



ÁREA: Humanidades lengua castellana e idiomas extranjeros

DOCENTE: OSCAR I ARDILA C

ASIGNATURA: INGLÉS

ESTUDIANTE:

GRADO: AVANZADO

NIVEL: 1

GUIA: 1

TIEMPO:

FECHA: \_\_\_/\_\_\_/\_\_\_

1. SKILLS AND TESTING CRITERIONS

COMPETENCIAS	CRITERIOS
Competencias Comunicativas de comprensión y producción; (lingüística, pragmática, sociolingüística y procedimental)	<ul style="list-style-type: none"> <li>• Entiendo instrucciones para ejecutar acciones cotidianas.</li> <li>• Identifico palabras clave dentro del texto que me permiten comprender su sentido general.</li> <li>• Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la ortografía, la sintaxis, la coherencia y la cohesión.</li> <li>• Participo en conversaciones sobre temas planteados en clase utilizando un lenguaje claro y sencillo para aportar mis puntos de vista.</li> </ul>

2. IS THAT STORY REAL? WOULD YOU LIKE TO HAVE A SUPER POWER? PAST TENSE VS THE FUTURE

3. CONFLICT SITUATION

You will include a new super hero in justice league stories by creating an illustrated book with ten pages of situations that happen in that extraordinary context! (use of past tense and future)

4. KNOWLEDGEMENT AND PROBLEM'S AGREEMENT PAST TENSE & THE FUTURE (grammar and reading practice about the past tenses mixed with present)

The simple past tense shows that you are talking about something that has already happened. Unlike the past continuous tense, which is used to talk about past events that happened over a period of time, the simple past tense emphasizes that the action is finished.

Wolfgang **admired** the way the light **glinted** off his silver medal.

You can also use the simple past to talk about a past state of being, such as the way someone felt about something. This is often expressed with the simple past tense of the verb **to be** and an adjective, noun, or prepositional phrase.

Wolfgang **was** proud of his hula hoop victory.

The contest **was** the highlight of his week.



### How to Formulate the Simple Past

For regular verbs, add **-ed** to the root form of the verb (or just **-d** if the root form already ends in an e):

Play→Played Type→Typed Listen→Listened Push→Pushed Love→Loved

For irregular verbs, things get more complicated. The simple past tense of some irregular verbs looks exactly like the root form:

Put→Put Cut→Cut Set→Set Cost→Cost Hit→Hit

For other irregular verbs, including the verb **to be**, the simple past forms are more erratic:

See→Saw Build→Built Go→Went Do→Did Rise→Rose Am/Is/Are→Was/Were

The good news is that verbs in the simple past tense (except for the verb **to be**) don't need to agree in number with their subjects.

Wolfgang **polished** his medal. The other winners **polished** their medals too.

### How to Make the Simple Past Negative

Fortunately, there is a formula for making simple past verbs negative, and it's the same for both regular and irregular verbs (except for the verb **to be**). The formula is **did not + [root form of verb]**.

You can also use the contraction **didn't** instead of **did not**.

Wolfgang **did not brag** too much about his hula hoop skills. Wolfgang's girlfriend **didn't see** the contest.

For the verb **to be**, you don't need the auxiliary *did*. When the subject of the sentence is singular, use **was not** or **wasn't**. When the subject is plural, use **were not** or **weren't**.

The third-place winner **was not** as happy as Wolfgang. The fourth-place winner **wasn't** happy at all. The onlookers **were not** ready to leave after the contest ended. The contestants **weren't** ready to leave either.

### How to Ask a Question

The formula for asking a question in the simple past tense is **did + [subject] + [root form of verb]**.



**Did Wolfgang win** the gold medal or the silver medal? Where **did Wolfgang go** to celebrate? **Did the judges decide** fairly, in your opinion?

When asking a question with the verb to be, you don't need the auxiliary *did*. The formula is **was/were + [subject]**.

**Was** Wolfgang in a good mood after the contest? **Were** people taking lots of pictures?

- Now let's watch the following amazing video and learn a bit more about the past stories:

<https://youtu.be/JQOay4rjHas>



Picture 1

**4.1ACTIVITY 1; READ THE FOLLOWING STORY ABOUT SUPERMAN AND DO THE ACTIVITIES TO CONTINUE** (reading and comprehension in past tense)

**SUPERMAN**



Picture 2 <https://blockbuster.dk/film/justice-league>

This super hero is the sole survivor of the planet Krypton. His father, Jor-EI, discovered that a nuclear chain reaction was building inside Krypton that would soon shatter the entire world. Jor-EI therefore had his unborn son Kal-EI removed from the Kryptonian Gestation Chambers and affixed the life matrix containing Kal-EI to an experimental vessel for travel through hyperspace. Jor-EI launched the starcraft toward Earth just before Krypton exploded.

Superman was, in effect, born on Earth when the StarCraft landed there. Jonathan and Martha Kent found the infant inside the vessel and brought him to their farm in Small Ville, Kansas. Since he appeared entirely human, the Kents assumed that the baby was a victim of a cruel experiment. At



this time the baby had no super powers. The Kents named the infant Clark and raised him as their own son.

As Clark grew older his Kryptonian body began developing superhuman abilities. When Clark was eighteen, took him to the field where his StarCraft still lay hidden and explained how he and Martha had found him. Clark resolved to use his powers from then on only for the good of mankind. After revealing his secret to his childhood friend, Lana Lang, Clark left Small Ville to study at Metropolis University.

Clark initially used his powers covertly to help people and prevent or thwart disasters. Ultimately, he was forced to use his powers in public to prevent the crash of a NASA space-plane. Thereafter he and his foster parents devised a new costumed secret identity he would adopt when using his abilities in public. They called his new persona "Superman," the name given him by Lois Lane, a reporter for the Metropolis Daily Planet who had been aboard the space-plane.

Shortly afterward, Clark obtained a job as a reporter for the Daily Planet by turning in his first detailed story about Superman. He currently enjoys a freelance status with the Planet.

Some time ago Superman journeyed to another dimensional "pocket universe" that had its own Krypton and Earth. After defeating three Kryptonians native to that universe who had murdered the entire population of its Earth, Superman executed the trio, believing there was no other way to stop them. The tremendous guilt Superman felt over this act combined by the psychic manipulation by his foe Brainiac, caused him to develop a temporary split personality. Believing himself to be potentially dangerous to humanity, Superman exiled himself to space, eventually taken prisoner by the forces of the alien tyrant Mongul. During this time Superman resolved never to kill again...."

Superman lives by the traditional moral values instilled in him by his foster parents. Superman is an idealist, devoted to promoting "truth, justice, and the American way," and has proved over and over that he is a true hero, capable of whatever bravery and self-sacrifice is necessary to right a wrong or save a life.

### **Powers and Weapons**

Since Superman is a native of Krypton, a planet that had a red sun, under a yellow sun (*like that of Earth's*) his Kryptonian cells act as living solar batteries, absorbing solar energy and giving him superhuman powers. He possesses tremendous strength; while Superman's strength is not infinite, its full extent is so great that it has never been accurately measured. His body is virtually indestructible.

Superman's sharp senses enable him to hear sounds too faint to be detected by the normal human ear. His "telescopic vision" enables him to focus his sight on distant objects far beyond the range of normal human sight. His "microscopic vision" allows him to observe an object in microscopic detail. Superman's so called "x-ray vision" enables him to see clearly through solid objects. Certain dense materials notably lead, obstruct this ability. His power to generate heat within objects manifests itself as a red glow within his eyes, and is therefore known as "heat vision."

Superman can move, react, and think at superhuman speeds greater than that of sound. He can defy gravity and fly through force of will. Superman's irradiated cells generate a force field that extends for a fraction of an inch around his body, rendering any material within the field nearly indestructible, such as his skin tight costume. (Because his cape extends beyond the field, it is easily damaged.)

Superman is vulnerable to the radiation of Kryptonite, a substance from his native planet. Kryptonite radiation will kill Superman within minutes. He is also vulnerable to magic, and to the psionic powers of some beings, such as Brainiac.





**4.3 IRREGULAR VERBS WORD LIST** (search for the Spanish meaning)

Base form Infinitive	Past tense	Past participle
Be	was/were	been
begin	began	begun
break	broke	broken
bring	brought	brought
buy	bought	bought
build	built	built
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drive	drove	driven
eat	ate	eaten
feel	felt	felt
find	found	found
get	got	got
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
hold	held	held
keep	kept	kept
know	knew	known
leave	left	left
lead	led	led
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sit	sat	sat
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought



Base form Infinitive	Past tense	Past participle
understand wear win write	understood wore won wrote	understood worn won written

Picture 3 [www.ego4u](http://www.ego4u)

4.4 Compose Sentences in past tense with the following verbs:

- Drive \_\_\_\_\_
- Eat \_\_\_\_\_
- Come \_\_\_\_\_
- Study \_\_\_\_\_
- Spend \_\_\_\_\_
- Say \_\_\_\_\_
- Run \_\_\_\_\_
- Leave \_\_\_\_\_
- Find \_\_\_\_\_
- Feel \_\_\_\_\_
- Take \_\_\_\_\_
- Drink \_\_\_\_\_
- Hear \_\_\_\_\_
- Get \_\_\_\_\_
- Give \_\_\_\_\_
- Draw \_\_\_\_\_
- Drive \_\_\_\_\_
- Write \_\_\_\_\_

4.5 THE VARIANTS OF FUTURE TENSE

Future I Simple going to

Going to future expresses a conclusion regarding the immediate future or an action in the near future that has already been planned or prepared.

Form of going to Future

	positive	negative	question
I	I am going to speak.	I am not going to speak.	Am I going to speak?
you / we / they	You are going to	You are not going	Are you going to speak?



	speak.	to speak.	
he / she / it	He is going to speak.	He is not going to speak.	Is he going to speak?

Picture 4 [www.ego4u](http://www.ego4u)

**Use of going to Future**

- an action in the near future that has already been planned or prepared  
example: I *am going to study* harder next year.
- a conclusion regarding the immediate future  
example: The sky is absolutely dark. It *is going to rain*.

**Signal Words**

- in one-year, next week, tomorrow

**Future II Will – Won´t**

The auxiliary Will is usual when you have a plan to do, but, it can be a possibility or a dream, even a project that probably won´t happen. The simple future will is not usual for decisions or certain future.

Form of will Future

	positive	negative	question
no differences	I will speak.	I will not speak.	Will I speak?

Picture 5 <https://www.ego4u.com/en/cram-up/grammar/future-1-will>

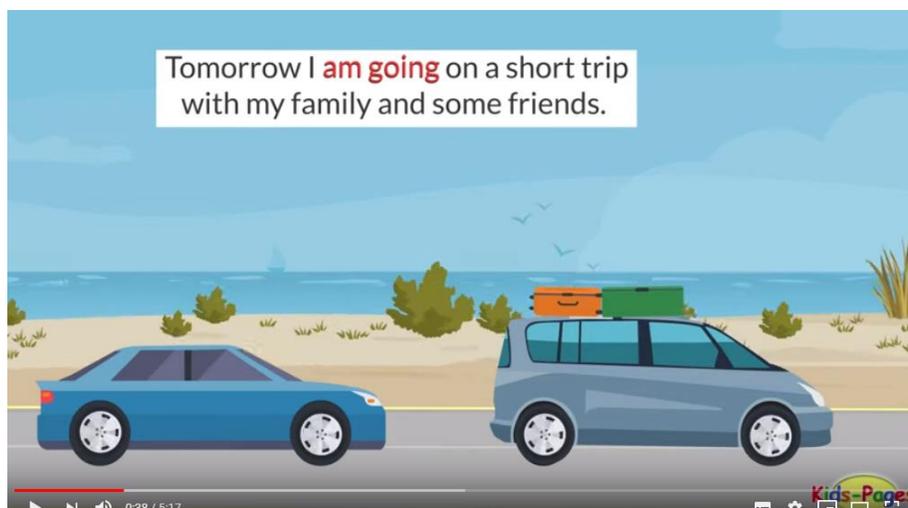
Use of *will* Future

- a spontaneous decision  
example: Wait, I will help you.
- an opinion, hope, uncertainty or assumption regarding the future  
example: He will probably come back tomorrow.
- a promise  
example: I will not watch TV tonight.
- an action in the future that cannot be influenced  
example: It will rain tomorrow.
- conditional clauses type I  
example: If I arrive late, I will call you.

- Let´s watch the following video to learn a bit more about the future tense



<https://youtu.be/U8L2m8TeIWA>



Picture 6

### 4.5.1 MY LIFE'S PROJECT

Now after the teacher's explanation is the time to work on your life's project by talking about your dreams and goals to achieve in your life

Use will, going to, shall, would in four chapters full of personal information

The chapter number one; is going to be written in simple present by talking about your name, nationality, age, school grade, likes, dislikes, abilities, activities on free time, dreams, passions and the importance your family has in your life by describing them all; finally you talk about the goals that you have reached in your life.

- Who I am? (chapter 1)
- My life in one year (chapter 2)
- My life in five years (chapter 3)
- My life in twenty years (chapter 4)

Work on your block of notes!

## 5 EVALUATION AND FEEDBACK

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
<b>Planificación del Trabajo / Puntualidad</b>	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.	
<b>Responsabilidad</b>	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.	
<b>Participación / Actitud</b>	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.	
<b>Habilidades Sociales</b>	Interactúa con empatía y autocontrol, manteniendo actitud de	Interactúa con empatía y autocontrol, manteniendo actitud de	Interactúa con actitud de respeto hacia otros puntos de vista,	Interactúa con dificultad durante el desarrollo de	



	respeto hacia otros puntos de vista y utilizando diferentes habilidades sociales que contribuyen al desarrollo de actividades.	respeto hacia otros puntos de vista, lo que contribuye al desarrollo de actividades.	lo que contribuye al desarrollo de actividades.	actividades.	
<b>Generación y Presentación de Evidencias</b>	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.	

## 6 SUGGESTIONS

---

---

---

---

## 7 BIBLIOGRAPHY AND WEBGRAPHY

- [www.ef.com.co/recursos-aprender-ingles/gramatica-inglesa/present-past simple/](http://www.ef.com.co/recursos-aprender-ingles/gramatica-inglesa/present-past-simple/)
- [Interchange Book number 2 Jack C Richards; Cambridge](#)
- [www.ego4u.com](http://www.ego4u.com)
- <https://www.ego4u.com/en/cram-up/grammar/future-1-going-to>
- <https://youtu.be/JQOay4rjHas>
- <https://youtu.be/U8L2m8TelWA>