



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

SUBJECT: ENGLISH			
<b>Teachers:</b> YENNY CONSTANZA CONTRERAS	<b>GRADE:</b> SEVENTH	<b>START DATE:</b>	<b>FINAL DATE:</b>
<b>BASIC COMPETITION STANDARD or DBA:</b> <ul style="list-style-type: none"> <li>• I learn the rules for pluralizing nouns.</li> <li>• I understand reading related to food.</li> <li>• I know the grammatical structure of the past simple.</li> <li>• I write sentences in zero conditional.</li> <li>• Design the personal menu in English</li> <li>• I construct sentences in the past simple with regular and irregular verbs.</li> </ul>		<b>PROBLEMATIC NUCLEUS:</b> What foods to consume to improve my quality of life	
<b>DEGREE SPECIFIC SKILLS:</b> <b>READ:</b> Understand simple texts about food. <b>WRITING:</b> Construct sentences applying the grammatical structures learned, food vocabulary, regular and irregular verbs <b>LISTENING:</b> I listen and read the text about food. <b>TALKING:</b> I read text and sentences with good pronunciation.		<b>CONNECTIONS</b>  <i>Natural Sciences.</i> <i>The correct diet to lead a healthy life.</i>	
<b>THEMATIC NUCLEUS</b> <ul style="list-style-type: none"> <li>• SIMPLE PAST</li> <li>• NAMES IN SINGULAR AND PLURAL</li> <li>• ZERO CONDITIONAL</li> <li>• VOCABULARY OF FOODS</li> <li>• VERBS REGULAR E IRREGULAR</li> </ul>			
<b>RESOURCES</b> <ul style="list-style-type: none"> <li>• Audiovisual or aural means</li> <li>• Videos YouTube</li> <li>• Guide</li> <li>• Books, notebook</li> <li>• Email , whatsapp, meet</li> <li>• Class room</li> </ul>			

## RUTA METODOLÓGICA

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

### 1. SIMPLE PAST (pasado simple)

Para formar el **pasado simple** con verbos regulares, usamos el infinitivo y añadimos la terminación “-ed”. La forma es la misma para todas las personas (I, you, he, she, it, we, they). Excepciones: ... Para verbos que terminan en una “e”, sólo añadimos “-d”.

Para formar oraciones **negativas e interrogativas** en **pasado simple**, se utiliza el **pasado** del verbo auxiliar **do**, es decir, **did**, acompañado del verbo correspondiente en infinitivo. No importa si el verbo es regular o irregular, puesto que todos los verbos utilizan el auxiliar **did** y el infinitivo, nunca el **pasado simple**.

Ejemplo

SIMPLE PAST TENSE (Pasado Simple)			
MODO AFIRMATIVO	MODO INTERROGATIVO	MODO NEGATIVO	
<b>I played</b> Yo jugué	<b>Did I play?</b> ¿Jugué yo?	<b>I did not play</b>	Yo no jugué
<b>You played</b> Tú jugaste	<b>Did you play?</b> ¿Jugaste tú?	<b>You did not play</b>	Tú no jugaste
<b>He played</b> Él jugó	<b>Did he play?</b> ¿Jugó él?	<b>He did not play</b>	Él no jugó
<b>She played</b> Ella jugó	<b>Did she play?</b> ¿Jugó ella?	<b>She did not play</b>	Ella no jugó
<b>It played</b> Él/Ella jugó	<b>Did it play?</b> ¿Jugó él / ella?	<b>It did not play</b>	Él / Ella no jugó
<b>We played</b> Nosotros jugamos	<b>Did we play?</b> ¿Jugamos nosotros?	<b>We did not play</b>	Nosotros no jugamos
<b>You played</b> Ustedes jugaron	<b>Did you play?</b> ¿Jugaron ustedes?	<b>You did not play</b>	Ustedes no jugaron
<b>They played</b> Ellos jugaron	<b>Did they play?</b> ¿Jugaron ellos?	<b>They did not play</b>	Ellos no jugaron

### 2. NAMES IN SINGULAR AND PLURAL ( Nombres en singular y plural)

Un nombre (sustantivo) refiere a una persona (person), un lugar (place), o una cosa (thing).

Al contrario del español, los nombres en inglés no tienen género, pero pueden ser singular o plural. La regla en general para formar los plurales en inglés es como el español: añadir **-s**. Hay excepciones que podemos apreciar en el siguiente cuadro.

<p style="text-align: center;"><b>Regular Nouns</b></p> <p style="text-align: center;"><b>add -S</b></p> <p>1 car      2 cars 1 dog      2 dogs 1 book     2 books 1 house    2 houses 1 apple    2 apples</p>	<p style="text-align: center;"><b>Ends in S, CH, SH, X or Z</b></p> <p style="text-align: center;"><b>add -ES</b></p> <p>1 bus      2 buses 1 match    2 matches 1 dish      2 dishes 1 box      2 boxes 1 quiz     2 quizzes</p>	<p style="text-align: center;"><b>Ends in F or FE</b></p> <p style="text-align: center;"><b>remove F/FE    add -VES</b></p> <p>1 leaf      2 leaves 1 wolf      2 wolves 1 life      2 lives 1 knife     2 knives <i>Exceptions:    roof - roofs                      cliff - cliffs</i></p>
<p style="text-align: center;"><b>Ends in VOWEL + Y</b></p> <p style="text-align: center;"><b>add -S</b></p> <p>1 day      2 days 1 key      2 keys 1 boy      2 boys 1 guy      2 guys 1 donkey   2 donkeys</p>	<p style="text-align: center;"><b>Ends in CONSONANT + Y</b></p> <p style="text-align: center;"><b>remove Y    add -IES</b></p> <p>1 city      2 cities 1 baby     2 babies 1 story     2 stories 1 party     2 parties 1 country   2 countries</p>	<p style="text-align: center;"><b>Irregular Nouns</b></p> <p>1 man      2 men 1 child     2 children 1 foot      2 feet 1 tooth     2 teeth 1 mouse    2 mice 1 person    2 people</p>
<p style="text-align: center;"><b>Ends in VOWEL + O</b></p> <p style="text-align: center;"><b>add -S</b></p> <p>1 zoo      2 zoos 1 radio     2 radios 1 stereo    2 stereos 1 video     2 videos 1 kangaroo 2 kangaroos</p>	<p style="text-align: center;"><b>Ends in CONSONANT + O</b></p> <p style="text-align: center;"><b>add -ES</b></p> <p>1 hero      2 heroes 1 echo      2 echoes 1 tomato    2 tomatoes 1 potato    2 potatoes <i>Exceptions:    piano - pianos                      photo - photos</i></p>	<p style="text-align: center;"><b>No Change</b></p> <p>1 sheep     2 sheep 1 deer      2 deer 1 fish      2 fish 1 series    2 series 1 species   2 species</p>

### 3. VOCABULARY OF FOODS

*What's on your plate?  
(Qué está en tu plato?)*

*Imagine dividing your plate into four sections. One section is for fruits, one for vegetables, one for grains, and one for protein. Now imagine that the grain and vegetable sections are a little larger than the other two sections. Imagine a glass of milk or side dish with a dairy product, and your healthy plate is complete.*



*Adults should eat 2 1/2 cups of vegetables and 2 cups of fruits total every day. We should eat more red, orange, and dark green vegetables like tomatoes, carrots, and broccoli.*

*We should eat 6 ounces of grains every day. One ounce is one slice of bread or 1/2 cup of rice, cereal, or pasta. At least half of your grains should be whole.*

*We should eat 3 cups of dairy products every day. These can be milk, yogurt, cheese, or any other dairy product. Choose low-fat or non-fat dairy products when possible.*

*We should eat 5 1/2 ounces of protein every day. Protein sources include meat, seafood, beans, nuts, and eggs. Try to eat fish or seafood at least twice a week.*

*Include these five categories of foods in the recommended amounts in your meals and you'll soon be much healthier.*

#### 4. IRREGULAR VERBS

### LISTA DE VERBOS IRREGULARES

<b>INFINITIVO</b>	<b>PASADO SIMPLE</b>	<b>PARTICPIO PASADO</b>	<b>ESPAÑOL</b>
Lay	Laid	Laid	Poner
Lead	Led	Led	Conducir
Lean	Leant	Leant	Apoyarse
Learn	Learnt / Learned	Learnt / Learned	Aprender
Leave	Left	Left	Dejar
Lend	Lent	Lent	Prestar
Let	Let	Let	Permitir
Light	Lit	Lit	Encender
Lose	Lost	Lost	Perder
Make	Made	Made	Hacer
Mean	Meant	Meant	Significar
Meet	Met	Met	Encontrar
Mistake	Mistook	Mistaken	Equivocar
Overcome	Overcame	Overcome	Vencer
Pay	Paid	Paid	Pagar
Put	Put	Put	Poner
Read	Read	Read	Leer
Ride	Rode	Ridden	Montar
Ring	Rang	Rung	Llamar
Rise	Rose	Risen	Levantarse
Run	Ran	Run	Correr
Say	Said	Said	Decir
See	Saw	Seen	Ver
Seek	Sought	Sought	Buscar
Sell	Sold	Sold	Vender
Send	Sent	Sent	Enviar
Set	Set	Set	Poner(se)

Sew	Sewed	Sewed / Sewn	Coser
Shake	Shook	Shaken	Sacudir

## ACTIVIDADES A DESARROLLAR:

1. **PASADO SIMPLE** . Construir 10 oraciones en pasado simple **AFIRMATIVAS**, cada oración con diferente verbo , pasarlas a **NEGATIVO** y a **INTERROGATIVO** . **EN TOTAL SON 30** . Puede hacerlas en un cuadro.
2. **ESCRIBIR AL FRENTE EL PLURAL DE CADA UNA DE LAS PALABRAS, TENIENDO EN CUENTA LAS NORMAS EXPLICADAS EN EL PUNTO 2.**

### Singular and Plural Nouns

**A) Write the right plural for each word.**

Church	= _____	Class	= _____	Car	= _____
Kimono	= _____	Video	= _____	Ox	= _____
Story	= _____	Baby	= _____	Fish	= _____
Hero	= _____	Cargo	= _____	Phone	= _____
Box	= _____	Zero	= _____	Doctor	= _____
Bufalo	= _____	Fox	= _____	Computer	= _____
Tax	= _____	Watch	= _____	Backpack	= _____
Motto	= _____	Volcano	= _____	Friend	= _____
Dancer	= _____	Carrot	= _____	Tomato	= _____
Boy	= _____	Peacock	= _____	Chef	= _____
Office	= _____	Pilot	= _____	Person	= _____
Girl	= _____	Singer	= _____	Speaker	= _____
Instrument	= _____	Street	= _____	Dragon	= _____
Day	= _____	Song	= _____	Cactus	= _____
Canoe	= _____	Bank	= _____	Family	= _____
Paper	= _____	Ruler	= _____	Holiday	= _____
Mango	= _____	Candy	= _____	Zebra	= _____
Taxi	= _____	Sash	= _____	Book	= _____

3. *Sacar el vocabulario y Traducir el texto del punto 3* **What's on your plate?** (Qué está en tu plato?)  
*Luego con los siguientes alimentos hacer tu propio menú diario EN INGLES y dibujar cada uno.*

- **BREAKFAST**
- **LUNCH**
- **FOOD**



**RICE**



**CHICKEN**



**SALAD**



**FISH**



**PORK**



**SANDWICH**



**CHIPS**



**SPAGHETTI**



**ORANGES**



**BANANAS**



**STRAWBERRIES**



**CHERRIES**



**APPLES**



**PEARS**



**WATER**



**JUICE**



**LEMONADE**

4. Preparar la lectura de los verbos irregulares en presente, pasado , pasado participio y español.

#### 4, PERFORMANCES LEVEL

**HIGHER:** 4.6- 50

**HIGH :** 4.0 – 4.5

**BASIC :** 3.0- 3.9

**LOW:** 2.9.- 0.0

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:** 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:**

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:** 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 OBSERVACIONES:

*Lyda Yajaira Román F.*  
Coordinadora  
Escuela Normal Superior Ubaté