
	INSTITUCIÓN EDUCATIVA HECTOR ABAD GOMEZ		
	Proceso: CURRICULAR	Código	
Nombre del Documento: Planes de mejoramiento		Versión 01	Página 1 de 1

Asignatura /Área/ Núcleo	Núcleo Comunicativo: Inglés - lengua castellana Lectoescritura	GRADO:	10° y 11°
Periodo	Tercero (III)	AÑO:	2025
Nombre del Estudiante			

DESEMPEÑOS /COMPETENCIAS:

Inglés

- Identify explicit and implicit information in different types of texts on general interest subjects.
- Structure different types of texts related to general and personal interest matters.
- Exchange information on general and personal interest matters in debates.
- Express own points of view in simple argumentative written and oral texts on academic subjects.

ACTIVIDADES PRÁCTICAS A DESARROLLAR INCLUYENDO SU CUADERNO AL DÍA.

Lengua Castellana y Lectoescritura

Medios de comunicación, textos y contexto

Instrucciones generales:

Lee con atención cada pregunta y responde según se indique. Algunas requieren analizar textos o fragmentos. Responde con claridad, coherencia y buena ortografía.

*Medios de comunicación y su rol en la sociedad (1–6)

1. Selección múltiple:

Los medios de comunicación cumplen principalmente con la función de:

- Promover productos comerciales
- Informar, educar y entretener a la sociedad
- Manipular la opinión pública
- Generar debates políticos

2. Relaciona con líneas:

Relaciona cada tipo de texto con su característica principal.

Tipo de texto	Característica
a) Noticia	1. Relato subjetivo de hechos reales, con estilo personal
b) Crónica	2. Relato detallado, cronológico, con opinión
c) Reportaje	3. Texto que transmite hechos de forma objetiva
d) Artículo de opinión	4. Análisis con tesis y postura argumentada

3. Lectura crítica (tipo Saber):

Lee el siguiente fragmento de una noticia:

“Las autoridades informaron que el número de incendios forestales aumentó un 30% este verano, debido a la ola de calor provocada por el cambio climático.” (*BBC News Mundo, 2022*)

Pregunta: ¿Cuál es la causa principal del aumento de incendios según el texto?

- a) Falta de recursos
- b) Cambio climático
- c) Errores humanos
- d) Intervención de turistas

4. Respuesta corta:

Menciona **dos funciones sociales** de la radio y la televisión.

Ejemplo de respuesta: Informar a la población y transmitir valores culturales.

5. Relación imagen–mensaje:

Observa una imagen publicitaria (puedes usar una en clase) y responde:

¿Qué elementos de lenguaje no verbal se usan para persuadir?

Ejemplos para tener en cuenta en las respuesta: Colores, gestos, posturas, símbolos, disposición gráfica.

6. Reflexión personal (respuesta breve):

¿Cómo puede la publicidad reforzar estereotipos o generar exclusión?

Respuesta ejemplo: Al mostrar siempre un tipo de belleza, cultura o estilo de vida como el ideal.

***Textos informativos, argumentativos y críticos (7–11)**

7. Selección múltiple:

Una **tesis** en un ensayo es:

- a) Una historia personal
- b) Una idea principal que se argumenta
- c) Una conclusión general
- d) Un resumen del texto

8. Verdadero o falso (justifica):

“El ensayo es un texto expositivo que solo presenta información objetiva.”

9. Taller de analogías:

Completa la analogía:

Prensa es a noticia como **radio** es a _____

10. Cohesión textual (completar):

Escribe conectores adecuados en los espacios:

“El cine es una forma de arte poderosa, _____ también puede ser una herramienta de propaganda. _____, es importante analizar lo que vemos.”

11. Foro o seminario (pregunta de reflexión):

¿Qué temas sociales crees que deberían discutirse en los medios de comunicación? ¿Por qué?

Respuesta libre con argumentación coherente.

***Literatura, contexto cultural y orientación vocacional (12–15)**

12. Selección múltiple:

¿Cuál fue una característica del **Modernismo** literario?

- a) Lenguaje técnico y científico
- b) Rechazo de la estética

c) Búsqueda de la belleza y el arte

d) Uso de estructuras teatrales

13. Pregunta de relación (literatura y contexto):

Menciona diez aportes de la **Generación del 27** a la literatura.

Respuesta ejemplo: Introdujeron las vanguardias y nuevas formas poéticas en la tradición española.

14. Aplicación profesional:

Escribe **cinco razones** por las que una persona puede elegir una carrera profesional. Y explica cada una.


Ejemplo: Por interés personal / Por vocación / Por salidas laborales / Por habilidades.

15. Producción escrita (desarrollo argumentativo):

Redacta un texto breve (10–15 líneas) en el que expreses tu opinión sobre el papel de los medios de comunicación en la formación de valores en la sociedad actual. Incluye una tesis clara y al menos un argumento.

Criterios de evaluación: Claridad, coherencia, tesis, argumentación, ortografía.

Inglés

 **READ THE TEXT** (the 6 most common problems teens) **and answer the questions.**

The 6 most common problems teens face in our days

Only a few decades ago, one of the most common problems for teenagers were: finding a career path and starting a family. In fact, the word “teenager” wasn’t even a thing until the 1920s. Today, however, teens are having problems unique to our time. Here are the 6 most common problems teens face in our days.

1.Acceptance. Even the most self-assured person struggles with acceptance from time to time. However, teens have it especially hard, due to their lack of maturity and perspective. The best thing we can do is offer parental acceptance. A recent study published in the journal Plus One showed that there was a significant link “between children’s psychological maladjustment and perceived paternal and maternal rejection.”

2.Depression and anxiety. Perhaps, more than ever before, teens are battling depression and anxiety. Some studies show it could be linked with social media. Either way, it’s crucial for parents to watch for

the dangerous warning signs of depression and anxiety. Find a trustworthy doctor and consider therapy if you have signs of ongoing or worsening symptoms.

3. Bullying. Even when nowadays exist anti-bullying programs, the issue still remains. Teens everywhere are facing torment from their peers on a daily basis. It's important for parents to work closely with schools, clubs, and workplaces to ensure they have anti-bullying policies in place.

4. Disrespect. There seems to be a lot of confusion when it comes to respecting authority these days. Teens are seeing their favourite film stars and sports figures controversially displaying anti-authority messages. Standing up for things you believe in and teaching respect are both very important. Parents have the primary responsibility in not only portraying respect but also requiring it from their kids.

5. Trust. Teens today struggle with trust issues. Many of them don't feel like they can turn to their parents for advice. This leaves teens extremely vulnerable. We can help them by encouraging them to talk to other adults that they trust. Point them in the direction of a counsellor, coach, or respectable friend. They need trustworthy mentors to guide them through their problems.

6. Motivation. It used to be that teens couldn't wait to find a job, get a car, and build a life of their own. Today, however, teens seem to struggle with motivation and the confidence to move forward. It could be due to the fact that teens have become more reclusive in their virtual worlds. Or, it may be that parents aren't as proactive in encouraging independence. Whatever the cause, we can motivate our teens and help them make important decisions regarding their future.

Adapted from: <https://parentology.com/10-most-common->

Questions

1. Which of the above six problems do you consider the most important for teenagers?

TOP SIX TEEN PROBLEMS	
TOP 1...	TOP 4...
TOP 2...	TOP 5...
TOP 3...	TOP 6...

2. Look again at the problems mentioned before and describe a difficult situation of your life or someone close to you, write how this situation was overcome.

3. In your opinion, what do you think is the biggest problem adolescents face and how can it be overcome? Create a paragraph in which you argue your opinion.

🌈 TEENAGER ISSUES

Have you ever wondered what the most common problems of adolescence are?



1. Read the following stories of young people who tell some situations they have had to face as teenagers.



When I started in my teens the biggest challenge I had to face was acne on my forehead and cheeks. Although I have been careful with my diet, I've still had serious acne problems that honestly do not make me feel very good. To hide my oily skin, I put some creams on and medications that sometimes are not enough for me to look good. However, I am ok with that because I know that one day it will disappear. What really matters is what is inside me!

2. Write an anecdote you have lived as a teenager and left you any learning experience. Consider the following aspects:

1. When it happened?
2. Where the events happened?
3. Who participated at that moment?
4. What happened there?
5. Why do you remember that moment of your adolescence?
6. What teaching did that situation leave you?



ANECDOTE

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✚ INDIRECT QUESTIONS

INDIRECT QUESTIONS

What's your name? → a **direct** question

Can you tell me what your name is? → an **indirect** question

- In indirect questions the word order is **AFFIRMATIVE: S + V**
There is no **DO / DOES / DID**.
- When there's no question word, we use **IF** or **WHETHER**:

Do you know him? I'm not sure **if / whether** you know him.

- The most common expressions that introduce indirect questions:

I wonder
I don't know
I've no idea
I haven't a clue
I'd like to know
I'm not sure what time the train for London leaves.
I can't remember
Can/could you tell me
Have you any idea
Do you happen to know
Do you remember

1. We often make indirect questions when we want to be more polite (make these question indirect)

Make these questions indirect.

1. Where does she live?
2. Who won the match?
3. Did they show you the way?
4. Have you ever been to Paris?
5. How often do they go abroad?
6. When was the company founded?
7. Is the president going to resign?
8. Are you waiting for the bus?
9. Which platform does the train leave from?
10. Does your manager often go on business trips?
11. What were you looking for?
12. How many books has she read this month?
13. Where does the meeting take place?
14. Who will become the next Prime Minister?
15. Do the British speak many foreign languages?
16. What's the time?
17. Why did they arrest Paul Benson?
18. Are they going to close down the factory?
19. Did they sell their old car?
20. Were you tired last night?

EARLY PREGNANCY

HOW DOES TEENAGE PREGNANCY AFFECT GIRLS?

Adolescent pregnancy remains a major contributor to maternal and child mortality. Complications relating to pregnancy and childbirth are the leading cause of death for girls aged 15-19 globally. Pregnant girls and adolescents also face other health risks and complications due to their immature bodies. Babies born to younger mothers are also at greater risk.

For many adolescents, pregnancy and childbirth are neither planned, nor wanted. In countries where abortion is prohibited or highly restricted, adolescents typically resort to unsafe abortion, putting their health and lives at risk. Some 3.9 million unsafe abortions occur each year to girls aged 15-19 in developing regions. Adolescent pregnancy can also have negative social and economic effects on girls, their families and communities. Unmarried pregnant adolescents may face stigma or rejection by parents and peers as well as threats of violence. Girls who become pregnant before 18 are also more likely to experience violence within a marriage or partnership.

OTHER FACTORS CONTRIBUTING TO ADOLESCENT PREGNANCY

Approximately 90% of births to girls aged 15-19 in developing countries occur within early marriage where there is often an imbalance of power, and pressure on girls to prove their fertility. Factors such as parental incomes and the extent of a girl's education also contribute to increase this problem. Girls who have received minimal education are 5 times more likely to become a mother than those with higher levels of education. Pregnant girls often drop out of school, limiting opportunities for future employment and perpetuating the cycle of poverty. In many cases, girls perceive pregnancy to be a better option than continuing their education.



In addition, the risks faced by girls during emergencies increase the chances of them becoming pregnant. Factors include the desire to compensate for the loss of a child, reduced access to information and increased sexual violence.

1. Make a poster in Iris paper with positive message.
2. What causes teenage pregnancy? Fill in the chart.

What causes teenage pregnancy?

Causes	Why do you think it happens?
Lack of information about sexual and reproductive health and rights.	
Inadequate access to information to young people.	
Family, community and social pressure to marriage.	
Sexual violence.	

3. Answer these questions

- a. What do you think is family planning?
- b. What do you think is the appropriate time to plan a family?
- c. How does a teenager's life change when they become parents?
- d. Does early pregnancy affect only women or men too?
- e. Do you think education can help to prevent early maternity?

READING COMPREHENSION (SEVEN DEADLY SINS).

The Seven Deadly Sins

Each represents a major moral vice and is contrasted with one of the Seven Heavenly Virtues, or exemplary moral attitudes. Here you will find the description for each:

1. Lust: is roughly defined as excessive desire and is generally used in a sexual content outside a sanctified marriage. Lust makes people irrational, encouraging them to act without thinking and detracts from the love a person should feel for God. It is contrasted by the virtue of chastity (defined by purity as well as knowledge and wisdom). Lust is often misunderstood as being purely about sexuality, but the basis here is about maintaining rational control of oneself.

2. Gluttony: this is defined by wastefulness, overindulgence, and malicious deprivation. Gluttony is often applied to the consumption of food, but also refers to the basic relationships between people. Do you treat people with respect, or do you refuse to share and hoard everything for yourself? The opposite of gluttony is the virtue of temperance, which like chastity is really defined by control over one's actions.

3. Greed: It is an obsession over physical things, placing them in greater importance than spiritual needs. It is said to cause disloyalty and betrayal and is always treated as a malicious act. We can understand this when we remember that Judas betrayed Jesus for financial compensation. The opposite of avarice, therefore, is charity.

4. Sloth: this sin refers to an attitude of laziness and apathy. It's a sin because other people have to work harder to compensate for your idleness. In general, any action which is destructive towards a healthy



community is considered sinful, so we can see how sloth could be damaging. Additionally, spirituality is supposed to be an active, engaged pursuit, not one of apathy. The opposing virtue of sloth is diligence.

5. Pride: or haughty eyes is when a person looks down upon others and it is in fact considered as the root of all sins since it gives way to the rest of the sins. The pride is characterized as the desire and persuasion of being superior, better and important than others, adopting a high level of confidence which leads towards vanity.

6. Envy: in which a person is jealous of the things others have and want to achieve or snatch them. Such a person can also be harmful to his fellows. Being jealous is a natural process but if a person constantly holds his or her jealousy it can be dangerous.

7. Wrath: it is an uncontrolled emotion and feeling of anger and hate are known as wrath. A person is said to commit the deadly sin of wrath when he or she adopts a fierce denial of truth and when he or she has a desire for revenge. One of the biggest disadvantages of anger is that we lose control of our body and mind and commit such things which we should not and we regret later.

Adapted from: <https://www.vequill.com/seven-deadly-sins-and-their-meanings/>
<https://study.com/academy/lesson/meanings-of-the-seven-deadly-sins.html>

Questions:

- What do you think is the most common sin in your society?
- What do you think is the most dangerous?
- Why do you think they are called deadly sins?
- Now complete the chart with the corresponding information:

Sin	What does it consist of?	Effects
1. Lust		
2. Gluttony		
3. Greed		
4. Sloth		
5. Pride		
6. Envy		
7. Wrath		

METODOLOGIA DE LA EVALUACIÓN

Los estudiantes deben desarrollar las actividades en compañía de sus padres de familia desde el hogar y se requieren compañía de su docente en el aula también lo pueden solicitar. 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 3)

<https://corpoeducacion.org.co/pensar/ano-3/>

www.liveworksheet.com

<https://www.abaenglish.com/es/verbos-modales-ingles/will/>

<https://www.youtube.com/watch?v=zhpcgpgWc1Q&t=129s>

BBC News Mundo. (2022, 21 de julio). *Incendios en Europa: qué papel juega el cambio climático en las olas de calor e incendios forestales que afectan al continente*. <https://www.bbc.com/mundo/noticias-62244779>

RECURSOS:

Modelo pedagógico Pensar (año 3) <https://corpoeducacion.org.co/pensar/ano-3/>

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

FECHA DE ENTREGA DEL TRABAJO	FECHA DE SUSTENTACIÓN
Septiembre/2025	Septiembre/2025
NOMBRE DEL EDUCADOR(A) Yamith Torres Romaña-Lorena Saavedra Cardona	FIRMA DEL EDUCADOR(A)
FIRMA DEL ESTUDIANTE	FIRMA DEL PADRE DE FAMILIA