|  |  |  |
| --- | --- | --- |
| **Área/Asignatura: Ingles** | **Grado: 7°** | **Grupo: A – B-C-D** |
| **Docente: Wilson Lemus Perea** | | |
| **Competencias: Lingüística, socio-lingüística y Pragmática.** | | |

|  |
| --- |
| **ACTIVIDAD A REALIZAR**  **1. Likes and Dislikes**  *Explicación:* Para hablar de lo que nos gusta o no nos gusta, usamos:   * **I like** / **I don’t like** → Me gusta / No me gusta * **He/She likes** / **He/She doesn’t like** → A él/ella le gusta / No le gusta   **ACTIVITY: Completa las oraciones con “like”, “don’t like”, “likes” o “doesn’t like”.**   1. I \_\_\_\_\_\_\_\_\_\_ pizza, but I \_\_\_\_\_\_\_\_\_\_ broccoli. 2. She \_\_\_\_\_\_\_\_\_\_ swimming, and she \_\_\_\_\_\_\_\_\_\_ dancing too. 3. My parents \_\_\_\_\_\_\_\_\_\_ watching movies on weekends. 4. Tom \_\_\_\_\_\_\_\_\_\_ sports, but he \_\_\_\_\_\_\_\_\_\_ studying. 5. We \_\_\_\_\_\_\_\_\_\_ going to the beach because it’s relaxing.   **2. Connectors – Conectores**  *Explicación:* Los conectores unen ideas o frases. Aquí están los más comunes:   * **And** → y * **Also** → también * **Because** → porque * **But** → pero * **Or** → o * **So** → entonces / así que   **ACTIVITY: Completa con el conector correcto: and, also, because, but, or, so.**   1. I’m tired, \_\_\_\_\_\_\_\_\_\_ I’m going to bed early. 2. Sarah likes coffee, \_\_\_\_\_\_\_\_\_\_ she doesn’t like tea. 3. We went to the park \_\_\_\_\_\_\_\_\_\_ played soccer. 4. He studies hard \_\_\_\_\_\_\_\_\_\_ he wants to pass the exam. 5. Would you like juice \_\_\_\_\_\_\_\_\_\_ soda?   **3. Present Simple – Presente Simple**  *Explicación:* El presente simple se usa para hablar de rutinas y hechos generales.   * **I/You/We/They** → se usa el verbo base: *go, play, eat* * **He/She/It** → se agrega **-s** o **-es**, **ies** al verbo: *goes, plays, watches, studies*   **ACTIVITY: Completa con la forma correcta del verbo en presente simple.**   1. My sister \_\_\_\_\_\_\_\_\_\_ (watch) TV every afternoon. 2. They \_\_\_\_\_\_\_\_\_\_ (not/go) to school on Sundays. 3. \_\_\_\_\_\_\_\_\_\_ your brother \_\_\_\_\_\_\_\_\_\_ (like) math? 4. I \_\_\_\_\_\_\_\_\_\_ (study) English on Mondays and Wednesdays. 5. \_\_\_\_\_\_\_\_\_\_ she \_\_\_\_\_\_\_\_\_\_ (play) the piano?   **4. Auxiliary Verbs: Do / Does / Don’t / Doesn’t**  *Explicación:* Usamos auxiliares para hacer preguntas o negar en presente simple:   * **Do** con I, you, we, they * **Does** con he, she, it * **Don’t** es la forma negativa de *do* * **Doesn’t** es la forma negativa de *does*   El verbo principal queda en forma base, sin -s, es o ies.  **5. Plural of Nouns – Plurales de los Sustantivos**  *Explicación:* Para formar plurales en inglés:   * Añadimos **-s** a la mayoría de las palabras: *book → books* * Añadimos **-es** si terminan en s, x, ch, sh, o: *box → boxes* * *Añadimos -ies: family; families- fly; flies* * Cambios especiales: *child → children*, *knife → knives*   **ACTIVITY: Escribe el plural de los siguientes sustantivos:**  Child \_\_\_\_\_\_\_\_\_\_  Tomato \_\_\_\_\_\_\_\_\_\_  Bus \_\_\_\_\_\_\_\_\_\_  Knife \_\_\_\_\_\_\_\_\_\_  Box \_\_\_\_\_\_\_\_\_\_    **6. How many / How much – ¿Cuántos? / ¿Cuánto?**  *Explicación:*   * **How many** se usa con cosas contables (cosas que se pueden contar). * **How much** se usa con cosas incontables (agua, dinero, arroz).   **ACTIVITY**: Completa con “How many” o “How much”.  1.\_\_\_\_\_\_\_\_\_\_ water do you drink every day?  2.\_\_\_\_\_\_\_\_\_\_ apples are in the basket?  3.\_\_\_\_\_\_\_\_\_\_ money do you need?  4.\_\_\_\_\_\_\_\_\_\_ chairs are in the classroom?  5.\_\_\_\_\_\_\_\_\_\_ rice do you want?  Final del formulario  **7. Reading Comprehension**  **Text: Emily’s Daily Life**  Emily is 13 years; she lives in a small town. She **likes** waking up early because she enjoys watching the sunrise. Her brother, Alex, **doesn’t like** mornings; he always wakes up late. Emily and Alex **go** to school from Monday to Friday, **but** they do different things after school.  Emily **loves** reading books and helping her mom in the kitchen. She **also** takes care of her two cats and feeds them every afternoon. Her brother **plays** video games or watches TV after doing his homework. He **doesn't** enjoy reading books.  On weekends, they go to the market with their parents. Their mom usually asks, “**How many** apples do we need?” or “**How much** milk should we buy?” Emily likes the market because there are a lot of colors and sounds. She always buys books if she has money.  There are many things to do at home. They have **five chairs**, **two tables**, and many toys in their living room. Emily and Alex help clean the house on Sundays, **so** their parents are happy.  **Questions (Choose the correct option A, B, C or D)**   1. What does Emily like to do in the morning? A. Sleep late B. Watch the sunrise C. Eat chocolate D. Walk the dog 2. What does Alex usually do after school? A. Read books B. Help his mom C. Watch TV or play video games D. Feed the cats 3. Why does Emily enjoy going to the market? A. Because she loves shopping for clothes B. Because she works there C. Because she likes the colors and sounds D. Because she eats pizza 4. Which connector is used to contrast Emily and Alex’s activities? A. and B. also C. because D. but 5. Which sentence is in present simple? A. Emily was at the market B. She will feed the cats C. Emily takes care of her cats D. Alex is watching TV    1. **Make your food pyramid in English: Haz en ingles tu piramide alimenticia**.   Nota: En una cartulina realiza tu pirámide alimenticia en **inglés**, el nombre de 5 alimentos por caca parte (4 partes) de la pirámide y acompaña cada nombre con su respectiva imagen del alimento, debes hacer la presentación oral en ingles de la piramide alimenticia. Debes aprenderte la presentación.   1. Eat Less: comer menos 2. Eat Moderately: comer moderadamente 3. Eat usually 4. Eat every day.    1. Make a brochure in English about the recipe of a Colombian dish or food. You must consider its ingredients and the preparation.  * Haga un folleto en ingles sobre una receta de un plato colombiano o comida, teniendo en cuenta sus ingredientes y su preparación.   La presentación de la receta debe ser en inglés de forma oral. |
|  |