

INSTITUCIÓN EDUCATIVA DEPARTAMENTAL MONSEÑOR AGUSTÍN GUTIÉRREZ



ASIGNATURA	Inglés	CURSO	6to
DOCENTE	Diana Cárdenas	PERIODO	2
FECHA DE INICIO	Abril 2023	FECHA DE TERMINACIÓN	Junio 2023
COMPETENCIA	COMPETENCIA GENERAL: Reconocer y hacer uso de los temas vistos durante el periodo a través de la escritura y la oralidad.		
	COMPETENCIA ESPECÍFICA: Entender e implementar las diferentes temáticas en las actividades realizadas en clase.		
DESEMPEÑOS	PARA APRENDER	<ul style="list-style-type: none"> Identifica y fortalece temáticas enfocadas al aprendizaje del segundo idioma- inglés. 	
	PARA HACER	<ul style="list-style-type: none"> Emplea información básica y específica en textos escritos y orales relacionados con los temas vistos. 	
	PARA SER	<ul style="list-style-type: none"> Muestra creatividad, participación (de manera individual y grupal) sobre temas relacionados con su contexto inmediato 	
	PARA CONVIVIR	<ul style="list-style-type: none"> Trabaja solo y en grupo de manera respetuosa con los compañeros para que le aporten a su trabajo en clase de inglés. 	

Temas abordados en la guía:

- Time
- Daily routine
- Adverbs of frequency
- Simple present



Picture taken from: <https://xceluniversity.org/wp-content/uploads/2022/06/8-Ways-to-Learn-English->

Faster.jpg

Explicación de los temas:

- **Time**

Conocer las horas en inglés es fundamental para poder desenvolvernos con fluidez en ese idioma.

Saber como decir la hora, no es solo útil para responder a la posible pregunta de “What time is it?” – ¿Qué hora es? que alguien pueda hacernos por la calle.

- *En punto – ‘O’clock’*

Para referirnos a la hora en punto solamente debemos decir It’s + la hora que es + expresión o’clock.



Por ejemplo. It’s two o’clock, It’s five o’clock o It’s nine o’clock.

Recuerda que solo utilizamos la forma simple, es decir del 1 al 12. Nunca diremos It’s thirteen o’clock.

Existen dos términos para referirnos a las 12, bien sean del mediodía o media noche.

- ✓ Twelve noon o simplemente noon.
- ✓ Twelve midnight o simplemente midnight.

- *Y Media – Half Past*

Cuando queremos decir que es una hora y media debemos decir It’s + la expresión half past + la hora que es.



Por ejemplo. It’s half past one, It’s half past seven o It’s half past eleven.

- *Y Cuarto – Quarter Past*

Para hablar de una hora y cuarto, decimos It's + la expresión quarter past + la hora que es.



Por ejemplo. It's quarter past twelve, It's quarter past three o It's quarter past two.

- *Menos Cuarto – Quarter To*

En este caso sustituimos "past" por "to". Cuando antes decíamos algo así como "un cuarto (de hora) pasado de" ahora decimos "un cuarto (de hora) para" . Por lo tanto se formaría con It's + la expresión quarter to + la hora de referencia (aquella para la que falta un cuarto de hora).



Por ejemplo. It's quarter to twelve, It's quarter to three o It's quarter to two.

- *Otras Horas – Other Times*

Para el resto de horas aplicamos el mismo principio. Lo único que debemos saber es si los minutos pasan o no de la hora y media.



En función de eso decidiremos si utilizamos PAST o TO y cuál será la hora de referencia. Veamos esta información explicada de forma esquemática:

Si es antes de y media:

- ✓ Contamos cuanto pasa de la hora.
- ✓ Utilizamos PAST.
- ✓ Como en español dos y veinte = twenty past two.

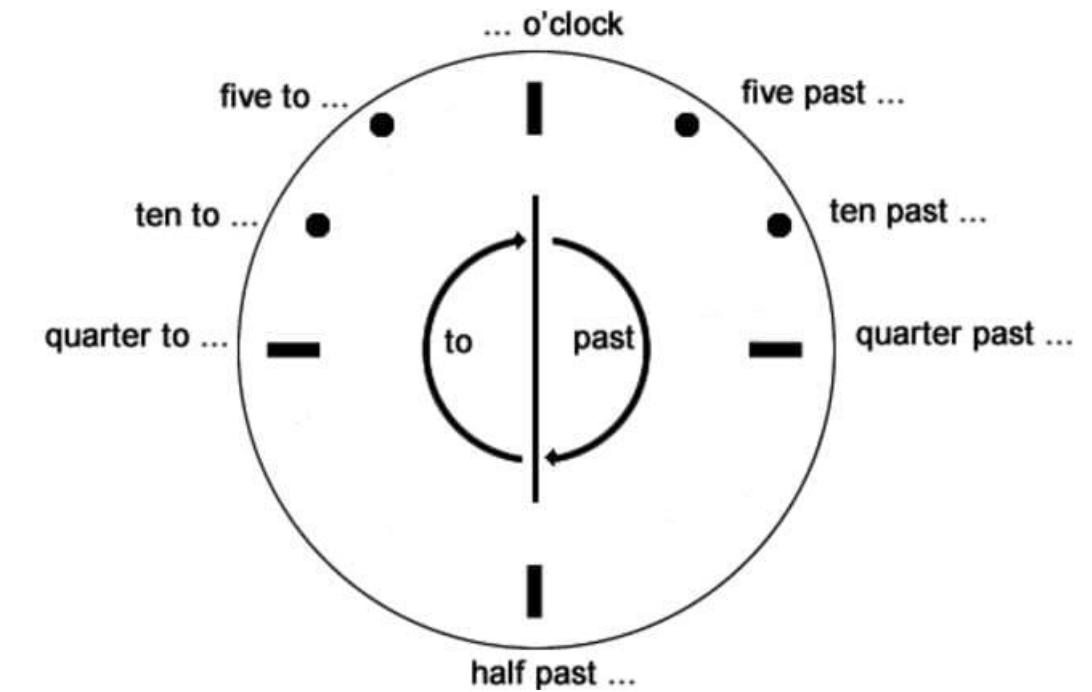
Si pasan de y media:

- ✓ Contamos cuánto falta para la siguiente hora.
- ✓ Utilizamos TO.
- ✓ Como en español dos menos veinte = twenty to two.

Algunos ejemplos:

- ✓ 12.35 – It's twenty-five to one
- ✓ 08.51 – It's nine to nine
- ✓ 11.13 – It's thirteen past eleven

○ En resumen



- Daily routine (La rutina diaria)

Daily Routine



wake up



get up



have a shower



comb your hair



get dressed



have breakfast



brush your teeth



go to school



have classes



have lunch



go back home



do your homework



have dinner



watch TV



go to bed



Daily routine pictictionary



wake up



Get up



Cook breakfast



Make the bed



Brush the teeth

7:30A.M.

12:30P.M.

8:30P.M.



Take a shower



Have breakfast



Have lunch



Have dinner



Get dressed



Comb



Go to school



Arrive to school



Leave the school



Clean



Study



Go shopping



Cook



Wash the dishes



Make a nap



Walk the dog



Walk



Read the newspaper



Watch television



Surf the net



Me despierto



Me levanto



Me ducho



Me visto



Me peino



Desayuno



Voy al trabajo



Empiezo a trabajar



Respondo los correos electrónicos



Almuerzo



Termino de trabajar



Llego a casa



Alimento al perro



Cocino



Ceno



Veo la televisión



Me acuesto



Me quedo dormido

- Adverbs of frequency (Adverbios de frecuencia)

ADVERBS OF FREQUENCY



%	Adverb of Frequency	Example
100%	Always	I always study after class
90%	Usually	I usually walk to work
80%	Normally / Generally	I normally get good marks
70%	Often / Frequently	I often read in bed at night
50%	Sometimes	I sometimes sing in the shower
30%	Occasionally	I occasionally go to bed late
10%	Seldom	I seldom put salt on my food
5%	Hardly ever / Rarely	I hardly ever get angry
0%	Never	Vegetarians never eat meat

Subject + Adverb + Main Verb Daniel always passes his exams.	Subject + BE + Adverb He is always happy.
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WWW.GRAMMAR.CL

WWW.WOODWARDENGLISH.COM

Adverbs of Frequency

An adverb of frequency tells us how often something takes place.

100%	ALWAYS	I <u>always</u> wake up at 6 o'clock	
90%	USUALLY	I <u>usually</u> come home after work	
80%	NORMALLY/ GENERALLY	I <u>normally</u> swim after school	
70%	OFTEN/ FREQUENTLY	I <u>often</u> spend Christmas with friends	
50%	SOMETIMES	I <u>sometimes</u> play tennis on the weekend	
30%	OCCASIONALLY	I <u>occasionally</u> eat Vietnamese food	
10%	SELDOM	I <u>seldom</u> go to the library	
5%	RARELY	I <u>rarely</u> listen to the radio	
0%	NEVER	I <u>never</u> listen to rock music	

Los adverbios de frecuencia en inglés ejercicios los usamos para indicar cada cuánto hacemos algo. Los adverbios de frecuencia suelen identificarse con una sola palabra. ¿Pero cuál es la regularidad que expresa cada uno? Veamos algunos ejemplos. Los indicamos en orden de mayor frecuencia a menor.

- **Always** – Siempre, es decir el 100% de las veces. – You are always on my mind (Te tengo siempre en mente) / Alaska is always cold (Siempre hace frío en Alaska)
- **Usually, normally, generally** – Normalmente. Es difícil hablar de porcentaje, pero si indicáramos uno, este sería elevado. Tipo 80% de las veces – Barcelona is usually a sunny city (Normalmente Barcelona es una ciudad soleada/ hace sol en Barcelona).
- **Often, frequently** – A menudo. Más de la mitad de las ocasiones. – On Saturdays I often go to the mountain (Los sábados voy a menudo a la montaña).
- **Sometimes, occasionally** – A veces. Bastante menos de la mitad de las veces. – I sometimes go to the beach on Fall. (En otoño a veces voy a al playa).
- **Hardly ever, rarely, seldom** – Casi nunca, raramente. – It hardly ever snows in Barcelona (Raramente nieva en Barcelona).
- **Never – Nunca.** – I don't like live music. I never go to concerts. (No me gusta la música en directo, nunca voy a conciertos).

¿Dónde los usamos en la frase?

Es importante conocer dónde colocar el adverbio de frecuencia en inglés. Depende de con qué tipo de verbo se construya la frase el adverbio irá en una u otra posición. Por ejemplo, en inglés always o never nunca empezarían una frase (Always I'm tired es incorrecto).

- **To be:** Después del verbo: You are always happy
- **Auxiliares:** Después del verbo auxiliar o modal: I have always thought you were brothers
- **Resto de verbos:** Entre el sujeto y el verbo principal: I always work until late

- Simple Present (Presente simple)

PRESENTE SIMPLE

- Hábitos y rutinas	→	Steve goes to school everyday .
- Verdades absolutas	→	Water boils at 100 degrees.
- Situaciones permanentes	→	John works in Iberia.
- Horarios de transportes	→	The train leaves at 7 o'clock

Always, often, usually, occasionally, sometimes, rarely, hardly ever, scarcely, never, every week, once / twice a year, on Wednesdays...

- } Afirmativa ⇒ Sujeto + infinitivo (" -s/-es /-ies" en 3ºPS) + complementos.
- } Negativa ⇒ Sujeto + don't / doesn't + infinitivo + complementos.
- } Question ⇒ Do / Does + sujeto + infinitivo + complementos + ?

www.ejerciciosinglesonline.com

2. ESTRUCTURA

+) Sujeto + V. presente + Complementos

Ej: *I eat apples every day*
They play in the park after the lessons

-) Sujeto + $\left| \begin{array}{l} \text{don't} \\ \text{doesn't} \end{array} \right|$ + V. base + Complementos

Ej: *We don't read adventure books*
She doesn't sing very well

?) [Wh- question] + $\left| \begin{array}{l} \text{Do} \\ \text{Does} \end{array} \right|$ + Sujeto + V. base + Complementos?

Ej: *What do you do on Monday?*
Does he go to the gym every week?

Francisco Cano Carmona
 Teacher and translator





I <i>work</i> on Saturdays	(Trabajo los sábados)
He <i>has</i> a nice computer	(Él tiene una bonita computadora)
My dad <i>works</i> near here	(Mi papá trabaja cerca de aquí)
They <i>like</i> the good music	(A ellos les gusta la buena música)
Peter <i>washes</i> his car every week	(Pedro lava su carro cada semana)
Clara and Gabriel <i>have</i> a pet	(Clara y Gabriel tienen una mascota)
Hugo <i>loves</i> his job	(Hugo ama su trabajo)
My parents and I <i>live</i> in Mexico	(Mis padres y yo vivimos en México)

En estos ejemplos se han puesto en ***cursiva los verbos*** de cada oración para demostrar cómo es que cambia dependiendo de si el sujeto es una tercera persona ó no lo es.

Por otro lado para formar oraciones negativas usamos los verbos auxiliares **"do" ó "does" + not**. "Does" con las terceras personas:

Presente Simple

@ Aprendamos Ingles



Casos Especiales para la 3ra persona del singular

SI EL SUJETO ES (HE,SHE,IT) se le añade una **"-s"** al verbo.

Ejemplo : To play (jugar) -> He plays (El juega)

.....

Si el verbo termina en

"o", "sh", "ch", "ss", "x", "z", "y"

Se agrega una **"es"** al final

Ejemplo : To go (ir) -> He goes (el va)

.....

Si el verbo termina en **"y"** y antes de la **"y"** no hay una vocal entonces se agrega **"ies"**

Ejemplo: To study (estudiar) -> He studies (el estudia)

Pero si antes de la **"y"** hay una vocal, entonces solo se agrega la **"s"** como generalmente se hace

Ejemplo : To buy (comprar) -> he buys (el compra)

Rules

- **1ª Regla:** Se le agrega "S" a la mayoría de los verbos.

Ejemplos:

eat → eats
speak → speaks
work → works

- **2ª Regla:** Aquellos verbos que terminan en "Y" y tienen una vocal anterior, se le agrega "S".

Ejemplos:

play → plays
buy → buys
say → says

- **3ª Regla:** Cuando los verbos terminan en "Y" pero tienen una consonante anterior, se debe cambiar la "Y" por "I" y se le agrega "ES".

Ejemplos:

study → studies
cry → cries
fly → flies

- **4ª Regla:** Los verbos cuyas terminaciones sean en "SH, CH, X o SS", se le agrega "ES"

Ejemplos:

watch → watches
cross → crosses
fix → fixes

Contextualización:

- Time
<https://trucoslondres.com/aprender-ingles/vocabulario/horas-ingles/>
- Daily routines
<https://blogs.granada.escolapiosemaus.org/primariaingles/tag/routines/>
<https://www.slideshare.net/katiclar/pictionary-daily-routines>
<https://www.woodwardspanish.com/lesson/rutinas-diarias-daily-routines-spanish/>
- Adverbs of frequency
<http://www3.gobiernodecanarias.org/medusa/ecoblog/fpelmel/adverbs-of-frequency/>
<https://www.pinterest.es/pin/792281759420982708/?autologin=true>
<https://whatsup.es/blog/adverbios-de-frecuencia-en-ingles-ejercicios-teoria-y-ejemplos>
- Simple present
<https://www.ejerciciosinglesonline.com/interactive-grammar/presente-simple/>
<https://www.pinterest.es/pin/711076228641770870/>
<https://es.slideshare.net/albertojea/12-presente-simple-oraciones-afirmativas-y-negativas-32004531>
<http://co.pinterest.com/pin/321303754648684299/>
<http://beky47.blogspot.com/2016/02/simple-present.html>
[National Geographic Learning ngl.cengage.com › grex pro00000000538 › grex1 su3](http://National%20Geographic%20Learning%20n%20gl.cengage.com%20%3E%20grex%20pro00000000538%20%3E%20grex1%20su3)

Activities

• Week 1 and 2 (Semana 1 y 2)

1. What time is it? ¿Qué hora es?



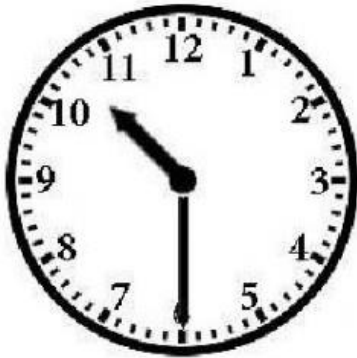
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2.



3.



4.



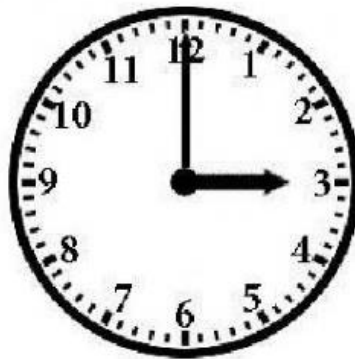
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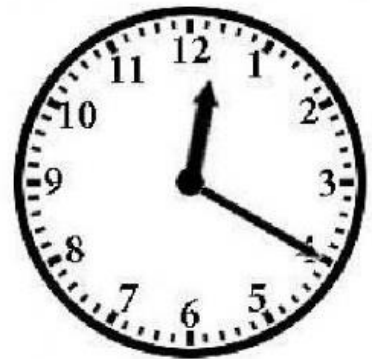
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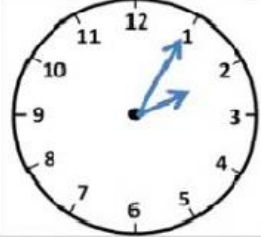




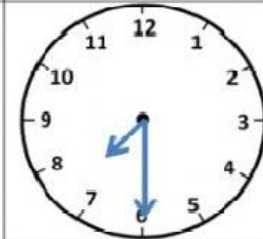

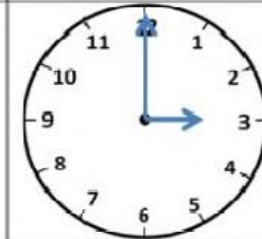





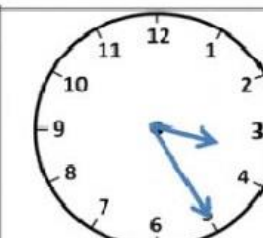

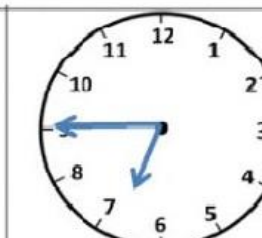


8.



9.

2. Choose the correct answer to say what time it is (**Escoger la respuesta correcta para decir qué hora es**)

			
It's two past one It's two 'O' ten It's five past two It's two 'O' five	It's five past eight It's 25 past eight It's eight to five It's eight twenty-five	It's two past seven It's seven past two It's ten past seven It's seven ten	It's four past ten It's ten to four It's four fifty It's ten past four
			
It's quarter past eleven It's quarter to twelve It's eleven forty-five It's quarter past twelve	It's half past seven It's seven thirty It's seven six It's six past seven	It's two forty It's twenty past two It's twenty to three It's three past nine	It's three o'clock It's twelve o'clock It's three past twelve It's three
			
It's ten past nine It's ten to nine It's eight fifty It's ten past eight	It's twelve thirty-five It's half past twelve It's twenty-five to one It's twenty past one	It's quarter past three It's quarter past eleven It's eleven three It's three fifteen	It's twenty past five It's four past five It's five twenty It's twenty to five
			
It's eleven to four It's five to four It's four fifty-five It's four past eleven	It's five past three It's twenty past three It's twenty-five past 3 It's three twenty-five	It's eight past ten It's eight to eleven It's twenty to eleven It's ten forty	It's quarter to seven It's quarter past seven It's six forty-five It's nine past six

3. Read the hour. After, draw a clock and put the hour. **(Lee la hora. Después, dibuja un reloj y ponga la hora)**

It is twenty-five to four

It is half past five

It is a quarter past eight

It is a quarter to two

It is five past ten

It is twenty-five past six

It is twenty past seven

It is eleven o'clock

It is five to twelve

It is ten past nine

4. Choose the correct word and put it on the line, following the daily routine and the time (**Escoge la respuesta correcta y colocala en la línea, siguiendo la rutina diaria y la hora**)

have

eight o'clock

go to bed

watch TV

dinner

four o'clock

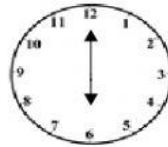
twelve o'clock

six o'clock

go to school

do the homework

I get up at _____.

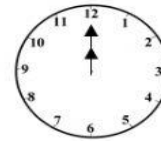


I _____ breakfast at seven o'clock.

I _____



I have lunch at _____

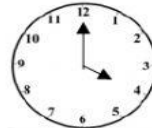


I _____



at two o'clock.

I go home at _____.



I _____

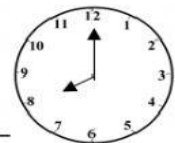


I have _____ at six o'clock.

I _____



at _____



5. Match the words with the pictures by inserting the correct number into. **(Relaciona las palabras con las imágenes, insertando el número correcto)**

Daily Routines

Match the words with the pictures by inserting the correct number into the circle :

				
	<div style="border: 1px solid black; padding: 10px;"> <ol style="list-style-type: none"> 1. go home 2. have lunch 3. have breakfast 4. have dinner 5. take a bath 6. wake up 7. wash 8. watch TV 9. go to bed 10. go to school 11. start school 12. do homework 13. get dressed 14. play soccer </div>			
				
				
				

6. Write the correct daily routine in the line below the picture. **(Escribir la rutina diaria correcta debajo de la imagen)**

go to bed do homework get up have breakfast have lunch have dinner
brush your teeth wake up have a shower go to work go home go to school

























- **Week 3 and 4 (Semana 3 y 4)**

1. Write and draw your daily routine since you wake up, until you go to bed like the example.
(Escribe y dibuja tu rutina diaria desde que te levantas hasta que te acuestas a dormir como en el ejemplo)

Example: I wake up in the morning. (Yo me levanto en la mañana)

I take a shower (Yo me baño)

I get dressed (Me visto)

2. Now, write your daily routine in a short paragraph. **(Ahora, escribe su rutina diaria en un corto párrafo)**

My daily routine

3. Write the daily routine of a person that you like, admire or about a family member. **(Escribe la rutina diaria de una persona que le guste, admire o sobre un miembro de la familia)**

_____’s daily routine

4. Put the following adverbs of frequency in the correct order from the most often to the least often (1-6). **(Colocar los siguientes adverbios de frecuencia en el orden correcto del más al menos)**

<input type="text"/>	often
<input type="text"/>	usually
<input type="text"/>	always
<input type="text"/>	never
<input type="text"/>	seldom/rarely
<input type="text"/>	sometimes

5. Rewrite the sentences. Use the adverbs of frequency in brackets. **(Re-escribe las oraciones. Use los adverbios de frecuencia en el paréntesis)**

I'm late for school in the morning. (rarely)

Sam goes out with his friends. (occasionally)

Ann surfs the Net in the evening. (usually)

My best friend takes photos at school. (never)

They are at home in the evening. (often)

Ted reads magazines about fashion. (hardly ever)

We speak English in English classes. (always)

She complains about her husband. (often)

I drink coffee. (sometimes)

He reads the local newspaper. (sometimes)

6. Put the words in the correct order to make sentences (Poner las palabras en el orden correcto para formar oraciones)

go swimming / sometimes / on Sundays / I

in our house / cold / it's / often

usually / is / hungry / Sam / after school

goes / never / my cousin / cycling

Mark and Ted / books / hardly ever / read

I / my homework / in my room / do / always

snows / in this area / rarely / it

never / food / Julia / eats / fast

play / they / sometimes / volleyball

cat / milk / her / drinks / always

- **Week 5 and 6 (Semana 5 y 6)**

1. Read the text, highlight the verbs that you find and answer the questions. **(Lee el texto, subraye los verbos que encuentre y conteste las preguntas)**

My life in Madrid¹

I get up around 8:30 every morning and I make some coffee. I spend the morning at home, and I have some lunch at 12 o'clock.

At one o'clock I leave home and catch the metro. I take the metro to the center, where I start work at 1:30.

I teach five classes every day, and I finish work late. After work, I usually go home and make dinner. I eat dinner, read a book and go to bed. Sometimes, I go and have a drink with my friends after work.

At weekends, I go walking in the mountains or I visit my friends. On holidays I usually go to Italy or I travel in Spain.

¹ Taken from: <https://madridingles.net/nuevo-texto-en-presente-simple-ingles-basico/>

2. Use the verbs to complete the sentences and form the present simple (**Use los verbos para completar las oraciones y formar el presente simple**)

EX: I _____ (**drink**) water.

I **drink** water.

- I _____ (go) shopping with my brother.
- We sometimes _____ (use) a dictionary in class.
- My friends _____ (study) Italian at their school.
- You _____ (live) near me.
- I _____ (watch) TV in the evening.
- My grandparents _____ (live) in London.
- They _____ (waket) up at eight o'clock.
- My brother and I _____ (have) breakfast half past seven.
- My parents _____ (read) the newspaper.
- Isabel and I _____ (see) each other every week.

3. Use the verbs and the auxiliar DO NOT to complete the sentences and form the present simple (**Usar los verbos y el auxiliar DO NOT para completar las oraciones y formar el presente simple**)

EX: I _____ (**not / drink**) water.

I **DO NOT** drink water.

- Elephants _____ (not / live) in Europe.
- You _____ (not / learn) very fast.
- I _____ (not / drink) milk every day.
- Steve and his wife _____ (not / go) shopping together.
- We _____ (not / ride) your bike every weekend.
- My brother and I _____ (not / watch) TV.
- They _____ (not / open) the windows.
- Carrots _____ (not / wear) pullovers.
- Colombian people _____ (not / speak) English.
- I _____ (not / like) computer games.

4. Use the auxiliar DO to complete the sentences and form the interrogative of present simple. (Use el auxiliar DO para completar las oraciones y formar las preguntas en presente simple)

- _____ my brother and my sister have a job?
- _____ you eat mushrooms?
- _____ my friends stay ate the cafeteria?
- _____ they drink coffee?
- _____ we like porridge?
- _____ Juan and Joseph live in Colombia?
- Where _____ we play soccer?
- What _____ you want to do?
- How _____ they feel?
- When _____ Maria and Laura study?

5. Write 10 present simple sentences with I. YOU. WE and THEY and the next verbs: Come, grow, love, learn, earn, dance, sleep, like, watch and want (**Escribe 10 oraciones en presente simple con I, YOU, WE y THEY los siguientes verbos: Come, grow, love, learn, earn, dance, sleep, like, watch y want**)

EX: I **PLAY** soccer every day.

6. Write 10 present simple sentences in NEGATIVE using I, YOU, WE and THEY, and the auxiliar verb DO with the next verbs: Come, grow, love, learn, earn, dance, sleep, like, watch and want (**Escribe 10 oraciones en presente simple en NEGATIVO using I, YOU, WE y THEY y el verbo auxiliar DO con los verbos: Come, grow, love, learn, earn, dance, sleep, like, watch y want**)

EX: My father and my bother **DO NOT play** volleyball.

- **Week 7 and 8 (Semana 7 y 8)**

1. Read the next text, highlight the verbs of the text and answer the questions. (**Lea el siguiente texto, resalte los verbos del texto y conteste las preguntas**)

Bob's daily life²

Bob lives in a small flat in London. In the mornings, he wakes up and has a shower. Then he makes breakfast. He usually has a typical English breakfast with eggs and bacon. After that, he goes to work.

He works in an office in the center of London. He sits in front of the computer all day and writes emails. He doesn't like his job very much, but he likes earning money. At 12 o'clock he goes to lunch and has a sandwich. After lunch, he comes back to work and writes more emails. At 5 o'clock he leaves work.

He sometimes sees his girlfriend in the evenings. She lives on the opposite side of London, so he takes the Underground.

On weekends, he doesn't have to work. He usually goes out for a few beers with his friends on Friday night. On Saturday he goes shopping. On Sunday he goes to his grandmother's house for tea.

On Monday he gets up early and goes back to work.

² Taken from: <https://madridingles.net/ingles-basico-8-texto-en-presente-simple/>

Answer the question:

- Where does Bob live?

- What does he eat for breakfast?

- Does Bob love his job? Why?

- Does Bob have a girlfriend?

- When does Bob go to visit his grandmother?

2. Use the verbs to complete the sentences and form the present simple. **(Use los verbos para completar las oraciones y formar el presente simple)**

EX: She _____ **(drink)** water.

She **drinks** water.

- Gonzalo _____ (help) his friends with their homework.
- Javi _____ (watch) TV.
- My cousin _____ (study) biology.
- Susan _____ (go) to the cinema.
- He _____ (have) lunch at school.
- School _____ (finish) at three o'clock.
- She _____ (do) her homework before dinner.
- My mother _____ (teach) art.
- He _____ (play) football.
- Serena _____ (cry) a lot.

3. Use the verbs and the auxiliary DOES NOT to complete the sentences and form the present simple. (Use los verbos y el auxiliar DOES NOT para completar las oraciones y formar el presente simple)

EX: She _____ (not / drink) water.

She **DOES NOT** drink water.

- Peter _____ (not / talk) to many people.
 - The train _____ (not / leave) until five.
 - She _____ (not / cry) no more over a thing like this.
 - Mary _____ (not / eat) too much pasta.
 - My family _____ (not / care) about me.
 - It _____ (not / rain) here in the summer.
 - The sun _____ (not / go) around the earth.
 - He _____ (not / go) to school in France.
 - John _____ (not / work) in a bank.
 - She _____ (not / come) from Spain.
4. Complete the interrogative sentences with DOES (Completar las oraciones interrogativas con DOES)

- _____ my brother have a job?
 - _____ Claudia eat pizza?
 - _____ my friend stay ate the cafeteria?
 - _____ Martha drink juice?
 - _____ he like porridge?
 - _____ she live in Cartagena?
 - Where _____ he play soccer?
 - What _____ Jorge want to do?
 - How _____ Carla feel?
 - When _____ she study?
5. Write 10 present simple sentences with SHE, HE or IT and the next verbs: *Feed, cook, pay, try, start, miss, fish, fix, dance* and *get*. (Escribir 10 oraciones en presente simple con SHE, HE o IT y los siguientes verbos: *Feed, cook, pay, try, start, miss, fish, fix, dance* y *get*). EX: She **PLAYS** soccer.

6. Write 10 present simple sentences in NEGATIVE using SHE, HE and IT, and the auxiliar DOES with the next verbs: *Feed, cook, pay, try, start, miss, fish, fix, dance, get*. **(Escribir 10 oraciones en presente simple en NEGATIVO usando SHE, HE e IT y el verbo auxiliar DOES with the next verbs: *Feed, cook, pay, try, start, miss, fish, fix, dance, get*)**

EX: My father **DOES NOT play** volleyball.

• **Week 9 y 10 (Semana 9 y 10)**

1. Read the text, highlight the verbs and answer the questions. **(Lee el texto, resalta los verbos y contesta las preguntas)**

Doctor Bugs³

Most people don't like bugs, but Doctor Mark Moffet loves them! In fact, his nickname is Doctor Bugs. He's a photographer and an entomologist. An entomologist studies bug.

Doctor Moffett's favorite bug is the ant. He goes all over the world to study ants. He watches them as they eat, work, rest, sleep, and fight.

³ Taken from: <http://www.ucarecdn.com/3a0a63ed-837c-4837-9e49-25221f9c6fd3/>

He takes photographs of the ants. He lies on the ground with his camera and waits for the right moment. The ants and other bugs often bite him, but that doesn't stop Doctor Bugs. He has an interesting and unusual job, and he loves it!

Answer the next questions:

- Do people like bugs?

- Is Mark Moffet a teacher?

- Do Mark Moffet like the ants?

- Do ants and other bugs bite Mark?

- What is Mark nickname?

2. Circle the correct verb to complete the sentences. (**Encierra el verbo correcto para completar la oración**)

EX: Martha think / thinks about her mom.

Martha think / **thinks** about her mom.

- Doctor Moffett **love / loves** his job.
- He **study / studies** ants.
- A salesperson **sell / sells** product for a company.
- You and Anita **work / works** on weekends.
- Nurses **help / helps** people.
- We **write / writes** science books.
- Our office **close / closes** at 7:00 p.m.
- She **take / takes** classes at the business school.

- You **walk / walks** to work every day.
 - I **start / starts** work at 8:00 a.m. every morning.
3. Read the text, highlight the sentences with DON'T and DOESN'T and answer the questions. **(Lee el texto, resalta las oraciones con DON'T y DOESN'T y contesta las preguntas)**

Life on the Space Station⁴

Astronauts on the International Space Station have a busy schedule. Every day they wake up at 7:00 GMT.¹ From 7:00 to 8:00, they wash up and eat breakfast. At 8:00 in the morning, they call Ground Control² in their countries. After they talk to Ground Control, their workday begins. The astronauts don't do the same thing every day. Their schedules change every week.

The astronauts don't work all the time. Each day they exercise for an hour in the morning and an hour in the afternoon. After dinner, they have free time. Then, it's time to go to sleep. Sometimes this isn't easy because the sun rises and sets 16 times each day on the space station.

The astronauts' work doesn't end on Friday. They work a half day on Saturday and all day on Sunday. Astronauts are very busy people.

Answer true or false

- Astronauts on the International Space Station have a busy schedule. **(T) (F)**
 - Astronauts wake up at 10 o'clock. **(T) (F)**
 - Astronauts have breakfast from 7 to 8 o'clock. **(T) (F)**
 - They have to do the same thing every day. **(T) (F)**
 - Astronauts do exercise twice at day. **(T) (F)**
 - After dinner, they have to do mor work. **(T) (F)**
 - Astronauts work all the Saturdays. **(T) (F)**
4. Circle the correct auxiliary form of present simple. **(Encierre el auxiliar correcto del presnte simple)**

EX: She doesn't / don't read book.

She doesn't / don't read book.

⁴ Taken from <https://brainly.lat/tarea/42675478>

- An astronaut on the International Space Station **doesn't / don't** have a lot of free time.
 - Astronauts **doesn't / don't** work all day on Saturday.
 - An astronaut **doesn't / don't** have the same schedule every day.
 - We **doesn't / don't** work on weekends.
 - I **doesn't / don't** work in an office.
 - My office **doesn't / don't** have a window.
 - She **doesn't / don't** travel for her job.
 - You **doesn't / don't** have a busy schedule.
 - My friends **doesn't / don't** eat lunch at the cafeteria.
 - Mary **doesn't / don't** play tennis every day.
5. Read the next conversation, highlight the present simple interrogative sentences and answer the questions. **(Lee la conversación, resalta las preguntas en presente simple y contesta las preguntas)**

Mark: Hello Nana. How is it going?

Nana: Really good... and you?

Mark: Just fine. Where are you working?

Nana: I work at a tech company.

Mark: Oh, what do you do there?

Nana: I design software.

Mark: Do you like your job?

Nana: Yeah, I enjoy it. What about you?

Mark: I work as a teacher in elementary school

Nana: That sounds a lot of work.

Mark: Yes, but I love my students.

Nana: Where do you live?

Mark: I live downtown with my family.

Nana: With you mom and dad?

Mark: Yes

Nana: Nice, do you live in an apartment or house?

Mark: I live in a small apartment, but we need more space.

Nana: Do you want to move?

Mark: Yes, we want to move to the countryside.

Answer the next questions:

- Does Nana work?

- Where does she work?

- What is Mark profession?

- Where does Mark Live?

- Does Mark want to move?

6. Write 10 present simple sentences in interrogative using the auxiliary DO or DOES.
(Escribe 10 preguntas en presente simple, usando los auxiliares DO o DOES)

Reference:

1. <https://en.islcollective.com/>
2. <https://es.liveworksheets.com/>
3. <https://co.pinterest.com/>
4. <https://learnenglishteens.britishcouncil.org/>
5. <https://sabersestudiantiles5.blogspot.com/p/ingles.html>
6. <https://www.eslprintables.com/>
7. <https://www.learnenglish.com/>
8. <https://www.englishworksheets.com>

Formato de autoevaluación y coevaluación

AUTOEVALUACIÓN

NOMBRE: _____

INSTRUCCIONES:

1. Valore los diferentes aspectos que a continuación se detallan en escala de 1.0 a 5.0.
2. Realice la sumatoria y el promedio, ésta será su nota de la evaluación, que no podrá ser superior a 5.0.

No.	INDICADORES DE DESEMPEÑO	VALORACIÓN POR PERIODO			
		1	2	3	4
1	Asisto de manera puntual a las clases.				
2	Porto siempre los uniformes según el pacto de convivencia y horario asignado.				
3	Trato de manera respetuosa a mis compañeros, profesores y demás personal.				
4	Me esfuerzo en la realización y entrega puntual de las actividades y tareas dejadas por el docente.				
5	Participó activamente en la clase y contribuyo a que el aula esté siempre ordenada y limpia.				
6	Tengo buena disposición para atender las clases, lo que me facilita apropiarme del conocimiento, y además lo hago con respeto e interés.				
7	Ayudo a la solución de problemas que surgen en el aula.				
8	Me esfuerzo por prepararme siempre para las evaluaciones.				
9	Mantengo organizado y al día el cuaderno de apuntes, soy cumplido al traer los materiales e implementos necesarios para la clase.				
10	Evito hablar sobre temas que no son parte de la clase y usar el celular, para no interrumpir.				
	PROMEDIO DE LA AUTOEVALUACION				

COEVALUACIÓN

NOMBRE: _____

INSTRUCCIONES:

1. Valore los diferentes aspectos que a continuación se detallan en escala de 1.0 a 5.0.
2. Realice la sumatoria y el promedio, ésta será su nota de la evaluación, que no podrá ser superior a 5.0.

No.	INDICADORES DE DESEMPEÑO	VALORACIÓN POR PERIODO			
		1	2	3	4
1	Asiste de manera puntual a las clases.				
2	Porta siempre los uniformes según el pacto de convivencia y horario asignado.				
3	Trata de manera respetuosa a sus compañeros, profesores y demás personal.				
4	Se esfuerza en la realización y entrega puntual de las actividades y tareas dejadas por el docente.				
5	Participa activamente en la clase y contribuye a que el aula esté siempre ordenada y limpia.				
6	Tiene buena disposición para atender las clases, lo que le facilita apropiarse del conocimiento, y además lo hace con respeto e interés.				
7	Ayuda a la solución de problemas que surgen en el aula.				
8	Se esfuerza por prepararse siempre para las evaluaciones.				
9	Mantiene organizado y al día el cuaderno de apuntes, es cumplido al traer los materiales e implementos necesarios para la clase.				
10	Evita hablar sobre temas que no son parte de la clase y usar el celular, para no interrumpir.				
	PROMEDIO DE LA COEVALUACION				

Co- evaluador primer periodo: _____

Co- evaluador segundo periodo: _____

Co- evaluador tercer periodo: _____

Co- evaluador cuarto periodo: _____