



INSTRUCCIONES:

- Estimado estudiante a continuación encontrarás el listado de indicadores de desempeño para todo el año escolar, con las respectivas actividades para el cumplimiento del plan de apoyo.
- Entregar el trabajo en las fechas establecidas.
- El trabajo debe estar bien presentado y escrito a mano. Tener en cuenta que las respuestas deben estar en inglés.
- Prepararse muy bien para sustentar la información del taller en forma oral y escrita.
- Presentarse a la sustentación y/o evaluación, previa concertación con la docente.

INDICADORES DE DESEMPEÑO PRIMER PERIODO

1. Reconoce la estructura de preguntas de información e identifica estructuras básicas de la descripción.
2. Intercambia información sobre algunos juegos tradicionales, luego de leer y escuchar textos descriptivos referidos al tema.

Actividades:

1. Realiza una encuesta a familiares acerca de los juegos tradicionales que les gustaba, encantaba y no les gustaba. (Consulta la traducción al inglés y realiza un cuadro similar al siguiente)

		He/she loved playing...		He/she liked playing...		He/she disliked playing...	
		Name of games in Spanish		Name of games in Spanish		Name of games in Spanish	
Relatives' names		English		English		English	
		father					
mother							
aunt							
uncle							

2. Encuentra similitudes y diferencias en la información de tus familiares en la encuesta. Escribe oraciones con los verbos regulares **loved- liked -disliked**, utiliza el conector **“but”** para contrastarlas. **ejemplo.**

My aunt loved playing “Elastic band”, she liked playing “Tag”, **but** she disliked playing “Freeze tag.

3. Encuentro similitudes y diferencias en la información que tengo de mis familiares en la encuesta. Escribo oraciones con los verbos regulares **“loved”, “liked”, “disliked”**, utilizo **“and”** para conectar oraciones, y **“but”** para contrastarlas. (3 oraciones de cada una)

Ejemplo: My aunt **and** my sister loved playing “Elastic band”. (similitudes)

My sister liked playing “Freeze tag”, **but** aunt disliked “Freeze tag”. (diferencias)

4. Revisa el siguiente cuadro y comprende la forma de preguntar y constestar en **pasado con verbos regulares** en ingles.

What traditional games did your mother love playing?	→ My mother loved playing “Jacks”.
What did your uncle like playing when he was little?	→ My uncle liked playing “Top” and “yermis”.
What did your aunt dislike playing when she was little?	→ My aunt disliked playing “Freeze tag”.
What traditional games did your uncle love and dislike playing?	My uncle loved playing “Cops and robbers” but he disliked playing “Jumping rope”.
What traditional games did your aunt Mariana and your sister Juanita like playing?	My aunt liked playing “Tag” and my sister liked playing “Freeze tag”.

Ahora puedes contestar las siguientes preguntas con base a tu información personal. (Debes dar respuestas completas).

- Did you like playing marbles in the elementary?
- Did you love playing jumping rope?
- Did you dislike playing Hopscotch ?
- What did you like playing with your classmates?
- What did you love playing with your friends?
- What did you dislike playing in the elementary?

INDICADORES DE DESEMPEÑO SEGUNDO PERIODO

- Identifica la información clave en conversaciones breves o textos cortos, en temas relaciones con el cine o la televisión.
- Expresa y argumenta su opinión sobre el mundo del entretenimiento: cine y televisión.

Actividades

- Escoge 4 géneros de películas y compáralos con tu género favorito. (Escribe 4 características que los hagan parecer similares y 4 diferencias).
- Responde las siguientes preguntas, trata de responder con tus propias palabras. (respuestas completas)
 - What is your favorite movie genre?
 - What movies under that genre do you know? (¿Qué películas de tu género favorito conoces?)
 - How do you choose which film to watch?
 - Do you download films from the Net or do you buy DVDs?
 - Where do you watch films at the cinema, on TV, on your computer?
- Consulta el género de tu música favorito y contesta las siguientes preguntas: (respuestas completas)
 - What is your favorite music genre?
 - When did it appear?
 - What influenced your music genre?
 - What musical instruments are used?
 - What are the characteristics of your favorite musical instruments?
 - What are the most representative singers?

2. Lee cada cuadro y escoje el género musical, que aparece en el lado de arriba, de acuerdo a la descripción. (copia todo el cuadro)

Classical	Country	Jazz	Techno	Disco	Heavy Metal	Hip-Hop/Rap	Rock & Roll
It's a very complex form of music. It requires a lot of training and also the ability to coordinate with many other musicians.	This type of music originated in the 1950s. The vocals are accompanied by guitar, drums, bass and sometimes the piano.	It appeared in the 1960s in Britain and America. Its roots are blues rock and psychedelic rock. It's a very loud and strong kind of music.	It's a popular type of music that originated in the southern United States. It is influenced by Celtic music, gospel music and it evolved rapidly in the 1920s.				
This type of music is characterized by strong and complex rhythms. The trumpet and the violin are often used in this type of music.	It's a popular type of music that first appeared in the 1980s. It's a form of electronic music. It has fast beats and is based in African American music styles.	It's the result of the popular hip-hop culture. It has a big influence of Jamaican music and it originated in African American music and West African music.	It was a popular type of music that originated in the clubs of New York in the 1960s and 1970s. It was influenced by funk and it's a very lively kind of music.				

4. Escoge la respuesta correcta con base en el siguiente texto. (copia solo las preguntas y respuestas en tu trabajo)

Grunge (Type of music)

Grunge is a type of music that became popular during the early 1990s. It grew out of punk rock and heavy metal bands that blended aggressive sounds with thoughtful lyrics. Some of the most popular grunge bands included Pearl Jam, Nirvana, and Alice in Chains. Many musicians from this period of American alternative music went on to find success in similar genres. Much of the music connected to the grunge movement came from Washington State. Pearl Jam and Alice in Chains, for instance, were based in Seattle. Nirvana formed in a small, working class town about two hours from Seattle. These bands experimented with noisy guitars, heavy drums, and loud vocals, but many of their most popular songs used acoustic instruments. Many people consider the death of Nirvana's Kurt Cobain as the end of the grunge era.

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| <p>a. What is "Grunge"?</p> <ul style="list-style-type: none"> - it is a famous rock band - it is a kind of music - it is a movie <p>b. Pearl Jam, Nirvana, and Alice in Chains are</p> <ul style="list-style-type: none"> - Grunge groups - Musicians - Gauge bands <p>c- Why is Washington State important for grunge?</p> <ul style="list-style-type: none"> - Because Kurt Cobain was born in Washing State - Because it is the capital city of the country | <ul style="list-style-type: none"> - Because most of the grunge bands came from this state <p>d. Was the grunge band Nirvana created in Seattle?</p> <ul style="list-style-type: none"> - Yes, it was - No, it wasn't - Not mentioned <p>e. Which of the following statements is NOT true?</p> <ul style="list-style-type: none"> - Grunge is connected to "pun rock" and "heavy metal". - Grunge bands always used noisy guitars, heavy drums, and loud vocals. - Kurt Cobain was very important for "grunge". |
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3. Copia y completa las oraciones de la derecha con el vocabulario del lado izquierdo:

● Complete the 15 sentences with the words on the left.



- B** band *n.*
- C** classical *adj., n.*
- concert *n.*
- country *adj., n.*
- D** drum *n.*
- G** guitar *n.*
- I** instrument *n.*
- L** lyrics *n.*
- M** musician *n.*
- P** piano *n.*
- pop *adj., n.*
- R** rap *adj., n.*
- recorded *adj., v.*
- rock *n.*
- V** voice *n.*

1. You can hear a person's voice when he or she speaks or sings.
2. The man in the picture is playing music with a musical _____.
3. A) Let's buy tickets to the music _____.
B) Great idea! Let's go this weekend.
4. A person who plays music is a _____.
5. _____ music is hundreds of years old.
6. _____ music first began in the 1950s.
7. The Beatles were a popular _____ in the 1960s. There were four people in the group.
8. I want to buy a _____, but it's very large and my apartment is very small.
9. One kind of music that is popular, and often played on the radio, is called _____ music.
10. I like to listen to songs in English, but sometimes I don't understand the _____, or the words.
11. Lyrics are a very important part of _____ music. The words of the song are important.
12. People who play _____ music often wear cowboy hats.
13. The song I'm listening to now was _____ ten years ago.
14. You can hit a _____ to make music.
15. A _____ is a musical instrument that usually has six strings.

INDICADORES DE DESEMPEÑO TERCER PERIODO

1. Identifica y justifica brevemente sus planes y acciones utilizando las estructuras gramaticales y el vocabulario apropiado.
2. Describe actividades y planes para el futuro en forma coherente.

Actividades

1. Constesta las siguientes preguntas, relacionadas con tus planes para el futuro.

1. What time are you going to go to bed tonight?

2. What time are you going to get up tomorrow?

3. What are you going to do after class?

4. What are you going to do tomorrow morning?

5. Where are you going to go on the weekend?

6. How much money are you going to spend tomorrow?

7. Who are you going to talk to tomorrow?

8. Are you going to travel to another country this year?

1. Para planear tu propia fiesta, (**THEMATIC PARTY**), lee las preguntas (A) y responde las preguntas con la información que está en el cuadro (B), de acuerdo a tu interés personal.

1. What is the theme going to be?
2. Who are going to be invited? And how many guests are going to come?
3. Where are you going to give the party?
4. What elements are you going to buy to decorate the party?
5. What kind of food or drinks are you going to serve? What elements are you going to need?
6. What entertainments are you going to give?
7. What kind of music are you going to play?
8. When are you going to give the party? And how long is it going to last?
9. How are the guests going to dress?
10. What things are going to be allowed or not allowed to do?

classmates- teachers- friends – family- neighbors-

during lunch/night/afternoon/class time

reggae-pop-rock-tropical-dance-hip hop-soft music

tropical-Caribbean-Mexican-western-Halloween

Disguises- /informal/trendy/smart clothes

The classroom- at school- a park- a house-a club

Ribbons- balloons- candles-centerpieces- piñatas-

Napkins-cups-plates-matching cloths-bowls-spoon

Competitions-Pictionary-treasure hunt- breaking a piñata- dancing games- telling anecdotes- shows

Don't spill drinks or food around the place- help with the cleaning- be punctual-

2. Escribe los verbos siguientes en *futuro - afirmativo (going to)*.

1. Mr Garcia (*sell*) his house.
2. The students (*rest*) a week on october.
3. I (*travel*) to Europe.
4. My bother (*build*) a house to the family.
5. You (*learn*) English.

Escribe los verbos en *futuro - negativo (going to)*.

1. I (*tell/not*) the secret.
2. She (*buy/not*) a new cellphone.
3. We (*invite/not*) him to our party.

4. Andrés (*work/not*) the next weekend.
5. They (*lend/not*) any more money.

Redacta preguntas en *futuro-interrogativo*.

1. (*you/help/me*) ?
2. (*she/study/in Antioquia University*) ?
3. (*they/paint/the room*) ?
4. (*he/apply/for that job*) ?
5. (*what/you/do*) tomorrow?