

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

ASIGNATURA /AREA/ NÚCLEO	Núcleo Comunicativo	GRADO:	Pensar 2
PERÍODO	Segundo (III)	AÑO:	2026
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.

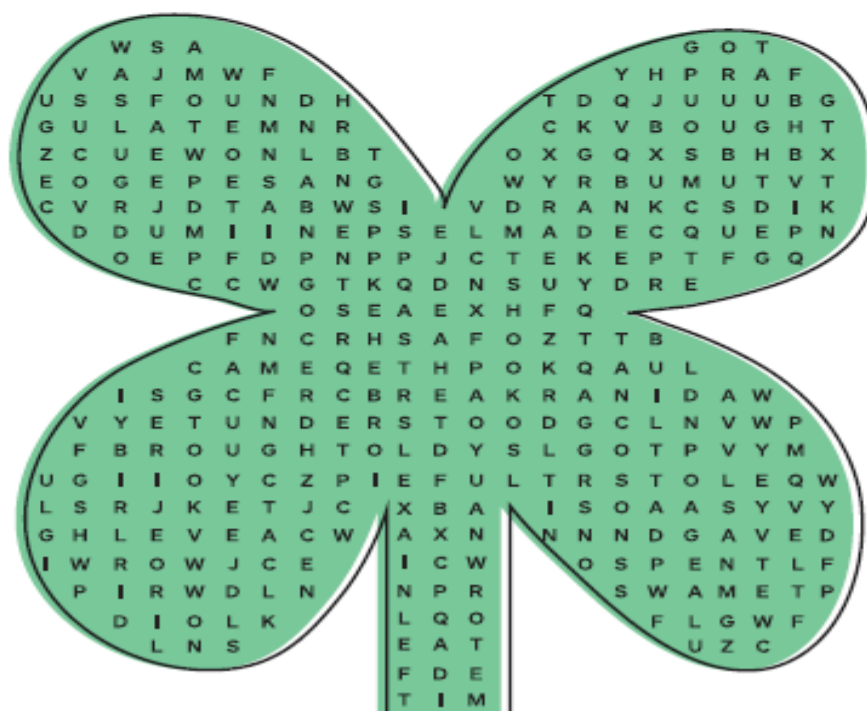
1. Look at the cartoon and organize the next sentences in the correct order as these happen in the story.



- 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
tomorrow
the day after tomorrow

in two days' time
next week
next month
next year

tonight
soon
in a week
in a month

- a. ni a elitlt liwhe
- b. mrotorow
- c. eth dya raeft rorotmow
- d. ni wot s'day imte
- e. exnt ewke
- f. xnte tmnoh
- g. xetn raye
- h. gtihotn
- i. onso
- j. ni a ewek
- k. ni a nmoht

_ _ a _ i _ _ l _ w _ _ _
 T _ m _ _ _ _
 _ h _ _ _ y _ _ t _ _ t _ m o r _ _ w
 I _ _ _ _ _ a y s _ _ m _
 _ _ x _ w _ _ _
 _ _ x t _ o _ _ _
 _ e _ t _ y _ _ _
 _ _ _ i g _ _
 _ _ _ _ _
 I _ a _ _ _ k
 _ n _ _ _ o _ _ h

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

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

a.



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

b.



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

c.



I'll phone you again tomorrow.

d.



e.



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.

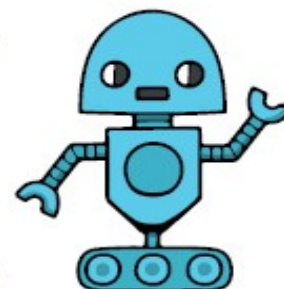
will take
will lose
will do
will like
will cook

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

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



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 escucharán 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 fútbol este viernes.
- t. Andrea va a escribir una carta de amor
- u. Ellos no irán a clases hoy
- v. Ella va a cambiar su comportamiento
- w. Mi padre será feliz si estudio
- x. Yo seré el mejor este periodo.

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 Workbook-Way to go 8°

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/>

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 /2026

NOMBRE DEL EDUCADOR(A)

FECHA DE SUSTENTACIÓN Y/O EVALUACIÓN

Septiembre/2026

FIRMA DEL EDUCADOR(A)

Yeison Duban Gomez Castillo	
FIRMA DEL ESTUDIANTE	FIRMA DEL PADRE DE FAMILIA