



Institución Educativa Abraham Reyes

Guías de Trabajo

I Periodo Académico Año 2021

GUIA 1 DE INGLES CUARTO PERIODO GRADO 11

Clyde Jensen Gómez -

MEDIO DE ENTREGA:

Enviar al correo jensengomezteacher@gmail.com

FECHA LÍMITE: Marzo 24

INDICADOR:

Produce textos narrativos sobre su vida pasada, presente o futura.

Expone a sus compañeros una línea de tiempo con la evolución de su vida escolar.

REPASO PASADO SIMPLE

PAST SIMPLE

Auxiliary: DO **DID** DONE

Regular verbs (-ed)		Irregular verbs (different ways)																									
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">BASE FORM</td> <td style="text-align: center;">PAST FORM</td> <td></td> </tr> <tr> <td style="text-align: center;">TO PLAY</td> <td style="text-align: center;">PLAYED</td> <td style="text-align: center;">PLAYED</td> </tr> <tr> <td style="text-align: center;">TO WALK</td> <td style="text-align: center;">WALKED</td> <td style="text-align: center;">WALKED</td> </tr> <tr> <td style="text-align: center;">TO STUDY</td> <td style="text-align: center;">STUDIED</td> <td style="text-align: center;">STUDIED</td> </tr> </table>	BASE FORM	PAST FORM		TO PLAY	PLAYED	PLAYED	TO WALK	WALKED	WALKED	TO STUDY	STUDIED	STUDIED	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">BASE FORM</td> <td style="text-align: center;">PAST FORM</td> <td></td> </tr> <tr> <td style="text-align: center;">TO MAKE</td> <td style="text-align: center;">MADE</td> <td style="text-align: center;">MADE</td> </tr> <tr> <td style="text-align: center;">TO RING</td> <td style="text-align: center;">RANG</td> <td style="text-align: center;">RUNG</td> </tr> <tr> <td style="text-align: center;">TO GO</td> <td style="text-align: center;">WENT</td> <td style="text-align: center;">GONE</td> </tr> </table>	BASE FORM	PAST FORM		TO MAKE	MADE	MADE	TO RING	RANG	RUNG	TO GO	WENT	GONE		
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Affirmative: SUBJECT + BASE FORM -ed EX. I / you / he / she / it / we / they <u>played</u> football yesterday		Affirmative: SUBJECT + 2nd FORM EX. I / you / he / she / it / we / they <u>went</u> to the cinema																									
Negative: SUBJECT + DIDN'T + BASE FORM																											
REGULAR VERBS: EX. I / you / he / she / it / we / they <u>didn't</u> <u>play</u> football yesterday		IRREGULAR VERBS: EX. I / you / he / she / it / we / they <u>didn't</u> <u>go</u> to the cinema last night																									
(Yes / No quest.) Interrogative: DID + SUBJECT + BASE FORM ?																											
REGULAR VERBS: EX. <u>Did</u> I / you / he / she / it / we / they <u>play</u> football yesterday ?		IRREGULAR VERBS: EX. <u>Did</u> I / you / he / she / it / we / they <u>go</u> to the cinema last night ?																									
(Wh- quest.) Interrogative: WH- WORD + DID + SUBJECT + BASE FORM ?																											
REGULAR VERBS: EX. <u>What</u> <u>did</u> I / you / he / she / it / we / they <u>play</u> yesterday ? <u>Football</u>		IRREGULAR VERBS: EX. <u>Where</u> <u>did</u> I / you / he / she / it / we / they <u>go</u> last night ? <u>to the cinema</u>																									

<https://preply.com/es/blog/2014/12/03/el-pasado-simple-como-se-construye-y-cuando-se-usa/>

Lista de verbos irregulares

<http://www.mansioningles.com/gram53.htm>

Ejemplos oraciones pasado simple

<https://www.ejemplos.co/20-ejemplos-de-oraciones-en-past-simple/>

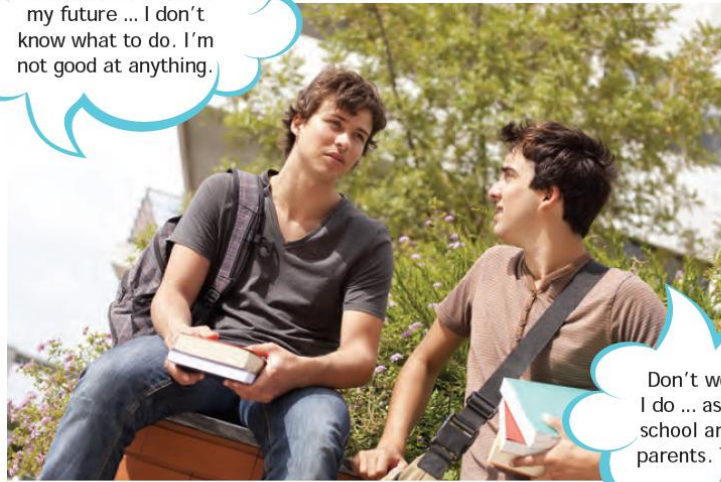
MY FUTURE

Get Ready!

1. Look at the picture. Read. Answer the questions.

- How often do you think about your future?
- Do you feel like the boy on the left or the boy on the right?

I'm so worried about my future ... I don't know what to do. I'm not good at anything.



Don't worry. Do what I do ... ask a teacher at school and talk to your parents. That will help.

Read a teenager's blog post. Do you ever feel the same?

My future



A few years ago when I was in 8th grade, I worried a lot about my future. Every day, I thought 'What am I going to do when I leave school?'. I didn't feel excited about the future - I just felt very scared. One reason was that at that time I found school difficult. I usually studied hard and listened in class (well, I thought so), but my teachers never seemed to be very happy with my work - or with me. When I think back to those times now, I remember that sometimes I didn't concentrate very well and I also handed in work too late. This went on for most of the year, but then near the end

of the year something happened. I suddenly knew what my dream job was. I love animals and I decided that I wanted to become a vet! To do that I had to go to a good university. And to go to a good university, I had to get good marks and do well in my exams.

From 9th grade onwards, I worked very hard every day in class. I studied for hours at home and my parents even told me to work less! At the end of that year, I won a prize for my good marks. My family were so proud of me and I felt great. But then, I started to worry again. I thought 'What will happen if I don't get good results next year?' and 'If I didn't go to university, what would I do?'. Everyone told me that I just had to do my best and to stop worrying. So that's exactly what I did!

I often think back to 8th grade when I was so scared. Now I feel much more confident and I'm looking forward to the future!

9. Match phrases a-d with the underlined phrases in the text.

- a. do things as well as I could
- b. feeling happy about something in the future
- c. gave my homework to teachers
- d. continued

10. Read the text again. Write T (true) or F (false).

- a. Anna never worried about the future. _____
- b. She didn't always work hard in 8th grade. _____
- c. She won a prize for her school work in 8th grade. _____
- d. She studied harder in 9th grade than 8th grade. _____
- e. Her family felt happy for her in 9th grade. _____
- f. She isn't very confident now. _____

Jairo Suárez ●



Hi Migue,

I'm Jairo Suárez, Camila's friend. I'm sixteen years old and in 11th grade at a school in Bogotá. I'm writing because I know you're in 11th grade too and I'm looking for friends who are feeling like I am about the future.

I'm very excited about what's going to happen. I know everything will change, but I'm also a little nervous. I know I want to be a pilot and I see myself flying planes and travelling around the world ten years from now. But I'm also worried because I still don't know how I'll be able to do that.

It's so expensive to become a pilot, but there are different options. For example, there are scholarships, or I can work part-time and save some money for my studies. How do you feel about the future? What do you want to do with your life after graduation?

Seen at 11:42 on Thursday

10. Read the message again. Answer the questions.

- a. Who is Jairo Suárez?
- b. Where does he live?
- c. How does he feel about his future?
- d. What is his main ambition?
- e. What is his main fear about the future?
- f. How could he get money for his studies?

ACTIVIDADES PARA ENTREGAR

A. Desarrollar las actividades de las páginas 3,4 y 5, la de la página 5 deber ser sustentada durante las asesorías.

B. Elaborar una presentación en inglés y sustentarla sobre su proceso educativo hasta la actualidad haciendo uso del pasado simple.

C. Elaborar un escrito donde exprese cuales son sus metas a corto, mediano y largo plazo.