

	INSTITUCIÓN EDUCATIVA HECTOR ABAD GOMEZ		
	Proceso: CURRICULAR	Código	
NOMBRE DEL DOCUMENTO: PLAN DE MEJORAMIENTO		Versión 01	Página 1 de 1

ASIGNATURA /ÁREA	HUMANIDADES: INGLÉS	GRADO:	OCTAVO 801 – 802 803 -
PERÍODO 1	DOCENTE: DINCIA MARÍA CHAVERRA PALACIOS	FECHA:	MARZO/21 /2025
NOMBRE DEL ESTUDIANTE			

INDICADOR DE DESEMPEÑO.

Recognizes vocabulary related to the environment

-Requests information from classmates about human actions in the environment

-Recognizes his own environmental practices and those of others

SUSTAINABILITY: HUMAN ACTIONS

Goal: Evaluate the impact of human actions on environment in the country

ACTIVIDADES A DESARROLLAR

VOCABULARY

1. Write your own vocabulary in English, taken from class work: familiar, object, general vocabulary. (Minimum 100 words). Escriba su propio vocabulario en ingles, tomado del trabajo en clase: familiar, objeto, vocabulario general. (Mínimo 100 palabras).

Example:

English

Environment

Church

Spanish

Medio ambiente

Iglesia

2. PERSONAL PRONOUNS AND TO BE VERB. PRONOMBRES PERSONALES Y VERBO TO BE

- A Escriba en inglés los pronombres personales con su significado correspondiente
- B Conjugue en inglés el verbo to be (ser o estar) en las formas afirmativas, negativas, Interrogativa con su significado.

C Selecciona la forma correcta del verbo to be y escribe el significado correspondiente

Para cada oración.

1. They___good students
am – are – is
2. Our parents___in the city.
am not - aren't – isn't
3. Children___ usually happy.
am – are – is
4. Some people___ angry with me.
are – is – is not
5. This thing___ bad for us.
am not – are not – is not
6. ___your sister younger than you?
am – are – is
7. ___John your best friend?
am – are – is
8. Why___they so angry?
Am – are – is
9. How long ___the movie?
Am – are – is
10. What___their favourite number?
Am – are – is

REGULAR VERBS SIMPLE PRESENT

3. Write the meaning of the following regular verbs. Escriba el significado de los siguientes verbos regulares.

English	Spanish	English	Spanish	English	Spanish
To Act	Actuar	To Ask	Preguntar	To Arrive	Llegar
To Brush		To Believe		To Close	
To Cook		To Call		To Change	
To Clean		To Cry		To Dress	
To Die		To Enjoy		To Explain	
To Finish		To Help		To Laugh	
To Look		To Repeat		To Remember	
To Smile		To Study		To Wait	
To Visit		To Wash		To Walk	
To Wish		To Work		To Watch	
To Use		To Want		To Rain	
To Promise		To Prefer		To Finish	
To Stop		To Marry		To Open	

WH. Questions

4. Write the meaning of the following question words and make 2 sentences with each one using the verb to be. Escribe el significado de las siguientes palabras interrogativas y hacer 2 oraciones con cada una utilizando el verbo to be ser o estar.

English

Spanish

English

Spanish

- What? =

Who? =

- Where? = how? =

EXAMPLE:

Where is your family to day? Dónde esta tu familia hoy

ENVIRONMENT

5. Write in English 50 vocabulary words related to the environment, already worked on in class. Escriba en Inglés 30 palabras del vocabulario relacionado con el medio ambiente, ya trabajadas en clase.

EXAMPLE:

ENGLISH

SPANISH

Waste

Perdida, derroche

Tree

Árbol

ADVERBS OF FREQUENCY

6. Write the meaning of the following adverbs of frequency and write an action with each one for the care of the environment. Escriba el significado de los siguientes adverbios de frecuencia y escriba una acción con cada uno para el cuidado del medio ambiente.

English

Spanish

English

Spanish

- Always =
- Normally =
- Sometimes =
- Never =

- Usually =
- Often =
- Rarely =

EXAMPLE:

I never throw garbage in the river = Yo nunca tiro basura al rio.

PRESENT PROGRESSIVE –INFINITIVE GERUND= ING (ANDO – ENDO)

7. Write in English the present progressive or gerund of the following verbs and make a sentence with each one. Escribe en ingles el presente progresivo o gerundio de los siguientes verbos y hacer una oración con cada uno.

EXAMPLE: I am visiting my sister in the United States (Yo estoy visitando a mi hermana en los estado unidos)

English	Spanish	English	Spanish	English	Spanish
To Act	Actua	To Ask	Preguntar	To Arrive	Llegar
To Brush		To Believe		To Close	
To Cook		To Call		To Change	
To Clean		To Cry		To Dress	
To Die		To Enjoy		To Explain	
To Finish		To Help		To Laugh	
To Look		To Repeat		To Remember	
To Smile		To Study		To Wait	
To Visit		To Wash		To Walk	
To Wish		To Work		To Watch	
To Use		To Want		To Rain	
To Promise		To Prefer		To Finish	
To Stop		To Marry		To Open	

Example:**English**

- Acting
- Answering

Spanish

actuando
respondiendo

POSSESSIVE ADJECTIVES

POSSESSIVE ADJECTIVE	
MY	My shirt is green.
YOUR	Your book is new.
HIS	His pillow is soft.
HER	Her dog is small.
ITS	Its bone is old.
OUR	Our bird is noisy.
YOUR	Your house is big.
THEIR	Their car is slow.

My	→	Mi - mis
Your	→	Tu - tus
His	→	Su - sus
Her	→	Su - sus
Your	→	Su - sus
Its	→	Su - sus
Our	→	Nuestro(a) s
Your(fam)	→	Vuestro (a) s
Their	→	Su - sus
Your	→	Su - sus

8. Properly use possessive adjectives as appropriate in the blank space. And write the meaning of each sentence. Use adecuadamente los adjetivos posesivos según corresponda en el espacio en blanco. Y escriba el significado de cada oración.

1. I love my mother. _____ name is Marina.
2. I am Charles. _____ last name is Smith.
3. I love my mother and my father. _____ names are Charles and Laura.
4. I have a brother. _____ name is Allan.
5. I have a cat. _____ name is Punchy.
6. You are Mark Smith. What is _____ favorite movie, Mark?
7. My sister and I have a dog. _____ dog is beautiful.

EXPRESSIONS TO DESCRIBE HUMAN ACTIONS IN THE ENVIRONMENT

9. Make the folder or paste with images related to the environment and 5 actions
For its care in English: material (cardboard, straw cardboard, cardboard, paste from old notebooks, colbon colors, highlighter, etc.). Elaborar la carpeta o pasta con imagenes relacionadas con el medio ambiente y 10 acciones
Para el cuidado del mismo en inglés: material(cartulina, carton paja, carton, pasta de cuadernos viejos, colores colbon, resaltador etc.).



METODOLOGÍA El trabajo se debe presentar en hojas de block, a mano con letra legible, buena ortografía. **Evitar los tachones y enmendaduras.**
 Recuerde que la recuperación consta de dos etapas, la primera es el trabajo escrito, la segunda la sustentación de este.

Dialogo y orientaciones estudiantes

RECURSOS

Fotocopias, cuaderno, libros, internet y diccionarios. Cartulina, cartón, cartón paja etc.

OBSERVACIONES:

Diálogo y acuerdo con el docente.

FECHA DE ENTREGA Y PRESENTACIÓN DE RECUPERACIÓN La programada por la institución.	FECHA DE SUSTENTACIÓN Y/O EVALUACIÓN Programada por la institución y acordada con el docente
NOMBRE DEL EDUCADOR(A) Yeison Gómez - Dincia María Chaverra Palacios	FIRMA DEL EDUCADOR(A)
FIRMA DEL ESTUDIANTE	FIRMA DEL PADRE DE FAMILIA