

**Temas a Abordar: EVALUACION DE CONTENIDOS DE LAS GUIAS 6 A 10 INCLUSIVE.**

**Objetivos:** *La presente guía tiene por el objetivo evaluar los contenidos abordados en las guías 6, 7, 8, 9 y 10 inclusive.*

**Guía de Actividades:**

**A. INTRODUCCION.**

**1. Lee atentamente.**

Queridos alumnos, durante este ciclo lectivo hemos tenido que abordar todos los integrantes del proceso educativo, escuela, docentes, alumnos, padres, etc muchísimas situaciones de índole económica, conectividad, internet, tiempos, recursos en general que nos han permitido, en alguna medida acercarnos, aunque no presencialmente.

Todo este esfuerzo de todas las partes hacen posible esta nueva instancia que se plantea en esta guía 12, que propone revisar y evaluar los contenidos ya sí curriculares correspondientes en este caso a INGLES TECNICO I; y a las guías 6 a 10 inclusive.

**2. Ahora si para ser más objetivos les doy a continuación la lista de los temas vistos en estas 5 primeras guías.**

**Guía N°6:** Textos para traducir: Beef Industry. Swine Industry. Apiculture.

**Guía N°7:** Textos para traducir: Adults didn't like rock music. Past Simple.

**Guía N°8:** Simple Past: BE- Others. Informations Questions. Ordinal Numbers. Musical Instruments and genres.

**Guía N°9:** Texto para traducir: Some people eats a lot. My breakfast. Countables e Incountables.

**Guía N°10:** Texto para traducir: Food and drink. What were they doing? Past Continuos.

**3. Todos los temas que figuran en esta lista serán evaluados en la presente guía. Al finalizar la evaluación recibirás una valoración de tu trabajo y esa valoración tendrá el siguiente formato:**

**ESCALA CUALITATIVA CON EQUIVALENCIA CUANTITATIVA PARA ALUMNOS DE 1º A 6º AÑO DE EDUCACIÓN TÉCNICO PROFESIONAL (formación general, científica tecnológica y técnica profesional) Resol. CFE N° 368/2020, Resol. N° 0443-me- 2013**

**Escala de Valoración.**

ESCALA CUALITATIVA	ESCALA NUMERICA
<b>LA</b> : Logrado con autonomía.	<b>10 – 9</b>
<b>L</b> : Logrado.	<b>8 – 7 – 6</b>
<b>EPPA</b> : En proceso promoción acompañada	<b>Menos de 6</b>

**4. Criterios de evaluación:**

*a) Se te asignara una serie de actividades que deberás resolver y presentar en un lapso menor a 24 (veinticuatro horas).*

*b) Cada actividad tendrá una consigna que deberás respetar.*

*c) La devolución tendrá que estar encabezada con los siguientes datos:*

*Escuela, Curso, Alumno (Nombre y Apellido completos), DNI, mail y celular de contacto.*

- d) **La devolución será recepcionada al mail de contacto.** Cabe aclarar que **NO se recepcionarán las respuestas por ninguna otra vía (NO ENVIAR POR WHATSAPP)**
- e) **En la devolución solo deberán figurar tus respuestas. De la siguiente forma:**
- f) **EJEMPLO: Ejercicio 1: a)..... (En los puntos suspensivos anotarás tu respuesta)**
- g) **Cada actividad tendrá consignado su puntaje (en equivalencia numérica). Ej: P: 1/15 (puntaje: un punto de los 20 totales)**
- h) **Tu valoración final será un L: Logrado si completas con éxito un porcentaje superior al 60% de la guía y si tu porcentaje supera el 90% obtendrás un LA: logrado con autonomía.**
- i) **Si tu porcentaje de asertividad es inferior al 60%, accederás a un periodo de recuperación, mismo que se informara en tiempo y forma.**
5. Consejos importantes:
- a) **Lee dos veces la consigna antes de responder.**
- b) **Ten a mano las guías que realizaste como material de consulta. (Guía).**
- c) **Responde solo lo que se te solicita.**
- d) **En la devolución solo deberán figurar exclusivamente tus respuestas.**
- e) **La devolución DEBE ser enviada al MAIL de contacto.**
- f) **No olvides entregar la guía en el tiempo estipulado.**
6. Evidencias de Evaluación:
- El alumno deberá reflejar en su devolución que:
- ✚ Usa apropiadamente los pronombres personales.
  - ✚ Entiende y aplica correctamente los tiempos de verbos dados.
  - ✚ Entiende y usa en forma adecuada los verbos BE y Have.
  - ✚ Expresa la hora de forma correcta.
  - ✚ Usa de forma correcta artículos, adjetivos.
  - ✚ Expresa apropiadamente cantidades.

**NOTA:** Si ya leíste los puntos anteriores estas en condiciones de comenzar con el proceso de evaluación.

## B. Actividades de evaluación:

1. A continuación encontraras algunas oje la opción correcta. Sigue el ejemplo. **(Guía 6 a 10). P:1/15**

**Countable / Uncountable nouns**

**some / any**



- I had an / any apple at lunch.
- 1 There aren't some / any eggs in the fridge.
- 2 Is there any / a milk in the bottle?
- 3 Are there some / any biscuits on your desk?
- 4 There isn't some / any cheese in the sandwich.

- 5 There's some / a rice in the cupboard.
- 6 There are a / some potatoes in the cupboard.
- 7 Is there any / a banana on the table?
- 8 Have you got some / any yoghurt?

2. Observa los alimentos que contiene el refrigerador. Tomando en cuenta el ejemplo, completa la tabla con los demás alimentos. **(Guía 6 a 10). P:1/15**



Countable		Uncountable
Singular	Plural	Singular only
an egg	eggs	milk

3. Completa las oraciones con **A LOT OF, MUCH o MANY**. Sigue el ejemplo. **(Guía 6 a 10). P:1/15**

**a lot of / much / many**

Countable	Uncountable
There are <b>a lot of</b> eggs.	There's <b>a lot of</b> bread.
There aren't <b>many</b> eggs.	There isn't <b>much</b> bread.
Are there <b>many</b> eggs?	Is there <b>much</b> bread?

- Do we have **much** oil?  
 1 I don't drink \_\_\_\_\_ coffee.  
 2 We always buy \_\_\_\_\_ cheese.  
 3 Nick doesn't eat \_\_\_\_\_ vegetables.  
 4 Are there \_\_\_\_\_ strawberries in the garden?  
 5 Do we need \_\_\_\_\_ chicken for this recipe?

4. Complete las oraciones con las palabras de la caja y **HOW MUCH o HOW MANY**. Siga el ejemplo. **(Guía 6 a 10). P:1/15**

**How much ...? / How many ...?**

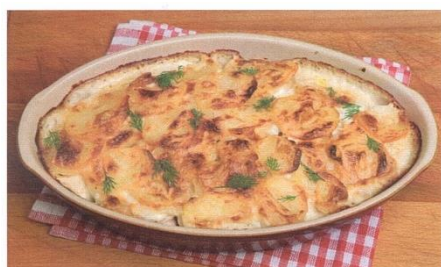
Interrogative	
Countable	Uncountable
<b>How many</b> apples are there?	<b>How much</b> sugar is there?

bread languages money people rooms sugar

- How much sugar** does Jake put in his coffee?  
 1 \_\_\_\_\_ are there in the class?  
 2 \_\_\_\_\_ do you eat every day?  
 3 \_\_\_\_\_ are there in the house?  
 4 \_\_\_\_\_ do you have?  
 5 \_\_\_\_\_ do you speak?

5. Complete el dialogo con las palabras de la caja. Siga el ejemplo. **(Guía 6 a 10). P:1/15**

some a lot of any how many some  
how much many much some



- Lucia** **How many** onions are there?  
**Jorge** There aren't <sup>1</sup> \_\_\_\_\_. Only two or three.  
**Lucia** OK. And <sup>2</sup> \_\_\_\_\_ milk have we got?  
**Jorge** Oh, not <sup>3</sup> \_\_\_\_\_. We need to buy <sup>4</sup> \_\_\_\_\_ milk. But there are <sup>5</sup> \_\_\_\_\_ potatoes. About 20 of them!  
**Lucia** Well, that's OK. I also need <sup>6</sup> \_\_\_\_\_ butter. Have we got <sup>7</sup> \_\_\_\_\_?  
**Jorge** Yes, I know there's <sup>8</sup> \_\_\_\_\_ in the fridge.



6. Escriba las letras perdidas para completar las palabras que representan el crimen de la imagen. **(Guía 6 a 10). P:1/15**



1 k \_\_\_\_\_  
2 s \_\_\_\_\_  
3 r \_\_\_\_\_  
4 v \_\_\_\_\_  
5 p \_\_\_\_\_

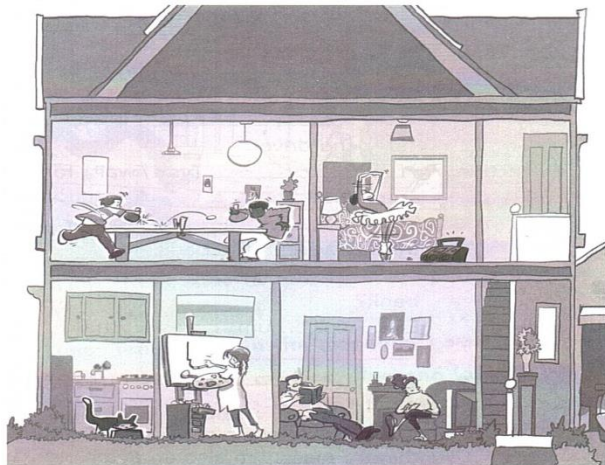
7. Cambie la palabra subrayada por una de la caja. Siga el ejemplo. **(Guía 6 a 10). P:1/15**

kidnapped mugger murderer  
rob shoplifter stolen vandalized

The man tried to take money from the bank.  
rob

- 1 You're a very clever man, but I know you shot the professor. \_\_\_\_\_
- 2 The woman took three MP3 players from PC Palace. We found them in her coat. \_\_\_\_\_
- 3 The man showed me a knife and I gave him my wallet. \_\_\_\_\_
- 4 Diane damaged a bus stop. \_\_\_\_\_
- 5 A thief has taken a painting from a museum in Paris. \_\_\_\_\_
- 6 I have taken your uncle. If you give me £10,000,000, you will see him again.

8. Mire la imagen y complete las oraciones con el afirmativo o negativo del verbo en pasado continuo. Siga el ejemplo. **(Guía 6 a 10). P:1/15**



Carl and Dan weren't doing (do) their homework, they were playing (play) table tennis.

- 1 Lisa \_\_\_\_\_ (be) sleeping, she \_\_\_\_\_ (dance).
- 2 The cat \_\_\_\_\_ (play) with a ball, it \_\_\_\_\_ (drink) milk.
- 3 Emily \_\_\_\_\_ (listen) to music, she \_\_\_\_\_ (paint).
- 4 Dad \_\_\_\_\_ (play) computer games, he \_\_\_\_\_ (read).
- 5 Mum \_\_\_\_\_ (write) an email, she \_\_\_\_\_ (watch) TV.

9. Complete las oraciones con el pasado continuo de los verbos de la caja. Siga el ejemplo. **(Guía 6 a 10). P:1/15**

### Past continuous

#### Affirmative and negative

Affirmative	Negative
I / he / she / it was playing	I / he / she / it wasn't playing
you / we / you / they were playing	you / we / you / they weren't playing

do listen not wear  
not pay play run watch

- The boys were playing football on Saturday.
- 1 She \_\_\_\_\_ to music in her bedroom all evening.
  - 2 I \_\_\_\_\_ my best clothes yesterday.
  - 3 They \_\_\_\_\_ their history project all afternoon.
  - 4 The police officer \_\_\_\_\_ after the robbers.
  - 5 Our teacher got annoyed because we \_\_\_\_\_ attention.
  - 6 He \_\_\_\_\_ a film at 8 p.m.

10. Escriba las preguntas en pasado continuo. Luego responda en forma corta. Siga el ejemplo. **(Guía 6 a 10). P:1/15**

### Past continuous

#### Interrogative and short answers

Interrogative	Short answers	
	Affirmative	Negative
Was I talking?	Yes, I was.	No, I wasn't.
Were you walking?	Yes, you were.	No, you weren't.
Was he / she / it sleeping?	Yes, he / she / it was.	No, he / she / it wasn't.
Were you / we / you / they playing?	Yes, you / we / you / they were.	No, you / we / you / they weren't.

Amy / use the computer / yesterday? (✓)  
**Was Amy using the computer yesterday?**  
**Yes, she was.**  
 it / rain / yesterday afternoon? (X)  
**Was it raining yesterday afternoon?**  
**No, it wasn't.**  
 1 the burglar / run away / from the police? (✓)  
 2 you / talk to Mr Peters / after the lesson? (X)  
 3 two boys / copy / during the test yesterday? (X)  
 4 the vandals / write graffiti / on the wall last night? (✓)

11. Escribe cada oración usando pasado continuo y **WHILE**. Sigue el ejemplo. **(Guía 6 a 10). P:1/15**

### while

Read the sentences. Then complete the rule.

While he was doing his homework, he was listening to music.  
 The boys were talking while they were walking towards me.

Juan / play / video games / while / I / do / the washing-up

**Juan was playing video games while I was doing the washing-up.**

- 1 You / cycle / to school / while / I / wait / for the bus
- 2 While / we / play / basketball / Maria / study
- 3 The students / talk / while / they / do / a test
- 4 While / we / walk / down the street / our mum / watch / us
- 5 Jason / come / out of the cinema / while / we / go / in
- 6 While / they / have / lunch / they / watch / TV

12. Deberás unir el principio de la oración (1 a 6) con su final (a / f). Sigue el ejemplo. **(Guía 6 a 10). P:1/15**

### Past continuous and past simple + when / while

Read the sentences. Then complete the sentences with *past continuous* or *past simple*.

While I was cycling past them, one of the boys pushed me.  
 I was sitting on the bus when my phone rang.

- 1 I was sleeping d
  - 2 While Katia was cleaning her room \_\_\_\_
  - 3 Tom was skateboarding in the park \_\_\_\_
  - 4 When I saw the burglar \_\_\_\_
  - 5 While we were walking home \_\_\_\_
  - 6 Mum burnt her hand \_\_\_\_
- a her pet iguana escaped.  
 b while she was cooking.  
 c we saw an accident.  
 d when my alarm went off.  
 e he was climbing out of a window  
 f when he fell and broke his arm.

13. Deberás leer el texto y elegir la opción correcta. Sigue el ejemplo. **(Guía 6 a 10). P:1/15**

It was 8 p.m. and I was in my bedroom. I **was listening** / **listened** to music and I **was sending** / **sent** text messages to my friends. It was very hot, so I decided to open the window. While I **was opening** / **opened** the window, I **was looking** / **looked** at the sky and I **was seeing** / **saw** two big red circular lights. They **were moving** / **moved** slowly towards the house. I was very excited! I **was running** / **ran** downstairs into the garden. While I **was running** / **ran** through the kitchen, I **was calling** / **called** my dad. He **was watching** / **watched** TV in the living room. When Dad **was coming** / **came** outside the lights **were moving** / **moved** over the house. It was incredible. Dad said 'Quick! Film them with your phone.' I **was running** / **ran** to my room and got my phone, but when I **was getting** / **got** back the lights **were disappearing** / **disappeared** in the distance. I tried to film them but it was too dark!

14. Deberás completar cada oración con la forma correcta del verbo en pasado continuo o pasado simple. Sigue el ejemplo. **(Guía 6 a 10). P:1/15**

- I **was reading** in bed when I **heard** someone outside. (read / hear)
- 1 Two boys \_\_\_\_\_ Oscar's rucksack while he \_\_\_\_\_ home from school. (steal / walk)
- 2 While we \_\_\_\_\_ in Brazil, we \_\_\_\_\_ a lot of friendly people. (travel / meet)
- 3 When I \_\_\_\_\_ up it \_\_\_\_\_ . (wake / snow)
- 4 While Alicia \_\_\_\_\_ in her room, a bird \_\_\_\_\_ in through the open window. (study / fly)
- 5 Lucas \_\_\_\_\_ his leg while he \_\_\_\_\_ in Canada. (break / ski)
- 6 Aunt Katie \_\_\_\_\_ at the train station when I \_\_\_\_\_. (wait / arrive)
- 7 We \_\_\_\_\_ to the bus stop when it \_\_\_\_\_ to rain. (walk / start)
- 8 Our cat \_\_\_\_\_ on the sofa when we \_\_\_\_\_ home. (sleep / get)

15. Deberás completar cada oración con tus propias ideas utilizando pasado continuo o pasado simple. Sigue el ejemplo. **(Guía 6 a 10). P:1/15**

- I was getting on the bus when **my mobile phone rang**.
- 1 \_\_\_\_\_ when the teacher called his name.
- 2 While my friend was walking home, \_\_\_\_\_
- 3 \_\_\_\_\_ when it started to rain.
- 4 While my parents were watching TV, \_\_\_\_\_
- 5 I fell asleep while I \_\_\_\_\_

**HAS CONCLUIDO CON ÉXITO ESTE COMPLEJO CICLO, TE FELICITO Y A DISFRUTAR ESTE MEREcido DESCASO!!!!**