



INSTITUCIÓN EDUCATIVA SAN PABLO
Resolución 16170 del 27 de noviembre de 2002
“Nos formamos en el saber, saber hacer y el ser para la vida”

GUÍA DE APRENDIZAJE

Área o áreas integradas: inglés. **Grados once** **Grado:** 11° **Guía n°** 3 **Periodo:** 2
Tiempo de desarrollo de la guía: 6 semanas. **Docente:** Jorge Petro Alzamora. **Tema:** Global citizenship
DBA relacionado: Expresa de manera oral su punto de vista a cerca de un tema controversial previamente estudiado.
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TEORÍA Y EJEMPLOS

Topic 1: Present perfect vs. Past simple

What's the difference? Present Perfect and Past Simple

Present Perfect Simple	Past Simple
Acciones inacabadas que comenzaron en el pasado y continúan hasta el presente/ Unfinished actions that started in the past and continue to the present: I have known Julie for ten years (y todavía la conozco).	Acciones terminadas/ Finished actions: I knew Julie for ten years (pero luego se apartó y hemos perdido contacto).
Una acción terminada en la vida de alguien (cuando la persona todavía está viva: experiencia de vida): My brother has been to Mexico three times.	Una acción terminada en la vida de alguien (cuando la persona está muerta): My great-grandmother went to Mexico three times.
Una acción terminada con un resultado en el presente: I 've lost my keys! (El resultado es que no puedo entrar a mi casa ahora).	Una acción terminada sin resultado en el presente: I lost my keys yesterday. ¡Fue terrible! (Ahora no hay resultado. Ayer recibí nuevas claves).
Con una palabra de tiempo inacabada (this week, this month, today): I 've seen John this week.	Con una palabra de tiempo terminado (last week, last month, yesterday): I ___SAW___ John last week.

Recuerda: Usamos el **pasado simple** para eventos pasados o acciones que no tienen conexión con el presente. A continuación, se te presentan dos estructuras del pasado simple. Una con el verbo To Be y otra con los demás verbos.

TO BE

VERBS



S + Was/were

They **were** friends.

S + V-ed

She **worked** yesterday.



S + was not/were not + ...

They **weren't** friends.

S + did not + verb (base form)

She **didn't** work yesterday.



Was/Were + S + ...?

Were they friends?

Did + S + verb (in base form)?

Did she work yesterday?

Usamos el **presente perfecto** para acciones que comenzaron en el pasado y todavía están sucediendo ahora O para acciones terminadas que tienen una conexión con el presente. Estudia la tabla que se te presenta a continuación y comprende la estructura del tiempo presente perfecto para los diferentes sujetos de una oración.

We form the present perfect with *have / has* + past participle.

The past participle often ends in *-ed* (e.g. *worked*), but there are many irregular past participles (e.g. *been*).

Affirmative

I / we / you / they	have ('ve)	raised some money.
He / she / it	has ('s)	

Negative

I / we / you / they	haven't	worked.
He / she / it	hasn't	

Questions

Have/you/they	(ever) planted a tree?	Yes, I / they have. No, I / they haven't.
Has she/he		Yes, she / he has. No, she / he hasn't.

Topic 2: Past continuous:

PAST CONTINUOUS

We use it ...

- 1. To talk about an action in progress at a certain time in the past.

Ej. *Yesterday at 10:00 I **was having** dinner.*

- 2. For two or more actions happening at the same time in the past.

Ej. *While I **was studying**, my sister **was playing** the guitar.*

- 3. For an action in progress in the past interrupted by a sudden action.

Ej. *I **was having** a shower when the phone rang.*

En el cuadro de la izquierda nos explican que **el pasado continuo se usa** para:

1. Hablar a cerca de una acción en progreso en un tiempo específico en el pasado.

Ejemplo: Ayer a las 10:00 yo estaba cenando.

2. Para dos o más acciones sucediendo al mismo tiempo en el pasado.

Ejemplo: Mientras yo estaba estudiando, mi hermana estaba tocando la guitarra.

3. Para una acción en progreso en el pasado interrumpida por otra acción repentina.

Ejemplo: Yo estaba tomando una ducha cuando el teléfono sonó.

+ **S + was/were + V-ing**
She was cooking all morning.

- **S + was/were + not + V-ing**
She was not sleeping when he came home.

? **Was/were + S + V-ing?**
Was she sleeping when he came home?

Topic 3: Expressing the future using going to and will.

Usamos **Going to** para:

1. hablar sobre una **actividad planificada en el futuro**. Es decir, ya hemos decidido qué pretendemos hacer o ir.

Examples: *We are **going to** visit your grandmother on this Sunday.*

*I'm **going to** join the Red Cross.*

2. hacer una **predicción sobre el futuro basada en la evidencia de la situación actual**.

Examples: *The paper was so difficult. I'm **going to** fail the exam.*

*The taxi is late. We are **going to** miss our flight.*

3. cuando **algo está por suceder**.

Examples: *The bell is **going to** ring any minute now.*

*She is **going to** fall off the cliff.*

Structure:

Affirmative: Subject + [am/is/are + going to] + verb + comple.

Negative: Subject + [am/is/are + not + going to] + verb + compl.

Questions: [am/is/are + Subject + going to] + verb + complement + ?

Usamos **Will** para:

1. Hablar de **hechos futuros o de lo que creemos que es verdad**.

Examples: *The 21st FIFA World Cup will be held in Russia.*

Mrs. Jenson will retire next year.

2. cuando **acabamos de decidir hacer algo**. Aquí, la **voluntad** se utiliza en el momento de tomar las decisiones.

Examples: *I'll have a soda and a sandwich.*

I'll buy this blue dress and that red t-shirt.

3. **también** se puede utilizar para expresar una **promesa, oferta, solicitud o invitación**.

Examples: *I'll come home early today.*

Will you shut the door when you go out?

One day, I will become a doctor.

Structure:

Affirmative: Subject + will + verb + complement

Negative: Subject + will not (won't) + verb + complement

Questions: Will + Subject + verb + complement + ?

ACTIVIDADES EVALUATIVAS

TOPIC 1: 1. Put the verbs in the correct form (present perfect or past simple).

- Last weekend. We **painted** my neighbour's house. (paint)
- She is very experienced now. She **has been** a volunteer for two years. (be)
- How much money you for charity this year? (raise)
- While I have been a volunteer, we a lot of young people to graduate from high school. (help)
- He's hungry. He for four days. (no eat)

TOPIC 2: 1. Choose the correct form:

- a. The boy was waiting for me when I **arrived** / **was arriving**.
- b. I was **working** / **worked** at 6 pm yesterday evening.
- c. They **left** / **were leaving** the house at 10 am.
- d. Nobody **was watching** / **watched** the television so I switched it off.

TOPIC 3: Complete the email with the correct form (Will or Going to) of the following verbs: be, invite, help, plant, not be able, come.

Thanks for the party invitation, but I'm afraid I (1) will not be able to come.

I (2) _____ with Plant a Tree day next Saturday, and we (3) _____ at school until late, as (4) _____ 200 trees! I hope you enjoy the party, anyhow. How many people (5) _____? (6) _____ Anna _____?

Additional work. 1. Look at the pictures and the title. What do you think the text is about? Read the text quickly. Were you right?

Documenting the issues of our time

The Sundance Institute is a non-profit organisation founded by the actor Robert Redford in 1981. Its documentary film programme helps new documentary makers, by running workshops on editing and story-telling, and also giving funds to films about human rights, freedom of expression, social justice, civil liberties and other important issues of our time. They have given almost \$5.2 million to over 175 projects in 52 different countries. Their aims are to discover, support and inspire independent filmmakers around the world and introduce audiences to their new work. By supporting films like these, they are also helping to raise public awareness of important issues. One of the projects the programme has helped is a film called *How to Change the World* by the director Jerry Rothwell, which is about the founders of Greenpeace. Through Sundance and its members, the director managed to raise more than £25,000 to help distribute it and give it a bigger audience. The Sundance Institute also holds an annual film festival in Utah, where around sixteen documentary makers get the opportunity to show their films.



1.1 Read the text again and answer T (true) or F (false).

- a. The Sundance Institute has existed since 1981. ____
- b. Their documentary film programme teaches film-making skills. ____
- c. They encourage people to make funny films. ____
- d. They don't have any money to help the film makers. ____
- e. *How to Change the World* is a documentary about how to make films. ____
- f. The Sundance Film Festival takes place every year. ____

1.2 Find words in the text which mean:

- a. making money is not its main purpose Non-profit
- b. started by _____
- c. class where people participate creatively _____
- d. money _____
- e. relating to citizens _____
- f. topics _____
- g. succeed in _____

2. Make a video where you express your opinion about: **1.** Do you like watching documentary programmes on TV? **2.** Do you think TV and films are a good way to raise awareness of issues? Why/Why not? **3.** "Art changes the way we reach people". **NOTE:** If you have no internet access, please send it in a written way.

Assessment of your work. Look back over this guía and complete the sentences

My favorite activity was...	
The most useful words or expressions were...	
I enjoyed learning about...	
I need to practice...	

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