

GUÍA PEDAGÓGICA

ASIGNATURA/AS: LENGUA EXTRANJERA

<p><b>NOMBRE DEL DOCENTE(S)</b></p> <p><b>Gladys Rincon Pedraza</b></p>	<p><b>GRADO:</b></p> <p><b>Noveno</b></p>	<p><b>FECHA INICIO:</b></p> <p><b>Abril 12 de 2021</b></p>	<p><b>FECHAS DE ENTREGA DE TRABAJOS Y FINALIZACIÓN DE PERIODO</b></p> <p>ACTIVIDAD 1: ABRIL 22 2021                  ACTIVIDAD 2: MAYO 7 2021                  ACTIVIDAD 3: MAYO 21 2021                  ACTIVIDAD 4: JUNIO 4 2021                  ACTIVIDAD 5: JUNIO 11 2021                  15 A 18 DE JUNIO ENTREGA PENDIENTES</p>
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<p><b>ESTANDAR BÁSICO DE COMPETENCIA</b></p> <ul style="list-style-type: none"> <li>I use mi general knowledge of the world to understand what I heard.</li> <li>I value Reading as an important activity for all áreas in my life.</li> </ul>	<p><b>NÚCLEO PROBLÉMICO</b></p> <ul style="list-style-type: none"> <li>How to make a constructive criticism against the information received from the media?</li> </ul>
<p><b>HABILIDADES ESPECÍFICAS QUE VA A DESARROLLAR EL ESTUDIANTE:</b></p> <p><b>LISTENING</b> Listen videos about technology and choose which one contribute to my context.</p> <p><b>WRITING</b> Write short texts about the rational use of technological resources.</p> <p><b>READING</b> Read a paragraph about the impact of the tic's on daily life.</p> <p><b>SPEAKING</b> Prepare an analysis of similarities and differences in the impact of tic on everyday life.</p>	<p><b>INTEGRALIDAD, ACORDE AL MODELO PEDAGÓGICO INTEGRADOR CON ENFOQUE SOCIO CRÍTICO</b></p> <p><b>SOCIAL SCIENCES</b></p>

**NÚCLEOS TEMÁTICOS**

*How to use in context:*

- Present Perfect Simple.
- Time Expressions.
- To, too and Two.
- Vocabulary related to gender inequality.
- Regular and Irregular Verbs.

**RECURSOS**

- CORREO ELECTRONICO
- WHATSSAP
- MEET
- LLAMADA TELEFONICA

RUTA METODOLÓGICA

AYUDA DIDACTICA

ACTIVIDAD

1.

PRESENT PERFECT SIMPLE

FORM

Affirmative	Negative	Interrogative
I / You <b>have lived</b> He / She / It <b>have lived</b> We / You / They <b>have lived</b>	I / You <b>have not (haven't) lived</b> He / She / It <b>has not (hasn't) lived</b> We / You / They <b>have not (haven't) lived</b>	<b>Have I / you lived?</b> <b>Has he / she / it lived?</b> <b>Have we / you / they lived?</b>
Uses	Examples	Time expressions
An action that began at the past and continues until the present.	I have lived in Miami for six month.	ever, never, already, yet, just, recently, lately, how long...?, since,
An action that took place at an undetermined time in the past, but is connected to the present.	Mary has moved house recently.	

6) Make questions using these words.

- you / visited / Have / ever / Paris ?  
\_\_\_\_\_
- your dad / ever / Has / anything / invented ?  
\_\_\_\_\_
- watched / the best / What's / you / have / film / ever ?  
\_\_\_\_\_
- lived / Jeremy / in / How long / has / Oxford ?  
\_\_\_\_\_
- you / the most / book / interesting / have / ever / What's / read ?  
\_\_\_\_\_

3) Fill in the gaps with the verbs in the present perfect.

- My friend Ted \_\_\_\_\_ (spend) a lot of money on gadgets.
- My father \_\_\_\_\_ (not/buy) a new car.
- The students \_\_\_\_\_ (write) a lot of tests this term.
- I \_\_\_\_\_ (travel) a lot.
- They \_\_\_\_\_ (not/have) lunch this morning. **5**

2.

ALREADY

'Already' is an adverb used to show that something has happened early, or earlier han expected.

- She has **already** sent an email to the manager.

Position of already

'Already' comes between 'have'/'has' and the past participle (i.e. the mid position).

Note that:

Sometimes '**already**' may come at the end of the sentence for greater emphasis or to show greater surprise. This is especially common in informal speaking:

- They've spent nearly a lot of money on it **already**.

It may also come in the front position:

**-Already**, the supporters of the newly elected president have occupied the streets to celebrate the event.

SINCE

You can use '**since**' when you are mentioning a time or event in the past and indicating that a situation has continued from then until now.

- I haven't seen Lacy **since** 2014

Position

'**Since**' is used before a time when something began.

5) Complete the sentences. Use **for** or **since**.

- We haven't watched TV \_\_\_\_\_ Monday.
- The boy hasn't eaten anything \_\_\_\_\_ six hours.
- I've known Pam \_\_\_\_\_ primary school.
- What have you done \_\_\_\_\_ you finished school?
- We have studied Chinese \_\_\_\_\_ three years. **5**

7) Choose **just**, **yet** or **already**.

- He is here now. He has **just/already/yet** arrived.
- Has Paul started his new job **just/already/yet**?
- Their plane has not landed **just/already/yet**?
- Ned has **just/already/yet** fed his pets.
- Her hair's wet. She's **just/already/yet** washed it.
- They have **just/already/yet** visited a lot of countries. **6**

## YET

'Yet' is used in negative sentences to show that something has not happened up to the present time. It is also used in interrogative forms to ask if something has happened up to the present time.

- I haven't finished **yet**.
- Have you finished **yet**?

### Position

'Yet' usually comes at the end of the sentence.

## FOR

'For' is used to say how long something has lasted.

- I haven't seen him **for** two years.

### Position

'For' is used before a period of time: for two years, for a long time, for a week...

## JUST

'Just' is used to indicate that something happened in the immediate past, that is a very short time ago.

- He has **just** called.

'Just' comes between 'have'/'has' and the past participle (i.e. the mid position).

3.



## TO - TOO - TWO

It is best to be clear on the meanings of these three words so as not to confuse them in everyday usage.

### TO

#### To functions as

- A preposition, in which case it always precedes a noun.
- An infinitive, in which case it always precedes a

### TOO

#### Too functions as

- As a synonym for "also".
- As a synonym for "excessively", where it precedes an adjective or an adverb.

### TWO

- Two is the number that follows "one" and precedes "three".
- It has no other meaning.

## To, Too or Two

Fill in each sentence with the correct word.

to: a function word    too: also    two: a number

1. I am going \_\_\_\_\_ read a book. 
2. Donald ran \_\_\_\_\_ miles.
3. Is Ann coming \_\_\_\_\_?
4. She got \_\_\_\_\_ wrong on the test. 
5. My brother likes \_\_\_\_\_ play baseball. 
6. I was at the park \_\_\_\_\_ times today.
7. Those clothes are \_\_\_\_\_ expensive. 
8. Cindy got \_\_\_\_\_ strikes in bowling. 
9. I need \_\_\_\_\_ write \_\_\_\_\_ pages for school.
10. I need you \_\_\_\_\_ help me it's \_\_\_\_\_ heavy!

<p><b>4.</b></p> <h3 style="text-align: center;">Growing up equal</h3> <p>Most parents want their sons and daughters to have equal chances of success when they grow up. Today, equality of the sexes is largely mandated by public policy and law. However, old-fashioned ideas and a lot of prejudice are still part of our culture and present challenging questions for parents.</p> <p>Gender stereotypes are rigid ideas about how boys and girls should behave. We all know what these stereotypes are: A "feminine" girl should be insecure, accommodating and a little illogical in her thinking. A "masculine" boy should be strong, unemotional, aggressive, and competitive.</p> <p>How are children exposed to these stereotypes? According to the researchers David and Myra Sadker of the American University of Washington, D.C., boys and girls are often treated differently in the classroom. They found out that when boys speak, teachers usually offer constructive comments, when girls speak,</p> <p>teachers tend to focus on the behavior. It's more important how the girls act rather than what they say.</p> <p><b>Blue and Pink</b></p> <p>The emphasis on differences begins at birth and continues throughout childhood. For example, few people would give pink baby's clothes to a boy or a blue blanket to a girl. Later, many of us give girls dolls and miniature kitchenware, while boys receive action figures and construction sets.</p> <p>There's nothing wrong with that. The problem arises when certain activities are deemed appropriate for one sex but not the other.</p> <p>According to Heather J. Nicholson, Ph.D., director of the National Resource Center for Girls, Inc., this kind of practice prevents boys and girls from acquiring important skills for their future lives.</p> <p><b>The Sorting Machine</b></p> <p>"The fact is," says Nicholson, "that society functions as a kind of</p> <p>sorting machine regarding gender. In a recent survey, fifty-eight percent of eighth-grade girls but only six percent of boys earned money caring for younger children. On the other hand, twenty-seven percent of boys but only three percent of girls earned money doing lawn work"</p> <p>If we are serious about educating a generation to be good workers and parents, we need to eliminate such stereotypes as those mentioned previously.</p> <p>Gender stereotypes inevitably are passed to our children. However, by becoming aware of the messages our children receive, we can help them develop ways to overcome these incorrect ideas. To counteract these ideas, parents can look for ways to challenge and support their children, and to encourage confidence in ways that go beyond what society's fixed ideas about differences of sex are.</p>	<ul style="list-style-type: none"> <li>● <b>SUMMARY THIS READING IN TEN LINES</b></li> </ul>
<p><b>5. Regular and Irregular Verbs.</b></p>	<p><b>CHOOSE REGULAR AND IRREGULAR VERBS FROM ELEVEN TO TWENTY AND SEND AND AUDIO OR VIDEO.</b></p>

**NIVELES DE DESEMPEÑO**

**BAJO: 1.0 A 2.9**

**BÁSICO: 3.0 A 3.9**

**ALTO: 4.0 A 4.5**

**SUPERIOR: 4.6 A 5.0**

**AJUSTES RAZONABLES PARA ESTUDIANTES ATENDIDOS POR INCLUSIÓN:**

**MODALIDAD DE PRESENTACIÓN Y ENTREGA DE TRABAJOS:** Deben ser entregados en formato pdf, entrega de videos, guías de trabajo en físico en casos especiales.

**HETEROEVALUACIÓN:** Your performance levels will be according to compliance with the following evaluation criteria

1. Virtually attend all classes on time.
2. Structure, read, understand, write and listen texts taking into account formal elements of language.
3. 3. Present tasks, workshops and well-done consultations in the time stipulated for it.
4. Respect for others.
5. Honest in the development of academic activities.

60%

**AUTOEVALUACIÓN:** Answer Yes or No

1. Virtually attend all clases at time \_\_\_\_\_
  2. Structure, read, understand, write and listen texts taking into account formal elements of language \_\_\_\_\_
  3. I present tasks, workshops and well-done consultations in the time stipulated for it \_\_\_\_\_
  4. I respect for others \_\_\_\_\_
  5. I am honest in the development of academic activities \_\_\_\_\_
- My rating is \_\_\_\_\_

20%






















COEVALUACIÓN: 20%

1. Communication with my teachers has been:  
Excellent \_\_\_\_\_ Good \_\_\_\_\_ No communication \_\_\_\_\_
2. Communication with my colleagues has been : Excellent \_\_\_\_\_ Good \_\_\_\_\_ No communication \_\_\_\_\_
3. My family's support has been: Excellent \_\_\_\_\_ Good \_\_\_\_\_ No support \_\_\_\_\_  
To my concerns and doubts I received a response from (family, colleagues, teachers, others who and how)

*Lyda Yajaira Hernández J.*  
Coordinadora  
Escuela Normal Superior Ubaté

## ANEXOS

### 100 MOST COMMON ESL IRREGULAR VERBS LIST

Base Form	Past Simple	Participle		Base Form	Past Simple	Participle
awake	awoke	awaken		lie	lay	lain
be	was/were	been		lose	lost	lost
beat	beat	beaten		make	made	made
begin	began	begun		mean	meant	meant
bite	bite	bitten		meet	met	met
blow	blew	blown		pay	paid	paid
break	broke	broken		put	put	put
bring	brought	brought		quit	quit	quit
build	built	built		read	read	read
buy	bought	bought		ride	rode	ridden
catch	caught	caught		ring	rang	rung
choose	chose	chosen		rise	rose	risen
come	came	come		run	ran	run
cost	cost	cost		say	said	said
cut	cut	cut		see	saw	seen
do	did	done		seek	sought	sought
deal	dealt	dealt		sell	sold	sold
dig	dug	dug		send	sent	sent
dream	dreamt	dreamt		set	set	set
draw	drew	drawn		sew	sewed	sewn
drink	drank	drunk		shake	shook	shaken
drive	drove	driven		shine	shone	shone
eat	ate	eaten		shoot	shot	shot
fall	fell	fallen		show	showed	shown
feed	fed	fed		sing	sang	sung
feel	felt	felt		sink	sank	sunk
fight	fought	fought		sit	sat	sat
find	found	found		sleep	slept	slept
fly	flew	flown		slide	slid	slid
forget	forgot	forgotten		speak	spoke	spoken
forgive	forgave	forgiven		spend	spent	spent
freeze	froze	frozen		spread	spread	spread
get	got	gotten		stand	stood	stood
give	gave	given		steal	stole	stolen
go	went	gone		stick	stuck	stuck
grow	grew	grown		strike	struck	stricken
hang	hung	hung		swear	swore	sworn
have	had	had		sweep	swept	swept
hear	heard	heard		swell	swelled	swollen
hide	hid	hidden		swim	swam	swum
hit	hit	hit		swing	swung	swung
hold	held	held		take	took	taken
hurt	hurt	hurt		teach	taught	taught
keep	kept	kept		tear	tore	torn
know	knew	known		tell	told	told
lay	laid	laid		think	thought	thought
lead	led	led		wear	wore	worn
leave	left	left		weep	wept	wept
lend	lent	lent		win	won	won
let	let	let		write	wrote	written

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# 50 Regular Verbs



<b>Present</b>	<b>Past</b>	<b>Past Participle</b>	<b>Present</b>	<b>Past</b>	<b>Past Participle</b>	<b>Present</b>	<b>Past</b>	<b>Past Participle</b>
1. <b>Accept</b>	<i>Accepted</i>	<i>Accepted</i>	19. <b>Fry</b>	<i>Fried</i>	<i>Fried</i>	37. <b>Organize</b>	<i>Organized</i>	<i>Organized</i>
2. <b>Act</b>	<i>Acted</i>	<i>Acted</i>	20. <b>Greet</b>	<i>Greeted</i>	<i>Greeted</i>	38. <b>Pack</b>	<i>Packed</i>	<i>Packed</i>
3. <b>Bake</b>	<i>Baked</i>	<i>Baked</i>	21. <b>Guess</b>	<i>Guessed</i>	<i>Guessed</i>	39. <b>Paint</b>	<i>Painted</i>	<i>Painted</i>
4. <b>Behave</b>	<i>Behaved</i>	<i>Behaved</i>	22. <b>Hunt</b>	<i>Hunted</i>	<i>Hunted</i>	40. <b>Pass</b>	<i>Passed</i>	<i>Passed</i>
5. <b>Close</b>	<i>Closed</i>	<i>Closed</i>	23. <b>Identify</b>	<i>Identified</i>	<i>Identified</i>	41. <b>Perform</b>	<i>Performed</i>	<i>Performed</i>
6. <b>Compare</b>	<i>Compared</i>	<i>Compared</i>	24. <b>Imagine</b>	<i>Imagined</i>	<i>Imagined</i>	42. <b>Persuade</b>	<i>Persuaded</i>	<i>Persuaded</i>
7. <b>Compete</b>	<i>Competed</i>	<i>Competed</i>	25. <b>Invite</b>	<i>Invited</i>	<i>Invited</i>	43. <b>Program</b>	<i>Programmed</i>	<i>Programmed</i>
8. <b>Die</b>	<i>Died</i>	<i>Died</i>	26. <b>Join</b>	<i>Joined</i>	<i>Joined</i>	44. <b>Protect</b>	<i>Protected</i>	<i>Protected</i>
9. <b>Disagree</b>	<i>Disagreed</i>	<i>Disagreed</i>	27. <b>Jump</b>	<i>Jumped</i>	<i>Jumped</i>	45. <b>Review</b>	<i>Reviewed</i>	<i>Reviewed</i>
10. <b>Disturb</b>	<i>Disturbed</i>	<i>Disturbed</i>	28. <b>Knock</b>	<i>Knocked</i>	<i>Knocked</i>	46. <b>Shop</b>	<i>Shopped</i>	<i>Shopped</i>
11. <b>Dress</b>	<i>Dressed</i>	<i>Dressed</i>	29. <b>Love</b>	<i>Loved</i>	<i>Loved</i>	47. <b>Slow</b>	<i>Slowed</i>	<i>Slowed</i>
12. <b>Dry</b>	<i>Dried</i>	<i>Dried</i>	30. <b>Manage</b>	<i>Managed</i>	<i>Managed</i>	48. <b>Turn</b>	<i>Turned</i>	<i>Turned</i>
13. <b>Eliminate</b>	<i>Eliminated</i>	<i>Eliminated</i>	31. <b>Mark</b>	<i>Marked</i>	<i>Marked</i>	49. <b>Underline</b>	<i>Underlined</i>	<i>Underlined</i>
14. <b>End</b>	<i>Ended</i>	<i>Ended</i>	32. <b>Match</b>	<i>Matched</i>	<i>Matched</i>	50. <b>Want</b>	<i>Wanted</i>	<i>Wanted</i>
15. <b>Enjoy</b>	<i>Enjoyed</i>	<i>Enjoyed</i>	33. <b>Name</b>	<i>Named</i>	<i>Named</i>			
16. <b>Fix</b>	<i>Fixed</i>	<i>Fixed</i>	34. <b>Need</b>	<i>Needed</i>	<i>Needed</i>			
17. <b>Follow</b>	<i>Followed</i>	<i>Followed</i>	35. <b>Open</b>	<i>Opened</i>	<i>Opened</i>			
18. <b>Freeze</b>	<i>Froze</i>	<i>Froze</i>	36. <b>Order</b>	<i>Ordered</i>	<i>Ordered</i>			