



English Guide N° 5 – Youth Rights and Responsibilities

Name: _____ Grade: 12th A – B - C
Date: _____

Expected Learning

AE 01 - 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 04 - 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 there!

Now, it's time to check your answers from GUIDE N° 4!
REMEMBER! IF YOU HAVE DOUBTS, WRITE ME AN E-MAIL.

Part N° 1 – Reading Comprehension Activity N° 1			
English Meaning	Spanish Meaning	English Meaning	Spanish Meaning
Suffrage <i>noun</i>	Sufragio / Voto	Unable <i>adj</i>	Imposible / incapaz
Enfranchisement <i>noun</i>	Liberación / Emancipación	Issue <i>noun</i>	Problema
Achieve <i>verb</i>	Lograr	Vote down <i>phr</i>	Rechazar por el voto de la mayoría
Throughout <i>prep</i>	Durante / a lo largo de	Lobbying <i>noun</i>	Presión
Landowning <i>noun</i>	Terrateniente	Picketed <i>adj</i>	Atado/a
Allow <i>verb</i>	Permitir	Amendment <i>noun</i>	Enmienda
Grant <i>verb</i>	Conceder	Paved <i>verb</i>	Pavimentado
Activity N° 2			
1. B – 2. A – 3. B – 4. D – 5. D – 6. B			
Part N° 3 – Grammar Content Activity N° 1			
1. I asked him, "What do you sing?" → I asked him what he sang. 2. He asked her, "Where do you play football?" → He asked her where she played football. 3. She asked them, "When do you go to China?" → She asked them when they went to China.			

This guide is intended to work with Listening Skills in which you will listen to an audio related to Martin Luther King Jr. and you will know more about him and the fight for black people's rights.
And finally, we will continue working with Reported Speech in Questions, but this time with Present Continuous Tense. (Don't give up!)

**Part N° 1 – Listening Comprehension
Activity N° 1**

- Find out the meaning of the following words. (Remember to use <http://www.wordreference.com> or <http://www.lingue.com>)

English Meaning	Spanish Meaning	English Meaning	Spanish Meaning
Do for a living <i>phr</i>		Rule <i>verb</i>	
Unlawful <i>adj</i>		Tirelessly <i>adv</i>	
Lawful <i>adj</i>		Threat <i>noun</i>	
Speech <i>noun</i>		Stab <i>verb</i>	

Activity N° 2

- Now, it's time to listen to the audio about Martin Luther King Jr, pay attention and answer the questions.

(<https://youtu.be/3ank52Zi S0>)

1. When was Martin Luther King Jr. born?

- a. In January 1939
- b. In January 1929
- c. In January 1949

2. What did both his grandfather and his father do for a living?

- a. They were doctors
- b. They were politicians
- c. They were Baptist ministers

3. How old was Martin Luther King Jr. when he graduated from high school?

- a. 18
- b. 16
- c. 15

4. What did Martin Luther King Jr. study at college?

- a. Theology
- b. Biology
- c. Geology

5. Where did Dr. King move to after he got married?

- a. Atlanta, Georgia
- b. Boston
- c. Montgomery, Alabama

6. What year did the Montgomery bus boycott begin?

- a. 1965
- b. 1955
- c. 1956

7. How long did the Montgomery bus boycott last for?

- a. 381 days
- b. 81 days
- c. 318 days

8. What did the US Supreme Court rule on December 20th, 1956?

- a. That segregated buses were unconstitutional
- b. That the Montgomery bus boycott was unlawful
- c. That segregated buses were lawful

9. How many times was Dr. King jailed?

- a. 20 times
- b. The video doesn't say
- c. Over 20 times

10. How many speeches did Dr. King give between 1957 and 1968?

- a. 2500
- b. 500
- c. 6 million

11. How many books did Dr. King write?

- a. Dozens
- b. Five
- c. Three

12. Which American president personally met with Dr. King?

- a. Ronald Reagan
- b. Richard Nixon
- c. John F. Kennedy

13. What was the name of Dr. King's most famous speech?

- a. "Dreams for my father"
- b. "I Have a Plan"
- c. "I Have a Dream"

14. When did Dr. King give his most famous speech?

- a. In 1973
- b. In 1963
- c. In 1953

15. Dr. King became the youngest man ever to win which award in 1964?

- a. Man of the Year
- b. The Nobel Peace Prize
- c. Politician of the Year

16. When and where was Martin Luther King Jr. assassinated?

- a. In Montgomery, in 1969
- b. In Atlanta, in 1967
- c. In Memphis, in 1968

Part N° 3 – Grammar Content - REPORTED SPEECH (QUESTIONS) – PRESENT CONTINUOUS TENSE

- Write the sentences into Reported Speech.

<p>Example 1 Step 1: She asked them, "How are you doing today?"</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 PRESENT CONTINUOUS TENSE (am / is / are + ing), donde debemos cambiar el verbo TO BE a PAST TENSE (recuerden que el verbo en ing NUNCA CAMBIA, se mantiene)</p> <p>PRESENT CONTINUOUS → PAST CONTINUOUS (AM / IS / ARE + ING) (WAS / WERE + ING)</p>
<p>Step 2: you → They Are → were Today → that day</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" ARE → este verbo como está en PRESENTE hay que pasarlo a PASADO. Ahora empiezo a escribir mi nueva oración. TODAY → este adverbio de tiempo se debe cambiar a "THAT DAY" (Toda esta información la puedes encontrar en el PPT de la Unidad)</p>
<p>Step 3: She asked them, "How are you doing today?" Answer: She asked them how they were doing that night.</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 PRESENTE CONTINUO a PASADO CONTINUO debes seguir la estructura.</p>

Now, it's your turn! (Do the step by step!) - **AGAIN, IF YOU DON'T UNDERSTAND, PLEASE ASK ME VIA E-MAIL REMEMBER TO CHECK THE PPT WITH THE CONTENT, ESPECIALLY THE PRONOUN CHANGES. IF IT DOESN'T APPEAR THE SUBJECT IN THE CHART OF PRONOUN CHANGES, I HAVE TO MAINTAIN IT! (THIS IS THE CASE OF THE SUBJECTS "HE", "SHE" AND "THEY")**

1. He asked me, "What are you watching tonight?"

2. She asked him, "Why are they fighting?"

3. They asked her, "Where is he going today?"

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

CRITERIA	😊	😞	Why not? (You can write it in Spanish)
1. I checked my answers from GUIDE 4.			
2. I learned new words.			
3. I was responsible doing this guide.			
4. I improved my listening skills.			
5. I understood the content.			
6. I can explain this content to other people.			
7. I sent an email to my teacher to ask my doubts.			

Please, take care!

