**INSTITUCIÓN EDUCATIVA "EL ROSARIO" PAIPA**
**PLAN DE APOYO ACADÉMICO 2026**

**PERIODO: Tercero** **ÁREA/ASIGNATURA: Inglés** **GRADO: UNDÉCIMO**
**DOCENTE: Erika Cárdenas Romero**

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| **APRENDIZAJES** | • Gerunds and infinitives., Love and Relationship talk Learning by doing (communicative approach) What Is Love?: Brainstorming<br>• "Relative clauses: express ideas, descriptions of personality, and describing people, (Suggested Vocabulary focus: Personality Traits) Learning by doing (communicative approach) Healthy vs. Unhealthy Relationships / Love Languages Activity<br>• "Adjectives for describing relationships and personal qualities, (Suggested Vocabulary focus: Feelings) Learning by doing (communicative approach) Communication Role-Play / Media and Love Analysis<br>• "Present Simple vs. Present Continuous, State Verbs, (Suggested Vocabulary focus: Sex and Birth Control) Learning by doing (communicative approach) Empathy and Active Listening Exercise / Consent and Respect Workshop<br>• "Definite and Indefinite articles, Advice on how to stay healthy, (Suggested Vocabulary focus: Food) Learning by doing (communicative approach) Self-Love and Self-Esteem Journal / Conflict Resolution Strategies<br>• PPA: Speaking English in my life. |
| **DBA** | Identifies and contrasts opinions of the author in oral and written texts related to his or her school environment. (3)<br><br>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 *del estudiante* clara y legible), ***no incluir carpeta.*** |
| **ACTIVIDADES A DESARROLLAR** | **1.** Desarrollar y presentar los talleres anexos.<br>**2.** Para la nivelación de fin de año: estudiar temática trabajada para presentar examen escrito. |

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| **FECHA DE ENTREGA AL DOCENTE** | **13 DE OCTUBRE** | **VoBo Coordinación académica** | |

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| *ERIKA CÁRDENAS ROMERO* | | |
| **FIRMA DOCENTE** | **FIRMA ESTUDIANTE** | **FIRMA DE ACUDIENTE Y/o PADRES DE FAMILIA** |

**I. Create a Comparison Chart with the grammar for each one of the following topics:**

- Gerunds and infinitives
- Present Simple vs. Present Continuous
- Definite and Indefinite articles

**II. PRACTICE:**

**1. Write a description of a situation in your school which shows gender equality. Use the mind map to help you.**




**2. Read the different scenarios and then write two rights you have and two responsibilities you have in each one.**

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| **Scenario 1:** You are in a relationship, but you want it to end. At the moment, you don't have time to do the things that you like to do, like go to clubs or spend time with your friends. When you tell your boyfriend / girlfriend the news, he/she doesn't want you to end the relationship. | **Scenario 2:** Your friend tells you about a new class or sport and asks you to go to it together. You like the idea but you have a boyfriend / girlfriend. He/She wants to spend time with you this evening and tells you not to go to your friend's house. |

Is it appropriate to compromise in this situation? Why / Why not?

**3. Look at the sentences. Answer the questions.**

- Sam makes Theresa laugh a lot.
- She made Sam get angry.

a. Choose the correct grammar rule 1 or 2.

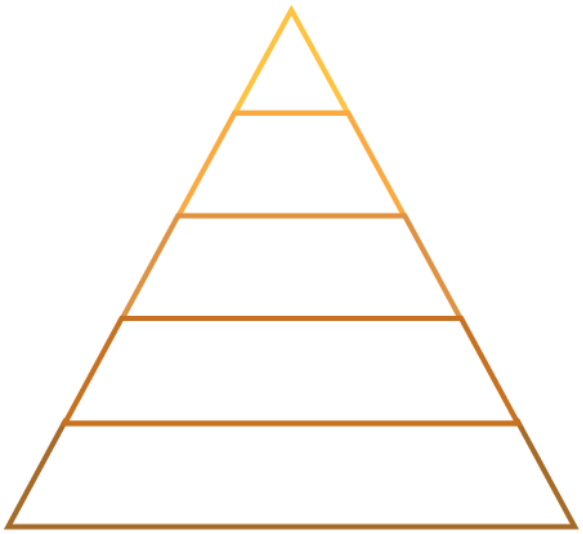
1. make + person + verb means to cause someone to feel or act in a certain way
2. make + person + verb means to stop someone doing an action

Answer the questions for you.

i. What makes you feel angry or happy?
ii. What makes a relationship work?
iii. What TV shows make you laugh?

**4. Decide what are the most important qualities for a person to have.** Complete the pyramid. Put as many words as you like on each level of the pyramid. The top of the pyramid represents the most important for you. You can add others that are not in the box.

✓ trustworthy
✓ loyal
✓ caring
✓ honest
✓ affectionate
✓ respectful
✓ understanding
✓ open-minded
✓ encouraging
✓ supportive
✓ attentive
✓ generous



**5. Choose the correct option to complete the sentences.**

**a.** *I don't go out / I'm not going out* with anyone at the moment.
**b.** *I don't want /I'm not wanting* to sleep with my boyfriend because I'm not ready yet.
**c.** *I think / I'm thinking* couples have to use a condom to prevent sexual diseases.
**d.** *I don't believe / I'm not believing* in sex before marriage.
**e.** Tom and his girlfriend *visit / are visiting* the family planning clinic at the moment.
**f.** Many people *don't understand / aren't understanding* how to use a condom properly.
**g.** *I feel / I'm feeling* embarrassed when I buy condoms, but I know the pharmacist sells thousands of them a week.

**6. Complete the text with the correct article: a, an** or **the.**

I'm Clara. I'm (1) _____ High School student and (2) _____ mother. I didn't expect to get pregnant and (3) _____ news was a shock for everyone in my family. My boyfriend wanted to put (4) _____ baby up for adoption, but I wasn't sure. It was (5) _____ enormous decision for me and I'm only 17. Who knows what will happen in (6) _____ future? Fortunately, I spoke to (7) _____ counsellor to get advice. I'm worried about my studies. We talked about adoption and we agreed it was (8) _____ best option for me. They found (9) _____ married couple to be parents and they desperately wanted (10) _____ child. I thought they were (11) _____ perfect people to look after my baby. Of course, I feel bad about my decision, but I know my child will grow up in (12) _____ kind and loving home.