
	INSTITUCIÓN EDUCATIVA HECTOR ABAD GOMEZ		
	Proceso: GESTION ACADEMICA	Código	
Nombre del Documento: PLANES DE APOYO 2 PERIODO		Versión 01	Página 1 de 1

ASIGNATURA/AREA	INGLÈS	GRADO	11º
PERIODO	DOS	AÑO	2016
NOMBRE DEL ESTUDIANTE			

LOGROS/ COMPETENCIAS

- Participa en conversaciones en las que puede explicar sus opiniones e ideas sobre temas generales, personales y abstractos.
- También puede iniciar un tema de conversación y mantener la atención de sus interlocutores, cuando habla su discurso es sencillo y coherente.
- Escribe textos que explican sus preferencias, decisiones y actuaciones.
- Con su vocabulario trata temas generales, aunque recurra a estrategias para hablar de hechos y objetos cuyo nombre desconoce. Maneja aceptablemente normas lingüísticas de su lengua materna.
- Comprende textos de diferentes tipos y fuentes sobre temas de interés general y académico.
- Selecciona y aplica estrategias de lectura apropiadas para el texto y tarea.

Reconoce elementos propios de su cultura y puede explicarlos a sus compañeros

ACTIVIDADES:

1. Presentar cuaderno al día y cada una de las actividades clase o extra clase.
2. Hacer la lectura teniendo en cuenta lo siguiente
 - a) **After reading the title:** write, what are my ideas about the topic?
 - b) **After reading the first paragraph:** write, what is the text about?
 - c) **After reading the second paragraph:** write, what is the text about?
3. Realiza traducción de los textos

Dot and the Kangaroo

Text by Ethel C Pedley, 1899, with original illustrations by Frank Mahony.

Dot did not know how long she was sobbing in loneliness and fear, with her head on her knees, and with her little hands covering her eyes so as not to see the cruel wild bush in which she was lost. It seemed a long time before she summoned up courage to uncover her weeping eyes, and look once more at the bare, dry earth, and the wilderness of scrub and trees that seemed to close her in as if she were in a prison. When she did look up, she was surprised to see that she was no longer alone. She forgot all her trouble and fear in her astonishment at seeing a big grey Kangaroo squatting quite close to her, in front of her.

What was most surprising was the fact that the Kangaroo evidently understood that Dot was in trouble, and was sorry for her; for down the animal's nice soft grey muzzle two tiny little tears were slowly trickling. When Dot looked up at it with wonder in her round blue eyes, the Kangaroo did not jump away, but remained gazing sympathetically at Dot with a slightly puzzled air. Suddenly the big animal seemed to have an idea, and it lightly hopped off into the scrub, where Dot could just see it bobbing up and down as if it were hunting for something. Presently back came the strange Kangaroo with a spray of berries in her funny black hands. They were pretty berries. Some were green, some were red, some blue, and others white. Dot was quite glad to take them when the Kangaroo offered them to her; and as this friendly animal seemed to wish her to eat them, she did so gladly, because she was beginning to feel hungry.

4. Responde las preguntas acorde con el texto

Literal:

- What is this story about?
- Why was Dot crying? • Who found her?
- What did the kangaroo give Dot?

Inferential:

- Why did Dot feel that she was in a prison?
- How did she feel about the bush?
- What words tell us that the Kangaroo felt sorry for Dot?
- Why do you think the Kangaroo was puzzled?
- Was the Kangaroo male or female?

Critical /creative questions:

- Do you think this story could be real? Why?
- What do you think might happen next?
- What might Dot's mother and father be doing?

Blinky Bill

Told & illustrated by Dorothy Wall.

The bush was alive with excitement. Mrs Koala had a brand new baby, and the news spread like wildfire. The kookaburras in the highest gumtrees heard of it, and laughed and chuckled at the idea. In and out of their burrows the rabbits came scuttling, their big brown eyes opening wide with wonder as they heard the news. Over the grass the message went where Mrs Kangaroo was quietly hopping towards her home. She fairly leapt in the air with joy. 'I must tell Mr Kangaroo!' she cried and bounded away in great hops and leaps. Even Mrs Snake, who was having a nap, awoke, gave a wriggle, and blinked her wicked little eyes. The whole bushland was twittering with the news, for a baby bear was a great event.

Mrs Koala had a baby every two years, and as Mrs Rabbit had very, very many during that time, you can just imagine how surprised everyone was. In the fork of a gum-tree, far above the ground, Mrs Koala nursed her baby, peeping every now and then at the tiny creature in her pouch. This little baby was the funniest wee creature. He was only about an inch long and covered with soft baby fur, had two big ears, compared to the size of the rest of him, a tiny black nose, and two beady eyes. His mother and father always had a surprised look on their faces, but they looked more surprised than ever now as they gazed at their baby. He peeped at them and blinked, as much as to say, 'Aren't you glad I'm here?' Mr Koala puffed out his cheeks with pride, and his wife hugged her baby tighter than ever.

5. Responde las preguntas acorde con el texto

Literal :meaning Turn on the literal meaning light bulb.

- Which animals heard the news about the baby koala?
- What did Mrs Kangaroo do?
- Where was the baby koala?

Inferential: meaning Turn on the inferential meaning light bulb.

- What does 'The bush was alive with excitement.' mean?
- Why do you think the baby was called Blinky Bill?
- Why was having a new baby koala in the bush exciting?

Personal: meaning Turn on the personal meaning light bulb.

- Do you think Mrs Koala will look after her baby? Why?
- What do mother animals do to look after their babies?
- What name would you give to a baby koala? Why?

6. Selecciona 10 palabras a las cuales defines, ponga un antónimo y un sinónimo

7. Con las historias realiza lo siguiente.

- a) Construye 15 preguntas de cada lectura con repuestas afirmativas y negativas usando los tiempos que trabajamos durante el periodo
- b) Realiza un glosario mínimo de 60 palabras desconocidas con significado, clasifícalas en categorías

gramaticales y memoriza 46

- c) Recrea cada historia en una historieta de mínimo 15 escenas
- d) Realiza un examen tipo icfes de 20 preguntas con respuesta

8. Realiza un cuadro sinóptico con la siguiente información.

- New title
- Characters, setting, who, what, how, when, where and why.
- What did you like the story and why?
- What did you learn for your life?
- What do you think the intention of the author was?

Recuerda que la solución del taller es en ingles. La sustentación será oral (2.b glosario) y escrito evaluación tipo icfes.

RECURSOS: Internet, cuaderno, diccionario

OBSERVACIONES: Las actividades del taller fueron realizadas durante el periodo.

El taller vale el 50% y la sustentación el otro 50%

Entregar el taller en hojas con este formato **firmado por el acudiente** y por el alumno. (TALLER NO FIRMADO POR ACUDIENTE NO SE RECIBIRÁ)

FECHA DE ENTREGA :	FECHA DE SUSTENTACION:
NOMBRE DEL EDUCADOR: Yarley Murillo	FIRMA DEL EDUCADOR
FIRMA DEL ESTUDIANTE	