



Institución Educativa Juan XXIII

Resolución de Aprobación 11 75 del 31 de octubre de 2012

Resolución de Aprobación Media Técnica: 1263 del 7 de febrero de 2017

DANE: 105001006556 – NIT: 900585184-1

PLAN DE APOYO

ÁREA/ASIGNATURA: INGLÉS	FECHA:NOVIEMBRE DE 2025
PERIODO: 3	GRADO: SEXTO
NOMBRE DEL DOCENTE: JUAN IGNACIO CANO VENEGAS	
NOMBRE DEL ESTUDIANTE:	
FECHA DE ENTREGA: NOVIEMBRE	FECHA DE SUSTENTACIÓN: NOVIEMBRE
Recursos: Guía impresa, cuaderno y lápiz, recursos interactivos de profundización de los conceptos. Este plan de apoyo debe ser elaborado en hojas de block, a lapicero, con letra legible espaciada (letras distinguibles). Debe tener una portada con todos los datos. El estudiante debe entregar el cuaderno desatrasado con fechas, títulos, teoría y actividades. DEBE SUSTENTAR ESTE PLAN DE APOYO.	

ASPECTOS CONCEPTUALES ABORDADOS EN EL PERIODO 3

Topics:

- Present Simple (Regular & Irregular Verbs) ● Daily routines.
- Describing people.
- Looking up words in the dictionary.
- Present simple of TO BE.
- Questions in present simple (about daily routines).
- Yes/no answers (short answers).
- Third person singular rule.



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1. Present Simple (Regular & Irregular Verbs)

Explanation:

a) Regular verbs → (*play, watch, etc.*).

b) Irregular verbs → (*go, eat, etc.*).

Structure: *o Affirmative: She cleans the apartment o Negative: She doesn't clean the apartment. o Question: Does she clean the apartment? o Short answers: Yes. She does / No. She does not.*

Verbs Chart

(SOME DAILY ROUTINE VERBS)

Infinitives: play-watch-study-clean-walk-go-wake up-get up-take-get-dressed-eat-make-take-drive-be-work-leave-pick

up-cook-

come-get-have-watch-do-relax-read-exercise-go-buy-write.

Exercises

1. USING THESE VERBS, CREATE ROUTINES IN AFFIRMATIVE FORM, USING ALL THE PRONOUNS AND DIFFERENT NOUNS IN SINGULAR AND PLURAL AS SUBJECTS OF THE SENTENCES. APPLY THIRD PERSON SINGULAR RULE (-(E)S ENDING RULE). TRANSLATE EACH BELOW. NUMBER THEM.
2. TRANSFORM THE SENTENCES INTO THE INTERROGATIVE FORM (TRANSLATE THEM) AND PROVIDE THE SHORT YES/NO ANSWERS. (See example above). TRANSLATE THEM.
3. CONSTRUCT 20 INTERROGATIVE SENTENCES USING ALL FOUR DEMONSTRATIVE ADJECTIVES (THIS, THESE, THAT, THOSE). PROVIDE THE ANSWERS. TRANSLATE EACH BELOW. NUMBER THEM.

Example:

1. WHAT IS THIS? -THIS IS A BOARD.

4. DESCRIBE A FRIEND OF YOURS, USING 20 ADJECTIVES. EX. MY FRIEND TOM/MARY IS VERY KIND. HE/SHE IS ALWAYS VERY HELPFUL TO ME. HIS/HER HAIR IS _____.

(EYES-EARS-MOUTH-ARMS-CLOTHES). TRANSLATE.



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Useful Vocabulary: environment, pollution, recycling, water, air, soil, forest, river, animals, renewable energy, plastic, waste, biodiversity.

Exercises

6. Complete the sentences with the correct word:

- We must protect the _____ (forest / television).
- Recycling helps reduce _____ (waste / football).
- The Amazon is an important _____ (river / teacher).

7. Word Bank – Fill in the blanks:

(air, water, animals, pollution)

- Factories cause _____.
- We drink _____ every day.
- The Earth needs clean _____. • We must protect _____.

8. Match the words with their Spanish meaning:

1. Pollution
 2. Recycling
 3. Forest
 4. Waste
 5. Renewable energy
- a. Energía renovable
 - b. Reciclaje
 - c. Contaminación
 - d. Bosque
 - e. Basura

9. Complete with your own idea:

- To protect the environment, we should ____.
- People must not _____.

10. Short Reading + True/False:

"The environment is very important. People must take care of water, forests, and animals. Recycling is necessary. Pollution is dangerous for our planet."

- a. People must protect animals. ()
- b. Recycling is not important. ()
- c. Pollution is good for the planet. ()

3. Modal Verbs: Must / Should

Explanation:

- **Must** → obligación fuerte (*You must wear a seatbelt.*).
- **Should** → recomendación (*You should eat healthy food.*).

Exercises

11. Complete with must or should: • You _____ recycle plastic.



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20. Error Correction: Find the mistake:

- First I wake up. Then I eat breakfast. → (Correct in past simple)

5. Mixed Practice (Integration of Topics)

21. Fill in with verbs in Past Simple and connectors:

- — • , I (get) up at 7:00.
- — • , I (eat) breakfast.
- — • , I (go) to school.
- — • , I (play) soccer.
- — • , I (do) my homework.

22. Match modal verbs with the situation:

1. You _not throw trash in the street.
2. You _visit the doctor if you feel sick.
3. Students — respect the teacher.

- a. Must
- b. Should
- c. Must

23. Choose the correct verb (regular or irregular):

- Yesterday, I (go / went) to the park.
- My mother (cook / cooked) pasta. • They (see / saw) a movie.

24. Short Reading (Past Simple + Environment):

"Last weekend, I visited a forest. I saw many animals and beautiful trees. I took pictures. I also collected plastic bottles to recycle." Answer:

- Where did the person go?
- What did the person see? • What did the person do?

25. Final Writing Task:

Write a short **story (8–10 lines)** about *a day in the past when you helped the environment*.

Use:

- 3 verbs in Past Simple (regular and irregular)
- 2 modal verbs (must/should)
- 2 sequence connectors



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OBSERVACIONES SOBRE LA PRESENTACIÓN DEL PLAN DE APOYO:

- Queridos estudiantes, este Plan de Apoyo debe ser entregado en hojas de block.
- Se reciben los talleres solamente en las fechas asignadas.
- Se realizará sustentación oral y escrita.
- Cualquier duda o inquietud, no dudes en preguntar a tu docente.

***FECHA DE ENTREGA DEL
TRABAJO***

FECHA DE SUSTENTACIÓN

NOMBRE DEL EDUCADOR

FIRMA DEL EDUCADOR