



INSTITUTO UNIVERSITARIO DE CALDAS

"Dignificando la escuela transformamos el mundo"

Guía de estudio virtual y para estudio en casa

ASIGNATURA: *Inglés 10 aede*

SEMANA DE TRABAJO: *Febrero*

Guía elaborada por Los docentes:

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Learn English not because you have to...

But because you really want to.

Welcome



We hope you had a great holiday, and that you are well rested and ready for this new academic year.

Let's do our best this year!

METAS DE APRENDIZAJE / COMPETENCIAS A DESARROLLAR

- Repasa el presente simple en su forma afirmativa, negativa e interrogativa.
- Completa oraciones usando la forma de presente simple de los verbos asignados.
- Lee textos que están escritos principalmente en presente simple.

Evaluation

Read the following text then read the sentences and choose true or false



Jim is 10 years old. He lives in Los Angeles with his family. His father is a doctor and his mother is a teacher. Jim doesn't have any brothers or sisters. He loves basketball and want to be a professional basketball player. He likes school a lot. He goes to school every day at half past eight. His favorite lessons are sports and computing. In his free time Jim loves playing computer games and watching TV. On Saturdays and Sundays he plays basketball with his schoolmates.

1. Jim's father is a teacher. True False
2. On the weekdays, he plays basketball with his classmates. True False
3. Jim's sister studies in the same school. True False
4. Jim wants to study computing at the university. True False

Study/ Explanation (Affirmative sentences)

Reglas para las terceras personas (HE - SHE - IT)



Si el verbo termina en "Y" y antes de la "Y" hay una consonante le quitamos la "Y" y le agregamos "IES"



Si el verbo termina en: "S", "X", "Z", "CH", "SH", "GO", "DO" le agrego "ES"



Si el verbo no sigue la regla del "IES" ni la regla de la "ES", le debo agregar una "S"

Pronombres personales		Verbos que no siguen estas reglas se conjugan así		
		BE	HAVE	CAN
Singular	I	am	have	can
	You	are	have	can
	he	is	has	can
	she			
Plural	it	are	have	can
	we			
	you			
	they			

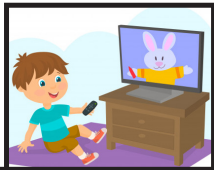
Practice 1

In order to practice the topic, write these sentences on your notebook and complete them with the correct form of the verbs in parentheses then check your answers

- Sandra works (work) at a Christian hospital.
 Bill teaches (teach) at King's Royal College.
 Clarence _____ (drive) an off- the-road motorcycle.
 The rules _____ (say) that students must come in time.
 The cat _____ (take) good care of its kittens.
 My best friend _____ (be) tall.

Evaluation

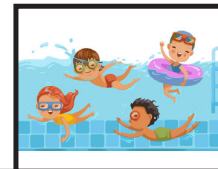
1) Complete the sentences by using the present simple form of the verbs in parentheses.



My brother watches (watch) T.V.



Pigs _____ (play) in the mud.



We _____ (swim) in a pool.



Paul's sister _____ (drink) coffee.



My mother and I _____ (wash) the dishes.



My uncle _____ (read) the newspaper.

Don't - Doesn't

We use **Don't** or **Doesn't** to make a **negative sentence** in the simple present tense.*

* Exceptions: Negative sentences that use To Be or Modal Verbs (can, might, etc.)

Subject	Auxiliary	Verb **
I / you / we / they	+ don't	go ... want ... like ...
he / she / it	+ doesn't	

Affirmative: You speak English.
 Negative: You **don't** speak English.
 Affirmative: He speaks English.
 Negative: He **doesn't** speak English.

** The base form of the infinitive = to go, to need, to speak, to live
 Third person verbs lose the final "s" in negative sentences.

Be careful... I ~~no~~ live in Japan. ✗
 I **don't** live in Japan. ✓
 Affirmative: She has a cat. ✓
 Negative: She **doesn't** has a cat. ✗
 Negative: She **doesn't** have a cat. ✓

Contractions
 don't = do not
 doesn't = does not

Practice 2

Write these sentences on your notebook and then change them into negative, when you finish check your answers.

- I play the piano very well.
I don't play the piano very well
- Jane plays the piano very well.
Jane doesn't play the piano very well
- They know my phone number.

- We work very hard.

- He has a bath every day.

- You do the same things every day.

Evaluation

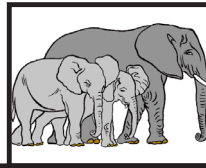
2) Complete the sentences by using don't or doesn't and the verb in parentheses.



Marcus **doesn't play** golf. (Play)



Carlos and Flor _____
_____ in Paris. (Live)



Elephants _____
peanuts. (eat)



Responsible people _____
_____ alcohol to get drunk. (drink)

3) Change these affirmative sentences into negative.

- A) Danny listens to the radio. **Danny doesn't listen to the radio.**
- B) We speak French. _____
- C) You drink coffee in the morning. _____
- D) My cat sleeps at night _____

Explanation (Questions)

We use **Do** or **Does** to make a question in the simple present tense. * * Exceptions: Questions with To Be and Modal Verbs (can, might, should etc.)

Auxiliary	+	Subject	+	Verb **
DO		<u>I / you / we / they</u>		go ... ?
DOES		<u>he / she / it</u>		want ... ?
				like ... ?

Affirmative: You speak English.
Question: **Do you speak English?**

Affirmative: He speaks English.
Question: **Does he speak English?**

** The base form of the infinitive = to go, to need, to speak, to live
Look: Third person verbs lose the final "s" in questions

WH- questions (using words such as "what", "when", and "where") are also created by putting the auxiliary do or does before the subject. Then, you add the WH- word at the beginning. Here are some examples:

What		I	Work	
When	do	You	Study	
Where		They	Play	?
Who		We	Go	
Why		It	Eat	
How	does	she	Drink	
Whom		He	Drive	
Which		It		

Practice 3

Write these questions on your notebook and then complete them by using the right auxiliary, after that write a possible answer. Then click the link to check your answers.

- When **do** _____ they play tennis? Answer: **They play tennis on Sundays**.
- does** _____ a frog live in the sea? Answer: _____.
- How many oranges _____ you want? Answer: _____.
- _____ you like pizza? Answer: _____.
- _____ your best friend do karate? Answer: _____.

Evaluation

3) Complete the questions by using do or does and the verb in parentheses then choose the answer.

does _____ a penguin
fly _____ like an eagle? (fly)

A) Yes, a penguin do
B) No, I don't
C) No, they don't
D) No, it doesn't ✓

Why _____ Homer Simpson _____ donuts? (like)

A) Because, he does
B) Because they are delicious.
C) Because they are chubby.

_____ you _____ milk? (drink)

A) Yes, I does.
B) Because I don't.
C) Yes, I like.
D) No, I don't.

What _____ they _____ for breakfast? (have)

A) Yes, they do.
B) They have pancake for breakfast.

METAS DE APRENDIZAJE / COMPETENCIAS A DESARROLLAR

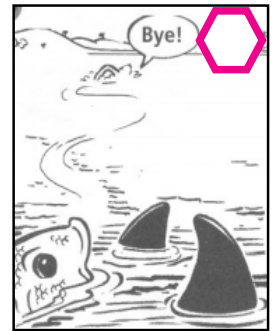
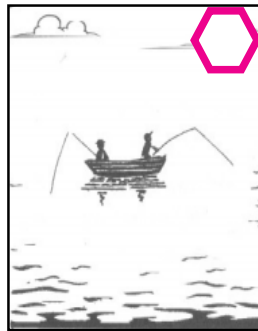
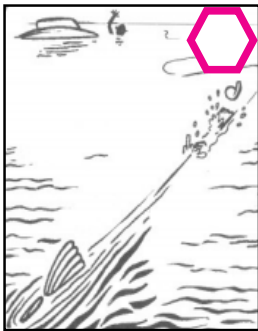
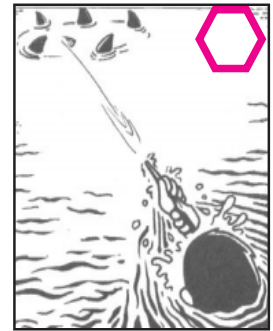
- Repasa el pasado simple en su forma afirmativa, negativa e interrogativa.
- Identifica los pasados de los verbos regulares e irregulares.
- Completa oraciones usando la forma del pasado simple de los verbos asignados.

Evaluation 1

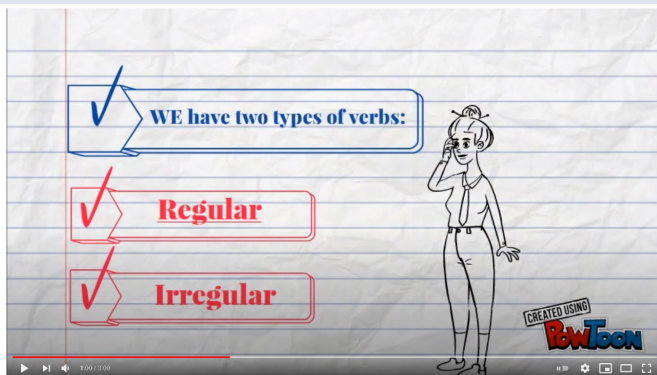
Read the story and match the sentences with the pictures.

The fishing trip

- 1 Yesterday, my brother and I went fishing,
- 2 I caught a very big fish and my brother helped me to pull it into the boat.
- 3 But, when we tried to take the fish out of the water, our boat turned over!
- 4 The fish swam away, but I held onto the line.
- 5 the fish took me to his friends - some sharks!
- 6 so I said goodbye to the fish very quickly and left as fast as I could!



Study/ Explanation (Affirmative sentences)



When you refer to past or completed actions, states, or events, use simple past verb forms.

The past tense of many verbs is formed by adding -ed
Walk ==>Walk**ed** Start====>start**ed**
English classes started at 10:00 am

When the verb ends in "Y", and before there is a consonant, change the "Y" to "i" and add -ed
Study ==>Stud**ied** Copy====>Cop**ied**
English classes started at 10:00 am

When the verb is 1 syllable and ends with a single consonant after a single short sound vowel, double the consonant before adding -ed

Drop ==>Dro**pp**ed Plan====>Plan**ned**
Yesterday I planned to visit my grandparents

When the verb ends in "e", only add "d"
Love ==>Loved Like====>L**ik**ed
When I was 10 years old, I liked climbing trees.

Many common verbs are irregular. We don't form the past simple with -ed. They have their own past form.

Go ==>W**ent** Eat====>A**te**

Drink====>D**r**ank

He went to a restaurant.

He ate a large paella.

He drank a lot of wine.

Practice 1

Write this lyrics on your notebook and then, complete the song by using the past form of the verbs in parentheses.

sk8er boy
Avril Lavigne

He was (be) a boy she _____ (be) a girl	he wasn't good enough for her
can I make it anymore obvious?	she _____ (have) a pretty face
He _____ (be) a punk, she _____ (do)	but her head was up in a space
ballet	she _____ (need) to come back down to earth
What more can I say?	Five years from now, she sits at home
He wanted (want) her, she'd never tell	Feeding the baby she's all alone
secretly she _____ (want) him as well	She turns on T.V., guess who she sees
but all of her friends, stuck up their nose	Skater boy rocking up MTV
they _____ (have) a problem with his baggy	She calls up her friends, they already know
clothes.	And they've all got tickets to see his show
He was a skater boy,	She tags along, and stands in the crowd
she _____ (say) see you later boy	Looks up at the man that she _____ (turn) down

Evaluation 2

Complete the following story by using the past simple form of the verbs in the chart. They are in disorder, pay attention to the explanation **Study/ Explanation (Affirmative sentences)**

Life of my grandparents in USA

My grandparents (1) **were** born in Colombia in the 1950s. They (2) _____ to The United States of America in 1986. My grandfather (3) _____ in a factory in North Carolina and he (4) _____ English at night in a language institute.

My grandmother (5) _____ at home because she only (6) _____ Spanish and so she couldn't get a job. Life was difficult because my grandfather didn't earn much money in the factory.

My grandparents (7) _____ three children, my mother and my two uncles. They (8) _____ their parents as much as they could. My grandparents (9) _____ work when they were sixty. Unfortunately, my grandfather (10) _____ in 2014, but my grandmother is still alive.

Die	Come	Work	Stay
Be X	Have	Speak	Stop
Help	Study		

Study/ Explanation (Negative)

We use negative forms of Past Simple to talk about what we did not do in the past.

To make Past Simple negative sentences, we use the auxiliary did in negative (did not) or its abbreviation (didn't) and the simple form of the verb. It doesn't matter if they are regular or irregular verbs.

example:

I did not play soccer yesterday.

I didn't play soccer yesterday.

My friend didn't call me.

My friend did not call me.

In Past Simple negative, the verb 'be' has two forms — was not (wasn't) or were not (weren't): and we don't use the auxiliary did.

example:

I wasn't at home last night. or

Mary and Charles weren't at school. or

I was not at home last night.

Mary and Charles were not at school.

Practice 2

Look at the last explanation and video, write these affirmative sentences on your notebook and then, change the underlined verbs into negative. when you finish click on the gray rectangle and check your answers.

Affirmative sentences	Negative sentences
We <u>swam</u> a lot while we were on holiday.	We didn't swim a lot while we were on holiday.
They <u>enjoyed</u> visiting their friends.	
I <u>lived</u> abroad for ten years.	
He <u>enjoyed</u> being a student.	
She <u>played</u> a lot of tennis when she was younger.	

Click here to check
your answers
Solo en el PDF que descarga

Evaluation 3

Change the following affirmative sentences into negative.



They ate cereal for breakfast.



They didn't eat cereal for breakfast

He drew a beautiful girl.



Andrew walked the dog.



The car stopped in the traffic light.



My best friend bought a motorcycle.



John worked hard yesterday.



My best friend took the train.



Charles and Betty studied for their test.



Study/ Explanation (Questions)

To create a question that will be answered with a 'yes' or 'no', use 'did' and the simple form of the verb. The auxiliary is before the subject.

Example:

Did you go to the supermarket? – No, I didn't.

Did he play football? – Yes, he did.

Did they watch a film? – No, they didn't.

To ask questions using the verb 'be', we use was or were

Was Tom cold? - yes, he was

Were they upset? - No, they weren't

Wh-questions are questions that require more information in their answers. They are made using wh- words such as what, where, when, why, which, who, how, how many, how much.

To make a wh-question, use the same word order as with yes-no questions but put a wh-word before the verb 'did'.

Example:

Why did they leave?

How did it happen?

Who was your best friend 5 years ago?

Practice 3 and Evaluation 4

Complete the following story by using the past form of the verbs in parentheses, some of them are made for you, after that, complete the yes/no questions and answer them after that, in the wh questions, choose the right answers.

Bert, the inventor

Every day after school, Bert **locked** (lock) himself in his bedroom. He was working on a secret project.

He _____ (No/ tell) anyone what he was doing. Not even his best friend Larry.

Bert finally _____ (finish). He had made a robot that _____ (look) exactly like himself. The robot **had** (have) orange hair, freckles, and glasses. The robot and Bert both _____ (talk) in a squeaky voice. "Life is going to be easy now!" exclaimed Bert. "I'm going to send my robot to school while I stay home and play."

The next morning the robot _____ (eat) breakfast. then, he **rode** (ride) the bus to school. After school the bus _____ (drop) the robot back home. The robot _____ (knock) on the door.

"Sweetie, I am so glad you're home. I really _____ (miss) you!" **said** (say) mom. then she _____ (take) the robot into the kitchen and _____ (give) him a snack before dinner.

"We _____ (have) lots of fun at school today," said the robot. "we _____ (go) to space museum. I _____ (get) to try on a real space suit. It _____ (be) too big for me but the teacher _____ (take) me a picture."

Bert was listening outside the kitchen. He was sad. He _____ (want) to be an astronaut someday. He _____ (decide) this _____ (No/ be) a good idea. so the next day, Bert _____ (go) to school himself.

Complete the questions by using the verbs in parentheses and the auxiliary and then, answer them according to the story.

(make) : **Did** Bert **make** a dog robot? **No**, **he didn't**.

(walk) : _____ the robot _____ to school? _____, _____.

(stay) : _____ the robot _____ all the classes at the school? _____, _____.

(play) : _____ Bert _____ in the morning? _____, _____.

(visit) : _____ Bert _____ the space museum? _____, _____.

(want) : _____ the robot _____ to be an astronaut? _____, _____.

Read the wh questions and choose the right answer according to the story.

What did Bert look like?

- A) He had curly hair and was tall.
- B) He had red hair and wore a cap.
- C) He was short with blonde hair.
- D) He had orange hair and glasses.

Where did this story take place?

- A) At school
- B) At the grocery store
- C) At Larry's house
- D) At Bert's house

What did Bert decide to go to school himself?

- A) He missed his mom's smile.
- B) He missed going to the space museum.
- C) He missed his friend Larry
- D) He missed eating breakfast and going to school.

Why did Bert create the robot?

- A) He wanted to make life easier and have the robot go to school for him.
- B) His mom was feeling sick and needed help cleaning.
- C) He didn't want to be friends with Larry anymore
- D) He was sad that he didn't have any friends



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MARZO

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Learn English not because you have to...

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Welcome



BE STRONGER THAN YOUR EXCUSES



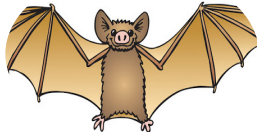
METAS DE APRENDIZAJE / COMPETENCIAS A DESARROLLAR

- Identifica el modal can y su negación, además los utiliza en sus escritos.
- Identifica el modal should y su forma negativa y los usa para completar y hacer oraciones.

Evaluation 1

Read the text and answer the questions.

A Presentation



I want you to prepare a presentation about an animal of your choice," Mr. Hoskins told the class. "Work in teams of three." Henry looked at Toby and then they both looked at Cindy. "We can do it on Saturday," Cindy suggested. Toby and Henry agreed.

That Saturday they met at Toby's house. "First we have to choose an animal," Henry said.

"I know," Toby said. "Let's do bats." "That's a good idea," Cindy said. "Ok. Next, what do we know about bats?" "They like dark places, so they live in caves," Toby said. "They eat bugs," Henry added.

"Turn on the computer. We can find out more on the Internet," Cindy said. The team watched a video about bats. "That's interesting," Toby said. "Bats can't see very well so they use radar. They see with their ears."

Finally, the team made a poster about bats. They put lots of interesting information and added photos. "It's time for your presentations," Mr. Hoskins said. "Who wants to go first?" "Do you have the poster?" Toby asked Cindy. Cindy looked in her pack, but it wasn't there. "I left it at home," she said. Mr. Hoskins showed a sympathetic smile.

A) Look at the highlighted and underlined words in the text, then, write them in front of the expression or word that can replace it. Look at the example.

- | | |
|----------------------------------------------|---------------------------------------|
| 1. Get ready: <u>Prepare</u> | 5. Insects: _____ |
| 2. Rodents that can fly: _____ | 6. Hollows places in the earth: _____ |
| 3. A recording of pictures and sounds: _____ | 7. Recommended: _____ |
| 4. Start: _____ | 8. Backpack: _____ |

B) Read once again the text and circle the correct answer.

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1) What's the first thing the team did?</p> <p>a) They watched a video.
b) They made a poster.
c) They turned on the computer.
d) They decided on an animal.</p> <p>3) What happened to the poster?</p> <p>a) It's in Toby's pack.
b) The team didn't make one.
c) Mr. Hoskins has it.
d) Cindy left it at home.</p> | <p>2) What was the last thing the team did?</p> <p>a) They turned on the computer.
b) They chose an animal.
c) They added photos to the poster.
d) They formed a team.</p> <p>4) How do you think Cindy felt when she looked in her pack?</p> <p>a) worried
b) happy
c) proud
d) excited</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Study/ Explanation (modals can and can't)

The modal **CAN** is used to express **ability, request, permission, or possibility**. The negative of can is "cannot" or the contraction "can't". Example

Sentence	The modal can expresses
They can cook dinner	Ability
Can you pass me the salt?	Request
Can I use your laptop?	Permission
Intense light can hurt your eyes	Possibility

Grammar rules

Can is a modal auxiliary verb. This means:

1. There is no "s" with he / she / it "Can" doesn't change:

Can I have the menu?

Can you pass me the newspaper?

2. After "can" use the infinitive form of the verb without "to"

Can I pay by credit card? (Not "Can I to pay by credit card?")

Can you post this letter for me? (Not "Can you to post this letter for me?")

3. You don't need "do" or "does" in the question form or don't or doesn't in negative sentences, This is because "can" is already an auxiliary verb (like the verb to be).

Can I sit here? (Not "Do I can sit here?")

Can the doctor see me in the morning? (Not: ~~Can the doctor to see me in the morning?~~)

Can for **Ability**

When we talk about ability, we mean two things.

First, we mean general ability. This is something that once you have learned you can do any time you want, like being able to read or swim or speak a language, for example.

The other kind of ability is specific ability. This mean something that you can or can't do in one particular situation. For example, being able to lift something heavy, or find somewhere you are looking for.

Can for **Request**

Can is used to introduce a direct request; for instance, when someone requires something from another. However, the usage of can in this context seems informal in which there are other appropriate modal verbs that can be used such like could, and would.

Example
Can you (please) help me to get up?

Can for **Permission**

We can use can to ask for permission (we also can use may and could).

Can I borrow your dictionary?

Can I use your pen?

Can I ask you a personal question?

Could is less direct and more polite than can. May is more formal (and some people think it is more 'correct') than can or could, but can and could are more common.

When we talk about things that are already permitted or not permitted (e.g. when there is a rule or a law), we use can / can't (we may also use be (not) allowed).

You can't smoke in this room. (You aren't allowed to smoke in this room).

Can for **Possibility**

Can is used for something that is generally possible, something we know sometimes happens:

Prices can be high in London.

Can is not used to talk about specific possibilities:

He could be on the bus (not: 'can be').

Evaluation 2

Read the following sentences and say how is the modal can used in each case?. follow the examples.

- | | | | | |
|----------------------------------------------------|--------------------|--------------------|-----------------------|------------------------|
| 1) I can tie my shoes. | Ability | Request | Permission | Possibility |
| 2) Can I have a piece of gum? | Ability | Request | Permission | Possibility |
| 3) If you ride a motorcycle, you can fall. | Ability | Request | Permission | Possibility |
| 4) Can you get me a drink of water? | Ability | Request | Permission | Possibility |
| 5) I can speak English well. | Ability | Request | Permission | Possibility |
| 6) He can use my basketball if he wants to. | Ability | Request | Permission | Possibility |
| 7) Can they clean my car while I am at work? | Ability | Request | Permission | Possibility |
| 8) Can squirrels fly? | Ability | Request | Permission | Possibility |
| 9) It can snow if it gets very cold. | Ability | Request | Permission | Possibility |
| 10) I can help you with your homework if you like. | Ability | Request | Permission | Possibility |
| 11) I can speak five languages. | Ability | Request | Permission | Possibility |
| 12) Can you help me for a minute, please? | Ability | Request | Permission | Possibility |
| 13) He can't ride a horse. | Ability | Request | Permission | Possibility |
| 14) Can I use your cell phone? | Ability | Request | Permission | Possibility |

Study/ Explanation (modals should and shouldn't)

The modal **should** is used to express **advice, obligation, or probability**. There is no short form for should, but we can shorten the negative should not to **shouldn't**.

Grammar rules

Sentence	The modal should expresses
You should try to lose weight.	Advice
You should be wearing your seat belt.	Obligation
Are you ready? The train should be here soon.	Probability

- 1) The auxiliary verb should is invariable.
There is only one form: should.
He should work hard.
They should speak slowly.

2) The main verb is usually in the base form

He should go.

We should study at night.

I should have been more careful.

The main verb is sometimes in the form:

have + past participle (He should have gone.)

be + -ing (He should be going.)

The main verb can never be the to-infinitive. We cannot say: He should to go.

<p>should for advice and opinions</p> <p>We often use should when offering advice or opinions (similar to ought to)</p> <ul style="list-style-type: none"> • He shouldn't smoke. And he should stop drinking too. • What should I wear? • They should make that illegal. 	<p>should for obligation duty and correctness</p> <p>Another use of should (also similar to ought to) is to indicate a kind of obligation, duty or correctness, often when criticizing another person:</p> <ul style="list-style-type: none"> • You should be wearing your seat belt. (obligation) • I should be at work now. (duty) • You shouldn't have said that to her. (correctness) 	<p>should for probability and expectation</p> <p>We use should to indicate that we think something is probable (we expect it to happen):</p> <ul style="list-style-type: none"> • Are you ready? The train should be here soon. • \$10 is enough. It shouldn't cost more than that. • Let's call Mary. She should have finished work by now.
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Evaluation 3

Complete the following advices, obligations and possibilities by using the should or shouldn't and the verb in the top of the picture.

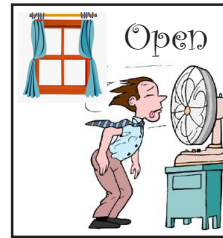
Advices



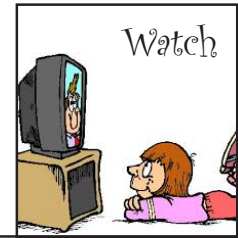
We should
USE recycled bags.



He _____
eight hours per day



It's a hot day, he _____
the window.



Daniel _____
T.V. all day.

Obligations



He _____
false promises.

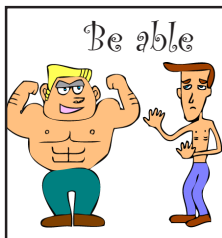


I _____
so much. It's bad for my health.



I _____ to be less
scared of tests. I wouldn't suffer so much.

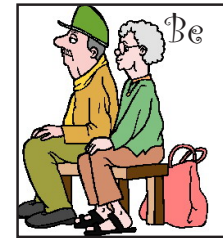
Probabilities



I am stronger than him, so I
_____ to beat him.



'I am spending the weekend with my
parents.' 'That _____ nice.'



Ann _____ here before
7.30 – she left office at 6 o'clock.

Evaluation 4

Match the questions or expression in the column A with the answer or expression in the column B.

Column A

- 1) Can you lend me some change?
- 2) Excuse me. Can I smoke in here?
- 3) Can she go out with boys?
- 4) Can you play Baseball?
- 5) I need to take a plane.
- 6) Mary is worried about her test.
- 7) You shouldn't go out in the sun without a hat.
- 8) It is very cold outside

Column B

- 6** She should study harder.
- You should wear a coat.
- Sorry, you can't This is a non-smoking building.
- It would be a good idea to do this.
- She can only see boys at school.
- No, I can't. I don't know the rules.
- You should go to the airport.
- Sorry, I can't. I don't have any cash to spare.

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