
	INSTITUCIÓN EDUCATIVA HECTOR ABAD GOMEZ		
	Proceso: GESTIÓN CURRICULAR	Código	
Nombre del Documento: GUÍA DE TRABAJO NÚCLEO COMUNICATIVO PARA LA ATENCIÓN DE ESTUDIANTES EN LA PRESENCIALIDAD – JORNADA SABATINA.		Versión 01	Página 1 de 4

DOCENTE: María Cristina Henao V.		NÚCLEO DE FORMACIÓN: Comunicativo	
CLEI: 3	GRUPOS: 304-305-306-307-308	PERIODO: 4	SEMANA: 39
NÚMERO DE SESIONES: 3	FECHA DE INICIO: 18 de noviembre del 2.023	FECHA DE FINALIZACIÓN: 24 de noviembre del 2.023	



PROPÓSITO:

Reforzar las competencias gramaticales en inglés.

ACTIVIDAD 1. INDAGACIÓN. What's your hobby? ¿Cuál es tu pasatiempo?

Do a class survey. Ask questions. Write names and count. Then write about the people in your class on a sheet of paper.

Who . . .	Name(s)
1. enjoys books?	
2. likes to compete in sports?	
3. likes to play video games?	
4. often takes photos?	
5. has more than one hobby?	
6. collects something?	

READING

1 Listen and read. TR. B.7

HIDE and SEEK

Geocaching is a fun outdoor hobby. It's like a game of hide and seek, with the hiders leaving clues for the seekers to find. Here's how it works: The hiders hide a box, or *cache*. Inside the box, they put some "treasure"—small objects for you to find—and a notebook. If you want to be a seeker, or geocacher, you use an app that tells you where there are caches near you.

Then you look for the cache. To help you find it, you need to have your smartphone with online clues, or a map and compass. You should also take a pen or pencil and a few small treasures to leave for other people.

When you find the cache, you look for the notebook inside. Then you write your name and the date. Then you look at the treasures in the box and choose something you like to take away. You might choose a small toy, an ornament, or a little book. Don't forget to leave another treasure in its place!

Geocaching is a great way to explore new places and make new friends. Many geocachers also help to clean up the places they visit by picking up garbage they see along the way.

One geocacher says it's a great hobby because "It gets the whole family outside and doing something fun together. I love it!"



A Japanese sailor sent a message in a bottle when his boat was sinking. The message asked for help. About 150 years later, the bottle arrived in the town where he was born!



2 Read. Put the geocaching steps in order.

- _____ You write your name and the date.
- _____ You look for the notebook.
- _____ You leave an object in the box for someone else to find.
- _____ You choose a treasure to take away.
- _____ You find the cache and open it.

3 Write. Label the pictures.

- a. map b. toys c. notebook d. water bottle
e. app f. compass g. clue h. pen/pencil



ACTIVIDAD 2. CONCEPTUALIZACIÓN.

EJERCITACIÓN

Comprensión lectora en inglés. Texto “Leonardo da Vinci”.

EXTENDED READING

1 Listen and read. TR: 9.11

Leonardo da Vinci

The Greatest Inventor in History?

It is often told how Leonardo da Vinci used to go to his local market to buy birds in cages. Others bought the birds to kill and eat them, or keep them as pets. But Leonardo, to everyone's surprise, bought the birds to release from their cages and let them fly away!

Leonardo's kindness to animals was well known. He was a vegetarian. But more than this, he was fascinated by the flight of birds. Before releasing the birds, he studied their wing shape, structure, and movement. He made detailed drawings of birds' wings. Most of all, he had a dream—to design a machine that would let human beings fly like birds.

One of Leonardo's designs for a flying machine showed an enormous pair of wings joined to a wooden frame. According to the drawings, the brave pilot would lie inside the frame and move the wings up and down! Leonardo also

drew a design for a glider. This was much simpler, and people have recently built and successfully flown it, with one small change to the original design. Other flight-related designs by Leonardo were for a helicopter and a parachute.

Leonardo was so many things—artist, musician, architect, engineer, scientist, and inventor. Today he is usually best known for his art, including two of the most famous paintings in the world: *Mona Lisa* and *The Last Supper*. However, centuries ahead of his time, he imagined and designed a huge range of inventions. Surely he must count as one of the greatest inventors ever?

2 Read the text again. Complete the sentences.

1519 flying helicopter paintings released

- Leonardo bought birds at the market and _____ them.
- He studied the birds' wings so he could design a _____ machine.
- Leonardo also designed a _____ and a parachute.
- Mona Lisa* is one of the most famous _____ in the world.
- Leonardo lived from 1452 to _____.

3 Read. Answer the questions. Work with a partner.


- Why were people surprised when Leonardo released the birds he had bought?
- Which of Leonardo's inventions is the most important, in your opinion?
- Leonardo's inventions were probably not made in his lifetime. Why not?

4 Express yourself. Choose an activity.

- Look at pictures of some of Leonardo's inventions. Choose an invention of your own, and draw it in the same style as Leonardo's works. Add labels.
- Imagine a scene at the market when Leonardo buys some caged birds. What do people say? What happens next? Write a short play. Work in a small group to act it out.
- Make a poster of Leonardo's inventions alongside the same inventions in the modern day. Draw or paint, or find pictures and glue them on the poster. Label the inventions with the similarities and differences between now and then.

LEONARDO DA VINCI'S LIFE

1452	1467	1482	1500	1502
Leonardo da Vinci is born in Anchiano, Italy.	Young Leonardo goes to Florence to study with artist Andrea del Verrocchio.	Leonardo goes to Milan to work for the city's duke as a painter and engineer.	Leonardo returns to Florence and studies mathematics.	Leonardo works for Cesare Borgia as an architect, map-maker, and engineer.



1503	1503-1513	1516-1519
Leonardo begins his most famous painting, <i>Mona Lisa</i> .	Leonardo studies flight, the human body, and rocks and plants.	Leonardo moves to France. He dies there.

164 Extended Reading 165

ACTIVIDAD 3. APLICACIÓN.

EVALUEMOS EL APRENDIZAJE

1. Escribe que entiendes del texto “Ayer y hoy”.

VOCABULARY 1 ▶ ▶

1 Listen and read. TR: 3.1

2 Listen and repeat. TR: 3.2

How did people **spend time** long ago? Their **life** was different from ours.

Then



wash

Long ago, most people had to **begin** their day when the sun came up. There were no **electric lights**, so they had to do their **chores** during the daylight. Many children didn't go to school. They stayed at home to **learn** with their parents. Mothers taught their daughters to cook, **wash** the dishes, **make** soap, and **sew** clothes. Fathers taught their sons to make useful **things** for the house or garden, or to sell at the market in **town**.

Long ago, families used candles or sat by the **fire** in the evening. They liked to play games, sing songs, or **tell** stories. Some children had dolls or other toys to play with.

Now



wash electric light

Why did people get up with the sun?
They wanted to do their chores in the daytime. They didn't have electric lights.

Now children still play with dolls and other toys. But instead of sitting by the fire to play with their toys, children and their families can do many different things. They can watch TV, use their **cell phones**, and play **video games**. There are a lot of other free-time activities to choose from, too.

Seventeenth-century reenactment, Plymouth Plantation, Massachusetts, USA

fire

3 Ask and answer. Work with a partner.
What did you learn?

Yesterday and Today

CHORUS

Things were different long ago, different in so many ways. Things were different long ago, different from today.

Long ago, children walked to school, but today I ride my bike.
Long ago, we learned to sew our own clothes, but now we buy the clothes we like.

CHORUS

We used to read by candles at night. But now we read by electric light.
We used to talk only face-to-face. Now we use a cell phone to call a different place.

CHORUS

People spent time with friends by the fire. Instead, now we play video games. But a friend is still a friend until the end. Some things will never change!

CHORUS

Ask and answer. Work with a partner.

- How do you get to school? How did your parents get to school?
- What do you do on the weekend? What did your parents do on the weekend when they were your age?

2. Lee los textos y completa las oraciones.

GRAMMAR 1 ▶

Contrast with *but* and *instead* TR: 3.4

Long ago, children walked to school, **but** today many children ride their bikes. Many years ago, people didn't have TV. They told stories **instead**.

1 Complete the sentences.

1. Long ago, mothers and daughters sewed clothes at home. Today we buy clothes in stores _____.
2. Many years ago, people couldn't play video games, _____ they played some fun board games.
3. Long ago, people didn't have computers. They wrote letters _____.
4. Many years ago, people didn't have cars, _____ some people had horses.

2 Read and write. Complete the dialogue.

Grandma: Years ago, we didn't have cell phones, _____ (but / a big red telephone)

Ella: That's cool. Did you play video games?

Grandma: No. We _____ (play with toys / instead) I liked to play with my dolls.

Ella: I don't have any dolls, _____ (but / a lot of puppets) Do you want to see my puppet theater? Or do you want to _____? (play a board game / instead)

3. Observa las imágenes y responde los enunciados si son verdaderos (True) o falso (False).

1 Listen and say. Then read. Check T for True or F for False. TR: 3.5



1. Video games are modern toys. T F
2. Parents say that cleaning your room is an important chore. T F
3. A pencil eraser is expensive. T F
4. Typewriters are old-fashioned. T F
5. This sentence isn't difficult. T F

4. Lee el texto "El Mundo en la Palma de tu Mano". Completa las oraciones y la línea de tiempo.

READING

1 Listen and read. TR: 3.7

The World in the Palm of Your Hand

One of the first telephones was the "candlestick." It had a mouthpiece attached to the top of a stand and a separate speaker that the user of the phone held next to their ear.

The rotary telephone came next. It had the mouthpiece and speaker combined in one handset. People dialed the number by spinning the rotary dial on the front of the phone.

Later, people used a new kind of phone that had buttons instead of a rotary dial. It was much easier and faster to dial numbers.

The next development was the portable, or mobile, phone. The first mobile phone was about the same size as a brick. It was almost as heavy as a brick as well! It weighed over 1 kilogram (about 2 lbs.). The battery only lasted about 30 minutes and took ten hours to charge.

The next kind of mobile phone was called the "clamshell" because it opened and closed like a clam shell. Clamshell phones were very small and light. The batteries also lasted all day and charged quickly.

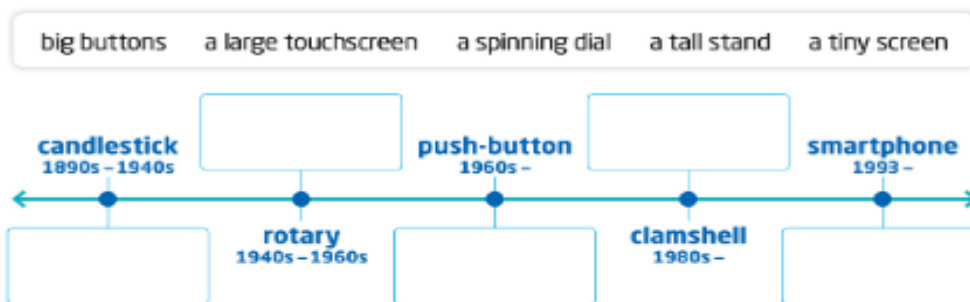
The smartphone came next. Instead of a tiny screen and tiny buttons, it had a large touchscreen, so you could control it with just your finger. Smartphones became very popular. Now just about everyone enjoys them!

48 Unit 3

2 Complete the sentences.

1. The candlestick had a mouthpiece attached to the _____ of a stand.
2. The rotary phone was _____ to use with one hand than the candlestick.
3. The first portable phone was about the same size as a _____.
4. The batteries in clamshell phones lasted _____.

3 Complete the timeline. Read the text again. What did each phone have? Match the features with the phones.



4 Ask and answer. Work with a partner. Talk about smartphones.

1. Are smartphones now just for grown-ups or for children, too?
2. Do you have a favorite app? When and how do you use it?
3. Do you think people use smartphones too much? Why or why not?

FUENTES DE CONSULTA:

- Institución Educativa Héctor Abad Gómez (2019). Guías y Módulo Núcleo Comunicativo CLEI III Modalidad Sabatino.
- Institución Educativa Héctor Abad Gómez (2019). Plan de Área de Humanidades. Lengua Castellana e Inglés. <http://www.iehectorabadgomez.edu.co/>
- Ministerio de Educación Nacional (2006). Estándares Básicos de Competencias, Lineamientos Curriculares, DBA en Lengua Castellana. Bogotá: Imprenta Nacional de Colombia.
- National Geographic Learning. Our World. Second Edition. Venezuela, 2020.