



# Institución Educativa Abraham Reyes

## Guías de Trabajo

### II Periodo Académico

#### GUIA 1 DE INGLES GRADO 6°

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**MEDIO DE ENTREGA:** Para desarrollar la actividad deben leer detenidamente la explicación y realizar completamente las actividades anexas al final de este documento, puedes desarrollarlas de las siguientes formas:

- Imprimir solo la actividad (no la explicación) y desarrollarla en el cuaderno u hojas de block.**
- Tomar foto de las actividades, enfocada, que solo se vea la actividad no las cosas alrededor.**

**Las evidencias de las actividades desarrolladas deben ser cargadas en la sección entrega de tareas de la plataforma Classroom dispuesta para tal fin.**

**FECHA LÍMITE MAYO 26.**

#### Tema: Regular and irregular pronouns

Los pronombres en inglés se usan para referirse a personas, animales, cosas y objetos, eventos, lugares o ideas abstractas.

Ejemplos:

Teacher (profesor)  
Dog (perro)  
Ball (pelota)  
Table (mesa)  
Party (fiesta)  
House (casa)  
Happiness (felicidad)

Plural Nouns (Los pronombres plurales)  
A la mayoría de nombres se les agrega una “-s” al final para formar el plural.

Ejemplos:

camera → cameras (cámara/s)  
pen → pens (bolígrafo/s)  
house → houses (casa/s)  
car → cars (coche/s)

#### Excepciones:

1. Palabras que terminan en consonante + “y”: la “y” cambia a “i” y añadimos “es”.

Ejemplos:

party → parties (fiesta/s)  
city → cities (ciudad/es)

2. Palabras que terminan en vocal + “y”: añadimos una “s”.

Ejemplos:

boy → boys (chico/s)  
toy → toys (juguete/s)

3. Palabras que terminan en “s”, “ss”, “sh”, “ch”, “x”, “o”: añadimos “es”.

Ejemplos:

bus → buses (bus/es)  
glass → glasses (copa/s)  
brush → brushes (cepillo/s)  
watch → watches (reloj/es)  
box → boxes (caja/s)  
tomato → tomatoes (tomate/s)

4. Palabras que terminan en “f” o “fe”: cambiamos la “f” o “fe” por “ves”.

Ejemplos:

leaf → leaves (hoja/s)  
wife → wives (esposa/s)

Irregular Plural Nouns (Pronombre plurales irregulares)

Muchos sustantivos se pluralizan de un modo irregular. Existen dos casos:

1. Cuando el singular y plural no cambian.

Ejemplos:

Singular: Fish(pez o pescado) sheep(oveja)

Plural: fish (peces o pescados) fishes

sheep(ovejas) sheeps

2. Cuando el plural varía de modo irregular.  
Por lo tanto, no existe regla la cual se pueda seguir y hay que aprenderse las formas irregulares de cada uno.

Singular	Plural
Man hombre	men hombres

Woman mujer	women mujeres
Child niño	children niños
Person persona	people personas / gente
tooth diente	teeth dientes
foot pie	feet pies
mouse ratón	mice ratones <sup>1</sup>

**Video explicativo:** <https://www.youtube.com/watch?v=nQC3iTcVy6g>

### Tema: Adjectives to describe

Los adjetivos son palabras que acompañan a los sustantivos y designan sus cualidades. Por norma, en español el adjetivo suele ir justo detrás del nombre, pero en inglés las reglas cambian. ¿Te has preguntado alguna vez por qué en inglés decimos un **big black dog** y no un **black big dog**? Es porque en inglés tenemos un orden establecido para el uso de adjetivos para describir objetos.<sup>2</sup>

El orden de los adjetivos en inglés

- | Tipo de adjetivo       | Ejemplos                        |
|------------------------|---------------------------------|
| 1. opinión/valor:      | delicious, wonderful, pretty... |
| 2. tamaño/longitud:    | short, big, small, tall...      |
| 3. edad/temperatura:   | new, old, young, hot, cold...   |
| 4. forma y superficie: | round, thin, square...          |
| 5. color:              | red, black, blue, green...      |
| 6. origen:             | Spanish, American, French...    |
| 7. material:           | silver, cotton, paper, iron...  |
| 8. uso:                | electric, political...          |
| 9. nombre:             | bath (towel)                    |

**Video explicativo:** <https://www.youtube.com/watch?v=zO9Gt8CRgPQ>

### Tema: Like and Dislike

Al hablar de Like y Dislike nos referimos a aquello que nos gusta o no, ya sea una cosa o una acción. Por ejemplo:

I like the animals. Me gustan los animales.  
I dislike the onion. Me desagrada la cebolla.

Cuando quieres indicar que una acción te gusta o no, el verbo de la acción va acompañado de la terminación "-ing", así:

She likes dancing to salsa. A ella le gusta bailar salsa.  
You dislike listening to music. A ti te desagrada oír música.

Para indicar lo que te agrada o no, existen varios verbos, como:

Love: You love your dog. Tú amas tu perro.  
She loves reading the newspaper. Ella ama leer el periódico.  
Like: He likes his new bed. A él le gusta su nueva cama.  
They like running in the beach. Ellos gustan de correr en la playa.  
Enjoy: The dog enjoys the water. El perro disfruta el agua.  
I enjoy watching television. Disfruto ver televisión.  
Dislike: They dislike that taste. A ellos les desagrada ese sabor.  
I dislike reading. Me desagrada leer.  
Hate: We hate horror movies. Nosotros odiamos las películas de terror.  
I hate skating in those parks. Yo odio patinar en esos parques.<sup>3</sup>

**Video explicativo:** <https://www.youtube.com/watch?v=SWWkG8q0nI8>

<sup>1</sup> Taken from: <https://www.curso-ingles.com/aprender/cursos/nivel-basico/nouns/nouns> Feb 2021

<sup>2</sup> <https://englishlive.ef.com/es-mx/blog/laboratorio-de-gramatica/adjetivos-en-ingles/> feb 2021

<sup>3</sup> Taken from: <https://idiomas.qcglobal.org/es/curso/ingles/a2/like-y-dislike/> feb 2021

## Tema: present continuous

El "present continuous" de cualquier verbo se compone de dos partes: el presente del verbo to be + el "present participle" del verbo principal.

(Para formar el "present participle": raíz+ing, e.g. talking, playing, moving, smiling)

### **Afirmativa**

Sujeto + to be + raíz + ing

She is talking.

### **Negativa**

Sujeto + to be + not + raíz + ing

She is not (isn't) talking

### **Interrogativa**

to be + sujeto + raíz + ing

Is she talking?

### **Ejemplos: TO GO, "present continuous"**

Afirmativa      Negativa      Interrogativa

I am going      I am not going      Am I going?

You are going      You aren't going.      Are you going?

He, is going      He, isn't going      Is he, going?

We are going      We aren't going      Are we going?

You are going      You aren't going      Are you going?

They are going      They aren't going      Are they going?

**Nota:** contracciones de las formas negativas: I'm not going, you're not going, he's not going etc.

Funciones del "present continuous"

Como ocurre con todos los tiempos verbales del inglés, la **actitud del hablante** es tan importante como el momento en que ocurre la acción o el evento. Al emplear el "present continuous", nos estamos refiriendo a algo que **no ha terminado o está incompleto**

**El "present continuous" se utiliza:**

- para describir una acción que está teniendo lugar en este momento: **You are using** the Internet. **You are studying** English grammar.
- para describir una tendencia o una acción que está sucediendo en la actualidad: **Are you still working** for the same company? More and more people **are becoming** vegetarian.
- para describir una acción o evento futuros que ya están programados: **We're going** on holiday tomorrow. **I'm meeting** my boyfriend tonight. **Are they visiting** you next winter?
- para describir una situación o evento temporales: He usually plays the drums, but **he's playing** bass guitar tonight. The weather forecast was good, but **it's raining** at the moment.
- con "always, forever, constantly", para describir y enfatizar una sucesión de acciones repetidas: Harry and Sally **are always arguing!** **You're constantly complaining** about your mother-in-law!

Excepciones


Los verbos de sensación y percepción (see, hear, feel, taste, smell) suelen utilizarse con can: I can see... Pueden tomar la forma progresiva, pero, en este caso, su significado suele variar.

- This coat **feels** nice and warm. (percepción de las cualidades del abrigo)
- **John's feeling** much better now (está mejor de salud)
- She **has** three dogs and a cat. (posesión)
- **She's having** supper. (está tomando)
- I can **see** Anthony in the garden (percepción)
- **I'm seeing** Anthony later (tenemos intención de vernos)

Video explicativo: <https://www.youtube.com/watch?v=oqT3evE9k14&t=1s>

## Actividades para desarrollar

1. Read the information about Pedro's family and draw each member. Write a description of Pedro.

			
<p>1. _____          _____          _____          _____          _____</p>	<p>2. Pedro's mother is tall, thin and wears glasses. She has long curly dark hair and her eyes are green.</p>	<p>3. Pedro's father is tall and fat. He has short straight blond hair. His eyes are grey.</p>	<p>4. Pedro's brother is short and thin. He wears glasses. His eyes are blue. His hair is short, blond and curly.</p>

2. Complete the chart with the physical characteristics of your family members.

Family member				
Name				
Hair				
Eyes				
Body				
Wears glasses	Yes / No	Yes / No	Yes / No	Yes / No

3. Now, write a description of your family members. Use exercise 1 to help you.

My mother's name is \_\_\_\_\_ (name). She's \_\_\_\_\_ (height) and \_\_\_\_\_ (build). She \_\_\_\_\_ (glasses). Her eyes are \_\_\_\_\_ (colour). Her hair is \_\_\_\_\_ (length, colour, style).

My father's name is \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

My \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

My \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

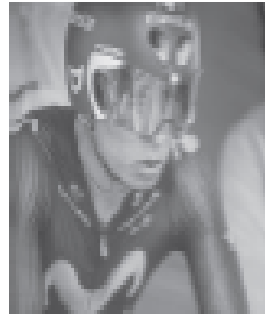
1. Read the following text about the Colombian woman working at NASA, Diana Trujillo. Circle the words related to her personality qualities.

I admire Diana Trujillo. She's a Colombian scientist working at NASA. She is very intelligent; she is great at mathematics. Diana has to control the robot in the "Curiosity" mission on Mars, so she needs to be very patient and responsible. Also, she needs to be very confident in her abilities because there is no space for errors on Mars.

2. Choose one of these Colombian characters. Use the mind map to make notes about why you admire him or her.



Ciro Guerra  
Film director



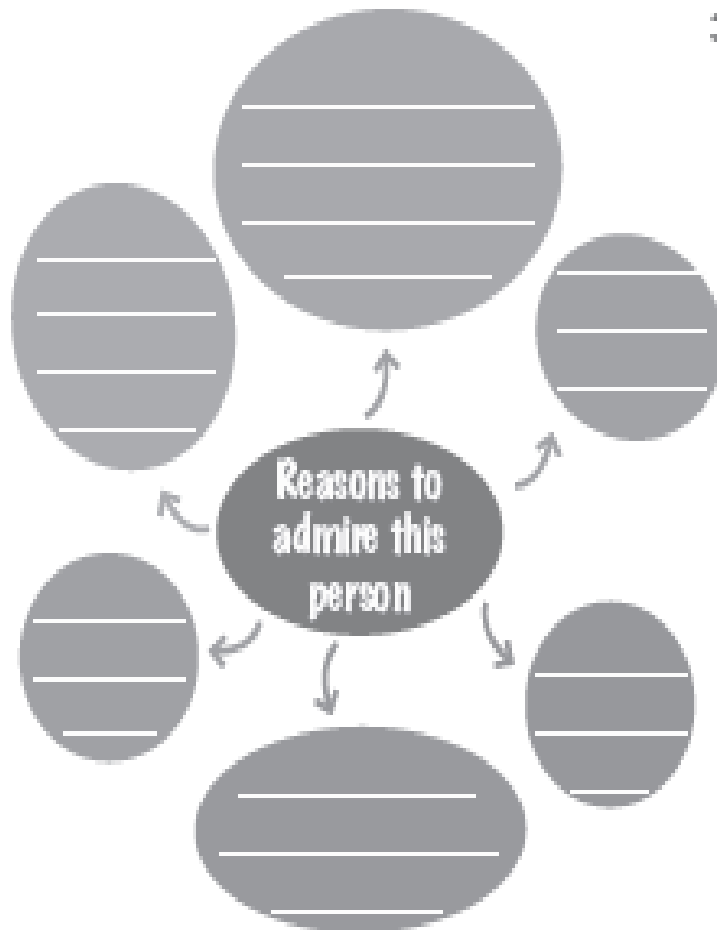
Nairo Quintana  
Cyclist



Shakira  
Singer



Rodolfo Llinas  
Scientist



3. Write a short paragraph about the Colombian you admire. Use the clues and your mind map from exercise 2 to help you.

I admire (name) \_\_\_\_\_

because (reasons) \_\_\_\_\_

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For example, this person (examples of his/her activities) \_\_\_\_\_

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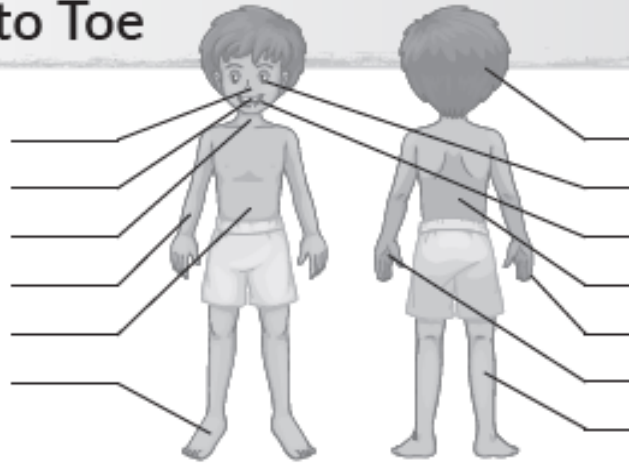


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# Lesson 1 » From Head to Toe

1. Label the picture of the human body with the words from the box.

arm back eye feet  
finger hand head  
leg mouth neck  
nose stomach teeth



2. Circle the correct adjectives.

1. Nairo Quintana can ride his bike in high mountains because he has very short / strong legs.
2. Caterine Ibargüen can jump well because she has really long / weak legs.
3. Basketball players usually have big / long hands.
4. Weak / Strong people can't do gymnastics.
5. Some short / long football players can be very agile and fast like Lionel Messi.



3. Complete the sentences with the plural form of the noun in brackets. Draw the alien in the box to match the description.

1. This alien has two \_\_\_\_\_ (head).
2. The alien has four \_\_\_\_\_ (arm).
3. It has two \_\_\_\_\_ (mouth). One in each head.
4. It has six \_\_\_\_\_ (tooth) in each mouth.
5. It has three \_\_\_\_\_ (leg).
6. It has six \_\_\_\_\_ (foot). Two on each leg.



4. Write sentences using the present continuous tense. Pay attention to the example.

drink / this man



- ✓ This man is drinking tea.  
 ✗ This man isn't drinking water.  
 ? Is this man drinking wine?

fly / butterflies



- ✓ The butterflies \_\_\_\_\_ .  
 ✗ The butterflies \_\_\_\_\_ high.  
 ? \_\_\_\_\_ low?

have / I



- ✓ \_\_\_\_\_ breakfast.  
 ✗ \_\_\_\_\_ milk.  
 ? \_\_\_\_\_ cakes?

look / we



- ✓ \_\_\_\_\_ for a shirt.  
 ✗ \_\_\_\_\_ for a hat.  
 ? \_\_\_\_\_ for a tie?

run / you



- ✓ \_\_\_\_\_ alone.  
 ✗ \_\_\_\_\_ fast.  
 ? \_\_\_\_\_ in the park?