

## Ficha de Trabajo

### Datos Generales

Asignatura	INGLÉS I
Grado	3°
Quincena	3 16-31 OCTUBRE

### Contenidos

1. Presentación personal.
2. Comprensión y producción de textos.
3. Signos de puntuación.
4. “love, like, don’t like, hate + - ing”

### Aprendizajes esperados

Interpreta sentido general y algunos detalles. Redacta textos breves a partir de palabras y oraciones previamente analizadas.

### Descripción de las actividades:

1. Identifica los verbos que expresan gustos y aversiones.
2. Rellena los espacios en blanco con las palabras disponibles para completar las oraciones.
3. Lee el artículo y contesta las preguntas con verdadero o falso según el texto.
4. Escribe una composición acerca de las actividades que tú, tus padres o amigos les gusta hacer. Usa tantas veces como sea posible los verbos “love”, “like” y “odiar”.
5. Lee las recomendaciones para escribir un e-mail, luego, escribe un e-mail acerca de que te gusta hacer con todos los elementos mencionados. Ten en cuenta tus signos de puntuación al escribirlo.

Recuerda puedes imprimir la hoja de actividades y contestar en ella o transcribirla por completo en tu libreta. Ambas opciones tienen el mismo valor.



## Materiales:

- Hoja de actividades
- Libreta
- Computadora
- Internet

## Característica de tus productos:

- La hoja de trabajo debe estar contestada por completo.
- Agrega tu nombre a la hoja de trabajo.
- Debes tomar foto clara y nítida de tu hoja de trabajo o escanearla.
- Asegúrate de enviar la foto o scan de tus evidencias de manera VERTICAL.
- La ficha de trabajo debe tener firma de enterado y revisado del padre de familia o tutor.
- Respeta el medio de envío de evidencias (e-mail o Classroom), según las indicaciones que te dio tu maestro.
- Cada ejercicio tiene un valor de un punto y la suma de tu puntuación corresponderá proporcionalmente al 100% de tu evaluación.

## ENVIA TU TRABAJO DEPENDIENDO DE TU GRUPO A:

3G. Código de Classroom: edv37jc  
ernesto.montiel.jas@slp.nuevaescuela.mx (dudas)

3H. Correo electrónico erika.martinez.cer0125@slp.nuevaescuela.mx

3I. Correo electrónico erika.martinez.cer0125@slp.nuevaescuela.mx

3J. Código de Classroom: tyfnf4q  
ana.manrique.gar@slp.nuevaescuela.mx (dudas)

3K. Código de Classroom: g5a6gzs Correo electrónico:  
ernesto.montiel.jas@slp.nuevaescuela.mx (dudas)

3L. Código de Classroom: 5nzk2o Correo electrónico:  
ernesto.montiel.jas@slp.nuevaescuela.mx (dudas)



Name\_\_\_\_\_

Group:\_\_\_\_\_

## Verbs that express likes and dislikes (Like, love, hate):

Every day in our lives we express, conscious or unconsciously, preferences, likes and dislikes about things, people or activities that are performed daily.

The most common verbs to express these likes and dislikes are **love**, **hate**, and **like**. They are used in simple present tense because they are routines or habitual actions.

I. Write the verbs below the images.



(1)\_\_\_\_\_

(2)\_\_\_\_\_

(3) \_\_\_\_\_

(4)\_\_\_\_\_

## Structure

The verbs love, like and hate follow the same structure of the simple present tense.

Look at the following charts to remember the structure of the simple present tense

### Affirmative:

	love		
	enjoy		
subject	like	verb in gerund form	complement
	hate		

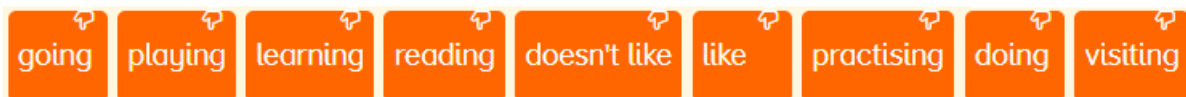
Negative:

		love		
subject	do not	enjoy	verb in	complement
	does not	like	infinitive form	
		hate		

Interrogative:

		love		
Do	subject	enjoy	verb in	complement
Does		like	infinitive form	+
		hate		?

II. Put the words into the gaps to complete the sentences.



- (5) She loves \_\_\_\_\_ English.
- (6) They really like \_\_\_\_\_ those books.
- (7) We don't mind \_\_\_\_\_ our English
- (8) He \_\_\_\_\_ doing homework.
- (9) Do you \_\_\_\_\_ playing this game?
- (10) I really don't like \_\_\_\_\_ to the supermarket with my father.
- (11) She hates \_\_\_\_\_ the washing up.
- (12) He hates \_\_\_\_\_ tennis in the rain.
- (13) He loves \_\_\_\_\_ his family in the summer.

III. Read the article and answer the questions with T (true) or F (false) according to the text.

## *Only a hobby? Or a life lesson as well?*

Many people love spending time with their pets. Some adults really love walking their pets to socialize with other dog owners. Most kids love playing with their pets, or giving them a bath. As a pet owner, one really enjoys taking care of the animal's daily needs. A dog in particular must be exercised every day since it is completely dependent on its owner for all its needs, including the need for good health and a safe environment. Therefore, being responsible for a dog also means taking care of the dog so that it stays healthy. Furthermore, the owner must take responsibility for the safety of the dog and the safety of the people it comes into contact with. If one forgets any of these duties and responsibilities, or ignores any of the dog's needs, the dog will suffer. This teaches the owner that his responsibility to the dog is more important than his desire to simply do other things such as: talk on the phone, or watch TV. This is true not only for the care of a dog, but also for the care of oneself, another person, or one's job. Learning how to take responsibility for the health

and welfare of a dog leads to learning how to take responsibility for oneself. Another lesson that someone can learn from having a dog is how to be empathetic. Empathy is the ability to put oneself in another person's, or in this case another creature's, situation and imagine that person's or creature's feelings or problems. A dog cannot express itself with speech, so its owner must learn how to interpret its behaviour. It is very useful to learn to understand what the dog's behaviour means. Is the dog frightened, aggressive, or sick? One needs to understand what is going on in the dog's mind. Understanding a situation from the dog's perspective helps us understand why the dog is behaving in a certain way and what the dog needs. The result of learning to read a dog's behaviour is that we can develop empathy. By learning how to empathize with a dog, is also possible to learn how to empathize with other people. This leads to become a more considerate and caring person.

Taken and adapted from: University of Victoria English Language Centre. (1998). *Owning a Dog: Reading Comprehension*  
<http://web2.uvcs.uvic.ca/ELC/STUDYZONE/490/reading/dog2-reading.htm>



# How to write an e-mail

A well-composed email provides the recipient with a friendly, clear, concise and actionable message.

There are five elements to consider when formatting your email. Here is a breakdown of each:

## 1. Subject line

This is a short phrase that summarizes the reason for your message or the goal of your communication. It is important to include a subject line when sending a professional email so your audience knows exactly what to expect and is able to locate the message easily if needed. For example:

*"Follow Up: Product Presentation"*

## 2. Salutation

This is the first line of your email and generally acts as the greeting. For example:

*"Hi Mr. Samson"*

## 3. Body

Just like the body of a letter, this is where you'll share your full message. For example:

*"Thank you for attending the new product presentation this afternoon. I've attached a video file of the full recording so you can share it with your team. Please let me know if you have any questions."*

## 4. Closing

This is the last line of your email before your signature and should wrap up your message. This is also where you may reiterate any requests you've made in the body of your message.. For example:

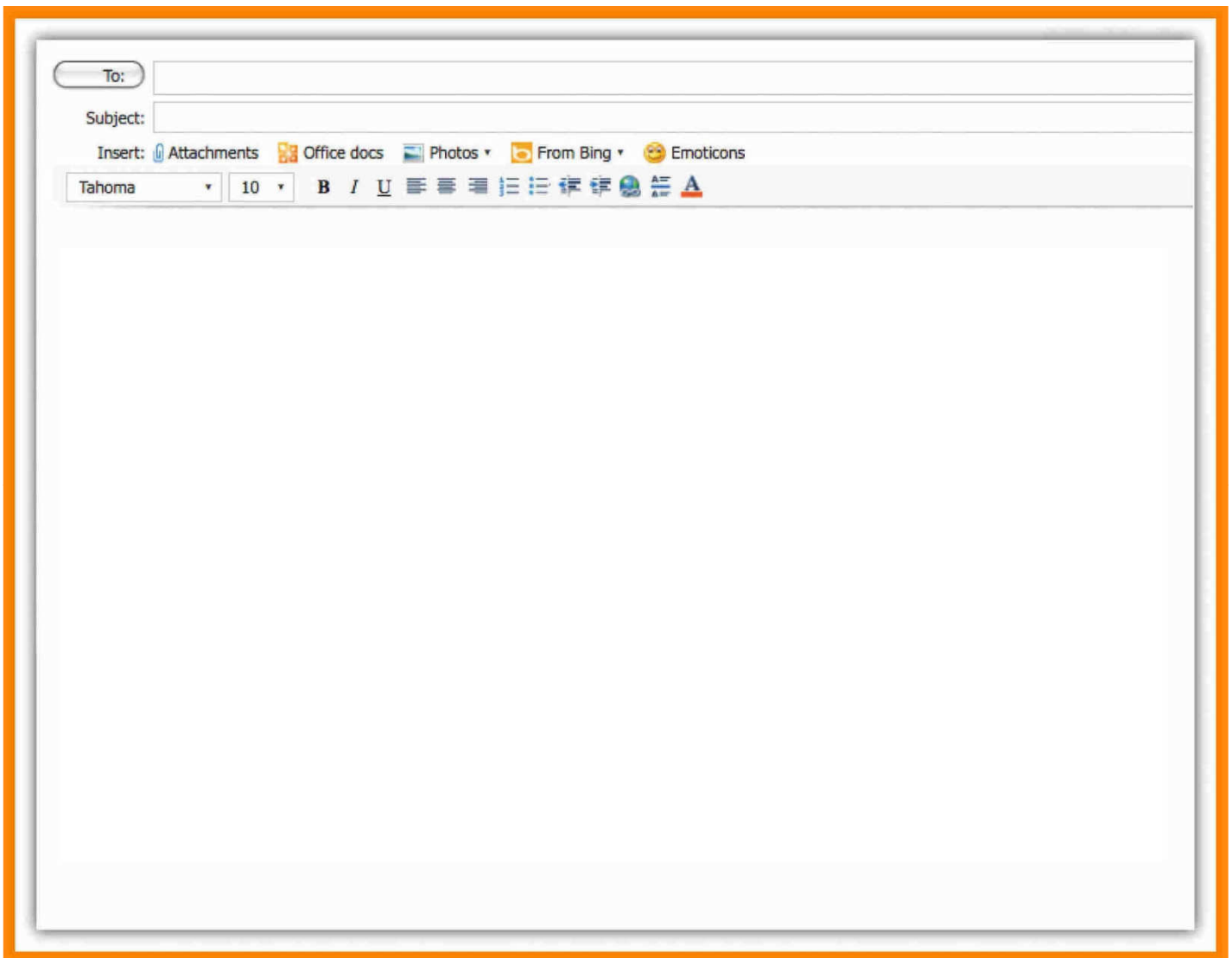
*"I look forward to speaking with you on Wednesday. Thanks again!"*

## 5. Signature

The signature is where you identify yourself by name, title and any other information relevant to your communications. Most email programs allow you to set a fixed signature that's automatically added to the end of every email you send. For example:

*"Sincerely,  
Jillian Jones  
Senior Software Engineer  
ABC Company, Inc."*

- V. Write an e-mail about what you *love* to do. Write it with the five elements explained before. Take care about your punctuation marks. (5 points)



The image shows a screenshot of an email composition window. At the top, there are fields for "To:" and "Subject:". Below these fields is an "Insert:" menu with options for "Attachments", "Office docs", "Photos", "From Bing", and "Emoticons". A rich text toolbar is visible, featuring a font dropdown set to "Tahoma", a size dropdown set to "10", and icons for bold (B), italic (I), underline (U), bulleted list, numbered list, link, unlink, and text color. The main body of the email is a large, empty white area.



VI. Escucha el video y canta la canción.

<https://youtu.be/wVc3dYmJHxM>

Si quieres puedes imprimir la hoja y colorear, si no tienes impresora realiza el dibujo en tu libreta.

