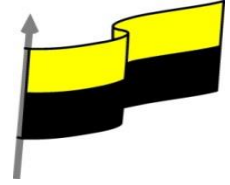




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GUÍA DE APRENDIZAJE PARA ESTUDIANTE (Nº5) IDENTIFICACIÓN INSTITUCIONAL

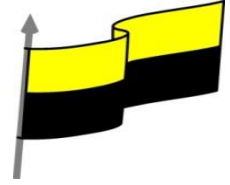
Nombre del EE:		INSTITUCIÓN EDUCATIVA NUESTRA SEÑORA DE LA CANDELARIA			
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Nombre del Estudiante:					
Área	HUMANIDADES	Grado:	11°	Período	TERCERO
Duración	15 DÍAS	Fecha Inicio	06/08/2020	Fecha Finalización	20/08/2020

DESARROLLO DE LOS APRENDIZAJES

TEMATICA PARA EL DESARROLLO DE LOS APRENDIZAJES	MÓDULO 1 – THE FUTURE “Positives and negatives adjectives”
COMPETENCIAS	Comunicativa, sociolingüística y pragmática.
OBJETIVOS	<ul style="list-style-type: none"> ✚ Identificar los adjetivos negativos y positivos en inglés ✚ Diferenciar un adjetivo negativo de uno positivos en inglés ✚ Aprender la gramática y fonética de éstos adjetivos en inglés
DESEMPEÑOS	<ul style="list-style-type: none"> ✚ Reconoce los adjetivos negativos y positivos en inglés. ✚ Escribe y pronuncia los adjetivos negativos y positivos en inglés ✚ Traversaliza ésta temática en su diario vivir
CONTENIDOS	<p>POSITIVES AND NEGATIVES ADJETIVES ADJETIVOS NEGATIVOS Y POSITIVOS</p> <p>Adjetivos negativos. son aquellos que destacan características desagradables, negativas o peyorativas. Por ejemplo: feo, débil, mentiroso, indignante.</p> <p>Adjetivos positivos. Destacan características agradables, objetivas y aceptadas socialmente.</p>



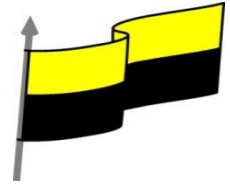
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	<table border="1"> <thead> <tr> <th>Positive adjectives</th> <th>Negative adjectives</th> </tr> </thead> <tbody> <tr><td>Active</td><td>Angry</td></tr> <tr><td>Alert</td><td>Annoyed</td></tr> <tr><td>Carefree</td><td>Anxious</td></tr> <tr><td>Cheerful</td><td>Apathetic</td></tr> <tr><td>Clear Headed</td><td>Apprehensive</td></tr> <tr><td>Confident</td><td>Bored</td></tr> <tr><td>Contented</td><td>Detached</td></tr> <tr><td>Elated</td><td>Downhearted</td></tr> <tr><td>Energetic</td><td>Drowsy</td></tr> <tr><td>Enthusiastic</td><td>Exhausted</td></tr> <tr><td>Euphoric</td><td>Fearful</td></tr> <tr><td>Friendly</td><td>Frustrated</td></tr> <tr><td>Calm</td><td>Irritable</td></tr> <tr><td>Happy</td><td>Lonely</td></tr> <tr><td>Kindly</td><td>Mentally Slow</td></tr> <tr><td>Lively</td><td>Regretful</td></tr> <tr><td>Pleased</td><td>Sad</td></tr> <tr><td>Quick-witted</td><td>Self-Absorbed</td></tr> <tr><td>Relaxed</td><td>Sorry</td></tr> <tr><td>Satisfied</td><td>Spiteful</td></tr> <tr><td>Sociable</td><td>Suspicious</td></tr> <tr><td>Stimulated</td><td>Tense</td></tr> <tr><td>Sympathetic</td><td>Weary</td></tr> <tr><td>Trusting</td><td></td></tr> </tbody> </table>	Positive adjectives	Negative adjectives	Active	Angry	Alert	Annoyed	Carefree	Anxious	Cheerful	Apathetic	Clear Headed	Apprehensive	Confident	Bored	Contented	Detached	Elated	Downhearted	Energetic	Drowsy	Enthusiastic	Exhausted	Euphoric	Fearful	Friendly	Frustrated	Calm	Irritable	Happy	Lonely	Kindly	Mentally Slow	Lively	Regretful	Pleased	Sad	Quick-witted	Self-Absorbed	Relaxed	Sorry	Satisfied	Spiteful	Sociable	Suspicious	Stimulated	Tense	Sympathetic	Weary	Trusting	
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<p style="text-align: center;">ACTIVIDADES DIDÁCTICAS, TALLERES O ESTRATEGIAS DE AFIANCIAMIENTO</p>	<p>3. Study the adjectives. Are they positive or negative?</p> <table border="1" style="width: 100%;"> <tr> <td>▪ stubborn</td> <td>▪ approachable</td> <td>▪ honest</td> <td>▪ committed</td> </tr> <tr> <td>▪ flexible</td> <td>▪ friendly</td> <td>▪ bossy</td> <td>▪ dishonest</td> </tr> <tr> <td>▪ fair</td> <td>▪ considerate</td> <td>▪ assertive</td> <td>▪ reliable</td> </tr> <tr> <td>▪ helpful</td> <td>▪ indecisive</td> <td>▪ inspiring</td> <td></td> </tr> </table> <p>4. Add <i>un-</i>, <i>in-</i> or <i>dis-</i> to these adjectives to make adjectives with the opposite meaning.</p> <p>a. fair Example: <i>unfair</i> b. helpful c. flexible d. friendly e. considerate f. honest g. inspiring h. decisive i. reliable</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Vocabulary Tip</p> <p>✓ We often add <i>un-</i>, <i>-in</i> or <i>dis-</i> to the beginning of an adjective to make an adjective with the opposite meaning.</p> <p>Example: <i>flexible</i> > <i>inflexible</i>, <i>helpful</i> > <i>unhelpful</i>, <i>honest</i> > <i>dishonest</i></p> </div> <p>5. Which qualities make a good / bad team leader? Discuss in pairs. Use the adjectives in exercises 3 and 4.</p> <p>Example: A good team leader needs to be ... A bad team leader is ...</p> <p>6. Can you think of any other qualities a good team leader needs?</p>	▪ stubborn	▪ approachable	▪ honest	▪ committed	▪ flexible	▪ friendly	▪ bossy	▪ dishonest	▪ fair	▪ considerate	▪ assertive	▪ reliable	▪ helpful	▪ indecisive	▪ inspiring																																			
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12. Read the sentences. Are they T (true) or F (false)?

- a. Annie said they were making team signs. ____
- b. Lucy said that Sally was always early for practice. ____
- c. Annie told Lucy they were going to practise after school the next day. ____
- d. Lucy said Sally wouldn't be on time for the practice at 8 AM. ____



13. Complete Annie and Lucy's conversation. Then listen and check.

'We _____ signs for the cheerleading team.'

'She _____ always late for practice.'

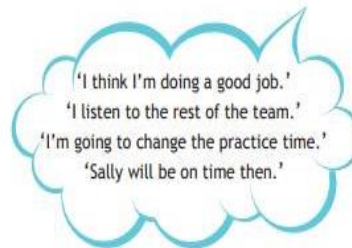
'Tomorrow we _____ at 8 AM.'

'She _____ on time for that!'

14. Copy and complete the table in your notebooks. Refer to exercises 12 and 13 to help you.

Direct speech	Reported speech
Present simple E.g. _____	Past simple E.g. <i>She was always late.</i>
Present continuous E.g. <i>We're making team signs.</i>	Past continuous E.g. _____
Am / is / are going to E.g. _____	Was / were going to E.g. <i>They were going to practise at 8 AM.</i>
Will E.g. <i>She won't be on time.</i>	Would E.g. _____

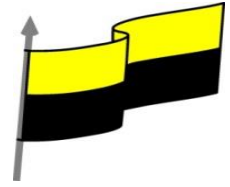
15. Annie is talking to her mum. Use reported speech to tell somebody what she said.



Example: Annie said she was doing a good job.



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16. Read the questionnaire and answer the questions.

Ask and answer the questions in pairs. Do you have similar answers?

ARE YOU A GOOD TEAM PLAYER?

Do the questionnaire to find out.

1. Do you arrive on time?
a. always b. usually c. sometimes
2. Do you get your homework done on time?
a. always b. usually c. never
3. Do you tell people what you really think?
a. always b. usually c. never
4. Do you find it difficult to make decisions?
a. never b. sometimes c. always
5. Do you enjoy telling people what to do?
a. no b. sometimes c. yes
6. Do you find it easy to explain things clearly?
a. yes b. usually c. no
7. Do your friends come to you with their problems?
a. often b. sometimes c. never
8. Do you ever change your opinions about things?
a. sometimes b. frequently c. never
9. If you promise to do something do you do it?
a. always b. usually c. sometimes
10. If a friend is struggling with their homework, do you
a. offer to help them b. lend them a book
c. tell them to ask the teacher



17. Read the key. Do you agree / disagree with the assessment? Why / Why not?

If you answered:

Mostly A answers

You are an excellent team player. People can trust you to meet deadlines. You are honest and express your ideas clearly. You are flexible and prepared to listen to other people's points of view. People can rely on you to do what you say you will do.

Mostly B answers

You are quite a good team player, but you need to try to listen more to your team members and be a little more reliable. Try to put yourself in other people's shoes.

Mostly C answers

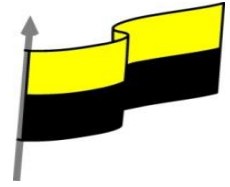
You are not a very good team player. Other team members find you unreliable and inflexible. Try to be more honest with people and listen to what they have to say. Show that you understand them and try to be a bit more helpful.

18. Discuss in groups.

- a. Do you belong to a team?
 - b. Which of your team members do you think are good / bad team players. Why?
- Example:** *Rafael isn't a very good team player. He's always late to football practices, and he never passes the ball!*








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5. Read the text quickly. Choose the best title.

- a. Good at history? Maybe Law is the subject for you
- b. Anyone can study Law
- c. Choose a subject you think you'll be good at.

 Nicky is studying Law at University. 'I chose to study Law because I want to be a detective or a lawyer', she says. 'When I was young I always enjoyed watching detective programmes on TV. I imagined solving the crimes myself and helping the victims. I also loved watching films with court room scenes.' Many children drop out of school where Nicky lives, so graduating from High School was a proud moment for her. She says her mum always motivated her to work hard at school. 'When I was at school I was good at History. It was my favourite subject.' If you're good at History, you'll find studying Law similar in many ways. I'd also say Maths has helped me a lot. I think about Law questions a bit like I do Maths questions, identifying the problem, applying the formula and




finding the answer. Everyone knows Law degrees involve a lot of reading. It's true, Law students are always the last ones to leave the library! You also need to have a good memory and a good analytical brain. It's lots of hard work and many hours studying, but we still find time to have fun. I hope to work for a Criminal Law company when I leave university. One day, I plan to have my own company!

6. Read the text again and answer the questions.

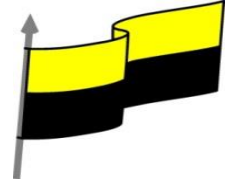
- a. What does Nicky want to do when she's older?
- b. What first interested her in this career?
- c. What was her favourite subject at school?
- d. What subject does she says is helpful for Law?
- e. Why do Law students spend a lot of time in the library?
- f. What two skills does she say you need to study Law?

Glossary

- court room: *tribunal*



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7. Study the sentences. How many verbs are in each sentence?

- a. I chose to study Law.
- b. I always enjoyed watching detective programmes.
- c. I loved watching films.
- d. I want to be a detective.
- e. I hope to work for a Criminal Law company.
- f. I imagined solving crimes.
- g. I plan to have my own company.

8. Copy and complete the table with the verbs from exercise 7.

Verb + -ing form	Verb + to infinitive
enjoy	

9. Work in pairs and think of other verbs you know which are followed by an -ing form / to infinitive. Give an example in each case.

Example: like - I like playing tennis.

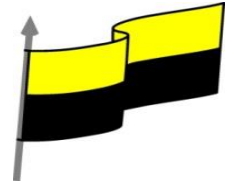
10. Complete the sentences with the correct form of the verbs in the box.

play	study	work
travel	go	find

- a. My sister enjoys _____ to different countries.
- b. I don't want _____ to university.
- c. What subject did you choose _____ ?
- d. My father hopes _____ a new job soon.
- e. I can't imagine _____ in an office all day.
- f. I love _____ the piano.



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13. Read the university application. Find six mistakes and correct them.

14. Answer the questions.

- What subject does this student want to study?
- Why do they want to study it?
- Why do they think they will be good at it?
- What relevant experience do they have?

I would love to studying Biology at your university. I have always been good in Science subjects, especially Biology. I am very interested in the natural world, and love plants and animals. I have a lot of experience with animals as I have many pets at home, including a dog, a cat, some fish and a terrapin. Since I was sixteen, I have worked in a Garden Centre at Saturdays and I have learned a lot about the conditions plants need to grow well in. I enjoy being outdoors and will really enjoy Biology field trips. I am good at Maths and Chemistry which I think are both important when studying Biology.

Glossary

- terrarin: tortuga de agua dulce

Write

15. Write a paragraph about what you would like to study at university. Use the text in exercise 14 to help you and try to include answers to questions a-d above.

Useful language

- I'm good at ...
I'm interested in ...
- I have experience in + -ing form
(I have experience in working with animals.)
 - I have experience with + noun
(I have experience with animals.)

Writing Tip

- Remember that in English all subject names and days of the week start with capital letters, e.g. History, Wednesday

Get Ready!

- Look at the picture. What are the people doing?
- Discuss in pairs.

- Who do you think is the interviewer / interviewee?
- What can you say about the picture? Use the words and expressions in the box.

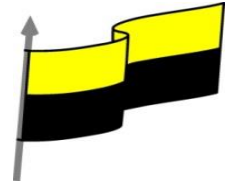
Example: The interviewee is smiling at the interviewer.
The interviewer is ...

- shake hands
- make eye contact with someone
- wear smart clothes
- smile
- introduce yourself





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PROCESO DE EVALUACIÓN

- ✚ ¿Ya había escuchado hablar de la temática abordada anteriormente?

- ✚ Haga una lista de los adjetivos negativos y positivos en inglés que considere haber aprendido.

- ✚ Pronuncie en voz alta el vocabulario de esta guía que usted más utilice en su diario vivir.

- ✚ ¿Cree usted qué está poniendo su mayor empeño para comprender las actividades propuestas por su profesora en este trabajo en casa?