

Express Yourself: Taking a Stand Using Connectors and Gerunds

Lengua Extranjera | Inglés | Aprendizaje Basado en Problemas

Descripción

In this engaging English class designed for students aged 15 to 17, learners will develop critical thinking and language skills by expressing personal and critical opinions on a relevant social topic. They will focus on using connectors such as *soo*, *too*, *either*, and *not either* to link ideas smoothly and convey agreement or disagreement effectively. Additionally, students will practice the correct use of gerunds and infinitives to form well-structured opinions. This plan connects language learning with real-life skills, empowering students to participate in meaningful discussions and debates both inside and outside the classroom. By actively solving a problem scenario related to current youth issues, students will be motivated to articulate their viewpoints clearly and confidently, enhancing their communication competence in English and critical thinking abilities simultaneously.

Objetivos de Aprendizaje

- Analyze the use of connectors *soo*, *too*, *either*, and *not either* to express agreement and disagreement in opinions.
- Create sentences using gerunds and infinitives to state personal opinions critically.
- Formulate and present a personal and critical stance on a social topic integrating connectors, gerunds, and infinitives.
- Evaluate peer opinions respectfully using targeted language structures.

Recursos Necesarios

- Projector or smartboard to display instructions and examples.
- Printed handouts with sentence frames and examples of connectors, gerunds, and infinitives (one per student).
- Whiteboard and markers.
- Notebooks or paper for students' writing tasks.
- Timer or stopwatch to manage activity times.
- Access to a short video clip (3 minutes) about a youth-related social issue (e.g., environmental responsibility, social media impact).

Requisitos Previos

- Basic understanding of expressing opinions in English.
- Familiarity with simple connectors like *and*, *but*.

- Prior exposure to gerunds and infinitives in simple contexts.
- Previous experience participating in pair or group discussions.

Actividades

Fase de Inicio

Tiempo estimado: 10 minutos

Propósito de la sesión

Docente: "Today, we will learn how to express our personal opinions clearly and critically about a real topic using special connectors and grammar structures like gerunds and infinitives. This will help you share your views confidently and understand others better."

Activación de conocimientos previos

Docente: "Let's start with a quick question: Think about a habit you like or dislike. Can you say why using 'I like...' or 'I don't like...'? Write down one sentence."

Estudiantes: Individually write a simple sentence about a personal habit using either gerunds or infinitives (e.g., "I like swimming" or "I don't like to eat fast food").

Motivación y enganche

Docente: "Did you know that how you connect your ideas can make your opinion stronger or clearer? For example, saying 'I like swimming too' means you agree with someone else who likes it. Today we will learn special words like *soo*, *too*, *either*, and *not either* to sound more natural and persuasive."

Contextualización

Docente: "You will discuss a real topic that affects young people like you. Being able to express your opinions clearly is useful in school debates, social media, or even family discussions."

Fase de Desarrollo

Tiempo estimado: 40 minutos

Presentación del contenido

Docente: Shows a short video (3 minutes) about a youth issue (e.g., environmental responsibility). Then writes on the board examples of sentences using *soo*, *too*, *either*, and *not either*, explaining their meaning and usage, as well as examples of gerunds and infinitives in opinion sentences.

Actividad 1: Identifying Connectors and Grammar

Objetivo: Analyze the use of connectors and gerunds/infinitives in sentences.

- **Docente:** "Work in pairs. Here are sentences from the video and others about the topic. Identify where the connectors *soo*, *too*, *either*, and *not either* are used. Also underline the gerunds and infinitives."
- **Estudiantes:** In pairs, read sentences on handouts, underline connectors and gerunds/infinitives, discuss meaning.
- **Producto:** Annotated sentences on handouts.
- **Tiempo:** 12 minutes.
- **Rol docente:** Circulate, ask guiding questions like "Why do you think 'too' is used here?" or "Is this a gerund or infinitive? How can you tell?"

Actividad 2: Formulating Personal Opinions

Objetivo: Create sentences expressing personal opinions using connectors, gerunds, and infinitives.

- **Docente:** "Now, in small groups of 3-4, discuss the question: 'Do you think young people should be more responsible for the environment?' Use the connectors and grammar structures we studied to share your opinions and agree or disagree respectfully."
- **Estudiantes:** Discuss, create at least 5 sentences using *soo*, *too*, *either*, *not either*, gerunds, and infinitives.
- **Producto:** Group written list of sentences.
- **Tiempo:** 18 minutes.
- **Rol docente:** Monitor groups, prompt with questions: "Can you use 'either' to show agreement in a negative sentence?", "Try starting a sentence with a gerund or infinitive."

Actividad 3: Role Play Debate

Objetivo: Present and defend a personal stance using target language structures.

- **Docente:** "Each group will choose one opinion from your sentences and role-play a short debate with another group. Use connectors and grammar to agree or disagree."
- **Estudiantes:** Perform a 3-minute role play using their sentences, demonstrating understanding of connectors and grammar.
- **Producto:** Oral presentations/role plays.
- **Tiempo:** 10 minutes.
- **Rol docente:** Listen actively, note correct use and areas to improve, encourage respectful language.

Diferenciación

- **Para estudiantes que terminan antes:** Create an extra sentence using a less familiar infinitive or gerund verb.
- **Para quienes necesitan más apoyo:** Provide sentence frames on handouts and allow one-on-one guidance during pair/group activities.

Transiciones

Docente: "Great work! Now that you understand the connectors and grammar, let's put it all together by sharing your opinions aloud in a fun debate."

Fase de Cierre

Tiempo estimado: 10 minutos

Síntesis

Docente: "Let's summarize what we learned. On a piece of paper, write three sentences using *soo*, *too*, *either*, or *not either* with gerunds or infinitives, expressing your opinion about today's topic."

Estudiantes: Write sentences individually and share one with the class if willing.

Reflexión metacognitiva

- "Which connector do you find easiest to use and why?"
- "How do gerunds and infinitives help you express your opinion better?"
- "What new thing did you learn today about agreeing or disagreeing in English?"

Retroalimentación

Docente: Provides immediate oral feedback on the sentences shared, highlighting good use of connectors and grammar, and gently correcting mistakes, encouraging improvement.

Transferencia

Docente: "You can use these structures in future debates, writing assignments, or even when chatting online with friends to express yourself clearly."

Tarea o reto

Docente: "For homework, write a short paragraph (5-6 sentences) about a new topic you care about, using at least two connectors and three examples of gerunds or infinitives."

Evaluación

Tipo de evaluación: Formativa durante el Desarrollo (observación, retroalimentación continua) y sumativa en el Cierre (escritura y oral).

Criterios de evaluación:

- Correct identification and use of connectors *soo*, *too*, *either*, and *not either* (Objetivo 1).
- Accurate formation of sentences with gerunds and infinitives in opinion expression (Objetivo 2).
- Coherent and relevant personal opinions presented integrating connectors and grammar (Objetivo 3).
- Respectful and clear evaluation of peers' opinions using target language (Objetivo 4).

Instrumentos sugeridos:

- Lista de cotejo para observar uso correcto en actividades orales y escritas.
- Rúbrica para evaluar el debate grupal y la producción escrita final.

- Observación directa durante actividades grupales.
- Autoevaluación mediante reflexión al cierre.

Evidencias de aprendizaje:

- Handouts with identified connectors and grammar (Actividad 1).
- Group written sentences (Actividad 2).
- Oral role play debate performances (Actividad 3).
- Individual written summary sentences and homework paragraph (Fase de Cierre y tarea).