

**CRONOGRAMA DE INGLÉS  
 SEMESTRE 4º**

OBJETIVOS GENERALES	OBJETIVOS ESPECÍFICOS	CONTENIDO
1. Comunicar en forma oral y escrita las estructuras que expresen medida, longitud, cantidad, peso y tiempo.	1.1.- Estructuras que expresen medidas de longitud, tiempo y peso.	<ul style="list-style-type: none"> <li>• How long, How wide, how deep</li> <li>• How high, How tall, How far.</li> <li>• How heavy, How often, how much how many?</li> <li>• What's the longht, what`s the width.</li> <li>• What's the depth, what is the height.</li> <li>• Vocable: Road, street, wall-centimeter, hole, river, kilometerboard, lake, kilogram, foot, pound.</li> </ul>
2. Uso de los tiempos verbales perfectos en forma interrogativa	2.1.- Uso presente perfecto 2.2.- Uso del pasado perfecto 2.3.- Uso del futuro perfecto.	<ul style="list-style-type: none"> <li>• Have + participio pasado del verbo.</li> <li>• Has + participio pasado del verbo.</li> <li>• Will have + participio pasado del verbo.</li> </ul>
3. Uso de los condicionales simples para formar condicionales perfectos en forma interrogativa, afirmativa y negativa.	3.1. Uso condicional perfecto	<ul style="list-style-type: none"> <li>• Should have + participio pasado del verbo.</li> <li>• Could have + participio pasado del verbo.</li> <li>• Would have + participio pasado del verbo.</li> <li>• Might have + participio pasado del verbo.</li> </ul>
4. Uso de los perfectos progresivos en forma interrogativa negativa y afirmativa.	4.1 Uso de los presentes perfecto progresivos 4.2. Uso de los pasado perfecto progresivos. 4.3. Uso de los fut perfecto	<ul style="list-style-type: none"> <li>• Have been + verbo finalizado ing</li> <li>• Had been + verbo finalizado ing</li> <li>• Will have been + verbo</li> </ul>

	<p>prosivos.</p> <p>4.4 Uso de los condicional perfectos progresivos.</p>	<p>finalizado ing.</p> <ul style="list-style-type: none"> <li>• Should have been verbo finalizado ing.</li> </ul>
5. Usar "Would rather" para interrogar afirmar y negar.	<p>5.1. Uso "would rather"</p> <p>5.2 Uso "prefer to"</p>	
6. uso del "Had Better"	6.1. "Had better" + verbo sin "to" y complemento.	
7. Uso del "To be willing to" para expresar disposición y voluntad en forma interrogativa, afirmativa y negativa.	1. Uso del "Tobe willing to"	<ul style="list-style-type: none"> <li>•</li> </ul>
8. Uso de cláusulas condicionales.	<p>8.1 "Present – Can May"</p> <p>8.2 "Should would could might" pasado.</p> <p>8.3 "Where-past"</p> <p>8.4 Presente-fut.</p>	<ul style="list-style-type: none"> <li>• He CAN play it he practices.</li> <li>• What can you do if you have more time?</li> <li>• They'd go if they had Money.</li> <li>• Where would he go it he had a car?</li> <li>• If I were rich I traveled to U.S.A.</li> <li>• Where did you go it you were rich?</li> <li>• I'll pass the test if I study.</li> <li>• If you finish the work what will you do?</li> </ul>
9. Dar, pedir y recibir información acerca de lo expresado por otras personas.	9.1. Uso del "report speech" con todos sus cambios respectivos.	<ul style="list-style-type: none"> <li>• He says, "the girls are swimming"</li> <li>• What does he say?</li> <li>• He says that the girls are swimming.</li> <li>• He said "the boys are Reading".</li> <li>• What did he say?</li> <li>• He said that the boys were Reading.</li> </ul>

**CRONOGRAMA DE INGLÉS  
 SEMESTRE 3º**

OBJETIVOS GENERALES	OBJETIVOS ESPECÍFICOS	CONTENIDO
1. Comunicar en forma oral y escrita estructuras con USED TO y TO BE USED TO.	1.1. Identificar y utilizar la estructura "USED TO".  1.2. Identificar y usar la estructura "TO BE USED TO".	<ul style="list-style-type: none"> <li>• You used to abuse with drugs.</li> <li>• He used to solve his problems.</li> <li>• He's used to solving.</li> <li>• I'm used to cooking.</li> <li>• I was used to having tea.</li> <li>• To be used to (ing).</li> </ul>
2. Comunicar en forma oral y escrita estructuras con "one another" y "each other"	2.1. Utilizar la estructura "EACH OTHER" (Singular).  2.2 Emplear la estructura "one another"	<ul style="list-style-type: none"> <li>• Rosy hates Lucy</li> <li>• Lucy hates Rosy</li> <li>• Hate each other</li> <li>• Tom loves Katty</li> <li>• Katty Loves Tom</li> <li>• Tom and Katty</li> <li>• Love each other.</li> <li>• The boys don't feel good.</li> <li>• The girls don't feel good.</li> <li>• The boys and girls don't feel good one another.</li> <li>• The policemen reacted against the thieves.</li> <li>• The thieves reacted against the policemen.</li> <li>• The policement and the thieves reacted against one another.</li> </ul>
3. Comunicar en forma oral y escrita estructuras con los auxiliares defectivos.	3.1 Usar "CAN-MAY" para expresar habilidad física y mental permiso o posibilidad respectivamente en "pte y pdo" y otros tiempos verbales	<ul style="list-style-type: none"> <li>• CAN-COULD</li> <li>• He can move that</li> <li>• Could you</li> <li>• Describe it?</li> <li>• MAY-MIGHT</li> <li>• The car may not work</li> <li>• You might play the piano</li> <li>• Be able to (todos los</li> </ul>

	<p>3.2 Usar “Must” para expresar deber, obligación y necesidad en presente, pasado y otros tiempos verbales.</p> <p>3.3 Usar “Should y Ought to” para expresar obligación moral, probabilidad y sugerencia.</p> <p>3.4 Usar “DARE” para interrogar y negar su aceptación de “Atreverse aventurarse”.</p> <p>3.5 Usar “need” para expresar necesidad, ser necesario interrogativa, afirmativa y negativa.</p>	<p>tiempos)</p> <ul style="list-style-type: none"> <li>• He’ll be able to abréviare the Words.</li> <li>• BE ALLOWED TO</li> <li>• You would be allowed top lay the piano.</li> <li>• TO BE PERMITTED TO</li> <li>• It would have been permitted top ut a new hélice.</li>   <li>• MUST- HAVE TO</li> <li>• You must try to used it.</li> <li>• You had to perform a good Job.</li> <li>• That has had to be repaired.</li>   <li>• Should-ought to be supposed to.</li> <li>• We ought to be on time</li> <li>• You should be here early.</li> <li>• We were supposed to be on time.</li>   <li>• He met Mr. Green but he daren’t tell him-what happened to his car.</li> <li>• Will you tell him that I daren’t.</li> <li>• How dare you speak to me like that?</li> <li>• How dare you say such thing.</li>   <li>• NEED-Need have.</li> <li>• They need wake up early.</li> <li>• Children need too much milk.</li> <li>• You needn’t have come by bus</li> </ul>
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REPÚBLICA BOLIVARIANA DE VENEZUELA  
 U.E. ADA BYRON  
 MARACAY

**CRONOGRAMA DE INGLÉS  
 SEMESTRE 2º**

OBJETIVOS GENERALES	CONTENIDO
1.1 Usar formas de cortesía al saludar, presentar y despedirse.	<ul style="list-style-type: none"> <li>• How nice it to see you again!, I'm very happy. Te meet you again, I'm awfully glad to met you. What a nice surprise to see you again! It's nice to see you, again. Have a nice time. Have a nice week-end, have a nice day. Hope to see you son. Hope to see you again. How do you do?. I'm Paul Brown. This is Mr. Smith, I'm pleased to meet you. Have you met Mrs Taylor? She's our secretary. This is my sister Nancy. Hello Nice to have met you. Hi! My name is. I'm the manager very glad to meet you.</li> </ul>
1.2 Disculparse y presentar disculpas.	<ul style="list-style-type: none"> <li>• I'm sorry but I couldn't come on time. Sorry I can't go to your birthday party. Excuse me for being so late. Don't worry about it. Sorry I Understand you. That's O.K.</li> </ul>
1.3 Expresar agradecimiento y responder a él.	<ul style="list-style-type: none"> <li>• I'm awfully thanked. My gratitude and best wishes. I say the same. It was a pleasure.</li> </ul>
1.4 Pedir, dar y negar permiso.	<ul style="list-style-type: none"> <li>• Shall w ego out tonight? May I visit you? Can I use your umbrella? Can I borrow your math book? Can I go with you? Tom, can John help us? Yes, of course, Sure, He can. No he may not. Of course, she may not al all. I'm busy. Sorry, I can't do it.</li> </ul>
1.5 Manejar información acerca de la salud y estado anímicos:	<ul style="list-style-type: none"> <li>• How are you feeling? Are you any better now? How are you getting along? Are you felling any better today? I'm feeling well, thank you. He has a terrible cold. He has get a headache. She feels sick/ill.</li> </ul>
1.6 Expresar mensajes que indiquen tristeza, pensar y alegría.	<ul style="list-style-type: none"> <li>• I'm so sorry for you. Sorry very much. What a pity! That's too bad! What a terrible problema. I'm very sorry. I'm very happy to see you. Were happy to see you. We're glad to see you again.</li> </ul>
1.7 Expresar mensajes que impliquen la redacción de cartas y telegramas de acuerdo a los vocablos	<ul style="list-style-type: none"> <li>• Possession, favors, contents, to note, to examine, simple, to after, enough, to arrange, banking credit, to be, open, after option, prices, send.</li> </ul> <p>Expresiones del Objetivo:</p>

<p>dados. Vocabulario mínimo.</p>	<ul style="list-style-type: none"> <li>• My dearest, yours (Truly, very truly, sincerely), give my love, Give my best wishes. Tell me what you're feeling-leave me savagely. Your words touch my heart-you worry me you make me feel happy I'm happy because I met you. Dear sirs. Payment 60 days after arrival. We are in possession of ... We have vory. Carefully examined ... We remains yours. Yours very truly.</li> </ul>
<p>2.1 Expresar advertencias, mandatos instrucciones y prohibiciones.</p> <p>2.2 Dar y pedir sugerencias, consejos y recomendaciones.</p> <p>2.3 Hacer, aceptar, y/o rechazar ofrecimientos, invitaciones y peticiones.</p> <p>2.4 Ofrecer, pedir, dar y/o rechazar ayuda.</p> <p>2.5 Comunicarse en forma oral y escrita empleando las oraciones impersonales.</p> <p>2.6 Expresar mensajes relacionados con las ciencias estadísticas vocabulario mínimo.</p>	<ul style="list-style-type: none"> <li>• Don't be silly. Beware of the dog. He had better not talk in class. He should have studied more. Do your homework. Write with a pencil. Don't go but. Go there now. Go out immediately.</li> <li>• Don't be careless. You have t oread it twice. It would be better for you to come earlier. You should eat more.</li> <li>• Would you mind dancing with me? Please let me try. Please let her rest after lunch. Can I have another piece of cake? I need some Money. Would you please bring me your umbrella?</li> <li>• Would you please open the window? Yes, of course, Sure. Sorry, I can't sorry. I'm busy. The house-work of course! I'm sorry but I can't I help you? Of course you can. Oh yes, thanks. Thanks a lot. No, thank you. No, it's O.K.</li> <li>• It's interesting for me to learn languages. Is it strange for you t olive There? It isn't imposible for me to arrive on time. Does it seem to you that I'm not welcomed? It's not a pity that your are divorced. It's a good idea to study a lot.</li> <li>• Stadistical sciencie, to deal, fact, classification, tabulation, collection, identification, comparison, in order to, to change, average, to scatter, proyect, indeed, creditable, main.</li> </ul>
<p>3.1 Indagar acerca de gustos, deseos y preferencias y expresarlos.</p> <p>3.2. Expresar acuerdos o desacuerdos ante las opiniones.</p> <p>3.3 Entender y expresar mensajes que indiquen</p>	<ul style="list-style-type: none"> <li>• What's your favorite food? Hamburger is. What's your favorite writer? Rómulo Gallegos is. What do you like to do at high? Oh, I like to watch T.V. What do you prefer to do at night? I really prefer to sleep.</li> <li>• What's your opinión about what he told you? Well I think he is completely mad. I think it could be posible. Don't you think it would be better for us to change our car? Oh yes, it would be fantastic. Oh no, I prefer the old one.</li> <li>• Might web e happy? I hope so. We certainly might. It could be posible. Can you pass this exam? Of course I</li> </ul>

<p>posibilidad, permiso, capacidad física e intelectual.</p> <p>3.4 Entender y expresar mensajes que indiquen obligación y necesidad.</p> <p>3.5 Dar, pedir, recibir información empleando palabras de enlace, a través de un esbozo biográfico, de un poema o de pensamientos seleccionados. Vocabulario mínimo.</p> <p>3.6 Dar, pedir y recibir información empleando vocablos relacionados con aspectos cívicos. Vocabulario mínimo.</p>	<p>can pass it. No, I am not able to pass it. Could you read that poem? Yes, I could read it. Can you understand English? Yes, I can speak English. Can you swing well? Yes, I can No, I can't.</p> <ul style="list-style-type: none"> <li>• Do you have to go to the University for getting a better salary? Of course, I have to/well I'm not so sure. Oh yes, I must, Not really. Why do you have to go to the hospital? I must go because I am not feeling well. Because I've to see a doctor there. What do you need? I need to study a lot I need nothing. I don't need anything at all.</li> <li>• And, but, or for, eitherat, not only-its also, both-ner, not only – on also, however, the refore, mean while, consequently, around status, plaza-monument-document- sun gladness. I don't agree with Peter, Nor does Erika, Bath Mary and Alice are here. We have lived not only in Macuto but we have else lived here. He didn't study however he passed I washed the car meanwhile my friend came here.</li> <li>• Government. Vote always, to belong. People, democratie, voice, to hear, million, way, right, to join, group, same, political, parties, each, almost, decisión a great deal of influence is your vote your opinión? Yes, it is Because ... Do you like political parties? Of cause I do, Oh, no, I don't like them.</li> </ul>
<p>4.1 Entender y expresar mensajes referentes a la identificación y ubicación de personas animales y cosas.</p> <p>4.2 Comunicar hechos y acciones que acontecen en la vida diaria.</p> <p>4.3 Dar, pedir y recibir información empleando adverbios de tiempo, modo</p>	<ul style="list-style-type: none"> <li>• Will you be able to tell me wher Alices a new riend is, he an intelligent man? Is he a kind person? Where will you be? Excuse me, Young lady Do you Know the way to the National Library? Where is your office? Is it at home? Were they upstairs or downstairs? Were they here?</li> <li>• Do you often visit your relatives? Does she miss you frequently? How much mency do you spend every day? Did you work every Sunday? What happened to you last week-end Reading is as important as writing. It's better to leve tan to hate. A paper tape is worsset tan a magnetic tape. A system analyst is more prepared tan a senior programar. The most of them are here. I will not spead to the loast intelligent. The sooner the better. Better late tan never.</li> <li>• How do you speak Spanish? I speak it fluently (wll, not to well, badly, etc). How often do you go to the movies? I always (usually, often, frequently, seldom, rarely,</li> </ul>

<p>frecuencia.</p> <p>4.4 Dar, pedir y recibir información empleando los infinitivos con “To” y las formas verbales que terminan en “ing”.</p> <p>4.5 Expresar mensajes que involucre el pensamiento lírico de un intelectual venezolano. Vocabulario mínimo.</p> <p>4.6 Dar, pedir y recibir información empleando vocablos relacionados con el SIDA. Vocabulario mínimo.</p>	<p>scarcely, etc.) go there Will you ever go to Canada? Oh yes, sometimes I’ll go there, Oh no, I’ll never go to Canadá.</p> <ul style="list-style-type: none"> <li>• How much will you wait for me? I will wait for you for ever and ever. I love to swin every day I love dancing every day. I love dancing every day. Please, stop talking aloud. They stepped playing very late. I herd him sing a beautiful song.</li> <li>• Midnight, stresse, yet already, beloved, stream pound, glance leisure, mask, fairy, robe, purple, purse, to change, to reward, to start, to leante anguish, to spring, to env, I’m Reading in my book. The head of my beveled springs from the White covers of the bed ... They tellme: “She’s a dog. I’m very happy. This is horrible my youth and my eternal smile ...”</li> <li>• Aids, mortal, danger, desease, sciencie, virys, dangerous, attack, to develop, to fightadquire, to dedend-homosexual, Cure-precaution, semen, vaginal, fluid, risk, annal to infect needle. I’s A.I.D.S.? What occurs when a person is attacked by this virus? How can you get infected? Is it every where? Who knows.</li> </ul>
<p>5.1 Dar, pedir y recibir información acerca de lo expresado por otras personas, empleando vocablos relacionados con la computación.</p> <p>5.2 Dar, pedir y recibir información empleando vocablos relacionados con la astronomía. Vocabulario mínimo.</p> <p>5.3 Dar, pedir y recibir, información empleando vocablos relacionados con los robots, o el oxígeno.</p>	<ul style="list-style-type: none"> <li>• They said to me, please use another machine lenguaje. What did they say to you. We told them that dad run that program that day. We asked him how are imput and output handled” What did you ask him? We asked him how imput and output were handled.</li> <li>• Universe, Subject, let also, without, to beg, sun, planets, stars, sky, to realice, tiny, speck, t, float around, vastness. Do you know what astronomy is? Of course, it deals with the planet and the universe. Can you imagine the vastness of the Universe? Is the sun bigger than the eartn? Yes, I think that .. the Universe has no end.</li> <li>• Japanese, engineering, wall? King, machine, ankl, limb, hard, robot, government aside, deal, to develop, sulphur, carbón, acid, free, to combine, to mean, phosphorous, Are you profesor of engineering? Do you like robots? Can you imagine how a robot Works? Will robots mave better than you? Whe chips the inverters? Is Oxygen a chemical combination? Whe prepared oxygen en 1771? What was the name of the English scientist who students oxygen.</li> </ul>



**CRONOGRAMA DE INGLÉS  
 SEMESTRE 1º**

OBJETIVOS GENERALES	CONTENIDO
1.1 Usar formas de cortesía al saludar, presentar y despedirse.	<ul style="list-style-type: none"> <li>• How do you feel? How are you getting along? Nice to see you here, Glad to see you again, I'll see you later, See you soon. See you tomorrow. See you on Monday. See you on Sunday, See you next week. See you next Monday, Hope to see you soon, Hope to see you again. Hi my name is Tom, Hi my name is Mary. Hi it's nice to meet you. Hi glad to meet you, My name is Tom. What's your name? What's yours? Bill, this is my father, John, this is my mother. Mary, she is my sister, Mother this is my friend, Father, he is my friend Tom, Tom, this is María a friend from Venezuela. How do you do? Nice to meet you.</li> </ul>
1.2. Disculpar y presentar disculpas.	<ul style="list-style-type: none"> <li>• I'M VERY SORRY EXCUSE ME pardon me, Excuse me for being so late I'm sorry for not coming here on time. I beg your pardon. That's okay. Never mind. Don't worry about it. That's all right. It doesn't matter. I understand. It's okay with me.</li> </ul>
1.3 Expresar agradecimiento y responder a él.	<ul style="list-style-type: none"> <li>• Thanks a lot. Many thanks. I'm very grateful. Thank you, it's very kind of you. Thanks you are very kind. Thanks, It's so kind of you. Don't mention it. Never mind. Not at all. You are welcome. Welcome. That's O.K. It's all right.</li> </ul>
1.4 pedir, dar y negar permiso.	<ul style="list-style-type: none"> <li>• May I go out? May smoke here? Can I use this book? Could I use your telephone? May I dance with you? Of course, you may. Sure certainly No, thank you. It's all right. Sorry It's o.k. Sorry, I can't now.</li> </ul>
1.5 Manejar información acerca de la salud y estado anímicos.	<ul style="list-style-type: none"> <li>• How do you feel? Are you all right? Does she feel all right? How are you feeling? How are you today? I'm very well I'm feeling all right I'm getting well. I feel terrible. She is sick. They are weak. He's very nervous. I am feeling better.</li> </ul>
1.6 Expresar mensajes que indiquen tristeza y pensar.	<ul style="list-style-type: none"> <li>• That's a problem for you. What a problem. Oh, dear it's terrible. Oh, dear that's too bad for everyday, oh, dear, I'm so sorry. What a pity. How terrible it is. That's terrible. I'm very sad to hear it.</li> </ul>

<p>1.7 Expresar mensajes empleando los pronombres reflexivos.</p>          <p>1.8 Expresar mensajes que implique la redacción de cartas y telegramas de acuerdo a los vocablos dados.</p>	<p>Vocabulario mínimo:</p> <ul style="list-style-type: none"><li>• Myself, yourself, himself, herself, itself, ourselves, yourselves, themselves, To hit, to wash, to cut, to look at, to shave.</li></ul> <p>Expresiones del Objetivo:</p> <ul style="list-style-type: none"><li>• Take care of yourselves Be careful don't hurt yourself, Behave, yourself. Help yourself Be yourself, I wash myself every morning. You look at yourself in the mirror. He shaves himself. She has dressed herself. The cat hits itself. We had to do it ourselves. You should wash yourselves. I myself do it. I do it by myself. You are answering it by yourself. You yourself are answering it. We talk to the President Himself. I saw the actor himself. Man is hurting the nature itself.</li></ul> <ul style="list-style-type: none"><li>• Real, really, to enjoy, last such, sweet, to feel, paper, to keep, to think, mail post, office telegram, to tell, away, college, army, to bet, mountain, wonderful, to plan, profession, Very sincerely yours. (England). Yours very sincerely (USA) Much love, Regards. Truly Best wishes. I'm alone now. Terribly alone. I send you my memories. Take them with you. My good-bye is a glance. Everybody's good bye is a Word. I told the sa your name. We enjoy you letter very much. It was a sweet letter. You make me feel good. The mail could lose it. I might be at college. I might be at college. Are you going to the Army son? The say your name. We enjoy your letter very much. It was a sweet letter. You make me feel good. The mail could lose it. I might be at college. I might be at college. Are you going to the Army son? No, I'm not. Yes, sure. Of course. Web et you're. Happy new. We're wondering what. You're doing tonight now, I must say good bye.</li></ul>
<p>2.1. Expresar advertencias, mandatos, instrucciones y prohibiciones</p>          <p>2.2 Dar y pedir sugerencias, consejos y recomendaciones</p>          <p>2.3 Hacer, aceptar, y/o rechazar ofrecimientos, invitaciones y peticiones.</p>	<ul style="list-style-type: none"><li>• Be careful. Watch your steps. Look around. Look out. Be quiet. Pay attention. Don't move. Write on the paper. Please, answer it quickly. Be silent. Don't talk aloud. Stand up. Sit down. Go to the door. Write it down. Think it over Repeat. Continue. Stop. Come here. Don't go out. Don't talk in class. Don't write on the walls. Don't throw papers on the floor.</li><li>• I want to see you. You had better come back soon. You had better be here early. I want you to be here on time. You should be more careful Let's have a rest.</li><li>• Would you like some coffee? Do you want to go out with me? Do you want anything else, shall I carry your baggage. Will you have a cup of tea. Please, have</li></ul>

<p>2.4 Ofrecer, pedir y/o rechazar ayuda.</p> <p>2.5 Utilizar los pronombres relativos para dar, pedir y recibir información, acerca de la revolución industrial.</p> <p>2.6 Expresar mensajes que impliquen la redacción de un diálogo de acuerdo al vocabulario dado.</p>	<p>another cup of coffee.</p> <ul style="list-style-type: none"> <li>• Will you do me a favor? Can you help me, please? Can I help you? Is there anything I can do for you? What can I do for you? May I help you? Let me help you. Yes, of course, Sure. Sorry, I can't now. Yes, please. Of course.</li> <li>• Who, which, whom, whose that, when, where, cat, sometimes, famr, factory, steam, agricultural, That's the gentleman who Works in that office. Lady who speaks English, very well. Which we bought yesterday. Those were the farms, which our grand father. Whom I love very much. I saw him when he was coming from the coal mine. Whose sister builds Canals? Sometimes, I take what I want.</li> <li>• Bank, to cash, deposit, check, to be interested, saving account, to attend, account, to help, to forget, initial, minimum, original, operation, Expresiones: It will be a real pleasure. Please, come in. O.K. Don't worry. We want to make a deposit. Is the initial deposit \$ 100? No, it isn't. You may open it. I'll be back tomorrow morning. Good-bye.</li> </ul>
<p>3.1 Expresar gustos, deseos y preferencias.</p> <p>3.2 Expresar acuerdos o desacuerdos ante las opiniones de otras.</p> <p>3.3 Expresar mensajes que indiquen permiso, posibilidad, capacidad física e intelectual.</p> <p>3.4 Expresar mensajes que indiquen obligación y necesidad.</p>	<ul style="list-style-type: none"> <li>• What's your favorite sport? It's base-ball. Who's your favorites actor? Robert redford is. Do you like pop+corn/yes, I do. No I prefer candies. Oh no, I don't what do you like to do on Saturday. I like to stay home. Do you like to live here? Oh yes, I do. Of course, I do.</li> <li>• What's your opinión about going to Mexico? I think it's quite wonderful, oh I think, I won't like it. What do you think of going to the beach? It's fantastic. I don't think I can. Do you believe everything she says? Certainly I do. No, not always. Sorry but I don't want tos ay anything about that. Do you agree with your teachers? Of course I do. Certainly I do not always.</li> <li>• May come in? Of course, John. Please do it. No, you may not. Do you think se? Yes, I think it may rain. Do you think Bob will solve his problema this week? Of course, he will. May be, It's posible. Perhaps. I'm not sure. May it rain today? It's posible. Maybe (perhaps) it will. I don't know. I think it won't. Could he come here? Of yes, he could no, he couldn't.</li> <li>• Do you have to finish this work now? Of course, I must, Oh, yes I do. Not really. Oh no, I needn't.</li> </ul>

<p>3.5 Dar, pedir, recibir información que impliquen afirmaciones y negaciones con SOME, ANY, NO y sus derivados. Vocabulario Mínimo.</p> <p>3.6 Aplicar en forma oral y escrita los vocablos dados. Vocabulario mínimo.</p>	<ul style="list-style-type: none"> <li>• Do you have to finish this work now? Of course, I must. Oh, yes, I do. Not really. Oh no, I needn't.</li> <li>• Some any, somebody, nobody, anybody, anyone, no one, anything, nothing, anywhere, nowhere, thing. Have you any friend in this country DO YOU HAVE ANY FRIEND ...? Yes, I have some friend. No, I haven't any friends. Did you see anybody here? Yes, I saw somebody. No, I didn't see anybody. No, I saw nobody. Do you love any one at this momento? I love any one at this momento? I love someone now. I don't love anyone now. I love no one now.</li> <li>• Some, any, every, body, soul, to take, glance, kiss, to let century, to now, joice, sadness else, to xist, lips. What do you want? Do you want anything? Give nothing. You can't give me anything. You have nothing. What thing did you take? I took nothing. Please give me something. Expressions del Objetivo: Nobody's secret is Eveready's secret. Give me nothing, you can't give me anything.</li> </ul>
<p>4.1 Expresar mensajes referentes a la identificación y ubicación de personas, animales y cosas.</p> <p>4.2 Comunicar hechos y acciones que acontecen en la vida diaria.</p> <p>4.3 Utilizar expresiones que impliquen comparaciones de personas, animales, cosas o lugares. Vocabulario mínimo.</p> <p>4.4 Expresar mensajes de acciones y hechos, empleando la voz pasiva. Vocabulario mínimo.</p> <p>4.5 Vocabulario mínimo.</p>	<ul style="list-style-type: none"> <li>• Can you tell who you are? Can you tell me where your office is? Where are you from? Where were you crying last night? Do you often came to South America? Yes, I do, No I don't.</li> <li>• Who is that girl siting over there? I don't know. Are you making it by your self? Is she making it by herself. Yes, I have to do it myself? No, the boys are helping her.</li> <li>• Tall, small, shert, nice, hot, cold, narrow, plane, cold, expensive, intelligent, big, plane, more, most, least, Paul is taller than Henry Nancy is smaller than Alice Willian is shorter than Alice Willian is shorter than Peter. That Doctor is more intelligent than Bill. This engineer will be less nice than our bess. He isn't the least important man is this college. Who is the nicest lady this office?</li> <li>• President, workers, novel, novelist, famous, congratulations, poet, speaker, hospital, visitor, To serve, to save, to interrupt, to knock, to trat, to destray. Rómulo Gallegos wrote Doña Bárbara. Doña Bárbara was griten by Gallegos. We read a geed novel every web. A good novel is read by me every web. Expresiones del objetivo. It's very late indeed. Don't be foolish. I'll do my best.</li> <li>• To attack-muscle, aspring, contract, to relax, to</li> </ul>

	<p>experience, forceful, blood, patient, together thy, to gasp, to mean, cardiogram, pressure. I have a heart attack. I don't have a heart attack. Are you frightened? I can't see to take a deep breath. You must relax now. Is your pressure normal? How's your Cholesterol? Have you palpitations? Expression: all of a sudden.</p>
<p>5.1 Utilizar la secuencia de tiempo correspondiente al dar, pedir, y recibir información acerca de lo expresado por otras personas. Vocabulario mínimo.</p> <p>5.2 Dar, pedir y recibir información empleando vocablos que impliquen las palabras compuestas y el uso del diccionario. Vocabulario mínimo.</p> <p>5.3. Dar, pedir y recibir información empleando los vocablos dados. Vocabulario mínimo.</p>	<ul style="list-style-type: none"> <li>• Hoter, radio, televisión, set (T.V. Set), building generator, factory, dynamo, turn, on, off, down, will, to do, repair. He said, I can work in my office. What did he say? He said that he could work in his office. What did he say? They said that they would fix the T.V. sets. They say "We will fix the T.V. sets". They say they will fix the television sets. Expresiones del objetivo: Please, turn the radio up (on, down, off).</li> <li>• Dictionary, to develop, wise, undoubtedly, to express, to form, to divide, syllables, comparison, card, punch, water proof, clock news paper, classroom. Do I read the newspaper? The notebook is over there I always sit on this armchair is my tooth, brush on the table? The fire alarm, is ringing. This umbrella isn't water proof. A card punch is a machine for punching cards.</li> <li>• To lose, eyes, lips, soul, to find, to awake, to sleep, endless distance. Eternal anguish. Have you lost anything? Have you lost anything. You may lose many things. You may lose your eyes and lips. Do you want me to find you? We want you to be happy Do I love my anguish? Mine is an endless agony ... What do you think soul is? Can you describe it? Where can I find it?</li> </ul>

**CRONOGRAMA DE INGLÉS  
 SEMESTRE 12º**

OBJETIVOS GENERALES	OBJETIVOS ESPECÍFICOS	CONTENIDO
<p>1. Comunicarse oralmente y por escrito, utilizando estructuras en tiempo simple y tiempo compuesto.</p>	<p>1.1 Usar estructuras con TO BE en presente y pasado, para afirmar, interrogar y negar respectivamente.</p> <p>1.2 Usar DO-DOES-DID para afirmar, interrogar y negar respectivamente.</p> <p>1.3. Usar SHALL y WILL para afirmar, interrogar y negar respectivamente.</p>	<p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Job-business-tree</li> <li>• mountain-to become-to sell-life-everything White-green.</li> <li>• You are selling your car.</li> <li>• Is she becoming a doctor?</li> <li>• The boy was not swimming in the river.</li> <li>• They were happy in their jobs.</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Hat-danger (ous) nearby-good-to-ate.</li> <li>• Do you see the hat?</li> <li>• She doesn't attend her school.</li> <li>• Did I speak German?</li> <li>• Was it dangerous to you?</li> <li>• Sweater-world-good-to shout.</li> <li>• Will you put on a White sweater?</li> <li>• Yes, I shall put on a White sweater.</li> </ul>
<p>2. Comunicarse oralmente y por escrito con vocablos que expresen asentimiento y selección.</p>	<p>2.1 Usar los vocablos SO y TOO en su acepción de "también", utilizando estructuras en las diferentes secuencias verbales.</p> <p>2.2 Usar EITHER Y NEITHER en su acepción</p>	<p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• So-too-weather-horse-alone- to fight-against-push (V.N.)</li> <li>• Peter plays tennis SO DO I.</li> <li>• Janet is here and Mary is too.</li> <li>• You wrote a poem so did I.</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Either-neither-nor-stamps-</li> </ul>

	de “tampoco”, utilizando estructuras en las diferentes secuencias verbales	grey-to smoke-ride-blood-browm. <ul style="list-style-type: none"> <li>• Robert doesn't write poems.</li> <li>• I do not either neither Do I.</li> <li>• Sam didn't come by bus.</li> <li>• Paul didn't either.</li> <li>• Neither did Paul.</li> <li>• You will not buy stamps.</li> <li>• Bill won't either.</li> <li>• Neither will Bill.</li> </ul>
3. Comunicarse oralmente y por escrito con estructuras que indiquen selección y negación.	3.1. Usar EITHER .... OR para expresar selección.  3.2 Emplea NEITHER ... NOR para expresar negación.	Vocabulario: <ul style="list-style-type: none"> <li>• Pears-gold-destroy-he will bring either the book or the notebook</li> <li>• She will eat either apples or pears.</li> <li>• Utilizar vocabulario y verbos estudiados anteriormente.</li> <li>• Neither Mary nor Joe is here.</li> <li>• We ate neither bread NOR eggs.</li> </ul>
4. Comunicarse en forma oral y escrita con estructuras que indiquen habilidad física y mental, permiso y posibilidad.	4.1. usar CAN y MAY para expresar habilidad física y mental, permiso y posibilidad en tiempos simples.  4.2 Usar CAN Y MAY para expresar inhabilidad, incapacidad o negación de permiso en tiempos simples.	Vocabulario: <ul style="list-style-type: none"> <li>• Can-may-to pass-test.</li> <li>• I can play tennis.</li> <li>• She can pass the test.</li> <li>• May I sit down?</li> <li>• May I go out?</li> <li>• It may rain tonight.</li> </ul> Vocabulario: <ul style="list-style-type: none"> <li>• To knock – to show –</li> <li>• Estructuras negativas</li> <li>• CANNOT (Can't) ride that horse.</li> <li>• He can't write English poems.</li> <li>• You, may not enter now.</li> <li>• It may not rain tonight.</li> </ul>
5. Comunicarse oralmente y por escrito utilizando estructuras del condicional simple.	5.1. Usar SHOULD y WOULD de forma afirmativa, interrogativa y negativa, para formar	Vocabulario: <ul style="list-style-type: none"> <li>• Should-would-cup-bill-very-soon.</li> <li>• I should like a cup of</li> </ul>

	<p>estructuras condicionales y expresar sugerencias.</p>	<p>coffee.</p> <ul style="list-style-type: none"> <li>• She would pay her bill very soon.</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Tea-opposite-across.</li> <li>• Should I come out?</li> <li>• Would you like tea?</li> <li>• Utilizar vocabulario y verbos estudiados:</li> <li>• We should not go to the Opera.</li> <li>• You would not swim across the river.</li> </ul>
<p>6. Comunicarse oralmente y por escrito utilizando estructuras que expresen deber moral, obligación y prohibición.</p>	<p>6.1 Usar MUST para expresar deber moral, obligación.</p> <p>6.2 Usar SHOULD para expresar obligación moral.</p> <p>6.3 Usar MUST NOT para expresar prohibición.</p> <p>6.3 Usar MUST NOT para expresar prohibición.</p>	<p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Must-obey-amount-fast.</li> <li>• I must go to the doctor.</li> <li>• We must obey our parents.</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Should-supplies-neighbour-to tremble.</li> <li>• They should study everyday.</li> <li>• You should attend your school.</li> </ul> <ul style="list-style-type: none"> <li>• Must not-light-red yellow.</li> <li>• They must not write on the walls.</li> <li>• She must not use the yellow color.</li> <li>• I must not turn on the light now.</li> </ul>



**CRONOGRAMA DE INGLÉS  
 SEMESTRE 11º**

OBJETIVOS GENERALES	OBJETIVOS ESPECÍFICOS	CONTENIDO
<p>1. Comunicarse en forma oral escrita con estructuras afirmativas, interrogativas y negativas simples.</p>	<p>1.1 Usar estructuras interrogativas con TO BE en presente progresivo.</p> <p>1.2 Usar estructuras interrogativas y negativas en pasado progresivo con TO BE.</p> <p>1.3 Usar DO-DOES-DID-SHALL y WILL en presente, pasado y futuro respectivamente para interrogar y negar.</p>	<p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Road-turnpike-lab country-to cry to ring-to forget-to start-to laugh-to sep-bell.</li> <li>• Are you crying?</li> <li>• No, I´am not crying</li> <li>• Is she laughing?</li> <li>• She is laughing. (you-we-they) aren´t Keeping the pen in the lab.</li> <li>• Is she ringing the bell?</li> <li>• She isn´t ringing the bell.</li> </ul> <p>Vocabulario</p> <ul style="list-style-type: none"> <li>• Lemonade-truck-clever-funny-once-twice-times-to sing-to kill to hear.</li> <li>• Were (you-we-they) drinking lemonade last night?</li> <li>• No, (you-we-they) were not drinking lemonade last night.</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Bus-clothing-body-however strange-road-death- to believe-to break-to lose.</li> <li>• Do you see a strange in the road?</li> <li>• No, I don´t I don´t see a strange in the road.</li> <li>• Does she believe it?</li> <li>• Yes, she shoes, She believes it</li> <li>• Will they lose their clothing?</li> </ul>

		<ul style="list-style-type: none"> <li>No, they won't they won't lose their clothing.</li> </ul>
2. Comunicarse en forma oral y escrita utilizando los tiempos compuestos.	<p>2.1 Usar estructuras de Presente Perfecto</p> <p>2.2 Usar estructuras en pasado perfecto.</p>	<p>Vocabulario:</p> <ul style="list-style-type: none"> <li>Until-together, already-yet-enough-to carry-to find-to smile-to remove- I- you-he she-we.</li> <li>(have-has) (carried-found-smiled-removed) (an Apple-one dollar the Stone-to Peter) (to the table-in the box-from the stairs – very happily)</li> </ul> <p>Vocabulario</p> <ul style="list-style-type: none"> <li>Company-to park, to cross-to fall On the right- on the left-in front of he had parked his – car in front of his company yesterday</li> <li>Had they crossed on the right?</li> <li>She had not fallen down the stairs.</li> </ul>
3. Comunicarse en forma oral y escrita utilizando estructuras que indiquen duda.	<p>3.1. Utilizar question tags con TO BE en presente.</p> <p>3.2. Usar question tags con TO BE en pasado</p> <p>3.3 Usar question tags con DO-DOES-DID-SHALL WILL.</p> <p>3.4 Usar question tags con presente y pasado perfectos</p>	<p>Vocabulario</p> <ul style="list-style-type: none"> <li>Deben usarse vocablos y verbos estudiados anteriormente.</li> <li>Idem</li> <li>Idem</li> </ul> <p>Vocabulario</p> <ul style="list-style-type: none"> <li>Tom didn't see me did he?</li> <li>I shan't write it, shall I?</li> <li>Liz will play tennis, won't she?</li> </ul>
4. Comunicarse en forma oral y escrita con vocablos que indiquen frecuencia	4.1. Usar vocablos de frecuencia en forma afirmativa.	<p>Vocabulario</p> <ul style="list-style-type: none"> <li>Soup-lunch-sometimes</li> <li>He usually has soup for lunch</li> <li>He has sometimes come here by bus.</li> </ul>

	<p>4.2 Usar vocablos que indiquen frecuencia en forma interrogativas y negativas</p>	<p>Vocabulario</p> <ul style="list-style-type: none"> <li>• Ever-never</li> <li>• Have you ever gone to Mérida?</li> <li>• I have never gone to Mérida?</li> <li>• Has he ever come by train?</li> <li>• He has not ever come by train</li> </ul>
<p>5. Comunicarse en forma oral y escrita con expresiones que indican causa y propósito.</p>	<p>5.1 Pedir y dar información acerca de la causa de un evento</p> <p>5.2 Pedir y dar información acerca del propósito de un evento</p>	<p>Vocabulario</p> <ul style="list-style-type: none"> <li>• BECAUSE – WHY</li> <li>• Why have you come here?</li> <li>• I have come here because I didn't have Money</li> <li>• I didn't study Biology because I don't have time.</li> </ul> <p>Expresión "In order to"</p> <ul style="list-style-type: none"> <li>• I study to learn</li> <li>• I study in order to learn.</li> </ul>

**CRONOGRAMA DE INGLÉS  
 SEMESTRE 9**

OBJETIVOS GENERALES	OBJETIVOS ESPECÍFICOS	CONTENIDO
<p>1. Comunicarse en forma oral y escrita con adverbios seguidos de adjetivos.</p>	<p>1.1 Usar VERY seguido adjetivos.</p>	<p>Vocabulario</p> <ul style="list-style-type: none"> <li>• Very-difficult-tall-interesting.</li> <li>• This exam is very difficult.</li> <li>• She is very tall</li> <li>• That book is very interesting.</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Too-expensive –dish-plate-spoon.</li> <li>• That problema is too difficult.</li> <li>• This book is too expensive.</li> </ul>
<p>2. Comunicarse en forma oral y escrita con estructuras que identifiquen y ubiquen personas, animales y cosas.</p>	<p>2.1 Utilizar estructuras para identificar personas, animales y cosas.</p> <p>2.2 Usar estructuras en pasado para ubicar personas, animales y cosas.</p>	<p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Expresiones: Whats that?. What’s this?</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Lawyer-lady-driver-skirt-blouse-shirt-stocking.</li> <li>• Horse –fish-chicken</li> <li>• Who was he?</li> <li>• He was my lawyer</li> <li>• Who was that lady</li> <li>• She was that lady</li> <li>• She was a nurse</li> <li>• Who were they?</li> <li>• They were drivers.</li> <li>• What’s this?</li> <li>• That’s a chicken</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Circus-field-street-suit-dress jacket-shop.</li> <li>• Where was he yesterday?</li> </ul>

		<ul style="list-style-type: none"> <li>• He was in the circus.</li> <li>• Where was the cow last day?</li> <li>• It was in the field.</li> <li>• Where were those dogs last night?</li> <li>• The were in the street</li> </ul>
3. Comunicarse en forma oral y escrita con estructuras que indiquen existencia y/o cantidad en presente pasado	<p>3.1 Usar estructuras en pasado para indicar existencia.</p> <p>3.2 Utilizar estructuras en pasado para expresar cantidad.</p>	<p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• To leave-to arrive beach-suitcase</li> </ul> <p>Expresiones:</p> <ul style="list-style-type: none"> <li>• To take a trip-by train on foot.</li> <li>• There (was-were) (one-two-five) (boy-girls-children) (in-on-at) (in class-in school-at home)</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Had-pocket- to spend-to teach-to finish.</li> <li>• How much Money did you have?</li> <li>• I had one dollar in my pocket.</li> <li>• How many pencils did you buy?</li> <li>• I bought six pencils.</li> </ul>
4. Utilizar en forma oral y escrita estructuras afirmativas, interrogativas y negativas en pasado.	<p>4.1. Usar WAS-WERE y DID para interrogar y afirmar en pasado.</p> <p>4.2 Usar WAS, WERE y DID para negar en pasado.</p>	<p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Good-rabbit-turn on. Turn off-everywhere-price.</li> <li>• Was I a good doctor?</li> <li>• Yes, you were a good doctor.</li> <li>• Did you see the rabbit?</li> <li>• Yes, I did I saw the rabbit.</li> </ul> <p>Contracciones negativas:</p> <ul style="list-style-type: none"> <li>• Didn't-Wasn't-weren't</li> <li>• Did he open the door?</li> <li>• No, he didn't h did not open the door.</li> <li>• Was he a lawyer?</li> <li>• No, he wasn't he was not a lawyer.</li> <li>• Were they playing tennis?</li> <li>• No, they weren't</li> </ul>

		<ul style="list-style-type: none"> <li>• They were not playing tennis.</li> </ul>
5. Comunicarse en forma oral y escrita usando preposiciones.	<p>5.1. Usar preposiciones combinadas con expresiones que indiquen lugar y tiempo.</p> <p>5.2 Usar preposiciones para expresar duración.</p> <p>5.3 usar preposiciones para expresar secuencia de tiempo.</p> <p>5.4 Usar preposiciones para indicar dirección (movimiento con respecto a un punto).</p>	<p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• In-on-at-by-behind-between-among-at noon beauty-parlor.</li> <li>• Mary is in the beauty-parlor.</li> <li>• The box is on the table.</li> <li>• The man is at the door</li> <li>• I saw him in July.</li> <li>• He saw me on Monday.</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• For – during</li> <li>• I'm going to see you by Monday.</li> <li>• He was going to see her during the week.</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Before-after-to head- to move away to run- to sail- to climb.</li> <li>• I saw my son after Friday.</li> <li>• The ship sailed after 2 o'clock.</li> <li>• The boy climbed the wall.</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• From-to-toward. Captain boat-town-quickly around –island-up-down-stairs-into.</li> <li>• He always walks to school from his home.</li> <li>• The captain headed the boat toward the port.</li> <li>• They moved away from their town.</li> <li>• He ran into the house quickly.</li> <li>• The ship sailed around the island.</li> <li>• He climbed up the stairs.</li> </ul>
6. Comunicarse en forma oral y escrita con vocablos	6.1 Usar SHALL y WILL para afirmar	<p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Shall-will</li> </ul>

<p>que indiquen acciones en futuro simple.</p>	<p>6.2. Utilizar Shall y Will para interrogar.</p> <p>6.3 Usar Shall y Will para negar.</p> <p>6.4 Usar "To Be going to" como equivalente de futuro.</p>	<ul style="list-style-type: none"> <li>• I shall come here tomorrow</li> <li>• She will be there tonight.</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Mouth, Shall-Will</li> <li>• Shall I go to the movies?</li> <li>• Will they close their mouths?</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• To dance, Contracciones negativas "Shan't" y "Won't"</li> <li>• I shan't dance with her Robert won't speak French.</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• To enter-university-piano a present.</li> <li>• Peter is going to at.</li> <li>• Are you going to enter the university?</li> <li>• He was going to send a present to her.</li> <li>• They were not going to play piano.</li> </ul>
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REPÚBLICA BOLIVARIANA DE VENEZUELA  
 U.E. ADA BYRON  
 MARACAY

**CRONOGRAMA DE INGLÉS  
 SEMESTRE 8º**

OBJETIVOS GENERALES	OBJETIVOS ESPECÍFICOS	CONTENIDO
<p>1. Utilizar en forma oral y escrita estructuras que denoten cantidad y existencia.</p>	<p>1.1. Usar "There is" y "There are" para expresar existencia.</p> <p>1.2 Usar estructuras con "How Much".</p> <p>1.3. Usar estructuras con "How Many"</p>	<ul style="list-style-type: none"> <li>• Estructuras</li> <li>• "There is" y "There are – There is a man at the door".</li> <li>• There are three men at the hotel, etc.</li> </ul> <p>Estructuras:</p> <ul style="list-style-type: none"> <li>• "How much"</li> </ul> <ul style="list-style-type: none"> <li>• Vocabulario:</li> <li>• Money, dollar, How much Money is there in the box?</li> <li>• There is one dollar in the box, etc.</li> </ul> <p>Estructuras:</p> <ul style="list-style-type: none"> <li>• "How many"</li> <li>• How many cars are there in your house?</li> <li>• There are four cars in my house, etc.</li> </ul>
<p>2. Comunicarse en forma oral y escrita con números ordinales y cardinales.</p>	<p>2.1. Identificar los números ordinales del 1 al 10.</p> <p>2.2 Usar los números ordinales del 1 al 10.</p> <p>2.3 Identificar personas usando los números ordinales.</p> <p>2.4 Identificar los números</p>	<ul style="list-style-type: none"> <li>• First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, tenth.</li> <li>• First, Second, third, etc.</li> <li>• What's your first name?</li> <li>• My first name is John.</li> <li>• What's her second name?</li> <li>• Her second name is Helen</li> </ul> <p>Vocabulario:</p>



	<p>cardinales del 30 al 100.</p> <p>2.5 Usar los números cardinales del 30 al 100, en forma oral y escrita.</p> <p>2.6 Identificar los números cardinales usando estructuras en forma interrogativa, afirmativa y negativa.</p>	<ul style="list-style-type: none"> <li>• Thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred a hundred.</li> <li>• Thirty, forty, fifty, etc.</li>   <li>• What number is this?</li> <li>• It's number sixty-how many dollars are there here?</li> <li>• Are there seventy dollars on the table?</li> </ul> <p>No, there aren't seventy dollars on the table.</p>
<p>3. Utilizar expresiones que indiquen edad y tiempo.</p>	<p>3.1 Usar "How old" para conocer la edad.</p> <p>3.2 Dar, pedir y obtener información acerca de la hora exacta.</p> <p>3.3 Dar, pedir y obtener información sobre la hora A.M.</p> <p>3.4 Dar, pedir y obtener información sobre la hora P.M.</p>	<ul style="list-style-type: none"> <li>• How old are you?</li> <li>• I'm twenty years old.</li> <li>• How old is her son?</li> <li>• Her son is 5 years old.</li>   <li>• Vocabulario:</li> <li>• Hour, o'clock, in Sharp, half, minute, quarter, clock, watch, Expression: "What time is it?"</li> <li>• It's five o'clock</li> <li>• It's five in Sharp.</li>   <li>• What time is it?</li> <li>• It's five to ten.</li> <li>• It's ten to twelve, etc.</li>   <li>• What time is it?</li> <li>• It's twenty past four.</li> <li>• It's twelve after six, etc.</li> </ul>
<p>4. Dar, pedir y recibir información de hechos ocurridos en el presente.</p>	<p>4.1. Usar "Do" para interrogar, afirmar y negar.</p> <p>4.2 Dar, pedir y obtener información con "Does" en la forma interrogativa, afirmativa y negativa.</p>	<ul style="list-style-type: none"> <li>• Vocabulario:</li> <li>• Don't, football, ball, dog, comb-lamp, shoes-wall, floor.</li> <li>• Do you play football?</li> <li>• Yes, I play football</li> <li>• Do you speak English?</li> <li>• Yes, I speak English.</li> <li>• No, I don't speak English.</li>   <li>• Vocabulario:</li> <li>• To live, to love, to play, to see, to come, tennis</li> <li>• Does she live in Miami.</li> </ul>

		<ul style="list-style-type: none"> <li>• Yes, she lives in Miami.</li> <li>• Does he love me?</li> <li>• Yes, she loves you</li> <li>• Does he pay that car?</li> <li>• No, he doesn't pay that car.</li> <li>• Does she play tennis?</li> <li>• No, she doesn't she plays football</li> </ul>
5. Comunicarse en forma oral y escrita con estructuras de posesión.	<p>5.1. Usar el verbo to have en forma afirmativa.</p> <p>5.2 Utilizar el verbo "To have" en estructuras interrogativas.</p> <p>5.3 Usar estructuras negativas con el verbo "To have"</p>	<ul style="list-style-type: none"> <li>• Vocabulario:</li> <li>• Child Children-men-women-box-boxes-glass-glasses-people-picture.</li> <li>• To have-has.</li> <li>• I have one child.</li> <li>• She has two glasses, etc.</li> <li>• How many pictures do you have?</li> <li>• I have four pictures.</li> <li>• How many glasses does she have?</li> <li>• She has three glasses.</li> <li>• Do you have one box in class?</li> <li>• No, I don't have one box in class?</li> <li>• Does the teacher have six dogs?</li> <li>• No, he doesn't have six dogs, etc.</li> </ul>
6. Utilizar en forma oral y escrita los complementos pronominales.	6.1 Comunicarse con los complementos pronominales.	<ul style="list-style-type: none"> <li>• Vocabulario:</li> <li>• To know, to send-poems-flowers</li> <li>• Me: He knows me</li> <li>• You: I speak to you.</li> <li>• Us: They write letters to us.</li> <li>• Him: Helen writes poems to him.</li> <li>• Her: Paul sends flowers to her.</li> <li>• Them: I hit them.</li> </ul>
7. Comunicarse oralmente y por escrito con pronombres que expresen posesión.	7.1 Utilizar "WHOSE" para preguntar sobre posesión.	<ul style="list-style-type: none"> <li>• Whose car is this?</li> <li>• It's the car of Bill.</li> <li>• It's his.</li> <li>• Whose pen is this?</li> </ul>

	<p>7.2 Usar estructuras con MINE – YOURS – HIS – HERS – OURS THEIRS.</p>	<ul style="list-style-type: none"> <li>• It's my pen. It's mine.</li> <li>• This is your son.</li> <li>• He's yours, etc.</li> <li>• Mine: this is my sister.</li> <li>• She's mine.</li> <li>• Yours: That is your mother.</li> <li>• She's yours.</li> <li>• Ours: These are our parents.</li> <li>• They're ours.</li> <li>• His: This is his hat.</li> <li>• It's his.</li> <li>• Hers: She is her sister. She's hers.</li> <li>• Theirs: They are in their house. This is theirs.</li> </ul>
<p>8. Comunicarse oralmente y por escrito con estructuras del genitivo anglo-sajón.</p>	<p>8.1 Usar en forma oral y escrita la estructura del anglo-sajón para indicar posesión en singular.</p> <p>8.2 Utilizar el anglosajón con poseedores de plural irregular.</p> <p>8.3 Utilizar el anglosajón en aquellos casos en que el poseedor termina en "S".</p> <p>8.4 Usar el anglo-sajón en el caso de que existan dos o más poseedores.</p>	<p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Garage-child-children.</li> <li>• Roger's car is in the garage.</li> <li>• The child's ball is on the table, etc.</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Interesting</li> <li>• Hair-black</li> <li>• The children's</li> <li>• Parents live here.</li> <li>• The men's work is interesting.</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Beautiful-exercise right.</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Shoes.</li> <li>• Paul and Bill's shoes are black.</li> <li>• The boy and the girl's brother lives in England.</li> </ul>
<p>9. Dar, recibir y pedir información sobre los días de la semana.</p>	<p>9.1 Identificar en láminas o párrafos los días de la semana.</p> <p>9.2 Usar oralmente los días de la semana en un</p>	<ul style="list-style-type: none"> <li>• Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.</li> <li>• Monday, Tuesday, etc.</li> </ul>

	<p>contexto.</p> <p>9.3 Utilizar en forma oral y escrita, dentro de un contexto los días de la semana, con los vocablos y expresiones.</p>	<ul style="list-style-type: none"> <li>• Day, today, week, of on Monday, Tuesday, The second day of the week is Monday.</li> <li>• The last day of the week is Saturday.</li> <li>• The first day of the week is Sunday.</li> </ul>
<p>10. Dar, recibir y pedir información sobre los meses del año.</p>	<p>10.1 Identificar en láminas o párrafos los meses del año.</p> <p>10.2 Usar oralmente los meses del año en un contexto.</p> <p>10.3 Utilizar los meses del año con los vocablos y expresiones dados.</p> <p>10.4 Usar los meses del año en forma escrita dentro de un contexto.</p>	<p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• January, February, March, April, May, June, July, August-September, October, November, December, Year, Month, Expression "What date is today".</li> <li>• January, February, march, April, May, etc.</li> <li>• Vocabulario:</li> <li>• Year-Month, expression: "What date is today?"</li> <li>• The third month of the year is Mach. The last month of the year is December. The sixth month of the year is June.</li> </ul>

REPÚBLICA BOLIVARIANA DE VENEZUELA  
U.E. ADA BYRON  
MARACAY

**CRONOGRAMA DE INGLÉS  
SEMESTRE 9º**

OBJETIVOS GENERALES	OBJETIVOS ESPECÍFICOS	CONTENIDO
<p>1. Dar, pedir y recibir información de hechos ocurridos en el presente y en el pasado.</p>	<p>1.1 Usar DO-DOES en presente interrogando, afirmando y negando.</p> <p>1.2 Utilizar DID para interrogar y negar.</p>	<p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Everyday-to study-to eat-to drink-to read-to write-hard.</li> <li>• Do you come to school everyday?</li> <li>• Yes, I do, I come to school everyday.</li> <li>• Does she study hard?</li> <li>• Yes, she does. She studies hard.</li> <li>• Do you open the door?</li> <li>• No, I don't. I do not open the door.</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• To open-to close – to repeat-to listen-to live-to sit-to stand- to speak.</li> <li>• Did you closet he door?</li> <li>• Yes, I did. I closed the door.</li> <li>• No, I didn't I did not closet he door.</li> </ul>
<p>2. Dar, pedir y recibir información de hechos ocurridos en pasado.</p>	<p>2.1 Usar DID para interrogar en pasado.</p>	<p>• Vocabulario:</p> <ul style="list-style-type: none"> <li>• Did, yesterday, to bring, to go, to call, to think, to work, to ask, to answer, to learn, to buy.</li> <li>• Did you come to school yesterday?</li> <li>• Yes, I did. I came to school yesterday.</li> <li>• Did she bring her pen yesterday?</li> </ul>

	<p>2.2 Usar DID para la forma negativa.</p> <p>2.3 Usar el tiempo pasado para identificar la persona que ejecutó la acción.</p> <p>2.4 Usar DID con expresiones que indican pasado.</p>	<ul style="list-style-type: none"> <li>• Yes, she did. She brought her pen yesterday.</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• To drive-to shut-to give- top ut- to erase to sleep.</li> <li>• Did you speak to him last night?</li> <li>• No, I didn't I did not speak to him last night, etc.</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• To remember – to look- to understand- to want- to need-to make-to get married. Expression: "To get up".</li> <li>• Who called you yesterday?</li> <li>• Peter did. He called me yesterday</li> <li>• Who went to your house?</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• To brush- tooth- teeth-last – night.</li> <li>• I went to school yesterday.</li> <li>• Did she come here last night?</li> <li>• Yes, she did, she came here last night.</li> <li>• No, she didn't she didn't come here last night.</li> </ul>
<p>3. Dar, pedir, obtener información utilizando expresiones que indiquen cantidad.</p>	<p>3.1. Identificar y usar adverbios de cantidad.</p> <p>3.2 Usar los adverbios de cantidad anteriores en un contexto.</p>	<ul style="list-style-type: none"> <li>• Vocabulario:</li> <li>• A lot of – a large number of – lots of a great deal of.</li> <li>• To like – bread – to receive.</li> <li>• Do you like a lot of bread?</li> <li>• Yes, I do. I like a lot of bread.</li> <li>• Did you have much Money last month?</li> <li>• No, I didn't. I did not have much Money last month.</li> <li>• Does she receive many friends everyday?</li> <li>• Yes, she does, she receives many friends</li> </ul>

		everyday.
4. Dar, pedir y recibir información de hechos que ocurrieron en el pasado con formas verbales que indiquen existencia o acción.	4.1. Usar el verbo TO BE en pasado simple.	Vocabulario: <ul style="list-style-type: none"> <li>• Was-were</li> <li>• She was here yesterday.</li> <li>• Were they in class tonight?</li> <li>• No, they weren't in class tonight.</li> </ul>
	4.2 Usar el verbo TO BE en pasado continuo.	Vocabulario <ul style="list-style-type: none"> <li>• To watch-to go to bed-husband-wife living-room-dining-room-kitchen.</li> <li>• Was she playing tennis last night?</li> <li>• No, she wasn't she was watching T.V. last night</li> <li>• Yes, she was playing tennis last night.</li> </ul>
	4.3 Usar there was y there were para expresar existencia y cantidad.	Expresiones: <ul style="list-style-type: none"> <li>• "There was" y "There were"</li> <li>• There was a man at the door.</li> <li>• There were books on the table.</li> <li>• There was one dollar on the desk.</li> <li>• There were many boys in the classroom.</li> </ul>

REPÚBLICA BOLIVARIANA DE VENEZUELA

U.E. ADA BYRON

MARACAY

## CRONOGRAMA DE INGLÉS

### SEMESTRE 7°

OBJETIVOS GENERALES	OBJETIVOS ESPECÍFICOS	CONTENIDO
1. Comunicarse correctamente, en forma oral y escrita con formas de saludo y cortesía.	1.1. usar formas apropiadas para saludar y despedirse en la mañana, en la tarde y en la noche.  1.2 Utilizar expresiones comunes adecuadas para saludar y despedirse.  1.3 Utilizar las expresiones dadas anteriormente, en forma oral y escrita.	<ul style="list-style-type: none"><li>• Good morning-Good afternoon – Good evening – Good day- Good night, etc.</li></ul> Expresiones: <ul style="list-style-type: none"><li>• How are you?</li><li>• Good Bye.</li><li>• How do you do – Glad to meet you – Nice to have met you – Till tomorrow – I'll see you later – How do you feel?</li><li>• How do you do, etc. glad to meet you – Nice to have met you – Till tomorrow, etc.</li></ul>
2. Entender y expresar en forma oral y escrita con órdenes dadas en inglés para el logro de una acción.	2.1. Ejecutar órdenes dadas en inglés.  2.2 Utilizar las órdenes dadas anteriormente en un contexto, en forma oral y escrita.	<ul style="list-style-type: none"><li>• Sit down – Stand up Open your book.</li><li>• Close your book, etc.</li><li>• Listen please</li><li>• Repeat please</li><li>• Sit down- Stand up, etc.</li></ul>
3. Dar, pedir y obtener información acerca de personas, animales y cosas.	3.1 Identificar personas	Vocabulario: <ul style="list-style-type: none"><li>• I am</li><li>• You are</li><li>• He, she, it is,</li><li>• We are.</li><li>• You are.</li><li>• They are.</li><li>• Expresión:</li></ul>



	<p>3.2. Identificar personas empleando contracciones.</p> <p>3.3. Identificar personas expresando acuerdo o desacuerdo</p> <p>3.4 Identificar cosas y animales</p> <p>3.5 Ubicar personas, animales y cosas.</p>	<ul style="list-style-type: none"> <li>• Who are you?</li> <li>• I am Paul – You are Peter – He is Bill.</li> </ul> <p>Contradicciones:</p> <ul style="list-style-type: none"> <li>• I´m – You´re – He´s – she´s, it´s – We´re – You´re They´re.</li> <li>• I´m Paul – You´re Peter – He´s Bill. Etc.</li> </ul> <p>Estructuras negativas:</p> <ul style="list-style-type: none"> <li>• Not-isn´t-aren´t – I´m not Paul – I´m Peter – she isn´t Helen – she´s</li> </ul> <ul style="list-style-type: none"> <li>• It´s a book – pen – pencil. Etc. It´s dog, cat, cow, table hair – blackboard – notebook - classroom – desk – school – eraser house – an – door – car – window.</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• On – in – at y la expression Where are you she-she-it, etc.</li> <li>• I´m in the house, he is in a house. She´s at home, etc. where are the cats? The´yre on the table.</li> <li>• Where are the pens?</li> <li>• They´re on the desk.</li> </ul>
<p>4. Utilizar en forma oral y escrita los pronombres y adjetivos demostrativos.</p>	<p>4.1 Utilizar los pronombres y adjetivos demostrativos del singular</p> <p>4.2. Utilizar los pronombres y adjetivos demostrativos del plural.</p>	<ul style="list-style-type: none"> <li>• This – that Bad.</li> <li>• This pencil is very good.</li> <li>• That book is too bad.</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• These</li> <li>• Those</li> <li>• These pencils are very good</li> <li>• Those books ate too bad.</li> </ul>
<p>5. Identificar personas de acuerdo a su nacionalidad y ocupación.</p>	<p>5.1. Usar la expresión “where are you from? Para conocer procedencia</p> <p>5.2. Utilizar la expression “What are – is – you – he ...”</p>	<p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• México, England, China, Portugal, Venezuela, Japan, Spain-USA.</li> <li>• Where are you from?</li> <li>• I´m fron England – Where is he from? He´s from México. Etc.</li> </ul> <p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Nurse, engineer, dentist, doctor, secretary-teacher,</li> </ul>

	para conocer ocupaciones.	pupil, student, <ul style="list-style-type: none"> <li>• What is he ?</li> <li>• He´s a doctor</li> <li>• What is she?</li> <li>• She´s a nurse</li> </ul>
6. Utilizar en forma oral y escrita los adjetivos posesivos.	6.1. Identificar los adjetivos posesivos.  6.2 Utilizar los adjetivos posesivos para indicar pertenencia.	Adjetivos posesivos: <ul style="list-style-type: none"> <li>• My – Your – His – Her – Our – Their.</li> <li>• My – Your – His – our – their.</li> <li>• La expression:</li> <li>• What´s ... Name?</li> <li>• What´s your Name?</li> <li>• My name is Paul</li> <li>• What´s his name ?</li> <li>• My name is Paul</li> <li>• What´s his name?</li> <li>• His name is Robert</li> <li>• What´s her name</li> <li>• Her name is Helen.</li> </ul>
7. Entender y expresar mensajes en forma oral y escrita, relativos a los miembros inmediatos de la familia.	7.1. Utilizar vocablos propios de los miembros inmediatos de la familia.  7.2. Identificar los miembros de la familiar.  7.3. Ubicar los miembros inmediatos de la familia.	Vocabulario: <ul style="list-style-type: none"> <li>• Family, man, woman, father, mother, sister, daughter, son, brother, boy, girl. The family.</li> <li>• I´m man. I´m the father. She is a woman. She´s the mother.</li> <li>• He´s a boy. He´s the brother. She is a girl. She´s the mother.</li> <li>• He´s a boy. He´s the brother. She is a girl. She´s the sister, etc.</li> <li>• Expression:</li> <li>• Who are you?</li> <li>• I´m the father.</li> <li>• Who is she? She´s the mother.</li> <li>• Who are they?</li> <li>• They´re brothers</li> </ul> Vocabulario: <ul style="list-style-type: none"> <li>• Here – there – y los posesivos My, Your, his, her, our, their, Expresión: What´s ... name?'</li> <li>• Where is the mother?</li> <li>• She is there.</li> <li>• Where are your brother and</li> </ul>

		<p>your sister?</p> <ul style="list-style-type: none"> <li>• They´re in class.</li> </ul>
<p>8. Entender y expresar mensajes que tengan como propósito el logro de una acción</p>	<p>8.1. Utilizar expresiones con el presente progresivo.</p> <p>8.2 Ubicar lugares donde se efectúa la acción.</p>	<p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• Speaking – walking – studying. Working – playing, eating, drinking, doing now, english, Spanish, French, Italian, water, milk, egg, cheese, butter, What are you doing?</li> <li>• I´m writing. What is he doing? – He´s reading.</li> <li>• What is she doing? She´s speaking.</li> <li>• Writing, Reading, Friend, letter, Expresiones: To be standing, to be sitting.</li> <li>• Where are you writing.</li> <li>• I´m writing on the blackboard.</li> <li>• Where is the man standing?</li> <li>• He´s standing at the door.</li> <li>• Where is he studying?</li> <li>• He´s studying in the classroom.</li> <li>• Who is speaking now?</li> <li>• The boy´s speaking now.</li> </ul>
<p>9. Utilizar estructuras relacionadas con acciones y lugares.</p>	<p>9.1 Usar la expresión “To be going to” para indicar la acción que se ejecuta.</p> <p>9.2 Emplear la expresión “To be going to” para señalar donde se ejecuta la acción.</p>	<ul style="list-style-type: none"> <li>• Expresión: “To be going to”</li> <li>• What are you going to do?</li> <li>• I´m going to read.</li> <li>• What is he going to do?</li> <li>• He´s going to study.</li> <li>• Vocabulario:</li> <li>• Restaurant, movies, library, drugstore, stadium, park. Tomorrow, today.</li> <li>• Where are you going to eat? I´m going to eat in a restaurant.</li> <li>• Where is Helen going to write?</li> <li>• She´s going to write on the desk.</li> </ul>
<p>10. Utilizar estructuras interrogativas, afirmativas y negativas con algunas expresiones que indican condiciones fisiológicas</p>	<p>10.1 Identificar expresiones que indiquen condiciones fisiológicas.</p>	<ul style="list-style-type: none"> <li>• Expresiones:</li> <li>• To be hungry</li> <li>• To be thirsty.</li> <li>• To be cold.</li> <li>• To be hot.</li> </ul>

	10.2 Usar expresiones que indiquen condiciones fisiológicas.	<ul style="list-style-type: none"> <li>• Expresiones utilizadas en el objetivo anterior</li> </ul>
11. Comunicarse en forma oral y escrita utilizando los números cardinales.	<p>11.1 Identificar los números del 1 al 20.</p> <p>11.2 Usar los números del 1 al 20 en forma oral y escrita.</p> <p>11.3 Utilizar los números del 1 al 20 en operaciones sencillas de suma y resta.</p>	<p>Vocabulario:</p> <ul style="list-style-type: none"> <li>• One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, Twenty.</li> <li>• Expresiones:</li> <li>• What number is this?</li> <li>• It's number one, two, etc</li> <li>• One, two, three, etc.</li> <li>• One, plus two =three.</li> <li>• Six minus one = five, etc.</li> </ul>