



I.E.D. ESCUELA NORMAL SÚPERIOR
GUIDE FIRST ACADEMIC PERIOD 2021

SUBJECT: ENGLISH			
Teachers: YENNY CONSTANZA CONTRERAS	GRADE: SEVENTH	START DATE: April 12	FINAL DATE: June 20
BASIC COMPETITION STANDARD or DBA: <i>I understand instructions for executing everyday actions.</i> <i>I identify the main ideas of a written text on the environment.</i> <i>I know the grammatical structure of the simple present.</i> <i>I write sentences in simple present and continuous past.</i> <i>I practice with the use of CAN AND COULD modal verbs.</i> <i>I build simple sentences with possessive, personal, and thoughtful pronouns.</i> <i>I expand my environmental vocabulary and use it in grammatical constructions during the Period.</i>		PROBLEMATIC NUCLEUS: <i>How to fulfill my duties in my family, neighborhood and municipality to ensure a harmonious coexistence among citizens?.</i> <i>¿Cómo cumplir con mis deberes en familia ,barrio y municipio para asegurar una convivencia armoniosa entre ciudadanos?</i>	
DEGREE SPECIFIC SKILLS: LISTENING: <i>I listen and read the text on the environment</i> WRITING: <i>I write simple sentences using the basic structures of English</i> READING: <i>I read the text on the environment</i> TALKING: <i>I read text and sentences with good pronunciation.</i>		CONNECTIONS SOCIAL KNOW MY DUTIES <i>In my family, neighborhood and municipality know my duties .</i>	
THEMATIC NUCLEUS <ul style="list-style-type: none"> • PRESENTE SIMPLE • PRESENTE CONTINUO • VERBOS MODALES: must • PRONOMBRES: POSESIVOS, PERSONALES Y REFLEXIVOS. • VERBOS IRREGULARES • SCHOOL, FAMILY AND COMMUNITY DUTIES 			

RESOURCES

- Audiovisual or aural means
- Videos YouTube
- Guide
- Books, notebook
- Email , whatsapp, meet
- Class room

RUTA METODOLÓGICA

A continuación, encontrarás la explicación de cada tema y los trabajos a realizar en el segundo periodo.

1. **PRESENTE SIMPLE** Para conjugar el presente simple de cualquier verbo diferente al TO_BE (ser o estar) usamos el infinitivo para los sujetos "I", "you", "we" y "they" y para las terceras personas "he", "she" y "it", añadimos una "-s" al final del verbo.



Present Simple Tense

Affirmative	Negative	Interrogative
I live You live He lives She lives It lives We live You live They live	I don't live You don't live He doesn't live She doesn't live It doesn't live We don't live You don't live They don't live	Do I live? Do you live? Does he live? Does she live? Does it live? Do we live? Do you live? Do they live?

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1. Affirmative Sentences (Frases afirmativas) Sujeto + verbo.

Ejemplos:

- I talk (yo hablo)
- He **eats**.(Él come.)
- They **learn**.(Ellos aprenden.)

2. Negative Sentences (Frases negativas) Sujeto + verbo auxiliar (to do) + auxiliar negativo ("not") + verbo.

Ejemplos:

do not [don't] talk.(Yo no hablo.)

He does not [doesn't] eat.(Él no come.)

They do not [don't] learn.(Ellos no aprenden.)

3. Interrogative Sentences (Frases interrogativas) Verbo auxiliar (to do) + sujeto + verbo principal?

Ejemplos:

Do you talk?(¿Hablas tú?)

Does he eat?(¿Come él?)

Do they learn?(¿Aprenden ellos?)

2. PRESENTE CONTINUO: Para formar el presente

continuo se utiliza el verbo auxiliar "to be" y el verbo+ing.

PRESENTE CONTINUO					
MODO AFIRMATIVO		MODO INTERROGATIVO		MODO NEGATIVO	
I am playing	Yo estoy jugando	Am I playing?	¿Estoy yo jugando?	I am not playing	Yo no estoy jugando
You are playing	Tú estás jugando	Are you playing?	¿Estás tú jugando?	You are not playing	Tú no estás jugando
He is playing	Él está jugando	Is he playing?	¿Está él jugando?	He is not playing	Él no está jugando
She is playing	Ella está jugando	Is she playing?	¿Está ella jugando?	She is not playing	Ella no está jugando
It is playing	Él / Ella está jugando	Is it playing?	¿Está él / ella jugando?	It is not playing	Él / Ella no está jugando
We are playing	Nosotros estamos jugando	Are we playing?	¿Estamos nosotros jugando?	We are not playing	Nosotros no estamos jugando
You are playing	Ustedes están jugando	Are you playing?	¿Están ustedes jugando?	You are not playing	Ustedes no están jugando
They are playing	Ellos están jugando	Are they playing?	¿Están ellos jugando?	They are not playing	Ellos no están jugando

3. VERBO MODAL "MUST"

Must es uno de los verbos modales que más usamos en inglés. Pero ¿cómo y cuándo lo hacemos?

¿Cuándo se usa?

Usamos **must** para indicar deber u obligación de hacer algo; podríamos traducirlo como **tener que** o **deber**. Cuidado, porque en su forma negativa, **mustn't** indica prohibición. Para hablar de algo que **no tienes que hacer**, pero podrías hacer, usamos **not + have to**: **You don't have to eat that if you don't want to** (No tienes que comerte eso si no quieres), pero **You mustn't smoke in here!** (¡No debes fumar aquí! ¡No fumes aquí!)

Afirmativa

Sujeto	+ must	+ verbo	...
I	must	go	now.

Negativa

Sujeto	+ mustn't	+verbo	...
You	mustn't	be	here.

4. PRONOMBRES.

PRONOMBRES PERSONALES	PRONOMBRES DE OBJETO	PRONOMBRES POSESIVOS	ADJETIVOS POSESIVOS
I	ME	MINE	MY
YOU	YOU	YOURS	YOUR
HE	HIM	HIS	HIS
SHE	HER	HERS	HER
IT	IT	ITS	ITS
WE	US	OURS	OUR
YOU	YOU	YOURS	YOUR
THEY	THEM	THEIRS	THEIR

Pronombres personales

Estos pronombres se usan en lugar de la persona de la cual se está hablando en la oración. Por ejemplo, cuando hablas de vos mismo no usas tu nombre, sino el pronombre “yo”, que en inglés sería “I”.

Por ejemplo:

- *I like coffee. / John helped **me**.* → *Me gusta el café / John me ayudó*
- *Do **you** like coffee? / John loves **you**.* → *¿Te gusta el café? / John te ama*
- ***She** is clever. / Does Mary know **her**?* → *Ella es inteligente / ¿Mary la conoce?*
- ***We** went home. / Anthony drove **us**.* → *Nosotros fuimos la a casa / Anthony nos trajo*
- ***They** played doubles. / John and Mary beat **them**.* → *Ellos jugaron doble / John y Mary les ganaron*

Pronombres posesivos

Usamos los pronombres posesivos para referirnos a algo que posee una persona, reemplazando el sustantivo. Pero debes tener cuidado de no confundirlos con los “adjetivos posesivos”, los cuales se usan antes de un sustantivo y lo describen, indicando a quién pertenece.

Ejemplos de pronombres posesivos:

- *My flowers are dying. **Yours** are lovely.* → *Mis flores se están muriendo. Las **tuyas** están hermosas*
- *All the essays were good but **his** was the best* → *Todos los ensayos estaban buenos pero el **suyo** fue el mejor*
- *Your photos are good. **Ours** are terrible* → *Sus fotos estan buenas. Las **nuestras** son terribles*

Ejemplos de adjetivos posesivos:

- ***My** book is on the table.* → ***Mi** libro está sobre la mesa*
- *I think you forgot **your** purse.* → *Creo que olvidaste **tu** cartera*
- *The dog buried **its** bone.* → *El perro enterró **su** hueso*

5.- LISTA DE VERBOS IRREGULARES

INFINITIVO	PASADO SIMPLE	PARTICPIO PASADO	ESPAÑOL
Fly	Flew	Flown	Volar
Forbid	Forbade	Forbidden	Prohibir
Forget	Forgot	Forgotten	Olvidar
Forgive	Forgave	Forgiven	Perdonar
Freeze	Froze	Frozen	Helar
Get	Got	Got / Gotten	Obtener
Give	Gave	Given	Dar

Go (Goes)	Went	Gone	Ir
Grow	Grew	Grown	Crece
Grind	Ground	Ground	Moler
Hang	Hung	Hung	Colgar
Have	Had	Had	Haber o Tener
Hear	Heard	Heard	Oir
Hide	Hid	Hidden	Ocultar
Hit	Hit	Hit	Golpear
Hold	Held	Held	Agarrar Celebrar
Hurt	Hurt	Hurt	Herir
Keep	Kept	Kept	Conservar
Know	Knew	Known	Saber Conocer
Kneel	Knelt	Knelt	Arrodillarse
Knit	Knit	Knit	Hacer punto
Lay	Laid	Laid	Poner

6- school, family and community duties

SCHOOL HOMEWORK

1. I must be responsible with my tasks
2. I must respect others
3. I must wear the uniform well
4. I must comply with the class schedule
5. I must investigate and try harder.

FAMILY DUTIES

1. I must love and respect my family
2. I must obey my parents
3. I must have good grades
4. I must not lie
5. I must collaborate with the chores of my house

DUTIES TO THE COMMUNITY

1. I must not throw garbage on the street
2. I must respect and greet my neighbors
3. participate in cultural and sports activities
4. I must collaborate with my neighbors when they need it
5. I must have tolerance with my neighbors.

ACTIVIDADES A DESARROLLAR:

1. *PRESENTE SIMPLE* . Contruir 10 oraciones teniendo como tema los deberes familiares y un dibujo alusivo al tema
2. *PRESENTE CONTINUO*. 10 oraciones teniendo como tema los deberes como ciudadano y un dibujo alusivo al tema
3. *VERBO MODAL MUST* : 5 oraciones sobre los deberes escolares y hacer un dibujo alusivo al tema
4. *PRONOMBRES* . Copiar el cuadro de este punto y Traducir cada uno de los pronombres al frente con otro color
5. Preparar un audio o video con la lectura 20 verbos irregulares y su traducción..
6. Después de traducir “school, family and community duties” , Hacer una historieta usando mínimo 5 frases de este punto.

PERFORMANCES LEVEL

HIGHER: 4.6- 50

HIGH : 4.0 – 4.5

BASIC : 3.0- 3.9

LOW: 2.9.- 1.0

Your performance levels will be according to compliance with the following evaluation criteria

1. I virtually attend all classes on time
2. Structure, read, understand, write and listen texts taking into account formal elements of language
3. I present (a) tasks, workshops and well-done consultations in the time stipulated for it
4. I respect for others
5. I am honest in the development of academic activities

REASONABLE SETTINGS FOR STUDENTS SERVED BY INCLUSION:

Estará basado en trabajo con vocabulario de cada tema, dependiendo el nivel del estudiante de inclusión

FORMS OF PRESENTATION AND DELIVERY OF WORKS:

Mind maps, questionnaire, work in the notebook and photograph of it.

Received of activities: WhatsApp, email or classroom

The evaluation and coevaluation must be delivered by mail in word or in the notebook take a photo send the file in pdf (BE ORDERED IN THE PRESENTATION OF WORKS AND AUTO AND COE)

AUTOEVALUATION: 20% answer yes or not

1. I virtually attend all classes on time-----

2. Structure, read, understand, write and listen texts taking into account formal elements of language-----

3. I present (a) tasks, workshops and well-done consultations in the time stipulated for it.....

4. I respect for others -----

5. I am honest in the development of academic activities _____

My rating is _____

COEVALUATION: 20%

1. Communication with my teachers has been:

Excellent ____ Good ____ No communication ____

2. Communication with my colleagues has been: Excellent ____ Good ____ No communication

3. My family's support has been: Excellent ____ Good ____ No support ____

To my concerns and doubts I received a response from (family, colleagues, teachers, others who and how)

Heteroevaluation: 60% Your performance levels will be according to compliance with the following evaluation criteria

1. virtually attend all classes on time

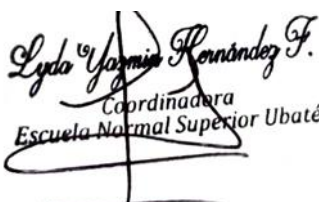
2. Structure, read, understand, write and listen texts taking into account formal elements of language

3. present (a) tasks, workshops and well-done consultations in the time stipulated for it

4. respect for others

5. honest in the development of academic activities

Vo.Bo. DEL COORDINADOR ACADÉMICO Y
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