



ÁREA: Humanidades lengua castellana e idioma extranjero

DOCENTE: OSCAR I ARDILA C

ASIGNATURA: Inglés

ESTUDIANTE:

GRADO: AVANZADO

NIVEL: 4

GUIA: 1

TIEMPO:

FECHA: ___/___/___

1. SKILLS AND TESTING CRITERIONS

COMPETENCIA	CRITERIOS
Competencias Comunicativas de comprensión y producción; (lingüística, pragmática, sociolingüística y procedimental)	<ul style="list-style-type: none"> Utilizo las imágenes e información del contexto de habla para comprender mejor lo que escucho. Comprendo variedad de textos informativos provenientes de diferentes fuentes. Escribo textos expositivos sobre temas de mi interés. Utilizo estrategias que me permiten iniciar, mantener y cerrar una conversación sencilla sobre temas de mi interés, de una forma natural

2. ACTIVE & PASSIVE VOICE

3. CONFLICT SITUATION

Use your creativity and English skills to create a Commercial Magazine divided in ten different categories and illustrated by using a software like: (publisher, corel draw; photo paint; photo shop) linked to Environment, sexual behavior and healthy living projects.

4. KNOWLEDGEMENT AND PROBLEM'S AGREEMENT

Passive voice is a way to express our opinions and ideas according to an authority or an action which was done by somebody in a special part of the time; there is a simple way to recognize the active voice from the passive voice; the following are two simple examples that will take you to analyze the contexts and the difference between them.

- John writes love poems (active voice)
- Love poems are written by John (passive voice)

On the sentences above you can analyze the order and structure of both sentences, even you can make the difference between active and passive voice.

Now according to your point of view and ability in redaction, please write your definition of active and passive voices and write ten examples for them by using the rules of simple present.

4.1 Exercise number one:

Use the lines below to write your own definition on what for you is called the ACTIVE VOICE

What for you is called the PASSIVE VOICE?

Active voice phrases:

- _____
- _____
- _____
- _____
- _____



Passive voice phrases:

- _____
- _____
- _____
- _____
- _____





4.2 Active / Passive Verb Forms

Sentences can be active or passive. Therefore, tenses also have "active forms" and "passive forms." You must learn to recognize the difference to successfully speak English.

4.2.1 Active Form

In active sentences, the thing doing the action is the subject of the sentence and the thing receiving the action is the object. Most sentences are active.

[Thing doing action] + [verb] + [thing receiving action]

Examples:

The professor teaches the students.
subject doing action verb object receiving action

John washes the dishes.
subject doing action verb object receiving action

4.2.2 Passive Form

In passive sentences, the thing receiving the action is the subject of the sentence and the thing doing the action is optionally included near the end of the sentence. You can use the passive form if you think that the thing receiving the action is more important or should be emphasized. You can also use the passive form if you do not know who is doing the action or if you do not want to mention who is doing the action.

[Thing receiving action] + [be] + [past participle of verb] + [by] + [thing doing action]

Examples:

The students are taught by the professor.
subject receiving action passive verb doing action

The dishes are washed by John.
subject receiving action passive verb doing action

4.2.3 Active / Passive Overview

Table with 3 columns: Tense, Active, Passive. Rows include Simple Present, Present Continuous.



Simple Past	Sam repaired the car.	The car was repaired by Sam.
Past Continuous	The salesman was helping the customer when the thief came into the store.	The customer was being helped by the salesman when the thief came into the store.
Present Perfect	Many tourists have visited that castle.	That castle has been visited by many tourists.
Present Perfect Continuous	Recently, John has been doing the work.	Recently, the work has been being done by John.
Past Perfect	George had repaired many cars before he received his mechanic's license.	Many cars had been repaired by George before he received his mechanic's license.
Past Perfect Continuous	Chef Jones had been preparing the restaurant's fantastic dinners for two years before he moved to Paris.	The restaurant's fantastic dinners had been being prepared by Chef Jones for two years before he moved to Paris.
Simple Future <i>will</i>	Someone will finish the work by 5:00 PM.	The work will be finished by 5:00 PM.
Simple Future <i>be going to</i>	Sally is going to make a beautiful dinner tonight.	A beautiful dinner is going to be made by Sally tonight.
Future Continuous <i>will</i>	At 8:00 PM tonight, John will be washing the dishes.	At 8:00 PM tonight, the dishes will be being washed by John.
Future Continuous <i>be going to</i>	At 8:00 PM tonight, John is going to be washing the dishes.	At 8:00 PM tonight, the dishes are going to be being washed by John.
Future Perfect <i>will</i>	They will have completed the project before the deadline.	The project will have been completed before the deadline.
Future Perfect <i>be going to</i>	They are going to have completed the project before the deadline.	The project is going to have been completed before the deadline.
Future Perfect Continuous <i>will</i>	The famous artist will have been painting the mural for over six months by the time it is finished.	The mural will have been being painted by the famous artist for over six months by the time it is finished.
Future Perfect Continuous <i>be going to</i>	The famous artist is going to have been painting the mural for over six months by the time it is finished.	The mural is going to have been being painted by the famous artist for over six months by the time it is finished.
Used to	Jerry used to pay the bills.	The bills used to be paid by Jerry.
Would Always	My mother would always make the pies.	The pies would always be made by my mother.



Future in the Past <i>Would</i>	I knew John would finish the work by 5:00 PM.	I knew the work would be finished by 5:00 PM.
Future in the Past <i>Was Going to</i>	I thought Sally was going to make a beautiful dinner tonight.	I thought a beautiful dinner was going to be made by Sally tonight.

4.3 Exercise number two: READING TEXTS

4.3.1 The Statue of Liberty (read and fill in the blanks)

Complete the sentences (Active or Passive Voice). You must either use Simple Present or Simple Past.



- The Statue of Liberty (**give**) _____ to the United States by France.
- It (**be**) _____ a present on the 100th anniversary of the United States.
- The Statue of Liberty (**design**) _____ by Frederic Auguste Bartholdi.
- It (**complete**) _____ in France in July 1884.
- In 350 pieces, the statue then (**ship**) _____ to New York, where it (**arrive**) _____ on 17 June 1885.
- The pieces (**put**) _____ together and the opening ceremony (**take**) _____ place on 28 October 1886.
- The Statue of Liberty (**be**) _____ 46 m high (93 m including the base).
- The statue (**represent**) _____ the goddess of liberty.
- She (**hold**) _____ a torch in her right hand and a tablet in her left hand.
- On the tablet you (**see / can**) _____ the date of the Declaration of Independence (July 4, 1776).
- Every year, the Statue of Liberty (**visit**) _____ by many people from all over the world.

4.3.2 Geography (read and translate to Spanish)


GEOGRAPHY

The Best Subject on Earth

Geography is the study of the Earth and its people. It sounds exciting, doesn't it? Yet for decades, students yawned just hearing the word. They **were forced** to memorize the names of capital cities, important rivers and mountains, and natural resources. They **were taught** where places were and what **was produced** there. But they **weren't shown** how our world looks and feels.

Then came *National Geographic* magazine. From the Amazon rain forests to the Sahara Desert, and from Kuala Lumpur to Great Zimbabwe—the natural and human-made wonders of our world **have been brought to life by** fascinating reporting and beautiful photographs, such as this one of a Russian couple, which **was taken by** Reza Deghati.

The National Geographic Society **was formed** in Washington, D.C., in 1888 **by** a group of professionals including geographers, explorers, teachers, and mapmakers. Nine months later, the first *National Geographic* magazine **was published** so that the Society could fulfill its mission—to spread the knowledge of and respect for the world, its resources, and its inhabitants.





4.4 Transform

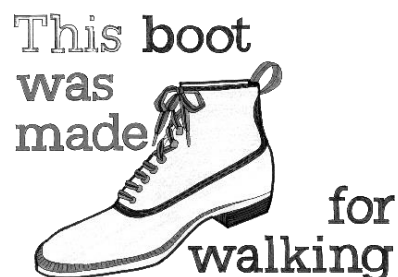
Transform from Active to Passive

1. The police fined the driver for speeding.
2. People have sent her a lot of birthday cards.
3. The lights went out when they were serving the meal.
4. Journalists asked the prime minister a lot of difficult questions.
5. Nobody has told me what to do.
6. The police were following him until he came home.
7. They didn't ask him about the accident.
8. James Cook will read the news today.
9. The police are questioning the men about last month's bank robbery.
10. Two reporters from *Washington Post* uncovered the scandal.
11. According to the report crocodiles attack people every week.
12. The parliament has passed the law about TV stations today.



THE SUSPICIOUS SUITCASE!!

A suspicious suitcase was found near a bus station by a kid who was waiting for the bus alone. The suspicious suitcase wasn't opened by the kid on the first moment. He took it to the police station and when the police officer opened the suspicious suitcase, it exploded!! The kid survived but the other police officers were killed by the bomb.



4.5 BEFORE THE MAGAZINE...

According to the following topics, choose the most attractive for you and write (*on other paper*) a report where you will need to use the Active voice, the passive voice and correct use of English connectors. (*pair work*)

- Environment and nature
- Travelling around the world
- Technology
- General culture
- Entertainment
- Cooking
- Tourism
- Politics and economy
- Healthy living
- History
- Sports





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
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 AD WEBGRAPHY

- <http://englishstandarts.blogspot.com.co>
- <http://www.elbase.com>
- [Interchange Book number 4](#)
- [English in mind second edition; teacher's book. Cambridge](#)

Teacher: **OSCAR I ARDILA C**