



“Educamos para la libertad”

NIVELACIÓN 2025	
GRADO - CURSO:	SEXTO
ASIGNATURA:	INGLÉS
NOMBRE DEL DOCENTE:	HARVEY LATORRE CASTRO

PLANEACIÓN GENERAL DE LA NIVELACIÓN	
PROPÓSITO GENERAL	
Desarrollar el sentido de comprensión, la capacidad de leer textos y escribir ideas en Inglés; realizar descripciones y comparaciones sencillas, entender conceptos básicos	
PROPÓSITOS ESPECÍFICOS	
APRENDER A SER	Sea capaz de desarrollar actitudes de respeto.
APRENDER A CONOCER	Conozca estructuras gramaticales y vocabulario concernientes a los temas vistos.
APRENDER A HACER	Haga descripciones y comparaciones.

EVALUACIÓN			
ACTIVIDAD	CRITERIOS DE EVALUACIÓN	METODOLOGÍA	RECURSOS
Actividad 1	Identificación de los temas vistos durante el año.	Consignar en el cuaderno de la asignatura el contenido de la guía desarrollando los talleres respectivos.	Cuaderno de la asignatura. Videos de los temas vistos. Fotocopias.
Actividad 2	Realización de los talleres y ejercicios propuestos.	Presentarse a las sesiones de trabajo en el colegio, según cronograma institucional. Trabajo en casa para complementar los procesos.	Gráficas. Televisor.
Actividad 3	Presentación de prueba de suficiencia	Evaluación escrita de algunos contenidos. Evaluación oral de algunos temas.	Fotocopias

ACTIVIDADES PROPUESTAS



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Copiar y desarrollar en su cuaderno, la presente guía con sus respectivos ejercicios.

DAILY ROUTINES

Usamos con muchísima frecuencia el tiempo Presente Simple para hablar acerca de las rutinas diarias (Daily Routines) ya que el tiempo Presente simple es muy adecuado para describir las acciones que pasan regularmente en nuestras vidas.

Estos son algunos ejemplos de las rutinas diarias: (Daily routines).





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¿Qué es el Presente Simple (Simple Present)?

El **Presente Simple** se usa para hablar de:

- hábitos o rutinas
- hechos generales o verdades
- cosas que ocurren regularmente

✓ 1. Forma afirmativa (Affirmative)

► Estructura: Sujeto + verbo (forma base)

👉 Si el sujeto es **he / she / it**, el verbo lleva **-s/es** al final.

📄 Ejemplos:

- I **play** soccer.
- She **plays** the piano.
- They **eat** breakfast at 7 a.m.
- He **works** in a hospital.

✗ 2. Forma negativa (Negative)

► Estructura: Sujeto + do/does + not + verbo (forma base)

- Con **I / you / we / they** → **do not (don't)**
- Con **he / she / it** → **does not (doesn't)**

📄 Ejemplos:

- I **do not (don't)** play soccer.
- She **does not (doesn't)** play the piano.
- They **don't eat** breakfast at 7 a.m.
- He **doesn't work** in a hospital.

💠 ¡Ojo! El verbo **no lleva -s** en la forma negativa.

? 3. Forma interrogativa (Interrogative)

► Estructura: Do/Does + sujeto + verbo (forma base) + ?

- Con **I / you / we / they** → **Do**
- Con **he / she / it** → **Does**

📄 Ejemplos:

- **Do** you play soccer?
- **Does** she play the piano?
- **Do** they eat breakfast at 7 a.m.?
- **Does** he work in a hospital?

💠 Recuerda: El verbo **nunca lleva -s** en las preguntas.

📄 Resumen en tabla:

Tipo	Estructura	Ejemplo
Afirmativa	I/You/We/They + verbo base	They watch TV.
	He/She/It + verbo + -s	She watches TV.
Negativa	Do/Does + not + verbo base	He doesn't watch TV.
Interrogativa	Do/Does + sujeto + verbo base	Does she watch TV?

Las expresiones del tiempo presente simple más comunes son las siguientes:



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SIMPLE PRESENT TENSE

TIME EXPRESSIONS

- every day / month / year
- once a day / week / month / year
- twice a day / week / month / year
- three times a day/week/month/year
- in the morning / evening / afternoon
- at night
- always/usually/often/sometimes/never
- Today
- on Monday/Thursday / etc
- in July / August / etc

Examples

- I usually get up at six o'clock **every day**.
- The teacher gives us notes **once a week**.
- I work on my computer in **the afternoon**.
- You don't study **at night**.
- We do not eat meat **on Saturdays**.
- My dad doesn't work **on weekends**.
- I visit my parents **in December**.

NOW LET'S PRACTICE!

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DAILY ROUTINES MATCHING WORKSHEET

LOOK AT THE WORDS IN THE LIST BELOW AND WRITE THEM UNDER THE CORRECT PICTURES

- | | | | | |
|-----------------|---------------------|------------------|-------------------|---------------------|
| • get up | • get dressed | • get on the bus | • do exercises | • ride a bicycle |
| • wash face | • prepare breakfast | • have lessons | • have lunch | • drive a car |
| • brush teeth | • have breakfast | • read books | • surf the net | • drink fruit juice |
| • get shaved | • leave home | • draw pictures | • do homework | • watch TV |
| • have a shower | • walk to school | • play games | • listen to music | • sleep |



1) _____



2) _____



3) _____



4) _____



5) _____



6) _____



7) _____



8) _____



9) _____



10) _____



11) _____



12) _____



13) _____



14) _____



15) _____



16) _____



17) _____



18) _____



19) _____



20) _____



21) _____



22) _____



23) _____



24) _____



25) _____



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 **Ejercicio 1: Completa con la forma correcta del verbo (afirmativa)**
Escribe el verbo en presente simple, agregando -s o -es si es necesario.

1. She _____ (play) the guitar.
2. They _____ (watch) TV every day.
3. He _____ (go) to school by bus.
4. I _____ (like) pizza.
5. My brother _____ (study) English.

✗ Ejercicio 2: Escribe las oraciones en forma negativa
Usa don't o doesn't según corresponda.

1. I play football. → I _____ football.
2. She speaks French. → She _____ French.
3. We eat meat. → We _____ meat.
4. He drinks coffee. → He _____ coffee.
5. They read books. → They _____ books.

? Ejercicio 3: Escribe preguntas en presente simple
Forma oraciones interrogativas con Do o Does.

1. you / like / chocolate → _____ ?
 2. she / play / tennis → _____ ?
 3. they / go / to school → _____ ?
 4. he / watch / TV at night → _____ ?
 5. we / have / homework → _____ ?
-

Adverbs of frequency

Recuerda que utilizamos los adverbios de frecuencia para indicar con qué frecuencia (“How often”) realizamos una determinada actividad o acción.



Adverbs of Frequency



Los **adverbios de frecuencia** son **aquellos términos que se utilizan para expresar la periodicidad con la que se realiza una acción**, es decir, cuando queremos hablar sobre la frecuencia con la que hacemos algo, o la frecuencia con la que algo sucede. Uno de los principales problemas que los hablantes de español encontramos para utilizar los adverbios de frecuencia en inglés correctamente, tiene que ver con la posición en la que debemos colocarlos dentro de una oración.

Adverbios de frecuencia en inglés: Reglas

Con los **adverbios de frecuencia en inglés**, hay que tener especial cuidado, ya que no se pueden colocar en cualquier lugar de la frase. Dependiendo del tipo de verbo lo utilizaremos en una posición o en otra, teniendo en cuenta que, como casi todo en inglés también existe alguna excepción que tienes que aprenderte.

En el caso de los adverbios de frecuencia, **la regla general es que se colocan delante del verbo:**

- *I **always** go to bed at 10pm.* — Siempre me voy a dormir a las 22:00.
- *She **never** says “good morning” when she arrives at the office.* — Nunca da los buenos días al llegar a la oficina.

Como puedes ver la estructura básica de la oración sería: Sujeto+Adverbio de frecuencia+Verbo Principal+Complementos.

En el caso de que los adverbios de frecuencia acompañen al verbo *to be*, se colocarán detrás:



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- She is **always** happy. — Siempre está contenta.
- You are **never** on time. — Nunca llegas puntual.

En este caso, la estructura es diferente a la anterior: Sujeto+Verbo Be+Adverbio de frecuencia+Complementos

Probablemente te preguntarás ¿qué sucede si se trata de un verbo que vaya acompañado de un verbo modal u otro auxiliar? En ese caso, los adverbios de frecuencia se incluyen de la misma forma, delante del verbo principal:

- We have **never** seen New York. — Nunca hemos visto Nueva York.
- You can **always** phone me. — Siempre me puedes llamar.

Por último y para complicar la cosa un poquito más, los adverbios de frecuencia *usually*, *frequently*, *often*, *sometimes* y *occasionally* pueden situarse al principio o al final de la oración.

- **Usually**, we see him at school. — Normalmente lo vemos en el colegio.
- I drink beer **occasionally**. — De vez en cuando, bebo cerveza.

Principales adverbios de frecuencia en inglés

- **Always**. Sirve para expresar la idea de siempre, para siempre, o muy frecuentemente. Seguro que recuerdas la famosísima canción *I will always love you...*
- **Usually**. Se utiliza para decir que algo sucede normalmente. Debes tener cuidado y no confundirlo con las expresiones *used to* y *be used to*, que se refieren a otra cosa: *Usually, I'm late*.
- **Frequently**. Lo usamos para señalar que algo sucede frecuentemente. Lo encontramos muchas veces en las páginas web y en los apartados de *Frequently Asked Questions*.
- **Often**. Lo podemos traducir por *a menudo*, es decir para hablar de acciones que suceden en muchas ocasiones: *I often eat pizza for dinner*.
- **Sometimes**. Se usa para decir que algo sucede algunas veces o en algunas ocasiones. Por ejemplo: *When she's at home, sometimes, we play basketball, but not always*.
- **Occasionally**. Lo podemos traducir por ocasionalmente, y lo usamos para decir que algo sucede algunas veces pero no con frecuencia: *Occasionally, I drink beer*. Por cierto, ten cuidado con el *spelling*, *occasionally*, lleva c y l doble pero no s.
- **Rarely**. Se utiliza para decir que algo no sucede a menudo, algo que es difícil que suceda: *I rarely eat meat for dinner*.
- **Seldom**. Se utiliza de forma muy similar a *rarely*. Estos dos adverbios suelen utilizarse en contextos escritos más que hablados: *I seldom buy used clothes*.
- **Hardly ever**. Lo podemos traducir como *casi nunca* para decir que algo sucede de forma casi excepcional: *My baby hardly ever cries. He is very quiet*.
- **Never**. Con el significado de nunca, *never* se utiliza para expresar que algo no ha sucedido en ninguna ocasión: *I've never met a woman like her*.

El siguiente video te ayudará a comprender más fácilmente el tema:

De corazón ¡MARTIANOS!



<https://www.youtube.com/watch?v=Esz0-OnPVrc>

NOW LET'S PRACTICE!

Coloca el adverbio de frecuencia apropiadamente y escribe la oración completa. Sigue el ejemplo.

Example: I play tennis on Sundays. (*often*)

I often play tennis on Sundays

1. I have toast for breakfast. (*always*)

2. I drink beer. (*never*)

3. Do you go to work by bus? (*usually*)

4. She doesn't go to bed late. (*often*)

5. I listen to music. (*rarely*)

6. She watches TV. (*hardly ever*)

7. How do you go out for dinner? (*often*)

8. I go shopping for clothes. (*rarely*)

9. We go to expensive restaurants. (*sometimes*)

10. They're late. (*sometimes*)

11. He is happy. (*never*)

12. I'm late for work. (*always*)

13. I have breakfast in bed. (*never*)

14. I use public transport. (*almost always*)

15. Unfortunately, we meet anymore. (*hardly ever*)

16. What time do you finish work? (*usually*)

17. I'm hungry in the morning. (*never*)

18. I don't read the newspaper. (*often*)

19. The food at this restaurant is very good. (*usually*)

20. I sometimes take sugar in my coffee. (*sometimes*)

Exercise: Write the negative sentences using DON'T or DOESN'T . See the example.

THE ADVERBS OF FREQUENCY



Tina **always** drinks a cup of coffee.

The adverbs of frequency

are used to talk about how often people do things, especially things that are considered as routines. They are used before the main verb of a sentence, but they are placed after the verb to be.



Put the adverbs of frequency in the right place in the sentences.

- 1.- Lisa calls her parents at the weekend. (**always**)
- 2.- Larry doesn't eat meat. He prefers fish. (**usually**)
- 3.- My mother is tired. She is very energetic. (**rarely**)
- 4.- Don't call me today. I'm at the gym on Mondays. (**often**)
- 5.- Does she visit her grandmother? Yes, often. (**usually**)



Correct the mistakes in the following sentences.

- 1.- She never is interested in anything.
- 2.- Mum usually doesn't watch TV.
- 3.- Tom doesn't never help people. He's very mean.
- 4.- I hardly ever can see. Turn on the light, please.
- 5.- They gave me always good advice when I was a child.
- 6.- Does often your teacher get angry with you?
- 7.- They never didn't tell me what had happened.
- 8.- You always must obey what your parents tell you.



Order the words to form sentences. Put the verbs in the right form.

- 1.- play-in the garden-my sister-in summer-often-
- 2.- rarely-at the office-work-they-on Saturday morning
- 3.- occasionally-go -my friends-on weekdays-to the café
- 4.- Lisa-buy-usually-her mum-a present-for her birthday?
- 5.- hardly ever-my friend-in class-the teacher-ask
- 6.- stay up-Sue-late-generally-when-on holiday-be-she
- 7.- never-Peter-lies-he-very honest-be-tell
- 8.- your mother-the Internet-often-at night-surf?

ALWAYS

It's used to mean you do something every time or at all times.
He **always** arrives late.



USUALLY

It's used to mean you do something on most occasions.
He **usually** eats pizza.



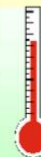
GENERALLY

It is similar to "usually".
He **generally** drives to work as there are not many buses to go to the town centre.



OFTEN

It is used to mean that you do something many times.
He **often** uses his mobile.



SOMETIMES

It's used when you want to mean that you do something on some occasions.
He **sometimes** has a fever.



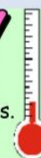
OCCASIONALLY

It means from time to time or not very often.
He **occasionally** reads the newspaper.



RARELY

It is used to mean that you do something very few times.
She **rarely** drinks beer.



HARDLY EVER

It means almost never.
They **hardly ever** stay at home on Saturday night.



NEVER

It means not at any time.
He **never** gets up early at the weekend.





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1. I don't go to school on weekends. (go to school)
2. You _____ in the afternoon. (do homework)
3. Jhon _____ at night. (work)
4. Ann _____ on Sundays. (cook)
5. The dog _____ in the morning. (sleep)
6. We _____ at 7:00 A.M. (have breakfast)
7. My brothers _____ on weekends. (watch movies)

3. Complete the sentences. Use the adverb and the correct form of the verbs in brackets. Use contractions where possible.

Our teacher, Mrs Jones, _____ (never / be) late for lessons.
I _____ (often / clean) my bedroom at the weekend.
My brother _____ (hardly ever / help) me with my homework.
I _____ (sometimes / be) bored in the maths lessons.
We _____ (rarely / watch) football on TV.
You and Tony _____ (never / play) computer games with me.
You _____ (usually / be) at the sports centre on Sunday.
The school bus _____ (always / arrive) at half past eight.

Exercise 5. Answer the questions using the frequency adverb and information in brackets. Follow the example.

Example:

How often do you go to the mall? (usually/with friends)

I **usually** go to the mall **with my friends**

1. How often do **you go** to the park? (sometimes/in the morning)
2. How often do you **do your homework**? (always/in the afternoon)
3. How often do you **practice** sports? (normally/in the park)
4. How often do we watch tv? (hardly ever)
5. How often does your sister play video games? (never)
6. How often **does** your grandfather drive his car? (seldom)

PRESENT CONTINUOS



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¿Qué es el presente continuo en inglés?

El **presente continuo (Present Continuous)** se usa para hablar de **acciones que están pasando ahora mismo**, en este momento.

¿Cómo se forma?

Se forma con:

Sujeto + verbo “to be” (am / is / are) + verbo con -ing

Ejemplos:

- **I am eating** → Yo estoy comiendo
- **She is reading** → Ella está leyendo
- **They are playing** → Ellos están jugando

¿Cuándo se usa?

Usamos el presente continuo para:

1. **Acciones que ocurren ahora mismo:**
 - We are watching a movie.
(Estamos viendo una película ahora.)
2. **Acciones temporales:**
 - I am living with my uncle this month.
(Estoy viviendo con mi tío este mes.)
3. **Situaciones que cambian:**
 - The weather is getting colder.
(El clima se está poniendo más frío.)

Algunos cambios ortográficos con -ing:

- **run** → **running** (dobla la consonante)
- **make** → **making** (quita la “e” final)
- **swim** → **swimming** (dobla la “m”)

Ejercicio rápido:

Cambia estas frases al presente continuo:

1. (She / eat) → _____
2. (We / study) → _____
3. (I / play) → _____

A Haunted House Story

We are visiting a haunted house. It is very old and very dark. Right now, we are walking into the **living room**. The windows are making strange noises, and the wind is blowing the curtains. A chair is moving by itself. We are looking around, but we don't see anyone.



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Now, we are going to the **kitchen**. The lights are turning on and off. The fridge is opening slowly. We are hearing something strange — maybe someone is whispering. The plates are shaking, and the water is running in the sink. We are feeling scared.

Next, we are walking up the stairs to the **bedroom**. The door is opening. A bed is shaking, and the closet is opening. We are hearing footsteps. We are not alone. A shadow is moving near the window. We are hiding behind the bed.

Then, we are going to the **bathroom**. The mirror is breaking, and the lights are blinking. The water is dripping, and something is writing on the mirror. We are not touching it. We are screaming. Something is in the bathroom with us.

We are running to the **attic**. Boxes are falling. A doll is staring at us. The floor is making strange sounds. We are trying to leave. We are opening the front door, but it is closing again. We are trapped!

Now, we are staying quiet in the **hallway**. We are listening carefully. The house is alive. We are very scared, and we are trying to escape.

Answer the followin questions about the Haunted House Text

1. Where are the people at the beginning of the story?
2. What is moving by itself in the living room?
3. What is happening to the lights in the kitchen?
4. What is running in the kitchen sink?
5. Where do they hear footsteps?
6. What is the bed doing in the bedroom?
7. What is breaking in the bathroom?
8. What is writing on the mirror?
9. What is staring at them in the attic?
10. Why can't they leave the house?

1. ¿Qué son los adjetivos?

Los **adjetivos** son palabras que describen o dan información sobre un **sustantivo** (persona, lugar o cosa).

Ejemplos:

- **big** → grande
- **small** → pequeño
- **happy** → feliz
- **cold** → frío
- **beautiful** → hermoso

Ejemplo en oración:

The house is big. (La casa es grande)

2. ¿Qué son los comparativos?

Los **comparativos** se usan para **comparar dos cosas**. En español, es como decir: *más grande que*, *más alto que*, etc.

¿Cómo se forman?



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► Para adjetivos cortos (1 sílaba):

adjetivo + -er + than

- tall → **taller than** (más alto que)
- small → **smaller than** (más pequeño que)

Ejemplo:

My car is **faster than** your car.

► Para adjetivos largos (2 o más sílabas):

more + adjetivo + than

- beautiful → **more beautiful than** (más hermosa que)
- expensive → **more expensive than** (más cara que)

Ejemplo:

This dress is **more expensive than** the other one.



3. ¿Qué son los superlativos?

Los **superlativos** se usan para decir que **algo es el “más” de todos**.

En español: *el más alto, el más bonito, el más rápido.*



¿Cómo se forman?

► Para adjetivos cortos:

the + adjetivo + -est

- tall → **the tallest** (el más alto)
- fast → **the fastest** (el más rápido)

Ejemplo:

She is **the smartest** student in the class.

► Para adjetivos largos:

the most + adjetivo

- beautiful → **the most beautiful**
- important → **the most important**

Ejemplo:

This is **the most important** day of my life.



Ejemplos resumen:

Adjetivo Comparativo

Superlativo

tall	taller than	the tallest
happy	happier than	the happiest
beautiful	more beautiful than	the most beautiful
big	bigger than	the biggest



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 Ejercicio 1: Completa con el comparativo correcto

Escribe la forma comparativa del adjetivo entre paréntesis.

1. My house is _____ than yours. (big)
2. Today is _____ than yesterday. (cold)
3. This book is _____ than that one. (interesting)
4. John is _____ than Peter. (tall)
5. The red car is _____ than the blue car. (fast)

 Ejercicio 2: Completa con el superlativo correcto

Escribe la forma superlativa del adjetivo entre paréntesis.

1. That was _____ movie I've ever seen. (funny)
2. Mount Everest is _____ mountain in the world. (high)
3. She is _____ student in the class. (smart)
4. This is _____ restaurant in town. (good)
5. He is _____ player on the team. (strong)

 Ejercicio 3: Escoge la opción correcta

Marca la opción correcta en cada oración.

1. My dog is (the big / bigger / biggest) than your dog.
2. That was (the more exciting / more exciting / most exciting) game!
3. This cake is (the best / better / gooder) than the other one.
4. He is (the fastest / faster / fast) in the group.
5. My mom is (more nice / nicest / nicer) than my dad.

 My Body

My name is Alex. I am 10 years old. I have a body like everyone else. My body helps me walk, run, play, and learn.

I have one **head**, and on my head, I have two **eyes**. My eyes are blue, and I use them to see everything around me. I have two **ears** to hear music, sounds, and voices. I have a small **nose** to smell flowers and food. My **mouth** helps me eat, talk, and smile.

I have two strong **arms**. At the end of each arm, I have a **hand** with five **fingers**. I use my hands to write, draw, and hold things. My **legs** are long. I use them to walk, run, and jump. At the end of my legs, I have **feet** with **toes**. My feet help me stand and move.

Inside my body, I have a **heart** that is always beating. I also have a **brain** in my head. It helps me think, speak, and learn new things.

I take care of my body every day. I brush my **teeth**, wash my **face**, and comb my **hair**. I eat healthy food and drink water to stay strong.

I love my body because it helps me do many things every day!

 Preguntas de comprensión (Reading Comprehension)



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Responde en inglés:

1. What is the name of the person in the text?
2. How old is Alex?
3. What color are Alex's eyes?
4. What does Alex use to see?
5. How many fingers does Alex have on each hand?
6. What does Alex use to walk and run?
7. Where is the brain?
8. Why does Alex love his body?

Actividad 1: Completa con la parte del cuerpo correcta

Completa las oraciones con las siguientes palabras:

(mouth, hands, brain, legs, ears, eyes)

1. I use my _____ to hear sounds.
2. I use my _____ to see colors.
3. I use my _____ to think and learn.
4. I use my _____ to walk and jump.
5. I use my _____ to eat and speak.
6. I use my _____ to write and hold things.

Actividad 2: Dibuja y etiqueta

1. Dibuja una persona en una hoja.
2. Escribe y señala al menos **10 partes del cuerpo** en inglés.
Ejemplo: head, nose, arm, foot...

Actividad 3: Une las columnas (Matching)

Une la parte del cuerpo con su función:

Body Part Function

- | | |
|-------|---------------------|
| Eyes | a. To think |
| Legs | b. To hear |
| Brain | c. To see |
| Mouth | d. To walk and run |
| Ears | e. To speak and eat |



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