



TRABAJO INTEGRADOR

TRAYECTORIA EDUCATIVA 2020

EEST N°1 "RAÚL SCALABRINI ORTIZ"

MATERIA: INGLES

CURSO: 3ER AÑO (TODOS) TURNOS: MAÑANA Y TARDE

PROFESORAS: FIGUEREDO ELIANA / VERA ROMINA / QUIROGA CARMEN.

SE RECUERDA A LOS ESTUDIANTES QUE DEBERÁN REALIZAR UNA DEFENSA ORAL DE LOS TRABAJOS EN LA CUAL LA PROFESORA PODRÁ PREGUNTAR SOBRE CUALQUIERA DE LOS CONTENIDOS TRATADOS EN EL MISMO.

Contenido prioritario

- Presente simple y presente continuo
- Can / could (habilidades presentes y pasadas)
- Pasado simple, pasado continuo.
- Presente perfecto simple con since y for.
- Must/ Have to (Obligación y prohibición) , Should / shouldn't (Consejo) ▪
Condicional tipo cero.
- Vocabulario relacionado con el idioma, la tecnología, héroes, desastres naturales, solidaridad, stress adolescente.

Criterios de evaluación:

El estudiante al momento de presentarse en la mesa de examen deberá tener el trabajo integrador completo en su totalidad. Luego pasará a la instancia

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A) READING COMPREHENSION I.

The need for a global language



By Lindsay Crawley



You can hear English in almost every part of the world. It is people's first language in the United Kingdom, the United States and Australia, and it is the official language of several other countries like India in Asia and Nigeria in Africa. There are about 400 million native speakers of English and over one billion non-native speakers of it. **1**

Millions of people are learning English at present. Some of them are learning it to communicate with native speakers but many more are learning it to communicate with people from non-English speaking countries. A Japanese businessman is talking on the phone with a colleague from Germany. They are speaking English. But it is not British or American English. It is Global English, the world's lingua franca, the language that people use to communicate across cultures. **2**

Is this tendency to use English going to continue in the future? Some researchers think that multilingualism is going to be the new trend. With improvements in translation technology, people are going to speak and write in their own language and still communicate effectively. Other experts think that Mandarin, the most widely spoken language, is going to expand its influence. But many people believe this Chinese dialect is too difficult to become a lingua franca. **3**

English is the language of ship captains, airplane pilots and air traffic controllers. It is also the language of diplomacy, science, technology, business, international competitions and education. Half of the world's technical and scientific documents are in English and universities worldwide give courses in English so students can come from anywhere in the world to study in them. 80% of the world's email is written in English, the top language of Internet users. With so many uses by so many people, the future of English seems clear – it is with us to stay! **4**

3 Read the newspaper column. Then read the headings (a-e) and match them to the paragraphs (1-4). Be careful! There is one extra heading.

- a. Different situations, one same language.
- b. English, Mandarin or a multilingual world?
- c. British and American English.
- d. A tool for communication between cultures.
- e. Native and non-native speakers of English around the world.

Listening comprehension: Watch the video about "English speaking countries"

<https://www.youtube.com/watch?v=2q4DAu0x-zU>

Answer these questions: The Need for a Global Language.

1. Where is English spoken as a native language?
2. Where is English an official language?
3. Where do people speak English as a foreign language?
4. What is Global Language?
5. What are some of the uses of English?
6. Why did English become so important? (Watch the video).

READING COMPREHENSION II: "The Angel of the Beach! Read and answer.

On 26th December 2004, a 10-year-old British schoolgirl, Tilly Smith, was happily spending her holiday with her family in a hotel in Phuket, Thailand.

The family were playing on the beach when the sea rapidly moved back. Tilly knew it was the first sign of a tsunami. 'I was looking at the sea and the water looked very strange. There were lots of bubbles and the tide went out very quickly. I understood what was happening'. Tilly ran to her mother and explained it was possibly a tsunami. Mother and daughter ran and told the hotel manager. He reacted quickly and evacuated the area, minutes before the tsunami arrived.

But how did a 10-year-old British schoolgirl know a tsunami was coming? Before Christmas, in her Geography class, Tilly saw a video of a tsunami in Hawaii. In 1946. She remembered the images.

On that sunny, December day the tsunami destroyed hotels, shops, schools, hospitals, homes, and killed thousands of people. But Tilly saved her family and hundreds of tourists and local people.

'She is a hero, she saved our lives because she is a good student,' said the hotel manager. Mr Kearney, Tilly's geography teacher, described her as a brave girl. The local people called her 'The Angel of the Beach'.

1. Where was Tilly Smith from?
2. Where was Tilly during Christmas in 2004?
3. Who was she with?
4. What happened to the sea?
5. Who did Tilly tell about the tsunami first?
6. In which class did she learn about tsunamis?
7. Did many people die in the 2004 tsunami?
8. Have you lived any wild weather in your city?

B) GRAMMAR

Rewrite the sentences and questions using the correct form of the verbs in brackets.
PRESENT SIMPLE OR PRESENT CONTINUOUS.

1. (you / like / download) music onto video games?
.....
2. How often (your brother / play) video games?
.....
3. Sandra (always / update) her profile on the social network.
.....
4. I (not want) to watch films on my laptop
.....
5. (Your friends / send) you text messages every day?
.....
6. (He / play) computer games at the moment
.....



Write sentences about what Jay's family were doing when the earthquake happened. Use PAST SIMPLE AND PAST CONTINUOUS

1. His mum / cook / when / she / hear a shout.
2. His brother / eat / when / the lights / go out.
3. Somebody / shout, 'Earthquake!' / while / Jay's sister / talk with her friends.
4. His grandparents / watch TV / when / some books / fall off the shelves.
5. The ground / move / while / his dad / walk down the street.

Choose the correct option

1. I feel tired. I have to / don't have to rest.
2. He's very angry. I think he has to / doesn't have to calm down.
3. She feels down. We have to / don't have to cheer her up.
4. It's a surprise. You mustn't / don't have to say anything.
5. The last exercise is not important. We have to / don't have to do it.

Complete the sentences with your own ideas.

1. When we are at school, we must.....
2. In my English class I mustn't
3. When I'm home, I don't have to.....
4. When a friend has a problem, you should.....
5. When you have a cold, you shouldn't.....

Complete the following sentences using the zero conditional

1. If he (Get) enough sleep, he (Feel) well.
2. If teenagers(be) responsible, parents(not have to tell) Them what to do.
3. She (Listen) to music if she (Want) to relax.
4. Teenagers(work) hard if their teacher.....(motivate) them.
5. If we..... (Not Have) breakfast, we..... (Feel) hungry.

Complete with the PRESENT PERFECT SIMPLE with FOR and SINCE

Sandy and Mel..... (Be) friends.....a long time. They (Work) at kind heartsfour years. They organise visits to hospitals and homes for children and the elderly.

Since 2008, they (Visit) 549 people. Sandy says, "I'm happy because I.....(help) 549 people smile".

John (Study) English.....six years. He needs English because he wants to work for an international humanitarian organisation. He(want) to be a volunteer He was a boy!

