
	<b>INSTITUCIÓN EDUCATIVA HECTOR ABAD GOMEZ</b>		
	<b>Proceso: GESTION ACADEMICA</b>	Código	
<b>Nombre del Documento:</b> PLANES DE MEJORAMIENTO 10°- p1- 2022		Versión 01	Página 1 de 1
ASIGNATURA/ÁREA	INGLÈS	GRADO	10°
PERIODO:	UNO	AÑO	2022
NOMBRE DEL ESTUDIANTE			
<b>LOGROS/ COMPETENCIAS</b> <ul style="list-style-type: none"> <li>- Participa en conversaciones en las que puede explicar sus opiniones e ideas sobre temas generales, personales y abstractos.</li> <li>- Escribe textos que explican sus preferencias, decisiones y actuaciones.</li> <li>- Con su vocabulario trata temas generales, aunque recurra a estrategias para hablar de hechos y objetos cuyo nombre desconoce.</li> <li>- Comprende textos de diferentes tipos y fuentes sobre temas de interés general y académico.</li> <li>- Selecciona y aplica estrategias de lectura apropiadas para el texto y tarea.</li> <li>- Identifica y aplica las estructuras gramaticales desarrolladas en clase</li> </ul>			
<b>ACTIVITIES:</b> <ol style="list-style-type: none"> <li>1. Read and translate the text, then create eight questions and answer in affirmative, negative form. <ol style="list-style-type: none"> <li>1-b. Classify: ten common nouns, two proper nouns, four prepositions, three connectors, three adverbs and ten verbs.</li> </ol> </li> <li>2. To read the text <p>Lesley is an ESOL teacher at Hackney College in London. On weekdays she always gets up at about 7 o'clock. She has a shower and then she has breakfast with her husband and daughter. After breakfast she brushes her teeth and gets dressed and then she takes her daughter to school. She goes to college by bicycle at 8.30 and she starts work at 9 o'clock. At about 1.30 she usually has lunch. She has a sandwich and some fruit in her office. She finishes work at 5 o'clock and picks up her daughter from her after-school club. She usually has dinner at about 7 o'clock and then she has a cup of coffee. In the evening she watches television or sometimes she listens to the radio. She likes listening to music. She usually goes to bed at about 11.30. Then she reads her book for about half an hour. She goes to sleep at midnight.</p> </li> <li>3. Answer the questions, according to the text. <ol style="list-style-type: none"> <li>a) Who does she have breakfast with?</li> <li>b) How does she go to college?</li> <li>c) Where does she have lunch?</li> <li>d) What does she have for lunch?</li> </ol> </li> <li>4. Answer the questions about a classmate and write his/ her daily routine in a paragraph. Using frequency adverbs and sequence connectors. <ol style="list-style-type: none"> <li>a. What time do you get up? .....</li> <li>b. Do you usually have a shower in the morning? .....</li> </ol> </li> </ol>			

- c. How do you go to work or college? .....
- d. What time do you start work or college? .....
- e. Where do you usually have lunch? .....
- f. What do you have for lunch? .....
- g. What time do you have dinner? .....
- h. Who do you have dinner with? .....
- i. What do you do in the evening? .....
- j. What time do you go to bed?.....

5. Complete the sentences with a correct form of the verb

- a) John (be) \_\_\_\_\_ excited.
- b) Joseph and Matthew (be) \_\_\_\_\_ my friends.
- c) Ricardo, John and I (be) \_\_\_\_\_ watching a movie.
- d) Hailen (be) \_\_\_\_\_ kind.
- e) Alice (be) \_\_\_\_\_ young.
- f) The hammer (be) \_\_\_\_\_ new.
- g) My mother and father (be) \_\_\_\_\_ cooking dinner.
- h) Rachel (be) \_\_\_\_\_ driving to school.
- i) Andrea and Marlon (be) \_\_\_\_\_ playing at the park.
- j) The students (be) \_\_\_\_\_ studying English.
- k) The test (be) \_\_\_\_\_ hard!
- l) My best friend (be) \_\_\_\_\_ coming to my house.

6. Choose the correct preposition in – on -at

- a) Do you think it is a good idea to ban smoking \_\_\_\_\_ public places?
- b) Look at the picture \_\_\_\_\_ the wall.
- c) My house is \_\_\_\_\_ the end of the street.
- d) I stopped \_\_\_\_\_ Nancy's house.
- e) Do you like walking \_\_\_\_\_ the garden?
- f) I found my keys \_\_\_\_\_ the desk.
- g) I met him \_\_\_\_\_ Paris.
- h) He was crying \_\_\_\_\_ the back of the classroom.
- i) I saw the film \_\_\_\_\_ TV.
- j) These people live \_\_\_\_\_ my hometown.

7. To look into to use of have to, must, can, could and should. Choose 15 verbs from point 1 to 4 and write sentences in negative, affirmative and interrogative form, using have to, must, can, could and should.

8. Do and present to your teacher the activities that you didn't present in the period. Written and oral activities.

9. Create an icfes test of twenty questions with the next topics: reflexive and intensive pronouns, possessive pronouns, adjective possessive, should, must, have to, present and past continuous.

**10. Present your notebook up to date.**

Entregar el taller en hojas con **este** formato **firmado por el acudiente** y por el alumno. (TALLER NO FIRMADO POR ACUDIENTE NO SE RECIBIRÁ)

**Recuerda que la solución del taller es en inglés. La sustentación será oral y escrito. Evaluación tipo icfes.**

RECURSOS: Internet, cuaderno, diccionario

OBSERVACIONES: Las actividades del taller fueron realizadas durante el periodo.

El taller vale el 50% y la sustentación el otro 50%

FECHA DE ENTREGA:

FECHA DE SUSTENTACION:

NOMBRE DEL ESTUDIANTE:

FIRMA DEL ACUDIENTE:

FIRMA DEL EDUCADOR