



# INSTITUCION EDUCATIVA TECNICA "AMBIENTAL COMBEIMA"

Resolución de Reconocimiento No 00002530 del 26 de Octubre de 2016 de la  
Secretaría de Educación Municipal  
NIT. No. 809011406 – 9 DANE 273001004073

## GUÍA GENERAL DE TRABAJO GRADO NOVENO – NINTH

DOCENTE(S): LEIDY MARCELA SANCHEZ MENDEZ

Asignatura: INGLÉS - ENGLISH

**Estándar (s)** En mis redacciones uso el vocabulario y la gramática que conozco con cierta precisión, pero cuando trato temas que no conozco o expreso ideas complejas, cometo errores.

**Derecho Básico de Aprendizaje:** Redacta textos de mediana longitud en los cuales realiza recomendaciones o sugerencias sobre situaciones de interés personal, escolar o social.

**Tiempo estimado de trabajo para el estudiante (Horas): 25 horas**

**Trabajo correspondiente a las fechas:** Desde: 20 de Abril hasta.... (Según cronograma establecido)

### 1. METODOLOGÍA:

- Talleres con ejercicios para completar con las estructuras gramaticales y vocabulario.
- Videos del canal Youtube con la explicación de estructuras.
- Videos elaborados por los estudiantes con situaciones específicas.
- Actividades del Texto English Please 1. MEN
- Trabajo autónomo.

### 2. EXPLORACIÓN:

#### A. Taller N° 1 - To – Verb

En la primera etapa de exploración, los estudiantes desarrollan el Taller que retoma el tema visto en el periodo 1, Verbo To – be, su estructura y uso.

### 3. ESTRUCTURACIÓN:

- Introducción al vocabulario de actividades de tiempo libre.  
Desarrollo Taller 2 de las paginas 110, 111 anexas del texto English please 1.
- Introducción al uso del verbo modal CAN – CAN'T para hablar de habilidades y permisos.  
Desarrollo Taller 4.

### 4. TRANSFERENCIA:

- Desarrollo Taller 3 de la página 112 anexas del texto English please 1.

### 5. VALORACIÓN:

Los trabajos guía, tendrán un valor del 80%  
Auto evaluación de su propio trabajo 20%

#### Cibergrafia

To – Be verb

<https://www.youtube.com/watch?v=O-pELo5MMkQ>

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

#### Cibergrafia

ENGLISH PLEASE 1, MEN



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## ENGLISH WORKSHOP N° 1

### TO – BE VERB

#### Long form

#### Contracted form

#### POSITIVE FORM

I **am**

I'm

She  
He  
It

**is**

She's  
He's  
It's

You  
We  
They

**are**

You're  
We're  
They're

#### NEGATIVE FORM

I **am**

I'm not

She  
He  
It

**is**

She  
He  
It

**isn't**

You  
We  
They

**are**

**not**

You  
We  
They

**aren't**

#### INTERROGATIVE FORM

#### ANSWERS

**Am** I ?

**Yes, I am / No I'm not**

**Is** She  
He  
It ?

Yes, She is / No, she isn't  
Yes, he is / No, he isn't  
Yes, it is / No, it isn't

**Are** You  
We  
They ?

Yes, you are / No, you aren't  
Yes, we are / No, we aren't  
Yes, they are / No, they aren't

#### Ver el video explicativo

<https://www.youtube.com/watch?v=O-pELo5MMkQ>

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

#### A. Answer the following questions (responda las siguientes preguntas):

1. What **is** your name? \_\_\_\_\_
2. Where **are** you from? \_\_\_\_\_
3. How old **are** you? \_\_\_\_\_
4. **Are** you a student? \_\_\_\_\_
5. Who **is** your best friend? \_\_\_\_\_
6. What **is** your favorite color? \_\_\_\_\_

#### CIENCIA, AMBIENTE Y DESARROLLO



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### B. ESCRIBA LA FORMA CORRECTA DEL VERBO TO – BE en Present simple.

Write the correct form of the verb "To be" in *present tense*.



**Example:** I am happy.

- 1) I \_\_\_\_\_ tired.
- 2) I \_\_\_\_\_ hungry.
- 3) I \_\_\_\_\_ late!

**Example:**

You / We / They are happy.

- 7) You \_\_\_\_\_ nice.
- 8) We \_\_\_\_\_ sleepy.
- 9) They \_\_\_\_\_ funny.

**Example:** He / She / It is happy.

- 4) He \_\_\_\_\_ cool.
- 5) She \_\_\_\_\_ pretty.
- 6) It \_\_\_\_\_ fast.

### Now we'll use nouns instead of pronouns...

- 10) John \_\_\_\_\_ excited.
- 11) Tiffany and Uma \_\_\_\_\_  
my friends.
- 12) Ricardo, John and I \_\_\_\_\_  
watching a movie.
- 13) Hadil \_\_\_\_\_ kind.
- 14) Alisa \_\_\_\_\_ young.
- 15) The hammer \_\_\_\_\_ new.
- 16) My mother and father \_\_\_\_\_  
\_\_\_\_\_ cooking dinner.
- 17) Rachel \_\_\_\_\_ driving to  
school.
- 18) Nikkos and Billy \_\_\_\_\_  
playing at the park.
- 19) The students \_\_\_\_\_  
studying English.
- 20) The test \_\_\_\_\_ hard!
- 21) My best friend \_\_\_\_\_  
coming to my house.

### Answer the questions below using full sentences.

1. Are you from Mexico?

\_\_\_\_\_

2. Are you a nurse?

\_\_\_\_\_

3. Is your mother from India?

\_\_\_\_\_

4. Are your friends crazy?

\_\_\_\_\_

5. Is black your favourite colour?

\_\_\_\_\_



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### Using the Verb "To be"

Write the correct form of "to be" in present tense.

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My name (be) \_\_\_\_\_<sup>(1)</sup> John. I (be) \_\_\_\_\_<sup>(2)</sup> fifteen years old. I live on a farm. It (be) \_\_\_\_\_<sup>(3)</sup> in the country. It is quiet in the country. It (be, not) \_\_\_\_\_<sup>(4)</sup> loud in the country.

I wake up early. Sometimes, I wake up before the sun rises. Sometimes, it (be) \_\_\_\_\_<sup>(5)</sup> still dark when I wake up. But I don't mind. I like waking up that early. I like the way the country looks in the morning.

The first thing I do after I wake up is milk the cow. After I (be) \_\_\_\_\_<sup>(6)</sup> finished milking the cow, I bring the milk to my mom. I think she uses it to make breakfast. She makes a delicious breakfast. My mom

(be) \_\_\_\_\_<sup>(7)</sup> a really good cook.



Next, I feed the pigs. One time, I asked my mom how come my little sister doesn't feed them. She said it is because my sister (be, not) \_\_\_\_\_<sup>(8)</sup> strong enough. But I still don't understand. She is almost as strong as me! I guess my mom doesn't want my sister to get hurt. After all, the pigs can (be) \_\_\_\_\_<sup>(9)</sup> pretty rough, especially when they (be) \_\_\_\_\_<sup>(10)</sup> hungry.

The last thing I do (be) \_\_\_\_\_<sup>(11)</sup> feed the chickens. That (be) \_\_\_\_\_<sup>(12)</sup> easy. I just throw some food down on the ground and they run out and eat it. While the chickens (be) \_\_\_\_\_<sup>(13)</sup> eating, I go into their house to collect their eggs. Chicken eggs (be) \_\_\_\_\_<sup>(14)</sup> really good to eat. They (be) \_\_\_\_\_<sup>(15)</sup> easy to cook too. That is what I do in the mornings. I (be) \_\_\_\_\_<sup>(16)</sup> pretty busy.!



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### ENGLISH WORKSHOP N° 2 FOCUS ON VOCABULARY - free time activities

1. Complete las oraciones con las actividades mencionadas a continuación.

Complete the sentences with the activities in exercise 1.

- a. watch TV.
- b. exercise.
- c. go online.
- d. chat with my friends.
- e. go cycling.



I like action movies.  
I always (1) \_\_\_\_\_  
after school.  
I never (2) \_\_\_\_\_  
I hate doing sports.



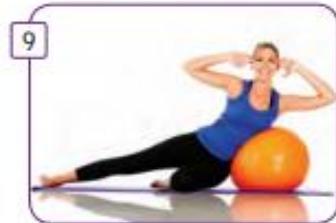
I like going to the Gym.  
I (3) \_\_\_\_\_ every day.  
I never (4) \_\_\_\_\_  
I hate computers.  
I prefer to (5) \_\_\_\_\_  
at school.

2. Match the sentences with the pictures – Una las oraciones con las imágenes.



## Free Time Activities

He goes swimming.  
 She does Pilates.  
 They play football.  
 They do aerobics.  
 They go cycling.  
 They do karate.  
 He plays pool.  
 He plays wheelchair basketball.  
 They play board games.  
 He goes climbing.  
 They go running.





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### ENGLISH WORKSHOP N° 3 Reading comprehension exercise



6. Read about Jimmy and complete his diary in your notebook.



Jimmy is a sports fan! He loves all sports and games. Every morning from Monday to Friday, he gets up at 6:00AM. He goes running around the park for an hour. Then, he gets home and prepares a healthy breakfast: carrot juice, eggs and a sandwich. After that, he walks to school. During the break, Jimmy plays football with his friends. After school, he goes skating with his friends. Sometimes they go cycling. Then in the evening, on Tuesdays and Thursdays he plays tennis, and on Mondays and Wednesdays

he does karate. On Fridays, he does yoga. On Saturday morning, he plays basketball and in the afternoon he goes swimming. Sometimes, during the evening he plays chess with his sister or when his parents are at home they all play board games. Sundays are family days, so Jimmy goes sailing or fishing with his dad while his mum plays volleyball with his sister. In the afternoon, they all play baseball and have lots of fun together. They are sports fans!

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	go running						
Afternoon							
Evening							

Read the text again. Are the sentences true (T), false (F) or the text doesn't say (DS)?

- |  |  |
|--|--|
| <p>a. Jimmy gets up at 6:00AM.</p> <p>b. Jimmy catches the school bus every morning.</p> | <p>c. Jimmy is part of the football team.</p> <p>d. Jimmy does yoga on Mondays.</p> <p>e. Jimmy plays chess with his father.</p> |
|--|--|

#### Activities:

- Read and make the translation into spanish. (Realice la lectura y haga la traducción a español)
- Complete the chart with the information given in the text. (Complete la tabla con la información dada en el texto sobre las actividades que realiza Jimmy diariamente)
- En las afirmaciones de la A la E, escriba si estas son Verdaderas (True), Falsas (False) o No dice (Doesn't say).

#### Focus on Language (Uso del lenguaje)

Quando se habla de actividades de tiempo libre se debe tener en cuenta que:

- Se usa el verbo **PLAY + JUEGO** ejemplo: **PLAY FOOTBALL**
- Se usa el verbo **GO + VERBO/ACCION + ING** (usualmente son actividades que se practican individualmente, ejemplo: **GO CYCLING**)
- Se usa el verbo **DO + ACTIVIDAD** (usualmente NO es un deporte en equipo) ejemplo: **DO YOGA**

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<i>play + game</i> (ball or competitive game)	<i>go + verb + ing</i> (usually an activity to do alone)	<i>do + activity</i> (usually a non-team sport)
<i>play football</i>		

Write the three activities that match each verb in your notebook.

- |               |             |             |
|---------------|-------------|-------------|
| 1. play       | 2. go       | 3. do       |
| A. basketball | A. swimming | A. tennis   |
| B. aerobics   | B. cycling  | B. yoga     |
| C. rugby      | C. football | C. karate   |
| D. volleyball | D. running  | D. aerobics |

### EJERCICIOS:

- ✓ Complete la tabla anterior con las actividades y su correcta estructura según las indicaciones dadas.
- ✓ Complete la tabla con las actividades que usted realiza a diario en las mañanas, en la tarde y en las noches; tenga en cuenta las indicaciones dadas.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							



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## ENGLISH WORKSHOP N° 4 GRAMMAR

[https://www.grammar.cl/Basic/Can\\_Cannot.htm](https://www.grammar.cl/Basic/Can_Cannot.htm) (Explicación de la estructura CAN – CAN'T)

**Can** is used to express **ability** or to say that something is **possible**.

**CAN es usado para expresar HABILIDADES o decir algo que es POSIBLE**

**Can** is the same for all subjects.

**CAN no cambia, es el mismo para todos los sujetos**

### POSITIVE FORM

I  
She  
He  
It  
You  
We  
They

**CAN** PLAY SOCCER

### NEGATIVE FORM

I  
She  
He  
It  
You  
We  
They

**CAN NOT / CAN'T** PLAY SOCCER

### INTERROGATIVE FORM

I  
She  
He  
It  
You  
We  
They

**CAN** PLAY SOCCER ?

### ANSWERS

Yes, I can / No I can't  
Yes, she can / No, she can't  
Yes, he can / No, he can't  
Yes, it can / No, it can't  
Yes, you can / No, you can't  
Yes, we can / No, we can't  
Yes, they can / No, they can't

The verb that comes after **Can** is in the infinitive without **to**:

- I **can** *speak* Spanish. (= it is possible for me to speak Spanish = I have the ability to speak Spanish)
- He **can** *swim* well.
- We **can** *see* our neighbour in the garden.
- They **can** *play* the guitar.

### EXERCISE

**WRITE 6 ACTIVITIES YOU CAN AND 6 YOU CAN'T DO.**

ESCRIBA 6 ACTIVIDADES QUE USTED PUEDE Y 6 QUE NO PUEDE HACER

#### **CAN**

I **can** play video games

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#### **CAN'T**

I **can't** swim

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# CAN OR CAN'T

**Simon**

**Sarah**

A. Complete the sentences with **can** or **can't**.

- Sarah \_\_\_\_\_ play the guitar.
- Simon \_\_\_\_\_ drive.
- Rosy and Dave \_\_\_\_\_ swim.
- They \_\_\_\_\_ play tennis.
- Sarah \_\_\_\_\_ paint.
- She \_\_\_\_\_ (ski).
- Simon \_\_\_\_\_ ride a horse.
- He \_\_\_\_\_ skateboard.

B. Look at the pictures and complete the sentences with the correct words.

- Rosy and Dave can \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- They can't \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_.
- Sarah can \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- She can't \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_.
- Simon can \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- He can't \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_.

**Dave**

**Rosy**