



Secretaría de Educación del Municipio de Medellín
Institución Educativa Barrio Olaya Herrera

Aprobada por resolución Municipal N° 156 del 23 de septiembre de 2003 y modificada por Resolución 01920 de febrero 14 de 2013 y Resolución 201850065981 de 14 de septiembre de 2018 y Resolución 202250110089 de 24 de octubre de 2022

NIT. 811.042.295-8 DANE: 305001022232 CÓDIGO ICFES: 113431



Alcaldía de Medellín
Secretaría de Educación

Plan de apoyo primer periodo
Asignatura
Inglés
Nombre del docente o los docentes
Alejandro Ramírez F
Grado
11
Nombre del estudiante
1-2
Estándar
Escucha lectura escritura monólogo conversación
Competencia
Gramatical: Capacidad para comprender y aplicar reglas morfológicas y sintácticas en la construcción de oraciones. Pragmática: Habilidad para usar el lenguaje según el contexto, la intención comunicativa y la interacción social. Semántica: Competencia para comprender y manejar el significado de las palabras, frases y textos. Enciclopédica: Conocimiento general y cultural que permite interpretar el lenguaje con base en la información del mundo. Literaria: Capacidad para analizar, interpretar y disfrutar textos literarios, reconociendo sus estructuras y estilos. Textual: Habilidad para estructurar textos con cohesión y coherencia, garantizando su comprensión. Sociolingüística: Competencia para adaptar el lenguaje a diferentes situaciones sociales, registros y variedades lingüísticas.
Indicadores de desempeño
saber hacer Sustenta puntos de vista en forma oral y escrita, sobre temas de interés general, haciendo uso de expresiones y estructuras estudiadas.



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saber conocer

Identifica estructuras básicas de los tiempos presente, pasado y futuro simple y continuo.
 Identifica información específica sobre un tema de interés en textos orales y escritos

saber ser

Asume una posición crítica ante temas académicos o sociales de interés.

Contenidos

Presente simple
 Presente continuo
 Pasado simple
 U.N. Goals

Descripción de las actividades a desarrollar por el estudiante

Activity 1:

Use the example to introduce yourself:

- Hi/hello
- My name is ____
- I am ____ years old
- I am from ____
- I live in ____
- I am a student
- I like ____
- I don't like ____
- My favorite subject is ____

Activity 2

-Write a short paragraph describing your daily routine during weekdays and weekends. Use at least 15 sentences from the list to write the things you commonly do in Present Simple tense, and add 5 sentences to talk about things you do not do. (Use discourse markers and connectors)

Activity 3

-What negative habits would you like to change in your daily routine? Mention 7 (Use the structure: I would like to...) examples:

I would like to spend less time on social media and focus more on real-life interactions.
 I would like to be more considerate of others' feelings

-What habits would you like people to change in daily life to make the world more sustainable Mention 7 I (use the structure: I would like people to...) example:

I would like people to stop littering.
 I would like people to be more respectful towards the environment.

Activity 4



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-Use the modal verbs to write actions we can take to achieve each UN Sustainable Development Goal. For example, you can say: We must reduce waste, We should use renewable energy, or We can recycle more. Afterward, share your ideas with the class, using these modals to explain how these actions can help create a more sustainable future.

Activity 5

Critical thinking

Answer the questions

1. Why do you think some countries are more successful than others in achieving sustainability?
2. How can we balance economic growth and environmental protection? Do you think it is possible?
3. Do you think technology will help or harm the planet in the long run? Why?
4. What do you think are the biggest barriers to achieving the UN's Sustainable Development Goals?
5. Is it fair to expect all countries to contribute equally to sustainability efforts, given their different resources and challenges?

Activity 6

-Use the 10 frequency adverbs to describe your actions of sustainability. for example:

I always save water

I never litter

Activity 7

Read about the Tsunami Project and answer the following questions

1. Where does the Billion Tree Tsunami project start?
2. When does the project begin?
3. What is the main goal of the Billion Tree Tsunami project?
4. Why are trees important for the environment?
5. Who participates in the Billion Tree Tsunami project?
6. What do the people plant every year?
7. How do trees help with climate change?
8. What do trees provide for animals and birds?
9. What benefits does the project bring to the local people?
10. Why do many people in Pakistan feel proud of this project?
11. What is the long-term goal of the Billion Tree Tsunami project?
12. How can other countries learn from this project?

Activity 8

1. Do you ever plant trees or plants? Why or why not?
2. Where do you think is the best place to plant trees in your neighborhood or city? Why?
3. How do you think planting trees can improve your neighborhood or school?
4. What are some obstacles people might face when trying to plant trees in your area?



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5. Would you encourage your friends and family to plant trees? How would you convince them?

6. If you could plant one tree anywhere, where would it be and why?

7. How can we take care of the trees we plant so they grow healthy?

Activity 9

Listening Activity

Watch the following video and get 10 ideas or lessons from it.

<https://www.youtube.com/watch?v=Yomf5pBN8dY>

Activity 10

Solve the grammar workshop about Do and Does

Activity 11

Solve the grammar workshop about TO BE

Activity 12

Present Continuous

1. What are you doing right now?
2. How are you feeling today?
3. What is happening in this room?
4. What are you thinking about at this very moment ?
5. What are you listening to nowadays?
6. What games are you playing these days?
7. Are you doing exercise these days?
8. Are you working on something these days?
9. What are you doing to maintain or improve your health?
10. Are you preparing for anything these days?
11. What TV shows or series are you watching nowadays?
12. Are you reading any interesting books these days? Which ones?
13. What are you studying these days?
14. Where are you going on your next vacation?
15. What are you doing nowadays to improve your life?
16. What are you wearing right now?
17. What is your best friend doing at this moment?
18. Are you learning any new skills these days?
19. What are your parents doing right now?
20. What are people doing in the park right now?
21. What sports are you playing this month?
22. Are you eating any new kinds of food these days?
23. What challenges are you facing right now?
24. What changes are happening in your city or neighborhood

Activity 13



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Read the text about The Svalbard Global Seed Vault

Identify the verbs in past simple and classify them into regular and irregular and then solve the reading comprehension questions

1. Where was the Svalbard Global Seed Vault built?
2. Why did scientists create the seed vault?
3. What did countries store in the vault?
4. How did the vault protect seeds?
5. When did scientists send seeds to Syria?
6. Why did scientists need new seeds in 2015?
7. Who designed the vault?
8. How did the vault help global agriculture?
9. What crops did the vault contain?
10. How many seed samples were in Svalbard in 2020?
11. Why was the vault important for the future?
12. Who continued to support the project?

Activity 14

Responde las siguientes preguntas en pasado simple

1. Did you have fun with your friends last days? what did you do?
2. What did you do for your last birthday?
3. What did you watch on TV last time?
4. What did you eat for breakfast?
5. What was the last thing you bought?
6. What was the last sport you played?
7. What did you do during the last vacation?
8. What did you do before coming here today?
9. What did you have for dinner yesterday?
10. When was the last time you exercised?
11. What was the last movie you saw?
12. What was the last book you read?
13. When was the last time you cried?
14. What was the last time you felt so much pain?
15. What was the last thing you cooked?
16. Where did you go last weekend?
17. Talk about the last time you were really scared.
18. When was the last time you were really tired?
19. When was the last time that you felt really happy?
20. When was the last time that you felt really angry?
21. When was the last time that you had so much fun?
22. When was the last time that you felt really sad?
23. When was the last time you went to a party?
24. When was the last time you went to church?
25. What did you do last night?



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Activity 15
Solve the grammar workshop about simple past.

Indicaciones para los estudiantes: Forma de entrega y fecha máxima de entrega

La fecha para la entrega de las actividades pendientes será hasta el día 30 de mayo de 2025 y las formas de entrega será en hojas de block, resuelto a mano y deberá ser sustentado de manera oral o escrita por el estudiante.

FORMATO ESPECIAL REGISTRO RESULTADOS PLANES DE APOYO

NOMBRE DEL ESTUDIANTE	GRUPO	FECHA	ASIGNATURA	ACTIVIDADES DESARROLLADAS	PERIODO	VALORACIÓN	FIRMA ESTUDIANTE



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