
	INSTITUCION EDUCATIVA LA PAZ	Código: GPP-FR-20
	GUÍA PLAN DE MEJORAMIENTO Y TALLER DE CONCEPTOS GRAMATICALES Y LEXICALES	Versión: 01
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Área o asignatura	Docente	Estudiante	Grado	Fecha	Periodo
INGLÉS	LAURA GARCÉS		10°	17-21 de marzo (entregables) 25-28 de marzo (Sustentaciones en clase)	I

<p>¿Qué es un refuerzo? Es una actividad que desarrolla el estudiante adicional y de manera complementaria para alcanzar una o varias competencias evaluadas con desempeño bajo.</p> <p>Actividades de autoaprendizaje: Observación de vídeos, lecturas, documentos, talleres, consultas.</p>	<p>Estrategias de aprendizaje Repasar las guías del primer periodo. Realizar actividades de autoaprendizaje sobre todos los temas vistos a lo largo del periodo y entregar la solución de las requeridas.</p>
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Competencia	Actividades	Entregables	Evaluación
<p style="text-align: center;">COMPETENCIAS</p> <p>*Comprender relaciones de contraste y adición en textos orales y escritos sobre temas relacionados con el entorno social.</p> <ul style="list-style-type: none"> • Intercambiar información sobre temas relacionados con el entorno social a través de conversaciones. • Producir textos expositivos orales y escritos relacionados con situaciones comunicativas de la cotidianidad. • Expresar su opinión argumentada sobre situaciones cotidianas. <p style="text-align: center;">INDICADORES DE DESEMPEÑO</p> <p>SER</p> <ul style="list-style-type: none"> • Reconoce la importancia del lenguaje en la resolución de conflictos. • Comprende el sentido de la norma y la importancia de cumplirla. <p>HACER</p>	<p>Como plan de mejoramiento, el/la estudiante debe desarrollar las actividades propuestas durante el primer periodo, siendo así desde los contenidos:</p> <p style="text-align: center;">DEMOCRACIA Y PAZ</p> <p>LEXICAL Problemas escolares y su manejo: Cheating, using electronic devices in class, Plagiarism, etc. Expresiones para resumir ideas. Expresiones para presentar un proyecto.</p> <p>GRAMATICAL Presente, pasado y futuro simple y continuo Verbos modales auxiliares.</p> <p>SOCIOLINGUISTICO Respeto por las diferencias culturales y por los contextos situacionales, sociales, e históricos. Aprendizaje a través de la interacción.</p>	<ul style="list-style-type: none"> * Lectura de poema en voz alta y del monólogo (copia escrita a mano en el cuaderno) y leída en clase. * Presentación del proyecto Role Play en clase * Todas las actividades realizadas en el cuaderno tanto gramaticales como lexicales. * Taller de conceptos gramaticales y lexicales. 	<p>Sustentación escrita de las temáticas lexicales y gramaticales en forma física en la respectiva hora de clase.</p>

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<ul style="list-style-type: none"> Resume información sobre causas y soluciones de posibles conflictos escolares en textos descriptivos. Presenta recomendaciones en forma oral y escrita sobre conflictos escolares. <p>SABER</p> <ul style="list-style-type: none"> Reconoce información general y específica en textos relacionados con temas sociales desde su entorno escolar. Identifica estructuras básicas de los tiempos presente, pasado y futuro simple y continuo y verbos modales auxiliares. 	<p>*Contenido de emprendimiento para todo el año: Generación Eco.</p> <p>ACTIVIDADES:</p> <ul style="list-style-type: none"> - Poema en voz alta: Choose Peace - Monólogo: All about me - Proyecto: Role Play - Ejercicios sobre las temáticas gramaticales y lexicales realizados en el cuaderno. - Repasar en las guías semanales y el cuaderno las temáticas propuestas como insumos para la sustentación. 		
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RECOMENDACIONES PARA EL TRABAJO PERSONAL:

La presentación de los trabajos debe ser ordenada y clara. La sustentación del trabajo, debe presentarla puntualmente como se lo indique el docente.



MIXED TENSES

Simple Present - Present Continuous - Present Perfect Simple and Continuous - Past Simple and Continuous - Past Perfect - Future Simple - Be going to - Future Continuous, Future Perfect

Put the verbs in brackets in the correct form.

1. The Moon _____ (go) round the Earth.
2. By the 20 August I _____ (drive) for three years.
3. What _____ (she - do)? She _____ (read) in the garden.
4. Water _____ (not - boil) at 20 degrees.
5. While Marcus _____ (sleep) last night, someone _____ (steal) his car.
6. He _____ (not - go) to the restaurant with her last night, because he _____ (already - have) dinner.
7. I _____ (leave) for Vienna tomorrow morning.
8. When I arrive home my wife _____ (prepare - probably) dinner.
9. I _____ (love) walking around late at night during the summer.
10. Ouch! _____ (cut) my finger!
11. The train _____ (not - arrive) until 11.40.
12. What would you like to eat? I _____ (have) some fish and chips, please.
13. Sandra _____ (pay) attention while she _____ (write) the e-mail, so she made several mistakes.
14. What do you think our teacher _____ (say)? He _____ (probably - tell) us to study more.
15. Somebody _____ (steal) my watch! Now I'll have to buy a new one.
16. We _____ (have) lunch at 12.30 o'clock.
17. Mary _____ (walk) to work every day for the last six weeks!
18. What you _____ (do) after finishing University?
19. I _____ (listen) to my MP3 player, so I _____ (not - hear) the fire alarm.
20. I _____ (live) with my parents at the moment but soon I _____ (buy) my own house.
21. Before the end of October we _____ (complete) this project.
22. When _____ (you - see) that movie?
23. Have you washed your car? Not yet. I just _____ (wash) it now.
24. Shakespeare _____ (write) many plays.
25. I _____ (see) the movie *Pretty Woman* three times. I'm going to see it again tonight.
26. This time next week I _____ (leave) for France.
27. Yesterday at this time, I _____ (sit) at my desk at work.
28. I _____ (study) English since 1998.
29. When we reach Buenos Aires, we _____ (fly) for 13 hours.
30. When I _____ (get) to Susan's house yesterday, she _____ (go) out.
31. I haven't got any books for that exam. Don't worry, I _____ (lend) them to you.
32. I was really tired last night. I _____ (have) a hard day.
33. Jackie _____ (live) in France for eight years, but he left in 1993.
34. While Ellen _____ (read), Tim _____ (watch) television.
35. Don't worry about the exam. I _____ (help) you.
36. At 7.30 o'clock tomorrow morning I _____ (cycle) to work.



MODAL VERBS

1. MODAL VERBS are special verbs because

They are used

- to express the _____ intention
- With all _____
- With _____ verbs
- _____

Pronouns
Infinitive
Speakers

2. MODALS - underline the modals and match the examples with the meaning

- | | |
|---|------------------------|
| 1. I can't eat in the classroom | ___ suggestions/advice |
| 2. I must study for the exam | ___ possibility |
| 3. I don't have to wear a uniform at my school | ___ imposed obligation |
| 4. Don't worry. I won't be late | ___ promise |
| 5. You should go to the doctor | ___ no obligation |
| 6. I can borrow books from Success | ___ ability |
| 7. Would you like a glass of water? | ___ invitation |
| 8. I may go out tonight | ___ moral obligation |
| 9. I have to wear a helmet to ride my motorbike | ___ prohibition |
| 10. I can speak a little Portuguese | ___ prediction |
| 11. the president might be reelected next year | ___ possibility |
| 12. Boca will win the football league | ___ permission |

3. Choose the correct option and decide what the speaker's intention is.

1. You **must/don't have to/ can** keep out of that room . It's private.
2. You **can't/won't/don't have to** drink whne you drive.
3. You **have to/should/can** vote in Argentina when you are 18.
4. Perhaps it **may/should/must** rain tomorrow.
5. The doctor said I **can/should/have to** take a holiday.
6. My brother **can/might/will** play chess very well.
7. Tomorrow is a holiday. We **mustn't/shouldn't/don't have to** go to work.
8. You **might/should/can** have a look at the newspaper if you like.

**MATURA – READING COMPREHENSION – POZIOM PODSTAWOWY****Choose a suitable title for each paragraph:**

- A. AN EXPLANATION OF THE STUDENTS BEHAVIOUR
- B. CHEATING DOESN'T PAY
- C. AN EXAMPLE OF PUNISHMENT
- D. CHEATING AS SOMETHING DISHONOURABLE
- E. MODERN TECHNOLOGY AS A THREAT TO HONESTY AT SCHOOL
- F. SHAMEFUL STATISTICS
- G. NEW METHODS TO STOP PLAGIARISM

1.

In Britain, cheating in exams, or school work, is not just seen by the authorities as undesirable, it is seen by the students themselves as offensive. If you copy somebody else's essay, you're not just taking objective data from them, you're actually stealing nothing less than their own personal style and ideas. So to cheat, in the British way of thinking, is seen -like plagiarism - as somehow shameful.

2.

As to cheating, Polish students do not have a good international reputation. An informal study carried out by English teachers in the late 1990s, confirms this view. It found that 93.3% of students admitted to cheating at some time during the previous academic year. Cheating, it seems, is widespread in Polish educational establishments.

3.

In Polish schools, cheating is ignored. From a very early age, Polish children have to acquire a frightful amount of knowledge, and the weight of the books they have to carry to school and back would drive a camel to suicide. Cheating, therefore, can be viewed as a natural defence mechanism against the system, but if we go deeper we will see that cheating in school is a direct consequence of a specific mentality developed in Polish society by centuries of tyranny.

4.

The most recent plague is plagiarism via the Internet. Students can search by using commonly-known search engines or go straight to one of the many so-called 'paper mills', where hundreds of essays are on offer for downloading, usually at a very low price. In the world, where 'creativity is great, but plagiarism is faster', is there anything that can be done to stop the newly-born cyber-cheat?

5.

The consequences of cheating, if you get caught in a British school, can be serious. I remember when I was doing my 'A' levels in England, one boy was caught cheating in an exam. He wasn't allowed to complete the paper. And for all the other exams he had to sit by himself at a desk up on a platform, at the front of the room, so that everyone could see who he was.

6.

If you want to better yourself, cheating is worse than useless. If you cheat and get away with it, you're tempted to do the same again, not understanding that you've effectively done harm to yourself. You've cheated your school, classmates and teacher. You've cheated the education system and society. But most importantly, you have cheated yourself.

adapted from The World of English, 1/2002