

8th GRADE ACTIVITIES



Semilla Bilingüe



Alcaldía de Medellín

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8th 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 octavo 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.

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Carmen's hobbies and interests

-Reading-
-Writing-

Recomendaciones de uso:

Los estudiantes leen un texto acerca de los hobbies e intereses de una persona y responden algunas preguntas de comprensión. Luego, completan unas preguntas y respuestas acerca de sus propios hobbies. Finalmente, usan esta información para escribir un párrafo acerca de sus propios hobbies e intereses. Pueden usar el texto como modelo.

Desarrollo competencias (DBA)

Competencia 2:

Explica por escrito, de forma coherente y sencilla, situaciones y hechos que le son familiares.

Competencia 3:

Reconoce información específica en textos cortos orales y escritos sobre temas de interés general.



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Carmen's hobbies and interests

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1. Read the following paragraph about Carmen. Pay attention to how often and when she does her various hobbies. Then, answer the questions below.



Carmen has a lot of hobbies and interests. She usually gets up early so she can jog before work. She doesn't often have time to ride her bike, but she occasionally does it on Sundays during the summer.

Carmen often goes to a gym near her home. She sometimes goes after work. She loves music. She always goes to a karaoke bar on Wednesday evenings and sings for her family on Sundays. She doesn't have much extra money, so she rarely goes to concerts in the city. She rarely watches TV because she likes doing things outside.

She usually goes to the park if it's not raining outside. She has a lot of friends. She occasionally does something alone, but she usually does her activities with one of her friends. She's a very happy woman!.

1. Why does she usually get up early?

2. How often does she ride her bike? Why?

3. How often does she go to the gym?

4. When does she go to a karaoke bar? Why?

5. How often does she go to concerts in the city? Why?

6. How often does she watch TV?

7. What does she usually do if it's not raining?

8. How often does she do something alone?

2. Answer the following questions about your free time activities

1. What are your 2 favorite pastimes?

2. How often do you _____(pastime 1) and _____(pastime 2)?

3. Where do you usually _____ and _____ ?

4. When do you usually _____ and _____ ?

5. Who do you usually _____ and _____ with?

6. Why do you enjoy _____ and _____?

7. Which hobbies do you not like doing?

8. Why do you not enjoy these hobbies?

3. Now use the answers to the previous questions and write a paragraph describing your hobbies and interests. You can use the text “Carmen’s Hobbies and Interests” as a model.

[illegible]

Comparative or superlative

-Writing-
-Vocabulary-

Desarrollo competencias (DBA)

Competencia 2:

Explica por escrito, de forma coherente y sencilla, situaciones y hechos que le son familiares.

Competencia 8:

Narra brevemente hechos actuales, situaciones cotidianas o sus experiencias propias, en forma oral o escrita.

Recomendaciones de uso:

Después de estudiar el uso de los adjetivos comparativos y superlativos, los estudiantes realizan los ejercicios de práctica. Luego escogen 5 adjetivos y escriben oraciones que describan situaciones personales. Finalmente, sus oraciones pueden ser compartidas con la clase de acuerdo a instrucciones del docente. Esta ficha promueve el uso de vocabulario en contexto.



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1. Read the sentences and fill in the correct form of the adjectives (comparative or superlative form).

1. It was _____ (TERRIBLE) disaster that ever happened on our planet.
2. A bike path is usually _____ (NARROW) than a road.
3. This is the _____ (INTERESTING) movie I have ever seen .
4. A little spider is sometimes _____ (FRIGHTENING) than a big dog.
5. Do you know the name of the _____ (LONG) river in the world?
6. Our English test is next week and I am getting _____ (NERVOUS) every day.
7. Mr. Johnstone is the _____ (BORING) teacher in the whole school.
8. I think Sabine is the _____ (PRETTY) girl in our class.
9. My English teacher thinks English is the _____ (EASY) thing on Earth.
10. Most girls are _____ (POLITE) than boys.
11. A computer is _____ (EXPENSIVE) than a calculator.
12. July and August are usually the _____ (HOT) months of the year.
13. Snowboarding is _____ (EXPENSIVE) than skiing.
14. What is _____ (EXPENSIVE) car at the moment? - I'm not sure, but I think it's a Rolls Royce. It's certainly _____ (EXPENSIVE) than a Ferrari.
15. Jessica is _____ (PRETTY) girl in our class. She's also _____ (NICE) than all the other girls.
16. I am not old enough to drive, but my _____ (OLD) sister Christina has got a car. She is two years _____ (OLD) than I am.
17. How's Alan? - He's still sick but he looks a lot _____ (GOOD) than the day before.
18. What's _____ (FAR) you have been away from home? - Well I was in South Africa once.
19. Have you heard about the explosion? - It's one of _____ (DEADLY) in recent years. We'll have to wait for _____ (FAR) news to see what has really happened.
20. When I was young I loved pizza, but my taste has changed. I like it a lot _____ (LITTLE) nowadays.

Taken and adapted for academic purposes from:

www.english-practice.at/b1/grammar/adjective-adverb/ad002-comparison-of-adjectives.pdf

2. Now use some of the adjectives to write sentences that describe personal situations for you.

Adjective	Situation
1.	
2.	
3.	
4.	
5.	

Important dates

-Speaking-

Desarrollo competencias (DBA)

Competencia 1:

Solicita y brinda información sobre experiencias y planes de manera clara y breve. Para esto, utiliza información propia o de situaciones que le son familiares, empleando el vocabulario conocido y apoyándose en sus compañeros y el profesor.

Competencia 4:

Intercambia información sobre temas académicos del entorno escolar y de interés general, a través de conversaciones sencillas, diálogos y juego de roles. En estas conversaciones, puede expresar opiniones de manera sencilla a partir de modelos previamente estudiados.

Recomendaciones de uso:

Los estudiantes trabajarán en parejas, uno de ellos recibirá la ficha A y el otro estudiante recibirá la ficha B. Los estudiantes deben intercambiar información sobre las fechas en las que ocurrieron los sucesos enunciados, cada estudiante debe preguntar por la información usando la estructura "*Where was _____?*". Se debe hacer un especial énfasis en los números cardinales y en la pronunciación de los meses del año.



Important dates

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Instruct students to work in pairs. Give each student a piece of paper and have them exchange the dates using the question "When was _____?" followed by the event. Stress the use of cardinal numbers and the pronunciation of months.

Student A

The Russian Revolution March 18th - November 18th, 1997	Vietnam War _____	The Coronation of Queen Elizabeth II June 2nd, 1953	Black Tuesday "The Wall Street Crash" _____
The Invention of the World Wide Web _____	The First Trip to the Moon July 20th, 1969	Elvis Presley's Death _____	The Invention of the Telephone March 10th, 1867
The First Commercial Flight January 1st, 1914	The Addition of Hong Kong to China _____	The Arrival of the Statue of Liberty to the USA October 28th, 1886	The Birth of Napoleon Bonaparte _____
The Battle of Trafalgar October 21st, 1805		The release of the first Beatles' album _____	



Student B

The Russian Revolution _____	Vietnam War November 1st, 1955 - April 30th 1975	The Coronation of Queen Elizabeth II _____	Black Tuesday "The Wall Street Crash" October 29th, 1929
The Invention of the World Wide Web November 12th, 1990	The First Trip to the Moon _____	Elvis Presley's Death August 16th, 1977	The Invention of the Telephone _____
The First Commercial Flight _____	The Addition of Hong Kong to China July 1st, 1997	The Arrival of the Statue of Liberty to the USA _____	The Birth of Napoleon Bonaparte August 15th, 1769
The Battle of Trafalgar _____		The release of the first Beatles' album March 22nd, 1963	

Celebrations

-Writing-

Desarrollo competencias (DBA)

Competencia 2:

Explica por escrito, de forma coherente y sencilla, situaciones y hechos que le son familiares. Puede establecer relaciones de adición, de secuencia causa y efecto; y comparaciones sencillas.

Competencia 5:

Realiza recomendaciones a personas de su comunidad sobre qué hacer, dónde, cuándo o cómo, con base en situaciones cotidianas de su vida familiar, escolar o de su entorno.

Recomendaciones de uso:

Esta ficha presenta los nombres de diversas celebraciones en Colombia y a través del gráfico que deben completar los estudiantes, se les invita a hacer una descripción de una celebración que les sea familiar y de la cual puedan dar detalles. Para realizar el ejercicio de escritura, los estudiantes cuentan con un cuadro que incluye algunas sugerencias a nivel de vocabulario y estructuras, y un formato con la distribución sugerida de información.



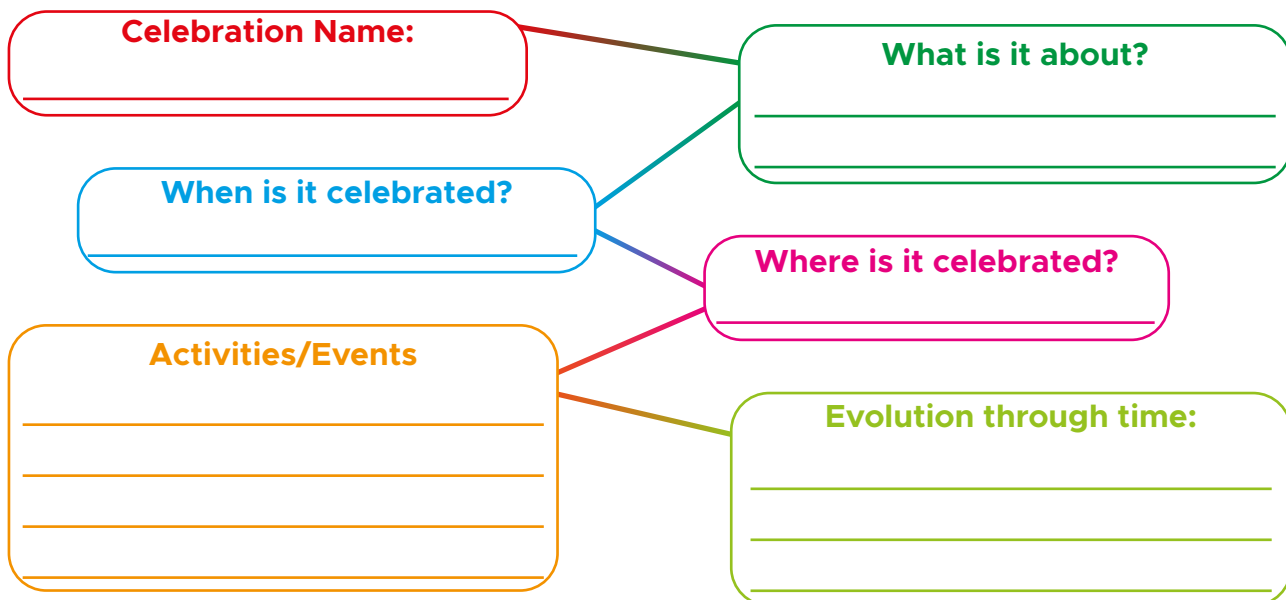


"Madeira Flower Festival 2015" by Madeira Island is licensed under CC BY-NC-ND 2.0

Colombia is a rich country with many different types of celebrations. For example: The Flowers Festival, Black and Whites' Festival, Devil's Carnival in Riosucio, Cali's Fair, Manizales' Fair, Barranquilla's Carnival, etc.

You are a travel and culture reporter for a popular travel blog. Write an article describing any of the regional Colombian celebrations mentioned above, or of any local celebration that you are familiar with.

First, complete the information in the bubble map and then use it as an outline to create your blog article. Write at least 10 lines of text.



Write your article. Make sure to include the information in the bubble map and include the following:

VOCABULARY

- Prepositions of place
- Prepositions of time
- Cardinal numbers

EXPRESSIONS

Expressions of frequency
Free time activities
Countable/uncountable nouns

LANGUAGE NOTIONS

Possessive adjectives
Simple present statements
Like/love + ing
-ed and -ing adjectives
Simple past to with regular/irregular verbs

[illegible]

LET'S GO SHOPPING

-Speaking-
-Vocabulary-

Desarrollo competencias (DBA)

Competencia 2:

Intercambia información sobre temas académicos del entorno escolar y de interés general, a través de conversaciones sencillas, diálogos y juego de roles.

Recomendaciones de uso:

Los estudiantes organizan un diálogo entre un vendedor y una cliente. Luego con un compañero, practican el diálogo y responden a preguntas de comprensión sobre la información del diálogo. Al final, pueden usar el diálogo como ejemplo para crear un diálogo propio.



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LET'S GO SHOPPING

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The customer needs to buy a birthday gift for her mother and the salesperson helps her find a good gift within her budget.

Part 1: What accessories are these? Label them.



Part 2: Put the dialogue in order. Then read it aloud with a partner.

- ___ **1 Salesperson:** Hello. May I help you?
- ___ **Customer:** I am paying cash.
- ___ **Salesperson:** What does she like?
- ___ **Customer:** Perfect. I will take it.
- ___ **Customer:** She likes purses and the color blue. She does not like the color pink.
- ___ **Customer:** They are nice purses. How much are they?
- ___ **Customer:** Thank you. You too.
- ___ **Salesperson:** Well, today is your lucky day. They are on sale. The black purse costs \$150.00 and the blue purse costs \$75.00.
- ___ **Customer:** Oh hello. Yes, I am looking for a gift for my mother.
- ___ **Customer:** Wow! They are still a little expensive for my budget. What else do you have?
- ___ **Salesperson:** We have these nice scarves and there are some gloves over there.
- ___ **Salesperson:** It is \$35.00.
- ___ **Salesperson:** Well, we have these beautiful leather purses over here.
- ___ **Salesperson:** How will you be paying?
- ___ **Salesperson:** Thank you for your purchase. Have a great day!
- ___ **Customer:** Great. How much is the blue scarf.

Part 3: Answer the following questions about the dialogue in complete sentences.

What is the customer looking for? _____

Why doesn't she want to buy the purse? _____

Are the purses full price? _____

What colors does the customer's mother like and dislike? _____

How does the customer pay for the gift? _____

CONVERSATION QUESTIONS ON POSSESSIONS

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-Speaking-

Desarrollo competencias (DBA)

Competencia 4:

Intercambia información sobre temas académicos del entorno escolar y de interés general, a través de conversaciones sencillas, diálogos y juego de roles.

Competencia 8:

Narra brevemente hechos actuales, situaciones cotidianas o sus experiencias propias, en forma oral o escrita.

Recomendaciones de uso:

Los estudiantes responden algunas preguntas acerca de sus posesiones. Luego, en parejas, hacen y responden las preguntas en forma oral. Finalmente, sacan un objeto de su bolsillo o maleta y comparten con la clase, de forma espontánea, información acerca de este objeto siguiendo las preguntas del ejercicio 3 como guía.



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1. Answer the following questions about possessions.

a. What's your most valued possession?

b. Can you remember the last gift somebody gave you? Did you like it?

c. Do you ever buy 'gifts' for yourself?

d. What's the most expensive thing you bought in the last 5 years ?

e. What is the meaning of "give and take"? What does this mean to you?

f. Do you spend more money on temporary things (services/food/drink/a good night out) or on physical objects (a car, a cell phone, some good books)?

2. Now, work with a classmate. Ask and answer the questions above.

3. Can you take something out of your pocket, bag, or wallet? Tell the class about it using the following questions as a guide.

- What is it?
- Where did you get it?
- Why did you get it?
- Do you still find it useful, interesting or entertaining?

COUNTRIES AND NATIONALITIES

20

-Reading-
-Speaking-
-Vocabulary-

Recomendaciones de uso:

Los estudiantes completan el cuadro con los nombres de los países que corresponden a las nacionalidades. Luego, clasifican los países de acuerdo al continente al que pertenecen. Finalmente, participan en una conversación con dos compañeros siguiendo las indicaciones del ejercicio número 3.

Desarrollo competencias (DBA)

Competencia 4:

Intercambia información sobre temas académicos del entorno escolar y de interés general, a través de conversaciones sencillas, diálogos y juego de roles.



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COUNTRIES AND NATIONALITIES

1. Write the country for each nationality.

Country	Nationality	Country	Nationality
	Australian		Peruvian
	Japanese		Nigerian
	Korean		South African
	American		French
	Italian		Russian
	Turkish		Nicaraguan
	Chinese		Thai
	Spanish		Kenian
	Indian		Mexican
	Vietnamese		Puerto Rican

2. Write the country for each nationality.

AFRICA	ASIA	EUROPE
NORTH AMERICA	SOUTH AMERICA	CENTRAL AMERICA

3. Ask your classmates the following questions. Compare it with your information.

	You	Classmate 1	Classmate 2
I know about...			
I don't know about...			
They speak English in...			
I love the food from...			
I want to go to...			
I don't want to go to...			

4. Now you are going to read some short texts of people talking about the countries they live in.

Hola! I'm Cesar Valencia and I live in the beautiful country of Spain, more specifically in Madrid the capital city. Here we speak Spanish but also Catalan in some areas. Spanish people love to dance and flamenco is our typical dance. We also hold great festivals such as the Tomatina Festival and love to go to bullfights.

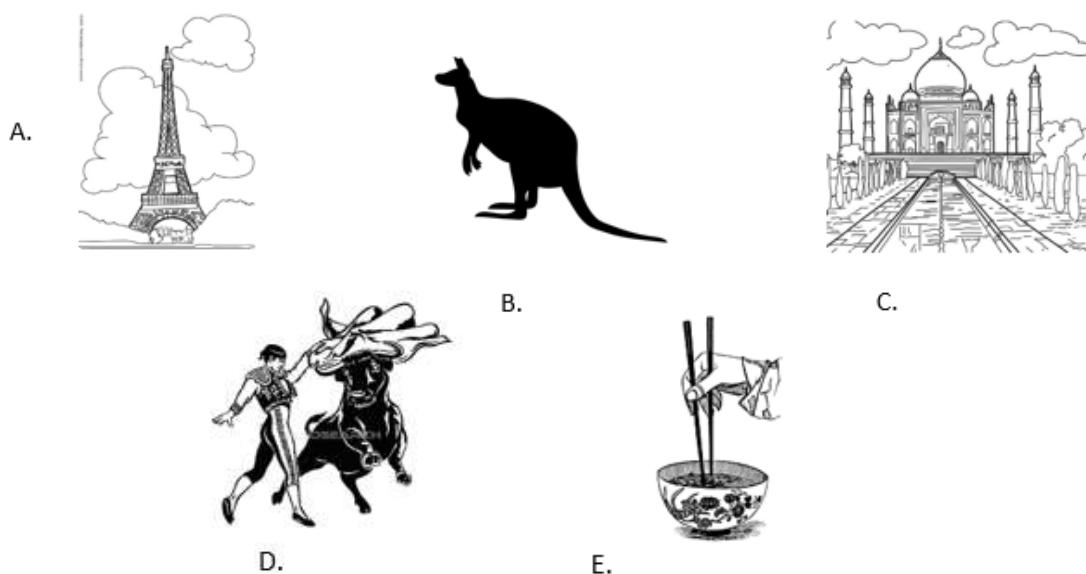
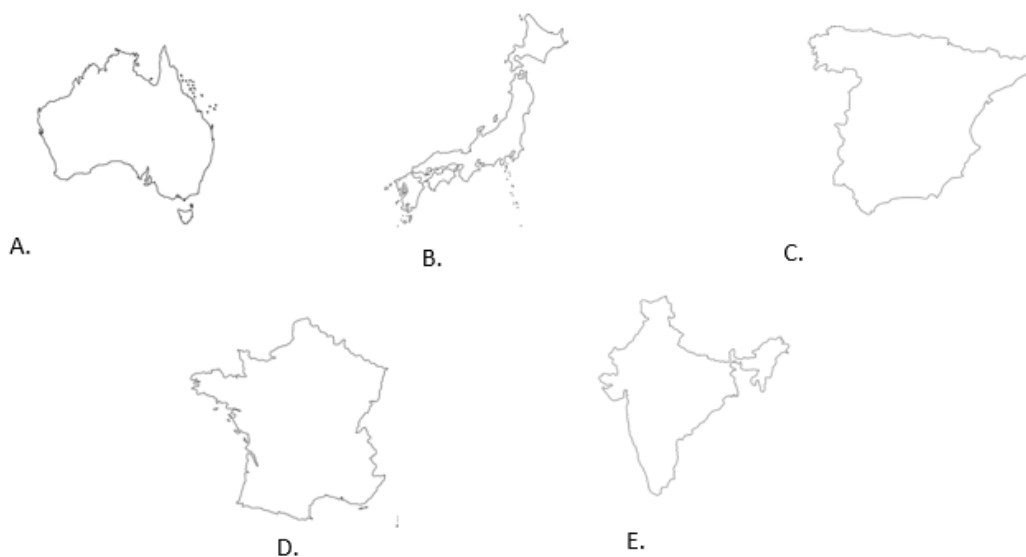
G'day! I'm Sheila Mathews and I come from the lovely country of Australia. I live in Sydney, which is not the capital city, but it is one of the largest cities. Australia is the home to many different animals like kangaroos, koalas, and wombats, as well as some of the largest spiders you will see!

Kon'nichiwa! I'm Mei Lin Huan and I'm from Japan. I live in Tokyo with my family. Here we love to eat healthy, especially rice, fish, and vegetables. Food like sushi and ramen are my favorite!

Bounjour! My name is Jean Michel Garre and I'm from France. I live in Paris, which is the capital city, and here we have the beautiful Eiffel Tower. French people love to drink wine and spend time eating with friends and family.

Namaskaar! I'm Deepali Hosseini and I live in India, specifically in Mumbai. Our famous landmarks include the Taj Mahal which is located in Agra and it is a beautiful piece of architecture with great significance. Here, we consider cows to be sacred and you can see them walking freely around the streets.

5. Complete the chart below considering the maps and images provided.



Name	Cesar Valencia	Sheila Mathews	Mei Lin Huan	Jean Michel Garre	Deepali Hosseini
Map					
Image					

LIVING ON A JET PLANE

-Reading-
-Speaking-

Recomendaciones de uso:

Los estudiantes leen el texto acerca de una mujer quien vive en un avión y responden las preguntas de comprensión. Luego realizan el ejercicio de verdadero y falso para garantizar su comprensión y corrigen las oraciones falsas para practicar la expresión de ideas correctamente. Finalmente, trabajan en parejas y hacen y responden preguntas oralmente siguiendo las indicaciones del ejercicio número 3.

Desarrollo competencias (DBA)

Competencia 3:

Reconoce información específica en textos cortos orales y escritos sobre temas de interés general.

Competencia 4:

Intercambia información sobre temas académicos del entorno escolar y de interés general, a través de conversaciones sencillas, diálogos y juego de roles.



1. Read the text about Joanne Ussery and answer the questions.

1. How old is she?
2. Where does she live?
3. How old is her home?
4. How many grandsons does she have?
5. How many bedrooms are there?
6. How many toilets are there?



Joanne Ussery, 54, from Benoit, Mississippi, is a big favorite with her two grandsons because she lives on a jet plane. Her home is a Boeing 727, so a visit to grandma is very special.



Joanne's front door is at the top of the plane's steps, but you don't need a ticket or a passport when you visit. There are three bedrooms, a living room, a modern kitchen, and a luxury bathroom. The bathroom is in the cockpit, with the bathtub under the windows. Next to this is Joanne's bedroom - in the first class section of the plane. Then, there's the living room with four emergency exit doors, which she opens on summer evenings. On the wall

there's a photo of the plane flying for Continental Airlines from Florida to the Caribbean. There are also four toilets, all with No Smoking signs.

"The plane is 27 years old and it's the best home in the world," says Joanne. "It has all the things you want in a home: a telephone, air conditioning, an oven, a washing machine, even a dishwasher. It's always very warm even in winter, and it's very big - 42 meters long! My grandchildren love running up and down. And my friends love parties here although there aren't any flight attendants to serve them their drinks!"

The plane cost Joanne just \$2,000. "Next time," she says, "I want a Boeing 747, not a 727, because they have an upstairs and a downstairs, and I want to go upstairs to bed!"

Taken and adapted from <https://thisisouritclass.blogspot.com/2014/08/the-lady-who-lives-on-plane-joanne.html>

2. Are the sentences true or false? Correct the false ones.

1. Joanne is liked by her grandsons especially.	_____	_____
2. You need a ticket to visit her.	_____	_____
3. The bathroom is next to the living room.	_____	_____
4. Joanne never opens the emergency exit doors.	_____	_____
5. There is a photo of the plane in her bedroom.	_____	_____
6. It's very warm in the summer because she doesn't have air conditioning.	_____	_____
7. Her friends love her parties because flight attendants serve the drinks	_____	_____
8. She doesn't want to buy another plane.	_____	_____

Correct the false sentences

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

3. Work with a partner. Ask and answer questions about the following things in Joanne’s home.

A bathroom	Is there a bathroom?	Yes there is. It is next to the bedroom
Bedrooms		
A telephone		
A dishwasher		
Toilets		
Flight attendants		
An upstairs bedroom		

Planning a trip

-Listening-
-Writing-

Recomendaciones de uso:

Esta ficha sobre planes de vacaciones puede usarse para realizar el ejercicio de comprensión auditiva en el cual los estudiantes deben enumerar 5 momentos específicos presentados en el audio y luego responder 5 preguntas de respuesta larga sobre los planes descritos. Posterior a esto los estudiantes deben escribir un texto corto con detalles sobre los planes de vacaciones de ellos y sus familias. Para esto pueden usar las preguntas incluidas en la guía.

Escanee el código QR
para encontrar el audio.



Desarrollo competencias (DBA)

Competencia 2:

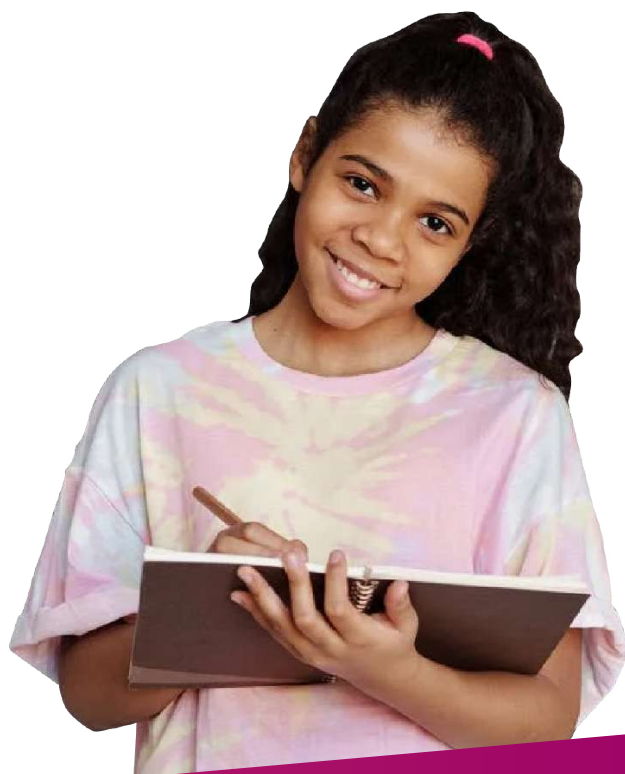
Explica por escrito, de forma coherente y sencilla, situaciones y hechos que le son familiares. Puede establecer relaciones de adición, de secuencia causa y efecto; y comparaciones sencillas.

Competencia 3:

Reconoce información específica en textos cortos orales y escritos sobre temas de interés general.

Competencia 5:

Realiza recomendaciones a personas de su comunidad sobre qué hacer, dónde, cuándo o cómo, con base en situaciones cotidianas de su vida familiar, escolar o de su entorno.



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Planning a trip

Your friend Charlie is traveling next summer. Listen to his conversation with Mary and complete the following exercises.

1. Number the sentences in the order you hear them.

- a. ____ My mom wants to go to New England.
- b. ____ Did you already make plans for summer vacation?
- c. ____ Its architecture is amazing!
- d. ____ I'd love to stay there for a month!
- e. ____ We have to tell each other about the trip.

2. Answer the following questions with the information from the audio.

1. Where is he traveling? _____ _____	2. Who is he traveling with? _____ _____	3. How long is he staying? _____ _____
4. Why is he going there? _____ _____	5. What is he going to do? _____ _____	

3. Now, use the section below to make a short text about a traveling plan for you and your family. Where are you going? Who are you going with? Why are you traveling there? How many days are you staying? And what are you planning to do? Minimum 8 lines.

Heroes

-Reading-

Desarrollo competencias (DBA)

Competencia 1:

Solicita y brinda información sobre experiencias y planes de manera clara y breve. Para esto, utiliza información propia o de situaciones que le son familiares, empleando el vocabulario conocido y apoyándose en sus compañeros y el profesor.

Competencia 3:

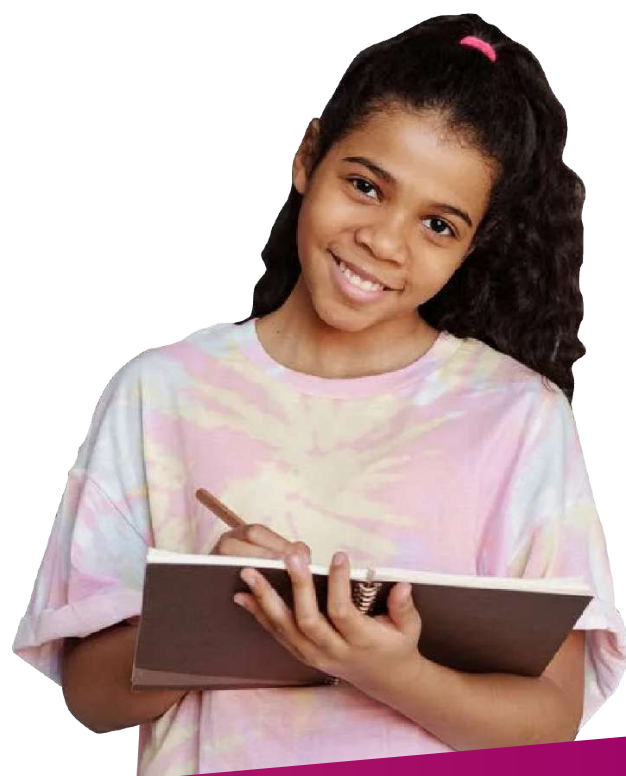
Reconoce información específica en textos cortos orales y escritos sobre temas de interés general. Para esto, utiliza diferentes estrategias de lectura: Pre-visualización (imagenes, títulos, subtítulos, etc.) Predicción: Subrayado, palabras claves o parecidas al español; identificación del sentido general del texto (skimming).

Competencia 8:

Intercambia información sobre temas académicos del entorno escolar y de interés general, a través de conversaciones sencillas, diálogos y juego de roles. En estas conversaciones, puede expresar opiniones de manera sencilla a partir de modelos previamente estudiados.

Recomendaciones de uso:

Lectura Compartida: Después de recortar las fichas como indica el ícono, cada estudiante debe recibir una copia con un texto completo y un texto incompleto. Cada estudiante debe leer el texto acerca del personaje asignado, y debe crear preguntas usando el verbo "Be" acerca de la información incompleta sobre el otro personaje. Posteriormente, los estudiantes deben rotar para hacer preguntas a sus compañeros y completar la información faltante.



Print the worksheet and in pairs, give each student a copy with the text about one of the characters and incomplete information about the other character. Have students exchange information while creating questions by using the verb "Be", for example, "Where was he born?" or "What was his profession?" Have them write the questions and check.



Oskar Schindler – Student A

Oskar Schindler was a German businessman who was a part of the Nazi party, but was also one of those responsible for saving the lives of a thousand Jewish people. He was the president of a lot of factories in Poland where there were a lot of Jewish workers; these workers weren't harmed because he was a good man and used his influences to protect them. After the war, he was poor and broke.

Martin Luther King, Jr

Martin Luther King was born in (1)_____ and was a professional (2)_____, who was assassinated because (3)_____. He was an activist and humanitarian, his religion was Christianity and he was a very special politician because he was (4)_____. He was the leader of (5)_____, _____, _____ against racism. He was killed for (6)_____ to people who were judged and treated horribly because (7)_____.

Martin Luther King, Jr – Student B

Martin Luther King was born in the U.S.A and was a professional orator who was assassinated because of his work in the civil rights campaign. He was an activist and humanitarian; his religion was Christianity and he was a very special politician because he was a promoter of the non-violence movement. He was the leader of marches, parades and campaigns against racism. He was killed for his determination to bring justice to people who were judged and treated horribly because of the color of their skin.

Oskar Schindler

Oskar Schindler was a (1)_____ who was a part of the (2)_____ party, but was also one of those responsible for (3)_____. He was the president of (4)_____ in _____ where there were a lot of (5)_____; these workers weren't harmed because he was a (6)_____ and used his influences to protect them. After the _____ war, _____ he _____ was (7)_____.

Texts taken and adapted from <https://www.biography.com/people>

Technology to save the world

-Reading-
-Writing-

Recomendaciones de uso:

Esta ficha presenta una lectura en la cual se describe una aplicación para encontrar puntos de reciclaje creada por una adolescente. De acuerdo a la información del texto, los estudiantes deben completar un organizador gráfico dando cuenta de su comprensión de lectura. Una vez completada esta parte, los estudiantes deben escribir un texto expresando su opinión sobre la aplicación y describiendo otras posibles formas de cuidar el medio ambiente.

Desarrollo competencias (DBA)

Competencia 3:

Reconoce información específica en textos cortos orales y escritos sobre temas de interés general. Para esto, utiliza diferentes estrategias de lectura: Pre-visualización (imágenes, títulos, subtítulos, etc), Predicción: Subrayado, palabras claves o parecidas al español; identificación del sentido general del texto (skimming).

Competencia 5:

Realiza recomendaciones a personas de su comunidad sobre qué hacer, dónde, cuándo o cómo, con base en situaciones cotidianas de su vida familiar, escolar o de su entorno.



**Semilla
Bilingüe**



Alcaldía de Medellín

Read the text carefully

Zea Tongeman is a 14-year-old girl inspired by her IT (information technology) teacher Mr. Talbert to participate in a competition called Apps for Good. She decided to participate with her friend Jordan Stirbu. They both designed an application (App) called Jazzy Recycling.

Zea says that a lot of people want to recycle and take care of our world and environment, but often have problems knowing what to recycle and where. So Zea and her friend created Jazzy Recycling, an app that solves the problem and makes recycling fun and productive.

Jazzy Recycling helps you find places to recycle what you can recycle, and then makes it possible for you to look, share and get bonuses for what you recycle. The girls think that using social networks like Facebook, Twitter and Instagram can really help and motivate young people to recycle more.

Zea says: "Technology is not about fixing computers and chatting on Facebook; I realized that technology is much more, technology is in everything now and we can do whatever we like with it. We are the new generation, and we can use it as a tool to do all sorts of different things. I think that if we

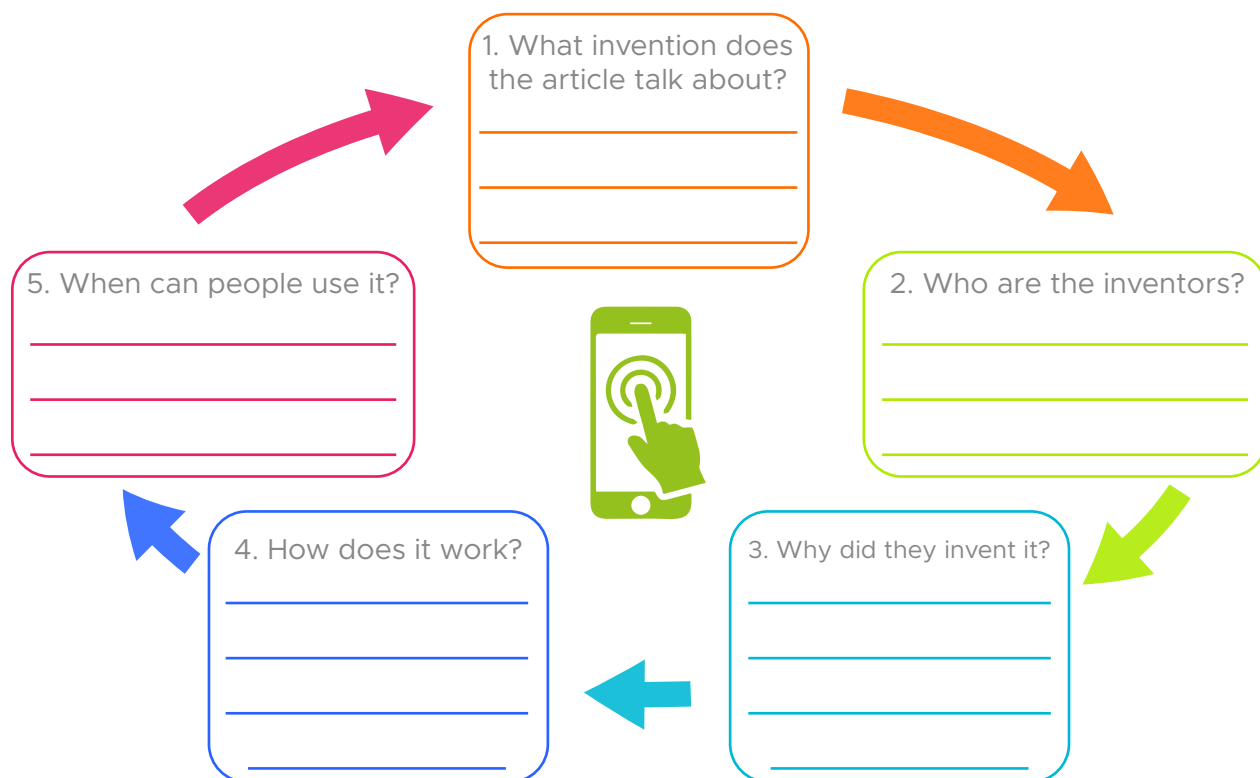
have people using our App, we can make a difference and help the world and I feel that is something incredible".

To build the App, the girls are receiving help from Raj Dhonota, who is a business consultant. Zea and Jordan are very excited about the future and hope to see great results after presenting the App in early 2014. The idea is that everyone can use this App; children can download games to learn how to recycle, teachers and parents can use it to learn and also teach kids in a fun way, and of course, teenagers who want to keep a clean and green planet are going to benefit from it.

*Taken and adapted for academic purposes from:
<https://www.theguardian.com/women-in-leadership/2013/oct/15/being-a-geek-is-cool-i-am-one>*



1. Complete the graphic organizer using complete ideas.



2. Write a message to Zea Tongeman expressing what you think about her App, Jazzy recycling. Tell her if you want to use it or not. Also, share your own ideas on how you can help to protect the environment while using technology. Write minimum 8 lines.

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