

	INSTITUCIÓN EDUCATIVA “EL RECUERDO” Resolución de Aprobación de Carácter Oficial No. 0143 de 2017 en los niveles de Preescolar, Básica y Media Académica DANE. 123001800064 NIT. 901048820-9	GUIA # 7
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Guía de trabajo del área : INGLES	Grado: 9 A B
Nombre del docente: ARGEMIRO JOSÉ AMAYA BUELVAS email aamayaieelrecuerdo@gmail.com Celular 3042055515	
TEMAS Y/O SABER	DBA (APRENDIZAJES)
1. i-n-g and e-d adjectives	2. Expresa sus emociones y sentimientos sobre una situación o tema específico de su entorno familiar o escolar, presentando sus razones de forma clara y sencilla. 3. Narra brevemente hechos actuales, situaciones cotidianas o sus experiencias propias, en forma oral o escrita. 4. Argumento y debate sobre dilemas de la vida en los que entran en conflicto el bien general y el bien particular, reconociendo los mejores argumentos, así sean distintos a los míos. (Competencias comunicativas).

EXPLICACION:

Tema Unidad SIETE I-n-g and e-d adjectives: Esta cuarta unidad trata sobre **adjetivos terminados en i-n-g y e-d.**

ASESORIA:

Si tiene alguna duda o no entiende algo sobre esta guía, comuníquese con el número que aparece en la parte de arriba”.

1. Exploración de Saberes Previos:

Primera actividad: Antes de iniciar, responde la siguiente pregunta:

- ¿Sabes la diferencia entre usar **bored** and **boring**? For example: *I am bored; this soap opera is boring; I was really bored in that presentation; the presentation was really boring.* Sustenta tu respuesta en tu cuaderno de inglés y encuentra en la conversación más adjetivos como estos, copia en tu cuaderno las oraciones en donde aparecen y busca otra más para cada uno de esos adjetivos en tu diccionario.

2. Explicación y presentación del Tema y/o Saber

En esta unidad vamos a aprender sobre: Adjectives that end in -ed (e.g. *bored, interested*) and adjectives that end in -ing (e.g. *boring, interesting*) are often confused.

-ed adjectives

Adjectives that end in -ed generally describe **emotions** – they tell us how people feel.

I was so bored in that lesson, I almost fell asleep.
 He was surprised to see Helen after all those years.
 She was really tired and went to bed early.

-ing adjectives

Adjectives that end in -ing generally describe **the thing that causes the emotion** – a boring lesson makes you feel bored.

Have you seen that film? It's really frightening.
I could listen to her for hours. She's so interesting.
I can't sleep! That noise is really annoying!

Here are some adjectives that can have both an -ed and an -ing form.

<i>annoyed</i>	<i>annoying</i>
<i>bored</i>	<i>boring</i>
<i>confused</i>	<i>confusing</i>
<i>disappointed</i>	<i>disappointing</i>
<i>excited</i>	<i>exciting</i>
<i>frightened</i>	<i>frightening</i>
<i>interested</i>	<i>interesting</i>
<i>surprised</i>	<i>surprising</i>
<i>tired</i>	<i>tiring</i>
<i>worried</i>	<i>worrying</i>

En este link puedes descargar el material de esta unidad de trabajo: <https://www.bbc.co.uk/learningenglish/english/course/lower-intermediate/unit-6/downloads>. Puedes buscar otras fuentes a tu conveniencia.

3. Taller de aplicación del Saber

- 1. Resolver las preguntas introductorias de la unidad.
- 2. Buscar el significado de las palabras en el cuadro en el punto 2 de esta guía. Es importante que a cada adjetivo le agregues una oración, esto le dará contexto a cada palabra.
- 3. Realiza la lectura de la conversación acompañado del listening y un diccionario. Primero familiarízate con el vocabulario, debes apoyarte con el diccionario. Luego, puedes realizar el listening para aprender la pronunciación.
- Nota: **Compartiré estos archivos por el grupo de WhatsApp.**

4. Actividades de Cierre

- Escribe 20 oraciones tomando adjetivos de estudiados en esta unidad. Acompaña estas oraciones con un audio. Importante: pronunciar correctamente y con fluidez cada oración. Para realizar esta actividad debes: 1. Escribir los dos adjetivos que vas a usar y luego haces las oraciones cada uno. For example:

1. Adjectives: **interested** and **interesting**

I am **interested** in learning English (describes an emotion)

This **lesson** is **interesting** (describes the thing that causes the emotion)

Nota importante: Toda actividad tiene que ser sustentada durante la clase una vez finalice el tiempo asignado para el desarrollo de la misma.

BBC LEARNING ENGLISH

6 Minute Vocabulary

-ing and -ed adjectives

BBC
LEARNING
ENGLISH

NB: This is not a word-for-word transcript

Finn

Hello and welcome to 6 Minute Vocabulary. I'm Finn...

Catherine

And I'm Catherine. In today's programme we're going to look at **i-n-g** and **e-d** adjectives.

Finn

So if you're **interested** in vocabulary, but you find some adjectives **confusing**, keep listening...

Catherine

Yes, keep listening, and it's on with the show! I must say Finn, you're looking very **relaxed** today.

Finn

That's because I was on holiday last week. It was very **relaxing**. Speaking of holidays, here are two people who had a bad time on holiday. What went wrong?

INSERT

Man

The train was horrible. Big gangs of teenagers playing music on their phones – I got very **annoyed**.

Woman

The flight was delayed and we had ten really **boring** hours in the airport with nothing to do.

Catherine

Not much fun, eh? So, the man was **annoyed**, or angry, about teenagers playing music. And the woman had a long and **boring** wait in the airport.

Finn

So let's have a closer look. Here's the woman again.

INSERT

Woman

The flight was delayed and we had ten really **boring** hours in the airport with nothing to do.

Finn

Now adjectives ending with **i-n-g**, like **boring**, usually describe things or events that make us have a particular feeling.

Catherine

That's right, and in the example, **boring** describes all those hours and hours in the airport. Ten long, **boring** hours. Sound familiar Finn?

Finn

That sounds very familiar, yes.

Catherine

And there are lots of **i-n-g** adjectives we can use to describe things or events. We can talk about a **confusing** problem, a **surprising** piece of news or an **exciting** film with lots of action. Finn, what's the most **exciting** film you have ever seen?

Finn

So many exciting films. But the first one I can think of is Gravity. In space. Very exciting. OK Catherine, what is your idea of a **relaxing** holiday?

Catherine

I do like to be beside the seaside, Finn. Now let's look at **e-d** adjectives. We're going to hear from a woman who got a very cheap holiday. What **e-d** adjective does she use?

INSERT

We got a great deal. I was **surprised** at how cheap it was.

Catherine

We use **e-d** adjectives to say how we feel about something. In our example, the adjective **surprised** describes how the woman feels about the price.

INSERT

We got a great deal. I was **surprised** at how cheap it was.

Catherine

She didn't expect it to be so cheap!

Finn

That's right. If I say: **I get annoyed by loud music**, the word **annoyed** describes my feelings about the music. The music is **annoying**, and I feel **annoyed**.

Catherine

And if I say: **long lectures make me bored**, the word **bored** describes my feelings about the lecture. The lecture is **boring**, and I feel **bored**. So, Finn, what makes you **bored**?

Finn

I never feel bored.

Catherine

Yes, you do.

Finn

OK, when I'm travelling to work. A long commute is very **boring** and it makes me feel **bored**.

Catherine

Me too. And a word of warning here: don't confuse **bored** and **boring** – because if you say **I'm very boring**, you're actually saying that you make other people feel **bored**!

Finn

And you don't want that.

IDENT

You're listening to BBC Learning English.

Finn

And it's time for a quiz. Listen to these sentences and choose whether they need an **i-n-g** or **e-d** adjective. Catherine will tell you the answers. Ready? Number one: 'I enjoy taking long hot baths. They make me feel really...' a) relaxed or b) relaxing?

Catherine

Now Finn, you're describing your feeling, so it's a) relaxed.

Finn

That's right: they make me relaxed. Number two: 'The discovery of life on Mars would be...' a) **surprised** or b) **surprising**?

Catherine

We're talking about a discovery, which is a thing, so it's b) **surprising**.

Finn

And the last one: 'Those students are very ...' a) **annoying** or b) **annoyed**?

Catherine

And this one is a trick question, because both of them are possible: **Those students are very annoying** is correct if we are describing **the students**. But **Those students are very annoyed** is what we say if we are talking about **the students' feelings**.

Finn

That's right, both are possible. And that brings us almost to the end of the show. But before we go, here's today's top tip for learning vocabulary: **i-n-g** and **e-d** adjectives are easy to confuse, so write down pairs of example sentences in your notebook.

Catherine

Very good. And remember there's more about this at bbclearningenglish.com. Join us again for more 6 Minute Vocabulary.

Both:

Bye!

Vocabulary points to take away

Both –ing and –ed adjectives are used to talk about how we feel and describing our feelings.

The main difference is that –ing adjectives are usually used to talk about the person, place or thing that is making us feel a certain way:

*Yawn! This lecture is really **boring**!*

But –ed adjectives are used to talk about how we feel:

*I've been listening to him for hours – I'm so **bored**.*

You could say *I am boring* – it's grammatically correct – but this means that you make other people feel bored!

Here are some more example sentences with more –ing and –ed adjectives to help you understand the difference in meaning:

exciting and excited

*We have seen some **exciting** developments in technology in the 21st century.
We are **excited** to introduce our new range of smartphones.*

surprising and surprised

*It is **surprising** how little we know about our oceans.
My whole family was there for my party – I was so **surprised**!*

annoying and annoyed

*I hate popup adverts on the internet – they're **annoying**!
I'm sorry, I know you're **annoyed** – I won't make that mistake again!*

relaxing and relaxed

*Some people find listening to classical music very **relaxing**.
Doing yoga can be a way to feel more **relaxed**.*

confusing and confused

*I couldn't understand the plot of that film – it was just too **confusing**.
If too many people are talking at once I just get **confused**.*

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TEMAS Y/O SABER	DBA (APRENDIZAJES)
1. Ronaldo: “The perfect player”	2. Expresa sus emociones y sentimientos sobre una situación o tema específico de su entorno familiar o escolar, presentando sus razones de forma clara y sencilla. 3. Narra brevemente hechos actuales, situaciones cotidianas o sus experiencias propias, en forma oral o escrita. 4. Argumento y debate sobre dilemas de la vida en los que entran en conflicto el bien general y el bien particular, reconociendo los mejores argumentos, así sean distintos a los míos. (Competencias comunicativas).

EXPLICACION:

Tema Unidad OCHO: Esta cuarta unidad trata sobre **Ronaldo: El jugador perfecto.**

ASESORIA:

Si tiene alguna duda o no entiende algo sobre esta guía, comuníquese con el número que aparece en la parte de arriba”.

1. Exploración de Saberes Previos:

Primera actividad: Antes de iniciar, primero leamos la clasificación hecha de jugadores de soccer y luego responde las preguntas:

Best soccer players of all time

1. **Lionel Messi.** And here is the first player on our list.
2. **Diego Maradona.** Maradona is one of the most famous players in the world, greatly regarded as one of the bests of the 20th century and all time. ...
3. **Pele.** ...
4. **Cristiano Ronaldo.** ...
5. **Johan Cruyff.** ...
6. **Alfredo Di Stefano.** ...
7. **Franz Beckenbauer.** ...
8. **Zinedine Zidane.** ...

According to your opinion:

1. Who is the No 1 soccer player in the world?
2. Who is the King of Football 2020?
3. Who is the richest club in the world 2020?
4. Who has more fans Messi or Ronaldo?
5. Who is the best soccer player of all time?

Sustenta tus respuestas en tu cuaderno de inglés. Estas respuestas las discutiremos en la clase.

You can find of these answers at:

https://www.google.com/search?rlz=1C1CHBD_esCO898CO898&ei=CVQpX_SAPcuc_QbwgKeIBQ&q=what+is+the+best+football+player&oq=what+makes+the+perfect+foot&gs_lcp=CgZwc3ktYWIQARgGMgYIABAWE4yBggAE BYQHjIGCAAQFhAeMgYIABAWE4yBggAE BYQHjIGCAAQFhAeMgYIABAWE46BAgAEEc6CQgAEEMQRhD AToECAAQQzoICAAQsQMgwE6BQgAE LEDOgIIADoECC4QQzoMCAAQsQMQQxBGEP8BOgclABCxAxBDogIILjoFCC4QkwI6BAgAEBM6CAgAEBYQHhATOgYIABANE B5QmgdYw1tgv35oA3ABeASAAdMCiAHOQpIBBjl tMzAuNJgBAKABAaoBB2d3cy13aXq wAQDAAQE&sclient=psy-ab

2. Explicación y presentación del Tema y/o Saber

En esta unidad vamos a aprender sobre: **What are the qualities of a good soccer player?** Para responder a esta pregunta, es necesario familiarizarnos con el vocabulario correspondiente a esta unidad. Esto último implica conocer en inglés varios adjetivos para describir las cualidades tanto físicas como personales que contribuyen a hacer a un jugador de soccer excelente.

3. Taller de aplicación del Saber

- 1. Resolver las preguntas introductorias de la unidad.
- 2. Hacer un párrafo describiendo a tu mejor jugador de soccer. Luego, haces una versión en inglés de tu párrafo. No olvides incluir aspectos físicos y personales en tu descripción. Es importante que te apoyes con un diccionario.
- 3. Realiza la lectura acompañado del listening y un diccionario. Primero familiarízate con el vocabulario, debes apoyarte con el diccionario. Luego, puedes realizar el listening para aprender la pronunciación.
- Nota: **Compartiré estos archivos por el grupo de WhatsApp.**

4. Actividades de Cierre

1. Primero, escribe un párrafo respondiendo esta pregunta en inglés... **Who is the No 1 soccer player in the world?**. Considera características físicas y personales. Debes tener esta respuesta en una hoja para ser evaluada.
2. *Realiza un cuadro comparativo, escribiendo las cualidades (adjetivos) tanto físicas como personales que un jugador de soccer debe tener para ser el número 1. En total debes, por lo menos, escribir 10 cualidades en cada cuadro. Realiza un video de 1 minuto presentando tu cuadro comparativo.* Para realizar esta actividad debes: 1. Buscar las cualidades, diseñar el cuadro, practicar la pronunciación y realizar el video. *For example:*

<i>Good and Bad physical and personal qualities the number 1 soccer player may have...</i>	
<i>GOOD</i>	<i>BAD</i>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Nota importante: Toda actividad tiene que ser sustentada durante la clase una vez finalice el tiempo asignado para el desarrollo de la misma.

BBC LEARNING ENGLISH

News Report

Ronaldo: 'The perfect player'

BBC
LEARNING
ENGLISH

NB: This is not a word-for-word transcript

Cristiano Ronaldo is considered to be one of the world's best footballers.

He has achieved great success with Real Madrid and Manchester United, and won FIFA's world player of the year award twice. In 2013 alone, the Portugal **captain** scored 66 goals in 56 games.

But when he first joined Manchester United in 2003, it wasn't so simple. He had a lot of **skill**, but was too **skinny**, and didn't score many goals. "Ronaldo was a natural **talent**, a **rough diamond**," said Mike Clegg, his power development **coach** at Manchester United.

But Clegg said he did "thousands and thousands of hours" of hard work to "turn himself into the perfect player." Whenever he made a mistake in a game, he kept practising until he got it right. He became **physically** stronger, and bought a house with a swimming pool to help him **recover** after games.

In 2009 Ronaldo was bought by Real Madrid for a world-record **fee** of £80m.

So, the question is: when he is already so good, is it possible for Ronaldo to improve even more?

"Ronaldo improves every day," said coach Aitor Karanka, who worked with Ronaldo at Real Madrid. "Look at his numbers three years ago and you think, 'It's impossible he can do better,' and then you look at him this year and he's done better again."

It seems that, for Ronaldo, the sky's the limit.

Vocabulary

captain

someone who leads a team

skill

ability, especially in difficult things

skinny

very thin

talent

natural ability

rough diamond

someone who is very good or nice, even though they don't look that way

coach

someone who teaches people sports or other subjects

physically

in terms of the body

recover

get better after losing something (like health or energy)

fee

price; amount of money you pay for something

This story is based on 2 original BBC News stories:

<http://www.bbc.co.uk/sport/0/football/25719657>

<http://www.bbc.co.uk/sport/0/football/25705654>

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Nombre del docente: ARGEMIRO JOSÉ AMAYA BUELVAS email aamayaieelrecuerdo@gmail.com Celular 3042055515	
TEMAS Y/O SABER	DBA (APRENDIZAJES)
CHAPTER 2: Secret Dating—What's the Harm?”	<ol style="list-style-type: none"> 1. Expresa sus emociones y sentimientos sobre una situación o tema específico de su entorno familiar o escolar, presentando sus razones de forma clara y sencilla. 2. Narra brevemente hechos actuales, situaciones cotidianas o sus experiencias propias, en forma oral o escrita. 3. Argumento y debate sobre dilemas de la vida en los que entran en conflicto el bien general y el bien particular, reconociendo los mejores argumentos, así sean distintos a los míos. (Competencias comunicativas).

EXPLICACION:

Tema Unidad NUEVE: Esta cuarta unidad trata sobre **Citas a escondidas - ¿cuál es el daño?**

ASESORIA:

Si tiene alguna duda o no entiende algo sobre esta guía, comuníquese con el número que aparece en la parte de arriba”.

1. Exploración de Saberes Previos:

Primera actividad: Antes de iniciar, primero respondamos las siguientes preguntas:

1. What's a secrete date? 2. Why do young people have secret dates? 3. having secret dates, does not deteriorate the trust that your parents have in you? How come? Sustenta tus respuestas en tu cuaderno de inglés. Estas respuestas las discutiremos en la clase.

2. Explicación y presentación del Tema y/o Saber

En esta unidad vamos a aprender sobre: **Why do some date secretly?** Inicialmente, resuelve esta pregunta en español, luego intenta realizarlo en inglés. Este tema será analizado con un enfoque espiritual. Vamos a leer algunas experiencias que personas jóvenes, como ustedes han tenido. A través de estas experiencias conoceremos puntos de vista, hechos y algunas consecuencias. También haremos uso de algunas citas bíblicas que te serán de gran utilidad para tomar decisiones al respecto.

3. Taller de aplicación del Saber

- 1. Resolver las preguntas introductorias de la unidad.
- 2. Resolver la pregunta en el punto dos en inglés.
- 3. Haz lectura del documento en pdf titulado **CHAPTER 2: Secret Dating—What's the Harm?**
- 4. Utiliza tu diccionario para familiarizarte con la escritura, pronunciación y significado del vocabulario que usaras en tu respuesta.
- Nota: **Compartiré estos archivos por el grupo de WhatsApp.**

4. Actividades de Cierre

1. Realiza una **cartelera** en la que escribas los **Beneficios de NO tener citas a escondidas** (o secretas) y los **Perjuicios (harms) de tener citas a escondidas**.
2. Puedes diseñar esta cartelera a manera de cuadro comparativo, por ejemplo:

Secret dates...	
Benefits of NOT having secret dates	The HARMS of having secret dates
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

3. Prepara un video para presentar tu cartelera.

Nota importante: Toda actividad tiene que ser sustentada durante la clase una vez finalice el tiempo asignado para el desarrollo de la misma.

CHAPTER 2

Secret Dating—What's the Harm?

Jessica was caught in a dilemma. It all started when a classmate named Jeremy began showing interest in her. "He was very cute," she says, "and my friends said he was the most decent boy I'd ever meet. Several girls had tried to start a relationship with him, but he wasn't interested in them. He liked only me."

Before long, Jeremy asked Jessica out. Jessica explained that as one of Jehovah's Witnesses, she wouldn't be allowed to date someone who wasn't of her faith. "But then Jeremy had an idea," she says. "He asked, 'Why can't we just date behind your parents' backs?'

Why They Do It

Why do some date *secretly*? A young man named David puts it concisely, "They know their parents would not approve, so they don't tell them." Jane points out another possibility. "Secret dating is a rebellion thing," she says. "If you feel that you're not being treated like the young adult you think you are, you decide that you're going to do what you want and just not tell your parents."

Can you think of any other reasons why some might be tempted to date secretly? If so, list them below.

Of course, you realize that the Bible commands you to obey your parents. ([Ephesians 6:1](#)) And if your parents object to your dating, they must have a good reason. Still, don't be surprised if you find yourself thinking:

- **I feel left out because everyone is dating except me.**
- **I'm attracted to someone who doesn't share my faith.**
- **I would like to go out with a fellow Christian, even though I'm too young to marry.**

You probably know what your parents would say about the above statements. And deep down, you know that your parents are right. At the same time, you may feel like a girl named Manami, who says: "The pressure to date is so strong that I sometimes doubt my stand. For kids today it's unthinkable *not* to be dating. Besides, it's no fun being by myself!" Some in that situation have begun to date, hiding the matter from their parents. How?

"We Were Told to Keep It a Secret"

The very term "secret dating" suggests a measure of deception, and that's just what it takes to make it work. Some keep their dating secret by communicating primarily over the phone or the Internet. In public, they're just friends, but their e-mails, phone calls, and text messages tell a completely different story.

Another sly tactic is to arrange for a group activity, only to pair off later. James says: "Once, a group of us were invited to meet at a location, only to discover that the whole thing had been set up so that two in the group could be together. We were told to keep it a secret."

Frequently, as James points out, secret dating is carried on with the cooperation of friends. “Often, at least one friend knows about the situation but chooses not to say anything because of a ‘don’t-tell’ mentality,” says Carol. At times, blatant dishonesty is involved. “Many keep their dating secret by lying to their parents about where they go,” says 17-year-old Beth. Misaki, 19, did just that. “I had to make up stories carefully,” she says. “I was cautious not to tell any lies other than those related to my dating so that I would not lose my parents’ trust.”

The Pitfalls of Secret Dating

If you’re tempted to date secretly—or if you’re already doing so—you need to ask yourself the following two questions:

Where will my course lead? Do you intend to marry the person reasonably soon? “Dating without the intention of marriage is like advertising something you’re not selling,” says 20-year-old Evan. What can result? [Proverbs 13:12](#) says: “Expectation postponed is making the heart sick.” Do you really want to make someone you care about sick at heart? Another caution: Dating secretly will rob you of the loving interest of your parents and other concerned adults. Because of this, you’re more likely to fall into the trap of sexual immorality.—[Galatians 6:7](#).

How does Jehovah God feel about what I’m doing? The Bible says: “All things are naked and openly exposed to the eyes of him with whom we have an accounting.” ([Hebrews 4:13](#)) So if you’re covering up your own dating—or that of a friend—Jehovah already knows about it. And if deception is involved, you have good reason to be concerned. Jehovah God feels strongly about lying. Indeed, “a false tongue” is listed prominently in the Bible among the things that he detests!—[Proverbs 6:16-19](#).

KEY SCRIPTURE

“We wish to conduct ourselves honestly in all things.”—[Hebrews 13:18](#).

TIP

You don’t have to broadcast your relationship around the globe. But do tell those who have a right to know. Most often, that includes your parents and the parents of the person you’re dating.