

9th GRADE ACTIVITIES



Semilla Bilingüe



Alcaldía de Medellín

Semilla Bilingüe

9th 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 noveno 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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Lifestyles around the world

-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:

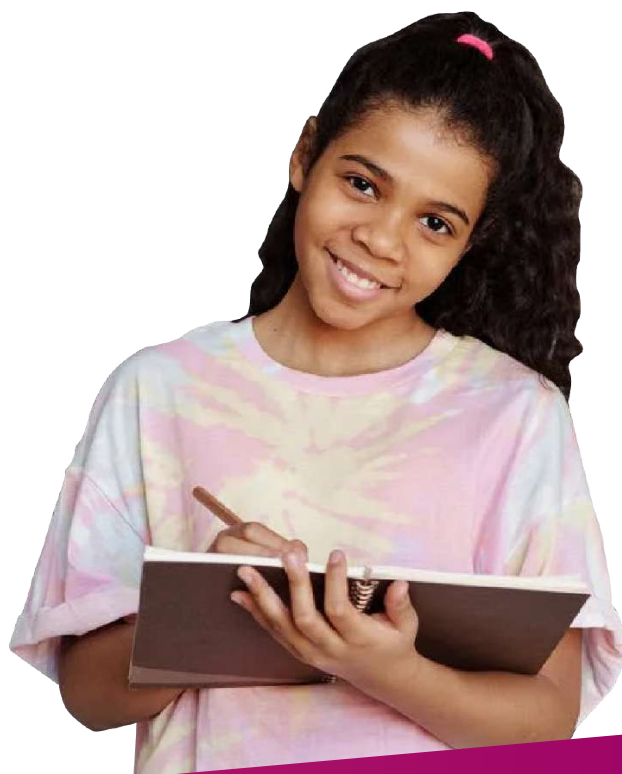
Explica por escrito, de forma coherente y sencilla, situaciones y hechos que le son familiares. Puede establecer relaciones de adición, de secuencia causa y efecto; y comparaciones sencillas.

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.



Lifestyles around the world

5

1. What do you know about Japan?

--	--	--	--

2. Listen to Katsumi. She's telling you about her country. Write at least 2 complete ideas in each category, according to the audio's information.



FOOD

- _____
- _____

SHOPPING

- _____
- _____

WORK

- _____
- _____

HOUSING

- _____
- _____

TRANSPORTATION

- _____
- _____

Countries and their icons

7

-Reading-
-Speaking-
-Writing-

Recomendaciones de uso:

En esta ficha se trata el tema de la identidad cultural al abordar el tema de los íconos de un país. Los estudiantes deben responder algunas preguntas usando la información del texto para luego compartir sus respuestas con algunos compañeros. Posteriormente, los estudiantes deben escribir un texto sobre la importancia de los íconos de un país y cómo ellos influyen la cultura y la identidad de los ciudadanos.

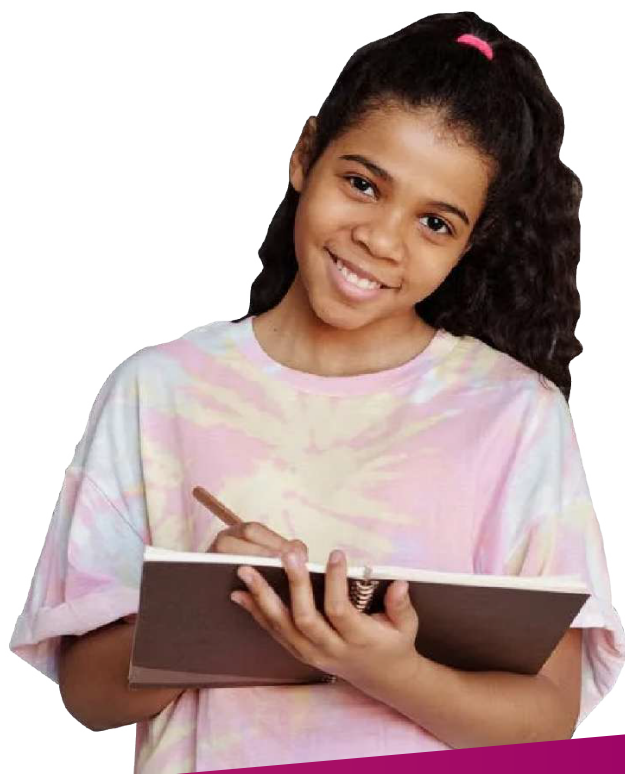
Desarrollo competencias (DBA)

Competencia 5:

Expresa su opinión sobre un tema discutido en clase y relacionado con su entorno académico.

Competencia 6:

Intercambia información sobre temas del entorno escolar y de interés general en una conversación. Para esto, se basa en los apuntes tomados después de leer o escuchar información sobre el tema tratado.



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Countries and their icons

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Read text called the Icons Online Project and answer the questions below

THE ICONS ONLINE

The British government has launched Icons Online project to strengthen the identity of the country and to encourage interest in English culture. The project focuses on England rather than Britain because of a belief that in recent years the country has lost out in terms of identity to Scotland, Wales and Northern Ireland. The public will be asked over the next few years to submit their own ideas for icons — which cannot be human — on the website. The list will then be changed every three months according to online votes received for each item. Once in the top 10, a symbol will



become an official English icon. Bill Bryson, an American writer, who lives in England supports the project: 'It's a nice idea to encourage a debate. Of the first 10 listed, I'd have gone for the Routemaster bus which, sadly, has just stopped in London.' The website says that submitted icons should have to be uniquely important to life in England and the English. It has also agreed some rules for the project. Icons should be symbolic and represent something in English culture, history or way of life. Icons should be recognizable in a crowd – if no one has heard of it or knows what it looks like, it cannot be an icon. Icons should be fascinating and surprising – they need to have hidden depths and unexpected association. You can find more information about the project on <http://www.icons.org.uk>.

1. Answer the questions based on the text:

a. Why did the government establish the project?

b. Why does the project focus on England and not Britain?

c. Who can submit ideas for icons?

d. Which icons will become official English icons?

e. What kinds of icons can be submitted?

Icons for Colombia

2. Make a list of 5 symbols to be used as national icons for Colombia. Remember that the icon could be anything: a building, place, person, thing, etc. Give reasons why you chose each one.

ICON	REASON
1-	
2-	
3-	
4-	
5-	

3. Share your list with the rest of your class. Do you have similar choices? Which ones? Discuss with your classmates.

Think about this...

4. Why do you think it is important to have an icon for the country? How does having a country icon influence the culture and identity of its citizens? Use the section below to write your answer. Support your comments with examples or evidence. Write minimum 10 lines.

A high school reunion

-Listening-
-Writing-

Recomendaciones de uso:

En esta ficha los estudiantes encontrarán un organizador gráfico que deben llenar usando la información de un audio, en el cual dos personas les invitan a una reunión de amigos del colegio y describen los planes y actividades a realizar durante la reunión. Posteriormente, los estudiantes deben escoger una de las dos invitaciones justificando su respuesta.

Escanee el código QR
para encontrar el audio.



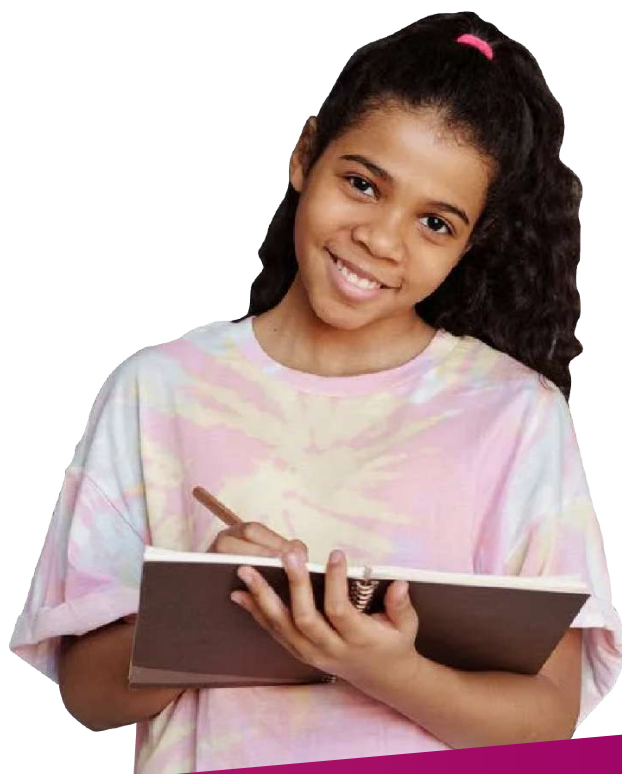
Desarrollo competencias (DBA)

Competencia 2:

Reconoce relaciones de causa y efecto en lecturas cortas sobre temas académicos.

Competencia 8:

Redacta textos de mediana longitud en los cuales realiza recomendaciones o sugerencias sobre situaciones de interés personal, escolar o social.



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A high school reunion

11

Two of your classmates called you to arrange a High School reunion. Take some notes of important information they mentioned for the meeting and complete the graphic organizer.

Reunion 1	Things in common:	Reunion 2
Location: _____ _____	_____ _____ _____	Location: _____ _____
Food: _____ _____		Food: _____ _____
Activity 1: _____ _____		Activity 1: _____ _____
Activity 2: _____ _____		Activity 2: _____ _____

Which of the two reunion plans sounds more appealing to you? Why? Explain your answer.

Worst day ever

-Listening-
-Reading-

Desarrollo competencias (DBA)

Competencia 1:

Explica el por qué de planes y acciones realizadas con su entorno personal, escolar y comunitario. Estructura sus explicaciones de manera apropiada y tiene en cuenta la ortografía, la pronunciación y conectores para comunicar sus ideas.

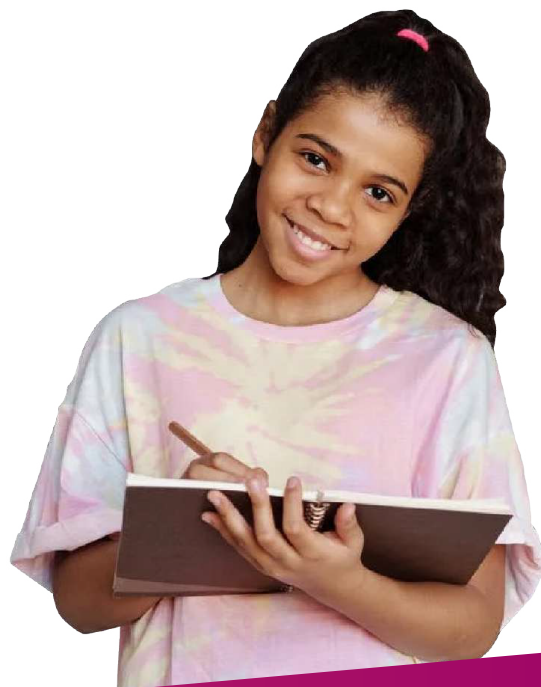
Recomendaciones de uso:

Inicialmente, los estudiantes escuchan la canción *Bad Day* de Daniel Powter, y reorganizan las estrofas de la canción usando la cuadrilla al final de la ficha. Después de escuchar la canción, los estudiantes, con ayuda del docente, identifican expresiones gramaticales y lexicales usadas en la canción para relatar un evento del pasado (pueden referirse a la lista de metáforas en la página 1). Después de analizar los tiempos gramaticales y las expresiones usadas en la canción, los estudiantes construyen un texto corto describiendo su experiencia de un mal día.

Canción:

<https://www.youtube.com/watch?v=gH476CxJxfg>

Escanee el código QR
para encontrar el video.



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HOW WAS YOUR DAY, HAGAR?

I'M SO GLAD YOU ASKED..

IMAGINE THE WORST DAY YOU'VE EVER HAD..

THEN IMAGINE THE WORST DAY ANYONE IN THE WORLD HAS EVER HAD..

THEN MULTIPLY **THAT** BY A THOUSAND!..

THAT'S THE KIND OF DAY I HAD!!!

I PROBABLY SHOULDN'T TELL HIM WE'RE BEING AUDITED..!

CHRIS BROWNE

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

- Blue skies fade to grey
- Being way off line
- Somebody is falling to pieces everytime.
- A blue sky holiday

- Listen to the song “Bad Day “ by Daniel Powter
- Use past tense to write about your worst day ever.
- Use metaphors, idioms and common expressions to give your story a fine comic style.



A

Well, you need a blue sky holiday
The point is they laugh at what
you say
And I don't need no carryin' on

E

Sometimes the system goes on the blink
And the whole thing turns out wrong
You might not make it back and you know
That you could be well oh that strong
And I'm not wrong (ahhh...)

B

(Oh, yeah, yeaah, yeah)
Had a bad day
(Oh, had a bad day)
Had a bad day
(Oh, yeah, yeah, yeeeah)
Had a bad day
(Oh, had a bad day)
Had a bad day...
Had a bad day...

F

Where is the moment we needed the most
You kick up the leaves and the magic is lost
You tell me your blue skies faded to grey
You tell me your passion's gone away
And I don't need no carryin' on

C

Because you had a bad day
You're taking one down
You sing a sad song just to turn it around
You say you don't know
You tell me don't lie
You work at a smile and you go for a ride
You had a bad day
The camera don't lie
You're coming back down and you really
don't mind
You had a bad day
You had a bad day

G

You had a bad day
You're taking one down
You sing a sad song just to turn it around
You say you don't know
You tell me don't lie
You work at a smile and you go for a ride
You had a bad day
The camera don't lie
You're coming back down and you really
don't mind
You had a bad day

D

'Cause you had a bad day
You're taking one down
You sing a sad song just to turn it around
You say you don't know
You tell me don't lie
You work at a smile and you go for a ride

You had a bad day
You've seen what you like
And how does it feel for one more time
You had a bad day
You had a bad day

H

So where is the passion when
you need it the most
Oh, you and I
You kick up the leaves and
the magic is lost

I

You stand in the line just to hit a new low
You're faking a smile with the coffee to go
You tell me your life's been way off line
You're falling to pieces everytime
And I don't need no carryin' on

What a situation

-Reading-
-Writing-

Recomendaciones de uso:

En esta ficha de comprensión de lectura, los estudiantes deben leer los dilemas que tienen un par de adolescentes para completar un organizador gráfico y dar su opinión o consejos frente a cada situación.

Desarrollo competencias (DBA)

Competencia 1:

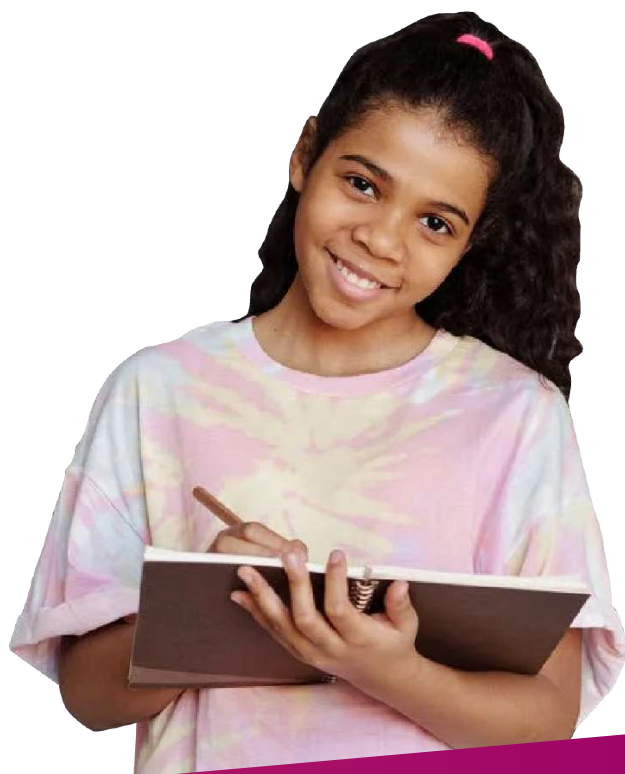
Explica el por qué de planes y acciones relacionadas con su entorno personal, escolar y comunitario. Estructura sus explicaciones de manera apropiada y tiene en cuenta la ortografía, la pronunciación y conectores para comunicar sus ideas.

Competencia 2:

Reconoce relaciones de causa y efecto en lecturas cortas sobre temas académicos. Para esto, tiene en cuenta el vocabulario, los conectores y sus conocimientos previos.

Competencia 8:

Redacta textos de mediana longitud en los cuales realiza recomendaciones o sugerencias sobre situaciones de interés personal, escolar o social. Para ello, tiene en cuenta las relaciones de contraste, comparación, adición, entre otras.

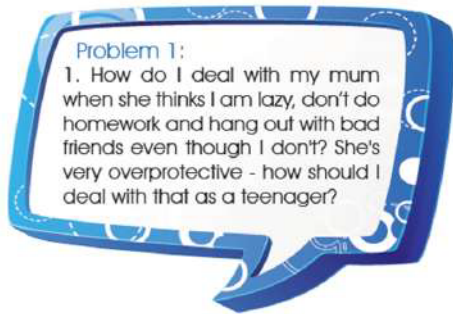


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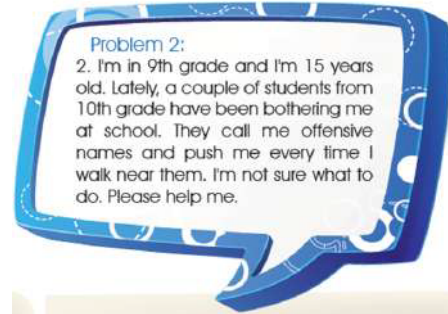
TeenAdvisor.com helps with all types of teen problems, school or family issues, communication barriers, love and so much more. Read the problems and advice from the website.



TeenAdvisor.com

The funny thing about mothers and all parents is that they always want what is best for their children. Even when their children are teenagers, many parents still find themselves worrying when they can't be there to take care of them, which as a result makes them overprotective. Of course the funny thing about teenagers is that they often feel suffocated by overprotective parents, but sometimes it is difficult to convince their parents that they really are just fine and can make decisions for themselves on issues like having bad friends, being lazy and being responsible at school.

In your situation, it is a great idea to simply sit down with your mother and thank her for caring enough about you to worry. Then let her know that she is worrying unnecessarily because you aren't lazy or irresponsible with homework and your friends are teenagers just like you. While you are discussing these issues really listen to what your mum has to say. She might have reasons why she has been suspicious, or things that you could do to help her realize that you are telling the truth. If you feel hurt and angry that she doesn't believe you, go ahead and say this. Talking about this problem will help your parents and yourself understand each other a little bit better and arrive at conclusions that you both feel comfortable with.



TeenAdvisor.com

Bullying is a very serious problem in our schools. If you are getting bullied at school, the first thing you need to do is report the bullying. Talk to your parents, teachers, or principal. This is not only to protect you, but to keep other students from becoming future victims. There are a few steps you can take to prevent the bullying from happening again. First, avoid the bully. Ask your teacher if you can change your seat. Sit away from the bully at lunch. Avoid being alone in a bathroom or hallway, walk with a group of friends, and get to class on time. Secondly, ignore the bully. This can be very effective. Don't react if the bully calls you names or tries to get your attention. Do not let the bully see your fear. Students who bully will usually become bored if their victim is not reacting.

Lastly, standing up to the bully could be dangerous if it is physical bullying or if the bully is bigger or older than you. If you choose to confront the bully, do so in a firm way. Use a strong firm voice but don't yell or cry. It may be best to do this in front of a friend or adult. The most important thing is to not give up! Bullying is a very serious problem, and it can truly hurt. Do not stop until you feel safe at school!

Taken and adapted for academic purposes from: <http://www.teensadvisor.com/>

Teenager problem 1

1. Teenageradvisor.com advice
Write a summary of the advice. Use your own words.

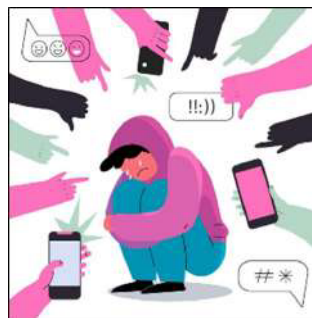
Teenager problem 2

2. Teenageradvisor.com advice
Write a summary of the advice. Use your own words.

3. Compare both problems: Which one is worse? Which has an easier solution?
Which is the most common?

4. Your advice
(to problem No.1)

5. Your advice
(to problem No. 2)



Health problems

-Listening-
-Writing-

Desarrollo competencias (DBA)

Competencia 2:

Reconoce relaciones de causa y efecto en lecturas cortas sobre temas académicos.

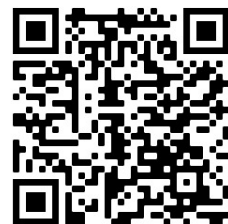
Competencia 8:

Redacta textos de mediana longitud en los cuales realiza recomendaciones o sugerencias sobre situaciones de interés personal, escolar o social.

Recomendaciones de uso:

Hablemos de salud. Esta ficha contiene diversos ejercicios a realizar usando las descripciones que hacen cinco personas de sus problemas de salud. Usando esta información los estudiantes deben demostrar su comprensión de escucha para luego proceder a hacer algunas recomendaciones sobre cómo solucionar los problemas descritos por cada persona.

Escanee el código QR para encontrar el audio.



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Listen to people leaving phone messages for their doctors and complete the exercises below.

1. What is each message about? Put the corresponding letter in the parenthesis.

Message 1 ()	a.	b.	c.
Message 2 ()	d.	e.	f.
Message 3 ()	g.	h.	
Message 4 ()			
Message 5 ()			

2. Number the names of the patients and then match the names with the health problem they describe.

- | | |
|-------------------------|-----------------|
| ___ Michael Zenden | ___ toothache |
| ___ Shilpa Metcalf | ___ cold |
| ___ Chris McFadden | ___ stomachache |
| ___ Caroline Winterburn | ___ headache |
| ___ Andy Skeates | ___ allergy |

3. Now, choose the correct information according to what they express.

CAROLINE	ANDY	CHRIS	SHILPA	MICHAEL
1. She has bad cramps 2. She can't eat 3. She has a cough	1. His hands hurt 2. His teeth hurt 3. He has taken some pills	1. He has a fever 2. He has a terrible cold 3. He can't sleep	1. She has taken aspirin 2. She usually has this problem 3 Her arm hurts	1. His legs hurt 2. His skin is red 3. He has a backache

4. Do you recognize any of the health problems mentioned before? Can you relate to any of the patients? Which one? Make a short description of 3 different health problems that you have experienced. Tell what caused the problem.

Problem 1:

Problem 2:

Problem 3:

Fashion trends in the 20th century

-Reading-

Recomendaciones de uso:

Los estudiantes leerán un texto acerca de tendencias en la moda de los años 60's, 70's y 80's. Deberán responder algunas preguntas acerca de la lectura y completar un organizador gráfico haciendo uso de ideas completas.

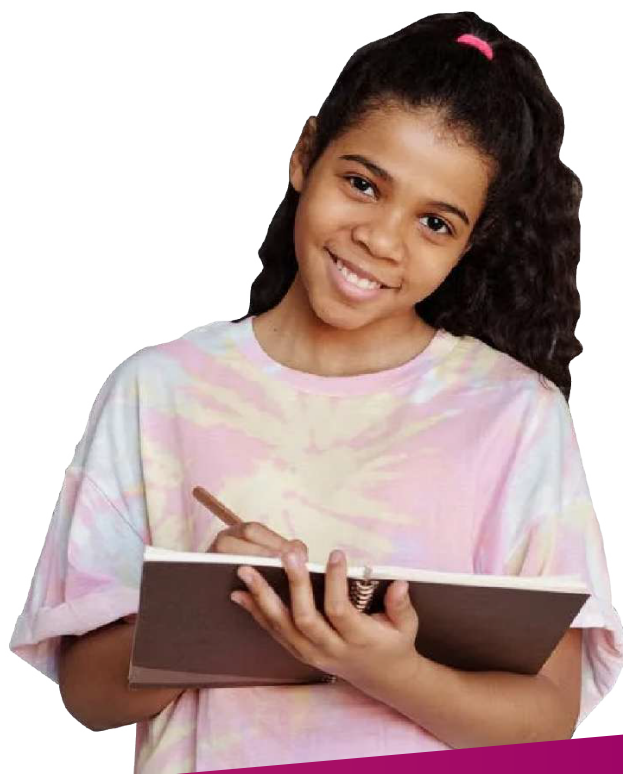
Desarrollo competencias (DBA)

Competencia 3:

Resume la información que ha leído o escuchado sobre temas relacionados con su entorno escolar y académico a través de escritos estructurados.

Competencia 2:

Reconoce relaciones de causa y efecto en lecturas cortas sobre temas académicos. Para esto, tiene en cuenta el vocabulario, los



Fashion trends in the 20th century

1. Read this article about differences and similarities with fashion trends in the 60's, 70's and 80's, and complete the exercises below:

The **1960's** were the start of the hippie era. Bright colors and funky patterns were popular in the 60's. The dresses were usually short, about 20 centimeters above the knee. Mini-skirts were also fashionable in the 60's. Bell bottom pants were also very popular. People often wore loose blouses of cotton, frequently patterned with intricate designs called peasant blouses.

The shoes they wore were often colorful high heels. This was also when go-go boots were popular. Most of the accessories in the 1960's were used by hippies, such as peace signs, headbands, and circular sunglasses that were usually bright colors. The 70's were the disco

age. People still wore bell bottoms but the fabric of the decade was polyester and acrylic. The dresses and skirts were usually loose. Maxi skirts and long dresses were especially popular for formal events. Blouses were very fashionable, very loose and often had floral or metallic patterns.

Shoes in the **70's** were usually high heels and high boots. Platform shoes were quite popular on the dance floor. Accessories from the 1970's were usually similar to accessories worn by hippies during the 60's, such as peace sign necklaces and other types of medallions.

In the 80's there were many different types of styles. A popular style for shirts was animal printed

and crew-neck. The pants were usually skinny and tight made in denim. The 80's were also when exercise became popular. Lycra was a big material used, usually colored in lime green and hot pink or other bright colors.

The shoes people wore in the **80's** were mostly Converse: they started having a different range of styles and colors. A popular accessory from the 80's was legwarmers. Fingerless gloves were also quite popular. Other accessories include bangles and big bows to wear in your hair.

Taken and adapted for academic purposes from: <https://www.dkfindout.com/us/history/fashion/20th-century-fashion/>

Write two similarities between Fashion trends in the 60's and 70's

1.

2.

Write two differences between Fashion trends in the 60's and 70's

1.

2.

Write two similarities between Fashion trends in the 70's and 80's

1.

2.

Write two differences between Fashion trends in the 70's and 80's

1.

2.

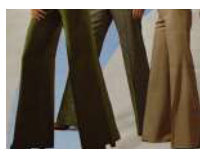
Materials in the 70's vs. Materials in the 80's

1.

2.

2. Look at the pictures below. According to each picture, write an idea from the reading.







Fashion trends in the 20th century

-Listening-

Desarrollo competencias (DBA)

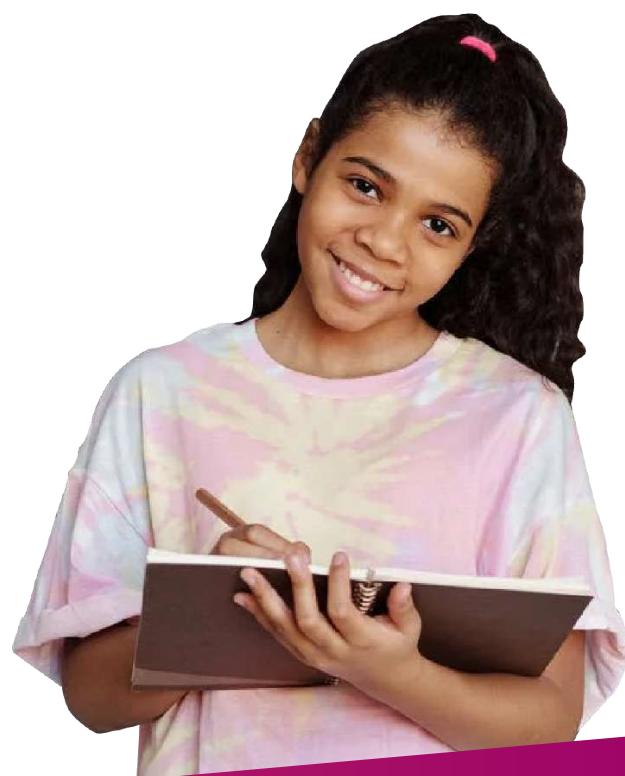
Competencia 7:

Identifica el propósito, las partes y tipo de textos en una lectura o audio cortos y los comparte con sus compañeros.

Recomendaciones de uso:

Los estudiantes escucharán un audio acerca de tendencias en la moda de los 90's y el año 2000, completando un organizador gráfico de acuerdo a la información contenida en el audio, haciendo uso de oraciones completas y empleando vocabulario relacionado con colores, ropa y accesorios.

Escanee el código QR
para encontrar el audio.



Fashion trends in the 20th century

Listen to an audio report about fashion trends in the 90's and 2000's. Complete the chart below based on the information from the listening.

	Tops	
	Bottom	
	Footwear	
	Accessories	

Fashion trends in the 20th century

-Writing-

Desarrollo competencias (DBA)

Competencia 8:

Redacta textos de mediana longitud en los cuales realiza recomendaciones o sugerencias sobre situaciones de interés personal, escolar o social.

Recomendaciones de uso:

Después de realizar los ejercicios en las fichas "Fashion trends in the 20th century - Reading and listening", los estudiantes escribirán un texto comparativo acerca de una de las décadas descritas en la actividad de lectura o en la actividad de escucha y la década actual. Esta actividad de escritura estará guiada por algunos lineamientos, los cuales deberán ser tenidos en cuenta por los estudiantes.



Fashion trends in the 20th century

Now write a text comparing one of the trends described in the text or audio with the current fashion trends.

- Include information about styles, fabrics, and colors.
- Include adjectives and expressions to describe fashion
- Include linking words
- Write an introduction and conclusion
- Write at least 20 lines

Strange festival

-Listening-
-Writing-

Recomendaciones de uso:

Alrededor del mundo hay muchos festivales y celebraciones con características muy diferentes. El ejercicio de comprensión de escucha propuesto en esta ficha le brinda a los estudiantes las descripciones de dos festivales conocidos a nivel internacional, con esta información los estudiantes deben completar un gráfico para luego realizar la descripción de un festival o celebración inventado por ellos mismos.

Escanee el código QR
para encontrar el audio.



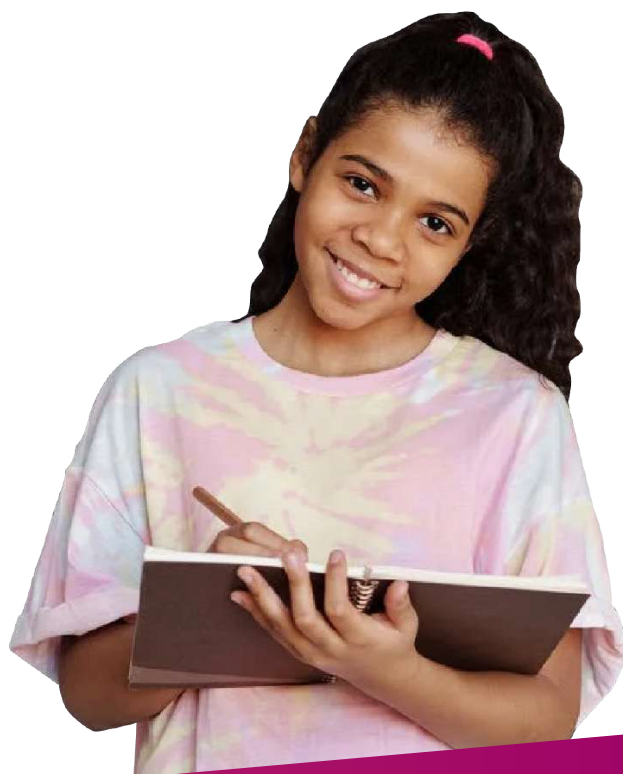
Desarrollo competencias (DBA)

Competencia 3:

Resume la información que ha leído o escuchado sobre temas relacionados con su entorno escolar y académico a través de escritos estructurados.

Competencia 6:

Intercambia información sobre temas del entorno escolar y de interés general en una conversación. Para esto, se basa en los apuntes tomados después de leer o escuchar información sobre el tema tratado.



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Strange festivals

30

Listen to the description of two strange festivals and complete the charts

Cheese Rolling

When/Where?

Country _____

Town _____

Date _____

Time _____

What is the town famous for?

Give 3 requirements of the contest

1. _____

2. _____

3. _____



Picture taken from: <https://www.cbssports.com/general/news/ipsum>

How does the competition end? _____

What is the prize? _____

Mermaid parade

When and who began the tradition?

What is the theme?

Describe the weather

Complete the sentence:

The mermaid parade is known for extraordinary _____ costumes.

What type of audience is this parade for? Why? _____



Your turn

Use the section below to make the description of an invented festival or celebration. Use some elements from the previous descriptions and provide as many details as possible. Make sure to use time expressions and dates, past and present tenses, adjectives, etc.

Write minimum 10 lines.

Name: _____

Description

Outdoor activities

-Reading-
-Writing-

Desarrollo competencias (DBA)

Competencia 3:

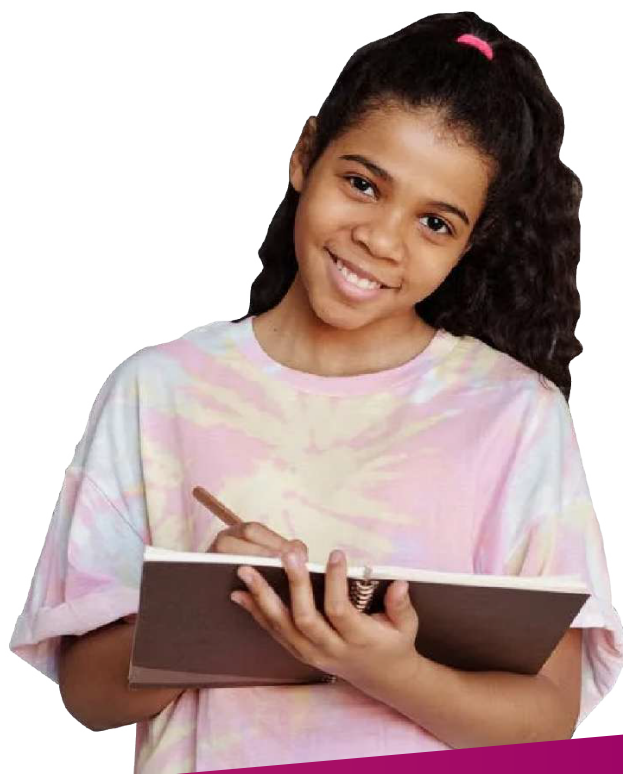
Reconoce relaciones de causa y efecto en lecturas cortas sobre temas académicos.

Competencia 8:

Redacta textos de mediana longitud en los cuales realiza recomendaciones o sugerencias sobre situaciones de interés personal, escolar o social.

Recomendaciones de uso:

Las actividades de tiempo libre a campo abierto suelen ser muy interesantes y permiten la conexión con la naturaleza. En esta ficha los estudiantes encontrarán la descripción de dos actividades *camping* y *boat sailing*, con esta información los estudiantes deben completar un organizador gráfico para luego escribir un texto explicando la actividad preferida entre estas dos, tomando datos de la lectura y su propia experiencia.



You are interested in planning some activities for your next vacation and you come across the following article. Read the information below.

CAMPING

Last year I went to The Grand Canyon on a camping trip and it was amazing. With the Grand Canyon being one of the most visited tourist spots in the world and June being one of their busiest months, I expected the campground to be expensive, noisy and crowded but it was completely the opposite. It was cheap, only \$10 a night. You can see star constellations at night and listen to the sound of nature. If you have a telescope, I recommend taking it so you can see the constellations up close. There were also many animals like wild coyotes, foxes, owls, birds, deer, bunnies, eagles, wolves, and beautiful fireflies.

In addition, I learned about so many types of medicinal plants. It is important to take the right equipment when you go camping. I recommend taking a pocketknife so you can cut rope or open food cans. Also, it is very important to take a first aid kit in case you have an accident or cut yourself, a compass so you don't get lost, and of course a tent to sleep in. Some other useful items are a flashlight, a map of the place, matches, a sleeping bag, a camera to take pictures of the beautiful valley and mountains, among other things. Also, I recommend taking warm clothes to sleep in because it can get extremely cold at night. If you don't have warm clothes, make sure to take extra covers or sleeping bags. Also bring plenty of water to hydrate yourself and sunblock to protect your skin from the sun. Camping is a once in a lifetime experience and if you have never done it, I definitely recommend it. You will enjoy the beauty and peacefulness that nature offers!

Mike Taylor, 21, Santa Monica, California



SAILING



Boat sailing in the Pacific Ocean is definitely one of the best experiences anyone can have! The first time I did it was in The Bahamas two years ago. People might think it is an expensive activity but actually it is not. It's a wonderful activity; I have never seen so many beautiful and unique types of sea creatures and humpback whales! The peacefulness that you feel in the ocean is incredible. Before you go sailing you need to take some important items with you. The most important items are a life vest in case you fall off the boat, sunblock to protect your skin as well as a hat, binoculars so you can see the whales up close, anti-slipping shoes, a snorkel and mask so you can get off the boat and see the sea creatures like clown fish, seahorses, jellyfish and many others, and a camera to take good pictures.

Perhaps the best aspect about sailing is learning about marine life and the different animals that are endangered. Some of the sea animals I have seen are hammerhead sharks, seahorses, clown fish, rays, and bottlenose-dolphins. Also, seeing the blue whales and humpback whales up close and knowing that they are the biggest creatures on Earth is incredible. I have been gifted with the opportunity to learn about sea creatures, their habitats and the food chain. Sailing is not only a hobby but an instructive activity. If you have never done this activity, I highly recommend it!

Sarah Gomez, 24, Cartagena, Colombia.

A letter from the future

-Reading-
-Writing-

Desarrollo competencias (DBA)

Competencia 3:

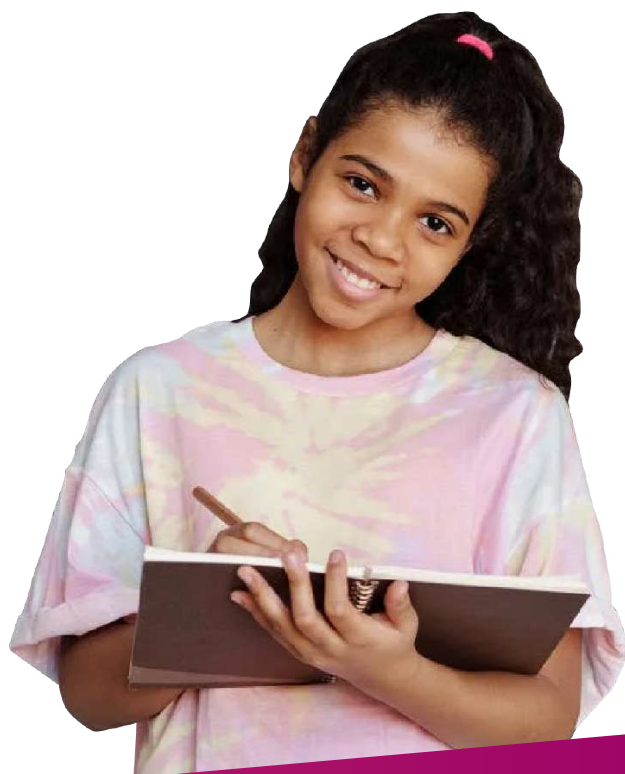
Reconoce relaciones de causa y efecto en lecturas cortas sobre temas académicos.

Competencia 8:

Redacta textos de mediana longitud en los cuales realiza recomendaciones o sugerencias sobre situaciones de interés personal, escolar o social.

Recomendaciones de uso:

El cambio climático y algunas de sus consecuencias se describen en esta ficha, en la cual un estudiante recibe una carta del futuro donde se detallan algunos aspectos sobre la alimentación, el transporte, los animales, entre otros, en el año 3013. Usando esta información, los estudiantes deben responder a unas preguntas para luego dar su opinión sobre el tema y sugerir algunas acciones para que el planeta no sea como el descrito en la carta.



**Semilla
Bilingüe**



Alcaldía de Medellín

1. Read this digital letter about the future

March 28th, 3013

You have probably heard stories about how the planet was in the past. The means of transportation were different; people didn't use teleportation as we do now; they used vehicles called cars or trains that had a gasoline engine and polluted the environment.

Besides, they ate real food and not capsules like nowadays, in fact, people used to grow fruits and vegetables, they were colorful and delicious. They could go out without any acid rain protection suits because their environment was not as contaminated as ours. Today, if somebody goes out without a special suit, they might get burnt because of the dangerous sun emissions. Also, 800 years ago, they shared the world with animals; real, alive animals. They used to have them in places called Zoos (places with cages in which you could see animals in their environment). There were zoos in many cities, sometimes endangered animals were successfully protected. Today we can see those specimens if we go to the recently inaugurated virtual Zoo. We can see how animals used to behave in those days.

However, 800 years ago, before they became extinct due to the weather contamination and other causes, people could actually see them, see them move, feed them and see how they ate. They could see how the tiger moved slowly in a cage and also how monkeys happily enjoyed a banana. They could probably also see how the fox ate his food fast while turtles were walking silently. Imagine people listening to the terrible roar lions had, how penguins swam and how curious gorillas were. Unfortunately, you cannot smell or touch them anymore, since now we don't have those animals. We can only see them through a TV screen. Life in the past was probably full of amazing experiences for people who used to admire all kinds of animals and enjoy a healthy environment.

2. Use the information from the article to answer the following questions

1. How has the world changed? How different is the year 3013 to the real present?
Mention 2 changes for each time period.

Year 3013

- _____
- _____

Present time

- _____
- _____

2. Why did animals become extinct?

3. What will people have to wear in the year 3013 and why?

4. How did real animals behave 800 years ago, what did they use to do? Give two examples.

- _____
- _____

5. What is your opinion about all the changes in the letter that you read? Write an article expressing your point of view and mention some things that can be done to avoid having a planet like the one described in the letter. Write a minimum 10 lines.

Building a better world

-Reading-

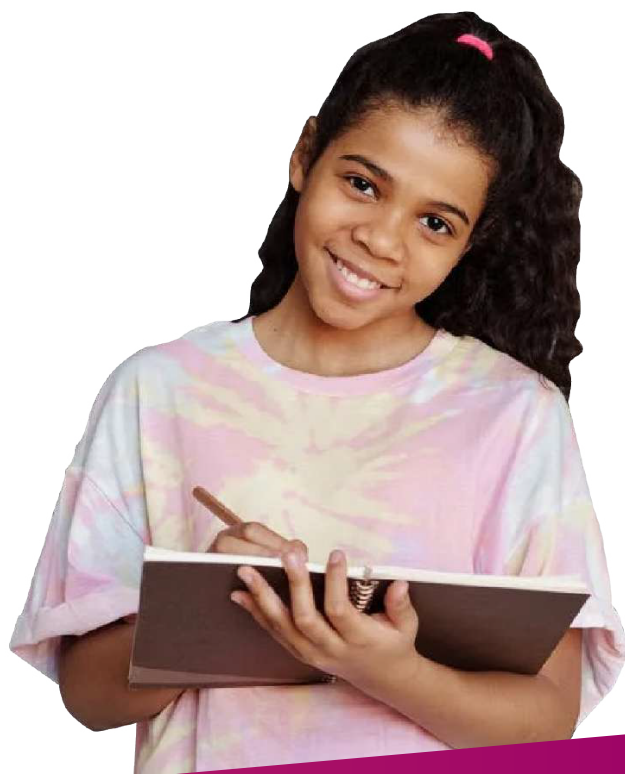
Desarrollo competencias (DBA)

Competencia 3:

Resume la información que ha leído o escuchado sobre temas relacionados con su entorno escolar y académico a través de escritos estructurados.

Recomendaciones de uso:

Los estudiantes leerán un texto relacionado con voluntariado y servicio comunitario. Luego de leer la información, responderán algunas preguntas, completando información importante de acuerdo con el contenido del texto.



**Semilla
Bilingüe**



Alcaldía de Medellín

You are interested in joining a volunteering group to help others.
Read this article about the topic and complete the exercises below.

Community Service Has a Number of Important Benefits

Community service is work done by a person or group of people that benefits others. It is often done near the area where you live, so your own community reaps the benefits of your work. You do not get paid to perform community service, though sometimes food and small gifts, like a t-shirt, are given to volunteers. Community service can help any group of people in need: children, senior citizens, people with disabilities, English language learners, and more. It can also help animals, such as those at a shelter, and it can be used to improve places, such as a local park, historic building, or scenic area as well.

Engaging in community service provides students with the opportunity to become active members of their community and has a lasting, positive impact on society at large. Community service or volunteerism enables students to acquire life skills and knowledge, as well as provide a service to those who need it most. These are some of the common benefits of participating in a community service program:

1. **Psychological benefits:** Volunteering increases overall life satisfaction and helps you feel good about yourself because you are helping others. It can also help to decrease stress and ease depression.
2. **Social benefits:** Volunteering engages students with the community, creates special bonds with the population being served, and increases social awareness and responsibility.
3. **Cognitive benefits:** Volunteering helps students enhance their personal knowledge, grow from new experiences, and develop better interpersonal communication skills. Participating in community service not only makes a difference to the organization and people being served, but also makes a difference to every student's career prospects. Participating in community service activities helps to enhance student resumes by allowing students to obtain work-related skills prior to graduation, builds good references for employers in regards to community involvement, and provides a forum to network with future potential employers. It also helps students develop civic and social responsibility skills and become more aware of what their community needs.

Texts taken and adapted from: <https://www.fnu.edu/community-service-important/> and <https://blog.prepscholar.com/what-is-community-service>

1. You want to tell your friends about this important topic. Answer the questions by using ideas from the text.

1. What is community service?

2. Who can benefit from community service?

3. Do you get paid to do community service?

4. What actions can you do as a part of community service?

2. Read the sentences below and classify them according to the benefits the text described.

Benefits of participating in a community service program		
Psychological benefits	Psychological benefits	Psychological benefits

- a. You create connections with others
- b. You learn new things
- c. You can reduce your stress levels
- d. You become more responsible
- e. You feel good about yourself
- f. You learn how to communicate better with others
- g. You feel better about life
- h. You can participate in new experiences

3. What are some examples of community service that you could do in Colombia? List some below:

1.

2.

3.

4. You want to do some community service in Colombia. Write below about how you would do it, where you would do it, and what activities you would do.

Archaeological treasures Machu Picchu -Listening-

Desarrollo competencias (DBA)

Competencia 7:

Identifica el propósito, las partes y tipo de textos en una lectura o audio cortos y los comparte con sus compañeros.

Recomendaciones de uso:

Los estudiantes escucharán un audio acerca de Machu Picchu. Primero, observarán algunas imágenes de este lugar y contarán lo que saben acerca de él (ubicación, historia, importancia, actividades para hacer allí, etc.). Luego, completarán un organizador gráfico de acuerdo a la información contenida en el audio haciendo uso de oraciones completas. Posteriormente compararán su organizador gráfico con el de un compañero.

Escanee el código QR para encontrar el audio.



**Semilla
Bilingüe**



Alcaldía de Medellín

Machu Picchu

You want to learn about some archaeological discoveries. Listen to this report and complete the required information. Use complete sentences.

Geographical Information



Machu Picchu as
a Patrimony

1981:

1983:

2007:

Information about
its construction
(who, when)

Information about
its discovery
(who, when)

Information about
its reconstruction

Archaeological treasures

The Terracotta Army

-Reading-

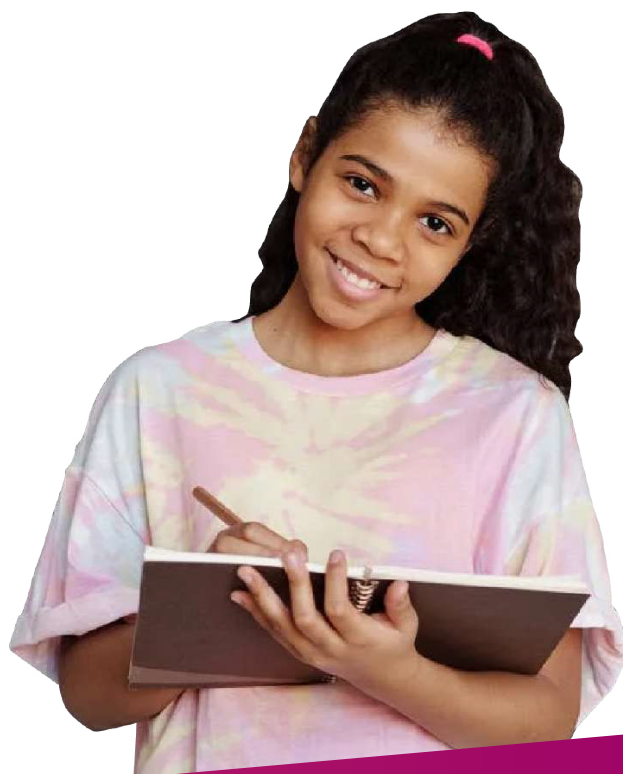
Desarrollo competencias (DBA)

Competencia 2:

Reconoce relaciones de causa y efecto en lecturas cortas sobre temas académicos. Para esto, tiene en cuenta el vocabulario, los conectores y sus conocimientos previos.

Recomendaciones de uso:

Los estudiantes leerán un texto acerca de esta maravilla de la arqueología. Antes de comenzar, buscarán el significado de las palabras que se encuentran resaltadas en el texto. Luego, resaltarán las ideas que sean importantes en cada uno de los párrafos. Finalmente, responderán las preguntas teniendo en cuenta la información del texto y usando sus propias palabras.



The Terracotta Army

1. Read about this archeological discovery.

The Terracotta Army is one of the top attractions in China. It is considered one of the greatest archaeological sites in the world, and one of the greatest discoveries of the 20th century.

To know a bit about its history, First Emperor Qin (/chin/), from whom China gets its name, ordered the creation of this **army** of terracotta statues. It was made to be **buried** with him, it is said as a show of his glory, to remember the army that triumphed over the other Warring States to unite China, and because it was believed that objects like statues can be animated in the afterlife, and Qin Shihuang required an after-death army.

It is believed that most warriors' heads and arms were produced in molds as separate modules. After assembly, **clay** was applied to the surface of the sculptures so that artists could model the faces and **hairdos** individually. Then, the figures were fired in **kilns** to make the clay hard and durable. Afterwards, they were painted with bright colors. As a result, every figure looks different and unique, just like real people do. After 2,000 years of erosion and humidity, most figures have lost their original vivid color.

The Terracotta Army figures' excavation is regarded as one of the greatest discoveries of the 20th century. It lay underground for more than 2000 years before farmers digging a **well** in 1974 uncovered what is now considered one of the greatest archaeological sites in the world. The first part of the Terracotta Army site to be discovered was named Vault One. In 1976, two other vaults were uncovered about 20 meters away, and were named Vault Two and **Vault** Three. The tomb is a treasury for the Chinese people and for the whole world. In December 1987, UNESCO selected the Tomb of the First Emperor (including the Terracotta Army Vaults) as a World Cultural Heritage Site.

Taken and adapted for academic purposes from: <https://www.chinahighlights.com/xian/terracotta-army/>

2. Now answer the questions about the text

1. Who was the person that ordered to create this army and why?

2. How were the terracotta figures made?

3. Do the terracotta figures conserve the original color? Why?

4. How were these figures discovered?

5. What happened in 1974, 1976 and 1987?

Archaeological treasures

-Writing-

Desarrollo competencias (DBA)

Competencia 8:

Redacta textos de mediana longitud en los cuales realiza recomendaciones o sugerencias sobre situaciones de interés personal, escolar o social.

Recomendaciones de uso:

Los estudiantes escribirán un texto acerca de descubrimientos arqueológicos en el mundo. Para esto, pueden usar como modelo el texto incluido en la ficha "Archaeological Treasures - Reading". Igualmente, incluirán información acerca de un lugar arqueológico de Colombia destacando datos como ubicación, descripción, historia, eventos importantes entre otros elementos. Este actividad de escritura estará guiada por algunos lineamientos, los cuales deberán ser tenidos en cuenta por los estudiantes.



Archaeological treasures

Based on the listening about Machu Picchu or the reading about the Terracota Army, write a text describing an archaeological discovery in Colombia. Include information about its location, characteristics, history, etc. Use your own words to report this information and consider the instructions in the chart below.

Keep this in mind!

- Include the parts of the text: Title, introduction, body and conclusion.
- Use simple past to report your ideas based on the reading/listening sections.
- Use vocabulary and grammar structures correctly.
- Write 15 lines as minimum.
- Pay attention to punctuation.
- Use appropriated linking words to connect ideas and paragraphs.

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