



Periodo 1

| GUIA DE APRENDIZAJE 1 | | |
|---|---------------------|----------------------------|
| Tema: TO BE | Grado: sexto | Asignatura: English |
| Desempeño del tema: con frases cortas personas, describe lugares, objetos o hechos relacionados con temas y situaciones que me son familiares | | |
| Estándar, DBA o lineamientos Participa en una conversación corta para decir su nombre, edad y datos básicos a profesores | | |

ACTIVIDADES BÁSICAS

DESARROLLO DEL APRENDIZAJE.

Explicación del verbo to be

TO BE – Ser- Estar

Ser

Ejm – He is Smart – El es inteligente

Estar

It is cold today- Hoy está haciendo frio

Usos principales del verbo to be

Sirve para mencionar una acción o estado del sujeto en cualquier tiempo.

I am Mexican = Soy mexicano.

I was a doctor = Yo era doctor.



ACTIVIDADES PRÁCTICAS

Revisión de actividades en clases

Verb TO BE

(La traducción al español del verbo BE es **SER** o **ESTAR**.)

AFFIRMATIVE FORM

| Subject | + | V _{be} | + | Complement |
|---------|---|-----------------|---|---------------|
| I | — | am | } | a student. |
| He | > | is | | a nurse. |
| She | | | | |
| It | > | are | } | good friends. |
| You | | | | |
| We | | | | |
| They | | | | |

* Recuerda que estamos usando el verb to be en tiempo PRESENTE.

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DANE: 205042000354 – NIT: 901119209-3



ACTIVIDADES DE APLICACIÓN

TO BE (Present simple)

Affirmative

I am
You are
He is
She is
It is
We are
You are
They are

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Negative

I am not
You are not
He is not
She is not
It is not
We are not
You are not
They are not

Interrogative

Am I?
Are you?
Is he?
Is she?
Is it?
Are we?
Are you?
Are they?

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CUANTO HE APRENDIDO



Worksheets PDF

Name: _____

Teaching Resources

Date: _____

VERB TO BE

Color the correct choice.

1) Clara am is are my best friend.

2) I am is are an honest boy.

3) My toy cars am is are in the box.

4) We am is are from Hong Kong.

5) Our dog am is are years old.

6) You am is are tall and strong.

7) My father am is are a doctor.

8) They am is are my birthday presents.

9) Joe and I am is are good students.





TO BE

I am
he, she, it is
we, you, they are

Choose the correct variant.

1. He _____ a boy.



11. I _____ hungry.



2. You _____ in my house.



12. You _____ doctors.



3. They _____ from Germany.



13. She _____ beautiful.



4. It _____ my dog, Rex.



14. Tom _____ strong.



5. We _____ happy.



15. My mother _____ sad.



6. He _____ very tall.



16. I _____ angry.



7. Anna _____ in the garden.



17. My car _____ new.



8. We _____ good friends.



18. We _____ at school.



9. My cat _____ black and white.



19. It _____ cold



10. The sun _____ yellow.



20. They _____ tigers.





Worksheets PDF

Name: _____

Teaching Resources

Date: _____

VERB TO BE AFFIRMATIVE SENTENCES

Put the correct form of the verb to be

- 1) We _____ friends.
- 2) My family _____ big.
- 3) Sam _____ my brother.
- 4) She _____ a teacher.
- 5) My sister _____ happy.
- 6) He _____ tall.
- 7) You _____ sad.
- 8) They _____ cooking.
- 9) Susan _____ my mother.
- 10) I _____ playing soccer
- 11) You _____ nine years old.
- 12) It _____ cold today.
- 13) I _____ at home now.
- 14) They _____ Korean.
- 15) There _____ a pen on the desk.
- 16) My name _____ Nikita.
- 17) We _____ from Ukraine.
- 20) I _____ OK, thanks.
- 21) Clara and Steve _____ married.
- 22) She _____ an English teacher.

| | | |
|------|---|-----|
| I | → | am |
| You | → | are |
| He | → | is |
| She | → | is |
| It | → | is |
| We | → | are |
| You | → | are |
| They | → | are |

Grammar



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Periodo 1

| GUIA DE APRENDIZAJE 2 | | |
|---|--------------|---------------------|
| Tema: Occupations | Grado: sexto | Asignatura: English |
| Desempeño del tema: Conoce y sabe las profesiones y ocupaciones | | |
| Estándar, DBA o lineamientos Comprende información básica sobre temas relacionados con actividades cotidianas y con su entorno | | |
| DESARROLLO DEL APRENDIZAJE. | | |
| ACTIVIDADES BÁSICAS | | |
| PROFESSIONS AND OCCUPATIONS | | |
| Realización de actividades sobre el tema | | |
| Evaluación del tema visto en clases | | |
| ACTIVIDADES PRÁCTICAS | | |

JOBS & OCCUPATIONS

SPEAKING CARDS

| | | |
|--|---|---|
| <p>teacher</p> <p>tasks:</p> <ul style="list-style-type: none"> teaches students develops skills plans lessons <p>places:</p> <ul style="list-style-type: none"> kindergartens public schools private schools <p>features:</p> <ul style="list-style-type: none"> clever patient helpful creative dedicated | <p>plumber</p> <p>tasks:</p> <ul style="list-style-type: none"> puts in water-pipes repairs water-systems maintains <p>places:</p> <ul style="list-style-type: none"> houses factories maintenance departments <p>features:</p> <ul style="list-style-type: none"> practical hard-working accurate | <p>vet</p> <p>tasks:</p> <ul style="list-style-type: none"> cares for the health of animals looks after sick animals gives medicine to animals <p>places:</p> <ul style="list-style-type: none"> (private) clinics hospitals farms zoos <p>features:</p> <ul style="list-style-type: none"> brave compassionate sensitive |
| <p>waiter</p> <p>tasks:</p> <ul style="list-style-type: none"> serves people carries trays looks after customers <p>places:</p> <ul style="list-style-type: none"> restaurants cafés bars <p>features:</p> <ul style="list-style-type: none"> polite patient strong fast | <p>dentist</p> <p>tasks:</p> <ul style="list-style-type: none"> fixes teeth problems examines people's teeth cures teeth <p>places:</p> <ul style="list-style-type: none"> surgeries hospitals clinics <p>features:</p> <ul style="list-style-type: none"> patient human sympathetic friendly | <p>policeman</p> <p>tasks:</p> <ul style="list-style-type: none"> protects lives catches criminals enforces laws <p>places:</p> <ul style="list-style-type: none"> offices agents outdoors streets, roads <p>features:</p> <ul style="list-style-type: none"> brave strong firm communicative |
| <p>nurse</p> <p>tasks:</p> <ul style="list-style-type: none"> takes care of sick or injured people helps a doctor gives medicine <p>places:</p> <ul style="list-style-type: none"> hospitals surgeries clinics <p>features:</p> <ul style="list-style-type: none"> kind patient helpful friendly | <p>shop assistant</p> <p>tasks:</p> <ul style="list-style-type: none"> serves in a shop sells things gives information about the products <p>places:</p> <ul style="list-style-type: none"> supermarkets smaller shops shopping malls <p>features:</p> <ul style="list-style-type: none"> flexible polite communicative helpful | <p>lawyer</p> <p>tasks:</p> <ul style="list-style-type: none"> defends people in courts gives legal advice analyzes legal problems <p>places:</p> <ul style="list-style-type: none"> (private) offices courts companies <p>features:</p> <ul style="list-style-type: none"> communicative determined inventive problem-solver |

OCCUPATIONS VOCABULARY WORD SEARCH PUZZLE I

Find and circle the words in the word search puzzle and number the pictures

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| h | d | u | k | w | r | m | b | a | k | e | r | n | f | t |
| g | d | y | d | e | n | t | i | s | t | g | t | g | y | u |
| l | o | k | d | l | o | o | p | w | r | t | r | n | e | x |
| w | c | w | w | n | w | t | a | j | u | d | w | c | w | i |
| v | t | k | a | f | p | a | i | n | t | e | r | o | e | t |
| b | o | c | v | d | t | r | i | m | p | i | l | o | t | a |
| z | r | n | e | o | r | n | k | j | e | f | y | k | b | i |
| b | v | r | t | d | s | v | n | u | r | s | e | s | u | l |
| b | n | s | e | c | r | e | t | a | r | y | p | i | t | o |
| w | m | g | a | u | p | f | b | o | i | h | r | n | c | r |
| o | y | t | c | y | t | a | c | c | k | u | e | g | h | f |
| e | h | h | h | r | l | r | e | n | g | i | n | e | e | r |
| f | h | o | e | j | c | m | n | t | h | q | d | r | r | b |
| v | c | j | r | e | r | e | m | d | f | u | m | z | b | b |
| t | h | a | i | r | d | r | e | s | s | e | r | t | r | f |



1. doctor
2. dentist
3. nurse
4. vet
5. teacher
6. cook
7. painter
8. secretary
9. singer
10. butcher
11. farmer
12. engineer
13. tailor
14. baker
15. pilot
16. hairdresser

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Periodo 1

| GUIA DE APRENDIZAJE 3 | | |
|--|---------------------|--------------------|
| Tema: Articles | Grado: sexto | Asignatura: |
| Desempeño del tema: comprende el tema e información general de un texto corto y sencillo, valiéndose de ayudas tales como imágenes, títulos y palabras clave | | |
| Estándar, DBA o lineamientos responde a preguntas relacionadas con el “qué, quién y cuándo” después de leer o escuchar un texto corto y sencillo, siempre y cuando el tema esté relacionado con eventos que le son familiares. | | |
| DESARROLLO DEL APRENDIZAJE. | | |
| ACTIVIDADES BÁSICAS El idioma inglés tiene tres artículos, 'a', 'an', 'the' Explicación del tema Revisión de actividades en clases | | |
| ACTIVIDADES PRÁCTICAS | | |





TYPES OF ARTICLES

English Grammar

ARTICLE DEFINITION

An article is a word that modifies or describes the Noun. It is used before the noun to show whether it refers to something specific or not.



TYPES OF ARTICLE



Definite Article

Indefinite Article

DEFINITE ARTICLE

- **Definite:** To be clear, exact or obvious about something.
- It is called definite because it is used in relation to a particular thing or person.
- **"The"** is the definite article in English, which is used to refer to particular nouns, the identities of which are known.
- The definite article indicates that the noun is specific. The speaker talks about a particular thing.

For examples:

- **The** cat sat on the couch.
- **The** dog attacked me and ran away.

INDEFINITE ARTICLE

- **Indefinite:** Something which is not clear, obvious or exact.
- It is called indefinite because the identity of the thing or person being spoken about is left unclear or indefinite.
- It indicates that the noun is not someone or something in particular.
- The speaker talks about any one of that type of things. The indefinite articles in English are **"a"** and **"an."**

For examples:

- Do you have **a** pencil?
- I want to have **an** apple.



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ACTIVIDADES DE APLICACIÓN



a an the or X



- | | | |
|----------------------------|------------------------|-----------------------------------|
| 1. a n egg | 21. _____ New York | 41. _____ Rocky Mountains |
| 2. the Hilton Hotel | 22. _____ mechanic | 42. _____ milk |
| 3. a lawyer | 23. _____ strawberries | 43. _____ Netherlands |
| 4. X mommy | 24. _____ strawberry | 44. _____ my cousin |
| 5. _____ my dog | 25. _____ best movie | 45. _____ New York Times |
| 6. _____ Bella | 26. _____ tallest man | 46. _____ moon |
| 7. _____ USA | 27. _____ work | 47. _____ piano |
| 8. _____ school | 28. _____ Sicily | 48. _____ basketball |
| 9. _____ Pacific Ocean | 29. _____ France | 49. _____ home |
| 10. _____ dinosaurs | 30. _____ China | 50. _____ Indonesia |
| 11. _____ Alps | 31. _____ prison | 51. _____ Greeks |
| 12. _____ morning | 32. _____ Angelina | 52. _____ our family |
| 13. _____ vet | 33. _____ Brad | 53. _____ 1 st of June |
| 14. _____ Fifth Avenue | 34. _____ water | 54. _____ Africa |
| 15. _____ Greece | 35. _____ salt | 55. _____ Egypt |
| 16. _____ Panayiotis | 36. _____ Mrs. Smith | 56. _____ Virginia |
| 17. _____ UK | 37. _____ university | 57. _____ telephones |
| 18. _____ sun | 38. _____ New York | 58. _____ hundred |
| 19. _____ guitar | 39. _____ Red Cross | 59. _____ million |
| 20. _____ bed | 40. _____ Gobi Desert | 60. _____ teddy bear |

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CUÁNTO HE APRENDIDO



ARTICLES

1. Complete the sentences using **A** or **AN**.

1. It's ____ new book.
2. Are you ____ student?
3. They're at ____ restaurant.
4. It's ____ ugly house.
5. He's ____ good worker.
6. She's ____ English teacher.
7. Britain is ____ island.
8. He's ____ waiter.
9. Here's ____ ticket for the play.
10. It's not ____ easy language.

2. Fill in the blanks using **A – An**.

1. ____ car, 2. ____ toy, 3. ____ engineer, 4. ____ apple, 5. ____ notebook,
6. ____ umbrella, 7. ____ girl, 8. ____ aunt, 9. ____ table, 10. ____ university,
11. ____ window, 12. ____ student, 13. ____ driver, 14. ____ orange, 15. ____ hour,
16. ____ uncle, 17. ____ watch, 18. ____ ring, 19. ____ car, 20. ____ computer,
21. ____ hour, 22. ____ ice-cream, 23. ____ school uniform, 24. ____ accident,
25. ____ orange, 26. ____ hat, 27. ____ egg, 28. ____ house, 29. ____ green apple,
30. ____ white egg, 31. ____ European country, 32. ____ airport, 33. ____ umbrella,
34. ____ station, 35. ____ university, 36. ____ library, 37. ____ pizza, 38. ____ eagle.

3. Complete the sentences using **A, AN** or **THE**.

1. There's ____ doctor and ____ nurse in ____ village but ____ doctor is getting rather old now.
2. I bought ____ sandwich and ____ piece of cake. ____ sandwich was all right but ____ cake was horrible.
3. ____ woman and two men were here a few moments ago. I think ____ woman wanted to see you.
4. They've got ____ dog and ____ cat, ____ rabbit and some goldfish but the children like ____ dog best.
5. He sent me two letters and ____ postcard while he was on holiday. ____ postcard didn't say much but ____ letters were very interesting.
6. You can have ____ apple or ____ orange. ____ apples are nice and sweet.
7. There's ____ plum tree and ____ peach tree in our garden. ____ peach tree doesn't produce many peaches but ____ plum tree produces lots of plums every year.
8. There's ____ theatre and two cinemas in town but one of ____ cinemas is closing down.
9. There's ____ train at 2.00 p.m. and one at 3.30 p.m. ____ 2.00 p.m. train takes two hours and ____ 3.30 train takes ____ hour and ____ half.
10. This is ____ beautiful painting. Does ____ artist live near here?
11. I bought ____ new toothbrush this morning and I can't find it. I'm sure I put it in ____ bathroom.
12. Can you get ____ fresh cream cake when you're out? ____ shop on ____ corner usually sells them.
13. It's ____ very nice school and ____ teachers are all really hard-working.
14. There's ____ man at ____ door. He wants to see you.



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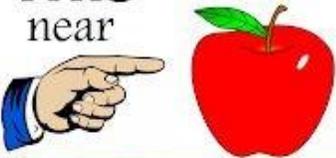
Periodo 2

| GUIA DE APRENDIZAJE 1 | | |
|--|---------------------|----------------------------|
| Tema: Demostratives | Grado: sexto | Asignatura: English |
| Desempeño del tema: Comprende una descripción oral sobre una situación, persona, lugar u objeto. | | |
| Estándar, DBA o lineamientos: Responde a preguntas relacionadas con el “qué, quién y cuándo” después de leer o escuchar un texto corto y sencillo, siempre y cuando el tema esté relacionado con eventos que le son familiares. | | |
| DESARROLLO DEL APRENDIZAJE. | | |
| ACTIVIDADES BÁSICAS | | |



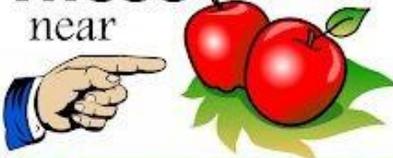
This \ That These \ Those

This
near



This is an apple .

These
near



These are apples .

That
far



That is an apple .

Those
far



Those are apples .



Demonstratives



| | | |
|-----------------|---|---|
| | <p>near</p> <p>this</p> <p>used to refer to a person or thing that is near the speaker</p>  <p>this book</p> | <p>far</p> <p>that</p> <p>used to refer to a person or thing that is distant from the speaker</p>  <p>that book</p> |
| <p>singular</p> | <p>these</p> <p>used to refer to people or things that are near the speaker</p>  <p>these books</p> | <p>those</p> <p>used to refer to people or things that are distant from the speaker</p>  <p>those books</p> |
| <p>plural</p> | | |

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THIS / THAT / THESE / THOSE

| | | | |
|--|--|--|---|
| <p>1</p> <p>___ are Tiffany's sunglasses.</p> | <p>2</p> <p>___ is Mr.Powell's favourite tie.</p> | <p>3</p> <p>___ is a traditional skirt in our country.</p> | <p>4</p> <p>Are ___ green socks yours?</p> |
| <p>5</p> <p>Whose is ___ t-shirt?</p> | <p>6</p> <p>I want to buy a pair of ___ trousers.</p> | <p>7</p> <p>___ shorts are suitable for swimming.</p> | <p>8</p> <p>___ shirt looks very old.Buy a new one.</p> |
| <p>9</p> <p>___ sweater keeps me warm in winter.</p> | <p>10</p> <p>My daughter wants ___ pink and yellow dress</p> | <p>11</p> <p>Mr.Hunter wears ___ boots all day.</p> | <p>12</p> <p>Look! ___ mittens are really cool.</p> |
| <p>13</p> <p>___ elegant jacket is Joey's.</p> | <p>14</p> <p>Wear ___ cardigan before you go out.</p> | <p>15</p> <p>Take ___ trainers for the PE lesson.</p> | <p>16</p> <p>I'll buy ___ blouse for my mother.</p> |
| <p>17</p> <p>Whose are ___ blue gloves?</p> | <p>18</p> <p>___ hat looks funny.Try another one.</p> | <p>19</p> <p>___ jeans look perfect on you.</p> | <p>20</p> <p>___ shoes are too small for me.</p> |

THIS / THAT / THESE / THOSE

| | | | |
|---|---|---|--|
| <p>1</p> <p>the Christmas Card we got from our friends.</p> | <p>2</p> <p>my little cousin's favourite building blocks.</p> | <p>3</p> <p>my brother's coloured pencils.</p> | <p>4</p> <p>a deckchair I use to sunbathe.</p> |
| <p>5</p> <p>my favourite blue jeans.</p> | <p>6</p> <p>the only Spanish books I have.</p> | <p>7</p> <p>a nice watering can I bought last week.</p> | <p>8</p> <p>Linda's silk scarf she bought in London.</p> |
| <p>9</p> <p>orange tulips. My mum's favourite.</p> | <p>10</p> <p>a basket full of juicy apples.</p> | <p>11</p> <p>my sister's new guitar.</p> | <p>12</p> <p>new basketballs the teacher has brought today</p> |
| <p>13</p> <p>a vase my grandma got for her birthday.</p> | <p>14</p> <p>my new skis I'm going to use this winter.</p> | <p>15</p> <p>my dad's pins that he uses at work.</p> | <p>16</p> <p>our new computer.</p> |
| <p>17</p> <p>my toys soldiers I like to play most.</p> | <p>18</p> <p>Mike's tortoise, Iggy.</p> | <p>19</p> <p>beautiful butterflies that are flying over me.</p> | <p>20</p> <p>my leather belt I worn with jeans yesterday.</p> |
| <p>21</p> <p>Maggie's key ring she lost last week.</p> | <p>22</p> <p>my favourite teddy.</p> | <p>23</p> <p>blue envelopes I'm going to use today.</p> | <p>24</p> <p>my mum's handbag I gave her last Christmas.</p> |

This - That - These - Those

Fill in the gaps with *this, that, these* or *those*

_____ map will guide us to the treasure.

Don't speak with _____ pencil in your mouth!

_____ mountains are very high!

Yes! And _____ river is very long!

_____ island is too far away!

Yes, but _____ ship is very fast.

Look at _____ coins!!

_____ hole is full of treasures!

_____ pencil is very big!

_____ exercise is very difficult!

_____ star is very bright!

_____ cloud looks like a dog!

Yes! And _____ cloud looks like a tree!

_____ birds are very hungry!

Be careful with _____ dog!

Yes, but he loves _____ game!

Look at _____ fish!

_____ is a boot, dear brother.



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Periodo 2

| GUIA DE APRENDIZAJE 2 | | |
|---|---------------------|----------------------------|
| Tema: There is there are | Grado: sexto | Asignatura: English |
| Desempeño del tema: Escribe un texto corto relativo a mí, a mi familia, mis amigos, mi entorno o sobre hechos que me son familiares | | |
| Estándar, DBA o lineamientos: Comprende y utiliza palabras familiares y frases cortas sobre rutinas, actividades cotidianas y gustos | | |
| DESARROLLO DEL APRENDIZAJE. | | |
| ACTIVIDADES BÁSICAS We use there is for singular and there are for plural. There is one table in the classroom. There are three chairs in the classroom. There is a spider in the bat | | |
| ACTIVIDADES PRÁCTICAS | | |



THERE IS / THERE ARE

| | |
|---------------------------|---|
| There is a / an... | 1  |
| There are ... | More than 1  |

WRITE: IS / ARE

- There _____ a lemon 
- There _____ lemons 
- There _____ an apple 
- There _____ apples 
- There _____ strawberries 
- There _____ a strawberry 
- There _____ an orange 
- There _____ oranges 
- There _____ pears 
- There _____ a pineapple 
- There _____ grapes 



There is - There are



1. Complete with **there is / there are**

- a t-shirt on the bed.
- two books on the floor.
- a scarf on the floor.
- four pictures on the wall.
- many books on the shelves.
- a book on the bed.
- a laptop on the floor.
- some papers on the floor.

2. Answer the questions using

Yes, there is / Yes, there are / No, there isn't / No, there aren't

- Are there any eggs in the fridge?
- Are there any onions in the fridge?
- Is there any lettuce in the fridge?
- Is there any milk in the fridge?
- Are there bananas in the fridge?
- Is there a cake in the fridge?
- Are there any lemons in the fridge?
- Is there any pizza in the fridge?



3. True or false?

-  TRUE / FALSE
-  TRUE / FALSE
-  TRUE / FALSE
-  TRUE / FALSE
-  TRUE / FALSE
-  TRUE / FALSE
-  TRUE / FALSE
-  TRUE / FALSE



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INSTITUCION EDUCATIVA RURAL EL PESCADO
Aprobada mediante la Resolución Departamental
N.º S2017060079111 del 2 de mayo de 2017
DANE: 205042000354 – NIT: 901119209-3



Periodo 2

| GUIA DE APRENDIZAJE 3 | | |
|---|---------------------|----------------------------|
| Tema: M y house | Grado: sexto | Asignatura: English |
| Desempeño del tema: Comprende y utiliza palabras familiares y frases cortas sobre rutinas, actividades cotidianas y gustos | | |
| Estándar, DBA o lineamientos: Solicita y brinda aclaraciones sobre cómo se escriben nombres y palabras desconocidas en una conversación corta. | | |
| DESARROLLO DEL APRENDIZAJE. | | |
| ACTIVIDADES BÁSICAS | | |



Describing a House



Write the number on the line.

- a) ___ utility room
- b) ___ stairs
- c) ___ balcony
- d) ___ garden
- e) ___ front door
- f) ___ double bedroom
- g) ___ garage
- h) ___ living room
- i) ___ sun roof/terrace
- j) ___ patio
- k) ___ window
- l) ___ bathroom
- m) ___ back door
- n) ___ kitchen
- o) ___ dining room
- p) ___ study
- q) ___ arrow going up
- r) ___ arrow going out

Answer the questions: Yes, there is./No, there isn't. Yes there are./No, there aren't.

- 1) Is there a sofa in the living room?
- 2) Are there any chairs in the dining room?
- 3) Is there a TV in the bedroom?
- 4) Are there any people in the house?
- 5) Are there any children in the garden?
- 6) Is there a swing in the garden?
- 7) Is there a car in the garage?
- 8) Are there any plants on the balcony?
- 9) Are there any cats in the house?
- 10) Is there a bookshelf in the study?
- 11) Is there a mirror in the dining room?
- 12) Is there a picture in the dining room?

Answer the questions TRUE or FALSE. Correct the false sentences.

- a) There is a computer in the study.
- b) There is a bath in the bathroom.
- c) There are two tables and six chairs on the sun terrace.
- d) The garden bench is behind the trees.
- e) The TV is in front of the sofa in the living room.
- f) There is a vase of flowers on the kitchen floor.
- g) The stairs are to the right of the back door.
- h) There are two bedside tables in the bedroom.
- i) The fridge-freezer is beside the sink unit.
- j) The utility room is next to the kitchen.
- k) There is a very big wardrobe in the bedroom.



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Periodo 3

| GUIA DE APRENDIZAJE 1 | | |
|--|---------------------|---|
| Tema: Presente simple with like and dislike | Grado: sexto | Asignatura: inglés |
| Desempeño del tema: identifico en textos sencillos, elementos culturales como costumbres y celebraciones. | | |
| Estándar, DBA o lineamientos Escribe información personal básica en formatos preestablecidos que solicitan datos como nombre, edad, fecha de nacimiento, género, nacionalidad, dirección, teléfono, etc. | | |
| DESARROLLO DEL APRENDIZAJE. | | |
| ACTIVIDADES BÁSICAS Likes and dislikes Can you say what the children like and dislike? | | |



Read and number the pictures. Then write what you like and what you do not like doing.

I LIKE / I DON'T LIKE

1. run
2. paint
3. dance
4. ride a bike
5. rollerblade
6. swim

7. play computer games
8. watch TV
9. play tennis
10. play basketball
11. sing
12. play football



I like



I don't like

like + playing























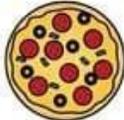




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LIKE - DISLIKE

| I dislike | I like | I can't stand | |
|---|--|---|---|
| I love | I don't mind | I hate | |
|  SUSHI |  OPERA |  SPIDERS |  SCHOOL |
|  WASHING DISHES |  DANCING |  PIZZA |  SINGING |
|  CATS |  WINTER |  HORROR MOVIES |  SPICY FOOD |
|  CHOCOLATE |  COFFEE |  MATHS |  READING |
|  BROCCOLI |  PARTIES |  SHOPPING |  TRAVELING |



Periodo 3

| GUIA DE APRENDIZAJE 2 | | |
|---|--|---|
| Tema: To Have | Grado: sexto | Asignatura: inglés |
| Desempeño del tema: Comprende y sigue instrucciones puntuales cuando éstas se presentan en forma clara y con vocabulario conocido | | |
| Estándar, DBA o lineamientos solicita y brinda aclaraciones sobre cómo se escriben nombres y palabras desconocidas en una conversación corta | | |
| DESARROLLO DEL APRENDIZAJE. | | |
| <u>ACTIVIDADES BÁSICAS</u> | | |
| El verbo ' to have ' tiene en español el significado principal de ' <i>tener</i> ' y ' <i>haber</i> '. Puede tener también otros significados, como ' <i>tomar</i> '. Conoceremos su traducción apropiada dependiendo del sentido de la frase. | | |
| I have a new car / <i>Tengo un coche nuevo</i> I have worked / <i>He trabajado</i> I have coffee / <i>Tomo café</i> | | |
| <u>ACTIVIDADES PRÁCTICAS:</u> | | |
| INFINITIVO to have <i>haber, tener</i> | PRETERITO had <i>hube, había, tuve, tenía</i> | PARTICIPIO had <i>habido, tenido</i> |



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| FORMA AFIRMATIVA | FORMA NEGATIVA | FORMA INTERROGATIVA |
|--------------------------------|---|-------------------------------|
| I have (I've) | I have not (I haven't) | have I? |
| <i>he, tengo</i> | <i>no he, no tengo</i> | <i>¿he?, ¿tengo?</i> |
| you have (you've) | you have not (you haven't) | have you? |
| <i>has, tienes</i> | <i>no has, no tienes</i> | <i>¿has?, ¿tienes?</i> |
| he has (he's) | he has not (he hasn't) | has he? |
| <i>ha, tiene</i> | <i>no ha, no tiene</i> | <i>¿ha?, ¿tiene?</i> |
| we have (we've) | we have not (we haven't) | have we? |
| <i>hemos, tenemos</i> | <i>no hemos, no tenemos</i> | <i>¿hemos?, ¿tenemos?</i> |
| you have (you've) | you have not (you haven't) | have you? |
| <i>habéis, tenéis</i> | <i>no habéis, no tenéis</i> | <i>¿habéis?, ¿tenéis?</i> |
| they have (they've) | they have not (they haven't) | have they? |
| <i>han, tienen</i> | <i>no han, no tienen</i> | <i>¿han?, ¿tienen?</i> |

ACTIVIDADES DE APLICACIÓN:



Level 1/2 Grammar Using have / has

Using have / has



I have
You have
He / she / it has
We have
You have
They have



Fill in the blanks using have or has.

1. I _____ two pencils.
2. They _____ a test today.
3. Mum _____ a new dress.
4. We _____ no music lesson today.
5. I don't _____ any brothers or sisters.
6. He doesn't _____ any homework.
7. Peter _____ a big sister called Tammy.
8. The monkey _____ a yellow banana.
9. We don't _____ school on Friday.
10. She _____ a new baby sister.

CUANTO HE APRENDIDO:



The verb - TO HAVE

| | | |
|------------|-----------|------|
| YO | I | Have |
| TU | You | Have |
| EL/ELLA/LO | He/She/It | Has |
| NOSOTROS | We | Have |
| VOSOTROS | You | Have |
| ELLOS/AS | They | Have |

- 1 I _____ brown hair and blue eyes.
- 2 We _____ some sweets to eat.
- 3 They _____ a nice house.
- 4 John and I _____ a new puppy.
- 5 Peter and John _____ the same colour sweaters on today.
- 6 You _____ blue eyes like mine.
- 7 Mum and dad _____ two children. me and my brother.
- 8 John _____ a little sister, her name is Laura.
- 9 Paula _____ a big brother, his name is John.
- 10 The dog _____ a big bone in his mouth.
- 11 I _____ a best friend, she is called Jenny.
- 12 My friend Paul _____ blonde hair and green eyes.
- 13 Jenny and I _____ big ice creams, they are yummy!
- 14 Nanny and _____ two children, my mummy, and my
grandad _____ uncle Paul



Periodo 3

| GUIA DE APRENDIZAJE 3 | | |
|--|---------------------|---------------------------|
| Tema: The time (la hora) | Grado: sexto | Asignatura: inglés |
| Desempeño del tema: Comprende información básica sobre temas relacionados con mis actividades cotidianas y con mi entorno. | | |
| Estándar, DBA o lineamientos: Comprende instrucciones relacionadas con las actividades y tareas de la clase, la escuela y su Comunidad y expresa de manera escrita y oral lo que entiende de estas. | | |
| DESARROLLO DEL APRENDIZAJE. | | |
| <u>ACTIVIDADES BÁSICAS:</u> | | |
| Que expresión utilizada en inglés para preguntar la hora es la siguiente: What time is it? o también What's the time? (menos usual) = <i>¿Qué hora es?</i> Aunque también existen otras posibilidades: - <i>Have you got the time?</i> - <i>Could you tell me the time please?</i> | | |
| <u>ACTIVIDADES PRÁCTICAS:</u> | | |
| Se utiliza 'a.m.' y 'p.m.' en un lenguaje más formal y normalmente escrito. Ej. <i>Banks are open from 9:30 a.m. to 2:30 p.m.</i> Es más normal decir: 'In the morning', 'In the afternoon', 'In the evening', 'At night' | | |
| 7:00 a.m. = seven o'clock in the morning. 2:15 p.m. = quarter past two in the afternoon. 7:30 p.m. = half past seven in the evening 11:00 p.m. = eleven o'clock at night | | |
| o'clock es una contracción antigua que significa 'of the clock' (del reloj). El empleo actual equivale al español 'en punto' (seven o'clock = <i>siete en punto</i>) | | |



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ACTIVIDADES DE APLICACIÓN:



What time is it?

- 5:15 *It's twenty to one.*
- 2:00 *It's twenty-five past two.*
- 7:30 *It's twenty past eight.*
- 12:00 *It's a quarter past five.*
- 12:40 *It's two o'clock.*
- 8:20 *It's five to eight.*
- 2:25 *It's half past seven.*
- 7:55 *It's twelve.*
- 7:45 *It's a quarter past eight.*
- 8:15 *It's five past six.*
- 11:40 *It's twenty-five past five.*
- 10:50 *It's ten to eleven.*
- 5:25 *It's twenty to twelve.*
- 6:05 *It's a quarter to eight.*



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CUANTO HE APRENDIDO



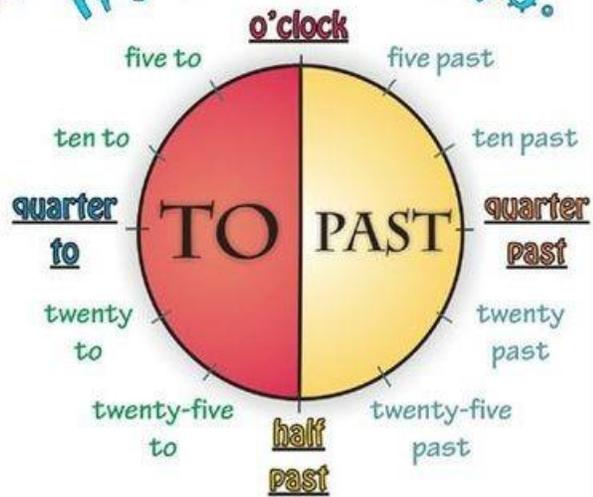
Telling the time (2)

copyright: Macherz

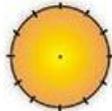
What's the time? It's half past two.

CIRCLE THE CORRECT ANSWER:

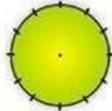
- It's quarter past seven.
A. 7.15 B. 7.45 C. 8.15
- It's twenty-five to ten.
A. 9.25 B. 10.25 C. 9.35
- It's half past six.
A. 6.30 B. 7.30 C. 5.30
- It's five past four.
A. 3.55 B. 4.05 C. 5.04
- It's ten to nine.
A. 9.10 B. 9.51 C. 8.50



DRAW TIMES:



It's half past seven.



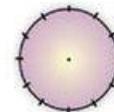
It's twenty past five.

MATCH:

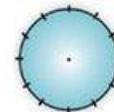
- | | |
|------------------------------|-------|
| It's half past ten. | 3.10 |
| It's five to nine. | 7.40 |
| It's twenty to eight. | 5.50 |
| It's quarter past eleven. | 10.30 |
| It's twenty-five past seven. | 11.15 |
| It's ten to six. | 7.25 |
| It's ten past three. | 1.45 |
| It's quarter to two. | 8.55 |

WRITE SENTENCES:

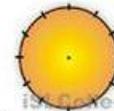
- 12.00
- 6.30
- 4.15
- 1.45
- 8.10
- 11.50
- 6.40
- 3.20
- 5.25



It's quarter to six.



It's ten to ten.



It's five to two.

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Periodo 3

| GUIA DE APRENDIZAJE 4 | | | |
|--|--|---|--|
| Tema: the colors (los colores) | Grado: Primero | Asignatura: | |
| Desempeño del tema: Comprendo textos literarios, académicos y de interés general, escritos con un lenguaje sencillo. | | | |
| Estándar, DBA o lineamientos: : Escribe información personal básica en formatos preestablecidos que solicitan datos como nombre, edad, fecha de nacimiento, género, nacionalidad, dirección, teléfono, etc. | | | |
| DESARROLLO DEL APRENDIZAJE. | | | |
| <u>ACTIVIDADES BÁSICAS:</u> | | | |
| The Colors | | | |
|  <i>Red</i> |  <i>Blue</i> |  <i>Yellow</i> |  <i>Green</i> |
|  <i>Orange</i> |  <i>Purple</i> |  <i>White</i> |  <i>Black</i> |
|  <i>Grey</i> |  <i>Pink</i> |  <i>Brown</i> |  <i>Violet</i> |
| <u>ACTIVIDADES PRÁCTICAS:</u> | | | |



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Color Names



red



blue



pink



yellow



brown



purple



black



white



green



orange



gray



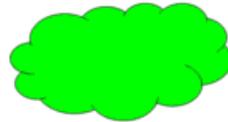
azure



light green



maroon



lime



wheat



golden



salmon



chocolate



bronze



dark blue



spring green



turquoise



aqua



crimson



silver



dark red



navy



orchid



teal



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ACTIVIDADES DE APLICACIÓN:



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| | | | | |
|---|-----------------|--------|---|---|
| | NAME: | DATE: | | |
| | <h1>Colors</h1> | | | |
|  | • | orange | • |  |
|  | • | purple | • |  |
|  | • | blue | • |  |
|  | • | black | • |  |
|  | • | red | • |  |
|  | • | yellow | • |  |
|  | • | green | • |  |
|  | • | pink | • |  |
|  | • | gray | • |  |
|  | • | brown | • |  |



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CUANTO HE APRENDIDO:

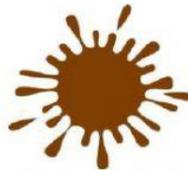
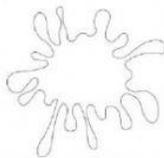
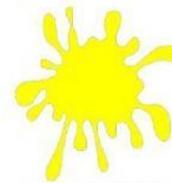
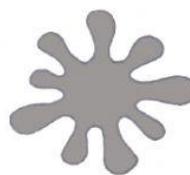
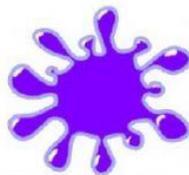
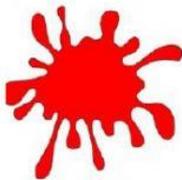


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COLOURS

| | | | |
|--------------|---------------|--------------|---------------|
| Blue | Yellow | Red | Purple |
| White | Orange | Black | Green |
| Brown | Grey | Pink | |





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Periodo 4

| GUIA DE APRENDIZAJE 1 | | |
|--|-----------------------|--------------------|
| Tema: Países y nacionalidades | Grado: Primero | Asignatura: |
| Desempeño del tema: Identifico en textos sencillos, elementos culturales como costumbres y celebraciones | | |
| Estándar, DBA o lineamientos: Escribe información personal básica en formatos preestablecidos que solicitan datos como nombre, edad, fecha de nacimiento, género, nacionalidad, dirección, teléfono, etc. | | |
| DESARROLLO DEL APRENDIZAJE. | | |
| <u>ACTIVIDADES BÁSICAS:</u> | | |



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NACIONALIDADES EN INGLÉS

Country

Nationality

Country

Nationality

Canada / Canadian

United States of America / American

Mexico / Mexican

Costa Rica / Costa Rican

El Salvador / Salvadorian

Guatemala / Guatemalan

Honduras / Honduran

Nicaragua / Nicaraguan

Panama / Panamanian

Puerto Rico / Puerto Rican

Cuba / Cuban

Jamaica / Jamaican

Dominican Republic / Dominican

Colombia / Colombian

Venezuela / Venezuelan

Ecuador / Ecuadorian

Peru / Peruvian

Brazil / Brazilian

Paraguay / Paraguayan

Bolivia / Bolivian

Chile / Chilean

Uruguay / Uruguayan

Argentina / Argentinian

South Africa / South African

Ethiopia / Ethiopian

Egypt / Egyptian

Tanzania / Tanzanian

Nigeria / Nigerian

Morocco / Moroccan

Somalia / Somali



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ACTIVIDADES PRÁCTICAS:



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| COUNTRIES | | NATIONALITIES | |
|------------------|-----------|----------------------|-------------|
| Argentina | aryentína | Argentine | argentín |
| Australia | ostréilia | Australian | austréilian |
| Austria | óstria | Austrian | óstrian |
| Belgium | bélyium | Belgian | bélyian |
| Brazil | bresíl | Brazilian | bresílian |
| Canada | kánada | Canadian | kanéidian |
| China | chaina | Chinese | chainís |
| England | íngland | English | ínglish |
| France | frans | French | french |
| Germany | yérmani | German | yérman |
| Greece | gríis | Greek | gríik |
| India | índia | Indian | índian |
| Ireland | áirland | Irish | áirish |
| Italy | ítaly | Italian | ítálian |
| Mexico | méxikou | Mexican | méxikan |
| Poland | póuland | Polish | pólish |
| Portugal | pórtugal | Portuguese | portuguíis |
| Scotland | skótlánd | Scottish | skótish |
| Spain | spéin | Spanish | spánish |

ACTIVIDADES DE APLICACIÓN:



Name _____

class _____

Countries and Nationalities

Answer the questions using the words in the bank

Italy - Spain - England - Germany - France - China - Japan - America -

| | |
|--|--|
|  <p>Where are you from? _____</p> |  <p>where are you from? _____</p> |
|  <p>Where are you from? _____</p> |  <p>Where are you from? _____</p> |
|  <p>Where are you from? _____</p> |  <p>Where are you from? _____</p> |
|  <p>Where are you from? _____</p> |  <p>Where are you from? _____</p> |

COMPLETE THE SENTENCES;

I'm _____
I'm _____
m from America,
American



I'm from Italy,
I'm _____

I'm from Germany,
I'm _____



I'm from China,
I'm _____



I'm from Spain,
I'm _____



I'm from France,
I'm _____





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DESARROLLO DEL APRENDIZAJE.

ACTIVIDADES BÁSICAS:



ACTIVIDADES PRÁCTICAS:



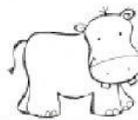
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MESES DEL AÑO EN INGLES

| inglés | pronunciación | castellano |
|-----------|---------------|------------|
| January | Januari | Enero |
| February | Fébruari | Febrero |
| March | Máarch | Marzo |
| April | Éipril | Abril |
| May | Méi | Mayo |
| June | Yúun | Junio |
| July | Yuulai | Julio |
| August | Óoguesta | Agosto |
| September | Septémber | Septiembre |
| October | Octóuber | Octubre |
| November | Novémber | Noviembre |
| December | Disémber | Diciembre |

ACTIVIDADES DE APLICACIÓN:



Name: _____

WHAT'S THE ORDER?

| | | | | | | | |
|---|----------------------|----|----------------------|----|----------------------|----|----------------------|
| 1 | <input type="text"/> | 2 | <input type="text"/> | 3 | <input type="text"/> | 4 | <input type="text"/> |
| 5 | <input type="text"/> | 6 | <input type="text"/> | 7 | <input type="text"/> | 8 | <input type="text"/> |
| 9 | <input type="text"/> | 10 | <input type="text"/> | 11 | <input type="text"/> | 12 | <input type="text"/> |

| | | | |
|---------|----------|--------|-----------|
| January | June | July | September |
| October | November | August | February |
| May | March | April | December |

LIVEWORKSHEETS

CUANTO HE APRENDIDO:



Month of the year (Meses del año)

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| J | U | Z | E | P | S | E | P | T | E | M | B | E | R |
| A | T | N | A | U | G | U | S | T | Y | Y | R | I | D |
| N | C | O | M | V | G | S | R | F | F | G | W | K | E |
| U | R | V | A | F | P | L | O | A | E | S | L | L | C |
| A | V | E | R | Z | G | E | C | F | B | S | F | B | E |
| R | E | M | C | M | Q | O | T | Z | R | Y | M | A | M |
| Y | A | B | H | A | Z | C | O | J | U | N | E | K | B |
| N | P | E | W | Y | Z | L | B | U | A | F | C | K | E |
| U | R | R | L | B | S | M | E | C | R | B | A | M | R |
| F | I | M | Q | E | S | J | R | R | Y | U | R | B | E |
| B | L | R | A | K | B | U | C | A | C | A | N | F | B |
| Z | X | T | S | K | G | C | V | R | F | F | D | J | J |
| Q | C | N | I | V | K | N | L | S | O | B | Q | Z | Y |
| M | I | J | U | L | Y | M | C | M | F | B | Z | A | X |

| MONTH | MES |
|-----------|------------|
| January | Enero |
| February | Febrero |
| March | Marzo |
| April | Abril |
| May | Mayo |
| June | Junio |
| July | Julio |
| August | Agosto |
| September | Septiembre |
| October | Octubre |
| November | Noviembre |
| December | Diciembre |



- Identifica la palabra mezclada y complete la respuesta.

- | | |
|--------------------------|-------------|
| What month is it? - It's | (ynJarua) |
| What month is it? - It's | (urFeraby) |
| What month is it? - It's | (eSbepterm) |
| What month is it? - It's | (reDcebme) |
| What month is it? - It's | (pAril) |
| What month is it? - It's | (Jeun) |
| What month is it? - It's | (hMcar) |
| What month is it? - It's | (uAugst) |
| What month is it? - It's | (bOctoer) |
| What month is it? - It's | (Jyul) |
| What month is it? - It's | (eNobvemr) |
| What month is it? - It's | (Mya) |



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Periodo 4

| GUIA DE APRENDIZAJE 3 | | |
|--|-----------------------|--------------------|
| Tema: CAN – CAN´T | Grado: Primero | Asignatura: |
| Desempeño del tema: Comprendo y sigo instrucciones puntuales cuando éstas se presentan en forma clara y con vocabulario conocido. Identifico el significado adecuado de las palabras en el diccionario según el contexto. | | |
| Estándar, DBA o lineamientos : Comprende instrucciones relacionadas con las actividades y tareas de la clase, la escuela y su Comunidad y expresa de manera escrita y oral lo que entiende de estas. | | |
| DESARROLLO DEL APRENDIZAJE. | | |
| <i><u>ACTIVIDADES BÁSICAS:</u></i> | | |



Usos del Verbo Can Inglés

Habilidades

- ✓ I can sing very well
Puedo cantar muy bien 
- ✓ She can drive a taxi
Ella puede conducir un taxi 

Solicitudes

- ✓ Can you help me?
¿Me puedes ayudar? 
- ✓ Can you repeat?
¿Puedes repetir? 



Si quieres aprender inglés GRATIS, ve a:

www.aprenderinglesrapidoysencillo.com

Permisos

- ✓ Can I leave early?
¿Puedo irme temprano? 
- ✓ Can I use your car?
¿Puedo usar tu auto? 

Posibilidades

- ✓ He can win the race
Él puede ganar la carrera 
- ✓ The bridge can fall
El puente se puede caer 

ACTIVIDADES PRÁCTICAS:



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CAN / CAN'T

| AFFIRMATIVE | NEGATIVE | YES/NO QUESTIONS | SHORT ANSWERS |
|---------------|---------------------------|------------------|--------------------------------|
| I can cook | I can not / can't cook | Can I cook? | Yes, you can / No, you can't |
| You can dance | You can not / can't dance | Can you dance? | Yes I can / No I can't |
| He can play | He can not / can't play | Can he play? | Yes, he can / No, he can't |
| She can swim | She can not / can't swim | Can she swim? | Yes, she can / No, she can't |
| It can run | It can not / can't run | Can it run? | Yes, it can / No, it can't |
| We can sing | We can not / can't sing | Can we sing? | Yes, we can / No, we can't |
| They can walk | They can not / can't walk | Can they walk ? | Yes, they can / No, they can't |

ACTIVIDADES DE APLICACIÓN

CAN OR CAN'T

Simon

Sarah

A. Complete the sentences with **can** or **can't**.

- Sarah _____ play the guitar.
- Simon _____ drive.
- Rosy and Dave _____ swim.
- They _____ play tennis.
- Sarah _____ paint.
- She _____ (ski).
- Simon _____ ride a horse.
- He _____ skateboard.

B. Look at the pictures and complete the sentences with the correct words.

- Rosy and Dave can _____, _____, _____ and _____.
- They can't _____, _____ or _____.
- Sarah can _____, _____ and _____.
- She can't _____, _____ or _____.
- Simon can _____, _____ and _____.
- He can't _____, _____ or _____.

Dave

Rosy



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CAN / CAN'T

| AFFIRMATIVE | NEGATIVE | YES/NO QUESTIONS | SHORT ANSWERS |
|---------------|---------------------------|------------------|--------------------------------|
| I can cook | I can not / can't cook | Can I cook? | Yes, you can / No, you can't |
| You can dance | You can not / can't dance | Can you dance? | Yes I can / No I can't |
| He can play | He can not / can't play | Can he play? | Yes, he can / No, he can't |
| She can swim | She can not / can't swim | Can she swim? | Yes, she can / No, she can't |
| It can run | It can not / can't run | Can it run? | Yes, it can / No, it can't |
| We can sing | We can not / can't sing | Can we sing? | Yes, we can / No, we can't |
| They can walk | They can not / can't walk | Can they walk ? | Yes, they can / No, they can't |

CUANTO HE APRENDIDO:



COMPLETE WITH CAN- CAN'T (COMPLETAR CON CAN/CAN'T)



CAN HE SING?
NO, HE _____

HE _____ SING



CAN SHE COOK?
NO, SHE _____

SHE _____ COOK.



CAN HE PLAY THE GUITAR?
YES, HE _____

HE _____ PLAY THE GUITAR.



CAN HE USE THE COMPUTER?
YES, HE _____

HE _____ USE THE COMPUTER.



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CAN/CANT

With Animals!

 Lions _____ run fast.

 Monkey _____ sing.

 The tortoise _____ climb trees.

 Tigers _____ eat pizza.

 Elephants _____ fly in the sky.

 The octopus _____ swim in the water.

 Dogs _____ talk to humans.

LIVEWORKSHEETS



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