

INSTITUCIÓN EDUCATIVA TÉCNICA AGROPECUARIA DE PALERMO

PLAN DE ÁREA DE IDIOMA EXTRANJERO: INGLÉS

ENGLISH TIME

2025

DOCENTE: SECUNDARIA Y MEDIA: NANCY ANDREA MONROY COMBARIZA



Secretaría de Educación de Boyacá
Institución Educativa Técnica Agropecuaria de Palermo
Paipa - Boyacá

Nit. 800.198.089-7 Cód. Dane 415516000410

Licencia de funcionamiento y Resolución de aprobación de estudios No. 000044 de 16 de enero de 2009



PLAN DE ÁREA: LENGUA EXTRANJERA (INGLÉS) Año: 2025 Grado: SEXTO IH:3h

Docentes Responsable: Nancy Andrea Monroy Combariza

Estándares de competencias:

- Comprendo textos cortos de cierta dificultad sobre actividades cotidianas.
- Escucho un texto oral y, si me es familiar, comprendo la información más importante.
- Expreso mis ideas y sentimientos con oraciones cortas y claras y una pronunciación comprensible.
- Escribo textos cortos que narran historias y describen personas y lugares que imagino o conozco.

Periodo	Competencias/ componentes	DBA	Evidencia	CONTENIDO	PROYECTO TRANSVERSAL
1 LIVING TOGETHER IN THE CLASSROOM	<u>COMMUNICATIVE COMPETENCE</u> COMPONENTS: LINGUISTIC. PRAGMATIC. SOCIOLOGICAL	✓ Understands and uses familiar words and short phrases about routines, daily activities and preferences (3).	✓ Talking about personal information, using verb to be in oral and written forms. ✓ Asking and answering questions about daily routine activities.	✓ Personal Presentation (Physical description, Describing parts of the body (Most common adjectives) To Be Present Tense Personal Pronouns.	• EDUCACIÓN VIAL Y PREVENCIÓN DEL RIESGO • DEMOCRACIA

		✓ Describes the basic characteristics of people, things, and places found in his/her school, city or community using short phrases and sentences (5). ✓ Writes basic personal information in pre-established formats that request information such as name, age, date of birth, gender, nationality, address, Phone (7). Solves problems in a pacific and negotiated way, getting a fair balanced that relates his/her personal, familiar and social interests.	✓ Using adjectives in a simple but creative way, making descriptions about the parts of the body. ✓ Using the verb to be in oral and written forms, in statements, questions and answers using vocabulary of classroom environment. ✓ Using the plural of nouns based on the English rules. ✓ Identifying the owner of different objects ✓ Giving information about the time ✓ Using movement verbs and frequency adverbs. ✓ Understanding oral and written questions and expressions related to my family, friends, environment and myself. ✓ Using non-verbal codes like gestures and intonation and others. ✓ Completing basic personal information in simple formats. Participating in everyday communicative situations such as	✓ There is/ there are. How much /how many ✓ Indefinite articles (a, an, some), ✓ Singular and plural nouns (Classroom vocabulary). ✓ The time and numbers 0 – 100) ✓ Daily routine, Present Simple (Free time activities): How often...? Every day, once a week, twice a week, four times a week. - Do/Does (yes/ no questions and answers) ✓ How often, Frequency Adverbs(present simple) ✓ Possessive adjectives and saxon possessive ✓ PPA: English Time: songs, conversations, tongue twisters, poems.	
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			asking for favors, apologizing and expressing gratitude.		
HEALTHY HABITS	Linguistic. Pragmatic. Sociolinguistic	✓ Answers questions related to “what, who and when” after reading or listening to a short simple text whose topic is connected to familiar events (6). ✓ Writes basic personal information in pre-established forms that request information such as name, age, date of birth, gender, nationality, address, phone, etc. (7) ✓ Promotes the life respect in regards to the mobility in public roads and he/she moves appropriately using the public transportation.	✓ Describing the physical appearance of people. ✓ Using the vocabulary related to sports and free time activities. ✓ Answering WH/ Questions in present tense. ✓ Expressing abilities, using the modal verb can. ✓ Writing and pronouncing the ordinal numbers until 31st. to use specially them in dates. ✓ Developing short reading exercises. ✓ Answering some workshops about literature readings ✓ Giving opinions about different presented themes. ✓ Understanding an oral description about a simple situation, person, place or object. ✓ Describing in short sentences people, places, objects or facts that are familiar to his/her self.	✓ Health Issues. Vocabulary ✓ Hobbies and sports. ✓ Likes and dislikes ✓ Verbs to express interest and likes: love, like and enjoy, . ✓ Can/Can’t (Possibility and ability) ✓ Can- can’t (School Accidents) ✓ WH questions (what, where, when, who). ✓ The date (ordinal numbers until 31st, months of the year, days of the week) ✓ PPA: English Time: songs, conversations, tongue twisters, poems. ✓	• PRAE • PESCC • TIEMPO LIBRE

			✓ Identifying the actions and characters in a short text. ✓ Writing a text in English about the respect for the public roads regulations.		
GREEN COMMUNITY		✓ Requests and provides clarification on how names and unknown words are spelled (2) ✓ Understands instructions related to class, school, and community activities and expresses them in oral and written form to evidence his/her understanding (4) ✓ Assumes a critical position about recycling to assume an environmental awareness from an integral training.	Identifying the parts of the house and the most common objects found there. Using prepositions of place to give directions in the city. Recognizing the importance of being ecofriendly with small changes at home. Recognizing self as an individual and a member of the class. Identifying people's jobs in the community. Understanding the general idea in a description and narrative texts. Using appropriate vocabulary to give coherence to his/her writing. Making decisions about respect for human dignity.	✓ The house (parts of the house and furniture) ✓ Ecofriendly activities ✓ Demonstrative Pronouns (This/These/That/Those) ✓ Places in town. ✓ Prepositions of place and giving directions ✓ Jobs and occupations ✓ People in my community: Linking words (First of all, secondly, thirdly and finally). ✓ PPA: English Time: songs, conversations, tongue twisters, poems.	✓ PRAE: Solid waste treatment.

			Learning environmental vocabulary related with the appropriate management of solid waste through reading comprehension practices.		
AROUND THE WORLD		✓ Participates in a short conversation where he/she provides his/her name, age and basic information to professors, friends and acquaintances (1) ✓ Understands the subject and general information of a short simple text using aids such as images, titles, and key words (8) ✓ Understands there are kinds of affective relationships, establishing relationships upon respect and caring of others and people involved in them. ✓	✓ Defining own traits of national Colombian identity. ✓ Comparing traditional clothes from different regions and countries ✓ Understanding details about the weather in short, spoken texts. ✓ Developing reading comprehension exercises. ✓ Describing clothes in different situations ✓ Establishing comparisons based on vocabulary about clothes, weather and seasons. ✓ Identifying the proper meaning of the words in the dictionary according to the context. ✓ Making several comparisons with simple sentences. ✓ Writing a short text related, to his/her family, routine talks to practice greetings, farewells and my mood.	✓ Countries and nationalities ✓ Celebrations around the world. ✓ Colombian Regions (describing cultural characteristics through their food, customs and lifestyle). ✓ Weather and seasons ✓ Clothing (what are you wearing today?) ✓ Use of superiority grade of adjective in descriptions: er-than, more than). ✓ PPA: English Time: songs, conversations, tongue twisters, poems.	✓ PESC: Relationships construction and care.

			Using constructive procedures to guide his/her affective relationships, expressing his/her opinion in an English language.		
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PLAN DE ÁREA: LENGUA EXTRANJERA (INGLÉS)

Año: 2025

Grado: SÉPTIMO IH:3h

Docente responsable: Nancy Andrea Monroy Combariza

Estándares de competencias: Comprendo textos cortos de cierta dificultad sobre actividades cotidianas.

- Escucho un texto oral y, si me es familiar, comprendo la información más importante.
- Expreso mis ideas y sentimientos con oraciones cortas y claras y una pronunciación comprensible.
- Escribo textos cortos que narran historias y describen personas y lugares que imagino o conozco.

Periodo	Competencia/ componentes	DBA	Evidencia	CONTENIDO	PROYECTO TRANSVERSAL
INTEGRAL PERSONAL CARE	<u>COMMUNICATIVE COMPETENCE</u> COMPONENTS: LINGUISTIC. PRAGMATIC. SOCIOLINGUISTIC	✓ Writes short and simple texts about familiar actions, experiences, and plans (3) ✓ Understands the main idea and details related to activities, places, and people in a short descriptive text (4) ✓ Assumes a critical position about recycling to assume an environmental awareness from an integral training.	Writing my daily routine and my family's. Talking about diet, physical activity and personal hygiene Developing reading exercises Expressing their likes and interests. Making future plans. Describing their personal habits. Talking about their abilities. Talking about relationships with friends and family. Understanding basic information on topics related to daily activities and his/her environment. Writing short messages with different purposes related to situations in his/her closest environment. Learning environmental vocabulary related with the appropriate management of solid waste through reading comprehension practices.	What is she doing? Present Continuous What was she doing? Past Continuous Healthy habits: Personal care and hygiene habits Present simple and present continuous. The experiences of two Fairtrade farmers. Future Simple: Be going to Future "will" Taking care of myself and others. (Family and friends relationships /Social Life/Physical and psychological changes	• EDUCACIÓN VIAL Y PREVENCIÓN DEL RIESGO • PRAE • DEMOCRACIA • PESCC • TIEMPO LIBRE

BULLYING AND CONFLICT	<u>COMMUNICATIVE COMPETENCE</u> COMPONENTS: LINGUISTIC. PRAGMATIC. SOCIOLINGUISTIC	✓ Describes people, activities, events and personal experiences orally (2). ✓ Participates in short conversations providing information about him/herself as well as about familiar people, places and events using simple phrases and sentences previously memorized (1). ✓ Solves problems in a pacific and negotiated way, getting a fair balanced that relates his/her personal, familiar and social interests	✓ Writing past events and anecdotes ✓ Using structures of past simple with regular and irregular verbs. ✓ Reading biographies and making their autobiographies. ✓ Expressing feelings and emotions in oral and written forms. ✓ Writing short paragraphs using linking words, by making logical and coherence texts. ✓ Practicing pronunciation and using the new vocabulary. ✓ Expressing his/her ideas, feelings and emotions in short sentences. ✓ Understanding and following punctual instructions when they are presented in a simple and familiar vocabulary. ✓ Making and asking simple questions using regular verbs in past tense. ✓ Applying reading strategies related to specific purposes. ✓ Using appropriate vocabulary to give coherence to his/her writing.	Experiences and situations: Past Simple (Regular and irregular verbs). Reading Comprehension: (Biographies) Autobiography WH Questions (What, where, when, who, why and how) Linking words (Sequence; First, then, finally) Feelings and emotions: Modal Verbs (Have to/Should) /Bullying Situation	
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			Participating in everyday communicative situations such as asking for favors, apologizing and expressing gratitude.		
A WORLD OF NATURAL WONDERS	<u>COMMUNICATIVE COMPETENCE</u> COMPONENTS: LINGUISTIC. PRAGMATIC. SOCIOLINGUISTIC	✓ Recognizes specific information in written and oral texts related to objects, people, and actions (5). ✓ Gives and follows instructions, recommendations, and suggestions about topics related to his/her immediate context (6) ✓ Promotes the life respect in regards to the mobility in public roads and he/she moves appropriately using the public transportation.	✓ Developing reading comprehension exercise. ✓ Expressing abilities,duties, wishes and offerings. ✓ Discussing natural resources and their uses ✓ Practicing imperative tenses by discussing conservation topics. ✓ Understanding short and simple messages related to his/her environment and interests. ✓ Creating sentences, asking and answering questions using regular and irregural verbs in past participle. ✓ Writing short texts in which he/she expresses contrast, addition, cause and effect. ✓ Participating in everyday communicative situations expressing the importance of natural resources. Writing a text in English about the respect for the public roads regulations.	✓ Present Perfect:Ever / Never / Since / For ✓ Modal Verb: Must/Mustn't ✓ Natural Resources ✓ Environmental problems and Conservation:Imperative verbs	

INTERNATIONAL CULTURES		✓ Describes actions related to a subject in his/her family or school environment (7) ✓ Understands the main idea and details related to activities, places, and people in a short descriptive text (4) ✓ Understands there are kinds of affective relationships, establishing relationships upon respect and caring of others and people involved in them. ✓	✓ Identifying characteristics of different countries. ✓ Comparing characteristics between countries. ✓ Talking about things that were happening in a specific moment. ✓ Giving his or her opinion about lifestyles in cities. ✓ Talking about activities in the simple present and comparing it with the present perfect tense ✓ Comparing people, places and things in his/her environment. ✓ Understanding the general idea in a description and in descriptive text. ✓ Identifying the action, the characters and the environment in narrative texts. ✓ Describing with short sentences, places, objects and situations familiar to his/her self. ✓ Applying reading comprehension strategies.	✓ Describing places around the world: Comparative and superlative adjectives ✓ Expressing personal opinions: I think for me ✓ Past Continuous vs Past Simple ✓ When/While ✓ Present Perfect vs Present Simple ✓ PPA: English Time: songs, conversations, tongue twisters, poems.	✓ PESCC: Relationships construction and care.
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			✓ Using constructive procedures to guide his/her affective relationships, expressing his/her opinion in an English language.		
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PLAN DE ÁREA: LENGUA EXTRANJERA (INGLÉS)

Año: 2025

Grado: **OCTAVO** IH: 3h

Docente responsable: Nancy Andrea Monroy Combariza

Estándares de competencias: - Leo y comprendo textos narrativos y descriptivos de diferentes fuentes sobre temas que me son familiares.

- Comprendo las ideas generales si el lenguaje es claro cuando me hablan sobre lo que hago en la escuela o en mi tiempo libre.
- Mi pronunciación es clara pero aún cometo errores.

- Escribo textos expositivos sobre temas de mi entorno y mis intereses, con una ortografía y puntuación aceptables.

Periodo	Competencia/ componente	DBA	Evidencia	CONTENIDO	PROYECTO TRANSVERSAL
HUMAN ACTIONS AND ENVIRONMENT	<u>COMMUNICATIVE COMPETENCE</u> COMPONENTS: LINGUISTIC. PRAGMATIC. SOCIOLINGUISTIC	Makes brief presentations on academic topics related to his/her family, school, environment or community.(6) Makes recommendations to people in his/her community about what to do, when and how, based on daily situations in his/her family lie, school or local environment. (5) Briefly narrates current facts and designs and applies strategies that generate changes in behaviors and habits in the use and consumption of natural	Describing the human actions related to the environment. Making suggestions to improve environmental practices. Asking for and giving information about ecological values. Describing some experiences and changes and our ecological footprint. Using some expressions to give opinions and reasons. Describing environmental changes Expressing sentences using zero conditional. Writing and talking about PPA. ENGLISH TIME: SONGS, CONVERSATIONS, TONGUE TWISTERS, POEMS. Understanding English texts about topics related on the consume of natural products	Environment Impact: : Would (not) like to/ Verbs followed by gerunds My ecological footprint: WH/Questions (Making suggestions and giving information). Collocations to express opinions and reasons: Good and Bad environmental practice and ecological values. Prepositions: place, movement, time	• EDUCACIÓN VIAL Y PREVENCIÓN DEL RIESGO • PRAE • DEMOCRACIA • PESCC • TIEMPO LIBRE

		and / or processed products.(8)			
HEALTH ISSUES		Expresses emotions and feelings about situation or specific topic related to his/her family or school and present supporting reasons in a clear and simple manner. (7) Requests and provides information in a clear and brief manner about experiences, health and food.(1) Recognizes specific information in short oral and written texts on topics of general interests.(3) Exchange information about academic and general interest also guides his life to maintain, strengthens his well-being and that	Talking about planned actions and predictions. Acting of some eating disorders symptoms and minor illnesses Describing his/her eating habits. Identifying the nutritional value and health benefits of daily food Writing short texts about recipes and food vocabulary. UsING different reading strategies related to the purpose it. Asking questions about the past. Talking about illnesses using frequency adbverbs. Expressing, in English, their opinions, tastes and preferences, respecting that of their peers, using strategies that strengthen their skills and talents, to strengthen their ethical life project	Future tense Zero Conditional First conditional: Describe emotions, feelings and symptoms of eating disorders, and express conditions. Past Simple (Regular and irregular verbs) Frequency adverbs: Talk about minor illnesses and give suggestions. Imperative: Food: cooking methods, nutrients and recipes Quantities and quantifiers Modal Verbs: Should/ Can/Need to) Questions: Ask for and give information about past experiences.	

		of other people, and makes decisions that allow him the free development of his personality, based on his ethical life projects and those he builds with others(4)			
A GOOD CITIZEN		Explains in written form different situations related to good citizenship and cultural understanding.(2) Explains in written form different situations about past and present experiences. (4) Request and provides information about experiences also interchanges personal opinions and justifies them about democracy and peace.(1)	Performing conversations, dialogues and role-plays by discussing duties and rights. Apologizing about some special situations. Expressing and justifying his/her opinions about a model citizen. Identifying positive and negative characteristics based on prefixes and suffixes. Describing situations related to good citizenship and cultural understanding. Talking about past and present experiences. Talking and writing about ppa. English Time: songs, conversations, tongue twisters, poems.	Children's duties and rights: Modals verbs: Must / Have to: for obligation, prohibition and necessity. What is a model citizen?:Present Perfect Simple grammar Prefixes and suffixes: Describing negative characteristics and some values	

		Explains in written form different situations using new vocabulary based on prefixes and suffixes.(2) Expresses and Identifies his emotions and those of others, expressing them assertively, feeling empathy with the emotions of other people and this allows him to undertake remedial actions when situations require it.(7)	Identifying and managing of own and other's emotions, recognizing and applying vocabulary related to emotions.		
CONTROLLED CONSUMPTION		Narrates briefly current facts, daily situations or personal experiences orally and in written form.(8) Makes recommendations to	Describing situations from the past to present. Expressing in oral and written some interesting experiences Discussing on opinions about cultural traditions Asking for explanations on specific situations.	Shopping practices and justify points of view using YET, ALREADY, SINCE and FOR. Controlling and expenses: Present perfect continuous. Modal verbs to express possibilities: could, may, might, must.	

		people in his/her community about what to do, when and how, based on daily situations in his/her family lie, school or local environment.(5) Recognizes specific information in short oral and written texts on topics of general interests.(3) Exchange information and Knows the rules of road safety and in mobility, assesses the risk and vulnerability of children and adolescents who use other methods of transport. (5)	Identifying and making recommendations about habits and decisions. Expressing properly sentences in second conditional. Integrating knowledge of safety regulations through verbal expression, using the English language.	PPA: English Time: songs, conversations, tongue twisters, poems. ✓ Safety regulations and their appropriation, Integrates knowledge of safety regulations through verbal expression, using the English language.	
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Año: 2025

Grado: NOVENO IH:3h

Docente responsable: Nancy Andrea Monroy Combariza

Estándares de competencias: - Leo y comprendo textos narrativos y descriptivos de diferentes fuentes sobre temas que me son familiares.

- Comprendo las ideas generales si el lenguaje es claro cuando me hablan sobre lo que hago en la escuela o en mi tiempo libre.
- Mi pronunciación es clara pero aún cometo errores.
- Escribo textos expositivos sobre temas de mi entorno y mis intereses, con una ortografía y puntuación aceptables.

Periodo	Competencia/ componente	DBA	Evidencia	CONTENIDO	PROYECTO TRANSVERSAL
YOUR WORLD	<u>COMMUNICATIVE COMPETENCE</u> COMPONENTS: LINGUISTIC. PRAGMATIC. SOCIOLINGUISTIC	Makes short presentations on academic topics of interest.(4)	Making comparison between objects, places, people and familiar situations.	Comparatives and superlatives Questions and answers, full and and contracted forms to be- affirmative-negative Possessive adjectives	• EDUCACIÓN VIAL Y PREVENCIÓN DEL RIESGO • PRAE • DEMOCRACIA • PESCC

		Summarizes information she/he/has read or listened to on academic and school related topics through a structured written text.(3) Summarizes information, designs and applies strategies that generate changes in behaviors and habits in the use and consumption of natural and / or processed products.(3)	Asking questions and using possessive adjectives in different topics. Asking questions to describe and identify famous people. Talking about sports, school subjects, classroom objects days and months. Talking and writting texts about PPA Understanding English texts about topics related on the consume of natural products.	family members and numbers Personality adjectives. A and an these-this/that/those, sports, subjects and classroom objects,days of the week Wh questions with to be, jobs Adjectives describing physical Appereance. ✓ PPA: English Time: songs, conversations, tongue twisters, poems. ✓ Represents by means of drawings different emotions that experiences in his/her scholar environment and writes a Word related to these emotions.	• TIEMPO LIBRE
AROUND THE WORLD		Explains reasons behind plans and actions related to his/her personal school and community environment.(1)	Talking about their daily routine. Discussing about free time activities. Reporting about weather in different countries Describing people's role music in their lives	✓ Daily routines: Present simple-affirmative/negative/interr ogative ✓ Adverbs of frequency ✓ Wh questions/present simple ✓ Holiday activities.	

		Exchanges information about academic and general interest topics in a conversation. Guides his life to maintain, strengthens his well-being and that of other people, and makes decisions that allow him the free development of his personality, based on his ethical life projects and those he builds with others(7)	Discussing special occasions and how you celebrate them. Discussing about holidays. Using carefully the prepositions IN ON AT in time context Expressing in English, their opinions, tastes and preferences, respecting that of their peers, using strategies that strengthen their skills and talents, to strengthen their ethical life project.	✓ Likes and dislikes: Verbs ing/ yes/no questions, ✓ Time Prepositions: At, on, in. ✓ PPA: English Time: songs, conversations, tongue twisters, poems. ✓ Relative clauses	
HOW WE LIVE		Produces medium length texts making recommendations or suggestions related to situations of academic, social, social or personal interest.(8) Recognizes causes and effect	Discussing about food and drink. Understanding the food pyramid. Ordering a food in a restaurant. Asking for advices to protect the environment. Giving opinions about health advice. Discussing free time activities with specific verbs.	Countable and uncountable nouns/There is/there are./How much/how many/ quantifiers,/A Little/a lot/ a few. Some/any Food and containers. The environment: Should and shouldn't. Intensifiers Extreme adjectives. Free time activities: Play + game	

		relationships in short written texts on academic topics(2) Identifies the type, purpose, and parts of a short written or oral text taking into account his emotions and those of others, expressing them assertively, feeling empathy with the emotions of other people and this allows him to undertake remedial actions when situations require it.(6)	Talking about eating habits in different countries. Identifying and managing of own and other's emotions, recognizing and applying vocabulary related to emotions.	Go+verb+ing/Do+activity Can/can't Extreme consumption:. Second conditional ✓ PPA: English Time: songs, conversations, tongue twisters, poems. PESVIF: Identification and management of own and other's emotions.	
PROTECT THE EARTH		Expresses his/her opinión on an academic topic discussed in class.(5) Identifies the type, purpose and parts of a short written or oral	Giving instructions about a good use of water. Discussing pictures and giving opinión about animal cruelty. Presenting ideas on how to help the earth. Identifying some natural disasters and their characteristics.	The imperative. Present and past perfect Has/have to for obligation Natural disasters present continuous, time expressions affirmative and negative contractions	

		text and shares ideas with classmates.(6) Explains reasons behind plans and actions related to his/her personal school and community environment also knows the rules of road safety and in mobility, assesses the risk and vulnerability of children and adolescents who use other methods of transport.(1)	Helping the environment. Discussing predictions for the world. Talking about the past. Performing some situations related to violated rights in the society. Integrating knowledge of safety regulations through verbal expression, using the English language	Affirmative and negative predictions: Will/wont/ shall. Past simple Continuous future DO and MAKE ✓ PPA: English Time: songs, conversations, tongue twisters, poems. ✓	
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Año: 2025

Grado: DÉCIMO

IH:4h

Docente responsable: Nancy Andrea Monroy Combariza

Estándares de competencias:

Identifico el propósito de un texto oral

Identifico palabras claves dentro del texto que me permiten comprender su sentido general.

Uso mis conocimientos previos para participar en una conversación.

Hago presentaciones orales sobre temas de mi interés Y relacionados con el currículo escolar

Periodo	Competencia/ componente	DBA	Evidencia	CONTENIDO	PROYECTO TRANSVERSAL
TEEN CULTURE	<u>COMMUNICATIVE COMPETENCE</u> COMPONENTS: LINGUISTIC. PRAGMATIC.	Recognizes general and specific information in written and oral opinion texts and	Talking about free time activities . Talking about a camping trip. Discribing and comparing the urban tribes.	Indefinite pronouns: somewhere, anywhere, nowhere, everywhere, thing, body	• EDUCACIÓN VIAL Y PREVENCIÓN DEL RIESGO • PRAE • DEMOCRACIA

	SOCIOLINGUISTIC	discussions on familiar topics. (1) Exchanges opinions on topics of personal, social or academic interest in a natural and coherent manner using familiar expressions. (5) Understands the importance of sexual and reproductive health. The right to physical, mental and social integrity and decision-making in all aspects related to the reproductive system, and employs strategies to stay healthy.	Talking about abilities Identifying problems in a schedule. Performing a dialogue about a social problem. Reading about problems that teenagers are suffering. Giving advices about teen problems. Writing short texts about famous people changing the world with their inventions. Expressing conditions and causes related to scouting practice. Reads about different urban tribes. Writing an article about your favourite hobby, sport, or leisure activity. Listening to speeches by teen leaders of youth organizations. Arguing strategies to stay healthy, in relation to his sexuality and expressing it in English.	Verb + ing form/Verb + infinitive + to Talking about sports and hobbies. Be going to. Planning activities. Should and Could. Community projects / problems with friends/social problems/... Past simple. Regular and irregular verbs: People changing the world with their jobs and inventions. Can and Could for ability. Talking about abilities of Amazing people. ✓ Zero and first conditional: What is scouting. ✓ PPA: English Time: songs, conversations, tongue twisters, poems.	• PESCC • TIEMPO LIBRE
		Explains ideas presented in an oral or written text of topics of interest	Listening to a shop owner talking about Fairtrade. Discussing hypothetical situations.	More and less with nouns. Describing products. Comparatives and superlatives (diseases, organs, tongue,	

MONEY MAKES THE WORLD GO ROUND.		through the use of previous knowledge, inferences, and interpretations. (2) Holds spontaneous and simple conversations on topics of personal or academic interest. (6) Participates in the construction of school environments, where it is identified that we are active subjects of rights	Talking about spending money. Reading about how the government of a country spends its money. Writing a report on how your classmates spend money. Listening to adverts about products. Describing and presenting a TV advert. Reading about the production line of a product. Interviewing a farmer / producer for a radio show. Presenting an idea for a new company. Dramatizing a dialogue in a market. Discussing questions about personal possessions. Using appropriate vocabulary, in simple dialogues, referring to democratic responsibility.	paladar /Urban tribes (Clothes and parts of the body). Imperatives: affirmative and negative. The fashion trap. Will and won't to make predictions. Presenting an advert. Present perfect. And past perfect: The impact of business on the local economy and the environment. The passive voice. Describing Colombian traditional products and the main international products. Rules of gerund. A simpler life. Second conditional, conditional. Hypothetical/ situations if I were, if I was (Are you an ethical consumer?) PPA: English Time: songs, conversations, tongue twisters, poems. Idioms Phrasal verbs	
WE ARE ALL DIFFERENT		Writes narrative, descriptive and explanatory texts related to topics of interest or that are	Discussing questions about lifestyles. Asking and answering about festivals.	Adverbs and expressions of frequency/. Daily activities./An interview with Yuiko. Quantifiers. Discussing questions about festivals.	EDUCACIÓN VIAL Y PREVENCIÓN DEL RIESGO: road correspondance.

		familiar to him/her. (3) Composes clear and wellstructured oral or written messages taking into consideration the context in which they are produced using the necessary vocabulary and text structures. (4) Makes responsible decisions about mobility and risk prevention when using various means of transport.	Listening to a description of world festivals. Discussing questions about having fun in the past and now. Reading and describing a typical day for a teenager in a different part of the world. Talking about things that you have to do and don't have to do; describing a famous person. Making questions related to a blog entry. Reading about different concepts of beauty around the world. Comparing two photos; discussing what advice to give. Presenting an interview to their class. Roleplaying between a Colombian and a foreigner. Reading about cultural aspects of living in Colombia. Listening and describing an advert on TV. Applying responsibly road safety protocols and	Use to and used to. Hobbies then and now. Have to and has to and don't have to do. Describing a famous person. Sentences with to + infinitive: Violence in our towns. Simple past questions. The melting pot of the world Must, mustn't / have to, don't have to. Roleplaying between a Colombian and a foreigner. ✓ PPA: English Time: songs, conversations, tongue twisters, poems.	
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			expressing them in a foreign language.		
OUR NATURAL ENVIRONMENT.		Explains ideas presented in an oral or written text of topics of interest through the use of previous knowledge, inferences, and interpretations. (2) Responds to questions and inquiries after an oral presentation on general or academic topics of interest using information previously consulted and organized. (7) Proposes and promotes campaigns that lead to the defense of the environment and uses participation mechanisms established in the Political Constitution of Colombia on	Asking and answering questions with Have you ever...? Roleplaying a tourist and a travel agent. Discussing questions about national parks in Colombia. Doing an interview about a visit to an indigenous community. Discussing photos related to animal trafficking. Roleplaying a meeting about deforestation. Roleplaying an interview between a travel agent and a customer. Listens to a guide talking to visitors in a national park. Reading about a native Colombian tribe. Writing a postcard to a friend abroad inviting them to visit Colombia. Interviewing a classmate about their experiences in life.	Ever and never. Landscapes and Tourism. First and second conditionals. Eco-destination around the world. For and Since. Eco – projects. Simple past vs past continuous. Visiting indigenous communities in Colombia. Active and Passive voice. Talking about Animal trafficking. Present perfect continuous. Environmental problems in Colombia. Present continuous for the future, be going to or will. Natural parks and sanctuaries in Colombia. Already, still and yet. People talking about their experiences in Colombia. Reported speech, using say and tell: Positive and negative adjectives	✓ PRAE: Environmental awareness.

		caring for the environment.	Listening to people describing their experiences visiting indigenous people. Reading about environmental problems in Colombia. Writing a letter giving your opinion about an environment problem. Discussing problems connected to animal trafficking and suggest solutions. Writing texts in English, related to environmental awareness..	PPA: English Time: songs, conversations, tongue twisters, poems.	
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Secretaría de Educación de Boyacá
Institución Educativa Técnica Agropecuaria de Palermo
Paipa - Boyacá

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PLAN DE ÁREA: LENGUA EXTRANJERA (INGLÉS)

Año: 2025

Grado: UNDÉCIMO

IH:4h

Docente responsable: Nancy Andrea Monroy Combariza

Estándares de competencias:

- Comprendo el sentido general del texto aunque no entiendo todas las palabras.
- Valoro la lectura como un medio para adquirir información de diferentes disciplinas que amplían mi conocimiento.
- Escribo textos de mediana longitud y estructura sencilla:
- Utilizo una pronunciación inteligible para lograr una comunicación efectiva.

Periodo	Competencia/ componente	DBA	Evidencia	CONTENIDO	PROYECTO TRANSVERSAL
THE FUTURE IS IN YOUR HANDS	<u>COMMUNICATIVE COMPETENCE</u> COMPONENTS: LINGUISTIC. PRAGMATIC. SOCIOLINGUISTIC	Identifies the purpose of medium length oral and written texts related to topics of general and academic	Expressing ambitions and goals. Describing skills and abilities. Discussing which languages you would like to learn Making some plans.	lcfe's proof(7 parts) First, second and third conditional: Students talking about the future/ World problems	• PRAE • TIEMPO LIBRE

		interest and share it with others (1) Explains orally and in written forms the causes and effects as well as the problem and the solution of a given situation. (2) Makes responsible decisions about mobility and risk prevention when using various means of transport.	Asking and answering questions about plans for the future. Describing skills and abilities. Discussing which languages you would like to learn Talking about team work. Writing short paragraphs about subjects. Doing interviews by using WH/Questions in different topics. Applying responsibly road safety protocols and expressing them in a foreign language	I intend/hope to, I am keen on/I'd like to: Ambitions and goals. Punctuation marks and linking words. Writing a plan about the personal goals Can for ability/could, will be able to for possibility: Technology and learning, digital devices /Talking about your career plan. Wh questions/verb + ing and verb +to infinitive: Interview expressions So/ too-both-either-neither-do/so. Too/enough ✓ PPA: English Time: songs, conversations, tongue twisters, poems.	
GLOBAL CITIZENSHIP		Identifies and contrasts opinions of the author in oral and written texts Related to his or her school environment. (3)	Expressing necessity. Discussing basic human needs and their rights Talking about the ideal world. Speaking technological and scientific processes. Discussing about a conflict situation.	Need to:To express necessity, Phrasal verbs: Being a good citizen. Passive voice. Describing technological and scientific processes.	EDUCACIÓN VIAL Y PREVENCIÓN DEL RIESGO:road corresponsability DEMOCRACIA: Democratic responsibility

		Writes opinion texts about academic topics using a clear and simple structure. (4) Participates in the construction of school environments, where it is identified that we are active subjects of rights	Expresses changing situations. Discussing about voluntary work. Asking questions about past. Discussing some documentaries. Using appropriate vocabulary, in simple dialogues, referring to democratic responsibility.	When and until with the past simple; the past passive: War and conflict. Present perfect versus past simple: Community projects, volunteerings Past continuous versus past simple: Wealth and poverty, charitable giving. Will/wont versus be+going to: Documentaries. Relative clauses: personality, describing people, Adverbs of manner ✓ PPA: English Time: songs, conversations, tongue twisters, poems.	
LOVE AND RELATIONSHIPS		Narrates personal experiences or familiar stories in oral or written form by details related to situations, places, people and actions. (8) Expresses his/her position on a familiar topic in written and	Identifying rights and duties in a relationship. Reading different texts. Discussing some gender issues. Describing his/her compromises in a relationship. Describing his/her rules, rights and duties at home, school and society.	Express obligation with must and have to(all modals): Talking about gender issues /Your rights in a relationships. Make+person+verb: what makes you feel angry? Honesty in a relationship Present simple versus present continuous- state verbs: Behaviour in relationships, sex and birth control	PESCC: Sexual and reproductive health.

		oral form, taking into consideration his/her audience. (5) Understands the importance of sexual and reproductive health. The right to physical, mental and social integrity and decision-making in all aspects related to the reproductive system, and employs strategies to stay healthy.	Discussing and writing different texts based on specific topics. Practicing oral activities by giving advices on responsible choices. Learning to understand phrasal verbs. Arguing strategies to stay healthy, in relation to his sexuality and expressing it in English.	Definite and indefinite articles: Pregnancy, young parenthood. Gerunds: Global health Prepositions (place, movement, time) ✓ PPA: English Time: songs, conversations, tongue twisters, poems.	
SAVING PLANET EARTH		Explains orally and in written forms the causes and effects as well as the problem and the solution of a given situation. (2) Writes opinion texts about academic topics using a clear and simple structure. (4) Proposes and promotes campaigns	Discussing some problems and proposes possible solutions Describing some experiences and actions in oral and written form. Reading different texts/articles about saving planet Earth. Explaining his/her point of view about readings. Writing different texts to support his/her opinions.	Use to and used to: Describing cities. Present perfect continuous: word families Expressions for cause and effect: Texts about animals and the environment Past perfect: Holidays, a bad holiday. The future in the past: The mining industry Linking Phrases: The dangers of plastic bags.	PRAE: Environmental awareness.

		that lead to the defense of the environment and uses participation mechanisms established in the Political Constitution of Colombia on caring for the environment.	Practicing the past perfect tense by discussing personal experiences. Applying some structures by writing different texts. Making some presentations for his/her classmates. Interchanging opinions. Writing texts in English, related to environmental awareness.	Either, neither, both, not only... but also: The Canadian one—tonne challenge ✓ PPA: English Time: songs, conversations, tongue twisters, poems.	
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