

	INSTITUCION EDUCATIVA FE Y ALEGRIA AURES Resolución N°. 0125 del 23 de Abril de 2004 Núcleo Educativo 922 Resolución N°. 9932 Noviembre 16 de 2006 “Educar para la Vida con Dulzura y Firmeza”	Código FGA-
		Aprobado 21/01/2013
		Versión 1
	Gestión Académico – Pedagógica Actividades Especiales de Recuperación AER	Pág. 1

Estudiante:

Área: Humanidades

Asignatura: Inglés

Docente: Zuly Salazar

Grado: 11°1

Período:

Año: 2025

Nº	Indicador de Desempeño	Contenidos y Temas	Estrategias	Tiempo	Criterio de Evaluación	Valoración
1.	Conceptual: Identifica los conceptos y temas vistos durante el año lectivo en curso.	Todos los contenidos y temas de los períodos trabajados.	1. Elabora y Presenta taller escrito propuesto con los temas y contenidos propuestos	Entrega de taller con los ejercicios y la sustentación (Primera oportunidad 12 y 13 de noviembre del 2025. (Segunda oportunidad 18 y 19 de noviembre del 2025)	Taller y ejercicios bien presentados a mano, en hojas tamaño carta y con normas ICONTEC. Dominio de la información requerida durante la sustentación del taller y los ejercicios.	De 1.0 a 5.0
2.	Hace cotejos de lo aprendido y lo no aprendido en aras de fortalecer lo uno y mejorar las falencias.		2. Desarrolla los ejercicios escritos, propuestos, con los que pone en evidencia la práctica y afianzamiento de los conceptos no claros			Taller 40%
1.	Procedimentales: Solución de talleres basados en la comprensión y aprendizaje de aspectos a mejorar		3. Sustenta en forma oral y por escrito las actividades anteriores			Sustentación taller 60%
2.	Presentaciones cortas y ensayadas sobre los temas en los que debe hacer un mayor esfuerzo.					
1.	Actitudinales: Demuestra interés y esfuerzo al presentar y sustentar las actividades propuestas.					

Observación: En el cuaderno de cada una de las áreas o asignaturas no aprobadas, el estudiante debe elaborar un cuadro como este, debe presentarlo firmado el día de la entrega de las AER.

Los acudientes y estudiantes reciben el plan de Actividades Especiales de Recuperación (AER) y se comprometen a prepararlo y presentarlas con puntualidad, calidad y eficiencia para mejorar el desempeño académico del año en curso.

Firma del Estudiante: _____ Grupo: _____ Acudiente: _____ Fecha: _____



INSTITUCIÓN EDUCATIVA FE Y ALEGRÍA AURES

Teacher: Zuly Salazar Moreno

Workshop AER – Actividades Especiales de Recuperación- English, 2025

Grade 11°

Purpose and Instructions / Propósito e Instrucciones

English: This recovery workshop gives you the opportunity to demonstrate communicative competence by producing written and oral texts that reflect comprehension, argumentation, and expression about personal and global topics, integrating vocabulary and grammar learned during the year.

Español: Este taller de recuperación te brinda la oportunidad de demostrar competencia comunicativa produciendo textos escritos y orales que reflejen comprensión, argumentación y expresión sobre temas personales y globales, integrando vocabulario y gramática aprendidos durante el año.

Part 1 – Vocabulary Mastery

Explain the difference in meaning and write one example for each pair:

1. Say / Tell
2. Speak / Talk
3. Do / Make
4. Job / Work
5. Fun / Funny

Part 2 – Reading: “Voices of Change”

Around the world, young people are raising their voices to create a better future. Some volunteer to clean rivers, others organize campaigns to protect animals, and many use social media to share positive messages.

Mariana, an 18-year-old student from Colombia, started a small project called “One Tree, One Hope.” Every weekend, she and her friends plant trees in areas affected by pollution. At first, only five students joined her, but after a few months, more than fifty young volunteers participated. “We don’t need to be famous to make a change,” Mariana says. “We just need to care.”

Today, her community looks greener, and other schools have started similar projects. Mariana believes that every action, no matter how small, can inspire others to act.

Answer in complete sentences:

1. What motivated Mariana to start her project?
2. How did the project grow over time?
3. What message does Mariana share about change?
4. What effect did her actions have on the community?
5. What can you personally do to make a difference? (Reflective)

Purpose: Comprehension, inference, and critical thinking.

Part 3 – Reading comprehension

“Living with Environmental Values”

The environment is not just a topic for scientists—it is everyone’s responsibility. Every action we take has an impact on the planet. When people throw garbage on the street, waste water, or use too much plastic, they affect nature and future generations. Values such as respect, responsibility, and solidarity are essential to protect our environment. In many cities, young people are creating eco-projects like recycling campaigns, urban gardens, and art made from waste materials. These actions show that small changes can have a big impact. The most important thing is to be consistent—living with environmental values means taking care of the planet every day, not just on special dates. Each person has the power to make a difference.

1. What is the main idea of the text?
 - A. Only scientists should take care of the planet.
 - B. Environmental protection depends on everyone's values and actions.
 - C. Technology will fix the environmental problems.
 - D. Recycling is the only way to help the planet.
2. According to the text, what are examples of eco-projects created by young people?
 - A. Social media pages.
 - B. Art and recycling initiatives.
 - C. Building new factories.
 - D. Online games about pollution.
3. What values are mentioned as important for protecting the environment?
 - A. Creativity, fame, and popularity.
 - B. Respect, responsibility, and solidarity.
 - C. Freedom, competition, and curiosity.
 - D. Wealth, power, and success.
4. What does the author mean by 'living with environmental values'?
 - A. Caring for the planet only on Earth Day.
 - B. Taking care of the planet every day through small actions.
 - C. Studying environmental science at university.
 - D. Watching documentaries about nature.
5. What message does the author give about individual actions?
 - A. They are too small to make a difference.
 - B. They can have a big positive impact on the planet.
 - C. They are less important than government actions.
 - D. They should focus only on recycling.

Part 4 – Writing and Creative Project

“The Change I Want to Create”

Create a **digital or physical campaign** poster. Include:

Part 1: Write a **short essay (20 lines)** in which you describe:

- A social or environmental problem in your community
- Why it matters
- What actions young people can take
- How English could be useful in making that change

Part 2: titled "Youth for Change."

- A slogan in English
- 3 short messages encouraging action
- Images or drawings illustrating your idea

Part 3: titled "My Voice for the Future."

- One message you want to share with the world
- What motivates you to keep learning
- How English helps you be part of global change

Purpose: Integrate language skills, argumentation, critical thought, and personal motivation.

Part 5 – Oral Activity

Prepare and record a 5-minute speech titled "Why I Deserve to Pass English". Include:

- Personal presentation
- What you learned this year
- What effort you made to recover
- How you will use English in the future

Purpose: Integrate reflection, fluency, and persuasion.

Rubric / Rúbrica de Valoración

Criterion	Excellent (5)	Good (4)	Basic (3)	Low (2)	Very Low (1)
Reading comprehension	Answers correctly and explains reasoning.	Almost all correct, good understanding.	Understands main ideas.	Partial comprehension.	Minimal comprehension.
Written production	Coherent, correct grammar, creative ideas.	Mostly clear and correct.	Basic structure.	Many errors.	Incomplete or unclear.
Oral production	Clear pronunciation, fluent speech.	Good pronunciation, some hesitation.	Understandable.	Difficult to follow.	Inaudible or not delivered.
Responsibility	Delivers on time and complete.	Delivers with minor delay.	Acceptable effort.	Little effort.	No delivery.

"You can always start again. What matters is your effort today."

"Siempre puedes empezar de nuevo. Lo que importa es tu esfuerzo de hoy."