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|  | GIMNASIO SABIO CALDAS (IED) Nuestra escuela: una opción para la vida GUÍAS DE APRENDIZAJE – PLAN ESCOLAR | Código | PENP - 01 |
| | | Versión | 001 |
| | | Fecha | 18/03/2020 |
| | | Proceso | Gestión Académica |

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|--|--|--|--------------|--------|
| DOCENTES | IVÁN CALDERÓN-YULIANA MORALES-JHON CENDALES | | Grado | décimo |
| ASIGNATURA | Inglés | | | |
| Correo electrónico de contacto | ivan.calderon@sabiocaldas.edu.co Yuliana.morales@sabiocaldas.edu.co Jhon.cendales@sabiocaldas.edu.co | | | |
| Periodo académico | Segundo Periodo | | | |
| Tiempo de ejecución de la actividad | from August 9 to 20 | | | |
| ¿Qué competencia(s) debo alcanzar? | Understand a variety of informational texts from different sources. | | | |
| Temáticas mediadoras | Preparación ICFES Test | | | |
| Metas | Socio-afectiva: El estudiante busca soluciones acertadas a problemas presentados en diferentes contextos. El estudiante demuestra interés y participación en cada situación de clase. | | | |
| | Metas de aprendizaje: El estudiante presenta un buen desempeño en cada una de las partes de la prueba ICFES. El estudiante demuestra tener las competencias y habilidades requeridas para la presentación de la prueba ICFES. | | | |

CRITERIOS DE EVALUACIÓN:

| ¿QUÉ SE VA A EVALUAR? | ¿CÓMO SE VA A EVALUAR? | ¿CUÁNDO SE VA A EVALUAR? Fechas |
|---|-------------------------------|--|
| Students match a word to its description. Students identify the use of English in short conversations. | Answering questions in class. | from August 9 to 13 |
| Students identify explicit information | Mocks related to ICFES test. | from August 16 to 20 |

| | | |
|--|-------|--|
| in the text. | Quiz. | |
| Students identify the author's intent and aspects that are not explicit in the text. | | |

SEMANA 1 from August 9 to 13

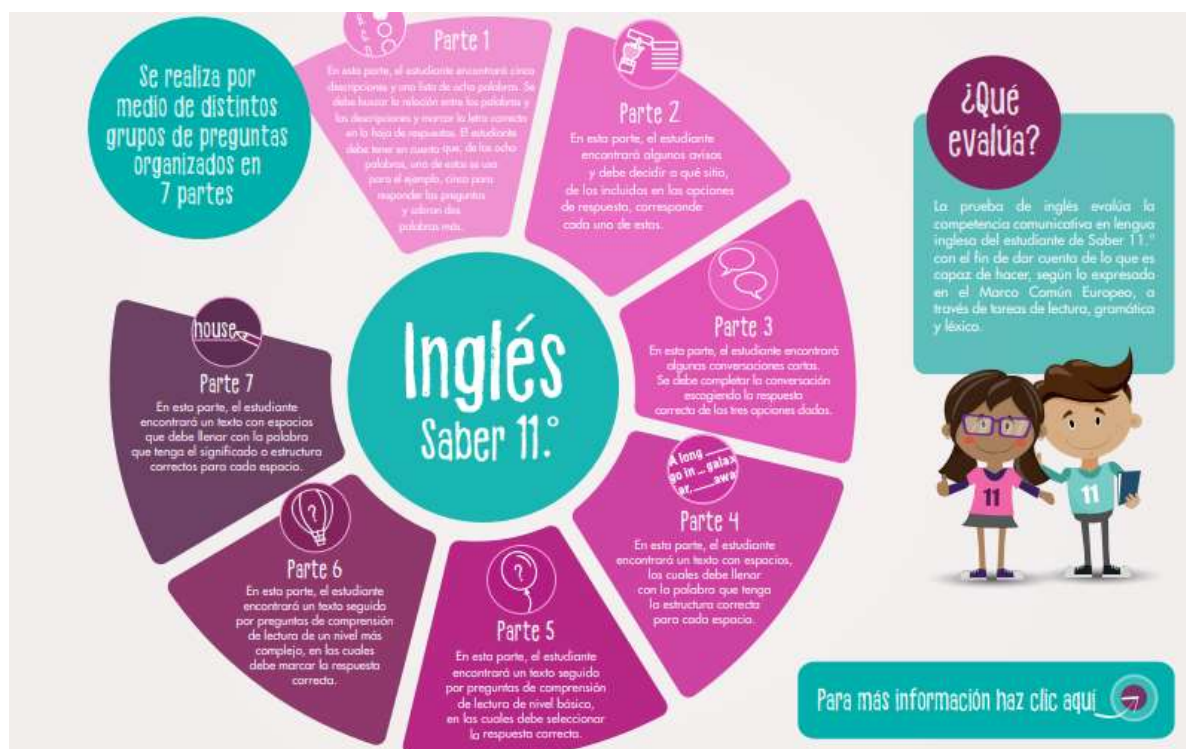
ACTIVIDAD INICIAL:

Checking your speaking skills

Look the video and explain it

<https://www.youtube.com/watch?v=Rwi8x4JOlO4&t=2s>

CONTEXTUALIZACIÓN:



Evalúa la competencia para comunicarse efectivamente en inglés. A su vez, en relación con el Marco Común Europeo de Referencia para las lenguas (MCER), se clasifican a los evaluados en 5 niveles de desempeño: A-, A1, A2, B1 y B+. Teniendo en cuenta que, en Colombia, existe población que se encuentra por debajo del primer nivel del MCER (A1), se incluyó en la prueba de inglés un nivel inferior a A1, denominado A-,

que corresponde a aquellos desempeños mínimos que involucran el manejo de vocabulario y estructuras básicas. De igual forma, se incluye un nivel superior al B1 para aquellos estudiantes que superan lo evaluado en este nivel, denominado B+.

La prueba busca que el estudiante demuestre sus habilidades comunicativas a nivel de lectura y uso del lenguaje.

1. Partes de la prueba

La prueba está conformada por cinco partes. Cada parte evalúa una habilidad específica de la lengua inglesa y se le asocia un porcentaje particular de preguntas, como se describe a continuación en la **tabla 12**.

Tabla 12. Distribución de preguntas por partes de la prueba de inglés

| Parte | Porcentaje de preguntas |
|-------|-------------------------|
| 1 | 15 % |
| 2 | 15 % |
| 3 | 22 % |
| 4 | 20 % |
| 5 | 28 % |

ACTIVIDAD DE AFIANZAMIENTO:

1. Match the definition with the correct word.

Places in a city

Ejemplo

0. Passengers take their flights here.

Respuesta: 0 ☐A ☐B ☐C ☐D ☐E ☒F ☐G ☐H

1. You can buy fresh bread and cakes there.

Respuesta: 1 ☐A ☐B ☐C ☐D ☐E ☐F ☐G ☐H

2. People withdraw money from this.

Respuesta: 2 ☐A ☐B ☐C ☐D ☐E ☐F ☐G ☐H

3. Fresh meat is sold here.

Respuesta: 3 ☐A ☐B ☐C ☐D ☐E ☐F ☐G ☐H

4. If you want to pray, stop by this place.

Respuesta: 4 ☐A ☐B ☐C ☐D ☐E ☐F ☐G ☐H

5. In this place, people fill their cars up with fuel.

Respuesta: 5 ☐A ☐B ☐C ☐D ☐E ☐F ☐G ☐H

A. gym

B. butcher's shop

C. ATM

D. bakery

E. bookstore

F. airport

G. church

H. gas station

2. Choose the correct option depending on the conversation.

. Speaker 1: How was the traffic?

Speaker 2:

A. Me too!

B. Hang in there!

C. So awful!

. Speaker 1: I laughed at Joe when she was crying. Now I feel bad.

Speaker 2:

A. Way to go!

B. It's never too
late to apologize!

C. That's a good idea!

. Speaker 1: I have taken up yoga!

Speaker 2:

A. That's OK!

B. That sounds great!

C. I don't agree.

. Speaker 1: I'm on a seafood diet. Every time I see food, I eat it! You get it? It's a joke.

Speaker 2:

A. That went
over my head!

B. It's really thought-
provoking!

C. I am not on a diet.

. Speaker 1: I got into trouble because I couldn't stop laughing.

Speaker 2:

A. What was so funny?

B. Where did you go?

C. Why did you like it?

3. Practice your pronunciation

Complete the conversation and then, read out loud it with other classmate.

Hi! I don't think I know you, is it your first day?

B: Hi! Yes, I'm _____ my English lessons today.

A: _____ Kate, nice to meet you.

B: Laura, _____.

A: So, Laura, do you _____ anyone in the school?

B: _____, I haven't had my first lesson.

A: I'll introduce you to my friends later, then.

B: That _____ great! Thank you.

A: On Fridays we normally _____ out for a beer together, would you _____ to join us?

B: Sure!

SEMANA 2

From August 16 to 20

ACTIVIDAD INICIAL:

<https://www.youtube.com/watch?v=ultbR7D7W5k>

watch the video and give your opinion.

What do you think moon landing conspiracy theories?

ACTIVIDAD DE AFIANZAMIENTO:

1. Complete the text with the following words. (some words are unnecessary)

In-destination –adventure-flew--will- around- was-were-called- take -worked- Made-make- disaster- During-on- -on-walk-them- fly-taking-after-work-call-road

In 1969, three people in a tiny spaceship _____ history with a trip the world _____ never forget. The three men _____ Michael Collins, Edwin "Buzz" Aldrin, and Neil Armstrong. The first manned lunar landing mission was _____ Apollo 11 and their _____ was the moon. Tens of thousands of people _____ on the Apollo project to send those men to the moon. The project, also known as Apollo program, took 10 years of preparation. The first manned Apollo flight was a _____ because the spacecraft caught fire on the ground. But NASA continued with the Apollo program. _____ future space missions, the astronauts practised flying their space crafts. They also performed the tasks they needed to know so they were able to fly to the

moon and land _____ it. On the Apollo 8 mission, the astronauts _____ around the Moon ten times. They were almost ready for the first moon landing. The rocket that carried the spacecraft and the astronauts into orbit _____ the moon was called the Saturn 5. It blasted through space at a speed of at least 25,000 miles an hour. Even at that speed, it took 3 days, 3 hours and 49 minutes to reach the moon. The Apollo 11 mission used a special lunar module designed only for landing on the Moon. It was called the "Eagle". _____ July 20, 1969, the Eagle landed on the Moon's desolate surface. Only two astronauts actually stepped on the moon that day. Neil Armstrong became the first person to _____ on the moon. Edwin "Buzz" Aldrin followed about twenty minutes later. The astronauts set up a TV camera, and the whole world watched the landing on TV. Michael Collins waited for _____ in the spacecraft and orbited the moon. It was his job to take care of the spacecraft that would _____ them all home. He had to make certain nothing happened to it!

In-destination –adventure-flew--will- around- was-were-called- take -worked- Made-make- disaster- During-on- -on-walk-them- fly-taking-after-work-call-road

2. Read the questions and think about the correct answers.

- 1) What is the writer's main purpose in writing the text?
- 2) Which Apollo mission took the first astronauts to land on the Moon?
- 3) How did the "Eagle" arrive at the moon?
- 4) How many astronauts walked on the moon on July 20, 1969?
- 5) What can a reader find out from the text?

VERIFICACIÓN DE APRENDIZAJES: Students must take a quiz about the text.

REFERENCIAS: WEBGRAFÍA.

<https://www.englishrevealed.co.uk/pet.php>

<https://www.youtube.com/watch?v=ultbR7D7W5k>

ANEXOS: