



INGLES/ 10°

GIOVANNI LEAL

3P

2017

PLANEACIÓN DEL PROYECTO

1

GRADO

Décimo

ASIGNATURA

Inglés

2

DURACION

2 months and
a half.

FECHA

July - September
2017

LUGAR

Cúcuta

3

CAPACIDAD

Concienciación

NIVEL

Lógico

4

COMPETENCIA

Traduce textos comprensivamente respetando la estructura gramatical de la lengua inglesa y castellana.

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TITLE	MARKETING EBENEZERISTA- Desarrollo de productos quimicos.									
OBJECTIVES	Desarrollar la capacidad de concienciación al crear un proyecto enfocado al producto que vas a mostrar en la feria empresarial a través del márketing y la generación de algo innovador utilizando el idioma en la segunda lengua para referenciar todo el proceso de creación.									
PROJECT RESULTS	Se espera la elaboración de un producto químico aportando una solución a una necesidad humana y que requiere un trabajo previo y proceso hasta llegar al propio marketing en donde se trabajara su distribución llevando un seguimiento desde el manejo de una segunda lengua.									
COMPETENCES TO DEVELOP	ACTIVITIES AND HOMEWORK					EVENTS				
	INTELLECTUAL	PSYCHOMOTOR	VOLITIVE	AFFECTIVE	SPIRITUAL					
IN LISTENNING Comprendo información básica sobre temas relacionados con mis actividades cotidianas y con mi entorno.	Watch the videos about marketing, read the articles and explain all the elements about this process.	Practice during the procedure of the product's elaboration your new english in which I will call esp, english for specific purposes where you can learn a new Vocabulary while you are practicing the tenses you learn in this term.	Do a brochure to anhance the ilustration about he product which you can Write the english properties and as a seller you can engage us what do you think we need the product.	Make value judgements about the use of values and how you can help the other with this information events of your life.	Comparto mi conocimiento ya adquirido con mis compañeros y amigos. Soy responsable con mis deberes y obligaciones. Profundizo mi relación con Dios, con migo mismo, con mis compañeros y mi entorno.	First draft: show the grammar elements with pics in a powerpoint and the product procedure.				
IN READING Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo.										
IN WRITING Escribo un texto corto relativo a mí, a mi familia, mis amigos, mi entorno o sobre hechos que me son familiares. Utilizo vocabulario adecuado para darle coherencia a mis escritos.	Write a Vocabulary about the each word with their spelling and use them in Sentences with pictures.									
IN MONOLOGUES Narro o describo de forma sencilla hechos y actividades que me son familiares.	Do a conversation to represent a seller to show ing meeting how can you positionate a product.					Final presentation.				
IN CONVERSATION Respondo con frases cortas a preguntas sencillas sobre temas que me son familiares.										

ACTIVIDADES Y TAREAS	MESES (2)							
	SEMANAS (8)							
	1	2	3	4	5	6	7	8
Intellectual activity 1	■	■						
Intellectual activity 2		■	■					
Intellectual activity 3			■					
Intellectual activity 4				■				
Volitive activity 1				■				
Volitive activity 2					■			
Grammar explanation				■	■	■	■	
Psychomotor activity 1						■	■	■
Psychomotor activity 2						■	■	■
Spiritual activity 1						■	■	■
Affective activity 1							■	■
Retroalimentación y Publicación								■

OBJETIVO

Desarrollar la capacidad de concienciación al crear un proyecto enfocado al producto que vas a mostrar en la feria empresarial a través del marketing y la generación de algo innovador, utilizando el idioma en la segunda lengua para referenciar todo el proceso de creación.

COMPETENCIAS

IN LISTENNING

Infiero información específica a partir de un texto oral. Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes.

IN READING

Identifico iniciación, nudo y desenlace en una narración.

IN WRITING

Edito mis escritos en clase, teniendo en cuenta reglas de ortografía, adecuación del vocabulario y estructuras gramaticales.

IN MONOLOGUES

Narro historias cortas enlazando mis ideas de manera apropiada.

IN CONVERSATION

Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis respuestas.

ESTANDARES

Leo y comprendo textos narrativos y descriptivos o narraciones y descripciones de diferentes fuentes sobre temas que me son familiares, y comprendo textos argumentativos cortos y sencillos.

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INDICADORES DE DESEMPEÑO

Posee la capacidad de concienciación, mediante la comprensión de textos entendiendo un nuevo tipo de ingles con un propósito específico del texto basados en las partes de la oración.

INTELLECTUAL



Es hábil aplicando la gramática y sus estructuras para la comprensión de textos y su análisis.

PSICOMOTOR



Contribuye a la clase empleando los temas de partes de la oración adjetivos adverbios, artículos determinativos, verbos regulares e irregulares y los tiempos Gramaticales vistos.

VOLITIVO



Emite un juicio valorativo manifestando interés y respeto en la presentación de acontecimientos de los contenidos de los textos.

AFECTIVO



Profundiza la relación con Dios, consigo mismo/a compartiendo y ampliando sus conocimientos.

ESPIRITUAL



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ACTIVITIES



For the written works take into account the order, the application of the grammar its structure, the vocabulary must be clear, there should be no translations in Spanish, handle the application of images

QUESTION



You should read the guide completely.
Answer the initial evaluation.
It is very important your attitude in class
Make sentences in order affirmative, question and answer in the negative and affirmative form.
Take into account the vocabulary and grammar seen during the period

TRABAJOS ASIGNADOS



Must submit the written works in an orderly manner, taking into account the ICONTEC standards.
You must use images to accompany the text.
It must be brief and concrete in its arguments.





EVALUACIÓN INICIAL

1

ACTIVIDAD VOLITIVA

Look and write for the grammar about progressive tense and types of Adverbs use your notebook to do a clear description with examples and some exercises to enhance what you learnt.

2

ACTIVIDAD AFECTIVA

Write a list about the human values and write them in a powerpoint using pictures participate it in a short exposition to the teacher.

3

ACTIVIDAD ESPIRITUAL

Write ten verbs which you believe to near and become in a god person, describe them in english with a picture in a powerpoint.

4

ACTIVIDAD INTELECTUAL

Write 40 verbs, choose 10 of them and do affirmative Sentences changing them to negative and interrogative in present progressive.

5

ACTIVIDAD PSICOMOTRIZ

Draw in your notebook 3 designs about what will you do in a part of a newspaper the exercises in english.





MARKETING EBENEZERISTA 1

DESARROLLO DE PRODUCTOS QUÍMICOS.

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COMPONENT EPISTEMOLOGICAL

DID YOU KNOW
THAT?

WHEN?

From the beginning of washing away the dirt and mud with water, at the beginning of the middle ages, were made more cleaning compounds of mixtures of ash, animal or plant fats and oils used for cleaning and health. The fall of the Roman Empire to the Middle Ages led to the reduction of cleanliness and catastrophic diseases. In the seventeenth century, the bathroom and cleaning undergo a renovation.

WHAT?

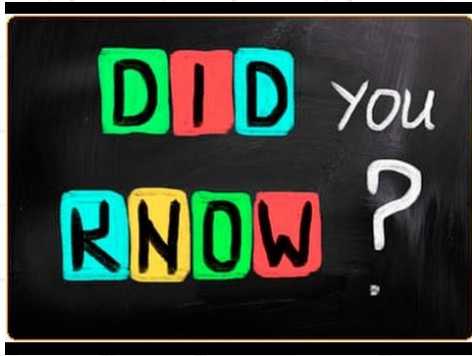
The safest chemicals are available that have less impact on the environment and are environmentally friendly. Low foam, cold water and free fragrance products help the green movement and address some allergenic problems people may have.

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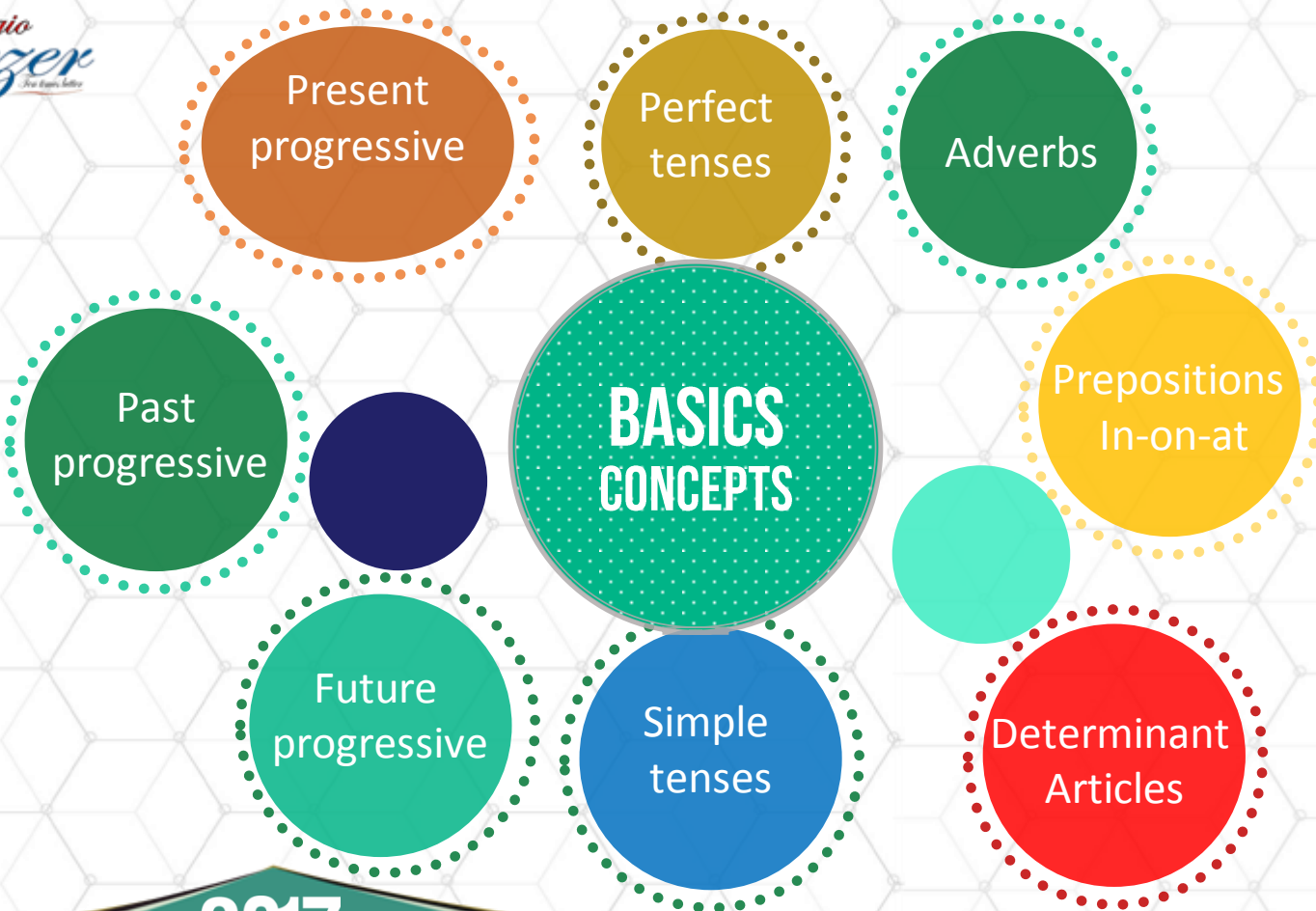
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DID YOU KNOW THAT ...



Today is the best time in history to be able to use and enjoy the safest and healthiest cleaning products. Research continues to achieve improvements in the market, and new uses for cleaning products are found every day, everywhere. Through the development of cleaning supplies throughout history, it is now a cleaning product available for every use and every need, but no matter how history has changed, cleaning products are still employed for cleaning and health.



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FORMACION INTELECTUAL

Intellectual Training

Chart taken from the link:

<http://grammarsolution.blogspot.com.co/2014/10/structure-of-all-tense-structure-of.html>

Structure of All Tense

PRESENT	PAST	FUTURE
SIMPLE P: Sub+Ving+V-1+aux. He plays. N: Sub+V-1. He does not play. I do not play. I do not play. Does he play? Do I play? Do I play? Does he not play? Do I not play? Do I not play?	SIMPLE P: Sub+V-2. He played. N: Sub+did not+V-1. He did not play. I did not play. Did he play? Did I play? Did I play? Did he not play? Did I not play? Did I not play?	SIMPLE P: Sub+Will+shall+V-1. I shall play. N: Sub+shall+You/They+Will+V-1. He will play. N: Sub+shall+Will+not+V-1. I shall not play. He will not play. I shall Will+sub+V-1? Shall I play? Will he play? Shall Will+sub+not+V-1? Shall I not play? Will he not play?
CONTINUOUS P: Sub+is+am+are+V-ing. He is playing. I am playing. We are playing. N: Sub+is+are+not+V-ing. He is not playing. We are not playing. I-Sub+is+are+sub+V-ing? Is he playing? Are we playing? Is Sub+is+are+not+V-ing? Is he not playing? Are we not playing?	CONTINUOUS P: Sub+was+were+V-ing. I was playing. We were playing. N: Sub+was+were+not+V-ing. I was not playing. We were not playing. I-Sub+was+were+sub+V-ing? Was I playing? Were we playing? Was Sub+was+were+not+V-ing? Was I not playing? Were we not playing?	CONTINUOUS P: Sub+shall+be+will+be+V-ing. I shall be playing. He will be playing. N: Sub+shall+Will+not+be+V-ing. I shall not be playing. He will not be playing. I-Sub+Will+sub+be+V-ing? Shall I be playing? Will he be playing? Shall Will+sub+not+be+V-ing? Shall I not be playing? Will he not be playing?
PERFECT P: Sub+has+have+V-3. I have played. He has played. N: Sub+has+have+not+V-3. He has not played. I-Sub+has+have+sub+V-3? Have I played? Has he played? Have I not played? Has he not played?	PERFECT P: Sub+had+had+V-3. He had played. I had played. N: Sub+had+had+not+V-3. He had not played. I-Sub+had+had+sub+V-3? Had I played? Had he played? Had I not played? Had he not played?	PERFECT P: Sub+shall+have+will+have+V-3. I shall have played. He will have played. N: Sub+shall+Will+not+have+V-3. I shall not have played. He will not have played. I-Sub+Will+sub+have+V-3? Shall I have played? Will he have played? Shall Will+sub+not+have+V-3? Shall I not have played? Will he not have played?
PERFECT CONTINUOUS P: Sub+has+been+V-ing. I have been playing. He has been playing. N: Sub+has+been+not+V-ing. I have not been playing. He has not been playing. I-Sub+has+been+sub+V-ing? Have I been playing? Has he been playing? Have I not been playing? Has he not been playing?	PERFECT CONTINUOUS P: Sub+had+been+V-ing. I had been playing. He had been playing. N: Sub+had+been+not+V-ing. I had not been playing. He had not been playing. I-Sub+had+been+sub+V-ing? Had I been playing? Had he been playing? Had I not been playing? Had he not been playing?	PERFECT CONTINUOUS P: Sub+shall+have+be+will+have+been+V-ing. I shall have been playing. He will have been playing. N: Sub+shall+Will+not+have+been+V-ing. I shall not have been playing. He will not have been playing. I-Sub+Will+sub+have+been+V-ing? Shall I have been playing? Will he have been playing? Shall Will+sub+not+have+been+V-ing? Shall I not have been playing? Will he not have been playing?
Note P = Positive N = Negative I = Interrogative IN = Intro-Negative *If a sentence consists of more than one helping verb, the negative is formed by putting "not" after the first helping verb. Example: I have not been living in Jaipur since 2011.		

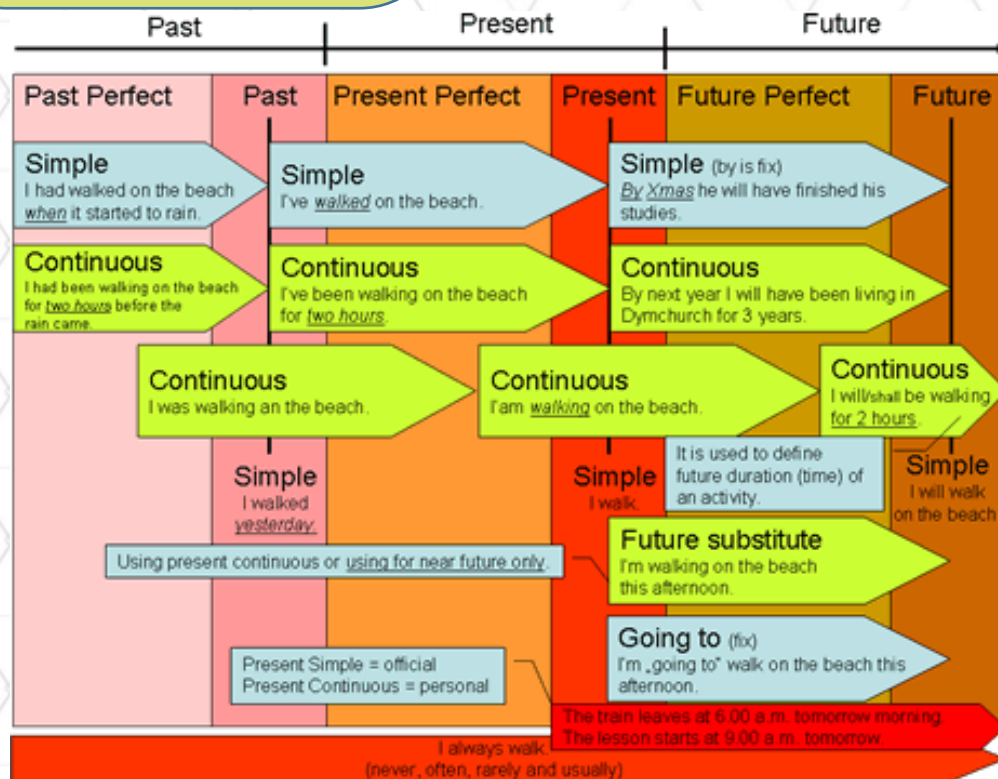
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Grammar chart

Taken from the link:
<https://englishbyluka.wordpress.com/2013/07/>



Verbs list

Taken from the link:
<https://englishbyluka.wordpress.com/2013/07/>

Base Form (Infinitive)	Simple Past Tense	Past Participle	Base Form (Infinitive)	Simple Past Tense	Past Participle
be	was, were	been	grow	grew	grown
bear	bore	borne, born	hide	hid	hidden
become	became	become	know	knew	known
begin	began	begun	lie	lay	lain
blow	blew	blown	mistake	mistook	mistaken
break	broke	broken	ride	rode	ridden
choose	chose	chosen	rise	rose	risen
do	did	done	see	saw	seen
draw	drew	drawn	show	showed	showed, shown
drink	drank	drunk	sink	sank, sunk	sunk
drive	drove	driven	sneak	sneaked, snuck	sneaked, snuck
eat	ate	eaten	speak	spoke	spoken
fall	fell	fallen	spring	sprang	sprung
fly	flew	flown	strike	struck	struck, stricken
forbid	forbade	forbidden	swim	swam	swum
forgive	forgave	forgiven	throw	threw	thrown
freeze	froze	frozen	undergo	underwent	undergone
get	got	gotten, got	undertake	undertook	undertaken
give	gave	given	wake	woke	woken
go	went	gone	weave	wove, weaved	woven, weaved
			withdraw	withdrew	withdrawn

Adverbs list

ADJECTIVES

angry
anxious
bad
brave
busy
calm
careful
careless
certain
correct
curious
eager
easy
excited
extreme
fast
fortunate
furious
generous
gentle
glad
good

ADVERBS

angrily
anxiously
badly
bravely
busily
calmly
carefully
carelessly
certainly
correctly
curiously
eagerly
easily
excitedly
extremely
fast
fortunately
furiously
generously
gently
gladly
well

ADJECTIVES

immediate
jealous
kind
lazy
loud
natural
nervous
painful
patient
perfect
playful
polite
quick
quiet
rude
safe
selfish
separate
serious
slow
sudden
terrible

ADVERBS

immediately
jealously
kindly
lazily
loudly
naturally
nervously
painfully
patiently
perfectly
playfully
politely
quickly
quietly
rudely
safely
selfishly
separately
seriously
slowly
suddenly
terribly

Adverbs

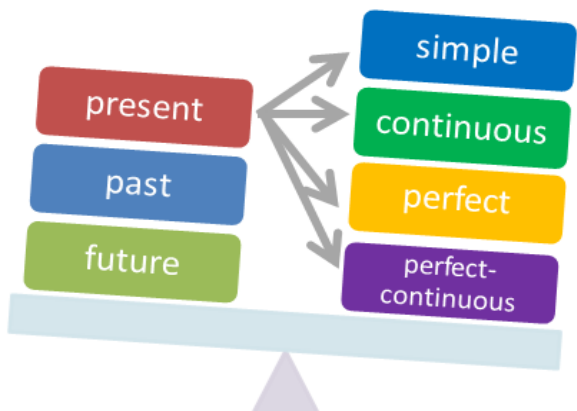


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INTELLECTUALACTIVITYN°1

tense

aspect



Choose 20 of the following verbs and do the 3 first tenses, no include the perfect continuos, remember to do in an affirmative, negative and interrogative way.

NO.	REGULAR VERBS			IRREGULAR VERBS		
	PRESENT	PAST	PAST PARTICIPLE	PRESENT	PAST	PAST PARTICIPLE
1	Work	Worked	Worked	Leave	Left	Left
2	Knock	Knocked	Knocked	Lend	Lent	Lent
3	Land	Landed	Landed	Let	Let	Let
4	Laugh	Laughed	Laughed	Lie	Lay	Lain
5	Learn	Learned	Learned	Light	Lit	Lit
6	Like	Liked	Liked	Lose	Lost	Lost
7	List	Listed	Listed	Make	Made	Made
8	Listen	Listen	Listened	Mean	Meant	Meant
9	Look	Looked	Looked	Meet	Met	Met
10	Love	Loved	Loved	Pay	Paid	Paid
11	Mail	Mailed	Mailed	Put	Put	Put
12	Manufacture	Manufactured	Manufactured	Quit	Quit	Quit
13	Mark	Marked	Marked	Read	Read	Read
14	Mention	Mentioned	Mentioned	Ride	Rode	Ridden
15	Miss	Missed	Missed	Ring	Rang	Rung
16	Note	Noted	Noted	Begin	Began	Begun
17	Park	Parked	Parked	Buy	Bought	Bought
18	Pack	Packed	Packed	Get	Got	Gotten
19	Pick	Picked	Picked	Hit	Hit	Hit
20	Paint	Painted	Painted	Go	Went	Gone

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INTELLECTUALACTIVITYN°2

Go to the following link:
[http://www.allthingsgrammar.com/
adjectives-and-adverbs.html](http://www.allthingsgrammar.com/adjectives-and-adverbs.html)

And develop the exercises 3 and 4



GRAMMATICAL ITEMS (A, AN, THE)

En este caso		Oración con ejemplo
Usa "a" / "an"	Mencionas algo por primera vez.	I have a problem. (Tengo un problema)
	Quieres decir que algo pertenece a un grupo específico.	This is a table. (Esta es una mesa.)
	Quieres decir que alguien pertenece a un grupo específico.	She is a designer. (Ella es diseñadora.)
	Quieres decir que algo es ese tipo de cosa.	I've built a strong ship. (He construido un barco fuerte.)
	Quieres decir que alguien es ese tipo de persona.	He is a nice guy. (Es un tipo bueno.)
Usa "the"	Hablas de una cosa específica.	The feeling I got was very strange. (La sensación que me dio fue muy rara.)
	Es claro a qué cosa te refieres.	I passed the test! (¡Pasé el examen!)
	Sólo hay una cosa tal.	Look at the sun. (Mira el sol.)
Sin artículo	Hablas de algo en general.	Pigs can't fly. (Los cerdos no pueden volar.) Diving can be difficult. (Bucear puede ser difícil.)
	Hablas de ciudades, países, calles, etc.	We visited Italy. (Visitamos Italia.)

VERBAL TENSE



In short, English has 12 different tenses, which show when the action or the state takes place. short, English has 12 different tenses, which show when the action or the state takes place.

verbs are in the
past tense:

verbs are in the
present tense:

verbs are in the
future tense:

In 1999 I lived in
Toronto.

They visit us
often.

The cat will catch
the mouse.

Yesterday we met
on the beach.

I feel great

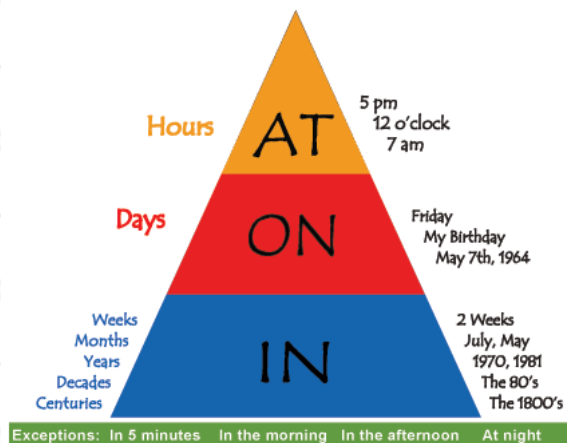
Father will be
here soon.

In other words a verb can indicate any of the following conditions:

- 1) When the action takes place without additional information.
- 2) When the action takes place and is in progress.
- 3) When the action takes place and is completed.
- 4) When the action takes place, which was in progress and is finally completed.

THE PREPOSITION "IN"

"In" means, within, and within. Used to indicate that something is in something or in an enclosed space or inside of something. It's used with the names of the month, with the years and the seasons. Also indicates a place geographical.



In "indicating the place, cities, countries, geographic location:

In the box.
In the house.
In Escondido.
In California.
In the dessert.

In" indicating months, years, times, parts of the day or time periods:

In May in 1991.
In the morning.
In the afternoon.
In the evening.

Sentences using "IN"

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INTELLECTUAL ACTIVITY N° 3

Go to the following links and do the exercises they have, Write them in your notebook

<http://www.mansioningles.com/Gram01.htm>

<http://www.mansioningles.com/Gram02.htm>

<http://www.mansioningles.com/Gram08.htm>





<http://www.mansioningles.com/Gram31.htm>

<http://www.mansioningles.com/Gram29.htm>

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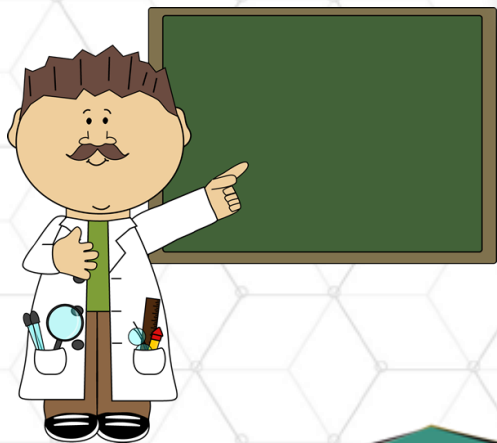
INTELLECTUAL ACTIVITY N° 4

In this page you can find a lot of verbs:

<http://www.mansioningles.com/Gram52.htm>

Choose 30 and do a sentence with it and please Write in front in what tense is.

Mix the tenses and do use easy verbs.



Taken from the link:
<http://www.mansioningles.com/Gram54.htm>

Choose 15 phrasal verbs and do a sentence
with each one in english and spanish



VOLITIVE ACTIVITY # 1, 2.

- During the period and in class you will work an interactive class where should present evidence when prompted.
- Some of the works presented in the notebook.
- Other sending captures of their work.
- Save the evidences in your laptop or an usb and show them in the week which I evaluate the volitives activities.



<http://www.cambridge.org/us/esl/touchstone/student/index.html>

ENGLISH PROJECT

In this project you have to create a process how the product was created, taking in account the following items:

- A) What did you choose?
- B) History of the product.
- C) Variety of this product.
 - D) Pictures.
 - E) Marketing.



PSYCHOMOTOR #1



For the first part of the project collect the history, materials and explain why did you choose the product, in a powerpoint do the complete research about it with pictures.

PSYCHOMOTOR # 2



For the second part you have to do in the same powerpoint what kind of marketing are you going to use for give to know, label brand Positioning marketing

Spiritual activity

For this achievement rate shall be taken into account throughout the period, respect for devotional the agenda with all the period and devotional respective image.

His behavior inside and outside of class.

Bringing the Bible to school.

Actively participate during the devotional.

Show to the teacher
your vitafe in english



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Affective activity

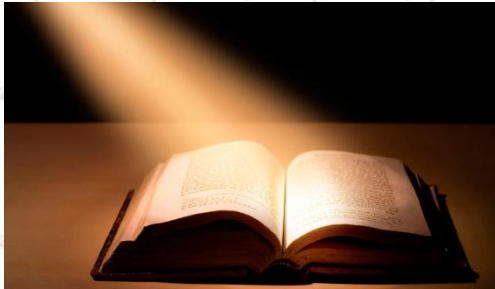
- Create a poster as result of evidence the values and good manners you practice everyday.



ACTIVIDAD ESPIRITUAL 1



SPIRITUAL ACTIVITY #1



ACTIVIDAD AFECTIVA



AFECTIVE ACTIVITY #1



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Teniendo en cuenta los siguientes criterios de evaluación de: (S) Siempre, (F) frecuentemente, (CN) Casi nunca y (N) Nunca, marca con una X la columna que corresponde a tu criterio, según lo aprendido:



ASPECTO	DESCRIPCIÓN	S	F	C	N
Intelectual	Poseo capacidad lingüística al identificar correctamente palabras y expresiones sencillas en un contexto determinado en la lengua inglesa.				
Psicomotor	Soy hábil desarrollando la capacidad lingüística, ubicando correctamente palabras y expresiones sencillas de la lengua inglesa en un contexto indicado.				
Volitivo	Sustento mi actividad volitiva al elaborar todas las actividades propuestas en su momento y a su hora haciendo aportes a mi propio desarrollo.				
Afectivo	Soy colaborador al elaborar todas las actividades propuestas y ayudar a mis compañeros que tengan dificultades en los temas que yo conceptualizo.				
Espiritual	Sustento mi actividad espiritual al mantener buenas relaciones interpersonales con mis compañeros de clase, con mis superiores así como con todo mi entorno en el colegio.				

PADRES DE FAMILIA

Padre de familia, favor diligenciar el siguiente cuadro para conocer su opinión respecto a los aspectos mostrados por su hijo/a durante el desarrollo del tema, en el período. Su opinión es muy importante para nosotros, pues nos ayuda a fortalecer el proceso de formación de los estudiantes.

Aspectos internos	Aspectos externos
FORTALEZAS	OPORTUNIDADES
DEBILIDADES	AMENAZAS



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<http://www.mansioningles.com/Vocabulario.htm>

<http://www.cambridge.org/us/esl/touchstone/student/index.html>

https://www.youtube.com/watch?v=zmR_CYJrz8o

<https://www.youtube.com/watch?v=IlXqMAIfIXU&feature=youtu.be>

<http://www.agendaweb.org/grammar/adjectives-exercises.html>

http://www.english-room.com/5a_2541.htm

<http://www.curso-ingles.com/recursos/juegos/worder>

<https://www.englishclub.com/vocabulary/adverbs-manner.htm>

<http://www.saberingles.com.ar/lists/adverbsfrequency.html>

<http://www.saberingles.com.ar/lists/adverbsfrequency.html>

