



I.E. JUAN DE LA CRUZ POSADA
ACTIVIDADES PARA DESARROLLAR EN CASA DURANTE
LA CONTINGENCIA POR EL COVID-19
ÁREA:

GRADO:.

AÑO: 2020.

Área: humanidades inglés **Grado:** noveno **Periodo:** I

Docente(s): JUANA MENA Y DANIEL HUMBERTO ZEA
OSSA

Fecha de desarrollo: MARZO 2020

REFERENTES DE CALIDAD: **COMPETENCIA(S)**-ESTANDARES BASICOS DE COMPETENCIAS

Los estudiantes usan diferentes elementos lingüísticos para completar textos cortos.

OBJETIVOS DE APRENDIZAJE:

Los estudiantes entienden la sintaxis del presente continuo o progresivo para completar diferentes párrafos.
Los estudiantes comprenden el uso de when (cuando) para unir dos clausulas en pasado simple y pasado continuo.
Los estudiantes describen diferentes imágenes usando el pasado continuo.

CONOCIMIENTOS BÁSICOS:

Los estudiantes deben tener claro el uso del pasado progresivo.
Los estudiantes deben de entender el uso de when (cuando) al unir clausulas en pasado simple y pasado continuo.
Los estudiantes deben de hacer preguntas en pasado simple y pasado continuo.

RECURSOS Y MATERIALES:

Materiales o insumos para el taller:

Repasar las explicaciones y ejemplos del cuaderno acerca del pasado progresivo.
Repasar las explicaciones y ejemplos del cuaderno de cómo usar when (cuando) al unir dos clausulas en pasado simple y progresivo.
Observar en el cuaderno la manera de completar párrafos usando el pasado simple y pasado continuo.



I.E. JUAN DE LA CRUZ POSADA

ACTIVIDADES PARA DESARROLLAR EN CASA DURANTE
LA CONTINGENCIA POR EL COVID-19

ÁREA:

GRADO:.

AÑO: 2020.

Usar el diccionario para aclarar el vocabulario desconocido.

Continuar desarrollando el tema del módulo: pasado simple y continuo o progresivo.

1. CONSULTAR LA PAGINA:

<http://www.ello.org/>

1. Vaya al link o enlace: new grammar tutorials
2. Escoja el tema a profundizar, por ejemplo:
3. The simple past.
4. The past continuous or progressive.
5. When with the simple past and past continuous.
6. De click allí y encontrará un video explicativo de la lección y otros temas de su interés.

METODOLOGÍA: El estudiante debe seguir los siguientes pasos:

1. Componente teórico: Leer los fundamentos teóricos explicados por el docente arriba.
2. Complemento del Componente Teórico: Una vez estudiada la teoría, visitar los enlaces recomendados con el fin de complementar y mejorar la asimilación de los conceptos.
3. Componente Práctico: Resolver el taller planteado.
4. Complemento del Componente Práctico: Reforzar el aprendizaje aprovechando los recursos interactivos propuestos.
5. Componente Evaluativo: Realizar y tener el taller listo tan pronto se normalice la situación. .
6. Continuar realizando las páginas del módulo: 14,15, 80,81 y la 20, en el orden en que aparecen en la guía de inglés. Para los estudiantes quienes no tienen la guía a continuación se anexan las páginas a realizar:

CRITERIOS DE EVALUACIÓN:

Desarrollar el taller propuesto en el modulo (Este será revisado y evaluado una vez se normalice la situación).

Realizar la evaluación en línea (en caso de continuar la anomalía académica se darán las pautas para la misma, de acuerdo a las indicaciones del Ministerio de Educación Nacional).

ACTIVIDADES

Actividad de inicio: (GUIA TEORICA-Conceptos) Explicación de la dinámica de trabajo y la temática a abordar (videos, texto de lectura, imágenes, presentaciones en Power Point, entre otros)



I.E. JUAN DE LA CRUZ POSADA
ACTIVIDADES PARA DESARROLLAR EN CASA DURANTE
LA CONTINGENCIA POR EL COVID-19
ÁREA:

GRADO:.

AÑO: 2020.

Actividad central:(GUIA PRACTICA) Actividad práctica relacionada con el tema abordado, por ejemplo, lista de preguntas a resolver posterior a los videos, reflexión a partir de la lectura realizada, creación de un material (manualidad, dibujo, cartelera, elaboración de carta, entre otros.)

PRODUCTO DEL TALLER
(EVIDENCIAS DE APRENDIZAJE)

Especificar que producto deben entregar los estudiantes.

Para quienes no tienen el módulo o guía de inglés a continuación se anexan las páginas a realizar.



I.E. JUAN DE LA CRUZ POSADA

ACTIVIDADES PARA DESARROLLAR EN CASA DURANTE
LA CONTINGENCIA POR EL COVID-19

ÁREA:

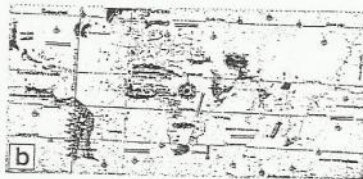
GRADO:.

AÑO: 2020.

1 English for history

The Discovery of the Americas

1 Read the paragraphs. Then match them to the pictures.



The Vikings started exploring areas of the North Atlantic, including parts of Canada, in the 10th century. They wanted natural resources but never really created large colonies. Today, there is a monument in Boston to celebrate the presence of the Vikings in North America.

Some people believe Chinese explorer Zheng He visited North and South America around 1420, because of some old Chinese maps found in Europe that show sections of the Americas. Emperor Ming in China destroyed the records of Zheng He's last voyages, so nobody knows for a fact if he was really the first to explore the new continents.

Many believe that the navigator Christopher Columbus was the first European to discover the Americas. King Ferdinand and Queen Isabella, rulers of Spain, provided the money for the expedition. The Spanish had an economic interest in these expeditions and wanted to take metals, gold, wood, and spice to Europe.

Portugal and Spain wanted to control the new lands, so in 1494, the Treaty of Tordesillas divided the world in half between the two powers. Portugal "received" everything in the east (Africa, Asia, and eastern South America). Spain received everything in the west (the American continent plus the Pacific Ocean islands).

2 Write *T* for *True* or *F* for *False*.

1. The Vikings were the first to explore South America.
2. The Vikings never created large colonies.
3. The maps prove that Zheng He was the first explorer of the new world.
4. The Spanish weren't interested in Columbus' expedition.
5. The Treaty of Tordesillas divided the world between Portugal and Spain.
6. Spain received the American continent through a treaty.

3 PAIRS. Read the paragraphs again. Who do you think was the first to explore the Americas? Why do you think so?



I.E. JUAN DE LA CRUZ POSADA

ACTIVIDADES PARA DESARROLLAR EN CASA DURANTE LA CONTINGENCIA POR EL COVID-19

ÁREA:

GRADO:.

AÑO: 2020.

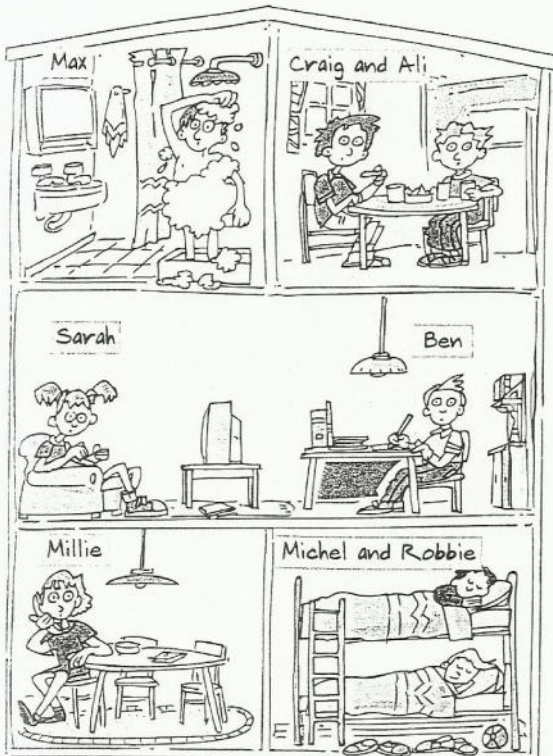
1 Grammar

The past continuous

Affirmative	Negative
Tilly was playing.	She wasn't sleeping.
They were running for help.	They weren't jogging.

(See Grammar Reference, page 68.)

1 Look at the picture and complete the paragraph. Use the past continuous.

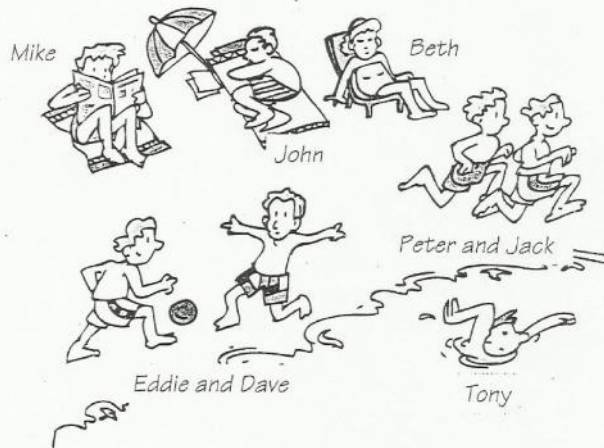


The fire alarm went off at 7:00 A.M. Max (take)¹ was taking a shower. Craig and Ali (eat)² _____ breakfast. Sarah (watch)³ _____ TV. Ben (do)⁴ _____ his homework. Millie (talk)⁵ _____ on the phone. Michel and Robbie (sleep)⁶ _____ in their bedroom. Do you think they all heard the alarm?

2

Yes/No questions	Short answers
Was Tilly swimming?	Yes, she was. / No, she wasn't.
Were they running for help?	Yes, they were. / No, they weren't.
Information questions	Answers
What was she doing?	She was playing on the beach.
Why were they running?	They were running to tell the manager.

(See Grammar Reference, page 68.)



2 PAIRS. Look at the picture of yesterday's day at the beach. Ask two yes/no questions and two information questions each.

Example:

A: Was Mike reading?

B: Yes, he was.

A: What was he reading?

B: He was reading a magazine.



I.E. JUAN DE LA CRUZ POSADA

ACTIVIDADES PARA DESARROLLAR EN CASA DURANTE LA CONTINGENCIA POR EL COVID-19

ÁREA:

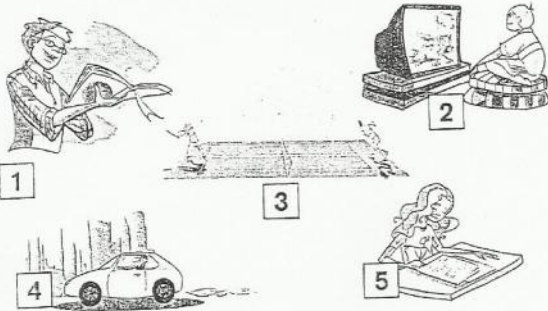
GRADO:.

AÑO: 2020.

UNIT

Grammar

1 What were these people doing at 4 o'clock yesterday?



1. Will was reading (read) poetry.
2. Nick _____ (watch) TV.
3. Jean and Jacky _____ (play) tennis.
4. Rose _____ (drive) to work.
5. Dana _____ (write) a letter.

2 Write sentences in the present continuous. Use the cues.

1. Tricia / not draw / in class / (read)
Tricia wasn't drawing in class. She was reading.
2. The children not play / on beach / (swim)

3. You / not listen to me / (talk)

4. My parents / not sit in garden / (work)

5. Jack / not laugh / (cry)

3 Complete the sentences with words from the box.

- was walking
- was going up
- died
- broke
- was fighting
- sent
- exploded
- was playing
- was writing
- shot

1. John Lennon was walking to his apartment when Mark Chapman shot him.
2. Mozart _____ the *Requiem* when he _____.
3. Ronaldo _____ soccer when he _____ his ankle.
4. The Challenger _____ into the sky when it _____.
5. Nelson Mandela _____ for people's rights when they _____ him to prison.

4 a) Complete the paragraph with either the simple past or the past continuous.

Last year, something very strange
 1 happened (happen) to my neighbor.
 She 2 _____ (drive) to work when suddenly she 3 _____ (see) a light in the sky. She 4 _____ (stop) to look at it. The light was very bright and it 5 _____ (not move). She 6 _____ (get) out of the car. She 7 _____ (walk) towards it when it 8 _____ (fly) away quietly! She 9 _____ (call) the police, but they 10 _____ (not believe) her. They probably 11 _____ (think) she was crazy!



I.E. JUAN DE LA CRUZ POSADA

ACTIVIDADES PARA DESARROLLAR EN CASA DURANTE
LA CONTINGENCIA POR EL COVID-19

ÁREA:

GRADO:.

AÑO: 2020.

1

The simple past and the past continuous

Affirmative	Negative
I was riding a bike when I fell.	I wasn't reading when the lights went out.
They were studying when the phone rang.	We weren't eating when you arrived.

(See Grammar Reference, page 69.)

3 Circle the best answers.



1. Tzu-Lee **walked** / **was walking** near the river when her cell phone **fell** / **was falling** into the water.
2. Pat **drive** / **was driving** to work when he **crashed** / **was crashing** his car into a tree.
3. When the fire **started** / **was starting**, Ana **sleep** / **was sleeping**.
4. They **ride** / **were riding** their bikes when a cat **ran** / **was running** in front of them.
5. Mike **climbed** / **was climbing** a tree when he **fell** / **was falling**.
6. When you **called** / **were calling**, it **rained** / **was raining** very hard.

4 Complete the sentences with verbs from the box.

- was shining
- smelled
- were driving
- happened
- were walking
- arrived
- was cooking
- left
- started
- were running

1. The sun was shining when we left the house.
2. They _____ fast when the accident _____.
3. We _____ along the beach when it _____ to rain.
4. When the firefighters _____, the people _____ out of the building.
5. I _____ in the kitchen when I _____ smoke.

5 Complete the story. Use the simple past or past continuous form of each verb in parentheses.

One day, Tilly Smith (*sit*)¹ was sitting in geography class. Her teacher (*talk*)² _____ about tsunamis. Tilly (*listen*)³ _____ carefully.

In December, Tilly (*fly*)⁴ _____ with her family to Thailand. On December 26, the family (*go*)⁵ _____ to the beach. When Tilly (*see*)⁶ _____ bubbles in the water, she (*know*)⁷ _____ a tsunami was coming. Other people on the beach (*not understand*)⁸ _____ what (*happen*)⁹ _____. Tilly and her mother (*tell*)¹⁰ _____ the hotel manager. He (*evacuate*)¹¹ _____ many people before the tsunami (*hit*)¹² _____.