

	INSTITUCIÓN EDUCATIVA HECTOR ABAD GOMEZ			
	Proceso: CURRICULAR		Código	
Nombre del Documento: Planes de Mejoramiento			Versión 01	Página 1 de 1
ASIGNATURA	Inglés	GRADO	6.5°, 6.6°, 6.7°, 6.8°	
PERÍODO	Cuarto	AÑO:	2022	
NOMBRE DEL ESTUDIANTE				
LOGROS /COMPETENCIAS: <ul style="list-style-type: none"> • Elabora oraciones cortas y sencillas sobre sus intereses y gustos. • Describe lo que él/ella y otras personas pueden o no pueden hacer • Reconoce situaciones donde se dan consejos y sugerencias para resolver conflictos y problemas. 				
METODOLOGIA DE LA EVALUACIÓN <p>Los trabajos se deben entregar al docente en hojas de block y deben ser sustentados en la fecha indicada. Acompañamiento individual si lo requiere para despejar inquietudes.</p> <p>Taller escrito 50% de la nota</p> <p>Sustentación del trabajo 50% de la nota. (Examen oral o escrito)</p>				
RECURSOS: <p>Cuaderno de notas, block, internet, diccionario, etc.</p>				
FECHA DE ENTREGA DEL TRABAJO			FECHA DE SUSTENTACIÓN Y/O EVALUACIÓN	
NOMBRE DEL EDUCADOR(A) Alejandra López Chavarría			FIRMA DEL EDUCADOR(A)	
ACTIVIDADES PRÁCTICAS PARA DESARROLLAR				
<p>1. Look at the pictures (1–7) and name the places. Use the Word Bank.</p> <p style="text-align: center;">Word Bank</p> <p>Hallway Stairs kitchen Toilets Laboratory Classroom Playground</p>				
 <p>Number 1 is</p>		 <p>Number 2 is</p>		
				
				



2. Make a list of the things you can or can't do in different parts of the school.



Example: We **can** eat in the cafeteria, **but** we **can't** eat in the classroom.

Five sentences:

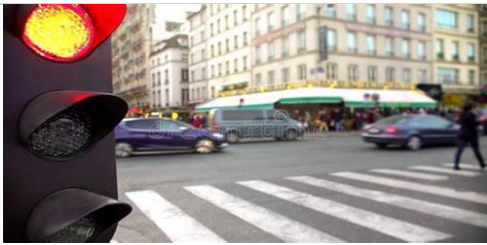
3. Some members of your community can act in bad ways. Say what they can do to be better.

Example:



1. She's driving and texting.

Answer: Texting in the car is dangerous. To be better, you can text when you aren't driving.



2. He's crossing the street on a red light



3. They're leaving a campfire near trees.



4. She's throwing rubbish on the street



5. They're drawing on the school desks.



6. He's saying bad words to a classmate.

4. Look at the list of popular activities and explain why you like or don't like them.

Sport/Activity	Like	Don't like	Why?
Riding a bike			Because...
Running			
Singing			
Swimming			
Painting			
Drawing			

5. Read the poster for a campaign to encourage teenagers to live healthy lives. Match the headings (1–3) with the examples (a–c).

How to Be a Healthy Teen



Here are some tips that can help you to grow into a healthy adult.

1. Keep active and take a break 2. Good personal hygiene 3. Eat healthy food

a. Eat a balanced diet that includes fruit and vegetables. Avoid sugars and starches. Cut out fast foods. Drink lots of water.

b. Develop the habit of doing physical activities you enjoy: e.g. running, swimming, or riding a bike. Get enough sleep: your body needs eight hours of sleep a night.

c. Have a shower every day. Wash your hair regularly. Brush your teeth twice a day. Keep your nails short: fingers and toes!


I Help the Environment

6. Match the problems with the solutions to help the environment.

	
1. This light bulb isn't energy saving.	2. These bags have rubbish that is not separated!
	
3. That air conditioning is on and there isn't anybody around.	4. Those lamps are on and there isn't anybody in the room.

- | | |
|-----------------------------------|-----------------------------------|
| a. Turn off the lights! | b. Turn off the air conditioning! |
| c. Use energy-saving light bulbs! | d. Separate the rubbish! |

7. Read and choose the correct Word (this, these that or those).

Buy green products!



Today's April 22nd. It's Earth Day. *This / These* is my poster with an eco-friendly message.



Everyone at school works together on different projects. *These / This* children are helping to collect rubbish.



That / Those are my friends in the school vegetable garden.



This / Those children are giving presentations about saving energy.

8. Look at the map of Michael's neighborhood, point to the places and complete the sentences with: **next to, between, behind, opposite, in front of.**



a. The bank's _____ the hospital.

b. The cinema's _____ the bank.

c. The school's _____ the café and the bookshop

d. The pharmacy's _____ the public library.

e. The bakery's _____ the restaurant.

OBSERVACIÓN

Recordar y entregar

Recuerda que toda la actividad debe ser desarrollada en inglés.

El taller se debe entregar de manera física y a tiempo para su revisión y devolución.

Con letra legible, y sin tachones. Además, te debes preparar para la sustentación.

FUENTES DE CONSULTA

Alcaldía de Medellín, (2014). Plan De Área De Humanidades Idioma Extranjero-inglés. Secretaria de Educación.

Activity bethe1 challenge (Books)

<https://thumbs.dreamstime.com/b/students-school-cafeteria-6081299.jpg>

<https://cdn.thinglink.me/api/image/862884665235603457/1024/10/scaletowidth/0/0/1/1/false/true?wait=true>

https://tse3.mm.bing.net/th?id=OIP.tt4cpQje_NC84V-k005FtwHaE7&pid=Api&P=0

<https://tse2.mm.bing.net/th?id=OIP.uZUTVhCgN6Rc6F2FOL0gewHaE8&pid=Api&P=0>