



**I.E.D. ESCUELA NORMAL SUPERIOR**  
**GUÍA TERCER PERIODO ACADÉMICO 2020**

| ASIGNATURA/AS:<br>INGLES  |   |  |  |  |
|---|---|--|--|--|
| <b>NOMBRE DEL DOCENTE: (S) GLADYS RINCON.</b><br><br><b>YENNY CONSTANZA CONTRERAS</b>   | <b>GRADO: SEPTIMO</b>   | <b>PERIODO: 3</b>  | <b>FECHA INICIO:</b><br><b>AGOSTO 03 2020</b>  | <b>FECHA DE FINALIZACIÓN Y ENTREGA DE TRABAJOS:</b><br><br><b>ACTIVIDAD 1 : Agosto 14</b><br><b>ACTIVIDAD 2: Agosto 28</b><br><b>ACTIVIDAD 3: Septiembre 4</b><br><b>ACTIVIDAD 4: Septiembre 11</b><br><b>ACTIVIDAD 5: Septiembre 18</b><br><b>21-25 Sep Entregas pendientes</b> |
| <b>ESTANDAR BÁSICO DE COMPETENCIA o DBA:</b><br>Aprendo las reglas para pluralizar sustantivos. <ul style="list-style-type: none"> <li>• Comprendo la lectura relacionada con los alimentos.</li> <li>• Conozco la estructura gramatical del pasado simple.</li> <li>• Escribo oraciones en cero condicional.</li> <li>• Diseño el menú personal en inglés</li> <li>• Construyo oraciones en pasado simple con verbos regulares e irregulares.</li> </ul> |   | <b>NÚCLEO PROBLÉMICO:</b><br>What foods to consume to improve my quality of life |  |  |
| <b>OBJETIVO DE LA ACTIVIDAD:</b><br>Conocer algunas estructuras gramaticales y ampliar el vocabulario en temas de alimentos y verbos irregulares.   | <b>HABILIDADES ESPECÍFICAS QUE VA A DESARROLLAR EL ESTUDIANTE:</b><br><b>LEER:</b> Comprender textos sencillos sobre alimentos.<br><b>ESCRIBIR:</b> Construir oraciones aplicando las estructuras gramaticales aprendidas, el vocabulario de alimentos, verbos regulares e irregulares. |  | <b>INTEGRALIDAD, ACORDE AL MODELO PEDAGÓGICO INTEGRADOR CON ENFOQUE SOCIO CRÍTICO</b><br><br><b>CIENCIAS NATURALES</b> |  |
| <b>NÚCLEO TEMÁTICO</b>  | <b>RUTA METODOLÓGICA</b>  |  | <b>RECURSOS</b>  | <b>NIVELES DE DESEMPEÑO</b>  |

|   |   |   |   |
|---|---|---|---|
| <div>-PASADO SIMPLE</div> <div>-NOMBRES EN SINGULAR Y PLURAL</div> <div>-CERO</div> <div>CONDICIONAL</div> <div>-VOCABULARIO DE COMIDAS</div> <div>-VERBOS REGULARES E IRREGULARES</div>  | <div>1. DIALOGO DE SABERES. Usando vocabulario y la gramática aprendida.</div> <div>2. PROCESOS DE DECONSTRUCCIÓN Y CONSTRUCCIÓN DE CONCEPTOS. Consulta de los recursos y explicaciones por parte de la docente.</div> <div>3. ESTRUCTURACIÓN DEL NUEVO CONOCIMIENTO: Comprensión de los recursos.</div> <div>4. APLICACIÓN DE SABERES. Desarrollo y presentación de las actividades.</div> | <div>Se adjuntan a este documento</div> | <div>SUPERIOR:</div> <div>ALTO:</div> <div>BÁSICO:</div> <div>BAJO:</div> |
| <div>AJUSTES RAZONABLES PARA ESTUDIANTES ATENDIDOS POR INCLUSIÓN: Ellos trabajaran solamente el vocabulario , expresado mediante palabras y dibujos.</div>  |   |   |   |
| <div>FORMAS DE PRESENTACIÓN Y ENTREGA DE TRABAJOS: correo electrónico <a href="mailto:yennyconstanza1966@gmail.com">:yennyconstanza1966@gmail.com</a>, WhatsApp 3208364326 <a href="mailto:gladysrp202@gmail.com">gladysrp202@gmail.com</a> WhatsApp 3114860988</div>   |   |   |   |
| <div>AUTOEVALUACIÓN: ¿Cómo me he sentido con el desarrollo de la guía? Bien_____Regular-----Mal_____¿Por qué razón? _</div> <div>¿Logré el objetivo propuesto? ¿Cómo?</div> <div>¿Qué dificultades se me presentaron y cómo las superé?</div> <div>¿Qué nuevos aprendizajes he adquirido? Mi valoración es__</div> <div>COEVALUACIÓN: La comunicación con mis profesores ha sido: Excelente____Buena_____No hay comunicación _</div> <div>La comunicación con mis compañeros ha sido: Excelente_____Buena_</div> <div>_____No hay comunicación ____ El apoyo de mi familia</div> <div>ha sido: : Excelente_____Bueno____No hay apoyo _____</div> <div>Ante mis inquietudes y dudas recibí respuesta de (familiares, compañeros, docentes, otros quiénes y cómo)_____</div> <div>Las persona que acompañan a los estudiantes den concepto de desempeño de los estudiantes</div> <div>HETEROEVALUACION: Se tendrá en cuenta: Puntualidad en la entrega, calidad del trabajo, pensamiento crítico, profundidad, creatividad, interés y responsabilidad</div> |   |   |   |

Vo.Bo DEL COORDINADOR ACADÉMICO Y OBSERVACIONES:

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RECURSOS

1.

RECURSO

SIMPLE PAST TENSE (Pasado Simple)

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

ACTIVIDAD

COMPLETE THESE SENTENCES WITH THE APPROPRIATE VERB

|    |  |         |
|----|--|---------|
| 1  | How much did you _____ me?                           | miss    |
| 2  | He did not _____ me.                                 | find    |
| 3  | The lion _____ after the zebra.                      | run     |
| 4  | My bike _____ out of order in the way.               | go      |
| 5  | My grandma used to _____ a story.                    | tell    |
| 6  | She _____ me in train.                               | meet    |
| 7  | I _____ your e-mail yesterday.                       | receive |
| 8  | When did you _____ Glasgow?                          | reach   |
| 9  | I _____ to talk to her.                              | want    |
| 10 | She did _____ her promise.                           | fulfill |
| 11 | The firm _____ me certificate on a good performance. | award   |
| 12 | It _____ yesterday morning.                          | drizzle |
| 13 | The museum _____ ancient and historical items.       | buy     |
| 14 | She _____ English grammar rules.                     | study   |
| 15 | They _____ football yesterday.                       | play    |

2.

### Regular Nouns

#### add -S

|         |          |
|---------|----------|
| 1 car   | 2 cars   |
| 1 dog   | 2 dogs   |
| 1 book  | 2 books  |
| 1 house | 2 houses |
| 1 apple | 2 apples |

### Ends in S, CH, SH, X or Z

#### add -ES

|         |           |
|---------|-----------|
| 1 bus   | 2 buses   |
| 1 match | 2 matches |
| 1 dish  | 2 dishes  |
| 1 box   | 2 boxes   |
| 1 quiz  | 2 quizzes |

### Ends in F or FE

#### remove F/FE add -VES

|  |          |
|--|----------|
| 1 leaf                                     | 2 leaves |
| 1 wolf                                     | 2 wolves |
| 1 life                                     | 2 lives  |
| 1 knife                                    | 2 knives |
| Exceptions: roof - roofs<br>cliff - cliffs |          |

### Ends in VOWEL + Y

#### add -S

|          |           |
|----------|-----------|
| 1 day    | 2 days    |
| 1 key    | 2 keys    |
| 1 boy    | 2 boys    |
| 1 guy    | 2 guys    |
| 1 donkey | 2 donkeys |

### Ends in CONSONANT + Y

#### remove Y add -IES

|           |             |
|-----------|-------------|
| 1 city    | 2 cities    |
| 1 baby    | 2 babies    |
| 1 story   | 2 stories   |
| 1 party   | 2 parties   |
| 1 country | 2 countries |

### Irregular Nouns

|          |            |
|----------|------------|
| 1 man    | 2 men      |
| 1 child  | 2 children |
| 1 foot   | 2 feet     |
| 1 tooth  | 2 teeth    |
| 1 mouse  | 2 mice     |
| 1 person | 2 people   |

### Ends in VOWEL + O

#### add -S

|            |             |
|------------|-------------|
| 1 zoo      | 2 zoos      |
| 1 radio    | 2 radios    |
| 1 stereo   | 2 stereos   |
| 1 video    | 2 videos    |
| 1 kangaroo | 2 kangaroos |

### Ends in CONSONANT + O

#### add -ES

|  |            |
|--|------------|
| 1 hero                                       | 2 heroes   |
| 1 echo                                       | 2 echoes   |
| 1 tomato                                     | 2 tomatoes |
| 1 potato                                     | 2 potatoes |
| Exceptions: piano - pianos<br>photo - photos |            |

### No Change

|           |           |
|-----------|-----------|
| 1 sheep   | 2 sheep   |
| 1 deer    | 2 deer    |
| 1 fish    | 2 fish    |
| 1 series  | 2 series  |
| 1 species | 2 species |

## 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   | = |
| Buffalo    | = | 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     | = |



# ZERO CONDITIONAL

The Zero conditional is used for things that are always true as long as the condition is met

Formation:

if + present simple, + present simple


| IF | CONDITION                                     | RESULT           | SITUATION       |
|----|---|------------------|-----------------|
|    | Present simple                                | Present simple   |                 |
| If | you <b>heat</b> water to 100 degrees Celsius, | It boils         | Fact- universal |
| If | I drink coffee,                               | I get a headache | Fact- personal  |

3.

*The zero conditional is used to talk about things that are always, or generally, true; it is also used to talk about scientific facts.*

• Match the clauses below.

- |                                  |  |
|----------------------------------|--|
| 1. If I am late for class,       | (A) if they don't eat.                 |
| 2. When he stays up very late,   | (B) I always look left and right.      |
| 3. People get hungry             | (C) my teacher gets angry.             |
| 4. If you study hard,            | (D) when he is happy.                  |
| 5. When she watches a movie,     | (E) I take a taxi to work.             |
| 6. When I cross the street,      | (F) he is very tired the next morning. |
| 7. I can't do my homework,       | (G) the librarian gets angry.          |
| 8. He always smiles              | (H) if you want to lose weight.        |
| 9. If I miss the bus,            | (I) she likes to eat popcorn.          |
| 10. When you make lots of noise, | (J) when it rains.                     |
| 11. Tea tastes sweet             | (K) I watch a funny movie.             |
| 12. You should eat less          | (L) he listens to music.               |
| 13. I always take my umbrella    | (M) you get good grades in school.     |
| 14. When I'm sad,                | (N) if you add some sugar.             |
| 15. When he cleans the house,    | (O) if I don't have my glasses.        |



### MY FAVOURITE FOOD

Hello. My name is Sarah. I'm twelve years old and I live in London. I have a big family: I live with my parents and my twin sisters Jane and Sue. Everybody thinks we have the traditional English breakfast: fried bread, sausages, bacon and eggs, tomatoes, baked beans and mushrooms...ah ah! But there is no time, of course! We usually have a glass of milk with bread and butter or cereals like corn flakes. I prefer my cereals with yoghurt. I have a snack in the morning: always a piece of fruit.

I have lunch at about one o'clock. My favourite food is spaghetti with meat balls and a fresh glass of orange juice. I don't like rice. For dessert I love vanilla ice cream. Yummy! In the afternoon I normally eat a cheese sandwich. At about half past eight we have dinner. We always eat soup. I like vegetable soup very much. We often have fish and salad.

After dinner we like to watch "Matilda Ramsay" or "MasterChef" on TV. Before I go to bed, I like to drink hot chocolate. My parents prefer drinking tea.

1- What do they have for breakfast?

-----

2- Does she have a hot dog in the morning?

-----

3- What time does she have lunch?

-----

4- What is her favourite food?

-----

5- Do they watch "Britain's Got Talent" after dinner?

-----

6-Does Sarah like hot chocolate?

-----

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EN FORMA CREATIVA DISEÑAR EL MENÚ DIARIO PERSONAL (DESAYUNO, ALMUERZO Y COMIDA) ESCRIBIR EN INGLES CADA UNO DE LOS ALIMENTOS DESCRITOS.



5. Complete the spaces with R or I and write them in past tense

| VERB  | REGULAR OR IRREGULAR? | PAST TENSE | VERB   | REGULAR OR IRREGULAR? | PAST TENSE |
|-------|-----------------------|------------|--------|-----------------------|------------|
| shop  |                       |            | cook   |                       |            |
| fly   |                       |            | clean  |                       |            |
| carry |                       |            | laugh  |                       |            |
| wake  |                       |            | fall   |                       |            |
| eat   |                       |            | run    |                       |            |
| split |                       |            | walk   |                       |            |
| blow  |                       |            | look   |                       |            |
| kiss  |                       |            | ride   |                       |            |
| write |                       |            | chew   |                       |            |
| take  |                       |            | love   |                       |            |
| sing  |                       |            | slip   |                       |            |
| play  |                       |            | drive  |                       |            |
| paint |                       |            | spin   |                       |            |
| tell  |                       |            | scream |                       |            |
| cry   |                       |            | leave  |                       |            |

ACTIVITY

SELECCIONAR 5 VERBOS REGULARES Y 5 VERBOS IRREGULARES Y CONSTRUIR 1 ORACION CON CADA UNO DE LOS VERBOS ELEGIDOS EN PASADO SIMPLE.

Irregular Verbs

Irregular verbs have special past tense forms. They do not end in -d or -ed. You will need to memorize these special forms.

Example:  
drive, drove



Regular Verbs

When forming the past tense of regular verbs, add -d or -ed to the present tense form of the verb.

Example:  
cook, cooked

