

2020



MODULO LENGUA EXTRANJERA-INGLES GRADO 10°

GUÍAS Y TALLERES DE LENGUA EXTRANJERA - INGLES PARA EL GRADO DECIMO 10°

TEACHER: HAROLD MIDEROS



ÁREA DE: INGLES

DOCENTE: HAROLD ALBERTO MIDEROS NARVAEZ

EJE TEMATICO	MODALS VERBS: SHOULD – COULD - WOULD
OBJETIVO(S)	<ul style="list-style-type: none"> El estudiante será capaz de dar recomendaciones, dar y pedir consejos, dar opiniones, dar sugerencias usando los modales should, could y would.
EVALUACIÓN	<ul style="list-style-type: none"> Para los estudiantes que van a realizar la actividad en forma virtual la vamos a desarrollar desde GOOGLE CLASSROOM el docente te confirmara el código de la clase y el uso de la plataforma. La actividad debe ser desarrollada en el cuaderno de apuntes para quienes la reciban en forma impresa. El docente mediante el grupo del salón te informará la forma de entrega. Se espera obtener la resolución del taller acorde al tema estudiado.
CONTENIDO TEORIA	<p>1. “Should”, “would” y “could”</p> <p>“Should”, “would” y “could” son verbos auxiliares, que pueden causar un poco de confusión. Son una forma gramatical de inglés de “past tense” de “shall”, “will” y “can”, pero también son utilizados en otras situaciones.</p> <p>“Should” se puede utilizar:</p> <p>Para expresar algo que es probable.</p> <p>Ejemplos: <i>“John should be here by 2:00 PM.”</i> (John debería venir aquí a las 14h.) <i>“He should be bringing Jennifer with him.”</i> (Él debe traer Jennifer con él.)</p> <p>Para pedir o dar consejos.</p> <p>Ejemplos: <i>“Should we turn left at this street?”</i> (¿Giramos a la izquierda en esta calle?) <i>“You should be getting ready for work.”</i> (Debes estar listo/a para el trabajo.)</p> <p>Para demostrar la obligación, dar consejos o incluso una opinión.</p> <p>Ejemplos: <i>“You should stop eating fast food.”</i> (Deberías dejar de comer comida rápida.) <i>“You should go for walks more often.”</i> (Deberías caminar más a menudo.) <i>“We should go to the park tomorrow.”</i> (Deberíamos ir al parque mañana.)</p> <p>“Would” se puede utilizar:</p> <p>Para preguntas acerca de las posibilidades.</p> <p>Ejemplos:</p>



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"How would you do that?" (¿Cómo harías eso?)

"What would you do if...?" (¿Qué harías si ...?)

Para realizar una solicitud educadamente u ofrecer algo.

Ejemplos:

"Would you like some tea?" (¿Quieres té?)

"Would you help me, please?" (¿Podrías ayudarme, por favor?)

En situaciones hipotéticas.

Ejemplos:

"If I had a lot of money, I would like to own a farm one day." (Si tuviera mucho dinero, me gustaría un día tener una granja.)

"I would love to buy a boat." (Me gustaría comprar un barco.)

"Could" se puede utilizar:

Para sugerir una posibilidad.

Ejemplos:

"Whose notebook is this? It could be Nelly's notebook." (¿De quién es este cuaderno? Podría ser de Nelly).

"Could 'A' be the answer? It's definitely not 'B' or 'C.'" (¿La respuesta podría ser la letra "A"? Por supuesto que no es "B" o "C").

Para pedir cortésmente.

Ejemplo:

"Could you please move this box?" (¿Podrías mover esta caja?)

Nota: para responder positivamente a las peticiones, debes utilizar el verbo "can".

Ejemplos:

"Could you please move this box?" / "I could, but I am really busy right now."

(¿Podrías por favor mover esta caja? / Podría, pero estoy muy ocupado en este momento.)

"Could you pass that paper?" / "Sure I can."


(¿Me podrías pasar ese papel? / Por supuesto puedo.)

MODALS VERBS			
MODALS	AFFIRMATIVE	NEGATIVE	INTERROGATIVE
COULD	I COULD STUDY Yo podría estudiar	I COULD NOT STUDY I COULD N'T STUDY	COULD I STUDY?
	SHOULD	I SHOULD STUDY Yo debo estudiar	
WOULD		I WOULD STUDY Yo estudiaría	I WOULD NOT STUDY I WOULD N'T STUDY



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 DIFERENCIAS DE USO ENTRE COULD vs SHOULD vs WOULD Los tres son verbos modales		
COULD	SHOULD	WOULD
- Es el pasado de "can". Se usa para expresar habilidad (<i>capacidad de</i>) o posibilidad. - There are some ideas so wrong that only a very intelligent person could believe in them. - By eating many fruits and vegetables in place of fast food, people could avoid obesity.	- Es el pasado de "shall". Se usa para dar sugerencias y consejos o para indicar probabilidad y predicción. - Puede expresar la forma condicional, pero en dicho caso es más habitual emplear "would". - We should all start to live before we get too old. - A wise man should have money in his head, but not in his heart.	- El el pasado de "will". Se usa preferentemente para formar el condicional, para ofrecimientos o peticiones o para transmitir la preferencia sobre algo. - Would you like to go to London? - I would buy a new computer if I had enough money

2. También podrás revisar este tema mediante la observación del siguiente video en el link: <https://www.youtube.com/watch?v=MMK5PbTVAuk>

3. También podrás revisar y profundizar desde la página de la materia: haroldinedinco.wix.com/ingles

ACTIVIDAD

1. Revisar y estudiar el contenido al igual que observar el link del video para que tengas claridad del tema
2. Resolver el worksheet de acuerdo a los temas estudiados
3. Los puntos del worksheet van progresivamente aumentando de nivel buscando desarrollar tu comprensión del tema de forma secuencial.
4. Estar pendiente de cuando el docente te diga que presentes la actividad Las dudas se resolverán desde el grupo del salo, desde el correo electrónico del docente: haroldinedinco@hotmail.com.
5. El **CONTENIDO** es solo para estudio

“Should”-“Would”-“Could”
Could, Would or Should?
 (Use the negative if necessary i.e. couldn't, wouldn't, shouldn't)

Completa con should, could would de acuerdo a la frase usa la negacion si es necesario

1. He _____ try and catch the plane, but it is leaving in 10 mins.
2. She _____ try and catch the plane, there's still 10 mins before it takes off.
3. She _____ try and catch the plane if there was more time.
4. It _____ be true that McDonald's burgers use real ingredients.
5. It _____ be true that McDonald's burgers use real ingredients, but



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- because it's so cheap, I know they don't.
6. It _____ be true that McDonald's burgers use real ingredients, but because it's so cheap, they probably don't.
 7. "There _____ be another way to solve this question, I'm sure of it!"
 8. "There _____ be another way of solving this question, this is the only way right?"
 9. "There _____ be another way of solving this question, would there?"
 10. "_____ you please explain why you thought breaking the vase was a good idea?"
 11. "_____ you be explaining why breaking the vase was a good idea and not coming up with excuses?"
 12. "You _____ be in this situation if you had just left the vase alone."

What are some things you , COULD, SHOULD, WOULD, do when you see these signs? Be sure to use the negative forms as well. You can use more than one answer.

Que cosas tu podrías hacer, deberías hacer o te gustaría hacer cuando miras esta señales

Example:



*You **could** slow down and check for a train. You **shouldn't** cross if the light is blinking. You **should** be more careful. You **can** cross if there isn't a train coming.*







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 Antioquia
GUIA DE TRABAJO 1

**GRADO
 10°**

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	<p>FOR RENT</p>	<hr/> <hr/> <hr/> <hr/>
	<p>NO  PARKING</p>	<hr/> <hr/> <hr/> <hr/>
	<p>CASH ONLY NO CREDIT</p>	<hr/> <hr/> <hr/> <hr/>
	<p> PUT TRASH IN ITS PLACE</p>	<hr/> <hr/> <hr/> <hr/>





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EJE TEMATICO	VERBO TO BE EN PASADO
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OBJETIVO(S)	<ul style="list-style-type: none"> El estudiante será capaz de reconocer la forma y uso del verbo to be en pasado en todas sus formas.
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EVALUACIÓN	<ul style="list-style-type: none"> Para los estudiantes que van a realizar la actividad en forma virtual la vamos a desarrollar desde GOOGLE CLASSROOM el docente te confirmara el código de la clase y el uso de la plataforma. La actividad debe ser desarrollada en el cuaderno de apuntes para quienes la reciban en forma impresa. El docente mediante el grupo del salón te informará la forma de entrega. Se espera obtener la resolución del taller acorde al tema estudiado.
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CONTENIDO	<div style="text-align: center; background-color: #e0e0e0; padding: 5px;">1. The Simple Past of the Verb "to be"</div> <p>The simple past tense of the verb <i>to be</i>: This page will present the simple past tense of the verb to be: its form and its use.</p> <div style="text-align: center;">THE AFFIRMATIVE FORM:</div> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>I, he, she, it</td> <td>was.</td> </tr> <tr> <td>you, we, they</td> <td>were.</td> </tr> </table> <p>Examples: I was in London in 1999. Pam was in London in 1999, too. We were together. She was my girlfriend.</p> <div style="text-align: center;">THE INTERROGATIVE FORM:</div> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Was</td> <td>I, he, she, it?</td> </tr> <tr> <td>Were</td> <td>you, we, they?</td> </tr> </table> <p>Examples: Were you in London last year? Was Pam with you? Were you together?</p> <div style="text-align: center;">THE NEGATIVE FORM:</div> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>I, he, she, it</td> <td>was not.</td> </tr> <tr> <td></td> <td>wasn't.</td> </tr> <tr> <td>You, we, they</td> <td>were not.</td> </tr> </table>	I, he, she, it	was.	you, we, they	were.	Was	I, he, she, it?	Were	you, we, they?	I, he, she, it	was not.		wasn't.	You, we, they	were not.
I, he, she, it	was.														
you, we, they	were.														
Was	I, he, she, it?														
Were	you, we, they?														
I, he, she, it	was not.														
	wasn't.														
You, we, they	were not.														



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	<p><input type="text"/> weren't.</p> <p>Examples: I wasn't in Paris in 1999. Pam wasn't in Paris in 1999. We weren't in Paris.</p> <p style="text-align: center;">Use of the simple past</p> <p>The simple past is used principally to describe events in the past. Remember:</p> <p>1. wasn't is the short form of was not. You can say either: I was not in Paris, or I wasn't in Paris.</p> <p>2. weren't is the short form of were not. You can say either: we were not in Paris, or we weren't in Paris.</p> <p>➤ También podrás revisar este tema mediante la observación del siguiente video en el link: https://www.youtube.com/watch?v=lUmteli30rE</p> <p>➤ También podrás revisar y profundizar desde la página de la materia: haroldinedinco.wix.com/ingles</p>
<p>ACTIVIDAD</p>	<ol style="list-style-type: none"> 1. Revisar y estudiar el contenido al igual que observar el link del video para que tengas claridad del tema 2. Resolver el worksheet de acuerdo a los temas estudiados 3. Los puntos del worksheet van progresivamente aumentando de nivel buscando desarrollar tu comprensión del tema de forma secuencial. 4. Estar pendiente de cuando el docente te diga que presentes la actividad Las dudas se resolverán desde el grupo del salo, desde el correo electrónico del docente: haroldinedinco@hotmail.com. 5. El CONTENIDO es solo para estudio <p style="text-align: center;">VERB TO BE IN PAST</p> <p>COMPLETE THE TEXT WITH Was/were/wasn't/weren't</p> <p style="text-align: center;">A TRIP TO NEW YORK</p> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  </div> <div style="flex: 2;"> <p>My name is Camilla. Last summer I in the United States. The voyage by plane long and tiring and the plane ticket quite expensive. It took me 10 hours to get to the New York airport.</p> <p>My friend Katie there waiting for me. I surprised by the size of the JFK airport. It huge and there very many people. I was glad my friend there, otherwise I would probably get lost.</p> <p>A few minutes later we in a cab. It a</p> </div> <div style="flex: 1;">  </div> </div>



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typical NY cab – big and yellow. We were in the car for an hour. There poor, run down neighbourhoods and rich, luxurious ones. The city centre fantastic. There huge skyscrapers, and big roundabouts. The largest and busiest roundabout the famous Colubus Circle. There was also an enormous traffic jam.

We went to Katie’s apartment to leave the luggage and rest a bit. It small and cosy with a nice view of the park. I (not) very tired so we went to see the biggest fountain in New York. It the Bethesda Fountain in Central Park. There **(not)** many people in the park, because it still early in the morning.

Later we had lunch and were at some nice museums. In the evening we at the world famous Times Square. There hundreds of people, huge neon lights, billboards and advertisements. And there **(not)** any cars because it was a holiday and the square was closed to traffic. I amazed!!! We also in one of the Broadway theatres to see a musical. It..... great!

ANSWER THE QUESTIONS ACCORDING TO THE TEXT

1. How long was the voyage by plane?
2. Was JFK airport big?
3. Was Camilla affraid she would get lost without her friend?
4. What is the name of the most famous roundabout?.....
5. What was in Central Park?
6. Were there many cars at the Times Square?

ANSWER TRUE OR FALSE

- | | | |
|--|---|---|
| 1. The plane ticket wasn’t expensive. | T | F |
| 2. They went to Katie’s house by a taxi. | T | F |
| 3. Only rich people live in the New York city. | T | F |
| 4. Katie’s apartment wasn’t big but it was nice and comfortable. | T | F |
| 5. Cars weren’t allowed to the Times Square. | T | F |
| 6. They saw a play at a Broadway theatre. | T | F |



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EJE TEMÁTICO	PASADO SIMPLE
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OBJETIVO(S)	<ul style="list-style-type: none"> El estudiante será capaz de reconocer formas y usos del pasado simple, al igual que el aprendizaje de algunos verbos.
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EVALUACIÓN	<ul style="list-style-type: none"> Para los estudiantes que van a realizar la actividad en forma virtual la vamos a desarrollar desde GOOGLE CLASSROOM el docente te confirmara el código de la clase y el uso de la plataforma. La actividad debe ser desarrollada en el cuaderno de apuntes para quienes la reciban en forma impresa. El docente mediante el grupo del salón te informará la forma de entrega. Se espera obtener la resolución del taller acorde al tema estudiado.
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CONTENIDO	<p style="text-align: center;">PASADO SIMPLE</p> <p>Hay muchas maneras de hablar del pasado en inglés, pero el pasado simple es la forma más común. El pasado simple en inglés es equivalente al pretérito imperfecto y pretérito indefinido del español. Usamos el pasado simple para acciones completas en el pasado. El período de tiempo de estas acciones no es importante como en el español. En el pasado simple hay verbos regulares y verbos irregulares.</p> <p>Grammatical Rules (Reglas gramaticales) Form (Forma)</p> <p>Para formar el pasado simple con verbos regulares, usamos el infinitivo y añadimos la terminación “-ed”. La forma es la misma para todas las personas (I, you, he, she, it, we, they).</p> <p>Ejemplos:</p> <p>want → want<u>ed</u> learn → learn<u>ed</u> stay → stay<u>ed</u> walk → walk<u>ed</u> show → show<u>ed</u></p> <p>Nota: Hay muchos verbos irregulares en inglés. Desafortunadamente, no hay una norma establecida para formarlos. Ver una lista de los verbos irregulares aquí. A continuación tienes los tres verbos irregulares más comunes y los que actúan como verbos auxiliares.</p> <p>do did have had</p> <p>STRUCTURE (ESTRUCTURA)</p> <p>1. AFFIRMATIVE SENTENCES (FRASES AFIRMATIVAS) Sujeto + verbo principal...</p> <p>EJEMPLOS:</p>
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I **wanted** to dance.(Quería bailar.)
 They **learned** English.(Aprendieron inglés.)
 We **believed** him.(Le creímos.)
 I **bought** a blue car.(Compré un coche azul.)

2. NEGATIVE SENTENCES (FRASES NEGATIVAS)

Todos los verbos demás:
 Sujeto + verbo auxiliar (to do) + “not” + verbo principal (en infinitivo)...

EJEMPLOS:

I **didn't** want to dance. (No quería bailar.)
 They **didn't** learn English.(No aprendieron inglés)
 We **didn't** believe him. (No le creímos.)
 I **didn't** buy a blue car.(No compré un coche azul.)

Nota: En frases negativas, el verbo auxiliar va en pasado (“did”) y el verbo principal se queda en el infinitivo.

3. INTERROGATIVE SENTENCES (FRASES INTERROGATIVAS)

Todos los demás verbos:
 Verbo auxiliar (to do) + sujeto + verbo principal (en infinitivo)...

EJEMPLOS

Did you want to dance?(¿Querías bailar?)
Did they learn English?(¿Aprendieron inglés?)
Did you believe him?(¿Le creíste?)
Did you buy a blue car?(¿Compraste un coche azul?)

Nota: Al igual que en las frases negativas, el verbo auxiliar va en pasado (“did”) y el verbo principal se queda en el infinitivo.

SIMPLE PAST TENSE (Pasado Simple)		
MODO AFIRMATIVO	MODO INTERROGATIVO	MODO NEGATIVO
I played Yo jugué	Did I play? ¿Jugué yo?	I did not play Yo no jugué
You played Tú jugaste	Did you play? ¿Jugaste tú?	You did not play Tú no jugaste
He played Él jugó	Did he play? ¿Jugó él?	He did not play Él no jugó
She played Ella jugó	Did she play? ¿Jugó ella?	She did not play Ella no jugó
It played Él/Ella jugó	Did it play? ¿Jugó él / ella?	It did not play Él / Ella no jugó
We played Nosotros jugamos	Did we play? ¿Jugamos nosotros?	We did not play Nosotros no jugamos
You played Ustedes jugaron	Did you play? ¿Jugaron ustedes?	You did not play Ustedes no jugaron
They played Ellos jugaron	Did they play? ¿Jugaron ellos?	They did not play Ellos no jugaron

2. También podrás revisar este tema mediante la observación del siguiente video en el link:

<https://www.youtube.com/watch?v=moYDA4jbPy4>



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https://www.youtube.com/watch?v=765SDmexF_4
https://www.youtube.com/watch?v=GYGVWF_j2LU
https://www.youtube.com/watch?v=LoY8Rd_PLSY

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ACTIVIDAD

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PAST SIMPLE

FILL IN THE BLANKS BELOW TO COMPLETE THE SENTENCES IN PAST. STUDY THE BOXES ABOVE.

1. I **(eat)** _____ dinner at six o'clock yesterday.
2. A: _____ Helen **(drive)** _____ to work? B: Yes, she _____.
3. My neighbor **(buy)** _____ a new car last week.
4. A: _____ they **(swim)** _____ at the beach? B: No, they _____.
5. First, we **(do)** _____ exercise, and then we **(drink)** _____ some water.
6. Suddenly, the animal jumped and **(bite)** _____ my hand.
7. What time **(do)** _____ you **(get up)** _____ this morning?
8. I think I **(hear)** _____ a strange sound outside the door one minute ago.
9. When I was ten years old, I **(break)** _____ my arm. It really **(hurt)** _____.
10. How many times **(do)** _____ you **(read)** _____ that book?

COMPLETE THE GAPS WITH AN IRREGULAR VERB IN THE PAST SIMPLE TENSE. CHOOSE FROM:

Note: you will need to use some verbs more than once:

be, break, buy, come, drive, eat, feel, find, get, give, go, have, hear, hold, know, let, lose, make, put, read, ring, run, say, sleep, take, think, tell, write

Dear Oséias

I'm writing to tell you about something that happened yesterday. I _____ up at the usual time – about 10 am – _____ a shower and _____ breakfast. I _____ a big bowl of cereal and some toast and watched TV for a while. Then I _____ into the kitchen where I _____ a funny noise. I _____ it _____ from behind the cooker. I _____ my tool box and moved the cooker out of the way. The noise _____ louder but I couldn't see anything. I _____ my uncle to ask his advice.



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He _____ that he _____ it could be a gas leak. When I _____ this I just panicked! I _____ the phone down, _____ outside, _____ in my car and _____ to the local police station. I _____ them about my gas leak but the constable _____ his patience with me. He _____ that I should have phoned the gas company. He _____ his report, then _____ the gas company for me.

Then I remembered that my house doesn't have gas – only electricity! I _____ really stupid and _____ that the constable would be angry with me for wasting his time, so I _____ out of the police station while he _____ still on the phone. I _____ home to try to find out what the noise _____ . On the way I _____ a newspaper and I _____ about an escaped llama that _____ out of the city safari park last Wednesday.

When I _____ home I _____ my key in the door, turned it, _____ inside and straight away _____ that funny noise again. I _____ my breath and opened the door slowly. Guess what? I _____ the llama hiding in my cupboard! I _____ him stay and he _____ in my garden last night. The snoring _____ so loud! This morning I _____ him back to the safari park. They _____ really pleased to see him again and _____ me a reward of £50!

Hope you are well. Write soon and let me know how you are.

Your friend,

Jason.



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EJE TEMATICO	READING COMPREHENSION
OBJETIVO(S)	<ul style="list-style-type: none"> Desarrollar en el estudiante la capacidad de interpretar textos en la segunda lengua y comprender lo que lee.
EVALUACIÓN	<ul style="list-style-type: none"> La actividad debe ser desarrollada en el cuaderno de apuntes. La actividad debe ser presentada en clase o en su defecto debe ser enviada como pdf en un solo archivo mediante las fotos de la actividad al correo: haroldinedinco@hotmail.com. Se espera obtener la resolución del taller acorde al tema estudiado.
CONTENIDO	<p>La comprensión lectora es la capacidad de entender lo que se lee, tanto en referencia al significado de las palabras que forman un texto como con respecto a la comprensión global en un escrito. Cada lectura tiene un nivel, y cada módulo es de complejidad creciente por lo que son llamados jerárquicos.</p>
ACTIVIDAD	<p>1. CONTESTAR LAS PREGUNTAS DE ACUERDO A LA INFORMACIÓN DE LOS TEXTOS.</p> <p>ANSWER THE QUESTIONS ACCORDING TO THE TEXT</p> <p><u>“TELEVISION”</u></p> <p>Many people worked to create television. In 1862, Abbe Giovanna Caselli <i>invented</i> a machine called the Pantelograph. Caselli was the first person to send a picture over wires. By the 1880s, Alexander Graham Bell invented a machine that <i>transmitted</i> pictures and sound over wires. His machine was called the Photophone. The World’s Fair was held in Paris, France, in the year 1900. The first International Congress of Electricity was held at the World’s Fair. That was when the word television was first used – by a Russian named Constantin Perskyi. That name stuck, and is now shortened to “TV.”</p> <p>At the beginning of TV history, there were several types of TV technology. One system was a mechanical model based on a <i>rotating</i> disc. (Rotating discs are discs that spin like CDs.) The other system was an electronic model. In 1906, Boris Rosing built the first working mechanical TV in Russia. In the 1920s, John Logie Baird in England and Charles Francis Jenkins in the United States <i>demonstrated</i> improved mechanical systems. Philo Taylor Farnsworth also showed an electronic <i>system</i> in San Francisco in 1927. His TV was the forerunner of today’s TV, which is an electronic system based on his ideas. Now TV is everywhere. Before 1947, there were only a few thousand televisions in the U.S. By the 1990s, there were televisions in 98% of American homes.</p> <p>Questions:</p> <p>1) Who first sent a picture over wires? A. Boris Rosing B. John Logie Baird C. Abbe Giovanna Caselli D. Alexander Graham Bell</p> <p>2) The word television was first used in...</p>



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- A. 1862.
- B. 1880.
- C. 1900.
- D. 1906.

3) The 1900 World's Fair was in...

- A. Moscow, Russia.
- B. London, England.
- C. Paris, France.
- D. New York, United States.

4) Who invented the Photophone?

- A. Abbe Giovanna Caselli
- B. Charles Francis Jenkins
- C. Alexander Graham Bell
- D. Philo Taylor Farnsworth

5) How many TVs were in the US in 1945?

- A. A few hundred
- B. A few thousand.
- C. A few million.
- D. A few billion.

VOCABULARY:

1) **Invented** means...

- A. made for the first time.
- B. moved to a different country.
- C. sent over wires.
- D. sent through television.

2) Another way to say **transmitted** is...

- A. built.
- B. used.
- C. sent.
- D. held.

3) **Rotating** means...

- A. going up and down.
- B. going back and forth.
- C. spinning.
- D. None of the above

4) The best synonym for **demonstrated** is...

- A. based.
- B. called.
- C. showed.
- D. worked.