


	<b>INSTITUCIÓN EDUCATIVA HECTOR ABAD GOMEZ</b>		
	Proceso: GESTIÓN CURRICULAR	Código	
Nombre del Documento: SECUENCIA DIDÁCTICA		Versión 01	Página 1 de 10

IDENTIFICACIÓN			
<b>INSTITUCIÓN EDUCATIVA HÉCTOR ABAD GÓMEZ</b>			
<b>DOCENTE: YARLEY MURILLO RODRÍGUEZ</b>		<b>ÁREA/ASIGNATURA/NUCLEO DE FORMACIÓN</b>	
<b>GRADO: 11</b>	<b>GRUPOS: 1 -2- 3</b>	<b>PERIODO: 1</b>	<b>CLASES: 1/6</b>
<b>ÁMBITOS CONCEPTUALES: DEMOCRACY AND PEACE</b>		<b>CONTENIDOS ESPECÍFICOS: DUTIES</b>	
<b>NÚMERO DE SESIONES:</b>		<b>FECHA DE INICIO:</b> Semana 8. Marzo 16	<b>FECHA DE FINALIZACIÓN</b> Semana 8. Marzo 20
<b>PRESENCIALES:</b>	<b>VIRTUALES:</b> 18	<b>SEMANA : 8</b>	<b>SEMANA : 13</b>
<b>PREGUNTA PROBLEMATIZADORA</b>			
<b>How can I contribute o the sustainability of the word?</b>			
OBJETIVOS			
Que los estudiantes propongan acciones de sostenibilidad a partir de los propósitos que tiene la ONU frente a la violación de derechos humanos y negligencia de los dirigentes de los países para con los habitantes de sus pueblos			
INTRODUCCIÓN			

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#### INTRODUCCIÓN

Esta secuencia nace como estrategia para mitigar la emergencia educativa que se presenta a nivel general en el mundo y por su puesto en Colombia por el COVID 19. Esta secuencia es la planteada con la diferencia que las actividades tienen mayor apoyo en las herramientas virtuales ayuden a ampliar la explicación de temáticas al estudiante y le permiten la práctica y afianzamiento de las mismas.

Las actividades están pensadas para 3 horas semanales, 1 por semana. Es un taller que tiene actividades de inicio, desarrollo y finalización, donde se busca el desarrollo de las habilidades comunicativas de inglés. Si el estudiante tiene alguna inquietud puede contactar al docente a través del correo institucional [yarleymurillo@iehectorabadgomez.edu.co](mailto:yarleymurillo@iehectorabadgomez.edu.co) en el cual estará disponible de 6:15 a 12:15 y si es necesario se establecerá en acuerdo con el estudiante otro tipo de contacto. Posiblemente la presencia física del docente y los alumnos en esa interacción humana sea una de las limitaciones, sin embargo, el diálogo para encontrar puntos de entendimiento con los alumnos puedan mitigar estas.

Las actividades a realizar son: problems with friends, problems school, social problems, violence in your town, amazing people/ heroes, project: create a youth organization for solving a problem.

#### COMPETENCIAS

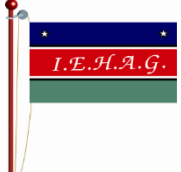

1. Estas se Identificó la idea principal de un texto oral o escrito cuando tengo conocimiento previo del tema.
2. Identifico palabras clave dentro del texto que me permiten comprender su sentido general.
3. Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la ortografía, la sintaxis, la coherencia y la cohesión.
4. Hago presentaciones orales sobre temas de mi interés y relacionados con el currículo escolar.
5. Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo.

#### DESEMPEÑOS

##### **Conocer:**

Identifica información específica sobre un tema de interés.

Define las causas y los efectos de un tema de interés general

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**Hacer**

Expresa oralmente el punto de vista sobre un tema de interés  
 Argumenta su punto de vista en forma oral y escrita sobre un tema de interés general, hace uso de expresiones y estructuras estudiadas

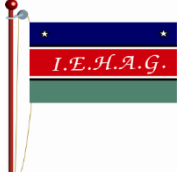

**Ser:**

Valora y respeta la opinión de los otros  
 Asume una posición crítica sobre temas de interés social o académico

**PRECONCEPTOS**

- What is an objective?
- What are the objectives of the UN?
- What is the future?

**Activity # 1**

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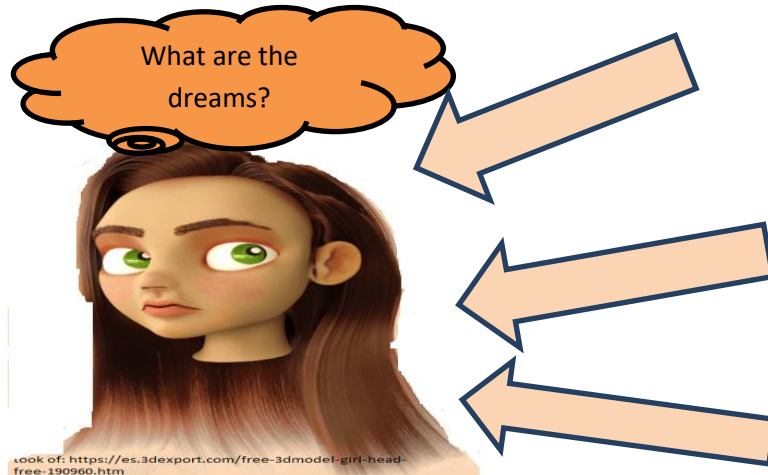
**Topic: the future is in your hands**



Sub-goal: think about and share your dreams and future goals

**Startup activities**

1. the teacher ask to the students, what is the meaning of the expression “the future is in your hands”
2. the students watch the video <https://www.youtube.com/watch?v=siHwzsDaghY> and answer in :
  - a) How often do you think about your future?
  - b) For getting how many options do you have?
  - c) Who can change your life?
  - d) What are your dreams for the future?
  - e) What do you need for getting your dreams and change your live and your life?

3. To write three meanings for the word “dreams”



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### Development activity

4. Reading comprehension: the students read the text and answer the questions:

**My future**



A few years ago when I was in 8th grade, I worried a lot about my future. Every day, I thought 'What am I going to do when I leave school?'. I didn't feel excited about the future - I just felt very scared. One reason was that at that time I found school difficult. I usually studied hard and listened in class (well, I thought so), but my teachers never seemed to be very happy with my work - or with me. When I think back to those times now, I remember that sometimes I didn't concentrate very well and I also handed in work too late. This went on for most of the year, but then near the end of the year something happened. I suddenly knew what my dream job was. I love animals and I decided that I wanted to become a vet! To do that I had to go to a good university. And to go to a good university, I had to get good marks and do well in my exams.

From 9th grade onwards, I worked very hard every day in class. I studied for hours at home and my parents even told me to work less! At the end of that year, I won a prize for my good marks. My family were so proud of me and I felt great. But then, I started to worry again. I thought 'What will happen if I don't get good results next year?' and 'If I didn't go to university, what would I do?'. Everyone told me that I just had to do my best and to stop worrying. So that's exactly what I did!

I often think back to 8th grade when I was so scared. Now I feel much more confident and I'm looking forward to the future!

*by Anna*

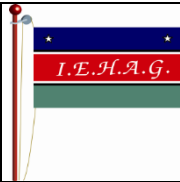
- a) Why did her teacher never seem to be very happy with her work?
- b) When was Anna worried about her future?
- c) Why did her parents talk her about working less?
- d) Why did she win a prize?
- e) What are the Anna's fear?

Remember that:

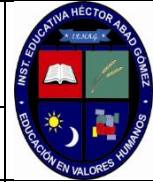
Did = past of do/does

Was / were = past of to be

Check:



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5. Verbs vocabulary. Complete the blank with the correct form of the verbs

Present	Past	Past participle
	thought	
	Knew	
		Decided
	Handed in	
	Went on	
	Was/ were	
		Had
	Found	
	seemed	
Want		
Do		
Feel		
Remember		
study		
become		


6. Read the text again. Write T (true) or F (false).

- a. Anna never worried about the future. \_\_\_\_\_
- b. She didn't always work hard in 8th grade. \_\_\_\_\_
- c. She won a prize for her school work in 8th grade. \_\_\_\_\_
- d. She studied harder in 9th grade than 8th grade. \_\_\_\_\_
- e. Her family felt happy for her in 9th grade. \_\_\_\_\_
- f. She isn't very confident now. \_\_\_\_\_

Grammar explanations. See the video <https://www.youtube.com/watch?v=8nbxG6Ao3dY>




Grammar

# Conditionals





	IF CLAUSE	+	MAIN CLAUSE
A HIGH ↑ PROBABILITY	<b>ZERO Conditional</b> Used to talk about things that are generally true or scientific facts.	...	<b>If + present simple ... present simple</b> If the weather is good, If it rains, If you freeze water,
A ↑ PROBABILITY	<b>FIRST Conditional</b> Used to talk about a possible condition and its probable result in the future.	...	<b>If + present simple ... will + infinitive</b> If the weather is good tomorrow, If you don't hurry, If I have enough time,
A LOW ↓ PROBABILITY	<b>SECOND Conditional</b> Used to talk about an unlikely or hypothetical condition and its probable result now or in the future.	...	<b>If + past simple ... would + infinitive</b> If the weather were good, If I had a lot of money, If you went to bed earlier,
NO ↓ PROBABILITY	<b>THIRD Conditional</b> Used to talk about an imaginary condition and its probable result in the past.	...	<b>If + past perfect ... would have + past participle</b> If the weather had been good, If you hadn't eaten so much, If I had studied harder,

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7. Look at these two pairs of sentences. Which ones are in the text? Circle and answer them.

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- A1. 'What will happen if I don't get good results next year?'  
 A2. 'What would happen if I didn't get good results next year?'  
 B1. 'If I don't go to university, what will I do?'  
 B2. 'If I didn't go to university, what would I do?'

8. **Read the last sentences in exercise 7 again. Answer these questions.** a. Are all the sentences about the future?  
 b. Which sentences show possible future situations?  
 c. Which sentences show imaginary future situations?  
 d. Complete the table. Use the options in the box.

### 3. strengthening activities

9. Match the two parts of the sentences.

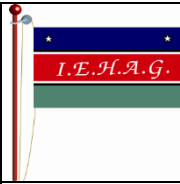
- |                                |  |
|--------------------------------|--|
| 1. Will I get a prize          | a. ___ I wouldn't worry about my future. |
| 2. If I knew what to study,    | b. ___ if I pass all my exams?           |
| 3. Would I get into university | c. ___ my parents will be disappointed.  |
| 4. If I don't study hard,      | d. ___ if I failed all my exams?         |

10. With the verbs' vocabulary in point 5, write sentences about **you** in first conditional. (real future) and second conditional (imaginary future)

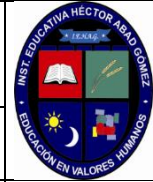
#### first conditional. (real future)

If	Past simple	subject	Would	Verb infinitive in	Complement
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				<b>form</b>	
If	I knew what to study	I	would not	worry	about my future
<b>If</b>					

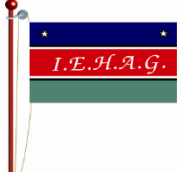

**second conditional (imaginary future)**

If	Present simple	subject	Would	Verb infinitive form	in	Complement
If	I don't study hard	my parents	will	be		disappointed

**Final**

11. To write about your fears for your future where you use the explanation grammar, the vocabulary in ten lines. Making a draw and creating an audio. Send to the teacher [yarleymurillo@iehectorabadgomes.edu.co](mailto:yarleymurillo@iehectorabadgomes.edu.co)

Homework : training icfes <https://www.ucc.edu.co/bucaramanga/prensa/2014/SiteAssets/Paginas/Simulacro-examen-de->

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[ingles/Guia%20de%20orientacion%20modulo%20de%20ingles%20saber%20pro%202015%202-UCC.pdf](#).

La idea es hacer el ejercicio, tomar notas de las inquietudes para preguntar a la profe. Deben realizarlo en su cuaderno.

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