



APRENDO en casa English

COVID-19 and its impact on our family

Objective:

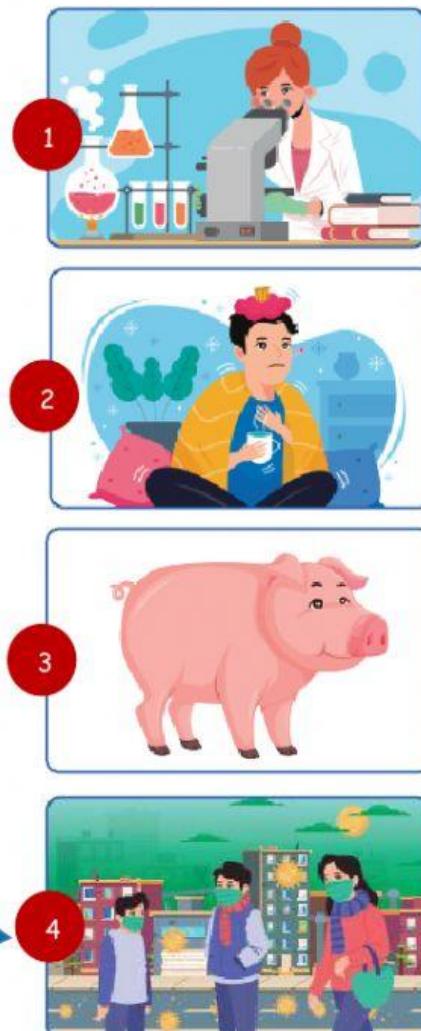
- Today we'll write a text about the story of the origin of COVID-19

Materials:

- Your cellphone with WhatsApp.
- Spanish-English dictionary.
- Pen, pencil and colored pencils

1. **READ AND MATCH:** Use a dictionary to discover the meaning of the vocabulary and match the images to the right word.

- A Swine
- B Influenza
- C Infected
- D Detect



2. **READ AND ANSWER:** Read the text and answer the questions about it.



In April 2009, doctors detected the "2009 H1N1" influenza or "swine flu" in people in the United States. People called it the "swine flu" because it was very similar to the influenza that some pigs had. Between 2005 and January 2009, there were 12 cases of swine flu, some were infected by pigs and others by other people that had this virus.

CIRCLE: TRUE or FALSE?

1. "2009 H1N1" was first detected in 2009.	TRUE	FALSE	DOESN'T SAY
2. People detected the "2009 H1N1" in doctors.	TRUE	FALSE	DOESN'T SAY
3. The "2009 H1N1" was called "swine flu"	TRUE	FALSE	DOESN'T SAY
4. All the 12 cases of swine flu were infected by pigs.	TRUE	FALSE	DOESN'T SAY

COMPLETE: Select the right answer and write it in the blank space

1. The Swine Flu was first detected in _____.
a) The United States b) China c) 2019
2. The "2009 H1N1" is called _____.
a) Influenza b) Swine flu c) Influenza virus
3. 12 cases of Swine Flu were detected between the years _____.
a) 2015 and 2019 b) 2019 and 2015 c) 2005 and 2009

ANALYZE THE TEXT: Complete the blank space with the right word

1. This story is in _____ tense.
a) present b) past c) Future
2. Both, the verbs underlined and the verbs in **red** are conjugated in the _____ tense.
a) present b) past c) Future
3. The verbs that are underlined in the story end with _____.
a) _ed b) _ing c) _er

3. GRAMMAR: Check on this.



Lisa, ¿qué usamos para contar una historia en el pasado?

Cuando hablamos de acciones que ocurrieron en un momento específico del pasado usamos: "PAST SIMPLE". Aquí algunos ejemplos:



Homero **married** March.
They **were** in love.



March **had** a baby. She **named** her Lisa

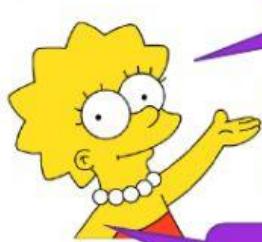


Lisa **played** the saxophone when she **was** 3 years old.



Los verbos en pasado los clasificamos en regulares e irregulares.

REGULAR	IRREGULAR
Marry-married	Have-had
Name-named	am/is/are (be)-was/were
Play-played	Make-made
Detect-detected	Read/read



¿Has notado que los verbos regulares terminan en -d o -ed?



Sí, y también que los verbos irregulares son completamente diferentes del verbo infinitivo. ¿Hay alguna manera de saber qué verbos son regulares o irregulares?

No Homero, pero los irás aprendiendo poco a poco al usarlos. Por el momento te puedes apoyar en una lista de verbos irregulares.

4. LET'S CREATE: Write a short text about the origin of COVID-19.



WOO HOO! Creo que ya puedo hacer el objetivo de la sesión: escribir una breve historia del origen del COVID-19. Debo tomar en cuenta las siguientes indicaciones:

Remember:

- Use the information you have on the visual organizers you created last week.
- You can also use the story about the "Swine Flu" as a model for your text.
- If you want to tell the origin of a disease you can answer the following questions: **Where was it discovered? When was it discovered? What is it? Why does it have that name? How does it spread?**



SELF-ASSESS

Es importante que te autoevalúes.

Completa el cuadro de manera honesta. Si ves que no cumples algún criterio, revisa tu texto o pide apoyo a la docente.

	STORY OF ORIGIN OF COVID-19	YES	NO
1	La historia es sobre el origen del COVID-19		
2	La historia tiene entre 50 y 60 palabras.		
3	Los verbos en la historia están correctamente conjugados en pasado		
4	La información en tu historia tiene datos reales		
5	El texto responde las preguntas planteadas en las recomendaciones		