

# 6<sup>th</sup> GRADE ACTIVITIES



## *Semilla Bilingüe*



Alcaldía de Medellín

# Semilla Bilingüe

## 6<sup>th</sup> GRADE

En este cuadernillo docentes y estudiantes podrán encontrar actividades en inglés para fortalecer habilidades comunicativas en lectura, escucha, escritura y habla. Cada ficha presenta un contexto y diferentes actividades a desarrollar las cuales facilitan avanzar en procesos de aprendizaje del inglés.

El material que se encuentra disponible en este cuadernillo ha sido diseñado o adaptado para estudiantes de sexto grado según niveles de desempeño de acuerdo con los *Derechos Básicos de Aprendizaje* (DBA) y el *Currículo Sugerido*, documentos macro expedidos por el Ministerio de Educación Nacional de Colombia.

### Recomendaciones para el usuario

#### Docente

Se sugiere realizar la exploración de las fichas y su contenido previo a la implementación de la actividad o ejercicio en la clase. Esta exploración le posibilitará dar respuesta a las dudas o inquietudes que los estudiantes puedan tener y dar ejemplos adicionales relacionados con el contenido o tipo de respuesta requerida. Asimismo, dicha exploración le permitirá usar las actividades propuestas como complemento a los contenidos a desarrollar a lo largo del año escolar.

#### Estudiante

Se sugiere seguir las instrucciones del docente y realizar preguntas con el fin de aclarar posibles dudas sobre las indicaciones dadas, el contenido del material de trabajo y el tipo de respuesta o producto esperado para cada ejercicio o actividad.

# Contenido

Hi! This is me! .....	4
Hi! Nice to meet you!.....	6
This is me! .....	9
My family .....	12
This is my family .....	15
These are the Rogers .....	19
Different families, same love .....	21
Celebrity friends .....	24
An active day at home .....	27
Helping at home .....	30
Play-do-go .....	32
Fruit and vegetables .....	35
My town .....	37
Places around town .....	39
My dream house .....	41
My neighborhood .....	44
Malala .....	46
Superheroes descriptions .....	48
A family vacation .....	50

# Hi! This is me!

## -Reading-

### Desarrollo competencias (DBA)

#### Competencia 6:

Responde a preguntas relacionadas con el "qué, quién, y cuándo" después de leer o escuchar un texto corto y sencillo, siempre y cuando el tema esté relacionado con los eventos que le son familiares.

### Recomendaciones de uso:

Los estudiantes leerán un texto en formato de correo electrónico. Luego de leer el mensaje acerca de la información de un personaje, deberán completar un organizador gráfico con ideas completas de acuerdo con el contenido del texto.



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# Hi! This is me!

5

Read this e-mail sent by your new friend. Then, complete the information below. Use COMPLETE SENTENCES.

**New Email** — □ ×

 **Jean Le-Beouf** jeanfrance@aol.com.fr 







Hi! How's everything?

My name's Jean Le-Beouf. I come from France but I live in Buenos Aires. I'm a student. I'm twenty-six years old and I'm single... well, I'm in a relationship. I live in an apartment with my girlfriend. Her name's Fiorella Ferrini and she's from Argentina. She's not a student but she's a dance instructor: she likes to dance Tango so much! It's her passion. She also likes to cook. In my case, I like to listen to classical music and go to the movies with my friends. My girlfriend is twenty-four years old. I also like to go to the beach and read books there. Fiorella likes to swim and have a sunbath.

We love to have new friends, so call us! My phone number is 320-564-35-52 and my girlfriend's number is 321-654-32-10. Her e-mail is fio24@hotmail.com

Write me back soon!

Jean xxxxx

     | 

Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Age: \_\_\_\_\_

Marital status: \_\_\_\_\_

Nationality: \_\_\_\_\_

Residence: \_\_\_\_\_

Profession: \_\_\_\_\_

Favorite activities: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Name: Fiorella

Last Name: \_\_\_\_\_

Age: \_\_\_\_\_

Marital status: \_\_\_\_\_

Nationality: \_\_\_\_\_

Residence: \_\_\_\_\_

Profession: \_\_\_\_\_

Favorite activities: \_\_\_\_\_

E-mail address: \_\_\_\_\_

# Hi! Nice to meet you!

## -Speaking-

### Recomendaciones de uso:

Los estudiantes recibirán unas imágenes con tarjetas de información personal de algunos personajes. En esta actividad de roles, cada estudiante elegirá una imagen y asumirá el rol de ese personaje. En equipos de 3, llevarán a cabo un diálogo espontáneo donde se incluirán saludos, expresiones de cordialidad, información personal y despedida.

### Desarrollo competencias (DBA)

#### Competencia 1:

Participa en una conversación corta para decir su nombre, edad y datos básicos a profesores, amigos y familiares.

#### Competencia 2:

Solicita y brinda aclaraciones sobre cómo se escriben nombres y palabras desconocidas en una conversación corta.



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# Hi! Nice to meet you!

7

Choose one card! This is a role play.

Now, you will be the character in the card. Have a conversation with your classmates about your personal information. Include greetings, ideas from the cards, and farewells. Remember to read the instructions in the cards to complete this activity successfully.

You have a conversation about yourself and your family. Ask questions and answer taking into account the following information. You have 2 minutes to prepare and 8 minutes to perform your conversation.

**Remember:** To introduce your conversation by using greetings; to use expressions to make your presentation fluent; to conclude your speech by using farewells.

## YOUR INFO

**Name:** Louise

**Last Name:** Blackmont.

**Country of Birth:** New Zealand.

**Age:** 28 years old.

**Residence:** New York, USA.

**Profession:** Nurse.

**Favorite activities:** To read books and to cook.

**Favorite actor:** Johnny Deep.

**Marital Status:** Single.

**Family:** Mother (Ana - 46) 3 siblings - 1 sister (Liz - 18) 2 brothers (Joshua - 12) (Reik - 6)

**Phone Number:** 368-409-3129 **E-mail:** [blackmont28@gmail.com](mailto:blackmont28@gmail.com)

## Useful expressions!

Well... What's your... who's your...

Really? ... wow .... Tell me about...

What do you like to do?

You have a conversation about yourself and your family. Ask questions and answer taking into account the following information. You have 2 minutes to prepare and 8 minutes to perform your conversation.

**Remember:** To introduce your conversation by using greetings; to use expressions to make your presentation fluent; to conclude your speech by using farewells.

## YOUR INFO

**Name:** Karl.

**Last Name:** Bransky.

**Country of Birth:** Romania.

**Age:** 32 years old.

**Residence:** Los Angeles, USA.

**Profession:** Teacher.

**Favorite activities:** To dance and to sing Karaoke. **Favorite singer:** Michael Jackson

**Marital Status:** Married.

**Family:** Wife (Linda - 30) 3 children - 1 daughter (Erika - 8) 2 sons (Dan - 6) (Kan - 2) (Use adjectives)

**Phone Number:** 321-456-8790 **E-mail:** [karl32@aol.com](mailto:karl32@aol.com)

## Useful expressions!

Well... What's your... who's your...

Really? ... wow .... Tell me about...

What do you like to do?



You have a conversation about yourself and your family. Ask questions and answer taking into account the following information. You have 2 minutes to prepare and 8 minutes to perform your conversation.

**Remember:** To introduce your conversation by using greetings; to use expressions to make your presentation fluent; to conclude your speech by using farewells.

## YOUR INFO

**Name:** Yoshira

**Last Name:** Takayoshi.

**Country of Birth:** Japan.

**Age:** 30 years old.

**Residence:** Rome, Italy.

**Profession:** Musician.

**Favorite activities:** To play the piano and listen to classical music.

**Marital Status:** Single

**Family:** Wife (Kira - 30) 2 daughters (Akuni - 6) (Kaori - 3) 1 cat (Kuni) (Use adjectives)

**Phone Number:** 430-310-5697 **E-mail:** Yoshitaka@aol.com

## Useful expressions!

Well... What's your... who's your...

Really? ... wow .... Tell me about...

What do you like to do?

**Favorite singer:** Pavarotti.

You have a conversation about yourself and your family. Ask questions and answer taking into account the following information. You have 2 minutes to prepare and 8 minutes to perform your conversation.

**Remember:** To introduce your conversation by using greetings; to use expressions to make your presentation fluent; to conclude your speech by using farewells.

## YOUR INFO

**Name:** Patricia

**Last Name:** Crabapel

**Country of Birth:** Canada.

**Age:** 40 years old.

**Residence:** Buenos Aires, Argentina.

**Profession:** Secretary.

**Favorite activities:** To watch TV and listen to music.

**Favorite TV Show:** The amazing race.

**Marital Status:** Married.

**Family:** Husband (Jon - 45) 2 children - 1 daughter (Emma - 18) 1 son (Derek - 10) 1 dog (Dante) (Use adjectives)

**Phone Number:** 540-331-9760 **E-mail:** [Patrit0@hotmail.com](mailto:Patrit0@hotmail.com)

## Useful expressions!

Well... What's your... who's your...

Really? ... wow .... Tell me about...

What do you like to do?



# This is me!

-Writing-  
-Reading-  
-Vocabulary and Grammar-

## Desarrollo competencias (DBA)

### Competencia 3:

Comprende y utiliza palabras familiares y frases cortas sobre rutinas, actividades cotidianas y gustos.

### Competencia 5:

Describe las características básicas de personas, cosas y lugares de su escuela, ciudad y comunidad, a través de frases y oraciones sencillas.

### Competencia 6:

Responde a preguntas relacionadas con el “qué, quién y cuándo” después de leer o escuchar un texto corto y sencillo, siempre y cuando el tema esté relacionado con eventos que le son familiares.

## Recomendaciones de uso:

Esta ficha presenta la descripción de una persona y sus intereses. Con esta información los estudiantes deben completar un organizador gráfico para posteriormente usar el texto como modelo y algunas herramientas de vocabulario y estructuras para escribir un texto con su propia descripción.



Monica is a student in Canada. She is in a program to meet students from other countries and practice English.

1. Read her email and complete the chart.



**GO MONICA**

- What is Monica's opinion about gyms?**
- Where does Monica study?**
- What does she do on Wednesday and Friday afternoons?**
- What is her favorite music?**
- What TV shows does Monica like to watch?**
- Where does she go with her friends and what do they do?**

2. Use the section below to make a description about you and your interests. Include elements from the following chart:

VOCABULARY	VERB TENSES	EXPRESSIONS
Name Age School name Grade Favorite food, Favorite music Favorite sport	Simple present: - Affirmative - Negative	In the morning, In the afternoon, In the evening On weekdays, On weekends Always, Sometimes, Never I like... I don't like...

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# My family

-Reading-  
-Speaking-

## Desarrollo competencias (DBA)

### Competencia 6:

Responde a preguntas relacionadas con el “qué, quién y cuándo” después de leer o escuchar un texto corto y sencillo, siempre y cuando el tema esté relacionado con eventos que le son familiares.

### Competencia 8:

Comprende el tema e información general de un texto corto y sencillo, valiéndose de ayudas tales como imágenes, títulos y palabras clave.

## Recomendaciones de uso:

Los estudiantes leen el párrafo acerca de la familia de Pat y completan el árbol familiar. Luego responden las preguntas de comprensión y completan los espacios en blanco con los miembros de la familia. Finalmente, dibujan su árbol familiar y lo presentan a la clase.



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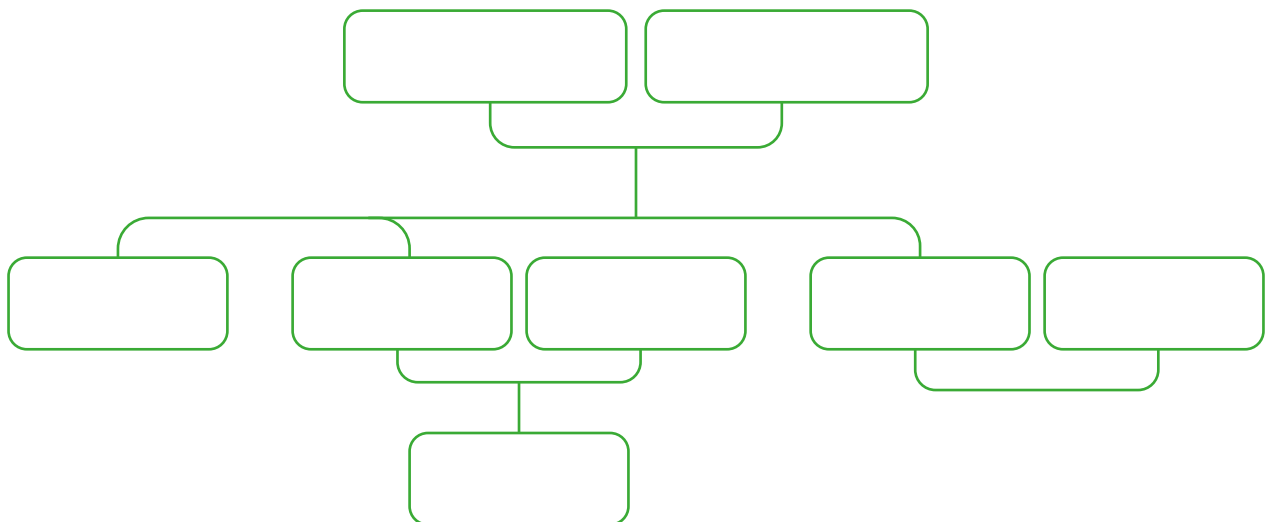
Read the text about Pat's family and complete the exercises below.

I'm Pat Mendelson. I'm thirty-two years old and I'm married. My wife, Kate, is thirty years old and she's from Australia. She is a model. She is beautiful, tall and has long, straight, black hair. Harry is twenty-nine years old. He's my brother and Rita is my sister. Rita is twenty-five years old and she's married. Harry is a doctor and Rita is a lawyer. Leo Hawk is her husband. He's thirty-three years old and he's an actor. My father is an actor, too. His name is Albert and he's sixty-five years old. My mother, Erica, is a teacher. She is very nice and generous. She's fifty-eight years old and she's very patient with my young daughter, Jackie. Jackie's seven. She's at school. She's in the first grade. Her favorite color is yellow; her favorite TV show is Lazy Town and her favorite subject is English. We are a very happy family.



Taken and adapted for academic purposes from: <http://docshare03.docshare.tips/files/5747/57474175.pdf>

1. Complete the family tree.



**2. Now answer the questions about the reading using complete sentences.**

- a) How old is Pat? \_\_\_\_\_
- b) How old is Kate? \_\_\_\_\_
- c) Where is Kate from? \_\_\_\_\_
- d) What is she like? \_\_\_\_\_
- e) Is Rita single? \_\_\_\_\_
- f) Who is Leo? \_\_\_\_\_
- g) What is Leo's occupation? \_\_\_\_\_
- h) How old is Leo? \_\_\_\_\_
- i) What is Pat's father's name? \_\_\_\_\_
- j) How old is he? \_\_\_\_\_
- k) What is Pat's mother's name? \_\_\_\_\_
- l) What is her occupation? \_\_\_\_\_
- m) What is she like? \_\_\_\_\_
- n) How old is she? \_\_\_\_\_
- o) How old is Jackie? \_\_\_\_\_
- p) What is her occupation? \_\_\_\_\_
- q) What is her favorite color? \_\_\_\_\_
- r) What is her favorite TV show? \_\_\_\_\_
- s) What is her favorite subject? \_\_\_\_\_
- t) Are they a happy family? \_\_\_\_\_

**3. Fill in the blanks. What is the relationship between the people mentioned?**

- a) Pat is Leo's \_\_\_\_\_
- b) Jackie is Erica's \_\_\_\_\_
- c) Erica is Kate's \_\_\_\_\_
- d) Harry is Jackie's \_\_\_\_\_
- e) Rita is Jackie's \_\_\_\_\_
- f) Albert is Jackie's \_\_\_\_\_
- g) Erica is Albert's \_\_\_\_\_
- h) Leo is Rita's \_\_\_\_\_

**4. Draw your family tree and present it to the class.**

# This is my family

## -Reading-

### Desarrollo competencias (DBA)

#### Competencia 6:

Responde preguntas relacionadas con el "qué, quién y cuando" después de leer o escuchar un texto corto y sencillo, siempre y cuando esté relacionado con eventos que le son familiares.

### Recomendaciones de uso:

Los estudiantes leerán un texto relacionado con la familia: miembros de la familia, parentescos, información importante, entre otros elementos. Luego de leer la información, responderán algunas preguntas, completarán información importante y construirán el árbol genealógico.



# This is my family

16

Kevin wrote a letter to you about his family. Read it and answer some questions below according to the information.



Hello, my name's Kevin Smith. I was born in London, but we live in Birmingham now. Me and my family live in a big family house. There is a big garden behind the house. My mum is Kate, she's 33 and she works in an office. My daddy is Peter, he is 36 and he is a Science teacher. I am 10 years old and I have two brothers and a sister. My brothers are twins. They are Sam and Bob. They are 8 years old. My sister is Sofia and she is 3.

I have three uncles and an aunt. Uncle Tony is my mum's brother. He is single. He is 30 years old and he lives in Australia. He's a doctor. Uncle James is my dad's brother. He is 40 years old and he lives in Birmingham, too. He is married. His wife is Betty. They have 2 children. My cousins are Steve and Linda. Steve is 15 and Linda is 12. I like them very much. My aunt Judy is my mum's sister. She is 27 years old. She is married. She has a baby. Her name is Elizabeth and she is 7 months old. Auntie Judy's husband is Oliver. He is a reporter. He is 31 years old and he plays tennis every Saturday. My father's parents live in the USA. We visit them every summer. They are Joe and Megan. They live on a farm and they have horses and cows. Joe is 72 and Megan is 71. My mum's parents are William and Jane. They live in London. William is a policeman and Jane is a nurse. They are 55 years old. I like my family very much.

*Taken and adapted for academic purposes from: <https://comprehendenglish.wordpress.com/2019/11/10/reading-comprehension-my-family/>*



1. Complete this chart with information about some of Kevin's family members.

Name	Age	Extra Info

2. True or False? Answer each question based on the text. If the answer is FALSE, write the correct information in the blanks.

Kevin lives in London. T/F \_\_\_\_\_

Kevin is an only child. T/F \_\_\_\_\_

Sam and Sofia are twins. T/F \_\_\_\_\_

His mum is a doctor. T/F \_\_\_\_\_

William is Kevin's cousin. T/F \_\_\_\_\_

They live in a flat. T/F \_\_\_\_\_

Steve and Linda are Kevin's cousins. T/F \_\_\_\_\_

Uncle Tony lives in Australia. T/F \_\_\_\_\_

Kevin's dad is a Maths teacher. T/F \_\_\_\_\_

Untie Judy is married. T/F \_\_\_\_\_

They travel to the USA every year. T/F \_\_\_\_\_

Betty is Steve and Linda's mum. T/F \_\_\_\_\_

**3. Who's ...? Complete this information about some relationships in the family.**

**EXAMPLE: Who's Elizabeth? Elizabeth is Aunt Judy's daughter.**

Who's Betty? \_\_\_\_\_

Who's Peter? \_\_\_\_\_

Who's James? \_\_\_\_\_

Who's Sofia? \_\_\_\_\_

Who are Steve and Linda? \_\_\_\_\_

Who are Judy and Oliver? \_\_\_\_\_

**4. Family Tree: Create Kevin's family tree based on the information given in the text.**

**GRANDPARENTS**

# These are the Rogers

## -Speaking-

### Desarrollo competencias (DBA)

#### Competencia 5:

Describe las características básicas de personas, cosas y lugares de su escuela, ciudad y comunidad a través de frases y oraciones sencillas.

### Recomendaciones de uso:

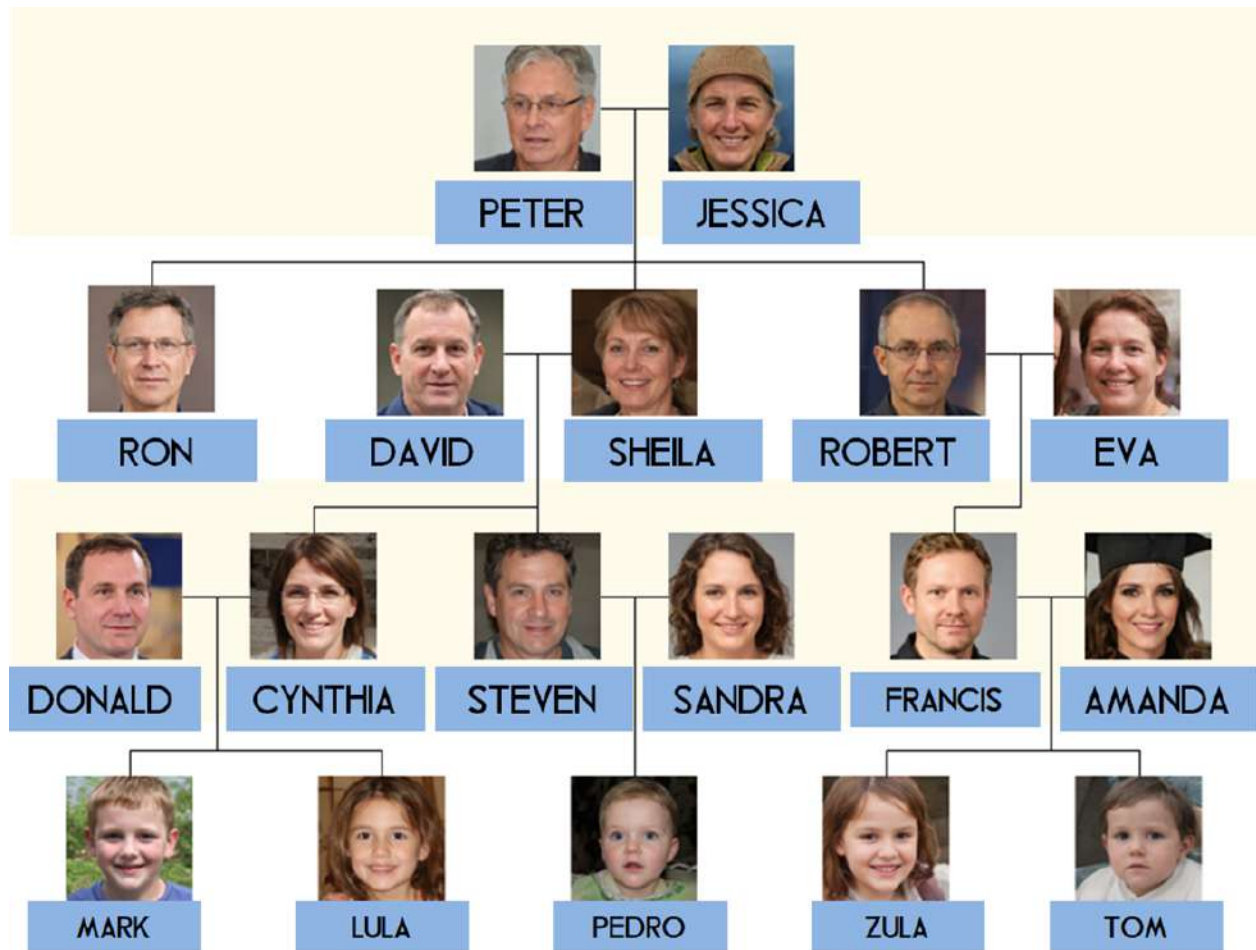
Los estudiantes recibirán la imagen de un árbol genealógico. Basados en esa imagen, podrán asignar libremente edades, ocupaciones e información adicional. Luego, crearán un audio en el cuál describirán algunos miembros de la familia incluyendo nombre, edad, ocupación e información de interés; además, describirán las relaciones y parentezcos entre ellos.



# These are the Rogers

20

Look at this family tree: They are the Rogers. You can create information about their age, their occupation and some extra details.



Record an audio message about this family. Give information about names, ages, and occupations, and say some relationships among the members of this family.



# Different families, same love

-Reading-  
-Writing-

## Recomendaciones de uso:

En esta ficha los estudiantes encontrarán imágenes de diferentes tipos de familias para realizar un apareamiento entre la imagen, el nombre y la descripción. Luego, los estudiantes deben tomar esta información como base para hacer una descripción corta de su tipo de familia y de los miembros que en ella hay.

## Desarrollo competencias (DBA)

### Competencia 3:

Comprende y utiliza palabras familiares y frases cortas sobre rutinas, actividades cotidianas y gustos.

### Competencia 8:

Comprende el tema e información general de un texto corto y sencillo, valiéndose de ayudas tales como imágenes, títulos y palabras clave.

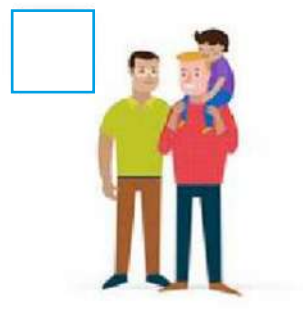
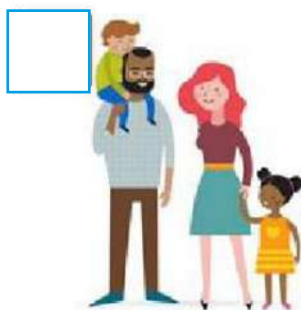


# Different families, same love

Here are some different types of families. Which ones do you know?

- Nuclear Family
- Extended family
- Step family
- Same-gender family
- Grandparent family
- Single-parent family

1. Match the sentences with the pictures to find out more about different types of families



Images taken from: [https://es.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Family\\_members/Families\\_around\\_thw\\_world\\_gd713353ru](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Family_members/Families_around_thw_world_gd713353ru)

- A.** My name is Josh and I have an extended family. This means that I live with my parents and my grandparents, all in the same house.
- B.** I'm Jennifer and I have a step family. This means that my father married someone who is not my mother, and she has a son. All of us together make up our family.
- C.** My name is Burt and together with James and our son Mike we have a same-gender family.
- D.** I'm Lucy and with my baby Hunter, we make up a single-parent family.
- E.** My name is Mishka, and I live with my grandmother and grandfather as my parents are not here. Together we have a grandparent family.
- F.** My name is Max and my nuclear family is made up of my wife Kate, and my three children: Tom, Samantha, and Jack.

## 2. What type of family do you have?

Name your type of family and make a short description of the family members. Say their names, ages, occupation, one characteristic, and one favorite thing. Write a minimum of 5 lines.

[illegible]

# Celebrity friends

-Reading-  
-Writing-

## Recomendaciones de uso:

Esta ficha puede usarse para realizar el trabajo de comprensión de lectura en el cual los estudiantes deben leer un texto sobre información personal de dos personas famosas para luego responder cinco preguntas usando oraciones completas. Posteriormente, los estudiantes usan el texto original como modelo para realizar una descripción de ellos mismos y su mejor amiga o amigo.

## Desarrollo competencias (DBA)

### Competencia 6:

Responde a preguntas relacionadas con el “qué, quién y cuándo” después de leer o escuchar un texto corto y sencillo, siempre y cuando el tema esté relacionado con eventos que le son familiares.

### Competencia 7:

Escribe información personal básica en formatos preestablecidos que solicitan datos como nombre, edad, fecha de nacimiento, género, nacionalidad, dirección, teléfono, etc.



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## Read the text carefully

What is your best friend's name? What do you have in common? Celebrities also have best friends and share similar likes with them. Read the celebrities' profiles and answer the questions.



Hi, I'm Demmetria Devone Lovato, but you know me as Demmi Lovato. I was born in Albuquerque, New Mexico, on August 20th, 1992. I have two sisters; Madison and Dallas. I'm a television actress and a singer. I live in Los Angeles where I have a TV show called "Sonny with a Chance". I play the piano and the guitar. My best friend is Selena Gomez, she's also an actress and we love spending time together watching movies, especially scary movies. My favorite actor is Robert Pattinson and my favorite song is "Since You've Been Gone" by Kelly Clarkson. I love her; she's my role model. My favorite music band is Paramore. I'm also a vegetarian and my favorite fruit is orange. Oh, my twitter account is @ddlovato.

Hello, my full name is Selena Marie Gomez. I was born in Texas on July 22, 1992. I'm an only child from my mom and dad's marriage but recently, on June 13th, 2013, my step sister Gracie was born. Currently, I live in Los Angeles, California. I have different occupations; I'm an actress, a singer and also a clothes designer. I love dogs. I have four at home. One of them is adopted and in my free time I like to play with them and take them for a walk. My favorite band is Paramore, but my favorite song is "Since You've Been Gone", by Kelly Clarkson. My best friend is Demi Lovato. When we spend time together, it's great, we just relax by the pool and talk about our lives. My favorite snack is chocolate chip cookies.



**1. Answer the following questions using complete sentences.**

a. What is Demi's middle name?

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b. How old is Selena?

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c. Where do they live?

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d. What is Demi and Selena's favorite song?

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e. What do they do in their free time together?

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**2. Now it is your opportunity to talk about you and your best friend. Write a paragraph describing yourself and your best friend. Write minimum 5 lines.**

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# An active day at home

-Reading-  
-Writing-

## Recomendaciones de uso:

Esta ficha puede usarse para realizar el trabajo de comprensión de lectura en el cual los estudiantes deben completar cinco oraciones de acuerdo a la información en el texto con la ayuda de algunas imágenes. Posterior a esto, los estudiantes deben escribir cinco oraciones parecidas a las vistas describiendo lo que algunos de los miembros de su familia están haciendo en lugares específicos de su casa.

## Desarrollo competencias (DBA)

### Competencia 3:

Comprende y utiliza palabras familiares y frases cortas sobre rutinas, actividades cotidianas y gustos.

### Competencia 5:

Describe las características básicas de personas, cosas y lugares de su escuela, ciudad y comunidad, a través de frases y oraciones sencillas.

### Competencia 8:

Comprende el tema e información general de un texto corto y sencillo, valiéndose de ayudas tales como imágenes, títulos y palabras clave.



**Semilla  
Bilingüe**



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# An active day at home

## 1. Read the text and use the word bank as reference.



Hi! My name is Tommy. Today, my family is very active because some relatives from Canada are visiting our house. They are very happy because they can eat my mother's delicious food and see our town. We are helping to prepare the chicken and salad. The kitchen smells very good!

My father is helping with the salad: lettuce, tomatoes, cucumbers, and carrots. He likes to prepare many different salads. He is also washing the dishes. My mother is cooking the chicken; it is salty, perfect for the preparation!

My sister is sweeping the floor and cleaning the living room and the bedrooms. The house is looking so good! We all are busy; I am also working because I am cleaning the bedrooms and organizing the table for the dinner!

## WORD BANK

**Sweeping  
the house**



**Cooking**



**Cleaning**



**Organizing**



**Washing dishes**



## 2. Complete the sentences using the information from the text.

- a. The family is \_\_\_\_\_
- b. The mother is \_\_\_\_\_
- c. The father is \_\_\_\_\_
- d. The sister is \_\_\_\_\_
- e. Tommy is \_\_\_\_\_

## 3. Write 5 sentences about what you and your family are doing: helping, cooking, sweeping, organizing, cleaning, washing, etc. Also, include rooms in the house.

Examples:

- My father is reading a book in the living room.
- My sister is watching TV with my mother.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

# Helping at home

-Speaking-  
-Reading-  
-Vocabulary-

## Desarrollo competencias (DBA)

### Competencia 4:

Comprende instrucciones relacionadas con las actividades y tareas de la clase, la escuela y su comunidad y expresa de manera escrita y oral lo que entiende de estas.

### Competencia 3:

Comprende y utiliza palabras familiares y frases cortas sobre rutinas, actividades cotidianas y gustos.

## Recomendaciones de uso:

Esta actividad es para introducir y revisar el vocabulario sobre las tareas (quehaceres) de la casa. El docente muestra las imágenes, repasa el vocabulario y refuerza su pronunciación. Luego usa la hoja de trabajo para verificar el conocimiento del vocabulario en contexto con una actividad de comprensión de lectura donde los estudiantes leen el texto y responden las preguntas de comprensión. Finalmente, comparten sus respuestas oralmente con la clase.





# Helping at home

1. Look at the pictures and answer the questions.

What is he doing?

- a. He is cleaning the bedroom.
- b. He is cleaning the bathroom.



What is she doing?

- a. She is making the bed.
- b. She is cooking.



What is he doing?

- a. He is washing clothes.
- b. He is mopping the floor.



2. Read the paragraph about Andrea's family and the household chores they are doing. Answer the questions about the paragraph.

I'm Andrea. I have a big family. My cousins Carlos and Pablo are washing dishes in the kitchen. Aunt Shirley is sweeping the floor in the living room. My brother Daniel is washing clothes in the washing machine. Dad and Uncle Roberto are cleaning the bathrooms. Grandmother is taking the dog for a walk. My cousins are having fun watching a movie in the bedroom.

Who is sweeping in the kitchen?

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Who is taking the dog for a walk?

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Are Carlos and Pablo washing dishes? Yes or no.

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# Play-do-go

-Reading-  
-Writing-  
-Grammar-

## Recomendaciones de uso:

Los estudiantes leen un diálogo entre dos amigos en el gimnasio. Luego, responden a preguntas de comprensión sobre la información del diálogo y encuentran información acerca del uso de play, do, and go. Al final, los estudiantes hacen unos ejercicios de práctica con estos verbos en contexto.

## Desarrollo competencias (DBA)

### Competencia 6:

Comprende el tema e información general de un texto corto y sencillo, valiéndose de ayudas tales como imágenes, títulos y palabras clave.

### Competencia 6:

Responde a preguntas relacionadas con el “qué, quién y cuándo” después de leer o escuchar un texto corto y sencillo,



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## A great workout

### 1. Read the dialogue with two friends at the gym.

**Janet:** Wow, this gym is great! What a fantastic workout!

**Susan:** Yes, I like coming here very much. What other sports can you play?

**Janet:** Well, I can play tennis, I can do a little karate, and I go windsurfing in the summer.

**Susan:** You're very fit! I can't do many sports. I like coming to the gym because the exercises are easy.

**Janet:** Listen, I have an idea. Why don't you come to karate class with me?

**Susan:** No, I can't do karate...

**Janet:** ...but you can learn! Karate is a great sport. How about coming with me on Saturday?

**Susan:** Well,...okay.

**Janet:** Great, why don't we meet at my house at 10 in the morning?

**Susan:** Sure, that's a good idea.

**Susan:** Why don't I cook lunch after karate class?

**Janet:** Now that's a great idea!

**Susan:** Okay, karate and lunch on Saturday. It's a plan!

*Taken and adapted for academic purposes from:*

[https://www.fundacioneducacionaldonorione.cl/wp-content/uploads/2020/03/8vo\\_Ingl%C3%A9s\\_N%C2%BA1.pdf](https://www.fundacioneducacionaldonorione.cl/wp-content/uploads/2020/03/8vo_Ingl%C3%A9s_N%C2%BA1.pdf)

### 2. Answer the following questions with the information from the dialogue.

1. Where are Janet and Susan now? \_\_\_\_\_

2. Which can Susan **NOT** do well?

- a. karate
- b. windsurfing
- c. cooking

3. Why does Susan like going to the gym? \_\_\_\_\_

4. Who is going to learn Karate? \_\_\_\_\_

5. What are they going to do on Saturday? \_\_\_\_\_

We use the verbs **play**, **do** and **go** with sports and activities. Here is the information you need to know to use them correctly:

### PLAY

**Play** is used with ball sports or competitive games where we play against another person

#### Examples:

- How often do you *play* tennis?

- I *play* poker with my friends on Friday night.

I don't like *playing* computer games.

### DO

**Do** is used for a recreational activity or a non-team sport that does not use a ball

#### Examples:

- Do you *do* karate?

- I *do* crossword puzzles in my free time.

- I like to *do* yoga in the morning.

### GO

**Go** is used with activities that end **-ing**.

We **go** somewhere to do something

#### Examples:

- I *go* fishing with my father on Sunday mornings.

- Are you *going* skiing this winter?

- She *goes* swimming four times a week.

### 3. Now choose the correct verb to complete each sentence:

Do you want to \_\_\_\_\_ hiking with me?

Do you ever \_\_\_\_\_ ice hockey?

I \_\_\_\_\_ yoga to relax.

They \_\_\_\_\_ sailing on Sundays.

My brother and I \_\_\_\_\_ chess for good mental exercise.

She \_\_\_\_\_ aerobics at the gym.

### 4. Now write about the sports and activities that you play, do, or go. Write a minimum of 5 sentences.

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# Fruit and vegetables

## -Speaking- -Vocabulary and Grammar-

### Desarrollo competencias (DBA)

#### Competencia 2:

Solicita y brinda aclaraciones sobre cómo se escriben nombres y palabras desconocidas en una conversación corta.

#### Competencia 5:

Describe las características básicas de personas, cosas y lugares de su escuela, ciudad y comunidad, a través de frases y oraciones sencillas.

### Recomendaciones de uso:

Esta actividad es para introducir y revisar el vocabulario sobre frutas y verduras. Los estudiantes observan las tarjetas y repasan el vocabulario al tiempo que practican su pronunciación. El docente debe hacer preguntas a los estudiantes sobre los colores de las frutas y verduras y si les gustan o no. Luego, los estudiantes identifican el nombre correcto de cada uno de las frutas y verduras en la hoja de trabajo para verificar su conocimiento del vocabulario.





# Fruit and vegetables

1.

- a. cabbage
- b. asparagus
- c. broccoli



2.

- a. carrot
- b. broccoli
- c. beans



3.

- a. lettuce
- b. cauliflower
- c. broccoli



4.

- a. corn
- b. carrot
- c. cabbage



5.

- a. broccoli
- b. pepper
- c. corn



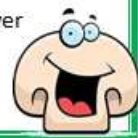
6.

- a. lettuce
- b. cabbage
- c. pepper



7.

- a. lettuce
- b. mushroom
- c. cauliflower



8.

- a. onion
- b. garlic
- c. pepper



9.

- a. onion
- b. garlic
- c. pepper



10.

- a. melon
- b. cucumber
- c. lime



11.

- a. tomato
- b. orange
- c. eggplant



12.

- a. tomato
- b. orange
- c. apple



13.

- a. orange
- b. banana
- c. peach



14.

- a. lemon
- b. lime
- c. orange



15.

- a. orange
- b. lemon
- c. lime



16.

- a. pear
- b. apple
- c. peach



17.

- a. pear
- b. melon
- c. pineapple



18.

- a. apple
- b. tomato
- c. lime



19.

- a. pineapple
- b. watermelon
- c. melon



20.

- a. grapes
- b. berries
- c. pineapple



21.

- a. tomato
- b. pear
- c. apple



22.

- a. grapes
- b. blueberry
- c. strawberry



# My town

## -Vocabulary-

### Desarrollo competencias (DBA)

#### Competencia 5:

Describe las características básicas de personas cosas y lugares de su escuela, ciudad y comunidad, a través de frases y oraciones sencillas.

### Recomendaciones de uso:

Cada estudiante recibe una ficha y describe cada uno de los lugares sugeridos usando la siguiente estructura:

- **The school** is the place where people can study
- **The bookstore** is the place where people can buy books



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My house	School	Mall	Supermarket
Hospital	Amusement park	Movies	Theater
Downtown	Pet store	Library	Book store
Museum	Bank	Metro station	University campus
Bakery	Grocery store	Restaurant	Police station

# Places around town

-Listening-  
-Writing-

## Recomendaciones de uso:

Esta ficha puede usarse para realizar el trabajo de comprensión auditiva en el cual los estudiantes deben escuchar a una persona describiendo su pueblo. Con esta información los estudiantes deben responder 5 preguntas y luego realizar un apareamiento. Luego de esto, los estudiantes deben realizar una pequeña descripción del barrio donde viven usando estructuras similares a las presentadas en los ejemplos.

Escanee el código QR  
para encontrar el audio



## Desarrollo competencias (DBA)

### Competencia 3:

Comprende y utiliza palabras familiares y frases cortas sobre rutinas, actividades cotidianas y gustos.

### Competencia 5:

Describe las características básicas de personas, cosas y lugares de su escuela, ciudad y comunidad, a través de frases y oraciones sencillas.

### Competencia 6:

Responde a preguntas relacionadas con el “qué, quién y cuándo” después de leer o escuchar un texto corto y sencillo, siempre y cuando el tema esté relacionado con eventos que le son familiares.



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# Places around town

Tommy is talking about his town. Listen to his description and complete the following exercises.

## 1. Answer these questions.

- What is Tommy's opinion about his town? \_\_\_\_\_
- What does Tommy buy at the supermarket? \_\_\_\_\_
- Who does Tommy go to the supermarket with? \_\_\_\_\_
- Why are people visiting the museum? \_\_\_\_\_
- What is Tommy's favorite food? \_\_\_\_\_

## 2. Select the correct option according to the descriptions.

- |    |   |  |
|----|---|--|
| 1) | a. The cafe is in front of the hospital | b. The cafe is in front of the supermarket |
| 2) | a. There is a school                    | b. There isn't a school                    |
| 3) | a. There are 4 hotels                   | b. There is a hotel                        |
| 4) | a. The restaurant is next to the museum | b. The restaurant is behind the museum     |
| 5) | a. The cinema is next to the library    | b. The cinema is in front of the library   |

**3. Now, use the section below to make a short description of your town or neighborhood. Use adjectives to give your opinion about different places, and prepositions to describe where the locations are. Write minimum 5 lines.**

For example

- There is a big supermarket in front of the D1 store.
- The church is small. It is next to the bakery.

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# My dream house

-Writing-  
-Reading-

## Recomendaciones de uso:

Los estudiantes leen el texto acerca de la casa de los sueños y completan los espacios en blanco con there is / there are. Luego, responden las preguntas de comprensión y las socializan con la clase. Finalmente, escriben una descripción de la casa de sus sueños.

## Desarrollo competencias (DBA)

### Competencia 5:

Describe las características básicas de personas, cosas y lugares de su escuela, ciudad y comunidad, a través de frases y oraciones sencillas.

### Competencia 8:

Comprende el tema e información general de un texto corto y sencillo, valiéndose de ayudas tales como imágenes, títulos y palabras clave.



Complete the description of Johnny's dream house with *there is/there are*.

In my dream house, \_\_\_\_\_ two floors. On the first floor, \_\_\_\_\_ a kitchen, a dining room, a living room, a bathroom and stairs. On the second floor, \_\_\_\_\_ two bedrooms, a bathroom and a balcony.

In the kitchen \_\_\_\_\_ a fridge, a table and a bar. In the dining room \_\_\_\_\_ a chair, a table and stairs. Oh, yes! and \_\_\_\_\_ a fruit basket, too. In the living room \_\_\_\_\_ a table, a sofa and a TV. In the bathroom \_\_\_\_\_ a toilet and a bath. In the first bedroom \_\_\_\_\_ a bed and a wardrobe. In the second bedroom \_\_\_\_\_ a bed and a wardrobe, too. In the other bathroom, \_\_\_\_\_ a toilet and a bath. In the patio, \_\_\_\_\_ a pool, an umbrella, a bench, a tree, some flowers... Oh, yes! and \_\_\_\_\_ a garage, too.



*Taken and adapted for academic purposes from:*

<http://www3.gobiernodecanarias.org/medusa/edublog/iescruzsanta/2015/04/29/my-dream-house-alumnado-de-los-grupos-a-b-de-1o-eso/>

## 1. Answer the questions about the text. Use complete sentences.

a. How many floors does Johnny's dream house have?

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b. What is on the first floor?

---

c. What's in the kitchen?

---

d. Where are the bedrooms?

---

e. Is there a pool in the house? Where is it?

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# My neighborhood

## -Writing-

### Desarrollo competencias (DBA)

#### Competencia 5:

Describe las características básicas de personas, cosas y lugares de su escuela, ciudad y comunidad, a través de frases y oraciones sencillas.

#### Competencia 7:

Escribe información personal básica en formatos preestablecidos.

### Recomendaciones de uso:

Completando los diferentes pasos descritos en esta ficha, los estudiantes logran escribir un texto completo sobre su barrio, incluyendo detalles como características y opiniones sobre el lugar.



## PREPARING MY WRITING

1. Make a list of FIVE places that you can find in your neighborhood and five adjectives to describe your neighborhood.

### PLACES

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### ADJECTIVES

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2. Answer the following questions:

Where is your neighborhood located? \_\_\_\_\_

How many people live there? \_\_\_\_\_

What is your favorite place in your neighborhood? \_\_\_\_\_

What problems does your neighborhood have? \_\_\_\_\_

Why do you like or dislike your neighborhood? \_\_\_\_\_

## WRITING MY TEXT

3. Use ALL the information above to write a short text about your neighborhood.

REMEMBER: Give the text an introduction, body, and conclusion  
Use connectors (and, but, because, etc.)  
Check your spelling  
Use punctuation marks

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# Malala

## -Reading-

### Desarrollo competencias (DBA)

#### Competencia 6:

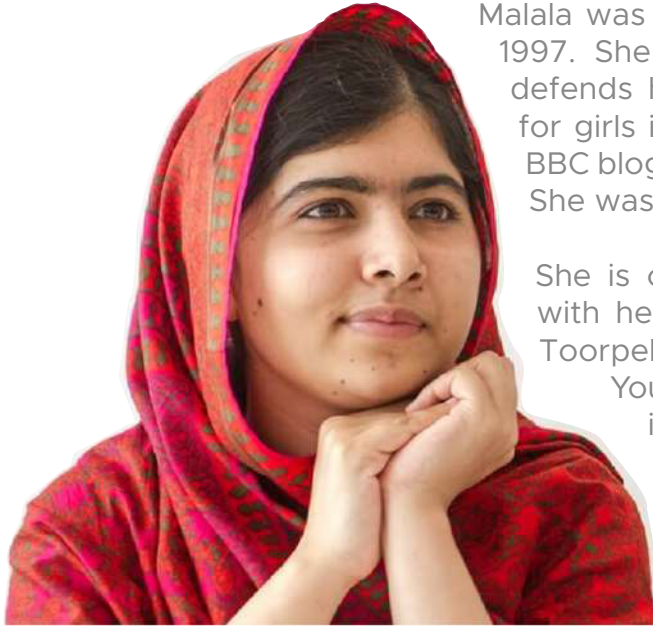
Responde a preguntas relacionadas con el "qué, quién, y cuándo" después de leer o escuchar un texto corto y sencillo, siempre y cuando el tema esté relacionado con eventos que le son familiares.

### Recomendaciones de uso:

El docente debe mostrar inicialmente una foto de Malala Yousafzai, y preguntarle a los estudiantes si la conocen. Posteriormente, el docente hace una lista de ideas que los estudiantes comparten. Después de hacer esta lluvia de ideas, los estudiantes leen el texto acerca de Malala y completan el organizador gráfico con los datos solicitados.



Read the text on Malala Yousafzai and answer the questions in the boxes below.



Malala was born in Mingora, Pakistan on July 18th, 1997. She is a young and popular activist who defends human rights, and access to education for girls in her native valley, Swat. She is also a BBC blogger, and author of a book: "I am Malala". She was attacked by a Taliban gunman in 2012.

She is currently living in Birmingham, England with her family, two brothers, and her mother Toorpekai Yousafzai and her father Ziauddin Yousafzai, who is also an education activist in his country. Her family owns a chain of schools in Pakistan.

Malala is known for being the youngest Nobel Peace Prize laureate in our history.

Picture taken from: <https://oceandrive.com/ve/zz-carrusel/>

Text taken and adapted for academic purposes from:

<https://pdfslide.net/documents/ministry-of-education-jidhafs-secondary-girls-school-of-education-jidhafs-secondary.html>

**What's her nationality?**

**How old is she?**

**Where does she live?**

**Why is Malala so popular these days?**

# Superheroes descriptions

-Speaking-  
-Writing-  
-Vocabulary-

## Recomendaciones de uso:

Los estudiantes completan el organizador gráfico con el nombre de su súper héroe favorito y sus principales características. Después de compartir y discutirlo con el grupo, deben crear su propio súper héroe, lo dibujan y escriben una descripción incluyendo la información mencionada en las instrucciones. Finalmente, cada uno comparte su creación siguiendo las instrucciones del docente.

## Desarrollo competencias (DBA)

### Competencia 2:

Solicita y brinda aclaraciones sobre cómo se escriben nombres y palabras desconocidas en una conversación corta.

### Competencia 4:

Comprende instrucciones relacionadas con las actividades y tareas de la clase, la escuela y su comunidad y expresa de manera escrita y oral lo que entiende de estas.

### Competencia 5:

Describe las características básicas de personas, cosas y lugares de su escuela, ciudad y comunidad, a través de frases y oraciones sencillas.



# Superheroes descriptions

- 1) Who is your favorite superhero? (Write the name in the blue oval)  
What is special about him/her? (Write the adjectives in the squares)

muscular fast tall speedy intelligent weak big fat  
calm furious brave small elastic strong thin

A central blue oval is surrounded by eight colored squares (green, purple, red, teal, pink, blue, orange, and yellow). Arrows point from the oval to each square, indicating where to write adjectives.

- 2) Create your own superhero. Draw him or her in the box and write a text about him/her in the right box.

Remember to write what he/she looks like and what is special about him/her. Also, include information about his/her likes and dislikes, jobs, hobbies, family and place where he/she lives.

Two large boxes are provided for creating a superhero. The left box is for drawing the superhero, and the right box is for writing a text about the superhero.

# A family vacation

-Listening-  
-Writing-

## Recomendaciones de uso:

Esta ficha aplica para realizar trabajo de comprensión de escucha y requiere que los estudiantes enumeren 5 oraciones de acuerdo a la información escuchada, y que posteriormente contesten 5 preguntas sobre los detalles de la situación descrita en el audio. Luego de esto los estudiantes deben describir una anécdota que les haya sucedido en unas vacaciones o viaje pasado. Para esto pueden usar las preguntas guías provistas.



Escanee el código QR para encontrar el audio.

## Desarrollo competencias (DBA)

### Competencia 3:

Comprende y utiliza palabras familiares y frases cortas sobre rutinas, actividades cotidianas y gustos.

### Competencia 5:

Describe las características básicas de personas, cosas y lugares de su escuela, ciudad y comunidad, a través de frases y oraciones sencillas.

### Competencia 6:

Responde a preguntas relacionadas con el “qué, quién y cuándo” después de leer o escuchar un texto corto y sencillo, siempre y cuando el tema esté relacionado con eventos que le son familiares.



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# A family vacation

51

Your friend Julia had a trip to Hawaii with her family. Listen to her story and complete the following exercises.

## 1. Number the sentences in the order the events happen.

- a. \_\_\_\_ I started crying.
- b. \_\_\_\_ "Look, daddy's wallet"
- c. \_\_\_\_ We started running back to the airplane.
- d. \_\_\_\_ We were very excited.
- e. \_\_\_\_ One policeman asked for the passports.

## 2. Answer the following questions to complete the chart.

First	Then...	After that...	Later...	And finally...
1. Where was the family traveling?	2. What was the first difficulty at the airport?	3. Why did they run across the airport?	4. Who gave the passports to the policeman?	5. Where did Alice find Julia's passport?

3. Now, use the section below to make a short description of your last vacation. Where did you go? How did you get there? When did you go there? What did you do? Who did you go with? Write minimum 5 lines.

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