
	INSTITUCION EDUCATIVA LA PAZ		Código: GPP-FR-20
	GUÍA DE AUTOAPRENDIZAJE: PLAN DE MEJORAMIENTO DE PERIODO		Versión: 01
			Página 1 de 12

Área o asignatura	Docente	Estudiante	Grado	Fecha de entrega	Periodo
Inglés	Ana Tulia Lasso M.		11° _____	<b>Junio 09, 2025 --- 9:00 a.m.</b>	2

<b>¿Qué es un refuerzo?</b> Es una actividad que desarrolla el estudiante adicional y de manera complementaria para alcanzar una o varias competencias evaluadas con desempeño bajo.	<b>Estrategias de aprendizaje</b> Desarrollar las actividades de autoaprendizaje presentadas en el plan de mejoramiento según la propuesta de trabajo del primer período:
	<b>TEMAS:</b> <b>Gramaticales:</b> Tiempos simples, continuos y perfectos Reported speech  <b>SUBTEMAS:</b> <b>Lexicales:</b> - Sostenibilidad - Los 17 objetivos de la ONU. - Problemáticas mundiales
<b>Actividades de autoaprendizaje:</b> Observación de vídeos, lecturas, documentos, talleres, consultas.	

Competencia	Actividades	Entregables	Evaluación
<ul style="list-style-type: none"> <li>- Comprender información explícita e implícita en textos de diferentes tipos sobre temas de interés general o académico.</li> <li>- Intercambiar información personal o general; académica o cotidiana a través de juegos de rol y debates.</li> <li>- Estructurar textos sencillos de diferentes tipos relacionados con temas de interés general y personal.</li> </ul>	<p>Las diferentes actividades propuestas en <b>el taller como plan de mejoramiento</b> son ejercicios que recopilan lo trabajado durante el segundo período, como son los tiempos simples, continuos y perfectos, el Reported speech y lo relacionado con el eje de Sostenibilidad en cuanto a los 17 objetivos de la ONU y las problemáticas mundiales.</p> <p>Además, se presenta información compartida en clase previo al desarrollo de cada actividad.</p> <p><b>*Observación:</b> Imprimir el taller para desarrollarlo a mono, leer las instrucciones detenidamente para completar los ejercicios y tener en cuenta que el plan de mejoramiento se trabaja <u>individualmente</u>.</p>	<p><b>En la fecha y hora propuesta en el aula de clase (170) presentar:</b></p> <ol style="list-style-type: none"> <li>1. El proyecto final</li> <li>2. Taller completamente desarrollado.</li> </ol>	<p>Cumplimiento de los requerimientos en la:</p> <ol style="list-style-type: none"> <li>1. La presentación proyecto final</li> <li>2. El desarrollo del Taller.</li> </ol>

\*Para los vídeos, observe los vídeos y haga una lista de los temas y subtemas desarrollados en cada uno. Si en un vídeo se desarrollan ejercicios o problemas, transcribalos a una hoja de bloc e indique el tema al que corresponden. Para los talleres, resuelva los ejercicios, problemas o preguntas en una hoja de bloc, indicando procedimiento o argumentos las preguntas hechas por los docentes. Para los resúmenes, utilice herramientas diferentes al texto, pueden ser flujogramas, mapas mentales, mapas conceptuales. La presentación de los trabajos debe ser ordenada y clara. Para la sustentación del trabajo, debe presentarla puntualmente como se lo indique el docente.


	INSTITUCION EDUCATIVA LA PAZ	Código: GPP-FR-20
	GUÍA DE AUTOAPRENDIZAJE: PLAN DE MEJORAMIENTO DE PERIODO	Versión: 01
		Página 2 de 12

**SECOND TERM: Plan de mejoramiento**  
**“SUSTAINABILITY: SUSTAINABLE ACTIONS”**

**Part 1: Grammar work**

**1. Read the information.**

Tense	positive/negative/question	Usage	Signal Words
<a href="#">Simple Present</a>	P: He speaks English. N: He does not speak English. Q: Does he speak English?	<ul style="list-style-type: none"> <li>repeated/regular action in the present</li> <li>general validity</li> <li>actions happening one after the other</li> <li>confirmed future actions (time table, schedule)</li> </ul>	always, every ..., never, normally, often, seldom, sometimes, usually
<a href="#">Present Progressive</a> Present Continuous	P: He is speaking English. N: He is not speaking English. Q: Is he speaking English?	<ul style="list-style-type: none"> <li>action currently taking place</li> <li>action limited to a particular timeframe</li> <li>already planned or agreed-upon future action</li> </ul>	at the moment, just, just now, Listen!, Look!, now, right now
<a href="#">Simple Past</a>	P: He spoke English. N: He did not speak English. Q: Did he speak English ?	<ul style="list-style-type: none"> <li>a single or repeated action in the past</li> <li>actions happening one after the other in the past</li> <li>a new action that interrupts an action that was already taking place</li> </ul>	yesterday, 2 minutes ago, in 1990, the other day, last Friday
<a href="#">Past Progressive</a> Past Continuous	P: He was speaking English. N: He was not speaking English. Q: Was he speaking English?	<ul style="list-style-type: none"> <li>emphasis on the process of an action taking place in the past</li> <li>multiple actions taking place at the same time</li> <li>an action that was taking place when interrupted by a new action</li> </ul>	while, as long as
<a href="#">Present Perfect</a>	P: He has spoken English. N: He has not spoken English. Q: Has he spoken English?	<ul style="list-style-type: none"> <li>the result is emphasised</li> <li>action that lasts to the present moment</li> <li>action that has just been completed</li> <li>completed action with influence on the present</li> <li>an action that has never/once/more than once taken place up to the time of speaking</li> </ul>	already, ever, just, never, not yet, so far, till now, up to now

	INSTITUCION EDUCATIVA LA PAZ	Código: GPP-FR-20
	GUÍA DE AUTOAPRENDIZAJE: PLAN DE MEJORAMIENTO DE PERIODO	Versión: 01
		Página 3 de 12


Tense	positive/negative/question	Usage	Signal Words
<a href="#">Present Perfect Progressive</a>	P: He has been speaking English. N: He has not been speaking English. Q: Has he been speaking English?	<ul style="list-style-type: none"> <li>the action is emphasised (not the result)</li> <li>action that has lasted until the present time</li> <li>completed action with influence on the present</li> </ul>	all day, for 4 years, since 1993, how long?, the whole week
<a href="#">Past Perfect</a> Pluperfect Past Anterior	P: He had spoken English. N: He had not spoken English. Q: Had he spoken English?	<ul style="list-style-type: none"> <li>action taking place before a certain time in the past</li> <li>sometimes interchangeable with past perfect progressive</li> <li>emphasises only the fact that something took place before a certain point in the past</li> </ul>	already, just, never, not yet, once, until that day
<a href="#">Future (will)</a>	P: He will speak English. N: He will not speak English. Q: Will he speak English?	<ul style="list-style-type: none"> <li>events in the future that cannot be influenced</li> <li>spontaneous decision</li> <li>suppositions about the future</li> </ul>	in a year, next ..., tomorrow, first conditional sentences (If you ask her, she will help you.), supposition: I think, probably, perhaps
<a href="#">Future (going to)</a>	P: He is going to speak English. N: He is not going to speak English. Q: Is he going to speak English?	<ul style="list-style-type: none"> <li>pre-existing intention regarding the future</li> <li>logical conclusion regarding the future</li> </ul>	in one year, next week, tomorrow
<a href="#">Future Progressive</a> Future Continuous	P: He will be speaking English. N: He will not be speaking English. Q: Will he be speaking English?	<ul style="list-style-type: none"> <li>action that will be taking place at a certain point in the future</li> <li>certain or obvious events</li> </ul>	in one year, next week, tomorrow

2. For each tense: write the auxiliaries, the different verbs to use, time expression and three different sentences: 1 affirmative, 1 negative and 1 interrogative. **Topic: Sustainability: The UN goals and the world-wide issues**



## SIMPLE TENSES

GRAMMATICAL TENSES	VERBS	SIGNAL WORDS	SENTENCES
1. VERB TOBE			
<b>PRESENT</b> (am - is - are )	is are	- Nowadays - this week - always	<b>Affirmative:</b> Nowadays, terrorism and violence are among the most serious threats human rights and security. <b>Negative:</b> "The weather of <b>this week isn't</b> my favorite". She said. <b>Question:</b> Is clean air <b>always</b> essential for people to breath?
<b>PAST</b> ( _____ )	- - -		+ - ?
2. OTHER VERBS...			
<b>SIMPLE PRESENT</b> ( _____ )	- - -		+ - ?
<b>SIMPLE PAST</b> ( _____ )	- - -		+ - ?
<b>SIMPLE FUTURE</b> ( _____ )	- - -		+ - ?
<b>FUTURE GOING TO</b> ( _____ ) Plans, predictions - an evidence	- - -		+ - ?
CONTINUOUS TENSES			
GRAMMATICAL TENSES	VERBS	SIGNAL WORDS	SENTENCES
<b>PRESENT CONTINUOUS</b> (am - is - are + v. ing)	- - -		+ - ?
<b>PAST CONTINUOUS</b> ( _____ )	- - -		+ - ?
<b>FUTURE CONTINUOUS</b> ( _____ )	- - -		+ - ?

	INSTITUCION EDUCATIVA LA PAZ	Código: GPP-FR-20
	GUÍA DE AUTOAPRENDIZAJE: PLAN DE MEJORAMIENTO DE PERIODO	Versión: 01
		Página 5 de 12

PERFECT TENSES			
GRAMMATICAL TENSES	VERBS	SIGNAL WORDS	SENTENCES
<b>PRESENT PERFECT</b> ( _____ )	- - -		+ - ?
<b>PAST PERFECT</b> ( _____ )	- - -		+ - ?


CONDITIONAL SENTENCES		
CONDITIONALS	VERBS	SENTENCES
<b>ZERO CONDITIONAL</b> (Real facts/general situations) <a href="https://www.youtube.com/watch?v=PDtUTAwMGDQ">https://www.youtube.com/watch?v=PDtUTAwMGDQ</a>	- -	-
<b>FIRST CONDITIONAL</b> (Possibilities in the future... plans, promises, warnings...) <a href="https://www.youtube.com/watch?v=hT5PWuuxaKM">https://www.youtube.com/watch?v=hT5PWuuxaKM</a>	- -	-
<b>SECOND CONDITIONAL</b> (Unreal situations) <a href="https://www.youtube.com/watch?v=61Oou-WbGfQ">https://www.youtube.com/watch?v=61Oou-WbGfQ</a>	- -	-

## **Part 2: Sustainability: Sustainable Development Goals and sustainable development actions**

- 1. Read the information below and summarize** the information from the text by doing a mini-poster, make sure to include all the content.

### **Sustainability: Sustainable Development Goals and sustainable development actions**

Sustainability is a development model to meet the needs of the present without compromising the ability of future generations to meet their own. From a historical perspective, the concept of sustainability was formulated at the first United Nations Conference on the Environment in 1972, but it has only really taken shape since 1987, when the publication of the so-called Brundtland Report ("Our Common Future") clarified the goals of

	INSTITUCION EDUCATIVA LA PAZ	Código: GPP-FR-20
	GUÍA DE AUTOAPRENDIZAJE: PLAN DE MEJORAMIENTO DE PERIODO	Versión: 01
		Página 6 de 12

sustainable development. The SDGs satisfy the needs of the present without compromising the capacity of future generations, guaranteeing the balance at a global level between economic growth, care for the environment and social well-being.

### **The United Nations (UN): How does it work and what does it aim?**

The United Nations, also known as The UN, is an international organization founded in 1945, when nations were in ruins after the Second World War, it is currently made up of 193 Member States. The mission and work of the United Nations are guided by the 17 purposes and principles contained in the global goals.

The United Nations has become the foremost forum to address issues that transcend national boundaries and cannot be resolved by no one country acting alone. It is organized into different committees; the main are six: The General Assembly, The Security Council, The Economic and Social Council (ECOSOC), The Trusteeship Council, The International Court of Justice and The UN Secretariat.

Other UN organs are The UN Development Programme (UNDP), The UN Children's Fund (UNICEF), World Food Programme (WFP), The World Health Organization (WHO).

These people come together to identify a set of problems and work towards peaceful solutions. The issues may fall into different categories, for example: Environment, Health, Education, Security and Human Rights.

So taking a global view, the United Nations (UN) purposes are:

1. **Maintaining international peace and security** by working to prevent conflict and keeping peace throughout the world; developing friendly relations among nations to improve the lives of poor people, and encouraging respect for each other's rights and freedom.
2. **Promoting human rights**, the UN have many offices around the world to promote, maintain and protect the human rights. These offices investigate and declare about diverse various cases of irregular situations
3. **Fostering social and economic development** by promoting the social and economic development destining resources for projects in emerging countries
4. **Protecting the environment**, the PNUMA evaluates the conditions of environment to create strategies to protect it.
5. **Providing humanitarian aid in cases of famine, natural disaster, and armed conflict**, the PMA mobilize food and funds to help the famine, the UN designates funds to projects and investigations in places that had natural disaster, the UN designates funds to help people have been affected of armed conflict.

Taken from:

<https://www.coursera.org/articles/what-is-sustainability>


<https://www.redalpi.com/web/sustainability/>

<https://www.enel.com/company/stories/articles/2023/06/three-pillars-sustainability>

[http://www.educatingexcellence.com/uploads/1/2/3/2/12327484/lesson\\_1-introduction\\_to\\_the\\_un\\_middle\\_school.pdf](http://www.educatingexcellence.com/uploads/1/2/3/2/12327484/lesson_1-introduction_to_the_un_middle_school.pdf)

### **2. Read the SDGs' objectives below and match each one with its respective logo.**


- ✓ End poverty in all its forms everywhere.
- ✓ Promote inclusive and sustainable economic growth, employment and decent work for all.
- ✓ Take urgent action to combat climate change and its impacts.

	INSTITUCION EDUCATIVA LA PAZ	Código: GPP-FR-20
	GUÍA DE AUTOAPRENDIZAJE: PLAN DE MEJORAMIENTO DE PERIODO	Versión: 01
		Página 7 de 12

- ✓ Reduce inequality within and among countries.
- ✓ Achieve gender equality and empower all women and girls.
- ✓ Ensure sustainable consumption and production patterns.
- ✓ Ensure access to water and sanitation for all.
- ✓ Conserve and sustainably use the oceans, seas and marine resources.
- ✓ End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
- ✓ Revitalize the global partnership for sustainable development.
- ✓ Ensure healthy lives and promote well-being for all at all ages
- ✓ Sustainably manage forests, combat desertification, halt and reverse land degradation and halt biodiversity loss.
- ✓ Ensure access to affordable, reliable, sustainable and modern energy for all.
- ✓ Ensure inclusive and quality education for all and promote lifelong learning.
- ✓ Build resilient infrastructure, promote sustainable industrialization and foster innovation.
- ✓ Make cities inclusive, safe, resilient and sustainable.
- ✓ Promote just, peaceful and inclusive societies.

**The 17 Sustainable Development Goals address the global challenges we face to achieve a better and more sustainable future for all.**

				
End poverty in all its forms everywhere.				
				

	INSTITUCION EDUCATIVA LA PAZ	Código: GPP-FR-20
	GUÍA DE AUTOAPRENDIZAJE: PLAN DE MEJORAMIENTO DE PERIODO	Versión: 01
		Página 8 de 12

**3. VIDEO ACTIVITY:** Watch the video “What are the world's biggest problems” and complete the activity.

Link video: <https://www.youtube.com/watch?v=hLEfzROang0>

a. Titles and subtitles

---



---

b. Which are the biggest global challenges/problems?

---



---



---

c. How does UN contribute to face these challenges?

---



---

**4. Witing practice: Giving an opinion**

**Direction:** Read questions below and answer them by giving your opinion

**An opinion** is a thought or judgment about something or someone held by a person or a group of people focused on their feelings and beliefs.


**Steps:**

a. **Use an opinion expression:** In my opinion, I think that... If you ask me..., For me..., I really believe that ..., In my way of thinking...

b. **Present the subject**

c. **Support your answer:** please use cause and ffect expressions: **therefore, because of**, because, in spite of, due to, as a result, for this reason...



	INSTITUCION EDUCATIVA LA PAZ	Código: GPP-FR-20
	GUÍA DE AUTOAPRENDIZAJE: PLAN DE MEJORAMIENTO DE PERIODO	Versión: 01
		Página 9 de 12

a. Why do goal 8 (decent work and economic growth) and goal 13 (climate action) possibly contradict each other?

---



---

b. What will the world situation be if we continue with 'business as usual'?

---



---

c. What do you think are the biggest problems faced by people in your country? List at least five.

---



---

d. How do you think people can contribute to face these challenges?

---




---

5. Choose 2 SDGs and complete (see the example)

a. The logo of the goal.

b. Issues **faced by people today** related to the assigned goal (at least 4).

c. Sustainable actions to improve or solve those mentioned issues (at least 4).

Goal	Issues faced by people living in poverty	Sustainable actions to reduce poverty issues are
	<ul style="list-style-type: none"> <li>- Lack of economic resources to cover basic needs: food, proper clothing, decent housing, sanitation, medical care, poor levels of education... etc.</li> <li>- Hunger and malnutrition</li> <li>- Unemployment.</li> <li>- Insecurity / Violence</li> <li>- Social and economic inequality - Discrimination</li> <li>- Population growth</li> </ul>	<ul style="list-style-type: none"> <li>- To ensure access to basic services (clean water, sanitation, health, education...).</li> <li>- To promote sustainable economic growth to expand job opportunities and fair salaries.</li> <li>- To promote equity breaking the corruption chain in governments.</li> <li>- More investment education and skills training.</li> </ul>



### Part 3: Reported speech

#### 1. Presentation:

Video explicativo: <https://www.youtube.com/watch?v=Sg5lg5ohzMc>

**Analyze, interpret and relate...** **Explain!**

**Reported speech**

When we tell someone what another person said.

For example

Say **said**      Ask **asked**      Tell **told**

**A. Teacher says (Current class):**  
You **have to** complete the homework for next class. **Direct speech**


**B. Students (five minutes before next class)**  
S. 1: Ask: What's for today English class?  
S. 2: Says: The homework  
S. 1: Says: Whattttt?  
S. 2: Yes, **Last class** the teacher **said that** we **had to** do the homework for this class. **Reported speech**

Direct speech	Reported speech
Present simple	Past simple
Past simple	Past perfect
Present continuous	Past continuous
Past continuous	Past perfect continuous
Present perfect	Past perfect
Past perfect	Past perfect
Future simple (Will)	Conditional (Would)
Must	Had to
Can	Could
May	Might
Would Could Should Might	

**OTHER CHANGES**

NOW → THEN  
TODAY → THAT DAY  
YESTERDAY → THE PREVIOUS DAY  
LAST MONTH, WEEK... → THE PREVIOUS MONTH...  
AGO → BEFORE  
TOMORROW → THE NEXT / FOLLOWING DAY  
NEXT WEEK ... → THE NEXT / FOLLOWING WEEK  
THIS → THAT  
THESE → THOSE

**Reported speech**

	INSTITUCION EDUCATIVA LA PAZ	Código: GPP-FR-20
	GUÍA DE AUTOAPRENDIZAJE: PLAN DE MEJORAMIENTO DE PERIODO	Versión: 01
		Página 11 de 12

## 2. Reported speech practice: SDGs --- National issues

### 1. Transfer to reported speech the sentences that someone else said

Direct speech	Reported speech
1. "It is a good weather" said Kelly.	1.
2. "I often have a big meat" said my brother.	2.
3. "My father has always had a good wage" told me my friend.	3.
4. "I was waiting for the bus when he arrived" told us our grandma.	4.
5. "We'd never been there before. "	5.
6. "He could read when he was three," said his dad.	6.
7. She said: "I always study on Sundays"	7.

### 2. Colombia's news – 2025

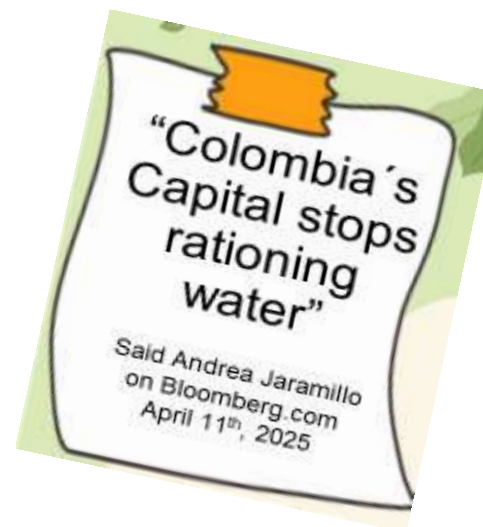
A. Check your number list for your assignment (a SDG) and from it search on the local news one about a **national issue** related to it.

**List number:**

Goal #1: xxxxx	Goal # 9: 15 – 16
Goal #2: 1 – 2 – 32	Goal #10: 17 – 18
Goal #3: 3 – 4 – 33	Goal #11: 19 – 20
Goal #4: 5 – 6 – 34	Goal #12: 21 – 22
Goal #5: 7 – 8	Goal #13: 23 – 24
Goal #6: 9 – 10	Goal #14: 25 – 26
Goal #7: 11 – 12	Goal #15: 27 – 28
Goal #8: 13 – 14	Goal #16: 29 – 30
	Goal #17: 30 – 31

B. On a piece of paper:

1. On the front present the news headline, it must be a sentence in quotation marks, write who said it and the date.
2. Then, on the back **write**:
  - a. The news (A brief account).
  - b. The same news **in reported speech**.
  - c. and 3 sustainable actions you do to face or reduce this problem.



**Part 4: Final project****According your PAZMUN role 2025 work activity 1: Speech or 2. Comic strip**

**1. SPEECH**  
**Delegates**

**Speech**  
It is the expression of ideas and thoughts in spoken words.

**Requirements:**

- Individual work
- Written work and oral presentation
- Words limit: 300
- Deadline:

**Written work (Spanish - English):** send on May 25th.  
[ana.lasso@envigado.edu.co](mailto:ana.lasso@envigado.edu.co)

**Oral presentation:** English class, week 9. Two minutes to read.

**Speech requirements**

- 1. Date and place**
- 2. Greetings:** Brief and formal, remember the order of importance. Use a quote (Spanish or English) related to the issue of the debate at the end.
- 3. Paragraphs:**  
**Beginning paragraph:** context about the issue to debate.  
**Middle paragraph:** your position and priorities in your delegation about the issue to debate.  
**End paragraph:** Idea to close your speech.

**2. Comic strip**  
Leaders, Crisis, Press, Logistics

**Comic strip**  
It is a visual art form to express ideas with a short sequence by combining images and text.

**Requirements**

- Teamwork: 2 students
- A comic strip: SDGs (handmade)
- Oral presentation
- Deadline: **Class week 9**

**Work criteria:**  
Each team will be assigned an UN goal (Raffle) to create a comic strip. The comic must show :

- Title: **#theworldwewant**
- The goal's identification: number, name and logo.
- Issues related to the assignment
- Sustainable actions to achieve those issues (at least 4).

**Comic strip**

**#theworldwewant**

**GOAL 1: NO POVERTY**

HALF OF ALL THE PEOPLE LIVE IN POVERTY!

BUT EVERYONE DESERVES THE CHANCE TO PROSPER!

BUT WHAT CAN WE DO ABOUT IT...?

A LOT!

WE CAN ENSURE "SOCIAL PROTECTION" ACCESS TO HEALTH CARE + PROSECUTION UNEMPLOYMENT

WE CAN MAKE SURE THERE IS EQUAL ACCESS TO THINGS LIKE: BASIC SERVICES, URBAN & LAND, TECHNOLOGY, BUSINESS AND JOB OPPORTUNITIES