



INSTITUCIÓN EDUCATIVA TÉCNICA LA SAGRADA FAMILIA



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- **GRADE:** NINETH GRADE (9)
- **SUBJECT:** ENGLISH

- **BEGINING DATE:** _____
- **STUDENT NAME:** _____
- **LAST DATE:** _____

1. **LEARNING OBJECTIVES: OBJETIVOS DE APRENDIZAJE:** **DEMOCRACY AND PEACE: CITIZENS' RIGHTS (DEMOCRACIA Y PAZ: DERECHOS CIUDADANOS)**

- Generate awareness about citizens' rights
- Generar conciencia sobre los derechos de los ciudadanos

GRAMMAR PURPOSE

- Present tense
- Conditionals
- Past tense
- Present perfect tense



2. **INTRODUCTION: INTRODUCCIÓN**

To introduce perfect tense in English is very important. Students have to know constructions in present and past tenses. Also, they have to know Conditional expressions. With this topic related to democracy and citizens rights, the purpose is generate awareness about social problems in order to analyze and live in peace. You will remember human rights, then you choose a particular topic for the project. You will share it using an infographic with appropriated vocabulary and the conditions for a good project presentation.

Introducir los tiempos perfectos en inglés es muy importante. Se parte de la premisa que el estudiante conoce ya construcciones en presente y pasado, además ha empleado los verbos y expresiones condicionales. Con la temática de este Proyecto relacionado con democracia y derechos ciudadanos se busca generar conciencia para analizar problemas sociales y de esta manera vivir en paz. Recordará los derechos humanos y sus problemáticas para tener en concreto un tema, a través del cual emplearán una infografía con vocabulario apropiado y la estructura propia de una excelente presentación del Proyecto.



3. EXPLORE: WHAT ARE WE GOING TO LEARN? *EXPLORACIÓN ¿QUÉ VOY A APRENDER?*

With this guide development you are going to remember how to make short presentation on academic topics. You are going to identify points in favor and against oral and written texts related to social topics. You are going to produce medium length argumentative oral and written texts about social topics. You will exchange information about social topics. You are going to practice perfect present tense.

Con el desarrollo de esta guía usted va a recordar cómo hacer presentaciones orales, identificará puntos a favor y en contra en textos orales y escritos relacionados con temas sociales. Producirá textos orales y escritos de tipo argumentativo y de mediana extensión. Intercambiará información sobre temas sociales. Practicará el tiempo presente perfecto.

4. WHAT AM I LEARNING? *QUÉ ESTOY APRENDIENDO: ESTRUCTURACIÓN*

In this time students refers: citizens rights

Lexical Rights • Right to vote freely • Right to receive health, and basic services • Dignity and identity • Civil disobedience

Expressions of advantages and disadvantages • One advantage could be... • The main disadvantage of this is... • The good point is... • The best part about... is

Expressions to present a project • Today, we would like to present... • Good afternoon, our purpose today is... • My group members are... and I am...

Grammar purpose:

PRESENT PERFECT TENSE	SUBJECT+TO HAVE + PAST PARTICIPLE
Mary has explained the lesson. Has Mary explained the lesson?	Affirmative Interrogative
Have you eaten pork?	Yes, i have eaten pork Not, I have not eaten pork.

REMEMBER THIS TEXT ABOUT HOW TO MAKE A GOOD PRESENTATION: (STRUCTURE AND PURPOSE)



Realiza exposiciones cortas sobre un tema académico de su interés. Para esto, tiene en cuenta la secuencia de las acciones, la claridad de las ideas y se asesora con sus compañeros y su profesor. Para realizar su exposición tiene en cuenta:

Elección del tema. Consulta (fuentes digitales, escritas u orales). *Determinación* de la estructura expositiva, de lo general a lo particular o viceversa. *Estructura:* Introducción. Presentación del tema. Desarrollo. Explicación de las ideas y características principales del tema. Conclusión. Breve síntesis de las ideas más importantes. *Elaboración de recursos didácticos* (carteleros, presentaciones digitales, etc.). *Manejo de la expresión oral:* uso de tecnicismos, pronunciación, énfasis en palabras claves, buen tono de voz, citar fuentes.

Makes short presentations on academic topics of interest

using a clear structure and organization. To make his presentation he takes into account:

Choosing the subject. Reviews (digital, written and oral sources). *Determination* of the narrative structure, using a general-specific pattern and vice versa. *Structure:* Introduction. Presentation of the subject. Development. Explanation of main ideas and characteristics of the subject. Conclusion. Brief summary of the most important ideas. *Preparation of didactic resources* (posters, digital presentations, etc.). *Oral expression:* uses of technical terms, pronunciation, stress on key words, good tone of voice, quoting sources.

Good morning! Today, I am going to talk about Equality Right. According to the Charter Rules, "Every individual is equal; therefore, they should have the same right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, color, religion, sex, age or mental or physical disability".



- What are the principal parts have you learned in a good project presentation?
- What are the most important steps have you taken on account in a presentation structure?
- What are the connectors or expressions have you used to:
 - introduce a topic _____
 - develop the topic _____
 - finish the topic _____



5. TRANSFERENCIA. PRACTICO LO QUE APRENDÍ:

I PRACTICE WHAT I LEARNED.

Reading comprehension

- Read the following text. Underline unknown words
- What is the purpose? Is it a social problem? What is the dialog about?
- is it important for you? Why?

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Intercambia información sobre temas del entorno escolar y de interés general en una conversación.

Para esto, se basa en los apuntes tomados después de leer o escuchar información sobre el tema tratado. Por ejemplo:

Susi: In this video, we can see that the number of pregnant teenagers has increased. The government has developed many campaigns but this situation continues.

Lili: That's right. Also, it was interesting to hear that teenagers don't think about the consequences of their actions and don't like to use contraceptive methods.

Susi: I agree, we need to think more about the consequences of what we do.

Exchanges information about academic and general interest topics in a conversation.

To do so, the student uses his/her notes from a reading or listening on the topic. For example:



- Write expressions to give opinions
- Has increased teen agers pregnancy in your city?
- Has the government developed campaigns to avoid pregnancy?
- Have you practiced the dialogue? Practice it.
- Write expressions to show agreements and disagreements related to social topics.
- What are you future plans? Would you like to give solution to special social problem?
- Choose one the following social issues and prepare a short presentation. Use infographic work. Practice perfect tense, and future tense, conditionals, connectors. **Do not forget rules you have learned to present a project.**

Teen agers pregnancy, bullying, drugs addiction, bad education service, bad health attention, lack of values, bad communication at home or/ and school, exclusion and discrimination, negative language, lack of human rights, violence, cutting in line, plagiarism, ideological differences among other topics.

Concept, characteristics, causes, consequences, suggestions....

6. ¿CÓMO SÉ QUE APRENDÍ? HOW DO I KNOW WHAT I LEARNED?



Write a text or a paragraph about the social issue you have chosen. Use communicative and grammar purposes. You have to use an infographic to share your Project.

<https://aprende.colombiaaprende.edu.co/ckfinder/userfiles/files/cartillaDBA.pdf>