



ÁREA: Inglés
GRADO: 11°
GUÍA No: 3
DURACIÓN: 10 Semanas
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MATRIZ DE REFERENCIA


Estándares	Competencias	Aprendizaje	Evidencia
<p>Comprendo textos de diferentes tipos y fuentes sobre temas de interés general y académico.</p>	<p>La Competencia Comunicativa incluye:</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Identifica opiniones del autor en textos orales y escritos relacionados con su entorno escolar. - Selecciona y aplica estrategias de lectura apropiadas para el texto y la tarea. 	<ul style="list-style-type: none"> - Asumo una posición crítica frente al punto de vista del autor. - Hago inferencias a partir de la información de un texto. - Utilizo variedad de estrategias de comprensión de lectura adecuadas al propósito y al tipo de texto. - Analizo textos descriptivos, narrativos y argumentativos con el fin de comprender las ideas principales y específicas.

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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: Diferenciar los tipos de texto literal e inferencial.	
Comprender: Resumir aspectos relevantes en películas.	
Analizar: Clasificar diferentes características en plan lector.	
Crear: Estructurar plan lector obra: "Twelve years a slave"	
Aplicar: Practicar conceptos básicos de gramática: Verbos frase, la voz pasiva, tercer condicional y discurso directo e indirecto.	

Preguntas orientadoras o problematizadoras

- What is slavery?
- When did slavery start?
- What is the differences between “slave state” and “free state”?



Durante el Desarrollo de esta guía, trabajaremos inicialmente con textos literales e inferenciales para mejorar la comprensión lectora. Se practicará durante todo el desarrollo de la guía.

Actividad 1: Resolver la comprensión de lectura en el siguiente texto inferencial “What an experience!”.

What an experience!

I won't lie; I was a little nervous about going to Brazil. I knew what family and colleagues thought of me going there, as well as the news of what could be a difficult situation for me. I had mixed emotions, but I like to accept challenges. I made it through for two days in Rio before attending a World Cup match.



The day arrived, as I painted the Colombian flag on my face, prepared my backpack, made sure my sneakers were tied tight (in case

I needed to run for my life), and I was ready for battle. I knew if I could come out of a Tomatina (the largest tomato fight in the world) alive, this would be nothing. I used the local bus system, which I can say I clearly understood, and followed the Colombian fans into the stadium.

There were about five control points to get into the stadium. Three of these control points consisted of going through metal bars, where the Brazilian police quickly greeted people. I then had to show them my ticket, and I continued in the line. As I moved from point to point, the lines got shorter, and I could see everything was planned in an efficient way.

Where were the problems, the trouble, or the people waiting to steal everything I had on me? I went through metal detectors, and the police searched my pockets. This never even happens at an American baseball game. People – don't believe everything you hear, and don't live in fear. Those control points made my day, and I was ready to shout for Colombia!

1. What is the writer's purpose with this text?

- A. attract tourists to know more about international soccer
- B. suggest co-workers to learn about foreign bus systems.
- C. explain how to avoid problems when traveling abroad.
- D. encourage people to live new experiences abroad.

2. What can the reader find out in this article?

- A. laws for Brazilian police to follow
- B. interesting facts about Tomatina
- C. what happened at a sports event
- D. how to live in Rio for two days

3. The writer's family thought that she

- A. would have a rough time while in Brazil.
- B. would be prepared for the adventure.
- C. would probably have a new image of Brazil.
- D. would be nervous and think it twice.

4. The writer discovered that

- A. the entrance to the stadium was crowded.
- B. going through the bars meant more organization.
- C. the organization involved unnecessary points.
- D. the entrance at the stadium had enough police.

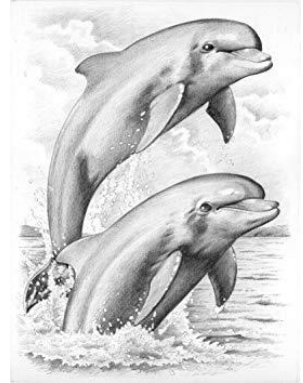
5. Which postcard message would the author write to her co – workers?

- A. I had a great time at the stadium! Just remember to arrive very early.
- B. It was a pleasure to come to Rio; I had a wonderful stay!
- C. Going to the stadium was amazing. Things went better than expected!
- D. I am glad because I am taking off now! I miss my parents and colleagues.

Actividad 2: Resolver la comprensión de lectura literal en el texto "River Dolphins".

River Dolphins

River dolphins were first described by Henri Marie Ducrotay 1817. He also gave them names. There are 38 kinds of dolphins but 33 are sea dolphins and only 5 of them make their homes in large rivers. Although the pink dolphins live in the amazon River, it can also be found in the Orinoco and Madeira Rivers in smaller numbers. While they are mostly pink, river dolphins can also be light gray or brown, but science has not found out why they have their lovely color. We guess day become pinker when they are excited, as happens to us when we're mad.



River dolphins, like the ones in Southeast Asia or in La Plata River, are clever; however, the pink dolphins in the Amazon are the cleverest, but not as much as dolphins in the Atlantic Ocean. Pink dolphins make sounds to show they enjoy being close to people; some stories of people close to the river being pushed by them are popular in the Amazon. If a pink dolphin dies, people think something bad may happen. However, if this happens, they will use the dead animal's oil to help other animals with health problems like infections, but they won't use the meat.

Unfortunately, river dolphins have died as we have built new towns around their area and changed the rain forests. Also, they are caught with other animals to be shown in aquariums.

Responde:

1. How many types of dolphins are there in the waters of our planet?

- A. 33
- B. 5
- C. 38

2. Most pink dolphins can be seen in the

- A. Amazon River
- B. Orinoco River
- C. Madeira River

3. What's the reason why pink dolphins are the color?

- A. People bother them.
- B. They have feelings.
- C. Nobody's sure.

4. Pink river dolphins are less brilliant that dolphins in

- A. Souththeast Asia.
- B. La Plata.
- C. the Atlantic.

5. Pink dolphins are

- A. sometimes dangerous.
- B. usually friendly.
- C. always noisy.

6. People think river dolphins could

- A. bring bad luck.
- B. become food.
- C. get sick easily.

7. Dolphins have been in danger because of

- A. heavy storms.
- B. people's buildings.
- C. animal's meals.

8. In 1817, a man

- A. recorded dolphins in detail.
- B. explored dolphins' freshwater
- C. called dolphins differently.



PUNTO DE LLEGADA

Al terminar la guía el estudiante estará en capacidad de:

- Reconocer vocabulario y expresiones relacionados con dinámica social: La esclavitud.
- Practicar conversaciones cortas en las que puede explicar sus opiniones e ideas sobre el origen y abolición de la esclavitud.
- Desarrollar estrategias de comprensión de lectura en pruebas tipo SABER 11.
- Expresar reflexiones sobre libertad y esclavitud.

	CONSULTA Y RECOLECCIÓN DE INFORMACIÓN	 Fecha de entrega		
		día	mes	año

En esta etapa se observará la película “Twelve years a slave”.

Actividades: Las siguientes actividades se desarrollarán desde la película y el libro “Twelve years a slave”.

PLAN LECTOR (READING PLAN)



Before Reading:

- **Focus on Vocabulary:** Words associated with slavery. Actividad 1 a 5 pág 14 – 15.
- **Read:** reading comprehension: Solomon Northup: main character. Actividad 1 – 2 pág 16.
- **Listening:** Solomon and his masters. Actividad 4 – 5 pág 17

	DESARROLLO DE LA HABILIDAD	 Fecha de entrega		
		día	mes	año



Habilidades a desarrollar

Identificar: Interpretar opiniones del autor en textos relacionados con la esclavitud.

Seleccionar: reconocer vocabulario a través de palabras claves (key words), palabras transparentes (transparent words) en actividades relacionadas con la temática.

Asumir: Establecer una posición crítica frente al punto de vista del autor.

Analizar: clasificar textos descriptivos, narrativos y argumentativos con el fin de comprender las ideas principales y específicas.

Crear: Diseñar presentaciones digitales sobre actividad asignada para exposición.

Actividades:

- Exponer en equipos de a 4 estudiantes las actividades sobre “twelve years a slave”.
- Cada estudiante deberá elaborar su propio vocabulario según las diferentes actividades de comprensión lectora relacionadas a la temática.
- Clasificar el vocabulario en: Key words, transparent words, y verbos irregulares en presente, pasado y participio.
- Elaborar en equipos una presentación digital sobre la temática asignada. (Herramientas: canvas, genially, power point, etc).

Actividades asignadas: Las siguientes actividades se desarrollarán según el libro “twelve years a slave”



After Reading:

- **Comprehension:** Tick True or False, correct the false sentences, Wh questions, scenes in chronological order, description of scene, match things with sentences. Actividad 1 a 6 pág. 76 – 77.
- **Characters:** complete sentences, the worst and nicest character, choose reasons, listening about characters, discussion of questions. Actividad 1 a 5 pág 78 – 79.
- **Vocabulary:** Synonyms, adjectives and nouns, specific words, create sentences, complete sentences. Actividad 1 a 5 pág 80 – 81.
- **Language:** third conditional, Wh questions past tense, reported speech and direct speech, preposition in. Actividad 1 a 5 pág 82 – 83.
- **Plot and theme:** events in the correct order, complete sentences, first person narration, differences between human and civilized, meaning of prejudiced and discrimination. Actividad 1 – 5 pág 84 – 85.



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 temática “slavery”.