

AREA: Humanidades

GRADO: Noveno

DOCENTES: Desly contreras- Pilar Galeano

1. OBJETIVO:

Apply a pedagogical strategy that allows improvement of students with difficulties in the areas of the curriculum with low performance, which allow students demonstrate the overcoming of difficulties and the strengthening of learning.

2. REFERENTE CONCEPTUAL (Link de referencia):

SIMPLE FUTURE: <https://www.mindomo.com/da/mindmap/future-simple-will-482efc4b753e32cd31bffa7a141d0861>

CONDITIONALS(0-1): <https://englishclassviaskype.com/blog/how-to-learn-english/zero-and-first-conditional-structures/>

3. METODOLOGÍA: (PASO APASO DE ACTIVIDAD Y TRABAJO PRACTICO A ENTREGAR)

La siguiente guía de mejoramiento tiene como finalidad afianzar las prácticas comunicativas del estudiante mediante la aplicación de las habilidades básicas del inglés (reading, listening, writing, speaking). Cada una de ellas presenta una actividad que deberá ser desarrollada, entregada y sustentada el día **18 DE OCTUBRE** durante los horarios establecidos.

READING: Read the following 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

1. Match phrases a–d with the phrases 1- 4.

- a. Do things as well as I could
- b. feeling happy about something in the future
- c. gave my homework to teachers

d. continued

- 1. do my Best
- 2. handed in
- 3. went on
- 4. looking forward to the future

2. 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. Her family felt happy for her in 9th grade. _____
- e. She isn't very confident now. _____

LISTENING

Look the following video and answer the questions



<https://www.youtube.com/watch?v=OlyYE6USu00&t=170s>

3. According to the video, in the interview (group of friends # 3), what activities will the second woman with glasses do?

- a. Take a nap
- b. Watch Netflix
- c. Go back home by metro
- d. Walk a dog

4. According to the video, in the interview with family (group # 1), the nearest future plan of the red-haired lady is?

- a. Hope to retire
- b. Sell the house and move to the mountains
- c. Spend more time with family
- d. Some shopping

WRITING AND SPEAKING:

WHAT THE FUTURE HOLDS?

We live in a world that is constantly changing and seems to change faster every day. In this section we will develop our writing and speaking skills, So the idea is that you talk about

how you think the future will be through a personal and **creative letter o poster**. Make predictions about our planet, our

city. What will be different? What will be the same? Start talking in a year,

then move on to five, ten, and fifty years. Finish by writing about your own life in the future.



4. EVALUACIÓN-ASSESSMENT:

Develop the proposed activities and study them for the written and oral test.

Activity	Cognitive	Procedures	Attitudes
Reading	Identifies key words and use them to interpret the meaning of a text	Applying the vocabulary learnt, shows a good comprehension of the text	Reflects on the importance of appreciating our environment
Listening	Identifies ideas and vocabulary related to specific topic	Completes correctly the ideas by inferring the most important ideas from the listening exercise.	Appreciates the language as a social construction of our culture
Writing	Writes, edits and rewrites a short writing creation	Make announcements about conservation of species and care of the environment	Bearing of mind the recommendations of his teacher and partners creates a writing production
Speaking	Discuss orally information related to the way to conserve our environment	Creates a short video that shows the way to conserve our environment	Gives a feedback of his ideas using the specific topics studied in class