



ESCRIBIMOS UNA HISTORIA PARA CONCIENTIZAR CONTRA LOS PREJUICIOS Y LA DISCRIMINACIÓN, EMPLEANDO EL PASADO SIMPLE Y PALABRAS DE SECUENCIA.

Objective:

- Today we'll write a story against prejudice and discrimination using past simple and words of sequence.

Materials:

- Your cellphone with WhatsApp.
- Spanish-English dictionary.
- Pen, pencil and colored pencil

Evaluation criteria list:

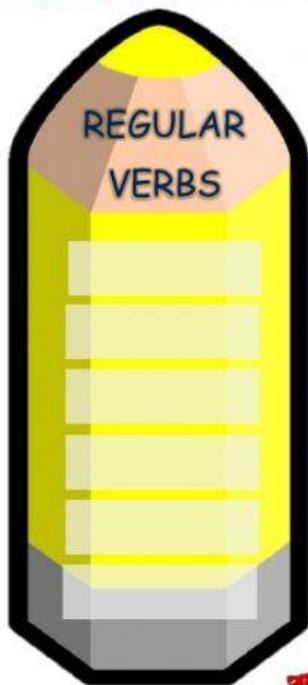
Read the following list and take them into consideration.

TEXTO: "STORY AGAINST PREJUDICE AND DISCRIMINATION "

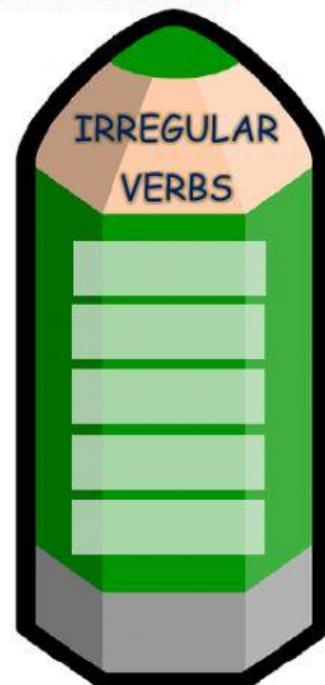
1	Prodiujiste tu historia para concientizar contra los prejuicios y la discriminación con coherencia, cohesión y fluidez.
2	Jerarquizaste tu reporte usando conectores adecuados (and, also, moreover, but, etc.)
3	Ampliaste la información usando vocabulario adecuado para la historia.
4	Usaste el pasado simple de manera adecuada.
5	Usaste palabras de secuencia para darle sentido al texto.

Activities:

1. **SELECT:** Put the verbs in past simple in the correct place. **CHECK THE LIST OF AeC.**



WERE	WORKED
THOUGHT	LOST
BLAMED	LOOKED
TOLD	BELIEVED
FELT	ASKED
	REALIZED



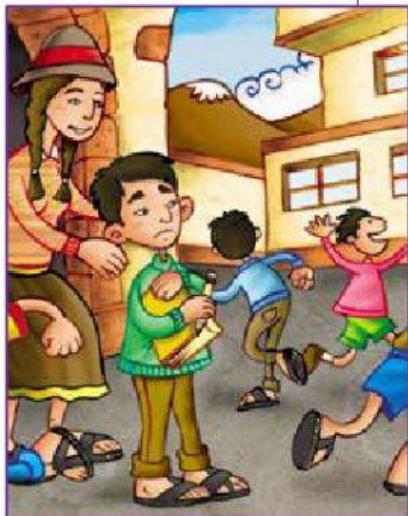
No olvides que, al usar el pasado negativo, el verbo ya no cambia, sino que va en su forma simple.

- PAST** = I **ate** a hamburger.
- PAST NEGATIVE** = I **didn't eat** a hamburger.
- PAST** = Yesterday I **played** DOTA 2.
- PAST NEGATIVE** = Yesterday I **didn't play** DOTA 2.

2. READING: Listen to the audio and complete the following text about Julian.

worked were thought blamed looked
asked told believed lost felt realized

JULIAN THE FARMER'S SON



This is the story of Julian. His parents _____ poor farmers and they _____ hard to send their son to a new school in the city. He **didn't have** any friends because people _____ he was dishonest.

One day, one of his classmates _____ her calculator and everybody _____ Julian because he **was** poor and he _____ different. Julian _____ everyone that he **didn't do** it, but nobody _____ him. He _____ terrible.

The next day, the principal **told** everyone that Julian **didn't steal** the calculator. It **was** in the girl's backpack the whole time. **Then**, the principal _____ everyone to apologize to Julian.

Later on, everybody _____ that Julian **was** a noble and kind person. They just **had** to get to know him better.

• CORRECT the sentences about Julian. Follow the example:

a) ~~Bruno's~~ parents were farmers. → Julian's parents were farmers.

b) One of his classmates lost her cellphone

c) Everyone thought that Julian broke the window

d) Everybody realized that Julian was an annoying and sarcastic person.

3. GRAMMAR:

SEQUENCE WORDS



Las 'sequence words' o palabras de secuencia, ayudan a entender el orden de los eventos cuando contamos una historia. En español tenemos: *un día...*, *al día siguiente...*, *después...*, *luego...*, *finalmente...*, etc.

Aquí, algunos ejemplos en inglés:

- One day
- The next day
- Later on
- After that
- Then
- Finally



¿Qué palabras de secuencia se usaron en la historia de Julian?

4. VERY IMPORTANT ACTIVITY (V.I.T.)

选拨一个情境

Celia is pretty and smart but her classmates think she is not intelligent due to his beauty.



Luis is tall and kind but his classmates think he is aggressive because of his physical characteristics.



ANOTHER STORY OF YOUR CHOICE



写一个故事，类似于 Julian's. Use past simple and sequence words.



AUTOEVALUACIÓN: Marca X si cumples el criterio.

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METACOGNICIÓN: ¿Lograste el objetivo? ¿Qué faltó para lograrlo o hacerlo mejor?