	INSTITUCIÓN EDUCATIVA JORGE ROBLEDO PLAN DE APOYO	CÓDIGO: ED-F-09	VERSIÓN: 1
		FECHA: 07-01-2014 Página 1 de 7	

ÁREA/ASIGNATURA: INGLÉS
 GRADO: 10º GRUPOS: 1 Y 2
 DOCENTE: SANDRA LILIANA DAVID AREIZA

PLAN DE APOYO PARA ESTUDIANTES QUE PIERDEN EL PRIMER PERIODO

INDICADORES DE DESEMPEÑO A REFORZAR:

- Identificación de palabras clave dentro del texto que me permiten comprender su sentido general.
- Sustentación del punto de vista mediante razones que siguen una estructura o modelo en un escrito sobre áreas de interés utilizando estructuras gramaticales conocidas.
- Producción de mensajes escritos, tales como cartas y correos electrónicos, claros y bien estructurados teniendo en cuenta el contexto en el que tienen lugar.
- Identificación y utilización de diferentes estructuras básicas gramaticales en textos escritos y orales.
- Explicación de las ideas de un texto oral o escrito acerca de los problemas de los adolescentes a partir de su conocimiento previo, inferencias e interpretaciones.
- Identificación de estructuras básicas de los modales “can” y “could” para expresar habilidad.

INDICACIONES GENERALES:

Recuerda que solo debes presentar las actividades correspondientes a las guías donde obtuviste rendimiento bajo. Al frente de cada actividad encontrarás en número de la guía a la que corresponde. La nota obtenida en el taller escrito equivale al 40% de la nota final. La nota obtenida en la sustentación oral equivale al 60% de la nota final. La detección de copia o fraude será penalizada con un resultado en la prueba de 0.0 en la nota del taller y la NO presentación de la prueba oral. La fecha final de entrega de este plan de apoyo es el 16 de noviembre y la fecha final para su sustentación oral será el 26 de noviembre.

ACTIVIDADES:

Reading comprehension - Comparatives – Superlatives – Simple present

Actividad 1 (Guía 1): Teniendo en cuenta las reglas de los comparativos y superlativos y en general del presente simple, lee el siguiente texto y resuelve las preguntas propuestas. Debes responder las preguntas con oraciones completas, NO respuestas cortas. (10 puntos)

My name is Sam and I am going to talk to you about classroom rules. My teacher thinks I am one of the best students in her class and this is why. I work quietly, in fact I am the quietest student in the class. I am respectful, in fact I am more respectable than any of the other students. I am always on time. I arrive earlier than any other student in the class. I am co-operative, I think I am more co-operative than Jane who sits across from me. I pay attention, I pay more attention to my teacher than Johnny. I am positive, my mom thinks I am one of the most positive children around. I follow directions, in fact I follow directions more than most students. I am kind to others, in fact I think I am one of the kindest boys in the class, but I have to admit some of the girls are kinder than I am. By this time you must think that I think I am better than others, but the truth is that I am just a good student who likes to follow class rules.

ANSWER THESE QUESTIONS

1. What is this story about?
.....
2. What does the teacher think of Sam ?
.....
3. Is Sam the quietest student in class?
.....
4. Who is more respectful Sam or Jane. ?
.....
5. Where does Jane sit?
.....
6. Does Sam pay more attention to the teacher than Johnny. ?
.....
7. Who thinks Sam is positive?
.....
8. Are some of the girls kinder than Sam?
.....
9. What is the truth about Sam?
.....
10. What class rule do you follow the most?
.....



Actividad 2 (guía 2): Lee el siguiente texto



FOREST HILL SUMMER CAMP

What are you going to do this summer? Why not come on our summer camp in Forest Hill and have an awesome time! You can stay for one day, two days, a whole week ... or all summer, if you want!

In the morning: The mornings are great for creative people. We're going to have art and drawing classes, drama classes and we're going to play music together too. If you play an instrument - bring it to camp! We rehearse every day, and have a concert every weekend.

In the afternoon: We're going to get active! We're going to go hiking and horse riding in the

forest, swimming in the lake, and canoeing and white water rafting in the river.

In the evening: The evenings are for relaxing. We're going to have a party EVERY night with music, a barbecue, and stories around the campfire. Or if you prefer, you can watch a movie in the movie tent.

At the weekend: At the weekend, there are excursions to interesting places - mountains, beaches and even a volcano! But we aren't going to tell you what to do - it's your choice.

Start: Monday 2nd June
End: Sunday 31st August



Glossary

- creative: *creativo/a*
- drawing classes: *clases de dibujo*
- rehearse: *ensayar*
- bring: *traer*
- go hiking: *hacer senderismo*
- campfire: *fogata*

- **Con base en el texto anterior, debes realizar el siguiente ejercicio de escritura (20 puntos)**

Imagina que están organizando un campamento para vacaciones. Define los siguientes aspectos sobre el campamento:

- What is the name of your camp?
- What activities are people going to do there? In the morning - in the afternoon - in the evening. Debes incluir tres actividades para cada momento del día.
- Where are people going to sleep?
- What special activities are people going to do there at the weekend?
- What equipment do people need to bring?

Organiza la información anterior en un texto similar a la lectura "Forest Hill Summer Camp". Recuerda que debes incluir cómo mínimo tres actividades para cada momento del día. Presta especial atención al tiempo verbal future con "be going to" para que lo uses en las oraciones. Debes hacerlo tipo folleto e incluir imágenes correspondientes a las actividades que las personas van a realizar en tu campamento de verano. Puede ser en formato digital, cartulina o en hojas de block con letra clara.

Actividad 3 (guía 3): Lee el siguiente texto y escoje la respuesta correcta. (Comprensión de lectura) (10 puntos)

Have you heard of the Rotary International? It started in the USA in 1905, and now has millions of members all over the world. Its members are mostly business people who want to improve people's lives, both in their local communities and abroad.

Young people can also get involved in Rotary International's Interact programme. Interact is a club for young people aged 12-18. Each Interact club has different rules - some are only for boys, some only for girls, and some are mixed. Sometimes, the members only come from one school.

In Interact, members can participate in projects where they help people locally and in other countries. This helps to create international understanding and goodwill, and you can also make friends for life. Members learn the importance of respecting people from different cultures, taking individual responsibility, and working hard.

There are now over 10,000 Interact clubs throughout the world, with nearly 200,000 members. If you're interested, find out if there is a local Rotary Club in your town.

1. Which is the best title for the text?
 - a. Interact, a club for young people



- b. The beginning of Rotary International Community
- c. Interact at Rotary International
- d. How to create a Rotary Club

2. Which sentence is true?

- a. Interact is a Colombian organization
- b. Interact is only for adult people
- c. Interact is for both girls and boys
- d. There are 10.000 people in Interact

3. Which sentence is false?

- a. You can meet people from abroad in Interact
- b. Interact is for people of all ages
- c. Rotary International improves people's life
- d. Rotary has millions of members

4. We can say that Interact is good for young people because...

- a. It is for girls and boys of different ages
- b. there members from abroad
- c. members learn about the importance of respecting different cultures
- d. People working with business help other people

- **Finalmente, completa las siguientes oraciones con la palabra adecuada "CAN" o "COULD" (10 puntos)**

1. I go to the party last night because I was sick.

2. A: Noel cook Italian food? B: Yes, he .

3. My sister swim last year, but now she .

4. They go shopping yesterday because the store was closed.

5. A: you read when you were four years old? B: Yes, I .

6. Ellie ride a bicycle. She rides it to school every day.

7. I'm very tired, so I go out to the park to play.

8. A: you see the moon last night? B: No, I .

9. When I talk to you about the company report?

10. Most dinosaurs walked on land, but some fly or even swim.

PLAN DE APOYO PARA ESTUDIANTES QUE PIERDEN EL SEGUNDO PERIODO

INDICADORES DE DESEMPEÑO A REFORZAR:

- Identificación de palabras clave dentro del texto que me permiten comprender su sentido general.
- Sustentación del punto de vista mediante razones que siguen una estructura o modelo en un escrito sobre áreas de interés utilizando estructuras gramaticales conocidas.
- Reconocimiento de información general y específica en textos orales y escritos de tipo narrativo y descriptivo relacionados con el desarrollo de la humanidad y la preservación del medio ambiente.
- Explicación de las ideas de un texto oral o escrito acerca de los problemas de los adolescentes a partir de su conocimiento previo, inferencias e interpretaciones.
- Sustentación del punto de vista mediante razones que siguen una estructura o modelo en un escrito sobre áreas de interés utilizando estructuras gramaticales conocidas.
- Apreciación de las contribuciones culturales de su comunidad y otras comunidades.
- Reconocimiento de información general y específica en textos orales y escritos de tipo narrativo y descriptivo relacionados con los diferentes estilos de vida.
- Identificación y utilización de diferentes estructuras básicas gramaticales en textos escritos y orales.



INDICACIONES GENERALES:

Recuerda que solo debes presentar las actividades correspondientes a las guías donde obtuviste rendimiento bajo. Al frente de cada actividad encontrarás en número de la guía a la que corresponde. La nota obtenida en el taller escrito equivale al 40% de la nota final. La nota obtenida en la sustentación oral equivale al 60% de la nota final. La detección de copia o fraude será penalizada con un resultado en la prueba de 0.0 en la nota del taller y la NO presentación de la prueba oral. La fecha final de entrega de este plan de apoyo es el 16 de noviembre y la fecha final para su sustentación oral será el 26 de noviembre.

ACTIVIDADES:

Actividad 1 (guía 4): Lee el siguiente artículo sobre las técnicas que usan los publicistas para persuadir a las personas a comprar un producto luego responde las preguntas planteadas a continuación. (1 punto)

THE ADVERTISING GAME

Companies use different techniques in their adverts to attract people to their products. Here are some of the most common strategies.

Celebrities

We all know these adverts - you see a popular singer, sports person or model using a product, and it makes you want to buy it, so that you can be just like your favourite celebrity.

Visual stimulation

Companies advertise their products in a creative way. They use strong colours to catch your eye, because they attract us to the product and they look good.

Emotional attraction

A lot of adverts promote their products by using music, images and stories that touch your emotions - love, friendship, nostalgia, etc. This is a very powerful way to attract you to their product.

Humour

This is a very common and successful way to advertise a product. People enjoy laughing, and they like to watch adverts again and again if they are funny. Soon, you associate this pleasant feeling with a product.

Special offers

Companies often make you believe that you are getting something for free if you buy their products. Be careful - this is usually not true!



Glossary

- celebrities: *famosos/as*
- strategies: *estrategias*
- catch your eye: *llamar la atención*
- promote: *promocionar*
- pleasant: *agradable*
- special offer: *oferta*
- for free: *gratis*

1. Which of the techniques in the text do you think is the most effective? Why?

2. Can you think of any adverts that make you feel emotional? What do you think of the adverts?

3. Which celebrities are advertising products on TV at the moment? What do you think of the adverts?



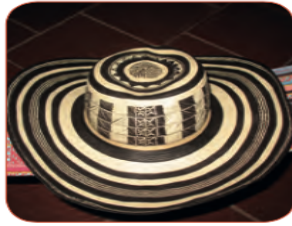
Actividad 2 (GUÍA 5): Vocabulario. (1 punto)

Mira las siguientes imágenes que contiene productos tradicionales colombianos. Imagina que estás con una persona extranjera que habla inglés y tú los vas a describir. ¿cómo los definirías en inglés? Usa las palabras del cuadro y escribe la que corresponda sobre cada imagen.

backpack - hammock - shoes - pot - vase - hat - blouse - cotton - wool - clay - traditional - colourful



mochila Arhuaca



sombrero vueltiao



artesanías en Werregue



cerámica de La Chamba



hamaca de San Jacinto



Kuna mola



alpargatas de fique



mochila Wayúu

Continuemos con un poco de comprensión de lectura

En el siguiente cuadro encontrarás información sobre algunos de los productos que acabamos de mencionar. Al frente de cada descripción debes escribir el nombre en inglés que acabas de escribir en el punto anterior. Ejemplo: ***This description corresponds to “shoes named alpargatas de fique”***

Description of the product	Draw and Name in English
These colorful bags are made by the native people of la Guajira. They are made of cotton and produced in approximately 20 days.	
This is a typical Colombian hat. It is a symbol of Colombia. This hat is made in Córdoba and Sucre. The Zenú people created the design of the hat. It is made from a tree called “Caña flecha”	
These bags are popular Colombian handicraft. They are made of wool and cotton. The bags are manufactured in Sierra Nevada de Santa Marta in La Guajira by the Arhuacos people. Indigenous drawings, representations of animals and other objects from their cultures are depicted on them.	



These clay pots are made in la Chamba Tolima. Each one takes more than one month to make.

Actividad 3 (GUÍA 6): Lectura comprensiva. Lee el siguiente sobre las características de un consumidor ético. Luego resuelve las actividades propuestas. (1 punto)

Read the article about how to be an ethical consumer. Match the headings below to paragraphs 1-4.

- a. It's not only about people
- b. Keep it local
- c. Save the planet
- d. The people that you don't see

Are you an ethical consumer?

Every time that we buy something, we make a choice. It isn't only a choice about the products that we want, but also about the company that makes the product. Is the company ethical or unethical? Is it environmentally friendly? Every choice that we make when we buy is strongly connected with people's lives, and with the future of our planet.

1. _____
An ethical consumer cares about the environment. They ask themselves questions like: What is this product made of? Can I recycle the packaging? If you only buy products that you can recycle, you will help the environment.
2. _____
An ethical consumer cares about the people who worked on the product. They find out about the company, and how its products are made. If you avoid products from sweatshops and other places with terrible working conditions, you will help workers in those countries.
3. _____
An ethical consumer supports local businesses. If you buy products from local businesses, you will help the local economy. This will mean more jobs in your local area.
4. _____
An ethical consumer cares about animals as well as people. These days, it's easy to buy products that are not tested on animals. If we treat animals well, we will create a more caring society.
So, are you an ethical consumer? If you aren't, will you become one soon?

Glossary

- ethical consumer: *consumidor responsable*
- make a choice: *elegir*
- care: *preocuparse por*
- environmentally friendly: *respetuoso con el medio ambiente*
- packaging: *empaquetado/a*
- support: *apoyar*
- test on animals: *probar en animales*

- a. What is an ethical consumer? Explain in your own words.
- b. What are the characteristics of an ethical consumer?
- c. Do you consider yourself an ethical consumer? Why?
- d. If not, has this article made you consider becoming one?

Actividad 4 (GUÍA 7): Escritura reflexiva. (1 PUNTO)

homelessness - poverty - drug abuse - gangs - violence - domestic abuse - teenage pregnancy - underage drinking - bullying - unemployment



1. Teniendo en cuenta los problemas sociales establecidos en el cuadro anterior 1, realiza un poster en el cual muestres un proyecto social que tu desarrolles en tu barrio o comunidad. El poster debe contener la siguiente información:
 - Nombre del proyecto
 - Imágenes relacionadas con este



- En un párrafo corto (no más de 5 líneas) explica cómo vas a ayuar a la comunidad, escribe 5 acciones que vas a desarrollar. Debes hacer uso del futuro con "Will" por lo menos en 5 oraciones, visto en guías anteriores. Ejemplo: *In my foundation, people will practice sports in their free time.* (2 puntos)

Actividad 5 (GUÍA 8): Gramática. Teniendo en cuenta la estructura gramatical del condicional segundo en inglés, resuelve el siguiente ejercicio. (1 PUNTO)

Look at the pictures. Use the words below to complete the second conditional sentences.



1



2



3



4



5

- If I were _____
(the Browns / I / let / the dog / sit / at the table)
- If it was/were _____
(sunny / John / stay / at home)
- Sarah would buy _____
(that dress / if / she / be / thinner)
- Kate could _____
(go / to the cinema / if / Sam / invite / her)
- If Jake had _____
(more courage / he / go / to the dentist)

Finalmente, teniendo en cuenta las reglas para la formación de la voz pasiva, realiza el siguiente ejercicio.

REWRITE EACH SENTENCE USING PASSIVE VOICE FOR SIMPLE PRESENT TENSE (IS/ARE + PAST PARTICIPLE)



1. People produce cars in this factory.

.....
.....



2. The farmer grows carrots in his field.

.....
.....



3. Mrs. Lawrance milks her cow twice a day.

.....
.....



4. Alexander plays golf every Sunday morning.

.....
.....



5. Maisie takes a lot of nature photos at weekends.

.....
.....



6. Everyone in this class loves and respects Diana.

.....
.....



7. Mason and Lucas read story books every day.

.....
.....



8. Lexi and Megan eat ice-cream three times a week.

.....
.....