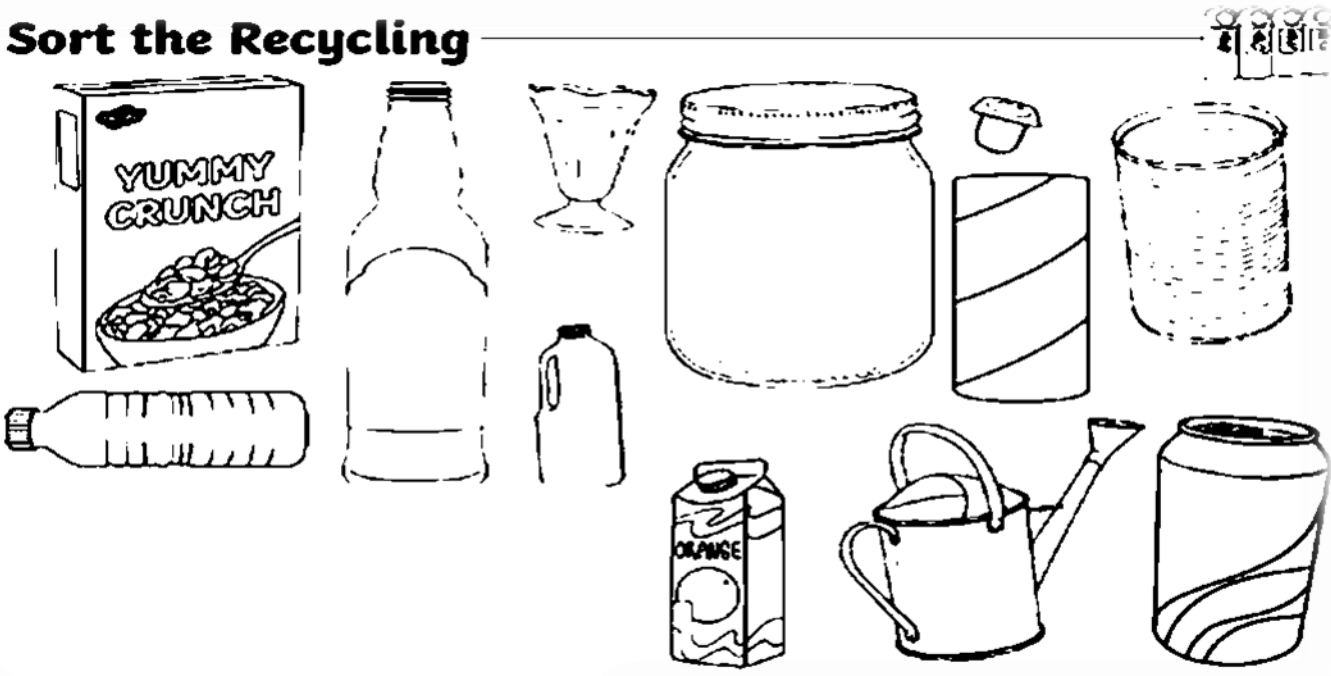


**PLAN DE NIVELACIÓN PERÍODO 2/2024**

<b>DOCENTE:</b> Jurany Barón Vargas	
<b>GRADO:</b> 6°	<b>CURSO:</b> 601-602
<b>ÁREA:</b> Humanidades	<b>ASIGNATURA:</b> Inglés
<b>INTENSIDAD HORARIA SEMANAL ÁREA:</b> 5 horas	<b>INTENSIDAD HORARIA SEMANAL ASIGNATURA:</b>
<b>NOMBRE DEL PLAN:</b> Simple Present and continuous present, simple past	
<b>OBJETIVO:</b> Practicar y ejercitar el tiempo verbal Simple present, progresive present and simple past. Reconocer los verbos, adjetivos y sustantivos en las estructuras de una oración.	
<b>DESEMPEÑOS PARA DESARROLLAR:</b> Learning objective: Desarrollar habilidades de escritura y lectura para mejorar el nivel de inglés. Writing and Reading skills	
<b>ACTIVIDADES:</b> Taller Good morning dear student! I wish you are very well today! ¡Buenos días estimado estudiante! ¡Deseo que te encuentres muy bien! Now we are going to practice the SIMPLE PRESENT AND PRESENT PROGRESSIVE	
<p><b>RECYCLE</b> <b>Activity #1</b></p> <p>Colour all of the cardboard items yellow, Colour all of the plastic items purple Colour all of the glass items green, Colour all of the metal items blue</p>	
<p><b>Sort the Recycling</b></p> 	

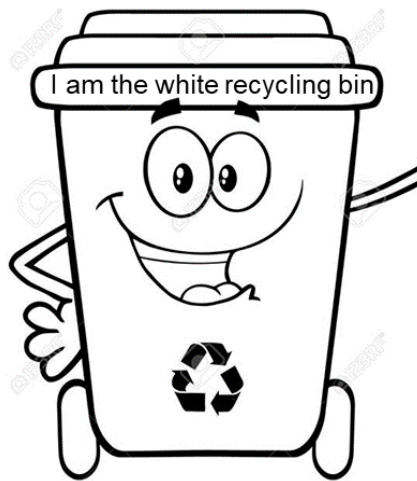
### Activity # 2

#### Draw and write names of objects according to recycle

**White bins:** this is where waste such as plastic, metals, cardboard, paper, glass, PET, etc. should go. Remember that these should always go in the bin clean, without grease residues, water or any other product they contain. They should be washed and left to dry before being thrown away.

- **Green bins:** this color should be used for usable organic waste, such as some food scraps and agricultural waste.

- **Black bins:** this color will identify waste that is not usable, i.e., toilet paper, napkins, paper and cardboard soiled with food and other substances, as well as metallized paper.



### Activity # 3

### How do you recycle the water?

you must make a summary and present it in frieze All in English with pictures

#### 1 SCREENING

The incoming used water is made up of 99% water and 1% solids. It's important to remove the solid material as soon as possible to prevent blockages and damage to the machinery.

The screen is like a giant sieve: the water passes through it and removes the solids. Objects like wipes, toilet paper, nappies, as well as less obvious things like mobile phones and false teeth are all removed at this stage.



Approximately three skip-fulls of these objects are filled each week before being safely disposed of at a landfill site.

#### 2 GRIT REMOVAL

Once the large objects have been sieved out, the sewage flow is slowed down to let small heavy materials sink to the bottom - things like stones, gravel and sweetcorn. This is then pushed out into a skip by a machine called the 'hodding donkey', or Detroit, to be reused to repair and level new roads.

#### STORM TANKS

Storm tanks normally remain empty. They fill when there is heavy rainfall to help manage the increased flows and to help prevent the treatment works flooding.

#### 3 PRIMARY SETTLEMENT

The sewage then flows into large round, funnel shaped tanks where the primary settlement takes place. Soil and poo sinks to the bottom of the tank because it's heavier before being piped away from the bottom.



#### 4 BIOLOGICAL TREATMENT

Biological treatment is a natural process to break down and remove substances that might harm the environment or human health. There are two main methods of biological treatment used at Chelmsford Water Recycling Centre to help speed up the natural process.



#### ACTIVATED SLUDGE PROCESS

The first method is to pump the sewage through huge tanks called aeration lanes where microorganisms are added. The microorganisms help remove any harmful materials like ammonia (NH<sub>3</sub>), which comes from urine, because it is poisonous to fish and other living things in rivers.

Oxygen is pumped into the tanks and spread through the bottom of the tank to create small bubbles that the micro-organisms live on. Like all living creatures, micro-organisms need air, food and water to survive.

Because there is so much air being pumped in the water, the water has negative buoyancy which means everything will sink to the bottom.

#### BIOLOGICAL FILTERS

The second process involves the dirty water from the primary tanks being trickled over beds of stones. The circular tanks are two metres deep and filled with stones. The stones are porous and provide somewhere for the microorganisms to settle. The microorganisms then, in a similar way to the activated sludge, remove anything harmful left in the water.



### Activity # 4

**Read, write in the English notebook the text and answer the following questions**

#### **How do we protect and help our only planet Earth?**

Combat poaching. Prevent animal trafficking. Rescue animals that have been irresponsibly adopted. Physically and psychologically recover animals rescued from situations of neglect and abuse.

We should not mistreat animals, they should be respected and the care of animals is something that should not be forgotten by any of the people who inhabit the planet.

“Compassion for animals is intimately associated with goodness of character and it can be stated that he who is cruel to animals cannot be a good man.” So says the philosopher Arthur Schopenhauer.

But how should we help animals?

We as thinking animals have the power to help our planet.

Not throwing garbage, recycle paper, plastics, do not consume plastic spoons because they go to the seas because marine animals consume them and die from these causes. Glass can be reused.

All organic waste should be recycled and composted in the soil.

Take care of the rivers and do not continue throwing waste into them, plant trees. Animals are our younger brothers and sisters who should be cared for and respected. They also give us company, friendship and loyalty.

#### **1. What does the text tell us?**

- It talks about taking care of clothes
- It is a text that tells us how to take care of our planet.
- The text tells us how to make a paper airplane.

#### **2. What does the philosopher say?**

- We all should not take care of animals
- If you are cruel to animals you cannot be a man.
- You tell us about candy

#### **3. How should we recycle plastic?**

- We deposit it in containers in the corresponding container.
- By throwing it in the streets
- Consuming plastic and throwing it into rivers and seas.

#### **4. Another way to help rivers**

- Dumping garbage in rivers
- Do not throw garbage or human waste in the rivers and plant trees.
- Continue to dump human waste in the rivers as you plant trees.

#### **5. How do we help our animals?**

- Do not help them, nor adopt them
- Animal abuse
- Caring for them, respecting them and helping them when they need us the most.

### Activity # 5

**According to the text How do we protect and help our only planet earth?**

1. You should make a short summarize about the text in English.
2. Draw an animal that you like the most
3. Underline with **red the verbs** that appear in the text.
4. Underline with **blue the adjectives** that appear in the text.
5. Answer, have you ever planted trees in your short life?

### Actividad # 6 DAILY ROUTINES

Las Rutinas Diarias se refieren a aquellas acciones que realizamos de forma habitual y permanente como por ejemplo dormir, almorzar y ducharnos.

**Reescribir y dibujar cada una de las rutinas diarias mencionadas en el cuaderno de inglés**

Wake up: despertar  
Get up: levantarse  
Get dressed: vestirse  
Brush the teeth: cepillarse los dientes  
Have breakfast: tomar desayuno  
Go to school: ir al colegio Have lunch: almorzar  
Go to work: ir a trabajar  
Water the plant: regar las plantas  
Cut the grass: cortar el pasto  
Work as a temp: trabajar de temporero/a  
Do Exercise: hacer ejercicio  
Take pictures: tomar fotografías  
Play the guitar: tocar la guitarra  
Surf the net: navegar en internet  
Go out with friends: salir con amigos/as  
Go shopping: salir de compras  
Chat with friends: hablar/chatear con amigos/as  
Do the laundry: lavar ropa  
Make the bed: hacer la cama  
Go to sleep: ir a dormir  
Take a shower: ducharse  
Make dinner: preparar la cena  
Have dinner: cenar  
Do the dishes: lavar los platos.  
You should pamper to animals

### Activity # 7

#### Translate to Spanish the next conversation and pronoun to the teacher

: Hi, Loren. Tomorrow we have our math test.  
Anita: That is true. I'm very nervous. I need to pass.  
Loren: Why don't we study together?  
Anita: That is a great idea.  
When we finish, we can play some videogames to relax.  
Loren: Ok. Come to my house after school.  
Anita: Ok. See you there.

#### Progressive or continuous present

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?

Afirmativa	Negativa	Interrogativa
I am going	I am not going	Am I going?
You are going	You aren't going.	Are you going?
He, she, it is going	He, she, it isn't going	Is he, she, it 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?

### Activity # 8

Translate to English and draw the next sentences in your English notebook



Estoy mirando el reloj de pared.

Estoy escuchando la radio.

Ella está hablando con él.

Él está escuchando las noticias.

Me estás leyendo un libro.

**Mira la imagen de la actividad # 8 y responde las preguntas en ingles**

What is Lucia doing?

What is Edward doing?

What is Ron eating?

Is William eating ice-cream?

Is Rafael walking his dog?

Is Carrie riding a bicycle?

Is Lucia Talking in the cell phone?

**Activity # 9**  
**simple past**

**1. Convierta los siguientes verbos en pasado y traduzca al español**

Does- do \_\_\_\_\_

Have- has \_\_\_\_\_

Can \_\_\_\_\_

Make \_\_\_\_\_

Eat \_\_\_\_\_

Wet \_\_\_\_\_

Speak \_\_\_\_\_

**2. Haz preguntas para estas respuestas.**

1. \_\_\_\_\_ ? Yes, I visited London.

2. \_\_\_\_\_ ? No, I didn't go on the London Eye.

3. \_\_\_\_\_ ? No, she didn't help me.

4. \_\_\_\_\_ ? Yes, I gave her a present.

5. \_\_\_\_\_ ? Yes, Steve passed his driving test.

6. \_\_\_\_\_ ? No, we didn't play football.

**3. Completa las frases con el past simple de los verbos del recuadro. Ojo, algunos son irregulares.**

BUY - GO - HAVE - PLAY - SPEAK - STOP

My parents \_\_\_\_\_ me the new PSP for my birthday.

This morning I \_\_\_\_\_ breakfast at 7.

Juan \_\_\_\_\_ the piano really well when she was 7.

The rain \_\_\_\_\_ and we could go out.

Last night, we \_\_\_\_\_ to the cinema.

The man \_\_\_\_\_ English and French fluently.

Nota: draw it !!!



**PRODUCTOS POR ENTREGAR:** Se entrega el taller completo durante el mes de septiembre, elaborado por el propi@ estudiante y se procede a la sustentación de acuerdo al plan de nivelación.

**PLAZO MÁXIMO DE ENTREGA: Mes de septiembre**

**OBSERVACIONES:** El taller se debe entregar a más tardar en Septiembre se procederá a la sustentación en las clases de inglés (si no hay entrega del taller no se podrá sustentar)

### RÚBRICA DE EVALUACIÓN

**No aprobó  
(1.0 a 2.9)**

Presenta dificultad en el manejo de las estructuras gramaticales vistas para describir entornos haciendo uso de la lengua extranjera.

**Aprobó**

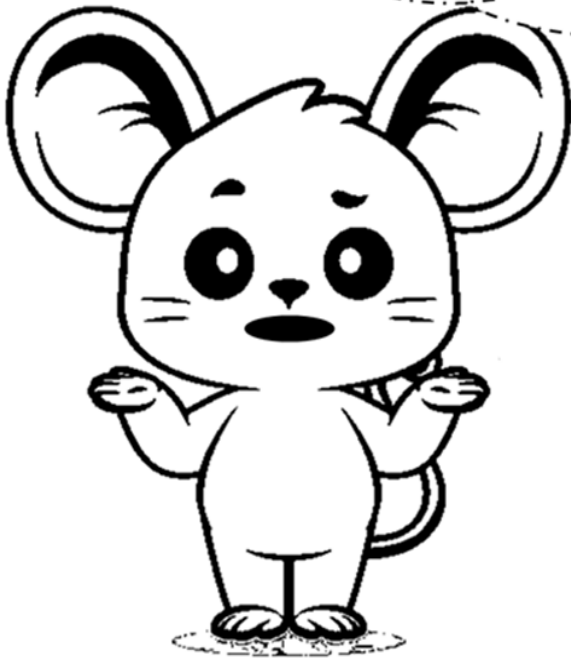
**(3.0) Máxima nota en nivelación de acuerdo al SIEE**

Muestra limitado manejo de las estructuras gramaticales vistas para describir entornos haciendo uso de la lengua extranjera.

Nota:

Cada actividad propuesta **No** es necesario imprimir solo desarrollarlos en el cuaderno de inglés.

La actividad # 3 se debe realizar en un friso y sustentarlo.



Good luck with this leveling plan!!