



# INSTITUCIÓN EDUCATIVA HECTOR ABAD GOMEZ



Proceso: CURRICULAR

Código

Nombre del Documento: Planes de mejoramiento

Versión 01

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ASIGNATURA /AREA/ NÚCLEO	Núcleo Comunicativo	GRADO:	8° y 9°
PERÍODO	Tercero (III)	AÑO:	2025
NOMBRE DEL ESTUDIANTE			

### DESEMPEÑOS /COMPETENCIAS:

- Shows respect for the environment through the promotion of responsible practices.
- Describe situations related to daily topics of general interest orally and in writing.
- Exchange information about daily topics of general interest through dialogue.
- Identify information about daily topics of general interest in short narrative oral and written texts.
- Se le dificulta determinar en las obras literarias latinoamericanas, elementos textuales que dan cuenta de sus características estéticas, históricas y sociológicas, cuando sea pertinente.
- Produce con un nivel mínimo textos escritos que evidencian el conocimiento que he alcanzado acerca del funcionamiento de la lengua en situaciones de comunicación y el uso de las estrategias de producción textual.

### ACTIVIDADES PRÁCTICAS A DESARROLLAR INCLUYENDO.

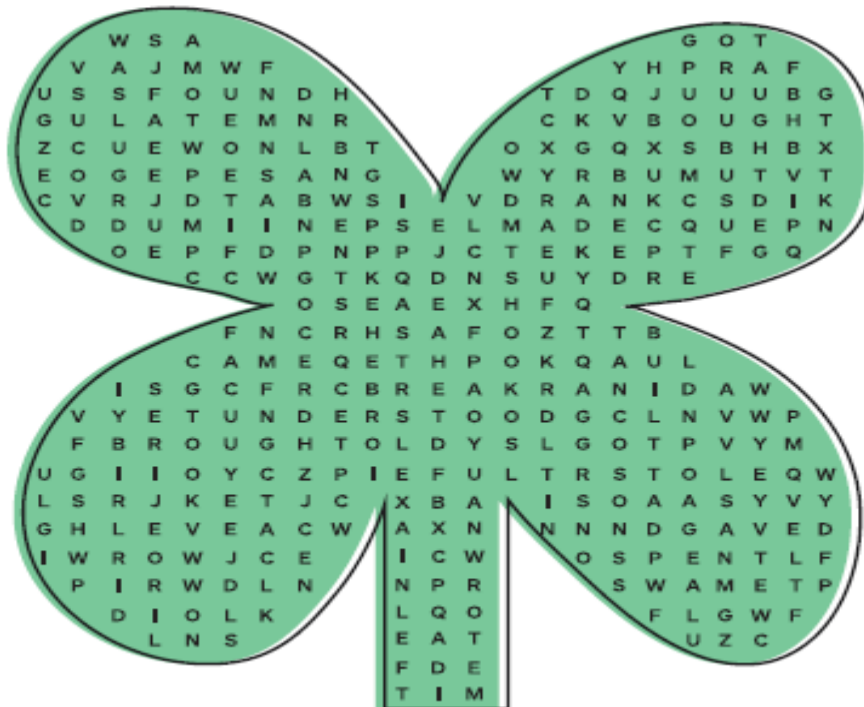
1. Look at the cartoon and organize the next sentences in the correct order as these happen in the story.



- a. When suddenly, the telephone **rings** \_\_\_\_\_
- b. Rapidly his wife **opens** the door and **looks** at him annoyed \_\_\_\_\_
- c. Fernando **hears** a noise and **thinks** it is the alarm clock \_\_\_\_\_
- d. Fernando's wife **shouts** at him because she **thinks** he is out **playing** cards \_\_\_\_\_
- e. Then he **gets** up and **walks** towards the door \_\_\_\_\_
- f. Next, he **goes** downstairs and **puts** his jacket on \_\_\_\_\_
- g. So he **wakes** up and **turns** off the alarm clock \_\_\_\_\_
- h. Fernando **is sleeping** comfortably in his bed \_\_\_\_\_
- i. Outside home, he **wonders** why is still night \_\_\_\_\_
- j. He **is** angry and **looks** for the keys in his pocket \_\_\_\_\_
- k. He **knocks** at the door \_\_\_\_\_
- l. So, he **looks** at his watch to check the time \_\_\_\_\_

2. Find in the clover **42** of the most common irregular verbs in the past. Write in the line their present form.

Ate	_____	Got	_____	Shook	_____
Became	_____	Gave	_____	Slept	_____
Began	_____	Grew	_____	Spoke	_____
Break	_____	Had	_____	Stole	_____
Brought	_____	Knew	_____	Spent	_____
Built	_____	Kept	_____	Swam	_____
Came	_____	Left	_____	Took	_____
Drew	_____	Made	_____	Taught	_____
Drank	_____	Rode	_____	Told	_____
Did	_____	Ran	_____	Understood	_____
Drove	_____	Said	_____	Went	_____
Felt	_____	Saw	_____	Wore	_____
Found	_____	Sent	_____	Won	_____
Forgot	_____	Sang	_____	Wrote	_____



3. Unscramble the words to find the future expressions from the box.

- |                        |                   |            |
|------------------------|-------------------|------------|
| in a little while      | in two days' time | tonight    |
| tomorrow               | next week         | soon       |
| the day after tomorrow | next month        | in a week  |
|                        | next year         | in a month |

- |                           |                      |
|---------------------------|----------------------|
| a. ni a elitl liwhe       | __ a _i_ _l_ _w_     |
| b. mrotorow               | T_m_                 |
| c. eth dya raeft rorotmow | _h_ _y_ _t_ _t_mor_w |
| d. ni wot s'day imte      | i_ _ _ _ays_ _m_     |
| e. exnt ewke              | _x_ _w_              |
| f. xnte tmnoh             | _xt_ _o_             |
| g. xetn raye              | _e_t_ _y_            |
| h. gtihotn                | _ig_                 |
| i. onso                   | _____                |
| j. ni a ewek              | i_ a _ _k            |
| k. ni a nmoht             | _n_ _ _o_ _h         |

- Now read the next sentences, and then answer the activities below

This jacket is really beautiful. I'll take it.



I think they **will** be great soccer players one day.



We believe climate change **will** be worse in the future.



I'll phone you again tomorrow.



I'm afraid he won't pass his exam.

4. Which picture shows...?

Which picture shows....?

A prediction based on what we think or imagine. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

A quick decision. \_\_\_\_\_

A promise: \_\_\_\_\_

- Complete the sentences to make predictions about your future. Use a future expression and will or won't. Compare your answers with your partner.

- a. .... The next year I will ..... go to the university.
- b. .... live in another country.
- c. .... be very rich.
- d. .... speak four languages.
- e. .... be famous.
- f. .... meet my friends.
- g. .... start my own business.
- h. .... travel around the world
- i. .... watch TV series and relax.
- j. .... have children.

5. Answer the questions below about yourself, using one of the expressions as in the example.

a. What will you do at the weekend?

I hope I will go to the sports training centre.

b. Where will you go this afternoon after class?

c. Who will you ask if you need money?

d. When will you buy your own house?

e. Where will you be at 8:00 p.m. tonight?

f. will you have a party on your birthday this year?

g. Will you have a job when you are 20 years old?

6. **Quick decisions.** Match with a line a sentence (1-6) with its reply (a-f)

- |   |  |
|---|--|
| 1. That maths exercise is too difficult | a. That's right. I'll close the window |
| 2. I'm a bit hungry                     | b. Don't worry, I'll explain you.      |
| 3. it's cold in here                    | c. I'll make something to eat.         |
| 4. I can't use this machine.            | d. I'll buy her a present.             |
| 5. Somebody is knocking the door        | e. I'll show you.                      |
| 6. It's the Karen's birthday tomorrow   | f. ok. I'll open the door              |

7. Read the next dialogue about a class discussion. Fill in the gaps with an option given below.

will take  
will lose  
will do  
will like  
will cook

will talk  
will be  
won't happen  
will get  
won't have

will eat  
will own  
will be able  
will probably work

How will life be in the future?

**Teacher:** Hi guys. Today in our class we are going to talk about the future.

What do you think the world **a.** \_\_\_\_\_ in 100 years' time?

**Sebastian:** Hmm, well I expect it will be different.

**Teacher:** Really? How?

**Sebastian:** I think people **b.** \_\_\_\_\_ holidays in outer space.

**Anna:** I believe people **c.** \_\_\_\_\_ food pills instead of meals.

**Sara:** People **d.** \_\_\_\_\_ only two days a week.

**Camilo:** I think that at a school we **e.** \_\_\_\_\_ human teachers. We will have robot teachers!

**Teacher:** That's interesting! Will robots help us at home too?

**Carolina:** I believe it will. Robot maids **f.** \_\_\_\_\_ our dinner, and they **g.** \_\_\_\_\_ all our housework.

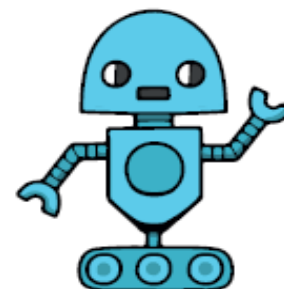
**Cristian:** Cool! Perhaps there **h.** \_\_\_\_\_ a robot that makes homework for us.

**Sofia:** Perhaps children **i.** \_\_\_\_\_ robot pets like robot cats and dogs. These pets **j.** \_\_\_\_\_ with us and they **k.** \_\_\_\_\_ to play games too!

**Teacher:** How strange! And what about our planet? Will it be a better place?

**Nicole:** I am sure our Earth **l.** \_\_\_\_\_ hotter, there will be more forest fires and many animals **m.** \_\_\_\_\_ their homes.

**Teacher:** Oh I expect it **n.** \_\_\_\_\_. Is time to act now. What do you think?















8. Social phenomena in Colombia. Match the vocabulary.

## SOCIAL PHENOMENA IN COLOMBIA

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>-Feminism</li> <li>- Social Media</li> <li>- Social movements</li> <li>- Religion</li> <li>- Marriage</li> <li>- Divorce</li> <li>- Armed conflict</li> <li>- Poverty</li> <li>- Criminal activities</li> <li>- Consumerism</li> <li>- Migration</li> </ul> | <ul style="list-style-type: none"> <li>Migración</li> <li>Divorcio</li> <li>Matrimonio</li> <li>Pobreza</li> <li>Actividades criminales</li> <li>Redes sociales</li> <li>Feminismo</li> <li>Movimientos sociales</li> <li>Religión</li> <li>Consumismo</li> <li>Conflicto armado</li> </ul> |
|--|---|

9. Describing human actions and environmental impact. Write the pictures with the words below:

 <p>.....</p>	 <p>.....</p>	 <p>.....</p>	 <p>.....</p>
 <p>.....</p>	 <p>.....</p>	 <p>.....</p>	 <p>.....</p>
 <p>.....</p>	 <p>.....</p>	 <p>.....</p>	 <p>.....</p>

- Environment
  - Pollution
  - Smoke
  - Global warming
  - Litter/ rubbish
  - Illegal mining
  - Over population
  - Acid rain
  - Toxic waste
  - Deforestation.
  - Recycling
  - The greenhouse effect.
  - Ozone Layer
  - Nuclear power



10. Match the following words with their corresponding definitions. There are two extra words.

**e.g.** The presence in the environment of this substance has a harmful or poisonous effect.  C

A type of animal or plant that may soon become extinct or disappear from the world. \_\_\_\_\_

A mixture of smoke, gases, and chemicals, especially in cities, that makes the atmosphere difficult to breathe and harmful for health. \_\_\_\_\_

A gradual increase in the temperature of the atmosphere worldwide generally attributed to the greenhouse effect caused by increased levels of carbon dioxide and other pollutants. \_\_\_\_\_

The cutting down of trees in a large area, or the destruction of forests by people. \_\_\_\_\_

The process in which heat is unable to escape from the atmosphere and causes the temperature of the Earth to rise. \_\_\_\_\_

When a country or city has too many inhabitants for the available space or resources of food or materials. \_\_\_\_\_

The process by which land becomes so dry that it cannot be used for farming. \_\_\_\_\_

The changes that are thought to be affecting the world's weather because of an increase in the average atmospheric temp. \_\_\_\_\_

**A. Greenhouse effect**

**B. Drought**

**C. Smog**

**D. Deforestation**

**E. Climate change**

**F. Endangered species**

**G. Pollution**

**H. Overpopulation**

**I. Global Warming**

**J. Illegal mining**

**K. Toxic waste**

**L. Rainforest destruction**

11. How concerned are you about the environment? Answer the questions and then interview a partner. Number from 1 to 4 in this way:

Do You...?	YOU	YOUR PARTNER
...recycle paper, glass, cans and plastic?		
...reuse products such as plastics bags and paper?		
...repair items instead of throwing them away?		
...avoid buying over-packaged products?		
...pick up other people's litter?		
...use public transportation for long distances?		
...walk or use a bike for short distances?		
...turn off the lights when you leave a room?		
...use low-energy light bulbs?		
...turn the air conditioning down in the summer?		
...avoid using more water than you need?		
...close the tap when brushing your teeth?		

**Total** \_\_\_\_\_

→ Now, check your scores with your teacher.

### SCORE CHART

36-48	You're so concern about the environment, it's unbelievable! Are there even more things you do to protect the environment?
24-35	You're very environmental aware. You care about and respect the world around you.
12- 23	You do some things to protect the environment, but there's always room for improvement.
0- 11	You're not concerned about the environment at all. Be aware of the things you can do. Everything you do will help.

12. How to reduce my ecological footprint at home? Complete the next two charts with your own ideas to reduce your eco-footprint **at school**. (Write at least two)

**I'm going to start:**

- recycling all paper and cardboard.
- using paper on both sides.
- turning off lights or equipment.
- turning off the taps.

**Other:** \_\_\_\_\_  
\_\_\_\_\_

**I'm going to stop:**

- throwing away plastic bottles and drink cans.
- wasting paper.

**Other:** \_\_\_\_\_  
\_\_\_\_\_

- Let's find the hidden words.

**WORDS**

- |         |           |
|---------|-----------|
| RECYCLE | BOTTLE    |
| BIN     | CAN       |
| PLASTIC | CONTAINER |
| BURN    | ENERGY    |
| GLASS   | PAPER     |
| BATTERY |           |

N B P R N G L A S S X  
R O L P W C I Y G P E  
F T A A F O G C W V R  
Y T S P P N K Y A B E  
D L T E B T V S P N C  
E E I R A A A M Y H Y  
B H C N T I B E L G C  
G D X K T N U A R E L  
V N O E E E R E C Q E  
X M U E R R N R A O B  
B I N X Y E M O R J W

13. Make these sentences using the simple future (**will**) and next future (**going to**)

- Ella va a comprar un carro nuevo
- Nosotros viviremos en Canadá
- Mi profesor visitara a su madre esta tarde
- Pasado mañana yo iré a la escuela
- Mañana mis amigos jugaran futbol
- Mi familia va a celebrar mi cumpleaños
- Usted no va a bailar tango esta noche
- Ellos van a cocinar para usted
- ¿Vas a dormir en un hotel?
- Usted no va a dormir en este hotel
- Ella estudiara para el examen de inglés el próximo mes
- Mi mejor amigo se casará el próximo fin de semana
- Mi hermana leerá muchos libros estas vacaciones
- Mi madre trabajara para una fábrica de zapatos
- Usted no cantara en el concierto

- p. Ellos escucharan los consejos de sus profesores
- q. Él va a hacer los ejercicios de matemáticas.
- r. Yo voy a caminar en el parque
- s. Nosotros vamos a jugar futbol este viernes.
- t. Andrea va a escribir una carta de amor
- u. Ellos no iran a clases hoy
- v. Ella va a cambiar su comportamiento
- w. Mi padre será feliz si estudio
- x. Yo seré el mejor este periodo.

### **Los seis ciegos y el elefante**

Había una vez seis hindúes ciegos de saber que quisieron conocer qué era un elefante. Como no podían ver, quisieron averiguarlo a través del tacto.

El primero en indagar, llegó junto al elefante y se chocó con su duro lomo y dijo: “es duro y liso como una pared”. El segundo, tocó el colmillo, y gritó: “ya veo, el elefante es tan agudo como una lanza”.

El tercer hombre tocó la trompa y dijo: “Ya sé, el elefante es como una serpiente”. El cuarto tocó su rodilla y dijo: “Veo que el elefante es como un árbol”. El quinto sabio se acercó a la oreja y dijo: “el elefante es como un abanico”. Finalmente, el sexto tocó la cola del animal y dijo: “está claro que el elefante es como una soga”. Así es como los sabios comenzaron a discutir y pelearse por ver quién estaba en lo cierto. Cada uno con su propia opinión, y todos tenían parte de razón, pero solo conocían un fragmento de la realidad.

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**14. ¿Por qué crees que se presentó el malentendido?**

**15. ¿Qué enseñanza te deja el texto?**

**16. Escribe en el cuadro las palabras según su acento, divídela en sílabas y subraya la silaba que tiene el acento, según el ejemplo dado.**

<b>Palabra</b>	<b>Aguda</b>	<b>Grave</b>	<b>Esdrújula</b>
<b>Había</b>		<b>Ha-<u>bí</u>- a</b>	

**17. Consulta un cuento latinoamericano y describe los personajes, el tiempo y la trama de este cuento.**

**18. Escribe un pequeño monólogo narrando tu punto de vista sobre la convivencia en el colegio.**

**19. Los estudiantes del colegio pelean con frecuencia por las miradas, ¿Por qué crees que esto sucede?**

**20. ¿Cómo podríamos prevenir este tipo de problemas? Narra una historia que suceda dentro del colegio y donde se genera un conflicto por las miradas entre estudiantes, recuerda que debe tener inicio, nudo y desenlace.**

**METODOLOGIA DE LA EVALUACIÓN**

Los estudiantes deben desarrollar las actividades en compañía de su docente en el aula y de sus padres de familia desde el hogar. Además, el estudiante debe presentar un examen para la sustentación y demostración de sus competencias alcanzadas. La evaluación de sustentación puede ser oral y escrita.

**BIBLIOGRAFIA:**

**Modelo pedagógico Pensar (año 2)** <https://corpoeducacion.org.co/pensar/ano-1-y-2/>

[www.colombiaaprende.com](http://www.colombiaaprende.com) Workbook-Way to go 8°

[www.liveworksheet.com](http://www.liveworksheet.com)

<https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/countable-uncountable-nouns>

<https://www.englishexercises.org/makeagame/viewgame.asp?id=7561>

<https://es.liveworksheets.com/search.asp?content=countable>

<https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/past-simple-irregular-verbs>

<https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/past-simple-regular-verbs>

<https://www.englishexercises.org/makeagame/viewgame.asp?id=7247>

**RECURSOS:**

<https://es.liveworksheets.com/nm1644361df> (Human actions)

<https://mejorconsalud.as.com/cuentos-cortos-pensar/>

<https://www.lifeder.com/textos-dramaticos-cortos/>

<https://fundacionmornese.com/wp-content/uploads/2020/05/CUENTO-Y-MORALEJA-DE-LOS-SEIS-SABIOS-CIEGOS-Y-EL-ELEFANTE-FAMI.pdf>

**Modelo pedagógico Pensar (año 2)** <https://corpoeducacion.org.co/pensar/ano-1-y-2/>

**OBSERVACIONES:** Use el diccionario de inglés. Emplee su cuaderno y el documento en pdf del libro.

**FECHA DE ENTREGA DEL TRABAJO**

Septiembre /2025

**FECHA DE SUSTENTACIÓN Y/O EVALUACIÓN**

Septiembre/2025

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