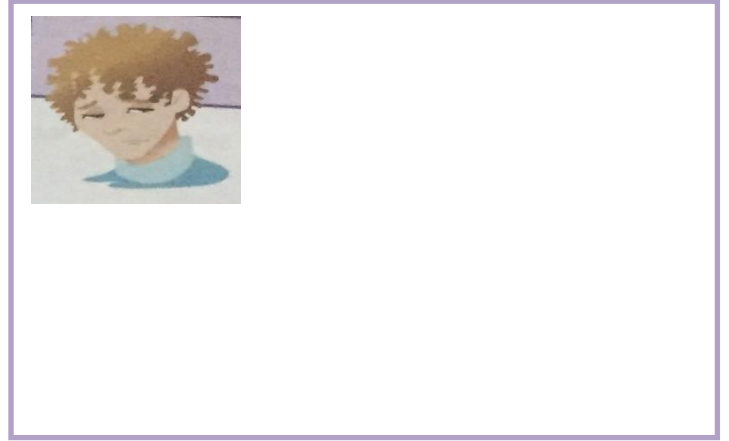
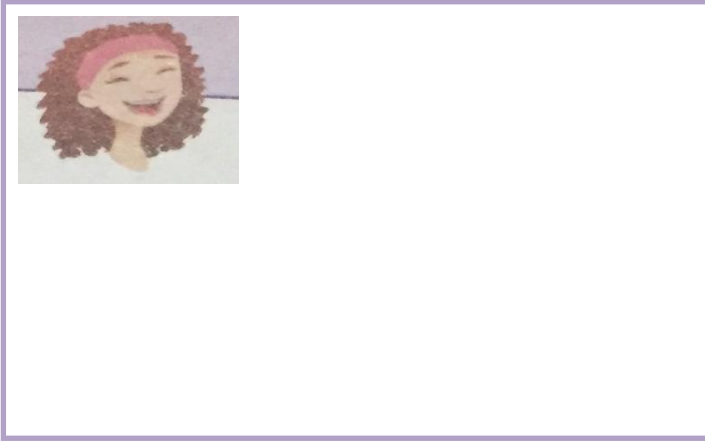
I _____ pop music.

I _____ shopping...

B) I _____ selfish people...

I _____ vegetables.

e) Analiza las oraciones en el ejercicio anterior y de acuerdo a las ilustraciones, escribe **I like** y **I don't like** en la siguiente tabla.



f) Analiza la segunda parte de las oraciones en el ejercicio "d" y completa la siguiente tabla.

Verbs ending -ing	Nouns

Activity 8

a) Basado en los ejercicios anteriores, completa la información que falta.

NOTE: See the Appendix.

Likes and dislikes

E.g: _____ + verb like / don't like + object (/ verb ending -ing)

I / We / You

like / don't like

chocolate / running.

NOTE: Americans normally use "I like to...". For British people "I like + -ing is common.

b) Mira las imágenes y escribe oraciones de acuerdo al dibujo.

a) I _____
_____.

b) I _____
_____.

c) I _____
_____.

d) I _____
_____ at night.

e) I _____
_____ homework.

c) Sigue el ejemplo de la actividad 7a y escribe tu propio perfil.

www.68hx39.com/perfil

Faceface Home Profile Friends Inbox

Basic Information
Gender: _____ Birthday: _____
Hometown: _____ Looking for: _____

Personal information
About Me: _____
Favorite Music: _____
Interests: _____
Activities: _____
Favorite TV Shows: _____

Favorite Movies: _____
Favorite Books: _____
Least Favorite Things: _____




Contact Information
Email: _____

View photos
Send Menssage
Profile
Information
Mutual friend

Activity 9

a) Mira el título del sitio web que Sam encontró en Internet. Después lee el sitio web y encierra en un círculo **T** para verdadero o **F** para falso.

The screenshot shows a web browser window with the URL <http://www.ntsoboringlife.com/hobbies/top-100-celebrities-and-their-hobbies/>. The page title is "TOP 100 CELEBRITIES AND THEIR HOBBIES". The content lists four celebrities and their hobbies:

- David Beckham**. Tattoos, Fencing, Shopping. English soccer-player David Beckham is apparently a fan of getting tattoos and fencing. Some reports say he likes to fence with Will Smith and Tom Cruise. He is married to Victoria Beckham and they really like shopping. 
- Steven Spielberg**. Aliens. Director, producer, and screenwriter Steven Spielberg loves aliens. Are you surprised? We are not. 
- Madonna**. Yoga, Reading, Writing. Madonna is the queen of Zen, so it's no surprise yoga is one of her top hobbies. She also enjoys reading and writing, and she is the author of several children's books. 
- Lorena Ochoa**. Waterskiing and Reading. Golf player Lorena Ochoa isn't just the world's number one female golfer; she's also a waterskiing enthusiast and an avid reader.

Adapted from: <http://www.ntsoboringlife.com/hobbies/top-100-celebrities-and-thier-hobbies/>

1. David Beckham likes fencing alone. T F
2. Victoria Beckham loves shopping. T F
3. Steven Spielberg doesn't like aliens. T F
4. Madonna enjoys writing books. T F
5. Lorena Ochoa likes Reading. T F
6. Lorena Ochoa doesn't like waterski. T F

b) Contesta las siguientes preguntas.

1. Do you know who the people in the text are? _____

2. Do you have similar hobbies? _____ Which ones? _____

c) Completa el siguiente gráfico con cosas que te gusten y que no te gusten.

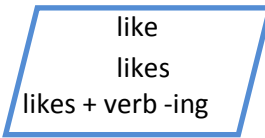
	Music	Clothes	Famous People	Activity	Sports
I like					
I dislike					

d) Completa las siguientes oraciones . Usa **like** 😊 , **likes** 😊 , **don't like** 😞 , o **doesn't like** 😞 .

1. I _____ yoga. I prefer very active sports. 😞
2. Charly and Morgan love action movies. They _____ to go to the cinema together. 😊
3. He _____ to swim. Water sports are not for him. 😞
4. She _____ tattoos. She thinks they do not give a good appearance. 😞
5. Gabriel loves to watch it, but he _____ football. It's tiring. 😞

Activity 10

a) Completa la información sobre algunas celebridades mexicanas y sus pasatiempos. Usa la alternativa apropiada:



1. **Paola Espinosa.** She is a Mexican athlete. She competes in diving and represented Mexico in the Olympic Games.

She likes listening to music before a competition. She _____ all water sports.

2. **Virginia Tovar.** She is the first woman referee in soccer. She likes being active. She _____

sports. She loves her job, but she doesn't _____ using the same showers as men referees.

She _____ soccer with her kids.

3. **Antonio Perez.** He is a race car driver in NASCAR. He _____ driving fast cars.

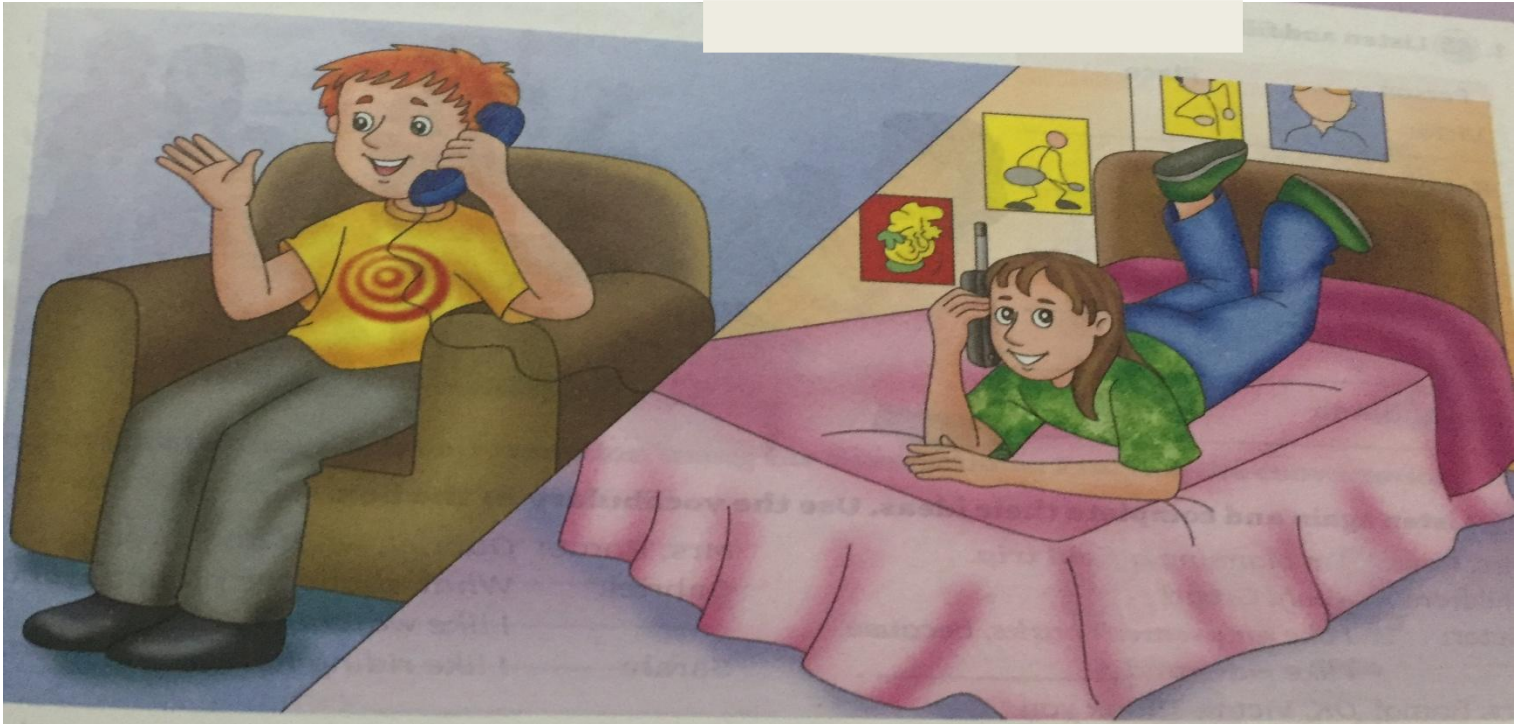
He demonstrates that in Mexico there are talented drivers. He doesn't _____ forgetting about

Less fortunate people, so, he participates in charity events.

b) Escribe un párrafo corto acerca de los **likes** y **dislikes** de una celebridad que conozcas y pon su imagen. Sigue el ejercicio anterior como ejemplo.

A large, empty rounded rectangle with a blue border, intended for the student to write a paragraph and include an image of a celebrity.

c) Lee el siguiente diálogo y encierra en un círculo la respuesta correcta.



Joe: *Hi Alison. What are you doing?*

Alison: *Hi Joe, not much. I'm just listening to music.*

Joe: *Who are you listening to?*

Alison: *Julieta Venegas.*

Joe: *Do you like pop music?*

Alison: *Yes, I do. Why?*

Joe: *Well I do too, especially Julieta Venegas. Hey, would you like to go to her concert on Friday?*

Alison: *Yes, I'd love to.*

Joe: *OK. Shall we meet at the theater or shall I come to your house?*

Alison: *Er... I'd prefer to meet you at my house. Is that okay?*

Joe: *Yeah, sure.*

Alison: *Why don't you come for lunch?*

Joe: *That sounds great. See you on Friday.*

Alison: *See you. Bye.*

Joe: *Bye.*

1. Joe is inviting Alison to a

- a. movie b. concert c. play

2. Alison

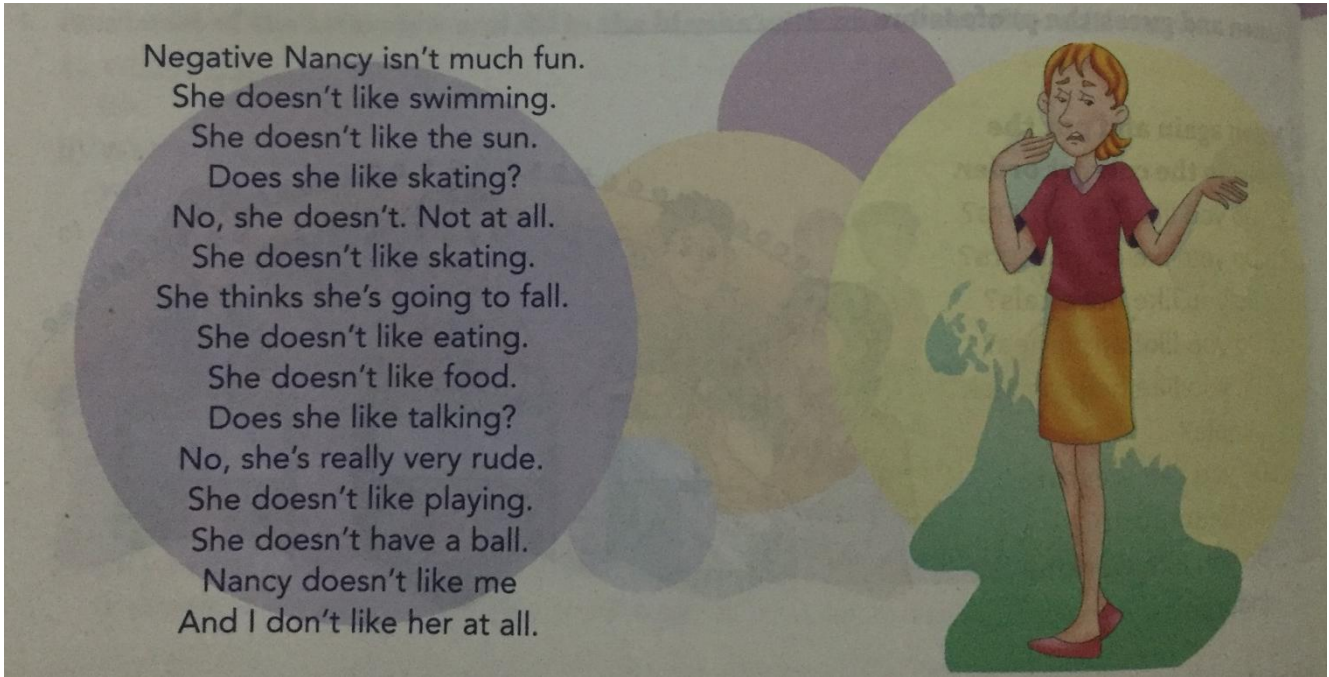
- a. accepts b. rejects c. doesn't know about his invitation.

3. They will meet at

- a. the theater b. a concert c. house

Activity 11

Negative Nancy Poem.



a) Lee el poema y contesta las preguntas.

1. What kind of person is Nancy? _____
2. Are you similar to her? _____
3. Do you know anyone similar to her? Who? Why? _____

b) Lee el poema de nuevo y escribe qué no le gusta a Nancy.

Ejemplo: ***Nancy doesn't like swimming.***

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____

c) Mira le encuesta. Pon (✓) a las cosas que le gustan a los miembros de tu familia, y pon una X a las cosas que no les gustan.

	Watch TV	Hamburgers	Dance	Read	Movies	Swim
Mother						
Father						
Sister						
Brother						

d) Completa el siguiente cuadro.

Complete with **do or does**.

_____ you like?

_____ he like?

_____ they like.....?

Complete with **I, she, or they**.

_____ doesn't like

_____ don't like

_____ don't like

e) Completa las oraciones con las palabras que están en el recuadro.

Do don't Does doesn't like likes

For Example: **Does Anna like Celda? No, she doesn't like video games.**

1. _____ Luisa _____ Luigi's Party? No, she _____ Luigi's Party.
2. _____ you _____ Soul Kalibur? Yes, I _____ it.
3. _____ Bobby _____ Pokemin? No, he _____ it.
4. _____ Sally and Lauren _____ Donkey Monkey? No, They _____ it.

Activity 12

a) En una hoja en blanco haz un collage de tus **likes**: usa imágenes, fotos, dibujos, frases, palabras, etc. Ponle color y creatividad.

Activity 13

a) En una hoja en blanco haz un collage de tus **dislikes**: usa imágenes, fotos, dibujos, frases, palabras, etc. Ponle color y creatividad.

APPENDIX

LIKE, HATE, LOVE We express likes and dislikes with the verbs **like** (😊), **hate** (😞) and **love** (♥) followed by a direct object (noun, gerund or infinitive). We add an **-s** to the 3rd person singular (he, she, it).

Affirmative

I like pizzas.	I	like/hate/love	noun gerund	😊 + like/hate/love + direct object
You hate dancing.	You			
He loves ice cream.	We			
She loves singing.	They	likes/hates/ loves		😊 + likes/hates/loves + direct object
It likes sleeping all day.	He			
We love watching TV.	She			
They hate homework.	It			

Negative For negatives, we add **do not (don't)** or **does not (doesn't)** for 3rd person singular (he, she, it). Notice that we do not add -s to like, hate or love in the negative.

I don't like hamburgers.	I	don't	like hate love	noun gerund	😊 + don't + like/hate/love + direct object
You don't hate driving.	You				
He doesn't love spaghetti.	We				
She doesn't love playing soccer.	They	doesn't			😊 + doesn't + like/hate/love + direct object
It doesn't like chasing cars.	He				
We don't love doing homework.	She				
They don't hate school.	It				

Yes/No questions For Yes/No questions, we add **do** or **does** before the subject. We use **do/does** or **don't/doesn't** in short answers.

Do I like tacos?	Do + I/you/we/ they + like	Do/does + 😊 + like + direct object	Yes, I do. / No, I don't. Yes, you do. / No, you don't. Yes, we do. / No, we don't. Yes, they do. / No, they don't.	Yes / No, + 😊 + do/does / don't doesn't
Do you like cooking?				
Does he like cheese?				
Does she like playing chess?	Does + he/she/ it + like		Yes, he does. / No, he doesn't. Yes, she does. / No, she doesn't. Yes, it does. / No, it doesn't.	
Does it like chasing mice?				
Do we like listening to music?				
Do they like math?				

Wh (information) questions are formed with the **Wh-** word and **do** or **does** before the subject.

What do I like?	Wh + do/does + 😊 + like/hate/love + direct object?
What do you hate doing?	
What does he love eating?	
When does she like eating for dinner?	
Where does it love sleeping?	
What do we hate?	
Where do they like going on weekends?	

INVITATIONS We can use the following expressions to make invitations:

Why don't we go to the movies?
Would you like to play videogames?
Shall we ride horses?

For invitations with **Would you like to...?**, we use a verb in simple form:

Would you like to go to the movies?
Would you like to eat pizza?
Would you like to visit that museum?

To accept an invitation, we can say:

I'd love to.
That sounds great!
That's a great idea!
Sure!

To refuse an invitation, we can say:

I'd love to, but I have to be home for dinner.
Thanks, but I don't like videogames.
I'd prefer riding bikes.

... I hate cats and dogs.