

	INSTITUCIÓN EDUCATIVA VILLA FLORA	CÓDIGO: ED-F-30	VERSIÓN 2
	Taller	FECHA: 23-02-2019	

Tipo de taller: Complementario _____ Permiso _____ Desescolarización X Otro _____
 Asignatura: Laboratorio de inglés Grado: 11° Fecha: Semanas 1 y 2 segundo período

Docente: Natalia Andrea Caro Sánchez

Nombre y Apellidos de estudiante: _____

Propósito (indicador de desempeño)

SABER SER (ACTITUDINAL): Reconoce sus errores al expresarse en otro idioma y trata de corregirlos.

SABER HACER (PROCEDIMENTAL): Extrae información clave a partir de audios y películas propuestas en la clase de laboratorio de inglés.

SABER CONOCER (CONCEPTUAL): Identifica vocabulario y expresiones propias del idioma inglés cuando escucha canciones y audios auténticos.

Pautas para la realización del taller: realice el taller en el medio que se le facilite, puede ser en word, en el cuaderno o en hojas de block luego suba la evidencia a la plataforma Edmodo de acuerdo al código de la asignatura.

Ítems de evaluación del taller: Este taller tendrá 3 notas, una para cada indicador de desempeño que se presenta. la nota del indicador actitudinal se evaluará teniendo en cuenta la entrega oportuna de los compromisos.

ACTIVIDADES:

Exploración: la definición de "main idea" y los videos le ayudarán a desarrollar el taller y a alcanzar las competencias.

How to Find the Main Idea

Finding the main idea is critical to understanding what you are reading. It helps the details make sense and have relevance, and provides a framework for remembering the content. Try these specific tips to pinpoint the main idea of a passage.

1) Identify the Topic

Read the passage through completely, then try to identify the topic. Who or what is the paragraph about? This part is just figuring out a topic like "cause of World War I" or "new hearing devices;" don't worry yet about deciding what argument the passage is making about this topic.

2) Summarize the Passage

After reading the passage thoroughly, summarize it in your own words in **one sentence**. Pretend you have just ten to twelve words to tell someone what the passage is about—what would you say?

3) Look at the First and Last Sentences of the Passage

Authors often put the main idea in or near either the first or last sentence of the paragraph or article, so isolate those sentences to see if they make sense as the overarching theme of the passage. Be careful: sometimes the author will use words like *but*, *however*, *in contrast*, *nevertheless*, etc. that indicate that the second sentence is actually the main idea. If you see one of these words that negate or qualify the first sentence, that is a clue that the second sentence is the main idea.

4) Look for Repetition of Ideas

If you read through a paragraph and you have no idea how to summarize it because there is so much information, start looking for repeated words, phrases, or related ideas. Read this example paragraph:

A new hearing device uses a magnet to hold the detachable sound-processing portion in place. Like other aids, it converts sound into vibrations, but it is unique in that it can transmit the vibrations directly to the magnet and then to the inner ear. This produces a clearer sound. The new device will not help all hearing-impaired people—only those with a hearing loss caused by infection or some other problem in the middle ear. It will probably help no more than 20 percent of all people with hearing problems. Those people who have persistent ear infections, however, should find relief and restored hearing with the new device.

What does this paragraph consistently talk about? A new hearing device. What is it trying to convey? A new hearing device is now available for some, but not all, hearing-impaired people. That's the main idea!

Avoid Main Idea Mistakes

Choosing a main idea from a set of answer choices is different than composing a main idea on your own. Writers of multiple choice tests are often tricky and will give you distractor questions that sound much like the real answer. By reading the passage thoroughly, using your skills, and identifying the main idea on your own, though, you can avoid making these 3 common mistakes: selecting an answer that is too narrow in scope; selecting an answer that is too broad; or selecting an answer that is complex but contrary to the main idea.

Tomado de: <https://www.thoughtco.com/how-to-find-the-main-idea-3212047>

How to Use Context to Determine the Meaning of Words: <https://www.youtube.com/watch?v=Wm5d7c0xGt0>

Main idea: <https://www.youtube.com/watch?v=LbO3IRXT0ww>

Estructuración: teniendo en cuenta los ejemplos realiza las siguientes actividades para aplicar lo aprendido. (Las siguientes actividades pueden ser encontradas en <http://www.colombiaaprende.edu.co/colombiabilingue/> **English please track 11° Student's Book**, Module 1, lesson 1, page 12)

READ THE TEXT AND COMPLETE THE ACTIVITY

My future



A few years ago when I was in 8th grade, I worried a lot about my future. Every day, I thought 'What am I going to do when I leave school?'. I didn't feel excited about the future - I just

felt very scared. One reason was that at that time I found school difficult. I usually studied hard and listened in class (well, I thought so), but my teachers never seemed to be very happy with my work - or with me. When I think back to those times now, I remember that sometimes I didn't concentrate very well and I also handed in work too late. This went on for most of the year, but then near the end

of the year something happened. I suddenly knew what my dream job was. I love animals and I decided that I wanted to become a vet! To do that I had to go to a good university. And to go to a good university, I had to get good marks and do well in my exams.

From 9th grade onwards, I worked very hard every day in class. I studied for hours at home and my parents even told me to work less! At the end of that year, I won a prize for my good marks. My family were so proud of me and I felt great. But then, I started to worry again. I thought 'What will happen if I don't get good results next year?' and 'If I didn't go to university, what would I do?'. Everyone told me that I just had to do my best and to stop worrying. So that's exactly what I did!

I often think back to 8th grade when I was so scared. Now I feel much more confident and I'm looking forward to the future!

1. Match phrases a-d with the underlined phrases in the text.

- a. do things as well as I could.
- b. feeling happy about something in the future.
- c. gave my homework to teachers.
- d. continued.

2. Read the text again. Write T (true) or F (false)

- a. Anna never worried about the future. _____
- b. She didn't always work hard in 8th grade. _____
- c. She won a prize for her school work in 8th grade. _____
- d. She studied harder in 9th grade than 8th grade. _____
- e. Her family felt happy for her in 9th grade. _____
- f. She isn't very confident now. _____

Transferencia:

3. Write the main idea of the text.