

	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-
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		Versión 1
	Gestión Académico – Pedagógica – Actividades Especiales de Recuperación - AER	Pág. 1

Estudiante:

Área: Humanidades

Asignatura: Inglés

Docente: Zuly Salazar

Grado: 10°1

Período: Todos

Año: 2025

N°	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	Taller y ejercicios bien presentados a mano, en hojas tamaño carta y con normas ICONTEC.	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	(Primera oportunidad 12 y 13 de noviembre del 2025.	Dominio de la información requerida durante la sustentación del taller y los ejercicios.	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	(Segunda oportunidad 18 y 19 de noviembre del 2025)		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 10°

Purpose and Instructions / Propósito e Instrucciones

English: This recovery workshop gives you the opportunity to Use English to express ideas, describe personal experiences, understand texts, and demonstrate communication skills acquired throughout the year.

Español: Este taller de recuperación te brinda la oportunidad de utilizar el inglés para expresar ideas, describir experiencias personales, comprender textos y demostrar las habilidades de comunicación adquiridas a lo largo del año.

Part 1 – Vocabulary in Context

- Write the meaning in Spanish and a sentence in English for each word:

1. Environment
2. Responsibility
3. Decision
4. Friendship
5. Goal
6. Dream
7. Confidence
8. Respect
9. Problem
10. Solution

Purpose: Expand vocabulary through contextual application.

Part 2 – Reading:

“The Climb”

When I was 14, I joined a group of students to climb a mountain near our town. At first, I was excited, but as the day went on, I started to feel tired and afraid. Some of my friends wanted to go back, but our guide told us, “The view from the top is worth every step.” We continued walking, even when it rained and the wind was cold. I almost gave up, but my friend Mateo said, “We can do it, one step at a time.” When we finally reached the top, I felt stronger, not just in my body, but in my mind. I realized that life is full of mountains — school, family, or personal goals — and each one requires patience, teamwork, and courage.

Now, whenever I face a problem, I remember that climb and tell myself: Don’t stop, just take the next step.

Answer the following questions:

What made the narrator feel afraid during the climb?

What motivated the group to keep going?

What did the narrator learn from the experience?

What do “mountains” represent in the story? (Inferential)

What lesson from the text can help you in your studies or personal life? (Reflective)

Purpose: Reading comprehension, symbolism, and personal connection

Part 3 – Writing and Creative Production:

“The Mountain I Want to Climb”

Design a creative one-page infographic or poster titled “A Guide to a Better Teen Life”.

Include:

- 12–15 sentence paragraph about a personal goal or “mountain” you want to climb, titled “Steps to My Goal.”

Include:

- The goal
- Why it’s difficult
- What steps you will take to reach it (4–5)
- How English can help you achieve it

Use drawings or symbols and motivational phrases in English.

- One part titled “Teen Life Manual”
 - 3 positive habits for your mind
 - 3 habits for your body
 - 3 for your relationships

Add images, icons, and short English phrases.

Purpose: Express personal aspirations using future and conditional forms.

Part 4 – Oral Activity:

Prepare a short speech (3 minutes): “Who I am and who I want to be.”

Mention your values, dreams, and how English connects to your future, explaining your goal and how you will achieve it, using expressions like:

- I’m planning to...
- It’s important because...
- In the future, I will...

Part 5 - Reading comprehension

“Technology and Our Values”

Technology is changing the world faster than ever before. It helps people connect, learn, and create new opportunities. However, technology also challenges our values. Many teenagers spend more time on their phones than talking with their families. Some share everything on social media without thinking about privacy. Technology is powerful, but it requires responsibility. Using it wisely means respecting others, being honest online, and balancing screen time with real life. In schools, teachers are using digital tools to make learning more interactive and fun. The goal is not to replace human contact, but to

support creativity and communication. Technology should be used to improve lives, not to control them.

1. What is one positive effect of technology mentioned in the text?

- A. It separates people from their families.
- B. It allows people to connect and learn.
- C. It replaces teachers completely.
- D. It makes people less creative.

2. What is a negative behavior some teenagers show according to the text?

- A. Studying online.
- B. Sharing everything without thinking.
- C. Helping others with technology.
- D. Using apps for school.

3. What does 'using technology wisely' mean?

- A. Spending all day online.
- B. Ignoring others in real life.

C. Balancing screen time and respecting others.

D. Buying more devices.

4. What is the main message of the text?

- A. Technology should replace people.
- B. Technology must be used with responsibility and values.
- C. Phones are bad for teenagers.
- D. Social media is dangerous.

5. What role does technology play in education according to the text?

- A. It replaces teachers.
- B. It supports creativity and fun learning.
- C. It distracts students.
- D. It eliminates communication.

Purpose: Understanding and interpretation English texts.

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."