



English Guide N° 7 – Youth Rights and Responsibilities

Name: _____ Grade: 12th A – B - C

Date: _____

Expected Learning

AE 1 - Demostrar comprensión de ideas principales e información explícita en textos orales simples de variada extensión y de interacciones que presentan un uso auténtico del lenguaje, como anuncios, charlas o conferencias, relacionados con derechos y deberes de la juventud y que contemplan las funciones de solicitar y dar información de manera indirecta y describir procesos y hechos en secuencia.

AE 2 - Leer y demostrar comprensión de ideas principales e información relevante en textos informativos, descriptivos y narrativos auténticos, simples y de variada extensión.

AE 4 - Escribir textos descriptivos y narrativos breves y simples de aproximadamente 150 palabras, como cartas, correos electrónicos y solicitudes, relacionados con derechos y deberes de la juventud.

Instructions:

1. Read carefully and complete each section according to what it is required.
2. When you finish the guide, at the end of it, you have to answer a **SELF-EVALUATION** which will help you to see your performance during the development of this guide.
3. If you want to see if your answers are correct, you can check them in the **ANSWER KEY** which will be uploaded in the next guide.
4. Remember that this guide helps you to continue with the development of your knowledge and you can continue practicing your English skills at home.
5. If you can't print this guide, you can write the answers on your copybook.
6. This guide is supposed to be done in **45 minutes**.
7. If you can print the guides, remember to keep them in a folder.



Hello!

This week you are invited to work with the **ENGLISH BOOK**, but if you don't have it, **DON'T WORRY!** 😊 You can print this guide or you can download the book from this webpage <https://www.curriculumnacional.cl/614/w3-article-145471.html> and write **ONLY** the answers on your copybook, ok?

Also, remember to check your answers from THATQUIZ – Activity N° 2.

And finally, remember to write me an e-mail if you have any question! 😊

Part N° 1 – Reading Comprehension (STUDENT'S BOOK – PAGE 136)

Activity N° 1 – Find out the meaning of the following words. (Remember to use www.linguee.com or www.wordreference.com)

English Word	Spanish Meaning	English Word	Spanish Meaning
Instill		Brotherhood	
Seek		Reach	
Bring		Hatred	
Merely		Take from granted	

Activity N° 2 – Read the text and then answer the questions. (ACTIVITY N° 3 ON STUDENT'S BOOK)

Human Rights and Violence

"Non-violence in the Civil Rights struggle has meant not relying on arms and weapons". Said Martin Luther King in his 1965 speech. He added "Non-violence has also meant we do not want to instill fear to others or into the society of which we are part. It has meant that we don't seek to win victory over anyone. We seek to liberate our society and share in the self-liberation of all the people."

Without doubt, violence often brings momentary results. Nations have frequently won their independence in battle. But despite temporary victories, violence never brings permanent peace. It solves no social problems: it merely creates new and more complicated ones. **"Violence is immoral,"** he said, "It destroys community and makes brotherhood impossible."

According to Martin Luther King, **practicing non-violence shows that we have reached a superior level,** that we have escaped the blind fear that incites panic and violence. Non-violence, for him, requires courage and self-sacrifice. Violence is impractical and immoral because it develops hatred and ends in destruction for all.

He pointed out that violence has come to be taken for granted as a means of solving problems. However, this **violence engenders violence** and it will never bring permanent peace. He also declared that we must exchange ideas and opinions in peaceful dialogues. We must set an atmosphere of understanding and tolerance, an atmosphere of brotherhood and love.

Taken and adapted from: https://en.islcollective.com/resources/printables/worksheets/doc_doc/human_rights_violence/human-rights-racism/22974

- As you read, answer these questions.
- a. What did Martin Luther King believe in?

- b. What does violence bring?

- c. What does non-violence require?

- d. What does violence provoke?

Part N° 2 – Grammar Content - REPORTED SPEECH (QUESTIONS) – MODAL VERB “CAN”

<p>Example 1 Step 1: She asked them, “How can you be like this?”</p> <p>↓ ↓ Primer sujeto Segundo sujeto</p>	<p>Step 1: Primero subrayamos/marcamos las cosas que debemos cambiar a REPORTED SPEECH, en este caso debemos subrayar el sujeto, el verbo y un adverbio de tiempo que se encuentran dentro de la pregunta. En este caso, estamos trabajando con el verbo modal CAN, donde debemos cambiar el verbo a PASADO el cual es COULD.</p> <p>CAN → COULD</p>
<p>Step 2: you → They can → could This → that</p>	<p>Step 2: Ahora esas 3 cosas, ¿cómo debo cambiarlas? YOU → si aparece el sujeto “YOU” SIEMPRE debo cambiarlo al SEGUNDO SUJETO con el que aparece ANTES de la pregunta, en este caso como es “THEM”, debo SIEMPRE cambiarlo a “THEY” Entonces los cambios serían así: Si aparece ME → lo cambio a “I” Si aparece HIM → lo cambio a “HE” Si aparece HER → lo cambio a “SHE” Si aparece THEM → lo cambio a “THEY”</p> <p>CAN → este verbo como está en PRESENTE hay que pasarlo a PASADO. Ahora empiezo a escribir mi nueva oración. THIS → este adverbio de tiempo se debe cambiar a “THAT” (Toda esta información la puedes encontrar en el PPT de la Unidad)</p>
<p>Step 3: She asked them, “How can you be like this?”</p> <p>Answer: She asked them how they can be like that.</p>	<p>Step 3: Ahora vienen los cambios a reported speech. Primero, escribimos lo que aparece al principio de la oración. Luego, como empieza con una wh-question debo mantenerla y bajarla. Finalmente comienzo a escribir mi nueva oración. (Recuerden que SIEMPRE debe ser SUJETO + VERBO + COMPLEMENTO), en este caso como pasa CAN a COULD debes seguir la estructura.</p>

- Write the sentences into REPORTED SPEECH (QUESTIONS).
- 1. They asked me, “What can she do?”

- 2. He asked her, “When can you watch the movie?”

- 3. She asked me, “Why can they sleep until late?”

FINALLY, I WOULD LIKE TO RECOMMEND YOU TO LISTEN TO THESE SONGS THAT HAVE LYRICS RELATED TO THE THEME AND YOU CAN LISTEN TO WHILE YOU'RE WORKING IN THIS GUIDE OR SIMPLY WATCH THE VIDEOS, READ THEIR LYRICS AND THEIR MEANINGS IN SPANISH, AND MAYBE YOU CAN SING ALONG! ENJOY THEM! 😊

Michael Jackson – Black or White: <https://youtu.be/TE5OyoSGn7U>

Aretha Franklin – Respect: <https://youtu.be/rA5vq2-P5xQ> (Spanish subs)

<https://youtu.be/lc-1zGGvovU> (English lyrics)

U2 – Pride (In the name of Love): <https://youtu.be/oakP2DshpKE> (Spanish subs)

<https://youtu.be/ByuyP1PNgKQ> (English lyrics)

Bob Marley – Get up, stand up: <https://youtu.be/gisV0W9sNos>

No Doubt – Just a girl: <https://youtu.be/QG6qFYRHUHo>



- SELF-EVALUATION – Put a ✓ according to the criteria given and think about what you did with this guide.

CRITERIA	😊	😞
1. I learned new words.		
2. I was responsible doing this guide.		
3. I improved my reading skills.		
4. I understood the content.		
5. I can explain this content to other people.		

