



| GUÍA INGLÉS – TERCER PERIODO-2022 | | | |
|---|-----------------|---|-------------------------|
| NOMBRE ESTUDIANTE: | | GRADO: | NOVENO 9-1, 9-2, 9-3 |
| DOCENTES: | Gloriset García | TIEMPO DE EJECUCIÓN | |
| | | Semana del 11 de Julio al 16 de Septiembre 2022 | |
| ASIGNATURA: | Inglés | | |
| COMPETENCIAS | | | |
| -Inglés: sociolingüística, lingüística y pragmática. Redacta textos de mediana longitud en los cuales realiza recomendaciones o sugerencias sobre situaciones de interés personal, escolar o social. DBA 8 | | | |
| APRENDIZAJES ESPERADOS (DESEMPEÑOS) | | | |
| Inglés Argumenta sobre gente común que cambia el mundo y describe acciones heroicas usando el pasado simple en Inglés. Escribe sobre las cosas que puede o no hacer en Inglés así como las que podía hacer en el pasado. | | | |

❖ WEEK 1st

Students are going to be working on Ciudad Luz Celebration activities and discuss the pedagogical Agreement 3rd term

❖ WEEK 2ND AND 3RD WARM UP.

2.1 Find and circle the past tense form of the following verbs in the wordsearch.

apologize are chew come fall go is leave let lift like open want put remember
reply run say see set step tell think tie wake

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| t | o | l | d | a | b | w | a | n | t | e | d | r | n | s | f |
| h | p | e | k | p | u | t | z | l | i | f | t | e | d | t | e |
| o | e | t | n | o | y | a | s | w | e | h | c | m | u | e | l |
| u | n | h | i | l | e | f | t | c | h | e | w | e | d | p | l |
| g | s | t | w | o | k | e | r | r | v | r | e | m | e | p | w |
| h | a | r | p | g | o | r | y | a | a | s | n | b | e | e | a |
| t | i | e | d | i | w | h | e | n | e | a | t | e | s | d | l |
| f | d | o | e | s | e | t | e | l | l | w | e | r | e | w | k |
| u | c | a | m | e | n | u | r | e | p | l | i | e | d | a | e |
| l | i | k | e | d | r | o | o | p | e | n | e | d | i | s | d |



2.2 Read the story “The lion and the Mouse”. Filling the gaps with suitable verbs from the boxes in the past simple.

PART 1

apologise fall is open put run tell think wake want

A long time ago, a lion asleep in the jungle. A mouse to play, so she up and down the lion. The lion up and his huge paw on the mouse. 'Breakfast!' he He his mouth to eat the mouse. The mouse very afraid, and she to the lion. She the lion that maybe she could help him someday.

PART 2

come go let lift like set step tie

The lion the idea that the mouse could help him in the future. He his paw and the mouse go. A few weeks later, two hunters a trap, and the lion accidentally into it. The hunters back to the trap and the lion to the tree with ropes while they to find a truck to carry the lion in.

PART 3

are is chew is leave remember reply say see walk

After the hunters, the mouse by and the lion. She her promise to help him. So, she through the ropes connecting the lion to the tree. Soon the lion free again. 'See, I right', the mouse. The lion, 'Thank you!' After that, the lion and the mouse friends.

NOTE: English 1st grade, 3rd term

3.1 Practice activity in class SPELLING BEE



3.2 WHAT IS A HERO?

- a. Work on activities 2 and 3, page 26th track 9, English **please 2**.
b. Look at the pictures, point 5 page 27 English please book and match. What social problems do you think each picture represents?

a) teenage pregnancy b) poverty c) childcare

3.3 Work on activities point 7, 8 Page 28TH

3.4 GRAMMMAR EXPLANATION-PAST SIMPLE

Look at the underlined past simple affirmative and negative forms in the stories on page 27 and according to the statement write 2 examples of them.

-We can use **past simple sentences** to talk about things we did in the past. **Example:**

-For regular verbs, the past simple ending is ed, for example:

- For irregular verbs, there is a special past simple form, for example:

- For negatives, use **didn't** and the verb, but **don't** change the verb to the past form. **Example:**

❖ WEEK 4th and 5th

4.1 Practice activity in class **SPELLING BEE**

4.2 SPEAKING GAME: "IN THE PAST"



- Look for the meaning of the time expression card sets and write them in your notebook.
- Look for the meaning and the past form of the verbs cards and write them in your notebook.
- In groups, print each set cards (**see resources section**) and take them for the class and play.

4.3 Read another version of the story "**The lion and the Mouse**" that contains mistakes. Write nine (9) past simple affirmative and negative sentences about the details that are incorrect. The first one has done as an example.

A long time ago, a lion was asleep in the forest. A mouse wanted to play, so she walked up and down the lion. The lion woke up and put his huge nose on the mouse. 'Breakfast!' he thought. He opened his mouth to eat the mouse.

The mouse was very afraid, and she sang to the lion. She told the lion that maybe she could help him someday. The lion liked the idea that the mouse could help him in the future. He lifted his paw and ate the mouse.

A few weeks later, two farmers set a trap, and the lion accidentally stepped into it. The hunters came back and tied the lion to the tree with ropes while they went to find a car to carry the lion in.

After the hunters left, the mouse ran by and saw the lion. She remembered her promise to help him. So, she chewed through the ropes connecting the lion to the tree. Soon the lion was asleep again.

'See, I was right', said the mouse. The lion replied, 'Thank you!' After that, the lion and the mouse were hungry.

Example: The lion wasn't asleep in the forest. He was asleep in the jungle.

NOTE: English 2nd grade, 3rd term

- 5.1 Work on activities 11 – 12, page 29 English Please book
- 5.2 Practice activity in class **SPELLING BEE**



5.3 THE LEFTORIUM

- Imagine you are left-handed. In "the leftorium chart" are some tasks for you to complete but can you do them?

(**See resources section**)

Put your right hand behind your back and attempt each task. If you are able to do the task with just your left hand, write "YES, I can" next to the task, write "No, I can't."

If you are left-handed, use your right hand.

- Now, interview the other student in your group and ask if they can do the tasks, e.g. "Can you open your bag and put your books on the table? . Write their answers in the table using third person singular , e.g. "Yes, he/she can" No, he she can't.



❖ WEEK 6th and 7th :

6.1 Spelling Bee Contest Practice Activity

6.2 Work on activities pages 31 and 32 EP2 book.
a paragraph for each question.



6.3 Answer the following questions. Write

What couldn't you do when you were 10 that you can do now?

What could you do when you were a very small child?

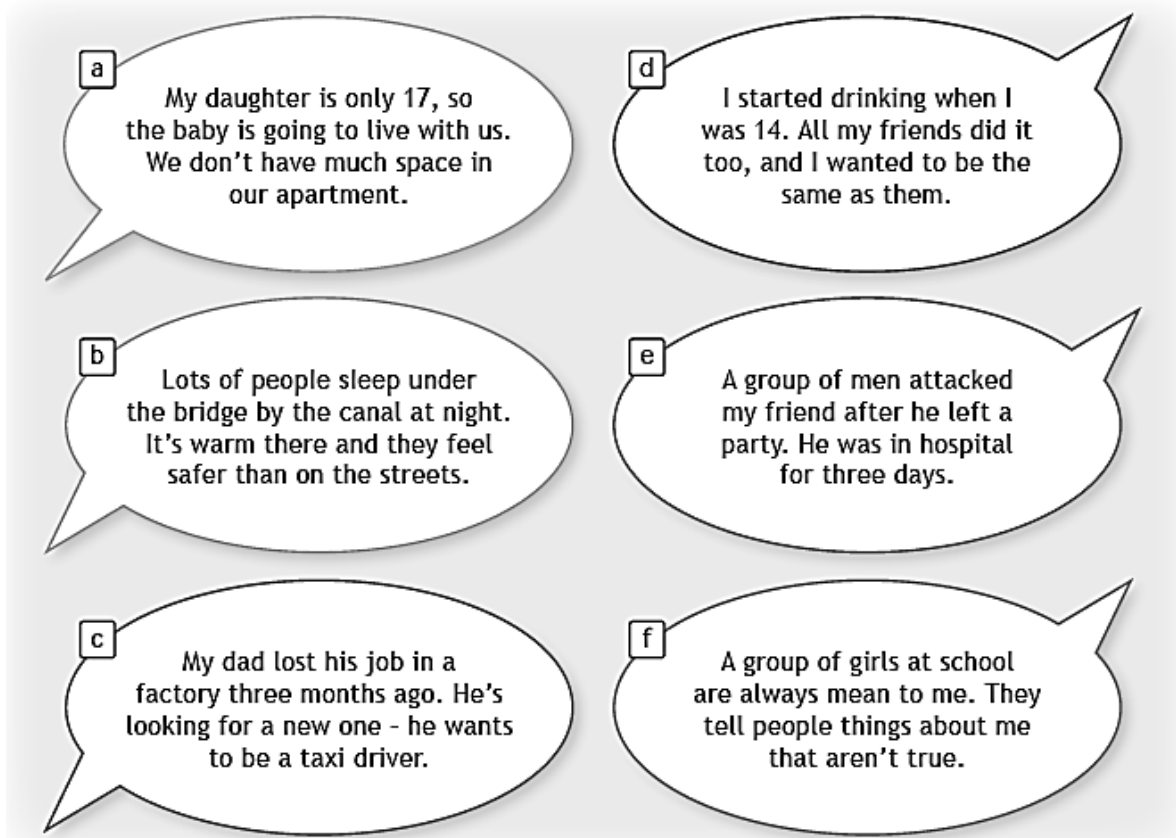
What can't you do now, but you want to learn in the future?

NOTE: English 3rd grade, 3rd term

SOCIAL PROBLEMS

7.1 Match the social problems in the box with three of the quotes below

| | | | | | |
|-------------------|---------------------|--------------|----------------|------------|------------------|
| homelessness | – poverty | – drug abuse | – gangs | – violence | – domestic abuse |
| teenage pregnancy | – underage drinking | – bullying | – unemployment | | |



a My daughter is only 17, so the baby is going to live with us. We don't have much space in our apartment.

b Lots of people sleep under the bridge by the canal at night. It's warm there and they feel safer than on the streets.

c My dad lost his job in a factory three months ago. He's looking for a new one - he wants to be a taxi driver.

d I started drinking when I was 14. All my friends did it too, and I wanted to be the same as them.

e A group of men attacked my friend after he left a party. He was in hospital for three days.

f A group of girls at school are always mean to me. They tell people things about me that aren't true.

7.2 In pairs, discuss which are the worst problems in your town or city and tell two of them to the whole class.

7.3 Work on the activities page 39 and 40 student's book.

8.1 English Saber Test

8.2 Read the dialogue between Sara and Alex page 41.

a. Answer the questions point 12.

b. Then, create your own dialogue. Change the underlined parts of the sentence to talk about different people, a different problem, and different suggestions.

NOTE: English 4th grade, 3rd term

9.1 TALKING POINT:

a. In groups, look at the pictures page 29 EP2 Book, point 13 and invent a short story about heroes saving lives.

b. Write your story using verbs in the past simple.

c. Include a picture of the characters and add a title.

NOTE: English 5th grade, 3rd term

10.1. Self-assessment

10.1 Feedback Saber Test and final grades

RESOURCES



ONLINE DICTIONARIES: <https://dictionary.cambridge.org/es/diccionario/ingles-espanol/>

ENGLISH PLEASE 2, Student's book:

https://drive.google.com/file/d/1AhVSiaqZZg9NED52KsCf_DNgUUEmCjmd/view?usp=sharing

AUDIOS /TRACKS: [https://drive.google.com/drive/folders/11f4zF7x-](https://drive.google.com/drive/folders/11f4zF7x-VFhs8GRGCN2GjQPnrsiczTrD?usp=sharing)

[VFhs8GRGCN2GjQPnrsiczTrD?usp=sharing](https://drive.google.com/drive/folders/11f4zF7x-VFhs8GRGCN2GjQPnrsiczTrD?usp=sharing)

Nota: La guía de trabajo y el desarrollo de las actividades propuestas se recibirán de manera presencial en la institución educativa dentro de la jornada académica. La misma está disponible en:

<https://ieciudadluz.com/> + PLATAFORMA ACADÉMICA.

GAME: "IN THE PAST"

Time expression cards

| | | | | |
|---|----------------|---------------------|----------------|-------------------|
| ✂ | an hour ago | this morning | yesterday | last night |
| | last week | two weeks ago | last year | two days ago |
| | last Saturday | last Sunday | in 2013 | a week ago |
| | when I was six | yesterday afternoon | when I was ten | yesterday evening |
| | five years ago | last summer | a month ago | in 2012 |
| | last winter | a long time ago | ten years ago | last month |

Verb cards

| | | | | |
|---|-----------|-------|-------|--------|
| ✂ | be | have | go | take |
| | get | do | leave | start |
| | see | buy | live | finish |
| | listen to | watch | meet | learn |
| | choose | feel | keep | wear |
| | think | clean | know | like |

THE LEFTORIUM



| Tasks | You | | | |
|--|-----|--|--|--|
| Open your bag and put your books on the table. | | | | |
| Take a piece of paper from your notebook. | | | | |
| Write your name on the paper. | | | | |
| Use a ruler to draw a line across the paper. | | | | |
| Cut along the line with a pair of scissors. | | | | |
| Stick the two halves of paper together again with sellotape. | | | | |
| Draw a circle on the piece of paper. | | | | |
| Rub out the circle with an eraser. | | | | |
| Fold the paper in half. | | | | |
| Put the paper into an envelope. | | | | |