

GUÍA PEDAGÓGICA N°9 - NIVEL SECUNDARIO

**Escuela:** EPET N°5

**Curso:** 6°1° Energías

**Turno:** Mañana

**Área Curricular:** Inglés Técnico III

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**Título de la propuesta:** *Integrative activity: An article (Un artículo)*

**Propósitos:**

- ❖ Consolidar e integrar conocimientos significativos en base a los contenidos desarrollados a lo largo del año.
- ❖ Desarrollar una situación comunicativa real a través de un tipo de texto familiar para los alumnos (artículo periodístico) donde puedan plasmar lo aprendido.

**Capacidades a Desarrollar:**

- ❖ Comunicación.
- ❖ Pensamiento crítico.
- ❖ Aprender a aprender

**Contenidos:** Tiempos verbales: presente simple, presente continuo, pasado simple y continuo, presente perfecto, futuro, etc. Oraciones condicionales del 1° tipo (First conditional). Propositiones subordinadas. Voz pasiva. Conectores (adición, contraste, conclusión). Vocabulario general y específico relativo al tema seleccionado.

**Student's name:** .....

**Queridos alumnos:** Espero que tanto ustedes como sus familias estén muy bien. En esta última guía, realizaremos una integración de todos los temas trabajados a lo largo del año. Tienen tiempo de presentar esta guía de manera completa hasta el día 4/ 12. Por favor, cumplan con el formato solicitado y respeten la fecha de entrega. Go for it!



Student's name: .....

**INTEGRATIVE ACTIVITY:**





After revising all the topics presented along the year, write an article (in about 150-180 words) with this title:

***Life during the COVID-19 pandemic.***

You must include:

- Different verb tenses: present simple and continuous, past simple and continuous, present perfect, future forms, etc.
- First conditional.
- Relative clauses with WHO, WHICH, WHERE.
- Passive voice (present and past).
- Connectors: Addition, contrast and conclusion.
- Appropriate general and specific vocabulary.

**Layout:**

-  **Paragraph 1:** Introduction. An overview of main events occurred since the pandemic started.
-  **Paragraph 2:** How life as we knew it has changed (school, work, social life, entertainment / recreation, etc.) How this has affected you and the people around you (family and friends).
-  **Paragraph 3:** Future prospects. Check the news and make predictions about the future.
-  **Paragraph 4:** Your conclusion about this topic (A personal reflection expressing your hopes and feelings, advice etc.)

- ❖ *USE THE MODEL TEXT ON PAGE 3 AS A GUIDE.*
- ❖ *BE CREATIVE AND ORIGINAL!*

You can give your article a title.

Magazine articles should not be very formal or informal.

Make contrasts with phrases like *However, Nevertheless, Although, Despite, Whereas, On the other hand.*

Conclude with phrases like *In conclusion, To sum up, All in all.*

MODEL TEXT

**A week without TV – is it mission impossible?**

When you got home yesterday after school, did you switch the TV on, or was it already on? Did you have dinner watching TV? Let's imagine for a second that there was no TV. Could you survive?

Whether we like it or not, we would all probably have to admit that television is part of our daily lives. Personally, I don't have time to watch much TV. Nevertheless, there are certain programmes that I enjoy watching each day, and they help me to relax, especially when I have just arrived home after school. If I couldn't watch those programmes, I would do something else to help me relax, for example read a book or listen to music. Maybe those activities would be better for me than watching TV.

However, TV is not just about relaxing. At dinnertime in my house we often watch the news. If I had to live without TV for a week, I'm sure I would know less about what is happening in my country and in the world. Television is a window that allows us to see what is going on anywhere at any time.

All in all, I am sure that I could live without TV for a week, but some of the consequences of this would be positive and some negative. What's more, as far as I'm concerned, it would be much more difficult today to live without a computer and the Internet than to live without TV.

It can be very effective to begin with questions to involve the reader.

State opinions with phrases like *As far as I'm concerned, Personally, In my opinion.*

Add arguments with phrases like *What's more, Furthermore, Moreover, In addition, Not only ... but also.*

Para evaluar esta guía integradora se tendrán en cuenta los siguientes criterios.

**Criterios e Indicadores de Logro:**

Niveles Criterios	AS (alcanzó satisfactoriamente)	A (alcanzó)	NA (no alcanzó)
Presentación en tiempo y forma.			
Correcta utilización de tiempos verbales, estructuras gramaticales y vocabulario.			
Coherencia y cohesión. Ortografía.			
Creatividad y capacidad argumentativa.			

**Director:** Raúl López

**Vicedirector:** Pedro González