



**INSTITUCIÓN EDUCATIVA LA SIERRA**  
Creada por Resolución N°012065 del 05 de octubre de 2015 y 014399 del 20 de noviembre de 2015.  
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## ANNUAL IMPROVEMENT PLAN

<b>STUDENT:</b>	<b>LEVEL/GRADE: 10-</b>
<b>TEACHER: YENFY LÓPEZ</b>	<b>COURSE: Inglés</b>
<b>SCHOOL: I. E. La Sierra</b>	<b>YEAR: 2022</b>

**FECHA DE ENTREGA: Noviembre 30**

**FECHA DE DEVOLUCIÓN: Enero 17**

### DESCRIPCION DE LAS ACTIVIDADES PEDAGOGICAS A DESARROLLAR:

#### TEMA 1: VERBAL TENSES

**DIRECTION:** Put in the verbs in brackets on the line. Use Simple Past. Translate the sentences into Spanish.

My friends \_\_\_\_\_ the guitar at school. (to play)

Her girlfriend \_\_\_\_\_ e-mails. (not/to write)

\_\_\_\_\_ you \_\_\_\_\_ French? (to speak)

They \_\_\_\_\_ spaghetti. (not/to like)

\_\_\_\_\_ Samara \_\_\_\_\_ any hobbies? (to have)

His brother \_\_\_\_\_ in an office. (to work)

I \_\_\_\_\_ very fast a text (can/to read)

\_\_\_\_\_ he \_\_\_\_\_ the flowers every week? (to give)

Esther \_\_\_\_\_ a motorbike. (not/to ride)

\_\_\_\_\_ Samuel \_\_\_\_\_ water? (to drink)

**DIRECTION:** Put in the verbs in brackets on the line. Use the correct tense for each sentence. Translate the sentences into Spanish.

You cat \_\_\_\_\_ a big mice last night. (to catch)

Next vacations I \_\_\_\_\_ to Tolú. (to go)

Paola \_\_\_\_\_ her homework yesterday in the night. (to do)

He \_\_\_\_\_ at ten o'clock. (to arrive)

We \_\_\_\_\_ something to drink. (to order)

She \_\_\_\_\_ nothing to me in the last meeting. (to say)

In 2025 our family \_\_\_\_\_ a trip to Europe. (to make)

The weather \_\_\_\_\_ really nice today. (to be)

#### TEMA 2: VERBO MODAL CAN

Para entender mejor el tema se sugiere estudiar el siguiente video:

[https://www.youtube.com/watch?v=rB4GnEBoqKY&ab\\_channel=FranciscoOchoaIngl%C3%A9sF%C3%A1cil%7CPacho8aIngl%C3%A9s](https://www.youtube.com/watch?v=rB4GnEBoqKY&ab_channel=FranciscoOchoaIngl%C3%A9sF%C3%A1cil%7CPacho8aIngl%C3%A9s)

Escribe las palabras en el orden correcto.

come /she's /Sarah/because/busy /very/ can't

\_\_\_\_\_ at home/ go out / a film/don't/ can /want to/we/watch/you/If

\_\_\_\_\_ this car/Mary/so/doesn't/can't/drive/hers/be

\_\_\_\_\_ can/English/I/fluently/speak/Spanish/and

\_\_\_\_\_.  
is/city square/It/allowed/any /not/football/in/to play

Completar las siguientes oraciones con los verbos adecuados de acuerdo al sentido de la oración.

Mary can \_\_\_\_\_ higher than Helen.

We can \_\_\_\_\_ yoga in the office but we can't \_\_\_\_\_ noise.

Sarah has just met someone who can \_\_\_\_\_ with both hands.

If you are free this weekend we can \_\_\_\_\_ on Saturday.

This can't \_\_\_\_\_ my pizza because I don't like peppers.

I think you \_\_\_\_\_ your coat here, but let me ask first.

Listen, Carl can \_\_\_\_\_ with Helen or with John, but he can't both

### **TEMA 3: VERBO SHOULD PARA SUGERENCIAS - ENFERMEDADES**

Para entender mejor el tema de "Should" ver el siguiente video:

[https://www.youtube.com/watch?v=260nyXu5bWc&ab\\_channel=FranciscoOchoaIngl%C3%A9sF%C3%A1cil%7CPacho8aIngl%C3%A9](https://www.youtube.com/watch?v=260nyXu5bWc&ab_channel=FranciscoOchoaIngl%C3%A9sF%C3%A1cil%7CPacho8aIngl%C3%A9)

**DIRECTION:** complete the sentences.

I had to stand up for ten hours; now I have \_\_\_\_\_ backache.

She has always smoked a lot, and now she has a bad \_\_\_\_\_.

He has a \_\_\_\_\_- look, it's 39 degrees.

I walked 20 kilometers today, and my feet \_\_\_\_\_.

What's \_\_\_\_\_ with you? You look terrible.

I ate too much at lunch and now I have \_\_\_\_\_.

My son had four ice creams and now he feels \_\_\_\_\_.

**DIRECTION:** write some advice to people using should and the word in brackets.

I have a bad toothache. (dentist) \_\_\_\_\_

I have a cold. (chemist's) \_\_\_\_\_

I have the flu. (GP) \_\_\_\_\_

My ear hurts. (pharmacy) \_\_\_\_\_

I feel sick. (while) \_\_\_\_\_

### **-COMPETENCIAS A EVALUAR**

Interpretación.

Argumentación.

Proposición.

### **METODOLOGÍA DE TRABAJO**

Trabajo individual, elaboración de trabajo escrito.

### **ACTIVIDADES DE EVALUACIÓN**

-Revisión del trabajo escrito con su respectiva sustentación

-Preguntas en general sobre el tema y el respectivo desarrollo de la actividad.

**-PORCENTAJE DE VALORACION:**

*El valor del trabajo escrito es del 70%, sustentación 30%*

**-CONDICIONES DE ENTREGA AL DOCENTE.**

*El trabajo se entrega en forma escrita y resolverse de forma manual*

- **BIBLIOGRAFÍA:** <http://www.cbachilleres.edu.mx/apps/librosestudio/pdf>

