
	<b>INSTITUCIÓN EDUCATIVA HECTOR ABAD GOMEZ</b>		
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<b>NOMBRE DEL DOCUMENTO: PLAN DE MEJORAMIENTO</b>		<b>Versión 01</b>	<b>Página 1 de 1</b>

<b>ASIGNATURA /ÁREA</b>	<b>HUMANIDADES: INGLES</b>	<b>GRADO:</b>	<b>SÉPTIMO</b>
<b>PERÍODO 3</b>	<b>DOCENTE: DINCIA CHAVERRA PALACIOS</b>	<b>FECHA:</b>	<b>AGOSTO – 22 – 2023</b>
<b>NOMBRE DEL ESTUDIANTE</b>			

### INDICADOR DE DESEMPEÑO.

- Exchanges information relate to cultural characteristics of persons and some countries
- Identifies basic structures of present and past tense
- Describes people, activities, events and personal experiences orally using simple phrases and sentences previously rehearsed with his/her classmates and teacher.

### GLOBALIZATION: INTERNATIONAL CULTURES

**Goal:** Recognize cultural characteristics in some countries.

- Countries and Nationalities.
- Biodiversity: Weather seasons.
- Qualities.
- Expressions to compare and contrast
- Comparative and superlative.
- Present and Past and continuous verb tense perfect tense.

### ACTIVITIES TO DEVELOP: ACTIVIDADES A DESARROLLAR :

- **Contries and nacionalities**
1. **Write the name of the countries and find their nationalities in the wordsearch and match.** (Escribe el nombre de los países y encuentra sus nacionalidades en la sopa de letras y resalte).



ARGENTINA - TURKEY - UNITED STATES - SPAIN  
 HUNGARY - GREAT BRITAIN - GREECE - DENMARK -  
 POLAND - JAPAN - CHINA - FINLAND - KOREA - ITALY -  
 PORTUGAL - GERMANY - FRANCE - MEXICO - CANADA -  
 BRAZIL - CHILE - IRELAND - RUSSIA - AUSTRALIA



- |          |          |
|----------|----------|
| 1-.....  | 13-..... |
| 2-.....  | 14-..... |
| 3-.....  | 15-..... |
| 4-.....  | 16-..... |
| 5-.....  | 17-..... |
| 6-.....  | 18-..... |
| 7-.....  | 19-..... |
| 8-.....  | 20-..... |
| 9-.....  | 21-..... |
| 10-..... | 22-..... |
| 11-..... | 23-..... |
| 12-..... | 24-..... |

• **The Biodiversity (La Biodiversidad)**

Biodiversity is the diversity of life, the variety of living beings that exist on the planet and the relationships they establish with each other and with the environment that surrounds **them**. (La biodiversidad es la diversidad de vida, la variedad de seres vivos que existen en el planeta y las relaciones que establecen entre sí y con el medio que los rodea)

2. **SAVE THE WOLRLD:** look at the pictures, read the senteces and fill in the blanks with **should** or **shouldn't**.

SALVA EL MUNDO: mira las imágenes, lee las oraciones y completa los espacios en blanco con debería o no debería. Escriba el swignificado de cada oración.



We \_\_\_ use public transportation more.



We \_\_\_ use environment friendly deodorants.



We \_\_\_ cut down the trees. We \_\_\_ save them.



We \_\_\_ love animals. They are our real friends.



We \_\_\_ use coal in houses. It pollutes air very much.



We \_\_\_ use filters in factories. We \_\_\_ pollute the air.



We \_\_\_ hunt animals. We \_\_\_ save them. They are our friends.



We \_\_\_ turn off electric devices when we don't use them.



We \_\_\_ use our private cars. Because they pollute air much.



We \_\_\_ pour chemicals into our sinks. They pollute water.



We \_\_\_ use solar energy more. It's clean and harmless.



We \_\_\_ use environment friendly detergents.



We \_\_\_ waste paper to save our trees. We \_\_\_ recycle them.



We \_\_\_ turn off the tap when we don't use it. We \_\_\_ save water.



We \_\_\_ use animals in our experiments. We \_\_\_ harm them.



We \_\_\_ pour factory wastes into water resources.



We \_\_\_ plant more trees. We need them to breathe.



We \_\_\_ use electric cars. Because they are dean.



We \_\_\_ turn off the lights when we don't need them.



We \_\_\_ throw away rubbish. They pollute environment.

3. **Escriba el significado de las siguientes palabras sobre la biodiversidad** (Write the meaning of the following words about biodiversity)

<b>English</b>	<b>Spanish</b>	<b>English</b>	<b>Spanish</b>
Animal and plants	animales y plantas	Natural resources	Recursos naturales
Oceans		Nature	
Rivers		Planet	
Mountains		Protected species	
Valleys		Sea level	
Biodiversity		Volcano	
Atmosphere		Deforestation	
Climate		Earthquake	
Desert		Extinction	
Environment		Global warming	
Forest		Hurricane	
Fresh air		Water pollution	
Glacier		Tsunami	
Grassland		Fumes	
Habitat		Plastics	
Hail		Rubbish	
Hills		Sewage	
Iceberg		Toxic	
Jungle		Waste	
Leaves		Conservation	
Meadow		Renewable energy	

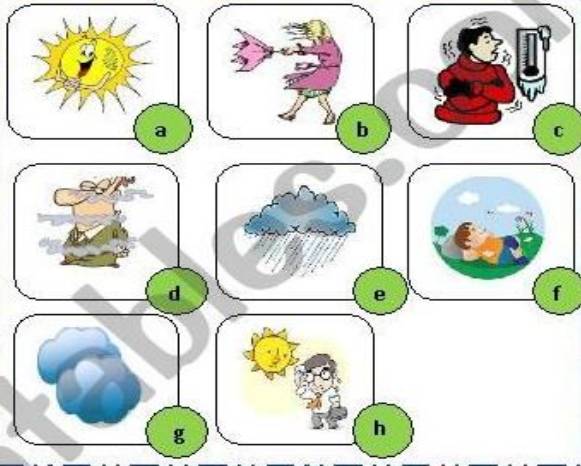
#### 4. Weather and seasons (Clima y Estaciones)

Match words and pictures:

What's the weather like today?

Model: 1 - a

1. It's sunny.
2. It's warm.
3. It's cold.
4. It's hot.
5. It's cloudy.
6. It's foggy.
7. It's windy.
8. It's rainy.



Fill in **am, am not; is, isn't; are, aren't**

1. It ..... sunny today. This ..... good weather. It ... always fine weather in summer.
2. Don't take the bag! We don't go for a walk. It ..... raining.
3. I ..... a bad pupil. I ... a good pupil.
4. It ... cold. There ... fine weather. I can't swim.
5. We can't see you. Where are you? It ..... foggy.
6. The weather ..... good. It's windy, cloudy and rainy. There ... warm weather in autumn.
7. Listen! What ..... this? This ... my kitten under the sofa.
8. Where .... my rulers? They .... on the desk near the book.



## COMPARATIVE AND SUPERLATIVE

5. Read and complete with the comparative and superlative and write the meaning of the sentence (Lea y complete con el comparativo y superlativo y escriba el significado de la oración).

1. This exercise is  (easy) than the previous exercise.
2. This TV show is  (interesting).
3. Yesterday was  (hot) day of the year.
4. It is  (difficult) test of all.
5. This pen writes  (good) than my previous one.
6. This book is  (exciting) than that film.
7. This pupil is  (intelligent) in the class.
8. This is  (old) castle in Britain.
9. Friends are  (important) than money.
10. This watch is  (expensive) than the necklace.

## Simple present : repasemos las reglas

- |   |  |
|---|--|
| <p>1. Como mínimo le vamos a aplicar la <b>S</b> a <u>todos los verbos</u> cuando estemos haciendo oraciones con estas personas, por ejemplo:</p> <p>“Ella llama a Juan”<br/>“She call<b>s</b> Juan”</p> <p>“Él bebe agua”<br/>“He drink<b>s</b> wáter”</p> | <p>2. Agregar la terminación <b>es</b> a los verbos, cuándo <u>los verbos terminen</u> en:<br/><b>O – X – Z – S – SS – SH – CH</b></p> <p>“Ella va al parque”<br/>“She go<b>es</b> to the park”</p> <p>“Él ve televisión”<br/>“He watch<b>es</b> TV”</p> |
| <p>3. Cuando el verbo termine en una <b>Y</b> y al lado de la <b>Y</b> está una consonante, le vamos a quitar la <b>Y</b> y agregamos <b>ies</b>:</p> <p>“Jhon estudia inglés”<br/>“Jhon stud<b>ies</b> English”</p>  | <p>4. Para el verbo <b>HAVE</b> se va a convertir en <b>HAS</b> para las terceras personas:</p> <p>“Carmen tiene un carro”<br/>“Carmen <b>has</b> a car”</p>   |
5. Con los verbos modales **NO** vamos a aplicar ninguna de esas reglas:  
“She **can**s dance” Esto quedaría mal así ¡pilas!

6. **Fill in the blank by selecting the correct answer of the verb in parentheses and write the meaning.** (Llena el espacio en blanco seleccionando la respuesta correcta del verbo en parentesis y escribe el significado).

1. She \_\_\_\_\_ (think) Manuel is crazy.
  - a. thinks
  - b. does think
  - c. thinkes
  
2. They \_\_\_\_\_ (not know) what to say.
  - a. don't know
  - b. doesn't know
  - c. not know
  
3. \_\_\_\_\_ (she/feel) ok?
  - a. Does she feel
  - b. Is she feel?
  - c. don't she feel
  
4. He \_\_\_\_\_ (not be) a relative of mine.
  - a. isn't
  - b. aren't
  - c. doesn't be
  
5. I \_\_\_\_\_ (not know) who she is.
  - a. don't know
  - b. doesn't know
  - c. isn't know
  
6. She \_\_\_\_\_ (wash) her car every week.
  - a. washes
  - b. wash
  - c. is washes
  
7. Paul \_\_\_\_\_ (sleep) seven hours a day.
  - a. sleepes
  - b. sleep
  - c. sleeps

8. She always \_\_\_\_\_ (win).

- a. win
- b. wins
- c. is wins

9. James \_\_\_\_\_ (cry) very easily.

- a. crys
- b. cries
- c. cryies

10. She \_\_\_\_\_ (pray) in church every Sunday.

- a. prayes
- b. is prays
- c. prays

- **Simple past**

Para formar el simple past de los verbos regulares en inglés, hay que **añadir -ed o -d** a la forma básica del verbo.

Si un verbo regular termina en consonante o una vocal aparte de e, se le añade la terminación **-ed**.

Si un verbo regular termina con la letra e, se le añade la terminación **-d**.

**Fórmula para el simple past**

**forma básica + -ed o -d**

Veamos los modelos de conjugación de los verbos to Walk (caminar) y to smile (sonreír).

SUJETO	TO WALK	TO SMILE
I	walked	smiled
you	walked	smiled
he/she/it	walked	smiled
we	walked	smiled
they	walked	smiled

7. **Fill in the blank by selecting the correct answer of the verb in parentheses and write the meaning.** (Llena el espacio en blanco seleccionando la respuesta correcta del verbo en parentesis y escribe el significado).



1. My father \_\_\_\_\_ (work) in the university yesterday .

- a. workes
- b. worked
- c. worke

2. My sister \_\_\_\_\_ (clean) her room on Saturday.

- cleaned
- cleans
- cleanes

3. The birds \_\_\_\_\_ (fly) over our heads.

- a. flew
- b. flied
- c. flown

4. Last night we \_\_\_\_\_ (walk) to the cinema.

- a. Walkend
- b. Walkes
- c. Walked

5. Sam \_\_\_\_\_ (stop) the car to take a picture.

- a. Stoped
- b. Stops
- c. stopen

6. I \_\_\_\_\_ (study) for the exam for three hours.

- a. Studys
- b. Studied
- c. Studyed

### ADJETIVES TO DESCRIBE A PERSON

**8 write the meaning of the following adjectives to describe people and make your own physical description.** (escriba el significado de los siguientes adjetivos para describir personas y hacer tu propia descripcion fisica).

English	Spanish	English	Spanish
Beautiful		Big	
Cute		Small	
Gorgeus		Blue	

Handsome		Green	
Young		Expressive	
Old		Sparkling	
Pretty		Round	
Stylish		Oval	
Attractive		Square	
Long		Big	
Short		Youthful	
Straight		Elegant	
Curly		Charming	
Wavy		Fat	
Blonde		Thin	
Black		Slim	
Brown		Slender	
Bald		Skinny	
Big		Petite	
Small		Athletic	
Blue		Lean	
Green		Curvy	
Appearance		Hair	
Face		Body	

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Mineducación; Colombia bilingue

Google

Internet

<https://www.liveworksheets.com/>

<https://www.pinterest.es/>

**RECURSOS**

Fotocopias, cuaderno, libros, internet y diccionarios.

**METODOLOGÍA**

Diálogo y orientaciones estudiantes

**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

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