


|  | <b>INSTITUCIÓN EDUCATIVA LA PRESENTACIÓN</b> |           |       |         |              |          |
|---|--|-----------|-------|---------|--------------|----------|
|   | NOMBRE ALUMNA:                               |           |       |         |              |          |
|   | ÁREA / ASIGNATURA: English                   |           |       |         |              |          |
|   | DOCENTE: Diana M Gaviria Osorio              |           |       |         |              |          |
|   | PERIODO                                      | TIPO GUÍA | GRADO | Nº      | FECHA        | DURACIÓN |
| 1   | Explicativa/académica                        | 11º       | 2     | January | 13<br>Semana |          |

#### **INDICADOR DE DESEMPEÑO**

Identifica información explícita e implícita en textos de diferente tipo sobre temas de interés general, aplicando la gramática vista, además presentación de actividades y workshop propuestos en el periodo.

Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y la comparte con otros.

#### **Momento de exploración (Qué voy a aprender)**

En este primer módulo presencial perteneciente al primer periodo del año lectivo 2024, se busca generar y fortalecer en los estudiantes de 11 los conocimientos y habilidades que posibiliten aprender y aplicar la elaboración de preguntas afirmativas, negativas e interrogativas en todos los tiempos, además de re-entender y re-aprender temas básicos entre ellos preposiciones de tiempo, recordar las preposiciones y sus usos (in, on, at) los superlativos y comparativos además los pronombres relativos en textos sencillos aplicando lo aprendido en oraciones y textos, además a través de la lectura, afianzar la comprensión en una lengua extranjera para nuestro caso el inglés, evidenciando aprendizajes a través del proyecto de aula donde se investigara y se hará una presentación en canva.com "Welcome to my favorite place around the world"

A través de la presentación personalizada del proyecto se busca que la estudiante logre hacerse entender en otra lengua "hablar sin pena" y así cree nuevas habilidades, en la elaboración y presentación de esta estrategia de aprendizaje, las estudiantes aplicaran todos los tiempos verbales, además temas básicos entre ellos preposiciones de tiempo, recordar los superlativos y comparativos, los pronombres relativos entre otros, esta estrategia le servirá para aprender a presentarse formalmente, a presentar un tema académico en público, a través del uso del lenguaje se propone que las estudiantes puedan tener una lectura comprensiva lográndose así la comunicación efectiva desde el habla, la escucha, la escritura y la lectura.

Las estudiantes tendrán las competencias teóricas y prácticas necesarias para comunicarse desde el contexto, desde lo real. Para ello, es necesario el uso de algunas plataformas, las explicaciones dentro de las clases y algunos ejercicios prácticos, también utilizando la plataforma G-Suite institucional virtual, se abordarán aspectos, ejercicios, proyectos que lleven al estudiante a la comprensión del tema y lo pueda aplicar en la vida real, abordando la mayoría de aprendizajes través de actividades de trabajo colaborativo mediado por las TIC.

Para el desarrollo de esta guía virtual las estudiantes tendrán 13 semanas donde con 33 clases desarrollarán las habilidades necesarias para comunicarse en una lengua extranjera.

13 semanas de clase que corresponde a 3 horas semanales virtuales, cada semana se empleara momentos académicos para el trabajo en plataformas sugeridas, otra de ellas en la estructura gramatical sugerida en esta guía. y a partir del 20 de febrero se iniciará la presentación de los proyectos en el aula de clases en resumen el tiempo estimado será dividido así:

Aprendizaje de la estructura gramatical.

La preparación del proyecto.

Distribuidas en evaluación de proyecto, su respectiva exposición y, evaluación programada.

Trabajo en plataformas Gma dfigital y otras desarrollando todas las habilidades básicas (Listening, Speaking, Reading and Writing)

Quiz quincenal sobre vocabulario nuevo.

### **ESTRUCTURACION; (que voy a aprender)**

New Vocabulary:

Wealth, trailer park, natural park, amusement park, water park, skating park, marine park, cultural park, art park.

#### **Objetivos de aprendizaje**

Discrimina información central de textos orales y escritos relacionados con temas académicos de interés trabajados en el periodo donde se aplique la gramática vista (adverbios, uso del in , on , at, tiempos perfectos, adverbios de lugar, adverbios de tiempo), además presentación de actividades y workshop y actividades online

Aprovecha las plataformas sugeridas Gma dfigital y otras, para el desarrollo de las cuatro habilidades básicas (Listening, Speaking Reading and Writing), evidenciando el trabajo propuesto dentro (workshops and different activities) y fuera de la clase.

Presenta el proyecto de aula con calidad y a tiempo ante sus compañeras y el

profesor. "Welcome to my favorite place around the world"

Es responsable de la preparación de quizzes y evaluación programada, donde evidencia el aprendizaje de vocabulario (regular and irregular verbs) including the term structure).

#### TOPICS

- Adverbios de lugar.
- Adverbios de tiempo.
- Preposiciones.
- Estilos narrativos.
- Tiempos perfectos.

## DE TIEMPO

- \* **Cuando queremos expresar en qué momento se realiza una acción, utilizamos los adverbios de tiempo: now, early, late, soon, already, tomorrow.**
- \* **early (érli) - temprano**
- late (léit) - tarde**
- earlier (érlíer) - antes, más temprano**
- later (léiter) - luego, más tarde**
- then (den) - luego, entonces**
- before (bifór) - antes**
- after (áfter) - después**
- afterwards (áfteruáreds) - luego**

Read and focus in the time adverbs

**Time prepositions:**

## 6-5 PREPOSITIONS OF TIME

|    |  |   |
|----|--|---|
| IN | (a) Please be on time <b>in</b> the future.<br>(b) I usually watch TV <b>in</b> the evening.<br><br>(c) I was born <b>in</b> October.<br>(d) I was born <b>in</b> 1985.<br>(e) I was born <b>in</b> the twentieth century.<br>(f) The weather is hot <b>in</b> (the) summer. | <i>in</i> + the past, the present, the future*<br><i>in</i> + the morning, the afternoon, the evening<br><br><i>in</i> + { a month<br>a year<br>a century<br>a season |
| ON | (g) I was born <b>on</b> October 31, 1985.<br>(h) I went to a movie <b>on</b> Thursday.<br>(i) I have class <b>on</b> Thursday morning(s).   | <i>on</i> + a date<br><i>on</i> + a weekday<br><i>on</i> + a weekday morning(s), afternoon(s), evening(s)   |
| AT | (j) We sleep at night. I was asleep <b>at</b> midnight.<br>(k) I fell asleep <b>at</b> 9:30 (nine-thirty).<br>(l) He's busy <b>at</b> present. Please call again.  | <i>at</i> + noon, night, midnight<br><i>at</i> + "clock time"<br><i>at</i> + present, the moment, the present time  |



Link sugerido: [https://www.youtube.com/watch?v=gKq3\\_m8Gjm0](https://www.youtube.com/watch?v=gKq3_m8Gjm0)

Simple perfect time:

# PRESENT PERFECT TENSE

| POSITIVE FORM   |   |      |   | NEGATIVE FORM  |      |   |          |         |         |
|---|---|------|---|--|------|---|----------|---------|---------|
| Sbj + has/have + V3   |   |      |   | Sbj + has/have <b>NOT</b> + V3   |      |   |          |         |         |
| He  | + | has  | + | started  | He   | + | has not  | +       | started |
| She   |   |      |   |  | She  |   | hasn't   |         |         |
| It  |   |      |   |  | It   |   |          |         |         |
| I   |   |      |   |  | I    |   |          |         |         |
| You   | + | have | + | started  | You  | + | have not | +       | started |
| We  |   |      |   |  | We   |   | haven't  |         |         |
| You   |   |      |   |  | You  |   |          |         |         |
| They  |   |      |   |  | They |   |          |         |         |
| <b>+</b> Ex: I have done it.<br>Ex: He has done it.   |   |      |   | <b>-</b> Ex: I have not ( haven't ) done it.<br>Ex: He has not ( hasn't ) done it. |      |   |          |         |         |
| QUESTION FORM   |   |      |   |  |      |   |          |         |         |
| Has/Have + Sbj + V3   |   |      |   |  |      |   |          |         |         |
| Has   | + |      |   | He   | +    |   |          | started |         |
|   |   |      |   | She  |      |   |          |         |         |
|   |   |      |   | It   |      |   |          |         |         |
|   |   |      |   | I  |      |   |          |         |         |
| Have  | + |      |   | You  | +    |   |          | started |         |
|   |   |      |   | We   |      |   |          |         |         |
|   |   |      |   | You  |      |   |          |         |         |
|   |   |      |   | They   |      |   |          |         |         |
| <b>?</b> Ex: You have done it.      -->      Have you done it?<br>Ex: She has done it.      -->      Has she done it? |   |      |   |  |      |   |          |         |         |

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Link sugerido: <https://www.youtube.com/watch?v=vmj5AHRT410>

## Other TIME EXPRESSIONS used with the present perfect tense:

(In sentences with a verb in the present perfect tense when we are talking about personal experiences)

- **JUST:** Only a moment ago  
The train has **just** left.  
→ Mid position (before main verb)
- **EVER:** At any time  
Have you **ever** done any charity challenges?  
We haven't **ever** eaten in this restaurant.  
→ Mid position (before main verb)
- **NEVER:** At no time  
I've **never** been there.  
→ Mid position (before main verb)

### **Transferencia (Qué voy aprendiendo)**

Práctica de los temas vistos.

#### **Reading comprehension:**

I think I have had a very interesting life. I'm 73 now and I don't work anymore. I was in the army for 51 years. I retired when I was 69. I have been to so many countries that I can't remember all of them. I've been to Australia six or seven times and to South Africa three times. I have also been once to Russia but I didn't like it at all: much too cold for me!

They say that love is the greatest thing and I agree. I've been married four times but never for more than five years. I don't think women really understand me!

I've never been on television, but I've been on the radio once. It was a programmed about life in the military about twenty years ago. I met the Prime Minister on the

same day. Actually, I've met a lot of famous people: members of the royal family, famous politicians and also famous cinema and television personalities. I've never met the American President though which is a pity.

Because I've travelled a lot, I've seen a lot of wonderful things and have also eaten and drunk some strange foods and drinks. I ate cat and rat in India and drank something called Mirto on a little island in Italy many years ago

**ACTIVITY: Read the text carefully and then answer the following questions.**

1. What job \_\_\_\_\_ before retiring? He worked in the army.
2. \_\_\_\_\_ he in the army? For 51 years.
3. How many \_\_\_\_\_ been to Australia? Six or seven times.
4. \_\_\_\_\_ like Russia? No, it was too cold.
5. \_\_\_\_\_ married so many times? Because women don't understand him.
6. Has he ever \_\_\_\_\_? Yes, he has. But never on TV.
7. When \_\_\_\_\_ the prime minister? When he was on the radio.
8. Has \_\_\_\_\_ American president? No, he hasn't but he wants to.
9. Where \_\_\_\_\_ cat and rat? In India.



10. \_\_\_\_\_ drunk

Mirto? Yes, he has. In Italy.

### **Reading comprehension**

Main article: Languages of the United States

Although the United States has no official language at the federal level, 28 states have passed legislation making English the official language, and it is considered to be the de facto national language. According to the 2000

U.S. Census, more than 97% of Americans can speak English well, and for 81% it is the only language spoken at home. More than 300 languages besides English have native speakers in the United States—some are spoken by indigenous peoples (about 150 living languages) and others imported by immigrants.

Spanish has official status in the commonwealth of Puerto Rico, where it is the primary language spoken, and the state of New Mexico; various smaller Spanish enclaves exist around the country as well.[11] According to the 2000 census, there are nearly 30 million native speakers of Spanish in the United States. Bilingual speakers may use both English and Spanish reasonably well but code-switch according to their dialog partner or context, a phenomenon known as Spanglish.

Indigenous languages of the United States include the Native American languages, which are spoken on the country's numerous Indian reservations and at cultural events such as pow wows; Hawaiian, which has official status in the state of Hawaii; Chamorro, which has official status in the commonwealths of Guam and the Northern Mariana Islands; Carolinian, which has official status in the commonwealth of the Northern Mariana

Islands; and Samoan, which has official status in the commonwealth of American Samoa. American Sign Language, used mainly by the deaf, is also native to the country.

The national dialect is known as American English, which itself consists of numerous regional dialects, but has some shared unifying features that distinguish it from other national varieties of English. There are four large dialect regions in the United States—the North, the Midland, the South, and the West—and several smaller dialects such as those of New York City, Philadelphia, and Boston. A standard dialect called "General American" (analogous in some respects to the received pronunciation elsewhere in the English-speaking world), lacking the distinctive noticeable features of any particular region, is believed by some to exist as well; it is sometimes regionally associated with the Midwest.

Native language statistics for the United States

The following information is an estimation as actual statistics constantly vary.

According to the Central Intelligence Agency (CIA) the following is the



percentage of total population's native languages in the United States:

English (82.1%)

Spanish (10.7%)

Other Indo-European languages (3.8%)

Other Asian or Pacific Islander

languages (2.7%) Other languages

(0.7%)

### **Reading comprehension, answer the following questions.**

1. Write what official language of Puerto Rico and New Mexico is?
2. How many states have legislation passed making English the official language?
3. Which percent of Americans can speak good English?
4. How many of alive idioms do you find in the United States according to the text?
5. Which are the languages talked by bilingual people?
6. Pay attention to the statistics, According to the CIA and analyze what the percentage of total population's native languages in the United States is?
7. Please write a text about language in USA get 5 conclusions for there using present perfect.

### **EVALUACION (Aplico lo que aprendí)**

Para lograr un seguimiento personalizado al proceso de aprendizaje de cada estudiante, se utilizan diferentes momentos dentro de la clase presencial, la aplicación G-suite institucional y classroom donde se hará también un seguimiento personalizado de las actividades, además se trabajara en algunas plataformas sugeridas.

Se harán tres tipos de evaluación: procedimental, actitudinal y conceptual. El docente será quien genere los mecanismos para cada una de estas formas de evaluación permitiendo la autoevaluación, la coevaluación. La evaluación procedimental se hará a través de la herramienta master 2000 con talleres, entregables presenciales, proyecto de aula y la prueba programada de periodo; también se utilizará algunas veces la aplicación classroom para la verificación de los talleres y guía.

### Workshop 2

Please write a text about language in USA get 5 conclusions for there using present perfect, go to [canva.com](https://www.canva.com) and do a beautiful poster.

### Workshop 3

**Reading comprehension** (prepare those reading comprehension to the final exam ( prueba programada)

### Workshop 5

**Febrero 20 las estudiantes presentarán su proyecto de aula “Welcome to my favorite place around the world” teniendo en cuenta las siguientes especificaciones elaboraràs un brochure en la aplicación canva.com**

1. Welcome to my favorite place around the World, name of the country and photo`s place
2. Where is Located?
3. Why do you like that place, short history? Some pretty photos from there.
4. Important characteristics
5. The most beautiful photo from there if you are, it will be really cool. by...

**WELL DONE IS BETTER THAN WELL SAID**