



INSTITUCIÓN EDUCATIVA CIUDELA SUCRE

SEDE A (CIUDELA), SEDE B (LA ISLA) Y SEDE C (EL PROGRESO)

Nit. 832003622-3 Dane: 125754001957 Tel: 579 00 30

e – mail: ciudadelasucre@soachaeducativa.edu.co

GUÍA DE MEJORAMIENTO 2025

ASIGNATURA: InglésGRADO: Décimo

1. ¿QUÉ DEBO MEJORAR?

El objetivo de esta guía es ayudar a fortalecer lo que aún necesita mejorar. Aquí encontrará actividades diseñadas para apoyar su aprendizaje y avanzar con más seguridad. ¡Puedes lograrlo!

- Mejorar la competencia lingüística en inglés fortaleciendo las habilidades trabajadas durante el primer y segundo periodo.
- Leer con atención las explicaciones brindadas en la guía y en el cuaderno.
- Utilizar el diccionario o el traductor si es necesario para realizar las actividades.
- Observar con detalle las imágenes, los mapas mentales y conceptuales para ayudarte a comprender los temas y las actividades.
- El trabajo debe ser entregado en hojas examen u hojas blancas debidamente marcadas y organizadas, recuerda que algunos puntos los puedes solucionar directamente en la guía.**

2. ¿QUÉ DEBO RECORDAR?

Aquí encontrará explicaciones, ejemplos y orientaciones que le ayudarán a comprender y resolver cada actividad. Lea con atención, siga paso a paso las indicaciones y apóyese en los recursos que se le brindan (como imágenes, textos o enlaces).

¡Recuerda que se puede aprender de diferentes formas!

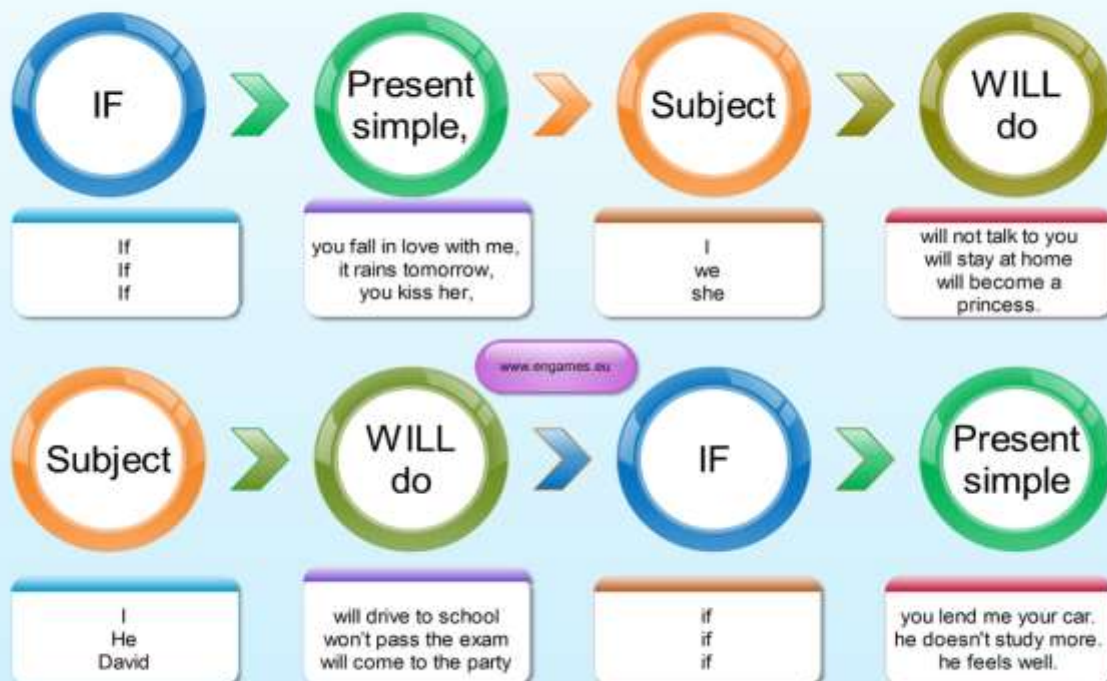
- El trabajo se debe entregar en hojas examen debidamente marcado y organizado durante la semana del 22 al 26 de septiembre.
- Las actividades deben tener su respuesta en inglés siguiendo las instrucciones.
- Puedes emplear los apuntes y las explicaciones consignadas en el cuaderno de inglés durante los dos primeros periodos.
- Para la sustentación debes traer tu cuaderno, diccionario y presentarte a más tardar en la semana del 29 de septiembre al 2 de octubre.

learnwithnews.com

Modal Verbs

Can, Could	Ability	She <u>can</u> play the piano. I <u>could</u> run fast when I was young.
Can, Could, May	Permission	<u>Can</u> I borrow your phone? You <u>may</u> have a cookie if you eat your dinner.
Should	Advice	I think you <u>should</u> exercise more. <u>Should</u> I go to school today ?
Must, Have to	Obligation	You <u>must</u> finish your homework. We <u>have to</u> clean the house.
Might, May, Could, Can	Possibility	I <u>might</u> go to the gym today. We <u>can</u> hangout tomorrow if you're free.

First conditional



PRESENTE SIMPLE

- **Hábitos y rutinas** → Steve goes to school everyday .
- **Verdades absolutas** → Water boils at 100 degrees.
- **Situaciones permanentes** → John works in Iberia.
- **Horarios de transportes** → The train leaves at 7 o'clock

Always, often, usually, occasionally, sometimes, rarely, hardly ever, scarcely, never, every week, once / twice a year, on Wednesdays...

- Afirmativa ⇒ Sujeto + infinitivo ("-s/-es /-ies" en 3ºPS) + complementos.
- Negativa ⇒ Sujeto + don't / doesn't + infinitivo + complementos.
- Question ⇒ Do / Does + sujeto + infinitivo + complementos + ?



PRESENT SIMPLE

	I You We They	He She It
Affirmative (+)	S + V. Eg: I drink coffee every morning.	S + V-s/es. Eg: He drinks coffee every morning.
Negative (-)	S + don't (do not) + V. Eg: I don't drink coffee every morning.	S + doesn't (does not) + V. Eg: He doesn't drink coffee every morning.
Interrogative (?)	Do + S + V? - Yes, S + do./ No, S + don't (do not). Eg: Do you drink coffee every morning? - Yes, I do./ No, I don't (do not).	Does + S + V? - Yes, S + does./ No, S + doesn't (do not). Eg: Does he drink coffee every morning? - Yes, he does./ No, he doesn't (does not).
Interrogative Wh-(?)	Wh- + do + S + V? Eg: When do you drink coffee?/ What do you drink every morning?	Wh- + does + S + V? Eg: When does he drink coffee?/ What does he drink every morning?

WILL vs BE GOING TO

test-english.com

WILL

FORM

+	<div>I will pay.</div> <div>I'll pay.</div>
-	<div>I will not pay.</div> <div>I won't pay.</div>
?	<div>Will you pay?</div>
Ans.	<div>Yes, I will.</div> <div>No, I will not./No, I won't.</div>

MEANING

PREDICTIONS (We think sth will happen)

- ➔ He **will** love your present.
- ➔ They **won't** win their next match.

DECISIONS (Instant decisions)

- ➔ "We don't have milk." "Don't worry, I'll **buy** some milk after work."

BE GOING TO

FORM

+	<div>He is going to pay.</div> <div>He's going to pay.</div>
-	<div>He is not going to pay.</div> <div>He isn't going to pay.</div>
?	<div>Is he going to pay?</div>
Ans.	<div>Yes, he is.</div> <div>No, he is not./No, he isn't.</div>

MEANING

PREDICTIONS (We see sth will happen)

- ➔ Stop! We're **going to** crash!
- ➔ Look at those clouds. It's **going to** rain.

DECISIONS (Intentions and plans)

- ➔ I'm **going to** have a drink after work.
- ➔ We **are going to** get married soon.

PAST SIMPLE

Sujeto + verbo en pasado (regular o irregular) + complemento
I walked yesterday

Usa

Regular Verb

Se les agrega **ed**
al final.

Walk – **Walked**
Talk – **Talked**

Irregular Verb

Cambia el verbo
por completo.

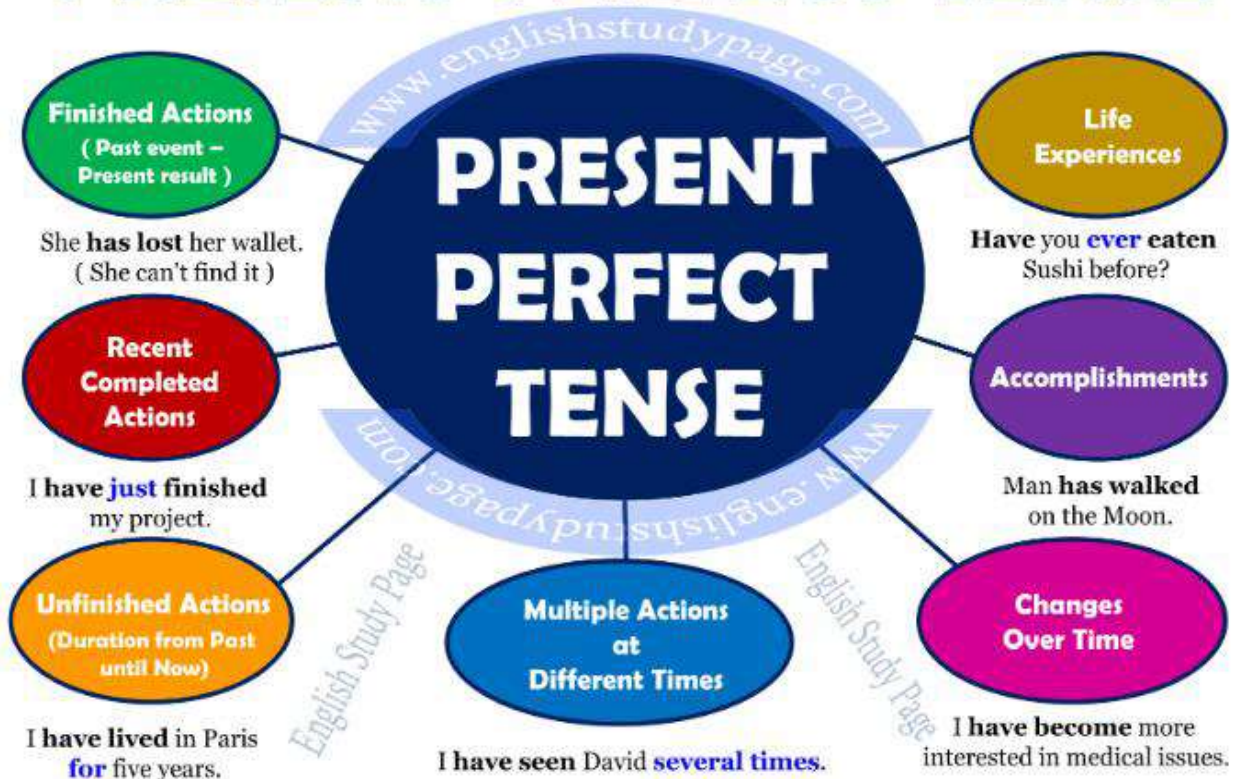
go – **went**
see – **saw**

Utilizamos las siguientes expresiones temporales con el past simple:

PAST SIMPLE

- ▶ Yesterday
- ▶ Last week
- ▶ Last month
- ▶ One week ago
- ▶ Two months ago
- ▶ Three years ago
- ▶ Yesterday
- ▶ Yesterday morning
- ▶ In 1990
- ▶ The day before yesterday
- ▶ In March
- ▶ On Sunday
- ▶ When I was born

PRESENT PERFECT TENSE



3. ¿CÓMO VOY A MEJORAR?

Realizar la serie de actividades diseñadas para ayudarle a comprender mejor los temas que desarrollaron en clase. Estas tareas están pensadas para reforzar lo aprendido durante el primer y segundo periodo. Siga las instrucciones, organícelas bien y entréguelas en el formato y tiempo indicado. ¡Es momento de brillar!

Actividad 1

- **Lee el texto y completa con el verbo que corresponda cada espacio.**

BUY – SAVE – LEND – BORROW – EARN

WIN – SELL – SHOP – SPEND

1. There's no milk left, so I'll go to the supermarket later to some.
2. I am going to with my mum at the market tomorrow.
3. I want to my bike because I'm no longer using it.
4. I need to up for a new laptop. I can't buy it now.
5. I need a pair of trainers, but I don't want to much money. I will only buy them if they are cheap.
6. Can I your pencil, please? I left mine at home!
7. Can you me 50 €, please? I'll give them back to you as soon as I can.
8. I don't think I'll ever lottery, but I buy a ticket every


Actividad 2


Elige la respuesta correcta usando el verbo modal que corresponda.

			
1. You _____ smoke here. a. shouldn't b. must c. mustn't	2. They _____ borrow books at the library. a. have to b. can c. mustn't	3. She _____ wear a uniform. a. must b. doesn't have to c. mustn't	4. We _____ to go to school at weekends. a. mustn't b. don't have to c. can't
			
5. You _____ have a card to borrow books at the library. a. must b. can c. may	6. My little brother _____ walk. a. mustn't b. can't c. doesn't have to	7. It _____ be Tina. She promised to phone me. a. can't b. may c. must	8. You _____ eat so much fast food. It's bad for your health. a. mustn't b. shouldn't c. may
			



Actividad 3

Lee y completa con la forma correcta del primer condicional.

- 

1. If I have no money, I will get a job. (have/get)
2. If I _____ a job, I _____ hard. (get/work)
3. If I _____ hard, I _____ a promotion. (work/get)
4. If I _____ a promotion, I _____ more money. (get/have)
5. If I _____ more money, I _____ shopping. (have/go)
- 

6. If I _____ shopping, I _____ a laptop. (go/buy)
7. If I _____ a laptop, I _____ games online. (buy/play)
8. If I _____ games online, I _____ up late. (play/stay)
9. If I _____ up late, I _____ up on time. (stay/not wake)
10. If I _____ up on time, I _____ the bus. (not wake/miss)
11. If I _____ the bus, I _____ late for work. (miss/be)
12. If I _____ late for work, my boss _____ angry. (be/be)
13. If my boss _____ angry, he _____ at me. (be/shout)
14. If he _____ at me, I _____ bad. (shout/feel)
15. If I _____ bad, I _____ for a new job. (feel/look)


- 

16. If I _____ for a new job, I _____ lots of interviews. (look/have)
17. If I _____ lots of interviews, I _____ a new job. (have/get)
18. If I _____ a new job, I _____ my money. (get/save)
19. If I _____ my money, I _____ on holiday. (save/go)
20. If I _____ on holiday, my boss _____ me. (go/fire)

Actividad 4

Complete con be going to en forma negativa.

1. They sleep.
2. The girl jump.
3. My cousins tidy up.
4. The cat play with the mouse.
5. It rain.
6. I practice sports.
7. He eat a sandwich.
8. They to wake up early.
9. My friends cook.
10. The dog run.

Actividad 5

Complete los enunciados en futuro simple usando will o won't.

One day you 1) (be) a successful man. You
2) (not be) famous, but there
3) (be) many interesting people in your life.

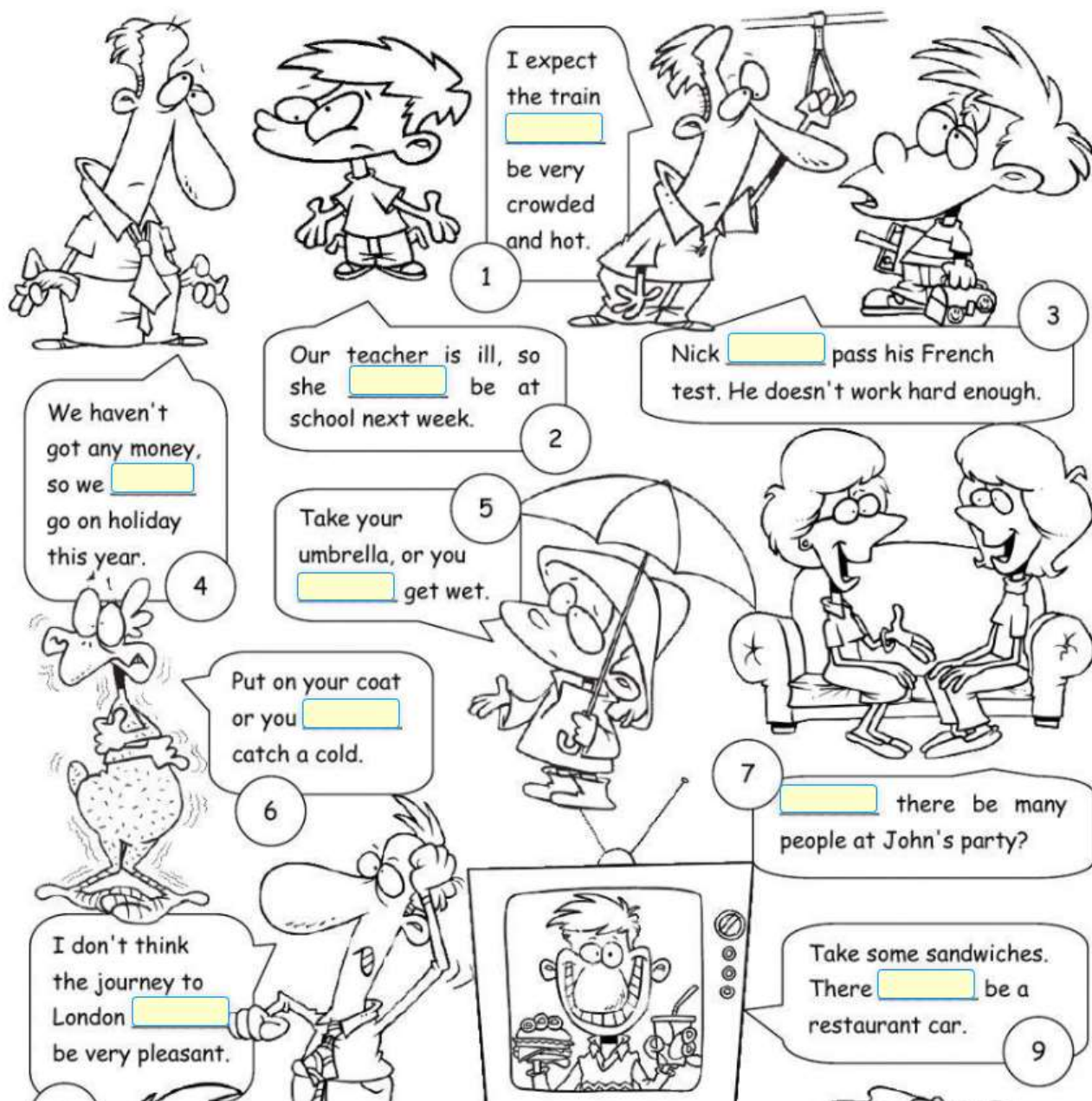
4) (be / I) rich?

I'm not sure. Maybe you 5) (be) rich
one day and maybe you 6) (be) poor.

7) I always (live) in Slovenia?

I don't know. Maybe you 8) (live) in
another country.

I hope it 9) (be) England. My English is
terrible. That reminds me, Madame X, what 10)
the questions (be) in our English test tomorrow?



Actividad 6

Complete el texto con el pasado del verbo según sea regular o irregular.



5 Complete the text with the past simple.

1) At the weekend, Donna's family(drive) to some interesting villages. Once they (arrive) at Toronto Zoo, they (see) many wonderful animals. Donna (enjoy) seeing the lizards and the giraffe. Her younger sister, on the other hand, (not love) them. He.....(prefer) seeing the dolphins jumping out of the water. They also..... (feed) the animals with the fruits they brought from home. They (have) a great time together. They all (promise) to visit the zoo again with their classmates.

Actividad 7

Lee el texto y responde las preguntas.



Read the following text:

Last summer, Joel and Sara travelled to England for two weeks. They travelled in August and stayed in a college with other students in Brighton, the South of England. It was really fantastic because they talked to a lot of students of different nationalities and learned a lot about other cultures and customs. Of course, they learned a lot of English too because they practiced it every day. In the morning they studied a little, they asked the teacher to speak slowly when necessary and answered her questions. In the afternoon they visited different places or played different sports at the college. It was so much fun. They often walked down to the beach with their new friends and played or chatted. In the evening they were tired so they sometimes watched videos or played board games.

The best days were Saturday and Sunday because they travelled to London. The city is very big and they visited all the monuments like Big Ben, The London Eye and Buckingham Palace. They wanted to see the Queen but they didn't see her, only her guards!

They liked everything in the city but their favourite thing was the museums, especially Madam Tussards. There were lots of realistic figures of famous people there.

At the end of the two weeks, they were sad to return home. The holidays were fun and different from usual. They cried a little when they waved goodbye to their new friends and promised to write or send emails when they arrived home.



Answer the following questions.

What did Joel and Sara do in the afternoon?

_____.

Did they learn a lot of new things?

_____.

What did they like the best?

_____.

What did they visit in the capital?

_____.

Did they like the museums?

_____.

What museum did they like the best?

_____.

Did they see the Queen?

_____.

Were they happy at the end of the holidays? Explain.

_____.

What did they promise to do when they arrived home?

_____.



Actividad 8

Complete con presente simple y responda las preguntas

Lisa Simpson



Hello, folks! This is Lisa Simpson. Here are some details about her and her daily routine.

Lisa is ten years old, and she lives in a little American town called Springfield with her family. Lisa is a very good student, and her favourite subjects are science and literature. She is never late for school, and she always gets very good marks. She also writes for the school magazine. Her parents are really proud of her. She gets up at 7 am, has breakfast with bacon and eggs and some bread, and then goes to school by a school bus. School starts at 8.30 and finishes at 4 pm. In the afternoon, she does voluntary work or has music lessons. She can play the saxophone quite well. In the

evening, she has dinner, and she does her homework. Later, before going to bed, she watches TV or reads comics. Her favourite TV programmes are fantasy films and science documentaries.

SAY IF THE INFORMATION IS IN THE TEXT.

INFORMATION	YES	NO
Lisa likes studying.		
She lives in the U.S.A.		
She takes care of old people.		
She is at school for more than 7 hours.		
She has lunch at the school canteen.		

ANSWER THE QUESTIONS.

1 How old is Lisa?

2 Where does she live?

3 What are her favourite subjects?

4 What does she have for breakfast?

5 What time does she get up?

6 How does she go to school?

7 What time does she leave school?

8 What does she do in the afternoon?

9 What instrument does she play?

10 What does she like watching on TV?

Actividad 9

Completa con since o for según corresponda

since or for?

- teno'clock
- Christmas
- last summer
- ten minutes
- one month
- my birthday
- the last lesson
- a long time
- a week
- the beginning of the term
- ages
- we met the last time

Actividad 10

Complete con pasado perfecto cada enunciado usando los verbos que aparecen en el paréntesis

- Our family(live) in the north of the USA1997.
- My father (work) as an engineerthen.
- My parents (divorce) more than five years now.
- My sister (know) he boyfriend six years.
- I (not see) my aunt last summer.
- My friend Tommy lives in the south. I (not talk) to him a long time.
- My friend Margo (write) me two letterI met her at the summer camp.

4. nn¿CÓMO SÉ QUE MEJORÉ?

Con base en su trabajo y esfuerzo, evaluaremos aspectos como la puntualidad en la entrega, la calidad de sus respuestas, su participación en los espacios de refuerzo y su forma de sustentar lo aprendido. Así sabremos si logro superar sus dificultades y fortalecer sus habilidades.
¡De tu esfuerzo lograrás tus resultados!

Valoración →	0	1	2	3,5
Criterio de Evaluación ↓				
Puntualidad en la entrega de la guía.	No entrega	Entrega simultánea con la sustentación.	Entrega anterior a la fecha de sustentación.	Entrega en la fecha programada con el docente.

Calidad de las actividades desarrolladas en la guía.	Entrega actividades incompletas, mal presentadas y/ o que no corresponden a lo solicitado en la guía.	Desarrolla todas las actividades, sin embargo, estas no dan respuesta de forma precisa a lo solicitado en la guía y/o muestran marcadas dificultades en su presentación.	Desarrolla las actividades dando respuesta a lo planteado en la guía y con buenas condiciones de presentación.	Las actividades son presentadas con excelentes condiciones de orden respondiendo de forma clara y amplia a lo solicitado en la guía.
Asistencia y Disposición durante el refuerzo y la sustentación.	No asiste o no desarrolla las actividades asignadas.	Asiste puntualmente y desarrolla algunas las actividades asignadas.	Asiste de forma puntual al refuerzo y a la sustentación, realizando de forma organizada las actividades asignadas.	Asiste de forma puntual, atenta y participativa al refuerzo y la sustentación, realizando de forma organizada las actividades asignadas.
Sustentación	No da cuenta de las actividades realizadas ni de los temas abordados en éstas.	Falta seguridad al momento de sustentar las diferentes actividades	Sustenta cada uno de las actividades dando cuenta de los temas propuestos durante la semana del 29 de septiembre al 2 de octubre.	Realiza una sustentación de muy buena calidad demostrando uso de las diferentes temáticas durante la semana del 22 al 26 de septiembre.
	No logra producir un texto corto lo cual muestra falta de claridad y apropiación de los temas.	Escribe un texto corto en el cual evidencia falta de preparación y apropiación de los temas.	Produce textos cortos en los cuales da cuenta de las diferentes temáticas propuestas en la guía.	Escribe un texto con excelentes condiciones el cual presenta buena redacción y uso de las estructuras gramaticales de acuerdo a lo indicado.