



ÁREA: Humanidades lengua castellana e idioma extranjero

DOCENTE:

ASIGNATURA: Inglés

ESTUDIANTE:

GRADO: INTERMEDIO

NIVEL: 2

GUIA: 1

TIEMPO:

FECHA: ___ / ___ / ___

1. SKILLS AND TESTING CRITERIA; (COMPETENCIA Y CRITERIOS)

- Competencias Comunicativas de comprensión y producción; (lingüística, pragmática, sociolingüística y procedimental)

- Comprendo información básica sobre temas relacionados con mis actividades cotidianas y con mi entorno.
- Respondo con frases cortas a preguntas sencillas sobre temas que me son familiares.
- Utilizo las preposiciones para referir la ubicación de un objeto o persona en un espacio determinado.

2. WHERE AM I? WHERE I AM?

3. CONFLICT SITUATION

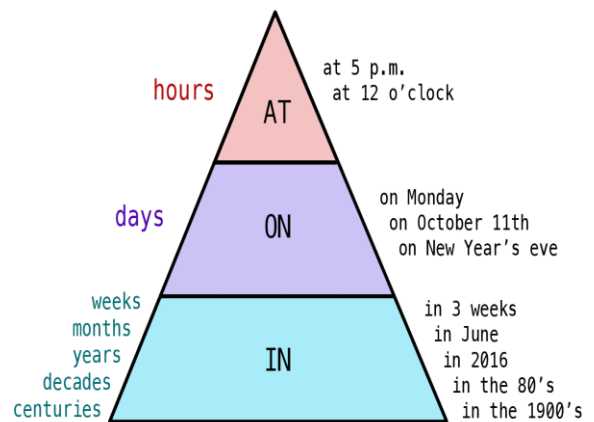
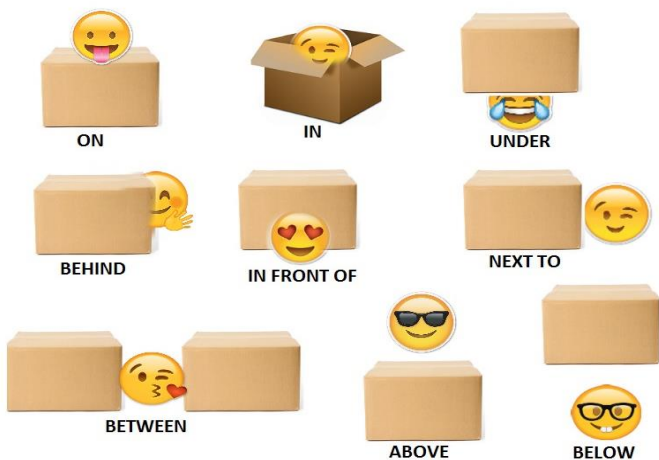
English seems to be the most popular language around the world. Some people say that it's due to its practicality and some others say that it's because of politics and economic factors. However, learning English has become a main need to our society. What do you think about? How could learning English enrich you as a Colombian person?

4. KNOWLEDGEMENT AND PROBLEM'S AGREEMENT

PREPOSITIONS

PLACE

TIME





4.1. Exercise: Look at the image below and try to describe where are some of the objects by using prepositions of place:

Alarm clock: It's on the window, between a shoe and a box, above the bed, below the blind, close to a car's poster.

Pencil: _____

Hat: _____

Bag: _____

Bottle: _____

Basketball: _____

Computer: _____

Clock: _____

Tape player: _____

Doll: _____

Guitar's poster: _____

Dresser: _____



4.2. Individual work: Read the next sentences and fill the blank spaces by using the "at", "on", "in" prepositions. Remember those ones could make reference to time or location.

- ✓ Her birthday is in February.
- ✓ Meet me at my house.
- ✓ The books are on the table.
- ✓ We are going to be there at 6:30.
- ✓ The documents are in the folder.



- ✓ Your flight leaves _____ Sunday.
- ✓ We will be _____ 7th street.
- ✓ The show is going to be _____ the Palace.

4.3. Preposition “By”

Exercise: Look at the next table and pay attention to the teacher’s explanation. Then complete the sentences down below with the phrases in front of them.

“by”+place	The man was sitting by the window.
“by”+method of transport	by train/car/boat/plane/taxi/bus
“by”+method of communication	by post/phone/email/fax
“by”+method of payment	by credit card/cheque
“by” + time expression	Send your application by ten o'clock.
“by” and the passive	The deer was killed by the hunter.
“by” + -ING form	Turn on the heating by pressing this button.
“by” + reflexive pronoun	I am going to Baku by myself.

- | | |
|--|-------------------|
| ✓ I got home <u>by cab</u> . | ➤ by phone |
| ✓ I will learn _____ | ➤ by the board |
| ✓ She broke up with me _____ | ➤ by credit card |
| ✓ I have no cash; I’ll pay _____ | ➤ by taking notes |
| ✓ I’ll be there in a second, I’m _____ | ➤ by 6 o’clock |
| ✓ You have to do the test _____ | ➤ by plane |
| ✓ The lady was murdered _____ | ➤ by myself |
| ✓ You’ll learn easily _____ | ➤ by the butler |
| ✓ The teacher’s desk is _____ | ➤ by cab |
| ✓ I’ll get there faster _____ | ➤ by your house |

4.4. ADVERBS

An adverb is a word or phrase that modifies the meaning of an adjective, verb, or other adverb, expressing manner, place, time, or degree. Below, you have some examples. Listen to teacher’s explanation, make the questions you have and develop the exercise.

ADVERBS	EXAMPLES
✓ TIME: <ul style="list-style-type: none"> • Early • Lately • Soon • Tomorrow • Today • Yesterday • For • Since 	I never get up <i>early</i> on the weekends. <i>Lately</i> , I’ve been loving English class. The movie is coming <i>soon</i> I’ll be there <i>tomorrow</i> <i>Today</i> is going to be such a great day <i>Yesterday</i> all my troubles seemed so far away I’ve been waiting for you <i>for a long time</i> Since I’ve been loving you, I’m about to lose my worry mind Last night I let her go. / I let her go <i>last night</i>



- Last night

✓ MANNER:

- Quickly
- Easily
- Carefully
- Honestly
- Suddenly
- Softly
- Anyway
- Well

He *quickly* asked me to leave the town / He asked me to leave the town *quickly*
I could *easily* kill you, but I love you
You have to move *carefully* or you will get hurt
I *honestly* can't trust you anymore / I can't *honestly* trust you anymore.
Suddenly, I'm not half the man I use to be
Please, speak *softly* or they will hear us / She killed me *softly* with her song
It doesn't matter who you are, you'll die *anyway*.
Freddy Mercury sings so *well*

✓ PLACE:

Position:

- Here
- There
- Down here
- Up there

Indefinite:

- Everywhere
- Somewhere
- Anywhere
- Nowhere

Direction:

- Backwards
- Forwards
- Westwards
- Eastwards
- Homewards

Here comes the sun / The future is *here*
There you go / The future is right *there*.
I'm *down here*, waiting for my lucky day
I know he's *up there* looking at me from the brightest star.

I looked for it *everywhere* I could think of.
Somewhere, over the rainbow, blue birds fly.
I could not find my keys anywhere.
I'm a *nowhere* man. I have *nowhere* to go.

This isn't the way, we have to go *backwards*.
Zombies are coming for us, we have to move *forwards*
The compass says we have to turn *westwards*
We have been walking in circles. Always turning *eastwards*
Everybody is a foreigner trying to find his way *homewards*. **Back to his childhood.**

✓ DEGREE:

- Extremely
- Quite
- Very
- Too
- Much
- Just
- Almost
- Enough

I'm *extremely* tired
You're *quite* beautiful
I'm *very* proud of you
This is *too* easy / You will speak English, too.
I feel *much* better right now
I'm *just* trying to teach you / I *just* came here
I'm *almost* sure you hate me.
I'm good *enough* / That was close *enough*

✓ FREQUENCY:

- Always
- Usually
- Often
- Sometimes
- Seldom
- Rarely
- Never

I *always* trust people
He *usually* doesn't understand people
We *often* learn from our mistakes
People *sometimes* hurt
You *seldom* apologize
They *rarely* forgive you
I *never* regret.

4.4.1. Exercise: Write a letter to someone in the classroom by using adverbs. Tell to that person the most important things about your life: your habits, your biggest fears, your greatest dreams, your worst failures, your main achievements, your qualities and defects. Be honest and creative.



5. EVALUATION AND FEEDBACK (EVALUACIÓN Y RETROALIMENTACIÓN)

REJILLA DE EVALUACIÓN Y RETROALIMENTACIÓN	Estratégico Superior (95-100)	Autónomo Alto (80-94)	Resolutivo Básico (70-79)	Pre-formal o Receptivo Bajo (10-69)	Valoración
Planificación del Trabajo / Puntualidad	Realiza uso adecuado de materiales y recursos disponibles, de acuerdo con el procedimiento y plazo establecidos.	Usa materiales y recursos disponibles, de acuerdo con el procedimiento y plazo establecidos.	Usa materiales y recursos disponibles con cierta dificultad, pero se ajusta al plazo establecido.	Usa materiales y recursos disponibles con dificultad, sin ajustarse al plazo establecido.	
Responsabilidad	Asume responsabilidades y comprende las de los demás, valorando el esfuerzo individual y colectivo.	Asume y comprende responsabilidades, reconociendo el esfuerzo individual y colectivo.	Asume y comprende responsabilidades con dificultad, reconociendo el esfuerzo individual y colectivo.	Elude responsabilidades y tiene dificultad para reconocer el esfuerzo individual y colectivo.	
Participación / Actitud	Forma parte activa y armónica de la dinámica grupal, generando propuestas que mejoran el aprendizaje cooperativo.	Forma parte de la dinámica grupal, generando propuestas que mejoran el aprendizaje cooperativo.	Forma parte de la dinámica grupal y realiza con dificultad propuestas que mejoran el aprendizaje cooperativo.	Con dificultad forma parte de la dinámica grupal, sin realizar propuestas que mejoran el aprendizaje cooperativo.	
Habilidades Sociales	Interactúa con empatía y autocontrol, manteniendo actitud de respeto hacia otros puntos de vista y utilizando diferentes habilidades sociales que contribuyen al desarrollo de actividades.	Interactúa con empatía y autocontrol, manteniendo actitud de respeto hacia otros puntos de vista, lo que contribuye al desarrollo de actividades.	Interactúa con actitud de respeto hacia otros puntos de vista, lo que contribuye al desarrollo de actividades.	Interactúa con dificultad durante el desarrollo de actividades.	
Generación y Presentación de Evidencias	Contribuye de manera activa al alcance de metas, responsabilizándose de sus aportes en la presentación y sustentación de evidencias.	Contribuye al alcance de metas, responsabilizándose de sus aportes en la presentación y sustentación de evidencias.	Contribuye al alcance de metas, pero con dificultad se responsabiliza de sus aportes en la presentación y sustentación de evidencias.	Con dificultad contribuye al alcance de metas, sin responsabilizarse de sus aportes en la presentación y sustentación de evidencias.	

SUGGESTIONS (OBSERVACIONES Y SUGERENCIAS)

6. BIBLIOGRAPHY AND WEBGRAPHY (BIBLIOGRAFIA Y/O WEBGRAFIA)

- www.englishgrammaronline.com
- www.vocabularypage.com
- www.dictionary.cambridge.org
- www.ef.com/english-resources/english-grammar/adverbs



- Images taken from the web
- <https://www.youtube.com/watch?v=uJM1OqJeQsQ&t=283s&fbclid=IwAR14lxDkf4kvxc4K61slqWdAGuclTqj1T0mwRAhCifOPfolZrdK4E9o3fEw>
- https://www.youtube.com/watch?v=w3mFHiGYAGo&fbclid=IwAR1GtXk6cEWYOM4dp_wv9eu5yEuVrWkulfATXwgZilw0S0gN1YNx_jotR58
- <https://www.youtube.com/watch?v=t0A0W5mhhEU>