



**INSTITUCIÓN EDUCATIVA
CONCEJO MUNICIPAL DE ITAGÜÍ**
"Propiciando la formación integral del ser"



ÁREA: Inglés
GRADO: 11°
GUÍA No: 1
DURACIÓN: 10 Semanas
ANALISTA: Gloria E. Alzate Betancur

MATRIZ DE REFERENCIA

Estándares	Competencias	Aprendizaje	Evidencia
Participa en conversaciones en las que puede explicar sus opiniones e ideas sobre temas generales, personales y abstractos.	La Competencia Comunicativa incluye: - Competencia Lingüística: Incluye los conocimientos y las destrezas léxicas, fonológicas, sintácticas y ortográficas. - Competencia Pragmática: Se relaciona con el uso funcional de la lengua, comprende una competencia discursiva y una competencia funcional. - Competencia Sociolingüística: Conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua	- Expresa de manera oral y escrita su posición acerca de un tema conocido teniendo en cuenta a quién está dirigiendo el texto. - Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico.	- Describo en forma oral mis ambiciones, sueños y esperanzas utilizando un lenguaje claro y sencillo. - Escribo textos a través de los cuales explico mis preferencias decisiones o actuaciones. - Identifico palabras claves dentro del texto que me permiten comprender su sentido general. - Identifico personas, situaciones, lugares y el tema en conversaciones sencillas.

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NIVELES DE LECTURA		
NIVELES	DESCRIPCIÓN	CONVENCIÓN
LITERAL	El lector identifica de manera clara los elementos que componen el texto. Conlleva una lectura cuidadosa para entender todas las informaciones presentadas y su intención y significado. Es el reconocimiento de todo aquello que está explícito en el texto. Determina el marco referencial de la lectura.	(°)
INFERENCIAL	Es establecer relaciones entre partes del texto para deducir información, conclusiones o aspectos que no están escritos (implícitos). Este nivel es de especial importancia para realizar un ejercicio de pensamiento.	(*)
CRÍTICO	Implica un ejercicio de valoración y de formación de juicios propios frente a conocimientos previos. Es la elaboración de argumentos para sustentar opiniones. Es el nivel intertextual (conversación con otros textos)	(+)

	PUNTO DE PARTIDA		Fecha de entrega	
		día	mes	año

	Habilidades a desarrollar
Identificar: Reconocer expresiones “teachers and student’s talk” para expresarlas durante las diferentes clases.	
Comprender: Presentar a la	
clase una narración corta sobre hechos personales, familiares y sociales.	
Aplicar: Implementar un taller de repaso sobre preposiciones de tiempo at – in – on , fechas, números ordinales y cardinales , y adjetivos para describir sentimientos, apariencia y personalidad.	
Analizar: Resolver una prueba de lectura como diagnóstico para conocer el nivel del estudiante según el MCER	
Crear: Estructurar un plan escrito sobre metas, sueños, temores hacia el futuro.	

Preguntas orientadoras o problematizadoras

- Is the future in your hands?
- What do you do in you free time?
- What do you see yourself doing in five years' time?



Durante el Desarrollo de esta guía, trabajaremos inicialmente con expresiones en inglés para el profesor dirigirse al estudiante y a su vez el estudiante al profesor. Se practicarán durante todo el año al interior de las clases. Veamos unos ejemplos:

Teachers' Talk:

- Pay attention to me, please.
- Raise your hand to speak, please.
- Come to the board, please.

Students' Talk:

- Can you repeat that, please?
- Could you say that again, please?
- Can you speak more slowly, please?

Actividad 1: Copiar en el cuaderno las 30 expresiones propuestas: Teachers' and students' Talk.

Actividad 2: Desarrollar el ejercicio para hablar sobre hechos personales, familiares y sociales. Responder las 12 preguntas del carrusel. (Actividad dirigida).

Actividad 3: Realizar el taller de repaso de gramática básica.



Preposition - At - In - On



AT

Specific Time

- At 5 o'clock
- At 12.30 am
- At sunset
- At the moment
- At sunrise
- At bedtime
- At noon
- At dinnertime

IN

Months, Years, long Perions

- In the past/future
- In 1980
- In the 1970s
- In the next century
- In April
- In the Ice Age
- In the winter
- In summer

ON

Days and Dates

- On Saturday
- On Tuesdays
- On 9 May
- On 12 April 2012
- On my birthday
- On New Year's Eve
- On Independent Day
- On Cristmas Day



PUNTO DE LLEGADA

Al terminar la guía el estudiante estará en capacidad de:

- Reconocer la importancia de expresarse en inglés en contextos básicos al interior de la clase.
- Practicar habilidades de habla expresando hechos personales, familiares y sociales.
- Desarrollar estrategias de comprensión de lectura en pruebas tipo SABER 11.
- Expresar planes, sueños y temores frente a su futuro.



CONSULTA Y RECOLECCIÓN DE INFORMACIÓN



Fecha de entrega

día

mes

año

ESTRATEGIAS DE LECTURA

Lea las siguientes estrategias de lectura para mejorar la comprensión de textos.

- Skimming a text

When you read a text for the first time, you want to know what it is about. Reading the text very quickly, without stopping, will tell you the general idea. This technique is called skimming.

-Anticipating content from titles

Before you read a text, use the title to anticipate what it is about. Reading the title carefully can give you clues about content. Skim the article to check your ideas.

- Scanning for information

To find specific information in a text, look through the text quickly for important words or clues. This technique is called scanning.

- Guessing the meaning of unknown words

When you find a new word in a text, use this technique to guess the meaning.

- * Ask yourself if the word is important for the task.
- * Decide what type of word it is: verb, noun, adjective, etc.

- * Read the rest of the sentence carefully.
- * Use the context of the sentence to decide the meaning.

- Inferring

When you read the text where information and the writer's opinion are not explicitly stated, you can infer the information you need. Use your background knowledge of the topic and the text itself to help you make interpretations, then read on to check your ideas.

-Identifying the main ideas

To identify the main ideas in a text, read the first sentence of each paragraph. These are called topic sentences and contain the main ideas which are developed in the paragraphs.

- Using keywords to get the main idea

Look the words which are repeated in the text. These words will help you understand what the text is about.

- Reading for the writer's opinion

To identify the writer's opinion in a review, scan the text for the adjectives, comparatives, and superlatives the writer uses. Look carefully at the phrases containing the adjectives and decide if they are positive or negative.

-Answering comprehension questions

Use this technique to answer comprehension questions.

- * Underline the Wh-word and main content words in each question and predict what information to look for: a name, a number, a place, a reason and so on.
- * Scan the text for relevant information.
- * Use this information to answer the questions.
- * Read the questions again and check your answers.

-Identifying synonyms in a text.

Use this technique to identify synonyms in a text.

- * Decide what type of word you are looking for: verb, noun, adjective or adverb. Suffixes can help you identify what part of speech the words are.
- * Scan the text and underline possible synonyms.
- * Replace the word or expression with the option in the question.
- * Read the sentence and check to see if it makes sense.

-Cognates

Are words with similar or identical spellings in two languages. They also have the same meaning. They can help you understand the main idea of the text. When looking for cognate words, beware of false friends.

-Taking advantage of what you already know

What you know about topic will help you to understand the text better.

-Reference words

Are usually pronouns which refer to a previously stated headword. It is important to know what word they refer to in order to understand the meaning of a text.

EXAMPLE: **Tom** loved chats and was addicted to **his** computer

(His [reference word] refers to Tom [Headword])

- Look for the reference word in the text.
- Identify what kind of pronoun it is (subject, object, possessive)
- Look at the previous information in the text and identify the word or words it refers to.
- Substitute the reference word with the headword.
- Make sure the sentence makes sense.

Actividad: Resolver la siguiente prueba de lectura como diagnóstico para conocer el nivel del estudiante según el MCER.

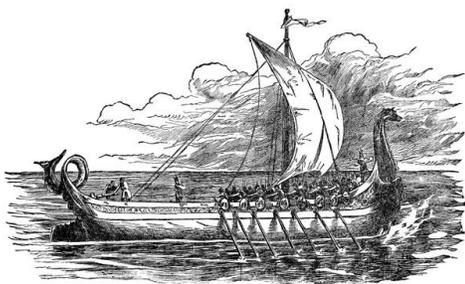
La prueba de lectura se entrega en fotocopia a cada estudiante.



Lectura Textual:

Travel of The Vikings

In 985, a man named Bjarni Herjolfsson was sailing from Scandinavia to Greenland. He was carrying food and clothes to his father, one of the first Scandinavians to live in Greenland.



Bjarni was a good sailor, but he didn't know how to get to Greenland because he had never been there. Bjarni's friends gave him directions to get there. He spent weeks at sea in terrible storms. The dark clouds were a problem because he had to use the sun and stars to find his way across the water.

Finally, Bjarni saw land. He was looking for Greenland's ice mountains but saw no ice. He saw forests and many trees, but his friends had told him that Greenland didn't have trees. Bjarni did not explore this place or see any people or farms. He didn't know where he was. So he began to sail back

home. After a long trip, he saw land again. He had reached Greenland and found his father at last.

Later, a man called Leif Eriksson visited Bjarni and asked him how to get to the land Bjarni had seen. Leif bought Bjarni's ship to make the trip and followed his directions to find the same land. These stories are from a very old book called "The Icelandic Sagas". People now believe that the land Bjarni and Leif found was North America.

- A.** Greenland.
- B.** Scandinava.
- C.** Western Europe.

- A.** he really liked sailing his ship.
- B.** he wanted to take his father some things.
- C.** his friends told him to take the trip.

- A.** clear skies.
- B.** dangerous winds.
- C.** terrible storms.

- A.** a lot of farms.
- B.** a lot of trees.
- C.** a lot of ice.

- A.** turn his boat around.
- B.** ask someone for help.
- C.** look for new land.

- A.** to give Bjarni directions.
- B.** to sell Bjarni his boat.
- C.** to learn from Bjarni's experience.

1. When Bjarni began his journey, his father was in

- A. Bjarni wrote "The Icelandic Sagas".
- B. Bjarni and Leif went to North America.
- C. Leif was younger than Bjarni.

2. The author says Bjarni was traveling because

3. What did Bjarni need to arrive as his father's home?

4. What did Bjarni believe Greenland had?

5. When Bjarni was lost, he decided to

6. Why did Leif visit Bjarni?

7. Today it is believed that



Lectura Inferencial:

My Love of Traveling by Sam Harris

I grew up in Australia and was introduced to traveling at an early age. We moved around a lot because of my father's work. My main hobby was radios – I repaired old sets and

listened to various programs from around the world. I had a map of the world on my bedroom wall with pins on it and I wrote post cards to foreign radio stations. I was an only child and I didn't have many friends; instead, I tried to contact the outside world. We didn't have a television, so what I learned came from the radio and from encyclopaedias. By the age of 13, I could draw maps of countries from memory and name all the capital cities.

I didn't actually leave Australia until I was Twenty-five, when I went on a long trip through Asia. I arrived in Thailand thinking I was well prepared, but in fact, I knew little about its rich culture. Then I went to India, where my taste for adventure and different experiences grew. Every city there was different; there were cows on the streets, old cars, interesting food, and people everywhere.

I went from country to country without realizing how dangerous some of them were at that time. There was very little advice available. But now it's different – you can learn so much from the internet and just about everywhere you go, you'll find an internet café- It's really changed the way people travel.

The things I now like most about a trip are eating and shopping. I also love sitting on trains and talking to different people. I'm sure I'll never get bored with traveling, even though I've explored most countries in the world.

1. What is the writer trying to do in the text?

- A. talk about the towns where he used to live.
- B. describe the people he met while traveling abroad.
- C. compare the different countries he has been to.
- D. explain how his interest in travel has developed.

2. What can you learn about the writer from this text?

- A. He had always wanted to work on the radio.
- B. Very little surprised him on his first visit to Asia.
- C. His early knowledge about geography.
- D. He liked sharing his interest in geography with other people.

3. What do we learn about the writer's life as a child?

- A. He spent time fixing radios that were broken.
- B. His father was unemployed for long periods.
- C. His friends thought he was rather strange.
- D. He watched programs about people in other countries.

4. What does the writer say about traveling abroad?

- A. There are many countries he would still like to visit.
- B. Information about other countries has become easier to find.
- C. The things he enjoys while traveling have not changed.
- D. Knowing something about maps is useful when traveling.

5. Which of the following statements would the writer make?

- A. I find it hard to talk to people I meet on my travels because I hardly know anyone when I was a child.
- B. Areas with only a few people are the best places to visit since they are quiet and relaxing.
- C. Learning about the world from books and the radio was nothing like the real experience.
- D. The world's a smaller place now because of the internet and so travel has become less exciting.

	DESARROLLO DE LA HABILIDAD		Fecha de entrega	
		día	mes	año
	Habilidades a desarrollar			

Discutir: hablar de los sueños para el futuro y carreras profesionales.

Escribir: comparar temores sobre el futuro.

Establecer: planear metas para el futuro.

Crear: comunicar un plan sobre sus logros personales y cómo alcanzarlos.

Actividades: Las siguientes actividades se desarrollarán desde el libro guía “English Please”

- **Focus on vocabulary:** Phrases with dream Actividad 4 – 5 pág. 11
- **Read:** My future Actividad 8 – 9 – 10 pág. 12
- **Speak:** People’s plans Actividad 1 – 2 - 3 pág. 14
- **Focus on Language:** Phrases about plans and intentions Actividad 4 – 5 pág. 15
- **Read:** Jairo Suarez: Actividad 9 – 10 – 11 – 12 págs. 16 – 17
- **Write:** My goal plan Actividad 16 pág. 17

	RELACIÓN		Fecha de entrega		
		día	mes	año	
	Realiza la prueba de lectura tipo saber 11°, teniendo en cuenta el vocabulario, expresiones y conceptos gramaticales estudiados en la presente guía.				
	La prueba será proyectada desde el video beam y desarrollada en el cuaderno.				

