

TEMARIO PRUEBA DE COBERTURA SEGUNDO SEMESTRE 2019
INGLÉS

1° básico:

Family: *mother, father, sister, brother, baby.*

Parts of the body: *eyes, head, nose, hair, fingers, legs, feet arms, mouth, ears.*

Who is...? *He, She.*

Weather: *It's sunny, it's rainy, it's windy, it's cloudy.*

Clothes: *boots, scarf, pants, hat, sweater, shoes, socks, t-shirt, jacket, gloves.*

Season: *spring, summer, autumn (fall), winter.*

Animals (pets and farm) + adjectives: *dog, cat, duck, pig, horse, sheep, parrot, fish, hamster, turtle. Big / small.*

Prepositions: *under, in, on.*

2° básico:

Questions: *What's your name, where is your father? What's your favorite...?*

Activities at home: *watching TV, cooking, sleeping, reading.*

Numbers: *11 – 20*

City Places: *airport, police station, hospital, fire station, hospital, school, restaurant, farm.*

Occupations: *teacher, farmer, mechanic, nurse, doctor, pilot, police officer, fire fighter.*

Parts of the house: *living room, kitchen, bedroom, dining room, garden, bathroom, garage.*

Furniture: *table, bed, lamp, sofa, chair.*

Adjectives: *dirty, clean.*

Shapes: *circle, rectangle, square, triangle.*

3° básico:

- I have / don't have a pet + Can you...? Yes, I can / can't, it can...
- **Body (animal):** tail, wings, legs, ears.
- **Actions:** walk, run jump, fly, swim, eat, like.
- **Prepositions of place:** in, on, under, next to, behind.
- **Wild animals (vocabulary)**
- **Numbers:** 1 – 30
- **Expressions:** there is / there are; there isn't / there aren't.
- **House (rooms):** bedroom, bathroom, dining room, living room, kitchen, garaje, garden.
- **Furniture:** bed, chair, sofa, TV, table, cupboard, computer, radio, fridge, clock, curtains, window, door, shelf, rug.
- **Personal information:** What's your favorite animal? It's the...

4° básico:

- **City places:** Cinema, park, hospital, train station, airport, library, mall, police station, fire station, school, supermarket.
- **Prepositions of place:** Next to, in front of, between.
- **Occupations:** nurse, doctor, firefighter, police officer.

Indicar ocupaciones y lugar de trabajo: Where does he/she work? At the zoo. She/he is a doctor. She/he works at the hospital.

- **Actions:** play, run, jump, swim.
- **Daily routine questions and preferences:** Do you like ...? Yes, I do/No, I don't; Does he/she play volleyball? Yes, he/she does/No, he/she doesn't; I like ...
- **Sports:** tennis, football, basketball, volleyball, swimming.
- **Numbers:** ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred.
- **Sport equipments:** ball, racket, trainers, tracksuit, T-shirt, shorts, swimsuit.
- **"W" Questions:** What sports do you like? What's your favorite sport? Where do you play football? How often do you practice sports?
- **Frequency adverbs:** every day, always, never, sometimes.
- **Days of the week:** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

5° básico:

- Objetos de la sala de clases.
 - Objetos de la casa y muebles.
 - Lugares de la escuela. Incluye estructura there is/there are para describir lugares.
 - Preposiciones: on/in/under/behind/next to/between/above/in front of
 - Comidas del día: lunch, breakfast, dinner. Tea.
 - Vocabulario de Alimentos: bread, cheese, eggs, ham, fruits, apples, oranges, banana, pear, pasta, meat, chicken, fish, pizza, rice, potatoes, tomatoes, lettuce, milk.
 - Bebidas: juice, tea, coffee, soda.
 - Wh-word questions: What/Where/Who/Why/When/How
- Examples: how old are you?, where do you live?, what is your name
- posesiones: I have 2 apples. My/your/his/her
 - Pronombres personales plurales y singulares. (I, you, he, she, it, we, they)
- Expresiones: sorry, excuse me, please. How much is it? Here you are, Can I have? / I'd like..., Would you like...?
- (contexto de restaurant)
- Comprensión lectora.

6° básico:

- Giving directions: Go along/Go straight on/turn right/turn left/Go past/ it's on your left/right/It's opposite.../it's next to.../it's between the...and the...
- Preguntas acerca de los animales: Where do they live? What do they eat?
- Vocabulario: Animales y sus hábitats.
- Adjetivos descriptivos: big, small, furious, aggressive, fast, slow, etc.
- Sustantivos plurales (-s/-es/-ies/-ves).
- Plurales irregulares: Person, mouse, man, woman, foot, tooth, deer, fish, child.
- Acciones de uso cotidiano en pasado positivo;
- Verbos regulares e irregulares (incluyendo verbo to be: was/ were).
- Expresiones en pasado: A moment ago, last night, yesterday, 2 days ago, last summer, last year, etc.

- Acciones comunes y familiares en pasado: I played football. We had dinner. I did my homework. Etc.
- Comprensión lectora.

7° básico:

- Verbos presente simple en primera, segunda y tercera persona singular.
- Pasado simple y pasado continuo.
- Vocabulario
- deportes y hobbies: deportes, equipamiento, personas, actividades de tiempo libre.
- Adjetivos para actividades.
- Fun, boring, great, amazing, terrific, nice, cool, etc.
- Puntuación: uso de punto, coma, comillas, enumeraciones y signo de interrogación/exclamación.
- Verbos modales: Must y mustn't.
- Verbos relacionados con hábitos saludables.
- Sufijo -ly: daily, frequently, slowly, quickly, etc.
- Vocabulario: Comida: Fruits and vegetables, Food, Drinks, Meals.
- Conectores: or/too; First, second, next, finally.
- Comprensión lectora.

8° básico:

- Verbos modales: should/shouldn't.
- Tiempo verbal futuro to be + going to (future plans)
- Expresiones de tiempo en futuro: Later, tonight, tomorrow, the day after tomorrow, in three days, etc.
- Vocabulario relacionado con visitar lugares
- Comprensión lectora
- Preguntas: wh-word questions (con future "going to")
- Preposiciones; in/at/on
- Conectores: And/or/but/however/because/so/such as/first of all/then/secondly, etc.

1° medio:

- Describir acciones pasadas que continúan en el presente a través del uso de *Present Perfect*
- Solicitar y dar información sobre duración de una actividad utilizando *for* y *since*.
- Comprender relación entre ideas o información mediante conectores como: *later..., first..., then..., next..., finally..., last...*
- Demostrar comprensión de textos no literarios (como descripciones, artículos de revista, procedimientos, avisos publicitarios, catálogos, emails, diálogos, páginas web, biografías, gráficos, reseñas, noticias) relacionados con la temática de la unidad (*Unit 3: 'The Arts'*)
- Demostrar comprensión del vocabulario temático de la unidad en contexto (*Unit 3: 'The Arts'*)

II° medio:

- Expresar énfasis en quien realiza la acción mediante *Reflexive Pronouns*
- Describir situaciones hipotéticas o imaginarias y dar consejos utilizando *Second Conditional*.
- Informar lo que otros dicen a través de *Reported Speech*
- Demostrar comprensión de ideas generales e información explícita en textos adaptados y auténticos simples relacionados con la temática de la unidad (*Unit 3: 'Outstanding Persons'*)
- Demostrar comprensión del vocabulario temático de la unidad en contexto (*Unit 3: 'Outstanding Persons'*)

III° medio:

- Informar lo que otros dicen a través de *Reported Speech*
- Comprender relación entre ideas o información mediante conectores como: *although..., however..., moreover..., therefore..., for instance..., in other words...*
- Describir acciones iniciadas en el pasado que continúan en el presente a través del uso de *Present Perfect Continuous*.
- Demostrar comprensión de ideas generales e información explícita en textos adaptados y auténticos simples relacionados con la temática de la unidad (*Unit 3: 'Health and Modern Life'*)
- Demostrar comprensión del vocabulario temático de la unidad en contexto (*Unit 3: 'Health and Modern Life'*)