



INSTITUCIÓN EDUCATIVA “EL ROSARIO” PAIPA
PLAN DE APOYO ACADÉMICO 2026

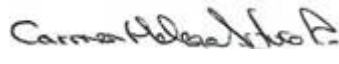
PERIODO: Segundo

AREA/ASIGNATURA: Inglés

GRADO: UNDÉCIMO

DOCENTE: Erika Cárdenas Romero

APRENDIZAJES	- Express necessity or obligation with modal verbs - Use phrasal verbs - Identify and apply passive voice - Describe experiences in the past - Use present perfect vs. past simple - Distinguish "will"/"won't" versus be + going to - Study ICFES Parts 5-7 - Apply reading strategies
DBA	Identifies and contrasts opinions of the author in oral and written texts related to his or her school environment. (3) Writes opinion texts about academic topics using a clear and simple structure. (4)
FORMA DE PRESENTACIÓN DEL PLAN DE APOYO	Para el taller: desarrollarlo en hojas cuadriculadas de examen, en esfero, a mano (letra <i>del estudiante</i> clara y legible), no incluir carpeta.
ACTIVIDADES A DESARROLLAR	- Desarrollar y presentar los talleres anexos. - Para la nivelación de fin de año: estudiar temática trabajada para presentar examen escrito.

FECHA DE ENTREGA AL DOCENTE	28 DE JULIO	VoBo Coordinación académica	
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<i>ERIKA CÁRDENAS ROMERO</i>		
FIRMA DOCENTE	FIRMA ESTUDIANTE	FIRMA DE ACUDIENTE Y/o PADRES DE FAMILIA

I. Create a Synoptic table with the grammar for each one of the following topics:

- ✓ Modal verbs
- ✓ Passive voice
- ✓ Present perfect vs. past simple
- ✓ Distinguish "will"/"won't" versus be + going to

PRACTICE:

I. Find the verbs in the box and match them with the correct prepositions. Then, complete the sentences.

pick	learn	help	out	after	about
clean	throw	look	up	off	away

- a. Don't _____ your old clothes. Give them to a charity shop.
- b. I've spilled orange juice on my shirt. How can I _____ it _____?
- c. I _____ my younger sister when my parents go out.
- d. We often _____ my dad _____ in the garden.
- e. We're _____ the Russian Revolution in our History lessons.
- f. I can't see the floor in your bedroom. Please _____ your clothes

II. Focus on Language: Choose the correct words to complete the rules.

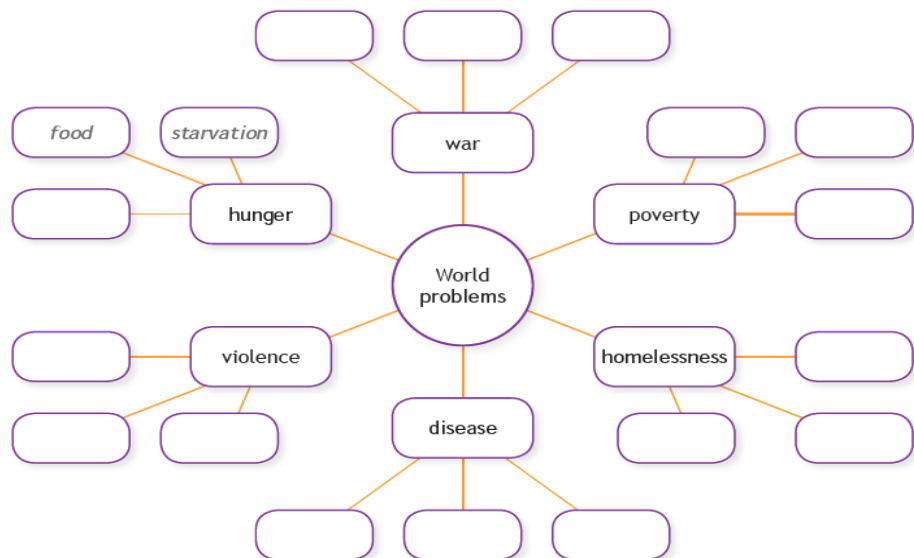
- a. To form the passive we use *to be* + ***past*** / ***present participle***.
- b. If we want to say who did the action we use ***by*** / ***of***.

We use the passive:

- a. when we ***know*** / ***don't know***, or it's not important who does an action
- b. when we ***want*** / ***don't want*** to say who does an action
- c. when we are ***interested*** / ***not interested*** in the action and not who did the action
- d. more often in ***written*** / ***spoken*** English

III. Copy and complete the mind maps with the words in the box and your own ideas.

food
money
peace
hospitals
medicine
houses
fear
starvation
slums
illness
sick
fighting
crime
guns



IV. Focus on Language: Study the sentences and answer the questions.

- ✓ The organization has raised \$20,000.
- ✓ They've provided 75,000 meals this year.
- ✓ I've been a volunteer for nine months.
- ✓ Will Lourcey started FROGS when he was six years old.
- ✓ Paul joined City Year last year.

- a. Which two sentences tell us when an action began?
- b. Which sentence tells us how long an action has continued?
- c. Which sentence talks about a past action, but does not state a specific time?
- d. Which sentence talks about an action which began in the past and has continued until now?
- e. Which sentences are present perfect and which are past simple?

V. Applying reading strategies: Read the text and answer the questions below.

Documenting the issues of our time

The Sundance Institute is a non-profit organization founded by the actor Robert Redford in 1981. Its documentary film program helps new documentary makers, by running workshops on editing and story-telling, and also giving funds to films about human rights, freedom of expression, social justice, civil liberties and other important issues of our time. They have given almost \$5.2 million to over 175 projects in 52 different countries. Their aims are to discover, support and inspire independent filmmakers around the world and introduce audiences to their new work.



By supporting films like these, they are also helping to raise public awareness of important issues. One of the projects the program has helped is a film called *How to Change the World* by the director Jerry Rothwell, which is about the founders of Greenpeace. Through Sundance and its members, the director managed to raise more than £25,000 to help distribute it and give it a bigger audience. The Sundance Institute also holds an annual film festival in Utah, where around sixteen documentary makers get the opportunity to show their films.

Read the text again and answer T (true) or F(false).

- a. The Sundance Institute has existed since 1981.
- b. Their documentary film program teaches film-making skills.
- c. They encourage people to make funny films.
- d. They don't have any money to help the film makers.
- e. *How to Change the World* is a documentary about how to make films.
- f. The Sundance Film Festival takes place every year.